

Dissemination Project Paper

I chose to analyze parasocial behaviors, relationships, and interactions during Covid-19 pandemic for my dissemination project. When I originally started, this analysis was much broader because I was looking at parasocial behaviors as a whole instead of narrowing it down to one specific area or category of such behaviors. By narrowing it down to parasocial behaviors, relationships, and interactions during the Covid-19 breakout, it allowed for more specific searches and, therefore, more specific interventions. The research my project draws on is cognitive psychology and educational psychology because the purpose is to educate others on this new dynamic. My goal was to outline to all people, especially young adults, the impact and influence that media members have during a time of discomfort in our lives.

As I mentioned, the target audience are media users of any age, but especially young adults because they are the most prevalent media users, especially social media. I wanted to understand and help my peers, and my audiences understand the influence that media members might have on us during a difficult time like the pandemic. I created an infographic to help highlight the influence of media members during the COVID-19 pandemic. An infographic, I felt, was the appropriate way to distribute this information in order to reach the target audiences because an infographic can easily be shared using social media. Infographics are also a highlight on a topic, which keeps the information brief and concise, therefore, the audiences can read and understand with their full attention. Using social media sites such as Facebook and Instagram, I can distribute this information to many audiences that will be intrigued to read and learn about this dynamic.

To create the project, first, I had to select a topic, after selecting a topic, I had to figure out my audiences and the platform I was going to use to showcase my findings. The findings are

the reference lists, which is where the information I will be sharing is coming from. The reference list was the most difficult aspect of this project for me personally because there are not many studies done on this specific topic. Therefore, I had limited sources to choose from, but I was able to find eight reliable and credible sources that were scholarly. The scholarly sources, although they are scholarly, have not been cited many times, which I am assuming is solely due to the fact the pandemic itself is a new topic for researchers, and the dynamic with parasocial behaviors is something yet to be fully understood and explained in a research-based format.

Anyways, I used the eight sources to pull significant information that highlights the implications of the two dyads. I was able to find some information to use from each of the eight sources, and I noted the findings on my infographic using Canva. Canva is a tool that I am familiar with because I have used it in the past before. It's a simple website that allows users to create infographics that can easily be transported and easily shared with others. Alongside the information I gathered from the scholarly journal articles, I also found photos online to help draw more focus, and more importantly clarify and enforce the words. Lastly, I listed my eight scholarly sources in American Psychological Association (APA) format at the bottom of the infographic.

Overall, the project went well because I believe I achieved my purpose. My purpose was to give an analysis of the influence of media members during COVID-19 and I did that. I created an infographic on Canva, which I was able to share on Instagram and Facebook so that my target audience members can witness and comprehend the findings. I believe I was able to educate at least one person, which is an accomplishment. In conclusion, this project was educational because I had the opportunity to dissect a topic that I am passionate about.

References

- Apuke, O. D., & Omar, B. (2020). Modeling the antecedent factors that affect online fake news sharing on COVID-19: the moderating role of fake news knowledge. *Health Education Research*, 35(5), 490-503. <https://academic.oup.com/her/article/35/5/490/5935536?login=true>
- Bond, B. J. (2021). Social and parasocial relationships during COVID-19 social distancing. *Journal of Social & Personal Relationships*, 38(8), 2308–2329. <https://doi.org/10.1177/02654075211019129>
- Jarzyna, C.R. (2021). Parasocial Interaction, the COVID-19 Quarantine, and Digital Media. *Spring Nature*, 4(3), p.413-429. <https://link.springer.com/content/pdf/10.1007/s42087-020-00156-0.pdf>
- Kelly, S., Goke, R., McCall, M., & Dowell, S. G. (2020). Parasocial relationships with President Trump as a predictor of COVID-19 information seeking. *Frontiers in Communication*, 103. <https://www.frontiersin.org/articles/10.3389/fcomm.2020.596663/full>
- Liebers, N., & Schramm, H. (2022). Intimacy despite distance: The dark triad and romantic parasocial interactions. *Journal of Social & Personal Relationships*, 39(2), 435–456. <https://doi.org/10.1177/02654075211038051>
- Pellizzaro, K., & Liseblad, M. (2021). Reporting from My Home: Location Effect on the Parasocial Phenomenon and the News Broadcast Industry. *Journal of Broadcasting and Electronic Media*, 65(4), 595–614.
- Reinikainen, H., Munnukka, J., Maity, D., & Luoma-aho, V. (2020). “You really are a great big sister” – parasocial relationships, credibility, and the moderating role of audience comments in

influencer marketing. *Journal of Marketing Management*, 36(3/4), 279–298.

<https://doi.org/10.1080/0267257X.2019.1708781>

Woznicki, N., Arriaga, A. S., Caporale-Berkowitz, N. A., & Parent, M. C. (2021). Parasocial relationships and depression among LGBTQ emerging adults living with their parents during COVID-19: The potential for online support. *Psychology of Sexual Orientation and Gender Diversity*, 8(2), 228–237. <https://doi.org/10.1037/sgd0000458>

<https://www.google.com/search?q=parasocial+relationships&tbm=isch&ved=2ahUKEwiH-tzxILP3AhUMb80KHbkQDVEQ2->

[cCegQIABAA&oq=parasocial+relationships&gs_lcp=CgNpbWcQAzIHCAAQsQMqQzIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgQIABBDUABYAGDXBWgAcAB4AIABMIgBMJIBATGYAQcQAQtnD3Mtd2l6LWltZ8ABAQ&sclient=img&ei=86VoYse0IIZetQa5obSIBQ&bih=754&biw=1536](https://www.google.com/search?q=parasocial+relationships&gs_lcp=CgNpbWcQAzIHCAAQsQMqQzIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgQIABBDUABYAGDXBWgAcAB4AIABMIgBMJIBATGYAQcQAQtnD3Mtd2l6LWltZ8ABAQ&sclient=img&ei=86VoYse0IIZetQa5obSIBQ&bih=754&biw=1536)

https://www.google.com/search?q=lgbtq+members+%26+parasocial+relationships&source=lnms&tbm=isch&sa=X&ved=2ahUKEwj51JT7lbP3AhUXIDQIHXBZCFQQ_AUoA3oECAEQBQ&bih=754&dpr=1.25#imgsrc=c5RwGOTT2b8_4M

https://www.google.com/search?q=LeBron+James&tbm=isch&ved=2ahUKEwj9_UlrP3AhX5Ap0JHWIqBxcQ2-

[cCegQIABAA&oq=LeBron+James&gs_lcp=CgNpbWcQAzIICAAQgAAQsQMyCAgAEIAEELEDmGgIABCABBCxAzIFCAAQgAQyCAGAEIAEELEDmGgIABCABBCxAzIICAAQgAAQsQMyCwgAEIAEELEDEIMBMgsIABCABBCxAxCDATIICAAQgAAQsQM6BwgAELEDEEM6BAgAEEM6CAgAELEDEIMBOgYIABAIEB46BggAEAAoQGFDEGViZSmDAS2gDcAB4AoABlgSIAbgRkgEKMjQuMy0xLjAuMZgBAKABAaoBC2d3cy13aXotaW1nsAEAwAEB&sclient=img&ei=z6doYqiIJvmF9PwP4tScuAE&bih=754&biw=1536#imgsrc=GfNscvcv93l01M](https://www.google.com/search?q=LeBron+James&gs_lcp=CgNpbWcQAzIICAAQgAAQsQMyCAgAEIAEELEDmGgIABCABBCxAzIFCAAQgAQyCAGAEIAEELEDmGgIABCABBCxAzIICAAQgAAQsQMyCwgAEIAEELEDEIMBMgsIABCABBCxAxCDATIICAAQgAAQsQM6BwgAELEDEEM6BAgAEEM6CAgAELEDEIMBOgYIABAIEB46BggAEAAoQGFDEGViZSmDAS2gDcAB4AoABlgSIAbgRkgEKMjQuMy0xLjAuMZgBAKABAaoBC2d3cy13aXotaW1nsAEAwAEB&sclient=img&ei=z6doYqiIJvmF9PwP4tScuAE&bih=754&biw=1536#imgsrc=GfNscvcv93l01M)