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TEACHING ACTIVITY

Praxis & Pedagogies Narrative

Teaching with Technology

I believe students must be efficient with and embrace technology to keep up with convergence.

The technology which is incorporated in my courses includes curated content, specifically YouTube videos/video markers which showcase the students' assignments, skills and technical aptitude, Social Media, multi-media, online gaming, PowerPoint, iPhone technology and more. These strategies assist in reaching the objectives for the department, school, and university, as well as assist in peer-learning, and career preparation.

The students use Social Media in my courses. I created a Twitter/ Periscope account for the capstone, NewsVision (@NewsVisionHU #HUNewsVision). The students create a Social Media team which promotes the course. They share information about their stories with links on Twitter, as well as photographs, and videos. The students also utilized Facebook Live videos for election coverage, which served as an effective promotional tool during rehearsals for the WHUT newscasts.

I also introduced social media and technology as new methodology for journalistic storytelling. In PAR-B, the students had to write blogs about the intersection of social media and journalism, and work in teams for an in-class iPhone reporter package assignments, as well as on an assignment specifically relating to social media. I also include online gaming for quizzes which is always a hit.

Blackboard

I also utilize Blackboard for a majority of classroom feedback, communication and grading. This includes the syllabus, industry opportunities, as well as the presentation of and use of rubrics for assignments. The students utilize deadline management and practice technology on a regular basis.

Technology is also utilized through Skype interviews, blogs, video, and PowerPoint presentations, which are a mainstay for lectures. I also incorporate online gaming for low level news and content quizzes to enhance retention.

Rubrics

In alignment with the School's goal of improving assessment data, I primarily use rubrics when applicable to grade assignments. This proved beneficial, in that the students receive immediate feedback, and explanation of their grades.

I conduct my classes in a professional, respectful, deadline-driven environment where research, evidence of current events, and feedback and discussion are expected. As a result, the students are able to retain information and exercise professionalism. (See a few examples of ePortfolios at the end of this narrative)

Videos

Videos which I share in class, are a major source of content and review for historical appreciation and personal reflection. For example, one of the staples I show in class is the documentary, "The Long Walk" based on the book by the same name, which chronicles the "Placemaking Legacy of Howard University." After viewing the students reflect on their experience at Howard and then are assigned blogs which reflect upon their matriculation at the university and give insightful interpretations of what the Long Walk means to them. Similarly, they view a retrospective video by Oprah Winfrey, and then write a blog about their journeys in journalism. Other videos include a comparative analysis of the first network newscast to a current one. They students discuss the style, substance and delivery methodology of the newscasts, as well as the types of promotional ads, and dynamics of them as well. As journalists in a visual medium, this has become an important aspect of my teaching style.

ePortfolios

To enhance their learning and retention, ePortfolios are required in each course. These websites serve as examples of core competencies for the department and school, as well as online resumes for industry opportunities. ePortfolios are impactful in that they make learning visible to the learner and provide him/her with information to view, assess and document their progress in the course, and give evidence to their learning and course outcomes as well as the CHSOC 16 Core Competencies. As a faculty member, I am able to conduct assessment to both program and classroom teaching effectiveness. The ePortfolio also serves as a storing house for collecting artifacts of the students' academic journey as well as their short-term and long term goals. The students easily transition their ePortfolios upon graduation so that they serve as personal, professional websites.

As part of their final presentation/exam for the course, the students must present information from their ePortfolio to a staff of faculty, administrators and (sometimes) professionals. This prepares them for professional panel interviews upon

graduation as well as receiving constructive criticism. Several potential employers have applauded the professionalism of the sites.

Student ePortfolios examples:

Below are a few ePortfolios from the capstone NewsVision class. You will see a variety of platforms utilized including WordPress, Wix, and Weebly.

Courtney Tate: <https://courtneytatee.wixsite.com/mysite>

Dawchelle Hamilton: <http://dawchelle.wixsite.com/dawchelley>

Judayah Murray: <https://judayahm.wordpress.com/>

Bianca Burns: <https://biancalburns.wordpress.com/>

Ellyce Ferguson: <http://ellyceferguson.weebly.com/>

Chelsea Floyd: <http://floydchelsea.wix.com/chelsea>

Jasmine Turner: <http://jasmineturner.wix.com/jasmineturner>

FIELD TRIPS

I also incorporated field trips to the Newseum, NPR and to WHUR FM and WHUT TV to enhance the students' understanding of the history, ethical implications and practice of the industry. It also brings to life many of the topics discussed in class. For many of these trips, the students write blogs, which I in turn, share with officials at the location (such as the Newseum)

CREATIVE OUTCOMES

NewsVision on WHUT

One of the major areas in which I strive to do this is reflected in the "expansion of the Media Innovation Center" to "collaborate with WHUT-TV .. to integrate professional training and productions into the curriculum, building upon the legacy of pioneering student work as a regular part of station programming." This is being achieved with the Spring 2015 launch of NewsVision student reports on WHUT TV to more than 2Million viewers in Washington metropolitan area

I am the liaison between the station and CHSOC and have served as the executive producer of the project. This is the beginning of an ongoing project utilizing my industry experience as an EP and launching news programs in local and na-

tional television. I have worked with the students' skills in reporting and producing, as well as working with operations and engineering personnel, supervising the creation of a news logo and original score/music and determining strategy and timelines for the project.

Students have the opportunity to self-produce a professional newscast. The students utilize professional-grade software and serve in all roles: producer, reporter, director, floor director, teleprompter and anchor. They write, shoot, and edit their own reporter stories, pitching topics and discussing them in class.

The students receive hands-on about the complexities and nuances of producing a professional newscast under strict deadlines, but the classroom transformed into a teaching laboratory for imparting professional skills as well as knowledge. Additionally, the professional staff at WHUT who had not worked alongside students in producing an "as live" broadcast. It has also set a new precedent for the department, school and university.

They also worked in teams to create an original :30 promo for the NewsVision newscast. This project allowed the students to work in teams on a continued project throughout the semester, which culminated in the top two being selected for broadcast in the NewsVision Newscast on WHUT. The assignment promoted teamwork, originality and creativity and gave them opportunities to produce more than traditional news stories

Howard University News Service (HUNS)

I have served as one of the broadcast journalism professors to have his/her students have stories broadcast on Howard University News Service (HUNS). The website continues to receive accommodation from news outlets as well as nonprofit organizations. The stories are shared with more than 200 National Newspaper Publishers Association (NNPA) member publications. In addition, my capstone class, NewsVision pitched stories on various topics for Truth Be Told as part of its series of reporter assignments in 2016-17 academic year. This effort supported interdepartmental collaboration and support of funded research.

POLITICAL COVERAGE | BREAKING NEWS

Students had the opportunity to cover a variety of stories in the nation's capital, including the Congressional Black Caucus Legislative Sessions, 2014 Midterm Elections and 2016 Presidential Elections, as well as the Democratic and Republican National Conventions. During Election coverage, students in each class reported and wrote blogs on the issues surrounding the media and First Amendment as it pertains to the historic Election 2016. I was able to utilize this as a demonstration item for the School of Communications Outcomes.

2016 Election “As Live” Coverage- Capstone NewsVision & WHUT Newscast- Students in the capstone 6 credit NewsVision course took part in day-of coverage in the Washington, DC area during the 2016 Presidential Elections as part of Howard University Election Project. They then returned to the newsroom (classroom) and produced a 17-minute newscast in real time, which was uploaded to the Election Project website. This proved to be invaluable for the students. (See more on the newscast below)

<http://howarduniversityelectionproject.com/2016/11/08/2668/>

Students also serve as active journalists and have covered a number of breaking news stories in Washington and on Howard’s campus (see Highlights)

INTERDEPARTMENTAL COLLABORATION

I have collaborated with several departments at the university, notably the Howard University Office of Research Development which approached me to highlight some of the impactful research being conducted by the university. My capstone students covered Howard Univ. Research Week 2018, by reporting on the keynote speech, as well as some of the research by undergraduate and faculty scholars. The students then produced stories which were included in the class’ final 30-minute newscast.

Other collaborations have included coverage of Alternative Spring Break, the Ralph J. Bunche International Affairs Center, Convocation, and WHUT TV. They have also covered breaking news stories including national weather events, crimes on campus and national stories with local perspectives.