

From the Editor's Clipboard

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Special Issue

Teaching Leadership Using Popular Media: Alternative Formats to Reach the Millennial Generation

Leadership educators are constantly looking for new pedagogical tools to enhance their leadership teaching. As principles of andragogy state, students learn and integrate knowledge into their life when connections can be made to something tangible they have experienced (Knowles, Holton, & Swanson (1998). Because of the integration of popular culture and media into students' lives, using these mediums is an effective way to teach leadership. In the fall of 2007, The Journal of Leadership Education announced a call for submissions for a special issue on *the use of popular culture in leadership education*. This special issue was intended to foster not only the application and teaching tools for popular culture, but also to further the theoretical framework for this pedagogical approach (using popular culture to teach leadership.)

The Journal of Leadership Education has published several articles in the past that focused on the utilization of popular media to teach leadership. Everything from movies that showcase the five Kouzes and Posner practices to using Pirates of the Caribbean to teach French and Raven's power base theory. Recently, other journals such as the Journal of Management Education as well as The Academic Exchange Quarterly have shared articles relating to the use of popular media in teaching leadership.

Popular media is a proven pedagogical technique to use with what Howe and Strauss have named the Millennial Generation, Taylor (2006) has deduced that the millennials' brains are hardwired differently because of the amount and use of technology they have experienced. Because of this, millennials have been described as digital natives (Prensky, 2001). It is this ease with technology coupled with being reared in a complex world that makes them a unique generation who responds differently to educational practices. Gone are the days of canned lectures on power point. Now students respond to examples from clips on YouTube, song introductions, and leadership moments found in "The Hills."

For this edition, submissions in the article category include "research or theory feature" as well as "application brief." Research or theory features focused on the

pedagogy of teaching using popular media. One such article in this edition covers the copyright laws associated with using media. Application briefs were to share not only results of classroom learning but also lesson plans that utilize popular media in teaching leadership. These articles will give you not only a sense of how to use popular media, but also lend themselves for your use in the classroom

Manuscripts were reviewed by the guest editors to ensure thematic fit and then blind peer-reviewed. Acceptance rates are calculated for each issue of JOLE. Eight articles were selected for publication in this special issue of JOLE with an acceptance rate for this issue of 70%. In addition to the eight articles accepted for publication, the co-editors have provided an additional article addressing the use of popular culture in leadership education.

Special thanks to the reviewers for this issue of JOLE. Your time and commitment to leadership education and the peer-review process is appreciated.

Respectfully submitted, Jennifer Williams and Manda Rosser, Guest Editors

PEER REVIEWED RESEARCH AND THEORY FEATURES

Accepted Research Features

The first article in the application brief section addresses a concern of every teacher using popular culture, copyright laws. Blackwell and Jones provide both a historical perspective to these laws as well as the specifics on how they effect us as leadership educators. In clear terms they clear up the confusion between copyright myths and copyright laws by providing specific guidelines for which we should hold to.

While some students thrive in traditional course experiences others may be lost in the material, looking for something else to assist them with comprehension. This article provides a look at multiple intelligences and how to meet the needs of our students learning through an alternative method, artwork. Stedman takes a theoretical approach to discussing how artwork can be used to enhance creative behaviors including, critical thinking, self-awareness, and social relations. The study conducted by Ricketts, Bruce, and Ewing examined how college students viewed their leadership future. Students studying in a particular college at a large university were questioned as to their social leadership views. The researchers concluded that changes have occurred over time as to how college students viewed their leadership responsibilities. Given these changes, it was recommended that a review of leadership education curriculum be conducted.

PEER REVIEWED APPLICATION BRIEFS

Accepted Application Briefs

Imagination is a leadership skill often overlooked in our teachings. Enlow and Popa discuss how imagination is critical to leadership and provide a teaching module designed to develop of *moral imagination* in leadership students. It outlines the use of popular film – in this case, the classic Woody Allen (1989) film, *Crimes and Misdemeanors* – to help students identify ethical events, assess various viewpoints concerning these events, and then practice reframing the events using moral imagination.

As more technology is introduced into the classroom the need to discover creative ways to connect with our students increases. This article outlines the use of a group book review assignment to teach leadership while simultaneously fostering a sense of community among students in an online leadership course. Moore provides an in depth description of her assignment using popular books and its success in not only teaching students but helping them connect with one another.

“Transforming Leadership: Film as a Vehicle for Social Change” highlights the background, pedagogy, and impacts of the use of popular culture and the bridge created between the in- and out-of-class experiences for students. Hickam and Meixner discuss the millennial generation and its impact on education. In addition, several examples of how movies can be used as effective educational tools both in and out class experiences.

Students are constantly plugged into their ipods, what are they listening to? and can they learn something from it? In this paper several songs have been selected from various music genres, all demonstrating elements of leadership. Not only does Hall discuss applications for using music to teach leadership, but he provides a new “twist” to these tunes with a table matching specific lyrics to leadership theory.

Grey’s Anatomy (2007) is a popular television series that shows the directing, coaching, supporting, and delegating styles of situational leadership. Using media clips from this series, students can relate with the dramatic relationships and daily demands of the student intern characters, and learn more about situational leadership through living in the “leadership moment.”

Gray and Callahan’s article uses the movie *300* to explore skills-based leadership theories. Gray and Callahan provide a thorough background on Katz’s Three Skills Approach and the Skills Model by Mumford, Zacaro, Harding, Jacobs, and Fleishman; and, then, describes how these theories can be found in the movie. In addition, the article provides suggestions for experiential learning activities based on the movie which serve to help participants link and apply theory to practice.
