

Training Journalism Instructors to Teach Online: A Multiple Case Study

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Why this topic?

Most journalism research:

- ✓ Fake news
- ✓ Immersive technologies
- ✓ Convergence
- ✓ Industry disruption
- ✓ Practice-education gap
- ✓ Social media

Journalism research gaps:

- ✓ Pedagogy
- ✓ Efficacy of online programs
- ✓ Online program infrastructure
- ✓ Online student perceptions
- ✓ Experiential learning in online spaces
- ✓ Are online students prepared?



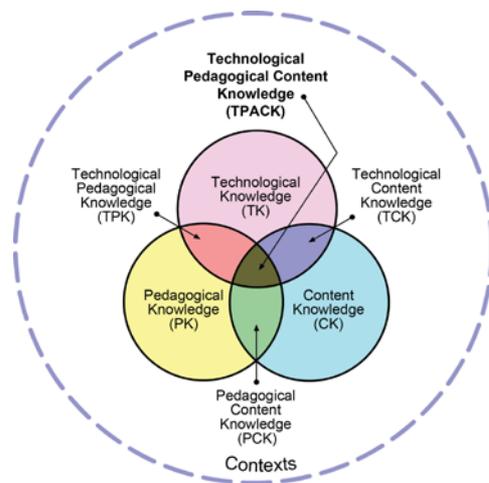
Frameworks

Online Human Touch (OHT)



(Betts, 2011)

TPACK



(Mishra & Koehler, 2006)

Professional Learning Communities

- Member alignment
- Reflect on practices
- Engage in reflective discussion
- Offer feedback to each other
- Keep focus on learners

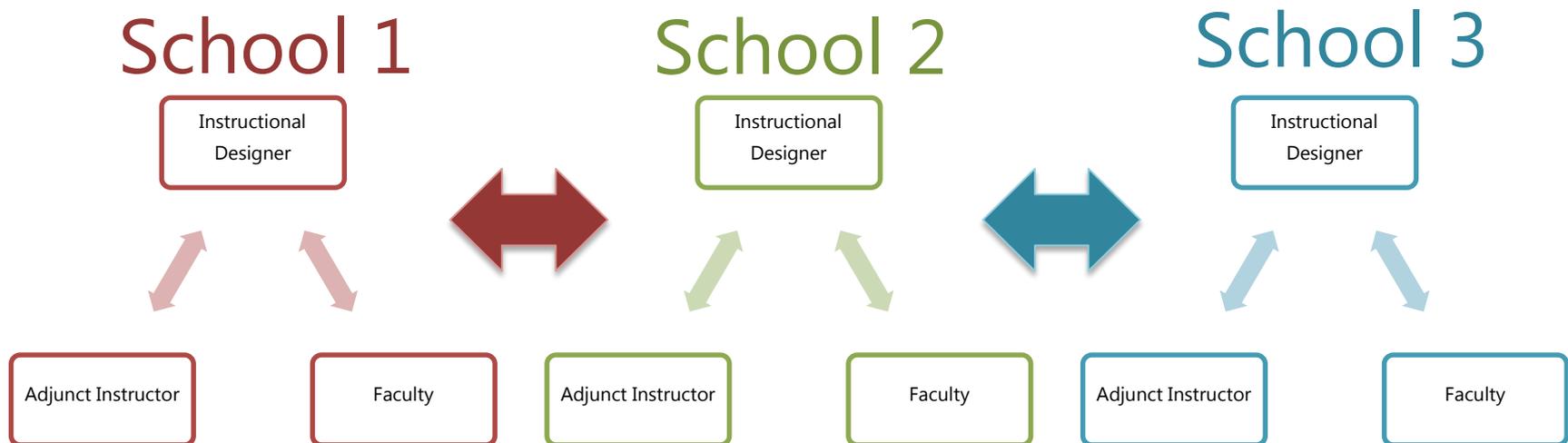
(Thoma, Hutchinson, D. Johnson, K. Johnson, & Stromer, 2017)



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Multiple case study design

- 3 Journalism & Mass Communication (JMC) schools at large, public institutions in U.S.
- Inclusion criteria: Each JMC school offers one fully-online degree program
- IRB approved
- Inclusion criteria: Participants taught or worked online for at least 1 academic year
- Review of PD resources/events
- 3 semi-structured interviews (ID, faculty, adjunct) at each JMC school





RQ1: How have JMC schools approached the preparation and support of full-time and part-time instructors to teach in online courses?

- ✓ Enroll instructors in mini courses focused on online teaching, learning
- ✓ Empower instructional designers, ID teams
- ✓ Course development vs. Existing
- ✓ Meet instructors where they are
- ✓ No mandates





RQ2: How do journalism and journalism-oriented instructional designers collaborate as a professional learning community to strengthen JMC pedagogy in online courses?

- ✓ Course development: IDs and instructors map out objectives, materials, assessments
- ✓ Existing courses: IDs provide just-in-time support
- ✓ PLC unites pedagogy, technology, and content expertise (TPACK)



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