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

**SPECIALTY – 571.01. JOURNALISM AND MEDIA PROCESSES**

**Ph.D. thesis in sciences of communication**

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**GRADUL DE INFLUENȚĂ A ZIARULUI ȘCOLAR ASUPRA**

**EXPRIMĂRII PERSONALE A ELEVULUI**

**SPECIALITATEA – 571.01. JURNALISM ȘI PROCESE MEDIATICE**

**Teză de doctor în Științe ale comunicării**

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## ANNOTATION

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

**Thesis structure:** introduction, 3 chapters, conclusions and recommendations, bibliography of 238 titles, 175 pages of basic text, 22 tables, 5 formulas, 30 graphs, 3 illustrations and 25 appendices. The results are published in 7 scientific materials.

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

**The purpose of the research** lies in the examination of the ways in which school publications influence the personal expression among students, as well as the theoretical foundation, elaboration, and experimental validation of the pedagogical model of producing the SN (TEACEN).

**Objectives of the research:** Analyzing the development of school newspapers in time, according to historical aspects; Applying the research methodology of the school newspapers' influence on the students' personal expression; Identifying the correlation between the students' SN's exposure and its influence on their personal expression; Presenting the problems and challenges of realizing a SN nowadays the school staff involved confront with; Identifying the conditions needed for the optimization of school newspapers, considering technological development all around the world; Analyzing the correlation between the content of journalism curriculum in Israel and the content of school newspapers; Validating the research method of the model (TEACEN) for production of the school newspapers: Technical, Educational, Activist, Content, Exterior, Newspaper; Making conclusions regarding the relevance of the school newspaper and providing recommendations for the further activity of the schools' newspaper for the general education system.

**Scientific novelty:** Development of a comparative empirical research method that examines the effects of the authors and readers exposure to the school newspaper on their personal expression, using the innovative TEACEN pedagogical model to produce an optimized school newspaper as well as theoretical enrichment of the school journalism phenomenon research.

**The obtained result that contributes to the solution of an important scientific problem** consists in the correlation between the variables of age, gender, future professional orientation, needs and relevance to the newspaper exposure degree; presentation of a model for producing the school newspaper.

**Theoretical significance:** renewal and development of the school newspaper theoretical knowledge; theoretical discussion of the Israeli and Moldovan school press activity; theoretical model of developing the school newspaper production; creating a basis for future research in the sphere.

**The value of the work:** using the comparative research method and the TEACEN model as a practical guide for journalism teachers at school level.

**Implementation of scientific results:** publication of 7 scientific articles on the research topic; scientific contribution to national and international conferences; consultation at the Ministry of Education from Israel and at the Inspectorate for media and journalism from the same 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 lucrării:** introducere, 3 capitole, concluzii și recomandări generale, bibliografie cu 238 de titluri, 175 de pagini de text de bază, 22 de tabele, 5 formule, 30 de figuri, 3 ilustrații și 25 de anexe. Rezultatele obținute sunt publicate în 7 lucrări științifice.

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

**Scopul cercetării** 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; Prezentarea problemelor și provocărilor privind realizarea unui ziar școlar cu care se confruntă în prezent personalul școlar implicat; Identificarea condițiilor necesare pentru optimizarea procesului de producere a ziarelor școlare, reieșind din fenomenul de dezvoltare tehnologică din întreaga lume; Analiza corelării dintre conținutul curriculum-ului *Jurnalism* din Israel și conținutul ziarului școlar; Validarea modelului de cercetare (TEACEN) pentru realizarea 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:** Dezvoltarea unei metode de cercetare empirică comparativă care examinează efectele expunerii autorilor de publicații și cititorilor la ziarul școlar asupra exprimării lor personale, folosind modelul pedagogic inovator TEACEN pentru a produce un ziar școlar, precum și fundamentarea teoretică a studiului jurnalismului școlar.

**Rezultatul obținut care contribuie la soluționarea unei probleme științifice importante:** existența unei relații între variabilele de vârstă, sex, orientare profesională și nevoile elevilor raportate la nivelul de expunere a acestora la ziarul școlar; prezentarea unui model de producere a ziarului școlar.

**Semnificația teoretică a tezei:** reînnoirea și dezvoltarea cunoștințelor teoretice despre ziarul școlar; prezentarea aspectelor comparative a activității presei israeliene și moldovenești per general și a celei școlare, în particular; dezvoltarea unui model teoretic de producere a ziarului școlar; crearea unei baze teoretico-practice pentru viitoare cercetări în domeniu.

**Valoarea aplicativă a lucrării:** utilizarea metodei cercetării comparative și a modelului TEACEN drept ghid practic pentru profesorii de jurnalism în cadrul învățământului preuniversitar.

**Implementarea rezultatelor științifice:** publicarea a 7 articole științifice în domeniul cercetării; prezentarea rezultatelor științifice în domeniu la conferințe naționale și internaționale; consultanță în domeniu la Ministerul Educației din Israel și Inspectoratul pentru comunicare și jurnalism din aceeași țară.

## АННОТАЦИЯ

**Автор:** ДАХАН Плана. **Степень влияния школьной газеты на самовыражение ученика.** Кандидатская диссертация в области коммуникационных наук по специальности 571.01 – Журналистика и медиа процессы. Кишинев, 2024 г.

**Структура диссертации:** введение, 3 главы, выводы и рекомендации, библиография из 238 наименований, 175 страниц основного текста, 22 таблицы, 5 формул, 30 графиков, 3 иллюстраций и 25 приложений. Результаты опубликованы в 7 научных статьях.

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

**Цель исследования** заключается в изучении способов влияния школьных изданий на личное выражение среди учащихся, а также в теоретическом обосновании, разработке и экспериментальной проверке педагогической модели производства школьной газеты (TEACEN).

**Задачи исследования:** Анализ развития школьных газет, в соответствии с историческими аспектами; Применение методики исследования влияния школьных газет на самовыражение учащихся; Выявление корреляции между контактом учащихся со школьной газетой и ее влиянием на их личное самовыражение; Представление проблем и задач создания школьной газеты в настоящее время, с которыми сталкивается школьный персонал привлеченный к данной деятельности; Определение условий, необходимых для оптимизации создания школьных газет с учетом развития технологий во всем мире; Анализ корреляции между содержанием учебной программы по журналистике в Израиле и содержанием школьной газеты; Вариация метода исследования модели (TEACEN) для производства школьных газет: Технические аспекты, Образовательные аспекты, Активистские аспекты, Контактные аспекты, Экстерьерные аспекты, Газетные аспекты; Представление выводов об актуальности школьной газеты и рекомендации по дальнейшей деятельности школьной газеты для общей системы образования.

**Научная новизна и оригинальность:** Разработка метода сравнительного эмпирического исследования, изучающего влияние воздействия школьной газеты на личностное самовыражение авторов и читателей, с использованием инновационной педагогической модели TEACEN для создания школьной газеты, а также теоретического обогащения изучения школьной журналистики.

**Полученный результат, способствующий решению важной научной проблемы:** наличие зависимости между переменными возраста, пола, будущей профессиональной ориентации, потребности и релевантности степени воздействия газеты на ученика; предоставление модели выпуска школьной газеты.

**Теоретическая значимость диссертации:** обновление и развитие теоретических знаний о школьной газете; разработка теоретической модели производства школьной газеты; создание базы для будущих исследований в данной сфере.

**Прикладное значение произведения:** использование метода сравнительного исследования и модели TEACEN в качестве практического руководства для учителей.

**Внедрение научных результатов:** публикация 7 научных статей по теме работы; научный вклад в национальные и международные конференции; консультация Министерства образования Израиля и органа надзора за СМИ и журналистики в той же стране.

## **LIST OF ABBREVIATIONS**

ASC - Annenberg School for Communication  
BCC - Broadcasting Coordinating Council  
CA - The Audiovisual Council (Consiliul Audiovizualului)  
COVID-19 - Coronavirus disease 2019 -Corona  
DV - Dependent Variable  
IFJ - International Federation of Journalists  
IJC - The Independent Journalism Center in Moldova  
IMAS-INC a sociological company from Republic of Moldova  
IV - Independent Variable  
JEA - Journalism Education Association  
JS - Journalism Students  
NJS - Non-Journalism Students  
M.MEAN - The statistical average of a data set  
TEACEN MODEL - Technical-Educational-Activist-Content-Exterior-Newspaper MODEL  
MIT - Massachusetts Institute of Technology (in Cambridge)  
MOODLE- Modular Object-Oriented Dynamic Learning Environment  
NAAF - The Newspaper Association of America Foundation. Changed name to NMA News  
NEA - Newspaper Enterprise Association  
PCRM - Party of Communists from Republic of Moldova  
RFE/RL's - Radio Free Europe/Radio Liberty  
RSF - Reporters Without Borders  
SD - standard deviation  
SN - school newspaper  
SPSS - Statistical Package for the Social Sciences.  
SSFR - Soviet Socialist Federation of Russia  
TRM - Teleradio-Moldova - Moldovan public national radio and television broadcaster  
TVM - Television of Moldova  
UERT-EBU - European Broadcasting Union  
UNCRC - The United Nations Convention on the Rights of the Child  
UNESCO - United Nations Educational, Scientific and Cultural Organization  
WPFI - World Press Freedom Index



## INTRODUCTION

**The actuality and importance of the thesis subject** is in renewing the discussion regarding the school press effects on the students' personal expression and its relevance, given its current situation. Since the global crisis in the printed press, the school printed press has undergone many changes, especially regarding its transition to the digital press, but although this new evolution has not been documented significantly in the study [131], [65, p. 34], [194], [88]. Other significant reasons for the school press decrease are the change in the mass communication habits of the youth consumers that began to show more interest in the internet and in the social networks, while losing interest in the archaic media, the books, newspapers, and television [84, p. 545]. The high costs of the printed SN production were a massive factor that urged the school managers to support its transition to the free digital journalism [19], [62, p. 28], [59, p. 4], [131], [194]. The Israeli media supervision has also updated the journalism curriculum [158], as in the rest of the world, and emphasized the media literacy and digital journalism learning instead of the printed journalism, a step that followed the global educational trends which integrated advanced technologies in the schools in the beginning of the 21st century [100, p. 330]. Our research presents an actual and innovative discussion on the relevance of the school press, considering these events. The research actuality is also expressed in the perception of school journalism as interdisciplinary research, in which is an actual sphere of journalism study- in educational and mass communicational aspects. According to the research findings, only a holistic discussion - educational and mass communication one may promote the school newspaper and contribute to an egalitarian, progressive and democratic society. This educational concept was aimed to train students to consume mass communication under control, while developing criticism and free opinion senses, and in the future be able to show involvement and contribution to the society. The global study engagement in the school journalism phenomenon (as in Israel) has been for periods, and usually in view of the events and trends relevant to each epoch and time. For example, the early study of the '70th and '80th dealt with narrow social value aspects, as the censorship imposed on the SN contents [47, p. 85], [49, p. 3]. On the other hand, the later research (after 2008 press crisis), dealt with new aspects of the newspaper's effects such as cognitive and behavioral effects, and the new findings according to the research that this journalism has a significant contribution to the students in the short and long-time span [30, p. 405], [170], [17 p. 201], [59, p. 1], [79]. Our research actuality is also continuing the tradition of these studies, and in expanding them by laying down an innovative and broad theoretical and practical infrastructure, which may offer a solution to the actual situation in which the school journalism is in today, mainly as an online journalism activity without the ministry of education supervision, absent learning methods and the most concerning aspect- the

school management control over the online school journalism. As for the literature review, no educational or mass communication research was found of an experimental test case that dealt with the effects of the school press, nor any research using a comparative and correlational method of SN`s, as well as no solution was offered to the presented problem as for uncontrolled online school journalism. Hence, this research is actual in terms of the practical infrastructure - while proposing the innovative TEACEN model (see Appendix No. 1) for more efficient production of a SN. Therefore, our research has a significant **importance** because it re-engages in the field, by proving the SN relevance and the existence of its effects on students' personal expression. However, despite the optimism of our research findings, several limitations have been introduced since these effects` research field cannot always be proved. It is difficult to show unequivocally a correlation between students' SN`s exposure and its impact on the school students' personal expression. In addition, no studies in recent years evaluated the SN effects compared to online ones, or its relevance today in school due to some turbulent times such as the 2008 media crisis and Covid-19, so we cannot compare our research data to other studies.

**The purpose of the research** is to raise the awareness of several factors mainly of the researchers, the ministry of education and the media supervision about the school newspaper situation, to define the conditions for optimizing the SN cognitive, emotional, and behavioral-social effects on the students' personal expression, suggesting a school newspaper innovative model that may solve the school journalism situation and to increase its relevance from an Israeli experimental case study perspective.

**The objectives of the research are:** Analyzing the development of SN`s, according to historical aspects; Applying the research methodology of the SN`s` influence on the students` personal expression; Identifying the correlation between the students' SN`s exposure and its influence on their personal expression; Presenting the SN`s problems and challenges that the school staff confront with nowadays; Identifying the conditions needed for the optimization of SN`s, considering the global technological development; Analyzing the correlation between the content of journalism curriculum in Israel and the content of SN`s; Validating the research method of the SN production model (TEACEN); Providing conclusions and recommendations regarding the relevance of the SN for the further activity of the schools` newspaper for the general education system.

**The main hypothesis of the research** states that there is a correlation between the contribution of the SN and its relevance and the degree of the school students` exposure to it, depending on the research group. The more significant the students' SN exposure, the more significant are the SN`s impact, contribution and relevance. Since the students from the experimental group are more exposed to SN, the expectation is that they will be more influenced,

compared to the control group. Optimization of this exposure may contribute to the success of the school newspaper.

**The methodological support of the research** is based on Israeli experimental research conducted in a six-year high school, in which the SN serves as a case study. Several research methods were used in the experiment: A comparative research method examined the correlation between the variable - research group's exposure degree (prediction and control) taking part in the experiment and the variable - the effects of SN's exposure on the students' personal expression, its roles, and its relevance; A statistical quantitative research method collected and professed the data from the online questionnaires; A qualitative research method analyzed the bibliographic sources, and theoretical synthesis, as well as systematic generalization of the results; An adaptive research method evaluated the potential effects of the SN on the personal expression of the school students; An inductive research method drew the conclusions that will affect the rest of the population exposed to the SN. As part of the methodological tools the research offered a unique and innovative new model- **TEACEN model** (see Appendix No.1), which was elaborated from the research and the practical work with the school students and the school newspaper. This model offers to produce an effective SN based on micro results and conclusions and is intended to be used as a theoretical and practical tool for producing the SN effectively in other schools. The model is three-dimensional and refers to the content, the technical and the external dimensions. The methodology applied in this research is complex, because of the subject of the research - the effects of the SN on the personal expression of the students, its roles, and its relevance, have been founded in an interdisciplinary space of education and journalistic communication. This complexity is reflected in the research, both due to the number of variables that belong to two interdisciplinary content worlds, and due to the variable's examination, that affect the degree of SN's exposure (such as age, gender) and due to the variable's examination affected due to their SN exposure.

**The scientific novelty of the research** is reflected in the development of an empirical research method which newly compares between the SN writers and readers and its effects on their personal expression in an experimental case study offers a theoretical, practical, and innovative pedagogical TEACEN model (see Appendix No. 1) for the production of an effective SN by identifying the variables that optimize the SN or inhibit him. Using this method, the school journalism phenomenon will be examined in depth by the theoretical communication and journalism research in an interdisciplinary mass communicational and educational context examining new research variables that effects the SN, including age, gender, and mass communication future orientation. The theoretical research offers new insights of the mass communication models in general and of the educational ones in Israel and Moldova. Although

these are two different countries due to historical and political reasons, there were revealed important similarities between them: severe mass communication issues such as censorship and freedom of expression, globalization and tradition tendencies, commercial and social journalism battles and the democratic educational perception regarding the mass communication and journalism studies at the educational system- studied in depth by Israeli researchers [65], [172], [175], [137], [204], [88] and Moldavian researchers [227], [97], [210], [213], [214], [119], [168], [132]. This discussion forms an important contribution to the theoretical mass communication and journalism research and the education, in general, and in Israel and Moldova, in particular. This research offers an interdisciplinary educational and mass communication experimental research dealing with the effects of the school press, using a comparative and correlational method of SN's, as well offering a solution to the school newspaper problematic status today.

**The theoretical value of the thesis** lies in building a theoretical infrastructure that aims to link the newspaper's effects with improving the students' exposure conditions under the prism of interdisciplinary research in various aspects: in deepening a new theoretical knowledge about the SN effects that have not yet been studied; deepening new theoretical knowledge about the mass communication models of Israel compared to Moldova; in the development of a school journalism curriculum based on the insights of the research; in creating a theoretical basis for future research in the field of school journalism; and in the implementation and development of the model for producing the SN (TEACEN Model) (see Appendix No. 1), while conceptualizing professional terms related to the school journalism.

**The practical value of the thesis** lies in building a practical infrastructure that aims to link the newspaper's effects and the conditions' identification that affect the students exposure degree to the school newspaper under the prism of interdisciplinary research in various aspects: in developing, expanding and implementing the research method and model (TEACEN) in the SN's production in the education system in Israel; in finding the variables that hinder the optimization of students' SN's exposure; in contributing to the promotion of a positive experience in the SN production process for teachers, students, coordinators and supervisors of school press, managers, and any other educational body in the educational field; in using the practical information and experienced results from the SN production process as learning material in the professional training process; in application of the scientific results and the theoretical and practical models through scientific articles and national conferences; in deepening new theoretical knowledge regarding the SN's effects that have not been studied yet; in deepening new theoretical and practical knowledge about the mass communication models of Israel and Moldova; in developing a school journalism curriculum based on the insights of the

research; in creating a theoretical basis for future research in the school journalism field; and in implementing and developing the production model of the SN (TEACEN Model) (see Appendix No. 1), while conceptualizing professional terms related to the SN.

**The thesis compartments summary:**

*The thesis structure* is in accordance with the requirements specified in the doctoral thesis Moldova guide, and includes the thesis concentrated in a volume of 175 pages, a bibliography of 238 resources and 25 appendices.

The *Introduction* includes:

*The actuality and importance of the thesis* subject examines the actual school journalism phenomenon, effects, characteristics, and raises its relevance, given information about its decadence in recent years, especially after the 2008 global press crisis and the recent transformation to the online platform arising a severe situation of the online SN- as a conquered sphere by the school management instead of being a free journalism of the school students.

*The main purpose of the research* lays in the examination of the ways in which the SN influences the students' personal expression and its relevance and status today and promotion of its optimization. The main Objectives of the research are analyzing, applying, and validating the theoretical and practical research methodology, as well as offering conclusions and recommendations due to the research results regarding the SN relevance for the further activity of the schools' newspaper for the general education system in which the main purpose will be fulfilled.

*The main hypothesis of the research* based on the correlation between the SN influences degree on the student's personal expression and the relevance and status of the SN.

*The scientific novelty of the research* is based on an innovative, comparative, empirical research methodology that examines the SN effects on the writers and readers personal expression, using a new model (TEACEN model) to produce an optimized SN.

*The theoretical and practical value of the thesis* is based on renewing and developing the SN theoretical knowledge locally and broadly and realize it practically.

The theoretical foundation contains 3 chapters that include the research state description on the subject:

The first chapter, *Theoretical approaches in mass communication and journalism studies at school-level*, contextualizes the current research of SN's' interrelations with the students' freedom of speech and personal expression. This chapter divided into 2 parts: the first one deals with the history and development of mass communication research and school journalism: (1) The history of the landscape of the Israeli Hebrew mass communication and media model compared to the mass communication and media model in Moldova - a preliminary comparison;

(2) the early history of SN's in a global perspective; (3) the development of the early Hebrew Children' journalism and SN's at the diaspora; (4) the development of the school press newspapers before the establishment of the Israeli State; (5) the development of the school press newspapers since Israel's foundation until nowadays (6). The second one deals with the main approaches in communication and education in the communication and journalism studies at the school level: (7) the research effects approaches of the communication and journalism school studies on students; (8) mass communication and media education, and journalism curricula at the school level in Israel; (9) and the challenges in teaching communication and journalism in Israel. Notably, the literature review emphasizes the value of the school journalism contribution to the students exposed to it. The crisis of the printed school journalism as shown in the literature review emphasizes the need for the SN crucial aspects broader examination apart from evaluating its values and social aspects. It also reflects that there's a need for increased awareness to this situation by the media supervision system in the Israeli Ministry of Education in order to continue the SN's production. The review contends that the struggle between online and printed journalism caused a loss of young readers that prefer Internet and television rather than printed newspapers and books. The first chapter also presents the scholarship's praise of the influence and contribution of SN on cognitive, emotional, and behavioral aspects of their readers' personality, the mass communication studies contribution to students in civic and democratic education, in supplying them essential knowledge, developing personal skills and critical thinking, expression of opinion, development of civic awareness and involvement in the society. The chapter emphasizes the fact that mass communication and journalism studies at school level, in their current constellation today, seem to be another obstacle in promoting practical journalism studies and newspaper production at school. Significantly, the chapter criticizes the school managements, and the media supervision negation of the printed SN by choosing to produce a free online format without any supervision and moreover in a format that serves almost completely the management and not the school students, which led to the almost complete disappearance of the free-spirited and democratic SN.

The second chapter, *Methodology and findings of the research of school newspaper effects on students' personal expression*, critically presents relevant research methods according to its purpose and objectives. The main research purpose is to examine the ways in which school newspaper influences the student's personal expression, and the theoretical foundation, elaboration, and experimental validation of the pedagogical model of the SN producing by the recommended TEACEN model. The comparative method examines and identifies the correlation between the research groups students' exposure to the Ort kramim SN (which is used as a test case in this research), and its influence on their personal expression on the cognitive, emotional,

and behavioral-social level, the SN status, the degree of its relevance and the extent in which the SN fulfills needs and roles among these students, and analyzing the correlation between the content of journalism curriculum in Israel and the content of SN's. The research uses a unique comparison method between the research groups students that are exposed to the SN, the group of writers, which is the experimental group, and the group of readers, which is the control group. The research findings are presented later in the chapter. The chapter includes a quantitative analysis of the scientific results in relation to the research hypotheses. The research groups' statistical means (averages) and standard deviations are also shown. The data examined in this chapter in relation to the main research questions and hypotheses.

The third chapter, *The SN - an instrument of influence on students' personal expression*, discusses and analyzes the findings that emerged in the second chapter. The discussion deals with the exposure degree of the research groups students to the SN and its effect on their personal expression, all of this in relation to the findings of research theories and cases described in the field and mentioned throughout the literature review. The discussion is made in relation to the main conditions that optimize the SN effects on the personal expression of the research students; Discusses the five hypotheses that were placed at the research base following the SN's exposure: the cognitive, emotional, and social behavioral effects, the needs, and functions that the SN fulfills and its status and relevance. In addition, this chapter discusses the advantages of the research method, its limitations, and the results of the research, as well as the difficulties that accompany the attempt to optimize the conditions for extracting the positive effects of the SN on the students' personal expression.

**The general conclusions** summarize our research and its limitations and highlight this research's prominent insights and explorations: In recent years, printed school newspaper, within the communication and journalism studies formal framework, has experienced a massive crisis and almost completely disappeared and transformed to an online one. This situation is a natural process, but it has created a new problem due to the growing phenomenon of online SN without supervision's guidance, which results a newspaper that serves mainly the management and not the school students. Our research tries to examine to what degree the SN influences the personal expression of the school students, and what are the factors that lead to this exhaustion and to find a solution to these two problems as by producing it with the theoretical and practical model recommended in the work. For the first time, this phenomenon was examined from an interdisciplinary original point of view, educational and communicational aspects which are an important conclusion that an optimized SN must be treated by these two spheres. the inquiry performed in this innovative Israeli research in a successful SN, while conducting a comparison for the first time between the SN writers and readers, an essential research method in order to

overview the mutual and controversial points between them regarding the status and relevance of the SN.

**The recommendations** are based on the results obtained in this study with reference to several aspects to each of the parties involved at several levels: at the institutional level; the school management; the school level: journalism coordinators and teachers, educators and professional teachers; at the decision and policy makers level, the supervision of the media in the Ministry of Education; the parents; the research level, and other educational authorities which are interested in producing a successful model of the SN and enjoying its practical implications successfully with the TEACEN model. The research ends with suggestions for further research in which we find more professional questions, problems, dilemmas, and controversies stimulated by the current research and might be thoroughly investigated by mass communication, educational and cultural research in the future.

**The bibliography** contains hundreds of resources (238) related to the research topic, mainly of mass communication and journalism influences and school studies sphere. The resources are both classical and modern ones by Israeli researchers and by the global research scene, 49 classical resources and 189 online resources.



## **CHAPTER 1. THEORETICAL APPROACHES IN MASS COMMUNICATION AND JOURNALISM STUDIES AT SCHOOL LEVEL**

The research of the mass communication effects began with the understanding that they have a significant power and possible harmful effects, especially, upon children and youth. The research delineated several theories, with the difference between the research traditions referring to the many aspects of mass communication effects on children and youth, and the development of the mass communication and media education policy, with reference to the journalism classes and its main product, the SN. The promotion of the communication and journalism studies in the education system was necessary to produce tools, which may neutralize the mass communication manipulations, its harmful effects, and by using the mass communication advantages, including the SN, for the benefit of the students. These issues, in their Israeli context, interrelate with the local mass communication's history, development and challenges. The theoretical knowledge presented in this chapter serves the realization of the purpose and objectives set and presented in the introduction to the thesis. The literature analysis makes it possible to evaluate the research approach in the areas discussed in this work, which also outlines the way to develop a research method that is suitable for the research.

**The main purpose and objectives** of this theoretical review analyze the SN's development, alongside the technological and educational development, and examine the ways in which school publications influence the personal expression among students, and by using the theoretical and practical model of producing the SN (TEACEN) for its optimization.

Thus, the literature review in this chapter will concentrate on the following topics in 2 main sub-chapters: **(1.1) History and development of the research of mass communication and school journalism**: The history of the landscape of the Israeli Hebrew mass communication and media compared to the mass communication and media model in Moldova - a preliminary comparison; The development of children's and school journalism in global, diasporal and Israeli perspectives in the years before the Israeli establishment; The SN's development stages in Israel: from print to digital, between 1948 – 2023; **(1.2) Main approaches in communication effects and mass communication & journalism education at school level**: research effects approaches of mass communication & journalism studies on students; Communication education and Curricula for journalism studies at Israeli school level; The Israeli challenges in teaching communication and journalism.

The review purpose, apart from expanding these research topics, to emphasize the value of the school journalism contribution to the students exposed to it.

## **1.1 History and development of the research of mass communication and school journalism.**

The literature review, which deals with the study development of school mass communication and journalism studies, constitutes an important infrastructure for the research proposed in this work. This research traces the factors that led the SN, as a media product in the education system, and reveals that despite its determined role to promote democracy and freedom of expression, it didn't completely succeed. Moreover, its transformation in the late years hasn't been researched profoundly. The framework of journalistic activity is an important starting point in our research, as it effects the way the education system perceives it, and in the process, the challenges and dilemmas that accompany it, such as pedagogical value issues, funding, recognition, involvement, and censorship. The theoretical discussion in the various education frameworks, defined the education system as a "triple system", based on formal, informal and non-formal education [46, p. 29], [33], [67]. This review focuses on the school journalistic activity conducted in two types of educational frameworks: formal, and informal journalistic activity [Ibid.]. The framework of the informal activity in the schools was integrated at the beginning of the 19th century, usually after school hours [23, p. 21], [204]. In the next section, the review will focus on three main aspects: the history of the Israeli Hebrew media vis-à-vis the historical development of the media model in Moldova; The development of children's journalism and SN's (journalism) in a global, diasporic perspective and during the period of the Jewish settlement and the British mandate in the Land of Israel until 1948. The third reviews the SN development in Israel between 1948 - 2023: from print to digital. The second review frame focuses on three aspects: history and development of mass communication and journalism research at school level, main approaches in mass communication and journalism studies at school, and the challenges in teaching mass communication and journalism at school.

**1.1.1 History of Israeli Hebrew mass communication and media landscape.** This review deals with the Israel and Moldova mass communication and media model development, according to main topics: globalization versus traditional values - commercial and private media versus public state media, control of the media: between freedom of expression and censorship, the press, and the journalists. The review reveals 4 stages of the medium development historical model (Caspi): intrusion, establishment, defense and adaptation and its interpretations [10, p.34], [130, p. 707]. The theoretical review of the media situation in Israel and Moldova is a comparative, innovative and original research review, with the reference of several researchers from Israel and Moldova. The examination is preliminary and introduces an important background for the school mass communication and journalism education. The purpose of the review, besides expanding knowledge in the field, is the understanding that historical,

geopolitical, social, economic and media circumstances, whether local or global, influence the media education design.

**A. History of Israeli Hebrew mass communication and media.** The Israeli media model has developed and established itself throughout the years of the existence of the State of Israel since its establishment during three main periods: from 1948 to 1990, the first years of establishing a democratic media model, from the 1990s until the crisis in the media and the print press in 2008- years of establishing the Western model And the beginning of the digitization era, and from the crisis until 2023, years of media progress. The theoretical review of the state of the media in Israel sheds light on various phenomena that shaped the media and the media as they are today. According to the historical development model of the media [10, p. 34], [130], the breaking through stage of the Internet, (which is the first stage of 4 stages of development) in the first decade of the 21st century, actually changed the world of communication, in general, and the branch of the printed press, in particular, also affected the printed school press and the strengthening of the home digital press a library In the second stage, the digital press, and in the process, the school digital press, begins to establish itself in the education system and changes the known reality in it, when the media supervision, the management, the teachers and the students for the media, found themselves preparing themselves in front of a new media reality with the new digital medium at its center. At those stages, the printed press is becoming redundant, however it is conducting a close fight in which it defends itself in these years of the first and second decade of the 21st century, against the digital press. Today, in the third decade of the 21st century, the battle has been almost ended, as the education system has accepted the digital SN, which can declare an impressive establishment and adaptation in the arena of school press today.

**The history of the Hebrew media:** The Hebrew media has a very rich history, even before the establishment of the State of Israel in 1948 [20], [6]. The Hebrew press began in 1672, during the Ottoman period in the Land of Israel until 1948 [35]. During that period that lasted about 400 years, until 1917, the first weekly newspapers in Hebrew were founded "Halevanon" (1863) [99], "Chavatselet" (1863) [25, p. 181]. Later, the Hebrew media continued to develop in the Land of Israel even during the establishment of the British Mandate in the Land of Israel between 1922-1948, which allegedly sought to create conditions that would allow the establishment of a national home for the Jewish people in the Land of Israel, but in fact-imposed restrictions on various areas of life, among them the journalistic media [212, p. 11]. As a result, some of the communication means were used underground, such as the illegal radio run by the Jewish underground, which fought against the British mandate [212]. During these years, several prominent media (exists to this day) were established. One of them, for example, is Haaretz [98]

an influential but small liberal newspaper founded in Jerusalem in 1918 [212], and the radio station "Voice of Jerusalem" [144].

**1. First period: 1948-1990: the beginning of the consolidation of the democratic Israeli media model.** The State of Israel was established in 1948, as an independent democratic state, after many years of exile, but the Hebrew media began to formulate its characteristics and identity, even in the years before its establishment, in exile and simultaneously during the periods of Ottoman rule and the British Mandate in the Land of Israel, using the Hebrew-language press and radio [212], [39, p. 47] In the first days after its establishment, the State of Israel was forced to defend herself against enemies [172], a security and political situation that has always been characteristic, challenged by Islamic fundamentalist organizations, terrorist organizations and hostile Arab republics, surrounding authorities and dictatorships, and on the other hand, the ongoing Israeli occupation of the Palestinian territories in the West Bank since 1967 [172], [175]. It was into this infrastructure that the Israeli media was established in its early days as a body supporting the regime morally and security, whether out of desire or out of necessity.

In its first years as an independent state, Israel adhered to socialist and national values. The media were mobilized, more than once, during security struggles and broadcast with one voice to raise national morale and unify the people. However, from the mid-1970s to the beginning of the 1980s, globalization and westernization trends began to take over Israel, and in the process, the media, which began to reflect conservative capitalist and new-liberal values. In the 1980s, one can already see clear trends of Western, and especially American, effects on many branches of communication [117].

In Israel in the early years, several state media were established that were subsidized by the public, and censorship was enforced on them with high frequency, especially in the 1970s and especially during times of war ("Yom Kippur" War 1973). Until the 1990s, the Broadcasting Authority neutralized public broadcasting from direct political influence and was the only body in Israel that operated the majority of radio broadcasts [110] and the Basic Law of Statehood and the Military [212] and the educational and public television broadcasts that were established in the late 1960s and whose contents were subject to censorship from time to time [215], [96], [127]. Although television began to operate in the countries of the Western world about 3 decades before the State of Israel, it was still not received with enthusiasm, when the first Prime Minister, David Ben-Gurion, opposed the introduction of television to Israel on the grounds that its content was shallow. Only following public pressure, the government activated educational television in 1966 and was in fact the world's first country whose educational television broadcasts preceded general or commercial television broadcasts. Sometimes the supervision of

television was also due to religious reasons. In the 1970s, television broadcasts on Shabbat, the day considered holy from a Jewish point of view, were stopped by the decision of Israeli Prime Minister Golda Meir, and it returned to broadcasting all days of the week including Shabbat night only by virtue of the order of the High Court of Justice. In the first two decades since the establishment of the state, there was extensive activity of the political partisan press of the Labor Party, which headed the government for about 30 years (1948-1977). This government made sure to periodically censor "sensitive" content that was supposed to be published in newspapers and was identified with a political ideology different from its own [172]. Although the media was guaranteed by significant decisions of the Israeli Supreme Court [175], [204] and Freedom of Information Act [175]. In 1986, the Israeli government allowed the establishment of private and commercial media entities that would compete with the state and public media.

In the first two decades after the establishment of the state and until 1970, there was extensive activity of political, partisan daily newspapers, alongside popular and popular private newspapers, some of which were founded during the British Mandate period and most of which explicitly supported the social democratic regime of the Labor Party. The partisan press, which was the most widespread, saw the rise of several newspapers that opposed it, among the most prominent being the communist newspaper "Kol Ha'am" ("The Voice of the People") [204] and the radical liberal weekly magazine "Haolam Haze" [172]. Starting in the 1960s, the balance of power began to change, when the private press prevailed over the party press [40, p. 415]. Some of those veteran newspapers have survived to this day, such as the Yedioth Ahronoth newspaper [237], which was the first and largest private daily newspaper in Israel for decades until the establishment of the state, until it was defeated in 1948 by the "Maariv" [143] newspaper founded by journalists of "Yedioth Ahronoth" [237]. In the 1970s, the newspaper returned to great popularity and commercially defeated "Maariv". At the same time as the common private newspapers, there were also foreign daily newspaper in many languages, the most were in English, Arabic and Russian, which goal was to reach a wide circulation among the new immigrants to Israel. In the `80th and `90th, the press developed and changed fundamentally, as the media bodies, which until then were state-owned, began to be run by several prominent organizations, and the "partial" press began to disappear.

The development of the journalistic profession began with the integration of journalists in the Hebrew press even before the establishment of the State of Israel, during the British Mandate [212]. With the establishment of the state, the profession of journalism was often a function of political and security ideology. Although this profession is considered, for the most part, socially valuable, government control, along with the censorship imposed during times of emergency on the broadcast networks and the press in the first years of the country, prevented journalists from

fulfilling their duties faithfully, especially when the mainstream press in Israel represented the ruling party, which damaged the prestige of the profession [172], [175].

**2. Second period: 1990-2008.** In the 1990s, there was a significant development in the old means of communication in Israel and especially in the creation of new areas of communication such as cellular communication, Internet, commercial television, and multi-channel television. Under these changes, a new Israeli communication model was introduced, in which new broadcasting and supervision laws were introduced, with wider freedom of expression [39, p. 47], [40, p. 415], [171], [172], [174, p. 169]. With the beginning of the 2000s, communication began to undergo an accelerated digitization process and transition to mobile and available technologies.

During the 1990s, globalization, capitalism and westernization began to make their mark on many walks of life, including the media industry. Little by little, the state and public media in Israel turned into a commercial media, which followed the western, multi-channel model, in the satellite and cable service [117]. These trends led Israeli society to gradually abandon the socialist and nationalistic values that characterized it at the beginning of its journey and turn to more radical directions of capitalism and neoliberalism that began in the 1970s. In 1990, private and commercial broadcasts of multi-channel television, local and foreign, were added, such as multi-channel satellite television services, [94], [115], [117], [144], [227]. Many of the state media, which were singular until the 1990s and served as the “tribe’s hearth” for the Israeli consumers, became regionally distributed and local niches were added in the press, radio, and television, with local culture, and multi-channel broadcasts. In the 2000s, high-speed Internet penetrated every home in Israel and with it began the phenomenon of the global village, which created an artificial proximity with similar interests among many surfers around the world.

The media systems went through many changes in the 1990s until the crisis in 2008, due to the digitization process that took place in all Israeli media systems, which was mostly regulated by the Ministry of Communications [117]. In the early 1990s, with the addition of private and commercial television channels, the statutory corporation of the Second Television and Radio Authority was established, and the Israel Broadcasting Authority Law was enacted [110]. This corporation was responsible for maintaining commercial television and radio broadcasts in Israel, on national television stations and regional radio stations, and for supervising them [40], [124]. Despite these legislations regulating the radio broadcasts, a boom began during the 1990s in the pirate radio stations [Ibid.], alongside the establishment of legal radio stations of the regional radio and the organization of the military stations, but at the same time the legal radio had low percentages of exposure, compared to television. In the early 2000s, radio began to recover, and even more regional radio stations were opened. The private local

radio networks were also under the supervision of the Second Broadcasting Authority [158]. Following the proliferation of channels, a gradual transition of viewers from the public state television, which had a single channel, to the commercial television that broadcast with a central channel (channel 2), and multi-channel satellite broadcasts were added [26], [67], [144], and cables, which were supervised by the Ministry of Communications [68]. Satellite television was not censored by the government, as it was not within its area of responsibility, and thus lost the ability to shape the information that reached viewers. In 2002, a new commercial channel, Channel 10, was added alongside Channels 1 and 2, which competed, under the supervision of the Second Authority for Television and Radio [44], [124]. In the early 2000s, the Internet entered the field of communication and allowed surfers access to information that was not controlled or supervised.

The press underwent a change under the influence of the global globalization and westernization trends with the privatization of the press and the increase in the economic share of the large newspaper chains by decentralization to the whole country with the beginning of the circulation of the local press. In the 1990s, reading newspapers was very common in Israel and the newspapers that were central in the first years since the establishment of the state continued to be common [138]. They were also subject to internal and external supervision [44], [85], [89], [96], [205]. However, in this decade several newspapers that were popular before were closed. The most popular newspapers in the first years since the establishment of the state continued to be popular even in the last decade of the 20th century, and especially the most popular were the newspaper "Haaretz" [98] from the left side of the political map, and the newspapers "Maariv" [143], "Yediot Ahronoth" [237] and "news" that belonged to the central and right side of the political map. They continued to serve their loyal readership and began to explore the direction of digital media from the middle of the first decade of the 21st century [138]. In these years, power struggles between these newspaper chains for circulation control and acquisition of additional readership stood out [89], [96]. In 2007, "Israel Hayom", a new daily distributed for free, politically identified as right-wing, entered the press arena, and changed the local press face to this day [44]. The journalism profession underwent a significant change in the 1990s with the press privatization, which led to the development of a more liberal press, and invited more jobs, although the tensions between the government and the owners of the press were sometimes combined [172].

*Mass communication and media education in Israel.* the printed SN, which was conducted until the 1990s mainly in the informal framework of the school [67], was anchored for the first time in the framework of communication studies in high schools, within the framework of improvised curricula, which were often changed considering the needs and historical

circumstances. But despite the change in the status of the SN, it continues to suffer from increasing censorship and the involvement of the education faculty and teachers, which harmed the students' motivation to act in the newspaper [49, p. 3], [177], [230].

**3. Third period: 2008-2023 Israeli media in transition – from print to digital.** The Israeli media in the last 15 years since, 2008 world media, crisis includes dozens of mass media, in print, radio, television networks and broad press, printed but mostly online and they play an important role in political and social life. Some are privately owned, and mostly controlled by three large privately owned corporations. Today, the media is still monitored and regulated because of the security threats existence that continue to affect the State of Israel, and therefore there is still supervision over publications that may harm public security [110]. However, censorship in Israel is considered less strict than in other countries. The Israeli population consists of a Jews majority (about 80%), Westerners and other ethnic minorities (20%), who find an answer to their media needs in the abundance offered by the press, television, and radio channels in the various languages [65], [96], [137], [172], [175], [186].

Globalization, capitalism and westernization reached their peak in Israel in the years after the crisis in the media world in 2008. The state media lost its power, and it had to change its image and start focusing on raising funds from advertising, although the public subsidy continued to exist [44]. Many threats have arisen against the statutory state media on a frequent basis, a struggle that continues to this very day on the question of whether it is necessary to remain a neutral channel that strives to examine the field of Israeli society with eyes free from commercialism and political interests, alongside commercial considerations. On the other hand, in the commercial media market, the same channels are still popular for decades, such as Channel 2 [70]. The television arena continues to be joined by other forces that fight each other, such as the multi-channel television broadcasts of "Yes" Satellite Television from 2000, against the cable television of "Hot" in 2003 and the broadcasts of global corporations "Netflix" since 2016 and "Apple" in -2019 [227]. The local Internet has become very strong and includes traditional media and journalism, and social networks have begun to capture a large share of consumers, especially young people [84], [117]. In these years, the printed press is in a severe crisis, while its place is being taken by the large Israeli websites that provide information, news, commentary, and gossip, throughout the hours of the day. Among them are "Ynet", owned by the "Yediot Aharonot" corporation [237], "Mako", owned by the "Rainbow" television broadcasting corporation which also operates 'Channel 2', and "Walla!", owned by "Bezeq", one of the largest media companies in Israel which also owns on "Yes" satellite TV [94], [75], [144]. The main press (the powerful press in Israel) is adapting to the Internet and producing online versions of the printed newspapers, most of them free [65], [130]. Radio is characterized by layering and



pluralism, and you can find many local and foreign radio stations. In the last decade, the online press in Israel, as in the rest of the world, fails to maintain effective media oversight arrangements. From the point of view of consumers, some will say that this is ideal, and some will say that hacking is celebrated. The editing of the content, as well as the fake news, may be the "Achilles heel" (weak point) of the press and it has already caused quite a few omissions and defamation lawsuits [65], [111].

The media industry continued to be supervised even during these period and new regulations and laws were even added to it, following the new media introduction. Today, the Israeli media industry does not have a single body that brings together all the existing government regulators, which sometimes creates duplication in control and enforcement [235]. The main regulators currently operating in the communications market are the Ministry of Communications, which oversees the regulation of cellular companies, local and international landline telephony, the Internet, and radio; the Second Authority for Television and Radio, which supervises the commercial broadcasts on television and radio; and the Council for Cable Broadcasting and Satellite Broadcasting in the Ministry of Communications. In 2011, the analog television broadcasts in Israel were replaced by a free digital broadcast of 5 channels in the "Idan Plus" project, which is overseen by the Second Authority for Television and Radio [96], [110], [186]. In 2014, the Public Broadcasting Law in Israel was approved, and it ordered the closure of the Broadcasting Authority that had operated in Israel since 1965, and in 2015 the "Israeli Broadcasting Corporation" (Public Broadcasting Law) [110] was established to replace this previous authority. This corporation operates television, radio, digital, news divisions in Hebrew and Arabic, and is the largest body of content in Israel (known as "Kan"), with the legal entity of the Broadcasting Authority [137], [215]. operates in this intermediary, between the supervising organizations and the industry people, while having many conflicts between them. On the one hand, the regulator still seeks to protect public safety against the disclosure of sensitive publications (although the censor's decisions can be appealed to a special committee, which usually do not change their minds) [136], and on the other hand, the traders in the industry seek to maximize their profits, often at the expense of the public [138]. Freedom of expression concerning the issue of professional and ethical conflicts, and the determination of broadcasting policy are frequently studied by Israeli researchers [44], [87], [89], [96], [205], [235]. In Israel, there are currently two bodies that broadcast nationwide: "Voice of Israel" of the Broadcasting Authority, which includes 8 broadcasting stations as well as military radio broadcasts, as well as regional radio, supervised by the Second Authority for Television and Radio. In addition, there are radio broadcasts on the Internet and pirate radio, whose broadcasts are illegal and operating without a license from the Ministry of Communications constitutes a criminal offense [44],

[124]. The press has self-regulating and supervisory organizations that are non-governmental, such as the Press Council established in 1963, whose purpose is to maintain the freedom of the press and the rules of journalistic ethics in Israel [184]. Press freedom but there is no permit to produce newspapers without a government permit, and there is also a ban on the publication of incitement to violence, or issues that may harm in national security.

Since the crisis in the print press in 2008, the press in Israel has gone through a rapid digitization process and tried to deal with the digital press. After the crisis, the printed press had to defend itself and adapt to the new situation when it began to operate in two formats of print and internet distribution. To this day, most of the major newspapers still exist in a hybrid format, but the printed press is much more limited than the digital press in terms of circulation and explosiveness, with all daily newspapers, weeklies and magazines now privately owned. There are several notable newspapers, including two quality newspapers, "Haaretz" ("The State" in Hebrew) [98] and "Makor Rishon" ("First Source" in Hebrew) [145] These newspapers also maintain an online activity that has increased the number of consumers and revenues, along with two more popular newspapers that are identified with the right-wing political map – "Israel Hayom" ("Israel Today" in Hebrew) [109], the largest free newspaper in the country, and "Yediot Aharonot" ("Last News" in Hebrew) [237]. At the beginning of Internet journalism, the research that dealt with it and its effects on the rest of the media, and especially on the printed press, was divided into two. Lehman-Wilzig [129], for example, already predicted in 2007 that the print press would disappear, with the introduction of the internet press, a prophecy that was largely fulfilled. After him, a few scholars later held the same belief as well [24, p. 7], [65], [84], [106], [231]. Unlike them, Caspi (2011) [65] and later by others, [37] they believed that just as several mediums entered the Israeli arena in the past, did not push the feet of the mediums that preceded them, so would be the fate of the print press. However, Caspi [65] did not ignore the consequences of the global crisis on the print press in Israel, which significantly reduced its activity and scope. According to Caspi in 2011 [Ibid. p. 34] the printed press was in a period of transition from the defensive stage to the stage of adapting to the online press. As of 2023, the printed press is on a clear downward trend [225]. This decade, from 2011 until today, was characterized by the economic establishment of the online press, the frequent struggle of the mainly large newspapers "Yediot Aharonot" [237], "Haaretz"[98], and "Maariv",[143] in changing and adapting to the digital press and assimilating the new technology [65], [225]. The Israeli T. V. also in a position where it must frequently defend itself against the Internet and respond to it. In this war, the major newspapers adopted flexible marketing methods such as their digital versions on the web, lowering the newspapers prices, producing weekend press only and promotions for subscribers. Today there are various online newspapers in Israel: the main

language is Hebrew, and at the same time there are websites in most of the languages spoken in Israel, mainly Russian and Arabic. Most of the online newspapers are privately owned, but there are also public, or party owned ones and a significant amount of sectoral press for women and Arabs [19], [68]. Starting from the second decade of the 21st century, there are several main types of information websites in Israel, most of them are online newspapers and each one represents a pattern of adaptation of the printed newspaper and the media to the reality in which the Internet and the Internet press are leading: an online edition of a printed newspaper, an independent online newspaper, at the same time as a printed newspaper, print edition of an online newspaper, independent online newspapers, general portals and private entrepreneur sites [65].

In these turbulent years, and especially after the media crisis, and the internet strengthening, and the digital press, the printed press, and the journalists, had to reinvent themselves, learn new technologies and sometimes also "supplement income", in other fields or completely to change their profession [37]. On the other hand, the Internet and the Internet journalism grew stronger and expanded the employment opportunities. The newspaper corporation owned by Amos Shoken, for example, launched in 1996. A Hebrew portal or the first of its kind in which it offered many jobs and today it is one of the most important and largest portals in Israel [103]. The many possibilities inherent on the Internet have expanded the journalism expansion, and amateur journalists have also been added to its ranks as a profession or as a hobby, something that has sometimes increased the role of the professional journalist. The boom in websites made it possible for the citizen journalist to impress the public with his writing ability and to share investigative or magazine journalism in the blogs that exist in abundance on the net [65]. For example, in the first and second decades of the 21st century, the phenomenon of "reporters in slippers" was popular in you post - "News of surfers in Israel" the online site for citizen journalism [191].

Media and journalism studies that began in most global educational systems towards the end of the 1980s, had common educational goals, of growing a rational citizen who could deal with the great effects of the media and its manipulations, especially on children and youth. In Israel, too, media studies began to be officially integrated into the education system in the early 1990s, when the media profession was elective subject [233].

**B. Development of the media model in Moldova.** The media in Moldova has gone through many upheavals over the years, mainly because of political and social circumstances imposed on it. For many years it was under the control of the government of the Soviet Union until it gained independence in 1991, but even after that it continued to be influenced by the shadow of its Soviet past, as the change took place gradually and a step towards the adoption of

democratic, westernized, and global symbols. In the following review, the characteristics that led to the design of the media model that is used in Moldova today will be analyzed according to a number of prominent researchers from Moldova and mainly according to De Vrieze et.al [76], Lungu [140], [141], [142], Milewski [227], Guzun [97], Stepanov [213], [214], Lescu & Moraru [92], Gogu [181], Moraru [168], Lescu [132], Marin [148] and according to communication studies researchers in Moldova and România like Șpac [210], Khandrabura, Gryu & Șpac [119], Gonta [93]. The media model in Moldova as it has developed to date can be characterized by dividing it into three main periods: until 1991, decades in which Moldova was under Soviet control and until the dissolution of the Soviet Union, from 1991, a period that marked the beginning of the transition from one media model to another, with the transformation of Moldova into an independent republic and the third period from 2009 after the economic crisis in Russia which was a turning point in the influence on the media until 2023.

**1. First period: the years of Soviet rule until 1991 and its influence on the media in Moldova.** For decades, Moldova was under the control of the Soviet Union government, which affected its essence and shaped, among other things, the media. Soviet control in those years blocked the development of many social systems in Moldova and within it the communication system. However, according to Stepanov [214], the so-called government instituted a policy of "democratization" that dictated changes in many systems, including the media, which gradually became more flexible, even though the mass media still operated based on the old mechanisms (state censorship, party monopoly, etc.). In the late 1980s, before the independence of Moldova, there was an awakening of national sentiment, which led, among other things, to the establishment of popular cultural and political groups that received official recognition and the definition of the Moldavian language as the official language, while returning to the Latin alphabet instead of Russian [155] The first democratic elections for the Supreme Soviet (Parliament of the Soviet Union) of the SSR (Russian Soviet Federative Socialist Republic) were held in 1990, in which the Popular Front won, many changes were made, not always to the satisfaction of the minorities, such as changing the name of the republic to "Soviet Socialist Republic of Moldova", and it was declared sovereign. In 1991, the official name of the country was changed to the Republic of Moldova and the name of the Supreme Soviet was changed to the Moldovan Parliament [169]. Later, during the 1991 Soviet coup attempt in Moscow against Gorbachev, Moldova declared its support for Russian President Yeltsin, who led the countercoup in Moscow. In August 1991, following the coup collapse, Moldova declared its separation from the Soviet Union and its independence, and in 1992 the country obtained official recognition as an independent country in the United Nations.

In the years of transition, from the totalitarian to the liberal system, Moldova faced global social, economic, and cultural transformations that affected the media and intensified the phenomenon of competition between traditional and commercial media. According to Stepanov [52], however, this accelerated transition was not an easy challenge for the emerging Moldavian mass media industry, which encountered financing problems, the development of new technological capabilities in a digital age, the need to train journalists for new professional requirements, the competitive market and dealing with advertisers. The result was instability, with an old system that had difficulty functioning as before, in front of new systems that were at the beginning of their journey and were not yet operating optimally.

*The supervision of the Moldavian media.* Also in Moldova, as in Israel, the media and the press were state and public at the beginning, and in some cases, they are still so today. As such, the exercise of freedom of speech depended on government decisions. Since until the 1990s Moldova was under Soviet rule, the limits of freedom of expression in the various media bodies were defined by virtue of government decisions [213]. The various media in Moldova, which were for many years under the control of the Soviet Union government, at least officially until 1991, were subsidized by the public and censored. Even following the new press laws of the democratic parliament and the broadcasting law that gave citizens the opportunity to become owners, the privatization of the press was not possible due to a political decision. As a result, the Soviet media remained the same state media, and the newly founded media had to overcome legal restrictions before it could compete with the state press [155]. For example, television and the press are two means of communication that have encountered difficulty in exercising freedom of expression. The first republican state television (USSR) TVM (Television of Moldova), founded in Moldova in 1958, was only replaced in 1990 by privately owned television. In general, during the period of Soviet control, most of the channels were news and owned by the state, which is also supervised by it. Only after the fall of the Soviet Union, television gained significant momentum [168]. In those years, the issue of freedom of expression was also problematic in the press, since it was often not realized, and far from it, it was abolished by force [76].

*The press in Moldova.* In those years when Moldova was under Soviet rule, the press was state-owned and could not be privatized due to a political decision [155]. As of 1990, 240 newspapers (of which 97 in Romanian) and 68 periodicals (of which 35 in Romanian) published in Moldova. The main daily newspaper in Moldova produced by the government was "Moldova Suverană" [166] and is printed in Chisinau in the Romanian language with 100,000 copies a day. Until 2009, the printed press was the information main source for only 3% of the citizens in Moldova and only about 10% of the population read new sources newspapers [76], [170].

The social press developed in the Republic of Moldova as a consolidating process in the face of historical circumstances and events. According to Stepanov [214], to understand the essence of this press, it is necessary to trace its appearance in the period when it was part of the Soviet mass media. The Communist Party of the Soviet Union had an absolute monopoly on the mass media, including the press that could not run economically, administratively or with freedom of speech. The government imposed official censorship on the contents and actions of the journalists, strict supervision was imposed on the editorial policy in accordance with the party policy, it was forbidden to criticize the ruling party and the state or glorify them, and thus the press was instructed to conduct itself in a standard manner while conforming to the party policy.

*The profession of journalism in Moldova*, also in Moldova, as in Israel, the development of the profession of journalism according to the accepted standards of freedom of expression, the public's right to know and other rights, was and remains a function of political and economic policy. According to Guzun [97], although during the period of Soviet control in Moldova this profession was considered prestigious and valuable, the ongoing state monopoly on broadcasting networks and the press, which imposed government enforcement and censorship, did not allow the journalist to fulfill the role of representing the society in front of the authorities.

**2. Second period- 1991-2009 - a country in transition - first years of independence in the media until the economic collapse in Russia.** After gaining independence: in the early 1990s, upon gaining independence, the Republic of Moldova faced a new reality in which it had to produce a political, social, and cultural essence, after years of being ruled by the Soviets. However, it was not enough to develop signs of independence and identity, such as the return to the Latin script and the achievement of political and civil liberties, since the goal was to educate the population to a way of thinking and acting according to democratic and new principles, since the previous period had severe consequences for the citizen and society. According to Stepanov [213] in the second half of the 1990s, the mass media began to focus on topics that until then were taboo, on social, political, and economic problems, in view of the formation of a new social and class stratification, which created a social imbalance with new power relations. The social changes that took place against the background of the economic crisis included an increase in unemployment, a decrease in income, a deterioration in social infrastructure, the education system, health, culture, and personal security, with a significant part of the new problems being related to the processes of globalization and the opening of the country's borders (financial crisis, illegal immigration, traffic, etc.). As a result, the population lost faith in the social and democratic reform that was supposed to bring change. Into this reality, local media began to grow, and in the process, social journalism, which places the citizen at the top of priorities list,

with the aim of helping him easily adapt to the new socio-political and economic reality and contributing to the new process of socialization in the transition to communism [Ibid.], [148].

As in Israel, a process of moving away from traditional media features began in Moldova, because of globalization and westernization, especially since 1990 - a process that might have been expected, considering the transformation of Moldova into a democratic republic. Under the change of government, Moldova began to assimilate democratic principles, global and capitalist effects, which were reflected in commercial, stratified and more westernized media, which moved away from its traditional characteristics [64], [168], [213]. Starting with 1993, Moldova began to distance itself from Romania with steps that were reflected, for example, in the use of "Moldovan language" instead of "Romanian language", the change of the national anthem and the introduction of a new national currency. However, in the background of this change, the shadow of the Soviet regime was still present, which still had a great hold on the media and the local press, with expressions of linguistic duality and a growing cultural diversity that illustrated the stronghold of the Russians on the media in Moldova, which combined content in the Russian and Romanian languages [132], [169]. However, the desire to break away from the shackles of the past allowed foreign investments to invest money in the revival of audiovisual media in the Romanian language, while sharing part of the advertising revenue, which until then was concentrated in the Russian press. Although the media in Moldova has always been bilingual (Romanian and Russian), the Russian media often prevailed over the Romanian one, when for many years over 50 percent of the national market belonged to the Russian-language media [155]. In the first years since its independence, Moldova suffered from political and economic instability that clouded the growth of various industries, among them the media. The financial crisis in Russia in 1998, Moldova's main economic partner at the time, created an economic crisis in the country, with most of the population living below the poverty line with the highest percentages of emigration. In 2000, Moldova became a parliamentary republic in which the president was elected by three-fifths of the votes in the parliament and no longer directly by the people. Between 2001-2009 the Communist Party of Moldova returned to power and the country became the first post-Soviet country since a Communist Party returned to power. However, an attempt by the government to introduce the Russian language as the second state language, along with compulsory schooling, failed due to a mass protest. In 2003, Moldova made efforts to get closer to the European Union. In the late 1990s and especially after the global communications crisis in 2008, the printed press in Moldova began the process of digitization and designing a new identity of the liberal social press [97], [213], [214].

*Regulation of the media in Moldova.* Between the years 1991-2010 the media was still characterized as state media, subsidized by the public, and open censorship was imposed on the

local and party press. The Moldavian media continued to experience difficult times even during the ruling period of the Communist Party (2001-2009), [196] which was socially conservative, influenced by the Moldavian Orthodox Church and Voronin's views were reflected in it and its members were considered pro-Soviet populist Party of Communists (PCRM) [76] during which the media was far from independent, as it continued to be seen as an instrument of political influence, as in the Soviet period. Only a few media managed to maintain their independence, due to the "lack of democratic traditions, insufficient financial resources, poor management and marketing skills, and self-censorship" [Ibid]. However, during that period the Broadcasting Code of 2006 is the law that regulated the field of communication. The code also defined the responsibilities and powers of the independent authority that oversees it, which states that the BCC (Broadcasting Coordinating Council's) [55] should allocate at least 70% of the frequencies to programs in the state language (Moldovan/Romanian language). From 1996, the status of private televisions changed with the receipt of broadcasting licenses. The first ones [155], when the national/public television channel "Moldova 1" was and still is the main source of information for national information in Moldova (IMAS-INC Chisinau [108]). Until 2013 the state-owned radio and television broadcasts are Teleradio-Moldova (TRM) [55], which included the television channels "Moldova 1" and international television and are financed from the state budget under the Broadcasting Code of Moldova by a supervisory board that ensures that its activities serve the public interest. In 2009 the Court of Human Rights recognized a violation of freedom of expression and unjustified harm in TRM journalists [Ibid.], especially when at that time these broadcasts were made in rural areas that had no access to alternative sources of information [76]. As a result of these changes, the totalitarian model of the media was replaced (according to which the state fully realizes its coercive potential, controlling all mass media activity, which is a branch or a tool of power) in the liberal model, and at the same time, to the public service model of the press. According to Stepanov [214] one of the problems of the liberal model is that the laws of the market, which became the factors that regulate the activities of media institutions, created negative phenomena, such as concentration of ownership and monopoly in the media field. Hence, within this gap, enters the model of social responsibility, the concept of which took shape in the USA in the mid-1950s, as the media has a responsibility towards society and bringing the social benefits to the individual. Therefore, it is desirable that the mass media should not be owned by the state in order not to serve them but the people, and it should have freedom of action.

Freedom of speech and the press freedom are still far from been absolute in Moldova. You can see the difficulty in implementing it within the press, since many times it was canceled by force [76]. Citizens' access to information is not always possible due to inconsistent



enforcement on the subject, due to laws enacted on the subject that blocked access to sensitive information related to state secrets. Another manifestation of the violation of freedom of expression is represented by heavy penalties imposed on journalists for defamation for publishing information. The purpose of this decision is to influence the media to cultivate self-censorship. [Ibid] Evidence of this can be found in the evaluations of foreign international bodies that evaluated the Moldovan press in 2009 as "unfree", and according to the freedom of the press "Freedom House" - World Press Freedom Index (WPF) [85].

The press in Moldova after years in which it was not possible to privatize the state press due to political decisions and the new press laws, it was possible to see the beginning of a change in the press with the establishment of an independent news service that operated between 1992-2009 called Basa Press [58]. In the late 1990s, and especially after the global crisis in the print press in 2008, the print press in Moldova began the process of digitization and shaping a new identity of the liberal social press [97], [213], [214]. The new reality also affected the emerging press in Moldova, as a tool that reflects the social reality and as having a new social status. The press was henceforth characterized by a freer activity for journalists, adapting the information to the audience and not according to political dictates, developing private journalism, adding journalistic genres, and training journalists. In this new reality, a captivating social press emerged with its own concept and character, serving the public, a liberal model instead of the totalitarian one that existed before. The Moldova social journalism development is requested due to the many changes it experienced. In essence, it could give society what it needed - treatment of burning issues that interested the public, regardless of social or class affiliation, while involving the citizen in decision-making, integrating them into social life, coalescing around values and behaviors, as defined by Stepanov (2015) [214].

During the period of Soviet control in Moldova, government enforcement and censorship was imposed on the journalist's actions, so he was unable to fulfill his role as a representative of society in front of the authorities [97]. During the 1990s, there was a change in the status of journalists, when various media organizations, such as Teleradio-Moldova [55] regulated the status and self-regulation of journalists, expanding their professional codes, and in 1999, a code of ethics was even adopted by the organization of journalists in Moldova, Moldova Journalists Union [107]. At this time, the Moldavian press also began to implement a new model of liberal social journalism, in which the journalist had an important role as a public messenger and representative in front of the government and administrative institutions [97], [213], [214]. At the end of the first decade of the millennium, a press council was established by six civil parties to increase the professionalism of the written press and to mediate conflicts between readers and the press [76]. After the economic collapse in Russia in 2009, the journalist's salary was low. A

change in the definition of the profession occurred at the end of the 1990s into the millennium, when the Moldavian press began to implement a new model of liberal social journalism, in which the journalist had an important role as a public messenger and representative. In front of the institutions of government and administration [Ibid.].

**3. Third period 2009 - 2023 - between crisis and media awakening.** The events preceding this period in Moldova, both in the political, economic, and social fields, and in the media fields, were stormy and full of upheavals. In the post-Soviet period, which was characterized by instability with liberal, democratic, and socialist administrations and the deterioration of relations between it and Russia, led Moldova to move closer to the European Union and to draw up action plans that included communication progress. As a country in transition, Moldova's communication system began a process of continuous change, the main of which was realized in 2009, with the arrival of foreign investments that introduced a new dynamic to the Moldovan communication field [148], [173]. The "Twitter Revolution" (or by its other name "the weapon of democracy") from 2009, was considered one of the most prominent events from a media point of view in Moldova, which reflected the effects of Westernization and globalization with the use of advanced information technology such as Twitter and Facebook, which succeeded in leading a political and social process [211]. The protest, which got out of control due to incidents of violence, led to the undermining of the political climate and new elections, with the communists losing the possibility of a pro-European coalition. Media pluralism improved during this period, private ownership flourished in most major television, radio, and newspaper channels, but ownership transparency was still lacking, and concentration was not effectively regulated [209]. In 2009, there was a flourishing and pluralism in the press in Moldova, although only about 10% of the population read newspapers and a relatively high number of media with high viewing percentages for television, which was considered a reliable source of information in the eyes of most of the inhabitants of the republic [76], [170]. In 2014, about 64 TV channels, 57 radio stations and 400 printed publications operated in the Republic. The independent authority supervising the media in Moldova was the BBC Broadcasting Coordination Council, with most of the programs in the national language. In the third decade of the 21st century, important political events changed the face of the political map and affected the rest of life, including the media. In 2021, for the first time, a woman from the Western Peruvian party was elected prime minister. In 2022, senior government officials were arrested due to criminal incidents and local and regional instability prevailed, with a greater division of Moldova's pro-Western and pro-Russian factions and Russia's invasion of Ukraine. In 2023 the prime minister was replaced.

*Supervision and censorship in Moldova.* The independent authority that supervises the media in Moldova, which is the Broadcasting Coordinating Council BBC is the independent authority that supervises the existence of the broadcasting code of 2006, according to which most of the frequencies of the programs will be in the state language [14, p. ?]. During this period the media in Moldova is regularly used as a tool to promote the commercial or political interests of their owners, especially during election campaigns. Regulations require broadcasters to submit a program for election coverage and to declare ownership structures, but several channels failed to do so in 2014. However, the independent authority that oversees the media in Moldova is the one that is supposed to ensure the existence of freedom of expression according to the Moldovan constitution [179], when in general, as a country in transition, the media system of Moldova is undergoing change [148]. Moldova's media legislation is currently considered quite good, although the issue of freedom of expression in general, and as it is expressed in the press, is not always realized according to the Moldovan constitution [76]. The regulatory authority that oversees the public and private media in Moldova is CCA -the Coordinating Council (Consiliul Coordonator al Audiovizualului - CCA), which is supposed to ensure the existence of freedom of expression according to the Moldovan Constitution [179], but in practice its implementation is problematic, because many of the members of the Council are appointed by the Moldovan Parliament who do not represent the public interest [76]. After the change of government in 2009, with the rise of the "European Integration Alliance" to power, attempts were made to advance the reform in the media industry with the aim of increasing transparency and pluralism while wanting to promote social interests. However, as of 2015, there was no specific law in Moldova that defines the transparency of media ownership [209]. In 2014, the council suspended for six months the state-owned Russian broadcaster, "Russia 24", due to the lack of pluralism after complaints from the liberal reformist party "Ampii", and other Russian channels were also warned for the same matter. In the same year, the Supreme Court of Moldova obliged the broadcasters to broadcast at least one third of the programs in local productions and screen time for programs in Romanian, with the support of "The Freedom House", an American non-profit organization whose aim is to promote issues of democracy, political freedom, and human rights around the world [85]. In 2015, amendments were proposed to the freedom expression law and in 2018 a new law prohibited media propaganda by Russian television in Moldova [213].

In the second decade of the 21st century, the printed press in Moldova was traditionally divided according to languages, mainly Romanian and Russian, when the media, and thereby the press, was more beholden to the owners than to the public. At that time, the print press was concentrated mainly in the city of Chisinau, the capital of Moldova, when the regional press was

not considered particularly developed, and most newspapers already had online editions. Several major newspapers exist in Moldova: the main Romanian-language daily newspaper is *Moldova Suverana* [166], which is produced by the parliamentary government, also produces the Russian-language newspapers “*Sfatul Țării*” and “*Nezavisimaia Moldova*” [133]. Other major newspapers include ‘*Rabochiy Tiraspol*’ (Slavs newspaper in Transnistria), “*Țara*”, “*Tineretul Moldovei/Molodezh Moldovi*” and “*Viața satului*” [226], a government-produced newspaper. Also, one of the prominent journals on cultural matters is “*Literatura și Arta*”, produced by the Union of Writers of Moldova. Another Romanian journal is “*Viața Basarabiei*” (“*My Life in Serbia*”) [66], which was originally the most important literary and political journal in Bessarabia between the two world wars. The newspaper was a voice for cultural innovation, a veteran who opposed the centralization of Romanian governments and a local ethos. The magazine was revived in 2002. One of the most profitable journalism branches is “*Journal de Chisinau*” started as a weekly magazine and became in-time as IMAS-INC company [76], [108].

The profession of journalism - a change in the definition of the profession took place at the end of the 1990s into the millennium, when the Moldavian press began to realize a new model of liberal social journalism, in which the journalist had an important role as a public messenger and his representative in front of the institutions of government and administration [97]. Today, the press law and journalists are regulated within the press law, according to which any censorship of newspapers and periodicals or interference in the activities of journalists is prohibited. In addition, journalists and media owners act according to their own ethics since most journalist contracts do not protect the journalist's freedom within the organization [209]. For the most part, journalists in Moldova enjoy freedom of expression [188]. However, several cases are known in which journalists were attacked or threatened with the publication of sensitive information [85], and in some cases arrests of journalists were even reported, against the background of issues of freedom of expression, and there are even known cases in which newspapers from Russia were prevented from entering Moldova in 2015-2016 [140]. There are also known cases in which freedom of expression is prevented by political pressure or a ban on the presence of journalists at meetings of the parliament [127].

**C. Similarities and differences between the media model of Israel and Moldova.** The literature review, which examined the development of the media model in Israel and Moldova, referred to several main issues, which serve as an infrastructure for understanding the development of media education, journalism, and school journalism. Examining these issues illustrated the confrontation of these countries with different but also similar tensions, as a function of political, social, cultural, and economic circumstances: globalization versus traditional values - commercial and private versus public state communication, control of the

communication, between freedom of expression and censorship and the state of the press and the status of journalists. Israel and Moldova developed differently and at different times as two countries, whether under protection or sovereignty, from a geopolitical, social, cultural, economic and media point of view. They won their independence at different points in time. This fact constitutes an important point of departure that explains the various factors that influenced the development of communication in each of these countries, and in the process, the development of communication studies in the education and research system, which also began to develop at different points in time [123], with a gap at the starting point in favor of Israel. At the same time, along with the difference between these two relatively young countries, quite a few similarities were also found between their two media models, in general, and regarding their approach to media education, within that. The emergence of the media educational method of media and journalism studies in schools in these countries is a function of both historical, political, social, cultural, economic, and educational events, and the emergence of the media models, of the Israeli media, which is identified as a democratic Western model, and the media in Moldova, which is identified as a liberal model with a democracy taking shape. The educational approach of these two countries in relation to media studies follows universal western approaches of media education, which was formed on the knees of democracy and freedom of expression. The following short overview concerning the development of communication education in Israel compared to Moldova is only preliminary. In the last section of this chapter, an overview of the development of media and journalism studies in Israel will be presented in detail.

Israel and Moldova are two countries that developed in different ways and at different times from a political, geopolitical, social, economic and media point of view. Israel received its independence in 1948 after long years of struggle and after the trauma of the Holocaust and became a parliamentary democratic country about four decades before Moldova broke away from the shackles of Soviet rule and became a democratic republic.

**Mass communication education in Israel and Moldova.** Like the historical review of the development of media models in Israel and Moldova, a review that revealed similarities and differences, the development of media education in these countries revealed similar findings in relation to their connection to universal dictates of media studies, with certain gaps revealed in relation to the degree of media and journalistic activity in schools. The study of media education began mainly in the 1980s, first in the United States and then in Europe, along with the development of the media, which at that time were known to have effects on children and youth, effects that were mainly attributed to television, and later, were joined by studies that touched on the destructive effects of the Internet and social networks on this age group, with the spread of

the Internet and the expansion of the phenomena of digitization and globalization. The study of communication education went through a phase and was accelerated at the global level in the face of the growing involvement of the consumer public, on the one hand, and on the other hand, due to the need to help the citizen to conduct himself in the era of the abundance of information flowing from all sides, while receiving tools to deal with manipulative, false and shallow materials, in democratic countries, such as Israel and Moldova. In these countries, freedom of expression is a value with reservations, therefore communication education has great meaning and importance, as a tool that should support democracy and eradicate negative phenomena such as the prevention of freedom of expression. Meanwhile, a tool like the SN was defined from the beginning as a tool for promoting democracy, which enables the expression of freedom of speech in the education system and promotes the growth of a developed, intelligent, educated citizen who is involved in society and politics. Communication education as it is perceived today has changed and developed and is included in many educational systems and it carries the same global goals, and in Israel and Moldova. However, despite its importance, the studies of mass communication and media literacy are regulated in the secondary education system only as an optional subject and not mandatory. Today, in the third decade of the 21st century, communication and journalism education studies are undergoing constant changes, especially in the current decade, while trying to adapt to the development of national and global digital journalism, with an emphasis on digital media literacy.

In Israel, communication education has officially begun at the education system framework also in the late 80`s in the western world. The school profession of communication was defined under communication education as an elective subject, with a curriculum in journalistic communication for matriculation, under the media supervision [233]. The development of research that dealt with educational themes of the media in Israel in the 1970s - he was aware of the many effects on children and youth, especially those that were attributed negative effects such as television, and he tended to follow Western theories, mainly American and European. Alongside this study, a study was developed that dealt with educational system failure to exercise freedom of expression through the school press [123]. The neglect of the SN is reflected in its perception by the school system, which planted it in the informal framework after school hours, with minimal production, excessive involvement of the educational staff and imposition of censorship from time to time [49, p. 3], [230]. Only in 1990 beginning the SN officially integrated into the communication studies for matriculation at the school [12]. The printed SN, which until then was used within the **informal education framework** of the school [67], was anchored for the first time within the framework of high school communication studies, under improvisatory curricula, which changed often considering historical needs and

circumstances. But despite the change in the status of the SN, it continues to suffer from growing censorship and the involvement of the educational school staff and communication teachers and parents which damaged the students' motivation to act in the newspaper [49, p. 3], [177], [230]. After the 2008 global crisis in the print press, the SN had to go through a rapid digitization process, against the unwilling of most journalism students and communication teachers [65], [218]. The reasons that led to this step were due to the need of the hour, to deal with the growing strength of the Internet and the suppression of television, the book and the newspaper, the encouragement of the management because the digital press has lower costs regarding its production, compared to the print press, and the new trends of the Ministry of Education, which preferred to keep pace with technological progress. This trend was adopted by the media supervision of the mass communication and media and led it to change the journalism curriculum, while introducing many emphases introducing digital media literacy [2, p. 71], [206]. The updated curriculum progressed the process of moving to a hybrid model of digital school journalism, alongside maintaining the production of printed SN, which affected its place in the education system [56]. Since 1990s until 2023, the SN continues to exist under two entities, the informal framework, mostly in elementary and middle schools, while in high schools it usually operates in the formal framework as an elective course in media studies, alongside other elective courses such as cinema, television, radio, photography, marketing and advertising and new media, with most SN's being produced in digital format [67], in both the supervisory frameworks, the theoretical media supervision [161], and the Technological media supervision [20], [165].

Media education in Moldova as in Israel and the research that deals with this field, grew in countries with a dominant liberal ideology, as a function of historical, social, educational, pedagogical and media circumstances. The study of communication education developed in Moldova, mainly from a pedagogical point of view that was influenced by classical and modern theories and followed the vision and standards of communication education developed by UNESCO (United Nations Educational, Scientific and Cultural Organization) and the European Parliament. According to Järviemi (2022) [81], the considerations inherent in media education in Moldova, as one of the European countries, correspond with the European considerations in media education, which arise from the increasing consumption of the media, the addiction, the dependence, and the ongoing decline, with the provision of tools in the hands of children and youth, especially in dealing with them and with the manipulations, fake news, and boycotts of the media and instilling values for democracy and civic involvement. The media education research in Moldova, which is considered relatively new and narrow, is reflected in the research of worldwide renowned and veteran researchers such as Lasswell [125], Katz & Lazarsfeld

[114], [115], [116], McLuhan [118], McCombs & Shaw [150], Gerbner [86], Masterman [149], Postman [182], Katz [113], Lowery & DEfleur [139] and with new researches in the 21st century such as Buckingham [63], Bobkowski [59], and Gross et.al [95], and with a number of important Moldavian scientists as Stepanov [213], [214], Moraru [118], [168], Lescu [132], and Milewski [227]. In recent years, and especially since the second decade of the 21st century, a flourishing has begun in the field of communication research and media literacy in Moldova, especially by a few female researchers who have contributed significantly to this field from a pedagogical point of view among them, Șpac [210], Gogu [91], Khandrabura, Gryu & Șpac [119], and Gonta [93]. The beginning of the research in the field of media education in the Republic of Moldova began in 2014 by the Moldovan Ministry of Education with the support of the United States Embassy, and then with the support of the Center for Independent Journalism IJC and the free Radio Europa Liberă în Chișinău who launched the project to "promote communication literacy among the citizens of Moldova". In this framework, curricula, teacher trainings, conferences and trainings were developed. As part of the curriculum development and the formation of the educational vision of communication teaching, various simulation educational activities were developed, such as watching videos and analyzing them, analyzing examples from the news and journalistic articles, while developing thinking skills and practicing media situations dealt with expression freedom. Today, in 2023, media education in Moldova is developing in the formal and informal framework, mainly among children and youth and their integration in IJC Radio Free Europe (IJC and Radio Europa Liberă), in journalistic writing and in watching television, while developing critical thinking and getting tools to identify false news (fake news) [91]. Over the past decade (mainly since 2015) new educational and governmental programs and initiatives have been developed and launched in the educational system to promote media literacy in Moldova schools such as: an elective study program "Communication Education"; new national curriculum for 3rd-4th graders including TV and video learning [119]. In order to promote civic education; the "Supplemental Didactic Guide for Teachers and Students: Media Education (3rd and 4th Grades)" for strengthening the freedom of expression; implementation of the 3rd and 4th grade curriculum in various schools [ibid.]; learning and practicing news; significant increase in the number of mass communication and media students with pedagogical support; massive mass communication teacher training; initiatives by volunteers and organizations in order to give the children and youth tools to deal with the media manipulation. According to Temel (2018) [217] media education in Moldova is in the early stages of its development as a social educational system, and is of utmost importance, especially when it comes to promoting democratic processes, rights and freedoms of citizens and social responsibility. To realize its goals, the media education promoters must take several important



steps, including considering the target audience's relationship to the media and the media itself, and its influence on this audience, expanding the media's target audience, not only to the school student's audience in realizing the goals of media education. Therefore, there is a need to encourage the public to acquire skills of critical thinking towards texts and media products, to carry out educational actions to increase the security of personal information, to train students for the various stages after graduation, a national concept must be taken for the development of media in short and long-term programs and their implementation in social practice. In the same context there is a need to adapt this national concept of media development in a satisfactory manner with the policies of European, international and UNESCO organizations. From this point, free media must be developed as an essential condition for the society democratization, the maintenance of the rights and freedoms of the citizen and his involvement in the socio-political life of the country [80], [147].

Conclusions can be drawn following the research review of communication education in Israel and Moldova: Mass communication and journalism studies have a transformative effect on shaping the students' perception of the means of communication and the media, their perspectives, and skills, developing the sense of criticism and observation of the information transmitted through the media, while receiving tools to sort and clarify the truth from the false, honest sharing versus manipulation. Also, communication education shapes the future perception of journalism students, not only at the school level, but also influence their life path after graduation. The review revealed that communication education has common lines and goals in a broad educational vision also in the context of **communication education in Israel and Moldova**: 1. Cultural context in Israel: In Israel, mass media studies and journalism are deeply embedded in the cultural and geopolitical landscape. Students explore the intricacies of media through diversity and complex narratives. The curriculum often refers to the role of the media in shaping public opinion, and reflects the unique challenges and opportunities presented by the Israeli media landscape; 2. Media pluralism in Moldova: Moldova, with its diverse linguistic and cultural effects, offers a unique environment for studying mass communication and journalism. Students engage in communicative pluralism, examining how different linguistic communities consume and contribute to communication. This exposure fosters an understanding of communication between diverse audiences, an essential skill in the global media landscape; 3. Freedom of expression and democratic values in Israel and Moldova: are still far from being completely realized in these countries due to political and historical circumstances, this despite the fact the communication and journalism studies goal is to promote the democracy values in the education system, to shape students as involved and contributing citizens and to receive tools to deal with media manipulations and develop a criticism sense towards society levels; 4. Global

perspectives in the curriculum: Both Israel and Moldova recognize the importance of global perspectives in their media curricula. The studies often incorporate international case studies, ensuring that students are well versed in global communication trends, challenges, and innovations. This global outlook prepares graduates to navigate the interconnected nature of today's media landscape; 5. Technological integration: Israel and Moldova, like many countries, witnessed rapid technological change in the media industry. Mass communication and journalism studies emphasize technological integration, ensuring that students are proficient in digital tools, multimedia tools, and data journalism. These skills aren't only relevant at the local level but also in line with global industry standards; 6. Journalistic ethics and social responsibility: Both countries place an emphasis on journalistic ethics and social responsibility within their media education. Students learn to navigate the delicate balance between expression freedom and ethical responsibility associated with communication practices. These values contribute to socially conscious media citizens.

In conclusion, the process of formation and development of communication education in any setting, including Israel and Moldova, is a function of various factors such as political, economic, social, technological, and global factors. The core of media education, as a long-term educational activity in these countries, is the cultivation of an aware and responsible citizen in a democratic society with local and global beliefs and perceptions regarding the place of democracy in our lives today, in the meantime, the realization of human rights and the basic right to freedom of expression, access to information and thwarting media manipulations that aim to undermine the foundations of democracy. And the truth, when media education is considered part of these rights.

### **1.1.2 Children's and school's newspapers at global, diaspora and Israel before 1948.**

The following review inspects three different arenas, in which children's journalism and school journalism operated and developed, which were similar in their characteristics to student journalism in today's schools: in the first arena - the development of school journalism in a global perspective, in the second arena - the development of children's journalism and school journalism in the Hebrew language (or in combination The place or language of the Jews (in Yiddish) in the diaspora, from the end of the 19th century until today in Europe and the United States, and in the third arena - the development of this press during the period of the Jewish settlement and the British mandate in the Land of Israel until 1948. The framework of journalistic activity in schools operated from the beginning, and in fact to this day, mainly in three educational environments and were managed accordingly according to each of the categories: 1. SN's written by the adults, mainly teachers or administrators, and they included opinions and personal columns, stories and poems and things of amusement; 2. Newspapers

written by students and containing experiences at school and their immediate or distant environment, articles, stories, poems, opinions, social and academic life, news, comics, drawings and illustrations, jokes and riddles; 3. And newspapers were written in a combined manner by both students and adults, mainly educators, but also by parents and people outside the school, and they contained content similar to the content of the newspapers in the first two categories. The editorial policy was often a function of the type of school, the population, managerial concepts, the framework of formal or informal activity, and sometimes also the spirit of the times [22, p. 251], [23, p. 7]. The theoretical research dealt extensively with the educational framework of journalistic activity due to its decisive influence on the perception of the education system in terms of the allocation of economic or pedagogical resources to this field. The research distinguished between 3 types of frameworks of activity in the education system, of which school journalism was also a part: the formal framework, the informal framework, and the non-formal framework [33], [12]. In this study refer may to journalistic activity in two types of frameworks: School journalism in the **formal** framework, and school journalism in the **informal** framework, a framework in which it operated at the beginning and is considered an organized, systematic educational framework outside the framework of the formal education system and provides different groups with unique educational patterns under targeted and purposeful guidance [Ibid.], [95]. The research used to study the **informal education framework in Israel** [23, p. 29], [33], as they mainly point to five sub-definitions for this education framework (when the most relevant framework for journalistic activity in Israel refers to 'informal education within a school' and 'informal education outside a school'): 1. *Informal education within the school*- relevant to our research, includes, among others, the field of social-value-community education. The field of youth promotion and various programs within the field of youth and community; 2. *'State informal education'*- The informal education provided by the state - "a hybrid type similar to formal and informal education [120 p. 224]; 3. *'Semi-formal education'*- informal, semi-educational and formal school activities that take place in the school, which aim to promote educational goals that are not included in the normal curriculum, such as journalistic activity within the student council [36, p. 22]; 4. *'additional'-'alternative'-'complementary'*`- According to Dror (2001), there are three basic approaches to informal education: 'supplementary': enriches formal education with an educational addition 'alternative': replaces formal learning among student populations who experience academic difficulties; and/or Social, 'complements' aspects that are missing in the formal curriculum [22, p. 251]; and 5. *'Activities outside the curriculum'* - the initiative of the students or the educational institution with the aim of entertaining, instructing and/or giving expression to the students' interests and talents. [2, p. 71]. Children's journalism and school journalism in a global perspective confront us with journalism that

developed mostly in schools in the West, has undergone many upheavals and changes over the years, and has experienced quite a few difficulties and challenges, mainly in the issues of funding, freedom of expression, over-involvement of staff and competition with other means of communication, especially with the Internet. The dispersion of this press in many schools, which did not always document it, made it difficult to collect the sources, except in the case of prestigious and high-quality SN's whose documentation is comprehensive. The global press grew about one hundred and fifty years, if not more, before the growth of the Hebrew press for children and the school press during the Mandate.

#### **A. Development of school journalism in global perspectives -19<sup>th</sup> century - 2023-**

Documentation relating the global development beginning of children's newspapers is probably attributed to the first global children's newspaper from 1751 in England, when the nineteenth century was considered the period of flourishing of children's newspapers in various countries - mainly in England, France, and the United States. However, tracing the historical point in time when school journalism began was not easy, and it leads to the first SN's that were published in the 19th century in the United States. However, it is difficult to verify this, since the activities of all the SN's were not always recorded, and the manner of journalistic activity was not always recorded, in terms of whether it operated within the framework of formal or informal education. Among the early examples of journalistic activities in schools in the United States, journalistic activity is documented from 1851 in elementary schools in the informal framework as a product of democratic education. Sometimes, journalistic activity was integrated into the formal studies of language classes at school, such as English, according to Roberts & Draper (1928), as cited in Caspi (1995) [10, p. 18]. Evidence of a research discussion on informal education already exists in the 8th century BC [59]. This subject discussion was renewed in the late 1960s, in view of the recognition that formal education has failed to realize its goals [12], which positions informal education as "as a solution...to the ills of the existing formal system and the educational deficits in the 'Third World' countries" [33, p. 14]. Some SN's became cultural literary magazines that published prose, poetry, and art, when the editorial policy of the newspaper advocated giving freedom of action to students who wrote and edited the newspaper by themselves. In other cases, the activity was integrated outside the curriculum, such as in the afternoon enrichment classes and as part of the student council activity at school. These SN's were very similar to the newspapers produced today in the 21st century in schools in terms of their editorial policy and content, especially when they are made by school students [36, p. 22]. Compared to the relatively small number of references documenting the early activity of a printed school press, there is a much wider record of an early student press that operated in universities and colleges across the United States, which was mostly informal and independent. Thus, for example, in

1893, the first newspaper "The Daily Tar Heel" (see Appendix 3) was published at the University of North Carolina, which operated independently. Later, student newspapers produced at Columbia University in 1895 and George Washington University in 1904.

**The school press in the first decades of the 20th century - "Contents from the student's world"** - the 20s in the United States are characterized with journalistic activity of high-quality and prominent printed SN's, which operated in the informal framework in the high schools, such as "The Dewitt" SN of Clinton School, the oldest SN in N.Y., known as the main source of information for the residents of the Bronx in 1930 [129]. Another notable SN is "The Register" (1926), which was published in the girls' high school, "Boston Latin School", Hartford, Connecticut. This newspaper continued its activity throughout the 20th century until today. At a later stage, SN's were used as educational material in the formal curriculum of English and journalism classes [10, p. 34].

**The modern global school press in the 20th century - between freedom of expression and censorship:** in the early '70s, and for about two decades, the school press began to gain momentum, mainly in Europe, the USA, Australia, and Canada. Most of the journalistic activity continued to take place informally in the after-school hours, in which its products aimed to encourage creativity and democratic values [46, p. 29], but in practice the editorial policy introduced by the educational staff often limited freedom of expression. The issue of enrichment activities within the school was discussed in a new study at the end of the 1960s, in view of the attempt to invent additional frameworks in the hours after the end of school hours, as an alternative to the formal education that took place within the official framework of the school day [12]. The informal education was discussed in other studies that added interesting layers to the subject, as by Kahana & Rapoport (2012), "a solution, at least partial, to the ills of the existing formal system and the educational deficits in the 'Third World' countries" [33, p. 14]. Only towards the end of the '80s, the Ministry of Education made cautious contacts to turn the SN into a formal product within the communication studies framework. The study that dealt with school journalism was active, mainly in the early '70s, and until the media and press crisis of 2008, when a powerful internet and online journalism entered the media arena, greatly affecting the printed school press among all. Since that crisis, and later, following the COVID-19 Implications on the education system, including the SN, and until today, there are very few international and Israeli studies dealing with the printed and the digital SN, as by Buchnik (2008) [62], Wolf & Melamed (2008) [233], Shechter (2012) [201], Dvorak & Choi (2009) [78] and Dahan (2016-2023) [17, p. 201], [69], [70], [71]. This journalism school field of research began in 1970 in the U.S, where communication studies first entered the schools as an elective subject for matriculation, and then moved to Europe and Israel. The research tended to deal with the

value and social aspects of the SN, on its theoretical contribution in the education system, in the face of its lack of realization in the education system for the most part. Until the 1990s, SN's were published in the informal framework, when at the decade turn, communication and journalism studies were introduced into the education system as an official subject, and with it the school press began to be integrated into the formal framework at school as a production specialization project of journalism studies. Several historical events surrounding the censorship imposed on printed SN's often provoked the student's active opposition. One of the prominent events that aroused much interest in the community of school journalism researchers, such as Gitlin (2104) [90], Purimatala (2019) [187], Lomonte (2021) [138], Russo (2021) [190], Wicentowski (2022) [229], regarded the "Hazelwood case". This refers to the students' protest and their court appeal [229], for the censorship imposed by the school principal on 2 articles that were supposed to be published in the successful SN, "The Spectrum" of Hazelwood School, (Missouri, USA), (see Appendix 4 No. 1, 2). Although the students' court appeal in 1983 was accepted [Ibid.], in 1988, the Justice High Court ruled in favor of the school principal, on the ground that if SN contents may harm pedagogy and public order, they must be censored [187], [229]. With the formally regulation of the mass communication profession, as an elective subject mainly in high schools, and then also in middle and elementary schools during the 1990s, the involvement of the educational staff grew, and along with it, censorship also increased, mainly with the thought that the high costs of the printed SN require more significant attention from the parents and management, which raised their involvement [49, p. 3], [177]. In these years, most of the content written about the school students for the SN was edited by the school staff, usually by the communication and journalism teachers, and some of it was censored by the principal, especially when the content contained criticism of the school institution, the school staff, the education system or when he dealt with controversial issues such as sex, gender [34], addictions, violence, relations in society between minorities or political opinions. It seems that since the court's ruling in favor of the SN in the Hazel-wood School judgment in 1988 the students' motivation to participate at the SN was damaged [67]. In fact, the newspaper was not actually used by the school students, but rather by the director of the institution and the school staff or parents, mayors and more. In schools where communication classes were not held, the SN's continued to be published in an informal format with less involvement of the educational staff [49, p. 3], [177]. Towards the end of the 1990s, the number of printed SN's as an official product of communication and journalism studies in most world countries increased, which gradually became a popular elective study in the education system, which gave it official validity [90]. The establishment of the media and journalism studies resulted from several historical events that took place at these years such as the children's rights, the expansion of children freedom of

expression, the court's decision in 1987 to censor an article that was to be published in the SN [89]. The 1989 United Nations (UN) Convention on the Rights of the Child, concerning freedom of expression, freedom of thought, conscience, religion, and freedom of association and assembly [221]. Later, the education system also recognized the importance of teaching the communication profession and its various productions, and the status of the printed SN improved in those years. Initially, the printed SN enjoyed a high status, upon becoming an official product within the communication studies, and they began to produce it in a more professional manner. Nevertheless, this status required excessive costs, and the SN began to suffer from increasing interference from the educational staff, which damaged the students' motivation to be active in the SN. The confrontation between the school management and the students were sometimes controversial, since they often in criticism of the school institution, sexuality (such as intercourse, gender, and contraceptives) [34] or various addictions (such as alcohol and smoking). Sometimes the contents were chosen to provoke the school administration, as in the case of the printed SN, "Shpongo" (2010), at the Holdern High School in Germany [224], and in other schools [203], which led these SN's to broke away from the shackles of the school institution and became independent. At this stage, the research increased its engagement with issues of expression freedom and censorship, following these increasingly frequent events from which the school press suffered [67].

**The disappearance of the printed school press, alongside the intensification of the global digital school journalism in the 21st century** - until 2008, the production format of the SN was mostly in print, but a few years after the 2008 press crisis, most of the printed SN's became digital or disappeared from the schools [24 , p. 7], [78], [72]. This led the media studies policy makers at the Ministry of Education to move to online school journalism gradually throughout the first and the second decade of the 21st century. During this period, many global schools' newspapers tried to continue their activities, renewing themselves and changing. A successful example for SN's, facing bravely the threatening digital press, and turning in time to online SN is the SN "DeWitt", of Clinton School, N.Y., mentioned earlier. This literary collection received public attention due to Its context for the Harlem Renaissance in N.Y. The phenomenon of censorship imposed on the school press grew stronger and harmed the chances of the printed school press to overcome its struggle, in the face of the digital medium, the digital press and social networks. According to Willems & Gonzales-De-Has (2010) it damaged the motivation of the school students to take part in the SN [230,], and on the other hand the loss of interest of the school students to read the SN [50, p. 545]. For years, the school press was restricted and censored, but it seems that starting the 21st century, censorship even prevailed over the printed SN's, despite several legal changes made by the courts in favor of the school

press when it comes to imposing censorship. According to these court rulings, although the school management was given the authority to censor articles in the printed SN only when there was a fear of harming pedagogical interests, de facto, the school management continued to censor content, which was not always related to harming pedagogical interests, and thus, freedom of expression was far from being absolute in US SN's. The results of an American study conducted after that judgment of an American court in 1988 [187], [229], discovered that in the last three decades, printed SN's, that were produced within the formal framework of school journalism, were much less critical in their articles because the principals and counselors used to impose censorship at the SN contents [178]. In 2005, another case of violation of freedom of expression in the SN came to the Court of Claims in the USA, which stated that the SN could publish articles that would enjoy relatively high freedom of expression, if they were not intended for public forums [8, p. 60], but despite this precedent, This law has only been implemented in a small number of states in the U.S. As a result, the California Legislature ruled in 2007 that journalism students in schools and universities should receive protection from censorship [Ibid.]. At the same time, in response to the censorship imposed on newspapers in several schools, some SN systems decided to become independent organizations [99], [203], [224]. In the 21st century, the new research, which dealt with media influence, began to grasp the media for good and bad in which, although traces of classical research traditions, are still prominent in contemporary theories. During the last two decades, with the intensification of the Internet and social networks, research began to deal with the Internet and new media impact, in general, and their impact on children and youth, in particular [62], [84]. A significant event, that also affected the school press, is the 2008 press crisis [19, p. 10], [193], [231], which led to the reduction of journalism classes, and the status of the printed SN decreased significantly. The frequency of its distribution was even less than in the past, due to the desire to save its costs, when by 2023 it has disappeared from most schools or has become an online newspaper. The research dealt with the school press has massively decreased since the crisis in the print press apart from a few studies, mainly American and Israeli, that tried to highlight the contribution of this educational school journalism to the students and the education system. The findings of an important study from 2008 [170], which continued a similar study from 1987, attributed positive and far-reaching effects on students engaged in journalistic writing in the short and long term. The findings of this study reveal that the journalistic activity and the writing of yearbooks in high school reflect improved academic achievements, especially in language, as well as an improvement in social skills, the development of critical thinking and an impact on greater chances of success in media occupations in the future. Some studies, as of Hobbs et. Al (2003) [100] and Sharon (2004) [42, p. 86] discussed the youth's attitudes towards the computer versus



the book and provided interesting findings regarding their attitudes towards reading, including reading books and newspapers. Even then, it was found that although the opinions of the youth towards the book and the computer are positive, their reading activity gradually decreased, along with an increase in the use of computers and the Internet, which increases with age, when it was found that girls read more compared to boys. Later research, as by Alberge (2023), and Dahan (2023), attributed to journalistic activity effects on the increase in reading and writing activities among teenagers. In addition, according to other research, media school studies have many effects on children and youth [233], [19], in strengthening political positions [61], developing critical thinking, massive consumption of media [114], improving achievements and social involvement [Ibid.], [115]. The literature review revealed that there is little research information about the place of the old media, the book, the newspaper, the radio, and the television, in the lives of today's youth. The main difficulty was to find information about the influence of the printed press and its position in the lives of the youth today, in view of the intensification of new means of communication, especially the Internet and social networks, which take their place as favorites among the public, especially among the youth. In addition, the research has dealt massively since the media crisis in 2008 in the struggle between the printed press and the digital press [37], [129], considering the historical developments in recent years. These developments led to changes in the array of forces and a decline in the status of the printed press in the face of the growth of the online press, despite the educational value of the printed press [19, p. 10]. Since the global crisis in the printed press, the status of the printed SN has been further undermined, also due to the preference of young consumers for the Internet and social networks [62], [79]. In addition to this, the place of the printed SN was also shrinking in the communication and journalism curricula, which were updated several times in recent years by the media supervision, which emphasized in them explicit instructions for a transition to digital school journalism. This revision led to a reduction in journalism studies in schools and a serious damage to the status of the SN [233]. However, from time to time, surveys revealed that in some cases there is a regrowth of the printed press consumption among adults and youth [217] and some American SN's are still relevant and active, although the printed SN situation changes rapidly, in which the digital SN has taken its place, especially after the COVID-19 [87]. In the third decade of the 21st century, the situation of the printed school press in the United States is very precarious, just as the situation of the printed press in the rest of the world is precarious, when it is between a continuous defensive stage against its rival, the online journalism, and adapting to it, possibly in its last battle, before he disappears [10, p. 34], [76]. "The DeWitt SN of Clinton High School, N.Y., is an example of an old, printed SN, which vanished after its long legacy, and reinvented itself in 2014 as a successful online SN until today. According to Hu

(2013) [106], this situation reflected the situation of other printed SN's in N.Y., which operated informally until the beginning of the second decade of the 21st century, almost daily. Nevertheless, their status was undermined due to the writers' shrinking numbers, financing difficulties and the focus on academic content. As of 2023, most of the SN's have gone online. At this point, many of the print newspapers vanished or became online newspapers or news blogs. Online school journalism in N.Y. City is booming as of 2023, with more and more young journalists from 23 private schools joining the City Press Association. According to Valsamidou et. al (2012) [222], school journalism is considered a valued tradition in many of the best schools in the USA, since journalism studies are credited with a significant contribution to students who receive many tools and values such as ethics and citizenship studies, rhetoric studies and an advantage in admission to higher education.

**B. Hebrew journalism for children and SN's in Jewish schools in the Diaspora – from the end of the 19<sup>th</sup> century to the 21<sup>st</sup> century** - The children's press in Hebrew and Yiddish (which is a Jewish language that belongs to the Germanic languages and is written in the letters of the Hebrew alphabet), and the school press in the Jewish schools, developed in the diaspora, mainly in Europe and the United States, and it reflected in its characteristics the children's press at that time, and constituted to a large extent a platform for the SN's development before the Israeli Establishment in 1948. The Hebrew press existed at the same time as the journalistic activity, which continued to develop in the education system of the Jewish settlement during the British Mandate in the Land of Israel, from the end of the 19th century into the first decades of the 20th century and beyond. The editorial policy and conduct of the journalistic activity were mostly the responsibility of the adults, usually teachers or administrators, who wrote for the students at the school, and they included personal opinions and personal columns, stories and poems, jokes, and pranks, although you can also see articles and pranks written by students. During World War II and the Holocaust of European Jews, between the years 1939-1945, children's journalism continued to be conducted in the ghettos and concentration camps. With the establishment of the State of Israel in 1948, the Hebrew press in the Diaspora, whose contents were characterized until that time by a longing for the realization of the Zionist dream and the establishment of a home in the Land of Israel, were replaced by other contents or it gradually faded away. In the 1950s, several Hebrew-language newspapers circulated in Europe, which carried between their news from Israel for Jews who remained in exile after the Holocaust. These newspapers were also distributed in other places throughout Europe. Since then, the press in Hebrew in Jewish schools as well as the children's press in Hebrew continue to exist even for 2023 in the 21st century in the diaspora for Jewish and Israeli communities, who long to give their children press and literature in the Hebrew language.

Hebrew school press during the "Haskalah movement period" ("Enlightenment movement", or the "Age of Reason"- a European social and intellectual movement during the 17s and 18s, which called for favor science and reason over religious beliefs), which began in 1813, preceded by the establishment of a Hebrew schools, in which the sacred language was taught in Hebrew. The writer, Yosef Perel, founded a Hebrew school "Freya Shule" [free school] in Tarnopol (Galicia, now Ukraine). This school followed the Enlightenment movement principles and format: Bible and Mishna studies, Hebrew grammar and history, arithmetic, foreign languages and even a printing press was established near his school. In the three years after the founding of the school, Pearl published three children's yearbooks called "Tzir Ne'am" (faithful axis"), which included his stories, legends, parables, and riddles. They can be seen as the first periodicals for young readers in Hebrew [5, p. 239].

The children's press in Hebrew from the end of the 19th century and the beginning of the 20th century began to intensify, a few decades after the establishment of the Hebrew schools. At this turning point, a three-way connection was created between the development of education in the Hebrew language, the development of children's literature in Hebrew, and the publication of newspapers in this language. The children's press in Hebrew - as well as the Hebrew reading books - began to be published, when the need to create modern Hebrew reading materials for children in the spirit of the Enlightenment movement arose. As the children talked the language, they became the ambassadors of the old-new language among their families. The children's newspaper also served as a means of transmitting values to the younger generation, as well as messages and social trends. As all global children's newspapers, the Hebrew newspapers provided important content: knowledge and education, works of literature, amusements for leisure time and more. Through these they contributed to the development of Hebrew literature for children and to establishing a new generation of Hebrew readers. The editorial policy was guided by the editors of the newspapers, most of whom were also teachers, and some were writers for adults and were part of the essence of Jewish culture, in general, and Hebrew, in particular. Thus, Eliezer Ben-Yehuda, the "reviver of the Hebrew language", who published the first Hebrew children's newspaper "Olam Katon", (Little World"), (see Appendix 9) [160] in 1893 in the Land of Israel during the Ottoman period [35]. This newspaper was also distributed abroad as a supplement to the newspaper "Haor" ("the light"), which focused on assimilating values of patriotism and as a cultural and educational agent alongside the schools. The children's newspapers published before the Israeli Establishment faithfully express, both the values of the renewed Hebrew culture and Zionism, the spiritual and social life in the diaspora and in the Land of Israel, and everyday events.

The phenomenon of journalism and children's literature in Yiddish and Hebrew in Poland between 1914-1939 deserves to be noted as a unique phenomenon in those years, which was also widespread in other countries in Eastern Europe and North America. It was a Jewish children's press written in letters, but the language was Yiddish, a mixture of several languages and dialects unique to the Jews of Europe. This press was rich, diverse, interesting, and influential, and included various works, starting with poems, stories, friendships and home life for children and youth. A major factor that led to the growth of these works was the establishment of several educational systems that taught in Yiddish and needed reading and learning materials, as well as a substitute for Russian literature. The children's press appeared in the communities of Israel in the Diaspora during the First World War, but mainly with its end and until the outbreak of the Second World War, which resulted in the Holocaust of the Jews. The first children's newspaper in Yiddish was "Grinike Beimalach" ("Between the green trees"), founded in 1914 by Stomsky, who was a teacher, writer, newspaper editor and publisher from Vilna, Poland, with other authors (see Appendix 5). The cover art depicts the continuation of the line from the poem 'Between the green trees / Moish'lim shloimelim mashakim', with everything written in the Hebrew alphabet but with Yiddish reference. The newspaper appeared regularly once every two weeks for many years until 1939, on the eve of the outbreak of World War II. The newspaper resembled other worldwide children's newspapers and included the editor's appeal to readers, literature and poetry, news and articles, letters to the editor, readers' essays, and a leisure section. However, it should be noted that this press was not written by students, and it was not published in schools [5, p. 239].

Documentation of children's journalism in Hebrew in the United States at the end of the 19<sup>th</sup> century and the beginning of the 20<sup>th</sup> century reveals the interesting activity of children's monthly magazines such as the Kid's Monthly "Shacharut" ("Youth") (see Appendix 6), which was published at the "Downtown Talmud Torah" school. The school was founded in 1892, as the first modern Jewish school in N.Y., and in the US, in general, which combined traditional Jewish education with the "Americanization" values education. The SN "education school" (Beit Ha-Hinuch) was published in New York between 1916-1921, edited by the educator and writer Zvi Shrapstein, which emphasized the values of Zionism and love for the Land of Israel. The newspaper also included poems, stories and articles written by school students.

Children's press in Europe during the Holocaust - 1939-1945 is another unique press in Hebrew that deserves to be noted, and which existed under very difficult conditions, in temporal locations that replaced the Jewish schools, such as orphanages, ghettos and concentration camps, and many times were written and edited by the children. For example, the children's newspaper "Kamarad" ("Friend" in Czech language) published in the Theresienstadt (Theresienstadt

concentration camp -in German language, and "Terezín" -in Czech language) in the Czech Republic between 1943-1944 (see Appendix 7). The Czech and German-speaking boys and girls in the concentration camp, where they lived, wrote in their handwriting in the newspaper, and the 14-year-old Ivan Polak edited them. The newspaper contained stories, poems and illustrations, the content of which concerned the life in the ghetto and the war period, but also contained fun and entertainment contents. The newspaper also contained a comic by Ivan Polak about a racing driver with an old car who manages to beat his strong German and Italian speaking rivals. Polak, like his friends, did not survive the Holocaust [9] "Maly Przegląd"- was another prominent and unique children's newspaper published at the Jews Holocaust time (M.P.- "Small Review" in Polish) (see Appendix 8). The weekly newspaper was published in the Orphanage in the Warsaw Ghetto (Poland) between 1939-1942, where the children wrote and managed it themselves, under the guidance of the educators and the management of Janusz Korczak, its founder and manager, who also wrote for it. Korczak became one of the significant Jewish historical symbols as a progressive educator and his caring for children and their rights [22,]. M.P. was a supplement of the Jewish daily in Polish "Nasz Przegląd" (N.F.), whose purpose was to encourage the youth to write or talk orally about their daily needs and difficulties. M. P. included poems, essays, judgments of the orphanage court, wishes and requests, readers' letters, illustrations, and photos. Korczak edited the paper for about three years and then transferred it to Naberly, possibly due to criticism he received of his way as an editor, since the paper was aimed mainly at children and not youth. Korczak and the children didn't survive [22, p. 251], [77].

**Diaspora journalism with news from Israel.** In the 1950s journalism continued to exist for Jews communities who remained in Europe after World War II. These newspapers sometimes began their journey in Israel, and then were also distributed in other places throughout Europe, such as in Germany and Austria in the German language. The Israeli newspaper "Yediot Hadashot" ("new information"), published in semi-hybrid format, as its logo written in the Hebrew Alphabet, and the texts in German language, served the German Jews immigrants in Israel in the 1930s.

Hebrew children's press in the 21st century in the Diaspora with the establishment of the State of Israel, the dreams that were planted in the Hebrew school and children's press in the Diaspora countries faded, but Jews continued to live around the world in different countries, ran schools, taught Hebrew, and Judaism. These children's newspapers continue in the 21st century for diaspora Israeli communities. The Hebrew newspaper "Berale" (in Hebrew slang: a nickname for a snail serves Israeli Jewish children in Berlin since 2018, to preserve their language [52].

**C. Children's and school journalism during the British Mandate in Israel – from the end of the 19<sup>th</sup> century – 1948.** Before the school press took its first steps in the education

system in the independent Israel after 1948, in its scope, explosiveness as well as in the realization of its educational goals and objectives, it was preceded by two arenas of journalistic activities that operated simultaneously side by side in two different areas, in the formal and informal framework. One, a journalistic activity for children in Hebrew that operated in the diaspora, which was reviewed earlier, and the second, a journalistic activity that took place in several schools in the Hebrew settlement in the Land of Israel during the British Mandate period from 1920 until the establishment of the state in 1948. These activities formed a good infrastructure for the school press that developed after the establishment of the State of Israel until 2023. Just as the Israeli Hebrew media has a rich history, so do the Hebrew SN's. The SN's in the Land of Israel, before its establishment as an independent state, were produced in formal settings, but mostly it was in informal settings, after school hours, and it was considered an enriching educational activity [47, p. 85], [46, p. 29] when the newspapers' content was close to the students' world [21, p. 133], [22, p. 251], [36]. Even during this period of time, the school press operated according to a number of central categories that continue to exist in the management of the school press until 2023 in the 21st century, according to which there were newspapers written by adults, SN's written by students who also edited them, and combined newspapers, which contained the students works, alongside the staff members texts, such as parents, supervisors and guests [230]. During this time period of the British Mandate in the Land of Israel, the journalistic activity in the schools mostly took place according to the third category, according to which the newspapers were combined in terms of writing and editing, and contained contents of the school students alongside the texts of the faculty members, although there were newspapers written mainly by the educational staff, when in fact, It depended on the school's education policy. As the years passed, the SN's editing policy integrated adults from the school staff and students in the newspaper production [202].

**The Hebrew press in the Land of Israel (Palestine) at the end of the 19<sup>th</sup> century** was first developed within the school's settlement in "Ha-Yishuv Ha-Yehudi " (the "Hebrew settlement") "Olam Katon" (see *Appendix 9*), as described earlier, was the first Hebrew children's newspaper published in Israel before 1948 and was a key-pioneer who promoted children's journalism at that time. The newspaper was edited by Eliezer Ben Yehuda, Yehuda Gerzovsky and David Yudilevich, who persisted in distributing it to the diaspora's Jewish children. After a few years, Ben-Yehuda's son, Itamar Ben-Avi published the first Hebrew children's newspaper "Sfat Ever", in which all the writers were teenagers, while his purpose was spreading the Hebrew language among children. The oldest children's newspaper in Israel in 2023 is "Etzbeoni" [Ibid.].

The development of the SN's from the first decade of the 20th century until 1945 developed in the schools of the Jewish community in high schools and urban Hebrew gymnasiums [22, p. 29]. As the new Hebrew settlement schools emerged, in which most of their teachers were immigrant Jews, the need for learning and teaching Hebrew sources urgently [192]. The SN was a bridge for promoting the language and assimilating important values in children, towards the aspiration of establishing a Jewish home, for the formation of values of solidarity and cohesion around a common idea of love for the land, as well as the assimilation of the Hebrew language in the regenerating country. During these years, children's journalism in Hebrew developed, written by writers and journalists, and parallel to it, Hebrew journalism began to develop, written by students in gymnasiums and high schools. The contents of the newspapers of the Hebrew urban high schools in the 1920s and 1930s were very diverse, and like the contents of the newspapers in the USA, they contained contents close to the hearts of the students. Contents of poetry, fiction, painting, humor, and entertainment to writers who expressed longing for the establishment of an independent state in Israel. Articles which expressed the wish for an independent state and expressions of empathy for their Jewish brothers who experienced the holocaust in Europe. There was also a significant interest in what was happening abroad, regarding tourist places, personalities, and world culture [22, p. 251], [18]. The school journalism published in Hebrew educational institutions during British mandate, and documented in libraries and archives, included essays penned by students who were mostly from the 8th grades. In these essays, the students recorded difficult experiences from the earlier years of their lives and experiences they went through in the First World War of poverty, hunger and deprivation, orphanhood and brokenness, experiences that were also reflected in the teachers' essays in those newspapers [202]. However, according to Shankolovsky [Ibid., p. 69], these essays, which contain unbearable descriptions, should be treated with limited caution, since children often confuse reality with imagination, some are influenced by the world of adults, and some were edited by Education that used their writings as a means of spreading propaganda. Examples of such student experiences exist in the newspapers 'Haverenu' ('Our Friend') of the 'Tahkamoni' school in Jerusalem, or in the newspaper 'Otzar HaTalmid' (1926) ("The Treasure of the School Student"), a literary newspaper "Ahad Ha'am" school in Tel Aviv [Ibid.]. According to some researchers [18], [202], the SN's in Israel were not a central target in the journalism research, as of the children's newspapers were published sometimes as an appendix attached to a commercial newspaper for adults, such as the children appendix "Davar" and "Haaretz"[98]. "Ha-Reali" is one of the noteworthy SN's (see *Appendix 10*), which was founded by Dr. Arthur Biram in Haifa in 1913. It concluded in reflecting comprehensively and admirably the spirit of the period before the establishment of the Israeli state, the youth attitudes, important

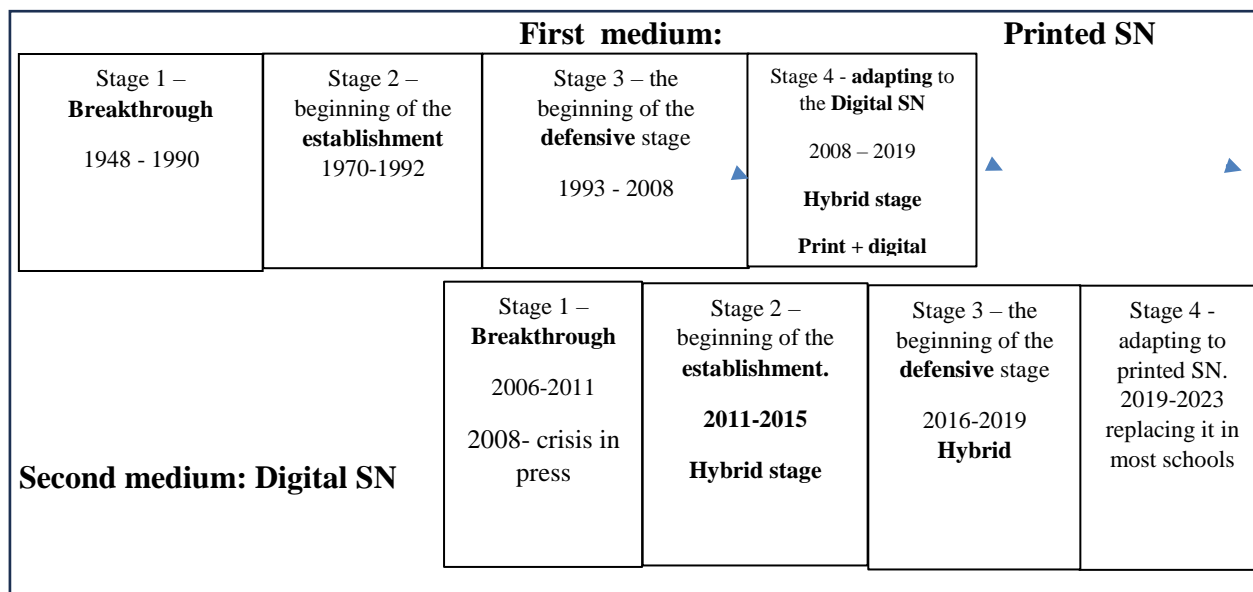
issues of nationalism, education, society, and more [22, p. 251]. During these years, the SN's, and the journalistic activity, which included wall newspapers, were covered seriously with content that touches essays with the love and longing for the Holy land, Jewish values, society, and culture, but at the same time, many humoristic contents also appeared in those newspapers. Between 1917-1918, three SN were published, usually close to the holidays, in which each newspaper consisted of several handwritten pages. The newspaper design was created carefully with the management approval- in which articles, poems and educational content appeared, alongside content written in Hebrew. To these pages were added some popular creative comics pages, mainly dealt with the relationships between the students and the teachers and between the students themselves, but despite the significant investment, the newspapers failed [223]. Between 1923-1926, there was no Hebrew newspaper in Israel, except for schools' newspapers and youth movements, as well as an annual collection called "The Friend", published by H. Zota and H.D. Shahar [22, p. 251].

**1.1.3 The development stages of school journalism in Israel 1948 – 2023: print to digital.** Just as the Israeli Hebrew media has a rich history, so the SN's in Israel, which continued to be produced in both formal and informal frameworks, have a long and fruitful history. Some of the high SN's, operated before the Israel independence, continued their activity after 1948 usually informally during after school hours, and considered as an enriching educational activity [47, p. 85], [33, p. 14]. The journalistic activity and editing policy of the SN during these years, between 1948 - 2023, was conducted in a very similar way as it was conducted before 1948, according to the 3 different categories: 1. Under the educational staff responsibility; 2. Mutual responsibility-adults and school students; 3. Under the school student's responsibility. Over the years, the SN editorial policy was often dictated by the school type nature, whether in terms of sector, religion, gender, age, politics/social oriented, liberal/democratic, formally/informally, and financially. Over 7 decades, the SN continued to be published mostly under the second category-mutual writing and editing by students and adults. Yet, in practice, the SN production was usually under the educational staff supervision. These journalistic activities, which were conducted in the formal and informal framework, formed a proper and good infrastructure for the school journalism that continued to develop in Israel, after its establishment, and until as for 2023.



The development stages are demonstrated in **Illustration 1.2.1 Caspi (1995)**

**Illustration 1.2.1. The historical model of the printed and online SN development**



Stage 1 - Breakthrough: 1948 - 1990, the beginning of the democratic educational printed SN; Stage 2 - the establishment stage beginning: 1970-1992, The printed SN receives public and research attention; Stage 3 - 1993 - 2008, the beginning of the defensive stage of the printed SN that is becoming digital, and in the process, the strengthening of the digital press, and its defense against the new communication, the online SN, which is also in the stage of breaking into the education system; Stage 4 - Between 2008 - 2023, the printed SN is in the 4th stage of its development, adapting to the online SN, which is in its establishment stage. The digital format continues to develop and goes through two more stages of development of defending itself against the printed SN and adapting to the education system as the almost exclusive medium in it. During the COVID-19, between 2019-2022, the digital SN almost completely replaced the printed SN as a journalistic communication medium in the education system [102]. The development of these media, the printed and online SN, is not linear or the same in the number of years they went through in each stage of development or in the same way and intensity. In general, these years are characterized by many global changes and journalism developments, in general, and within that, of school journalism and journalism studies, which change direction and focus on media and digital studies. The journalistic productions are computerized or digitalized and many alternatives to the formats of the SN's are being created. The phenomenon of school journalism is expanding and does not remain within the formal framework of journalism studies, but breaks boundaries and is produced informally, also as a school product that illustrates the existence of schools in different sectors and ages. However, the production of the newspaper in the informal framework is without supervision and control, and the newspapers often serve the

needs of the educational staff more than it serves the needs of the school students [10, p. 34], [130, p. 707], [65, p. 34].

**A. 1948- 1970- breaking through the stage of the printed school press-** The beginning of school journalism in the independent state of Israel was the continuation of the school journalistic activity that was conducted in the years before her establishment in 1948. This activity continued to be conducted in the informal framework after school hours and dealt with contents that were mostly of interest to the school students, along with guidance and assistance from the educational staff [45, p. 5], [46, p. 29], [67]. The SN activity policy between 1948 - 1970 was conducted, for the most part, by the adults, the education staff, and only occasionally the school students were given freedom of action in the newspaper, and the newspapers often looked like newspapers on behalf of the management [202]. Apart from this information, not many other sources were located from which additional information could be drawn about the characteristics of this press in those years, since the study of the printed school press in Israel, which is a major source of information, became active mainly only from the in the 20th century. Sources of information, for some of the SN's, between 1948-1970 were collected from school archives and digital records on the schools' websites as in the case of the gymnasium "De-Shalit" school [74]. This period between 1948-1970 constitutes the breaking through stage in which the school printed journalism began to integrate informally as an interdisciplinary educational mass communication medium, as it slowly expands in the new and emerging Israeli education system, and begins to receive public, educational and research attention, especially towards the end of the period. This is the first stage according to the historical model of the media development by Caspi's model [10, p.34].

**The SN as a “democratic product” - "The students' newspaper" or "For the students".** From 1948 until the 1970s, the school press research in Israel dealt with social and moral aspects, such as love of the country, social involvement and helping others, family values, enlistment in the army, trips, and sights of the country's landscapes, but along that, they also wrote about wars, victories, and losses. However, the research tended to deal mainly with the issues of freedom of expression and censorship imposed on the SN by the educational staff, when in those years, Israeli research in that field was very limited, compared to global research, and only towards the beginning of the 1970s it began to develop. The freedom of speech issue, which is not properly implemented in the SN, was always a controversial research issue, which has often provoked a lot of opposition from the school students, but also from education teachers, mainly the communication and journalism teachers, parents, and researchers. In the 1970s, the research and the education system began to see the SN as a product of a democratic process in the school, and it operated, mainly, in the informal framework of the school, usually

after the end of the school day [12], [63], [16, p. 71]. Despite the so-called "free" framework that is not part of the formal lesson system, in these years the SN was perceived as a newspaper "for the students" and not "of the students", due to the involvement of the faculty and parents who often violated the freedom of expression and used it as a stage to present the school's activities [49, p. 3], [177]. This involvement in the contents of the newspaper hurt the students' motivation to act in the SN, as the students considered it a very disturbing factor [230], [177]. However, according to several sources, when the SN was produced in the informal setting, the censorship imposed on it by the school faculty was less, compared to the school press that was produced formally, and therefore this activity framework was preferred by the students, especially in middle schools [122], [49, p. 3]. Issues of the production format and financing of the SN between 1948 and 1970, the first years of the State of Israel when the education budget was basic and modest, projects like the SN were considered luxuries. From this point, the newspaper was often produced with local and poor means in the school printing press, or without the use of printing means, such as the use of articles and drawings written in the students' handwriting on the pages of the notebook, and which were hung respectfully on the classroom walls, in a central wall newspaper near the classrooms or in the school corridors [22, p. 251]. In those years, usually only in private schools, the SN funding came from the parents' budget, as in the case of the large and established gymnasium and high SN's, which operated before the establishment of the Israeli state. The Reali SN, for example, continued to operate in these years in the same format as it was produced in the years before the state's establishment. "De Shalit" School, Formerly the gymnasium in Rehovot [74]. is another example for a school which produced printed SN's as "Hevraya" ("Guys"), and "BeMahane Haavoda" ("At the Labor Camp") (1951). They included agenda articles, interviews with teachers and administrators, school events, trips, and journeys. Additional SN's, or as they were called at that time - information booklets, brochures, newsletters, or bulletins, were also produced during the 1950s and 1960. They were usually published sectorial or in boarding schools and institutions. "Hayom U-Machar" SN ("Today and Tomorrow") of the Green Village Boarding School, for instance, was produced continuously for years as it evolved from print to digital format. In the 1960s, the boarding SN's were produced for years as part of the formal classes of Language and society, were typed on a school typewriter and printed using improvised means. The contents dealt with social and personal issues of adolescence, in which they wrote about friendships, studies, plans, positions, opinions and interviews. For the most part, the editorial policy was set by the teacher responsible for the SN, and freedom of expression was not absolute [22, p. 251].

The status of the SN in the eyes of students, school staff, parents and the media supervision in the ministry of education is an interesting issue that is explained by several

researchers. According to the study, there is a connection between the production format of the SN, the involvement of the education staff and parents, and the freedom of expression practiced in it and to its status. Since the establishment of the Israeli state until the beginning of the 1970s, the education system was busy establishing the education policy with moral and ideological support in the many emergency situations that befell the young state of Israel, which fought from the moment it was established against enemy armies. Hence, the status of the SN in those years was not particularly high, also due to the informal framework in which it operated and being an extracurricular study and thus the impression was received, was a product of a niche study which is not particularly important in the educational system [Ibid.].

**B. 1970 – 1992- beginning of institutionalization stage: from a state solidarity school press to social press.** Until the 1970s, the global research tended to inspect the effects of the popular mass communication on children and youth, such as the effects of the television on this age group, which were considered extremely harmful, and did not particularly was interested in the effects of the SN, which were not attributed negative effects. This fear, from the mass communication effects which increased in view of the damage of mass media, led the education and research system to look for other streams, which may have a positive effect on adolescents, such as exposing children and youth to the press and books, which have been attributed many positive effects. The study of the printed SN was, as mentioned, particularly active in the 1970s and 1980s [2, p. 71] and it mainly dealt with value-based social issues, mainly the freedom of expression, following censorship incidents that were imposed on various censored SN's. In these years, the printed SN entered the third stage of its development. Although it continued to develop and established itself in the education system within the informal framework, it still was not considered a formal product of communication studies [10, p. 34]. At this stage, the SN receives much more public attention than at the previous stage, both in the field of research, and in the field of the education system, school staff, students, and parents. This medium has started slowly to be accepted, a cautious acceptance, and it is beginning to become a recognized educational product in schools. However, it continued to be perceived as an educational product that should promote democracy and freedom of expression in the school, without a formal status [46, p. 29], [233]. As in the previous period, the SN continued to function only after school day and was produced with poor school means, and sometimes was not even printed or distributed at the school. The contents chosen for writing dealt with the student's personal, social, and cultural world. In the early 1990s, communication studies began to be integrated into the new curriculum for matriculation and the SN was the journalism classes product in high schools, but also of the middle school, although not as a core subject but an elective one. The activity policy in the SN's in these years between 1970-1992 was conducted in a very similar way as it was conducted in

the two periods preceding these years, when most of the newspapers were managed according to an integrated editorial policy, while managed by the educational school staff, together with a degree of freedom of action given to the journalism school students. The editorial policy was dictated, for the most part, by the nature of the school and the world view of the school director and his superiors. Thus, newspapers, which were managed within the framework of religious education, were mostly managed by the school management, with content that mostly dealt with religion, Judaism, and social values, while the freedom of expression was very limited. If the school became more progressive and liberal, freedom of expression increased and so did the policy of providing much creative freedom within the journalistic activity [202].

The Israeli research that dealt with school journalism, mainly between 1970-1992, is considered limited, compared to that of other countries, and therefore there is not much information about the activities of this journalism in these years. However, like the global research that dealt in this field, the Israeli research also devoted most of its energy to the study this journalism, from a social educational perspective, and especially in research that dealt with the challenges and difficulties of this educational journalism and its wish to realize the democratic goals and to promote the freedom of expression in the SN's [41, p. ], [45, p. 5], [47, p. 85]. According to Paporisch (1973) [205], there is a distinction between **"a newspaper of the school students"**, where a higher degree of freedom of expression was allowed to the school students, and **"a newspaper for the school students"**, where freedom of expression was lower, while most of the Israeli SN's at the 70s belonged to newspapers for the school students "where freedom of expression was scarce. In these years, the SN tried to continue fulfilling its vocation at school as the values of democracy and freedom of expression promoter. However, unlike the SN contents dealing with the early years of Israel, now the contents chosen for writing had a convergent nature, and they mainly dealt with the personal, student socio-cultural world [46, p. 29]. Until 1990, most of the printed SN's were produced in the informal framework, whereas the contents mostly dealt with issues related to the world of the school students in their environment, that usually wrote about educational, social, and family issues that occurred at school and at home. Only a small part of these SN's writers dealt with educational-pedagogical or political issues, while the educational staff was involved in the selection of the contents and in the general production of the newspaper. An example for a SN dealing with the aspects mentioned before, is the daily "Green Village Boarding School", "Today and Tomorrow", which was an appendix to the "Hayom U-Machar" SN ("Today and Tomorrow") from 1972, in which the change in the topics chosen for writing in the newspaper was clear, and with a higher degree of freedom of expression. Also, the type of writing was changed as it was more personal. Yet, the production was poor, and the SN was typed on the school's typewriter and printed in individual copies. In

these years, the students were less concerned with the content, which exalted the love of the land, the pride of the homeland and the preservation of its borders and unity, as it was in previous periods. (An example for the developed version of this SN (see *Appendix 13*). During these years, the school press in Israel acted, according to the American and European model of school. In Israel, too, the SN was a niche product that was produced informally after school hours, a framework of action that was popular with both the students, who chose to be active in the newspaper system, since they were not obligated to do so, and the teachers who accompanied this activity [12, p.], [45, p. 5], [63].

During the end of the 1970s and until the beginning of the 1990s, the process of producing a SN became more and more complex, due to challenges and dilemmas placed by hierarchical and authoritative educational institutions, as its financing, the involvement of the educational staff and parents in the management of the SN and the restriction of freedom of expression and the censorship imposed on its contents [49, p. 3], [122] [177]. One of the biggest causes of damage to the printed SN production process, which cast a shadow over its continued existence, concerns the issue of its financing. Until the early 1990s, the printed school press was usually dependent on internal funding sources of the school, or on parent funding, which often led to resistance in funding this project, and on the other hand, when they approved to fund it, the involvement of the educational staff and parents in the process was significantly increased in its production [45, p. 5], [122], [177]. And so, many of the printed SN's were produced in an unprofessional manner with the poorest means, such as printing a few copies on the school printer or hanging articles on printer paper or notebook paper, in the students' handwriting, on a wall paper in the school or on the walls of the classroom, something that hurt in their frequency of appearance, number, quality and distribution [38, p. 1]. The situation was slightly different in schools that were financially based, such as the De-Shalit SN [74], "Ashmash" ("a newspaper that hasn't found a name"), which has maintained Impressively since it was founded in 1988 due to the management budget support. With the beginning of the integration of the SN, as part of the formal communication studies in the early 1990s, the school administration dedicated a special budget to the production of the newspaper, which also included the recruitment of a communication teacher and the payment of his salary.

The involvement of the educational staff in the production of the newspaper: one of the main and critical factors that made it difficult for the continued existence of the SN, which is mainly the printed one, and were interrelated - are the issue of the involvement of the educational staff and parents in the production of the newspaper and, as a result, the restriction of freedom of expression and the censorship imposed on it. The involvement of the educational staff, and especially of the principal and parents, increased significantly from the mid-1970s,

[49, p. 3], [122], [177], [204]. This led to a negative attitude, in most cases, on the part of the school students and a lack of motivation to take part in the SN, due to this involvement, which increased in the early 1990s [170, p. 9]. This involvement stood out in every setting, in which the printed SN was produced, both in the formal settings, and in the informal settings, to the dissatisfaction of the students, who stated that they prefer to produce the printed newspaper independently [45, p. 5], [12], as they claimed, there was no balance of power between the parties, the educational staff, and on the other hand the students, and their voices were not heard as they aspired. For the most part, the students saw the involvement of the parents and the educational staff as a very disturbing factor. Moreover, as the age of the students increased, so did the reluctance to involve parents in school activities, and in the meantime, in the activities of the SN [49, p. 3]. Nevertheless, some findings indicate an ambivalent attitude of the school students towards the parents' involvement, as some of them supported this parental involvement, but it was a very small percentage, compared to the majority who opposed it [49, p. 3], [122], [177]. As a result of the involvement of the educational staff and parents in the SN production, another difficulty accompanied, which is the restriction of freedom of expression and the censorship imposed on the SN's contents. In the 1970s and 1980s, the SN operated within the informal framework, when freedom of expression was higher there, but there are still quite numerous cases of censorship imposed on its contents [Ibid.].

The status of the SN, especially the printed one, was not particularly high, especially not in the 70s and 80s, neither in the eyes of the school students, nor in the eyes of the educational system. According to the research, there may have been several reasons for this, such as the fact that the SN was a niche product that was not officially managed within the curriculum, the lack of professional staff, funding difficulties that damaged its visibility and the censorship that was imposed on it that harmed the quality of the issues that the young writers wanted to deal with. However, newspapers published in closed educational frameworks, such as boarding schools and gymnasiums, gained more resonance and interest. For example, in the 1980s the De-Shalit High School in Rehovot (as mentioned before) [74]. produced a number of SN, some independently, and some sponsored under large newspaper publishing houses, like the daily newspaper "Maariv" [143], including "De-Shaliton" 1984, "Yediot of Amos" (Amos's News), "Ma'ariv Shelachem" ("yours Maariv"), "The Newspaper of Amos", "Ma Kore" ("What are you Reading"/"What's Happening"), and "Besiman Kriaa" ("Exclamation Mark"). However, in the early 1990s, the status of the SN improved, mainly thanks to the change in the general status of mass communication and journalism studies, which at that time, were officially integrated into the school system as an elective subject in high school, and in this context, the SN was a product of the journalism studies. At that time, the SN underwent a technical change, and not just

content, and it began to be integrated into the formal framework as a more professional production of journalism studies [56]. However, this status required higher costs, and it began to entail a wider educational staff involvement, which hindered the school students from acting in it, [49, p. 3], [122], [172].

Media studies in Israel were officially integrated into the school curricula at the beginning of the 1990s, in two separate branches of supervision, the theoretical education and the technological education. In 1993, the journalism studies were combined with the communication studies [233]. Only at the end of the 90s the journalism studies became optional within the communication studies in schools, while their product was the SN.

**C. 1993 - 2008: Printed press and digital journalism- “defense against breaking through”.** In 1993 the journalism studies curriculum was integrated into media studies in Israel [233], with the SN as the practical democratic product of the journalism studies. During these years this led to the SN establishment in the school, which gained a new status as an important and attractive educational product. During this period, SN was still conducted in two frameworks, the informal framework, mostly in the middle schools in the elementary schools, and the formal framework, mostly in the communication studies in the high schools and in some of the middle schools. The clear tendency of the media supervision was to concentrate the school journalism activities within the formal framework since the productions were more supervised and professional in this format. The editorial policy in the SN in those years was often dictated by the school director, when the editing was done, both by the education faculty, and by the students, who also began to serve as editors [202]. The production and printing format of the SN was like its production format in the previous period, when in these years the production was still hybrid, and the SN were produced in print and digital format. The innovation during this period was that some schools began to produce a computerized copy in PDF - with a graphic application, or independently, and was placed on the school's website, for digital reading. These hybrid years, between the printed press era and the digital era, and the ministry of education actions to integrate the digital world into various curricula, are considered as progressive intermediate years. Actions were made such as the journalism curriculum change, and in which the media literacy took a massive place in it and updated it. In these years, the intensification of the Internet and social networks began to sweep away the children and youth, who started to abandon reading, newspapers, and books [84]. These moves led to the beginning of a struggle between the printed SN, which began its defensive stage, parallel to the online SN, which broke into the education system for the first time [10, p. 34]. The battle for control between them over the school journalistic territory, led to their split into two, with some schools gradually switching to digital production, mainly out of funding considerations, while the other part, continued the



production of the SN in print format, but was opposed by the administrators. Most of the principals preferred that the production would be done digitally, which was mostly free of cost [13, p.], [16, p.], [122], [177].

With the institutionalization of communication studies in the formal framework of the school in 1993, the SN were also integrated into the theoretical and practical journalism classes, and they became more prestigious, and their status improved [38, p. 1], [56], [157], [233]. However, alongside these SN's that were produced in the formal framework of mass communication studies, they were also produced in the informal frameworks in certain occasions. In other cases, a unique internal SN was produced, such as the internal newspaper of the reunion conference that took place in 2003 at the De-Shalit High School SN in Rehovot [233], "Yediot of Amos and T.a.m.a.r", in which interviews were held with graduates of the graduates. Only after about a decade and a half, since the media curriculum was published, the practical matriculation journalism curriculum was written for the first time in 2011 [56]. In 2010, there were about 40 journalism classes in Jewish and Arab high schools. Most of these curricula were conducted under the theoretical media supervision of the Israeli Ministry of Education [16, p.]. These factors raised the prestige of journalism studies and of SN. From now on, the school management devoted special funding to the SN production, which was reflected in professional, high-quality SN's, as a respectable appearance, and their circulation and frequency also increased. On the other hand, the supervision and censorship increased, and the school students had less motivation to participate in the activities of this press [Ibid.].

Also during this period, the SN faced challenges and dilemmas that made its functioning difficult and damaged its essence and prestige:

The issue of funding the school newspaper, as in previous periods, and now even more, especially in view of the transformation of the SN into a journalistic product that should be professional, the commitment to proper production has increased. At the end of the 90s, some schools still printed the newspaper on the school printer without color, of poor quality and in a limited number of copies. Along with this, there were attempts for several years to create a central wall newspaper in the school, on which several articles, essays and drawings were hung. From 1998, For example, on the wall newspaper at the Ort Kramim school were articles, essays, poems, stories, and illustrations written or illustrated on a computer or by hand, drawn and decorated by middle school students. The wall newspaper reflected the existence of the students, whose works were published in the wall newspaper, and later, they were also active in the middle school new newspaper, which, in fact, heralded the beginning of journalism at the middle school established in 1993. Later, the wall newspaper led to the production of the first printed SN, "Chatifat Beynaim", in Ort Kramim school that year (see Appendix 11). The content dealt

with students' experiences from a social point of view, vandalism and violence at school, ecology, students' opinions, and media reviews. The editorial policies in these SN were flexible, except for guidance with quite wide freedom but under the principles of observation. This SN was poor in appearance, without color, of low page quality, bound in the school with a staple gun and its distribution was narrow. Along that, the wall-SN maintained those years [16, p.].

In the late 1990s, and into the first decade of the early 2000s, some schools began to use the external services of large private printing houses for a fee, usually of the national printing houses [236]. This production is considered one of the successful institutional initiatives that emerged to produce a printed SN in many schools in Israel, collaborating with the commercial press. This was done through special departments assigned to this by the state newspapers in Israel, such as with the publishing house "Maariv" [143] and "Yediot Aharonot" [237] (Later these productions became digitized with unique applications for schools). During these years, hundreds of schools collaborated in this production platform, and produced one or two newspapers a year. In some cases, the printing costs were divided between the school administration and the newspaper class budget, and in other cases the cost was paid by the school students [16]. For the printed SN, a uniform and fixed production format was settled, which, apart from the prominent logo, they also received graphic design in the spirit of the national newspaper. According to the production policy, an editor from the publishing house of the national newspaper was included who came to the school and assisted in brainstorming regarding the school newspaper contents and graphics, and was accompanied by the journalism teacher, (who served as the newspaper's internal editor newspaper, among others responsibilities for directing the students in writing, collecting the articles and sending them first to the school's principal and then to the editor of the national newspaper publishing house). This printing house was responsible for the rest of the production stages, including the final editing, graphics, printing, and distribution. One of the problems that accompanied the production with the external publication of the newspaper was the visibility of the SN and its contents. Although apparently the students chose the writing topics, in practice, the editors of the newspaper steered the newspaper in the national newspaper format direction, in which the identity of the school wasn't reflected clearly. The SN often looked like a newspaper on behalf of the administration, rather than a newspaper that should be of the school students. The front page of the newspaper featured articles and interviews that complimented the institution's management, school competitions and "positive" news, items that sometimes-provoked student opposition. The newspaper also included articles by school students regarding the world of school, such as grades and tests, social values such as volunteering, and personal topics that occupied the teenager, such as fashion, television reviews, music, sports, a comics section, and crossword

puzzles [Ibid.]. The interests of the national press in the production of the SN were not always pure, when they considered the increase of the customer base in the future, and they saw this cooperation as means of generating economic profit and increasing their newspaper readership in the future by these school students when they'll grow up. However, they were aware of the problems involved in such a production, both on the part of the students, who did not independently produce the newspaper, and in terms of using the national newspaper's marketing and publication through an educational newspaper. The result was that the SN looked like a scaled down version of the national newspaper, with a logo of the national newspaper, next to the name of the school, and the SN often seemed to lack identity and character and resembled the other SN in the country that were produced in the same way. On the other hand, Maariv Publishing editors [143] claimed that the project goal "Your Maariv - School Newspapers" was to educate the generation of students in writing and editing [168], "Yediot Kramim's SN from Kramim school is an example for a print format production under the sponsorship of the national press "Yediot Aharonot" [237] (see Appendix 12). In this SN, published in 1998, the colored front page is in the same format of the national newspaper, and bears part of its logo. Even the layout and contents remind the host newspaper. Alongside interviews and partial articles, it contains news, trips, activities, ceremonies, and photographs. The editing policy is the same policy that characterizes a production sponsored by a large publishing house, when the initial and basic editing is done by the accompanying teacher, and the editing was done by the publisher. Before printing the SN at the national newspaper printing house, it was sent to the school principal for approval.

Several schools decided to maintain independence in the production and editing of the SN and turned to small printing houses which offered graphic and printing services. Advanced computer programs, such as Photoshop and Freehand, were used in these printing houses, and the pricing was usually low, compared to the national printing houses prices. They used to design the newspaper in an advanced process print, with glossy page type and colors and other elements that are known from prestigious magazines and resembled more youth magazines. In these newspapers, the students had the option to choose the design, the layout, the themes etc. In this type of production, the teacher who accompanied the SN determined the editorial policy with the students' participation, but at the same time, the management's approval was still needed before printing it which followed by censorship [122], [177]. "Ort Kramim" SN is an example of SN using a small printing house as "Patav" graphics and printing house and distribution (see Appendix 16).

*Journalistic activity in the informal framework:* alongside the journalism studies and the production of the SN within the formal framework of high school communication studies,

journalistic activity continued to be conducted in the informal framework, mainly in middle and elementary schools. It was a "running" period, when the production continued to be amateurish and to exist with meager means, but with relatively wider expression freedom than was customary in the formal framework. The contents related to the students' world in their environment, in school, peer group, and family, and only a small part dealt with educational or political issues.

Starting with 1993, with the integration of journalism studies into the formal framework of communication studies in Israel, the printed SN began to be assimilated and established as the practical product of these studies, as in other countries [233]. Before this period, several important global and local events took place, which expanded the democracy and freedom of expression boundaries of children and youth, such as UN Convention children's rights from 1989 [221]. In Israel it regarded the Youth and Student Council establishment and the first democratic school in 1987 [36, p. 22] in which the SN had a special role in democratic values promoter. From the end of the 1990s, and during the 21st century, with the establishment of journalism studies in the formal framework, the printed SN began to enjoy a relatively high status and was treated more seriously by the school administrators and the media supervision. Its production process became more professional under the strict guidance of the journalism teachers. During this period, the writing topics expanded significantly, compared to the content chosen for writing in the SN between 1970-1992. The contents touched on many important social and personal issues, such as learning, poverty, addictions, army recruitment, and love. The students' ambition was to implement in the SN issues that concerned the teenagers, the values of democracy, and above all, the value of freedom of expression, and the public's right to know, as emphasized by the communication and journalism curriculum [56]. However, in view of the strong desire of the students to exercise their freedom of expression, and apparently as a counter-reaction to the high costs involved in the production of the printed SN, it began to suffer from increased involvement of the educational staff, and especially of the school principal. As a result, in several schools, students' vigorous protest arose. Senior officials at the school, headed by principals, began to understand that, on the one hand, the SN has a significant influence, and can be used to promote educational and personal interests. On the other hand, the censorship sometimes stemmed from the fear of provoking the anger of the school inspectors or the parents, with the publication of "provocative or sensitive" content (such as sex and love [34, p.], smoking, alcohol, drugs etc.), and also from the fear that full freedom of expression might lead to the disclosure of the school "secrets", which may harm the good name of the educational institution and the principal. This involvement and censorship provoked resistance from the students [49, p. 3], [122], [177]. In 2001, For example, the Kramim school principal censored

the SN “special” section "On Pride and Prejudice", which was supposed to include, among other things, several articles about gender, sex, and homosexuality. The articles were supposed to be published in the printed SN "Eton Betzefer". In response, the students protested vigorously and turned to the press which sided with them and publish the censored articles in their newspaper "Ha'Zman HaVarod" ("The Pink Time"), the gay community magazine in Israel. Eventually the principal published 2 of the censored articles in the SN because of the students' fierce protest who practiced the freedom rights in practice [16]. Since that event, the journalism students became more emboldened and less afraid of publishing articles concerning "sensitive" social issues such as sexuality and gender, eating disorders, addictions, smoking, drugs, and articles exposing and criticizing the school, and on the other hand the school administrators were reluctant to impose censorship. In the years after this event, at least one article about sexuality and gender appeared in almost every SN, and for the most part they were not censored [Ibid.]. As a rule, in the school journalism history, topics dealing with sexuality and gender have always occupied the school's SN and readers [34].

The Internet - as a new competitor to the school press was another significant challenge that joined the list of challenges faced by the SN. Until about 2005, the printed SN was well known, and many schools throughout the country produced a respectable and well-invested printed SN, in which most of the articles that appeared were by journalism students in the formal framework. The digitization process of the education system in Israel, in general, and in the process, of the school press, began in 2006 and was accelerated in 2010, mainly after the crisis in the print press in 2008. From that moment, a transition began from the production in printed format of the SN to the digital medium, where the production costs of the newspaper were much lower, or no cost at all [75]. However, in some schools, the newspapers continued to be produced in an integrated hybrid format, of both printed and digital newspapers, sometimes even in the same school, however, contrary to the theoretical media supervision, very few schools under the technological supervision switched to digital production at the time [62]. An important step the theoretical media supervision took towards the media literacy, was the introducing of digital journalism work through the "Scoopim" website in 2006 [13], [104] which regulated the online journalistic activity, in collaboration with the Israeli Technological Educational Center [16.]. The site, which looks like a news site [191] contained articles by journalism students from Jewish and Arab schools in Hebrew and in Arabic. The goal was to integrate the students and mass communication teachers into the digital journalism world and accustom them to write on an online site. Other goals were the students' opinions exchanging, promoting coexistence between Jewish and Arab students, and establishing one journalistic central website [Ibid.], [192].

Decrease in reading and writing activity was another important factor led to the printed SN attractiveness, which reflected the worldwide significant decrease in reading activity among children and youth. One main reason for this was the internet's intensification in the first decade of the 21st century [42, p. 86], [62]. Even before the 2008 press crisis, the youth's consumption had changed from archaic media such as books and newspapers to the computer and to the tempting and rich Internet [11, p. 134]. [42, p. 89]. Starting in the 21st century, new research approaches began to gain momentum, under the motto "the effects of the Internet and new media" [71], [154]. In practice, at the end of the three waves of the research traditions, the early strong effects, the limited and the late strong effects, the new research that dealt with the media effect began to perceive the media for its "good and bad" effects, even though the traces of the classical research traditions are still clear in the contemporary theories. During the last two decades, with the intensification of the Internet and social networks, the research deals with the effect of the Internet and new media on the public, in general, and their effect on children and youth, in particular [62], [84]. In addition, the research reveals the contribution of mass communication, journalism and media studies to children and youth, such as strengthening political attitudes, critical thinking, and massive consumption of media, [30, p. 405], [170], [233]. The literature review revealed a little information about the old media place, such as the book, newspaper, radio, and television, in the lives of today's youth, as for 2023. The main difficulty was to find sources of information regarding the influence of the printed press or even of digital journalism and its position in the lives of youth as for 2023, in view of the intensification of other means of communication, which take their place as favorites of the public, and especially of youth. Additional studies also dealt with the struggle between the printed press and the digital press [129] considering the historical developments in recent years. The Intrusion of the Internet as a new mass communication medium changed the alignment of forces in the press industry, and led to a devaluation of the status, necessity, and prestige of the printed press, despite its many values, one of them- the educational one [24, p. 7]. Therefore, the global and Israeli research, which dealt with the school press, conducted studies proved the significant contribution of the SN in promoting the values of democracy and freedom of expression. The goal was to draw the Israeli Ministry of Education attention to recognize this contribution, and it dealt with new aspects of the SN, such as the SN contribution at the cognitive and behavioral levels [33], its ability to influence political opinions [30, p. 405] and the cognitive effects, Its effectiveness and behavior on students in general, and on students with learning disabilities in particular [207]. However, these were only a few research attempts in the Israeli research.

**D. 2008 – 2023. The printed SN adapting process to the digital press** mainly started since the 2008 press crisis and the digital media intensification. After that it seemed that SN research has almost stopped, except for a few studies that expressed concern about its disappearance or its assimilation into the Internet's tangle and computing. Since the crisis of about a decade, the SN has been conducted in a hybrid format in the education system. In some schools the SN was produced in printed and digital format, but with the ever-increasing intensification of the digital school productions, alongside a significant reduction of the print SN. Along with this downsizing printed school journalism phenomenon, there were other significant changes in the field of communication studies during this period, in study curricula adapted each time to the current needs, with a prominent place in it to the digital journalism. Along with these many changes, one of the worrying issues is the decrease in the journalism school students, parallel to the online SN, mainly the informal one. In 2019, the Corona epidemic outbreak, the SN went through another massive change, especially the printed one [102]. The transition to virtual learning methods forced the journalism classes and SN production to pass to the online versions [183], [76], [161]. This pointed out the end of the printed SN era, which was replaced, almost completely, by the online SN, which was produced in free or paid applications (see *Appendix 16; Appendix 20; Appendix 21*). Currently, in 2023, the SN is produced on various platforms and formats, mainly as a digital SN and mostly free of charge, while the number of printed SN is very small. The editorial policy and content selection are the school type function. In many SN's, the educational staff involvement and the censorship are still very evident, which makes the SN look like a newspaper on behalf of the management, and not as a newspaper of the school students, as it was meant to be [49, p. 3], [122], [177]. An interesting development in the SN phenomena can be attributed to the expansion of this school journalistic activity within the informal education framework, and in fact, a return to the framework of the popular and widespread activity in which it operated at its very beginning. The expansion mainly takes place in the second and third decades of the 21st century, adapting it to the 21st century and the technological progress of the education system. This expansion is alongside the activity within the formal framework of mass communication studies. As of 2023, the schools' numbers producing online SN's increased significantly, mainly in the informal setting, in all age groups and sectors under different production formats, may be a consequence of Covid-19 which functioned as a catalysator [102]. Global and local pedagogical research and attention was given several years before the corona, when international organizations raised the informal education to the public agenda [11, p. 4], [33, p. ], The earlier research used to deal with critical themes of the school journalism, such as the global press crisis, the digitization phenomenon, and the reduction in the journalism school students. The study dealt, for instance, with the disappearance

of the printed SN after the 2008 crisis, attributed to it a significant contribution in cognitive and behavioral aspects [22]. Nevertheless, there were many challenges by the educational system adapting to the technological changes in the communication world, and the need to adapt to new journalistic activity in a digital world in formal and informal frameworks in the education system [12], [120]. Other studies corresponded with previous studies and dealt with the effects and contribution of the extra-curricular informal education and its contribution to the development of non-cognitive and cognitive skills as for: improving academic achievements and developing social value aspects [69]. Recent studies deal with the contribution of extra-curricular activities to improve achievements, refer to informal learning, and in teaching the various fields of knowledge. In recent years, the research recognition, regarding the informal education contribution to youth, is increasing. Research dealing with school journalism as an interdisciplinary learning activity in the education system is one of the modern research topics [120].

Between 2008-2023 the SN went through significant events:

**2008-2011: The strengthening effect of the Internet on SN** - during the first decade of the 21<sup>st</sup> after the press crisis and the internet strengthening aside, a rapid deterioration began in the Israeli printed press, which also affected the printed SN [65, p. 34], [90], [201]. As a result, many of the printed SN have disappeared or transformed into digital. This event was preceded by a phenomenon of a significant decrease in reading activities, and a shift of the children and youth to the consumption of digital media, especially the Internet and computer games [62], [65], [79], [88], [131], [217]. At the end of the first decade of the 21st century, the printed SN had to face additional significant challenges that undermined its status [45, p. 5], [49, p. 3], [67]. A significant challenge was still the high funding of the printed SN, which led to the dilemma whether to produce it in print or digital format and arose the involvement of the school staff, along with an increase in the censorship imposed on the contents. In the meantime, a decrease was noted in reading newspapers, books and SN's [42, p.] and the intensification of the Internet and social networks among teenagers [62], [79]. Also, the curricula changes introduced by the ministry of education, and the media supervision, to create an optimal educational adaptation to the technological era of the 21st century, reduced the place of the printed SN, [56], [84], [156].

**The production format of the SN - from a hybrid combination to a multi-format digital production:** the crisis in the media and the press in 2008, and the intensification of the Internet, until about a decade later, presented the SN with significant difficulties, as the unwillingness of passing from printed SN to online version, as the supervision requirement. The school management and many researchers sided with the supervision decision [24, p. 7], [84], [106], [130], [231]. During this period, the printed SN became an archaic and unattractive format



for the youth, especially when the reading activity among them decreased massively in those years, while their interest in digital media has been growing [42], [129]. However, few researchers still believed that it was important to continue producing the printed SN, due to its many advantages, especially regarding encouraging reading and writing [24, p. 7]. For about a decade after 2008 crisis, and until 2023, except for the Covid-19 period (2019-2022), in which during this era almost no printed SN were produced, except for few schools, and in unique settings such as special education schools or boarding schools (see Appendix 16). During Covid-19, when learning at school became mostly online [87], the SN were conducted under several production formats, but mainly in an online one, as in a school presentation, PDF file for digital reading on the school website, free or paid application, newsletter, digital version of a printed national newspaper, or on a social media platform, mainly Facebook or Instagram [84]. This period of 15 years can be referred to as significant years in which the SN underwent a transformation. The printed SN gradually disappeared, and at the same time, the digital and computerized SN became strengthened. The production acted at a variety of advanced and less advanced formats and versions in the formal framework of communication studies, or in the informal framework as a product of the entire school. At this time the journalism classes number decreased, some of them disappeared, mainly under the theoretical media supervision, or turned into another practical communication class, under the theoretical supervision, such as the specialization classes of cinema, while some of them moved from the theoretical to the technological media supervision (see: Appendix 18, p. 1, p.2., as an example for a journalism track that transitioned from the theoretical supervision to the technology supervision later in 2022).

**2008-2011 hybrid format** - the SN at these years is produced mainly in print but also online which started in becoming stronger. In the first years after the 2008 crisis, the school press continued to be produced in printed format, mainly until 2011. The contents of the printed SN in these years are produced in accordance with the editorial policy and the printing house format. In newspapers that were produced in small printing houses, as in the case of the kramim SN, the independence was evident, both in the choice of content, layout, and graphics, while usually the contents centered around a theme. The editing was under the teacher's responsibility, and the graphics chosen in collaboration with the teacher, the students, and the external graphic editor, who was also responsible for printing the newspaper and its distribution. Yet, the school's principal was the last one who approved the SN before its printing. Contrary to this instance, SN printed under the sponsorship of the national press, such as of "Yediot Aharonot" [237], as in the case of "The Green Village" boarding SN (2010) (see Appendix 13), the contents were guided by the external editorial and support department of the publisher, as well as the content, language,

graphics, and the design. The SN is classified as a news newspaper and its visibility is like the national newspaper format, whereas the contents are varied and include topics that frequently occupy the Israeli youth - love, studies, society, military recruitment and events and activities that took place at school. There is no concentration around one central issue, and the editorial policy, as was the nature of the editorial policy in the previous periods, the communication teacher is responsible for the initial screening of the articles that will be sent for editing of the external printing house's editors. The students and teachers do not have much influence on the SN design, nor the articles names and sections` titles [192].

Parallel to the strengthening of the Internet, the production of the SN in a digital format is getting stronger in several journalism classes under the theoretical media supervision. An example of digital SN produced in the same school within the formal framework of communication studies under the Theoretical media supervision is the online SN, "Yediort Hatab Binyamina" (see Appendix 14, no. 1), the middle SN at the Ort Binyamina school (2010). This SN published under the sponsorship of a national printing house, and "Yediort Binyamina", which is the High SN, when both SN looked like a reduced digital version of the national newspaper, in terms of design and format (see Appendix 14, no. 2). The contents of the SN "Yediort Hatab Binyamina" are diverse and contain many colorful photographs. The SN contents are the common themes occupy the youth of middle school age (ages 11-15), such as social activities, holidays and ceremonies, studies, music, and film reviews, but also a significant place is given for topical news and complex issues, which concern the security of the Israeli state and society, which gives the newspaper a visibility of a actual newspaper. The editorial policy of the newspaper is like the editorial policy of a SN produced under the sponsorship of a national press - the communication teacher is responsible for the basic editing and filtering the articles that will be sent to the printing house for editing. From that moment the plan and graphic editing was the responsibility of the printing house's editors. Like this newspaper, the online SN, "Yediort Binyamina" (2010), is produced by the high school students of the journalism classes. The contents are still mostly topical, but also contain more in-depth social articles, investigation, interviews, personal columns, and opinion articles.

**2011-2015 hybrid format - production in print format in most journalism classes in the formal framework under theoretical media supervision, alongside digital production that is getting stronger.** In these years the SN continued to be produced in a hybrid combined format, in the formal and informal frameworks, and sometimes in a combined production at the same school. In 2011 it was the first time a journalism curriculum was written for the high school classes in the formal framework [56], including practical instructions to produce the SN. in these years, most SN were still produced in print format, but along that were some schools

which produced for a start a printed and a digital version for online reading. It was computerized in PDF format and located on the school's website. Misgav SN from 2012 is an example for this SN hybrid version (see Appendix 15). The colorful newspaper looks like a hybrid product of a news newspaper and a magazine. It was printed in a small independent printing house and financed by the school management. The contents contain diverse topics of society and current affairs, with a main topic, interviews with the school officials, school news etc. The editorial policy combined supervision by the journalism teacher and primary editing by her, and by students, and final approval by the school's principal and his deputy which censored a considerable number of articles. In these years, the media supervision tightened its requirements, and the SN production was required to combine print and online format [156], which undermined the students and teachers, [65]. In these years the theoretical media supervision offered a considerable set of continuing education courses for communication and journalism teachers, which focused on teaching and training in the digital world [14], [192]. In 2012, a collaboration with Foreign Exchange begins, of a joint journalistic activity in the spirit of pluralism and multiculturalism on the website "Makom-Makan" (in Hebrew and Arabic- "a place"), [198], [200] - a website for journalism students in Hebrew and Arabic languages. In addition, students were also offered to write on "You Post" [238], a website for free civic writing, in which students and teachers published articles [75]. A stubborn struggle continued then between some of the journalism classes, and the supervisors, who strived to advance their classes technologically at the beginning of the 21st century. On the other hand, the struggle of those journalism classes was fought against the school management, who saw the transition to the digital format as an opportunity for economic savings, due to the high costs of the printed SN, as well as the ability to comply with the Ministry of Education's order that strove for technological progress [192].

**2016-2019- further development in the digital SN and constant curricula updates,** regarding the journalism and new media studies, together with the provision of more comprehensive emphasis for the transition to digital journalism. In the theoretical media supervision, the updates were made in 2015/2016 [156] and in 2018 [158] and in the technological media supervision in 2024 [165]. These were the last years in which the productions of the SN were conducted in a hybrid format, with some in print, and some in online, and for the first time, most of the SN productions were online [233]. An example of a SN continued to be published in these years in print format is "Iton Betzefer" ("school newspaper" in slang) from 2019, in which journalism student from middle and high school participated in its writing. The contents and format are colorful and contain articles on different subjects, mainly about the school, experiences, news, trips, educational stuff, etc. This SN has been an activist by

ideology, so frequently it included “burning society issues”. In this specific SN it deals with Vegan and herbal agenda against carnivores and the concern for animal killings. The editorial policy was under the responsibility of the management and the journalism teacher, with the graphic editing and printing being external while the students wrote most of the articles (see Appendix 15).

**2019-2023- the SN is established digitally and expands during the Covid period and after.** Covid-19 acted as a catalyst for the disappearance of the printed SN and the strengthening of the online school productions, as the online SN, due to the distance learning at that time because of the school’s lockdowns [102]. The media curriculum was updated to distance learning and expanded the SN production possibilities in a variety of digital and computerized formats [161]. The curriculum also adjusted to the changing digital world. Some of those study courses in theoretical media supervision were transferred to technological media supervision, and for the first time the number of specializations in journalism increased significantly in technology supervision compared to theoretical supervision. In those years the school journalistic activity in the informal framework has significantly expanded in sectors and age groups that previously did not produce SN. However, the involvement of the educational staff, headed by the school principal, was high, with regards to the selection of the contents, the design, and the editorial policy of its contents. Example for a SN produced in print and digital for online reading at the beginning of the corona is "Iton Betzfer", mentioned before, of the Ort Kramim school. It was the last time it was published in print format after 20 years (see Appendix 16). After that, it began to be published in an online format only, as a unique social newspaper of communication studies, after moving from the theoretical media supervision to technological one (see Appendix 18, no. 1, 2). Contents: interviews, school news, activities, social articles, research and consumerism, opinions, critical articles, value content - army recruiting, promoting social equality, interviews with leaders and regular sections dealing with film and television reviews. Editorial policy: the journalism teacher edited with students, the graphics editing was external, and the SN was submitted for approval to the school principal before its printing.

In 2023, with the end of the Corona period, most specializations of school journalism studies within the formal framework of communication studies, have been updated and turned into study tracks focused on media literacy, in which the productions of the SN, under the media supervisions, continued the sequence of activity almost exclusively in digital media. The specializations have also changed into the current media developments, including New Media journalism specialization, advertising, public relations, and spokesman-ship. In these years, the journalism classes under theoretical supervision decreased even more, some vanished or

transferred to the technological branch, in which the journalism classes had more funding [37], [62], [75], [79], [201] (see Appendix 18, no. 1, 2)

An example of a SN that converted its activity to the digital format is the newspaper of the “Makif Chet Ashdod School”, which until about 2017 was produced in print format. The SN is currently available on a free digital platform of the school's website and is part of the communication studies under theoretical supervision. Contents: social articles, investigation, and news reports on a variety of topics: exam anxiety, tattoos, plastic surgery, youth employment, the new social network - Tik Tok, school news on a variety of topics, documentation of school activities in the academic and social field, and more. Format and editorial policy: The SN has the appearance of a social and cultural magazine, where the articles appear in running order. The newspaper and the articles are submitted as a matriculation project, under the primary responsibility of the communication teacher, while the students write and edit their articles, as part of the studies requirements (see Appendix 17).

Online production of the social SN is one of the specialization classes in journalism and digital advertising under technological supervision. This Online SN aims to be the center of a social campaign on a topic defined and researched by the students, in order to make a change in the society. The production portfolios of the journalism students are compiled into a dedicated social newspaper with a common theme. An example of such a dedicated newspaper and mentioned before is the newspaper of communication and journalism class at the Ort Kramim school, which uses the platform of the free website Wix (see Appendix 18, no. 1). The home page of the dedicated social newspaper is produced within the formal framework of the journalism and digital advertising specialization class (2022). The subject of the newspaper: Cost of Living VS Food Security - Ort Kramim Communication Project. The social newspaper replaced the SN Ort Kramim school, "Iton Betzfer". The home page of the social newspaper directs the readers to the newspaper's extension, with "Follow me", located in the social network Instagram (see Appendix 18, no. 2). The Instagram contents are the same as in the main online newspaper, but with profound investigative techniques and advanced technological features such as video. The editorial policy: SN does not look like an ordinary online newspaper, rather like an online magazine. The editing is done by the students and journalism teachers. Another example of an online SN's production within the formal framework of communication studies is the official newspaper of the Kohl Beer School - "Meyashrim Kav" (2020) (see Appendix 19). The SN is published independently on the platform of the free website WIX. The entrance to the front page of the SN is through the school website and appears on the landing page with references to the full articles that are written as posts. Contents: editor's note, news, social articles, personal columns, interviews, and videoclips. Editorial policy: almost complete

independence in the production of the SN. Articles are entrusted to students, members of the newspaper staff accompanied by the communication teacher. The newspaper was published during the Corona period.

The expansion of the online SN phenomenon began in the informal framework during the Corona period. Parallel to the SN, which were produced in the formal framework of communication studies under the media supervision, the phenomenon of SN's in the informal framework continued to expand massively during these special times. The educational systems confronted a new dynamic situation, in which the learning became distant. In this situation the online SN replaced the physical connection and enabled virtual reading and writing. The allegedly friendly production of the online SN spread it for all sectors and ages, free or paid, fancy or simple, under strict management or independently. But a concerning issue arose as many school principals took this golden opportunity and used it many times for their needs, instead of the students', whereas their place was excluded and was mostly lateral, without any supervision intervening. This phenomenon mainly characterized the elementary schools and the religious sector schools. Two examples of such digital SN, published in the informal framework. The first example is the free online SN "Hope Gotvirt ``Corona Time" (see Appendix 20), from Amit Gotvirt school in Sderot. At the corona time, between 2020-2021, many of the SN contents relate to the pandemic, as other SN. The model of mutual work is well adopted in this SN, as teachers and students produce together contents, but the supervision was still the management's mandate. The second online SN published during the Corona period in the informal framework is "Golda Elementary School SN" in Nahariya (2020). Unlike the previous free SN, this one is produced with a paid application of Calameo company (see Appendix 21). Its Contents include school news, the principal's statement, and many photographs. A main topic about the SN's city culture's many articles, interviews, opinions, and photographs around it. In this SN too, the model of mutual working together, teachers and students, still the school management supervises the SN. As in the years before, in recent years more versions for the SN production were offered. Some were produced independently by basic digital means, such as by using applications in the format of a digital presentation (PDF with Acrobat Reader for instance), and some continued to trace the "simulated" format of the national printing house as of "Yediot Aharonot" [238], but in a digital version.

The school press in Israel, mainly in the Jewish religious society and in the Arab society, mostly came out in print format. In the last decade or so, most printed newspapers have become digital, and many sectoral newspapers have been added in the informal framework, in a variety of formats. The editorial policy of this sectorial journalism is a function of the school's type [16, p.]. Generally, in sectorial SN, and the lower the age of the students is, the the involvement of

the educational staff grows, and the newspapers seem to serve much more the administration, and less the students. In addition, large gaps were found between the various sectors in Israel, as between the secular and the religious sector, between the Jewish and Arab sectors, regarding the type of content that appears in the SN, and its editorial policy, since there is much less liberality in the choice of topics.

For the most part, SN's in the Arab sector were produced as part of communication and journalism studies in both supervisory, theoretical, and technological branches until 2015 or so. As for 2023, their number has decreased, and they usually do not produce a "regular" SN, but rather a production portfolio as part of the obligations of the matriculation in journalism, which contains articles from different genres. In the past, Arab schools were documented producing SN under the sponsorship of a national network, but in the Hebrew language and not in Arabic, their mother tongue, and journalistic collaborations are also made between Jewish and Arab schools [16, p.]. An example of mutual Jewish and Arab SN is of the Ort Kramim Karmiel school, the Ort Psagot school, and the Bedouin Arab school, Ort Salama. The joint project called the "Aneni" which stood for coexistence between Jewish and Arab students in the north of Israel. The newspaper "Aneni-Norway Foundation and Ort project magazine" - "Aneni- -Marching Together" ("Aneni"- 'Answer me") was produced in print format in 2011, financed by the "Norway Foundation and Ort Network". The SN included articles in Hebrew and Arabic language on coexistence, various educational and social issues and topics that are common among teenagers such as test pressure, student-teacher, school issues, national foods, Traditional clothing, addictions, trips, and photos (see Appendix 22).

Shortly before the Covid-19 period, and especially during it, a significant flourishing of school journalism began in the informal framework, in various formats in middle schools, and especially in elementary schools. This phenomenon, according to which there is an abundance of SN in elementary schools for example, whether as school-wide, class or grade newspapers, is a welcome phenomenon, but in terms of the school press itself, the over-involvement of the educational staff in choosing the contents, designing its appearance -stood out. The result is a SN that looks completely like the administration's SN.

School newspapers in the middle schools for decades SN's have been produced in the informal framework in the middle school framework in a printed format. In the last decade, and especially since the Covid-19 period, SN are produced in an online format, mostly for free. In some schools the newspapers are produced as a supplement to the main high SN. Compared to the SN in the elementary schools, the SN's middle school has wider freedom of action, although the involvement of the educational staff is also evident in it (see Appendix 14, no. 1).

Independent democratic school newspapers - a relatively unique and limited phenomenon refers to SN that are produced independently, almost completely, with minimal involvement on the part of the education staff. Usually, such newspapers are produced in private or democratic schools, where the freedom of expression value and the exercise of democracy in them are critical. This is reflected in the journalistic work of the students, who are almost exclusively responsible for writing and editing, except for the accompaniment of a teacher who assists in the production as an educational process. Most SN are produced in the informal framework, in a wide age range, from elementary to high schools. The choice of content concerns the world of teenagers and burning social issues as their goals are to influence the students, to raise awareness of important social issues and change things. "Leyadha" of the high school "near the University of Jerusalem" (2023), is an example of an independent SN, which defines itself as "the SN of the students that deals with burning issues, in the school and outside of it - and the watchdog of democracy and proper administration." Its contents deal with burning issues in the field of politics, and society. The SN also has a feedback section which acts as an innovative and effective tool that criticizes the education system. Additional articles deal with important social issues, but also with matters that occupy the youth, such as music and cinema, trips, youth movements, contributing to society, army, and entertainment. As for the policy SN, it's the students fully responsible for the editing, together with the accompaniment of a teacher who mainly accompanies pedagogical the students. There is no platform for the principal word or for other officials in the system in the SN, as it is only containing articles by the students (see Appendix 23). These factors affected **the school newspaper status** in the eyes of the students, the schools, and the supervision of the media, and undermined it. According to the literature review, evidence that the printed SN has been deteriorating over the past decade and a half, is illustrated in **journalism study programs** in schools in recent years, which have changed many times, especially since the 2008 world press crisis and the rise of the Internet. In these programs, the place of the SN, especially the printed one, was reduced, while his place was taken by the online newspaper, together with the focus of the media supervision on teaching journalism online [158], [233]. The updates in the communication and journalism study programs appeared between 2011-2018 in theoretical and technological education, not only reduced the place of the SN, but also led to a decrease in the number of journalism classes. in the journalism classes the journalism final projects are no longer printed newspapers, but online versions and social media posting. In the academy also the press crisis effects can be seen in a significant drop in the number of students who applied to mass communication studies, especially the journalism ones. The place of journalism studies, as they were until the crisis in the media and press world, was taken by New Media studies in many academic institutions [92]. In these years, in which the



media curricula were updated under the theoretical media supervision [158], [161], [163] [165], a special effort was invested in implementing innovative pedagogy within the updated curriculum [158]. As part of this branch of supervision, which includes teaching and learning in the Moodle environment and in many online courses designed to provide teachers with collaborative teaching skills based on digital tools. The new curriculum includes new and old content, and in particular, the organization of all study materials around two super-literacies, media, and civic literacy. The practical journalism classes have recently become a New Media class, where the main skill is focused on operating news content website training young journalists in the New Media era, as well as content and software editors [222]. Students work in an online environment, posting articles and responding to their peers. However, under the Israeli media supervision branches the leading study classes are television and cinema, behind are the journalism, radio, and photography classes [198], [200].

Media orientation - not much updated research knowledge was traced as for 2023 regarding the journalism education process, as the SN's number, nor their production, contents, editorial policy, contribution to the students, the challenges they experience and more. It seems that since the 2008 press crisis, and the digital media intensification, the school press research has almost stopped, with the exception of a few studies that expressed concern at the possibility of this important educational journalism disappearance [7], [30, p. 405], [59], [62], [78], [79], [106], [208]. Hence, in the absence of enough sources dealing with the school press, articles and surveys were used, which dealt, for example, with several high school graduates who integrate into studies or employment in media and journalism world [92]. The situation that emerged shows a significant change regarding the media orientation of these young people in recent years, trying to explain drastic decrease in the number of students studying journalism in colleges and universities, as well as in the practice of print journalism. The place of journalism studies was taken by digital media studies aimed at employment and as for 2023's needs such as marketing and advertising, public relations and topical or marketing writing on the internet, social networks as well as the development of television and radio professions. These data correspond with the number of journalism courses in the schools and their characteristics, which since the crisis in 2008 has decreased and thus the nature of these studies has also changed, like the picture presented in relation to the higher studies. In most schools, where a printed SN was previously produced since the press crisis, and gradually, a digital or computerized SN has taken its place. For about a decade after the crisis, and shortly before the outbreak of the Covid-19, the SN conducted hybrid-like, with some Israeli schools producing a printed newspaper and others online.

The number of SN in Israel in 2023 and their characteristics are not clear. Just as the number of youth magazines and the commercial press in Israel decreased, so did the number of SN's. Only a few studies examine students' preference for printed or digital SN [42]. Also, there is no recent empirical research to shed light on the contribution of SN's in Israel for students and to assess their relevance. In the theoretical supervision of the media in the Israeli Ministry of Education - as of 2015, about 460 courses of media studies, with the cinema and television classes being the classes with the largest number of students [19, p. 16]. In Israel, where the profession of communication is still an elective and not a compulsory (core) subject, there are weak points in the curricula, such as the cohesion lack between the theoretical and practical part, and the neglect of the practical part, especially in the theoretical branch of the media supervision. This was manifested, for example, in the lower grades given in the matriculation exams for the practical part, and in the limited resources dedicated to this part [170]. The last mass communication curriculum that was updated under the theoretical supervision was in 2018 [158], in the practical production in 2021 [161], and in the technological supervision in 2024 [165]. when all three put emphasis on new media studies, on digital production of the SN and about synchronization between theoretical and practical studies, [214]. Since the SN is produced as part of high school journalism classes in the formal framework, they are of much more professional and independent as the school management's involvement is less significant [49, p. 3], [122], [177]. In the technological supervision of communication in the Ministry of Education - as of 2023, there are 184 classes of television and cinema, advertising and public relations, photo systems and electronic communication programs, which includes journalism and new media: television and cinema -11 (most of them in secular schools), advertising and relations Public - 16 (most of them from secular schools and a minority from the Jewish religious and Arab sectors), photography systems - 23, and the largest no. electronic communication with 134 schools (the most from the national Jewish religious sector -boys and girls, Christian and Muslim Arab sector) [160].

The school journalism study's main difficulty was to find information about the printed SN influence and its status in the youth lives as for 2023, in view of other media intensification, which take their place as favorites of the public, and especially of the youth. The search for information related to the press contribution in general, and the printed SN, in particular, brought up only a few studies in the literature review. Thus, for example, after the press crisis, which affected the SN, there was concern about this educational press disappearing, and therefore several studies began to be carried out then, which sought to emphasize the press's contribution. Thus, the findings of important studies [7], [30, p. 405], [78], [79], which continued previous studies, attribute positive and far-reaching effects for students engaged in journalistic writing.

The findings of this research reveal that school students' journalistic and yearbook activities reflect improved educational achievements, years after being in school, and as demonstrated upon academy students. This reflected especially in language, as well as an improvement in social skills, development of critical thinking and an impact on much significant chances of success. Since then, apart from our study and a few studies that discuss the relevance of school journalism [184], and the contribution of communication studies to students [30, p. 405], almost no significant studies have been conducted on this subject since then. The Internet rise has led many educators and communication researchers to eulogize the press, including the school's printed press. Soon, according to several studies, the printed SN became a product whose production format became archaic and unattractive for the young consumers, especially when, according to many findings, youth read less in recent years and are much more interested in digital media. Moreover, they adopt online reading habits, such as news reading on the digital platform [42], [62]. For this reason, the printed SN acted in the hybrid format, and soon moved to online production only.

As of 2023, there are almost no current empirical studies illuminating the contribution of SN's in Israel for students or assessing their relevance as for 2023.

## **1.2 Main approaches in mass communication and journalism studies at school level**

The research approaches concerning mass communication and SN studies effects on students, according to classical and modern research traditions at school level will be discussed, as well as media literacy, and their existing challenges in Israel. Communication education and research approaches related to mass communication and journalism studies have changed significantly over the years, both due to the understanding that communication means can have a critical effect on children and teenagers, and due to new and changing educational needs. In general, the focus on mass communication education and media curricula around the world has mostly remained the same as it has been over the years, and it has included common goals, the main one, being the development of a socially involved citizen who is aware of the met effects and the manipulations it exerts on the consumer, and giving tools to deal with them and developing a sense of criticism. Despite the public and the research understanding of the media and journalism studies' importance for youth in the 20th and 21st centuries, the school profession is still considered as an elective subject of study in the education system, even as for 2023. Mass communication and journalism studies have frequently undergone transformation over the years, with the main change being attributed to significant historical events, such as the phenomenon of digitization and the 2008 press crisis, which affected theoretical and practical mass communication school studies, including the printed SN, which became digital in most schools, whether in the formal or informal setting. As of 2023, the number of digital SN's in Israel, which

integrated into the informal framework, has increased significantly, mainly during the second and third decades of the 21st century, especially after Covid-19. However, within the formal media studies framework for matriculation in high school, the number of journalism classes decreased significantly in recent years in both media supervision branches. In general, the name and purpose of this course of study has also changed to "New Media and Journalism Studies". Journalism studies and the SN have had to face over the years, and in fact to this day, many challenges on several levels, some of which were the result of the digitization revolution changed the global media and journalism map, and some of which were the result of internal or external systemic failures. Much responsibility for the negative changes in these studies lays on several institutional bodies as: the media supervision for the reducing the place of journalism studies and the SN in the curriculum, on the school administrative level - as the SN freedom of expression violation, and on the research level - its lack of interest, which harmed the ability to internalize research conclusions and recommendations for the field improvement.

**1.2.1 Research approaches of the communication and journalism studies effects on students.** According to classical and modern research traditions have changed significantly over the years, due to historical events, these changes have been forced. Meanwhile, such as the strengthening of digital journalism, which forced the imposition of drastic changes in journalism studies and the production of the SN, and if or by virtue of the reality dictated in the education system, out of constraints or failures, such as the imposition of censorship on SN contents. The research of mass media effects expressed constant concern regarding its negative effects on children and youth, which mainly attributed to several means, such as television and the internet, for being responsible for the loss of childhood, addiction, violence, and shallowness [182]. The media study adhered for years to classical studies and theories, in which the media was seen as a means that reflects society, on its good and bad [10, p.34]. Over the years, the research approach to the media effects has changed, ranging from the "Early Strong Effects Approach", in which explained the lack of the young consumer's ability to resist the cinema effects, for example through the limited effect's research, where the consumer has a relative ability to resist them, as for books or newspapers [Ibid.]. Later, they attributed the difficulties of young consumers to resist the media effects according to later powerful effects, as in the case of the Internet and social networks [84], [117]. Under this study, the press, in general, and in the meantime, the school journalism, was never attributed a strong influence, possibly this is the reason why the researchers' interest in this medium was never high. However, school media studies are intended, first and foremost, to be a shield for the children and youth, who guide against the manipulations of the media and its harmful effects on the young consumer. Precisely at this point, the school journalism studies had a significant role, as balancing the negative effects of the powerful media,

and promoting media that make it possible to grow aware, intelligent, and involved citizens in society. As a result, the global public and educational systems have become aware of the importance of mass media education and its teaching. Many schools, especially in the early 1990s, began to teach mass communication in schools, but only as an elective subject, and within it the SN was integrated, as an official product of journalism studies [195]. In Israel, the school journalism in the informal framework appeared long before the appearance of mass communication studies in the education system. It seems that since the 2008 press crisis, the search for information related to the contribution of the press and the printed SN turned up only a few studies, mainly those that expressed concern about SN disappearance. Therefore, it tried to emphasize their advantages and massive contribution to the students who are exposed to it. Thus, for example, the findings of an American study from the first decade of the 21st century revealed new and far-reaching findings regarding the contribution of the SN, in cognitive, behavioral, and emotional aspects, such as improving language skills, sense of criticism, morals and ethics, growing feelings of sympathy and inclusion for the suffering of others [78], [170]. However, only a few studies continued to come out from time to time, [7], [30, p. 405], [62], [69], but in general the research has lost interest in this area.

Mass communication and media studies typically consists of criticism of mass communication and media institutions, its products and effect on the recipients' audience from several paradigms: 1. The Marxist and Neo-Marxist paradigm, according to Marx [101], view the mass communication as an economic institution, its purpose is profit, and therefore, the critical education for the mass communication highlights the manipulations exist between capitalists and the mass communication [29, p. 339]. 2. The Hegemonic paradigm views mass communication as a cultural institution propagating an ideology and capitalist values and mobilizes the masses to support the ideology of the ruling class of their own free will. Therefore, mass communication and media education are important in accentuating the messages hidden from the public [138]. 3. The Frankfurt School regards mass communication as a cultural institution propagating ideology and values in a manipulative and false manner. Therefore, critical mass communication and media education is important according to Delanty & Harris [75]. 4. The paradigm of Technological Determinism suggests that the essential attributes that characterize a predominant medium might affect social order. Mass communication may tell us both, how to think and how to organize [113], The paradigm of Technological Determinism is relevant to this thesis as SN, as a printed medium, which is produced by and for the students, creates conditions for personal expression and developing fresh thinking. 5. The paradigm of Semiology, according to Laughey et al. [126] concentrates on the idea of semion ("a sign"). Semiology, the general science of cultural meanings of signs, distinguishes between the signifier

(the visual, verbal, acoustic or tactile image) and the signified (its cultural meaning). The relation between the signifier and the signified is usually artificial, i.e. There is no natural connection between the articulated object or phenomenon and its conventional marker. Signs interrelate with each other, and their meaning can be found only by comparing them to other signs [Ibid]. Semiology is relevant to this thesis as SN's intricate settings of signs and meanings, by which the students express themselves and develop their communicative skills. 6. The Postmodernist paradigm challenges ideas hierarchization. It supports judgmental neutrality, in which one perspective is not better than the other, and it insists that no culture should be more hegemonic than others`. The "Postmodernist Approach" in media studies interrelates with the idea that we must learn to understand communication as a dynamic aspect of human adaptation to the environment [123]. This approach is relevant to my thesis as it examines SN in the age of plurality enables the students to express themselves. The SN is a non-hierarchical medium, in which students` voice is equally relevant and respected as their school management's voice. It is common to distinguish between three main pedagogic approaches of the mass communication and media studies, according to Masterman (1985) [149]: "Inoculate Approach", "Media as Popular Art approach", and "Media approach as Representational or Symbolic System". These 3 approaches, whose dominance varies from time to time, are still relevant, as for 2023, in most western media curricula. According to the "Inoculate Approach", the mass communication is an agent of cultural decline, and in continuance to the subcutaneous "Needle Approach", which attributes strong effects on the mass communication, there is a suspicion tradition among mass communication educators towards this field, which they consider morally corrupt and addictive to children and youth. Mass communication and Media education has a long history. Between the years 1930th–1960th, the Mass communication and media education studies went through major processes of protection and inculcation. Two prevalent approaches in Mass communication and media education studies, from 1930th-1960th, were 2 important approaches: according to the "Protective Approach", the media literacy [2, p. 71], [69], [206], [220] should protect children and therefore censor the negative media content and avoid its consumption. The "Inoculate Approach" [113], whereby media literacy is an Inoculation against the ravages of popular media culture, and therefore, children should be involved in the discourse on media content and develop critical views, according to Postman (1985) [182]. The teacher role, according to these approaches, is essential, since it illuminates the students' eyes to the Mass communication manipulation and teaches them to distinguish between good and bad, according to Hobbs (1998) as cited in Wolf and Melamed [233]. Even for 2023, many teachers still hold the idea, that media culture corrupts the youth and many media literacy organizations, especially in the United States, justify their very existence as an inoculation against the negative effects of

the media [2, p. 71], [68]. However, there is a growing recognition among Mass communication educators and media experts in the Western world, in which this approach exhausted itself [233]. The teachers' educational approach to the media changed over the years, but they always regarded themselves as an extension of the mass communication itself. Educators, also, developed the "Author Theory" [228], which placed the director and his works at the center of the cinema studies. They believed it can educate the youth to distinguish between quality and non-quality content [16, p.], [50], [222]. Another educational approach related to Mass communication and media studies is the "Symbolic-Cultural Representation Approach" prevailed in the late 1970th, in which the emphasis shifted from cinema to television. This media studies have been seen as having a central role in civic education and democracy [43, p. 35], [193], considering the belief that citizen's critical skills are important in democratic principles [43, p. 35]. In contrast to the American media's perception as culture deflating, in Europe, the Mass communication and media has been perceived as culturally enriched, over its commitment to quality public broadcasting. These approaches were prominent in global curricula, first, in the United States, which led in the beginning to the mass communication and media revolution and even the introduction of the Mass communication and media profession into the education system, later, in European curricula. These approaches are influenced by theories and studies, as well as by historical events, and as a result, the Mass communication and studies policy have been influential in various countries, including Israel, according to Masterman [149]. In the 1990th, more liberal approaches regarding Mass communication and media education developed, following the principles of liberal pedagogy, sought to create a change in this educational field, which the Anglo-Saxon- Mass communication and media education programs led them at that time [43], [133]. Some argue that the opposition goal to globalization in education among local Mass communication and media education initiatives was to develop individualization of Anglo-Saxon education programs in England [233]. In South Africa and Latin America, there has been an opposed approach to this educational field approach in England, whereby this field teacher has been considered a messenger of social change. This approach, in the context of culture research, developed in the Mass communication and media research framework, along with the classical paradigm of mass communication research, based on the "Transfer Model" [123]. These approaches strengthened especially in the last years and were considered as alternative approaches, in the presence of the representation crisis, related to the rise of postmodernist approaches. These approaches challenge the very premise of the "Transfer Model" and, as part of this, quite a few dominant views in mass communications and media research. This, in addition to undermining the technological assumptions that underlie traditional "mass communication and media". Moreover, these alternative approaches influenced Mass communication and media

teaching [152]. Despite the development of these alternative approaches, it is still possible to see in many of the Mass communication and media curricula the belief that youth must inoculate against the harmful media effects, an approach that exists mainly in the United States [36, p. 22]. The leader of the Mass communication and media education policy in the education system, as for 2023, is Europe, followed by the United States, thanks to the existing international cooperation between them. The current tendency to teach Mass communication and media is to combine the various approaches existing in teaching this field, while taking into consideration its full advantages and disadvantages, both positive and negative [233]. The research of Mass communication and media studies has focused mostly on the influence of the media on children and youth [29, p. 339]. As a result, the research of the effects among this age group began to develop, especially since the 1960th. However, the research of the journalism studies effects is limited, and so is the research of the educational activities involved in producing the SN. The literature review also shows there have not been enough studies to examine the effectiveness of the Mass communication and media curriculum, and in any case, the research of the effects is very difficult to prove [233], and it constitutes one of the weakest points of this field education.

The relationship between communication theories and mass communication and media curricula is demonstrated in **Table A24.1** (see Appendix 24). This table illustrates how theoretical paradigms permeate the goals, rationale, and practice of Mass communication and media research programs and teaching them. It shows the different channels of Mass communication and the differences between them and their effects. In general, European programs are process-based, as their purpose is to get information about the Mass communication role in the social system. The assumption is that a better understanding of Mass communication and media dynamics, will ensure acquiring critical skills [233]. Evidence of the educational impact of SN on its young readers can be found in the literature. Due to the concern from the decreasing number of children in reading and journalistic activity, educational studies were conducted in this field ten years ago, and their aim was to prove the contribution of these activities. These studies' findings revealed that journalism studies and reading activities have a positive impact on adolescents in the near and distant future [50], [138], [197]. In later research from 2004, there was also a reference to a decrease in the frequency and extent of reading activity. However, it noted that encouragement of reading activity by parents contributes to the fact that children and adolescents will also be reading at an older age [42, p. 86], [220]. Evidence of a decline in reading activity found in our research also, when most of the research participants, writers and especially the readers, noted they read newspapers in low frequency, as is the case of the printed SN. The update of the new media curriculum also, as of 2016 [156] following the technological changes in the Mass communication and media world, led to



changes of the printed SN status. If in the past there was a demand to produce a printed newspaper in the journalistic classes, now, according to the demand of the Mass communication and media supervision, the work should be in the online press. This led to the almost complete disappearance of the printed SN from Israeli schools and increased the number of online SN's [158]. According to the review, the SN activity serves as a tool for promoting democracy in the school, encourages freedom of expression [232]. as a socialization factor and as base material for studies within different classes [10, p.34]. In other studies, the educational system believed that student activity the SN cultivates personal autonomy [67]. According to later studies' findings, the SN also improves scholastic achievements and social skills [112], increases reading activity, effects long-term scholastic achievement, improves critical thinking and the degree of social involvement [170]. Our research reveals that the printed SN effects on students are at cognitive, emotional, and behavioral levels, especially on the writers, as thinking improvement, sense of criticism, ability to write and opinions expressing, social involvement, and skills. Only at the beginning of the 21st century, journalism research began to discuss other innovative influence fields, such as cognitive and behavioral aspects. One of the most innovative studies, the only one dealing with the impact of the students' activity in the SN, regarding their future orientation in these research aspects and occupation in various future time ranges, is research conducted by the NAAF Institute [Ibid.]. These studies' findings attributed to the printed SN a significant contribution to language development, learning and leadership skills and civic vision in the short- to long-term future [46, p. 29].

Our research findings also show there is a positive correlation between activity in the SN and the existence of a large contribution to students in cognitive and behavioral aspects in various future times. However, in comparison to the NAAF research [170], which examined the correlation only among students who were former journalism students, our research offers a new research method. It examines these aspects among students exposed to the SN during their studies and not after it, while the comparison is between non- journalism students, but as readers. Although the findings of this research reinforce and emphasize the contribution and positive impact of school journalism on the students exposed to it and try to dispel the question of the relevance of the SN, the status of the SN, since the conclusions of this research, is deteriorating. The main contribution and importance of current research are in re-expanding the research work of future consciousness and future orientation, linking the impact of activity in the school press on the students' future orientation in cognitive and behavioral aspects. The research discussed with future consciousness did not discuss mostly the influence of Mass communication and media studies on the future orientation, but on a general future consciousness only. However, there is a resemblance between most of the studies' findings discussed with the future

consciousness in general [153], [180], [197] and our research findings. Thus, for example, these studies show the future consciousness of the students, took part in this research, writers, and readers, joined at an early age. They link between their current studies and their integration programs in a similar field in the future and express a sense of optimism about fields in which they may succeed. It found that there is a positive correlation between the future consciousness and the future orientation and the effects on personal, developmental, cognitive, and behavioral aspects. However, there was not always a positive correlation between the SN's exposure and the future orientation of the writers in the cognitive aspect since most of them did not express a desire to continue to engage in any Mass communication and media field in the immediate or long-term future. This finding is in line with the findings of the Halabi-Chair research (1992), in which there is a correlation between cognitive strategies of pessimism and optimism and a future orientation among adolescents in the scholastic and social field [153]. In our research, there is also a direct interest in the SN and its contribution to the students' active in it, as well as reference to new variables not considered previously in the former research, such as age, the use of the newspaper, its reading activity, satisfaction from the printed format, its relevance and status as for 2023. According to numerous studies Mass communication and media in general has a profound influence on young people. Various aspects of the Mass communication and media influence on individuals and society have been examined by the research since Mass communication and media began to develop and occupy a principal place in the lives of people. Influence is the result of social interaction between two factors- influencing and influencing. The influencing factor produces a response in the influenced person [10, p. 34]. The influence meaning can be explained from different points of view, divided into two main groups: the receiver and the changes occurred to him due to the influence and the sender and his actions. The various aspects of the Mass communication and media influence [174] are usually examined according to distinct types of changes. Aspects of shape, change or reinforcement, occur at the cognitive, emotional, or behavioral level, aware or unaware by the sender, at the individual or collective level, in the short or long term, which result from the exposure to the Mass communication and media, or the content transmitted by them [10, p.34]. Over the years, the researchers proved several models that show how the communication process works in Mass communication and media. Lasswell (1948) [125], described the communication process by the linear model with five questions: who said what, to whom, in which channel, and in what effect, which compose one of the components of a Mass communication and media process. When we talk about influence, we mean that the receiver changes when he receives the message. This change can take place by the contact created between the sender and the receiver or the emotional influence occurred to the receiver when he received the message. In fact, this model

was written under the influence of Nazi Germany, whereby the receiver cannot respond or choose not to receive the message from the omnipotent sender (in the form of "brainwashing"). Later, the researchers added a few models added two more factors to the Laswell's model, with more factors to the effect [10, p. 34], [125] which define the nature of the process and the nature of the message's comprehension in the communication process. Shannon & Weaver (1949) as cited in Caspi [10, p. 34] proposed a new model based on information theory, which distinguishes between message different states. The printed press and the printed SN, for example, belong to the linear model. The connection between the sender and the receiver is one-way since it is not possible to supply feedback by the receiver to the sender and vice versa, as is possible in the circular model. The feedback is the main difference between the circular models and the linear models.

Among the most prominent researchers who proposed the circular models are Osgood & Schramm model (1954) as cited in Caspi [10, p. 35] and Lowery & Defleur model (1968) [139]. Osgood & Schramm model emphasizes the process of understanding the message (decoding) and transmitting the message (encoding), where the original sender and receiver are equal in their position and play a particular role alternately, and the sender does not control the communication process. This model added the idea of "interpretation", the meaning of the message about the sender and receiver. The model emphasizes the process the message passes through the original sender encodes a message passed to the receiver; the receiver decodes the code, interprets it, understands its meaning, and then encodes a new message. In contrast to this model, the Lowery & Defleur circular model [Ibid.] doubles the linear model of Shannon & Weaver and turns it into a closed circle by feedback. This is not a symmetric process, since the address serves as the main source of the message, and the messages of the recipient are defined as the main feedback of the model. The printed journalism and the online journalism, for example, belongs to a Mass communication and media in which there is a circular, two-way communication process, allowing reciprocal feedback between the sender and the receiver as soon as the message is delivered, as opposed to the printed SN. Other models set later are the semiotic models, in which there are also various aspects of influence caused by the Mass communication and media action. According to Jakobson model (1986) [31, p.], each Mass communication and media action consists of several functions, each focused on another element in the communication process [150], [234]. The participants are the sender, receiver, message, context, agreed language code, contact. According to this model, there are six functions of linguistic communication: the referential function, meta-lingual, emotive, conative, the function, linguistic and poetic also applied to latest theories [181]. In contrast to 3's model, the sender, and the receiver in the Fiske model as cited in Farquhar [82] are equal in the communication process. The communication act

can never achieve its goal because the receiver decodes the message from another external reality he has. There will never be a complete identity between the conveyed message and the received message because the message varies from one cultural group to another. The misunderstanding of the message derived from cultural differences. Decoding is a re-creation of the text. Fisk's model differs from the process models since the sender and its intentions are not perceived as dominant. The weight passes to the message, the text, and its decoding. The Fisk model stands for the semiotic cultural concept [Ibid.]. The classic research of the Mass communication influence, since its beginning, has been concerned with the influence of the popular Mass communication and media on children and youth; especially cinema and television, due to the harmful effects attributed to them, and did not deal with the influence of the press was not particularly popular among this age group [128].

### **The waves of research traditions dealing with the communication influence:**

The traditional research on the issues of the Mass communication and media influence is manifested on several levels: "Early strong effects" (1920-1940); "Limited effects" (1940-1970); "Late powerful effects" (1970-2000). **The first research tradition** related to the Mass communication and media almost unrestricted effects, developed in the first decades of the twentieth century, with the development and institutionalization of radio and cinema [19, p. 10], [139], [193]. These studies are part of the first wave Mass communication and media studies considered the Mass communication and media strong, omnipotence, fast, direct, and uniform effects. Such as the Subcutaneous Needle theory, a propaganda concept coined by Lasswell [125], as cited in Caspi (1995) [10, p. 34], and resembled the Mass communication and media, and especially the radio, to a syringe needle inserts its messages into the individual's brain without resistance [176]. An example of the radio enormous influence as an omnipotent mean can be seen at "The invasion of Mars", an imaginary radio broadcast written and directed by Orson Wells in 1938, described the arrival of aliens from Mars in New Jersey, and managed to arouse mass panic, as cited by Cantril, Gaudet & Herzog (1938) in Caspi [10, p. 34], in which they sought to discover how many people believed the drama broadcast on the radio was real. This case is another example, emphasizes the Mass communication and media, has an immensely powerful strength and influence on people and contributed to the strengthening of the belief that Mass communication and media is omnipotent, and the receiver is a passive entity cannot oppose it [152]. **The second research tradition** rejected the premises of the first wave theories. Its claim was the process in which the messages stream from the Mass communication and media to the individual not done directly but by an interpersonal mediated media. Moreover, it found the typical effect of the Mass communication and media is not the effect of a change, which caused such deep concern in the first decades at the beginning of the century, but the

effect of strengthening existing opinions and positions. In this wave of research, the Uses and Gratifications theory developed in the framework of which a series of studies conducted, based on the selective exposure factor, and it claimed the Mass communication and media does not "inject" its messages and content to the people, but rather the person is the one who uses the Mass communication and media to meet his needs. According to this theory, the Mass communication and media has limited effects, and the recipient is not defined as passive this time but can control the messages and choose them according to his will [116]. In one of the most important studies conducted in the spirit of the School of Uses and Gratifications, conducted in Israel [115], the effectiveness of the Mass communication and media in satisfying the needs examined, which were classified into several groups of needs: cognitive, emotional, integrative, and escapist needs. The findings pointed to the existence of a division of roles among the various Mass communication and media in filling the needs, but it is important to note the research conducted in the late 1960th, when Israeli television was just beginning to broadcast, so the newspaper fills cognitive needs rather than television. McQuail also pointed to two main factors led to the flourishing of the Uses and Gratifications Theory School, proposing an alternative to the deterministic belief of the Mass communication and media strong influence and its opposition to the debate on the undisputed Mass communication and media status [152]. Despite the virtues of the school, it also attracted considerable criticism because of its focus on the individual and his detachment from the social context, and the danger the school would encourage shallow content because of the individual's ability to consume content according to his will. It should also be added that during this period, most of the Mass communication and media effects research on youth related to the influence of popular Mass communication and media, and especially to the influence of television in the 1950th [182], and there wasn't any special reference to other Mass communication and media, such as the press. Many of the studies addressed the negative effects of child and adolescent viewing violent TV programs in the short term, increasing their violent behavior [215]. **The third research tradition** began in the 1970th, when a series of studies carried out that belong to the third research tradition wave of the Mass communication and media effects, and once again the Mass communication and media considered as having strong effects (late), but this time it does not have a complete effect on everyone. This time the characteristics attributed to it were different from those characterized by the tradition of strong early effects, such as long-term effect rather than immediate effect. Five important theories, attributed to the Mass communication and media strong effects, are part of this study's wave. "The Socialization Theory" is one of the central theories related to the strong influence of the Mass communication and media on children and youth. Especially television, considered a relatively constant social agent in the continuity of life, through which the

individual learns his role in society, according to Gerbner & Gross [52] (1979) and Schramm et al. as cited in Caspi [10, p. 34]. The studies also show that the influence of television, for example as by Postman, can be devastating to the point of loss of childhood [182], [2, p. 71]. The competition between the Mass communication and media and the traditional socializing agents, parents, and teachers, worsened in adolescence. During this period, the Mass communication and media deepen their hold on youth and play a leading role as a source of information about reality. At this age, youth often try to discover independence by moving away from parents and getting close to their peer group and adopt a "common taste" in Mass communication, which some researchers call it the "new parent" [44], [126], [137]. In research conducted among this age group by Chaffee (1970) as cited by Caspi [10, p. 34], it found that Mass communication and media is the most important source of information and opinion for this age. Despite these findings, according to Messaris and Sarett (1995), as cited in Caspi [Ibid., p. 36], parents who serve as socialization agents have a major influence on their children. This along with the Mass communication and media influence, also serve as stable socializing agents in the children's lives and adolescents, and therefore it is important for parents to mediate in the use of the Mass communication and media by their children. The "Agenda Setting" Theory also belongs to this tradition of powerful effects, whereby the Mass communication and media influence the consumer's agenda, navigate, and direct him what to think and how to behave [150]. According to "The Construction of Reality" Theory, that attributed the Mass communication and media strong effects, according to Lippmann (1922), as cited in Caspi [10, p. 34], the Mass communication and media not only provides information, but it also shapes the learning process and perception of reality, when consumers see reality through mediated reality. Following the wave of violence in the United States and the belief that television has a significant influence on it [75] very broad research began, in which it was found that in the Mass communication and media there are certain groups that are more prone to violence and are more vulnerable. The researchers defined the concept as "Cultivation Effect" Theory, according to which the Mass communication and media fosters the way consumers view reality, and that feelings are what we saw in the Mass communication and media [86]. The theory of "Knowledge Gap" also belongs to these studies` wave, developed in the 70th due to the knowledge explosion in the western world. The research also found that as the flow of information from the Mass communication and media into a given social structure increase, the strata of the population belong to the higher socio-economic class will get information faster than those of the lower class. This is the reason, not only, the gaps in knowledge are not limited in the population, but increase, according to Tichenor (1970) as cited in Caspi [10, p. 34] and according to Knoll et.al [121], it is possible to narrow the knowledge gap, but it is a mission the senders must do, and so

the Mass communication and media, and the education role. According to one of the most interesting studies in the field, which investigated the contribution of "Sesame Street", a television program, to reduce gaps among children, it discovered that the program failed in narrowing the gaps between the strong and weaker classes, but among the heavy viewers, the gaps have narrowed [37]. The latest theory in the strong effects' tradition is the "Spiral of Silence" Theory, according to which the Mass communication and media cannot only construct the perceived reality but can create a new reality [185]. The problem is that they create an unreal reality about what is going and misleading the public by selective coverage, vocal expression of certain opinions on account of other, and crystallization of individual and group perceptions of reality, so according to Neumann et.al [174], [185], starting from the current century, new research approaches began to gain momentum, under the motto "The Internet and new media mark" (20th -2010th). In practice, at the end of the three waves of research traditions, the new research of Mass communication and media influence began to grasp the media about the good and the bad in it, although the signs of classical research traditions are still clear in contemporary theories. Over the past two decades, with the rise of the Internet and social networks, the research has been regarding the influence of the Internet and new media in general, and their impact on children and youth, in particular [62], [190]. Another research discussing the youth opinions toward computers versus the book provides interesting findings of their opinions towards reading, including about reading books and newspapers. according to Sharon (2004) [42], although the opinions of the youth towards the book and the computer are positive, their reading activity is decreasing, along with an increase in the use of computers and the Internet, which increases with age, when girls read more than boys do [19], [42, p. 86]. In addition, according to other studies, the Mass communication and media studies at school have many effects on children and youth [233] as strengthening political positions, critical thinking, and a massive consumption of Mass communication and media [30, p. 405] and improving achievements and social involvement [170]. The literature review revealed there is little information about the place of the old Mass communication and, such as the book, the newspaper, the radio, and television, in the lives of the youth as for 2023. The main difficulty was to find information regarding the influence of the printed press and its status in the lives of the youth as for 2023, in view of the intensification of other means of Mass communication and media, which take their place as favorites for the public, especially the youth. In addition, a literature review conducted on the struggle between the print press and the digital press [144], in view of the historical developments in recent years. These developments led to changes in the array of forces and to the devaluation of the printed press vis-à-vis the growth of online journalism, despite the printed press educational value, according to several studies [24, p. 7].

**1.2.2 Communication education and curricula for journalism studies at Israeli school.** Communication education and the programs for communication and journalism studies at the school level have undergone constant changes during the past decades, and especially since communication studies began to be integrated into the education system, first in the United States, then in Europe, and later, in Israel in the 1990s. The media education policy in Israel has also changed many times over the years, from the 1990s to the present day, either out of the understanding that the means of communication have the ability to have a critical effect on children and teenagers, or out of a desire to adapt itself to the research and educational approaches, that were customary in the education system in the United States And in Europe, as part of which they experimented before with the teaching of communication in schools. Despite the recognition of the importance of these studies since their entry into the education system as an elective subject, until today, their status has not changed, and they are not considered as a compulsory subject. However, most of the changes stemmed from the need of the place and the time, to adapt the curricula to the local Israeli education system, such as leading a consistent policy in the media supervision, as far as the provision of freedom of expression in the media curricula is concerned. Another example in relation to national security is the use of media studies to recruit the youth to fulfill local social needs, such as encouraging the youth to recognize the importance of contributing to society by enlisting in the army. Another example concerns the adaptation of curricula following historical media events, such as the crisis in the media and the print press industry, the digitization revolution, and the covid-19 epidemic, which forced the education system, and in the process, the school press, to move to online theoretical and practical learning [87], [102].

Between the years of 2008-2018, during the crisis in the print press, the number of students studying journalism has decreased, and with them, the printed SN has also disappeared from most of the schools. In those 15 hybrid years, the school press operated according to two features for the most part, when in some schools the newspapers were produced in print format and in others in digital format. Close to the outbreak of the Covid-19 epidemic, which forced the education system to teach remotely [Ibid.], several adjustments were made to the curricula in both branches of media supervision, which emphasized the urgent need to move to digital media learning, as during the Covid-19 period the new and renewed programs of communication studies were implemented between the years 2021-2023 [161], [163], [165]. The adjustments made in the field of journalism studies in the media supervision in the technological classes, for example, managed to attract students who were looking for new avenues in the studies of this profession adapted to today [165]. The practical productions of the journalism studies were also



adapted to the changes in the journalism world and aimed at the production of dedicated social newspapers through the digital media, which is integrated with advertising on websites and social networks such as Instagram. On the other hand, in the theoretical supervision, no unusual adjustments were made in the field of practical journalism studies, as opposed to the actual change in the theoretical study program in communication, which included new and updated content. As of 2023, the journalism courses under the supervision of the academics have actually been reduced, compared to about a decade ago, especially after the Covid-19 period, which was the catalyst for the almost complete disappearance of the printed SN in the education system and the leveraging of the digital SN [106], [84], [24, p. 7]. In this review, the discussion focuses on the change of mass media and journalism studies in Israel since their beginnings, their main goals, their contribution and the essence of school mass media and journalism curricula, while presenting their multiple changes over the years. The mass communication and media studies goals formulated by the policymakers of the Mass communication and media curricula in the various educational systems, usually following the conclusions of studies discussed with this field. In this framework, there was always a desire to utilize the advantages of teaching for the benefit of the students [90], while trying to provide them with tools for production and creativity, and to nurture an active citizen who would be an active participant in the Mass communication and media and democratic discourse [220], [75]. Other important goals are the development of awareness and critical thinking of this discourse [133], to prevent blind obedience to the social repressive institutions and the need for selection of information in the era of the information explosion [154]. According to the literature review, most countries, including France, England, Denmark, the United States, Canada, Australia, and Israel [233], updated their curricula in Mass communication and media studies, The Mass communication and media, and the intensification of new media, the Internet, especially in the last decade. Apparently, following the Mass communication and media world crisis and the strengthening of the new media, the internet, the social networks, and smartphones, to which the youth are addicted [19, p. 10], [201], [84].

In many of the mass communication and **media curricula**, an update addresses changes in the Mass communication and media world and the "exploitation" of new media based on participants' content and information sharing, to create new possibilities for alternative personal expression of "previous" Mass communication and media and cultural narratives. The curricula update also refers to the research of practical journalism studies and the production of the SN, with the current demand to increase activity in the online press and less in print, as in the practical journalism curriculum in Israel [56].

Mass communication and media studies have an important contribution to the students' development. The contribution of Mass communication and media studies, according to many

studies findings, is significant, and many of them clearly show the positive effects they have on students. Thus, for example, the research showed an improvement in understanding the components of Mass communication and media production, and a distinction between reality and imagination among elementary school students [48, p. 225]. Related results achieved among gifted children [1, p. 297], [207], and children with learning disabilities [212]. Other studies from the last decade show students researching Mass communication and media are usually positively influenced by these studies in certain fields, compared with students who do not research Mass communication and media. For example, according [30, p. 405], [79] Mass communication and media students consume more media, participate more in conversations and political activity, and have a better critical capacity than students who do not research Mass communication and media. In Chaffee's research (1970), as cited in Caspi [10, p. 34]. Mass communication and media students undergo a process of political socialization during Mass communication and media studies, a process that effects their opinions and political and social involvement.

Mass communication and media plays an important role in the youth political socialization process, since it constitutes the main source of political information. Regarding the consumption of newspapers, according to the research findings, students researching Mass communication and media read the same number of newspapers as students who do not research Mass communication and media, especially during times of war or security tension [117 p. 581]. However, according to Turin & Friedman (2019) [70]. Mass communication and media students are more likely to watch television than non- Mass communication and media students are, and they like this activity more. On the other hand, some studies have not always proved the existence of effects among Mass communication and media students. For example, in research that tried to examine whether education for critical consumption of Mass communication and media succeeded in influencing the students, the findings reported the program failing [215].

As for the contribution of journalism studies, although the research did not discuss much with the impact of theoretical and practical journalism studies on students, including studies of the SN production, many findings reveal these effects are usually positive. Thus, it found that journalism students had higher achievements in language, compared to students who did not research journalism [7, p. 23]. Studies investigated students' language achievements, who were journalism students in school, found they were higher in compared to students who did not research journalism in school [78]. Another research found students who studied journalism in high school had higher achievements in language fields than students who did not research journalism in school and were more willing to succeed in this field [207]. Some studies have also shown that teaching with newspapers in school improves language skills [7], [95], [207], [106].

Thus, for example, students took part in news media activities at school and used newspapers, magazines, radio, TV, and the Internet, more interested in news and current events, on democracy fields and freedom of expression [42], [232]. Our findings reveal that journalism students are more often influenced positively by cognitive, emotional, and behavioral aspects due to their SN's exposure compared with non-journalism students.

The programs for the journalism studies at the school level in Israel have gone through many upheavals, depending on the different circumstances that have arisen, whether in tracing the American or European journalism education policies in their classical approaches, which served as a model for advanced and democratic programs of communication studies. The reasons for this arose, whether from maintaining the media policy and the education system in Israel, which advocated democracy with clear boundaries, which sometimes posed a challenge to freedom of expression, or following historical events that affected the school press such as the digitization revolution, the crisis in the print press and its consequences for the school press and the change in the fields The journalistic occupation or the covid-19 epidemic. In the following review, the historical development of journalism curricula in Israel in the branches of media supervision, will be presented, and the differences between them about the perception of the role of media education and its goals, which often led to the formulation of these curricula. Communication studies have been transformed since they entered the education system in the early 90s of the 20th centuries, and began an accelerated process of digitization, especially after the printing crisis in 2008. As part of this process, the curricula were updated, with emphasis on new media literacy, both in the theoretical part and in the practical part, and thus the SN quickly moved from print production to digital, a move that came to its peak, mainly, during the Covid-19 period, when learning was remote and almost impossible to produce SN's in print or nor their distribution in the schools due to the closures on the education system. Only in a very few schools, such as boarding schools, religious schools and special education schools, there were several printed SN's. However, media studies in high school are still taught as an elective subject for matriculation, and not as part of the core program, and there are evident gaps between the two branches of media supervision, as far as the practical approach that concerns the productions of media and school journalism is concerned. Despite the expansion of the phenomenon of school journalism in the informal framework, the Ministry of Education does not have a systematic reference to the issue, and hence the guidance in this framework is completely absent, at least at the level of supervision and enforcement. The presentation of the programs will be done according to a division into periods, in each of which significant changes occurred in these programs according to the instructions of the media supervision, or from the time order imposed on them. The documentation begins mainly from the moment journalism studies were officially

integrated into schools in 1992 in Israel and with the formation of the curriculum in communication and journalism studies in the education system in 1993, although school journalism was informally integrated into schools' decades before that. In the following, the periods in which changes were made to these programs between the years 2008-2011 will be presented; 2011-2015; 2015 -2018; 2019-2023.

The years of 1993-2008 are the years in which the journalism curriculum begins to establish itself as an official subject in the education system. The study that dealt with the school press perceived its educational products as an important democratic product, which should promote the values of democracy and freedom of expression in the school [46, p. 29], [233]. In the years before communication studies entered as a school subject study, the SN was integrated into the informal framework after school hours, and despite being an unofficial product in the education system, it often suffered censorship for its contents [49, p. 3]. The education studies of mass communication and journalism began in most global educational systems towards the end of the 1980s, first in the U.S and then in Europe and Israel, with points of similarity and differences between them, but with common educational goals, of growing a rational and aware citizen who can deal with the manipulations of the media on children and youth. According to Wolff and Melamed (2008) [233], communication education in Israel began to grow in the late 1980s, and in 1992 officially entered the schools as an official elective, but not as a core subject, under two separate branches, in the theoretical and in the technological supervision. In 1993, the media curriculum was written in the journalism studies under theoretical supervision, when the practical part of the journalism studies was in the first stages of formation, and therefore it was not fully professional, and it carried emphasis aimed at the production of communicative, educational, and democratic products [158]. But despite the change in the SN status as part of the official curriculum, it continued to suffer from increasing censorship, and involvement of the educational management [122], [49 p. 3]. During the 1990s, the printed school press began to be established in the formal curriculum of media studies in Israel as in the rest of the world. In the end of the 20th century and the beginning of the 21st century, the school press continued to face many dilemmas and challenges, as it was in the years before. Starting with censorship, the involvement of the educational staff in the management of the newspaper, financing difficulties, and the addition of a new difficulty, the fight against the internet for the hearts of the young consumer, who gradually abandoned the traditional means of communication, the book, the newspaper, and the television. During this period, school journalism was still conducted on two levels, in the informal framework, mostly in the middle in elementary schools, and in the formal framework, mostly in the framework of media studies in high schools, with the clear tendency of the Ministry of Education, led by the media supervision studies, to move to journalistic activity

in the formal framework. In some schools, they continued to produce printed SN's or manage a wall newspaper, and in other schools they used services that bore the cost of private printing houses, which used computerized editing software. In these years, the SN had a new status, of an important and attractive educational product, but at the same time, it aroused resentment among administrators due to the high costs involved in its production. At the beginning of the 2000s, the number of communication classes with a specialization in journalism studies was about 40 in the Jewish and in the Arab high schools, under the theoretical supervision of the media at the Ministry of Education, and alongside the journalistic activity within the technological supervision as well, but in a smaller amount [16]. In these years, the journalism studies and SN prestige was higher, and their circulation and frequency increased, but this was together with the increase in supervision involvement, which harmed the students' motivation to participate in its activities [Ibid.].

In 2006 an initial experience in journalistic writing on the digital platform took place, when the theoretical supervision of media studies at the Ministry of Education, in collaboration with the Israeli Technological Educational Center, launched the website "Scoopim" [13], and "You post" [238], which focused on online journalism in Jewish and Arab schools, which constituted the first step of the transition to digital journalistic writing in schools. "Scoopim" was an online site [191], which contained open-source articles from citizens and harnessed the power of the surfing community to report news in a direct, free, and friendly manner. As part of the theoretical media supervision, the website was a learning and experience workshop on the new digital platform within the journalism studies, both for students and teachers. The site stopped its services in 2010 as for technical difficulties [104].

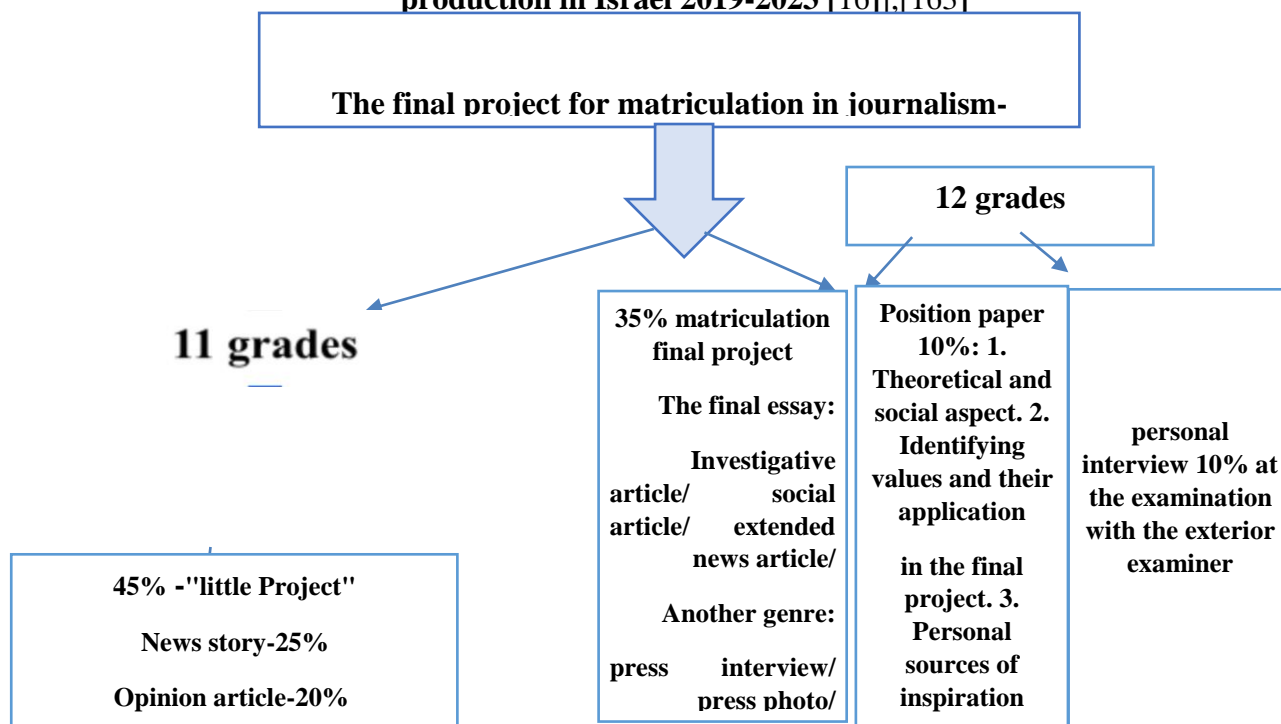
From 2008 to 2023, during this time of 15 years, most of the events and circumstances that led to significant changes in the academic and practical journalism curricula, which were updated several times to adjust to the historical changes. 2008-2011: after the 2008 global press crisis, the digitization process of communication studies, in general, and of journalism studies and its production, printed SN began, against the will of most journalism students and teachers [65], [203], [218], [88]. The pedagogical reasons for this transition stemmed from the need to deal with the increasing power of the Internet, the management's will to reduce the SN costs, and the new trends of the Ministry of Education which preferred to keep pace with technological progress [16]. During these years many printed SN gradually maintained hybrid production of press and digital formats, while in the rest schools, the online school press replaced it, and in others it disappeared altogether [62], [201], [158], [79], [37]. In 2011, the first practical curriculum in journalism for matriculation was written by the media supervision, which emphasizes media literacy and practicing the digital media [56]. In these years, the supervision

carried out professional training for teachers and students on digital websites, such as the work on the website "Makom Makan" [198], [200]. This writing framework succeeded in promoting journalistic writing in schools, multiculturalism among students across the country, and a bridge to coexistence between Jews and Arabs, in a pluralistic and democratic discourse [Ibid.]. In these years, a "hybrid coexistence" of the SN productions has emerged, with some schools producing the SN in print, and some, digitally. At the same time, the media supervision kept on training the journalism and communication teachers in digital platforms [14], [15, p. 2]. 2011-2015: the hybrid feature of producing the printed SN, alongside its digital production, continues in these years, in most journalism courses within the formal framework under the theoretical supervision, and at the same time, the digital production of this journalism continues to strengthen. In 2015, about 460 communication classes were defined under theoretical supervision, with most of the majors belonging to the cinema and television classes. The mass communication curriculum is being updated and includes an emphasis on the technological developments of communication and synchronization between the theoretical and practical studies, with positive changes that should strengthen the curriculum in practical journalism [156]. Despite this, the printed SN's place was limited in this 2015 curriculum, while the activity in the online press increased [158]. Between 2011-2015, the media supervision offers additional teachers training [15, p. 2], [14], and for teachers and students journalistic writing as was on the "Scoopim" website [13], and on "Makom Makan" website [198], [200]. In the technological supervision, a considerable place was dedicated to the practical journalism studies [156]. Efforts were also invested in the implementation of innovative pedagogy within the updated curriculum, which included teaching and learning in the Moodle environment, and in many online courses, designed to give teachers cooperative teaching skills, based on digital tools [56]. The new curriculum [156] adapted to the most recent content discipline and included new and old content. The organization of all study materials concentrated around two super-literacies, media, and civic literacy. In these years, the practical journalism classes under the technological supervision were renamed as "New Media Studies", where the main skill was focused on operating a news content website, which trains young journalists in the New Media era, as well as content and software editors [222]. Students work in an online environment, posting articles and responding to their peers. However, under the two branches of media supervision, the leading tracks were the television and cinema classes, followed by, in descending order, journalism, radio and photography [160]. Large gaps were found between the various sectors in Israel regarding the curriculum assimilation and its implementation, enforcement and participation of communication students and teachers in training courses and on the various sites where journalistic activity was conducted. The main gap was between the secular and the religious sectors, the Arabs, and the Jews, which mostly stems

from curricula, which was not adapted, whether in terms of language, culture, needs and general responsiveness [16].

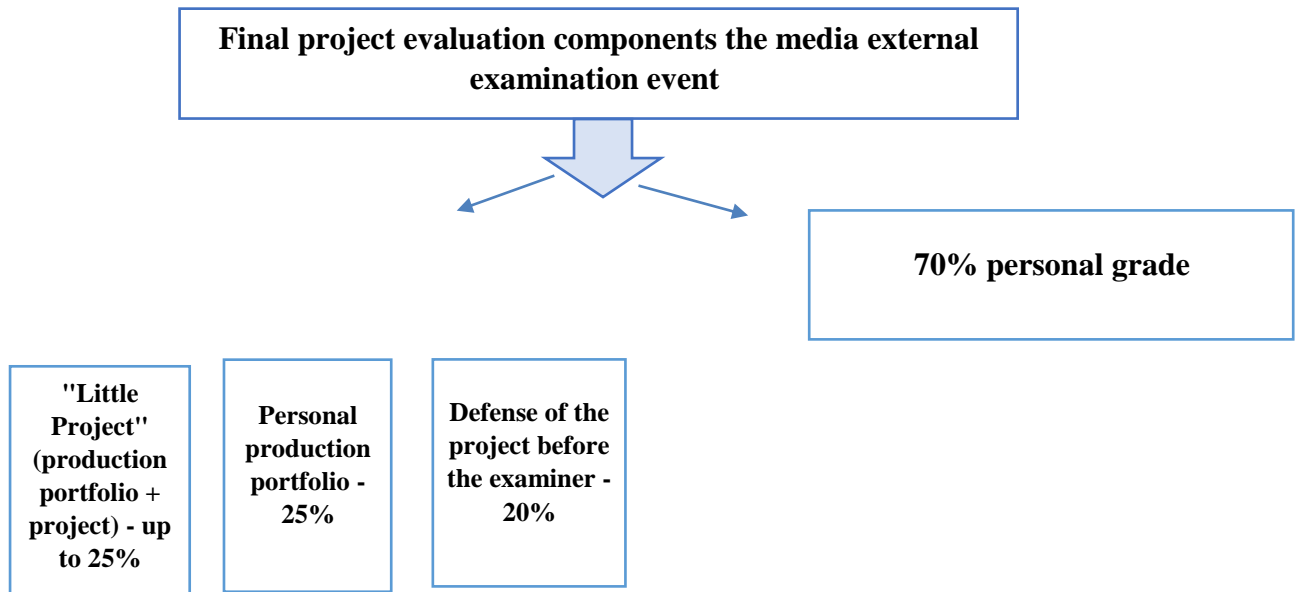
The period of 2016-2019 are the last years in which a hybrid prints and digital is carried out. The journalism classes under theoretical supervision are getting significantly smaller and with them the printed SN, whose place is taken by the digital SN. In 2016 [156], 2017 [157], and 2018 [158], the curricula updated (see **Illustration 1.2.2; 1.2.3**), with the emphasis placing the theoretical and practical learning of the new media at the center, mainly in the technological supervision [165].

**Illustration 1.2.2. The Theoretical supervision for matriculation in journalism- production in Israel 2019-2023 [16],[163]**



*Source: by author*

**Illustration 1.2.3. The Technological Supervision in electronic communication productions 3/5 units (including Journalism) 2024 [165].**



*Source: by author*

In 2021, the theoretical supervision of communication studies significantly updates the curriculum in communication, and emphasizes the place of the new media, communication and society, language, and power [161], as are the updates in the 2023 curriculum in the technological supervision [165]. The practical curriculum in journalism still mentions "the printed press alongside the online", a consideration that is explained by the argument: "It must be recognized that students read less than in the past, are more exposed to popular culture through the electronic means of communication and prefer them and the visual language over the written language." In the curriculum emphasis is also placed on creating a connection between the theoretical and practical studies, this after one of the claims over the years was that the supervision did not link the theoretical and practical studies in the previous curricula, something that was evident mainly in the SN, which did not implement important theories and research during the journalistic writing. The purpose of the new curriculum, to combine between the theoretical and practical part in order to cultivate students as critical consumers of the media, while the emphasis in the practical parts is to cultivate students as creators-writers.

In 2017, the names and titles of the communication and journalism studies programs re-edited under the theoretical and technological supervision, with emphasis on the new-media studies. The many changes in the communications industry gave rise to new professions and fields of occupation and studies, which led the supervision of the media to create new adjustments for them in the communication and journalism curricula, adjustments that were made in an educational tone along with the creation of new terminology for these study programs. The name of the communication studies program in the theoretical classes in 2017 has



remained since 1992, when the profession entered the education system: "The communication studies program - written and broadcast journalism for High School" [157]. New subjects were added to the new curriculum in that year, mainly in the theoretical part, in which the connection to language and reality, communication technologies, communication and democracy, and literacy through new means of communication were emphasized. In the practical study program in journalism, no real changes were made, neither in the contents, nor in the name of the program, which remained as it was in 2011: "Print and Online Journalism" [56]. In the technological classes [165], the names of the programs of communication studies were changed from the middle of the second decade of the 21st century to new names according to the field of study and production. The intention was of directing the studies towards the new media and the new communication professions that developed in the communication and journalism industry: the title: "Communication Studies", Changed to: "media and advertising trend", referring to: "experiential and critical studies on the information published in the various media and social networks" [165]. Under the new title, two main subjects were now included: "Communication and Society" and the specialty subject "Media Productions", which included, among other things, the "Specialization in New Media Journalism", which was previously called "Journalism Studies". Along with this specialization, 3 other specializations were offered: productions in electronic communication; radio productions; and specializing in advertising and public relations, with the latter being a new addition, which was clearly adapted to the new needs developed in the communications industry.

Between 2018 and the beginning of 2019, just before the outbreak of the Covid-19 epidemic, the position of the digital SN in the education system grew stronger, excluding the place of the printed SN that had been there for years [158]. For about a decade after the 2008 global press crisis, the SN was conducted in a hybrid format, with many schools producing a printed newspaper as well as an online one. However, the covid-19 period, which imposed closures on the education system for almost three years, was the catalyst led to the almost complete printed SN disappearance from the education system and the dominance of the digital SN [102], [230].

The Corona period is mentioned in a circular from the PCS (Professional Center Supervisor) on the theoretical supervision of communication and journalism studies from 2021-2022 [162], as a period in which the system was reorganized for independent learning of communication studies, and the range of teaching options expanded. For example, the supervision of communication studies allowed for various internal evaluations Instead of tests in the matriculation exam, strengthening independent learning as part of the objectives of the Pedagogical Secretariat and establishing digital literacy in teaching and assessment methods,

while strengthening the abilities of teachers and improving the skills of distance teaching. The emphasis was on independent learning and peer learning, cooperative learning of students, who experience learning in a team that plans, initiates and executes." The Corona period forced us to direct the students to more independent learning. We must see this as an important opportunity while promoting and developing strategies that invite independent learning even after the Corona. The seven principles promoting independent learning are: increasing motivation; increasing awareness and self-direction; previous knowledge and experience; performing understanding; relevant and authentic context; dialogue and feedback" [183]. During the Corona period, the role of school press production was significantly reduced, except for special cases, such as special education classes, where learning continued to take place in the schools, despite the closures. In these classes, an old model of producing a classroom or school wall press was implemented, and in some schools a printed SN was still produced (see Appendix 33), but in most schools the place of the printed newspaper is currently being taken by other alternatives to the production possibilities of the SN, both in the formal and informal framework. In this period, when the education system was eager for meetings, even virtual ones, when the school students "met" through the digital platform on which the SN was produced. In general, it seems that in recent years, and especially since the Corona, the phenomenon of school journalism has been expanding in additional age groups and sectors in the informal frameworks of elementary schools, middle schools, and high schools. The many possibilities inherent in producing a computerized newspaper on the digital platform and on the Internet, in a friendly manner and in some cases, even free of charge, have grown a wide variety of journalistic productions in schools, such as in presentations, newsletters, applications, in dedicated classroom and personal newspapers (see Appendix 18). However, one of the main shortcomings inherent in the journalistic productions in the informal framework, is the lack of media educational policy and supervision. This led, in many cases, to unprofessional and even amateur SN productions, in terms of the shallowness of the content, the graphic design, and mainly due to the uncompromising involvement of the educational staff, and especially of the senior officials at the school in the production of the newspaper, who took advantage of their position and turned the SN into their own educational tool, a way far from being a democratic tool of the school students. This phenomenon, of school journalistic activity in the informal framework on the digital platform, mentions the school journalism activity of the 1970s to the 1990s in Israel, in which it operated in the informal framework without supervision and control, but with significant involvement, and at times, imposing censorship on SN contents by the education staff. But now, in the 21st century, this press has become digital and much wider, and it is

difficult to follow it, especially since it is on the internet, in which it is almost impossible to trace [122], [49], [177].

In 2022, towards the end of the Corona period, the curriculum in communication and journalism was updated again, while adjusting the learning paths in journalism and the production of the SN, for digital teaching and production [183], [161]. Despite this, the number of journalism courses under the supervision of scholars in Israel steadily decreased, and along with them, the number of SN's also decreased. The productions of the SN changed and moved away from the classic production model of the familiar SN, which included articles and genres of different types, and contained diverse topics, and not just social articles or several news items. Under the technological supervision, the journalism courses, in their previous format, also changed, and became communication and new media studies, when the productions became dedicated with one central theme, usually social, distributed on the digital platform, usually on the school's website and on social networks. This significant changes in the school journalism phenomenon actually reflects the worldwide phenomenon, and in Israel as well, which reflected in sharp decrease in recent years in the circulation of the print press as in the commercial press and youth magazines, as a result of the significant decrease in reading activities among youth and the massive consumption of Internet and social networks by them in recent years [131], [57], [13]

In the 2021 the theoretical supervision emphasis was placed on interdisciplinary learning and teaching of mass communication studies [161], stating its goals and importance: "The meaning of interdisciplinary learning is the integration and interweaving of ideas and ways of thinking from several different fields of thought with the aim of understanding a "super-subject", which requires the knowledge integration from several fields. The fields of knowledge that maintain mutual relations between them help a deeper understanding of what is being studied, enable more flexible thinking, emphasized the relevance of what was studied and increased motivation. According to Kidron (2019) [120], interdisciplinary learning has enormous importance in exposing the students to different fields, topics and concepts in other fields of thought, this complement and expand the bodies of knowledge, and the skills learned."

As of 2023, the SN is produced on various platforms and formats, mainly as a digital newspaper, and mostly free of charge, with small number of printed SN's, due to budgetary and archaic considerations. The editorial policy and the choice of content are a function of the type of school where the SN is published, but also a function of the media supervision policy and the journalism curriculum in both supervision tracks, theoretical and technological [163], [165]. However, the curriculum in journalism has not changed substantially in recent years, except for updates regarding the transition to digital media in the newspaper's productions, such as the

updates in the curriculum of the theoretical supervision from 2022 [163], or the updates in the curriculum of the technological supervision for 2023 [165]. In many newspapers, the educational staff and censorship involvement is still evident, which equates the SN with the appearance of a newspaper on behalf of the administration and not a newspaper of the students [177].

In the second and third decades of the 21st century, a phenomenon of the expansion of the digital school press and a change in the face of this educational press began to emerge, adapting it to the 21st century and the technological policy line that the education system has been following since the beginning of the 21st century, if formally, within the framework of New media and journalism, or in the informal framework. Today, the number of schools that produce SN's informally, without the supervision of the media, has increased massively, and is widespread in all age groups and sectors under different production models.

**1.2.3 Challenges in teaching mass communication and journalism at Israel school 1948-2023.** In this section the various challenges that have accompanied media studies and the production of SN's will be presented, since the establishment of the State of Israel in 1948, until the third decade of the 21st century. The challenges stemmed from historical events that affected media studies or the SN, such as the digitization revolution, or from economic, social, or educational circumstances. The significant challenges faced by journalism studies and the SN in the education system included consistently dealing with funding problems, damage to expression freedom, the informal SN status and the education system and media supervision attitude as being elective studies only. Moreover, excessive involvement of the educational staff in the contents [49, p. 3], the digital media and the online press intensification, a rapid digitization process in which teachers and students had to compete against attractive means of communication, a decrease in reading activities, and the lack of the research interest in the field, which harmed the ability to internalize research conclusions and recommendations to improve its situation [84].

**First phase: 1948-1970** - the first years in which the SN was integrated into the education system were years of very slow growth, because of the young Israeli country was busy building itself, and in frequent struggles for survival in the face of many enemies who wanted to conquer her. The Israeli media at that time continued the sequence of activity that existed before the establishment of the state, with the introduction of mandatory laws in some media frameworks [62]. The school press also continued its activity sequence, mainly in the schools where it operated before the establishment of the state, including in the large gymnasiums and high schools, such as the Reali School [223]. The SN was integrated into the school informal framework and is considered, for the most part, a niche product managed after the school day,

and not as a compulsory subject in the state education system. In fact, until 1992 it remained in the same status as an informal product in the education system, while making attempts to exercise his freedom of expression, often without success, due to the involvement of the education staff [70].

**Second phase: 1970 – 1992** - during these years, the printed SN continued to develop in the education system, and began to be perceived as an important educational product that should promote democracy and freedom of expression in the school, but in practice the educational staff continued to impose censorship on the contents of the newspaper and involvement in its production even increased [122] , [49, p. 3], [46, p. 29], [177]. The contradiction that existed, between the educational system's desire to theoretically realize the idea of freedom of expression in the school press, and the censorship the administrators often imposed on it, aroused the curiosity of global and Israeli research in those years, and the SN became a subject for researchers, who were most active in those years. The main interest regarded the social and value aspects of SN, and especially regarding the freedom of expression violation [170], [70]. Another dimension of the research concerned the possible use that the education system wanted to make of the SN, as a quality means of communication whose effects on the students are positive, this in contrast to the effect of other means of communication, such as television, which according to the study were negative [182]. In those years, significant events related to human and child rights and democratic education took place, and since the SN was seen as a democratic product, this increased the research interest in it as a factor of relevant educational significance [233]. And so, as in the period before this, the SN status remained as it was, an unofficial niche product operating within the informal framework, produced with meager means due to the unwillingness of the school institution to invest a budget in its production. The issue of SN censorship and the lack of financial support have, many times, harmed the students' desire to be involved in journalistic activities.

**Third phase: 1993-2008** - in 1993, communication and journalism studies were officially integrated into the formal framework of the Israeli education system in high schools [233], with the practical product of journalism studies being the SN, which from then on, received official validity, as having a central role in promoting the values of democracy and freedom of expression at school. However, the communication profession was not considered yet a compulsory profession in the education system, but as an elective subject so that its prestige has increased, but it is still seen as a niche profession. At the same time, and perhaps precisely due to its new status as an official profession, the involvement and censorship imposed on it by the educational staff and parents increased in these years and damaged the students' motivation to produce it in the formal framework [49, p. 4], [96], [177]. In the 1990s, the production of the

SN continued to be conducted in an unprofessional manner, with mostly meager and local means, it was not always printed or distributed, and it was without quality guidance from professional journalism teachers [192]. or a regulated and in-depth curriculum in practical journalism. However, in the first decade of the 21st century, the media supervision expressed displeasure at the amateur production conditions, and the SN began to be produced more professionally, often with the support of external printing houses, which began with an impressive design and a large circulation that reached most of the school's students. However, these productions required a large budget, which provoked the opposition of the management and the parents, who had to pay for it as an addition to the regular payment to the school. This struggle, between the management's desire to produce an impressive and high-quality newspaper, and the desire to save costs, created constant struggles between the media teachers and the students at one side, and the management and parents from the other side, and as financial guardians of the newspaper, the latter increased their involvement in the newspaper's content and the way it is produced, contrary to any democratic idea of exercising freedom of expression in the newspaper. Another and significant difficulty that accompanied the end of this period and constituted a challenge to the activity of the SN was the global digitization process in which the Internet and its derivatives captured the hearts of the young consumers, who began to abandon the traditional means of communication, including the newspaper and the book, when the reading activity was decreasing among this population [42, p. 86]. Hence, the supervision of the media found it appropriate to begin training teachers [13], [16] and students in the new digital medium [191], and they were asked to act in it as part of their studies and publish their works on free news sites. This demand, to move to the digital world, challenged many of the teachers and students of journalism who opposed this transition, and wanted to remain in the familiar and preferred format, the printed platform. At the same time, the school administrators saw this new step, of moving to free digital media, as an opportunity to save the printed SN expenses. During this period, SN was still conducted on two levels, in the formal framework, mostly in the communication classes in high schools, and in the informal framework, mostly in middle and elementary schools, which did not financier or professionally support well.

**Fourth phase: 2008 - 2023 - the SN faces stronger challenges:**

2008-2015 - after the global crisis in communication and the collapse of the printed press in 2008 [201], [76] along with the growing digitization revolution, the supervision of the media realized that there is a need to adapt the frameworks of communication studies to the new scenarios in the communication world, and to convert the framework activity of the printed SN to online activity, a trend that already began in the previous period, and which was opposed also by the journalism teachers and students at that time. At the same time, the effects of the global

collapse in the print press also left a residue on the printed school press, which began to lose its prestige. Challenging the status of this press led to the existence of several studies, which expressed concern in the face of this crisis and the fear of its disappearance from the educational system [170], [62], [123], [17 p. 201], [79]. The findings of these studies emphasized the contribution of the school press in the education system, but this research gradually ceased. Since the press crisis, gradually, the production format of the SN began to change, from print to digital. In 2011, the practical journalism curriculum was written for the first time under the theoretical supervision, and in it the supervision's requirement to start moving to journalistic activity in the digital media was sharpened and emphasized [56]. The production format of the SN continued to be conducted on two levels, as in the previous period, in a print format that involved high financial expenses, alongside the digital format, which was mostly free of costs [1], [16], [62], [79]. This format caused major disputes between the media supervision and the school management, who preferred digital journalistic activity, and the journalism teachers and students in the schools, who wanted to continue producing the newspaper in a printed format [65], [88], [218]. At this stage, most of the journalism classes continued to produce the SN in print format, under the financial burden it carried, and the involvement of the educational staff in its contents. Under technological supervision, very few schools continued to produce printed newspapers and there was a clear preference for producing SN's in the digital format [218]. Thus, until 2015, the SN continued to run in a hybrid format, but more and more journalism tracks moved to a digital production format, at best. In the worst case, the printed SN began a disappearing process in a large part of the schools, with the reduction of journalism study courses.

2016 -2019- in these years, the SN continued to run in a hybrid formats, both in print and digital, and at the same time, the number of journalism courses in schools and with them, the SN continued to decrease. In most schools, the production was online or computerized (presentations), with a minority of printed SN's, and it seems that along with the disappearance of the worldwide printed press, the printed school press also disappeared [62], [201], [158], [37].

2019- 2023- with the outbreak of the Corona epidemic, additional challenges arose in the education system, and in the process, additional difficulties were thrown at the production of the printed SN, leaving it almost completely redundant at this stage (except for educational settings that continued to operate at that time, such as the special education settings), since it wasn't possible to distribute the SN to the students. The media supervision reorganized the need to offer alternatives to the production of the SN as part of the media studies in the 2020-2021 [183], [161], [162]. As a result, the journalism courses in the schools were forced to produce newspapers in online and computerized versions only. Alongside this, a phenomenon of informal

school journalism began to develop in the online media, alongside the formal one, within the framework of communication and journalism studies. This phenomenon, of a digital school press, continued to expand during the Corona period, in other age groups and sectors, in elementary schools, in middle schools, in high schools, in special education schools, in yeshivas (educational frameworks for boys in Jewish religious education), in studios (educational frameworks for girls in religious education the Jewish) and boarding schools, as well as in plenty of production methods, free or paid - in presentations, newsletters, apps and dedicated class and personal newspapers. However, along with the great wealth in the number of SN's produced within the informal framework, the activity was not done under guidance or supervision and control. The result was that many of the SN's were produced under the leadership of the educational staff, administrators, counselors, rabbis, parents' committees, and the like, who turned the SN into a newspaper "on behalf of and for the school" and not a "student newspaper". The newspaper became a tool that was at their personal service, reporting on the school's activities, under the reduction of the students' freedom of expression and failure to adhere to the rules of ethics that should exist in a student newspaper. Among many of the newspapers used by the institution, quality independent student newspapers were found, which managed to reflect the existence of the students from the corner of their eyes, and were even produced and edited, almost entirely by them. In this critical period, the absence of recent empirical studies that could shed light on the processes and circumstances that influenced the change in the status of the SN, especially since it became online, or of comparative studies that might examine the shortcomings and advantages of each of these types of educational journalism, printed and online, stood out. and the attitudes of the students in relation to each of them, like previous studies that dealt with these aspects in the past [7], [42], [154], or of comparative studies at a global level [233]. Another aspect of difficulty in optimally implementing journalism studies and producing a quality and democratic SN also stems from the supervision of these study frameworks, as well as from the characteristics of the communication and journalism studies programs that they lead. The existence of two supervisory branches in the Ministry of Education, the theoretical and the technological, which have almost no connection between them, constitutes a certain omission in the system, which should cooperate with each other for the benefit of communication studies in schools. Also, the multiplicity of study programs in communication and journalism, and the frequent updating every few years, is sometimes a factor that manages to confuse teachers and students in their ability to follow the changes. Although the reason for the frequent updates to these programs is understandable, due to circumstances that do not always depend on the supervision, such as the digitization revolution that forced him to adjust the new world of communication, but many times it seems that they only arouse resistance to these changes in the



public of teachers and students of communication and journalism. In addition, there are quite a few failures in these programs, especially when it comes to the emphasis placed on the theoretical content and less on the practical; Inadequacy between the amount of material for learning and the actual logical options in schools; Focusing on media criticism and reducing the discussion to theoretical media paradigms reproduce thought patterns, resulting in social and political isolation and disconnection; Lack of emphasis on developing critical and independent thinking or learning strategies that can provide the student with tools for learning and application; The lack of recent studies in the journalism field are reflected in the curriculum; The large disparities between the various sectors in Israel, between the secular and religious sectors, Arabs and Jews regarding media teaching in both the theoretical and technological sectors, whereas the curricula are not adapted to each sector; The resources allocated to practical specializations are relatively limited, compared to communication studies [16], [233], [69]. The place and role of the communication teacher is also not clear enough according to the curricula, when it comes to, for example, providing students with tools to deal with media manipulation and with phenomena such as fake news, artificial intelligence and the distinction between reality and imagination [81], [16]. The emphasis placed on the productions of the school press is also not clear enough, and the supervisory bodies for the productions of the practical press for matriculation do not always manage to enforce the requirements existing in the curricula.

Three additional and ongoing problems shade the development of communication and journalism studies and school press productions. The first problem, since communication studies are defined as an elective and not a compulsory subject, since they were integrated in the education system in 1992-1993, which leads to a continuous devaluation of their status and prestige in the education system and a reduction in budget and personnel allocations on behalf of the Ministry of Education or school administrations. The second problem relates to the partial supervision of journalism productions within the formal framework, and the lack of adequate supervision and enforcement of the school press in the informal framework, which usually takes place in elementary and middle schools and in religious or special education sectors. The lack of a curriculum or an organized and professional training in the informal framework, led to a lack of uniformity in the various productions of the SN's, and to the exploitation of this omission by the senior officials in the school, who turned the SN into a means of advertising, control over targeted information, on the one hand, and hiding important information, perhaps, that the public has the right to know, on the other hand, something that constitutes a gross violation of the freedom of expression of the students to manage the SN as a democratic tool, and in general as a tool that should be theirs. The third problem concerns the popularity of certain fields of study, such as cinema and television, compared to the lesser attractiveness of other fields of study, such

as journalism studies. This gap may be due to the media supervision's preference for certain fields of study over others, which leads to bigger financial allocations for the popular courses, but can also result from the youth's natural inclination towards other communication means today, especially social networks, as well as future thinking regarding the implementation fields of study at school in the more distant future, such as their integration possibilities in subjects adjacent to their high school studies [92]. As of 2023, the number of students who choose journalism studies in schools as a subject in high school is low, relative to other fields of communication, a phenomenon that also continues in higher studies in academia or industry [103], [170], [92]. In the theoretical track, the number of communication study tracks as of 2015 was about 460 [16]. and of these, most of the specialization tracks are for film and television, while also in the technological supervision, as of 2023, the number of film and television tracks is the largest in the technological branch [160], [165]. It was also found that a special effort was invested in the implementation of innovative pedagogy within the updated curriculum [Ibid.] [165], and the teachers of the specializations receive professional training adapted to the changing communications industry, while developing collaborative teaching skills mainly in the aftermath of the Corona epidemic which forced the education system to re-evaluate distance learning [87], [183], [16]. The new curriculum in this branch is adapted to the latest content areas in the media and journalism studies were also adapted to changes in the journalism industry when they became New Media studies and training students to work on news sites as writers, content, and software editors.

### **1.3 Conclusions to Chapter 1**

1. The change in the consumption of SN's by children and teenagers in recent years is due to historical reasons such as the decrease in reading and writing activities, and the preference for the Internet and social networks. But at the same time, not sufficient educational activities have been done to promote reading activities. From past studies, activities initiated through the school press significantly promoted reading and writing activities among youth.

2. In recent years, especially since covid-19 (2019-2022) demanded distance learning, due to the closures imposed on the education system, many school activities have changed or been canceled, among them the printed SN'S. The conclusion is that historical constraints and technological developments impose on learning processes and make certain professions redundant.

3. Under theoretical and technological supervision, the school press productions within the matriculation curriculum underwent a transformation due to global historical communication changes, as the 2008 press crisis, and they began to focus on media literacy, marketing, and

digital advertising. The updates also resulted later since covid-19, which forced the education system to prepare for distance learning, and in the process, also the journalism productions mostly switched to online production. These curricula changes were not always welcomed by the teachers and students since there was not always full training and enforcement in the field.

4. The place of the printed SN was taken by the online school press, mainly in the informal framework, mostly as free wider aged productions, in elementary and middle schools. This phenomenon gained momentum mainly during the Covid-19 school lockdowns, when the Internet became a remote mediation means for school students and teachers. However, because the difficulties that accompanied remote and online teaching, the SN, which lacked the media supervision guidance, became "on behalf of the management" tool instead "of the students".

5. The school online journalism phenomenon expansion in the informal framework in recent years has returned the activity in this journalism to the beginning of its days in Israel, mainly as they were in the 70s in the informal framework, and possibly for the same reasons. In those years, the journalistic activity was carried out in the informal framework, which was admittedly poor in means, but was often preferred by the students and teachers, who felt that they had more freedom of action.

6. The research, the media and the education bodies perceive the SN as an educational product and not as an interdisciplinary educational-media product that carries rights especially the freedom of expression: i. In the research field: the SN has been neglected in recent years, perhaps as an echo of its neglect in the education system and the media field; ii. In the media industry: the SN substance is of no real importance as a communication product; iii. In the education system: the communication profession, and within it, journalism studies, are still considered as elective subjects in Israeli schools, as in most world countries. The constant rotation of the communication study programs, and the lack of connection between the branches of the communication supervision, do not encourage the growth of the profession and its monitoring; iv. The school journalism phenomenon expansion in recent years in the informal framework without supervision reflects its marginality in the education system and in the media supervision studies.

7. The media studies and school journalism development in Israel and Moldova show that the similarities and differences, reflect that politics, social- economic and media policies, as well as global or local historical events, and this influence educational model's development, which impact the communication studies. Although these countries are not at the same developmental stage, they democracy values adaption especially educationally are most important for them.

## **CHAPTER 2. METHODOLOGY AND RESEARCH FINDINGS OF SN'S EFFECTS ON STUDENTS' PERSONAL EXPRESSION**

The research literature reviewed in the earlier chapters shows that the SN has several effects on the students, significantly on their personal expression. Despite the contributions and benefits of the SN, its producing process over the years has faced many difficulties which led to the newspaper's decline in the schools. Many studies showed that the production process is an essential factor that has a significant impact on the newspaper's success, contribution to students, and its relevance. Both in Israel and in the rest of the world, the print newspapers are facing an existential crisis and are slowly disappearing from the public sphere. Regarding the SN, there are several causes for the crisis, including difficulties of funding, censorship, involvement of parents and educational staff, a decrease in writing and reading and competition with other media. Although it is worth of nothing the few attempts and successes of printed newspapers that have returned to being read by a certain public [14], [51], [186]. This research examines the correlation between the variable of the Israeli students' SN's exposure and the variable of the students' attitudes. It relates to the cognitive, emotional-behavioral, and social effects, the needs, and roles of the SN on the students' personal expression, and the correlation between the SN production and its success and relevance. The research focuses on examining students' SN's exposure as a factor effects students' personal expression at various levels of influence. Beside the method, this section presents the research findings, including a quantitative analysis of the scientific results in relation to the research hypotheses. The means and standard deviations of two research groups, the students of journalism, and the non-journalism students, (the "readers" who are not active in the printed SN), are presented at the beginning of each hypothesis. The data examined in relation to the 5 research questions and hypotheses.

### **2.1 The case study and methodology of research of school newspaper's effects**

This research focuses on one case research, exploring the impact of a SN in one school in Israel, so it conducts as pilot research. Notably, this interdisciplinary educational mass communication and media research examines the various aspects of the printed SN influence on the personal expression of all the students exposed to it, cognitive, emotional, and behavioral-social levels, its functions, its mission, and its contribution and relevance today. The research genuinely includes a unique comparison technique between two research groups during their studies at school. Between the experimental group, in which all journalism students including the authors / writers, who expose the SN significantly, and the control group in which included a representative sample of school students, the non-journalism students, compose the SN readers from different age groups, to enable appropriate representation for each school age. The research

main claim relates to the degree of influence of the printed SN on the cognitive, emotional, and social-behavioral levels on the personal expression of the writers, the journalism students exposed more to the SN and more influenced than the non-journalism students, the readers`. To optimize the SN effects, its roles, needs, and relevance, our Israeli Experiment research provides a theoretical and practical tool (TEACEN MODEL) (see Appendix No. 1) for producing an optimal SN. The research process will describe the methods used to collect and analyze the data, the discussion based on the action plan revealing the research population, the sample, and the sampling method. Following is a description of the research design, which will include the field research, and finally the type of research, research method, and research tools.

This research assumes that:

1. There is a positive correlation between the degree of students' exposure to the printed SN and its cognitive, emotional, and social-behavioral effects on their personal expression, its extent, roles, status, and relevance, according to the research groups. The bigger the exposure degree, the more is the impact on students' personal expression. Since journalism students are much more exposed to the SN, they are more influenced than non-journalism students will.

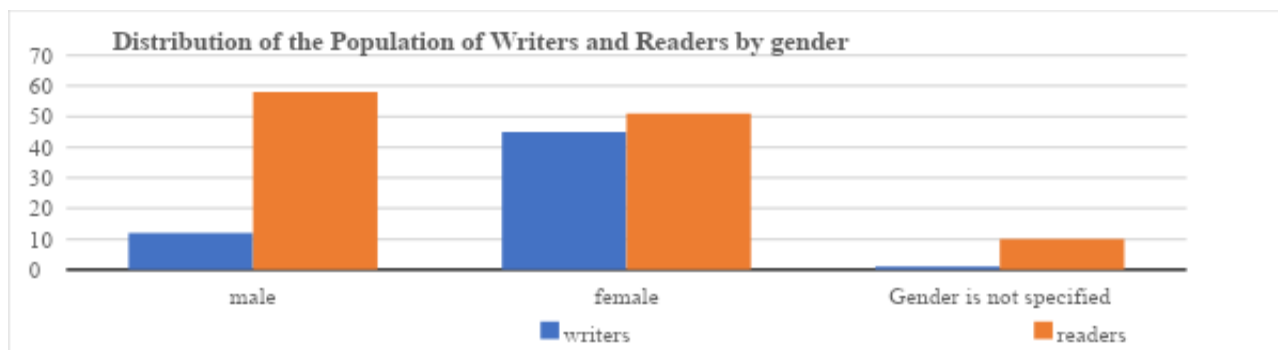
2. There is a significant difference between the research groups in terms of cognitive, emotional, and behavioral-social effects on the personal expression, and the degree in which SN fulfills roles and needs degree. Journalism students are more influenced than non-journalism students.

**Research Process: methods for data collection and analysis.** After filling out the questionnaires, the data collected directly from the online google forms system. All the statistical data entered Excel software and then transferred for analysis and processing of the data using the SPSS computer software. The statistical methods chosen for analyzing the data are accepted methods of quantitative research for data analysis: descriptive statistics and inferential statistics. The correlations examined between the two research groups, the experimental and the control groups, the non-journalism students. Statistical analyzes performed to examine the frequency and variance of the distribution, means (mean comparison) and standard deviation in the sample, to evaluate the values dispersion degree around the average value. Statistical functions also divided into dimensions groups described the distribution and the scattered center of data. The dimensions definition refers to gender, age and learning ability shared by both groups.

**The action plan of the research: population, sample and sampling method**

**The research population** consisted of 230 students researching in the Karmiel High School, Israel, and junior high school, ages 12-18, boys and girls from grades 7-12, 80 students in the experimental group, and 150 students in the control group. The school is state funded from the secular Jewish sector. 1240 students enrolled in the program, including integrated classes:

regular classes, special education classes (PDD) and gifted students. (PDD-NOS: pervasive developmental disorder not associated is one of the syndromes of the autistic spectrum).



**Fig. 2.1.1. Distribution of the writers and readers population by gender**

*Source: by author*

**Figure 2.1.1** indicates the distribution of the experimental group (the writers, students at the SN) and the control group (the readers, non-journalism students) according to gender. In the experimental group the number of girls (45%) is larger than the number of boys (13%). However, in the control group, the boys' number is bigger than the girls' number, although not significantly.

**Comparative research method** made between the experimental and the control group. The quantitative part of the experiment was conducted by sending 2 different online questionnaires to each of the research groups by Google Forms application email without contacting the researcher directly, while preserving the anonymity of the participants.

**Selection method of research population.** *The experimental group* included all students from grades 7 to 12, volunteered to the research (n=80) (sample of volunteers). Most of the participants belonged to the Mass communication and media and journalism high school classes and the minority to junior high school. *The control group population:* A representative sample of students from the total school population (n=150) (representative sample) was included. The researcher sent online questionnaires through the Google Forms application to 25 randomly selected students from each class in each of the six school grades from 7-12 (25 X 6=150). The research groups selected to be as similar as possible in the background variables and have the following relevant characteristics: The participants are members of the same age group 12-18; Participants attend the same high school/junior high school; The participants are boys and girls; Participants live in the same city or nearby residential area. The experimental group: consisted of all the SN journalism students (n = 80) (about 6.5% of the school population), boys and girls between ages 12 to 18. Most of the group consists of high school journalism classes, and the few were from the middle school journalism classes. In total only 58 students (n=58) took part in this research group due to various constraints (as unwillingness to take part in the research,

questionnaire malfunction), which constitute 72.5% of all Mass communication and journalism students aged 12-18= 12 boys (21.1%) and 46 girls (78.9%) (see **Table 2.1.1**):

**Table 2.1.1 Distribution by age of the writers` population**

A4		Age				
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent	
12-13	1	5	8.6	8.6	8.6	
14-15	2	16	27.6	27.6	36.2	
16-17	3	31	53.4	53.4	89.7	
Years +18	4	6	10.3	10.3	100.0	
Total		58	100.0	100.0		
Valid cases	58	Missing cases	0			

*Source: by author*

**Table 2.1.1** indicates the distribution of the experimental group (journalism students/writers) according to age range. The largest number of journalism students aged 16-18 (63.7%) and the minority are aged 12-15 (36.2%). The control group: consisted of a representative sample of the SN readers (non-journalism students) (N = 150) (about 10% of the school population). 150 online questionnaires sent to a random number of students, 25 students from one class in each grade from 7-12 grade, aged 12-18. The group consisted of boys and girls of the SN readers: 63 boys (53.2%), and 56 girls (46.8%), but in practice only 119 valid questionnaires were used in the research. (see **Table 2.1.2**):

**Table 2.1.2 Distribution by age of the readers' population**

A4		Age				
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent	
12-13	1	26	21.8	22.2	22.2	
14-15	2	40	33.6	34.2	56.4	
16-17	3	44	37.0	37.6	94.0	
Years +18	4	7	5.9	6.0	100.0	
	0	2	1.7	Missing		
Total		119	100.0	100.0		
Valid cases	117	Missing cases	2			

*Source: by author*

**Table 2.1.2** indicates the distribution of the control group (non-journalism students/readers) according to age range. It seems that the largest number of readers are aged 14-17 (71.8%) and the minority are aged 12-13, 18+ (28.2%).

The sample included the investigated population, the experimental group, the writers (6.5%), and the control group (10%), who together consist 16.5% of the total school population. Most of the control group students (readers) who took part in the research are aged 12-15

(55.4%) and the minority aged 16 and over (43.6%). *The experimental group* - writers - is a sample of volunteers including the Mass communication and media students who volunteered to take part in the research (n=80) from grades 7 to 12. Most of the participants in this group belong to the Mass communication, media and journalism classes of high school and the minority belong to junior high school. 58 research questionnaires were used, consists about 6.5% of the school population. *The control group* - readers - is students' representative sample who read the SN (n=150).

**The sampling method.** The sampling method of the *experimental group* – is a multistage sampling of volunteers. The sampling in this group is not a probabilistic sampling, since the students' research in the journalism classes and the SN writers volunteered to take part in the research. The reason for including all the journalism students due to their small number. In addition, it hypothesized that showing some of the participants through their answers in the questionnaires may be problematic by the researcher who is their teacher also, learning difficulties, the length of the questionnaire and lack of willingness to cooperate in the research.

*The sampling method of the control group* is a simple probabilistic and random sampling - sampling of layers. The probabilistic sampling method is a representative sample of the entire SN readers' population of the school (except for the population of writers who were not part of this group). According to this method, 25 students from one class in each of the 6 layers from 7-12 grades are randomly selected (N = 150). Such a sample supplied a good representation of the population and the ability to generalize and not be biased, since the researcher does not know the students taking part in the sample. They were randomly selected and not according to their position towards the SN. With this sampling method, it was possible to verify that the research, its results, and conclusions would have more reliability and validity.

**The research design.** Following the approval of the Chief Scientist, the Director and the Ministry of Education Northern District management, the online questionnaires were sent to the research students at the end of the school year, in June 2017, along with an explanation about the research and the filling of the questions. The students that agreed to take part in the research, filled out the questions online, (in Google Forms) and the results were sent automatically in the same online system to the researcher. In the introduction of the two online questionnaires sent to the two research groups` students, several procedures and instructions were given for the students. The students received the questions according to their affiliation to one of the two research groups: a questionnaire for the experimental group (journalism students, the writers), (see Appendix 2, no. 1), and another questionnaire sent to the control group (the non-journalism students, the readers), (see Appendix 2, no. 2). Since the research was conducted among the students' school where the researcher works, the accessibility to the students was high, so the



questionnaires were sent to the students' school emails in the same system. This ensured the participants' anonymity is preserved without finding by their names, class affiliation or any other means of identification, other than age and gender. After filling out the questionnaires, the results were collected using the Google Forms application, the same application in which the questionnaires were sent. An examination conducted after the questionnaire completed revealed that 22 of the writers' questionnaires, and 31 of the writers' questionnaires were not filled properly or not filled at all, and a total of 53 questionnaires were not filled at all or partially or incorrectly. In all, only 58 questionnaires were used in the experimental group (out of 80 questionnaires) and 119 questionnaires from the control group (out of 150 questionnaires). After the data typed into the Excel table, a comprehensive analysis of the findings was, and a discussion conducted on the degree of the school's effects, needs, roles, and relevance of the students' personal expression while comparing the students of the experimental group and the control group. The overall research is based on the model of Campbell and Stanley (1963), which is based on an analysis of variance between the experimental group and the control group, with each questionnaire being distributed at close intervals. This research is used to examine the five hypotheses of the research.

**Type of research** - comparative, descriptive and experimental, which evaluates the SN effects on the personal expression of two research groups' students, the experimental group, the Mass communication, media and journalism students, and the control group, the non-journalism students. The research is also adaptive and inductive which evaluates the Kramim SN effects phenomenon on the students' personal expression. The research is an Israeli experience at a one-time point and from which conclusions can be drawn about the SN's, which may lead to insights and conclusions about other SN's, in general, and the printed SN, in particular.

**The research method** - a comparative quantitative in an Israeli experiment using questions and surveys to as many measurable and numerical findings as possible, to help answer the research question regarding the correlation between the exposure degree to the SN and its effects on the students' personal expression. The method refers to most aspects of the data included in the experimental group questionnaire (journalism students) (see Appendix 2, no. 1), and in the control group questionnaire (the non-journalism students) (see Appendix 2, no. 2). The statistical and probabilistic methods of quantitative knowledge grouping and analysis helped determine and predict whether a quality and successful educational SN model can be created and can have significant effects on students' personal expression.

**The research tools.**

The following are the results of the description of the variables, as well as the correlation and the differences between the variables. Each of the questionnaires of the two research groups

was formulated by the closed structured questionnaire method (multiple choice), according to three methods: a scale, yes and no questions, and questions that presented different options. According to the structured questionnaire, the questions, their formulation, and their order are predetermined and identical to all the participants in each group, and some of the questions are identical to the two research groups - the writers and the readers. The research uses surveys and questionnaires to examine attitudes, opinions, knowledge, worldviews, behavior reports, and so forth of the students regarding the SN and their future orientation. Two separate online questionnaires distributed to each of the research populations - one online questionnaire sent to the experimental group, and the second online questionnaire sent to the control group. The research included several types of questions: closed, verbal, numerical, direct, and hypothetical, in which the student was asked to mark the answer or answers that best suited him in the digital form.

**Questions` Examples - dependent variables** - the effects and changes on the personal expression of the research students following SN` exposure such as in the writers` questionnaire: "Did your knowledge improve by reading the SN?" (Cognitive Influence)/"Do you feel anger, anxiety, joy, etc., as a result of reading certain articles of the SN?" (Emotional Influence) /"Do you arrive more often to school because your SN activity?"; The readers` questionnaire: "How often do you read the SN?" (Cognitive Influence) /"Does SN reading enjoy you?" (Emotional impact) /"Did you choose to research at the Mass communication and media class next year?" (the ninth graders) (Behavioral Impact). Includes: **scale method, yes and no questions, questions expressing several options, design of the questionnaire, questionnaire body** (see Appendix 2).

**Examining functions and effects of the SN.** In each of the 5 and 6 sections, examined 5 dimensions of the SN effects on the students' personal expression, the needs and roles, and students attitudes regarding the status and relevance of the SN in relation to the nominal definition of the research: the cognitive function, motivational enhancement function, emotional function, general behavioral-social function, needs and roles function, and the status and relevance functions.

**The advantages and disadvantages of the research tools and the advantages of the online multi-choice closed questionnaire:** speed of execution - answering closed questions is usually quick and it is easy to answer an online questionnaire available and accessible to most students; Level of difficulty - it is easy to answer closed questions online, especially when a young student is usually considered impatient; As the questionnaire is anonymous, it is more likely that students will answer it, especially when it comes to Mass communication and media students, who are direct students of the researcher; Because there are more identical and faster

answers, it is easier to analyze the data in closed questionnaires than in open ones; The closed questionnaire enables the collection and statistical processing of quantitative data; The method of 5 interval scale degrees' questions allows to perform statistical calculations such as means and correlation; The tool proved to be effective in various academic institutions to assess different effects on students, including the effects of journalism or Mass communication and media studies on students' personal expression; Closed questions raise to the student consciousness a wide range of answers, which may give him a space of thought and present him with the most possibilities, even those he may not have thought of, and which may be more poignant; Relevant information is possible since the questions and answers are carefully selected; It is easier to follow questionnaires filled out online in the Google Forms app which supplies alerts to the researcher's email, Excel tables, and Figures; In the questionnaire, many questions incorporated into the Likert Scaling method, enables the full optimization of the theoretical variable in all aspects and obtaining a general picture of the theoretical variable without losing the ability to examine each aspect separately; The use of an interval scale makes it possible to make a lack of diagnosis and to check where most of the respondents answered the same answer (accepted at least 80%). Since the item does not distinguish between the participants, it does not contribute to understanding the variance of the variable studied in the population. Therefore, it is possible to conclude by this method that it is not useful for the measure and therefore it should be shifted; The use of an interval scale ensures irrelevance: Items not related to the content world of the variable should not be on the scale because they create problems with the structure's strength (exclusiveness). If an item is found to have a low correlation with the rest, this proves it is not related to the content world of the other settings. This proves the consistent reliability of the tool using the Alpha Cronbach ( $\alpha$ ) test and a retest of reliability test B; The scale questionnaire use is effective when the variable is complex, as in the case of this research. Although the respondents' personal aspects of both groups are equal because of their equal socioeconomic backgrounds, their SN exposure is in different circumstances. Using a method of an interval scale questionnaire, the range of measured grades can be extended, thus making it more exact to distinguish between the participants. The tool provides a comprehensive picture of the student's attitudes regarding the effects of the SN on his personal expression: The creation of questionnaires for the two populations exposed to the SN, the writers, and the readers, enables other schools to conduct a questionnaire that is easy to distribute and analyze its findings, to understand the influence and relevance of the SN. Later, to decide whether to improve it, continue it or to stop its production; The studies framework in which the questionnaire is distributed, as expressed in five dimensions: The cognitive-educational dimension refers to the assessment at the level of learning, motivation, understanding, awareness, and perception; The

social-behavior dimension refers to the student's interaction with the SN; The emotional dimension refers to the student's feelings after SN Exposure.

**The disadvantages of the online multi-choice closed questionnaire:** Anonymity allows respondents to sometimes disregard the survey and not fill it properly; Since there is no researcher guidance and it is not possible to clarify misunderstandings regarding the questionnaire, some students may encounter difficulties in answering it, because of a language that may be high or incomprehensible in the questionnaire. This may impair their ability to answer the questions correctly or not at all; In the writers' questionnaire, despite the anonymity, they may not feel free to answer questions requiring absolute sincerity, such as: "What is your relationship with the Mass communication and media teacher?". Fearing that the teacher may identify the respondents; There are several questions in the writers' questions that are long, which may deter some of the participants because it will take a long time to complete the questionnaire; In a closed questionnaire, the answers are prepared in advance, and if the researcher did not think of all the possible answers in the first place, the respondent may not find the appropriate answer in the existing selection. The answers are not flexible and there is no possibility of choosing a free answer; The ability to add a free answer on the part of the respondent may cause him to feel frustrated. If he could write his answer, the questionnaire may have been more exact; Closed questions may be biased as the respondent must choose an answer from the existing answers.

#### **The Main Purposes of the research**

- a. To see the ways examination in which school publications influence students' personal expression.
- b. The theoretical foundation, elaboration, and experimental validation of the pedagogical model of producing the SN (TEACEN model) (see Appendix 1).

## **2.2 Research findings of School newspaper`s effects on students' personal expression**

The general research hypothesis is that the more the exposure to the printed SN, the more the impact degree and type on the three effects` levels, the cognitive, emotional, and behavioral, their contribution, roles and needs, and the status and relevance of the SN. The means and standard deviations of the research groups, writers, and readers will be presented first. The data arising from the findings regarding the research questions and hypotheses set will be examined and it will be determined whether the hypotheses have been confirmed. The students' attitudes toward the printed SN (an independent variable), which would be called the SN (The Printed SN), and its effects in various aspects (a third dependent variable) were measured using two online questionnaires. The questionnaires sent to research groups` students, variables in two

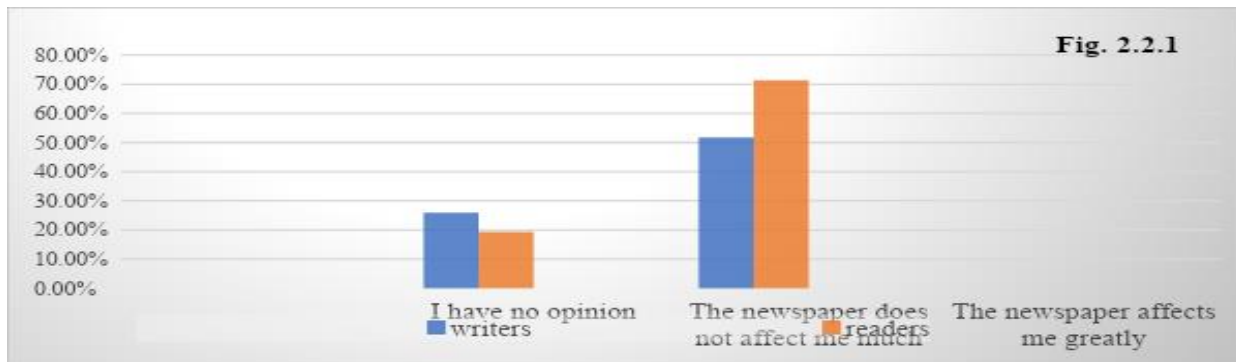
independent samples. One questionnaire was sent to the journalism students, active in the TPS newspaper, and the second questionnaire was sent to the non-journalism students. The journalism students would be called the "writers" and the non-journalism students would be called the "readers." questionnaires sent online using students' school emails via the Google Forms web application, conducted using the closed questionnaire method according to three methods: The Likert scale, yes and no questions, and questions present different options. Both research groups` students received some identical questions but the writers received more questions. The large volume and complexity of the findings in this research required they be presented in separate sub-sections. In each section, the findings presented according to the order of 5 questions and the hypotheses of the research. The presentation order: the findings relating to students' attitudes and effects on the personal expression following their exposure to the printed SN cognitive, behavioral, emotional, needs and roles of the SN. Finally, will be presented the findings relating the students` attitudes towards the printed SN status and relevance in school.

Introduction to hypotheses 1, 2, 3. The general research hypothesis-there was a significant difference in cognitive, emotional, and behavioral effects and other aspects, the needs and roles of the SN and the relevance and status of it, depending on the students' exposure to it. Therefore, there is a correlation between the exposure degree to SN and the effects degree at these levels on the students` personal expression.

### **Hypothesis 1: Cognitive effects after the exposure to the printed SN**

The research hypothesis was that there is a significant difference in the cognitive effects` degree on the students` personal expression after their SN's exposure, according to research groups', the writers, and readers. Because the writers are more exposed to SN, they will be more influenced cognitively by this exposure than readers will. Therefore, I expected a significant positive correlation between the exposure degree to SN and these effects on the students` personal expression, according to research groups. The cognitive effects after the SN's exposure relate to the accumulation of cognitive knowledge, understanding, thinking, remembering, and data processing, awareness of the effects and their range, and the degree of influence on the future cognitive orientation in the educational and occupational aspects. The cognitive effects' degree according to the research groups was evaluated. The research hypothesis - there would be a significant difference in the cognitive effects degree and the writers will be more positively and significantly influenced in the cognitive level than readers. Therefore, the hypothesis is there will be a significant positive correlation between the degree and existence of cognitive effects on the students` personal expression and the exposure degree to SN, according to research groups. The hypothesis tested by using the T-test for independent samples. The findings show the hypothesis confirmed. A significant difference was found in the degree of SN effect, according to the

research groups, due to their exposure to it [ $t(168) = 5.18, p < 0.001$ ]. The writers report a higher level of cognitive effects on average after their SN's exposure [ $M = 2.54, SD = 1.03$ ] than the readers [ $M = 1.70, SD = 0.97$ ].

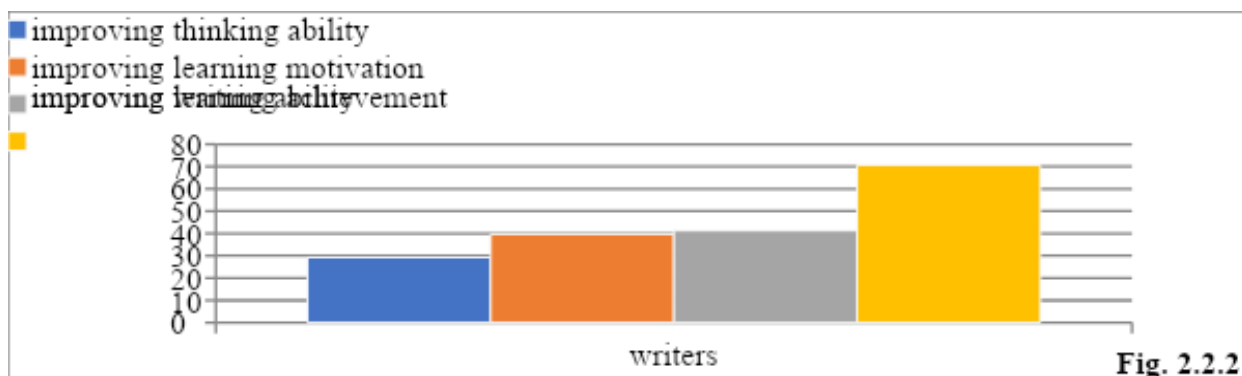


**Figure 2.2.1. Correlation between the exposure degree to SN and the cognitive influence degree and its direction after the exposure was tested**

*Source: by the author*

Pearson correlation test conducted to examine if there is a positive correlation between the SN exposure and the cognitive effect degree and its direction according to the research groups. The findings show the hypothesis confirmed. The results show a significant positive correlation between the exposure degree to SN, according to the research groups, and the cognitive effects` degree ( $p < 0.05$ ). The more the students` SN's exposure, the more the cognitive effects` degree is. Since the writers are more exposed to SN than readers are, they are more influenced cognitively by this exposure. Regarding the positive cognitive effects degree, the hypothesis relates to the positive cognitive effects after SN exposure, according to research groups, examined using the T-test for independent samples. The findings show the hypothesis confirmed. There is a significant difference in the degree to which SN has positive cognitive effects, according to research groups [ $t(169) = 6.63, p < 0.001$ ]. The writers have more positive cognitive effects on average [ $M = 3.06, SD = 0.96$ ] than the readers [ $M = 1.99, SD = 1.02$ ]. Regarding the SN effect on the knowledge accumulation degree, according to the research hypothesis, the expectation was to find a difference in the cognitive knowledge accumulation degree after the SN's exposure, according to research groups. The hypothesis is that there is a positive correlation between the knowledge accumulation degree and the exposure degree to the SN, according to research groups. The hypothesis tested using the T-test. The research results show the hypothesis confirmed. A significant difference found in the knowledge accumulation degree according to the research groups [ $t(175) = 7.10, p < 0.001$ ]. The writers report a higher degree of knowledge accumulation on average [ $M = 2.89, SD = 0.85$ ] than the readers [ $M = 1.89, SD = 0.89$ ] (see **Appendix 51: Table A24.3**) Regarding the writers` contribution of the SN activity at the

cognitive level for improving thinking ability, learning motivation, learning achievement, and writing ability was tested. The expectation- the SN activity contributes at a high-level degree to the improvement of the writers' thinking and learning achievements. The research findings show the hypothesis confirmed, as about half of the writers (45%) (n=26) agreed with the four above determinations: the SN activity contributes to improved thinking. The hypothesis regarding the activity effect on improving learning motivation and achievement was partially confirmed, however regarding improved writing ability, the hypothesis mostly confirmed (see **Figure 2.2.2**)



**Fig. 2.2.2 Writers` questionnaire - the activity contribution of SN to improving thinking, learning motivation, learning achievement, and writing ability**

*Source: by author*

Regarding the printed SN influence on design, reinforcement or change of opinion, the expectation according to the hypothesis was to find a significant difference in the degree SN would influence to design, reinforce, or change opinions, as the writers will be more influenced than readers due to their higher exposure to SN than readers`, and in the opinion's reinforcement level. (The hypothesis tested using the T-test). The research findings show the hypothesis confirmed as the writers are more influenced due to their higher SN's exposure than readers. However, the hypothesis was reputed as to the most influential level on students` opinions. It was found that the highest influence on opinions - is the design type, rather than the reinforcement one, as was predicted. According to the findings, a significant difference was found in relation to the students' SN's exposure and its effects on the students` opinions in different levels, [t (164) =4.98, p<0.001]. The writers are more influenced by their opinion's design [M=3.22, SD=1.09], then the readers [M=2.26, SD=1.18]. Also, it was found a significant difference between the research groups regarding the influence on the opinions` reinforcement [t(1650) =5.09, p<0.001]. The writers are more influenced by their opinions` reinforcement [M=2.94, SD=1.23] than readers [M=1.97, SD=1.15]. As to the opinion change, it is the least influential level of influence on students' opinions. There was also a significant difference after

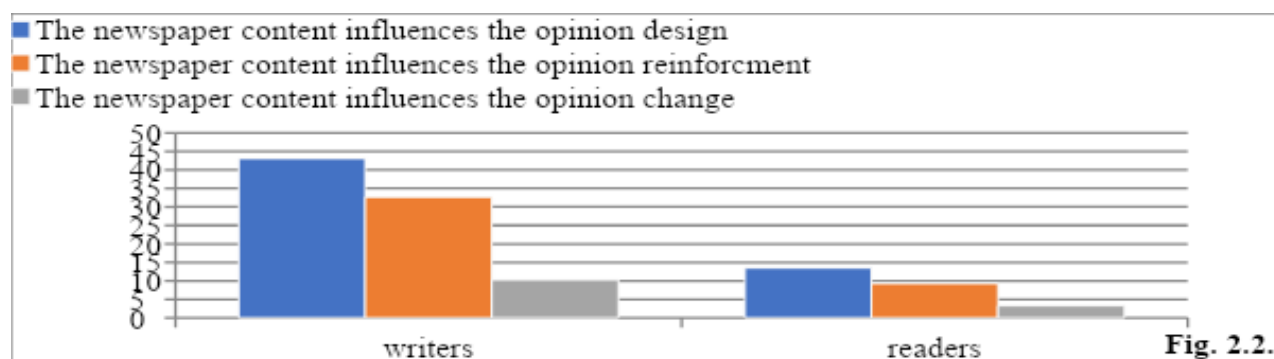
the SN exposure [ $t(167) = 3.48, p < 0.05$ ], as the writers more influenced on the change level after SN exposure [ $M = 2.28, SD = 1.00$ ] than readers [ $M = 1.72, SD = 0.97$ ] (Table 2.2.1).

**Table 2.2.1. Means, SD, and T-test results-compared with research` group, regarding the SN influence degree on design, reinforcement, and change of opinions**

Variable	Means& S D	Writers (N=58)	Readers (N=119)	T –Test
Influence at the design level	M	3.22	2.26	4.98
	SD	1.09	1.18	
Influence at the reinforcement level	M	2.94	1.97	5.09
	SD	1.23	1.15	
Influence at the change level	M	2.28	1.72	3.48
	SD	1.00	0.97	

Source: by author

However, the hypothesis that the most significant type of influence is of reinforcement, reputed, since it found to be of a design type. 43.1% of the writers ( $n = 25$ ) showed that SN content often causes them a very positive change to a very large degree, compared with 13.5% ( $n = 16$ ) of the readers. A lower percentage of writers (32.7%) ( $n = 19$ ) showed their opinions strengthened by SN's exposure, compared to 9.3% ( $n = 11$ ) of the readers. Only 10.3% of the writers ( $n = 6$ ) showed their opinions change, compared to 3.3% of readers ( $n = 4$ ). Only when it comes to the SN impact on the students' opinions on controversial subjects, among research groups found a large percentage of effects in the change level, 32.7% of the writers ( $n = 19$ ) stating the paper had an impact on their views, compared to 8.4% of the readers ( $n = 10$ ). (see Figure 2.2.3)



**Fig. 2.2.3. Printed SN influence on shaping, reinforcing, or changing the students' opinions, according to the research groups.**



Regarding the students' awareness of the SN effects, according to the hypothesis, the expectation was to find a significant difference between research groups in the awareness degree, as the writers' awareness degree of SN effects would be higher than that of the readers`. The hypothesis (tested using the T-test) confirmed. A significant difference found in the awareness degree after SN exposure [ $t(171) = 5.41, p < 0.001$ ]. The writers are more aware to the SN effects [ $M = 2.61, SD = 0.93$ ] than readers [ $M = 1.83, SD = 0.86$ ] (see **Appendix 24: Table A24.4**). There was also a significant difference between the research groups, as 39.6% of the writers ( $n = 23$ ) more aware of the SN effects, compared with only 11.7% of the readers ( $n = 14$ ) (see **Figure 2.2.4**)

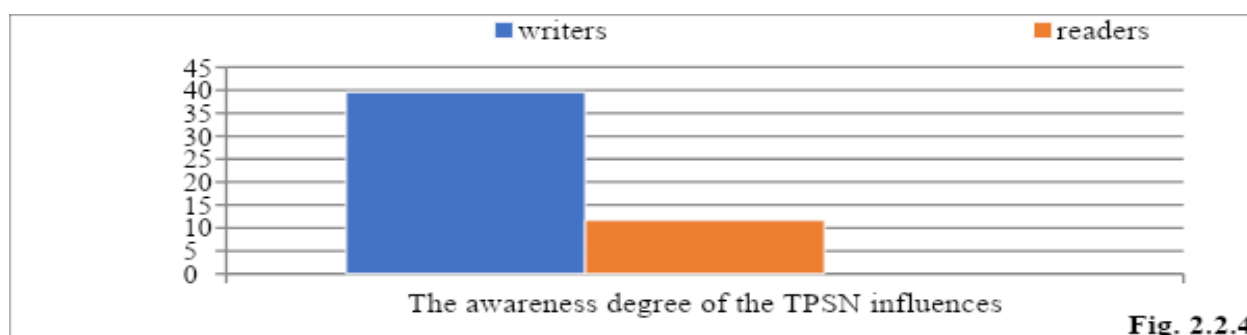
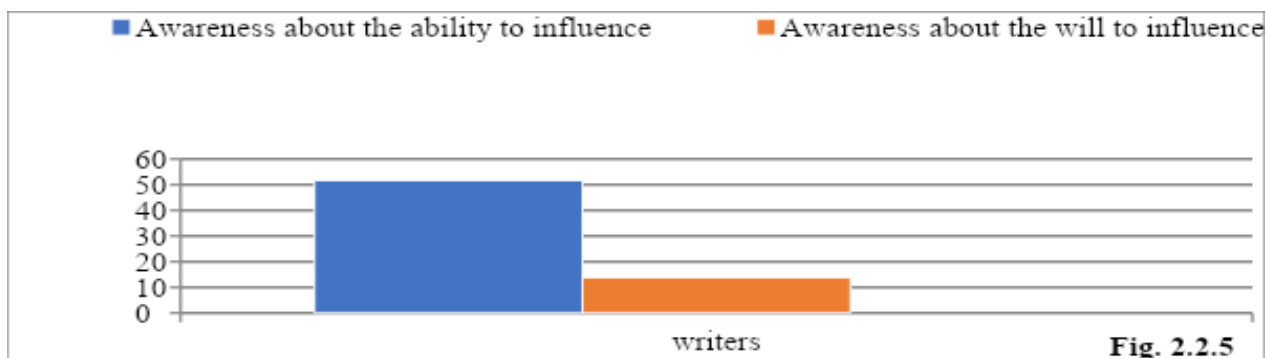


Fig. 2.2.4

**Fig. 2.2.4. Awareness degree of all research students of SN effects**

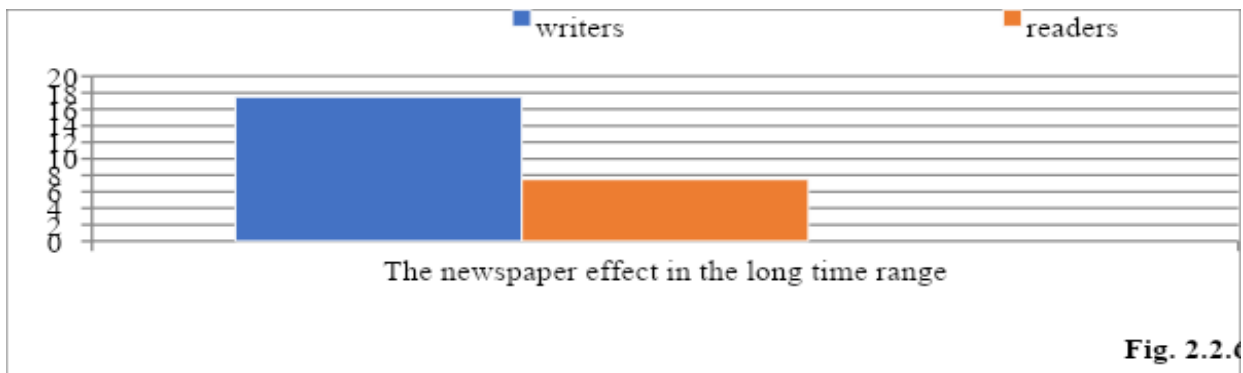
The writers' questionnaire examined the writers' awareness degree to their ability and desire to influence through their activity in SN. The expectation was to find that writers` awareness was moderate, regarding their ability and willingness to influence the activity in SN. The findings showed the hypothesis confirmed, since most writers (51.7%) ( $n = 29$ ) are aware of this ability. As for the writers' desire to influence through writing in SN, the expectation was to find a relatively significant percentage of writers that want to influence through their activity in the SN. The findings showed the hypothesis reputed. Only 13.8% of the writers ( $n = 8$ ) want to influence by writing in SN (see **Figure 2.2.5**).



**Fig. 2.2.5. The writers' awareness degree of their ability and desire to influence through their activity in SN**

*Source: by author*

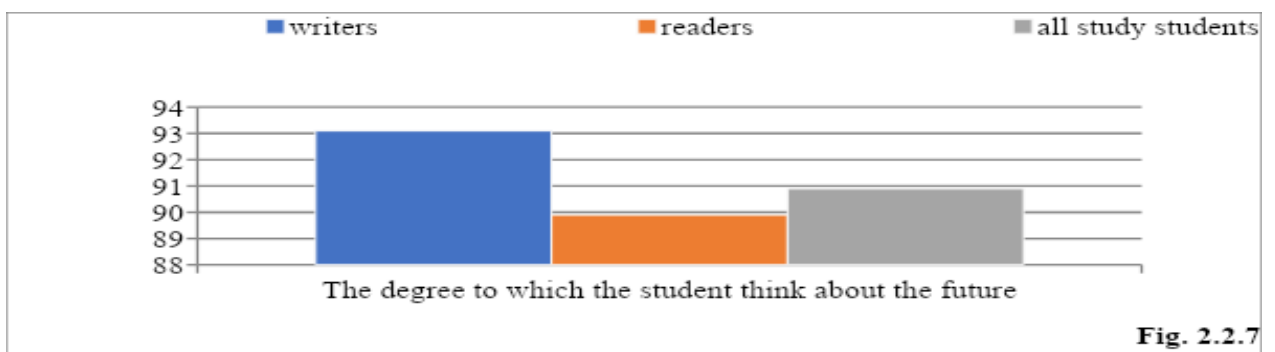
Regarding the time range of the cognitive effects after the exposure to the printed SN, according to the research hypothesis, the expectation was to receive a significant difference between the research groups regarding the time range the SN content effects after exposure, when the time range effect after the SN's exposure will be longer among the writers than among the readers. Therefore, according to the hypothesis there is a significant positive correlation between the time range of the influence after the exposure to SN's contents, according to research groups. The expectation was that the effects degree will be higher in the short and immediate-term future, than in the longer-term future, among the research groups. The hypothesis tested using the T-test. The findings show the hypothesis confirmed. A significant difference found in the contents effect time range, according to the research groups [ $t(167) = 5.48, p < 0.001$ ]. The writers report a longer-term future influence after their exposure to SN's contents [ $M = 2.50, SD = 1.00$ ] than readers [ $M = 1.66, SD = 0.90$ ] (see **Appendix 24: Table A24.5**). In addition, the hypothesis that the time range of effects after the SN exposure would be more in the immediate and short-term future (up to 5 years to 10 years) than in the long-term future (over 10 years), confirmed by research groups. Most writers (53.5%) ( $n = 31$ ) indicated SN content does not influence them in the long-term future (over 10 years), compared with only 15.5% ( $n = 9$ ) noted it would influence them. The same is found among readers. Most of them 72.2% ( $n = 86$ ) showed that SN content does not influence them in the long-term future, compared with only 7.5% of them ( $n = 9$ ) who noted it would influence them (see **Figure 2.2.6**).



**Fig. 2.2.6. Cognitive effects of SN in the long-term future**

*Source: by author*

The expectation regarding the future time consciousness, its range of time and the future orientation in the scholastic cognitive aspect after the exposure to SN, according to the research hypothesis, was to find that most of the research groups students would have a high future time range consciousness, in the immediate time range (up to 5 years) and there would be no significant difference between research groups (see **Figure 2.2.7**)



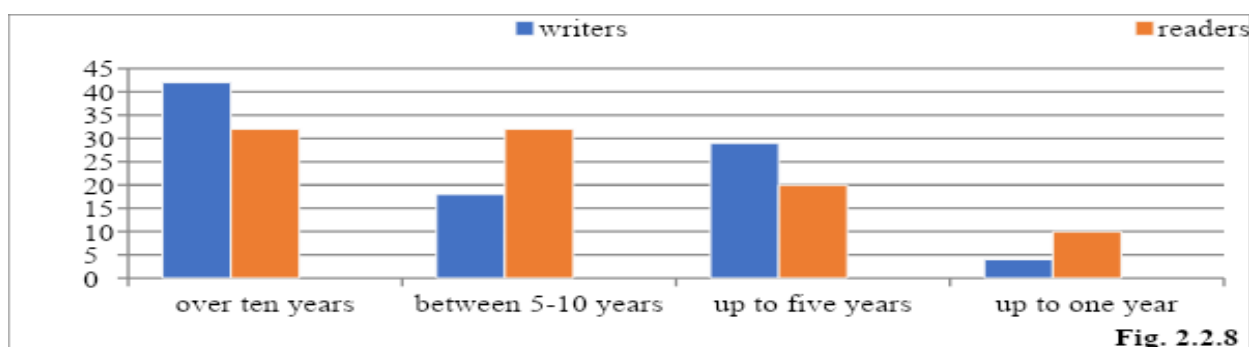
**Fig. 2.2.7**

### 2.2.7 Thinking about the future time - according to research groups

*Source: by author*

As for the correlation between the scholastic choice in the present and choosing a similar occupation in the future, the expectation was that there will not be a positive correlation between the variables. However, the expectation was that the writers' cognitive future orientation in the scholastic and occupation field would be more influenced by their journalistic activity, and that there would be a significant difference between the groups on this issue. The consciousness of the future time ranges according to the research groups was tested. The hypothesis was first tested using a T-test for independent samples. The results showed the hypothesis confirmed as no significant difference found between the groups regarding their future time consciousness [ $t(172) = -0.37, 0.05 < p$ ]. 90.9% of the students ( $n=91$ ) think about their future, as 93.1% of the writers ( $n=54$ ) think about their future, compared with 89.9% ( $n=107$ ) of the readers.

Pearson correlation test conducted to examine the correlation between the future consciousness degree and its direction, according to research groups. The research findings show the hypothesis confirmed only partially. The results show a significant positive correlation between future consciousness degree and the SN exposure only among readers ( $p < 0.05$ ). On the other hand, there was no significant positive correlation between the future consciousness ( $p > 0.05$ ) and writers SN's exposure. Furthermore, their SN's exposure is higher than the readers'. The hypothesis, concerning the future effects reputed as the writers are mostly between the medium to long-term future (over 10 years to 50 years) (44.8%) ( $n=26$ ). However, contrary to expectation, among the readers, it stands mainly on consecutive time ranges over the short-term future (5-10 years) (34.7%) ( $n=41$ ) and in the long-term future (30-50 years) (34.7%) ( $n=41$ ), and less in the immediate-term future (up to 5 years). Also, as for the future time range, most students are between the medium-term future and the long (10 to 50 years) (37.9%) ( $n=67$ ). Only 8.5% ( $n=15$ ) of them think of the immediate-term future (up to 5 years) (see **Figure 2.2.8**).

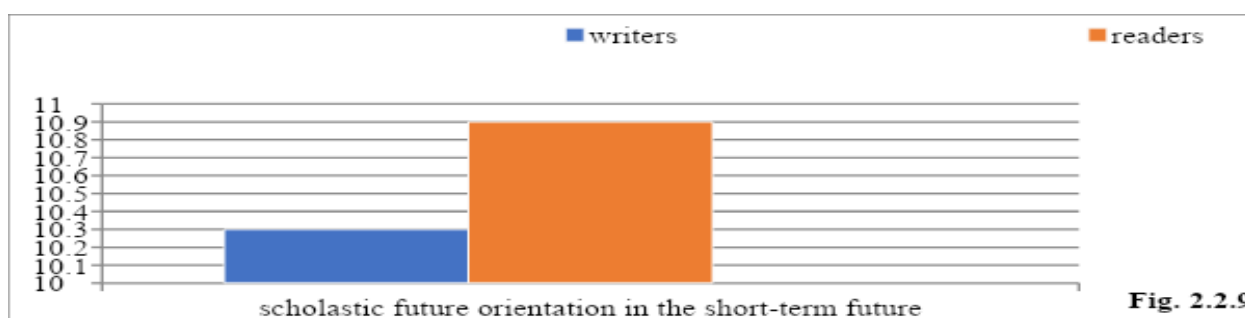


**Fig. 2.2.8. Consciousness future term according to the research groups**

*Source: by author*

The findings revealed significant information about the cognitive future orientation in scholastic and occupation fields, according to research groups. The correlation between the current scholastic choice and electing a similar field in the future was examined according to research groups. The hypothesis was- a positive correlation between the current scholastic choice and the desire to engage in a similar field in the future, with no significant difference between the research groups. The findings revealed the hypothesis confirmed. The hypothesis tested using a T-test for independent samples. No significant difference found between the groups regarding thinking about the future, as a positive correlation was found between the current scholastic choice and the desire to engage in a similar field in the future [ $t(172) = -0.18, p > 0.5$ ]. Also, a correlation was found between the variables, so the hypothesis was confirmed. Most groups students' think about the future, when they make educational choices in the present (94.05%) ( $n=110$ ). The SN effects on the future media orientation in the scholastic cognitive fields among

ninth graders according to the research groups, in the immediate term time (up to 5 years). According to the research hypothesis, I expected a significant difference in the future scholastic orientation among ninth graders, according to research groups, with the writers' future scholastic cognitive orientation being more in the immediate term (up to 5 years). In addition, it is expected that they will express more desire to continue in the field of media studies in the following year. The research findings show the hypothesis reputed since there was no significant difference between the research groups. According to the findings, ninth graders, who studied journalism in the previous year or two, were not influenced significantly more than non-journalism students, as nearly the same number of students from groups reported their want to continue researching journalism in high school in the immediate-term future. Ninth grade journalism students reported that they were thinking of choosing journalism studies in high school because of their SN's exposure in junior high school (10.3%) (n=6). Surprisingly, a similar percentage and even a slightly higher amount of non-journalism students from ninth grade reported they think of learning journal studies the following year (the tenth grade), after their exposure to junior high school SN (10.9%) (see **Figure 2.2.9**).

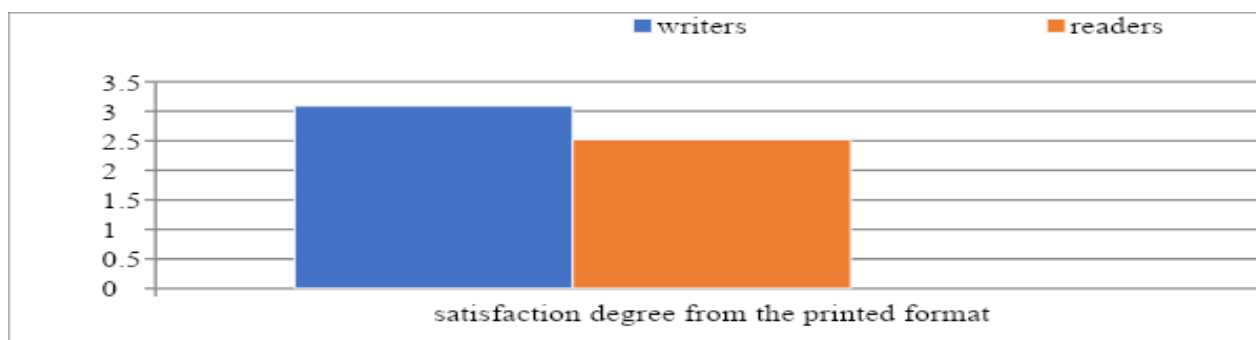


**Fig. 2.2.9. SN's exposure effects on ninth grade students in the scholastic orientation in the immediate-term future (up to 5 years)**

*Source: by author*

Writers' questionnaire examined the SN impact on the cognitive future orientation in the scholastic and occupation fields in the short and long-term future (up to 5 years and up to 50 years). All Writers (n=58) received additional questions, in which they were asked about the impact of SN activity on their future orientation in the field of research and occupation. According to the research hypothesis. The expectation- the writers' activity in SN would not have a significant impact on their cognitive future orientation, and most of them would not express a desire to continue the mass communication or journalism field studies in the short and long-term future (up to 5 years to 50 years). Hence, the expectation was that no positive

correlation would be found between these variables. The findings show the hypothesis confirmed. According to 31.5% of the writers (n=18), there is a significant weak-moderate correlation between their current choice to learn mass communication and journalism and the choice to learn a similar field in the future. It was hypothesized there would be a very weak correlation between the thought that the activity in the SN in the present would contribute to the desire to engage in a similar field in the future, only for a small proportion of the writers. The findings show the hypothesis is confirmed. Only 22.4% of the writers (n=13) think that the activity in SN may give them a "steppingstone for the future" in this field. I expected that only for a small fraction of the writers would be important to succeed in the future in this field. The findings show the hypothesis confirmed. Only for 13.8% of the writers (n=8) it is important to succeed in the future in the mass communication field. I expected-most of the writers would not be optimistic about their future success in this field. The research findings show the hypothesis partially confirmed because they show that although most of the writers were not optimistic about their future success in this field (56.9%) (n=33), a big percentage of them were optimistic about this issue (43.1%) (n=25) (see **Figure 2.2.10**).



**Fig. 2.2.10 Writers' questionnaire - the impact of SN's activity on the writers' future orientation and occupation fields in the short and long-term future**

*Source: by author*

The SN effects in the format and content level was tested according to research groups. According to the research hypothesis, I expected a significant difference in the effects degree at the format and content levels, according to research groups. This effects` degree would be higher among writers than among readers. However, it hypothesized the research groups students will prefer the printed format of the SN to the digital format. Therefore, there will be found a significant positive correlation between the effects degree at the format and content levels and the SN exposure degree, according to research groups.

The effects in the format-level after the SN's exposure were tested according to groups. The expectation was that there would be a significant difference in the degree to which all research students will be influenced by the exposure to the format of the SN (produced in printed format), according to research groups. The writers will prefer the printed format of the SN to the online format more than readers will. Therefore, a positive correlation will be found between the effect degree after the SN's exposure format and the exposure degree to it, according to research groups. The hypothesis was tested using the F/T- test. The findings show the hypothesis confirmed. Analysis of variance F revealed a significant difference between the variances of the research groups, the writers, and the readers, regarding the degree of influence and satisfaction with the format of SN [ $f=1.76$ ,  $p<0.0$ ]. The hypothesis was also tested using a T-test for independent samples. The findings show the hypothesis confirmed. A significant difference found in the satisfaction degree with the printed SN format (printed and designed at different levels) because of the SN's exposure, according to research groups [ $t(145.18) = 3.91$ ,  $p<0.001$ ]. The writers report a higher degree of satisfaction from the SN format on average after its exposure [ $M=3.09$ ,  $SD=0.82$ ] than readers [ $M=2.52$ ,  $SD=1.08$ ] (see Appendix 24: Table 2.2.2).

**Table 2.2.2. Means, SD, and variance analysis F results - Comparison of research groups students' opinions regarding the satisfaction degree with SN format.**

Variable	Means and SD	Writers (N=58)	Readers (N=119)	F-test (145.18) df
The satisfaction from the printed SN format	M	3.09	2.52	$f=1.76$
	SD	0.82	1.08	$p<0.05$

*Source: by author*

Content-level effects after the SN exposure were tested. It hypothesized a difference in the SN's effects degree on the content level, according to the research groups. The writers will be more influenced by their SN's exposure contents, its types, and their interest degree in them, and will be more expressive regarding freedom of expression issues and censorship contents compared to readers. Therefore, a significant positive correlation will be found between effects degree at the content level and the exposure degree to SN, according to research groups. The hypothesis was tested using a T-test for independent samples. The findings show the hypothesis confirmed. A statistically significant difference in the effects degree at the content level found

after SN's exposure, according to the research groups [ $t(169) = 6.03, p < 0.001$ ]. The writers report a higher degree of content-level effects after exposure [ $M = 2.73, SD = 0.75$ ] than readers [ $M = 1.96, SD = 0.81$ ] (see **Appendix 24: Table A 24.6**). The interest degree in the preferred contents of the printed SN was tested according to research groups. The expectation was that the writers' interest in the SN contents would be higher than the readers' due to their higher exposure to it. In addition, I expected they'll prefer more complex content, mainly investigative articles, social phenomena, and entertainment contents, compared to the readers. It is expected they will be less interested in SN contents and will prefer entertainment contents. The hypothesis tested using the Pearson Correlation Test (see **Figure 2.2.11**).

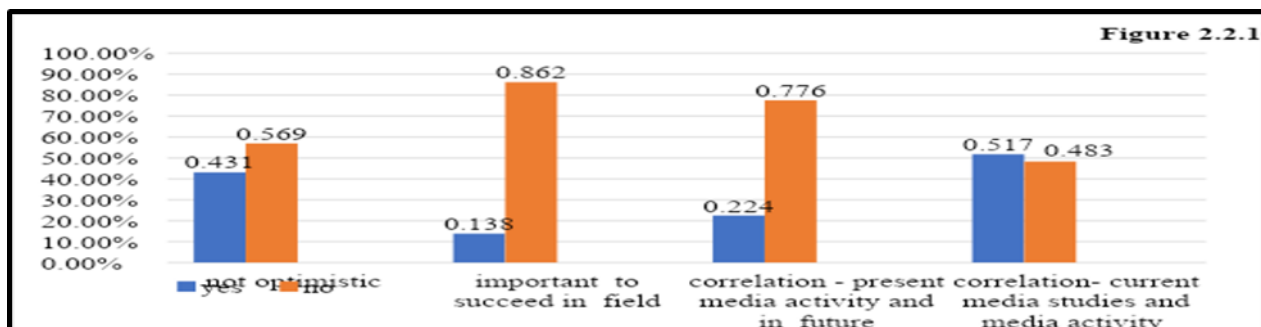


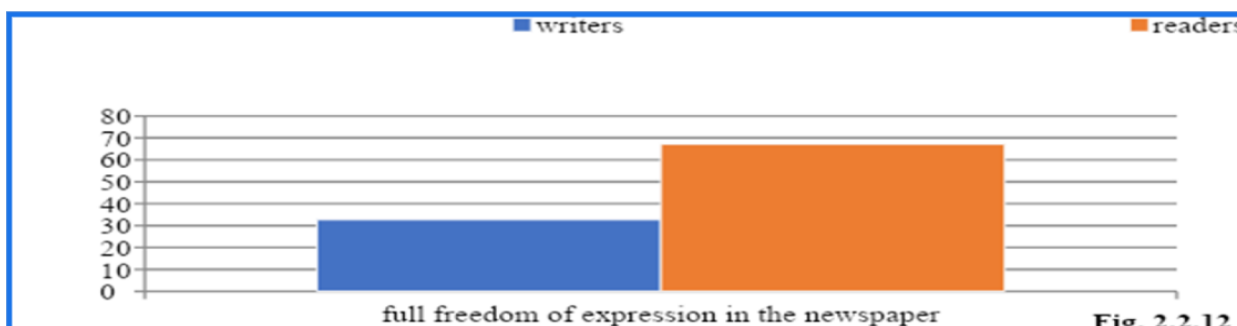
Fig. 2.2.11. **The effect of the SN's exposure degree on the satisfaction degree**

*Source: by author*

The research findings show the hypothesis confirmed regarding the interest degree in the SN contents but only partially confirmed regarding the content types preferred by the students. The Pearson Correlation Test was conducted to examine whether there was a significant positive correlation between SN exposure and the interest in SN content, according to the research groups. The findings show that the hypothesis is confirmed. The results show a significant positive correlation between SN exposure and the students' interest in the contents, according to the research groups ( $p > 0.05$ ). The more the exposure of students to SN, the more their interest in the contents. Since the writers are more exposed to SN, they are more interested in SN contents than readers are. An additional Pearson Correlation Test conducted to examine whether there is a significant positive correlation between SN's exposure and the preferred content types, according to research groups. The research's findings show the hypothesis mostly confirmed, with exception of three content types for which the hypothesis refuted. The results indicated a significant positive correlation between SN exposure and the reading content types, according to the research groups ( $p > 0.05$ ). The more the SN's exposure, the more is the difference between the reading content types, according to each research group. The six most popular content reading types: humor and amusement, entertainment, photography, investigative and society articles, horoscopes, and lifestyle. On the other hand, it was found that the six types of content



most favored by readers are entertainment content, world news, science and technology, interviews, sports, fashion, beauty, and care. The favored common contents of research groups are entertainment, fashion, and beauty. However, two content types that a correlation was not found between research groups, are the sports ( $p < 0.05$ ), science and technology, economy contents ( $p < 0.05$ ). Both research group opinions students reviewed regarding the freedom of expression and censorship imposed on the contents. According to the research hypothesis, the expectation was to find no significant difference in opinions regarding the freedom of expression and censorship after the SN's exposure, and they would be like the students of research groups. The hypothesis tested using the F/T-test. The research findings show the hypothesis refuted. Analysis of variance F shows a significant difference between the variances of groups in terms of their opinions toward the freedom of expression and SN contents censorship [ $f = 2.91, p > 0.05$ ]. The hypothesis tested with T-test for independent samples. The research findings show the hypothesis refuted. A significant difference was found in the students' opinions regarding the freedom of expression and censorship, according to research groups [ $t(164.21) = 3.45, p < 0.001$ ]. The writers report they favor a lower standard of expression freedom [ $M = 4.02, SD = 0.60$ ], compared with readers on average [ $M = 3.58, SD = 1.03$ ] (see **Appendix 24: Table A24.7**; see **Appendix 24; Formula A24.8**). In the mean union of research groups, the findings strengthened, as only one-third of the writers (32.7%) favor full freedom of expression in the newspaper, in contrast to most readers (67.2%) who favor higher expression freedom in it (see **Figure 2.2.12**)

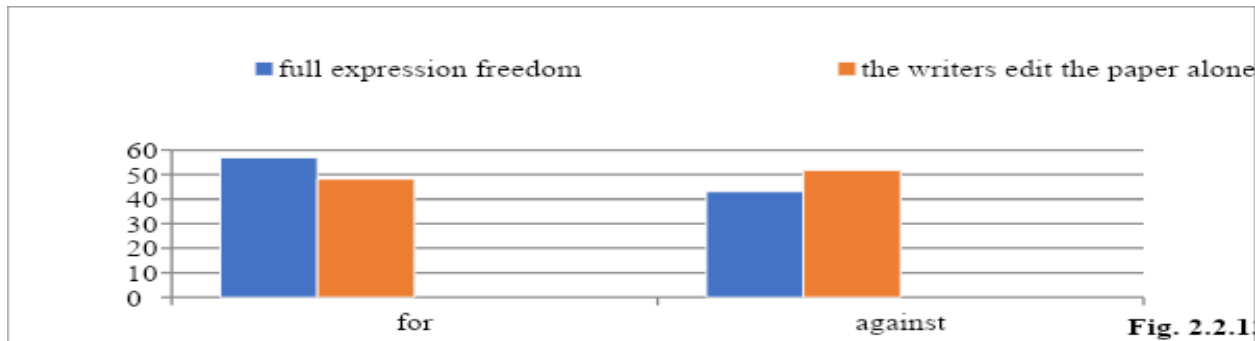


**Fig. 2.2.12. Students' opinions regarding freedom of expression and censorship of the SN contents according to research groups**

*Source: by author*

Freedom of expression and censorship regarding the writers' opinions examined by additional questions. It hypothesized the writers do not favor full freedom of expression in SN. The hypothesis was examined by combining several variables after the writers asked about the censorship degree in the SN, whether they personally experienced censorship of their contents and who should edit the content, whether teachers or students. According to the findings, the

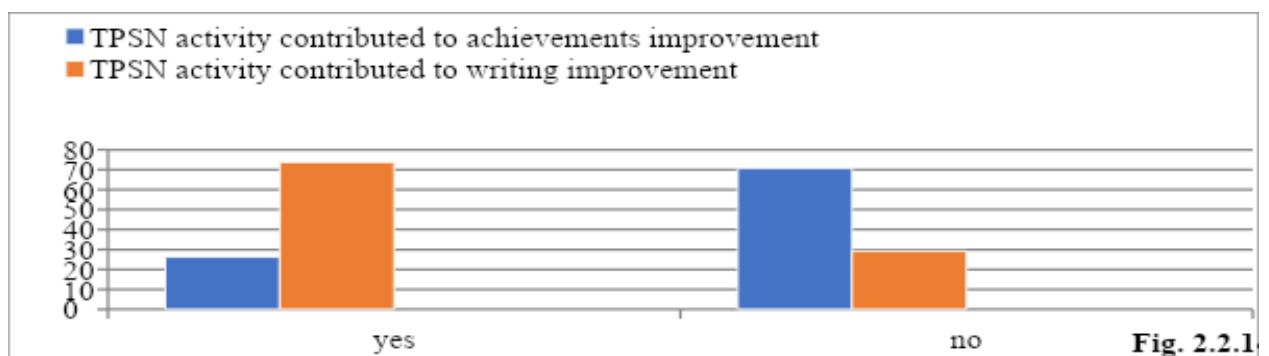
hypothesis was confirmed only partially. A significant percentage of writers (43.1%) (n=25) think there is a relatively high level of SN expression freedom, and they do not favor full expression freedom in the newspaper, but (56.9%) (n=33) in favor of giving full expression freedom in SN. In addition, most writers (63.8%) (n=37) reported they never experienced censorship of their contents. However, most of them do not think students have to edit SN contents alone and should receive the assistance of teachers (51.8%) (n=30) (see **Figure 2.2.13**)



**Fig. 2.2.13. Writers' questionnaire - opinions regarding full freedom of expression and independent editing of SN by students without teachers` assistance**

*Source: by author*

The following findings derived from more questions given only to the writers regarding the degree to which SN activity influenced their scholastic achievement and writing. According to the research hypothesis, I expected a positive (weak) correlation between SN activity and achievement improvement, and a strong positive correlation between SN activity and writing improvement. According to the findings, both hypotheses were confirmed. A positive (weak) correlation was found between SN activity, improved grades, and achievement of writers, as (only) 26.25% of the writers (n=15) noted SN activity improved their scholastic achievement. On the other hand, a positive correlation found between their activity in SN and their improvement in writing ability, this according to most writers (70.7%) (n=41) (see **Figure 2.2.14**).

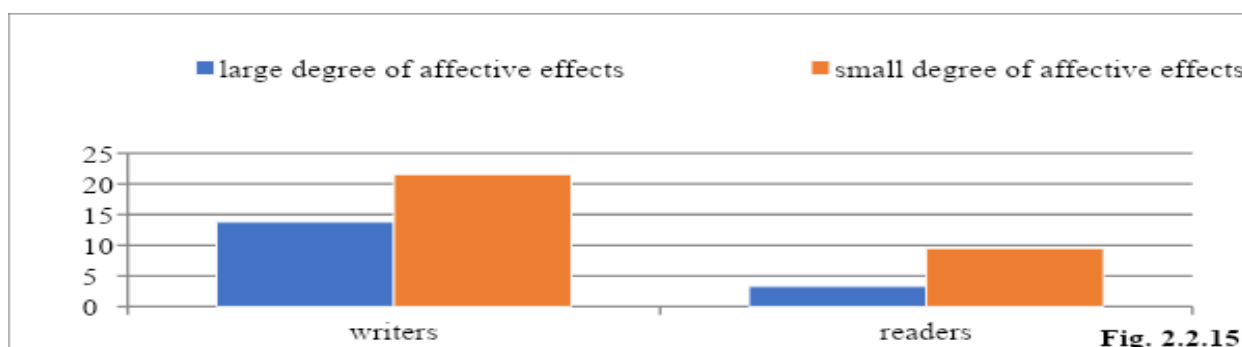


**Fig. 2.2.14. Writers` questionnaire –The SN contribution to the improvement of scholastic achievements and writing**

*Source: by author*

## Hypothesis 2: emotional effects after exposure to the printed SN

The research hypothesis is that there is a significant difference in the degree and type of emotional effects after SN exposure, according to research groups. It expected a significant positive correlation between the SN exposure degree and the effects degree, according to research groups, as the writers more influenced positively emotionally than readers did by the SN exposure. The emotional effects degree after the SN's exposure was tested. It hypothesized a difference in the emotional effects' degree, according to the research groups, after the SN's exposure, when the writers more influenced emotionally than readers would. The hypothesis tested using a T-test for independent samples. The findings show the hypothesis confirmed. A significant difference found in the emotional effects' degree, according to research groups [t(174) =5.53, p<0.001]. The writers reported more emotional effects on average after their SN's exposure [M=2.81, SD=0.90] than readers [M=1.94, SD=1.00] (see [Appendix 24: Table A 24.9](#)). By means of uniting each research group, it found the emotional effects degree was higher among the writers than among readers. 13.8% of the writers (n=8) noted that reading the SN contents influenced their feelings "to a large degree" and 21.55% (n=13) replied "slightly". Overall, the emotional effects degree after the SN's exposure among the group of writers is 35.35% on average (n=21). In contrast, only 3.3% of readers (n=4) noted that the emotional effects degree after the SN's exposure was "to a large degree" and 9.5% (n=11) replied that they were "few". Overall, the emotional effects of SN exposure among the reading group averaged 12.8% (n=15). Despite the difference between the research groups, it can still be seen that the emotional effects degree among all students after SN's exposure is not relatively high and stands at 48.1% on average (n=36) (see [Figure 2.2.15](#))



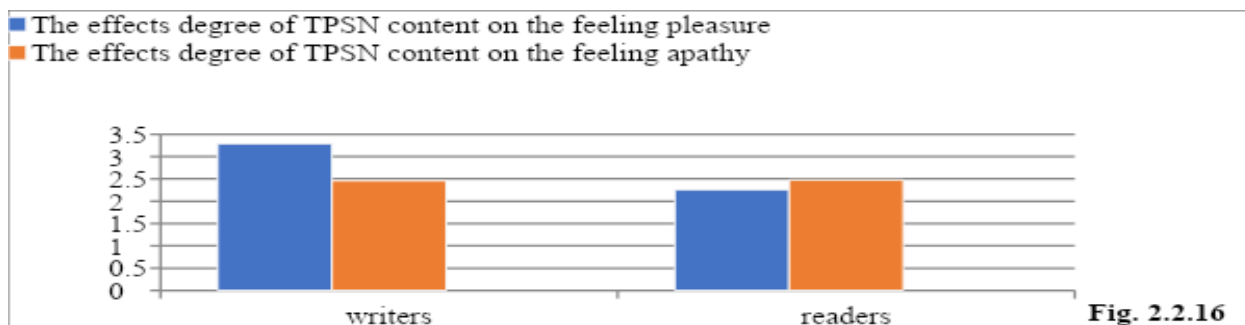
**Fig. 2.2.15. Emotional effects degree of SN according to the research group**

*Source: by author*

The emotional effects type and influence degree of each type after SN's exposure, was tested according to the research groups. The hypothesis was that there is a difference in the emotional effect types and the influence degree of each type, according to the research groups,

after the SN's exposure. The writers are more affected by the SN's exposure than the readers will by the positive effect of the "fun" type, but they are less affected by the negative effect of the "indifference" type. To confirm these hypotheses, a T-test was conducted for independent samples, in which each of the most influential types of influence among each group was examined. The results of tests show the hypothesis confirmed. First tested the type of emotional effect of the "pleasure" type. It was hypothesized there would be a significant difference in the degree of emotional effect of the "pleasure" type, according to the research groups, after the SN's exposure, with the writers being more affected than the readers. The hypothesis was tested using a T-test for independent samples. The findings show the hypothesis confirmed. There was a significant difference in the degree of the "fun" effect type after the SN's exposure, according to research groups [ $t(165) = 5.27, p < 0.001$ ]. The writers report more emotional effect of the "pleasure" type on average after the SN's exposure [ $M = 3.29, SD = 1.15$ ], than readers [ $M = 2.26, SD = 1.22$ ]. Then the type of the emotional effect of the "indifference" type was tested. It was hypothesized there would be a significant difference in the emotional effect degree of the "apathy" type according to research groups, after the SN's exposure, where the writers would be less affected than readers with this type of effect. The hypothesis was tested using a T-test for independent samples. The findings show the hypothesis confirmed. A difference was found, but not a significant one, in the emotional effect degree of the "apathy" type according to research groups [ $t(163) = 0.07, p < 0.5$ ]. The writers report a lower effect of the "indifference" emotional type on average, after the SN's exposure [ $M = 2.46, SD = 1.45$ ], compared to readers who reported they were more affected by this type of emotion [ $M = 2.48, SD = 1.21$ ] (**see Appendix 24: Table A24.10**). These findings are reinforced by combining the mean of each group in relation to the types of effects. The results showed a significant difference in the types of the emotional effects and their effect degree, according to the research groups following SN's exposure. In addition, the most influential type of emotional effects of each research group, as well as its effect degree were different. It also found that the emotional influence degree of each type was higher among the writers, compared to the readers, except for the type that was found to have a significantly high emotional effect. 43.1% of the writers noted that the emotion that most effectively affects them due to SN exposure is "pleasure" (43.1%) ( $n = 25$ ), which is a positive emotion, compared with only 16.8% ( $n = 20$ ) of the readers. On the other hand, 22.7% ( $n = 27$ ) of the readers noted that the emotion that most effectively affects them due to their SN's exposure is "indifference" (22.7%), which is a negative emotion, compared with 19% ( $n = 11$ ) of the writers. However, the feeling of pleasure recorded as the second most influential emotion on the readers after the feeling of "indifference". Further findings revealed similarities between the - research groups as to where they ranked the most emotional effects to the least extent (in descending order):

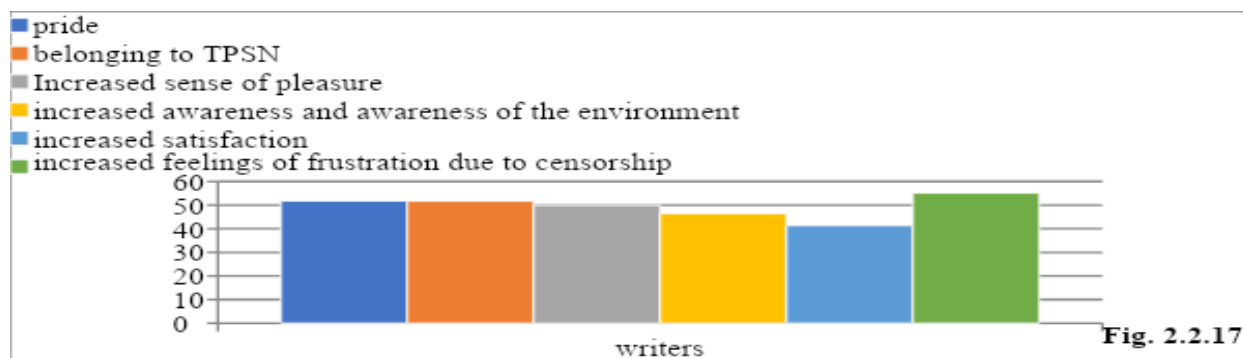
"happy", "exciting" and "frightening" following SN's exposure. In addition, there was a similarity between the research groups regarding the effect type that affects them the least degree as "frightening", according to the writers 10.3% (n=6) and readers 1.6% (n=2) (see **Figure 2.2.16**).



**Figure 2.2.16. Effects` degree of SN contents on the "pleasure", "apathy" and "fear" feelings**

*Source: by author*

The writers asked additional questions about the emotional effect types. It hypothesized the writers' activity influence many other types of emotional effects, which would be more positive than negative. The hypothesis examined by combining variables belong to the same type of influence, and the means calculated in each field, compared to other fields. The findings show the hypothesis confirmed. The various variables degree revealed the most emotional effects of the SN writers' activity expressed in integrative, feelings of "caring" and "environmentally conscious" (41.9%) (n=24). After those feelings of "satisfaction, pleasure, and joy" with 37.9% (n=22), integrative emotional feelings- of "belonging to a group" and "loneliness reduction" 32.1% (n=19), and "personal expression" with 30.17% (n=18). Finally, feelings of "pride" and "self-confidence" increased by the activity in SN with 30.6% (n=18). Between the 5 leading emotions among the writers, found the sense of "pride" as the most influential emotion 51.8% (n=30). Then "belonging to SN" with 51.7% (n=30), "Increased sense of pleasure" with 50% (n=29), "increased of the environment awareness" with 46.5% (n=27) and "increased satisfaction" with 41.4% (n=24). Regard the SN effect on negative emotions, not many negative effects were found among the writers, except for "increased feelings of frustration," due to articles which did not publish in the SN- with 55.2% (n=32) (see **Figure 2.2.17**).

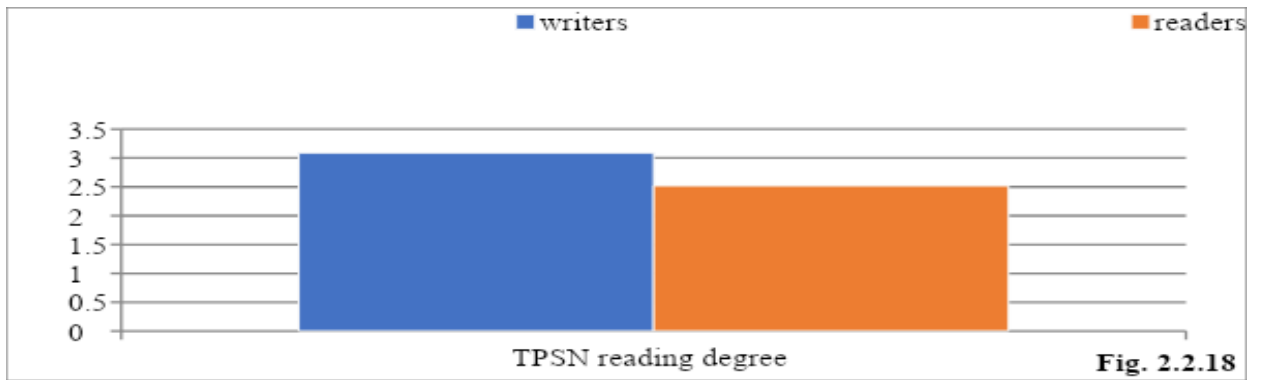


**Fig. 2.2.17 Writers' questionnaire- The five leading positive and negative emotions due to their activity in SN**

*Source: by author*

### **Hypothesis 3: Social-behavioral effects following exposure to the printed SN.**

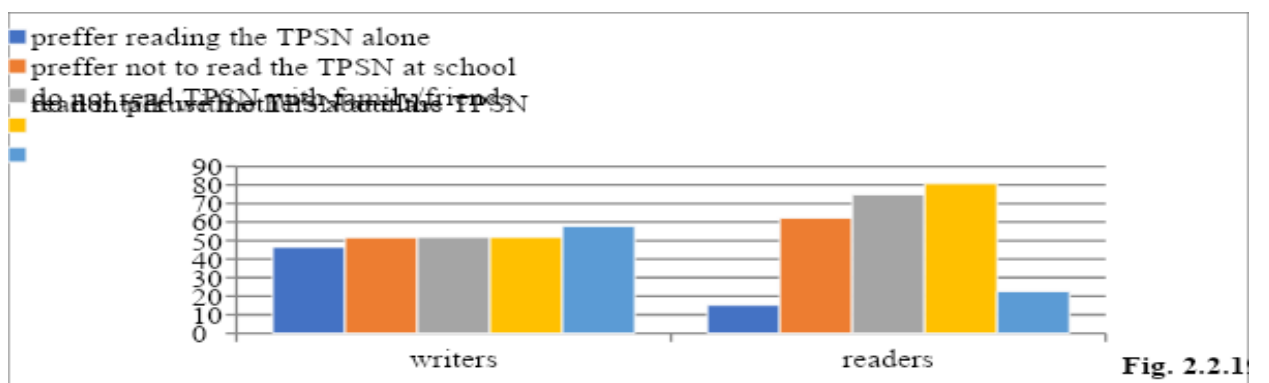
The research hypothesis states there is a significant difference in the degree of social-behavioral effects following SN's exposure, according to the research groups. We expected a significant positive correlation between exposure degree to SN and these effects degree, according to the research groups. The writers behaviorally are more influenced than readers, due to their massive SN's exposure. The social-behavioral impact of SN's exposure is expressed in several levels: reading habits, additional media means consumption, increased reading and writing activity, personal agenda change and influence on the behavioral future orientation and improvement of the social abilities. Regarding the SN reading customs, it hypothesized a significant difference in SN reading habits, according to research groups. The writers would read SN more frequently, compared with readers because of their massive exposure to it. It also hypothesized a significant difference in the other SN reading habits, according to research groups. The hypothesis was tested using the F/T test. The findings show the hypothesis confirmed. Following the analysis of variance F, a difference was found between the variances of research groups students, regarding the SN reading habits [ $f=2.40, p<0.001$ ]. The hypothesis was also tested using the T-test for independent samples. The findings show the hypothesis confirmed. A significant difference found in SN reading habits, according to research groups [ $t(159.09) = 8.93, p<0.001$ ]. The writers report a higher degree of reading SN and more frequency on average [ $M=3.24, SD=0.68$ ] than readers [ $M=2.04, SD=1.06$ ] (see **Appendix 24: Table A24.11; Formula A24.12**). Also, the findings confirm the hypothesis as 68.7% of the writers ( $n=40$ ) read SN, compared with 47.11% of the readers ( $n=56$ ) (see **Figure 2.2.18**).



**Fig. 2.2.18. SN reading degree according to the research groups**

*Source: by author*

In addition, according to the hypothesis in which there is a significant difference in other reading habits of SN, according to research groups, confirmed. 46.5% of the writers (n=27) prefer to read SN, when they are alone, compared with 15.2% of the readers (n=18). Most of the research students (n=104) do not prefer to read the SN at school, 51.7% of the writers (n=30) and 62.2% of the readers (n=74). Most students of groups (n=119) do not read SN with their family or friends 51.8% of the writers (n=30), compared with 74.8% (n=89) of the readers. Most of the students in groups (n=126) do not talk with their friends about SN, 51.8% of the writers (n=30), compared to 80.7% of the readers (n=96). Most of the writers (57.8%) (n=34) read the SN carefully after being distributed in class, compared to only 22.7% of the readers (n=27) (see **Figure 2.2.19**).

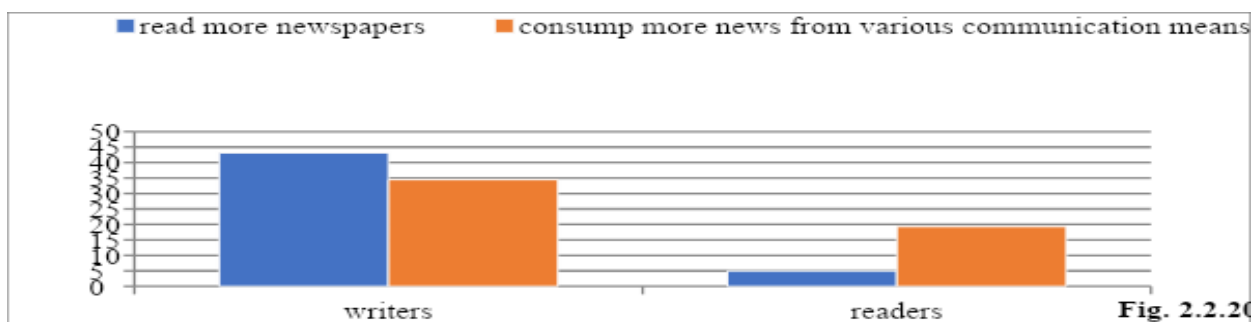


**Fig. 2.2.19. Additional reading habits of the printed SN**

*Source: by author*

The Consumption of more media means following exposure to the printed SN, was measured. It was hypothesized a difference in the consumption of different media means due to the exposure degree to SN, when Mass communication and media consumption degree by the writers was higher than among readers, as they are more exposed to SN. The hypothesis tested

using T-test for independent samples. The findings show the hypothesis confirmed. A significant difference found in the additional media consumption following SN's exposure, according to research groups [ $t(168)=7.67, p<0.001$ ], the writers reported that their news consumption degree from the various media means is higher on average [ $M=2.86, SD=1.11$ ] than readers [ $M=1.62, SD=0.93$ ]. The SN reading degree was measured following the SN's exposure. It hypothesized a difference in newspapers reading degree due to exposure to SN when writers would be more likely to read newspapers than readers would. The hypothesis was tested using the F/T test. The findings show the hypothesis confirmed. A variance analysis F showed a difference between the variances of research groups regarding the reading of newspapers following SN's exposure [ $f=1.94, p<0.005$ ]. The hypothesis was also tested using a T-test for independent samples. The findings show the hypothesis confirmed. A significant difference found in newspapers reading degree following exposure to SN, according to research groups [ $t(88.18) =6.90, p<0.005$ ]. The writers report they read more newspapers on average [ $M=3.01, SD=1.33$ ] than readers [ $M=1.66, SD=0.95$ ] (see Appendix 24: Table A24.13). In the mean union of the various variables related to the Mass communication and media consumption degree following SN's exposure, the findings reinforce the above data and the hypothesis. A significant difference found between the research groups: 43.1% of the readers read newspapers to a higher degree than readers are (5%). About 34.5% of the readers consume news from the various Mass communication and media means to a higher degree than readers are (19.3%) (see **Figure 2.2.20; see Appendix 24: Table A24.13**).



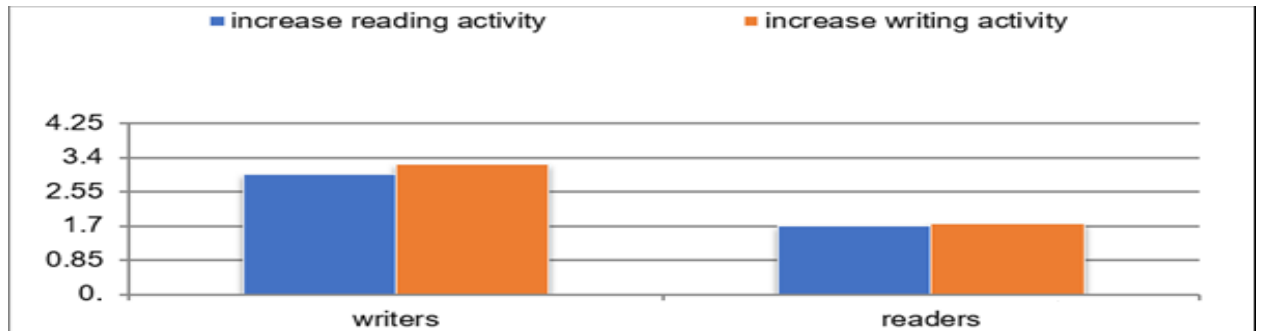
**Fig. 2.2.20. The consumption degree of additional Mass communication and media means**

*Source: by author*

An increased reading and writing activities following exposure to the printed SN were found. It hypothesized a significant difference in the degree in which the SN's exposure increases the reading and writing activities according to research groups, when the writers perform more reading and writing activities than readers because they are more exposed to SN. Regarding the reading activity, the hypothesis tested using the F/T-test. The findings show the



hypothesis confirmed. Variance analysis shows a difference between the research groups regarding the increased reading activity degree following SN's exposure [ $f=1.70$ ,  $p<0.05$ ]. The hypothesis was tested using a T-test for independent samples. The findings show the hypothesis confirmed. A significant difference found regarding increased reading activity [ $t(92.52) = 6.87$ ,  $p<0.001$ ]. The writers read more [ $M=2.98$ ,  $SD=1.24$ ] than readers [ $M=1.69$ ,  $SD=0.95$ ] (see **Figure 2.2.21**).



**Fig. 2.2.21. Increased reading and writing activities after SN's exposure**

*Source: by author*

#### **Increasing writing activity following SN's exposure**

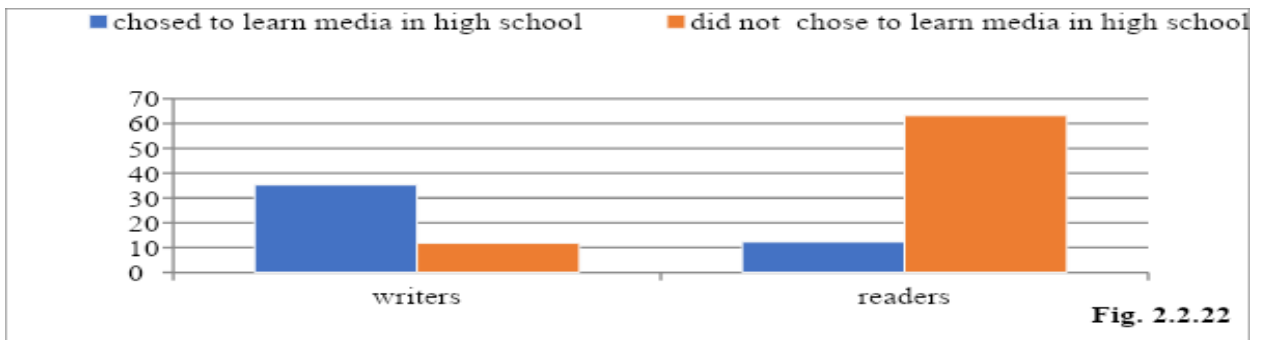
Regarding the writing activity, the hypothesis tested using the T-test for independent samples. The findings show the hypothesis confirmed. A significant difference found in the degree to which students increased writing activity due to their SN's exposure, according to the research groups [ $t(167) = 7.73$ ,  $p<0.001$ ]. The writers report that a higher degree of writing activity is performed following SN's exposure [ $M=3.25$ ,  $SD=1.33$ ] than readers [ $M=1.76$ ,  $SD=1.11$ ] (**Fig. 2.2.21**; see **Appendix 24: Table A24.14**). The exposure effects on the printed SN on the personal agenda of research groups students, were measured. It hypothesized a significant difference in SN influence on students' personal agenda because of their exposure to it when the writers' agenda was more influenced than readers' agenda. The hypothesis was tested using a T-test for independent samples. The findings show the hypothesis confirmed. A significant difference found in SN influence on the students' personal agenda following SN exposure, according to research groups [ $t(167) = 5.86$ ,  $p<0.001$ ]. The writers report their agenda more influenced on average after their SN's exposure [ $M=3.43$ ,  $SD=1.16$ ] than the readers [ $M=2.25$ ,  $SD=1.27$ ] (**Table 2.2.4**)

**Table 2.2.4 Means, SD, and T-test results- A comparison between writers and readers, concern the influence degree following SN exposure on personal agenda.**

Variable	Means and S D	Writers (N=57)	Readers (N=112)	T –Test
the influence degree of SN on the students` personal agenda	M	3.43	2.25	5.86
	SD	1.16	1.27	

*Source: by author*

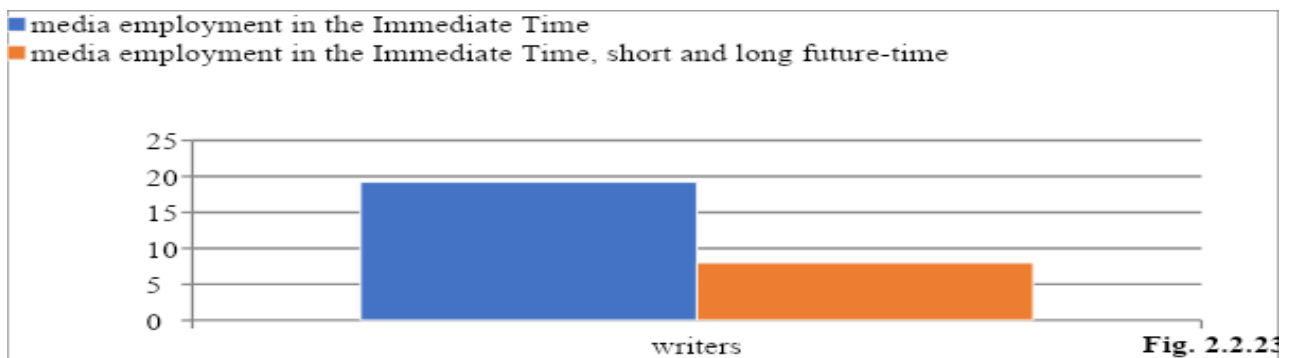
The writers asked additional questions about the SN activity influence on their personal agenda. It was hypothesized the activity in SN would have a moderate to high effect on their personal agenda. The findings, surprisingly, showed the hypothesis refuted. Only 27.5% of the writers (n=16) noted that SN activity influenced their agenda, 46.6% of them (n=27) engage in various activities of SN in their free time, and 36.2% of them (n=21) noted SN activities cause them to miss classes. The SN effect on the behavioral future orientation in the scholastic field in the immediate- term future (up to 5 years) was measured, according to the research groups. According to the research hypothesis, I expected a significant difference in the influence degree on the behavioral future orientation in the scholastic field in the immediate-term future (up to 5 years) following SN’s exposure, with the writers more influenced than readers are. The research results show the hypothesis confirmed. A significant difference was found between research groups, as the 9th-grade writers more exposed to SN reported they were significantly more influenced than 9th-grade readers that are less exposed in the immediate future-time (up to 5 years). The hypothesis examined by combining the means of the ninth graders in each of the research groups. According to the findings, 35.3% of the writers in grade 9 (n=21) reported they chose to continue their studies in mass communication and journalism class in high school, compared with only 11.8% of them (n=7) who did not choose to continue in this class in the following year. 12.3% of the readers in the ninth grade (n=27) reported they chose high school field, compared to 63.2% of them who did not choose to join this class in high school the following year even after the SN’s exposure (n= 75) (see **Figure 2.2.22**).



**Fig. 2.2.22. SN's Exposure effects on the behavioral orientation of 9th-grade students in scholastic field**

*Source: by author*

The writers` questionnaire examined the SN Effect activity on the writers` future behavioral orientation in the occupation field in the immediate-term future (up to 5 years).

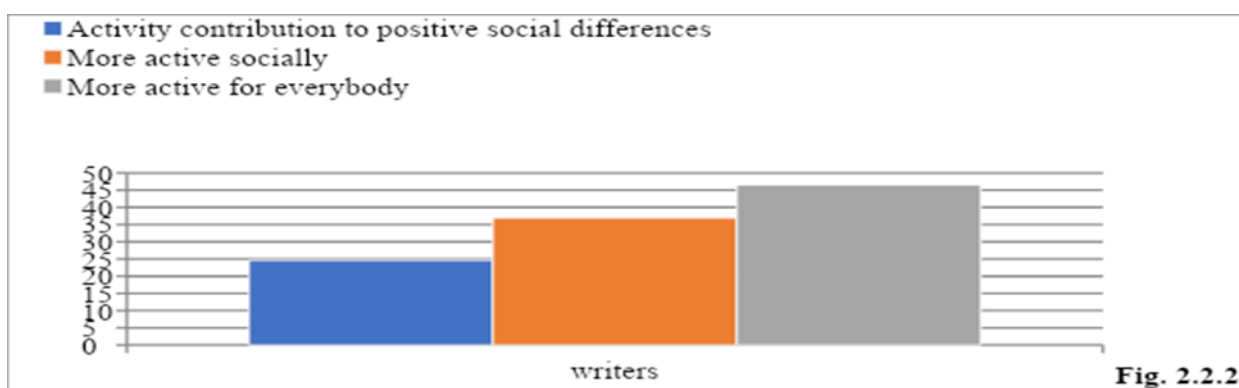


**Fig. 2.2.23. SN's effects on the writers' behavioral orientation in the field of Mass communication and media occupation - in the Immediate, short, and long -term future**

*Source: by author*

In addition, the writers' questionnaire examined the influence of SN activity on the future behavioral orientation of graduates in any Mass communication and media field. It was expected that only a small part of the graduates would continue to engage in any of these fields within the immediate-term future (up to 5 years). The findings show the hypothesis confirmed as only 19.2% of the graduates showed they intend to engage in any of this field immediately after graduating their studies. It is expected that only a small part of the graduates will continue to engage in any media field in the short to long-term future (between 5 and 50 years). The findings show the hypothesis confirmed. According to the findings, only 8% of the graduates (N=5) showed they intend to engage in any media field in the short to long -term future (5 to 50 years).

Other social-behavioral effects following SN activity were examined by the writers' questionnaire. Two other variables were examined among the writers. It expected the SN activity contributes moderately to positive changes in social-behavioral aspects and increase of social involvement and motivation to contribute to school and community. The SN influence on social skills writers also examined. The hypothesis was that a significant moderate correlation will be found between the writers' activity in the SN and changes in their social skills. The hypothesis was confirmed. Only 24.6% of the writers (n=14) noted SN activity contributes to positive social changes: an increase in social activity, a bigger desire for cooperation, a more desire to be part of a group, and the will to join youth movements. In addition, 36.9% of the writers (n=21) more active socially since they participated in the SN. The SN activity influence on the writers' social involvement and contribution to the community degree examined. As of the hypothesis a significant positive correlation between the writers' activity in SN and the influence on increasing the social involvement degree for the benefit of the general population. According to the findings, the hypothesis was confirmed. For 46.52% of the writers (n=27) the activity in SN contributed to be more active for the public. Thus, for 51.8% of them (n=30) they contribute more to the SN, 49.1% (n=29) are more helpful to others and cooperate. Also, 45.6% (n=26) noted they contribute more to the society, and 38.6% (n=22) showed they joined the student council (see **Figure 2.2.24**).



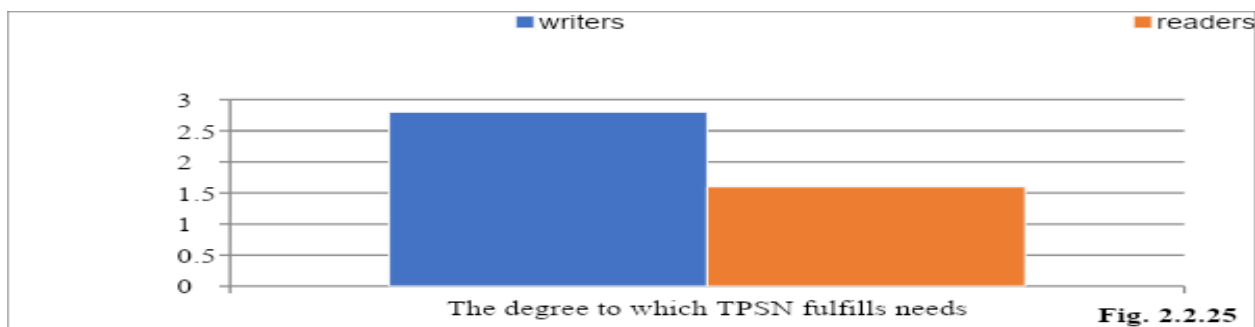
**Fig. 2.2.24. The influence of students' activity in SN on improving social skills and contributing to society**

*Source: by author*

**Hypothesis 4: Students opinions regarding the needs and functions of the printed SN fulfill.**

The research hypothesis that there was a significant difference in the degree to which SN fulfills diverse needs and functions according to research groups. In addition, there is a difference in the needs type it fills for each research groups' students. Therefore, I expected there would be a significant positive correlation between the SN exposure degree and the fulfillment of the various needs and functions according to research group. It hypothesized SN fills a wider range of needs and functions for the writers than for the readers since they are more exposed to SN.

The degree to which SN fills needs, according to research groups, was measured. According to research hypotheses, a significant difference will be found in the degree to which SN fills needs for research students, while it fills more needs for writers than for readers. The hypothesis was tested using a T-test for independent samples. The findings show the hypothesis confirmed. A statistically significant difference found in the degree to which SN fills needs, according to research groups [ $t(173) = 7.15, p < 0.001$ ]. The writers report SN fills for them more needs on average [ $M = 2.80, SD = 1.18$ ] than readers [ $M = 1.60, SD = 0.97$ ] (see **Figure 2.2.25**; see **Appendix 24: Table A24.14**).

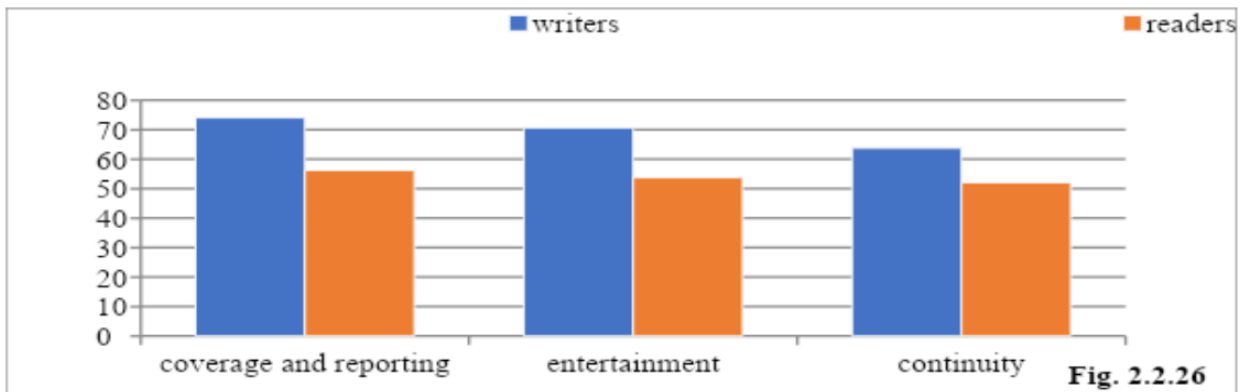


**Fig. 2.2.25. The degree the SN filling students' needs according to the research groups**

*Source: by author*

According to the research hypothesis, a significant difference will be found in the type of needs SN fills, according to research groups. SN will fill for the writers the cognitive need, whereas for readers, it will fill mainly the escapist need. The test is conducted by combining several variables of the same consumption type and averaging between them. According to the findings, the hypothesis was confirmed only partially. A difference was found regarding the type of needs that SN fills for each research group, so the hypothesis in this part is confirmed. However, regarding the type of the main need SN fills for each research group, the hypothesis refuted. In contrast to expected, SN fills for the writers the effective need rather than the cognitive need, although there was no significant difference between the two results in relation to the type of need. It also found the escapist need is only in the third place for the writers as an important need SN fills for them. Even for the readers found, in contrast to expected, SN fills the emotional need rather than the escapist need. It also found SN fills for the readers the escapist need and only at the end, it fills the cognitive need. The opinions of research groups students regarding the functions type SN fills in theory and practice were reviewed. According to the hypothesis no significant difference will be found between research groups' students as to the main function SN should fill for them theoretically. At the same time, the expectation was that SN would fill the main function for each of the research groups' students differently. As for the main function, SN should fill in practice for research groups students, the hypothesis was it would be different, as would the degree to which it fills for each research group students. The

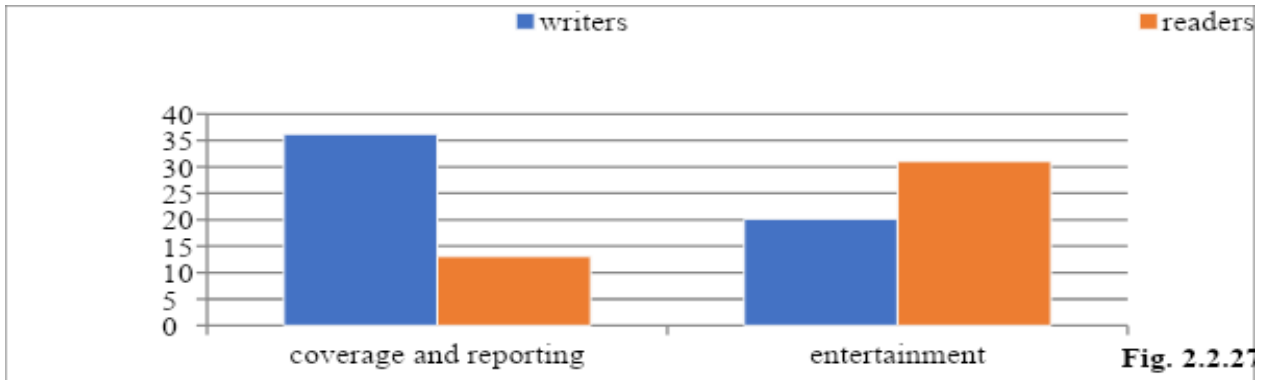
students' opinions of research groups regarding the different functions SN should fill theoretically were reviewed. According to the research hypothesis, a significant difference will be found, according to research groups, as to the degree in which SN should fulfill its various functions theoretically. I expected the main function SN should theoretically fill would be the same for the research groups and would be a coverage and reporting news type, where SN should play this function more theoretically for the writers than for the readers. The hypothesis was tested using the F/T- test. The findings show the hypothesis confirmed. A variance analysis F showed a difference between the variances of research groups as to the degree to which SN should theoretically fill the function of coverage and reporting [ $f = 3.00, p < 0.05$ ]. The hypothesis was also tested using the T-test for independent samples. The findings show the hypothesis confirmed. A significant difference found in the degree to which SN should theoretically fill its functions, according to research groups [ $t(164.90) = 3.68, p < 0.01$ ]. The writers report SN theoretically fills a wider range of functions on average, including the main function of coverage and reporting news [ $M = 3.72, SD = 0.59$ ] compared to readers' [ $M = 3.26, SD = 1.02$ ] (**see Appendix 24: Table A24.16; Formula A24.17**). Also, in each research group concerning the distinct functions SN should theoretically fill, the hypothesis confirmed. Most research students reported the main function SN should perform for them theoretically is coverage and reporting. Also, writers reported SN fills these functions theoretically for them in a higher degree than for readers. Thus, SN theoretically fills the function of coverage and reporting for 74.1% of the writers ( $n = 43$ ), compared with 56.3% of the readers ( $n = 67$ ). The findings also show the remaining functions SN should theoretically fill for writers and readers are the same, and their existence degree among these groups is higher than among readers'. In second place is the entertainment function, where SN theoretically plays this function for 70.7% of the writers ( $n = 41$ ), compared to 53.8% of the readers ( $n = 64$ ). In third place, SN theoretically fills the function of continuity for 63.8% of the writers ( $n = 37$ ) and 52.1% of the readers ( $n = 62$ ) (see **Figure 2.2.26**)



**Fig. 2.2.26. Type of the functions SN should theoretically fill according to research groups**

*Source: by author*

The degree to which the SN fills its functions, in practice, for students of research groups was measured. It hypothesized a difference in the degree to which SN fills its functions according to research groups, while for the writers it will fill the function of coverage and reporting more than for readers, for whom SN fills mainly the function of entertainment. The hypothesis was tested using the F/T test. The findings show the hypothesis confirmed. A variance analysis F revealed a difference between the variances of research groups in terms of the degree to which SN filled the coverage and reporting functions [ $f=1.82, p<0.05$ ]. The hypothesis was also tested using the T-test. The findings show the hypothesis confirmed. There is a significant difference in the degree to which SN filled the coverage and reporting functions, according to research groups [ $t(86.97) = 4.93, p<0.001$ ]. The writers report SN fills a higher degree of coverage and reporting functions on average [ $M=1.82, SD=1.22$ ] than for readers [ $M=1.50, SD=0.90$ ] (**see Appendix 24: Table A24.18; Formula A24.19**). The main function the SN in practice fills for the research groups was found. The expectation was that the SN would fill in practice for the writers the coverage and reporting functions, and then other functions. On the other hand, I expected for the readers, SN to fill the entertainment function. The hypothesis examined by the union of these variables and its averaging. The findings revealed the hypothesis. 36.2% of the writers ( $n=21$ ) reported SN primarily fills the coverage and reporting roles, compared with 13.05% of the readers ( $n=16$ ). On the other hand, it found the main function filled by SN in practice for the readers is the entertainment function (20.15%) ( $n=24$ ), and for the readers 31.05% ( $n=18$ ) (see **Figure 2.2.27**)

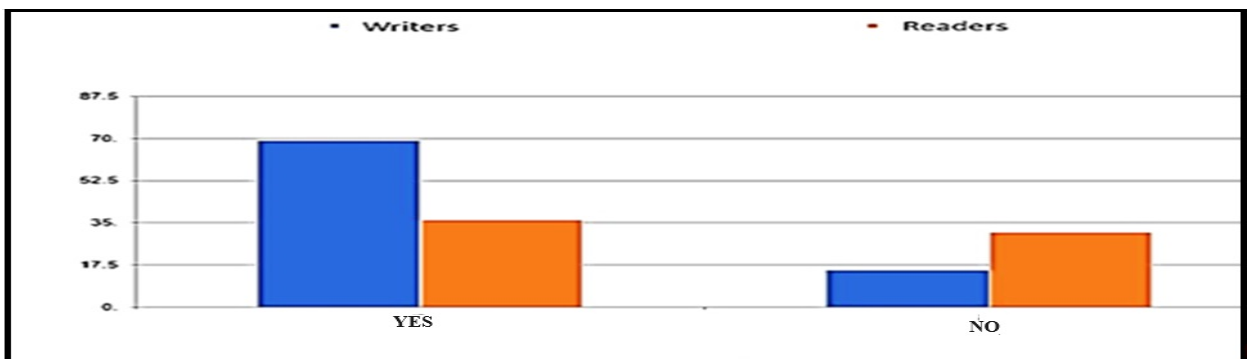


**Fig. 2.2.27. Functions` Types that SN fills in practice for the research groups**

*Source: by author*

**Hypothesis 5: Students opinions regarding SN status and relevance in school.**

The research hypothesis was there a significant difference in the students' opinions regarding SN status and relevance in school following the exposure, according to the research groups. The writers hypothesize was that the status and relevance of SN will be higher among writers than readers will, but it will be relevant for groups. Therefore, there is a significant positive correlation between the SN's exposure degree and the opinions of students regarding the status and relevance of SN, according to research groups. Regarding the Students` opinions on the SN status the expectation was to find a difference in the students' opinions toward SN status, between the research groups, when the writers` opinion of the SN status would be higher than the readers`. The hypothesis tested using the T-test. The findings show that the hypothesis was confirmed. There was a significant difference in the students` opinion regarding the SN status in the school, [t(168) =5.18, p>0.05]. For writers, SN status is higher on average [M=2.54, SD=1.03] compared to the readers [M=1.70, SD=0.97] (Figure 2.2.28; see Appendix 24: Table A51.20)

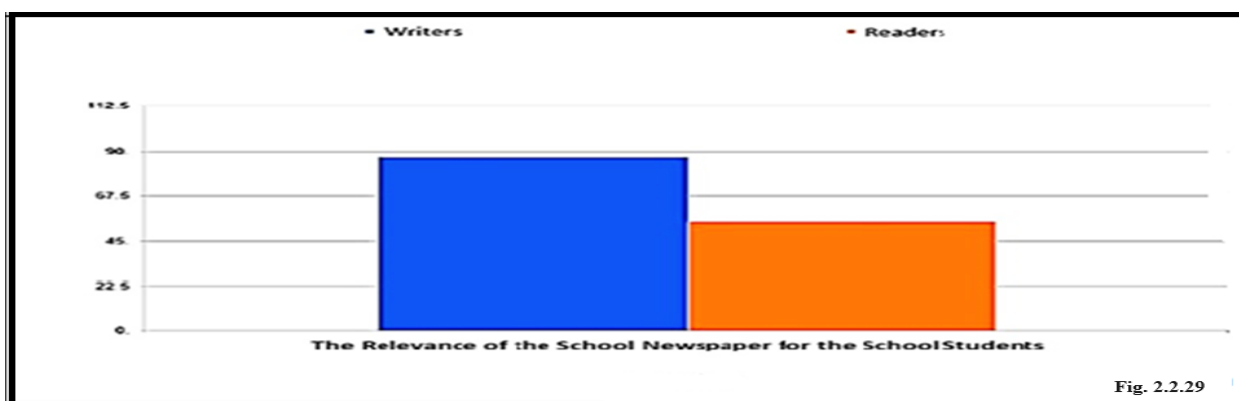


**Fig. 2.2.28. Students` opinions regarding the relevance of SN in school**

*Source: by author*



According to the hypotheses, the expectation was to find a significant difference in the students' opinions towards the relevance of SN in school, according to research groups, when the writers' opinion of SN relevance in the school would be different from readers' and would be more relevant to them. The hypothesis was tested using the T-test. The findings show the hypothesis was confirmed. A significant difference was found in the students' opinions regarding the relevance of SN in school, according to research groups. [ $t(170) = 4.24, p < 0.001$ ]. The writers report SN is more relevant in school [ $M = 4.35, SD = 1.17$ ] than readers [ $M = 3.46, SD = 1.35$ ]. (see **Appendix 24: Table A24.21**). Even in the variables' union and its averaging, most writers and readers noted that SN is relevant in school. However, there is still a large gap of about 30% in favor of the writers in the relevance of SN in school, compared to readers. 86.6% of the writers ( $n = 49$ ) reported SN relevant to them, compared to 54.6% of readers ( $n = 63$ ). At the same time, it noted that despite the gap of more than 30% in favor of writers in the relevance of SN in school, even for most SN readers it has a high relevance (see **Figure 2.2.29**)



**Fig. 2.2.29** Students' opinions regarding the relevance of SN at school

*Source: by author*

### 2.3 Conclusions to Chapter 2

As the school press has been in a deep crisis for several years as the global one, the Mass communication and media supervision decided in 2015 to transition from the print journalism to the digital one, and since then the printed school journalism has been vanishing. Instead of it entered the online SN conquered by the management without supervision. This research offers an innovative and practical research method to examine the SN situation in the education system including supervision and relevance and to offer recommendations for its continued production. The method used a comparison between groups exposed to the SN. By collecting data using questionnaires, this method proved a correlation between validity and reliability among research groups, and it was found as a reliable tool since it could measure stable properties of variables from the same content world. In addition, most of the hypotheses were confirmed, showing a

successful prediction validity, since the exposure to SN significantly effects the feelings degree. Considering these findings, the conclusion is that this method was found to be efficient in testing the SN's effects, optimization, and its relevance.

1. To prove the relevance of the SN, a theoretical and practical research method can detect the components correlating the degree of the SN students` exposure and its effects on their personal expression. The findings of the research prove the existence of a correlation between the variables, and hence the basis of the research hypotheses that the SN is relevant and has a significant contribution to students and therefore its production should be continued.

2. The experimental research was conducted in a quantitative, correlative, and inductive methodology that allows exposure to as many aspects of the learning process of research groups, and a relatively accurate measurement of the findings. Hence their reliability and validity are high.

3. The choice of the research tools structured online questionnaires has advantages alongside disadvantages. advantages: The tool has high reliability due to its high internal consistency, enables rapid research and data collected, efficient and accurate analysis, answering easily and quickly without fear, provides a wide range of answers, accessible, easy to emulate model, probabilistic sampling method and simple randomization allows inclusion and not biased thus it can be ensured that the results of the research are reliable and valid. disadvantages: The questionnaires may be complex, incomprehensible, and long, digital questionnaires may lead to unreliable answers and ignoring certain questions.

4. The statistical and probabilistic methods of grouping quantitative knowledge and its analysis helped to find and predict, whether it would be possible to create a model of a quality and successful educational SN, whose degree of influence is significant. However, it should be noticed that effects are difficult variables to prove in the research.

5. Using an experimental research method enables one to examine the research question through one school in which a highly successful SN has been produced for over two decades. The ability to examine the SN success degree can serve as a research model for other schools.

6. This research is experimental research conducted within the time and place of one SN only, and no parallel studies have been conducted for comparison in other schools or research. Hence, the conclusions regarding the relevance of the printed SN must be made with caution.

7. Theoretical research showed the SN's influence on the students' personal expression is low. However, the more the exposure degree to the SN, the more the more its effects are, and so are the functions and needs fulfilling and its relevance. Therefore, the conclusion is that to optimize the SN's positive effects and relevance, the exposure degree must grow.

8. Most of the research results show a significant difference between research groups, in terms of cognitive, emotional, social-behavioral effects, needs and functions SN fills, and its relevance. The experimental group is significantly more influenced, as they are more exposed to the SN, compared with the control group. However, the statistical differences between the groups are influenced by the gender and age variables. As the experimental group consists mainly of female students aged 16-18, compared to the control group students, which is composed almost equally of girls and boys aged 12-18. The experimental group girls are more influenced than boys are, mainly in learning and social skills, emotions, and mass communication and media future orientation, as well as in comparison with the control group. Since the variables, age, and gender, are relevant in terms of exposure degree to the SN and its impact, we should concern these variables to optimize the SN's effects according to each research group.

9. Although most of the findings indicated a significant difference between research groups, several findings indicated a similarity between them. The research groups' students, writers, and readers, identified with the preference of the SN's format (print), although since this research was conducted there has been changes in the youth media consumption; reading main content; SN's main needs (enjoyment and entertainment), and SN's relevance in school. However, a surprising finding revealed that the SN has no noteworthy influence on the future cognitive orientation of research group students. This leads to the conclusion the SN has the same effect in a few important components on students, indicating that these variables should continue to be highlighted to optimize the SN effects.

## **CHAPTER 3. THE SCHOOL NEWSPAPER - AN INSTRUMENT OF INFLUENCE ON STUDENTS' PERSONAL EXPRESSION**

The following discussion deals with the research findings with respect to the literature review, with reference to research theories and studies, which formed the basis of this research. In this work, an attempt made to examine the main conditions lead to the **optimization** of the effects, needs, functions, and SN's relevance after its exposure on the personal expression of the research participants. The aspects examined the SN effects on the cognitive, emotional, and social-behavioral levels as to the exposure degree, consciousness, level, time range, fulfillment of needs and functions, status, and relevance. The findings of the research show SN have an impact on the personal expression of all the participants, writers, and readers, though more significantly on the writers than on the readers, which reinforces most of the hypotheses. The goal was to prove a correlation between the SN exposure degree and the effects degree on the students' personal expression, since the more the SN's exposure, the more its effects and its contribution to the school students. However, it should be noted that the influence degree is limited among all students participating in this research, which indicates its limited effects, according to some theories and studies, such as the functionalist theory, the satisfaction and gravitation theory due to the limited wave of communication effects.

### **3.1 Optimization Evaluation of SN's effects on students' personal expression - Discussion (Hypotheses 1, 2, 3)**

According to our research findings, effects reported at three levels among the research participants: the writers (the experimental group) and the readers (the control group), though the cognitive effects were the most significant. Our research contributes to the fact that the behavioral and emotional effects are most among the experimental group girls, whereas in the control group these effects were not significant at all, among boys or girls. It should be noted that since most of the effects were mainly cognitive and behavioral rather than emotional, it was difficult to find studies tested the emotional aspects to compare with. In addition, although a large field of research devoted to the Mass communication and media effects among children and youth, between 1920 and 1960 he tended to deal with the cognitive and behavioral effects of popular media such as the cinemas and television, which had devastating effects on this age group, while the research on the influence of books and the press almost did not exist because they had no known harmful effects [129]. However, the journalism school research, began in the United States in the 1970s, and continued in Europe [7], [78], and later in Israel [47, p. 85], [2, p. 71], was relatively broad, but often dealt with the social, cognitive, and moral aspects of the SN. In the 1990s, however, the research began to expand, mainly due to the Mass communication and media profession institutionalization, including the printed SN [144, p. 10], but continued to

deal mainly with cognitive issues of expression freedom and censorship [8, [19, p. 10], [232]. Since the beginning of the 21st century, limited research has begun to deal with other spheres of influence that have affected the cognitive and behavioral aspects of the school press. One of the studies highlighted this contribution, mainly to the writers, is later research from 2008 [170], which corresponds with similar research in 1987 [123], but this is longitudinal research rather than research conducted while the learning epoch at school, and in any case no further research in this field was conducted. In contrast to that research, our research compares, for the first time, a group of journalism students who are active in SN (writers), and a group of readers who are not journalism students and are not active in SN (readers). This is a novelty aspect in the existing research field which provides an in-depth understanding of the printed newspaper essence and provides an answer to the reasons why SN is currently in danger of disappearing. The cognitive, emotional, and behavioral-social effects will be discussed due to the research students' exposure to the printed SN (according to hypotheses 1, 2, 3).

**The Cognitive Effects after Exposure to the Printed School Newspaper (Hypothesis 1).** Compared with the literature review regarding the cognitive effects, our research adds new aspects to those studied in the past and offers entirely new aspects of research (Hypothesis 1). Further to Hypotheses 1, most of our research findings confirm this hypothesis, and they succeed in proving a positive correlation between the exposure degree to the SN and the cognitive effects, according to the research groups. The journalism students ("writers") more exposed and donated to SN due to their activity and massive exposure to it and though are significantly more influenced than the non-journalism students ("readers") in most of the aspects examined (about 50% of the writers, compared to 30% of the readers). However, the level of cognitive effects was moderate on average between research groups (about 39%). This finding is surprising, especially for journalism students, as I would expect them to be more influenced due to their massive exposure and activity in SN. Nevertheless, the reason for the minor impact of the SN in the cognitive level may be due to the essence of the SN being an educational product that the students' activity in it is relatively low. Cognitively, the SN does not significantly contribute to students' cognition in terms of knowledge accumulation, although it contributes significantly to the journalism-students. However, there was no significant difference between the research groups regarding their preferred content, because they prefer "less quality and lighter" content, which reinforces the fact that the SN has limited effects, according to the theory of "uses and satisfaction." Another important finding revealed similarity between the research groups concerns the preference of the printed version of the SN rather than the electronic one. Another important finding regards the relevance and importance of the SN in school following McLuhan's theory that "the medium is

the message" [118], and other studies findings, in which adolescents still prefer to read printed books and newspapers rather than the digital formats. To speculate the reasons SN has few effects lead to its deterioration according to the literature review, including uninteresting contents, failure to understand the students' needs, low frequency and distribution, over-involvement of educational staff, censorship of content and preference for more popular media such as New Media [193], [82]. However, it is not possible to prove unequivocally that these causes are the direct causes of this problem since there have been no studies in the past that examined the effects` degree of the printed newspaper in quantitative terms, opposed to our research. In terms of accumulated cognitive knowledge, like the NAAF Research findings [170], or in earlier research from 1982 [7, p. 23]. Our research findings also correlate between the SN exposure to significant knowledge accumulation, according to the research groups. Therefore, because journalism students are more exposed to SN, they are also more influenced. Other studies findings reinforce our research findings, according to which students are often influenced by the various contents of the newspaper in relation to the format in which they appear, as McLuhan claimed, "the medium is the message" [118]. Therefore, the cognitive content related to knowledge accumulation and learning, they consume from the printed means, the book, and the SN [152]. Further studies, related to the contribution of writing and reading activities and Mass communication and media activity to students, reinforce our research findings. Thus, it found that Mass communication and media studies contribute to Mass communication and media students, compared to non- Mass communication and media students who, to the accumulation of knowledge, in general, and in current affairs, in particular [30, p. 405], [57], and the writing and reading activities have a big cognitive contribution to the students involved [42, p. 86]. Although these are not studies in the school journalism field, they relate to journalism research fields. Another aspect examined in our research tried to confirm the hypothesis that the most significant type of influence among students was the reinforcement type rather than the design or the change type, and that there was a significant difference between the research groups on this issue. However, according to our research findings, the hypothesis refuted. The influence type found to be of design type but confirmed regarding the existence of a significant difference between the groups as to the SN influence types. The writers more influenced than readers are at all levels of influence (29.7% of the writers Vs 8.6% of the readers). These findings are supported by several research findings, according to them there is a significant difference between Mass communication and media students and non- Mass communication and media students. It was found the Mass communication and media have much more influence on the Mass communication and media students' attitudes, mainly on substantive issues of state and society [33]. But this refers to the influence of design type and not the reinforcement type [68],

[79]. Although in one of the studies related to these topics, it noted that reading activity among children and youth, in general, and reading newspapers along the way also contributes to strengthening the youth attitudes and opinions [42, p. 86]. The findings of our research, which concern research group students' awareness of the SN cognitive effects, offer an interesting and new research aspect. According to the literature review, it was hardly studied in the past because of its low effects. Our research findings reported by the findings of the second wave studies tradition carried out in the spirit of Structural Functionalism Theory [234], such as the Uses and Gratifications Theory, attributed to the Mass communication media limited effects [114]. According to these studies, recipients choose to consume content according to their needs, the weaker and less popular the medium is, the more they are aware of its effects and can resist them [128]. Conversely, the more powerful the medium is, the more difficult it is to resist it, and the awareness to its very harmful effects is very low, especially when consumers are young as in the case of the harmful effects of the movies in the beginning of the 20 century [1, p. 34], [134]. So had the Television harmful effects upon the young viewers just from its start in the 50s as it became for them one of the most influential Mass communication and media, and they were not always aware of its damage or could resist its effects [86], [44, p.], [227]. One of the interesting novelties of our research relates to the time range of the cognitive effects of the SN, as according to the literature review, the research never devoted time to this field but mainly devoted time to explore the cognitive effects time range of popular media, such as television, and later, the Internet. The research attributed to these means negative effects upon children and adolescents' due to their exposure to violent television programs in the short-term future (between 10 and 5 years), programs increase their violent behavior [83], [215]. Also, negative effects were pointed out in the long-term future until adulthood, according to Schramm et. al., as cited in Caspi [10, p. 34], [86]. However, almost no research has been conducted to examine this issue in relation to the SN, apparently because of the lack of interest in this Mass communication and media. Nevertheless, Naaf's research is one of the few and most interesting studies of the last few years that tested the time range effects and contribution of the SN upon students in the short-term future (up to 5 years) [170]. Nevertheless, this research examined these effects years after they have graduated school and not during their activity in the SN. According to our research findings, most of the students from research groups are most likely to think about the short to long-term future when it comes to the SN effects (5 to 50 years). These periods, as found in the literature by Joseph (1974) [32, p. 974], indicate a sophisticated cognitive ability and a coherent future perception [180]. Another novelty of our research, in contrast to the Naaf research method [170], is that for the first time the exposure effect of students to SN is tested in the immediate and short-term future (from the present time range to a 10-year time range) during the school

time of the students. In addition, for the first time, research conducted testing the future orientation thinking of journalism students in the longer-term future (over 30 years). However, surprisingly, when examining the impact of SN's exposure in the immediate-term future (up to 5 years) among all research groups' students learning in the ninth grade, the findings revealed no significant difference between the research groups' students' following this exposure. Only about 10% of the students in each research group expressed a desire to continue their Mass communication and media studies and journalism in the following year when they attend high school. On the other hand, examining the influence on SN in the longer-term future (over 10 years) revealed that a larger number of journalism students expressed a desire to continue in the field of Mass communication and media studies and work. In contrast to the positive cognitive effects of the SN on the students, other studies examined the time range of cognitive effects of popular media, have noted the negative effects of children's and teens' exposure to television violence programs in the short term (10-5 years). It increases their violent behavior [59], [67], [127] and in the long run to adulthood [27], [215]. However, there were differences between research groups in the behavioral aspect, according to which the journalism students were more influenced than the non- journalism students, with according to over one-third of them (n=19) (11%) chose high school Mass communication and media studies in practice, compared to only 12% of non- journalism students (n=14). Another issue examined in our research relates to the nature of self-awareness, which is an important mechanism in the brain's ability to empower our future-thinking abilities to improve our living conditions in the complex and dynamic environment of the 21st century [180], [153]. For the first time our research tested the SN influence on the cognitive future orientation in scholastic and occupation fields, so our research hypothesis confirmed. According to our research findings, most of the students between 12-15 ages have coherent future awareness, they think about the future, and it is especially important for them to succeed in it. Most of them have a coherent cognitive awareness about their future personal direction as for the most of them want to succeed in the occupation field and after that in the personal area of relationships and family aspects. In addition, most of them are optimistic about their desire to succeed in the future, focusing on the areas in which they wish to engage in the future, and their cognitive awareness in the field of research is developed. Another interesting finding revealed that the majority are looking for a connection between their current activity at school and their future activity as adults, as they see a connection between choosing the field of research in the present and success in that field in the future. The findings revealed in our research correspond to the findings of previous studies in this field, which examined, among other things, the future time span development among students in early adolescence, according to which the future awareness of this age group is already solid [206]. In addition, there is a



focus on areas related to the future life path, as by Halabi-Chair [33, p. 11] and there is a correlation between the future orientation of adolescents and developmental roles, according to [153]. There is also a correlation between cognitive strategies of pessimism and optimism and a future orientation in the field of learning and socialization among adolescents, according to [180]. Other aspects were examined concerning the experimental group only, considering the research literature many findings of the current research are supported by various studies` findings regarding the future orientations [180], [153]. Thus, the present research found that journalism students also have a cohesive future-timespan at an early age of junior high school and less in further adolescence ages of 16-18. They think of their future generally and the scholastic field they wish to be engaged in the immediate and distant time terms (up to one year up to 10 years). Most of them (about 60%) (n=35) correlate between the current Mass communication, media, and journalism studies to the possibility they choose this field in the future. 36% of them (n=21) are interested in continuing researching and working in Mass communication, media, and journalism fields in the short- and long-term future (between 5-50 years) when most of them are from junior high school. However, their optimism about their future success in the Mass communication and media field has not turned out to be particularly high. Although 43.1% of them (n=25) optimistic about their success in the Mass communication, media, and journalism field in the future, only 22.4% (n=13) think the activity in SN may provide them with a "steppingstone" for the future, and only for 13.8% of them (n=8) it is important to succeed in the future in these fields. In addition, only 8% of 12th graders journalism students interested in continuing engaging the Mass communication, media, and journalism field in the short- and long-term future (between 5-50 years), and only 19% of them expressed an intention to engage in any Mass communication and media field in the immediate and short-term future (from the present time up to 10 years). One of the interesting data that emerged from our research and correspond to other studies findings relates to the fact that the main influence on the cognitive future orientation due to the SN exposure, takes place in the younger ages between 12-15, and less in later ages (16-18) [180]. In addition, there is a correlation between cognitive strategies of pessimism and optimism and future orientation among elder students [197], [153]. However, according to the research literature, there were several differences between the studies` research methods examining these fields [10, p. 34], [153], and our research methods. For the first time, our research conducted a deep investigation of the educational Mass communication and media interdisciplinary field of the printed SN and its impact on the students` orientation exposed to it. If Passig, for instance, mentions the general effect of the future orientation on various aspects [180], our research examined the correlation by means of comparison between the deep continuous exposure of J-S to SN and minimal exposure of N-JS to SN and its effects.

The findings reveal that the difference between the research groups expressed mainly in behavioral aspects rather than in cognitive ones. Other interesting findings of our research that concern only the research group students' correlates between their activities in SN to the significant contribution that arises from it for them. Such contributions as increased motivation for learning, improving social skills and involvement and community activism. The findings of the Naaf Institute research reinforce these findings and indicate that the scholastic achievements of journalism students at their time at school were higher than those who did not learn journalism in school [170]. In other studies, which were not directly journalism, studies found that Mass communication and media studies contribute to students in these aspects, to not Mass communication and media students. Thus, according to some researchers [30, p. 405], [79], mass communication and media studies contribute more significantly to Mass communication and media students than to non- Mass communication and Mass communication and media students, in behavioral field, increase scholastic motivation, and thus to improve scholastic achievement [30, p. 405]. In some research even since 2004 and until recent days (2023), [42.], [217], [51], [78], as a growing phenomenon, there is also a correlation between students who improve their achievements due to a high degree of reading and writing activities compared to those who do these activities in a lower degree of activity and so their achievements are lower. Regarding the cognitive effects at the format and content levels of the printed SN, according to the literature review, the research relates to the cognitive effects due to the students` SN`s exposure format and contents also considered as limited, as in the research areas mentioned earlier, again, from the lack of attractiveness of this medium. The well-known concept "The medium is the message" as McLuhan coined [118] is still relevant to the printed SN. According to our research findings, the students of research groups are influenced by the fact that SN is produced in printed format, as it serves a relevant need as a physical medium, accessible and available. Another reason for preferring the SN in the printed format and not in the digital one may be due to the fact its distribution day is considered as a social event in school. These findings are surprising, as most of the studies of the last decade have predicted the disappearance of the printed journalism in favor of the online journalism, including the disappearance of the printed SN, which, according to these predictions, will be replaced by a digital SN [193], [201], [106]. However, alongside these predictions, according to other research findings, it can explain the reason that students prefer the print format of the SN to the online one. For example, in some research findings despite the growth of digital media and its preference over other mediums by youth, they still prefer to read different texts in the printed journalism rather than in the digital one [42, p. 86]. Another research suggests the Internet has an advantage of being the preferred mean of media among the youth, from which they are most affected, but still prefer to read books and

newspapers, including the SN in the printed format rather than in the digital one [24, p. 7], [65], [127], [72]. It noted that according to the research literature review, the main reason for passing from the printed newspaper to the online paper in many schools is the education system's desire to adapt Mass communication and media studies to the 21st century, both technologically and financially. The production of the printed SN involves a heavy budget, compared with the production of the online SN, which is almost cost-free. It noted, however, there is a gap between the desire of the education system to advance Mass communication, media and journalism studies, and the desire of students who consume the SN, which prefers it in printed format. As for the impact of SN contents, the interest in them and the contents they prefer to read, according to the literature review, the students often choose to consume the contents according to the type of format and media they appear in. Thus, for example, the entertainment, society, and identification contents often consumed by the popular mediums, television, and cinema [116], and the contents of knowledge, learning, and current events often consumed by the printed journalism, the book, and the newspapers [152]. These findings reinforce the findings of our research, according to which the journalism students prefer to consume the knowledge and learning contents from the printed SN. However, these findings are unlike our research findings, which says that the non-journalism students, the readers, would prefer to consume entertainment and social contents from SN rather from the digital media, such as television or the Internet [67]. This may be because the readers are not interested in the content of knowledge and learning offered by SN, and therefore, because they have no choice, they choose to consume the more interesting content, which in this case is the entertainment and social content for them. The research also revealed a significant difference between the research groups, with the journalism students, the writers, more affected by the content than the non- journalism students are. The difference appears to be not surprising, since these contents are selected and written by the writers, and therefore the interest degree in them is likely to be higher. However, it noted the writers' interest in these contents is not remarkably high, as we would expect them to be. Another interesting finding revealed in our research was that no significant difference was found regarding the quality of the main content favored by the students of research groups. The preference was in the first place for "less high quality" content - entertainment and humor content, and only afterward they prefer "quality and more important" content - social and news content. This may not be a surprising finding since the young students seek to satisfy their escapist need to a bigger degree than the cognitive need. This means they prefer to consume "less quality" content that is more proper for leisure consumption and discussion with friends and more suited to the young age of these consumers. The preference of such content over others by research groups` students' proofs this is a printed SN with limited effects. These consumers

consume the content according to their preference only, even if the price of consumption is of less quality content, as is explained favorably by the theory of "Uses and Gratifications" [116]. Which for exactly is the reason it has been severely criticized, as it is dangerous to encourage shallow content because of the individual's ability to consume content according to his will [152]. On the one hand, I tend to agree with the criticisms of this theory, since a SN has an educational role. A SN should not only provide content preferred to the students, such as entertainment and society contents, but also must try and provide them with higher quality content. On the other hand, the SN should not impose reading content, even if the content is "higher" quality, some of which are far from the students' preference. Even more numerous studies point to a sharp drop-in reading activity among this age group [57]. According to Structural Functionalism Theory [234], the SN must provide the students' need for the various functions the Mass communication and media fill, even if it is at the cost of publishing "light" and shallow content. Even more so when the entertainment value is one of the important needs that the SN fills among this age group. In addition, the findings of our research supported by the findings of early studies, according to which young people preferred content that is close to their hearts according to their young age, both as writers and as readers. According to early studies, this trend is seen in many schools' newspapers using educational- political- current content [15, p. 34]. We can also see it in several later studies [134], [22, p. 251]. In addition, there is an effort by the educational system to encourage reading and writing activities among students, especially in view of the fact, these activities are narrowing [42, p. 86], [57]. According to our research findings, the students' interest in the SN contents, especially the readers' is low. An explanation for this found in the research literature, which shows the more the educational staff involvement in selecting the content of the SN and their censorship on it, the less is the interest of the students in it. We can notice that in 1970-1990, when the SN was produced in the informal framework the interest degree in the SN was relatively high as the freedom of expression level at that time was relatively high [46 p. 29], [2, [232]. However, since the 1990th, with the establishment of the printed SN as part of the formal curriculum of Mass communication and media studies, censorship of content has increased [82]. Many schools have, therefore, refrained from publishing critical articles and content considered "difficult" because of the fear of dealing with school management. Overall, the degree of interest in the school content decreased and the level of reading activity declined among the entire exposed students. However, despite the above findings our research findings are surprising. It found that journalism students do not favor complete freedom of expression in SN. Moreover, it found them also in favor of imposing censorship on the content and prefer that the educational staff edit them rather than the students. However, contrary to the writers' stand on these issues, the readers call for full freedom of

expression in the SN, it is possible from the thought that the higher the freedom of expression, the more interesting the contents of the newspaper will be. The gap in both research students' stands regarding the freedom of expression degree to administer in SN can explain the difference between writers and readers in understanding the needs of each group.

**The Emotional effects in view of the exposure to the printed SN (Hypothesis 2).**

According to the literature review, one of the fields the school journalism research has hardly discussed relates to the emotional effects of students due to their SN's exposure. For this reason, our research is important because it supplies an additional and innovative point of reference for research on school journalism. In view of Hypothesis 2, emotional effects documented among students exposed to SN, especially among writers, confirmed, although the degree of emotional effects due to this exposure was found low among students of research groups. Only 13% of the journalism students (n=6) noted the SN effects their feelings to a high degree, compared with 19% of them (n=11) who noted that the emotional effects were minimal. Among readers, the emotional influence degree was even lower. Only 3% of readers (n=4) noted their emotions were highly influenced by SN's exposure, compared to about 10% of them (n=12) who showed they only were slightly affected by this exposure. These findings are surprising, especially with respect to journalism students, as the expectation was that SN would be able to influence them more emotionally. This may be because the SN content is not sufficiently interesting and exciting and does not discuss issues that produce a wider range of emotions. Moreover, following the research findings, the censorship imposed on the content reduces the intensity of emotions. In terms of the type and range of emotional effects, according to our research findings, the journalism students reported a wider range of emotions following their SN's exposure compared to the readers. Thus, the feeling of "pleasure" is the most influential emotion among the writers. In addition, it found the positive emotions are the ones with the greatest influence, as opposed to the negative emotions found to be the lowest among students in this group. On the other hand, readers noted that the negative emotion of "indifference" is the emotion that affects them the most, following their SN's exposure. This finding is not surprising, especially in view of the findings, which revealed the low interest of this research group students in the various SN content. However, the most emotional effects with the lowest level of effect of research groups following the reading of SN were "anxieties and fears." In addition, there was a complete similarity between research groups with respect to the order of intensity of the additional emotions ranked. The research students noted in descending order the feelings of "joy/happiness", "exciting" and "frightening" as the least emotional effects. Other noteworthy findings of our research related to a wide range of positive emotions documented only among writers. Thus, integrative feelings such as "caring", "awareness of the environment", feelings as

"satisfaction", "pleasure" and "joy", integrative feelings - as "belonging to a group", "dispelling loneliness", And finally, feelings of "pride" and "self-confidence". In addition, a variety of other positive emotions were found to be influential, with "pride", "belonging to SN", "increased sense of pleasure", "increased caring and awareness of the environment" and "sense of satisfaction" at the top of the list. Negative feelings not significantly recorded due to SN exposure, except for feelings of "frustration" over non-publication of articles. The explanation for that can be by the fact that the journalism students have more positive emotions than negative because they are very active in the SN of their own free will. The bigger this involvement, the more likely it is to influence their emotions more positively.

**The Behavioral-Social Effects of research students due to their Exposure to the School Newspaper (Hypothesis 3).** According to the literature review, behavioral-social effects research of the SN was conducted, but it was quite limited since it tended to discuss narrow fields. According to Hypothesis 3, I expected a gap between the research groups` students concerning the behavioral-social effects degree and their nature. Indeed, there was a significant difference between them, as SN has a significantly bigger effect on the writers than on the readers. It also found writers more influenced by this level than readers, in terms of intensive learning that leads to improved achievement, increased writing activity, better social skills, and contribution to the community. Support for these findings was found in one of the studies [170], according to which SN`s exposure had a behavioral-social impact on students' even years after they were active in the SN. However, our research, in contrast to this research, was conducted during the school period in real time of active SN`s exposure, so the reliability of our research findings is higher, in my opinion. One of the most prominent issues examined in our research concerns the habits of reading SN, and the degree of it. The findings show research groups do not generally read SN in high degree, but it is certainly possible to say that they devote time to reading it on the day of its distribution at school. There was also a significant difference in the SN reading degree, according to research groups, when the writers read it to a bigger degree than readers did. This is not a surprising finding, since the writers are the ones who write most of the SN content, so they will be more interested in reading their articles and their friends`. It also found that on the day of the SN distribution, most readers wish to receive a copy, some read it carefully, and others skimming through it and throwing it away. In contrast, most writers keep the SN sheets for years in their home. As for the reading degree of SN, it is difficult to know whether this a reduction in the degree to which it read since no research ever conducted on the subject. It hypothesized that since SN has been successful in school for many years, the degree to which it read has not changed over the years, and it has remained stable. Our research also examined the degree of reading and writing activity, following exposure to the printed

newspaper. The research findings show there is a difference in reading and writing activity, according to the research groups, since the writers perform more writing and reading activities than readers do. The writers noted they do write activities to a bigger degree and more often and their writing ability has improved significantly, since they were active in the SN. These findings, which relate to the low level in which the students read the SN and the relatively low level of reading and writing activities, can be reinforced by many studies and surveys, especially in recent years, including the regret for the sharp decline in reading activities among youth, a decline that already documented about two decades ago. For example, Israeli research, which examined the reading habits of youth aged 17-22, revealed that members of this age group prefer to watch television intensively rather than reading books [42, p. 86]. According to later findings documented a sharp decline in the reading degree among youth [72]. In contrast to these findings, completely different findings found in Israeli research conducted among youth aged 15-16 from the same year, according to Alt (2015) [3, p. 117] About 80% of the youth prefer newspapers to books, 33% of them read literature and the females read more than the males (70% of the girls read for their enjoyment, compared to 48% of the boys which correlate with some research findings that girls read more than boys [19.]. According to this research, one of the reasons for the increased activity of reading among females is that the activity of the computer is perceived by them as a male activity, compared to the reading newspapers and books activity, considered more feminine. In later Israeli research of [42, p. 86], the reading habits of Israeli youth were slightly above the global mean, with males reading less than the average, while females read more than average. Even in recent findings there is a slight return to reading books and newspapers which helps returning to the reading activity [72], [51]. According to our research findings, a difference found in the degree to which students consume additional Mass communication and media following SN's exposure, according to research groups. The writers consume additional media, along with their consumption of the printed SN, compared with readers consuming them to a lesser degree. Thus, because of the SN activity, the writers become more interested in current events and consume more news from other media, such as television, the Internet, and reading printed national newspapers. We can explain it by the fact that the media and journalism students, who are natural candidates, tend to consume media, in general, and newspapers. In addition, this field, which relates to the media consumption among youth following their exposure to the printed SN, not been sufficiently researched, and therefore it is innovative. However, several studies conducted in the past noted that media studies` influence to a higher degree of news and current events consumption among youth [30, p. 405], [233]. Later studies related to the clear preference of youth today for the digital means, especially the Internet, over the archaic formats, the newspaper, and the book,

according to [62], [79] and according to American NAA Foundation research (2011) [170], and Adults Pew Internet & American Life Project (2010) [131], there is also a reference to the decrease in reading among youth, alongside a significant increase in the time they devote to the Internet. However, in one of the relatively new studies from 2012, an interesting finding revealed, in which young people in the United States still prefer printed books to digital media, but these are mainly females [57]. This finding reinforces our research findings that students of research groups prefer the SN in its printed format, especially since most of the printed SN students are females. Regarding the impact of SN on the students' personal agenda, the findings revealed that the hypothesis was confirmed. There was found a difference between research groups, but the degree of influence measured was exceedingly small, especially among the readers. On the day of the SN distribution, there is indeed excitement around the distribution, and many students from research groups devote time to read the paper. However, it can be said that SN affects the writers' agenda, by virtue of their activity in it, and is much less influential on the readers' agenda. In addition, to confirm the hypothesis, the personal agenda of the writers was affected to a high degree by SN's exposure, surprisingly, the hypothesis refuted. Less than half of them (n=24) indicated activity in SN affects only about 37% of them on average. About 27.6% of the writers (n=16) indicated the activity in the newspaper affects their personal agenda. 46.6% of them (n=27) stated they engage in the various activities of SN in their leisure hours, and 36.2% (n=21) noted that the SN disrupts their curriculum, and they are frequently absent from lessons because of SN's various activities. Another area studied in the context of behavioral-social effects, with interesting findings, relates to the impact of SN on the future orientation of students at the behavioral level in the field of occupation and learning. This indicates a positive correlation between the SN exposure degree and the influence degree on future orientation in the behavioral aspect, according to the research groups. An examination of the ninth graders from research groups found that, as expected, there is a difference in the immediate-term future aspect (up to 5 years) between the writers and the readers. The writers are three times more influenced than readers at this range time, with over a third of them (n=24) showing they choose high school Mass communication and media studies due to SN exposure and activity, compared with only one-tenth of readers (n=24). Regard the graduate students (12<sup>th</sup> grade) from the writers' group, only a small percentage of them (20%) (n=3) (Up to 5 years) noted they plan to choose in the future any Mass communication and media field in the immediate-term future (up to 5 years), and even a smaller percentage (about 10%) (n=1) of them noted it in the longer-term future (over 10 years). Moreover, it found that even less than one percent of the ninth grade from the writers' group (about 30%) (n=1) noted they chose the Mass communication and media class in high school. Thus, there is a significant negative correlation



between SN's exposure in the immediate-term future and over 10 years among graduate journalism students and the degree to which SN affects their future orientation at the behavioral level. In addition, the findings show the degree of influence of the newspaper exposure on the future orientation on the behavioral level is bigger among the younger students than among the older ones. This finding can be explained by the fact that the lower the age of the students, the lower the awareness of choosing a field of occupation or research in the shorter-term future. Conversely, the bigger the age, the lower the awareness and optimism of future success in the Mass communication and media field. Only 22.4% of them (n=3) expressed optimism about this issue, and lesser than that noted that it is important for them to succeed in the future in those fields (13.8%) (n=2). A reinforcement for this explanation can be found in the research, according to it there is a positive correlation between optimism degree and a more developed Future Image, including emotional motivation and behavioral aspects regarding a future orientation [197]. According to other interesting findings from the writers' questionnaires, there is a positive correlation between the SN exposure degree and the impact on their improvement in learning activities, social skills, and activities for the community. These findings are corroborated by research conducted in 2008, according to which the academic achievements of students who were in high school journalism students were higher than those who had never been a journalism student, as well as their social and civic skills [170]. No other studies have conducted on the journalism contribution to these fields, except for a few studies findings related to the research of the school journalism. Thus, it found that Mass communication and media studies contribute more significantly to Mass communication and media students than to non-Mass communication and Mass communication and media students who, at the behavioral level, increase scholastic motivation, and thereby improving their scholastic achievements [30, p. 405]. The research also found there is a positive correlation between the improvement of the students' achievements who are intensively engaged in reading and writing activities, especially regarding the subjects of text, writing, language, and grammar, as opposed to students who do not perform these activities [42, p. 86]. However, once again, since no research examined SN activity effect on the students' behavioral-social orientation aspects related to improving learning, social skills, and contribution to the community, it is difficult to make sweeping assumptions in this context.

### **3.2 Needs, functions, status, and relevance of the SN according to research groups (Hypotheses 4, 5)**

One of the most interesting issues in our research relates to the diverse needs and functions SN fills for the students exposed to it. SN fills cognitive, behavioral, and social escapist functions and some emotional needs but not significantly. Although according to our research findings, a big difference was found between the research groups regarding the degree

to which the needs and functions fulfilled by the SN, I expected a bigger difference between them in favor of the journalism students.

**The needs and functions filled by the school newspaper, according to the research groups (Hypothesis 4).** Contrary to what expected, SN fulfills for research groups the emotional needs mainly (the need for pleasure), so the hypothesis was refuted for the readers (expected it to be the escapist need for them), and for the writers (expected it to be the cognitive need for them). In the context of the SN function, surprising findings were found, for the writers theoretically, and in practice fills the same function, coverage, and reporting, while for the readers it theoretically fills the function of coverage and reporting and in practice, it fills the role of entertainment. Our research findings contradict the Knowledge Gap Theory that claimed the printed journalism fulfill the cognitive function rather than the escapist function [10, p. 34]. and constitute the most important source of information and opinions for this age group (1970) [Ibid.]. They also contradict the research claimed the adolescents consume content of entertainment and society, especially from the television and cinema [116], and the cognitive content of knowledge and learning by the printed journalism, the book, and the newspapers, since most of our research students mainly consume entertainment content from SN. These findings can be explained by the fact that current news content is often lacking interest for children and youth, who are more interested in entertainment and humor contents. These findings supported by the theory of "Uses and Gratifications", according to it the Mass communication and media have limited effects, in which the recipient is "freer" to consume content according to his needs [114, p. 25]. Moreover, these studies are obsolete, and their findings were true to their time when the television just began to broadcast, and the printed journalism at the time had mainly a largely cognitive function. Since then, no research has been conducted to figure out what functions the printed SN fulfills for the students exposed to it, except for our research. A theory to agree with, even in the context of our research, is that "The Medium is the Message" [118], and for students, consumption of entertainment content from SN, even if it is in print format, is correct for them.

**The status and relevance of the school newspaper following exposure to it according to the research groups (Hypothesis 5).** One of the prominent issues our research examined concerns the students' attitudes, regarding the status of the newspaper and its relevance in the school. The literature review reveals that no research has been conducted on these issues, especially since the crisis in printed journalism, and since this is a critical time, in which the printed SN is disappearing from many schools. Further to the hypothesis, the findings showed a significant difference in the attitudes of the research students regarding the status of the paper and its relevance in the school. As for the status of the SN, the writers believe the newspaper has

a high status in the school, and they ranked it higher than the readers did. These findings are not surprising, since the writers expected to give the paper a high-status rank, since they are not objective, and readers expected to give the paper a lower rank both for objectivity and for its shortcomings. This examination is new in terms of research since the research tended to examine the position of the students active in the newspaper regarding its status and relevance and did not examine the readers' position. According to the research review, the status of the SN was never particularly high, because of the many problems involved in its production, although it should be noted that in periods when it had high status it produced mainly in informal production and had relatively high freedom of expression [46, p. 29], [232], [204], there were periods when censorship increased, which undermined the students' motivation to act in the SN and its prestige was damaged [28, p. 1], [63], [185]. Similarly, in Israel, in the early 1990th, when the mass communication and media profession became official [36], the prestige of the SN increased, both in the eyes of the education system and the students, but it was only for a short time, as the involvement and censorship of the educational staff grew [63], [67]. According to various studies' findings, in the past two decades the SN has faced stiff competition with the new media, on the heart of the young consumer, which led to a real damage to his prestige and status in the eyes of the students, and consequently his relevance also diminished [129], [130]. One of the most interesting findings from our research relates to the issue of relevance, which derived from the issue of the status of the SN. On this issue, despite the presumption, it is a joyous surprise to discover that despite the low effects attributed to the SN and its low status among readers, most students found that it was important to have a newspaper in the school and that it is still relevant. Although there is a difference in the comparison between the groups, it is not significant. According to the literature review, the issue of the relevance of the printed SN is almost absent from the research. Contemporary research on this subject can be found in connection with the question of the relevance of printed journalism in view of the strengthening of digital journalism [129], and the preference of the Internet over any other media among children and youth [62]. However, several positive references to the printed school printed journalism were found, which noted its many advantages and recommended not to give up, by combining the formats and producing an online printed newspaper [62, p. 133]. The findings of this issue are important, especially because in recent years no research has been conducted that examines the relevance of the newspaper, despite the danger of its disappearance.

### **3.3 Evaluation of the research method advantages, and disadvantages of the research results for optimization SN's effects on students' personal expression of the students.**

The method chosen for the research is an Israeli experiment of quantitative methodology, using questionnaires and surveys to reveal as many measurable and numerical findings as possible to answer the research question regarding the correlation between the exposure degree to the SN and its effects on the research students' personal expression. We will discuss the advantages and disadvantages of the research method.

**The evaluation of the research method advantages considering the research results regarding the school newspaper effects optimization on the personal expression of the students.** Indeed, the statistical and probabilistic method of grouping and analyzing quantitative knowledge has helped to predict and successfully establish most of the research hypotheses and to create a model of a quality and successful educational SN with a significant impact (TEASEN). This research considers school journalism research as a primary and innovative source. Since there has not been much research investigating the school journalism influence on youth, our research is so important. In addition to being, research expands the scope of this research field, and which can be compared to other studies in the field; it provides an innovative model of its kind that can be duplicated in schools that want to produce a quality and successful educational newspaper. Moreover, it recommends its continuation in schools. In addition, the research is innovative due to its school journalism aspects' examination not studied in the past. The research examines students' attitudes regarding levels of emotional influence, broadening aspects of cognitive and behavioral-social levels, examining the needs and functions of the SN, while comparing for the first time between students exposed to it, writers, and readers. The research also examines the relevance of the SN especially at a time when it experiences many difficulties and is in danger of disappearing from schools. The findings succeed in proving that it is still relevant, both in the eyes of the writers and readers, at least in a school where the newspaper has been considered a successful product for many years. Another area the research examines for the first time concerns the students' future orientation in the mass communication and the press fields following their SN's exposure. The field of future orientation among youth is a field of research that has been developing in recent years, and our research contributes an additional dimension to the field. Although it succeeds in correlating between the exposure degree to Mass communication and media activity and the school's paper and the future thinking of youth in the field of Mass communication and media, while addressing gender and age variables, although not clearly and mainly among the experimental group. The research conducted as a practical Israeli experiment conducted at one point of time in a SN in Israel, "Iton

Betzefer". The research is empirical-quantitative, correlative, and inductive, which examines the phenomenon of the influence of one SN on the students' personal expression. From which conclusions drawn about the specific paper studied, and lead to insights and conclusions about other SN's, as well as to offer a tool for producing an optimal SN using a theoretical and practical model (TEACEN). The empirical test provided accurate relative data using closed questionnaires, helped answer the research question, and established the hypothesis of a correlation between the exposure degree to the SN and its effects on students' personal expression, according to the research groups. It also proved that increased exposure effects more students who exposed in high degree to the SN. In our case, the experimental group, the writers, compared to the control group, the readers. The statistical and probabilistic methods of quantitative knowledge grouping, and analysis have helped to create a model of a quality and successful educational SN whose impact is significant. For the first time, our research used a method comparing the research groups exposed to the SN, the writers-journalism students, the experimental group, and the readers-non-journalism-students, the control group. Until today, studies investigated the school printed journalism effects conducted among the students that were active in it, and almost no reference made to the students who read it. Therefore, our research enables for the first time an in-depth understanding of the entire school population's attitudes toward the SN, and to prove there is a correlation between the exposure degree to the SN and its effects, needs and functions, its status and relevance in the school. The research groups exposed to the paper during their studies, compared to American research from 2008 [153], that examined the contribution of the school printed journalism, but among students who were in the past journalism students and did not pay attention to its readers. In addition, the research examines for the first time the SN influence exposure on the Mass communication and media future orientation while comparing between writers and readers of the SN. The findings revealed are important both to the future orientation research field, in general, of which overlap with the findings of other studies in the field [10, p. 34], [170], and to the Mass communication and media future consciousness of the students. The similarity between our research findings to other studies' findings relates to the fact that at an early age, students think about their future in the immediate- and long-term future. They also have a cognitive awareness of the field of research and occupation they wish to deal with in the future, and the parents have influence on their children's future thinking, a field that is not sufficiently researched in research of future orientations. In addition, the comparison between the research groups, the writers, and the readers, enabled an understanding of the main needs and functions that the SN should fill for each of the research groups. One of the studies in this field provided an important estimation of aspects that were not studied in the past [220] and enabled us to improve the SN according to the

students' needs and satisfactions, especially when the paper is in crisis. It should be noted that some of our research findings are surprising because they contradict several studies' findings, according to which the printed journalism primarily fills the cognitive function rather than the escapist function and are the most important source of information and opinions for this age [10, p. 34]. They also contradict the studies claimed the youth consume entertainment content mainly from the popular mediums, television, and cinema, while the knowledge contents they consume from the printed journalism, as we found that most students in the groups consumed mainly entertainment contents from the SN [116], [72]. The method, which the research groups compared by, allowed us to examine the SN relevance, and although the findings show a difference between the groups, it should be noted that both the writers and the readers think it is important to have a newspaper in the school. There is no doubt that this is an especially important finding, especially in view of the newspaper disappearance in many schools, which is likely to continue its existence. The empirical test provided accurate findings by using online multiple-choice questionnaires in both groups, which proved their reliability due to their high internal traceability. Following the results obtained, the questionnaires were able to measure students' verbal behavior, helped to answer the research question, and proved the hypothesis as to the correlation between the exposure degree of the SN and its effects on personal expression, according to the research groups. It also proves that increased exposure affects the students, in our case, to the writers compared to the readers. The questionnaires were sent online to the students' school email of the research groups using the Google Forms application, since this was the requirement of the Chief Scientist of the Ministry of Education to preserve the anonymity of the students and prevent conflicts of interest that might exist in the physical distribution of questionnaires in the school. Closed questionnaires have many other advantages: speed of execution and answers' marking of, wide range of answers, adaptation to population type and multiple variables, ease of collecting, processing, and analyzing quantitative data. Online questionnaires are easier to follow and complete. The sampling method of the control group, the readers, conducted as a simple and probabilistic sampling and was a representative sample of the general reading population in the school, enabling generalization, not biased in advance. In addition, the use of closed questionnaires may enable other schools that produce a newspaper or wish to produce it, distribute questionnaires easy to distribute and analyze, and understand the effects and relevance of the paper. Later, to improve it, continue producing it, or stop its activities. The research method was able to prove a correlation between validity and reliability among the research groups: the research tools found to be dependable because they measured positive correlations between variables from the same content world (according to Kramer Test). The SN's exposure and the effects degree at distinct levels, according to the research groups.

Since the reliability of the content is measured in the research, a correlation is found between the content validity and the traceability of the content, since a test has internal consistency, its content also confirmed and so does its structure. In addition, most of the correlations between the observational definitions of the same concept were high. Thus, the structure validity exists while examining the main function the SN should fill theoretically. Although the research groups noted the SN played the same function (coverage and reporting), in terms of the difference between the groups, high correlations found between the variables - and f and t tests were significant, showing the significant differences between the variables and a significant difference between the means of the groups. In addition, most of the hypotheses confirmed, which also shows the successful prediction validity, since there was a success in the measurements distinguished between the research students. Thus, for example, there was predictive validity in which the writers were more affected than readers at all influence levels following the SN exposure. On the other hand, no predictive validity was found regarding the main need the SN fills for the research students and its influence on the students` future cognitive and behavioral-social orientation, since there was no significant difference between the groups. Therefore, actions taken based on the assessment are indeed proper and accurate. In addition, the hypothesis is that if ongoing research is carried out, this research is also attributed to external validity, since it can be able to generalize the research findings outside the case study or to the specific conditions in which the research was conducted.

**The research method restrictions and difficulties evaluation considering the research results regarding the school newspaper effects optimization on the personal expression of the students.** Despite the advantages of the research method, a few methodological difficulties were found, including the difficulty of proving the existence of effects, reliance on one Israeli experiment findings, and a new comparison method between two-research groups. In addition, it was conducted in a field, which our research findings cannot compare to other studies today.

One of the difficulties arose during the research and the findings` discussion relates to the fact that there has not been much research on the journalism influence on youth in general, and especially on the school printed journalism influence. This research dealt with a significant lack of adequate research as a source of comparison. Therefore, it was not always possible to compare our research findings with other research findings. Even more, no research conducted in recent years examining the school printed journalism relevance today, whether printed or online despite the crisis it is currently experiencing. Although the research dealt with the school printed journalism influence, it was only in limited social and ethical aspects related to the SN difficulties, and it barely dealt with its contribution to the students exposed to it. This apart from

American research from 2011 [170] emphasized this contribution precisely because of the fear of the possible disappearance of the SN. Regarding the limitations of the current research, although the research conducted by a practical Israeli experiment, and the method confirmed most of the research hypotheses and the research question, there is a correlation between students' SN's exposure and its various effects on the personal expression, according to research groups, we should remember it is experimental research conducted with limitations of place and time. Research conducted in only one SN without experimenting with other SN's. Therefore, making sweeping conclusions regarding the production of SN's should be made very cautiously. In any case, it recommended carrying out ongoing research in the field after implementation of the research recommendations and the model proposed in our research (TEACEN) in other schools. In addition, there are limitations regarding the comparative research method between the group of writers and readers of the SN. For the first time, a comparison was made between students exposed to the SN, divided into research groups, the experimental group, the journalism students who write in the paper, and the control group, the non-journalism. Although the method established the main hypothesis regarding the correlation between the exposure degree to the SN and the different effects on personal expression according to the research groups, and found a difference between the groups, we could not be sure completely about our reliability because of the lack of other studies to compare with our findings. Thus, for example, regarding the future orientation, this issue never investigated in the Mass communication and media context. The results of our research yielded results like the research's results dealt with future consciousness in general among children and adolescents, but the exposure impact to the SN on students' Mass communication and media future orientation in cognitive and behavioral levels never studied so that it is not possible to compare our research findings. In addition, there were several difficulties the students research encountered. As for the writers, and since they were the experimental group, all were asked to participate voluntarily the research. However, I assume that there may have been several students who were not interested in it from various reasons but out of unpleasantness participated. Also, compared to the readers, it was clear that the writers active in the SN filled the questionnaires more carefully and seriously than the readers, which returned a higher number of invalid questionnaires than them.

Regarding the **limitations of the research tools**, the choice to distribute closed questionnaires to the research groups made of many considerations, mainly due to their ability to measure students' verbal behavior, the ease of performance, which proved their reliability due to their high internal consistency, which indicated reliability and validity and adaptation to the type of population and the many variables. However, the choice of online questionnaires was a constraint imposed by the Chief Scientist of the Ministry of Education, to preserve the



anonymity of the research students and to prevent conflicts of interest between the researcher and the research students. In addition to the closed questionnaires, there are quite a few limitations: an unreliable response due to fear of identification. The length of the questionnaire may lead to an unreliable or complete response. The online questionnaire was ignored or evaded. The anonymity allows the interviewees to treat the questionnaire with contempt and not to fill it correctly. Lead to an incorrect answer or to questions, and since the student cannot ask for clarification, a closed questionnaire reduces possibilities not mentioned, and the interrogate wishes to specify, to add an opinion and to deepen the answers; the closed questions are likely to be biased.

**Methodological difficulties** in the SN effects investigation were discovered when an attempt was made to examine the causal correlation between the SN's exposure and the various effects and the behavior of the students afterwards. To reach qualitative findings, we should test other significant factors (such as individual variables, psychological characteristics of the reader, his behavior in the past and in general patterns of his parents' behavior towards newspapers, etc.). We should examine social environmental factors (such as the society's attitude towards the newspapers in general and to the products distributed in the school, the attitude of teachers and management to the newspapers, etc.). We need to isolate all the possible variables that may affect the interrogation at different levels - cognitive, emotional, and behavioral - social, so that optimal "laboratory conditions" are required to allow isolation and control of all variables. Conditions were never got at our research, and it is almost not possible to achieve in research conducted in a high school nowadays. Even findings arose from deeper studies and concerns as empirical and very sophisticated, which considering many relevant variables, are difficult to generalize about a complex social reality. In addition, the research tests effects have one single theoretical or empirical answer to the complex issue of effects, in general, and to the school printed journalism precisely because of their diverse dimensions. Each theory is limited by its basic assumptions, by the empirical tools at its disposal, and by its interpretation of the data or findings in a broad context. So, although this empirical research provides numbers, so to speak, it is not possible to relate comprehensively to any finding that arose in our research. Various variables that did not appear on the surface were entered into the research, which may have made it difficult to obtain reliable results such as misunderstanding certain questions and a lack of willingness to answer the questions in an honest or logical manner. In addition, the use of the survey's method, which are good at measuring verbal behavior and at best, can influence the effects of awareness. However, even if the interrogate shows maximum cooperation, he will have difficulty recognizing the effects of the subconscious, and probably will not be able to. The

stringent requirements of empirical research make it difficult to prove unequivocally a correlation between exposure to Mass communication and media and the effects attributed to it.

### **3.4 Conclusions to chapter 3**

1. It is possible to reach a conclusion through the pedagogical experiment that the degree of positive effects was tested at the three levels among the research groups, the writers, and the readers. The important positive results indicate a major influence in the following aspects among the research groups: enjoyment and entertainment, a feeling of satisfaction with the degree of freedom of expression and the relevance of the newspaper. In addition, regarding writers only - positive effects were recorded in the field of improving thinking, motivation, academic achievements, writing skills, personal social skills, increasing reading and writing activities, accumulating knowledge, and developing awareness and social involvement. The findings indicated a significant contribution of the SN, especially to the writers, and its relevance to most of the research students leads to the conclusion that there is justification for its existence since it is an important democratic and educational tool in the education system. These findings are contrary to some of the studies cited in the research review which stated that there is no justification for the existence of a SN. However, the results of this research correspond with the findings of later studies, which sided with the continued existence of a SN as a tool to promote freedom of expression and the development of additional cognitive and social abilities.

2. Some of the research results point to the dysfunctional/functional nature of the SN in terms of its effect on students` personal expression, as it proved its limited effects degree at all levels, especially among readers in terms of: accumulating knowledge, interest in SN contents, changing the agenda, and the absence of influence or the existence of a low influence regarding the future Mass communication and media orientation and a low fulfillment of needs and functions for them. Negative feelings of indifference and frustration, preference for other means of communication over the SN, SN low reading degree, dissatisfaction with SN distribution and frequency degree and the educational staff involvement. This leads to the conclusion that although the students' activity in the SN is educational and valuable, the deficiencies accompanying its production harm its success and purpose, which requires immediate improvement to justify its existence in the education system. There is a correlation between this research results and many studies documented the existence of negative aspects, especially on readers and, the lack of interest in the press compared to the growing interest in Internet and especially social networks. The low reading degree is also mentioned in studies from the beginning of the millennium, which indicated a drastic decrease in reading and writing activities among youth in view of the increase in the matter on the Internet which was getting stronger.

Our research documentation of negative effects corresponds with other studies point to a common problematic educational attitude.

3. According to research results, a positive correlation found between the degree of SN's exposure and its various effects on personal expression, according to the research groups. The more the SN's exposure, the more positive effects we have. Since the writers are more exposed than the readers to the SN, the degree of influence and contribution is higher on their personal expression. The conclusion is that as SN activity positive effects is a function of the students' exposure, the positive elements will be improved by increasing the exposure degree in optimized way.

4. In terms of studies reviewed in the literature, the students' exposure degree to the SN decreased as soon as excessive involvement of the school administration and parents began to be documented. In addition, the literature describes a disparaging attitude towards school journalism on the part of the educational staff, which affected the students' interest in participating in this type of activity. Studies that expressed the need for a pedagogical and educational team existence that would formulate a plan to improve SN status and encourage activity in it, did not offer concrete tools for its promotion. In this research it is proposed to use an innovative theoretical and practical tool to promote and strengthen the SN (TEACEN model) (see Appendix No. 1).

5. According to the research results, a positive correlation found between SN's exposure degree and its effects on the students' personal expression in relation to gender and age variables. The exposure degree of girls to SN activity is higher than that of boys, especially among the experimental group (the writers) at the level of influence, interest, involvement, social skills, and involvement in the community. In addition, middle school students are involved and contribute to a greater extent than the high school students in SN activities, so the SN influence degree on their future media orientation in the cognitive and behavioral field in the immediate term- is higher compared to the students of the upper grades. These findings lead to the conclusion that gender and age variables have weight on SN optimization and streamlining effects and therefore its exposure should be expanded to more mature students of both genders. These findings correspond with some of the findings reviewed in the research literature. Girls are more active than boys relating writing and reading activities. The girls' writing and reading contents were also found to be different from the boys' contents. Also, regarding the participation age in journalistic activity, the middle school boys' number is bigger than the girls', but in the high school, it is often reversed.

6. According to the findings of our research, a significant difference was found between the research groups, the writers, and the readers, in most of the studied variables. However, we also found similarity in some of the variables examined between the research groups: thus, we found similarity regarding the high relevance of the newspaper, the satisfaction of enjoyment and entertainment from it, a similar interest in its entertainment content, the preference for the printed format to produce the SN.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

In recent years, printed school newspaper, within the communication and journalism studies formal framework, has experienced a massive crisis and is disappearing from many schools, along with the journalism classes in schools. Parallel to it there's a growing phenomenon of online SN without supervision's guidance, which results a newspaper that serves mainly the management and not the school students. Our research tries to examine to what extent the SN influences the personal expression of the school students, and what are the factors that lead to this exhaustion and to find a solution to these 2 problems. For the first time, this phenomenon was examined from an interdisciplinary original point of view, educational and communicational aspects. The inquiry performed in this innovative Israeli research in a successful SN, while conducting a comparison for the first time between the SN writers and readers. The following conclusions summarize this research insights, considering its goals and hypotheses:

### **A. Conclusions that emerged from the theoretical review:**

**1. Change in the consumption of the media by children and youth.** In recent years, the youth preferred media means are the Internet and social networks, while neglecting the traditional means, the book, the newspaper, and the radio, and reading and writing activities are also in sharp decline among this population. In recent years, and especially since Covid-19, which led to distance learning in the education system, as of 2023 the printed SN in the formal framework has become redundant and almost completely disappeared. In the meantime, digital and computerized school journalism in the formal framework, and especially in the informal framework, gradually began to take the printed SN place. As for 2023, most journalism classes at schools within the formal framework produce the SN digitally and computerized in a variety of ways. The digital SN usually does not look like a "normative" newspaper, and not like the printed SN produced in the past, as part of communication studies. **The conclusion** is that the technological development that led to the elimination of the printed SN within the formal framework, together with other factors that led to its end, such as damage to freedom of expression, over-involvement of the education staff and funding difficulties, is natural and inevitable, just as the situation of the world's printed press has changed in the face of press the digital.

**2. The phenomenon of the digital school press within the informal framework is expanding** and in parallel, it is over a decade that the printed SN within the formal framework has been fading, along with a decrease in the number of journalism students. It might be explained as for the decrease in reading activity, funding difficulties and censorship due to the strengthening of the Internet, the youth's preference for other media and the requirement of the

supervision to transfer to the digital SN. According to the research, the SN in Israel was conducted intermittently until the end of the 1990s in the formal and informal framework that determined the nature of the journalistic activity, and the student's motivation to act in the SN. In the informal framework, the freedom of action was often wider and without censorship, while in the formal framework, school staff involvement and censorship increased, which reduced the school students' motivation. In recent years, most of the SN's under communication studies are produced digitally, mostly free of charge and under the control of the media supervision. At the same time, the phenomenon of digital school journalism is developing in the informal framework, and especially since the outbreak of covid-19, which left the printed SN behind. However, this journalism in the informal framework is without supervision, which harms the visibility of the SN and the freedom of expression on its contents. The **conclusion** is that the strengthening of the SN in the digital media, especially during a crisis period, is logical and natural for students who are used to this medium, but the fact that this journalism is in the informal framework, stems from the interests of the institution's management who uses the SN for its personal promotion, and not for the benefit of the school students, whom the newspaper is supposed to primarily serve.

**3. The educational and communicational approach of the SN:** usually the research and the media industry saw the SN as an educational product that is supposed to promote freedom of expression, but in practice it is an esoteric product that is conducted in the informal framework of the school. Although the SN is a derivative of the journalism institution, it is not seen as an interdisciplinary integrated product of the education system nor of the journalism industry. Due to this perception, the education system did not treat SN as a journalistic entity under rights, nor as a product directed to be a democratic tool, as its involvement proves it. Moreover, journalism studies are not a part of the core school subjects. With the strengthening of the Internet, the supervision routed the newspaper's operating framework to an online format without sufficient preparation of the students and teachers, which provoked resistance for several years. The one-dimensionality, in which the bodies of research, the media and education perceive the SN as a marginal educational product in the school and not as a combined education-communication means, on its rights, harms the framework of its activity and its freedom of expression. The renewed development of the SN in the informal framework today without supervision and control reflects its marginality in the education and media system. It is because the SN's purpose realization depends on an open educational and media policy that accepts it holistically as an educational and media tool to promote educational and media goals.

**4. Education System approach for the communication and journalism professions, and the school newspaper:** according to the research there are different approaches and

concepts in communication education, but in the field of journalism studies and the production of the SN, the research is limited, as are the curricula. In the 21st century, media and journalism studies are still not considered mandatory studies and are regulated under the supervision of the media in the Ministry of Education in two separate branches, the theoretical and the technological, which have almost no connection between them. The curricula have been updated several times mainly due to technological changes in mass communication world, with a trend toward digital media literacy, but they are still not optimally adapted to teaching practical journalism and producing the school newspaper for all sectors and ages. The development of the school press in the informal framework is not under supervision and control. **Conclusion:** the activity framework of media studies in the education system does not allow it to develop properly - since media studies are optional and not compulsory, the lack of consistency in the supervision of school SN's productions and study classes indicate the relative marginality of this field of study.

**5. Prioritization of research studies:** the research tended to warn about the destructive effects that popular means of communication have on children and youth, but on the other hand did not deal extensively with the many advantages inherent in the press, books and reading activities, and in the meantime the advantages of the school press, and it tended to deal mainly with the challenges faced by the home press. The book like censorship and funding problems. Only after the 2008 global media press crisis, along with the strengthening of the internet and digital press that threw the printed school press within the formal framework that began to deteriorate, individual research studies began to deal with the school press for a short period and emphasized its many advantages to save it. The research managed to draw the attention of the education system, and especially of the supervision of the media, which made changes in the curricula and adjusted for the school press to the developing world of media and the transition to digital journalism. The **conclusion** is that prioritizing media research that deals with children and youth contribute to the development of important actions in the education system in favor of the school journalism.

**6. The development of the media model in Israel and Moldova** - this research contributes to the theoretical research field and refers, for the first time, to the media models and media education in Israel and Moldova. Despite the geographical, historical, social, cultural, and economic distance, states were affected by historical events and similar social and media processes - digitization, shackles to tradition in the face of the progress of westernization and globalization, cultural multilingualism, and economic crises, affected the communication model in countries where there was foreign control for many years, which supervised and censored the media. Their transformation into independent democratic countries over time still did not

guarantee media bodies free from monopolies and censorship. Apart from the main goal of media education shared by both countries, as a means of dealing with media manipulation, to promote freedom of expression and the digitization phenomenon in the education system, there is a fundamental difference in the development of journalism studies in the two countries. The founding of Israel about 40 years before independent state of Moldova gave it a clear advantage regarding media development, while in Moldova the field was, in a manner, absent for her for many years. However, Moldova has succeeded in reducing the gap quickly in recent years and the field of communication education is significantly promoted with clear trends of new media. Contrary to expectations, there are more similarities than differences between Israel and Moldova mass communication models, which were influenced by similar historical and social events. The gap between education and communication between these two stems from external factors.

### **B. Conclusions that arose from the research method:**

1. The validation of the experimental research method and the pedagogical model for producing the SN and the use of the experimental research method and its results - the school journalism, mainly the printed one, in the formal framework has been in a deep crisis for several years, that became acuter with the outbreak of covid-19 which forced the education system to switch to remote teaching. Despite this, several SN's in the formal framework have survived, among them, the SN used as a case study in this research study. To prove the effectiveness of a SN as an important and relevant democratic educational tool, and of the model for producing a SN, a reliable research study was required. For this purpose, a comparative research method was used to examine the positions of the students of the research groups exposed to the SN. The quantitative research method made it possible to identify as many elements as possible that lead to the extraction of the newspaper's effects on the students' personal expression, according to the research groups. This method proved that most of the research findings are accurate due to their high internal traceability, which also indicates high reliability and validity: the research tool was found to be reliable because it measures stable properties of variables from the same world of content and the confirmation of most of the hypotheses proves the validity of the successful prediction, according to which a significant difference will be found between the students of the groups regarding the extent of the effects, while examining the effects, fulfilling the needs and roles of the newspaper, its status and relevance. However, since the research is isolated and experimental, it experiences methodological difficulties, mainly dealing with effects that are difficult to prove in research and the target of other comparative research studies. The **conclusion** is that the method proposed in the research study was effective in testing the SN effects, its optimization and relevance, we can see this research as an inductive model that can be



generalized from it to other SN, even though it is a single experimental research study. However, the research findings and the theoretical and practical model for SN production (TEACEN) must be carefully considered due to the methodological difficulties noted.

### **C. Conclusions that emerged from the research findings:**

**1. Identifying the correlation between the students' SN's exposure effects on their personal expression.** The research findings proved that various pedagogical and psychoanalytical variables related to SN's exposure lead to the extraction or non-extraction of its effects on the students' personal expression: internal variables - age (middle school/high school); gender (boys/girls); cognitive development (persistence, motivation, concentration, perception, thinking, striving); emotional development (interest, indifference, frustration, emotional stability, pleasure, fear, joy, pride); Social development (socialism, assertiveness, leadership, social involvement, independence). External variables - fulfillment of cognitive and behavioral needs (reading, circulation, frequency, relevance of the newspaper); fulfilling functions and emotions (knowledge, pleasure, and entertainment); The educational staff (curriculum, budget, teacher, freedom of expression and censorship, engagement). The **conclusion** is that the identification of the conditions necessary for the optimization of the SN is a necessary condition for its success and subsequently ensuring the existence of these conditions (such as increasing the frequency of circulation increases involvement and commitment to the newspaper).

**2. Differences between both methods research groups.** The findings of the research indicated the existence of significant differences between the writers (the experimental group) and the readers (the control group) in most of the variables studied: the writers are influenced to a greater extent than the readers in terms of the 3 levels of influence - improvement in the field of learning, writing and reading abilities, Thinking, social skills, increasing social involvement, contributing to the community, academic motivation, improving academic achievements, increased activity of reading and writing and accumulating knowledge. However, in some of the variables there is similarity between the research groups: the shared positive research results - enjoyment and entertainment, freedom of expression, satisfaction with the newspaper printing format at school and the relevance of the newspaper; The shared negative research results relate to the low impact of the SN on personal expression at three levels of influence and the relatively low level of success of the newspaper in fulfilling its purpose. **Conclusion:** The research was largely successful due to the confirmation of the hypothesis that measured the correlation between the degree of SN's exposure and the extraction of its effects, and hence the validity of the prediction, according to which a significant difference will be found between the group's students regarding effects degree, SN needs and roles fulfillment, its status and relevance.

**3. Identifying the correlation between the students' exposure to the SN and its effect on its relevance.** The findings of the research proved that there is a correlation between the SN's exposure and the extraction of its effects on the personal expression of the students at the different levels of the effects. The greater the exposure, the greater the positive and relevant cognitive, emotional, and behavioral-social effects of the SN on students' personal expression we have. This correlation is consistent with the general research hypothesis that the greater the SN's exposure, the greater the effects. The significant and larger exposure of the school students to the SN is a necessary condition for maximizing the effects, contribution, and its relevance.

**4. Effects of independent variables on the degree of SN's exposure and its relevance:** according to the research findings the degree of SN's exposure and its type is affected by gender and age variables: younger girls students (11-14) are affected to a greater extent cognitively and behaviorally in the immediate time span compared to boys, and the more mature the student is, the more cognitively it contributes positively or negatively (interest, writing, thinking); Emotionally: (pleasure, frustration); behaviorally (future communication orientation); Socially: (social involvement and social skills). However, it should be noted that these findings refer mainly to the experimental group, which are more mature (16-18). The topic of future academic orientation also depends on age - thus it was found that the younger the students, the more the degree of exposure to the newspaper affects the orientation and vice versa. These findings lead to the conclusion that exposure to certain age and gender groups ensures greater exposure to the newspaper and the extraction of its effects, a finding that corresponds with the research literature regarding the gender and age distinction of involvement in activities. Media awareness of the future is a function of age, as age increases, the media awareness of the future becomes pessimistic, and it is more difficult to influence, a finding that corresponds with the research literature.

Based on the results obtained in this study, the **following recommendations** offered with reference to several aspects to produce the SN according to the TEACEN model:

#### **1. At the institutional level**

**The school management.** Supporting the media classes and the SN, as an important democratic tool: funding, morally, ethically, while cooperating with media supervision. This recommendation is consistent with our findings, regarding the SN importance as a tool for expression freedom promoting funding format, frequency, and distribution. Another one is using local and creative resources to reduce the costs of the printed SN, such as: general collection from every student in the school, fundraising, free digital production. This recommendation is consistent with our research on the organizational characteristics of SN's production,

maintaining the framework of the SN in a formal or informal fragment, preferably under the supervision's guidance. There also should be developed a clear school policy regarding the SN function as an important democratic educational tool, while defining clear rules of law and ethics by avoiding censorship as much as possible. The ambition to create an activist SN that acts for social change and reform deals with social phenomena and research, and refers to the social-political-media agenda contents. This recommendation is consistent with this research on SN educational and ethical significance. Should be a priority also improving the future communication orientation at transfer stations during the school period (9th and 12th grades) to provide full information about the studies, to refine the future orientation of the appropriate students, to choose communication and journalism studies, and to increase the students' number who choose this field. This recommendation is consistent with our findings regarding students' writing in the SN. Should also be conducted surveys after the distribution of the SN and throughout the year to examine students' and school staff satisfaction with it. The recommendation is to use the current research questionnaires and the theoretical and practical model for SN's production. This recommendation is consistent with this study regarding students' needs and satisfactions with their SN.

**2. School-level: journalism coordinators and teachers.** Today the teachers try to produce a SN several times a year in modest and free formats, using local and creative resources to reduce the costs involved in production. Combining formats to produce printed and online newspapers could be a solution. This recommendation is consistent with this research recognition of the importance of the regular production and frequency of the SN. The specialists also can create a supportive and friendly media learning environment in educational institutions - physical conditions (including media classes, computers, internet and editing equipment), informative, relational. This recommendation is consistent with our research's recognition of the contribution of the SN to the social life of the school; Initiating special activities to expose SN in the school and increase the number of journalism students. Other recommendations would be: organizing special days for journalistic writing at school; inviting students to take part in writing for the SN or class newspaper, wall-newspaper; collaborations and educational projects in and out of school, interviews, and press conferences; invitation to participate in competitions and award prizes and scholarships to outstanding writers. These recommendations are consistent with the distinction of this study between SN's influence on SN's active students and SN non-active students. A special attention should be paid to creating educational content adapted to the educational institution and the students' needs, regarding gender and age. Creating interesting contents and improving it into specific and gender-adapted sections, or separating the general SN into two newspapers - middle and high school can be done. This recommendation is consistent

with this study's identification of the importance of an interesting SN increases its effectiveness; Communication and press teacher training to encourage professional learning and constant external competence. This recommendation is consistent with this study's recognition of the professional aspects of producing an effective SN; Conducting surveys during the year among students, teachers (including media students), using the theoretical and practical model to produce the external newspaper (TEACEN). This recommendation is consistent with this study's recognition of the student feedback importance for improving SN; Lessons in mass communication, new media, digital advertising and journalism initiatives for communication students and exposure to middle/high school graduates and are interested in choosing communication studies: Including media and journalism lecturers, TED-style lectures, educational projects, writing contests, outdoor tours, etc. This recommendation is consistent with this study's recognition of the interrelationship between SN's and journalism studies in schools; Training of journalism students in theoretical and practical terms on special days and preparation for communication classes in high school, encouragement to integrate into communication in local or national newspapers or other media, as well as support and encouragement to engage in the field after graduation in opening horizons for military service, studies, and external industry. This recommendation is consistent with this study's recognition of the interrelationship between SN's and journalistic practice.

Using the SN as an educational tool to hold a discussion throughout the class. This recommendation is consistent with this study's recognition of the interrelationship between SN's and journalism studies at school; Locating new writers. Finding and encouraging school students who are not necessarily journalism students to take part in SN. This recommendation is consistent with this study's recognition of the relevance of SN's to students' expressive skills; Encouraging journalistic writing at school. The production of a class newspaper, a layered newspaper, or school wallpaper with low costs. Combining printed and online formats to increase the students' experience with different mediums. This recommendation is consistent with this study's recognition of SN's relevance and its development.

### **3. At the level of decision and policy makers**

**The supervision of the media in the Ministry of Education.** Promoting journalism teaching in school as part of mass communication studies and trying to make it a core subject. Updating and improving the curricula, following developments in communication and new media. Cultivating journalism studies and the SN. Adapting the curriculum to new concepts related to gender and age and dealing with social issues. A link between theoretical and practical media in journalism studies. Updating and editing textbooks in theoretical and practical journalism. A re-examination of theoretical test evaluation methods and school journalism

production. Expanding the research that refers to mass communication and journalism teaching. Encouraging democratic activist journalism. Using the theoretical and practical model for producing the SN (TEACEN); Pursuit of teaching journalism in all schools. Increasing the media supervision, the enforcement and control of the Ministry of Education on media and journalism studies in schools in the formal and informal framework. This recommendation is consistent with the study of the tension between SN's, organizational limitations and ensuring students' freedom of expression; Refining SN's theoretical and practical concept as an interdisciplinary product, as an educational product, and as a communication product at the same time. The essence of this unique product requires a multidimensional approach, while presenting a theoretical conceptualization of journalism with an educational emphasis, alongside a typical practicum of the print and online medium and with the world of journalism outside the school. The SN should be characterized as an entity that leads to a hybrid life in the education field, and in the mass communication field, at the same time, in the school and in local journalism. The phenomenon of a SN as a case study has a local representation as an educational and communicative entity in the school and in the city where it operates, which gives it the dimension of a local newspaper that represents the educational content of the school, and in the field of communication, constitutes as a local, national, and even international newspaper and is a source of empirical material; Encouraging the production of school journalism in various educational settings, both formal and informal, and initiating competitions in the field. This recommendation is consistent with this study's recognition of the pedagogical importance of SN's; Sharing and marketing the theoretical and practical model for producing the SN (TEACEN) - among school principals, mass communication and journalism instructors and all teachers. Carrying out surveys at school to examine the newspaper's satisfaction. This recommendation is consistent with this study's recognition of the importance of the effectiveness and relevance of the SN in today's schools; Budgeting of communication and journalism classes, while ensuring adequate external educational and physical conditions. This recommendation is consistent with the recognition of this study to re-evaluate the organizational practices of producing SN's; Improving the training system. The existence of a quality training system for supervisors, instructors, and teachers in the field, outside and inside school. This recommendation is consistent with this study's recognition of the interrelationship between SN's and journalism studies in schools; School Student training and at the end of high school - professional training of media and journalism students on special days at school (photographing figures, editing, printing) and outside (seminars and media festivals); Communication, preparation, and encouragement of graduates to continue in the field by exposing them to the possibilities of integration in the field outside of school. This recommendation is consistent with the recognition of the research on the interrelationships

between SN's and journalism studies in schools; Initiating projects and competitions in schools. Developing partnerships between the school and the community, focusing on social awareness, and guiding the students in the process of planning and professional training. This recommendation is consistent with this study's recognition of the social, ethical, and pedagogical aspects of SN's.

**4. At the level of parents:** Cooperation with parents of journalism students. Invitation to peak days, special activities for the communication students and exposure the communication classes to media development options in high school and after graduation. This recommendation is consistent with this study's recognition of the interrelationship between SN's and journalism studies in schools; Cooperation with parents on open days and revealing the field in a joint and experiential manner to parents and their children at junction points: in the transition from elementary to middle school, from middle to high school, while focusing on the future orientation advantages of this study field and the ability to integrate within it in the future. This recommendation is consistent with this study's recognition of the interrelationship between SN's and journalism studies in schools.

**5. At the research level:** A proposal to continue the research of school journalism to examine this topic validity in other schools, where SN is conducted. A broader research examination of emerging areas in school journalism field including: digital versus printed school journalism; The school journalism in the informal framework as an expanding phenomenon; The effect of distance learning on the school journalism and times of emergency as during the Corona period or war states; The renewal of the research discussion concerning the effects of the printed and online press and the relevance of this press on the students personal expression exposed to it; issues of freedom of expression and the involvement of the education staff in SN production in the informal framework; School journalism as a platform for promoting personal expression among students with special needs; Research development between countries where there is academic proximity in journalism studies field (or gaps) within this, the continuation of communication education research in Israel and Moldova; Examining the SN model effectiveness as an interdisciplinary product in educational and communicative content worlds; Examining the media and journalism supervision actions; Comparison between media and journalism models in Israel and Moldova.

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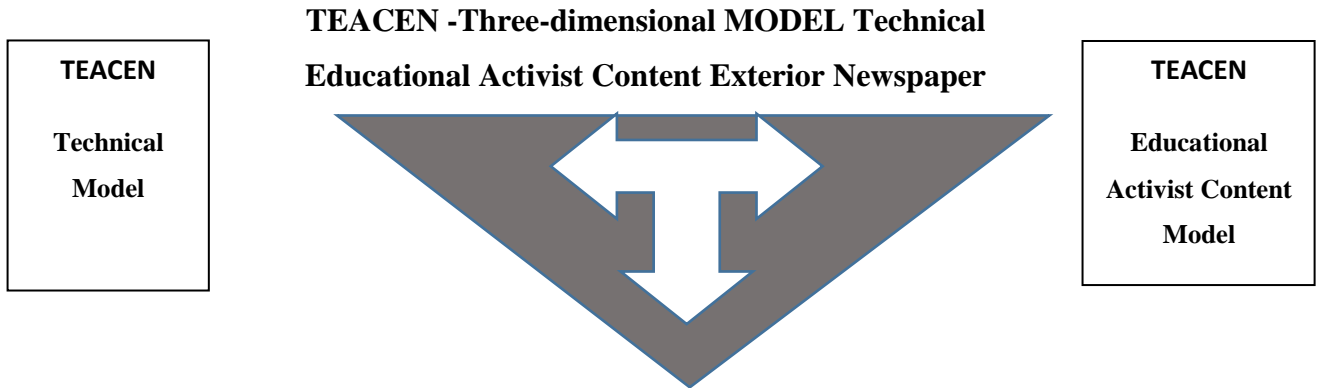
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## APPENDICES

### *Appendix No. 1. TEACEN MODEL*

TEACEN MODEL is a theoretical and practical model to produce the SN. The TEACEN MODEL is a three-dimensional model: **Technical, Educational, Activist, Content, Exterior, Newspaper** dimensions. The model is written under the research findings and conclusions and constitutes a recommendation to the policy makers of SN in the Ministry of Education, school principals, coordinators, and media teachers.



**Illustration. 1.1 TEACEN MODEL - the Theoretical and Practical Model for the school newspaper production**

#### **Technical Dimension of TEACEN recommend to**

- Producing the SN on local resources. A school that does not have a budget for producing a printed or online SN, should use creative sources for funding the SN production: Such using the budget of educational advertisements, sponsors funding, donations, and contests that carry monetary prizes.
- Combining printed and online formats throughout the year like using the WordPress Application or other free applications. In addition, it is possible to produce a class paper or a school wallpaper, which has little cost.
- Producing a SN within the school framework, under the journalism teacher guidance, as a formal /informal product of journalism studies.
- Increasing the SN production frequency and circulation.
- Increase the writers and readers number by massive marketing of the SN and increase the involvement of all school students in it.

#### **The content dimension of TEACEN**

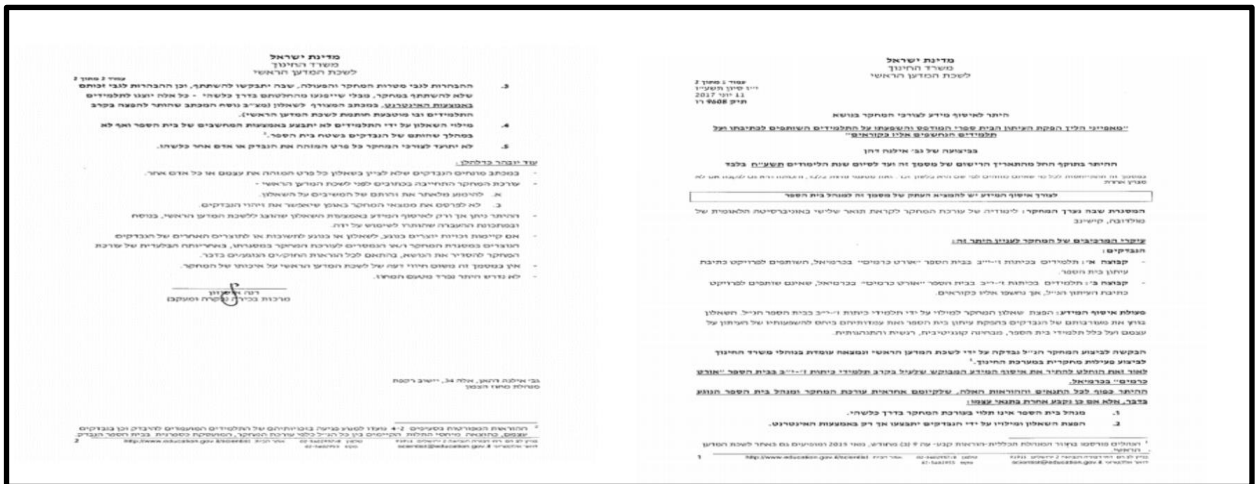
- The contents should be improved and directed to all ages, even if "at the cost" of increasing the writing areas with soft content. The contents should be more interesting and controversial to stimulate discussion and thought.
- The content orientation should be educational and proper for the school it is produced within. There should be a conjunction with social content that suits the students' needs.

- The purpose is to create an activist SN, which deals with social phenomena, strives for social change, and directs a social-political- Mass communication and media agenda.
- Avoiding censorship as much as possible, increasing freedom of expression, while supporting ethics and law.
- Keeping the SN essence "for the students" rather than "for the management".
- Initiate special days for journalistic writing in school, as marathons and contests writing, class or wall newspaper.
- Devotion of extensive space to teaching journalistic writing and producing SN within the media curriculum.

### **The external dimension of TEACEN**

- Conducting public opinion surveys to examine SN students and management satisfaction.
- Marketing the SN through teaching (marketing, advertising, and public relations); initiated activities of the newspaper distribution on special days such as Mass communication and media open days, lectures of Mass communication and media and exposing the SN to all school students by journalism students (as in TED).
- Using the SN as an educational tool for holding discussion in classes.
- Raising SN awareness and its importance in school, through Mass communication and media classes` special days, printed journalism conferences, producing special newspapers and inviting all the school's students to journalism and writing competitions, starting days for the community, and wallpapers.
- Teaching journalistic writing in the entire school.
- Improving the students' media orientation at transition stations during their studies (grades 9 and 12) to increase the number of students who continue to engage in this field.
- Collaboration with other journalism and communication classes locally and globally.
- Increasing the supervision guidance in formal and especially informal frameworks to maintain ethics and professionalism in SN.
- Expanding research on school journalism, based on the model of this research, while improving it. The research should perform quantitative and qualitative measurements of the satisfaction degree of the students exposed to the SN and its degree of relevance, from time to time. The research should expand to several schools in which a SN uses, while offering guidance for producing a quality SN.

## Appendix No. 2. The Chief Scientist Approval for the Questionnaires Distribution



### no. 1: The Research Questionnaire-Journalism Students- The Writers:

- **The link to the English Questionnaire:**

[https://docs.google.com/document/d/1Py-16GSdZyqTOBM\\_yHn\\_OuaUOymZS7O1ph2OpNMnCUg/edit](https://docs.google.com/document/d/1Py-16GSdZyqTOBM_yHn_OuaUOymZS7O1ph2OpNMnCUg/edit)

- **The link to the Hebrew Questionnaire:**

[https://docs.google.com/document/d/11YU0SNhJmzWagJZN3yMYEonbzgeo\\_BSP/edit?usp=sharing&ouid=100161943663369379494&rtpof=true&sd=true](https://docs.google.com/document/d/11YU0SNhJmzWagJZN3yMYEonbzgeo_BSP/edit?usp=sharing&ouid=100161943663369379494&rtpof=true&sd=true)

### no. 2: The Research Questionnaire-Non-Journalism Students-The Readers:

- **The link to the Hebrew Questionnaire:**

[https://docs.google.com/document/d/1SfVnnTUIF-W5QR41sHldOXh-IOdlCl\\_yNEaHAvX2zXc/edit](https://docs.google.com/document/d/1SfVnnTUIF-W5QR41sHldOXh-IOdlCl_yNEaHAvX2zXc/edit)

- **The link to the Hebrew Questionnaire:**

[https://docs.google.com/file/d/1w50VukxKpJnYvKmq1\\_FsfrHFzJySZKhj/edit?usp=docslist\\_api&filetype=msword](https://docs.google.com/file/d/1w50VukxKpJnYvKmq1_FsfrHFzJySZKhj/edit?usp=docslist_api&filetype=msword)

Front page of *The Daily Tar Heel* student newspaper,  
1893, University of North Carolina.



First issue of the Tar Heel,  
February 23, 1893.

Source:

[100Years of the Daily Tar Heel Now Available Freely Online – For the Record \(unc.edu\)](http://www.unc.edu)

No. 1: *Front page of The Spectrum SN, 1988, The Hazelwood school, Missouri, U.S.A*



**Source:**

The Curious Cases of the Supreme Court: Hazelwood v. Kuhlmeier  
([curiouscasesofthecourt.blogspot.com](http://curiouscasesofthecourt.blogspot.com))

No. 2: *The two articles that were censored dealt with the divorce and pregnancy of three of the school's students.*



**Source:** Hazelwood v. Kuhlmeier ([weebly.com](http://weebly.com))

The cover of the children's newspaper "Grininka Boymelach" ("Between the greenish trees"),  
Mars 1914, Vilna, Poland



Source:

א' (בעלז שטעטעלע מיין 'השיר גלגולי: העיירה אל הכורסא מן מסע): ש'עונ (שבת עונג.)

(onegshabbat.blogspot.com)

Front page of the children's monthly newspaper "Shacharot", ("The Youth"), Vol. 3 No. 6, September 1918, the modern Jewish school "Downtown Talmud Torah", The fifth avenue 114, N.Y. Editor: Schrafshtein Z.



Source : [https://supereminently10.rssing.com/chan-6545262/all\\_p52.html](https://supereminently10.rssing.com/chan-6545262/all_p52.html)

*Appendix No. 7. Front page of the Childrens' newspaper "KAMARÁD" ("Friend"), 1943,  
Theresienstadt Ghetto Editor The boy Ivan Polak*



*Source:* <https://bterezin.org.il>





**Appendix No. 9. Front page of the first Hebrew Childrens' newspaper, "Olam Katon" ("Little World"), Vol. 1, No. 5, July 21, 1893, Jerusalem, Israel. Editors: Ben-Yehuda E., Grazovski Y., and Yudilovich D.**



**Source:**

hebrewli.org.il | העיתונות אוסף 1893 | יולי 1 | עמוד 21 | קטן עולם:FSU

*Appendix No. 10. Comics Illustration in the SN "Harealy" (from the Humor newspaper supplement), 1918, The Fifth Section, "Harealy" school, Haifa, Israel. Illustrated by Karlin*

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**Source:**

תעברי לתרבות המקוונת הזירה תרבות יקום בתוך

*Appendix No. 11.*

*Front page of the first printed SN, "Chatifat Beynaim" ("Kidnapping Middle School"-pun with the words- Middle School), 1998, Ort Kramim Middle school, Karmiel, Israel (in the informal framework). The print was produced at school. (This SN participates as the case study of this research).*



*Source: private collection of the researcher Dahan Ilana*

Front page of the printed SN "Yediot Kramim" ("Kramim School News'), June 1998, Ort Kramim school, Karmiel, Israel (in the informal framework). The printed format that simulates a printed national daily newspaper format was produced by a printing house of national printed journalism. (This SN participates as the case study of this research).



Source: private collection of the researcher Dahan Ilana

Front page of the SN "Yedoit Hakfar Hayarok" ("News of The Green Village"), 2010, "Hakfar Hayarok" (The Green Village) Boarding School (in the informal framework). The printed format simulates a printed national daily newspaper format.



Source:

<https://www.facebook.com/photo/?fbid=2370161766386564&set=pcb.2370165416386199>

**N0. 1: Front page of the online SN "Chatav Binyamina" ("Binyamina`s middle School"), Mars 2010, Ort Binyamina school, Binyamina, Israel (in the informal framework of the theoretical supervision). The digital print format simulates a printed national daily newspaper format -produced by the printing house "Yediot Acharonot" and is available for digital reading on the school website's free platform.**



**Source:** ' 5 עמ? בנומרוולוגיה יוצא זה כמה שליט גלעד את לשחרר פנינה: המנהלת בנימינה אורט הביניים חטיבת עיתון בנימינה ב"חט ידיאורט מנהל לסר אירית: המנהלת סגנית שחר - PDF Free Download (docplayer.co.il)

**N0. 2. Front page of the online school newspaper "Yediort Binyamina-the second half" ("Binyamina`s Ort news"), June 2010, Ort Binyamina school, Binyamina, Israel (in the formal framework). The digital print format that simulates a printed national daily newspaper format was produced by the printing house of the national press "Yediot Acharonot" and is available for digital reading on the school website's free platform**



**Source:** [\[PDF\] בנימינה דף - הבית דף - Free Download PDF \(hugepdf.com\)](#)

Front page of the printed SN "Misgavnik" ("from Misgav" in slang), Vol. 1, June 2012, Misgav high school, Misgav, Israel (at the informal framework). The print was produced by a small printing house "Brosh".



Source: כרמים אורט דואר - ilanada@kramim.ort.org.il - העיתון של PDF ה בץ (google.com)



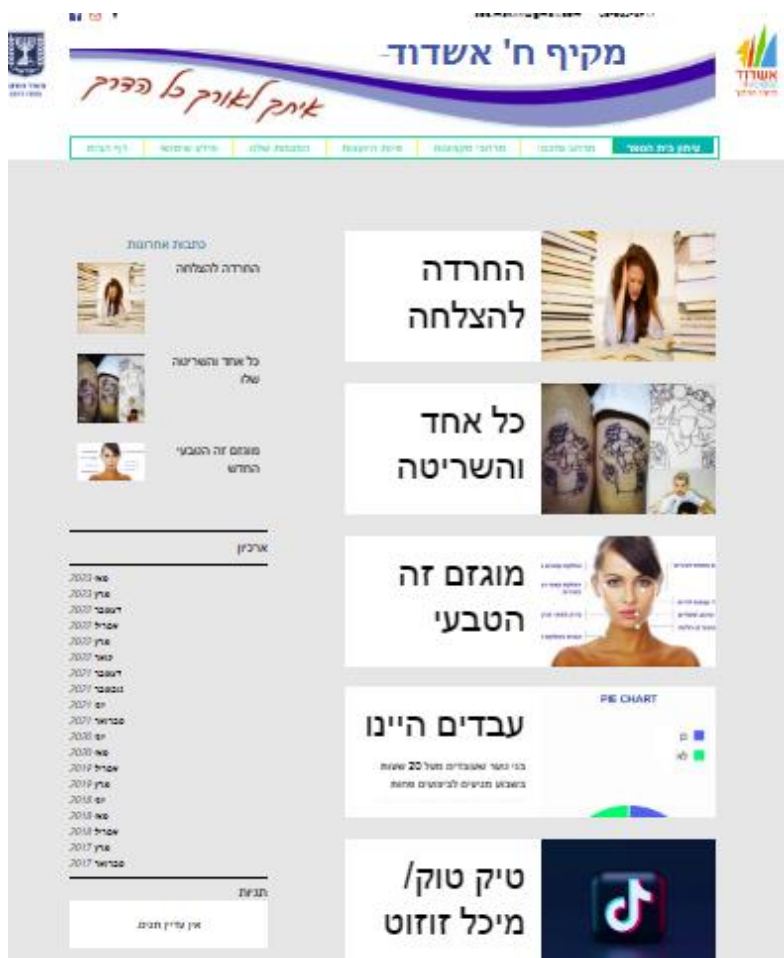
Front page of the printed SN (Magazine) "Iton Betsefer" ("The school paper" in slang), Vol. 61, June 2019 (During the Covid-19), Ort Kramim school, Karmiel, Israel (at the formal framework of the theoretical supervision). The print was produced by a small printing house "Brosh". The last printed newspaper in this school. The newspaper was also produced in Internet format and is available for digital reading on the school website's free platform. (This SN participates as the case study of this research).



Source :

<https://drive.google.com/file/d/1X3t8gFMJIQrzzKV6ExNcirrm0uOwjfzs/view?usp=drivesdk>

*Landing page of the online SN "Makif Chet Ashdod" (6 grades school), May 2023, Makif Chet Ashdod school, Ashdod, Israel (at the formal framework of the theoretical supervision) and is available on the school website's free platform. The digital print was self-produced by a school student.*



Source : <https://www.makifh.com/blank-2>

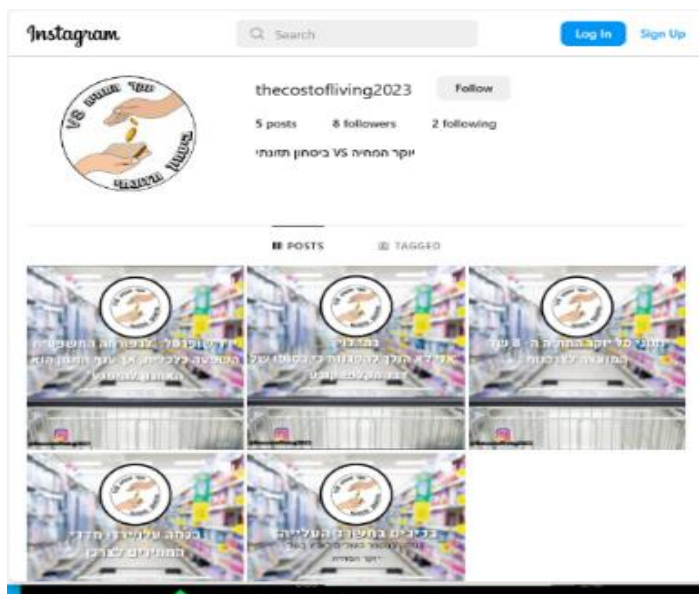
*Landing page of the online social SN, 2022, Ort Kramim school, Karmiel, Israel (at the formal framework of the technological supervision). The digital print was self-produced by mass communication school students with the free application WIX and is available on the school website's free platform.*



Source

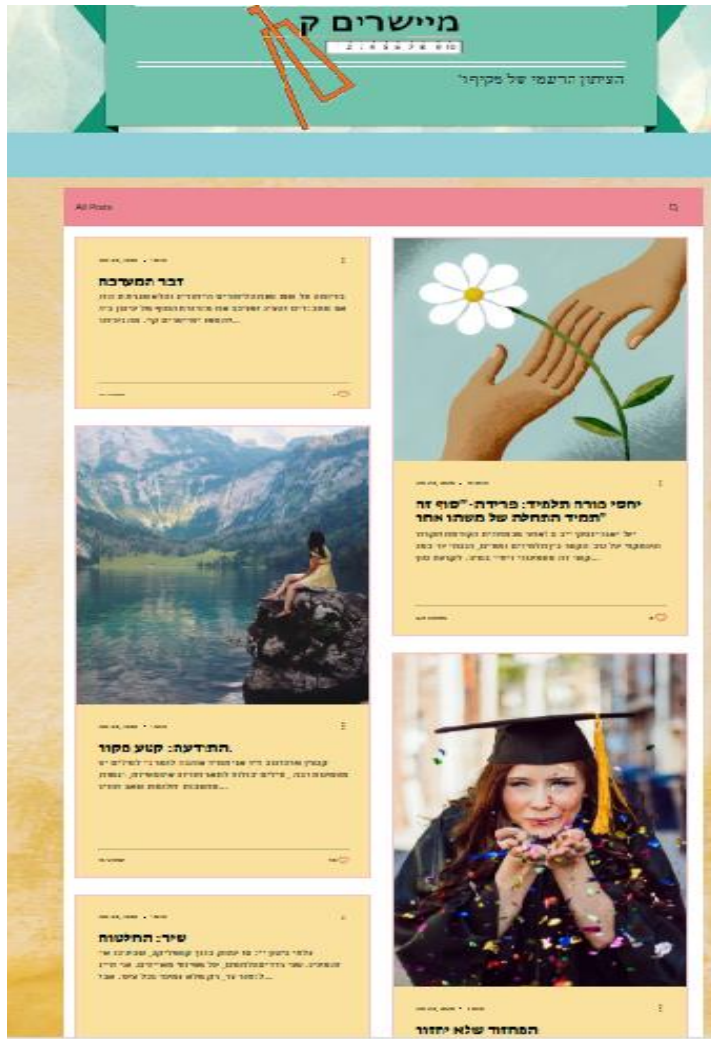
https://danielikarg.wixsite.com/yoker

*No. 2. Landing page of the online social SN, 2022, Ort Kramim school, Karmiel, Israel (in the formal framework of the technological supervision). The digital print was self-produced by mass communication school students with the free application WIX on the Instagram-a social network free platform.*



Source : <https://www.instagram.com/thecostofliving2023/?igshid=YmMyMTA2M2Y%3D>

*Landing page of the online official SN "Meyashrim Kav" (in slang "Toeing the line", meaning to take care of what was a problem), 2020, Makif Vav named for Kohal Beer school, Beer- Sheva, Israel. The digital print was self-produced by school students with the free application WIX and is available on the school website's free platform.*



Source: Home | Mysite 1 (newslettervav.wixsite.com)

Landing page of the online SN "Hopa Gotvirt Style" (A pun with the song name "Hopa Gangam Style"), 2020-2021, 6 grades school Amit Gotvirt, Sderot, Israel. The digital print was self-produced at school and is available on the school website's free platform.

עיתון קורונה טיים 2020-2021

דף הבית « חברה וקהילה » עיתון בית הספר  
« עיתון קורונה טיים 2020-2021 »  
פעילות ועשייה בתקופת הקורונה תשפ"א



Download [6.91 MB]

Source : <https://gottwirth.tik-tak.net/%d7%97%d7%91%d7%a8%d7%94->

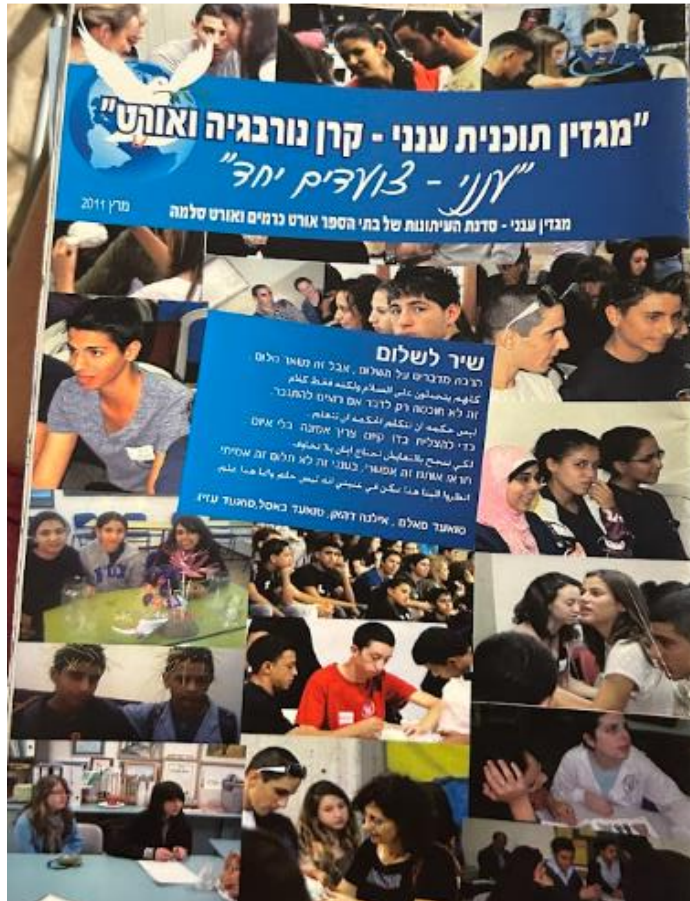
Landing page of the online SN "Yediot Golda", June 20, 2020, Reut elementary school, in memory of Golda Meir, Nahariya, Israel, (in the formal framework). The digital print that simulates a printed national daily newspaper format was produced by the digital publication "Calameo" and is available on the school website's free platform. The SN was produced during the Covid-19.



Source: <https://www.calameo.com/books/0061582471e1d193ff42e>

Appendix No. 22.

Front page of the printed SN (magazine) 'Answer me - Marching Together' (Answer me Program Magazine - Norway and Ort Foundation. Aneni Magazine - Ort Kramim and Ort Salame schools journalism workshop), March 2011. The newspaper was produced in Hebrew and Arabic as a collaboration between Jewish and Arab school. Was printed at a local printing house "Brosh" and distributed to the students of the 3 schools that participated in the program.



Source :

<https://mail.google.com/mail/u/1/#search/%D7%A2%D7%99%D7%AA%D7%95%D7%9F+%D7%91%D7%A6%D7%A4%D7%A8/p39?projector=1>

*Landing page of the online SN "Leyadha" (a pun that mixes the Abbreviations for the school's name-"Leyad hauniversita"- "near the Jerusalem University"), Mars 2023, the High School near the Jerusalem University, Jerusalem, Israel. The SN is oriented as free speech and Democratic with minimum school staff involvement. The digital print was self-produced by school students and is available on the school website's free platform.*



# עיתון ליד"ה

מוץ 2023	עורכת ראשית: רינה גורלניק
עורך גרמי: הלל בנבגי	מודה אחראי: רענן מורשנר

**עיתון ליד"ה מסקר את הרפורמה המשפטית**

דעות של תלמידים מבית הספר ● סיקור מקיף של העניינים מנקודות מבט שונות ● הכתבה של עילי נורני

בשבועות האחרונים מרבית החיים הפוליטיים במדינת ישראל נסובים סביב סוגייה אחת - הרפורמה במערכת המשפט. ההשפעה של סוגייה זו באה לידי ביטוי בהפגנות ענק, סכסוכים כלכליים ועוד. המשך הכתבה בעמוד הראשון

<p><b>המשו"ב: כלי חדשני ויעיל, או הנצחה נוספת של מגרעות מערכת החינוך?</b></p> <p>האם מערכת המשו"ב שנמצאת בשימוש כה נרחב בבית הספר היא לטובת התלמידים, או שמא לרעתם?</p> <p>הכתבה המלאה בעמוד 14</p>	<p><b>פינת המוזיקה: על השיר החדש של ריהאנה</b></p> <p>לאחרונה, שנים לאחר שהזניחה את קריירת המוזיקה, הוציאה ריהאנה שיר חדש. באופן טבעי, מעורר האירוע דהף נוסטולגי וביקורתי. מחשבות לגבי השיר החדש בפרט, והיצירות של ריהאנה בכלל בעמוד 18</p>
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Source : <https://www.leyada.net/%D7%A2%D7%99%D7%AA%D7%95%D7%9F-%D7%91%D7%99%D7%AA-%D7%94%D7%A1%D7%A4%D7%A8/>



**Table A24.1. The relationship between communication theories and Mass communication and media curricula**

name/ country of curricula	Curriculum Mass communication and Media Impact perception	curriculum audience impact perception	curriculum general goals	curriculum contents organizing	curriculum pedagogy strategies	curriculum theoretical basis
Getting the most out of TV. Singer et al., USA, 1981  Designed for students at the end of Elementary school	Mass communication and Media has a strong Influence. TV has a direct and negative effect. Children imitate the violence on TV	Television audience is passive. The audience does not understand what he sees	Bring to awareness the negative effects of excessive watching	Intend to teach children noticing between reality to fiction	Plan to help children to reveal T.V. negative properties	The subcutaneous Needle approaches.
WNET, 1980. Critical TV viewing, USA  Designed for junior high school students	Limited effects. The students are educated viewers examine and appreciate the observed.	The students respond independently to the message according to their needs.	Help Students to use TV by their needs.	Aiming to identify the television functions in the students' life.	Analysis and evaluation of the basics. The individual of the programs.	Uses & Gratification Theory
Television literacy Boston school Of Public Communication. USA Program designed for college students and adult education	Television has the powerful effect on values and behavior. It makes people believe there is one national day order	The television crowd is heterogeneous	Help Students guard against the manipulative power of the television Impact	The television influence works through symbolic conventions	Analysis of the effects` Messages on the unit and the society	The Cultivation Approach and the "Agenda Setting" Theory

<p>Minkkinen Sirkka: A general model for mass media education, 1983</p> <p>International curriculum developed for UNESCO and based on curriculum developed same writer for Finland</p>	<p>Mass communication and Media has an extraordinarily strong and manipulative Influence on public opinion. The Mass communication and Media prevent the creation of unbiased opinion</p>	<p>Children are vulnerable target audience to the Mass communication and media</p>	<p>Plant the aspiration to change mass communications system</p>	<p>Analysis Economic, Political and Social aspects of the mass communications</p>	<p>Analysis of multiple contradictions in mass communication</p>	<p>The Critical Approach</p>
<p>An official Swiss program for Elementary and High school graduates</p>	<p>The Mass communication and media blurs the polysemy of the text. It constitutes the danger to freedom of consumers</p>	<p>Children are sometimes passive in a manner of understanding the Mass communication and Media</p>	<p>Help the children correctly read the messages</p>	<p>The codes and the grammar of the metaphors</p>	<p>The control rules in terms of Denotation and Connotation</p>	<p>Classic Semiotic Approach</p>

Source: [233, p. 9]

**Table A24.2 Means, SD and T-test results compared with the opinions of the writers and readers regarding the degree of the cognitive effects of SN**

Variable	Means and SD	Writers (N=57)	Readers (N=113)	T –Test
The cognitive effects degree	M	2.54	1.70	5.18
	SD	1.03	0.97	

Source: by author

**Table A24.3 Means, SD, and T-test results compared with the writers and readers' opinions regarding knowledge accumulation degree and SN exposure degree**

<b>Variable:</b>	<b>Means and SD</b>	<b>Writers (N=58)</b>	<b>Readers (N=119)</b>	<b>T –Test</b>
<b>Cognitive knowledge accumulation degree</b>	M	2.89	1.89	7.10
	SD	0.85	0.89	

*Source: by author*

**Table A24.4 Means, SD, and T-test results in comparison to the writers and readers' opinions regarding the awareness degree of SN effects**

<b>Variable</b>	<b>Means and SD</b>	<b>Writers (N=57)</b>	<b>Readers (N=116)</b>	<b>T –Test</b>
<b>The awareness degree of the SN effects</b>	M	2.61	1.83	5.41
	SD	0.93	0.86	

*Source: by author*

**Table A51.6 A24.5 Means, SD, and T-test results**

**Comparing writers and readers' attitudes regard the time range of SN cognitive effects**

<b>Variable</b>	<b>Means and SD</b>	<b>Writers N=58</b>	<b>Readers N=113</b>	<b>T –Test</b>
<b>The time range of SN cognitive effects</b>	M	2.50	1.66	5.45
	SD	1.00	0.90	

*Source: by author*

**Table A24.6 Means, SD, and T-test Results- Comparison of writers and readers` opinions regard the effects degree at the content level after SN`s exposure**

Variable	Means and SD	Writers N=58	Readers N=113	T –Test
<b>Impact degree of the content level</b>	M	2.73	1.96	6.03
	SD	0.75	0.81	

*Source: by author*

**Table A24.7 Means, SD and analysis of variance F results comparing groups' opinions regard expression freedom and censorship degree according to exposure**

Variable	Means and SD	Writers N = 58	Readers 119=N	F –Test 164.21 df
<b>freedom of expression and censorship of contents</b>	M	4.02	3.58	f=2.91
	SD	0.60	1.03	p<0.05

f (164.21) = 2.91, p<0.05

(A24.8)

*Source: by author*

**Table A24.9 Means, SD, and T-test results- Compared with writers and readers` opinions regard emotional effects degree according to SN degree exposure**

Variable	Means and SD	Writers N=57	Readers N=113	T –Test
<b>The emotional effects degree</b>	M	2.81	1.94	5.53
	SD	0.90	1.00	

*Source: by author*

**Table A24.10 Means, SD, and T-test results- writers` and readers` opinions regarding the degree to which the SN content affects them with "pleasure" and "indifference"**

emotional effects	Means and SD	Writers (N=58)	Readers (N=109)	T –Test
<b>pleasure</b>	M	3.29	2.26	5.27
	SD	1.15	1.22	
<b>indifference</b>	M	2.46	2.48	0.07
	SD	1.45	1.21	

*Source: by author*

**Table A24.11 Means, SD, and variance analysis results F -Comparison between the writers and readers` concerning SN reading degree and its frequency**

SN reading frequency	Means and SD	Writers N=57	Readers N=119	F –Test df
	M	3.24	2.04	f=2.40
	SD	0.68	1.06	p<0.05

f= (159.09) =2.40, p<0.05

(A24.12)

*Source: by author*

**Table A24.13 Means, SD , and T-test results compared with the writers and readers regarding their consumption of additional media and newspapers reading**

	Writers (N=58)		Readers (N=112)		T –Test
Means and SD	M	SD	M	SD	
<b>additional media and newspapers reading consumption</b>	1.11	2.86	1.62	0.93	7.67
	3.01	1.33	1.66	0.95	6.90

*Source: by author*

**Table A24.14 Means, SD, standard deviations, and T-test results -Comparison of the opinions of the writers and readers regarding the reading and writing activities increase**

increased reading and writing activities	Writers N=58		Readers N= 111		T –Test
	M	SD	M	SD	
reading activity	2.98	1.24	1.69	0.95	6.87
writing activity	3.25	1.33	1.76	1.11	7.73

*Source: by author*

**Table A24.15 Means, SD, and T-test in comparison with writers and readers' opinions regard the degree SN fills needs according to the exposure degree**

Variable	Means and SD	Writers (N=57)	Readers (N=118)	T –Test
The degree to which SN fills needs	M	2.80	1.60	7.15
	SD	1.18	0.97	

*Source: by author*

**Table A24.16 Means, SD, and analysis results f- Compared to writers and readers' opinions regarding the degree to which SN should theoretically fill functions.**

Variable	Means and SD	Writers (N=58)	Readers (N=119)	F –Test
The degree to which SN should theoretically fill functions	M	3.72	3.26	f=3.00
	SD	0.59	1.05	p<0.05

**f (145.16) =3.00 p<0.05**

**(A24.17)**

*Source: by author*

**Table A24.18 Means, SD, and a variance analysis- f results - Compared with the writers and readers` opinions of the degree SN fills the actual functions.**

Variable	Means and SD	Writers (N=57)	Readers (N=117)	F –Test (86.97) df
The degree to which SN fills functions in practice	M	1.82	1.50	f=1.82
	SD	1.22	0.90	p<0.05

f (86.97) =1.82 p<0.05

(A24.19)

Source: by author

**Table A24.20 Means, SD, and T-test results - Comparison of the writers and readers` opinions regarding the SN status.**

Variable	Means and SD	Writers (N=58)	Readers (N=119)	T –Test
Students` opinions regarding the SN status	M	2.54	1.70	5.18
	SD	1.03	0.97	

Source: by author

**Table A24.21 Means, SD, and T-test results compared to students' opinions regarding the relevance of SN in school, according to the degree of exposure.**

Variable	Means and SD	Writers (N=57)	Readers (N=115)	T –Test
Students' opinions- the relevance of SN in school	M	4.35	3.46	4.24
	SD	1.17	1.35	

Source: by author

**Photos from the communication and journalism studies and SN**

Attached some photos from the journalistic activity of the journalism and communication studies at kramim school and the flourished activity of the SN "Iton Betzefer" which exists for almost 20 years. This activity includes participation in innovative initiations such as `Daniel Pear` journalism community, donation at some communities-as poor and old people, holocaust survivors, working with PDD (Premenstrual-Dysphoric-Disorder) and autistic communities, activities outside the school like visiting **Mass communication and media centers** (Radio stations, TV channels, movies, communication special days and lectures etc.), participation at writing and journalism competitions. Also attached some articles from the SN which reflect variety of journalistic writing of the students like investigation articles, news items, society phenomena articles etc.



**A25.1 Journalism initiation with old people karmiel-interviewing and publishing a newspaper for them.**



**A25.2 Journalism initiation with Holocaust survivors**



**A25.3 Journalism students celebrate holidays with seniors from the seniors' club in Karmiel.**



**A25.4 Journalism students teach computers the elderly from the elderly club in Karmiel.**



**A25.5 Journalism students cultivate the environment and plant trees together with seniors from the seniors' club in Karmiel.**



**A25.6 Journalism students at the holocaust survivors club in Karmiel**



# AWARDS FOR JOURNALISM EXCELLENCE AND CIVIL INVOLVEMENT INITIATIONS

בטקס חלוקת הפרס-מקום ראשון לעיתון שעסק בשואה-לוחמי הגטאות 2007



A25.7 Journalism students at the award ceremony - first place for a newspaper that dealt with the Holocaust on behalf of the Ghetto Fighters Institute. 2007

בטקס חלוקת הפרס מקום ראשון לעיתון הזוכה בתחרות "נוער חושב מחר"- 2008



A25.8 Journalism students at the award ceremony - first place for the winning newspaper in the "Youth Thinks Tomorrow" competition. 2008

הזכייה בתחרות "נוער חושב מחר" 2006



A25.9 Winning the competition "Youth Thinks Tomorrow" on behalf of the Shenhar Foundation 2006. On the left - the cover of the school newspaper that won the prize



אנחנו החלוצים של פרויקט העיתונות הבינלאומי המקוון "ע"ש דניאל פרל - 2005/6 שנים מתלמידינו מועמדים ליטול חלק בוועידת ניו יורק 2007

A25.10 The media studies track from the Ort Kramim school pioneered the online international journalism project named after Daniel Pearl. A student from the study track participated in the New York conference in 2007



הזכייה בציון לשבח על עיתונות איכותית בפסטיבל דימונה 2006

A25.11 Journalism students participate in the Holocaust teaching program in various activities and journalistic writing in the school newspaper. The newspaper contains various articles about the Holocaust and interviews with Holocaust survivors.

A25.12 Journalism students participate in the Dimona Film and Media Festival and win a commendation for quality journalism and noteworthy investigative journalism. 2006

## ARTICLES FROM THE SCHOOL NEWSPAPER- 'BETZEFER' KRAMIM



## 'ITON SCHOOL KARMIEL



A25.13 An example of an investigative article that dealt with the phenomenon of



A25.14 An example of a social phenomenon article that dealt with the phenomenon of poverty and the economic crisis in Israel, with reference to poverty in the city of Karmiel, where the school where the school



A25.15 An example of the cover of the school newspaper that dealt with the social protest that took place throughout Israel due to the housing



A25.16 An example of an article that was published in the school newspaper and deals with school news



A25.17 An example of an article that was published in the school newspaper and deals with the school's student council.



A25.18 An example of an entertainment section in a school newspaper where you can find



A25.19 An example of a trip for a communications studies course for Google in the city of Haifa



A25.20 An example of a sports section in the school newspaper

## **STATEMENT OF ACCOUNTABILITY**

By signing down, I declare my personal responsibility that the materials presented in the doctoral thesis are the result of independent scientific research and their processing. I am aware that otherwise I will be responsible in accordance with the law in force.

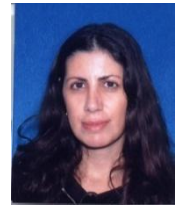
Ilana Dahan Ben-Shimol

*Ilana Dahan*

**14 September 2024**

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**ILANA DAHAN BEN SHIMOL**



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**2011 – 2015.** PhD student MSU -Journalism and Communication

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**1999-2001.** Teaching certificate Mass Communication; Journalism- Oranim College

**1988-1990.** Teaching certificate in Arabic language and literature, Haifa University

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**2022- current.** Language editing and content writing in Axiom-a - projects of the Ministry of Education.

**2020- current.** Translation, timing, transcription, and subtitle editing QA, QC -Cinematip, Sfera.

**2020 - current.** Lecturer of management courses, language editing and language teaching, director of English/Arabic/Hebrew translation studies; Haifa University.

**2020 – 2021.** Lecturer of Hebrew as a second language - David Yellin College.

**2019 – 2021.** Head of Language Editing and English-Hebrew Translation Programs, Oranim.

**2018- current.** Editing and translation - projects of the chief scientist, Ministry of Education.

**2011- current.** Lecturer of teacher training courses, organizational consulting, development, and personal and people skills in the educational, public, and business fields at the Ministry of Education, Ort Afikim, Pisga, University of Haifa.

**2017 - 2019.** Lecturer of new teacher training and internship courses - Gordon College.

**2010 - current.** High Academy Business Owner - Editing. writing. translating. Academic consulting, communication, and media consulting, marketing, advertising, spokespeople PR, journalism.

**2006 – 2016.** National instructor of journalism - the supervision of media studies - Ministry of Education. Matriculation exam referent, curricula writing.

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**1990 - 2022.** Head of communication and journalism school c, Ministry of Education.

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Spanish - native language

Arabic – fluent

English – fluent

French – good

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