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# Rethinking Visual Communication Curriculum: The Success of Emporium Style

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<http://digitalcommons.unl.edu/ipts/13>

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# Rethinking Visual Communication Curriculum: The Success of Emporium Style



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# Quick Overview

UNL College of Journalism  
and Mass Communications

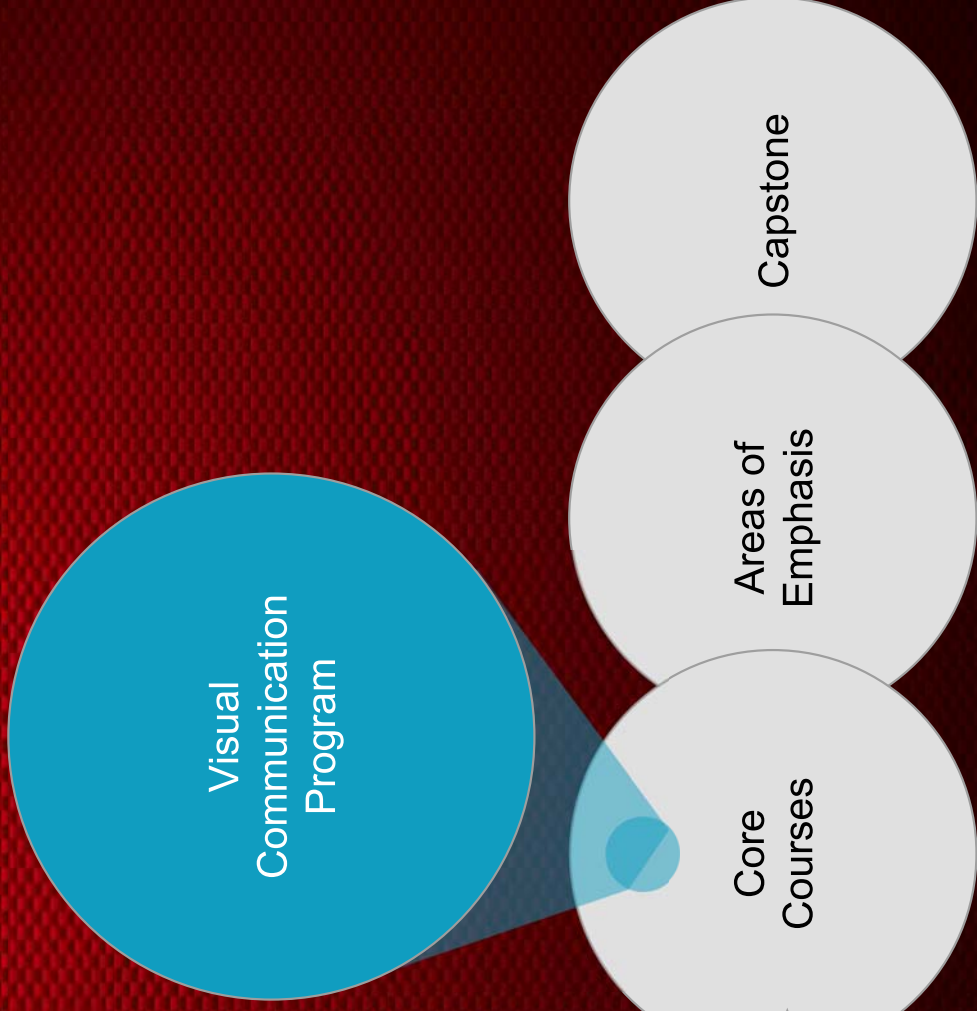
## 4 Majors

Advertising and  
Public Relations

Broadcasting

Journalism

Sports Media



**“When you struggle with a problem  
that is when you understand it and  
you will never forget it.”**

**Elon Musk (2013)**

<http://www.businessinsider.com/elon-musk-job-interview-rule-2013-12>

# Course Objectives



**Think**



**Storytelling**



**Technology**



**Media**

# Internal Course Objectives

1. **Resource for students**  
throughout their major
2. **Flexible curriculum**  
up-to-date for faculty and students to stay current with rapid change
3. **Focus on process**  
require students to be resourceful to reach goals
4. **Set the tone**  
rigor, culture, and expectations for the college
5. **Content is more than just production**  
strategy, planning, audience, placement, format, medium, etc.

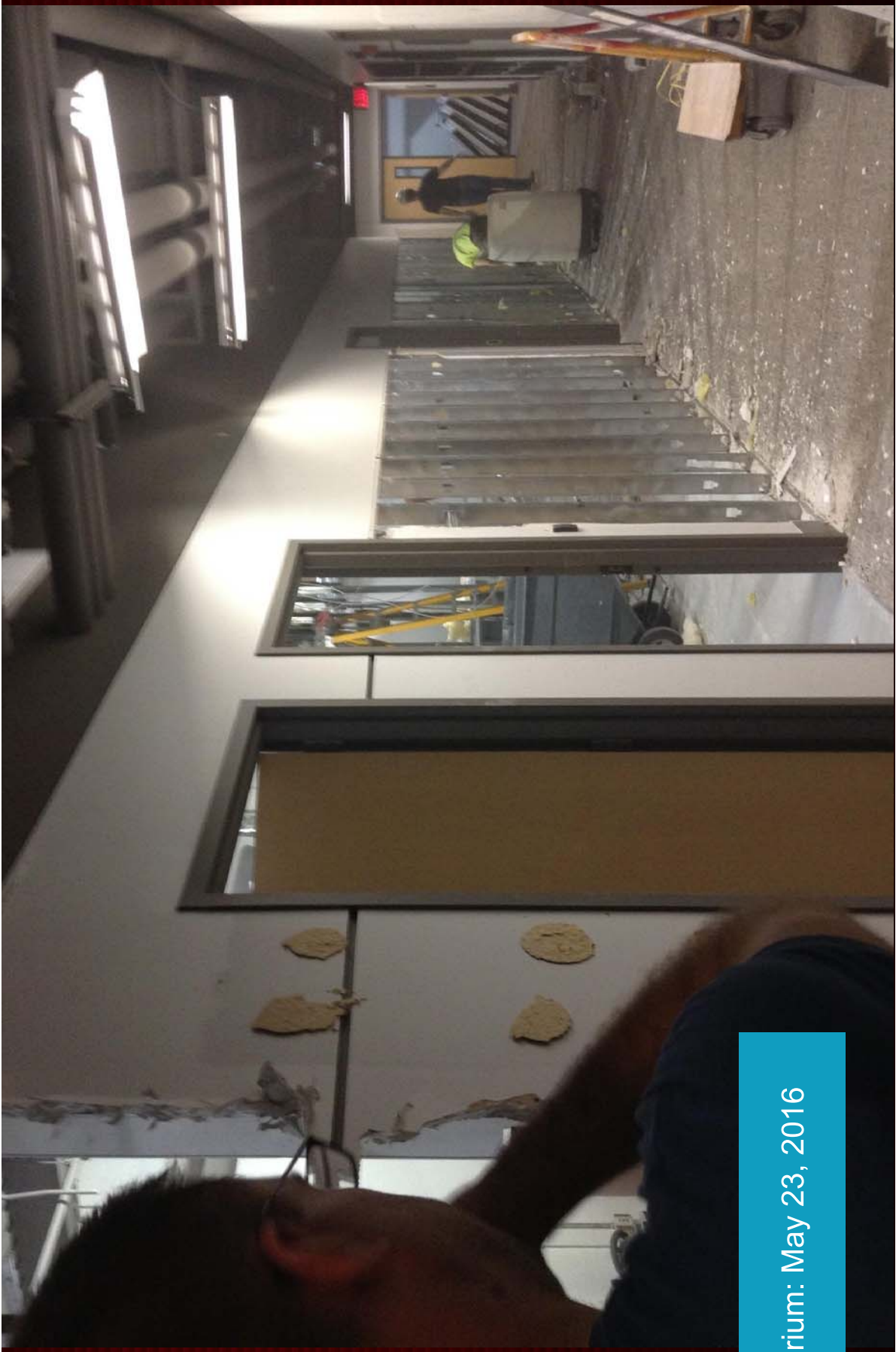
# How to Get There

## 1. Emporium Style Course

- Replaces lectures with a learning resource center model
- Usually features interactive computer software and on-demand personalized assistance
- Help when you need it.

## 2. Challenge Based Learning (CBL)

- Encourages learners to leverage the technology they use in their daily lives to solve real-world problems
- Collaborative and hands-on: students to work with peers, teachers, and experts in their communities and around the world
- Ask good questions, develop deep subject area knowledge, identify/solve challenges, take action, and share their experience.
- Scalable model with a flexible framework for learning with multiple entry points
- Places students in charge of their learning
- Promotes the authentic use of technology
- Develops 21st century skills
- Encourages deep reflection on teaching and learning

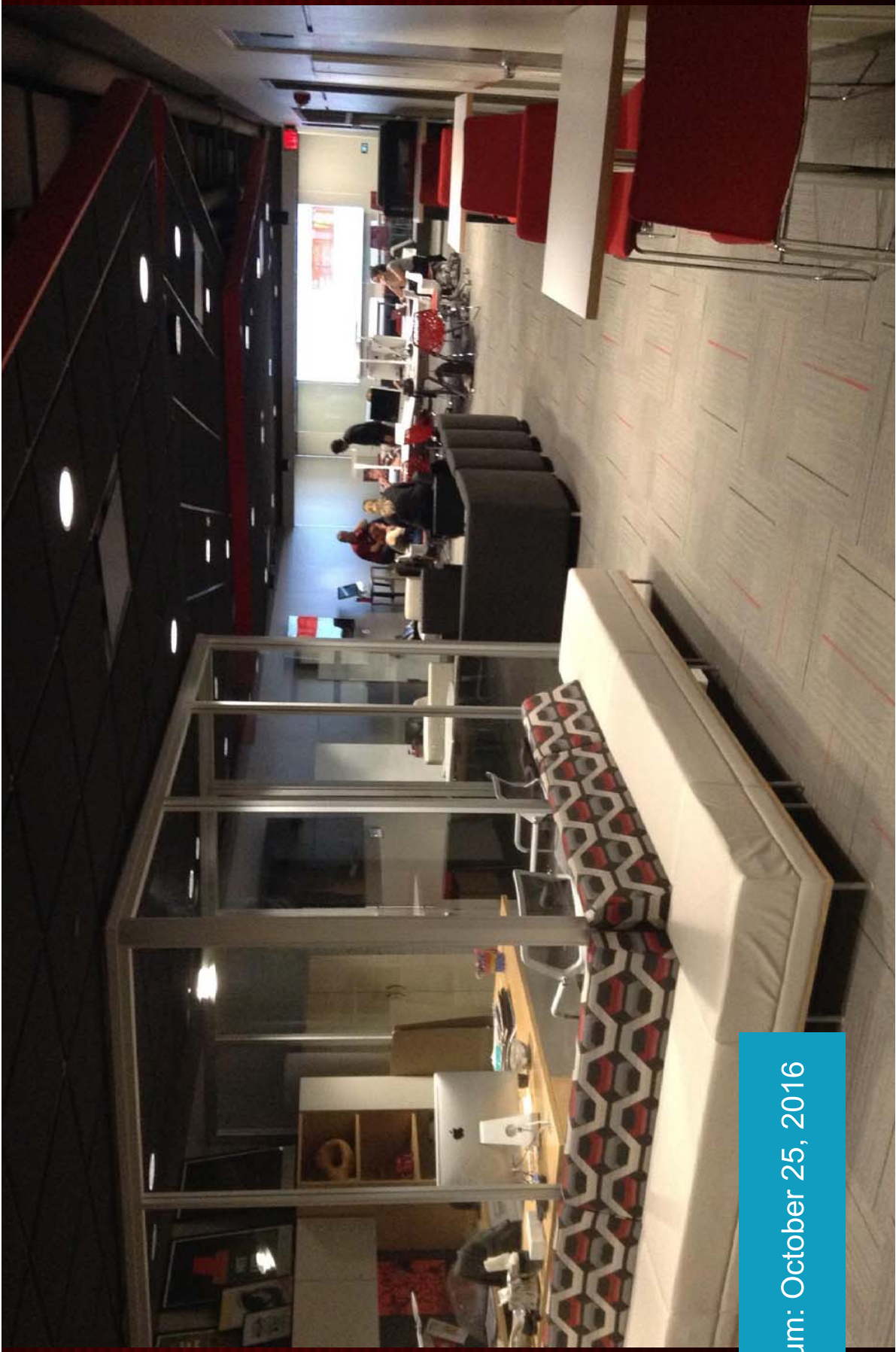


Emporium: May 23, 2016

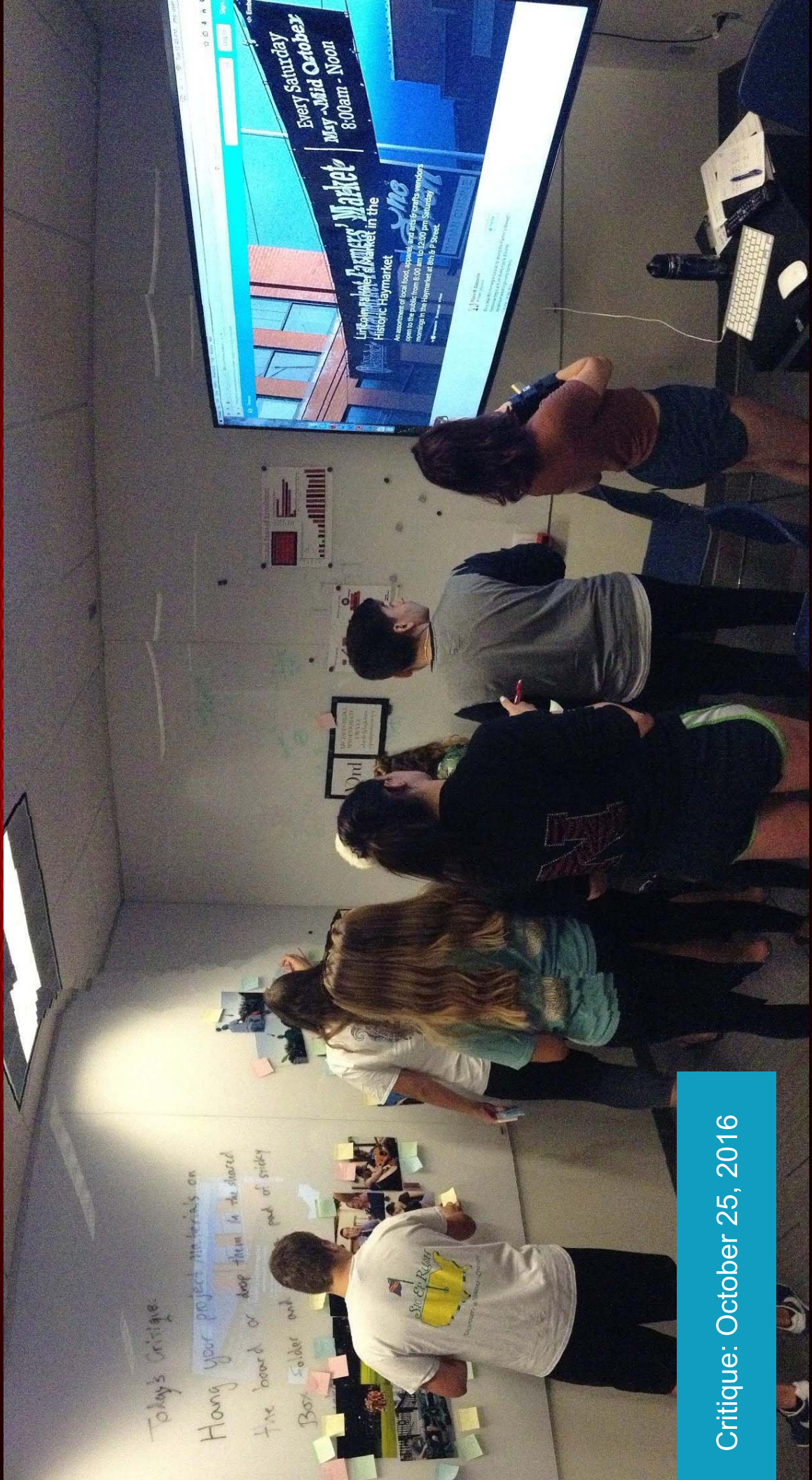




Emporium: July 23, 2016



Emporium: October 25, 2016



Today's Critique:  
Hang your project materials on  
the board or drop them in the shared  
Box folder and

Critique: October 25, 2016

# Visual Communication

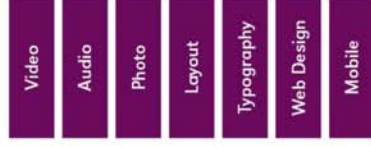
Course Sequence Overview

**JOMC 130:**  
**Introduction to Design Thinking**  
1 credit

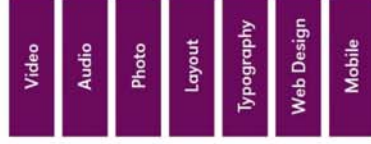


3 Weeks

**JOMC 131:**  
**Core Modules I**  
1 credit



**JOMC 132:**  
**Core Modules II**  
1 credit



**JOMC 133:**  
**Advanced Module**  
1 credit



**JOMC 134:**  
**Final Project**  
2 credits



**240 students**

**15 Sections**

20 students/ea

**24 Sections**

20 students/ea

**4 Sections**

20 students/ea

# Visual Communication

Course Sequence Overview

## Semester 1

**JOMC 130: Introduction to Design Thinking**  
1 credit

- Design Thinking / Problem Solving
- Storytelling
- How Technology Works

3 Weeks

**JOMC 131: Core Modules I**  
1 credit

- Video
- Audio
- Photo
- Layout
- Typography
- Web Design
- Mobile

**JOMC 132: Core Modules II**  
1 credit

- Video
- Audio
- Photo
- Layout
- Typography
- Web Design
- Mobile

## Semester 2

**JOMC 133: Advanced Module**  
1 credit

- Video
- Animation
- Audio
- App Dev.
- Photo
- 360 Video
- Layout
- Data Viz.
- Typography
- Drone Journalism
- Web Design
- Virtual Reality
- Mobile
- UX Design

**JOMC 134: Final Project**  
2 credits

Final Team Project

# Visual Communication

Course Sequence Overview

## Semester 1

**JOMC 130:  
Introduction to Design Thinking**  
1 credit

Design Thinking / Problem Solving
Storytelling
How Technology Works

3 Weeks

**JOMC 131:  
Core Modules I**  
1 credit

Video
Audio
Photo
Layout
Typography
Web Design
Mobile

## Semester 2

**JOMC 132:  
Core Modules II**  
1 credit

Video
Audio
Photo
Layout
Typography
Web Design
Mobile

**JOMC 133:  
Advanced Module**  
1 credit

Video	Animation
Audio	App Dev.
Photo	360 Video
Layout	Data Viz
Typography	Drone Journalism
Web Design	Virtual Reality
Mobile	UX Design

## Semester 3

**JOMC 134:  
Final Project**  
2 credits

Final Team Project
--------------------

# Visual Communication

Course Sequence Overview

## Semester 1

**JOMC 130:**  
**Introduction to Design Thinking**  
1 credit

Design Thinking / Problem Solving
Storytelling
How Technology Works

3 Weeks

**JOMC 131:**  
**Core Modules I**  
1 credit

Video
Audio
Photo
Layout
Typography
Web Design
Mobile

## Semester 2

**JOMC 132:**  
**Core Modules II**  
1 credit

Video
Audio
Photo
Layout
Typography
Web Design
Mobile

## Semester 3

**JOMC 133:**  
**Advanced Module**  
1 credit

Video	Animation
Audio	App Dev.
Photo	360 Video
Layout	Data Viz
Typography	Drone Journalism
Web Design	Virtual Reality
Mobile	UX Design

## Semester 4

**JOMC 134:**  
**Final Project**  
2 credits

Final Team Project
--------------------

## Lessons Learned Year One

- Students want more structure
  - More deadlines - three instead of one
  - More prescribed path through modules
- Faculty workload needs reduction
  - Not allow all work to be submitted at end of semester
- Reduce grading further
- Management of student progress
- More equitable amount work between modules



# JOMC 131, 132, 133: Levels by Major

Core	ADPR	BRDC	JOUR
Video	■ ■	■ ■ ■	■ ■
Photography	■ ■	■ ■	■ ■
Layout	■ ■	■	■
Typography	■	■	■
Web Design	■ ■	■	■ ■
Audio	■	■ ■ ■	■
Mobile/Social	■ ■	■	■ ■ ■
Exploratory	■ x 6	■ x 6	■ x 6
Total	■ x 18	■ x 18	■ x 18

# JOMC 131 Requirements by Major

<b>ADPR</b>	<b>BRDC/SPMC</b>	<b>JOUR</b>
Typography 1	Typography 1	Typography 1
Layout 1	Layout 1	Layout 1
Layout 2	Web 1	Web 1
Web 1	Photo 1	Web 2
Web 2	Photo 2	Mobile 1
Mobile 1	Mobile 1	Mobile 2

Note: Fashion Communication Majors should follow the ADPR track

# JOMC 132 Requirements by Major

<b>ADPR</b>	<b>BRDC/SPMC</b>	<b>JOUR</b>
Audio 1	Audio 1	Audio 1
Photo 1	Audio 2	Photo 1
Photo 2	Audio 3	Photo 2
Video 1	Video 1	Video 1
Video 2	Video 2	Video 2
Mobile 2	Video 3	Mobile 3

Note: Fashion Communication Majors should follow the ADPR track

## Lessons Learned Year One

- Change wording
  - Stars to Levels
  - Advanced to Exploratory
- Reduce teaching themselves perception
  - Add introductory screencasts by faculty
  - Need to better enforce using the lab
  - Add workshops to better support learning
  - Utilize JOMC 130 course to help solve

# JOMC 130



1. Design Thinking / Problem Solving
2. Storytelling
3. How Digital Technology Works

## Lessons Learned Year Two

- Extend JOMC 130 to full 8 weeks
- Better address issues experienced by bulk of students
- Dive into some of the technology/assignments
- Answer questions to full group
- Reinforce what is happening in the modules

## Lessons Learned Year Two

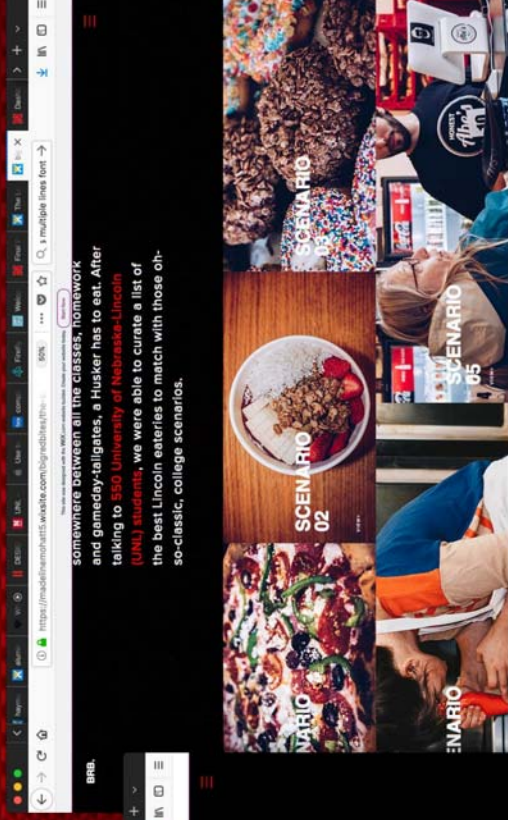
- Run accelerated 8 week sessions
  - Run another set in Fall
  - Roll out more for Spring
- First Graduate Assistants to teach in the program
- Management is still a challenge
  - Spreadsheets to make tracking easier
  - Developing a custom online textbook to eliminate most management challenges
- Explore other ways to streamline the process

## Lessons Learned Year Two

- More workshops
- More instructor support/training
- Course wide policies and deadlines
- JOMC 134 - first full scale sections
  - Needed more deadlines for content and to correct problems sooner
  - Students love teams assembled using CATME
  - Students seeing the purpose of the courses

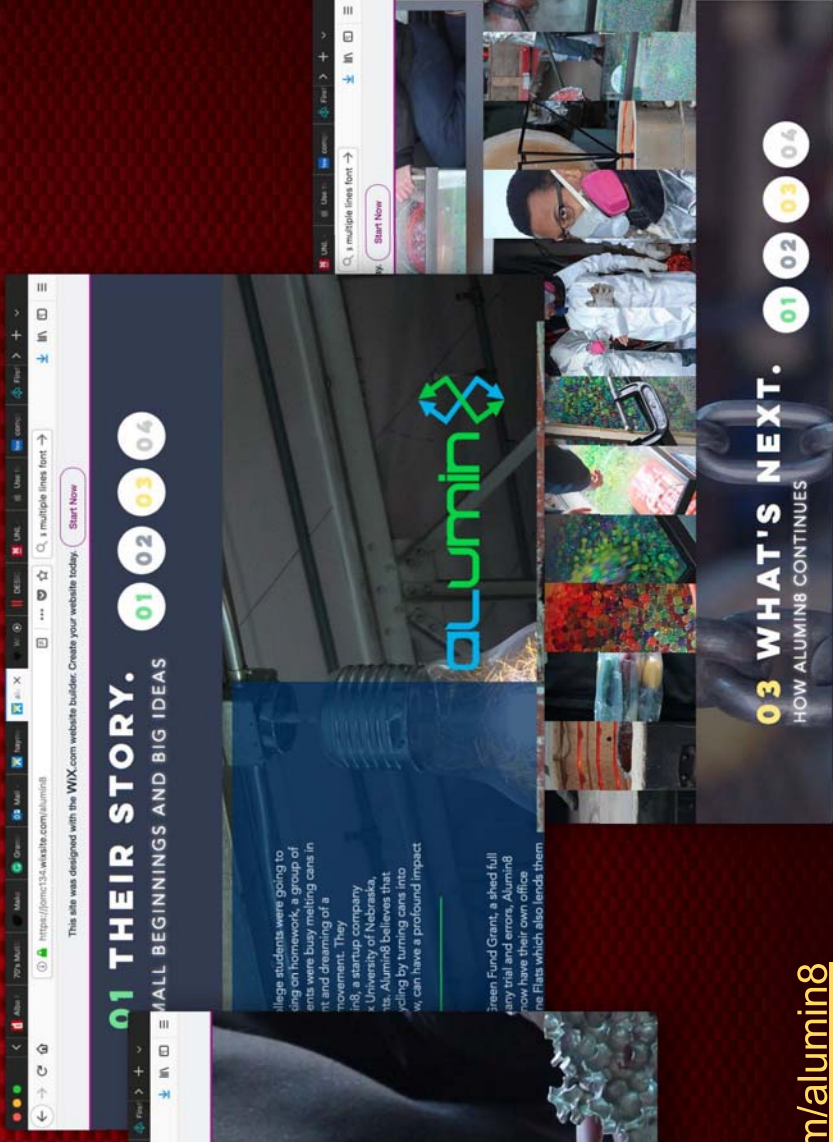
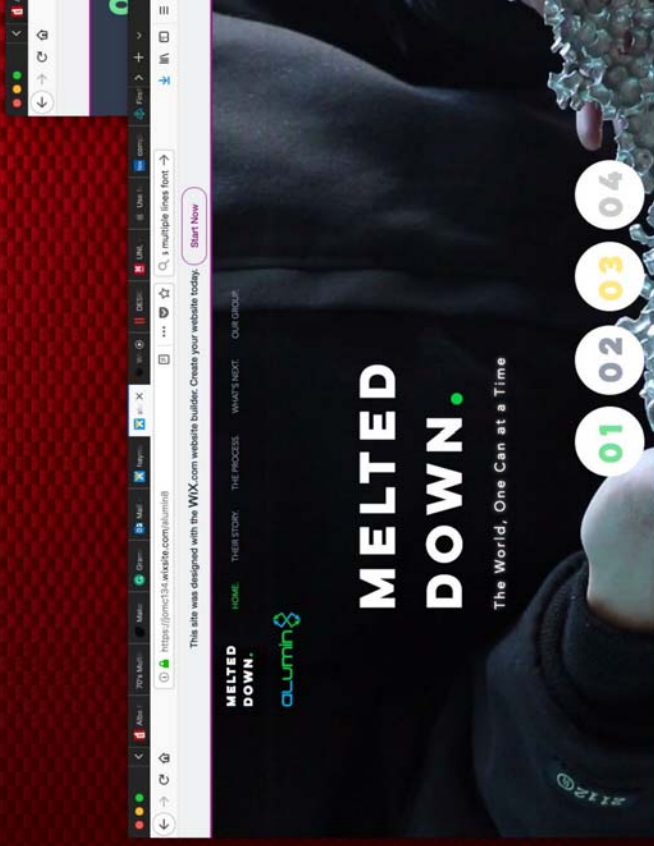


# Examples of Projects



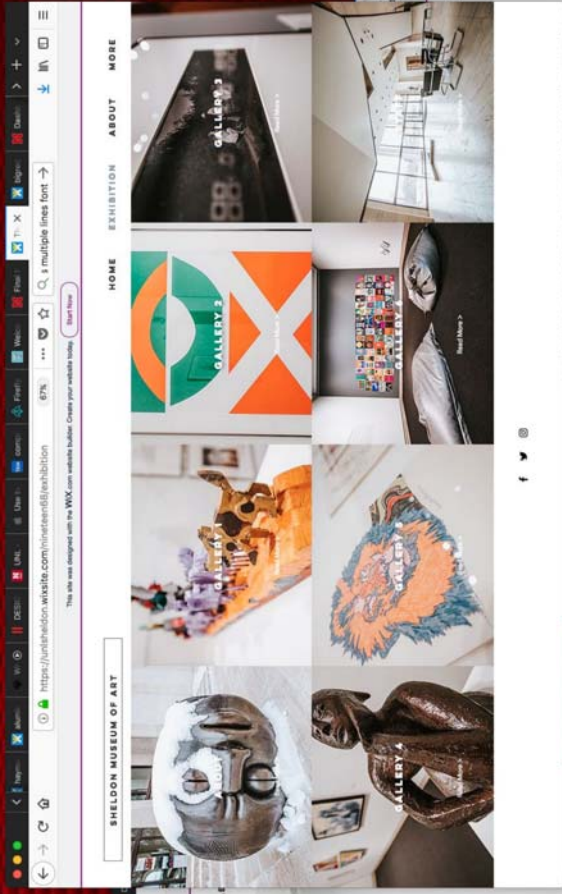
View Project:  
<https://madelinemohatt5.wixsite.com/bigredbites>

# Examples of Projects



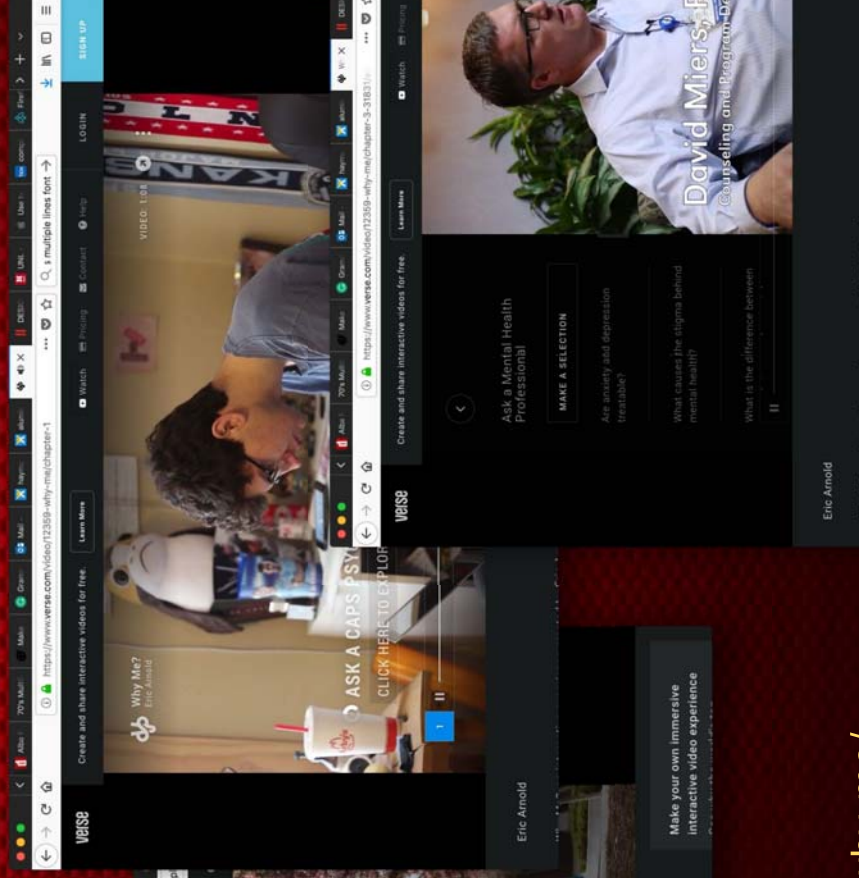
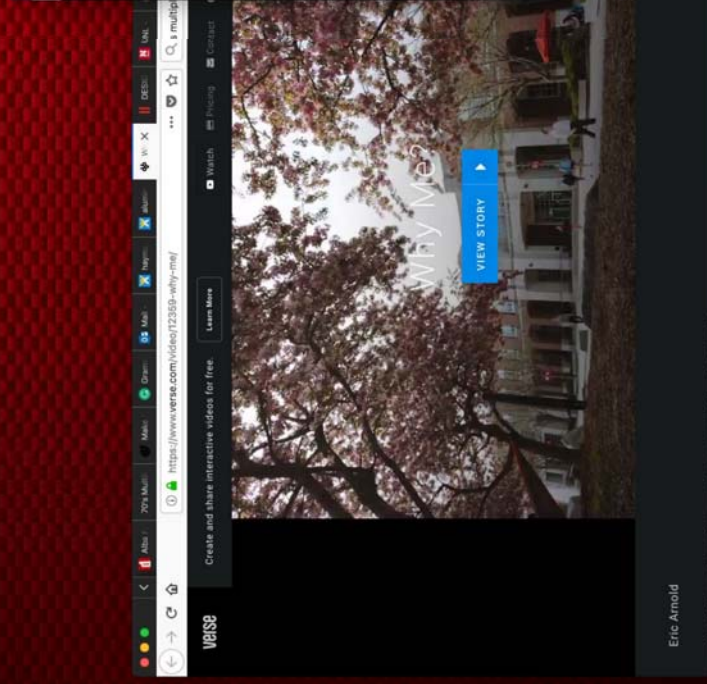
View Project: <https://jomc134.wixsite.com/alumini8>

# Examples of Projects



View Project:  
<https://unlsheldon.wixsite.com/nineteen68>

# Examples of Projects



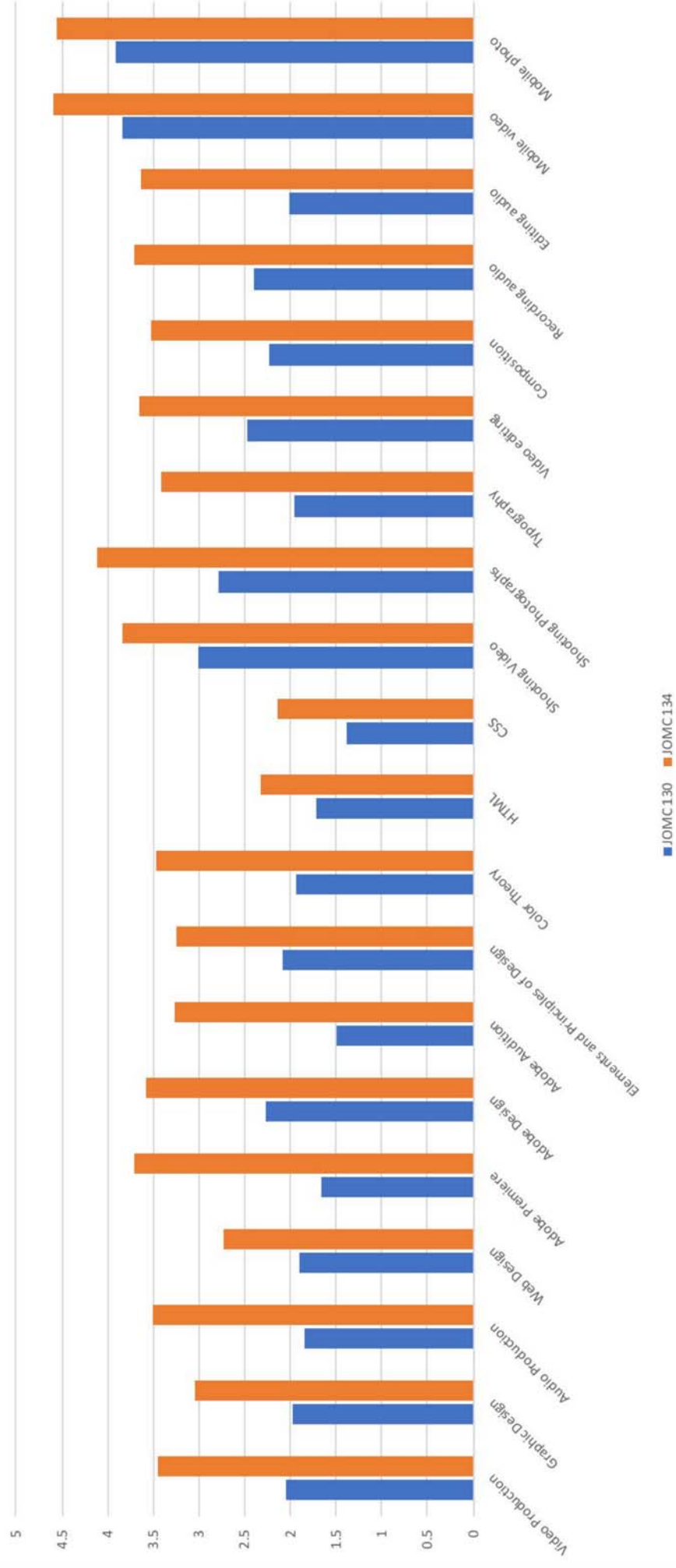
View Project:  
<https://www.verse.com/video/12359-why-me/>

## Assessment

- Canvas Outcomes in rubrics
- Grade distributions
- Course Evaluations
- Instructor Task Force
- Pre and post program level survey (JOMC 130 / JOMC 134)
- Case study of the lab

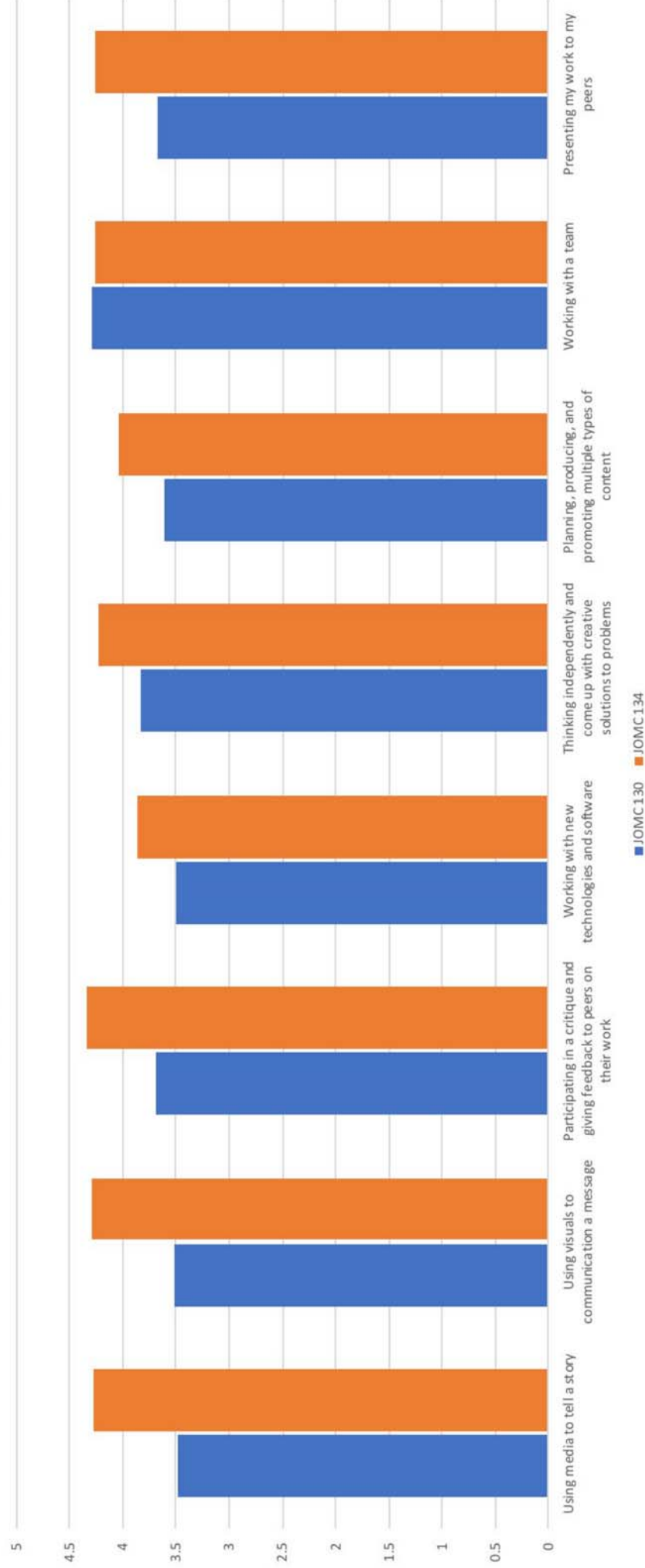
# Assessment

JOMC 130 and 134 Skills | Averages by Question



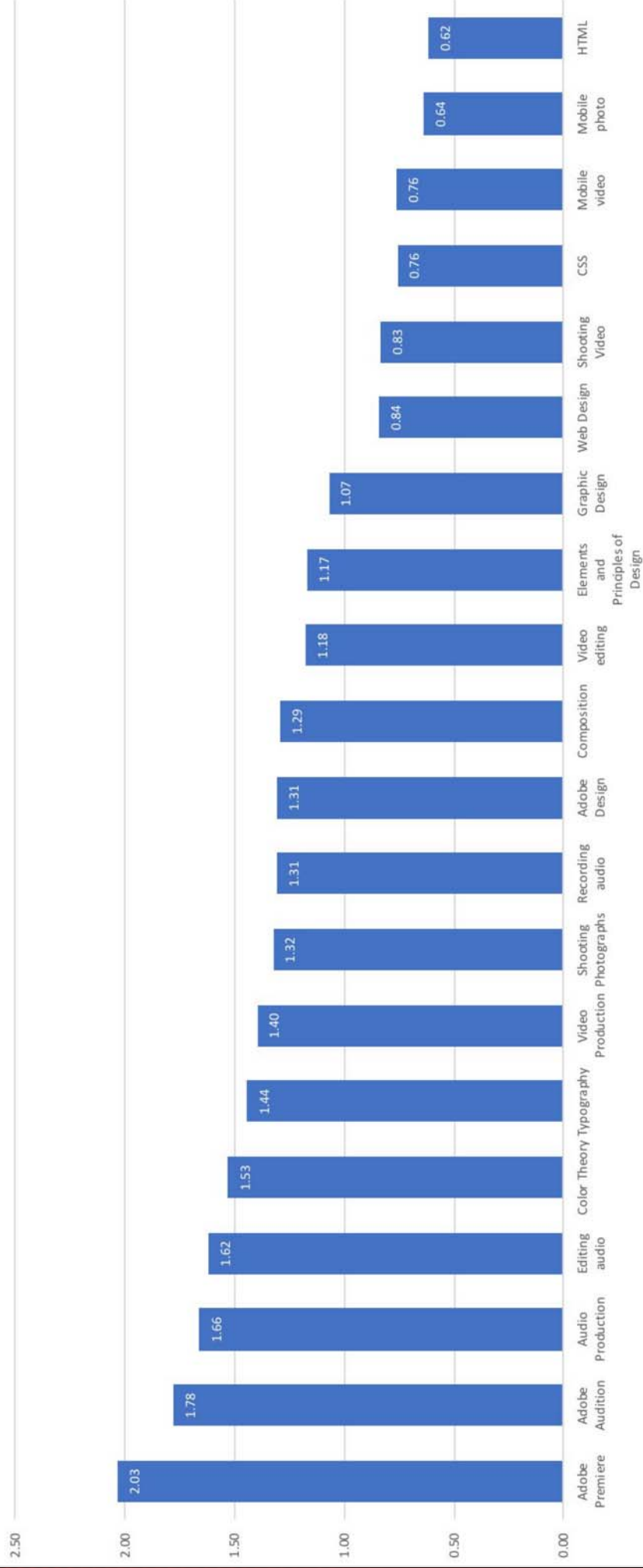
# Assessment

JOMC 130 and 134 Learning Objectives | Averages by Question



# Assessment

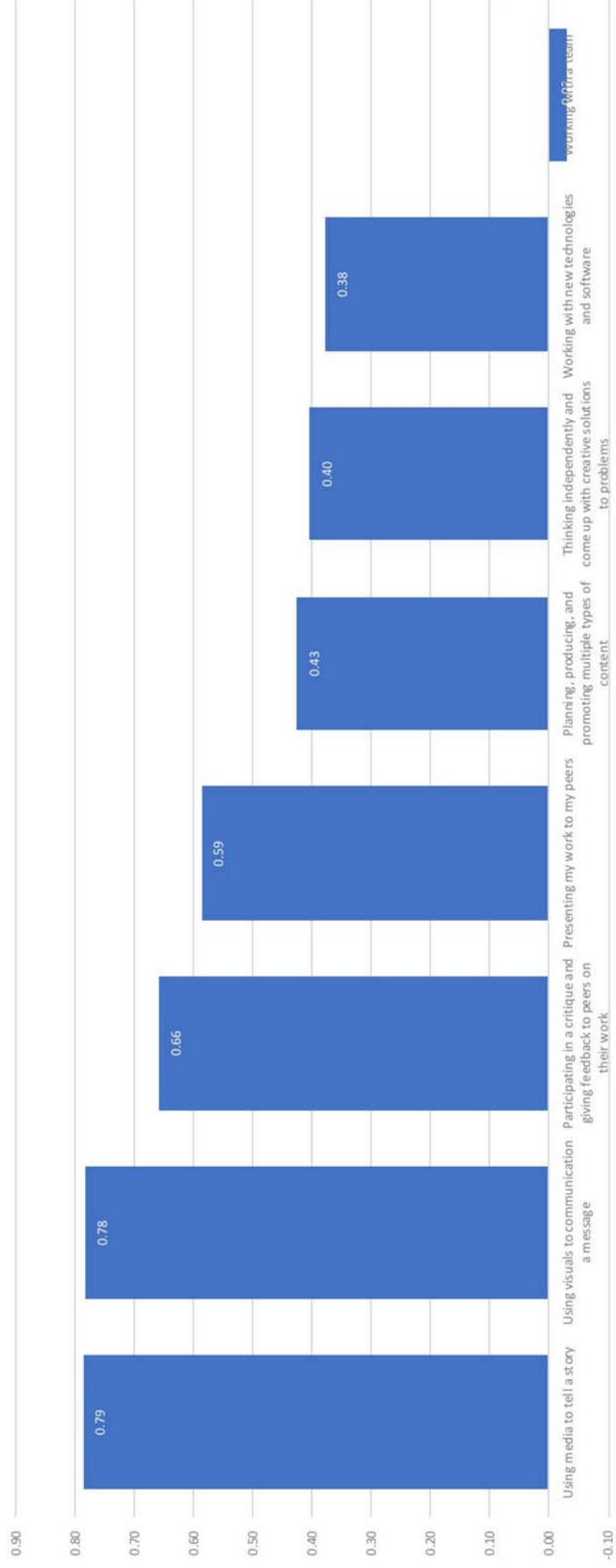
JOMC 130 and 134 Skills | Difference Between Averages by Question





# Assessment

JOMC 130 and 134 Learning Objectives | Difference Between Averages by Question



# Assessment

Skills

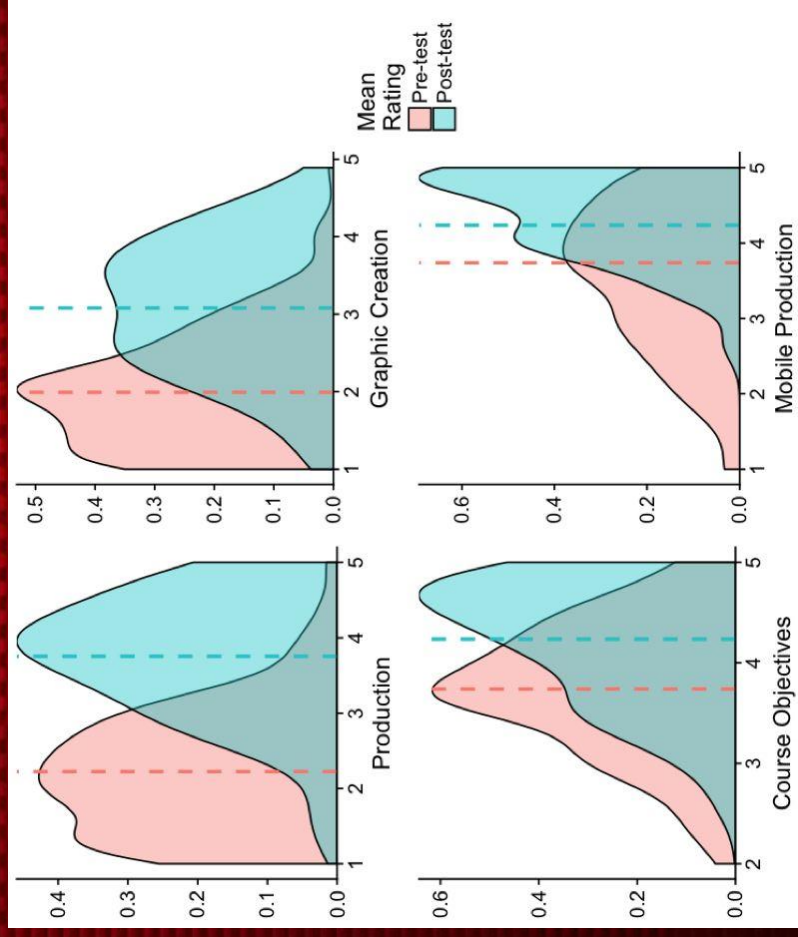
1.23 

Learning Objectives

0.50 

*\* Average difference between pre/post*

# Assessment



Wagler, A. & Berke, C. (2018). Rebuilding from the Ground Up: Developing a New Approach to Visual Communications Curriculum.

## Awesome by-products from the new program

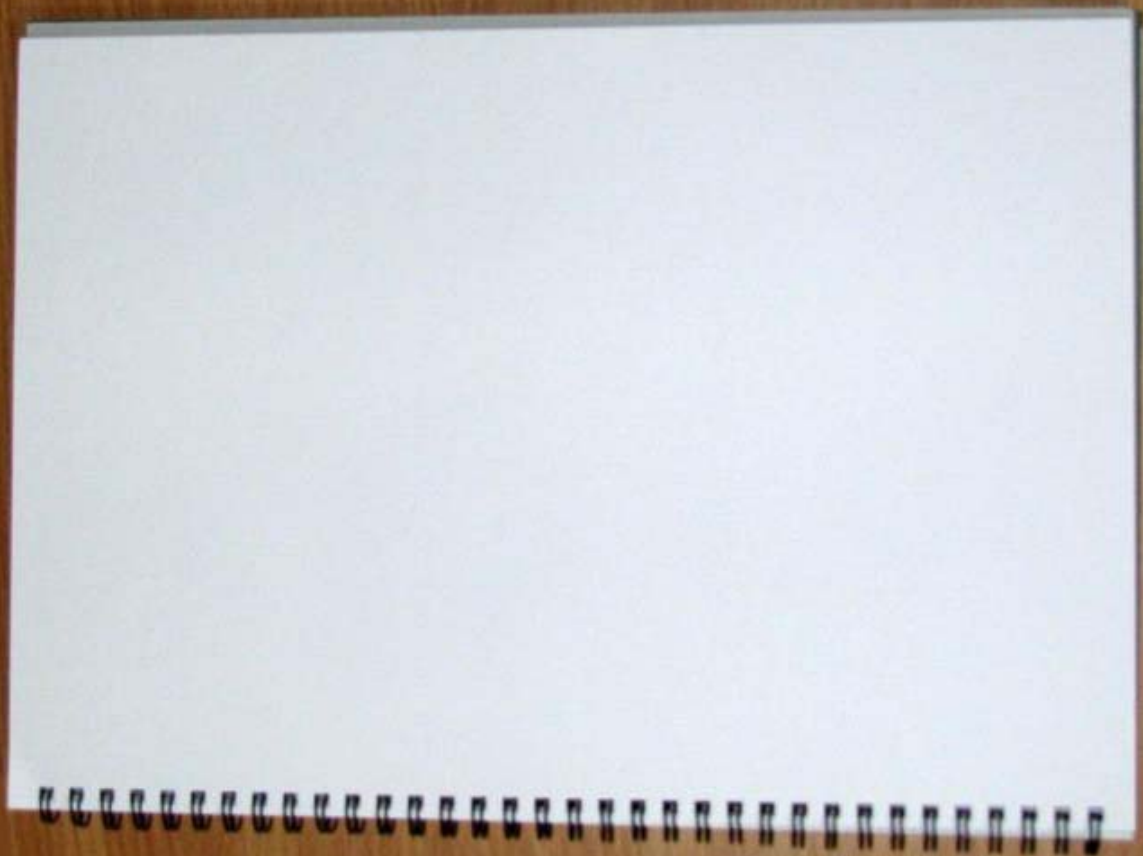
- First time grad students have taught in our college
- The lab has become a resource for students and college
- Research is being spun up
- Book developed for others to use and fund program
- JOMC 134 projects exceed original expectations

## Moving Forward: the Practical

- Deploying the custom textbook in the Fall
- Make changes to modules as needed
- Add more instructional screencasts
- Have a more frequent workshop schedule
- Broader faculty participation in aspects of the course
- Find additional ways to increase value of lab

## Moving Forward: the Theoretical

- Develop an assessment plan that includes outside evaluation of work
- Continue with student reported learning assessments
- Start to look for trends and long term impact for the college



# Thank you and Questions



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