ABSTRACT

THESIS: A Constructivist Grounded Theory of Social Media Literacy and Identity Influence: Traditional-Age Undergraduate Students and Their Experiences with Social Media.

STUDENT: Kenneth W. Horne, Jr.

DEGREE: Master of Arts in Student Affairs Administration in Higher Education

COLLEGE: Teachers College

DATE: May 2013

PAGES: 91

The purpose of this study was to understand how traditional-aged undergraduate students describe their experiences with social media. Another focus was to gain students’ perspectives to contribute to the growing body of research that currently exists. Constructivist grounded theory methodology was used.

Each of the 17 students who participated in this study self-identified as a traditional-age undergraduate student who were social media users. The sample was comprised of participants ranging from the ages of 18 to 24 years of age. No other factors were considered for eligibility criteria.

Themes and nested subthemes were developed, and the analysis of data ultimately led to the development of the Theory of Social Media Literacy and Identity Influence. This study is relevant to both student affairs professionals and faculty members because social media brings with it developmental factors impacting students that are not present in the current literature as it pertains to undergraduate students.