spectra

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WHAT's NEW IN THE COMMUNICATION CLASSROOM?

ABOUT spectra

Spectra, the magazine of the National Communication Association (NCA), features articles on topics that are relevant to Communication scholars, teachers, and practitioners. *Spectra* is one means through which NCA works toward accomplishing its mission of advancing Communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.

NCA serves its members by enabling and supporting their professional interests. Dedicated to fostering and promoting free and ethical communication, NCA promotes the widespread appreciation of the importance of communication in public and private life, the application of competent communication to improve the quality of human life and relationships, and the use of knowledge about communication to solve human problems. NCA supports inclusiveness and diversity among our faculties, within our membership, in the workplace, and in the classroom; NCA supports and promotes policies that fairly encourage this diversity and inclusion.

The views and opinions expressed in *Spectra* articles are those of the authors and do not necessarily reflect those of the National Communication Association.

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In this issue

spectra ? DID YOU KNOW

The Teaching and Learning section of NCA's website provides a robust collection of resources that can help you update your own communication classroom. Visit www.natcom.org/teachingandlearning.

Beyond the Pale: Achieving Relevance by Widening the Expanse of NCA's Vision

By Ronald L. Jackson II, Ph.D.

> We must be willing to make space for inclusive excellence across the board in everything we do.…That is our duty, if we truly are who we say we are.

As I write this final column as NCA President, I am reminded of something feminist scholar bell hooks once said: "To be strong in the face of oppression is not the same as overcoming oppression…Endurance is not to be confused with transformation." Although hooks was talking about the strength of Black women, I think her quote speaks to a very significant reality of our time. We exist in a society that struggles with unfreedom on a daily basis.

On the one hand, our nation constitutionally claims a particular kind of freedom that values openness to new ideas, respect of others, and embrace of unalienable rights. On the other hand, we are treated to an almost daily dose of incivility on the part of U.S. President Donald Trump. And xenophobia does not begin or end with President Trump. As human beings, we have cultivated over time an occasional disregard for those who do not share our values. In fact, I would argue that in this day and age, we too frequently lapse in our ability to be effective citizens and communicators. I think hooks had it right. Oppressive politics and regimes of truth leave us in a defensive posture, ready to fight or simply endure the onslaught. The survival mode that situates or prepares our endurance is useful only to the extent that it is protective, and yet it leaves us with paralysis. If indeed it is radical progressive transformation we seek, then we must mindfully work together toward this goal.

I worry about this and wonder what role the National Communication Association can play in building alliances and fostering ethical communication within and beyond the confines of academe. I wonder how we might define the contours of transformation in a way that does not get us back into the sticky mess of partisan politics. I wonder whether we can retrieve custody over the constitutive facets that defined our collective humanity in the first place–non-market values such as love, joy, hope, faith, etc.

I am convinced that the way for NCA to best envision a path forward is to deploy even more of our resources in order to contribute to the world around us.

VISION FOR DEPLOYMENT OF OUR RESOURCES

As I wrote in my March *Spectra* column, the goal of NCA's work with local communities leads to an extramural reach that is neither to serve "some self-gratifying impulse by publicly heightening excitement about NCA, nor simply to tell the world we do good work in communication, but rather to *improve the quality of human life and relationships*." That is part of our mission as an organization. The elected volunteer leaders and the professional staff in the National Office have collaborated this year to push the envelope in this regard.

It is my pleasure to report that in the past year, we have launched two major initiatives within NCA:

- The proposed *Center for Communication, Community Collaboration, & Change*. This may very well be the first of its kind among our academic association peers. Although all innovation comes with a bit of risk, this one would allow us to realize a goal of becoming increasingly more relevant beyond the walls of the academy. We will keep you updated on this. We all owe a debt of gratitude to Walid Afifi (Task Force Chair) and the entire Center Task Force for their work on this effort over the past two years.
- *Video Series*. In February 2018, members of the NCA Executive Committee, Finance Committee, Publications Council, Teaching and Learning Council, Research Council, and Diversity Council met in Washington, DC, and took part in a visioning exercise that led to the launch of a new video series. The Executive Committee approved a series of six videos. The series will include brief animated videos about specific communication concepts, as well as videos featuring scholars discussing communication paradigms that are relevant to the broader population. Special thanks are owed to the National Office staff members shepherding this initiative, and to Shannon VanHorn and Eletra Gilchrist for their work on the Video Advisory Committee.

I believe our mission and identity are crystallized in and through what we do and for whom we stand. What I love about NCA is that we are comprised of members who care about what it means to be effective citizens. Why else create a Credo? Why else would we include in our mission that we seek to "*improve the quality of human life and relationships*"?

Yet, we have work to do. Over the past several months, groups of NCA members and the NCA leadership have had numerous conversations about our need for further movement toward inclusive excellence. That is part of what is necessary for us to model effective citizenship. We must be willing to make space for inclusive excellence across the board in everything we do. That means having a set of Distinguished Scholars, elected officers, journal editors, and volunteer leaders that look more like the U.S. population. That is our duty, if we truly are who we say we are.

FINAL NOTE

Serving as NCA President has been one of the greatest highlights and privileges of my career. I decided to throw my hat in the ring because of awesome mentors, including Lyndrey Niles, one of the architects of the Black Caucus and a giant in our field, who passed away on September 9, 2018. He will be sorely missed. Other mentors, including Melbourne Cummings, Bill Starosta, Debbie Borisoff, Jim Chesebro, Richard Wright, Carolyn Stroman, Jack Daniel, Orlando Taylor, Molefi Asante, Dawn Braithwaite, Rich West, Debbie Atwater, and so many others, have left an indelible impact on my life and career. I am grateful for their courage, audacity, candor, and vision, all of which have helped to make this association what it is today.

The National Communication Association is a phenomenal organization! We have tremendous potential to become even better in every respect. I thank you for the opportunity to lead NCA. I thank you for your hard work every day in the field, your respective disciplines, classrooms, boardrooms, and communities. Continue that great work and help us take NCA to the next level! ■

Spotlight

DATA ABOUT THE DISCIPLINE

Job Satisfaction Levels Among Humanities Ph.D. Recipients

A recent report by the American Academy of Arts and Sciences' Humanities Indicators project reviewed data collected as part of the National Science Foundation's *2015 National Survey of College Graduates*. The report examined job satisfaction levels of Ph.D. recipients in several disciplines including the humanities, business, and sciences.

The Humanities Indicators project recognizes humanities as the academic study of the Arts, American studies and Area Studies, Archeology, Communication, Cultural, Ethnic, and Gender Studies, English Language and Literature, History, Languages and Literature other than English, Jurisprudence, Philosophy, Religion, and selected Interdisciplinary Studies.

Findings indicate that humanities Ph.D.s are largely satisfied with their jobs. Among humanities Ph.D.s employed in academia, nearly 91 percent indicated they were "very" or "somewhat" satisfied with their job. This comports with job satisfaction levels among Ph.D.s in other disciplines, where satisfaction ranges from a high of 95 percent in education to a low of 80 percent in the arts. Humanities Ph.D.s working outside academia report somewhat lower satisfaction levels, with 80 percent reporting being "very" or "somewhat" satisfied in their jobs.

FIELD OF DEGREE	ALL PH.D.s	PH.D.s EMPLOYED IN ACADEMIA	PH.D.s NOT EMPLOYED IN ACADEMIA
Humanities	87.8	90.9	80.4
Arts	89.5	80.2	98.0
Behavioral & Social Sciences	92.4	92.9	92.1
Business	92.6	94.6	89.1
Education	95.3	94.5	95.9
Engineering	91.6	87.6	93.0
Health or Medical Sciences	91.7	86.9	93.5
Life Science	90.1	89.9	90.3
Physical Sciences	90.9	91.3	90.5
All Fields	91.4	90.5	92.0

Notes: The analysis excludes holders of the D.D.S., D.V.M., M.D., and other non-research degrees. Doctorate degree holders are considered employed in academia if they work for a two- or four-year college/university, medical school, or university research institute in any capacity.
Source: National Science Foundation, American Academy of Arts and Sciences' Humanities Indicators, *2015 National Survey of College Graduates.*

PUBLIC PRESENCE

NCA Hosts Public Program on *The Art of Science Communication*

On Wednesday, September 26, 2018, NCA hosted "The Art of Science Communication," a public program held on the campus of the University of Colorado Denver. More than 50 members of the campus and surrounding community attended.

The program focused on the textual dynamics and social consequences of rhetoric on discussions and understandings of science. Panelists discussed the ways in which rhetoric about science influences broader public discussions about science, journalism, and politics. The program was co-sponsored by the University of Colorado Denver Department of Communication.

Panelists included Leah Ceccarelli (University of Washington), Celeste Condit (University of Georgia), Robin E. Jensen (University of Utah), Lisa Keränen (University of Colorado Denver), John Lynch (University of Cincinnati), and J. Blake Scott (University of Central Florida). The panel was moderated by Bonnie J. Dow (Vanderbilt University).

Pictured from left: Robin E. Jensen, J. Blake Scott, Celeste Condit, Bonnie J. Dow, Lisa Keränen, Leah Ceccarelli, and John Lynch.

IN OUR JOURNALS

Benny LeMaster and Amber L. Johnson, "Unlearning Gender—Toward a Critical Communication Trans Pedagogy," *Communication Teacher,* DOI: 10.1080/17404622.2018.1467566

This essay examines the pedagogical challenges of overcoming a learned gender narrative in the changing classroom culture, and the lack of competency in communicating and understanding the discrimination, harassment, and violence that transgender individuals face. To help students comprehend the complex legal and cultural hurdles of the trans community, the authors recommend holding conversations on trans issues while embracing the potential of failing at it, as doing so will advance transgender discourse and potentially resolve tensions that emerge with the uncertainty of the topic. Pedagogical approaches that may assist this discourse include encouraging critical communication on topics of gender fluidity, promoting heuristic discussions on gender identity, and deconstructing student understanding of ideologies, identities, and culture. The authors argue that holding space for larger conversations on trans issues in the classroom can shift the hegemonic ways in which we communicate the trans experience.

Rachel A. Smith and Amanda Applegate, "Mental Health Stigma and Communication and Their Intersections with Education," *Communication Education,* 67 (2018), 382-393.

In this essay, Smith and Applegate discuss the stigmatization of mental health issues in society and how it impacts students in higher education. As the authors explain, nearly one-third of college students report mental health issues, including depression, anxiety, suicidal ideation, and self-injury. However, many students with symptoms do not seek treatment for a variety of reasons. These include the fear of judgment from both peers and teachers, the lack of anonymity among peer groups, and the idea that receiving mental health treatment might threaten future opportunities. The authors argue that viewing mental illness from a dualistic perspective (i.e., mental health v. mental illness) can reduce existing stigma and correct inaccurate stereotypes about people living with mental health issues. By using the classroom to deconstruct the negative stereotypes about mental health treatment, educators can work to reduce the stigma and discrimination that students may confront when asking for help.

Neil Murray and Troy McConachy, "'Participation' in the internationalized higher education classroom: An academic staff perspective," *Journal of International and Intercultural Communication,* 11 (2018), 254-270.

In this study, the authors explore the challenges faced by academic staff in encouraging international students to participate in class. Focus group interviews revealed that differing cultural and linguistic frameworks can lead to superficial discussions and a perceived lack of participation among international students. This perceived lack of participation may stem from language barriers, students' cultural notions of respect and hierarchy, and differing cultural interpretations of non-verbal cues. To overcome these participation-related challenges, the authors suggest providing students questions in advance to remove unexpected stressors for students, creating smaller groups to promote discussion, and providing online lectures and resources.

AN INTRODUCTION

WHAT's NEW IN THE COMMUNICATION CLASSROOM?

In this issue of *Spectra*, we explore the ways in which the communication classroom has changed in recent years and continues to do so, with new twists on traditional pedagogy, integrating technology and other tools, and applying communication concepts to the current civic landscape through deliberative democracy.

Claire H. Procopio begins the issue by declaring that "the communication classroom is often on the vanguard of pedagogic innovations," in part because communication scholars "take questions of instruction seriously—it is part of our DNA." Procopio provides an overview of some of the ways that new pedagogical practices, technology in the classroom, a learning outcomes assessment movement, and civic activism have all contributed to an evolving educational environment for the next generation.

Next, Lynn M. Harter, Angela M. Hosek, and Scott Titsworth discuss the ways in which storytelling can serve as an integral part of the learning process. "Cultural narratives influence our expectations and shape how we feel, what we view as acceptable, and how we interact," they write. "We are interested in what these stories do in classroom settings." The authors provide creative and flexible starting points for teachers to "[craft] spaces that honor both disciplinary stories and the stories of learners' lives."

Jeffrey H. Kuznekoff takes a deep dive into how technology has changed the communication classroom. Kuznekoff writes about how "technology can serve to both enhance [students'] learning and distract them from course content." From smartphones and smartwatches to Twitter and texting, new technologies and tools present an interesting contradiction, raising challenges and opportunities that Kuznekoff believes the communication discipline is uniquely suited to address. "Our emphasis on the variety of ways that human beings make and share meaning, and the importance we place on teaching, allow us to engage students in not only how they use technology, but also how that use may enable or constrain their learning," Kuznekoff writes.

To conclude the issue, Katherine R. Knobloch examines how communication sits at the heart of a movement in higher education that encourages or requires students to get civically engaged. "Today's college and university students have demonstrated a penchant for meaningful political engagement," Knobloch writes. In the face of growing distrust of government and the institutions of democracy, coalitions of educators are addressing "democratic deficiencies" through course curriculum, community service, and other programs and initiatives, much of it in the communication classroom. "Deliberative pedagogy inherently meets the demands of high-impact educational practices," Knobloch concludes.

We hope this issue of *Spectra* proves informative, and that it inspires you to think about how your own communication classroom has changed, and could change, to meet the needs of today's students.

Communication:

THE VANGUARD OF PEDAGOGIC INNOVATION

By Claire H. Procopio, Ph.D.

Communication professors are some of the best teachers on every campus where I have worked or studied. I cannot prove it, but I am sure we earn a disproportionate percentage of campus teaching awards, and the reasons for that are obvious: We typically engage our students conversationally. We tailor our messages to our audiences. We have clear purposes and great anecdotes. We are familiar with the latest presentation technologies. We have a sensitivity to language by virtue of our scholarly interests, which sometimes makes even the crustiest among us surprisingly up on the slang/jargon/vernacular/meme of the day.

That the communication classroom is often on the vanguard of pedagogic innovations should come as no surprise to members of the National Communication Association (NCA). After all, we started as the National Association of Academic *Teachers* of Public Speaking. When 17 speech teachers walked out of a meeting of the National Council of Teachers of English, they left, in large part, because those early NCA progenitors believed that spoken communication had to be *taught* differently from how others taught English. It is no wonder that we continue to take questions of instruction seriously—it is part of our DNA.

A look at the most recent decade in the communication classroom reveals that we are continuing to grow in exciting ways and adapting to the challenges of a changing educational environment. New developments in pedagogy, use of technology, learning outcomes assessment, and civic activism offer continued promise as we move into NCA's second hundred years. Take a look at what some of our colleagues are doing across the nation to teach the next generation.

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NEW PEDAGOGICAL PRACTICES

Advocates of experimentation in higher education pedagogies often contrast new teaching techniques with old-school, "sage-on-the-stage," lecture-based pedagogies. This has always struck me as something of a strawman fallacy. Long before innovation in higher education became fashionable on U.S. college and university campuses, the best professors found ways to invite students into discussion and contemplation. Yet, movements such as the Association of American Colleges & Universities' (AAC&U) advocacy of high-impact educational practices have certainly made professors more mindful of not just their own practices, but also the full range of available teaching strategies. Increasingly, communication instructors are making use of adaptive courseware and online learning management systems to adopt elements of a "flipped classroom." Online textbooks and videos with accompanying interactive quizzes allow students to work their way through traditional lecture material in advance of class. Students who are not grasping a section are automatically routed back to additional resources on the perplexing topic. Professors can monitor student progress through the material and identify problem spots for class coverage. More importantly, the time saved lecturing on material that can be digested through pre-class reading and activities is then devoted to application and critical thinking exercises during class.

Service-learning and community-based learning (CBL) have expanded from an accessory in a handful of classes to the central organizing principle of entire communication courses. In a 2016 issue of *Communication Education*, Sherry Morreale, Scott Myers, Phil Backlund, and Cheri Simonds published the ninth and most recent version of their regular survey of the basic communication course. They reported that 29 percent of two-year and 21 percent of four-year institutions included a service-learning component in their basic communication course. Some schools, such as Minnesota's Gustavus Adolphus College, have reworked the basic course entirely—centering it on community-based public advocacy. Over the course of a semester there, students identify a problem in their own community, research it, collaborate with community members on solutions, and then advocate for the community to take action. A CBL initiative at Manchester Community College in Connecticut landed communication professor Becky Townsend at the White House in 2012 to accept a 'Champion of Change' award for the work her students did on devising ways to bring hard-to-reach populations into local conversations about transportation issues.

Advocates of such engaged approaches to teaching communication contend that their students retain and understand concepts more thoroughly, better see connections between theory and praxis, and transfer course material more readily into new contexts. Even with the challenges faced (service-learning and CBL require resources in the form of time, money, and energy from the institution), supporters see these approaches to student learning as improving educational attainment and especially beneficial to at-risk and first-generation students who may struggle more to appreciate old-school "chalk-and-talk" instruction.

CHANGING TECHNOLOGY IN THE CLASSROOM

When I started teaching, the exciting new technology in the classroom was the overhead projector. It had recently become possible to print transparencies on one's home printer, shoving aside the antiquated handout. Today's communication courses have so many more technological options to enhance student learning and instruction.

For a while now, the smartboard, internet access, and projection hardware have been standard classroom accoutrements. Some campuses have improved upon that set up. For example, my own alma mater, Indiana University,

has launched the Mosaic Initiative to redeploy technology in the classroom to facilitate more interactive learning spaces. Professors can arrange a classroom so that students sit in small groups with a large shared computer at each mobile station to facilitate collaborative learning projects. These spaces are designed to allow for quick reconfiguration from group work to shared-lecture and back again.

The ubiquity of the student smartphone has been channeled for good in many communication classes. One of my colleagues uses Twitter hashtags as a way to get her students to watch and respond to major public speaking events. Others have established a hashtag for use during class to allow students to post questions or backchannel concerns about course material. These class hashtags are often curated in software such as Wakelet (an option for those of you missing Storify) for later review or to create word clouds through Textal that visually represent the concepts repeated in students' classroom commentary. Students have embraced GroupMe as a way to facilitate out-of-class communication on group projects, and increasingly communication professors are turning to project management platforms such as Basecamp and Slack (there are free versions for teachers and students) to help students set deadlines, report milestones, communicate with one another and file share from a single platform.

Even the syllabus and assignments in traditional communication classes have felt the effects of emerging technologies. It has become quite trendy to adopt an interactive syllabus. Because most students access their syllabus online these days, professors have taken advantage of the medium to embed their syllabi with hyperlinks to assignment directions, samples of past student work, relevant videos, calendar notifications, and more. Even the traditional communication research methods course has adapted. One of my favorite Great Ideas For Teaching Students (G.I.F.T.S) presentations at a recent NCA Annual Convention was on converting the customary literature review to an assignment that had students editing the appropriate communication theory section of Wikipedia. The presenter observed that students were much more motivated to be accurate, clear, and correct when any communication scholar could see their work and when they knew it would be subject to public correction. These modifications to elements of particular classes are in addition, of course, to the increasing presence of communication courses taught entirely online. According to that 2016 survey of the basic course, 31 percent of four-year and 52 percent of two-year campuses offer their basic course in communication completely online.

While many of the effects of technology on the classroom have been positive, a number of colleagues have talked with me about the challenges new technologies have brought. From students surfing the web on laptops, to their near-compulsive need to check their phones, technologies in the classroom can be distracting. Cases of students and teachers being bullied online are commonly featured in the *Chronicle of Higher Education*. One mass communication colleague shared a story with me about changing student tolerance for rejection of their work by editors that she attributed to the ease of posting online without review. She has adapted with lessons on dealing with rejection, the importance of persistence, and improvement through criticism. Communication faculty are adapting with new policies and strategies to address the ever-evolving environment.

In an era of online echo-chambers, anonymous discussion boards, allegations of fake news, and hyper-partisan demagoguery, the need for communication classrooms has never been greater.

LEARNING OUTCOMES ASSESSMENT MOVEMENT

Another changing context to which communication educators have responded is the growing focus on assessment of learning outcomes. Accreditors, the Department of Education, state legislatures, provosts, institutional effectiveness administrators, and a host of other stakeholders are increasingly calling on higher education faculty to define and document what students know, understand, and are able to do as a result of their educations. Communication faculty are answering this call.

To support us in that effort, NCA undertook the Learning Outcomes in Communication (LOC) project. A group of 30 communication faculty members from an array of institutions across the nation convened to, as the NCA website states, "identify and articulate the distinctive skills, methods, and substantive range for the discipline." One of the documents that emerged from that process contained NCA's nine learning outcomes in communication, all adaptable for particular institutional contexts.

I had the good fortune to participate in the LOC project. I was struck by how pervasive the pressures to document student learning had become on most campuses. I was also interested in the number of commonsense observations I encountered about the need to balance documenting student learning with the many other obligations of academic life. In myriad conversations with colleagues about the learning outcomes movement and the way assessment can play out in communication classrooms, I found most professors in agreement that there is value in stopping to take stock and reflect on what we want our students to gain from their classroom experiences. If you don't know where you're going, any road will do, after all. But, colleagues also expressed fears about assessment fatigue and the reduction of the life-of-the-mind to the life-of-the-lesson-plan.

Tools such as NCA's articulation of learning outcomes in communication have provided a valuable resource for departments that are grappling with defining and assessing student learning in the context of new assessment requirements. AAC&U's Degree Qualifications Profile and VALUE rubrics have also been widely deployed by communication faculty who are engaged in learning outcomes assessment. The former is helpful to thinking about the difference between general education/sophomore-level performance and mastery of upper-level communication concepts. The latter is helpful in efforts to measure student learning.

At its best, the assessment movement is translating into engaging discussions about the nature of various communication curricula. Faculty are setting aside time to talk to one another about why particular courses are taught, how they should be sequenced, and whether they should be modified to achieve departmental goals. Moreover, these conversations can be supported by data on student performance. When the perennial push to remove communication from the general education core emerges on your campus, a robust collection of learning outcomes data showing students struggling with communication skills and then gaining mastery through your course can be a persuasive bit of evidence to have handy.

CIVIC ACTIVISM

Communication classes often explore the ways in which humans jointly construct our social relationships and assumptions about what is good, valuable, and true. In an era of online echo-chambers, anonymous discussion boards, allegations of fake news, and hyper-partisan demagoguery, the need for communication classrooms has never been greater.

Renewed focus on communication as the foundation of civic engagement in the liberal arts is one of the best byproducts of the current moment. *Communication Education*'s 2016 special edition on speech and debate as a form of civic education pointed out that communication professors routinely teach students to make well-reasoned arguments, to recognize and resist spurious appeals to base emotions, and to articulate and advance a perspective in a rhetorical situation. These are the very acts of "doing democracy." NCA's LOC document calls on us to teach students to frame, evaluate, use, and advocate on global issues from a communication perspective "to promote human rights, dignity, and freedom." Can there be a nobler calling?

Evidence that such calls are translating into a changed classroom experience for students abounds. The service learning projects mentioned above, NCA's recent creation of its Activism and Social Justice Division, and *Communication Education*'s 2017 forum on Communication Activism Pedagogy (CAP) all give us reason to believe that communication professors are taking it to the streets—or taking the streets to the classroom—to promote human equality and demonstrate communication's foundational role in creating and changing our civic experience.

Changes in pedagogy, technology, assessment, and activism are only some of the ways the communication classroom continues to evolve.

Changes in pedagogy, technology, assessment, and activism are only some of the ways the communication classroom continues to evolve. One could never hope to produce an exhaustive list of the many creative approaches employed by a group as talented, diverse, and committed as communication professors.

My challenge to anyone interested in learning more about the evolving classroom is to talk with communication colleagues in other classes and on other campuses about their teaching. Many of the best ideas in instruction are what my first course director called "begged, borrowed, or stolen." I have found that colleagues who have developed a new approach that is paying dividends are more than happy to share the wealth. In this way, the communication classroom will continue to adapt to meet the changing needs of tomorrow's students. ■

CLAIRE H. PROCOPIO is Professor of Communication and Honors Director at Southeastern Louisiana University, where she was recognized by the university with the President's Award for Teaching Excellence in 2017. Her research interests include accreditation's effect on organizational culture, learning-outcomes assessment, and communication in higher education organizations. Her research has appeared in the *Journal of Applied Communication Research*, *Communication Education*, *Communication Teacher*, and *Mentoring & Teaching*, among other outlets. She is a past president of the Louisiana Communication Association and was a member of NCA's Learning Outcomes in Communication project.

CONNECTING SELVES *and* SUBJECT MATTER *through* *Storytelling*

Storytelling is an integral part of the learning process. Classrooms are webs of interwoven stories that include conceptual narratives of a discipline, autobiographical accounts from learners, and societal dramas.

By Lynn M. Harter, Ph.D., Angela M. Hosek, Ph.D., and Scott Titsworth, Ph.D.

Opioid addiction is a wicked dilemma that is paralyzing public health specialists and politicians alike. One of the authors, Lynn Harter, and her students had viewed a CNN digital clip narrated by Dr. Sanjay Gupta about "safe bathrooms"—consumption spaces for people who use drugs. Safe bathrooms are supervised by people trained in medical care and are stocked with Naloxone, an easy to administer drug for overdoses. In the clip, the narrator invites viewers into the stories of lives gone wrong, populated by characters facing challenges that elude closure. Hard problems are hard, and humans are a vulnerable species.

Harter pulled back the curtain and invited students to bear witness to opioid addiction and the suffering that ensues. She also wanted students to consider the use of safe bathrooms from a theoretically informed perspective. "What struck you as meaningful in this report? How can we draw on Structuration Theory to make sense of the possibilities and challenges of safe bathrooms?"

"That was really hard to watch," shared Matt. "My brother is an addict. I can really relate to how difficult it is to combat opioid addiction. It continues to tear our family apart. Thankfully, my brother is in rehab. But this could save someone like him."

"I hear you. But do these bathrooms just condone drug use?" asked Haleigh, "I live in Portsmouth, otherwise known as Ports-meth. Heroine is, well, it's just everywhere. My hometown is like an epicenter of this crisis. Our neighbor, and the neighbor's cousin, and the cousin's cousin. All addicts. I fear these bathrooms would compound the problem."

Out of the corner of her eye, Harter saw Sam on his smart phone and was tempted to publicly call him out by saying, "Sam, get off Instagram and pay attention." Instead, she prompted again: "Let's greet this experience anew. What language does Structuration Theory offer us to assess the use of safe bathrooms?"

"Maybe it's not either/or? According to Structuration Theory, patterns and structures can both enable and constrain us," Sarah chimed in. "I can see how the use of safe bathrooms enables us to deal with the immediate problem of overdoses but perhaps constrains our ability to address addiction itself. It is like the paradox of survival and social change we've talked about. Perhaps safe bathrooms help people survive in crisis, but they are not ideal for long-term social change efforts?"

Sam finally lifted his head up and said, "I've been texting with my sister. She is an ER nurse in West Virginia. Last night she said they had five deaths from overdoses. That is five too many. And, that seems pretty typical. This article I just found online says that West Virginia had a record number of meth overdoses last year. Maybe safe bathrooms are an initial solution? By the time people get to my sister, it's often too late. Can we use safe bathrooms along with other strategies that focus on addiction and rehabilitation?"

ALWAYS ALREADY STORIED EXPERIENCES

Teaching and learning are always already storied experiences. Although some teachers and students remain unaware of the narrative nature of knowledge construction, storytelling is an integral part of the learning process. Classrooms are webs of interwoven stories that include conceptual narratives of a discipline, autobiographical accounts from learners, and societal dramas. Consider the opening vignette. A reporter narrated a complicated problem with no easy solutions. The news clip served as

Individuals locate themselves and are located by others in stories, echoes of templates in the narrative surround. Groups organize around particular stories that are believed and circulated. Cultural narratives influence our expectations and shape how we feel, what we view as acceptable, and how we interact. We are interested in what these stories do in classroom settings.

scaffolding for the ensuing dialogue, which included family anecdotes and personal confessions. Students toggled back and forth between their lived experiences, a narrative offered in journalistic fashion, and statistics gleaned through digital platforms. The teacher, in turn, challenged students to reconsider the proffered solution and their own experiences from a theoretically rich standpoint.

As described by Harter in *Imagining New Normals. A Narrative Framework for Health Communication*, narratives are symbolic resources that endow disruptions with meaning by developing characters embedded in relationships, organizing experiences across time and space, and ascertaining causality by plotting disordered events. Kenneth Burke notes in *Philosophy of Literary Form* that narratives function as equipment for living, both informing and giving form to human life. Storytelling reflects the narrative impulse and is a potent sensemaking strategy for individuals faced with expectations gone awry—and for those who seek to envision otherwise. Teachers and students alike act, account, and recount, and in doing so, they craft their sense of selves and imagine possible worlds. Individuals locate themselves and are located by others in stories, echoes of templates in the narrative surround. Groups organize around particular stories that are believed and circulated. Cultural narratives influence our expectations and shape how we feel, what we view as acceptable, and how we interact. We are interested in what these stories do in classroom settings.

Not all storytelling is equal in terms of its capacity to connect selves and subject matter. How can teachers thoughtfully organize in ways that render storytelling a meaningful presence in the classroom? We do not offer formulas or go-to recipes for narrative pedagogies. We do advance creative and flexible starting points for teachers who are interested in crafting spaces that honor both disciplinary stories and the stories of learners' lives.

NARRATIVE PEDAGOGIES

Arthur Frank contends that stories breathe—they silence and liberate, animate and instigate (*Letting Stories Breathe: A Socio-Narratology*). We acknowledge that storytelling serendipitously arises in classroom settings. We live our lives in worlds that are constructed by narratives, and classrooms are no exception. In some cases, however, teachers intentionally bring stories to the forefront of learning and create opportunities for students to participate in narrative sensemaking. By design, narrative pedagogies connect selves with subject matter through storytelling. Narrative pedagogies are not new. Plato's allegories, religious fables, and John Dewey's experiential learning philosophy all point to the deliberate use of storytelling to foster learning. Here, we describe three contemporary narrative pedagogies: problem-based learning, place-based learning, and creative analytic learning.

Problem-based learning requires students to grapple with open-ended dilemmas and develop reasoned responses that are informed by theory and research. Such learning includes case-studies (e.g., debating whether legislators should mandate Gardasil vaccinations for school-aged youth), simulated experiences (e.g., the use of virtual patients to train medical students), and service-learning, in which community-identified needs guide the learning process (e.g., the development of a social media campaign for a non-profit organization).

The heuristic merit of problem-based learning rests in its capacity to juxtapose conceptual stories of a discipline with the stories of people's lives. For example, standardized patients (SPs) are trained by physicians and teachers to simulate symptoms, abnormal findings, and diverse personalities. Medical students interact with SPs in realistic scenarios and in life-like exam rooms, and are evaluated on diagnostic reasoning and communication skills. In doing so, students try on the white coats that are symbolic of their future careers and rehearse roles in a safe environment. Importantly, Villagran, Goldsmith, Wittenberg-Lyles, and Baldwin, writing in *Communication Education*, found that learning through SP interactions can be optimized when informed by communication theories (e.g., interaction adaption theory for breaking bad news).

Ohio University's Julio Arauz facilitated a capstone class for information and telecommunication systems students that focused on Internet of Things (IOT) technologies and applications. Several students designed IOT solutions for community problems that could be integrated into the Columbus Ohio's Smart City initiatives. One such innovation involved sensors and control-flow valves that could monitor rainfall amounts and manage the release of rainwater from individual homes to reduce the inflow of water into culverts, streams, containment ponds, and city wastewater infrastructure. Such applications can solve problems associated with flash flooding, and at the same time can provide homeowners with water for gardening and other non-potable uses. In the learning process, students became embroiled in stories surrounding the problem. In fact, as students developed innovations, they became characters in an unfolding narrative where citizens were confronted with chronic problems associated with natural forces. By solving problems, these students integrated broader, community-based narratives with narratives of their own learning to better understand IOT technologies and their potential benefits.

Place-based learning also invites students to leverage knowledge resources to tackle issues within a particular context. In the previous example, IOT technologies can be tailored to manage wastewater in nearly any city or urban environment—the place is a setting, but it is not the driving force for the story. With place-based learning, the setting is a critical element in the learning process. A case in point: Students awarded a special fellows designation at Ohio University—called the Ohio Fellows—participate in various enrichment activities. During the summer of 2017, Jerry Miller traveled with several of the Ohio Fellows to the Teton Science School near Jackson, Wyoming. Participants learned about leadership, problem solving, ecology, teamwork, geology, and indigenous cultures all within the context of the Grand Teton National Park. Although the lessons were meant to be extended to other settings, the context of the Science School and its surroundings provided necessary stimuli for those lessons.

In a recent episode of the *Teaching Matters* podcast, Jeffrey Partridge discussed his use of the historic features of Hartford, Connecticut, to help students understand the interplay of fictional narrative and public discourse about critical issues such as slavery and race. In similar fashion, Aimee Edmondson at Ohio University takes students on a civil rights tour across the southern United States to witness major civil rights sites. In place-based learning, environments exercise significant motivational force in the learning process.

Place and problem-based learning are high-impact experiences. They also require significant time and effort on the part of the teacher. *Creative analytic approaches* can be used as stand-alone narrative pedagogies that require less investment of time and resources. For example, as James M. Lang argues in *The Chronicle of Higher Education* article "Small changes in teaching: Making connections," commonplace journals offer students in-class opportunities to connect their personal experiences with course material. Writing in a *Communication Teacher* article, Montalbano and Ige note how personal narrative performances allow narrators and witnesses alike to imagine diverse life-worlds. Also writing in *Communication Teacher*, Simmons and Chen

Our understanding of narrative pedagogies is grounded in a fundamental belief that who learners are becoming is an integral part of the educational process.

illustrate how word art—such as the creation of six-word stories—invites participants to carefully select and arrange artful phrases to narrate from personal experiences or key knowledge claims from readings.

Students can use ubiquitous technologies to craft photo-novellas that narrate and challenge hegemonic norms. A case in point: Harter and colleagues on occasion require students to take photos of what gender looks like and feels like, as well as spaces where dominant storylines of gender are contested (See "Sensing Gender by Coupling Visual and Verbal Storytelling," *Communication Teacher*, 2012). Students' journals combine verbal and visual stories to explore their gendered lives. One of Harter's students snapped a photo of birth control pills and wrote about reproductive health and responsibility. In a 2015 *Communication Teacher* article, Charee M. Thompson suggests that students can create visual imagery or infographics using PowerPoint or advanced tools such as Photoshop. Such techniques allow students to tell stories with or about images.

A CAUTIONARY TALE

Teaching and learning are narratively inflected endeavors. Our understanding of narrative pedagogies is grounded in a fundamental belief that who learners are becoming is an integral part of the educational process. Problem-based learning, place-based learning, and creative analytic learning have the capacity to connect selves with subject matter through storytelling. Learning at the crossroads of the personal and public, though, can be a risky and fragile endeavor. We conclude with a few observations and suggestions.

First, there must be space in classrooms to honor the stories of learners' lives. We have facilitated too many lessons that are dominated by theoretical abstractions, with little room left for students to critically interrogate their worlds. Alternatively, learners can get lost in the particularities of personal narratives and fail to develop connections to theoretically rich material. It is easy to take shelter in personal stories and evade thinking with the stories of a discipline. We love the subjects we teach. Conceptual narratives offer vocabularies for naming and framing reality. For example, the student who snapped the aforementioned photograph wrote about her personal experience with birth control and how her understandings were shifting in light of post-structural feminist readings on the gendered disciplining of bodies and a lack of reproductive health education and resources for men and individuals who identify as LGBTQ+. Narrative pedagogies ought to offer authentic opportunities to assess students' understanding of course material.

Second, narrative pedagogies also require readiness and responsibility on the part of teachers and students. Classrooms are public contexts, and learning out loud is fraught with vulnerability. Students sometimes remain silent because of fear—fear of failure, of being misunderstood, of having their prejudices or limitations exposed, of conflict or being drawn into drama. It is imperative that we neither overly restrict students' self-expressions nor demand self-disclosure. As Bill Rawlins notes in his 2000 *Communication Theory* article, "Teaching as a Mode of Friendship," a balance between candor and discretion in classrooms is required. We also find comfort in Parker Palmer's reminder that neither selves nor subject matters are static. "The self is not a scrap of turf to be defended but a capacity to be enlarged," he writes in *The Courage to Teach*. We can encourage students to approach stories of any sort as partial experiences that are constantly open to refinement and change. Curiosity is a powerful antidote to fear. In our finest moments, we craft space for ourselves and our students to transform our sense of self even as we question the partiality and limits of any theoretical perspective. Stories are provisional, living truths, ever-emergent and unfolding.

Finally, stories function in ways we do not expect or anticipate, and we have made our share of mistakes. Let's return to the opening vignette. Harter observed Sam's actions and initially located him in a story that we suspect is familiar to most readers—a student is using his cell phone to disengage from class. She was wrong. The day before, her assumption might have been accurate. Our students, too, on a regular basis incorrectly assume things about others based in part on narrative templates in their surround. The stories we live by can misdirect and deceive, just as they can liberate and empower. Narrative competence includes the capacity to identify what filters we bring to any storytelling occasion and why. Otherwise, we can get caught up in stories at our own peril. Condemnation is easy. Treating stories that clash as occasions for curiosity is more difficult, yet generally is more productive and rewarding. In this way, stories can help students consider new ways of understanding the lived experiences of others, and/or interrogate their own privilege. ■

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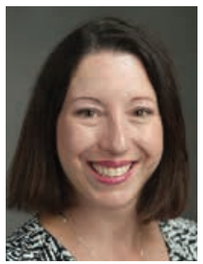

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NEW STUDENT POPULATIONS AND Digital Devices IN THE COMMUNICATION CLASSROOM

By Jeffrey H. Kuznekoff, Ph.D.

The communication classroom, and higher education in general, have changed quite a bit as a result of technology. Roughly once or twice a year, I am unexpectedly reminded of that change and forced to reflect on how I, as a teacher and scholar of communication, use and model technology in and out of the classroom. The most recent unexpected reminder occurred this past spring while I was giving the instructions for one of my final exams. As I directed students to put their phones on silent and to put them away, I put my Apple Watch on "silent mode." It was at that point that I recalled that over half of my students also had Apple Watches, so I remarked, "I never thought I would say this, but please also mute your watches." Students responded with a little laughter as they reached over to the glowing screens on their wrists.

Perhaps the most prominent change that my faculty colleagues and I have noticed is the number of students bringing some type of technology with them to class. For example, many of my students regularly bring their notebook computers to class, some bring iPads or other tablets, some even use their phones, and others stick to traditional pen and paper. The trend is clear: many students are regularly bringing technology with them into the classroom, and that technology can serve to both enhance their learning and distract them from course content.

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It is in this contradiction that I have been particularly interested. With Scott Titsworth, I began researching this topic in a 2013 *Communication Education* article. Our study used an experimental design to compare test and notetaking scores for students who did not text during a video lecture (i.e., control group) and students who texted at either high or low intervals during that lecture. The primary finding was that students who abstained from using their mobile devices scored, on average, 13 percentage points higher on a test of lecture content than the students who frequently used their mobile devices. Put in practical terms, that difference in average score is roughly equivalent to a letter grade and a half. In addition, the frequently texting group also recalled less information from the lecture and took less detailed notes.

Looking a little deeper into this relationship, we sought to examine whether the content of messages exchanged during class made a difference, as well as the difference between simply responding to a pre-existing message and composing an original message. For example, some faculty may use messaging apps or even Twitter to have students respond to or compose messages that relate to course content, and we wanted to see how this might affect student learning. To examine this more nuanced relationship, Stevie Munz, Scott Titsworth, and I expanded on our original study design. In a follow-up study, which was published in 2015 in *Communication Education*, we created eight experimental groups that varied in message relevance (related to lecture or unrelated to lecture), message composition (responding or creating), and message frequency (low or high). This design allowed us to better understand how student use of mobile devices in class, under several different conditions, would affect student learning. We found that students in the control group and those students who simply responded to pre-existing messages related to the lecture content, regardless of how frequently they responded, scored higher on the test of lecture content than the groups that were responding to irrelevant messages (i.e., content unrelated to the lecture) and the group that was frequently composing irrelevant messages. In other words, students who simply responded to messages about lecture content scored on par with the non-texting control group, while those who either responded to or created messages that were unrelated to lecture content did not perform nearly as well; their test scores were roughly 10–14 percentage points lower. The findings from our second study expanded our understanding of how mobile phone use in class affects student learning, and also identified an interesting contradiction: technology

New students entering the communication classroom have grown up with technology integrated into nearly every aspect of their lives, and we are just beginning to see what the long-term effects of this integration entail.

can both support and hinder learning in our classrooms. This contradiction becomes even more important when we consider new student populations entering higher education and the role that technology plays in their lives.

At present, traditional-age college students entering higher education are not millennials. While specific demarcation dates can vary, the consensus appears to be that millennials are those people born in the early 1980s through the late 1990s. I happen to like the Pew Research Center's definition, which includes those people born in 1981 through 1996, which makes them 22–37 years of age. For context, I am an Assistant Professor and have been in higher education as an instructor or administrator for 15 years. I am also a millennial. The reason I bring this up is because faculty, myself included, often assume that our current students grew up in an age prior to such technological innovations as the smart phone and other always-connected devices. That simply is no longer the case. As Michael Dimock from the Pew Research Center has noted, "Social media, constant connectivity and on-demand entertainment and communication are innovations Millennials adapted to as they came of age. For those born after 1996, these are largely assumed." New students entering the communication classroom have grown up with technology integrated into nearly every aspect of their lives, and we are just beginning to see what the long-term effects of this integration entail. This is the important point for educators to consider as we address the changing communication classroom.

When talking with other faculty about technology in the classroom, I have heard them express several consistent teaching and learning concerns. Perhaps the most common issue they have raised is about students using their devices in class and clearly not paying attention to class content. That is a legitimate, important concern that I also share. I am of the opinion that students are the primary stakeholders in their education, and that they need to be responsible for self-regulating their use of their devices. However, students very well may be entering college without having built this important skill. We can help students develop this self-regulation and appropriate behavior by engaging students in discussions about it and modeling the behavior we expect. In every face-to-face (FtF) class I teach, I spend several minutes during the first week of class talking about my expectations for how technology should be used. I typically say that each student is responsible for their own device usage, and the class generally does not require that they be on their phones or computers. While I am okay with students taking digital notes, it is up to them to ensure that they are using those devices only for notetaking and not for other tasks. I also bring up that I've done research on this area and share our research findings, particularly that texting in class can hurt their grades, reduce the amount of information they recall, and reduce the quality of notes they take. In addition, I think it is important to also model this behavior. I put my phone on "do not disturb" mode and put my Apple Watch on "silent" mode at the start of each class. Even when students are working in groups, I avoid the temptation to look at my phone or use my computer for anything not related to the class.

I think another important issue is access to technology and knowledge of how to use it. Without question, smart phones are commonly found in most classrooms; however, not all smart phones are created equal. The latest and greatest devices from Apple, Samsung, and other manufacturers typically have cameras capable of recording HD video, processors capable of augmented reality, multitasking capability, and a host of other features. However, I would argue that we can't assume that all students can afford these smartphones, which may cost several hundred to over $1,000. Many students may have smartphones that have just basic features. This can make integrating technology into the classroom problematic, especially if students lack access to the same feature set. For example, I could very easily have my class subdivide

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into groups and create a Keynote presentation (the Mac equivalent of PowerPoint) on which each group would collaborate. However, those students with Android devices would only be able to view the presentation and would not be able edit it, and those students without a device would not be able to fully participate in this activity.

I could also easily integrate a particular app into my classroom, but that would assume that the app is available across all devices that students are bringing. Some classroom apps require students to purchase them, further inflating the true cost of attendance, which is something faculty should certainly be concerned about.

Furthermore, I find myself often assuming that students know how to use their phones to their full potential. In many cases, I am surprised by how often students, and even faculty, are unaware of basic features. For example, I've had advisees note that keeping appointments is a struggle for them. They are rather surprised to learn that the built-in calendar app on their phone can be used to not only manage appointments, but also remind them about an upcoming appointment. I've also had students attempt to complete an online class with just a tablet, even though our online learning office notes that a computer is required. In one particular case, a student seemed to be unaware that software programs for computers are different from apps for tablets or phones. I have also run into students who were unable to conduct basic trouble-shooting on their own devices, specifically unaware that turning a device off and back on can resolve many issues. However, I've had plenty of students who were clearly advanced users and comfortable using their devices and new software. This diverse range of skill sets, access, and knowledge is an important consideration for faculty, and I often find myself needing to check my own assumptions about these issues in my classroom.

Another important teaching issue is the current drive to put more classes online. I think many faculty are rightfully concerned about how this trend changes the classroom dynamic. The issues identified above also come into play with online instruction. In fact, small issues that normally wouldn't impact the FtF classroom can have a rather large influence in the online classroom. For example, in my online classes, I often have students record their presentations, upload them to YouTube, and submit the URL through Canvas, my institution's Learning Management System. Other students are then randomly assigned to review the student's presentation; however, despite multiple reminders, some students often fail to set their video as either public or unlisted (i.e., only those with the URL can find the video). I've also had students run into connection issues when waiting until the last minute to upload their videos to YouTube. The online classroom certainly has clear benefits for those students who might be unable to attend FtF classes, and I've had some truly exceptional online students in the past. That being said, I've also had advisees who were essentially stuck taking an online class because a FtF version was not being offered, despite FtF being their preferred mode of instruction. Moving forward, I think this issue will continue to be problematic.

Finally, I think entering students have the expectation that some level of technology will be used in their classes. I certainly would not advocate for faculty to integrate technology into the curriculum simply to meet student expectations, and I think individual faculty members' own comfort level with technology is incredibly important. However, I also think it is important for faculty to use technology that can help enhance the student experience and support active learning. This can take various forms, from free, cross-platform student response apps (which could be useful in large lecture classes), to team collaboration tools such as Slack, to simply having a class discussion about how technology has affected the communication process. All of these are fairly minimal changes that can help further engage students in the class, and I encourage faculty to experiment with different ways of using technology in the classroom in a meaningful way. This experimentation will take time and won't always be successful; however, I do think it is important that our classrooms evolve and change in the digital age.

Working with a new generation of college students always presents challenges, but I firmly believe that the communication discipline is perhaps the one discipline best able to address those challenges.

Working with a new generation of college students always presents challenges, but I firmly believe that the communication discipline is perhaps the one discipline best able to address those challenges. Our emphasis on the variety of ways that human beings make and share meaning, and the importance we place on teaching, allow us to engage students in not only how they use technology, but also how that use may enable or constrain their learning. None of these teaching or learning issues is easily addressed. However, through continued discussion in academic circles and with our students, the communication discipline can continue to put student learning first and foremost as we come to understand what higher education best practices look like in the coming years. ■

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Deliberative Democracy in the Communication Classroom

By Katherine R. Knobloch, Ph.D.

We've all seen the trends. Trust in government and one another is down. Political polarization seems to be approaching dangerous levels, and voting rates, particularly in local and midterm elections, have been precariously low for decades. But in cities and towns across the country, students are leading community members in difficult conversations about policy issues ranging from police brutality to genetically modified foods. Others are working together to implement community-based solutions to public problems, such as climate change and homelessness. More and more, universities are encouraging, or even requiring, students to complete coursework or join organizations that focus on civic engagement. Communication sits at the heart of many of these efforts, which are increasingly rooted in deliberative democracy.

THE CURRENT CIVIC LANDSCAPE ON CAMPUS

According to a recent report by the Pew Research Center, almost two-thirds of U.S. residents aged 18-29 believe that "'significant changes' are needed in the fundamental 'design and structure' of American government." A post-2016 election survey conducted by CIRCLE at Tufts University found that only 25 percent of millennials

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feel confident about democracy in the United States, and marginalized communities have even lower levels of confidence. An incoming freshman survey from the Higher Education Research Institute at UCLA indicated that students entering college in the fall of 2016 were more politically polarized than at any previous time in the study's 50-year history.

Yet those same reports show signs that while young people may be discontented, they aren't disengaged. Today's college and university students, and the high school students who will soon join their ranks, have demonstrated a penchant for meaningful political engagement. Multiple studies report increases in college students' and younger generations' levels of civic and political engagement. In recent years, young people have been more likely to volunteer, protest, and talk politics than in decades.

Clearly, today's college students are ripe for engagement, but they face a political climate that pits community members against one another, one in which many have decreasing faith in the basic institutions of democracy. In response to these dual trends, administrators, faculty members, and students have generated a swell of interest in the development of college curriculum and programs that bring students into civic life.

HIGHER EDUCATION'S RESPONSE

Starting in the 1990s, a recognition of these problems at the collegiate level led to interest in the development and expansion of service learning programs. These programs connected students to their communities and provided them with hands-on skills and an opportunity to make a real difference. Too often, however, these classes were divorced from contemporary political contexts. Though service is a laudable goal for college students, participation in volunteer activities doesn't necessarily provide students with the skills they need to navigate politics and engage in democratic governance.

More recently, coalitions of educators have begun to band together to directly address these democratic deficiencies. Campus Compact connects more than 1,000 colleges and universities across the country to develop and fund civic-minded curriculum and community engagement. The Kettering Foundation regularly gathers faculty members to discuss how higher education can introduce students to civic life and meaningful political discussion. Similarly, Participedia.net has recently opened an online hub for sharing resources related to civic education. The site, which was developed as a wiki for cataloging and studying participatory governance around the world, recently launched a Teaching and Learning tab. There, academics can search through teaching materials that range from syllabi, to example lesson plans to be implemented in classrooms at all levels, as well as professional settings. Educators can also contribute to the database by uploading their own materials, thereby increasing the pool of materials that are publicly available.

This larger organizational support has begun to manifest itself in concrete ways. Several universities have introduced civic education into their core curriculum. Some have added entry-level courses that all students, regardless of major, are required to take. These core courses are designed to provide students with a survey-level introduction to civic engagement, political communication, or media literacy, and to prepare students to navigate our contemporary political environment. Capstone courses and freshman communities provide students with opportunities to work on community-based projects or connect with

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government officials. Other universities have begun to host campus-wide dialogues that are designed to engage community members in discussions of identity and equity or polarizing political issues. While these programs and classes are housed in a variety of departments across campuses, much of the work is being conducted in the communication classroom.

DELIBERATIVE ENGAGEMENT ACROSS THE COMMUNICATION CURRICULUM

In many communication classrooms, the answer to civic education is deliberative democracy. Though this type of instruction varies across classrooms and contexts, deliberative pedagogy often shares a principal characteristic—discursive-based learning that encourages students to delve deeply into local policy, explore underlying values tensions and tradeoffs, and connect with community members across difference. Through such learning, students are granted agency over the conversation and in their civic lives.

In their recent book, *Deliberative Pedagogy,* Timothy Shaffer and colleagues walk through the many applications of deliberation as an instructional method. K-12 and college educators across disciplines have begun to rely on deliberative practices to improve student learning in fields from history to STEM. Studies by Sara Drury and colleagues have found that even a few days of deliberative instruction on scientific issues can deepen students' understanding of both the content and the connection between scientific issues and their everyday life. Deliberative instruction can be brought into any classroom. By allowing students to discuss and explore concepts in a real-world context, deliberative pedagogy can help students engage with the complexities of scientific issues, gain perspectives on social matters, and understand policy related to any subject.

Perhaps more importantly for communication educators, deliberation is at its core rooted in communication. Whether you anchor the scholarly field in the rhetorical tradition or Habermas, the normative goal of deliberation is reasoned communication that encourages interlocutors to consider one another's perspectives and make better decisions as a result. Because of this, deliberative pedagogy is particularly adaptable across the many divisions that separate the study, teaching, and practice of communication. From analyzing media content, to discussing small-group interactions, educators can take a deliberative perspective and style of instruction. At Colorado State University (CSU), we have begun to integrate deliberative education into many of our communication courses, including a required public argumentation course. In the course, students must engage in extensive issue analysis and collectively design a discussion guide that everyday citizens could use to have informed and considered conversations about public policy. Similar approaches can be taken in courses across the communication spectrum. Such approaches might include encouraging students to interpret texts through a deliberative lens, teaching facilitation in conflict management courses, or asking students to construct reasoned arguments around public policy.

The most thorough applications of this type of instruction, however, have taken place in academic centers that explicitly focus on deliberative democracy. In these classrooms, the sparks of democracy thrive in courses that introduce students to the theory and practice of perspective taking, informed decision making, facilitation, and community engagement.

One of the core tenets of most deliberative work is a focus on the local, and deliberative education is often rooted in the communities within which it is located.

In the Center for Public Deliberation (CPD) at Colorado State University, students receive training in all facets of deliberative engagement. During their first semester, CPD students take a three-credit class in which they learn the basic theory of deliberation and engage in extensive facilitation training and practice. After that first semester, students return for subsequent credits in which they begin to work with our leadership team on process design, issue analysis, participant recruitment, and data collection and reporting.

This model, which has peer programs in community colleges, liberal arts schools, and doctoral-granting universities across the nation, introduces a diverse array of students to the theory and practice of deliberative democracy. Though each program is structured slightly differently—some programs are offered as one-credit courses that focus on a singular forum, while others pay students to act as community fellows—they all introduce students to a new way of talking about politics and engaging with policy issues.

CONNECTING TO COMMUNITY

One of the core tenets of most deliberative work is a focus on the local, and deliberative education is often rooted in the communities within which it is located. At the CPD and centers like it, students become intimately acquainted with local policy and city government. At one recent event, CPD students led residents of Fort Collins, CO in discussions about how to provide housing for an expected influx of 70,000 residents over the next ten years. Students and faculty worked with the city to design a process that asked participants to use Legos and a city map to identify where these new residents should live. Students led community members in discussions about zoning laws, occupancy requirements, and infrastructure needs. Aside from addressing the policy nuances, CPD associates facilitated difficult conversations about income inequality and homelessness and thought about how land use impacts the environment and quality of life. Such discussions allow students to connect with the wider community, develop concrete communication skills, practice ethical citizenship, and make a tangible difference.

Whether the policy being discussed is international in scope, such as climate change, or explicitly local, such as campus parking, each deliberative process allows students to delve deeply into their local community and understand how big issues affect everyday citizens. More than that, however, centers for deliberation help students think about what it means to be a citizen. Students learn to communicate across difference, identify their own biases, and engage in collective decision making. Rather than instructing students on how political professionals persuade publics, classes focused on deliberative democracy guide students in the process of becoming active citizens in their own communities and instill in them a responsibility for democratic governance.

Studies of these programs have demonstrated their benefits. Early work at Wake Forest University found that students who participated in deliberative coursework gained increases in civic agency and communication skills when compared to similar students who did not take part in the program. Preliminary analysis of surveys taken by CPD students show similar results. During their time with the CPD, students improve not only their deliberative skills, but also their political efficacy and confidence in a whole host of job skills such as critical thinking, creativity, and complex problem solving.

RESOURCES

Explore Participedia.net/Teaching for syllabi and lesson plans focusing on participatory government.

Campus Compact (**compact.org**) offers a host of educational resources and funding opportunities for campuses that are interested in integrating civic engagement.

Deliberative Pedagogy, edited by Timothy J. Shaffer, Nicholas V. Longo, Idit Manosevitch, and Maxine S. Thomas, and published by Michigan State University Press, provides an overview of the ways that deliberative theory can be applied to the education context.

The National Coalition for Dialogue and Deliberation (**NCDD.org**) connects scholars and practitioners in the field of deliberative engagement and has a plethora of resources for learning about and practicing deliberation.

Though the demand for programs and courses that train students in deliberative skills is slowly gaining momentum, only a few institutions of higher education offer extensive opportunities. This work is time and labor intensive, and departments and colleges devote considerable resources to those that do exist. Even then, programs are often limited in the number of students that can be fully integrated into intensive learning communities. Such offerings, however, meet many of the current calls for higher education. Aside from a focus on civic education, deliberative pedagogy inherently meets the demands of high-impact educational practices (HIP). At their core, HIP focus on community building, collaboration, exposure to new perspectives, and applied learning. Coursework and university centers that focus on deliberative democracy offer all of these things.

As a new generation of students enter college, they likely will bring along the activism and engagement that seems endemic to their peer group. Finding ways to harness that civic verve is incumbent upon us as civic educators. Deliberative education offers one solution. ■

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CAREER OPPORTUNITIES

Assistant Professor of Communication (Advertising/Public Relations)
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The Communication Department, College of Arts and Letters, at The University of Tampa invites applications for a tenure-track Assistant Professor position in Communication, to primarily serve the Advertising and Public Relations (ADPR) major, with an emphasis in creative advertising, strategic social media, and digital media management, to begin August 2019. The ideal candidate will bring both practical experience and critical perspectives to the teaching of practice and theory and will engage students in immersive experiences beyond the classroom. Current teaching needs in the ADPR program include introductory, intermediate, and advanced courses in advertising. Applicants should have a Ph.D. in Advertising, Communication, or related field at the time of appointment. For further details and to apply, please visit our website at www.ut.edu/jobs. The University of Tampa is an Affirmative Action/Equal Opportunity Employer.

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