Using the Entertainment Media to Inform Student Affairs Practice. New Directions for Student Services, Number 108. J-B SS Single Issue Student Services

Description:
This sourcebook focuses on using films, television shows, music, and popular books to facilitate student learning. The goal is to share creative and effective approaches to reaching students in content areas that are frequently the focus in student affairs undergraduate and graduate course, programming, and staff training. This volume is intended to be a resource for both student affairs practitioners and college student affairs faculty. The chapters discuss the use of entertainment media to facilitate understanding of general student development, multiculturalism, sexual orientation, gender issues, leadership, counseling skills, and career development.

Why both with using entertainment media to facilitate learning? Traditional means of learning, such as lectures, reading assignments, and papers, are valuable, but reaching all students and enhancing their learning may require going beyond the traditional, especially in the out-of-classroom environments that are typical in student affairs. In addition, entertainment media can provide learning opportunities that would be difficult or impossible to create through traditional means. Student characteristics, learning styles and other pedagogical considerations, and possible contributions of the media to learning all warrant attention in considering the value of using entertainment media.

This is the 108th issue of the Jossey-Bass quarterly series New Directions for Student Services.

Contents:
1. Introduction to Entertainment Media Use (Deanna S. Forney)
   This chapter presents an overview of the benefits, strategies, and research related to incorporating entertainment media in student learning.

2. Using Entertainment Media to Inform Student Affairs Teaching and Practice Related to Student Development Theory (Merrily S. Dunn, Deanna S. Forney)
   This chapter provides a summary of general student development theory and presents media examples as illustrations of these theories.

3. Using Entertainment Media to Inform Student Affairs Teaching and Practice About Multiculturalism (Mary F. Howard-Hamilton, Kandace G. Hinton)
   Racial identity development theory provides a framework for using entertainment media to facilitate multicultural training and practices.

4. Using Entertainment Media to Inform Student Affairs Teaching and Practice Related to Sexual Orientation (Tony W. Cawthon)
   This chapter summarizes theory relating to identity development of lesbian, gay, bisexual, and transgender individuals and provides multimedia examples that facilitate understanding of their unique needs.

5. Using Entertainment Media to Inform Student Affairs Teaching and Practice Related to Sex and Gender (Tracy L. Davis)
   Critical issues of sex and gender are explored through the use of entertainment media.

6. Using Entertainment Media to Inform Student Affairs Teaching and Practice Related to Leadership (Timothy R. McMahon, Ron Bramhall)
   This chapter discusses leadership development and how entertainment media can enhance leadership knowledge, skills, and strategies.

7. Using Entertainment Media to Inform Student Affairs Teaching and Practice Related to Counseling Skills (Deborah J. Taub, Deanna S. Forney)
   Entertainment media resources for enhancing student affairs professionals’ and paraprofessionals’ counseling skills and knowledge are discussed.
8. Using Entertainment Media to Inform Student Affairs Teaching and Practice Related to Career Development (John C. Dagley, Pamela O. Paisley)
This chapter describes how entertainment media can facilitate career development.

Additional entertainment media resources and final recommendations for their use are provided.

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