

天主教輔仁大學英國語文學系學士班畢業成果  
ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY  
GRADUATION PROJECT 2021

指導教授：施佑芝老師

Dr. Doris Shih

**Can We Detect Fake News? A Research Study on College  
Student's Media Literacy**

學生：李丹撰

Doris, Tan Lee

Doris Lee 406110217

Conversation & Composition III

Research Paper Draft 3

30 July, 2020

### **Can We Detect Fake News? A Research Study on College Student's Media Literacy**

**Thesis statement:** In today's society, information exchanges vastly and instantly; hence, it becomes difficult to recognize misinformation and disinformation, therefore, it is important for readers to be aware of the importance of media literacy, and read news from reliable sources; however, the result of the research reveals that though college students have a basic understanding of media literacy, but they often fail to realize it into their reading habits.

- I. In the era of the Internet, people can get information instantly via social media and internet forum, which make the news easier to spread but at the same time harder for people to decide what is authentic and reliable news; therefore, enhancing public's media literacy became extremely important for the Internet generation.
  - A. Disinformation is not only a threat to our day to day life, but also to Taiwan's democracy.
  - B. Disinformation spreads faster than authentic news on social media, and left a deep impression in our mind.
  - C. The fine towards spreading of information is not the most effective way, raising the media literacy degree is more efficient when it comes to countering disinformation.
- II. The media literacy education in Taiwan can be divided into two parts, first, elementary school and junior high school, second, high school education.

- A. Taiwanese media literacy education is mainly based on “White Paper of Media Literacy Education Policy”, which is published in 2002. The starting point is relatively later than other countries such as the U.K., Japan, and the U.S.
  - B. The media literacy education mainly focuses on understanding the usage and platform of media, instead of critical thinking skills.
  - C. The media literacy education in Taiwan lacks of more focus and compact education, most of the education is packed in the Civics subject, however, many teachers consider this is not enough.
- III. A credible news source should be neutral, transparent, and operate without political and economic interference, even when the media itself is profit-oriented. The journalism department should be separated from the media’s financial department.
- A. Ever since the abolishment of the martial law, Taiwanese starts to invest and create news brands, however, it also leads to intense competition in the media industry.
  - B. The environment had led to Taiwanese distrust to the news, also the infotainment of news in order to compete with each other for TV views and click- through rates.
  - C. However, if the readers know how to select credible news sources and critical thinking ability, readers can still supervise media and create a healthier environment.
- IV. The methodology of the research is separated into two parts: one is an online questionnaire with at least 30 participants; the other is interviews with the two professors who currently taught in the Department of Journalism and Communication in Fu Jen Catholic University.

- A. The questionnaire collects students' news reading frequency, understanding to media literacy, the news brand they preferred and their reason.
  - B. The interviews are trying to understand how professionals think about college students' media literacy degree, if they can detect fake news, and the media literacy education in Taiwan
- V. The interviews from both professors suggest they are not optimistic about the media literacy education in Taiwan.
- A. Professor Liao is very disappointed at the media literacy education in Taiwan, and has very different opinions on the news credibility.
  - B. Professor Chen believes the media literacy education is not enough to cope with a real-life situation; however, he's more conservative about if college students can identify fake news.
- VI. The results collected from the online questionnaire.
- A. The first part of the questionnaire indicates college students do not value credibility as much as the update frequency of the news brand, and they have trouble identifying their most-used news brand.
    - 1. Most of the college students prefer using the Internet to access news.
    - 2. College students care more about the update frequency of the news brands rather than credibility and neutrality.
    - 3. Some college students prefer using news aggregators as their news access tool.
  - B. The second part of the questionnaire suggests that Taiwanese college students have a basic understanding of media literacy.
    - 1. College students can compare and contrast different news articles.

2. College students have very distinct opinions on the usage of fact-check tools, and if news brands' political orientation affect their opinion.

## VII. Conclusion and Suggestions

- A. Taiwanese college students have basic media literacy ability; however, it is not enough to cope with today's situation.
- B. The government should draft a bill to alter "White Paper of Media Literacy Education Policy".
- C. Media literacy education should actively teach students how to recognize credible news.



## **Can We Detect Fake News? A Research Study on College Student's Media Literacy**

In recent years, disinformation had become a threat in our day to day life. It is a hazard not only for news industries and readers but also for Taiwan's democracy (Lin 144). Especially during the presidential election this year, researchers had found the Chinese government tries to invade the autonomy of Taiwan by spreading fake news through content mills (Kuo and Yang). Moreover, according to research done by Massachusetts Institution in Technology (MIT), fake news spreads way faster than authentic news, and it is 70% more likely to be shared with others than authentic news. This is because disinformation usually incites human's emotion, for instance, fear or anger. Therefore, it will leave a more profound impression in the human mind than neutral-toned news (Vosoughi et al. 1147), despite Taiwanese government had proposed several laws against those who spread the disinformation on purpose, such as a fine up to 30 thousand NT Dollars (Chen et al.); however, fining is not the most effective way to stop the spreading of fake news. If the government can elevate Taiwanese's ability to recognize wrong information, ways to detect fake news, and select a trustworthy source, it will be more efficient. In today's society, information exchanges vastly and instantly; hence, it becomes difficult to recognize misinformation and disinformation; therefore, readers must be aware of the importance of media literacy and read news from reliable sources; however, the result of the research reveals that though college students have a basic understanding of media literacy, but they often fail to realize it into their reading habits.

The term "media literacy" originated from the United Kingdom, where researchers found through the progression of media, readers should have better judgment and analyzing skills (Lee 13). The media literacy education is supposed to train readers to understand media and to have critical thinking ability. Therefore, the well-trained reader with media literacy should be able to question or at least check when they read the news. However, experts worry that with the forms of news deliver changes, people nowadays can read news from multiple channels (Wang 3). For

example, readers can consume information from social media, online forums, or entrance website like yahoo. Readers' news choice is no longer limited to news websites and newspapers; in this case, they should not solely rely on "The Gatekeeper" (people who create a news piece or deliver them, such as journalists) to filter information anymore. The readers' position had changed from only receiving information to a more powerful position, such as sharing news with others on social media (qtd. in Huang 3). In other words, if today's readers want to protect themselves from disinformation, readers should be more deeply educated about media literacy education.

The Ministry of Education first introduces media literacy education in 2002. It published "White Paper of Media Literacy Education Policy" (Minister of Education), and there are five goals it wishes to achieve, which are:

- (1) to sculpt a community and culture environment for healthy media
- (2) to cultivate the action and practice using, critical thinking, and access to media
- (3) to understand the effect and importance of media information to the healthy development of democratic society
- (4) to establish the universal right of communication of democratic society
- (5) to cultivate critical thinking skills, problem-solving ability, and individual learning skills.

Unlike other countries such as Japan, the United States, and Australia, Taiwanese media literacy education starts later (Wang 19). These countries started designing media literacy education in the 1970s. However, from 1949 to 1987, Taiwan was under the imposing of martial law. Hence, there is no freedom of publishing. Consequently, there will be no need for media literacy education. Although "White Paper of Media Literacy Education Policy" clearly stated essential goals to achieve in media literacy education, many teachers complain about the practice of the white paper, which is a different story. Media literacy education can be divided into two

stages, before high school and high school. Media literacy education in Taiwan is currently packed with Civics education (公民), which is a required course for every student in Taiwan.

Nonetheless, two experts in education, Chuang and Huang stated that though merging media literacy education into Civics education can reach to more students, but it also means the education is shallower (Chuang and Huang 42). On the other hand, even though “White Paper of Media Literacy Education Policy” stated the education include critical thinking skill. Experts had found the actual training for teacher taught media literacy mostly focus on the operating skill of media, instead of critical thinking skills and ability to produce media (Chuang and Huang 42). In other words, media literacy education today in Taiwan still lacks active training in judging and analyze media, but focus more on an understanding of media and how it was made.

Another issue that has been addressed by multiple experts is the credibility of news in Taiwan. According to the research done by Taiwan Media Watch Organization, a non-profit organization organized by professors and experts in media. Credibility means “... the degree of trust that a receiver has towards the communicator...” and it can be separated into two parts, one is “credibility of source”; another is “media credibility.” However, most of the public does not know about the details when it comes to news production. Therefore, they tend to consider the latter one when it comes to news credibility (Su 5). In the research, Taiwan Media Watch Organization had gathered journalists and supervisors in Taiwanese news media to talk about the credibility of news. According to the supervisor, the credibility of news in Taiwan is affected by the change of operation mode. “...In the golden days of newspaper, the newsroom has more complete editorial independence, it was harder for business or political interest to interfere with the newsroom.” Nonetheless, after the abandonment of martial law, the freedom of publication changed the whole industry. The media industry became very competitive, and it’s harder to keep business interests out of the newsroom (Su 53). What is more, the situation is toxic for the credibility of news. News media became more infotainment and commercialized, which affect



credibility (Su 53). Experts also found that Taiwanese newsreaders' reading habit is not relevant to the credibility, but if the news media's content is attractive or not. For instance, researches that were done by Taiwan Media Watch Organization, and Reuter's Institution both showed though Taiwanese readers tend to trust public news organizations better (first place in 13 news brands, rated 6.55 out of 10), yet when it comes to the usage rate. News brands such as Apple Daily or ETtoday are the highest, instead of the public news organizations. It shows that Taiwanese readers need to realize their position to supervise media and enhance the media literacy education to make a better decision and encourage media which produce credible news, instead of infotainment news.

The previous articles review argues that the media literacy education in Taiwan is insufficient, hence, the purpose of this research is to bring up college students' awareness of media literacy, and further encourage college students to use their power as news reader to encourage neutral and fair news brands. Furthermore, here are the research questions the study aims to answer.

1. How were Taiwanese students educated in terms of media literacy?
2. How do college students evaluate trustworthy news sources?
3. Which news brand do college students trust the most?
4. What traits do college students value the most in their main news source?
5. Is there a link between media literacy degree and the time individual reading news?

The methodology of the research is divided into two parts, the online questionnaire, and interviews. First, the online survey was set on Google Forms, and it was divided into two parts. The first part was designed to understand respondents' basic background, such as their age and profession. Then, the respondents were asked to answer their news reading habits. For example, the frequency they read the news, the news brands they preferred and their reasons, and the most

credible news brand they considered to be. This is aimed to find out if the respondents who read the news more often, would have a better media literacy ability.

Furthermore, the second part of the survey was designed to find out if the respondents considered the news brand they read the most often, the most credible. Finally, the last part of the questionnaire was a simple media literacy exam; it was aimed to understand the respondents' media literacy ability. The respondents would read a statement; for example, "When I am reading online news, I often notice where is the source of the news". Then the respondents would be asked to express how much they agree or disagree with the statement. (See Appendix B)

On the other hand, the two interviews with the two professors from the Fu Jen Catholic University Department of Journalism and Communication is designed to understand professionals' opinions on college students' media literacy and the credibility of news (See Appendix A). Both of the professors worked or are currently working in the news media industry. Professor Liao is a journalism professional, and she used to work as a news reporter in Taiwan and the U.K. Contrarily, professor Chen is a supervisor of the Public Television Service, who used to be the Chief Editor of *Liberty Time News*. The professors are well-experienced in the news industry and are professional, unbiased, and fair journalism educators. Consequently, both professors were asked about the opinions on college students' media literacy ability and the educational degree. Moreover, the professors have a different professional background. The interview questions were also slightly diverse; for example, professor Liao answered questions about the difference between media literacy education in Taiwan and the U.K. On the other hand, since Professor Chen works as a supervisor in Public Television Service. He answered questions about the situation, despite the fact that Public Television Service was elected as the most trustworthy media; however, it took no part in the most used news media.

The interviews were conducted face-to-face separately with two professors, one on March 27, 2020, and the other on March 30, 2020. The results of the interviews suggested that

both professors are significantly disappointed at the media literacy education in Taiwan, and are not optimistic about students' media literacy ability. However, Professor Liao and Professor Chen had a slightly different interpretation when it comes to the credibility of the news.

At the beginning of the interview, both professors were asked about what they considered a credible news source should be and to list some of the reliable news brands. Professor Liao acknowledged that the definition of "credibility" can be different from situations and is hard to define. "As a person who worked as a reporter, I do not think you have to believe the media because it has so-called credibility (Liao, 2020-03-27 interview). Then, she further explained that as long as it is a profit-oriented news media, they would have to worry about advertising interest. "Any media brand that wants to survive will have to rely on the advertisement, and news brands that care about its interest cannot be 100% neutral. (Liao, 2020-03-27 interview)" However, professor Liao pointed out that there are some so-called "credible" news brands, which are recognized trustworthy by the public; such as, *Business Weekly* and *Global View Monthly*. Yet, she wouldn't trust that any news brands can be completely neutral.

On the other hand, Professor Chen considers any news brands that have these three qualities that can be viewed as "credible." The news brands only report the truth, are politically neutral, and is free from business interest. Nonetheless, he admitted that it is an ideal situation, and only little news brands can reach these goals. In that case, the news brands that can be considered as credible are listed below, *Public News Media*, *Commonwealth*, *Business Weekly*, *Chinese Television Service*, *News and Market*, and *Initium Media*.

Then, the two professors were asked about media literacy education in Taiwan and their opinions. Both of the professors expressed highly disappointment toward the current situation, and commented that "the media literacy in Taiwan is insufficient, even though the government is trying to improve the situation, the progress is minimal" (Liao, 2020-03-27 interview). At the same time, Professor Chen brought up the insufficiency of "White Paper of Media Literacy

Education Policy”, and the fact that the policy was formed in a completely different situation from today. “Our media literacy ability stuck at the stage of understanding information, Moreover, education follows by the policy is inadequate in the online news era” (Chen, 2020-03-30 interview).

In addition, when Professor Chen was asked about college students’ media literacy ability, and if they can detect fake news, he stated that there are no related studies to the situation; hence, he believed that some of the students can detect fake news, and some of them cannot. Whereas Professor Liao said that college students’ media literacy is “very poor” and she does not believe college students can detect fake news without the help of technology, such as fact-check tools.

Furthermore, when being asked about media literacy ability in the U.K., Professor Liao stated that she believes in the existence of the BBC. A news brand that operates solely on British people’s taxes instead of advertisements helped the situation a lot. Additionally, she indicated that British news media use a mild and neutral tone when writing news, which is very different from Taiwan’s competitive media industry. She used the political talk show in Taiwan as an example of biased news.

Finally, Professor Chen also explained the situation that Taiwanese do not read from their most trusted brand. As a supervisor of Public News Media, he suggested that the media should elevate its form to make it easier for the public to access, yet, they should also educate the public to choose a better news media. “It is actually a mutual improvement” (Chen, 2020-03-30 interview).

To sum up, the two professors did express their concern about media literacy education in Taiwan and have doubts that college students can identify fake news with their own knowledge. After knowing the professional’s opinion on college students’ media literacy, the questionnaire was designed based on Sun’s questionnaire (Sun 43). However, some of the updated questions were added to find out the modern news consuming habits of college students. Such as questions

related to sharing news via communication app, Line. To summarize, the questionnaire had collected 55 sets of valid questionnaires, filled out by 55 college students (See Appendix C).

The results of the questionnaire indicate that Taiwanese college students have a basic understanding of media literacy. Most of them agreed that news should be free from political and business interference. And that reporters' bias could affect the news article's neutrality. However, they have trouble when it comes to realizing such an idea. For example, when asked about their most access news and the most credible news brands, they often do not match, as the research done by The Reuter's Institution.

To begin with, most of the college students like to access news through the Internet, among 55 respondents, only two of them access news from other platforms. One is a newspaper, and the other is Television. Moreover, 57% of them would read the news more than once per day, which is a delight to know. As for the news brands that College students consumed the most, *The News Lens* came in the first place with 22%. Then, *Ettoday*, and *United News Daily*, respectively, took 20% and 13%. Moreover, they answered the reasons why they prefer news brands. Firstly, 28% of college students like the news brand because they update the news immediately. Secondly, they prefer the news because it is easy to read, then because the news content is diverse. Moreover, only 16% of them choose the news they prefer the most because "the news media's content is fair, unbiased." Moreover, 9% of the college student filled out *Line Today* and 2% of them choose *Google News* as their most-used news media, which could be a problem. In contrast, the news brands that college students consider the most credible are *Commonwealth*, *Central News Agency*, *Liberty Time News*, and *The Reporter*. Surprisingly, three of the respondents did not choose any of the options or write down their own. They answered that "none of the news brands are credible," or "It depends on the situation."

Consequently, respondents were shown some statements, and they were asked to answer how much do they agree with the statement. For example, 64% of the respondents agreed with

the statement, “I often compare different news brands’ reports on the same incident and see if there are any differences,” both 18% of them strongly agree and disagree. Moreover, 47% of college students claim they “often notice the news source” when reading the news, and 35% of them strongly agree that they do so. One of the interesting situations is that when being asked about if “Reading or watching from news brands that have a certain political orientation do affect my own political orientation,” college students have very distinct opinions. There are 40% of the respondents said they agreed with the statement, while 44% of them disagreed. Then, another similar situation happened when being asked if they know how to use fact-check tools when they encounter suspected fake news. Forty-two percent of them agreed, and 38% of them disagreed with the statement. Another surprising discovery is those who read the news more than once per day, did perform better than those who did not. Averagely, 30 people who read the news more than once per day scored 4.5 in the tests, while those who did not averagely score 3.72.

As shown above, it is very delightful to know that most college students have basic media literacy abilities. Two of the abilities that the “White Paper of Media Literacy Education Policy” emphasize students to have are “individual learning”, and “to access media (Minister of Education).” A lot of the respondents know that some news media has a certain political stand, which could influence their neutrality. Especially when asked about if they will compare different news sources for the same incident, over half of them agreed. This indicates that college students can do more than just absorb information. However, if the college students’ professional background was considered, almost half of them were foreign language professions (47%). Hence, it does not come as a surprise that they knew how to compare and contrast the information they had in hand. Since it is possible that they were trained with the ability when in college. For example, one of the objectives of the Department of English Language and Literature is to “train students to have problem-solving and analytical skills” (Fu Jen Catholic Department of English Language and Literature). On the other hand, the reading habits of

college students are somehow concerning. Seventy-six percent of the college student did not consider the news media they accessed the most, the most credible. Yet, when asked about the reason they preferred the news media they accessed the most, respondents answered “because they update the information instantly” instead of “the news is fair and unbiased”. Moreover, the research result is similar to the research done by The Reuters Institution (Lin 44). Despite the age differences in both pieces of research, news readers in Taiwan generally do not consider the news they read the most, the most credible. In other words, when consuming news information, credibility was not the most important factor for Taiwanese, but speed. Finally, an interesting phenomenon is that 11% of college students consider news aggregators such as *Line Today* and *Google News* as a “news brand.” When in reality, they are a website that organizes and compile news for the readers. Yet, they do not produce news content. In this case, it indicates that some college student does not know the news brands they read the most, which could be dangerous. Moreover, in Taiwan Media Watch’s research, they also found that news aggregators and news from entrance websites tend to have more business-oriented news, and news caters more to readers’ preference (Su 76). Consequently, it might affect the neutrality of the news.

To sum up, although it is comforting to know college students have basic media literacy ability. For example, compare different news brands’ report on the same incident, and notice the political orientation of news brands. However, it is suggested that college students lack action to realize such an idea. For instance, keep the habit of consuming from a credible news source or be constantly aware of the news sources they read from the most. However, the results can be led back to media literacy education in Taiwan. As many researchers argued, Taiwanese media literacy education often focuses on the access and understanding of media, instead of critical thinking skills or analyzing skills. Let alone in the Internet era, news and information have become more complicated and a lot to process. Hence, the Taiwanese government should draft a new policy on media literacy education. As mentioned, media literacy education is packed into

civics education, which is a required course for every Taiwanese student. As long as students are educated more actively about the actions they should take when consuming news. For instance, train news readers to use fact-check tools and stop sharing information without confirming its authenticity. Moreover, let the students understand that supervising and choosing news media is an important job for the public. When readers adopt the habit of consuming from a biased news media, it often means the company will be encouraged to feed readers the similar content. On the other hand, those media that are neutral and fair will be eliminated. And hopefully, one day, the Taiwanese can change the news industry today, to create a better news producing environment.

Turnitin: 11%





## Works Cited

- Cheng, Chun-Hua et al. "Taiwan imposes stiff penalties on spread of 'fake news'." *Focus Taiwan*, 5 May. 2019, focustaiwan.tw/politics/201905070012. Accessed 1 Apr. 2020.
- Chuang, Hsueh-Hua. 莊雪華 Huang, Chi-Jen. 黃繼仁. "Mei ti zhi du jiao yu de fa zhan ji zai Zhong xiao xue ke yu jiao xue de ying yong" <媒體識讀教育的發展及在中小學課與教學的應用> [The Development of Media Literacy and Its Application in K-12 Curriculum and Instruction], 2012, pp.35-65, AiritiLibrary, doi: 10.6384/CIQ.201201.0036.
- Fu Jen Catholic University Department of English Language and Literature. "Admission for BA Students." www.english.fju.edu.tw. Accessed 25 Jun. 2020.
- Huang, Yu Hong. 黃宇弘. "Da xue sheng jia xin wen ren zhi yu jiao yu kan fa yan jiu" <大學生假新聞認知與教育看法研究> [Study on Perceptions of Fake News and Education for Undergraduate Students], 2019, general editor, Wang, Mei Ling 王梅玲, AiritiLibrary, doi:10.6814/nccu201900466.
- Kuo, Lily, and Lillian Yang. "Taiwan's Citizens Battle pro-China Fake News Campaigns as Election Nears." *The Guardian*, Guardian News and Media, 30 Dec. 2019, www.theguardian.com/world/2019/dec/30/taiwan-presidential-election-referendum-on-ties-with-china. Accessed 1 Apr. 2020.
- Lin, Liyun. "Digital News Report." Reuters Institute, University of Oxford, 2019.
- Lee, Pei Yu. 李珮瑜. "Ying guo mei ti su yang jiao yu dui tai wan mei ti su yang jiao yu zhi qi shi" <英國媒體素養教育對臺灣媒體素養教育之啟示> [The Media Literacy Education

in U.K. and The Enlighten to Taiwan's Media Literacy Education], no. 107, 2014, pp. 11-27, AiritiLibrary, doi:10.6137/rect.2014.107.02.

Ministry of Education Republic of China (Taiwan), 教育部. “Mei ti su yang jiao yu zheng ce bai pi shu” <媒體素養教育政策白皮書>[White Paper of Media Literacy Education Policy], 2002.

Su, Hen 蘇. “Tai wan xin wen mei ti ke xin du yan jiu bao gao” <台灣新聞媒體可信度研究報告> [ Study Report on Taiwanese News Media's Credibility], “Tai wan mei ti guan cha jiao yu ji jin hui” <台灣媒體觀察教育基金會>, [Taiwan Meida Watch Organization], 2015, [www.mediawatch.org.tw/sites/default/files/20150210\\_媒體可信度研究報告實務版\\_new.pdf](http://www.mediawatch.org.tw/sites/default/files/20150210_媒體可信度研究報告實務版_new.pdf).

Sun, Yu Zhen. 孫玉珍. “Da xue sheng mei ti su yang zhi diao cha yan jiu yi tian zhu jiao fu ren da xue wei li” <大學生媒體素養之調查研究:以天主教輔仁大學為例> [College Students' Media Literacy Degree Research and Study: Case Study at Fu Jen Catholic University], 2009, 140.136.208.25/cgibin/gs32/gsweb.cgi?o=dstcdr&s=id=%22G0497095155%22.&search mode=basic.

Vosoughi, Soroush, et al. “The Spread of True and False News Online.” *Science*, vol. 359, no. 6380, Aug. 2018, pp. 1146–1151., doi:10.1126/science.aap9559.

Wang, You He. 王又禾. “Mei ti su yang jiao yu shi shi zhi yan jiu- yi gao Zhong gong min yu she hui ke wei li” <媒體素養教育實施之研究 --以高中公民與社會科為例> [Research

On the Practice of Media Literact Education : Case Study on High School Civics and Social Science Subject], 2010, AiritiLibirary.



## Appendix A

## Interview questions for the two professors:

A. 可以列舉台灣具公信力的媒體嗎？

Can you name some of the credible news in Taiwan?

B. 請問您對於台灣的媒體識讀教育的看法？

What do you think about the media literacy education in Taiwan?

C. 覺得目前大學生的媒體識讀能力？

What do you think about the media literacy ability of Taiwanese college students?

D. 覺得大學生能否獨立判斷新聞真假？

Do you think college students can identify fake news?

(For Professor Liao)

E. 以老師留英的觀察，覺得英國人對於媒體識讀是否做得比台灣好？

Do you consider Britain to have a better media literacy education compared to Taiwan?

(For Professor Chen)

F. 對於大家認為公視最具公信力，最常看新聞媒體卻不是公視的想法？

Your opinion on the situation that “most people consider public news service as the most credible news, but the public news media is not the most-used media.”?

G. 對於商業媒體難以中立的想法？

What's your opinion on the statement that “Media survives from business interest cannot be neutral?”

Appendix B  
Online questionnaire for college students:

**A. Basic Information**

年級	<input type="checkbox"/> 一年級	<input type="checkbox"/> 二年級	<input type="checkbox"/> 三年級	<input type="checkbox"/> 四年級	<input type="checkbox"/> 其他
Which grade are you in now?	<input type="checkbox"/> Freshman	<input type="checkbox"/> Sophomore	<input type="checkbox"/> Junior	<input type="checkbox"/> Senior	<input type="checkbox"/> others

性別	<input type="checkbox"/> 男	<input type="checkbox"/> 女	<input type="checkbox"/> 其他
Biological sex	<input type="checkbox"/> male	<input type="checkbox"/> female	<input type="checkbox"/> others

1. 請問您的專業學群？

What's your profession?

<input type="checkbox"/> 建築與設計學群/ Architecture and design	<input type="checkbox"/> 工程學群/ Engineering
<input type="checkbox"/> 外語學群/ Foreign language	<input type="checkbox"/> 數理化學群/ Mathematics and Science
<input type="checkbox"/> 法政學群/ Law and politics	<input type="checkbox"/> 醫藥衛生學群/ Medical and Public health
<input type="checkbox"/> 文史哲學群/ Literature, history and philosophy	<input type="checkbox"/> 生命科學學群/ Life Science
<input type="checkbox"/> 資訊學群/ Information science	<input type="checkbox"/> 生物資源學群/ Biology
<input type="checkbox"/> 教育學群/ Education	<input type="checkbox"/> 地球與環境學群/ Geology and Environment

2. 您閱讀新聞的頻率？

How often do you read the news?

<input type="checkbox"/> 1天超過一次	<input type="checkbox"/> 1天一次	<input type="checkbox"/> 2-3天一次	<input type="checkbox"/> 4-5天一次	<input type="checkbox"/> 一個禮拜一次
<input type="checkbox"/> More than once a day	<input type="checkbox"/> Once a day	<input type="checkbox"/> Once every two to three days	<input type="checkbox"/> Once every four to five days	<input type="checkbox"/> Once per week

**B. News Reading Habits**

1. 請問您最常接受新聞消息的平台為何？

What is the major platform you use to access news? (respondents can only choose the news brand from their most used platform.)

<input type="checkbox"/> 網路	<input type="checkbox"/> 電視	<input type="checkbox"/> 報紙
<input type="checkbox"/> Internet	<input type="checkbox"/> Television	<input type="checkbox"/> Newspaper

## 2. 最常使用的新聞網站？

What is the news brand you read the most?

<input type="checkbox"/> 中央社/ <b>Central News Agency</b>
<input type="checkbox"/> 聯合新聞網/ <b>United Daily News</b>
<input type="checkbox"/> 蘋果日報網站/ <b>Apple Daily</b>
<input type="checkbox"/> 風傳媒/ <b>Storm Media</b>
<input type="checkbox"/> 端傳媒/ <b>Initium Media</b>
<input type="checkbox"/> 中時電子報/ <b>Chinese Times News</b>
<input type="checkbox"/> 自由時報電子報/ <b>Liberty Time News</b>
<input type="checkbox"/> 新頭殼/ <b>NewTalk</b>
<input type="checkbox"/> Nownews
<input type="checkbox"/> Etoday
<input type="checkbox"/> <b>The News Lens</b> 關鍵評論網/ <b>The News Lens</b>
<input type="checkbox"/> 報導者/ <b>The Reporter</b>
<input type="checkbox"/> 天下雜誌網路版/ <b>Commonwealth</b>
<input type="checkbox"/> 商業週刊網路版/ <b>Business Weekly</b>
<input type="checkbox"/> 今周刊網路版/ <b>Business Today</b>
<input type="checkbox"/> 立場新聞/ <b>Stand News</b>
<input type="checkbox"/> 其他/ <b>Others</b>

## 3. 最常收看的新聞電視台？

Which Television station do you watch the most?

<input type="checkbox"/> 公視/ <b>Public News Television</b>
<input type="checkbox"/> TVBS
<input type="checkbox"/> Udn

<input type="checkbox"/> 非凡/ Unique Broadcasting
<input type="checkbox"/> 台視/ Taiwan Television
<input type="checkbox"/> 民視/ Formosa Television
<input type="checkbox"/> 壹電視/ Next TV
<input type="checkbox"/> 華視/ Chinese Television Service
<input type="checkbox"/> 中視/ CTV
<input type="checkbox"/> 東森/ Eastern Broadcasting
<input type="checkbox"/> 三立/ Sanlih E-Television
<input type="checkbox"/> 年代/ Era News
<input type="checkbox"/> 中天/ CTI Television
<input type="checkbox"/> 其他/ others

4. 最常閱讀的新聞報紙為？

Which Newspaper do you read from the most?

聯合報/ United Daily Newspaper
經濟日報/ Economic Daily Newspaper
蘋果日報/ Apple Daily Newspaper
自由時報/ Liberty Times Newspaper
中國時報/ China Times Newspaper
聯合晚報/ United Evening News
工商時報/ Commercial Times
其他/ others

5. 您選擇此媒體的原因？

Why do you consume news from this brand the most?

<input type="checkbox"/> 新聞易於閱讀/ The news media's content is easy to read.
<input type="checkbox"/> 新聞內容公正、不偏頗/ The news media's content is fair, unbiased.
<input type="checkbox"/> 新聞消息快速/ The news media update its content instantly.
<input type="checkbox"/> 新聞內容有趣/ The news media's content is interesting.
<input type="checkbox"/> 新聞內容多元/ The news media's content is diverse.
<input type="checkbox"/> 新聞內容具公信力/ The news media is credible.
<input type="checkbox"/> 其他/ Others

6. 以下媒體何者最具公信力？

Which news brand do you consider the most credible?

(And the respondents were shown the brands again)

### C. Media Literacy Ability Test

Please read the following statements and choose how much you agree with it.

	非常同意 Strongly Agree	同意 Agree	不同意 Disagree	非常不同意 Strongly Disagree
1. 新聞因為要負法律責任所以都是真的 News are all real because they need to take the legal responsibility.				
2. 媒體組織的政治立場與商業立場，會影響新聞所呈現出來的觀點。 News media's political orientation and business interest will affect the point-of-view they present.				
3. 相同的事件，報導出來的內容一定相同 With the same incident, the news must be the same.				
4. 為快速傳達新聞，記者一得到消息就可以立即報導，有錯誤再修正就好。 In order to deliver the news instantly, reporters can write and send out the news immediately, if there is an error, they can revise it later.				
5. 電視新聞也有收視率的壓力。 The News station has the stress of tv ratings.				

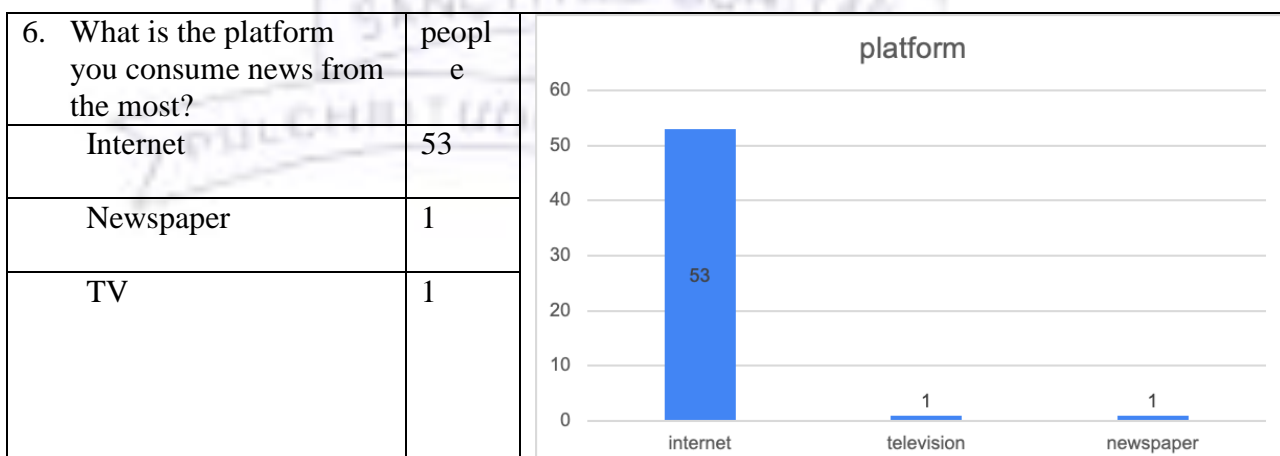
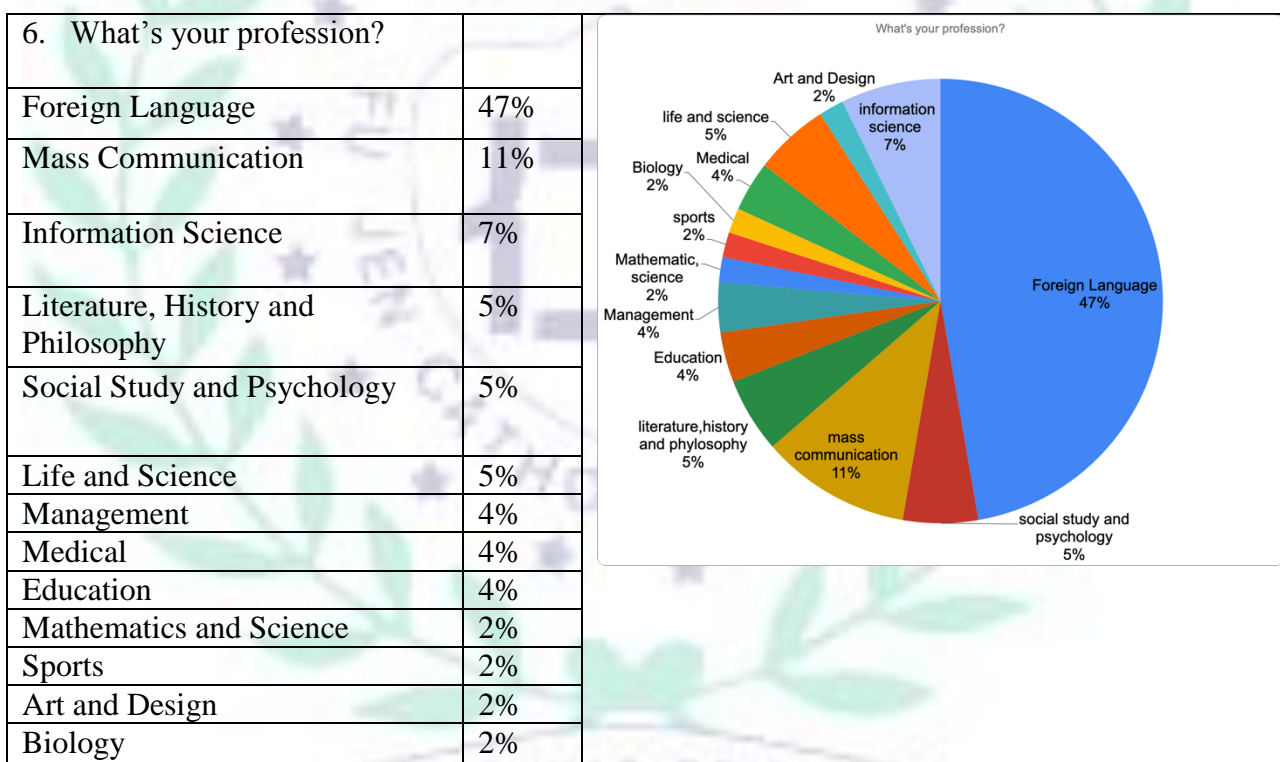
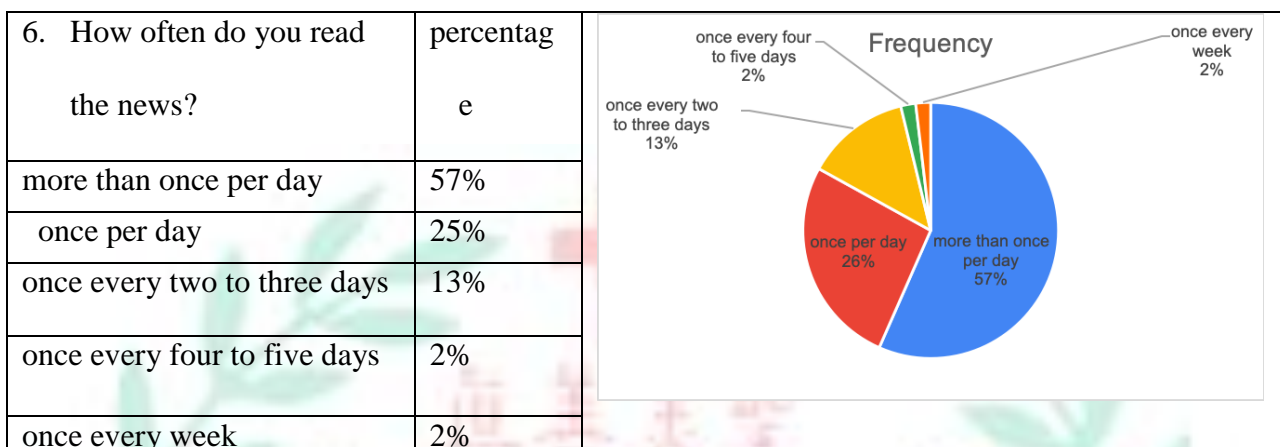


<p>6. 對媒體來說社會大眾就是消費者，所以很容易受消費者喜好影響內容。 The public is the consumer to media, therefore, it's easy to be influenced by consumer's preferences.</p>				
<p>7. 7. 對於新聞消息，我時常會親自尋找相關訊息以求消息的正確性 I often look up related information to the news in order to seek for correctness.</p>				
<p>8. 我常會比較各家媒體對同一則新聞的報導內容是否會有差異。 I often compare different news brands' reports on the same incident and see if there are differences.</p>				
<p>9. 9. 我常會觀察新聞報導的畫面內容，並對其合宜性做檢視。 I will observe the image content of the news report, and see if it's appropriate.</p>				
<p>10. 對於刊登或報導的新聞，我不常懷疑內容的真假。 I do not doubt the authenticity of the news that is published.</p>				
<p>11. 我會依各家媒體本身的政治立場，來思考新聞內容是否有偏頗。 I can make a judgment according to the political orientation of the agency, that if the news is biased or not.</p>				
<p>12. 我在閱讀網路新聞時，同時會考慮到新聞的真假。 When I am reading online news, I will think about the authenticity of the news.</p>				
<p>13. 我在閱讀網路新聞時，常會注意新聞訊息是從那裏發送出來的 When I am reading online news, I often notice where is the source of the news.</p>				
<p>14. 閱讀網路新聞時，在未自行查證時我也會將訊息轉貼出去 When I am reading online news, I will send it to others without fact-checking.</p>				

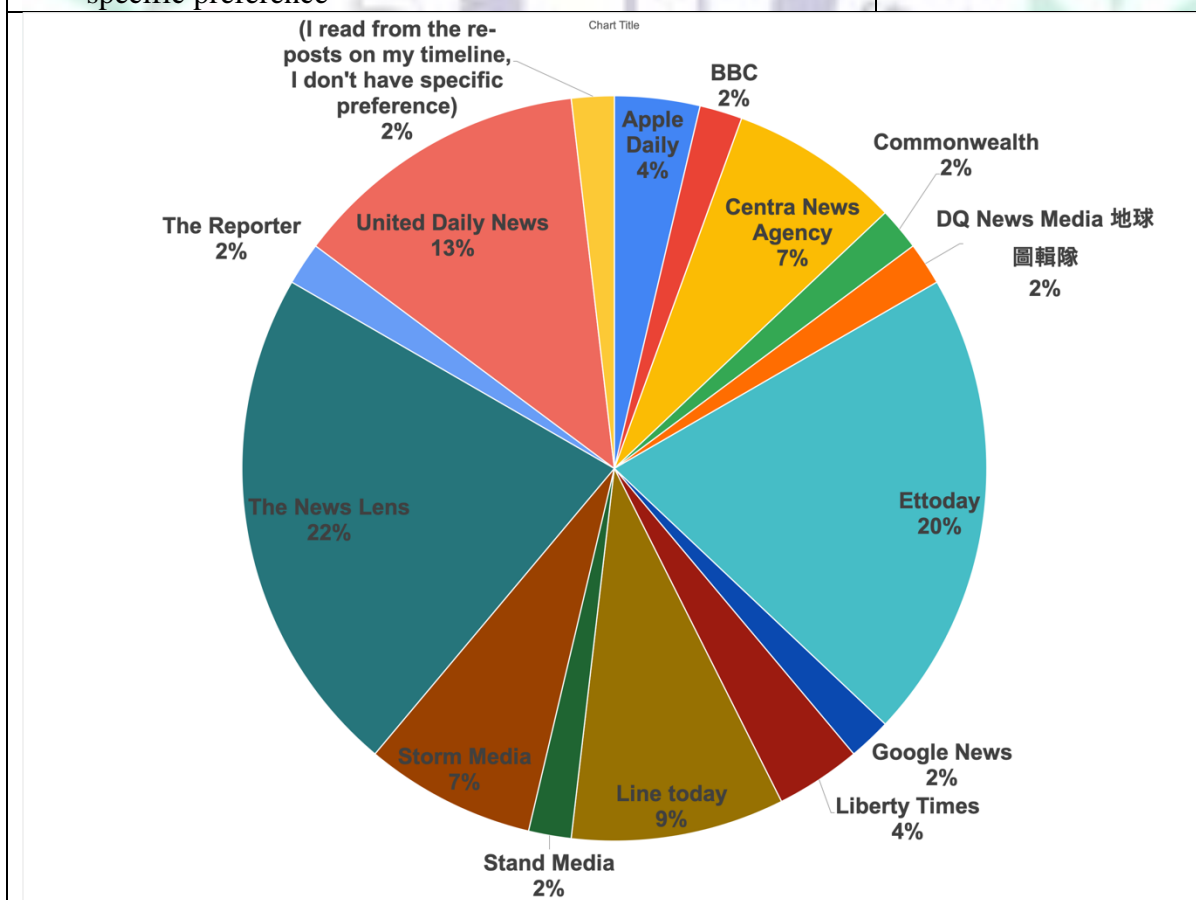
<p>15. 收看或閱讀政黨情結報導的新聞的確會影響我的政黨傾向。 Reading or watching from a news brand that has a certain political orientation does affect my own political orientation.</p>				
<p>16. 我從未思考過記者的主觀因素可能會影響報導的內容。 I never considered that the reporters' biased could affect the news content.</p>				
<p>17. 我會因為記者報導的方式與內容引發同情或忿怒。 I will be emotionally triggered by the reporter's tone or ways of presentation.</p>				
<p>18. 我知道我閱讀的新聞媒體背後的資金來源，以及它對該新聞媒體的影響力 I know the fund source of the news agency I read, and the influence it has to the agency.</p>				
<p>19. 我會自行查證或使用查證新聞的工具(如：美玉姨, co-facts...) I will use fact-check tools (such as co-facts) or do the fact-check myself.</p>				



### Appendix C Responses from Online Questionnaire's Respondents:

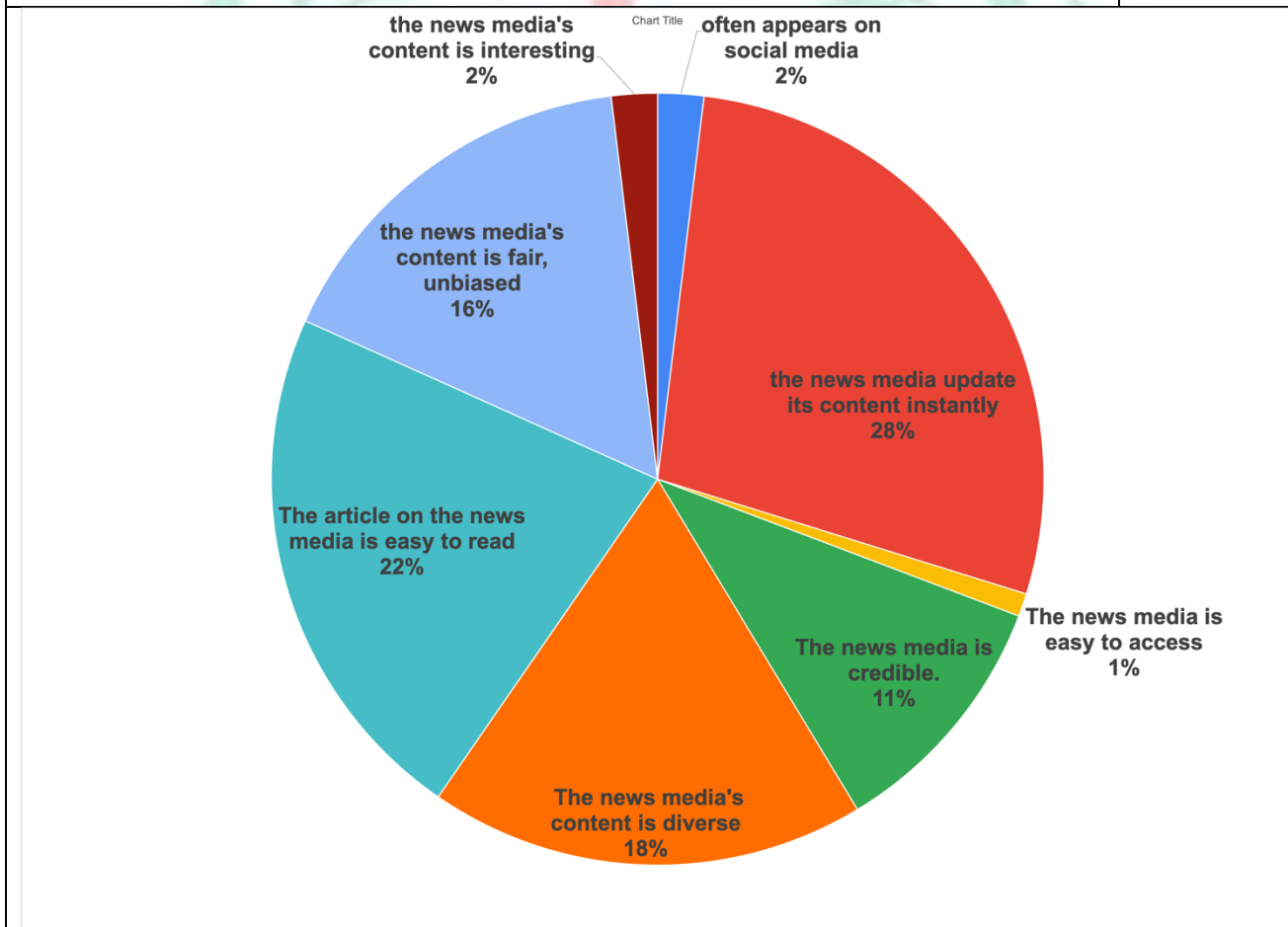


6. Which news brand do you prefer the most?	people
The News Lens	12
Ettoday	11
United Daily	7
Line Today	5
Central News Agency	4
Storm Media	4
Liberty Times	2
Apple Daily	2
BBC	1
Commonwealth	1
DQ News Media	1
Google News	1
Stand Media	1
The Reporter	1
I read from the re-posts on my timeline, I do not have specific preference	1



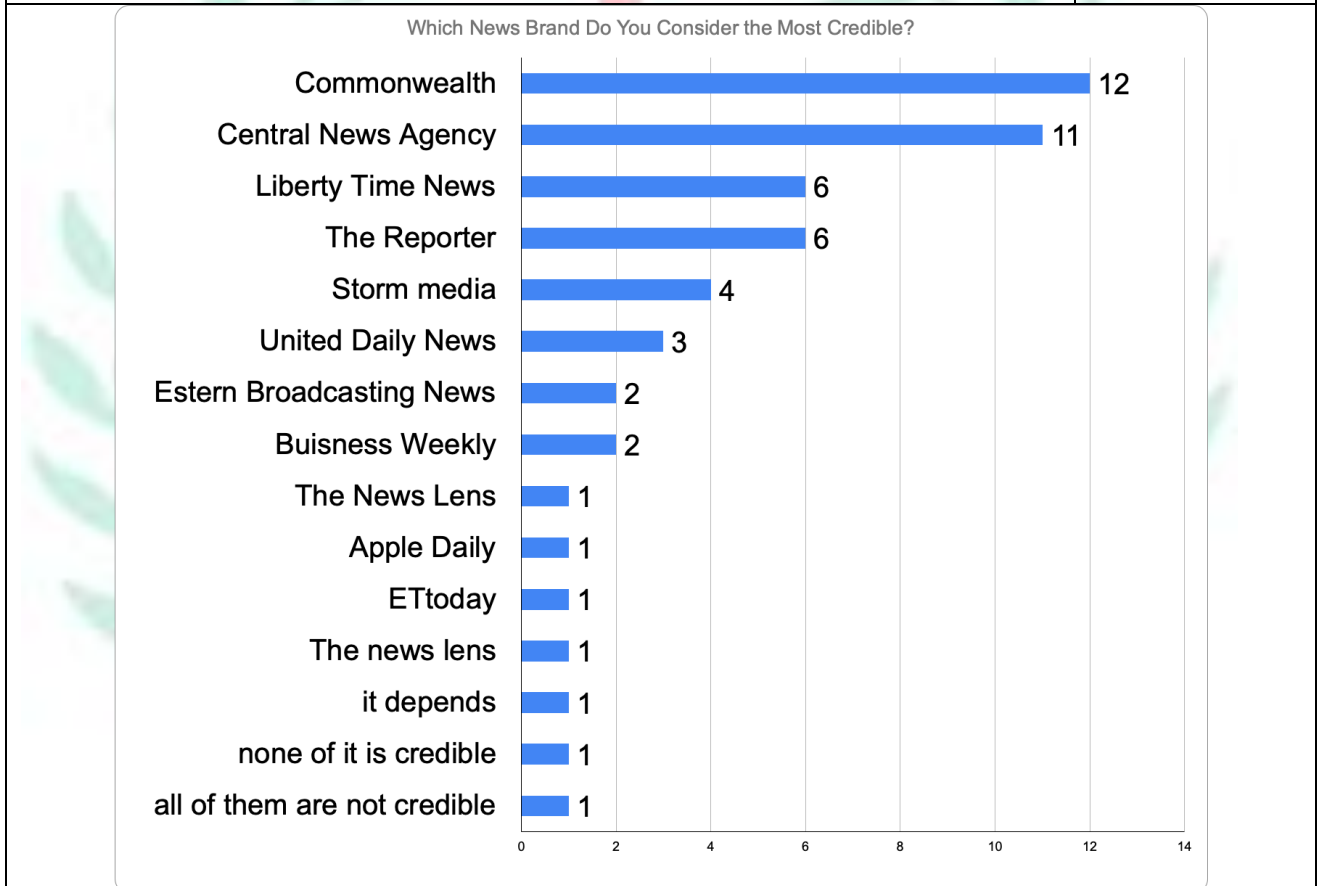
6. Why do you prefer this news brand?	people
It often appears on social media.	2

The news media update its content instantly.	29
The news media is easy to access.	1
The news media is credible.	11
The news media's content is diverse.	19
The article on the news media is easy to read.	23
The news media's content is fair, unbiased.	17
The news media's content is interesting.	2

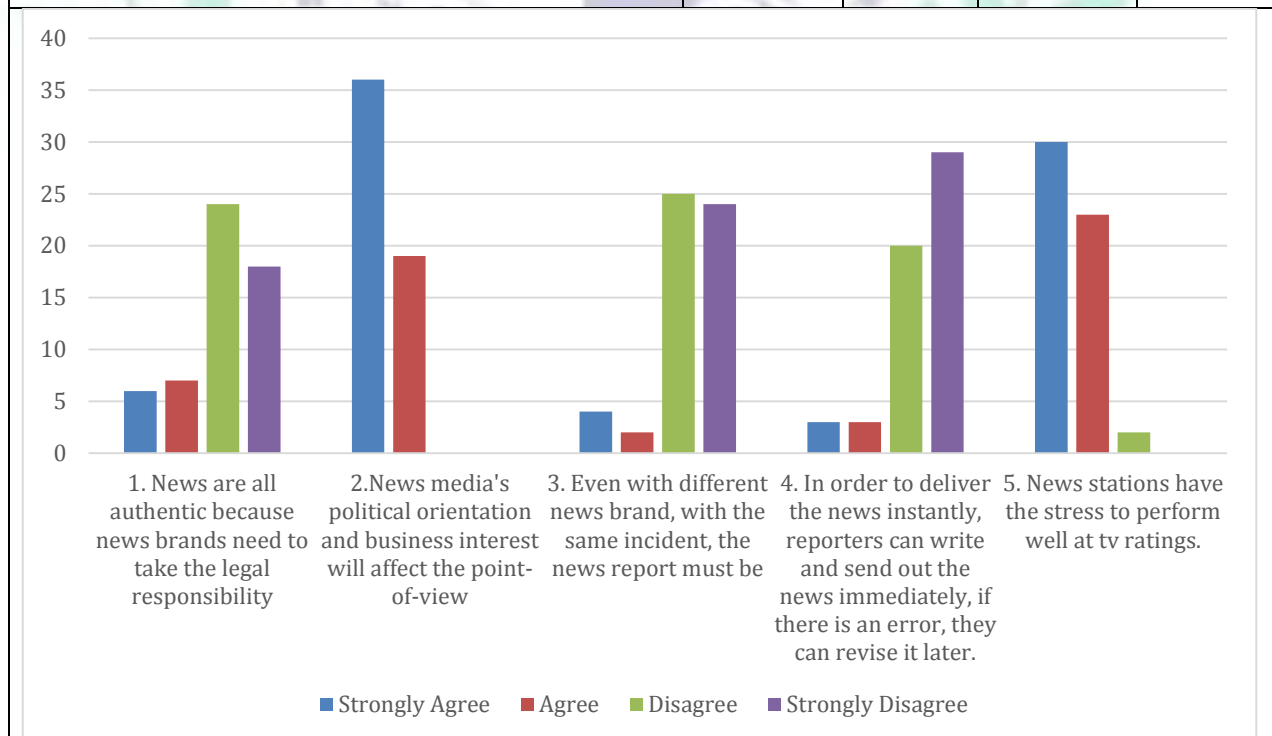


6. Why do you prefer this news brand?	people
Commonwealth	12
Central News Agency	11
Liberty Time News	6
The Reporter	6
Storm media	4
United Daily News	3

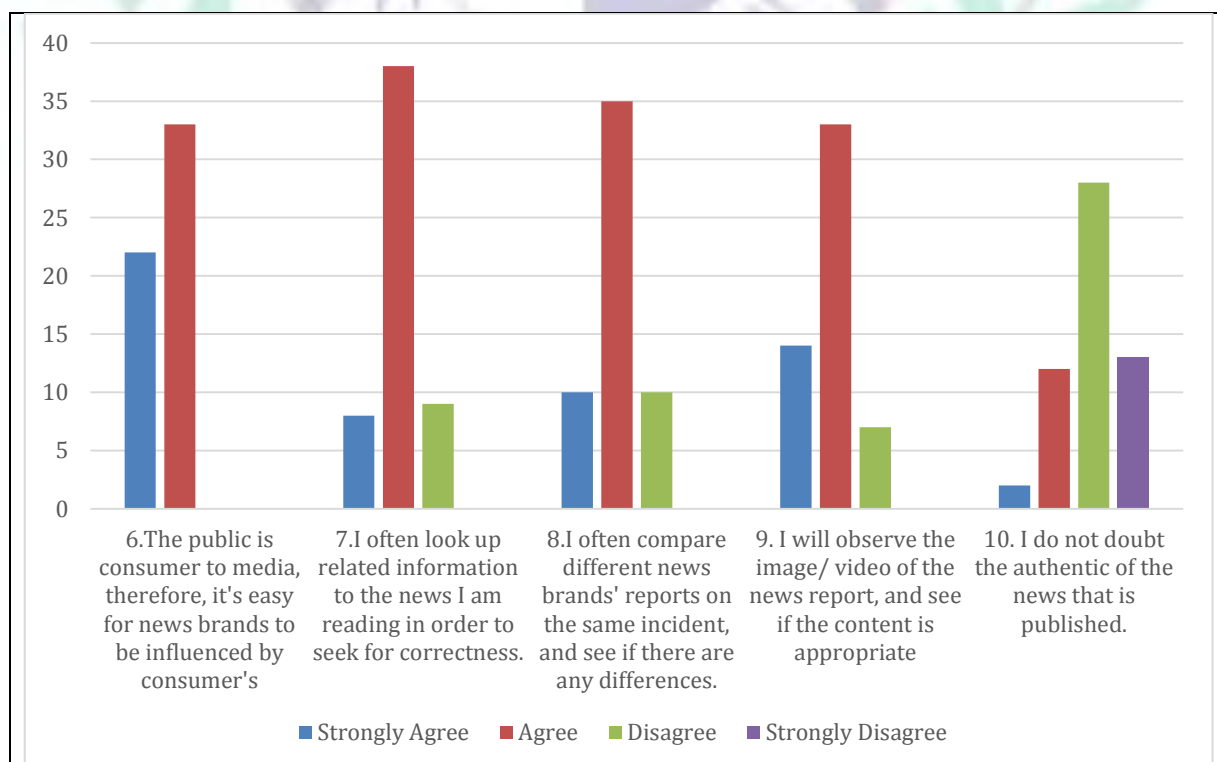
Eastern Broadcasting News	2
Business Weekly	2
The News Lens	1
Apple Daily	1
ETtoday	1
it depends	1
none of it is credible	1
all of them are not credible	1



	Strongly Agree	Agree	Disagree	Strongly Disagree
1. News are all authentic because news brands need to take the legal responsibility	6 (11%)	7 (13%)	24 (43%)	18 (33%)
2. News media's political orientation and business interest will affect the point-of-view	36 (65%)	19 (35%)	0	0
3. Even with different news brand, with the same incident, the news report must be	4 (7%)	2 (4%)	25 (45%)	24 (44%)
4. In order to deliver the news instantly, reporters can write and send out the news immediately, if there is an error, they can revise it later.	3 (6%)	3 (5%)	20 (36%)	29 (53%)
5. News stations have the stress to perform well at tv ratings.	30 (54%)	23 (42%)	2 (4%)	0



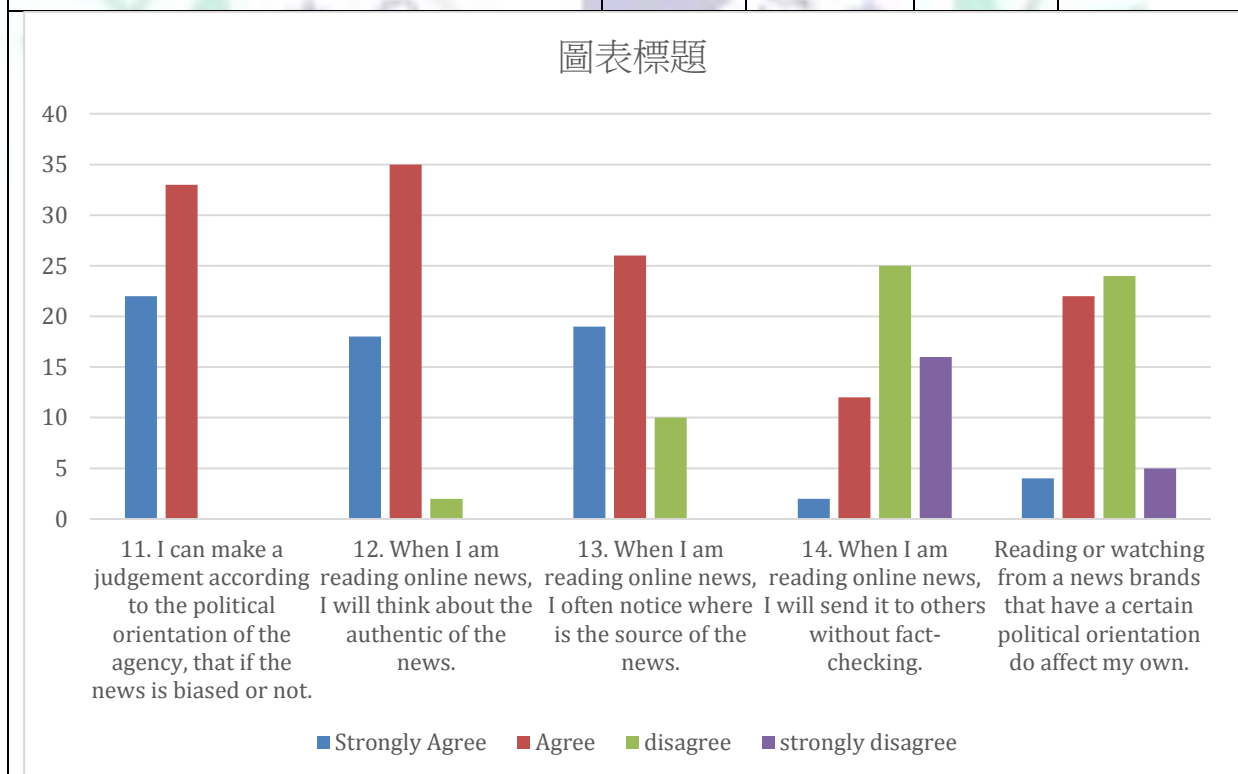
	Strongly Agree	Agree	Disagree	Strongly Disagree
6. The public is consumer to media, therefore, it's easy for news brands to be influenced by consumer's	22 (40%)	33 (60%)	0	0
7. I often look up related information to the news I am reading in order to seek for correctness.	8 (15%)	38 (69%)	9 (16%)	0
8. I often compare different news brands' reports on the same incident, and see if there are any differences.	10 (18%)	35 (64%)	10 (18%)	0
9. I will observe the image/ video of the news report, and see if the content is appropriate	14 (26%)	33 (61%)	7 (13%)	0
10. I do not doubt the authenticity of the news that is published.	2 (3%)	12 (22%)	28 (51%)	13 (24%)



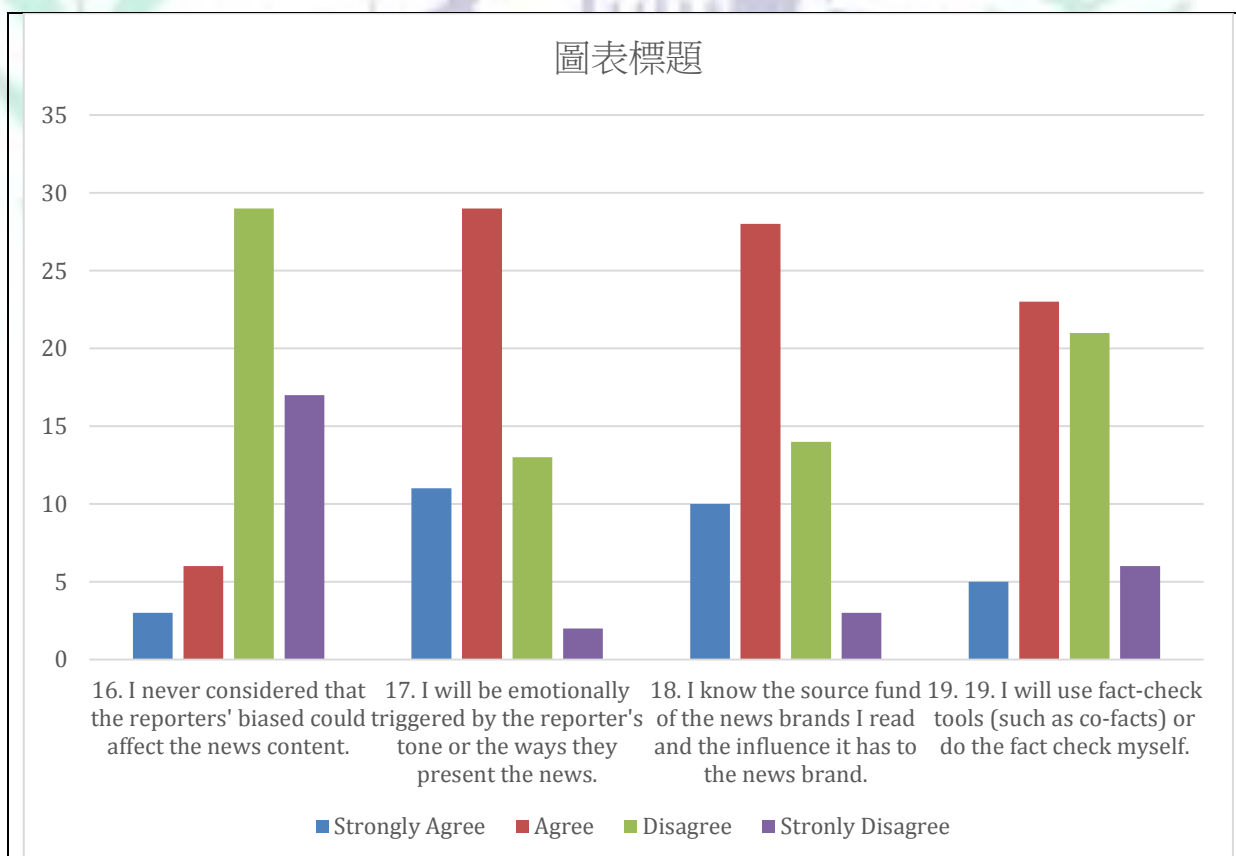


	Strongly Agree	Agree	Disagree	Strongly Disagree
11. I can make a judgement according to the political orientation of the agency, that if the news is biased or not.	22 (40%)	33 (60%)	0	0
12. When I am reading online news, I will think about the authenticity of the news.	18 (33%)	35 (63%)	2 (4%)	0
13. When I am reading online news, I often notice where is the source of the news.	19 (35%)	26 (47%)	10 (18%)	0
14. When I am reading online news, I will send it to others without fact-checking.	2 (4%)	12 (22%)	25 (45%)	16 (29%)

15. Reading or watching from a news brands that have a certain political orientation do affect my own.	4 (7%)	22 (40%)	24 (44%)	5 (9%)
--	-----------	-------------	-------------	-----------

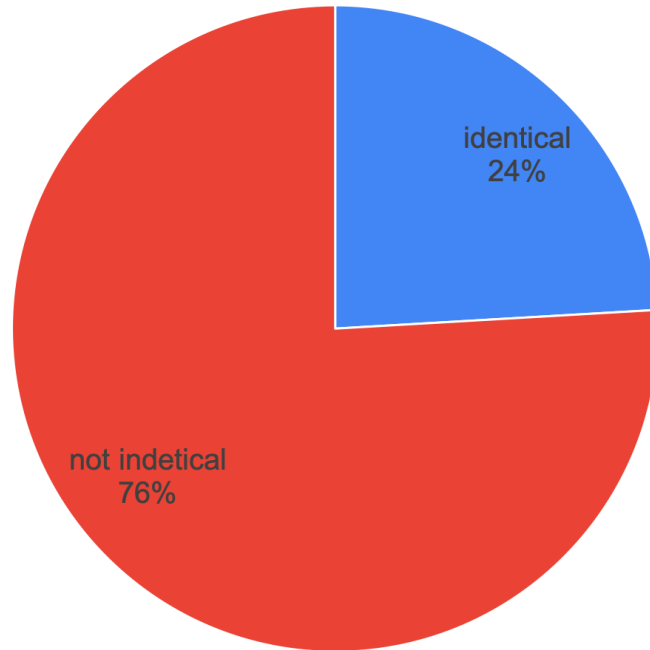


	Strongly Agree	Agree	Disagree	Strongly Disagree
16. I never considered that the reporters' biased could affect the news content.	3 (5%)	6 (11%)	29 (53%)	17 (31%)
17. I will be emotionally triggered by the reporter's tone or the ways they present the news.	11 (20%)	29 (53%)	13 (24%)	2 (3%)
18. I know the source fund of the news brands I read and the influence it has to the news brand.	10 (18%)	28 (51%)	14 (25%)	3 (6%)
20. I will use fact-check tools (such as co-facts) or do the fact check myself.	5 (9%)	23 (42%)	21 (38%)	6 (11%)



	Identical	Not Identical
Most accessed news brand/ Most credible news brand	13 (24%)	41 (76%)

Is the most accessed media also the most credible media of College students' choice?



	More than once per day	others
scores	137	93
people	29	26
Average scores	4.72	3.57

