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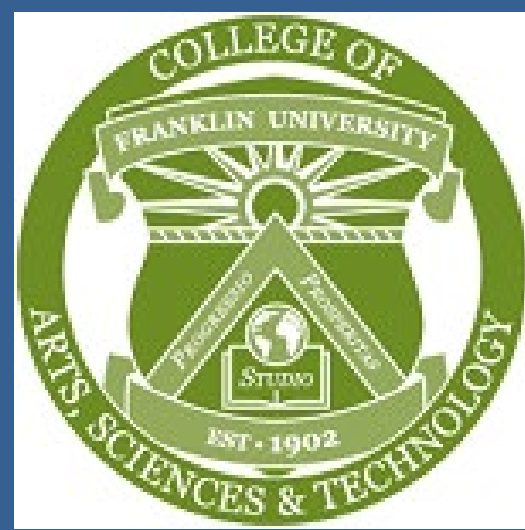
Scholars Showcase 2018: Innovations in Leadership and Learning

International Institute for Innovative Instruction

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An Integrated Communications Agency Pilot: Collaborating to Deliver Quality Learning Experiences and Positive Client Outcomes

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An Integrated Communications Agency Pilot:
Collaborating to Deliver Quality Learning Experiences and Positive Client Outcomes
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COLLEGE OF FRANKLIN UNIVERSITY ARTS SCIENCES & TECHNOLOGY · EST. 1902

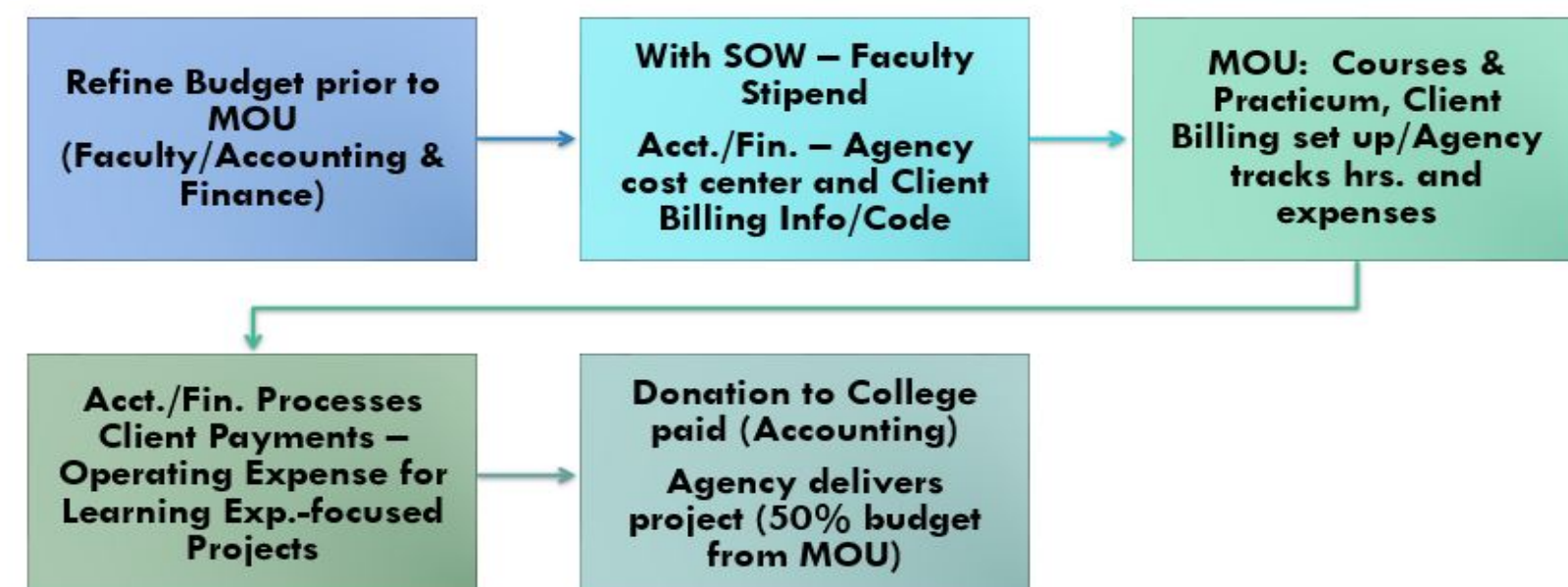FRANKLIN UNIVERSITY SCHOLARS SHOWCASE — INNOVATIONS IN LEADERSHIP & LEARNING

Introduction

Franklin University faculty piloted a student agency concept in 2017-18, working with client Bonecutter Development, LLC.
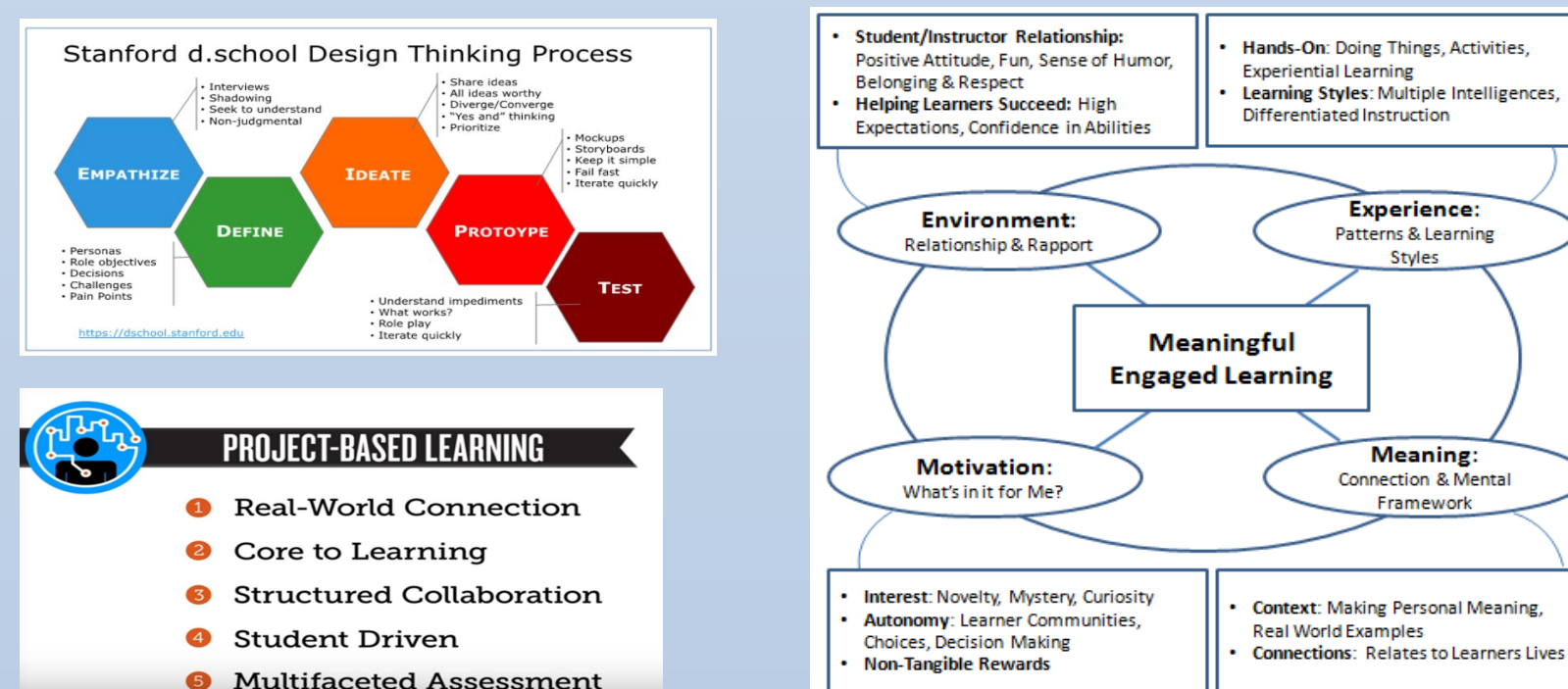
Work was completed by students with two different models: 1) Course Embedded Group Work, 2) Paid Student Agency Positions.
(Please see handout for more details).

The Process

PILOTED BUSINESS FLOW FOR AGENCY – PAYING CLIENTS

Refine Budget prior to MOU (Faculty/Accounting & Finance)

With SOW – Faculty Stipend
Acct./Fin. – Agency cost center and Client Billing Info/Code

MOU: Courses & Practicum, Client Billing set up/Agency tracks hrs. and expenses

Acct./Fin. Processes Client Payments – Operating Expense for Learning Exp.-focused Projects

Donation to College paid (Accounting)
Agency delivers project (50% budget from MOU)

Terms

Stanford d.school Design Thinking Process
EMPATHIZE · DEFINE · IDEATE · PROTOTYPE · TEST

PROJECT-BASED LEARNING
- Real-World Connection
- Core to Learning
- Structured Collaboration
- Student Driven
- Multifaceted Assessment

Student/Instructor Relationship: Positive Attitude, Fun, Sense of Humor, Belonging & Respect
Helping Learners Succeed: High Expectations, Confidence in Abilities

Hands-On: Doing Things, Activities, Experiential Learning
Learning Styles: Multiple Intelligences, Differentiated Instruction

Environment: Relationship & Rapport
Experience: Patterns & Learning Styles

Meaningful Engaged Learning

Motivation: What's In it For Me?
Meaning: Connection & Mental Framework

Interest: Novelty, Mystery, Curiosity
Autonomy: Learner Communities, Choices, Decision Making
Non-Tangible Rewards

Context: Making Personal Meaning, Real-World Examples
Connections: Relates to Learners Lives

Project Goals

Client Needs: In fall 2017, the Bonecutter family of businesses started to expand their business footprint through an eco-community development project. The clients were asking for help with branding a multi-use development with marketing and communications work, interactive media design, and promotions and communication strategies.

Learning Goals: Applying design thinking to a real-world project, applying discipline-specific project strategies and tactics to achieve goals in collaboration with other learners and the client. This broad goal encapsulate sub-goals for the programs and courses involved.

Project Timeline

PROJECT TIMELINE – FALL 2017
Sep · Oct · Nov

PROJECT TIMELINE – WI/SP 2018
Jan · Feb · Mar · Apr · May

Results

http://rocksedge.info/
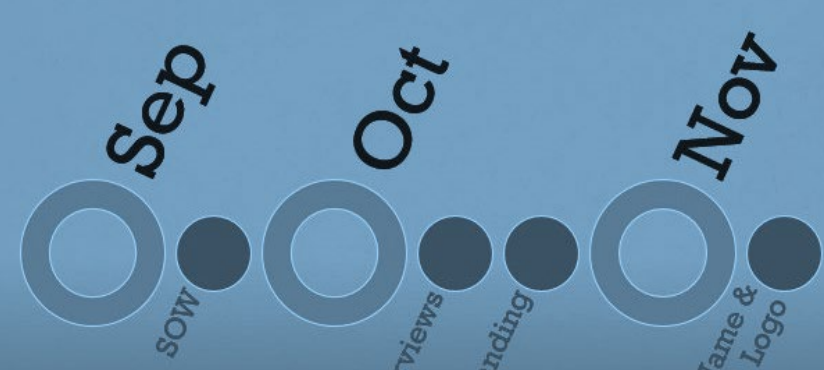
COMM 321 Work: The Bonecutter family of businesses is developing mixed-use plots for 180-acre area in Morrow County as an eco-community and seeking to revamp their branding as part of that expansion. Communications students worked in teams (three teams, three to four students each) to provide strategic communication for a branding strategy aligned with business owner goals and market factors.

IMD 490 & 495 Work: Rock's Edge was yet to launch. IMD students pitched logo and marketing materials to the clients. The clients were so pleased with the graphics and media that several pieces were implemented for brand launch.

COMM Student Employees from the Urbana campus conducted marketing and news media research and created slogans, promotional print collateral, and a sample press release.

MCM Student Employee created a survey and website that were not utilized by the clients.

Evaluation

COMM 321	100% Satisfaction with Course (N = 5) / 100% Satisfaction with Instructor (N = 5)	
IMD 400	100% Satisfaction with Course (N = 2) / 100% Satisfaction with Instructor (N = 2)	
IMD 495	100% Satisfaction with Course (N = 2) / 50% Satisfaction with Instructor (N = 2)	
Student Employees	100% Satisfaction (N = 3) / Gained New Skills & Self-Confidence	

What did you like best about the course?
(COMM 321 written responses from students)

Being able to work on a real-world project was great; I learned a lot.
The real-life experience with the Bonecutter project.
We had the opportunity to work with a client and apply our course learning objectives to a real-life Business scenario as opposed to a case study. It was a valuable learning experience.

Learning Goals → Student Learning Outcomes

IMD OUTCOMES

LO #1: Manage the design and development process for interactive media projects

LO #2: Apply team dynamics to collaborate effectively in design teams to design and development interactive media

LO #3: Apply technical, organizational, and creative skills to produce interactive media training materials

LO #4: Apply technical, organizational, and creative skills to produce interactive media advertising materials

LO #5: Apply technical, organizational, and creative skills to produce interactive media entertainment activities

Project Specifications are essential to determining Learning Objectives with Student Learning Outcomes.

Tied to LO #1: Students manage the process from needs assessment to project completion and demonstration.

Tied to LO # 2-5: The collaborative teams are made up of experienced students (Course is a two term sequence IMD490 to IMD 495 where students move from apprentice (490) to expert (managers(495) that models creative teams from industry where manages organize the entire project into creative, technical, and business related tasks that are assigned based on individual team members strengths.

COMM OUTCOMES

General Education Outcome was Critical Thinking.

COMM Program Outcome 3: Application of the forms of effective communication.

Org. Comm. (COMM 321) Course Outcome: Identify communication problems and recommend solutions.

Assignment-level Outcomes:
Recommend comm. strategies.
Create comm. deliverables for specific stakeholder groups.
Apply comm. design & message authoring skills to digital communications.
Interact with clients in a professional manner.
Curate samples of work for the student's e-portfolio.

Next Steps

COURSE-BASED PROJECTS FOR AY 2018-19
- Comm. Strategy & Content (Comm 495)
- Videos, Banner Ads, Graphics (IMD 300)
- Branding New Company (COMM 321)

PAID INTERNSHIP OPPORTUNITIES
- Website Maintenance
- Social Media
- Promotions & Events

ACE: ASPIRATIONAL CAREER EXPERIENCES
ACE

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