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Comparing Outcomes for In-Person and Online Instruction for JOMC 130: Introduction to Design Thinking

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Abstract

The portfolio analyzes two sections of the JOMC 130: Introduction to Design Thinking course that serves as the first course in a five course sequence about Communication Design in the College of Journalism and Mass Communications at the University of Nebraska–Lincoln. The portfolio explores the student outcomes from the course in general as well as compares the student success between in-person and online delivery for the course during the Fall 2021 semester. The course focuses on three main topics—technology, design thinking or problem solving, and storytelling. These three topics are foundational to all majors in the college. The course is part of a five course sequence that introduces students not just to these concepts but also the hardware and software they will use throughout their time at the college. The portfolio looks at the teaching methods used, specific activities, and the outcomes produced in the course. Quantitative analysis of student outcomes proved that online delivery produced more successful outcomes than in-person instruction in all categories except teamwork.

Keywords: Delivery Method, Online Versus In-person Teaching, Introductory Courses, Student Success, Peer Review of Teaching

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Objective of Peer Review Course Portfolio

I chose this course because I'm the only faculty who teaches it and despite constantly evolving the course based on student feedback and my own observations, the course evaluations continue to criticize content and students too often say the course is not worthwhile upon completing the course. I see how it connects to the other courses, but this does not seem to be evident to all students at least not until they take the final course in the sequence, JOMC 134. I think the current iteration is challenging enough in comparison to previous iterations, while still laying the foundational groundwork for the students needed to complete the remaining courses in the sequence. My hope is to identify ways I can better connect the content of the course to the broader sequence content to make the value clearer to students earlier.
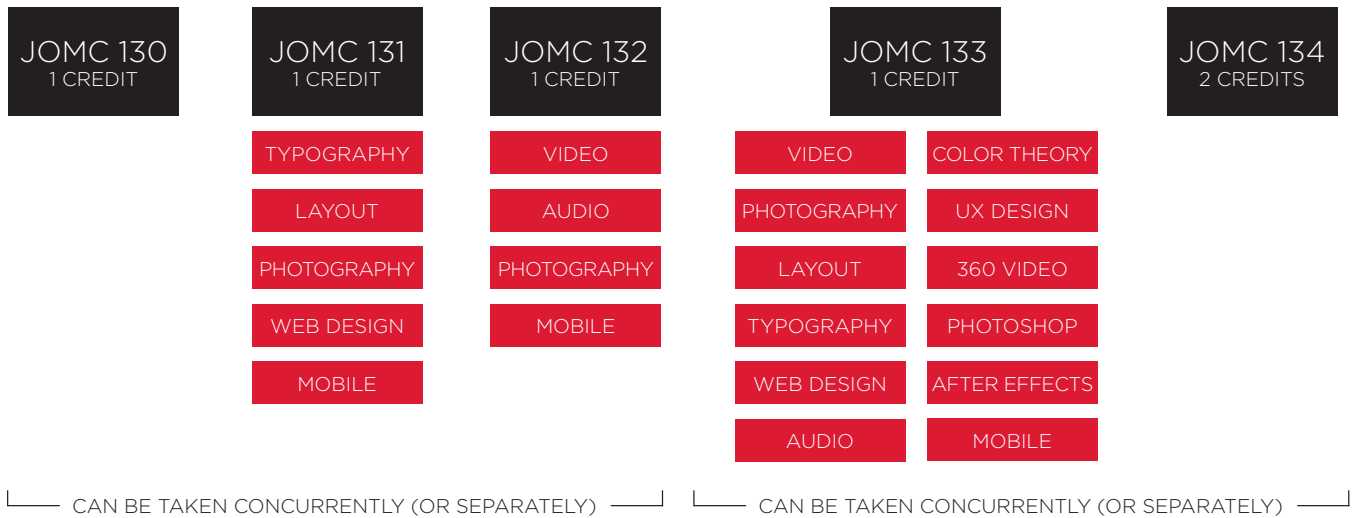
The course does not have a particularly high failure rate (only 5.2% of students have failed the course since its inception in Fall 2016), especially in comparison to other large lecture introductory classes across the university. However, given the straightforwardness of the course, I still think too many students fail the course. This is especially true of students of color (12.9% for black students in comparison to 4.6% for white students). I have applied for a grant to address that problem across the entire course sequence, but wanted to see if perhaps anything emerged in reviewing the course independent from the rest.

Finally, after completing the semester, I refocused the goal of the portfolio on the difference between teaching the course in person versus online. It's not common that the same faculty member would teach both delivery methods in the same semester of the same class making this an unique opportunity to compare the efficacy of delivery methods. After over a year of mainly online instruction, I wanted to see if there were any benefits to teaching the course in person. In the Fall 2021 semester, I taught two sections of course, one as a large lecture in-person and one online but with smaller enrollment. The online students were mainly sophomores, juniors, and seniors whereas the in-person section is predominantly first year students with a small number of sophomores and juniors. The students receive the same content, but the online course is more self directed than the in person course. Additionally, because of the Labor Day break, the in person class was a week behind the online class and I wanted to see if my addressing the issues noted in the performance of the online class changed the performance of the in person class on the same activities. Additionally, I addressed further what I believed to be the biggest difference between the two delivery methods by using CATME to both form teams and administer team feedback throughout the semester. My hope was given that CATME can pair students based on their availability outside of classes, that teamwork would improve in the online section to better match the experiences of the in-person section.

Course Description

The course I chose for the Peer Review of Teaching is my JOMC130: Introduction to Design Thinking course. This course is the first of a series of five classes oriented around three foundational concepts for the college—technology, problem solving/design thinking, and storytelling. These courses are a multidisciplinary approach that encourages learners to leverage the technology students use in their daily life to solve real-world problems. The sequence of courses utilize Challenge Based Learning

which is collaborative and hands-on, asking students to work with peers, teachers, and experts to ask good questions, develop deep subject area knowledge, identify and solve challenges, take action, and share their experience. It is a flexible framework for learning requiring students to be an active part of the process. While the rest of the courses are focused solely on active learning, this course has the greatest traditional lecture content, but I still strive to implement as much active learning as possible.

JOMC 130 1 CREDIT	JOMC 131 1 CREDIT	JOMC 132 1 CREDIT	JOMC 133 1 CREDIT		JOMC 134 2 CREDITS
	TYPOGRAPHY	VIDEO	VIDEO	COLOR THEORY	
	LAYOUT	AUDIO	PHOTOGRAPHY	UX DESIGN	
	PHOTOGRAPHY	PHOTOGRAPHY	LAYOUT	360 VIDEO	
	WEB DESIGN	MOBILE	TYPOGRAPHY	PHOTOSHOP	
	MOBILE		WEB DESIGN	AFTER EFFECTS	
			AUDIO	MOBILE	

└─── CAN BE TAKEN CONCURRENTLY (OR SEPARATELY) ───┘   └─── CAN BE TAKEN CONCURRENTLY (OR SEPARATELY) ───┘

Communication Design Course Sequence Diagram: The JOMC 130 course covered in the portfolio is the first of five courses in the sequence. It lays broader foundational concepts that the courses build on.

The Introduction to Design Thinking course is a 100-level course taken by first year students and students who transfer into the College of Journalism and Mass Communications. The course also supports TMFD majors and some majors in the education college. The course is taken with other foundational courses, whether ones covering material deemed relevant to all majors or introductory major specific courses. The goal of the overall sequence is to introduce students to the software and hardware used by all majors in the college along with the concepts of storytelling and problem solving that are key to all majors within the college. Student experience with the software and hardware may range from years of experience to having never touched it before in their life. Many students are a little technology weary and may lack basic technology skills. Our goal is to try to help address these discrepancies in skill set to give students a more even footing in terms of technical skills moving forward.

The official description of the course is: Communication Design provides students a design-centered educational experience focused on the application of content design principles to solving complex problems through the delivery of innovative, real-world content solutions and to gain an understanding of the role that different media play in society. Over this course sequence, students will broaden their interdisciplinary creative media skills through a curriculum of alternating applied theory and practice. Students will gain real-world content development experience while working with instructors to produce engaging and innovative stories. This course establishes a creative and technical foundation to prepare students for an ever-changing media environment.

The Introduction to Design Thinking course helps with building a foundation and connects directly to the JOMC 131 course the students are required to take as a co-req with this course. The JOMC 131 course functions somewhat like a lab to the lecture of JOMC 130. That is not an entirely accurate description, but it is the closest one that the majority of students can understand based on other courses that they may take. All students do the same assignments in JOMC 130 while in the JOMC 131, 132, and 133 courses, they complete modules assigned based on major. I have them practice technical skills in JOMC 130 before actually doing them in JOMC 131 to further assist with technology knowledge gaps and to make sure all students have the tools they need to be successful in the class. The course is meant as an introduction to the concepts and not an in depth exploration of any of the topics. My goal is laying a foundation so all students have base knowledge moving forward in their major.

Course Structure

The course is an 8-week course. However, because the course loses a week to holiday when taught in person, there are only 7 weeks of content to be consistent between the in-person and online versions. Additionally, the course is taught in the summer as a three week course during the pre-session. The course is delivered in weekly modules starting with week 2 and consists of six modules in total. The first week's materials are focused on introducing the students to the course and what they need for the course. The course was originally only delivered in person but I adopted an online version for use in the summer. The areas explored in this course include design thinking, storytelling, and how technology works. Two weeks are spent on each subject area.

For the in-person delivery, students are required to attend class to hear from the instructor and guest speakers on the topics and apply the concepts discussed to their approaches used throughout the entire course sequence. For the online delivery, the same material is recorded as VidGrid lectures; they are required to watch to completion and include knowledge checks along the way similar to the use of the quizzing through TopHat during the in-person lectures. These areas of discussion should challenge students to think creatively, strategically, and intelligently when producing content.

The course includes:
- Instructional Material - Screencasts, videos, reading, and presentations to present the material covered in the course.
- Quiz - A brief quiz to demonstrate understanding of the material covered in the unit. Quiz is administered via Canvas and could technically be considered an open book quiz. Quizzes are not timed and students have one week to complete.
- Activities - Various activities will be assigned during the course for them to demonstrate mastery of the material. Activities may be completed individually or in a team depending on the activity.
- Participation – students will be "quizzed" periodically throughout the lecture to ensure they are understanding the material and paying attention. There will also be opportunities where a question is asked and discussion occurs.

Course Goals

I have four main goals for the course based on the overall goals of the five sequence set of courses known as the JOMC 130s. These goals are based on laying a foundation for success in the rest of the sequence as well as their future with the college. I want them to begin getting more comfortable with technology, solving problems that do not have one clear solution, and the idea of how to tell a story.

Goal 1: The first goal for my course is to demonstrate how the technology used in the JOMC 130s sequence of courses work. This first goal was not part of the initial version of the course but was a response to observed deficits in student skills. While it seems basic to some students, especially those past freshman level, I believe it is important to make sure they know how to use Canvas, OneDrive, and install the Adobe Creative Cloud that they will use in the other courses. After teaching the courses for a few semesters, it was clear many students needed additional help to be successful in these areas. Students can practice the skills before needing them to complete actual projects. It also ensures that students install the Adobe Creative Cloud before needing it to complete projects.

Goal 2: The second goal of the course is outlining a history of technology and how the technology works. With this goal, I focus broadly on technology related to their majors from a historical perspective to give them a sense of how we got where we are today. While perhaps not crucial to their future, I firmly believe a basic understanding of the history of technology helps them better understand why technology functions the way it does. We also believe as a college that a basic understanding of technology helps students better harness it to create better work. So few students today really understand how technology works because it works so seamlessly that they rarely consider anything beyond it works.

Goal 3: The third goal for the course is for students to understand the design thinking process and be able to apply it to solve a problem. The entire sequence of the courses focuses on improving students ability to solve problems creatively. Design thinking is just one framework for problem solving. While it does have some potential issues, it provides a decent way to discuss the ideas of focusing on users (or readers or viewers depending on major) to solve problems in a user-centric way and how to iterate to ensure you find the best solution possible. Students need to be willing to stop pursuing a potential solution that is not working, to revise work multiple times, and how to overcome the inevitable challenges when technology fails. This is a core goal of the course because K-12 education no longer actively encourages independent thinking and working through a problem that has a defined set of steps. Technology and standards change so frequently in our fields that students need to learn how to think on their feet and pivot to new solutions when problems arise.

Goal 4: The fourth goal of the course is to understand storytelling devices and be able to use the techniques to produce content. All majors in the college use storytelling techniques in some form. Students need to explore different techniques for telling stories in engaging and interesting ways. They also need to understand the basic structures that underlie all storytelling. Students also need to be able to actually put these techniques and structures to use in creating stories.

Course Learning Outcomes

The official course outcomes state that after completing this course, students will be able to:

1. Be an independent thinker with creative solutions to problems
2. Understand the basics of Storytelling
3. Develop an awareness of how digital technology works
4. Plan, produce, and promote multiple types of content

From there, I developed my own specific learning outcomes to meet these course outcomes. There are seven main learning objectives for the course that are directly tied to the goals of the course. The learning objectives try to focus as much as possible on the highest level of Bloom's Taxonomy— Create. Very little of the class relies on solely remembering because I find it's not beneficial in the long terms for these specific majors. Remembering can also come into play while creating in the form of remembering how to do something in a program. Understand is used a little but the majority of activities are focused on Apply, Analyze, Evaluate, and Create. The objectives for this course are:

1. Demonstrate the ability to use Canvas, OneDrive, setup the Adobe Cloud, and utilize file management practices.
2. Outline a brief history of technology and assess the significance of a technology.
3. Examine emerging technology and assess its cultural impact and potential impact on future career paths.
4. Define the design thinking process and solve a problem using the design thinking process.
5. Define storytelling techniques and how to implement the techniques in advertising, broadcasting, journalism, and sports media.
6. Create a short story using one or more of the storytelling techniques.
7. Create a short film demonstrating one of the discussed storytelling techniques.

Enrollment/Demographics

The in-person of the course enrolls a maximum of 206 students, the amount the lecture hall in Louise Pound Hall holds), in the fall. The online class has varied depending on whether offered in the summer or during the regular semester. In Fall 2021, the enrollment for the in-person section was 173 and the enrollment for the online course was 67. While I do not have specific demographics in terms of gender and ethnicity for the course, the course is taken by all students in the college so the overall college data would apply. The College of Journalism and Mass Communications has 79.5% students who identify as white and 20.5% of students identify as one or more races besides white. The gender breakdown of the college is 44.12% male and 55.88% female. My course would follow similar demographics given it is required of all students in the college.

Broader Connection to the College

For the in-person section, my course is quite literally the first one the first year students take in college in the fall. The course is scheduled on Monday mornings in the Fall. The online section is predominately for transfer students in the fall (also used to accommodate any first year students who could not be on campus in the fall). For the first year students, they have no experience with

the curriculum. Transfer students typically have only taken one previous course in the college that enticed them to transfer, but not all students may have taken a course in the college. Many students transfer because they cannot complete the accounting requirement for business. However, this course is designed to introduce the students to the concepts and technology used in the rest of the JOMC 130s sequence of courses. Additionally, the software and other technology is used throughout other courses in the college and the concept of storytelling is present throughout the majority of courses in the college as it is a crucial element for all majors in the college. Students build skills over the course of the program by constantly reinforcing the core concepts. This course and the rest of the sequence help students build foundational skills or continue to improve on existing skills in these areas. Other faculty can point to these classes as when concepts are introduced and can expect students to use the skills to complete assignments in their classes.

All material serves as an introduction to skills they will need in their future professions. We teach Adobe software which is industry standard software. Design thinking or problem solving skills are important for their future careers. They need to learn how to think on the fly, especially when things don't work as planned. Advertising majors may need to use the specific design thinking process as it is used by many professionals as a way to solve problems in the field. Finally, all of their professions use storytelling. Some use it very literally such as journalism and broadcasting. Advertising and sports media also tell stories but not always in such a literal way. Throughout the materials, real world examples for all majors are provided to help students see the connections to their future careers.

Benchmark Memo 2

The Introduction to Design Thinking course is taught both in person and online in the fall. While overall the material is the same, the delivery methods differ between in person and online. The online section is asynchronous which necessitates a different delivery method than in the synchronous in person version. View the in-person syllabus and the online syllabus for more information in this section.

Teaching Methods

While in the classroom, I focus on two main modes of teaching—lecture and team/group activities. The lecture material helps reinforce the most important points from the reading for the week and present new material. I use TopHat to interact with the class during the lecture to check student comprehension and to allow students to ask questions anonymously so they feel comfortable doing so in such a large room. This interaction helps keep the class more interactive during the lecture portion. Because students enter the classroom with such varied experiences with the material, the review of the concepts and providing examples helps ensure all students have a base knowledge of the subjects. The knowledge checks throughout the lectures and the completion of the activities for the week help me evaluate if the students are understanding the material.

After reviewing the material with the class, students work in their assigned team on activity related to the week's material. Activities require the students to demonstrate they understand the week's materials. Students work in teams because it's an important part of our college and I believe in reinforcing that concept from the start. All majors in the college will work in teams in their careers which is why the college focuses on teaching teamwork skills throughout the curriculum. As students work on the activities, I answer questions and provide feedback to the teams. For some activities, I may be running the activity such as with design thinking activities. While teamwork is not a defined goal, the activities connect directly to the goals. For example, one of my goals is for students to understand how the design thinking process is used to solve a problem. Students are given a prompt about improving the dorms and then they need to write out what they would do for each step of the design thinking process to solve the prompt without providing an actual solution. Each activity has a rubric that measures how successful students were in completing the activity based on the specifications for the activity.

For the online version of this course, the instructional material does include framing lectures from me and includes a written out version of what I would cover in class. I use VidGrid for the videos both to record that students watched the video, but also to replicate what TopHat does by including knowledge checks during the video. Students still complete weekly team activities like the in person course. Most interaction with students is by responding to discussions and through comments on activities. I have done audio and video comments when I felt they were necessary.

Course Materials

The course is organized into weekly modules. Each week, the students review the assigned reading and videos related to the week's material outside of class. The readings and videos are chosen to help give students an introduction to the material. All materials are provided digitally and updated as needed. The students take a quiz over the reading to ensure both they read/watched the material as well as see the comprehension level of the pre-material. The goal is to start setting a base of

knowledge about a subject they may or may not have previous knowledge of prior to the course. Students also complete reflections on the material at various points through the course. The reflections demonstrate the student understand of the material and how it applies to their future career path. The goal is to help the students start to make connections between what they are learning and how they will apply it in their future professions. Finally, students may finalize their team activities outside of class as needed.

In the online class, students complete the same reading and videos as well as the reading quiz. Additionally, there are discussions and other exercises to demonstrate understanding. The goal with these is to further replicate what is discussed and covered in the classroom. I am trying to reinforce the concepts to the students and ensure their understanding. It's a struggle because it's harder to know they understand the material, but the additional activities assist with this. All discussions and activities have a rubric that evaluates if they met the objectives for the assignment.

Course Activities

The course does not use a textbook. The material is very customized and specific to the course. I pull relevant articles from appropriate internet sources to help students learn the key concepts for the course. For example, when talking about search works on, I use a video from Google and accompanying article that talk about how search works. Sources are updated as needed. Additionally, when pulling sources, I also look for examples of the concept applied to the future careers of all four majors. It's important to tie why we are talking about the material to their future profession to make the material relevant for the students.

For in person classes, students have access to my presentations during class through TopHat. It allows students to annotate the lectures and add what they believe is necessary to know while in the classroom. Students actually appreciate the ability to do this based on feedback. I also believe it helps students to not have to scramble to write everything from the slide.

For online sections, the material from the in class lecture is translated into either video form or written form on Canvas. Students still have access to the same material, it's just delivered in a way that makes more sense for the delivery method.

Rationale for Teaching Methods

The course has evolved greatly over the last five years. The original concept was just three weeks of lectures. This format was conceived before I joined the college and took the coordinator role. The goal was several TedTalk like talks each week to expose the students to different concepts. It was clear from student feedback after the first year that the class needed more substance and I expanded to the full eight weeks it was scheduled. I have tried a variety of material before arriving at the current iteration focused solely on the three main concepts underlying the entire sequence—technology, problem solving, and storytelling. In the current iteration, the material is more in depth than in past iterations. I personally don't love the large lecture format, but I believe I have made it more interactive than a traditional large lecture. My biggest goal is to avoid talking at the students for an hour because I don't believe the traditional lecture format does much for student learning. Interacting with students ensures that they stay engaged in the course and allows me to check how well they retain the material along the way.

Activities were chosen based on what I wanted students to learn for each area. The activities fall into two main areas—setting students up for success in the entire sequence and demonstrating the ability to apply concepts. In the technology area particularly, students complete activities such as setting up a folder structure for their JOMC 131 course on OneDrive and submitting via Canvas. They also have to show they installed Adobe Creative Cloud on their computer. These may seem basic, but many students struggle with completing these activities. By practicing in this class, they are better prepared for when the first deadline rolls around for the JOMC 131 course. I chose these activities after observing that many students struggled with these basic skills. My hope is the repetition of the act will help the students feel more confident when completing the same tasks in JOMC 131. For some students, this may just be busy work, but for others it helps increase their ability to be successful in the entire sequence. The other activities directly connect to apply the concepts such as using design thinking to propose solutions to online learning or using a storytelling technique to create a short video story. Students greatly enjoy the activities, especially the video assignment. Our college focuses on "Do from Day 1" and my approach to the course demonstrates this by having students actually create work and use techniques. I also try to keep the activities from skewing too much towards one major or another, a complaint expressed by some students in the past.

Finally, I do offer students the opportunity to submit assignments in multiple formats whenever possible. Students come into the class with a wide range of backgrounds. Some students may struggle with writing, but are great at creating a video. I believe it's important to give students options when possible to complete assignments to ensure they can successfully complete the assignment. I care more that they demonstrate they understand the material and can apply the skills rather than they do it a specific way. I believe this contributes to my course being very disability friendly based on evaluations by the SSD department on campus. I focus more on the desired outcome than how the student accomplishes the outcome.

Course Changes Since Inception

The Introduction to Design Thinking course (JOMC 130) first ran in the Fall 2016 semester. It was offered as a large-lecture at the Ross. Additionally, students met at the college in another room with the lecture at the Ross being transmitted to them via video. The course has now been run in 3 and 8 week versions both in person and online. Course materials are reviewed each semester and language updated based on any observed problems or issues from the past semester.

Semester	Changes
After Fall 2016	Implement clearer 130 guidelines
	Eliminate the presence of other Comm Design faculty regularly to prevent student confusion
	Make JOMC 130 four weeks instead of three weeks
After Spring 2017	Start developing a three week version of the course for the summer pre-session.

Semester	Changes
After Summer 2017	Add some review of software and hardware as part of the course Add syllabus quiz to JOMC 130 Move to using Top Hat with JOMC 130 class to track attendance and increase student participation in the course
After Fall 2017	No major changes
After Spring 2018	No major changes
After Summer 2018	Change course material to focus on two week modules on technology, design thinking/problem solving, and storytelling Allow for more time to address these foundational concepts
After Fall 2018	No major changes
After Spring 2019	Develop 3 week online version
After Summer 2019	Make any needed updates to JOMC 130 including adding rubrics to all assignments
After Fall 2019	Made workshops on software/hardwire required for 130 students to make sure they got more face time to ask questions with faculty
After Spring 2020	Removed workshop requirement for students because of COVID
After Summer 2020	Develop 8 week online version Develop 8 week hybrid version for students attending in person that aligns with COVID restrictions Create video versions of the week 1 materials and video to show students what the fall semester would look like with COVID restrictions

Semester	Changes
After Fall 2020	Revise the COVID specific language in syllabus and course in alignment with university guidance changes
	Added Team Feedback forms along the way to try to emphasize the importance of working with team and being accountable in JOMC 130
After Spring 2021	No major changes
After Summer 2021	Start using CATME to make teams for activities and for team feedback
	Refine the course activities in an attempt to make less work, but more purposeful activities
	Make sure there are COVID friendly options for students who are sick or under quarantine for all in-person class activities
After Fall 2021	Review course resources and ensure links working
	Consider adding more tech explanations to help students

Benchmark Memo 3

While I started the semester with one goal, it became clear that teaching both an in-person and an online version of course allowed me to compare how delivery methods might affect student learning. The pandemic forced learning into the online space on a larger scale than in the past including courses that may never have been taught online before. I have taught this course online prior to the pandemic in the summer semester, but never explored whether the online delivery was as effective as the in-person version. By teaching both delivery methods, I could control for the faculty member variable and explore which method was more effective for students.

Analysis of Particular Assignments

I provided examples of a quiz, an activity completed individually by a student, and a team activity to show a range of assignments completed in the course. The quiz is multiple choice and the questions typically highlight the things I most want the students to walk away from the reading and instructional material knowing. The goal is less about testing knowledge and more about ensuring the students review the reading and instructional material. I do find the average score a bit concerning given that the quiz could be considered "open book" even though it is not advertised as such. I don't believe the quizzes necessarily need to be changed, but would consider looking at individual questions to see if certain questions have higher rates of incorrect answers. With the provided Storytelling Quiz, three questions had high rates of incorrect answers. The questions students struggled with the most were:

- What are explanatory graphics? - 65% successfully answered in-person, 77% for online
- A story: - 79% successfully answered in-person, 88% for online
- What is data visualization? - 81% successfully answered in-person, 83% for online

In both delivery methods, these three questions were the ones the students struggled with the most. The questions come directly from the text so I am uncertain how the question could be clearer. I think looking at these consistently problematic questions for all the quizzes could help improve student outcomes despite the straightforward nature of the questions.

The next assignment I chose to review was the skills based Using Course Technology activity. In the activity. Students need to create folders on their OneDrive based on their major for their JOMC 131 course. The goal is to encourage students to be organized and to help them understand both how to use OneDrive and how to correctly submit a OneDrive link on Canvas. All of these skills will be used in their JOMC 131 course to submit assignments. The goal is to improve their ability to do this in the JOMC 131 class. I provide the students with detailed instructions as well as example folders based on their major for them to replicate. The majority of students complete the activity successfully but a number of them miss parts of the requirements. The most common item they miss is creating the subfolders that are designed to remind them of all the things they need to submit in addition to the project. My goal beyond the course one is also to start to train them to set up file structure consistently. Many students do not actively pursue organization strategies which will be an issue in the profession. The online students outperformed the in-person students but given the online students are more likely to have used the technology before, the result is unsurprising.

I also chose a written individual assignment, the Impact of Data reflection assignment. Students are given a prompt with specific questions to address. Students need to include references to the reading

and/or instructional material to demonstrate they can apply what they learned. The biggest issues with the assignment are not meeting the minimum word count and not including references to the material. Students also may have grammar and spelling issues (not related to language barriers for nonnative English speakers) in their responses. Students not motivated to meet the word requirement and those submitting responses with sloppy grammar and spelling really cannot be avoided. For the reference problem, I need to decide how important that component is to me and either remove it if not important or further emphasize the importance of including references. I also could ask students who do not include references why they did not include the references despite the assignment saying to and the rubric supporting the importance. In general, most students do a good job responding to the prompt. The answers provide good insight into what the students are taking away from the material. The reflections are a more recent addition to the course and I believe the assignment adds an important dimension to students demonstrating knowledge of the material. However, the average score indicates that my assignment instructions may not be clear enough for students or the rubrics are not clearly indicating what is important to me when grading.

Finally, I chose the Design Thinking Process team activity to evaluate. The assignment is the one the students struggle with the most. The assignment asks the students to focus on outline the process for solving the problem using design thinking steps, not the solution. The prompt is to address the process a company might take to improve the dorms. I realize that they have thoughts about the solution, but the prompt was selected because it's something the majority experience and have knowledge about the university. The biggest problem students have with the assignment is they provide solutions and don't outline the process. I emphasize this in class and in the written instructions. I think the temptation to tell me how they would fix the dorms is just too great for some students. Perhaps changing the prompt would be beneficial. It's just hard to find something that such a range of student experiences would be able to have some framework of understanding. The dorms are pretty universal and even if students are living at home, they hear enough stories from classmates and friends to understand the topic. Other topics might require more explanation for students to complete the assignment. The other issues students encounter are understanding what happens in each step of the process. Clear definitions and examples are provided to the students of what happens at each step. I'm unsure if sometimes the hive mind of a team takes over and even if a student disagrees with the group, they go along with a wrong answer/path for the assignment. In the in-person class, I do try to go around to all teams and see if they have questions about the assignment. This might explain their slight edge on the online class. Team activities help build teamwork skills early on in their time at the college, a cornerstone of both the college and their future professions, and they also quite honestly reduce the grading while still testing the student skills. I do believe this type assignment needs to stay but further clarification of the assignment may need to happen.

Overall, the average scores for all parts of the course indicate no major issues with the course materials. With one exception, all assignments have an average grade that is passing for the course indicating students understand the material. The course has a low failure rate and the majority of students fail because they simply do not complete the work, not because they do poorly on the assignments. Poor work definitely contributes to lower grades, but does not prevent them from passing the class. I do believe I can explore the quiz statistics to determine which questions students are the least likely to answer correctly to determine if tweaks need to be made. I also need to work on clarifying some assignment instructions to try to improve students successfully completing the

assignments. As noted previously, the course has a very low failure rate in comparison to other first year courses both in my college and others. My discoveries from this activity did not help me address any equity issues based on race mainly because it's hard to connect the student to race to see the impact on specific assignments especially with the online class. Students also often don't want to declare their race to an instructor believing it will yield unfair treatment for them. My other project will dig into this further. Lastly, it's clear that in-person instruction does not seem to improve learner outcomes except when it comes to teamwork. This means the materials do effectively communicate without me there to explain them.
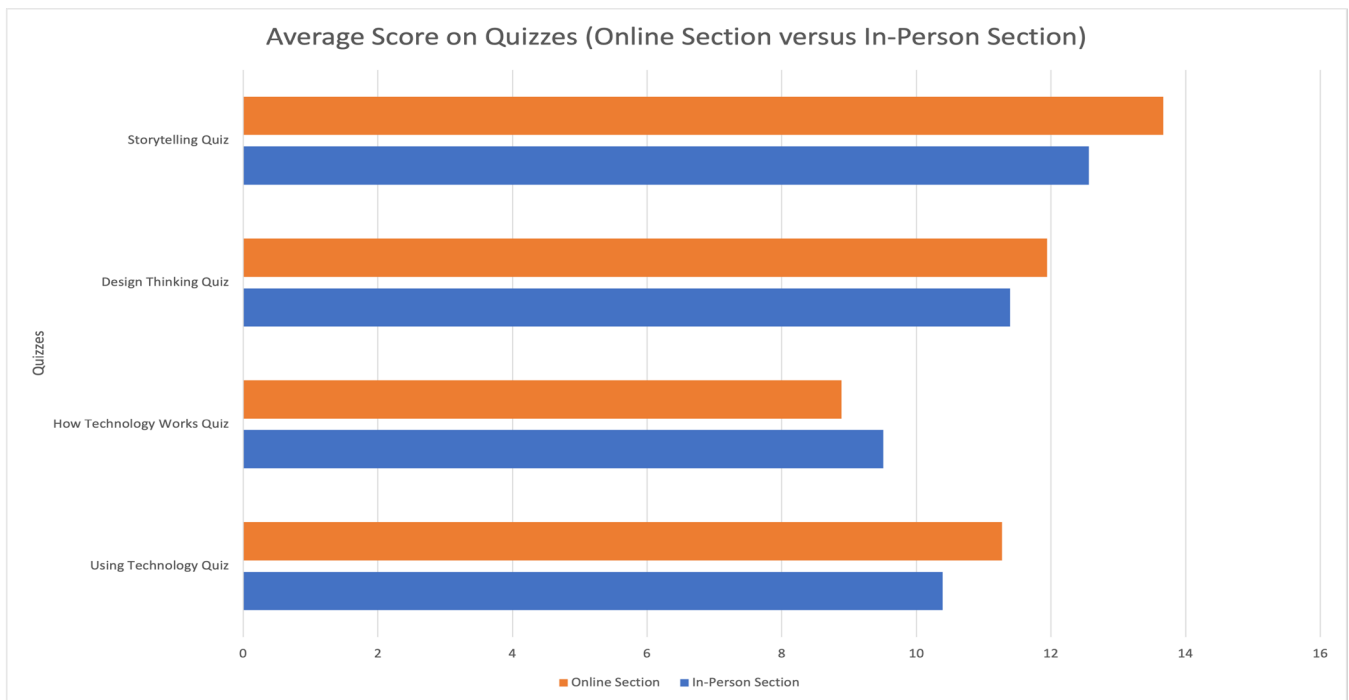
Analysis of Grades and Grade Trends

When I initially started the analysis, I expected to see that the in-person class had higher grades across all assignment areas. The online course was a week ahead of the in-person class. Based on the challenges of the online course experienced with assignments, I addressed the problems with the in-person class when introducing the assignment in hopes of preventing them in the class. My expectation was instructor intervention would improve the grades. However, this proved false. The only category where the in-person students performed higher than the online one was teamwork. I expected that teamwork would be higher because the students do get some dedicated time in class to work on activities which increases the likelihood that the students will actively participate and contribute to the assignments. This time also allows the teams to ask questions of me again increasing the likelihood of successfully completing the assignments.

Average Score by Category (Online Section versus In-Person Section)
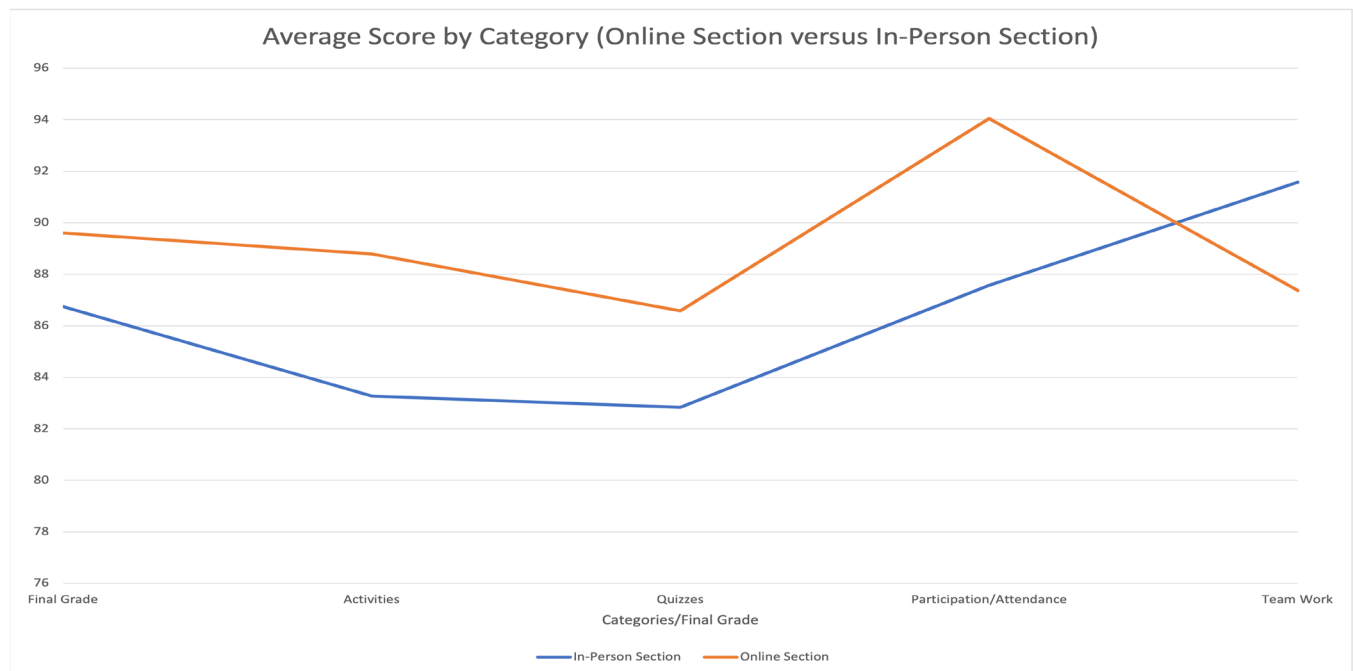
 The online students consistently outperformed their in-person peers except in the category of Teamwork. The average overall grade difference between the in-person and online courses was 2.85 points. Teamwork was the only grading category where the in-person class outperformed the online class by scoring on average 4.21 points higher. The online class consistently outperformed the in-person class with average score differences of 6.47 points for attendance/participation, 5.52 points for activities, and 3.75 points for quizzes. The in-person class outperforming in teamwork is unsurprising

given they had time in class to work in teams. They still might have to do some work outside of class, but the time in class most likely contributed to this success. I am surprised that attendance/ participation is not closer given there were Zoom options for the in-person class if they were sick or quarantining. I could see the online class still having an advantage because their activities could be completed at any time but I thought it would be closer. I also believe the fact the online class consisted predominantly of older students with more college experience whereas the in-person class consisted predominantly of first year students could contribute to the difference. First year students get overwhelmed by their first semester of college and trying to balance everything without parental oversight for the first time. Without the ability to factor in the difference in college experience, it's hard to say definitively whether or not online delivery for the course is the better option. However, the data seems to suggest that students are more successful in the online delivery of the course material with exception of teamwork. Given the current debate about this issue during the pandemic, it seems to suggest that students do not lose anything in terms of learning material in the online environment. They do lose something in terms of teamwork and social interaction with their peers.

I went further to breakdown individual assignments. I eliminated assignments related to the attendance and participation categories because they were handled differently between the two delivery methods. In-person classes earned attendance points for coming to class and participating in activities on TopHat whereas the online class may have a short activity or watch a VidGrid video to earn the points. In both cases, the assignments were far more passive as in either the student did it or did not do it. The assignments I wanted to specifically compare the differences in outcomes were ones that did require the students to demonstrate knowledge or skill to see how the assignments broke down specifically between the in-person and online delivery methods.

Average Score on Quizzes (Online Section versus In-Person Section)

| Quiz	Online Section	In-Person Section
Storytelling Quiz	13.7	12.6
Design Thinking Quiz	11.9	11.4
How Technology Works Quiz	8.9	9.5
Using Technology Quiz	11.3	10.4

The quizzes over the reading and instructional material are administered on Canvas. Students have 1 week to complete the quiz, but the quiz itself is not timed. The quiz also is basically "open book" given there is no monitor of them taking the quiz. In general, I find it interesting that the quiz grades are not

higher overall given they could look up the answers if so desired. Overall, the online students scored higher on the quizzes. This could be explained by their longer college careers and the likelihood that they have learned tricks about how to take quizzes/exams whereas first year students may not be as experienced with testing techniques. This is my guess, but no conclusive conclusions can be drawn without additional data.

Average Score on Activities (Online Section versus In-Person Section)
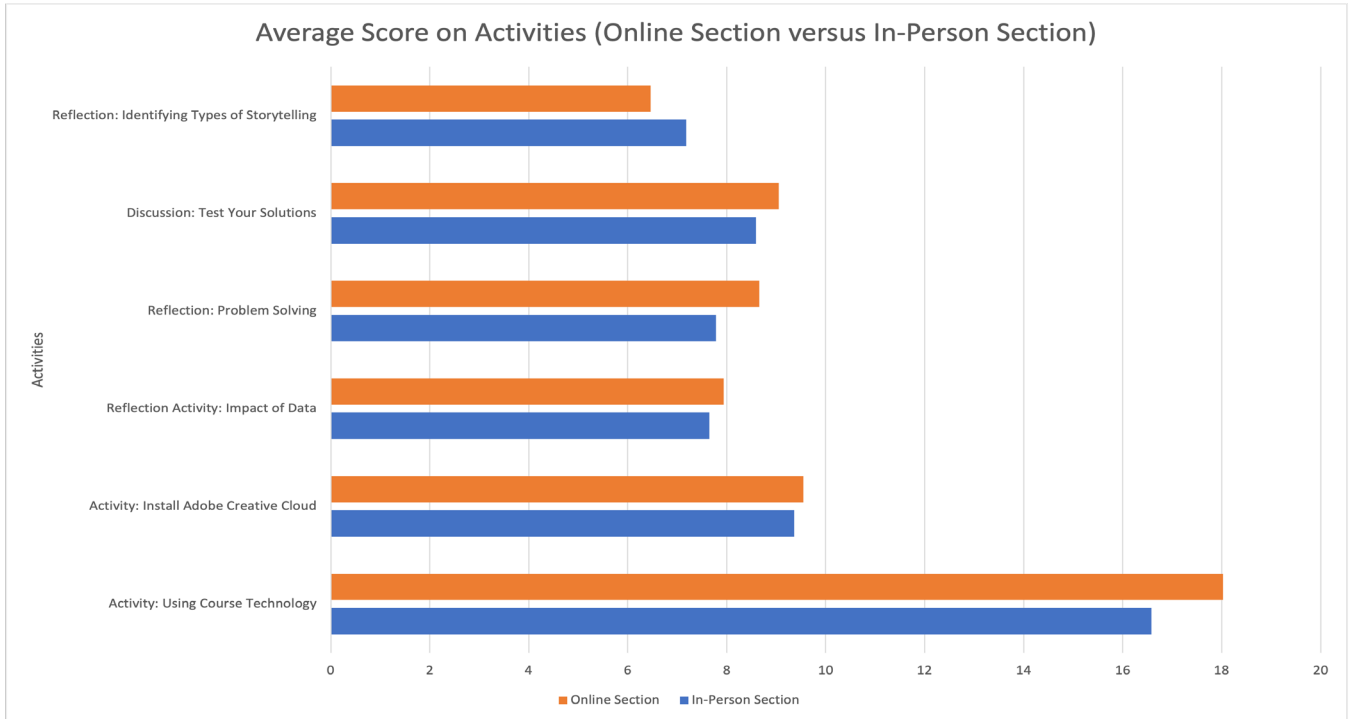
 Students complete several activities on their own to demonstrate individual knowledge of the topics covered and to ensure team activities do not control their success in the course. Again, the online students consistently outperformed their in-person counterparts with the exception of one assignment. The assignment where the in-person students outperformed, Identifying Types of Storytelling, is one students struggle with in general. I'm not surprised that students who could interact with me during class performed better on the assignment. I would also note that unlike quizzes where students have one shot to complete, the activities could be submitted prior to the deadline and I would grade them. Students could then resubmit if they wanted to improve their grade. I don't have an easy way to track the percentage of students who took advantage of that offer or how it contributed to their success on the assignment.

Average Score on Team Activities (Online Section versus In-Person Section)
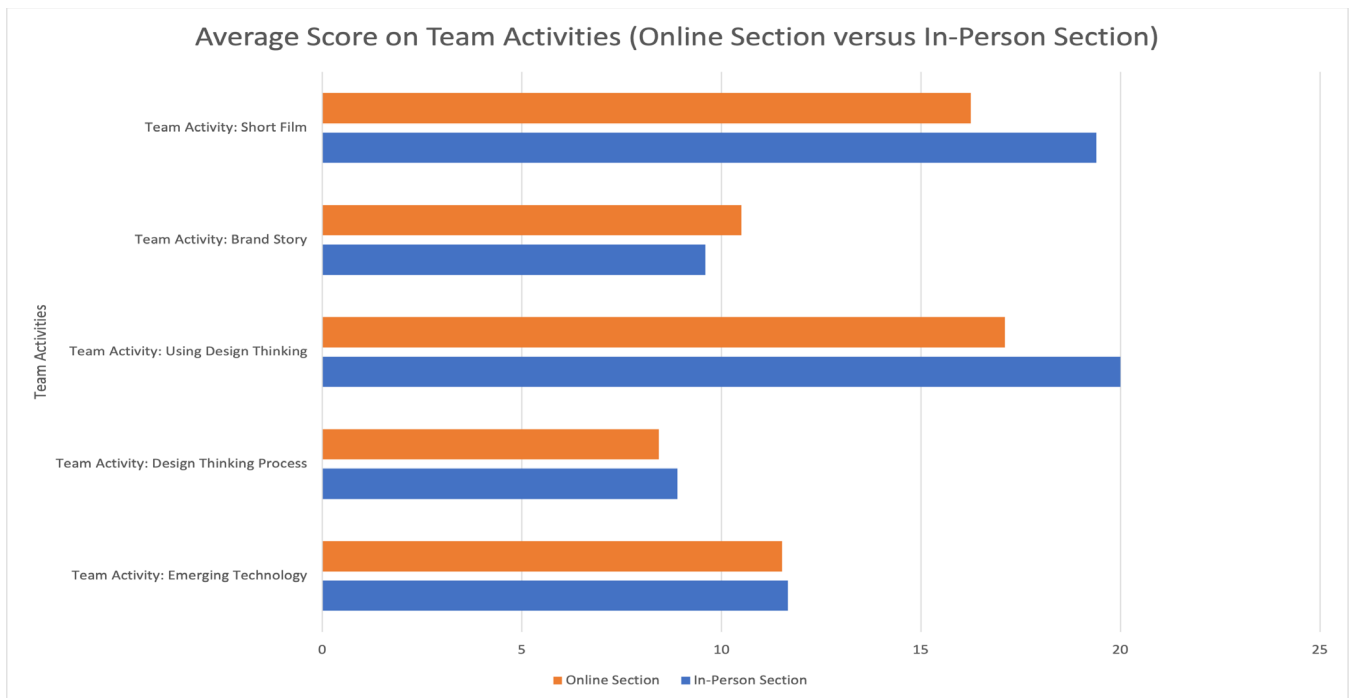
Finally, I looked at the scores on the team activities—the one category the in-person students outperformed their online counterparts. The difference in scores was most significant for the Short Film and Using Design Thinking assignments. I firmly believe this difference is because of the in-person time and instruction. With the Using Design Thinking Activity, we walk through the activity step-by-step in class. I offer a time where I will do that for the online class, but it's hard to have a time that works for the majority of students. I do have a video that students can use to replicate what I do in class, but students seem to rely more on the written instructions. For the Short Film, one class for the in-person delivery is mostly dedicated to creating the video. Student teams have the dedicated time to film and even start editing. By contrast, the online class needs to coordinate a time for filming. Even though I used CATME to help pair students with similar schedules, schedules change and not all students share the same commitment to completing assignments when not forced to do so.

While I believe more data is needed to prove conclusively, the data from the Fall 21 semester seems to support that online delivery is more successful for the course with the exception of team based activities. This information may influence my decision to run the class in-person or online in the future. It also makes me want to dig deeper into the data. For example, I will teach an in-person version of the class in the Spring 2022 semester with a similar demographic to the online class from the Fall 2021 semester. Comparing the results from the two courses might help more conclusively answer whether or not the online delivery is actually more beneficial to the students. If the online delivery still has higher average grades, I would be more inclined to believe that the online delivery is better at least for the non first year students. I would need additional data to see if it makes a difference for first year students. However, the college as of now prefers to have first year students in the classroom as much as possible, I most likely would not be able to run an online version of the class for first year students. I am curious to see if the data trends would hold up for the course. It's especially interesting given what we experienced with the pandemic and the conversation about the damage done to students and their education.

Summary

Course Successes

The Introduction to Design Thinking course has a low failure rate (5.7%) in comparison to other introductory courses both in the College of Journalism and Mass Communications and the broader university. The Fall 2021 semester failure rate of 5.8% is inline with the overall average over the past 16 semesters of the course. Changes to the courses have not made much difference in the course indicating that perhaps the failure rate is expected for an entry level class, especially one that focuses heavily on first year students who may be less prepared for college courses in general.

The biggest success this portfolio provided was proving that online delivery of the course does not impact student learning. While it clearly affected completing team activities, it did not impact completion of the rest of the material. In fact, the online students performed better overall in the course as well as in the categories of participation/attendance, quizzes, and individual activities. In-person instruction only improved the teamwork category, which most likely is because of the dedicated time for teams to work on assignments in class. I can point to the results of comparing the two sections as proof that online delivery does not impact students negatively when done successfully. It also may impact my decision whether to run a class through in-person or online delivery in the future. While I prefer teaching in-person because I like being with the students, in-person teaching is not inherently better for student outcomes.

Future Plans for Course

My biggest plan is to work on the study of equity issues with all the Communication Design sequence courses. This activity did not uncover any clear reasons for that in the information collected because in large courses and online courses a student's identity remains less present in the interaction. I think that is both a positive (bias less likely to be present if you don't know certain factors about a student) and a negative in that you have less connection with a student. My belief is that the equity issues are a broader subject than the specific class content. Black and hispanic students tend to be lower income and attend schools without the same resources as wealthy school districts. The impact from that reality affects their education on so many levels and you see those gaps clearly once they enter college. I may be wrong in this assumption and look forward to seeing what the issues actually might be with the courses.

I also plan to continue tweaking the courses to address some of the assignments where students struggle more. I completed the online course development course through the university and met with the college's instructional designer, both of which yielded no immediate suggestions for improvement. I know that I do need to continue working to make sure all majors are represented throughout the course including in examples. I struggle most with the sports major because I have no interest in sports and therefore have the least exposure to the subject. Right now, I think the course generally works well and the content is meaningful to the overall goal of the college.

Lessons Learned from Program

The majority of the material covered in the course was a review for me. I have a degree in education which helped me clarify my teaching and provide theory to back up my practices. From working in

my triad, I do see the benefit of the program for those with less formal background in teaching and those newer to teaching. I do believe the program helped me demonstrate that my online teaching is comparable with my in-person teaching, a skill very beneficial in today's world. I also think it gave me an opportunity to actually quantify what I knew instinctively similar to my experiences during grad school. I appreciate having quantifiable proof that my courses are fairly sound in terms of design and student outcomes. I do wish we had more opportunity to actually dig through each other's materials and observe in the classroom to have a fuller picture of what each triad member does to see if what they say aligns with the reality of the classroom. I appreciate the self-reflection component but also think everyone can benefit from outside observations especially from individuals outside of the discipline.

Appendices

INTRO TO DESIGN
THINKING

JOMC 130 • FALL 2021

Communication Design provides students a design-centered educational experience focused on the application of content design principles to solving complex problems through the delivery of innovative, real-world content solutions and to gain an understanding of the role that different media play in society. Over this course sequence, students will broaden their interdisciplinary creative media skills through a curriculum of alternating applied theory and practice. Students will gain real-world content development experience while working with instructors to produce engaging and innovative stories. This course establishes a creative and technical foundation to prepare students for an ever-changing media environment.

PREREQUISITES

Declared CoJMC student or by permission for students whose home college has a written agreement with the CoJMC regarding this course; Co-req JOMC 131.

COURSE INFORMATION

Section 950
Room: Louise Pound Hall 102
Dates: 8/23/21-10/11/21
Day: Monday | Time: 9:00-10:15am

INSTRUCTOR

Katie Krcmarik
Assistant Professor of Practice and Communication Design Coordinator
P: 248-321-3434 (cell)
kkrcmarik2@unl.edu | @KatieKrcmarik

Lab Hours: Tuesday: 10:30am-3:30pm; Thursday: 10:30am-3:30pm; or by appointment

Contact Me: Any of the above contact information is acceptable to use just please identify yourself.

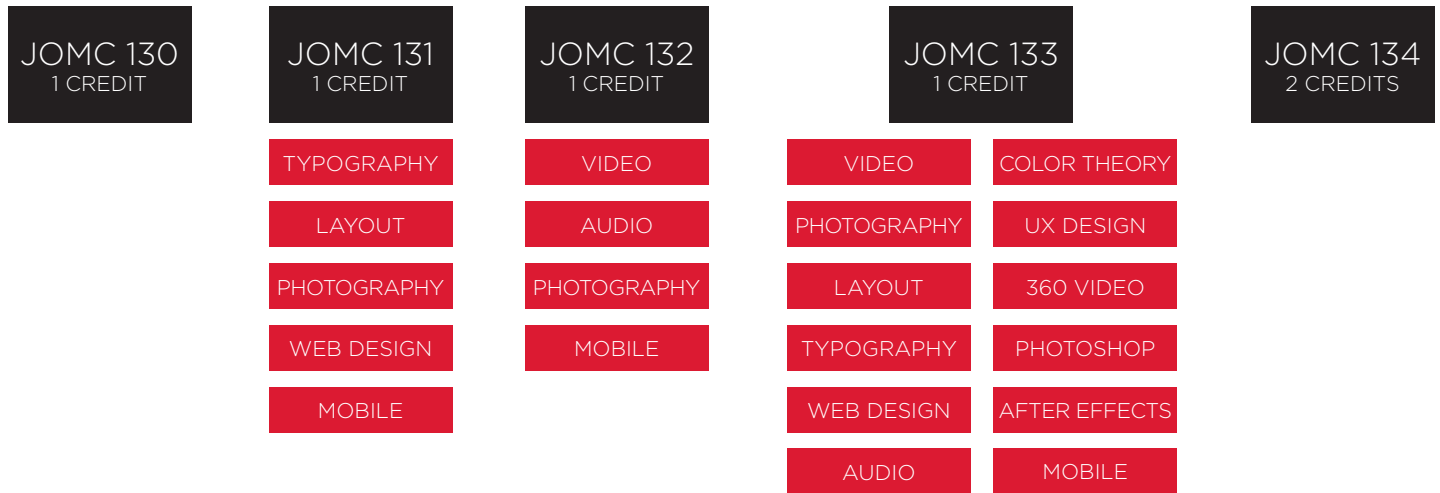## TEXTBOOKS & OTHER REQUIREMENTS

No Textbook- All course material found on Canvas
TopHat - Purchase online from the company or through the bookstore
May need to use the Adobe Creative Cloud products over the course of the semester

HOW THE VISUAL
COMMUNICATIONS COURSE |

These courses are a multidisciplinary approach that encourages learners to leverage the technology you use in your daily life to solve real-world problems. Challenge Based Learning is collaborative and hands-on, asking you to work with peers, teachers, and experts to ask good questions, develop deep subject area knowledge, identify and solve challenges, take action, and share their experience. It is a flexible framework for learning requiring you to be an active part of the process.

JOMC 130 1 CREDIT	JOMC 131 1 CREDIT	JOMC 132 1 CREDIT	JOMC 133 1 CREDIT		JOMC 134 2 CREDITS
	TYPOGRAPHY	VIDEO	VIDEO	COLOR THEORY	
	LAYOUT	AUDIO	PHOTOGRAPHY	UX DESIGN	
	PHOTOGRAPHY	PHOTOGRAPHY	LAYOUT	360 VIDEO	
	WEB DESIGN	MOBILE	TYPOGRAPHY	PHOTOSHOP	
	MOBILE		WEB DESIGN	AFTER EFFECTS	
			AUDIO	MOBILE	

└─── CAN BE TAKEN CONCURRENTLY (OR SEPARATELY) ───┘   └─── CAN BE TAKEN CONCURRENTLY (OR SEPARATELY) ───┘

These five courses represent the six credit hours in communication design required for all COJMC majors. Students can complete JOMC 130, 131, 132, 133 and 134 in two, three or four semesters. The courses cannot be completed in one semester. Students can register for JOMC 130, 131, and 132 simultaneously.

JOMC 130: INTRODUCTION TO DESIGN THINKING

Comprised of a mix of live events, online materials, and activities. Three areas will be explored in this section of the course—design thinking, storytelling, and how technology works.

You are required to attend live events to hear from guest speakers on the topics and apply concepts to your approaches used throughout the entire course. These areas of discussion will challenge you to think creatively, strategically, and intelligently when producing content.

The course will include:

• Instructional Material - Screencasts, videos, reading, and live presentations to present the material covered in the course.

• Quiz - A brief quiz to demonstrate understanding of the material covered in the unit.

• Activities - Various activities will assigned during the course for you to demonstrate mastery of the material.

JOMC 131: VISUAL COMMUNICATIONS CORE MODULES I

Self-paced modules and weekly critiques introduce students to specific types of content in traditional and digital media, such as video, photography, layout, typography, web design, audio and mobile.

JOMC 132: VISUAL COMMUNICATIONS CORE MODULES II

Students continue self-paced modules and weekly critiques to learn fundamentals of specific types of content in traditional and digital media, such as video, photography, layout, typography, web design, audio and mobile.

JOMC 133: VISUAL COMMUNICATIONS ADVANCED MODULES

Students continue self-paced modules and weekly critiques to achieve more advanced proficiency in specific types of communication design used in traditional and digital media.

MODULE REQUIREMENTS BY MAJOR

Your major will define how many modules you need to complete in the core and advanced sections. See the chart below to determine the requirements for your major. Please ask your instructor if you are unclear about the requirements for your major or if you want recommendations for completing your requirements during the semester or with choosing the modules to complete in JOMC 133. *All modules must be completed with a 70% or better.*

You need to complete the modules as specified below. They do not need to be completed in the order listed. Please ask your instructor if you have questions.

JOMC 131

ADPR	BRDC/SPMC	JOUR
Typography 1	Typography 1	Typography 1
Layout 1	Layout 1	Layout 1
Layout 2	Web 1	Web 1
Web 1	Photo1	Web 2
Web 2	Photo 2	Mobile 1
Mobile 1	Mobile 1	Mobile 2

JOMC 132

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

JOMC 133

Complete 6 modules of your choosing. You can choose any module NOT required for your major or any exploratory module.

Fashion Communications majors: follow the ADPR sequence to satisfy their requirements.

Notes: If for some reason you have not completed your requirements in JOMC 131 or 132, you should complete them in JOMC 133 before starting any other modules. If you did not follow your requirements in a previous semester, please let your instructor know right away so he or she can make a note of it.

COURSE OUTCOMES

After completing this course, students will be able to:

1. Be an independent thinker with creative solutions to problems
2. Understand the basics of Storytelling
3. Develop an awareness of how digital technology works
4. Plan, produce, and promote multiple types of content

ACEJMC COMPETENCIES

Understand concepts and apply theories in the use and presentation of images and information.

- Recognize and apply appropriate design concepts and principles as they apply to photography, design, videography and web production (awareness and understanding)
- Recognize and apply appropriate visual and aural concepts, principles and techniques as they apply to photography, design, videography and web production (awareness and understanding)
- Integrate visual and aural information into photography, design, videography and web production (application)

Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

- Recognize ethical issues and diversity issues regarding ideals such a truth, accuracy and fairness in the media (awareness)
- Develop ability to distinguish between fact and opinion (application)

Demonstrate an understanding of the history and the role of professionals and institutions in shaping communications.

- Know the development of various media and related industries (awareness)
- Interpret current issues and controversies affecting communication industries (understanding)

Think creatively and independently.

- Construct a clear, logical argument to support a conclusion (application)
- Demonstrate holistic thinking: see the whole as well as the parts (understanding)

QUESTIONS?

If any of the material presented here is unclear, please contact the instructor of your JOMC 131/132/133 instructor. Critique/lab sessions will discuss the modules in detail the first week and assign you to a critique schedule. You should use the critique/lab time to resolve any questions or you may contact your instructor with the contact info on the previous two pages of the syllabus.

GRADING
POLICIES

GRADING

Grades will be based on both exhibited behaviors and delivered work product. You are expected to participate during class, in critiques, and throughout the team project. In order to do so, you are required to attend class. Instructors will make note of who is and is not attending class. It is not acceptable to miss class without a University approved excused absence.

Translation of 100 point system to college grade reporting is as follows:

A	4.0	93-100	*This represents outstanding distinction and excellence.*
A-	3.6	90-92	*Not impossible to achieve but difficult to come by.*
B+	3.3	87-89	*Signifies levels of solid accomplishment and quality.*
B	3.0	83-86	*While there is merit to hard work and long hours,*
B-	2.6	80-82	*quality refers to the combined results, not just the effort.*
C+	2.3	77-79	*Signifies "average" - simple, common, adequate but*
C	2.0	73-76	*ordinary. Recognize what more is needed; plan to*
C-	1.6	70-72	*move ahead, improve and grow.*
D+	1.3	67-69	*Represents results less than standard and/or mediocre.*
D	1.0	63-66	*May not understand what is expected and should seek*
D-	0.6	60-62	*help from instructor and in the lab.*
F	0.0	0-60	*Clear Failure. It represents lack of effort/interest.*

PARTICIPATION

While this is a large class, I do expect you to come to class prepared to participate in the discussion and the material. There may be small group discussions, activities, and questions posed during class. You should be prepared to participate by completing required reading. Participation in class is expected and required. Participation is part of your grade and a crucial factor when making final decisions about grades. You are expected to respectful of your classmates when participating in class activities.

READING

Each week, reading will be assigned about a topic. You need to complete the reading before the next class and be prepared to discuss the material. Failure to do so will affect your grade in the course. Moreover, this material will be referenced in the modules as well as in the final project. You want to make sure you are familiar with the concepts presented.

TEAM WORK

Team work is essential in your future careers and in this college as a whole. I do understand that not all classmates will contribute equally. A significant part you your grade will come from participating in team activities. You also will have an the opportunity to "grade" your fellow team members are their performance. I encourage you to give honest feedback when asked about team members. Do not feel compelled to give them a positive review unless it is earned.

ATTENDANCE

Attendance is a significant portion of your grade in this class. Given the size of the class, we will be using TopHat to take attendance. If you have an issue with entering your attendance during class, please report to your instructor BEFORE you leave class that day. Otherwise, you will be considered absent even if you do attend class. It is your responsibility to make sure this gets done in the time allotted.

QUIZZES

There will be a quiz over the reading each week. You will have from the Monday where the reading is assigned until Sunday night at 11:59 pm to complete the quiz. Failure to complete the quiz will result in you receiving a failing grade. As you have an entire week to complete the quiz, no extensions will be extended for any reason. It is your responsibility to make sure the quiz is completed in the time allotted. If for some reason you are unable to access the quiz, please report the problem to your instructor immediately.

SUBMISSION DEADLINES

Attendance and participation are completed in class via TopHat. All assignments are due by specified deadlines

EXTRA CREDIT

Extra credit may be made available during the semester. If it is, a detailed description of the activity and how to submit proof will be sent out to the class via the announcements section on Canvas.

COMPLETE GRADING BREAKDOWN

These graphs show the complete breakdown of your overall semester

Quizzes 12%
Team Work 28%
Participation/ Attendance 28%
Activities 32%
TOTAL = 100%
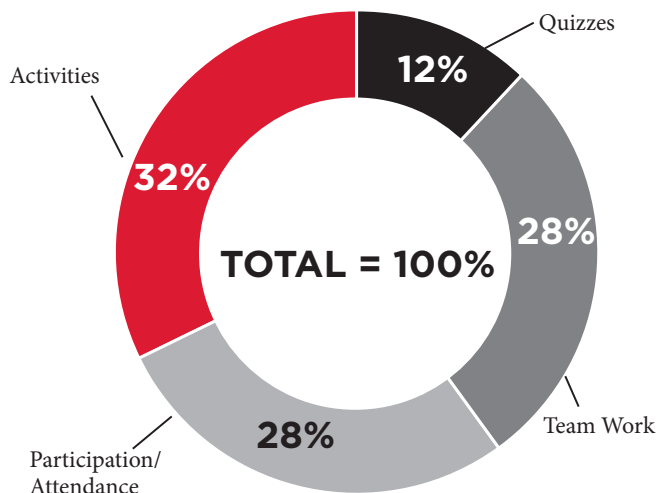
COURSE SCHEDULE

WEEK 1: 8/23/21

- Introduction to the course
- Review JOMC 130 and the the JOMC 131/132/133 courses
- Complete the syllabus class by Tuesday, August 24 at 11:59pm
- Complete Using Technology reading and complete quiz over material before the next class

WEEK 2: 8/30/21

- Discuss Using Technology
- Bring computer to class
- Complete How Technology Works, Adobe Creative Cloud activity reading and complete quiz over material before the next class

WEEK 3: 9/6/21 - NO CLASS - LABOR DAY

WEEK 4: 9/13/21

- Discuss How Technology Works
- Answer any software and general questions
- Complete Impact of Data Reflection, Design Thinking reading, and complete quiz over material before the next class

WEEK 5: 9/20/21

- Discuss Design Thinking
- Answer any software and general questions
- Complete the Problem Solving reflection

WEEK 6: 9/27/21

- Discuss Design Thinking Part 2
- Answer any software/deadline questions
- Complete Design Thinking Activity reflection, Storytelling reading, and complete quiz over material before the next class

WEEK 7: 10/4/21

- Discuss Storytelling
- Answer any software and general questions
- Complete Types of Storytelling activity/reflection

WEEK 8: 10/11/21

- Discuss Storytelling Part 2
- Answer any software and general questions
- Complete Course reflection

Final grades entered this week. All extra credit needs to be completed by October 11, 2021. No adjustment to grades will be made after this week.

COURSE POLICIES & RESOURCES

STUDENT EXPECTATIONS

You the student are responsible for knowing the content of this syllabus and checking Canvas on a daily basis for possible changes to assignments, the schedule, grades and/or policy changes. You are also responsible for monitoring your grades and checking all comments about how to improve your grades left by your instructor. All grade queries and issues must be presented to the instructor before the final class date. If you do not check email, make sure to add your phone number in Canvas in order to receive notifications via text.

As this is the Journalism college, proper grammar and spelling is expected. You may be penalized for failure to do so. Texting language and emojis are not acceptable in any circumstances.

Students are expected to follow instructions during the completion of their assigned projects. When expectations are unclear or unknown, it is the responsibility of the student to seek clarification by consulting course instructors.

All students are expected to be respectful and interact with the highest levels of professionalism in all aspects of this experience. Students are required to attend all scheduled class events and participate in activities. Failure to attend critiques, meet deadlines and keep pace with expectations will result in having to retake the class.

Participation in class is expected and required. You should be prepared to offer your opinions during classroom discussions and actively participate in critiques. We do understand that talking in front of people may be hard for you, but we ask that you try to participate. Participation is part of your grade and can be a crucial factor when making final decisions about grades.

Computers, cameras, and camcorders are expensive and relatively fragile. The college assumes "reasonable wear" but will hold students responsible financially for loss or damage resulting from neglect or abuse. Please take care when checking out college equipment.

COPYRIGHT LAW

As future communications professionals, you need to make yourself aware of copyright law. We expect you to follow copyright law in our courses. We will provide you with a list of free resources and you can always produce your own. Otherwise, you need to adhere to copyright law in this course or face penalties for failure to follow the law which means you can use other people's work such as taking an image from Google. While copyright law does say you can use images with permission or if you have purchased the rights, this course does not allow you to use such materials beyond where explicitly specified or if materials are provided to you. Failure to follow these policies will result in a grade penalty and may result in faculty pursuing further penalties.

You can find out more about current copyright law in the United States at http://www.copyright.gov/ and as it applies to the University of Nebraska at http://its.unl.edu/copyright. Remember that you would like to get paid for the work you do so please pay others for their work.

CELL PHONES/DEVICES

Cell phones should be on vibrate. If a call is important, please step into the hallway to take the call. DO NOT take phone calls in the middle of class. Please keep texting to a minimum. Laptops and tablets are welcome in the classroom, but should be used for class purposes. Your focus should be on learning the material.

TAPE RECORDING

The use of tape recorders or camera/video phones in this class is forbidden without first obtaining written permission from the instructor or for students with documented disabilities.

FOOD AND DRINK

You may NOT eat or drink in the lab near any school computers. Food and drink is welcome in the rest of the lab. Please make sure to clean up after yourself and throw away any trash. There is also a brand new lounge available in the basement for your use.

CONDUCT AND DISCUSSIONS

Everyone has a different point of view, and artists are particularly notorious for expressing theirs. Encourage each other, participate, critique, but don't make any personal attacks. That said, students who do not show respect to their classmates or instructor may be asked to leave the class.

INSTRUCTOR ABSENCES

While it has only happened very rarely, should it be necessary for your instructor to miss a class, an appropriate substitute instructor will be arranged. Your attendance is still required for this class meeting. In any case, a representative from the college will issue a message to the class in case of class cancellation.

ABSENCES & EMERGENCIES

Attendance in this class is required and for credit. It is highly unlikely that you will be able to pass the class if you do not attend. This is a fast-paced course and attending class sessions is essential for your success. Missing class for any reason—besides a University sanctioned event as mentioned below or a religious holiday in accordance with University policy—will result in you being marked absent. Attendance of the full class period is required to receive attendance credit for said class. Students can earn back points from missing class by completing the extra credit offered during th semester.

University sponsored activities, including intercollegiate athletics, may cause a student to need to be excused from a class, lab, or studio obligation. In all such instances, it is the student's responsibility to request permission for the absence (preferably in writing) from the instructor and to discuss how the absence would affect her/his ability to meet the course requirements. A student should do this as soon in the semester as possible. While instructors should seek to the greatest extent practicable, consistent with course requirements, to make reasonable accommodation for a student involved in University sponsored activities, a student should recognize that not every course can accommodate excused absences, and neither absence nor notification of an absence, relieves her/him from meeting the course requirements.

In recognition of the diversity of the student body, the University provides that a student may request an excused absence from class for participation in religious observances. In all such instances, it is the student's responsibility to request, preferably in writing, that the instructor excuse the absence and to discuss how the absence will affect the student's ability to meet the course requirements. A student should make any such requests by the end of the second week of classes.

Legitimate reasons for not attending a class—family emergencies or illness—may arise, obviously. However, you must let your unit instructor know—ahead of time when possible—if you absolutely cannot be in class and you will still be marked absent. In case of an emergency, please talk to your unit instructor about your absence immediately. Be prepared to provide documentation explaining your absence, and be prepared to spend the necessary time getting caught up quickly. In the case of an excused absence, your instructor will try to help you catch up; however, you are ultimately responsible for the material missed, and attendance credit will not be given for missed class time, regardless of reason.

ILLNESS & QUARANTINE

I acknowledge we are still in a pandemic. *I DO NOT want students who are sick in the classroom.* We also understand students may be under quarantine at points during the semester. *This does NOT excuse you from class.* I will make accommodations as needed for students in these circumstances. *Accommodations does not equal excused absence.* You will receive an alternate option for completing the requirements. *Failure to keep your Safer Community App up-to-date is NOT covered by this policy and will result in an absence.*

INCOMPLETES

Incompletes will be issued only in extreme, unforeseen circumstances and student must have completed at least 75% of the course material as well as should be able to complete the coursework without enrolling in the course again. Students with medical issues or other personal issues who cannot meet the above conditions should withdraw from the course.

COURSE WITHDRAWALS

Not attending a course does not constitute an official drop. You must process the drop or withdrawal through eNRoll, process a Schedule Adjustment Form or a Cancellation/Withdrawal Form with Registration and Records, 107 Canfield Administration Building. The drop or withdrawal will become official and tuition will be assessed based on the date of the transaction on eNRoll, or the date the form is processed in Registration and Records, 107 Canfield Administration Building.

VISUAL COMMUNICATIONS LAB

We will provide you with all of the tools and resources necessary to successfully complete your projects. This includes a space to work, computers to work on, and appropriate software. The lab is located in the basement of Anderson Hall. The lab open 24 hours a day, 7 days a week. The lab is staffed Monday through Friday from 8:30am to 6:00pm. Instructors for the course are there to help you—take advantage of their expertise. Lab assistant will also be available and recognizable by a badge denoting them as a lab assistant. Lab assistants are knowledgeable and able to assist you on your projects.

ADOBE CREATIVE CLOUD

A laptop or desktop with Adobe Creative Cloud is recommended. You can access the Adobe software at: **http://go.unl.edu/cc**. You will need to user your Huskers email address to access the subscription. It is provided for free from the college.

CANVAS

To submit your projects, receive announcements, and review the syllabus, go to **https://canvas.unl.edu/**. To view content on a mobile device, download the free Canvas app from the iTunes or the Google Play store. Search for 'Canvas by Instructure' in your app store.

ONEDRIVE

We are using OneDrive this semester to store and submit files to your instructor. The university previously used OneDrive, but no new accounts will be allowed moving forward. OneDrive can be accessed at https://onedrive.live.com.

TOPHAT

We will be using TopHat for attendance and participation in this course. It can be purchased at https://tophat.com/ or through the university bookstore. Financial aid can be used if purchasing it through the bookstore. I recommend the whole college career option as many faculty use it.

COLLEGE AND UNIVERSITY POLICIES

FACE COVERING POLICY

Effective August 6, as it has done throughout the pandemic, the University of Nebraska–Lincoln continues to follow the most recent guidance from the U.S. Centers for Disease Control and Prevention and the Lincoln-Lancaster County Health Department.

Per the CDC's Guidance for <u>Fully Vaccinated People</u>, UNL students, faculty and staff who are fully vaccinated are not required to wear face coverings, but are <u>STRONGLY ENCOURAGED TO DO SO INDOORS.</u> Current CDC guidance advises that fully vaccinated individuals should wear face coverings indoors in areas of substantial or high transmission (which is the current status in Lancaster County). As cases of the Delta variant increase in Nebraska, we will continue to closely coordinate with LLCHD and will adapt if needed and necessary should directed health measures change.

Individuals who are <u>not fully vaccinated</u> are expected to wear a facial covering at all times when indoors on university property, with the following exceptions:

- When eating.
- When alone in a room.
- When alone in a motor vehicle.
- When an alternative is necessary as indicated by a medical professional during patient care.
- When actively participating in a supervised group exercise class, showering, using the swimming pool or using a piece of cardio equipment on campus.
- When exercising during a university-sponsored activity.
- When in an assigned residence hall room.
- When a task requires the use of a NIOSH-approved respirator.
- When pertaining to children under the age of 2 years.

We know that there are many in our community who have family members who are unable to be vaccinated. Instructors who face these circumstances (e.g., with family members too young to be vaccinated) may request that face coverings be worn in their classes.

People may choose to wear a face covering for a variety of reasons, so no one should assume that someone who wears one is unvaccinated. Respect and grace for each other have been essential elements of our successful management of the pandemic thus far.

FALL 2021 TESTING POLICY

To help us continue to monitor and prevent any spread of COVID-19 on campus in the Fall, we will again require weekly saliva-based testing for all students, faculty and staff who will be on our Lincoln campuses. Regular testing in the Spring allowed us to maintain a positivity rate of less than 1 percent and to quickly contain any spread of COVID-19 on campus. Tests will be offered Sunday through Thursday each week and will remain required weekly for those without exemptions, until public health guidance advises that we may be able to pivot to random testing.

Campus re-entry testing will be required, at the directive of the Lincoln-Lancaster County Health Department, for ALL students, faculty and staff who will be on our Lincoln campuses. You can use the Safer Community App or online portal to schedule a test within six days of your testing date. *If you arrive on campus prior to August 15, you will still need to test during the re-entry window of August 15-22. See a list of testing sites.*

If you are fully vaccinated against COVID-19, you can submit your vaccination information to the Voluntary COVID-19 Vaccine Registry to receive an exemption from weekly testing after the re-entry period. For more information about vaccinations and the registry, visit the Voluntary COVID-19 Vaccine Registry page.

We will again utilize the Safer Community App to allow for access to campus buildings and campus activities in the Fall semester. Students, faculty and staff will need to complete their first saliva-based test by Saturday, August 21 to ensure that a negative COVID-19 test result provides for the "Access Granted" status in the Safer Community App by the first day of classes, Monday, August 23. Those who are exempt will have a continuous "Access Granted" status on the app until such time as any vaccine boosters may be required.

Full information on university policies related to COVID can be found at https://covid19.unl.edu/.

ACCOMMODATIONS

Due to the university's plan to return to near-normal activity levels for Fall 2021, the academic flexibility process has changed. Students seeking academic flexibility for Fall 2021 related to COVID-19 must have medical documentation of a health risk that cannot be mitigated through vaccination for their request to be considered. Except in very unusual circumstances, Student Advocacy & Support will only consider requests for academic flexibility that meet this criterion.

Documentation from an impartial, licensed healthcare provider is required. This consists of a letter on clinic letterhead with the provider's full name, credentials, and signature, that explains the health risk that cannot be mitigated by the vaccine.

Requests may not be approved for consideration by faculty. In addition, academic flexibility may not be possible when the lecture, lab, or recitation is pedagogically designed to be completed through in person attendance. Please visit with an academic advisor to explore course alternatives.

Complete the COVID-19 Academic Flexibility Request Form: https://cm.maxient.com/reportingform.php?UnivofNebraskaSystem&layout_id=108

ACADEMIC INTEGRITY

Every student must adhere to the policy on academic integrity set forth in the UNL Student Code of Conduct as outlined in the UNL Bulletin. Students who plagiarize may receive a failing grade on an assignment or for an entire course and may be reported to the Student Judicial Review Board. The work a student submits in a class must be the student's own work and must be work completed for that particular class and assignment. Students wishing to build on an old project or work on a similar project in two classes must discuss this with both professors. Academic dishonesty includes

- handing in another's work or part of another's work as your own.
- turning in one of your old papers (including something you wrote in high school) for a current class.
- turning in the same or similar paper for two different classes,
- using notes or other study aids or otherwise obtaining another's answers for a quiz or an examination.

Anything and everything you include in your papers that comes from another source must be attributed with proper citation. That includes ideas and opinions.

Plagiarism consists of using phrases, sentences or paragraphs from any source and republishing them without alteration or attribution. The sources include, but are not limited to, books, magazines, newspapers, television or radio reports, Web sites and other students' papers.

MENTAL HEALTH AND WELL-BEING RESOURCES

UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological & Services (CAPS) is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me

as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787

DIVERSITY & INCLUSIVENESS

The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.

The College of Journalism and Mass Communications values diversity in the broadest sense – gender, age, race, ethnicity, sexual orientation, economic status, physical and intellectual ability, religion, education and geography. We recognize that acknowledging, building understanding and incorporating diversity throughout the curriculum prepare students for communications careers in a global society. As communicators, we know journalism, advertising, public relations, broadcasting and other forms of strategic communications must reflect society in order to be credible, reliable and effective. Inaccuracies or biases in our written, spoken and visual reports mean we have failed as journalists. Diverse voices and perspectives improve our accuracy and truthfulness. In advertising and public relations, we cannot succeed if we do not understand the value of or know how to create inclusive communications that reflect a diverse society.

TRESPASS POLICY (REGENTS' POLICY 6.4.7)

The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property, and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.

EMERGENCY POLICY

UNL Alert provides free notification by landline, cell phone, text message, e-mail, fax, and pager during an emergency. Visit http://emergency.unl.edu for a link and instructions on how to sign up for alerts pertaining to UNL. If you receive a UNL Alert notification during class, please share the information immediately. Additional information about emergency preparedness and response at UNL as well as the university's operating status can be found on emergency.unl.edu.

INTRO TO DESIGN
THINKING

JOMC 130 • FALL 2021

Communication Design provides students a design-centered educational experience focused on the application of content design principles to solving complex problems through the delivery of innovative, real-world content solutions and to gain an understanding of the role that different media play in society. Over this course sequence, students will broaden their interdisciplinary creative media skills through a curriculum of alternating applied theory and practice. Students will gain real-world content development experience while working with instructors to produce engaging and innovative stories. This course establishes a creative and technical foundation to prepare students for an ever-changing media environment.

PREREQUISITES

Declared CoJMC student or by permission for students whose home college has a written agreement with the CoJMC regarding this course; Co-req JOMC 131.

COURSE INFORMATION

Section 791
Room: Online
Dates: 8/23/21-10/11/21
Day: Online

INSTRUCTOR

Katie Krcmarik
Assistant Professor of Practice and Communication Design Coordinator
P: 248-321-3434 (cell)
kkrcmarik2@unl.edu | @KatieKrcmarik

Lab Hours: Tuesday: 10:30am-3:30pm; Thursday: 10:30am-3:30pm; or by appointment
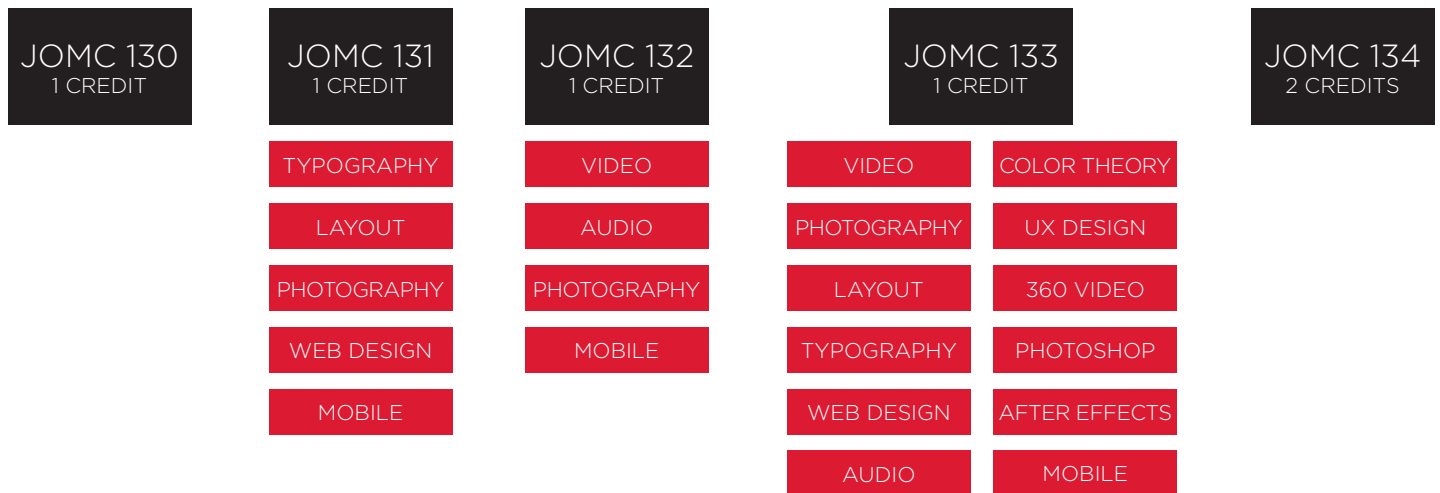
Contact Me: Any of the above contact information is acceptable to use just please identify yourself. Additionally, I have set up a Calendly to schedule time for me. Starting the week on August 23, you can schedule time with me either in person during my office hours or digitally using Zoom. Please note that the scheduling options indicate whether it is for an in person meeting or an online one. You can select the amount of time you think you need for the meeting and it will show you my available time. If selecting a Zoom call, it will make the Zoom call and send both of us the link. Schedule time here: https://calendly.com/kkrcmarik2.

COURSE DELIVERY

This course will be delivered Online. This terms will also be used elsewhere in the syllabus where instructions may change based on delivery. There are no required synchronous meetings. However, I will schedule several optional Zoom calls for those that like to talk face-to-face.

HOW THE COMMUNICATION DESIGN COURSES WORK

These courses are a multidisciplinary approach that encourages learners to leverage the technology you use in your daily life to solve real-world problems. Challenge Based Learning is collaborative and hands-on, asking you to work with peers, teachers, and experts to ask good questions, develop deep subject area knowledge, identify and solve challenges, take action, and share their experience. It is a flexible framework for learning requiring you to be an active part of the process.

JOMC 130 1 CREDIT	JOMC 131 1 CREDIT	JOMC 132 1 CREDIT	JOMC 133 1 CREDIT	JOMC 134 2 CREDITS
	TYPOGRAPHY	VIDEO	VIDEO / COLOR THEORY	
	LAYOUT	AUDIO	PHOTOGRAPHY / UX DESIGN	
	PHOTOGRAPHY	PHOTOGRAPHY	LAYOUT / 360 VIDEO	
	WEB DESIGN	MOBILE	TYPOGRAPHY / PHOTOSHOP	
	MOBILE		WEB DESIGN / AFTER EFFECTS	
			AUDIO / MOBILE	

⌐ CAN BE TAKEN CONCURRENTLY (OR SEPARATELY) ¬   ⌐ CAN BE TAKEN CONCURRENTLY (OR SEPARATELY) ¬

These five courses represent the six credit hours in communication design required for all COJMC majors. Students can complete JOMC 130, 131, 132, 133 and 134 in two, three or four semesters. The courses cannot be completed in one semester. Students can register for JOMC 130, 131, and 132 simultaneously.

JOMC 130: INTRODUCTION TO DESIGN THINKING

Comprised of a mix of live events, online materials, and activities. Three areas will be explored in this section of the course—design thinking, storytelling, and how technology works.

You are required to attend live events to hear from guest speakers on the topics and apply concepts to your approaches used throughout the entire course. These areas of discussion will challenge you to think creatively, strategically, and intelligently when producing content.

The course will include:

- Instructional Material - Screencasts, videos, reading, and live presentations to present the material covered in the course.
- Quiz - A brief quiz to demonstrate understanding of the material covered in the unit.
- Activities - Various activities will assigned during the course for you to demonstrate mastery of the material.

JOMC 131: VISUAL COMMUNICATIONS CORE MODULES I

Self-paced modules and weekly critiques introduce students to specific types of content in traditional and digital media, such as video, photography, layout, typography, web design, audio and mobile.

JOMC 132: VISUAL COMMUNICATIONS CORE MODULES II

Students continue self-paced modules and weekly critiques to learn fundamentals of specific types of content in traditional and digital media, such as video, photography, layout, typography, web design, audio and mobile.

JOMC 133: VISUAL COMMUNICATIONS ADVANCED MODULES

Students continue self-paced modules and weekly critiques to achieve more advanced proficiency in specific types of communication design used in traditional and digital media.

MODULE REQUIREMENTS BY MAJOR

Your major will define how many modules you need to complete in the core and advanced sections. See the chart below to determine the requirements for your major. Please ask your instructor if you are unclear about the requirements for your major or if you want recommendations for completing your requirements during the semester or with choosing the modules to complete in JOMC 133. ***All modules must be completed with a 70% or better.***

You need to complete the modules as specified below. They do not need to be completed in the order listed. Please ask your instructor if you have questions.

JOMC 131

ADPR	BRDC/SPMC	JOUR
Typography 1	Typography 1	Typography 1
Layout 1	Layout 1	Layout 1
Layout 2	Web 1	Web 1
Web 1	Photo1	Web 2
Web 2	Photo 2	Mobile 1
Mobile 1	Mobile 1	Mobile 2

JOMC 132

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

JOMC 133

Complete 6 modules of your choosing. You can choose any module <u>NOT</u> required for your major or any exploratory module.

Fashion Communications majors: follow the ADPR sequence to satisfy their requirements.

Notes: If for some reason you have not completed your requirements in JOMC 131 or 132, you should complete them in JOMC 133 before starting any other modules. If you did not follow your requirements in a previous semester, please let your instructor know right away so he or she can make a note of it.

COURSE OUTCOMES

After completing this course, students will be able to:

1. Be an independent thinker with creative solutions to problems
2. Understand the basics of Storytelling
3. Develop an awareness of how digital technology works
4. Plan, produce, and promote multiple types of content

ACEJMC COMPETENCIES

Understand concepts and apply theories in the use and presentation of images and information.

- Recognize and apply appropriate design concepts and principles as they apply to photography, design, videography and web production (awareness and understanding)
- Recognize and apply appropriate visual and aural concepts, principles and techniques as they apply to photography, design, videography and web production (awareness and understanding)
- Integrate visual and aural information into photography, design, videography and web production (application)

Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

- Recognize ethical issues and diversity issues regarding ideals such a truth, accuracy and fairness in the media (awareness)
- Develop ability to distinguish between fact and opinion (application)

Demonstrate an understanding of the history and the role of professionals and institutions in shaping communications.

- Know the development of various media and related industries (awareness)
- Interpret current issues and controversies affecting communication industries (understanding)

Think creatively and independently.

- Construct a clear, logical argument to support a conclusion (application)
- Demonstrate holistic thinking: see the whole as well as the parts (understanding)

QUESTIONS?

If any of the material presented here is unclear, please contact the instructor of your JOMC 131/132/133 instructor. Critique/lab sessions will discuss the modules in detail the first week and assign you to a critique schedule. You should use the critique/lab time to resolve any questions or you may contact your instructor with the contact info on the previous two pages of the syllabus.

GRADING POLICIES

GRADING

Grades will be based on both exhibited behaviors and delivered work product. You are expected to participate during class, in critiques, and throughout the team project. In order to do so, you are required to attend class. Instructors will make note of who is and is not attending class. It is not acceptable to miss class without a University approved excused absence.

Translation of 100 point system to college grade reporting is as follows:

A	4.0	93-100	*This represents outstanding distinction and excellence.*
A-	3.6	90-92	*Not impossible to achieve but difficult to come by.*
B+	3.3	87-89	*Signifies levels of solid accomplishment and quality.*
B	3.0	83-86	*While there is merit to hard work and long hours,*
B-	2.6	80-82	*quality refers to the combined results, not just the effort.*
C+	2.3	77-79	*Signifies "average" - simple, common, adequate but*
C	2.0	73-76	*ordinary. Recognize what more is needed; plan to*
C-	1.6	70-72	*move ahead, improve and grow.*
D+	1.3	67-69	*Represents results less than standard and/or mediocre.*
D	1.0	63-66	*May not understand what is expected and should seek*
D-	0.6	60-62	*help from instructor and in the lab.*
F	0.0	0-60	*Clear Failure. It represents lack of effort/interest.*

PARTICIPATION/ATTENDANCE

While this is a large class and we are meeting online, I do expect you to be prepared to participate in the discussion and the material. Participation/attendance points will be earned by completing discussions, activities or watching interactive videos each week. You should be prepared to participate by completing required reading and watch provided videos. You are expected to complete them by the assigned deadlines to be considered present for the week.

Participation/attendance is part of your grade and a crucial factor when making final decisions about grades. You are expected to respectful of your classmates when participating in class activities.

READING & VIDEOS

Each week, reading or videos will be assigned about a topic. You need to complete the reading or viewing the videos before the next class and be prepared to discuss the material. Failure to do so will affect your grade in the course. Moreover, this material will be referenced in the modules as well as in the final project. You want to make sure you are familiar with the concepts presented.

TEAM WORK

Team work is essential in your future careers and in this college as a whole. While the pandemic and working online have complicated

the process, it is important to build skills in collaborating with teams remotely. I personally have worked in remote teams for over a decade. It's unavoidable in our world. However, I do understand that not all classmates will contribute equally. A significant part you your grade will come from participating in team activities.

You also will have an the opportunity to "grade" your fellow team members are their performance. I encourage you to give honest feedback when asked about team members. Do not feel compelled to give them a positive review unless it is earned. I just want to emphasize the importance of working in teams even if you are remote. It's important to learn how to communicate in these environments.

QUIZZES

There will be a quiz over the instructional material each week. You will have from the Monday where the material is assigned until Friday night at 11:59 pm to complete the quiz. If for some reason you are unable to access the quiz, please report the problem to your instructor immediately. A claim of technology issues is also not an acceptable reason for failing to complete the quiz on time.

SUBMISSION DEADLINES

All assignments are due by specified deadlines found in Canvas.

EXTRA CREDIT

Extra credit may be made available during the semester. If it is, a detailed description of the activity and how to submit proof will be sent out to the class via the announcements section on Canvas.

COMPLETE GRADING BREAKDOWN

These graphs show the complete breakdown of your overall semester

Quizzes 12%
Team Work 28%
Participation/Attendance 28%
Activities 32%
TOTAL = 100%
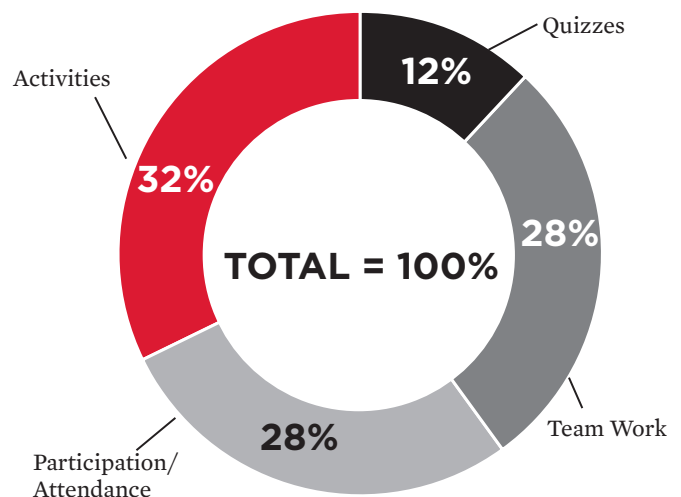
COURSE
SCHEDULE

WEEK 1: 8/23/21-8/27/21

- Introduction to the course
- Review JOMC 130 and the JOMC 131/132/133 courses
- Complete the syllabus quiz by Friday, August 27 at 11:59pm
- Complete the Discussion: Introduce Yourself
- Complete the Team Challenge with your group

WEEK 2: 8/30/21-9/3/21

- Complete Using Technology and Using Technology-Adobe Creative Cloud instructional material
- Watch videos about Canvas and OneDrive to receive Participation/Attendance points
- Complete the Using Technology quiz
- Complete Activity: Using Course Technology
- Complete Activity: Install Adobe Creative Cloud

WEEK 3: 9/6/21-9/10/21

- Complete How Technology Works Introduction, History of Technology, and Why Data Matters instructional material
- Complete the How Tech Works Quiz
- Complete Discussion: Most Significant Technology (counts as your attendance for the week)
- Complete Reflection: Impact of Data
- Complete Team Activity: Emerging Technology (team activity)
- Team Feedback 1 - Provide feedback about team member contributions

WEEK 4: 9/13/21-9/17/21

- Complete Design Thinking Introduction and The Design Thinking Process Instructional Material
- Complete the How Tech Works Quiz
- Complete Reflection: Using Design Thinking
- Complete Team Activity: Design Thinking Process (team activity)
- Complete Discussion: Design Thinking Process (individual)

WEEK 5: 9/20-21-9/24/21

- Complete Design Thinking in Action instructional material (video has quiz for attendance)
- Complete Team Activity: Using Design Thinking (team activity)
- Complete Discussion: Testing Your Solutions (individual)
- Optional extra credit opportunity
- Team Feedback 2 - Provide feedback about team member contributions

WEEK 6: 9/27/21-10/1/21

- Complete What is Storytelling? (video has quiz for attendance)
- Complete Storytelling Introduction and Storytelling Techniques instructional material
- Complete Storytelling Quiz
- Complete Discussion: What Makes a Good Story
- Complete Team Activity: Brand Story (group activity)

WEEK 7: 10/4/21-10/8/21

- Complete Storytelling and Your Future Career and Non Verbal Storytelling instructional material
- Complete Team Activity: Short Film (group activity)
- Complete Discussion: Film Critique (individual)
- Complete Reflection: Identifying Types of Storytelling
- Team Feedback 3 - Provide feedback about team member contributions
- Extra credit due by October 11 at 11:59pm

COURSE POLICIES

STUDENT EXPECTATIONS

You the student are responsible for knowing the content of this syllabus and checking Canvas on a daily basis for possible changes to assignments, the schedule, grades and/or policy changes. You are also responsible for monitoring your grades and checking all comments about how to improve your grades left by your instructor. All grade queries and issues must be presented to the instructor before the final class date. If you do not check email, make sure to add your phone number in Canvas in order to receive notifications via text.

As this is the Journalism college, proper grammar and spelling is expected. You may be penalized for failure to do so. Texting language and emojis are not acceptable in any circumstances.

Students are expected to follow instructions during the completion of their assigned projects. When expectations are unclear or unknown, it is the responsibility of the student to seek clarification by consulting course instructors.

All students are expected to be respectful and interact with the highest levels of professionalism in all aspects of this experience. Students are required to attend all scheduled class events and participate in activities. Failure to attend critiques, meet deadlines and keep pace with expectations will result in having to retake the class.

Participation in class is expected and required. You should be prepared to offer your opinions during classroom discussions and actively participate in critiques. We do understand that talking in front of people may be hard for you, but we ask that you try to participate. Participation is part of your grade and can be a crucial factor when making final decisions about grades.

Computers, cameras, and camcorders are expensive and relatively fragile. The college assumes "reasonable wear" but will hold students responsible financially for loss or damage resulting from neglect or abuse. Please take care when checking out college equipment.

COPYRIGHT LAW

As future communications professionals, you need to make yourself aware of copyright law. We expect you to follow copyright law in our courses. We will provide you with a list of free resources and you can always produce your own. Otherwise, you need to adhere to copyright law in this course or face penalties for failure to follow the law which means you can use other people's work such as taking an image from Google. While copyright law does say you can use images with permission or if you have purchased the rights, this course does not allow you to use such materials beyond where explicitly specified or if materials are provided to you. Failure to follow these policies will result in a grade penalty and may result in faculty pursuing further penalties.

You can find out more about current copyright law in the United States at http://www.copyright.gov/ and as it applies to the University of Nebraska at http://its.unl.edu/copyright. Remember that you would like to get paid for the work you do so please pay others for their work.

CELL PHONES/DEVICES

Cell phones should be on vibrate. If a call is important, please step into the hallway to take the call. DO NOT take phone calls in the middle of class. Please keep texting to a minimum. Laptops and tablets are welcome in the classroom, but should be used for class purposes. Your focus should be on learning the material.

TAPE RECORDING

The use of tape recorders or camera/video phones in this class is forbidden without first obtaining written permission from the instructor or for students with documented disabilities.

FOOD AND DRINK

You may NOT eat or drink in the lab near any school computers. Food and drink is welcome in the rest of the lab. Please make sure to clean up after yourself and throw away any trash.

CONDUCT AND DISCUSSIONS

Everyone has a different point of view, and artists are particularly notorious for expressing theirs. Encourage each other, participate, critique, but don't make any personal attacks. That said, students who do not show respect to their classmates or instructor may be asked to leave the class.

INSTRUCTOR ABSENCES

While it has only happened very rarely, should it be necessary for your instructor to miss a class, an appropriate substitute instructor will be arranged. Your instructor may also opt or be required to go remote at some point in the semester. If this occurs, they will still be present in the classroom just via Zoom. Your attendance is still required for this class meeting. In any case, a representative from the college will issue a message to the class in case of class cancellation.

ABSENCES & EMERGENCIES

Points for attendance will be earned one of two ways each week. Either there will be videos for you watch that will have questions throughout them or there will a discussion question to answer in order to receive points. You are expected to complete them by the assigned deadlines to be considered present for the week. ***However,***

I recognize we are living in unprecedented times. If circumstances arise for you that make any form of attendance impossible, please talk to your instructor as soon as possible so your instructor can work out a plan for successful completion. I am willing to work with you so long as you communicate with us.

University sponsored activities, including intercollegiate athletics, may cause a student to need to be excused from a class, lab, or studio obligation. In all such instances, it is the student's responsibility to request permission for the absence (preferably in writing) from the instructor and to discuss how the absence would affect her/his ability to meet the course requirements. A student should do this as soon in the semester as possible. While instructors should seek to the greatest extent practicable, consistent with course requirements, to make reasonable accommodation for a student involved in University sponsored activities, a student should recognize that not every course can accommodate excused absences, and neither absence nor notification of an absence, relieves her/him from meeting the course requirements.

In recognition of the diversity of the student body, the University provides that a student may request an excused absence from class for participation in religious observances. In all such instances, it is the student's responsibility to request, preferably in writing, that the instructor excuse the absence and to discuss how the absence will affect the student's ability to meet the course requirements. A student should make any such requests by the end of the second week of classes.

Legitimate reasons for not attending a class—family emergencies or illness—may arise, obviously. However, you must let your unit instructor know—ahead of time when possible—if you absolutely cannot be in class and you will still be marked absent. In case of an emergency, please talk to your unit instructor about your absence immediately. Be prepared to provide documentation explaining your absence, and be prepared to spend the necessary time getting caught up quickly. In the case of an excused absence, your instructor will try to help you catch up; however, you are ultimately responsible for the material missed, and attendance credit will not be given for missed class time, regardless of reason.

However, we recognize we are living in unprecedented times. If circumstances arise for you that make any form of attendance impossible, please talk to your instructor as soon as possible so your instructor can work out a plan for successful completion. We are willing to work with you so long as you communicate with us.

INCOMPLETES

Incompletes will be issued only in extreme, unforeseen circumstances and student must have completed at least 75% of the course material as well as should be able to complete the

coursework without enrolling in the course again. Students with medical issues or other personal issues who cannot meet the above conditions should withdraw from the course.

COURSE WITHDRAWALS

Not attending a course does not constitute an official drop. You must process the drop or withdrawal through eNRoll, process a Schedule Adjustment Form or a Cancellation/Withdrawal Form with Registration and Records, 107 Canfield Administration Building. The drop or withdrawal will become official and tuition will be assessed based on the date of the transaction on eNRoll, or the date the form is processed in Registration and Records, 107 Canfield Administration Building.

STUDENT WORK USAGE POLICY

Students will own the copyrights to their work produced in the course. However, in accordance with university policy, a student must, as a condition to a degree award, grant royalty-free non-exclusive permission to the University to store copies of such works for archival purposes and to reproduce and publicly distribute copies of his or her work within the University education and research missions including as examples to future sections of the course.

PROFESSIONALISM

Your course or circumstances may require you to be digitally present at various points during the semester. While we understand your pets and perhaps family members may make appearances, keep in mind that this is still a professional interaction and that we are holding you to a basic code of conduct. You may have to work remotely or participate in interviews via video conferencing in the future. Please consider this practice for how to be professional on these platforms. Keep in mind these general guidelines.

- Inappropriate language will not be tolerated.
- Emojis and texting language are not appropriate any more than it would be in the classroom.
- Please be dressed if you are on Zoom and have your video on.
- Mute your audio if not talking on Zoom.
- Try to take your Zoom call in a quieter place if possible.
- While not required to have your camera on when participating on Zoom, it would be helpful to have an actual photo of you associated with your account to assist the instructor.

COLLEGE AND UNIVERSITY POLICIES

FACE COVERING POLICY

Effective August 6, as it has done throughout the pandemic, the University of Nebraska–Lincoln continues to follow the most recent guidance from the U.S. Centers for Disease Control and Prevention and the Lincoln-Lancaster County Health Department.

Per the CDC's Guidance for <u>Fully Vaccinated People</u>, UNL students, faculty and staff who are fully vaccinated are not required to wear face coverings, but are <u>STRONGLY ENCOURAGED TO DO SO INDOORS.</u> Current CDC guidance advises that fully vaccinated individuals should wear face coverings indoors in areas of substantial or high transmission (which is the current status in Lancaster County). As cases of the Delta variant increase in Nebraska, we will continue to closely coordinate with LLCHD and will adapt if needed and necessary should directed health measures change.

Individuals who are <u>not fully vaccinated</u> are expected to wear a facial covering at all times when indoors on university property, with the following exceptions:

- When eating.
- When alone in a room.
- When alone in a motor vehicle.
- When an alternative is necessary as indicated by a medical professional during patient care.
- When actively participating in a supervised group exercise class, showering, using the swimming pool or using a piece of cardio equipment on campus.
- When exercising during a university-sponsored activity.
- When in an assigned residence hall room.
- When a task requires the use of a NIOSH-approved respirator.
- When pertaining to children under the age of 2 years.

We know that there are many in our community who have family members who are unable to be vaccinated. Instructors who face these circumstances (e.g., with family members too young to be vaccinated) may request that face coverings be worn in their classes.

People may choose to wear a face covering for a variety of reasons, so no one should assume that someone who wears one is unvaccinated. Respect and grace for each other have been essential elements of our successful management of the pandemic thus far.

FALL 2021 TESTING POLICY

To help us continue to monitor and prevent any spread of COVID-19 on campus in the Fall, we will again require weekly saliva-based testing for all students, faculty and staff who will be on our Lincoln campuses. Regular testing in the Spring allowed us to maintain a positivity rate of less than 1 percent and to quickly contain any spread of COVID-19 on campus. Tests will be offered Sunday through Thursday each week and will remain required weekly for those without exemptions, until public health guidance advises that we may be able to pivot to random testing.

Campus re-entry testing will be required, at the directive of the Lincoln-Lancaster County Health Department, for ALL students, faculty and staff who will be on our Lincoln campuses. You can use the Safer Community App or online portal to schedule a test within six days of your testing date. *If you arrive on campus prior to August 15, you will still need to test during the re-entry window of August 15-22. See a list of testing sites.*

If you are fully vaccinated against COVID-19, you can submit your vaccination information to the Voluntary COVID-19 Vaccine Registry to receive an exemption from weekly testing after the re-entry period. For more information about vaccinations and the registry, visit the Voluntary COVID-19 Vaccine Registry page.

We will again utilize the Safer Community App to allow for access to campus buildings and campus activities in the Fall semester. Students, faculty and staff will need to complete their first saliva-based test by Saturday, August 21 to ensure that a negative COVID-19 test result provides for the "Access Granted" status in the Safer Community App by the first day of classes, Monday, August 23. Those who are exempt will have a continuous "Access Granted" status on the app until such time as any vaccine boosters may be required.

Full information on university policies related to COVID can be found at https://covid19.unl.edu/.

ACCOMMODATIONS

Due to the university's plan to return to near-normal activity levels for Fall 2021, the academic flexibility process has changed. Students seeking academic flexibility for Fall 2021 related to COVID-19 must have medical documentation of a health risk that cannot be mitigated through vaccination for their request to be considered. Except in very unusual circumstances, Student Advocacy & Support will only consider requests for academic flexibility that meet this criterion.

Documentation from an impartial, licensed healthcare provider is required. This consists of a letter on clinic letterhead with the provider's full name, credentials, and signature, that explains the health risk that cannot be mitigated by the vaccine.

Requests may not be approved for consideration by faculty. In addition, academic flexibility may not be possible when the lecture, lab, or recitation is pedagogically designed to be completed through in person attendance. Please visit with an academic advisor to explore course alternatives.

Complete the COVID-19 Academic Flexibility Request Form: https://cm.maxient.com/reportingform.php?UnivofNebraskaSystem&layout_id=108

ACADEMIC INTEGRITY

Every student must adhere to the policy on academic integrity set forth in the UNL Student Code of Conduct as outlined in the UNL Bulletin. Students who plagiarize may receive a failing grade on an assignment or for an entire course and may be reported to the Student Judicial Review Board. The work a student submits in a class must be the student's own work and must be work completed for that particular class and assignment. Students wishing to build on an old project or work on a similar project in two classes must discuss this with both professors. Academic dishonesty includes

- handing in another's work or part of another's work as your own.
- turning in one of your old papers (including something you wrote in high school) for a current class.
- turning in the same or similar paper for two different classes,
- using notes or other study aids or otherwise obtaining another's answers for a quiz or an examination.

Anything and everything you include in your papers that comes from another source must be attributed with proper citation. That includes ideas and opinions.

Plagiarism consists of using phrases, sentences or paragraphs from any source and republishing them without alteration or attribution. The sources include, but are not limited to, books, magazines, newspapers, television or radio reports, Web sites and other students' papers.

MENTAL HEALTH AND WELL-BEING RESOURCES

UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological & Services (CAPS) is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787

DIVERSITY & INCLUSIVENESS

The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.

The College of Journalism and Mass Communications values diversity in the broadest sense – gender, age, race, ethnicity, sexual orientation, economic status, physical and intellectual ability, religion, education and geography. We recognize that acknowledging, building understanding and incorporating diversity throughout the curriculum prepare students for communications careers in a global society. As communicators, we know journalism, advertising, public relations, broadcasting and other forms of strategic communications must reflect society in order to be credible, reliable and effective. Inaccuracies or biases in our written, spoken and visual reports mean we have failed as journalists. Diverse voices and perspectives improve our accuracy and truthfulness. In advertising and public relations, we cannot succeed if we do not understand the value of or know how to create inclusive communications that reflect a diverse society.

TRESPASS POLICY (REGENTS' POLICY 6.4.7)

The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property, and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.

EMERGENCY POLICY

UNL Alert provides free notification by landline, cell phone, text message, e-mail, fax, and pager during an emergency. Visit http://emergency.unl.edu for a link and instructions on how to sign up for alerts pertaining to UNL. If you receive a UNL Alert notification during class, please share the information immediately. Additional information about emergency preparedness and response at UNL as well as the university's operating status can be found on emergency.unl.edu.

COURSE RESOURCES

COMMUNICATION DESIGN LAB

We will provide you with all of the tools and resources necessary to successfully complete your projects. This includes a space to work, computers to work on, and appropriate software. The lab is located in the basement of Anderson Hall. The lab open 24 hours a day, 7 days a week. The lab is staffed Monday through Friday from 8:30am to 6:30pm. Instructors for the course are there to help you—take advantage of their expertise. Lab assistant will also be available and recognizable by a badge denoting them as a lab assistant. Lab assistants are knowledgeable and able to assist you on your projects.

ADOBE CREATIVE CLOUD

A laptop or desktop with Adobe Creative Cloud is recommended. You can access the Adobe software at: **http://go.unl.edu/cc**. You will need to user your Huskers email address to access the subscription. It is provided for free from the college.

ZOOM

Zoom will be used only as needed for these courses. I will have an optional week 1 Zoom call to meet the faculty and ask questions. Th online course will be using Zoom on an as needed basis to meet with the faculty. However, I will schedule optional synchronous meetings throughout the semester for various assignments. I also encourage you to set weekly Zoom calls with your group to complete assignments.

For complete information or assistance with Zoom, the university has created a helpful resource with everything you need to use Zoom. Visit https://its.unl.edu/services/zoom/ for complete information.

CANVAS

To submit your projects, receive announcements, and review the syllabus, go to https://canvas.unl.edu/. To view content on a mobile device, download the free Canvas app from the iTunes or the Google Play store. Search for 'Canvas by Instructure' in your app store. To get help with Canvas problems, click 'Help' from the left side menu in Canvas. Help is available 24/7 via phone (1-877-244-8884) or chat.

TEXTBOOK

No Textbook- All course material found on Canvas

ONEDRIVE

We are using OneDrive this semester to store and submit files to your instructor. The university previously used Box, but no new accounts will be allowed moving forward. OneDrive can be accessed at https://onedrive.live.com.

HUSKERTECH

While your instructor can provide some general tech support to you during the course, you may find yourself needing help we cannot provide. The university provides a broad range of support and assistance through Huskertech. To get help, contact the UNL Huskertech Help Center by phone (402-472-3970) or email (support@nebraska.edu)

Storytelling Quiz

Started: Jan 7 at 3:58pm

Quiz Instructions

This quiz must be completed by Sunday, October 3 at 11:59 pm. The quiz covers the reading material and the lecture for the week.

Question 1	1 pts

Which of the following is NOT part of the three-act structure of a story?

○ Call

○ Resolution

○ Confrontation

○ Setup

Question 2	1 pts

What is the purpose of the hook of a story?

○ To connect with the audience.

○ To teach a lesson.

○ To grab peoples' attention and get them interested in the story.

○ To scare the audience.

Question 3   1 pts

Why are humans inclined to see narratives where there are none?

○ It can afford meaning to our lives, a form of existential problem-solving.

○ Real-time facial coding can be very helpful in determining whether a story ad is appropriate and working for your brand.

○ Because we enjoy gossip.

○ Our brains are weird and crazy places.

Question 4   1 pts

What are multimedia feature stories?

○ Highly stylistic stories that weave together images, text, and graphics in an immersive web page.

○ They use web tools to visualize tricky technical concepts.

○ Large data sets in a focused and creative way.

○ A methodology utilized to make people go crazy.

Question 5   1 pts

How many more times is a person likely to remember facts embedded in a story than facts alone?

○ 2000

○ 2

44

○ 200

○ 22

Question 6   1 pts

What are explanatory graphics?

○ A methodology utilized to make people go crazy.

○ Highly stylistic stories that weave together images, text, and graphics in an immersive web page.

○ They use web tools to visualize tricky technical concepts.

○ Large data sets in a focused and creative way.

Question 7   1 pts

What is data visualization?

○ They use web tools to visualize tricky technical concepts.

○ Displays information from large data sets in a focused and creative way.

○ A methodology utilized to make people go crazy.

○ Highly stylistic stories that weave together images, text, and graphics in an immersive web page.

Question 8   1 pts

Which of the following is NOT part of a good story structure?

○ Personal connection

○ Special effects

○ Clear moral or purpose

○ Conflict, vulnerability, or achievement we can relate to

Question 9   1 pts

A story:

○ a research device

○ begins in the brain

○ needs to be a clear narrative arc, one scene needs to influence or build upon another to tell a story

○ global neuroscience practice useing facial coding

Question 10   1 pts

During a story, what happens during the rising action phase (confrontation)?

○ The moral of the story becomes clear

○ The characters are introduced

○ The stakes get higher

○ The story concludes

Question 11   1 pts

A person will remember things better when a story is used to convey the knowledge.

○ True

○ False

Question 12   1 pts

Good storytelling is NOT emotionally engaging.

○ True

○ False

Question 13   1 pts

Good stories contain a theme of some kind.

○ True

○ False

Question 14   1 pts

The best stories have a personal or human component to them.

○ True

○ False

Question 15   1 pts

A good story will NOT have a beginning, middle, and end.

○ True

○ False

Not saved   Submit Quiz

Activity: Using Course Technology

✓ Published   ✎ Edit   ⋮

For your in class activity this week, you will be working by yourself to set up a Canvas folder for your JOMC 131 or 132 course (prefer JOMC 131 but some students are only only enrolled in JOMC 132, students taking both only need to do this for JOMC 131). File management is very important no matter what your major is and we want you to start thinking about it. File management makes it easy to share files with others as well as find your own files if you need them months or even years from now.

You need to create a folder on the main level of your OneDrive called either JOMC 131 or JOMC 132 depending on the course you are taking. Inside that folder, create a folder for each of the 6 modules you are completing for the course. So, if you were taking JOMC 131 and were an ADPR major, your six folders would be Typography 1, Layout 1, Layout 2, Web 1, Web 2, and Mobile 1. Your folders will depend on the course and your major. Inside these folders, you need to set up the appropriate folders needed for project assets based on the project's requirements.

I have set up example folders by major with the modules you need to complete. If you have not yet completed JOMC 131, please match the JOMC 131 folder for your chosen major. If you completed JOMC 131, please match the JOMC 132 folder for you major. Title your folder either JOMC 131 or JOMC 132 depending on which one you are completing (you only need to complete one). Then place all module folders inside it. Make sure to also create any sub folders inside the module folder to receive full credit. If you are uncertain what you need to do, please let me know.

JOMC 131 - ADPR/TMFD   **(https://uofnelincoln-my.sharepoint.com/:f:/g/personal /kkrcmarik2_unl_edu/Ekw_ERmaNhdGn65u407PMBQBFl6ZG5GwpbO_IGz6ZfRXow?e=qCatM2) |**
JOMC 131 - BRDC/SPMC   **(https://uofnelincoln-my.sharepoint.com/:f:/g/personal /kkrcmarik2_unl_edu/EqnL1823qEhOq5McPulOp0kBgmma1QAc28a-8pwCte7tDw?e=46dagy) |**
JOMC 131 - JOUR   **(https://uofnelincoln-my.sharepoint.com/:f:/g/personal/kkrcmarik2_unl_edu /EvkFYGrVtE1Lu7lBWzgrroMBpwkvOA8E2Qn4-0ByuJRJVg?e=weekN0)**
JOMC 132 - ADPR/TMFD   **(https://uofnelincoln-my.sharepoint.com/:f:/g/personal /kkrcmarik2_unl_edu/EnzDYlumNklMpCPsWh3BRG8B1Zll2mfwuflbdb0hfHyMgg?e=v5ZAC8)**
(https://unl.box.com/s/53nr4843v0c69pduu2tc7bvphs1uxexm) | **(https://unl.box.com /s/8z1psrqpkhwpsgi4ht22r3h7j4oxgztg) JOMC 132 - BRDC/SPMC**   **(https://uofnelincoln-my.sharepoint.com/:f:/g/personal/kkrcmarik2_unl_edu/Ei4FYn09tqJCk8iaQx5AEtYBPUkm_-hnM0VlQNT7SalDZg?e=NChGFt)**   **(https://unl.box.com/s/8z1psrqpkhwpsgi4ht22r3h7j4oxgztg) |**
JOMC 132 - JOUR   **(https://uofnelincoln-my.sharepoint.com/:f:/g/personal/kkrcmarik2_unl_edu /Ekwulk-UmspJgkfdhAl-508BN9iG6OhluwqfO1skkqQl0Q?e=5yDA4G)**

Once you have done this, you can submit the link to your main JOMC 131 or 132 folder through this submission form. Copy the share link making sure to set the permission to anyone with the link is an editor. I will be checking all folders to make sure you are set up correctly. I also recommend that you use these folders for your projects moving forward. You will need to rename some to match assignment requirements but this structure will help you be successful in your course(s) this semester.

Points   20

Submitting   a website url

Due	For	Available from	Until
Sep 3, 2021	Everyone	Aug 30, 2021 at 12am	Sep 3, 2021 at 11:59pm

Using Technology Activity Rubric
You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings		Pts
Created a JOMC 131 or 132 folder on OneDrive	**1 pts** **Completed**	**0 pts** **Did not complete**	1 pts
Created six module folders inside the JOMC 131 or 132 folder The folders should match the module requirements for your major.	**6 pts** **Completed**	**0 pts** **Did not complete**	6 pts
Added appropriate sub folders inside the six module folders For example, Typography should have Fonts folder in it. See the example folders to determine what folders are needed.	**3 pts** **Completed**	**0 pts** **Did not complete**	3 pts
Correct submit a link to a folder that your instructor can access You should copy the share link to submit making sure the permission is set to anyone with the link can edit. Make sure to link to the JOMC 131 or 132 folder not an individual module folder.	**5 pts** **Completed**	**0 pts** **Did not complete**	5 pts
Created folder on your OneDrive account not your instructor's	**3 pts** **Completed**	**0 pts** **Did not complete**	3 pts
Everything is spelled correctly	**2 pts** **Completed**	**0 pts** **Did not complete**	2 pts
		Total Points: 20	

High Score Example

Low Score Example

Reflection Activity: Impact of Data

✓ Published   **✎ Edit**   ⋮

We discussed some of the basics of data and what impact data has on our lives particularly in the world of advertising. Data has also become a big part of journalism and sports media. In video, we heard about both good and potentially bad parts of data. In this reflection, I would like you to discuss the following:

- How do you think data impacts your current lives?
- What restrictions, if any, do you believe should be imposed on how data is captured from us and used?
- Do you believe there are ethical or moral implications related to the capture of data? Why or why not?
- What would be the ethical or moral implications?

Please cite specific examples from the instructional material and you can find you own your own research (if desired) to support your arguments. Your reflection needs to be a minimum of 250 words and should demonstrate a clear understanding of the above questions.

Your reflection is due Friday, <u>September 10 at 11:50pm CST</u>. Please keep in mind that grammar and spelling matter.

Points   10

Submitting   a text entry box or a file upload

Due	For	Available from	Until
Sep 17, 2021	Everyone	Sep 13, 2021 at 12am	Sep 17, 2021 at 11:59pm

Reflection Rubric
You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings					Pts
Reflection is 250 words	**2 pts** **Completed**		**0 pts** **Did not complete**			2 pts
Quality of Response to the Prompt Did you answer all the provided questions? Did you demonstrate you read/watched the instructional material that applies to the reflection? Does the response show you really thought about and reflected on the topic?	**8 pts** **Excellent** No grammar or spelling errors. Clearly responded to the provided prompt. Demonstrates clearly that they read the week's instructional material and that it informs the response.	**6 pts** **Good** Very minor grammar or spelling errors. Responded to the prompts. Has a least a little reference to the instructional material.	**4 pts** **Average** Some spelling and grammar errors. Does not fully respond to the prompt. Little demonstration that the student read the instructional material for the week.	**2 pts** **Below Average** Lots of spelling and grammar errors. Did not really respond to the prompt provided. Shows no signs of having read the instructional material to inform the post.	**0 pts** **Did not submit**	8 pts

Total Points: 10

High Score Example

Paper View ⌄

Data impacts our current lives in many ways. Data can help us in many ways too. Nowadays, we can be tracked based on where we go, what we view, and our interests in general. There are some restrictions on data but I feel as if there should be more. There have been proven times where Facebook has invaded our privacy and they have even had to go to court for it. In the TED talk, he touched a little bit on how data can be too up close and personal. He was able to find out where he had been the past few days. Then suddenly, advertisements based on his interests started popping up. This can happen sometimes because cookies track your interests and searches to better tailor your experience and shape advertisements to fit you more. Sites are required to tell you if and when they use cookies, but I believe that they should be forced to be more honest with users. There is a certain level of privacy that shouldn't be broken, and it seems like that level is being broken. There really aren't a lot of boundaries with data because it is so easy to access with the correct tools and knowledge. there are definitely moral and ethical implications related to capturing data. They shouldn't be probing too deep into users personal lives. Especially when the main focus is simply just to make money. It's unethical to not fully disclose what your intentions are with someone's data because it is their information. The said company could give the user a heads up and also allow them to accept or decline the usage of their data. Along with that, they could give them the option to omit certain data from being tracked/used. This would make it a lot more ethical and morally correct because you are being more open with the user and showing that you have nothing to hide.

Submitted: Sep 17, 2021 at 2:28pm

Word Count: 323 words

Submitted Files: (click to load)

Assessment

Grade out of 10

10

View Rubric

Reflection Rubric	
Criteria	**Ratings**
Reflection is 250 words view longer descrip-tion	**Completed** 2 / 2 pts
Quality of Response to the Prompt view longer descrip-tion	**Excellent** No grammar or spelling errors. Clearly responded to the provided prompt. Demonstrates clearly that they read the week's instructional material and that it informs the response. 8 / 8 pts
	Total Points: 10

Assignment Comments

💬 0

Add a Comment

📎 ▶️

Submit

Reassign Assignment

Download Submission Comments

Low Score Example

Paper View

Submitted: Sep 17, 2021 at 10:43pm

Word Count: 168 words

Submitted Files: (click to load)

Data impacts nearly every part of our lives nowadays. We live so much of our lives online nowadays that the information and data we come across everyday only grows in importance everyday. With new virtual territory introduced everyday, the questions of how to regulate it never seem to end. I believe that our data is our own business, and big tech companies have no right to share or control that data. Apple does a great job of this, as they never release their users information even when the government and law enforcement asks for it. However, this brings up a contradicting ethical dilemma. What happens when collecting and sharing an individuals data can be used for the greater good? Many tragedies have been stopped by recognizing dangerous online footprints, such as looking up how to make bombs. I believe that only extreme cases of dangerous online data and behavior should be captured and used against the individual. Other than that, what we do online is our own business.

Assessment

Grade out of 10

7.25

View Rubric

Reflection Rubric

Criteria	Ratings	
Reflection is 250 words view longer description	**No details** **Comments** Only 168 words	1.25 / 2 pts
Quality of Response to the Prompt view longer description	**Good** Very minor grammar or spelling errors. Responded to the prompts. Has a least a little reference to the instructional material.	6 / 8 pts ▲
Total Points: 7.25		

57

Team Activity: Design Thinking Process

✅ Published   **✏️ Edit**   ⋮

You will work on this activity related to design thinking in teams. Check the **People** section on Canvas to find your team. Utilize the following prompt:

- University wants to improve campus dorms.
- Comes to your company to come up with how to improve dorms.
- Define the process you would take to come up with the design.
  - Not what you would do make dorms better but how you would solve the problem of discovering what needs to be changed in the dorms.
  - Think about design thinking and how it might apply to the process
  - What would you recommend the university do to best solve the problem?
- Outline the steps of the process that would take you from the initial client meeting to an actual redesigned dorm room

Please write out your answers for all the steps as presented in the lecture. Submit your answer below. <u>Remember to focus on the process</u>, <u>not the solution.</u> I'm sure you have great ideas about improving the dorms but this activity is focused on defining how the design thinking process applies to this problem. Also, please let me know if a team member did not participate.

Points	10
Submitting	a text entry box

Due	For	Available from	Until
Sep 24, 2021	Everyone	Sep 20, 2021 at 12am	Sep 24, 2021 at 11:59pm

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Design Thinking Process
You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings		Pts
Response addresses the prompt topic	**2 pts** **Completed**	**0 pts** **Did not complete**	2 pts
Response focuses on process and does not give specific solutions for dorm rooms	**2 pts** **Completed**	**0 pts** **Did not complete**	2 pts
Address the Empathize step	**1 pts** **Completed**	**0 pts** **Did not complete**	1 pts
Address the Define step	**1 pts** **Completed**	**0 pts** **Did not complete**	1 pts
Address the Ideate step	**1 pts** **Completed**	**0 pts** **Did not complete**	1 pts
Address the Prototype step	**1 pts** **Completed**	**0 pts** **Did not complete**	1 pts
Address the Test step	**1 pts** **Completed**	**0 pts** **Did not complete**	1 pts
Address the Implement step	**1 pts** **Completed**	**0 pts** **Did not complete**	1 pts

Total Points: 10

High Score Example

Team 8

Design Thinking Process

JOMC 130

Empathize

- Conduct research to understand the students' thoughts on the dorms
- Send out a survey for students to complete regarding issues in the dorms
- Put yourself in the students' shoes to understand how they think and feel about the topic

Define

- Assess data from research and survey to review student opinions
- Draw parallels on common opinions and patterns
- Identify small details so solutions work for everyone
- Look at common and uncommon responses
- Identify needs that are already met, and those that are unmet by students
- Categorize responses into different groups to ensure all topics discussed in the survey are accounted for

Ideate

- Create a list of the materials or people needed to improve dorms
- Brainstorming session with students and open the room up for discussion of what they would like to see
- Invite students to draw a layout of what they would like their dorm rooms to look like on a white board so everyone can see their ideas
- Sticky notes to check off what the dorms already have and what they need (based on student opinion)

Prototype

- Build a range of ideas off the research conducted
- Weigh the pros and cons of each idea
- Began creating these ideas by bringing them to life

Test

- Return to the users for feedback
- Figure out if the solution is actually meeting the users need
- See what makes sense and fix the prototype
- Might have to go back to drawing board if solutions aren't working

Implement

- Put the vision in effect
- Be prepared for feedback and to continue to revise it
- Ask for feedback through surveys for students to see what is working and what isn't

Submitted: Sep 20, 2021 at 10:29am

Word Count: 280 words

Submitted Files: (click to load)

Assessment

Grade out of 10

10

View Rubric

Design Thinking Process		
Criteria	**Ratings**	
Response addresses the prompt topic view longer description	Completed	2 / 2 pts
Response focuses on process and does not give specific solutions for dorm rooms view longer description	Completed	2 / 2 pts
Address the Empathize step view longer description	Completed	1 / 1 pts
Address the Define step view longer description	Completed	1 / 1 pts
Address the Ideate step view longer description	Completed	1 / 1 pts
Address the Prototype step view longer description	Completed	1 / 1 pts
Address the Test step view longer description	Completed	1 / 1 pts
Address the Implement step view longer description	Completed	1 / 1 pts
		Total Points: 10

Assignment Comments

I would also recommend talking to people like the university housing staff and RAs during the empathize stage.   ✕ (javascript:void 0;)

Students should not come in again until the test phase. The university hired you and expects you to provide solutions. I would do most of what you say in Ideate during empathize.

During prototype, for this project you might use approximations of furniture to determine what improvements make the most sense rather than plans because there is a big difference between a plan and reality.

For test, I would recommend having actual models for people to review.

Katie Krcmarik, Sep 21, 2021 at 7:19pm

61

Mid Score Example

Empathize:

When thinking about the empathize step in the design thinking process it really means to put yourself in the shoes of the other person. By putting yourself in the shoes of a college freshman there are many different aspects in a dorm that help them feel more at home, or resources that will help them get adjusted to this transition. During this step we also have to conduct research to develop an understanding of your users. By doing this research you would find that college freshmen prefer a separate bathroom, study spaces, washer and dryers, and food options nearby. If the budget allows it, maybe a google home or an amazon alexa would be a great addition to a dorm room as well. It is about making them feel welcome and comfortable, that is the goal.

Define: Through the define stage of the design thinking process, we would take the information that is gathered through the empathize stages surveys and questioning of college students. The questions would reveal what the students believed to be ideal and non ideal dorm living conditions. If there was an apparent or consensus decision on what students believed to be the majority problem with a dorm, then we would make that our top priority to improve upon when we move to the ideate stage. The defined stage purpose is to zero in on the recurring problems that students have come up with referring to dorm living. For example; if a numerous amount of students claimed that their dorm rooms were too small, and that they did not feel like they had enough space to focus on their work, then that is something that we can chose to implement in our ideate stage when brainstorming ideas on how to maximize space.

Ideate: During this stage, multiple ideas would need to be generated. In order to do this the university could go off the students' opinions from surveys and have a conference of some sort to go over what could be done with designers, maintenance workers who have had experience working in the dorms, and others. Then we could take the ideas and go over what is doable and what isn't. The examples they could give to improve already existing dorm buildings are basic cosmetic or maintenance fixes like get new AC/Heating units installed, redo dorm windows because they often have leaks or other damages, fix lighting structures, new paint, new beds, and so on. If the research done and ideas generated were leaning towards a new build project, then the actions would lean more towards make the rooms bigger, or give each side of the room a window instead of one big one. One could make an argument to change dorms all together and have more of a suite style look for everyone, but that is a discussion during this step universities would have with other figures of authority and with students to decide if that is a good idea or not.

Prototype:

The only possible prototype is the potential survey. The survey would be in Google Survey form and ask the following questions:

Which on-campus housing building did you live on?

Do you consider the dorm room layout the most effective possibility? (i.e. desk and closet location)

Was the provided storage space adequate for your needs?

Did you have any issues with the heating/AC in your room? Please explain if so:

Do you have any other complaints regarding your room or your residence hall?

Do you have any suggestions to improve your room or residence hall?

After the survey is completed, prototypes of the new potential dorm rooms could be created based on results to decide which room layouts are the general favorite. That information would be used to find the best solution.

Test:

In the Testing phase, I would go back to the user feedback about the dorms and what students would fix. This stage would fix any mistakes or negative feedback the students gave from the prototype. Then I would create test models for students to review and also create focus groups of University students, and gauge how they react to the dorms. I also think getting an outside perspective can be refreshing, so I would create a focus group of faculty, staff, and parents and hear their insight on the new dorms, especially pertaining to study rooms.

Implement:

After empathizing with the students and their living situations; defining the issues with the current dorms, creating new ideas and prototypes of the dorms, and testing how students feel about the new renovation; we are finally ready to implement the new dorms for all the students and new students to come. At this stage, we identified the problems with the dorms, like needing a quiet place to work, new light fixtures, carpeting, etc. We listened to what the students and parents wanted and needed and transformed the dorms for the students at the University. I would encourage local and the University news stations and papers to talk about the new dorms in this phase. Also do tours and open houses, which creates more traction and maybe enticing to new students to come to the University.

Submission to view: Sep 17, 2021 at 10:04pm (grade: 5)

Word Count: 865 words

Submitted Files: (click to load)

Assessment

Grade out of 10

5

View Rubric

Design Thinking Process	
Criteria	**Ratings**
Response addresses the prompt topic view longer description	**Completed** 2 / 2 pts
Response focuses on process and does not give specific solutions for dorm rooms view longer description	**No details** **Comments** You are giving solutions and not just focusing on the process. The goal of the assignment is to focus on the process, not solve the problem. -- / 2 pts
Address the Empathize step view longer description	**Completed** 1 / 1 pts
Address the Define step view longer description	**Did not complete** 0 / 1 pts
Address the Ideate step view longer description	**Did not complete** 0 / 1 pts
Address the Prototype step view longer description	**Did not complete** 0 / 1 pts
Address the Test step view longer description	**Completed** 1 / 1 pts
Address the Implement step view longer description	**Completed** 1 / 1 pts
	Total Points: 5

Assignment Comments

For test, I would recommend having actual models for people to review. ✕ (javascript:void 0;)

You spent a lot of time in define on things that actually have nothing to o with the assignment or the end goal. Just tell me what is supposed to happen in the define phase as relate to the project.

Again, you are telling me answers without even telling me what happens during ideate.

Again for prototype, you are not telling me what happens in the stage. I actually don't understand the answer even under the framework of actually trying to solve the problem either. This look like what you should do during empathize.

Katie Krcmarik, Sep 16, 2021 at 8:54pm

I don't see changes with the resubmission that address the problems I noted. ✕ (javascript:void 0;)

Katie Krcmarik, Sep 18, 2021 at 10:28pm

💬 0

Add a Comment

All comments are sent to the whole group

📎 ▶️

Submit

Low Score Example

empathize-

We took a poll amongst freshman students and spoke with university housing staff to find out what is causing our residents discomfort.

Define-

A reoccurring comment was the issue of excessive noise in the dorms and suites. Students say it can ruin their study times.

Ideate-

We could have sound cancelling panels.

The dorms could have thicker walls.

More space between each dorm room or suite.

More windows for sound to escape from.

Prototype-

We took our brainstorming ideas & bought sound canceling panels

Test-

We took the panels and layout plan to university housing staff for feedback and suggestions

Implement-

After their suggestions we decided on two panels per room or suite.

Samantha Pastorino, Jenna Reynolds, Kelsey Johnson, Landen Hastriter, Josie Dvorak, Blake Milisits

Submission to view: Sep 22, 2021 at 9:03pm (grade: 3)

Word Count: 126 words

Submitted Files: (click to load)

Assessment

Grade out of 10

3

View Rubric

Design Thinking Process

Criteria	Ratings	
Response addresses the prompt topic view longer description	**Completed**	2 / 2 pts
Response focuses on process and does not give specific solutions for dorm rooms view longer description	**Did not complete**	0 / 2 pts
Address the Empathize step view longer description	**Completed**	1 / 1 pts
Address the Define step view longer description	**Did not complete**	0 / 1 pts
Address the Ideate step view longer description	**Did not complete**	0 / 1 pts
Address the Prototype step view longer description	**Did not complete**	0 / 1 pts
Address the Test step view longer description	**Did not complete**	0 / 1 pts
Address the Implement step view longer description	**Did not complete**	0 / 1 pts
		Total Points: 3

Assignment Comments

I would also recommend talking to people like the university housing staff and RAs during the empathize stage.   ✕ (javascript:void 0;)

NO SOLUTIONS. Just tell me what process happens during define, ideate, prototype, test, and implement. NO SPECIFIC SOLUTIONS. I want to see the process you would take to get the solution, not what you think the solution should be.

Katie Krcmarik, Sep 22, 2021 at 8:49pm

I don't think you understood my comment. No solutions. This resubmission still is you are actually trying to solve the problem and not showing process.   ✕ (javascript:void 0;)

Katie Krcmarik, Sep 23, 2021 at 8:31pm