

Presence of Editing In Media on Self-Reported Measures of Well-Being

Specifically, does slow-media impact positive subjective well-being



What is it?

This past term, we have conducted a study using surveys to test subjective positive and negative emotions before and after one of our two stimuli's; which are slow and fast paced media films. We tested this because if positive findings were significant, we could share this with our community to raise awareness on the positive psychological effects of slow media.

Why is it needed?

In recent discoveries from previous studies, we found that fast paced film had a negative effect on both memory and mindfulness. With fast paced media being the new norm, we wanted to find a solution to this issue by testing the effects of slow media on overall well-being. We believe that a great deal of our community watch movies, shows, and advertisements, impacting them all on this issue.

Methods:

- There were 38 participants in total. 21 were students from Capilano University, and 17 from the North Vancouver Recreation Center Newsletter .
- Stimuli included two levels of edited media: 1) slow media with an average shot length of (asl) 30 seconds, and 2) fast media with an asl of 5 seconds.
- The participants started off with a pre-test survey answering 14 Myers Briggs questions and 18 PANAS. Upon completion, they watched either the 5-minute level 1 or 2 video before answering our post-test survey consisting of 18 different PANAS questions.

Outcomes / Findings:

To begin, we collaborated with Greg Coyes for the use of his slow media “icy creek” video (also edited into fast asl). Along with Capilano University students to partake in our study, and we created a write-up for North Vancouver Recreation Center e-newsletter to gain participants. The surveys were open for 3 weeks before analyzing the data. When we analyzed it, we found that due to our condition assignment method, the number of respondents from the newsletter was too unbalanced to be used in our analysis.

Findings Continued:

We were not able to reach statistical significance of $p < 0.025$ to support our alternative hypothesis in either positive or negative change for both treatment conditions. (see table for t-test results; below)

Due to our finding that no significant changes occurred in our study, the Myers Briggs data analysis has been removed for brevity.

One Sample T-Test					
	t	df	p	Mean Difference	Cohen's d
Positive Condition A	0.398	11	0.698	0.417	0.115
Positive Condition B	1.854	8	0.101	2.889	0.618
Negative Condition A	1.445	11	0.176	1.417	0.417
Negative Condition B	1.289	8	0.233	2.333	0.430

Note. For the Student t-test, effect size is given by Cohen's *d* .

Note. For the Student t-test, location parameter is given by mean difference *d* .

Note. For the Student t-test, the alternative hypothesis specifies that the mean is different from 0.

Descriptives				
	N	Mean	SD	SE
Positive Condition A	12	0.417	3.630	1.048
Positive Condition B	9	2.889	4.676	1.559
Negative Condition A	12	1.417	3.397	0.981
Negative Condition B	9	2.333	5.431	1.810

Psych 212 Research Methods

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