

It seems unthinkable that the web is already 25 years old, and many of us can barely imagine life without it. All of us must use our creativity, skills and experience to make it better: more powerful, more safe, more fair and more open. Let us choose the Web We Want, and thus, the world we want.

TIM BERNERS-LEE , INVENTOR OF THE WORLD WIDE WEB

As the online world increasingly pervades everyone's lives, learning how to

HARNESS THE POWER OF THE INTERNET

becomes

necessary for everyone from businesses to schools — and even journalists.

Gone are the days of writing a story for the student newspaper and wondering whether anyone will read it. With online media, student journalists can now know how popular their latest exposé on the cafeteria's unappetizing food was.

BY MARK GRABOWSKI

Other thoughts

MARK LUCKIE, AUTHOR, "10,000 WORDS" BLOG

Analytics, or the analysis of a website's traffic, is important for every journalist to understand.

BETH PHILLIPS, INSTRUCTOR, FRANCIS HOWELL NORTH HIGH SCHOOL (ST. CHARLES, MISSOURI)

Just like you track the sales of your yearbook, it is important to track your engagement and reach on social media.

Measuring success is more than a number of likes on a page or followers on an account. The best measurement involves engaging and building relationships with the followers you have.

JEFF SONDERMAN, DIGITAL MEDIA FELLOW, THE POYNTER INSTITUTE (ST. PETERSBURG, FLORIDA)

We live in a real-time world. The news cycle isn't simply 24 hours now. It's 1,440 minutes a day. Publishers who want to keep pace need access to Web traffic data that moves just as quickly.

NOAH MERRITT, CO-FOUNDER, WEB ANALYTICS FIRM CLICKY

To determine success, you must find a way to measure response. A Web analytics package can tell you valuable information, such as where your visitors are coming from, how they use your site and — to an extent — who they are.

LESSON BACKGROUND

To communicate effectively, scholastic journalism students, teachers and advisers must know how to promote their student newspaper's website, online magazine, blog or other online content by using various free digital methods and tools, including social media. The need is clear. Most young people now get their news online so school media outlets must spread their news online to ensure they reach their audience.



Our job as student journalists is to provide our fellow students with news that is relevant to them. Then we have to push out content on the platforms students are using. | **MATT GARNETT**, SENIOR, EDITOR, ARGYLE HIGH SCHOOL (TEXAS)

The Internet is by far the top source of information, especially for young people, according to a 2009 Zogby Interactive survey. But there is great competition for eyeballs and Web traffic. To attract an audience in the 21st century, journalists need to be their own entrepreneurs and promote themselves and their work online, where their potential audience is.

Student journalists and their media advisers must adapt to keep up with the times, as well.



Michelle Balmeo, CJE, adviser, Monta Vista High School (Cupertino, California) | This screenshot from March 2014 is particularly interesting because it shows what a difference in tracking breaking news or highly promoted content make (see the spikes in visitors).

We look at the analytics for the site once a month at the beginning of our Wednesday showcase. While we are interested in the number of visitors and where they come from, what I really draw their attention to are two key numbers: pages per session (our goal is 3-4) and average session duration (3-4 minutes is ideal). This is a sort of informal way to evaluate the way readers are interacting with the site and how effective the staff has been in creating entry points to other content on the site.

Most of our readers come in through direct links from social media, not by typing in the site name. It is important that the page they land on naturally leads them to other content on the site because they may never look at the home page.

of whether their campus newspaper is available online.

As National University (Costa Mesa, California) journalism professor Sara-Ellen Amster observed in a November 2013

Huffington Post column, “The deep losses of traditional news outlets to Internet firms, such as Facebook and Twitter, should sound alarm bells for high school and college educators that they must embrace social media to stay relevant to students.”

There are many and varied ways to promote a student newspaper website, online magazine, blog or other online presence to increase traffic. This lesson teaches journalism students, advisers and educators how to take advantage of social media tools that many people already use, such as Twitter, and to use often untapped methods, such as email signatures, to promote their or others’ online content. Social media are not simply a way to make new friends. They can also be valuable tools for finding new readers and keeping them engaged.

The 10 ways listed below are among the easiest and most efficient ways to generate publicity. Plus, they are all free. Staffs simply need a computer and an Internet connection. The examples make it easy to realize that schools are already using these methods to spread news, increase their audience and keep visitors coming back for more content.

1. SUBMIT THE SITE TO SEARCH ENGINES

Unless your media outlet is an established brand name, such as the *New York Times* or ESPN, most of your Web traffic will not be direct. Instead, most people will find your site or blog through an Internet search engine. Studies show that Google drives 70 percent of traffic to most websites, according to SEO specialist Mike Valentine.

But before your online content can be found via an Internet search in the most popular search engines, Google, Bing and Yahoo, according to *Wired* magazine, you must let search engines know that it exists. For Google, visit www.google.com/addurl. For Bing, go



More than half of the traffic on thelittlehawk.com comes from phones. The number of hits goes up by the hundreds if a post is pushed through Twitter, Facebook and Instagram. |

JONATHAN ROGERS, MJE, CITY HIGH SCHOOL (IOWA CITY, IOWA)

to www.bing.com/toolbox/submit-site-url. For Yahoo, visit search.yahoo.com/info/submit.html. Follow the instructions on each page.

2. CREATE AN EMAIL SIGNATURE

Think of all the people you email every month — all are potential visitors to your website or blog. By including a link to your URL at the end of your emails, you can subtly let all the people you email know about your website or other online content. The idea is that people you email will see the link, be curious and check it out.

Most email programs, including Gmail and school email services, allow users to change their settings to automatically include a signature every time they send an email. To set up a signature, try clicking on and editing the “Options” or “Settings” tab/link in your email program. Keep it short and simple. For example, if you are an editor on the school newspaper, your email signature might include your name and contact info along with a plug for the newspaper’s website: “Get the latest [school name] news at www.inserturlhere.com.”

3. PLACE REFERRAL LINKS ON SOCIAL NETWORKS

Social networking sites — particularly Facebook, which is by far the most popular — are a great way to spread word about your site, product, service or cause. One in three Americans gets news through Facebook, according to a 2013 study from the Pew Research Center. Tell your Facebook friends about something, and they may tell their friends, who tell their friends, and so on.

Social networking referrals account for a significant portion of traffic to websites, especially those of news organizations. People are often interested in content their Facebook friends recommend or post links to. A 2012 Facebook study found that its users are seven

times more likely to share links if they have seen them posted on Facebook by friends. Having social media referrals also will ensure your website or blog is one of the top results on Google searches, according to a 2012 study by social analytics company Searchmetrics.

In 2012, Google announced that social media referrals would be an important factor in their search engine algorithm. To use Facebook for publicity, include a brief post, along with a link to your content, on your Facebook wall of your organization’s Facebook page. For example, visit www.facebook.com/shsmaroon to see how Scarsdale High School’s student newspaper uses its Facebook page to share its latest news stories. If you do not have a profile or a page on Facebook, create one.

Be sure to add a link to your Facebook page on your website, in your email signature and your other social media accounts so readers can find and follow you on Facebook.

4. PLACE REFERRAL LINKS ON MULTIMEDIA SHARING SITES

If your school media organization has interesting videos or photos, upload them online for others to see. When you post a video to YouTube or a photo to Instagram, put a link to your blog or website in the description, i.e. “Find more useful information at myWebsite.com.” For example, check out how the sports staff at Redondo Union School’s student newspaper uses Instagram at instagram.com/high-idesports.

If people enjoyed your video or photo, they probably will be curious to see what else you have to offer on your website. Before you can post content on these sharing sites, you need to register as a user. Remember to add a link to your Instagram page on your website.

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Having an online presence doesn't provide much benefit if no one knows about it. To attract an audience in the 21st century, journalists need to market their work online, where their audience is. | **MARK GRABOWSKI**, ASSISTANT PROFESSOR, ADELPHI UNIVERSITY

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5. SUBMIT URL TO SOCIAL BOOKMARKING SITES

Social bookmarking is a way for people to store and rank online content, including websites, blogs, articles, videos and other types of Web content. StumbleUpon, Reddit and Digg are a few of the most popular bookmarking sites available. Different bookmarking sites have different types of users. Find the one that works the best for your content and post a link to your content. Regard the process as a great way to attract new visitors to your website.

6. HARNESS TWITTER

Twitter is a social network of 250 million-plus users that is focused on interests rather than friends. It is basically a micro-blogging site, where users can “tweet”: make short posts (up to 140 characters or about 16 words) that include hyperlinks to additional information. Individual users or organizations can be tracked along with specific topics and terms. There are two options for using Twitter for publicity purposes.

First, you can manually tweet about your blog, website or other online content by logging onto Twitter. You can post your personal tweets with links to your content, link to other people's content, ask readers questions and promote additional interaction. For a good example of how school newspapers can use Twitter, see the Twitter account for Penn High School's student newspaper at twitter.com/The_Pennant.

Second, you can set up a content-syndication service using Twitterfeed. This free tool will automatically post tweets anytime you make a new blog post or update your status on Facebook. The tweets mirror the first 140 characters of your other content and include a link to the content. You can use Twitterfeed and also manually make your own custom tweets. For both Twitter and Twitterfeed, register as a user and make sure the privacy settings are unrestricted.

7. USE INSTANT MESSENGER APPLICATIONS

In the smartphone-obsessed world we live in, more and more teens are communicating through Web-based applications, such as WhatsApp and Snapchat. Users can send messages from their mobile devices to other mobile devices without paying texting fees. Scholastic journalists also can use these apps to promote story coverage by sending readers photos, video, audio and/or text. For example, a basketball reporter might use Snapchat to send a brief video clip from a game she is covering. She can tell readers, “Get game results @website.com.” Of course, before sending messages, journalists first need to have followers.

In addition to messaging their friends and classmates, journalists can amass new followers by using some of the other tips in this article.

8. EMAIL ORGANIZATIONS AND PEOPLE INTERESTED IN YOUR TOPIC

Think about which people and organizations with influence may be interested in your content, service or cause and send them a short email. Ask the principal to send a schoolwide email informing students and faculty about your Website, Twitter account or other online content. Also reach out beyond the campus. School alumni, the Parent-Teacher Association, local civic organizations and local government officials may be interested in what your school newspaper is covering. In addition to visiting your website or blog, they might spread the word to others.

While mass emailing is less time-consuming, it likely will not reap the same success as personalizing emails. Keep your emails brief. No one likes reading long emails from strangers. For example, local government officials are interested in what is going on in their community. You might send an email to your mayor that goes something like this: “Dear Mayor, I know you're interested in what's going on in the community so I wanted to let you know you can follow the local high school's



Until we started using analytics, we had no idea if the online paper was being read. Turned out, not so much. There is no point having a paper online if no one reads it. So marketing became essential. | **LAURA NEGRI**, CJE, ADVISER, KERR HIGH SCHOOL (HOUSTON)

news by visiting its student newspaper's website at [insert URL]. Please spread the word to your constituents. Sincerely, [editor's/adviser's name]."

9. NEGOTIATE LINK EXCHANGES

It is important to get other, relevant websites to link to your URL. Traditionally, most search engines have based rankings on the number of credible websites that hyperlink to a website. The best way to increase the number of sites that link to your site is to manually search for websites and blogs related to your site and contact them.

Use blogsearch.google.com to find potential sites that might link to your content. When soliciting links, remember: Flattery will get you everywhere. When you pay someone a compliment, it piques their curiosity about who you are — "Who is this person with impeccable taste?" they may wonder. Be honest and sincere in your flattery, but it should not be hard to come up with a compliment. Something like, "Hey, I liked your post about [insert topic] because [insert compliment]. I also have a blog that I thought you might be interested in because [insert why it's relevant]. My blog's URL is [insert Web address]." Sometimes, the website you contact may ask you to return the favor by linking to its website. Only consider trading links if you believe the other website's content is relevant to your audience and if you are comfortable endorsing it.

10. POST IN OTHER BLOGS' COMMENTS SECTIONS AND FORUMS

Regardless of what your content is about, it is likely there are Internet discussion boards and numerous blogs related to the general topic. If you have an article that you think relates strongly to something that another blogger has written about or that is the topic of discussion on a forum, leave a link to your own article. The key to pulling this off without being labeled a spammer is to leave a genuinely useful comment on the blog or forum.

The comment itself should be on-topic and contribute to the discussion. Then, if you include a link, introduce it with a "I've written more about this at ..." — type comment rather than just a spam-like call to action.

Similarly, many newspapers have likely, at some point, written a story related to your blog topic or one of your blog posts. You may be able to post comments on these stories. To find relevant news articles, do a search using Google's news search feature. For example, if the local daily newspaper writes a story about your school's football team, you might mention in the comments section that more info about the football team can be found at your school newspaper's website — and include the URL. Readers who read the daily newspaper's story might also be interested in the student newspaper's coverage.

STRATEGY

Facing information overload, Internet users are counting more and more on sources they trust: their friends, followers and contacts. Every student probably has clicked on a link that someone they know posted on a social media site. But few students give much thought to why their Facebook newsfeed has replaced the evening news or morning newspaper. This lesson makes apparent the recent paradigm shift in the way people get news while showing students how to take advantage of it. Web analytics now allows businesses to track what is working online and what's not.

As a result, journalists are increasingly being evaluated by how much Web traffic they attract. They need to know how to use the Internet and all its tools to market their content, whether an article, a blog or a newspaper website. Student journalists and media advisers should learn to adapt as well. After all, their audience, in particular, prefers to get news online. ■

THE ANALYTICS OF ONLINE MEDIA SUCCESS

It is imperative for student journalists, like many professional journalists, to use a Web analytics program to measure the success of their online media components. It helps identify how many people visited a website or article, how they found the site and how popular the site's content is. This information can help journalists determine what their audience wants covered.

Google Analytics is a free program that makes it easy for anyone managing a website to track such data. It is the most widely used website statistics service and is used by many professional journalists and bloggers.

To sign up for the program, visit www.google.com/analytics. For an explanation of how to install it on a website, check out one of the many tutorials available on YouTube.

Once you have connected your site to Google Analytics, click on the link for your website on the initial screen. The process will bring you to the main dashboard, where you will see the various types of data the program provides.

Of particular interest to online student media are five kinds of data:

- **Unique Visitors:** This figure is to online media what circulation and ratings are to traditional media. It represents the number of different people who accessed your site. The number is usually less than the "visitors" count, which tallies repeat visitors each time they visit. For this and all data items, the time range in the upper-right-hand side can be adjusted to show figures for a particular day, week, month or year.
- **Page Views:** This is the number of times a Web page on the site has been accessed. Under the "behavior" tab on the left side, journalists can see which pages or articles were popular.
- **Average Visit Duration:** The information shows the amount of time the average visitor spent on the site. Studies show that most Web readers scan rather than read entire online articles so the average time on a news

site is usually about one to two minutes.

- **Bounce Rate:** The number of visitors who left your site after viewing one Web page or article. A low bounce rate is good because it means many visitors stuck around and explored other pages and articles on the site.
- **Traffic Sources:** The number is available under the "acquisition" tab on the left side and lists the websites, social media networks and search engines that referred visitors to your site. The data helps journalists understand how visitors arrived at their site. Search engines usually generate the most traffic.

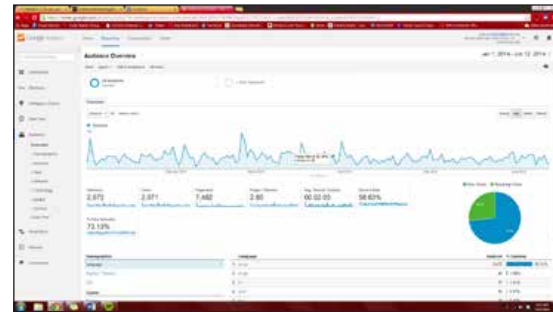
For better or for worse, media outlets are increasingly using this data to make edi-

torial decisions. A 2011 study by the Donald W. Reynolds Journalism Institute found that 90 percent of editors reported that their newsrooms make decisions about what stories to cover based at least partially on their Web analytics reports.

For example, if stories about the school's football team are popular but few

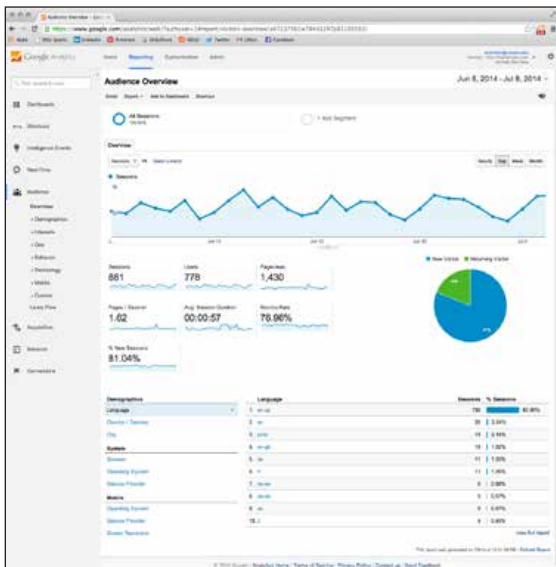
read news about the student government, the staff may consider publishing more content about sports and less about politics.

The statistics raise the eternal newsroom debate about whether journalists should cover news the public needs to know or news it wants to know. Regardless of how journalists decide to use this data, they can now know much more about their audience than ever possible before. Because good journalism involves the pursuit of information, student journalists would be wise to use analytics — information that helps them discover both their results and possibilities. ■



Kyle Phillips, CJE, adviser, Washington High School (Cedar Rapids, Iowa) | We look at the report each week to see how much traffic we're getting to the site. Next year we hope to focus on our website more than ever, and we will examine our analytics to see what content users are viewing most often. I also will look to see where our traffic is coming from by using the acquisition tab and relaying that information back to my staff.

BY MARK GRABOWSKI



OVERALL | The top page of the Google Analytics site provides a wealth of information. However, it is only the most superficial of the data the report provides. Click on each area to provide more in-depth results.

Google Analytics

- Google Analytics shows you the full customer picture across ads and videos, websites and social tools, tablets and smartphones. That makes it easier to serve current customers and win new ones.
- Google Analytics helps staffs analyze visitor traffic and paint a complete picture of their audience and their needs, wherever they are along the path to purchase.
- Tools like Traffic Sources and Visitor Flow help track the routes people take to reach you and the devices they use to get there so you can meet them where they are and improve the visitor experience.
- Whatever your business goals, you will find powerful insights into which campaigns really drive visits, sales and other actions from your users.
- Google Analytics is built to help you compare different approaches and see which performs best. Make changes, remeasure and test some more.
- **The result: a measurable way to improve campaigns and reach new audiences as they go through their days.**

Source / Medium	Acquisition			Behavior			Conversions		
	Sessions	% New Sessions	New Users	Bounce Rate	Pages / Session	Avg. Session Duration	3 minutes or more (Goal 1 Conversion Rate)	3 minutes or more (Goal 1 Conversion Rate)	3 minutes or more (Goal 1 Value)
	881	81.04%	714	76.96%	1.62	00:00:57	8.06%	71	\$71.00
1. google / organic	521 (59.14%)	88.91%	453 (63.44%)	76.98%	1.58	00:00:58	8.04%	42 (59.15%)	\$42.00 (59.15%)
2. (direct) / (none)	177 (20.09%)	83.84%	153 (21.43%)	79.10%	1.49	00:01:19	9.04%	16 (22.83%)	\$16.00 (22.83%)
3. email@seamless.com / referral	24 (2.72%)	100.00%	24 (3.36%)	100.00%	1.00	00:00:00	0.00%	0 (0.00%)	\$0.00 (0.00%)
4. yahoo / organic	17 (1.93%)	76.47%	13 (1.83%)	76.47%	6.65	00:01:07	17.65%	3 (4.23%)	\$3.00 (4.23%)
5. msn.com / referral	16 (1.82%)	82.50%	10 (1.40%)	25.00%	2.50	00:01:15	16.75%	3 (4.23%)	\$3.00 (4.23%)
6. facebook.com / referral	14 (1.59%)	42.86%	6 (0.84%)	78.57%	1.43	00:00:15	0.00%	0 (0.00%)	\$0.00 (0.00%)
7. pinterest.com / referral	14 (1.59%)	100.00%	14 (1.96%)	78.57%	1.21	00:00:58	21.43%	3 (4.23%)	\$3.00 (4.23%)
8. google.de / referral	13 (1.48%)	100.00%	13 (1.83%)	76.92%	1.23	00:00:04	0.00%	0 (0.00%)	\$0.00 (0.00%)
9. google.fr / referral	12 (1.36%)	100.00%	12 (1.67%)	90.00%	1.58	00:00:08	0.00%	0 (0.00%)	\$0.00 (0.00%)
10. google.com / referral	9 (1.02%)	100.00%	9 (1.25%)	88.89%	1.11	00:00:12	0.00%	0 (0.00%)	\$0.00 (0.00%)

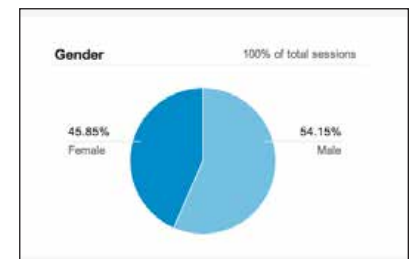
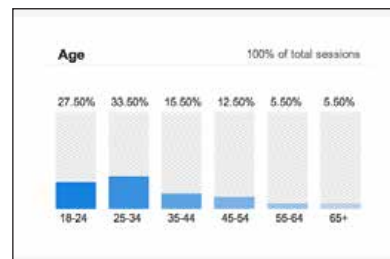
TRAFFIC | This section reveals the search engine or referring domain from which traffic to the site originated. For most sites, the answer will be a search engine such as Google or Yahoo. The report also shows pages that referred to the site and direct access, traffic that does not originate from search-engine results or a referring link in a domain. Facebook is often a top way to refer to media websites.

Page	Pageviews	Unique Pageviews	Avg. Time on Page	Bounce Rate	Source Rate	% Exit	Page Value
	1,430	1,152	00:01:32	88.1%	76.96%	51.61%	\$0.27
1. /	145 (10.14%)	206 (17.86%)	00:01:26	160 (14.70%)	89.57%	48.25%	\$0.42 (15.57%)
2. (student signed jets)	51 (3.57%)	49 (4.27%)	00:00:21	44 (8.59%)	55.43%	92.16%	\$6.70 (24.77%)
3. (student signed jets)	30 (2.10%)	26 (2.26%)	00:00:20	26 (5.15%)	76.03%	80.00%	\$0.68 (2.51%)
4. (the fall's white whale's club is night)	28 (1.96%)	24 (2.08%)	00:00:51	24 (4.71%)	87.50%	95.71%	\$0.60 (2.21%)
5. (report the flip and turn is cheerleading in sport)	25 (1.75%)	21 (1.82%)	00:01:31	21 (4.08%)	76.19%	90.77%	\$0.60 (2.21%)
6. (christmas presents for everyone on your list)	25 (1.75%)	18 (1.56%)	00:00:25	18 (3.49%)	77.78%	72.00%	\$0.22 (0.81%)
7. (don't wish a waterproof makeup for summer)	22 (1.54%)	17 (1.48%)	00:00:54	17 (3.27%)	70.47%	71.27%	\$0.60 (2.21%)
8. (student signed jets)	20 (1.40%)	12 (1.04%)	00:00:18	0 (0.00%)	0.00%	60.00%	\$0.75 (2.78%)
9. (christmas presents for everyone)	19 (1.33%)	11 (0.96%)	00:00:27	11 (2.18%)	45.45%	57.89%	\$0.09 (0.33%)
10. (contact)	19 (1.33%)	10 (0.88%)	00:00:05	1 (0.19%)	100.00%	36.84%	\$2.60 (9.57%)

TOP PAGES | After the home page, this report shows which stories were accessed the most during the time period of the report. In this case, a story about a student who signed with the New York Jets is the top story with 51 page views. Editors and advisers can reward students whose stories have the most page views (or unique page views) with the highest average time on page and lowest bounce rate.



OPERATING SYSTEMS | While information about the operating system may prove most useful to programmers, it can also help editors and advisers know which platforms they should be testing extensively on the website. Other reports can show which browsers are the most common with visitors to the site.



DEMOGRAPHICS | Although they are dependent on the information accessible from visitors to the site, demographic reports can provide insight into what groups of people are accessing the site.

TEACHING METHOD

The teacher will demonstrate to students the 10 methods that can be used to promote a student media outlet's online presence, such as blog, website, video or anything else with a URL (or web address). For students to appreciate each method, the teacher should also share and explanation of why it is useful. Having a specific thing (or things) to promote — be it a website, blog, etc. — during the demonstration will help students better visualize how these methods are used.

Prerequisites are minimal. Students and instructors need only basic computer and Internet skills, including browsing and word processing. Rudimentary knowledge of and comfort using social media, which almost all college students have these days given the ubiquity of Facebook, is also helpful.

Technological requirements include a computer with access to the Internet, and a projection screen so students can follow along. Many of the sites mentioned below require registration before they can be used. But many of the sites allow new users to log in using their Facebook or Google account.

This lesson works best in a computer lab, where the instructor can demonstrate how to utilize the tools on a Smart Board, and students can follow along at their computer stations. Instruction requires one to three class sessions (or 50 minutes to two-and-a-half hours), depending on how in-depth and demonstrative the instructor wants to be.

TEACHING TIPS

While many students will be familiar with some of the sites and tools listed, it's unlikely that any student will have experience using every site mentioned. Instructors should familiarize themselves with the many and various social media sites before teaching students how to use them.

The sites referenced can be switched and, perhaps, should be. Popularity is fleeting when it comes to social media. Before Facebook, there was MySpace. And, before that, there was Friendster. Who knows which sites will be popular five years from now, or even one year from now? Additionally, different sites have different audiences. Content that appeals to a particular social bookmarking site may not interest a certain social network. Students should explore and see which methods work best for the content they're promoting. While the sites and tools may change, the underlying skills remain the same.

Lastly, carefully consider which content to promote before sending its URL link out into cyberspace. Some school administrators may object to sharing certain stories with external audiences.



JEA members can utilize the Web curriculum at curriculum.jea.org. It includes numerous lessons tied to the Core Curriculum.



JEA members can utilize the Web curriculum at CURRICULUM.JEA.ORG. It includes numerous lessons tied to the Core Curriculum.



For even more information, visit JEA's digital media site at JEA.DIGITALMEDIA.ORG.

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USING ANALYTICS

PART 1: DIRECTIONS After reading Mark Grabowski's article on harnessing the power of the Internet, fill in the blank with the letter of the appropriate technique for publicizing your media's web presence.

TERMS

- a. social bookmarking
- b. referral link
- c. Pinterest
- d. search engines
- e. instant messenger
- f. link exchange
- g. Twitter
- h. email
- i. Instagram
- j. email signature
- k. comment
- l. Vimeo

DEFINITIONS

1. _____ is a microblogging social network site of 250 million users. When you post to that site, include a URL to drive people back to your site.
2. Google drives about 70 percent of traffic to most websites. However, Bing and Yahoo are also great _____ with which to register your URL so they know it exists.
3. Use the _____ field on other blogs and online stories when you find a story related to a story you've written. Compliment or inform the author and include a link to your content.
4. Include a link to your URL in your _____. Many people you contact will be curious and will check it out.
5. Facebook is the most popular referral site for other websites. One in three Americans get news through Facebook. When you post something on Facebook, include a _____. A personal reference is more valuable than advertising.
6. When you post a photo on popular sites such as _____ or video on a site such as _____, include a referral link. If people enjoyed your video or photo, they will want to see what else you offer.
7. Snapchat and other _____ applications are a good way to share information in short bursts. Include a URL in those posts too to drive viewers back to your site.
8. When you find individuals interested in whatever stories you write or topics you cover, send them a direct _____. This might include not only students, but parents, alumni and local businessmen and politicians as well.
9. Reddit and Digg are popular _____ sites. Post a link to your content on those sites.
10. Manually search for websites and blogs related to your site. Let the owners of those sites know that you have similar, and quality, content and ask them to do a _____. If they agree, post a link to their site on your site.

PART 2: DIRECTIONS Considering all of the techniques discussed in this section, write a 500-750-word essay explaining which techniques work most effectively for you and explain, in detail, why. Explain how you find out about various topics online. Discuss what access your parents and teachers allow you to have and how this might influence what you see on the Web. Perhaps offer some examples and advice on how sites can do a better job reaching you. Remember, presentation counts, so type your essay in a readable font with appropriate spacing and margins. Be sure to include your name on all pages.