

# **Electronic Media and Film Global Learning Outcomes, Strategies, and Assessment**

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## **OUTCOMES**

**EMF LEARNING OUTCOMES** were created primarily so that students are better able to analyze and synthesize the interdependence and interconnectedness of the human experience on a global scale

1. EMF STUDENTS will analyze and evaluate global and indigenous cinema and television so to expose and broaden their understanding of regional, national and international moving images and ways in which they portray human experience.
2. EMF students will think globally and critically about cinema, television, and radio programming and will gain competency in creating NAU programming that offers diverse media representations that help to shape and are shaped by increasing global interaction and issues of sustainability.
3. As learning outcome #2 is realized, students across the university will have regular opportunities to view and listen to diverse global cinema, TV and radio programming so to better appreciate the diversity of moving images, music, and spoken word and better understand the views and experiences of people living across the world.
4. EMF students, working with students from other programs at NAU, will learn and interpret ethical perspectives related to sustainable relationships with the natural world by writing

scripts and producing films, videos, and/or new media programming.

## **STRATEGIES**

### **Global Engagement, Diversity, and Environmental Sustainability in EMF Curriculum**

#### 1. EMF 382, the Art of Cinema

This course is an online liberal studies course in the Aesthetic and Humanistic Inquiry track that has enrollment of about 300 per year. There is an existing learning module about representations of Native Americans and other minorities in cinema history, but for this global learning strategy the module will be further developed and enhanced so that students can think more broadly and critically about the consequences of these historical representations. The course has traditionally focused almost entirely on American film. New learning modules focusing on international motion pictures will be added.

#### 4. New EMF course, International and Indigenous Film and TV

A new EMF course will be developed that focuses on international film and TV. Students will gain knowledge about film and TV programming from countries such as India, China, Japan, and Australia, as well as indigenous people from such countries as the United States, Canada, and Australia.

#### 5. New content for EMF production courses

Students in EMF 229 (Screenwriting 1) and EMF 426C will collaborate with students in the School of Forestry, the Environmental Communication program, and/or other departments/programs at NAU that focus on issues of

sustainability.

## **Global Engagement, Diversity, and Environmental Sustainability in Student Media**

(CO-CURRICULAR) The School of Communication is the home of the student-run radio station KJACK, which is streamed online and aired on the AM radio dial. Any NAU student can work at KJACK, and students from across campus have their own talk and music radio shows.

UTV, the student-run television station, which is aired only on campus cable, produces a range of student-produced short films and television series and also runs college students' favorite TV shows and movies. Recent surveys have shown that some 50% of all students who live on campus view UTV. As with KJACK students from across the campus work at UTV.

To work at KJACK and UTV, students must enroll in student media classes EMF 251 and EMF 252. EMF faculty members advise students working for KJACK and UTV, but students choose programming and are responsible for every aspect of running the stations.

### **1. UTV**

Through the academic year, UTV students will program a weekly international film series (double feature), and UTV students will program a weekly film or films devoted to women, minorities, and indigenous filmmakers. Students working for UTV will be responsible for making these programming decisions.

### **2. KJACK**

Students working for KJACK radio will collaborate with the Center for International Education to recruit international students interested in having their own radio show. Such shows might feature music and cultural topics from their home nations as well as their perspectives on living and learning in the United States.

Students working for KJACK radio will collaborate with the School of Forestry and/or students in the Environmental Communication program so to produce a weekly or biweekly 15-minute program (or programs) focusing on our sustainable relationships with the natural environment. This interdisciplinary programming effort will be simulcast on UTV and then uploaded online at [jackcentral.com](http://jackcentral.com) for worldwide distribution.

## **Global Engagement and the International Communication Minor**

### **1. Minor in International Communication**

As partial fulfillment of the global learning strategy, we will do research, using the resources of the NAU Center for International Education, to identify universities with substantive media and communication programs, with which NAU has official agreements. As we did with the universities in the Netherlands we will develop working relationships with the faculty, and encourage our students in the International Communication minor to do their international studies at the identified universities.

Additionally we will work to actively encourage students from the identified programs to study at NAU. Additionally we will work with these universities to try and develop workshops similar to those we have been doing since 2004 with NHTV, Breda, the Netherlands, in which between 80

and 100 students come to NAU for two three-week workshops every summer.

## **Assessment**

As part of the rigorous EMF assessment plan that is already in place, Helford and Jones will create three new assessment tools to help evaluate the new EMF global learning outcomes.

1. Evaluate learning outcome #1 and #4 by creating a global engagement/sustainability rubric that will be used to analyze essays and projects written in EMF 382, the new EMF course, International and Indigenous Film and TV, EMF 229 (Screenwriting 1) and EMF 426C.
2. Evaluate learning outcome #2 by developing focus group questions to be given to KJACK and UTV student programmers. Focus group questions will focus on how decisions about programming are made, how global and sustainability issues are considered in those decisions, and how the decisions shape the programming culture at NAU.
3. Evaluate resonance of global programming for NAU student body by adding to existing survey that is given to students who access KJACK and UTV. Survey questions will help to determine who is tuning in to global programming, why they are and how it shapes their worldview.