



SCHOOL of
GRADUATE STUDIES
EAST TENNESSEE STATE UNIVERSITY

East Tennessee State University
Digital Commons @ East
Tennessee State University

Electronic Theses and Dissertations

Student Works

12-2012

The Frame of Social Media in Academic and Industry

Weiwen Zhou

East Tennessee State University

Follow this and additional works at: <https://dc.etsu.edu/etd>



Part of the [Communication Technology and New Media Commons](#)

Recommended Citation

Zhou, Weiwen, "The Frame of Social Media in Academic and Industry" (2012). *Electronic Theses and Dissertations*. Paper 1498.
<https://dc.etsu.edu/etd/1498>

This Thesis - Open Access is brought to you for free and open access by the Student Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

The Frame of Social Media in Academic and Industry

A thesis

presented to

the Faculty of the Department of Communication

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Master of Arts in Professional Communication

by

Weiwen Zhou

December 2012

Stephen W. Marshall, Ph.D., Chair

John M. King, Ph.D.

Beichen Liang, Ph.D.

Keywords: Social Media, Leximancer, Content Analysis, Framing Theory

ABSTRACT

The Frame of Social Media in Academic and Industry

by

Weiwen Zhou

With the development of technology, the communication between people has changed rapidly. Social media is a type of digital network designed to share content with other internet users based on their preferences and associations. The purpose of this research was to understand how industry press and the professional market place frame social media today. Moreover, this research showed the explored current social media pedagogy in business and communication programs to see if it matches the need of industry expectations. This study was a content analysis of the text-based study that uses a qualitative software-Leximancer to analyze data. The result suggested both industry press and the job market expect professionals to understand the skills of how to master the social media platforms, especially Facebook. Finally, universities offer few courses about social media, with primary objective of marketing and communication programs focusing on teaching students to be professional in business and organizations.

Copyright by Weiwen Zhou 2012
All Rights Reserved

CONTENTS

	Page
ABSTRACT	2
LIST OF TABLES	6
LIST OF FIGURES	7
Chapter	
1. INTRODUCTION.....	8
2. LITERATURE REVIEW.....	10
The Definition of Social Media.....	10
Social Media Changing the Way of Business	11
Industry Expectation for Graduates and Professionals.....	13
Students' Attitudes Toward Social Media	14
Current Studies on What is Being Taught and by Business and Communication Departments	15
Theoretical Framework.....	18
Research Questions	21
3. METHOD	23
4. RESULTS	30
Industry Trade Press.....	30
Social Media Industry Position Announcements	35

Academic Programs.....	40
5. CONCLUSION.....	48
Industry Press Frames of Social Media	48
Industry Professional Frames	49
Connecting Themes from Industry.....	51
Communication and Business Programs Teaching Social Media.....	51
Limitations	54
Conclusion	55
REFERENCES	56
VITA	62

LIST OF TABLES

Table	Page
1. Social Media Jobs List.....	24
2. US News Business Schools Ranking in 2012.....	27
3. NCA Ranking Doctoral Programs Based on Specialty Area: Mass Communication in 2004.....	28
4. University and Social Media Course	47

LIST OF FIGURES

Figure	Page
1. Industry Trade Press Visual Map	31
2. Industry Trade Press Visual Map with Concept	32
3. Ranked Industry Trade Press Concepts	33
4. Social Concept Likelihood.....	34
5. Job Requirement Description Visual Map	36
6. Job Requirement Description Visual Map with Concept	37
7. Ranked Concept Visual Map	38
8. Social Media Concept Likelihood.....	39
9. Communication Academic Themes	41
10. Business Academic Themes	42
11. Communication Academic Themes with Concepts	43
12. Business Academic Themes with Concepts	44
13. Communication Major “Social” Likelihood.....	45
14. Business Major “Social” Likelihood.....	46

CHAPTER 1

INTRODUCTION

Social media is a type of digital network designed to share content online with other internet users. With the rapid innovation of communication technology in the recent years, the communication between people has changed dramatically. The internet provides the foundation for social media enabling people to share their opinions, interact, and create content. The fess nature of social media has enabled it to grow exponentially (Stokes, 2008), with popular sites such as Facebook and Twitter having millions of users today.

There are numerous benefits of social media for marketers, making it one of the most essential tools in marketing communication strategy. Interactivity, audience engagement, context and behavioral targeting, as well as the ability to create brand experiences are available in the social media space. Businesses are rushing to harness this value with numerous companies trying to integrate social networks into their business processes. These companies desire to hire employees with the specific knowledge and skills to effectively apply social networking principles and application (Greenwald, 2010). However, the meaning of social media “knowledge and skills” is still elusive in the marketing communication context. This vagueness of the social media definition is problematic for education pedagogy and businesses looking to hire social media expertise.

Framing theory has been shown to influence audience understanding of political, social, and economic issues. Also, frames can influence audience responses. In other words, the frame of information could heavily influence the audience’s opinion; thus marks the importance of understanding framing in social media. To understand current social media frames, this study examines the social frames found in industry press, social media job boards,

and what top academic programs are offering in regards to social media. The frame from these areas will influence audience's opinion of who should teach social media in academia and what kind of professionals will the industry expect. The goal of this study is have a better understanding of the themes and concepts related to social media in academics and industry.

CHAPTER 2

LITERATURE REVIEW

The Definition of Social Media

With the development of technology, the communication between people has changed rapidly. Social media is defined as “a communication medium that is devoted to or characterized by interaction between participants or consumers of the medium” (Kalamas, Mitchell, & Lester, 2009, p. 3). Social media is a type of information network designed to share content with other internet user’s preferences to find content. The internet makes social media possible; thus all sharing, commenting, and viewing can be tracked and measured. It allowed people to create an online community and express their opinions and to build “networks” between strangers. There are numerous benefits of social media for marketers, which make it become an essential tool in marketing communication strategy. For example, “feedback from social media sites helps drive both future business as well as marketing strategies” (Stokes, 2008, p. 143). Moreover, the majority of social media services were free to all participants (Stokes, 2008).

The most essential advantage of social media is that web-based social media allows individuals to share messages with other people free from the limit of time and space (Boyd & Ellison, 2007). Social media is different compared to traditional media. Most social media is free and allows anyone to publish information, which is a big advantage compared to the traditional media. Roth (2011) points out that the social media functions well to distribute news and to collect public opinions effectively. He states, “Social media can be a powerful tool for gathering and disseminating” (Roth, 2011, p. 131). Unlike traditional media, with

one-way communication tools like TV and newspaper, social media provides a two-way communication platform that gives people the ability to provide feedbacks (Boyd & Ellison, 2007). Social media includes (but are not limited to) “email, blogs, wikis, RSS, tagging, and social bookmarking, music, photo video sharing, mashups, podcasts, digital storytelling, virtual communities, social network services, virtual environments, machinima, and video blogs” (Rheingold, 2008, p. 25). For example, Facebook, created by then college student Mark Zuckerberg, is one of the most popular social networks in the world. Facebook was first established to connect students on college campuses, and now extends to all levels of society. Another example, Twitter, is a micro blog that allowed users to share and respond in less than 140 characters, and all followers are able to comment as well as share messages provided by the blogger (Pew Research Center, 2008).

In the early stages of social media, teenagers in growing numbers were becoming the majority users of social media (Pew Research Center, 2008). Research (2008) pointed out that two thirds of American teenagers admitted that they use social networking sites. Over 10% of people under age 30 have registered at least one social web site, like Facebook, Twitter, or blogs (Pew Research Center, 2008). Due to this reason, research on social media is often about teenagers, especially college students (Davis, 2010; Lester, 2012).

Social Media Changing the Way of Business

Social media are changing many rules of communication and business. According to the research, “59 percent of Americans who use social media are interacting with company, and 93 percent of respondents feel companies should have a social media presence” (Greenwald, 2010, p. 5). More than half of top 1,000 companies have created different kinds of social

media platforms in order to better connect to customers. Companies also use social media to achieve their cost-effective advantage (Greenwald, 2010). Due to these reasons, numerous companies hire employees specifically to master social media for their business (Greenwald, 2010). Marketing people believed that social media was a new channel for delivering their advertisements. Social media was a diverse, engaging medium that allowed people the opportunity for creative expression. Anyone anywhere in the world can share those advertising campaign through those social media. Also, in the social network, different comments about the creative ideas generates more unexpected view, thus inspires students for more creative sparks (Greenwald, 2010).

Social media significantly affect sales process and sales performance (Rodriguez, Peterson, & Krishnan, 2012). Researchers (Rodriguez et al., 2012) define sales technology as “any information and communication technology employed by the sales organization to conduct its essential activities” (Panagopoulos, 2010, p. 5). Because social media is a tool that provides a way for people to share ideas and information (Scott, 2009), it plays an important role of impact on sales process and performance. Social network such as Facebook and Youtube provided platforms that enable sales professionals to build deeper relationships with customers and share product information with customers (Rodriguez et al., 2012). Also, according to the research (Rodriguez et al., 2012), social media could help an organization or a company to “focus on ideal clients that fit their business model and...minimize time wasted on less than ideal customers and maximize time spent focusing on more promising opportunities” (Rodriguez et al., 2012, p. 238).

Industry Expectation for Graduates and Professionals

Any industry always has expectations of employees “skills” or what training they will bring to a career. Research indicates that skills within a marketing communication framework including the categories of “(1) discipline-related knowledge (e.g., marketing research, advertising, marketing strategies), (2) core or discipline-related skills (i.e., application of discipline-related knowledge) (3) support skills (i.e., transferable skills), and (4) personal characteristics (e.g., hard worker, positive attitude, organized)” (McCorkle & McCorkle, 2012, p. 157), and the most relevance skill is the concept of support skills. Support skills in marketing always include communication skills, problem solving skills, creative skills, and technology skills (Kelley & Bridges, 2005; Schlee & Harich, 2010). Due to these reasons, numerous companies hire employees to master social networking (Greenwald, 2010).

Companies also try to teach employees to master social media in a company. A survey was launched to test if people will perform better after “newsroom training” (Hansen, Paul, Defoster, & Moore, 2011). The result indicated that employees generally wanted more during the job training. After training, employees in the newsroom had a improved understanding of how social media and new media can be used, and their skills in using social media were improved tremendously. If training was applied to the universities, students should have better social media skills and knowledge after they are educated on how to use social media (Hansen et al., 2011).

Based on the benefit of using social media to make connections with customers, and how it changes the way of doing business, companies have created numerous positions for people who can build or organize a social media platform (Li, 2012). According to the Association to

Advance Collegiate Schools of Business (AACSB)'s report, "Employers demand graduates who are prepared to leverage technology in a scalable fashion to advance firms' strategies and operations" (AACSB, 2002, p. 11).

Li (2012) states that a job posting by National Archives in Washington, DC indicated that most of the employers were looking for people who can write attractive articles to gain more audiences and who also enjoy working with Youtube, Facebook, Twitter, and other social networking websites.

Students' Attitudes toward Social Media

Today's generation has been born in a digital age (Tapscott, 2009), they are not only experienced, but also plugged into the Internet, and are adding their information to the vast collection of knowledge already found on this medium. Social media allows students to experience and know that "moving from a private to a public voice can help students turn their self-expression into a form of public participation. It is an important and beneficial learning outcome, and it is also fundamental to democracy" (Rheingold, 2008, p. 26).

Students today have more of a chance to reach new technology than ever before and research supports that students maintain a positive attitude toward new technology (Pew, 2010).

Although most students only use social media to stay connected with their friends or family (Li, 2012), these positive attitudes established a good basis for students to better accept and learn to exploit social media in classes (Tapscott, 2009).

Scholars have endeavored to explore social media with different perspectives such as offering definitions, determining uses, and exploring impacts. In recent years many studies have examined teaching social media in universities classes (Löfström & Nevgi, 2006;

Mason, 2011; Parker, 2004). Rheingold (2008) pointed out that by teaching students how to use web-based media to “inform publics, advocate positions, contest claims, and organize action around issues they care about” in class (Rheingold, 2008, p. 25) students behave positively.

Learning was not the same as retaining knowledge or memorizing information. It also meant to find and solve problems creatively, and “construct their own meaning” (Kelm, 2011, p. 507). Students may increase their enthusiasm when using and learning how to use social media because social media allows them to participate in the entire learning and creating process. Kelm (2011) states, “activity in a web-based environment may be increased through elements that encourage students to utilize search tools, analyses data and create (shareable) personal working files” (Kelm, 2011 p. 507). Those abilities are very important in today’s society because technology is changing our lives. Research indicates that business communication educators should include social media related courses in their curriculum because social media is changing the way people do businesses (Greenwald, 2010).

Current Studies on What is Being Taught and by Business and Communication Departments

University environments had always been filled with cultural and technological elements. They have been using new blooming technology in various ways. Wankel (2011) points out, “As we advance through the second decade of the 21st century, we find instructors in all areas that are embracing new technologies in their teaching” (p. 3). Although students have enthusiasm in personal use of social networks such as Facebook and Twitter, most of them cannot transfer those skills into the professional environment.

Numerous business communication educators maintain an opinion that universities

should teach students how to possess digital communication skills such as how to master social media to meet professional expectations (Greenwald, 2010; Kelley & Bridges, 2005; Li, 2012; Young, 2009). Young (2009) states, “colleges today are supposed to give graduates the ‘immediate skills’ they need to launch their professional careers, and they now need more digital communication skills and to understand why they are needed” (p. 9). For businesses, application of social media to keep connections with customers, and additional media use skills should be included in business communication courses (Li, 2012). For example, Kelm (2011) reported that a professor from a business department has opened a MBA course in China in 2009 in which students in China maintained a blog where they posted and shared their works. Further, students should use social media as a tool to post links with case studies so they can share information with classmates. During the final, the professor graded all students based on their works in the blogs. This class trained and improved the students’ ability to design and practice how to master a social network, and the professor received great response after the class (Kelm, 2011). Young (2009) advocated that students should not only know how to write a blog but also clearly identify what the differences are between writing a news release, a blog post, and a Twitter update. Also, students should understand how to generate content for these social networking sites (Young, 2009).

According to the literature review, most courses related to works associated with social media ability are from business department courses. However, social media has extensive connection with communication department courses such as advertising, communication, and public relations (Khang, Ki, & Ye, 2012). Research examined social media research across four disciplines—advertising, communication, public relations, and marketing (Khang et al.,

2012). The research indicates that more social media related studies have been added to schools' curriculums. This finding shows the increasing attention from the academic scholars (Khang et al., 2012). Learning how to write social media releases was very important for communication majors:

With the embedding of photos, audio, and video and the linking to micro blog and blog posts, the social media news release is a vehicle to increase the discovery rates of media releases via search engines and to gain traction with bloggers and other social media outlets who want quick, compressed details and information from organizations (Waters et al., as cited in Gallicano & Sweetser, 2008, p. 1).

Jones (2011) pointed out that when teaching with Twitter there were a number of strategies for professors to adopt. The author stated six approaches in his research and those approaches encouraged students to advance in interaction, reflection, and engagement in class.

For example, in the journalism industry (Roth, 2011) social media provides a good platform for both gathering and distributing information. Social media could be an incredibly powerful tool for gathering information in the journalistic process. Gathering and distributing information in social media is also skills that industry expects from their employees (Greenwald, 2010). For example, social media can be "used to monitor breaking news, to find exclusive stories, to track down and maintain relationships with sources, and to generate information from a large group of people" (Roth, 2011, p. 135). When teaching journalism students how to use social media for information distribution, professors must first test whether the information is true before they teaches and publishes the information to his or her

students. Furthermore, professors should teach their students the method to test the information in order to help them become successful journalists (Roth, 2011).

Hwang and Brummans (2011) reported the findings of the study on student's experiences with social media (Wiki) in class. The results showed that students enjoyed using social media as a learning tool. They also became "increasingly aware that it is important to learn about the effects of social media using methods that go beyond traditional course delivery and give them the opportunity to use social media that form the course material itself" (Wankel, 2011, p. 4).

Another study showed similar results. According to the research conducted in the University of Delaware (2008), wiki is not only a searching engine but also a way to develop student's collaborative and team work skills. These are important skills in their future career. The research also emphasized that college professors should not only apply wikis in their courses but also connect it with other social media, such as Facebook, to enhance student's learning.

Theoretical Framework

Framing has been shown to help audiences understand political, social, and economic issues. Also, these frames influence audience responses (Entman, 1993; Gitlin, 1980; Nisbet, 2010). Gitlin (1980) defined framing theory as "Frames are principles of selection, emphasis and presentation composed of little tacit theories about what exists, what happens, and what matters" (p. 6). In other words, frames are essential cognitive structures that provide a perception to audience of reality. Frames are "interpretive storylines that set a specific train of thought in motion, communicating why an issue might be a problem, who or what might be

responsible for it, and what should be done about it” (Nisbet, 2010, p. 15) that shape people's thoughts and expectations.

Framing theory is important because it is used everywhere. It explains how everyone’s mind thinks differently to a similar event due to different factors. To understand one’s presumption, his or her culture and background will be heavily considered. A successful frame also depends on pre-existing schema, often events that are widely known by the general public. For example, Scharrer, Weidman, and Bissell (2003) pointed out prominent use of the popular cultural product culpability frame. In the event when someone throws up the “V” sign, it is often considered to have the positive meaning of “victory”. However, due to the influence of popular cultural, now people will begin to consider it as a “gang sign” instead. It will depend on the audience’s background and how the message was given.

Framing theory states that when a new message is given, it will be presented in a particular way that its audience will be guided to a particular understanding. Audiences discuss an issue based on frames (Nisbet, 2010). Entman (1993) pointed out that “frame is to select some aspects of a perceived reality and make them more salient in a communication text, in such a way as to promote a particular problem definition, casual interpretation, moral evaluation, and/or treatment recommendation for the item described” (Entman, 1993, p. 52). Many factors will be considered due to the mass variety of presenter and audience. These presenters as well as audiences all may have different belief systems, culture, social background, education level, etc. A message a presenter wants to deliver might not be received in its intended way by the audience unless proper framing has been considered.

There are two different concepts of framing, media frames and individual frames

(Scheufele, 1999). Both frames should be considered for presenting and comprehending news. The researchers define media frames as “the news frame organizes everyday reality and the news frame is part and parcel of everyday reality...is an essential feature of news” (Scheufele, 1999, p. 106). Media frames allow people to identify information quickly and will also influence people’s thoughts regarding the information.

There is much support for the impact of framing theory in political communication (Entman, 2012). Politicians are always seeking support from journalists over news frames because news frames are really powerful. Entman (1993) points out that, “frames call attention to some aspects of reality while obscuring other elements, which might lead audiences to have different reactions” (p. 55). Entman (2012) points out that framing theory provides a theoretical foundation for systematic studies of bias, especially in political communication. Although journalists try their best to provide objective, fair, and accurate coverage, political disputes framing often prefer one side over another. For example, two similar incidents happened during the 1980s; both the Korean and Iranian Airlines had planes shot down creating international incidents. Both of those two international incidents resulted in great life loss and property damage to local residents. However, the journalists in the United States framed the Iranian incident as a technical failure that the United States is responsible for. However, the United States news media framed the other incident that the USSR was responsible as a moral outrage. This example is a good interpretation of how news media make a strong influence to audience when it comes to politics (Robinson, 2001).

If used well, framing theory can largely influence the target audience and make them feel the way the presenter wanted them to. Robinson (2001) points out that “frames offer ways of

explaining understanding and making sense of events” (p. 531). This research will use framing theory to identify how industry press frame social media since framing can influence reader’s opinions, interpretation, and reflection.

Research Questions

Li (2012) found students show positive attitude of learning social media skills and draw a conclusion from students, “Social media skills will definitely be used in my future jobs. Having the ability to attract, sell, or promote is found in every job. It takes a little creativity and uniqueness to stand out for a job and the same principle applies to marketing” (p. 74). Social media is a platform for creative idea delivery, which is also an important reason why students should learn how to use social media. Students can share their ideas with others with no limit of time and space. While it is supported students have a learned behavioral acceptance of social media, also, the positive uses of social media on a personal basis, the pedagogy to apply social media in a business context is widely underrepresented in the universities.

The primary objective of marketing programs and communication programs are teaching students to be professional in businesses and organizations to meet the goals of those units. Unfortunately, many graduates from these majors discover that few jobs are available to them due to the positions they are offered were irrelevant to their knowledge and skills they learned in school (Li, 2012). The area of social media is one of these disconnected topics is a new area of professional skills businesses now require. However, what it means to be proficient in “social media” in a business context is unknown. Industry press often writes of social media campaigns and careers, both in industry news and in position announcements, yet a study of

the themes and concepts creating these frames has yet to be conducted. Because framing theory helps us understand the most salient issues in a topic, understanding the framing of social media in industry press will help business communicate to educators the needs in the marketplace. Because of this reasoning, the following research questions are proposed:

RQ1: How is social media framed in industry trade press?

RQ2: How is social media framed in industry position announcements?

By understanding industry frames of social media, universities will have new knowledge for needed response. It is important for academic units to identify and improve pedagogy to remain current and serve the needs of students seeking training for the marketplace. However, a generalized depth of social media pedagogy is still unknown. Because of this, the following research question is proposed.

RQ3: To what extent are communication or business programs teaching social media?

CHAPTER 3

METHOD

The current study is a content analysis of text to identify social media frames in terms of themes and their related concepts. The method was designed to examine how industry frames social media. The goal of this study is to review industry expectations for the social media professionals and relate those themes to academic pedagogy.

Numerous studies support framing's influence for an audience to understand content. To examine the first research question involving industry press, we selected data from recent industry trade press from *LexisNexis*, which covers several areas of the industry. The sample of the frame of news was obtained by searching industry trades' presses that were published from August 9 - October 9, 2012 using the keywords "social media" in LexisNexis Academic. Overall, 462 press unique press articles were generated. For example, some articles like "As Facebook Users Hit the 900 Million Mark, Food Manufactures Continue to Network" (Bromsgrove, 2012), and "Defence IQ Releases Social Media in Defence 2012 Report" (Elwell, 2012).

For the second research question, how is social media framed in industry position announcements, a convenience sample was randomly selected from the job list of "social media jobs" provided by Social Media Job website. We selected 50 samples from past 6 months to analyze the job description and employees duties. In order to obtain a reliable result, we randomly selected the samples, and used every fifth sample as data (see Table 1). From the job posting, only texts from the descriptions were saved to be analyzed by the software.

Table 1

Social Media Jobs List

#	Position	Location	Company
1	Internship	NY	Remezcla
2	Co-op	MA	MathWorks
3	Sales Social Media Director	CO	Galaxy Unite
4	IT & Programming	Anywhere	Student Portal
5	Software engineer	WA	Amazon Corporate LLC
6	sales Consulting	anywhere	
7	Social Media Intern	CA	Mattel
8	Social Media Designer	LA	New Culture Initiative
9	Social Media Strategist	IL	Northern Illinois University
10	Social Media Internship	FL	Walt Disney World Resort
11	Social Media Campaign intern	CA	Vmware
12	Social Media Response Representative	IL	Kohl's Illinois, Inc
13	Social Media Marketing Manager	OR	Coldwater Creek
14	Social Media Analyst	NJ	High 5 Games
15	Online & Social Media Marketing Manager	Philippines	Emerson
16	Social Media Assistant	NY	Steve Madden
17	Social Media entry work	LA	Admin Clerical Work At Home Jobs
18	Executive Director of Interactive Communication and Social Media	GA	SCAD
19	Social Media Community Specialist	IL	
20	Digital Media Consultant	NC	Wells Fargo
21	Manager of Social Media	Washington	clearw're
22	Technical Manager	AL	Matrix
23	Social Media Data Analyst	Washington	Xtreme Consulting Group
24	Social Media and Project Coordinator	CA	The California State University
25	Social Media Analyst Job	IL	Exelon
26	Social Media Coordinator	TX	APD
27	social media intern	IL	Tribune Company
28	Director, Social Media	GA	TimeWarner
29	Social Media Strategy Manager	CT/MA	PerkinElmer
30	Dir Social Media	IL	Walgreens
31	Social Media Project Manager	NC	EI
32	Social Media Manager	MO	Columbia College
33	Social Media Assistant Manager	LA	Forever21
34	Social Media Intern	NJ	Eldridge Overton School
35	PR & Social Media Intern	NY	Affect

Table 1 (Continued)

36	Social Media Associate	NY	Clinton Foundation
37	Social Media Community Manager	CT	World Wrestling Entertainment, Inc
38	Social Media Java Developer	CA	cBizOne
39	Social Media External Affair Specialist	GA	The Home Depot
40	Account Executive, Social Media	Detroit	AC Lion
41	Social Media Operations Manager	Washington	ADP
42	Assistant Director for Social Media	NV	University of Nevada
43	Social Media Specialist	MA	Overdrive Interactive
44	Social Media Designer	MI	Amway
45	Temporary Coordinator	OH	Highlights for Children, Inc
46	Director of Online Learning and Social Media Technologies	Morningside	Columbia University
47	Manager, Social Media Marketing	NY	Guardian
48	Director, Social Media Management	NJ	Prudential
49	Business Intelligence Analyst & Social Media Designer	MI	Amway
50	Social Media & E-Commerce Administrator	NY	Melissa& Doug

To explore the final research question, in order to define the teachings of social media in the areas of business and communication, data were gathered from different universities' course descriptions for detailed study. Undergraduate program curriculums from the top 25 business schools were chosen according to the US News Business schools ranking in 2012 (see Table 2). For Communication programs, the top 25 mass communication schools and colleges was chosen based on the National Communication Association (NCA) ranking of reputational study of the doctoral programs in communication (on specialty area: Mass Communication) conducted in 2004, which included journalism; radio, television and film; advertising; and public relations programs (see Table 3). Even though it is the ranking of doctorate programs, the assumption was made most of the ranked schools should have well-established mass communication programs for their undergraduate students. These sample populations were used to identify curriculum description for analysis.

Table 2

US News Business Schools Ranking in 2012

Rank	School Name	State	School Type
1	Notre Dame (Mendoza)	Indiana	Private
2	Virginia (McIntire)	Virginia	Public
3	Cornell (Dyson)	New York	Private
4	Pennsylvania (Wharton)	Pennsylvania	Private
5	Emory (Goizueta)	Georgia	Private
6	MIT (Sloan)	Massachusetts	Private
7	Michigan - Ann Arbor (Ross)	Michigan	Public
8	Washington U. - St. Louis (Olin)	Missouri	Private
9	Boston College (Carroll)	Massachusetts	Private
10	North Carolina - Chapel Hill (Kenan Flagler)	North Carolina	Public
11	UC - Berkeley (Haas)	California	Public
12	NYU (Stern)	New York	Private
13	Villanova	Pennsylvania	Private
14	Georgetown (McDonough)	District of Columbia	Private
15	Richmond (Robins)	Virginia	Private
16	Indiana (Kelley)	Indiana	Public
17	Texas - Austin (McCombs)	Texas	Public
18	Boston U.	Massachusetts	Private
19	Wake Forest	North Carolina	Private
20	Carnegie Mellon (Tepper)	Pennsylvania	Private
21	Brigham Young (Marriott)	Utah	Private
22	Penn State - University Park (Smeal)	Pennsylvania	Public
23	Miami U. (Farmer)	Ohio	Private
24	Wisconsin - Madison	Wisconsin	Public
25	William & Mary (Mason)	Virginia	Private

Table 3

NCA Ranking Doctoral Programs Based on Specialty Area: Mass Communication in 2004

#	University	School/Department
1	Pennsylvania, University of	Annenberg School for Communication
2	Stanford University	Department of Communication
3	Michigan State University	College of Communication Arts & Sciences
4	Southern California, University of	Annenberg School for Communication
5	Wisconsin, University of-Madison	School of Journalism and Mass Comm
6	Texas, University of-Austin	School of Journalism
7	Alabama, University of	College of Comm and Info Sciences
8	Pennsylvania State University	College of Communication
9	Illinois, University of-Urbana-Champaign	Department of Speech Communication
10	Ohio State University	School of Journalism and Communication
11	Indiana University	Department of Telecommunications
12	Arizona, University of	Department of Communication
13	North Carolina, University of	Department of Comm Studies
14	Minnesota, University of	Mass Communication Department
15	Indiana University, School of Journalism	School of Journalism
16	Massachusetts, University of-Amherst	Department of Communication
17	California, University of-Santa Barbara	Department of Communication
18	Washington, University of	Department of Communication
19	Maryland, University of-College Park	Department of Communication
20	Texas, University of-Austin	Department of Radio-TV-Film
21	Cornell University	Department of Communication
22	Purdue University	Department of Communication
23	Kent State University	School of Communication Studies
24	Oklahoma, University of	Department of Communication
25	Colorado, University of	School of Journalism and Mass Comm

All data samples were analyzed by the program Leximancer, a content analysis program designed to identify the insight meaning of words. Leximancer is semiautomatic content analysis software that can analyze documents in different formats (Stockwell, Colomb, Smith, & Wiles, 2009). The Leximancer program identifies major themes, concepts, and the relationships between each word through the visual map of the concept clusters. This program also can automatically rank these concepts based on the frequency they are mentioned and identify its relation to the main theme. The likelihood in Leximancer represents the chance of an event happening based on the probability of another event, and vice versa.

Over 700 academic publications use Leximancer (Leximancer, 2012) software as of 2012. Penn-Edwards (2010) states that Leximancer, “it is a form of content analysis which employs two stages of co-occurrence information extraction—semantic and relational” (p 253).

CHAPTER 4

RESULTS

Industry Trade Press

The first research question asked, “How is social media framed in industry press?” The software also identified the main theme of “media”, “time”, “use”, “information”, “Facebook”, and “team” (see Figure 1). An interesting point is that the software generated name-liked concept, like Facebook (which also included Twitter when value size became to 100%, see Figure 2). In sum, important social tools appear as a large theme, which has 16% relevance in the map.

The themes map showed that the primary concepts in order of frequency were “media”, “social”, “marketing”, “information”, “online”, “business” (see Figure 3). Based on the map, the “media” theme encapsulated all other themes except “information”. The “Facebook” theme intersected both “information”, “time”, “use” and “media”. When selected concept “social”, the top ten related world-like are “media”, “strategy”, “release”, “channels”, “announced”, “engagement”, “sites”, “results”, “clients”, and “platform” (see Figure 4). We could see clearly that industry trade press concentrate on “media” due to that word was mentioned several times throughout the data set, and it is also a primary theme of the industry trade press concept map. There were several concepts included in the media theme, such as “strategy”, “social”, “advertising”, “businesses”, etc.

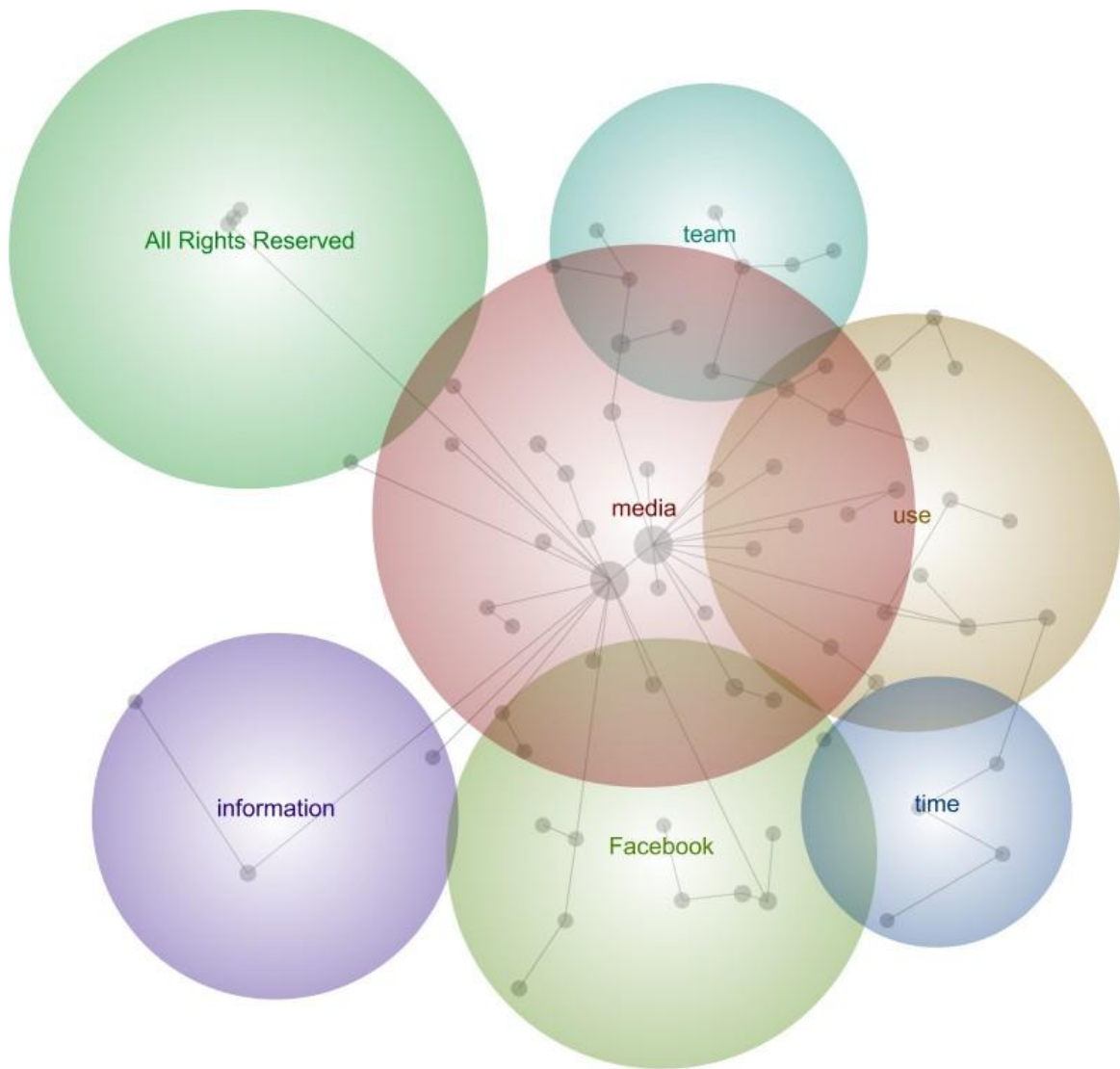


Figure 1 Industry Trade Press Visual Map

Ranked Concepts			Export
Name-Like	Count	Relevance	
<i>Facebook</i>	<u>465</u>	16%	
<i>All Rights Reserved</i>	<u>464</u>	16%	
<i>Page</i>	<u>409</u>	15%	
<i>Copyright</i>	<u>409</u>	15%	
<i>Twitter</i>	<u>361</u>	13%	
<i>Social</i>	<u>165</u>	06%	
Word-Like	Count	Relevance	
media	<u>2819</u>	100%	
social	<u>2817</u>	100%	
marketing	<u>553</u>	20%	
information	<u>466</u>	17%	
online	<u>419</u>	15%	
business	<u>395</u>	14%	
use	<u>384</u>	14%	
release	<u>365</u>	13%	
story	<u>358</u>	13%	
companies	<u>346</u>	12%	
company	<u>322</u>	11%	
digital	<u>310</u>	11%	
percent	<u>302</u>	11%	
brands	<u>300</u>	11%	
people	<u>288</u>	10%	
content	<u>279</u>	10%	
brand	<u>272</u>	10%	

Figure 3 Ranked Industry Trade Press Concepts

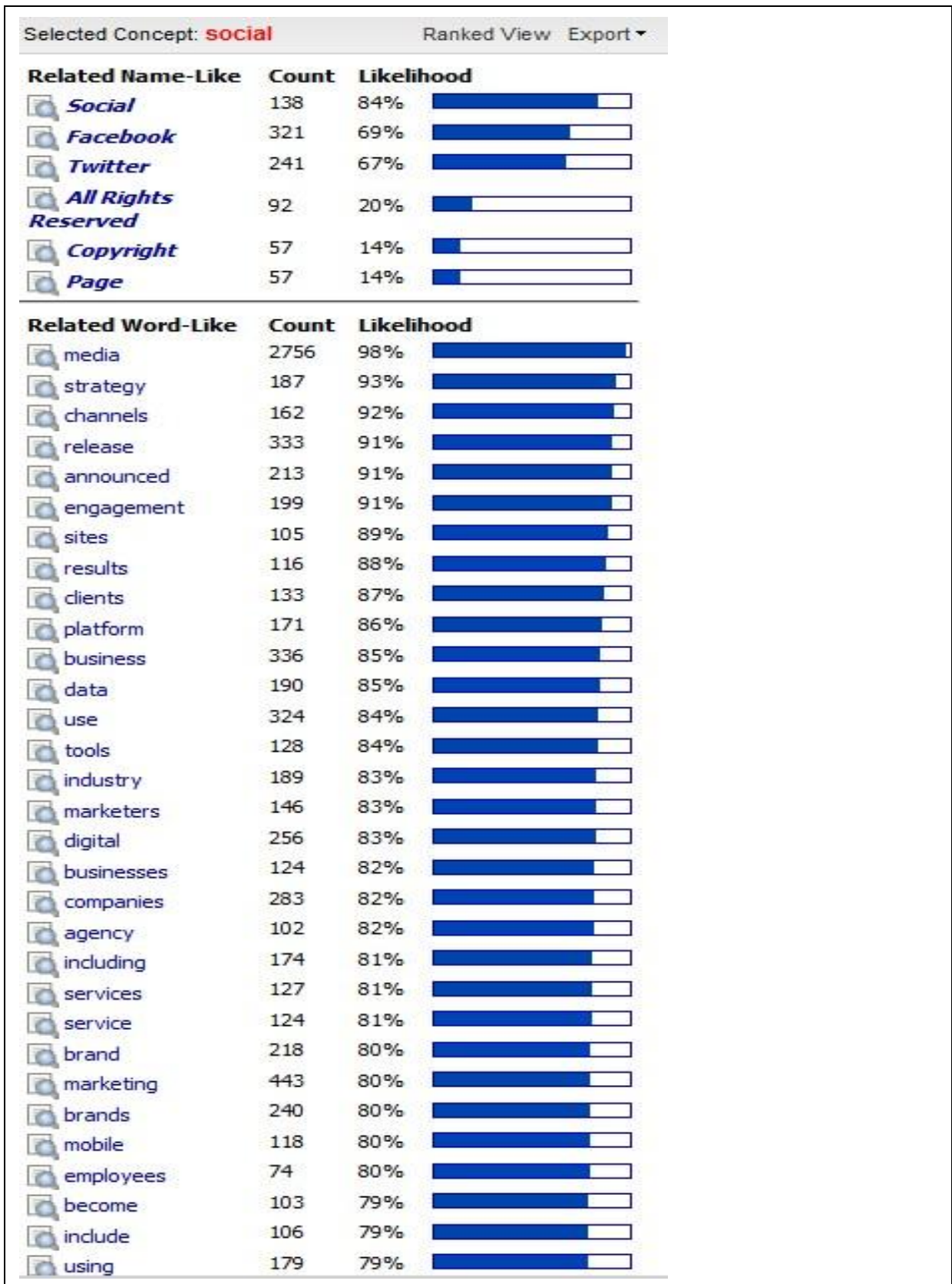


Figure 4 Social Concept Likelihood

Social Media Industry Position Announcements

The second research question asked, “How social media is framed in industry position announcements?” The Leximancer software draws a theme map which contains 7 themes: “social”, “experience”, “team”, “social media”, “skills”, “work”, and “experience”(see Figure 5). “Social” and “experience” were two main themes, which mean these two words were mentioned many times in the data set. Industry has the same expectations for their employees in both experience and social network management skills. Moreover, there are two “experience” theme appears in the map, that is because of some of job descriptions capitalize the “E” (See Figure 6). The software generated name-like concepts and word-like concepts for the job requirement data. The most relevance word-like concepts were “social”, “experience”. “marketing”, “skills”, ”team”, “work”, “business”, “content”, and “management”. In the name-like concept, we could also see that Facebook has 16% relevance (see Figure 7). When selected concept “social media”, the related name-like words are “Facebook” and “experience”. For related world-like concept the top few were “internal”, “understanding”, “develop”, “programs”, “marketing”, “team”, and “platform” (see Figure 8).

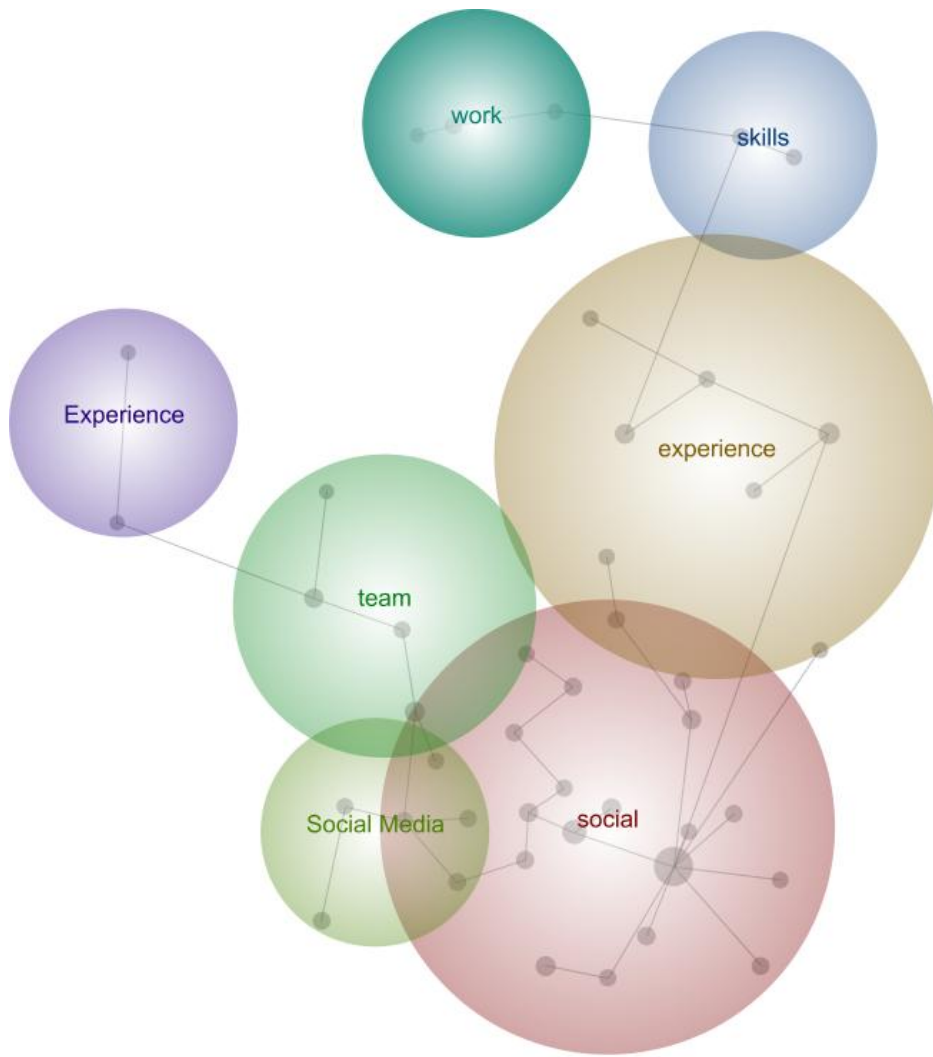


Figure 5 Job Requirement Description Visual mMap

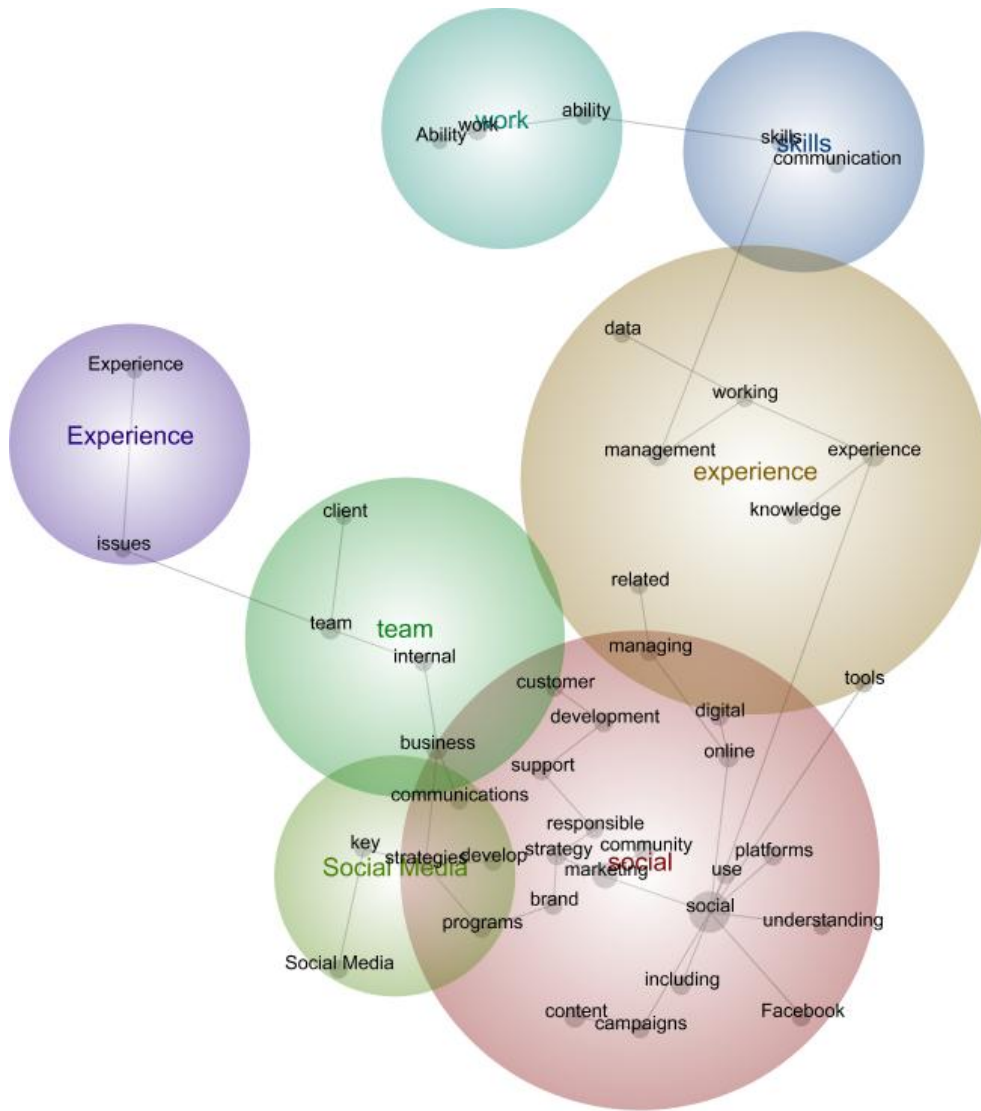


Figure 6 Job Requirement Description Visual Map with Concepts

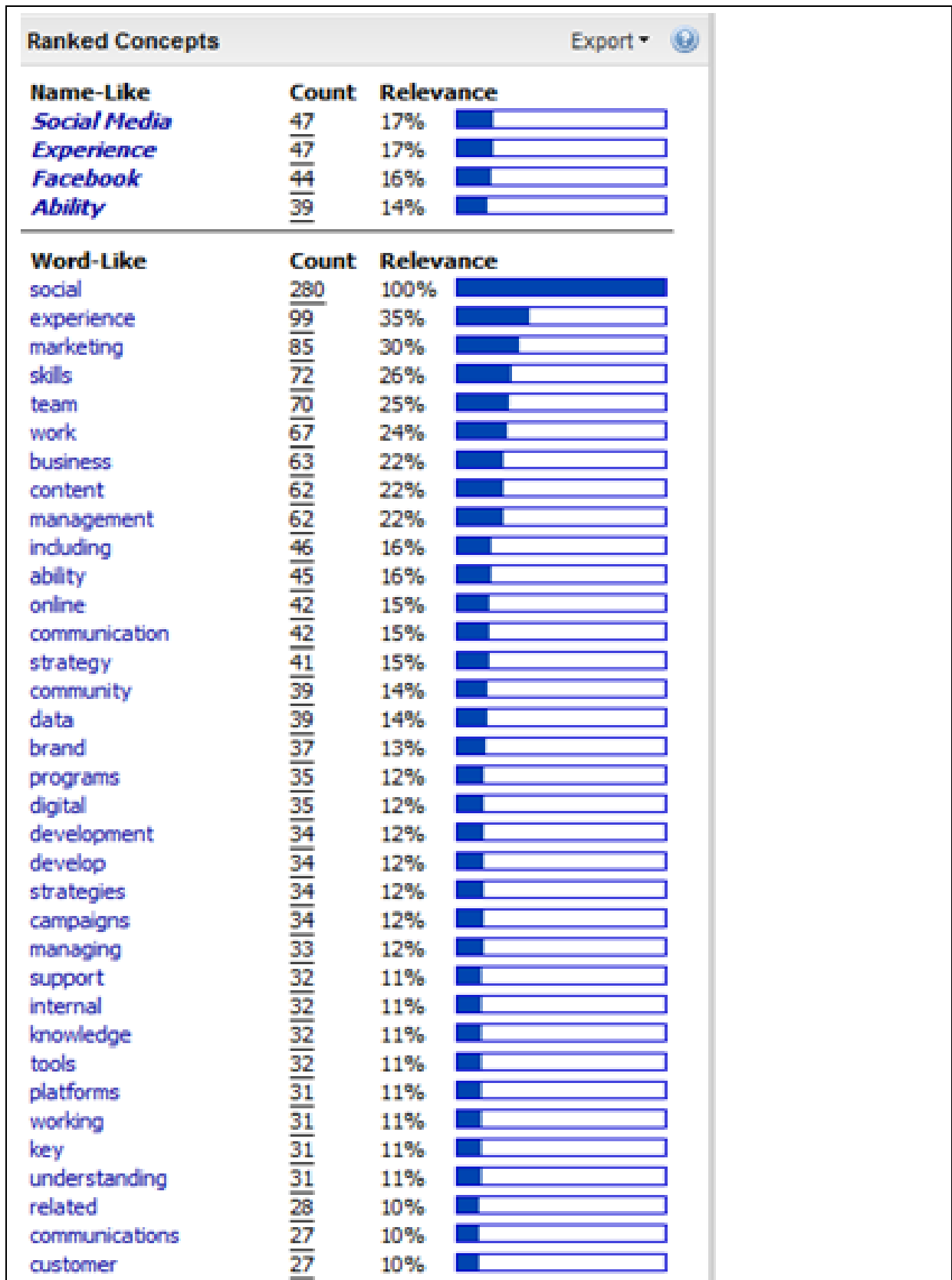


Figure 7 Ranked Concept Visual Map



Figure 8 Social Media Concepts Likelihood

Academic Programs

The final research question posed, “To what extent are communication or business programs teaching social media?” To examine this question two different concept maps were generated; one for mass communication major course descriptions and the other for business major course descriptions (see Figures 9 and 10). For communication major visual map the main themes were “media”, “communication”, “news”, “major”, and “credit”. The business course data set yielded the themes of “marketing”, “research”, “business”, “project”, “hours”, “study”, and “issues”. Also, the theme of “marketing” contains both the concepts “social” and “media”. Moreover, both themes contain concepts like “social”, “media”, “strategy”, and “skills”(see Figures 11 and 12), which means academic has some courses to cultivate and enhance students social media or other skills in the classes.

When set the concept map to the key word “social”, business departments’ top related word-like concept were “media”, “various”, “consumer”, “behavior”, “organizations”, “understanding”, and “strategies”. For communication departments the top concepts were “political”, “cultural”, “role”, “culture”, “media”, and “analysis” (see Figures 13 and 14). In sum, those two departments have different concepts in teaching class about “social” but neither has a robust program in social media (see table 4).

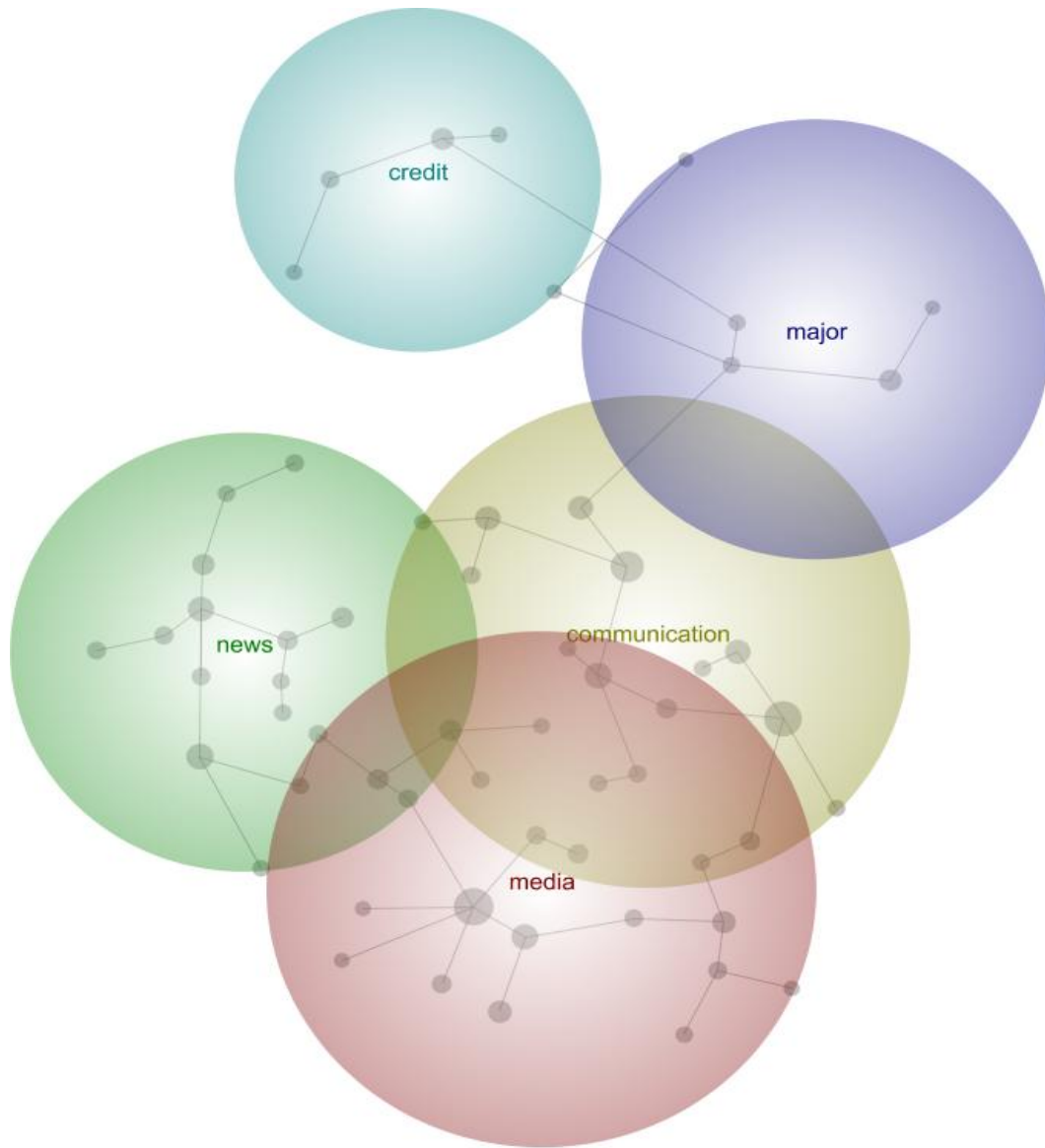


Figure 9 Communication Academic Themes

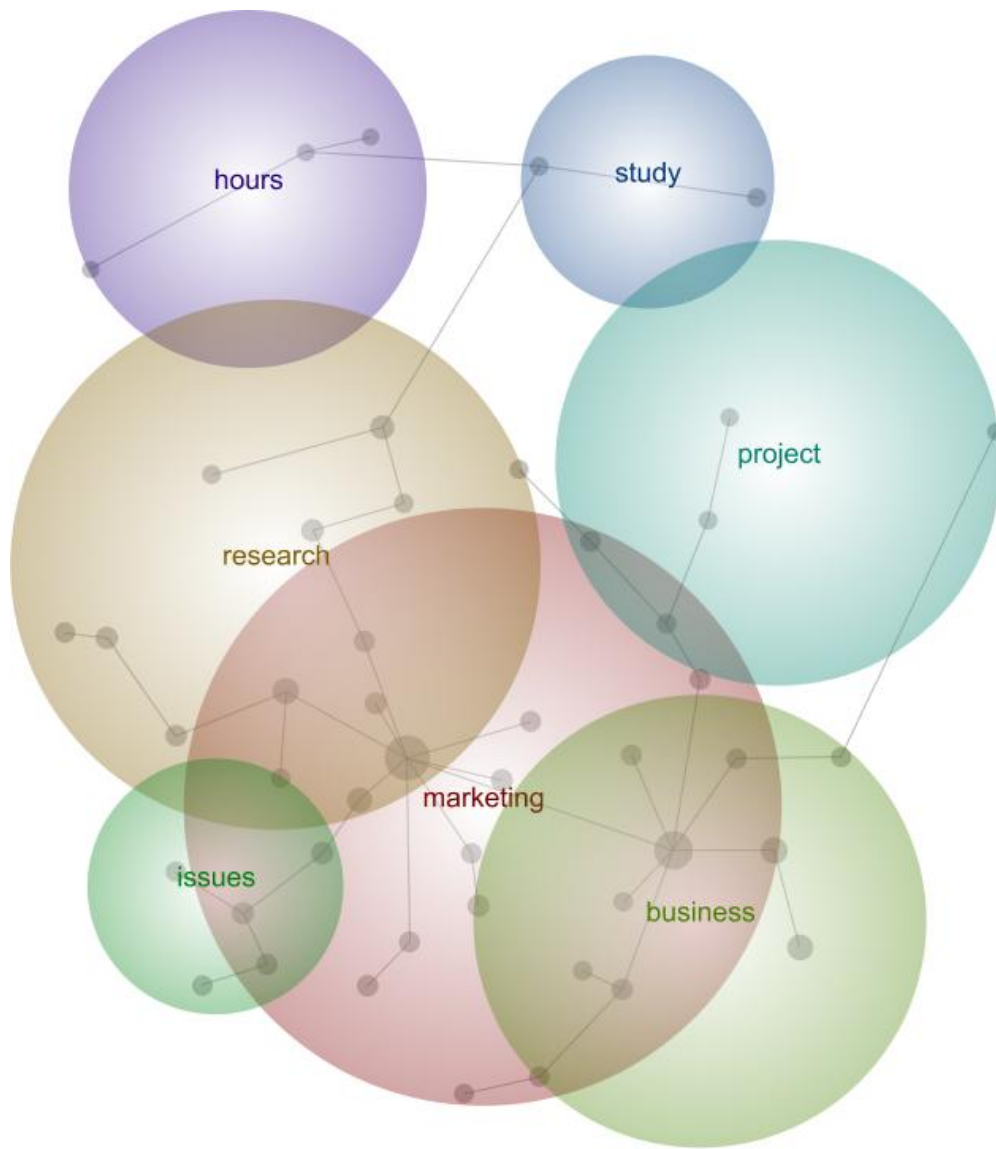


Figure 10 Business Academic Themes

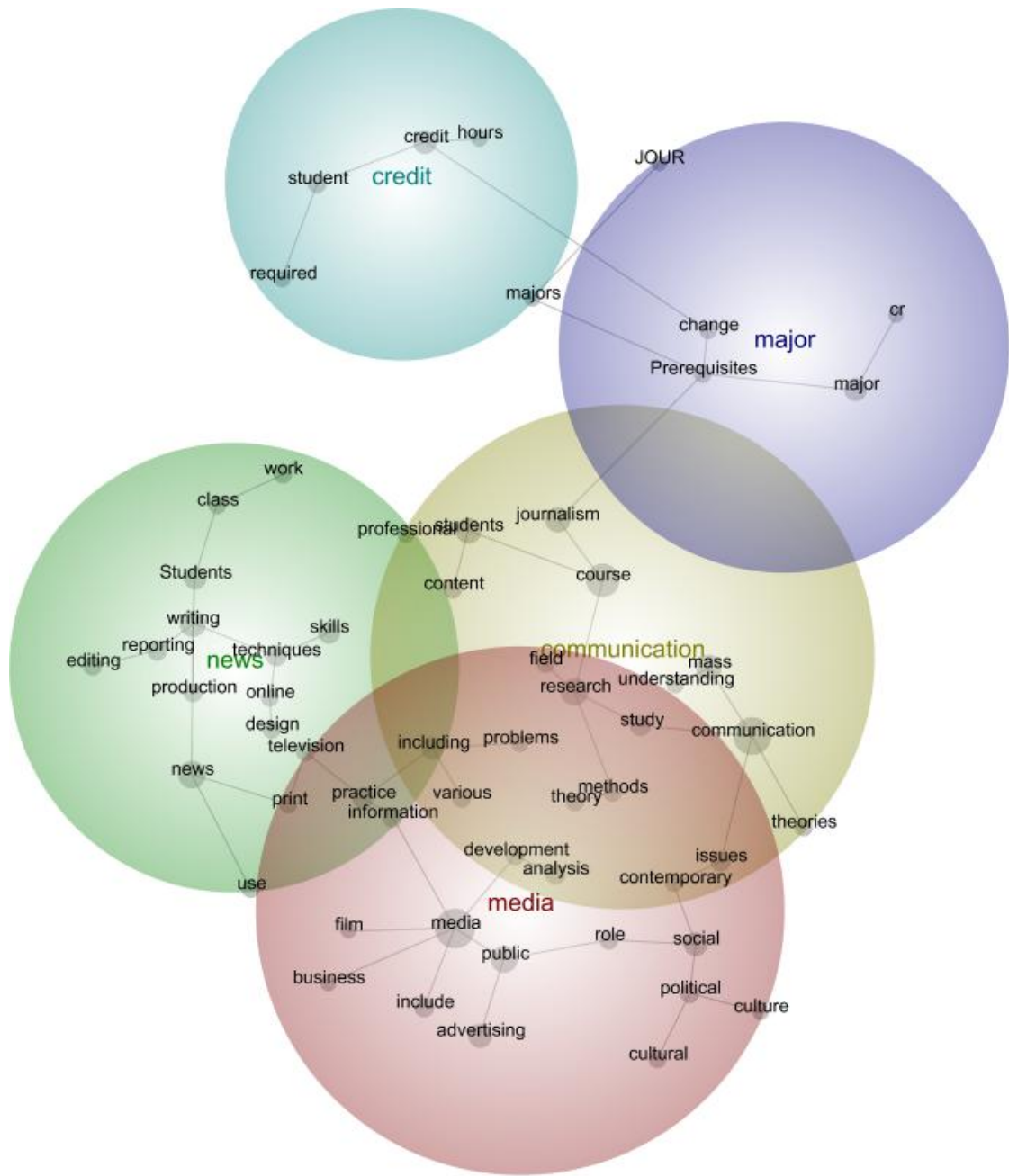


Figure 11 Communication Academic Themes with Concepts

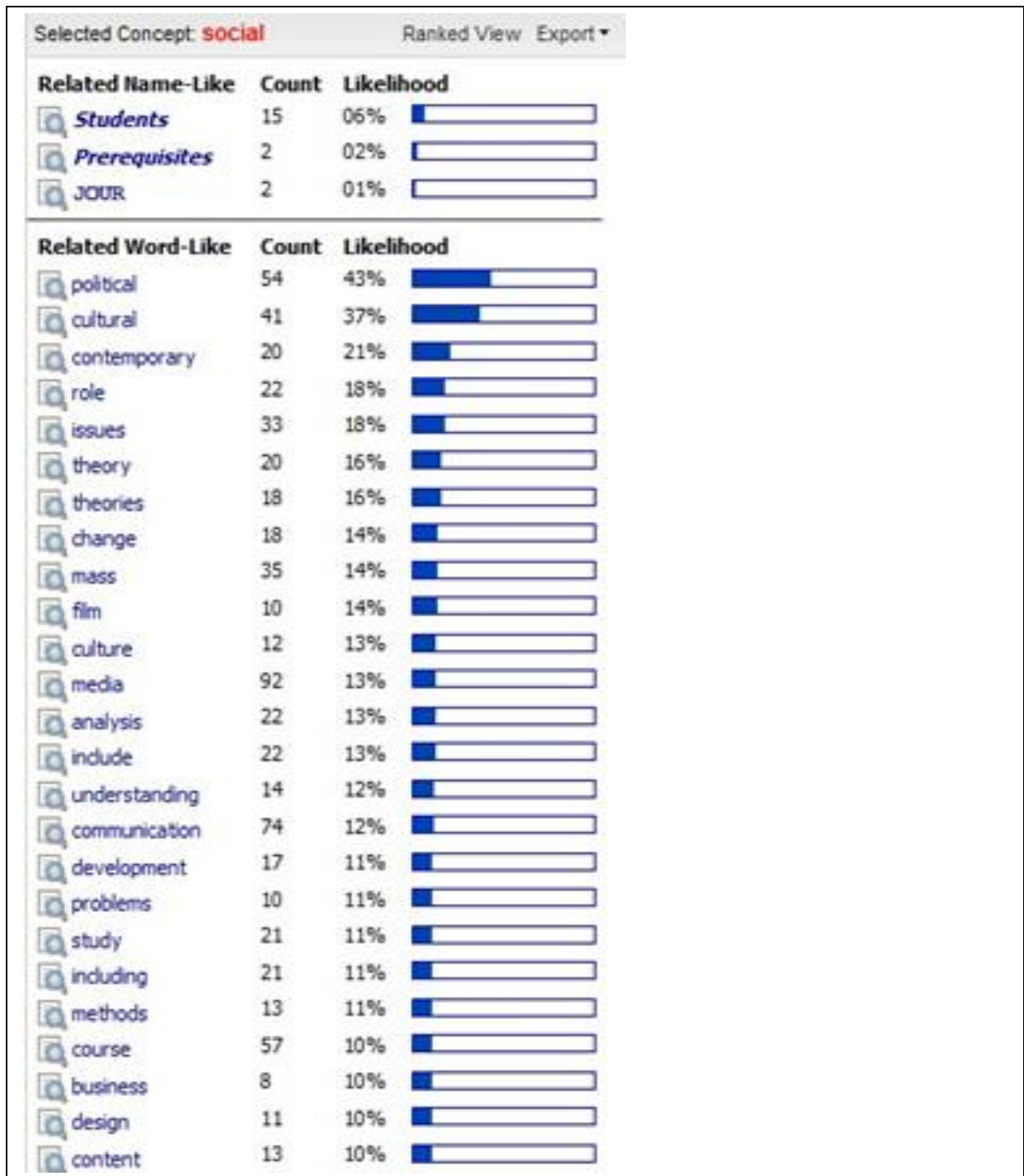


Figure 13 Communication Major “Social” Likelihood



Figure 14 Business Major “Social” Likelihood

Table 4

University and Social Media Course

School	Program	Course Name
Cornell University	COMM	Deception in the Networked Age
Washington, University of	COMM	Interpersonal Media
	COMM	Multimedia Storytelling
	COMM	Strategic Digital Platform Fundaments
	ADVR	International Advertising
Texas, University of	ADVR	Integrated Communication for Sports
	COMM	New Media and PR
	COMM	PRLab
	COMM	he COMmunicator
	JOU	Niche Feature Writing
Wisconsin, University of-Madison	COMM	Interactive Media Strategies
	PR	Public Relations Strategies Account Planning (Research and Strategy for Strategic Campaigns)
Emory University	MKT	Digital Marketing
New York University	MKT	Social Media Marketing
Georgetown University	MKT	Special Topics: Internet Advertising and Marketing
		Digital Marketing
Boston University	MKT	Social Media Marketing and Social Influence
	MKT	Customer Relationship Management
	MKT	Marketing Social Change
Carnegie Mellon University	MKT	Advertising and Marketing Communications

CHAPTER 5

CONCLUSION

The theme and concept maps reveal several different themes and many of the themes we would expect to find in each area of exploration. However, there are many themes and related concepts to these specific themes that were not expected. Furthermore, our qualitative analysis of themes and their relationships with each other is possibly the biggest contribution of this research.

Industry Press Frames of Social Media

The industry trade press map shows several different themes. The theme “media” is the most prominent, followed by the themes “use”, “information”, “Facebook”, “team”, and “time”. Also, the software generalizes few concepts like “media”, “social”, “marketing”, “information”, “online”, and “business”.

The map shows quite a few intersections between themes. There are big intersections between the “media” theme and the “team” theme. Meanwhile, few concepts included in the intersecting area, such as “marketing”, “strategy”, “communication”, “service”, and “client”, could be inferred because when industry press consider the “media” concept, they also pay attention to how the team uses media to generate strategy to communicate with clients. This is consistent with previous research indicating sales process and sales performance are now influenced by social media. This is consistent with (Rodriguez et al., 2012). The theme “media” overlaps with “use” via concepts “business”, “engagement”, and “consumers”. These concepts also reveal that social media is changing the way of business (Greenwald, 2010). The “time” theme overlaps with “Facebook” and “use”. Social media could help

companies to minimize time wasted on less than ideal customers and maximize time spent focusing on more promising opportunities (Rodriguez et al., 2012). We could infer from the map the industry trade press focuses on how companies use social media like Facebook to save time when dealing with customers.

A few themes appeared unexpectedly. First of all, the literatures review did not mention a focus on the “Team” theme when discussing social media, but this theme plays an important role in the visual map. One quote from industry trade press Matter Communications emphasizes the work of engaging strategy for social media was a team effort. Meanwhile, while several different social platforms are mentioned in the literature review, like blogs and wikis (Rheingold, 2008), industry press seemed primarily focused on “Facebook”. The word “Facebook” was hits 465 times in the data. For instance, one industry press article mentions, “a survey conducted during a webinar confirmed that Facebook dominates attendees’ social media strategy. More than 51 percent of respondents noted that Facebook is the most important social network for their organization's social media strategy” (Affinion Loyalty Group, 2012, p. 1). The theme “media” overlaps with “Facebook” via the concepts “mobile”, “technology”, and “event”. With the development of technology, a new generation of mobile social networks will change more about business.

Industry Professional Frames

The examination of job position announcements suggested several themes: “social”, “experience”, “team”, “social media”, “skills”, and “work” in job requirement description visual map. Both social and social media themes overlapped. This was due to the relation of the words but also the difference in the conceptual context. The “social media” theme was a

smaller but related theme with social because it specifically refers to programs in communication and strategy of a social media plan. The concepts “communication”, “business”, “customer”, “strategy”, “use”, and “campaigns” were included in the “social” theme. The theme “experience” contains a few core concepts such as “data”, “working”, “knowledge”, and “management”. The result indicates that when social media was mentioned in job requirements, those employers focused on graduates or professionals who have the ability to use social media and can devise a strategy. Moreover, companies expect people to be able to communicate with customers and also have knowledge of social media and tools. The word “team” arises again as a theme and overlapped with “social media” and “experience” and contained the concepts “internal”, “client”, and “business”. The results emphasize working in a team environment including concepts like internal, business, and client. Further, the literature states that employers were looking for people who can write attractive articles to gain more audiences and who also enjoy working with YouTube, Facebook, Twitter, and other social networking websites (Li, 2012). However, there is only one social platform “Facebook” that appears as a concept in the map that strongly connected to the key theme “social”.

Companies always want to hire employees who have well-developed skills in social media (Greenwald, 2010). The theme “social” overlaps with “experience” via the concepts “managing” and “digital”. The theme “experience” overlaps with the theme “skills”, and the “skills” theme includes the concept “communication”. Thus can be conceived that companies desired employees who could master social media websites and also have experience in communication skills with customers. Moreover, the “social” theme has almost the same

amount of data as the theme “experience” in the job requirement description visual map, which emphasizes again that those two themes are equally important. For example, Mattel Inc. mentioned in their job requirement that people should “have at least two years of marketing experience and also have a basic understanding of Social Media universe including Facebook, YouTube, Twitter, Tumblr, Pinterest, Foursquare, Google+, and Stumble Upon”(Social Media Jobs website, 2012).

Connecting Themes from Industry

This research was an examination of the social media in the industry from two distinct perspectives: industry trade press and industry position announcements. An important and surprising finding is the common concepts from the results of first two research questions. First, the theme “team” appeared in both concept maps, and we could infer that teamwork is more important than ever. Industry focused on how people could get involved in team work and how teamwork can improve communication with customers. Additionally, while there is much talk about social media, Facebook can be regarded as a premier social platform and is considered as one of the most important social networks for business by industry. Furthermore, creating strategy based on the social media platform plays a dominant role in today’s competitive business environment.

Communication and Business Programs Teaching Social Media

The third research question examines the relationship between social media and the academic environment. The purpose of this question is to examine in an exploratory nature if business or communication pedagogy has been responsive to the social media themes. In sum,

neither business or communication pedagogy from our list of universities has been responsive to the social media themes we discovered.

For the communication major visual map, the most prominent theme was “media”, with the theme “communication”. Other than that, “news” also has moderately high importance. The top theme along with the other two most prominent themes contain a few core concepts like “development”, “information”, “techniques”, “online”, “social”, and “business”. Every theme intersected with each other, which could be inferred that the three themes have a strong relationship. However, when using the “social” concept map, the most related word is political, and “media” has only 13% likelihood associated with the concept “social”, which means that only 13% of the text segments with “media” also contain “social”. This result indicates that there are only a few courses that teach social media and social media related topics in the communication department. This is especially true about how to use social media as a tool to do business. Some universities have already opened courses to teach social media. For example, Washington University has a Strategic Digital Platform Fundamentals undergraduate course offered by the communication department, which taught students to examine social media application and how to master social media websites.

The business course figure indicates that the key theme “marketing” has a strong connection with other themes “business”, “project”, and “research”. Indeed, few concepts related to social media are contained in these three themes, like “strategies” and “consumer”. The theme “marketing” overlapped with “research” via the concepts “management”, “strategy”, “marketing”, and “sales”. Meanwhile, the theme “marketing” also overlapped the theme “business” through concepts like “tools”, “organizations”, “understanding”, and

“social”. Previous study indicates that business communication educators should include social media related courses in their curriculum because social media is changing the way people do business (Greenwald, 2010). This research found limited courses that teach students to use social media as a tool in business and marketing. For example, some universities have created courses such as “Digital Marketing”, with the objective to “introduce students to contemporary issues related to digital marketing strategy and tactics. Students will gain an understanding and skill in deploying various online marketing strategies and tactics including display ads... social media... and, ‘group buying’ voucher coupons sites” (Emory University). Also, courses like “Social Media Marketing” will cover “marketing, advertising and communications strategies in the new media landscape where traditional media and the online social media” (New York University). The results support the same conclusion as the literature: some of the courses associated with teaching social media abilities are offered by business departments (Greenwald, 2010; Li, 2012; Young, 2009).

In today’s world, social media is becoming more and more important. Business and communication educators should teach students how to possess digital communication skills like how to master a social media platform to meet professional expectations (Greenwald, 2010; Li, 2012; Young, 2009).

Young (2009) states “colleges today are supposed to give graduates the ‘immediate skills’ they need to launch their professional careers, and they now need more digital communication skills and to understand why they are needed” (p. 9). Our research finds that there are several skills such as work with “team” and master “Facebook” that companies and

organizations required. The business sample of programs did offer courses like, “strategy works” and a “business management and organization” course. In regards to Facebook training, there was only one course “international advertising” from a communication department that emphasized Facebook management and how Facebook brought benefits to advertisers and their clients.

Limitations

There are several limitations in this research. First, in this study we did not look at computer science programs, which may be heavily focused on when teaching social media from a behavioral and technical point-of-view. Additionally, the number of academic programs examined was limited to lists from professional organizations. The scope of these programs and their focus are not generalizable to all communication and/or business programs.

Second, there are some unrelated words that exist in the database. For example, in the academic curriculum data set, there exist words like “credit”, “prerequisite”, “major” in the course description, which influenced the result because the software generated themes like “credit”, and “major” in the visual map. The same was true of the industry expectation (job requirement) data set, with the word “experience” generated as a theme appearing in the map. This limitation did not likely hinder the result because we can easily find out these unrelated word based on the literature review and data review. Still, the software does give an unintended focus to these terms.

Another limitation of this research is the small sample size of industry expectations for social media professionals. The convenience data were gathered randomly from one social

media job website with 50 collected results and are not generalizable to all social media positions.

Conclusion

The goal of this exploratory research was to examine industry press and social media job market frames and connect those frames to social media pedagogy in the university environment. By comparing our findings with the earlier studies, we conclude that industry has some new expectation for employers that in past times. Although some universities already have courses that teach students how to master social media in business and communication departments, educators need to pay more attention to ensure the education can meet professional demand.

REFERENCES

- Affinion Loyalty Group. (2012). Survey results: Communications aimed at creating experiences are on the rise. Retrieved from <http://loyalty360.org/resources/article/survey-results-communications-aimed-at-creating-experiences-are-on-the-rise>.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13, 210-230. Retrieved from <http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>
- Bromsgrove. (2012, August 17) As Facebook users hit the 900 million mark, food manufactures continue to network. *PR News wire*. Retrieved from <http://www.prnewswire.com/news-releases/as-facebook-users-hit-the-900-million-mark-food-manufactures-continue-to-network-166541416.html>.
- Davis, M. (2010). Social networking goes to school. *Education Digest*, 76, 14-19.
- Elwell A (2012) Defence IQ releases social media in defence 2012 report. Retrieved from http://www.slideshare.net/Defence_IQ/defence-iqs-social-media-in-defence-report-2012
- Entman, R. M. (1993). Framing: Towards clarification of a fractured paradigm. *Journal of Communication*, 43. 51-58.
- Entman, R. M. (2010). Media framing biases and political power: Explaining slant in news of Campaign 2008. *Journalism*, 11, 389-408.
- Gallicano, T. D., & Sweetser, K. D. (2008). Guidelines for teaching the social media release. Presented at the 2008 NCA Annual Conference in SanDiego.

Gitlin, T. (1980). *The whole world is watching: Mass media in the making and unmaking of the new left*. Berkeley, CA, Los Angeles, CA, & London, U.K.: University of California Press.

Greenwald, D. (2010). Social media: Changing the world of business communication. In Proceedings of 75th annual convention of the Association for Business Communication. Retrieved from <http://businesscommunication.org/wp-content/uploads/2011/04/ABC-2010-08.pdf>.

Hansen, K.A., Paul, N., Defoster, R., & Moore, J. E. (2011). Newspaper training program shows gains in social media. *Newspaper research journal*, 32, 40-51.

Hwang, J. M., & Brummans B. H. J. M. (2011). Learning about media effects by building a Wiki community: Students' experiences and satisfaction. In Wankel, C. (Ed), *Teaching arts and science with the new social media* (pp. 39 – 59). Bingley, UK, Emerald Group.

Jones, A. (2011). How Twitter saved my literature class: A case study with discussion. In Wankel, C (Ed), *Teaching arts and science with the new social media* (pp. 91 – 105). Bingley, UK, Emerald Group.

Kalamas, M., Mitchell, T., & Lester, D. (2009). Modeling social media use: Bridging the communication gap in higher education. *Journal of Advertising Education*, 13, 44-57.

Kelley, C. A., & Bridges, C. (2005). Introducing professional and career development skills in the marketing curriculum. *Journal of Marketing Education*, 27, 212–218.

Kelm, O. R. (2011). Social media: It's what students do. *Business Communication Quarterly*, 74, 505-520.

- Khang, H., Ki, E.J., & Ye, L. (2012). Social media research in advertising, communication, marketing, and public relations, 1997-2010. *Journalism & Mass Communication Quarterly*, 89, 1-20.
- Lester, D. L. (2012). Social media: Changing advertising education. *Online Journal of Communication and Media Technologies*, 2(1), 116-125. Retrieved from <http://www.ojcm.net/articles/21/216.pdf>.
- LexisNexisAcademic.(2012),<http://www.lexisnexis.com.ezproxy.etsu.edu:2048/hottopics/lnacademic/>
- Li, X. (2012). Weaving social media into a business proposal project. *Business Communication Quarterly*, 75(1), 68-75.
- Löfström, E., & Nevgi, A. (2006). From strategic planning to meaningful learning: Diverse perspectives on the development of web-based teaching and learning in higher education. *British Journal of Educational Technology*, 38, 312-324.
- Mason, H. L. (2011). Facebook, "Friending," and faculty-student communication. In Wankel, C. (Ed), *Teaching arts and science with the new social media* (pp. 61 – 87). Bingley, UK, Emerald Group.
- Matter communications. (2012), Matter communications rounds out social media services with measurement offering. Retrieved from <http://www.matternow.com/media/news/article/matter-communications-rounds-out-social%20%20-media-services-with-measurement-offering/>.
- McCorkle, D. E., & McCorkle, Y. L. (2012). Using LinkedIn in the marketing classroom: exploratory insights and recommendations for teaching social media/networking.

Marketing Education Review, 22, 157-166.

Nisbet, M. C. (2010) Communicating climate change: Why frames matter for public engagement. *Environment: Science and Policy for Sustainable Development*, 51(2) 12-23.

Panagopoulos, N. (2010). *Sales technology: Making the most of your investment*, New York: Business Expert.

Parker, N. K. (2004). The quality dilemma in online education. In T. Anderson & F Elloumi (Ed), *Theory and practice of online learning* . 385-421. Athabasca, Canada: Athabasca University.

Penn-Edwards, S. (2010). Computer aided phenomenography: The role of Leximancer computer software in phenomenographic investigation. *The Qualitative Report*, 15, 252-267.

Pew Research Center for People and the Press (2008). Internet's broader role in campaign 2008. *Washington DC.: Pew Research center for people and the Press*, 2008, Retrieved from <http://www.people-press.org/2008/01/11/internets-broader-role-in-campaign-2008/>

Pew Research Center. (2010). The millennials: Confident. Connected. Open to change. *Pew Research Center*. Retrieved from <http://pewresearch.org/pubs/1501/millennials-new-surveygenerational-personality-upbeat-open-new-ideas-technology-bound>.

Rheingold, H. (2008). Using social media to teach social media. *The New England Journal of Higher Education*, 13, 25-26.

- Robinson, P. (2001). Theorizing the influence of media on world politics: Models of media influence on foreign policy. *European Journal of Communication*, 16. 523-544.
- Rodriguez, M., Peterson, R. M., & Krishnan V. (2012). Social media's influence on business-to business sales performance. *Journal of Personal Selling & Sales Management*, 32, 265-378, doi: 10.2753/PSS0885-3134320306.
- Roth, G. (2011). Teaching social media skills to journalism students. In Wankel C. (Ed), *Teaching arts and science with the new social media* (pp.127 – 140). Bingley, UK, Emerald Group.
- Scharrer, E., Weidman, L., & Bissell, K. (2003). Pointing the finger of blame: News media coverage of popular-culture culpability. *Journalism & Communication Monographs*, 5, 49-98.
- Scheufele, D. A. (1999). Framing as a theory of media effects. *Journal of Communication*, 49, 102-122.
- Schlee, R.P., & Harich, K. R. (2010). Knowledge and skill requirements for marketing jobs in the 21st Century. *Journal of Marketing Education*, 32, 341–352.
doi:10.1177/0273475310380881
- Scott, D. M. (2009), *The new rules of marketing and PR, how to use social media, blogs, news release, online video & viral marketing to reach buyers directly*, Hoboken, NJ: John Wiley & Sons.
- Social Media Job. (2012), Jobs in social media. Retrieved from
<http://jobsinsocialmedia.jobamatic.com/a/jobs/find-jobs>
- Stockwell, P., Colomb, R. M., Smith, A. E., & Wiles, J. (2009). Use of an automatic content

analysis tool: A technique for seeing both local and global scope. *International Journal of Human-Computer Studies*, 65, 424-436.

Stokes, R. (2008). *eMarketing: The essential guide to online marketing (2nd ed.)*. Cape Town, ZAF: Quirk eMarketing.

Tapscott, D. (2009). *Grown up digital: How the net generation is changing your world*, New York: McGraw-Hill.

University of Delaware (2008). Wikis in higher education. IT-User Services, Delaware:

University of Delaware. Retrieved from

http://www.udel.edu/sakai/training/printable/wiki/Wikis_in_Higher_Education_UD.pdf

Wankel, C. (2011). New dimensions of communicating with Students: Introduction to teaching arts and science with the new social media. In Wankel, C. (Ed), *Teaching arts and science with the new social media* (pp. 3 – 14). Bingley, UK, Emerald Group.

Young, E. (2009, November 05). Teaching the Facebook generation. *Business Week*.

Retrieved from

http://www.businessweek.com/bschools/content/nov2009/bs2009115_016982.htm.

VITA

WEIWEN ZHOU

Personal Data: Date of Birth: April 25, 1988

 Place of Birth: Haerbin, Heilongjiang Province, China

Education: B.S English, North China University of Technology,
 Beijing, China, 2008

 B.S. Advertising, East Tennessee State University,
 Johnson City, Tennessee, 2010

 M.S. Professional Communication, East Tennessee State University,
 Johnson City, Tennessee, 2012