

STAYING RELEVANT: LEARNING PRINT JOURNALISM IN A DIGITAL WORLD

A CREATIVE PROJECT
SUBMITTED TO THE GRADUATE SCHOOL
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Introduction

Though journalism has been evolving since the early days of newspapers in the 18th century, the digital era rapidly increased the speed of that evolution. The 21st century has ushered in a new era of instant gratification in which news consumers expect to be constantly updated on the changes in their world. What's more, consumers now have seemingly countless ways to access the news – on their phones, on Facebook, on TV, on a computer, or in a newspaper, to name a few. This era has also led to the rise of the “citizen journalist,” which can be anyone with a Twitter account who thinks they are breaking important news (Chandrasekhar, 2013).

How, then, can professional journalists prove their worth? And why should young journalists attempt to build careers in traditional areas of journalism that seem to be dying off? While it is undeniable that the industry is changing, there is still great need for reporters who are trained in well-established newsgathering and storytelling techniques; what these reporters need to know is how to best disseminate the information they are reporting on. That is what this project does – trains up-and-coming journalists on how to best integrate new and old journalism techniques, particularly as it relates the integration of print and social media.

While this sort of training certainly cannot be fully taught in just three lessons, this project provides a three-part lesson plan that will lay the groundwork for undergraduate students learning how to work in a multimedia industry. The lesson plans examine the evolution of journalism into the multimedia world we live in today, then hone in on how social media can be used to entice news consumers to continue reading the stories put out by print news outlets. All of this culminates in an in-class project in which students are challenged to tell a news story using both print and social media in different ways appropriate to each platform.

Literature review

Media critics have predicted the death of newspapers for decades. As far back as 1982, Leo Bogart wrote for *The Wilson Quarterly* to question whether the “death of great metropolitan

dailies” meant newspapers “ha(d) outlived their function.” The reasons for Bogart’s concerns sound familiar: rising subscription costs, falling advertising revenues, and the availability of TV news. Similarly, Stephen Isaacs, who was the editor of the now-defunct Minneapolis Star, shared in the late 20th century that many newspaper publishers believed theirs was a “dying industry.” “Some will survive – the very big and the very small,” Isaacs said, “but the in-betweens are going to face rough going in the electronic era. ...” (Bogart, 1982, p. 58).

Introducing the Internet

Flash forward to 2002, and we find this familiar refrain still being sung. Benjamin Compaine’s article in *Foreign Policy*, which explored how the media shape global politics, agreed that even in its infancy, “the Internet has leveled the playing field” for news organizations. Large or small, family- or corporate-owned, licensed or unlicensed, all media outlets were learning in the early 21st century that the Internet was a tool they could use to promote their work. According to Compaine, some 581 million people were online by 2002, with more than one-third of those people living in Europe and North America (Compaine, 2002). That meant journalists in the western world, in particular, were faced early on with the unique challenge of learning how to balance traditional journalism platforms with the easily-accessible platform that is the Internet.

Advertisers on the move

Then came 2008, the year of the Great Recession. The U.S. economy experienced the worst downturn since the Great Depression, and newspapers were among the Recession’s most prominent victims. While large financial institutions sought government help, the newspaper industry had no entity to turn to for a bailout. Instead, papers were at the mercy of advertisers, who withdrew their funds as they worked to keep their companies afloat. In fact, between 2000 and 2013, the U.S. newspaper industry only experienced four years of growth in advertising

revenue, while the most significant advertising declines came in 2008 and 2009 at 17.7 percent and 28.6 percent, respectively (Chandrasekhar, 2013). More recently, advertising revenue for the newspaper industry in 2017 was just \$16.5 billion, down about 10 percent from 2016 (Newspapers Fact Sheet, 2018).

Why the decline in print advertising revenue? There is no single answer to that question, but scholars and industry experts agree the growth of the Internet and the increasing use of digital news is pulling advertisers away from print. In 2017, digital advertising accounted for 31 percent of newspaper ad revenue – just six years earlier, digital advertising had only accounted for 17 percent (Newspapers Fact Sheet, 2018). Not surprisingly, newspaper executives have sought to monetize the rush to the web by putting their content behind a paywall, but the results have been mixed. A 2012 study from the Newspaper Association of America found that page views dropped by at least 10 percent for roughly half of all news site that put up a paywall (Chandrasekhar, 2013). As C.P. Chandrasekhar explained in his 2013 article for *Social Scientist*, “The problem for the big players in the news business is not loss of readership, but that of a paying readership” (p. 32) To that end, Chandrasekhar said, it is vital that print news organizations develop a “valuable web presence” (p. 31).

Staying valuable

What makes a web presence valuable? Again, the answers are varied, though Chandrasekhar notes online content that is not free must be “unique” in order to entice readers to pay (p. 34). In an article for *Forbes*, Jeannie Ruesch of xero.com opines that print content will be more effective if it complements digital media elements – in other words, you know your print readers are also online, so your print and digital content should work together to meet the readers’ platform-specific needs (Forbes Communication Council, 2018). From a business/advertising perspective, Almitra Karnik of CleverTap says successful news

organizations will integrate their print and digital advertising campaigns, rather than viewing print and digital ads as separate entities. This strategy, Karnik wrote for Forbes, could help enhance advertising revenues by allowing print and digital media to play off of each other's strengths (Forbes Communication Council, 2018).

Additionally, in a world where consumers can get the news on any number of platforms, successful news outlets understand how to use each platform to reach the maximum number of readers. A good example of this is found in the Milwaukee Journal Sentinel, which in 2017 stopped sharing all of its stories to social media. Instead, according to Poynter (2019), the newspaper became intentional about posting certain stories only to certain social media platforms based on how their readers used those platforms. The result was a growth in Facebook likes by more than three times and a doubling of the newspaper's Instagram followers. That enabled the newspaper to expand its reach by roughly seven times in one year.

Understanding uses and gratifications

With a platform-based approach in mind, the question for print journalists becomes, "How can I use digital media platforms to complement my print reporting?" A starting point for answering this question is developing an understanding of the uses and gratifications theory. Introduced in the 1940s and popularized in the 1970s by Jay Blumler and Elihu Katz, the uses and gratifications theory, at a basic level, stands for the proposition that media consumers seek out news to meet various psychological needs. The theory was a departure from the Hypodermic Needle Theory, which gave audiences a passive role in media consumption. Under the U&G theory, there are five main reasons for media consumption:

- *Cognitive*, or acquiring information;
- *Affective*, or causing emotion;
- *Personal integrative*, or self-promotion;

- *Social integrative*, or community/networking, and;
- *Tension release*, or stress relief.

While the media can craft content with the intent of invoking specific responses from consumers, the U&G theory posits that the audience determines what kind of reaction they will have to the media they consume. For example, a person who wants to gain general knowledge might watch a game show, while a child who wants to be entertained will watch cartoons (Uses and Gratifications Theory, 2019).

Looking specifically to U&G in the context of social media, Anita Whiting and David Williams (2013) describe the theory as follows: “Individuals seek out media that fulfill their needs and leads to ultimate gratification” (pp. 362-363). Whiting and Williams then use U&G to identify 10 reasons why people use social media: social interaction, information seeking, pass time, entertainment, relaxation, communicatory utility, expression of opinions, convenience utility, information sharing, and surveillance and watching of others (p. 368). In the context of this project, it is particularly noteworthy that “information seeking” is the second most prominent reason people use social media, as journalists seek to use their social media platforms to share the information they are reporting on.

Journalist’s perspective

Why does the U&G theory matter to journalists? To answer that question, it is important to understand why the theory matters more generally. In an editorial in the *Journal of Mass Communication and Journalism*, Anabel Quan-Hasse, a professor at the University of Western Ontario, examines whether the uses and gratifications theory, developed for 20th century media, remains relevant in the digital world. Her conclusion is that the theory is still relevant because it can help researchers understand how social media users, in particular, integrate social media into

their everyday routines. She also posits four important research questions that can be answered using the U&G theory:

- How does information and news from different sources diffuse through social media?
- What social media sites do consumers use to get local and global news?
- Are social media users satisfied with the newsworthiness of the information they receive from social media sites?
- What gratifications do individuals receive from using online information sources and social media sites? (Quan-Hasse, 2012).

It is easy to see the connection between Quan-Hasse's research questions and the questions journalists must ask when navigating a multimedia world. How is the information I give to my readers shared on social media? Which social media platforms do my readers use for news? How do they use those platforms, and how is that use different than their use of print/online news? To successfully navigate the increasing digitization of the news industry, print journalists must actively ask and seek the answer to these questions, then use those answers to develop a news strategy that leverages the U&G strengths of print and digital news.

Taken together, this history of how print journalists have tried to adapt to the digital age leads back to one word: integration. Journalists must learn how to integrate new media technology into traditional journalism techniques in order to ensure their work reaches the greatest possible number of readers. Though there is no magic bullet method to producing multimedia work that readers will want to engage with, this project provides practical advice and tips on how to produce high-quality print journalism that complements social media reporting.

A look at learning styles

As will be explained further in the Methods section, I utilize several teaching methods to engage different types of learners. Before explaining those methods, it is important to understand the various learning styles. For this project, I designed my lessons around the VARK learning styles theory:

- *Visual learners*: Making up about 65 percent of the population, visual learners are best able to absorb information when it is presented via photos, graphs, or other visual means.
- *Auditory learners*: At 30 percent of the population, auditory learners are not as common as visual learners, but are still prevalent. These learners retain information when they hear it in a lecture, song, speech, podcast, etc.
- *Reading and writing learners*: A relatively newly-recognized learning style, reading and writing learners respond best to written words. Also known as verbal learners, these students learn best by reading books or handouts, and by taking notes.
- *Kinesthetic learners*: These are the classic learn-by-doing students. Kinesthetic learners will absorb information if they can physically feel it, either by touching something or by moving during an in-class activity. These learners – who make up just 5 percent of the population – respond well to hands-on assignments (Hansen, 2018).

General learning techniques

Keeping these learning styles in mind, my project incorporates the following teaching techniques:

- *Socratic method*: Used commonly in law schools, the Socratic method is designed to encourage deep thinking among students in a question-based conversation. The Socratic method does not necessarily look for “right” answers, but instead encourages students to draw upon their own knowledge and life experiences and

apply those experiences to the discussion topic (Socratic Method, 2018). In the context of this project, I lead a Socratic discussion among the students about the history of journalism and the changes they have observed in how consumers choose to get the news. This teaching technique is designed for **auditory learners**.

- *Traditional lecture:* Though it is difficult to learn to be a journalist simply by sitting and listening to a lecture, lectures are nevertheless necessary in journalism instruction to help students understand underlying concepts; in this project, that concept is the uses and gratifications theory. Like the Socratic discussion, this portion of the lesson is question-based. However, rather than allowing students to lead the discussion, I instead ask questions to gauge their knowledge and help students connect with the material, then direct the discussion back to the main points of the lecture (Lecturing Effectively). Students will be required to take notes by hand during the lecture (more on that below), so **verbal** learners benefit from reading the lecture materials and writing out their notes.
- *In-class examples:* Lesson Plan 2 is all about showing students examples of how news organizations have used both print and social media to engage audiences and share the news. This is a common teaching technique, largely because it helps **visual learners** – who make up more than a majority of the population – retain what they are learning (Hansen, 2018).
- *In-class project:* My project culminates in an in-class project that tasks students with developing their own plan for telling a political news story using print, online, and social media. This is a hands-on learning experience designed to help **kinesthetic learners** engage with the classroom material.

Journalism teaching techniques

In addition to utilizing general teaching techniques, the methods I use in this project are designed to meet the unique challenges of learning journalism. It is difficult to learn to become an effective reporter just by sitting and taking notes. Indeed, as former journalism teacher and New York Times blog editor Holly Epstein Ojalvo wrote of her teaching experiences in 2009, “I found nothing more valuable for teaching the craft than showing students how the professionals do it” (Epstein Ojalvo, 2009). With Epstein Ojalvo’s advice in mind, I have incorporated several real-world journalism techniques into this project:

- *Live-tweeting*: During the Socratic discussion about the evolution of journalism, students are only allowed to take notes using Twitter. This note-taking method is adapted from a lesson by Leigh Wright, assistant professor of journalism and mass communications at Murray State University. In Wright’s lesson, she used Twitter’s 140-character limit to teach students about writing concisely, especially when writing leads (Wright, 2014). Using a similar concept, the students in this project are tasked with extrapolating the most important information from the class discussion and tweeting major concept/themes in 140 characters or less. Like Wright, I require students to include a hashtag with each tweet that will aggregate their notes into one location accessible by the entire class. In Wright’s experience, her exercise helped students learn how to parse the most important details out of a large amount of information, then present those details in a clear and concise manner that others can understand; these are skills that every good journalist must possess (Wright, 98). My goal through this notetaking method is for the journalism undergrads to begin to develop those skills and to see the value of using Twitter – and social media, more generally – to share and aggregate information.

- *Handwritten notes:* During the lecture on the uses and gratifications theory, students are required to take notes by hand in a traditional reporter's notebook. This requirement serves two purposes. First, as future journalists, students must learn how to quickly jot down notes, a skill they will need in the field if they are unable to electronically record interviews. And second, research has shown that writing notes by hand, rather than typing, helps students learn and retain more information (Eck, 2014). This exercise is specifically designed for the U&G lecture because the theory is an academic concept with key points that students must learn; given the research about handwritten notes, having students write the key points out by hand makes it more likely that the points will stick in their minds. Additionally, like the use of a class hashtag for the live-tweeting assignment, having students write their notes by hand gives them resources to look back to as the lessons progress and we begin to apply the U&G theory to real-world examples. Further, like the live-tweeting exercise, this requirement is designed to help the future journalists strengthen their active listening and note-taking skills.
- *In-class examples:* As mentioned above, journalism students generally learn best when they see real-world journalists working in the field. That is why Lesson Plan 2 is so important. The in-class examples I have aggregated come from some of the most reputable news organizations in the country, including the New York Times and the Washington Post; these are organizations young journalism students admire and dream of working for. I also include examples from the Indianapolis Star, the largest newspaper in Indiana's largest city. Considering many journalists start their careers in local journalism, it will be beneficial for them to see how a mid-sized organization like IndyStar uses its resources to tell stories that matter to the community. Finally, I use examples from The Indiana Lawyer, the newspaper I work for, to allow me to draw on my personal

experience as a teaching tool. Students will be able to see a seasoned reporter standing in front of them and telling them that it is possible for print and social media to work together.

- *In-class project:* In an article for Nieman Lab, former Washington Post Executive Editor Len Downie, who is now on the faculty at Arizona State University's Walter Cronkite School of Journalism and Mass Communication, advocates for a "teaching hospital" method of learning journalism – like future doctors, Downie says, future journalists should learn by doing. Downie says students should be out in the field, producing articles and content for the nation's largest news organizations (Downie, 2012). We do not have time for that level of real-world submersion in this project, but the in-class project has a similar, albeit simulated, effect.

During the project, students are presented with a concrete set of facts, which is inherently different from the newsgathering they would do in the real-world (hence the "simulation"). However, the in-class project still gives students opportunities to flex their newsgathering muscles while also demonstrating their ability to combine traditional and new media storytelling techniques. First, from a newsgathering perspective, the project requires students to explain who their sources would be, what information they would want to present to their audiences, and what content they would want to share on social media. Then, storytelling comes into play when students explain how they would present their content on the various platforms they choose. For example, is the print article a Q&A? Did they live-tweet an event? Did they create an Instagram story? As Downie explains, allowing students to practice these skills in an academic setting gives them "a leg up on competition for jobs when they graduate" because they already have some real-world training (Downie, 2012).

Teaching future journalists

Like their students, journalism instructors must be well-versed in the changing media landscape in order to effectively advise future journalists on how to navigate that landscape. In practice, this means journalism instructors must understand the uses and gratifications of print and social media and how those uses and gratifications overlap and diverge. At the outset of the Digital Revolution in the mid-1990s, journalism teachers largely ignored the U&G theory and simply tried to translate their print-based teaching techniques to the new world of online journalism. But now recognizing the inherent differences between a newspaper and a social media website, schools devote entire classes exclusively to teaching students how to effectively leverage online journalism, including social media (Ureta, 2018).

Ureta and Fernandez (2018) believe teaching journalism in this digital news environment requires a “distinctively proactive approach to teaching” wherein the instructor’s role is to “facilitate the learning process and encourage students to become active agents and the drivers of their own educational experiences” (pp. 886-887). In other words, after providing examples, journalism instructors should get out of the way and allow their students to learn the craft by trying it on their own. That is the teaching philosophy embedded in this project: I, as the instructor, am there to provide guidance, but the students take control of their learning through the immersive teaching techniques. My role as the instructor is to ensure students understand the real-world relevance of their in-class learning. As Ureta and Fernandez explain, “the more conscious students are that what they are doing in the classroom reflects what they will be called on to do in a professional situation after graduation, the greater their implication in a given project will be” (2018, p. 888).

Methods

Teaching students about integrating print and social media, in this project, is a three-part process manifested in a three-part lesson plan, designed to be taught over three class periods. The lessons are broken down as follows:

Part 1 (Appendix A): The first part of my lesson includes a comprehensive look at the history of the news industry, including print, broadcast, and digital news. The idea is to establish that while the way people receive their news (in a newspaper, on the TV, or on their phones) may change, basic newsgathering techniques have not significantly changed. Additionally, this portion of the lecture will examine how the role of the journalist has both changed and stayed the same in light of technological changes. Highlighting remaining similarities between traditional and new media helps young journalism students understand that different forms of news presentation can successfully work together to create an exceptional news product. Students are encouraged to share their thoughts and knowledge about changes in journalism through the Socratic method, and they must live-tweet their notes, as explained above. If necessary/desired, students can create a Twitter account specifically designated for their work in this class. As the instructor, I provide a hashtag for students to use, then review the tweets to gauge students' comprehension of the main points of the discussion and their engagement with the class.

This lesson also explores the uses and gratifications theory. In addition to learning what the theory is and how it has evolved into the 21st century, the lesson looks at how the theory can be applied in the context of the integration of social media and traditional journalism. What do readers want out of their newspapers, and how do those wants differ from what readers want out of social media? How do those wants overlap? If we can begin to answer the overlap question, then we can begin to understand how to successfully integrate print and social media platforms. This portion of the lesson is lectured-based in order to ensure students understand the basic

principles of the U&G theory. The lecture also includes opportunities for students to share their thoughts about the reasons why people use social media, consume news, etc. Students are required to take notes by hand to practice their active listening and note-taking skills.

Part 2 (Appendix B): After looking at how the news industry has evolved, the lesson switches to a specific focus on how the print industry has adopted social media, and vice-versa. This part of the lesson includes real-world examples of how modern news agencies use social media to supplement their print pieces. For example, a journalist can tweet out breaking news with a teaser to more in-depth, exclusive coverage available in print or on the newspaper's website. Returning to the U&G theory, this lesson also examines the ways in which today's news consumers use different social media outlets. During this lesson, I show students recent examples of news organizations using newspapers and social media to engage with audiences.

Part 3 (Appendix C): The final part of the lesson involves hands-on learning. Students are given a fictional political news story that they must share via print, online, and social media. They are charged with putting what they have learned from the previous two lessons into practice by determining which pieces of information should be shared on which platforms. While students do not have to write the print and online stories, they are required to outline how they would approach those stories, explaining who their sources would be, how they would structure their articles, etc. However, students are required to create the social media posts.

Homework assignments: In addition to the three-part lesson, I developed two homework assignments that students are asked to complete after the first two lessons. The idea of the homework assignments is to reinforce the point that different media can be used to tell the same story, but in different ways. Included in this project are the assignment hand-outs (**Appendix D**) and sample responses (**Appendices E and F**).

- *Homework assignment 1:* The first assignment tasks students with finding three similarities between print and social media. Using the U&G theory, what are the common reasons news consumers would choose to read a newspaper and use social media? Why should journalists care about these reasons? Students must write a two-page paper explaining their rationale.
- *Homework assignment 2:* The second assignment asks students to find examples of journalists effectively using both print and social media to tell one story. This is a continuation of the in-class examples I provided to the students, the difference being that the assignment requires them to find those examples on their own.

Independent reading/quiz: In addition to their homework assignments, students are given a brief article about the uses and gratifications theory to reinforce the concepts learned during the first class. At the beginning of the second class, students are given a quiz based on the article to test their knowledge of the basics of the U&G theory. The article can be found here, and a copy of the quiz is included as part of this project (**Appendix G**):

<http://www.communicationstudies.com/communication-theories/uses-and-gratifications-theory>

Then, after the second class, students are given an article about the social media strategy at the Milwaukee Journal Sentinel, referenced above, to reinforce the in-class discussion about integrating print and social media. The article is available here:

<https://www.poynter.org/reporting-editing/2019/the-milwaukee-journal-sentinel-stopped-putting-every-single-story-on-social-media-and-tripled-its-following/>

Conclusion

Today's journalists are under a lot of pressure, and journalism students know that. They hear the horror stories about layoffs, declining ad revenues, and newspapers shuttering operations. They see the demands for constant news updates and complete accuracy – after all,

journalism students are also news consumers, and they know the expectations they have of their preferred news outlets. They know that being a journalist in today's world is about more than simply attending government meetings and providing coverage the next day; journalists are now expected to be heavily engaged with their communities and provide real-time coverage of all aspects of community life. This can seem daunting, overwhelming, and to some, impossible.

It is true that the demands of a modern journalist are far different than they were a century, or even a decade, ago, thanks in large part to the rise of social media and the birth of a generation that has grown up never knowing life without the Internet. But underscoring the expectations of news in the digital age are the unchanging fundamentals of journalism. Reporters are still expected to seek truth and report it fairly and accurately, and they are still expected to be the watchdogs of government in democratic societies. Though the platforms might have changed, the basic techniques of being a journalist have not: we still have to find sources, interview them, ask the hard questions, and share what we learn with our audiences, allowing readers to make their own judgments. If journalism students understand these basic duties, they can apply those duties to any number of platforms, be it a newspaper, a website, or a social media app. The key, though, is to understand how news consumers use each of those platforms to ensure the right information is reaching the right audience.

That is what this project aims to do: teach journalism students how to apply the basic tenets of reporting across print and social media platforms in a manner that effectively engages audiences. If students understand the basic reporting and storytelling techniques, and if they understand why news consumers use different news platforms, then they will be well-equipped to handle the demands of being a journalist in today's digital world. It is up to experienced professionals to help the next generation of reporters see the value in combining traditional and new media techniques, and this project is meant to illuminate that value. Journalism may be

changing, but the need for well-trained reporters who can reach multiple audiences has always remained.

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APPENDIX A

Lesson Plan 1

Course: Staying Relevant: Learning Print Journalism in a Digital World

Lesson plan template from: <http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/course-development-tools/building-lesson-plans.html>

Learning Outcomes associated with lesson:

Students will review and understand the evolution of journalism, including how newsgathering and storytelling techniques have changed and how they have stayed the same. Students will also learn about the concept of uses and gratifications theory and begin to apply the theory in a journalistic context.

TIME	CONTENT	TEACHING METHODS/KEY POINTS	RESOURCES
10 min.	Introduction <ul style="list-style-type: none"> Questions to begin conversation 	-Opening question: *While holding up newspaper* How many of you have read one of these in the last 10 years? 5 years? 1 year? 6 months? 1 month? What about your parents? Your grandparents? *Desired talking points: <ul style="list-style-type: none"> Why do you think people still read newspapers? Nostalgia? Information? Uncomfortable with technology? 	Newspaper, preferably a current edition

		<ul style="list-style-type: none">• Why have people stopped reading newspapers? Technology? Time constraints? <p>-Follow-up question: How many of you think the newspaper industry is dying? Why?</p> <p>*Desired talking points</p> <ul style="list-style-type: none">• How are newspapers changing? Switching to online options? Online only?• How has technology changed journalism? What's been the impact of social media?• How are journalism business models changing? Shifting the focus to digital news?• How have advertisers responded to these changes?• How have journalists responded to these changes? <p>-Introduce topic of conversation: How journalism has changed and how it's stayed the same.</p>	
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5 min.	<p>Knowledge Check</p> <ul style="list-style-type: none"> • Activate previous knowledge of: Journalism and news consumption 	<p>-“Think about what you know about journalism. How do you get the news now? How did you get the news when you were a kid? What about your parents?”</p> <p>-“Now think about some of the journalists you know – TV reporters, radio personalities, newspaper reporters, etc. What are their roles in our society? How do they find their stories? How do they conduct interviews? Have you ever been interviewed? How did the journalist talk to you?”</p>		
TIME	CONTENT	TEACHING METHODS/KEY POINTS	EVALUATION METHOD	RESOURCES
25 min.	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1) Establish concept of “journalism” 2) Discuss changes in journalism 3) Discuss journalistic newsgathering, storytelling techniques 	<p>-Socratic Method used to foster discussion/reflection on students’ existing knowledge</p> <p>-Key takeaways:</p> <ul style="list-style-type: none"> • Journalism has obviously changed since the early days of newspapers, and the Internet has brought about some of the most significant changes 	<p>-Students take notes using Twitter and the class hashtag, #JOUR101</p> <p>Teacher questions:</p> <ul style="list-style-type: none"> -What is journalism? - Is journalism different today than it was when newspapers started in the 18th century? - What does it mean to be a journalist? 	<p>Internet access to allow for live-tweeting</p>

		<ul style="list-style-type: none">• Newsgathering/storytelling techniques are still similar – journalists must seek the truth and report the facts	<p>Desired talking points:</p> <ul style="list-style-type: none">-Journalism is about sharing the truth<ul style="list-style-type: none">• In America, journalists strive to share the truth about the government-Technology has drastically changed journalism<ul style="list-style-type: none">• TV and radio brought the news to “life”• The internet made the news cheaper/more accessible• Social media took the news on the go and made it instantaneous• Journalism is now easier in some ways (more access to info), but harder in others (more pressure)	
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10 min.			<p>-Journalists still have the same goals</p> <ul style="list-style-type: none">• “Seek truth and report it” – SPJ• Tell engaging stories• Hold officials accountable <p>-Technology has changed how journalists do their job</p> <ul style="list-style-type: none">• Consumers want the news now• Social media connects journalists to news consumers in new ways• Technology opens up new storytelling avenues	
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10 min.	<p>Learning Objectives</p> <p>4) Establish knowledge of uses and gratifications theory</p>	<p>-Traditional lecture</p> <p>-Students take notes by hand</p> <p>-Key takeaways:</p> <ul style="list-style-type: none"> Review history/development of U&G (mini lit. review, relying on lit review on project proposal) In-class definition: Individuals seek out media that fulfill their needs and leads to ultimate gratification 	<p>-Students take notes by hand in traditional reporter’s notebooks</p>	<p>Teacher resources:</p> <p>-https://www.learning-theories.com/uses-and-gratification-theory.html</p> <p>- Whiting, A. & Williams, D. (2013). Why people use social media: A uses and gratifications approach.</p> <p>Student resources:</p> <p>-Reporter’s notebooks</p>
	<p>Learning Objectives</p> <p>5) Understanding U&G in journalism</p>	<p>-Teacher-led discussion</p> <p>-Key takeaways:</p> <ul style="list-style-type: none"> “Needs” of social media: social interaction, information seeking, pass 	<p>-Desired talking points:</p> <ul style="list-style-type: none"> Why do you use social media? What do you use it for? 	<p>Teacher resources:</p> <p>- Whiting, A. & Williams, D. (2013). Why people use social media: A uses and</p>

		<p>time, entertainment, relaxation, communicatory utility, expression of opinions, convenience utility, information sharing, and surveillance and watching of others</p> <ul style="list-style-type: none"> • Print journalists must understand social media U&G to effectively use social media to complement print reporting 	<ul style="list-style-type: none"> • What needs does journalism fulfill for media consumers? • Why should journalists care about social media U&G? 	<p>gratifications approach.</p>
TIME	CONTENT	TEACHING METHODS/KEY POINTS		RESOURCES
Tim e5 min.	<p>Conclusion</p> <ul style="list-style-type: none"> • Refer to objectives and learning outcomes • Review and summarize main points 	<p>-Teacher summary:</p> <ul style="list-style-type: none"> • How people get the news has changed, but how journalists report the news is still the same in many ways (newsgathering/storytelling techniques) • People are motivated to consume the news by different factors, and journalists must understand those factors 		-Homework sheet

	<ul style="list-style-type: none"> • Emphasis on value of material to future careers • Homework • What's coming next 	<ul style="list-style-type: none"> • Print journalists who want to remain viable in a digital world must consciously consider U&G when deciding which platform is best to tell their story <p>-Distribute homework assignment: Finding U&G similarities between newspapers and social media</p> <p>-Distribute reading assignment about basics of U&G theory and announce quiz: http://www.communicationstudies.com/communication-theories/uses-and-gratifications-theory</p> <p>-Next week: How can journalists use newspapers and social media to tell the same story?</p>	
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APPENDIX B

Lesson Plan 2

Course: Staying Relevant: Learning Print Journalism in a Digital World

Lesson plan template from: <http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/course-development-tools/building-lesson-plans.html>

Learning Outcomes associated with lesson:

Students will see examples of how print news organizations use both newspapers and social media to tell one story. Students should understand that different media can and should be used to tell the same story in different ways, thus reaching wider audiences.

TIME	CONTENT	TEACHING METHODS/KEY POINTS	RESOURCES
15 min.	Housekeeping	-Collect Homework Assignment 1 -Quiz on U&G reading	Quiz sheet

<p>5 min.</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Discussion of how students use social media as a news source 	<p>-Discussion questions:</p> <ul style="list-style-type: none"> • How many of you use social media? • Do you follow news accounts? Which ones? • Do you think there are ways newspapers and social media can be used to tell the same story? How? 		<p>N/A</p>
<p>10 min.</p>	<p>Knowledge Check</p> <ul style="list-style-type: none"> • Activate previous knowledge of U&G 	<p>-Review U&G generally, and in the context of journalism (refer to Lesson Plan 1 talking points to guide discussion)</p> <p>-Teacher questions – intended to provoke thought throughout the lesson. Students will jot down their thoughts on each question, but won't discuss with each other.</p> <ul style="list-style-type: none"> • Why do you use social media? • How do you get the news? • Do you use social media as a news source? How? • Have you ever seen a newspaper use social media to supplement/complement its reporting? 		<p>Students must have notebooks</p>
<p>TIME</p>	<p>CONTENT</p>	<p>TEACHING METHODS/KEY POINTS</p>	<p>EVALUATION METHOD</p>	<p>RESOURCES</p>

<p>30 min.</p>	<p>Learning Objectives</p> <p>1) Understand how print journalism and social media can complement each other</p>	<p>-In-class examples from:</p> <ul style="list-style-type: none"> • The Indiana Lawyer: Indiana Supreme Court judicial selection, https://twitter.com/Indiana_Lawyer *Combination of live-tweeting and follow-up reporting • New York Times: Oscars 2019, Instagram photos *Importance of photojournalism *Photos/captions can tell a short story, and print journalism can expand photo coverage • Maggie Haberman: Reporter’s perspective, 		<p>-5 copies of newspapers corresponding to in-class examples</p> <p>-Internet access for review of in-class social media examples</p>
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<https://twitter.com/maggieNY>

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*Using social media notoriety
to attract new subscribers

*Walking the line between
being a reporter and being a
private citizen

- Washington Post: “Kids in
Kabul,” Instagram story
*Emotional storytelling –
sometimes photos tell it better
*How is an Instagram story
different than a post? What
are the pros and cons of each?
- Indianapolis Star: Sharing
stories to Facebook,
[https://www.facebook.com/in
dianapolisstar/](https://www.facebook.com/indianapolisstar/)
*Should your Facebook
content be different than your

		<p>print content? How can you differentiate the content?</p> <p>-General questions to consider for each example:</p> <ul style="list-style-type: none"> • How does this news outlet use print journalism? Social media? • Do these media complement each other? Does the news outlet combine them well? • Are the media use to tell the same story in a different way? Why does that matter? • What content is best suited for social media? For print? • What are the pros and cons of print news? Of social media? <p>-Other talking points:</p>		
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		<ul style="list-style-type: none"> • Know your audience and which platforms they like to use • Be aware of the limits of each platform – space constraints, character limits, etc. 	
TIME	CONTENT	TEACHING METHODS/KEY POINTS	RESOURCES
5 min.	Conclusion	<p>-Teacher summary:</p> <ul style="list-style-type: none"> • Print journalism is enhanced by the use of social media, and vice versa • Print and social media can be used to enhance journalism by telling the same story in different ways, thus reaching more people <p>-Distribute reading on Milwaukee Journal Sentinel:</p> <p>https://www.poynter.org/reporting-editing/2019/the-milwaukee-journal-sentinel-stopped-putting-every-single-story-on-social-media-and-tripled-its-following/</p>	

		-Next week, you'll try your hand at multimedia reporting	
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APPENDIX C

Week 3: Putting it into practice

To review: Sure, print journalism and social media are different. But to survive in today's journalism world, print reporters must understand how to wield social media as a tool that can enhance and complement their reporting. We've seen how some major news outlets, such as the New York Times and the Washington Post, accomplish this, and we've also seen it on the local level in publications like the Indianapolis Star. Now, it's your turn.

The assignment: Today, I want you to show me how you think print and social media can work together. I'm going to give you a fictional news story, and it's up to you to tell the story across multiple news platforms. Here are the guidelines: You must have one (1) print story, one (1) online exclusive and two (2) social media complements, choosing from Facebook, Twitter, Instagram and/or Snapchat.

The scenario: You're a reporter for your hometown's daily newspaper. It's election season, and a political newcomer has just defeated a four-term incumbent. Even more shockingly, the mayor-elect is a Democrat, but was elected in an overwhelmingly Republican area. Big news, to be sure.

You're the newspaper's lead political reporter, so it's up to you to get the election news out to your community. Using the guidelines listed above, you need to share this story across print and social media platforms. For the print/online stories, provide a summary of what your stories would be about and who your sources would be. For the social media sections, you should actually create posts. Remember, Twitter limits each tweet to 140 characters. Feel free to create fake social media pages for this project (you can delete them once we're done), and also feel free to use Shutterstock or other stock image websites to find any necessary content.

A note on audience: As you're developing your story, be mindful of who your audience is. Use your own knowledge of news consumption and our class discussions to drive your decision-making – what kind of people are the most likely to read a newspaper? A website? Use

Facebook vs. Instagram? The content you post on each platform should be designed with your audience in mind. In this scenario, your hometown is diverse – you have all ages, genders and socioeconomic levels, so you'll have different consumers looking for the news in different places.

APPENDIX D

WEEK ONE: WHY DO PEOPLE READ THE NEWS?

To review: This week we discussed how journalism has changed over the years. While we know the internet has drastically altered the way consumers choose to get their news, we also know that the role of the journalist – to find and report the truth – has stayed the same. What’s important, then, is for journalists to understand *why* news consumers read the news, and why they choose to do so on certain platforms.

The concept: Newspapers and social media seem like they couldn’t be more different. One encourages in-depth coverage of important issues, while the other hits the highlights. One allows journalists to dig into a story for months before reporting anything, while the other reports the news as it’s happening now. No one would use newspapers for the same reason they use social media – right?

Wrong. Though the platforms are very different, the U&G rationale driving people to choose to read a newspaper or social media are actually very similar. Why is that?

Your assignment: You tell me. In a two-page, double-spaced paper (Times New Roman, 12 pt. font), discuss at least three uses and gratifications that are common to both newspapers and social media. Use the Whiting and Williams article as a guide. Your paper should also explore how journalists can tailor their reporting to meet these uses and gratifications.

WEEK TWO: HOW DO PEOPLE GET THE NEWS?

To review: Print journalism and social media are different, but they're not mutually exclusive. In fact, the two can work together to enhance journalistic storytelling. Using multiple media platforms allows journalists to tell more robust stories that reach different audiences.

Your assignment: This week in class we looked at several examples of newspapers telling the same story using both print and social media. Now, you're going to do the same thing, but without my guidance. Please come to class next week with three more examples, as well as a two-paragraph explanation for each example of how the print and social media platforms complement each other.

If you use an example from a physical newspaper, bring the clip to class. If you use an example from an online article, have the article pulled up on your computer at the beginning of class. Your social media examples should also be pulled up on your computer/phone at the beginning of class. I will be collecting your written analyses and checking for your three examples at the beginning of class.

APPENDIX E

WEEK ONE: WHY DO PEOPLE READ THE NEWS?

To review: This week we discussed how journalism has changed over the years. While we know the internet has drastically altered the way consumers choose to get their news, we also know that the role of the journalist – to find and report the truth – has stayed the same. What’s important, then, is for journalists to understand *why* news consumers read the news, and why they choose to do so on certain platforms.

The concept: Newspapers and social media seem like they couldn’t be more different. One encourages long-form journalism, while the other hits the highlights. One allows journalists to dig into a story for months before reporting anything, while the other reports the news as it’s happening now. No one would use newspapers for the same reason they use social media – right?

Wrong. Though the platforms are very different, the U&G rationale driving people to choose to read a newspaper or social media are actually very similar. Why is that?

Your assignment: You tell me. In a two-page, double-spaced paper (Times New Roman, 12 pt. font), discuss at least three uses and gratifications that are common to both newspapers and social media. Use the Whiting and Williams article as a guide. Your paper should also explore how journalists can tailor their reporting to meet these uses and gratifications.

Sample response: For instructor use only

In addition to the five main gratifications considered by the uses and gratifications theory, Anita Whiting and David Williams posit 10 gratifications that are specific to the use of social media: social interaction, information seeking, pass time, entertainment, relaxation, communicatory utility, expression of opinions, convenience utility, information sharing, and

surveillance and watching of others. In many ways, these gratifications extend to the reasons that motivate people to read newspapers, as well. In many respects, the reasons people use social media are closely aligned to the reasons people read newspapers; in a digital world, it's imperative for journalists to understand this overlap, as most news consumers are now at least partially getting their news online.

The most obvious similarity between the gratifications of social and print media is “information seeking.” At a basic level, all use of media is driven by information seeking. Some consumers seek information about global issues, others seek information about local government, and others simply want to keep up with their family and friends. In the context of print and social media, there are important differences between the information-related gratifications of using print and social media. Print media, for example, is generally used as a means of staying engaged with the world on a local, state, national, and/or international level. Social media, however, was designed as a way to share one's personal life with friends and family. The reasons people use both media have evolved over time, and will likely continue to evolve. But at a basic level, consumers turn to both newspapers and social media for some sort of information.

Secondly, print and social media are both places where consumers can go to express their opinions. This is an obvious use of social media, which has become a hotbed for political discourse – both civil and uncivil – in western society. But newspapers also have a tradition of allowing citizens to express their views, albeit more civilly. Letters to the editor are still used by readers today to opine on the content they read in their local newspaper, or on the happenings in their world. For example, a resident who knows the City Council is planning to vote on an important resolution might write a letter to the editor urging his fellow residents to attend the city council meeting and speak out against the resolution before the council votes. Editorials work

much the same way, allowing the newspaper's leaders to provide a more biased take on the issues they have so far unbiasedly covered. Again, the opinions expressed through social and print media often take different forms. But at their core, both platforms are places where news consumers can feel free to share their thoughts on important issues.

Finally, both print and social media can and are used for entertainment purposes. In a sense, this is the underlying purpose of all social media: users post content they think will impress and amuse their followers. Often this is accomplished through photos, though users also frequently compose funny tweets or create silly Snapchat videos in an effort to entertain followers and make them laugh. Though newspapers are naturally more informative, they still retain an element of entertainment. Comic strips, for example, are a purely entertaining feature that many newspapers offer. And from an editorial perspective, human interest pieces are often written to bring a smile to readers' faces. These "soft news" stories stand in contrast to "hard news" about important political matters, but editorial staffs intentionally include soft news pieces in their newspapers to provide readers with some levity. Photo packages also have high entertainment value, especially if the photos are of an entertaining event.

There are likely many other gratifications shared by print and social media, and it's important for journalists to understand that overlap. Successful newsrooms today have developed integrated print and social media strategies, so understanding why news consumers use both platforms is key. It's not enough to simply share the same content across all platforms – consumers will get bored and will likely abandon their print subscriptions in favor of the ease of digital news. Instead, news organizations that are serious about maintaining a print presence in today's digital world must understand the strengths and weaknesses of both social and print media, then design their content around those strengths and weaknesses to ensure each of their platforms remain relevant in consumers' minds.

APPENDIX F

WEEK TWO: HOW DO PEOPLE GET THE NEWS?

To review: Print journalism and social media are different, but they're not mutually exclusive. In fact, the two can work together to enhance journalistic storytelling. Using multiple media platforms allows journalists to tell more robust stories that reach different audiences.

Your assignment: This week in class we looked at several examples of newspapers telling the same story using both print and social media. Now, you're going to do the same thing, but without my guidance. Please come to class next week with three more examples, as well as a two-paragraph explanation for each example of how the print and social media platforms complement each other.

If you use an example from a physical newspaper, bring the clip to class. If you use an example from an online article, have the article pulled up on your computer at the beginning of class. Your social media examples should also be pulled up on your computer/phone at the beginning of class. I will be collecting your written analyses and checking for your three examples at the beginning of class.

Sample response: For instructor use only

IndyStar: Coverage of Makena, the newest giraffe at the Indianapolis Zoo.

Online coverage: <https://www.indystar.com/story/news/2019/02/21/indianapolis-zoo-baby-giraffe-calf-makena/2937984002/>

Social media coverage: <https://www.facebook.com/indianapolisstar/videos/936188099921724/>

The birth of Makena the giraffe was a big deal for the Indianapolis Zoo. She was the first daughter born to Takasa, who had previously given birth to six sons. This online story provides the story of the birth, detailing how Makena stood up and nursed after she was born, how her

coat resembled her father's, and how her playful personality was evident soon after she came into the world, aligning with the meaning of her name – “abundance” or “happy one.” Just like with the birth of a human baby, people are curious about these details when an animal baby is born. The IndyStar's written story responds to that curiosity by providing the details readers care most about it.

What else do people care about when babies are born? Photos. And if there's a video? Even better. IndyStar posted a truly adorable video of Makena's early days of life, using Facebook's video capabilities to make readers feel as though they are standing in the enclosure alongside the new giraffe calf. That's the point of videos – to make people feel as if they are in another place. That's why readers are often attracted to the video features of social media – they feel engaged with their favorite news outlets and the world around them. IndyStar wisely took advantage of this feature with an attractive human interest story.

Indiana Lawyer: Announcement of a new Indiana Court of Appeals judge

Online coverage: <https://www.theindianalawyer.com/articles/47606-lake-superior-judge-tavitas-named-to-coa-replacing-barnes>

Social media coverage: https://twitter.com/Indiana_Lawyer/status/1019980151919128576

As Indiana's leader in coverage of legal issues, Indiana Lawyer naturally tried to be the first to break the news that Gov. Eric Holcomb had appointed Judge Elizabeth Tavitias to the Indiana Court of Appeals. The Governor's Office announced on July 19 that he would soon be naming the state's newest appellate judge, and Indiana Lawyer broke the news on Twitter. This tweet shows two effective uses of Twitter. First, it allowed Indiana Lawyer to share the latest news as soon as possible, which is a necessity in today's journalism world. And second, it let readers know that Indiana Lawyer would have more coverage about the announcement as soon

as more information was available. That helped ensure readers would check back with Indiana Lawyer to find out more about the state's newest appellate judge.

Indiana Lawyer then made good on its promise by providing more in-depth coverage about Judge Tavitas on its website and in its subsequent print editions. The story linked here was the earliest coverage of the judicial appointment, providing basic information about Tavitas' background and legal career. These are the details readers are initially interested in, and it's the type of information promised through the tweet. Plus, the final line of the story tells readers that more in-depth coverage is still to come, another effective tactic that keeps readers engaged.

New York Times: Living history museum

Social media coverage: <https://www.instagram.com/p/BvemxqIne2k/>

Online coverage: https://www.nytimes.com/2019/03/19/travel/anniversaries-in-wyoming-and-huntsville-alabama.html?smid=ig-nytimes&smtyp=cur&utm_source=soldsie&utm_medium=referral

This is an excellent example of how to use Instagram to draw readers into a story. This photo is captivating and raises numerous questions. Why is this woman dressed in 19th century clothing? Where is she? What is she doing in this photo? The caption provides the basic background – this is an actress at a living history museum, who's acting as though she's a real 19th century housewife. Want to learn more? Then go to the link in our bio. Photos are one of the most effective ways to engage readers with stories because they allow readers to visualize what they're learning about. This photo shows that the New York Times understands this.

When you click on the link in the bio and select the right link, you learn that the photo is actually part of a piece about Huntsville, Alabama, which is part of a bigger series on the “52 places to go in 2019.” This is a bit unexpected – why would you want to visit a 19th century

museum in 2019? But that's what makes the story work. Because readers' interests are already piqued by the interesting photo, they'll want to learn more about this Huntsville museum and what it has to do with 21st century life – the article offers this information. This example shows how effective social media strategy and interesting narrative can draw readers in and make them want to learn more.

APPENDIX G

Staying Relevant: Learning Print Journalism in a Digital World Uses and Gratifications Quiz

Instructor key in red. Quiz based on information provided here:

<http://www.communicationstudies.com/communication-theories/uses-and-gratifications-theory>

True or False

Circle either true or false. If the answer is false, explain the correct answer.

1. The audience takes a passive role in selecting, interpreting and integrating a medium into their lives.

T F The audience takes an active role.

2. Different types of media compete with each other and other sources of gratification for consumers' attention.

T F _____

3. A person will use the medium that offers them the least satisfaction the most frequently.

T F A person will use the medium that offers the most satisfaction the most frequently.

Fill in the blank

List the five types of needs considered in the uses and gratifications theory:

1. Cognitive
2. Affective
3. Personal integrative
4. Social integrative
5. Tension release

Short answer

Explain the media's role in the uses and gratifications theory.

Media can reinforce personal values or model social behavior, and they can provide a basis for social interaction or even a substitute for companionship. But in general, the uses and gratifications theory opines that the audience decides what effect media will have on it.