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Pepperdine University
Graduate School of Education and Psychology

SOCIAL MEDIA AND SOCIAL LEARNING:
A CRITICAL INTERSECTION FOR JOURNALISM EDUCATION

A dissertation proposal submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Learning Technologies

by

Elizabeth R. Smith

December, 2016

Judith Fusco, Ph.D. – Dissertation Chairperson

This preliminary proposal, written by

Elizabeth R. Smith

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Judi Fusco, Ph.D., Chairperson

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Rebecca Coates Nee, Ed. D.

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DEDICATION

This work is dedicated in word and spirit to the brave and dedicated student journalists at universities around the globe, but most especially at Pepperdine University. You are the heart of my vocation and research. Every day, in big and small ways, you fight to tell stories of truth and importance even when it seems no one is listening. But, really, they are always listening. Your passion for finding the stories that matter to your audience inspires me every day. Every day. Your tireless and, often, thankless reporting makes the world a better place one story, one photo, one click at a time. Because of your work I am hopeful for a world that can often seem hopeless. Thank you for welcoming me into your lives and into the newsroom, year after year. Together we will continue to produce meaningful, incredible work continuing the legacy and advancing the purpose of student journalism at Pepperdine University.

This work is also dedicated my parents who did not have the choices and freedoms afforded by higher education but worked hard to make sure their daughters did.

Finally, this work is dedicated to my husband and our daughters. Sadie and Harper, you are the very heart and soul of all that I do. My voice is your voice so that one day you may speak boldly. My writing is your writing so that one day you may write fearlessly. And for Ian, who (often thanklessly) supported my work, sometimes in the very wee hours of the morning and consistently gave me the courage to start and finish this process.

ACKNOWLEDGEMENTS

Pepperdine University's Graduate School of Education and Psychology's Doctorate of Education in Learning Technologies provided a unique opportunity to blend my vocation and education. The opportunity to learn alongside such accomplished scholars and practitioners has enriched my understanding of learning, communities, and technologies. I am infinitely grateful to the faculty of the program who welcomed a journalist into the school and helped me forge my path through this program. I am grateful, in particular, to Dr. Judi Fusco and Dr. Jack McManus who believed in this study and helped give it life. I am also grateful to Dr. Rebecca Nee, an alumna of the EDLT program who joined my committee to lend her expertise in journalism, social media, and journalism education. I am thankful for the opportunity to work with these three faculty members.

My fellow students in Cadre 18 have been, by far, the most valuable aspect of this program. I learned from the professional endeavors of each of you. Thank you, in particular, Rik Andes, Janet Tran, Christian Greer, Michaela Jacobsen, Joey Sabol, Kip Glazer and Ray Kimball for your support and feedback on my work.

My colleagues in the Communication Division at Seaver College have mentored and supported me consistently on this hectic and unique journey. I feel lucky to work alongside each of you, but none more so than Courtenay Stallings. Our partnership at Pepperdine Graphic Media inspires me and teaches me. Thank you.

VITA

Elizabeth R. Smith, A.B.D.

Professional Profile

- Accomplished journalism career that has demonstrated consistent success as a professional in the field. Outstanding track record in news, breaking news, local news and feature reporting.
- Seasoned journalist whose experience includes print, web and broadcast; reporting, writing, editing, video editing and producing
- Extensive background in journalism/communication higher education
- Extensive experience advising students in award-winning journalism co-curricular programs

Education

- **Ed.D., Learning Technologies**, Pepperdine University, Los Angeles, CA, in progress (Doctoral Candidate)
- **M.A., Intercultural Communication**, Pepperdine University, Malibu, CA, 2003
THESIS: The Dependency of African Americans on Daily Newspapers and the Role of Perceived Bias and the Use of Alternative Media
- **B.A., Journalism** (minor, French), Harding University, Searcy, AR, 2000

Academic Honors & Awards

- Society of Professional Journalists Member of the Month, March 2013
- Pepperdine University Capstone Honors, July 2014, “Storytelling, Mentorship and Change”
- Emmy Award, Writer, Unplanned Breaking News Event, The Death of Michael Jackson, KTLA, Los Angeles, 2009
- Recipient, the Linda M. Gage Scholarship, 2012-15
- Recipient, the Associated Women of Pepperdine Scholarship, 2012-2013
- Recipient, Graduate Assistantship Award, Pepperdine University, 2002-2003
- Outstanding Adjunct Professor, Pepperdine University, Spring 2004
- New England Associated Press, Feature Design, 3rd Place, 2001
- Graduated Magna Cum Laude, Harding University, 1996-2000
- Outstanding Journalism Graduate, Harding University, 2000
- Alpha Chi Honors Society, Member, 1997-2000
- Honors College Member, Harding University, 1996-2000

Academic/Teaching Experience

Assistant Professor/ Director of Pepperdine Graphic Media, August 2016 to present

- Teach journalism classes
- Faculty adviser for all student journalism publications, which includes more than 110 students; teach a variety of journalism and communication courses; serve as academic adviser

Visiting Professor/ Dir. of Student Journalism, Pepperdine University, 2008 to 2016

- Faculty adviser for all student journalism publications, which includes more than 110 students; teach a variety of journalism and communication courses; serve as academic adviser

- Interim adviser, Newswaves, fall semester 2014; a twice-weekly, student-produced live news show to the Pepperdine, Malibu, Calabasas and Agoura Hills communities

Visiting Professor/Faculty Family, Pepperdine International Campus, Florence, Italy, Summer 2010

- Taught intercultural communication course; led weekly convocation lessons; recruited and interviewed students

Adjunct Instructor, Pepperdine University, 2004-2008

- Taught trends in the journalism industry; taught writing, editing and reporting skills

Asst. Director of Student Journalism, Pepperdine University, 2004-2008

- Assisted with advising all student publications; managed operational and scholarship budget

Courses Taught

- JOUR 241, Introduction to Journalism
- JOUR 251, Practicum
- JOUR 351, Practicum
- JOUR 345, News Reporting and Editing
- JOUR 330, News Reporting and Producing
- JOUR 325, Publication Design
- JOUR 463, Feature and Magazine Writing
- JOUR 469, Critical and Editorial Writing
- JOUR 561, Journalism and Culture
- JOUR 595, Internship
- COM 180, Public Speaking
- COM 205, Storytelling in the Media
- COM 313, Intercultural Communication
- COM 400, Communication Ethics
- COM 512, Intercultural Communication
- COM 513, Intercultural Communication: Case Studies

Publications & Presentations

- Speaker, Sex, Faith, Race and the World on Fire: *Publishing Special Editions*, Associated Collegiate Press (Fall 2016)
- Panelist, Change-A-Thon: *Reinventing Student Media*, Associated Collegiate Press (Fall 2016)
- Speaker, Sex and Faith at a Private Christian University: *Publishing Special Editions*, Associated Collegiate Press (Spring 2016)
- Panelist, Change-A-Thon: *Reinventing Student Media*, Associated Collegiate Press (Spring 2016)
- Moderator, Breaking News: *Covering the San Bernardino Shootings*, Associated Collegiate Press (Spring 2016)
- Speaker, Let's Talk About Sex: *Publishing a Sex Edition at a Private Christian School*, Associated Collegiate Press (Spring 2015)
- Speaker, Balancing Act: Serving as an Adviser While Pursuing Your Professional Interests, Associated Collegiate Press (Spring 2015)

- Panelist, *Covering the LGBTQ Community on a Private Christian College Campus*, Associated Collegiate Press (Fall 2014)
- Editor, *The Death of the Julia Division: Memoirs of an Officer*
- Editor, *Survival in the sea of economic chaos*
- Editor, *Dynamic business planning basics: an adaptable planning process for disruptive times*
- Writer/Editor, *Navigating through stormy business seas (professional blog)*
- Social media manager, Fatuzzo Books
- Speaker, Blogs in the Classroom through a Journalism Lens, Faculty Speaker Series (Spring 2013)
- Panelist, *Facebook in the Newsroom*, Associated Collegiate Press (Fall 2011)
- Waters, K., & Smith, E., (2011). Changing Attitudes, Changing Lives: How the Christian Press Framed the AIDS in Africa Crisis. Paper presented at the meeting of the Association for Education in Journalism and Mass Communication, St. Louis, MO., 2011.
- Chandler, R., & Smith, E., (2007). *Disaster Recovery and the News Media*. BCP Media: St. Louis, MO.
- Featured Lecturer, Arkansas College Media Association (Spring 2005)
- Murrie, M., & Smith, E. (2004). *The Role of a Student Newspaper on a Christian College Campus*. Paper presented at the Seaver Faculty Conference, Malibu, CA, 2004
- Smith, E., (2003). *Do it Fast, Do it right, and Make it Local: Exploring the meaning of work for managing editors at daily newspapers*. Paper presented at the meeting of the International Communication Association, San Diego, CA, 2003.

Professional Experience

- **Advisory Board Member Associated Collegiate Press**, 2015 to present
- **Chairperson of Journalism Tours, Associated Collegiate Press**, spring 2016 to present
- **Society of Professional Journalists Adviser (Pepperdine Univ. chapter)**, 2011 to present
- **Regional Director (11)**, Society of Professional Journalists, 2013-2014
- **Free-lance Writer, Editor, Producer**, Los Angeles, CA, 2004 to present
- **Producer, KTLA**, Los Angeles, CA, 2009 to 2011
- **Writer, KTLA**, Los Angeles, CA, 2005 to 2011
- **Web Producer, KTLA**, Los Angeles, CA, 2005 to 2010
- **Copy Editor, Newport Daily News**, Newport, RI, 2000 to 2002

Professional Development

Conferences

- **AEJMC (annual)** 2015
- **Fall National College Media Convention (annual)** 2003-2015
- **Poynter Teachapalooza**, June 2015
- **Spring National College Media Convention (annual)** 2004, 2015, 2016
- **Intercultural Communication Association**, 2003

Professional Affiliations

- **CCMA (California College Media Association)**

- **CMA** (College Media Advisers)
- **ACP** (Associated Collegiate Press)
- **SPJ** (Society of Professional Journalists)
- **AEJMC** (Association for Education in Journalism and Mass Communication)
- **ONA** (Online News Association)
- **EPA** (Evangelical Press Association)

Community Service

- **Co-Director, Culver Palms Church of Christ Vacation Bible School**, 2014 to present
- **Contributing Writer, Magnifications** Spring 2015 to present
- **Director, Children's Worship Program**, August 2015 to present
- **Director, Culver Palms Church of Christ Christmas Pageant**, 2014 to present
- **Classroom Parent, Calabasas Klubhouse Preschool**, August 2015 to present
- **Nursery/Cradle Roll Coordinator, Culver Palms Church of Christ**, 2008 to 2103
- **Media Coordinator, Women in Ministry**, Culver Palms Church of Christ, 2011
- **Community Service Coordinator, Culver Palms**, Los Angeles, 2005 to 2008
- **Newspaper Adviser, Camp David Gonzales**, Malibu, CA, Spring 2006

ABSTRACT

For the past decade, the profession of journalism has been under intense pressure to adapt to changing business models, technology, and forms of communication. Likewise, journalism education has been under intense scrutiny for failing to keep pace with the industry and inadequately preparing students for a rapidly changing professional environment. Social media has become a nexus for the pressures being experienced by both the profession and academia. This study uses Wenger's (1998) model of Communities of Practice to consider how a student newsroom functions and how student journalists adapt within a newsroom and on social media. This study used a quantitative self-reported survey ($N=334$) design to understand the relationship of students' social media use and newsroom participation, social media use and digital skills, and the relationships between demographic variables and the use of social media. Items in the survey were in one of four categories: newsroom participation, social media use, digital skills, and demographics. Results demonstrated that as students take on more responsibilities in a newsroom, the more likely they are to have relationships in the newsroom, to have a voice (in both editorial content and newsroom policy), to share their experiences with newer staff members, and to see the importance of social media use in their newsroom experience. Findings also related to meaning, identity, and practice within Wenger's (1998) notions of Communities of Practice. Significant correlations among items measuring digital skills are related to length of time on staff, use of social media (e.g. watch breaking news and find story ideas), holding a digital position, frequency of use of social media, and critical knowledge of digital skills (including high-level relationships among libel, audience analytics, and multi-media content). Analysis showed that participants who held primarily digital positions demonstrated patterns of the more sophisticated digital skills.

Chapter One: The Problem

In November 2014 *Rolling Stone* magazine published a lengthy investigative piece exposing an alleged sexual assault at a fraternity party at the University of Virginia (Dana, 2014). According to reporter Sabrina Rubin Erderly, the victim “Jackie” reported the rape to university officials, but the incident allegedly was never investigated further. Immediately upon the story’s release in *Rolling Stone*, a tidal wave of responses surfaced on social media: Victims of sexual assault, women’s rights groups, administrators in higher education, and journalists seemingly all had something to say about the magazine’s investigation and sexual assault on college campuses across the United States. In turn, *Rolling Stone* and Erderly heavily used social media to promote the story. However, only days after its publication *Rolling Stone* editors admitted that much of the story was inaccurate—possibly fabricated—by “Jackie” and bolstered by Erderly’s severely inadequate reporting (Dana, 2014).

Almost immediately student journalists became involved in the investigation into *Rolling Stone*’s faulty report (Ellis, 2014). An audit of the story was conducted by Columbia University’s School of Journalism, including both faculty and students. Student journalists at UVA’s *The Cavalier Daily* conducted their own first-hand reporting on the inaccuracies presented in the story. The reporter’s ethical practices became the center of the reporting and audit and continued to fuel journalistic discussion around it (Dana, 2014). The Twitter hashtag #IstandwithJackie continued to trend in the fallout of *Rolling Stone*’s concessions and served as a focal point for discussion and a means of curating the conversation between journalists, media critics, and audience members (Yang, 2014). This unfortunate case of *Rolling Stone* magazine is not unique in the journalism field. It is, however, a particularly salient example of how student journalists learned from the ethics and work of professional journalists. In this case social media became a

tool to contact sources, to read and curate the discussion among experts and amateurs, and to track the work of professionals. A case of destructive journalism became a seminal opportunity for student journalists to learn and contribute to the discussion, particularly through social media. In light of the power of social media for journalism, this study seeks to examine the dynamic learning experiences of student journalists outside the classroom on social media and how their knowledge of journalism (skills, ethics knowledge, legal knowledge, and understanding of audience) is shaped by their experiences on social media and in the student newsroom.

Background of the problem

In early 2015 the Knight Foundation issued a comprehensive report on the state of journalism higher education (Lynch, 2015). The report offered a critical, perhaps bleak, assessment of journalism programs at American institutions and their declining enrollments. The report was organized into four categories: the state of American journalism, the state of American journalism education, interviews from the field, and conclusions and recommendations (Lynch, 2015). Industry leaders included in the report were clear on one thing: Journalism education is failing to keep up with the professional field that students are hoping to enter. Overall the report encouraged journalism programs to invest resources in innovative teaching techniques and to rethink the boundaries and responsibilities of traditional student journalism. A hefty part of the Lynch's (2015) recommendations included holding journalism educators to increasingly rigorous standards that would include skill acquisition, emphasizing educational outcomes rather than institutional standards, and creating program values around the currency of the profession. Lynch's recommendations speak to previous findings that revealed a widening divide between journalism education and professional journalism, including technology (Finberg & Kreuger, 2012). In 2012 Howard Finberg, a well-known and outspoken leader in journalism

higher education, issued a clear warning for what is to come, should journalism education continue to suffer:

Everyone has a stake in the quality of journalism education and training. Just as everyone has a stake in the quality of journalism... Without a robust future for journalism education, it is harder to see a robust future for journalism. And that's bad for democracy and for citizens who depend on fair and accurate information. (paras. 21-22)

While assessments such as Lynch's (2015) and Finberg's (2012) are pointed critiques of what is happening in the classroom, there have been no measurements of what is happening outside the classrooms and in student newsrooms in regard to learning on social media for student journalists. Although some research has explored how student journalists use social media there is a glaring deficit in the literature regarding how the use of social media either complements or damages what student journalists are practicing in their newsrooms and learning formally in their classrooms. This study seeks to bridge that gap.

Technology and social media. The late *New York Times* media reporter David Carr (2015) once famously told his journalism students at Boston University, "You are what you type on" (para.7). Since the late 1990s news content has been available online. However, it wasn't until 2010, that approximately half of news consumers in the United States reported receiving at least some of their news online every day (Mitchell, 2010). In 2016, 62% of adult Americans reported getting their news from social media (Gottfried & Shearer, 2016). National survey data show the Internet will likely replace television as the main source for news, but only 50% of people who get news online share or repost stories to social networking sites (Mitchell, 2014). In a recent report published by Pew Research Center 61% of Millennials reported Facebook as their primary source of political news; 51% among members of Gen X (Mitchell, Godfried & Matsa, 2015).

Social media has begun to play a significant role in the positioning of online news. Facebook is the most used social networking site in the world and one of the most visited websites on the Internet (Matsa & Mitchell, 2014). Among Facebook users, 30% report that they get the majority of their news content from a Facebook newsfeed (Pew Research Center Journalism Project, 2013). Reddit and Twitter outpaced all other social media with 62% and 50% (respectively) of users who reported getting their news from those sites (Matsa & Mitchell, 2014). But getting news on social media appears to be incidental rather than intentional with audience members stumbling upon news content rather than seeking it out (Mitchell, 2014). While social media may be a platform for individuals to find news, sharing news content is far less frequent. A study conducted by the Pew Research Center found that only 12% of users will repost content on Facebook (Madden et al., 2013). Approximately 28% of Americans between the ages of 18 and 24 report that social media is their main place to find news stories (Reuters Institute, 2014). According to Korhana and Renner (2016) this shift has changed news consumption habits. When, once, audience members had to go find the news, mobile platforms have brought the news directly into the pockets and palms of the audience members.

Just as consumers are migrating to social media for news content, so too are journalists. According to journalism faculty Lars Willnat and David Weaver, 40% of journalists report their professional use of social media is very important to their work (Peterson, 2014). In that same report more than half of journalists said they use Twitter on a regular basis, most commonly to check for reports of breaking news and to find story ideas. Not surprisingly, of those same journalists nearly 75% reported that social media slowed their regular productivity and nearly 93% said the use of social media added to their regular workload. While media analysts have been predicting the decline of Twitter, it remains a professional staple for journalists (LaFrance

& Meyer, 2014). It seems as though the Arab Spring, a series of anti-government uprisings in various Arabic countries, crowned Twitter as the social media of choice (and necessity) for journalists and it has remained at the top of the heap despite some shifts among the general public. Host of CNN's Reliable Sources, Brian Stelter, called Twitter a journalist's playground (Stelter, 2015). LaFrance and Meyer (2014) described the historical legacy of Twitter in *The Atlantic*:

Twitter is the platform that led us into the mobile Internet age. It broke our habit of visiting individual news homepages first thing in the morning, and established behaviors built around real-time news consumption and production. It normalized mobile publishing power. (para. 12)

Although Facebook is not primarily a journalism tool, it is clearly a tool where journalists can promote their work and target audiences (Hare, 2014). In turn, Facebook is becoming friendlier to news outlets recently implementing tools that allow for more direct distribution and measurement of audience reach. In May of 2015, Facebook launched its Instant Articles Initiative, which allowed news sites to host articles directly on the social media site. Facebook's move as a "whole new era in social media journalism," (Veeneman, 2015, para. 6) allows for deeper (and more direct) audience engagement. Controversy erupted, however, when Gizmodo published a story in the spring of 2016 that accused Facebook of suppressing news (or trending topics) about the Republican party—giving a content slant to more liberal or Democratic news stories (Nunez, 2016). The accusations were based on information handed over from former Facebook employees with the practices documented in journals of the alleged activities. Facebook founder and CEO Mark Zuckerberg denied the claims responding that Facebook is a digital space for all voices, perspectives, and political persuasions (Fox News, 2016).

While Facebook and Twitter remain iconic in the social media landscape, journalists have turned their attention to include less-used (although wildly popular among younger users) social

media platforms, such as Instagram and Snapchat. Launched in 2011, most of Snapchat's 100 million users worldwide are between the ages of 13 and 25, and 40% of Snapchat users check the app more than twice a day (Ballve, 2014). Images that disappear within just a few minutes earned Snapchat the reputation of being the platform for immature, perhaps naïve, posting of selfies (temporary and perhaps thoughtless) among young users (Shaw & Barron, 2015). However, in 2015 Snapchat announced a new tool, Snapchat Discover. According to Shaw and Barron (2015) the tool has allowed for journalism outlets to share news information, continuing coverage of breaking news and information related to the biggest stories of the day. Unlike normal Snapchat posts, which are limited to images with text added to them, Discovery allows for "longer videos, text in article format, images and graphics" (para. 6). that are not normally available to Snapchat users; these posts will remain visible for 24 hours. Since the addition of Discovery dozens of news organizations have begun using the format to connect with users. Although it's unclear how effective Snapchat as a whole will function as a tool for journalism, its simple and immersive experience is directly taking on the leaders of social media to provide news content to youthful audiences (Ballve, 2014).

Instagram, too, has become a somewhat novel arena for journalistic storytelling. The social media app has more than 300 million users worldwide and is becoming a more common platform for journalists and media outlets to share news stories (Baker, 2015). Limited to an image (including image collages) or video (and caption) Instagram has become a space for what Baker described as "a new style of literary journalism" (para. 4). Most American news outlets have an account and some content on the platform.

Statement of the Problem

The popularity and utility of social media continues to grow (Gottfried & Shearer, 2016). The subsequent impact that social media has had on journalism norms and practices is clear and profound. Yet, the effect of social media use on student journalism is unclear. As a somewhat raw and unfiltered landscape—conversations, breaking news, mistakes, inaccuracies, fabrications, and ethics are all published on social media sites sometimes with little follow up, correction, contextualization, or clarification. Social media not only provides student journalists with the opportunity to promote their own work but also with unprecedented direct access to professional journalists and their work. In this sense, where formal journalism education may be deficient, social media has the potential to be profound and proficient. Yet, no studies thus far have sought to measure this potentially rich landscape of learning for this group of students. While student journalists may be digitally native, it is unclear whether they are digitally literate in the social media landscape (Hirst & Treadwell, 2011). Social media provides student journalists (and all students) extensive access to professional journalists and professional journalism it remains unclear how this access shapes the experience of a student journalist in the newsroom and on social media.

Purpose of the Study

The purpose of this quantitative survey study is to explore the use of social media as it relates to the efficacy of student journalists in regard to understanding of the profession, perceived benefits, and utility of social media as a journalism tool, and perception of professional identity through the use of social media.

Significance of the Study

The message is clear. Lynch's (2015) critical and sweeping assessment of journalism education was not complimentary of the work being done to prepare young journalists to enter the industry. In fact, Lynch (2015) and others called for a complete overhaul in journalism schools. Not only are faculty members often severely lacking in skills to prepare students adequately, but faculty members may have a murky understanding of the emerging field into which these students are entering (Lynch, 2015). Digital-first may be the goal but it is certainly not the outcome, according to Lynch (2015). Rather, today's journalism faculty are preparing students for an outdated professional model perhaps more like the journalism world in which the faculty members practiced rather than the one of innovation and technology of the current landscape.

Past research has shown that the use of social media can aid a student's learning. Laire, Castelyn, and Mottart (2012) found that students who used social media use, in conjunction with coursework, reported feeling more involved with the information presented and more knowledgeable as a result of their use of social media. Bor (2014) reported that students found journalism courses more important to their career goals when professors introduced and used social media tools. Yet such findings are based on social media use that is intentionally tied to course work. This study intends to look beyond course work and measure how journalism students are engaging with professional journalists and journalism directly through social media. Facebook, Twitter, Snapchat, and Instagram have become transformative and open spaces for journalists to create, share, and discuss their work. Yet, how student journalists use these experiences in social media to learn with and from journalists has not yet been examined. By measuring how student journalists use social media, professors and practitioners may gain a

better sense for how to best tap into the power of digital technology and prepare student journalists for the always-changing professional field. The intent of this study is that findings from this proposed research will aid in developing better models for teaching and understanding student journalists and how social media tools could be changing the traditional student newsrooms. This study will continue to explore social media as a function of journalism and a necessary tool for journalists. Additionally, this will add research to Wenger's (1998) ~~notion of~~ Communities of Practice framework to understand how community relates to social media use.

Research Questions

Based on the literature, this study will seek to answer the following research questions:

RQ1. How do participation in a student newsroom and a student journalist's social media use relate?

RQ2. How do a student journalist's social media use and a student journalist's digital knowledge relate?

RQ3. How do a student journalist's social media use and a student journalist's demographic information relate?

Categories. The categories of ideas used in this study are as follows:

- **Participation:** Defined as regular involvement as a staff member in a student newsroom. This was measured based on length of time on staff, level of participation, position on staff, relationships in the newsroom, having been mentored, and willingness to share experiences with newer members on staff.
- **Social Media Use (SMU):** Defined as the use of Snapchat, Instagram, Facebook, and Twitter.

- Digital Knowledge (DK): Defined as the ability to identify legal and ethic issues presented on social media, to understand journalism tools presented by social media, to consider audience responses, and to consider digital traffic.
- Demographics: Defined as one's specific age, location of university, sex, public versus private university, and media platform represented.

Research Design

Student journalists who are working for student media journalism programs attached to institutions of higher education were used as the sample used for this study. The survey was distributed electronically among journalism advisers who are members of at least one of the following: College Media Advisers, Associated Collegiate Press, Online News Association, Poynter, Society of Professional Journalists, and the Evangelical Press Association. The researcher recruited 334 participants from both public and private institutions over a five-week period. The survey was distributed in the Spring 2016 semester. A Likert scale, was used as a rating scale to measure a respondent's level of agreement or disagreement for a series of statements. The survey used a Likert scale to allow students to self-report their use of social media for professional purposes and their perceptions of how that affects professional skills, ethical efficacy, understanding of audience, and legal knowledge. The response scale included the following: strongly disagree, disagree, somewhat disagree, neither agree nor disagree, somewhat agree, agree, and strongly agree. The instrument was reviewed by five faculty reviewers, and a pilot test was conducted with six journalists who had graduated from journalism programs within the past 12 months.

Theoretical Framework

Student journalists, as all learners, continue to negotiate their knowledge, experience, and context within the practice of journalism. Learning, however, doesn't occur without a change to one's identity and position within the learning environment (Wenger, 1998). According to Wenger (1998) identity (how a learner views himself or herself in relation to a related community) is a part of both knowledge acquisition and practice. As learners engage in a practice they are often involved (to various degrees) in communities of practice; such communities foster engagement, critical thinking, identity negotiation and mentoring (Lave & Wenger, 1991). This notion that learning is an inherently social process, although not new, has recently evolved to include scholarship regarding journalism education and student newsrooms (Lynch, 2015). Further, capitalizing on the communities of practice within the newsrooms that support these students on college campuses has recently become regarded as significant for understanding the successes and failures of journalism education (Lynch, 2015).

Social learning theory is based on the notion that all learning takes place as a social experience. According to the Constructivist perspective knowledge is created by a learner through his or her experiences. Two major branches of constructivism, Piaget's cognitive constructivism and Vygotsky's social constructivism, approach this learning from slightly different perspectives (Lave & Wenger, 1991). For Piaget, learning takes place as learners assimilate or accommodate new information into their previously developed schema; that is, learning takes place within the mind of each individual learner. Vygotsky, on the other hand, views learning as negotiated with the learners and the environment (Powell & Kalina, 2009). While this study draws most heavily on the Vygotsky's concept of social learning, it should be noted that Bandura's concept of social modeling was considered for the framework of this study.

Although observation learning (or modeling) may not describe the exact process of journalism education professional journalism work is often imitated (to some degree) by young journalists (Bandura, 1971, 2008). A significant component in social learning theory is the concept of modeling, which is the concept of learning from the actions of others rather than direct instruction. The social lens of learning technology (specifically social media) can provide a window for students to view the work of journalists and their subsequent discussions of the work (Filak, 2014).

Just as learning does not spontaneously happen, likewise a community of practice isn't spontaneously created. Rather, a community of practice takes shape and gains legitimacy as identities of members evolve (Lave & Wenger, 1991). Learners, especially newcomers, are constantly managing their identities in relation to a community of practice (Lasorsa, Lewis, & Holton, 2012). That identity evolves as members move from the periphery to the center. Those who are less experienced and exist on the periphery of the community of practice are engaged in Legitimate Peripheral Participation, or LPP, Lave & Wenger. Although newer or less-experienced members of the practice are not and may never fully integrate into the central practice of the community, the label "provides a way to speak about the relations between newcomers and old-timer, and about activities, identities, artifacts and communities of knowledge and practice" (p. 24). Engaging in LPP can have a meaningful impact on one's identity motivating an individual to engage in other meaningful experiences as a learner. Newsrooms (both student newsrooms and professional newsrooms) have long been cited as strong examples of communities of practice (Garcia-Aviles, 2014).

Assumptions

To best understand the purpose of this study several assumptions must first be made clear. First, this study assumed the students who respond to the survey provided reported their responses truthfully and accurately. This study aimed to capture an accurate picture of student journalists' use of social media and their learning through social media platforms. Second, this study assumed the profession and the academy will value the information that will be collected and analyzed by such a study. Lynch's (2015) report made pointed critiques at the lack of innovation regarding faculty members and journalism curricula. In light of this, it is assumed that such findings will not only be valued by student journalists and educators but by members of the profession, as well. Finally, this study operated under the assumption that the findings will transcend the specific social media platforms being used (Snapchat, Instagram, Twitter, and Facebook) and will lend insight and understanding to all social media platforms that encourage content creation and sharing from many to many. Social media is becoming such a pervasive component of the news business that intricate understandings of such platforms help create mileage for content provided in legacy media, as well.

Limitations and Scope

In order for the study to progress in a timely fashion data was only collected on student journalist's use of social media. Specific media events are not planned to be included in the study. This self-reported survey focused on only the perceptions of student journalists and their use of social media, grasp of digital knowledge and demographic information.

This study is only examining student journalists' use of Facebook, Twitter, Snapchat, and Instagram. A quick Google search shows that there are more than 100 social media sites through which people engage. Some sites, such as Reddit and Pinterest, show more user engagement and

loyalty than either Twitter or Facebook (Mitchell, 2014). However, Facebook, Twitter, Snapchat, and Instagram have proven to be appropriate sites for a study of this nature. Facebook is among the most visited websites in the world beyond just social media sites, according to Mitchell. Twitter is still king for journalists and is thought of as the platform-of-choice for journalists wishing to share news (particularly breaking news) and for audience members who want to scan the headlines of the moment (France & LaMeyer, 2014).

Definition of Terms

For the purposes of this study the following terms were defined based on definitions provided by Beaujon (2013), a journalism think-tank that has wide recognition among journalists and educators:

- Journalist— Someone who is engaged regularly in gathering information and reporting information that serves the public interest (Beaujon, 2013).
- Student journalist— Traditionally, an ambiguously defined term. The term has been defined as journalists who are enrolled at an accredited university (Robertson, 2012). For the purposes of this study student journalists will be defined as journalists who attend an institution of higher learning and participate in a student-produced news organization.
- Digital-First—A news strategy that is platform neutral and focuses on visual journalism, social media, and web traffic.
- Social Media (SM)—A means of content creation and sharing that occurs online from many to many. Usually social media is free, although not always.
- Facebook—A website that allows for individual, community, fan, and group pages. Individuals choose their own usernames and can maintain access over privacy settings on their accounts.

- Twitter—A micro-blogging site where messages are created in 140 characters or fewer. Twitter launched in 2007. Twitter users developed the @ symbol to denote user names and # (the hashtag), to tag subjects. The Twitter site calculates Trending Topics. Individuals choose their own usernames and can maintain access over privacy settings on their accounts.
- Instagram— An online mobile sharing platform and social networking platform that enables users to post photos, videos and share them publicly or privately through the app. Sharing through Instagram can also sharing through a variety of other social media platforms.
- Snapchat— An online mobile sharing platform and social media site that was designed for users to share images and videos that disappeared after only a few seconds.

Summary

The ecosystem in which a journalist lives and works is in crisis (Finberg, 2012). For the past decade an antiquated business model, the American public's failing trust in media content, and accelerated leaps in both technology and social media has left the Fourth Estate in a state of urgent and alarming need. Technologies, primarily in the realm of social media, are changing the way journalists report and share their work. Student journalists now have a front-row seat to watch journalists work, for better or worse. Journalism education is being asked rethink how student journalists are being trained to enter an evolving field (Lynch, 2015). Student journalists and their work should serve as a space where new ethical principles and practices can be debated, refined and tested.

Chapter Two: Review of Relevant Literature

Overview

This study will examine how the use of social media (particularly Facebook, Twitter, Snapchat, and Instagram) helps to shape the learning of student journalists. Although journalism education has been traditionally viewed as quite distinct from other courses of study within higher education, journalism degree programs generally pull from an interdisciplinary base of knowledge and require students to demonstrate strong skills in the broad areas: writing and critical thinking, history, humanities, language, politics, geography, ethics, business, law, economics, and critical studies (Lynch, 2015). The following review of literature pulls from diverse scholarship in the areas of social learning, communities of practice, the power of the media, media uses and participation, technology, and innovation. A wide inclusion of theoretical context is in line with a current effort to situate journalism education in a more interdisciplinary context and such complexity will offer some insight into the complicated discussion of journalism education and its future. This chapter summarizes the most salient literature from those fields with an important focus on the intersections of these areas of scholarship.

For social learning theory, this chapter focuses on Vygotsky's foundational work and the implications in Etienne Wenger's *Communities of Practice* (1998) and later scholarship inspired by Lave and Wenger (1991). There will be a closer look at scholarship that examines the evolving models of journalism and the effects on social media and the use of social media.

Finally, this chapter clarifies how this study differs from previous scholarship regarding learning, journalism, and social media and this work seeks to bridge such three significant areas of study for educators, journalism scholars and journalists.

The State of the Journalism Industry

After nearly a decade of the sounding the death knell for journalism the industry is displaying the first real signs of growth (Carr, 2015). According to Pew Research Center's annual State of the Media report, the past few years of journalism have been characterized by new energy and new players hoping to revolutionize traditional journalism platforms and create innovative avenues to share content (Mitchell et al., 2015; Mitchell, 2014). Of the top 50 news sites more traffic came from mobile devices than from desktop computers in 2015 (Mitchell et al., 2015). Websites such as BuzzFeed and Mashable, which were once considered nothing more than click bait, have become among the fastest growing newsrooms in the industry and have turned their efforts toward serious investigative reporting (Mitchell, 2014).

Business models. Perhaps one of the most significant indicators of industry growth is the influx of new revenue (Holcomb & Mitchell, 2014). In 2014 Pew Research Center's annual report found that although most revenue for journalism is still coming from advertising revenue and audience subscriptions the model is shifting to include more private investments and philanthropic grants (Holcomb & Mitchell, 2014). According to Pew, this patchwork of funding may point to new avenues that could support the in-depth work of journalists. Likewise, well-known journalists such as Bill Keller (once managing editor of *The New York Times*) and Ezra Klein (once a columnist for the *Washington Post*) have taken visible positions with the Marshall Project and Vox, respectively. In another avenue of potential growth, Nee (2013) examined the budding presence of digital, nonprofit news outlets. That study revealed journalists working with such platforms see their role as community partners who can side step the uneven competition that defines much of traditional media; success, however, would depend on partnerships and collaborations with other (for-profit) news media.

Ethics. While the journalism industry has rapidly evolved, the ethical guidelines behind the practice of journalism have struggled to keep pace with the technology that defines them (Buttry, 2014). In his address to the Digital Journalism Ethics Symposium, Buttry (2014) said the only chance journalism has to preserve its ideological role is through updating ethical standards to reflect technological changes. Good journalism ethics “grow from strong conversations about our values and making good decisions based on those values” (Buttry, 2014, para. 12). In 2014, the Society of Professional Journalists (SPJ) updated its code of ethics for the first time since 1998 (SPJ, 2016). SPJ’s Code of Ethics has long been considered the industry standard, along with Poynter’s Guiding Principles, according to Buttry. Although such codes of ethics are widely acknowledged they cannot be professionally enforced and are thus provided only as guideposts for the industry and individual journalists. SPJ’s newest Code of Ethics continues to contain the four areas covered in previous iterations: Seek Truth, Minimize Harm, Act Independently, and Be Accountable and Transparent. However, the version released in 2014 seeks to address issues related to rapidly advancing technology, specifically speed and accuracy. In light of shifting demands and evolving ethical issues, Veeneman (2015) implored all newsrooms (both student-run and professional) to expand ethics education and consider additional training in the realm of social media.

A recent movement in journalism that is considered within the realm of ethics is known as Solutions Journalism. While news consumers are clicking to digital platforms to read content, producers of online journalism have yet to figure out a successful means for deeply engaging audience members. A movement among journalists, known as Solutions Journalism, is pushing reporters to dig deeply into the problems presented in reporting and offer viable, unbiased solutions to readers. The movement is discussed as an ethical obligation of journalists to move

past surface reporting and give audience members information that can provide hope, when appropriate (What is Solutions Journalism, 2016). The basis of solutions journalism is to push journalists to dig deeper than the obvious problem but to present an audience with possible (and plausible) solutions considering community and constructive problem solving. In a study that examined the role emotional frames of news stories play in keeping audience members in a story, De Los Santos (2014) found those stories framed in hope are more likely to keep readers engaged longer than those stories framed with either anger or fear. This finding contradicts traditional journalism notions, (such as if it bleeds it leads) and suggests important implications for connecting readers with content. The economic goal of online news is to attract readers and keep those readers on a story and have those readers share such stories on social media. Such findings debunk the large amount of space that has long been devoted to a lopsided presentation of negative news (Chaudary, 2001). According to De Los Santos (2014) this finding lends support to the burgeoning concept of Solutions Journalism, which encourages journalists to go beyond reporting on a problem but to offer hope (when appropriate) to the audience (Solutions Journalism, n.d.). Author and *The New York Times* writer Michael Pollen famous for investigating questionable practices in the agricultural and food industries described how this is demonstrated in his own stories, which tend to focus on systemic ills facing the food industry and its consumers. However, Pollen (2015) noted that when such stories have offered alternatives (such as how consumers can purchase organically raised meat and utilize the resources of sustainable farms without pesticides or hormones) such stories received more traffic and gained significantly more attention on social media than those that do not offer solutions.

Skills. A digital-first newsroom has become the goal of most news organizations that are attempting to stay competitive. The term digital-first applies to a web-centric workflow that

prioritizes content to be published online before it is available in print (Saltz, 2015). Lynch's (2015) report focused on rethinking the skills journalism students are learning while in school, in consideration of a shift to digital-first newsrooms. Among those at the top of the Lynch's recommendations were numeracy, data analytics, and iterative design. Instruction of such skills would follow a *teaching hospital* guide in which students are working alongside professionals to produce competent, quality work (Newton, 2014). In fact, Newton posited that in regard to skills, students should be expected to be innovators themselves, and thus early adopters of technology that affects the information and publishing industries. Yet, Newton noted that as the digital boon was revolutionizing media, most journalism students reported that not much had changed in the journalism industry—such findings sent a clear statement that journalism education had lost touch with the professional world. Newton makes the point that such short sightedness among journalism students is also symptomatic of a growing wave of media illiteracy among younger generations.

Journalism Education

To have a clear grasp on how journalism students are currently situated in relation to higher education and the professional field, it is necessary to understand first the evolution and current status of journalism education. The concept of American journalism education first took shape at the turn of the 20th century with the establishment of the Missouri School of Journalism at the University of Missouri (History of the Missouri School of Journalism, 2016). Not long after, Joseph Pulitzer established the journalism school at Columbia University in New York City. These two schools set many of the standards for how journalists are educated and how journalism is studied and assessed. Prior to formal education, journalism was largely thought of as a trade that could be learned on the job by most practitioners. Since then hundreds of

journalism programs have appeared (in some form) in nearly every American institution of higher education (Annual Surveys of Journalism and Mass Communication, 2010). According to that same survey there are approximately 485 journalism programs in the United States. Journalism programs take different forms but can be generally categorized in one of the following: specialized journalism degrees within a college of journalism, a journalism degree within a school of broader disciplines (liberal arts, communication, etc.), or a broad degree (e.g. communication studies) that offers a specialization in journalism.

In recent years, enrollment in journalism programs has been on the decline. This drop can be attributed to several factors, but is largely credited to the combination of an economic recession and a technology boon that resulted in tens of thousands of lay-offs across the industry (King, 2014). The Annual Surveys revealed that declining journalism enrollments are causing journalism programs to fall behind other areas at the university level in funding (Annual Surveys of Journalism and Mass Communication, 2010). This is a contrast to the post-Watergate era when journalism programs saw their biggest increases in enrollment from 11,000 in 1960 to 64,000 in 1977. According to Cleghorn (1993), the *Washington Post's* Watergate coverage, which resulted in the resignation of President Richard Nixon, is often mistakenly credited with increasing the interest of American college students' pursuit of a journalism degree. In reality, however, increased enrollments were more likely the result of greater numbers of women entering universities and expanding journalism programs that would come to include degree programs such as public relations and advertising. According to Cleghorn, shifting journalism enrollments are generally reflective of social trends.

There is no official ranking of journalism programs, but a singular accreditation program has traditionally endorsed more competitive journalism programs. The Accrediting Council on

Education in Journalism and Mass Communication is considered the standard accrediting agency for American journalism education. ACEJMC accreditation is based on nine standards: (a) mission, (b) curriculum and instruction, (c) diversity and inclusiveness, (d) faculty status, (e) scholarship, (f) student services, (g) resources, facilities and equipment, (h) professional and public service, (i) thorough assessment of learning outcomes. According to ACEJMC standards journalism students should spend 75% of their coursework outside of journalism courses.

Journalism professor Dan Gillmor (2012) proposed that journalism programs become cross-disciplinary learning labs where instruction focuses on: entrepreneurship, data analysis, academic partnerships with other academic divisions, data programming and coding, deep research on key media issues, and an acute understanding of evolving business concepts. But solidifying broad expectations of a journalism program, and a student newsroom, can be difficult because of the wide range of diversity among programs in regard to size of the school, the existence (and size) of a journalism program, and the culture within the school, the student body, and student journalists (Bickham, 2008).

Skills. The concept of creating content intended, primarily, for a digital platform is known as *digital first*. Journalism educator Eric Newton (2013) described a widening divide between the professionals and the professors resistant to embrace this mindset. Although Newton's remarks were shared before the publication of Lynch's (2015) report, it shares many of the same criticisms. Suggestions to improve journalism education have, largely, focused on modeling learning environments after the model of a teaching hospital. Newton (2013) proposed six fundamental changes to make journalism education more effective: (a) students doing the journalism, (b) professionals mentoring students, (c) professors bringing in topical knowledge and research issues, (d) introducing new tools and techniques, (e) undertaking large research

initiatives, (f) and working to engage the community (para. 18). Newton (2013), and others have persistently urged the field of journalism educators to adapt the education of students to help redeem the professional field of journalism:

But every day someone pays the price for journalism's persistent inertia. Once rock-solid companies are crumbling. Old-school students and professionals can't find work. Our public policies and professional ethics are based on historical fantasies instead of embracing new realities and new possibilities. (para. 26)

Ethics. Beyond digital skills, journalism ethics is a major area of concern that is related to digital technology for journalism and the education of student journalists. Contemporary journalism students often learn one set of ethics in the classroom, but experience another set in practice and when engaging with the professional world (Hanson, 2002). This discrepancy can create confusion and lead student journalists to engage in unethical behavior, which can have lasting repercussions for an individual career and the field as a whole. While ethics courses can help students learn the basic tenets of journalism ethics (fairness, independence, transparency, and care for sources) they often fail to help engage students with the reality of the professional world (Plaisance, 2006). The ability to tap into these communities of practice and support the learning of journalism ethics among students is often misguided. Hanson (2002) found that the ethics emphasized in journalism curricula and those that are valued in the field are vastly different. For example, journalism educators tend to emphasize discussion and analysis on conflict of interest while professionals reported rarely confronting such types of ethical dilemma (Hanson, 2002). However, in the same study news directors cited accuracy in reporting to be the biggest ethical issue confronting journalists—such divergent perspectives may speak to a growing divide between those preparing students for journalism work and those who are hiring them.

While the practice of journalism has changed, how campus journalists are educated,

largely, has not (Conway & Groshek, 2008). Conway and Groshek (2008) found fewer than 120 journalism ethics classes offered in journalism programs across the country. Often such courses tackle more than just journalism and cover journalism, public relations, advertising, and graphic design, making it difficult to delve deeply into the subject of journalism ethics (Conway & Groshek, 2008). Perhaps not surprisingly, Conway and Groshek (2009) found that college journalism students graduate from a university with lower ethical standards in the classroom than when they enter college. Once they are in the field the results can be daunting: Knowlton and Reader (2008) observed that in the age of digital media reporters and editors spend a great deal of time and resources reporting on the unethical practices of journalists themselves.

Audience. In 2014 the *Florida Sun Sentinel* took a bold step. In the face of shrinking newsroom budgets, editor Howard Saltz eliminated his digital staff in the newsroom (Saltz, 2015). This surprising move came as most newsrooms were continuing to add resources to digital efforts to keep up with the digital pace of providing online news content. According to Saltz (2015), the move transformed the newsroom. No longer would personnel be able to rely on digital editors to insure that content was interactive and posted onto a web platform. Rather, all journalists working for the *Florida Sun Sentinel* would be responsible for digital content.

Audience first has become the mantra of Saltz's newsroom in an effort to promote the practice of telling high-quality stories with a focus on audience, rather than platform. The consideration of audience analytics allows for the audience to have some influence on the editorial process, opening up timely discussions on the ethics of audience analysis (Tandoc, 2014). Yet, this focus on the audience may be lost in the divide between the profession and the curriculum. According to Wenger (2015) most journalism curricula are lacking a course in analyzing audience.

Audience analysis includes measuring analytics on content traffic (bounce rate, page views, visit

duration, frequency, percentage of new visits). Failing to educate students on how to understand an audience may result in students producing high-quality content that receives no web traffic once it's online, missing the point of creating content (Wenger, 2015).

Power of the Media

Social media was born into a well-studied, rich media landscape. The context of social media must first be understood within the realm of media itself. The media landscape has never been riper with opportunities (Newton, 2014). Technology and access to information define a journalist's work and world. Historically, the media have always been regarded as a powerful force in democratic governments. The news media, particularly in democratic governments, historically have been regarded as an overwhelmingly powerful influence on public opinion, public discourse, and public perception (Ball-Rokeach & DeFleur, 1976). Media Systems Dependency theory has long-considered the media, audience, and society in a triangulated relationship with the media occupying the top of the pyramid and controlling the resources of information. According to Ball-Rokeach and DeFleur (1989) the audience has always depended on the media for access to information, which made the companies that produce the news in positions of great power. The primary concern of MSD scholarship is the influences that mediate the intensity with which one depends on the media (Loges, 1994). However, Ball-Rokeach (1998) emphasized that the power demonstrated in Media Systems Dependency is reminiscent of most power-dependency theories, which examine power as a phenomenon that results from the development of relationships rather than a relationship simply based on needs and resources. DeFleur and Ball-Rokeach (1989) used Marxist thought as a context in which to place the power and influence of consolidated media ownership and audience influence. However it was noted that the relationship depends on the needs of both parties and that each inadvertently legitimize

the others:

The resource-rich person may become invested in resources controlled by the other (e.g. continuation of the relationship). Thus, power is best understood as a product of power-dependence relations, dynamic relations responsive to change in resources, motivational investment, and other features of the environment. (Ball-Rokeach, 1998, p. 12)

Research supports that audience members are consistently dependent on the media in times of crisis, catastrophe, or political upheaval increase audience dependency (Merskin & Huberlic, 1996). Loges (1994) in his work *Canary in the Coal Mine* found that perception of threat was a strong predictor of intense MSD relations. According to Loges more intense forms of threat were related to use of all forms of media at that time (newspapers, television, and radio). Since the information in the media plays a large role in eliminating or reducing ambiguity, the media has a large impact on the attitudes and interpretations that can result from misinformation and miscommunication, especially in urgent times of crisis (Loges, 1994). Although this did not yet include social media the implications of social media in times of crisis will be explored later in this chapter.

New technology. The media landscape is far different than when Ball-Rokeach and others initially developed MSD theory (Maxian, 2014). Mobile technology has eliminated the need for an audience to wait for information; information is readily accessible at the touch of a button or the swipe of a screen. According to Zickuhr (2011), more than 95% of American Millennials (born between 1979 and 1994) have a mobile phone, and members of Generation X are close behind at 92%. Mobile phones lead forms of wireless technology, which also includes laptops, iPads, MP3 players, Google Glass, and mobile-synched watches. Such technology has had an impact on the kinds of media being consumed, giving way to a massive proliferation in visual media (still images and videos) (Brough & Zhan, 2013). Yet using MSD theory, Maxian

(2014) found that a variety of technology and outlets for information has only increased the audience dependency on the media and increased the control the media wields over its audiences. So while MSD did not originally account for the flexibility and variety that is now available through mobile technology, including social media, that same flexibility has not substantively changed the dynamics of power and control.

Social Media and Sharing

It's proven a difficult task to pinpoint the precise start of social media. In the late 1970s CompuServe began as a business mainframe that allowed for communication and file sharing as an early form of email (Digital Trends, 2014). Later, Bulletin Board Systems (or BBS) became popular in the 1980s and 1990s. BBS were online forums where users could post messages and play games in real-time. It was in the 1990s, however, that AOL (American Online) gained massive global attention by allowing users to create individual profiles that were visible to the public. Between 2002 and 2004, Friendster, LinkedIn, MySpace, and Facebook all went live (although Facebook would not be accessible to the general public until 2006) (Digital Trends, 2014). Twitter also became available to the public in 2006. Facebook with its "Like" button and its newsfeed launched the social media site into a stratosphere still not experienced by any of other format. Likewise, Twitter (although not nearly as widely used as Facebook) introduced the @ symbol (used for Twitter handles) and the hashtag as way to follow information and curate tweets. Between 2008 and 2009 Twitter tripled the amount of users on its site from 6 million to 18 million ("US Twitter Usage," 2009). Mobile technology was instrumental in helping inculcate social media into every day practices. Social media sites through smartphones became a way for users to check in without having to stop and use either a laptop or desktop computer. Mobile

phones and digital cameras made it easier than ever for users to share photos through a touch of a button (Digital Trends, 2014).

Social media can take many forms but is perhaps best described as participatory and engaging (Rosenauer & Filak, 2013). Although journalists have still not quite reconciled (as a whole) the best ways to use social media, social media has already become an integral part of the news dissemination process (Mitchell, 2010). In the spring of 2011, a violent and massive uprising began in Tunisia and swept across Northern Africa and the Middle East. The political movement, which would come to be called the Arab Spring, (although not limited only to Arab countries) had no regard for political borders and used social media (especially Twitter) as a primary means of movement, publicity, and support (Ajami, 2012). During Arab Spring massive protests and political demonstrations were being held in major metropolitan areas where thousands would gather to call for political change, greater freedoms, and the end for corrupt rulers. Social media allowed planned protests to be broadcast on a global scale and rally support for the movements. Cottle (2011) wrote of social media in the Arab Spring:

new social media and mainstream media often appear to have performed in tandem, with social media variously acting as a watchdog of state controlled national media, alerting international news media to growing opposition and dissent events and providing raw images of these for wider dissemination. (p. 652)

The Twitter-fueled Arab Spring was not the first of its kind. The 2009 Green Movement in Iran and the 2010 Red Shirt Uprising in Thailand both implemented social media tools to gain publicity and communicate with supporters inside and outside the movement (Shirky, 2011). While social media tools cannot guarantee success in social or political movements, such tools have become visible characters in all of the world's recent social movements, according to Shirky. However, social media is an indiscriminating tool used both by revolutionaries and

repressive regimes (Cottle, 2011). Its power, according to Cottle (2011), lies in the speed of dissemination and the strength of the social network to distribute a message. Yet, Shirkey argued the real power of social media in times of crisis or political upheaval is not in gatekeeping but in *gatewatching*. Shirkey's concept of gate-watching, acknowledges that information on social media is not necessarily fact checked. Users on a social media platform sometimes distribute incorrect or even fabricated information. In the case of the Boston Marathon bombing incorrect information distributed on social media proved a giant red herring during the investigation immediately following the attack. But journalists were not blameless in the case of the Boston Marathon bombing, either. As journalists tried to stand out and *be heard* on social media networks the work of journalism (sourcing, vetting, verifying, and confirming) accuracy and precision were often cast aside for volume and speed (Hermida, 2013). As in the case of Laura Logan's faulty reporting on Benghazi scandal on *60 Minutes*, the errors were first broadcast on traditional media but received far more attention because of discussion and sharing on social media (Silverman, 2013). Within just a few weeks of Logan's report airing on television it came to light that the main source in her story had fabricated his experience in Benghazi; Logan reported the fabricated experiences without having properly fact-checked them.

Uses of social media. In addition to intense political events or natural disasters social media is a tool that is also used regularly for much more leisurely and every day purposes for all users (including journalists). According to Lee and Ma (2012) there are five conditions that drive most social media use: information seeking, socializing, entertainment, status seeking, and prior social media experience. Prior social media experience proved to be one of the most significant factors in determining one's likelihood to seek and share news content, which may speak to the efficacy one gains through regular contact with social media (Lee & Ma, 2012). Social media

users in the United States were nearly twice as likely Europeans to post a news picture to a social media site and nearly twice as likely to comment on a news story that had been shared on social media (Reuters Institute, 2014).

As of 2013 nearly half of social media users (42%) maintained accounts on multiple social media sites, and 62% of those who used Facebook checked the site at least once per day (Duggan & Smith, 2013). The Pew Research Center reported that 56% all adults online use Facebook and that 52% of all users are active on more than one social media website, up 10% in just one year (Mitchell, 2014). As the most used form of social media, Facebook is reported to serve as home base for multi-platform users, according to Duggan and Smith. Yet, regardless of what social media platform is dominant, a specific social media is rarely replaced. According to Quan-Hasse and Young (2010) new forms of social media are incorporated into the “bundle” (p. 350) already being used by a particular individual.

While regular use of social media is becoming commonplace, sharing news content is still viewed as inconsistent across platforms. Only 50% of individuals who read news online will share a story (Pew Research Center Journalism Project, 2013). The numbers are lower among Facebook users (about 30%), but much higher for users of Reddit (62%) and Twitter (50%) (Pew Research Center Journalism Project, 2013). Past scholarship has revealed that news is shared for three broad reasons: for the education of others (Gantz, Trenholm & Pittman, 1976), for personal expression (Hanson & Haridakis, 2008), and for self-improvement (Wonjnicki & Godes, 2008).

In a particularly salient study to this research, Filak (2014) looked at how student journalists used social media. Filak (2014) found that most consider themselves to be very comfortable across social media platforms. Student journalists reported using social media mostly for the purposes of surveillance, knowledge, and entertainment. Student journalists,

according to Filak (2014) rarely have to be convinced of the benefits, either personally or professionally, of consuming or sharing information via social media. Filak's study found a distinct divergence between why student journalists consume social media and what they share on social media: reporting that they use social media to be aware of breaking news but would rarely share breaking news with others on social media. Similarly, student journalists reported enjoying multimedia content but were far less likely to provide multimedia content on social media for their friends or followers. This may be enhanced by the fact that today's student journalists have grown up in a heightened media environment and thus as *digital natives* feel very comfortable with computer technology and media use but lack some of the critical thinking skills that should be associated with digital literacy.

Bor (2014) examined one university's attempt to integrate social media into three broadcast journalism courses. Bor's findings suggested that although students have often had much experience with social media, students were much more willing to engage with it if faculty spent some time teaching students how to use such technology professionally, formally. This reinforces the notion that digital natives are not experts at using the platforms.

Participatory publics and the citizen journalist. With digital technology available in ways never before seen, media professionals continue to consider the concept of participatory journalism (Nah, Yamamoto, Chung & Zuercher, 2015). Jenkins' (2006) concept of Participatory Publics considers how the media landscape is shifting in light of audience-created content. Journalists (including student journalists) are no longer competing exclusively against their fellow journalists—journalists are competing with everyone. Citizen journalism is defined as an individual's "contribution to the discussion in the public sphere, whether in the form of simple information, synthesis, reporting, or opinion" (Nah et al., 2015, p. 400). This reflects Jenkins'

(2006) concept of the participatory culture, which allows everyone the opportunity to participate in the media and is defined by the following five characteristics: (a) low barriers to artistic expression and civic engagement, (b) strong support for creating and sharing one's creations with others, (c) informal membership that allows for knowledge to be passed along from senior members to beginner members, (d) the sense that members believe their contributions matter, and (e) a strong social connection exists among members. Social media is the gateway for participatory journalism.

Consuming the news, in many ways, has always been a shared experience (De Los Santos, 2014). However, Singer (2014) argued that social media and technological tools have created a new partnership between traditional gatekeepers (journalists) and secondary gatekeepers (citizen journalists). While gatekeepers disseminate content, secondary gatekeepers share that content with their social media followers. According to Singer, in ways never before experienced, journalists need consumers to co-create and share content on social media. This reciprocity may speak to the ideals of journalism and its Constitutional protections. According to a study conducted by Nah et al. (2015), news outlets that serve heterogeneous communities are more likely to use the work submitted by citizen journalists. Yet, Filak's (2014) findings noted that student journalists lacked a sense of how to use social media to clearly engage with audience members, much less citizen journalists. Lynch (2015) followed up that understanding citizen journalism (even more so *how* to work with citizen journalists) is missing from journalism education.

Social media allows a level of interactivity that had not been experienced with traditional forms of media (Quan-Haase & Young, 2010). Papacharissi and Rubin (2000) examined Uses and Gratifications in regard to general online media consumption before social media was

present in daily life. Their research revealed that individuals were motivated to use online media for five reasons: (a) personal utility (socially oriented behavior), (b) pass time, (c) seek information, (d) convenience, and (e) entertainment. Findings from that study revealed that users' prior beliefs about the usefulness of source of information play the strongest role in determining a users' gratification with that source (Papacharissi & Rubin, 2000). The researchers found that digital media consumption is generally related to personal utility but that social utility is related to student journalists who are trying to understand the scope of the media landscape and make sense of their position within it. Although scholarship has not examined this, such findings might suggest that student journalists use social media for professional learning (specifically Twitter and Facebook) because they already believe it has the power to fulfill that need.

In a comparison of Facebook and Instant Messaging, Quan-Haase and Young (2010) found that different social media tools tend to satisfy subtle but distinctive needs, allowing users to continue to incorporate additional platforms without having to make room by discarding others. This study seeks to understand what motivates a student journalist to use social media and whether those goals were achieved. Whiting and Williams (2013) examined the most commonly used social media platforms and found 10 uses and gratification for social media use: social interaction, information seeking, pass time, entertainment, relaxation, communication utility, expression of opinion, information sharing and knowledge of others. Among those 10, social interaction (88%) and information seeking (80%) were rated as the most common among those included in the study. Chen (2011) found that those who use Twitter are satisfying a need to connect with others through the social media networks. This poses the interesting possibility that journalism students (with professional goals in mind) might seek professional journalists to

foster professional relationships and connect over issues facing the field (of which student journalists might feel particularly apprehensive). The findings discussed by Chen (2011) and Whiting and Williams (2013) are helpful in that they look at gratifications of media use specifically related to social media.

Journalism students are repeatedly tasked with understanding their audiences and meeting the needs of those groups. It is generally thought that successful news content should be relevant, useful, and interesting to the audience (Brooks et al., 2011). Student journalists, who simultaneously produce and study the craft of journalism, may consider themselves to be placed in a peculiar position: student, teacher, creator, and consumer. Filak's (2014) findings suggest that student journalists may be lacking some fundamental understanding of the media (particularly social media) and that may inhibit a deep engagement with media and its potential audience. Although digital natives have the ability to create content for social media they may not connect with the understanding of how that content authentically fits within a social media context. Filak suggested that although current student journalists are undoubtedly digital natives, as demonstrated by their fluent use of social media, these same students are ignorant of how to use social media as a tool for professional journalism endeavors (e.g. sharing dynamic, interactive content). Bor (2014) concluded that in order to successfully integrate social media into journalism courses instructors must emphasize: the importance of ethics on social media platforms, the potential for career development, the instruction of technical skills, and the differences between personal and professional social media use.

Social media and journalism courses. Most students enrolled in institutions of higher education have little formal experience using social media in creating or sharing professional content (Hirst & Treadwell, 2011). Formal social media training for journalism students is

considered an important part of a digital skill set, which is considered important (if not necessary) for internship and job acquisition for journalists (Wenger, Owens & Thompson, 2014). It seems logical, then, that journalism students, in particular, should receive formal training on the various social media platforms. In addition to preparing students for the demands of contemporary journalism, journalism faculty report value in tapping into the online social media habits of younger students for coursework, according to Kothari and Hickerson (2015). The research of Kothari and Hickerson (2015) examined the use of social media in journalism courses and compared the social media use of faculty to the social media use of students in such courses. Their findings revealed that most faculty grade on the volume of social media posts created by a student, rather than on the quality. As a result, students reported feeling frustrated with the “busywork” (p. 7) related to social media posts required for journalism classes. The study also revealed differences among the majors represented in journalism courses. Most social media course work relates to sharing and promoting the work of others, which seemed to more closely align with the professional goals of advertising majors, rather than journalism majors. The same study found that faculty members who reported 16 years or more spent working as professional journalists, were more likely to use social media for news sharing.

Identity and Learning

Learning is a part of the human process (Wenger, 1998). While Wenger posited that learning could not be rigidly designed, he argued that educators could create social systems that foster and enhance learning. Journalists, as all learners, continue to negotiate their knowledge and experience for all the days they are involved with the practice. According to the Constructivist perspective, a learner through his or her experience creates knowledge. Two major branches of constructivism, Jean Piaget’s cognitive constructivism and Lev Vygotsky’s social

constructivism, approach this learning from slightly different perspectives (Hay & Barab, 2001). For Piaget, learning takes place as learners assimilate or accommodate new information into their previously developed schema that is, learning takes place within the mind of each individual learner. Vygotsky, on the other hand, viewed learning as negotiated between the learner and his or her surroundings; this process is supported by those more knowledgeable in the practice (Powell & Kalina, 2009).

While this study draws most heavily on the Vygotsky's concept of social learning and activity, it should be noted that Bandura's concept of social modeling is acknowledged here, too. Although Bandura's notion of observational learning (or modeling) may not describe the exact process of journalism education professional journalism work is often imitated by young journalists. A significant component in social learning theory is the concept of modeling, which is the concept of learning from the actions of others rather than direct instruction (Bandura, 1971). As such it is appropriate to acknowledge Bandura's work, but (for this study) consider that learning is both active and guided (Lave & Wenger, 1991). Wenger (1998) later argued communities of practice form around these shared endeavors that require members to learn from each other. In essence, taking part helps us make something real. Assigning value to technology, specifically social media, provides a window for students to find and view the work of journalists and their subsequent discussions of the work. In the following discussion, the use of social media is considered as part of the practice space for student journalists.

Communities of practice. This study's notion of identity is informed largely by the concept of communities of practice. Although not all students who obtain a journalism degree will have been members of a community of practice, college newsrooms are often considered as such (Filak, 2014; Lynch, 2015). For this study, participation in a student newsroom is requisite.

More recent inquiries regarding social learning have focused on the concept of Communities of Practice (CoP). In CoPs, learning is situated and often occurs through apprenticeships in communities (Lave & Wenger, 1991). As a means to describe the process of joining and growing through a community, Lave and Wenger described the concept of legitimate peripheral participation. Legitimate peripheral participation, considered necessary to any CoP, is broadly defined as how new members enter a community and learn from more senior members. In this lens, communities are dynamic and fluid moving members in and out of a community (Wenger, 1998). By entering a community through legitimate peripheral participation, new members of a community can engage and learn with minimal risk. Likewise, as a member becomes more knowledgeable of the practice, and takes on more responsibility and work in the community, he or she engages more in the practice and assists new members to engage in LPP.

A community of practice, however, is much more than an assembly line created to move newer participants into the center of the practice. Rather, the community of practice becomes a learning environment that supports and captures a group's evolution and body of knowledge. In this context, the practice of the community and the learning of the participants, supplement and complement each other (Husband, 2005). The notion of a CoP (at the time the concept was initially developed) stood in stark contrast to the notion that learning was a singular, achievement-oriented activity (Wenger, 1998). With the concept of a CoP, Wenger (1998) advanced the notion of social learning theory. He argued there are four main components to social learning theory, as it related to communities of practice: meaning, practice, community, and identity. They are defined by Wenger (1998, p. 5) as the following:

1. Meaning: a way of talking about (changing) ability—individually and collectively to experience our life and the world as meaningful.

2. Practice: a way of talking about the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action.
3. Community: a way of talking about the social configurations in which our enterprises are defined as worth pursuing and our participation is recognized as competence.
4. Identity: a way of talking about how learning changes who we are and creates personal histories of becoming in the context of our communities.

A community of practice takes shape and gains legitimacy as the identities of members evolve (Lave & Wenger, 1991). Learners, especially newcomers, are constantly managing their identities (Lasorsa, Lewis, & Holton, 2012). That identity evolves as members move from the periphery to a more central role. Being acknowledged as a participant in a community has a profound impact on an individual's identity, which is informed by interpretation and experience (Wenger, 1998). Those who are new and exist on the periphery of the community of practice are engaged in Legitimate Peripheral Participation, or LPP, according to Lave and Wenger.

Although newer or less-experienced members of the practice may never fully integrate into the center of the community of practice, the label “provides a way to speak about the relations between newcomers and old-timer, and about activities, identities, artifacts and communities of knowledge and practice” (p. 24). Engaging in LPP, even when the experience ends on the periphery, can have a deep impact on one's identity motivating an individual to engage in other meaningful experiences as a learner (Wenger, 1998). In professional contexts, competence in the community is contextualized as acquiring specific skills and identifying as part of the community through participation (Husband, 2005). The two concepts are inextricably linked and can occur simultaneously.

Each of the elements in a CoP (see Figure 1) are closely connected and supported by the

learning process. CoPs foster engagement, critical thinking, identity negotiation, and mentoring (Lave & Wenger, 1991). The notion that learning is an inherently social process, although not a new concept, has recently evolved to include literature regarding journalism education and newsrooms (Weiss, 2010). Further, capitalizing on the communities of practice within the newsrooms that support these students on college campuses has recently become regarded as significant for understanding the successes and failures of journalism education (Lynch, 2015). Although online CoPs have been well-documented, this study does not make an assumption that student journalists engaging on either Facebook or Twitter form a CoP. Rather, this inquiry into student journalists' use of social media includes the concept of communities of practice as a possible means to supplement professional lessons learned through social media. The researcher is most interested in learning how professional lessons learned through social media are affected, shaped, and mitigated through membership in a CoP. Such examination is significant as journalism educators are trying to better understand what and how students are learning, and how those lessons can be assessed and reinforced, when appropriate.

For the past several years, student newsrooms have been identified as Communities of Practice (Lynch, 2015). However, exploring these CoPs and how students move through them has not been thoroughly captured and presented to the scholarly landscape. Husband (2005) examined how professional minority media (or niche media) function as Communities of Practice. He found that minority media can help expose and reify minority ethnic values. Thus, a functioning Community of Practice has an impact on those who participate in the community but also those indirectly affected by the community, which in this case are audience members. This certainly has relevance to this study as the researcher will be seeking to examine student

journalists' use of social media (outside the community of practice) and how that use is affected by participation in a student newsroom (inside the community of practice).

Some similarities exist between ethnic media newsrooms and student newsrooms: staffing, legitimacy among the larger media landscape, and funding. Additionally, Husband (2005) noted that in minority ethnic media the concept of community and identity is mitigated by each individual's attachment to ethnic identity, which informs an individual's work in that realm. Similarly, student newsrooms are affected by how a student's dual role as journalist covering a university and a student who is studying at that university.

Wenger (1998) posited that as one's identity in a CoP evolves an individual internalizes experience and information, which produces knowledge one can act upon. This "actionable knowledge" (p. 19) manifests in conversations and social negotiations. As such learners can more easily begin to view themselves as both consumer and producer. As producers engaging in digital social learning forums (such as blogs, Facebook, Twitter, and other forms of social media) students inherently learn to become more ethical and more engaged in the subject matter and the issues confronting their classmates (Du & Wagner, 2007).

Summary

The review of literature presented in this chapter begins with a look at the state of the journalism industry. Disruptions in technology and funding have not, as predicted, killed journalism. Rather, the industry is taking new shape in which innovative digital platforms are leading the industry in slow growth and quality of content. Yet, journalism education has not quite followed the field (Lynch, 2015; Newton, 2014, 2013). Rethinking journalism education has still not disrupted current systems and innovations seem to be ignored for traditional means of preparing students for a field that has shifted drastically (Lynch, 2015). Students may be

largely receiving an education that demonstrates some deficits in context of the emerging media landscape. Social media, which is accessible to students and doesn't rely on the provision of a classroom or designated faculty members has become a viable vehicle to disseminate news and current events. Yet, social media is also used for everyday purposes, including entertainment and information seeking. Student journalists engage with social media as do most members of the Millennial generation (Mitchell, 2014). However, such engagement, according to Filak (2014) may be uneven and deficient leaving student journalists to fill in their journalism education with social media use that is instinctive but also unrefined. The dynamic of student journalists using social media for both personal and professional uses and how that shapes their learning about journalism has largely been untouched by scholarly the community. Yet, to understand this important area of exposure and practice is important as educators and scholars seek to understand the power of social media and its relationship to a classroom and student newsroom.

Media Systems Dependency theory posits that media exists in a triangulated relationship with society and audience, but that media holds an inequitable amount of power. Although MSD was developed before the advent of social media, the theory still thoughtfully sets the scene of how individuals depend on the media. This dependence has held up even in the age of new technologies when information and media have shifted to more individual and mobile forms (Maxian, 2014). In fact, Maxian's (2014) study found that individuals are more dependent on the media in today's technology landscape.

The following chapter will discuss the quantitative, survey-design methodology used for this study, the sample population, and the methods used for data collection and analysis.

Chapter Three: Methodology and Procedures

This study explored the use of social media among student journalists and how it relates to participation and digital skills in the context of a community of practice. This chapter includes rationale for the methodology, assumptions, and the epistemological argument for a quantitative, survey-based design. This chapter provides an overview of the participants in this study and includes a description on the proposed method for data collection via a digital survey. A discussion of reliability and validity on the instrument developed for this study has also been included. Lastly, this chapter includes methods for data analysis and an explanation as to how this study complies with the researcher's Institutional Review Board guidelines.

Restatement of Study Research Questions

The research questions addressed in this study are:

RQ1. How do participation in a student newsroom and a student journalist's social media use relate?

RQ2. How do a student journalist's social media use and a student journalist's digital knowledge relate?

RQ3. How do a student journalist's social media use and a student journalist's demographic information relate?

Rationale for the Study

A quantitative, survey-based design was appropriate for a study of this nature, as it seeks to describe the perceptions of student journalists' use of social media in relation to their participation in their student newsrooms. Sample surveys, according to Andres (2012) can collect rich data. Additionally, a self-administered survey allowed participants to complete the survey at his or her leisure, often allowing for more thoughtful and reflective responses (Andres, 2012).

According to Wimmer and Dominick (2013), surveys as a means of data collection allow for self-reported responses to be collected from a large group in a realistic setting or environment. Further, Creswell (2013) argued that quantitative surveys best serve inquiries that seek to identify the factors that influence a predicted outcome. In this study, an anonymous sample-survey protected the identity of student journalists and the schools where they study and practice student journalism.

Three assumptions are critical to the design of this study. The assumptions discussed here are distinct and separate from the assumptions included in Chapter One, which speak to the purpose and need for the study as a whole. First, in regard to methodology, this study assumes that self-administered surveys provided an accurate description of what student journalists are experiencing, considering, and perceiving in regard to social media. This assumption required participants to engage anonymously in thoughtful and critical reflections on their experiences and that survey questions allow the capture of this information. The second is that participants were comfortable sharing critiques of their formal journalism education. In regard to this second assumption, anonymity was explicitly guaranteed to all participants to help alleviate concerns students may have in critiquing their education. The third and final assumption was that quantitative data analysis (in this case correlation analysis) accurately captured and described the relationships among the variables.

Research Design

Scholarly research examining student journalists' perceptions of themselves and their education is needed as the field has undergone extensive and tumultuous disruptions (Ball, Hanna, & Sanders, 2006). A self-administered survey was distributed to participants electronically, via Qualtrics in March and April of 2016. Students had five weeks to fill out the

survey. Once a student began the survey he or she had unlimited time to complete the questions (meaning it would not time out if the survey sat idle).

The survey instrument included 51 questions that collected data about a student's self-reported use of social media (Facebook, Twitter, Instagram, and Snapchat), whether the student journalists used each social medium professionally, and each student's role in his or her newsroom (or newsrooms). The instrument collected some demographic information (gender, age, year in school, state of residency, ethnicity, and school classification, e.g., public or private. General information on level of participation, newsroom role as a student journalist (e.g., reporter, editor, managing editor), social media use, and habits of news consumption was measured, as well. The survey used a Likert scale to measure students' perceptions of their professional roles in their student newsrooms. A Likert scale, is used as a rating scale to measure a respondent's level of agreement or disagreement for a series of statements. Approximately 31 Likert items were included in this scale (see Appendix A). Each Likert item had a seven-point response scale. The response scale included the following: strongly disagree, disagree, neither agree nor disagree, disagree somewhat, agree somewhat, agree, and strongly agree (coded 1 to 7).

The items included in the measure focused on community membership, use of social media, and digital skills (see Appendix B). The Likert items constituted ordinal scales, which measure non-numeric concepts and allow measures of data for central tendencies and correlations. The survey items related to membership in a community of practice were modified from Winston and Ferris' (2008) Communities of Practice Indicators Worksheet (see Appendix I for complete measure). Winston and Ferris (2008) developed the worksheet to help leaders identify whether a particular group was a community of practice and where weaknesses may

exist within such a community. Social media use items were developed originally for this survey and focused on collecting data on how frequently social media platforms (Facebook, Twitter, Instagram, and Snapchat) were used both personally and professionally, how their social media use influenced their work, how their social media use affected their newsroom participation, and how their social media use affected their identity as a student journalist. Digital knowledge items were also developed originally for this survey and focused on how participants perceived their ability to use digital tools provided by social media or their abilities to identify professional problems presented on social media. The complete survey developed for this study is included (see appendices A and J).

Faculty reviewers. The researcher conducted a two-step process to support the validity of the measure before it was distributed to participants. According to Baggozzi, Yi, and Phillips (1991), construct validity is increased by using multiple measures and methods. Before the survey was administered in any capacity, five journalism professors, who have participated in related research, reviewed the instrument to provide clarity and utility of concepts. These professors represented public and private, four-year institutions and all of the professors had engaged in journalism education and research. Faculty reviewers were asked to provide written feedback regarding clarity and utility of the instrument and the individual questions and to trouble-shoot problematic items on the measure (see Appendix H). Follow-up feedback via email regarding modifications made to the survey were exchanged with each reviewer before the instrument was distributed to pilot study participants.

Pilot study

After the research instrument was developed a pilot test was conducted, which included six recent student journalism alumni who had graduated within the past 12 months (see

Appendix G). Pilot study participants included two men and four women. Each of the participants is currently working professionally producing media content. Those who completed the pilot test were alumni from the journalism program the researcher directs, which allowed for fluency in providing feedback on the completed the survey. Following completion of the survey each pilot study participant participated in a review with the researcher to discuss the clarity and utility of the questions included. Modifications to the instrument were made based on the recommendations of the participants of the pilot test helping to improve the instrument's reliability (see Appendix K). Modifications were made in the following categories: language used in survey items, formatting, and the addition of two questions.

Sample and Setting

The population for this study is current student journalists from institutions of higher education across the United States, including public universities, private universities, and community colleges. For purposes of this study, student journalists were defined as students participating in a variety of capacities in student journalism work at institutions of higher education, irrespective of declared major (meaning a student could be a political science major, for example, but labeled a student journalist because of his or her work with a student journalism organization). This definition of student journalist is consistent with the Society of Professional Journalists loose definition of journalist as someone who commits acts of journalism (SPJ, 2016). This study employed mainly a convenience sampling method, although some snowball sampling was utilized as well, since some advisers sent the survey directly to other advisers. Student journalists received the electronic survey through predominately their individual journalism advisers and professors. Although this did not guarantee a representative sample it did

allow for the researcher to target a very specific population: journalism advisers and faculty and their student journalists.

Advisers served as the primary point of contact to distribute the survey to students. The researcher contacted advisers through a variety of organizations: the largest advisers' organization in the United States, College Media Advisers (CMA); Associated Collegiate Press (ACP); the Poynter Institute's 2015 Teachapalooza conference; the Online News Association (ONA); the Evangelical Press Association (EPA); the Association for Education in Journalism and Mass Communication (AEJMC); and the Society of Professional Journalists. The survey was digitally distributed to the advisers in these groups via direct emails to advisers, through listservs, and private Facebook pages maintained for the groups (see Appendix F). Additionally, the survey was directly tweeted to journalism advisers and students using the hashtag #studentjournalists. The researcher also digitally distributed the survey to the researcher's own staff of students from a university-affiliated email account. All of the participants were students who were participating in student journalism. The survey could be completed on any digital device in any setting. Some of the participants were given class time to complete the survey, although it is not known how many were given class time and how many of the student journalists completed the survey outside of a classroom.

Data Analysis

All responses to the survey distributed for this study were collected in Qualtrics. Data was analyzed using the Statistical Package for the Social Sciences (SPSS) software. Frequencies were analyzed for each of the 51 survey items to yield information about means and standard deviations, which shows how much variability there was in responses. In order to understand the relationships between the variables, correlations were examined for each of the relevant survey

items in relation to the corresponding research question. For the numeric variables, means and standard deviations are reported. In order to understand relationships between the variables, correlations were examined for survey items relevant to the research questions inquiring about relationships. Significant correlations at the 0.01 and 0.05 levels were noted in the description of the study's findings.

Cross-tabulations were used to understand and analyze the appropriate categorical data collected. Cross-tabulations allow the comparison of groups within the sample on two variables, e.g., social media use (across the four platforms) and digital knowledge among other things. Chi-Square tests were used with the cross-tabulations to check data for relationships that are not due to chance. The Chi-Square tests were used for categorical survey items, such as how long a person had been on staff, had been mentored as new staff members, had worked in a primarily digital position, and demographic information collected. The Chi-Square statistic measures the statistical significance of a Cross Tabulation table, which means significant relationships are more likely to be dependent on each other.

Ethical Considerations

This survey was a voluntary exercise for all participants. No identifying information was collected from the students or their universities via the survey instrument, and their participation was kept confidential. Only student journalists who were 18 and older were asked to participate in the survey, in order to eliminate minors, who, according to Creswell (2013) are a "vulnerable population" (p. 89) from participating in the study. Personal information that could be used to identify either student journalists or their schools was neither solicited nor collected in the survey. Anonymity was promised since some students were asked to participate in the survey by advisers and they may have feared punishment or unfair consideration for future positions if their

answers failed to match up with perceived ideals of the profession. In addition to anonymity, to help remedy such concerns, the survey consent form provided the name and contact information of the researcher to address any such concerns (Creswell, 2013). The consent clearly stated there would be no punishment or future punitive action for lack of participation; likewise, there would be no academic or future benefits for students who participated. Data collection was done through Qualtrics and individual IP addresses were not collected through the service.

This study was conducted with approval from the researcher's Institutional Review Board, and received exemption under 45 CFR 46 since the survey and study posed no risk to human subjects involved in the study. Student journalists and participants in the pilot test had the option of leaving the study at any time and the anonymity of all such participants has been protected.

Validity and Reliability

To ensure the study's internal validity, the research questions and survey instrument were both reviewed by five external reviewers. These external reviewers are all faculty members who have conducted quantitative journalism and media research. The faculty members all provided the researcher with written feedback on the survey instrument in addition to follow up questions and conversations. Following the external review, a pilot study was conducted that included seven recent journalism graduates who had all participated in their student journalism newsrooms. Pilot-study participants completed the digital survey and then provided follow-up feedback on the clarity of the survey, the specific items included, and the utility of the survey instrument. The changes made to the survey by the faculty reviewers helped to increase the measure's (and thus the study's) construct validity, which is the degree to which an instrument measures what it claims to measure. The feedback from the faculty reviewers helped to ensure

that the survey instrument addressed the items that it claimed to address and that it should address. Because the pilot study participants provided feedback to the researcher (rather than simply just completing the survey), this step in the process also helped to support construct validity within the instrument.

Since this study is addressing an area that has not been widely investigated much of the survey instrument used was created specifically for this study. However, the Communities of Practice Indicators' Worksheet (Winston & Ferris, 2008) was used to inform the creation of the survey items used to address participation in the newsroom, including mentoring, relationships, purpose, and leadership strengthening the construct validity for the questions related to Communities of Practice (for complete worksheet see Appendix I). According to Clark & Watson (1995), construct validity is increased by utilizing previously considered constructs when developing an instrument (specifically self-reported surveys); this also increases the likelihood that scale construction that results from the survey and analysis of these constructs will make a significant contribution to the literature.

Summary

This chapter summarized the methodology used for data collection in this study. A quantitative survey-based design was the most appropriate for this line of inquiry as it seeks to identify the factors that affect the relationships and patterns among the variables and seeks to identify the differences that exist among the groups. Since this is an area of study that is relatively new among scholars the researcher is developing a measure incorporating one previously established measure. The newly developed measure was reviewed by faculty reviewers and tested with pilot-test participants. The research questions examined the relationships of four categories: newsroom participation, social media use, digital knowledge,

and demographic information. The survey data collected information from categorical and Likert scale items. The items were created to understand relationships among the four categories and among the 51 variables presented in the survey items.

Chapter Four: Results

This study used a quantitative survey design to examine newsroom participation among student journalists, social media use, and digital knowledge. The research questions are listed below. This chapter describes the findings of this study and will detail the results of the statistical analysis used by the researcher. The analysis includes description of the study, sample, and the salient findings from the data.

Restatement of Study Research Questions

The research questions addressed in this study are:

RQ1. How do participation in a student newsroom and a student journalist's social media use relate?

RQ2. How do a student journalist's social media use and a student journalist's digital knowledge relate?

RQ3. How do a student journalist's social media use and a student journalist's demographic information relate?

Participants

In total 334 student journalists participated in the study ($N=334$), all of them at least 18 years old (73% female and 27% male). The students represented every university level of study, including graduate students: first year (16%), sophomore (26%), junior (28%), senior (28%), and graduate (2%). The majority listed the Western United States (53%) as the location of the school they attended with all other American regions also represented: Southwest 9%, Midwest 16%, Southeast 13%, Northeast 6%, and outside the Continental United States 2%. The group distributed more evenly between public (49%) and private (51%) institutions.

Newsrooms and roles. Participants represented a diverse swath of positions in their student newsrooms. Participants ($N = 319$) selected from eleven choices to describe their current (or most recently held) position in their student newsrooms. The five most commonly selected positions were as follows: reporter (52%), editor (50%), photographer (19%), designer (15%), and social media manager (15%) (for complete results see Figure 1). As part of the selection process students could select more than one position (and up to 11), as it is not uncommon for students to hold more than one position on staff, particularly for small staffs of student journalists. More than half of participants (54%) reported that they had mentored other students on staff, while 46% of participants reported that they had not ($N = 298$).

In regard to the digital nature of newsrooms, most participants (52%) responded that their positions were not primarily a digital position, while 36% responded that his or her position was primarily digital and 12% responded that he or she was unsure; this was based on the students' understanding of primarily digital with no accompanying definition or explanation ($N = 324$). Nearly half of the participants reported having participated in their student newsroom for 1 to 2 semesters and 30% with 3 to 4 semesters ($N = 297$) (for complete description of time spent in the newsroom see Figure 2).

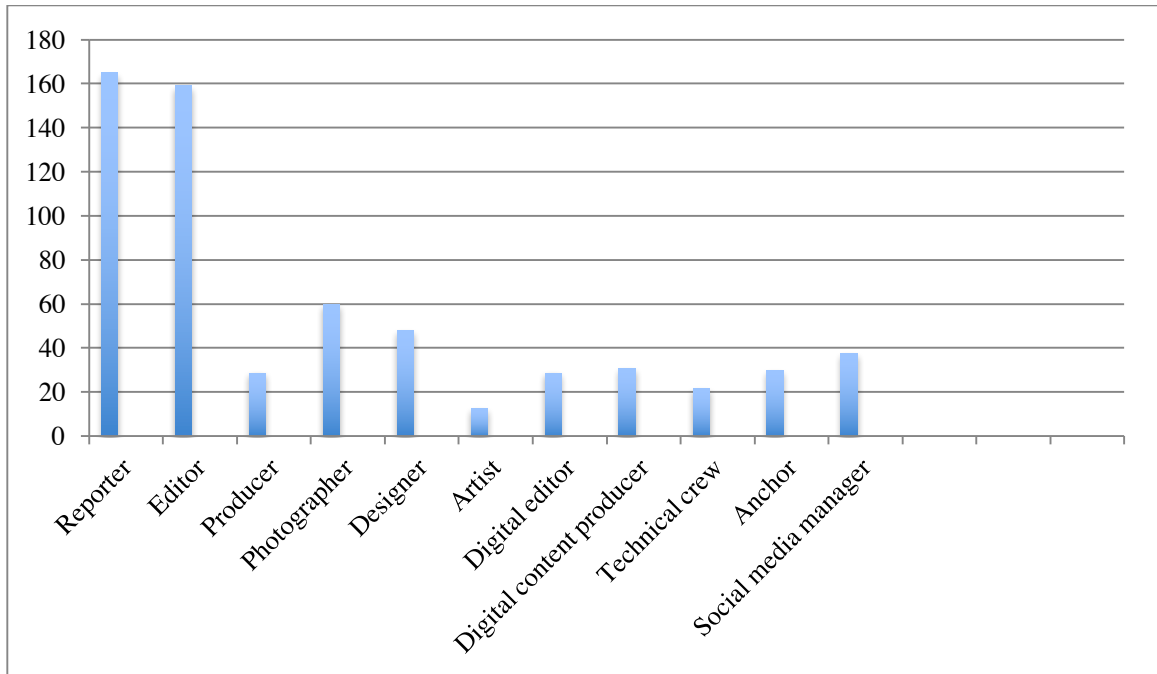


Figure 1. Newsroom Jobs by Sample

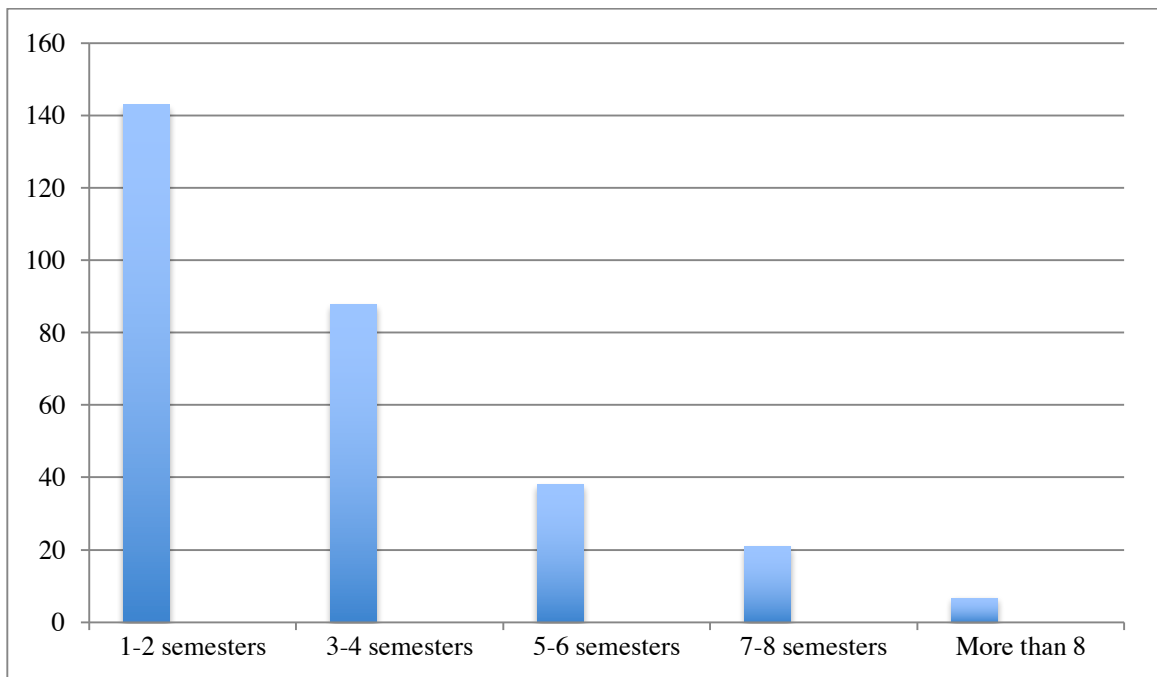


Figure 2. Time Spent in the Newsroom by Sample

Media platforms. Participants chose from five media platforms to categorize the nature of the platform for their work: print newspaper, news website, magazine, TV news show, and radio news show. As in the case of selecting a position, participants were given the option to choose more than one platform, as working across platforms is common and often encouraged, particularly among small student journalism staffs. The majority of participants (77%) reported working with a print newspaper, but more than half (51%) also reported working on a news website ($N = 290$) (see Figure 6). In terms of professional journalism work outside the student newsroom 62% had not, yet, completed a journalism-related internship while 38% reported that they had completed at least one journalism-related internship ($N = 298$).

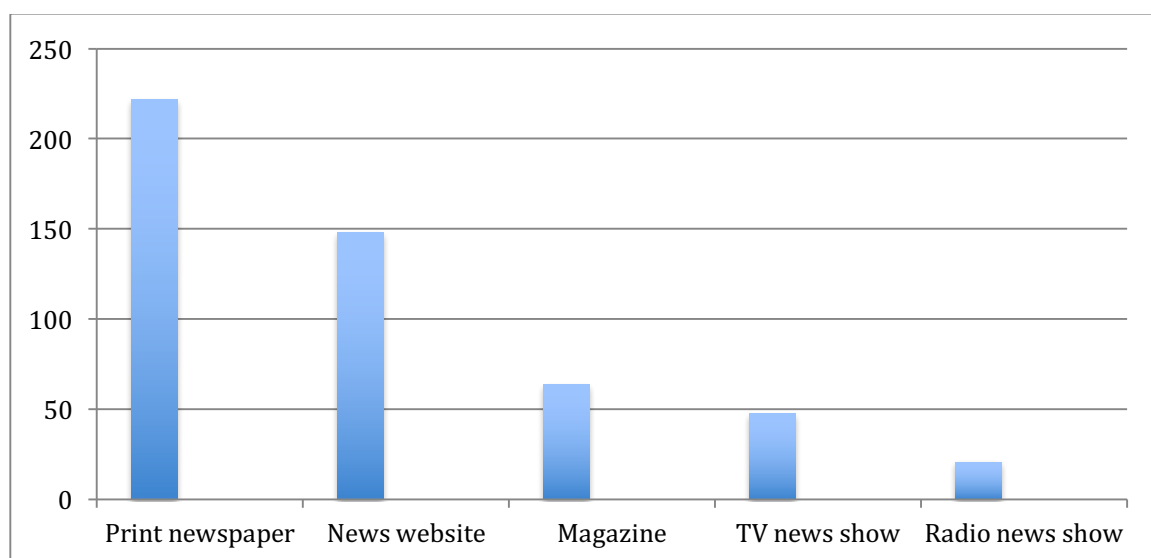


Figure 3. Media Platform by Sample

Social media use. Social media use was common among the participants of this study. A majority (92%) of the participants agreed that regular use of social media is important to being a journalist ($N = 261$). A majority (71%) of participants ($N = 298$) agreed that they used social

media (defined as Instagram, Snapchat, Twitter, and Facebook) as part of their student media work (29% indicated they did not ever use social media as part of their student media work). In regard to perception of their knowledge of the social media platforms, 67% of participants ($N = 245$) agreed that they were “more knowledgeable than most” in regard to the use of all four social media platforms: Facebook, Twitter, Snapchat, and Instagram (15% disagreed that they were more knowledgeable and 18% neither agreed nor disagreed). Similarly, 91% of participants ($N = 245$) agreed that they could explain the use of Facebook, Twitter, Instagram, and Snapchat to others (4% disagreed and about 5% neither agreed nor disagreed). As news consumers 85% of the participants ($N = 253$) agreed that they have watched news stories unfold on social media; 75% agreed that social media is the first place they would go to find out about news stories ($N = 253$).

Journalism and social media. Frequent social media use was reported among participants of the study. For Facebook ($N = 331$) 88% of participants reported using the platform at least once a day; 64% of participants reported using the platform at least once a day for their journalism work. For Twitter ($N = 358$) 66% reported using the platform at least once a day; 61% reported using it for their journalism work. For Instagram ($N = 327$) 81% of participants reported using the platform at least once per day; 38% reported using it at least once a day for their journalism work. Finally, for Snapchat ($N = 286$) 78% of participants reported using it at least once per day; 19% reported using it at least once per day for their journalism work.

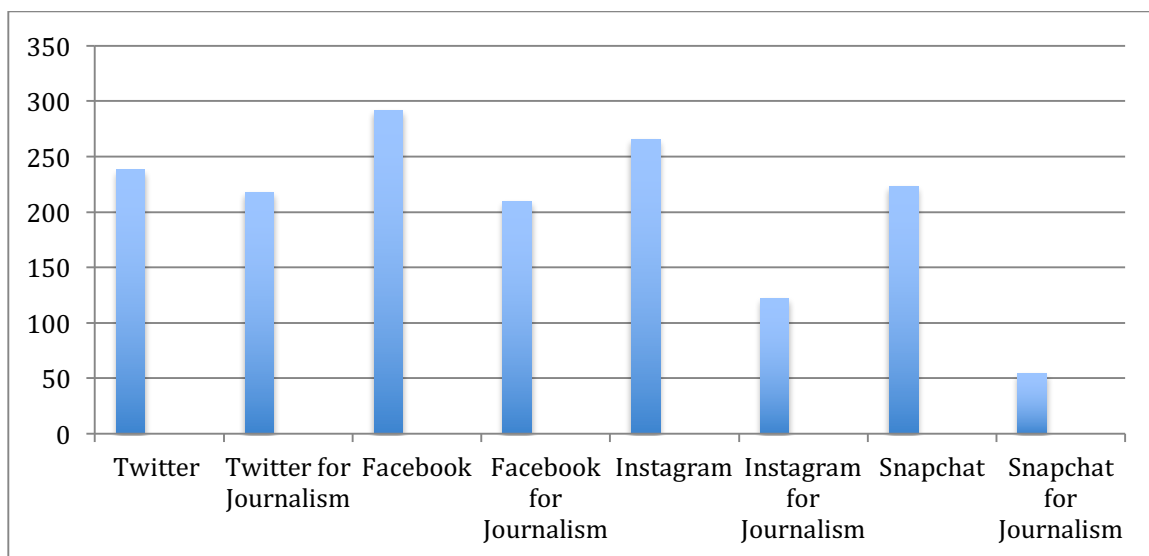


Figure 4. Social media use by sample

Knowledgeable. A majority (75%) of the participants ($N = 244$) reported that they were knowledgeable about “specific journalism tools” available on Facebook, Twitter, Instagram, and Snapchat. In regard to the concepts of audience analytics and search engine optimization (SEO) 63% of participants ($N = 245$) reported that they understood such concepts (31% disagreed and 6% were undecided). Similarly, the majority (80%) of participants ($N = 245$) reported that they were confident in their abilities to drive traffic to a website. The majority (80%) of participants ($N = 244$) agreed that they consider how audience members will respond to news content posted on social media and follow comments from audience members on social media. Still the majority of participants ($N = 245$) indicated a desire for further training with social media tools: 75% agreed they would like more formal training, 16% did not, and another 9% were undecided.

Leadership in the newsroom. Study participants largely reported having a sense of belonging and purpose in their student newsroom. A majority (95%) of the participants ($N = 261$) reported that active engagement in a student newsroom is important to being a journalist.

Nearly 90% of participants ($N = 276$) reported having a relationship with other journalists in the newsroom and about the same percentage (90%) of participants ($N = 261$) reported that they “feel like journalists” when they are actively engaged in their student newsrooms. Most (70.40%) participants ($N = 277$) agreed that they feel a common sense of purpose with journalists on social media. The majority of participants ($N = 276$) agreed that they have some voice in shaping newsroom policy (71%) and a majority (74%) of participants ($N = 276$) also agreed they have some voice in determining editorial content. some voice in determining editorial content. Additionally, most (77%) participants ($N = 261$) reported they had been mentored when they initially joined the newsroom; and most (92%) participants ($N = 261$) reported that they were comfortable sharing their experiences in the newsroom with newer members on staff.

Categories Measured

To get a sense of participants’ role in their newsrooms and their use of social media four categories were covered in the self-reporting survey to address the three research questions posed for this study: newsroom participation, social media use, digital knowledge, and demographic information.

Participation. As part of their participation, respondents reported their experience with length of time on staff was measured on five-point scale ($1 = 1$ to 2 semesters, $2 = 3$ to 4 semesters, $3 = 5$ to 6 semesters, $4 = 7$ to 8 semesters, $5 = \text{more than } 8$ semesters) ($N = 297$, $M = 1.86$, $SD = 1.04$). In addition to time on staff, participants responded to 13 Likert-scale items regarding participation (see Table 1).

Table 1

Participation Items

Item	1	2	3	4	5	6	7	Total	Mean	Std Dev
Share a common purpose	13	10	12	47	83	78	34	277	4.97	1.48
24. Relationship s in newsroom	6	5	5	12	53	84	111	276	5.89	1.33
25. Voice in policy	12	17	24	26	57	65	75	276	5.15	1.73
26. Voice in content	11	17	19	25	56	65	83	276	5.26	1.71
30. Feel like journalist	1	7	3	16	30	95	109	206	6.02	1.19
32. Newsroom engagement	1	2	1	8	21	95	133	261	6.31	0.94
35. Share with others	3	4	3	10	30	91	120	261	6.11	1.16
34. Was mentored	13	18	16	12	56	75	71	261	5.26	1.74
23. Discuss SM in newsroom	22	38	8	36	64	67	41	276	4.62	1.86
27. Confident sharing on SM	8	4	4	39	56	93	73	277	5.53	1.38
31. Feel like a journalist on SM	7	22	19	47	79	40	46	260	4.82	1.58
36. Time in newsroom	6	42	28	64	47	43	23	253	4.28	1.61
37. Discussion in newsroom	7	15	12	51	51	75	41	252	5.04	1.53

Note. 1= strongly disagree, 2 = disagree, 3= somewhat disagree, 4= neither agree nor disagree, 5= somewhat agree, 6=agree, 7= strongly agree

Social Media Use. Participants responded to their social media use selecting from a seven-point Likert scale ($1 = \text{strong disagree}$, $7 = \text{strongly agree}$) on the following items: can explain to others how to use Facebook, Twitter, Instagram, and Snapchat ($N = 245$, $M = 5.93$, $SD = 1.19$), watch breaking news on social media ($N = 253$, $M = 5.57$, $SD = 1.47$), and social media is the first destination to find out about news ($N = 253$, $M = 5.28$, $SD = 1.78$). In regard to their specific use of social media among the four different platforms for personal and professional use (see Table 2).

Table 2

Social Media use Items

Item	1	2	3	4	5	Total	Mean	Std Dev
13. Twitter use	120	79	52	31	76	358	1.21	0.59
14. Twitter use for journalism	138	124	54	17	23	356	1.21	0.63
15. Facebook use	39	67	72	61	92	331	1.11	0.48
16. Facebook use for journalism	116	132	49	15	14	326	1.11	0.35
17. Instagram use	61	74	65	44	83	327	1.10	0.39
18. Instagram for journalism	198	88	22	7	5	320	1.09	0.33
19. Snapchat use	63	30	32	53	108	286	1.03	0.19
20. Snapchat for journalism	229	36	13	4	2	284	1.04	0.21

Note. 1=0 times per day, 2=1-2 times per day, 3=3-4 times per day, 4=5-6 times per day, 5= 7 or more times per day

Digital Knowledge. Participants responded to 11 survey items that recorded participants' perceptions of their own digital knowledge (see Table 3).

Table 3

Digital Knowledge Items

Item	1	2	3	4	5	6	7	Total	Mean	Std Dev
Find ideas on SM	5	24	9	28	64	65	65	260	5.22	1.61
SM important to being a journalist	2	4	5	11	51	82	106	261	5.97	1.18
Watch breaking news	5	13	8	11	64	74	78	253	5.57	1.47
Go to SM first for news	9	22	20	13	43	67	79	253	5.28	1.78
Click on multi-media content	3	15	14	32	42	71	76	253	5.42	1.55
Inaccurate information	0	5	7	22	39	97	83	253	5.84	1.17
Consider copy right and fair use	10	34	29	54	32	62	32	253	4.49	1.74
Suspect libel	4	18	15	74	60	53	21	245	4.68	1.39
Desire more training	5	14	20	22	48	57	79	245	5.37	1.63
Audience analytics and SEO	14	34	28	15	67	57	30	245	4.54	1.79
Drive traffic	3	15	12	19	57	89	50	245	5.38	1.44
Explain how to use SM	3	4	4	12	38	97	87	245	5.02	1.51

Note. 1= strongly disagree, 2 = disagree, 3= somewhat disagree, 4= neither agree nor disagree, 5= somewhat agree, 6=agree, 7= strongly agree

Correlations

In order to address the research questions posed for this study, correlations were tested for all of the survey items that addressed each research question. Correlations sought to understand the relationships presented in each of the research questions.

RQ1. Research Question 1 sought to understand how participation in a student newsroom and a student journalist's use of social media are related. Seventeen items were included in the

correlation matrix for this research questions. Significant correlations will be highlighted in the following explanation. The variable, I Talk About my SM Experiences in Newsroom resulted in several significant correlations (at the 0.01 level): SM Helps me Engage in Newsroom Discussions ($r = 0.529$), Share a Common Purpose with Journalists on SM ($r = 0.480$), Feel Like a Journalist when Engaged on SM ($r = 0.432$), Seeing news on SM Makes me More Willing to Share My Own ($r = 0.429$), and Have Relationships with Other Journalists in Newsroom ($r = 0.427$).

Share a Common Purpose with other Journalists on SM resulted in significant correlations (at the 0.01 level) with the following: Feel like a Journalist when on SM ($r = 0.442$), Feel like a Journalist when in Newsroom ($r = 0.414$), Seeing News on SM Makes Me More Willing to Share My Own on SM ($r = 0.406$), Relationships with Other Journalists in the Newsroom ($r = 0.371$), More Time in Newsroom the More Time I am Engaged on SM ($r = 0.328$), SM Use Helps Me to Engage in Discussions in My College Newsroom ($r = 0.328$). In regard to Mentorship the following significant correlations resulted (at the 0.01 level): Share a Common Purpose with other Journalists on SM ($r = 0.178$) and Talk About SM Experiences in Student Newsroom ($r = 0.157$). Comfortable Sharing my Experiences with Newer Members resulted in significant correlations (at the 0.01 level) with the following: Talk About My Social Media Experiences in Newsroom ($r = 0.427$), Share a Common Purpose with Journalists on SM ($r = 0.371$), and Confident to Share Work on SM the Longer I am Part of Newsroom ($r = 0.357$).

RQ2. Research Question 2 inquired about how social media (used for journalism purposes) relates to student journalists' digital knowledge. Seventeen items were included in the correlation matrix for this research question. More Knowledgeable than Most had strong correlations with Confident that I can Drive Traffic to a SM Website ($r = 0.509$), Watch

Breaking News ($r = 0.435$), Knowledgeable About Specific SM Tools for Journalism ($r = 0.413$), SM is the First Place I go for News ($r = 0.315$), Use SM as Part of My Work ($r = 0.291$) (all significant at the 0.01 level).

Think About How Audience Members will Respond on SM yielded significant (at the 0.01 level) correlations with the following: More Knowledgeable than Most on SM ($r = 0.376$) and Can Explain to Others how to use SM ($r = 0.180$). Think About how Audience Members will Respond also yielded a significant (at the 0.05 level) correlation with More Likely to Click on Multi-Media Content ($r = 0.159$).

In regard to the more specific technical knowledge, Understand Concepts like Audience Analytics and SEO had significant (at the 0.01 level) with several variables: Knowledgeable About Specific Social Media Tools for Journalism ($r = 0.358$), Confident that I Can Drive Traffic to a Website ($r = 0.335$), Think About how Audience Members will Respond ($r = 0.331$), When I see Inaccurate Information I Will Look for More ($r = 0.222$), Watch Breaking News Stories Unfold on SM ($r = 0.171$), Primarily a Digital Position ($r = 0.168$). Desire for More Formal Training on SM had significant correlations (at the 0.01 level) with the following: Think of Ideas for my Work on SM ($r = 0.295$), Think About How Audience Members will Respond to News on SM ($r = 0.236$), Use SM as Part of My Work ($r = 0.182$), Consider Issues Such as Copyright and Fair Use ($r = 0.179$), SM is the First Place I go for News ($r = 0.173$) (all significant at the 0.01 level). Additionally, Desire for More Formal Training on SM had a significant relationship (at the 0.05 level) with Primarily Digital Position ($r = 0.127$).

RQ3. Research Question 3 sought to examine the relationships between social media use among the demographic information collected from the survey. The strongest correlations (significance at the 0.01 level) for items in regard to this research question included: Age and

Year in School ($r = 0.571$), Year in School and Time on Staff ($r = 0.422$), Year in School and Completed Journalism Internship ($r = 0.418$), Length of Time on Staff and Completed Internship ($r = 0.332$).

Cross-Tabulation Analyses

Cross tabulations are an appropriate means for analyzing two or more variables collected through survey data. Cross tabulations allow for less-obvious relationships among variables to be analyzed, which makes this method of data analysis appropriate for helping to answer this study's research questions. The cross tabulations analysis included the Pearson's Chi-Square tests to determine the randomness of the frequencies within the sample. Several cross tabulations were tested to help understand patterns among survey items. Cross tabulations analysis included Chi-Square tests.

RQ1. Research Question 1 examined how participation in a student newsroom and a student journalist's use of social media relate. Time on Staff resulted in several significant Chi-Square patterns: Feel Like a Journalist on SM ($\chi^2 = 38.743$, $df = 24$, $p = 0.029$), Talk About SM Experiences in Newsroom ($\chi^2 = 55.921$, $df = 24$, $p < 0.001$), and Engagement on SM ($\chi^2 = 38.743$, $df = 24$, $p = 0.029$). Position on Staff yielded a significant relationship with *Use Instagram for Work* ($\chi^2 = 30.060$, $df = 16$, $p = 0.018$). Mentor yielded a significant relationship with *Use SM* ($\chi^2 = 11.632$, $df = 1$, $p = 0.001$). Primarily Digital Position yielded a significant relationship with *Use SM* ($\chi^2 = 10.955$, $df = 1$, $p = 0.010$).

RQ2. Research Question 2 sought to understand how use of social media relates to a student journalist's digital knowledge. Use of SM yielded several significant Chi-Square tests: Can Drive Traffic ($\chi^2 = 30.547$, $df = 6$, $p < 0.001$), Consider Audience Response ($\chi^2 = 28.432$, df

= 6, $p < 0.001$), More Knowledgeable than Most ($\chi^2 = 29.485$, $df = 6$, $p < 0.001$), See Inaccurate Information Look for More ($\chi^2 = 12.027$, $df = 6$, $p = 0.044$).

Use of social media for journalism purposes (across each of the SM platforms) yielded four significant findings. Use of Snapchat for Work and Understanding of SEO and Audience Analysis resulted in a significant Chi-Square test ($\chi^2 = 12.817$, $df = 6$, $p = 0.046$). Use of Instagram for Work and Knowledge About Specific Journalism Tools resulted in a significant Chi-Square test ($\chi^2 = 25.926$, $df = 12$, $p = 0.011$). Use of Facebook for Work and See Inaccurate Information I Will Look for More resulted in a significant Chi-Square test ($\chi^2 = 23.091$, $df = 10$, $p = 0.010$). Use of Twitter for Work and More Likely to Click on Multi-Media Content resulted in a significant Chi-Square test ($\chi^2 = 36.610$, $df = 24$, $p = 0.048$).

Use of social media for general purposes (across each of the SM platforms) yielded six significant findings: Twitter Use and Confident Drive Traffic to Website ($\chi^2 = 36.862$, $df = 18$, $p = 0.005$); Facebook Use and Click on Multi-Media Content ($\chi^2 = 31.659$, $df = 18$, $p = 0.024$); Facebook Use and Drive Traffic ($\chi^2 = 30.124$, $df = 18$, $p = 0.036$); Snapchat Use and Journalism Tools on SM ($\chi^2 = 16.993$, $df = 6$, $p = 0.009$); Snapchat Use and Understand Concepts like SEO and Audience Analytics ($\chi^2 = 18.147$, $df = 6$, $p = 0.006$); Snapchat Use and Audience Response ($\chi^2 = 14.622$, $df = 6$, $p = 0.023$).

Holding a position that is *Primarily Digital* resulted in four significant findings: Confident Drive Traffic to Website ($\chi^2 = 13.630$, $df = 6$, $p = 0.034$), Understand Audience Analytics and SEO ($\chi^2 = 15.455$, $df = 6$, $p = 0.017$), Consider Copyright and Fair Use ($\chi^2 = 12.470$, $df = 6$, $p = 0.047$), and More Likely to Click on Multi-Media Content ($\chi^2 = 16.537$, $df = 12$, $p = 0.011$).

RQ3. Research Question 3 sought to discover relationships in the use of SM for professional use among student journalists by demographics. One significant relationship resulted among the demographic variables: Use of SM and Public vs. Private University ($\chi^2 = 17.924$, $df = 1$, $p < 0.001$).

Summary

This chapter described the sample used in this study, including their demographic information and reported social media use. Items used in the measure were categorized among the following: Participation, Social Media Use, Digital Knowledge, and Demographic Information. Data analysis addressed the questions posed by the three research questions, including relationships between participation and social media use, digital knowledge and social media use. Data analysis addressed differences among demographic variables. Responses to survey items were analyzed for significant correlations and Chi-Squares. Additionally, scales of reliability were constructed with uni-dimensional items. The next chapter will discuss the findings, study limitations, and highlight areas for future study.

Chapter Five: Discussion

Journalism and journalism education have been profoundly affected by the role of social media in delivering information and reaching audiences. According to the Columbia Journalism Review as social media platforms such as Facebook have become predominant sources of online news audience members are less likely to even notice what news source has provided the content (Khorana & Renner, 2016). Social media platforms, as a new journalism brand, are major players in the journalism industry. Yet, very little scholarship measures this potentially rich landscape in regard to student journalists and how social media affects their experience as a student journalist.

In light of the popularity of social media and its adoption into the practice and consumption of journalism, this study intended to understand the use of social media by student journalists and how it relates to their participation in college newsrooms. Additionally, the research investigated how the use of social media among student journalists relates to their digital knowledge and if there were differences among student's use of social media related to demographic factors, such as age, sex, and location of one's university.

Study Research Questions

The specific research questions addressed in this study are:

RQ1. How do participation in a student newsroom and a student journalist's social media use relate?

RQ2. How do a student journalist's social media use and a student journalist's digital knowledge relate?

RQ3. How do a student journalist's social media use and a student journalist's demographic information relate?

To address the proposed research questions this study included a survey distributed to student journalists across the United States asking them to self-report about social media use. The sample for the survey included 334 participants through a snowball, convenience-sampling method. The data collected was then analyzed through the Statistical Package for the Social Sciences (SPSS) to look for relationships and differences among the items in the survey.

The following chapter will provide a more detailed discussion of the study's findings and explanations of results in relation to the body of research. This chapter will also identify limitations of the study and describe future research posed by the findings of this study and the researcher.

Review of Literature

According to Mitchell (2014), new digital platforms are beginning to gain momentum. Digital newsrooms, such as BuzzFeed, have demonstrated rapid growth and the revitalization of in-depth reporting (Holcomb & Mitchell, 2014). The New York Times recently issued its *2020 Report*, which described creating digital editions for foreign markets (Pompeo, 2016). While the industry has changed rapidly, the ethical guidelines behind the practice of journalism have also gone through a major shift, as well. In 2014, the Society of Professional Journalists updated its code of ethics for the first time since 1998 to address the changing landscape of journalism and the emerging ethical challenges posed by a digital landscape and social media delivery (Buttry, 2014). Additionally, a digital-first newsroom has become the goal of most news organizations. Digital-first, however, does not just apply to the method of delivery to the audience (i.e. social media) but in regard to the content: numeracy, data analytics and iterative design (Lynch, 2015).

Journalism Education and Social Media. Declining enrollments in journalism programs are having a negative impact on the quality of journalism programs throughout the

United States (Annual Surveys of Journalism and Mass Communication, 2010). Journalism scholar Eric Newton (2013) attributed this decline in part to a widening divide between the professionals and the professors resistant to embrace this mindset. Newton (2013) proposed six fundamental changes to make journalism education more effective: (a) student-directed journalism work, (b) professionals mentoring students, (c) professors bringing in topical knowledge and research issues, (d) introducing new tools and techniques, (e) undertaking large research initiatives, (f) and working to engage the community (para. 18).

While the practice of journalism has changed, how campus journalists are educated, largely, has not (Conway & Groshek, 2008). Class listings and subjects covered vary by each university. Conway and Groshek (2008) found fewer than 120 journalism ethics classes offered in journalism programs across the country, which resulted in college journalism students graduating from a university with lower ethical standards in the classroom than when they enter. Wenger (2015) noted that most journalism are still not addressing issues, such as audience analysis, directly attached to digital technologies and social media platforms.

Power of the Media. Media Systems Dependency theory has long-considered the media, audience, and society in a triangulated relationship with the media occupying the top of the pyramid and controlling the resources of information. According to Ball-Rokeach and DeFleur (1989) the audience has always depended on the media for access to information, which made the companies that produce the news in positions of great power. The primary concern of MSD scholarship is the influences that mediate the intensity with which one depends on the media (Loges, 1994). However, Ball-Rokeach (1998) emphasized that the power demonstrated in Media Systems Dependency is reminiscent of most power-dependency theories, which examine power as a phenomenon that results from the development of relationships rather than a

relationship simply based on needs and resources. Yet using MSD theory, Maxian (2014) found that a variety of technology and outlets for information has only increased the audience dependency on the media and increased the power the media wields over its audiences—a fractured media landscape hasn't removed audiences from the media but provided more opportunities to encounter the media. So while MSD did not originally account for the flexibility and variety that is now available through mobile technology, including social media, that same flexibility has not substantively changed the dynamics of power and control (Maxian, 2014).

Social Media and Sharing. Social media can take many forms but is perhaps best described as participatory and engaging (Rosenauer & Filak, 2013). In addition to intense political events or natural disasters social media is a tool that is also used regularly for much more leisurely and every day purposes for all users (including journalists). According to Lee and Ma (2012) there are five conditions that drive most social media use: information seeking, socializing, entertainment, status seeking, and prior social media experience. Prior social media experience proved to be one of the most significant factors in determining one's likelihood, laypersons and journalists, to seek and share news content, which may speak to the efficacy one gains through regular contact with social media. Social media users in the United States were nearly twice as likely Europeans to post news pictures to a social media site and nearly twice as likely to comment on a news story that had been shared on social media (Reuters Institute, 2014).

Filak (2014) found that most journalism students consider themselves to be very comfortable across social media platforms and rarely have to be convinced of the benefits of social media use, either personally or professionally. Student journalists reported using social media mostly for the purposes of surveillance, knowledge, and entertainment and there were no

significant differences on why student journalists consume social media and why they share stories on social media.

Participatory Publics and journalism. Jenkins' (2006) concept of Participatory Publics considers how the media landscape is shifting in light of audience-created content. Social media allows a level of interactivity that had not been experienced with traditional forms of media (Quan-Haase & Young, 2010). Papacharissi and Rubin (2000) examined the motivations to use online media and found that users' prior beliefs about the usefulness of source of information play the strongest role in determining a users' gratification with that source. Bor (2014) concluded that to successfully integrate social media into journalism courses instructors must: emphasize the importance of ethics on social media platforms, emphasize the potential for career development, emphasize the instruction of technical skills, and emphasize the differences between personal and professional social media use.

Additionally, formal social media training for journalism students is considered an important part of a digital skill set, which is considered important (if not necessary) for internship and job acquisition for journalists (Wenger et al., 2014). The research of Kothari and Hickerson (2015) examined the use of social media in journalism courses and compared the social media use of faculty to the social media use of students in such courses. Their findings revealed that most faculty rarely assess social media use beyond the volume produced by the student, and as a result students reported feeling frustrated with the busywork related to social media posts required for journalism classes.

Communities of Practice. This study's notion of meaningful participation in a newsroom is informed largely by the concept of communities of practice. College newsrooms are often considered as communities of practice (Filak, 2014). The concept of CoP builds on the

notion of situated learning and was initially developed in the work of Jean Lave and Etienne Wenger (1991) and their understanding of situated learning through apprenticeships and in communities. Communities of Practice (CoP) are broadly defined as a way to share knowledge about a specific practice from person to person. As a means to describe the process of joining and growing through a community, Lave and Wenger described the concept of legitimate peripheral participation (LPP). Legitimate peripheral participation, considered necessary to any CoP, is broadly defined as how new members enter a community and learn from more senior members. In this lens, communities are dynamic and fluid, moving members in and out of a community (Wenger, 1998). By entering on the periphery of a community, new members can engage and learn with minimal risk. Likewise, as a member becomes more knowledgeable of the practice, and takes on more responsibility and work in the community, he or she also becomes a teacher to newer members. Husband (2005) examined how professional minority media (or niche media) function as Communities of Practice. He found that minority media can help expose and reify minority ethnic values. Thus, a functioning Community of Practice has an impact on those who participate in the community but also those indirectly affected by the community, which in this case are audience members of the minority media.

Student journalists are both learners and practitioners all at one. Yet, as they both create and consume news, it is important to consider how their use of social media (a sort of “digital news stand”) is influenced and affected by their membership in a student newsroom. Based on the research, discussed this study sought to address social media use, within the context of the changing media landscape, and the influence of a community of practice within a student journalist’s experience.

Research Methodology

A self-administered survey was distributed to participants, via Qualtrics in the spring of 2016. The survey instrument included 51 questions that collected data about a student's self-reported membership in a newsroom community, use of social media, and digital skills. The instrument collected some demographic information (gender, age, year in school, state of residency, ethnicity, and school classification, e.g., public or private). The survey also used a Likert scale to measure students' perceptions of their professional roles in their student newsrooms. Approximately 31 Likert items were included in this scale (see Appendix A). Each Likert item had a seven-point response scale. The response scale included the following: strongly disagree, disagree, neither agree nor disagree, disagree somewhat, agree somewhat, agree, and strongly agree (coded 1 to 7).

The researcher conducted a two-step process to support the validity of the measure before it was distributed to participants. Before the survey was distributed to participants, five journalism professors, who have participated in related research, reviewed the instrument to provide clarity and utility of concepts. Once the faculty members had provided feedback on the instrument six journalists (who had graduated from university journalism programs in the past 12 months) participated in a pilot study of the survey. Results and feedback from the pilot-study participants helped to clarify items included in the measure.

Participants

The population for this study ($N = 334$) was student journalists from institutions of higher education across the United States, including public universities, private universities, and community colleges. All participants were at least 18 years old and the majority (73%) were female. The students represented every university level of study, including graduate students:

first year (16%), sophomore (26%), junior (28%), senior (28%), and graduate (2%). The majority listed the Western United States (53%) as the location of the school they attended with all other American regions also represented: Southwest 9%, Midwest 16%, Southeast 13%, Northeast 6%, and outside the Continental United States 2%. The group distributed more evenly between public (49%) and private (51%) institutions. Participants represented a diverse group of positions in their student newsrooms. Participants selected from eleven choices to describe their current (or most recently held) position in their student newsrooms. The five most commonly selected positions were as follows: reporter (52%), editor (50%), photographer (19%), designer (15%), and social media manager (15%).

Social media use was common among the participants of this study. An overwhelming majority (92%) of the participants agreed that regular use of social media is important to being a journalist. A majority (71%) of participants agreed that they used social media (defined as Instagram, Snapchat, Twitter, and Facebook) as part of their student media work (29% indicated they did not ever use social media as part of their student media work).

Results

Traditionally the work of student journalist has been largely attached to the physical space of the newsroom. Now, however, a student journalist can actively report and connect with story sources and other journalists on social media. In order to understand social media use and newsroom participation this study posed the following research question:

RQ1. How do participation in a student newsroom and a student journalist's social media use relate?

RQ1: Newsroom participation and Social Media. In regard to Research Question 1, there were many significant relationships between the variables related to participation in a

student newsroom and the use of social media (see Correlation matrix). Overall, there is see a positive relationship between participation in a newsroom and a student journalists' use of social media. For example, Talk About my SM Experiences was significantly related to the following: SM Helps Engage in Newsroom Discussions ($r = 0.529$), Share Common Purpose with Journalists on SM ($r = 0.480$), Feel like a Journalist on SM ($r = 0.432$), Seeing Content on SM Makes Me More Willing to Share My Own ($r = 0.429$), Have relationships with Others in Newsroom ($r = 0.427$).

Comfortable Sharing my Experiences with Newer Members resulted in significant correlations: Talk About My Social Media Experiences in Newsroom ($r = 0.427$), Share a Common Purpose with Journalists on SM ($r = 0.371$), and Confident to Share Work on SM the Longer I am Part of Newsroom ($r = 0.357$).

Cross tabulations analyses included the Pearson's Chi-Square tests to determine if there were differences related to any of the demographics among survey items.

Patterns emerged in relation to Time on Staff and two items: Feel Like a Journalist on SM ($\chi^2 = 38.743$, $df = 24$, $p = 0.029$); Engagement on SM ($\chi^2 = 38.743$, $df = 24$, $p = 0.029$). The resulting pattern from this Chi-Square relates how much time a student has been on staff to feeling like a journalist on SM and engagement on SM.

In order to understand social media use and digital knowledge this study posed the following research question:

RQ2. How do a student journalist's social media and a student journalist's digital knowledge relate?

RQ2: Digital skills. In regard to RQ2, this study sought to understand how the use of social media related to the digital knowledge for student journalists. Relationships were measured using correlations and differences among groups were examined with Chi-Square tests.

In regard to use of social media the following items showed significant correlations (at the 0.01 level) with Think About how Audience Members will Respond on SM: Watch Breaking News ($r = 0.435$), SM is the First Place I go to Find News ($r = 0.315$), More Likely to Click on Multi-Media Content ($r = 0.159$), and Use SM as Part of My Work ($r = 0.291$).

In regard to digital knowledge the following items significantly correlated: Understand Audience Analytics and Confident I Can Drive Traffic ($r = 0.335$), Knowledgeable About Specific SM Tools for Journalism and Think About Audience Analytics and SEO ($r = 0.358$), and Think About How Audience Members Will Respond on SM and More Knowledgeable than Most ($r = 0.376$).

Chi-Square tests show *Use of SM* was found to have a significant pattern with three items: See Inaccurate Information Will Look for More ($\chi^2 = 12.027$, $df = 6$, $p = 0.044$), Consider Audience Response ($\chi^2 = 28.432$, $df = 6$, $p < 0.001$), and Confident I Can Drive Traffic ($\chi^2 = 30.547$, $df = 6$, $p < 0.001$). The pattern from these Chi-Square tests suggests that as student journalists use social media they will develop a more sophisticated sense of their work on social media; meaning time student journalists have spent on social media have strengthened their acute knowledge of those social media platforms.

In regard to each social media platform the following significant patterns emerged for each social media platform: Use of Snapchat for Journalism and Understanding of SEO and Audience Analysis resulted in a significant Chi-Square test ($\chi^2 = 12.817$, $df = 6$, $p = 0.046$); Use of Instagram for Journalism and Knowledge About Specific Journalism Tools ($\chi^2 = 25.926$, $df =$

12, $p = 0.011$); Use of Facebook for Journalism and See Inaccurate Information I Will Look for More resulted in a significant Chi-Square test ($\chi^2 = 23.091$, $df = 10$, $p = 0.010$); Use of Twitter for Journalism and More Likely to Click on Multi-media Content ($\chi^2 = 36.610$, $df = 24$, $p = 0.048$). These Chi-Square results mentioned above show that each social media platform is related to a digital skill, such as knowledge about specific journalism tools or click on multi-media content.

Holding a Primarily Digital Position showed the following significant pattern among the following items: Confident I Can Drive Traffic ($\chi^2 = 13.630$, $df = 6$, $p = 0.034$), Audience Analytics ($\chi^2 = 15.455$, $df = 6$, $p = 0.017$), Consider Copyright and Fair Use ($\chi^2 = 12.470$, $df = 6$, $p = 0.047$), and More Likely to Click on Multi-media Content ($\chi^2 = 16.537$, $df = 12$, $p = 0.011$). This pattern suggests that those student journalists who hold primarily digital positions on their newsroom staff are probably using certain digital skills on a daily basis since we see strong correlations between primarily digital position and skills mentioned above. Additionally, a student journalist in a primarily digital position may imply that student journalist is teaching others these digital skills because these students are generally leaders in the newsroom and have been on staff longer than other positions.

RQ3: Demographics. In order to understand the differences in social media use among student journalists by demographic information, the study posed the following question:

RQ3. How do a student journalist's social media use and a student journalist's demographic information relate?

A negative significant correlation was found between Age and Skillful with Instagram ($r = -0.159$), meaning the younger a participant the more skill he or she reported being skillful in the use of Instagram.

Discussion of Findings

RQ1. The significant relationships indicated that a student journalist's use of social media encourages students to engage in their student newsrooms and engage more deeply on social media. Each of the correlations listed above relates to Papacharissi and Rubin's (2000) finding that online media consumption, in general, seems related to personal utility (socially motivated behavior). Papacharissi and Rubin's notion of social utility are similar to Filak's (2014) findings that student journalists are generally motivated to use SM but for the purposes of surveillance (to understand the scope of the social media landscape and their positions within it).

Significant positive relationships were related to I Talk About my Social Media Experiences in the Newsroom may relate to Vygotsky's view of social learning, which posited that learning is negotiated between the learner and his or her surroundings (in this case social media); which promoted a sociocultural approach to understanding cognitive development. This process is supported by those more knowledgeable in the practice, in this case those in the newsroom (Powell & Kalina, 2009). The item, I Talk About my Social Media Experiences in the Newsroom, seems to speak to the areas of Practice and Community within Communities of Practice. Meaning defined as a way of talking about a participant's changing abilities; Practice as a way of talking about shared experiences (Wenger, 1998). Sharing experiences in the newsroom related to the concept of mentorship, which is part of social learning (Lave & Wenger, 1991). Additionally, Confident to Share Work on SM the Longer I am Part of a Newsroom relates to CoP's dimensions of Practice (learning as doing) and Community (learning as belonging) (Winston & Ferris, 1998). This also relates to CoP's dimension of Identity, which describes how talking about how learning changes a person and creates personal histories in the context of a specific community (Wenger, 1998).

For both Time on Staff and Length of Time on Staff, to Feel like a Journalist on SM, senior student journalists reported feeling more like a journalist than newer journalism students. This finding is related to Wenger's concept of identity, or learning as becoming, within CoP (Wenger, 1998). This relationship in the correlation speaks to shifts in self-perception described by learning through community membership (Lave & Wenger, 1991; Wenger, 1998). Chi-Square tests demonstrated a pattern with Talk About SM Experiences in Newsroom (which supports the Meaning dimension of CoP) Engagement on SM is important to being a Journalist. However, Engagement on SM represents the CoP dimension of Practice, or learning as doing, and Filak's (2014) dimension of knowledge. The resulting pattern from this Chi-Square relates how much time a student has been on staff to feeling like a journalist on SM and engagement on SM. This suggests that the more time a student is a practicing journalist the more that student feels like a journalist, especially in regard to social media.

RQ2. The significant relationships indicated that social media and digital skills are related for student journalists. The significant positive relationships associated with Comfortable Sharing my Experiences with Newer Members related to the concept of mentorship, which is part of social learning (Lave & Wenger, 1991). Additionally Confident to Share Work on SM the Longer I am Part of a Newsroom relates to CoP's dimensions of Practice, learning as doing, and Community, learning as belonging (Winston & Ferris, 2008).

In regard to digital knowledge, the correlations between Understand Audience Analytics and Confident I Can Drive Traffic, Knowledgeable About Specific SM Tools for Journalism and Think About Audience Analytics and SEO, and Think About How Audience Members will Respond on SM and More Knowledgeable than Most. These correlations confirm the relationship that the CoP elements of Knowledge and Practice are related. More Knowledgeable

than Most and Knowledgeable About Specific SM Tools were closely related. These relate to Wenger's element of Practice, or learning as doing. These also confirm Filak's (2014) finding that student journalists use SM for to gain knowledge. In regard to digital knowledge the following combinations showed significant correlations: Understand Audience Analytics and Confident I Can Drive Traffic, Knowledgeable About Specific SM Tools for Journalism and Think About Audience Analytics and SEO, and Think About How Audience Members will Respond on SM and More Knowledgeable than Most. These confirm the relationship (also supported by the findings in RQ1) that the CoP elements of Knowledge and Practice are closely related.

Each social media platform (used for journalism purposes) had a single significant relationship with an item relating to Digital Knowledge. Snapchat Use and Understanding of SEO; Instagram Use and Knowledge of Specific Journalism Tools on SM; Facebook Use and See Inaccurate Information Will Look for More Information; Twitter Use and Click on Multi-Media Content. As described previously, Twitter and Facebook are the more commonly used social media platforms of the four included in this study, which could result in why their relationships with Digital Knowledge include more straightforward behaviors. Instagram and Snapchat, however, are less-popular and more commonly used among younger groups, which could also explain why their relationships are with items that require more digital sophistication. Although the findings do not indicate why individual digital skills are related to specific social media platforms it suggests that these digital skills result from more sophisticated use of social media. Hedman and Djerf-Pierre (2012) found that there are differences among professional journalists by social media platform in regard to rate of adoption and skill; those differences can be accounted with age, enthusiasm for the platform, and type of journalism work.

The general use of each of the social media platforms also showed significant relationships among Facebook, Twitter and Snapchat. The general use of Instagram did not show any significant relationships. Although Instagram is used for journalism purposes, it is less likely to feature news content than Twitter or Facebook, which may explain some of this result. The general use of Snapchat had three significant relationships: Audience Analytics, Audience Response, and Knowledge of Journalism Tools on SM. Again, these lend to the more narrow user base of Snapchat and, perhaps, the more sophisticated knowledge regarding digital skills. The general use of Facebook had two significant relationships: Click on Multi-Media Content and Confident I Can Drive Traffic. The general use of Twitter had only one significant relationship: Confident I Can Drive Traffic to a Website. As Twitter use increases so does the perceived ability to drive traffic to a news site. Although Twitter isn't the most widely used social media platform, as previously established it is considered among the favorite and most useful for journalists, in particular. This may lend some insight as to why it would be significantly related to this digital skill.

Digital Position had four significant relationships: Drive Traffic, Understand Audience Analytics, Understand Copyright and Fair Use, More Likely to Click on Multi-media Content. These findings show that if a student journalist holds a position that is primarily digital then he or she is likely to have incorporated those items into his or her daily work.

RQ3. Correlations in regard to demographics were as expected: Age and Year in School, Length of Time on Staff and Completed Internship.

Only one significant relationship resulted among the demographic variables: Use of SM and Public versus Private University. Students who attended private institutions reported higher social media use. This could be the result of a convenience, snowball sampling method and is

likely to yield a different result if this study were conducted again with a random (or just different) sample. This could be the result, too, of different course offering or smaller class settings in private institutions.

Limitations

While this study sought to understand the relationship of social media use on participation in a student newsroom and digital knowledge of student journalists its findings should be understood within the context of the study's limitations. Social media is a rapidly changing landscape. In just the past year, Snapchat has become the fastest growing social media site with more than 200 million users and 100 million actively engaged users (Morrison, 2015). Within that same time period Facebook has been the subject of a searing accusation that the social media site suppressed politically conservative news (Nunez, 2016). With the potential for new social media platforms to emerge quickly and the inability to predict precisely how those platforms will appeal to either young audiences or news audiences it is difficult to conceptualize the social media landscape long-term. It is quite possible that this same study, conducted just one year in the future, would include a different collection of social media platforms and could have different outcomes in regard to frequency of use, most likely for personal use though and not for professional use as we do see higher professional use with Twitter and Facebook two older SM platforms. Though outside of this study's scope, the newer platforms are most likely not as well understood by professionals and faculty members. Thus even though students use these social media platforms for personal interactions they may not be encouraged to use them in their journalism endeavors.

As described in previous chapters this work is examining issues that have been largely untouched in previous scholarship: student journalism, newsroom participation and the role of

social media. This work sought to systematically collect, record, and analyze information to help researchers and educators understand how social media affects the newsroom and how social media impacts the specific digital knowledge of those student journalists. Although Winston and Ferris' (2008) measure was used to create some of the Communities of Practice items, the questions used in this study were developed to address Community of Practice in newsrooms. Although this measure went through several iterations with both faculty reviewers and pilot-study participants it can certainly be refined as researchers continue to study student journalism.

The sample ($N=334$) used for this survey was a snowball and convenience sample. This sample demonstrated appropriate diversity among private (51%) and public (49%) schools but was skewed heavily toward women (73%), student journalists attending school in the Western U.S. (53%), and student journalists who were categorized as the youngest in the newsroom (18 to 20 years old = 51%; first-years and sophomores = 46%). Since this study focused on depth of participation in the newsroom it is possible that results could have been different had a greater number in the sample represented more experienced and older student journalists. Likewise, the inclusion of a greater number of universities across the United States could have provided clearer insight into general practices and perceptions among student journalists. To protect anonymity only data on location and type of university (private versus public) was collected. More specific information, including the participants' specific universities themselves and whether or not that school supports a journalism major as a course of study could have been collected. This could have made for a rich insight into some of the unique challenges faced by student journalists and their student newsrooms.

This study intentionally sought out to examine student journalism, in regard to the practice of student journalism in the newsroom and outside of the classroom. The requirements

to participate in a student newsroom can vary from school to school, depending on the size of the school, the existence (and size) of a journalism program, and the culture of expression and censorship within the school, the student body, and student journalists (Bickham, 2008).

As an additional limitation within the study measure, the survey did not provide participants with a specific definition of mentor or mentoring. However, the component of course instruction could have an effect on whether or not students have had formal training in journalism or even social media. As the survey solicited information regarding whether or not students desired more formal training on social media tools it could have provided important context in terms of how much classroom training those students had (if any). There is no data that suggests student newsrooms with a corresponding major produce higher-quality content or better work, but it would have been helpful to account for differences of perception in this study.

Finally, this work was not experimental and, instead, was based on analysis from a self-reported survey. While self-reported surveys are appropriate and effective to collect data, especially allowing students to participate in their natural environments (Andres, 2012) there was no way to test those responses. Specifically, in regard to RQ2 and its inquiry into digital knowledge it could have been very helpful to test student journalists' knowledge on skills, tools, and problems presented on social media rather.

Future Research

The research in this study provides some initial insight to the relationships between newsroom participation and social media use, the relationships between digital knowledge and social media use, and differences among demographic variables. It would be valuable to extend this study by expanding demographics to include political affiliation, race/ethnicity, and religious background to understand differences that include these demographics. It may be possible to

remove some of the questions that highly correlate and ask new questions about courses taken; this will be discussed further, below.

Further research is warranted on the use of Snapchat, specifically this social media platform is known to be less intuitive and accessible to older users, thus making the production and consumption of news shared on Snapchat geared toward younger audiences (Fogarty, 2016). This study collected data on how frequently participants used Snapchat for personal use and professional use, as well as how skillful participants perceived themselves to be and found younger users perceived themselves as more skillful. A study that would specifically examine types of news content student journalists are consuming on social media and what types of news content student journalists are sharing on Snapchat would be valuable as users and journalists navigate how to best use this platform. A few thematic areas are highlighted in the next four paragraphs as potential areas for future research.

Leadership. The strongest correlation among all of the items in the survey was between Voice in Determining Editorial Content and Voice in Shaping Newsroom Policy. This relationship could be explored further to understand how student journalists come to develop a voice in policy and content, and the relationship of their voice to leadership in their student newsroom. Empirical data could help predict which potential dimensions of participation demonstrate a significant relationship with voice: collaboration, models of leadership, adversity, and innovation. Additionally, research should explore whether leadership affects the development of an authoritative voice on social media.

Communities of Practice. This study included items in the survey that sought to understand dimensions of Communities of Practice in regard to student newsrooms and participation. However, these items were not specifically analyzed in regard to CoP. Future

analysis could focus on this area to understand specifically the construct of a CoP, journalism, and social media use.

Mentorship is an important aspect of social learning (Lave & Wenger, 1991). In regard to mentorship, the following significant correlations resulted (at the 0.01 level): Length of Time on Staff ($r = 0.458$), Voice in Shaping Newsroom Policy ($r = 0.430$), Voice in Determining Editorial Content ($r = 0.406$), Relationships with Other Journalists in Newsroom ($r = 0.354$), Comfortable Sharing Experiences with New Staff *Members* ($r = 0.295$), Active Engagement in Newsroom ($r = 0.290$). Understanding how these interact in regard to the following aspects of CoPs: Community, Practice, Meaning, and Identity is significant in terms of more deeply understanding social learning within CoPs.

Classrooms. This study specifically looked at the relationship between participation in a student newsroom and the use of social media. In future research, classroom content, participation, and pedagogy could be included to seek to understand the effects of formal classroom training. Lee & Ma (2012) found that students were gratified when journalism courses included social media content but also frustrated with inadequacy of faculty teaching those courses to thoughtfully provide in-depth training and assessment of social media use. Kothari and Hickerson (2015) found that journalism students did want more classes involving social media use. However, students reported frustration when faculty members were unable or unwilling to assess social media thoughtfully. To add in the concept of classroom training might help to add insight as to why some of the items in the study proved insignificant on almost every test. The scope of classes that address the topics presented in this study could provide insight into the learning of student journalists. As found by Conway and Groshek (2008), journalism

programs are defined differently by school and course listings can vary significantly, too. In-depth interviews could lend important insight into the students' use of social media.

Social media and news consumption. Finally, while the empirical data sought to explain the relationships and differences presented in the research questions, qualitative data would seek to help explain the experience. The data showed that 85% of participants agreed that they watch news stories unfold on social media; another 75% agreed that social media is the first place they go to find out about news stories. Future research should examine how these student journalists came to adopt, or learn, this behavior and the influence of general social media use and student newsroom participation. With a focus on the student newsroom it would be valuable to collect further information on how students learn within a student newsroom and how they learn from other student journalists in the newsroom and on social media. Qualitative data, including in-depth interviews, could help explore the dynamics of social media use and to help scholars understand the user experience when using social media (Andres, 2012).

Conclusion

The findings listed above have begun to address the concepts of social media use, newsroom participation, and digital knowledge among student journalists. Specifically this study represents the beginning of an attempt to connect community membership in a newsroom with a student journalist's use of social media. The research found that social media use is positively related to newsroom participation and that social media use related positively to digital knowledge. As industry professionals, scholars, and others continue to call for reform in journalism education, as expressed by Lynch (2015) and others, this research hopes to clarify the context of student journalism and the forces affecting a student journalist. Ultimately, the value

of this research is found in relating the physical space of the newsroom to the virtual space of social media to understand the full scope of a student journalist's experience.

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APPENDIX A

Survey Items

Q1-Age

1=18-20

2=21-23

3=24-25

4=26 and older

Q2-Sex

0=Male

1=Female

Q3-Year in School

1= First year

2= Sophomore

3= Junior

4= Senior

5= Graduate student

Q4= Location of University

1= Western U.S.

2= Southwest U.S.

3= Midwest U.S.

4= Southeast U.S.

5= Northeast U.S.

6= Outside the continental U.S.

Q5- Type of University

0= Public University

1= Private University

Q6- Current (or most recently held) position

1= Reporter

2= Editor

3= Producer

4= Photographer

5= Designer

6= Artist

7= Digital Editor

8= Digital Content Producer

9= Technical Crew

10= Anchor

11= Social Media Manager

Q7- Primarily Digital Position

0= Yes

1= No

2= Unsure

Q8- Length of time on student media

1= 1-2 semesters

2= 3-4 semesters

3= 5-6 semesters

4= 7-8 semesters

5= More than 8 semesters

Q9- Completed journalism internship

1= Yes

0= No

Q10- Type of student media

1= Print newspaper

2= News website

3= Magazine

4= TV news show

5= Radio news show

Q11- I am someone who mentors

0= Yes

1= No

Q12- I use social media as part of my work

1= Yes

0= No

Q13- Twitter use (frequency)

1= 0

2= 1-2

3= 3-4

4= 5-6

5= 7 or more

Q14- Twitter use (frequency) related to my journalism work

1= 0

2= 1-2

3= 3-4

4= 5-6

5= 7 or more

Q15- Facebook use (frequency)

1= 0
 2= 1-2
 3= 3-4
 4= 5-6
 5= 7 or more

Q16- Facebook use (frequency) related to my journalism work

1= 0
 2= 1-2
 3= 3-4
 4= 5-6
 5= 7 or more

Q17- Instagram use (frequency)

1= 0
 2= 1-2
 3= 3-4
 4= 5-6
 5= 7 or more

Q18- Instagram use (frequency) related to my journalism work

1= 0
 2= 1-2
 3= 3-4
 4= 5-6
 5= 7 or more

Q19- Snapchat use (frequency)

1= 0
 2= 1-2
 3= 3-4
 4= 5-6
 5= 7 or more

Q20- Snapchat use (frequency) related to my journalism work

1= 0
 2= 1-2
 3= 3-4
 4= 5-6
 5= 7 or more

Q21- I consider myself skillful when using social media

A) Facebook:

1= Strongly agree
 2= Agree
 3= Somewhat agree

- 4= Neither agree nor disagree
- 5= Somewhat disagree
- 6= Disagree
- 7= Strongly disagree

B) Twitter:

- 1= Strongly agree
- 2= Agree
- 3= Somewhat agree
- 4= Neither agree nor disagree
- 5= Somewhat disagree
- 6= Disagree
- 7= Strongly disagree

C) Snapchat:

- 1= Strongly agree
- 2= Agree
- 3= Somewhat agree
- 4= Neither agree nor disagree
- 5= Somewhat disagree
- 6= Disagree
- 7= Strongly disagree

D) Instagram:

- 1= Strongly agree
- 2= Agree
- 3= Somewhat agree
- 4= Neither agree nor disagree
- 5= Somewhat disagree
- 6= Disagree
- 7= Strongly disagree

Q22- I feel as though I share a common purpose with other journalists on social media

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q23- I talk about my social media experiences in my student newsroom

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree

- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q24- I feel as though I have a relationship with other journalists in the newsroom

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q25- I feel as though I have some voice in shaping policy in my student newsroom

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q26- I feel as though I have some voice in determining editorial content in my student newsroom

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q27- Seeing news content posted on social media makes me more willing to share my own work on social media

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q28- I feel more confident to share my own work on social media the longer I am a part of a student newsroom

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree

- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q29- When I am using social media I think of ideas for my student media work

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q30- I feel like a journalist when I am actively engaged in my student newsroom

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q31- I feel like a journalist when I am actively engaged on social media

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q32- I think active engagement in a student newsroom is important to being a journalist

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q33- I think regular use of social media is important to being a journalist

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree

- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q34- When I first joined my student newsroom I was mentored by more experienced members on staff

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q35- I am comfortable sharing my experiences in the newsroom with newer members on staff

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q36- The more time I am in the newsroom the more time I am engaged on social media

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q37- My social media use helps me to engage in discussions in my college newsroom

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q38- I usually watch breaking news stories unfold on social media

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree

- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q39- Social media is usually the first place I will go to find out about news stories

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q40- I am more likely to click on a link if I know contains multi-media content, such as a photo gallery, video or interactive graphics

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q41- I have seen news content posted on social media that was inaccurate

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q42- When I see news content on social media that is inaccurate I usually will look for more information

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q43- When I see multiple social media posts using the same photo I consider issues such as copyright and fair use

- 1= Strongly disagree
- 2= Disagree

- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q44- I have seen social media posts from news outlets or journalists that seem to be libelous

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q45- I am knowledgeable about specific tools available on Facebook, Twitter, Instagram and Snapchat that are particularly useful for my student media work

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q46- I would like more formal training on how to use social media specifically for my student media work

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q47- I understand concepts like audience analytics and search engine optimization (SEO)

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q48- I think about how audience members will respond to news posted on social media, and I will follow comments from audience members on social media

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q49- I feel confident that I can use social media to drive traffic to a website

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q50- I am more knowledgeable than most when it comes to using Facebook, Twitter, Instagram and Snapchat

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

Q51- I can explain to others how to use Facebook, Twitter, Instagram and Snapchat

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7= Strongly agree

APPENDIX B

Measure Items Related to Research Questions

Table B4

Measure Items

Research Question	Item	Category	Item Number
RQ1: How do participation in a student newsroom and a student journalist's social media use relate?	I feel as though you share a common purpose with other journalists in the student newsroom?	P	Q17
RQ1	I feel as though you have a relationship with other journalists in the newsroom.	P	Q19
RQ1	I feel as though you have some voice in shaping newsroom policy.	P	Q20
RQ1	You feel as though you have some voice in shaping editorial content.	P	Q21
RQ1	Seeing news content posted on social media makes me more willing to share my own work on social media.	P	Q22
RQ1	You feel more confident to share your own journalism work on social media the longer you are a part of your student newsroom.	P	Q23
RQ1	I feel active engagement	P	Q25

	in my student newsroom is important to being a journalist.		
RQ1	I feel most like a journalist when I am actively engaged on social media.	P	Q26
RQ1	I think active engagement in a newsroom is important to being a journalist.	P	Q27
RQ1	When I joined the newsroom I was mentored by more experienced members on staff.	P	Q28 (Recodementor)
RQ1	I am comfortable sharing my experiences in the newsroom with newer members on staff.	P	Q29
RQ1	I feel as though you can talk about your social media experiences with your colleagues in the student newsroom.	SMU	Q18
RQ1	When you are on social media you find ideas for your journalism work.	SMU	Q24
RQ1	The more time in the newsroom I am more engaged on social media.	SMU	Q31
RQ1	My social media use helps you to engage in discussions in my college newsroom.	SMU	Q32
RQ1	I use social media as part of my journalism work.	SMU	Q14 (SMrecoded)

RQ1	I use Twitter	SMU	Q15
RQ1	I use Facebook	SMU	Q16
RQ1	I use Instagram	SMU	Q47
RQ1	I use Snapchat	SMU	Q48
RQ1	I usually watch breaking news unfold on social media.	SMU	Q33
RQ1	Social media is usually the first place I will go to find out about important news stories.	SMU	Q34
RQ1	I am more likely to click on a link if I know it contains multi-media content, such as a photo gallery, video or interactive graphics.	SMU	Q36
RQ2. How do a student journalist's social media use relate to a student journalist's digital knowledge relate?	I have seen news content posted on social media that was inaccurate.	DK	Q37
RQ2	When I see news content on social media that is inaccurate I usually will look for more information.	DK	Q38
RQ2	When I see multiple social media posts using the same photo I consider	DK	Q41

	issues such as copyright and fair use.		
RQ2	I have seen social media posts from news outlets or journalists that seem to be libelous.	DK	Q42
RQ2	I am knowledgeable about specific tools available on Facebook, Twitter, Instagram and Snapchat that are particularly useful for my student media work.	DK	Q39
RQ2	I would like more formal training on how to use social media specifically for my student media work.	DK	Q40
RQ2	I understand concepts like audience analytics and search engine optimization (SEO).	DK	Q43
RQ2	I think about how audience members will respond to news posted on social media, and I will follow comments from audience members on social media.	DK	Q44
RQ2	I feel confident that I can use social media to drive traffic to a website.	DK	Q45
RQ2	I am more knowledgeable than most when it comes to using Facebook, Twitter, Instagram and Snapchat.	DK	Q50

RQ2	I can explain to others how to use Facebook, Twitter, Instagram and Snapchat.	DK	Q51
RQ3. How does a student journalist's social media use relate to a student journalist's demographic information?	Age	DEM	Q1
RQ3	Sex	DEM	Q2
RQ3	Year in school	DEM	Q3
RQ3	Location of university	DEM	Q4
RQ3	Is your university public or private?	DEM	Q5
RQ3	How many semesters have you been on staff at your student media outlet?	DEM	Q8
RQ3	Have you completed at least one journalism-related internship?	DEM	Q9
RQ3	I have worked for the following media platform(s)	DEM	Q12
RQ3	I have most recently held the following position(s)	DEM	Q6

APPENDIX C

Recruitment Email to Faculty Journalism Advisers

My name is Elizabeth Smith, and I am the journalism adviser at Pepperdine.

I am inquiring to see if you be willing to distribute [my survey](#) to your journalism classes and student journalists in the newsroom (even non-majors). I am working on my dissertation researching how student journalists use social media, specifically Snapchat, Instagram, Facebook and Twitter for their journalism work. I will be collecting data via a quantitative survey and I would appreciate if you would encourage your students to complete my survey that will take no more than five minutes of their time. All survey information will be anonymous and names of institutions will not be included in any results. It would be great if you could set aside five minutes for students in your classes to participate and have the students participating in student newsrooms (regardless of major) participate that would be great.

The survey is hosted by Qualtrics. If you are willing to take part in the survey you may do so by sending out this survey.

https://pepperdinegsep.az1.qualtrics.com/SE/?SID=SV_3IBW8CII46ZWU7i

Thanks so much,

Elizabeth R. Smith, doctoral candidate
Pepperdine University
Visiting Professor of Journalism
Graphic/Currents/PGM Adviser

APPENDIX D

Recruitment Email to Pilot Study Participants

Hey, guys. I just emailed you a survey that I am piloting for my dissertation. I need a few recent graduates to complete the survey just so I can see what works and what needs to be tweaked. It should take no more than 10 minutes of your time. Your responses will be anonymous and they won't be used in my final results. If there is anything that should be tweaked, deleted or edited please don't hesitate to let me know. Thanks!

Here is the link

https://pepperdinegsep.az1.qualtrics.com/SE/?SID=SV_3IBW8CII46ZWU7j

Thanks so much,

Elizabeth R. Smith, doctoral candidate
Pepperdine University
Visiting Professor of Journalism
Graphic/Currents/PGM Adviser

APPENDIX E

Recruitment Email to Faculty Reviewers

Hi, Dr. XX. I wonder if you might have time to read through my proposed instrument and provide some feedback. I understand how busy you are, and any feedback (even very brief) would be greatly appreciated.

As a reminder I am completing my dissertation as a doctoral student at Pepperdine University. I am working on my dissertation, which is investigating how student journalists use social media, specifically Facebook and Twitter for their journalism work. This survey will be distributed to student journalists via Qualtrics, but I have attached it here as a Word document. I am seeking information regarding the specific items in the survey in relation to the research questions and general feedback for improvement. Please feel free to add comments and suggest changes in the Word document using the Track Changes tool.

My research questions:

RQ1. How do participation in a student newsroom and a student journalist's use of social media relate?

RQ2. How does the use of social media for journalism purposes relate to a student journalist's understanding of digital skills?

RQ3. Are there differences in the use of social media for professional use among student journalists by demographics such as sex, age, location?

If you have any questions or concerns, please contact me. Thank you for your time.

Thanks so much,

Elizabeth R. Smith, doctoral candidate
Pepperdine University
Visiting Professor of Journalism
Graphic/Currents/PGM Adviser

APPENDIX F

Communities of Practice Indicators Worksheet

Table F5

Communities of Practice Indicators

I. Membership	
Joint Enterprise	<p>Do members share a competence that distinguishes them from others?</p> <p>Do the members share a common sense of purpose?</p> <p>Do members appear to have similar interests?</p> <p>Do members report similar problems experiences?</p>
Diverse Membership	<p>Do the members of the community represent a variety of stakeholders?</p> <p>Does the community transcend organizational and geographical boundaries?</p>
Participatory Framework	<p>Are members actively involved in setting goals?</p> <p>Are members responsible for devising a strategy or plan of action?</p> <p>Do members assist in running the community?</p> <p>Are members of the community internally motivated?</p>
I. Process/Activities	
Mutuality/Sense of Community	<p>Do the members of the community build relationships with each other?</p> <p>Do the members engage in joint activities and discussions?</p> <p>Do the members offer each other help when needed?</p>

	<p>Do members report encounters across geographical or organizational boundaries?</p> <p>Do the members report feeling a sense of “belonging” within the community?</p>
Sharing and Exchange of Knowledge	<p>Do members engage in narration, or sharing their experiences through stories?</p> <p>Do members spend a significant amount of time sharing and exchanging knowledge?</p> <p>Do members view the community as a forum for the free-flow of ideas and information?</p> <p>Do members view their interactions in the community as a conversation, as opposed to a series of 1-sided reports?</p> <p>Do the members believe that they learn useful information from their interactions with others in the community?</p> <p>Do members report any any coaching or mentoring from others in the CoP community?</p>
Reflection	<p>Do the members of the community engage in collaborative reflection on their individual and each other’s experiences and concerns?</p> <p>Do members feel like their own level of self-reflection has been increased by participating in the community?</p>
Reproduction Cycle/Continuity	<p>Do members believe that the CoP will extend beyond the current time/place/members?</p> <p>Do new members join?</p> <p>Do members of the CoP believe it will be useful...6 months from now?</p> <p>...1 year from now?</p> <p>...3 years from now?</p>

II. Outputs/Outcomes

Action Orientation	<p>Does the level of activity of the CoP ebb and flow over time?</p> <p>Do members spend the majority of their time analyzing real-life situations or problems?</p> <p>Do the members of the community express a desire to initiate change?</p> <p>Do the members of the community express a desire to solve common problems?</p> <p>Is the community successful in turning principles/values of the field into realized policies and practices?</p>
Construction of New Knowledge	<p>Is the community successful in turning principles/values of the field into realized policies and practices?</p> <p>Do members report that their previous understanding/knowledge has been transformed through participation in the community?</p> <p>Do the members report generating new knowledge as a group through their interactions in the community?</p> <p>Are members confident that they have developed a common knowledge base that they can refer to in the future?</p>
Dissemination of Knowledge	<p>Do members feel connected with others in their field, outside of the CoP itself?</p> <p>Are members able to disseminate information gained from the CoP to others in their field?</p>


(Winston & Ferris, 2008)

APPENDIX G

Survey Measure

PEPPERDINE UNIVERSITY

Graduate School of Education and Psychology

INSPIRATION
for change

If you are a student journalist and work in a student newsroom or student media lab please consider taking the following survey, which will help educators understand the role of social media in journalism education.

My name is Elizabeth Smith and I am a doctoral student at Pepperdine University. I am also a journalism professor and media adviser. I am working on my dissertation researching how student journalists use Facebook, Twitter, Snapchat and Instagram for their journalism work.

The following survey about your work should take no more than 10 minutes of your time. The survey is hosted by Qualtrics, no personal information will be collected and your answers will only be presented in aggregate form. If you have any questions or concerns, please contact me. Thank you for your time and consideration.

Elizabeth Smith
(310) 266-8928
Elizabeth.smith@pepperdine.edu

Age

☐ 18-20

☐ 21-23

☐ 24-25

☐ 26 and older

Sex

☐ Male

☐ Female

Year in school

☐ First year

☐ Sophomore

☐ Junior

☐ Senior

☐ Graduate student

Location of university I attend:

- ☐ Western United States (California, Oregon, Washington, Idaho, Montana, Wyoming, Colorado, Utah and Nevada)
- ☐ Southwest (Arizona, New Mexico, Texas and Oklahoma)
- ☐ Midwest (North Dakota, South Dakota, Nebraska, Minnesota, Wisconsin, Iowa, Missouri, Kansas, Illinois, Michigan, Indiana and Ohio)
- ☐ Southeast (Arkansas, Louisiana, Mississippi, Alabama, Georgia, Florida, Tennessee, North Carolina, South Carolina, Kentucky, Virginia, West Virginia, Washington DC, and Maryland)
- ☐ Northeast (Maine, Vermont, New Hampshire, Massachusetts, New York, Pennsylvania, New Jersey, Delaware, Connecticut and Rhode Island)
- ☐ Outside the Continental United States (Alaska, Hawaii, U.S. Territories, and overseas locations)

The university I attend is

- ☐ a public university
- ☐ a private university

The following most closely describes the position(s) I currently hold (or most recently held) at my school's student media organization (choose more than one, if appropriate):

- ☐ Reporter
- ☐ Editor
- ☐ Producer
- ☐ Photographer
- ☐ Designer
- ☐ Artist
- ☐ Digital editor
- ☐ Digital content producer
- ☐ Technical crew
- ☐ Anchor
- ☐ Social media manager

I consider my position to be a primarily digital position. ("Digital position" means one that primarily deals with digital or web content)

- ☐ Yes
- ☐ No
- ☐ Unsure

Survey Completion

0% 100%

>>

I have been on staff of a student media organization for the following length of time:

- ☐ 1-2 semesters
- ☐ 3-4 semesters
- ☐ 5-6 semesters
- ☐ 7-8 semesters
- ☐ More than 8 semesters

I have completed, or are in the process of completing, at least one journalism-related internship.

- ☐ Yes
- ☐ No

I currently work for the following type of student-produced media (select as many as apply):

- ☐ Print newspaper
- ☐ News website
- ☐ Magazine
- ☐ TV news show
- ☐ Radio news show

I am someone who mentors, or has mentored, new staff members at my student media outlet.

- ☐ Yes
- ☐ No

I use social media as part of my student media work.

- ☐ Yes
- ☐ No

I use Twitter:

	How many times per day? (one response per column)	How often is it related to student media work? (one response per column)
	Select 1	Select 1
0	<input type="radio"/>	<input type="radio"/>
1-2	<input type="radio"/>	<input type="radio"/>
3-4	<input type="radio"/>	<input type="radio"/>
5-6	<input type="radio"/>	<input type="radio"/>
7 or more	<input type="radio"/>	<input type="radio"/>

I use Facebook:

	How many times per day? (one response per column)	How often is it related to student media work? (one response per column)
	Select 1	Select 1
0	<input type="radio"/>	<input type="radio"/>
1-2	<input type="radio"/>	<input type="radio"/>
3-4	<input type="radio"/>	<input type="radio"/>
5-6	<input type="radio"/>	<input type="radio"/>
7 or more	<input type="radio"/>	<input type="radio"/>

I use Instagram:

	How many times per day? (one response per column)	How often is it related to student media work? (one response per column)
	Select 1	Select 1
0	<input type="radio"/>	<input type="radio"/>
1-2	<input type="radio"/>	<input type="radio"/>
3-4	<input type="radio"/>	<input type="radio"/>
5-6	<input type="radio"/>	<input type="radio"/>
7 or more	<input type="radio"/>	<input type="radio"/>

Survey Completion
0%  100%

<< >>

I feel as though I have a relationship with other journalists in the newsroom.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I feel as though I have some voice in shaping policy in my student newsroom.

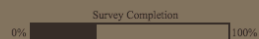
- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I feel as though I have some voice in determining editorial content in my student newsroom.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

Seeing news content posted on social media makes me more willing to share my own work on social media.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree



I use Snapchat:

	How many times per day? (one response per column)	How often is it related to student media work? (one response per column)
	Select 1	Select 1
0	<input type="radio"/>	<input type="radio"/>
1-2	<input type="radio"/>	<input type="radio"/>
3-4	<input type="radio"/>	<input type="radio"/>
5-6	<input type="radio"/>	<input type="radio"/>
7 or more	<input type="radio"/>	<input type="radio"/>

I consider myself skillful when using Facebook, Twitter, Instagram and Snapchat

	Facebook	Twitter	Snapchat	Instagram
Strongly agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat agree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neither agree nor disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel as though I share a common purpose with other journalists on social media.

- ☐ Strongly disagree
☐ Disagree
☐ Somewhat disagree
☐ Neither agree nor disagree
☐ Somewhat agree
☐ Agree
☐ Strongly agree

I talk about my social media experiences in my student newsroom.

- ☐ Strongly disagree
☐ Disagree
☒ Somewhat disagree
☐ Neither agree nor disagree
☐ Somewhat agree
☐ Agree
☐ Strongly agree

I feel more confident to share my own work on social media the longer I am a part of a student newsroom.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

When I am using social media I think of ideas for my student media work.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I feel like a journalist when I am actively engaged in my student newsroom.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I feel like a journalist when I am actively engaged on social media.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I think active engagement in a student newsroom is important to being a journalist.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I think regular use of social media is important to being a journalist.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

When I first joined my student newsroom I was mentored by more experienced members on staff.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I am comfortable sharing my experiences in the newsroom with newer members on staff.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

The more time I am in the newsroom the more time I am engaged on social media.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

My social media use helps me to engage in discussions in my college newsroom.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I usually watch breaking news stories unfold on social media.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

Social media is usually the first place I will go to find out about news stories.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I am more likely to click on a link if I know it contains multi-media content, such as a photo gallery, video or interactive graphics.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I have seen news content posted on social media that was inaccurate.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

When I see news content on social media that is inaccurate I usually will look for more information.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

When I see multiple social media posts using the same photo I consider issues such as copyright and fair use.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I have seen social media posts from news outlets or journalists that seem to be libelous.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I am knowledgeable about specific tools available on Facebook, Twitter, Instagram and Snapchat that are particularly useful for my student media work.

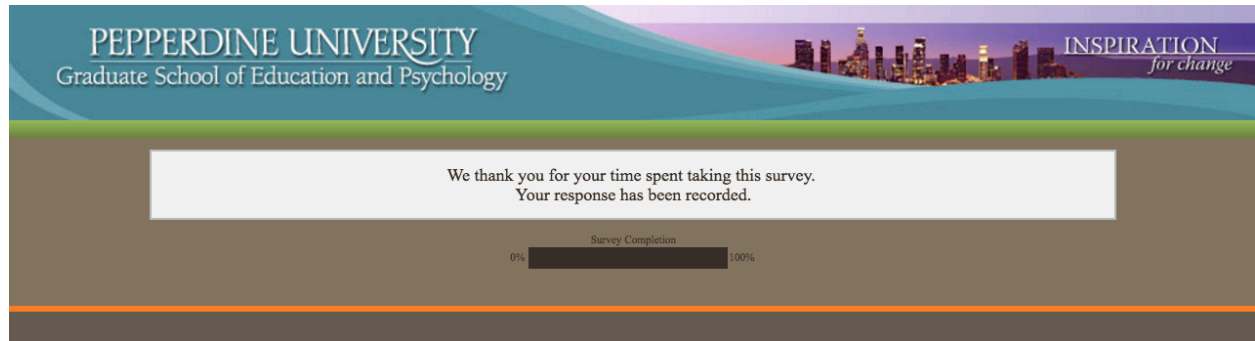
- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I would like more formal training on how to use social media specifically for my student media work.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree

I understand concepts like audience analytics and search engine optimization (SEO).

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Agree
- ☐ Strongly agree



APPENDIX H

Pilot Test Results

Newsroom participation. Results from the pilot study 43% reported they had most recently worked in a primarily digital position; three worked for a newspaper, one worked for a magazine, and two worked for a broadcast news show (one did not respond). Three participants reported that they completed 5 to 6 semesters on the staff of a student newsroom, two completed 7 to 8 semesters on staff, and one completed 3 to 4 semesters (one abstained from reporting). All pilot study participants either agreed or strongly agreed that felt like journalists when actively engaged in their student newsroom. All of the pilot study participants responded that they somewhat agreed, agreed, or strongly agreed that they were mentored when they first joined their student newsroom. All of the participants strongly agreed that they were comfortable sharing their experiences in the newsroom with newer members on staff.

Social media use. All participants reported that they used social media as part of their student journalism work. In regard to the newsroom 50% of pilot study participants strongly agreed that they shared a common purpose with other journalists on social media; the remaining 50% agreed or somewhat agreed that they shared a common purpose with other journalists on social media. All of the respondents agreed or strongly agreed that they feel more confident to share their own work on social media the longer they were a part of a student newsroom. Of pilot study participants 50% somewhat disagreed that they felt like journalists when actively engaged on social media; the remaining participants somewhat agreed, agreed, or strongly agreed that they felt like journalists when actively engaged on social media. The majority of participants (83%) responded that social media is the first place they go to find out about news stories.

Digital knowledge. Eighty-three percent of participants agreed or strongly agreed that they watch breaking news online (17% disagreed). All participants strongly agreed that they are more likely to click on a link if it contains multi-media content. All participants agreed or strongly agreed that they will look for additional information when they read news on social media that seems inaccurate. All pilot study participants responded that they somewhat agreed, agreed, or strongly agreed that they are knowledgeable about specific journalism tools on social media platforms, that they desired more training to use social media professionally, and that they understand concepts like audience analytics and search engine optimization. Although all of the participants agreed (on a scale of somewhat agree, agree, or strongly agree) they are confident in their ability to use social media for journalism purposes, all of the participants disagreed or somewhat disagreed that they are more knowledgeable than most when it comes to using social media. Similarly all participants responded that they strongly disagreed or disagreed that they could explain to others how to use social media platforms.

APPENDIX I

IRB Approval Form



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: January 20, 2016

Protocol Investigator Name: Elizabeth Smith

Protocol #: 15-12-141

Project Title: SOCIAL MEDIA AND SOCIAL LEARNING: A CRITICAL INTERSECTION FOR JOURNALISM EDUCATION

School: Graduate School of Education and Psychology

Dear Elizabeth Smith:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chairperson

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives