Jessica Smith

The researchers- Walsh, Fielder, Carey, and Carey- hypothesized that females in college would use newer types of media rather than older types. The researchers also hypothesized that the females who used more media would have worse academic behaviors. This is connected to past research because there is not much information about the division of time between different medias and how broader topics of medias affect academics. Research has previously been done on younger adults but not much about emerging adults, specifically at the college age.

 The students chose whether they would like to participate. A mass email was sent to all incoming freshmen females and, after giving consent, the participants were sent surveys to complete. Most of the questions asked were about health and occasionally about media use. The student’s media reports occurred at the end of January and July, where they stated how many minutes they spent using one of the eleven types of social media listed. Then the researchers did some multiplying of the usage depending on if it was for the week day or the weekend. The totals were eventually divided by seven for the final average of minutes. To test the participant’s academic behaviors, they had to send in their GPA during January and June as well as giving a self-report on confidence, feeling prepared for class, attending meetings, and having a planner during October and April. Other things included in self-reports were problems pertaining to academics, including alcoholic use and anxiety, religion, and poverty levels.

After collecting all of the data necessary for a year, the researchers concluded that the research showed that their hypothesis was supported except for media related to music or newspaper articles. This means that students who experienced lower Spring GPAs and more problems affecting their school work also reported using more media. Because this was longitudinal, meaning a specific group of people were followed over a specific longer period of time, certain difficulties can arise. One such problem could be a loss of participants throughout the study. This is a problem because the results could be skewed to one side because of the lack of participants. However, the most problematic thing could be the way the research was collected. Because surveys and self-reports were used, people can lie or just not tell the whole truth for multiple reasons including wanting to make oneself look better or just not knowing how many actual minutes. I think the results are important because it shows a negative correlation between technology and academics and many people should know that.

To apply this to myself, I need to limit the amount of media, such as texting, that I use. This could help raise my GPA, which is very important to me, and lower my anxiety that occurs from procrastination. I tend to text a lot during assignments, which is a distraction.

Jessica Smith

Media Report

This media report by Riley Davis, a staff writer for Brown University, a private Ivy League school, was posted in the Brown Daily Herald and therefore seems to be a credible source. The only questionable area of credibility is that there’s no link back to the original study to make sure the information is correct.

This media report gives the reader information from the original study, including how research was collected and what the results showed. Davis included who was tested, and examples of the medias that correlated with lower academic standings. Davis also included that, because this was not an experiment, there could be no direct correlation. Lastly, Davis attempted to include some numbers to support not only his report but the original research.

Many things in this report are correct and simple to understand. However, I would change the subtitle to not include social media specifically because other medias were tested as well. Davis did not include anything about the academic behaviors that were harmed and became difficulties for the participants. Some of the behaviors that could have been included were anxiety and alcohol use.

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| **Grading Rubric** | Present, Excellent (3) | Present, Acceptable (2.25) | Present, Insufficient (1) | Absent(0) |
| Introduction: Research question, hypothesis |  |  |  |  |
| Introduction: Connection to past research |  |  |  |  |
| Method: Participants & procedure |  |  |  |  |
| Results: Connection to hypothesis |  |  |  |  |
| Discussion: Limitations & next steps |  |  |  |  |
| Discussion: Why it matters |  |  |  |  |
| Grammar, Spelling, Organization |  |  |  |  |
| *Media Report* |
| Credibility Assessment |  |  |  |  |
| Accuracy/Clarity Assessment |  |  |  |  |
| Improvement Recommendation |  |  |  |  |