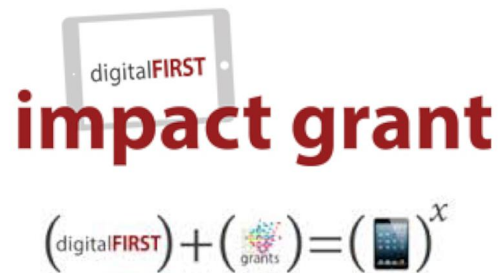




2013 Digital First Impact Grant Project Plan

School of Communication

iReporting with the iPad: Developing the Next-Generation Journalist



The journalism newsroom of the future will be the world around us, and iPads are the tool every journalist must master to be part of that newsroom. This project will equip and train the next generation of reporters and editors on the iPad technology that will make them the journalists of the future.

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Project Committee

School of Communication

Project Lead

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Clinical Assistant Professor, School of Communication

Team

- **Natalee Seely** - seely.12@osu.edu
Graduate Teaching Assistant

Task-Specific Team Members

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IT Manager, School of Communication

Office of Distance Education and eLearning

Project Leads

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Educational Technologist, Learning Technology
- **Steve Lieb** - lieb.21@osu.edu
Educational Technologist, Learning Technology

ODEE Constituents

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Educational Technologist, Learning Technology
- **Henry Griffy** - griffy.2@osu.edu
Grants Lead, Digital Scholarship

Executive Summary

Background

Comm 2221 (Writing and Editing for News) is the launch point for all journalism majors in Ohio State's School of Communication. In it we introduce and develop all of the core skills in reporting, news and feature writing, researching, interviewing, social media and multimedia techniques that students need a) for future classes in the major and b) to be successful journalists in the working world. It features lectures, guest speakers, writing, writing and more writing! Students are required to create six journalistic endeavors over the course of the semester.

The course was previously taught during the 2012-2013 academic year in a computer lab with relatively standard lecture, and a significant amount of skills-oriented, in-class training in developing story ideas, interviewing, note taking, writing journalistically, spot news, utilization of social media (utilizing on-class laptops) for sourcing and story promotion and ultimately multimedia storytelling (with their own or Central Classrooms equipment). Students utilized either old-fashioned techniques (pen to paper) or their own recording and media devices. We used a textbook, with extensive use of a class blog and Facebook, since the ever-changing nature of journalism makes many text books out of date quickly.

Problems/Challenges

This is a labor-intensive course that is the combination of two previous courses (Comm 421 and 422), requiring us to cover what was 20 weeks of materials in 14 weeks. In it we try to prepare students with all the skills they will need to be employable in a journalism or media focused communication field.

Students spent much of the class time in lecture and homework involved the creation of six reporting projects. They required a multitude of tools to execute the projects in the class, including note taking devices, audio and video recording devices, computers for research and writing, programs for social media and multimedia post production.

In addition, the evolving media marketplace has made familiarity with cutting-edge technology and related apps/programs crucial to success for students who must have expertise in mobile journalism when they enter the working world to be successful.

Solutions

Students will be trained in a more comprehensive journalistic way, to incorporate writing, photography, social media and multimedia skill using a single tool that is far more powerful than many individual pieces at our disposal.

Use of the iPad opens up a technological world that will make students better educated, better prepared and more marketable. The iPads allow us to “flip” the classroom, so that lecture time can be done as homework and instructors can devote class time to learning skills together with much more hands-on support.

Through this instructional strategy instructors will be able to cover significantly more material and focus their energies on skill cultivation and development.

Ultimately, this course will create not just journalists--but mobile journalists, who can report, write and record where news happens.

Project Goal(s)

This project aims to improve student learning in Comm 2221 through pedagogically-informed use of iPad technology. Use of these devices will enable students to participate in a wider range of traditional and new journalistic activities with less effort, thereby enabling them to spend more effort and time learning the fundamental skills of journalism. At the same time, students will improve their command of literacy skills required to communicate effectively in the 21st-century media environment.

Project Objectives Contributing to Project Goals

Objective 1: Planning

- Determine whether or not use of concentrated technology increases/enhances journalism course skill development and productivity
- Develop an iPad configuration (settings and apps) suited to facilitate journalistic activity, which can be used as a standard throughout the curriculum
- Refine and improve the iPad acquisition, distribution, training, and management procedures for educational use at Ohio State

Objective 2: Curriculum

- Instructor: Develop and redesign Comm 2221 utilizing iTunes U and iBooks Author to allow for a flipped classroom approach to instruction

Objective 3: Participants Develop Skills Required of Mobile Journalists

- Learn core journalism writing concepts and execute in assignments and in-class activities
- Develop comfort with using mobile iPad technology
- Content creation with mobile iPad technology
- Show that flipped classroom through iTunes U + iPad provides a more focused and progressive learning environment
- Embrace flipped classroom concept to more efficiently and expansively learn course concepts
- Present/publish results at education focused conference/journal
- Enhance student experience to simulate more real-world environment and greater learning opportunities through flipped class and iPad technology

Objective 4: Tools - Demonstrate Proficiency in Reporting With The iPad

- Utilizing apps for skills including note taking, web-based research, writing, social media
- Shooting video and photos with iPad camera
- Development of iTunes U course materials and iBooks textbook for more efficient content delivery system.
- Enhanced student training and skill development

Objective 5: Learning Community

- Identify enhanced course engagement through use of iPad technology and flipped classroom

- Enhanced teaching of additional subjects through flipped classroom due to more time flexibility

Objective 6: Outcome

- Develop enhanced career readiness through iPad technology and advanced learning dynamic afforded through flipped class

Objective 7: Design Assessments

- Identical pre- and post-course assessments to evaluate quantity and quality of student learning experience
- Develop assessment for each assignment to gauge development of iPad usage and comfort

In-Scope

- Implementing iPads to students in COMM 2221
- Developing and distributing course curriculum via iTunes U and iBooks
- Professional development for faculty, staff, and students on hardware and software
- “Flipping” COMM 2221

Out-of-Scope

- Development of custom applications
- Providing hardware for other Communication courses
- Developing this course to be a fully online course offering
- Other:
 - Partnerships with other courses, colleges, and/or institutions beyond OSU
 - Utilization of model in other courses
 - Grant applications, etc.

Strategic Projects Alignment

- Strategic Projects Alignment
- Digital First
- Interdisciplinary Initiatives (across colleges)
- Service Learning
- Global perspective

In aligning with our college and school strategic plans, this project will promote a spirit of collaboration and cooperation that embraces the diversity of scholarship in the College and increases opportunities for interdisciplinary and cross disciplinary research and teaching. We are fortunate to join with Digital First to collaborate and research the use of this technology in the journalism education environment.

The A&S and SoC strategic plans also call for “new innovative teaching opportunities for our faculty and enhanced learning opportunities for our students.” This project is tailor made for that; it incorporates the flipped classroom pedagogy that has become a focal point in education and utilizes technology that still considered out of the mainstream in education and journalism practice.

The desire to “enhance our community outreach and engagement, and recognize that we have a responsibility to the communities outside our campus borders to disseminate knowledge, provide valuable expertise, and engage the public” dovetails in

this project through the use of iTunes U to deliver course lecture and support materials, as the course will be accessible and interactive with learners around the world, and the iPad technology will streamline student interaction with the outside world through the use of journalism-based social media.

Cyber-Enabled Discovery is another featured aspect of the strategic plan, which will enhance the student learning experience through rigor and an openness of the mind. This course is going to turn customary journalism education upside down, through its use of the flipped classroom dynamic, which will allow for far more thought, discussion and practice in the supportive class environment. In addition, utilizing this technology, as opposed to conventional class and reporting tools, will enhance creative thought; computational, technological, and communicative skills; and hopefully prepare them for a lifetime of change.

Of the two major external pressures recognized in the Arts and Sciences strategic plan (a) a national movement placing more emphasis on the importance of a jobs- or career-based college education, and (b) the emergence of an increasingly more interdisciplinary approach to scholarship and teaching--I believe this project caters to both. This will allow students to cultivate the critical thinking and creative problem solving skills of a liberal arts education with the practical journalism skills which broaden their approach to scholarship through the course's unique and thought-provoking academic framework.

Success Criteria

Success will be identified in several qualifiable ways:

Objective 1:

- Students will be able to successfully perform the journalistic skills taught in the class on the iPad platform as well--or better--than they could under the conventional platform.

Objective 2:

- The flipped classroom will enable students to pick up skills more rapidly and demonstrate journalistic skills and even proficiency earlier in the semester, as reflected in assignment grades.

Objective 3:

- Students will also increase their knowledge through the flipped classroom in areas that prior lecture-time limitations would have curtailed.

Objective 4:

- Ancillary journalistic skills--social media and multimedia--will be in greater evidence throughout all semester assignments.

Objective 5:

- Students will show comfort and proficiency in the use of mobile devices for learning and research.

Data-Gathering Plan

The success of this grant project will be measured through a combination of the following methods:

- Demonstration of student success (in course grades and performance on standardized tests and relative to students in other areas)
- Student and instructor surveys
- Student and instructor focus groups

Due to the nature of the program, it will not be possible to evaluate the success of the project with a single year's data. Thus, the project assessment will be conducted over the course of two years.

Data-gathering #1: Evaluation of program after first semester

- Comparison of average grades for classes to those from prior years
- Pre and post assignment and course survey regarding the student experience with the iPad
- Conduct focus groups with someone outside of the college to get honest and forthright feedback about the implementation of the iPads in the classroom

Data-gathering #2: Evaluation of program after second semester

- Compare student evaluations of students to those from semester 1
- Compare the average grades of students over multiple years
- Comparison of average grades for classes to those from prior years
- Pre and post assignment and course survey regarding the student experience with the iPad
- Conduct focus groups with someone outside of the college to get honest and forthright feedback about the implementation of the iPads in the classroom

Risk Assessment

Project Assumptions

- That students can adapt to mobile learning quickly and easily.
- That instructors can adapt to the flipped classroom model.
- That course material can be adapted to iTunes U and iBooks.

Projects Risks

Risk Description	How Likely 1=low 2=med 3=high	Impact 1=low 2=med 3=high	Score likely x impact	Mitigation
New Technology	2	1	2	Concentrated and well supported development of technical comfort and competency.
Broken equipment/theft/loss	1	2	2	Cases will be included with equipment; alternative/conventional means may be used for course assignments.
Students not coming to class prepared with their iPad	2	3	6	Reminder will come in class, and via email and social media.
Unplanned upgrades or downtime from Appl2	1	3	3	Conventional methods can be used where needed to complete assignments.

Obstacles / Constraints

- FERPA
- Access to Internet Resources
- Building Capacity
- Scheduling (start-date)

Schedule Considerations / Other Projects / Related Projects

Communications

- Nicole Kraft teaches three other classes and is offering a service learning internship for 10 students.
- Nicole is also a STEP faculty member.

Ohio State Online

- One other Digital First Impact Grant will overlap with this project timeline.
- Digital First Impact Grant application/selection processes in March-April 2014.
- Innovate Conference March 2014.

Project Milestones and Major Deliverables

Milestone/Deliverable	Target	Responsible
Complete Project Plan	8/8/2013	NK/CT
All team members (listed on application) have completed CITI and COI training	7/1/2013	NK/CT
Complete all surveys for assessment	7/15/2013	NK
IRB Application submitted	7/15/2013	NK
Purchase iPads & Initial Apps	7/16/2013	NK/CT
Curriculum Planning & Development	8/1/2013	NK
Finalize Student iPad Implementation Plan	8/20/2013	NK/CT
First Day of Fall Semester 2013	8/21/2013	N/A
Student Training & Orientation	8/2013 & 9/2013	SC/SL/CT
Student Surveys (Pre & Post Course & Assignments)	TBD	NK
Student Focus Group	TBD	CT
First Day of Spring Semester 2014	1/6/14	N/A
Student Training & Orientation	1/2014	SC/SL/CT
Student Surveys (Pre & Post Course & Assignments)	TBD	NK
Student Focus Group	TBD	CT
Phase Out Agreement	3/1/14	NK/CT
Final Report Due	7/31/14	NK/CT
Journal Article Submission	7/31/14	NK/CT

In addition, the following interactions are anticipated:

Blog/Feature Story (Project Launch)	8/2013
ELT/iPads in the Classroom	TBD
Blog/Feature Story (End of Fall Semester)	1/2014
Innovate 2014	3/2014
Blog/Feature Story (End of Spring Semester)	5/2014
Blog/Feature Story (Wrap-Up)	8/2014