

How can teachers motivate students to study theoretical modules in public relations?

Layla AlSaqer

Public relations education has been connected in the literature to industry professionalism. However, many PR students see the field very practically, and consider PR theoretical modules as “boring” and “not important”. Therefore, this research aims to investigate how to motivate students to make sense of what they are studying in the PR theoretical modules which the researcher/teacher was teaching through learning-by-doing activities. The research uses an action research process to improve the procedures of learning-by-doing exercises. The researcher/teacher established interactive relationships with the students in the classroom, and observed the learning process in order to acquire in-depth understanding of the findings. The research findings have revealed a significant shift in student engagement and recommend practical actions to motivate students to study PR theoretical modules. The research also shows that there is a positive impact of learning-by-doing activities on increasing student ‘want’ and ‘need’, and suggests several factors that can make PR theoretical modules more motivating.

Key words: Public relations, education, action research, learning-by-doing, motivation, theoretical modules

Como pueden los maestros motivar a los estudiantes para estudiar modelos teóricos en Relaciones Públicas

La educación de las Relaciones Públicas ha sido conectada en la literatura con el profesionalismo de la industria. Sin embargo, muchos estudiantes