HOW TO CHOOSE MEDIUM OF COMMUNICATION

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Abstract

Today, just like forty years ago, we continue to instruct students in the same communication methods. This may and should be considered as an indication of the ongoing significance of these models in emphasising important aspects of that process for students who are breaking down the process for the first time. However, it is still true that the area of communication has advanced significantly since the 1960s, and it is possible that it is necessary to update our models in order to take this advancement into account. the traditional communication models, such as Shannon's information theory model (the active model), a cybernetic model that includes feedback (the interactive model), an intermediary model ("sometimes referred to as a gatekeeper model of the two-step flow), and the transactive model, are taught to students when they are first introduced to interpersonal communication and mass communication. These models include: the active model; a cybernetic model that includes feedback; the interactive model; an intermediary model; and the transactive model. After that, a brand new ecological model of communication is presented, which, it is believed, would more directly map to the variety of topics that are currently being researched and taught in the area of communication today. This model makes an attempt to capture the fundamental interaction of language, medium, and message that enables communication, as well as the aspects of each element that are socially constructed, as well as the relationship of creators and consumers of messages both to these elements and to each other.

Introduction

A communication medium is a system or channel via which a speaker or writer contacts their audience. A medium may also be thought of as an intermediary between two parties. It's a way for a sender to convey meaning to their audience, and it might take the form of written, vocal, or even nonverbal components. it's possible for a communication channel to be either physical or virtual. It is possible for it to comprise more than one aspect or form of communication, and it might be directed at either a single person or a group of individuals. Some forms of

communication may place a greater emphasis on being straightforward, whilst others may be more adaptable and enable listeners to draw their own conclusions about the meaning of the speaker's message.

Choosing the right medium type

Choosing the appropriate medium is essential if you want to make sure that your message reaches the people you want to hear it and that those people have a clear understanding of both the goal of your message and what it means. When you pick the appropriate medium, the receiver of your remark has a greater chance of reading, hearing, or seeing it, and comprehending what it is that you are conveying. For instance, scheduling a face-to-face, in-person conversation with a person may increase the likelihood that they will get your message and give them the opportunity to ask questions that will help clarify it. Sending an email, on the other hand, is a good option to consider when the communication situation isn't time-sensitive or when you need to talk to someone who is far away.

Types of communication mediums
1. Face-to-face communication

Communication that takes place face-to-face is one of the forms of communication that is used most often in the workplace. This is communication that is carried out face-to-face between two or more individuals, often in the form of a conversation with one another. In-person communication that is not conversational may also fall under this category; an example of this would be a speaker giving a presentation at a conference attended by industry experts. In-person, face-to-face communication, on the other hand, makes use of both verbal and nonverbal cues to convey meaning to the recipient of the message. The speaker conveys their message and may use gestures and other nonverbal clues to enhance their meaning and the points they are trying to make. The message is received by the audience, where it is processed, and they may provide their own views and questions as a direct response to the speaker as they are delivering it. The instantaneous nature of this method of communication is one of its many advantages. In a discussion, all sides may participate. This makes it possible for there to be a free and open exchange of ideas without the need to wait for a response from the other person. It's possible that face-to-face contact makes it easier to make use of nonverbal clues than other

forms of communication do. Speaking face-to-face in a physical context, as opposed to communicating over a virtual channel such as a video conference, may make it simpler, for instance, to see and understand the nonverbal signs that are being sent by a discussion partner.

2. Virtual remote communication

The sending of a message to a person who is located in a different area may often be accomplished via the use of various forms of technology. There are many different techniques for communicating remotely, including ones that include written, vocal, and visual modes of interaction. Email is only one example of a typical kind of distant office communication. When you need to get in touch with someone who is located far away, sending an email to a customer or a colleague at your company is an easy and efficient option. Other ways to communicate remotely include holding a video conference or making a phone call, sending a text message or instant message, utilising a pager or intercom, or sending a text message or instant message. When you need to get in touch with people who are working in a different place than you are, remote communication is an excellent option. The level of formality associated with this kind of communication is often lower than that of a face-to-face conference; nonetheless, some people choose to utilise video conferencing rather than face-to-face meetings for more official topics that need distant communication. An employer, for instance, may set up a videoconference with a job applicant in order to conduct a remote interview in lieu of a traditional one that would take place in person.
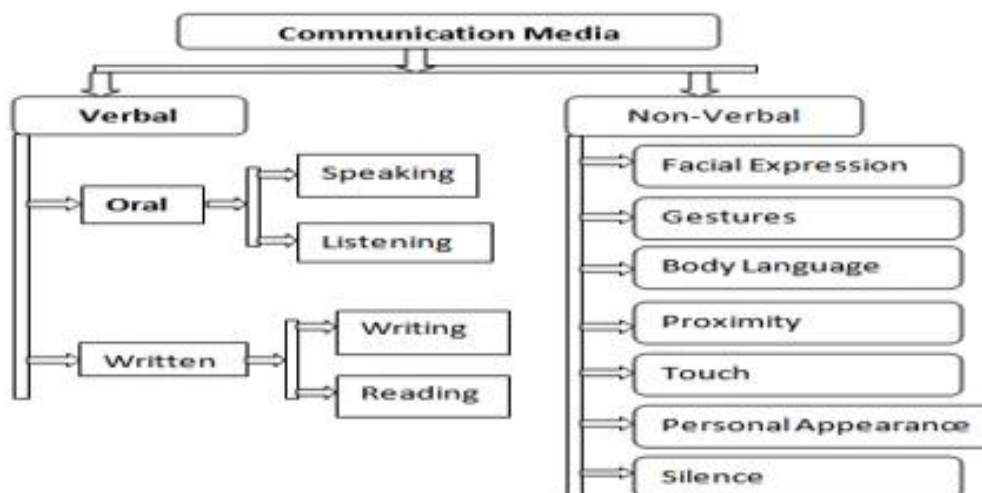
3. Written communication

Written communication is still capable of playing a vital role in the workplace, despite the fact that it is becoming less prevalent as a result of advances in technology. Notes, letters, and memoranda are examples of the types of written correspondence that fall under this category. Depending on the circumstances, written communication may have either an official or a more casual tone. An example of an informal mode of communication would be giving a colleague a reminder in the form of a handwritten note that you've left on their desk. A card that is handwritten and sent to a colleague in order to express gratitude for their help is an example of formal written communication. When compared with face-to-face contact, written communication has a more delayed response time, much like virtual distant communication.

4. Social media communication

Communication via social media in the workplace is utilised more often to push messages to external consumers than it is to communicate with internal workers. Numerous businesses nowadays rely on social media in order to engage with the customers they are trying to reach via various marketing and promotional activities. The use of social media to mix different kinds of communication channels is one of the many ways that it can be an effective tool for businesses in their pursuit of new clients. Some systems, for instance, allow users to upload visual material such as images, while others place a greater emphasis on video communication. The vast majority of platforms enable users to communicate with one another using either private or public chat messaging, which enables dialogue between two or more people. It's possible that certain businesses or work teams are using social media for internal reasons. For instance, your work group could make use of an instant messaging tool in order to efficiently communicate with other employees. Others could utilise professional social media sites to make contact with possible business partners in order to do outreach. Despite the fact that communicating through social media is often less formal than other methods of communications, it may be an efficient approach to interact with an audience.

Despite the fact that the area of communication has seen significant development in the last thirty years, the m. Communication that does not include words

The use of nonverbal clues, in addition to oral and written communication, may be of assistance to you in expressing your message to an audience. If you are conscious of the ways in which

nonverbal signals such as tone of voice and gestures influence your communication, you will be able to make greater use of these components while expressing yourself to your audience. When speaking to another person, individuals often provide nonverbal indications unintentionally. However, if you are aware of these cues and how they represent your thoughts and emotions, you will be able to utilise them to improve the quality of your communication. Due to the fact that nonverbal signals are based on faces and movements, such as smiling, it may be challenging to convey them via certain media. If you are communicating with someone over the phone or via written letters, you may need to take into consideration the absence of nonverbal indicators in order to ensure that they fully get the message you are trying to convey. When you are having a conversation with a person in person or face-to-face, it is important to be aware of your nonverbal clues and to utilise them in order to either increase the clarity of your communication or create the impression you want on your audience.

It is important to note, however, that many publications take these models as nothing more than a starting point in general. They quickly transition onto other topics that appear to be more directly related to the communication we encounter in our regular lives. The social construction of the self, perception of the self and others, language, nonverbal communication, listening, conflict management, intercultural communication, relational communication, and various communication contexts, such as the workplace and the family, are typically covered in texts on interpersonal communication. These topics are often included in textbooks dealing with mass communication. There was a time when our communication models offered a helpful visual breakdown of the topics covered in a semester's worth of coursework. This is not the situation any more. There are hardly many textbooks that cover all of these models simultaneously. The Shannon model is generally followed by a transition to a two-step flow model or a gatekeeper model in mass communication texts. In interpersonal literature, Shannon's model is often presented as the active model of the communication process. After that, it is typically elaborated upon using interactive (cybernetic) and transactive models. In this section, we will argue that it is important to update these models in order to better account for the manner in which we educate students on a wide range of topics, and we will present a unified model of the communication process that will be described as an ecological model of the communication process. This model's goal is to more accurately depict the structure as well as the essential components of the communication process as it is currently being taught.

Include topics such as media literacy, media and culture, new media, media industries, audiences for media, advertising, public relations, media impacts, media ethics, and regulation. In the wake of the development of social media, organisations all over the world, including those that are run for profit, by governments, and by non-governmental organisations, have been working feverishly to determine how different social media platforms can be used as useful tools for strategic communication in times of emergency. Following the IRGC workshop that took place in June 2012, organisations such as the OECD (Organisation for Economic Co-operation and Development) identified 12 good practises for the use of social media in risk and crisis communication. These good practises include using social media to increase public awareness about risks and crises, for monitoring and situational awareness, and to identify survivors and victims. The International Air Transport Association (IATA), which is the trade association for the world's airlines, has introduced similar best practises and guidelines for airline companies. These guidelines suggest that a social media policy should be developed during peacetime rather than in the midst of a crisis. It has been suggested by nongovernmental groups like the Red Cross that successful social media crisis communication involves maintaining a calm and acceptable tone, continually monitoring social media, and being aware that social media is not a replacement for conventional media. Another piece of advise that is quite useful is to keep trying different things since best practise will eventually emerge.

However, the growing interest in lists of dos and don'ts for the usage of social media during crises is not limited to the development of policies for the use of social media during crises, disasters, and emergencies by various types of organisations. This is because the scope of this interest has expanded. During the course of the past ten years, a number of scientific studies have been conducted that have provided practitioners of online and social media crisis communication with practical implications and/or best practises in the fields of informatics, marketing, public relations, and strategic communication, in addition to disaster- and crisis-management research. According to leaders of the public relations and communication sector, such fast rising research, together with analysis and consolidation of practitioners' personal experiences, is a significant aspect of building successful tools for the practise of crisis communication. However, there are still certain gaps in the scientific development of such ideas for efficient crisis communication using social media. One of the issues is that the previously learned lessons and best practise recommendations for social media crisis communication that have been developed through research have frequently been based on more

unsystematic samples of earlier published research studies and/or from single practical experiences or experiments rather than on more systematic reviews and/or meta-analyses of earlier existing studies. This is one of the problems. Another flaw is that the current systematic reviews of research on crisis communication and social media focus first and foremost on analysing the characteristics and trends of existing theories and theoretical models, research topics, crisis types, social media platforms, sample types, and research methods, rather than focusing on how the current research as a whole contributes to knowledge about the effective practise of social media crisis communication. This is a weakness because it prevents researchers from understanding how the current research as a whole contributes to knowledge about the effective practise of social media crisis communication.

Review of literature

(Hameleers and van der Meer 2017) studied Misinformation and Polarization in a High-Choice Media Environment: How Effective Are Political Fact-Checkers discovered this and An ever-increasing absence of communicative honesty is one of the most basic shifts that has taken place in the contemporary political information environment. This research attempts to analyse the consequences of political disinformation by combining three theoretical approaches: (1) misinformation, (2) polarisation, and (3) selective exposure. Doing so will allow for the exploration of the concerning issue that has been uncovered. In light of the increasingly fragmented nature of the media landscape, the purpose of this essay is to investigate the function that fact-checkers play in the process of debunking biassed propaganda. We rely on two studies in which we change participants' exposure to political news that is either attitudinally consistent or incongruent with their existing attitudes, as well as a follow-up piece that debunks the information. Participants were either required to see a fact-checker or given the option to choose one on their own. The findings indicate that fact-checkers have the potential to be effective because they can (1) reduce agreement with politically motivated disinformation that is attitudinally consistent and (2) transcend political division. Furthermore, depending on the topic at hand, fact checkers are most likely to be picked when they corroborate previous views and avoided when they are incongruent. This indicates a confirmation bias for picking corrective information, which may lead to incorrect conclusions. There is no correlation between a person's political convictions and their ability to choose or avoid using fact-checkers.

(Eriksson 2017) studied Lessons for Crisis Communication on Social Media: A Systematic Review of What Research Tells the Practice discovered this and Researchers from a variety of subfields of strategic communication were asked to provide clear pieces of advice for successful crisis communication through social media. These pieces of advice were analysed in this study. A comprehensive content analysis of journal articles and conference papers (numbering 104) that were published between 2004 and 2017 and subjected to blind review led to the discovery of the themes. The author identifies and analyses five overarching lessons related to the themes presented. These are the things that effective social media crisis communication is about: (1) making use of social media's potential to create dialogue and selecting the appropriate message, source, and timing; (2) carrying out pre-crisis work and gaining an understanding of the logic behind social media; (3) making use of social media monitoring; (4) maintaining a priority on traditional media in times of crisis; and (5) finally, just making use of social media in strategic crisis communication. These rules were mostly developed as a result of quantitative research that was carried out within the setting of the United States and on Twitter. There is a need for more study that focuses on different empirical material and other platforms. In the future, there is also going to be a need for a more in-depth debate on the methodological side of how to further bridge the gap between research and practise on a global scale, as well as how to generate more evidence-based recommendations for strategic crisis communication practitioners.

(Foulger 2004) studied Models of the Communication Process discovered this and Today, just like forty years ago, we continue to instruct students in the same communication methods. This may and should be considered as an indication of the ongoing significance of these models in emphasising important aspects of that process for students who are breaking down the process for the first time. However, it is still true that the area of communication has advanced significantly since the 1960s, and it is possible that it is necessary to update our models in order to take this advancement into account. In this paper, the classic communication models that are taught to students when they are first being introduced to interpersonal communication and mass communication are presented. These models include Shannon's information theory model (the active model), a cybernetic model that includes feedback (the interactive model), an intermediary model (sometimes referred to as a gatekeeper model of the two-step flow), and the transactive model. These models are presented in the order that they are taught to students when they are first being introduced to interpersonal communication and mass communication.

After that, a brand new ecological model of communication is presented, which, it is believed, would more directly map to the variety of topics that are currently being researched and taught in the area of communication today. This model makes an attempt to capture the fundamental interaction of language, medium, and message that enables communication, as well as the aspects of each element that are socially constructed, as well as the relationship of creators and consumers of messages both to these elements and to each other.

(Lisiecka et al. 2016) studied Medium Moderates the Message. How Users Adjust Their Communication Trajectories to Different Media in Collaborative Task Solving discovered this and The rapid development of information and communications technologies (ICT) has triggered profound changes in how people manage their social contacts in both informal and professional settings. These changes have been brought about by a combination of factors, including the proliferation of mobile devices and the rise of social media. ICT-mediated communication may seem to have less options when compared to face-to-face contacts, but research demonstrates that, surprisingly often, it may be equally as effective and satisfying as face-to-face interactions. We postulate that users of ICT utilise unique communication methods that are tailored to particular communication channels, which results in communication that is just as successful regardless of the channel used. They calibrate the content of their messages to a given medium's richness and adjust the whole conversation trajectory so that every stage of the communication process runs smoothly in order to keep a satisfactory level of conversational intelligibility. This allows them to maintain a satisfactory level of conversational intelligibility. Conversations through chat, mobile phone, and in-person face-to-face encounters were all subjected to the same in-depth analysis as part of this particular research project. The quality of the decisions that were made or how the users felt about the interaction were not affected by the media circumstances; however, the media conditions did have an effect on the amount of time that was given to each of the identified stages of decision formation. The assessment phase of the interaction predominated in face-to-face encounters; in the texting condition, the orientation, evaluation, and control phases were equally distributed; and the phone condition offered a medium between these two extremes of the spectrum. The findings indicate that modern users of ICT modify their communication behaviour to accommodate the constraints and opportunities presented by various media. This is accomplished through the regulation of attention directed to each stage of the discussion, which ensures that the communication process as a whole continues to be efficient.

Conclusion

When it comes to communication, a medium is a channel via which a sender may convey their message to their audience. It may include of aspects that are written, vocal, or nonverbal, and it may either be virtual or tangible in nature. Selecting the appropriate mode of communication is essential if you want to make sure that your message is sent to the people you have in mind. The use of remote communication is a wonderful tool for getting in touch with colleagues who are working in different locations. There are many other ways to communicate at a distance, such as writing messages or talking on the phone. Some businesses utilise social media to push messaging to customers on the outside of the organisation rather than to workers on the inside. For instance, in order to conduct a remote interview with a potential job prospect, a company would set up a videoconference with the candidate. If you are conscious of the ways in which nonverbal signals such as tone of voice and gestures influence your communication, you will be able to make greater use of these components while expressing yourself to your audience. In most cases, literature on mass communication will not take these models as anything more than a starting point". The discussion then quickly shifts to other topics that seem to have a direct bearing on the way we interact with communication on a daily basis. In the aftermath of the rise of social media, businesses, governments, and non-governmental organisations all over the globe have been working feverishly to determine how the various social media platforms may be used as useful instruments for strategic communication in times of emergency. In this section, we will argue that it is important to update existing models in order to better account for the manner in which we educate students on these many topics and propose a model that unifies the communication process. There is a rising interest in lists of things that people should and should not do while using social media during times of crisis. This interest is not confined to the establishment of rules for the use of social media during times of crisis by various types of organisations. There are still certain gaps in the scientific development of such notions for efficient crisis communication using social media.

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