

PROGRAM EVALUATION PBS NEWSHOUR STUDENT REPORTING LABS

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I. Executive Summary

The PBS NewsHour Student Reporting Labs program (www.studentreportinglabs.com) connects middle and high school students to local PBS stations and broadcast news professionals in their communities to report on critical issues from a youth perspective. Through a project-based, active learning model, students learn how to synthesize information and investigate important topics, while building media literacy, communication, and problem-solving skills necessary for the knowledge economy of the 21st century. The program involves more than 50 schools and community centers across the country and each site has adapted the program to meet the particular educational needs of its students, faculty and community.

More than 1,000 students participated in the program in 2012-2013, now in its third year. Students who participated in the research study came from diverse racial, ethnic and socioeconomic backgrounds, with 36% Hispanic/Latino, 30% white, 13% African American, 2% Asian, 2% Native American, and 17% other. Students ranged from 13-18 years of age and 60% were male. About 35% of students came from working class families with low levels of parental education.

By the end of the school year, the majority of students reported participating in the following activities:

- Analyzing videos
- Creating a story board
- Conducting interviews
- Fact-checking information
- Pitching a news story
- Discussing different points of view about social and political issues
- Using a video camera to record visuals
- Writing a script
- Performing in front of the camera
- Working behind the scenes in different roles
- Logging footage
- Editing visuals and sounds
- Posting videos online
- Editing reports in response to feedback from others
- Using a variety of images and sounds to tell a story

The intended goals of the PBS NewsHour Student Reporting Labs program are to help students gain a better understanding of what constitutes news; evaluate the credibility of the information they receive via news content; strengthen their appreciation for the norms of

professional journalism; and build skills and confidence as communicators through learning how to produce news content in a collaborative real-world environment where what they create may be viewed by an authentic large audience and publication becomes the ultimate assessment.

Findings from pre-post quantitative research conducted with nearly 500 high school students who participated in the program reveal:

- 1) The development of media production skills that involved gathering and synthesizing information, using digital media and technology to communicate ideas in the format of a broadcast news package, and engaging in cycles of revision and feedback to polish their work.
- 2) Significant increases in collaboration and teamwork competencies, including intellectual curiosity, the ability to give and receive feedback, and confidence in self-expression and advocacy.
- 3) Increases in media literacy analysis skills, more selectivity in media use choices, and a shift towards high-quality news sources over entertainment-type news.
- 4) A less apathetic view of news and journalism, as well as orientation toward journalism careers.
- 5) Increased commitment to civic activism and an interest in civic engagement activities, particularly ones that are digital and collaborative.

About the Survey

The results presented in this report are based on a three-year evaluation project that included both qualitative and quantitative data. Appendix B provides a summary of the research timeline. This report describes the results of a large-scale pre-test–post-test study of students and teachers who participated in the program during the 2012–2013 academic year. Students completed a battery of online survey items at Time 1, between September 1 and October 10, 2012, and again at Time 2, between May 1 and May 30, 2013. The online survey instrument evaluated student media behavior, attitudes, and learning outcomes. Using a combination of scaled multiple-choice items and performance-based tasks, the instrument addressed news media consumption, production skills, program experiences, life skills, media literacy competencies, attitudes toward news media, civic engagement, attitudes toward education, and demographics.

II. Major Findings

The PBS NewsHour Student Reporting Labs program (www.studentreportinglabs.com) connects high school students to local PBS stations and broadcast news professionals in their community to report on critical issues from a youth perspective. Through a project-based, active learning model, students learn how to synthesize information and investigate important topics, while building media literacy, communication and problem-solving skills necessary for the knowledge economy of the 21st century. The program involves more than 50 schools and community centers across the country and each site has adapted the program to meet the particular educational needs of its students, faculty and community. More than 1,000 students participated in the program in 2012-2013, now in its third year.

The intended goals of the PBS NewsHour Student Reporting Labs program are to help students gain a better understanding of what constitutes news; evaluate the credibility of the information they receive via news content; strengthen their appreciation for the norms of professional journalism; and build skills and confidence as communicators through learning how to produce news content in a collaborative real-world environment where what they create may be viewed by an authentic large audience and publication becomes the ultimate assessment.

During the 2102-2013 academic year, high school students, working with a teacher and a mentor from a local PBS affiliate created over 70 broadcast news stories on a wide range of topics including:

- Are Constitutional rights upheld in South Carolina schools?
- Student athletes asked to monitor social media presence
- Texas residents reflect on damages after an Austin fire
- Chicago teen reflects on gang-related deaths that altered his life
- Water conservation: Friend or foe?
- How does Alabama's immigration law affect student retention?
- Philly teens explore possible solutions to high school dropout epidemic
- Oakland youth urge citizens to deal with climate change

Research was conducted with a sample of nearly 500 students from 44 schools who participated in the PBS NewsHour Student Reporting Labs program during the 2013-2014 school year. In order to assess the impact of the program on students, we measured knowledge, attitudes and skills at two points in time, during the beginning of the school year in September 2013 (Time 1) and again in May 2014 (Time 2). These changes were measured using

an online survey tool that asked students to complete performance-based exercises and reflect upon their own experiences and abilities. Students were free to skip questions so the sample size for each item may vary. The main findings of our research are presented below.

FINDING # 1: Students developed media production skills that involved gathering and synthesizing information, using digital media and technology to communicate ideas in the format of a broadcast news package, and engaging in cycles of revision and feedback to polish their work.

The PBS NewsHour Student Reporting Labs program uses an instructional model that enables students to gain significant knowledge and skills through engaging with real-world current events. By taking on the role of news reporters, students must seek out and evaluate information and opinions from a variety of sources, then synthesize and present ideas using a combination of language, images and sound, all in a collaborative environment, with support from teachers and PBS media professional mentors, and working under deadline pressure.

Gathering and Synthesizing Information. Students who participated in the PBS NewsHour Student Reporting Labs program developed knowledge about topics including climate change, the Supreme Court, education, medicine and public health, business and the economy, immigration, and policy issues that affect all Americans. They developed meaningful relationships with community stakeholders in local government, business, and education; they deepened their tolerance for complexity as they encountered people and information sources with a variety of points of view.

The program emphasizes exposure to challenging informational content combined with dynamic instructional practices that emphasize critical thinking about messages and creative, collaborative authorship using language, image and sound. These factors contribute to good alignment between the PBS NewsHour Student Reporting Labs and the Common Core State Standards, which emphasize the importance of developing students who are college and career ready. The following Common Core Standards are aligned with the goals of the PBS NewsHour Student Reporting Labs program:

- Students demonstrate independence in reading, analyzing and expressing ideas, seeking out and using resources to gain knowledge
- Students gain a strong base of content knowledge across a wide range of subject matter, gained by listening, reading and sharing information, and expressing ideas
- Students adapt their communication in relation to audience, task, and purpose with sensitivity to the way in which different disciplines call for different types of evidence
- Students are engaged, open-minded and discerning readers and listeners, asking critical questions to assess the veracity of claims and the soundness of reasoning, using evidence to develop their ideas
- Students use technology to gain knowledge and express ideas, with sensitivity to the strengths and limitations of various technological tools and media
- Students appreciate diverse interpretations and points of view to understand points of view that are much different from their own

Table 1 shows the percentage of students who reported completing key activities aligned with Common Core Standards during their participation in the PBS NewsHour Student Reporting Labs program.

Table 2 shows that students developed media production skills that involved gathering and synthesizing information, using digital media and technology to communicate ideas in the format of a broadcast news package, and engaging in cycles of revision and feedback to polish their work. While not all students were able to participate in every activity, overall participation increased dramatically throughout the year. These diverse production experiences helped students gather information from a variety of sources and synthesize it into concise, informative and balanced news reports.

Development of Communication and Technical Skills. Significant growth over time was evident in the development of both communication and technical skills. Students were asked to rate their abilities on a four-point scale ranging from "not much like me" to "very much like me." As Table 2 shows, students gained proficiency in gathering information using interviewing. They made substantial strides in comparing fact and opinion. They learned on-camera performance skills in presenting themselves to a public audience. Students also showed impressive gains in the many technical skills involved in using digital technology to gather video footage and edit it.

Table 1**Student Experiences with News Production Align with Common Core Standards**

Gathering and Synthesizing Information	Percentage of Students who reported participating
Analyzed videos	70%
Created a story board	65%
Conducted interviews	68%
Fact-checked information	49%
Pitched a news story	54%
Discussed different points of view about social and political issues	53%
Using Digital Media to Communicate Ideas	
Used a video camera to record visuals	69%
Wrote a script	64%
Performed in front of the camera	65%
Worked behind the scenes in different roles	64%
Logged footage	43%
Edited visuals and sounds	68%
Used a variety of images and sounds to tell a story	54%
Posted videos online	38%
Engaging in Cycles of Revision and Feedback	
Edited reports in response to feedback from others	38%

For students now growing up at a time when every citizen is both a consumer and producer of information, these competencies will give students a distinctive advantage in preparing them for college and careers.

Table 2**Students Expand Both Communication and Technical Skills**

Production Skills	TIME 1	TIME 2	CHANGE
Communication			
I am confident interviewing a stranger.	2.55	2.73	+.18*
I know how to conduct interviews to gather information.	2.33	2.86	+.53*
I can compare fact and opinion.	2.88	3.29	+.41*
I know how to develop a news story pitch.	2.04	2.59	+.55*
I use the Internet to gather reliable information.	3.10	3.18	+.08
I know how to present myself on camera.	2.61	2.97	+.36*
Technical			
I can easily set up a tripod and camera.	2.69	3.28	+.59*
I can fix audio and video quality.	2.24	2.91	+.67*
I can do substantial video editing.	2.16	2.90	+.74*
I can plan, direct and produce a video news report.	2.16	2.64	+.48*
I have the skills I need to make a professional news video.	2.10	2.68	+.58*
I can use a video camera to film news reports.	2.69	3.10	+.41*
N = 283, * p.<.05			

FINDING #2: Students experienced significant growth in collaboration and teamwork competencies, including intellectual curiosity, the ability to give and receive feedback, and confidence in self-expression and advocacy.

Through the experience of working as part of a journalistic production team, students developed key collaborative skills. These competences dramatically increased over the course of the academic year and are linked to production learning experiences.

- **Intellectual Curiosity:** Students were significantly more likely to identify with the following statements: "I want to learn about all sides of a given issue," "I am curious about ways to solve issues in my community," and "I often find myself questioning things that I hear or read." This willingness to explore multiple sides of an issue and orientation toward community problem-solving are clearly linked to pre-production processes, such as brainstorming, information-gathering, seeking out topics and interview subjects, and developing angles and interview questions. Students with a

high level of intellectual curiosity may be more likely to produce news reports that tackle underreported topics or offer fresh perspectives on familiar ones.

- **The Ability to Give and Receive Feedback:** Students were significantly more likely to agree with statements including "I am open to constructive criticism," "I motivate others to do their best," and "I know how to give detailed feedback." Being able to provide constructive and motivational feedback is a key skill for anyone who works as a member of a team. Students who learn how to collaborate well during their high school years are at a distinct advantage when entering college or the workplace.
- **Confidence in Self Expression:** Students were significantly more likely to identify with the following statements: "It is easy for me to express my views and opinions," "I have a clear idea of what values are important to me," and "I am willing to express my opinion even if I know it is unpopular." These skills are linked to the research and creative dimensions of the message production process. In addition, students who are comfortable expressing their own values may be more comfortable asking hard interview questions and holding authority figures accountable—key skills for budding journalists.

Table 3 shows students' mean scores in a four-point scale ranging from "not much like me" to "very much like me." The change in scores over time indicates that the program had a meaningful impact on the "soft skills" that are so important to success in the world outside the classroom. While participating in news media production experiences helped shape students' abilities as communicators, evidence from this study show improvements in intellectual curiosity, giving and receiving feedback, and confidence in self-expression, competencies that will serve students in any 21st century workplace.

Table 3**Students Developed Intellectual Curiosity, Collaboration Skills, and Confidence in Self-Expression**

Intellectual Curiosity	TIME 1	TIME 2	CHANGE
I want to learn about all sides of a given issue.	3.08	3.31	+.23*
I am curious about ways to solve issues in my community.	2.67	2.97	+.30*
I often find myself questioning things that I hear or read.	3.10	3.33	+.23*
Giving and Receiving Feedback	TIME 1	TIME 2	CHANGE
I am open to constructive criticism.	3.00	3.36	+.36*
I show respect for people's ideas and feelings, even when I disagree with them.	3.44	3.53	+.09
I motivate others to do their best.	3.05	3.18	+.13*
Confidence in Self-Expression	TIME 1	TIME 2	CHANGE
It is easy for me to express my views and opinions.	2.99	3.28	+.29*
I have a clear idea of what values are important to me.	3.25	3.49	+.24*
I am willing to express my opinion even if I know it is unpopular.	3.10	3.32	+.22*

N = 281, * p > .05

Finding #3: Students made improvements in media literacy analysis skills, develop more selectivity in their media use choices, and shift towards the use of high-quality news sources over entertainment-type news.

Media Literacy Competencies. Students who participated in the Student Reporting Labs program made clear gains in media literacy competencies. We measured media literacy competency through both survey items and through performance-based measures of media analysis. In the survey, students were significantly more likely to agree with the following statements. Differences from Time 1 to Time 2 were statistically significant on these items:

- "People should learn to recognize political bias in the news."
- "People should understand how news organizations make money."
- "People interpret news reports based on their own life experiences."
- "Everyone interprets news stories based on what they already know and believe."

Students were asked to critically analyze a broadcast news media message. After viewing a short video news segment originally broadcast on MSNBC, students wrote open-ended responses to these questions:

Media Analysis Questions

- ✓ **Message.** What is the main message of the video?
- ✓ **Authors.** Who are the authors of this video?
- ✓ **Purpose.** What is the purpose of this video?
- ✓ **Target Audience.** Who is the target audience? What evidence supports your idea?
- ✓ **Techniques.** What are the techniques used in this video to attract and hold your attention?
- ✓ **Interpretations.** What are some different interpretations that different people might have of this video?
- ✓ **Omissions.** What is left out of this video?

Evidence shows that students improved greatly in their ability to analyze a broadcast news media message. Many students showed growth in analyzing news media, providing answers that were more complete, nuanced, accurate, descriptive and coherent.

Table 4**Students Demonstrate the Ability to Comprehend & Analyze Broadcast News***Sample of Student Responses*

	Time 1	Time 2
Message	The main message of this video is to show viewers what mothers sacrifice to make sure their kids have a good education	The story was about parents sending their kids to better schools and trying to avoid the system, but the underlying message is that, really, some schools are better than others, and we should strive to make all of our schools as beneficial as the next.
Authors	Parents	The authors of this video were the MSNBC journalists.
Purpose	To show the story of the two parents that lied to get their children a good education.	To inform the public about the injustices of the education system
Techniques	What people will do for their family	Sad stories are used to create sympathy
Interpretations	None really. Everyone should feel the same really.	One might interpret this video as an advocate movement to gain understanding through parents about how education needs improvement. Another would be by portraying the mothers as getting unfair advantage over the other children that are forced into the city public schools.
Omission	I don't think any thing was left out.	What's left out of this video is having children, teens and teachers share what they think about the mother's choice.

Many students gained comprehension skills and strengthened inference-making competencies after participating in the program. As Table 4 shows, students were better able to identify the message, authors, purpose, omissions, and techniques used to attract and hold viewers' attention. Student answers were coded on a scale where 3 represents a good answer, 2 represents an acceptable answer, and 1 represents a poor answer. Statistically significant differences were found between Time 1 and Time 2 in students' ability to critically analyze news media messages for all items except for Interpretations.

Table 5

Students Improved the Ability to Comprehend and Analyze Broadcast News

	MESSAGE	AUTHORS	PURPOSE	TECHNIQUES	TARGET AUDIENCE	INTERPRETATIONS	OMISSIONS
TIME 1	1.38	1.23	1.43	1.57	1.32	1.72	1.88
TIME 2	1.50*	1.44*	1.69*	1.87*	1.48*	1.72	2.00*

N = 348

* p >.05

More Selectivity in News Media Choices. As students' media production and analysis skills increased, their news media consumption habits also shifted. As other studies of adolescents have revealed, students are most likely to get their news through social media, including Facebook, Twitter, and YouTube. They also tended to favor entertainment news choices. However, after participating in the program, while students continued to consume digital entertainment news at similar levels, their affinity for entertainment-based TV news, radio news, and print news (such as "TMZ" or "Sports Center") dropped significantly.

Students were asked to indicate how often they consume various types of news on a four-point scale ranging from "never" to "often." As Table 5 shows, students reported an increased consumption of public media news, including both PBS and NPR news programs. This evidence suggests that as students learn about how news is constructed, they become more discriminating in their own choices and are more likely to seek out higher-quality news options and less likely to seek out entertainment-based news sources.

Table 6**Students' Media Choices Shift towards High-quality News Sources and Away from Entertainment-Type News**

Entertainment-Type News	TIME 1	TIME 2	CHANGE
Magazines like "Entertainment Weekly" or "Sports Illustrated"	2.18	1.91	-.27*
TV news programs like "TMZ" or "SportsCenter"	2.57	2.19	-.38*
Public Media	TIME 1	TIME 2	CHANGE
NPR news like "All Things Considered" or "Morning Edition"	1.38	1.56	+.18*
PBS news shows like "PBS NewsHour"	1.55	1.72	+.17*
N = 282			
*p < .05			

FINDING #4: Students have a less apathetic view of news and gain increased interest in journalism careers.

In the PBS NewsHour Student Reporting Labs program, students got a chance not just to learn about journalism, video production, and current events, but to embody the roles of journalists and media professionals in their schools and local communities. They created news reports that were published on the PBS NewsHour Student Reporting Labs website and most of the stories they produced were viewed by their peers at school. Students in many schools were able to meet with and receive feedback from a journalist mentor from a PBS local affiliate. As a result, they gained a deeper appreciation for the role of journalism in society.

Evidence of increased appreciation translates to adolescent attitude change about journalism. After participating in the program, students were less likely to agree with survey items that took an apathetic perspective towards journalism, such as "I don't really care about news or current events," "News and current events don't really affect me," and "Journalism doesn't make a difference one way or the other." These items were based on a four-point scale ranging from "strongly disagree" to "strongly agree."

These attitude changes may be linked to students' experiences as news producers as well as their increased consumption of meaningful, high-quality news sources. These changes indicate that the PBS NewsHour Student Reporting Labs program was able to strike an appropriate balance in helping students take a critical look at how the news is constructed without making them feel jaded about news and journalism.

In addition, after participating in the program, students were more likely to consider journalism as a potential career path. Higher percentages of students agreed or strongly agreed with statements including "I am interested in pursuing a career in journalism," "I plan on studying media and journalism in college," and "I would like to work for a news organization." These changes suggest that participating in PBS NewsHour Student Reporting Labs opened students' eyes to career options that they had not previously considered.

Table 7

Less Apathy and More Interest in Journalism Careers

Apathy Towards News	TIME 1	TIME 2	CHANGE
News and current events don't really affect me.	2.12	1.90	-.22*
News and journalism doesn't make a difference one way or the other.	2.04	1.89	-.15*
I don't really care about news and current events	2.18	2.01	-.17*
Careers	TIME 1	TIME 2	CHANGE
I am interested in pursuing a career in journalism.	2.11	2.31	+.20*
I plan on studying media and journalism in college.	2.23	2.40	+.17*
I would like to work for a news organization.	2.12	2.30	+.18*
N = 282			
*p < .05			

FINDING #5: Students gained commitment to civic activism and show interest in civic engagement activities, particularly ones that are digital and collaborative.

Students who participated in the PBS NewsHour Student Reporting Labs program learned about a wide variety of topics including business and economy, the Supreme Court, education, environment, public health, science and technology, and social issues. [Completed student reports](#) are available online.

After participating in the program, students were more likely to participate in civic engagement activities, particularly ones that are digital and/or collaborative. Students were asked to report their likelihood of participating in specific civic engagement activities on a four-point scale ranging from "strongly disagree" to "strongly agree." Evidence shows that participating in PBS NewsHour Student Reporting Labs increased students' anticipated civic engagement by activating their confidence in using digital citizenship skills. For example, at Time 2, students were significantly more likely to indicate that they would blog about an issue they care about and sign an online petition or write a comment on a website about an issue they care about.

Table 8
Students Gain a Commitment to Civic Activism

Individual Civic Engagement	TIME 1	TIME 2	CHANGE
I will sign an online petition or write a comment on a website about an issue I care about.	2.57	2.87	+.30*
I will contact a newspaper, radio or TV talk show to express my opinion on an issue.	2.12	2.21	+.09
I will write an opinion letter to a newspaper on an issue I care about.	2.21	2.24	+.03
I will blog about an issue I care about.	2.29	2.44	+.15*
N = 283, *p. <.05			

After participating in the program, students were also eager to engage in social action and aware of the value of using their collaborative skills. Additional civic engagement items were added to the post-test survey in order to better understand the many options for civic engagement in the 21st century. Of all of the civic engagement items on the survey, students agreed most strongly that they would "work together with others to solve a problem in my community," "volunteer with an organization in my

community," and "help raise money for community organizations or causes that are important to me."

Table 9

Students Demonstrate a Commitment to Civic Activism

Collaborative Civic Engagement	TIME 2
I would work together with others to solve a problem in my community.	3.13
I would volunteer with an organization in my community.	3.03
I would help raise money for community organizations or causes that are important to me.	3.06
I enjoy talking to others about my views on political issues and candidates.	2.86
Being concerned about state and local issues is an important responsibility for everybody.	2.92
N = 283	

These findings indicate that students who participated in the PBS NewsHour Student Reporting Labs program are willing to take action on issues in their communities and are most likely to prefer civic engagement activities that are collaborative and/or digital in nature.

Summary of Key Findings

Findings from this evaluation of the PBS Student Reporting Labs program reveal significant increases in collaboration and teamwork competencies, including intellectual curiosity, the ability to give and receive feedback, and confidence in self-expression and advocacy. Students developed strong media literacy analysis skills, more selectivity in their media use choices, and made a shift towards choosing high-quality news sources over entertainment-type news. They became less apathetic towards news and journalism and gained a new appreciation for journalism careers. Students developed valuable media production skills that involved gathering and synthesizing information, using digital media and technology to communicate ideas in the format of a broadcast news package, and engaging in cycles of revision and feedback to polish their work. They increased commitment to civic activism and gained an interest in civic engagement activities, particularly ones that are digital and collaborative.

III. Teacher Experiences

Teachers reported a variety of meaningful goals for their participation in the program. Most placed their highest priority on developing students’ critical thinking, analysis and communication skills. They valued the opportunity for collaborating with PBS mentors, participating in meaningful professional development programs, and receiving feedback from their peers.

Emphasis on Critical Thinking and Communication. Although teachers who participated in the program greatly appreciated the chance to develop students’ technical production skills in creating, shooting and editing broadcast-quality news, of even greater importance was the goal of promoting students’ critical thinking, analysis and communication skills, as Table 10 reveals.

Table 10
Teachers First Choice Rankings of Learning Goals

When asked to rank order the learning goals for the programs, teachers rated these items as first in importance

Goals for Participation in the Program	Percentage of Teachers Selecting Item as First
Promote students’ critical thinking, analysis and communication skills	33%
Develop students’ technical production skills to create, shoot and edit video	22%
Connect students and the school to the community, nation and world	16%
Help students understand how journalism supports citizenship and self-governance	11%
Develop students’ collaboration and problem-solving skills	11%
Increase student engagement and motivation	5%

Teachers Appreciate the Flexibility of the Program. A wide variety of schools participated in the PBS NewsHour Student Reporting Labs program, and teachers were invited to adapt the program to meet the unique context and situation of their particular school, class and community. For most teachers, this meant that PBS NewsHour Student Reporting Labs program was a component of their high school classes in Media Production or English, but some teachers

incorporated the program into Speech, Art, or Computer classes as well. One in five teachers used the program in out-of-school or informal learning environments.

Teachers implemented the program using different amounts of class time. Some teachers designed their curriculum making full use of the PBS NewsHour Student Reporting Labs program, engaging students in five or more hours weekly with the learning experience. Others layered on PBS NewsHour Student Reporting Labs activities into their existing curriculum.

Collaboration and Feedback. Many teachers work in relative isolation. Those who teach video production may often have little contact with peers at other schools who do similar work. For teachers who participated in the PBS NewsHour Student Reporting Labs program, a regular series of professional development experiences was held at the PBS NewsHour offices in Washington DC. These important meetings enabled teachers to feel part of a special community, to learn valuable skills and share instructional practices. The staff members of the PBS NewsHour Student Reporting Labs also supported students and educators by providing access to a variety of structured opportunities to contribute and share information, including on the email listserv.

As a result, teachers valued the practices of collaboration and emphasized the value of giving and receiving meaningful feedback as a way to learn. Comments included:

- "Meaningful feedback is so very important to the learning process. That's one of the things I loved most about this program."
- "I learned the most by connecting with other teachers working in this field about their experiences, routines and practices, organizational structures, and strategies. It was also enlightening and inspiring to see their students' amazing work."
- "I learn so much from the other teachers in the program—what works, what doesn't. I spend more time and attention to teaching the importance of B-Roll and good sound and lighting because of the feedback we were given."
- "Meaningful, consistent feedback from professional journalists was the most effective aspect of the program. Thai was a terrific mentor for my students throughout the project, and I know Leah also provided feedback during the editing process."

Career and Professional Standards. Most of the teachers who participated in the program did not have formal journalistic or media production training, and many teachers emphasized the

value of working with professional journalist mentors so that students could see how professionals construct news reports firsthand. Teachers also perceived access to media professionals as highly valuable to their own professional development. Comments included:

- "Our mentor was the best aspect of the program by far. Working with the students one-on-one or in a group setting reached the students on a level I can't. Even though we said the same things most of the times, bringing in the "professional" helped the kids make a connection with the fact that their stories were real, and not just an assignment in class."
- "Class visits by NewsHour personnel were highly effective."
- "The mentor was very influential and helpful in the classroom. The kids responded very positively to a 'pro.'"
- "There were so many valuable aspects! But I think partnering with SRL was really effective at helping my students feel affiliated with an important organization and movement in the "real world," and that experience privilege and opportunity was extremely empowering and motivating. Students need to experience that their voices can be powerful when they put their creativity, and effort behind them. Also, they need to see how that power comes with a responsibility to be honest, thoughtful and thorough."
- "I learned how to engage my youth more thoroughly in journalism and show them that they what they learn can translate into career opportunities and being recognized by great news outlets such as PBS."

Overall, teachers reported a positive experience with the Student Reporting Labs program. As one teacher noted:

I think this is a CRITICAL program that as many students as possible should participate in. It gives them vital project management and critical thinking skill practice, and develops much more skilled and balanced citizen journalists. With the rapid decentralization of news distribution and rise of the citizen journalist, what could be important in increasing their ability to both produce valuable, responsible reporting, and to evaluate the journalism of others? PBS Student Reporting Labs is just at the beginning of what could be accomplished in this essential area.

IV. Methodology

This research is the result of a multi-year collaboration between PBS NewsHour Student Reporting Labs and the Media Education Lab, Harrington School of Communication, University of Rhode Island. The research documented in this report presents the final year of a three-year inquiry. We used a combination of formative and summative program evaluation methods including teacher and student interviews, observations of classrooms and professional development programs for teachers, examination of student work samples, and online survey research with both students and teachers. At regular intervals, we produced reports to share evidence with the PBS NewsHour Student Reporting Labs team. This report documents only the summative evaluation of the program.

Online survey research was used to gather quantitative data about the impact of the PBS NewsHour Student Reporting Labs program on student learning. To develop reliable and valid measures, we first conducted a pilot study with a sample of 85 students in 2011. Evidence from this study was used to refine the items used in the present study. The results presented in this report are based on a large-scale pre-test–post-test study of students who participated in the program during the 2012-2013 academic year. Students completed a battery of items at Time 1, between September 1 and October 10, 2012, and again at Time 2, between May 1 and May 30, 2013.

Sample. Teachers from 38 participating schools recruited students to participate in the program. A complete list of schools whose students participated in the research is shown on Table 13. At Time 1, a total of 566 students took the pre-test, with 429 students completing the survey. At Time 2, a total of 358 students took the post-test. After cleaning to eliminate incomplete data, 283 complete records were usable. Participating students came from diverse racial, ethnic and socioeconomic backgrounds, 36% Hispanic/Latino, 30% white, 13% African American, 2% Asian, 2% Native American, and 17% other. Students ranged from 13 to 18 years of age, with 40% of the students being age 17 at the time of the post-test. There were more males (60%) than females (40%) in the program. About 35% of students came from families whose parents had a high school education or less, an indicator of lower socio-economic standing.

Online Survey Instrument. The online survey instrument evaluated student media behavior, attitudes and learning outcomes. The instrument addressed news media consumption (TV, radio, digital and print), production skills, program experiences, life skills, media literacy competencies, attitudes toward news media, civic engagement, attitudes toward education, and demographics. Prior to administering the post-test in May 2013, we added some additional

items for measuring collective civic engagement in response to feedback from participants who attended a presentation of the results of pilot study data. These items are the only variables where we cannot compare student responses at both Time 1 and Time 2.

Coding. One set of items, the performance-based measure of media literacy, involves viewing a broadcast news media story and answering a set of open ended questions. The research team developed a system of coding responses on a scale of 0-3. We developed and validated the coding during the pilot test phase of the project. For each item, we developed criteria indicating the elements that made up a poor (1), adequate (2), or good (3) response. Answers were coded as zero (0) if left blank or marked with an irrelevant or incoherent answer.

Student Profiles. To understand the quantitative data in holistic context, we created sample written profiles of students enrolled in the program as part of our Year 2 Evaluation. This helped us to better understand the full range of their media and information use habits, their attitudes about media, technology, and citizenship, and their exposure to media production activities. Reviewing students' existing levels of media literacy competencies helped us understand the full range of knowledge and skills that students bring into the program. The students we selected to profile represented the diversity of students participating in the program. By taking a deeper look at these responses, we were able to identify themes and patterns among student experiences and make sense of student responses more effectively.

Teacher Survey. In conjunction with administering the post-test, we asked participating teachers to complete a online survey that measured their experiences in the PBS NewsHour Student Reporting Labs curriculum. We received responses from 18 participating teachers. The survey asked teachers to rank the importance of learning outcomes, and report on their participation in teacher conferences and on the Student Reporting Labs listserv. It also asked them to indicate which lesson plans they used from the Student Reporting Labs curriculum and the amount of time they spent on the program per week. We were able to use this information to ascertain teachers' levels of investment in the program.

Teacher Interviews. We conducted longform phone interviews with eight teachers enrolled in the program. These educators were selected based on geographic and socioeconomic diversity as well as the setting in which they are implementing the program. The teachers reported a range of experiences in implementing the program. They had vast differences in terms of teacher backgrounds, equipment access, and mentor relationships. Overall, teachers were enthusiastic about the program and its effect on student learning.

Observation of Professional Development Programs. Our work was enhanced by the ability to observe a number of professional development programs where PBS NewsHour Student Reporting Labs staff interacted with teachers who participated in the program. Renee Hobbs attended professional development programs in 2010 and 2011. Katie Donnelly attended the Student Reporting Labs teacher mini-conference in Washington DC in January 2012 and collected teacher feedback on the pre-test survey. Researchers Jonathan Friesem and Mary Moen attended the Student Reporting Labs teacher mini-conference in Washington DC in July 2012. Mary Moen attended a third mini-conference in Austin, TX in 2013.

APPENDIX A

PBS NewsHour Student Reporting Labs Evaluation Team Members

Renee Hobbs, Principal Investigator

Renee Hobbs is a teacher, researcher, educational leader, and advocate for digital and media literacy education. She is Professor and Founding Director of the **Harrington School of Communication and Media**, a new school at the University of Rhode Island USA with 1,700 undergraduate and graduate students enrolled in academic programs in journalism, film/media, writing & rhetoric, communication studies, public relations, and library and information studies. In her work at the **Media Education Lab** (www.mediaeducationlab.com), Hobbs has provided staff development to educators from across the United States and on four continents around the world. In 2013, Hobbs and her colleague Dr. Julie Coiro created the Summer Institute in Digital Literacy, a special summer program connecting teachers, university faculty and media professionals. Over 25 years, Hobbs has developed award-winning multimedia curriculum and has published more than 100 scholarly articles and books including *Discovering Media Literacy: Digital Media and Popular Culture in Elementary School* (2013), *Copyright Clarity: How Fair Use Supports Digital Learning* (2011) and *Reading the Media: Teaching Media Literacy in High School English* (2007). She is the co-editor of the *Journal of Media Literacy Education* (www.jmle.org), an online, open access peer-reviewed scholarly journal sponsored by the National Association for Media Literacy Education (NAMLE). In 2012, she served as the Digital Literacy Fellow for the American Library Association (ALA). In 2010, her white paper, *Digital and Media Literacy: A Plan of Action*, published by the Knight Foundation and the Aspen Institute, offered a comprehensive approach to implement digital and media literacy education to the 75 million students now enrolled in U.S. elementary and secondary schools.

Katie Donnelly, Program Manager

Katie Donnelly is Research Associate at the Media Education Lab at the Harrington School of Communication and Media at the University of Rhode Island. Katie formerly served as Associate Research Director at American University's Center for Social Media, where she researched the Future of Public Media. As Research Associate at Temple University's Media Education Lab, she worked on several national media literacy initiatives, including the development of the Code of Best Practices in Copyright and Fair Use for Media Literacy Education. Katie holds an MA in Broadcasting, Telecommunications and Mass Media from Temple University.

Jonathan Friesem, Research Associate

For the last fifteen years Jonathan Friesem has worked with a number of media youth organizations and colleges in Israel. As a graduate from the Camera Obscura Art School in Tel-Aviv, he became a reporter for the local news and a producer in the national educational network. His award-winning feature *Good Boys* gave him a global recognition as an independent producer. At the same time he founded two cinema and communication departments in different high schools, structuring a powerful and effective program for youth media production. Jonathan received an M.A. in policy and management in education. During the summer of 2012, he developed, coordinated and taught a summer camp for foster youth at the University of Rhode Island in coordination with First Star Academy.

Mary Moen, Research Associate

Mary Moen is a Library Media Specialist at Chariho Regional High School in Rhode Island, a top performing public school in the state. She teaches classes in information literacy as well as in the ethical use of information technology.



About the Media Education Lab

The Media Education Lab, founded by Renee Hobbs, advances digital and media literacy education through research and community service. The Media Education Lab is located at the Harrington School of Communication and Media at the University of Rhode Island. Learn more: <http://mediaeducationlab.com>.

Contact Information

Renee Hobbs

Media Education Lab

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APPENDIX B

Research Timeline

Pilot Year, 2010–2011. PBS NewsHour contracted with the Media Education Lab at Temple University to provide an evaluation of the pilot year of the Student Reporting Labs program. During the pilot year, we looked at the video content produced by the students and analyzed the production methods, writing and research process. We reviewed the form that the stories produced by these students took. We also participated in and analyzed written transcripts of the conference calls conducted by the program coordinators with the teachers involved in the program and their public broadcasting system mentors. We conducted phone interviews with some teachers who participated in the program. Finally, in Philadelphia, we visited the school site, informally interviewed the teacher, the PBS mentor, and the students who participated in the program. As part of the evaluation, we looked at the quality of communication between stakeholders. We reflected on the various expectations that were held among members of the team, whether or not those expectations were realistic, if expectations were met. We considered the variety of contexts and circumstances among the members of the pilot team and whether or not the quality of the student-produced videos was consistent based on these expectations.

Year 2, 2011–2012. In developing an approach to evaluating the Student Reporting Labs program, we used what we had learned in the pilot year and conducted a review of relevant literature to develop a theoretical model. We reviewed samples of students' video production work. Then we constructed an online survey instrument; pilot-tested the survey instrument with 85 high school students in Michigan; coded soft data from open-ended questions; conducted a factor analysis allowing us to identify sub-constructs and remove low-performing survey items; participated in two teacher training sessions where we presented student learning objectives and evaluation protocol as well and gathered feedback from educators involved in the program; conducted phone interviews with eight teachers involved in the program, and developed and distributed a protocol for administering the evaluation.

Year 3, 2012–2013. In evaluating the Student Reporting Labs program, we reviewed samples of student video work. Then we revised the online survey instrument; collected pre-post data from high school students who were participating in the program; coded soft data from open-ended questions; participated in two teacher training sessions where we presented student learning objectives and evaluation protocol as well and gathered feedback from educators involved in the program; collected data from teachers through an online survey; and analyzed the data and prepared a final report.

APPENDIX C

Student Post-Test Survey

Dear Students: You are invited to take this survey to share your experiences, thoughts and feelings about news and journalism in today's society. Some of these questions may look familiar, and this is because this survey is designed to measure your experience in the Student Reporting Labs program. Your opinions will help us understand how to improve the program. Please read all items carefully as you answer the questions.



Study Title: NewsHour Curriculum Evaluation

Person Responsible for Research: Renee Hobbs

Study Description: The purpose of this research study is to evaluate the PBS NewsHour Student Reporting Labs curriculum. You will be asked to complete a survey that will take approximately 40 minutes to complete. The questions will ask about your experiences in the program and your attitudes toward news and journalism.

Risks/Benefits: Risks to participants are considered minimal. There will be no costs for participating, nor will you benefit from participating other than to further research.

Confidentiality: Your responses are completely confidential and no individual participant will ever be identified with his/her answers. Data from this study will be saved on a password protected computer.

Voluntary Participation: Your participation in this study is voluntary. You may choose to not answer any of the questions or withdraw from this study at any time.

Research Subject's Consent to Participate in Research: By completing the following survey, you are voluntarily agreeing to take part in this study. Completing the survey indicates that you have read this consent form and have had all of your questions answered. For more information about the study or study procedures, contact Renee Hobbs at hobbs@mail.uri.edu.

Basic Information

We are collecting this information to compare your responses over time. Your name will not be shared.

*1. What is your name?

First name:

Last name:

*2. What is your school or program name?



Watch this News Segment and Share Your Interpretations

Please watch this short video before you answer the questions on the next page.



Visit msnbc.com for [breaking news](#), [world news](#), and [news about the economy](#)

Analysis 1

Please share your interpretations of the news segment you just watched by answering the questions below.



3. What is the main MESSAGE of this video?

4. Who are the AUTHORS of this video?

5. What is the PURPOSE of this video?

6. What are the TECHNIQUES used in the video to attract and hold your attention?

7. Who is the TARGET AUDIENCE for this message? Check all that apply.

- ☐ Men ☐ Women ☐ Teens ☐ Children ☐ Whites ☐ Blacks ☐ Hispanics ☐ Rich ☐ Middle-class ☐ Working class

Please explain your answer in the text below.

Analysis 2



8. What are some different INTERPRETATIONS different people might have of this video?

9. What is LEFT OUT of this video?

TV News

10. In a typical week, how often do you watch the following types of TELEVISION news shows?

	Often	Sometimes	Rarely	Never
Morning shows like "Good Morning America" or "Fox and Friends"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local news shows like "Channel 6 Action News"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National news shows like "World News with Diane Sawyer"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PBS news shows like "PBS News Hour"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opinion-based news shows like "Hannity" or "The Rachel Maddow Show"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entertaining news shows like "The Daily Show with Jon Stewart" or "The Colbert Report"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
News magazine shows like "60 Minutes" or "Dateline"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entertainment news like "TMZ" or "SportsCenter"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minority news outlets like "BET News"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Radio News

11. In a typical week, how often do you listen to the following types of RADIO news shows?

	Often	Sometimes	Rarely	Never
Opinion-based talk news like "The Rush Limbaugh Show" or "The Mike Malloy Show"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NPR news like "All Things Considered" or "Morning Edition"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio interview shows like "Fresh Air"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entertainment news like "On Air with Ryan Seacrest" or "Fox Sports Tonight"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



12. In a typical week, how often do you read the following types of DIGITAL news?

	Often	Sometimes	Rarely	Never
News stories shared by Facebook or Twitter friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube videos about current events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
News websites like "The Huffington Post" or the "Drudge Report" (News Aggregators)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
News websites like "CNN" or "The New York Times"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entertainment news websites like "TMZ" or "ESPN.com"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Print News

13. In a typical week, how often do you read the following types of PRINT news?

	Often	Sometimes	Rarely	Never
Daily Newspapers like "The Inquirer" or "The Daily News"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Newspapers like "USA Today"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
News Magazines like "Time" and "Newsweek"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entertainment Magazines like "Entertainment Weekly" or "Sports Illustrated"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Your Production Skills



14. Read the list below and check the box that best represents you.

	Very much like me	Mostly like me	Somewhat like me	Not much like me
I am confident interviewing a stranger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to conduct interviews to gather information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can compare fact and opinion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to develop a news story pitch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the Internet to gather reliable information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to present myself on camera.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can easily set up a tripod and camera.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can fix audio and video quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can do substantial video editing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can plan, direct and produce a video news report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the skills I need to make a professional news video.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can use a video camera to film news reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Media Production Experience



15. Which of the following activities have you done yourself in this class? Check all that apply.

- ☐ Analyzed videos
- ☐ Created a story board
- ☐ Conducted interviews
- ☐ Fact-checked information
- ☐ Pitched a news story
- ☐ Discussed different points of view about social and political issues
- ☐ Used a video camera to record visuals
- ☐ Wrote a script
- ☐ Performed in front of the camera
- ☐ Worked behind the scenes in different roles
- ☐ Logged footage
- ☐ Edited visuals and sounds
- ☐ Posted videos online
- ☐ Edited our reports in response to feedback from others
- ☐ Used a variety of images and sounds to tell a story

16. When it comes to media production, what do you enjoy the most?



17. Read the list below and check the box that best represents you.

	Very much like me	Mostly like me	Somewhat like me	Not much like me
I am comfortable working in a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I show respect for people's ideas and feelings, even when I disagree with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am open to constructive criticism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I generally take leadership in most groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I motivate others to do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to learn about all sides of a given issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to give detailed feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to express my views and opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear idea of what values are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to express my opinion even if I know it is unpopular.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am curious about ways to solve issues in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often find myself questioning things that I hear or read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Media Attitudes



18. Read the list below and check the box that best represents you.

	Strongly agree	Agree	Disagree	Strongly disagree
I don't really care about news or current events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
News and current events don't really affect me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journalism doesn't make a difference one way or the other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most news companies will say anything to make a profit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The news media doesn't care about ordinary people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journalists will distort the truth in order to grow their audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most news is just an advertisement for large corporations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Media Attitudes II



19. Read the list below and check the box that best represents you.

	Strongly agree	Agree	Disagree	Strongly disagree
News reporters try to cover important issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journalists usually make a substantial effort to be accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn a lot from the reading and watching the news.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
News reports help people make decisions about their communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
News reports inspire people to make social and political change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Read the statements below and check the box that best represents you.

	Strongly agree	Agree	Disagree	Strongly disagree
I will sign an online petition or write a comment on a website about an issue I care about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will contact a newspaper, radio or TV talk show to express my opinion on an issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will write an opinion letter to a newspaper on an issue I care about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will blog about an issue I care about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will take action in my school on an issue I care about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Read the statements below and check the box that best matches your opinion.

	Strongly agree	Agree	Disagree	Strongly disagree
I would work together with others to solve a problem in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would volunteer with an organization in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would help raise money for community organizations or causes that are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy talking to others about my views on political issues and candidates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would join in a protest, march, or demonstration for a cause I care about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would buy a certain product or service because I like the social or political values of the company that produces or provides it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends and I often talk about political and social issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family and I often talk about political and social issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have good ideas for programs or projects to help solve problems in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being concerned about state and local issues is an important responsibility for everybody.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would attend/perform at a poetry slam, youth forum, musical performance, or other event where young people express their political views.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would forward an email or a video about a political issue, candidate, or elected official.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would post information about an issue, cause, or candidate I care about to my Facebook page.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Thinking about the problems you see in your community, how much difference do you believe you can make by working with others to solve problems?

We can make
no difference
at all

☐☐☐☐☐☐☐☐☐☐

We can make
a lot of
difference

Your Media Attitudes III



23. Read the list below and check the box that best represents you.

	Strongly agree	Agree	Disagree	Strongly disagree
People should understand how decisions are made about the news media that we watch, see and read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People should learn to recognize political bias in the news.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People should understand how news organizations make money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I watch a news story, I know that people may have different opinions about it than me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People interpret news reports based on their own life experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone interprets news stories based on what they already know and believe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Attitudes



24. Read the list below and check the box that best represents you.

	Strongly agree	Agree	Disagree	Strongly disagree
I work hard in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in the work at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of what is important to know you learn in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I learn in school matters in my daily life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am hopeful about my future after high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to continue my education following high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to school after high school is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in pursuing a career in journalism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan on studying media and journalism in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to work for a news organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I have a say about what happens to me at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can make changes in the way my school is run.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After high school, I will work with others to bring attention to issues in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Student Reporting Labs Experience

25. Think about the experience in this class and rate the quality of your experience so far.

Fun

Not Fun

☐☐☐☐☐☐☐☐☐☐

26.

Interesting

Boring

☐☐☐☐☐☐☐☐☐☐

27.

Useful

Not useful

☐☐☐☐☐☐☐☐☐☐

28.

Inspiring

Not inspiring

☐☐☐☐☐☐☐☐☐☐

29.

Valuable for
my future

Not valuable
for my future

☐☐☐☐☐☐☐☐☐☐

30.

Better than
my other
classes

Worse than
my other
classes

☐☐☐☐☐☐☐☐☐☐

31.

Challenging

Not
challenging

☐☐☐☐☐☐☐☐☐☐

32.

Helps me
develop skills

Doesn't help
me develop
skills

☐☐☐☐☐☐☐☐☐☐

33.

Helps me
understand
more about
myself

Doesn't me
understand
more about
myself

☐☐☐☐☐☐☐☐☐☐

34.

Makes me
want to
participate

Doesn't make
me want to
participate



About You

35. What is your gender?

- ☐ Male
- ☐ Female

36. What is your age?

- ☐ Under 14
- ☐ 14
- ☐ 15
- ☐ 16
- ☐ 17
- ☐ 18
- ☐ 19
- ☐ 20
- ☐ 21
- ☐ Over 21

37. What grade are you in?

- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12
- ☐ Other

38. Would you describe yourself as:

- ☐ American Indian/Native American
- ☐ Asian/Pacific Islander
- ☐ Black/African American
- ☐ Hispanic/Latino
- ☐ White/Caucasian
- ☐ Other

39. What is the highest level of education your FATHER has completed?

- ☐ Less than High School
- ☐ High School/GED
- ☐ Some College
- ☐ 2-Year College Degree (Associate's)
- ☐ 4-Year College Degree (B.A., B.S.)
- ☐ Master's Degree
- ☐ Doctoral or Professional Degree (Ph.D., MD, J.D.)
- ☐ Don't know

40. What is the highest level of education your MOTHER has completed?

- ☐ Less than High School
- ☐ High School/GED
- ☐ Some College
- ☐ 2-Year College Degree (Associate's)
- ☐ 4-Year College Degree (B.A., B.S.)
- ☐ Master's Degree
- ☐ Doctoral or Professional Degree (Ph.D., M.D., J.D.)
- ☐ Don't Know



Thank You

Thank you for completing this survey!

