



**92nd Annual Georgia Communication Association Conference
Schedule of Virtual Sessions
Friday February 18, 2022**

Session 1 8:00 – 9:30 – Paper session.

- **“Curriculum Overhaul – Why we did it and what we learned!”**
 - Curriculum changes can be challenging for the faculty, students, and department staff. However, understanding the processes involved, identifying your goals, and keeping your eye on the outcome, an overhaul to your curriculum can better prepare your students for success.
 - Angela Criscoe, Georgia College and State University
- **“Spiral of Silence at Odds at Institutions of Higher Education”**
 - German political scientist Elisabeth Noelle-Neumann (1974) coined the spiral of silence theory, which postulates that a social group might alienate its members because of their viewpoints, causing members to self-censor as a defense against exclusion. However, at higher education institutions, the spiral of silence turns on its head.
 - Niaz Khan, Georgia Gwinnet College
- **“Ideological Criticism of the 1968 Olympic Protest”**
 - Robin L. Hughes (2017), suggests that while racism is a part of the very cultural fabric in which we live in the United States, it often goes unnoticed, ignored or denied. Racism becomes much like the air in which we breathe ... normal. This paper will explore how institutionalized racism is reinforced and challenged rhetorically during the Olympic Protest using ideological criticism
 - Charmisse Morency, Brenau University
- **“From Capstone to Career: Leveraging Capstone Classes into Career Opportunities for Students”**
 - This study examines an undergraduate capstone class that resulted in job interviewing opportunities for several of the students, and a post-graduate job for one of them. This case study considers perspectives from the client and from students to recommend practices for a capstone-to-career experience in future capstone classes.
 - Tom Vizcarrondo, Kennesaw State University
- **“Practical Strategies for Promoting Diversity, Equity, Inclusion and Belonging during the COVID-19 Pandemic”**
 - The COVID-19 pandemic has brought unprecedented challenges and opportunities to higher education, including a renewed focus on efforts to promote diversity, equity, inclusion, and belonging (DEI & B). Through a DEI & B lens, this essay highlights some of the challenges made worse or highlighted by the pandemic, including unequal internet access, mental health disparities, teaching challenges, and barriers to student belonging.
 - Anna Deeb and Billi Bromer, Brenau University
- **“Making sense of the Pandemic and Generating Supportive Messages”**
 - The COVID-19 pandemic not only shook the world’s economy, but also brought about drastic changes to individuals’ lives. In order to adjust to rapid changes, individuals had to live with high levels of uncertainty in day-to-day life. In view of how the incidence rates of recorded depression spiked in year 2020 and 2021, providing supportive messages to individuals in the aftermath of the pandemic or facing similar crises in the future is critical. The current study used an interviewing

approach, Sense-making Methodology, to delve into individuals' innermost fear and thoughts, to allow individuals to triangulate and reflect on the impact of the pandemic.

- Chialing Lynn Ho, Valdosta State University

Session 2 9:35-10:05 – G.I.F.T.S.

- **“Using Artwork to Introduce the Objective and Interpretive Approaches in the Communication Theory Course”**
 - The communication theory class typically includes a discussion of the objective and interpretive approaches to communication research. One way to facilitate learning of these concepts is by making a comparison to the world of art. By showing examples of photorealistic art and abstract art, an instructor can lead students in a discussion about the artwork and the artists' motivations and then extrapolate those ideas into a more in-depth exploration of the objective and interpretive approaches. This GIFTS presentation will provide instructions on how to implement this approach in the Communication Theory course.
 - Pamela Hayward, Augusta University
- **“Fake News”**
 - The Fake News activity utilizes the active learning classroom, providing students with the opportunity to develop an individual and collective list of questions to ask in evaluating information and source credibility. Teams then apply the checklist to questionable news stories and social media posts.
 - Mark Borzi, Valdosta State University
- **“Sorry, I Was Muted: Speech Assignments in the Context of Virtual Meetings”**
 - An example of conforming a traditional speech assignment to a virtual meeting context, with considerations of the norms of that setting.
 - Matthew LeHew, Dalton State University
- **“Here's how you get a job: An interview course project”**
 - While the Digital Age has introduced a new set of state-of-the-art tools to consider when seeking employment, most researchers contend the job-search process has generally remained the same. Whereas the Internet offers considerable information on finding work, too often undergraduates lack a precise and practical understanding of how to get a job. The *Job Interview Assignment* (JIA) presentation details this assignment, offers a theoretical framework to teach it, explains its steps, and evaluates the strengths and weaknesses of the assignment.
 - Philip Aust, Kennesaw State University

10:05-10:15 -- COFFEE BREAK!

Session 3 10:15–11:10 Paper Session

- **“Biden’s Build Back Better Battle: Shaping Perception of the Social Infrastructure Bill”**
 - In 2021, American lawmakers haggled over the finer points of some of the largest spending packages in American history. As a package, it has struggled to gain popular support even though it is filled with popular individual spending programs. In this presentation, I demonstrate the drastic differences in framing Build Back Better by and within political parties. This historic year of spending is also a historic year of spending messaging, and close analysis of Biden’s speeches alongside the public comments of party leadership and media framing is key to understanding whether and how massive New Deal style spending has a place in the twenty-first century.
 - Steve Stuglin, Georgia Highlands College
- **“Communicating Social Presence as a Trauma-Informed Approach to Online Teaching and Learning”**
 - By regularly engaging in social presence to intentionally connect with students, instructors can implement principles of trauma-informed teaching practices into the design and delivery of their

online classes that enhance student learning and engagement by creating student-centered learning environments encouraging safety, connection, and consistency.

- Paul Raptis, University of North Georgia
- **“Examining the Effects of Uses and Gratification After Being Involved in Activities”**
 - This study used the theory of uses and gratifications to examine the extent to which individuals may identify with a group based on their level of participation in organization-related activities. The findings shed light on how people are gratified through the relationship with the media content generator more than the mere use of the media as the uses and gratifications theory suggests.
 - Antonio Scantlebury and Chialing Lynn Ho, Valdosta State University
- **“Forgetting Freedom: Media portrayal of immigration and the Statue of Liberty in Patricia Okoumou’s protest”**
 - National media coverage of the Statue of Liberty focused on freedom in the past. Patricia Okoumou’s protest clearly shows how national and international media differed in their understanding of U.S. immigration policy during the Trump administration and the meaning the Statue of Liberty holds today. The study will use discourse analysis to examine national and international media coverage of Okoumou’s protest on the Statue of Liberty on July 4, 2018 and her trial in December 2018.
 - Vicki Knasel Brown, Savannah State University

Session 4 11:15–12:00 Panel Session

- **“Applied Research Pertaining to Interpersonal Communication & Social Media”**
 - In this panel, a group of students will give presentation on their research paper they did for the applied research methods class.
 - Sarah Jia Min, Dalton State College, chair; Nicole Aldana, Gabby Barajas, Esmi Longoria, Dalton State College, panelists.

Session 5 12:05-12:50 Interactive Session

- **“An Introduction to Using Podcasts in the Classroom”**
 - Podcasting continues to gain popularity as a source of information and entertainment. For many educators, listening to podcasts is an enjoyable activity outside the classroom but is not something they are sure how to use inside the classroom. “An Introduction to Using Podcasts in the Classroom” is a 45-minute interactive workshop that will introduce educators to podcasting and will share ways they can use this new medium to expand student learning and engagement.
 - Chad Whittle, Georgia College and Statue University

12:50-1:40 – GCA Business Meeting/Brown Bag Lunch

Session 6 1:45-2:30 – Roundtable

- **“Finding the right resources for faculty and students”**
 - With the changing climates of both the classroom and the workplace, how can faculty find what they need to succeed? How can faculty as well as students adapt in unprecedented ways? This panel will discuss the steps taken to seek out new resources for the higher education classroom, where the resources are, and how to apply them to benefit students' growth and learning.
 - David Nelson, Leigh Bryan, Kim Kulovitz, Arrington Stoll

Session 7 2:35-3:20– Panel Session

- **“Partnering for Success: Honors Project Students & Student Media Staffs”**
 - Join two Georgia Highlands College students to learn how one student’s honors project focusing on Leadership evolved into a full-blown podcast series. This experimental partnership is one

example of how student media staffs can support student researchers while also increasing content and audience reach.

- Samantha Lewis and Allison Hattaway, Georgia Highlands College

Session 8 3:25-4:10 – Interactive Session

- **“Teaching more effectively: Maximizing the use of an LMS and competency-based education”**
 - How can we make grading more effective for students and faculty? For students, it is a question of the timing of feedback, the quality of feedback, and how faculty members use it to encourage competencies. For faculty, the question is how to deliver on the expectations for students and do it efficiently. The workshop will include a brief theoretical discussion of the value of this competency-based approach and a demonstration of how to implement the system. The most valuable resources for this approach are access to the assignment or grading modules for the learning management system, a tablet with writing ability (e.g., iPad with Apple Pencil), and knowledge of HTML (not required but helpful). Following the demonstration of utilizing the system, the session will be open to questions and one-on-one tutorials as time allows. D2L Brightspace will be used for this workshop.
 - Mark Borzi

Session 9 4:15-5:00 – Interactive Session

- **“Micro-Strategies for Teaching and Tutoring: A Learning Centered Approach”**
 - Many of the books written to help educators teach are focused on Macro-Strategies: large scale strategies meant to improve the structural aspects of the teaching process. The underlying idea of the Macro-Strategies is to set the conditions that are most conducive for students to learn. Micro-Strategies focus on bridging the gap between the known and the unknown. These approaches include content that helps students make new connections and transfer learning. During this presentation micro-strategies will be classified, participants will be given examples of each kind, and participants will be asked to share their examples of micro-strategies they use when they are teaching communication classes.
 - Mark May, Clayton State University

Session 10 5:05-5:50 – Panel Session

- **“Public Speaking Course Redesign”**
 - As part of G2C (Gateway to Completion) project, the Department of Communication in Columbus State University went through 3 year course redesign process including Comprehensive Course Review (using the G2C Key Performance Indicators): year 1, Planning Course Redesign: year 2, and Implementing the redesigned course components, year 3. The committee found students' performance gap according to the course delivery format, instructors' status. To close the gap, a standardized course design across sections was proposed. To implement the course redesign, the department assigned a public speaking director, developed standardized assessment rubrics, and included of civic engagement components.
 - Youngrak Park, Ramesh Rao, Benjamin Baker, Andrew Donofrio, Danna Gibson, Columbus State University

Session 11 5:55-6:40 – Paper Session

- **“Testing Hall’s Low and High Context Culture Framework in a Virtual Reality Setting: Impact on Cultural Awareness”**
 - Molding individuals into competent global citizens by enhancing their cultural awareness levels is paramount due to the increasing rate of globalization. Research showed that cultural appropriation would lead to greater cultural awareness. Yet, the challenge of maintaining physical distancing in midst of the COVID-19 pandemic amplified the problem of having scant opportunity to allow for in-person intercultural communicative exchanges. In view of this reality, the current study examined how individuals can become knowledgeable of a foreign culture when they were

engaged in the process of referencing one's own cultural values through navigating a foreign culture, via specific interactive features, in a virtual reality environment. Predictions on participants' comfortability with exposure to a low- or high context culture was made using Hall's (1976) low- and high context cultures theoretical framework.

- Chialing Lynn Ho, Talley Mulligan, and William Faux, Valdosta State University
- **“Life, Death, and Preservation in a Virtual Landscape: The Life Cycle of the MMORPG”**
 - Over the past several decades, the Massively Multiplayer Online Roleplaying Game (MMORPG) has established itself as one of the most enduring genres in the gaming landscape. Unlike most other types of games, MMORPGs have a limited lifespan that is dependent upon the continued operation of servers that host these virtual landscapes. This presentation examines efforts to preserve these worlds and proposes that preservation efforts should build upon the works conducted by historic home museums and living historians. MMORPGs have played an increasingly important socio-cultural role since the onset of the COVID-19 pandemic, with these virtual spaces operating as a safe alternative where players can socialize while distancing. With this in mind, it is more important than ever to consider how we can preserve these games in some form.
 - Ian Peters, Brenau University
- **“Eye of the Beholder: Understanding Images at Scale with Machine Learning”**
 - Neural networks are rapidly becoming easier to deploy, making it possible to analyze data at an unprecedented scale. While communication research that uses machine learning often analyzes text, image comprehension is another field that can bring insight into how we use the internet. In this session, different approaches to automated image comprehension, as well as potential use cases, will be explored.
 - Matthew LeHew, Dalton State College

6:40 – Conference Adjourns.