

# A Promotion for Verification between Source and News Media

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**Abstract:** The practice aimed that a student critically read and solved the information of a media so that they raised media literacy. They got a primary material that the press release of a company, ministries and government offices announced. They retrieved the second materials such as plural newspaper or TV program articles about the primary material. They let compare from the second plural materials, the part which did not stream down, the one which streamed down as a fact, and the one which streamed down as an opinion, and considered about coincidence and difference and the reason. As a result, media literacy standard scores were declined.

## 1. Introduction

### 1.1 Media in Classroom and Models of Media

This research, through the lessons about the differences between the source of information and news articles, let students train critical views. No studies have ever tried to lessons about the differences between the source of information and news articles although Media Literacy has been an object of study for a long time. By progress of the ICT technology, we have got possible to obtain the source of information without news article or Media. We can access such it as press release of a government or a company with Web.

Newspaper in Education (NIE) is a program designed to help teachers teach children about newspapers, how they work, and how to use them. Most newspapers have and support a NIE program. It must be noticed that the NIE programs suppose that newspaper articles are always correct. With many cases by the use of the editorial right there are events which are not conveyed in any article, and an opinion and the delusion of the editor may get into the articles.

There are a forgery and a misconception, too. For example, in Japan 1989 Coral Hurt by ASAHI Newspaper, in the United States, Shattered Glass written in Vanity Fair by Buzz Bissinger at September 1998(made into a movie SHATTERED GLASS, 2003), in Nether land, Big Donor Show.

In Canada, Toronto: Ontario Ministry of Education provided the Key Concepts of Media Education in Media Literacy Resource Guide (1989). It consists of following 8 items.

1. All media are CONSTRUCTIONS
2. All media construct REALITY
3. AUDIENCES negotiate meaning in media
4. Media have COMMERCIAL implications
5. Media contain IDEOLOGICAL and VALUE messages
6. Media have SOCIAL and POLITICAL implications
7. Form and content are closely related in the media
8. Media have UNIQUE AESTHETIC FORM - closely related to CONTENT

Over the past decades a considerable number of studies have been made on Media; posture of the guard of the Media, a characteristic of Media, and characteristic of the information that the Media handle.

Sugaya (2000) pointed out that the information that Media sends off is only one of the viewpoints

from consignor (Media itself), and that we are necessary to understand that there are the different viewpoints

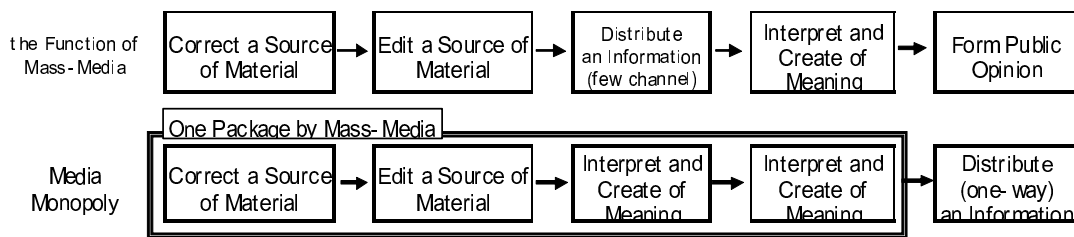


Figure 1: Journalism Model as Endo(2005)

and events that Media streams down in the world. The existing Mass-Media journalism, as Endo (2005) put it, has monopolized intelligence and interpretation of the information, meaning formation and public opinion manipulation. Endo also propounded a Journalism Model summarized as Figure 1.

About Social Studies at school in Japan, Yoshikawa (2001) proposed four steps.

1. A Live Society Phenomenon
2. The Choice of the Social Phenomenon by a Media
3. The Expression of the Social phenomenon by a Media
4. Interpretation of an Expression by the Reader

Step 1 corresponds to the source of information. Step 2 to 4 is included in one package by Mass Media in Figure 1.

## 1.2 National Policy about Media

We in Japan may be in danger of being guided or brainwashed by Media. Confidence for Newspaper and Magazine is 70.2% in Japan according to World Value Survey (2000) (2005), whereas 26.3% in the United States, and 14.2% in the United Kingdom. The Broadcast Act provides in Japan, for Media, politically neutrality and no distortion the truth. Nevertheless, the editorial right and forgery and misconception still exist as mentioned above.

In the United States, at NPO side, Children Express was founded in 1975. This was a news agency reported and edited by children and teenagers between the ages of 8 and 18. This won a Peabody Award and an Emmy Award for their coverage of the 1988 presidential campaign. Now this divided several organizations, Children's Pressline (New York), Y-Press (Indianapolis), 8-18 Media (Marquette) and so on. At Government side, in 1987, Federal Communication Committee decided the abolition of fairness doctrine. To take a simple example, New York Times says that the Times's editorial board strongly recommends that they select Hillary Clinton as their nominee for the 2008 presidential election.

In the United Kingdom, Ofcom was established as a body corporate by the Office of Communications Act 2002, which is the regulator for the UK communications industries, with responsibilities across television, radio, telecommunications and wireless communications services. It defines media literacy as the ability to access, understand and create communications in a variety of contexts'. And at a more advanced level it moves from recognizing and comprehending information to the higher order critical thinking skills such as questioning, analyzing and evaluating that information. This aspect of media literacy is sometimes referred to as 'critical viewing' or 'critical analysis'.

## 2. The Objectives of Research

For the final purpose of this study, an important point will be found for ability to make sure of the truth of the information, upbringing of the ability to see through what is not conveyed.

In this research, the lessons about the differences between the source of information (original

information) and news articles let students find the editorial right of Media and have critical views ability for Media. This ability makes them avoid the use of the editorial right, the delusion of the editor in articles, a forgery and a misconception as mentioned before.

Through this practice, in particular, students may temporarily have distrust for the Media in a series of processes, but place it when it is one phase on wearing such ability.

### **3. Methods**

#### **3.1 The Outlines of Practice**

Twenty technical junior college students were participated with this lesson. They are divided two groups. One group dealt with only newspapers, and other group dealt with mainly movies (TV or motion picture on the Internet). In the following of this paper, former groups are called Newspaper Group, and latter ones TV group. Members of former group are 9(three groups), and the latter are 11(three groups)

The subjects are as following four steps. Step 1, 2, 3 correspond to Step 1, 2, 3 of Yoshikawa (2001), respectively.

1. [Search a Source of Material] they retrieved the material that an origin of release oneself showed such as a webpage of government or a press release of a company. The contents are not restricted so that students discussed and dealt at their own choice.
2. [Gather Two or More News Articles about the Material searched at Pre-step] they gathered two or more articles for a Newspaper, which were got from library or Web, or a Television Program, which were recorded on video or got from Youtube.
3. [Classify what items News Articles Reported or Not Reported, and Consider Why Did Not Reported] they discussed to find out the items that did not report and the differences between news articles. They let compare from the second plural materials, the part which did not stream down, the one which streamed down as a fact, and the one which streamed down as an opinion, and considered about coincidence and difference and the reason.
4. [Presentation] they presented the fruit of their efforts.

The subjects were given on 24<sup>th</sup> of October, and they worked 180 minutes in the course and many hours out of the course. Presentation was on 19<sup>th</sup> of December.

#### **3.2 An Analysis Methods**

Pre and post questionnaire with an earlier research (Koike, 2003) were conducted to measure their transformation of the sense on Media. Koike's questionnaire's items are made from 8 concepts in the document of the Canada Ontario Ministry of Education to 17 items in total by concrete and easy words with 4-point scale. In this research the ratio on the faith of Media added the questionnaire.

### **4. Results**

As a whole, T-Test and Wilcoxon Signed-ranks Test were carried out but same results of the two Tests. Before this lesson, Two Groups (Newspaper group and TV Group) were equal that no differences were showed in the pre questionnaire.

#### **4.1 Student Treated Materials**

The contents are not restricted so that students discussed and dealt at their own choice. Various

materials presented from politics to computer game; Newspaper Group: Baseball (Japan and US Newspaper), Two of Computer Games (Press Release and Trade Papers). TV Group: Two of Political issues (Internet Streaming from TV station), Computer Contents (Internet Streaming from Youtube), Two of Food Camouflage (Internet Streaming from TV station).

## 4.2. Pre and Post Scores

### 4.2.1 The Items Entirely

Table 1 shows pre and post scores. Significant difference (at 5% or 1% level) shows in Item 2; the information that Media conveyed was chosen according to a specific purpose, Item 13; by camera work and the usage of the sound, the impressions of the TV drama are different greatly, and Item 18; the faith of Media. Marginally difference (at 10% level) shows in Item 15; you cannot get intention of the Media when you see and hear it not carefully, and Item 16; you cannot entrust only established mainstream Media in the present situation of the mass communication.

Item 2 and 18 indicates that students found the editorial right of Media. They think that Media use editorial right for specific purpose and therefore they did not trust Media as much as before. Both pre and post questions were low score as Item 1,7,12.

Table 1 Pre and Post Questionnaire

	items	pre	post	t-value	
1	1 Media conveys reality itself	2.20	2.05	0.847	
	2 The information that Media conveyed was chosen according to a specific purpose	3.30	3.65	2.735	*
2	3 What the media provides is reality	2.15	2.20	0.302	
	4 What we thought to be one's observation and experience is almost provided from the media	2.60	2.70	0.582	
3	5 The message from the media reaches the audience enough	2.70	2.65	0.218	
	6 Different message is received in each person even if listen to same radio or watch same television	3.45	3.35	0.449	
4	7 It is social justice that the media has top priority	1.75	1.70	0.302	
	8 The content of media depends on the intention of the sponsor	3.25	3.30	0.334	
5	9 Media publicizes sense of values and way of life "how should live" "what is good"	2.45	2.35	0.582	
	10 The fashion and the new lifestyle are made by Media	3.05	3.20	0.847	
6	11 Media has large influence for politics and public opinion	3.40	3.50	0.830	
	12 The media is independent from various social power	1.55	1.55	0.000	
7	13 By camera work and the usage of the sound, the impressions of the TV drama are different greatly	3.85	3.45	3.651	**
	14 Different impression is brought with a television / radio / newspaper even if they convey the same event	3.35	3.35	0.000	
8	15 You cannot get intention of the media when you see and hear it not carefully	3.05	2.85	1.491	+
	16 You cannot entrust only established mainstream Media in the present situation of the mass communication	3.25	2.85	1.397	+
	17 You want to send your opinion and claim not only you receive information one-sidedly	2.50	2.20	1.335	
	18 the faith of media	48.35	39.05	2.497	*

Note) A left number corresponding to Key Concepts of Media Education by the Canada Ontario Ministry of Education +p<.10, \*p<.05, \*\*p<.01

### 4.2.2 Affirmative and Critical Items

Affirmative and critical items show in table 2 and table 3 respectively. Generally speaking, in the affirmative items a score was low and in the critical ones a score is high. At four critical items post questions were higher or lower than pre ones by statistical analysis. No affirmative items changed pre and post question.

Table 2 :Affirmative Items

item	pre	post	t- value
1	2.20	2.05	0.847
3	2.15	2.20	0.302
5	2.70	2.65	0.218
7	1.75	1.70	0.302
9	2.45	2.35	0.582
12	1.55	1.55	0.000

Table 3 :Critical Items

item	pre	post	t- value	
2	3.30	3.65	2.735	*
4	2.60	2.70	0.582	
6	3.45	3.35	0.449	
8	3.25	3.30	0.334	
10	3.05	3.20	0.847	
11	3.40	3.50	0.830	
13	3.85	3.45	3.651	**
14	3.35	3.35	0.000	
15	3.05	2.85	1.491	+
16	3.25	2.85	1.397	+
17	2.50	2.20	1.335	

+p&lt;.10, \* p&lt;.05, \*\* p&lt;.01

#### 4.2.3 Differences between Newspaper Group and TV Groups

Pre questions did not show any significant differences between two groups. In the post question item 5 (the message from the media reaches the audience enough) showed that Newspaper Group (Avg. = 3.00) was significantly higher than TV Groups (Avg. = 2.36) at 5% level ( $t=2.585$ ). Because there are few numbers (9 or 11) of people in each group, this result is just for or information and cannot say predictable.

#### 4.3. Students' Views in Post Questionnaire

Students' views for Media were classified for Four categories; [Media Itself], [Media Attitude of Convey], [Citizen Attitude for Receiving and Judgment of Information], [Trust to the Media]. These indicate that they found the editorial right of Media and that Media use editorial right for specific purpose

[Media Itself] "I think that it is very dangerous what trusting the mass communication where expectations of the economy and the politics are easy to pick quarrel with in a certain number of media." "The influence of the media is too much so that there can be the thing changing the life (for example, false accusations) of the person by the wrong news of the media." "Because media gives the common recognition to people, the information that it conveys seems to be dangerous." They analyzed about powerful influence of the Media.

[Media Attitude of Convey] "The information which media conveys not only is based on the fact truth but also seems to have a filter hang by the public opinion and topic characteristics." "The newspaper seems that policies of the news were different greatly in each company." "I think that contents, methods and the choice of data to report are entirely different about the same thing by what a consignor of the media wants to convey. I found by this lesson that media itself choose the content to report." "The media side performed the proper news and we receipt side need to accept various information so that we can get the truth." Assuming choice by the Media, there was an opinion about the posture to receive information. These descriptions are related with item 2.

[Citizen Attitude for Receiving and Judgment of Information] "It is necessary not to persist in one source of information, but to watch various things, to examine it closely, to compare it, and to consider. It is good to understand information definitely by getting information from the various media." "I take various information into account without only by contents of one media and want to have the opinion of own." "News broadcasted on TV can understand only the surface of an event for information and we have to investigate it by other media and oneself to know it in detail." The necessity of the crosscheck was mentioned.

[Trust to the Media] "If I am going to get right information, I should be able to be involved in primary information without the media if possible." "I do not completely think that I must trust information from the Media." These descriptions support that a ratio to believe Media fell as mentioned above in item 18.

## 5. Conclusion

In this research, through the lessons about the differences between the source of information and news articles, let students find the editorial right of Media and have critical views ability for Media Through this practice, the faith of Media was decreased. And students found the editorial right of Media and mentioned that assuming choice by the Media an opinion about the posture to receive information and the necessity of the crosscheck. They temporarily had distrust for the Media in a series of processes, but place it when it is one phase on wearing such ability.

Next research will be that the detailed analysis of the contents of an argument performed between students and those of the presentation, and further practice for another students or teachers in future. How to retrieve and find the source of information (original information), that is my final research question.

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