



Application for Courses or Programming with Experiential Learning (FY 2021-2022)

Instructor (faculty or staff) or program coordinator (faculty or staff) certifying that their academic course or program has embedded activities and/or assignments which meet one or more of the three QEP engagement opportunities must submit the following to the QEP coordinator 30 days prior to the start of the program/activity.

Direct questions [to qep@valdosta.edu](mailto:qep@valdosta.edu)

Additional information regarding Experiential Learning is located on the QEP website: QEP.valdosta.edu

Principal Instructor or Program Coordinator:	_____
Course Prefix and Number or Name of Program	<u>MDIA 4400</u>
If Course, CRN:	_____
If Credit-Bearing Course, Total Credits:	<u>3</u>
Term(s) or Length:	<u>Fall, Spring terms</u>
Estimated Frequency of Offering:	<u>Every Fall & Spring</u>

1. Please identify the experiential learning category[ies] for this activity/program:

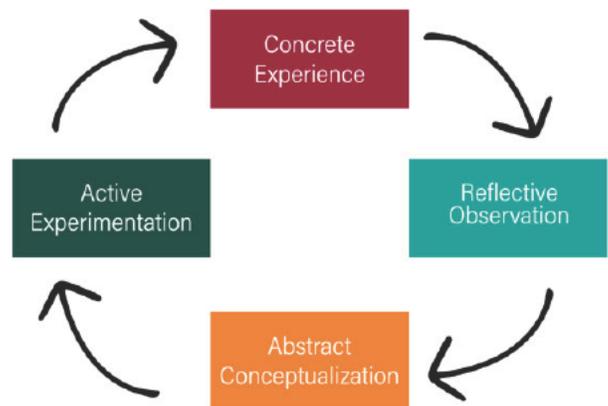
GOAL1= Research and Creative Inquiry

GOAL2= Global Citizenship

GOAL3= Servant Leadership and Community Engagement

Experiential Learning Cycle

***Please describe the activities associated with each stage of the Experiential Learning Cycle on the next two pages.*



David Kolb (1984)



Concrete Experience

Choose one of the following options that represents the Concrete Experience task for students participating the Experiential Learning activity.

Readings

Describe this task in further detail.

Throughout the semester, students are assigned readings from both their textbook and research journals. The assigned readings are broken down into theoretical (foundational) readings and application readings where a scholar has utilized a methodological approach discussed in our class (MDIA 4400), and applied it to a media text or practice. This format provides students with the foundational knowledge of critical media theory, as well as application examples for them to mirror their own media analyses on. The comprehension, synthesis, and applicability of these assigned readings are often difficult for students and require further discussion in class. Therefore, the readings are combined with active learning techniques during class such as checks for understanding, the "muddiest point" polls and discussion, and think-pair shares. The readings and in-class learning combined provide a blueprint for students' own attempts at media research.

From there, students will create a paper outline that is comprised of three "checkpoints" for instructor feedback and review: 1. Their research topic and thesis; 2. An annotated bibliography and; 3. A full-sentence outline. The paper planning process (i.e., checkpoints), begin at roughly week four in the semester and are generally 2-3 pages in length (see Appendix A for an example outline). The checkpoints are completed for a grade, but there are no points deducted for content issues or questions posed, as this process is really meant to help improve students' paper rather than penalize them for questions/areas for improvement. Each of the checkpoint due dates are roughly one week apart.

The readings continue throughout the semester so that students are continuously introduced to new perspectives and approaches as they work on creating and refining their own work. Following feedback from these first three checkpoints, they will submit a first draft of their own research paper. The task in this research assignment is to select one methodological approach and apply it to a media text of the students' choice (e.g., a film, TV series, musical artists' work, etc.)

Reflective Observation

Choose one of the following options that represents the Reflective Observation task for students participating the Experiential Learning activity.

Peer Analysis and Feedback

Describe this task in further detail.

Students will complete the outline and first drafts at roughly mid-point in the semester. Outlines and first draft papers will receive a grade and instructor feedback; this feedback is to be incorporated into the students' final research paper. Additionally, once students have



received feedback for their first draft, they participate in a private reflection assignment where they answer the following questions:

- What was the most challenging aspect of completing your first draft?
- What did you learn about yourself as a writer?
- What might you do differently as you work toward your final paper?
- What do you think is the value to you personally, intellectually, or academically in completing this assignment?
- What is your response to the feedback provided by the instructor? Be specific.

Finally, students will also participate in peer analysis and feedback during the poster symposium. Through this process, students will evaluate a set number of research projects per class period (e.g., four per day), which will be returned to the instructor and the student for further consideration.



Abstract Conceptualization

Choose one of the following options that represents the Abstract Conceptualization task for students participating in the Experiential Learning activity.

Sequencing Facts/Events

Describe this task in further detail.

In the outlines and first draft papers, students will receive feedback from the instructor and their peers regarding how to improve their final research product. The latter form of feedback takes place during an in-class peer evaluation exercise where students read and review the work submitted by peers. Sequencing of information, logical flow, and cohesion are all questions addressed in the peer evaluation form (See Appendix B for evaluation form). Following this feedback, students must determine the organization, sequencing, and inclusion of facts/ findings in their final research paper. They will also need to consider what information is relevant and applicable to their research project. Finally, they will also need to consider how these findings translate via the written word as well as through a visual medium (i.e., poster presentation).



Active Experimentation

Choose one of the following options that represents the Active Experimentation task for students participating the Experiential Learning activity.

Authentic Applications

Describe this task in further detail.

Students in the course will incorporate the feedback received – at various stages— to further develop and hone their research project. They will apply what they have learned about media theory, the research process, and writing results into a final research paper that will be submitted for a grade. Importantly, the application and findings addressed within the research paper will also be presented in a symposium-style poster presentation at the end of the semester. Ideas and content for the poster symposium will be addressed for at least two class periods prior to the research symposium. During these class periods, students will review in groups (and with the instructor) their ideas for presenting their findings at the research symposium. The symposium will take place in the UC Rose Room and is open to additional faculty (beyond the course instructor) as well as other students in the Communication Arts Department. Allowing for a broader audience will provide meaningful commentary and feedback from others outside of the MDIA 4400 class. Students will also evaluate each other's final research product via a peer evaluation form (see Appendix B-2).



2. I agree to have student participants submit the **written reflections** about the opportunity using the instruments provided by the QEP Coordinator.
 Yes
 No
3. I agree to score the student written reflection using the rubric provided and provide that information to the QEP Coordinator 30 days after completing the learning opportunity.
 Yes
 No
4. I agree to write an instructor or program coordinator reflection about this experiential learning activity and provide it to the QEP Coordinator 30 days after completing the learning opportunity. [1-2 max pages]
 Yes
 No
5. A) If credit-bearing course, USG-approved attributes will be assigned to the course in Banner for the term specified. Mark those codes below for which you believe best describe the learning to take place in the course.
B) If program or non-credit-bearing course, identify the total contact hours for the experiential learning opportunity _____

Service Learning. Courses that (1) require student participation in service projects or community engagement (either on campus or through institutional partnerships with off-campus organizations) and (2) integrate the service experience into the course content

- ZSL1= Service learning courses that require 10 or less hours of service
- ZSL2= Service learning courses that require 11 to 20 hours of service
- ZSL3= Service learning courses that require 21 to 50 hours of service
- ZSL4= Service learning courses that require 51 or more hours of service

Undergraduate Research or Creative Project. Courses that are primarily focused on an undergraduate research experience where the students conduct an original research or creative project

- ZUR1= Research or creative project requires 30 or less contact hours
- ZUR2= Research or creative project requires 31 to 50 contact hours
- ZUR3= Research or creative project requires 51 to 100 contact hours
- ZUR4= Research or creative project requires 101 or more contact hours



Work-based Learning. Courses that (1) require for-credit internships, practicums, clinicals, co-ops, or similar work-based experiences and (2) integrate the work experience into the course content.

- ZWL1= Work-based component requires 30 or less contact hours
- ZWL2= Work-based component requires 31 to 50 contact hours
- ZWL3= Work-based component requires 51 to 100 contact hours
- ZWL4= Work-based component requires 101 or more contact hours

Capstone.

ZCAP= Course offered to undergraduate students to capture a culminating project or exhibition (e.g., a thesis, performance, project) that serves as a final academic experience.

Study Abroad

- ZSAB= Study Abroad (The course is taught outside of the United States and results in progress towards a degree at the student's home institution)
- ZSAW= Study Away (The course is similar to Study Abroad in that it generates similar educational, learning and development objectives by teaching students to think, reflect upon themselves and interact with others but it is taught within the United States in a location significantly different than the home campus.)

Identify the duration of the trip (not the length of the course):

- ZSA1= Less than 2 weeks
- ZSA2= 2 to less than 4 weeks
- ZSA3= 4 to less than 8 weeks
- ZSA4= At least 8 weeks but less than a full semester
- ZSA5= One semester

Identify other applicable components about the study abroad/study away experience:

- ZSAC= Faculty Led (The course is taught by a faculty member at your institution who is leading the trip)
- ZSAD= Branch Campus Abroad (The course is taught at a USG's branch campus abroad such as the sites in Costa Rica, Cortona, Oxford, Montepulciano)
- ZSAE=Embedded (The course is partially taught on the USG campus, and partially taught abroad, such as courses with a trip over Spring or Winter Break)
- ZSAF=USG Consortium Study Abroad (The course is taught as part of one of the USG World Regional Council Study Abroad trips, such as European Council and Asia Council trips)
- ZSAG=International Service Learning (credit bearing volunteering, community development and/or other related educational experience abroad)
- ZSAH =Internship Abroad/Away (credit bearing work experience abroad)
- ZSAI =Research Abroad/Away (credit bearing research experience abroad,



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6. Please mark which skills that a student will learn more about and experience through participation in this course:

- Problem-Based Learning
- Explore Cultural Differences
- Explore Individual Differences
- Reflect and articulate personal growth and development
- Take initiative and make decisions while being held accountable
- Reflect and articulate development of knowledge
- Reflect and articulate development of skills
- Reflect and articulate development of values

**When you have reached this point, please email your application (*including the Defining Experiential Learning Activities in Your Course or Program document*) along with the names of your Department Head and Dean to the QEP Coordinator at qep@valdosta.edu with the subject line: *Application for Courses or Programming with Experiential Learning*. Any revisions or questions can be addressed at this stage. The QEP Coordinator will conduct an initial review of the application within 10 days. The approval process will be completed using DocuSign after an initial review of the application.

7. Approval of Department Head: _____ Date: _____

Approval of Dean/Director: _____ Date: _____

Approval of QEP Coordinator: _____ Date: _____