

Teaching Philosophy: Creating Collaborative Spaces to Learn and Teach

Tomorrow's communicators, scientists, environmental activists and policy leaders need to be equipped with the technical, scientific and theoretical background to address the complex, multiscalar and politicized nature of environmental problems. In the classroom I strive to merge knowledge of theory and systems thinking needed for students to ground their careers and civic life.

Engaging with the World

As an instructor, I seek to create a hands-on learning community in the classroom that facilitates peer-to-peer learning and validates the life experiences students bring to the learning setting. I have taught a wide range of undergraduate and graduate material, including: environmental communication, radio and digital video production, social media and visual communication, within the topical areas of media systems, strategic communication, journalism and communication for the life sciences.

I foster a commitment to helping students engage with the world around them, both locally and beyond our borders. In my time as a graduate student at the University of Wisconsin-Madison and as an early career scholar at DePaul University, outside of formal teaching duties, I have also shared my experiences researching abroad through guest lectures and workshops.

Fostering Hands-on Learning

I believe that learning is a collaborative process of making connections. Student learning happens in a variety of settings on campus—classrooms, labs, through peer mentoring, student organizations—and beyond the academy. To both learn and teach, one has to first listen. Living life is a continual learning process. Learning is about making mistakes, reflecting on them and growing mentally and emotionally as an outcome of these reflections.

I enact my teaching and learning philosophy in the classroom with continual formative assessment of student learning by including a mix of large and small group classroom activities, with an emphasis on open-ended scenario-based exercises designed to stimulate student problem-solving and creativity. I also continually seek to be self-reflective in my teaching and open to changing course and trying new instructional methods if I realize something is not working out as planned.

I design summative assessment methods with the goal of measuring my students higher-order understanding of key concepts and ability to transfer skills gained to other facets of their lives. This critical reflection in and outside of the classroom makes me a more dynamic instructor who seeks to integrate the unique motivations each set of students brings to our shared learning community. In this way I see teaching as scholarship of active learning and reflection to help realize authentic achievement.

Learning as a Journey

Understanding where my students are in their personal learning journeys is an important guiding principle at the core of my teaching. As a teacher, I strive to integrate feedback from my students

into my instruction. For example, in a critical moment in the classroom, in a radio production course for first-year students, I found that my students on the whole did very poorly on an early-semester assignment asking them to write a one-minute news story. I then asked the class how many of them listen to news radio on a regular basis. Only a handful raised their hands.

I decided to step back and reflect on how I could improve my teaching methods. I needed to recognize that they did not come to the learning environment with prior knowledge that would have enabled them to successfully complete the assignment. We listened to several news stories, using them as case studies to discuss the elements of journalistic writing for the ear and peer reviewed their stories so they were able to discuss the strengths and weaknesses of their own writing. With this feedback in hand, I gave them an opportunity to resubmit their work for a new grade. This helped lower their anxiety about doing poorly in their first semester of college.

In addition, I strive to provide a personal aspect to my interaction with students. For example, when students struggle in my classes or miss significant numbers of class meetings I reach out to them. I found that if I can get students into my office to meet with me one-on-one I can strategize with them how they can complete the course requirements for a passing grade, provide individual attention and academic support, as well as refer them to other campus resources. For example, one undergraduate student I taught last year, wrote me after the end of the term with this to say:

I wanted to thank you for the kind words you left me with during our last one-on-one a couple of weeks ago. What you said meant a lot to me and has helped me push through the last few weeks as best as I can, and they've given me a lot of hope in terms of the projects and career path that I plan to pursue.

Service Learning for Technological Innovation

In terms of community engagement, for my "Social Media and the News" graduate course at DePaul University, I had students work with four nonprofit publications and social organizations for their final group projects to develop a strategic communications plan: Slow Roll Chicago, *In These Times* magazine, the *Windy City Times* and *The DePaulia*. The students' real world, community service work was well received by the nonprofits we partnered with. For example, the *Windy City Times* editor wrote, "The students provided valuable insight into what we currently do, as well as recommendations for what we can do to improve our web and social media plan."

The *In These Times* community editor said, "Working with Jill's social media class was very helpful for getting an outside perspective on our social media operations, and provided some very helpful suggestions... We have already implemented a number of the ideas recommended by the group."

Reflective Teaching Practice

I am excited about teaching. I believe learning is a life-long holistic process, for myself as well as those I teach. As an early career faculty member, I seek out professional development opportunities to improve my teaching methods. For example, attending DePaul University's 2016 teaching and learning conference "High-Impact Teaching for Transformative Learning."

Teaching Portfolio Part One: Digital Media Education for Technological Innovation

At DePaul University, I have taught a range of courses: JOUR 275: “Introduction to Journalism” (undergraduate), JOUR 542: “Social Media and the News” (graduate) and JOUR 507: “Visual Communication” (graduate), as well as in independent study with an undergraduate environmental studies student focused on new media and urban agriculture. In addition, in the fall 2016 quarter I am teaching JOUR 280: “Introduction to Online Reporting and Production.”

In my first year as a faculty member, I developed a new graduate course, JOUR 542: “Social Media and the News,” which was offered for the first time in the winter 2016 term at DePaul University as part of a M.A. degree concentration in Data Journalism. In addition, I redesigned the JOUR 507: “Visual Communication” graduate course for the spring 2016 term. In my graduate classes I integrate professional development with engagement of core concepts in, for example, the design and composition of digital photography and visual social media.

My teaching was evaluated highly in a recent peer observation on September 19, 2016, in my current online reporting and production journalism course, by two of my colleagues in the College of Communication at DePaul University. The first wrote:

Jill was extremely well organized for this class. Her syllabus indicates and she reiterated for students at the start of the class and at various times during the class the objectives of the class. She stayed on schedule. She responded to student questions, approaching them in a large classroom setting, always affirming the quality of their question, while moving on to presentation and then carving out time that students could practice at their laptops what they had learned. She made a point of going to each of her ten students and their work stations to answer individual questions and work with students on their blogs.

The second of my DePaul colleagues, had this to say after observing my teaching:

She is clearly comfortable moving between different approaches to teaching the content and demonstrates to the students that she is eager to work with them. I especially liked the way Jill used her blog to show how journalists can reach the broader public in a timely fashion. And her incorporation of Google Trends highlighted how journalists can consider data from the standpoint of local, regional, national, and international information. I found her approach to teaching to be engaging and insightful; I was drawn into the content at times, almost forgetting that I wasn't attending the class to learn about the value of tags and techniques to assess metadata but instead conducting a peer evaluation.

I subsequently include a summary of student course evaluations for my spring 2016 graduate course in “Visual Communication.”

Visual Communication (Spring 2016)

	Mean (<i>n</i> =14)	S.D.
Given your experience at DePaul, rate the instructor's overall teaching effectiveness.	3.71	0.82
The instructor stimulated interest in the subject.	4.07	0.83
The instructor demonstrated a command of the subject matter.	4.57	0.51
The instructor used definitions, examples, and/or explanations to make course content clear.	4.79	0.43
The instructor was well prepared for class.	4.86	0.36
The instructor incorporated timely, up-to-date materials or examples in the course.	4.71	0.47
The instructor used class time effectively.	4.21	0.98
The instructor answered questions carefully.	4.64	0.50
The instructor provided useful feedback on tests, quizzes, discussion board threads, reports, projects, etc.	4.85	0.38
The instructor was accessible outside of class (e.g., through office hours, appointments, e-mail, and/or phone calls).	4.69	0.48
The instructor adhered to the course syllabus.	4.93	0.27
The instructor scheduled assignments (activities/readings/tests/projects/paper) that reflected and/or enhanced my learning.	4.57	0.65
I would recommend this course to others.	4.14	0.95

Scale: 1=Disagree Strongly, 5=Agree Strongly

Selected student comments for Visual Communication (Spring 2016):

- “This instructor was wonderful, she challenged us to think critically about photographers, peers and our own work. The assignments were fantastic and challenged me. I have added a skill to my skill set. I'm glad this course was offered because up until taking this course I was taking the same, frankly boring classes I've been taking for years. I finally took a class that was not writing based and felt like I learned something new.”
- “This course was helpful in creating a personal visual toolkit and practicing my photography skills, as well as incorporating it with my social media and journalism skills.”
- “Jill took her class objectives seriously. She was always there to help and was very understanding.”
- “As a sub-par photographer looking to increase his skills, this was helpful getting me accustomed to different concepts I should be replicating. It was well-paced in a way that I didn't feel rushed trying to grapple ideas that were outside of my realm.”
- “It helped me become a better visual storyteller.”

Teaching Portfolio Part Two: Directing Individual Student Learning

In the spring 2016 term at DePaul University, I advised an upper-level undergraduate environmental studies student with an interest in new media and urban agriculture in Chicago on an independent study. I met with the student throughout the term on a weekly basis to provide individualized mentorship on an applied research project. The independent study syllabus, developed in conjunction with the student, is included below.

Title: Environmental New Media Topics Independent Study

Course: JOUR 399: Independent Study and Internship, 4 credits, Equivalent to INTC 326: Environmental Rhetoric and Politics

Instructor: Dr. Jill Hopke jhopke@depaul.edu

Student: Ariel Wagner

Description: I will explore theoretical concepts in new media and environmental studies. With a focus on social media, through the use of Twitter, I will attempt to draw larger patterns of the way in which people discuss environmental topics related to climate change in new media. I will maintain a professional Twitter account and regularly engage on the platform to analyze new media institutions. Topics include: reporting on climate change, networked environmental activism, and science and the environment in popular culture, and corporate opposition and “greenwashing” analysis.

Rationale for study: Identifying the patterns in new media will provide further depth into the discourse of the study of environmentally focused communication and its interrelated impact and engagement with the public sphere. The independent study element is a vital pre-professional transition for me into the environmental world in the age of new media. Working with Dr. Jill Hopke will allow me to acquire firsthand experience of the professional and intellectual climate. My career goal is to work in the field of urban agriculture in the Chicago area. Completing this independent study project will enable me to develop background knowledge and professional networking in the field.

Learning Objectives: As a result of independent study I, the student, will be able to:

1. Critically analyze contemporary environmental issues, with a focus on environmental justice and urban agriculture, with a new media technological focus;
2. Analyze traditional and new media institutions and their impacts on the public sphere;
3. Reflect upon the environmental impact of personal media/technology on an individual level;
4. Engage with local environmental inequities in Chicago focused on food and urban agriculture;
5. Understand and analyze environmental activist, urban agricultural, and other stakeholders strategies in using new media platforms.

Projected Resources: Online Web media tools. DePaul Library journal archives, Discover Text

software, 350.org.

Textbooks: “Communication and the Public Sphere.” By Robert Cox & Phaedra Pezzullo. ISBN: 9781483344331.
“The Geek Manifesto.” By Mark Henderson. ISBN: 9780552165433.

Assignments: The student will complete a final paper (15-20 pages in length), in agreement with the faculty member, as a comprehensive overview of environmental new media and its impact on the Urban Agriculture movement and its impact within the Chicago public sphere. The student will include three Chicago urban agriculture organizations as case studies: 1) Growing Power; 2) Loyola University’s Urban Agriculture; and 3) Greens and Gills. The student will analyze the new media platforms of these organizations (e.g. websites, Twitter, Facebook).

Evaluation criteria: The student will be evaluated using a conventional 10 grading scale. The specific grading scale follows the recommendation of the College of Communication: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), F (\leq 59).

Late work will result in a lower grade. To receive credit, all work must be completed within the spring 2016 term.

Per the College of Communication’s independent study guidelines, it is the student’s responsibility to complete the work independently and it is not the responsibility of the faculty member to follow-up in order to receive timely submission. The faculty member agrees to be available on an at least bi-weekly (every other week) basis during the spring term to consult with the student on progress, providing guidance and mentorship during the completion of the independent study credits.

Meetings: Weekly meetings on Wednesdays 1:30-2:30 p.m.

Any changes to this syllabus must be amended in writing and signed by both parties.

Teaching Portfolio Part Three: Creating Learning Communities

In the Fall 2010 and 2012 semesters I had the opportunity to serve as the teaching assistant for a special section of the Department of Life Sciences Communication's "Information Radio" course as part of the University of Wisconsin-Madison's First-Year Interest Group (FIG) program, designed to create learning communities of 20 first semester students who take three courses together around a common theme. The theme for our FIG both years was "Representing Self Through Media: A Personal Journey Through This American Life."

The course fulfills one of the university's core writing and public speaking general education requirements and is normally taken by upper-level students. I collaborated with the faculty member to tailor the course for first-year students. It was especially gratifying to work with these first-year students and help foster a supportive learning community within the context of a large research university.

In the spring of 2011 I was inducted into the University of Wisconsin-Madison Teaching Academy's campus-wide Future Faculty Partners program. In nominating me for the Teaching Academy one of my former students, that this to say about my teaching:

As a first generation college student, Jill made me feel confident with my work and gave me words of encouragement that instilled in me a sense of pride. I know that the FIG program selects faculty and teaching assistants of the highest caliber, and Jill was highly qualified for her position. The climatic project for the class involved creating a radio piece that tells a personal story. Some of the stories brushed on topics very sensitive and near to the creator's heart, and Jill did a great job cultivating an environment where students could feel comfortable sharing these stories... Jill put in countless hours outside of class time to ensure that we students were getting the most we possibly could get out of the class. On more than one occasion, I remember having technical difficulties in the recording studio in the late hours of the night. A quick email to Jill always answered my questions. Whenever we had recorded assignments, rather than just handing out grades, Jill always recorded comments and suggestions to improve our pieces. (FFP Nomination Letter, 25, February 2011)

What follows is a summary of my teaching evaluations for the two times I have taught "Information Radio," as well as additional student comments from evaluations.

Information Radio (Fall 2010)

	Response Items (%) (n=12)					Mean	S.D.
	1	2	3	4	5		
Course objectives are clearly defined.	0	0	0	42	58	4.58	0.51
Course is well-organized.	0	0	0	33	67	4.67	0.49
Assignments are appropriate.	0	0	8	33	58	4.50	0.67
Examinations adequately test material covered.	0	0	8	42	50	4.42	0.67
Grading is fair.	0	0	0	8	92	4.92	0.29
Text is helpful.	0	0	17	17	67	4.50	0.80
Other readings and handouts are helpful.	0	17	0	50	33	4.00	1.04
Graded assignments and tests are returned on time.	0	0	25	42	33	4.08	0.79
The instructor accurately measured what I learned in the course.	0	0	0	33	67	4.67	0.49
The instructor is an effective teacher.	0	0	17	42	42	4.25	0.75
I would take another course from this instructor.	0	17	33	17	33	3.67	1.15
I would recommend this course to someone else.	0	0	25	25	42	4.18	0.87
I would recommend this instructor to someone else.	0	8	42	8	42	3.83	1.11

Scale: 1=Disagree Strongly, 5=Agree Strongly

Selected student comments for Information Radio (Fall 2010):

- “It challenged me, and I learned more in this class than any other course.”
- “The course was very well-organized and accommodating to our FIG's [First-Year Interest Group] needs. Also, I felt all assignments and our exam were graded fairly.”
- “I like the hands on work that we experienced in this course – it helped to gain real insight on what the field entails.”
- “In the beginning, some of the assignments seemed a bit overwhelming for a freshmen course but it really wasn't that bad.”
- “Great job overall, but at time (*sic*) could have been more helpful answering questions (e.g. trouble shooting).”
- “Sometimes the grading was a bit harsh, but other than that, Jill did a great job.”

Information Radio (Fall 2012)

	Response Items (%) (n=13)					Mean	S.D.
	1	2	3	4	5		
Course objectives are clearly defined.	0	0	0	46	54	4.54	0.52
Course is well-organized.	0	8	15	23	54	4.23	1.01
Assignments are appropriate.	0	0	0	54	46	4.46	0.52
Examinations adequately test material covered.	0	0	0	46	54	4.54	0.52
Grading is fair.	0	0	15	31	54	4.38	0.77
Text is helpful.	0	8	0	54	38	4.23	0.83
Other readings and handouts are helpful.	0	8	38	23	23	3.67	0.98
Graded assignments and tests are returned on time.	0	8	15	46	31	4.00	0.91
The TA accurately measured what I learned in the course.	0	0	0	31	69	4.69	0.48
The TA is an effective teacher.	0	0	8	38	54	4.46	0.66
I would take another course from this TA.	0	15	15	54	15	3.69	0.95
I would recommend this course to someone else.	0	46	23	15	15	3.00	1.15
I would recommend this instructor to someone else.	0	8	15	46	31	4.00	0.91

Scale: 1=Disagree Strongly, 5=Agree Strongly

Selected student comments for Information Radio (Fall 2012):

- “Good way to be introduced to radio, learned power of human voice, got to be creative and have a totally different experience than other classes, enjoyable atmosphere for sure!”
- “I felt like it strayed a little from what we were taught in the rest of the FIG [First-Year Interest Group] – maybe there needs to be a little more communication between teachers so there aren't so many opposite things being taught.”
- “At times the instructions are not clear and need to be repeated or revised in order to achieve clarity.”
- “She's very organized and concise about all assignments!”
- “I think she was a very tough grader. I felt that if I was missing one small thing I dropped a letter grade. This can be good or bad. It pushed me to do better.”
- “Did a great job.”
- “Seem a little more confident, perhaps. You're a great teacher, and know the stuff, just act like you know it more!”

Teaching Portfolio Part Four: Critical Thinking on Core Communication Concepts

In the 2008-2009 academic year I was a teaching assistant for an introductory theory course, “Introduction to Mass Communication,” in the School of Journalism and Mass Communication at the University of Wisconsin-Madison. The writing intensive course, which fulfills a university writing and public speaking general education requirement, covered three core areas: media systems, strategic communication and journalism. The objectives were to help students, whether or not they planned to pursue a career in media, to become media literate consumers of information through understanding the functions of mass media, the political, economic and social structures of media systems and consider critically the current dynamics of the media industry and possible alternative futures for the evolving industry.

As a teaching assistant I was responsible for planning and leading two weekly discussion sections of 18 students each, as well as providing written and formative feedback on student writing. My goal in teaching this course was to immerse students in conducting scholarly research and developing practices of writing well through critical engagement with the changing role of “mass” communication in a democratic society. Students drafted multiple papers throughout the semester, integrating both my feedback as well as peer-review comments from their classmates into their final versions.

It was clear this approach paid off for students as the professor provided the following evaluation of my teaching:

While this was her first semester as a teaching assistant in J201 [Introduction to Mass Communication], Jill started out as anything but a rookie. She proved to be one of the most effective teaching assistants. Her student reviews are highly positive, among the best of the 12 TAs in the course, which is unusual for a first time TA. Students particularly appreciated her approachability and the promptness with which she returned assignments.

Jack Mitchell
Professor, School of Journalism and Mass Communication
March 9, 2009

In keeping with my philosophy of learning by doing, I regularly designed small group classroom activities, such as the following scenario to develop advertising campaigns, in order to get students critically engaged with lecture material and working in teams to problem-solve creatively.

J201 Discussion Activity
Week Seven: Design an Advertising Campaign

You work for a leading advertising agency and have been approached by a company looking to promote its bottled water. This product is still fairly new, having been on the market for just under a year. Sales have recently begun to increase and the company is looking to expand its marketing of the product. Your task is to develop an advertising campaign for the potential client.

In a group of 3 or 4 people, you will design an advertising campaign, considering (but not limited to the following) questions:

- What makes the product distinctive?
- What the specific goals of your campaign?
- How might you develop “stopping power” for this product?
- How will you develop and maintain the brand’s image?
- Who is most likely to buy your product and how will you reach your target market?
- What will be included in your creative plan? How will you address the aspects of strategic creativity (relevance, originality, and impact)?
- How would you use public relations strategies in conjunction with advertising?
- What is the size of an advertising budget you will require to carry out this campaign?

Be creative and fill in the details on the product. You will pitch your proposed strategy document to the potential client at the end of class.

Introduction to Mass Communication (Fall 2008)

	Response Items (%) (n=32)					Mean	S.D.
	1	2	3	4	5		
TA's command of course material.	0	0	3	34	63	4.59	0.56
TA's ability to communicate effectively.	0	0	9	28	63	4.53	0.67
TA's ability to motivate you to think, analyze, create.	0	3	9	47	41	4.25	0.76
TA's organization of instructional work.	0	0	6	31	63	4.56	0.62
TA's ability to lead class discussions and encourage student participation.	0	0	19	41	41	4.22	0.75
TA's responsiveness to student questions and suggestions.	3	0	3	16	78	4.66	0.83
TA's ability to treat students fairly and equitably.	0	3	0	13	84	4.78	0.61
TA's accessibility during office hours or for personal consultation.	0	0	0	16	78	4.83	0.38
TA's ability to communicate what was expected of you, the grading standard, and to provide useful feedback on your assignments.	3	0	6	28	63	4.47	0.88
TA's fairness in grading according to the standards outlined.	3	0	9	25	63	4.44	0.91
TA's promptness in returning graded assignments.	0	0	0	16	81	4.84	0.37

Scale: 1=Poor, 2=Below Average, 3=Average, 4=Good, 5=Excellent

Selected Student Comments for Introduction to Mass Communication (Fall 2008):

- “Open to all ideas and differences of opinion. Very easy to talk to.”
- “Good analysis and explanation of material. Willing to help students effectively during office hours.”
- “Good at engaging and encouraging class participation.”
- “She generates good conversation while remaining objective to what is being said.”
- “She does a good job of coming prepared with activities to get us to think critically.”
- “She's friendly and makes you feel comfortable to share ideas and thoughts.”
- “She is very organized and shows enthusiasm for teacher [*sic*] this class, you can tell she takes this job seriously.”
- “Jill is very clear and informative. She really takes the time to make sure everyone understands the readings, concepts, etc. She is also very accessible in her office hour and by e-mail.”
- “She is passionate about what she is teaching.”
- “Her way to lead an interesting and challenging discussion. Her organization. Her fairness and her excitement for teaching and learning from us as well!”

Teaching Portfolio Part Five: Reflective Professional Development

Throughout my career as a graduate student at the University of Wisconsin-Madison I sought out professional development opportunities to improve my teaching methods. In August 2012 I participated in a small seminar for graduate students in STEM fields, “The College Classroom,” sponsored by the university's DELTA Program. The objective of the course was to engage in “teaching-as-research” with critical assessment of current pedagogical theories and effective teaching practices, as well as provide hands-on practice in teaching, learning, and assessment.

At first it was intimidating to find myself the only student from a social science background in a room full of scholars from more traditional STEM fields, but I appreciated the chance to dialogue with colleagues across disciplines. The professor had this to say about my discussion facilitation on the topic of educational reform and authentic student achievement:

Overall you did a wonderful job. I especially liked the questions you came up with - you could tell that they engaged the group, as folks were quick to respond. You especially did a good job with time management and being aware when you needed to draw the discussion back into the questions you asked. I would suggest working on bringing out the introverts a bit more so that they can contribute. I would also suggest having someone summarize the paper instead of you so that you can check as an instructor that the paper was read. But overall great job!

Nick J. Balster
Associate Professor, Department of Soil Science
UW-Madison Teaching Academy
August 28, 2012

Microteaching on Social Media and Science Communication:

As part of the course, we each had a chance to teach two lessons, integrating feedback from the first round into our second presentation, on a topic of our choosing in our major field.

In planning for the microteaching activity, my goal was to develop a lesson, on the theme of “Using Social Media to Communicate Science,” that would be salient to an audience of graduate students in the bench sciences. To make my lesson learner-centered, I engaged in backward design to first develop the learning outcomes:

1. Students will come away from the lesson with an appreciation for the “science” of communication and the value of communicating science with broader publics via social media, specifically Twitter.
2. Students will understand the principles of “tweeting” and be able to write about science for Twitter.

I wanted to focus on using Twitter and its utility for communicating science. However, I recognized the need to introduce the underlying communication theory. In the interest of time, I decided to focus on deliberation, framing and trends in news consumption via social media platforms.

Reflecting on the round one experience and in conversation with the professor about the core concepts I would want the class to remember ten years from now, I realized the extent of the deep disciplinary knowledge we develop as scholars. Topics which seem basic to me as someone who thinks everyday about communication theories such as “framing” and “deliberation” will not be so obvious to even a highly educated audience of scientists (likewise I learned so much from the lessons of my colleagues).

Thus, I revised the core learning objective to hone in on fostering student understanding of key communication theory concepts and the policy implications of science communication, focusing on:

1. Students will gain an appreciation for the importance of communicating their research to broader public(s).

With this in mind, I revised my lesson to focus on some of the major concepts behind science communication. For example, basing science communication on what’s been shown to be effective through empirical research, moving beyond a magic bullet (transmission) model of communication, knowing your audience (demographics, values, knowledge, attitudes, etc), framing and trends in digital news consumption. Then keeping with my teaching philosophy centered on learning as collaborative and active, I kept the Teaching, Pair, Share (TPS) element but modified the activity to allow students to draw on their personal experiences communicating their research and brainstorming ways in which they might construct narratives (frames) with specific target audiences in mind, discussing:

1. What have been your experiences communicating about your research? To family? Friends? Outreach?
2. What public perceptions have you encountered and how did you address them?
3. How might you “frame” your work based on what you know about your target audience?

Based on the feedback from my classmates (see below), the strengths of my revised presentation were that I used less material, made the learning objectives clear, focused on big ideas and reinforced the main take-away message “know your audience,” as well as engaged the class in question and answer discussion and paced the instruction by writing on the white board rather than clicking through a Powerpoint.

The College Classroom Microteaching Peer Review (Summer 2012)

Round One: Using Social Media to Communicate Science

	Response Items (%) (<i>n</i> =9)		
	Needs Improvement	Satisfactory	Proficient
Understood Material (learning)	0	33.33	66.66
Classroom Management	0	33.33	66.66
Delivery of Instruction	0	44.44	55.56

Selected Teaching Peer Review Feedback (Round One):

- “Made it clear how social media works, translated that knowledge well. A little unclear on how we as grad students would use it for our own research (which is much slower than the speed of Twitter).”
- “Good passion for your subject matter, appropriate level of subject discussion. Good use of individual engagement with having everyone write their own tweet.”
- “I understand your goal. Clear from the beginning. At the end of class I learned how social media can be used as it is used to communicate science.”
- “Did well including students in lecture by asking questions to gauge where understanding was prior to teaching.”

Round Two: Science Communication Theory

	Response Items (%) (n=10)		
	Needs Improvement	Satisfactory	Proficient
Understood Material (learning)	0	0	100
Classroom Management	0	0	100
Delivery of Instruction	0	0	100

Selected Teaching Peer Review Feedback (Round Two):

- “I liked that you had the discussion questions on the board in advance so I could do some pre-thinking before a useful group discussion. You did a great job with timing and structuring the lecture.”
- “Good job. This would have been an excellent 50 minute lecture experience that your students would really benefit from.”
- “I definitely got the message that you wanted us to recognize the importance in knowing your audience and how framing can help in constructing your message.”
- “Good job of going through and relating historical information to current theories.”
- “I felt like it was important to you, that I understand the material and why it was important for me to understand. Great!”
- “I liked how you broke down ideas in communication; enjoyed integrating a discussion into the class so we had a chance to learn from each other.”
- “Excellent public speaker (clarity, intonation, etc.). This might be subjective but I was fascinated by this topic. You hooked me in.”