

How Do Different Types Of Online Media Forms Influence Momentary Emotion In Response To Influencer Content?

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This experiment studied how different types of online media forms influence momentary emotion in response to influencer content. In a 1 X 3 between-participants design, a convenience sample of 36 university students (27 female, 8 male, 1 non-binary) was equally randomised into three media form conditions: long-form, short-form and audio-form. They were asked to record their momentary emotion regarding change (using an Affect Grid) and intensity (using a Positive And Negative Affect Schedule). Both quantitative results were not confident in proving that there is an influence from the type of online media form to momentary emotion (overall alpha level was 0.05), however, the qualitative analysis provides insight into how we can use this study moving forward in the research area of influencer content on user emotions.

Keywords: long-form content, short-form content, audio-form content

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Introduction

The rise of short-form media, videos under 60 seconds, as a dominant social mode is evident in this era of rapid dissemination of information (Yang et al., 2022). In 2022, YouTube increased by 1.5%, while TikTok surged by over 13% among US citizens aged 12-17 (Williamson, 2022). This shift from long-form to short-form content, notably within Generation Z and Alpha, is attributed to user experience enhancements like filters, music, and camera effects, along with TikTok's recommendation algorithm (Wu, 2021). Beyond user experience, short-form media's possible cognitive and emotional effects contribute to its popularity over long-form and audio-form media.

Motivation

Research on this trend primarily explores the attention economy, considering attention span as a finite resource. Microsoft's 2015 study revealed a decline in the average attention span from 12 to 8 seconds since 2000, accompanied by improved multitasking abilities, especially in younger generations (McSpadden, 2015). 'The Impact of Engagement with Social Networking Sites (SNSs) on Cognitive Skills' by T.P. Alloway & R.G. Alloway (2012) associates long-form media, such as YouTube, with working memory, attention control, and social connectedness, as measured by the 'social connectedness scale.' This implies that the shift to short-form media is socially and emotionally driven by a measured sense of 'belonging.'

Supporting this notion, Tobin S.J. and Guadagno R.E.'s study on podcast engagement found positive associations with extraversion, suggesting a correlation between personality and media preference. Similarly, Schneuing L.'s study on TikTok content and its effects on self-compassion and mood revealed that emotional influences were temporary and subject to external stimuli. These studies indicate that the relationship between content and emotion is influential, prompting exploration into how specific media content conditions can influence emotions beyond the viewer's connection with an influencer personality. This study aims to investigate how different online media forms, short-form, long-form, and audio-form, such as TikToks, YouTube videos, and podcasts influence momentary emotions in response to influencer content and how these responses vary across each form.

Hypotheses

To reflect on the findings of this study, two hypotheses were created:

$H(1)$ = There is a significant relationship between the type of online media form and change in momentary emotion.

$H(2)$ = There is a significant relationship between the type of online media form and the intensity of momentary emotion felt.

Method

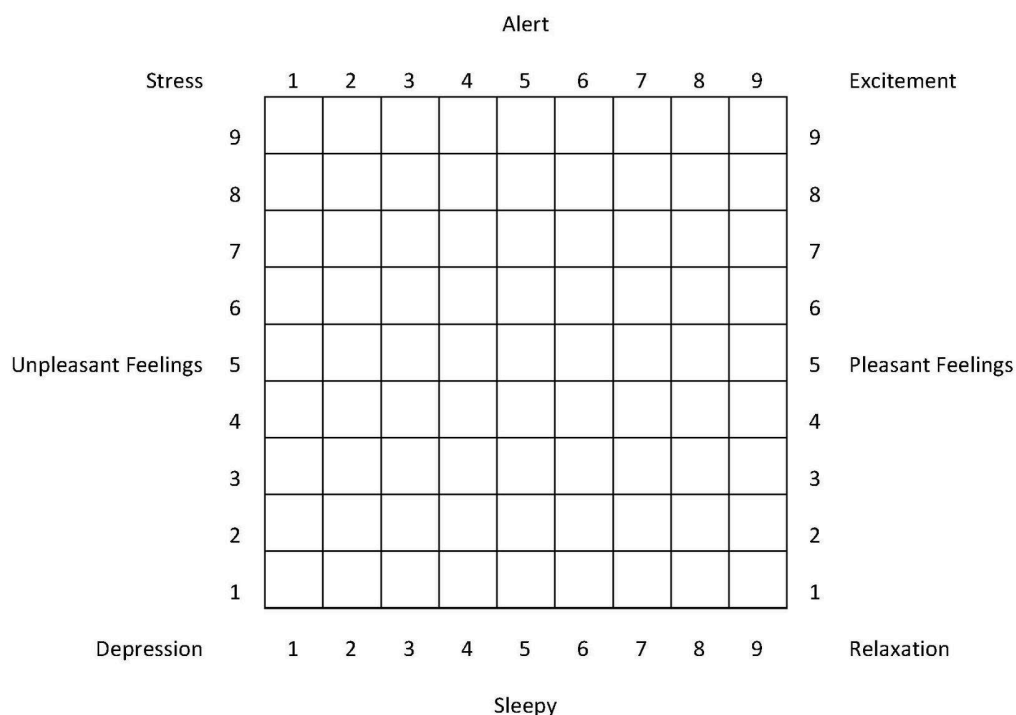
Design

This study is a controlled experiment that uses a between-participants design with one Independent Variable (IV): type of media form, and three levels: long-form (YouTube video 7 minutes and 8 seconds long), short-form (3 TikToks 1 minute and 35 seconds long), and audio-form (podcast audio 8 minutes and 6 seconds long). This study primarily explores two

Participants

Measure and Materials

Fig. 1. Example of the Affect Grid



The intensity of emotion DV was measured using the standardized Positive And Negative Affect Schedule (PANAS), originating from Watson and Clark (1988), consisting of two 10-item scales to measure positive and negative affect. Each item is rated on a five-point Likert scale from 1 (not at all) to 5 (extremely). The score from each scale is added up to be a value out of 50. Participants recorded their responses to this measure in Google Forms. Google Forms also recorded responses to the Qualitative Survey and Demographic Questionnaire.

Apparatus

A laptop (Macbook Air) was used to present all materials and documents to the participant. A pair of headphones (Sony WH-1000XM4) was used in the study for noise cancellation when watching/listening to the conditions.

Procedure

The recruitment process used an online booking system link for participants to select a 30-minute appointment. Once confirmed, details of a booked room on the University of York East Campus were automatically provided. Participants engaged in individual experiments. Upon arriving at the booked campus room, participants were invited in and instructed to face the laptop for the experiment. They read the information sheet and were encouraged to ask questions after reviewing the entire document. Next, they filled in a consent form, and the experimental session began once complete clarity was established.

Firstly, participants used Google Sheets to assess the AGRID, marking 'X1' on the square reflecting their current feelings. Additional questions about the grid were answered without using descriptive language. After AGRID marking, participants watched or listened to their pre-assigned condition with noise-cancelling headphones, marking 'X2' on the AGRID afterwards.

Second, participants completed a PANAS Google Form with 20 emotion items rated on a five-point Likert Scale. A Qualitative survey followed about thoughts on media forms. Lastly, a Demographic Questionnaire gathered data on age, gender, ethnicity, and language.

Upon completion, the study concluded, and participants were debriefed and thanked. Those interested in study findings were emailed after analysis of results. All instructions were standardized to ensure thorough uniformity. See the appendix for reference.

Results

AGRID Results for Change in Momentary Emotion

To calculate the difference between the before and after values (P1 & P2, A1 & A2), the 'before' value was subtracted from the 'after' value to give a 'difference' value. Short-form's P Difference had the only positive mean ($M=0.83$) for the Pleasure-Displeasure scale, while audio-form had the only negative value for the Arousal-Sleepiness scale ($M=-1.17$). The standard deviation values for both the P Difference and A Difference are low, as shown in Table 1. Note that after the first analysis, the P Difference values were Winzorised to defer from outlier values.

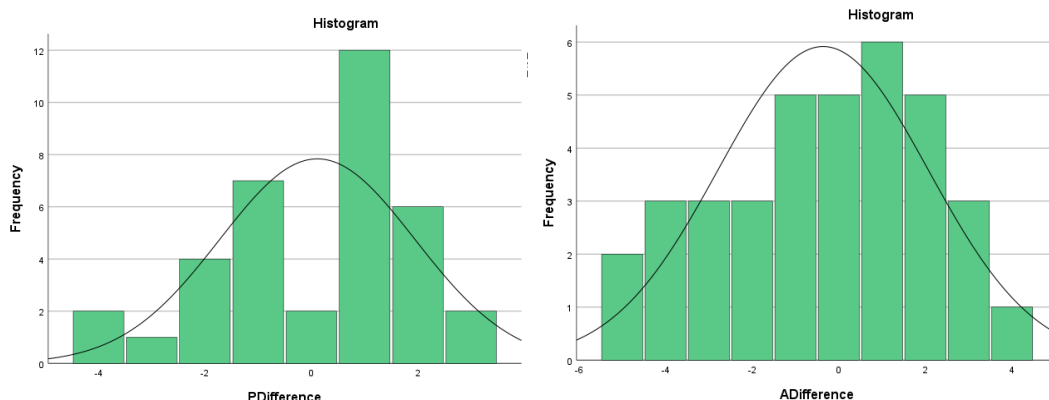
Table 1. Two Descriptive Statistics For The Difference Between AGRID Scale Values (P2-P1 & A2-A1)

Difference Between AGRID Scale Values	Conditions	<i>M</i>	<i>SD</i>
P Difference			
	long-form	-0.17	2.08
	short-form	0.83	1.19
	audio-form	-0.33	2.02
A Difference			
	long-form	0.00	2.26
	short-form	0.08	1.98
	audio-form	-1.17	2.95

Note. *M* = mean; *SD* = standard deviation; *n* = 12 in each condition

Normality tests were carried out to analyse whether the data was normally distributed for both the P Difference and A Difference, providing the histograms shown in Figure 2. The Shapiro-Wilk normality test for the P Difference was statistically significant ($p = 0.013$), meaning that a one-way ANOVA test would be suitable for the dataset. The Shapiro-Wilk normality test for the A Difference was not statistically significant ($p = 0.197$), meaning that a Krusal-Wallis test would be suitable.

Fig. 2. Normality Histograms for P Difference and A Difference



P Scale ANOVA Results

A One-Way ANOVA Parametric test was conducted on the P Difference Values. Levene's test for homogeneity of variance was statistically significant ($p = 0.05$), however, this assumption does not discredit the construct validity of the study, as all conditions had an equal amount of participants ($n = 12$).

The result of the ANOVA test gave a statistically non-significant result for the change in the Pleasure-Displeasure AGRID scale for momentary emotion across the three conditions at the $p < 0.05$ level of significance $F(2, 33) = 1.460$, $p = 0.247$.

A Scale Kruskal Wallis Results

A Kruskal Wallis Non-parametric test was conducted on the A Difference values. The result of the Kruskal Wallis test gave a statistically non-significant result for the change in the

Arousal-Sleepiness AGRID Scale for momentary emotion across the three conditions, $H(2) = 1.922$, $p = 0.382$.

PANAS Results for the Intensity of Momentary Emotion

To calculate the Positive and Negative Affect Scores, specified Likert answers were added to create a sum out of 50. For Positive Affect, long-form and short-form have similar means ($M = 21.75$, $M = 22.17$) while audio-form is lower ($M = 18.58$). For Negative Affect, long-form and audio-form have similar means ($M = 13.5$, $M = 13.42$), while short-form is lower ($M = 11.5$). The standard deviation for all three conditions' Positive Affect Scores are similar and have no high variability, however, for the Negative Affect Scores, the variability is low. Note that after the first analysis, the Negative Affect Scores were Winzorised to defer from outlier values.

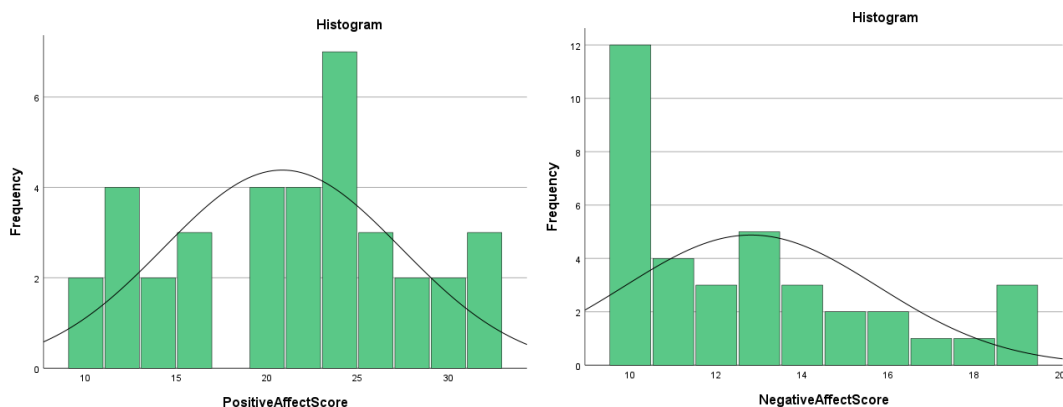
Table 2. Two Descriptive Statistics For The PANAS Affect Scores

PANAS Affect Scores	Conditions	<i>M</i>	<i>SD</i>
PositiveAffectScore			
	long-form	21.75	6.002
	short-form	22.17	5.828
	audio-form	18.58	7.633
NegativeAffectScore			
	long-form	13.5	3.503
	short-form	11.5	1.624
	audio-form	13.42	3.147

Note. *M* = mean; *SD* = standard deviation; $n = 12$ in each condition

Normality tests were conducted to analyse whether the data was normally distributed for both the Positive and Negative PANAS Affect Scores, providing the histograms shown in Figure 3. The Shapiro-Wilk normality test for the Positive Affect Score was not statistically significant ($p = 0.1$), meaning that a Kruskal-Wallis test would be suitable for the dataset. The Shapiro-Wilk test of normality for the Negative Affect Score was statistically significant ($p = <0.001$), meaning that a One-way ANOVA test would be suitable.

Fig. 3. Normality Histograms for Positive Affect Score and Negative Affect Score



Positive Affect Score Kruskal Wallis Results

A Kruskal-Wallis Non-parametric test was conducted on the Positive Affect Scores. The result of the Kruskal Wallis test gave a statistically non-significant result for the positive affect intensity of momentary emotion experienced across the three conditions, $H(2) = 2.350$, $p = 0.309$.

Negative Affect Score ANOVA Results

A One-Way ANOVA Parametric test was conducted on the Negative Affect Scores. Levene's test for homogeneity of variance was statistically significant ($p = 0.028$).

The result of the ANOVA test gave a statistically non-significant result for the negative affect intensity of momentary emotion experienced across the three conditions at the $p < 0.05$ level of significance $F(2, 33) = 1.857$, $p = 0.172$.

Qualitative Survey Results

When asked if they had watched or listened to any content used by the influencer in the study before, 16.7% of the participants said 'yes' while 83.3% said 'no'. Furthermore, when asked what online media form they prefer, 28 participants said long-form, 29 said short-form and 10 said audio-form: participants were told to tick as many as apply.

When asked why they prefer the content form(s) stated in the last question compared to others, participants were varied in their responses. The trends within these responses were collated into inference groups and are noted as follows: Long-form gives you a choice to watch the content you are directly interested in and can be socio-economically educational, visual forms are more stimulating and are easier to focus on than audio-form, short-form videos are useful for watching highlights of longer content and getting information in a shorter period, short-form is more accessible and requires less attention, and all three forms are used to serve different and equally important purposes.

When asked if there were any other content forms they use that were not included in the analysis, responses included examples such as webcomics, manga, memes, online articles and blogs. The last question the participants were asked was "What do you use the content form(s) you prefer for? (Eg. enjoyment, relaxation, escapism etc.)". The majority of responses explained that they were used for relaxation, with notable examples of using them for education and escapism.

Discussion

The results of quantitative analysis are inconsistent with the experiment hypotheses $H(1)$ and $H(2)$. This assumes that the type of online media form does not significantly influence momentary emotion. This suggests that the assumptions of Tobin, Guadango (2022) as well as Schneuing (2023) in which emotion is directly influenced by influencer personality, is the foremost factor in influencing viewer emotions. While the influencer was controlled by using the same through conditions (MikesMic), it is hard to control how the participant will respond to the content, even when selecting broad genres of comedy and lifestyle. However, the qualitative survey collected direct insight into how opinions on different online media forms varied depending on practical use and emotional need. This indicates that while the

significance between online media form and momentary emotion is not quantitatively strong, it is still a contributing factor.

The use of standardised measures such as AGRID and PANAS present a focus on collecting results solely based on momentary emotion, notably 'affect' in both positive and negative regards. This aided in control of the right variables being assessed. Based on the qualitative results, a large majority of participants use all three online media forms to relax, and while this study aimed to record the participant's momentary emotions in a lab-based setting, the setting itself does not cater to an environment in which the user would relax. The use of noise-cancelling headphones helped mediate this factor and enabled the participants to focus.

Future Work

To better understand the results from the current quantitative datasets, it would be wise to take a much larger sample of participants to gain a holistic view of the relationship between online media form and momentary emotion in the future. This study cannot reject the null hypothesis and therefore opens up new possibilities for further research into which remaining factors influence momentary emotion in response to influencer content, such as: which genres of content contribute the most to change in momentary emotion, or how parasocial relationships are a key driving factor for a user's intensity of momentary emotion.

Conclusion

In conclusion, the findings suggest that the type of online media form: long-form, short-form or audio-form, does not heavily influence change or intensity of momentary emotion in response to influencer content. This opens the research area to search mainly on how online influencers directly cause emotional responses in their audience, whether that be stronger through parasocial relationships or fact-based transfer. It is wise to acknowledge through this study that a wide range of factors contribute to user emotion and that type of online media form does have a viable influence over one's momentary emotion, however, this influence would need to be paired with other factors to create a significant result.

Word Count: 2667

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Appendix 1 - Ethics Checklist



School of Arts and Creative Technologies

RESEARCH ETHICS CHECKLIST FOR TAUGHT STUDENTS

FOR PROJECTS USING DEPARTMENT LEVEL ETHICS PRE-APPROVAL

This checklist is to be used **ONLY** for research work by ACT students who wish to use the Department Level Ethics Pre-Approval to accommodate the ethical risks of their proposed research work.

Students must ensure that their proposed research work can be accommodated by the restrictions in this Checklist. If not, you will be unable to conduct the work without further Ethical scrutiny by the ACT Ethics Committee as the work is considered to have higher ethical risks. To apply for additional Ethics approval, you must submit the Research Ethics Clearance Form for review by the ACT Ethics Committee. However, please note that some modules DO NOT permit students to submit individual Ethics applications.

All students who use the Department Level Ethics Pre-Approval for their work must complete this checklist and include the following as Appendices to their assessment reports:

- This completed Checklist;
- Example Participant Information Sheets and Participant Informed Consent Forms, if appropriate;

Please note that if this Ethics Checklist is associated with an assessment that has an **anonymous submission** (i.e. if you are using your Exam Number, Y123456 for submission) you **MUST** redact your name and any other information that would identify you as an individual from the appendices before submission.

Please note that your assessment markers will compare the submitted assessment work to this Ethics Checklist, Information Sheets and Consent Forms to ensure compliance.

You are also required to conduct this research work in compliance with the General Data Protection Regulation (GDPR). Information on how to ensure compliance is available on the ACT Ethics VLE site.

Before completing this Research Ethics Checklist for Taught Students, please consult the ACT Ethics VLE Site for guidance and further information.

SECTION 1: STUDENT AND PROJECT DETAILS

Box 1A: Student Details	
ALL students must complete this box	
Student Name OR Exam Number for Anonymous Submission	Hermione Khan
Degree Title	Interactive Media
Stage (e.g. 2 nd year Undergraduate)	3 rd year Undergraduate
Role in Project (e.g. Team Leader)	Researcher

Box 1B: Project Details	
ALL students must complete this box	
Module Title and Module Code	Experience Evaluation TFT00065H-S1-A
Project Supervisor Name and Email Address	Anna Bramwell-Dicks anna.bramwell-dicks@york.ac.uk

Box 1C: Project Details	
ALL students must complete this box	
Project Title	How Do Different Types Of Online Media Forms Influence Momentary Emotion In Response To Influencer Content?
Project Submission Date	18/01/2024

Please complete Section 2: Research Ethics Concerns

SECTION 2: RESEARCH ETHICS CONCERNS

Box 2A: Checklist of Research Ethics Questions ALL students must complete this box		YES	NO
1	<p>Will the project involve conducting work that would typically require NHS Ethics approval?</p> <p>That is, will you be working with any of the following as participants, if recruited specifically due to their involvement with the NHS:</p> <ul style="list-style-type: none"> - Patients and Users of the NHS, - Relatives or carers of patients and users of the NHS, - NHS staff? <p>OR will you be using or accessing NHS premises or facilities as part of the work?</p>		X
2	<p>Will the project involve conducting work that would typically require His Majesty's Prison & Probation Service Ethics approval?</p> <p>That is, will you be conducting research with staff and/or offenders in prison establishments, National Probation Service (NPS)/Community Rehabilitation Companies (CRC) regions or within His Majesty's Prison and Probation Service (HMPPS) Headquarters?</p> <p>OR will you be conducting research on HMPPS premises?</p>		X
3	<p>Will you be working with vulnerable participants (e.g. those under 18, people with learning disabilities, people with mental impairment due to health or lifestyle, people who are terminally ill or recently bereaved etc.)?</p> <p>Note that if you are unsure whether someone you would like to work with could be considered vulnerable under the circumstances, you are required to discuss your concerns with the module leader, your supervisor and/or Ethics Chair. It is generally expected that any student working with vulnerable groups would submit the longer Research Ethics Clearance form.</p>		X
4	Will you be identifying any of the participants in your outputs?		X
5	Will you be discussing sensitive or potentially upsetting or distressing topics with participants?		X

Box 2A: Checklist of Research Ethics Questions		YES	NO
ALL students must complete this box			
6	Is it reasonably foreseeable that the work could involve causing physical or emotional distress to participants or researchers?		X
7	Is it reasonably foreseeable that the participants could disclose or discuss participation in illegal activities (e.g. drug use)?		X
8	Is it reasonably foreseeable that the participants could disclose confidential or sensitive information (e.g. financial data, sensitive organisational data)?		X
9	Will you be deliberately misleading the participants in any way?		X
10	Will you be filming or making recordings of people without their knowledge and consent (e.g. covert filming of people in non-public places)?		X
11	Will you be researching or discussing issues relating to terrorism or political extremism as part of your work?		X
12	Will you be collecting online data that has been generated by human participants (e.g. social media data) from closed, restricted forums (i.e. from closed communities or those that require approved membership to view, e.g. restricted Facebook groups)?		X
13	Will you be identifying anyone from online data that has been generated by human participants (e.g. social media data) from either open or closed forums (i.e. by including information that could make the individual identifiable, such as direct quotes or usernames)?		X
14	Could the work involve potentially damaging property and/or the natural environment?		X
15	Will the work involve animals?		X
16	Is it reasonably foreseeable that the work could result in any anticipated university/institutional risk (e.g. adverse publicity or financial loss)?		X
17	Will you be compensating participants with financial inducements OTHER THAN reasonable incentives (e.g. chocolate, cake) for the inconvenience?		X

Box 2A: Checklist of Research Ethics Questions		YES	NO
ALL students must complete this box			
18	Will you be paying participant expenses?		x
19	Will you be conducting any of the work for this project OUTSIDE of the UK?		x

If you have answered “YES” to ANY of the questions in Box 2A: Checklist of Research Ethics Questions:

The Department Level Ethics Pre-Approval together with this Research Ethics Checklist for Taught Students MAY be insufficient to accommodate the ethical risks of your proposed work.

Some lower-risk ethical issues can be accommodated without further Ethical scrutiny provided that you agree to follow a process that is considered appropriate. These situations and processes are described on the ACT Ethics VLE site.

IF there is a suitable procedure to manage this ethics issue, please complete Box 2B to provide further details of how you intend to manage the ethical issues associated with your proposed work in consultation with either the module convenor or your assessment supervisor.

Box 2B: Further Details
Complete this box if you answered “Yes” to any question in Box 2A AND there is an identified procedure to manage the ethical risks in this situation.
<p>Provide details of the nature of the ethical risks that you identified by answering YES to questions in Box 2A and describe the process that you will follow to minimise the risks.</p> <p>Please note that if you answered YES to Question 17 and/or 18:</p> <p>Will you be paying your participants? If research participants are to receive any payments, reimbursement of expenses, or any other incentives or benefits for taking part in your research, please give details, indicating what and how much they will receive and the basis on which this was decided.</p> <p>Payment must follow the University’s policy. Please note that the policy includes maximum limits and researchers should note that they may pay less than these, as appropriate.</p>
n/a

Alternatively, the associated risks of your proposed work may be sufficiently low risk that an appropriate approach can be agreed with the ACT Ethics chair without requiring submission of the ACT Research Ethics Clearance form. Your supervisor/module convenor may contact the ACT Ethics on your behalf to identify an agreed process on a case-by-case basis. If your supervisor has discussed your proposed work with the ACT Ethics Chair via email, please complete Box 2C: Case-By-Case Agreed Process.

Box 2C: Case-By-Case Agreed Process			
<p>Students must complete this box IF they have answered “YES” to any questions in Box 2A AND there is no identified procedure to manage the ethical risks of the proposed work.</p> <p>Note, that most students will need to submit a ACT Research Ethics Clearance form and this case-by-case process approach is ONLY suitable for work that can be considered low risk.</p>		YES	NO
1	Has your project supervisor or module convenor discussed the proposed work and associated ethical risks with the ACT Ethics Chair via email?		
2	Was your project supervisor or module convenor able to agree a process to manage the low risks associated with your proposed work?		
<p>IF YES to BOTH questions please provide further details of the anticipated risks of the proposed work and the process that was agreed with the ACT Ethics chair. Please include dates of the email correspondence AND the name and email address of supervisor/module convenor involved.</p>			
n/a			

If the associated risks of your proposed work cannot be accommodated through an identified procedure or through a case-by-case agreed process then, provided the module convenor permits it, you will need to submit an application to the ACT Ethics Committee for review using the Research Ethics Clearance Form. But, please note that some modules do NOT permit students to submit individual applications to the Ethics Committee.

Please complete Section 3: Data Protection

SECTION 3: DATA PROTECTION

In order to comply with the General Data Protection Regulation (GDPR) you **MUST** adhere to the data usage and storage principles described in Box 3A: Checklist of Data Protection Questions.

Box 3A: Checklist of Data Protection Questions		YES	NO
ALL students must complete this box			
1	<p>Will you guarantee that you will inform all people whose personal and/or special category data that you are using:</p> <ul style="list-style-type: none"> • What data you will be collecting and why; • How you will be storing the data; • The legal basis under which you are storing the data; • When/if/how the data will be destroyed? <p>Please note that using a GDPR Compliant Project Information Sheet will ensure you meet these requirements.</p>	X	
2	Will you guarantee that IF you use a portable device to collect electronic data you will transfer that data to your University Google Drive account or University Filestore as soon as possible after the interview AND delete it from your personal device?	X	
3	Will you guarantee that the data will ONLY be accessible to the project team AND that IF the project team extends beyond the University of York that you have consulted the University's IP and Legal team to ensure appropriate data protection safeguards are in place?	X	
4	Will you guarantee that you will ONLY use Google Forms OR Qualtrics to host online surveys that collect personal and/or special category data?	X	
5	Will you guarantee that you are collecting the MINIMUM amount of data necessary for the intended project?	X	
6	Will you guarantee that IF you are storing or accessing data from OUTSIDE the European Economic Area (EEA) you will access the data through your University of York Google Account connected to the University of York Virtual Private Network (VPN)?	X	

Box 3A: Checklist of Data Protection Questions		YES	NO
ALL students must complete this box			
7	Will you guarantee to destroy all physical AND electronic data EITHER after your module marks have been ratified by the Board of Examiners OR 10 years after last requested access?	x	
8	IF storing electronic data for 10 years after last requested access, will you guarantee to EITHER use a University Google Drive account OR an approved data repository service to store the data?	x	
9	Have you screened your project against the Data Protection Impact Assessment (DPIA) screening questions AND if required conducted a DPIA and submitted a copy to the Data Protection Officer for review?	x	
10	If capturing audio, will you use an encrypted device for recording (e.g. an Apple iOS device or encrypted voice recorder)?	x	
11	Where data is held on an encrypted portable device (e.g. laptop, tablet) will you back it up to a University approved service as soon as possible and perform periodic checks to ensure data is being backed up appropriately?	x	
12	Will you ensure confidential information is encrypted before it is transmitted/shared digitally?	x	
13	Please detail what other protections will be used for digital data (e.g. access/edit permissions, procedural safeguards re downloads/making copies, remote access via VDS/VPN, 2 factor authentication)?		
	Give answer here: 2-factor authentication for Google Account Password protected devices		
14	Confirm you have reviewed the user commitments under the Policy for the safe use of University information on devices . Detail anything in the user commitments that will pose a challenge in carrying out your proposed research.	x	

Box 3A: Checklist of Data Protection Questions		YES	NO
ALL students must complete this box			
	Give answer to the second element of question 14 here: None		
15	Will you ensure that personal data or confidential data held on paper are stored in a lockable filing cabinet or container, and/or a locked room in secure premises?	x	
16	How will devices be physically protected (e.g. in transit, when not in use or left unattended)?		
	Give answer here: Secured in a case or a private locked space		
17	Will you ensure the device(s), accounts, or storage area(s) used to store data are not accessible to any unauthorised parties?	x	

Box 3B: Checklist of Data Retention Questions		YES	NO
ALL applicants must complete this box			
1	How long will you keep personal data after the project, in what form and for what reason? https://www.york.ac.uk/library/info-for/researchers/data/sharing/	x	
	Give answer here: Data will be stored no longer than the project completion date. Data will be kept in a secure digital database use for the project.		
2	When will the research data be destroyed, by whom, and how? https://www.york.ac.uk/library/info-for/researchers/data/sharing/#tab-2	x	
	Give answer here: Data will be destroyed no longer than the project completion date by deleting all files by the researcher.		

Box 3B: Checklist of Data Retention Questions		YES	NO
ALL applicants must complete this box			
3	<p>Will any personal or special category data (i.e. data that is not truly and irrevocably anonymised) be deposited in an archive or external repository?</p> <p>https://www.york.ac.uk/library/info-for/researchers/data/sharing/#tab-4</p> <p>Move on to Question 5 if you have answered ‘no’</p>		X
4	<p>Where personal data are to be transferred to an archive or repository, please confirm that your Information Sheet will:</p> <p>(i) cover the archiving and reuse of any personal data and participant agreement to this,</p> <p>(ii) explain to participants the benefits of any data sharing,</p> <p>(iii) indicate where possible whether research data will be deposited in a named, recognised repository (e.g. Archaeology Data Service, UK Data Service, York’s institutional repository, etc.)</p>	n/a	n/a
5	<p>Where you have special category personal data or criminal data, will it be destroyed in line with an agreed retention policy (set by the University, the data provider, or approved by this ethics committee)?</p> <p>You may enter ‘N/A’ if you are not collecting this type of data</p>	n/a	n/a

Before submission of your assessment work, you must complete Section 4: Student Agreement. This completed Checklist must be included as an Appendix to your assessment report, together with examples of your Project Information Sheets and Informed Consent Forms.

SECTION 4: STUDENT AGREEMENT

Box 4A: Student Agreement		YES	NO	N/A
ALL students must complete this box.				
1	I confirm that the work conducted for the above project has met all the statements as expressed in this Research Ethics Checklist.	x		
2	I confirm that the work conducted for the above project was guided by the University's ethical rules and regulations.	x		
3	I have included example Project Information Sheets and Informed Consent Forms as Appendices to my report, if applicable.	x		
4	I confirm that I have adhered to the ACT requirements for storing personal and special category data compliant with the General Data Protection Regulation (GDPR). Note that GDPR compliance guidance can be found on the ACT Ethics VLE site.	x		
5	I confirm that, if applicable, all payments made to personnel in relation to this project have complied with financial regulations.	x		
Student Name (or Exam Number for Anonymous Submission)		Hermione Khan		
Date		01/11/23		

Box 4B: Supervisor Agreement		YES	NO
1	I have reviewed this Research Ethics Checklist.		
2	I have reviewed the Project Information Sheets and Informed Consent Forms, as applicable.		
Supervisor Name			

Box 4B: Supervisor Agreement		YES	NO
Signed			
Date			

Appendix 2 - Information Sheet

How Do Different Digital Content Forms Influence Momentary Emotion?



School of Arts and Creative Technologies

Participant Information Sheet –Anonymous Research

Project background

The University of York would like to invite you to take part in the following project: “How Do Different Digital Content Forms Influence Momentary Emotion?”

Before agreeing to take part, please read this information sheet carefully and let us know if anything is unclear or you would like further information.

What is the purpose of the project?

This project is being conducted by Hermione Khan (hk1084@york.ac.uk) who is a 3rd year undergraduate student on the BSc in Interactive Media at the University of York. This research is being undertaken for the assessment of the Experience Evaluation module, which is being led by Dr Anna Bramwell-Dicks (anna.bramwell-dicks@york.ac.uk).

The work is being conducted according to restrictions that have been subject to approval by the ACT Ethics committee. The Chair of the ACT Ethics committee can be contacted on ACT-ethics@york.ac.uk.

For this research project, we are interested in understanding how different content forms influence momentary emotion. Your participation in this project will involve marking an affect grid, watching or listening to one content form on a laptop, marking on a second affect grid and then answering a Positive and Negative Affect Schedule, followed by a short survey. The whole session will last no longer than 30 minutes.

Please note that to comply with the approved Ethics requirements of this work, we do not intend to discuss sensitive topics with you that could be potentially upsetting or distressing. If you have any concerns about the topics that may be covered in the research study, please raise these concerns with the researcher.

Your participation in this project is voluntary. If you wish, we will provide you with access to the edited film and/or the report that we submit after our marks

have been confirmed. If you would like to receive access to these, you can indicate as such on the consent form.

Why have I been invited to take part?

You have been invited to take part because we are aiming to recruit a diverse group of participants, and we hope you might be interested in this work.

Do I have to take part?

No, participation is optional. If you do decide to take part, you will be given a copy of this information sheet for your records and will be asked to complete a participant consent form. If you change your mind at any point during the research activity, you will be able to withdraw your participation without having to provide a reason. To withdraw your participation you need to let the researcher know you wish to withdraw, and your data will be deleted immediately.

Will I be identified in any outputs?

No. Your participation in this research activity will be treated anonymously and you will not be identified in any outputs.

Privacy Notice

This section explains how personal data will be used by the project “How Do Different Digital Content Forms Influence Momentary Emotion?” at the University of York.

For this project, the University of York is the [Data Controller](#). We are registered with the Information Commissioner’s Office. [Our registration number](#) is Z4855807.

What is our legal basis for processing your data?

Privacy law (the UK General Data Protection Regulation (GDPR) and Data Protection Act 2018) requires us to have a legal reason to process your personal data. Our reason is we need it to perform a public task.¹

This is because the University has a [public function](#), which includes carrying out research projects.² We need to use personal data in order to carry out this research project.

¹This refers to [UK GDPR Article 6 \(1\) \(e\)](#): processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller

² [Our charter and statutes](#) states: 4.f. To provide instruction in such branches of learning as the University may think fit and to make provision for research and for the advancement and dissemination of knowledge in such manner as the University may determine.

Information about your health, ethnicity, sexual identity and other sensitive information is called [“special category” data](#). We have to have an additional legal reason to use this data, because it is sensitive. Our reason is that it is needed for research purposes.³ All research projects at the University follow our [research ethics policies](#).

How do we use your data?

Your data will be used for research purposes to inform statistical outcomes.

Who do we share your data with?

As well as this, we use computer software or systems to hold and manage data. Other companies only provide the software, system or storage. They are not allowed to use your data for their own reasons.

We have agreements in place when we share data. These agreements meet legal requirements to ensure your data is protected.

How do we keep your data secure?

The University is serious about keeping your data secure and protecting your rights to privacy. We don't ask you for data we don't need, and only give access to people who need to know. We think about security when planning projects, to make sure they work well. Our IT security team checks regularly to make sure we're taking the right steps. For more details see [our security webpages](#).

How do we transfer your data safely internationally?

If your data is stored or processed outside the UK, we follow legal requirements to make sure that the same level of privacy rules still apply.

How long will we keep your data?

The University has rules in place for [how long research data can be kept](#) when the research project is finished. Your information be kept until module

³This refers to [UK GDPR Article 9 \(2\) \(j\)](#): processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

marks have been ratified and after this time an anonymised version will be kept. As this will be fully anonymous, it will not be possible to identify you in any way from this data.

What rights do you have in relation to your data?

[You have rights over your data](#). This sheet explains how you can stop participating in the study, and what will happen to your data if you do. This information is in the section 'Do I have to take part?'.

If you want to get a copy of your data, or talk to us about any other rights, please contact us using the details below.

Questions or concerns

If you have any questions or concerns about how your data is being processed, please contact Dr Anna Bramwell-Dicks anna.bramwell-dicks@york.ac.uk, University of York, York, YO10 5DD or The School of Arts and Creative Technologies at act@york.ac.uk or 01904 325220.

If you have further questions, the University's Data Protection Officer can be contacted at dataprotection@york.ac.uk or by writing to: **Data Protection Officer, University of York, Heslington, York, YO10 5DD.**

Right to complain

If you are unhappy with how the University has handled your personal data, please contact our Data Protection Officer using the details above, so that we can try to put things right.

If you are unhappy with our response, you have a right to [complain to the Information Commissioner's Office](#). You can also contact the Information Commissioner's Office by post to **Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF** or by phone on **0303 123 1113**.

Appendix 3 - Consent Form

How Do Different Digital Content Forms Influence Momentary Emotion?



School of Arts and Creative Technologies

Participant Consent Form

Thank you for your interest in this project. This research activity will be used to understand how content forms influence momentary emotion as part of my assessment for the 3rd year Experience Evaluation module on the BSc in Interactive Media.

Please read the following statements carefully and tick the appropriate box:

	YES	NO
I have read the information sheet about this project		
I agree to take part in this project		
I understand my right to withdraw and/or have my data destroyed from this project at any time		
I understand that my participation in this project will be treated anonymously		
I am over the age of 18		

Participant Name:

Researcher Name:

Participant Signature:

Researcher Signature:

Date:

Date:

If you wish to be informed about the outcomes from this project, please provide your email address: