

# CTEC

## Lively panels set for conference



**Marcus Messner**  
Vice Head

Despite a chip reduction that every division has to bear every few years, CTEC has been able to schedule several innovative panel sessions for the AEJMC Conference in Denver.

This year, our members were very active in the programming process and proposed 19 panels. Research chair Homero Gil de Zuniga and I were able to find co-sponsors for four panels during the “chip auction” at the AEJMC Midwinter Meeting in Jacksonville last December.

Our division head Jim Benjamin organized a PF&R panel on “The Ethics of Technology and Communication” that is co-sponsored by the Media Ethics Division on Wednesday, August 4, at 8:15 a.m.

Teaching chair Sue Robinson also brought the Civic & Citizen Journalism Interest Group on board for a joint teaching panel on “Helping Save Journalism via the Classroom: Student Collaborations” that takes place on Wednesday, August 4, at 5 p.m.

New business strategies will be discussed on the research panel “New Media Economics: In Search of Viable News Business Models in a Digital Media World,” organized by our Midwinter Conference Coordinator

Jacob Groshek and co-sponsored by the Media Management and Economics Division, on Saturday, August 7, at 1:30 p.m.

CTEC is also co-sponsoring the panel “What Do Women Want? What

Are Women Entrepreneurs Doing?” with the Civic & Citizen Journalism Interest Group on Thursday, August 5, at 3:15 p.m.

As in every year, we are also co-sponsoring the Best of Web panel with the Visual Communication division on Friday, August 6, at 8:15 a.m. And without any programming chips left to spend, we were also fortunate to be invited to co-sponsor a luncheon “Networked Journalism: How Old and New Media are Collaborating” with the Civic & Citizen Journalism Interest Group on Friday, August 6, at 12:15 p.m. Please find the detailed program with all panelists and speakers in this newsletter.

Also, please do not forget to come to our division members’ meeting on Friday, August 6, at 7 p.m. and the off-site social afterwards (the location will be announced). This meeting is not only a great opportunity to get an update on the division’s business, but also to get involved as an officer. If you are interested in serving as an officer for the division, please contact me. We have positions available for faculty members as well as graduate students.

I am looking forward to seeing you in Denver!

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

### CTEC panels in Denver

*Wednesday, 8:15 a.m. to 9:45 a.m.*  
Communication Technology and Media Ethics Divisions  
PF&R Panel Session:

#### **The Ethics of Technology and Communication**

Moderating/Presiding: **Elizabeth K. Hansen**, Eastern Kentucky

Panelists:  
*Social Media, Friend or Foe?*

**Don Stacks**, Miami

*Beyond PhotoShop: The Ethics of Visual Communication Technology*

**Paul Martin Lester**, California State-Fullerton

*Ethics and the Future of News: Can Aggregators and Curators Co-Exist with Reporters and Editors?*

**Jan Leach**, Kent State

*Tweets, Blogs, E-blasts and the Ethics of 21st Century Communication Technology*

**Jim Benjamin**, Toledo

*Wednesday, 5 p.m. to 6:30 p.m.*  
Civic & Citizen Journalism Interest Group and Communication Technology Division  
Teaching Panel Session:

#### **Helping Save Journalism via the Classroom: Student Collaborations with Citizen Journalists and Industry Professionals**

Moderating/Presiding: **Sue Ellen Christian**, Western Michigan

Panelists:

**Sue Robinson**, Wisconsin-Madison

**Teresa Puente**, Columbia-Chicago

**Tamara L. Gillis**, Elizabethtown

**David D. Kurpius**, Louisiana State

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## Technology limits effectiveness of online learning for teachers, students



**Jim Benjamin**  
Division Head

Now that 24 has ended, it is useful to remember that the television series illustrated some fancy (and maybe fanciful) video conferencing abilities. As a long time user of distance learning technology, I long for the day when we can use such sophisticated communication technology to instruct in real time with full video and audio interactivity.

Having attended a number of “webinars” and worked for more than 12 years developing distance learning courses, I am sad to report that, while we strive to make learning objectives and student outcomes comparable between distance learning instruction and face-to-face courses, so far we have not achieved the goal of making distance learning the equivalent of face-to-face teaching.

There are features of distance learning that I believe are actually superior to classroom instruction. For example, an online grade book allows students access to the grades they earned. They are able to receive grades as soon as they are posted rather than waiting for the next class period; they are able to check on the clerical accuracy of the posted grade; they can have instant and ongoing access to the feedback provided by the grade, notes added to the grade book and the capability of reviewing specific items on the test and graded

materials. Many class websites also offer e-mail systems restricted just to the members of the class, thereby affording a record of e-mails and responses without the interposition of unrelated e-mails, spam, and other electronic detritus. Constantly available multimedia resources and websites are just a hyperlink click away (assuming, of course, that the student has access to broadband and a sufficiently powerful and properly configured computer system). The patient repetition and reviewing of materials for each individual student is an advantage that would be impossible in the real-time time restricted face-to-face class session.

One of the most common criticisms of online education is its impersonality. Distance learning technology creates barriers between teacher and students by virtue of the interposition of the media. This is not to say that face-to-face sessions are always lively and engaging, but it is equally wrong-headed to believe that online classes are engaging and effective. However, there are technological problems that must be solved for distance learning to take its place beside classroom instruction.

1. There must be reliable broadband accessibility for both faculty and students. Sometimes the bleeding edge technology is simply not accessible for individual faculty members to create effective online educational materials. Colleagues have complained vociferously that they do not have

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### 2009-10 Officers Communication Technology Division, AEJMC

#### **Division Head**

Jim Benjamin  
University of Toledo  
[jbenjam@utnet.utoledo.edu](mailto:jbenjam@utnet.utoledo.edu)

#### **Vice Head & Program Chair**

Marcus Messner  
Virginia Commonwealth University  
[mmessner@vcu.edu](mailto:mmessner@vcu.edu)

#### **Research Chair**

Homero Gil de Zuniga  
University of Texas at Austin  
[hgz@mail.utexas.edu](mailto:hgz@mail.utexas.edu)

#### **Midwinter Conference**

##### **Coordinator**

Jacob Groshek  
Iowa State University  
[jgroshek@gmail.com](mailto:jgroshek@gmail.com)

#### **PF&R Chair**

Amanda Sturgill  
Baylor University  
[amanda\\_sturgill@baylor.edu](mailto:amanda_sturgill@baylor.edu)

#### **Teaching Chair**

Sue Robinson  
University of Wisconsin-Madison  
[robinson4@wisc.edu](mailto:robinson4@wisc.edu)

#### **Best of the Web Competition Chair**

Bart Wojdyski  
University of North Carolina  
[bartw@email.unc.edu](mailto:bartw@email.unc.edu)

#### **Listserv Coordinator**

Robert Andrew Dunn  
University of Alabama  
[radunn@bama.ua.edu](mailto:radunn@bama.ua.edu)

#### **Membership Chair**

David Stanton  
University of Florida  
[dstanton@ufl.edu](mailto:dstanton@ufl.edu)

#### **Newsletter Editor**

Jessica Smith  
Texas Tech University  
[jessica.e.smith@ttu.edu](mailto:jessica.e.smith@ttu.edu)

#### **Web Manager**

Gary Ritzenthaler  
University of Florida  
[gritz99@gmail.com](mailto:gritz99@gmail.com)

## Denver panel sessions

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Thursday, 3:15 p.m. to 4:45 p.m.

Civic & Citizen Journalism Interest Group and  
Communication Technology Division

PF&R Panel Session:

### What Do Women Want? What Are Women Entrepreneurs Doing?

Moderating/Presiding: **Jan Schaffer**, J-Lab,  
American

Panelists:

**Maria Ivancin**, American

**Susan Mernit**, founder, OaklandLocal.com

**Suzanne McBride**, co-founder,

ChicagoTalks.org and AustinTalks.org,  
Columbia-Chicago

Funded by a grant from the McCormick  
Foundation.

Friday, 8:15 a.m. to 9:45 a.m.

Visual Communication and Communication  
Technology Divisions

Teaching Panel Session:

### Best of the Web

Moderating/Presiding:

**Phil Loubere**, Middle Tennessee State

Friday, 12:15 p.m. to 1:30 p.m.

Civic & Citizen Journalism and Community

Journalism Interest Groups and

Communication

Technology Division

### Luncheon Session: Networked Journalism: How Old and New Media are Collaborating

Introduction: **Mary Beth Callie**, Regis

Moderating/Presiding: **Jan Schaffer**, J-Lab,  
American

Panelists:

**Bob Payne**, director of communities,  
SeattleTimes.com

**Steve Gunn**, editor, Innovations and New  
Products, Charlotte Observer

**Rick Hirsch**, senior editor/ Multimedia, The  
Miami Herald

Luncheon produced by J-Lab: The Institute  
for Interactive Journalism with funding from  
the Ethics and Excellence in Journalism  
Foundation. **Pre-registration is required.**

Saturday, 1:30 p.m. to 3 p.m.

Communication Technology and Media

Management and Economics Divisions

Research Panel Session:

### New Media Economics: In Search of Viable News Business Models in a Digital Media World

Moderating/Presiding: **Jacob Groshek**, Iowa  
State

Panelists:

**Walter McDowell**, Miami

**Amy Jo Coffey**, Florida

**Robert Picard**, Jonkoping International  
Business School, Sweden

**Dan Gillmor**, founder of Grassroots Media  
Inc., author of We the Media

**Marcus Messner**, Virginia Commonwealth

Friday, 7 p.m. to 8:30 p.m.

### CTEC Members' Meeting

Moderating/Presiding:

**Jim Benjamin**, Toledo

## CTEC research sessions

### WEDNESDAY

10 am to 11:30 am / 038

Refereed Paper Research Session: **Cutting Edge  
Technologies for Cutting Edge Politics**

Moderating/Presiding: **Bill Davie**, Louisiana at  
Lafayette

*Mobile Communication and the Personalization of  
Public Life: Implications for Open Political Dialogue*

**Nojin Kwak**, **Scott Campbell**, **Hoon Lee**, **Katie  
Brown**, **Yu Rebecca**

and **Soo Young Bae**, Michigan

*Discussing Politics in the Newly Emerging Venues: "Do  
You Talk Offline, on Mobile or Online?"*

**Soo Young Bae**, Michigan

*Expanding the List of Social and Psychological Factors  
that Influence the Gathering of Political Information  
Online*

**John Parmelee** and **Stephynie Perkins**, North  
Florida

*The Impact of Social Identity Gratifications of  
Facebook Use on Collective Action*

**Michael Chan**, Chinese University of Hong  
Kong

Discussant: **Ronald Yaros**, Maryland

11:45 am to 1:15 pm / 050

Refereed Paper Research Session: **Addressing  
Psychological and Behavioral Issues of Social  
Network Sites**

Moderating/Presiding: **Jacob Groshek**, Erasmus  
University

*On the Global Regularity and Local Uniformity of  
Human Online Behavior: Exploring the Trajectory of  
Friendship Formation Behavior on Social Network Sites*

**Zhang Lun** and **Zhu Jianhua**, City University  
of Hong Kong

*Defending Against Defriending: Understanding Self-  
censorship of Online Social Network Profiles*

**Jason Reineke** and **Heather Burchfield**, Middle  
Tennessee State

*Effect of Trust and Privacy Concerns on Social  
Networking: A Trust-based Acceptance Model for Social  
Networking Systems*

**Dong-Hee Shin**, Sungkyunkwan University

*Facebook and the Self: How Self-esteem, Satisfaction  
with Life, Self-Consciousness, and General Affect Inform  
Motivation and Intensity of Facebook Use*

**Saleem Alhabash**, **Hyojung Park** and

**YoungAh Lee**, Missouri-Columbia

Discussant: **Jane Singer**, Iowa

### THURSDAY

8:15 am to 9:45 am / 116

Scholar-to-Scholar Refereed Paper Research  
Session

Theme — **Social Media**

*The Influence of Cultural Differences on Intention to  
Upload Content on Wikipedia*

**Namkee Park**, Oklahoma, **Naewon Kang**,

Dankook University and **Hyun Sook Oh**,

Pyeongtaek University

*Showing Off MySpace: Examining the Effects of  
Sociability on Self-presentation of MySpace Users*

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# Best of Web announces winners



**Bart Wojdynski**  
Best of the Web  
Chair

I hope everyone is having a relaxing summer, and I look forward to seeing many of

you in Denver in August!

In May, co-chair Phil Loubere and I announced the winners of this year's Best of the Web Awards. We had a number of terrific entries this year — 53 to be exact — and they included contributions from faculty and students at 22 institutions. The full list of winners can be viewed at <http://frank.mtsu.edu/~jour/bestof-web2010/winners.html>, but I wanted to honor our five first-place winners here.

Projects from the Carnegie-Knight Foundation's News 21 Projects were plentiful in the team categories, including four of our six recognized sites in Team Journalism.

One of the projects we undertook this year was to modify the submission categories in a way that, we hoped, would lead to both clearer category descriptions and a better balance of submissions across the categories. With input from previous chair Dave Stanton and others who voiced concerns at last year's AEJMC meeting, we came up with a 2 x 2 typology of categories that distinguished between submissions by individuals and those by teams, and between journalism-focused projects and other projects that demonstrated innovative use of the Web for mass communication.

Although we view the categories as an improvement over the previous system, the changeover did provide a little confusion to entrants familiar

**Individual Innovation First-place Winner**  
[Media Law Class](#) — Ben Wasike, University of Texas Brownsville

**Individual Journalism First-place Winner**  
[Honduras and the Hidden Hunger](#) — Tracy Boyer, University of North Carolina at Chapel Hill

**Team Innovation First-place Winners (Tie)**  
[Streets of Dreams](#) — Leslie-Jean Thornton, Bill Silcock, Steve Doig and students, Arizona State University  
[The ASU News 21 Project: Latino America](#) — Jason Manning, Rick Rodriguez — Tracy Boyer, University of North Carolina at Chapel Hill

**Team Journalism First-place Winner**  
[Living Galapagos](#) — Patrick Davison and Carolina Photojournalism and Multimedia students from University of North Carolina at Chapel Hill

with the old system. Entrants had to decide whether their site contained original journalistic content, and if it didn't, the site had to be entered in an innovation category. Nonetheless, much of the Web work being created by AEJMC institutions naturally includes student journalism, and more than two-thirds of the entries were in the two journalism categories.

The innovation categories comprised wide range of interesting sites. By eliminating specific categories for teaching sites or departmental sites, submissions that would have fallen into those categories before competed head-to-head in this category, along with a variety of other interesting content. Several of the stand-out sites in these categories were teaching-oriented sites.

While we feel the new category system allowed for a great competition, and a clearer division, we feel that the competition and judging process might still benefit from additional refinement. An issue that we hope next year's co-chairs can address is making sure that sites are being judged on criteria that are most relevant and appropriate.

Best of the Web has primarily

been a Web design competition, but many of our entries continue to feature exemplary reporting and journalistic content, which our current judging categories recognize and evaluate alongside design. If the future competition chairs maintain the new category structure, one consideration would be to strengthen the distinction between the categories such that the judging of journalism sites is more weighted toward content, and the judging of innovation sites is more weighted toward design. One option could even be to allow sites to enter in one or both categories, although that would increase judging requirements.

Finally, apropos of the last suggestion, I'd like to wholeheartedly thank this year's judges, who were a pleasure to work with and generously gave their time and brainpower.

See you in Denver! And please, if you have any feedback or suggestions regarding Best of the Web, please drop me a line.

*Bart Wojdynski is a graduate student at the University of North Carolina. He can be reached at [bartwo@email.unc.edu](mailto:bartwo@email.unc.edu).*

## Make it to the meeting in Denver

See you at 7 p.m. on Friday, Aug. 6, for the members' meeting. Then join us for an off-site social after the business meeting.

# Class interaction limited

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proper equipment or proper training in the use of equipment to do all that they would like to do with current technology in distance education.

Sometimes an individual student simply does not have ready access to a suitably sophisticated computer system. Despite teaching within the parameters of our university's technology standards for distance education, I occasionally hear from students that they had to borrow a friend's system to be able to complete an assignment because their system was just not up to the task. Few are willing or able to trudge in to one of the campus computer laboratories to work on a class assignment, especially since distance education is billed as a 24/7 learning environment.

2. Distance learning technology needs to provide a means for verbal and nonverbal interaction among students in multiple small groups. Even in comparatively small classes of 20-30 students, teachers assign small group activities and projects. The technology needs to be able to work synchronously with individuals interacting in multiple small groups within the context of a class. Even the four "chat rooms" in Blackboard does not replicate four small groups interacting orally within a face-to-face classroom. Clearly, audio and video connectivity configurable among and between various participants is needed to fulfill this vision of equivalency.

3. Technology needs to provide verifiable proctoring of quizzes and examinations. The thorny problem of verifying and authenticating distance learning exams has plagued distance education from the outset. Many professors are forced to rely on im-

perfect solutions like timed exams and challenge questions to assure testing integrity. Distance learning teachers might have access to campus testing centers, but this solution can only apply to the "convenience" students in distance learning who have ready access to campus facilities.

Some professors might use proctors such as public librarians or HR personnel to provide supervision while testing distance learning students; the drawback here is the complexity of finding, authenticating and training separate proctors for each student who needs one.

There are technology solutions to the problem. Secure Software ([www.softwaresecure.com/US/main.aspx](http://www.softwaresecure.com/US/main.aspx)), for example, provides a fingerprint authentication system, a lockdown browser interface, and 360° degree camera monitoring and recording each student taking the exam. There are problems beyond the cost of such commercially available systems. The potential complexity and technical errors in asking students to remotely set up and troubleshoot the system, the logistics of reviewing 30 to 100 or more individual recordings of students taking exams, and the potential for freeze up, time out and technological hazards in what, for students, is a high stakes environment are a few of the concerns that come to mind.

4. Educational institutions need to have easy to use instructional technology for teachers to build interesting multimedia interactive presentations. Having an instructional designer, a technician, and other support staff available to a professor on demand is a luxury and not typical of the reality of distance education. Even when support is available, it usu-

ally is a matter of finding a mutual time to discuss how a given element could be presented, then booking a suitable environment, recording (re-recording and editing) the material, and finally posting it for students to access. While systems like Tegrity Lecture Capture ([www.tegrity.com/](http://www.tegrity.com/)) may allow a professor to record in his/her office, offices are not set up with appropriate lighting and audio equipment nor does the lone professor have the advantage of a technician available to handle the camera and check the sound levels nor a skilled videographer to edit and process the presentation.

5. Finally, technology must provide readily available, reliable, synchronous verbal and nonverbal interaction between the professor and students. While the current technology might provide one-to-one video interaction for an online office consultation, systems available to most faculty cannot reliably accommodate one professor interacting with 30 students and allowing each of the 30 students to potentially interact with others synchronously, an environment easily accommodated in any traditional classroom.

While I do not believe that a distance learning classroom must exactly replicate the learning environment of a traditional face-to-face classroom, I do believe that we should continue to strive to resolve communication technology problems like those above. If we can overcome these barriers, distance education can be even more advantageous than a face-to-face classroom.

*Jim Benjamin is professor and chair at the University of Toledo. He can be reached at [jbenjam@utnet.utoledo.edu](mailto:jbenjam@utnet.utoledo.edu).*



# CTEC conference research sessions

**Kris Boyle**, Creighton and **Tom Johnson**, Texas at Austin

*Sports Journalism and Twitter: A Follow-up Study*

**Mary Lou Sheffer**, Southern Mississippi and

**Brad Schultz**, Mississippi

*Motivations for Student Use of Social Media in Education*

**Tim Brown** and **Amanda Groff**, Central Florida  
Discussant: **Brad Scharlott**, Northern Kentucky

Theme — **Blogs and Podcast**

*Reaching Constituents Online: A Content Analysis of Frames and Design on Obama's Official Blog*

**Jeffery Mason** and **Lori McKinnon**, Oklahoma State

*To Blog, or Not to Blog: The Theory of Planned Behavior in the Blogosphere*

**Amy Reitz**, Colorado State

*Why Hong Kong Youth Blog?: Exploring the Extrinsic and Intrinsic Motivations for Blogging by Hong Kong Students*

**Ying Li**, City University of Hong Kong

*Boosting Their Street Cred: The Establishment of Authority in Podcasting*

**Bethany Poller**, **Kristine Davis** and **Amanda Sturgill**, Baylor

Discussant: **Maria Fontenot**, Texas Tech

Theme — **Gaming**

*Developing a Content Analysis Approach to Measuring Student Engagement in Constructionist Game Making Learning Environments*

**Rebecca Reynolds**, Rutgers and **Michael**

**Scialdone**, Syracuse

*Immersive Tendency and Motion as Indicators of Video Game Involvement and Presence*

**Kevin Williams**, Mississippi State

*PeaceMaker: Changing Students' Attitudes Toward Palestinians and Israelis Through Video Game Play*

**Saleem Alhabash** and **Kevin Wise**, Missouri-Columbia

*12.Realistic Mapping vs. Symbolic Mapping: Effects of Controllers on Video Game Experience*

**Young June** and **Byungyul Ahn**, Sungkyunkwan University and **Shyam Sundar**, Pennsylvania State

*Stepping Out of the Magic Circle: Regulation of Play/Life Boundary in MMORPG-mediated Intimacy*

**Kim Phong Huynh**, **Si Wei Lim** and **Marko**

**Skoric**, Technological University

Discussant: **James D. Ivory**, Virginia Tech

Theme — **Understanding Use of Technology**

*Effect of Online Brand Community on Brand Loyalty: A Uses and Gratifications Perspective*

**Jaejin Lee**, Florida

*Factors Affecting e-Book Reader Awareness, Interest, and Intention to Use*

**Jong-Gu Park**, Sogang University; **Sylvia Chan-**

**Olmsted**, Florida; **Young-Ju Kim**, Korea Press

Foundation and **Jaemin Jung**, Korea Advanced

Institute of Science and Technology

*Factors Affecting the Use of Web Portals in the Mobile Internet*

**Sun-Hee Lee** and **Byeng-Hee Chang**,

Sungkyunkwan University

*iPedagogy: Using Multimedia Learning Theory to*

*iIdentify Best Practices for MP3 Player Use in Higher Education*

**Edward Downs**, **Aaron Boyson**, **Hannah Alley**

and **Nikki Kotosky**, Minnesota-Duluth

Discussant: **Susan Keith**, Rutgers

Theme — **e-Health**

*The Role of Provider-Patient Communication and Trust in Online Sources in Online Health Activities*

**Jiran Hou** and **Minsun Shim**, Georgia

*Pandemic Situation and Health Organizations' Use of Social Media Tools: A H1N1 Flu Context*

**Masudul Biswas**, Louisiana State

*How Does Depression Interact with Different e-Health Systems to Improve Psychosocial Outcomes of Cancer Patients?*

**Sojung Kim**, **Bret Shaw**, **Dhavan Shah**, **Robert**

**Hawkins**, **Susan Pingree**, **Fiona McTavish** and

**David Gustafson**, Wisconsin-Madison

*Gender Differences in Perceptions of Online Intimacy*

**Linlin Ku**, National Taiwan University

Discussant: **Sabryna Cornish**, Northern Illinois

Theme — **Digital Consumerism**

*An Analysis of Public Relations and Dialogic Communication Efforts of 501(C)(6) Organizations*

**Dustin Supa** and **Adriane Russell**, Ball State

*The Influence of Interdependent Self-Conceptual on Consumers' eWOM Behaviors in Social Networking Web Sites*

**Doohwang Lee**, **Hyuk Soo Kim** and **Jung Kim**,

Alabama

*iWant My iPad! Characteristics of Potential Adopters of Apple's Tablet Device*

**Tim Brown**, **Steven Collins**, Central Florida and

**Kimberly Bissell**, Alabama

Discussant: **Rod Carveth**, Fitchburg State College

Theme — **New Media for Traditional Theories**

*Silence in Cyberspace: Testing the Spiral of Silence in Computer-Mediated and Face-to-Face Contexts*

**Robert Zuercher**, Kentucky

*Reconceptualizing Media Dependence: The Impact of ICTs on Social Systems and MSD Theory*

**Wendy Maxian**, Xavier

*Toward a Comprehensive Model of Internet Use: The*

*Influence of Motivations, Gratifications, and Structures*

**Tang Tang**, Wisconsin-Oshkosh and **Emil**

**Bakke**, Ohio

*The Pros and Cons of Teaching a Wholly Online Unit: An Australian Case Study*

**Niranjala Weerakkody**, Deakin University

Discussant: **Leslie-Jean Thornton**, Arizona State

1:30 pm to 3 pm / 144

Refereed Paper Research Session: **Scholar-to-Scholar**

Theme — **Internet as Means of Media and Goods**

**Production, Consumption and Discussion**

*Old Enough to Surf, Old Enough to Buy: Spokescharacters*

# CTEC conference research sessions

and Product Pitches on Popular Children's Websites

**Erik Bucy**, Indiana and **Sojung Kim**, Wisconsin-Madison

*Media, Instability, and Democracy: Examining the Granger-Causal Relationships of 122 Countries from 1946 to 2003*

**Jacob Groshek**, Erasmus University  
*Measuring Expected Interactivity: Scale Development and Validation*

**Dongyoung Sohn**, Ohio State and **Sejung Marina Choi**, Texas at Austin

*Who Do You Trust? Source Effects in Online Product Reviews*

**Xue Dou**, **Justin Walden**, **Seoyeon Lee** and **Ji Young Lee**, Pennsylvania State

*"Hey BikerGal: Using ALL CAPS=EPIC FAIL!": Identifying Message Factors That Influence the Persuasiveness of Online Comments*

**John Wirtz** and **Austin Sims**, Texas Tech and **Betsy Anderson**, St. Thomas

Discussant: **Tom Johnson**, Texas at Austin

## FRIDAY

1:45 pm to 3:15 pm / 249

Refereed Paper Research Session: **Understanding the Digital World: Trust, Relationships and Social Media - Top Student Papers Session**

Moderating/Presiding: **Marcus Messner**, Virginia Commonwealth

*Screen Name Interpretation Strategy As a Corollary of Social Media Experience: Toward a Hierarchy of Virtual Needs\**

**Jaime Banks**, Colorado State

Discussant: **Don Heider**, Loyola, Chicago  
*Are You What You Tweet? Warranting Trustworthiness on Twitter\*\**

**Andrew Schrock**, Southern California  
Discussant: **Richard Craig**, San José State  
*How Should I Reach You? A Quantitative Analysis of Interpersonal Relationship Dialectics in Computer Mediated Communication\*\*\**

**David Fry**, Colorado State  
Discussant: **Augustus Grant**, South Carolina

\* First Place Student Paper  
\*\* Second Place Student Paper  
\*\*\* Third Place Student Paper

5:15 pm to 6:45 pm / 279

Refereed Paper Research Session: **Current Trends in Communication Technology: Top Faculty Papers Session**

Moderating/Presiding: **Homero Gil de Zúñiga**, Texas at Austin

*Why Do College Students Use Twitter?\**

**Mijung Kim** and **Mira Lee**, Michigan State  
*Perceived Substitutability and Actual Viewership Overlap Between*

*Traditional and New Video Platforms\*\**

**Jiyoung Cha**, North Texas  
*The Influence of Prior Issue Attitudes on Perception Bias and Perceived Message Credibility: Opposing Online*

*Messages About Smoking Bans\*\*\**

**Jehoon Jeon**, Wayne State, **Hye-Jin Paek** and **Thomas Hove**, Michigan State  
*The Digital Divide Exists Among Cancer Patients\*\*\*\**

**Chul-joo Lee**, Ohio State; **Susana Ramirez** and **Nehama Lewis**, Pennsylvania

Discussant: **Benjamin Detenber**, Nanyang Technological

\* First Place Faculty Paper

\*\* Second Place Faculty Paper

\*\*\* Third Place Faculty Paper

\*\*\*\* Fourth Place Faculty Paper

## SATURDAY

10 am to 11:30 am / 330

Refereed Paper Research Session: **What's New in Our News? Understanding Today's News Consumption and Its Features**

Moderating/Presiding: **Kimberly Lauffer**, Towson  
*Who Gets Their News Online and Why? Exploring the Role of Selective Exposure in the Consumption of Internet News*

**Shin Haeng Lee**, Indiana-Bloomington  
*Sticky News: Online Newspaper Use of Multimedia and Interactivity to Engage Audiences*

**Lewis Knight**, Texas at Austin  
*Redefining News Through Crowdsourcing the News Gatekeeping Function in Social Media News Aggregators*

**Sharon Meraz**, Illinois-Chicago  
*The New News: Orienting to Structural Features and Information Introduced in Online News*

**Anastasia Kononova** and **Kevin Wise**, Missouri-Columbia

Discussant: **Diana Stover**, San José State

11:45 am to 1:15 pm / 345

Refereed Paper Research Session: **Information and Participation in the Online Domain**

Moderating/Presiding: **Amanda Sturgill**, Baylor  
*Speaking Up in the 21st Century: The Effects of Communication Apprehension and Internet Self-Efficacy on Use of Social Networking Websites*

**Jeffery W. Mason**, Oklahoma State and **Brendan Watson**, North Carolina at Chapel Hill  
*The Effects of High-Context and Low-Context Profile and Subjective Norm on Attitudes and Behavioral Intentions toward Social Network Sites*

**Bokyung Kim** and **Hyunmin Lee**, Missouri-Columbia  
*Learning Through Friending: Informational Uses of Online Network Sites and Individuals' Social Capital and Participation*

**Homero Gil de Zuniga**, **Sebastian Valenzuela** and **Nakwon Jung**, Texas at Austin  
*Putting out Fire with Gasoline: Gamson Hypothesis, Political Information and Political Activity*

**Tom Johnson**, Texas at Austin and **Barbara Kaye**, Johns Hopkins  
Discussant: **James D. Ivory**, Virginia Tech

# 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

Rates Effective 10/01/09

Your current mailing address:

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>
\$115 _____	International Member - (includes \$25 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: \_\_\_\_\_

Billing Address: \_\_\_\_\_

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

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 #: \_\_\_\_\_

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 in such rentals, please check here:

### AEJMC Divisions and Interest Groups

- \$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
- \$40.00 \_\_\_\_\_ **C Visual Communication (Inc. VisCom Quarterly)**
- \$15.00 \_\_\_\_\_ Grad Student in **C** Division
- \$10.00 \_\_\_\_\_ **D History (Includes CLIO.)**
- \$ 7.50 \_\_\_\_\_ Grad Student in **D** Division
- \$25.00 \_\_\_\_\_ **E International Communication (Inc. International Comm Bulletin)**
- \$19.00 \_\_\_\_\_ Grad Students in **E** Division
- \$10.00 \_\_\_\_\_ **F Magazine**
- \$ 5.00 \_\_\_\_\_ Grad Students in **F** Division
- \$16.00 \_\_\_\_\_ **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
- \$10.00 \_\_\_\_\_ **I Media Management and Economics**
- \$ 5.00 \_\_\_\_\_ 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
- \$40.00 \_\_\_\_\_ **R 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
- \$10.00 \_\_\_\_\_ Communicating Science, Health, Environment & Risk Interest Group
- \$ 5.00 \_\_\_\_\_ Internships & Career Interest Group
- \$10.00 \_\_\_\_\_ Civic & Citizen Journalism Interest Group
- \$10.00 \_\_\_\_\_ Small Programs Interest Group
- \$10.00 \_\_\_\_\_ Religion & Media Interest Group
- \$10.00 \_\_\_\_\_ Entertainment Studies Interest Group
- \$ 5.00 \_\_\_\_\_ Grad Students in Entertainment Studies
- \$10.00 \_\_\_\_\_ Gay, Lesbian, Bisexual, Transgender Interest Group
- \$ 5.00 \_\_\_\_\_ Grad Students in Gay, Lesbian, Bisexual, Transgender
- \$ 5.00 \_\_\_\_\_ Community Journalism Interest Group

### Optional Contributions

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

- \_\_\_\_\_ Tankard Book Award
- \_\_\_\_\_ JLID
- \_\_\_\_\_ AEJMC Scholars

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