

A Pedagogical Reflection on Challenges of Teaching Crisis Communication

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OVERVIEW

Early Career
Excellence Institute

Spring - Fall 2019

Center for Faculty Excellence



ABOUT

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Cross-disciplinary faculty learning community created to engage in a collaborative year long program

FOCUS

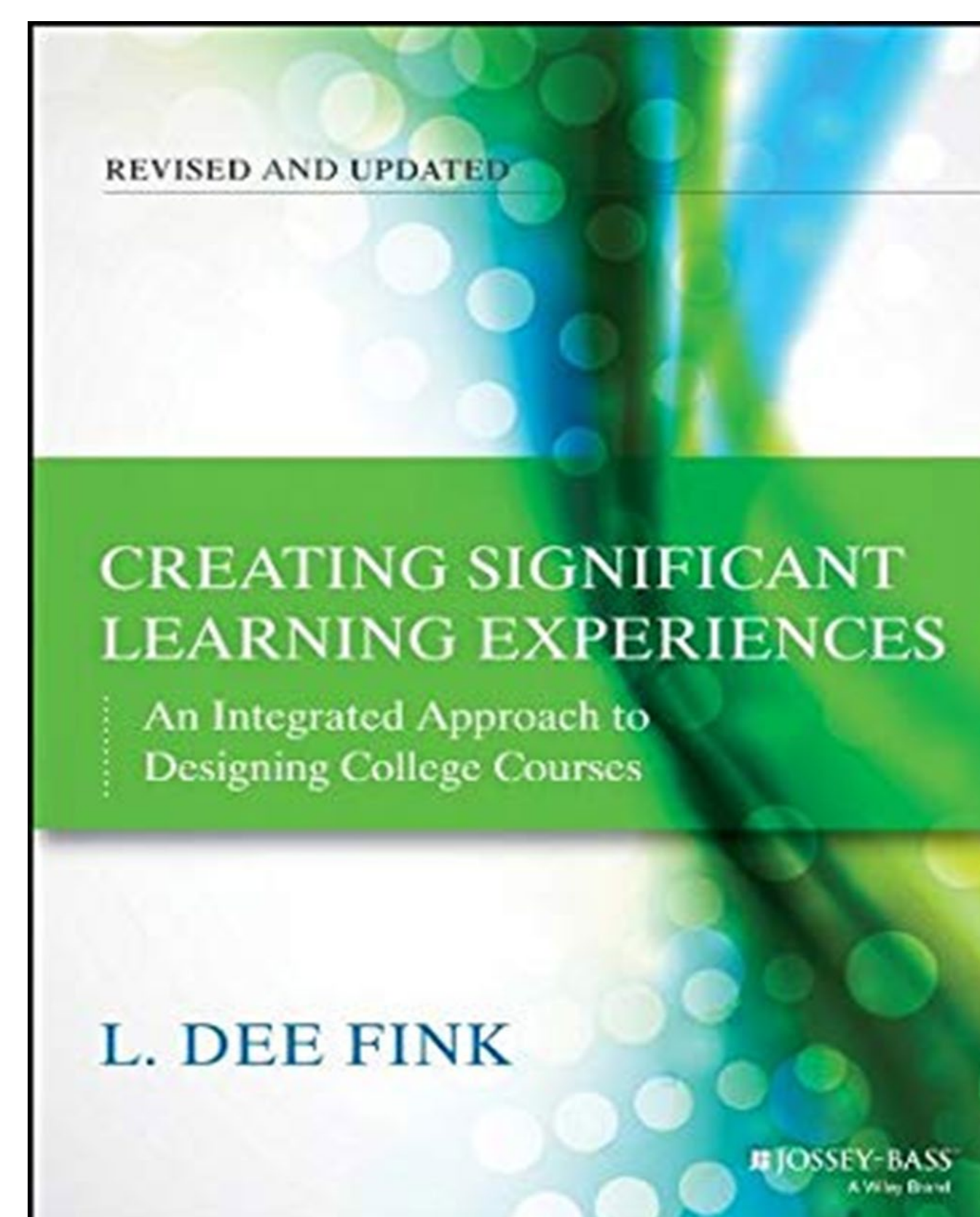
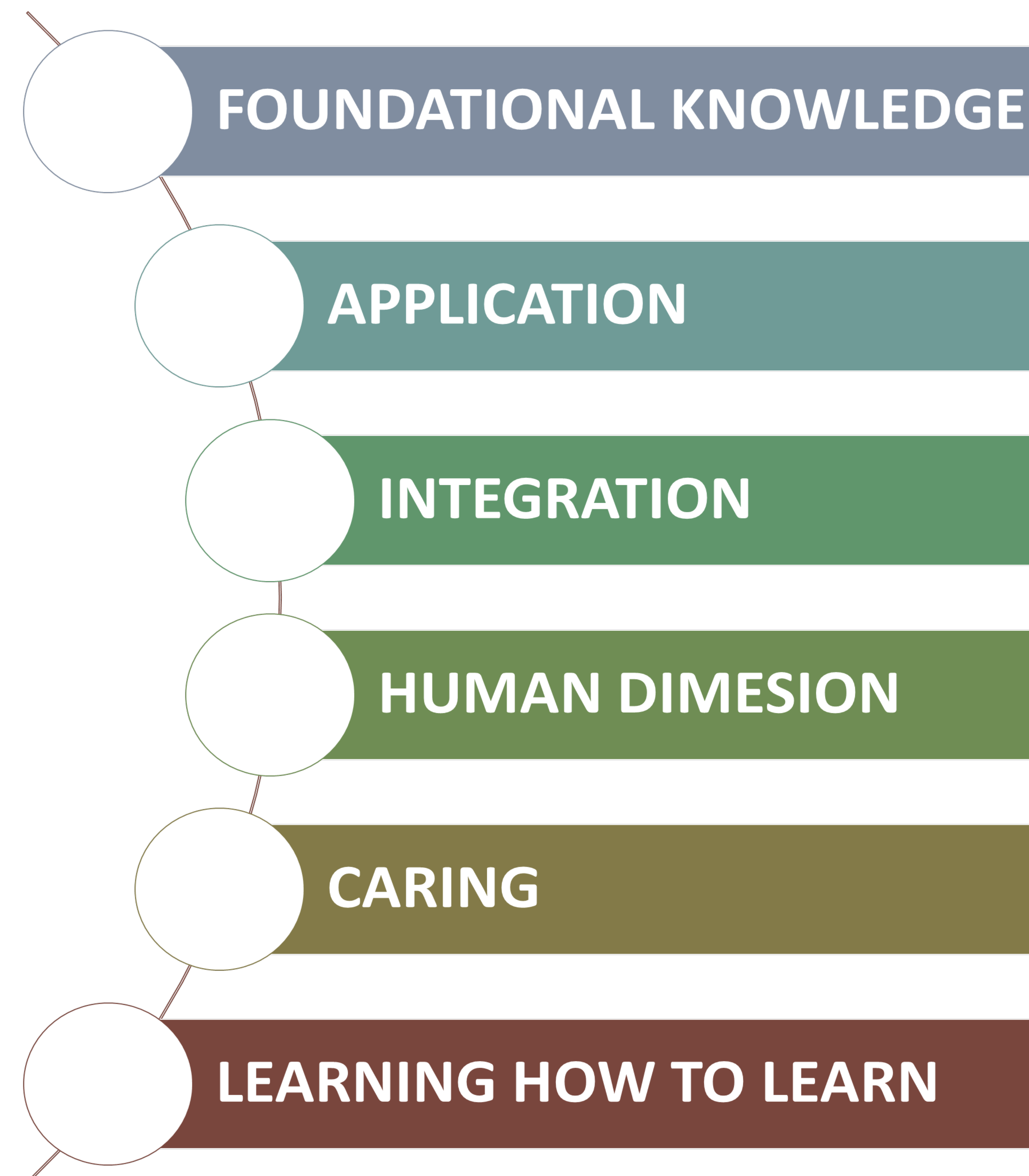
Enhancing inclusive teaching and learning through course design and reflection related to:

- Learning outcomes
- Inclusive learning activities to achieve outcomes
- Student challenges
- Assessing teaching and student learning

PROCESS

- Bi-weekly meetings with homework
- Consult with other members
- Redesign **Crisis Communication Course** using *Creating significant learning experiences* (2013) by **L. Dee Fink**

FINK'S APPROACH



- L Dee Fink is an educational consultant who developed an integrated approach to design college courses focused on significant learning. Using ideas from Bloom's Taxonomy, he created a Taxonomy of Significant Learning, based on the six categories above.

REFLECTIONS:

• FOUNDATIONAL KNOWLEDGE:

- **Coombs:** Ongoing approach (pre, during, post)
- **NCA's Learning outcomes**
- **#2:** *Employ communication theories, perspectives, principles, concepts*
- **#4:** *Create messages appropriate to the audience, purpose, and context*
- **#6:** *Demonstrate the ability to accomplish communicative goals*

• APPLICATION (Engage in intellectual, physical, social action)

- Coombs' (2001) crisis inventory, crisis comm. plan;
- Case studies: **Fearn-Banks; Liberman, Rodriguez & Avtgis Simulations**

• INTEGRATION: (Make new connections)

- Social media: **Austin & Jin**
- Systems Design, but how?

• HUMAN DIMENSION: (Personal and social impacts)

- Personal experiences, experience of victims
- **Seeger & Sellnow: Narratives of Crisis**

• CARING: (New forms of feelings, interests or values.)

- ??????????

• LEARNING HOW TO LEARN: Not sure

CONCLUSIONS

- Shift in paradigm and thinking
- Similar to Bloom's Taxonomy? Differences?
- Determine relevancy of each category
- Balance Fink's approach with departmental and school/college culture, accrediting agencies, and student expectations.
- Undergraduate syllabus available at https://www.natcom.org/sites/default/files/pages/UG_Course_Syllabi_Crisis_Communication_Cory_Young.pdf