

This Week's Focus: Self-Evaluation

As my intro students move into more visual aspects of journalism — most notably, photography and design — I like for them to learn how to both give and receive constructive feedback.

THE LESSON: THE GALLERY WALK

In this activity, students present their work, whether a design or a photo, on their computer screen. In front of the screen, they provide a piece of paper folded “hot dog style” (vertically) to create two columns. The column on the left is titled “Things I like” and the right column is titled “Suggestions for improvement.” Students walk silently from project to project providing specific written feedback in each column. One rule: Students can't repeat something someone else has already written, so as the activity proceeds, it requires more and more detailed responses.

New C:JET issue arriving soon

Summer issue features several articles, including an in-depth focus on ...

... ARTIFICIAL INTELLIGENCE

From generating story ideas to editing to creating illustrations, artificial intelligence is the latest new tool for journalists.

By Stephen Green, CJE

Additional AI content includes the following:

- Poaching by Jonathan Gaston-Falk, SPLC attorney
- Lesson plan by Jim Streisel, MJE
- AI and photojournalism by Bradley Wilson, MJE
- Column by Sidhi Dhanda
- Movies by Bradley Wilson, MJE

MORE CONTENT

Graduation

Chris Waugaman, MJE, says graduation is the most important event the staff can cover.

Jedi Wisdom

Tommy Li returned to the classroom where he focuses on mentoring students.

By Elizabeth Krasnoff Holzer

Profiles

Lindsay Benedict, CJE, says “Profiles are at the heart of everything we do in our publications.”

By Krista McKim, MJE

Prior Review

PJ Cabrera, MJE, discusses the role of administrators and prior review.

Banned Words

Advisers use the “word cemetery” to remind students of overused words, words to avoid.

Cover photo by Maya Ortiz, Kingwood Park High School (Houston); Megan Ortiz, CJE, adviser



FIND IT AT JEA.ORG:

Staff bonding through encouragement

Description

Students will compliment each participant in writing and then reveal all the compliments at once. Using paper, a writing utensil and tape, this activity requires more time than resources. Students walk away with a keepsake, feeling validated for their contributions to the group.

Objectives

- Students will identify what makes a compliment authentic.
- Students will understand why it is important to maintain a positive work environment.
- Students will create authentic compliments for one another. They can think of something that pertains to their job on staff, their job in the classroom, a story they wrote or photo they have taken. It can also be about something out of class or about their character.



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The link

The link to the full lesson is [HERE](#).

NOTE: This lesson is available free to **everyone** during the dates listed at the top of this page. Want to have access all the time? If you're not a member yet, consider joining JEA today for access to all of the resources.

You've Got Style

*Suggestions from Cindy**

MORE SPELLING HELP

Here are more words that you can find in the AP Stylebook that are listed to help users with spelling. In some cases, the listing is the AP preference and not the only way it can be spelled.

<i>millennium</i>	<i>on-site</i>	<i>questionnaire</i>
<i>mock-up</i>	<i>onstage</i>	<i>raccoon</i>
<i>naive</i>	<i>permissible</i>	<i>resistible</i>
<i>nationwide</i>	<i>poinsettia</i>	<i>roly-poly</i>
<i>never-ending</i>	<i>pothole</i>	<i>screen saver</i>
<i>nighttime</i>	<i>privilege</i>	<i>seat belt</i>
<i>nowadays</i>	<i>protester</i>	<i>serviceable</i>

* Style pro Cindy Horchem, CJE, is a retired adviser and the current JEA business and projects coordinator