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# Propriety of Self-Disclosure on Facebook: An Examination of Its Impact on Credibility

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PROPRIETY OF SELF-DISCLOSURE ON FACEBOOK®:  
AN EXAMINATION OF ITS IMPACT ON TEACHER CREDIBILITY

A Thesis

Presented to

The Faculty of the Department of Communication Studies

San José State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Katherine C. Ireland

August 2013

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PROPRIETY OF SELF-DISCLOSURE ON FACEBOOK®:  
AN EXAMINATION OF ITS IMPACT ON TEACHER CREDIBILITY

by

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August 2013

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## ABSTRACT

### PROPRIETY OF SELF-DISCLOSURE ON FACEBOOK®: AN EXAMINATION OF ITS IMPACT ON TEACHER CREDIBILITY

By Katherine C. Ireland

This experimental study examined the effects of the propriety of computer-mediated teacher self-disclosure on perceptions of teacher credibility and how that relationship is moderated by ethnicity. Participants were assigned to one of four conditions: White Appropriate, Latina Appropriate, White Inappropriate, and Latina Inappropriate. Participants answered questions about the instructor's perceived credibility. Results suggest that teachers who engaged in appropriate self-disclosure were rated higher on teacher credibility than those with inappropriate Facebook® profiles. There was no main effect for ethnicity. Implications for classroom pedagogy, technology use, and areas for future research are discussed.

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## Chapter One: Introduction

*Consider, for a moment, the number of times per day one may log-in to a computer to check email, whether it is work email or personal email. Consider the number of emails one may receive on any given day, including SPAM email. Consider the number of times per day one may log-in to Facebook® and peruse what friends and family have been up to since the last log-in. As many as 90 trillion emails are sent per year, and as of December, 2011, there were 1.11 billion Facebook® users participating in six million profile views per minute, 260 billion profile views per month, and 37.4 trillion profile views per year (O'Neill, 2010; newsroom.fb.com, 2013).*

Internet use is so commonplace in our society that email and social media seem to be the preferred modes of communication, and users often opt to send emails or connect via Facebook® rather than face-to-face. Instructors are developing ways to bring social media into the classroom in order to engage their students, as it may encourage student participation which is a strong predictor of their eventual success in the class (Powell, R. & Powell, D., 2010). However, it is important that one considers the ramifications that come with this convenience. Computer-mediated communication has an impact on human communication and human relationships, and it is important that researchers have a better understanding of this relatively new medium as well as the effects that this medium has on interpersonal relationships. The teacher-student relationship is of particular importance, because this relationship can have a direct impact on the student's ability to learn (Teven & McCroskey, 1997)

Although there are several factors that contribute to a student's ability to learn and retain information, *teacher credibility* is seemingly the most important, and it encompasses many dimensions including competence, trustworthiness, and caring. In order for a student to learn and understand what the teacher is trying to teach, the student

must find the teacher credible (Teven & McCroskey, 1997). If a student finds an instructor credible, she or he is more likely to remain engaged in the instructor's class, which may lead to better learning outcomes. In recent times, instructors engage students through the introduction of technology in the classroom in the form of email, social media, and Internet videos (Powell, R. & Powell, D., 2010). Consequently, this opens the door to out-of-class interactions through computer-mediated communication, especially on social media such as Facebook®. These interactions often provide students a glimpse into the personal lives of their teachers. If the content and interactions between the student and instructor remain appropriate, this online relationship can have a positive effect on the instructor's credibility (Johnson, 2011; Mazer, Murphy, & Simonds, 2007). However, students and teachers do not have to interact with one another or "friend" each other on Facebook® in order for students to access teachers' Facebook® profiles. Students may have access to various levels of photos, status updates, and personal information depending on the teacher's privacy settings. Thus, there seem to be multiple opportunities for uncomfortable or inappropriate, sometimes unintended, self-disclosure between teachers and students (Matthews, 2012). Therefore, it is important to understand students' reactions to potentially inappropriate personal information on Facebook® and whether this could have a detrimental effect on the teacher's credibility.

Perceived teacher credibility can be negatively or positively affected by many behaviors and personality traits demonstrated by instructors. For example, some of the factors that affect instructor credibility in a positive way include humor and the use of slang, but only if used in moderation and in a relevant manner (Mazer & Hunt, 2008;

Nasser, Rold, Mapp, Bannon & Ratcliff, 2009). Some factors that negatively affect teacher credibility are teacher burnout behaviors and revealing sexual orientation if it is different than the socially accepted norm (Russ, Simonds & Hunt, 2002; Zhang & Sapp, 2009). Gender and ethnicity seem to be of particular interest to credibility researchers, where they have most typically found that race and ethnicity have a much greater impact on credibility than gender (Glascock & Ruggiero, 2006; Hargett & Strohkirch, n.d.; Patton, 1999). These researchers were able to provide strategies to avoid loss of credibility that included taking on more masculine forms of communication (Borisoff & Hahn, 1995; Sandler, 1991).

It is possible for instructors to alter or hide certain traits, but there are others that are unavoidable. For example, the use of humor or slang in the classroom, and the visible and verbal effects of teacher burnout are behaviors that can be altered. Sexual orientation can remain undisclosed in the classroom, or the community can adopt language that normalizes neither heterosexuality nor homosexuality. However, ethnicity is on the body, and communication cannot alter how one appears (Patton, 1999). There is no escaping “Black” or “White.” One cannot stop being what she or he is, and previous research dictates that students find instructors of color less credible than White teachers (Glascock & Ruggiero, 2006; Hargett & Strohkirch, n.d.; Patton, 1999). Thus, one must consider how ethnicity might moderate a teacher’s perceived credibility.

Credibility research may be an established and often over-researched area of communication pedagogy, but computer-mediated communication has made this research exciting again. Since researchers have linked teacher credibility to student learning

(Mazer, Murphy & Simonds, 2007; Russ, Simonds & Hunt, 2002; Teven & McCroskey, 1997), it is important that researchers and educators have a firmer understanding of the relationship between self-disclosure, ethnicity, gender, and credibility, in order to anticipate issues that one may encounter when bringing social media into the classroom as an educational tool.

A particularly interesting positive that social networking websites offer is the idea of harnessing social networking websites for educational purposes (Kaufer & Gunawardena, 2011; Schwartzman, 2011; Selwyn, 2009; Stern, 2011). These researchers have discovered that these websites make education more accessible to students with extenuating circumstances that disallow them from participating in traditional, educational classrooms. Additionally, in recent years, new media and Internet researchers have focused on how relationships are formed and maintained on Facebook® (Rosenberg & Egbert, 2011; Stern & Taylor, 2007; Van Der Heide, D'Angelo, & Shumaker, 2012). With regard to the teacher-student dyad, Mazer, Murphy and Simonds (2009) and Johnson (2011) suggest that students tend to find teachers more credible when teachers disclose information about themselves on Facebook®, and Techlehaiyanot and Hickman (2011) explored what exactly students find appropriate in maintaining an online relationship with a teacher. Mazer, Murphy and Simonds (2007) found that computer-mediated teacher self-disclosure via Facebook® correlate with positive student learning outcomes. In 2009 they followed their student learning outcomes study with a study exploring the relationship between computer-mediated self-disclosure via Facebook® and credibility. They found that if a student and a teacher are “friends” on Facebook®

and have access to status updates and photos, the student tends to perceive the teacher as more credible (Mazer, et al., 2009). Johnson performed a similar study with Twitter® and had very similar findings. Participants found the teacher with the personal and professional Twitter® feed more credible than the teacher with the more professional Twitter® feed (Johnson, 2011). Computer-mediated relationships can be positive from both the teacher and the student perspective.

Neither Mazer, Murphy, and Simonds (2009) nor Johnson (2011) explain how students perceive teachers who disclose inappropriate information on Facebook®. They only examined the differences between “friending” and not “friending,” and personal versus professional information sharing. If a teacher uses Facebook® as an outlet for work aggravation or to share practices that do not fit with the persona put forth in the classroom, that would constitute inappropriate self-disclosure with detrimental pedagogical fallout. Lucas (n.d.) claimed that teachers and students need to keep a certain distance from one another in order to maintain respect and that friending students will allow them access to more information than they would normally have. This in turn could alter the teacher-student dynamic (“Teacher Identity,” 2011.). Furthermore, it would behoove the instructor to be knowledgeable about how her or his students are using social media, especially when interacting with different types of information, for example looking at photos, status updates, and postings from “friends.” Some students may be interested in maintaining an out-of-classroom relationship with their teachers, some may be curious or would like to perform surveillance, while some may just be looking to gain social capital by increasing their number of “friends” (Ellison, Steinfield,



& Lampe, 2007). Either way, the instructor should be aware of how students use social media, and the typical activities in which they engage.

Thus, there is a burgeoning area of research on social networking websites and new media and the possible advantages these websites offer instructors in the classroom. As of now, research shows that appropriate self-disclosure increases a teacher's credibility as well as boosts the student's learning (Mazer, Murphy & Simonds, 2009; Johnson, 2011). However, it is also clear that interacting with students on Facebook® and communicating with students in a way that could be viewed as inappropriate are of great importance and concern to teachers, students, parents, and administrators (Lucas, n.d.; Matthews, 2012; Smith & Kanalley, 2010; Turley, 2012). As there is scant research available regarding the effect that inappropriate self-disclosure on Facebook® has on teacher credibility, the current research provides an opportunity to re-examine teacher credibility via computer-mediated communication. Credibility research indicates that ethnicity has a significant impact on perceived credibility, and initial social media and credibility research indicate that students find teachers more credible if they engage in self-disclosure through posting personal updates and pictures on these social networking websites (Mazer, et al., 2007). Some researchers have examined what students find appropriate (Techlehimanot & Hickman, 2011). However, they have yet to combine these two areas of interest. Thus, there is a gap in the research examining the effects of propriety of messages and ethnicity, and this study addresses that gap, leading to the broad research questions: how does computer-mediated communication via Facebook®

affect the teacher-student relationship, and what role do propriety of self-disclosure and ethnicity play in that relationship? The key hypothesis is

H1: Participants will find the “appropriate” self-disclosing instructors more credible than the “inappropriate” instructors, and this relationship will be moderated by the instructor’s ethnicity, such that the White, appropriate self-disclosure instructor will be rated most credible, and the non-White, inappropriate self-disclosure instructor will be rated as least credible.

Using an impression formation and uncertainty reduction theoretical framework, this study will take existing research a step further and examine the relationship between teacher self-disclosure via Facebook® and perceived credibility. Specifically this research focuses on the differing effects of appropriate versus inappropriate status updates and comments on teacher credibility, and how this relationship is moderated by the instructor’s ethnicity. The three dimensions of credibility examined in this study are competence, trustworthiness, and caring (Teven & McCroskey, 1997).

The remainder of this paper will examine the relationship between propriety of self-disclosure on Facebook® and perceived teacher credibility, and how that relationship may be moderated by ethnicity, beginning with a review of the existing literature on this and other relevant topics, an overview of the method being employed, an overview of the findings of this study, and finally a discussion of the implications of this study. A more thorough review of the available research follows in the next chapter.

## Chapter Two: Literature Review

To begin the examination into Facebook® propriety, gender, ethnicity, and credibility, one must first consider all of the different dimensions that make up the pieces of this communication phenomenon. The different communication dimensions that need to be examined are new media, computer-mediated communication, interpersonal communication, instructional communication, and credibility. The next step is to examine the existing research and literature available in the communication field, as well as outside the communication field, in order to gain an understanding of the state of the research. First, new media research will be examined.

### **New Media**

New media was of immediate interest to communication researchers with its onset in the mid-1990s, because they realized that it differed from other forms of mass communication. It offered new ways of communication, and they were interested in the effect that this new form of communication had on relationships and identity formation. Researchers began calling for new theories on which to base research, then argued that the Internet was truly worthy of study and have since proposed theories that are relevant to Internet research. In order to better understand the evolution of the new media research, it will help to first better understand the evolution of the new media itself.

**A history of social media.** Initially, the Internet was not something that was widely used in American homes. In 1995, 45.1 million people were using the Internet (O'Neill, 2010). The Internet had been in existence in a business capacity for some time, expediting business communications since the 1970s, but computers and the Internet

were still new to the non-business world at that point. They were expensive, so computers in the home, let alone multi-computer homes, was not normal. However, the Internet was about to change drastically, and the dropping cost of personal computers was about to make home networks accessible to many more households.

In the late 1980s, CompuServe allowed for a new form of communication and file-sharing amongst the public that came to be known as email (Nickson, 2009). The precursor to today's social networking capabilities became popular in the early 1990s and was known as America Online®. This service allowed for member-created communities, and searchable member profiles, which was the beginning of the Internet (Nickson, 2009). Internet use has grown considerably since then, and the number of users has grown from 45.1 million in 1995 to 1.73 billion as of September, 2009 (O'Neill, 2010). As many as 90 trillion emails are sent per year, and 247 billion per day; of those, 200 billion, or eighty-one percent, are spam email messages (O'Neill, 2010). As of December, 2009, there were 234 million websites in existence (O'Neill, 2010). Email provided a means to communicate with friends and family in a convenient and inexpensive way, but this was just the starting point. Entrepreneurs saw a use for the Internet in the form of networking.

By 1995, the Internet was highly popular, and the very first social networking website was born in the form of Classmates.com® (Nickson, 2009). It became evident to social network creators that members were fascinated by the thought of virtual reconnection, rather than virtual networking. Between the time that Classmates.com® was created in 1995 and 2002, creators launched several sites aimed directly for a certain

demographic, for example Asian Avenue.com®, aimed toward Asian members®, Black Planet.com®, aimed toward African American members, and MiGente.com®, aimed toward Hispanic members (Nickson, 2009). It was clear that these social-networking websites were going to be quite popular, because they had worked for these demographic groups. It was not long before websites were all inclusive, rather than aimed at certain demographics.

With the launch of Friendster.com® in 2002, a new genre of social networking website was launched every year thereafter. Friendster® is a match-making website using a specific type of software that links members with potential matches through similar friends. Linked In®, which was launched in 2003, caters mostly to working professionals looking to network professionally, and MySpace®, also launched in 2003, caters to everyone looking to meet new people and reconnect with lost friends (Nickson, 2009). Facebook®, launched in 2004, was initially created for students attending Harvard University, and was eventually expanded to everyone with a university email address (Nickson, 2009). Finally, in 2006, Facebook® became what is recognized today as the most widely used social networking website, available to anyone with an email address in nearly every country (Nickson, 2009). Anyone can join in and participate in the fun, and Facebook® is available in 70 different languages worldwide (Facebook®, 2012). “Founded in 2004, Facebook’s® mission is to make the world more open and connected. People use Facebook® to stay connected with friends and family, to discover what’s going on in the world, and to share and express what matters to them” (Facebook®, 2012). As of December, 2011, there were 845 million Facebook® users,

participating in six million profile views per minute, 260 billion profile views per month, and 37.4 trillion profile views per year (O'Neill, 2010). As of 2009, users were uploading 2.5 billion photos per month (O'Neill, 2010). Judging by these numbers, it is safe to conclude that Facebook® is important in the lives of many people.

Communication researchers recognized the importance and newness of this medium at the onset, and immediately began arguing that it was different than mass communication, and explaining why it needed to be studied.

**Making mass communication obsolete.** New media research began with an acknowledgement that the original mass communication theories would no longer hold up with this new form of communication, and a call for theory development that would properly explain this new form of communication (Chaffee & Metzger, 2001). The Internet is more interactive than other forms of mass communication, and users are more active than passive, meaning they have a choice as to what they are exposed. They are no longer subjected to information as with television and radio. Initially, mass communication researchers were ignoring the Internet and its effects, and if they continued to do so, the original mass communication theories would no longer be relevant or useful (Morris & Ogan, 1996). The Internet has the ability to change mass communication because, as Chaffee and Metzger (2001) argue, “people’s everyday mass media experience will become more individualized as the new media continue to evolve and diffuse throughout society” (p. 377). With so many different channels for information and entertainment, producers will begin to tailor their information for smaller, more interactive audiences, which may make the term *mass communication*

obsolete. Researchers have difficulty with defining mass communication or mass media, as it is constantly changing. With conceptualizing the Internet as a mass medium, it allows communication researchers to define both mass and media to fit the particular situation (Morris & Ogan, 1996). Now the battle is convincing other researchers that the Internet is worthy of study, and a few researchers have taken it upon themselves to do the convincing.

**Why researchers should study the Internet.** An American professor and an Israeli professor (Newhagen and Rafaeli, respectively) had a conversation about what communication researchers should study and why. Rafaeli feels that Internet research is important because scholars should have a “shorthand map of the communication-related phenomenon that the Net represents” (Newhagen & Rafaeli, 1996, p. 4) and argues that Internet research will prove to be a rejuvenation for using a Uses and Gratifications framework in studies because users have more choices as to what they are exposed to due to the interactivity of the Internet.

Newhagen (1996) feels that studying the novelties of the Internet will be superficial and short lived and argues that it is more important to develop new theories surrounding the Internet rather than attempting to apply existing mass communication theories developed for print and television. He explains further that the Internet may be a true form of communication technology because of the interactivity that it offers and that information is more readily available for the consumer (Newhagen & Rafaeli, 1996). Newhagen and Rafaeli have argued the importance of the Internet, so researchers began to examine how users were consuming the Internet.

Emmers-Sommer and Allen (1999) similarly found that individuals who consume a lot of media, particularly Internet media, have more knowledge of political and social events, and have access to many different sources, rather than only one news channel or newspaper. Where this access to many different sources of information can be a good thing, Emmers-Sommer and Allen (1999) also discovered that adolescents are using the Internet for sexual information rather than asking questions of their parents, and their ideas of sexual encounters are skewed due to mediated portrayals. The common finding amongst these articles is the existing media effects theories do not suit the Internet, and future research should focus on new media effects, and how they differ from television and print.

Eveland (2004) took those suggestions and argued that “too much research in the current media effects paradigm does not actually address the effects of media, but instead focuses on the effects of content that are simply carried by various media” (p. 408). Because of this, he proposed a new approach to media effects and new communication technologies, which he titled, “Mix of Attributes Approach,” where he explains that it is important to focus on the effects of the media, and approach new media considering many different attributes, rather than only one. For example, rather than focusing only on interactivity, a researcher should consider interactivity, control, organization, textuality, content, or any combination of those (Eveland, 2004). This new approach to research is one step closer to developing new theories to allow for new media technologies. Two theories that are relevant to new media studies, and particularly to this study, are Uncertainty Reduction and Impression Formation theories.



## **Theoretical Frameworks**

**Uncertainty reduction theory.** When two people interact with one another for the first time, they are primarily concerned with obtaining information in order to get-to-know the other person in an attempt to reduce uncertainty and increase predictability (Berger & Calabrese, 1975). This is the premise of uncertainty reduction theory.

Uncertainty reduction can happen prior to or immediately during the initial meeting, or it can happen retroactively in conversation with others in an attempt to make meaning of the interaction (Dawkins, 2010). Three conditions must exist in order for uncertainty reduction to occur. “The first is the potential of the other person to reward or punish, the second is when the other person’s behavior is contrary to expectations, and the third is when the person expects future interactions with another” (Dawkins, 2010, p. 137).

There are three strategies in which one may engage in order to reduce uncertainty either proactively or retroactively.

Passive strategies involve unobtrusive observations of another person doing something under normal circumstances and/or when inhibitions may be lowered. Active strategies include attempts to uncover information about another person through indirect means such as personal and mediated social networks. Interactive strategies occur when the observer and the other person engage in face-to-face or direct communication with one another. (Dawkins, 2010, p. 137)

Uncertainty reduction theory has become quite popular since the social networking and dating websites came into play. Researchers are finding evidence of uncertainty reduction, and choosing to use this theoretical framework throughout many of their studies, especially those that involve meeting face-to-face with a person whom they initially met on the Internet (Gibbs, Ellison, & Lai, 2011; Ramirez, et al., 2002; Maguire,

2007). “Focusing on uncertainty reduction strategies is important because these activities enable individuals to confirm the identity claims made by others in a context that lacks many traditional avenues of information seeking, thus setting the stage for self-disclosure and relationship development to occur” (Gibbs, et al., 2011, p. 89). It has proven to translate from interpersonal relationships to new media studies, since many more relationships have great potential to form online than anywhere else. Social networking websites have made human communication more accessible and convenient (Ellison, Steinfield, & Lampe, 2007).

Particularly interesting is the interconnectivity that students now have with their instructors. There is little chance of an instructor running into a student at a bar or at the movie theatre on the weekends. The only access that students had to instructors’ personal lives, prior to social networking websites, was self-disclosure during class or office hours. Students now have access to view other student ratings of an instructor on RateMyProfessor.com®, and can view previous assignments and syllabi on CourseHero.com®. Facebook® allows for students to have more access to the personal lives of their instructors (Techlehaiymanot & Hickman 2011), which likely has an effect on perceived credibility. Uncertainty reduction theory informs this study, because students likely engage in strategies in order to feel more connected to their instructors, and better understand how an instructor may behave in a one-on-one, face-to-face communicative exchange. Students may engage in uncertainty reduction strategies in order to feel more comfortable in interactions with instructors. The Internet allows for the ability of students to seek information about their instructors to which, prior to social networking

websites, they never would have had access. They are then forming impressions of the instructor based on the very little information they obtained from viewing a Facebook® profile.

**Impression formation theory.** Impression formation and uncertainty reduction often come hand in hand with computer-mediated communication. Communicators will engage in uncertainty reduction techniques and, in the process, form impressions. Impression formation informs this study, because it explains how people use pieces of information to form impressions of others upon an initial meeting; people expect a complete, coherent personality (Walther, 1993). It further explains that the initial impression is used as the basis for all future interactions with that person. Previous research indicated that communicators were forming more neutral impressions of those with whom they engaged in computer-mediated communication, because certain non-verbal and attractiveness cues were filtered out (Walther, 1993). However, more recent computer-mediated communication researchers are finding that people are forming impressions with less information, and the information they are using to form those impressions is only made available as the communicators choose. Furthermore these impressions are more intense than impressions made with face-to-face communication.

This theory is relevant to this study because when students go online and seek out a teacher on Facebook®, they will use bits and pieces of available information to form impressions of that teacher. These impressions will then inform all future interactions with the student. The impression that the student is forming is then based upon the disclosure on the teacher's Facebook® profile. Whether or not the disclosure is

appropriate or inappropriate could have a detrimental impact on the impression of the teacher's perceived credibility formed by that student.

Communication researchers have focused their attention on social networking websites, and how consumers use these websites to build social capital (Ellison, Steinfield & Lampe, 2007) and make and maintain "friends" on the Internet (Parks & Floyd, 1996). With this call for new theories and ways of studying the Internet, it is important that communication scholars are aware of the effect of computer-mediated communication, and how this medium could, potentially, change the message.

### **Computer-Mediated Communication**

Early computer-mediated communication research focused mainly on email and chat rooms, but researchers have attempted to keep up with the ever evolving Internet, and began to shift their focus to content of messages, the introduction of photographs, and impression formation. The growth of Internet popularity happened so quickly that researchers were still focused on implementing new ways to study it when it became so widely used in American homes. It is rare to engage in conversation without Facebook® coming up. Movies and television shows use generic social networking websites that often resemble the aesthetics of Facebook®. It has become a norm in the everyday, American life, and it is interesting to consider that it all began with email.

**Email content.** Researchers caught up eventually, and were initially interested in email communication as that was the first form of computer-mediated communication that became wildly popular in the mid-1990s. Walther and D'Addario (2010), for example, focused on emoticons in emails, because emoticons were initially meant to

replace the non-verbal cues one received in face-to-face communication. They discovered that emoticons complement the intent of the message, but do not enhance the message, and that a frown emoticon added to a positive verbal message changed the connotation of the message, where a smile to a negative message did not change the connotation at all (Walther & D'Addario, 2010). This would imply, then, that the frown emoticon has a firmer impact than the smile emoticon. Similarly, Waseleski (2006) focused on the use of exclamation points, and was particularly interested in the differences in gender. She found that women use emoticons more often than men, and she further explains that she found during her research, that exclamation points are meant to indicate friendliness in the message (Waseleski, 2006). This would imply, then, that women try to be friendlier in their e-mail messages with their overuse of exclamation points than do men. Both of these studies are interesting when considering the instructor-student relationship. If an instructor is attempting to indicate kindness or emotion through this type of computer-mediated communication, it would behoove her or him to utilize emoticons or exclamation points. If one is trying to be strict and to the point, however, one should adhere to proper grammar guidelines. Eventually the research interest shifted from content of email message to social-networking with the evolution of the Internet and popularity of social media.

Chat rooms and social networking websites became very popular, very quickly, and researchers changed their focus to impression formation and self-disclosure on these particular websites. Hancock and Dunham (2001) compared the intensity and breadth of impressions formed by face-to-face communication and computer-mediated

communication. They found that participants who communicated with another participant through computer-mediated communication received considerably less information than the participant who communicated face-to-face (Hancock & Dunham, 2001). Further, they discovered that participants formulate more intense impressions of those with whom they communicate on the Internet, as opposed to those who communicate face-to-face (Hancock & Dunham, 2001). This has interesting implications for computer-mediated communication, and particularly those who rely on computer-mediated communication for interpersonal relationships, in that, in forming impressions of another person, one may be forming intense impressions on less information. This has interesting implications for instructors, as well. Students will likely try to familiarize themselves with an instructor prior to class beginning, in an attempt to reduce uncertainty. Students may be forming impressions on very little information, and walk into the classroom with a preconceived impression of the instructor. To take that research further, Van der Heide, D'Angelo and Schumaker (2012) examined the difference in impression formation through photographs versus textual information. They found that textual information has more impact on judgments than do photographs (Van der Heide, et al., 2012). Photographs have less impact on impression formation than textual information, so the textual information should always be the priority. It is interesting to consider the effects that computer-mediated communication has on interpersonal relationships when both textual communication and photographs are present, as with a Facebook® profile.

## **Interpersonal Communication**

Social networking websites offer users many different ways to communicate interpersonally: through words, photographs, and a thumb up as an indication of “liking” to name only a few. Because of the many different ways to communicate, there are many different ways in which to use these websites. Stern and Taylor (2007) examined Facebook® specifically, because it is the most popular social networking site and they found that users mostly keep in touch with old friends and create new friendships through Facebook®. They also found that those involved in romantic relationships used Facebook® to ensure the status, commitment, and fidelity of their relationships by examining the profile of the person with whom their relationship exists (Stern & Taylor, 2007). Social networkers use these websites to form impressions of others, as well as to post pictures and status updates to maintain a certain self-presentation (Van Der Heide, D’Angelo, & Shumaker, 2012). Rosenberg and Egbert (2011) found in their study that Facebook® users typically fall into two categories: users who worry about “fitting in” will typically post updates and photos that emulate socially acceptable norms, also known as role-modeling tactics, where as those who are known as Machiavellians, people who “are manipulative and tend to exploit situations and people for their personal benefit,” are less likely to employ role-modeling tactics (Rosenberg & Egbert, 2011, p. 12). The ways of communicating that Facebook® provides has allowed for many different uses of Facebook®, but above all those seem to be relationship maintenance and impression formation.

**Relationship maintenance.** Researchers have placed emphasis on how relationships are formed and maintained through computer-mediated communication because computer-mediated communication is so commonplace in society. Early computer-mediated communication research took one of two sides: computer-mediated communication causes shallow, impersonal, and sometimes hostile relationships, or it makes distance relationships easier to maintain (Parks & Floyd, 1996). Ellison, Steinfield, and Lampe (2007) were interested in how college students use Facebook® and if there is a greater benefit to having many “friends.” They discovered that college students used Facebook® as a way to keep in touch with high school friends and bridging the gap between physical locations (Ellison, et al., 2007). College students also used Facebook® as a way to familiarize themselves with their university, engage in online study groups, and meet new people (Ellison, et al, 2007). Those with less self-confidence were more inclined to engage in computer-mediated communication via Facebook® than they were to approach a fellow student and engage in face-to-face communication (Ellison, et al, 2007). With the birth of Facebook® and other social networking websites, researchers have also been interested in the effect of pictures on interpersonal relationships. Prior to Facebook®, pictures were not readily available with previous computer-mediated communication. One had to ask to see photographs rather than simply peruse a Facebook® page for images.

Walther, Slovacek and Tidwell (2001) were interested in how photographs affect computer-mediated communicative relationships that have been solely based on text for a longer period of time. They compared short-term and long-term relationships and found



that photographs heightened the levels of intimacy, affection and attractiveness in short-term computer-mediated communicative relationships, but had the opposite effect in long-term computer-mediated communicative relationships (Walther, et. al, 2001). Rather, those participating in long-term computer-mediated communicative relationships experienced lower levels of intimacy, affection and attractiveness (Walther, et al., 2001). However, those engaging in a long-term computer-mediated communicative relationship experienced higher levels of interpersonal liking rather than those in a short-term relationship, and this was likely due to the possibility of getting to know one another through only text-based communication prior to photographs being introduced (Walther, et al., 2001). Where relationship maintenance is important, interpersonal communication researchers also considered the importance of impression formation and the differences between photographic and textual communication.

**Impression formation.** Impression formation is human nature and something humans do on a routine basis. We meet people and we either like them or not. Facebook® has allowed for access to more information up front than is normally discovered in an initial face-to-face meeting. Textual as well as photographic information can be accessed without the connection of being “friends” on Facebook®. Initially, researchers found that there was a great difference in how Internet users form impressions of other users when photographs are introduced to a relationship than was previously, solely based on text (Van Der Heide, D’Angelo, & Schumaker, 2012; Walther, Slovacek, & Tidwell, 2001). The introduction of pictures made the relationship undesirable in most cases. The researchers explain that this is due to an image of the

other person formed in one's mind during communication, and when the picture does not match that image, one loses interest (Walther, Slovacek, & Tidwell, 2001). This is important when considering the relationship between the student and the instructor, because accessing an instructor's pictures could greatly affect the perceived credibility of an instructor. They likely have a relationship that involves face-to-face interaction prior to accessing the pictures, but seeing these pictures could either increase or decrease the instructor's credibility, dependent upon the propriety of the pictures and what they communicate about the instructor's personal life to which a student would not typically have access. This relates to other parts of the instructor's personal life, for example, the instructor's contacts through social media.

Researchers have also examined what an Internet user's contacts are communicating about them (Walther, Van Der heide, Kim, Westerman, & Tong, 2008). They examined the public posting on one's profile and the social attractiveness of one's contacts. Researchers found that participants perceived profile owners as more attractive if their contacts were physically attractive, and the outcome of postings was related with gender (Walter, et al., 2008). They found that negative messages about certain moral behaviors had a positive impact on a male's perceived attractiveness, where it had an opposite effect on the female's perceived attractiveness (Walther, et al., 2008). Here is evidence of a double standard; "bad" boys are viewed as socially desirable, where "bad" girls are undesirable. This is important to take into consideration in the instructor-student relationship. When instructors and students have glimpses into each other's personal lives it can get messy. If one's "friends" are communicating things about that instructor,

it may be better for the instructor and student to remain disconnected in cyber space, especially on social networking websites.

### **Instructional Communication**

The Internet became so popular so quickly, it seems as though many households, school administrations, and researchers in all disciplines are struggling to catch up. For this purpose, many pedagogical and computer-mediated communication researchers have placed importance on the Internet as an educational tool. Where it is important that instructors and researchers consider the many benefits that the Internet has to offer the classroom, one should also consider the negatives, especially factors that students can only learn in the classroom and would not be able to learn should they engage in an online classroom setting.

**Pros.** The Internet has the possibility of bringing the classroom home and making education more accessible for working professionals, students with disabilities, and those with children who cannot afford child care (Schwartzman, 2007). Kaufer, Gunawardena and Cheek (2011) found that students who are typically quiet in a traditional classroom setting tend to “speak up” in a virtual classroom setting more than they normally would. Conversely, those who tend to dominate the discussion in a traditional classroom environment are a bit more reserved and constructive, allowing for other voices (Kaufer, Gunawardena, & Cheek, 2011). “Classroom Salon® promises to give every student agency and presence in the classroom. It also makes students accountable to one another because they know that their personal effort has an impact on the social culture and that this impact can be seen by all” (Kaufer, Gunawardena, & Cheek, 2011, p. 316).

Instructors have begun to introduce Facebook® and Twitter® into the classroom in an effort to use social media as an educational tool, such as Classroom Salon®, and this information is greatly beneficial for instructors who are aware of societal marginalization norms, and are trying to break from that tradition.

One can utilize these online classroom settings in order to encourage those students to participate in an online discussion when they may not feel comfortable participating in an in-class discussion. Mazer, Murphy & Simonds (2007) found that instructor self-disclosure via Facebook® may “lead students to higher levels of anticipated motivation and affective learning and lend to a more comfortable classroom climate” (p. 12). Not only do these online, virtual classroom salons engage those students who usually remain silent in an in-class discussion, but they can also have an effect on student motivation and learning. Teven and McCroskey (1997) performed their study to primarily measure the caring dimension of credibility. Credibility researchers have focused so much attention on competence and character, and often ignored caring because they cannot differentiate from character. Teven and McCroskey (1997) found that caring has much to do with student motivation and student learning. They argue that caring should be considered in researching credibility and developed a measurement tool that researchers often utilize in current research, and was used in this study (Teven & McCroskey, 1997). Where there are benefits to online instruction, there are also downsides.

**Cons.** Schwartzman (2007) discusses these downsides to online instruction, particularly that online instruction prevents students from achieving the genuine college

experience. They do not experience the college campus and lack face-to-face interaction with both fellow students and instructors, both of which are important in education (Schwartzman, 2007). He further explains that online instruction may not be feasible for folks belonging to an older generation, due to unfamiliarity with computers and the Internet, as well as low-income students who may have accessibility issues with computers and the Internet (Schwartzman, 2007). Social networking websites can be used to increase participation from students who often feel silenced in the traditional classroom setting, but may also be perpetuating the marginalization of low-income and older students who do not fit the perceived norms of a college student. Closely related to this topic of utilizing social media as an educational tool is that of how the use of these websites can affect the instructor's perceived credibility.

### **Credibility**

Credibility has been of interest to researchers for many years. Some argue that it began with Aristotle's conviction that a speaker's ethos had an effect on the persuasiveness of a message (McCroskey & Teven, 1999; Finn, Schrod, Witt, Elledge, Jernberg, & Larson, 2009). The interest in credibility shifted from the effects of persuasive discourse (Andersen & Clevenger, 1963; Applebaum & Anatol, 1973) to instructor credibility in the mid-1970s (Finn, et al., 2009). McCroskey, Holdridge and Toomb (1974) began to examine how students made judgments of their instructors, developed a tool to measure a speech instructor's credibility, and attributed student learning outcomes to instructor perceived credibility. The components of credibility have adapted through the years, but most credibility researchers are now agreeing on the

following three components: competence, trustworthiness and caring (Teven & McCroskey, 1997). The last forty years of credibility research has changed to incorporate many different considerations that could affect the perceived credibility of an instructor, including instructor demographics and instructor behaviors. With the wildly popular Internet growing as quickly as it did, credibility researchers have begun to examine the effects of computer-mediated communication on credibility.

**Demographics and behaviors.** Researchers have been primarily interested in behaviors and characteristics that affect perceived instructor credibility. Initially, they focused on the relationship between demographics (e.g., gender, age, ethnicity and sexual orientation) and credibility (Gluscock & Ruggiero, 2006; Semlack & Pearson, 2008; Russ, Simonds, & Hunt, 2002). Hollywood typically depicts instructors in movies and television as older, White, straight men, so that seems to be the expected norm in the American classroom. Researchers have focused on these different demographics and how they affect an instructor's perceived credibility.

**Sexual orientation.** There is no denying that heteronormativity exists in our society. Those who identify as lesbian, gay, bisexual, transgendered or queer do not "fit" into this heteronormative society, so it would be expected that this would carry into the classroom. Russ, Simonds and Hunt (2002) examined the effects of sexual orientation, and found that students are more inclined to find openly gay instructors as less credible than straight instructors, or instructors who do not disclose their sexuality. They expand these findings to suggest that, where self-disclosure has been found as important for instructors in previous research, it may serve as an occupational hazard for those

instructors who identify as gay to disclose their sexual orientation (Russ, et al., 2002). This has particularly interesting consequences in interacting with students on Facebook®. If an instructor identifies as gay, and chooses not to come out in the classroom, one should probably avoid coming out on Facebook® while interacting with students. This finding may vary dependent upon the location of the study. For example, if conducted in San Francisco, it is likely that sexual orientation would not matter to students, and would have no bearing on instructor credibility. However, it is interesting that there are educated minds at the university level that think this way, and new and experienced instructors alike should be aware of heteronormativity and the bias that exists against those that do not fit into those societal norms (Russ, et al., 2002).

*Age.* In order to teach at the college level, one must have an advanced degree, so the instructors are typically older than the students. However, some will pursue their advanced degrees back to back, and when they begin teaching, may not be much older than the students they are teaching. It is important to consider how age biases may enter into the classroom. Semlack and Pearson (2008) examined the age of instructors. They discovered that students tend to perceive older instructors as more credible than younger instructors, even though they claim that younger instructors are more desirable (Semplack & Pearson, 2008). They suggest that the reason for this is because older instructors have the experience, but younger instructors may be more lax with course policies and more willing to give easier exams (Semplack & Pearson, 2008). These findings can prove to be a bit intimidating for a younger, newer instructor, since her or his age is having a negative effect on credibility from the start.

*Ethnicity.* Ethnicity is a controversial topic that many in privileged positions would rather pretend does not exist (Wise, 2008). However, it does exist, and this real life difference certainly enters into the classroom. Many researchers have chosen to focus on ethnicity in conjunction with gender, and have found that there is a strong connection between ethnicity and credibility. Patton (1999) focused on African Americans and European Americans, finding that the African American instructor was less credible than the European American instructor. Much of ethnicity research has focused on the difference between White and African-American instructors, with the exception of a few. Our society is made up of more than only African American and White people. Research should begin to include other ethnicities, and Glascock and Ruggiero (2006) have forged that path for credibility researchers. They examined the roles that gender and ethnicity play in terms of instructor perceived credibility and their study's finding indicated that gender has no bearing on an instructor's perceived credibility, but students tend to perceive White instructors as more caring and competent than Hispanic instructors (Glascock & Ruggiero, 2006). This finding was a bit perplexing to them as they had expected that gender would have quite an impact on perceived credibility. Patton (1999) also examined gender and ethnicity and had very similar findings to Glascock and Ruggiero. Gender and credibility did not have a significant relationship, where ethnicity and credibility did. Interestingly though, very little of the credibility research is indicating a relationship between gender and credibility, so other areas of research inform gender biases.



**Gender.** Credibility researchers have hypothesized several times over that gender would negatively affect instructor credibility, and there is often little to no relationship. Hargett & Strohkirch (n.d.) performed two studies to measure the differences between male and female immediacy and male and female gender. In the first study, they found that students find male instructors more immediate, but did not find any connections between gender and credibility (Hargett & Strohkirch, n.d.). However, the second study showed that students find males slightly more credible than females (Hargett & Strohkirch, n.d.). The credibility researchers tend to find little to no relationship between gender and credibility, but gender bias exists. For example, Sellnow and Treinen (2004) found that audience members find male speakers to be more competent and persuasive than female speakers, so it would make sense that these findings in persuasive speakers would also translate to instructor competence. Sandler (1991) found that women instructors are often challenged by their male students, questioning whether or not they actually have a doctorate, and speaking up and interrupting both the female instructor and female students in the classroom. These behaviors indicate that the female teacher lacks credibility as compared to male counterparts. Similarly, Borisoff and Hahn (1995) discuss the problem with dichotomizing gender to male and female, because it perpetuates male privilege and heteronormativity, but found that typical male modes of communication are used more in a professional setting, where typical female modes of communication are reserved for intimate relationships. This would indicate that typical female communication techniques are perceived as unprofessional, which would translate to the competence dimension of credibility. The credibility research may lack a

connection between gender and credibility, but the research in other areas of communication is suggesting that this gender bias exists in the classroom. These researchers provided suggested tactics that women may utilize in order to combat this gender bias, such as speaking louder and adopting masculine forms of communication to appear more credible (Borisoff & Hahn, 1995; Sellnow & Treinen, 2004). Gender dichotomy and biases exist, but knowing this and arming one's self with a tool kit may help to battle these socially constructed norms. Perhaps this is the reason that credibility researches are not finding main effects for gender; women are utilizing those strategies to increase their credibility. With most demographics covered (sexual orientation, age, and especially gender and ethnicity), researchers shifted their focus to specific behaviors.

***Behaviors.*** All instructors have different mannerisms, personalities and experiences that enter into the classroom and alter teaching styles. For example, Zhang and Sapp (2002) researched the effect that perceived instructor burnout has on credibility, and found that instructors who are perceived to have a high burnout will rate lower on the credibility scale. This likely accounts for the caring component of credibility, as instructors who are suffering from burnout syndrome likely come off as apathetic. This leads the student to find them less credible in terms of the caring dimension. Mazer and Hunt (2008) discovered that students appreciate an instructor's use of slang, and students generally rate slang using instructors high on a credibility scale. They caution against using too much slang, however, because not all students appreciate it (Mazer & Hunt, 2008). Traditional credibility research has focused on behaviors and demographics of

instructors, but with email communication and new media, credibility research now has an added branch.

**Computer-mediated communication and credibility.** Computer-mediated communication and credibility research became very popular very quickly, because computer-mediated communication allows for all three components of credibility to be examined at once, with a special focus on the caring dimension, where previous credibility research only focuses on one or two components (McCroskey & Teven, 1999). Mazer, Murphy and Simonds (2009) performed an experiment to find a relationship between instructor self-disclosure via Facebook® and perceived credibility. They found that instructors higher in computer-mediated self-disclosure were found to be more credible than instructors low on the self-disclosure scale (Mazer, Murphy & Simonds, 2009). This has interesting implications for social media in the classroom, and it may be wise to consider utilizing social media in the classroom as an instructional tool. Johnson (2011) similarly examined the relationship between instructor self-disclosure via Twitter® and perceived credibility. She took it a step further and performed an experiment to examine the difference in credibility ratings between one instructor who posts only professional items in her Twitter® feed, and another instructor who combines both professional postings with a few personal postings (Johnson, 2011.) Johnson (2011) discovered that students tend to find the instructor who discloses pieces of her personal life more credible than the instructor who uses Twitter® for only professional purposes. This study also has interesting implications for instructors who have considered using social media for educational purposes. Researchers should have an understanding of the

effects of propriety in terms of self-disclosure prior to recommending social media in the classroom.

**Appropriate self-disclosure versus inappropriate self-disclosure.** Many instructors are using these social media websites as instructional tools, because there is already a wide interest in them and knowledge with using them. The instructor must have a profile on Facebook® in order to introduce it as an instructional tool. People tend to use Facebook® to maintain relationship with friends and family, so when introducing social media in the classroom, and students get involved, it can become complicated (Selwyn, 2009; Techlehimanot & Hickman, 2011). Instructors rely on their credibility to teach successfully and to create relationships with their students that affect student learning. Part of maintaining an identity in the classroom is disclosing some information, and keeping some private. Instructors often move between multiple different identities, several of which are kept outside of the classroom and often expressed on Facebook® (“Teacher Identity,” 2011). Interacting with students on Facebook® would allow students a glimpse into instructors’ personal lives to which they would not otherwise have access (“Teacher Identity,” 2011). However, when weighted against the opportunity for rapport building, the instructor is forced to make a decision as to how to handle one’s self when interacting with students on Facebook®. Understanding the student perspective would shed light on how instructors should conduct themselves on Facebook®.

In terms of teacher-student interaction, instructors should consider who and how. Is it okay to intermingle with one student and not another? If an instructor makes a

decision to friend students on Facebook®, the instructor should be willing to accept all friend requests from students, as being selective can be harmful to the students (“Teacher Identity,” 2011). According to Techlehaiamot and Hickman (2011), students feel that it is more appropriate for instructors and students to be connected on Facebook® if the students sent the initial friend request, and not the instructor. Instructors sending friend requests or “poking” their students is perceived as inappropriate (Techlehaiamot & Hickman, 2011, p. 25). Instructors should also keep their interactions passive, meaning they should avoid engaging the student on Facebook® (Techlehaiamot & Hickman, 2011). Looking at photos, status updates, and personal information is acceptable, but engaging the student in messaging or commenting on their photos is perceived as inappropriate by students. Perhaps the student should keep in mind that the instructor may be looking at what they are posting, and should consider propriety on her or his end. In interacting with students on Facebook®, the instructor has a glimpse into the lives of her or his student that she or he would not otherwise have, so this should be considered from the instructor’s perspective, as well.

The City of New York dictates to its instructors what is appropriate and inappropriate contact between students and instructors, and has disallowed instructors and students from interacting with one another on Facebook® all together, but do allow the instructors to have a Facebook® profile (Chen & McGeehan, 2012). However, instructors have some reservations when it comes to teacher-student interaction on Facebook®, because it makes them vulnerable (“Teacher Identity,” 2011). The level of self-disclosure is taken to a level that the instructor would not take it in the classroom,

and lessens the instructor's amount of privacy that she or he would normally have. The instructor also makes her or himself vulnerable to comments and posts that the students place on her or his Timeline. Making one's self vulnerable in this way should be something an instructor considers prior to interacting with students on Facebook®.

Though new media and social media has become of interest to researchers very quickly, it is still very young in terms of research. There is plenty of room for further research, and because of the implications of social media in the classroom, this type of research is necessary.

### **Rationale for this Study**

Instructors are bringing technology and social media into the classroom in an attempt to be current, relevant, and engaging (Kaufer, Gunawardena, Tan & Cheek, 2011; Powell, R. & Powell, D., 2010; Mazer, Murphy & Simonds, 2009). The scholarly research is showing that this can have a positive effect on a teacher's credibility (Johnson, 2011; Mazer, et al., 2009). Both Mazer, et al. (2009) and Johnson (2011) examine social media and the differences between professional postings and personal postings, and students seem to enjoy having a glimpse into the personal lives of their teachers that they would not otherwise receive through self-disclosure in the classroom. However, these researchers do not consider propriety of content. Facebook® is meant to serve as a social environment, rather than a professional or educational environment, so instructors may be using it as such. Instructors should be aware of the effects of interacting with their students prior to doing so, and as of now there is a discrepancy between what the research is stating, and what the media is reporting.

The current state of the media suggests that teacher-student interactions in social media are a bad thing, but the current state of scholarly research is stating the opposite. This study will address this discrepancy by addressing propriety of self-disclosure in an attempt to pinpoint where the problem lies, but this simplifies a very convoluted issue. There is so much more to this argument than that. Just because the interaction is happening in cyberspace does not mean that the “real world” is left behind. Racism is very real, and it should be considered when examining interpersonal and educational relationships. Since most credibility research has compared White instructors and African American instructors, it is important to consider the possible relationship between credibility and other ethnicities. California, and particularly San Jose, has a very large Latino population, so a study comparing White instructors and Latino instructors would be relevant to the area in which this study is taking place. This study will add to the current state of the communication field with the following research question: how does computer-mediated communication via Facebook® affect the teacher-student relationship, and what role do propriety of self-disclosure and ethnicity play in that relationship?

Taking into consideration all of the stories in the media, previous research in communication, gender and related fields, the hypothesis is that participants will find the “appropriate” self-disclosing instructors more credible than the “inappropriate” instructors, and this relationship will be moderated by the instructor’s ethnicity, such that the White, appropriate self-disclosure instructor will be rated most credible, and the non-White, inappropriate self-disclosure instructor will be rated as least credible..

The next chapter will address the method used in this study.



## **Chapter Three: Methodology**

The method best suited for this study was an experiment, as an experiment allowed for control of certain elements of the study and to manipulate others. Also, an experiment allowed the opportunity to provide a specific experience for the participant, so that she or he did not have to rely on her or his personal experience with interacting with teachers on Facebook®. This study examined very specific and intricate relationships, and it was important to maintain control over the conditions that other methods would have allowed.

### **Design**

The experimental design was a 2 x 2 design, disclosure (inappropriate vs. appropriate) x ethnicity (White vs. Latina), consisting of a total of four conditions. The four conditions were: a White, appropriate female instructor; a Latina, appropriate female instructor; a White, inappropriate female instructor; and a Latina, inappropriate female instructor. The dependent variable was credibility and had three dimensions: competence, caring and trustworthiness.

### **Participants**

The participants consisted of undergraduate students enrolled in sections of Public Speaking, 100W, which is a required writing course for several majors, and other upper division Communication Studies courses at San José State University. The participants represented various academic disciplines, as the public speaking and writing courses are required of all students at the university, regardless of their major path. The conditions consisted of 50 participants for the White appropriate (WA) condition, and 55

respectively in the following three categories: Latina appropriate (LA), White inappropriate (WI), and Latina inappropriate (LI) conditions. There were 215 participants, and they were very diverse in terms of demographics.

**Demographics.** The participants consisted of 54% females, 46% males, and 4 participants chose not to disclose. The ages fell within the normal range for college students, with the majority (87.2%) falling between 18 and 22 (see Table 1).

**Table 1**

*Participants' Ages*

Age	Percentage
18	32.2%
19	31.7%
20	11.2%
21	6.5%
22	5.6%
23	3.7%
24	2.3%
25	2.8%
26	0.9%
27	0.9%
29	0.5%

In terms of year in school, 58.6% were freshman, 11.2% were sophomores, 11.4% were juniors, 15.8% were seniors, and 1.4% marked the “other” option. Participants also proved to be diverse in terms of ethnicity with Asian/Pacific Islander (37.8%), Hispanic (26.9%) and White (24.5%) serving as the most represented ethnicities (see Table 2).

**Table 2**

*Participants’ Ethnicities*

Ethnicity	Percentage
Asian/Pacific Islander	37.8%
Hispanic/Latina/o	26.9%
White	24.5%
Undisclosed	4.0%
Black/African American	3.3%
Asian Indian	3.0%
Mixed	2.0%
Middle-Eastern	1.0%

Most participants identified themselves as liberal (43%; See Table 3).

**Table 3**

*Participants' Political Affiliations*

Political Party	Percentage
Liberal	43.3%
Decline	32.2%
Conservative	17.2%
Moderate	3.5%
Independent	2.8%
Libertarian	1.0%

Many religious affiliations were also present with Catholics being the most represented (39%; See Table 4).

**Table 4**

*Participants' Religious Affiliations*

Religion	Percentage
Catholic	39.5%
Decline	14.0%
Protestant	9.8%
Buddhist	9.3%
Christian	7.0%
Atheist	3.7%

Religion	Percentage
No religion	3.3%
Sikh	2.3%
Agnostic	1.9%
Hindu	1.9%
Muslim	1.9%
Jewish	0.9%
Hmong	0.5%

Communication Studies was the most represented major (See Table 5).

**Table 5**

*Participants' Majors*

Major	Percentage
Undeclared	17.0%
Communication Studies	16.5%
Business	13.0%
Engineering	6.4%
Child Development	4.0%
Biology	3.5%
Computer Science	2.8%
Public Relations	2.4%

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Major	Percentage
Animation	2.3%
Accounting	1.9%
Justice Studies	1.9%
Kinesiology	1.9%
Nutrition	1.9%
Sociology	1.8%
Forensic Science	1.4%
Math	1.4%
Aviation	1.0%
Criminal Justice	0.9%
Economics	0.9%
English	0.9%
Graphic Design	0.9%
Journalism	0.9%
Liberal Studies	0.9%
Management Information Systems	0.5%
Applied Mathematics	0.5%
Behavioral Science	0.5%
Corporate Finance	0.5%
Film	0.5%

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Major	Percentage
Hospitality	0.5%
Industrial Design	0.5%
Music Education	0.5%
Political Science	0.5%
Radio/Television/Film	0.5%
Social Work	0.5%
Spanish	0.5%
Speech Pathology	0.5%
Studio Art	0.5%
Psychology	0.4%
Pre-Nursing	0.3%

Of these participants, 91.2% currently used Facebook® (See Table 6), and about half used it several times per day (See Table 7). Most of them (70.2%) used Facebook® to keep in touch with family and friends (See Tables 8 and 9).

**Table 6***Participants' use of Facebook®*

Facebook® Use	Percentage
Use Facebook®	91.2%
Do not use Facebook®	4.7%
I'm not sure if I use Facebook®	4.7%
Decline to state	2.8%

**Table 7***Participants' Frequency of Use of Facebook®*

Facebook® Use	Percentage
Daily, multiple number of times	50.2%
Daily, once or twice a day	22.3%
Every other day or so	10.7%
Weekly	4.7%
Monthly	4.7%
Every other month or so	1.4%
Very rarely	1.4%



**Table 8***How Participants Use**Facebook®*

Facebook® Use	Ranked First	Ranked Second	Ranked Third	Ranked Fourth	Ranked Fifth
Keep in touch with family & friends	70.2%	11.6%	2.3%	0.5%	0.0%
Get more information	10.7%	53.5%	18.6%	1.4%	50.0%
Other (see Table 9)	1.9%	1.9%	7.0%	6.5%	67.4%
Meet new people	0.9%	14.4%	34.4%	26.5%	8.4%
Receive offers and alerts	0.9%	3.3%	22.3%	49.8%	0.0%
Receive offers and alerts	0.9%	3.3%	22.3%	49.8%	0.0%

**Table 9***Other uses of Facebook®*

Uses	Percentage
Entertainment	4.5%
Schedule Events	2.5%
News	1.5%

## **Manipulation**

The experiment consisted of four conditions, two represented appropriate disclosure, and two represented inappropriate disclosure. The appropriate experimental groups consisted of a White, female instructor engaging in appropriate self-disclosure, and a Latina, female instructor engaging in appropriate self-disclosure. The inappropriate experimental groups consisted of a White, female instructor engaging in inappropriate self-disclosure, and a Latina, female instructor engaging in inappropriate self-disclosure. Each of these conditions was represented by a mocked up Facebook® profile (see Appendix A through D).

Four different surveys were developed, each containing one of the conditions. The questions contained within the survey remained the same between each of the four conditions. In both of the White instructor conditions certain pieces of information remained consistent, such as age, education, sexual orientation, and socio-economic status, as well as the instructors' general interests to ensure that these factors had no bearing on the perceived credibility. Both of the Latina instructors' timelines remained the same in terms of these pieces of information, in order to ensure that those factors had no bearing on the instructors' perceived credibility. The instructor in all four of the Facebook® Timelines was represented by someone not affiliated with San José State University. The pictures were stock photos purchased from a stock photo website, and the names and education consisted of falsified information, as this person did not actually exist. The specific content between appropriate and inappropriate, however, differed greatly.

The White appropriate condition was exactly the same as the Latina appropriate condition, with only the name of the instructor and her profile image changing. The appropriate content of the self-disclosure, her friends, as well as the comments from and interactions with her friends all remained the same within the appropriate conditions and the inappropriate content of the self-disclosure, her friends, as well as the comments from and interactions with her friends all remained the same within the inappropriate conditions. Propriety of self-disclosure on Facebook® was manipulated in photos and status updates, friends' postings, and comments.

**Appropriate versus inappropriate self-disclosure.** According to Hill, Ah Yun, and Lindsey (2008), instructor self-disclosure can either help or hinder in the classroom. Self-disclosure is often used to form or maintain relationships, and can lead to student motivation as well as affect instructor credibility, if the self-disclosure is viewed as appropriate by the students (Hill, et al., 2008). They advise that instructors should avoid topics that could be offensive to students, as this could create a distance between instructor and student, and have an adverse reaction on student learning (Hill, et al., 2008). Instructors who share positive, happy stories with their students tend to be more well-liked and viewed as approachable, which also leads to students trying harder and learning more (Hill, et al., 2008). Adversely, instructors who are more negative in terms of self-disclosure have students that reported less motivation, and claim that they do not learn as much (Hill, et al., 2008). Students like to know that their instructors are human and have lives outside of the classroom, but instructors should not consider that a license to discuss whatever they want. The self-disclosure should be relevant to the topic at

hand, and should elaborate on the materials, rather than being the main point of discussion. This can translate to the online classroom setting, as well.

With all of this in mind, the appropriate content consisted of status updates about family and personal relationships, as well as a few professional postings, as these topics are viewed as acceptable in the classroom. Both of the appropriate self-disclosure conditions included generic photographs and postings that contained no specific activity or location information. These Timelines included light-hearted updates about family gatherings and dinners with friends, how much they loved their jobs and were looking forward to long weekends with their families. The pictures were of books, fancy meals, beautiful views from camping trips, and their families. They posted links to interesting research articles to show passion for their jobs, and commented on politically charged events in a manner that made it obvious that they cared about the issue, but their position was not obvious. The content was very positive, and they only posted every so often, about once a week. The only difference between these conditions was the ethnicity and name of the instructor, and the profile images and family photographs posted to the Timeline. In these conditions, the instructor did not offer too much personal information, but offered favorite books and movies (Appendix A and B).

The inappropriate content posted on the mocked up Facebook® profiles consisted of language and topics that were offensive, and negative content that may result in a negative impression of the instructor. Inappropriate self-disclosure conditions included information about trips to bars and night clubs, and included status updates complaining about students. Their “friends” posted invitations to bars, as well as comments and links

that were inappropriate for college level instructors, onto the instructors' Timelines. Their pictures consisted of alcohol, lines of shots on a bar, and emptied wine bottles consumed the night before, followed by status updates commenting on how drunk they were the night before. They linked to snippets from inappropriate movies indicating that they condone drug use, and swore in almost every, single posting. They were very negative and posted several times a day. The inappropriate profile for both the White condition and the Latina condition are attached in Appendix C and Appendix D, respectively.

### **Manipulation Check**

What seems inappropriate to one person may not be to another, so in order to verify that the appropriate was received as appropriate to most other people, and inappropriate was received as inappropriate to most other people, the manipulations were pre-tested and post-tested.

**Pre-test.** After developing the mocked up Facebook® profiles representing appropriate and inappropriate self-disclosure, extra credit was offered to students to look at the content and provide feedback, including what they thought should be added to or removed from each condition. The pre-test consisted of 16 participants and of those 16 participants all thought that the appropriate condition was an accurate representation of appropriate disclosure, and 15 thought that the inappropriate condition was an accurate representation of inappropriate disclosure. For the appropriate profile, they suggested that more postings be added that included political postings, photos of meals, and links to interesting stories related to the topics that she teaches. All of these were considered and

included in the final profile. For the inappropriate profile, they recommended that she make fun of students' work, complain about her salary, use foul language, and post about politics. Most of these were also included in the final profile, with the exception of political postings. Political issues have supporters on both sides, so no matter what the "instructor" posted, someone was likely to agree with her, skewing the results. The content was kept to postings that would be undesirable to most people.

**Post-test.** The ethnicity and attractiveness of the instructors was post-tested. The White instructor needed to present as White, and the Latina instructor needed to present as Latina, and in order to verify that this was so, a post-test was done. All post-test participants responded that the White instructor was White, and that the Latina instructor was Latina, so the ethnicities presented as the manipulation had intended. Furthermore, the two female instructors needed to be compared in terms of their attractiveness. If one is considered more attractive than the other, this could skew the results as well, so in order to verify that they were equal in terms of attractiveness, a post-test was done. In order to complete this post-test, surveys were developed consisting of pictures of the White instructor and the Latina instructor. Participants responded to three items designed to assess the affinity, attractiveness, and similarity of both models: "How much do you like Jennifer Miller/Vanessa Rodriguez?" and "How attractive is Jennifer Miller/Vanessa Rodriguez?" "How similar is Jennifer Miller/Vanessa Rodriguez to you?" The items contained a five-point Likert scale with options ranging from 'like her very much/very attractive/very similar' to 'strongly dislike/very unattractive/very dissimilar'. The results of the paired sample *t*-tests are reported in the Results chapter.

## **Procedures**

Several Graduate Teaching Associates and Lecturers in the Communication Studies department at San José State University were approached and asked to allow recruitment for participation in their classes. Each class was randomly assigned to one of the four conditions. In terms of the process, the first instructor who agreed to participate was assigned to the first condition, the second person to the second condition, the third person to the third condition, the fourth person to the fourth condition, et cetera. This process continued until all classes were randomly assigned to a condition. Prior to recruitment, the instructors were emailed the link to the survey that was assigned to her or his class. The instructor then forwarded the link to her or his students.

In order to recruit the participants, Graduate Teaching Associates encouraged their students to participate in the study by offering extra credit. A quick recruitment presentation was delivered in each of these classes. During this presentation, students were informed that this study was examining how people use Facebook® and explained that the process would entail examining a Facebook® profile, followed by filling out a questionnaire about what the instructor does on Facebook®. At the end of the survey, there was a link to another survey where they could fill in their name and their instructors' information in order to receive extra credit. These surveys remained separate, in order to keep the participants' answers confidential, as promised. The instructor then forwarded the link to the survey to the students, and posted it on either Canvas® or Desire 2 Learn®, whichever learning management system she or he was

using in her or his class over the course of the semester. The participants were able to participate in the study using their own electronic device.

Prior to beginning the survey, participants read and acknowledged the informed consent page before continuing with the survey. If they did not consent, the survey ended immediately; if they consented, they were able to continue. As the survey progressed, participants were given instructions on how to complete the experiment. These instructions served as a guide, informing them of the next steps: “Review Jennifer Miller’s Facebook® profile” or “The following questions are about how Vanessa Rodriguez uses Facebook®. Please indicate all that apply.” The survey consisted of research-oriented questions, several filler questions, and ended with demographic questions. At the end of the survey, they were asked to copy and paste the address of a different survey in to their browser and fill out the extra credit survey so they could receive the extra credit for their participation. Copies of the surveys are included in Appendix A and Appendix B.

**Measurement credibility.** Instructor credibility was operationalized using Teven and McCroskey’s (1997) measure of credibility. The instrument is composed of 18 scales, six each for the competence (intelligent/unintelligent, inexpert/expert, competent/incompetent, uninformed/informed, bright/stupid, untrained/trained); trustworthiness (untrustworthy/trustworthy, phony/genuine, dishonest/honest, moral/immoral, honorable/dishonorable, unethical/ethical); and caring (insensitive/sensitive, cares about me/does not care about me, self-centered/not self-centered, concerned with me/not concerned with me, not understanding/understanding,



has my interests at heart/does not have my interests at heart) dimensions. For each bipolar adjective pair, participants were asked to choose the adjective closest to the term that best represents their perceptions of the instructor they evaluated. The middle blank was considered neutral. The items were reverse coded to reduce participant response bias. The measures had alpha reliabilities of .69 for competence ( $M = 4.9$ ,  $SD = .842$ ), .87 for caring ( $M = 5.2$ ,  $SD = .740$ ), .70 for trustworthiness ( $M = 4.8$ ,  $SD = .920$ ), and .89 for all scales ( $M = 4.9$ ,  $SD = .709$ ). The survey can be found in the appendix of this document.

**Manipulation checks.** Participants in all four conditions were asked to rate how much they liked the instructor, how attractive they found the instructor, how similar the instructor was to them, positivity/negativity of the contents, and the quality of the information found on the profile. Means and standard deviations are presented in Table 10.

**Table 10**

*Manipulation Check – Affinity, Attractiveness, Similarity, Positivity, Quality*

	Liking	Attractiveness	Similarity	Positive or Negative	Quality of Information
White Appropriate	3.90 ( <i>M</i> ) .95 ( <i>SD</i> )	3.92 ( <i>M</i> ) .96 ( <i>SD</i> )	3.15 ( <i>M</i> ) 1.13 ( <i>SD</i> )	4.31 ( <i>M</i> ) .59 ( <i>SD</i> )	3.65 ( <i>M</i> ) .91 ( <i>SD</i> )
White Inappropriate	2.35 ( <i>M</i> ) 1.04 ( <i>SD</i> )	2.93 ( <i>M</i> ) 1.40 ( <i>SD</i> )	1.76 ( <i>M</i> ) 1.25 ( <i>SD</i> )	1.96 ( <i>M</i> ) .88 ( <i>SD</i> )	2.25 ( <i>M</i> ) 1.40 ( <i>SD</i> )
Latina Appropriate	3.51 ( <i>M</i> ) .81 ( <i>SD</i> )	3.65 ( <i>M</i> ) 1.02 ( <i>SD</i> )	2.85 ( <i>M</i> ) 1.15 ( <i>SD</i> )	4.18 ( <i>M</i> ) .80 ( <i>SD</i> )	3.60 ( <i>M</i> ) .89 ( <i>SD</i> )

	Liking	Attractiveness	Similarity	Positive or Negative	Quality of Information
Latina	2.36 ( <i>M</i> )	2.91 ( <i>M</i> )	2.15 ( <i>M</i> )	2.25 ( <i>M</i> )	1.84 ( <i>M</i> )
Inappropriate	1.13 ( <i>SD</i> )	1.22 ( <i>SD</i> )	1.28 ( <i>SD</i> )	1.06 ( <i>SD</i> )	.94 ( <i>SD</i> )
Total	3.00 ( <i>M</i> )	3.33 ( <i>M</i> )	2.46 ( <i>M</i> )	3.14 ( <i>M</i> )	2.81 ( <i>M</i> )
	1.19 ( <i>SD</i> )	1.24 ( <i>SD</i> )	1.32 ( <i>SD</i> )	1.37 ( <i>SD</i> )	1.33 ( <i>SD</i> )

Manipulations were accurately checked, participants were recruited, and the data was collected. The results are explained in the following chapter.

## Chapter Four: Results

Manipulation checks were conducted in order to ensure that variables were accurately manipulated. The results for the manipulation check are followed by the results for the experiment.

### Manipulation Check

The pre-test results indicated that every participant perceived the self-disclosure contained in the appropriate condition was appropriate and nearly every participant perceived the self-disclosure contained in the inappropriate condition was inappropriate. Therefore, the appropriate and inappropriate conditions were accurately manipulated.

The post-test results indicated that every participant perceived the White instructor as White, and the Latina instructor as Latina, so the images were manipulated accurately. Paired samples *t*-tests were conducted during the post-test to evaluate the difference in affinity, attractiveness, and similarity between the model representing the White conditions and the model representing the Latina condition. The results indicated that the mean for White affinity ( $M = 3.95$ ,  $SD = 1.10$ ) was not significantly greater than the mean for Latina affinity ( $M = 3.65$ ,  $SD = 1.27$ ,  $t(19) = 2.04$ ,  $p > .05$ ). The 95% confidence interval for the mean difference between these two ratings was -.10 to .61. The mean for White attractiveness ( $M = 3.95$ ,  $SD = 1.15$ ) was not significantly greater than the mean for Latina attractiveness ( $M = 3.40$ ,  $SD = 1.23$ ,  $t(19) = 2.07$ ,  $p > .05$ ). The 95% confidence interval for the mean difference between these two ratings was -.10 to 1.11. The mean for White similarity ( $M = 2.95$ ,  $SD = 1.50$ ) was not significantly greater

than the mean for Latina similarity ( $M = 2.85$ ,  $SD = 1.60$ ,  $t(19) = .698$ ,  $p > .05$ ). The 95% confidence interval for the mean difference between these two ratings was  $-.20$  to  $.40$ .

## Experiment

Four 2 X 2 ANOVAs were conducted to evaluate the effects of two conditions of propriety of self-disclosure and ethnicity on teacher credibility. Each dimension of credibility was examined individually (as unique dependent variables) and were then examined all together. The means and standard deviations for competence as a function of the two factors are presented in Table 11. The means and standard deviations for caring as a function of the two factors are presented in Table 12. The means and standard deviations for trustworthiness as a function of the two factors are presented in Table 13. Finally, the means and standard deviations for all components of credibility as a function of the two factors are presented in Table 14.

**Table 11**

*Descriptive Statistics: Competence*

Ethnicity of the instructor	Propriety of Content	Mean	Std. Deviation	<i>N</i>
White	Appropriate	5.51	0.88	48
	Inappropriate	4.49	0.47	55
	Total	4.96	0.86	103
Latina	Appropriate	5.31	0.92	55
	Inappropriate	4.49	0.46	55
	Total	4.90	0.83	110

Ethnicity of the instructor	Propriety of Content	Mean	Std. Deviation	N
Total	Appropriate	5.40	0.90	103
	Inappropriate	4.49	0.46	110

The ANOVA indicated no significant interaction between ethnicity and propriety of self-disclosure,  $F(1,212) = 1.10, p > .05, \eta^2 = .01$ , but significant main effects for propriety of self-disclosure,  $F(1,212) = 89.61, p < .001, \eta^2 = .30$ . There was no main effect for teacher ethnicity,  $F(1,212) = 1.04, p > .05, \eta^2 = .01$ . The propriety of self-disclosure main effect indicated that teachers who engage in appropriate self-disclosure via Facebook® are perceived as more competent than those who engage in inappropriate self-disclosure on Facebook®.

**Table 12**

*Descriptive Statistics: Trustworthiness*

Ethnicity of the instructor	Propriety of Content	Mean	Std. Deviation	N
White	Appropriate	5.55	0.88	48
	Inappropriate	4.25	0.52	55
	Total	4.85	0.96	103
Latina	Appropriate	5.22	0.92	55
	Inappropriate	4.24	0.47	55

Ethnicity of the instructor	Propriety of Content	Mean	Std. Deviation	N
	Total	4.73	0.88	110
Total	Appropriate	5.37	0.91	103
	Inappropriate	4.24	0.49	110

The ANOVA indicated no significant interaction between ethnicity and propriety of self-disclosure,  $F(1,212) = 2.43, p > .05, \eta^2 = .01$ , but significant main effects for propriety of self-disclosure,  $F(1,212) = 133.20, p < .001, \eta^2 = .39$ . There was no main effect for teacher ethnicity,  $F(1,212) = 2.83, p > .05, \eta^2 = .01$ . The propriety of self-disclosure main effect indicated that teachers who engage in appropriate self-disclosure via Facebook® are perceived as more trustworthy than those who engage in inappropriate self-disclosure on Facebook®.

**Table 13**

*Descriptive Statistics: Caring*

Ethnicity of the instructor	Propriety of Content	Mean	Std. Deviation	N
White	Appropriate	5.28	0.84	48
	Inappropriate	5.79	0.69	55
	Total	5.56	0.80	103
Latina	Appropriate	5.20	0.75	55
	Inappropriate	5.71	0.98	55

Ethnicity of the instructor	Propriety of Content	Mean	Std. Deviation	N
	Total	5.45	0.91	110
Total	Appropriate	5.24	0.79	103
	Inappropriate	5.75	0.84	110

The ANOVA indicated no significant interaction between ethnicity and propriety of self-disclosure,  $F(1,212) = .00, p > .05, \text{partial } \eta^2 = .00$ , but significant main effects for propriety of self-disclosure,  $F(1,212) = 20.28, p < .001, \eta^2 = .09$ . There was no main effect for teacher ethnicity,  $F(1,212) = .586, p > .05, \eta^2 = .00$ . The propriety of self-disclosure main effect indicated that teachers who engage in appropriate self-disclosure via Facebook® are perceived as more caring than those who engage in inappropriate self-disclosure on Facebook®.

**Table 14**

*Descriptive Statistics: Credibility All*

Ethnicity of the instructor	Propriety of Content	Mean	Std. Deviation	N
White	Appropriate	5.45	0.81	48
	Inappropriate	4.84	0.35	55
	Total	5.12	0.68	103
Latina	Appropriate	5.24	0.79	55
	Inappropriate	4.81	0.45	55

Ethnicity of the instructor	Propriety of Content	Mean	Std. Deviation	N
	Total	5.03	0.68	110
Total	Appropriate	5.34	0.80	103
	Inappropriate	4.83	0.40	110

The ANOVA indicated no significant interaction between ethnicity and propriety of self-disclosure,  $F(1,212) = .99, p > .05$ , partial  $\eta^2 = .00$ , but significant main effects for propriety of self-disclosure,  $F(1,212) = 36.11, p < .001$ , partial  $\eta^2 = .147$ . There was no main effect for teacher ethnicity,  $F(1,212) = .185, p > .05$ , partial  $\eta^2 = .01$ . The propriety of self-disclosure main effect indicated that teachers who engage in appropriate self-disclosure via Facebook® are perceived as more credible than those who engage in inappropriate self-disclosure.

The primary purpose for this study was to determine how propriety of self-disclosure affects teacher credibility, and how that relationship is moderated by ethnicity. Follow-up analyses to the main effect for propriety of self-disclosure examined this issue. The follow-up tests consisted of all pairwise comparison among the two propriety conditions. The Tukey HSD procedure was used to control for Type 1 error across the pairwise comparisons. The results of this analysis indicate that the appropriate self-disclosure condition rated higher in credibility, where the inappropriate condition rated lower in credibility. The White appropriate instructor was rated higher than the Latina



appropriate instructor across all four 2 x 2 ANOVAs, but the difference was not significant. Teacher ethnicity did not have a significant effect on teacher credibility.

## **Chapter Five: Conclusion**

The results of this study contribute to prior research which suggests that teacher self-disclosure has a positive influence on many variables that contribute to student learning (Russ, Simonds & Hunt, 2002; Teven & McCroskey, 1997) and student outcomes (Finn, Schrod, Elledge, Jernberg & Larson, 2009). In addition, it contributes to previous research which focuses on the many variables that could affect teacher credibility, such as ethnicity and gender (Glascock & Ruggiero, 2006; Hargett & Strohkirch, n.d; Patton, 1999), the use of social media (Johnson, 2011; Mazer, Murphy & Simonds, 2009), and personality traits such as humor and teacher burnout (Nasser, Rold, Mapp, Bannon, & Ratcliff, 2009; Semlack & Pearson, 2008; Zhang & Sapp, 2009). This study clarifies the effects of social media and computer-mediated communication, particularly how behaviors on social media affect teacher credibility. Instructors engaging in appropriate self-disclosure on Facebook® are perceived as more credible than instructors who engage in inappropriate self-disclosure on Facebook®. There was a non-significant effect for ethnicity. This finding goes beyond Facebook® and should be considered when engaging in communication with any social media including Twitter® and Instagram®. This conclusion discusses the strengths, limitation, future directions for other researchers, and implications for both the instructor and the student.

### **Strengths**

This study examined a current communication phenomenon that is of concern to those working in education. It sheds more light on teacher-student interactions on Facebook®, and provides explanations as to why communication researchers are

obtaining findings in research that do not reflect the concerns of the educational professionals. Furthermore, the design of the experiment considered more than only propriety of Facebook® content, because people consider other variables when forming impressions of others outside of cyber space.

Teacher-student interactions on Facebook® are not as commonplace as interactions through email, but it seems to be heading that way. It would have been difficult to find students who had already friended their instructors on Facebook® because of this, so the experimental design was able to provide that experience for research purposes. The control of propriety of content and ethnicity allowed for examination of only those variables of interest, rather than having to take into account so many other possible traits that could vary between instructors.

This study was performed at San José State University located in the San Francisco Bay Area in California, a university that happens to be much more diverse in terms of ethnicity than other universities where similar research has taken place. Therefore, the differing information regarding ethnicity's moderating role in this relationship was an interesting finding. Research performed at mostly White universities in the Mid-West often finds instructors of color less credible than White instructors. This study yielded a non-significant finding for ethnicity, which differs from previous research which implies that the ethnicity of the student plays a role in impression formation. The location of the study and diversity in the participant population should be factors taken into consideration when engaging in research.

## **Limitations**

This study is not without limitations. First, the setting of this experiment was not consistent as students were engaging in this experiment from locations that were convenient for them. A computer lab would have provided a common experience for all participants, with fewer variables that could affect the responses to the survey. If this study were to be replicated, researchers should plan to reserve computer labs in order to control as many variables as possible.

The original design for this experiment consisted of three variables: propriety of self-disclosure, ethnicity and gender. This changed and only propriety was going to be examined. However, when data collection began, surveys were coming in so quickly, that one more variable was added, and ethnicity was considered as a moderating variable. The problem with this was that that condition had not been pre-tested. No step was taken to ensure that the Latina person presented as Latina, or to determine if the Latina model and the White model were perceived as equal in attractiveness and likeness. Therefore, this manipulation check occurred after the data had been gathered. Also, deciding to include this variable amidst data collection, and prepping the additional conditions took some time away from the actual data collection. It would have been more efficient to have all conditions prepared and ready to utilize for data collection.

Utilizing Facebook® proved very difficult, as Facebook® locked up after creating two profiles from the same IP address. Facebook® wanted each profile verified with a phone number so that they knew each profile was owned by a real person. Most of the editing, photo changing, and name changing took place in PhotoShop® which proved to

be time consuming. It would be more efficient to build mocked-up profiles within Adobe InDesign® or AutoCAD®. Future research should consider these limitations should this study be replicated or expanded.

### **Future Directions**

This study served as a starting point for future social media research with a focus on propriety of content. Future researchers should consider examining the gray areas of appropriate versus inappropriate, and consider utilizing focus groups of students and teachers at many different stages of their career to develop the stimuli. Exploring what students find appropriate and comparing and contrasting with what graduate teaching associates, lecturers and tenured/tenure track professors find appropriate could provide a more whole understanding of propriety.

This study did not yield significant results for ethnicity, but other credibility studies have found a main effect (Glascock & Ruggiero, 2006; Patton, 1999), so researchers may want to examine ethnicity to see if differing results arise. This study was performed in the San Francisco Bay Area, which is a much more diverse area than other parts of the country. The non-significant finding for ethnicity compared with what researchers in other parts of the country are finding is an interesting outcome in itself. The ethnicity of the students could play an important role in a teacher's perceived credibility, and this could be an important area for future research. Furthermore, gender would be an interesting moderating variable to consider, as well. Future researchers may also want to consider how the difference in self-disclosure in the classroom and online might affect teacher credibility. For example, if the instructor engages in appropriate

self-disclosure in the classroom, but is inappropriate online, or vice versa, this may disrupt the students' expectations of teacher behavior. They may also want to consider comparing social networking websites, as students may find one social networking website, e.g. Facebook®, more appropriate for instructor use than another social networking websites, e.g. Twitter®. Finally, it would be interesting to perform a similar study, inappropriate versus appropriate self-disclosure, with an instructor that participants know. Familiarity with an instructor may change the results.

### **Theoretical Implications**

This study utilized uncertainty reduction and impression formation theoretical frameworks. These findings shed more light on these theories, and how they are applicable to communicative interactions via social media. Uncertainty reduction theory states that people are primarily concerned with getting to know others in order to increase predictability and decrease uncertainty about people's behaviors (Berger & Calabrese, 1975). Facebook® users will engage in information seeking to reduce uncertainty or anxiety associated with uncertainty (Berger & Calabrese, 1975), so students may engage in these information seeking strategies in order to reduce uncertainty about future or current instructors. They are already using websites such as RateMyProfessor.com®, so they may go a step further to gather more information and search for instructors on Facebook®. If an instructor behaves differently in the classroom than she or he does on Facebook®, this could increase one's uncertainty and, therefore, anxiety associated with uncertainty (Berger & Calabrese, 1975). Furthermore, similarities between the student and instructor could reduce uncertainty, as well. Increasing in uncertainty produces

decreasing in liking, so if a student seeks information of an instructor and stumbles upon her or his Facebook® page, dissimilarities that students encounter could negatively affect the instructor's likeability. While engaging in these information seeking and uncertainty reduction strategies, students are actively forming impressions of those instructors based on the information found on Facebook® profiles.

Impression formation theory states that people form impressions of others based on certain pieces of information, such as behaviors and speech acts, and expect a coherent, complete person (Walther, 1993). Furthermore, these impressions are used as the basis for all future interactions. This study finds that students are forming impression of instructors based on the very little information available on a Facebook® profile, and make assumptions about the instructor due to the persona she or he created through Facebook®. This is similar to other impression formation studies' findings, that people are forming impressions based solely on textual relationships where very little information is provided (Hancock, & Dunham, 2001; Utz, 2010; Van Der Heide, D'Angelo, & Shumaker, 2012). Impressions are formed based on personas placed in a Facebook® profile that may or may not accurately represent those instructors' classroom personas. Furthermore, the persona put forth on Facebook may not match the persona that the instructor puts forth in the classroom, and this could confuse the student which, as uncertainty reduction states, could increase anxiety associated with uncertainty. Implications for these theoretical frameworks serve as a starting point for considering implications of teacher-student interactions on Facebook®.

## **Instructor Implications**

People get into teaching because they are attracted to it in some way. They like the idea of helping others understand abstract ideas, or they are drawn in by the potential teacher-student relationships (Zdanowicz, 2012). Some are better at maintaining the teacher-student relationship than others, and some are turning to social media to assist with maintaining the relationship. Engaging in social media, especially with a student, has interesting ramifications for instructor credibility, and instructors should be aware of how online self-disclosure could help or hinder their credibility in order to utilize strategies that help and avoid behaviors that will hinder. The higher the instructor rates in terms of credibility, the more likely her or his students are to understand those abstract ideas, so it is important that instructors are perceived as credible, especially when utilizing social media (Mazer, Murphy & Simonds, 2007; Russ, Simonds & Hunt, 2002; Teven & McCroskey, 1997). This study does not only inform of the effects of self-disclosure on Facebook®, but also provides a foundation for what students find appropriate and inappropriate on social media.

**What is appropriate?** There is not much research available suggesting what students find appropriate or inappropriate in terms of self-disclosure in the classroom, and even less on what they find appropriate or inappropriate through computer-mediated communication. It does suggest that students find it inappropriate for instructors to send Facebook® friend requests, but find it appropriate for instructors to accept friend requests from students (Techlehimanot & Hickman, 2011). Research also suggests that students prefer positive, upbeat postings rather than negative, complaint-ridden messages



(Techlehimanot & Hickman, 2011). This research provides a starting off point, but in order to fully engage in this study, inappropriate self-disclosure and appropriate self-disclosure parameters needed to be established. Frequent negative postings, status updates and photos about alcohol consumption, links and status updates that appear to condone drug use, and complaints about her or his students are perceived as inappropriate. On the other hand, students seem to enjoy a glimpse into the lives of instructors to which they may not normally have access. They find postings about weekend happenings, family time, and excitement about her or his job appropriate. They found postings about one's subject strengthened one's credibility, because it showed passion about what she or he taught.

Previous credibility studies have examined how personal postings affect credibility compared to professional postings. Those studies have suggested that instructors who post personal postings are found more credible (Johnson, 2011; Mazer, Murphy & Simonds, 2009). Similarly, this study finds that instructors are perceived as more appropriate if they post professional postings within their personal status updates. This is an interesting implication of which instructors should be aware. They may increase their appropriateness by including links to interesting articles, or updates about their professional interests, as this shows passion for the subjects they are teaching in the classroom.

Prior to engaging in online relationships with students, instructors should realize that there is a lack of control over one's Facebook® profile. "Friends" may post whatever they wish, and if they post something inappropriate and it is seen by students,

this could have a negative impact on one's credibility. The instructor could be appropriate both in class and online, but inappropriate postings from friends could contradict the instructor's behavior, which could send a confusing message to students. Instructors should be aware of the privacy settings that Facebook® offers allowing one to request to require approval before anything is posted on her or his profile. This will prevent friends from posting inappropriate photos and postings on the instructor's profile, but it will not prevent those friends from commenting on status updates or photos that have been approved. One may not have complete control, but she or he may limit her or his vulnerabilities, and maintain consistency in uses of Facebook®. Prior to beginning a cyber-relationship with students, instructors should consider their own uses of Facebook® and decide if that relationship will help or hinder their credibility.

**Computer-mediated communication.** Computer-mediation can change the message (Walther & D'Addario, 2001), so it is important that instructors have some knowledge as to what students find inappropriate in order to maintain a high perception of credibility. Self-disclosure shared in class, via face-to-face communication, could be received differently if shared via computer-mediated communication. With computer-mediated communication, we lose facial expressions, sarcasm, and any performances that come along with face-to-face speech acts. Instructors should keep this in mind when engaging in social media, and take into consideration that messages may not be received as they are intended. Computer-mediated communicative exchanges may create a different type of relationship than would have otherwise been created with all of the additional speech acts that come along with face-to-face communication.

On the other hand, instructors have the ability to think about what they put in cyber space. They may take the time to consider how they want to appear, and may create a persona that is consistent with the persona exhibited in the classroom. As long as the instructor maintains consideration and control over what she or he puts on Facebook®, computer-mediated communication does not always have to have negative effects. It can help the instructor reinforce the person she or he is in the classroom, as well as allow the instructor to show her or his students that she or he is a person with interests outside of the classroom. This could create a new teacher-student relationship.

**The teacher-student cyber-relationship.** Associating with students in the computer-mediated social world not only allows them a glimpse into instructors' lives, but allows instructors a glimpse into their students' lives. Instructors may see their students' friends, and what they are doing on the weekends when they are not preparing for classes. The level of self-disclosure on Facebook® is much more than the level of self-disclosure students would share in the classroom or one on one in office hours. Instructors should be aware of how connecting with students online could create a different relationship, because there will be more information available with which to form impressions and create assumptions. Instructors should consider how this new addition of information could affect the teacher-student relationship. The information could improve the instructor's opinion of the student, or it could damage the good perception that the instructor once had of that student. Either way, access to a higher level of self-disclosure, what could potentially be inappropriate self-disclosure, could

have a detrimental effect on the teacher-student relationship. This is concerning, and rightly so.

Teachers and students connecting on Facebook® is such an important issue in the media. A simple Google search brings up 64 pages of results. This issue has forced governing bodies from school boards to state government to get involved and pass legislation. This legislation consists of laws varying from forbidding the connection, to allowing teachers to maintain Facebook® profiles but only if they supply the principal with their login information, or go so far as to forbid teachers from having Facebook® profiles at all (Chen & McGeehan, 2012). Credibility research has indicated that teachers and students connecting in cyber space is a good thing (Johnson, 2011; Mazer, Murphy & Simonds, 2009), but this research suggests that it is much more complex than that. Instructors engaging in inappropriate self-disclosure are perceived as less credible, and this will impact the students' learning. Therefore, these governing bodies that are getting involved with social media prevention have a reason to be worried. However, they are ignoring the benefits that Facebook® provides by disallowing it all together, and this study may provide a foundation to re-examine the issue. The cyber teacher-student relationship opens the door to continued learning and deeper connections to the material, as long as instructors either maintain appropriate self-disclosure or figure out how to keep the inappropriate content private.

It is true that Facebook's® privacy policy has changed recently and now allows members to be more selective about who sees their postings. They have the ability to create lists, and then limit which lists have access to certain pieces of information. If

instructors have students as friends on Facebook®, they can then limit which status updates and photos those students may see, assuming that they are designated to a certain list. The new privacy settings also make it possible for members to hide. Members may make it very difficult for people to find them, even if they have access to the instructor's primary email address. When the strictest of privacy settings are set, the only way one may find that person is if they have many common "friends." However, it is important that instructors keep in mind that no matter who they limit to what, one may always see profile pictures and cover photos, so it is within our best interests to use images that could not be perceived as inappropriate or offensive.

### **Student Implications**

As there are implications for instructors, there are also implications for students. Just as students find teacher self-disclosure appropriate or inappropriate, they should also be aware that instructors are forming impressions of them based on their own self-disclosure via Facebook®.

This study did not investigate what appropriate self-disclosure consists of for students, nor did it investigate the effect that inappropriate self-disclosure has on student credibility. However, it is likely very similar. If a student is posting inappropriate status updates and photos on Facebook®, the instructor is probably forming impressions of that student based solely on the available information, just as students form impressions of instructors. It may be even more detrimental for the student, because they do not have as much of an opportunity for self-disclosure in the classroom. Students could form impressions of an instructor based on the information that is shared in class and online,

where instructors may have access to very little in-person self-disclosure, depending on the amount of face-to-face communication. Therefore instructors are forming impressions of the student based on what little information is available online. Prior to beginning a cyber-friendship with an instructor, students should consider their own uses of Facebook®, and decide whether or not it may be best to remain distant in cyberspace.

### **Conclusion**

Facebook® is interactive and makes connections in everyday life easy and convenient. Social media offers instructors access to students that they may never reach in the classroom and may serve as an instructional tool. However, before engaging in Facebook® or Twitter® use in the classroom, instructors need to consider their own uses of social media, and ask themselves how exposed they want to be. Furthermore, they should be aware that connecting with students in that way could alter or create a different relationship than would otherwise exist based solely on face-to-face communication. This study has provided some insights into how propriety could have a detrimental impact on one's credibility, whether it increases credibility or decreases credibility, and instructors should utilize appropriate self-disclosure that will have a positive impact on their credibility. Instructors who have no desire to utilize social media in the classroom or connect with students in cyber space, and choose to utilize Facebook's® privacy settings, a note of caution: even if they are not your "friends," they can always see your profile picture and your cover photo. Keep them appropriate, as they communicate something about your competence, caring and trustworthiness.

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## **APPENDIX A: White, Appropriate Survey**

By completing this survey, you are providing consent that the researchers use your responses for research purposes. Your consent is being given voluntarily. You may refuse to participate in the entire study or in any part of the study. You have the right to not answer questions you do not wish to answer. There is a “decline to state” option with each multiple choice question. You may leave the fill-in questions blank if you choose not to answer them. If you decide to participate in the study, you are free to withdraw at any time without any negative effect on your relations with San Jose State University. Questions about this research may be addressed to Kati Ireland, [kati.ireland@sjsu.edu](mailto:kati.ireland@sjsu.edu). Complaints about the research may be presented to Stephanie Coopman, Department Chair, Communication Studies, (408) 924.5367. Questions about a research subjects’ rights, or research-related injury may be presented to Pamela Stacks, Ph.D., Associate Vice President, Graduate Studies and Research, at (408) 924-2427.

- I agree
- I disagree

Please take some time to review Jennifer Miller's Facebook® profile on the next page, and then answer some questions beginning on the following page.



## Jennifer Miller

- Friends
- Suggest Friends
- Message

- Instructor at Fresno State
- Studied at UC Santa Barbara
- Married
- Born on May 12, 1978

18 Mutual

Photos

Map 14


Likes 5

Post
 Photo
 Gift

Write something...

**Jennifer Miller** shared a link.  
March 27

I take issue with pieces of this, especially the use of the word "power" in strange places, but I mostly agree. Some useful advice for those who work in collaborative environments:



**Secrets to Successful Small Group Communication with Sar Surmick**  
theccspc.org

Getting communication right is tough. Here are Sar Surmick's suggestions on doing it better. We're very excited to have him presenting for us

Like · Comment · Share

**Jennifer Miller**  
March 27

Dear Supreme Court,

Please do the right thing.

Sincerely,  
Me



Like · Comment · Share

Corrie Martinez-Howard and Staci D. Gunner like this.

Write a comment...

**Jennifer Miller**  
March 27

Last night's dinner. Amazing!

Friends
See All

Amanda Tucker

Laura Sonora

Darcy Osheim

Natalie Kloes  
Simoneau

Stephanie Petrillo  
Mercurio

Lisa Pollino

Erika B. Ortiz

Melissa Schilling


Likes
See All

Los Gatos  
Blow Dry Bar

Burt's Bees

Mark Ryden


Drop Dead  
Diva



**Shutterfly**

Places
See All

**10 Recent Places**



**Jennifer Miller** was at Fresno, California and 9 other places.

See All Stories

85



**Jennifer Miller**  
February 4

This weather we've been having is making me want to camping. The woods are calling my name! Who's coming with me?

Like · Comment · Share 1

**Lisa Pollino** ▸ **Jennifer Miller**  
January 19

Saw this picture and thought of you. I hope you are having a wonderful weekend!



Like · Comment · Share 2

**Jennifer Miller**  
January 18

So excited for a nice long, sunny weekend with the fam. I see a bike ride in our near future.


Like · Comment · Share 2

**Corrie Martinez-Howard** ▸ **Jennifer Miller**  
January 18 near San Jose via mobile

Hey! It's Friday. Hope you had a wonderful week!

Like · Comment 1

**Jennifer Miller**  
December 8, 2012



Like · Comment · Share

**Diane Ireland** ▸ **Jennifer Miller**  
January 22 near San Francisco, CA

So what are you up to this weekend?

Like · Comment 1

**Jennifer Miller**  
January 20

I'm not much of a sports fan, because I wish both teams could win, but I'll jump on the bandwagon to put positive energy out in the world. Go Niners!

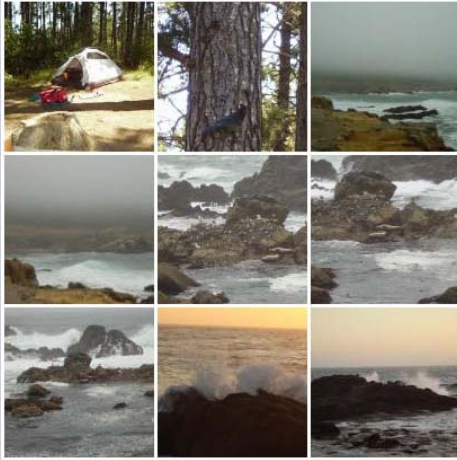
Like · Comment · Share 2

**Michelle Cassidy** ▸ **Jennifer Miller**  
January 19

if u like the lg blow dry bar -- u really should check out drywalk. Way better :)

Like · Comment 2

**Jennifer Miller** added 12 photos to the album **Camping**.  
January 18



Like · Comment · Share 2

**Jennifer Miller**  
December 8, 2012

I had such a great weekend decorating the house for the holidays with the family. Life is good. :)

Like · Comment · Share

Please choose the options that best answer the questions about the Facebook® profile that you just viewed.

Does Jennifer Miller use her Facebook® for social or professional purposes? You can choose more than one option.

- Social
- Professional
- Other (Please fill in)
- Decline to state

With whom does Jennifer Miller communicate on Facebook®? You can choose more than one option.

- Friends
- Family members
- Co-workers
- Other (Please fill in)
- Decline to state

What kind of content does Jennifer Miller post on her Facebook®? You can choose more than one option.

- |  |  |
|--|--|
| <input type="checkbox"/> Updates friends on her day                    | <input type="checkbox"/> Posts jokes                                 |
| <input type="checkbox"/> Complains about things/events in her life     | <input type="checkbox"/> Posts motivational quotes                   |
| <input type="checkbox"/> Shares links/information about current events | <input type="checkbox"/> Uses hash tags (# Hash tags)                |
| <input type="checkbox"/> Posts photos                                  | <input type="checkbox"/> Plays games                                 |
| <input type="checkbox"/> Checks-in at locations                        | <input type="checkbox"/> Other (Please fill in) <input type="text"/> |
| <input type="checkbox"/> Uses Facebook® applications                   | <input type="checkbox"/> Decline to state                            |

Does Jennifer Miller link her Facebook® page to any of the following social networking websites? Check all that apply.

- Twitter®
- Foursquare®
- Instagram®
- Other (Please fill in)
- Not enough information
- Decline to state

The following question is about how much you like Jennifer Miller. Choose an option that most accurately describes your feelings.

	Strongly Dislike	Somewhat Dislike	Neither nor Dislike	Like	Somewhat Like	Like her Very Much	N/A
How much do you like Jennifer Miller?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following question is about how attractive you find Jennifer Miller. Choose an option that most accurately describes your feelings.

	Very Unattractive	Somewhat Unattractive	Neither nor Unattractive	Somewhat Attractive	Very Attractive	N/A
How attractive is Jennifer Miller?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following question is about similarities between you and Jennifer Miller. Choose an option that most accurately describes your feelings.

	Very Dissimilar	Somewhat Dissimilar	Neither Dissimilar nor Similar	Somewhat Similar	Very Similar	N/A
How similar is Jennifer Miller to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on her Facebook® content,

	Extremely Negative	Somewhat Negative	A Mix of Positive and Negative	Mostly Positive	Extremely Positive	N/A
Is Jennifer Miller a positive or a negative person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on her Facebook® content,

	Extremely Low Quality	Somewhat Low Quality	Neutral	Somewhat High Quality	Very High Quality	N/A
What is the quality of the information of Jennifer Miller's Facebook® posts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is Jennifer Miller's profession? Please choose one of the following:

- Accountant
- Real-estate Agent
- Teacher/Instructor
- Journalist
- Other (Please fill in)
- Decline to state

Please rate your impressions of Jennifer Miller, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., intelligent - unintelligent).

Intelligent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unintelligent
Untrustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trustworthy
Sensitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insensitive
Expert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inexpert
Phony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Genuine
Would care about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wouldn't care about me

Please rate your impressions of Jennifer Miller, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., competent - incompetent).

Competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incompetent
Honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dishonest
Self-centered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not self-centered
Informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not-informed
Moral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Immoral
Would be concerned with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Would not be concerned with me

Please rate your impressions of Jennifer Miller, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., stupid - bright).

Stupid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bright
Honorable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dishonorable
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not understanding
Untrained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trained
Unethical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ethical
Would have my best interests at heart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Would not have my best interests at heart

Would you friend Jennifer Miller on Facebook®? Why? (Or why not?)

- Yes
- No
- Maybe
- Other (Please fill in)
- Declined to state

Do you have a Facebook® profile?

- Yes
- No
- I'm not sure
- Decline to state

If yes, how often do you use Facebook®?

- |  |  |
|--|--|
| <input type="checkbox"/> Daily, multiple number of times | <input type="checkbox"/> Every other month or so                     |
| <input type="checkbox"/> Daily, once or twice a day      | <input type="checkbox"/> Once in six months or so                    |
| <input type="checkbox"/> Every other day or so           | <input type="checkbox"/> Very rarely                                 |
| <input type="checkbox"/> Weekly                          | <input type="checkbox"/> Other (Please fill in) <input type="text"/> |
| <input type="checkbox"/> Monthly                         | <input type="checkbox"/> Declined to state                           |

What are the most important reasons that you use your Facebook®? Please rank your top 3 reasons.

- Stay in touch with family and friends
- Meet new people
- Get more information about people or things
- Receive offers and alerts from businesses
- Other (Please fill in)

Finally, we have a few demographic questions for you.

How old are you?

What is your gender?

- Male
- Female
- Other (Please fill in)

With which race do you most closely identify?

- Black or African-American
- Asian/Pacific Islander
- Hispanic or Latina/o
- White
- Other (Please fill in)
- Decline to state

With which religion do you most identify?

- Catholic
- Protestant
- Jewish
- Muslim
- Hindu
- Buddhist
- Other (Please fill in)
- Decline to state



How do you identify politically?

- Conservative
- Liberal
- Other (Please fill in)
- Decline to state

What year are you in school?

- Freshman
- Sophomore
- Junior
- Senior
- Other (Please fill in)

What is your major?

Thank you for your time. If your instructor is offering extra credit, there is one more additional step. Please copy the link below into a new browser window to fill out your information so that we may inform your instructor of your participation.

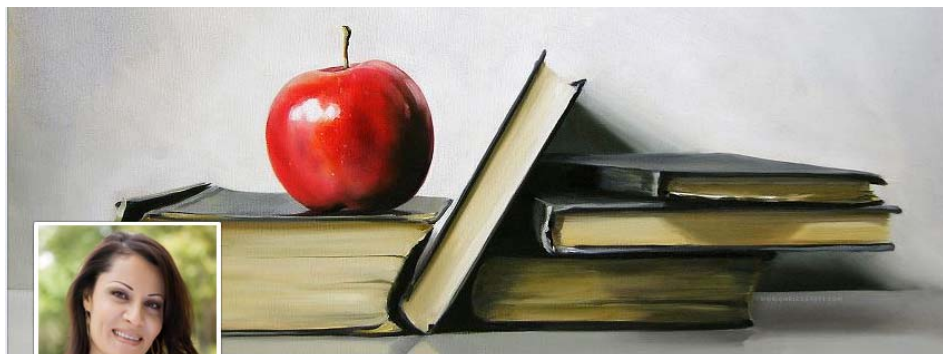
[http://sjsu.qualtrics.com//SE/?SID=SV\\_dajlyuXk0s7hiGV](http://sjsu.qualtrics.com//SE/?SID=SV_dajlyuXk0s7hiGV)

**APPENDIX B: Latina, Appropriate Survey**

By completing this survey, you are providing consent that the researchers use your responses for research purposes. Your consent is being given voluntarily. You may refuse to participate in the entire study or in any part of the study. You have the right to not answer questions you do not wish to answer. There is a “decline to state” option with each multiple choice question. You may leave the fill-in questions blank if you choose not to answer them. If you decide to participate in the study, you are free to withdraw at any time without any negative effect on your relations with San Jose State University. Questions about this research may be addressed to Kati Ireland, [kati.ireland@sjsu.edu](mailto:kati.ireland@sjsu.edu). Complaints about the research may be presented to Stephanie Coopman, Department Chair, Communication Studies, (408) 924.5367. Questions about a research subjects’ rights, or research-related injury may be presented to Pamela Stacks, Ph.D., Associate Vice President, Graduate Studies and Research, at (408) 924-2427.

- I agree
- I disagree

Please take some time to review Vanessa Rodriguez's Facebook® profile on the next page, and then answer some questions beginning on the following page.



Vanessa Rodriguez

Friends

Suggest Friends

Message

- Instructor at Fresno State
- Studied at UC Santa Barbara
- Married
- Born on May 12, 1978

About



Friends 223



Photos



Map 14



Likes 5

Post Photo Gift

Write something...

Vanessa Rodriguez shared a link. March 27

I take issue with pieces of this, especially the use of the word "power" in strange places, but I mostly agree. Some useful advice for those who work in collaborative environments:



Secrets to Successful Small Group Communication with Sar Surmick thecspc.org

Getting communication right is tough. Here are Sar Surmick's suggestions on doing it better. We're very excited to have him presenting for us

Like Comment Share

Vanessa Rodriguez March 27

Dear Supreme Court,  
Please do the right thing.  
Sincerely,  
Me

Like Comment Share

Corrie Martinez-Howard and Staci D. Gunner like this.

Write a comment...

Vanessa Rodriguez March 27

Last night's dinner. Amazing!



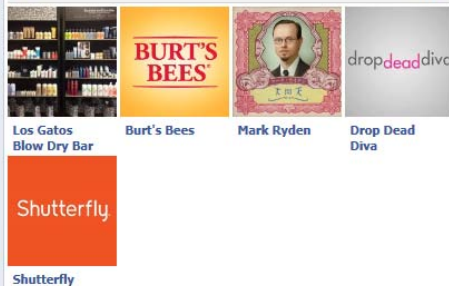
Friends

See All



Likes

See All



Places

See All

10 Recent Places



**Vanessa Rodriguez**  
February 4

This weather we've been having is making me want to camping. The woods are calling my name! Who's coming with me?

Like · Comment · Share 1 1

**Lisa Pollino** ▸ **Vanessa Rodriguez**  
January 19

Saw this picture and thought of you. I hope you are having a wonderful weekend!



Like · Comment · Share 1 2

**Vanessa Rodriguez**  
January 18

So excited for a nice long, sunny weekend with the fam. I see a bike ride in our near future.


Like · Comment · Share 2

**Corrie Martinez-Howard** ▸ **Vanessa Rodriguez**  
January 18 near San Jose via mobile

Hey! It's Friday. Hope you had a wonderful week!

Like · Comment 1

**Vanessa Rodriguez**  
December 8, 2012



Like · Comment · Share

**Diane Ireland** ▸ **Vanessa Rodriguez**  
January 22 near San Francisco, CA

So what are you up to this weekend?

Like · Comment 1

**Vanessa Rodriguez**  
January 20

I'm not much of a sports fan, because I wish both teams could win, but I'll jump on the bandwagon to put positive energy out in the world. Go Niners!

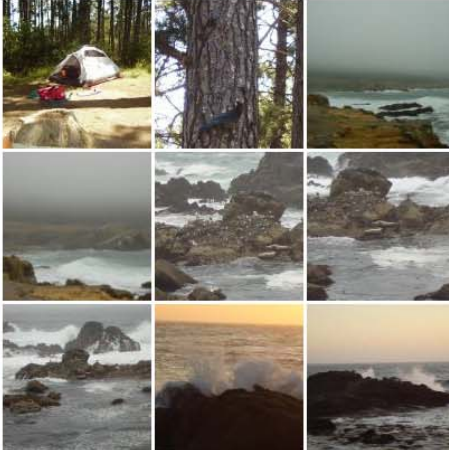
Like · Comment · Share 2

**Michelle Cassidy** ▸ **Vanessa Rodriguez**  
January 19

if u like the lg blow dry bar -- u really should check out drywalk. Way better :)

Like · Comment 1 2

**Vanessa Rodriguez** added 12 photos to the album **Camping**.  
January 18



Like · Comment · Share 1 2

**Vanessa Rodriguez**  
December 8, 2012

I had such a great weekend decorating the house for the holidays with the family. Life is good. :)

Like · Comment · Share

Please choose the options that best answer the questions about the Facebook® profile that you just viewed.

Does Vanessa Rodriguez use her Facebook® for social or professional purposes? You can choose more than one option.

- Social
- Professional
- Other (Please fill in)
- Decline to state

With whom does Vanessa Rodriguez communicate on Facebook®? You can choose more than one option.

- Friends
- Family members
- Co-workers
- Other (Please fill in)
- Decline to state

What kind of content does Vanessa Rodriguez post on her Facebook®? You can choose more than one option.

- Updates friends on her day
- Posts jokes
- Complains about things/events in her life
- Posts motivational quotes
- Shares links/information about current events
- Uses hash tags (# Hash tags)
- Posts photos
- Plays games
- Checks-in at locations
- Other (Please fill in)
- Uses Facebook® applications
- Decline to state

Does Vanessa Rodriguez link her Facebook® page to any of the following social networking websites? Check all that apply.

- Twitter®
- Foursquare®
- Instagram®
- Other (Please fill in)
- Not enough information
- Decline to state

The following question is about how much you like Vanessa Rodriguez. Choose an option that most accurately describes your feelings.

	Strongly Dislike	Somewhat Dislike	Neither nor Dislike	Like	Somewhat Like	Like her Very Much	N/A
How much do you like Vanessa Rodriguez?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following question is about how attractive you find Vanessa Rodriguez. Choose an option that most accurately describes your feelings.

	Very Unattractive	Somewhat Unattractive	Neither Attractive nor Unattractive	Somewhat Attractive	Very Attractive	N/A
How attractive is Vanessa Rodriguez?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following question is about similarities between you and Vanessa Rodriguez. Choose an option that most accurately describes your feelings.

	Very Dissimilar	Somewhat Dissimilar	Neither Dissimilar nor Similar	Somewhat Similar	Very Similar	N/A
How similar is Vanessa Rodriguez to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on her Facebook® content,

	Extremely Negative	Somewhat Negative	A Mix of Positive and Negative	Mostly Positive	Extremely Positive	N/A
Is Vanessa Rodriguez a positive or a negative person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on her Facebook® content,

	Extremely Low Quality	Somewhat Low Quality	Neutral	Somewhat High Quality	Very High Quality	N/A
What is the quality of the information of Vanessa Rodriguez's Facebook® posts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



What is Vanessa Rodriguez's profession? Please choose one of the following:

- Accountant
- Real-estate Agent
- Teacher/Instructor
- Journalist
- Other (Please fill in)
- Decline to state

Please rate your impressions of Vanessa Rodriguez, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., intelligent - unintelligent).

Intelligent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unintelligent
Untrustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trustworthy
Sensitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insensitive
Expert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inexpert
Phony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Genuine
Would care about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wouldn't care about me

Please rate your impressions of Vanessa Rodriguez, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., competent - incompetent).

Competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incompetent
Honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dishonest
Self-centered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not self-centered
Informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not-informed
Moral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Immoral
Would be concerned with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Would not be concerned with me

Please rate your impressions of Vanessa Rodriguez, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., stupid - bright).

Stupid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bright
Honorable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dishonorable
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not understanding
Untrained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trained
Unethical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ethical
Would have my best interests at heart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Would not have my best interests at heart

Would you friend Vanessa Rodriguez on Facebook®? Why? (Or why not?)

- Yes
- No
- Maybe
- Other (Please fill in)
- Declined to state

Do you have a Facebook® profile?

- Yes
- No
- I'm not sure
- Decline to state

If yes, how often do you use Facebook®?

- |  |  |
|--|--|
| <input type="checkbox"/> Daily, multiple number of times | <input type="checkbox"/> Every other month or so                     |
| <input type="checkbox"/> Daily, once or twice a day      | <input type="checkbox"/> Once in six months or so                    |
| <input type="checkbox"/> Every other day or so           | <input type="checkbox"/> Very rarely                                 |
| <input type="checkbox"/> Weekly                          | <input type="checkbox"/> Other (Please fill in) <input type="text"/> |
| <input type="checkbox"/> Monthly                         | <input type="checkbox"/> Declined to state                           |

What are the most important reasons that you use your Facebook®? Please rank your top 3 reasons.

- Stay in touch with family and friends
- Meet new people
- Get more information about people and things
- Receive offers and alerts from businesses
- Other (Please fill in)

Finally, we have a few demographic questions for you.

How old are you?

What is your gender?

- Male
- Female
- Other (Please fill in)

With which race do you most closely identify?

- Black or African-American
- Asian/Pacific Islander
- Hispanic or Latina/o
- White
- Other (Please fill in)
- Decline to state

With which religion do you most identify?

- Catholic
- Protestant
- Jewish
- Muslim
- Hindu
- Buddhist
- Other (Please fill in)
- Decline to state

How do you identify politically?

- Conservative
- Liberal
- Other (Please fill in)
- Decline to state

What year are you in school?

- Freshman
- Sophomore
- Junior
- Senior
- Other (Please fill in)

What is your major?

Thank you for your time. If your instructor is offering extra credit, there is one more additional step. Please copy the link below into a new browser window to fill out your information so that we may inform your instructor of your participation.

[http://sjsu.qualtrics.com//SE/?SID=SV\\_dajlyuXk0s7hiGV](http://sjsu.qualtrics.com//SE/?SID=SV_dajlyuXk0s7hiGV)

## **APPENDIX C: White, Inappropriate Survey**

By completing this survey, you are providing consent that the researchers use your responses for research purposes. Your consent is being given voluntarily. You may refuse to participate in the entire study or in any part of the study. You have the right to not answer questions you do not wish to answer. There is a “decline to state” option with each multiple choice question. You may leave the fill-in questions blank if you choose not to answer them. If you decide to participate in the study, you are free to withdraw at any time without any negative effect on your relations with San Jose State University. Questions about this research may be addressed to Kati Ireland, [kati.ireland@sjsu.edu](mailto:kati.ireland@sjsu.edu). Complaints about the research may be presented to Stephanie Coopman, Department Chair, Communication Studies, (408) 924.5367. Questions about a research subjects’ rights, or research-related injury may be presented to Pamela Stacks, Ph.D., Associate Vice President, Graduate Studies and Research, at (408) 924-2427.

- I agree
- I disagree

Please take some time to review Jennifer Miller's Facebook® profile on the next page, and then answer some questions beginning on the following page.





**Jennifer Miller**

[Friends](#) [Suggest Friends](#) [Message](#)

Instructor at Fresno State  
 Studied at UC Santa Barbara  
 Lives in San Jose, California  
 Married

About

Friends 223

Photos

Map 2

Likes 2

 **Jennifer Miller**  
 about an hour ago

My husband thinks it's funny when I say "sack." As in, "the quarterback got sacked." I don't get it...

 **Jennifer Miller**  
 2 hours ago

Thanks "No Child Left Behind" for making my job so shitty. Hello?!? It's college! I am not going to hand this assignment to you on a silver f\*cking platter, regardless of how many questions you might ask. Give it a try...THEN ask your questions. What a concept!

Like · Comment · Share

 **Jennifer Miller** I don't make enough for this! Pay me more and I'll hold every student's hand through higher education.  
 about an hour ago · Like

 **Darcy Osheim** We totally don't respect our teachers enough!  
 about an hour ago via mobile · Like

 **Jennifer Miller**  
 2 hours ago

Wonder why I'm so hungover today?



Like · Comment · Share

 **Darcy Osheim** Damn girl!!!! Why wasn't I invited?  
 2 hours ago · Like

 **Jennifer Miller**  
 January 20

So over hearing about football. Isn't anything else happening today? ugh.


Like · Comment

 **Jennifer Miller** At least it's a reason to eat bad food and drink beer. I don't mind watching it on tv, I'm just sick of reading about it on Facebook. It's all anyone talks about!  
 January 20 at 2:33pm · Edited · Like

 **Lisa Pollino** Sharks/Falcons game at 3pm! Let's go to a bar and watch it! Party!  
 January 20 at 1:20pm via mobile · Like


Friends

See All



Likes

See All




Rookies Sports Lodge


7 Stars Bar & Grill


Places

See All

1 Recent Place



 **Jennifer Miller** was at Fresno, California.  
[See All Stories](#)

 **Jennifer Miller**  
 February 4

I think...yes...I'm pretty sure. My headache from all of yesterday's beer has finally gone away! This Super Bowl hangover really kicked my ass. What a rough day. I wish none of my students would have shown up for class so I could nap in my office.

Like · Comment · Share

1 1



**Jennifer Miller** shared a link.  
January 19

Well...if it pays your bills so my taxes don't have to...

<http://www.t TMZ.com/2013/01/19/octomom-nadya-suleman-stripping-topless-again/>  
www.t TMZ.com

Like · Comment · Share

Diane Ireland likes this.

**Jennifer Miller**  
January 19

So over flakiness! If you say you're going to show up, show the F up!

Like · Comment

Lisa Pollino likes this.

**Lisa Pollino** Some people just piss me the F off!! Stupid irresponsible bitches!!  
January 19 at 1:59pm · Like · 1

**Jennifer Miller** Right?  
January 19 at 2:21pm · Like

**Jennifer Miller** shared a link.  
January 18

Oh yeah, oh yeah!

 **Its friday, you ain't got no job, and you ain't got shit to do**  
www.youtube.com  
Friday

Like · Comment · Share

Stephanie Anderson likes this.

**Jennifer Miller** updated her cover photo.  
January 18



Like · Comment · Share

Corrie Martinez-Howard and Lisa Pollino like this.

**Lisa Pollino** Woo-hoo! You go girl! 😊  
January 18 at 7:11pm · Like

**Diane Ireland** That was such a fun night!!!  
January 19 at 6:49pm via mobile · Like

**Corrie Martinez-Howard** shared a link.  
January 18 near San Jose via mobile

Hey!! It's Friday!!! Lets get DRUNK

Like · Comment

Jennifer Miller likes this.

**Jennifer Miller** Hell yes! When and where! Isn't it karaoke night at 7 Stars? 😊  
January 18 at 5:01pm · Like

**Corrie Martinez-Howard** shared a link.  
February 4 near San Jose via mobile

Dude. The niners lost. Freaking terrible!!!!

Like · Comment

**Jennifer Miller** shared a link.  
January 19

Hey Diane, if I come up to the city, can we try to visit all of these places in one night? Mission: Partay!

 **San Francisco's Top 10 Cocktail Bars**  
blogs.sfweekly.com  
In the last few years, finding a bad drink in San Francisco has become harder than finding a...

Like · Comment · Share

Corrie Martinez-Howard and Stephanie Anderson like this.

**Diane Ireland** This is awesome! We are all over it!  
January 19 at 6:51pm via mobile · Like

Write a comment...

**Lisa Pollino** shared a link.  
January 19 near Campbell

Whassup chickadee? What's the downlow on the party situation for tonight? You da PARTY QUEEN!!!

Like · Comment

**Jennifer Miller** I have to make up for last night since I got FLAKED on.  
January 19 at 6:44pm · Like · 1

Write a comment...

**Michelle Cassidy** shared a link.  
January 18

J Miller! Long time no see. How's my favorite bad girl?

Like · Comment

Jennifer Miller likes this.

View 1 more comment

**Michelle Cassidy** Well then - better live it up!  
January 18 at 6:16pm via mobile · Like · 1

**Lisa Pollino** Maybe you should turn grading into a drinking game? Every time you read a shitty paper... do a shot!! LOL  
January 18 at 7:10pm · Unlike · 4

**Sassy Shriver Ireland** I like that grading method Lisa. Can I help grade?  
January 18 at 9:39pm · Unlike · 4

**Lisa Pollino** LOL, look what I came across today! Totally thought of you Jennifer Miller! To help you to make-up your own. I was thinking BULLSHIT, ya know... for every BULLSHIT paper you have to read!! Hahahahahaha! <http://www.mademan.com/mm/10-best-drinking-games-shots.html>

**10 Best Drinking Games With Shots | Made Manual**  
www.mademan.com  
The 10 best drinking games with shots listed here are for those wishing to use d...See More

Please choose the options that best answer the questions about the Facebook® profile that you just viewed.

Does Jennifer Miller use her Facebook® for social or professional purposes? You can choose more than one option.

- Social
- Professional
- Other (Please fill in)
- Decline to state

With whom does Jennifer Miller communicate on Facebook®? You can choose more than one option.

- Friends
- Family members
- Co-workers
- Other (Please fill in)
- Decline to state

What kind of content does Jennifer Miller post on her Facebook®? You can choose more than one option.

- |  |  |
|--|--|
| <input type="checkbox"/> Updates friends on her day                    | <input type="checkbox"/> Posts jokes                                 |
| <input type="checkbox"/> Complains about things/events in her life     | <input type="checkbox"/> Posts motivational quotes                   |
| <input type="checkbox"/> Shares links/information about current events | <input type="checkbox"/> Uses hash tags (# Hash tags)                |
| <input type="checkbox"/> Posts photos                                  | <input type="checkbox"/> Plays games                                 |
| <input type="checkbox"/> Checks-in at locations                        | <input type="checkbox"/> Other (Please fill in) <input type="text"/> |
| <input type="checkbox"/> Uses Facebook® applications                   | <input type="checkbox"/> Decline to state                            |

Does Jennifer Miller link her Facebook® page to any of the following social networking websites? Check all that apply.

- Twitter®
- Foursquare®
- Instagram®
- Other (Please fill in)
- Not enough information
- Decline to state

The following question is about how much you like Jennifer Miller. Choose an option that most accurately describes your feelings.

	Strongly Dislike	Somewhat Dislike	Neither Like nor Dislike	Somewhat Like	Like her Very Much	N/A
How much do you like Jennifer Miller?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following question is about how attractive you find Jennifer Miller. Choose an option that most accurately describes your feelings.

	Very Unattractive	Somewhat Unattractive	Neither Attractive nor Unattractive	Somewhat Attractive	Very Attractive	N/A
How attractive is Jennifer Miller?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following question is about similarities between you and Jennifer Miller. Choose an option that most accurately describes your feelings.

	Very Dissimilar	Somewhat Dissimilar	Neither Dissimilar nor Similar	Somewhat Similar	Very Similar	N/A
How similar is Jennifer Miller to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on her Facebook® content,

	Extremely Negative	Somewhat Negative	A Mix of Positive and Negative	Mostly Positive	Extremely Positive	N/A
Is Jennifer Miller a positive or a negative person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on her Facebook® content,

	Extremely Low Quality	Somewhat Low Quality	Neutral	Somewhat High Quality	Very High Quality	N/A
What is the quality of the information of Jennifer Miller's Facebook® posts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is Jennifer Miller's profession? Please choose one of the following:

- Accountant
- Real-estate Agent
- Teacher/Instructor
- Journalist
- Other (Please fill in)
- Decline to state

Please rate your impressions of Jennifer Miller, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., intelligent - unintelligent).

Intelligent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unintelligent
Untrustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trustworthy
Sensitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insensitive
Expert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inexpert
Phony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Genuine
Would care about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wouldn't care about me

Please rate your impressions of Jennifer Miller, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., competent - incompetent).

Competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incompetent
Honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dishonest
Self-centered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not self-centered
Informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not-informed
Moral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Immoral
Would be concerned with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Would not be concerned with me

Please rate your impressions of Jennifer Miller, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., stupid - bright).

Stupid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bright
Honorable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dishonorable
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not understanding
Untrained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trained
Unethical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ethical
Would have my best interests at heart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Would not have my best interests at heart

Would you friend Jennifer Miller on Facebook®? Why? (Or why not?)

- Yes
- No
- Maybe
- Other (Please fill in)
- Declined to state

Do you have a Facebook® profile?

- Yes
- No
- I'm not sure
- Decline to state

If yes, how often do you use Facebook®?

- |  |  |
|--|--|
| <input type="checkbox"/> Daily, multiple number of times | <input type="checkbox"/> Every other month or so                     |
| <input type="checkbox"/> Daily, once or twice a day      | <input type="checkbox"/> Once in six months or so                    |
| <input type="checkbox"/> Every other day or so           | <input type="checkbox"/> Very rarely                                 |
| <input type="checkbox"/> Weekly                          | <input type="checkbox"/> Other (Please fill in) <input type="text"/> |
| <input type="checkbox"/> Monthly                         | <input type="checkbox"/> Declined to state                           |

What are the most important reasons that you use your Facebook®? Please rank your top 3 reasons.

- Stay in touch with family and friends
- Meet new people
- Get more information about people and things
- Receive offers and alerts from businesses
- Other (Please fill in)

Finally, we have a few demographic questions for you.

How old are you?

What is your gender?

- Male
- Female
- Other (Please fill in)

With which race do you most closely identify?

- Black or African-American
- Asian/Pacific Islander
- Hispanic or Latina/o
- White
- Other (Please fill in)
- Decline to state

With which religion do you most identify?

- Catholic
- Protestant
- Jewish
- Muslim
- Hindu
- Buddhist
- Other (Please fill in)
- Decline to state



How do you identify politically?

- Conservative
- Liberal
- Other (Please fill in)
- Decline to state

What year are you in school?

- Freshman
- Sophomore
- Junior
- Senior
- Other (Please fill in)

What is your major?

Thank you for your time. If your instructor is offering extra credit, there is one more additional step. Please copy the link below into a new browser window to fill out your information so that we may inform your instructor of your participation.

[http://sjsu.qualtrics.com//SE/?SID=SV\\_dajlyuXk0s7hiGV](http://sjsu.qualtrics.com//SE/?SID=SV_dajlyuXk0s7hiGV)

## **APPENDIX D: Latina, Inappropriate Survey**

By completing this survey, you are providing consent that the researchers use your responses for research purposes. Your consent is being given voluntarily. You may refuse to participate in the entire study or in any part of the study. You have the right to not answer questions you do not wish to answer. There is a “decline to state” option with each multiple choice question. You may leave the fill-in questions blank if you choose not to answer them. If you decide to participate in the study, you are free to withdraw at any time without any negative effect on your relations with San Jose State University. Questions about this research may be addressed to Kati Ireland, [kati.ireland@sjsu.edu](mailto:kati.ireland@sjsu.edu). Complaints about the research may be presented to Stephanie Coopman, Department Chair, Communication Studies, (408) 924.5367. Questions about a research subjects’ rights, or research-related injury may be presented to Pamela Stacks, Ph.D., Associate Vice President, Graduate Studies and Research, at (408) 924-2427.

I agree

I disagree

Please take some time to review Vanessa Rodriguez's Facebook® profile on the next page, and then answer some questions beginning on the following page.



**Vanessa Rodriguez**

Friends Suggest Friends Message

Instructor at Fresno State  
Studied at UC Santa Barbara  
Lives in San Jose, California  
Married

About



Friends 223



Photos



Map 2



Likes 2

**Vanessa Rodriguez**  
about an hour ago · It

My husband thinks it's funny when I say "sack." As in, "the quarterback got sacked." I don't get it...

**Vanessa Rodriguez**  
2 hours ago · It

Thanks "No Child Left Behind" for making my job so shitty. Hello?!? It's college! I am not going to hand this assignment to you on a silver f\*cking platter, regardless of how many questions you might ask. Give it a try...THEN ask your questions. What a concept!

Like · Comment · Share

**Vanessa Rodriguez** I don't make enough for this! Pay me more and I'll hold every student's hand through higher education.  
about an hour ago · Like

**Darcy Osheim** We totally don't respect our teachers enough!  
about an hour ago via mobile · Like

**Vanessa Rodriguez**  
2 hours ago · It

Wonder why I'm so hungover today?



Like · Comment · Share

**Darcy Osheim** Damn girl!!!! Why wasn't I invited?  
2 hours ago · Like

**Vanessa Rodriguez**  
January 20 · It

So over hearing about football. Isn't anything else happening today? ugh.

Like · Comment

**Vanessa Rodriguez** At least it's a reason to eat bad food and drink beer. I don't mind watching it on tv, I'm just sick of reading about it on Facebook. It's all anyone talks about!  
January 20 at 2:33pm · Edited · Like

**Lisa Pollino** Sharks/Falcons game at 3pm! Let's go to a bar and watch it! Party!  
January 20 at 1:20pm via mobile · Like

Friends See All



Likes See All



Places See All



**Vanessa Rodriguez**  
February 4 · It

I think...yes...I'm pretty sure. My headache from all of yesterday's beer has finally gone away! This Super Bowl hangover really kicked my ass. What a rough day. I wish none of my students would have shown up for class so I could nap in my office.

Like · Comment · Share 1 1

**Vanessa Rodriguez** shared a link.  
January 19 2h

Well...if it pays your bills so my taxes don't have to...

<http://www TMZ.com/2013/01/19/octomom-nadya-suleman-stripping-topless-again/>  
www.tMZ.com

Like · Comment · Share

Diane Ireland likes this.

**Vanessa Rodriguez**  
January 19 2h

So over flakiness! If you say you're going to show up, show the F up!

Like · Comment

Lisa Pollino likes this.

**Lisa Pollino** Some people just piss me the F off!! Stupid irresponsible bitches!!  
January 19 at 1:59pm · Like · 1

**Vanessa Rodriguez** Right?  
January 19 at 2:21pm · Like

**Vanessa Rodriguez** shared a link.  
January 18 2h

Oh yeah, oh yeah!

 Its friday, you ain't got no job, and you ain't got shit to do  
www.youtube.com  
Friday

Like · Comment · Share

Stephanie Anderson likes this.

**Vanessa Rodriguez** updated her cover photo.  
January 18 4h



Like · Comment · Share

Corrie Martinez-Howard and Lisa Pollino like this.

**Lisa Pollino** Wao-hoo! You go girl! 😊  
January 18 at 7:11pm · Like

**Diane Ireland** That was such a fun night!!!  
January 19 at 6:49pm via mobile · Like

**Corrie Martinez-Howard** shared a link.  
January 18 near San Jose via mobile 1h

Hey!! It's Friday!!! Lets get DRUNK

Like · Comment

Jennifer Miller likes this.

**Vanessa Rodriguez** karaoke night at 7 Stars? 😊  
January 18 at 5:01pm · Like

**Corrie Martinez-Howard** shared a link.  
February 4 near San Jose via mobile 1h

Dude. The miners lost. Freaking terrible!!!

Like · Comment

**Vanessa Rodriguez** shared a link.  
January 19 2h

Hey Diane, if I come up to the city, can we try to visit all of these places in one night? Mission: Party!

 **San Francisco's Top 10 Cocktail Bars**  
blogs.sfweekly.com  
In the last few years, finding a bad drink in San Francisco has become harder than finding a...

Like · Comment · Share

Corrie Martinez-Howard and Stephanie Anderson like this.

**Diane Ireland** This is awesome! We are all over it!  
January 19 at 6:51pm via mobile · Like

Write a comment...

**Lisa Pollino** shared a link.  
January 19 near Campbell 1h

Whassup chickadee? What's the downlow on the party situation for tonight? You da PARTY QUEEN!!!

Like · Comment

**Vanessa Rodriguez** I have to make up for last night since I got FLAKED on.  
January 19 at 6:44pm · Like · 1

Write a comment...

**Michelle Cassidy** shared a link.  
January 18 1h

Long time no see. How's my favorite bad girl?

Like · Comment

Vanessa Rodriguez likes this.

View 1 more comment

**Michelle Cassidy** Well then - better live it up!  
January 18 at 6:16pm via mobile · Like · 1

**Lisa Pollino** Maybe you should turn grading into a drinking game? Every time you read a shitty paper... do a shot!! LOL  
January 18 at 7:10pm · Unlike · 4

**Sassy Shriver Ireland** I like that grading method Lisa. Can I help grade?  
January 18 at 9:28pm · Unlike · 4

**Lisa Pollino** LOL, look what I came across today! Totally thought of you Jennifer Miller! To help you to make-up your own. I was thinking BULLSHIT, ya know... for every BULLSHIT paper you have to read!! Hahahahaha!! <http://www.mademan.com/m/10-best-drinking-games-shots.html>

**10 Best Drinking Games With Shots | Made Manual**  
www.mademan.com  
The 10 best drinking games with shots listed here are for those wishing to use it...See More

Please choose the options that best answer the questions about the Facebook® profile that you just viewed.

Does Vanessa Rodriguez use her Facebook® for social or professional purposes? You can choose more than one option.

- Social
- Professional
- Other (Please fill in)
- Decline to state

With whom does Vanessa Rodriguez communicate on Facebook®? You can choose more than one option.

- Friends
- Family members
- Co-workers
- Other (Please fill in)
- Decline to state

What kind of content does Vanessa Rodriguez post on her Facebook®? You can choose more than one option.

- |  |  |
|--|--|
| <input type="checkbox"/> Updates friends on her day                    | <input type="checkbox"/> Posts jokes                                 |
| <input type="checkbox"/> Complains about things/events in her life     | <input type="checkbox"/> Posts motivational quotes                   |
| <input type="checkbox"/> Shares links/information about current events | <input type="checkbox"/> Uses hash tags (# Hash tags)                |
| <input type="checkbox"/> Posts photos                                  | <input type="checkbox"/> Plays games                                 |
| <input type="checkbox"/> Checks-in at locations                        | <input type="checkbox"/> Other (Please fill in) <input type="text"/> |
| <input type="checkbox"/> Uses Facebook® applications                   | <input type="checkbox"/> Decline to state                            |

Does Vanessa Rodriguez link her Facebook® page to any of the following social networking websites? Check all that apply.

- Twitter®
- Foursquare®
- Instagram®
- Other (Please fill in)
- Not enough information
- Decline to state

The following question is about how much you like Vanessa Rodriguez. Choose an option that most accurately describes your feelings.

	Strongly Dislike	Somewhat Dislike	Neither nor Dislike	Like	Somewhat Like	Like her Very Much	N/A
How much do you like Vanessa Rodriguez?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following question is about how attractive you find Vanessa Rodriguez. Choose an option that most accurately describes your feelings.

	Very Unattractive	Somewhat Unattractive	Neither Attractive nor Unattractive	Somewhat Attractive	Very Attractive	N/A
How attractive is Vanessa Rodriguez?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following question is about similarities between you and Vanessa Rodriguez. Choose an option that most accurately describes your feelings.

	Very Dissimilar	Somewhat Dissimilar	Neither Dissimilar nor Similar	Somewhat Similar	Very Similar	N/A
How similar is Vanessa Rodriguez to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on her Facebook® content,

	Extremely Negative	Somewhat Negative	A Mix of Positive and Negative	Mostly Positive	Extremely Positive	N/A
Is Vanessa Rodriguez a positive or a negative person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on her Facebook® content,

	Extremely Low Quality	Somewhat Low Quality	Neutral	Somewhat High Quality	Very High Quality	N/A
What is the quality of the information of Vanessa Rodriguez's Facebook® posts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



What is Vanessa Rodriguez's profession? Please choose one of the following:

- Accountant
- Real-estate Agent
- Teacher/Instructor
- Journalist
- Other (Please fill in)
- Decline to state

Please rate your impressions of Vanessa Rodriguez, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., intelligent - unintelligent).

Intelligent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unintelligent
Untrustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trustworthy
Sensitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insensitive
Expert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inexpert
Phony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Genuine
Would care about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wouldn't care about me

Please rate your impressions of Vanessa Rodriguez, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., competent - incompetent).

Competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incompetent
Honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dishonest
Self-centered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not self-centered
Informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not-informed
Moral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Immoral
Would be concerned with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Would not be concerned with me

Please rate your impressions of Vanessa Rodriguez, a college instructor, by toggling the choice closest to the appropriate end of the scale, or in between the two adjectives (e.g., stupid - bright).

Stupid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bright
Honorable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dishonorable
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not understanding
Untrained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Trained
Unethical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ethical
Would have my best interests at heart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Would not have my best interests at heart

Would you friend Vanessa Rodriguez on Facebook®? Why? (Or why not?)

- Yes
- No
- Maybe
- Other (Please fill in)
- Declined to state

Do you have a Facebook® profile?

- Yes
- No
- I'm not sure
- Decline to state

If yes, how often do you use Facebook®?

- |  |  |
|--|--|
| <input type="checkbox"/> Daily, multiple number of times | <input type="checkbox"/> Every other month or so                     |
| <input type="checkbox"/> Daily, once or twice a day      | <input type="checkbox"/> Once in six months or so                    |
| <input type="checkbox"/> Every other day or so           | <input type="checkbox"/> Very rarely                                 |
| <input type="checkbox"/> Weekly                          | <input type="checkbox"/> Other (Please fill in) <input type="text"/> |
| <input type="checkbox"/> Monthly                         | <input type="checkbox"/> Declined to state                           |

What are the most important reasons that you use your Facebook®? Please rank your top 3 reasons.

- Stay in touch with family and friends
- Meet new people
- Get more information about people and things
- Receive offers and alerts from businesses
- Other (Please fill in)

Finally, we have a few demographic questions for you.

How old are you?

What is your gender?

- Male
- Female
- Other (Please fill in)

With which race do you most closely identify?

- Black or African-American
- Asian/Pacific Islander
- Hispanic or Latina/o
- White
- Other (Please fill in)
- Decline to state

With which religion do you most identify?

- Catholic
- Protestant
- Jewish
- Muslim
- Hindu
- Buddhist
- Other (Please fill in)
- Decline to state

How do you identify politically?

- Conservative
- Liberal
- Other (Please fill in)
- Decline to state

What year are you in school?

- Freshman
- Sophomore
- Junior
- Senior
- Other (Please fill in)

What is your major?

Thank you for your time. If your instructor is offering extra credit, there is one more additional step. Please copy the link below into a new browser window to fill out your information so that we may inform your instructor of your participation.

[http://sjsu.qualtrics.com//SE/?SID=SV\\_dajlyuXk0s7hiGV](http://sjsu.qualtrics.com//SE/?SID=SV_dajlyuXk0s7hiGV)