



# 21st Annual AEJMC Best Practices in Teaching Competition

**Submission deadline is February 15, 2026, at 11:59 p.m. CT**

The 21st annual AEJMC Standing Committee on Teaching (SCT) Best Practices in Teaching Competition recognizes innovative class-tested assignments, projects, or activities from faculty who teach in journalism & mass communication disciplines represented by AEJMC. SCT welcomes submissions from faculty of all ranks who teach undergraduate and graduate courses, and graduate student instructors. You do not need to be an AEJMC member to submit to this competition.

SCT will select the top three entries for the Best Practices in Teaching panel at the AEJMC conference and publication in the SCT Best Practices in Teaching Competition e-book. Winners will also receive certificates and a cash prize: **\$300 for first place, \$200 for second place, and \$100 for third place**. Honorable mentions may also be awarded, but no cash award will be provided. Other submissions may be selected to present in a scholar-to-scholar poster session.

The theme of the 2026 Best Practices in Teaching Competition is “Nurturing Harmony and Health in Higher Education,” which is broadly interpreted in the context of journalism & mass communication education in the classroom and beyond. Some example topics include (but are not limited to):

- Apply interdisciplinary approaches to enhance students’ knowledge, skills, and abilities
- Create student teams that work in harmony
- Develop communities of support for professional development
- Evaluate ethical practices within JMC disciplines
- Foster community engagement, both on- and off-campus
- Integrate service-learning in class design
- Research and/or report health and science information
- Support student success and well-being

### **Submission Requirements:**

Entries must be submitted as a single .docx or .pdf document. Submissions must be single-spaced, use 12-point font with one-inch margins, and follow APA (7<sup>th</sup> ed.) style. Follow the [submission template](#) as a formatting guide.

All identifying information of the author(s), university, and students must be removed (including file properties). Authors are allowed to use AI-assisted technologies in the writing process before submission, but only to improve the language and readability of their paper. ***Submissions that do not follow the requirements may be disqualified.***

### **1. Title Page (One page)**

- Title
- Abstract (up to 100 words)
- Up to five relevant keywords associated with your Best Practice in Teaching submission

### **2. Summary of the Best Practice in Teaching (Two pages)**

The summary must include all of the following content sections.

- a) A rationale for the assignment/project/activity that includes connections to theory and/or industry practice.
- b) How the assignment/project/activity reflects the theme of health and harmony in higher education.
- c) Identify at least one learning objective that aligns with an [ACEJMC Professional Value or Competency](#).
- d) How the assignment/project/activity was designed and class tested.
- e) Evidence of learning outcomes that describes at least one direct measure of the learning objective(s).
  - Use of tables/figures that follow APA (7<sup>th</sup> ed.) style are permitted, but not required.
- f) References/Citations that follow APA (7<sup>th</sup> ed.) style.

### **3. Appendix (Optional)**

You may add up to two additional pages with examples of student work or other supporting documents.

***Identifying instructor, university, and student information must be removed.***

### **Direct Measures of Learning**

Direct measures of learning are tangible observations that demonstrate students have achieved the learning objective of the assignment/project/activity. Examples of direct measures of learning include:

- Pre- and post-assignment assessments of learning objective(s)
- Improvements in assignment/exam scores
- Direct observation of knowledge, skills, or abilities
- Attainment of a license or certification
- Other measures that directly observe achievement of the learning objective

Students' perceptions or attitudes (enjoyment, perceived value, recommendation for future classes, etc.) are indirect measures of learning. Those may be used as secondary support of learning outcomes, but do not replace direct measures of learning.

### **Submission Instructions**

Email your Best Practices in Teaching submission to [teaching@aejmc.org](mailto:teaching@aejmc.org) by **February 15, 2026, at 11:59 p.m. CT**. In the body of the email, include the following information.

- Title of the submission
- Full name, institutional affiliation, and email address for each author
  - Place authors in order of contribution (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.)

### **Submission Limitations**

No more than two Best Practice in Teaching entries may be submitted by any one author or co-author. Submissions should not be (a) simultaneously under review at other conferences or publication outlets, or (b) previously presented or published elsewhere. If accepted, you must present the Best Practices in Teaching submission at the 2026 AEJMC conference. Failure to present in person will result in the removal of your presentation from the conference program. In extenuating circumstances, you may assign a proxy with prior approval from SCT.

### **Review Process**

All submissions will undergo an anonymous peer review ([see review criteria here](#)). At least two reviewers will evaluate each submission. Authors will be notified about the status of their submission by March 15, 2026. Submissions not accepted in the Best Practices in Teaching Competition may be resubmitted to other teaching competitions hosted by AEJMC divisions, interest groups, and commissions.

If you have any questions, email Dr. Amanda J. Weed, APR, SCT Vice Chair, at [aweed2@kennesaw.edu](mailto:aweed2@kennesaw.edu). For more information about SCT, join us on LinkedIn at <https://www.linkedin.com/groups/14514820/>.