

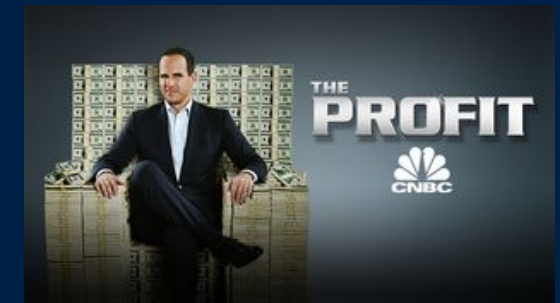
# AS SEEN ON TV: Watching – Then Writing – to Learn

Christy Ashley

Watching, then writing, to learn makes use of two existing practices - using media to enhance student learning and writing to learn - to help students synthesize information, apply multidisciplinary thinking to complex challenges, gain fluency in profit and loss analyses, and develop as writers.

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## AS SEEN ON TV

### Why Watch to Learn?

## BACKGROUND



Television shows and competitions were used to engage students, counteract indifference, increase student motivation to learn, and limit costs associated with case course packs.

Senior level marketing students demonstrated more fluency with the numbers and were more focused on presenting the most important information to sell their ideas.

Then, the novelty seemingly wore off. Shallower thinking and less energy were observed.

## AS SEEN ON TV

Watching – then **WRITING** – to Learn

## COURSE CHANGE

Writing to learn was pursued as a way to enhance the benefits of watching videos, and to formalize critical thinking and metacognition (learning about themselves as learners).

- Students were introduced to the writing assignment with a statement that connected the video they watched to one of the topics they discussed or read about.
- Following this statement, they were asked to summarize their key observations and to write their thoughts to prepare for group discussion (to increase the stakes associated with their analysis).
- Students researched a featured firm. They were asked to consider a strategy about which there might be some debate as to the best approach (problem-based learning).
- The writing-to-learn log prompts encouraged students to synthesize more information, consider ways it might be applied, and to reflect on their learning process, which was incorporated to help them learn about themselves as learners.



# AS SEEN ON TV

What difference does it make?

## IMPACT



Rubric for Write-to-Learn Logbook (14 Entries)

10.75 points each	Weak	Emerging	Developing	Mastering
<b>Synopsis</b> (1.5 points)	Did not complete a synopsis (0)	Provided a shallow synopsis that was missing more than two of the requested elements (.5)	Provided a synopsis that was missing more than one of the requested elements or information/positioning statement was incorrect (1)	Described the target audience, wrote a positioning statement for the firm (as presented), and identified the current product, price, distribution and promotion (1.5)
<b>Marketing Acumen</b> (1.5 points)	Did not relate synopsis to marketing concepts (0 references to concepts) (0)	Utilized few (1-2) marketing concepts/principles in the synopsis. (.5)	Conversant with marketing concepts, principles, and ways of thinking. (Usually 3-4 concepts) (1)	Fluent in the use of marketing concepts, principles, and ways of thinking (Usually 5+ concepts); used them to effectively make arguments that supported analysis. (1.5)
<b>Strengths, Weaknesses, Opportunities and Threats</b> (1.75 points)	Not attempted or some parts not attempted (0)	Fails to properly identify strengths, weaknesses, opportunities or threats; puts information in the wrong sections (.5)	Identifies strengths, weaknesses, opportunities, threats in a way that meets the min. expectations; in opportunities, talks about strategies instead of talking about market factors (1)	Clearly identifies a comprehensive list of strengths, weaknesses, opportunities and threats that is consistent with and integrates the information from the video and outside information about competitors, customers/consumer trends, and the context (1.75)
<b>Assimilation and Integration (depth and breadth of understanding)</b> (2 points)	No grasp of the current situation, market conditions, strategy, or linkages (0)	Fairly simple analysis with little elaboration or integration. (.5)	Good understanding of the current situation, market conditions, strategy, future plans, financial projections and how the parts fit together. (1.25)	Excellent understanding of the current situation, market conditions, strategy, future plans, financial projections and how the parts fit together. Confident yet reflective. (2)
<b>Applications</b> (1.5 points)	Applications were not presented (0)	One application was presented (.5)	Two applications were presented or applications were vague (1)	Three applications were presented and explicitly tied to analysis (1.5)

## AS SEEN ON TV

What's in it for you?

### DISCUSSION

The logo for 'Netflix and learn' features the word 'NETFLIX' in a bold, red, sans-serif font. Below it, the words 'and learn' are written in a white, cursive script font. The entire logo is set against a solid black background.

**NETFLIX**  
*and learn*

Faculty use videos in many different ways. Remote learning and the evolution of streaming may increase the opportunities to engage students using video clips and Netflix or Facebook watch parties.

- The addition of writing-to-learn with any of these activities can increase the likelihood that students lean in, provide practice with critical thinking and argument development, and encourage meaningful engagement with the content.
- In addition to helping instructors improve performance, as measured against standards for learning outcomes, it can allow instructors an efficient, straightforward opportunity to engage students as individual writers and critical thinkers.

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THANK YOU