

GIFT Form

Contact Information
Name
Job Title
Department
School
Mailing Address
Phone #(s)
E-mail Address(es)
GIFT Preparation
Title of GIFT entry:
Entry Subtitle:
Summary
Please describe in 1,000 words or less all pertinent details about your GIFT entry, including: • What is your idea? • Goals? • How does it work in the classroom? • Student reaction? Please e-mail your GIFT description as a Word attachment to the GIFT coordinator, Nicole Kraft at kraft.42@osu.edu. Type GIFT ENTRY (Name) [Your name] in the SUBJECT line on your email. All submissions must be received by Sunday, April 17, 2016. Submitters give the AEJMC GIFT Committee approval to use their entry for the competition and to disseminate to members. Email entry is required.
GIFT Poster Display Information
If a panel of judges chooses your GIFT, you will be notified by May 15 and asked to create a visual display of your GIFT to fill your personal bulletin board (measuring approximately 4 feet high and 3 feet wide) by Aug. 1. You will have the opportunity to share more about your GIFT with those who attend the poster session at AEJMC in Minneapolis. An email to all finalists detailing the poster display will follow.

Great Ideas for Teaching (G.I.F.T.) Entry AEJMC 2016

Overcoming Time Zone Barriers When Teaching Students about Crisis Communication in a Social Media Age

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The Big Idea

During Summer '15, I searched for the newest and most comprehensive book I could find for my Fall '15 special topics course, "Crisis Communication & Management in a Social Media Age." On **Twitter**, I met Nicole Matejic, who is a social media expert based in Australia and author of the book, *Social Media Rules of Engagement: Why Your Online Narrative Is the Best Weapon During a Crisis* (2015), Melbourne, Australia: Wiley. Throughout the summer, her **Twitter** posts intrigued me and offered lots of ideas for contemporary crisis communication cases to share with students. I adopted her book for the course.



So, when students wanted to know more about how to get a job like Nicole's, I invited her to **Skype** with the class. Unfortunately, time zones thwarted our plans (they're asleep when we're awake and vice versa). Like all good crisis communicators, we came up with a Plan B. I video recorded my students' questions from Philadelphia and sent them to Nicole for answering via video in Australia.

Then, I recorded a video introduction, blended both sets of video (Q's and A's), and uploaded the video to **YouTube**.

<https://youtu.be/I3LKL7ntEJ4>

Overall, this teaching tip enabled me to seamlessly blend social media into the classroom (which students loved!). The experience also encouraged me to learn how to produce video (filming, editing, uploading). I didn't have any students in this particular class who knew how, so I learned how to do it myself. At age 55, I feel it's never too late to teach an old dog new tricks! Our university TV station's general manager says I have a flair for video production, so watch out!

Goals

- 1.0 To fully engage students in a multi-media experience while further advancing their interest in exploring a career in crisis communication.**
- 2.0 To form global connections between Temple University STRC students and other students and crisis communication professionals.**

How Does It Work in the Classroom – in Ten Easy Steps

- Step 1:** Ask your students to provide a list of three-five questions they have for the "guest speaker."
- Step 2:** As a class, whittle the list down to the *Top 10 Best Questions*.
- Step 3:** Set up the camcorder and record your students asking their questions of the "guest speaker."
- Step 4:** Upload your students' questions for the "guest speaker" and invite her/him to record answers.
- Step 5:** Using video editing software, blend the student questions with the "guest speaker's" answers in "Q&A style;" each student's question followed by the "guest speaker's" answer.
- Step 6:** Show the completed video to the class. (We also had popcorn to fully enjoy our video debut!)
- Step 7:** Get the most mileage out of the video by having it programmed on your university's TV station (TUTV at Temple University).
- Step 8:** Upload the video to YouTube. My students were uncomfortable with having the Comments Section turned on, so I disabled it. (Be sure to ask your students what they prefer.) <https://youtu.be/I3LKL7ntEJ4>
- Step 9:** Promote the YouTube link among public relations professors worldwide via social media (e.g., **Twitter**) #PRprofs and #AEJMC_PRD (Public Relations Division of the Association for Education in Journalism and Mass Communication).
- Step 10:** Invite the guest speaker to promote the YouTube link among her/his social media network. Also invite your School's communication office to promote the program: <https://smc.temple.edu/2016/02/strc-class-transcends-times-zones-for-career-advice>

Student Reaction

The whole class was *super impressed* that a world-renowned expert (on retainer with the Australian military) took the time to help them by answering their questions about what they could do while still in college to prepare for a crisis communication career. **While breaking down time zone barriers, we also broke down a social hierarchy barrier!**

Colleagues and friends globally have shown our video to their own students studying crisis communication and social media. Both Nicole Matejic and I widely have promoted the video on **Twitter**.

Adjua Stinson-Murphy, a junior student in the course, had this to say in her final paper: "This semester was the first time I heard anything about crisis communication. Instantly, I fell in love with the topic and everything that it stood for. . . if it wasn't for Dr. Pompper, I would not have known what to do with my degree after graduation. Taking this class has opened my eyes to another world of career options. I would love to follow in the footsteps of Dr. P and Nicole Matejic . . . I am excited about pursuing a career in crisis communication and I hope to one day own a crisis communication firm."

Grace Reynolds, a senior, also enjoyed the question and answer session. She said, "It was a nice way to connect the lessons from the textbook to the real world."

Not bad for a former-print-journalist-turned-academic. I'm so proud I could bring an expert from the other side of the world to my students. **Both goals, 1.0 and 2.0, were far exceeded!**