THE WALL STREET JOURNAL.

How-To Guide

Using Other WSJ Resources

Introduction

The unrivaled coverage of The Wall Street Journal is available anytime, anywhere on WSJ.com and WSJ mobile and tablet apps. See how Mark Lehrer, Professor of Strategy and International Business at Suffolk University, uses the Journal to keep class discussions moving in the digital world.

How to use WSJ's digital resources in class

Class discussions thrive on current news, pictures, videos and data graphs. Professor Lehrer recommends pre-assigning WSJ articles to students in advance. Yet, it is a good idea to display screenshots and graphics from the articles in class, and, when available, also show embedded videos and slideshows from the articles.

Doing so enables the instructor to both jog the memory of students who have read the assigned articles and, for those who have not, provide context to what the articles are about so they can follow along and even participate in class discussions.





Using videos from WSJ articles in class materials

The best way to introduce any article containing a video is to show the video. Beyond giving students time to remember what the article was about, most videos provide useful background on the events reported. Thus, the video provides a point of departure for discussing the context of the people or organizations involved. Your initial questions can thus be along the lines of: "What is the basic situation in the industry right now?" or "What is the geopolitical background behind this report?" Instead of allowing students to simply summarize the article, ask them to articulate some of the issues beyond just what is reported in the article. A good question to ask is: "What can we see in the video beyond just what is reported by the journalist?"

Besides the videos embedded in articles (usually 2–10 minutes in length), it is worth occasionally checking out Live Q&A Events to see if any of the recorded WSJ interviews with newsmakers and experts are relevant to your class or could even provide material for a test. These live events are also recorded and are typically about 30 minutes in length. When assigned as homework or as part of a test, such videos have one special benefit in the age of online teaching: students will not be able to copy and paste answers to your questions: they will have to actually watch the video. Given limited attention spans and

distractions, Professor Lehrer suggests assigning a specific 10–15 minute portion of such a video that students will have to answer questions about. If the videos are shown in class, Professor Lehrer likewise shows only a part of them.

Using graphics from WSJ articles in class materials

Graphics with numbers are ideal for animating discussions, which can start with the seemingly simple question as to what the numbers mean. No matter what answers are given, Professor Lehrer is sure to ask students what deeper forces are at work driving these numbers.

The initial reaction of students may simply be to summarize the article. However, the pedagogical challenge is precisely to get students out of the habit of reproducing information, and instead, have them dig deeper and think critically. They should endeavor to shed light on what the number means by referring to other course materials. A good question to ask is: "How can we apply the concepts of the course to interpret these numbers?" It may take some insisting to get the students out of the habit of just repeating reported information. Restating the question can also help students respond: "How can we apply the concepts of the course to shed a different interpretation of these numbers than the explanation given in the article?"

How to select WSJ articles for use in class

Instructors should use WSJ to show the content of the course in action, that is, to show how the course's concepts and theories play themselves out each and every week in the outside world. This should be done in a systematic way by matching the selection of articles with the topics mentioned on the course syllabus. Each week, articles that address the topic of the week are assigned by Professor Lehrer to students. While some WSJ articles are pre-selected and mentioned on the syllabus, usually at least one article covering a very recent event is spontaneously selected each week.

As a rule of thumb, Professor Lehrer selects about half the articles before the start of the semester during course planning. These articles are usually chosen based on their fit with the particular course topics being covered that week (as stipulated on the syllabus). For example, if the week's topic involves multinational companies, then it makes sense to select articles like on the Tesla factory in China, Apple's difficulties in the EU, or how multinationals are coping with the evolving situation in Hong Kong. Since these articles will be a few weeks old by the time the course starts, instructors need to select articles with substantial content that will not become quickly outdated. For example, a story on how Elon Musk was able to build his factory in China so quickly will be of lasting pedagogical value.

Professor Lehrer selects the other articles on a week-to-week basis while the semester is in progress. These articles need not to necessarily reflect the particular topics being covered in the current week, but could also relate to topics that have already been covered (and could use a little review) or topics that will be covered later in the course (and can be usefully foreshadowed). Either way, the instructor will want to show the course content in action, as reflected in WSJ articles.

One useful resource for selecting articles is WSJ Noted. It highlights stories and essays curated by the WSJ's young audiences team. Some articles provide useful tips for younger readers, while others give instructors insight into what kinds of topics and stories are especially likely to appeal to students. This can help when selecting articles to assign or share with students.

How to pre-assign and share articles with students

In Professor Lehrer's courses, about 3–4 articles are shared with students the Friday prior to class. Although article URLs can be emailed and posted on the class website, Professor Lehrer recommends to share WSJ articles by using WSJ Context.

Students have 3–5 days to read them before they are discussed. In online classes, 1–3 light questions are posted before class on a discussion board to ensure students have done the assigned reading and meaningful class discussions take place. In regular classes, follow-up questions are often posted afterwards on a discussion board with mandatory student responses.

Other WSJ resources to consult and share with students

In class, it is worth showing students the special section on WSJ Jobs, which has many useful tips on finding a job in these difficult times. WSJ Money is another resource for students to engage in tips, frequently asked questions and explore a whole section on how to manage student loans.

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