A Pedagogical Reflection on Challenges of Teaching Crisis Communication

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OVERVIEW

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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

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

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.