

TEACHING TUESDAYS



Term: Spring 2026 | [Issue 145](#) | Date: March 17, 2026 | Editor: Danielle Harris

BELLISARIO BULLETIN



By [Juliet Pinto](#) | Acting Associate Dean and Associate Professor

On this frosty St. Patrick's Day, we've got a wonderful Teaching Tip from Sam Ruland, who provides perspective on how she brings newsroom decision making to improve classroom experiences for her students. From ethical ambiguity as a teaching tool, to reimagining assignment feedback as editorial scrutiny, she works to lessen the disconnect between the classroom and the newsroom. In today's Canvas Cue, Danielle Harris gives us the basics of managing Canvas gradebook settings and filters, including hiding, overriding, viewing and posting grades for one class or multiple sections.

[Sign up](#) for the next Teaching Tuesdays in Real Life, with Dr. Kevin Hulburt, Director of the College of Education's Journey Success Center. His talk focuses on research examining factors influencing students' learning and development, and ways to support student success. It will be held Monday, March 30, 11:30-12:30 in 103 Willard.

Wishing you a great week!

Important Items of Note

- **2026 Schreyer Conference on Alternative Grading** | March 24 | 12:15 – 4:00 p.m. | Reimagine the approach to grading! | [Registration](#)
- **Ad/PR Alumni Network Board Meeting** | March 22 - 24 | Nittany Lion Inn, Bellisario Media Center | [More Info](#)
- **Ninth Annual Page Center Awards** | March 23 | 7 p.m. | [Event Page](#) | [Registration](#) | We have

a fantastic class of honorees who will participate in this year's discussion!

- **Penn State Forum Speaker Series** | March 20 | 11:30 a.m. | Pearl Gluck | A look at filmmaking as an act of risk, intimacy and responsibility. | Deans Hall, The Penn Stater | [Registration](#)
- **Sunlight in Happy Valley: Confronting Penn State's Transparency Gap** | March 18 | 4:00 p.m. | 121 Sparks Building | [Join](#) journalists and attorneys fighting to hold Penn State accountable.
- **Think Tent and Tea Dialogue** | March 20 | 4:30 - 6:30 p.m. | @ 3 Dots | Also classroom visit opportunities this week! Email Ann Holt aeh227@psu.edu. | Free event - share flyer!
- **Teaching Tuesdays in Real Life** | March 30 | 11:30-12:30 | 103 Willard | Factors influencing student learning and development: BALANSE model of student success | Dr. Kevin Hulburt, Director of the Journey Success Center and Mindfulness | [Registration](#)

Careers/Internships

- **March 18** | 5:30 p.m. | [COMM Career Conversations](#), How to Survive in a Big City on \$45K/Year | Presented by Penn State Sokolov-Miller Family Financial & Life Skills Center | 062 Willard
- **March 18** | 6:30 p.m. | [CommAgency Info Session](#) | Atrium, Bellisario Media Center
- **March 19** | 5:00 p.m. | Little League World Series Residency Program Info. Session | 162 Willard
- **March 23** | 5:00 p.m. | [Internship Information Session](#) | Julie Miller | 158 Willard
- **March 24** | 5:30 p.m. | [Cover Letter and Resume Workshop](#) | Bob Martin | 362 Willard
- **March 26** | 6:00 p.m. | COMM Career Conversations, ft New York Times | 162 Willard

Upcoming Events

- **March 17** | 10:30 a.m. - 12:00 p.m. | [Canvas: Integrating the OneDrive Learning Tool](#) | Virtual
- **March 17** | 12:00 - 1:00 p.m. | [Metacognitive Strategies for the Classroom](#) | Virtual
- **March 18** | 4:00 p.m. | [Sunlight in Happy Valley: Confronting Penn State's Transparency Gap](#) | 121 Sparks Building
- **March 19** | 10:35 - 11:50 a.m. | [Moving Beyond the Banking Model in our Teaching](#) | Virtual
- **March 19** | 5:30 - 6:30 p.m. | [Teammates For Life PowHER Hour](#) | ESPN's Amanda Gifford Lockwood ('04) | 113 Carnegie Building
- **March 19** | 6:00 - 7:30 p.m. | ["Online Hate: A Prosocial Explanation for AntiSocial Communication"](#) | Pockrass lecture from [Dr. Joseph Walther](#) | 112 Walker Building
- **March 19** | 7:00 - 9:00 p.m. | [Film Screening](#), "Tampopo" (1985) | 113 Carnegie Building
- **March 20** | 11:30 a.m. - 1:00 p.m. | [Penn State Forum Speaker Series](#) | Pearl Gluck | Deans Hall, The Penn Stater
- **March 23** | 1:00 - 2:00 p.m. | [Teaching Students About AI: Beyond Detection and Policing](#) |

Virtual

- **March 23** | 7:00 - 8:30 p.m. | [The Page Center Awards](#) | Virtual
- **March 24** | 12:15 - 4:00 p.m. | [2026 Schreyer Conference on Alternative Grading](#) | Register Today

- **March 24** | 1:00 - 2:00 p.m. | [Teaching Students About AI: Beyond Detection and Policing](#) | Virtual
- **Teaching Tuesdays in Real Life** | March 30 | 11:30-12:30 | 103 Willard | Factors influencing student learning and development: BALANSE model of student success | Dr. Kevin Hulburt, Director of the Journey Success Center and Mindfulness | [Registration](#)

TEACHING TIP



Bridging the classroom and the newsroom

By [Sam Ruland](#) | Adjunct Lecturer

When I was a journalism student, I learned the rules: how many sources a story needed, what balance should look like, how ethics worked in theory. Then I walked into my first newsroom job and realized that the job was messier than the syllabus.

Deadlines were tighter. Ethical decisions weren't always black and white. Editors asked questions that weren't on the rubric. And sourcing wasn't about hitting a number; it was about credibility, fairness, and anticipating how a story might land in a real community.

That disconnect has stayed with me.

Today, as Planning and Coverage Editor for Features at The Philadelphia Inquirer, I help shape coverage that ranges from breaking news to long-form enterprise and service journalism. At the same time, I teach students who are preparing to enter that same evolving industry. Being active in the newsroom has fundamentally changed how I structure assignments, frame discussions, and deliver feedback in many ways, but I thought I would just share a few.

1. Replace “requirements” with newsroom reasoning.

If an assignment calls for three sources, we don't leave it at that. We talk about what happens when one perspective is missing. Who might challenge the story? Where could credibility erode? Sometimes I ask students to briefly explain their sourcing decisions so they can practice articulating their editorial reasoning.

2. Pose real editorial questions.

When I give feedback, I try to sound less like a grader and more like an editor. Instead of telling a student something is worded “awkward” or “unclear,” I'll ask: “If this were publishing tomorrow, what questions would readers have? What's your strongest paragraph and why isn't it higher?” The goal isn't only to fix a draft, but for them to develop their

instincts and learn to anticipate scrutiny.

3. Teach ethics through ambiguity, not hypotheticals alone.

Ethics is where the classroom and newsroom intersect most visibly. Journalism today feels far less black-and-white than it once did. We see language debates, sourcing dilemmas, questions of harm versus public interest. I try to walk students through how decisions are actually made, including uncertainty (and often use examples from *The Inquirer*). That transparency helps students understand that ethical journalism isn't a checklist, but an exercise in judgment.

4. Make feedback actionable.

I've also found that modeling actionable feedback matters. In a newsroom, editors don't have the luxury of vague critique. Feedback must be usable and specific. I think by bringing that clarity into the classroom and offering concrete revision strategies rather than abstract comments, it prepares students for the real pace of a newsroom and professional work.

5. Talk openly about industry realities.

Remaining active in journalism keeps my teaching current, but it also reminds me that the industry is still evolving. Students bring insights about digital culture, audience behavior, and emerging platforms that push my own thinking. We discuss audience trust, burnout, evolving business models, and collaboration across desks.

Ultimately, my goal is simple: when students walk into their first newsroom (or really any professional setting), I don't want them to feel the gap I once felt. I want them to recognize the questions being asked, understand the pressures at play, and feel comfortable operating in the gray areas with confidence.

If the classroom can feel a little more like a newsroom, and the newsroom a little more thoughtful because of what happens in classrooms, then we're doing something right.

CANVAS CUE



Managing Course Gradebook Settings & Filters

By [Danielle Harris](#) | Instructional Designer

The [video tutorial](#) below will offer the basics of how to manage the gradebook settings and filters for your course(s).



PennState
Donald P. Bellisario
College of Communications

SHARE A TEACHING STRATEGY



Share the phenomenal things that you have been doing in your classroom! Do you have a teaching technology or strategy that you've seen succeed and would like to share in the *Teaching Tuesdays* newsletter? If so, please [share your idea](#) for an upcoming issue.