

Team Teaching Creative Applications for Advertising and Public Relations

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Challenges

- Advertising and public relations are interdisciplinary practices
 - Visual design
 - Broadcast production
- Areas important/ripe for improvement (Beard & Tarpening 2001 Stuhlfaut 2007)
- Difficult to find instructors with dual expertise



Objectives

- Offer courses that integrate design and broadcast production skills with specialty of ad/PR process
- Create courses that are student-centered, encourage independent thinking and foster active experiential learning
- Incorporate LUC and SOC missions into learning goals – ethics, social responsibility, service learning



Team Teaching

“All arrangements that include two or more faculty in some level of collaboration in the planning and delivery of a course” (Davis 1995, p. 8; see also Buckley 2000)



Team Teaching Benefits

- Provides inter-disciplinary learning
- Encourages holistic thinking (Auman & Lillie 2008; Kraeplin & Criado 2005)
- More likely to reach more students (Buckley 2000)
- Lectures can become more active, engaging (Buckley 2000)



Process for Creating Courses

- Discussions with SOC Dean and section areas
- Developed “special topic” courses
 - Design for Ad/PR
 - Design and Ad/PR instructors
 - Spring 2011/Fall 2012
 - Multimedia Commercial Production for Ad/PR
 - Broadcast production and Ad/PR instructors
 - Fall 2011/Spring 2013



Course Attributes Developed Together

- Description
- Learning goals
- Syllabus
- Instruction methods
- Assignments
- Evaluation rubrics
- Schedule
- Grading structure



Course Attributes Developed Individually

Prepared lectures/assignments based on expertise

- Design, color, type, space and InDesign, PhotoShop, Illustrator software – Design specialist
- Shooting, lighting, editing and Final Cut Pro software – Broadcast production specialist
- Branding, positioning, creative brief, strategy, targeting – Advertising specialist



Other Pre-Semester Coordination

- In class leadership style decisions
 - Follow areas of expertise
 - Offer different perspectives in critique/discussion
- Office hours
 - Determine time to meet students together
- Preparation/grading
 - Identify weekly convenient, consistent time/place



Assignment Examples – Design

1. Brand You – Logo, business card, letterhead, envelop
2. Hang Tags – System of 3 for Windy Wear brand
3. Outdoor Ads – Interior bus card, highway billboard for Black History Month
4. Newspaper/Magazine Ads – Promote a travel destination, include original photo
5. Ethics in Advertising – Find/critique an ad
6. Newsletters – Create self-mailer newsletter for LUC group
7. Posters – Design a movie poster
8. Media Kit – Create 4 page kit based on an imagined but needed product



Assignment Examples – Multimedia

1. Video Invitation :30-:45 – Create video for LUC group
2. Political/Issue :30 or :60 – Select issue and create a television spot to promote it
3. Doritos Crash the Super Bowl Contest :30 – Create and enter television commercial
4. Infomercial/Trade Show Video :90-3:00 – Promote/educate organization or brand
5. PSA :30 or :60 – Find local non-profit and develop PSA



Student Surveys

(Fall 2012 Design/Spring 2013 Class $n=26$)

Most students

- Had taken a team taught course (65%)
 - Of those that did:
 - Special topics: Technology in the city
 - Screenwriting, Sports Broadcasting
- Noticed 2 instructors (77%)
 - Of those that did, half were more interested in taking the course



Student Survey

Most students

- Thought 2 instructors served student needs (85%)
 - Brought 2 perspectives
 - Offered different expertise
 - Provided more directions and opinions
 - Helped in projects and critiques



Student Survey

Most students thought teaching method

- Did NOT require a different type of student (62%)
 - Those who DID think different student was required
 - More independent
 - Think dually about the topics
- DID require a different type of professor (97%)
 - Be very organized and engaged
 - Work well together, willing to give/take
 - Not be bossy
 - Collaborate



Student Survey

Importance of teaching styles

- Different
 - Different but open, not opinionated
 - Should complement each other
 - Two dominate teachers won't work
 - Important if mix of skills required for class
- Similar
 - So material is not lost
 - Some so they can bounce ideas off of each other
- Doesn't matter but . . .
 - Different provides more thought
 - Has to flow together



Student Survey

- Most students thought having 2 professors was unusual (80%)
- Split perspective about twice the value of learning experience (54% yes, 38% no)
- All would take another team taught course
 - Fun
 - Get different perspectives



Student Survey

- Thought they had received mixed messages (62%)
 - Critiques
 - Directions for turning in assignments
- Half did think there were some negatives
 - Mixed messages
 - Mixed reactions to projects
 - Confusion on grading



Student Survey

Positive attributes

- Helpful, more learning
- Learn different perspectives, aspects
- Shows multiple roles, beneficial
- Team effort, can accomplish more
- Get a balance of teaching
- Twice the knowledge and exposure
- Probably more difficult for professors, not the students



Instructor reflections - How experience made better teachers

- Learned we all have similar challenges even with different
 - Generations
 - Backgrounds
 - Ethnicities
 - Genders
- Learned other teacher's discipline
 - Advertising, branding, positioning
 - Production, editing, lighting, software
 - Design, color, readability issues, software



Instructor reflections - How experience made better teachers

- Better understanding of SOC areas
 - Learned what other areas are teaching
 - Learned what students from other concentrations are/not taught
 - Learned appropriate writing/creative styles



Instructor reflections - How experience made better teachers

- Learned different teaching styles
 - Observe how others teach
 - Can incorporate new methods into your own teaching



Implications

- Be forceful with different perspective but help resolve differences with students/other instructors to assuage any student feelings of mixed messages
- Make courses permanent, Multimedia Commercial Production Engaged Learning credit
- Continue research in area