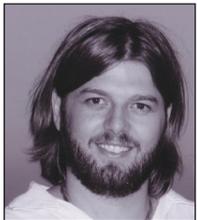


CTEC

Communication Technology Division Newsletter
Fall 2011

A PHENOMENAL AEJMC'S CENTENNIAL AHEAD OF US: PRESENTING THE NEW GENE BURD TOP RESEARCH PAPER AWARD



Homero Gil de Zúñiga
CTEC Division
Head

Hola all CTEC members!

I know, the headline might be a bit off but I just wanted to include CTEC by all means!!

As most of you already learned, our next meeting in the beautiful city of Chicago will mark the 1st centennial of AEJMC as a professional association. A hundred years setting and promoting the highest possible standards for journalism and mass communication education, research and scholarship. What a great achievement! I really hope you all participate of this magnificent milestone and help us at CTEC to make this the best conference yet.

In the light of this significant achievement for over a year now, officers at CTEC with the help of many Division's members have tried to launch a scholar journal in the Division. Hopefully, in the near future this work will crystallize and we all will be able to enjoy a new scholarly outlet

which will come to add to the current family of AEJMC journals led by Journalism & Mass Communication Quarterly, Mass Communication & Society or Communication Methods and Measures, among many others (to see all AEJMC journals go to <http://www.aejmc.org/home/publications/division-journals/>). In this process, former Division Head, Marcus Messner and current Vice Head, Jacob Groshek, have been invaluable. And as the process continues, with the efforts of many, including our Research Chair Carmen Stavrositu, I anticipate this task will be a complete success. Without any doubt CTEC resides in great hands and its future will be pretty bright.

Additionally, I'm delighted to present to you all the other great achievement CTEC will able to implement in this significant year that lays ahead of us. I'm referring to the new Gene Burd Top Faculty Research Paper Award. In addition to our now classic Jung-Sook Lee Student Paper Competition (<http://aejmctec.com/aejmc/jung-sooklee/>), beginning this year in Chicago, CTEC will present the Gene Burd Top Faculty Research Paper

Award to the best paper produced by a faculty member that got submitted to the Division. The award will be accompanied with a check of \$1,000 and a diploma.

This prize will not be possible without the generosity of Prof. Burd from the University of Texas - Austin. Prof. Burd has donated a lump sum to secure the award until 2021. Nevertheless, in the next few years he would like to revise the situation of the award to hopefully make a larger contribution that will last for many, many years to come in the form of a permanent scholarship.

I know you all agree with me when I say there are no sufficient words to thank Prof. Burd for his generosity and philanthropic nature. Perhaps now he will even receive more submission to CTEC's paper competition... Wait... We already hold the submission record for few years in a row with Mass Communication & Society Division!

Prof. Burd was a newspaper journalist with the Houston Chronicle, Kansas City Star, and Albuquerque

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Data, Technology, and How to Equip Our Students



Bart Wojdyski
Professional
Freedom &
Responsibility
Chair”

Many of our members not only focus on communication technology in their research, but also teach courses in which our students learn how to evaluate the psychological impact of new technologies, how to think critically about them, and how to use them to their desired ends.

Teaching at the intersection of communication technology and journalism, I often find myself wondering what new content creation or content delivery platforms are worth passing on to my students, and which may not be around long enough, or catch on well enough, to justify the investment.

One area in which technology pushes some of us out of our comfort zone is that of data presentation and visualization. With a wide variety of visualization tools – from Flash APIs to HTML5’s versatile canvas element to Google Fusion Tables – available to students to play with, conveying large quantities of information efficiently is easier than ever before. Moreover, there are free tutorials out there for many of these products which level off the initial learning curve, and allow savvy students to incorporate data visualization into projects without classroom instruction.

Given the increased access to data in our mass communication experiences – both as producers and consumers – it’s important that our

students come away from communication or mass communication programs with at least a basic understanding of numerical data and how to present and interpret them. While it’s beyond the scope of many of our programs to include statistics courses for our undergraduates, there are several important skills and concepts we could teach that are a more natural fit for the communication field.

1) Accurate and ethical visual representation of data.

As educators, it behooves us to teach our students that with this increased capability to process and present information comes the responsibility to not mislead. Much research shows that people are misled by charts with incomplete or discontinuous axes, legends or labels. The color values in color-coded geographic maps or heat-map overlays are often interpreted relative to each other, without use of scales. An understanding of how to recognize misleading visualizations will aid students who enter a variety of professional fields.

2) A realistic understanding of factors underlying how numbers are processed.

Beyond the above issues with data visualization, research also shows that images and textual examples that accompany numerical data skew how audiences remember the numerical information (see much of Dolf Zillmann’s work in the past 12 years). An understanding of these concepts can help students avoid

undercutting the information they are trying to convey.

3) How to seek out and find credible and current information.

While some of the aforementioned tools make it easy to tell a story with data, finding the right information and making sure its entered correctly is crucial to telling the story accurately. Media and Web literacy components in entry-level classes should address where to find reliable data, an understanding of primary and secondary sources for statistical information, and ideally a basic understanding of representative sampling.

4) How to add value to available information.

widespread use of powerful communication software and equipment to “prosumers,” has affected the role of professional communicators. Our students will be able to better show their value in the workforce by understanding how to make a given set of data effectively interactive, and how to overlay information with geographical or chronological data that heightens its relevance.

While we can’t teach students every tool for easily presenting or interpreting data, by focusing on the above concepts, we can help arm them to use available tools effectively.

Bart Wojdyski is an assistant professor at Virginia Polytechnic Institute and State University. He can be reached at bartw@vt.edu.

Strategies for grading skills-based classes



Jessica Smith
Teaching Chair

Keeping up with grading is one of the most challenging aspects of teaching a skills-based or lab class.

We're lured in to these classes with great excitement and ideals: I get to help students develop hands-on skills they will use every day in their careers! I'll get to know students by name and their interests and strengths! I'll get to keep my own skills in this area fresh!

The cost for all these benefits is the time it takes to give feedback that will help students develop their skills.

Perhaps in some classes, the value in an assignment for students is in the process and in what they discover through discussing issues with one another.

I'm sure that my students do learn a lot about grammar or HTML or photography through the process of their work. But no matter how they feel about their work, it's also important for them to learn if they're using commas improperly, omitting important coding from their pages, or not cropping tightly enough.

This feedback comes through grading. I've talked with several other professors who also struggle with keeping up with grading, and we've talked about some strategies to help.

Some people advise cutting down on the number of assignments. This is difficult advice when I think of how limited a class can be when we have

only 15 weeks of class time. Not all assignments must be graded traditionally, though.

Some assignments can be converted into in-class exercises that can be discussed thoroughly and never turned in.

Some assignments can be graded for completion. This works well in the second half of a semester when instructors are confident in students' abilities.

After receiving specific, detailed feedback early in the semester, they are able to put their skills to work and avoid major pitfalls. Working at that level of competence allows them to fix minor problems as they go, so they're able to complete tutorials on their own.

This strategy has worked well for me when students are learning to use a tool like Photoshop or Dreamweaver. This allows class time to continue to be devoted to conceptual issues but gives students opportunities to develop technical proficiency.

One other strategy that has been useful for me is peer review. After students have been learning to edit or design all semester, many often can offer useful suggestions to their peers. I put each student's project on a computer in the lab and ask everyone to circulate and write one piece of constructive criticism on a sheet for every project on display.

Students enjoy seeing what their peers have created. Seeing the same advice repeated by several people helps reinforce the validity of some students who might shrug off a suggestion from

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ment circles in Chicago, Milwaukee and Minneapolis. His journalism teaching began in 1959 extending from Northwestern, to Marquette, to Minnesota, and to Texas at Austin since 1972 where he teaches both skills and research on minority media and urban communication. In his own words "this award is meant to bolster and reinforce the mission and purpose [of the Division], which seems to me to be more receptive to new avenues of research than other more traditional Divisions locked into older fixed formats and research routines. CTEC is alert and responsive to the changes in the old journalism of my own print generation and is moving us toward the new media and a virtual and digital society. This prize is also meant to supplement and extend existing agendas in research and teaching by being one of the largest AEJMC faculty awards. The CTEC Division forecasts a unique vitality and vision which I applaud after nearly 50 years I have been active in AEJMC having been previously a Division founder and head of MC&S, Magazines and Qualitative-Critical Studies."

Finally, in the event you are interested in getting involved in the Division in any capacity, please contact me or CTEC's Division Vice Head and Research Program, Jacob Groshek and Carmen Stavrositu respectively, to let us know.

Homero Gil de Zúñiga is assistant professor at University of Texas - Austin. He can be reached at hgz@austin.utexas.edu.

AEJMC MIDWINTER CONFERENCE 2012

March 2-3, 2012

Gaylord College of Journalism and Mass Communication
University of Oklahoma

General Call for Paper Abstracts and Panel Proposals



Amanda Sturgill

The AEJMC Midwinter Conference is an annual forum for the presentation of research and

debate in areas relevant to the 12 AEJMC groups (divisions, interest groups and commissions) sponsoring the event. The conference provides a platform for presentations and extended discussions in a relaxed setting. It is a smaller, more friendly environment than the big AEJ, and it is appropriate for graduate students and faculty who are trying out new projects or presenting smaller ones.

The upcoming conference is scheduled for March 2-3, 2012 at the Gaylord College of Journalism and Mass Communication (University of Oklahoma) in Norman, Oklahoma.

Paper abstract submissions:

Authors are invited to submit research paper abstracts of between 600 and 800 words (word count excludes author information and references). Abstracts should give a clear sense of relevant literature, research objectives, methodological approach, stage of research project (conceptual, data gathering, data interpreting), findings and conclusions.

Submissions should be made by e-mail to asturgill@elon.edu. Note that authors can submit any specific paper abstract to only one partici-

pating group – submitting the same paper abstract to several groups will result in disqualification and withdrawal from the review process. Do not submit full papers.

Authors of accepted papers will be notified by mid-January 2012. Papers presented at the midwinter conference are also eligible for presentation at the AEJMC national convention in August. Authors are encouraged to use the midwinter conference as an opportunity to get feedback on their research to improve and finalize it for submission to the national conference.

Authors of accepted abstracts must submit complete papers (not exceeding 30 pages) to the discussant of their conference session at least two weeks before the midwinter conference.

At least one author of each accepted paper must register and attend the conference to present the paper. Failure to register by the deadline will result in authors' names and papers being removed from the program. NO onsite registration will be available.

Panel submissions: In addition, the organizers are also inviting panel proposals. These proposals should be sent to the midwinter chair of the particular division or group they wish to present the panel to. Panel submissions should include the panel title, a description of the session's focus, the issues to be discussed, and a list of panelists (potential and confirmed), including

affiliation. Panel proposals should not exceed two double-spaced pages.

Submission format: All submissions (for paper abstracts and panels) should include the name(s) of the author(s) or panel organizer(s) on the title page only. The title page should also include the author or lead author's (or organizer's) mailing address, telephone number and e-mail address. The title should be on the first page of the text and on running heads on each page of text. Authors should e-mail their abstracts or proposals as attachments (saved with the author's last name as file name) in a standard word-processing format (preferably Word or RTF) to the relevant midwinter chair. Authors must ensure that they remove any identifying information from their document (with the exception of the title page).

Deadline: All submissions should be sent by noon, December 2, 2011.

The University of Oklahoma is located in Norman, 20 miles south of Oklahoma City, with easy access to the Will Rogers World Airport. Details on conference registration, hotel accommodation and airport transportation will be available at <http://www.ou.edu/gaylord>.

For more information, please contact Elanie Steyn, Conference Site Host (elanie@ou.edu)

Send submissions to Amanda Sturgill, Elon University (asturgill@elon.edu)

CTEC Reviewers Needed



Carmen Stavrositu
Research
Chair

Call for
Reviewers,
AEJMC

2012 (August 9-12; Chicago, IL)

While the next annual AEJMC conference is still far away, it is never too early to start preparing for another successful conference for CTEC. As in past years, CTEC is sure to receive once again a very large number of submissions. Hopefully, we will receive the support of a large number of reviewers, as well.

Every year, we have two important goals for the reviewing process. The first of these goals is to obtain high quality reviews. The second consists of ensuring a reasonable workload among reviewers. That means that the more reviewers we have, the more manageable everyone's involvement will be.

Depending on the volume of submissions and the number of volunteer reviewers, we try our best to not assign more than three to four papers per reviewer. To help us achieve this goal, I kindly ask that you volunteer as a reviewer as soon as possible.

To do so, please take a few minutes to provide me with the following information at ctec.research@gmail.com:

- 1) Your name and current email;
- 2) Your current affiliation;
- 3) Your area of specialization and preferred methodolo-

gies;

4) Your willingness to be a moderator and/or discussant for a CTEC panel.

The submission process will again proceed through the familiar online All-Academic system, which of course provides the option to print manuscripts for review. Reviewers will have slightly over one month to complete their reviews.

Student Involvement

While CTEC encourages student involvement with the division, we do not employ student reviewers for CTEC research papers. We do, however, invite students to submit their work to our division and participate in the Jung-Sook Lee student paper competition. The award for this competition honors the division's 1997-1998 research chair, Jung-Sook Lee of the University of Southwest Louisiana, who died in 1998. The top three papers (student-only) will earn a cash award and recognition at the division's business meeting. In addition, the author of the first-place student paper also will also receive complimentary conference registration, covered by the division.

I am looking forward to hearing from many of you. Thank you in advance for your help!

Carmen Stavrositu is an assistant professor at the University of Colorado, Colorado Springs. She can be reached at: ctec.research@gmail.com

Social Media and CTEC



Cindy Vincent
Web/Social Media Chair

Some exciting changes are happening in the digital CTEC world! Just like social media has become a hot topic in research throughout AEJMC, it is becoming a hot topic here at CTEC too. Some of you may have noticed a few small changes in the CTEC online presence but I want to share with you all of the updates we've been making online to improve our digital presence. Firstly, the CTEC website has moved! Please visit the new website at www.aejmctec.com to find out the latest information in the CTEC Division. In addition to a new website address the format of the website has evolved from a static site to incorporate more interactive features, so please feel free to engage with us. The website is not the only new update we have though, our old Facebook group has been archived and we've upgraded to a new Facebook page. You can find our new Facebook page by searching for Communication Technology Division (AEJMC). To help us make the new page even better please send me your photos from the AEJMC 2011 Conference or any other CTEC pictures you would like to share. Also, help make our page more interactive by posting interesting articles you've read, call for papers you've heard of, or anything else you think others may want to know about. But first, please like our page! And invite your friends and colleagues to do so as well. One last change we have is for those of you on LinkedIn. We now have a LinkedIn group page where you can share information about relevant jobs, conferences, and journals with other members of the CTEC community. Join the discussion on LinkedIn by finding the Communication Technology, AEJMC group. I'm very excited for all of the new online changes and I hope you are too. Help make the CTEC online world more interactive and engaging by joining the conversation!

Cindy Vincent is a Ph.D. student in the Communication Department at the University of Oklahoma. She can be reached at cindy.vincent@ou.edu.

CTEC Needs Panel Suggestions for AEJMC 2012



Jacob Groshek
CTEC
Division
Vice-
Head

Every year, the CTEC Fall newsletter addresses proposals of panels that the division may wish to sponsor (or co-sponsor). Over the years, the number of interests groups and divisions in AEJMC has continued to increase while the number of spaces available for panel and research sessions has remained more or less the same. The chip auction this year will thus present more opportunities for collaboration as well as

more challenges in terms of coordinating CTEC's share of panels. Carmen Stavrositu and Amanda Sturgill will represent CTEC on December 3 in Louisville, KY to determine which panels we will present with which other interests groups or divisions.

Though I am a bit dismayed to report the turnout of research, teaching and PF&R panel proposals for the 2012 conference from CTEC members and officers was a bit less robust than normal, we do have a good number of interesting proposals to consider. Several other interest groups and divisions have also contacted

me about co-sponsoring panels, and all topics and panels have communication technologies at their core. As is the nature of our division, however, all panels also have additional attention paid to other areas of inquiry, from politics to economics to learning to social movements and education initiatives.

All of this means that, as much as ever before, Carmen, Amanda, Homero, and I need your input to determine which panels are most suitable for CTEC to be involved with at the annual conference in Chicago 2012. Toward this end, I have compiled a list of proposed

panels for you to review at www.jgroshek.com/CTEC_Panels.docx. Have a look and please email me with your suggestions as for what are the most important or interesting proposals. Of course, only relatively few can make it to the conference but I will do my best to integrate all CTEC members' thoughts on this very vital and important issue. Thanks, and I will be in touch in the Spring newsletter with an update.

Jacob Groshek is an assistant professor at Erasmus University Rotterdam. He can be reached at groshek@eshcc.eur.nl or jgroshek.com.

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one person as "just a preference."

The process also helps students develop skills in problem solving and evaluation when they must make suggestions to others.

Grading will always be with us. But as we approach the end of one semester and begin to plan for the one ahead, perhaps we can practice new ways to offer feedback to students without adding as much to the piles on our desks.

Jessica Smith is an assistant professor at Texas Tech University. She can be reached at jessica.e.smith@ttu.edu.

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