

**MOLDOVA STATE UNIVERSITY**

As a manuscript

UDC: 070.489:159.923-057.874(569.4 + 478)(043)

**DAHAN ILANA**

**THE DEGREE OF INFLUENCE OF THE SCHOOL NEWSPAPER ON THE  
STUDENT'S PERSONAL EXPRESSION**

**571.01 JOURNALISM AND MEDIA PROCESSES**

**Abstract of the doctoral thesis in communication sciences**

**CHISINAU, 2024**

The thesis was developed within the Department of Theory and Practice of Journalism

Moldova State University

**Scientific adviser: Victoria BULICANU**, PhD in polythology, Assoc. prof.

Official referents:

1. **MALCOCI Ludmila**, PhD with Hab. in sociology, Univ. prof., official referent;
2. **BOLEA Zinaida**, PhD with Hab. in psychology, Assoc. prof., official referent.

Structure of the Scientific Specialized Council (SSC):

1. **MORARU Victor**, President of SSC, PhD with Hab. in political sciences, Univ. prof., corresponding member of the Academy of Sciences of Moldova;
2. **TACU Mariana**, Scientific secretary of SSC, PhD in political sciences, Assoc. prof., MSU;
3. **STEPANOV Georgeta**, member of SSC, PhD with Hab. in communication sciences, Univ. prof., MSU;
4. **RUSNAC Ludmila**, member of SSC, PhD in philology, Assoc. prof., MSU;
5. **ENACHI Valentina**, member of SSC, PhD in history, Assoc. prof., *Ion Creangă* State Pedagogical University in Chisinau.
6. **RUSU Liliana**, member of SSC, PhD in communication sciences, Assoc. prof., Free International University of Moldova.

The presentation of the thesis will take place on the 21<sup>st</sup> of November 2024, 11.00 o'clock, in the meeting of the Specialized Scientific Council 571.01-24-100 within Moldova State University, Chisinau, 60 A. Mateevici street, MD-2009, Republic of Moldova, central building, 421 hall.

The doctoral thesis and the abstract can be consulted at the library of the Moldova State University and on the ANACEC website.

The abstract was sent on the 17<sup>th</sup> of October 2024.

Scientific secretary of the SSC, PhD, Assoc. prof.

TACU Mariana

Scientific adviser, PhD, Assoc. prof.

BULICANU Victoria

Author:

DAHAN Ilana

©Dahan Ilana, 2024

## CONTENT

<b>CONCEPTUAL REFERENCES OF THE RESEARCH .....</b>	<b>4</b>
<b>THESIS CONTENT .....</b>	<b>7</b>
<b>GENERAL CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>20</b>
<b>BIBLIOGRAPHY.....</b>	<b>24</b>
<b>PUBLICATIONS ON THE TOPIC OF THE DAY .....</b>	<b>29</b>
<b>ANNOTATION (in English, Romanian and Russian).....</b>	<b>31</b>

## CONCEPTUAL REFERENCES OF THE RESEARCH

**The topic's actuality** emerges from the author's trying to examine the impact of media studies and school journalism activities in the world, especially after the pandemic period of 2020-2021. During this period the printed school press began to disappear, with the increase of interest in the transmission of information online, but also due to the decline of the traditional press. Within the educational institutions, the place of the traditional school press was occupied by the digital school press, created, mainly, in an informal setting. The process of switching newspaper editions from one format to another was mainly due to the needs of teenagers, who largely neglect today traditional means of communication and show increased interest in the Internet and social networks. At the same time, high printing costs led managers to support free digital press. This process largely corresponds to the global trend of digital media literacy.

The actuality of the research is also reflected in the presentation of a relevant research model of school journalism activities, by examining new aspects such as the perception of school journalism as an interdisciplinary field of research in education and communication. At the same time, through the existing documented research, it was found that the school press operates in educational institutions under the leadership of the teaching staff mainly, the students associating the situation with a kind of unrecognized censorship. Thus, this situation is contrary to the initial objectives of the school newspaper, which is supposed to be an educational tool, which contributes to increasing communication skills among students and which allows their personal expression, thus increasing their freedom of expression.

The research can be considered actual also by the fact that have been presented proposals, regarding the use of a school journalism research method, which will contribute to the valorization of the school newspaper in the educational system, by exploiting the advantages of this type of media product and, therefore, achieving it in a more efficient manner.

Under these conditions, we consider that the analysis of the ways of manifestation of school press is a current topic both from a theoretical perspective, approaching it as a media activity with a distinct identity, and from an applied perspective, identifying its place and role in the contemporary media system.

### **Description of the situation in the research field and identification of the researched problems.**

In the specialized literature, most studies about the school press are of a descriptive, exploratory type or are approached from the perspective of psychological aspects. Most attempts to define this phenomenon have been made by media professionals who actually participated in the process of

making editions for students in schools in Israel and outside the state. Studies that have examined the effect of mass media on students have focused mainly on destructive media effects and less on media with constructive effects, such as the school newspaper. This research mainly presents theories of media effects on students, such as functionalism and technological determinism, according to researchers such as E. Katz and P. F. Lazarsfeld (1955). Research in this field was considered relevant until the media crisis of 2008. Between the years 1970-1990, Israeli researchers dealt with social and value aspects, such as S. Zidkiyahu (1992) and others. From the late 1990s until 2018, research had focused on the status of the school newspaper and its contribution to the professional development of students. During the pandemic period, the printed press in schools of Israel and other countries was replaced by the digital one and the researches of its impact belong to authors such as D. Caspi (2011) or Y. Limor et al. (2022). In the Republic of Moldova, research in the field of media education belongs to authors such as G. Stepanov (2015), M. Lescu and V. Moraru (2016; 2019; 2020) and others. The present thesis proposes to approach the phenomenon of school journalism, in order to identify and solve the following research problems: redefining the framework of journalistic activity in schools as an interdisciplinary, educational and communicative concept; the description of school journalistic activities in a formal and informal setting, of the journalistic activities of school administration and teaching staff involved in the process of editing school publications; elucidating the connection between the decline of journalism studies and the reduction of activities in the field of school press, as well as the creation of the instrument for measuring, reviewing and optimizing activities in the field of school journalism (TEACEN model).

**The purpose and objectives of the thesis** reside in the examination of the ways in which school publications influence the manifestation of freedom of expression among students, as well as the theoretical foundation, development and experimental validation of the pedagogical model of creating the school newspaper (TEACEN). To achieve the proposed goal, the following objectives were outlined: the analysis of the historical evolution of school newspapers; applying the research methodology of the influence of school newspapers on the way of personal expression of students; identifying the correlation between the level of students' exposure to the school newspaper and its influence on their personal expression; presentation of the problems and challenges regarding the creation of a school newspaper that are currently faced by the school staff involved; identifying the necessary conditions for optimizing the process of producing school newspapers, emerging from the phenomenon of technological development around the world; analyzing the correlation between the content of the Journalism in Israel curriculum and the content of the school newspaper; validation of the research model (TEACEN) for the creation of school newspapers: Technical, Educational, Activist, Content, Exterior, Newspaper; presenting conclusions about the relevance of the school newspaper today and providing recommendations for improving the school newspaper.

**The research hypothesis** consists in the idea that there is a strong connection between the content of the school newspaper and the personal development of the students who are exposed to this content.

**The methodological support of the study** includes both general-scientific and particular-scientific research methods, including: scientific documentation, historical method, comparative method, synthesis, observation, questionnaire-based investigation, quantitative and qualitative analysis. Data analysis was used, looking at the characteristics of the research groups, the similarities and differences between their preferences. The sampling was carried out by mixed methods, the experimental group being oriented towards certain objectives, while the control group was random. The information collected from both questionnaires was processed to highlight similarities and differences between students' perceptions of school publications. The TEACEN model used for the production of school newspapers was also used, highlighting the quality of the production process of a school edition, emerging from the evaluation criteria of the TEACEN model. These research methods helped to complete the research and led to the submission of conclusions and recommendations that add value to the results obtained and improve them.

**The volume and structure of the thesis.** The work is presented in 175 pages of basic text, it consists of introduction, three chapters, general conclusions and recommendations, bibliography with 238 sources and 25 appendices.

From the point of view of the thesis's novelty, the study is the first in Israel to approach conceptually and methodologically the phenomenon of school press. It addresses dilemmas and challenges in the field, as well as offers innovative solutions to increase interest in school press from potential beneficiaries. The originality of the research refers to the results obtained, which allowed us to outline a relevant image of what constitutes school press today as a process and as a product, using the innovative TEACEN model for the school-newspaper production relationship. The results obtained will be necessary for the educational system from the perspective of the development of communication methods within pre-university educational institutions and the improvement of professional skills for communication and journalism teachers, who still face challenges and dilemmas, such as: the transition from printed to digital format, finding difficulties and sometimes censorship on the school media products. These results may also be relevant for research in the field of communication, journalism and school education, but also for broader research fields such as sociology, demography, etc.

**Keywords:** school newspaper, influence, personal expression, studies, mass media, journalism, formal and informal education, printed and digital newspaper, surveillance, production model, Israel, Moldova.

## THESIS CONTENT

The doctoral thesis was developed in accordance with the rigors submitted by the National Agency for Quality Assurance in Education and Research, stipulated in the regulations in force.

The work contains annotations in the following languages: English, Romanian and Russian; Introduction; a historiographical chapter and two other chapters with reference to the applied methodology, which, in turn, are divided into subchapters; general conclusions and recommendations; bibliography; annexes; Author's CV.

In the *Introduction*, the topicality and importance of the theme is addressed by highlighting its timely concepts. The purpose and objectives of the study, the research hypothesis, the synthesis of the research methodology, as well as the summary of the thesis chapters are described, with an emphasis on the investigations carried out and their necessity to achieve the purpose and objectives of the research.

The first chapter, entitled *Theoretical approaches in mass communication and journalism studies at school level*, presents the scientific approaches in the field of mass communication and journalism in particular, with emphasis increased on the effects of journalistic activities carried out in schools on children and adolescents. These approaches are concentrated in two sub-chapters: the first sub-chapter includes essential theoretical information about the development of research on mass communication and school journalism - an approach in which certain comparative aspects between Israel and Moldova were also included, the development of school journalism in 4 periods of development - before and after the establishment of the state of Israel, the challenges it faced during these periods, as well as the current situation in this field. The second sub-chapter includes a review of theoretical approaches to mass communication and school journalism with effects on young people and the quality of these effects.

### **1.1. The history and development of research in the field of mass communication and school journalism:**

Despite the geopolitical, social and cultural differences, there are also similarities between the communication models in Israel and the Republic of Moldova: in the first years of the existence of the state of Israel, the mass media was affected by political and security circumstances, being categorized as mass media of a semi-democratic state, which was subsidized by the public and used by the government and the army as a propaganda tool with restrictions, manifested by censorship, aspects mentioned in the researches of H. Nossek et al. (2011). The press was also largely partisan and focused on security and political interests (Ibidem), aspects also mentioned in the study of A. Shinar (2021). In the 90s, the spread of the phenomenon of globalization and westernization began, which led to a change in the status of the mass media, the transition to private and commercial journalism and the

redefinition of the journalist's role as a mediator between society and government, this fact being indicated in the studies of E. Katz (1973). In the 2000s, the digital revolution applied to mass media expanded the boundaries of communication and press freedom. With the outbreak of the global media crisis in 2008, an active process of media digitalization began in Israel (Y. Limor et al. (2022)), which came along with the difficulty of regulating the application of regulatory norms for digital media (G. Siboni et al. (2017)).

Like Israel, mass communication and the press in the Republic of Moldova have also been influenced by various historical circumstances. The Soviet leadership that was at the head of the SSRM between 1940-1991 totally controlled the mass media, which was fully subsidized by the state. Only in 1991, after obtaining the independence of the Republic of Moldova, the state began to embrace democratic principles, and the press began to be influenced by globalization, Westernization and capitalism (M. Lescu and V. Moraru (2016; 2019; 2020)). In the last decade of the 20th century, the press went through a process of partial digitization and obtained a new identity: social and liberal press, and the role of the journalist was that of "messenger of the public" (M. Guzun (2014) and G. Stepanov (2015)). The 2009 economic crisis in Russia also affected the mass media in the Republic of Moldova, aspects recorded by Moldovan authors, such as M. Lescu (2020) and V. Moraru (2019).

In the last decades, these modalities were based on the journalistic activity in the formal and/or informal school setting (Z. Gross et al. (2017)).

- ***The first type of approach*** to journalistic activities dedicated to children and school media to which the research refers aims at a global perspective and the way these activities developed in Europe and the United States between the 19th century and the present day. At the beginning, the activity was carried out in English classes in primary schools (D. Caspi (1995)). In the 70s of the 20th century, school journalism began to promote democratic values, but it was often censored by the teaching staff of the educational institutions themselves, which outraged the students who turned to the courts even to resolve the situation (V. Purimetla (2019)). Other researchers have referred to the digitization process, the crisis in print media and the changes in media consumption for young people, which inevitably led to the replacement of traditional media with digital journalism.

- ***The second approach*** to Hebrew journalism for children looks at the multiple activities of the Jewish diaspora in Europe and the United States from the end of the 19th century to 2023. These activities served as a resource for Jewish teachers to preserve the values of Judaism and to maintain the connection with the state of Israel (A. Bar-El (2006)). There is also research on children's media published in Hebrew or in the language of the country where the Jews lived during the Holocaust (R. Bondi (1997) and T. Diskin (2022)).

- ***The third approach*** to school journalism is documented in Israel (Palestine - before 1948) at the end of the Ottoman period, and later during the British Mandate (Z. Shenkolevski (2018)). The



content of publications at the time reflects socio-political aspirations, such as the aspiration to establish the Jewish land. This type of school journalism carried out in an informal setting had the goal of promoting the values of democracy, but de facto, this goal encountered multiple difficulties (A. Zohar et al. (1994)).

- ***The fourth approach*** to school journalism in Israel took place between 1948 and the present (2023). The research presented a documentation of several periods: until 1970 - the press for students focusing on contents such as the struggle for rooting the Jews in the established state, on social life and studies. Between the 1970s and 1990s, research showed interest, in particular, in social values and censorship issues regarding the school press (by Y. Wolf and O. Melamed (2008), H. Nossek et al. (2011) and A. Shinar (2021)). From the 1990s to 2008, school journalism was integrated into the formal framework of communication studies in educational institutions (D. Ballin and I. Dahan (2011)), as in many schools around the world (by Y. Wolf and O. Melamed (2008)). However, even in this setting, the press had to face many challenges, such as censorship, funding problems and the over-involvement of educational staff in content editing, which strongly affected the motivation of students to act as young journalists (P. P. Willems et al. (2012)). Although the printed school newspaper had a certain "golden age" in these years, the print media crisis of 2008 and the digitization of journalism, (A. Shechter (2012)) affected it, and later it was replaced by the digital newspaper (K. Tenenboim-Weinblatt et al. (2015)), which was supported by school administrations (D. Buchnik (2008)). Therefore, the research tried to reflect these advantages of educational activity in the field of media to save it. Covid-19 hastened the end of the printed school press and its transition to the digital format. During this period, digital school journalism expanded into the informal setting, but at the same time the newspaper became the "voice of the school leadership" and not "students' one", as this activity is not regulated by some very strict regulatory acts. As of 2023, digital school press works in many schools in Israel, as well as in the rest of the world. It is expanding, but it rarely works as an educational democratic tool, because of the careful supervision of the administrations of the educational institutions on the content of the newspapers in these institutions.

***1.2. Main approaches in mass communication and journalism studies at school level***, represents the subchapter in which three areas of thematic research were concentrated: 1) classical and modern research approaches regarding the effects of mass communication on young people; 2) the development of journalism education; 3) the challenges in the media field in Israel.

***The research on the effects of mass communication on young people*** began with the understanding that various means of communication also have negative effects on them. The excerpt from the paper focuses on theories of media effects on youth, focusing on limited effects (E. Katz et al. (1973-1974)). Other theories and models relevant to this research belong to H. Lasswell (1971), S. A.

Lowery et al. (1988), C.R. Wright (1974), as well as modern theories regarding interdisciplinary research in the field of communication, belonging to the researcher, such as G. Stepanov (2015).

In the light of the media crisis of 2008 (K. Tenenboim-Weinblatt et al. (2015)), which affected the decline of print media, the research tried to examine the effects of school journalism on students, with the intention of proving its contribution to save the school press from its total disappearance. In recent years, several individual studies have been carried out in this field, due to the drastic changes in the field of school print media and the frequent updates of the study programs of pre-university educational institutions in the field of *Journalism* (I. Dahan (2023)).

In Israel, the situation in this field is similar to the global one. In recent years, the phenomenon of digital school journalism has expanded in general, but especially in the informal setting, starting with the outbreak of the Covid-19 pandemic. In this context, two important trends were observed. In the informal framework, there are no mechanisms to supervise the activities of the press in schools, and hence the low interest of students in involvement in such activities, and in the formal framework there is an excessive involvement of the teaching staff of the school in the activities of the newspaper, and thus the degradation of freedom is observed of student's expression (I. Dahan (2023)).

***The development of journalistic education*** has acquired new contours over the years, due to socio-political circumstances. In general, until 2008, research into journalism activities in schools was very active, but after this period, it seems that the interest in this topic has decreased. The multitude of researches in the field from that period also resulted from the fact that more and more specialists were talking about the existence of the destructive effect attributed to mass communication media on children and young people (N. Postman (1985) and E. Katz et al. (1973-1974)). This is precisely why most researches also provide young people with tools to fight with manipulations and develop as socially engaged citizens with critical thinking and the need to obtain quality information (D. Alt et al. (2010), P. Levine (2015)) and Y. M. Evron (2021)). The study programs for the Communication and Journalism majors were also updated in light of the changes and included in the curricula of the relevant subjects a requirement to integrate digital media literacy. During the Covid-19 pandemic, the school press expanded significantly digitally, especially in the informal framework of gymnasiums and primary schools, but at the same time, the school newspaper became a "service tool" in the hands of the administrations of the institutions of education. As of 2023, the number of digital school newspapers in Israel that have integrated into the informal setting has increased significantly, compared to a sharp decrease in their number in the formal setting.

In the education system of the Republic of Moldova, training in the field of mass communication is considered an important field of study and has accelerated the appearance of several school publications in educational institutions in the country, this after more than a decade since the country's independence, the school press was not edited. Starting from 2015, the insistence and

enthusiasm of the staff in the education system, boosted the development of study programs in the field of media education in schools of all levels (A. Gonta (2021)), with an emphasis on the integration of digital media skills in the school curriculum.

Regarding *the challenges faced by media education in pre-university educational institutions and school press*, since the field has been integrated into the education system since the 1990s, these are the result of the revolution digitization that has changed the status of media and journalism globally (A. Shechter (2012)). This fact required the adaptation of studies to the developing media world. Other challenges are the result of the failures of Israel's internal education system, such as the involvement of educational staff in the content of school newspapers, difficulties related to excessive censorship and funding, and the Israeli Ministry of Education's non-recognition of mass communication qualifications. At the same time, the massive involvement of the educational staff in the creation of the digital school newspaper, which has been developing in recent years in the informal framework, has stimulated the continuous violation of the students' freedom of expression and, implicitly, of the educational goals: to stimulate the students' interest in the involvement in the activities of creating the school press and stimulating the personal expression of the students through the press materials produced.

Subchapter 1.3 of the thesis accounts for the achievement of the research objectives that were established in the first chapter, regarding the theoretical approaches to the research field that interests us.

The second chapter, entitled *Methodology and research findings of school newspaper's effects on students' personal expression*, presents the research methods and findings in two sub-chapters: the first sub-chapter presents research methods theoretical and empirical aspects of a school newspaper and the activities that usually take place within it. The second subchapter presents the research results analyzed in relation to the hypotheses put forward.

The specialized literature examined in the previous chapters shows that the school press influences the way students express themselves. However, despite the contribution of the school press, its production process over the years has encountered many difficulties that have led to its decline. On the other hand, the development of online school media has expanded, but which is still lacking the supervision of the Ministry of Education in Israel. Several studies have shown that the very quality of the school newspaper production process is an essential factor with a significant impact on its success, contribution and relevance. The higher the involvement of the educational staff in the production of the newspaper, the lower the students' motivation to get involved in its production. The research carried out suggests to us the need to identify the weak points of the production of school newspapers and to optimize the process by using the experimental production model proposed in the study (TEACEN).

*The methodology of research* includes general and specific scientific research methods: historical-scientific documentation, experimental research method "testing", comparative, inductive,

correlative-causal, synthesis method, questionnaire-based research and quantitative and qualitative analysis.

The research is supported by several theoretical scientific approaches such as: media effects, functionalism, structuralism, technological determinism and selective exposure. The process of analyzing the collected data includes a report in which the following are presented: statistical conclusions drawn from the data analysis and accepted in the quantitative research, indicators to demonstrate the correlations between the two research groups: students involved in newspaper production activities and students not involved in such activities. Examining the variability of the distribution of data obtained through the analysis of statistical data and the comparative analysis of this information, data were obtained regarding the degree of dispersion of values around school media.

**Description of the poll process:** The research focuses on a school newspaper in Israel, produced for about 20 years and considered to be very successful. The newspaper is produced in print and digital format. The research is interdisciplinary and examines the different aspects of the effects of the school newspaper on students' self-expression at the cognitive, emotional and behavioral levels, investigating the roles and needs of students, as well as the contribution and relevance of the newspaper. The study was carried out based on the activities of students involved in the newspaper production process, but also based on a random representative sample of students, representatives of the school newspaper-reading public.

**The claimed research:** the degree of influence of the school newspaper on the personal expression of students is directly proportional to the degree of their exposure to the published content. The greater the exposure to the school newspaper, the more significant its effects and relevance to students. Since the experimental group (authors of journalistic materials) is more exposed to the content of the publication, all tested variables will be more significant in the case of these students. In contrast, students in the control group (reading public) are less influenced because they are not exposed to the newspaper production process, but only to the final content of the edited newspaper. Therefore, to optimize the effects of the school press and its relevance, students' exposure to the production process and consumption of newspaper information must be increased. Experimental and control group research demonstrated the following:

1. A positive correlation was identified between the student's exposure frequency to the school press and the detected effects on the student's personal expression. The greater the frequency of exposure to the content of school publications, the greater its impact on students' personal expression.

2. A significant difference was found between the students of the experimental group and those of the control group, in relation to the degree of influence of the school newspaper on their personal expression, on their needs and the relevance of the newspaper for the students of both groups. Students - authors of journalistic materials will be influenced to a greater extent than students - readers, because

they are exposed to a greater extent to this type of press, both through the activities of producing the publication and as representatives of the reading public.

**The research process** describes the methods of data collection and analysis, the action plan that reveals the sample on which the research was conducted, and the sampling method. Below is a description of the research plan, which will include field research and research tools.

**The research sample** included 230 students attending the same six-year school in Karmiel (Israel), boys and girls, aged 12–18 years, in grades 7–12. 80 students in the experimental group and 150 students in the control group. The school has a majority of secular Jews, where a total of 1240 students study in classes of various types: regular classes, special education classes and classes for gifted students.

**The experimental group:** active students, who create journalistic materials for the school newspaper.

**Control group:** students - readers of the newspaper.

**Study group sampling method:** All study participants are students who volunteered to participate in this study, anonymously and randomly.

**Type of research:** empirical-comparative, descriptive, causal and correlational, adaptive and inductive.

**Conditions for the existence of causality:** there is a positive relationship between the independent variable - the school newspaper and the dependent variable - the effect on the personal expression of students, as a result of exposure to the school newspaper, according to the research groups. The greater the exposure, the greater the effect of the newspaper on students' self-expression. Since students who write for the school newspaper are more exposed to the newspaper, they are influenced by it to a greater extent than simple readers.

**Results analysis method:** the quantitative method was used and the relationship between the degree of exposure to the school newspaper and its effects on students' personal expression was examined. Statistical analysis methods were used.

**The quantitative data** helped determine whether an effective newspaper model could be created that would have a meaningful impact on all students. The qualitative method included the analysis of bibliographic sources, the analysis and synthesis of theoretical approaches in the field and the generalization by systematizing the results.

**Processing and analysis of results:** The processing of the data collected from the questionnaires of both research groups is partly based on the comparative research method. The comparative method identifies and examines the correlation between the degree of exposure of students to the school newspaper and the degree of its influence on the personal expression of students at different levels. The comparison is also made between the study methods in the field of journalism (in the formal and

informal framework) and the impact of the studies carried out in the field on the contents of newspapers and their relevance.

**The experimental research method** consists of a unique test conducted in a high school, in which the school newspaper is used as the research object; the method that examines the correlation between the variables: the degree of exposure of the two research groups; the effects of exposure to the school newspaper on the personal expression of the researched students, their roles and needs; the quantitative and statistical research method of data collection and processing from the online questionnaires distributed to both research groups; analysis of bibliographic sources; theoretical analysis and synthesis; generalization of the results; the research method regarding the evaluation of the potential effects of the school newspaper on the personal expression of students and the manner of expression; the inductive research method, according to which conclusions can be drawn, regarding the comparison of the personal expression of students exposed to the content of the school newspaper; the TEACEN model - a unique and innovative, theoretical and practical tool for producing the school newspaper in an efficient way. The model is three-dimensional and refers to content, technical dimensions and appearance.

The choice of methodology resulted from the complexity of the research subject: the effects of school media on the personal expression of students, on their roles and needs, in an interdisciplinary space, which includes the field of education and journalism. This complexity is reflected in the research through the number of variables investigated, as well as through the examination of variables that influence the degree of exposure to the school newspaper.

**Research tools** include 2 digital questionnaires sent via Google Forms to the email addresses of students at the school where the research was conducted. The content of the questionnaires was made according to the Likert scale, yes and no questions and open-ended questions. Students in both research groups were given identical questions, but the experimental group was also asked additional questions in addition to the questions asked of the control group.

**The main purpose of the study** is to examine the ways in which school publications influence personal expression among students, as well as the experimental validation of the experimental pedagogical model of creating the school newspaper - the TEACEN model.

**Research results:** this subchapter presents a quantitative analysis of the scientific results collected from the two research questionnaires, carried out in relation to the hypotheses presented in the paper.

**The general hypothesis of the research** refers to the fact that there is a difference between the two research groups: students-authors of materials for the school newspaper and students-readers, resulting from the cognitive, emotional and behavioral effects of the school newspaper, depending on the degree of exposure of the students to the content of the publication, and hence, the influence that

the publication has on the personal expression of the students. Thus, students-authors of journalistic materials in the school newspaper are more exposed to its content, compared to students-readers, and respectively, they will be positively influenced more, from a cognitive, emotional and behavioral point of view. A significant positive correlation was identified between the degree of exposure to the school newspaper and the effects of the exposure on students' self-expression. The hypothesis was confirmed. At the same time, there is a significant difference in the way the school newspaper is perceived by each group of students, with reference to the tasks the publication fulfills and the needs it satisfies for each group. Thus, the school newspaper is perceived as having a greater influence on the student-authors than on those who only read it. Moreover, there is a difference in the type of needs that the publication fulfills for each of the student groups under research. A greater variety of needs will be met by the school publication for student-authors than for student-readers because they have a greater and longer exposure to the content of the publication.

The complexity of the findings in this study necessitated their presentation in separate subsections of the study. The findings refer to the research hypotheses: the findings regarding the students' attitude towards the school newspaper and its effects on personal expression following the exposure of these students to the publication at a cognitive, emotional and behavioral level, the tasks and needs that the school newspaper fulfills and the students' attitude towards regarding the status and relevance of the school newspaper. The data resulting from the findings related to the research hypotheses were examined and finally it was determined whether the hypothesis was confirmed.

There is a significant difference in students' attitudes about the status and relevance of the school newspaper by research group. Research results indicate that the status and relevance of the newspaper will be higher among student-authors compared to student-readers. The findings also indicate that gender and age variables influence the cognitive, emotional and behavioral effects, as well as the personal expression of students, depending on the research group and thus, the influence is greater among student-authors of materials in the school publication than among student-readers. It was also found that the experimental group (authors), consisting mainly of girls (80%), aged between 16 and 18, is more influenced, emerging from all the variables, compared to the group of student-readers, where the ratio between boys and girls is equal, aged between 12 and 18 years. Thus, girls in the authors' group are influenced to a greater extent as a result of their exposure to the school newspaper.

Although most of the findings indicated a significant difference between both research groups, similarities were also identified, such as the shared preference for production format, namely print format. This was relevant, however, for the period 2017-2018, before the Covid-19 pandemic, which changed the format of the publication in most of the schools.

The third chapter, The school newspaper - an instrument of influence on students' personal expression (title from thesis), presents the results of the research, in accordance with the specialized literature.

The information in this chapter is concentrated in three sub-chapters, each of which is focused on essential aspects related to the research theme and the confirmation of its general hypothesis:

In the first subchapter, the main conditions for optimizing the effects of the school newspaper on students' personal expression are presented. The second sub-chapter presents the needs, tasks, status and relevance of the school newspaper, according to the research group. The last subchapter refers to the evaluation of the advantages and disadvantages of the research methods, following their results, in order to optimize the impact of the school newspaper.

The first sub-chapter in chapter 3 of the paper represents the attempt to demonstrate the correlation between the degree of exposure to the school newspaper and its effects on the students' personal expression, as well as the way in which it satisfies the students' needs. The results confirm most of the assumptions and indicate that the greater the exposure to the school newspaper, the greater its effects on students. However, the findings also indicate limited effects on all students subjected to research, which corresponds to several theories that attribute limited effects to the media (Lazarsfeld & Merton (1948), M. McLuhan (1966), D. McQuail (1998)) and others.

In this first subchapter of chapter III of the doctoral thesis, the main conditions that can optimize the positive effects of the school newspaper on the personal expression of students were examined. The information presented referred to the results obtained following the comparison made between the students in the experimental group and the control group, in relation to the different variables tested.

The second sub-chapter refers to the existence of a relatively low influence on the personal expression of students exposed to the school newspaper, in general, although there is a significantly greater effect on the level of personal expression of student-authors, in relation to readers, which confirms the majority of our assumptions.

**Limited effects:** one of the important results obtained in the research refers to the limited level of effects among all students, but especially among the control group (readers). These findings overlap with the findings of several studies, in which the media has a low influence on adolescents (H. Lasswell (1948), Lazarsfeld & Merton (1948), Wright (1974), Katz (1973), Jakobson (1986)). The limited influence of the school newspaper in our research is reflected in the following results:

1. Limited effects - the effects of the school newspaper are limited in their ability to shape behavior and mostly reinforce existing behavior. The newspaper does not have the ability to change the attitude of students, as it does not have a strong influence on them, like social networks, which have the ability to shape the behavior of young people (N. Postman (1985), D. McQuail (2014) and R. Grossaug (2017)). However, according to our research, the school newspaper has the ability to



strengthen students' positions on controversial issues such as free speech and censorship, national security, military service, and ethnic minority relations in Israel. These conclusions are also supported by researchers such as J. Dvorak et al. (2009).

2. The audience dictates the type of content. In our study, the students who write for the school newspaper, and especially its readers, are considered a diverse and active audience that selects the content and even expresses their opinions and feelings about the quality of the content. This finding is consistent with McQuail's theory of selective exposure and the theories of Lazarsfeld & Merton. Students choose the type of content that they think is right for them, content that they agree with and that reinforces their opinions but doesn't try to change them. At the same time, they avoid means of communication that undermine their opinions.

3. Effects' functionality. According to the results of our research, the school newspaper meets the needs of students only to a relative extent, and the needs of student authors are met to a greater extent, compared to those of readers. However, despite the difference between both research groups, a similarity was found between them, in terms of the type of needs and tasks that the school newspaper fulfills, mainly what concerns entertainment and news content. This corresponds to findings in the classic literature (C.R. Wright (1960), M.E. McCombs et al. (1972)). Regarding the tasks of a school publication, students from both research groups believe that the school newspaper has an important task within the school: to cultivate important social values and entertain through entertainment content. The school newspaper is considered relevant by both groups of students. This fact indicates its functionality for all students, although it has a greater degree of relevance for student-authors of journalistic materials than for readers. These findings contradict several studies, in which the school newspaper is not considered significant or relevant.

4. Functionality of the journalistic environment and popular culture. According to specialized literature, currently the school newspaper, as a means of mass communication, is consulted to a lesser extent by children and adolescents, compared to other means of communication, such as the Internet (D. Buchnik (2008), I. Dahan (2023)). These findings are consistent with our research results, where both research groups prefer other means of communication, especially the Internet and social networks, over newspapers and books. Other findings show the lack of functionality of the school newspaper, such as the low degree of reading of school newspapers, dissatisfaction with its frequency and distribution, as well as dissatisfaction with the involvement of teaching staff in the production of the newspaper, leading to negative feelings such as indifference and frustration. These results correspond to the findings of other studies, in which there is a correlation between the limited effects of the school newspaper, especially in terms of its low degree of reading (G. Bar-Hillel (2012)). The subject of the lack of interest of young people in the journalistic environment of activity, compared to

the increased interest in social networks and the Internet, is reflected in works such as K. Tenenboim-Weinblatt et al. (2015) and J. Frechette (2016).

5. Age and Gender Variables: Findings indicate a correlation between age and gender variables and students' exposure to the school newspaper. Regarding the "age" variable, most of the students exposed to the content of the school newspaper are between the ages of 12-15, and regarding the "gender" variable, the majority of the exposed students are girls. The age variable influences the degree of exposure to the school newspaper. Thus, the younger the age of the students, the more they are exposed to the content. Regarding the gender variable, the majority of newspaper writers are middle school-aged girls, which influences the interests and needs that the school newspaper fulfills, the type of content, the changing agenda, and the orientation of students towards future prospects. It was also found that girls are more active compared to boys in writing and reading activities and consume a different type of content, they are more oriented towards topics such as society and entertainment, while boys consume content such as sports and computers. These results also correspond to the research carried out by D. Passig (2003), A. Sharon (2004), J. Dvorak et al. (2009), P.S. Bobkowski (2021) and I. Dahan (2023).

6. Orientation towards the future job. The findings of our study indicate a correlation between the variables of age, sex, education and orientation towards the future profession, following the exposure of students to the school newspaper. This is an interesting finding that has not been sufficiently explored in education or mass communication studies. Adolescents between the ages of 12-15 are influenced to a greater extent regarding their future professional orientation as a result of exposure to the school newspaper. Also, more secondary school students choose fields of occupation or volunteer activities in the field of communication. These activities can be done in the short, medium and long term compared to high school students. This finding corresponds to some studies, according to which the age variable is a significant factor when approaching the choice of certain fields of study, in particular, at younger ages (D. Passig (2003), D. Hendler (2007) and P.S. Bobkowski (2021)).

The third subchapter presents the advantages and disadvantages of the research methods, in an attempt to establish the effects of the school newspaper on the personal expression of students, so that the research corresponds as closely as possible to reality.

The most recommended method proved to be the method of comparative analysis and quantitative analysis, which allows the identification of relevant and precise findings in relation to the hypotheses put forward.

The success of the method consists in demonstrating the relationship between the intensity of the students' exposure to the school newspaper and the level of its influence on the students' personal expression. Also, choosing a research tool like the online questionnaire created in Google Forms has many advantages. This is a technologically advanced means of conducting questionnaires and surveys,

a convenient means of distributing information to research participants, it is an available, easy-to-use tool for both the researcher and the participants, being free and maintaining the confidentiality of the information presented . Also, creating an online questionnaire on the Google platform allows the use of various and advanced functions, such as content editing, choosing formats, uploading files, analyzing data, generating graphs and saving content in a Cloud system on the Internet. The choice of research instruments was justified by obtaining reliable and valid results in our study.

However, there are also some disadvantages and difficulties in using these research tools: the research contains a very large number of variables, which made it more difficult to conduct. The disadvantages would be of a technical nature, such as the need to enter more data for two different groups of research participants, coding statistical reports, performing an extensive analysis that requires precision, systematization and a lot of time in its implementation. At the same time, any questionnaire used in a research usually contains a large number of complex questions that often make it difficult for the participants to understand them, especially due to their age. Also, since the study is experimental, its results should be treated with caution.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

School media research can be considered an interdisciplinary field of study with several actors involved in the process: students, teachers, parents, public, as well as with several characteristics: production process, conditions for conducting studies in the field, normative framework and ethics of activity, challenges and principles of digital literacy of the field.

The important scientific problem solved lies in the elucidation of the framework for the emergence and development of the school press with all its characteristics in Israel and in the countries that have over time hosted a large number of representatives of the Jewish diaspora, the identification of the conditions for the manifestation of the school press and its trends in Israel, with references to the situation of the school press in the Republic of Moldova, the analysis of the influence of the school press on the personal expression of students, both those who are involved in editing the publication and those who only read the products made by their colleagues.

The author's contribution consists in elucidating the specificity of the school press in Israel and, partially, in other countries with a large number of representatives of Jewish communities, identifying its landmarks and functional options, evaluating the place, role and functions of this type of press in the contemporary media context, describing the evolution of the press published in pre-university educational institutions both at national and international level, determining the specifics of the school press distributed within educational institutions, which continue to publish such publications in traditional or digital format, as well as establishing the development trends of this type of press. This research brings to the fore the opinions of specialists in the field (researchers, teaching staff, representatives of educational administration institutions), regarding the changes in recent years in the process of creating school media, highlighting the challenges, difficulties, advantages, positive effects of students' informing out of the school media, as well as the negative effects of informing students from unverified sources, but being accessible online.

This thesis is one of the first works that highlights the evolving framework of the school media in Israel, and through the articles published by the author on the topic of the doctoral thesis, the need to pay more and more attention to this field that is neglected in recent years, precisely due to the fact that the actors involved recently in the process of creating the school media have started to disappear, they are turning to other fields of interest, because today's students prefer to document themselves, rather, online, than through the school media. The obtained results, ideas, conclusions and scientific recommendations presented in the content of the paper can be found in 7 scientific publications and were presented in several national and international scientific conferences. The theoretical and applied value of the work is of a scientific-didactic and practical nature. From a theoretical point of view, the

study can constitute a solid data base for researchers who want to develop this theme, and from a practical point of view, the data obtained through the questionnaires will be useful to content creators for the media published in schools. From a didactic point of view, the study is useful for the conceptualization and development of new curricula for the *Journalism* subject that is still on free choice in schools, which also includes references to the legal and ethical framework necessary to be used in the process of carrying out journalistic activities in schools, or in the work we found that these chapters are ignored by the actors involved in the production. The conclusions and recommendations can be applied by teachers, representatives of school administrations and students, involved in production or not, as a conceptual support for identifying solutions to make journalistic activity more efficient in secondary and high school educational institutions.

Based on the research of the particularities and development trends of the school press, the author formulated the following general conclusions:

1. The disappearance of the printed school press and its replacement by the digital press format is a natural process, which can be explained by the historical evolution of the means of communication.

2. The spread of digital school media in an informal setting in recent years has led to the development of an environment without distinctive normative acts, which would clearly regulate activities in the field.

3. The superficial approach to journalistic activities in pre-university educational institutions led to the creation of educational-media hybrid products, which do not always respect ethical norms.

6. School journalism research is currently very limited from a quantitative perspective. In the absence of a high-quality research system in the field, there are no relevant and significant references that can examine the problems in the education system from the perspective of the awareness of the need for the existence of school press.

7. The status of the school press in the 21st century remains approximately as it was at the beginning of its existence, resulting from the fact that the activities in the field are very permissive, which leads to the perception of this type of niche journalistic product as being neglected in education. If it were realized that journalism should be a compulsory subject for all age groups in the pre-university education system, it would mitigate the negative effects of destructive media and at the same time could promote mass communication with positive effects, such as active using of newspapers and books for reading.

8. The updating of study programs for communication and journalism specialities and the transition to digital media was not carried out in a controlled and consistent manner by the responsables in education. This leads to the deterioration of the quality of the products and the emergence of frustrations among teachers and students, as well as the development of school journalism in the informal setting that is not legally supervised and regulated.

9. Theoretical research expands and renews this field, in general, and the field of media education, in particular. Comparisons between the mass media in Israel and Moldova represent an interesting area of research that could shed more light on the similarities and differences in the field in these two countries.

10. The innovative comparative empirical research method used in this thesis was able to confirm most of the research hypotheses and therefore allowed the disclosure of relevant information regarding the contribution of school journalism to the personal development of students and their freedom of expression.

11. There is a correlation between the degree of exposure of students to the school press and the effects of this exposure, according to which a significant difference will be found between the researched groups (authors of materials and simple readers), in terms of reading and information needs, knowledge acquired, career orientation, etc.

12. Variables such as gender and age are essential variables influencing the degree of exposure to school media. More girls than boys are exposed to the influence of school media and more middle school students are influenced by it.

13. The career guidance perspectives of students involved in journalistic activities at school, compared to students who are not active in this field, reveal a greater awareness of this subject and a greater real involvement in extra-curricular activities, especially , in the transition stages from middle school studies to high school studies.

#### **General recommendations:**

1. The promotion of an open educational approach by the administration of educational institutions, which would encourage the production of school press in the spirit of democratic norms.

2. The establishment by the school administration of the collaborations with the representatives of the labor market in the journalism industry, to overcome the challenges related to the production of the school press and to inform each other about the legal and ethical aspects in the profession.

3. Improving and updating the curricula of the relevant subjects, through the continuous training of teaching staff in the field of media education and discussing the issues regarding the production of school press in digital format.

4. Expanding the theoretical and practical research of mass communication and journalism education. The obtained results will allow a more careful supervision of the field, and the teachers of the relevant subjects will be able to develop recommendations for the study of journalism and for the production of school press.

5. Cooperation between the students' parents and the administration of the educational institutions, by organizing special events to stimulate this cooperation.

**Normative recommendations:**

1. Holistic approach to press production in schools by supervising the teaching process of journalism in pre-university education institutions and the production of school newspapers by the public authorities that manage the field.
2. Updating the normative framework for digital journalism that develops in the formal and informal framework, implementing this normative framework also at the level of institutions that produce digital media content.
3. Re-evaluation of journalism programs in pre-university education institutions from the perspective of their adaptation to scientific research in the field.
4. Increasing the number of practical hours for better training in journalism disciplines.

## BIBLIOGRAPHY

1. ALT, D., MASLOVATY, N., COHEN, A. 2010. The relationship between media literacy studies and democratic and moral orientations among Israeli adolescents. In: C. Klaassen & N. Maslovaty (Eds.), *Moral courage and the normative professionalism of teachers*, pp. 71–90.
2. ALT, D. 2015. Media literacy and communication teaching: imparting media literacy skills through communication teaching. In: *Dapim*, Vol. 60, 2015, pp. 117-137. [in Hebrew].
3. BALLIN, D., DAHAN, I. 2011. The practical journalism curriculum. The graduate journalism final project; Written and online journalism track; 2 units (No. 049204). Jerusalem: Israel Ministry of Education, the Supervision of Communication and Cinema. [cited: 18.03.2015]. Available: <http://cms.education.gov.il/NR/rdonlyres/104A18A1-498D-49A9-8822-F8C54CDC6268/126151/ProyektGmar.doc>.
4. BARAK, A. 1992. The constitutional revolution: protected fundamental rights. In: *law and governance*, A, 1992, 28 p. [in Hebrew].
5. BAR-EL, A. 2000. The Laboring in the Zionist Education in the Diaspora. In: *Maof and Maase*, vol. 6, 2000, pp. 239-298. [in Hebrew].
6. BAR-EL, A. 2006. Between the Greenish Trees: Children newspapers in Yiddish and Hebrew in Poland 1918-1939. Jerusalem: The Zionist Library, and Dov Sadan Institute, 519 p. [in Hebrew].
7. BAR-HILLEL, G. They do not read as much as they used to. Just one more page. In: Gili bar hillel blog [online]. 21 December 2012 [cited 01.01.2013]. Available: <https://gilibarhillel.wordpress.com/2012/12/21/כמו-קוראים-לא-רבבכ/>. [in Hebrew].
8. BLINN, J.R. 1982. *A Comparison of selected writing skills of high school journalism and non-journalism students*: Ph.D. dissertation in communication. Ohio University, 146 p.
9. BLOOMFIELD, D.C. 2007. American public education law primer. New York: Peter Lang, 166 p. ISBN-13 978-1433130403
10. BONDI, R. 1997. They called him Friend: the children's newspaper KAMARÁD from the Theresienstadt ghetto (Terezin) 1943-1944. Jerusalem: Yad Vashem-The Holocaust and Bravery Memorial Authority, 176 p. [in Hebrew].
11. BOBKOWSKI, P., GOODMAN, M., PERKINS, B.C. 2012. Student media in U.S. secondary schools: Associations with school demographic characteristics. In: *Journalism & Mass Communication Educator*, 2012, pp. 1-23. [cited 23.02.2018]. Available: <https://kuscholarworks.ku.edu/bitstream/handle/>
12. BOBKOWSKI, P.S., CAVANAH, S.B., MILLER, P.R. 2017. Who Are the “Journalism Kids”? Academic Predictors of Journalism Participation in Secondary Schools. In: *Journalism & Mass Communication Educator*, Vol. 72(1), 2017, pp. 68-82. <https://doi.org/10.1177/1077695815622770>
13. BOBKOWSKI, P.S., ROSENTHAL, H. 2021. Journalism Civic Self-Efficacy: Predicting Political Participation Among Secondary-School Journalism Students. In: *Journalism Practice*, Vol. 16(2), 2021, pp. 1-19. DOI:[10.1080/17512786.2021.18974](https://doi.org/10.1080/17512786.2021.18974)
14. BUCHNIK, D. 2008. Internet addiction among teenagers in Israel. In: *Meydaat*, Vol. 4, 2008, pp. 28-34. [in Hebrew].
15. CASPI, D. 1995. Mass media. Vol. 2. (units 5-7). Tel-Aviv: The Open University (Israel), pp. 34-57. 222 p. [in Hebrew]
16. CASPI, D. 2011. Inside a new look at online journalism in Israel towards strengthening an existing hegemony. In: *Kesher*, No. 41, 2011, pp. 34-46. [citat 10.05.2021]. Available: <https://www.jstor.org/stable/23922098>
17. COHEN, E.H. 2015. Changes among Israeli youth movements: a structural analysis based on Kahane's Code of Informality. In: *Cambridge Journal of Education*, Vol. 45 (2), 2015, pp. 223-243. DOI: 10.1080/0305764X.2014.934205
18. COHEN-ALMAGOR, R., VINNOVITSKY Y. 1999. The functioning of the media in the eyes of the Jewish public in Israel Available vs. Desirable. In: *Megamot*, Vol. 39(4), 1999, pp. 400-419. [in Hebrew].



19. COHEN-ALMGOR, N. 2005. *Utilizing the unique qualities of the Internet in women's Press: Analysis of the penetration/growth stages of online magazines and the defensive stage of printed magazines*. A Ph. D thesis. Bar-Ilan University (Israel), 212 p. [in Hebrew].
20. COHEN, A.H., ROMI S. 2015. *Leisure among teenagers in Israel: informal education, school climate, violence, risk of dropping out and mental well-being*. Ramat Gan: Bar-Ilan University (Israel), 156 p. [in Hebrew]
21. DAHAN, I. 2023. Influența ziarului școlar asupra consumului de presă de către elevi. Studiu de caz: Israel. În: *Moldoscopie*. Publicație periodică științifico-practică. Nr. 1(98). Chișinău: CEP USM. ISSN 1812-2566. E-ISSN 2587-4063. CZU 070:37.091. DOI [https://doi.org/10.52388/1812-2566.2023.1\(98\).17](https://doi.org/10.52388/1812-2566.2023.1(98).17). Available: <https://uspee.md/wp-content/uploads/2023/09/Ilana-DAHAN.pdf>
22. DISKIN, T. 2022. *Law and the child: legal and social discourse in children's journalism during Israel's first decade*. Tel Aviv: Tel Aviv university. 231 p. ISBN: 9789655101430. [in Hebrew].
23. DVORAK, J., BOWEN, C.P., CHOI, C. 2009. *Minority Journalism Student Academic Comparisons between Those with and Those without High School Print Media Experience*. In: *Journalism & Mass Communication Educator*, Vol. 64(3), pp. 258-272 [cited 01.09.2009]. Available: <https://doi-org.ezproxy.haifa.ac.il/10.1177/107769580906400303>.
24. EVRON-YANIV, M. 2021. *Fake news and the violation of human rights: challenges and ways of coping*, Report [online]. Israel: The other for equality and human rights. [cited 02.11. 2021]. Available: <https://zulat.org.il/wp-content/uploads/2023/%.pdf>
25. HENDLER, D. 2007. *The effects of mass communication and teaching upon adolescents' attitudes*. In: *Orot Alelay*. Vol. 13, pp. 405-435. [in Hebrew].
26. JAKOBSON, R. 1986. *Semiotics, linguistics, poetics: Selected articles*. Tel Aviv University and Ha-Kibbutz Ha-Meuhad: The Porter Institute for Poetics and Semiotics. 313 p. ISBN: 990000111000402791. [n Hebrew].
27. FRECHETTE, J. 2016. *From print newspapers to social media: News literacy in a networked environment*. In: *Studies*, Vol. 9(4), pp. 545-560.
28. FREYRE, P. 1981. *The Pedagogy of liberation: Dialogues on change in education*. Jerusalem: Mifras. 192 p. [in Hebrew].
29. GERBNER, G. et al. 1979. *The demonstration of violence power*. In: *Communication Journal*, Vol. 29(3), pp. 177-196.
30. GESSER-EDELSBURG, A., HIJAZI, R. 2020. *When politics meets pandemic: How prime minister Netanyahu and a small team communicated health and risk information to the Israeli public during the preliminary stages of COVID-19*. In: *Risk Management and Healthcare Policy*, Vol. 13, pp. 2985-3002.
31. GIDLUND, K.L., SUNDBERG, L. 2022. *Unveiling 100 years of digitalization as a scholarly object*. In: *First Monday*, Vol. 27 (8). 21 p. Available: <https://firstmonday.org/ojs/index.php/fm/article/view/12319/11084> DOI: <https://doi.org/10.5210/fm.v27i8.12319>
32. GINOSAR, A. 2021. *Policy for the public without the public: Net neutrality in Israel*. In: *Review of Policy Research*, Vol. 38(6), pp. 661-676.
33. GOLDING, P., MURDOCK, G. 1978. *Theories of communication and theories of society*. In: *Communication Research*, Vol. 5(3), pp. 339-356.
34. GONTA, A. 2021. *Media education textbooks for years 10-11, 7-8 and 3-4*. In: *Mediacritica. Manual*. [cited 18.07.2021]. Available: <https://educatia.mediacritica.md/ro/2019/09/25/manual-educatie-pentru-media-clasa-x-xi/>
35. GOVRIN, N. 2009. *Journalism in Tel Aviv: The story of three pioneering periodicals*. In: *Qesher*, Vol. 39, pp. 36-49. [in Hebrew].
36. GROSSAUG, R. 2017. *It is not all about the money: Media responsibility and commercial preschool television in Israel*. In: *Journal of Children and Media*, Vol. 11(1), pp. 53-68 [cited 18.07.2016]. Available: <https://doi.org/10.1080/17482798.2016.1207693>. [in

- Hebrew].
37. GROSS, Z., GOLDART, M. 2017. The effect of informal education on its participants. A literature review submitted to the Chief Scientist at the Ministry of Education. 2017. The School of Education, specializing in the management and development of informal education systems: Bar-Ilan University, Israel. 67 p. Available: [https://meyda.education.gov.il/files/noar/informal\\_education1.pdf](https://meyda.education.gov.il/files/noar/informal_education1.pdf). [in Hebrew].
  38. GUZUN, M. 2014. Profesia de jurnalist: între vocație, opțiune și tentația politicianului. În: *Realitățile politice și realitățile mediatice în contextul integrării europene*. Coord. V. Moraru. Chișinău: AȘM, Institutul de Cercetări Juridice și Politice, pp. 38-45. [cited: 13.04. 2023]. Available: [https://ibn.idsi.md/sites/default/files/imag\\_file/38-45\\_19.pdf](https://ibn.idsi.md/sites/default/files/imag_file/38-45_19.pdf)
  39. HENDLER, D. 2007. The effects of mass communication and teaching upon adolescents' attitudes. In: *Orot Alelay*, Vol. 13, pp. 405-435. [in Hebrew].
  40. JAKOBSON, R. 1986. *Semiotics, linguistics, poetics: Selected articles*. E. Zohar & G. Tori (Eds.). Tel Aviv University and HaKibbutz HaMeuchad: The Porter Institute for Poetics and Semiotics. 313 p. [in Hebrew].
  41. KATZ, E., LAZARSELD, P.F. 1955. *Personal influence: the part played by people in the flow of mass communications*. New-York: The Free Press. p. 25-40. Available: [https://www.researchgate.net/profile/Andreas-Hepp-3/publication/328078453\\_KatzLazarsfeld\\_1955\\_Personal\\_Influence/links/5e4c8e4b92851c7f7f456bd2/Katz-Lazarsfeld-1955-Personal-Influence.pdf](https://www.researchgate.net/profile/Andreas-Hepp-3/publication/328078453_KatzLazarsfeld_1955_Personal_Influence/links/5e4c8e4b92851c7f7f456bd2/Katz-Lazarsfeld-1955-Personal-Influence.pdf)
  42. KATZ, E. et al. 1973. On the use of the mass media for important things. In: *American Sociological Review*, Vol. 38 (2), pp. 164-181.
  43. LASSWELL, H.D. The structure and function of communication in society. In: *SCHRAMM, W., ROBERTS, D.F., eds. The Process and Effects of Mass Communication* [online]. Urbana: University of Illinois Press, 1971, pp. 84-99. [cited 3.02. 2012]. Available: [http://sipa.jlu.edu.cn/local/E/39/71/4CE63D3C04A10B5795F0108EBE6\\_A7BC17AA\\_34AAE.pdf](http://sipa.jlu.edu.cn/local/E/39/71/4CE63D3C04A10B5795F0108EBE6_A7BC17AA_34AAE.pdf)
  44. LAZARSELD, P.F., MERTON, R.K. 2007. Mass communication, popular taste and organized social action. In: *Journal of Communication Theory and Research*, Issue 24, pp. 229-250 [cited 03.05. 2007]. Available: <http://www.irfanerdogan.com/dergiweb2008/24/13.pdf>
  45. LESCU, M. 2020. Cultură media și globalizare. În: *Creativitatea în Jurnalism*. Chișinău: CEP USM, 2020. pp. 53-62. ISBN 978-9975-152-31-0
  46. LESCU, M., MORARU, V. 2016. Impactul globalizării asupra activității mass-mediei. În: *Revista de Filozofie, Sociologie și Științe Politice*, Nr. 2 (171). Chișinău: AȘM, Institutul de Cercetări Juridice și Politice, 2016, pp. 161-168. ISSN 1957-2294.
  47. LEVINE, P. 2015. Media Literacy for the 21st Century. A Response to "The Need for Media Education in Democratic Education". In: *Democracy and Education*, Vol. 23(1), Article 15 [cited 21.12. 2016]. Available: <https://democracyeducationjournal.org/home/vol23/iss1/15>.
  48. LIMOR, Y., MAN, R. 2022. Journalism in the digital age. Raanana: Lamda-The Open University. 430 p.
  49. LOWERY, S.A., DEFLEUR, M.L. 1988. Milestones in Mass Communication Research: Media Effects. 3rd ed. White Plains, N.Y.: Longman, 1988 415 p. [cited 03.03.2010]. ISBN: 0801314372. Available: [https://archive.org/details/milestonesinmass0000lowe\\_13z7](https://archive.org/details/milestonesinmass0000lowe_13z7).
  50. MCCOMBS, M.E., SHAW, D.L. The agenda-setting Function of Mass Media. In: *The Public Opinion Quarterly* [online]. Vol. 36(2), pp. 176-187 [cited 04.06. 2011]. Available: <http://www.jstor.org/stable/2747787>
  51. McLUHAN, M. Understanding the Media: The Extensions of Man. Berkeley, California: GINGKO press, 2013, 336 p. [cited 03.05. 2013]. Available: <https://designopendata.wordpress.com/wpcontent/uploads/2014/05/understanding-media-mcluhan.pdf>.
  52. MCQUAIL, D. Mass communication theory: an introduction. London; Thousand Oaks: Sage

- Publications, 1994, 416 p. [cited 11.10.2018]. ISBN: 0803977840. Available: [https://archive.org/details/masscommunicatio0000mcqu\\_y7j7](https://archive.org/details/masscommunicatio0000mcqu_y7j7).
53. MORARU, V. 2019. Timpul spiritului participativ. În *Modernizarea social-politică a Republicii Moldova în contextul extinderii procesului integraționist European (partea a II-a)*. Chișinău: Institutul de Cercetări Juridice și Politice, pp. 13-19. ISBN 978-9975-3298-6-6. Available: [https://icjp.asm.md/sites/default/files/publicatii/modernizarea\\_partea\\_a\\_ii-a\\_2019.pdf](https://icjp.asm.md/sites/default/files/publicatii/modernizarea_partea_a_ii-a_2019.pdf)
  54. NOSSEK, H., LIMOR, Y. 2011. The Israeli paradox: Military censorship as guardian of freedom of the press. In: *MARET, S. ed. Research in Social Problem and Public Policy*. Vol. 19, pp. 103-130 [cited 18.01.2015]. ISSN: 01961152. DOI: 10.1108/S0196-1152(2011)0000019011. Available: <https://cris.biu.ac.il/en/publications/the-israeli-paradox-the-military-censorship-as-a-protector-of-the>.
  55. PASSIG, D. 2003. Future-Timespan as a cognitive skill in future studies. In: *Futures Research Quarterly*, Vol. 19(4), pp. 27-48 [cited 12.04. 2006]. Available: [https://www.passig.com/sysvault/docsfiles1/FUTURE-TIME-SPAN\\_AS\\_A\\_COGNITIVE\\_SKILL\\_IN.pdf](https://www.passig.com/sysvault/docsfiles1/FUTURE-TIME-SPAN_AS_A_COGNITIVE_SKILL_IN.pdf).
  56. POSTMAN, N. The Disappearance of Childhood. In: *Childhood Education*, 1985. Vol. 61(4), pp. 286-293 [cited 17.07.2012]. ISSN: 2162-0725. DOI: <https://doi.org/10.1080/00094056.1985.10520201>.
  57. SHARON, A. 2004. Youth attitudes toward books and computers: Coexistence or revolution? Ph.D thesis. Tel Aviv University, 235 p. [in Hebrew].
  58. STEPANOV, G. 2015. Jurnalismul social. Aspecte definitorii. Chișinău: CEP USM, 264 p. ISBN 978-9975-71-714-4. Disponibil: <https://drive.google.com/file/d/1ev6Nadv5Q5-jILH-56iUB1QeDSbhsvpt/view?usp=drivesdk>
  59. PURIMETLA, V. A Law Review: Constitutional Interpretation (Hazelwood v. Kuhlmeier 1988). Overachiever, 08 October 2019 [cited 20.02.2020]. Available: <https://theiaoverachiever.com/2019/10/08/ia-law-review-constitutional-interpretation-hazelwood-v-kuhlmeier-1988/>
  60. SHECHTER, A. 2012 Despite the eulogies, the press will be a significant part of our lives in the future. In: *The Marker*. October 26, 2012 [cited 01.01.2015]. Available: <http://www.themarker.com/markerweek/1.1850678> [in Hebrew].
  61. SHENKOLEVSKY, Z. 2018. Children and childhood in the Jewish settlement in the Land of Israel during the First World War. In: *Cathedra*. Vol. 165, pp. 67-98 [cited 21.06.2020]. Available: [https://files.ybz.org.il/periodicals/Cathedra/165/3%20Zehavit%20Shenkolevsky%20\(Cat%20165\)%20LR%20\(N\).pdf](https://files.ybz.org.il/periodicals/Cathedra/165/3%20Zehavit%20Shenkolevsky%20(Cat%20165)%20LR%20(N).pdf) [in Hebrew].
  62. SHINAR, A. 2021. Freedom of expression in Israel: Origins, evolution, revolution, and regression. In: *Oxford handbook on the Israeli constitution*. Reichman University: Interdisciplinary Center (IDC) Herzliya - Harry Radziner School of Law. 17p. [cited 29.06.2021]. Available: <https://ssrn.com/abstract=3876035>.
  63. SIBONI G., SIVAN-SEVILLA, I. 2017. Israeli cyberspace regulation: A conceptual framework, inherent challenges, and normative recommendations. In: *Cyber, Intelligence, and Security*. Vol. 1(1), 2017, pp. 83-102 [cited 25.01. 2017]. Available: <https://www.inss.org.il/wp-content/uploads/2017/03/Israeli-Cyberspace-Regulation-A-Conceptual-Framework.pdf> [in Hebrew].
  64. STEPANOV, G. 2015. Vocația socială a jurnalismului: abordări teoretice. În: *Revista d Filozofie, Sociologie și Științe Politice*. Nr. 1 (167). Chișinău: AȘM, Institutul de Cercetări Juridice și Politice, 2015, pp. 145-168. ISSN 1957-2294.
  65. SHARON, A. Teenager attitudes towards books and computers: tz. of doct. In: *Education*. Tel Aviv: Tel Aviv University, 2004. 222 p. ISBN: 99002477168020517.
  66. SPAC, S. 2015. *Pedagogical fundamentals of media education in the school-family collaboration (Primary education stage)*: Doctoral Thesis in pedagogical sciences. Chisinau, 31 p. Available: [http://www.cnaa.md/files/theses/2015/24108/silvia\\_spac\\_abstract.pdf](http://www.cnaa.md/files/theses/2015/24108/silvia_spac_abstract.pdf)

67. TENENBOIM-WEINBLATT, K., NEIGER , M. 2015. Print is future, online is past: Cross-media analysis of temporal orientations in the news. In: *Communication Research*, vol. 42(8), pp. 1047-1067.
68. (The) United Nations (UN) Convention on the Rights of the Child 1989. In: *Agreement manuscripts 1038*, Vol. 31, 1989, pp. 221-231.
69. VALSAMIDOU, L.P., KYRIDIS, A. 2012. Students in the role of journalists: School newspaper publications about the mass media. In: *Journal of Studies in Education*, Vol. 2(2), pp. 10-29.
70. VITSTUM, D. 2010. Communication without journalism? In: *Misgarot Media-Israeli, Journal for communication*, Vol. 5, Jerusalem: The Israeli Association for Communication and the Second Authority for Television and Radio, pp. 1-12. Available: <https://mediaframes.sapir.ac.il/wp-content/uploads/2022/08/MF5-011-22DAVID.pdf>. [in Hebrew].
71. WAYNE, M.L. 2020. Global streaming platforms and national pay-television markets: A case research of Netflix and multi-channel providers in Israel. In: *The Communication Review*, Vol. 23(1), pp. 29-45.
72. WLEMS, P.P., GONZALES-DE-HASS A.R. 2012. School-Community Partnerships: Using Authentic Contexts to Academically Motivate Students. In: *School Community Journal*, Vol. 22(2), pp. 9-30.
73. WOLF, Y., MELAMED, O. eds. 2008. Literature review in the field of communication teaching. Jerusalem: Henrietta Szold Institution, The Department for Curriculum Planning and Development-The Ministry of Education, 2008, 84 p. [cited 30.08. 2008]. Available: [https://meyda.education.gov.il/files/Tochniyot\\_Limudim/Portal/Skirot/Tikshoret.pdf](https://meyda.education.gov.il/files/Tochniyot_Limudim/Portal/Skirot/Tikshoret.pdf). [in Hebrew].
74. WRIGHT, C.R. 1974. Functional analysis and mass communication. In: *The uses of mass communications*. Beverly Hills: SAGE Publications, Inc., pp. 197-212 [cited 01.01.2021]. Available: <https://core.ac.uk/download/pdf/214164826.pdf>.
75. ZIDKIYAHU, S. 1978. The student council in high school: Research findings and practical aspects. In: *The Israel Ministry of Education's Administration of Society and Youth (Ed.). The connection between democratic processes and democratic attitudes*, part 3. Jerusalem: The Israel Ministry of Education's Administration of Society and Youth. pp. 5-6 [in Hebrew].
76. ZIDKIYAHU, S. 1996. Students' Leadership. Tel Aviv and Jerusalem: Lewinsky College of Education and the Unit of Education for Democracy and Coexistence at the Israel Ministry of Education, pp. 29-43.
77. ZOHAR, A., LAVY, S. Attitudes of students towards parental involvement. In: *The Israeli Ministry of Education's Administration of Society and Youth ed. Exercise for the Moderators*. Ramat Gan and Jerusalem: Bar-Ilan University's School of Education and the Israel Ministry of Education's Administration of Society and Youth (national database, subject No. 18.044), 1994, pp. 3-8. [in Hebrew]

## PUBLICATIONS ON THE TOPIC OF THE DAY

### Articles in scientific magazines:

1. DAHAN, I. Influența ziarului școlar asupra consumului de presă de către elevi. Studiu de caz: Israel. În: *Moldoscopia. Publicație periodică științifico-practică*. Nr. 1(98). Chișinău: CEP USM. ISSN 1812-2566. E-ISSN 2587-4063. CZU 070:37.091. DOI [https://doi.org/10.52388/1812-2566.2023.1\(98\).17](https://doi.org/10.52388/1812-2566.2023.1(98).17). Available: <https://uspee.md/wp-content/uploads/2023/09/Ilana-DAHAN.pdf> (category **B**)
2. DAHAN, I. The development of the school newspaper in Israel between 1948–1980: concept and product. În: *Studia Universitatis Moldaviae. Seria Științe ale educației*. Nr. 9 (169). Chisinau: CEP USM, 2024. pp. 2012-2017 ISSN 1857-2103. CZU: 070.489:37.091(569.4)"1948/1980". [https://doi.org/10.59295/sum9\(169\)2024\\_32](https://doi.org/10.59295/sum9(169)2024_32) Disponibil: [https://ojs.studiamsu.md/index.php/stiinte\\_educatiei/article/view/6023/8462](https://ojs.studiamsu.md/index.php/stiinte_educatiei/article/view/6023/8462) (category **B**)
3. DAHAN, I. Diasporal jewish school newspapers and childrens' hebrew commercial press journey between 19th century to the Israeli establishment. În: *Moldoscopia. Publicație periodică științifico-practică*. Nr. 2 (99). Chișinău: CEP USM, 2023. pp. 183-196. ISSN 1812-2566. E-ISSN 2587-4063. CZU 070(569.4). [https://doi.org/10.52388/1812-2566.2023.2\(99\).19](https://doi.org/10.52388/1812-2566.2023.2(99).19) ORCID: 0000-0002-3872-3111 Disponibil: [https://uspee.md/wp-content/uploads/2024/02/MS-nr.-223\\_FINAL-pentru-site.pdf](https://uspee.md/wp-content/uploads/2024/02/MS-nr.-223_FINAL-pentru-site.pdf) (category **B**)

### Articles in conference proceedings and other scientific events:

4. DAHAN, I. Freedom of Expression as a Factor Encouraging Creativity in the School Press. În: *Creativitatea in Jurnalism. Conferinta stiintifica nationala*. Chisinau: Moldova, 2023, pp. 86–90. ISBN 978-9975-62-533-3. [In English] CZU: [070:373]:351.751. ORCID: 0000-0002-3872-3111
5. DAHAN, I. The digital school newspaper phenomena in Israel in the last decade. În: *Integrare prin cercetare și inovare. Conferinta stiintifica nationala cu participare internațională. 7 - 8 noiembrie 2024*. Chisinau: USM, 2024. [In English]. ORCID: 0000-0002-3872-3111 (*to be published*)

### Other works and achievements specific to different scientific fields:

6. DAHAN, I. The degree of influence of the school newspaper on the student's personal expression. În: *Studia Universitatis Moldaviae. Economic and Communication Sciences Series*. No. 11 (01). Chisinau: CEP USM, 2023. ISSN 2587-4446. pp. 76-83. CZU: 070.48:159.923-057.87. DOI: [https://doi.org/10.59295/sum11\(01\)2023\\_10](https://doi.org/10.59295/sum11(01)2023_10) Available on: <https://economy.studiamsu.md/wp-content/uploads/2023/07/SUM-St.-econom-si-ale-comunic-1.pdf>

7. DAHAN, I. Teaching of communication and journalism in the secondary education system and its influence on the pupils. In: *Педагогическое образование: история, современность, перспективы*. Novgorod: Yaroslav University, Russia, 2016, pp. 152–157. ISBN 74.409. <https://www.elibrary.ru/item.asp?id=30044898> [In Russian].

## ANNOTATION

**Author:** DAHAN Ilana. **The degree of influence of the school newspaper on the student's personal expression.** PhD thesis in communication sciences at the specialty 571. 01 – Journalism and media processes. Chisinau, 2024.

**Thesis structure:** introduction, 3 chapters, general conclusions and recommendations, bibliography of 238 titles, 175 pages of main text and 25 appendices.

**Keywords:** school newspaper, effects, personal expression, media, mass communication, print and digital press, education, supervision, production model, Israel, Moldova

**The aim of the work:** examination of the ways in which school publications influence personal expression among pupils, theoretical substantiation, development and experimental validation of the pedagogical model for producing the school newspaper (TEACEN).

**Objectives:** analysis of the historical evolution of school newspapers; applying the research methodology of the influence of school newspapers on the way of personal expression of students; identifying the correlation between the level of students' exposure to the school newspaper and its influence on their personal expression; validation of the research model (TEACEN) for the creation of school newspapers: Technical, Educational, Activist, Content, Exterior, Newspaper; presenting conclusions about the relevance of the school newspaper today and providing recommendations for improving the school newspaper for the educational system, in general.

**Scientific novelty** consists in elucidating the specificity of journalistic activity in schools in Israel, as well as identifying trends in the development of school media in the world.

**The obtained result that contributes to the solution of an important scientific problem** consists in demonstrating the existence of the relationship between the variables of age, sex and the level of exposure to the newspaper, as well as presenting a model of the production of the school newspaper TEACEN

**The theoretical significance of the thesis** lies in the creation of a theoretical framework for the analysis of school media from a conceptual, structural and functional perspective.

**The value of the work:** is both scientific-didactic and practical by presenting the TEACEN model as a practical guide for the production of school newspapers for journalism teachers.

**Implementation of scientific results:** the scientific results were implemented through the publication of 7 articles and studies and through contributions to national and international conferences. The curriculum for the *Journalism* discipline was developed for pre-university educational institutions in Israel, at the request of the Ministry of Education in this country.

## ADNOTARE

**Autor:** DAHAN Ilana. **Gradul de influență a ziarului școlar asupra exprimării personale a elevului.** Teză de doctor în științe ale comunicării la specialitatea 571. 01 – Jurnalism și procese mediatice. Chișinău, 2024.

**Structura tezei:** introducere, trei capitole, concluzii generale și recomandări, bibliografie din 238 de titluri, textul de bază compus din 175 de pagini și 25 anexe.

**Cuvinte-cheie:** ziar școlar, influență, exprimare personală, mass-media, comunicare, presă tipărită și digitală, educație, supraveghere, model de producție, Israel, Moldova.

**Scopul lucrării:** rezidă în examinarea modalităților în care publicațiile școlare influențează asupra exprimării personale în rândul elevilor, precum și fundamentarea teoretică, elaborarea și validarea pe cale experimentală a modelului pedagogic de producere a ziarului școlar (TEACEN).

**Obiectivele cercetării:** analiza evoluției istorice a ziarelor școlare; aplicarea metodologiei de cercetare a influenței ziarelor școlare asupra modalității de exprimare personală a elevilor; identificarea corelării dintre nivelul de expunere a elevilor la ziarul școlar și influența acestuia asupra exprimării personale a acestora; validarea modelului de cercetare (TEACEN) pentru producerea ziarelor școlare: Tehnic, Educațional, Activist, Conținut, Exterior, Ziar (Technical, Educational, Activist, Content, Exterior, Newspaper); elaborarea de concluzii cu privire la relevanța ziarului școlar în zilele noastre și furnizarea de recomandări pentru îmbunătățirea ziarului școlar pentru sistemul de învățământ, în general.

**Noutatea și originalitatea științifică:** elucidarea specificității activității jurnalistice în cadrul școlilor din Israel, precum și identificarea tendințelor de dezvoltare a presei școlare în lume.

**Rezultatul obținut care contribuie la soluționarea unei probleme științifice importante** constă în demonstrarea existenței relației între variabilele de vârstă, sex și nivelul de expunere la ziar, precum și prezentarea unui model de producere a ziarului școlar.

**Semnificația teoretică a tezei** rezidă în crearea unui cadru teoretic de analiză a presei școlare din perspectivă conceptuală, structurală și funcțională.

**Valoarea aplicativă a lucrării** este atât de natură științifico-didactică, cât și practică, prin prezentarea modelului TEACEN drept ghid practic pentru producția de ziare școlare.

**Implementarea rezultatelor științifice:** rezultatele științifice au fost implementate prin publicarea a 7 articole științifice și prin contribuții la conferințe naționale și internaționale. A fost realizat curriculumul pentru disciplina *Jurnalism* pentru instituțiile de învățământ de nivel preuniversitar în Israel, la solicitarea Ministerului Educației din această țară.



## АННОТАЦИЯ

**Автор:** ДАХАН Илана. **Степень влияния школьной газеты на самовыражение ученика.**

Диссертация на соискание степени доктора коммуникационных наук, специальность 571.01 – Журналистика и медиапроцессы. Кишинев, 2024 г.

**Структура диссертации:** введение, три главы, общие выводы и рекомендации, библиография из 238 наименований, 175 страниц основного текста, 25 приложений.

**Ключевые слова:** школьная газета, эффекты, личное самовыражение, медиа, коммуникация, печатная и цифровая пресса, образование, супервизия, производственная модель, Израиль, Молдова.

**Цель и задачи диссертации:** изучение способов влияния школьных изданий на самовыражение среди учащихся, а также в теоретическом обосновании, разработке и экспериментальной проверке педагогической модели производства школьной газеты (TEACEN).

**Новизна и научная оригинальность** заключаются в выяснении специфики журналистской деятельности в школах, а также в выявлении тенденций развития школьных газет в мире.

**Полученный результат, способствующий решению важной научной проблемы** состоит в демонстрации существования связи между переменными как возраст, пол и уровнем воздействия газеты на ученика, а также в представлении модели производства школьной газеты TEACEN.

**Теоретическая ценность** заключается в создании теоретической основы для анализа школьных СМИ с концептуальной, структурной и функциональной точки зрения.

**Практическая ценность** носит одновременно научно-дидактический и практический характер, представляя модель TEACEN как практическое руководство по выпуску школьных газет для преподавателей журналистики в до вузовских образовательных учреждениях.

**Внедрение научных результатов:** научные результаты, полученные в ходе исследований, были использованы при написании 7-и научных статей и исследований, а также путем участия в национальных и международных конференциях. Была разработана учебная программа по дисциплине «Журналистика» для до вузовских образовательных учреждений Израиля по заказу Министерства образования этой страны.

**DAHAN ILANA**

**DEGREE OF INFLUENCE OF THE SCHOOL NEWSPAPER ON THE STUDENT'S  
PERSONAL EXPRESSION**

**571. 01 JOURNALISM AND MEDIA PROCESSES**

**Abstract of the doctoral thesis in communication sciences**

---

Approved for publishing: 25.06.2024

Paper size 60x84 1/16

Offset paper. Offset printing

No. of copies: 30

Printing sheets: 2.2

Order nr. 124/24

---

Editorial-Polygraphic Center of MSU  
60, Al. Mateevici Street, Chisinau, MD-2009