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TEACHING WITH TECHNOLOGY
BOOT CAMP

Disciplining Synthesis

syn·the·sis (s n th -s s)*n. pl.* **syn·the·ses** (-s z)

1. a. The combining of separate elements or substances to form a coherent whole. **b.** The complex whole so formed.

2. *Chemistry* Formation of a compound from simpler compounds or elements.

3. *Philosophy* **a.** Reasoning from the general to the particular; logical deduction. **b.** The combination of thesis and antithesis in the Hegelian dialectical process whereby a new and higher level of truth is produced.

[Latin, *collection*, from Greek sunthesis, from suntithenai, *to put together* : sun-, *syn-* + tithenai, *to put*; see dh - in Indo-European roots.]

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Disciplining Synthesis

From Bloom's Taxonomy of Learning Domains: Synthesis (create/build)

Cognitive	Affective	Psychomotor
knowledge	attitude	skills
1. Recall data	1. Receive (awareness)	1. Imitation (copy)
2. Understand	2. Respond (react)	2. Manipulation (follow instructions)
3. Apply (use)	3. Value (understand and act)	3. Develop Precision
4. Analyse (structure/elements)	4. Organise personal value system	4. Articulation (combine, integrate related skills)
5. Synthesize (create/build)	5. Internalize value system (adopt behaviour)	5. Naturalization (automate, become expert)
6. Evaluate (assess, judge in relational terms)		

(Detail of Bloom's Taxonomy Domains: 'Cognitive Domain' - 'Affective Domain' - 'Psychomotor Domain')

http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm

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Cognitive domain				
Level	Category or 'level'	Behavior descriptions	examples of activity to be trained, or demonstration and evidence to be measured	'key words' (verbs which describe the activity to be trained or measured at each level)
5	**Synthesis (create/ build)**	develop new unique structures, systems, models, approaches, ideas; creative thinking, operations	develop plans or procedures, design solutions, integrate methods, resources, ideas, parts; create teams or new approaches, write protocols or contingencies	develop, plan, build, create, design, organize, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify

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CMST 490: Senior Capstone

On Board Governance
and Crisis Communication

http://chantrill.net/html/cmst_490.html

Description/Scope of the Course:

We will explore the law and ethics underlying and governing both not-for-profit and for-profit corporations (primarily) in Western, Industrialized countries--with an emphasis on the United States. We will examine the legal evolution of the corporation as an economic and moral "person" and the role of communication in the development and maintenance of corporate ethos. The second half of the course will be devoted to examining Crisis Communication and, finally, the role of governing boards in the preparation for, response to, and recap of crises.

Pre-test & Post-test

1. **Check the box beside every course you took within each of the 3 core areas of the Communication Studies curriculum.**

Core Area 1	Rhetorical and Cultural Studies: Focus on symbolic actions that exercise influence over human life. Emphases are on interpretive research as well as cultural, narrative, and rhetorical analyses of cultural phenomena and artifacts.
	CMST 450 Rhetorical Theory & Criticism
	CMST 451 Argument and Persuasion
	CMST 452 Cultural Studies
	CMST 458 Topics in Image, Messages, and Meaning

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Pre-test & Post-test

1. **Check the box beside every course you took within each of the 3 core areas of the Communication Studies curriculum.**

Core Area 2	Organizational and Leadership Studies: Focus on structures and practices influencing communication in private and public institutions. Emphasizes humanistic and social science approaches to leadership in all forms of social organizations.
	CMST 430 Communication and Organizations
	CMST 431 Communication Law and Ethics
	CMST 432 Media Systems & Comm. Technology
	CMST 438 Topics in Leadership and Strategic Comm.

Pre-test & Post-test

1. **Check the box beside every course you took within each of the 3 core areas of the Communication Studies curriculum.**

Core Area 3	Language and Social Interaction Studies: Focus on sign systems such as language, gesture, film, etc. in human interaction. Emphasizes social scientific research approach to interaction and language use in face-to-face and small group settings.
	CMST 410 Language and Social Interaction
	CMST 411 Negotiation
	CMST 413 Comm. & Personal Relationships
	CMST 418 Topics in Semiotics

Pre-test & Post-test

2. In the space below, briefly identify the ways in which EACH of the three core areas differs from the others. What is each core area's primary contribution to the discipline (as you understand it)? What makes each one important?

Pre-test & Post-test

3. In the space below—**and on the back of this page**—respond to the following scenario: You are interviewing for the role of Executive Director (ED) of a non-profit organization. The last ED was fired for pocketing gift cards meant for needy families; the resulting crisis has disrupted all sectors of the organization and its shareholders**. Clarify for the hiring panel the value of multiple perspectives and how the combined interpretation of the 3 core areas will help you define/address/solve problems, make deliberative (thoughtful) decisions, remain true to shared values, and communicate effectively to all the organization's shareholders**.

In other words, instead of analyzing each core area separately and breaking the cores into component parts (as you did in number 2 above), reorganize the components into a new interpretation and understanding—**focused on demonstrating why you're right for the job. Show how each core area is connected to the others. Finally,** demonstrate your ability to assess alternative approaches to solving the problems the organization currently faces.

Pre-test & Post-test

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Additional Opportunities to Explore Synthesis

• Out-of- and In-class exercises aligned to chapter readings and discussions

• Exam questions focused on synthesis of key concepts

• Capstone Portfolio: on the capacity to synthesize

Assessment

The scoring sheet specifies what is expected on each of the three dimensions of evaluation (deconstruction of discipline-based contributions, governance and crisis concepts, and scenario solutions) in terms of varying levels of performance.

For example, each pre-test is compared to each corresponding post-test and ranked on each dimension as *below expectations, meets expectations, or exceeds expectations*.

Goals or benchmarks were set for the entire set of responses: no work will be scored as below expectations on more than one dimension, or that at least 25% of students will be scored as exceeds expectations on at least one dimension.

Student Name	PRE-TEST Evaluation Dimensions		
	Deconstruction of Discipline	Concept Synthesis	Solution
Below expectations			
Meets expectations			
Exceeds expectations			
Comments:			
	POST-TEST Evaluation Dimensions		
	Deconstruction of Discipline	Concept Synthesis	Solution
Below expectations			
Meets expectations			
Exceeds expectations			
Comments:			

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Results

"From raw recruits to polished, trained, confident troops."