Best Practices in Service Learning in Journalism and Mass Communication Teaching

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Best Practices in Service Learning in Journalism and Mass Communication Teaching

This booklet contains the winning entries of the Best Practices in Service Learning in Journalism and Mass Communication Teaching 2017 competition, sponsored by the AEJMC Elected Standing Committee on Teaching.

Booklets produced for the previous competitions can be found online at: aejmc.com/home/2010/09/best-practices-in-teaching-booklets

2017 Winning Entries:

FIRST PLACE: *Transforming Mass Media Students Into Problem Solvers: A Mass Communication Diversity Service Learning Course*, George L. Daniels, The University of Alabama

SECOND PLACE: *When Media Matters: Service Learning in Malawi, Africa*, Scott Farrand and Van Kornegay, University of South Carolina

THIRD PLACE: *Living History: Preserving Journalism's Past While Teaching Its Future*, Teri Finneman, South Dakota State University

HONORABLE MENTION: *Seeing the Unseen: Using Virtual Reality and Expression to Connect Communities*, Robert E. Gutsche, Jr., Florida International University

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Best Practices in Service Learning in Journalism and Mass Communication Teaching

FIRST PLACE

Transforming Mass Media Students into Problem Solvers: A Mass Communication Diversity Service Learning Course

George L. Daniels,
The University of Alabama

Abstract: Since it was launched as a service-learning course in Spring 2010, MC 413/513 Communication and Diversity has placed nearly 150 undergraduate and graduate students in a variety of service roles designed to increase their awareness of and sensitivity to difference and diversity. Renamed Mass Communication, Service and Diversity in 2015, the class is grounded in best practices in the rich literature on service learning and community engagement. Over the last seven years, MC 413/513 students have produced videos, health promotion campaigns, redesigned magazines, managed community gardens and tutored and mentored dozens of elementary, middle and high school students.

The Teaching Practice or Activity: While it had been "on the books" since the 1990s, MC 413 Communication and Diversity had not been offered in many years before Spring 2010 when the course was re-launched as an "SL" (Service Learning)-designated "W" (Writing) instructive course for majors and minors in journalism, advertising, public relations and telecommunication and film. The course required students to learn about all aspects of diversity— race/ethnicity, gender/sexual orientation, class, geography, disability and religion— as they played out in mass media images and among media image producers. At the same time, the teaching and learning was only partially happening through traditional textbook readings, writing assignments and classroom discussion. Individually, all students were expected to perform a minimum of 15 hours of direct or indirect service with a community partner. Collectively, the class traveled to "the community" for "Classroom in the Community" sessions. They put in hours as a class at a local food bank and visited a local public housing project.

The term "service learning" was coined by the Southern Regional Educational Board in 1967, but has its conceptual roots in John Dewey's philosophy of education that involved the principles of continuity, interaction and reflective thinking. Service Learning scholars Dwight Giles and Janet Eyler drew together the theoretical roots of service learning in the inaugural edition of *The Michigan Journal of Community Service Learning* in 1994.[1] Subsequently, the journal's one and only editor, Jeffrey Howard, suggested three necessary criteria for academic service learning: relevant and meaningful service with the community, enhanced academic learning and purposeful civic learning.[2] These ideas are echoed in the main service learning textbook used for MC 413, *Learning through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities,*[3] which is now in its second edition. The authors stipulate that what differentiates service learning from volunteerism, an internship or practicum

is that students engaged in community service with intentional academic goals and opportunities for reflection that connect to their academic disciplines.

From Day 1, the most important part of MC 413 has been the service learning journals where reflection is a crucial part of the process. In Spring 2010, students were only expected to submit that journal at the end of the semester. But, the quality of the reflection was not reflective of consistent, continuous work throughout the semester. Starting in 2012, students were required to submit their journals at least twice during the semester for the purpose of checking to see if they were entering diary listings after each day of service and participating in the all-important reflection that connects their service to diversity concepts covered elsewhere in the course—either in readings, discussions or guest speakers' presentations.

Aside from their service journals, students have always completed separate graded writing assignments on diversity topics. These two-page "Short Writing Assignments" served to meet the requirements of the "W" (Writing) designation while quizzes ensured students were prepared to discussed readings in class. A service-learning course does not pre-empt or take the place of other traditional pedagogical methods (i.e. readings, writing assignments, discussions) necessary for helping students achieve course outcomes. Additionally, students screened films, documentaries, and even reality TV shows that emphasized various aspects of diversity in the media. Students in the Spring 2015 class during the 50th anniversary of the "Bloody Sunday" in Selma watched parts of the new film SELMA and screened the *Eyes on the Prize* installment on the March 1965 March from Montgomery to Selma. The same class discussed images of same-sex couples in news coverage of the Supreme Court decision on marriage equality. In the Fall 2016 class, students analyzed the role of diversity in the 2016 presidential campaign.

Rationale: The rationale for service learning as a pedagogical strategy for a mass communication diversity course is to position students as problem-solvers on multiple levels. As students, they can understand the plight of those who don't know where their next meal is coming from by doing service at the local food bank. They can see the dynamics of general and religion by visiting with a United Methodist pastor who decided to have a child through artificial insemination. Their tutoring of students from low-performing schools forces them into roles of helping to prepare students for standardized tests. Their production of promotional videos for a rural health clinic brings them face-to-face with the problem of affordable care facilities in poorer regions of the state while seeing evidence of health disparities, a perennial topic in this diversity course. Even as they serve, they are required to read an excerpt from Robert Lupton's *Toxic Charity.*[4] The point is to sensitize them to the negative impact mass media can have by their lack of coverage of these diversity topics or the impact of "short-term service learning," which is addressed in Stoecker & Tryon's *Unheard Voices* book that showcases the community partner side of service learning.[5] As late as Spring Semester 2017 as new tutoring/mentoring sites were being established, University students in MC 413 found their service dates postponed, re-scheduled or canceled due to unforeseen circumstances. One school

declined the offer to have MC 413 provide tutoring because they could not arrange for school buses to transport ninth graders home after school. The lessons learned from these circumstances are many. Students quickly learn service learning is sometimes messy.

Outcomes: The outcomes of the MC 413 Mass Communication, Service and Diversity classes vary. Students in the first class delivered an entire infant mortality campaign to the State's Department of Minority Health. Two classes produced a series of videos on couples who had been married more than 20 years for "Legacy of Love" banquets. A team from 2013 shot videos of long-time church members about the church's involvement in the Civil Rights era. A large number of students maintained a community garden while teaching elementary students about farming. Graduate students ran an elementary school journalism class and produced a literacy campaign. In the Spring 2017 class, direct and indirect service experiences were aimed at not only producing media products, but also showing evidence of deeper problem-solving skills in University service learners.

SCENES DESCRIBING THE SERVICE LEARNING PRACTICE AND PROCESS
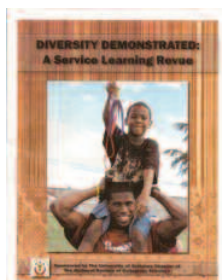
(Photo 1) Program booklet from "Diversity Demonstrated," a campus event where MC 413 students presented on their service learning experiences.

(Photo 2) A United Methodist church sanctuary was the site for our "Religion and Diversity" unit. The "Classroom in the Community" was just the first time students met here. Service learners returned here to present their video project during Sunday School.

(Photo 3) Students in the Fall 2016 MC 413 class made TWO trips to the local food bank. They sorted hundreds of boxes of groceries. All 14 students were present for this photo op with the Food Bank director.

Footnotes

[1] Dwight E. Giles, Jr. and Janet Eyler (1994). The Theoretical Roots of Service-Learning in John Dewey: Toward a Theory of Service-Learning. *Michigan Journal of Community Service Learning*, Vol 1, No. 1, pp. 77-85.

[2] Jeffrey Howard (2001). *Service-Learning Course Design Workbook*. Michigan Journal of Community Service Learning.

[3] Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer and Associates (2013). *Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities*. Sterling, Va.: Stylus Publishing.

[4] Robert D. Lupton (2011). *Toxic Charity: How Churches and Charities Hurt Those They Help (And How to Reverse It).* New York: HarperCollins.

[5] Amy Martin, Kristy SeBlonka & Elizabeth Tryon (2009). "The Challenge of Short-Term Service Learning" In Randy Stoecker and Elizabeth A. Tryon *The Unheard Voices: Community Organizations and Service Learning*. Philadelphia: Temple University Press. (pp. 57-72).

SECOND PLACE

When Media Matters: Service Learning in Malawi, Africa

Scott Farrand and Van Kornegay, University of South Carolina

Abstract: Media Matters was a multi-class, service-learning project conducted over several semesters to document and promote the efforts of a non-profit organization that works with vulnerable populations in Malawi, Africa. Students redesigned a website, created promotional packaging material, traveled to Africa to work in the non-profit's programs and produced stories for the website and print media. Students also created a photo exhibit that was shown in Malawi and at a juried show in a community art gallery in the U.S.

Explanation of the teaching practice: The Media Matters program was a multi-course, multi-semester project to assist a non-profit in Malawi in developing better communication with its audiences and enhancing its fundraising outreach. The program started as a project in one visual communications course to redesign the non-profit's website then expanded to include two study abroad trips and another design course project.

The first course in the program was a design course of 20 visual communications students who were given the task of redesigning the non-profit's website. The class interviewed a panel of the group's board members via Skype to get a feel for the audience and goals of the site and then broke into teams of four. Using content provided by the non-profit, each team began designing and building a prototype website. The teams pitched their prototype design to the non-profit board who picked a finalist from among the submissions.

In a subsequent five-week Maymester, a group of 10 students from visual communications, public relations, broadcasting and journalism traveled to Malawi to participate in a service learning trip and to create better content for the new website. While in Malawi, students worked alongside the non-profit staff in a mobile medical clinic, a crisis nursery and an orphan feeding program. Students were divided into teams that alternated between working in the service-related programs and developing stories on those same activities.

In one village students interviewed residents and asked if they could take their portrait. They then hung a large banner on the community center that read "Faces of Khwamba" and printed approximately 50 of these portraits on a battery powered printer and created an impromptu photo exhibit. For many residents of this remote village, it may have been the first time they had ever seen a printed image of themselves. At the exhibit's end residents were invited to take their portraits with them, and within minutes not a single picture remained.

Upon their return to the U.S. students used their stories, videos and photos to boost the quality and relevancy of the content offerings on the website and to produce a special issue of the non-profit's quarterly newsletter. They submitted their portrait images to 701 Whaley, a local gallery, and were invited to hang an exhibit titled "Faces of Khwamba: Portraits of a Village" that ran for one month.

Students in a third class in the project were tasked with producing packaging designs for fundraising. While in Malawi, students discovered that an individual with the non-profit raised money for the group by making and selling beaded necklaces. The following semester one of the design professors on the trip created an assignment called "Beads of Hope" and had his students design promotional packaging that could be used for shipping the beads and promoting the non-profit.

Rationale: The idea to create a theme-based, multi-course, service learning project grew organically out of the first course when professors witnessed how committed students were to solving a design problem that had the potential to help people in desperate need. This type of experiential, service learning created a unique opportunity to bring students from different majors together on a common project. It touched on learning outcomes from design to reporting to cross cultural exposure that were relevant to a number of disciplines in mass communications.

Outcomes: The website redesign created a dramatic facelift for the site with soundly written stories, better photography and the addition of video stories. Many of these same photos were subsequently selected for a juried art show. The redesign also created an easier, online option for securing donations. In 2016 more than $48,000 from 343 donors came in through the new "donate now" option on the website.

The Beads of Hope design project also resulted in more fundraising opportunities. One of the designs was picked up by a local church and used as a fundraising project in which 15,000 beads were purchased and distributed in 500 of the student designed packages.

The students' stories also had an immediate impact on the people they were serving. In one village, students discovered that the drinking water supply had been compromised due to a broken well pump. They produced a short two-minute video on the broken pump and posted it the next day to the non-profit's website and Facebook page. The story was viewed by people in the U.S. and within weeks enough money had been donated to fix the well.

Finally, the program afforded students from different majors the chance to break down silos of their respective disciplines and work together on teams in ways they seldom do within the confines of their major. In reflection pieces that students wrote afterwards, many said the service and cultural experience was personally transformational for them, with the added bonus that they came away with portfolio material that had been used by a non-profit and actually produced results.

The two exhibits from the "Faces of Khwamba" project
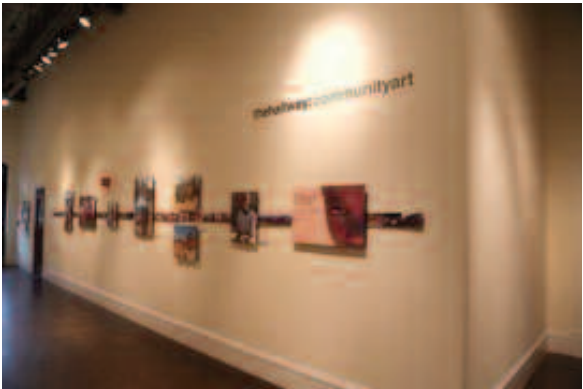
Left, students working in the mobile medical clinic. Right, one of the Beads of Hope designs.

Below, the before and after of the website redesign.

THIRD PLACE

Living History: Preserving Journalism's Past While Teaching Its Future

Teri Finneman,
South Dakota State University

Abstract: Thirteen History of Journalism students created history in 2016 by part-nering with a state newspaper association to preserve journalism's past. Six notable journalists agreed to let the students conduct oral histories with them to capture their life stories and roles in regional journalism history. "This project is a win-win," said the newspaper association director. "The stories and experiences of these newspaper journalists are preserved. And the journalism students learn about those rich histories while gaining hands-on experience capturing and compiling them." Students audio and video recorded the oral histories, transcripts were made, and a website built to feature the project.

Explanation of Activity: Early in the semester, I introduce students to oral history by having them read "Kissing Cousins: Journalism and Oral History" by Mark Feld-stein. We discuss the similarities and differences between the journalism they are learning in their other classes and what is required in an oral history. I start them off with a mini oral history assignment to ask one of their grandparents or an older special friend about their media history memories so that they can learn from that experience before starting their big oral history project.

I work with the state newspaper association to generate a list of names of potential older journalists who may be willing to take part in the project and work with the class. I then divide the students into teams of three, and we go over a long list of requirements for the project: understanding the legal paperwork, how to work the audio recorder and video cameras, digging for background information about their subject to generate subject-specific questions, post-production, photo collection, etc.

The day of their assigned interview, two students run cameras, sound and lighting, while the third runs the audio recorder and conducts the interview. The students' interviews with their subjects ranged from 2.5 to 4 hours, with six total interviews conducted in 2016.

Afterward, I sent the audio out for transcription – paid for by the state newspaper association and some of my own research funds – while the students worked on compiling their video and burning it to DVDs. Subjects receive as many DVDs as they wish as well as a copy of their final transcript. The state newspaper association is also sent all materials. Students also needed to create social media teasers to promote their project as well as select soundbites from their transcripts to create video teasers, which were played during the state newspaper convention to show-case the project.

Students then had to create a class presentation to discuss with their peers what they learned from their subject and from the project as a whole. Finally, all materials were turned over to a web design student in the class who create a website to host all of the collected materials: full transcripts, video teasers, subject bios and submitted subject photos. Another student wrote a news release to publicize the project across the state.

Rationale: I am an oral historian who has partnered for a few years with another state newspaper association to do a similar project myself. I decided to incorporate this type of project into my History of Journalism class for a few reasons.

One, I think that history of journalism as a class overall has a reputation of being boring, passive and irrelevant, so I aim to create very interactive projects each semester. This assignment brings history to life by using living subjects. Two, I find students learn much more when there is a serving learning component involved and there are real stakes involving real people instead of just a classroom assignment. The project connects major players in the regional industry to the journalism department at the university, a partnership that is critical in our field.

Three, I believe this is a great way to merge the old with the new: students learn about the history of their field directly from people who worked in it, while also improving the students' own interviewing, video, audio and social media skills that they need in their future careers. We discuss proper camera angles, lighting, and social media techniques at the same time they learn to ask for memories of Franklin Roosevelt, World War II, the rise of television and the Kennedy assassination. We're creating history using multimedia approaches that make the history more accessible to a broader public than if it were placed in a dusty archive and never looked at again.

Finally, I think that this is a great public service to recognize the work of the state's journalists and preserve regional history that is often ignored in mainstream journalism history textbooks and scholarship. The newspaper association posted teasers on its social media accounts and sent out the news release describing the project as well as gave me time to present the project during the state convention.

Outcomes: Members of the state newspaper association were overwhelming supportive of the project after learning about it at the state convention and hope to continue it going forward. Comments from the state director were included in the above abstract and are from the news release sent to media across the state.

A few students enjoyed the project so much that they decided to do another oral history (our sixth one as a class) for their project for Media History Engagement Week, a national initiative I launched last year that mimics News Engagement Day by encouraging interactive engagement with media history.

The students' first batch of oral history transcripts will be included in readings for future classes and may eventually be turned into a book. I am also working with students in a documentary program at a major university to turn my original oral histories into a documentary for a public premiere this summer. There is potential to do that with my students' oral histories as well down the road once future students collect more. We are in early stages of discussions to house additional copies of the materials at the state archives and/or university archives.

Supporting Materials: Here are two links from within the website that features the oral history project so you get a better idea of the various components. Only view these direct links. If you click any other tabs within the site, you will find identifying information.

http://oralhistories.wixsite.com/sdjournalists/verlyn-hofer

http://oralhistories.wixsite.com/sdjournalists/tim-giago

HONORABLE MENTION

Seeing the Unseen: Using Virtual Reality and Expression to Connect Communities

Robert E. Gutsche, Jr.,
Florida International University

Abstract: FIU's Mobile Virtual Reality Lab engages audiences in Miami with issues of sea level rise. Through journalism, visual storytelling, data visualization, virtual reality, and public scholarship, undergraduate journalism, advertising/PR, and digital media students produce approachable stories about complex and political issues that are ignored in local media. Projects include a theatrical performance, virtual reality stories, digital narratives of library sources, and public involvement and partnerships. Meaningful contact with civic leaders, activists, journalists, and scientists inform students' narratives. Following service learning pedagogies, students examine journalism as a public good through reflexivity and conceptualization, and alter media works based on community involvement.

Explanation of Activity: FIU's student-led Mobile Virtual Reality Lab has been working for a year creating resources and communication that engages audiences in Miami with the challenges of sea level rise. Sea level rise in South Florida is occurring underground, rising through the freshwater aquifer and flooding city streets. Within 50 years, some experts estimate, portions of Miami-Dade County will be uninhabitable as infrastructure is inundated with salt water. Politicians, scientists, business owners and journalists are struggling to tell stories about how to proceed. Yet, within the solutions – raising buildings and roads and building new – are implications for some communities that have been "unseen" in conversations of sea level rise, much of which happens out-of-sight. These stories – neighbors in a frequently flooding trailer park, residents whose homes are susceptible to eminent domain, tales of forced migration, burdens of identity on immigrant groups – are often ignored in local media stories of climate change in Miami, in large part because governments and business communities have louder voices in Miami, focusing on how to keep control of the marketplace with sometimes questionable attention to marginalized groups impacted by change. VirtualEYES and the MVR Lab changes that by engaging with local media outlets and citizens to tell stories that don't just sound different, but feel different, too.

The Details: Through journalism, visual storytelling, data visualization, virtual reality, and public scholarship, undergraduate journalism, advertising/PR, and digital media studies students produce approachable stories about complex and political issues to help community members access and use scientific language often mired in jargon. Students work with neighborhood leaders, grassroot activists and communicators, citizen scientists, and environmental journalists to form stories of how climate change is impacting cities outside of the glitz and glam of Miami, where most media stories of climate change solutions are focused: In Highland Village, a

trailer park in North Miami, students work with citizens and public officials to tell 360 by 180 narratives about infrastructure, flooding, and concerns about what may happen as the waters rise; the Lab is working with the Miami Urban Contemporary Experience to tell stories of local culture; a collaboration with MIT provides a platform for widespread storytelling that expands the audiences who can view new technology, across the digital divide.

The Partners: *The Miami Times*, an historically black newspaper, has partnered with us to tell stories about how climate change is impacting forced migration of citizens who live on higher land that has become attractive to developers. With the Coral Gables Museum and FIU's Geographic Information Systems (GIS) Center, students are mapping the landscape of an historic neighborhood to tell stories of Bahamian immigrants who built much of the city of Coral Gables. Narratives captured – in collaboration with local churches, residents, and schools – puts the past and current climates of immigration within a story of changing climates and a pending diaspora. MVR Lab students also work with MAST@FIU BBC magnet high school (a Title I STEM school) students, as well as community members from a citizen-run website, pooroleta.com, that tells stories about changing environments through photography, poetry, and narratives.

Community Involvement: Meaningful contact with civic leaders, activists, journalists, and scientists inform students' narratives and projects. In this way, not only are students – as journalism students are prone to do – going into neighborhoods to meet sources and build stories, but community members come to our space, as well, to help shape stories, provide insight, and reflect upon students' reporting. There are so many projects going on that sometimes it is hard to tell where one begins and one ends, but music from a digital water data effort, VR experiences of Miami neighborhoods, the digitization and storytelling of FIU research into climate change, and conducting and presenting research on environmental communication influence one another. Multidimensional approaches and projects are tied together through progressive pedagogies that build among students a sense of ownership and leadership.

Pedagogy: Furthermore, in line with service learning pedagogies, students examine the degree to which journalism and mass communication is a public good through reflexivity and conceptualization, and alter media works based on community involvement. Classes focused on production and entrepreneurial issues of media are combined with theoretical readings of visual culture, cultural studies and critical theories of producer and user interactions and power. Readings and reflection papers are designed to examine how power of story influences press coverage of climate change, especially when that story becomes compressed by politics of economy, development, community, and social justice. Through these experiences, students talk openly with each other, with me, and with community partners about the role of power and collaboration in reporting and editing practices and through dissection of media ethics. While producing a community theatre production based on their projects, for instance, students exposed to counter-narratives to climate

change solutions and in involving citizens in finding problems – and solutions. Indeed, students have provided comments about how their experience created an expanded world view and the value of collaboration inside and outside of the classroom.

"I view the world completely different now, I think different, and I have more confidence than I ever have had in the past."
"I also realized that I got a B+ when my goal was to get an A. But to be honest, my learning outcome from this past semester was much more significant and rewarding than a letter grade on my transcript. Much of this result was because of your lessons and the opportunity you gave me to think outside our classroom walls."

Rationale & Outcomes: Using real world teaching to address concepts of critical/cultural studies, journalism production, and journalism as public service, students have produced environmental stories that open the doors of the university – and of the press – to others.

Examples of Student Media Work

VirtualEYES engages students with virtual reality technology to tell stories about the role of sea level rise on our communities of South Florida, engaging audiences with new forms of storytelling and including them in the stories. For one example, see the trailer for a student documentary in VR on Highland Village in North Miami: eyesontherise.org/virtualeyes/try-our-vr


"A Sea Change" is a student and faculty produced theatrical production being performed in April 2017 and involves community members, researchers, scientists, journalists, dancers, artists, musicians, and others who want to use theatre to tell stories of climate change. The event, led by students and including their data visualizations, stories, acting, and research extends the ways in which community members create and engage with communication on environmental changes. eyesontherise.org/aseachange

Through this digital music project, students found ways to express water data in a new way; music is being used in productions that engage youth. eyesontherise.org/virtualEYES/digital-music-project
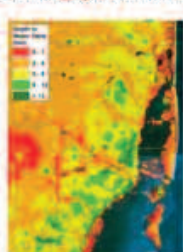
With this project, students make scholarship on climate change accessible to wider audiences. submergingsunshine.omeka.net

Students are using the time of environmental change to tell stories of our past to understand today through virtual reality of Miami's Bahamian communities. eyesontherise.org/virtualEYES/immigrant-narratives

Examples of Related Public Scholarship
*** indicates student participation in presenting

***Gutsche, Jr., R. E., Bilge, N., Marino, M. I., Shumow, M., Holt, L., Castro, C., Ovalle, L., Falkenhagen, J., Hernandez, D., Garcia, E., de Armas, A., Forte, A., Hanna, T., Meléndez, C., & Reyes, L. (2017). "Creating (and examining) immersive environments and nonverbal communication in virtual reality," FIU College of Communication, Architecture + The Arts Research Retreat, Kampong National Tropical Botanical Garden, Coconut Grove, Florida, March 31.

***Castro, C., Ovalle, L., Falkenhagen, J., Hernandez, D., Garcia, E., de Armas, A., Forte, A., Hanna, T., Meléndez, C., Reyes, L., Holt, L., Bilge, N., Marino, M. I., Shumow, M., & Gutsche, Jr., R. E. (forthcoming). Creating (and examining) immersive environments in virtual reality. 2017 Conference for Undergraduate Research at FIU, Florida International University, Miami, Florida, March 29.

***Gutsche, Jr., R. E., Devine, E., & Acosta, J. (2016). VirtualEyes, 8th Annual Southeast Florida Regional Climate Leadership Summit, West Palm Beach, Florida, October 5 (accepted; cancelled due to hurricane).

***Gutsche, Jr., R. E., Fu, J., Rogers, J., Devine, E., Albrecht, S., Hernandez, D., Pierre, J., Smith, S. (2016). Watching rising seas: Digital curation of SLR (Sea Level Rise) communication. Florida International University Sea Level Solutions Center All-Hands Meeting, Florida International University, Miami, Florida, February 3.

Gutsche, Jr., T. & Eley, C. (2016). Telling Engagement Stories, Taking it to the streets: Celebrating the 10th Anniversary of the Obermann Graduate Institute, University of Iowa, Iowa City, Iowa, March 4.

Gutsche, Jr., T. (2016). Roundtable on K12 and Engagement, Taking it to the streets: Celebrating the 10th Anniversary of the Obermann Graduate Institute, University of Iowa, Iowa City, Iowa, March 3.

Gutsche, Jr., R. E. & Pinto, J. (2015). Blending technologies, classrooms & communities to communicate local concerns of sea level rise. Panel, Communicating to Diverse Audiences Vulnerable to Impacts of Climate Change: Scholarly and Professional Journalism Bridging the 'Climate Gap,' at the International Environmental Communication Association's 2015 Conference on Communication and Environment in Boulder.

***Gutsche, Jr., R. E., Black, S., Acosta, J., Gomez, J. (2016). The virtual reality of environment. Digital Scholar Studio opening, Florida International University, Miami, Florida, October 29.

***Gutsche, Jr., R. E., Albrecht, S., & Smith, S. (2016). Update: eyesontherise.org and the Mobile Virtual Reality Lab, School of Communication + Journalism's Dean's Advisory Board, Florida International University, North Miami, Florida, July 29.

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