Dalton State College

Course Description

Provides students with in-depth historical and social perspectives on newly emerged and emerging digital media, namely in the form of the internet, and explores their relationship to the communication process in contemporary society.(F) Prerequisites: COMM 2000.

Program Outcomes

PO 1: Demonstration of the ability to think critically
Students will demonstrate the ability to think critically by analyzing and interpreting situations, events, practices, or literary or historical texts.

PO 2: Demonstration an ability to use research & technology
Students will demonstrate an ability to use research and technology effectively in communication and scholarship.

PO 3: Demonstration of competency in written communicaton
Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness and presents substantial material.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Discussion of the evolution and role of emerging media in contemporary society
Students will be able to discuss the evolution and role of emerging media in contemporary society.

Relevant Associations:

General Education Goals Associations

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.
9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Strategic Plan Associations

Dalton State College

3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.
4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

Related Measures

M 1: Measurement of the ability to lead two in-class discussion on an assigned topic (Fall 2015/Tomasello)
Students' competence will be measured by their ability to lead two in-class discussions on an assigned topic during the term. (Fall 2015/Tomasello)

Source of Evidence: Project, either individual or group

Target:

Seventy percent of students will score 70% or higher on their assigned class discussion. (Fall 2015/Tomasello)

Finding (2015-2016) - Target: Met
COMM4300: E-merging Media was taught face-to-face for the first time in Fall 2015 at Dalton State College, main campus. A total of nine (9) students originally registered for the course; however, one (1) student dropped because of a scheduling conflict and three (3) students dropped during the first week when they realized the course required significant participation and effort on their part. Of the five (5) who remained enrolled, four (4), or 80% passed, the course. The one (1) student who did not pass the course failed to complete the final assignment and stopped attending for no apparent reason. Regarding class discussions, because of the low enrollment, students were assigned to lead three (3) discussions. By 9 a.m. the day they were scheduled to lead the class, students were instructed to post their questions to the Discussion section of the course site. Discussion questions focused on the main themes and theories from that day's assigned materials (e.g., readings, videos) that the discussion leaders found particularly interesting and wished to explore further with their classmates and instructor. During class, the discussion leaders used these questions to guide the conversation and to stay on topic. Four (4) of the five (5) students, or 80%, earned a mean score of 70% or above for the discussion assignments. The one (1) student who did not meet this target failed to lead one (1) of the three (3) assigned discussions, which significantly lowered this student's overall mean to 58%. The mean score on the discussion assignment across all five (5) students was 85%. Overall, the students did well in leading the discussions and writing insightful questions to guide the conversations. The main weakness was a lack of consistent incorporation of the course theories into the questions, and this will be the basis of an action plan for future offerings. (Fall 2015/Tomasello).

For full information, see the *Details of Action Plans* section of this report.

Emphasize the role of theory
Established in Cycle: 2015-2016
For the first time teaching the course, I consider it a success overall. This said, improvements can be made. Particularly, in f...

Outc. 2: Identification, explanation, and analysis of the orgins & evolution of digital media

Students will be able to identify, describe, explain and analyze the origins and evolution of digital media.

Relevant Associations:

General Education Goals Associations

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

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Strategic Plan Associations

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Related Measures

M 2: Measurement by scores from a reflection paper on how digital media originated & evolved (Fall 2015/Tomasello)

Students' competence will be measured by their scores on a reflection paper that explores a particular aspect concerning how digital media originated and have evolved since the electric telegraph. (Fall 2015/Tomasello)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Seventy percent of students will score 70% or higher on their reflection paper. (Fall 2015/Tomasello)

Finding (2015-2016) - Target: Met
COMM4300: E-merging Media was taught face-to-face for the first time in Fall 2015 at Dalton State College, main campus. A total of nine (9) students originally registered for the course; however, one (1) student dropped because of a scheduling conflict and three (3) students dropped during the first week when they realized the course required significant participation and effort on their part. Of the five (5) who remained enrolled, four (4), or 80% passed, the course. The one (1) student who did not pass the course failed to complete the final assignment and stopped attending for no apparent reason. Regarding the first 4 -5 page reflection paper, all five students (100%) earned 70% or above on the assignment. The class mean for this assignment was 89%. Students did particularly well in selecting interesting topics related to the early communication innovation, the telegraph, and using the Principles of Mediamorphosis to guide the reflection. They also did a respectable job of organizing the information and citing sources. One weakness involved students conflating Mediamorphosis with Diffusion of Innovations, and this is a basis for an action plan regarding future offerings. (Fall2015/Tomasello).

Outc. 3: Identification, description, explaination, and analysis on how digital media intersect

Students will be able to identify, describe, explain, and analyze how digital media intersect with, converge with, and modify existing communication media to create new and emerging communication formats.

Relevant Associations:

General Education Goals Associations

1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.
9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

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Strategic Plan Associations

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Related Measures

M 3: Measurement by scores on a reflection paper (Fall 2015/Tomasello)

Students' competence will be measured by their scores on a reflection paper that explores how the process of digitization affects the evolution of communication media. (Fall 2015/Tomasello)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Seventy percent of students will score 70% or higher on their reflection paper. (Fall 2015/Tomasello)

Finding (2015-2016) - Target: Met
COMM4300: E-merging Media was taught face-to-face for the first time in Fall 2015 at Dalton State College, main campus. A total of nine (9) students originally registered for the course; however, one (1) student dropped because of a scheduling conflict and three (3) students dropped during the first week when they realized the course required significant participation and effort on their part. Of the five (5) who remained enrolled, four (4), or 80% passed, the course. The one (1) student who did not pass the course failed to complete the final assignment and stopped attending for no apparent reason. Regarding the second 4 - 5 page reflection paper, all five students (100%) earned 70% or above on the assignment. The class mean for this assignment was 88%. Students selected one of the contemporary emerging media topics covered in class and further explored it using one or more of the following theories to guide the analysis: Social Shaping of Technology, Technical Code, or Social Construction of Technology. Overall, the students did well in selecting interesting and relevant topics, organizing the information, and citing sources. The one weakness was that some confused Social Shaping with Social Construction, and this will be a basis for an action plan regarding future offerings. (Fall 2015/Tomasello).

Outc. 4: Development of critical-thinking and analysis skills
Students will develop critical-thinking and analysis skills to become more informed about an emerging media/digital media topic of their choosing (with instructor approval). This paper will require a substantial research effort on the part of the student and will be framed using one or more of the following theories: Technological determinism, social shaping of technology, social construction of technology, or technical code.

Relevant Associations:

General Education Goals Associations

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9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

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Related Measures

M 4: Measurement using a rubric to evaluate a written analysis of an emerging media topic (Fall 2015/Tomasello)
Students' competence will be measured using critical-thinking and analysis components of a rubric that evaluates a written analysis of an emerging media topic that may contain a multimedia component. (Fall 2015/Tomasello)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Seventy percent of students will earn a 70% or better on the critical-thinking and analysis components of the paper. (Fall 2015/Tomasello)

Finding (2015-2016) - Target: Met
COMM4300: E-merging Media was taught face-to-face for the first time in Fall 2015 at Dalton State College, main campus. A total of nine (9) students originally registered for the course; however, one (1) student dropped because of a scheduling conflict and three (3) students dropped during the first week when they realized the course required significant participation and effort on their part. Of the five (5) who remained enrolled, four (4), or 80% passed, the course. The one (1) student who did not pass the course failed to complete the final assignment and stopped attending for no apparent reason. Regarding the 10 - 12 page final analysis paper, in which each student selected and analyzed an approved digital media topic using a relevant theory (or theories) and created an infographic to illustrate the main themes/concepts, of the four (4) students who completed the assignment, 100% (4 of 4) earned a 70% or above. As part of the assignment, each student also delivered a 15-minute presentation to the class during the final exam time slot, using the infographic as the primary presentation aid. The class mean for the four (4) who completed the assignment was 91%. The students did well in selecting and analyzing their topics. The in-class presentations were particularly valuable at offering additional insight into and clarification of the research papers, lively discussion, and the students were well prepared for their deliveries. The main weakness was that the infographics ranged in quality from high to low, and this will be a basis for an action plan regarding future offerings. (Fall 2015/Tomasello).

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Emphasize the role of theory
For the first time teaching the course, I consider it a success overall. This said, improvements can be made. Particularly, in future course offerings, I will emphasize more the role that the theories we cover--Social Shaping of Technology, Technical Code, Diffusion of Innovations, Mediamorphosis, and Social Construction of Technology--play in furthering our understanding of the history, evolution, and future of emerging media. Although theory was emphasized in the reflection and final papers, it was not emphasized enough in the class discussions. I will spend more time going into detail on these theories and emphasize the importance of incorporating these into class discussions as a way to improve student comprehension and use of these theories in their own work. (Fall 2015/Tomasello).

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium
Implementation Description: Increase the emphasis of media/technology theories in class discussions and spend additional time covering them in more detail.
Responsible Person/Group: Instructor: Tami Tomasello

Additional Resources: None.

Emphasize the role of theory

For the first time teaching the course, I consider it a success overall. This said, improvements can be made. Particularly, in future course offerings, I will emphasize more the role that the theories we cover--Social Shaping of Technology, Technical Code, Diffusion of Innovations, Mediamorphosis, and Social Construction of Technology--play in furthering our understanding of the history, evolution, and future of emerging media. Although theory was emphasized in the reflection and final papers, it was not emphasized enough in the class discussions. I will spend more time going into detail on these theories and emphasize the importance of incorporating these into class discussions as a way to improve student comprehension and use of these theories in their own work. (Fall 2015/Tomasello).

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement of the ability to lead two in-class discussion on an assigned topic (Fall 2015/Tomasello) | **Student Learning Outcome:** Discussion of the evolution and role of emerging media in contemporary society

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

STRENGTHS: Overall, students did well in reflecting critically and analyzing a variety of emerging media topics throughout the semester. They also showed a very good level of competence in leading class discussions that covered a wide range of emerging media topics ranging from online privacy to quantum computing; in general, their discussion questions were insightful and thought-provoking, and we often ran over class time because we were so engaged in the conversations. The nature of the course topic does not lend itself to using a traditional textbook; all readings were taken from online resources, which ensured they were current and free--the students liked this and they seemed engaged with the readings throughout the term.

WEAKNESSES: I did not spend enough time covering the five main theories that guided much of the course. As a result, some students had difficulty distinguishing Social Shaping of Technology from Social Construction of Technology, while others confused Mediamorphosis with Diffusion of Innovations. Although the students did nice work with their infographics, as part of the final assignment, I didn't spend much time covering the purpose of and key tips for creating an infographic.

IMPROVEMENTS: The following improvements can be made: 1) Spend more time covering the course theories, 2) Spend more time covering the purpose and creation of infographics, 3) Incorporate more videos into the course materials to round out the readings, and 4) Have all the readings selected before the start of the term (I over committed to two new course preps this term and wasn't as prepared as I would normally be). (Fall 2015/Tomasello).