

# CTEC

## CTEC Considers a Journal; Requests Editor Nominations



**Jacob Groshek**  
Research Chair

As discussed at the 2010 business meeting in Denver, CTEC

decided to examine our options of starting an academic journal or affiliating our division with an existing journal. Since that time, we formed task force of the division head, vice head and research chair (Marcus Messner, Homero Gil de Zuniga, and myself) to examine these options. We went to the division for feedback on several occasions and through several channels.

Here is what we have decided:

We are pursuing a journal of our own, partnering with Sage. I have been in discussion with their representatives since last year about the possibility of a CTEC journal, and they have been receptive to the idea. We feel that working with Sage gives us the best opportunity to attract a wealth of quality submissions as well as lending weight and viability to the journal. We are still in the process of completing the prospectus and submitting to Sage for their consideration, so now is a vital time to contribute your feedback on what

amounts to a working version of the proposal.

A brief overview of the key points of the proposed journal is here:

- Title:  
*Journal of Communication Technology*
- Alternate title:  
*Journal of Social Technologies*
- Mission, Aims, & Scope:  
*To bring together research that facilitates discussion and cultivates understanding of the ways in which communication technologies are changing not only media processes and content, but also audiences and institutions. Since communication technologies themselves have now come to fulfill a central role in virtually all forms of mediated communication, the journal welcomes scholarship from a broad area of inquiry. Provided that the focus pertains to media technology, this includes but is not limited to studies of advertising, science, networks, health, politics, history, policy, public relations, management, economics, ethics, minorities, and visual communication.*

*In addition, as the journal is vitally positioned in a growing international field, it strives to be a home for all theoretical and methodological perspectives. Research that informs debates from comparative empirical perspectives*

*is especially welcome, though more conceptual and theoretical approaches are equally invited. Altogether, systematic and rigorous scholarship of communication technologies and their impacts from virtually any approach from micro to macro and throughout disciplines will be considered.*

- A hypothetical table of contents might include original research articles on:
  - *Blogs, YouTube, and politics among the Tea Party movement*
  - *Health campaigns using SNS*
  - *Network theory and analysis*
  - *Children's cultural learning in MMORPG games*
  - *Visual communication's impact in mobile telephony*
  - *The economic impact of net neutrality*
  - *Diasporic minority groups and international texting*
  - *Crisis responses with limited infrastructure: Lessons from Katrina and Haiti*
  - *Social media and political movements from the Midwest to the Middle East*
- Indications that sufficient papers and research exist to sustain this journal:

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- *The Communication Technology Division of the Association for Education in Journalism and Mass Communication (AEJMC) that is sponsoring this journal has received a record number of submissions in each of the last three national conferences. The number of submissions fielded to this division is now the second largest (only to the Mass Communication and Society Division of AEJMC), thus demonstrating not only the popularity but also the importance of the division and the area of study.*
- Reasons why this journal is needed now:
- *The growth of the communication technology industry and its popularity demonstrate that these technologies are now at the heart of nearly all communication. The existing body of journals is fragmented by discipline and specialty. Just as the Communication Technology Division of AEJMC has taken a more and more prominent role, this journal too, would be an increasingly popular and important location for ongoing debates in a vital, dynamic, and growing field that would simply be remiss to ignore.*

If you have any specific feedback about the proposal, please contact Marcus, Homero, or me with your suggestions of support or points of criticism.

We intend to submit the prospectus to Sage within a month to hopefully launch the journal at the 2012 AEJMC conference. In order to facilitate this goal, we now request nominations for editors. Self-nominations are acceptable, but please keep in mind that Sage is specifically

looking for a candidate with previous editing experience (likely on editorial boards or as associate or full editor) and a strong publication record that is topically appropriate.

If you would like more details, or to see the full journal prospectus, please email me or one of the task force members. We are also considering variations in format, such as shorter papers (15 pages inclusive of tables and references) as well as shorter turnaround from submission to publication. Thank you for your consideration, and I hope to hear from you about this opportunity for the division.

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## PF & R Issues Addressed by AEJMC Leadership



**Amanda Sturgill**  
PF&R Chair

One of the outcomes from the strategic planning efforts of AEJMC

as a whole was a process for issuing presidential statements on issues of interest to instructors and scholars in journalism and mass communication.

Two issues have come up in the 2010-2011 year.

Last fall, the President's Advisory Council considered a

statement on the closing of the journalism program at the University of Colorado. This spring, a statement of concern regarding the potential de-funding of the Corporation for Public Broadcasting is under consideration.

Although there have not been any presidential statements so far for the 2010-2011 year, last year, AEJMC President Carol Pardun issued statements on several issues including net neutrality, presidential press conferences, the Medill Innocence Project and the Free Flow of Information Act.

The President's Advisory Council is an appointed subcommittee of the Professional Freedom and Responsibility, which is elected by the general membership of AEJMC.

When the council is asked to consider an AEJMC statement on an issue, the members investigate the issue and consider, along with the president, if a statement is appropriate and, if so, what it might say.

If the statement is recommended, there is a call for comment from all PF & R chairs, division and interest group heads and chairs of the commissions on the status of women and minorities. After a time for feedback, the president makes the final decision.

Any member of AEJMC can contact the PAC to suggest an issue, or you can ask your PF&R chair to do it for you. For more information, see: <http://www.aejmc.com/topics/pac>

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# Technology, Journalism, and Best of The Web



**Bart Wojdyski**  
Best of the Web  
Chair

As a technology-oriented division, we take part in a variety of endeavors which allow us to study the nature and impact of innovation in mediated communication. Given the constantly evolving state of communication technology, many of us are drawn away from the “journalism” side of the AEJMC research scope, and toward video games, IVEs, interpersonal social media, etc.

With so many exciting applications of technology to study, the continued evolution of the Web for delivery of news often is pushed to the margins of the research program. Nonetheless, as online journalism reaches the close of its second decade, changes in bandwidth, design, media platforms, and other variables continue to increase the breadth of what can be considered “online news.”

One of the most rewarding aspects of running the Best of the Web competition these past two years has been getting to see how student- or educator-led projects coming out of AEJMC-accredited schools are pushing the envelope by effectively leveraging technology to improve the delivery of news.

Other than providing quality content – journalism, educational materials, historical research, programming help, etc. – the best also played to the strengths of the Web by featuring interactive

data visualization, integration of hyperlinked resources, and chances for viewers and communities to interact around the site content.

As we gear up for the 2011 Best of the Web entry deadline, I wanted to highlight some of the innovative work that caught our judges’ attention in from entrants in last year’s Journalism categories. To check out the winners yourself, go to our site at <http://aejmc.net/bestofweb/> and click on the “2010 Winners” tab in the left nav.

**Interface/Navigation:** While adding a continuous slider for content navigation is not new, The Young and the Wireless out of Syracuse University (a News 21 Project) – provided a useful, uncluttered interface for viewing video stories, with opportunities for interpersonal interaction (social media, comments) sorted into clean tabs that allowed for clean and undistracted video viewing.

**Data Visualization:** The BARThood project out of UC-Berkeley used a number of [Flash-generated pie charts](#) to allow users to interact with data about transit system users. The simple, translucent overlay for each station’s data allowed a quick overview of demographics around each transit station profiled in the piece.

An additional useful feature was the incorporation of crowd-sourced slideshow players which harvest photos relevant to each BART station profiled by relying on Flickr hashtags.

**Resources and Additional Information:** As part of the University of Maryland’s “New Voters” project photojournalist Jose Castillo developed a [Flash-based](#)

[video player](#) that allowed for easy accessing of video-relevant content. While this player was similar to Zach Wise’s [Quenching Las Vegas’ Thirst](#) for the Las Vegas Sun a few years back, Castillo’s version included several novel wrinkles that made the player information-packed without triggering sensory overload.

The video player itself is situated over a playhead bar which delineates changes in the speaker in the video story, as well as a smart subtitle bar that maximizes legibility by scrolling not continuously but one line length at a time. Additionally, areas beneath the video allow the user to access photos, maps, documents, and additional interview clips relevant to what is being shown on the screen at that point in time.

This year promises to bring another batch of quality student journalism, programming, and Web design into these categories. Division members, please help spread the word and encourage teachers and students in your department to submit their best work. See you in St. Louis!

*Bartosz Wojdyski is a Roy H. Park Ph.D. Fellow at The University of North Carolina at Chapel Hill. He can be reached at: [bartw@email.unc.edu](mailto:bartw@email.unc.edu)*

# “200 Students, Really?”



**Marcus Messner**  
Head

That’s the reaction I get from most colleagues when

I tell them about my new project. Otherwise they just react with silence.

I have been teaching my global communication lecture class since the fall of 2008, generally in one of the large lecture halls at Virginia Commonwealth University. But this semester I have moved the class completely online — with 200 students. I have been part of a group of VCU professors in an Online Development Institute, who trained and prepared with our Center for Teaching Excellence since last summer to offer selected classes online. Our new university president is pushing for a stronger engagement online across disciplines.

But 200 students in our freshmen introductory classes are very common. So, why not turn that anonymous lecture hall experience offline into an interpersonal group learning experience online? I believe that the online environment allows for more effective interaction among students than in a traditional large lecture classroom setting where students pay more attention to their laptop than the lecture up front.

Previously I taught two graduate classes online, but this is the first undergraduate class that I am moving online and by far the largest. The global communication class is part of the VCU College of Humanities and Sciences’ general education curriculum and one of several options all students in the College

have to take. Students are from a variety of disciplines, not just mass communications. Even this first time around the demand to get into the class was enormous. I could have easily admitted 100 students more, based on the emails I received.

The class has a relatively basic structure. Every week I assign readings in our textbook (generally one chapter) and provide online YouTube lectures on the main points as well as additional material. I also provide an overview on the most important news stories of the week in another brief YouTube lecture and provide the links to articles I posted on the social book-marking site Delicious. I also assign additional readings, which are generally provided through links.

Every week, students either have to take an online quiz or have to engage in an online discussion, both on our Blackboard class site. They always have an entire week to take each of the quizzes or to answer discussion questions and reply to their classmates. This gives them more flexibility, but it also demands more discipline from them, since I am not handing tests to them at a certain time. I also give a midterm and final exam. All of the tests draw multiple choice and true/false questions from a test bank I developed. The questions are scrambled, so that it is impossible for them to take the tests together.

For the online discussion, I am breaking up the class into 10 groups so that students interact in online classrooms of 20 students. They introduced themselves to each other and interact with the same students for the duration of the semester.

I have two teaching assistants who

each supervise five of the discussion groups.

I use the screen casting software Camtasia to record my lectures and post them as unlisted videos on YouTube. I try to protect the class from outside comments as it would create an uncontrollable environment with this many students.

For the fall semester, I am planning to add a group project to the class that will ask students to plan a communication project for the developing world. I have found that assigning students a broad topic with few guidelines can be challenging and confusing at first, but will yield the best and most creative results in the end. So, the experiment will continue in future semesters.

If you are interested in some of the course material or the online lectures, please just send me an e-mail. The class syllabus can be downloaded on my personal Web site at <http://www.marcusmessner.com>. Also please feel free to comment, make suggestions and share your own online teaching experiences.

*Marcus Messner is an assistant professor at Virginia Commonwealth University. He can be reached at: [mmessner@vcu.edu](mailto:mmessner@vcu.edu)*

**Make it to the CTEC members’ meeting in St. Louis**

Check the schedule for our meeting time and plan for an informal social to follow.

# CTEC at the AEJMC Midwinter Conference



**Carmen Stavrositu**  
Midwinter  
Conference  
Coordinator

For a third year in a row, this year's Midwinter conference was held March 4-5 at the University of Oklahoma's Gaylord College of Journalism and Mass Communication in Norman, OK. The Communication Technology Division participated along with 11 other divisions and interest groups, including Mass Communication and Society, Media Management and Economics, Visual Communication, Civic and Citizen Journalism, Commission on the Status of Women, Entertainment Studies, International Communication, Magazine Division, Minorities and Communications, Cultural and Critical Studies, as well as Religion and Media. Together, the 12 divisions and interest groups will showcase a total of 90 papers and six panels.

While submission rates were no doubt lower this year compared to previous years across participating groups, CTEC still had a strong presence by sponsoring 17 out of the 90 papers scheduled for presentation at the conference. Our presenters consisted of graduate students and young scholars alike, and their topics addressed issues ranging from theoretical accounts of new communication technologies to more applied work looking at the role of new communication technologies in organizational or educational settings. Social media like Facebook and Twitter as well as smart phones were the technologies most examined by

our presenters; other topics involved emerging technologies like QR codes and tablets (particularly iPad). For more details, please see the list of CTEC papers below.

This year, for the first time, CTEC (as well as the other participating divisions and interest groups) awarded a top paper. Based on reviewers' scores, this year's winner was Adam Saffer of University of Colorado at Colorado Springs, for his paper titled *The Effects of Twitter on Perceptions of Organization-Public Relationship Building: An Exploratory Study*.

Sessions were generally well attended and the often lively discussions in the conference rooms continued outside. Lots of socializing also happened at the opening reception held at the National Weather Center. Dinner and top paper awards ceremony (presided by AEJMC vice president Linda Steiner) were followed by a most exciting tour of the National Weather Center facility.

All in all, the midwinter was a very successful event, and I would like to take this opportunity to thank all those who helped make this a great conference – from presenters to reviewers and session chairs/moderators. Special thanks go to OU's Gaylord College of Journalism and Mass Communication for hosting the conference, and OU Assistant Professor Elanie Steyn whose role as conference organizer was, once again, outstanding.

CTEC Papers Presented the AEJMC Midwinter Conference

The President's Advisory Council is an appointed subcommittee of

the Professional Freedom and Responsibility, which is elected by the general membership of AEJMC.

**Paper session 1:** Theoretical Implications of New Media Technology

- *New Media Usage Among College Students: A Study Of How College Students Use The Cell Phone To Make New Friends*, Ivy Shen, University of Oklahoma

- *The Texting Generation: Decision-making, Context and Digital Media Use Beyond Uses and Gratifications*, A.J. "Alex" Avila, University of Texas at Austin

- *"Mobile Internet" vs. computer Internet: Measuring the underlying motivational factors of mobile Internet usage behavior*, Jong-hwan Baek, Sookyong Kim, Karen Smreker, Hsin-yi Sandy Tsai, Michigan State University

- *How Does Virtual Reality Increase Communication Self-efficacy? Explicating User Perceptions of Virtual Reality*, Jinhyon Kwon, University of Florida

**Paper session 2:** New Media in Organizational Settings

- *Top paper: The Effects of Twitter on Perceptions of Organization-Public Relationship Building: An Exploratory Study*, Adam J. Saffer, University of Colorado at Colorado Springs

- *An Exploration of Sense of Community on Organizational Intranets: The Case of SWALife at Southwest Airlines*, Nur Uysal, University of Oklahoma

- *Smartphone Versus Feature Phone Usage and Advertising Acceptance Among College Students: A Seven-Year Analysis*, Michael Hanley, Ball State University

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## Midwinter Conference Continued From Page 5

- Consumer Motivations and the Use of QR Codes, Jennifer Seefeld, Meghan Collins and Sarah Armstrong, University of Nebraska–Lincoln

- Social Networking Sites: Taking Care of Business, Kristi Gilmore and Emily Dolan, Syracuse University

**Paper session 3:** Technology in Education

- Will Communication Journals Go Online? An Analysis of Journal Publishing Formats and Impact Factors, Joe S. Foote, Jody Bales, and Nur Uysal, University of Oklahoma

- Technology or Self-Efficacy? Structural Predictors for High-School Journalism Educators' Job Satisfaction and Burnout, Gretchen B. Sparling and Koji Fuse, University of North Texas

- Learning at your fingertips: The impact of the Apple iPad and technology on student learning, Bobbi Kay Lewis, Oklahoma State University

- The emerging network paradigm in computer-mediated communication: A structure analysis of scholarly collaboration network, Aimei Yang, University of Oklahoma

**Paper session 4:** Social Media & Social Change

- Will the Revolution be Twittered or Facebooked? A Study of Incorporating New Digital Tools into Immigrant Activism, Summer Harlow and Lei Guo, University of Texas at Austin

- The Role of Social Media in Promoting Pro-environmental Behavior Change, Kanni Huang, Michigan State University

- ChatCoder 2.0: Toward Labelling and Categorizing Online Sexual

Offenders, Lynne Edwards and April Kontostathis, Ursinus College

- Getting to Know MySpace: The effects of self-esteem and self-presentation on MySpace profiles of older users, Kris Boyle – Creighton University, Thomas J. Johnson – University of Texas at Austin and Catherine Team – Texas Tech University

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## CTEC is Where It's At!



**Monica Chadha**  
Membership Chair

If your research interests veer towards new technologies and their effects on media as well as interactions and actions of people at large, then you want to join the Communication Technology Division at AEJMC this year. Not only does the membership give you an opportunity to interact with like-minded scholars but also to remain updated about current discussions and ideas in the field of technology and media communication through an active listserv.

CTEC is one of the fastest growing divisions within AEJMC with almost 200 members from within and outside of the United States. It is one of the top choices for paper submissions to the annual convention and strongly promotes an inter-disciplinary

approach by co-sponsoring panels with other divisions, namely Visual Communication, Media Management and Economics and Advertising.

The division is a sponsor of the Best of the Web competition- the annual web design competition open to all members of AEJMC- and the Jung-Sook Lee student paper competition that recognizes a student researcher's theoretical or practical contribution in the field.

More details about both the events can be found on our Web site: <http://www.aejmc.net/ctec/>

Membership with CTEC includes access postings and newsletters from a vibrant community of intellectuals emailed regularly, to be accessed conveniently and easily. These comprise tips on teaching new media in classrooms, updates on current research as well as musings of a fellow scholar on the areas that have been highlighted and neglected in communication technology studies. And, of course, entry to the social with networking opportunities at the annual AEJMC convention.

We are constantly reinventing ourselves and are currently pursuing a new journal for the division. As a member, you get an opportunity to participate in the process and give your opinion on having another publication that would effectively showcase the research you want to write and read about. More than anything, CTEC provides you with a platform where you can play a role in shaping this field and help take it forward.

Joining the division could not have been made easier even if we tried. A membership form is attached at the end of the newsletter that you can simply fill out and mail to the

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appropriate address included. You could also access the form online at: <http://www.aejmc.com/home/membership/> that will then allow you to add CTEC to your existing or new membership. You must be a member of AEJMC to become a member of the CTEC division.

If you are already a member, please take a few moments to renew your membership if you haven't done so yet. Annual membership costs \$10 for faculty and \$7 for students. I encourage you to not only sign up yourself but also spread the word among your friends, colleagues, co-workers and classmates who might be interested.

Feel free to email me with any questions or comments you might have and I will answer them as soon as I can. I look forward to meeting you all in St. Louis this August!

*Monica Chadha is a doctoral student at the University of Texas-Austin and can be reached at:*  
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# Hola All CTECers!!!



**Homero Gil de Zúñiga**  
Vice Head

Last December, two CTEC officers went to Albuquerque, New Mexico, to participate in the classic AEJMC "chip" auction to decide the number

of research, teaching and PF&R panel slots for the 2011 annual conference meeting in Saint Louis. Although we had a chip reduction this year due to incoming Interest Groups, we secured a great number of slots for CTEC panels. For this year's joint panels, CTEC member sent a broad array of topics. Many deals we sealed with other Divisions and Groups guarantee the inclusion of different themes and interests.

### Wednesday August 10th

CTEC co-sponsored with Political Communication Interest Group (PCIG) at 1:30 pm

CTEC co-sponsored with Visual Communication (VisCom) at 3:15 pm

### Thursday August 11th

CTEC High Density Research at 8:15 am

CTEC co-sponsored with PCIG at 11:45 am

CTEC High Density Research at 3:15 pm

CTEC Poster Session co-sponsored with PCIG, ComSHER, CT&M at 11:45 am

### Friday August 12th

CTEC PF&R Session co-sponsored with CCJIG at 8:15 am

CTEC Research Panel co-sponsored with GEIG at 1:45 pm

CTEC Poster Session co-sponsored with PCIG, ICD at 3:30 pm

### Saturday August 13th

CTEC Teaching Panel co-sponsored with MME at 8:15 am

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# Is Social Media a Constructive Tool In The Classroom?



**Jessica Smith**  
Teaching Chair

I'm not sure what I'll do differently next time I assign

students to use Twitter.

In a 175-seat lecture hall, students in an introductory class had little opportunity to interact with one another. Many signed up for a week-long extra credit assignment; half had to tweet at least 10 times using a common hashtag so they could discuss lecture content, and I also challenged them to find related stories online and share the links.

The other half wrote a brief essay at the end of the week discussing a related story or content they had found online. I hope that all of the students' responses to a questionnaire help me see whether the use of Twitter helped students recognize class material better and whether Twitter helped students feel a greater sense of belonging to the group.

If I knew that class social media use helped students learn, it would be worth the hassle to find a meaningful place for it in many of my classes. If it made no difference — or correlated with lower scores — then social media would be something we would study and practice as a professional tool, not an academic one.

Some practical observations about using social media for a class:

Class size matters. Students in a large room can use laptops, tablets,

and phones without calling attention to themselves. Tweeting can quickly move from a supplemental activity to a replacement for attention in class. The Twitter feed for my class picked up as class began, and students tweeted about this new and pleasant distraction.

"I love that people just sit on twitter in class and pretend to listen," one student's tweet said.

Before you make a social media assignment or requirement for the first time, consider your level of tolerance for this type of activity. Some professors might prefer to use such behavior as a teaching moment, and others may want to nip it in the bud. Decide what you're willing to enforce.

Distraction is an unavoidable drawback of online interaction for a class. A [recent column](#) from The Chronicle of Higher Education discusses other drawbacks. But it was easy to see some of the benefits to this kind of project, as well.

It can foster interesting and unlikely discussion. A core group of students in my class were the most active in the Twitter discussion. Even though they'd all sat in the same room three times a week for the previous 11 weeks, they began by introducing themselves to each other through

their tweets.

Experienced Twitter users welcomed classmates who had signed up for the first time. They asked each other about other social media sites. Many genuinely seemed to enjoy the interaction.

"Twitter has just made class way more fun!!" one student wrote in a tweet.

After this assignment, I'm inclined to use Twitter with smaller classes where the students are familiar to each other face-to-face. I think that giving specific goals to accomplish through the assignment is important to make sure that they continue to discuss class content — at least once in awhile — once the class discussion is established online.

I would be interested in hearing from all who have tried using social media with their classes. What assignments have worked well? We all have a lot to learn from each other.

*Jessica Smith is an assistant professor at Texas Tech University. She can be reached at: [jessica.e.smith@ttu.edu](mailto:jessica.e.smith@ttu.edu)*

## AEJMC Best of the Web 2011

AEJMC'S annual Web design competition is ready to accept submissions. Categories this year are individual and team journalism and individual and team innovation.

See complete details and submission information at:  
[www.aejmc.net/bestofweb](http://www.aejmc.net/bestofweb)

Submissions are due by April 1, 2011 and winners will be announced by May 15, 2011. Participation is limited to faculty and students who work for or attend an ACEJMC-accredited institution or are current members of AEJMC.

# CTEC Special Paper Call



**Sue Robinson**  
Contributor

From Egypt to Madison, WI, the people rose up in incidents of

democracy during this past winter to protest the acts of the power elite. Huge numbers of citizens turned out onto the streets of Egypt, Tunisia, Algeria, Yemen and half a dozen other Middle Eastern and North African countries as well as USA's own Midwest. The major organizing vehicle for these uprisings? Twitter, Facebook, text messaging and other social media. As just one anecdote, more than 90,000 people signed onto a Facebook page pledging support for the Egyptian protests in late January. Protesters communicated in real time, tweeting the time and location of rallies, circulating electronic petition drives, re-posting blog posts and news articles, and even "reporting" from the scene.

The Communication Technology Division is considering hosting a research panel during the 2011 AEJMC National Conference (Aug 10-13) in St. Louis, Missouri on this topic, and invites scholarship on one or more of the recent protests around the world. Panelists would share research exploring the ways in which social media such as Facebook and blogs served as a dynamic force in shaping the startling events this past year.

Full papers are required for this special call. Please limit papers to no more than 25 pages (double-spaced) in length, excluding tables and references. Note in either the title or the abstract ("CTEC SPECIAL

CALL") if you would like this paper to be considered for the special call.

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## 2011 Call For Papers

AEJMC 2011 Convention : St. Louis, Missouri • August 10-13

The [Communication Technology Division](#) encourages research submissions where the central focus is technology and changes in the communication process resulting from technology. The division welcomes theoretical and conceptual papers as well as a diversity of methodological approaches.

For all papers, please follow the submission requirements posted in the Uniform Call for Online Paper Submissions. The following represents specific information about submissions to the Communication Technology Division.

Papers solely authored by students are especially encouraged and are eligible to be entered for the Jung-Sook Lee Student [Paper competition](#). The top three student papers will be recognized with cash prizes and certificates at the annual convention. All other papers are eligible for the open paper competition.

Student Papers: Undergraduate and graduate students enrolled during the 2010-2011 academic year may enter the Jung-Sook Lee student paper competition. The Jung-Sook Lee Award recognizes

the best student paper, which makes "a substantial contribution to the substance or method on a topic related to communication technology and policy."

The award honors the division's 1997-1998 research chair, Jung-Sook Lee of the University of Southwest Louisiana, who died soon after the Baltimore convention in 1998. Authors of the top three student papers will receive a cash award and be recognized at the Denver Convention. In addition, the author of the best student paper will have his or her conference registration fee paid by the division.

Papers co-authored with faculty members will not be considered for this award. Student authors must type "Jung-Sook Lee Competition" in the upper-right corner of the first page of text to be considered for the award.

Submissions that do not win the Jung-Sook Lee Award are still considered for acceptance along with open competition submissions, so entry in the Jung-Sook Lee competition does not reduce students' chances of paper acceptance.

Open Competition: All other papers submitted to the division will be reviewed in an open competition. Please limit papers to no more than 25 pages (double-spaced) in length, excluding tables and references. Authors of the three top-scoring faculty or faculty/student papers will be recognized in the convention program and at the 2011 national convention in St. Louis.

If you have any questions or require more information about the submission please contact Jacob Groshek, CTEC research chair [jgroshek@gmail.com](mailto:jgroshek@gmail.com).

# AEJMC

Association for Education in Journalism  
and Mass Communication  
234 Outlet Pointe Blvd., Suite A,  
Columbia, South Carolina 29210-5667  
Tel.: (803) 798-0271; Fax: (803) 772-3509

AEJMC is gathering descriptive information to help divisions, officers and members promote diversity. This will be for internal use only. Providing this information is **optional**, and has no bearing whatsoever on membership in the Association. If none of these categories adequately indicates how you identify yourself, please describe your identity in the blank below.

**Please check all that apply:**  Male  Female

African American  Asian American  Latina/Latino

Native American  Caucasian  International

Disabled  \_\_\_\_\_

**NOTE:** AEJMC often rents its mailing list to reputable companies. If you do **not** wish your name included please check here:

**Rates Effective 10/01/10**

Your current mailing address:

## AEJMC Divisions and Interest Groups

Please list zip +4 digits, and correct address, if necessary.

### New Member

#### Membership Categories

\$110 _____	Regular Member (US & Canada)	Category	<b>89</b>
\$110 _____	Associate Member	Category	<b>69</b>
\$ 50 _____	Student Member	Category	<b>29</b>
\$ 50 _____	Retired Member - (No dues, but periodicals surcharge)	Category	<b>28</b>
\$ 00 _____	Retired Member	Category	<b>26</b>
\$120 _____	International Member - (includes \$30 air mail surcharge)	Category	<b>27</b>
\$ 25 _____	Spouse	Category	<b>25</b>
\$ _____	<b>Total - Membership</b>		

\$ \_\_\_\_\_ **Total for Membership**

\$ \_\_\_\_\_ **Total for Divisions/Groups**

\$ \_\_\_\_\_ **Total for Contributions**

\$ \_\_\_\_\_ **Grand Total**  **Check enclosed**  **Credit Card**

**Make all checks payable to AEJMC. All payments due in U.S. dollars.**

**MasterCard**  **VISA**  **AMEX**  **Discover**

Name on Card: \_\_\_\_\_

Account Number: \_\_\_\_\_

Amount: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Numerical Address if different from above: \_\_\_\_\_

Billing Zip: \_\_\_\_\_ Security Code: \_\_\_\_\_

Signature: \_\_\_\_\_

Since your AEJMC dues are apportioned to various publication accounts as well as for operating expenses, the Post Office requires that you sign off on this procedure. Please sign below:

(Signature) \_\_\_\_\_ (Date) \_\_\_\_\_

Institution: \_\_\_\_\_

Office #: \_\_\_\_\_ Email: \_\_\_\_\_

Home #: \_\_\_\_\_ Fax #: \_\_\_\_\_

- \$25.00 \_\_\_\_\_ **A Advertising (Inc. Journal of Advertising Education)**
- \$10.00 \_\_\_\_\_ Grad Students in **A Division**
- \$26.00 \_\_\_\_\_ **B Comm Theory & Methodology (Inc. Comm Methods & Measures)**
- \$16.00 \_\_\_\_\_ Grad Students in **B Division**
- \$45.00 \_\_\_\_\_ **C Visual Communication (Inc. VisCom Quarterly)**
- \$15.00 \_\_\_\_\_ Grad Students in **C Division**
- \$10.00 \_\_\_\_\_ **D History (Includes CLIO.)**
- \$ 7.50 \_\_\_\_\_ Grad Student in **D Division**
- \$25.00 \_\_\_\_\_ **E International Communication (Inc. International Comm Research Journal)**
- \$19.00 \_\_\_\_\_ Grad Students in **E Division**
- \$10.00 \_\_\_\_\_ **F Magazine**
- \$ 5.00 \_\_\_\_\_ Grad Students in **F Division**
- \$24.00 \_\_\_\_\_ **G Newspaper (Inc Newspaper Research Journal)**
- \$ 8.00 \_\_\_\_\_ Grad Students in **G Division**
- \$24.00 \_\_\_\_\_ **H Mass Comm & Society (Inc Mass Comm & Society)**
- \$14.00 \_\_\_\_\_ Grad Students in **H Division**
- \$15.00 \_\_\_\_\_ **I Media Management and Economics**
- FREE \_\_\_\_\_ Grad Students in **I Division**
- \$30.00 \_\_\_\_\_ **J Public Relations (Inc Journal of Public Relations Research)**
- \$20.00 \_\_\_\_\_ Grad Students in **J Division**
- \$36.00 \_\_\_\_\_ **K Radio-Television Journalism (Inc. Electronic News)**
- \$10.00 \_\_\_\_\_ Grad Students in **K Division**
- \$15.00 \_\_\_\_\_ **L Scholastic Journalism**
- \$ 5.00 \_\_\_\_\_ Grad Students in **L Division**
- \$15.00 \_\_\_\_\_ **M Minorities & Communication**
- \$10.00 \_\_\_\_\_ Grad Students in **M Division**
- \$30.00 \_\_\_\_\_ **N Law & Policy (Inc Media Law Notes & Comm Law & Policy)**
- \$ 7.00 \_\_\_\_\_ Grad Students in **N Division (only Media Law Notes)**
- \$25.00 \_\_\_\_\_ **O Cultural & Critical Studies (Inc. Journal of Comm Inquiry)**
- \$ 4.00 \_\_\_\_\_ Grad Students in **O Division (Does not include Journal)**
- \$10.00 \_\_\_\_\_ **P Communication Technology**
- \$ 7.00 \_\_\_\_\_ Grad Students in **P Division**
- \$26.00 \_\_\_\_\_ **Q Media Ethics Division (Inc. Journal of Mass Media Ethics)**
- \$10.00 \_\_\_\_\_ Grad Students in **Q Division**
- \$10.00 \_\_\_\_\_ **R Communicating Science, Health, Environment & Risk Division**
- \$ 5.00 \_\_\_\_\_ Grad Students in **R Division**
- \$40.00 \_\_\_\_\_ **S Community College Journalism Assn (Inc. The Journalist)**
- \$15.00 \_\_\_\_\_ **Commission on Status of Women**
- \$10.00 \_\_\_\_\_ Grad Students in **Commission on the Status of Women**
- \$10.00 \_\_\_\_\_ **Commission on the Status of Minorities**
- \$ 7.00 \_\_\_\_\_ **Graduate Education Interest Group**
- \$ 5.00 \_\_\_\_\_ **Political Communication Interest Group**
- \$ 5.00 \_\_\_\_\_ **Internships & Career Interest Group**
- \$10.00 \_\_\_\_\_ **Civic & Citizen Journalism Interest Group**
- \$10.00 \_\_\_\_\_ **Small Programs Interest Group**
- \$15.00 \_\_\_\_\_ **Religion & Media Interest Group**
- \$10.00 \_\_\_\_\_ **Entertainment Studies Interest Group**
- \$10.00 \_\_\_\_\_ Grad Students in **Entertainment Studies**
- \$10.00 \_\_\_\_\_ **Gay, Lesbian, Bisexual, Transgender Interest Group**
- \$ 5.00 \_\_\_\_\_ Grad Students in **Gay, Lesbian, Bisexual, Transgender**
- \$10.00 \_\_\_\_\_ **Community Journalism Interest Group**
- \$ 5.00 \_\_\_\_\_ Grad Students in **Community Journalism Interest Group**
- \$10.00 \_\_\_\_\_ **Sports Communication Interest Group**

#### Optional Contribution

**AEJMC greatly appreciates your help to support the following program:**

\_\_\_\_\_ AEJMC Emerging Scholars

\$ \_\_\_\_\_ **Total - Divisions/Interest Groups/Contributions**