MEDIA MATTERS: IMPLEMENTING A HIGH SCHOOL

COMMUNICATION PROGRAM

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Approval Page

We certify that we have read this project and that, in our opinion, it is satisfactory in scope and quality as a thesis for the degree of Master of Arts in Professional Communication

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Abstract

This project develops a visual media program for high school student-athletes. The project includes a summary of the literature about Media Dependency Theory and how that relates to the overall experience for a student athlete. Media are a fundamental part of the learning experience. Throughout a typical day, it is common for a student to engage in various media to supplement their learning process. The project will show how visual media positively influence the athlete experience in a high school setting. Also included in the appendices of this paper are the finished graphics and photos from the media classes, examples of print media used, and class syllabi.

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Table of Contents

Introduction

Media are a fundamental part of the learning experience. Throughout a typical day, it is common for a student to engage in various media to supplement his learning process. Students and teachers use media –from video to printed communications- in the classroom daily. As schools try to keep up with the ever-changing media technology, they will need to adapt continually to the students' reliance on media technology.

High school students live in a digital age where information messages are constantly being broadcast and streamed for their consumption, and they have access to instant entertainment or information anywhere and anytime they want. For example, YouTube and other online channels are a constant source of entertainment and enquiry for this generation. As such, adolescents are accustomed to having on-demand media in both social and academic settings. An integrated media program, that teaches media skills and provides means to practice those skills, could supply the appropriate platform for schools that will provide a healthy balance of education and entertainment.

Research shows that adolescents prefer and learn better with a rich combination of text, graphics, sound and animation (Harel, 2001). When educators incorporate a variety of these elements into the high school experience the end result is a more enriched event. Video is today's most commonly used multimedia platform that provides rich combinations for great experiences. This makes video an ideal skill and subject to teach to students in a high school setting, and adding this element as part of their education is beneficial to the student's continuing learning experiences. When students can create quality productions incorporating video, graphics, photography and other media they are

better prepared to communicate and entertain in the media elements they are most accustomed to using.

Back Story

American Leadership Academy (ALA) a public charter school in Spanish Fork, Utah was founded in 2005. The school is K-12 and total there are over 2000 students, but in the high school there are around 450 students. ALA recruited me in 2010 to coach the girls' basketball team. The school was looking for a new coach to help the girls compete at the 2A classification level. My ability to coach basketball was the reason I was hired. I have since taken on many more titles and job positions. The school first asked me to teach history, and so I took the necessary classes to prepare myself to be a teacher in that position. Mid-season I was asked to fill-in and coach the volleyball team. I did that and was successful. Then, in 2012, I was asked to take on the role as the athletic director for the school.

ALA is a charter high school, which means that the programs and classes are designed to reflect the charter's uniquely focused areas of emphasis. Of particular importance in ALA's main charter is the concept of school leadership. The nontraditional leadership structure consists of a small board of parents who have students at the school. The board works with the school administrators on the direction and vision of the school. The director acts as a superintendent, and she works with an in-house district of administrators and staff that are both short staffed and underappreciated. Due to this unique structure, there are frequent changes to the school's outlook. ALA has been

operating for 9 years and 2013-2014 is my third year working there. In those three years alone, we have had four different principals.

When leadership goes through frequent changes or when administration is short-staffed, the circumstances require all those involved to do more. In addition, because it is a charter school, the financial structure requires an outlook and approach to operation that is a little more like a business than that of a traditional public school. Attending ALA is a choice for parents and students. Unlike a traditional public high school where students are filtered into the school based on their geographical boundaries students choose to come to our school. Students and parents decide they want to come to our school for a variety of reasons, and this means the school must take steps to appeal to the students and parents. As the athletic director, I became involved in some administrative aspects of the school and recognized that it lacked several media elements which could positively contribute to the image of the school. I made it a goal to add media elements that would give our athletic department more of a college feel.

My goal started simply. I wanted athletes who participate in activities at our school to experience the different media that college athlete's experience. College athletes play in games that are broadcast on TV, see photos and posters of themselves as both teams and individuals plastered on buses and buildings around the school and in the community, and have radio broadcasts talking about them. They have newspapers writing about them, media guides bragging about them, and a school website with game information, team information, and personal bios available for each athlete. These great celebrity-like amenities are common in college athletics and when I was a college athlete

they made my experience more enjoyable. However, these media elements are not typically available to the average high school athlete.

Financial constraints mean high schools do not usually have as many resources available to provide these outlets, but at ALA we saw an opportunity to incorporate some of these resources into the curriculum of classes that already existed at ALA. By allowing students to learn these skills, the goal of creating a more college-like experience would become more manageable. My original goal shifted and molded into the structure of the school allowing us to incorporate some great communication tools into the curriculum and the classroom setting. That took the simple goal to a more impactful outcome.

The revised goal of this project became two-fold: First, we wanted to give our athletes the opportunity to feel the excitement of a more college-like feel by incorporating some media practices into their overall experience. Second, we wanted to incorporate the skills necessary to create this college-like media setting into the curriculum, thereby providing students with a greater skill base for future life experiences. The general project was to incorporate a variety of media sources into the classroom setting at American Leadership Academy using them in conjunction with the variety of extracurricular events hosted at the school. Through this, event participants received greater exposure and more enhanced media attention. In the classroom, those elements fostered the skills needed to pursue careers in a variety of mediums. The media that were incorporated and taught were graphic design, video recording, online streaming, computer editing, live video selection and switching, and online webpage management and development. Providing classes to teach these media outlets incorporated an even greater asset in the curriculum, thereby enhancing the education of the ALA students.

While students were able to learn these skills in the classroom setting, they also received hands-on experience with these elements at the different performances and games hosted at the school.

In an effort to enhance the media experience of students, this project supplemented the athletic experiences of athletes at ALA with additional media elements. The use of video-based media, graphic design, and online media has both enhanced the hands-on learning experiences of the media students and provide the college-like experience for the student athletes. The project shows how visual media positively influences the athletic experience in a high school setting. The results of this project will drive future decisions on the use of the new media program .

Literature Review

The key purpose in the review of the current and past literature is to identify specific reasons as to why high school students would benefit from an integrated video and print media program. Media Systems Dependency Theory (MSDT) offers the best explanation as to why media could potentially affect how a student athlete will view themselves within the scope of peers setting.

The issue of how the media affects one's own experience in the world has been heavily studied over the past several decades. Popular discourse and communication research suggest, individuals depend on media information to meet certain needs and to achieve certain goals (Cantril, 1942; Wapples, Berelson, and Bradshaw, 1940; Suchman; 1942; Herzog, 1940, 1944; Lazarsfeld and Stanton, 1942, 1944, 1949; Katz and Foulkes, 1962; Klapper, 1963; Mendelsohn, 1964; Gerson, 1966; Greenberg & Dominich, 1969; Katz and Foulkes, 1962; Klapper; 1960; McQuail, Blumer and Brown, 1972; Katz, Gurevitch, and Haas, 1973; Johnstone, 1974; Ball-Rokeach and DeFluer, 1976; McQuail, 1994; Rubin, 1984; Windhal, 1981).

The exploration of how visual media affects student athletes is a new avenue of research that has yet to be explored. The paramount purpose in the review of current and past literature is to explore the reasons why a visual media program may be beneficial to both the student involved in creating the media and the student featured in the media. The first step in understanding how a high school media program will affect students is understanding the dynamics of why individuals rely on media to form opinions. The Media Systems Dependency theory offers the best explanation as to why the presence of visual media in school might positively influence student athletes.

Media Systems Dependency Theory

The motivation to access any type of media could be traced back to the need for self-actualization. Everyone has needs that must be satisfied. Maslow (1934) posited that everyone has needs in four areas: physiological, safety, love, and esteem. Once these needs are met, people will begin to feel a greater need for self-actualization-the desire for self-fulfillment. Media Systems Dependency Theory was originally proposed by Sandra Ball-Rokeach and Melvin DeFleur in 1976. This theory emerged out of the other communication theories that focused on why individuals used certain media to gratify various needs. The biggest theory contributing to Media Systems Dependency Theory is the Uses and Gratifications Theory. Uses and Gratifications Theory focuses on how people actively seek out media in order to gratify a specific need. The foundational theoretical components of this theory set the framework for Media Systems Dependency Theory, which sought to address how information needs, individual personality, and stages of development could influence media dependency.

Ball-Rokeach and DeFleur (1998) suggested that Media System Dependency should be defined as "a relationship in which the capacity of individuals to attain their goals is contingent upon the information resources of the media system" (p. 6). As such, people must have a place to turn to in order to make sense of the information they come across. Media, including visual media, can help an individual make sense of his or her role in the information they are trying to process.

MSDT further states that the motivation for an individual to access the media stems from three primary goals: play, understanding, and orientation. (Ball-Rokeach, 1985; Ball-Rokeach, Rokeach, & Grube, 1984). High school students often do not know how to

react to the world around them. They then turn to media to form opinions and to make sense of the world, seeking the information media provides about their social environment.

Ball-Rokeach and DeFleur (1976) suggest that "people's social realities are regarded as not only a product of their social histories and current systems of symbolic interaction, but also as being fundamentally connected to the structural conditions of the society in which they live" (p. 4). Mass communication creates a dependent relationship between the individual, media, and society. Individuals become dependent on media when they feel a need to reduce ambiguity and all three motivating goals for accessing media -understanding, orientation, and play- are met across each of these relationships (Westgate, 2008). The need for media increases exponentially as the need to reduce ambiguity increases. The more an individual feels that they do not understand the world around them the more they come to depend on media to reduce their feelings of ambiguity. The extent of media dependency is contingent on the events that are taking place (Westgate, 2008; Merskin, 1999; de Certeau, 1984).

Media dependency works in everyday life by helping to legitimize one's existence (De Certeau, 1984). MSDT assumes that individuals use media to clarify personal and social ambiguity. Jakob (2010) suggests that for an individual "the intensity of the dependency relation grows with the perceived helpfulness of the media in attaining personal goals" (p. 591). So in turn, the individual's social environment becomes just as important as the media content they consume.

Social Environment

MSDT posits that there are numerous ways in which individuals become dependent

on media to help them connect to their social world. Ball and-Rokeach and DeFleu (1976) suggest that there is a range of the types of dependencies: the need to understand one's social world, the need to act meaningfully and effectively in that world, and the need for fantasy-escape from daily problems and tensions (p. 6). Media steps in to help individuals form opinions of their social world.

High school students are drawn to people who think as they do or have had similar experiences. Students also tend to organize themselves into cliques or social groups in order to interact and associate with those who are socially similar to them (Moran and Gossieaux, 2012). Print and broadcast media in social settings help individuals within the same social circles come to similar conclusions about the world around them. Individuals within the same social circles will tend to have similar gratifications that need to be fulfilled. Social media then influences media dependency in order to fulfill the need for information (Firmel, 2008).

Media Systems Dependency Theory proposes an integral relationship among audiences, media and the larger social system. Similar to Uses and Gratifications Theory, it predicts that individuals depend on media information to meet certain needs and achieve certain goals, but posits that the individual does not have to depend on the various types of media equally (Ball-Rokeach, 1998). Two factors influence the degree of media dependence. First, an individual will become more dependent on media that meet a greater number of needs than media that provide only a few. The second source of dependency is social stability. When social change and conflict are high, established institutions, beliefs, and practices are challenged, forcing individuals to reevaluate and make new choices. At such times reliance on media for information will increase. At

other, more stable times, the need for dependency on media may decrease significantly.

Media-Systems Dependency Theory predicts that an individual depends on media

information to meet certain needs and achieve certain goals.

Dimensions of Dependency Relations

There are five conceptual scopes of the individual-media dependency relationship:

structure, intensity, goal, referent, and resource (Ball-Rokeach, 1998). The goal scope

includes the motivation to play, orientate, and understand (Ball-Rokeach, 1985; Ball-

Rokeach, et al., 1984). Most individuals have goals that fall under these posited

motivations to play, orient, and understand. Media have become the source of

information for individuals to obtain their personal goals in fulfillment of these

motivations. As a result, in an ongoing relationship with media, individuals become

dependent on the media to help them play, orient, and understand. The goal for play can

be divided further into two subcategories: self and social. For example, individuals may

access media alone as a means of play - as entertainment and they may also access media

in a group setting for entertainment. The goal to orientate stems from the individual's

desire to use media as a guide for what behaviors are expected or acceptable within

society. An example of this is an individual who turns to media to research what clothes

are in fashion or what movies are the must-see for the season. The goal to understand

revolves around the desire to make sense of the ever-changing world. This goal can also

be divided into two subcategories: self-understanding and social-understanding (Ball-

Rokeach, 1989). Ball-Rokeach (1998) suggests that when an individual accesses media to

understand either himself or herself, or society media can help reduce uncertainties.

Ball-Rokeach (1998) describes the structure scope as "the degree of asymmetry in

control over dependency-engendering resources" (p. 19). Individuals lack the capacity to control the resources available through the various media. The media itself has the ultimate control over the information an individual is seeking after in order to accomplish any given goal.

Ball-Rokeach (1998) describes the intensity scope as the "perceived exclusivity on resources for goal attainment" (p. 19). Intensity can be further defined as how helpful an individual sees the media in helping to achieve a goal. If the individual sees the media as being successful in his goal attainment, a bond or dependency is formed with that media.

The referent scope refers to the number of media outlets an individual becomes dependent upon to achieve goals. The greater the number of media outlets depended upon correlates positively with the breadth of the referent scope. For example, a high school student who wants to achieve the goal of play will want to know about activities they could do over the weekend. To achieve this goal, they might access the Internet, Television, Twitter or a newspaper to seek information about events that will be going on. In this example, the referent scope would be larger than if the individual relied only on word of mouth to learn about weekend happenings.

Ball-Rokeach (1989) describe the resource scope as the range of informational resources that are readily available to the individual, media, or society. Resources can include the ability to access media or the ability to create, process, and disseminate information. The traditional role of media as the gatekeepers of information is tied to the resources to which they have access. Media is in the business of disseminating information, which means they have the staff to research and produce information material, which they then communicate to others. The average individual has traditionally

lacked the wide breadth of resources that media has access to and has only had access to the narrow range of information resources shared within their peer groups. Social media has now liberated individuals to access a broader scope for accessing and sharing information.

Looking at all five of these scopes or dimensions of dependency relations together, we can conclude that Media Systems Dependency is primarily about the power of who controls the resources in the media dependency relationships. The technological resources that are available today provide the individual with a wider scope of resources to achieve whatever goal they may have.

Media Dependency Effects

Ball Rokeach and DeFleur (1976) posited that there are three general categories of media effects: cognitive, behavioral, and affective. Within the cognitive category there are five types of cognitive alterations that result from individual dependency on media.

The first cognitive alteration is change or events in a social environment. Any change, whether sudden or gradual, has the potential to create a sense of ambiguity. An individual may lack sufficient information or resources to interpret the change or what that change might mean. As a result, the individual must find a way to reduce or resolve the feeling of ambiguity. The reliance on media to reduce ambiguity increases during times of high uncertainty (Ball-Rokeach and DeFleur, 1976).

The second type of cognitive effect is attitude formation. Media provide information about a various array of topics, which often have an effect on the formation of individual and societal attitudes (Ball-Rokeach and DeFleur, 1976). Similarly, the third cognitive alteration is the agenda-setting process, which refers to the notion that media

has the power to influence what the public perceives as important (Ball-Rokeach and DeFleur, 1976). McCombs and Reynolds posited that media could exert influence on people's perception of "what are the most salient issues of the day" (p. 1). In the course of a day, people encounter hundreds of messages through advertisements, information, or news reports. All of these messages have an effect on their perception of what is important.

The fourth effect is the expansion of an individual's belief system. Media hold the power to broaden or change a belief by providing information about relevant topics. A change in a belief may occur as individuals turn to media in order to fulfill a goal. For example, a person may hear about the upcoming theatrical release a movie. After viewing trailers, they first decide that the film is worth becoming excited about, but then decide to check out what movie reviewers have to say about it. Upon learning that the film has received failing reviews, they decide that going to see the movie is not worth the money. In this example, we see how the media has the potential to create and change multiple beliefs about an issue.

The fifth cognitive effect is media's impact on individual and societal values. Values can be defined "as very basic beliefs that people hold whether desirable end states of existence (e.g., salvation, equality, freedom) or preferred modes of conduct (e.g., honest, forgiving, capable" (Ball-Rokeach and DeFleur, 1976. p. 13).

Media dependency can have a direct impact on an individual's emotional response to an issue or story the behavioral and affective categories of media effects. Ball-Rokeach and DeFleur (1976) described how these effects of media dependency can trigger emotional responses to situations, or can influence morale. Fear, anxiety, and happiness

in response to media consumption are all illustrative of emotional affective effects. Decreased morale and alienation can occur in response to media dependency as well, or individuals can gain a sense of collective well-being and belonging from media. Ball-Rokeach and DeFleur (1976) suggest that "the sense of collective "we feeling" that promotes morale and that combats alienation is a fragile product of successful social relations that cannot be developed or maintained without effective communication systems" (p. 15).

Individual media dependency can often result in the resolution of ambiguity through the formation of new attitudes and feelings. There are two types of behavior changes that can result from dependency on media: activation and deactivation. Ball-Rokeach and DeFleur (1976) describe activation as "instances in which audience members do something that they would not otherwise have done as a consequence of receiving media messages" (p. 16). Deactivation then is the change in behavior that leads an individual to act in a manner contrary to their normal patterns of behavior.

A review of literature gives support to the idea that high school students will rely on media to form opinions about their place in their high school world. Hendrickson (1989) suggested that media dependency means "getting much of one's information from that medium" (p. 877). Individual media reliance means that if an individual relies strongly on one medium for entertainment that they will also be more likely to rely on that same medium to gather information. Educators, then, can use high school students' dependency on media to enrich their learning experience. The research is limited on how student athletes' specifically benefit from media exposure.

Method

The literature review led to the following project objectives: Administrate a visual/broadcast media plan for American Leadership Academy, and provide a framework and administrative support within the media classes at ALA that could enhance the athletic experience for participating athletes.

Phase 1- Approval

I first sought out proper board approval for the different media projects I intended to incorporate. For this, I met with the school's director, Kenna Marrelli. Mrs. Marrelli's position is similar to that of a superintendent for the charter school. She is in charge of the in-house district and acts as a representative for the board of trustees. I explained to her my vision for providing a more college-like media experience for our athletes. I outlined the different media I wanted to use: video, online streaming for live games, posters and banners, schedule calendars, and a sports-specific website that could host many of the elements. I also explained that ALA had many of the resources in the classes already provided at the school, and taught all of the elements with the exception of a video class. If the board was willing to approve the creation of a video communication class, our school could add all of these more college-like media experiences.

Around the same time I was appointed as the athletic director another teacher at the school, Spencer Moody, had proposed a communication class. He was working on board approval and had not yet met with Mrs. Marrelli or been granted permission for his class proposal. I had also been working with Mr. Moody for some time on the different media I wanted to provide for the school. He had explained to me that if we could get approval for the communication class, he could incorporate many of the video elements

into that class. I went on to explain to Mrs. Marrelli that these elements could be very appealing to the students and to the community. She appreciated the value of all of the ideas and gave me approval to begin working with the different organizations and classes within the school to integrate all of these projects into our athletic media.

Phase 2 – Incorporation

After gaining approval for the project, I began to explain my vision to the different departments. The plan had many different parts which were broken down and integrated into the different classes that were offered at ALA. Three classes would be used for the respective media:

1. The new video broadcasting class was called "Studio ALA." This class would film and edit all athletic events, stream those events live, provided color commentators to announce the games, and provided video for highlights and game film. When I began meeting with Mr. Moody to discuss these elements, he easily caught my vision. He had a background in video editing and live streaming, and he was also a football coach. This background knowledge and experience was very beneficial. He incorporated each of these elements into his new communications class, and they were able to offer valuable practical application for the students in that class. Spencer would lecture and instruct each student how to film, edit, use a switcher, broadcast live, add voice commentary, and upload finished products to our online video software. Each of these elements were learned in a classroom setting, and students would take those skills and practice them at the different games and events.

2. The class used to create media incorporating still photographs was the yearbook class and the photographers and equipment they had available were very beneficial to my

project. The yearbook class curriculum included teaching students how to take photos using the different lenses and from different angles and vantage points. The photos they took would then be used for that year's final book. Throughout the year, the students in that class took thousands of photos from all of the events around the school, but only a few of those would end up in the final yearbook. With the addition of my project, the photos that those students took could now be displayed and used in other places outside of the yearbook. I was able to take some of the yearbook class photos and put them on the athletic website I developed. I also used the yearbook photographers to take still photos of players in front of a green screen for the athletic posters. I was able to appropriate from this class and it was very beneficial for both parties. Students had another place to display their photos, allowing them to develop a greater sense of pride and accomplishment.

3. The graphic design class created the graphics for the sports posters and banners, primarily using *Adobe Photoshop* software. Mr. Poulter, the graphic design teacher utilized many of the athletic media projects as class assignments, which really strengthened those classes. He would frequently create competition-style assignment, instructing the student to make use of the available photo negatives to create different designs and layouts for potential posters and banners. Each student would create a design with the intention of impressing the "client." If I chose their picture for the print and display they had the pride and satisfaction of seeing their work used.

Each of these three classes used the athletic media projects for graded assignments and each teacher oversaw the execution of the projects. I would then gather the final projects for display on the website or to be printed into banners to display around campus. In each case, integrating the different media elements into the already-

existing classes at the school was a mutually beneficial situation. Students received ongoing practice opportunities and practical real-life experience from the projects. In return, the sports programs at ALA received college-like athletic exposure amplifying the student athletes' experiences.

Phase 3 –Production

After conveying and discussing the ideas with the different teachers, I needed to follow through on the media projects. Checking up on the different departments to make sure the students and teachers met the deadlines was a lot of work. At the same time, I began working on one of the first media platforms I wanted to use: a sports website. (Appendix H)

I wanted our sports site to look similar to college sports sites I have seen, offering team schedules, rosters, player bios, and photos from games, and links to streaming video at the site. A website like that could act as the perfect platform for many of the media elements we wanted to have at the school. Because I did not know much about creating a website, I needed help from the information technology person for the district, Jeff Nyman. He pointed to *Weebly* a free website creation site. It is a simple platform site with tutorials and plenty of resources useful to a new site designer, and allowed me to construct the site I wanted. I began figuring out the athletic website, made it accessible through a link from the school's website, and put in place many of the essential elements.

I started designing the athletic website in the summer of 2012 and realized that the seasonal aspect of athletics could make it difficult to keep the website updated. High school sports programs all participate in specific seasons. Outside of the current season, the coaches and athletes do not have much contact, and off-season sports have limited

information available about their athletes and teams. I wanted to maintain updated information about each sport at the school, but for elements such as, accurate rosters, I needed to wait until each team held tryouts. For this reason, I began putting in many of the elements form the previous seasons, and soon found that the off-season sports did not need updates. Once each schedule and the previous season's athlete information was added, I left those off-season sports alone. This allowed me to focus on the in-season sports for updating and posting information. We offered all of our online college-like media platforms to each of the different sports, and repeated this every season.

The website media was a great college-like sports platform, but keeping up with the ongoing sports updates there was difficult to manage. I found that maintaining and updating a site was a lot of work. The most intense labor took place during the first part of a new season, but I was able to develop a process for updating the website. After team tryouts, I would first get the roster and enter the student athlete names. Then the coaches would give each athlete a biographical questionnaire to complete at the team's opening parent meeting. The bio questionnaire (Appendix G) was a good way to get to know a little more about the individual athletes. The next step was trying to get head shots of them all. Getting individual photos for the entire team took a lot of time and some of the athletes were either unavailable or they would not show up for the photo shoots I scheduled. Because of this, it would always take some time to get the individual photos, but once that was complete, I could upload them alongside the roster lists on the website. After I developed this process for adding names, photos, and bios for the majority of the athletes, updating and making changes on the website became easier.

Next, I would set up a photo shoot to get action shots or group shots with some of the key players and all of the seniors for the posters, banners, and calendars. These photos would identify the top athletes and convey the competitive college-like image we were looking to represent on the posters, banners, and calendars. Setting up one of these photo shoots required arranging a time that the yearbook class photographers could be available to take the photos in front of a green screen. We decided to use a green screen so that it would be easier for the graphic design class to use the photos to create the different graphic displays. This was also good experience for the yearbook students. Taking quality pictures in front of a green screen with good lighting and positioning takes skill and practice to develop quality work.

Immediately following the photo shoot, I would personally deliver the SD card to Mr. Poulter and request a variety of different arrangements. His students would each design a version of the athletic posters and compete for the best design. When the assignments were complete, I followed-up by approving which designs we would print. I selected the images based on how clean the arrangements and graphics looked and whether or not each conveyed the college-like athletic experience.

One request I made that had a powerful impact was ensuring that each senior had his or her own design. The graphic design students would create a poster or banner for each senior and we would print those out and hang them around the school. Then on senior night I gave seniors their own vinyl poster or banner. These made great gifts from the athletic department, and many of the athletes have expressed excitement about hanging up their large posters in their rooms or college dorms.

Many of the group-shot posters were printed on 3-foot by 5-foot vinyl (Appendix A, Appendix B and Appendix D). Many of the individual posters were printed on 1.5 foot by 3 foot on vinyl for the flagpoles (Appendix C). The completed graphics were also displayed on the website. Over time, the design students became more proficient at designing the athletic posters and it became very difficult for me to judge which arrangements looked best. This was a positive development, however, the graphics posters and banners for the athletic department made a tremendous impact on those featured athletes.

Arranging and following up on the video class was also a process. We began by making videos of the football games. Most of the planning and preparation work for this was done in the video class. Mr. Moody arranged his class into groups for filming, running the video toaster, and doing the color commentating. Football games usually start the week we get back from summer break, and this created some issues for quality video production. The limited class time did not allow for very much training before students had to use their new skills. Mr. Moody immediately introduced the basic concepts and then the students did their best in what became on-the-job training at the games. Learning the basic skills to film a football game can be difficult enough, but filming a football game from multiple camera angles and knowing how to switch cameras to get the best shots in a live-action setting takes even more practice and skill. Mr. Moody did most of the setup and management for the filming and broadcasting. My task was to set up the online streaming by creating a link to view live games on the sports website. We ran cable out to our football field for Internet access, set up a live video stream through the schools YouTube account, and we connected to the video toaster and streaming box. This

allowed us to stream our home football games live online. The task became more difficult when the team went on the road – primarily due to the lack of high-speed Internet access in some of the small towns they travel to - but we were able to provide live video streaming for most of the football games.

After the games, the coaches and athletes could view the video online in several places where we posted game film. Mr. Moody put the games on his Studio ALA webpage. I uploaded clips and highlights to the athletics webpage, and the coaches reviewed game film at "Hudl" an online sports video exchange system for high school sports. Having access to game film at multiple locations helped the coaches plan better for future games and improve their coaching. Players could also access the video to review and make their own improvements, and to create highlight clips of the games. The different media all require some follow-through, but this was the general process for many of the elements the media classes provided for our student athletes.

Discussion

The underlining message of this program would be that the implementations of media in high school athletic programs provide a unique benefit that enriches the experience for those involved. When I took over the athletic program there was instability, but this media has allowed me to do well. Many parents and athletes often comment on the strength and the vision of athletics at the school now (Appendix I and Appendix J). As an administrator it is a struggle to implement a vision for the athletic program, but with these media we have received some very positive feedback This project has been beneficial for two different groups of students: Those students who get to gain experience using the new media as tools to learn in the different classes, and the athletes who we cover. Each group has benefited from this program in different ways. To quantify the success of this project for all the students who participated is difficult, but we can give some practical examples of how this program has made an impact on some individuals whose learning experiences were enhanced and we can also provide some personal examples of the impact of this program on some athlete's experiences.

There are several practical examples of growth in the different media classes that highlight elements of success. In a general conversation with Zach Tervort, a senior from the class of 2014, he told me that he planned on pursing a career in media when he returns home from his mission. The classes he took at ALA sparked his interest in continuing his education in graphics and computer editing. He said, "I will most likely get my degree in graphic design after my mission. I already learned how to design in Photoshop, but with a degree I can start my own design company." This example shows how the skill development Zach learned from the graphic class will help him in a life-

long career path. For more examples of the impact of media classes in future classes a survey could be given that studies how the skills learned in class have impacted career goals or lifestyles of those students. This would give us more substantial information on the impact of this project.

The increase of student interest in the program also highlights the success of the project. Due to student requests, Studio ALA, the video class, went from being two small classes to being six full classes. This demand shows a desire for students to learn and be a part of the production process. When we first started looking for broadcast anchors we had to beg students to do it for us, and now we need to hold tryouts and we rotate anchors every term to accommodate those who are looking for this experience. These examples of growth show more students who want to learn the skills from this project. In addition, the local TV station has picked up Studio ALA's finished product. Spanish Fork channel 16 plays several of ALA's school events throughout the week. This benefit is a supplementary sign of the growth for our school and the media program we have established. The games and competitions being aired locally is also further exposure for our student athletes. Our athletes have the benefit of a larger audience watching them compete.

In the time we have started this project we have had amazing growth athletically. Our sports have seen success like we never have before. The examples of success have been: We have had three sports take first in the region. We had an athlete who took state in wrestling and our soccer team won the first state championship for the school. The success we experienced athletically cannot be attributed to the media tools that were

offered through these programs, but a large part of success is looking the part, and these media elements allowed us to look like a strong athletic school.

Seeing the reactions of the students and parents to the style of media we have provided has been enjoyable for me. These reactions are also examples of the success. As many of the previous student-athletes have come back to the school they have expressed gratitude for the different media they were given. Caleb Olsen a senior from the class of 2012 told me, "I love my poster. It is hanging up in my room and it takes up the whole wall." Judging by this reaction, adding the different media elements to the sports culture at American Leadership Academy has been beneficial for at least one individual athlete. To get more accurate data on how the increase in athletic media has impacted individuals in the future a survey could be administered to observe the impact on individual athletes.

Adding these media elements has also enhanced my overall experience as athletic director and been a positive administrative tool. I first accepted the position with much hesitation. The previous administrators were highly criticized and the position did not appear to be very stable. However, this vision to create a college-like athletic experience for the students, enhances the curriculum for media students, and improves the school's image and visibility has not gone unnoticed (Appendix I). I credit many of the media tools for the positive image I have been able to leave on the school's athletic programs. These elements have been a great start at encouraging more of a college-like athletic experience.

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Appendices

Appendix A. Girls Soccer Banner

Appendix B. Football Poster

Appendix C. Flagpole Banner

Appendix D. Football Poster

Appendix E. Basketball Calendar

EAGLES BASKETBALL

Wed, Jan. 15, 2014	ALA at Gunnison	7:00PM
Fri. Jan. 17, 2014	South Summit at ALA	7:00PM
Wed, Jan. 22, 2014	ALA at Manti	7:00PM
Fri. Jan. 24, 2014	North Summit at ALA	7:00PM
Wed, Jan. 29, 2014	Summit Academy at ALA	7:00PM
Fri. Jan. 31, 2014	ALA at South Summit	7:00PM
Wed, Feb. 5, 2014	Manti at ALA	7:00PM
Fri. Feb. 7, 2014	ALA at North Summit	7:00PM
Wed, Feb. 12, 2014	ALA at Summit Academy	7:00PM

Appendix F. Studio ALA Disclosure

STUDIO ALA DISCOLSURE

This class will offer students the opportunity to work in a studio setting, creating various shows and productions that will be broadcast locally on Spanish Fork's cable network as well as shown on ALA's YouTube channel.

Students will learn such things as: Proper video camera technique - Video editing with computers - Audio recording and production - How to make music videos - Placing original music on iTunes for purchase - Distribute your original music through ALA's own record label - Placing videos on YouTube - Editing in a TV studio environment using professional equipment - Live, on-location TV production.

DAY-TO-DAY: Students will be divided into positions in the class depending upon their level of experience. Those who are more familiar with audio/video production will be given the opportunity to mentor those that are new to the work.

Students will be given the opportunity to work in the areas where their passions are.
This class will be run as would a real business studio. It will be like having a job in the industry. Students will be given projects with deadlines. They will learn responsibility and accountability. Their work will appear on TV.

The required curriculum and basic media concepts will be accomplished through online learning units produced by Spencer and Johnny and may be done at home or anywhere there is computer access. Most training will be done "on the job." This will allow the students time to produce content for TV during classroom time. Assignments will be outlined in class.

Appendix G. Athlete Bio

Athletics Bio Questioner

1. What is your favorite food?

2. What is your favorite color?

3. What word describes you best?

4. If you could witness any event past, present or future, what would it be?

5. You can learn anything. What would you want to learn?

6. If you had to change your first name, what would you change it to?

7. If you won the lottery, what is the first thing you would do?

8. If you could meet anyone, living or dead, who would you meet?

9. What's the #1 song you listen to?

10.   What is one of your favorite quotes?

11.   What do you want to be when you grow up?

12. What type of pets do you have or want?

13. What is your greatest accomplishment?

14. Where do you want to live when you grow up?

15. Where do you like to vacation?

16. Who is your hero?

17. What is your best attribute?

18. What is the kindest thing anyone has done for you?

19. What have you done for someone else that has made you proud of yourself?

20. How do you want to be remembered?

## Parents: We have a new athletics website!
www.alaathletics.com

This site will allow parents and fans to keep up with scores, watch video, see game pictures, get to know each athlete, and more. This survey will be used on the site. This site is a fun and entertaining tool that the kids can use to show their pride in their activity.

Do you give your child permission to have a bio on our site?

Yes or NO

Parents Signature:_____

Appendix H. Athlete Website ALAATHLETICS.COM
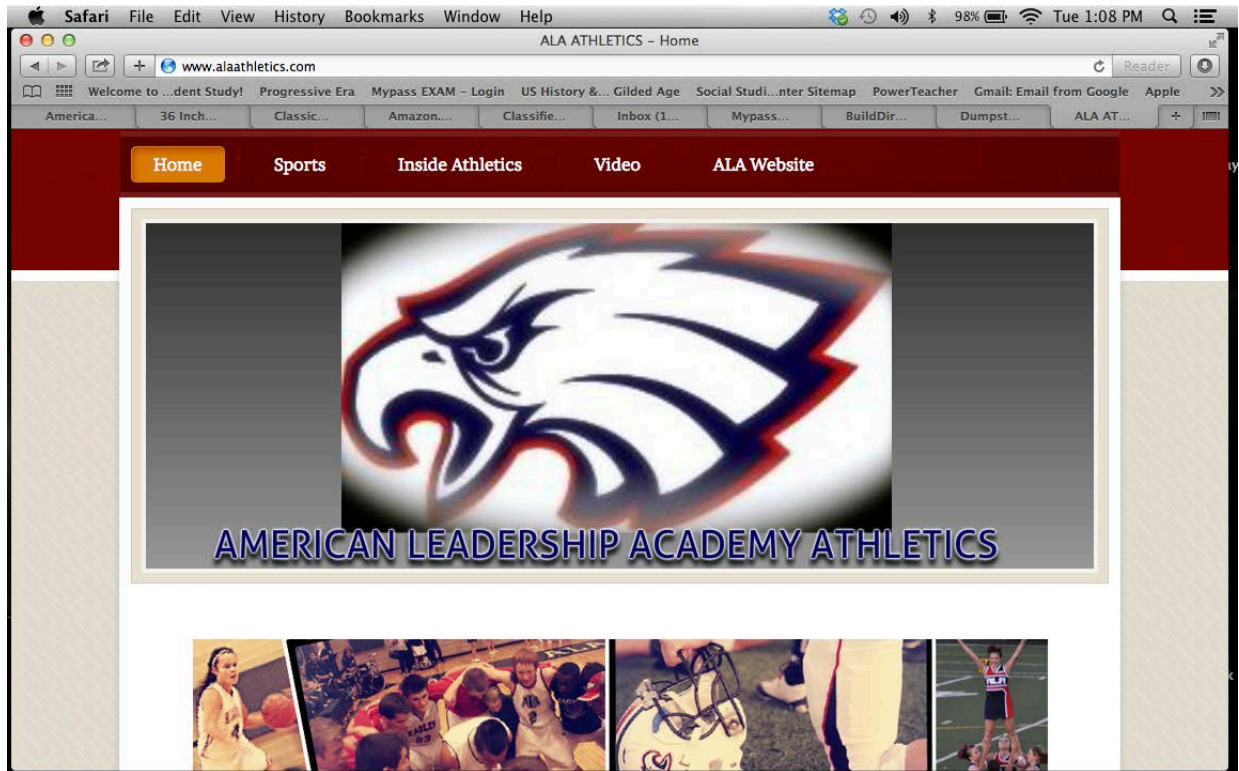
Appendix I: Text From Parent

APPENDIX J: LETTER