A Pedagogical Reflection on Challenges of Teaching Crisis Communication
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OVERVIEW
Early Career Excellence Institute
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Center for Faculty Excellence

ABOUT
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

FOUNDATIONAL KNOWLEDGE

APPLICATION

INTEGRATION

HUMAN DIMENSION

LEARNING HOW TO LEARN

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.