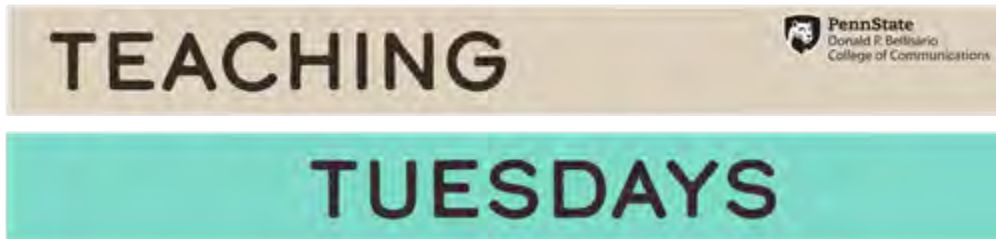


Bortree, Denise Sevick

From: Bortree, Denise Sevick
Sent: Tuesday, September 15, 2020 3:09 PM
To: L-COMM-FACULTY@LISTS.PSU.EDU
Subject: Teaching Tuesdays - Creating Community by Stephanie Madden



Faculty – Welcome to Teaching Tuesday! We’re two days into week four of the semester and holding strong. Thanks for the extra care you’re taking this semester to support students. This week Stephanie Madden shares a few creative ways to connect with students online, including playlists and Easter eggs. I hope this edition inspires you to try a new engagement strategy with your students. Have a good week, and please let me know if I can help you in any way. Denise

Progress reports – As a reminder, **tomorrow is the deadline for [Starfish Early Progress Reports](#)**. This semester more than ever, advisers are relying on you to help them identify students who are struggling in their classes. Please take a minute to complete the form. And, please consider adding a note to Starfish when you observe a student having a problem during the semester. This helps advisers track issues that emerge across classes and across semesters. Thanks.

Teaching Tip: Creating Community

This week we’ll hear from **Stephanie Madden, Assistant Professor in Dept of Advertising/Public Relations**. Stephanie has taught undergraduate and graduate classes in the program, and she shares four ways to create community with students, of particular importance this semester with so many remote students. Curious about Stephanie’s social media? You can follow her on Twitter [@drsmadden](#) or Facebook at [Stephanie.I.Madden](#). After reading this column, I know why so many students adore her...she makes learning fun. Enjoy.

CREATING A CLASS COMMUNITY

By Stephanie Madden, Assistant Professor of Public Relations (szm962@psu.edu)

One of the challenges this semester, whether teaching in-person, hybrid, or fully online, is trying to create the community feel of the classroom that so many of us love. For the past five years, I have incorporated an online community component to all of my in-person classes. Now that I am primarily teaching online, I think creating multiple pathways of connection with students is absolutely invaluable - not just to share course information, but to share pieces of ourselves and create opportunities for conversation.

Syllabus Easter eggs

I love including a syllabus Easter egg to help students overcome any anxiety they might have about emailing me. This silly request helps in two primary ways (1) I can see who has read the syllabus and (2) it creates an entry point to conversation. I always respond to these emails with a comment on the GIF they have chosen. It is usually after the first class session (where I tell the students some of my favorite TV shows), so many GIFs end up being from shows we both love. This is an easy and low-stakes way for me to start to get to know the students, and for students to feel more comfortable reaching out if they need it.

Syllabus Easter egg. If you made it this far in the syllabus, email me (smadden@psu.edu) with a GIF and I will add a point to your first quiz grade. Offer expires after the first quiz is so email me ASAP!

Class hashtag

I like to create a class hashtag for each course that I use on Twitter. While I don't make it mandatory, I invite students to follow me on Twitter (@drsmadden) and use our class hashtag (#MaddensMethods) for

- Updates about the course and events
- Articles related to the field of advertising and public relations
- Quiz hints and tips
- Networking with other students and professors at PSU and across the country
- Networking with industry professionals
- Creating a community within our course
- Lots of GIFs and terrible jokes

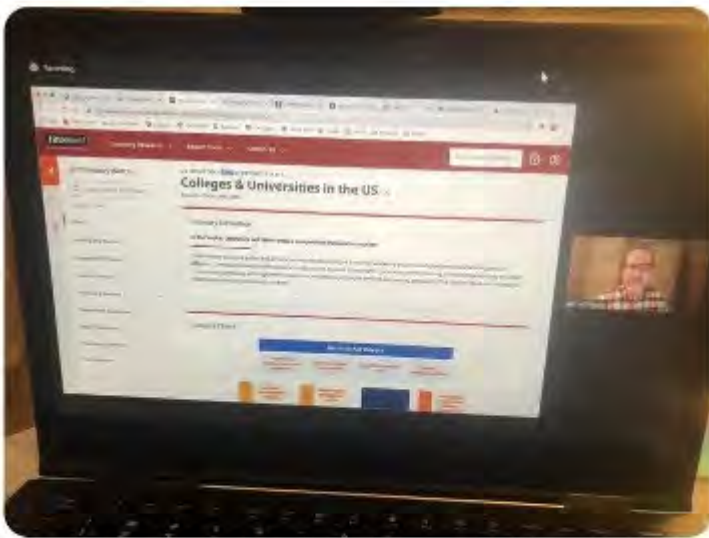
Oftentimes there is not overwhelming involvement from students (other than near quiz dates), but I will get a handful of students each semester who really enjoy engaging with me in this way. The best part to me is that those students tend to engage with me on Twitter long after our semester is over. This helps me to keep in touch with former students, who often turn into great resources for guest speakers! Somehow I also have a large following of fellow professors who absolutely love the #MaddensMethods updates (my students my first semester at PSU came up with the hashtag for my research methods class and I loved it!) This has been great personal networking for me as well.



Dr. Stephanie Madden
@drsmadden

...

My #MaddensMethods guest lecture from .@knappy67 looks a little different this year! But I can wear yoga pants to it so I'm not complaining.



9:57 AM · 9/10/20 · Twitter for iPhone



I often include a class Twitter chat to replace a normal lecture or two in the course. Students last semester absolutely loved this break from Zoom and the traditional class format. This is also a way to draw in colleagues on Twitter as guest speakers. For my next Twitter chat, I am having several former PSU grad students participate to help provide a nuanced perspective on this topic in conversation with my students. I also like to create a graphic for the conversation in Canva and make it feel like a special event.

DIVERSITY AND INCLUSION IN QUALITATIVE METHODS TWITTER CHAT

Tuesday, Sept. 15

9:15-10:15 am ET

#MaddensMethods

Class playlist

There are some new ways of connecting with students that I'm trying this semester. Instead of doing a synchronous ice breaker in my course, I created a "getting to know you" discussion post where I asked students what the #1 single was the week they were born. While this made me feel very old, what I did with this information was to create a playlist on Youtube (which you can find [here](#)). I will often have these songs playing while people start to log into Zoom for class. I'm hoping to get students to start contributing other song ideas in the Zoom chat function as the semester goes on.

GroupMe

Something I have learned a few years ago is that students tend to like using GroupMe (you can find more information about this app [here](#)). This creates another point of contact between me and my students, and lets me interact with them in a more informal way than sending a Canvas announcement or email. I also share a lot of pictures of my dog in this space and mix that in with course reminders.

I started daily affirmations this semester to create a ritual of consistency. At the beginning of every class, I draw a card from this [Thera-Pets card](#) set I impulse purchased during quarantine. After class I send a picture of the daily affirmation card to our class GroupMe. Students have indicated that they love the affirmations this semester (we all need extra encouragement!) I'm trying to meet students where they are with technology, while still upholding necessary boundaries. I find a lot of students are more likely to direct message me on GroupMe than email me because it feels more like texting. However, I maintain the same response policy on GroupMe as I do for emails so that I am not viewed as accessible at all hours.



If you do try to incorporate any of these new ways of engaging your students, I would suggest that you do not expect high engagement from all students. But it can be a lot of fun to experiment with technology to see what works for you and your students. I love using these tools for teaching because it gives me more ways to show my human side to students, building trust and relationships in the process.

TEACHING TUESDAYS 2020, EDITION 3

Denise Sevick Bortree, Ph.D.
Associate Dean for Academic Affairs
Director, Arthur W. Page Center for Integrity in Public Communication
Professor, Communications
Bellisario College of Communications
Penn State University
www.thepagecenter.org