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The Effects of Media on Collegiate Worldview and Engagement

Micaela deGruy

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The Effects of Media on Collegiate Worldview and Engagement

by

Micaela deGruy

Undergraduate honors thesis under the direction of

Robert Mann

Department of Mass Communication

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Louisiana State University
& Agricultural and Mechanical College
Baton Rouge, Louisiana

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Abstract

Some of the brightest thinkers with the most potential to impact the world walk the halls of college campuses across the United States. Yet, most of them never take opportunities to influence the world and, generally, most do not take a global perspective on their studies. This thesis explores how media intake affects college students' knowledge of world affairs as well as their interest in them and their motivation to learn more about them. It reviews past research in the area as well presents new research conducted in 2009 and 2010. Included in this thesis is a detailed evaluation of the role of the media as well as college students and the societal implications of these roles. This thesis offers solutions to bridging the gap between the media and the college student. The findings and ideas presented in this study are valuable to anyone who is interested in learning about the effect of mass media on younger generations. This thesis uses previous research and new research to evaluate the media's effect on worldview and engagement. It uses data collected both qualitatively and quantitatively to define the role of the media and the role of the college. Lastly, this thesis will discuss new discoveries and solutions to the problems of narrow worldview and disengagement as global citizens.

CHAPTER ONE: Overview and Value

Introduction

Imagine a young college student passionate about initiating change and helping victims of genocide and political warfare in Sudan. As the student prepares for her first trip to the area, someone asks, “What is happening in Sudan, why are you going there?” The young student is unable to respond for a moment, then replies, “The Sudanese president is a criminal who has murdered half of the country.” One could argue that this statement is a clear example of a worldview influenced by the mass media. Is it possible for someone to be a true activist and change agent if he or she does not have a properly formed, well-rounded worldview? Imagine another situation, if you will. A graduating college senior purchases a graduate exam study book from the campus bookstore. In the first pretest, he is asked which African country serves as a buffer between Russia and Turkey. He immediately rules out (a) Georgia with a smile, thinking, “Georgia is a U.S. state.” Imagine, once more, a young woman who attends college orientation and sits in a seminar about service learning abroad. A new friend asks, “Isn’t this an exciting opportunity?” The young woman responds, “maybe for you, but I’m not interested in the rest of the world.” These three situations illustrate the three topics for concern in this thesis. College students who are engaged do not possess a well-formed worldview; college students are generally less informed about the rest of the world; and, college students are actively disengaged from the world because they do not perceive its relevance. The mass media could be significantly affecting and shaping student worldview and subsequently the role that they take in politics and activism. Research presented here evaluates the media habits of college-age students and interprets how these habits affect civic engagement and worldview. By understanding correlations between these ideas, the study will identify problems and successes of the media.

The information obtained and analyzed could be used to identify changes that might benefit both parties.

Ideas presented in chapter one represent the overall history of engagement among college-age students and research established by media and education experts. This background exploration led to the development of new research, both qualitative and quantitative in nature.

Using previous research and experience, a problem statement was proposed, procedure was constructed, and discoveries were made. These are presented in chapter three. A focus group and a survey of a national sample of college students revealed ideas about the general state of collegiate engagement. A content analysis of college newspapers and interviews about social media provided facts for the evaluation of the media. The data was used comprehensively to answer the problem statement and construct viable solutions to the problem.

Ideas presented throughout this thesis make it clear that the relationship between the media and the college student will be an on-going issue in the coming years. Chapter four offers ideas for future research development and includes a final discussion to summarize and wrap up all of the ideas and thoughts presented in the paper.

Background

In his 2010 State of the Union address, President Barack Obama said, “Our destiny is connected to those beyond our shores.” In the same address, Obama also said, “The more that TV pundits reduce serious debates to silly arguments, big issues into sound bites, our citizens turn away.” Barack Obama made two significant points, which ironically, represent the very topic of this thesis. The first is the importance of global citizenship. The second is the effect of the media on global citizenship.

Looking at the United States today, the trend seems to be that college students have very little, if any, knowledge of international politics and affairs, and that they do not care much about learning more. (Bennett, 2003) The Pew Research Center reported in results from its poll “America’s Place in the World” that “most Americans fundamentally doubt the relevance of international events to their own lives.” (Pew Research, 1997) Activism seems to be a “trend” which could make one assume that engagement is increasing. But in a recent report from the Corporation for National Community Service, volunteering has become “episodic.” Volunteers dedicate short amounts of time to service with little or no long term connection with the organization or community. Looking back over the last 100 years, the most successful movements both national and global in nature were those where participants were passionate about their argument and were well-informed about the issue at hand.

Defining “Engagement”

The term engagement can be defined in numerous ways. Within the confines of this paper, engagement refers to the active participation in obtaining knowledge about, creating change within, and promoting involvement in global issues, events, and organizations. This includes study abroad, joining international awareness groups, and contributing to discussion about global events.

The engagement referred to in this paper requires knowledge and awareness of world events and individual events with international relevancy. This knowledge and awareness can also be referred to as worldview.

Defining “Worldview”

The term worldview, within the confines of this paper, refers to the degree of knowledge one has on global happenings as well as one’s idea of the degree of relevance global happenings

have in their lives. A worldview is a “bigger picture.” A narrow worldview means that a person has a narrow, isolated perspective of the world around him or her. A broad worldview means that a person has a well-developed, expanded knowledge and interest in the world around him or her. (Merryfield, 2002)

This thesis argues that a broad worldview is a necessity for being a world citizen. Someone with a narrow worldview can be semi-engaged with their global surroundings, but not effectively engaged. In order to be effectively engaged, as this thesis will prove, someone must possess a broad worldview and understand the importance of and be committed to world citizenship.

A Historical Perspective of College-Age Engagement

The first prominent example of college-age involvement in the world in during WWI, young men were drafted to the American military and sent to break up the fight in Europe. Of course, when the government asks or requires one to face combat, it is likely that one's worldview would develop quickly and sharply. (Filipovic, & Challenger, 2006) The same is true for the next generation of college age Americans. During WWII, there is a stronger voice among young people. Most were in support of a combined international effort to world peace and were leading their families and friends out of the age of isolationism.

The most popular young activist movement is that of the 1960s prior to and during the Vietnam War. “Political involvement of college-age people has been slowly increasing in recent years, but it is nothing like it was in the 1960s.” (Kazak, Our Town) However, this movement was national in nature. Though the young protesters may have subsequently impacted the world by refusing to go to war and protesting its purpose, their goal was primarily domestic. This fuels the misconception that young people are actively engaged in the world. They are in fact, not

actively engaged. Though young people may engage over the course of history in national affairs, they rarely employ a global perspective outside of wartime. College-age Americans have played integral roles in movements for women's rights and civil rights and other agendas. But recent reports are discovering that the American public has come full circle returning once again to an isolationist perspective on world happenings. Americans are becoming more and more opposed to foreign aid as well as hostile toward the work of the United Nations. (Kill, Destler, 1999) However, they lack an involvement in issues more international in nature. A good American citizen does not always make a good world citizen and while some may argue that world citizenship is unimportant, this paper will show just how important it is.

A Historical Perspective of the Media's Global Coverage

The news media is given protection by the Constitution. Most scholars would agree that this protection was given due to the immense responsibility of the news media. The news is given protection so that nothing impedes its successful reporting to the American public about events and decisions affecting the individual, the state, the nation, and the world. When the first continually published newspaper was created in Boston in 1704, its pages were filled with local, regional, and news affecting the state. Some scholars recommend that news media return to its roots, like those papers of the 1700s, but these papers were not without sensationalism. From the inception of the newspaper to the creation of radio in the 1900s, most news media was not global in coverage and was welcome to sensational ideas. It was not until WWI that news media began to report international news. Until this time, international news accounted for only approximately less than ten percent of total news stories on a daily reporting basis. As America shed its isolationist perspective, so did the news media. Throughout the wartime that plagued the 20th century, the news media was reporting with international relevance. But as the United States

moved into the 21st century, the institution of new media and soft news had a grave effect on the reporting of international news. The method in which it was reported was less and less effective as the American public had more choices, perhaps too many, and began to become less and less media literate. The worldview of the American media shrank as the country entered its war on terrorism.

The Relationship Between Media and Engagement

There is little doubt that media, whether its production or consumption, has an effect on the shaping of the public's worldview and consequently the public's national and international involvement. The question to answer is how much of an effect the media does have on the public. Soft news media and hard news media cover foreign affairs in very different ways from very different perspectives and influence viewers differently. (Baum, 2004) Soft news provides "substantial coverage" of U.S. policy crises when they arise. The soft news media has become a media "phenomenon" in the last 20 years. (Baum, 2002) Several studies over the last decade show that media production has a very large effect on the public audience because of agenda and framing. This idea limits the responsibility on the individual. Other studies argue that public consumption of media has the most effect on worldview and engagement. This view limits the responsibility of the media. This thesis explores both ideas and concludes that a combination of both production and consumption along with some other factors are responsible for the development of student worldview and engagement.

Another study argues that regardless of production or consumption, the American public is psychologically prepared to make decisions about policy and issues. This study researched the public's belief system and reported three factors that significantly effect the shaping of public opinion: consistency, stability, and conceptualization. (Sniderman, Brody, Tetlock, 1991) The

report claims that though the public seems to be disengaged, they retain the cognitive ability to form opinions and make decisions in lieu of media production and consumption. The public audience can possibly develop its ideals and worldview without the media using the value pluralism model. (Tetlock, 1986)

The Role of the Media

As aforementioned, the news media is the only private entity protected by the constitution. This is likely because if the news media were expected to fulfill a large responsibility to the public. The media is supposed to inform the public about issues that affect their lives. It is clear that these issues are not always local, state, and national in nature.

One must understand the breadth of the “media.” The media refers no longer to just the news. The media now refers to a broad range of print, television, internet and social networking outlets. This paper holds only the news media responsible for actually informing the public. However, other media are likely to blame for the misinformation the public receives.

The Role of the College Student

College students represent the future of the U.S.. College age students are the future leaders, decision makers, and taxpayers. Students receiving a college education are arguably the most qualified to direct the formation of policy, both foreign and domestic. As the world grows subject to increasing globalization, it is imperative that all college age students have a well developed, integrated, and effective perspective on the world around them. Regardless of a student’s ambition, it is more than likely that his or her career will be impacted by globalization in some way. Business, government, education, healthcare, and even the sports world are affected by international policies, issues, events, and debates. It is the responsibility of the college-age student to be well informed and to act as a global citizen in the constant development

of a global community.

Societal Implications

Without the well-developed worldview previously mentioned, new leadership will not be well equipped to handle the global problems that America faces. It is the responsibility of both news media and the individual to ensure that the future leaders of the U.S. are well rounded, actively engaged citizens. These actively engaged citizens are vital to the growth and sustainability of U.S. power and influence. Students are the future of the U.S. and the media are educators. Disengaged, apathetic, and misinformed individuals could lead to the demise of a country. It has been said that knowledge is power. Without globally relevant knowledge, the country becomes weak and falls prey to propaganda and apathy.

CHAPTER TWO: Literature Review and Problem Statement

Much research has already been conducted regarding the effect of media on the political involvement of college students. Sociologists, media experts, social analysts, journalists, professors, foreign scholars, and secondary educators have produced extensive research and reports that shed light on the topic of media, student engagement, and world citizenship. A comprehensive review of the vast collection of literature and research generated the discovery of several subtopics that are valuable to this thesis which exists to develop solutions to the issues discussed here.

Evaluating the Media

The Pew Research Center reports that when it asked questions about international news, only 38 percent of those surveyed could answer correctly. It's article in the American Journal of Political Science suggests that more media choices lead to less political knowledge. Another Pew Research Center study shows that although there has been growth in the media industry making it possible for news coverage to be easily and constantly available, the American public still is not very informed about world affairs. One article released by the Pew Research Center discusses recent findings that public knowledge about current affairs is the same now as it was twenty years ago. It makes the claim that the news revolution has had no affect on what people know about their world. In fact, the survey shows that audiences of news shows like "The Daily Show" and the "Colbert Report" have a higher knowledge of current affairs than audiences of other news sources. Because these shows are widely popular among college students, it could be likely with more data collection and more specific research that college students know more about the world than most researchers believe. Yet, another survey conducted by the Pew Research Center indicates that younger Americans really are less informed. (Pew, 1995)

Young Americans could also be misinformed. Media outlets are often responsible for significantly misinforming its audience about people throughout the world. Media could be held responsible for its stereotypical and biased representations. (Pahl, 1995; Vargas and dePyssler, 1998; Grady, 1998/99) Scholars in mass communication have studied media bias for decades and these biased reporting habits can lead to stereotypes. Media outlets funded and thereby controlled through corporations share that corporation's agenda, either by choice or by force. Regardless, the agenda creeps into the news delivery and leads to the omission of facts, twisting of facts, or the complete lack of stories altogether. (Bosso, 1989) Media often use framing effects on stories to ensure the stories either represent an ideology, opinion, or agenda of the outlet or the outlet's funder. (Levin, Schneider, Gaeth, 1998) Framing exists within a journalist's compilation of facts, use of sources, and word choice. W.L. Bennett argues that media corporations have "undermined public service broadcasting and media social responsibility norms." The quality of information and political disengagement has diminished because of corporate media. (Bennett, 2003)

Evaluating Consumption

Consumers of news can be divided into categories, news grazers, traditionalists, and net-newsers. News grazers only get the news that is placed right in front of them. They do not seek it out; they are not active participants. Traditionalist consumers rely on historical outlets of news and believe them to be the most trustworthy. These traditionalists are mostly consumers of print and radio news. Net-newsers are a product of a new millennium of consumption. One in which there are numerous news outlets that are structured to play into a consumers every whim. These consumers consume more news, but news of which is only what they search for and want to know.

A report released by the Pew Research Center in 2007 suggests that the public is not willing to readily seek out information. News and information revolutions that have taken place in the 21st century were hoped to change the way Americans received news. (Pew, 2007) Instead it seems that public knowledge has remained unchanged and even decreased in the wake of new types of media, which are constantly updated and available. It is possible that too many choices have led to the demise of public information. Given the choice, Americans will only read what is entertaining or personally and immediately relevant. The news revolution, which instills convenience and choice, has narrowed the typical American worldview. (Prior, 2003) With the entrance into the war on terror, the American public was inundated with coverage about the war. It is fair to say that more Americans are aware that there is a bigger picture but are rarely knowledgeable about the details of the bigger picture. (Chaffee, Kanihan, 2003) A successful model of media consumption is one in which the audience is perpetually active and information presented by the media is open to interpretation described in a media scholar's research into the active audience theory. (Morley, 1993)

Engagement vs. Disengagement

It is important to understand how individuals relate their media consumption to their practice as citizens. "Media matter for public engagement, but in varied ways, understandable only by listening closely to the voices of citizens and media consumers themselves." Media consumption can provide implications for an individual's connection with wider spaces of citizenship. (Couldry) A globally engaged citizen actively participates in global events, policy, and organization. A disengaged citizen is not an active participant and thoughtfully ignores the relevance of global issues. The active participation of a citizen can presumably be gauged by their media consumption.

The public makes a connection with the outside world. But this connection changes when it is mediated. Some scholars applaud soft news outlets claiming these outlets engage citizens and inspire their active participation. But other scholars claim that soft news outlets misinform and eventually lead to the disengagement of citizens by narrowing the worldview and promoting selfish consumption. Engaged citizens are leaders. Active participants are vital to the function of society. Cultural engagement is vital to the development and sustainability of communities. (Livingstone, 2005) The media can promote active participation just as well as it can lead to the demise of active participation. A restructure of media can reinvigorate American engagement and civic activity. (Johnson, Hays, Hays, 1998)

Television can play a vital role in promoting engagement, specifically among young people. The 15-25 age range watches more television programming than other age groups. Targeted TV media could change the direction of the public connection among this generation. (Orlowski, 2007) Young people of the new millennium are not passive recipients but are rather actively engaged in consumption and should be viewed as such. (McLeod, 2000) Young people get much of their political knowledge from the media, mostly soft news and other programming. Political knowledge is vital to civic activity and new efforts must be made to ensure that young people are receiving political knowledge from a variety of reliable sources. (Pasek, Kenski, Romer, Jamieson, 2006)

Students in the New Millennium “Know Less”

S.E. Bennett, a long time researcher of political engagement believes that although there are similarities between today’s politics and world affairs and those of the 1960s, the college demographic today only knows a fraction about world affairs compared to college-age knowledge and involvement then. Bennett writes that college students are less engaged in the

mass media and therefore less knowledgeable about world affairs. He also says that research shows college students are more likely to keep up with news about entertainment and sports than with world happenings. Bennett takes the position that because students are not engaged, they are not knowledgeable. His article “Young Americans’ Indifference to Media Coverage of Public Affairs” presents research proves that though college students may be more informed than most Americans because of their education, status, and news habits, they are merely at the top of a very low average. This item of research is very important to current research about collegiate knowledge of world affairs and will most likely prove very beneficial.

College-age students today experienced the shift in media distribution and were likely most affected. Students were forming their media consumption habits during the largest media shift since radio and television were first invented. This generation has been subject to a rapidly changing media environment. Many were lost in the shuffle and many have developed unhealthy consumption habits. (Livingstone, 2002) The ever-changing media environment has socialized this generation. This proves problematic as individuals from this generation get to choose for the first time which society they want to be a part of. (Handel, 2006/Strasburger, Wilson, Jordan, 2009) College students do not typically trust the media, but in turn do not typically trust many of the individuals and organizations that influence their lives. Many young people question every issue, policy, and authority until they have little to no connection with their society. Others do not question any information at all and wind up misinformed. (Jarvis, Stroud, Gilliland, 2009) The shift in consumption has led to the importance of gratification by news over active participation. As aforementioned, the shift has led to the narrowing of the typical collegiate worldview. (Vincent, Basil, 1997)

The Role of the Classroom

Teachers have the responsibility to prepare students for a global reality and global citizenship. “They [students] will experience some of history's most serious health problems, inequities among less-developed and more-developed nations, environmental deterioration, overpopulation transnational migrations, ethnic nationalism, and the decline of the nation-state.” (Kirkwood, 2001) Things students already know can help shape their worldview. “Therefore, teachers need to understand not only students’ prior knowledge and perspectives but also how to help students challenge their prior knowledge through systematic inquiry.” (Roland, 1993) The following are suggestions for dimensions of global education:

The substantive dimension	The perceptual dimension
Universal and cultural values and practices	Open-mindedness
Global interconnections	Anticipation of complexity
Present worldwide concerns and conditions	Resistance to stereotyping
Origins and past patterns of worldwide affairs	Inclination to empathize
Alternative future directions in worldwide affairs	Nonchauvinism

While global perspectives in the classroom are a vital function of a student’s education, a curriculum in media literacy is also necessary. Though the classroom may help develop a student’s broad and vast worldview, within minutes of consuming media that worldview can be questioned, distorted and even discarded if a student is not prepared to understand the media and how it operates. A student should be able to interpret news stories and critique journalists as well

as set out as fact finders to prove and disprove what they hear from media and other influences. (Magee, 1997)

The classroom not only effects worldview, but it can directly effect engagement through service learning. The service-learning phenomenon gets students out of the classroom and asks them to implement what they learn to impact the lives of others. (US Dept of Education, 1999) Students who participate in service learning courses continue to be contributing members of society and actively involved in their communities. (Billing, Root, Jesse) The classroom can promote engagement in the community as well as cross culturally as students actively engage with people in other cultures. These experiences can indirectly broaden a student's worldview. (Vargas, 1998) Students are aware of the world around them and are enthusiastic about long term engagement with the world around them because of the foundation laid in the classroom. (Burnouf, 2004)

The Institution of New Media

Christopher E. Beaudoin of Tulane University in New Orleans, LA claims that Internet news sources have had the most impact on public knowledge of current affairs. After a survey was conducted, researchers found that Internet news sources had the most impact on public knowledge of affairs. Beaudoin compares relationships between news sources and describes the effect those relationships have on world knowledge. College students are frequent users of the Internet. According to Beaudoin, college students may be more informed than others because of their combination of news sources.

An article in a 2004 Communication Research publication provides in depth information to prove that Internet users who frequently get their news from Internet sources are more likely to have a broader knowledge about current public affairs. Since college students are avid users of

the Internet and know more about Internet processes, they are more likely to receive more information from Internet sources. Also, because many college students use the convenience of Internet sources to get their news, they are likely to be more informed than those who do not seek news from Internet sources.

The Internet allows audiences to become journalists themselves. The Internet allows for the publication of opinions regarding news topics rather than simply facts. Audiences can become actively engaged in the topics that interest them. This can lead to selfish, buffet style news consumption habits. (Eveland, 2004)

Mobile media has introduced a new set of tools into the media world. Now, audiences have news in their hands at all times. Breaking news goes straight to mobile phones, PDAs, even iPods. This is great for the availability of news. It allows the public to be informed at all times, that is if the public uses the tool to its advantage. (Aspen Institute, 2008) Mobile media can just add to clutter and make navigation of information that much more difficult for the American public.

Effects of Social Networking

College age students have proven to be very difficult to reach. But with the introduction of social networking via the Internet, the generation is more able to participate and contribute to their community and arguable, democracy. Social networking sites such as Facebook and Twitter allow participants to fulfill a “sense of achievement” by allowing the posts of opinions and ideas. This is a positive feature of the sites given that one post can spark numerous subsequent posts and fuel a democratic debate that might not have taken place without the social networking tool. These sites have also allowed and sparked the building of cross cultural and cross continental relationships among college age students, “increasing interactivity and decreasing ignorance that

may exist between different types of communities.” (Coleman, & Gotze, 2005/Livingstone, 2005)

Though, one must question whether this proliferation of information is actually good for society. Young people are becoming less engaged with individuals and peers and more engaged in a cyber atmosphere. These sites also ignite the opportunity for the mass and quick spread of misinformation. Within seconds of a post, there could be thousands of views and responses.

Social Factors

The authors of an article in a decades old Public Opinion publication hypothesize that socioeconomic factors have an impact on public knowledge. Though this article contains some outdated research, it includes a very important theory that could be crucial to more recent research. The article cites a study by Tischnor that says people with higher socioeconomic status are more likely to receive the news, in a faster method, and therefore are more likely to be more informed. The article implies, though in 1979, but many believe still true today, that college students are of a higher socioeconomic standard. Thus, college students are once again, more informed because of their status and opportunity. (Genova and Greensburg, 1979)

PROBLEM STATEMENT

Some might question whether there really is a problem with collegiate media consumption and its effects. Some might view the problem as hopeless and without solution. However, research will later indicate that there is very much a problem and there are several sustainable and effective actions and programs that could solve much of the problem. The problem is made up of three general issues that are referred to in most research about the topic and that are confirmed by the research conducted for this thesis.

The first issue is the change in media consumption among college students. This includes the increase of “online” news as well as social networking. Also included in this issue is the decrease of newspaper usage as well as what seems to be a decrease in some aspects of media literacy.

The second issue is the inefficient, or ineffective, development of a worldview by college student. Though studies suggest that the worldview is acquired in childhood, more recent research seems to point toward a heightened development in the college setting. The problem lies in the idea that collegiate worldview advancement is prompted by insufficient media coverage and mass opinions generated by social networking atmospheres.

The third issue is the lack of long-term engagement in the international ambit. There is little acceptance of the idea of global citizenship. College students, though involved in the highest art of thought, tend to have a short minded idea of international efficacy and harmony. In a new century of rapid globalization and conglomerate world interest it seems detrimental that American college students, with the most potential to change the world, do not have very much interest in doing so. American college students do not view themselves as world citizens but rather only American citizens.

This thesis serves to discover the answers to the following two part problem statement using both qualitative and quantitative research:

1. How do we bridge the gap between media and college students?
2. How can we broaden student worldview and increase student engagement?

CHAPTER THREE: Discovery and Solutions

By investigating collegiate perceptions of worldview and engagement this study will draw conclusions about the formation of the college age worldview and how it relates to and impacts college age engagement. After combining and analyzing data, research will allow the implementation of effective media programs to provide students with the resources they need to be active participants in an ever-changing world. Solutions can be proposed that will bridge the gap between the media and college students and the gap between worldview and engagement.

Methodology

This thesis exists to gather new evidence on a broader global scale and use that information to develop strategies to bridging the gap between worldview and engagement. An initial study was conducted to prove discoveries of previous research with the question:

Do the media have an effect on college students' worldview and engagement?

Using prior research, the question was split into two parts in order to divide research into concise topics and draw correlations:

RQ1: Do mass media intake affect college students' worldview?

RQ2: Do mass media intake affect college students' global engagement?

Variables of interest:

- Media choice/frequency
- Outside influences (i.e. Parents, peers, etc.)
- Knowledge
- Motivation/ Interest

A second study was conducted to explore the development and effectiveness of solutions to the gap between worldview and engagement.

Qualitative

A focus group with 10 participants was conducted to further define the problem statement. Participants were asked to answer a quick survey to gather a general idea of their knowledge and influences. Participants were shown two video clips about a 2008 decision by the U.S. Secretary of State regarding policy decision in the Middle East. One clip was from an established news source, the other from “The Daily Show.” Following each clip, participants were asked what information they remembered. The focus group was an open environment that facilitated discussion among participants regarding current events and their news consumption habits. Focus Group participants discussed why the news does not motivate their individual involvement in world affairs.

Quantitative

Two online surveys were conducted. The first, in 2008, was used as a preliminary interest study with the primary goal of evaluating the mass media and measuring general media consumption and world knowledge. The sample size was 105. The survey collected data regarding the knowledge and motivation/ interest of college students. Questions were tailored to measure variables of interest. Participants were asked to answer some questions about general knowledge:

- Do you know any information about Obama’s foreign policy?
- Do you know what US Legislators plan to do about gas prices?
- Can you tell us what position Angelina Jolie holds in the U.N.?
- Do you know what the acronym U.N. stands for?
- Do you know what the acronym O.P.E.C. stands for?
- Can you locate Kenya on a map?

Participants were also asked to describe their emotion evoked by specific headlines using the this scale: 1=Sad, 2=Fearful, 3=Angry, 4=Apathetic, 5=Happy, 6=Proud

Participants were also asked to explain how interested they were in certain headlines. To analyze a student's general willingness to get involved, i.e. his or hers motivation and engagement participants were asked to explain their organizational involvement and their studies abroad as well as if they generally thought that world affairs were relevant in their lives. Participants were defined as college students with 95.2 % of participants claiming to be full-time *students*. *The average age of participants was 21.5* with almost an equal ratio of males to females (Males: 46.7%, Females: 52.4%) The classification breakdown is as follows:

- Freshmen: 7.6 %
- Sophomores: 33.3%
- Juniors: 24.8%
- Seniors: 24.8%
- Grad Students: 9.5%

A second survey was conducted in 2010 with the primary goal of measuring student perspective about the relevancy of world affairs in their lives; 116 students participated in the survey. Participants were college students from across the country at colleges from Yale, to Michigan State, to Washington State. Over 75% of students agreed that it is very or extremely important that the media inform citizens about international affairs. But only 15% of students said the media did a good job in reporting those affairs and 32% said the media do an acceptable job. The survey asked participants to measure how informed they were about local, national, and international affairs. Participants were asked to describe their level of agreement with the following statements:

- “It is important to me to personally remain informed about international affairs.”
- “Citizens have a responsibility to keep up with what is going on in other parts of the world.”
- “I don’t think events in other areas of the world have that much of an effect on me.”

Participants were also asked to respond to a question about the United States’ role in international affairs:

“Next we would like you to think about the role the U.S. should play in trying to solve international problems. Do you think the U.S. should take the leading role in world affairs, take a major role but not the leading role, take a minor role, or take no role at all in world affairs?”

Over half agreed that the U.S. should take a major role, but not a leading role. Participants also described what effect specific international issues had on their life and about the influences that shaped their opinions about international affairs. To follow up on the previous survey questions about media evaluation and consumption were also asked along with new questions about language courses and international travel. The classification breakdown is as follows:

- Freshman: 3%
- Sophomore: 8%
- Junior: 19%
- Senior: 50%
- Grad Students: 20%

A content analysis was performed to quantify how much attention was given to global issues by the top ten college newspapers over a week of time. The sample included these newspapers:

The Daily Tar Heel (UNC)

The Harvard Crimson (Harvard)

Yale Daily News (Yale)

The Diamondback (U of Maryland-College Park)

The Battalion (Texas A&M- College Station)

The Daily Collegian (Penn State- University Park)

The Hilltop (Howard University)

The Independent Florida Alligator (University of Florida)

The Duke Chronicle (Duke University)

The Daily Reveille (LSU)

Discoveries

1. American Students have much smaller worldview compared to others

The majority of participants in survey two reported that they were only somewhat informed about international affairs. Students reported that issues like the global AIDS crisis and instability in the Third World had little effect on their lives. Though students claimed to be exposed to equal amounts of local, national, and international news, they seemed to know less about international news.

2. Electronic Media is not effective

Students recognized their responsibility to stay informed but cited time constraints and lack of interesting news as reasons that they did not often fulfill that responsibility. An overwhelming number of respondents in both surveys reported that they received their news from the Internet. Though 20% of respondents claimed to get their news from television, focus group participants discussed that television was the least effective method of news

communication. Over 60% of respondents said that the media does not give enough attention to foreign news.

3. Print Media is more effective than electronic media, but not widely used

In a content analysis, college newspapers revealed a low ratio of international and local news. The average ratio of the top ten college newspapers was 10.31 to 89.69. Students reported that print media was more reliable but less convenient. Students who participated in the surveys and focus group admitted they were sacrifice reliability for convenience.

4. Foreign Language and Study Abroad expand Worldview

Of the respondents to the second survey, 77% traveled internationally and 93% had taken one or more foreign language courses. Of these students, all agreed that it was important to them to remain informed about international affairs. Many of these students had a personal connection to the country after visiting.

5. Social Networking is effective for real-time world updates

Half of students who responded to the surveys claimed to use social networking sites between 2 to 4 hours per day. Nearly a quarter of respondents claimed that the biggest influence on their opinions about international affairs were their friends and family and 8% of respondents admitted to getting their news from social networking arenas.

6. Primary and Secondary Education Plays Large Role in Worldview

Thirty one percent of students said their education had the biggest influence on their opinions about world affairs.

7. Students had a poor general knowledge and care little of world affairs.

Students showed fair knowledge regarding geography and history but showed poor knowledge regarding political action and legislation that could affect their quality of life. Though

58% of students claimed to know who the Prime Minister of England was, only half of those 58% gave an accurate answer. When asked more obscure questions like, “who is the president of South Africa?”, only 30% of students claimed to know and only 20% could answer accurately.

-28.6% of students knew what current legislators plan to do about high gas prices.

-27.9% of students knew what position Angelina Jolie holds in the United Nations.

-100% of students knew what the acronym U.N. stands for.

-61.9% of students knew what the acronym O.P.E.C. stands for.

-76.2% of students claimed they could locate Kenya on a map.

8. Students are becoming desensitized to major world events.

When asked in a focus group as to whether headlines evoke any emotion, one student responded, “For the last seven years all we have been hearing about is a bomb here, a car bomb there. Ten people die; twenty people on the bus got blown up.” Other focus group participants enthusiastically agreed.

9. Media has a more significant effect on student apathy than general knowledge.

Media appeared to have a negative effect on student motivation. Though an overwhelming 86% of students claimed they had the responsibility to take an active role in domestic and national issues, only 58% said they had the responsibility to take an active role in international issues. Several students reported feeling apathetic because of the media. Although one student claimed to read the paper everyday, most students admitted that they skipped over world topics. All of the students said that they were not at all likely to purchase their news information. Students in the focus group responded to questions about relevancy:

-“I don’t have enough time in my day to worry about Sri Lanka and Bolivia.”

-“I would say that our generation pays much more attention to movie stars and what they say about politics than politics itself.”

-“So it may affect me fifteen years from now, I’m not really interested.”

10. Internet is the medium of choice

Over half of respondents claimed the Internet as their medium of choice. When asked to explain, students in the focus group said, “ It is easier to find exactly what you want on the Internet, where as with watching TV you have to watch all the [things you’re not interested in] before you get there.” Several students liked the Internet because it is frequently updated.

11. Media have the ability to use sensation and drama to create interest in certain topics and events. Where the headline read:

“ One Thousand Dead in Darfur” Students reported feeling fearful and angry. This headline created more overall interest in the topic.

“UN Leaders and African Officials Seek Congo Peace” Students reported feeling happy and proud. This headline created more overall interest in the topic.

“Arab Nations Offer Congratulations to Obama” Students reported feeling proud. This headline did not create any statistical significance in creating overall interest in the topic.

Solutions: Bridging the Gap

Start at the Core: Curriculum: In ALL courses

Students report that most of their worldview is formed by the first year of college. Education is key to insuring that the foundation of a worldview is based in truth and is well rounded. Curriculum should be introduced at the primary level of education that addresses the individual and global relevancy of every subject and should institute a course in media literacy. Students should be taught about fact finding and learn how to investigate claims by the media and other sources. Giving the full primary and secondary curriculum a global component will increase interest in the subject by giving it individual relevancy and will also increase engagement by giving the subject a global relevancy.

Students should know about the rest of the world. They should know about other students their age across the globe. Increasing a broad perspective throughout curriculum will increase the function of a student's knowledge and help them be contributing members of society and active citizens before they ever leave high school. Starting at the bottom will enrich communities and increase the value of cross-cultural experiences.

Incentives for Involvement

There should be clear personal and societal incentives for student involvement in the community. Students should be able to actively participate and see the fruits of their labor through opportunities for service learning as well as community leadership. Grants should be increased and well dispersed to allow schools to participate in more service learning opportunities. Hands-on learning is an integral part of a well-founded education. Teachers should be rewarded for encouraging students to partake in cross-cultural experiences. Students should be rewarded for learning about global issues and initiatives. Students should see incentives for

broadening their worldview beyond the classroom and amidst their local and global communities.

Utilize Social Networking

Social networking sites like Facebook and Twitter have proved very successful in coordinating dialogue about numerous issues. These sites could employ new features that provided special parts for open dialogue in which words were automatically linked to sites that provided fact-based content regarding the debate or discussion at hand. Each time someone posted a response, comment, or rebuttal, his or her written words would automatically be linked to fact-based content. The linked content would not be in support of or opponent to the written comment, but merely provide factual information. For instance, if a group of users were using Facebook to discuss the healthcare debate, words like “death panel”, “Congress”, “party lines”, etc., would be automatically linked to content that explained the terms without bias.

Twitter could be used to ignite grassroots campaign all the way to the top of the government and corporate chains. Information about certain topics would be compiled together to form a pseudo task force of information. For instance, in the wake of an earthquake or humanitarian crisis like the one in Haiti, information about needs, resources, etc would be grouped together and presented collectively in a special part of the site along with factual information about the background, history, cause, and future of the problem.

Students already use social networking sites more hours per day than they read the news. We could use these sites more effectively to make users feel like the world IS their community. These sites could make the world seem smaller while at the same time broadening a student’s perspective.

Reform Electronic Media

Electronic media needs an overhaul. A more thorough assessment focused narrowly on electronic media could lead to more sufficient and concrete restructuring solutions. The world of electronic media is so complex and expansive that it will be difficult to use it to the advantage of student worldview and engagement. On a small scale, though, college news stations should be given more funding and collegiate journalism curriculum should teach about the problems and solutions to the electronic media crisis. Starting with a new generation of journalists is the only way to reform the world of television news, which is inundated with ineffective sound bytes, pretty faces, and liberal/conservative bias.

Media should use their power of sensation and drama in a positive way by bringing to light the important issues that face their audiences without becoming too sensational or dramatic. The American public is likely too “amused” for the media to eliminate all functions of sensation and drama, but editors should allow only a healthy dose of the two which could be determined with further research.

Redefine Media as Educational Institution

Media should act as an educational institution. News media’s main purpose should be to inform in a timely and comprehensive manner all audiences about issues both national and international in nature. Journalists should utilize a vast array of resources and define clearly for audiences how issues affect them.

Audiences should expect news sources to be informative and review the facts and critique the journalists. Journalists should be reminded of their civic duty, which is protected under the Constitution. The public has a right to be informed and not manipulated. Media outlets are just as educational as the classroom and thus, should be used that way. Individuals should be reminded

of their civic duty to actively participate in their communities both local and international in nature.

CHAPTER FOUR: Conclusion and Future Research

Conclusion

Students show an overall lack of knowledge about international affairs. This means that the typical student worldview as identified by this study is narrow and non-comprehensive. Students who have the capacity to create change often will not because they do not know the relevancy international issues have on their lives and in turn also do not understand the relevancy that their work can have on the world.

As products of a media revolution, student news consumers are selfish, introverted consumers. These types of consumers have so many choices that they never have to face those news stories that are not perfectly in line with their interests and opinions. A student interested in the healthcare debate is only going to read news about that issue and so on. These students will never understand the relevancy of world affairs unless media outlets change the way they operate and classrooms undertake a global perspective.

A coordinated effort of curriculum and media to reveal and highlight international events with individual relevancy and well as individual with internationally relevancy will bring the solution that America's youth need. As students graduate college and set out into reality they will be faced with vast issues that seem overwhelming and too large in nature for them to solve. But exposing students the expanse of international cause and effect and introducing them to fact-finding and healthy and efficient news consumption can lead to a new revolution; one in which a new generation of students are actively engaged across the globe, interacting with one another, and sharing ideas to solve big issues or bridge cultural gaps.

As President Obama shared in his State of the Union address, "our destiny is connected to those beyond our shores." Students are the future leaders of the U.S. and of the world and should

be informed of such. A recent trip to South Africa told a moving story. Students as young as ten years old who would never have the opportunity for a college education knew more about United States policy and leadership than the average college student knows about South Africa's policy and leadership. Students in America are generally the least informed of their generation. Now is not a time to be isolated into a community of one, but a time to expand our communities to reach the outermost parts of our world.

Moving Forward

Research should continue into media reform that could affect students' worldview and engagement. Research should also continue into the role that the government plays in oversight of the media. More research could be conducted into how classroom curriculum could bridge the gap left by the media. Consumption habits of college students should be continually monitored and analyzed if and when shifts in consumption occur. Further research could draw a stronger connection between service learning opportunities and college age engagement. A ten-year study could indicate how the media and classroom solutions suggested here have affected student worldview and leadership in ten years. Will a broader worldview mean more success? Will a new curriculum produce better rounded and media literate college students? What will decide the future of American civic engagement?

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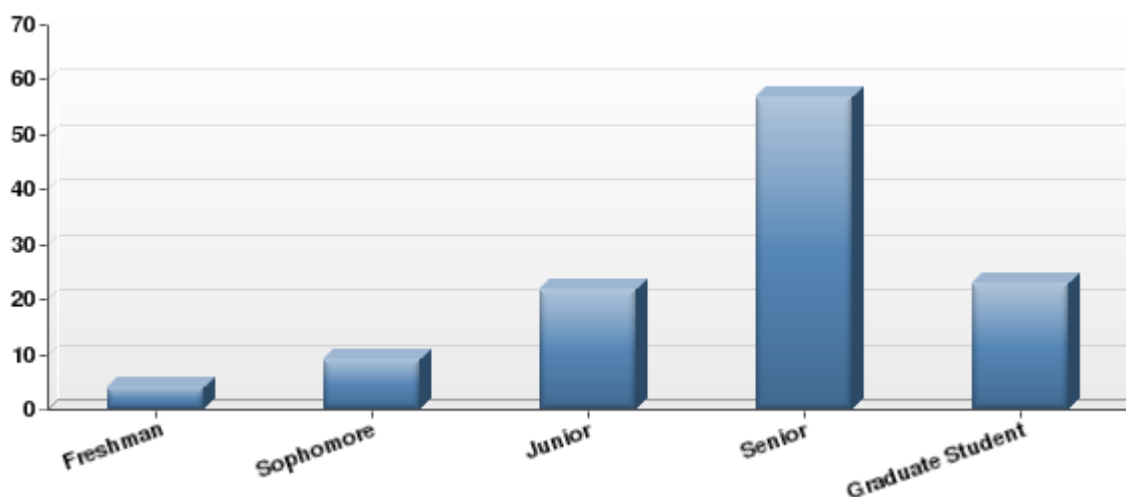
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APPENDIX

Initial Report

Last Modified: 03/30/2010

1. What is your classification?



#	Answer	Response	%
1	Freshman	4	3%
2	Sophomore	9	8%
3	Junior	22	19%
4	Senior	57	50%
5	Graduate Student	23	20%
	Total	115	100%

Statistic	Value
Mean	3.75
Variance	0.96
Standard Deviation	0.98
Total Responses	115

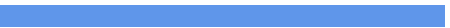

2. What is the name of your college/ university?

Louisiana state university
Louisiana State University
Louisiana State University, A&M
Louisiana State University A&M
Louisiana State University A&M
Louisiana Stat University
Louisiana Tech University
LSU
LSU
lsu
LSU
LSU
LSU
LSU
LSU
LSU
LSU
LSU
LSU
LSU
LSU
LSU
LSU
LSU
LSU
LSU
LSU
LSU--college of education
LSU-Baton Rouge
LSU A&M
LSU Health and Science Center- Shreveport
lsu ourso college of business
LSU Paul M. Hebert Law Center
luther rice university/seminary
Manship school
Manship School of Mass Communication
Manship School of Mass Communication
Michigan State University

New Orleans Baptist Theological Seminary
New Orleans Baptist Theological Seminary
Paul M. Hebert Law School
Paul M. Hebert Louisiana State University Law Center
SELU
Simon Fraser University
Southeastern
Southeastern University
southern illinois university edwardsville
St. John's College, Annapolis
Syracuse U
The University of Texas at Austin
Toccoa Falls College
Tulane University
University of Florida
University of Guam
University of Houston
University of Iowa
University of Louisiana at Monroe College of Pharmacy
University of North Carolina at Chapel Hill
University of North Texas
University of Utah
UVA
Washington State University
Wheaton College
Yale University

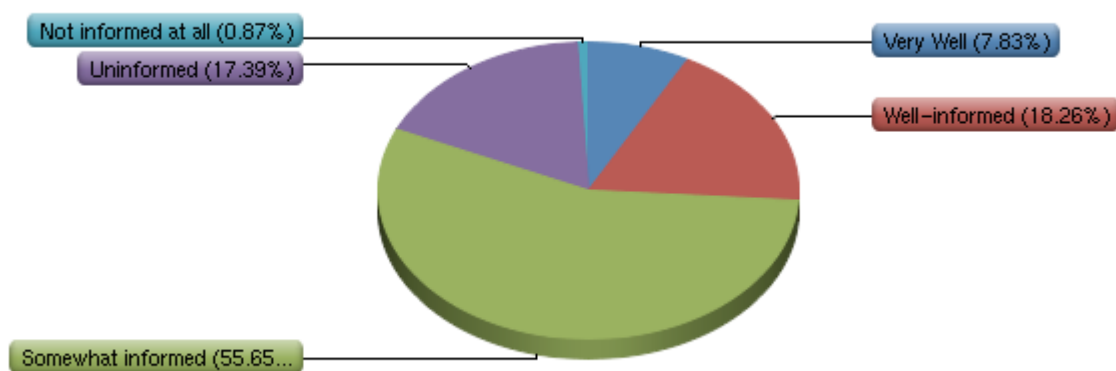
Statistic	Value
Total Responses	113

3. What is your age?

#	Answer		Response	%
1	Under 18		0	0%
2	18-24		107	93%
3	25-29		8	7%
4	Over 30		0	0%
	Total		115	100%

Statistic	Value
Mean	2.07
Variance	0.07
Standard Deviation	0.26
Total Responses	115

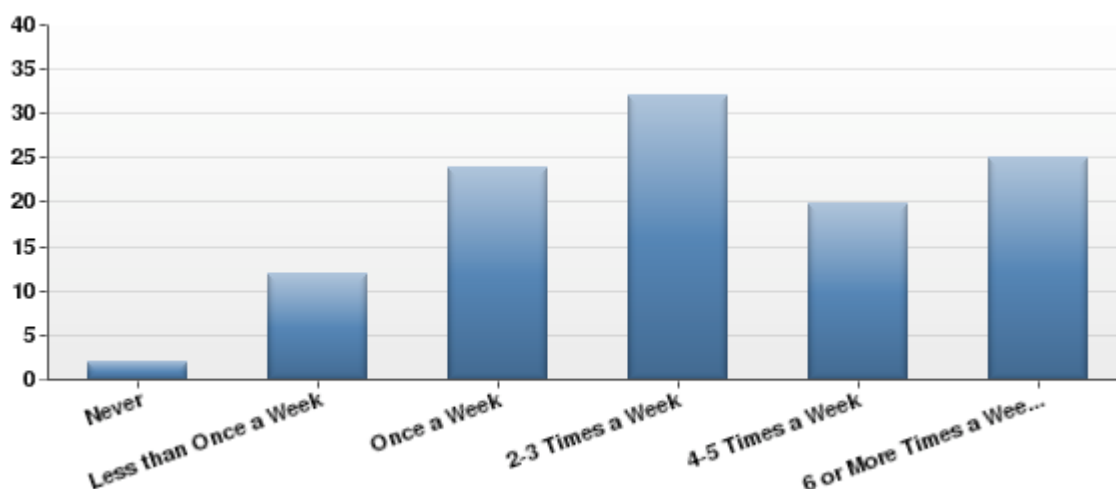
4. In your opinion, how well informed are you about international affairs?



#	Answer	Response	%
1	Very Well	9	8%
2	Well-informed	21	18%
3	Somewhat informed	64	56%
4	Uninformed	20	17%
5	Not informed at all	1	1%
	Total	115	100%

Statistic	Value
Mean	2.85
Variance	0.69
Standard Deviation	0.83
Total Responses	115

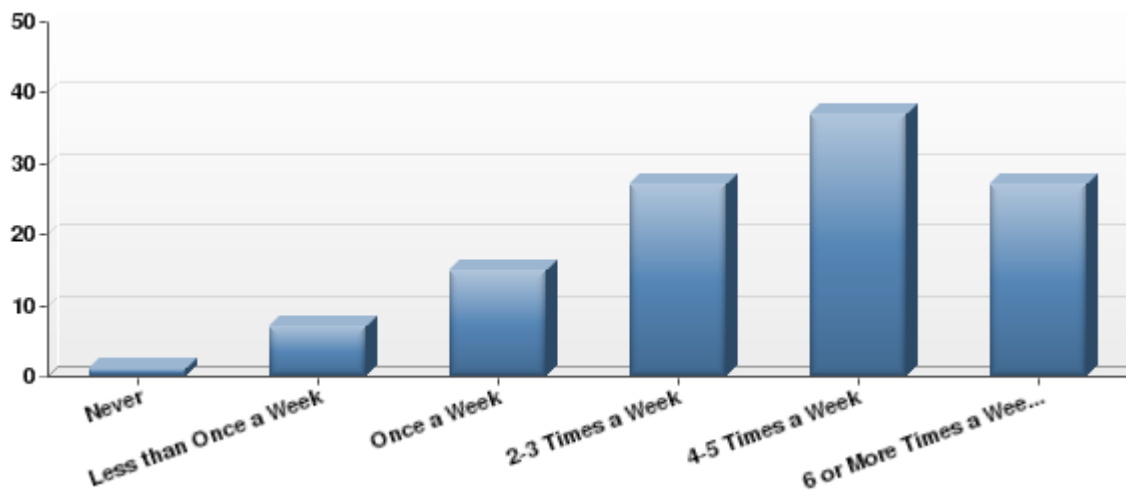
5. Typically, how often do you hear or read news about...Local Affairs:



#	Answer	Response	%
1	Never	2	2%
2	Less than Once a Week	12	10%
3	Once a Week	24	21%
4	2-3 Times a Week	32	28%
5	4-5 Times a Week	20	17%
6	6 or More Times a Week	25	22%
	Total	115	100%

Statistic	Value
Mean	4.14
Variance	1.82
Standard Deviation	1.35
Total Responses	115

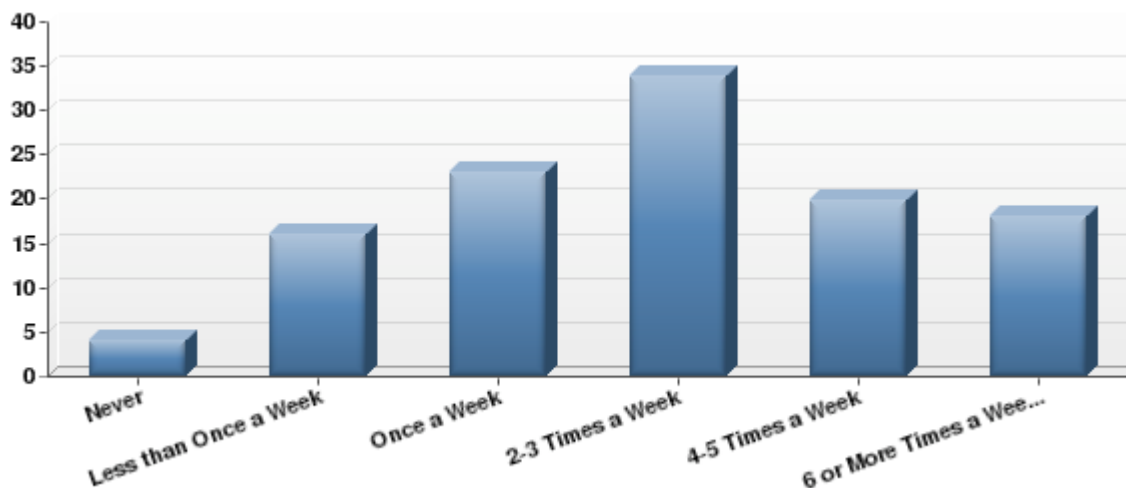
6. National Affairs:



#	Answer	Response	%
1	Never	1	1%
2	Less than Once a Week	7	6%
3	Once a Week	15	13%
4	2-3 Times a Week	27	24%
5	4-5 Times a Week	37	32%
6	6 or More Times a Week	27	24%
	Total	114	100%

Statistic	Value
Mean	4.52
Variance	1.47
Standard Deviation	1.21
Total Responses	114

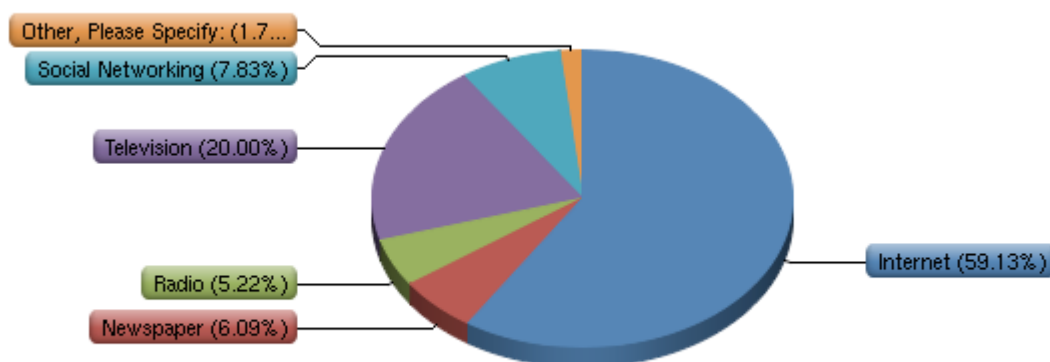
7. International Affairs:



#	Answer		Response	%
1	Never		4	3%
2	Less than Once a Week		16	14%
3	Once a Week		23	20%
4	2-3 Times a Week		34	30%
5	4-5 Times a Week		20	17%
6	6 or More Times a Week		18	16%
	Total		115	100%

Statistic	Value
Mean	3.90
Variance	1.88
Standard Deviation	1.37
Total Responses	115

8. How would you say you receive most of your news information?



#	Answer		Response	%
1	Internet		68	59%
2	Newspaper		7	6%
3	Radio		6	5%
4	Television		23	20%
5	Social Networking		9	8%
6	Other, Please Specify:		2	2%
	Total		115	100%

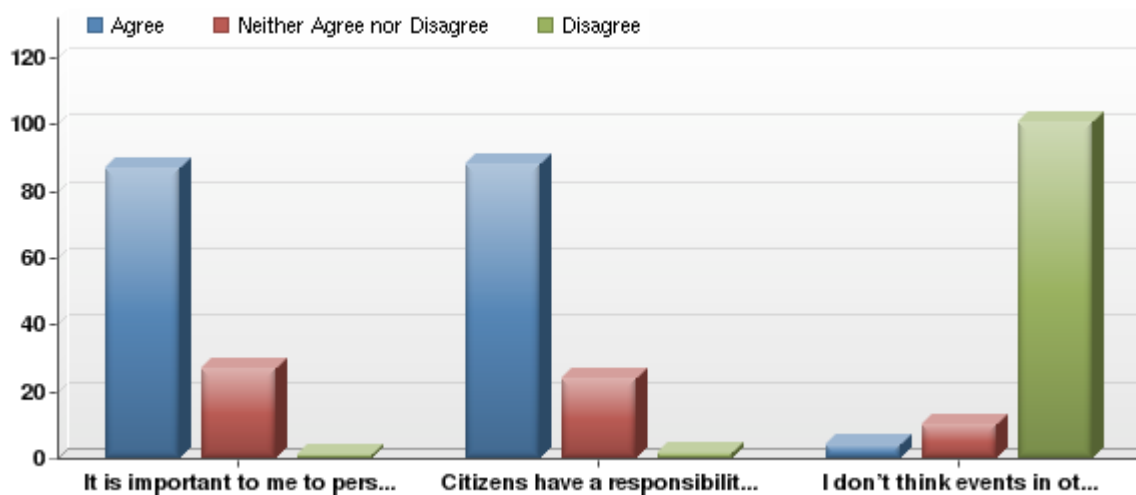
Other, Please Specify:

Word of Mouth

iPod news apps

Statistic	Value
Mean	2.17
Variance	2.42
Standard Deviation	1.56
Total Responses	115

9. Please mark whether you agree or disagree with the following statements.





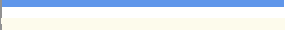



#	Question	Agree	Neither Agree nor Disagree	Disagree	Responses	Mean
1	It is important to me to personally remain informed about international affairs.	87	27	1	115	1.25
2	Citizens have a responsibility to keep up with what is going on in other parts of the world.	88	24	2	114	1.25
3	I don't think events in other areas of the world have that much of an effect on me.	4	10	101	115	2.84

Statistic	It is important to me to personally remain informed about international affairs.	Citizens have a responsibility to keep up with what is going on in other parts of the world.	I don't think events in other areas of the world have that much of an effect on me.
Mean	1.25	1.25	2.84
Variance	0.21	0.22	0.20
Standard Deviation	0.46	0.47	0.45
Total Responses	115	114	115


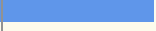
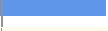
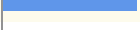

10. How important is that the media inform citizens about international affairs?

#	Answer	Response	%
1	Not at all important	0	0%

2	Very Unimportant		10	9%
3	Somewhat Unimportant		1	1%
4	Neither Important nor Unimportant		2	2%
5	Somewhat Important		10	9%
6	Very Important		68	59%
7	Extremely Important		24	21%
	Total		115	100%

Statistic	Value
Mean	5.71
Variance	1.77
Standard Deviation	1.33
Total Responses	115

11. Rate the media in terms of how well you think they do in reporting on international affairs

#	Answer		Response	%
1	Very Good		0	0%
2	Good		17	15%
3	Acceptable		37	32%
4	Not Sure		25	22%
5	Poor		33	29%
6	Very Poor		3	3%
	Total		115	100%

Statistic	Value
Mean	3.72
Variance	1.24
Standard Deviation	1.11
Total Responses	115

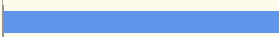

12. Do you think you have the responsibility to take an active role in domestic and national issues and policies?

#	Answer		Response	%
1	Yes		99	86%
2	No		16	14%

	Total		115	100%
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



Statistic	Value
Mean	1.14
Variance	0.12
Standard Deviation	0.35
Total Responses	115

13. Do you think you have the responsibility to take an active role in international issues and policies?

#	Answer		Response	%
1	Yes		67	58%
2	No		48	42%
	Total		115	100%

Statistic	Value
Mean	1.42
Variance	0.25
Standard Deviation	0.50
Total Responses	115

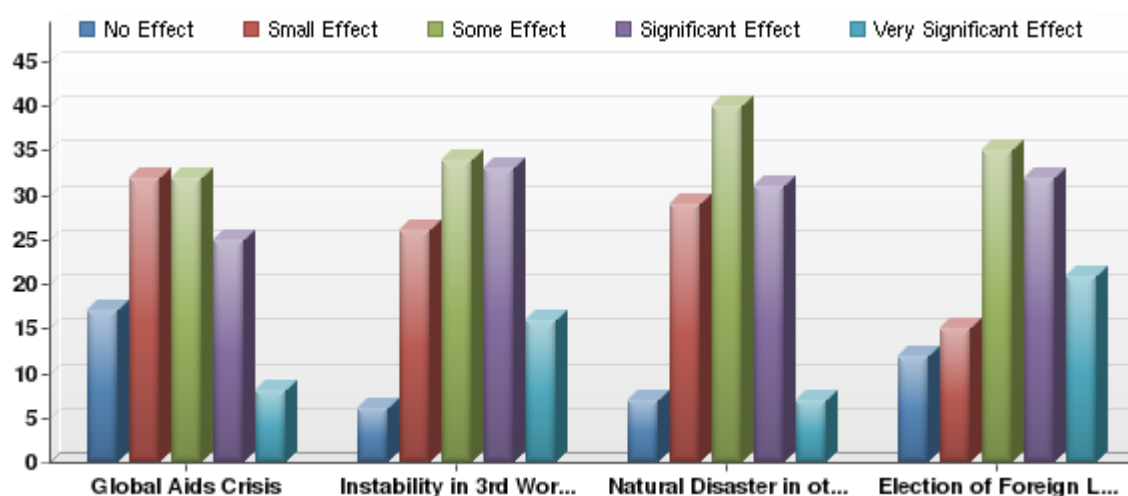
14. Next we would like you to think about the role the U.S. should play in trying to solve international problems. Do you think the U.S. should take the leading role in world affairs, take a major role but not the leading role, take a minor role, or take no role at all in world affairs?

#	Answer		Response	%
1	Leading Role		21	19%
2	Major Role, but not Leading Role		74	65%
3	Minor Role		17	15%
4	No Role at all		1	1%
	Total		113	100%

Statistic	Value
Mean	1.98

Variance	0.37
Standard Deviation	0.61
Total Responses	113

15. Please indicate how much of an effect the following issues have on your life.

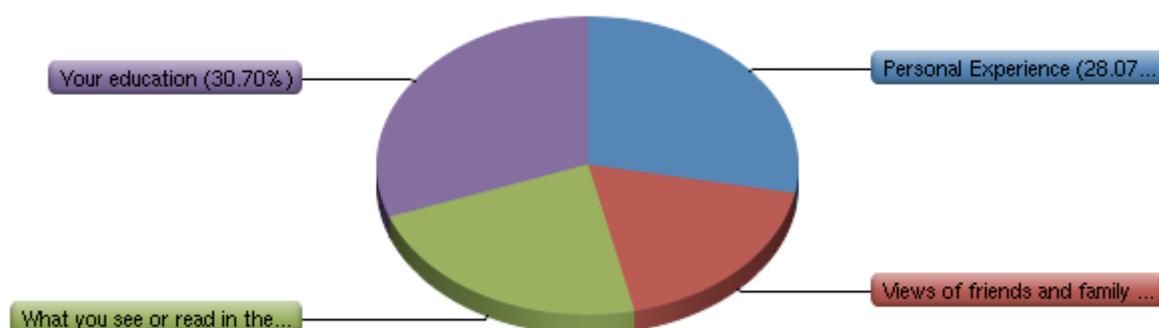


#	Question	No Effect	Small Effect	Some Effect	Significant Effect	Very Significant Effect	Responses	Mean
1	Global Aids Crisis	17	32	32	25	8	114	2.78
2	Instability in 3rd World	6	26	34	33	16	115	3.23
3	Natural Disaster in other countries	7	29	40	31	7	114	3.02
4	Election of Foreign Leaders	12	15	35	32	21	115	3.30

Statistic	Global Aids Crisis	Instability in 3rd World	Natural Disaster in other countries	Election of Foreign Leaders
Mean	2.78	3.23	3.02	3.30
Variance	1.34	1.23	1.03	1.48
Standard Deviation	1.16	1.11	1.01	1.22
Total	114	115	114	115

Responses				
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16. Which of the following have the biggest influence on your opinions about international affairs?



#	Answer		Response	%
1	Personal Experience	<div></div>	32	28%
2	Views of friends and family	<div></div>	21	18%
3	What you see or read in the media	<div></div>	26	23%
4	Your education	<div></div>	35	31%
	Total		114	100%

Statistic	Value
Mean	2.56
Variance	1.43
Standard Deviation	1.20
Total Responses	114

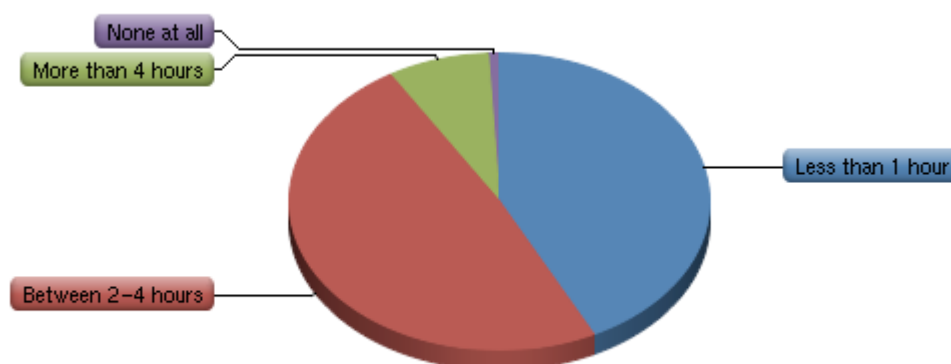
17. Do you think the media gives too much attention to foreign news, not enough, or the right amount?

#	Answer		Response	%
1	Too Much	<div></div>	3	3%
2	Not enough	<div></div>	73	64%
3	Right Amount	<div></div>	38	33%

	Total		114	100%
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Statistic	Value
Mean	2.31
Variance	0.27
Standard Deviation	0.52
Total Responses	114

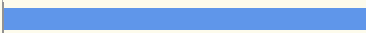

18. How many hours per day do you spend using social networking sites (facebook, twitter, etc)



#	Answer		Response	%
1	Less than 1 hour		49	43%
2	Between 2-4 hours		56	49%
3	More than 4 hours		9	8%
4	None at all		1	1%
	Total		115	100%

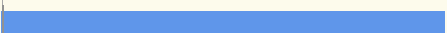

Statistic	Value
Mean	1.67
Variance	0.43
Standard Deviation	0.66
Total Responses	115

19. Have you traveled internationally?

#	Answer		Response	%
1	Yes		88	77%
2	No		27	23%
	Total		115	100%

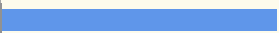

Statistic	Value
Mean	1.23
Variance	0.18
Standard Deviation	0.43
Total Responses	115

20. Have you taken 1 or more foreign language courses?

#	Answer		Response	%
1	Yes		106	93%
2	No		8	7%
	Total		114	100%

Statistic	Value
Mean	1.07
Variance	0.07
Standard Deviation	0.26
Total Responses	114

21. We would like to assess your basic knowledge or international affairs...Do you happen to know who the current prime minister of England is?

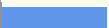
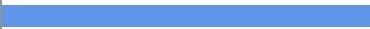
#	Answer		Response	%
1	Yes, and who is that?		67	58%
2	No		48	42%
	Total		115	100%

Yes, and who is that?
(UK PM--Goldon Brown)
Brown
Brown
Brown

Gordon Brown
Gordon Brown
Gordon Brown
Gordon Brown
Gordon Brown
Gordon Brown
Gordon Brown
Gordon Brown
Gordon Brown
Gordon Brown
Gordon Brown
Gordon Brown (LP)
Gordon Brown is the Prime Minister of the UK
Hordon Brown
Sarkozy
Tony Blair
Tony Blair
Tony Blair
Tony Blair
Tony Blair
Tony Blair
tony blair
Tony Blair
Tony Blair
Tony Blaire

Statistic	Value
Mean	1.42
Variance	0.25
Standard Deviation	0.50
Total Responses	115

22. Do you know who is the current president of South Africa?

#	Answer		Response	%
1	Yes, and who is that?		26	23%
2	No		89	77%
	Total		115	100%

Yes, and who is that?
Galema Motlanthe
I know his name sounds tribal; The media don't cover Africa well.
Jacob Zuma
Jacob Zuma
Jacob Zuma
Jacob Zuma
Jacob Zuma
Jacob Zuma
Jacob Zuma
Jacob Zuma
Jacob Zuma
jacob zuma
Jacob Zuma
Jacob Zuma
Jacob Zuma
Jacob Zuma
jacob zuma
Kgalema Motlanthe
Kgalema Motlanthe
Mbeki
Mbeki after Mandela
Nelson Mandela
Robert Mugabe
Zuma
Zuma
Zuma

Statistic	Value
Mean	1.77
Variance	0.18
Standard Deviation	0.42
Total Responses	115

23. Do you know which countries the the US is actively engaged in war with?

#	Answer		Response	%
1	Yes, and what are they?		96	84%
2	No		18	16%
	Total		114	100%

Yes, and what are they?	
(technically is not a war, is a conflict or operation and the answer is Iraq and Afganistan)	
0	
Afganastan, Iraq, moving towards Yemen	
Afganhistan	
Afghanistan	
afghanistan	
Afghanistan	
Afghanistan	
Afghanistan	
afghanistan	
Afghanistan, Iran	
Afghanistan, Iraq	
Afghanistan, Iraq	
Afghanistan, Iraq	
Afghanistan, Iraq	
Afghanistan, Iraq	
Afghanistan, Iraq (though we are at war with Talibaners not the states themselves.	
Afghanistan, Iraq, and Iran	
Afghanistan, Iraq, conflict in Yemen	
Afghanistan/Pakistan, Iraq	
afghanistan and Iraq	
Afghanistan and Iraq	
Afghanistan and Iraq	
Afghanistan and Iraq	
Afghanistan and Iraq, if that still qualifies as a war.	
Afghanistan and Iraq...possibly Yemen soon	
Afghanistan and Iraq...Yemen soon	
England	
Informally, Iraq and Afghanistan	
Iran	
Iran, Afghanistan	

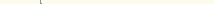
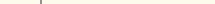
Iran, Iraq
Iran, Pakistan, whoever doesn't like God
Iran and Iraq
Iraq
Iraq
Iraq
Iraq
Iraq
Iraq
Iraq
Iraq
Iraq
Iraq
Iraq
Iraq
IRAQ
Iraq & Afghanistan
Iraq, Afghanistan
Iraq, Afghanistan, NK because we never had a treaty
Iraq, Afghanistan
Iraq, Afghanistan
Iraq, Afghanistan
Iraq, Afghanistan
Iraq, afghanistan
Iraq, Afghanistan
Iraq, Afghanistan
Iraq, Afghanistan
Iraq, Afghanistan
Iraq, Afghanistan
Iraq, Afghanistan, still have troops in Kuwait, Korea
Iraq, Afghanistan, Yemen
Iraq, Iran, Afghanistan, Pakistan
Iraq, War Against Terror
Iraq Afghanistan
Iraq and Afghanistan
Iraq and Afghanistan
Iraq and Afghanistan

iraq and afghanistan
Iraq and Afghanistan
Iraq and Afghanistan
Iraq and Afghanistan
Iraq and Afghanistan
Iraq and Afghanistan
iraq and afghanistan
Iraq and Afghanistan
Iraq and Afghanistan
Iraq and Afghanistan (kind of)
Iraq and Iran
None
None.
No Official War has been declared since WW2
Not technically valid wars, but insurgents predominantly in Iraq/Aghanistan.
pakistan, afghanistan
Technically not war.
TERROR: Afganistan, Iraq
Terrorism (not a country)
The US never officially declared war with a country, but the US is involved in conflicts with Afghanistan and Iraq
War against Terrorism (Afghanistan and Iraq)
Was there an official declaration of war? Afghanistan, I suppose. I'm not positive what precisely is going on in Iraq.
We are not actively engaged: We are fighting a war against terrorists sects in countries of Iraq, Afghanistan and others in the Middle East
Zero, but it depends on what you consider war. Afghanistan, northern Pakistan, Iraq, and I'd argue Somolia...also indirectly Palestine.

Statistic	Value
Mean	1.16
Variance	0.13
Standard Deviation	0.37
Total Responses	114

24. Do you know what position Hillary Clinton holds?

#	Answer	Response	%
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1	Yes, and what is that?		100	87%
2	No		15	13%
	Total		115	100%

Yes, and what is that?
Afghanistan, Iraq
inconsistent liberal views
New York Senator
Sec. of State
Sec. of State
Sec. of State
Sec. of State
Sec. of State
Sec. Of State
Sec. Of state
Secretary of State
Sec of State
Sec of State
Sec of State
Secretary pf State
secretary of state
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Secretary of State
Secretary of State
Secretary of State
Secretary of State for the US
Secretary of the State
Senator
SENATOR
Senator
Senator
Senator
Senator
She opposed to the war, although she originally supported it. She understands that troops cannot left Iraq in order to avoid violent conflicts (thats what she said)
U.S. Secretary of State
US Secretary of State
US Secretary of State
Withdraw troops

Statistic	Value
Mean	1.13
Variance	0.11
Standard Deviation	0.34
Total Responses	115