



SPECIAL SECTION: PEDAGOGY SHOWCASE

Reimagining Pedagogy: Insights and Innovations from the 2024 AEJMC Teaching Showcase

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This narrative introduces a collection of teaching-focused articles designed to equip *TJMC* readers with innovative lesson plans. These ten articles demonstrate the importance of critically examining and challenging our traditional classroom approaches to foster more innovative and effective teaching practices.

Pedagogy is integral to the future of our field. From this perspective, teaching – shaping the minds of tomorrow’s leaders, executives, creators, and dreamers – is, at its core, a privilege. However, for many in academia, teaching can be perceived as daunting and intimidating. With an increasing squeeze on funding and resources, graduate programs are often removing coursework related to pedagogy and instruction. As a result, graduate instructors and early-career faculty are frequently left to navigate the challenges of effective teaching independently, seeking resources to improve their pedagogical skills (Robinson & Hope, 2013).

Recognizing this, the AEJMC Commission on Graduate Education (CSGE) piloted a new program at AEJMC’s annual conference in Philadelphia geared towards fostering an inclusive and collaborative space for graduate students and early-career instructors to workshop lesson plans and in-class activities. Designed to shape the future of educational practices by providing a dynamic forum where scholars could engage in discussions about innovative pedagogy and

student engagement, the CSGE Teaching Showcase brought together individuals with a wide array of expertise. The event was a remarkable success, with accepted submissions from various topics and subject areas. The showcase offered something for everyone: whether an educator seeking fresh ideas, a researcher exploring new teaching methodologies, or a job seeker aiming to highlight teaching skills, the event presented a unique opportunity to learn from peers and share experiences.

Participants in the Teaching Showcase were invited to critically reflect on their lesson plans and their application to core pedagogical concepts after the conference. The following pages present these thoughtful reflections, offering insights from scholars at various stages of their academic journeys. Each contributor brings a unique perspective, enriched by their diverse expertise, whether they are early-career academics, mid-career researchers, or seasoned educators. This collection of reflections illustrates the different approaches and methodologies employed in the field. It emphasizes the value of drawing from a

wide range of experiences to deepen our understanding of the scholarship of teaching and learning.

From flip cup (yes, in the classroom) to demonstrate the dynamics of Muted Theory to a game of Pong to teach fan behavior, these lessons offer new and innovative approaches to topics many of us may have been teaching for years. Readers of *TJMC* can benefit from these articles by discovering fresh strategies to engage students and reinvigorate their teaching practices. Whether adapting these creative exercises or finding inspiration to develop new ones, these reflections provide valuable opportunities to rethink traditional pedagogies and bring new energy into the classroom.

The reflections and strategies shared from the 2024 AEJMC CSGE Teaching Showcase highlight the vital role of innovative pedagogy in advancing education. By embracing diverse and creative approaches, educators can transform their teaching practices and foster more engaging learning environments. This collective effort, underpinned by the value of collaboration and fresh perspectives, not only enriches the educational experience for students but also revitalizes the academic community’s commitment to effective teaching. Together, we can shape a more dynamic future for education.

Reference

Robinson, T. E., & Hope, W. C. (2013). Teaching in Higher Education: Is there a need for training in pedagogy in graduate degree programs? *Research in Higher Education Journal*, 21.

Briana Trifiro is a scholar of political communication and media psychology, with a Ph.D. in Emerging Media Studies from Boston University. Her research examines how media storytelling – particularly in partisan cable news – shapes public discourse, reinforces ideological divides, and influences collective identity. Her dissertation focused on identity narratives in U.S. news coverage of reproductive rights. Briana’s work, published in leading journals and presented at international conferences, explores the intersections of gender, media, and policy with a commitment to communication and social justice. In the classroom, she empowers students to critically engage with complex media environments and become informed, media-literate citizens.

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