3. Foundation of the Study

The undergraduate marketing student's experience with social media was investigated with an exploratory survey of convenience. The basic structural components of the survey about which the questions were constructed were the depth of student experiences with the functionality of the media, breadth of encounters with the media, and the outcomes of the

experiences that included self-rated skills in navigating the media and perceived value of the experiences. The Kietzman et al (2011) model was the underlying framework of the study that was used to examine the depth of the student encounters with social media in their academics, employment/internships, and recreation. The questionnaire was accordingly organized with questions related to how students *identified/presented* themselves, who and why they related to others (friends), what *relationships* they cultivated (maintained, grew, valued), what they *shared* and sought from other members, how they *conversed*, participated in *groups*, and stay connected. For completeness and consistency with the literature, multiple views of the attributes of each component were incorporated in the survey, see Table 3.1. In addition to Kietzman et al (2011), the language and frameworks of Kerpen (2011) and Kaplan and Haenlein (2010) were incorporated in the survey. The survey made use of an instrument to assess the student's familiarity with technical terms associated with the functionality of media such as ad flash, flash mob, RSS feed, Google analytics, contextual targeting, click-through rate, mobile advertising, search engine marketing, QR code, and bookmarking among others.

The breadth of student experiences with social media was framed in terms of encounters with the media for recreation, as a consumer, through course work, and in internships and employment, see Table 3.2.

Inquiry regarding the specificity of experiences included applications such as AOL, Blogger, BuzzFeed, Craigslist, Delicious, Facebook, Foursquare, Google+, Flickr, LinkedIn, MySpace, Pinterest, Reddit, StumbleUpon, Tumblr, Twitter and others identified in the literature and

noted by students in pre-testing of the survey instrument. Over forty social media applications were addressed in the study. The survey also included an inquiry related to the devices students used to access the media.

Student satisfaction with the media experience was indicated using the framework of Ferrell and Ferrell (2002), Robinson (2006), Saulnier (2007), and Sendall et al (2008) in which the respondent rated the value of the social media encounters in learning marketing concepts, understanding practice, and career preparation.

Table 3.1. Structural Components of the Questionnaire

Nature of the Experience with the Social Medium (Source)	Attribute of the Experience	Reference in the Survey Question No.
With the functionality of the medium (Kietzman et al, 2011)	Identity	10,20-22, 24,39
	Presence	23,26,36, 38j
	Sharing	16,18,25
	Conversations	33
	Relationships	27-32
	Groups	37e
	Reputation (not examined in the survey)	
With the functionality of the medium (Kerpen, 2011, p.8)	Listening	34,35
	Friending	27
	Maintaining networked relationships	27,30-32
	Seeking and sharing opinions, sentiments, preferences, and recommendations	25,34
	Using the 'like' button	34
With the functionality of the medium (Kaplan and Haenlein, 2010)	Richness of the medium and degree of social presence, e.g., blogs, social networks, and virtual worlds as low, medium, and high respectively	
	Self-presentation and self-disclosure, e.g., wikis, content communities such as YouTube, and virtual game worlds as low, medium, and high respectively in social-presence/media-richness but low in self-presentation/self-disclosure.	
Outside a course (employment, internship, recreation)		18, 20, 25 38f, g, k, m, n, p-r
In a course (Celsi and Wolfinbarger, 2002)	Wave 3 learning experience	40k, m-t

In a course (Grantiz and Koernig 2011; McCabe and Meuter 2011)	Level 2 learning experience in the creation, modification, and sharing of content in a variety of forms and degrees of collaborative authoring	38h, i 40a, b, e
Outcome: Skill level (Strauss and Hill, 2007)	Student self-rated skills with the media and indication of technology 'laggard'	37, 38 40g, t
Outcome: Skill acquisitions recommended by practitioners (Ribas, 2011)	Skills of the kind detailed by Ribas (2011)	37 38c, h, i
Outcome: Satisfaction (Ferrell and Ferrell, 2002)	Social media absent, overused or underused in marketing course experiences	40c,i in contrast with 40e,h
Outcome: Satisfaction with the experience (Robinson, 2006)	Realization of student expectancies (goal, effort, value) with social media learning experiences	Goal (40j, k, m-o); effort (40r, s); value (40l)
Outcome: Satisfaction with the experience (Sendall et al, 2008)	Perception that the social medium experience was real world and valuable for first career placement	40j, m, n, o
Outcome: Satisfaction with the experience (Saulnier, 2007)	Perception that the social medium experience enhanced employability and career placement competitiveness	40u,v

Table 3.2. Student Uses of Social Media Applications

Use	Form	Reference in Questionnaire
For recreation	Blogs, postings, wikis	38h,i
	Games	38p
	Photos	38f,r
	Podcasts	38d
	Messaging	38a-c, 38e
	Movies	38g,m,n
	Music	16
	Videos	15
	Virtual worlds	38q
As a consumer	Purchase, product inquiry	12-16, 34, 35, 8k
For course work	Required in marketing courses	40a,c,m-r
	Not required in marketing courses but used[1]	40e
	Required in non-business courses	40h
For other purposes	Employment	27
	Internship	27

[1] "In marketing courses where it was not required, I used social media to learn concepts and subject matter."