COM 325
INTERVIEWING PRINCIPLES AND PRACTICES
IMPACT INSTRUCTOR: DR. JERALYN FARIS

PURPOSE OF STUDY
Communication instruction and practice that increases a student’s self-efficacy in the employment interviewing process is a desired outcome of COM 325, Interviewing Principles and Practices.

Self-efficacy outcomes are in the affective domain of Bloom’s Taxonomy and are measureable.

Therefore, our STUDY seeks to discover whether increasing time spent in individual performances of in-class employment interviews from 22 to 44 minutes increases students’ self-efficacy in their interview performance ability.

Fourteen sections of COM 325 are offered Spring 2014. Five of these sections are piloting a redesigned version of the course, via Purdue’s IMPACT initiative.

METHODOLOGY
Online Qualtrics surveys are used to administer pre- and post-assessments of self-efficacy in job seeking, using the Career Search Efficacy Scale (Solberg, Good, & Nord, 1991). The pre-assessment is administered the week prior to the employment interview unit, and the post-assessment is administered the week after the employment interviews are completed.

One of the greatest benefits of being an IMPACT fellow was the collaborative team environment.

• 3 support team members pictured on the left (standing): Casey Wright (ITAfP), Akesha Horton (ITAfP), Catherine Riehle Fraser (Instructional Outreach Librarian)
• 4 Faculty team members: (seated left to right) Professor Melanie Morgan (Com), myself, Professor Cheryl Cooky (Women’s Studies), Professor Inez Hua (Civil Engineering)

KEY COMPONENTS OF STUDY
The key difference in the five redesigned sections is additional time for application of course content:

• Students in these sections watch online lectures before class and take a quiz over the materials presented, employing the “flipped” model, for two of the six course modules. This approach provides more time to conduct interviews in class.

• Because of the opportunity for “control sections,” this study will help determine whether or not this pedagogical change influences students’ progress related to course goals and learning outcomes.

• To allow for random registration, students were not aware before registering which sections use which model.

KEY INGREDIENTS FOR THE FLIPPED CLASSROOM

- Instructor creates video lecture PowerPoints and post on Blackboard
- Students watch lectures online and take quiz before coming to class
- In-class exercises apply the principles learned

Utilizing the flipped classroom, I was able to introduce a new unit on Motivational Interviewing. I created the online, voiced-over PowerPoints with the assistance of the support staff who taught me to use the Camtasia tool.

Using the flipped classroom, I was able to introduce a new unit on Motivational Interviewing. I created the online, voiced-over PowerPoints with the assistance of the support staff who taught me to use the Camtasia tool.

Instructor creates video lecture PowerPoints and post on Blackboard
Students watch lectures online and take quiz before coming to class
In-class exercises apply the principles learned

McLaughlin, Roth, Glatt, et al., 2013


A SYMPOSIUM FOR THE CHANGING CLASSROOM
MARCH 26 – 27, 2014