PHUBBING PARENTING:

EQUIPPING PARENTS WITH COMMUNICATION TOOLS TO ADDRESS PARENTAL PHUBBING ISSUES

THROUGH A PODCAST DESIGNED FOR THE MAUIMAMA MAGAZINE

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DEDICATION

I dedicate this project to my family and friends. A special feeling of gratitude to my children, Jackson and Waipuna whose patience with me during long days and nights of research and writing was greatly appreciated. They also participated in my project offering their little voices and honest opinions to the podcast which enhanced the final product and touched my heart. I love you!

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ABSTRACT

The Mauimama magazine was founded with the goal of providing resources to help guide and support Maui mothers through the challenges of parenthood. One topic that is seldom addressed in the publication is how modern technology impacts parenting. Parental phubbing is a problem for parents on Maui and can lead to negative impacts on the children of phubbers. Furthermore, the COVID-19 pandemic has exacerbated the problem as parents and children have spent increased amounts of time together at home. The mobile phone is being used for work, play, and schooling. Maui mothers expressed an interest in gaining knowledge and communication tools to better deal with this issue. Therefore, a podcast was designed and produced on the topic of parental phubbing for *The Mauimama* magazine. Maui mothers shared anecdotally that the podcast episode was educational, insightful, authentic, and enlightening. Future directions could systematically test for the effectiveness of the podcast as a teaching tool, and the degree to which listeners were entertained or enjoyed the podcast.

Table of Contents

ACKNOWLEDGMENTS……

…….. iii

ABSTRACT……

…….. iv

CHAPTER 1. INTRODUCTION

…….. 1

The Mauimama Magazine Overview

…….. 1

The Mauimama History

…….. 2

The Mauimama Content

…….. 3

The Mauimama Future Directions

…….. 4

Mobile Phones and Phubbing

…… 5

Phubbing

…….. 6

Phubbing Parenting

…….. 8

Impacts of Parental Phubbing on the Parent-Child Relationship

…….. 10

CHAPTER 2. METHOD

…….. 12

Podcasting

…… 12

Podcast Creation

…… 15

Qualities of the Communicator

…….. 15

Design of the Podcast

…….. 23

Content

…… 28

Shared Expectations

…… 29

Parental Modeling

…….. 29

CHAPTER 3. RESULTS

……. 31

Planning

…… 31

Selection of Guests

… 32

Technical Equipment

33

Recording

…… 34

Post-Production

…… 34

Marketing, Distribution, and Engagement

…… 35

CHAPTER 4. DISCUSSION

… 39

Challenges

…… 40

Insights

……

……..…… 42

Future Directions

……..…

….. 44

Conclusion

……..……

……..…… 45

APPENDIX A: EMAIL TEMPLATE – EXPERT INTERVIEW REQUEST

…… 46

APPENDIX B: EMAIL TEMPLATE – GUEST INTERVIEW REQUEST

…….…..….. 47

APPENDIX C: SHOW OUTLINE

……...….. 49

APPENDIX D: INTERVIEW QUESTIONS OUTLINE

……..…..…... 50

APPENDIX E: PODCAST GUEST RELEASE FORM

……..…... 53

APPENDIX F: EMAIL TEMPLATE - PRE-INTERVIEW PREPARATION

…….…… 54

APPENDIX G: EMAIL TEMPLATE – THANK YOU

……..…..…. 56

APPENDIX H: EQUIPMENT SET UP CHECKLIST

..... 57

APPENDIX I: VIRTUAL GREEN ROOM CHECKLIST

..... 58

APPENDIX J: PHUBBING PARENTING PODCAST EPISODE – PODCAST ART

..... 59

REFERENCES

.....

..... 60

CHAPTER 1. INTRODUCTION

The Mauimama magazine has provided resources for parents in Maui County for nearly a decade (Griffiths, n.d.). With the addition of a television show and increased social media presence, the magazine has continued to grow its reach and expand its methods for communicating with its audience (Griffiths, n.d.). The magazine has covered a wide range of topics, however the subject of technology has seldom been referenced despite increased interest in that area (K. Griffiths, personal communication, October 13, 2020). Indeed, mothers on Maui have indicated they struggle with mobile phone distractions (Facebook, 2020). As Americans are increasingly connected to the world of digital information via mobile devices (Pew Research Center, 2019), modern trends in digital consumption of information have changed consumer patterns, and these emergent technologies have led to the increased normalizing of behavior that could be perceived as anti-social (Cumiskey & Ling, 2015). Research has showed that when technology interferes with interpersonal relationships, a wide range of negative outcomes could result (McDaniel, 2019). Parents are not immune to this phenomenon. In fact, parents in the U.S. have reported that balancing their use of technology with family life is a modern-day challenge (Auxier et al., 2020). I am in a position to help *The Mauimama* magazine provide communication tools for Maui parents struggling with such issues. The method chosen to reach the target audience is podcasting, as it has become a new means for educators to communicate theory, and reach a larger audience (Harter, 2019). Thus, I designed and produced a podcast for *The Mauimama* magazine about parents and mobile phone distractions that was rooted in communication theory, and incorporated knowledge from an expert in that field of research.

The Mauimama Magazine Overview

The Mauimama's mission is to empower mothers and mothers-to-be to consciously raise empowered children (Griffiths, n.d.). The goal of the magazine is to help guide and support mothers from pregnancy through the early years of childhood and beyond (Griffiths, n.d.). According to *The*

Mauimama website (Griffiths, n.d.), the magazine is a natural parenting and resource guide for anyone seeking tools related to parenting, birth, and living aloha. In addition to featuring local parents as both advice seekers and advice givers, *The Mauimama* magazine has provided opportunities for advocacy and social change to help create a better future for the children of Maui (Griffiths, n.d.). In 2014, *The Mauimama* joined the Coalition for a Safer, Healthier Maui, and in 2015 was recognized by the County of Maui with a nomination for the Mayor's Exceptional Small Business Award. Kate Griffiths, publishes the parenting magazine independently and encourages contributors to share their experiences and knowledge openly (Griffiths, n.d.). She aims to connect services, vendors, activities and non-profits with those in need.

The Mauimama History

Founder and editor-in-chief, Kate Griffiths, started *The Mauimama* magazine in 2011 after realizing how little information and support there was on Maui to help new moms. A new mother herself, she garnered much of her parenting knowledge at weekly gatherings with other Maui moms. Fellow mothers offered parenting tips, gave advice, shared local knowledge, and recommended service providers and local experts that could serve as resources. Griffiths realized what a valuable experience and asset this was and had dreams of creating a resource guide for Maui moms (Griffiths, n.d.). Five years after having her first child, Griffiths produced the first issue of *The Mauimama* magazine to connect and enhance the Maui community by providing access to reliable information, a supportive network, and a safe place for the "Maui mama" to ask questions and be understood. *The Mauimama* magazine taps into the Maui community by providing support, connection, and knowledge from a variety of sources including other Maui mothers and fathers, local experts, and service providers (Griffiths, n.d.).

A noticeable shift occurred in the dissemination of *The Mauimama* magazine since its inception. In September of 2011, when the magazine was first established, the publication printed its 5,000 copies monthly (readers can acquire a copy at one of 90 locations across Maui County). Two years later, Griffiths

switched to every two months and in 2015, the magazine expanded online (K. Griffiths, personal communication, October 17, 2020). Since 2018, the publication has been a quarterly periodical. In June of 2020, *The Mauimama* magazine grew to include a weekly television and social media video series called the Coronamama Zoom Room Show. The show is hosted by a Maui mom, and former Hollywood TV producer, and focuses on talking about emotions and answering questions community members might have as a result of the coronavirus pandemic. It is posted on *The Mauimama* social media accounts and website. The show is also broadcast on public access television, channel 55 of Akakū Maui Community Television. The medium through which *The Mauimama* reaches its audience has changed from primarily a print publication, to a broadcast and digital platform with open access to anyone with an internet connection.

The Mauimama Content

The print and online magazine features articles by *The Mauimama* community on topics ranging from: parenting, food and nutrition, exercise and wellness, education, motherhood, fatherhood, conscious living, holistic health, child development, behavior, relationships, divorce, pregnancy, birthing stories, legal and financial information, and more (The Mauimama Magazine, 2020). *The Mauimama* also includes a calendar of events, information on classes and community activities, and a directory for Maui services. Those who contribute content to *The Mauimama* magazine come from all walks of life. For example, in issue 63 (The Mauimama Magazine, 2020), featured writers included a university administrator, a radio host, a life coach, an ordained interfaith minister, a midwife, a homeopathic healthcare provider, a farmer, an activist, a chef, a chiropractor, a director of a non-profit organization, a journalist, a dance instructor, a Maui County Councilmember, an artist, a freelance writer, a lactation educator, a doula, and a mother of three describing her experience with child birth. Individuals who contribute content to *The Mauimama* magazine are frequently sourced through recommendations (K. Griffiths, personal communication, October 17, 2020). Griffiths then vets her contributors by researching

their backgrounds and ensuring that they comply with the mission of *The Mauimama* (K. Griffiths, personal communication, October 17, 2020).

The Mauimama Future Directions

The magazine covers a wide range of topics, however, the subject of technology is seldom referenced (K. Griffiths, personal communication, October 17, 2020). This does not mean that it is not of interest to the publication. In a phone interview, Griffiths shared that the magazine has not focused much on technology and parenting, admitting that only a few articles have ever been written on the topic (K. Griffiths, personal communication, October 13, 2020). Griffiths proposed incorporating this subject more frequently and acknowledged that parents' screen time impacting the parent-child relationship is a topic of concern that should be addressed by *The Mauimama* (K. Griffiths, personal communication, October 17, 2020).

This sentiment has been discussed anecdotally in the Maui Mommies Main Group Facebook group. The popular Facebook group has more than ten thousand followers as of October 2020 (Facebook, 2020). A post on October 12, 2020 asking mothers to share their personal experiences of using a cell phone while in the presence of their children, generated more than 60 comments. Mothers were asked to check their phone settings to report average screen time and usage, these Maui mothers reported spending a range of two to more than six hours on their phone daily. Several mothers discussed being on their phone more since the COVID--19 pandemic took hold in Hawai'i, citing reasons such as checking the news and social media, or due to work and school being conducted over Zoom (a web video conferencing platform). COVID-19 stands for "coronavirus disease 2019" - the name of the illness caused by SARS-CoV-2, which stands for severe acute respiratory syndrome coronavirus 2 (Centers for Disease Control and Prevention, 2021).

As the host of the Coronamama Zoom Room Show, Angeline Longshore observed how parents on Maui struggle balancing technology and family life as well (personal communication, October 18,

2020). She said, “This has been a problem for parents even pre-pandemic. Yes, parents have told me that they have a hard time putting their phones down” (personal communication, October 18, 2020). Specifically, some Maui parents have told her they worry about being hypocritical (using their phones constantly but asking their children not to), that they feel addicted to their phones, and that they “get irritated with their child when the child wants attention” when they are otherwise occupied with their mobile phones (A. Longshore, personal communication, October 18, 2020). On the Maui Mommies Main Group Facebook, one mother shared, “It’s not just the kids! Even my dog gets upset and whines at me sometimes for being on my phone when he wants attention. I have gotten in the bad COVID-19 habit of checking work emails every 10 seconds,” (Facebook, 2020). Longshore believes there is a need for more education in this area within *The Mauimama* community (personal communication, October 18, 2020).

In summary, *The Mauimama* magazine is a resource for parents searching for knowledge and guidance on a number of topics relevant to parenting. For nearly a decade, the publication has been a source of information for the Maui community. As society changes and technology becomes ever-present in people’s lives, mothers living on Maui recognize that balancing their use of mobile phones with their parenting responsibilities has become a challenge. Griffiths has acknowledged that this is a pressing issue that deserves more attention from the publication in order to address the needs of its readers and viewers.

Mobile Phones and Phubbing

The mobile phone is a multifaceted, multipurpose device that has become an integral part of our daily lives (McDaniel, 2019). “Mobile phone” is a descriptive term that includes both cellular phones and smartphones. A smartphone is a cellular phone with advanced features that combines the functions of a cellular phone and personal digital assistant or other information appliance (Nielsen, 2016). Technically, a smartphone is a cellular phone, but a cellular phone is only considered “smart” if it has a high-level operating system (Nielsen, 2016). Nielsen’s Mobile Fact Sheet (2019) indicated 81% of Americans own a

smartphone, with 96% of Americans indicating they own a cellular phone of some kind. Based on a national telephone survey conducted in early 2020, Edison Research (2020) reported an even higher percentage indicating 85% of the U.S. population (an estimated 240 million people) own a smartphone. Surveys conducted by the Pew Research Center (2019) have shown that smartphone ownership has increased exponentially since the first survey of smartphone ownership conducted in 2011 when just 35% of Americans indicated that they owned such a device.

Smartphone use has become an enormously popular tool for interpersonal communication, playing a central role in contemporary culture, in professional settings, and for daily life. The most recent Nielsen Total Audience Report (2020, April 20), which is reflective of both panel and census measurement to provide a representative sample of digital media consumption, indicated that U.S. adults spend 12 hours and 20 minutes per day connected to media with gross time spent on all platforms now surpassing 50% of the total time available in a day. Of that time spent connected to media, forty-nine percent was spent on video content across TV and digital devices (e.g., smartphone, computer, and tablet). Results also showed that when it comes to demographics by age, adults aged 50-64 were the most avid media consumers, spending 13 hours and 50 minutes a day connected to media (more than twice as much as adults 35-49). However, the age group that spent the most time on digital devices were adults 35-49, spending on average 6 hours and 13 minutes per day on their gadgets.

Phubbing

Although mobile phones may enhance our lives in many ways, the benefits could come at the cost of high-quality face-to-face interactions. Cumiskey and Ling (2015) argued the near complete saturation of mobile phones has caused a shift in the social etiquette (netiquette) of when we use, or refrain from using, our devices in the presence of others. Furthermore, they suggested that the demands mobile devices place on an individual, could work to limit the user's ability to be fully present in their current field of social interaction, which could place constraints on how we function socially (Cumiskey &

Ling, 2015). On a broader scale, researchers have named this type of interference by technology, technoference, or described such behavior as problematic mobile phone use (also known as PMPU).

As an increasing number of mobile phone users check their phones at any time and place, even during in-person interactions (Hong et al., 2019), this specific type of behavior has been dubbed "phubbing". Phubbing is literally, phone + snubbing, the act of interrupting ongoing in-person conversation (Hong et al., 2019) or ignoring others to interact with one's mobile phone (Chotpitayasunondh & Douglas, 2016). Chotpitayasunondh and Douglas (2018) further explained that in a social interaction, a "phubber" can be defined as a person who starts phubbing his or her companion(s), and a "phubbee" can be defined as a person who is the recipient of phubbing behavior. Chotpitayasunondh and Douglas (2016) conducted a study to examine some of the psychological antecedents (i.e., internet addiction, fear of missing out, self-control, and smartphone addiction) and consequences (i.e., perception of the behavior becoming normative) of phubbing behavior. Based on the results of the online study, the authors argued that the norm of reciprocity is a strong determinant that turns a phubber into a phubbee and a phubee into a phubber. The authors of the study also reported that phubbing is a direct consequence of problematic smartphone use that is becoming normative as a result of both observed and personal behavior (Chotpitayasunondh & Douglas, 2016).

Kelly and colleagues (2019) pointed out that in today's digitally connected world, relational partners are being pulled in opposite directions as they are expected to simultaneously be attentive to each other face-to-face, but also reachable by others through technology. Mentor (2018) defined co-presence as the practice of people engaging in real-time face-to-face social activities and being engrossed in the here and now of that social activity, but also being virtually present via texting or mobile messaging with dual occupation of real and virtual space. Kelly et al. (2019) examined friends' co-present cellphone use through the lens of politeness theory and found that not all co-present phone behaviors were perceived as face-threatening. However, when the behavior was viewed as a face threat,

individuals used a variety of politeness strategies to address those face needs. The authors concluded that because widespread use of cell phones is a relatively recent phenomenon, individuals are still actively working out the norms for co-present use (Kelly et al., 2019).

Phubbing Parenting

Phubbing is a prevalent social practice (Chotpitayasunondh & Douglas, 2016), with many of today's parents indicating that they do indeed struggle with device distractions (Auxier et al., 2020). Children also notice parent distraction with mobile phones. A recent national survey of U.S. teens showed about one in four teens (28%) considered their parents or guardians to be "addicted" to their own devices, with 30% of older teens and 38% of younger teens indicating they wished their parents were less occupied with their devices (Rideout & Robb, 2018).

In 2020, a Pew Research report (Auxier et al., 2020) found that the widespread adoption of smartphones and the rise of digital media applications has presented new challenges for parenthood. In a nationally representative survey of 3,640 U.S. parents (Auxier et al., 2020), 56% of parents reported they spent too much time on their smartphone, while 68% indicated they were at least sometimes distracted by their phone while spending time with their children (17% reported this happened often). Additionally, two-thirds of those surveyed indicated they felt parenting is harder today than it was 20 years ago, with a little more than half (52%) citing technology as a reason. Ironically, for those parents who indicated parenting is easier than it was 20 years ago (7%), forty-three percent also cited some form of technology as the reason why. These parents mentioned how technology has improved education and entertainment options, has provided accessibility to parenting information and resources, and helped parents to keep track of their children.

To further complicate matters, the presence of COVID-19 has brought its own set of unique challenges to nearly every person around the globe. Most notable, the recommendations to social distance and enforced quarantine measures have led to more people working from home (Desilver,

2020), and a blurring of the lines between work, life, and leisure (Nielsen, 2020). A nationally representative survey of 11,537 U.S. adults conducted in late March of 2020 found that 40% of adults ages 18 to 64 reported performing work remotely as a direct result of the COVID-19 pandemic (Pew Research Center, 2020). A Nielsen survey conducted in April of 2020, placed that number even higher with 66% of U.S. remote workers reporting they started working from home due to the COVID-19 outbreak (Nielsen, 2020).

Due to this massive migration of people into this alternate work setting, 87% of American adults indicated that they found the internet to be important during the coronavirus outbreak, including 53% who reported that it had been essential for them personally (Vogels et al., 2020). With more adults teleworking from home, there is more opportunity for technoference and parental phubbing to occur in the home especially considering survey results from mid-April 2020 in which 94% of parents indicated that their child's school was currently closed due to the outbreak (Horowitz, 2020). More time at home has also meant more exposure to a wide array of media, with the Nielsen Company posing the question "Could daytime become the new primetime?" (Nielsen, 2020). This suggestion does not come out of thin air, as Nielsen research has shown media habits have been shifting and becoming less structured with an interweaving of work and play (Nielsen, 2020). Working from home has provided individuals with the time and choice to partake in media consumption whenever they want. A Nielsen (2020) survey conducted in April 2020 found that consumers of media indeed reported watching or listening to digital media (including on mobile phones) during work hours. Thus, a combination of many factors contribute to the prevalence of parental phubbing.

Impacts of Parental Phubbing on the Parent-Child Relationship

Research has uncovered some critical areas of concern with regard to parental phubbing. Researchers found that distracted media use can reduce the quality of offline interactions and result in

unsatisfactory in-person social relationships (Afifi et al., 2018; Cumiskey & Ling, 2015; Jennings & Wartella, 2013). Through qualitative analysis of in-depth interviews with caregivers of young children, Radesky and colleagues (2016) explored parent conceptions of their experiences balancing technology use with parenting. Participants described the act of multitasking between technology and parenting as stressful, indicating that the cognitive load of accessing information via technology often made it tough to read and respond to children's social cues in the moment (Radesky et al., 2016). Additionally, Vanden Abeele et al. (2020) found that parental phone use predicted a decrease in parental responsiveness and response quality. In a naturalistic observation study, it was discovered that the odds of parents responding to their child's bid for attention were five times lower when using a mobile phone than when not using one (Vanden Abeele et al., 2020). Hong et al. (2019) also found that parental phubbing behaviors led to lower-quality parent-child interactions. Phubbed adolescents perceived low-quality interactions with their parents, and a decrease in family bonding (Hong et al., 2019).

Common aspects of family life particularly important for wellbeing are being intruded upon by phubbing parents. This includes phubbing during family meals (Hiniker et al., 2016) and family conversations (Kadylak, 2020), and the potential for increased family conflict (McDaniel & Radesky, 2018), and physical safety issues that could impact the child's well-being and health (Boles & Roberts, 2008). Furthermore, understanding that adults are role models, how parents engage with technology and media show children how to do so as well. Many adults exhibit problematic Internet use, and if children are modeling the behavior of their parents, this can lead to problematic internet use in children (Sakakihara et al., 2019). Indeed, a number of researchers have also found parental phubbing to be predictive of problematic mobile phone use in children (Hong et al., 2016; Xie et al., 2019). Alternatively, children of parents who model healthy media habits are much less likely to engage in problematic online behaviors (Felt & Robb, 2016).

The combination of shifting media consumption habits, rising challenges for parents as technology becomes ubiquitous, and difficulties with balancing life, work, parenting, and schooling due to COVID-19 have all contributed to the prevalence of parental phubbing. Research results in this area mirror the anecdotal attestations provided by Maui mothers about their personal experiences. *The Mauimama* magazine readers and audience are aware of some of the negative impacts of phubbing parenting and could benefit from learning communication tools to better address the problem.

CHAPTER 2. METHOD

One way to approach the issue of parental phubbing is to develop an educational podcast for *The Mauimama* on the topic of parental phubbing. In line with the needs of *The Mauimama* magazine, a podcast on the topic of parental phubbing was designed. This podcast episode was aligned with the vision and mission of *The Mauimama* magazine to be a resource guide for anyone seeking tools related to parenting, and living aloha. The editor-in-chief of *The Mauimama* recognized that phubbing was a problem for parents within *The Mauimama* community and felt this topic could plant seeds of awareness that would help with the problem (K. Griffiths, personal communication, October 17, 2020). In the following sections, I will introduce podcasting, its promise as a tool for disseminating academic research, and outline the process I undertook to develop an effective podcast that both captured the attention of *The Mauimama* listener and presented technical information on parental phubbing in a way that could be easily consumed and understood by a general audience.

Podcasting

In 2004, journalist Ben Hammersley coined the term “podcasting” by pairing the words “iPod” and “broadcasting” (Hammersley, 2004). Lynn Harter, (Ph.D, University of Nebraska) Professor and Co-Director of the Barbara Geralds Institute for Storytelling and Social Impact, defined a “podcast” as an episodic digital audio recording that is downloadable or streamed online. The typical approach of a podcast is to share information through the authenticity of storytelling. The podcaster, or host, discusses an issue with a co-host and/or guest who shares their personal stories, struggles, and thoughts. Harter is of the opinion that no one escapes hardships, and individuals reach for a story to make sense of their disruptions. She argued that podcasts can be used as “embodied and engaged forms of scholarship” through which academics can reach a broader audience in an unconventional way to share the power of theory (Harter, 2019, p. 2). According to Hammersley (2004), when sharing stories, podcasts combine the

intimacy of voice, the interactivity of a weblog, and the convenience and portability of an MP3 download to provide the “best of all worlds”.

The beauty of the podcast lies in its accessibility. Unlike a video or a blog post, a podcast does away with the visual element. In that way, it is much easier to consume. Harter (2019) also pointed out that podcasts are portable and as such do not require uniquely designed spaces such as concert halls or stages. Instead, listeners choose their own sonic space and can listen while traveling, from home, or at work (Harter, 2019). It is also, crucially, a medium that offers a unique opportunity for low-investment efforts to garner substantial public attention (Sienkiewicz & Jaramillo, 2019).

There are a growing number of podcasts that provide access to information, entertainment, and news (Hurst, 2019). Some people have even called it the golden age of podcasts (Hurst, 2019) with an estimated 155 million people having ever listened to a podcast (Edison Research, 2020). In 2020, 1,000 online interviews were conducted with persons age 18+ using a nationally representative sample for Edison Research’s “Spoken Word Audio Study” (Edison Research, 2020). Also included in the overall Spoken Word Audio Report, was six years of tracking data from Edison Research’s “Share of Ear” study which surveyed 4,318 respondents age 13+. Results showed the share of time spent listening to spoken word audio (i.e., podcasts, news, sports, talk radio, and audiobooks) in the U.S. had increased by 30% in the past six years, and 8% in the last year, with high levels of growth coming from women (57% increase), and 13-34-year-olds (83% increase). In 2020, podcast listening attained an all-time high with an estimated 55% of the U.S. population having ever listened to a podcast, and 75% of the sample indicating they were familiar with podcasting (Edison Research, 2020).

This rise in podcast consumption is driven, in part, by the widespread adoption of smartphones. COVID-19 may have also contributed. Prior to COVID-19 disruptions, 45% of daily total share of time spent listening was on digital devices, as compared to 53% during the second quarter of 2020 (Edison Research, 2020). According to Edison Research (2020), this marked the first time digital devices

surpassed more traditional forms of listening (e.g. AM/FM receivers, CD players, TV channels like Music Choice). Additionally, 30% of all listening on a smartphone was to spoken word audio, with 40% of listeners age 13+ reporting they were listening more since quarantine restrictions began in March of 2020 (Edison Research, 2020).

Research conducted by the Nielsen Company (2020) indicated the number of heavy podcast listeners (those who listen every day), grew by more than 3.6 million in 2020. To add to that, the average number of episodes heard per week increased by 10%, and the total podcast audience has grown at a compound average growth rate of 20% (Nielsen Company, 2020). Edison Research (2020) reported an estimated 68 million people listened to podcasts weekly, with 37% of podcast listeners reporting they tuned in to four or more podcasts in the last week. In 2020, monthly podcast consumers grew by 16% year-over-year, cresting at 100 million Americans for the first time (Edison Research, 2020).

Consequently, podcast development has expanded to include an array of educational and research-based topics including health, science, leadership, personal development, and politics (Harter, 2019). Harris and Park (2008) were ahead of their time when in 2008 they speculated that the podcast had the potential to significantly change the teaching and learning experience. Since then, numerous researchers have taken interest in this topic with regard to educational instruction (Bodnar & Fox, 2020; Forbes & Khoo, 2015; Harris & Park, 2008; Mathis & Galloway, 2010; Nwosu et al., 2017; Pegrum et al., 2015; Van Zanten et al., 2012; Wake et al., 2020) and the dissemination of academic knowledge (Bodnar & Fox, 2020; Harter, 2019; MacGregor & Cooper, 2020; Rogers et al., 2020; Singer, 2019). Research findings are often pressed into conventional outputs that usually take the form of journal articles, conference papers, and PowerPoint presentations (Jungnickel, 2020). Jungnickel (2020) suggested that these mediums are not easily understood or accessible to the general public, therefore “transmission” (the tactical combination of making and communicating) of research findings is a critically important part of the research process that can be equally creative and innovative (Jungnickel, 2020, p. 1).

Researchers agree that podcasting is a useful tool for educators (Harter, 2019; Rogers, 2020). Harter (2019) argued that conventional research reports are limited in their ability to register the visceral experience of suffering and resilience at the heart of the human condition, and podcasting could be used by intellectuals throughout the research lifecycle to humanize scientific theory. Bodnar and Fox (2020) suggested podcasts play an important role in scientific communication by extending the reach of scientists and academics beyond traditional audiences, and Rogers et al. (2020) argued that podcasts facilitate access to paywalled journal articles and prohibitively expensive academic books. Hence, the ease of access and diffusion of podcasting has potential as an attractive medium for educators.

Podcast Creation

Research on the effectiveness of communication is commonly assumed to depend to a considerable extent upon the communicator of the message (Hovland et al., 1953). Furthermore, the medium itself shows promise as new digital tools increase the speeds, formats, and breadth of the communication mediums that are available to educators as they seek to share their research findings. This allows researchers to collaborate in new ways with journalists, podcasters, and community members to effectively communicate with the general public (Rogers, 2020). For this project, I took into consideration literature regarding the qualities of an effective communicator, podcast design, and research on parental phubbing.

Qualities of the Communicator

The podcast involved several key communicators. The podcaster herself (a Maui mother of two), two guests (one was a Maui mother of two), and an expert in computer mediated communication. In terms of persuasion and understanding, research showed that the ethos and credibility of a communicator was of utmost importance (McCroskey & Young, 1981). Perceived credibility involved the evaluation of the source on the part of the receiver (McCroskey & Young, 1981). Source credibility is a multidimensional attitude which considers the communicator's knowledge on the subject, his or her

veracity, and his or her attitude toward the well-being of the receiver (McCroskey & Young, 1981). I have consulted the following references that address the role of the podcast host in building trust, the role of experts in contributing to the credibility of a message, and the role of communicator authenticity in fostering a sense of community and connection through storytelling. While all references mentioned below provide useful insights, the guidance from peer-reviewed academic journals was taken into greater consideration (noted with an asterisk).

Dahlstrom, M. F. (2014). Using narratives and storytelling to communicate science with nonexpert audiences. *Proceedings of the National Academy of Sciences, 111*(Supplement 4), 13614-13620. doi:10.1073/pnas.1320645111

Dahlstrom (2014) examined narrative research within the context of science communication to nonexpert audiences. The author cited numerous benefits associated with narratives, including increased recall, better comprehension, increased persuasion, and enhanced learning. The author argued that storytelling within science is a potentially useful format of communication to nonexpert audiences as narratives already represent the dominant source of information on the topic. Dahlstrom highlighted trust and persuasion as two challenges for science communicators. The author indicated that audiences do not necessarily trust scientists, and the persuasive nature of narratives should be used appropriately within the context of science communication.

Application: I used storytelling to connect with my audience.

*Dochterman, M. A., & Stamp, G. H. (2010). Part 1: The determination of web credibility: A thematic analysis of web user's judgments. *Qualitative Research Reports in Communication, 11*(1), 37-43. doi:10.1080/17459430903514791

Dochterman and Stamp (2010) conducted a qualitative focus group study to determine the factors that Web users employed to judge a Web site's credibility. Their analysis uncovered 12 categories (authority, page layout, site motive, URL, cross-checkability, user motive, content, date, professionalism, site familiarity, process, and personal beliefs). Podcasts are hosted via the Web and as such this provides insight into the actual judgments people make when navigating the Web.

Application: Categories that I paid particular attention to when developing the podcast included authority (of the communicators, and their credentials), site motive (clearly stating the motive of the podcast and the intended audience), cross-checkability (by providing "show notes" to resources, literature, and author credentials), content (by spell checking, and using appropriate language), and site familiarity (by using a podcast hosting site that is well known and trusted).

Dunwoody, Sharon (2014). Science Journalism. In Bucchi, M., & Trench, B. (Eds.), *Routledge handbook of public communication of science and Technology*. Routledge. https://www.routledgehandbooks.com/doi/10.4324/9780203483794.ch3

Dunwoody (2014) argued that science communication will yield better results if the communicator of such science information was credentialed in both science and journalism. The author shared that journalists write stories that cater to a news cycle which often results in brief, superficial, and episodic coverage that she felt does not lend itself well to deeper discussions. According to the author, science journalists are searching for new ways to engage with their audiences in order to explain scientific developments. These include social media channels.

Application: As a broadcast professional with experience and credentials in both the worlds of science and journalism, I used my skills to produce a successful podcast. Consistent with what Dunwoody (2014) recommended, I shied away from superficial, episodic type content, and instead focused on having deep discussions as a part of the podcast format. Additionally, I employed social media channels in order to reach a larger audience.

*Eyal, K., & Dailey, R. M. (2012). Examining relational maintenance in parasocial relationships. *Mass Communication and Society*, *15*(5), 758-781. doi:10.1080/15205436.2011.616276

Eyal and Dailey (2012) investigated relational maintenance in para-social relationships (PSR) by applying the investment model and the para-social relational strength model. Their findings suggest that psychological aspects like feeling a strong emotional connection, play a role in PSRs. Overall, both models showed evidence of PSRs operating in the same manner as friendships. Their findings also suggested that the greater the relationship commitment, the stronger the connection individuals felt to the other (friendship or PSR); being a part of, or validated by, a larger social network or social circle was a significant positive predictor of relational strength; and the more satisfied viewers were with their PSR, and the more time and effort they perceived putting into the PSR, the more committed they were to the PSR.

Application: I kept in mind how processes of relational maintenance and commitment operate in the media. Additionally, strategies to build commitment, satisfy audience expectations, and engage the listener for a longer amount of time were explored.

Fischhoff, B. (2019). Evaluating science communication. *Proceedings of the National Academy of Sciences, 116*(16), 7670-7675. doi:10.1073/pnas.1805863115

Fischoff (2019) contended that the goal of science communication should not necessarily be behavior change. Instead the author suggested focusing on empowering people to make their own informed decisions. Fischoff specifically pointed out that collaboration between scientists who know the subject matter and scientists who understand communication is key.

Application: I am credentialed and well versed in communication theory and served as “translator” of more technical information that the specialist offered. Furthermore, the podcast content was centered on providing useful information, strategies, and tools with the goal that this might help listeners to make informed decisions in the future.

Fiske, S. T., & Dupree, C. (2014). Gaining trust as well as respect in communicating to motivated audiences about science topics. *Proceedings of the National Academy of Sciences, 111*(Supplement 4), 13593-13597. doi:10.1073/pnas.1317505111

Fiske and Dupree (2014) illustrative data suggested that scientists may be respected, but not necessarily trusted by publics. Scientists were classified as a "high-competence, low-warmth" profession by participants, with some raters going so far as to experience Schadenfreude when mundane bad events happened to this group. The researchers suggested science communicators should show concern for humanity and the environment, highlighting communicator warmth/trustworthiness is an important trait to convey in addition to competence and expertise. In order to gain trust and appear warm, they suggest that science communicators focus more on discussion, teaching and sharing information, rather than employing overtly persuasive tactics.

Application: With this podcast I created an environment where storytelling and discussion took place. Participants were invited to share their thoughts and expertise.

Horst, M. (2013). A field of expertise, the organization, or science itself? Scientists' perception of representing research in public communication. Science Communication, 35*(6), 758-779. doi:10.1177/1075547013487513

In this qualitative interview study, Horst (2013) examined scientists' perspectives on their own role in science communication. The author identified three different roles: Expert, Research Manager, and Guardian of Science. Experts reported being most concerned with accuracy. Research Managers were focused on marketing their organization, university, or center. Guardians of Science felt a need to educate the public about science and its role in society. The author suggested that scientists whose primary focus is on branding could be perceived as less legitimate because they are serving special interests. On the other hand, Guardians of Science and Experts may be better suited when it comes to science communication with the public.

Application: I vetted the social scientists being considered as podcast guests to ensure the right fit. I did research on each of my guests using internet search engines, by visiting websites from institutions of higher learning, and through word-of-mouth recommendations.

Husein, S., Saive, R., Jordan, M., & Bertoni, M. I. (2019, June). Podcasts: An under-utilized form of science communication. In 2019 IEEE 46th Photovoltaic Specialists Conference (pp. 2464-2466). doi:10.1109/PVSC40753.2019.8980967

Husein, Saive, Jordan, and Bertoni (2019) made a case for podcasting within science communication. They contended that science information is often watered-down, or miscommunicated, and asked the question, "how can we most effectively disseminate information"? The authors suggested podcasts as an alternative means of communicating science to the public. They argued that the platform allows for more detailed long-form discussions, engages the broader community, and can help to maximize the positive impact of scientific research learnings on society. They suggested that using podcasts for information dissemination in the field of science is filling a niche that is still unaddressed.

Application: I engaged a researcher in the social sciences to provide a platform and avenue for her to discuss scientific research and reach a broader audience. The podcast format employed allowed more time (30 minutes to an hour) for deeper discussion on scientific topics which aided in effectively communicating and discussing the applicability of the scientific research.

Lee, J. (2020). "Friending" journalists on social media: Effects on perceived objectivity and intention to consume news. Journalism Studies, 21*(15), 1-17. doi:10.1080/1461670X.2020.1810102

Lee examined the influence of a journalist's social media self-disclosure to understand how audiences perceived the journalist's ability to remain objective, and whether or not they intended to consume the journalist's news content. The results suggest that journalist's self-disclosure has a positive impact on news-consumption intention, but negative impact on their perception of the journalist's objectivity. However, the author also found that the negative influence of hurting objectivity was not significant enough to offset the positive effect of self-disclosure. One factor that potentially explained this positive expectancy violation is goodwill. Journalists are often concerned with the other two dimensions of source credibility: expertise and trustworthiness. Lee (2020) suggests that the multi-dimensional construct of goodwill might theoretically explain the positive impact of journalist's social media disclosure on behavioral intention.

Application: As a journalist myself, I strived to be understanding, empathetic, and responsive on social media when promoting and sharing the podcast with my audience.

*Lindgren, M. (2016). Personal narrative journalism and podcasting. *Radio Journal: International Studies in Broadcast & Audio Media, 14*(1), 23-41. doi:10.1386/rjao.14.1.23_1

Lindgren (2016) used three podcast examples to discuss personal audio storytelling. The author argued that each of the successful podcasts relied on the rules of storytelling as presented by successful podcast host of "This American Life", Ira Glass. According to Lindgren (2016), those rules included: focusing on interesting topics, raising questions, offering points of reflection, placing human experiences as centerpieces, personalizing the stories that are shared, and recognizing the power of anecdote. Lindgren also pointed out ways the podcast hosts were able to engage their audiences. Strategies that were highlighted included: addressing the listener personally, utilizing music to set the tone, including "vox pop" (the voice of the people), and using a conversational and casual tone of voice.

Application: As podcast host, my aim was to follow the rules of good storytelling mentioned above that have led other podcasters to create successful podcasts. Specifically, I tried to pick content for my podcast episode that centered on an interesting topic (parental phubbing). I also addressed the listener personally, and created opportunities for listeners to be a part of the podcast through recorded audio storytelling of their own. I attempted to use a conversational tone throughout the podcast and focused on authentic storytelling. Music was a consideration for this podcast. We developed a jingle, created stingers (short 3-5 second bursts of music to indicate an aural transition), and background music for the introduction.

*Luzón, M. J. (2013). Public communication of science in blogs: Recontextualizing scientific discourse for a diversified audience. *Written Communication, 30*(4), 428-457. doi:10.1177/0741088313493610

Luzòn (2013) investigated how science blogs communicate science information. The author examined 75 blog posts from 15 science blog websites and identified three strategies used by science communicators (experts, and public intellectuals) to discuss scientific research on the web. Science blog writers tailored the information to the readers' knowledge and information needs, created the perception of intimacy and proximity through features of conversational discourse (personal, informal, and dialogic interaction linguistic features were employed), and evaluated/analyzed research while also focusing on its relevance to the audience.

Application: Podcasts are hosted on the web, and are typically accompanied by some form of a blog post or what podcasters call “show notes”. I posted text along with the podcast to further engage my audience and bridge the gap between scientists and non-scientists. I employed several techniques mentioned in the article that were useful to the podcast and accompanying written information. Those included: a clear explanation of terms, providing links to research and additional information, using examples from daily life, using self-disclosure, using features of conversational discourse, employing inclusive pronouns, referring to the reader/listener, using humor, expressing feelings/emotional reactions, using metaphors and comparisons, creating a catchy title, and expressing honest evaluations of research.

*MacGregor, S., & Cooper, A. (2020). Blending research, journalism, and community expertise: A case study of coproduction in research communication. *Science Communication, 42*(3), 340-368. doi:10.1177/1075547020927032

MacGregor and Cooper (2020) conducted a qualitative study using semi-structured interviews with researchers, journalists, editors and a community liaison to examine podcast coproduction as an approach to research communication. The authors found that participants evaluated the coproduction process positively despite encountering challenges. MacGregor and Cooper (2020) highlighted several benefits for stakeholders with regard to coproduction. The first was greater attention to storytelling and narrative knowledge. The second involved increased capacity building through knowledge gain as a collective. Participants felt coproduction led to more understanding between parties, a desire to create long-term exchanges of information which could lead to opportunities for marked change, as well as the clear benefit of being able to pool resources. The authors also cautioned that individual differences between stakeholders’ knowledge base and/or enthusiasm for joint work could negatively impact the effectiveness of coproduction. Overall, they concluded that podcast coproduction holds great promise as a nontraditional tool for science communication.

Application: As podcast host (and a journalist by trade), I engaged in coproduction with the community, and a specialist. Great attention was taken to identify and engage with stakeholders who were open and enthusiastic about joint work. The specialist was chosen based on her breadth and depth of knowledge of computer mediated communication and the topic of phubbing. Community members were approached as a part of the process and provided authentic stories that contributed to a deeper understanding of the laymen’s personal experience.

*Metzger, M. J., Flanagin, A. J., Eyal, K., Lemus, D. R., & McCann, R. M. (2003). Credibility for the 21st century: Integrating perspectives on source, message, and media credibility in the contemporary media environment. *Annals of the International Communication Association*, *27*(1), 293-335. doi:10.1080/23808985.2003.11679029

Metzger et al. (2003) did a thorough review of the literature on credibility with regard to source, message, and the media. The authors pointed out there are many challenges faced by researchers in the sciences to conceptualize, operationalize, and measure these constructs. However, they also identified strategies that can be used to enhance credibility on the web. Some suggestions were (a) providing accurate and in-depth content, (b) disclosure of sponsors, authors, and information sources, (c) employing professional website design with careful attention to avoid technical and other errors, and (d) providing tools to verify accuracy of information through links. Research also showed it was helpful to perceptions of credibility if the website was recommended by a trusted source, and when the message came from an expert and trustworthy source.

Application: I paid particular attention to the podcast logo, font, and other appearance/graphical design issues to ensure professional presentation on the web. Additionally, if any sponsors arise in the future, they will be selected based on goodness of fit with the content and overall intention of the podcast. Should such sponsorship opportunities develop in the future, they will be clearly disclosed within the podcast and on the accompanying web page. With regard to accuracy and breadth of knowledge, great care was taken to thoroughly research the podcast topic, and select a specialist with comprehensive knowledge in that field. Links were also provided as a means for podcast listeners to verify accuracy, authority, and objectivity of the information presented. I may consider reaching out to "trusted sources" to obtain referrals and/or reviews of the podcast that can be displayed on the podcast website.

Musson, D. (2019). Expertise in your ears; Why you should jump on the podcasting bandwagon. In C. Rowell (Ed.), *Social Media in Higher Education: Case Studies, Reflections and Analysis* (pp. 199-210). Open Book Publishers. doi:10.11647/OBP.0162

Musson (2019) made a case for using podcasting as a medium to disseminate scholarly information. Universities that have embraced podcasting have used it to explore research, tell their institution's story, highlight alumni, and even recruit new students. Musson was of the opinion that podcasting allows the specialist to go deep into a particular subject, and provides a platform that grants the podcasters more time to explore topics and have long-form informed conversations. The author suggested that higher education institutions have the advantage of access to informed storytellers with some of the best stories to tell. He believes we should embrace technology that helps us to tell these stories while also informing and educating our listeners.

Application: I used the examples of scholarly podcasts that have been developed by universities to inform my podcast. I listened to these podcasts to identify production elements that could be useful to the development of my podcast.

Nadora, M. (2019). Parasocial relationships with podcast hosts. (Paper 771) [Master's thesis, Portland State University]. University Honors Theses. doi:10.15760/honors.789

This Master's thesis paper was a deductive thematic analysis that explored how parasocial relationships might be nurtured through podcast hosts' behaviors. Nadora's (2019) qualitative study of five podcast episodes coded for identification (description of personal characteristics, self-disclosure of personal life, personally relating to content, advice giving, and expressiveness), conversation practices (social deixis, spatial deixis, speaker change, expressions, and expanding understanding through examples), and authenticity (exclamations, uncertainty, corrections, contemplative self-examination, off-topic conversation, and wit). The most prominent codes found were self-disclosure, advice giving, descriptions of personal characteristics, dialogue, speaker change, spatial deixis, social deixis, uncertainty, self-examination, corrections, going off-topic, and wit. Nadora suggested that podcast host behaviors contribute to the parasocial relationship with the listener. Specifically, directly addressing the listener (social deixis) while describing personal characteristics, caring for the listener's wellbeing, and responding to the parasocial conversation may contribute to listener's perceptions of trustworthiness, feelings of physical and emotional closeness, and a feeling of reciprocation by the host.

Application: As podcast host, I implemented strategies to connect with my audience and develop a parasocial relationship. One approach used, was to address the audience directly during the podcast.

Additionally, I engaged with listeners online for guidance, feedback, and audio contributions that were used in the podcast. I also responded to all messages and comments.

*Nelson, D. R., & Faux II, W. V. (2016). Evaluating podcast compositions: Assessing credibility, challenges, and innovation. *The Journal of Social Media in Society*, *5*(1), 38-64. Retrieved from https://thejsms.org/index.php/TSMRI/article/view/81

Nelson and Faux (2016) developed an evaluation tool for podcasts. The guidelines were based on five factors to ultimately gauge the podcast's quality and worth. The five factors were: (1) expertise and credentials; (2) accuracy of information; (3) quality of information; (4) production quality; and the (5) currency of information presented. Each of these five factors was comprised of several indicators including transparency of credentials/qualifications of participants, disclosure of who the producer was including contact information, the ability to verify claims through show notes/links, whether the information presented and objective of the podcast was comprehensive, clear, logical, and easy to understand, disclosure of sponsors and how they impact the content, professional editing and sound quality, and a clear understanding of the motive of the podcast. The authors contended this rubric could be a useful checklist when evaluating the quality and worth of an educational podcast.

Application: I created transparency through my show notes by disclosing credentials and qualifications of all participants in the podcast episode. Additionally, should sponsorships arise, I will only accept sponsorship from companies that are an organic fit with the content of the podcast and my personal values. Sponsors will not be able to impact the content in any way, and any sponsorships will be clearly disclosed. The show notes contained links to resources, and an effort was made to produce the show as professionally as possible. This included the purchase of podcasting equipment. In the future I may hire professionals to help with audio and sound. I also clearly outlined the motive of the podcast by creating a trailer where this was discussed in depth. In order to present clear, logical, and easy to understand information, I did extensive research prior to the recording of the podcast. This included research about my guests, research about the topic, and the development of an outline for the show.

*Saffran, L., Hu, S., Hinnant, A., Scherer, L. D., & Nagel, S. C. (2020). Constructing and influencing perceived authenticity in science communication: Experimenting with narrative. *PloS one, 15*(1). doi:10.1371/journal. pone.0226711

Saffran and colleagues (2020) conducted a between-subjects online experiment with a U.S. sample of 500 participants and developed a scale of perceived authenticity in science communication in order to explore strategies scientists could use to improve their perceived authenticity when communicating science information. Findings suggested that using a first-person narrative style positively impacts perceptions of authenticity. Sharing the origin story of their research in first-person also contributed to higher levels of perceived authenticity. The findings also suggested that when communicating science authenticity is more significantly connected to benevolence than integrity. Through factor analysis the authors discovered that the concept of benevolence could potentially be expanded to include the connection to oneself, one's passion for their work, and to the relevance of one's work on one's audience.

Application: I asked the researcher to share her passion for her field of research and why it was relevant to our listeners. Additionally, I encouraged the specialist to use a first-person narrative style when possible and appropriate.

*Shamburg, C. (2020). Cases of successful independent educationally oriented podcasters. *E-learning and Digital Media, 17*(6), 505-520. doi:10.1177/2042753020946281

Shamburg examined three independent creators of educational podcasting content to identify ways these podcasters started and sustained their work. A qualitative investigation method was undertaken and interviews were transcribed and coded. The most salient theme Shamburg (2020) found was the desire for podcasters to fill a gap and address an underserved area. The one over-arching theme that ran through each podcaster's work was a sense of integrity (words like "consistency", "principled", and "mission" recurred in the thematic coding) that further motivated production decisions. The major motivating factor for these podcasters was a passion for their topic and a desire to make a difference and help others. The author concluded that critical to sustainability of the podcast were the factors uncovered in this study (sense of integrity, passion, and desire to make a difference, fill a gap, and address an underserved area) and that they were more important than audio and production quality.

Application: This podcast is a passion project for me. I have a deep desire to use my skills as a journalist, interviewer, and host to share communication tools that could help people to lead better lives, and tell stories that will help people to not feel so alone. Parental phubbing is a concern for many Maui mothers, but they have expressed feeling guilty and alone in their struggle. Maui mothers also indicated they could use some advice. I hope I did that with this podcast. Furthermore, integrity is of the utmost importance and certainly guided my decision-making. Hopefully this will lead to a podcast that can sustain itself in the future.

Design of the Podcast

Podcast design varies widely by subject matter, length, and production schedule output. Described as an open platform for communication, podcasting is seen as an extension of the everyday discussions between the hosts of each podcast and as a space where, alongside guests, they can explore the unique issues that interest or concern them (Vrikki & Malik, 2019). Podcasts enable the production of long informal discussions with grassroots structures which grant total editorial control to their podcasters (Vrikki & Malik, 2019). This includes the freedom to choose themes, direct discussions, and make production choices about length and regularity of episodes. The following literature on podcasting was used to guide me in designing the infotainment podcast. Peer-reviewed journal articles are noted with an asterisk.

*Bossetta, M., & Williams, L. (2020). A podcasting primer. *PS: Political Science & Politics, 53*(2), 329-331. doi:10.1017/S1049096519001707

Bosetta and Williams (2020) introduced key concepts to consider when designing a podcast. The authors pointed out that all podcasts need a name, a theme, and a format. They suggested taking great care when selecting the name of the podcast because it will be the number one identifier people will

associate with the podcaster. Bosetta and Williams (2020) also suggested identifying your niche, and creating a theme that is based on your area of expertise and that helps to showcase your natural talent. The authors also suggested figuring out how many people will speak on the podcast and what type of dialogue will occur. When it came to the technical aspects of the podcast, the authors suggested using a microphone to increase sound quality. Dynamic microphones reduce ambient noise, while condenser mics can produce richer sounds if you have a sound-proof studio. A digital audio workstation was also suggested, along with pair of headphones. Bosetta and Williams (2020) noted that a podcast needs a hosting platform and that there are many to choose from. They also shared that some hosting sites give academic discounts. Finally, the authors shared a couple of great resources. NPR offers an orientation guide for podcasting, additionally Facebook communities like “Podcasts We Listen To” are a good place to find advice.

Application: I took great care with naming my podcast to ensure that it reflected the theme, the intention, and the essence of the content that was covered. I kept in mind the niche and theme when developing the podcast episode to best serve my intended audience. Moreover, the theme, podcast content, and structure of each episode were designed to take advantage of my natural talents (interviewing, authentic storytelling). As recommended by Bosetta and Williams (2020), I determined ahead of time that one specialist, and two guests would participate in the podcast. The type of dialogue employed was conversational, using an interview style of dialogue with the specialist in particular. I used a dynamic microphone as my studio is not sound-proof, and purchased a digital audio workstation and headphones. The resources the authors shared were useful for learning more about podcasting, and I consulted these resources in earnest. Additionally, I chose to post this podcast uniquely on social media as a pilot. However, in the future I will choose a podcast hosting platform and inquire about academic discounts.

*Drew, C. (2017). Educational podcasts: A genre analysis. *E-Learning and Digital Media, 14*(4), 201-211. doi:10.1177/2042753017736177

Drew (2017) examined the genres that emerged from online educational podcasts to explore how media conveyed information in an engaging way to their target audiences. Three genres were proposed, “The Quick Burst”, “The Narrative”, and “The Chat Show”. “The Quick Burst” was described by the author as referring to podcasts that were typically 5 minutes or less, and that are succinct in delivering information on one topic. The author suggested that this type of podcast might work best to assist listeners in reflecting upon information that they had previously learned (however deep learning was unlikely). “The Narrative” was described by the author as referring to podcasts that tell a story. The authors found that typically, podcasts that fell into this genre were 40-80 minutes in length. “The Chat Show” was described by the author as referring to podcasts where conversation occurs between two or more participants to explore various ideas. Drew (2017) argued that this genre had the largest capacity to cultivate deep learning in the listeners. Wit and storytelling were also highlighted as strategies used to further engage listeners during “The Chat Show”.

Application: Using the genre categorization suggested by Drew (2017), I created a podcast that fits into “The Chat Show” genre. Since successful podcasts in this genre rely on storytelling and wit to engage their audience, I made a concerted effort to encourage this type of dialogue on the podcast. Another strategy that I will keep in mind is creating a “Quick Burst” to recap each longer “Chat Show” episode.

Evans, R. S. (2018). Tech, tips, and ideas for podcasting with or without a studio. *Computers in Libraries, 38*(6). Retrieved from https://digitalcommons.law.uga.edu/law_lib_artchop/38

Evans presented practical ideas and tips for podcasters. Many practical applications were shared with the reader, including; hosting and sharing your podcast on YouTube, designing a cover image (3000 x 3000 pixels), choosing a tag, linking the podcast to a blog post, creating an iTunes feed, and submitting your podcast to Apple. The author also suggested checking the troubleshoot tab for pings, asked the reader to consider double checking formatting on all platforms (including mobile devices), and keeping up to date with your podcast analytics.

Applications: All of the suggestions mentioned by Evans (2018) were practical and applicable to the design and implementation of my podcast. I kept his suggestions in mind. The article did not come from a peer-reviewed journal, however since it was mostly practical information that had little to do with scientific theory, the information was still a useful guide regarding the logistics of creating a podcast. I hired a graphic designer to create my podcast cover art, linked the podcast to a blog post, and was sure to double check formatting and track the analytics of the podcast's performance on Facebook.

*García-Marín, D. (2020). Mapping the factors that determine engagement in podcasting: design from the users and podcasters' experience. *Communication & Society, 33*(2), 49-63. doi:10.15581/003.33.2.49-63

In this qualitative study, García-Marín uncovered 13 factors that determined podcast user engagement. After conducting 17 in-depth semi-structured interviews García-Marín (2020) suggested that the factors that influence user engagement could be integrated into three categories: medium-centered, podcaster-centered, and user-centered. The 13 factors were: asynchrony, topic, genres/formats, volume of the podcastsphere/program sub-community, participatory culture, consumption situation and number of podcasts followed, knowledge of podcast topic, knowledge of podcast community, production and relevance in podcastsphere, perceived relevance of participatory acts, podcaster-centered factors, ability and attitude, and tone. García-Marín (2020) mentioned a number of practical implications with regard to the 13 factors that were uncovered. Among them, choosing timeless topics, using a "talk show" format, keeping the narrative simple, infusing a sense of proximity into the dialogue, and using a light, happy, and personal tone were found to encourage participation. Additionally, García-Marín (2020) found that some listeners engage in a superficial manner while others are deeply engaged, therefore different strategies should be used to encourage listener engagement. Furthermore, the perception that one's opinion matters could also lead to more engagement.

Application: When designing my podcast, I kept in mind several of the factors García-Marín discovered in this qualitative study. I took great care to choose a timeless topic, and used a "talk show" format to encourage participation. I also took into consideration that listeners engaged with podcasts to varying degrees and tried to use different strategies to entice all types of listeners. I also tried to incorporate listeners experiences in the podcast itself, encouraged feedback, and engaged through social media to make sure listeners felt "heard". To foster connection with podcast listeners, I tried to keep the narratives simple and to infuse a sense of proximity through our dialogue. Lastly, I used a light, happy, personal tone on the podcast and nurtured this type of atmosphere for my podcast guests.

*Hurst, E. J. (2019). Getting started with podcasting. *Journal of Hospital Librarianship, 19*(3), 277-283. doi:10.1080/15323269.2019.1628575

Hurst (2019) took the reader step-by-step through the process of getting started with a podcast. Hurst also suggested using the resources at your library. Specific topics covered included: audience and

content, format, length, scripting and prerecording research, recording preparation, podcast technology (computer, headphones, audio recorder, microphone), and finishing touches (recording/editing software, hosting/sharing, transcription).

Application: I paid particular attention to the guidance on scripting and preparing for my podcast, which included suggestions such as being well-researched, creating an outline, and composing a list of interview questions. Other suggestions I implemented were to set up in advance, and test all equipment prior to recording. I also created a transcript of the podcast in order to provide an alternate way for listeners to review or share the content with their networks.

*McClung, S., & Johnson, K. (2010). Examining the motives of podcast users. *Journal of Radio & Audio Media, 17*(1), 82-95. doi:10.1080/19376521003719391

McClung and Johnson (2010) used an online survey to examine the patterns and uses of podcast listeners. The findings indicated that podcast users listen to podcasts for entertainment reasons, because they can listen to them whenever they want; for social reasons to communicate with others about the podcast; and because they value the content of the podcast itself. The regression analysis conducted for this study indicated that the social aspect was a significant predictor of podcast use.

Application: Consistent with the findings of McClung and Johnson (2010), I tried to ensure that the podcast topic was engaging enough to encourage social discussion amongst podcast listeners and those with which they have social ties.

Mollett, A., Gilson, C., Williams, S., Brumley, C. (2017). Communicating your research with social media: a practical guide to using blogs, podcasts, data visualizations and video (1st ed.). Sage Publishing. doi:10.1080/02763869.2018.1404411

Mollett, et al. (2017) outlined practical guidelines for designing a successful podcast series. The authors suggested identifying the motivations for creating your podcast, what subjects/content you will have access to, who your audience is, and what type of podcast you want to design. Additionally, the authors provided information on how to create your own podcast, and gave practical advice for when you might want to consider hiring someone to produce or edit the final product. They paid particular attention to producer/editors who are focused on sound editing, and producer/journalists who have a reporting background and are gifted interviewers that know how to shape a narrative.

Application: Though the information in this book did not come from a peer-reviewed journal article, there were many practical applications that served as a good exercise to both prepare myself prior to recording the podcast, and with recording, finalizing, and sharing the finished product. As a producer/journalist I took on the role of shaping the narrative and interviewing my guests and the expert. However, with my limited experience with audio editing, I may want to consider hiring a producer/editor to help with sound editing in the future.

*Ng'ambi, D. (2008). Podcasts for expansive learning: A case of reflective student stories. *South African Computer Journal*, *12*(1), 9-13. Retrieved from https://open.uct.ac.za/bitstream/handle/11427/9856/CHED_article_ExpansiveLearningPodcasts_Ng_ambi_2008.pdf?sequence=1

Ng'ambi (2008) reported on a two-year project that explored how podcasts can encourage reflection in educational settings. Using deconstruction analysis, Ng'ambi (2008) analyzed student's reflective stories and concluded that the use of podcasts for educational reasons required that learning activities be designed for reflection. When podcast content was complementary to other learning activities, the value of the podcast also increased. Three interrelated contexts for expansive learning were encouraged through podcasts. These included: the context of criticism, the context of discovery, and the context of application.

Application: My podcast is an edutainment podcast that seeks to entertain, but also to inform and teach. This article pinpointed several strategies that I used to engage listeners in a process of reflection, which could then lead to expansive learning. In order to critically engage listeners with the lessons or practical strategies when it came to addressing parental phubbing, I interacted with my audience and shared personal stories from *The Mauimama* community. I also gave clear instructions to listeners, encouraging them to listen back to portions of the podcast that might be helpful for learning, and clear guidance on how to take what they listened to and reflect on those lessons. Listeners were also encouraged to engage on our social media channels to share their feedback (positive, and constructive criticism).

*Pegrum, M., Bartle, E., & Longnecker, N. (2015). Can creative podcasting promote deep learning? The use of podcasting for learning content in an undergraduate science unit. *British Journal of Educational Technology, 46*(1), 142-152. doi:10.1111/bjet.12133

Pegrum et al. (2015), examined how a podcasting task would impact exam scores for freshman chemistry students. They compared results across two years of similar exam topics. One of the year's did not involve a podcasting task. The other year, involved a podcasting task that was found to be statistically significant at improving the students' grades under some circumstances and provided no negative impacts in others. The authors concluded that under certain circumstances podcasting can be used to promote retention, understanding, and deep learning. In order to promote deep learning, students were asked to collaborate on creating a podcast, to contextualize the content that they were presenting, and to communicate it through new media (podcasting).

Application: Although I did not assign the creation of a podcast to my listeners as a teaching and learning tool, there were several teaching/learning techniques Pegrum outlined that were helpful to the design of my podcast. My guests did not have any knowledge of parental phubbing research, and collaborated with me to create this podcast. Originally, I planned to interview the guest first, then the researcher. This article made me rethink the structure of my podcast. Instead, I conducted the interview with the expert on parental phubbing first. Then, I had my guests listen to part 1 of the podcast in order to learn, reflect, and identify the stories they would like to share in part 2. In part 2, I helped to contextualize the information that they learned, we engaged in discussion on the topic of parental phubbing, and ended by once again sharing the strategies that we learned in part 1. Consistent with the authors suggestions, the guest went on a journey of exploring a new topic, and through the process potentially engaged in deep learning. Although, this study did not find a measurable effect between the act of listening to podcasts and improved learning outcomes, the hope is that the listener, who was along for the ride, would also be transported and engage in learning through listening.

Robin, B. R. (2015). The effective uses of digital storytelling as a teaching and learning tool. *Handbook of research on teaching literacy through the communicative and visual arts*, *2*, 429-440. Retrieved from https://tinyurl.com/y49kco6d

Robin (2015) outlined ways that digital storytelling can be used as an effective teaching and learning tool. The author broke down the podcast creation process into 4 steps. Step 1 involved defining what the story will be about, collecting resources and research, and deciding what the purpose of the story will be. Step 2 was to select your resources, import them, and create your outline and project. Step 3 was to write any scripts, record your voiceovers, get all necessary equipment, creatively review and modify/improve upon your work, and finally finalize it. Step 4 involved sharing it with others, and soliciting feedback/evaluations. The author also suggested paying careful attention to copyrights, and suggested creating your own content, or using copyright free resources online in order to avoid copyright infringement. Finally, the author provided several external resources that could help with designing a podcast, including the American Memory Collection, the United States Library of Congress, and Free Kids Music.

Application: Though not from a peer-reviewed article or journal, the guidance in this book was similar to what other authors have suggested. In a general sense, the step-by-step process made sense to me as a producer/journalist as an example of good workflow. Additionally, to avoid copyright infringement, I created my own music for the jingle in my podcast. I also consulted the additional resources that were mentioned at the end of the chapter.

*Van Zanten, R., Somogyi, S., & Curro, G. (2012). Purpose and preference in educational podcasting. *British Journal of Educational Technology, 43*(1), 130-138. doi:10.1111/j.14678535.2010.01153.x

Van Zanten et al. (2012) addressed the suggestion that shorter podcasts might be more effective, than longer format podcasts when used as an educational tool in the classroom. A total of 20 podcasts were produced. Ten were summary podcasts that were less than 5 minutes in length, while the remaining 10 podcasts were of the full lecture (two hours). Students filled out a questionnaire with 10 Likert-type questions. Four open-ended questions were also posed. The results indicated that students downloaded the short summary podcasts to a greater degree. Students reported using these podcasts to get an overview of the content of the lecture. Nevertheless, respondents evaluated the full-lecture podcasts as highly as they did the short summary podcasts, also indicating that they used the full-lecture podcasts to go back and review specific topics that were not mentioned in detail in the shorter version of the podcast. The authors concluded that both longer and shorter podcasts on the same lesson are useful and can be used for different teaching and learning purposes to cater to individual learning styles. Van Zanten et al. (2012) argued the three P's of education podcasting should be considered when designing a podcast: pedagogy, purpose, and preference.

Application: I created a full-length podcast for this project. However, in the future I will consider using my skills as a journalist to create a summary podcast of the episode in order to reach a wider audience and address the different learning styles that exist.

Content

The content of the podcast included an interview with a specialist in the field of computer mediated communication with particular attention to parental phubbing. This was followed by a discussion between the podcast host and two guests sharing personal experiences with parental phubbing. The academic portion of the podcast started with the specialist sharing a bit of their

background, she then defined “phubbing,” and described some of the negative impacts that can occur as a result of phubbing. The interview then flowed into the narrower topic of parental phubbing. The specialist discussed particular impacts to the parent-child relationship and shared promising parenting strategies including communicating shared expectations among family members, and parents modeling appropriate behavior for their children. These research-based strategies are outlined in further detail.

Shared Expectations

The extent to which phubbing is harmful is contingent upon numerous factors, including behavioral, dispositional, relational, cultural, and contextual elements (Chotpitayasunondh & Douglas, 2016). Research which explored the underlying tensions surrounding technology use in the home suggested that by being constantly connected family interactions and routines could be interrupted and therefore may present challenges to family members as they prioritize where their attention goes (Blackwell et al., 2016). Interestingly, through an interview study with 18 parent-child pairs (19 parents; 23 children, ages 10-17) Blackwell et al. (2016) discovered that both parents and children indicated the use of a mobile device was considered acceptable during family time as long as other family members were equally distracted or occupied. Blackwell et al. (2016) suggested that establishing shared expectations could help families better manage family time. Additionally, the researchers pointed out that the notion of family time is evolving, and defined in different ways by different people. They suggested using a more nuanced approach to create shared expectations that are more attainable, especially for family members that struggle with achieving balance between digital media use and bids for attention from others in the household (Blackwell et al., 2016).

Parental Modeling

Parents play a role in modeling normative behavior. As technology and media have evolved, the characteristics of good parenting have remained the same. Patrikakou (2017) contended that good parents help to foster empathy, honesty, self-reliance, self-control, kindness, and cooperation and that

these principles are applicable to navigating appropriate media use. With regard to relational factors, family interactions and routines are thought to be protective for child development, school success, and resilience (Coyne et al., 2017). In contrast, perceived parent-child conflict was predictive of mental health symptoms, suicidal thoughts, and loneliness (Berryman et al., 2018). This highlights the importance of healthy parent-child relationships.

Research shows a healthy digital lifestyle should include thoughtful and intentional uses of media and technology (Felt & Robb, 2016). Collier et al. (2016) argued that parents play a significant role in influencing their child's perceptions and use of media since the majority of a child's media consumption occurs in his or her home. Research also showed many parents were well aware that their own compulsive use could impede their relationships with their children (Blackwell et al., 2016; Cuminsky & Ling, 2015) and that they may not be presenting the best example when it comes to digital habits (Blackwell et al., 2016; Chassiakos et al., 2016; Cuminsky & Ling, 2015; Hong et al., 2019; Sakakihara et al., 2019). By increasing parent's behavioral capability (gaining skill and knowledge), parents can model best practices, which ultimately will increase the likelihood of behavior change (Kelder et al., 2015). Acquiring this type of insight could encourage parents to reconsider their roles as socialization agents in today's changing media world, to carefully examine their current parenting practices (Collier et al., 2016; Ho et al., 2019), and to recognize and change family practices to accommodate these new influences to family life (Jennings & Wartella, 2013).

CHAPTER 3. RESULTS

The execution phase of this project was multifaceted. On a practical level, the considerations that needed to be addressed for a successful podcast production included planning, selection of guest(s), technical equipment, recording, post-production, and marketing.

Planning

To properly plan for the podcast, I consulted with numerous podcasters to share my project, and ask about the technical aspects of producing a podcast. I also purchased and completed an online course by Jenna Kutcher called “The Podcast Lab”. Kutcher’s podcast “Goal Digger” is the number one ranked marketing podcast in the country, and consistently ranks at the top of the overall Apple Podcast Business charts. This course was comprised of a 5-step process to plan, create, launch, promote, scale, and monetize a podcast. One of the first modules addressed naming the podcast. After a lengthy search of keywords related to communication, I finally landed on the word “Communification”. In the slang dictionary this word is defined as “the beautification of communication, the ability to make communicating easier” (Urban Dictionary, 2020). Anecdotally, some have also used this word to reference “building community” (Bjöner & Berg, 2012; Pishgar, 2020) and community + unification (Santos, 2018).

Kutcher also provided templates for creating checklists and emails. These were a starting point for the checklists and emails that I generated for the podcast. Included in the documents I created is an email template for requesting an interview with an expert (Appendix A), an email template for requesting an interview with a non-expert guest (Appendix B), a show outline (Appendix C), interview questions outline (Appendix D), a podcast guest release form (Appendix E), pre-interview email templates to prepare the guests for the show (Appendix F), and an email template thanking guests for being on the show (Appendix G). In order to streamline the process, the podcast production elements were segmented into seven parts, each part was tackled one at a time. The seven parts were: (1)

introduction to the podcast; (2) introduction to the episode; (3) expert interview; (4) transition; (5) guest(s) discussion; (6) outro; and (7) musical elements. The written elements of the podcast (introduction, transition, and outro) were scripted, the templates were used to create and send emails to the guests and expert, a show outline template was created and tailored for the phubbing parenting podcast episode, and interview questions were outlined and tailored to both the expert guest and the parent guests.

Selection of Guests

For this podcast, six guests were needed. An expert in communicology and technology was key for providing insights into the science of human communication (hereinafter referred to as "expert guest"). To provide for the needs of *The Mauimama* Magazine, guests who participated in the podcast also included two children and three mothers, most of whom resided on Maui. Two of these mothers were guests that spoke at length about their experiences with phubbing (hereinafter referred to as "parent guests"). One mother provided a listener experience which was pre-recorded and shared during the expert guest portion of the podcast to provide context. The two children were also pre-recorded and provided insights from a child's perspective on parental phubbing. The guests for this podcast were selected through word-of-mouth recommendations and personal connections. The expert guest and parent guests were also vetted through visiting websites from institutions of higher learning (for the expert guest), and LinkedIn (for the parent guests).

The expert guest selected for the podcast was Dr. Soo Yun Shin. Dr. Shin is an Assistant Professor in the Department of Communicology at the University of Hawai‘i at Mānoa. Her research topics included how technology impacts people's lives and how people process information online. First and foremost, she was selected based on her expertise. Additionally, Dr. Shin is engaging, personable, and has experience with public speaking.

The parent guests selected for the podcast were both mothers of school-aged children (ages 7 and 9-years-old). Elizabeth Sage (Liz) is an award-winning event strategist for Illumina. She hosts a room on Clubhouse called the Think Tank Happy Hour discussing human connection in the experience economy. Liz was selected due to her ability to process information on the spot and speak candidly. She expressed concerns with her own phubbing behavior, and showed an interest in learning more about this topic. Kaimana Brummel is a Native Hawaiian, Maui mother of two and the Director of Advancement at Seabury Hall. She is fluent in the Hawaiian language and was recently recognized by Pacific Business News as an outstanding young professional in their 40 under 40 list. Kaimana was selected because she is viewed as a leader in the Maui community, yet is still someone who is perceived by others as being relatable and authentic. Furthermore, given the podcast was created for *The Mauimama* magazine and an audience that is comprised of many ethnic groups including indigenous Native Hawaiians, I wanted to be sure to include a voice from our indigenous community while also providing perspectives from mothers of varying ethnic backgrounds.

It was also important to include the viewpoint of a Maui mother in *The Mauimama* community. Thus, through Instagram stories I asked Maui mothers to share their experiences of struggling with parental phubbing. Three individuals responded, Annie Thielen was chosen because I felt her story would be compelling and relatable to other Maui mothers. Annie was asked to share her viewpoint for the podcast in a pre-recorded audio clip (54 seconds long). To further connect with the audience of *The Mauimama* magazine, my children, Jackson (8-years-old) and Waipuna (5-years-old) were also interviewed and provided audio that was used during the parent guest portion of the podcast.

Technical Equipment

A Rodecaster Pro Podcast Studio audio processing device, a Rode Podmic, a microphone pop filter, a Rode DS1 desk stand, a Pig Hog 10 foot XLR cable, and Audiotechnia M40X headphones were

used to achieve professional sound quality for the podcast. I created a checklist to ensure proper and consistent set up of all equipment (Appendix H).

Recording

The interviews were conducted and recorded over the Zoom video conferencing web platform (Version 5.5.5). This platform was chosen for its widespread use. It is also cost efficient, easy to use, and allows the host to record each participant's audio track separately. I created an email template with instructions for guests on how to ensure good audio quality and how to prepare for a recorded interview (Appendix F). Additionally, a checklist was created to outline the process that took place in the virtual green room (Appendix I).

Following the recording of the guest interviews, these interviews were transcribed and used to script the introduction, transition, and outro of the podcast pilot episode. These portions, along with the musical elements (introduction music, stingers, jingle) were then recorded through the Rodecaster audio processing device directly into a computer. The introduction with background music was 58 seconds long. The jingle was ten seconds in length, and each stinger was three to four seconds long.

Post-Production

To edit the podcast episode, Audacity (Version 2.4.2) was chosen for its ease of use, and low cost (free). The zoom files were converted from .m4a to .wav files. This was done online at cloudconvert.com. Each spoken word file was then edited to remove excessive filler words, and in some cases entire sections of track. The tracks were then normalized for loudness and exported. The tracks for the jingle were imported and overlaid one on top of the other, then edited, normalized, and exported. The digital files were then imported in chronological order into the final timeline, edited, and finalized. The project was normalized in its entirety and exported. To finalize the entire project the Auphonic Productions website was used. This website is an automatic audio post production web service for podcasters. The web tool uses an intelligent leveler, loudness normalization, audio restoration, and multitrack algorithms

to fix audio abnormalities and finalize projects professionally. I then created a video with the finalized audio track and a single cover art image to encourage listeners on Facebook to listen rather than watch the podcast pilot episode. The final product had a run time of 56 minutes and 17 seconds.

Marketing, Distribution, and Engagement

The plan to market and distribute the podcast to parents on Maui included leveraging *The Mauimama* magazine print, online, and social media presence to distribute the podcast. Additionally, I hired a graphic designer and web developer, underwent a branding session to acquire professional images for the website and social media, and used the @MalikaDudley social media platforms for promotion. A new social media presence was also developed for The Communification Podcast (found on Facebook and Instagram at this social media handle: @communificationpodcast). The podcast pilot episode itself can be found at this link: https://www.facebook.com/themauimama/posts/3814643871906431.

Geeky Mamas Studios was hired to create the graphic design elements needed for social media marketing, and the podcast itself. Of note, was a 16:9 graphic designed as the cover art for the podcast video. This graphic was needed in order to draw people in, and introduce the audience to the podcast topic and guests. It included images of the podcast participants, information on the topic of the podcast, and the title of the podcast itself (Appendix J).

Geeky Mamas Studios also planned a branding session where new images were photographed. An image referred to in the industry as “podcast art” was selected, and an article describing the podcast was submitted for print publication for the summer issue (issue 66) of *The Mauimama* magazine. The article will also be published online once issue 66 is available. According to *The Mauimama* website (Mauimama, 2020), 5,000 issues of *The Mauimama* magazine are delivered to nearly 90 locations across Maui County. Readers can obtain the publication free of charge at any of these locations while supplies last (Mauimama, 2020). Additionally, Griffiths created a social media presence for *The Mauimama* on

Facebook and Instagram. *The Mauimama* Facebook page has 3,668 followers, while their Instagram is followed by 1,266 individuals. The podcast was posted on *The Mauimama* magazine Facebook page on March 10, 2021, followed by an Instagram story on the @mauimama_magazine Instagram page leading followers to the post on Facebook. A link to the podcast was also posted on the @MalikaDudley social media platforms of Twitter (10,685 followers), Instagram (34,495 followers), and Facebook (24,275 followers). The Communification Podcast social media presence is growing on Twitter (24 followers), Facebook (231 followers), and Instagram (456 followers). The podcast was also shared on these new social media platforms, and sent to individuals who signed up for the Communification Podcast email list (125 subscribers).

Show notes were created to accompany the podcast Facebook post. There were two separate versions of this. The first iteration of show notes was posted along with the video as a caption on Facebook. This version included a short introduction to the podcast, a short introduction to the episode, a call to action for listeners to comment on the episode and sign up for the email list, an incentive to comment in the form of a giveaway for a locally-made luxury towel, a thank you message to *The Mauimama* magazine and listeners, and a link to the more detailed show notes. The second version of the show notes were posted on my MalikaDudley.com website (CommunificationPodcast.com is under construction). The website contained more detailed biographical information on the expert and parent guests, three main takeaways from the episode, links to literature and tools that were mentioned in the podcast episode, and a full transcript of the edited interview content listeners heard in the podcast. The podcast pilot episode received 849 views (listens) and reached 2,030 people. It should also be noted that the editor of *The Mauimama* magazine, Kate Griffiths “liked” the Facebook post containing the podcast episode. It was shared four times, and in total there were ten comments. The original post received comments from five listeners. An additional comment was left on a post that was shared to the Communification Podcast Facebook page. Four listeners chose to provide comments privately via email

and text message. Based on the overall comments, the common sentiment was a genuine interest in the topic, an appreciation of the opportunity to “learn a new term” (Gutierrez, 2021, comments section) and new ways to navigate parenting in a digital world, and a feeling of connection through listening to “you ladies talk story” (Macchi, 2021, comments section). One commenter wrote, “Appreciate this topic! We talk a lot about this at our house” (Alvarez Hansen, 2021, comments section). Another commenter shared, that it “is a fun and engaging format to listen to others reactions to the science/research. Like a book club. Without having to read the research yourself” (Smith, 2021, comments section). She also wrote, “I love the format of having an expert, and then a talk story session. I'm not sure who . . . the testimonial (came from) you had in there in the beginning, but I really liked that as a way to connect with the expert in the first segment; weaving the research with personal, relatable stuff in an effortless and natural way. There's only a few podcasts I've listened to religiously, and they've both had a segment where they play messages or read submitted questions from listeners/followers for follow-up or in anticipation of a topic.”

Interestingly, three of the eight commenters were not parents. Still, these individuals found the podcast to be educational, insightful, and valuable. One of these commenters shared, “The content didn’t pertain much to me since I am not a parent but I did gain some insight.” She went on to write, “Phubbing is new to my vocabulary. I’m going to start using it with friends . . . ‘Don’t phub me while we are at brunch.’ I also enjoy your cadence, your ability to ask questions and listen, not many hosts do that” (K. Batalona, personal communication, March 12, 2021). Words that were used to describe the podcast included: “fascinating” (Macchi, 2021, comments section), “fresh” (Dela Cruz, 2021, comments section), “enlightening” (Macchi, 2021, ,comments section), “fun” (Alvarez Hansen, 2021, comments section; Macchi, 2021, comments section; Smith, 2021, comments section), “inviting” (Macchi, 2021, comments section), “authentic” (Macchi, 2021, comments section), “engaging” (Alvarez Hansen, 2021, comments section; Smith, 2021, comments section), “informative” (K. Batalona, personal

communication, March 12, 2021; Dela Cruz, 2021, comments section), “genuine” (Macchi, 2021, comments section), and “important” (Gutierrez, 2021, comments section). Listeners expressed an appreciation for the guests who showed vulnerability by sharing their struggles, and really enjoyed the jingle and musical elements.

CHAPTER 4. DISCUSSION

The Mauimama Magazine is a source of parenting information for the Maui community. Maui mothers recognize that parental phubbing is a challenge that they face, and the editor of *The Mauimama* magazine recognized a need to have a podcast that provides additional parenting resources for her readers and followers. Mobile phones have become ubiquitous and phubbing has become an issue as parents attempt to balance life, work, parenting, and schooling due to COVID-19. With regard to parental phubbing, research results point to many negative impacts (Afifi et al., 2018; Cumiskey & Ling, 2015; Hiniker et al., 2016; Hong et al., 2019; Jennings & Wartella, 2013; Kadylak, 2020; McDaniel & Radesky, 2018), but also some practical solutions (Blackwell et al., 2016; Collier et al., 2016; Felt & Robb, 2016; Jennings & Wartella, 2013). This project attempted to address the issue of parental phubbing for *The Mauimama* magazine by designing and producing a podcast on the subject. Podcasting holds promise as a tool for disseminating academic research, and podcast consumption is on the rise (Edison Research, 2020). Therefore, this was an appropriate medium to use. The design of the podcast and production decisions were guided by literature pointing to the qualities of a good communicator, and effective strategies to create a podcast from start to finish. The podcast itself was comprised of an interview with an expert guest in communication and technology, and a reflection piece with two parent guests. The expert guest discussed the negative impacts of phubbing, and how parental phubbing can impact the parent-child relationship. She also covered two research-based strategies: parental modeling, and shared expectations. These were discussed in a candid conversation with the parent guests who shared their struggles, their triumphs, and how they planned to implement the strategies they learned from the expert. Maui mothers who listened to the podcast episode said they felt the podcast was informative, helpful, and entertaining. The development of this podcast presented challenges, offered additional insights into podcast production, and created a foundation for future directions this project might take.

Challenges

There was a steep learning curve when it came to the technical aspects of creating a podcast. As anticipated, Zoom video conferencing was easy to use and the checklists and templates were useful to keep things on track and ensure proper audio quality. The first challenge presented itself in the form of a decision that had to be made on whether to use the audio as one track through the audio processor, or to use the zoom video conferencing audio which recorded each participant on its own track. For editing purposes, the zoom audio was ideal. Separate tracks allowed for the silencing of background noise (for example, one guest was typing on her keyboard) and the ability to isolate spoken word from laughter when several participants were speaking at once. The downside to using the zoom audio is that my personal spoken audio was not as clear and crisp. There was also an audible difference in the audio quality between the introduction, outro, and transitions which were recorded on the audio processor, compared to the zoom interviews which were not. Additionally, after finalizing the podcast I added and edited several additional tracks. These parts were recorded on the audio processor and spliced into the finished track. Unfortunately, though I leveled and normalized as I did the first time around, there were a few instances where it was clear the audio was not leveled properly. To solve these issues, in the future I will consider hiring an audio editor and engineer to avoid these amateur technical mistakes. If I edit a podcast on my own, I will refrain from finalizing the entire episode until all editing has been completed.

Despite these challenges, listeners really seemed to enjoy the podcast itself. In fact, though I pointed out the audio issues in the caption that accompanied the podcast pilot Facebook post, four of the eight commenters specifically addressed the audio issue and commented that it did not bother them. One individual said, “I felt the sound quality was good and while I did notice the level change you mentioned, it was still very clear” (Facebook, 2021). Another commenter shared, “I didn’t think the audio issues were anything much… (but) there were plenty of times where I was like “yes! Thank you for saying that!” (Facebook, 2021). The rest of the commenters, either didn’t mention it or shared they

thought the podcast was “technically smooth” (Facebook, 2021). Content, clarity and volume appeared to matter more to *The Mauimama* listener than audio quality.

Another unanticipated challenge presented itself when securing the expert guests. I reached out to a professor at the University of California Santa Barbara and despite a follow up email, never heard back. It was recommended by a professor at the University of Hawai‘i at Mānoa to then approach two other colleagues at the University of Hawai‘i at Mānoa in order to have both an expert in family communication and an expert in communication and technology. I made the request via email to both professors. One professor declined, while the other offered a 10-15 minute time period. Though I was initially worried about adequately covering the topic of parental phubbing in a 15 minute interview, in actuality the expert guest gladly participated for a full 30 minutes. One possible reason for the lack of response might be unclear expectations. Due to this situation, I developed a new email template for requesting an expert guest, which better outlined the time commitment and expectations. Additionally, when in the virtual green room prior to the interview, I reconfirmed the time constraint on the interview and asked whether she would like me to stop at that time, or if she was open to continuing the interview if the conversation was flowing. I also took note of the time at which the expert guest indicated the interview must be completed. I watched the clock and was sure to wrap up the interview prior to the end time.

A third challenge presented itself when developing email templates. These templates went through several revisions. In addition to presenting guests with clear expectations, I realized that using Jenna Kutcher’s email templates, though effective with certain marketing strategies, resulted in my emails sounding too much like a marketing pitch. When this challenge presented itself, it was simply a matter of revising the copy to authentically reflect who I was, what the podcast was about, and why a guest should say “yes” to participating. Reflecting on this process, while Kutcher’s email templates were a helpful starting point, I realized that it is important to listen to your gut and trust your own judgment.

Insights

The goal of this podcast was to provide an additional means of providing parenting information to *The Mauimama* magazine audience. Negotiations with *The Mauimama* went smoothly despite a lack of communication at times. Providing a detailed description of the plan, the goal, the production process, and timeline contributed to achieving a "yes" from the editor of *The Mauimama* magazine. Proper planning also streamlined the process, particularly when time was of the essence. Checklists and outlines were crucial for setting up and preparing for the interviews. This planning was especially useful in the virtual green room while a guest was present. I could easily and quickly run through technical information, housekeeping items, and simultaneously use this time to put the guests at ease in preparation for the recording of the podcast. If the podcast becomes a series, the checklists and templates will also save me a lot of time in the long run if the podcast production process is reproduced. It was also helpful to hire professionals to help with the graphic design elements (such as podcast art) that I could not do alone. If budget permits, I would recommend that other new podcasters consider hiring a graphic designer, audio editor, and audio engineer. To launch a successful podcast, you need a team. The individuals just mentioned can help to comprise that team, in addition to individuals that you might be able to consult with regarding content, production design, and brainstorming of ideas and potential guests.

When it came to the content of the podcast episode, I consulted with a professor at the University of Hawai‘i at Mānoa. She indicated a few areas of research that could be better highlighted in the podcast, and suggested that more explicit citations of researchers or institutions could be helpful. There was also a discussion within the parent guest portion of the podcast which could have been perceived as offensive to some listeners. The professor suggested that I edit out that portion of the podcast. However, it is critical for podcasters to be intentional when editing. For example, when removing these potentially offensive comments, I edited while still maintaining the integrity of the

storyline, the vision for the episode, and the voices of the individual participants. The insights provided by the professor were helpful in producing the podcast episode and underscore the importance of having another set of ears listen to and provide feedback prior to finalizing a podcast episode. This type of "peer-review" lends further credence to the content of the podcast episode. New podcasters may want to consider explicitly stating, within the podcast itself, that this type of participation occurred. For example, "this podcast episode was fact-checked by Dr. XYZ."

Other insights that surfaced with regard to content, centered around leaning into the benefit of using audio as a medium for communication. Audio can be edited. Thus, if a question or topic is missed, or if additional elements need to be added, there is an easy fix. Simply press record again to capture that content. Likewise, if a portion of the interview or discussion does not fit, it can be removed. For example, with this podcast, I asked each of the key guests to share personal development resources with listeners. This content was recorded but not used in the final podcast episode. Such additional content might then be repurposed for use on social media, promotion, as a bonus, or in whatever way production determines it could be useful.

An additional insight which could be helpful for new podcasters, is to be mindful of the amount of time each guest is speaking, in particular when there are multiple guests participating. If the interview or discussion is being conducted remotely, it might be helpful to use a digital platform which allows for guests to be seen visually. This could aid with turn-taking behavior. Furthermore, the podcast host can manage this in the moment by politely interjecting, asking questions of the guest who has had less speaking time, and generally acting as a moderator. If it is determined this imbalance should be addressed in post-production, podcasts allow for editing of spoken word which could help to balance this out if there is a large discrepancy. An easy way to obtain data and determine whether such a discrepancy exists, is through a transcription application such as Otter.ai where audio is transcribed to written word and percentages are calculated indicating the relative amount of time each participant was speaking.

Another helpful insight is the importance of staying organized. The filing of each digital media file into folders was an integral part of the process which helped to streamline post-production. Each file was clearly named, duplicated, and also saved on an external hard drive and the cloud. Finally, after listening to the podcast it was decided that the introduction (currently 1 minute, 8 seconds in length) could be shortened. If the podcast becomes a series, that will be considered.

Future Directions

Though I have anecdotal evidence pointing to the effectiveness and entertainment quality of this podcast, future research could systematically test whether such a podcast is informative, enjoyable, and leads to behavior change. A pre-test post-test experiment design could be helpful to identify whether podcast listeners gained knowledge, the amount of recall, to gauge interest and enjoyment, and perceptions of self-efficacy in applying the lessons they learned to their own lives. The results of such a study could contribute to extant literature on the effectiveness of podcasting as a teaching tool. It could also be interesting to examine how people prefer to consume the content. It could be determined whether people would rather listen to the podcast, watch the content visually, read the transcript, or perhaps even a combination of the three.

Although the podcast was designed to fulfill a need for *The Mauimama* Magazine, it also coincided with my personal mission to humanize scientific theory while helping people to beautify their communication. Thus, a future direction could be to reproduce the podcast from scratch using the insights learned through the production process of this podcast to launch a podcast series. In fact, this is already in the works. Future guests have been approached, and some have even been secured. For this series, I will shorten the introduction to the podcast in order to make it more succinct. Additionally, a tease (enticing 15 second audio clip) will be added at the beginning of each episode.

Conclusion

The Mauimama magazine was searching for a different medium to reach their audience of busy parents. The editor of the magazine also emphasized that a topic rarely covered but of interest to Maui mothers was communication and technology, specifically parental phubbing. Podcast listeners expressed gratitude for the communication strategies that they learned, and an appreciation for the discussion portion which made them feel less alone in their struggles. This project developed for *The Mauimama* magazine demonstrated that podcasts can serve an educational function, while also humanizing scientific theory. The intention of the podcast was to provide a platform for social scientists to share communication theory with every day people. Anecdotal evidence showed that Maui mothers found the content interesting, engaging, useful, and applicable to their own lives. Thus, this podcast helped to build community and connection through storytelling, while empowering people through education.

APPENDIX A: EMAIL TEMPLATE – EXPERT INTERVIEW REQUEST

Subject Line: Interview Request on **TOPIC**

Aloha Dr. **NAME,**

My name is Malika Dudley (bio below). I'm launching a podcast called the Communification Podcast in May! I would love for you to come on the show for an interview as one of the first few episodes for Season 1 of the podcast: Communication + Technology! I want to thank you for your time and consideration in reading this. I've read your work in **XYZ** and **COMPLIMENT/DESCRIBE WHY I'M REACHING OUT.**

My vision in developing this podcast was to create space where listeners can learn about communication from experts, gain insight into communication theory, and offer practical research-based strategies that listeners can apply to their lives. 'Communification' is defined by the slang dictionary as "the beautification of communication" – so, that is the goal!

This season the podcast will center around communication issues that deal with technology. Academic information is often pay-walled in scientific journals, and not easily accessible to everyday people. I'm hoping you would be willing to share your research in XYZ, **COMPLIMENT THEM.** As a **social scientist and professor (job title),** I know that you are busy and I value and respect the time you would commit to my podcast. I'm asking for just 20 minutes over the video conferencing platform of Zoom. The interview is straight-forward and simple. We start out by defining terms, I'll ask you about research in this field, we will share an audio track from a listener's personal experience, and end with whatever research-based strategies and tips you can provide for our audience.

Please let me know if you are open to helping me with my mission:
The beautification of communication! If so, I will send you more information about the concept, the other guests, and of course I'd love to answer any questions you might have.

Thankful for your consideration. I'm very appreciative of your time and look forward to hearing from you!

Mahalo,
Malika

Malika Dudley is a graduate of the University of Hawai‘i at Mānoa, where she was a Regent Scholar. She also attended Mississippi State University, where she earned her certification in meteorology. The former Miss Hawai'i, is an award-winning, Emmy-nominated journalist with nearly 15 years of experience in media. She began her career in news at KGMB9 News in 2007, and has worked for Hawaii News Now, Maui Now/Big Island Now, and most recently, KITV4 News. After pivoting from Communicology (the scientific study of human communication) to Meteorology 15 years ago, Malika returned to graduate school to finish her Masters in Communicology at the University of Hawai‘i at Mānoa. This podcast is her thesis project. In her free time, she is passionate about helping her community. Malika enjoys donating her time hosting community events, teaching karate, organizing donation drives for the Maui Food Bank, and teaching free CPR classes whenever she can. Malika lives in Pukalani, Maui with her husband and their two children.

APPENDIX B: EMAIL TEMPLATE – GUEST INTERVIEW REQUEST

Subject Line: You came to mind...

Aloha, **NAME!**
My name is Malika (bio below). I'm launching a podcast called the Communification Podcast in May!
I want to thank you for your time and consideration in reading this.

I would LOVE for you to come on the show for an interview as one of the first few episodes for Season 1 of the podcast: Communication + Technology!

I love how you have used technology to do XYZ, and think we could have a really great discussion!
COMPLIMENT/SPECIFIC REASON WHY THEY WOULD BE GREAT

My vision in creating the Communification Podcast was to create space where we can learn about communication theory from experts, reflect as we share our experiences, and offer practical research-based strategies that we can apply to our own lives. This podcast was birthed through meticulous research and testing as a part of my thesis project for a Master's degree 15 years in the making.

I feel that by hearing real, raw conversations about the communication challenges we all face, we will feel more connected, and less alone in our struggles. So together, we will learn from a communication specialist how to tackle those challenges head on.

This season the podcast will center around communication issues that deal with technology. The first episode is in the bag: an expert teaches us about Parental Phubbing (when a parent ignores their child because they are preoccupied with their phone) and provides tangible tools that I discuss with guests, Garrett & Jessica Gee of The Bucket List Family.

I want this to be more than just a discussion, but a learning experience for all involved. I've interviewed an expert in that field of communication research. Our discussion will be recorded separately and follow the interview with the expert. I would love to dissect it with you, learn with you, and share our authentic stories on the podcast. This involves a commitment of 30 - 45 minutes of your time for the interview over Zoom, and 15 minutes or so to listen to the expert (which is the starting point for our conversation).

If this type of appearance fits the way you like to show up in the world, please let me know! We can find a day/time that works best for you.

I'll also share our episode (and your message!) with my:
34,100+ Instagram followers
23,900+ Facebook fans
10,600+ Twitter followers

Thankful for your consideration. I'm very appreciative of your time and look forward to hearing from you!

Mahalo,
Malika

Malika Dudley is a graduate of the University of Hawai‘i at Mānoa, where she was a Regent Scholar. She also attended Mississippi State University, where she earned her certification in meteorology. The former Miss Hawai'i, is an award-winning, Emmy-nominated journalist with nearly 15 years of experience in media. She began her career in news at KGMB9 News in 2007, and has worked for Hawaii News Now, Maui Now/Big Island Now, and most recently, KITV4 News. After pivoting from Communicology (the scientific study of human communication) to Meteorology 15 years ago, Malika returned to graduate school to finish her Masters in Communicology at the University of Hawai‘i at Mānoa. This podcast is her thesis project. In her free time, she is passionate about helping her community. Malika enjoys donating her time hosting community events, teaching karate, organizing donation drives for the Maui Food Bank, and teaching free CPR classes whenever she can. Malika lives in Pukalani, Maui with her husband and their two children.

APPENDIX C: SHOW OUTLINE

1. Intro to the Communification Podcast
2. Jingle
3. Intro to Episode
    a. Episode number
    b. Introduce guests – use their bio
    c. Episode summary
    d. Thank *The Mauimama* magazine, engage with listeners from this audience
    e. Check out my trailer to find out how this all came about
    f. Call to action: subscribe, rate, share, get a pen and paper out, last episode
    g. Giveaway Incentive?
4. Interview with specialist
    a. I will welcome you to the podcast.
    b. Tell me why you're interested in this field? Passion? Some things you've studied or enjoy learning about?
    c. We will listen to audio from a listener dealing with the topic of this podcast episode
    d. Expert provides 2-3 research-based strategies listeners can use to beautify their communication
    e. Fave book, expert, podcast, etc… that you like to listen to and learn from
    f. Thank you for sharing your time with us today
5. Voiceover
    a. Introduce next guest(s)
    b. Call to action
6. Conversation with guest
    a. I will welcome you to the podcast.
    b. There is so much to unpack here… we heard from **NAME** (reference listener sound from Part 1), and I wanted bring in **NAME** (another listener experience) to kick us off with sharing our own experiences with this issue.
    c. We will listen to audio from a listener dealing with the topic of this episode
    d. What is the struggle?
    e. What strategies work for us and what are we striving for?
    f. How are we going to get there? Apply/discuss expert strategies
    g. Fave book, expert, podcast, etc… that you like to listen to and learn from
    h. Thank you for sharing your time with us today – and thank you for listening!
7. Outro
    a. Pep talk! Virtual high five for listening through the entire way!
    b. Call to action: subscribe, rate, share, binge watch, follow on social, $, Youtube, next episode
    c. Add-on Freebie to get emails? Head over to my website – if you weren't able to take notes, I transcribed this episode and also organized it into an easy file
    d. Motto? Practice Makes Progress, Slow Progress is Still Progress…

APPENDIX D: INTERVIEW QUESTIONS OUTLINE

Expert Interview - Welcome:

Aloha Dr. Shin! Thank you for joining us for the pilot of the Communification Podcast. I'm so excited and thank you also for being on my thesis committee – I'm so grateful.

Question 1:
First of all, we want to know more about you… why are you so interested in the field of communication and specifically how technology impacts communication? Where does your passion come from? Maybe you can also tell us a little bit about the things you've studied or you enjoy learning about?

Question 2:
Today's communication issue: Parental phubbing

Phubbing is such a funny word… I learned this word from you - the first time in your class and everyone giggled…. describes a relatively serious issue…
Would you mind defining phubbing (spell it out) for our listeners?

Phubber / phubee

Question 3:
When I think of the word "phubbing"… I automatically have negative thoughts. It feels like an attack - I'm not sure if I just feel judged or guilty or if it's something else… in a general sense without getting too narrow on the parenting part of it… Is there research that confirms my innate feelings that phubbing is not a good thing. Maybe pointing to concerns and issues surrounding the act of phubbing and how that impacts our communication?

Question 4:

Alright let's dive into the narrower topic…
As parents, we spend so much time thinking about our child's media use - maybe some of you listening can relate to this - you know… how to regulate that, how to guide them, time limits, and blue light, just trying to keep up with how quickly tech changes … but today we're flipping the script – talking about the parents use… I have a couple of stats I wanted to share with you for a lay of the land…

■ 30% of children indicated in a national survey that they wished their parents were less occupied with their devices - 28% reported they considered their parents or guardians to be "addicted" to their mobile phones.

■Parents also indicated that they struggle with device distractions and spend too much time on their phone, in fact, 68% reported they are at least sometimes distracted by their phone in the presence of their children.

I'm really interested to hear what the literature says about parental phubbing specifically?

Question 5:
It's not unusual for my kids to ask me to get off of my phone. I'm wondering if there's a difference in the way people communicate or perceive phubbing when it's a close family tie/someone you're really comfortable with - you just call them out on it. As opposed to an acquaintance, or a professional relationship? I'm sure it's context dependent as well? Thoughts?

Listener Sound Bite:
Thank you Dr. Shin for all of those insights. In order to move into those tangible strategies and research-based tips, I thought we would bring in someone from our Mauimama magazine community – She's a mother of 3 living in Pukalani, Maui – Let's take a listen to Annie.

As a mom of three little ones, I feel like the hardest part is dividing my time equally and being completely present with each child, throw my phone in the mix and it's nearly impossible. I rely on my phone for everything. I also feel the pressure of returning text messages as it's my only way of socializing with friends during the Covid era. I'm attached to my phone. When the kids are around, I make an effort to put my phone away because I want to lead by example but it's been challenging and Olivia who is five will say mommy put your phone away, or she'll get really upset. She's even asked for her own phone and doesn't get why I won't buy one for her. Kaia who is three, will hide my phone under a pillow so yes, I definitely have a lot of mom guilt when it comes to using my phone around the kids.

I feel you mama… First of all, to all of you listening in right now we'd love to hear from you too… to all the moms and dads out there we are not all in the same boat, but we are in the same storm and sharing our experiences really helps us to feel more connected and not feel so alone in our struggle. So, thank you to Annie for being so vulnerable and sharing with us today. I think what stood out to me the most… is the push and pull – the tension - of using our phone for essential reasons- whether that's to connect with friends, or make appointments, for work… but as Annie shared we're still trying our best to be good role models. Maybe Dr. Shin you can weigh in here – with some research-based strategies that parents can use to beautify our communication with our children in this area… Annie's on the right track here, right?

Question 6:

To re-cap – it sounds like being more intentional and less reactive is a good strategy to take when tackling this issue? Is there anything else you think our listeners would be interested to hear?

Mahalo / Good Bye:

Thank you so much for your time and expertise – I learned a lot, I hope those of you listening feel the same. Before you go Dr. Shin, I like to ask all of my guests if they have any recommendations for personal or professional development – so, is there a person, a podcast, or a book that you love to learn from?

To all of you listening we just skimmed the surface, so I will provide resources for you in the show notes and links so you can read more literature and - find out more about Dr. Shin… <pause> Thank you so much. See you at graduation? Maybe?

Guest interview – Welcome: Hi ladies! Struggle is real. That was a lot of information. So why don't we just dive right in. Maybe Liz you can go first, then Kaimana you can chime in… and we'll take it from there.

Topic 1:
Reactions to Dr. Shin… "What is the struggle you face with regard to parental phubbing?"

Topic 2:
I do have my children recorded. I'm a little embarrassed to share this but at the same time, all in this together mamas. These are NOT scripted. I asked the kids how do you feel when mommy and daddy are on their phones… and Jackson volunteered the information about how he'll do things differently when he's a parent.

WAIPUNA: it feels bad because I like to play games with you. That's my favorite thing to do
When you're on the phone it feels like I can't play with you.

JACKSON: sometimes we're playing, but sometimes we want to play with you. We just feel sad, missing out. You don't want to play with us.
Limited amount of time, have it when I need it, when kids ask for me I'll put it down

WAIPUNA: When I'm older I'm going to do the same thing as my mommy and daddy.

Surprising things you heard from Dr. Shin? We are not more forgiving to those we know best, might even be the other way around that it hurts us more when people know phub us.

Topic 3:
"What strategies work for you and what are you striving for? What do we want to see happen?"

Topic 4:
"How are we going to get there?" - Apply and discuss the strategies outlined by the specialist.
SHARED EXPECTATIONS
PARENTAL MODELING
OPEN COMMUNICATION

Last question:
Fave book, expert, podcast, etc… that you like to listen to and learn from?

Mahalo/Goodbye:
Thank you for sharing your time with us today – and thank you for listening!

APPENDIX E: PODCAST GUEST RELEASE FORM

PODCAST GUEST RELEASE FORM

PROGRAM: Communication Podcast

GUEST: _____ (hereinafter "Guest")
(Your First and Last Name)

CELL PHONE: _____
(Your Number)

EMAIL ADDRESS: _____
(Your Email Address)

The above named Guest does hereby irrevocably consent to the recording and distribution of reproduction(s) of the Guest's voice, likeness, and performance as part of the media program entitled Communification Podcast (herein referred to as the "Program").

Guest does hereby acknowledge that Malika Dudley Media ("Podcaster") is the sole owner of all rights in and to the Program, and the recording(s) thereof, as "works made for hire" pursuant to 17 USC §101, *et.seq.,* for all purposes; and that Podcaster has the unfettered right, among other things, to use, exploit and distribute the Program, and Guest's performance as embodied therein in any and all media or formats, throughout the world, in perpetuity. Any materials relating to the production and distribution of the Program ("Materials") become property of Podcaster, and Podcaster shall have the sole and exclusive right to use, exploit and distribute such Materials, throughout the world, in perpetuity.

Nothing contained in this Podcast Guest Release shall be construed to obligate Podcaster to use or exploit any of the rights granted or acquired by Podcaster, or to make, sell, license, distribute or otherwise exploit the Program or Materials whatsoever.

Guest understands and agrees that he/she shall receive no compensation for appearances on and participation in the Program.

Guest's name and likeness may be used in advertising and promotional material for the Program, but not as an endorsement of any product or service.

Guest hereby releases and discharges Podcaster from any and all liability arising out of or in connection with the making, producing, reproducing, processing, exhibiting, distributing, publishing, transmitting by any means or otherwise using the above-mentioned production.

_____ Date:_____
(Guest signature)

Agreed by Program Coordinator, Communification Podcast, and Owner, Malika Dudley Media:

_____ Date:_____
(Podcaster's Signature)

The Communification Podcast is created by
Malika Dudley Media
PO Box 1627 Makawao, HI 96768

APPENDIX F: EMAIL TEMPLATE - PRE-INTERVIEW PREPARATION

Aloha **NAME**,

I'm so happy to have you on the podcast and I'm looking forward to chatting with you **DAY/TIME**! I wanted to make sure I got you all the details I could, so you feel prepared and aware of anything that could arise. Here is a simple checklist. Please read through and let me know if you have any questions or concerns.

Housekeeping:

If I haven't received your podcast release form, please print and scan (or take a picture of it) and email it to me. We need to have that completed prior to recording. Mahalo!!

Room set up:

Set up in a quiet room with the door closed and where the WiFi is strong. Make sure your face is lit. An easy way to do this is to face a window or door to capture natural light. Prior to recording, please silence your phone and turn off notifications on your computer. If you think it might be helpful, a sign on your door "Live recording in process, please do not knock" can go a long way.

Sound:

Have headphones or earbuds handy for sound quality. The wired ear buds (with the microphone that dangles just below your chin) provide good audio quality. If you have a separate microphone that you would like to use, please let me know so that we can test it while you are in the "virtual green room" before the interview.

Zoom:

If you do not have a Zoom account, please download the Zoom Client for Meetings by visiting https://zoom.us/download well in advance of your interview day/time. This will allow you to create a free account with Zoom and launch the Zoom meeting using the Zoom app, which creates a better quality experience versus the web-only experience.

Get zoom up and ready. It's helpful if you have the latest version of zoom. You can easily check this by clicking on your profile picture within zoom and clicking "check for updates". Please shut off all other software applications and Internet browsers on your computer (they compete for processing power).

We'll be using sound and video, to minimize the risk of us talking over one another. Please turn your video and your sound on. We'll chat for just a second before jumping in, and when we "hang up" the interview, stay on the line so I can debrief with you!

Some interview questions and a brief outline (when it feels organic, there is flexibility within this to elaborate, share stories, or for you to ask questions of me - the tone is casual and conversational, feel free to use a first-person narrative style when possible and appropriate):

- I will welcome you to the podcast.
- Sample questions
- Thank you for sharing your time with us today

Oh, and at the end of the segment, I always ask if there is a book, podcast, person, researcher that you really enjoy listening to, reading, or learning from? -- didn't want to spring that on you, so feel free to brainstorm!

During our conversation, if you make a mistake or misspeak, not to worry! It's not LIVE - just pause for five seconds and remake the statement, I can edit that out.

I think this is going to be a BLAST! Please let me know of any questions you may have! If you would like to hop on a call or zoom prior to our scheduled recording to chat about the episode, just let me know.

Otherwise, talk to you **DAY/TIME!** I will send you the Zoom meeting details the day before our interview.

Mahalo,

Malika

P.S.: Please email me your bio so that I can include that in the intro to our podcast episode (shot separately) and a headshot so that I can create podcast art for the episode promos. If you are promoting a book, project, website, or other creation of yours – please let me know so that I can include that and provide links to our audience.

APPENDIX G: EMAIL TEMPLATE – THANK YOU

SUBJECT LINE: Mahalo!

Dear **NAME** –

Thank you so, SO much for taking the time out of your busy day to hop on the Communification Podcast and chat with me.

I value you and what you spoke about – like **XYZ and XYZ** – so very much. I know that our listeners will adore the insight, and I cannot thank you enough for taking the time to come alongside me in this capacity to provide research-based communication strategies and share authentic stories with our listeners.

THANK YOU again, **NAME**!!

Mahalo nui loa,
Malika

APPENDIX H: EQUIPMENT SET UP CHECKLIST

SET UP CHECKLIST

(Prior to guest joining Zoom room)

- Upload audio/soundbites into Rodecaster pro
- Make sure you have the latest version of zoom – check updates
- Check zoom settings (specifics below)
- Plug in rodecaster pro
- Make sure all cords are intact
- Micro SD card is in rodecaster
- Plug in webcam
- Turn on light on computer
- Turn on set lights
- Close blackout curtains

Check zoom settings:

Webcam is routed for video
Rodecaster is routed for sound into computer
Rodecaster is routed for optimal sound in audio processor
Put on headphones
Position microphone
Put up green screen (put strap through clip)
Select virtual background
Be in gallery mode on computer

APPENDIX I: VIRTUAL GREEN ROOM CHECKLIST

Virtual Green Room Check List

- Did you double check that you have the latest version of Zoom?
- Close all other applications, browsers
- Turn off / silence phone and notifications
- Good internet connection?
- Please turn ON video
- Quiet room. Echo?
- Lighting
- Sound check (ALL at once if multiple guests)

Guest "pre-interview"

- Name and gender pronoun preference?
- The portions of the recording that I will use are from when I say "welcome" until we "hang up" the interview. Please stay on the zoom afterwards so that we can chat and wrap everything up.
- The podcast will be posted… (give them info) – March 8, Mauimama Magazine FB Page
- Just a reminder, this is a CLEAN show (no swearing please – we can edit it out if you can't help yourself)
- Are you comfortable with all of the questions I sent you?
- We may stick to that, might not ask all of them, there could be additional questions that pop up – we can go with the flow.
- Is there anything in particular that you really want to talk about? Or have me lead you into?
- Is anything off limits? Relationship, family, etc…
- What would make this a home run for you?
- Before we start, do you have a hard stop time?

Personal Check List Right Before Starting

- Press RECORD on 2-shot
- Press RECORD on Zoom (Speaker mode)
- Press RECORD on RodecasterPro
- Look into camera as much as possible to make eye contact with guest
- Try to PAUSE instead of say "you know"
- Point face toward microphone

Guest "debrief"

- Thank you
- Was there anything we missed? We can record that now.

APPENDIX J: PHUBBING PARENTING PODCAST EPISODE – PODCAST ART



REFERENCES

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