1. Introduction

Media literacy-based interventions have been identified as promising approaches to address adolescent alcohol use, but existing interventions take too much classroom time and have not been evaluated rigorously or to assess mechanisms of change.

Existing media literacy interventions generally utilize one of two modes of providing students with the relevant information — focusing lessons on message analysis activities and/or message planning/production activities. Potential differences in the effectiveness of these two modes also have not been examined.

The lack of rigorous evaluation of media literacy interventions also has resulted in a lack of assessment of potential moderators of such interventions.

2. Purpose

This poster provides a preliminary look at a number of potential moderators of media literacy program effects including:

- Gender
- Prior lifetime alcohol use
- Urbanity of school (small town/rural vs. city/suburban)
- Time spent watching TV
- Prior perceptions of advertisements
- Sensation seeking
- Gender (and interaction with Condition)

Sample Research Questions:

- Do males and females differ in their perceptions of the curriculum?
- Does the curriculum produce better outcomes for students more at risk (e.g., those who have already used alcohol)?
- Do pre-existing positive perceptions of advertising lessen the impact of the media literacy curriculum?

3. Study Methods

3.1 Both Studies

- Students attending a 3-day leadership training workshop: 4-10 students per school, over 50 schools from across Pennsylvania (representing rural, suburban, and urban school districts)
- 75 minute curriculum (one lesson in workshop)
- All students received basic media literacy training — learning about ads claims, persuasive techniques, and production features in the context of alcohol ads
- For the target activity, half of the students participated in an anti-alcohol poster planning workshop while the other half was given alcohol ads

3.2 Pilot Test

- Immediate post-test only anonymous survey
- 140 10th grade high school students (age 14-16)
  - 68% female
  - 7% White; 12% Black/African American; 10% American Indian/Alaska Native; 3% Asian American/Pacific Islander; and 22% Hispanic

4. Results

4.1 Feasibility Test

Feasibility Test

- Pre- and immediate post-test survey (5-month follow-up post-test not included in these analyses)
- 174 10th grade high school students (age 14-16)
  - 63% female
  - 73% White; 4% Black/African American; 4% American Indian/Alaska Native;
  - 12% Asian American/Pacific Islander; and 10% Hispanic

Measures

- Curriculum perceptions - involvement, novelty, perceived gain, reflectiveness, and ratings of the workshop
- Outcomes - self-efficacy to counter argue, positive alcohol expectancies, norms (perceived peer use) and alcohol use intentions

Analyses

Generalized Linear Model including Condition (Analysis vs. Planning) as a fixed effect and Gender (or one of the other moderators) as a random effect and examining their interaction to assess moderation

4.2 Gender – Significant Interactions

Feasibility Study - Novelty

Feasibility Study - Liking

Feasibility Study - Self-efficacy to Counter-argue

Feasibility Study - Intensions to Use Alcohol

4.3 Gender and (interaction with Condition) – not significant for workshop involvement, perceived gain, positive alcohol expectancies, descriptive norms, or alcohol use intentions; significant interactions described below

4.4 Sensation seeking and (interaction with Condition) – not significant for involvement, novelty, perceived gain, reflectiveness, overall liking, self-efficacy to counterargue, positive expectancies

4.5 Urbanity and (interaction with Condition) – not significant for involvement, novelty, perceived gain, reflectiveness, overall liking, self-efficacy to counterargue, positive expectancies, descriptive norms, or substance use intentions

4.6 Time spent watching TV Average Weekday (and interaction with Condition) – not significant for novelty, perceived gain, reflectiveness, overall liking, self-efficacy to counterargue, positive expectancies, descriptive norms, or substance use intentions

4.7 Views of Advertising and (interaction with Condition) – not significant for involvement, novelty, perceived gain, reflectiveness, overall liking, self-efficacy to counterargue, positive expectancies, descriptive norms, or substance use intentions

5. Discussion

Limitations

- Sample size – limited power to conduct analyses and examine interaction effects
- Representativeness
  - Students chosen for leadership program
  - Low overall rates of alcohol use

Next Steps

- Use findings about moderators to revise the brief Youth Message Development Media Literacy curriculum
- Conduct an efficacy study of the curriculum with a larger and more diverse sample in an out-of-school setting (4H clubs in Ohio, Pennsylvania, and New Jersey)

Selected References


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Perceptions and effects of a brief media literacy intervention targeting adolescent alcohol use: Potential moderators of program effects

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