

PROBLEM BASED LEARNING IN MEDIA MANAGEMENT COURSES

Kim Maya Sutton
M.A.

ABSTRACT

A lecturer is required to constantly reflect during and after the course in order to create and maintain a salutary learning environment that delivers positive outcomes for all students. Since a course is far from guaranteed to be effective, one of the lecturer's roles is arguably to improve the course as she sees fit. While maintaining a positive learning environment, the lecturer is required to encourage learning and participation, and interaction so that students can and may develop.

This text is a critical reflection on my teaching activity during a semester three media management course held at Jade Hochschule, Wilhelmshaven, Germany, during the winter semester 2012. The text is structured using Johns' (1995) five-step reflection model (description of the experience, reflection, influencing factors, possible improvements, learning) and includes student feedback for the course. The commentary reflects on my style of teaching (e.g. authoritative-facilitative), my teaching strategy (first learn, then do), and the media employed in the classroom. The commentary critically explores and responds to why the intended student participation was only partially successful. Recommendations are made concerning problem-based learning and the use of the action-first approach as described by Daft (2014). As opposed to traditional

academic learning based on first learn, then do, this new concept of first do, then learn suggests that learners take action before learning a concept or skill, thus being enabled to accept knowledge after having identified their individual learning gap.

The text includes the changed lecture structure and how it is received by students in the summer semester 2013.

KEYWORDS:

student participation; leadership; problem-based learning; action first; *first learn, then do.*

LIST OF ABBREVIATIONS

LMS	Learning Management System
PBL	Problem-Based Learning
URL	Uniform Resource Locator (web address)
VLE	Virtual Learning Environment

ACKNOWLEDGEMENTS

I would like to thank my semester three students for their invaluable feedback and my semester seven students for working with me throughout the entire summer semester 2013, developing a fictional company's strategy. Special thanks go to those semester seven students who gave me face-to-face feedback on my new PBL approach and who did not shy away from including constructive, negative feedback.

1. INTRODUCTION

This text is a critical reflection on my teaching activity during a semester three *introduction to media management* course held at Jade Hochschule, Wilhelmshaven, Germany, during the winter semester 2012. Learning from my own experience and acquiring theoretical insights with a structured approach led to my designing of the subsequent *strategic media management* course, implementing problem-based learning (PBL) to engage students and achieve the highest possible learning outcome.

1.1 CONTEXT

Daft (2014) differentiates between two general ways of academic teaching and learning: *first learn, then do*; and *first do, then learn*. He states that students are traditionally first taught and then encouraged to apply their knowledge to cases, final tests, and real-life situations. Bransford (2002), however, states that since “information and knowledge are growing at a far more rapid rate than ever before in the history of humankind”, the necessity to memorize and reproduce information has shifted to a need to localize and apply it (ibid). Thus nowadays, students need to be encouraged to strive towards life-long learning and continuous improvement.

Milhauser and Rahschulte (2010) point out students’ need to have an understanding of ethics, effective teamwork, writing, and strategic planning. The authors believe that academic teaching moving away from a content focus to a process focus considering the students’ education more holistically would be a beneficial move for international business education.

Martin (2011) gives a concise overview on the current state of international business pedagogy becoming much more complex since business changed and became more multifarious since the 1970s. He points out the importance of examining current pedagogics and argues that several other contemporary authors agree and also noticed a research gap in international business education. He believes that it is the academics’ task to prepare students for their upcoming work-life by choosing adequate, interdisciplinary teaching instruments.

Based on this belief, I offer my personal reflection on my semester three course based upon which I designed my semester seven course to meet students' needs and expectations.

1.2 Structure

This introduction is followed by my reflection using Johns' (1995) five-step reflection model in section 2, as shown in Table 1. Section 2.5 introduces the new *strategic media management* course with implemented PBL and student feedback received during the summer semester 2013. The findings are summarized in section 3.

Table 1
 JOHNS' MODEL OF REFLECTION APPLIED

Reflection Step	Johns' Main Question	Section in this Paper
Description of the Experience	What were the significant factors?	2.1
Reflection	What was I trying to achieve?	2.2
Influencing Factors	What factors influenced the experience?	2.3
Possible Improvements	What other choices did I have?	2.4
Learning	What will change?	2.5

2. REFLECTION

This section contains my reflection on my teaching at Jade Hochschule Wilhelmshaven, Germany, based on Johns' Model (1995). Johns originally described this model to be used in nursing, providing five main questions illustrated above with which to analyze and reflect on an experience. With it, main aspects, causes and consequences can be identified, which makes it appropriate to examine a learning scenario in higher education.

2.1 DESCRIPTION OF THE EXPERIENCE

This is the first step in John's Model of Reflection. Section 2.1.1 describes the entire degree program *Media Management and Journalism* in which I first taught the semester three module *introduction to media management* in the winter semester 2012; the course structure I implemented is outlined in section 2.1.2.

2.1.1 COURSE SETUP

The degree program Media Management and Journalism is a seven semester course at Jade Hochschule Wilhelmshaven concluding with the academic title Bachelor of Arts. As per the program's website, managing media projects is a central aspect of this program, which aims to impart knowledge and expertise in six areas: media and communication, management, journalism, computer sciences, design, and interdisciplinary competencies (Jade HS, 2013).

Table 2 shows where the two modules I teach in the degree program, *introduction to media management* and *strategic media management*, are positioned within the program: third and seventh semester respectively, within the pillar *management*.

Table 2
 MODULE ORGANIZATION DEGREE PROGRAM
 MEDIA ECONOMICS AND JOURNALISM

7	PR and Working with the Public	Strategic Media Management	Media Project 3	Bachelor Thesis			Work Organization
6	Seminar: Media Research	Organization and Leadership	Media Project 2	Multimedia		Media Law	Statistics 2
5	Media and Communication 2	Investments and Financing	Media Project 1	Internet Technology 2	Visual Communication 2	Law	
4	Work Experience Semester						
3	Media and Communication 1	Introduction to Media Management	Specialized Journalism	Databases	Visual Communication 1	Statistics 1	
2	Sociology	Accounting and Controlling	Basics of Journalism 2	Internet Technology 1	Typography / Layout	Business English	
1	Psychology	Introduction to Economics	Basics of Journalism 1	Introduction to Computer Science	Design: Basics/Technology	Math	Scientific Research
Pillar	Media and Communication	Management	Journalism	Computer Science	Design	Interdisciplinary Competencies	

Since these are the only modules specifically on media management, it is reasonable to base the design of the module *strategic media management* on student feedback for the preceding course introduction to media management.

2.1.2 Course Structure

For *introduction to media management*, I chose the modular structure shown in Table 3, to fit into a 14-week lecture setup.

Table 3
LECTURE STRUCTURE
INTRODUCTION TO MEDIA MANAGEMENT

Lecture #	Lecture Content
1	Introduction
2	General Ideas and Concepts
3	General Ideas and Concepts
4	Rights, Management Process
5	Operational Management
6	Media Markets
7	Term Paper Preparation
8	Media Industries Overview – print; theater
9	Media Industries Overview – radio and TV; film and video
10	Media Industries Overview – music; game
11	Media Industries Overview – internet; multimedia; cross media
12	Integrated Media Companies
13	Conclusion/ Final Questions
14	Exam preparation

All lectures are supported by PowerPoint slides that the students can download from the Learning Management System (LMS) used at Jade Hochschule: Moodle. The individual lectures began with a slide showing desired learning outcomes and then provided the students with adequate theoretical input delivered in the traditional academic style while trying to encourage active participation by asking leading questions, implementing short videos and case studies and leading subsequent discussions. Each lecture concluded with several review questions so the students could monitor their progress in their own time and thus prepare for their individual proofs of performance achievement.

The 3 credit points for this module were awarded for a term paper on a trend affecting a media industry and a 60-minute exam, for which the students had to sign up individually. This led to some students only participating in one or the other assignment, if they had not passed them

in previous semesters. Table 4 shows the registration for the term paper and exam.

Table 4
 RESULTS FOR INTRODUCTION TO MEDIA MANAGEMENT

	term paper	exam
Participants	42	60
Failed	8	2
did not participate/pushed to next semester	3	18
grade average	3.08	2.35

Seven percent of the students decided not to write the term paper after first signing up for it while almost every fifth student failed the paper. In contrast, only three percent failed the exam and 30% did not participate.

2.2 Reflection

For this second step in Johns' Reflection Model, I describe my attempted achievements in section 2.2.1, followed by student feedback for the module as summarized and analyzed by the evaluation coordinator of the university in section 2.2.2. Section 2.2.3 contains my critical contemplation about the received feedback.

2.2.1 Attempted Achievements

As a media practitioner, I strive to integrate current events and research findings into my lectures, foster self-study and collaborative learning and stimulate the students to develop necessary soft skills for a successful start into their work life. These goals are also part of the Bologna reform (Sengstag, 2005).

In order to achieve my personal goals, I constantly reflect during and after the course (Bransford, 2002) in order to create and maintain a salutary

learning environment that delivers positive outcomes for all students. Since a course is far from guaranteed to be effective, one of my roles is to improve the course as I see fit. While maintaining a positive learning environment, I encourage learning, participation, and interaction so that students can and may advance personally and academically.

2.2.2 Student Feedback

For every course, students are asked to fill out an evaluation sheet which is then analyzed and a summary of said analysis is sent to the respective lecturer. 24 of 72 students filled out the evaluation sheets for *introduction to media management*. Most questions were to be answered on a scale from one to five, one being the best, 5 the worst possible grade. The overall grade given for the lecturer was a 2.3; the overall grade for knowledge transfer was a 2.2.

The majority of the students found the lecturer's ability to motivate them satisfactory, while only one third perceived it as good and less than 5% very good. Almost 60% of the students perceived the lecturer as always very well prepared, while a little more than 30% thought of her as well prepared.

17% gave the lecturer a 1.0 on facilitating active participation, 42% ticked 2.0 and still 29% selected 3.0.

More than half of the students felt that the lecturer's ability to explain complicated matters was only satisfactory, while the majority of students still felt that the composition of the module was comprehensible and almost two thirds of the participants felt that the lecturer gave good examples to illustrate subject matters. Almost 80% of the students also felt that the media used in the classroom supported the teaching experience.

The distribution of whether students wanted the lecturer in other courses as well was even. Almost two thirds of the students felt that their interest in the subject was only satisfactorily sparked by the lecture while 4 in 5 students agreed that the module is important for their degree.

Three in four students spent less than 45 minutes in preparation for the module per week, 25% averaged less than 90 minutes and only 4.2% spent more than 180 minutes every week. Recommended time to spend out

of lecture per week is greater or equal to contact time, i.e. 2 hours per week.

Every sixth student did not visit the lecture regularly; some who needed the exam and term paper for their grade never visited.

Overall, 87% of the survey participants would recommend the module.

The open feedback was ambivalent in that it showed that some students appreciated the lecture being in English, while others complained about it. Some liked the speed, others had trouble following. The feedback that the module was just right with less content than previous modules was directly contradicted by several students stating that the module has too much content and too much necessary work for the awarded ECTs. On the one hand, there was feedback that review questions at the end of each chapter help with exam preparation and that it is very clear what to expect in the exam, while on the other hand a comment stated that the review questions are not helpful as not all answers can be found in the slides.

2.2.3 Critical Contemplation

I held the course *introduction to media management* for the first time at Jade Hochschule, Wilhelmshaven in the winter semester 2012. Having taught in the United Kingdom prior to this, I was very aware of potentially employing a different teaching strategy from what the students here might be used to and therefore expect. Nonetheless, I decided to teach here in a similar style, dividing a 90-minute teaching block roughly into two parts, delivering 45 to 60 minutes of theoretical content followed by 30 to 45 minutes for individual or group work on a case study or another problem adequate to apply the freshly learned material to near-life situations. In my very first lecture, I briefly spoke about my expectations and the way I structure my lectures. Aware of being a new lecturer at this university, I knew that students knew very little about me, my expectations, and my methods.

As I always maintain an open atmosphere in my lectures, I was particularly distraught about the negative feedback I received and immediately decided to employ structured reflection before a) designing the continuative strategic management course and b) revising the introductory

course. Table 5 shows the most oppressive feedback aspects.

Table 5
MOST DISTURBING FEEDBACK ASPECTS

Percentage of students	feedback	grade given by student
62	lecturer motivates participants	satisfactory
41	lecturer facilitates active participation	satisfactory or worse
58	lecturer explains complicated matters well	satisfactory or worse
66	lecturer sparked my interest in subject matter	satisfactory or worse
70.8	I spend less than 45 minutes on preparing for this module	

Despite the ambivalence in the feedback and the fact that only one third of the students participating in the lecture filled out the evaluation form, I felt that the module I delivered was not as satisfactory to the students and me as I wanted it to be, that the learning environment was not as salutary as aspired and that the grades reached for the performance achievements potentially reflect this as well.

After the reflection, I felt I would be able to make necessary adjustments to the *introduction to media management* course while employing an entirely different method for *strategic media management*.

2.3 INFLUENCING FACTORS

2.3.1 Lecturer Experience

With a first degree in computer sciences from the now *Fachhochschule der Wirtschaft* (university of applied sciences for economy) Hannover, I held IT positions in Germany and the United States. Having worked at various hierarchical levels in many different industries, I realized that IT was a vehicle for me to find positions that allow for more creativity and personal

development. To give my aspirations a solid foundation, I achieved a second degree in international management and foreign trade at the *Hochschule für Angewandte Wissenschaften* (university of applied sciences) Hamburg, gaining distinctive knowledge essential to run any business. Turning my focus to working in the book publishing industry, I translated books from German to American and produced said books in order to support my studies. I was then accepted into a Master of Arts (MA) program in publishing at *Anglia Ruskin University* in Cambridge, UK, which gave me insider knowledge of the publishing industry while challenging my creativity. To support my studies in Cambridge, I worked as a part-time lecturer at the *Lord Ashcroft International Business School* (business faculty at Anglia Ruskin University), holding business classes in Sustainable Management Futures, Comparative Business Law, International Business Law, Operations Management, Systems and Operations, Project Management, Effective Team and Performance Management, Organizational Management, Leadership and Soft Skills, Intercultural Communication, and German Language. My academic research and real-life experiences culminated naturally into the foundation of the independent publishing house Sakheth Publishing. With aspirations to achieve a PhD, I decided to take up the teaching position offered at Jade Hochschule Wilhelmshaven, Germany, and to research in my free time.

2.3.2 Teaching Style

All PowerPoint presentations supporting my lectures at the same time function as the script for the students. The slides are partitioned into the main topics of the semester and subdivided into the individual lectures. All lectures begin with a few slides on general information, the exact teaching schedule including deadlines and cancellations, a detailed content plan, and a suggested reading list with my personal favorites in bold letters.

In every traditional lecture I hold, I intentionally interrupt the presentation and ask the students to talk about an issue with their shoulder partner. I also encourage students to interrupt the presentation at any time to ask their questions and bring forth any concerns they might have. Keen to refine a teaching style that is fun to the lecturer as well as the students, I

engage with the students as much as I can even in classes of more than 40 students, often ask if there are questions, call on individual students to answer questions and leave time for open discussions. I make very regular pauses in my speech by drinking from a water bottle, thus taking the potentially ensuing awkward silence out by pretending the simple need for some water.

Evans (2000) calls this approach to teaching a facilitative approach, aimed at encouraging learners to participate, envelop themselves in the learning environment, and to interact with the lecturer. This approach is very different to a strict presentational approach and resembles a conversation more than a frontal lecture. An authoritative teaching style that might appear irrelevant and elitist (ibid) is out of the question for me.

2.3.3 Teaching Strategy

As a lecturer who taught in an academic setting before only in Cambridge, England, I had to structure the English semester three course *introduction to media management* keeping in mind that the learners are non-native English speakers, the university is one of applied sciences, and the students do not have an extensive background in economics.

I therefore chose the *first learn, then do* approach I was most familiar with and decided to give theoretical background information before letting the students practice what they had just learned.

2.3.4 Media in the Classroom

While faculty members might often need to learn the use of instructional technology, my background in computer science makes this efficient and effective for me. New technologies do not deter me. I have used a virtual learning environment (VLE) that was tailor-designed by JISC, a UK company who is expert on digital technology for education and research, for Anglia Ruskin University and needed only a few days experimenting with Jade Hochschule's Moodle system. Obviously, there are still functions I am not familiar with, but I learn to utilize them as I

develop my lectures; it is simple for me to identify functions that might enhance the lecture and to find out efficiently how to implement them. I use the VLE to announce news, assign reading, disseminate my PowerPoint slides, distribute articles, point out movies, highlight interesting URLs, and upload information on assignments.

In order to make the lectures as lively as possible, I also use videos, podcasts, live-streams, video or Skype conferences in class whenever appropriate and possible. I have set up individual YouTube channels for my lectures and encourage students to watch the videos again after the lecture, particularly in lectures that are heavily frequented because it is often difficult for all students to hear the entire video.

Other media employed include handouts, group work, diagrams developed during the lecture on blackboard or whiteboard, examples, real-life stories, case studies, and discussion with shoulder partner and the entire group.

2.4 POSSIBLE IMPROVEMENTS

2.4.1 Quick Adjustments

As Bransford (2002) rightly points out, fostering active learning in large classes is quite difficult. I found that in the winter semester *introduction to media management* course, I could only make very few immediate adjustments to my delivery of the course material. One adjustment was my translating key aspects into German when I felt that students had difficulties understanding the content based on the language barrier. An indicator for this was when students frantically entered something into their mobile device. Instead of assuming that they were sending a text message to a friend, I verified several times that they were, in fact, entering English words into an online dictionary.

Another improvement I offered was a running vocabulary list that I kept on Moodle, adding words that students asked during the lectures with translations, a short explanation and a pointer to more material on the subject matter.

After the introduction of particularly difficult contexts, I made it a point to give a practical example, often after first asking leading questions

to discover whether students already had had relevant experiences and then encouraging them to share the experience.

None of these measures led to the students transitioning into more active lecture participants. This made me wonder about possible reasons and decide to take a different approach for the semester seven course *strategic media management*.

2.4.3 Problem-Based Learning

Since only sensible information is retained in long-term memory and thus available to be used later, knowledge that is meant to be stored in long-term memory needs to be repeated frequently, experienced under emotional circumstances, or structured. This process can be fostered when learners are involved in activities to process new material and gain the ability to move the newly acquired knowledge from short-term memory to long-term memory. The humanistic school believes that passive activities such as listening are not as successful as active constructivist learning, in which the learner builds his own hypothesis and only revises once proven wrong. When learners can check and correct their learning progress while following enjoyable tasks, participation, concentration and persistence can be fostered. Constructivist teaching methods can include *teaching by asking* and thus guided discovery by the learner; *Socratic questioning* and the search for underlying assumptions and ideas; *student explanations* given to the entire group; group work that creates peer control as well as peer teaching; and *visual tools* for learners to identify key points in the material (Petty, 2004).

PBL was first introduced in medical education at McMaster University (Müller, 2011) to present students with situations resembling those they would be facing after graduating. This educational experience results in a greater ability to diagnose medical problems than any traditional teaching method could. Business and law schools have tried a similar approach by using case studies (Bransford, 2002 and Daft, 2014).

Daft (2014) describes PBL as the reversal of the traditional academic learning and teaching. It is his conviction that learners who are first presented with a problem scenario and encouraged to solve it can identify their

individual learning gap and are then more open to the following learning experience. Renkl (1996) summarizes that PBL is meant to encourage the learner to acquire certain knowledge in order to solve an interesting problem. Bransford (2002) elaborates and describes that information in PBL is presented in a complex, somewhat realistic problem to be solved by the learner and considers PBL a good method to prepare learners for what they need in their work life. One of the issues he points out is that students might not be enabled to transfer the acquired knowledge to a different scenario. Müller (2011) also warns that students might not be encouraged to acquire necessary basic knowledge on their own.

Although Martin (2011) discusses rather the development of international business courses, he too points out that pedagogy has moved away from a content approach, where the focus lies on knowledge objectives, to a process approach that holistically considers the students' experience. Sengstad (2005) also believes that a divergence away from the strict consideration of detailed information allows the learner to recognize, understand and construct correlations.

Müller (2011) summarizes that a lecturer using the PBL approach needs to perform a balancing act between being a lecturer and a facilitator. When the facilitator notices that students are stuck, s/he needs to revert to delivering theoretical material, also to take the lackadaisical attitude away from students who might otherwise think they can work in their groups however and on whatever they like.

2.5 LEARNING

Context of Strategic Media Management

The semester seven course *strategic media management* builds on knowledge gained in the semester three course *introduction to media management*, which is why setting up the course based on PBL is a valid idea, despite Müller's (2011) concern that student might not have basic knowledge. It comprises four semester week hours, but is blocked during the first half of the semester leading to eight semester week hours for nine weeks. This block-seminar lecture style necessitates employing a teaching

technique that guarantees maximum learning while being interesting and not overly strenuous on both the lecturer and the learners.

2.5.2 Course Structure

The very first lecture started with the activation of knowledge from semester three. Students were asked to brainstorm on what they remembered from the preparatory course and what they would like to learn in this semester seven course. Missing required basic knowledge was quickly repeated and activated.

Table 6
LECTURE STRUCTURE STRATEGIC MEDIA MANAGEMENT

week #	topic
1	Introduction
2	Strategic Position and Analysis
3	Strategic Skills
4	Strategy Development
5	International media management
6	strategy development in media enterprises in practice – case studies
7	Group work theater, books, newspapers & magazines, music
8	Group work film, radio, TV, games, internet
9	Summary and outlook

In order to receive the 5 credit points awarded for this module, the students are expected to show their engagement with current strategic media news, and to activate their existing, innate knowledge (Renkl, 1996) to find strategies for new media enterprises and describe those of existing media enterprises. Active engagement with current news events was encouraged by granting 20% of the total grade for the individual presentation of two news snippets – current and relevant strategic media news – to the rest of the class during the course of the semester.

30% of the grade is awarded for a group presentation. The students formed groups of three to four participants representing nine media industries: theater, books, newspapers & magazines, music, film, radio, TV, games, and internet; the task was to pitch a new media enterprise to investors, major clients, or the broad public, describing the company's strategy, its industry with major issues, trends, challenges, and how the group intends to manage their company. Grades are group grades with individual tendencies. The presentation of these fictional companies is at the same time an introduction to the respective media industry along with their trends and challenges so that the students have a chance to teach back some of what they learned to the rest of the class.

In order to circumvent the issue pointed out by Bransford (2002) that students might not be able to transfer their knowledge to a different scenario, and to further eliminate the problem described by Wiznia (2012) that students tend to tune out when their fellow learners present group findings, the last 50% are awarded for an individual term paper—a strategic market analysis report on a local media enterprise identifying opportunities and risks for the media enterprise. The students were to imagine aiming the report at the enterprises' board of directors, who wanted to have a good idea where they stand strategically. This also eliminates the issue discussed by Azer (2001) that students who grow accustomed to working in groups might be inhibited from solving issues on their own later in life.

All assignments were handed out at the beginning of the course; the news snippet delivery started in week 2. Each week's first block started with the students going into their respective groups, developing strategies for their company pitch in class. These group works were accompanied by the lecturer going from group to group, facilitating where necessary. The lecture blocks concluded with frontal lecture input on strategic tools and how to develop a strategy. Learning with an expert, i.e. cognitive education, mixed with learning with peers (Renkl 1996) and the specification of a complex task was intended to intrinsically motivate the students to work in groups and become experts in their respective chosen field or industry.

Although student attendance was not controlled, most enrolled students participated regularly in the lectures and apologized in advance by email in cases they were circumvented from joining the lecture.

2.5.3 Student Feedback for New Course Strategy

The second four-hour-block in week 4 is designed to be a mixture of preparing the students for their group presentations in weeks 7 and 8; they are to read a chapter on The Perfect Presentation, followed by a short discussion on the suggested presentation methods, tools, and hints. For this course, I put together a selection of photographs and asked the students to present for three to four minutes each, using the photograph as a hook, keeping in mind what they just read about presentations and providing me some feedback on the PBL approach to the lecture.

After explaining my intention of using this feedback for a conference paper, 13 out of the 15 students present that day agreed to participate in the “picture karaoke”. They all agreed that a picture to which they tie their feedback would take some of the pressure out and would potentially allow for some fun during this exercise, thus leading to a relaxed atmosphere. All student statements were protocolled while I assessed their presentation style and summarized in Table 7. The feedback itself was not commented, I rather gave the students feedback on their presentation style and simply thanked for the input.

Table 7
 STUDENT FEEDBACK ON PBL APPROACH

Student	Picture	Feedback
1	Dutch bicycle and some cheese wheels	The lecture was not cheesy at all, rather mostly interesting; we learned a lot
2	catacomb	The lecture was like coming to a room, being kind of caged in the beginning and then having lecturer push open a window; sometimes quite challenging; sometimes, we were stuck but the lecturer always got us out and showed us the way
3	bicycle basket full of trash	The trash does not reflect the lecture at all, we learned on the group works, which makes it more memorable than just reading about it. The lecturer's slides were sometimes not helpful, headlines would be better than action titles
4	cow	The lecture was helpful just like cows. Strong input, lots of culture and examples
5	bike lock around lantern	The bike lock reflects some of the problems that seemed too hard at first and difficult to solve; lecturer enabled us to remove the lock, decrease the difficulty and learn in an open-minded atmosphere
6	snow man on park bench	This is just like today's weather; the lecture was a bit like melting the snow away to solve the problem underneath. More examples from practical work life would be nice, as lecturer has lots of experience.
7	snow dog sitting next to real dog	We learned so much about strategic management that we can now implement into our own strategy.
8	snow man standing broad-legged on a field	At the beginning, I didn't know what this was all about and maybe there is still some snow on things that we need to shovel away to get a clear idea.
9	graffiti of crocodile	Sometimes I feel like people looking at me as if I was this monster, to say "what is she studying?" What I learned in this class I already could apply in real life, in a conference call that would have otherwise really confused me.
10	graffiti of Santa Claus on old bunker	The lecture at first was like this lonely building, but it got clearer, lecturer gave us a way out and helped us construct an idea
11	beach promenade in the sun	The lecture was always in a relaxed, familiar, fun atmosphere. The picture reminds me of how we will reach our destination in a few weeks and score some good results.
12	graffiti of a snake	Sometimes university courses are like dangerous snakes, we are often scared and concerned about our future. This course is not scary though, the atmosphere is nice and I am glad we were encouraged to speak up and participate.
13	cat between flowers	Sometimes we don't have a plan or clue and need to orient ourselves. This course helped doing that.

All students presented well, especially considering that I only gave them a minute maximum to look at the picture, then come to the front and give their short speech for their colleagues.

Overall, the students appreciated the approach to the class. They recognized that there were some uncertainties in the beginning that possibly showed them their learning gaps and made them realize where they still needed to have knowledge. As the lecture progressed, all students felt more secure and clearer about the content and aims of the lecture.

Although I still need to improve certain aspects, the students seemed happy with the PBL approach. I consider this feedback to be valid as it was not graded so the students had no reason to express just positive aspects. The fact that not all feedback was positive confirms the validity for me.

The feedback confirmed Müller's (2011) observation of several lecturers perceiving great enthusiasm towards PBL taught lectures among students.

3. SUMMARY

Based on feedback received for a semester three course *introduction to media management*, I designed a semester seven course *strategic media management* in a more exciting way enabling the learners to take away content as well as additional skills needed in today's fast changing media business world. After reflecting on the feedback and researching teaching theory, I selected PBL and designed the course to fit this very different teaching technique. Changing to PBL for the introductory course was out of the question as students need to gain basic knowledge in this course.

As many researchers suggest, implementing a PBL approach into the *strategic media management* course has resulted in an intellectually challenging and unique class for lecturer and students alike. This teaching style being completely different from standard frontal teaching makes the content and execution not projectable to the last detail. I could always solve unanticipated issues, and unforeseen topics brought up by students during their group works were implemented on the spot and elaborated on for the entire class.

Students gained valuable soft-skills additionally to the knowledge they need to find a satisfying position in the media world and impress their future employers. Feedback received during the semester proved to me that this learning experience was invigorating to the students, and almost all students repeatedly discussed their perception of the improved efficacy of the method which they had not experienced before. The students confirmed their increased willingness to interact and learn.

I had less content to prepare for the lectures, but on the other hand had to be rather able to respond to very different questions and scenarios very flexibly and spontaneously.

Overall, the reflection on the *introduction to media management* course leading to the use of PBL in an advanced *strategic media management* course was successful. Students in the semester seven course were very engaged with the material and expressed their appreciation for the new method. Further research is necessary; it remains to be seen whether the final evaluation of the module comes out as positive as the interim oral feedback and whether the grades achieved for the group presentations and the strategic report are favorable.

REFERENCES

- AZER, S. (2001). Problem-Based Learning: Challenges, Barriers, and Outcome Issues. *Saudi Med J* 2001; Vol. 22 (5): 389–397;
- BRANSFORD, J. D. (2002) *How People Learn. Commission on Behavioral and Social Sciences and Education*. Washington, D. C: National Academy Press;
- DAFT, R. (2014). *Building Management Skills*. Cengage;
- EVANS, T. (2000) *Changing University Teaching. Reflections on Creating Educational Technologies*. London: Kogan Page Limited;
- GIBBS, G. (1988) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit, Oxford Polytechnic: Oxford;
- JADE, HS. (2013) *Media Management and Journalism*. [online] Available at: <<http://www.jade-hs.de/en/departments/mit/mit-study-programs/media-management-and-journalism/>> [Accessed 2 April 2013];
- JOHNS, C. (1995). Framing learning through reflection within Carper's fundamental ways of knowing in nursing. *Journal of Advanced Nursing*, 22, 2, pp. 226–234;
- MARTIN, J. A. (2011) Taking International Business Education and Pedagogy to new Heights: Fundamental Questions for Educators and Students. *Business Horizons*, 54, pp. 355–363;
- MILHAUSER, K. L., Rahschulte, T.(2010) Meeting the Needs of Global Companies Through Improved International Business Curriculum. *Journal of Teaching in International Business*, 21 (2), 78–100;
- MÜLLER, C. (2011) Implementation von Problem-Based Learning–Institutionelle Bedingungen und Anforderungen. *Zeitschrift für Hochschulentwicklung*. ZFHE Jg. 6/Nr. 3, pp. 111–127;
- PETTY, G. (2004) *Teaching Today, A Practical Guide*. Cheltenham: Nelson Thornes Ltd.
- RENKL, A. (1996) Träges Wissen: Wenn Erlerntes nicht Genutzt Wird. *Psychologische Rundschau*. Vol. 47, Nr. 2 / 1996, pp. 78–92;
- SENGSTAG, C. (2005) Von der klassischen Vorlesung zur Bologna-kompatiblen Veranstaltung. *Zeitschrift für Hochschuldidaktik*. ZFHD 04, pp. 63–74;
- WIZNIA, D. (2012) PBL 2.0: Enhancing Problem-Based Learning Through Increased Student Participation. *Med Educ Online* 2012, 17: 17375 [online] Available at: <<http://dx.doi.org/10.3402/meo.v17i0.17375>> [Accessed 2 April 2013].