

Teaching with pop culture

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By

Valerie Housley

Capstone Advisor:

Kevin Stein, PhD

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Abstract

How and if a student learns is greatly influenced by an instructor's approach to teaching course content. This paper discusses how the use of pop culture in the classroom along with an Andragogical teaching model can enhance a student's ability to learn course concepts, remit them to long term memory, and apply them to real life situations.

Capstone project: Teaching with pop culture

I returned to college as a non-traditional student in 2012 after a 25 year absence. I was very fearful of what school would be like at age 44 and if I would be capable of learning and retaining information. I had previously been an honor student and had high expectations of myself. To my surprise, I found myself completely immersed in the learning process with an entirely different perspective than I had at age 19. I was not in school to get good grades, but I was in school because I wanted to learn. As I sat in each course I asked myself how what I was learning applied to me and how I could use the information to become a better person. I found myself drawn to professors that taught me to identify how to apply the material to my own life experiences.

Craving knowledge that I could use in everyday life as well as in my career I made the decision to get my degree in Human Communication. I had one particular professor, Dr. DiVerniero, whose teaching style coincided with my desire to be able to identify what I was learning in real life situations. When I pondered on what it was about her teaching that I was so drawn to, I identified her use of mediated examples as what facilitated this kind of learning. Dr. DiVerniero would teach us a communication principle and then show us a mediated clip and ask us to identify principles from our lesson in the clip. This allowed me to put my learning into practice immediately and helped me reinforce the principles that I was learning and transfer them to my long term memory.

I had the opportunity to do two teaching internships during my undergraduate work. As a teaching assistant for Intercultural Communication and the TRiO Smart Start Class I discovered my love of teaching. Assisting students in learning communication concepts and witnessing their “aha” moments brings me great joy. I set out on a path to be able to teach communication

courses at the college level. During my studies, I became familiar with a teaching approach called andragogy. Andragogy is based off of the belief that children and adults learn differently. “Andragogy is the art and science of helping adults learn” (Knowles, Holton, & Swanson, 2015, p. 40). While learning about andragogy I began to see how principles of andragogy helped explain why I was drawn to the use of popular culture in my own learning. Because of this connection I started to wonder how teaching with an Andragogical approach while using popular culture might enhance learning for students at the college level.

Given the option to do a professional project to fulfill my capstone requirement for my Masters of Professional Communication at Southern Utah University gave me the opportunity to explore this idea. I taught a section of Interpersonal Communication at Dixie State University in the fall of 2016. For my professional project I developed curriculum and taught the course using popular culture. Popular culture examples were found to show the different communication principles outlined in the text, *Interpersonal Communication*, by Joseph A. DeVito. Students were asked to identify the communication principles shown in the popular culture examples. The hope was that this would help the students see the principles being taught in action. Learning to identify behavior is the first step toward being able to change it. Mediated clips were also used to facilitate classroom discussion. Seeing what is being explained and then discussing it brings further understanding and helps students reinforce the principles and move them from short term memory to long term memory.

Justification

Communication is a very unique subject to teach. It’s not straight forward like math or science. A communication professor finds him or herself in a room full of students who have already been communicating both consciously and subconsciously all of their lives. Student’s

self-concept, individual values, and attitudes are closely tied to how they presently communicate. A communication teacher has a special responsibility because they have the power to change not just what their students know, or even can do, but who they are (Sprague, 2009). Communication skills can improve relationships and change perspective which usually translates into changing lives.

People have known from the time of Aristotle that the best teachers are those who know their audience well. The times are changing and we live in a world of technology. Students now carry a computer in their pocket and much of what they know about the world has come from the popular culture they consume. Hall (2011) asserts, “Thoughtfully incorporating pop culture texts into curriculum offers promising possibilities for engaging youth and helping them find relevance in academic texts” (p.304). To truly reach their students the teacher must speak his or her language. Students in today’s classroom are highly versed in popular culture and teachers have the opportunity to bring meaning beyond entertainment. By integrating popular culture into their curriculum, teachers have the opportunity to teach their students to think critically and be more educated consumers of popular culture.

Literature Review

Throughout history the pedagogical model has been used in the education system. Interestingly, pedagogy actually means the art and science of teaching children. In this model of teaching the teacher has complete responsibility for decisions about what will be learned, when it will be learned, and if it has been learned. In this model of learning the students only need to know what the teacher wants them to know to get a good grade in the class. The only experience that is considered is that of the teacher and the textbook writer. The student takes on the role of a dependent personality that relies on the teacher for knowledge and approval (Knowles et al.,

2015). The pedagogical teaching approach is appropriate for very young children as they have very little life experience to apply their learning to. As children grow and become adults, their learning needs change. Educators in higher education should be aware of these changing needs and adapt their teaching accordingly.

Learning is a process that includes gaining new information and applying this new information to already lived experience. Tulbure (2015) asserts that learning is a process that occurs in stages. The first stage includes contact with the new information and processing that information until understanding occurs. In the second stage, this information is internalized and compared to previous experience. The third stage is to take this new knowledge and put it into action. The final stage, there is a change in behavior based off of this new knowledge. As an individual gains more and more of their own life experience their learning needs change.

In the Andragogical model of teaching it is believed that before an adult learner will undertake learning something they need to know why they need to learn it. The teacher is viewed as a facilitator providing the students with real or simulated experiences in which they can discover for themselves why it is important for them to learn the principles being presented (Knowles et al., 2015). Pop culture provides a rich store of resources that instructors can use to provide simulated experiences. Another assumption of andragogy is the adult learners have a desire to be self-directed and want to be responsible for their own learning (Knowles et al., 2015). Hill (2014) did research to discover graduate students' perspectives on effective teaching. She asserts,

Learning occurs by matching new information against existing knowledge and establishing meaningful connections. Learners select and process new information to fit with, connect to, or challenge their existing knowledge. Learning is affected

by the context as well as the beliefs and attitudes of the learner and, therefore, effective teaching occurs by stimulating students to ask their own questions (p. 58).

Mediated examples can create a foundation for students to come up with brand-new questions to be answered (Swimelar, 2013). Popular culture can provide simulated life experience for students to see communication principles in action.

Adult learners have considerable life experience and are motivated to learn only when they perceive that the learning will help them deal with problems and perform tasks that they confront in everyday life (Knowles et al., 2015). Kasworm (2008) found that learning involves more than just acquiring knowledge, but providing insight into to students about how their learning fits into their lives, how it is applicable to their roles and responsibilities, and how it is relevant to their life experiences. Instead of expecting students to learn from the teacher's knowledge and experience, teachers can provide opportunity for students to create their own learning (Hill, 2014). Popular culture gives teachers an ideal medium to engage students in the classroom and provide an interactive educational environment that will encourage their critical thinking and improve their communication skills (Pryor, 2008).

Communication skills are valuable in every aspect of life, but can also be essential to gaining knowledge. To become educated in any field, students must be able to analyze, organize, refute, and defend ideas. Knowledge is created through communication (Sprague, 2009). "Ideas come into being through social construction; there is no "truth" to be apprehended until that truth takes form in language and is processed interpersonally" (Sprague, 2009, p. 20). Therefore, concepts of interpersonal communication are essentially the foundation of learning.

Interpersonal communication courses are often the “hook” class that gets students interested in the relationship process and higher level communication classes. A high level of discussion of ideas and issues are most effective in communication courses (Nicholson & Duck, 2009). “Students are encouraged to recognize the relevant communication processes and phenomena in their own relationships and to recognize, analyze, and respond to situations in their daily life more effectively.....These days it is refreshing to note that many TV programs such as Seinfeld or films such as When Harry Met Sally present students with compelling examples of real-life situation to which they could apply their learning of interpersonal communication skills” (Nicholson & Duck, 2009, p. 89,93). Using mediated examples for students to analyze allows them to practice their skills and we all know that to develop any skill we must practice.

Instructors must understand how their students learn in order to use the best strategies to facilitate learning. Willingham (2009) asserts that increasing students’ cognitive engagement has been demonstrated to increase their information retention. Indeed, the cognitive psychology literature also indicates that people tend to remember what they pay attention to. Students in today’s classroom are definitely paying attention to popular culture. The average American home has more than three televisions and internet connections. Millennials were introduced to technology at birth. They get their information via the media and have always known a constant flow of pop-culture trends (Mears, 2012). Pryor (2008) states, “Our students are captivated by the character, storylines, and gossip provided by pop culture (television, movies, magazines, books, sports, music, advertisements, and the Internet). They always seem more engaged when we incorporate examples and analogies from popular culture into our lectures” (p. 396). Whether we like it or not pop culture has a profound influence on our students.

Human beings are naturally drawn to stories. Psychological research has shown that information presented in the form of a story has a special place in the human memory and is treated differently than other types of information (Willingham, 2009). Ballaro (2003) argues that, “There is not faster way to tune listeners into your message than to package the message in the form of a story. Personal accounts.....establish an instant rapport with your audience” (p.3). Learning course material in the form of stories maximizes the student’s potential for retaining the information (Cook & Klipfel, 2015). Much of popular culture is presented in story form, therefore, giving the student a better chance to retain the information. In order for something to be truly “learned,” the information or process must go into the memory and then come out again in order to be applied to new contexts and situations. Practice is one of the most critical components of committing principles to long-term memory (Roediger & Butler, 2011). Applying interpersonal communication principles to popular culture texts give students much needed practice.

Many professors are beginning to turn to popular culture to reach across the generation gap. Tom Beaudoin, a professor of theology, states “using popular culture to teach theology not only enhances learning, but it also establishes good teacher-student rapport, and it predisposes students to the subject matter.....It is from their culture, and it shows that I want access to them; it renders them benevolent to the lesson. They’re laughing and more ready to learn” (LeReau, 2005, p. 13a). One of Beudoin’s students talks about how watching movie clips in class helped her understand subject matter that she once struggled to see as relevant to her life (LeReau, 2005). An English professor, Richard Simon, wrote an article about how he shows his students examples of how popular culture often parallels the literature that they are studying in class. For example, the TV sitcom Friends is a contemporary version of Shakespeare’s comedy Much Ado

about Nothing, so he gives equal time to Friends and the play. Simon is most interested in his students understanding and talking about Shakespeare, but what his students most want to understand and talk about is Friends, so he meets them in the middle (Simon, 2000). Pop culture has the power to bring teachers and students together.

Exposing students to popular culture helps develop their critical thinking skills. Students learn to question ideas that are put before them and uncover social and political meaning within the text and consider how those texts are trying to influence their audience. Students learn to question and analyze ideas that are presented to them, instead of just merely acting as passive recipients of information (Hall, 2011). As you can see, use of popular culture in the classroom can facilitate discussion, give students much needed practice of applying principles, increase the likelihood of information being committed to long-term memory, and enhance teacher student relationships.

Method

After my capstone project was approved I will spend the summer developing lesson plans for the Interpersonal Communication course using *The Interpersonal Communication Book*, by Joseph A. Devito. As I designed the PowerPoint presentation for each chapter, I spent time searching for popular culture examples that demonstrated the concepts and processes being taught. I purposefully sought artifacts that showed exaggerated examples of the concepts to help students recognize the concepts easily. I integrated the pop culture examples into my PowerPoint presentations for quick retrieval. I developed questions to be posed to the students asking them to identify the chapter concepts in each pop culture artifact.

The Devito text covers the following topics: foundations of interpersonal communication, culture and interpersonal communication, perception of the self and others, verbal messages,

nonverbal messages, listening, emotional messages, conversational messages, interpersonal relationship stages, interpersonal relationship types, conflict and conflict management, and interpersonal power and influence. I chose a handful of important concepts from each chapter to supplement with pop culture examples. Overall, 56 pop culture artifacts were used in the 12 chapter presentations. Some of the concepts reinforced included: culture, self-concept, self-esteem, perception, emotion, active listening, verbal and nonverbal communication, gender differences in communication, conflict management, and relationships. Popular culture artifacts included TV and film clips, You Tube videos, music, photos and social media text. Please refer to Appendix A for a complete list of pop culture examples used and what concept or process they demonstrated.

The lesson plans that I developed were used to teach Communication 2110 Section 22 (Interpersonal Communication) at Dixie State University Fall Semester 2016. The class was held in the Jennings Building room 184 on Tuesdays and Thursdays from 4:00 to 5:15 p.m. I had 18 students in my class, the majority being freshman. Popular culture artifacts were used to help students identify communication processes and spur discussion that might help them better understand themselves.

Students were given a mid-term and a final exam that were take home essay exams. For the mid-term exam they were asked to watch the movie *My Big Fat Greek Wedding* and identify specific interpersonal communication concepts from chapters 1-6 of the text. Students were asked to answers questions about how the film showed concepts such as transmission of culture, ethnocentrism, sources of self-concept, perception, and that the message meanings are in people not words. Students were given 2 weeks to complete the exam and submit it on canvas. A complete copy of the exam and its instructions are located in Appendix B.

The final exam was administered in an identical manner, but students were asked to watch the film *My Sisters Keeper* and identify specific interpersonal communication concepts from chapters 7-12. Students were asked to answer specific questions about how the film showed concepts such as the listening process, listening barriers, family types, family rules, conflict management strategies, and stages of grief. Students were again given two weeks to complete the exam and had to submit it on canvas during finals week. A complete copy of the exam and its instructions are located in Appendix C.

The final use of popular culture used to assist students in their learning was the Portfolio Assignment. The purpose of this final projects was to help the students put into practice what we had been doing all semester – finding examples of interpersonal concepts in everyday life, and material (artifacts) to support/contradict or illustrate propositions relevant to interpersonal communication. Students were asked to make a portfolio using 20 different pop culture artifacts of their choice that show concepts that they learned in class and explain how the artifact they chose demonstrates that concept and how learning about this concept has helped them understand themselves better. In other words, what does the artifact tell us about interpersonal communication?

I held an informal focus group in class a few weeks before the end of the semester to give students in my class an opportunity to give their assessment of the class. I asked very neutral questions to keep from leading the students. Some of the questions included: (1) What was your attitude coming in to this class? (2) What did you appreciate about the class? (3) What did you find challenging about the class? and (4) How did the teaching approach affect your learning? With only four questions the focus group lasted somewhere between 20 and 30 minutes.

I chose to moderate the focus group myself because of the relationship that had been

developed with my students throughout the semester. I trusted that my students would be honest in their evaluations. Before asking any questions, I asked my students to please be honest in their responses because that is the only way that I could learn from my experience. The focus group was recorded and later transcribed. A complete transcript of the class focus group discussion is included in Appendix D.

Teaching Philosophy

When preparing my curriculum I had to decide how I wanted to approach teaching the class and how I would present the material. I have always been a firm believer that students learn best when they participate. I knew from personal experience that it is very difficult to take information in and retain it when you are simply lectured at and given multiple choice tests. I myself learn best when I am given the opportunity to discuss course concepts and discover how they apply to me and my life and why it is important for me to know. As discussed in the literature review, I have discovered that my approach to teaching is very much in line with the Andragogical model. Knowles et al., (2015) asserts that adults “learn new knowledge, understanding, skills, values, and attitudes most effectively when they are presented in the context of application to real-life situations” (p.46). Popular culture provides an almost endless library of real-life examples that can give students the opportunity to practice identifying interpersonal communications concepts in their own lives.

Adults bring to the classroom a wide array of experience, creating an environment where some of the richest resources for learning reside in the adult learner themselves (Knowles et al., 2015). I have found this to be positively correct. As I thought about my class and how I could create the best environment for learning I kept thinking about how much I have learned in my life from my children. I asked myself how I had learned from my children and what about the

relationship created that opportunity. I came to the conclusion that the reason that I had the opportunity to learn from my children is because I had always allowed them to have a voice and actually tried to see things from their perspective. I realize that I am not all knowing and can learn from anyone around me. With this in mind, I had the desire to create a classroom environment where my students and I learned from each other, a classroom where my students were comfortable with sharing their own experiences, views, and attitudes about course concepts. I view myself as a classroom facilitator, presenting concepts and examples and then allowing open discussion to facilitate learning.

I decided that I would present this philosophy to my students in the class syllabus and discuss it on the first day of class, hoping that they would do their part to make this happen. I realize that in order for this kind of a learning environment to exist it will require that my students come to class having read the course text and be willing to participate at a higher level than they are accustomed to. The following paragraphs were included in the course syllabus under class participation:

In order to have a productive class discussion of the concepts presented in our text it will be necessary for students to come prepared having done the assigned reading. This is a very interactive class and you are expected to contribute substantially to the class discussion. There must be present a strong willingness on your part to commit your thoughts into words, to share them with your fellow students and faculty, and to argue for them in the face of opposing viewpoints. Sharing your insight in these ways is particularly meaningful in this communication course, since verbal facility and presentation contribute to success in communicating effectively. Attending class is absolutely imperative and a

portion of your grade will come from your in class participation. Being present in class and participating is a pre-requisite to getting a good overall grade.

My role in this class will primarily be that of a facilitator of discussion...someone who brings to you certain texts and readings that are relevant to the course. I hope that we can all teach each other, through our own experiences and reflections about relationships in various communication contexts. Discussion can be a lot of fun if everyone participates. Respect for every student's experience and opinion will be expected.

I went over this information with my students on the first day of class and explained my teaching philosophy and why this would be important to the class and their learning.

Class Preparation

I spent the entire summer preparing for the class. I began by asking a few instructors of Interpersonal Communication if I could observe their class. Both Eric Young and Jonathan Morrell were happy to have me observe and offered to help me in any way they could. I was able to review the course outline for each of their classes and discuss with them their teaching philosophy. They have both been teaching Interpersonal Communication for over 20 years and both claim that it is their favorite class to teach and that it might be the most important college class that any student will ever take. I gained much insight by observing their teaching. One thing that I observed is that stories caught and kept the students attention most often. After spending time observing I began to design and create my own curriculum. I read each chapter carefully and created a PowerPoint presentation for each chapter. I chose concepts from each chapter that I felt were important and that I wanted to reinforce with pop culture examples. After identifying concepts I would spend time searching for specific examples from popular culture to

use. This was very time consuming, but I wanted to find examples where the concepts were somewhat exaggerated feeling that this would help the students identify the concepts more readily.

After finding the examples, I would embed them into my PowerPoint presentation to make accessing them in class easier. Then I would develop some open-ended questions to ask about each clip that would help students identify concepts and facilitate in class discussion. For example, I chose to show an episode of “Idiot Abroad” to illustrate the stages of culture shock. In the episode Carl makes his first trip to China and is faced with many bizarre customs and foods. After showing the episode, I planned to ask students to identify specific examples from the episode that demonstrated the cultural shock stages of honeymoon, crisis, recovery, and adjustment. After the students had done this, I planned to ask them to give me examples from their own lives when they have experienced culture shock and how they moved through the stages.

Palmer (2015) states that it is important to analyze your audience and ask the following questions: “Who are your audience members? What do they know? What do they want to know? What mood are they in? How will they receive the message at 8:00 a.m. Monday as opposed to 3:30 p.m. on Friday? Do everything you can to get inside their heads” (p. 49). I attempted to do this and find examples that my students would relate to and find relevant. I found a number of television sitcoms to be rich in examples of interpersonal communication concepts. Some of these sitcoms include: Friends, Everybody Loves Raymond, Seinfeld, and King of Queens. After adding the pop culture examples my PowerPoint presentations were complete.

Next I took on the task of designing a mid-term and final exam for the course. I am not a fan of multiple choice tests. I believe that to pass a multiple choice test a student does not have to

truly understand the course concepts, but can simply memorize terms for a short period of time and pass with flying colors only to forget the material a few days later. I wanted to design a test where my students could further practice their skills of identifying the principles of Interpersonal Communication using popular culture showing their understanding of these principles. I spent the time to find a movie for each exam that clearly displayed examples of chapter concepts. Students would be asked to watch the movie and then answer the questions posed in essay format. Each exam had three to four multiple-part questions. Students would be asked to answer each question in a one to two page essay. The exams would be distributed to the students two weeks before their due date and were open book, open note take home exam.

My final preparation was to come up with an assignment for the students using popular culture. Many classes have students write a paper of some sort to demonstrate their learning of course content. I wanted to create an assignment that would be a unique learning experience and not just a regurgitation of course content. I decided that I would like the students to have their own experience in finding pop culture examples of the course concepts. I designed an assignment where my students would be asked to create a portfolio using popular culture artifacts. Students would be asked to find 20 popular culture artifacts that demonstrated concepts learned in the course. With each artifact students were to write 1-2 paragraphs describing the concept that the artifact illustrates and how the artifact illustrates this concept. I planned to give this assignment to the students at the beginning of the semester so they could be looking for artifacts as we learned about the different concepts in class. I thought that if they worked on the assignment a little bit at a time throughout the semester it would be a fairly simple exercise. After completing this assignment my preparation was complete and I was ready to begin teaching the course.

Class Experience

As the day for classes to begin grew near, I found myself being both excited and nervous. I couldn't wait to start teaching these life changing communication principles to my students, but at the same time I was a little nervous being a first time teacher. On the first day of class, I introduced my students to the course curriculum and described my teaching philosophy. There was a clear reaction of approval from the students as I presented the idea that we were there to learn from each other. I could see many nonverbal responses such as head nods and eye brow raises. I asked my students how many of them were first semester freshman and all but two students raised their hands. I knew at that point that the open discussion format could prove to be a challenge as the majority of the class was coming directly from a pedagogical atmosphere. It was likely that these students had not been called on to share personal experiences and participate in open class discussion. I prepared myself for a transition period.

The first few class periods were a bit rough. It was my first time teaching unassisted and this was a different learning environment then what my students were used to. I was a little nervous and my questions were often greeted with blank stares. At first I would wait a couple of seconds and then kind of answer my own question. I gradually became more secure with silence and waited for the students to process the question and formulate a response. At times I would reword the question in hopes that it would help their understanding.

Even in the beginning when the students were not commenting as much, I noticed that they really enjoyed the use of pop culture in the classroom. Their eyes would light up and they would have smiles on their faces as we watched the clips. Over time the students became comfortable with the teaching approach and started to participate more and more. About four weeks into the semester, my students were at ease with my teaching approach and openly sharing

about their personal experiences in a way that we were all learning from each other. In fact there was so much participation that I often had to tell my students that we needed to move on before everyone that wanted to had the opportunity to comment.

One of my favorite class discussions occurred when we were discussing relationship types. We were learning about gender and friendship. I showed a YouTube video that I had found where a student from Utah State University goes around campus and poses this question, “Can guys and girls be just friends?” All of the girls interviewed strongly believed that it is possible for guys and girls to be just friends, but all of the guys interviewed said that it was not possible for a guy to be just friends with a girl, he was always secretly hoping for more. I posed this same question to my class. “Can guys and girls be just friends?” This started the liveliest discussion that we had all semester. My class seemed to be split down the middle just like the students in the video. One student said, “I don’t know what you guys are talking about, I have a lot of girls that I am not attracted to that are just my friends.” This spurred me to ask, “Does that mean you can only be friends with ‘ugly’ girls?” After much debate, the class came to consensus that guys and girls can only be just friends if there is no physical attraction.

Students ultimately felt safe sharing in the class and we all began to learn from each other, just as I had hoped. This type of classroom environment makes learning fun for the student and the teacher. I would have to say that the best part about teaching is seeing your students actually grasp the concepts being taught and openly discussing how using these concepts could change their lives. I found myself being almost giddy to go to class each time. I couldn’t wait to see how my students would react to the new information and what interesting perspectives would be shared. Hill (2014) found that graduate students thought that two of the most important elements to teaching are compassion for the students and passion for the subject. They felt that

“when the instructor’s excitement is contagious, it is much easier to learn a subject. Therefore, they valued a teacher who likes teaching.....allowing one’s personality to show and being creative were also mentioned” (p.63). I felt this; I only hope that my students were able to see my excitement about the subject matter.

Results

Informal Focus Group

On November 17, 2016 I held an informal focus group with my class to get their feedback on my teaching approach and how it influenced their learning. I did my best as to keep the questions broad as not to lead the students in their responses. I first wanted to get a feel for why they took the class and what they had been expecting before attending class. I posed the question, “What was your attitude coming into this class?” I received an array of answers. Some students had taken the class to fulfill a General Education requirement and others had taken the class because it was recommended by someone. One student said, “To see how communication was put into a lesson rather than just me talking to somebody else. What are the principles of communication?” When I asked what the students were expecting from the class, some said they thought there would be a lot of talking or maybe a discussion group. One student said, “It was thinking that it was going to be real boring and that I was just going to be lectured at because I had a psychology class like that and it was really bad.” As you can see the students had varying attitudes coming into the class.

The second question that I asked the class was what they appreciated about the class. A number of students commented that the course made them have more appreciation for how important communication is and that it was fascinating to see how people communicate and why they think the way they do and kind of what is going on in their heads. Others appreciated being

able to hear other students' point of view and see how different people perceive things differently. One student said, "I appreciate the open discussion. This is by far my most open discussion class. I like hearing everyone's thoughts." At this point, I asked the students how hearing other people's perspective helped in their learning process. One student expressed that she is not as quick to judge as she used to be, realizing that through other ways of seeing, she tries to put herself in other people's shoes. Another student said, "It just makes the thought process a little more rational. You can think clearer about how they might be seeing it. Like we discuss things like sympathy versus empathy and it is something that you really haven't ever thought about and then you see how to respond in certain situations." From these responses, I felt that the open discussion approach to the class had been successful.

Next, I asked that class what they found challenging about the class. The first response from almost the entire class was the quizzes. I had given a ten question multiple choice quiz at the beginning of each chapter mostly to facilitate the students reading the course text. To have an open discussion format in any class, it is vital for the students to be familiar with the material which translates into reading the chapter. When I asked what was difficult about the quizzes, it seemed to be the consensus that it was hard to remember specific terms from just reading the chapter one time and others thought it was just too much material to remember at one time. I wondered to myself how they would have handled taking a multiple choice test on half of the book.

One student found it difficult to be in a class where there really isn't a right or wrong answer to the questions. The material is subjective and he feels that even the textbook is ultimately just someone's opinion. He made the comment that the human mind is just not chemistry. Another student found it challenging to realize things about himself that he needed to

change as he learned communication principles. One student said that it was kind of hard to realize that the way you see something isn't the only way to see it and you can't be offended when someone sees it differently than you. From these comments I could see that having an open discussion format had challenged my students to expand their thinking and ask themselves critical questions.

The final question that I asked the class was how they felt about the teaching approach and how it affected their learning. One student shared, "I like it because this is a comfortable class. You don't feel awkward in here so it was just fun and comfortable and easy to learn." Another student expressed that she thought it was cool that the teacher didn't just tell you everything that in our class you were learning from us and it was a back and forth thing. One student said, "I liked how it was lax enough that you feel comfortable and interactive enough that you feel involved. It is like you could apply some of what we talk about and like when you are standing up and lecturing and talking about stuff and you have slide shows and the examples that you give would be funny but they were relevant about stuff." At this point I asked what kind of examples he was talking about and he said the YouTube videos. This gave me the opportunity to address how the use of pop culture had affected their learning.

The entire class agreed that they felt the clips had assisted in their learning. I received comments about how the visual representation of seeing the concept helped and that by having an exaggerated version of it helped isolate the concept. One student shared, "I feel like the approach, how he said, a sitcom or something, that would grab my attention and that would make me hear out the actual concept. Like a clip from *Friends*, I can enjoy that. So that will grab my attention. I could lock in easier. You would say here is an example and how a clip of something funny or depressing or whatever it may be. It was good to be involved in it and actually enjoy

watching it.” Another student expressed that the clips helped break up the lecture. These statements confirm that the use of popular culture in the class room does grab the attention of the students and help them learn to apply the course concepts.

As a follow up questions I asked the class how they had felt about the take home exams. There were mixed responses to this question. Many of the students said that they were confused about exactly what they were supposed to do. Not having ever taken a test like this they felt that they needed a little more direction in how to complete the task and they didn’t know if it was ok to ask questions because it was a test. Some students felt that having to watch an entire movie was asking too much and wished I would have just used short clips. One student suggested that maybe I could have had a sample response for them to reference.

Other students expressed that they had really enjoyed the exam style. One student shared, “I liked it. I understood what I was supposed to do but I asked questions too. I like it because it really does help show if you know the concepts or not in a different way. With a multiple choice test you can just guess. With this either you know it or you don’t. It reinforces what you know and helps you learn what you don’t know and it shows that you have taught it well.” Numerous students expressed that they liked the test, that they thought it was very straight forward and they enjoyed taking it.

Peer Review

Dr. Rebecca DiVerniero oversees all of the Interpersonal Communication courses taught at Dixie State University. Dr. DiVerniero observes in every class and performs a supervisor classroom evaluation. Dr. DiVerniero visited our class October 11, 2016. Her observation comment was as follows, “This is one of the most participatory Interpersonal classes I have ever seen including my own. There is a very comfortable atmosphere and Valerie asks very open

ended questions that encourage the students to participate.”

Lessons Learned

There are a few things I will do differently next time I teach this class. First, I would like to find a way to bond the class earlier in the semester and help them feel more comfortable sharing and participating in the open discussion format. I felt that we got off to a slow start in this aspect. About 4 weeks into the semester we did a class activity around our hidden selves. Students wrote something they keep in their hidden self on an anonymous 3x5 card, we moved the desks and all the students sat in a circle as we read the cards and discussed why someone might keep this information in their hidden self. I noticed that the students really started to bond and open up after this activity. We joked that it was our “circle of trust.” I think after this activity my students realized that they are not alone in their fears and they were appreciative of their classmate’s acceptance and suggestions about what was written on the cards. It seemed that our classroom became a very comfortable safe sharing environment after this activity. In the future I would consider doing some sort of a class bonding activity at the very beginning of the semester in hopes to accelerate the student’s adaption to my teaching approach.

Another thing that I feel I need to work on is having better or more specific questions to ask after using mediated clips. I did get better at this throughout the semester, but having good questions provides the best opportunity for the clips to aid in the students learning. I also think that I need to work on the exam format. My students did struggle with the first exam and I felt like the grades were low. I have to take some responsibility in this because I don’t think they fully understood what the expectation was. I think I had a good idea and that it can be successful, I just need to find a better way to prepare the students in what they need to do. Either better instructions or some sort of an example for them to reference. I do believe that this testing format

does measure a student's understanding of course concepts more accurately than a multiple choice test.

Conclusion

Overall, I think my project was very successful. My students were very involved in the learning process and we all learned from each other. The classroom had a very relaxed and positive environment and we all enjoyed conversing with each other. I taught four classes this semester and my Interpersonal class was by far my favorite class to teach. I couldn't wait to see how my students responded to each new concept. My experience in the classroom along with the responses my students gave in the focus group confirm that teaching with pop culture does enhance student learning. Using pop culture along with an Andragogical teaching model created one of the most positive learning environments that I have ever participated in.

After completing this project, I realized how important the learning environment is to a student's ability to learn and retain information. I would argue that teaching style and learning environment could be one of the most important factors in a student's ability to grasp course concepts and learn to apply them. I plan to adopt the use of pop culture and an Andragogical teaching model for all of the courses I teach. There are a few things that I need to tweak, but I feel it can only get better from here. This was an amazing experience and I can't wait for next semester to start so I can do it all over again.

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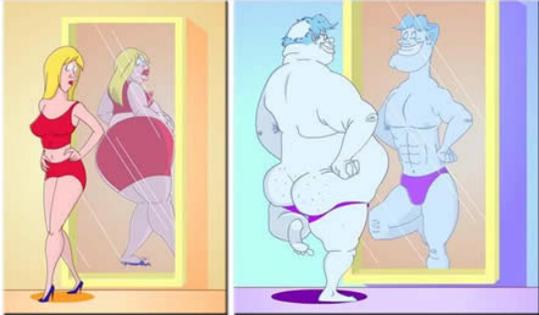
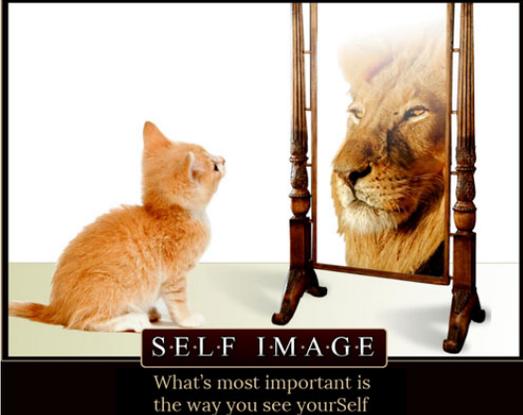
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Appendix A

Pop Culture Used to Teach Interpersonal Communication Concepts

Concept	Pop Culture Example
Why Study Interpersonal Communication	“I Forgot My Phone” – YouTube video - Girl forgets her cell phone and notices that no one can see her all day, they are too busy looking at their phones.
What is Culture & Culture Awareness	“What is Culture and Why do we Care?” – YouTube video - A fish examines everything except the water in which he swims.
Culture-specific nature of interpersonal communication	“Al Qaeda Missionaries” – YouTube video - What if Al-Qaida recruited members like the Mormons
Stages of culture shock	<i>Idiot Abroad</i> Episode 1 – Karl goes to China
Effective Intercultural Communication	HSBC Commercial – Cultural misunderstanding
Self-Concept	 <p><i>The Difference Between Women & Men</i></p>
Self-Esteem and Secure Affirmation	“Who you are: A message to women” – positive affirmation example from Facebook
Fundamental Attribution Error	“Fundamental Attribution Error” – YouTube video - College students discussing times they committed the fundamental attribution error.
Identifying self-concept, self-awareness, self-esteem, perception and the impression formation process	“To This Day Project” – YouTube video - Shane Koyczan poetry about how he was bullied and how this affected his self-concept and self-esteem
elf-image	 <p>SELF IMAGE What's most important is the way you see yourSelf</p>

Messages are packaged – verbal and nonverbal occur simultaneously	Cingular Cell Phone Commercial – Nonverbal and verbal messages contradicting each other
Messages Vary in Abstraction	“My Blackberry is Not Working” YouTube video – showing that words can have more than one meaning
Gender differences in Communication	“The Tale of Two Brains” - YouTube video– how men and women think and communicate differently
Gender differences in Communication	<i>Friends</i> clip where Ross and Rachel kiss for the first time – how they describe differently to their friends
Types of lies – Prosocial deception	My Dad is a Liar Commercial – showing that sometimes we lie for the good of others
Behaviors of liars	“How to Tell if Someone is Lying to You” - YouTube video
Nonverbal messages	
Touch Communication – The meaning of touch & touch avoidance	<i>Friends</i> clip where Chandler's boss slaps his butt
Touch Communication	“Free Hugs in Sondrio, Italy” – YouTube video -The reaction that people on the street have to students holding signs advertising “free hugs”
Proxemics	The Urinal Quiz - fun animated quiz asking questions about what urinal men would chose in different scenarios
Spatial Messages	<i>Seinfeld</i> close talker episode
Decoding nonverbal messages	“Funny Bad Misunderstandings” YouTube video - example of people misreading nonverbal communication when they can't hear the words being spoken
Listening – hearing/attending	DeAndre Jordan Interview – he is not attending to the questions being asked and he embarrasses himself
Process of listening	<i>Big Bang Theory</i> – “please pass the butter” conversation between Amy and Sheldon
Recognizing the fallacies of language	Crest Pro-Health Commercial

Active Listening	<i>Everybody Loves Raymond</i> episode where Ray and his wife attend a parenting class to learn active listening
Gender and listening	“It’s Not About the Nail” – YouTube video - girl has nail in her forehead but just wants to talk about it, the man wants to remove it
Emotions and Communication	Kelly Clarkson’s performance of her song “Piece by Piece” on the finally of American Idol
Emotions involve both body and mind. Body reaction to emotion	Clip from the movie <i>Inside Out</i> where the emotions are introduced
Obstacles to communicating emotions – societal and cultural customs & fear	A TED talk by Tony Porter “A Call to Men” discussing why men hide emotions
Emotional Expression – Own your feeling by using I messages	“Brene Brown on Blame” – YouTube video
Meaning of greeting	Clip from the movie <i>50 First Dates</i> showing all the different ways Adam Sandler introduces himself
Revealing yourself	
Disinhibition effect	Trailer from the movie <i>You’ve Got Mail</i> showing how we disclose differently online
Self-disclosing in temporary relationships	Scene from the movie <i>The Breakfast Club</i> where they disclose personal information to each other
Apology – do’s and don’ts for effective apology – 2 clips for comparison	Compare and contrast the public apology of Senator Larry Craig and Tiger Woods
Relationship stage movement	“Ohio State Michigan Blind Date” – YouTube video - Michigan State fan jumps out of the car on a blind date when he discovers his date is an Ohio State fan
The relationship license	“Blind Date Fart in the Car (HQ) the Original!” – YouTube video - Blind date farts in the car before she realizes that there is another couple in the back seat
Relational Dialectics	Clip from <i>Friends</i> where Ross goes to work with Rachel
Social Penetration Theory	Clip from the movie <i>Shrek</i> – Ogres are like onions

Empathy	“Brene Brown on Empathy” – YouTube video
Disengagement strategies	Break-up scene from the movie <i>The Notebook</i>
Interpersonal Relationship Repair	Reconciliation attempt scene from the movie <i>The Break-up</i>
Friendship stages	“Kid Presidents Guide to Making a New Friend” – YouTube video
Gender and Friendship	“Why Men and Women Can’t be Friends” YouTube video - USU student asking students on campus if they think men and women can be “just friends” “Can Men and Women Be Just Friends/The science of love” – YouTube video
Social Allergens	Clip from <i>King of Queens</i> where Carrie is appalled by Doug and Arthur’s eating habits
Conflict Management Strategies	Clip from <i>King of Queens</i> where Doug and Arthur fight over how to say the word Ketchup
Conflict Analysis	Clip from <i>King of Queens</i> where Arthur unloads the dishwasher when the dishes are still dirty
Interpersonal Power and Influence	Clip from the movie <i>The Devil Wears Prada</i> showing how employees react when Miranda comes into work
Interpersonal Power and Influence	
Power Follows the Principle of Less Interest	Clip from the movie <i>The Devil Wears Prada</i> – Andy’s interview
Power in the message	Clip from the movie <i>The Devil Wears Prada</i> showing how Andy is treated by other employees
Resisting Power	Clip from the movie <i>The Devil Wears Prada</i> – Andy gets a makeover

Appendix B

Com 2110 – EXAM I

Instructions: Read and answer the following questions. Your answers must be typed, with each new question/answer on a separate page (Times New Roman, 12 pt. font, double-spaced).

Upload your exam to Canvas by 10 p.m. on Tuesday October 11th.

Tips: I am looking for well-thought out, well-developed ideas. Make sure your answers clearly illustrate your understanding of the concepts discussed in class and gleaned from the text. Each question has multiple layers and you should make sure to answer each part of the question clearly. **Although it is not set in stone, try to keep your answers between 1 to 2 pages each.** The movie, textbook, and class notes should be your primary sources. No reference page is necessary at the end of the test unless you use a citation from outside of class.

****I am not looking for what you think or feel. I am looking for what you know and how you apply that knowledge to analyzing the movie.**

Please watch the film *My Big Fat Greek Wedding*. I found it in numerous sources for free on the internet. This link will take you to one of those places.



1. What role does transmission of culture play in Ian and Toula's relationship? What cultural differences are evident and how do these differences impact the interpersonal communication between Ian and Toula's family. What evidence of ethnocentrism is present?
2. Identify the sources of Toula's self-concept. How, if at all, does Toula's self-concept affect her self-esteem.? Describe 2-3 concepts from chapter 3 that Toula uses to change her perception of herself? Use specific examples to back your arguments.
3. Where is it evident that message meanings are in people? What types of lies are used to meet the goals of the characters and do they have a positive or negative affect on the goal outcomes? What role does gender play in the justification or need for this deceit?

**** Do not turn in this page – it is strictly for YOUR use****

Exam Assessment

In order to help you understand my grading philosophy, the following criteria outlines how I will evaluate your midterm and final exam answers:

An “A” answer:

→This answer would address each part of the question in a **thorough**, detailed manner. While quantity is not necessarily an ideal, the student has at least flushed out their idea **clearly** and thoughtfully. The answer illustrates an understanding of the material, thus **putting the readings’ ideas into their own words**, as well as an ability to **critique** the concepts addressed in the question.

A “B” answer:

→A “B” answer is still above average, but may be missing some of the characteristics of an “A” answer. For example, the answer may be terse; not delving into the “meat” of the concept, or perhaps the critique does not address the topic the question asked about. Overall, however, a “B” answer would still illustrate an understanding of the material.

A “C” answer:

→A “C” answer is missing several parts of an “A” answer. These answers are either unclear or “empty” – meaning that they lack a strong tie to the course material or any critique of the topic. Simply listing key terms without explaining them or their significance, or ignoring parts of the question completely would result in a “C” answer.

A “D” answer:

→ A “D” answer is missing most of the necessities discussed in a “A” answer. These answers would be convoluted and fail to address the topics discussed in the question or tie them to relevant course material. Critiques would likely be uninformed by course material as well, or completely left out.

An “F” answer:

→An “F” answer would be missing the point of the question and/or leaving out much of what was asked for. Little to no relevant course material would be included in the discussion of the answer, thus not illustrating an understanding of the topics read about/discussed in class.

Appendix C

Com 2110 - EXAM II

Please watch the film *My Sister's Keeper*. I found it in numerous sources for free on the internet. You can also rent it on YouTube or Amazon for \$2.99.



Instructions: After watching the film, read and answer the following questions. Your answers must be typed, with each new question/answer on a separate page (Times New Roman, 12 pt. font, double-spaced). **Upload your exam to Canvas by 10 p.m. on Tuesday December 13th.**

Tips: I am looking for well-thought out, well-developed ideas. Make sure your answers clearly illustrate your understanding of the concepts discussed in class and gleaned from the text. Each question has multiple layers and you should make sure to answer each part of the question clearly. **Although it is not set in stone, try to keep your answers between 1 to 2 pages each.** The movie, textbook, and class notes should be your primary sources. No reference page is necessary at the end of the test unless you use a citation from outside of class.

****I am not looking for what you think or feel. I am looking for the knowledge you have gained in this class and how you apply that knowledge to analyzing the movie.**

1. Consider Sarah (Kate's mother) and the listening process. What principles of the listening process are lacking in Sarah's interaction's with others? What listening barriers exist that might be keeping Sarah from being a competent listener? What solution sending messages does Sarah send? Give examples.
2. Considering Family Types, what conformity orientation and conversation orientation does the Fitzgerald family have? Discuss Family Rules. What communication rules (explicit, implicit) exist in the Fitzgerald family?
3. Using Attraction Theory offer insight into why and how Kate and Taylor developed a relationship.
4. Discuss Conflict Management Strategies. What Conflict Styles do different members of the Fitzgerald family have? What Conflict management styles do they attempt to use to resolve family conflict? What stages of grief are different family members in and how does this influence conflict between family members?

Appendix D

Informal Focus Group – Comm 2110-22

Date: November 17, 2016

Moderator: Valerie Housley

Question #1: What was your attitude coming into this class?

- Joe: Yellow – meaning you only live once. Why Not?
- Moderator: Did someone suggest it to you.
- Joe: Yes. Professor Young.
- Sydney: I didn't know what to expect. I was just trying to get out of another class, so this one kind of fit in with my schedule. I had no idea what to expect.
- Ethan: I was excited to see, like what ideas and theories there were about communication. To see how communication was put into a lesson rather than just me talking to somebody else. What are the principles of communication?
- Dallin: The reason I took this class is because I needed a GE class and I knew who you were so I thought this can't be too bad.
- Moderator: What were you expecting?
- Joe: A lot of talking.
- Arrow: A discussion group.
- Moderator: Has the class been what you expected?
- Sydney: Yes better than expected. I was thinking that it was going to be real boring and that I was just going to be lectured at. Because I had a psychology class like that and it was really bad.

Question: #2: What did you appreciate about the class?

- Sydney: I think it just made me appreciate how important communication really was or is. Like I always found it fascinating how people communicate and how other people think and what is going on in their head. So this just kind of expanded my world a little bit and introduced concepts that I had thought about before but didn't know how to name. So I have just really appreciated that it has made me open my world and made me be able to communicate better.
- Ethan: I appreciated be able to see other people's views on the same topic and see how someone else perceives something. It's cool to just kind of have discussions and talk about those. Why we see it that way or how we view it.
- Breandon: I appreciate that. I know I haven't said a whole lot but I appreciate the open discussion. This is by far my most open discussion class. I like hearing everyone's thoughts.

- Moderator: So what does that do for you when you get to hear other people's thought? How does that help your learning?
- Kennedy: For me it is like I put myself in other people's shoes, so I'm not just like quick to judge. Oh! I'm not the only one that thinks like that and there are other ways of thinking.
- Ethan: It just makes the thought process a little more rational. You can think clearer about how they might be seeing it. Like we discuss things like sympathy versus empathy and it something that you really haven't ever thought about and then you can see how to respond in certain situations.

Question #3: What did you find challenging about this class?

- Joe: The quizzes.
- Moderator: What was challenging about the quizzes?
- Arrow: 1 through 5.
- Dallin: For what I think what it was, I only got one 10 out of 10 and everything else was like a 7. It was a little hard to put like the names because I never really thought about the names of the things that we talk about in like an academic sense. At least that is what I think it is. That it is hard to actually put a name to it. So to pick up some of the terms were a little difficult, which is partially my fault because I should study more. I think that was part of it.
- Sydney: I think that with the quizzes to it is hard to have a whole chapter done when there are like 20 plus pages. So for myself I would probably prefer to have it broken into sections. So talk the first half of the quiz on Tuesday and then for the second half of the chapter, take the quiz on Thursday. So you more time to read. I don't know that is personally just my opinion. That is hard to cram all the reading in.
- Arrow: I think for me the challenge part of the class was the subjectivity of the material. I am very much like. I like right answers and I like wrong answers.
- Moderator: So you are kind of scientific?
- Arrow: A little bit. So it was hard to come into this class where there really isn't right or wrong answers. Even the stuff in the textbook is just other people's opinions. When it comes to the human mind that is just not chemistry. That was just kind of a challenge for me personally.
- Ethan: Some of the challenge for me was like personally that was it was almost like a self-learning experience in this class. I was hard to maybe realize something that you do and be accepting of that and do something to change it. So it was kind of challenging to see some of these aspects in myself.
- Kennedy: It is kind of hard to realize that there are other people's opinions and you can't be offended by them because that is them and it's not in your everyday life.
- Moderator: On the quizzes was it multiple choice that was making it hard?

- Joe: I think it was just that there was so much material to remember. I could read a section and think that is going to be really critical to the lesson and then it is not even on the quiz.
- Ashley: Sometimes on the quizzes the answers were really close and close in the paragraphs in the book and so I don't know why, but my brain wouldn't connect the right answer.
- John: I kind of liked the quizzes. I feel like it give you a chance to do better in the class because if every week you have a quiz and every week you do well then your grade only goes up.

Question #4: How did you feel about the teaching approach and how did it affect your learning?

- Kennedi: I like it because this is a comfortable class you don't feel awkward in here so it was just fun and comfortable and easy to learn.
- Allison: I think it was really cool because most likely in my other classes the teacher just tells you everything and then you just listen to him and in here you are also learning from us and it is a back and forth thing.
- Ethan: I liked how it was lax enough that you feel comfortable and interactive enough that you do feel involved. It is like you could apply some of what we talk about and like when you are standing up and lecturing and talking about stuff and you have your slide shows and the examples that you give would be funny but they were relevant about stuff.
- Moderator: When you say examples what kind of examples are you talking about?
- Ethan: Like some of the YouTube videos.
- Moderator: So like the clips and stuff?
- Ethan: Yes almost every single one of them I enjoyed watching them.
- Moderator: So do you feel like the clips helped your learning?
- Class: Yes!
- Moderator: How did it help?
- Ethan: Visual representation. Seeing it.
- Dallin: Even if there is an exaggerated version of it, say in a sitcom, it still has that principle in there that you can isolate it.
- John: I feel like the approach, how he said like a sitcom or something, that would grab my attention and that would make me hear out the actual concept. Like a clip from Friends, I can enjoy that. So that will grab my attention
- Moderator: So it is more interesting to you so it helps you understand the material. Is that what you are saying?
- John: Yeah! I could lock in easier. You would say here is an example and show a clip of something funny or depressing or whatever it may be. I was good to be involved in it and actually enjoy watching it
- Breandon: It is nice to take a break from the slide show.

Follow up question: How did you feel about the test?

- Allison: I was confused.
- Moderator: So you didn't understand what you were supposed to do?
- Allison: Yeah. I wasn't sure if I could ask you because it was a test.
- Arrow: The test was the analysis of *My Big Fat Greek Wedding*?
- Moderator: Yes.
- Breandon: I liked the concept of the test, like that way of testing I was just a little confused on the exact textbook definition part of it.
- Moderator: So maybe I needed to give clearer instructions of what the expectation was.
- Breandon: Yes, because I like that kind of test, I was just a little confused on the instructions.
- Sydney: I liked it. I understood what I was supposed to do, but I asked questions too. I liked it because it really does help show that you know the concepts or not in a different way. With a multiple choice test you can just guess. With this either you know it or you don't. It reinforces what you know and helps you learn what you don't know and it shows that you have taught it well.
- John: Having a hard copy or an example of someone that did it right would have helped. I wrote it in paragraph form with an introduction and conclusion because I wasn't sure but maybe if there was an example from a past class that you could pass around for us to look at so I could see how you wanted it formatted. That would have helped a lot.
- Joe: Getting a hold of the movie was kind of difficult. We tried to get a group going and it was hard to get the movie to play. If there was an easier way to stream it.
- Moderator: So the link that I gave you didn't work?
- Joe: No.
- Moderator: Did a lot of you guys have a difficult time trying to watch the movie?
- Class: No.
- Moderator: You should have spoken up. You had two weeks to watch the movie and I had a copy that I could have been lending out.
- Ashley: The city library had a copy.
- Ethan: Maybe an entire movie was too much. If it was like a couple episodes of *Seinfeld* or something. They had a more exaggerated example. Like some of the clips you showed had a really exaggerated and seeing it like that a little bit more would give you a little bit easier way to identify the concept.
- Moderator: So you felt like it was harder to pick it out when it wasn't so exaggerated?
- Ethan: Yes. I was a little bit hard for me at least. And especially with how long the movie was. If it was broken down into one episode then I can at least replay it quickly without having to watch an entire movie three times.
- Sydney: Even if it was a couple of different episodes. Like take an episode of *Friends* and one of *Seinfeld* and have us find concepts in each of those episodes.

- Ethan: In the movie the first time I watched it I was over analyzing everything and stopping the movie every few minutes and saying is that a thing. It took me at least 2 hours
- Sydney: I would say the nice thing that I did was that beforehand I looked up the concept and read what the definitions were. So then I was looking for those things when I watched the movie. I wasn't trying too hard. I knew what I was looking for.
- Dallin: When I watch the movie I write down the time or scene where it has something that applies and then I know where to go back to if I want to watch it again. It helps me know what parts of the movie were important.
- Ryan: For me, as I talked to you about, I couldn't relate to the movie or get into the movie so I had to separate watching into like 10 or 20 minute increments and go do other stuff and then come back to it. So if you are going to do a movie, I would do something more recent or something that is more popular or do the clips instead.
- Arrow: Some positive feedback on the test. I didn't have a problem with the test honestly. I didn't go to your link, I went to a site that I knew would have it, watched the movie, read the instructions and did the best I could off the instructions and I got a solid A. I thought it was pretty straight forward. I'm not saying that anyone else isn't allowed to be confused on anything. Here are these things that I want you to look for and if you want you can cite specific examples or you can just give an overview. I thought it was pretty straight forward.
- Dallin: I liked it.
- Moderator: I appreciate your feedback.

Appendix E

ASSIGNMENT #3 (200 points) - Assignment is due **Tuesday, November 22nd.**

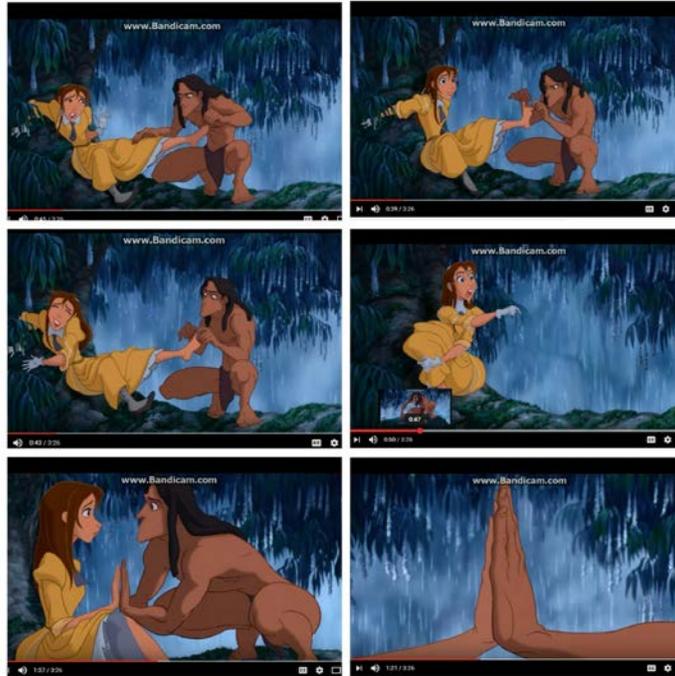
INTERPERSONAL PORTFOLIO/PAPER (FINAL PROJECT)

The purpose of this final project is to put into practice what we have been doing all semester – finding examples of interpersonal concepts in everyday life, and material (artifacts) to support/contradict or illustrate propositions relevant to interpersonal communication. Class concepts can be from our lectures, videos, class discussions and exercises, and the textbook. Each entry should be 1-2 paragraphs. At a minimum, your findings should address how the artifact and the concept interrelate. In other words, what does the artifact tell us about interpersonal communication?

Each artifact **MUST** include an APA formatted citation for its source. Artifacts can include:

- Account of a personal experience
- Description of a scene from a TV program, movie, music video, web clip, video game, or song lyrics (please provide web link)
- A photograph or drawing
- Clipping or copy of article from popular magazine or newspaper
- Information from a relevant web site
- Excerpt of a scene from a novel
- Quotation from a biography or autobiography of a well-known person
- Published cartoon

Your portfolio should include a total of 20 artifacts. **You may NOT repeat one from one of my lectures.** You should do your best to vary the types of artifacts you include. As such, please do not include more than **three** of any one type of artifact (i.e. personal experience, TV shows, books, films, etc.). You should **ALSO** vary the concepts you discuss – do not cover the same concept more than twice. In addition to the artifacts and accompanying analysis, you should complete an approximately 500-word essay summarizing your selections and concepts. It can be an introduction, a conclusion, or split into both.

Student Portfolio Example**TV Program: Tarzan- Touch Communication**

The concept depicted above is *“Touch Communication”*. The meaning of touch communication or commonly known as haptic is a form of primitive communication. The pictures shown above shows how touch can play a big role in communication. In the movie Tarzan you can see how Jane reacts to Tarzan in their first encounter. At first she is confused on the sort of touch communication that Tarzan is doing. But at the same time she responds to that sort of touching by laughing at his gesture.

At the last few pictures you can see that they have some sort of connection when they finally touch hands intimately. She doesn't seem as bothered by their touching. This only then shows that touching communication is very powerful in a lot of circumstance. Touch often communicated emotions as well. The various emotions mixed here is happy, scared, and just plain curiosity.