



Every job is a self-
portrait of the person
who did it.
Autograph your work
with excellence.
-- Unknown

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Instructor Communiqué

Carolina School of Broadcasting

July 2007

Volume II, Issue I

“Back To The Classroom” by Ken Fuquay

Recently, I found myself on the other side of the lectern. I went back to school. I was excited at the prospects of adding to my fund of knowledge, but I was very apprehensive about sitting in a classroom at this age and stage of my life. The first session validated my apprehensions and sent me home at the conclusion of class wondering if I had made the right decision.

I arrived early for a 7:00pm start. The teacher stepped into the classroom at 7:00pm and spent the first few minutes collating papers and filling out a roll book. Class eventually started ten minutes late. Roll was taken and the teacher began her introduction of the material. Two students arrived tardy. The teacher stopped the class, corrected the roll book, distributed more paperwork and began the introduction a second time. Twice more students arrived late and twice more the teacher stopped the instruction, corrected the roll, distributed paperwork and began the introduction from the top. In effect, class began twenty minutes after the published start time. In an effort to end on time the Teacher quickly covered the majority of the information, rarely stopping and asking for questions. The subject matter was complex and this style of delivery made it even more difficult to grasp. Toward the end of the session, a brave soul raised her hand and in exasperation exclaimed, “I don’t know about everybody else, but I’m not getting this!” It was as if someone lifted a weight; we all sighed in agreement. The teacher responded, “You guys should have said something sooner.”

What happened in that class was frustrating for the instructor and the students. I believe my observations of that situation will help you and me create a more positive learning environment for our students at Carolina School of Broadcasting. I narrowed it down to three points:

1. Punctuality. More and more people are tolerating tardiness. It’s a sad statement about society’s march toward mediocrity. We would be remiss in allowing our students to believe tardiness is acceptable behavior in the broadcast industry. If we cater to those who are tardy it reinforces the behavior and says to those who are on time that their time is less valuable. We must lead by example. Class must start on time. Be early.

2. Preparation. If we, as instructors, are ill prepared, the students will sense it. It can cause them to become frustrated. We then have the task of reaffirming our role as instructor and refocusing their attention to the topic at hand. To effectively lead the class, we must be prepared. My role at CSB is to make your job as an instructor easier. It is my goal to provide lesson plans ahead of time and have any required handouts, assignments, tools or equipment prepared and introduced to you prior to the start of class. You and I must communicate. Tell me what you need to effectively facilitate your assigned classes. Help me help you be better prepared.

3. “Pull in”. The students must be pulled into the conversation. To be effective in this area you need to do more than just ask if anyone has any questions. Many times a student who does not understand the material will feel intimidated and is not inclined to draw attention to themselves by asking a question. Pulling the students into the conversation allows you to monitor the students’ grasp of the information as you teach. If you detect a disconnect, you can immediately re-direct the information in a different way for those students. Dr. Leslie Cook, CSB Instructor Workshop Facilitator, has provided us with several effective methods of pulling students into the conversation. (Contact Stephen Wood at CSB for a copy of the Leslie Cook DVD) The CSB Instructor Communiqué also offers tips and ideas for accomplishing this. Create rapport with the students. Let them know that you welcome their input, questions and feedback.

Address your comments or concerns regarding the CSB Instructor Communiqué to:

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Statistics on RETENTION

Studies show that over a period of three days, learning retention is as follows:

- 10% of what you read.
- 20% of what you hear.
- 30% of what you see.
- 50% of what you see and hear.
- 70% of what you say.
- 90% of what you say as you do (e.g., orally work out a problem) (Pike 1989).

Instruction begins when you, the teacher, learn from the learner; put yourself in his place so that you may understand... what he learns and the way he understands it.
-- Soren Kierkegaard

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UPDATED INSTRUCTOR INFORMATION NEEDED. PLEASE SEE PAGE 4

10 Things an Instructor should know About Adult Learners

1. The learning environment must be physically and psychologically comfortable; long lectures, periods of interminable sitting and the absence of practice opportunities rate high on the irritation scale.
2. Adults have something real to lose in a classroom situation. Self-esteem and ego are on the line when they are asked to risk trying a new behavior in front of peers and cohorts. Bad experiences in traditional education, feelings about authority and the preoccupation with events outside the classroom affect in-class experience.
3. Adults have expectations, and it is critical to take time early on to clarify and articulate all expectations before getting into content. The instructor can assume responsibility only for his or her own expectations, not for those of students.
4. Adults bring a great deal of life experience into the classroom, an invaluable asset to be acknowledged, tapped and used. Adults can learn well -and much - from dialogue with respected peers.
5. Instructors who have a tendency to hold forth rather than facilitate can hold that tendency in check--or compensate for it--by concentrating on the use of open-ended questions to draw out relevant student knowledge and experience.
6. New knowledge has to be integrated with previous knowledge; students must actively participate in the learning experience. The learner is dependent on the instructor for confirming feedback on skill practice; the instructor is dependent on the learner for feedback about curriculum and in-class performance.
7. The key to the instructor role is control. The instructor must balance the presentation of new material, debate and discussion, sharing of relevant student experiences, and the clock. Ironically, it seems that instructors are best able to establish control when they risk giving it up. When they shelve egos and stifle the tendency to be threatened by challenge to plans and methods, they gain the kind of facilitative control needed to effect adult learning.
8. The instructor has to protect minority opinion, keep disagreements civil and unheated, make connections between various opinions and ideas, and keep reminding the group of the variety of potential solutions to the problem. The instructor is less advocate than orchestrator.
9. Integration of new knowledge and skill requires transition time and focused effort on application.
10. Learning and teaching theories function better as resources than as a Rosetta stone. A skill-training task can draw much from the behavioral approach, for example, while personal growth-centered subjects seem to draw gainfully from humanistic concepts. An eclectic, rather than a single theory-based approach to developing strategies and procedures, is recommended for matching instruction to learning tasks.

References for Teaching tips in this edition

- Edmunds, C., K. Lowe, M. Murray, and A. Seymour. 1999. [*The Ultimate Educator*](#).
National Victim Assistance Academy (Advanced). Washington, DC: U.S. Department of Justice, Office for Victims of Crime.



PASS THE WORD ALONG!

We need your assistance!

In an effort to stay true to its heritage of providing **“Broadcast Training by Broadcast Professionals”**, Carolina School of Broadcasting is continually cultivating its list of core instructors and guest lecturers.

If you enjoy the teaching experience at Carolina School of Broadcasting, please consider helping us recruit other broadcasters.

Think of an associate who might be interested in this opportunity and who you feel would make a good instructor. Tell them about Carolina School of Broadcasting.

Share this page of the Instructor Communiqué with them or have them call Ken Fuquay at 704-395-9272.

We appreciate it.



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CALL FOR NEW INSTRUCTORS!

In an effort to stay true to its heritage of providing **“Broadcast Training by Broadcast Professionals”**, Carolina School of Broadcasting is continually cultivating its list of core instructors and guest lecturers. Please consider joining us in one of these roles. You will be joining an impressive list of instructors comprised of some of the area’s finest and most well known broadcasters who have taught over the past 49 years.

We are working harder than ever to assure our students a quality hands-on broadcast learning experience. Success in providing that type of education is dependent on our ability to combine an effective continuity of education with instructors who are working broadcast professionals. It is the cornerstone of CSB’s existence: **Broadcasters training “want-to-be broadcasters”**.

Whether you have limited availability or extreme flexibility in scheduling, we are excited to have you consider Carolina School of Broadcasting as the place to share your knowledge, experience and expertise with motivated students who are passionate about obtaining a career in the broadcast industry. Minimally, we ask that you have 3 years experience in the field of broadcasting.

Core Instructors teach on a more regular basis and agree to facilitate a series of classes pertaining to the same topic or subject. That may include as many as three classes per month. Guest lecturers may not have the flexibility in their schedule to commit to more than one or two classes per year. Both scenarios are important to our success.

When you teach at Carolina School of Broadcasting, you instruct a class in which the subject matter deals directly with your area of expertise in the broadcast industry. A pre-approved detailed lesson plan will be provided to you. In addition to the Lesson Plan, CSB provides any required handouts, manuals or text for use by the students.

The classroom and workshop setting is structured, yet relaxed. Since the students will be tested on much of the specific information contained in the plan it is important that you follow the lesson plan. We want our instructors to cover the lesson’s topic by relating it to your personal career experiences and **today’s** broadcast industry. The students will be very interested in your “broadcast story”.

Many of our instructors tell us how exhilarating it is to share their experiences with a group of young people who are excited about the business and eager to learn all aspects. We would love to give you a tour of Carolina School of Broadcasting and explain the “Instructor Program” in detail. Call Ken Fuquay at 704-395-9272 Extension 11 or email Ken.fuquay@carolinaschoolofbroadcasting.com.

CSB Welcomes the following New Instructors

- Mr. Mark Allen:** Maverick Entertainment Incorporated
- Freddi Hammer:** Metro Networks & Westwood One
- Jorge Lozano:** WCNC TV
- Francene Marie:** Metro Networks
- David Mitchell:** Clear Channel Communications Charlotte
- Paul Messina:** New York One News
- Tom McKinnon:** WCNC TV (CSB Graduate)
- Stacey Simms:** WBT-AM

“ We must remember that education is not enough. Intelligence plus character-that is the true goal of education.” - the Reverend Dr. Martin Luther King, Jr.



The man who can make hard things easy is the educator.

-- Ralph Waldo Emerson

Five Ways to Squelch Motivation:

1. **Have little personal contact with the student.**
2. **Get students in a passive mood and keep them there.**
3. **Assume the class will apply what is taught; do not bother with examples.**
4. **Be alert to criticize.**
5. **Make the student feel stupid for asking questions in class**

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Maslow's Hierarchy of Needs as it relates to Education

Maslow's Hierarchy of Needs is a theory in psychology that Abraham Maslow proposed in his 1943 paper *A Theory of Human Motivation*, which he subsequently extended to include his observations of humans' innate curiosity. The hierarchic theory is often represented as a pyramid, with the larger, lower levels representing the lower needs, and the upper point representing the need for self-actualization. Maslow believes that the only reason that people would not move well in direction of self-actualization is because of hindrances placed in their way by society. He states that education is one of these hindrances. He recommends ways education can switch from its usual person-stunting tactics to person-growing approaches. Maslow states that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her own kind. Ten points that educators should address are listed:

1. We should teach people to be *authentic*, to be aware of their inner selves and to hear their inner-feeling voices.
2. We should teach people to *transcend their cultural conditioning* and become world citizens.
3. We should help people *discover their vocation in life*, their calling, fate or destiny. This is especially focused on finding the right career and the right mate.
4. We should teach people that *life is precious*, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.
5. We must *accept the person* as he or she is and help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.
6. We must see that the person's *basic needs are satisfied*. This includes safety, belongingness, and esteem needs.
7. We should "*refreshen consciousness*", teaching the person to appreciate beauty and the other good things in nature and in living.
8. We should teach people that *controls are good*, and complete abandon is bad. It takes control to improve the quality of life in all areas.
9. We should teach people to transcend the trifling problems and *grapple with the serious problems in life*. These include the problems of injustice, of pain, suffering, and death.
10. We must teach people to be *good choosers*. They must be given practice in making good choices.

CSB Needs Your Updated Information

Part of "meeting the standards" for accreditation requires that Carolina School of Broadcasting maintain an updated Faculty Personnel Sheet on every Core Instructor. It is extremely important that we include any continuing education or career advancement seminars, classes or workshops that you may have attended. Any type of career, technical or equipment training can be included. This demonstrates to ACCSCT that our instructors are continually growing and learning in their careers. Please take a minute and email that information to me. Ken.fuquay@carolinaschoolofbroadcasting.com Please include the name of seminar or type of training, location and date. Indicate if you were issued a certificate. Also, please keep us updated on any changes relating to your employment, titles, and contact information. Updated resumes are always welcome and appreciated. Carolina School of Broadcasting hosts two Instructor Training Seminars for our Core Instructors each year. To maintain your Core Instructor status you are required to attend at least one of those events. Please watch your email for an announcement regarding our next Instructor Training Session.