Doctoral School of Sociology and Communication Science
Communication Science Doctoral Programme

THESIS BOOKLET

Erna Uricska

DIGITAL POLICING DISCOURSE BASED ON THE PROFILES OF THE HUNGARIAN POLICE ON SOCIAL NETWORKING SITES

titled PhD dissertation

Supervisor:
Ágnes Dr. Veszelszki

Budapest, 2026

CONTENT

1. Background to the research

2. Research questions

3. Research methodologies

4. Results

5. Conclusions and recommendations

6. List of own and co-authored publications related to the topic

7. Main reference list

1. Background to the research……..... 1
2. Research questions ……..... 3
2.1. Digital policing discourse / communication and community / the reorganisation of the community and the police.....3
2.2. The reorganisation of the Hungarian Police and the community by the dialogues on social networking sites 3
2.3. The Hungarian Police, social media and crime prevention.....4
3. Research methodology .....,,,,,..... 4
3.1. Methodology applied by the research of verbal and visual content 4
3.2. Methodology applied by the research of crime prevention.....7
4. Results 9
4.1. Digital policing discourse..... 9
4.2. The explanation of the concept of digital policing discourse.....10
4.3. The aim of applying digital policing discourse.....12
5. Conclusions and recommendations..... 14
6. List of own and co-authored publications related to the topic..... 16
7. Main reference list 17

1. The background of the research

In the spring of 1990, the Hungarian Government that left the socialist form behind itself, addressed the Swiss-based multinational company TC Team Consult a request to support the reorganisation and democratisation of the Hungarian Police. The research identified five crucial points, and due to the fifth one, it was required to "develop a new type of relationship between the public and the police" (Team Consult 1991, p. 28).

The program also added that law enforcement organisations have to develop continuously. One aspect of this is effective communication with the public (Lippai 2023; Lippai & Uricska 2023).

In modern democracies, the relationship between the citizens and the police is influenced and affected by the quality of their communication to a great extent. Communication is never an end in itself, but rather a means to achieve certain goals of the communicating parties (Goldreich et al., 2011). The goal of communication is generally for the sender of the message to get the message to the receiver, and for the receiver to understand or react to it: to think, to initiate a response communication, or to act.

In the most general terms, the police provide services to civilians, and these services include a wide range of communication activities.

Although law enforcement does not consist solely of information sharing, it is an important component of the organization's activities from a communications perspective (Katz et al., 2009).

As a consequence of these required tasks, the communication of the police is primarily social communication, since their tasks include crime prevention, crime detection, preparation of justice, maintenance and restoration of public order and security, and accident prevention (Molnár, 2018).

The dissertation deals with the verbal and visual content of the digital, external, organisational communication of the Hungarian Police primarily the online communication on social networking sites from its appearance in 2016 to 2021. That can be called new and innovative.

The detailed description of a job advertisement shared by the Metropolitan Police Service[1] made me even more convinced in 2020 that special skills and knowledge are required to fulfil

[1] Retrieved 7 October 2023 from https0://bitly.ws/3aNHL

those professions who create and share content on different social networking sites. As social media influences the labour market, it is inevitable to improve such courses and programmes where these professionals are trained.

The dissertation follows the structure of the article-based dissertation, a format that started to become popular in the field of communication science in the Western-European countries and in America, although some examples can be found in marketing and public administration from the previous years (Krátki, 2022).

2. Research questions

The brief literature review of the topic:

Sharing information by the official bodies towards citizens, especially in the case of the police, namely police communication is especially important.
With the appearance of Internet then social media digital communication activities digital police communication appeared.
Social media communication of the official bodies has become popular nowadays, the aim of the dissertation is to examine digital communication, its specialties and features on Facebook and Instagram profiles operated by the Hungarian Police.

The research field is actual and innovative: it presents the connection of digital policing communication and netlinguistics, and the results of empirical research.

1. Is digital policing discourse (verbal and visual content) appearing on social networking sites able to reshape the relations between the police and the community?
2. Is the dialogue continued on social networking sites able to build relationships (reputation management, building trust)?
3. Are the Hungarian Police able to prevent crimes by applying proper visual content on social networking sites?

3. Research methodology

3.1. The methodology applied by the research of the verbal and visual content

Chapter 4 (Article 1. *Community policing – community sites? Theoretical background and introducing the term policing digilect*) compares the external organisational communication practice of the London Metropolitan Police Service and the Budapest Police Headquarters in a two-month long sampling period, between 20 December 2018 and 20 February 2019. With systematic sampling, I took samples from the content of two law enforcement units from Facebook social networking site, then content and discourse analysis were applied to observe the shared contents.

The Hungarian Police (Magyar Rendőrség) did not have a Facebook page at that time therefore the Facebook pages of the above-mentioned two capitals were observed. The study drew conclusions with the aim of exploring solutions to improve the relationship between the police and members of the public in 2020. As a result of it, the first publication (Chapter 4) observed the Facebook pages of the Budapest Police Headquarters and the Metropolitan Police Service in London, using the methodologies of netlinguistics (Veszelszki, 2010, 2016, 2017a, 2017b) by applying content analysis (Babbie, 2001) and discourse analysis.

In the sampling period, the Hungarian police force underperformed in terms of social media presence and communication activities in 2019, however since then, there has been a significant improvement in the communication strategy of the organisation. This chapter introduces the term *policing digilect.*

The concept of *online reputation management* is introduced in Chapter 5 (Article 2. *Online reputation management on the Instagram-profile of police_hu*) through the analysis of the visual and verbal content on the Instagram profile of the Hungarian Police (police_hu) between July 3, 2019 and July 3, 2020.[2]

The article presents the image of the Hungarian Police, and how a communication channel, Instagram can influence the perception of the organisation, and how the relationship between the civilians and the police can be enhanced.

Furthermore, the aim of the articles presented is partly to map the good practices of communication among the members of the population, and to analyse the visual and verbal content that promotes engagement (which can be seen from the number of likes, shares,

[2] The closing date of the sampling period should have been July 2, 2020. As the study was written in 2021, in the first year of my doctoral studies, a different methodological variant has been employed.

comments), and to formulate recommendations for their application by the Hungarian law enforcement units, especially the Instagram and Facebook social networking sites.

In the mentioned period, observed sample was collected by systematic sampling from the Instagram profile of police unit, the Hungarian Police, police_hu. The study examines and analyses the visual and verbal content of ten most popular posts (police_hu) of the interface were analysed by using the method of content and discourse analysis. The chapter introduces how Instagram communication channel may influence the image of the Hungarian Police, and how it is able to enhance the relation between the police and the community by the shared content.

During the one-year long period, content frequency and the types of messages were observed as well as content that received the most interaction (likes, comments) from the public. Not only the number of likes, but also the number and quality of comments were analysed, as this tells us how much users can identify with the topic and its visual world.

Chapter 6 (*Trust is in the [linguistic] details: policing digilect as a communication practice. Applying Instagram in two Hungarian law enforcement units as a possible communication channel*) contain research that is related to the field of organisational communication

In Chapter 6 (Article 3. *Trust is in the [linguistic] details: policing digilect as a communication practice. Applying Instagram in two Hungarian law enforcement units as a possible communication channel*). The study compares the digital communication of the Instagram profiles of the Hungarian Police and the Budapest Police Headquarters in order to detect the organisational communication strategy through specific variables (e.g., posting frequency, themes and the special linguistic characteristics of digilect [Veszelszki, 2017a, 2017b]).

While analysing the posts, the linguistic features were analysed quantitatively (expressed in numbers in Uricska, 2022a) and qualitatively in order to observe the purpose of the application of humour as a linguistic tool, metaphors, and English language on the Hungarian sites.

Chapter 7 (*The use of policing social networking sites in teaching technical language*) and Chapter 8 (*The relationship between the framing of speeding messages and changes in attitude of generation Z respondents*) present a research plan and research that aims to observe how posts created by law enforcement agencies on social networking sites can be employed and integrated into the different courses in higher education, or in education in general.

One of the main tasks of higher education is to adapt to the challenges of the labour market. New positions have emerged nowadays that can be filled only by those possessing appropriate digital and communication skills, thus these jobs require these skills on a daily basis. The aim of the study is to present the students' actual digital and verbal communication level and the possible ways of their improvement in ESP (English for Specific Purposes) classes. We present the applicability of various language teaching methods and language learning strategies, and relying on them, we also present the main characteristics of our planned empirical research that is carried out with the students of the Faculty of Law Enforcement at the University of Public Service.

Chapter 8 in the dissertation presents communication between the police and the community that has to be seen the most important research area in the digital age. Until the 2000s, members of society were able to access police communications through traditional media (e.g., television, radio and newspapers), but since the 2010s, various community platforms, such as profiles operated by law enforcement agencies (see law enforcement community sites), have become widespread worldwide, including in Hungary. In recent years, social media has emerged as an important and modern communication tool and applied by individuals, groups and organisations such as law enforcement units. The profiles observed were expanded from the profiles operated by Hungarian law enforcement agencies to the profiles operated by the law enforcement agencies in Member States of the European Union.

3.2. The methodology applied by the research of crime prevention

The suggestions and guidelines of *Chapter 7* and *Chapter 8* can also be applied in the public education in the context of crime prevention, especially in relation to media literacy and media consciousness against online crimes, and accident prevention, and in the higher education in the context of stand-alone courses on digital law enforcement communication both in English and Hungarian. Article 5 also presents social media and social networking sites as new and effective venues of community policing for crime prevention purposes as these facets fit into the approach of organisational decentralisation (Skogan & Hartnett, 2019). With the help of communication experts or teachers, the articles could serve as a basis how and what the organisations should communicate. They also point out the preferable manner of image building, use of communication style and the language variant.

	Article 1	Article 2	Article 3	Article 4	Article 5
The method(s)of collecting data	content and discourse analysis	content and discourse analysis	content and discourse analysis	research plan	online questionnaire
Sample	systematic sampling 2-month long period from the Facebook-profiles of the Metropolitan Police Service and the Budapest Police Headquarters	systematic sampling	systematic sampling	students of the Faculty of Law Enforcement at the University of Public Service / posts on social networking sites	*Speeding* **images** from three police communication platforms: Instagram, Facebook, and the official website of the Hungarian police
Analysing data	manifest and latent coding		coding the characteristics of digilect and policing digilect	language teaching method: to conduct netdialogues online dialogues (among students)	framing questionnaire among Generation Z members
Main findings	proper online communication is able to reorganise the relationship between the police and the community there is a more informal layer of language usage style on social networking sites: *policing digilect* (tone, style, vocabulary)	the digital, verbal and visual content created on police_hu restructures the relationships among individuals, society and different organisations a more personal and informal language, a new style of policing language digital communication content will	no coherent online organisational communication strategy in the units of the Hungarian police force, use of policing digilect as a communication practice was well received, a positive change in the image of and opinions about the police	changed learning habits of students, specialities of the digital age, the communication needs of digital citizens, the responsibility of the service sector and education, the research results can be read in Uricska & Suták, 2022; Dominek et al., 2023; Uricska & Vinczéné 2024 (forthcoming)	visual and verbal content framing influence emotional responses to the crime prevention message, *awareness-raising function* and can cause an attitudinal change and behavioural it is necessary to use such visual content in crime and accident prevention (81,5%) and the emotion of sadness can play a key role

		redefine the relationships and inter-relationships among individuals, society and different organisations			

Table 5. The methods and main findings

(Source: own construction based on Krátki, 2022, p. 24)

4. Research results

4.1. Digital policing discourse

The dissertation introduces the concept of **digital policing discourse** that was used as policing digital discourse in 2021.

The concept, law enforcement discourse existed earlier, although its use was limited into verbal contents and dialogues.

The law enforcement activities in the online space emerged later, so the proper order of the words is digital policing discourse, so it should be used in this order. It was published in 2021-ben in this order of the author (Uricska 2021) and in a co-authored in 2022 (Uricska és Suták, 2022).

4.2. The explanation of the concept of digital policing discourse

The term covers discourse created by law enforcement units engaged with members of the public that includes the special linguistic variables of social networking sites and visual content (Uricska 2021, 2022) created by law enforcement units to gain the trust of the public in the online sphere on various social networking sites. Its linguistic features can be examined through the disciplines of applied linguistics, e.g., net linguistics, pragmatics, while its visual elements can be explored through visual rhetoric, framing etc. Its contextual elements are those variables that depend on the place of creation, e.g., it does not matter where, i.e., on which channel the

content is created, nor does it matter what device is used by the follower to read the post (e.g., the same news results in different effects when it is transferred by a computer, laptop or mobile phone). It also means that visual and verbal content live together, but both, even when taken out of their original context, can be researched independently.

4.3. The aim of applying digital policing discourse

Digital policing discourse is a consciously applied language variant and visual content that is created by law enforcement units on various social networking sites in order to gain the trust of the public (community), and improve the relationship between the police and the public (community), to persuade the members of the public to cooperate in solving problems that concern them, such as crime and accident prevention.

The digital policing discourse is the digital discourse created by law enforcement units in the online space, which includes the visual and contextual elements besides the linguistic variables of communication.

The term covers discourse created by law enforcement units engaged with members of the public. It includes the special linguistic variables of social networking sites and visual content created by law enforcement units to gain the trust of the public in the online sphere on various social networking sites.

5. Recommendations and suggestions

The aim of the chapters is to explore best practices, to examine visual and verbal contents (that can be seen from the number of likes, shares and comments) from several aspects and to analyse them and write recommendations of the application of these research results by law enforcement bodies, special regard to Instagram and Facebook.

In the previous works involved, the verbal content and images shared by law enforcement agencies on Facebook and Instagram were observed. The visual content was analysed from the perspectives of brand building, online reputation and crime prevention (Uricska 2021, 2022b).

The highlighted role of digital organisational communication, and its conscious improvement are evident both in Hungarian and in English. In Hungary, there are existing university programmes such as the BA programmes of *digital public sphere* and *organisational communication* at Corvinus University of Budapest. There are also *communication*

management in public service and *digital media* MA programmes at Ludovika University of Public Service where such experts are trained, albeit the programme was introduced in the academic year 2023/2024 (Nemzeti Közszolgálati Egyetem, 2023). Therefore, communication courses for law enforcement professionals might start in Hungary, even in the framework of new courses in line with the above-mentioned, *digital communication officer* job.

5. List of own and co-authored publications related to the topic

Uricska, Erna (2020a). Közösségi rendészet – közösségi média. Elméleti háttér és a rendészeti digilektus fogalmának bevezetése. *Magyar Rendészet, 20*(2), 153–168.

Uricska, Erna (2020b). Proper interactive communication of the police as a (n e-) trust-building strategy. Introducing the term policing digilect. *Kosice Security Revue, 10*(2), 185–195.

Uricska, Erna (2020c). Rendészeti közösségi oldalak a szaknyelvoktatásban. *Educatio*, *29*(4), 653–662.

Uricska, Erna (2020d). A média felelőssége és lehetőségei a (magyar) rendészeti szervezetek kommunikációjának megjelenítésében. *Magyar Rendészet, 20*(4), 259–262.

Uricska, Erna (2021). Online reputációmenedzsment a police_hu Instagram-profilján. *Belügyi Szemle*, *69*(9), 1529–1547.

Uricska, Erna (2022a). A bizalom a (nyelvi) részletekben rejlik? Nyelvhasználat a police_hu Instagram-profilján. *Alkalmazott Nyelvtudomány 22: Különszám*, 37–51.

Uricska, Erna (2022b). Police_hu as a best practice: Online reputation management of the Hungarian Police on Instagram. *Proceedings of the 9th European Conference on Social Media*, *9*(1) 256–264.

Uricska, Erna (2022c). The responsibility of the media in narrowing the gap between PR and the image of law enforcement agencies. *Police Review*, *146*(2), 369–372.

Uricska, Erna & Suták, Máté (2022). Közösségi oldalak rendészeti profiljain létrehozott bejegyzések alkalmazása szaknyelvoktatás során. *Magyar Rendészet*, *22*(1), 107–119.

Uricska, Erna (2023). Trust is in the (linguistic) details: policing digilect as a communication practice: Applying Instagram in two Hungarian law enforcement units as a possible communication channel. *Információs Társadalom*, *23*(2), 146–162.

Uricska, Erna (2023). The relationship between the framing of speeding messages and changes in attitude of generation Z respondents. *Magyar Rendészet*, *23*(1), 249–262.

Uricska, Erna (2023). A gépjárművezetés közbeni mobiltelefon-használat elkerülése érdekében létrehozott videók meggyőző erejének tényezői a Z generáció tagjainak körében. *Rendőrségi Tanulmányok*, *6*(4), 65–82.

Uricska, Erna (2023). Social networking sites for accident prevention: The representation of *mobile phone use while driving* on law enforcement profiles in the European Union. *Police Studies*, *2023*(1-2), 139–158.

6. Main reference list

Aczél, P., Andok M., & Bokor, T. (2015). *Műveljük a médiát!* Budapest: Wolters Kluwer.

Aiello, M. F. (2018). Policing through social networking: Testing the linkage between digital and physical police practices. *The Police Journal*, *91*(1), 89–101. https://doi.org/10.1177/0032258X17690932

Aristovnik, A., Keržič, D., Ravšelj, D., Tomaževič, N. & Umek, L. (2020). Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective". *Sustainability, 12*(20), 8438–8471. https://doi.org/10.3*390/su12208438

Ashaye, O. R. & Irani, Z. (2019). The role of stakeholders in the effective use of e government resources in public services. *International Journal of Information Management, 49*(C), 253–270.

Balázs, G. (2023). *Az internet népe*. Internet – társadalom – kultúra – nyelv. A kulturális és a tervezett evolúció határán. Budapest: Ludovika Egyetemi Kiadó.

Barnucz, N., & Uricska, E. (2020). Innovatív nyelvtanulási módszerek és módszertan a rendészeti szaknyelv vizsgálatában. *Új Pedagógiai Szemle, 70*(9-10), 53–63.

Barnucz, N., & Uricska, E. (2021). Kiterjesztett valóság és közösségi oldalak alkalmazása a nyelvoktatásban különös tekintettel a rendészeti szaknyelvre. *Rendvédelem*, *10*(2), 4–48.

Beduschi, A. (2019). Digital identity: Contemporary challenges for data protection, privacy and non-discrimination rights. *Big Data & Society*, *6*(2), 1–6. https://doi.org/10.1177/2053951719855091

Bieleń, M., & Kubiczek, J. (2020). Response of the labor market to the needs and expectations of Generation Z. *e-mentor*, *4*(86), 87–94. https://doi.org/10.15219/em86.1486

Boda, J. (Ed.) (2019). *Rendészettudományi Szaklexikon*. Budapest: Dialóg Campus. http://hdl.handle.net/20.500.12944/14690

Bokor, T. (2012). *Humán online társadalmi kommunikáció. Internetes szociális rendszerek rekonstrukciója a nyilvánosság és a közösségképződés kontextusában.* Doktori disszertáció. Pécsi Tudományegyetem.

Borszéki J. (2019). E-learning anyagok használata az angol rendészeti szakmai nyelv oktatásában. *Rendészeti Tanulmányok*, *2*(3), 115–149.

Budapesti Corvinus Egyetem (n. d.). *Kommunikáció és médiatudomány – alapszakos képzés*. Budapesti Corvinus Egyetem. Retrieved January 12, 2024 from https://www.uni-corvinus.hu/post/landing-page/alapkepzesek/kommunikacio-es-mediatudomany-alapszakos-kepzes/

Budavári, Á. (2023). Nem csak kávéházi bölcsesség – Molnár (Café) Kata: Police Café módszertani kézikönyvének könyvismertetője. *Belügyi Szemle*, *71*(9) 1671–1676.

Bullock, K. (2018). The Police Use of Social Media: Transformation or Normalisation? *Social Policy & Society*, *17*(2), 245–258. https://doi.org/10.1017/S1474746417000112.

Carter, A. E., Hoy, M., & DeSimone, B. B. (2021). Social media engagement tactics in U.S. community policing: Potential privacy and security concerns. *The Police Journal*, *94*(4), 556–571.

Carver T. (2004). Diskurzuselemzés és a „nyelvi fordulat". *Politikatudományi Szemle*, *13*(4), 143–148.

Christián, L. (2010). *Alternatív rendészet.* Doktori disszertáció. Budapest: Pázmány Péter 9

Christián, L. (2016). Rendőrség és rendészet. In: Jakab, A., & Gajduschek, Gy. (Eds.), *A magyar jogrendszer állapota*. Budapest: Magyarország: MTA Társadalomtudományi Kutatóközpont, Jogtudományi Intézet. pp. 681–707.

Christián, L. (2018). A helyi rendészeti együttműködés rendszere. *Iustum Aequum Salutare*, *14*(1), 33–61.

Christián, L., Budavári, Á., & Lippai, Zs. (2021). A helyi rendészet és a településbiztonság új trendjei itthon és külföldön. *Glossa Iuridica*, *8*(4), 175–90.

Christián, L., & Erdős Á. (2022). A rendőri jogalkalmazás társadalmi értékelésének netnográfiai vizsgálata. *Belügyi Szemle*, *70*(1), 119-147. https://doi.org/10.38146/BSZ.2022.1.8

Colbran, M. P. (2020). Policing, social media and the new media landscape: can the police and the traditional media ever successfully bypass each other? *Policing and Society*, *30*(3), 295-309. https://doi.org/10.1080/10439463.2018.1532426

Collins Dictionary. *"global village"*. Retrieved July 06, 2023 from https://www.collinsdictionary.com/dictionary/english/global-village

Community Policing Defined. (2009). U.S. Department of Justice. Office of Justice Programs. https://www.ojp.gov/ncjrs/virtual-library/abstracts/community-policing-defined-0

Coombs, W. T. Falkheimer, J., Heide, M. & Young, P. (2016). *Strategic Communication, Social Media and Democracy The challenge of the digital naturals.* Routledge.

Council of Europe: Committee of Ministers, *Recommendation Rec (2001)10 of the Committee of Ministers to Member States on the European Code of Police Ethics*. Retrieved November 24, 2023 from https://www.refworld.org/docid/43f5c7944.html

Craig, R. T. (2013). Communication Theory and Social Change. *Communication & Social Change*, *1*(1), 5–18.

Czékmán, B. (2017). Mobiltechnológia a tanórán: oktatási tartalmak, oktatást segítő digitális megoldások. In: Fehér P. & Aknai D. O. (eds) I. Mobil eszközök az oktatásban konferencia. Válogatott tanulmányok az I. Mobil eszközök az oktatásban konferenciáról. Debrecen: Debreceni Egyetem Kiadó. pp. 249–254.

Csáky-Hatalovics, B. Gy. (2020). A közösségi média felhasználási lehetőségei a közigazgatásban – nemzetközi kitekintés. In: *A digitalizáció hatása egyes jogterületeken*. Budapest: Károli Gáspár Református Egyetem Állam- és Jogtudományi Kar. pp. 41–53.

Dani, E. (2014). A kétfázisú HY-DE-modell: A hiper- és mélyfigyelem fázisváltásai a katedrától a hallgatói önfejlesztéséig. Informatika a felsőoktatásban konferencia, Debrecen. https://bit.ly/2XWlvHI

Darren, T. E. (2017). *Police Officer Communication: Bridging the Gap Between Law Enforcement and Policing Communication Styles*. Platewille: University of Wisconsin.

de Graaf, G., & Meijer, A. (2018). Social Media and Value Conflicts: An Explorative Study of the Dutch Police. *Public Administration Review*, *79*(1), 82–92.

Dekker, R., van den Brink, P., & Meijer, A. (2020). Social media adoption in the police: Barriers and strategies. *Government Information Quarterly*, *37*(2), 1–9.

Dessewffy, T. (2019). *Digitális szociológia.* Budapest: Typotex Elektronikus Kiadó Kft.

Dobrzinskiene, R., & Rimkute, S. (2020). The Aspects of linguistic competence among police officers. *Public Security & Public Order*, *24,* 420–436.

Dominek, D. L., Barnucz, N., Uricska, E., & Christián, L. (2023). Experiences of digital education from the perspective of students. Digital language learning and flow-based methods in teaching English for law enforcement. *Információs Társadalom*, *23*(2), 10–24.

Éberhardt, G. (2020). What next, Hungarian Code of Professional Ethics for Police? – Hogyan tovább, magyar rendőri hivatásetikai kódex. *Rendőrségi Tanulmányok*, *3*(1), 119–141.

Farkas J., & Horváth J. (2020). *Szervezeti kultúrák és kutatásuk*. Budapest: Ludovika Kiadó.

Farkas, J., Kovács, G., & Krauzer, E. (2018). A rendőrség szervezeti kultúrája. *Belügyi Szemle*, *66*(12), 71-81. https://doi.org/10.38146/BSZ.2018.12.5

Farkas J., Sallai J., & Krauzer E. (2020a). The History of Law Enforcement Culture in Hungary. *Belügyi Szemle*, *68*(2), 37–52.

Farkas J., Sallai J., & Krauzer E. (2020b). The organisational culture of the police force. *Internal Security*, *12*(1), 77–84.

Fielding, N. G. (2021). Police communications and social media. *European Journal of Criminology*, 1–19. https://doi.org/10.1177/1477370821998969

Finszter, G. (2018). *Rendészettan*. Budapest: Dialóg Campus Kiadó.

Forgó, F. (2017). Új médiakörnyezet, újmédia-kompetenciák. In: Forgó, S. (Ed.), Az információközvetítő szakmák újmédia-kompetenciái, az újmédia lehetőségei. Eger: Líceum Kiadó. pp. 9–25. https://bit.ly/2W5VrqP

Forgó, F. (2018). Az újmédia az információközvetítő szakmákban. *Könyv és Nevelés*, *20*(1), 82–104. https://bit.ly/3mx9lgR

Goldsmith, A. J. (2015). Disgrace book policing: social media and the rise of police indiscretion. *Policing and Society*, *25*(3), 249–267.

Gregory, A. (2020). *Planning and Managing Public Relations Campaigns: A Strategic Approach*. Kogan Page.

Hall, J. A. (2019). How many hours does it take to make a friend? *Journal of Social and Personal Relationships*, *36*(4), 1278–1296. https://doi.org/10.1177/0265407518761225

Hastasari, C., Setiawan, B., & Aw, S. (2022). Students' communication patterns of islamic boarding schools: the case of Students in Muallimin Muhammadiyah Yogyakarta. *Heliyon*, *8*(1) 1–7. https://doi.org/10.1016/j.heliyon.2022.e08824

Heravi, B. R., & Harrower, N. (2016). Twitter journalism in Ireland: sourcing and trust in the age of social media. *Information, Communication & Society*, *19*(9), 1194–1213. https://doi.org/10.1080/1369118X.2016.1187649

Highfield, T., & Leaver, T. (2016). Instagrammatics and digital methods: Studying visual social media, from selfies and GIFs to memes and emoji. *Communication Research and Practice*, *2*(1), 1–17. http://doi.org/10.1080/22041451.2016.1155332.

Hu, X. & Lovrich, N. P. (2020). *Theories, Contemporary Efforts, and Future Directions.* United Kingdom: The Rowman & Littlefield Publishing Group Inc.

Huff, R. "organizational culture". *Encyclopedia Britannica*. Retrieved September 18, 2023 from https://www.britannica.com/topic/organizational-culture.

Husband, J., & Krebs, W. (2015). Networks and Wirearchy. *Workforce Solutions Review*, 6, 5–8.

Istók, B. (2018). *Internetes futballnyelvhasználat. Közösség, mémek, szóalkotás*. Eger: Líceum Kiadó.

Istók, B. (2018). Facebook-nyelvhasználat. Normakövetés vagy funkcionális műfajmegkülönböztetés?. In: Bukor, J., Szabolcs Simon, Sz., & Vajda, K. (Eds.), *A Selye János Egyetem X. Nemzetközi Tudományos Konferenciájának tanulmánykötete*. 46–85. Komárom: Selye János Egyetem.

Istók, B. (2019). Netnyelvészeti kaleidoszkóp. *Eruditio – Educatio*, *14*(1), 83–99.

Istók, B., & Szerdi, I. (2016). Az internetes nyelvhasználat napjainkban: di(gi)glosszia, minimalektus, net-sztenderd? In: Juhász György et al. (Ed.), *A Selye János Egyetem 2016-os Nemzetközi Tudományos Konferenciájának tanulmánykötete.* Komárom: Selye János Egyetem. 58–74.

Jakusné, Harnos, É. (2020). A politika nyelvének pragmatikai sajátosságai. *Porta Lingua*, 461–470.

Jakusné, Harnos, É. (2023). A dokumentumelemzés módszertana a hadtudományi tanulmányok készítéséhez. *Hadtudomány*, 33, 157–172. DOI 10.17047/Hadtud.2023.33.E.157

Johnston, K. A., Taylor, M., & Ryan, B. (2020). Emergency management communication: The paradox of the positive in public communication for preparedness. *Public Relations Review*, *46*(2), 1-10. https://doi.org/10.1016/j.pubrev.2020.101903

Joyce, C. (2012). The impact of direct and indirect communication The University of Iowa. *Independent Voice.* Retrieved December 15, 2023 from http://www.uiowa.edu/~confmgmt/documents/DIRECTANDINDIRECTCOMMUNICATION.pdf

Józsa, Z. (2018). *A közigazgatási szerv és szervezet, szervtípusok; a közigazgatási szervezet felépítésének általános elvei*. Budapest: Nemzeti Közszolgálati Egyetem.

Kész-Varga, M., & Pokrócos, Gy. (2018). Az imázs, az arculat és kommunikáció szerepe a rendőrségnél. *Belügyi Szemle*, *18*(3), 139–154.

Kiss, S., & Pallai, É. (2018). *Általános közigazgatási ismeretek IV. modul: Közigazgatási és vezetési ismeretek.* Budapest: Nemzeti Közszolgálati Egyetem.

Klausz, M. (2016). *A közösségi média nagykönyve*. Budapest: Athenaeum Kiadó Kft.

Klausz, M. (2019). *A közösségi média botránykönyve* – Hogyan kezeljük a közösségi média konfliktusait a digitális térben? Budapest: Közösségi-média.com Kiadó.

Kozáry, A. (2018). „A bizalom gyalog jön és lóháton távozik.” A multikulturális társadalom legújabb kihívásai: a rendőrség és a bizalomépítés. In Dobák, I., & Hautzinger, Z. (Eds.) *Szakmaiság, szerénység, szorgalom*. Ünnepi kötet a 65 éves Boda József tiszteletére. Budapest: Dialóg Campus Kiadó. pp. 415–423.

Kozáry, A. (2019). *Töprengések a biztonságról és a rendőrségbe vetett bizalomról*. In Gaál, Gy., & Hautzinger, Z. (Eds.), *Gondolatok a rendészettudományról. Írások a Magyar Rendészettudományi Társaság megalapításának tizenötödik évfordulója alkalmából.* Budapest: Magyar Rendészettudományi Társaság. pp. 203–208.

Krátki, N. (2022). *Business characteristics of the operation of Hungarian social enterprises* [A hazai társadalmi vállalkozások működésének üzleti sajátosságai] Doktori disszertáció. Budapesti Corvinus Egyetem Gazdálkodástani Doktori Iskola.

Krippendorff, K. (2004). *Content Analysis. An Introduction to Its Methodology.* Thousand Oaks: SAGE Publications.

Kriskó, E. (2012). Doktori tézisfüzet a Rendőrség társadalmi rendeltetése és a rendőrségi kommunikáció című doktori disszertációról. [Thesis booklet in Hungarian 2012]. Retrieved December, 20, 2020 from https://www.communicatio.hu/doktoriprogramok/kommunikacio/belso/abszolutoriumelottutan/2013/krisko_edina/krisko_edina_tezisek.pdf

Kriskó, E. (2018). A rendőrség „kék madara”: Rendészet és a Twitter. In: Auer, Á., Berke, Gy., György, I., & Hazafi, Z. (Eds.) Ünnepi kötet a 65 éves Kiss György tiszteletére. Budapest: Dialóg Campus Kiadó. pp. 591–603.

Kriskó, E. (2019). A rendészeti kommunikáció kutatásának módszertani kérdéseiről. *Jel-Kép: KOMMUNIKÁCIÓ, KÖZVÉLEMÉNY, MÉDIA,* 2019/1. 62–79. DOI:10.20520/JEL-KEP.2019.1.63

Kulcsár, N. (2020). Motivation Factors for Generation Z in Higher Education In Soares, F., Lopes, A. P., Brown, K., & Uukkivi, A. *Developing Technology Mediation in Learning Environments*, Hershey, PA: IGI Global. pp. 206–220. https://doi.org/10.4018/978-1-7998-1591-4.ch012.

Lageson, S. (2018). Policing and Social Media: Social Control in an Era of New Media. *Contemporary Sociology*, *47*(2), 217–219. https://doi.org/10.1177/0094306118755396ii

Lakoff, G. (1995). Metaphor, Morality, and Politics, Or, Why Conservatives Have Left Liberals In the Dust.' *Social Research*, *62*(2), 177–213. http://www.jstor.org/stable/40971091.

Lee, M., & McGovern, A. (2013). *Policing and Media: Public Relations, Simulations and Communications*. London: Routledge.

Less F. (2015). A közösségi hálózatok és a közösségi rendőrség kapcsolata (Mi keresnivalója van a rendőrségnek a Facebookon?) *Nemzetbiztonsági Szemle*, *3*(1), 26–51.

Less, F. (2016). *A politikai demonstrációk demokratikus rendőri tömegkezelésének kérdései.* Doktori disszertáció, Budapest: Nemzeti Közszolgálati Egyetem.

Lippai, Zs., & Uricska, E. (2023). The peripheral actors of policing: Reaching public safety as a common collective product. *Police Studies*, *2023*(1-2), 98–106.

McCosker, A. (2017). Social media work: reshaping organisational communications, extracting digital value. *Media International Australia*, *163*(1), 122–136. https://doi.org/10.1177/1329878X17693702

McDermot, M. (2018). Digital footprints: Creation, implication, and higher education. *FDLA Journal*, *3*(11), 1–5.

McGuire, W. J. (1989). Theoretical foundations of campaigns. In: Rice, R. & Aitkin, C. (Eds.), *Public communication campaigns.* Newberry Park, CA: Sage.

McLuhan, M., & Powers, B. R. (1992). *The Global Village: Transformations in World Life and Media in the 21st Century*. Oxford University Press.

Meijer, A. J. (2015). E-governance innovation: Barriers and strategies. *Government Information Quarterly*, *32*(2), 198–206.

Merriam-Webster Dictionary. Trust. Retrieved December, 20, 2023 from https://www.merriam-webster.com/dictionary/trust

Micheli, M., Lutz, C., & Büchi, M. (2018). Digital Footprints: An Emerging Dimension of Digital Inequality. *Journal of Information Communication and Ethics in Society*, *16*(3), 242–251. http://doi.org/10.1108/JICES-02-2018-0014

Molnár, K. (2018). *Rendészeti kommunikáció – a média tükrében.* Kézikönyv és szemelvénygyűjtemény a rendészeti szakújságíró szakirányú továbbképzési szak hallgatóinak. Budapest: Dialóg Campus Kiadó.

Molnár K., & Uricska E. (2018). The Police Café – An Efficient method for improving the dialogues between the Police and the Community. In Nogala, D., Görgen, T., Jurczak, J., Meszaros, B., Neyroud, Pais, L.G., & Vegrichtova, B. (Eds.) *European Law Enforcement Research Bulletin,* Special Conference Edition 4., 221–226.

Molnár, K. & Uricska, E. (2019). A Café módszer alkalmazásának tapasztalatai a rendészeti felsőoktatásban. *Magyar Rendészet, 19*(4), 69–80.

Nemzeti Közszolgálati Egyetem. *Biztos jövő a kommunikációban: új mesterszak az NKE-n*. (2023, July 10). Retrieved on January 19, 2024 from https://antk.uni-nke.hu/hirek/2023/07/10/biztos-jovo-a-kommunikacioban-uj-mesterszak-az-nke-n

Nouri, J. (2019). Students Multimodal Literacy and Design of Learning During Self-Studies in Higher Education. *Technology, Knowledge and Learning*, *24*, 683–698. https://doi.org/10.1007/s10758-018-9360-5

O'Connor, C.D., & Zaidi, H. (2020). Communicating with purpose: Image work, social media, and policing. *The Police Journal,* *94*(3) 333–352. https://doi.org/10.1177/0032258X20932957

"Organisation." *Merriam-Webster.com Dictionary*, Merriam-Webster, Retrieved November 11, 2023 from https://www.merriam-webster.com/dictionary/organisation.

Patrick, B., & Rollins, A. C. (2022). Delivering culturally competent and equitable police services via social media: assessing two way dialogue between police agencies and vulnerable citizens. *Public Administration Quarterly*, *46*(1), 1–22.

Peyton, K., Sierra-Arévalo, M., & Rand, D. G. (2019). A field experiment on community policing and police legitimacy. *Proceedings of the National Academy of Sciences*, *116* (40), 19894–19898. https://doi.org/10.1073/pnas.1910157116.

Pion, I. (2019, 15 September). Tényleg kevés jobb dolog van mostanság a magyar interneten, mint a rendőrség Instagramja. *Népszava.* Retrieved November 8, 2023 from https://nepszava.hu/3050174_tenyleg-keves-jobb-dolog-van-mostansag-a-magyar-interneten-mint-a-rendorseg-instagramja

Pirzada, K. & Khan, F. N. (2013). Measuring Relationship between Digital Skills and Employability. European *Journal of Business and Management*, *5*(24), 124–133.

Pusztai, G. (2018). Ha elvész a bizalom. *Educatio*, *27*(4), 623–639.

Putra, S. J. W. E. (2021). Police Public Relations Profession in the Digital Communication Era: A Phenomenological Study of the Adaptation of West Java Police Public Relations Personnel in the Era of Digital Communication. *American Journal of Humanities and Social Sciences Research*, *5*(2) 505–510.

Ralph, L., & Robinson, P. (2023). Assessing police social media practices through a democratic policing lens. *International Journal of Police Science & Management*, *25*(3), 237–249.

Metwally El-Kady, R. (2024). Community Policing Practices in Egypt: Descriptive Analytical Study. In: C. Bush & J. Matthews (Eds.), *Building Trust, Effective Communication, and Transparency Between Police and Community Members* (pp. 81-121). IG1I Global. https://doi.org/10.4018/978-1-6684-8569-9.ch005

Russmann, U., & Svensson, J. (2017). Introduction to Visual Communication in the Age of Social Media: Conceptual, Theoretical and Methodological Challenges. *Media and Communication, 5*(4), 1–5.

Sallai, J. (2019). A rendészettudomány forrásai, gyökerei. In: Gaál Gy. & Hautzinger Z. (Eds.), *Gondolatok a rendészettudományról. Írások a Magyar Rendészettudományi Társaság megalapításának tizenötödik évfordulója alkalmából*. Budapest: Magyar Rendészettudományi Társaság. pp. 241–248.

Skinner, R. (2023). Would you like some background? Establishing shared rights and duties in video relay service calls to the police. *Interpreting and Society*, *3*(1), 46-74. https://doi.org/10.1177/27523810221151107

Skogan, W. G., & Hartnett, S. M. (2019). Community policing. *Police innovation: Contrasting perspectives*, 27–44.11

Smith, R. D. (2021). *Strategic Planning for Public Relations*. Routledge.

Solar, P. (2015). Law Enfo1rcement vs. Policing: What's the Difference? *Academ11y of Criminal Justice Sciences – Police Section*, *25*(2) 2–11.

Stenger, T. (2014). Social Media and Online Reputation Management as Practice: First Steps Towards Social CRM? *International Journal of Technology and Human Interaction*, *10*(4), 49–64. http://dx.doi.org/10.4018/ijthi.2014100104.

Suba, L. (2022a). *A kommunikáció szerepe az adó- és vámhatóságnál*. Doktori disszertáció. Nemzeti Közszolgálati Egyetem. Hadtudományi Doktori Iskola.

Suba, L. (2022b). *The role of communication in tax and customs*. Theses of the doctoral (Ph.D.) dissertation. National University of Public Service. Doctoral School of Military Sciences.

Tajudeen, F. P., Jaafar, N. I., & Ainin, S. (2018). Understanding the impact of social media usage among organizations. *Information & Management*, *55*(3), 308–321.

Teke, A. (2014). „A közösségi rendészet hazai perspektívái" ürügyén. *Rendvédelem, 3*(1) 23–54.

Thompson, J. B. (2005). The New Visibility. *Theory, Culture & Society, 22*(6), 31-51. https://doi.org/10.1177/0263276405059413

Thurlow, C. (2018). Digital discourse: Locating language in new/social media. In: Burgess, J. Poell, T., & Marwick, A. (Eds.), *Handbook of Social Media,* New York: Sage. pp. 135–145.

Tolnainé, Kabók, Zs. (2009). *A rendészeti szakterület beszélőközössége specifikus nyelvhasználatának aspektusai* [The aspects of specific use of the speaking community in the field of law enforcement]. Pécs: Doktori disszertáció. Pécsi Tudományegyetem Bölcsészettudományi Kar. Nyelvtudományi Doktori Iskola. Alkalmazott Nyelvészeti Doktori Program

Török, B. (2019). *On the responsibility of online platforms*. (conference presentation) Venue and date of the conference: Ludovika University of Public Service, 21 November 2019.

Twenge, M. J. (2018). iGeneráció. Budapest, Édesvíz Kiadó.

Ulics, B. (n.d.). Milyen a jó CTA (call-to-action)? Retrieved 7 February 2024 from https://www.klikkmarketing.hu/blog/milyen-a-jo-cta-call-to-action

Ürmösné, Simon, G., Borszéki, J., Barnucz, N. & Uricska, E. (2021). A rendészeti szaknyelv szerepe a felsőoktatásban és az új nyelvi stratégia bevezetése. *Porta Lingua*, 185–195.

Valentini, C. (2016). Strategic communication, social media, and democracy. The challenge of the digital naturals. *Journal of Communication*, *66* (6), E1-E4

Valintine, F. (2019). Educating Gen Z in a digital world. *Evaluation Matters–He Take Tō Te Aromatawai: Online First*, *New Zealand Council for Educational Research*, 1–16. https://doi.org/10.18296/em.0037

Vári, V. (2016). A média és a rendőrség iránti bizalom. *Magyar Rendészet*, *16*(4), 73–91.

Vári, V. (2017). Empirikus kutatás a rendőrök körében a civil–rendőr viszonyról, a statisztikai szemléletről és a bűnüldözés hatékonyságáról. In: Christián, L. (Ed.), *Rendészettudományi kutatások: Az NKE Rendészetelméleti Kutatóműhely tanulmánykötete*. Budapest: Dialóg Campus Kiadó. 151–166.

Vári, V. (2020). A bizalom kérdése a rendőrség és társadalom relációjában. *Pécsi Határőr Tudományos Közlemények*, 22, 177–184.

Veszelszki, Á. (2016). A netnyelvészet terminológiai és kronológiai áttekintése. In: Balázs, G. (Ed.), *Jelentés a magyar nyelvről, 2010–2015*. Budapest: Inter Kft. pp. 56–73.

Veszelszki, Á. (2017a). *Digilect. The Impact of Infocommunication Technology on Language*. Berlin – Boston: De Gruyter Saur.

Veszelszki, Á. (2017b). *Netnyelvészet. Bevezetés az internet nyelvhasználatába*. Budapest: L'Harmattan Kiadó.

Veszelszki, Á. (2018). Like Economy: What is the economic value of likes?. *Society and Economy*, *40*(3), 417–429.

Veszelszki, Á. (2019). Persuasion Strategies on Instagram in Wine Communication and Branding. *Acta Universitatis Sapientiae Communicatio*, *6*(6), 83–104. https://doi.org/10.2478/auscom-2019-0005.

Vision Zero Challenge (n.d.). *What is Vision Zero?* Retrieved November 8, 2023 from https://visionzerochallenge.org/vision-zero

Voorveld, H. A. M. (2019). Brand Communication in Social Media: A Research Agenda, *Journal of Advertising*, *48*(1), 14–26. DOI: 10.1080/00913367.2019.1588808

Walby, K., & Wilkinson, B. (2021). The visual politics of public police Instagram use in Canada. *New Media & Society*, 1–23. doi:10.1177/14614448211015805

Wellman, B. (2018). The Network Community: An Introduction. In: *Networks in the Global Village.* Routledge. 1–47.

Wilkes, G., Hodson, J., & Traynor, B. (2016). Folk classification of social media platforms: Preliminary findings. 2016 IEEE International Professional Communication Conference (IPCC), 1–11.

Winarso, W. (2018). Organizational communication: A conceptual framework. *Internal Communications & Organizational Behavior eJournal* http://dx.doi.org/10.2139/ssrn.3171979

Winter, R., & Lavis, A. (2020). Looking, But Not Listening? Theorizing the Practice and Ethics of Online Ethnography. *Journal of Empirical Research on Human Research Ethics*, *5*(1-2) 55–62.

Wood, M. A., & McGovern, A. (2021). Memetic copaganda: Understanding the humorous turn in police image work. *Crime Media Culture*, *17*(3), 305–326. https://doi.org/10.1177/1741659020953452.

Zavattaro, S. M., & Brainard, L. A. (2019). Social media as micro-encounters: Millennial preferences as moderators of digital public value creation. *International Journal of Public Sector Management*, *32*(5), 562–580.

2. melléklet: A közszervezeteket szabályozó jogszabályok és egyéb jogi aktusok

1994. évi XXXIV. törvény a Rendőrségről [Act XXXIV of 1994 on the Police]

30/2011. (IX. 22.) a rendőrség szolgálati szabályzatáról szóló 30/2011. (IX. 22.) BM rendelet, 73. A rendőr nyilvános szereplése [Decree of the Ministry of Interior No. 30/2011 on Police Service Regulations. Section No. 73 'Public appearance of the police officer']

10/2013. (III.14.) ORFK utasítás a médiatartalom-szolgáltatók részére adható tájékoztatás rendjéről [Statement 10/2013 of the Hungarian National Police Headquarters on the Order of Providing Information for Media Content Providers]

2015. évi XLII. törvény a rendvédelmi feladatokat ellátó szervek hivatásos állományának szolgálati jogviszonyáról [Act XLII of 2015 on the Service Status of Professional Members of *Law* Enforcement Agencies]

1536/2016. (X. 13.) Korm. határozat a köznevelési, a szakképzési, a felsőoktatási és a felnőttképzési rendszer digitális átalakításáról és Magyarország Digitális Oktatási Stratégiájáról [Government Decision No. 1536/2016 (X. 13.) on the Digital Transformation of the Public Education, Vocational Education and Training, Higher Education and Adult Education Systems and on Hungary's Digital Education Strategy]

41/2019. (XII. 13.) ORFK utasítás a közösségi média és az internetes felületek rendőrségi használatáról [Statement 41/2019 (XII. 13.) of the Hungarian National Police Headquarters on the use of social media and the Internet by the police. *Section 37]*