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Is bad news on TV tickers good news? The effects of voiceover and visual elements in a video on viewers' assessment

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Konrad Maj¹¹SWPS University of Social Science and Humanities**1** Works for me dx.doi.org/10.17504/protocols.io.bau3ieyn

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THIS PROTOCOL ACCOMPANIES THE FOLLOWING PUBLICATION

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1 Designing base video material.

Designing video material by professional journalists (2.5 min.) with narration (voiceover). The narrative layer of the film concerned the fictional politician, who was running for mayor in a local election. The logo of a fictional TV station ("Regionalna TV") in the upper right corner was placed and at the beginning of the coverage professional graphic credits ("Political roulette") with inscriptions about the authors of the footage at the end was inserted. A professional journalist off camera narrated the video. The main protagonist, a male politician, was presented in various scenes in the video (he was sitting at his desk and talking on the phone, walking down the street, etc.). There were also three other people who spoke about the politician in the video using fictitious names (two men and one woman). The material used a fictitious city name without indicating its location or other details. The narrative layer of the film concerned the fictional politician, who was running for mayor in a local election. The material was recorded to resemble a short TV reportage. The film touched on the issues of competence, morality, and sociability of the candidate.

2 Preparing TV tickers - experimental manipulation in the video material

Initially, 8 thematic tickers with negative and positive content were created, which referred to dimensions competence, morality and sociability. For example, a weak sportsman vs a good sportsman. The tickers were in an "updating ticker" format.

3 Preparing additional images - experimental manipulation in the video material

After making a preliminary selection of photos from public databases, a set of 5 photos was selected for each ticker. Then two independent assessors were given the task of identifying 2 sets of the most equivalent photos in terms of content and evoked emotions (for example, for the ticker with the content "a weak sportsman," a photo of a failed sportsman lying on the ground was assigned, and in turn for a ticker with the content "a good sportsman," a photo of a smiling sportsman raising his arms in a triumphant gesture was chosen). Eventually, 6 tickers were selected for the appropriate photos for which the assessors together agreed.

4 **Placing Visual add-ons.**

Prepared visual elements that included positive or negative content in the form of either tickers or images (a concurrent combination of tickers and images was not employed) were added to the video. They were displayed for a short time (about 5 seconds) and then disappeared from the screen.

5 **Experimental procedure - watching movie**

The subjects were randomly assigned to the 15 research conditions of which three served as control material against which the results of the others were centered. They were asked to wear a headset and watch a prepared movie about a local politician, and the video was displayed on the computer screen.

6 **Experimental procedure - assessment**

After watching the movie. They filled out a questionnaire containing a number of measures: 1) *Assessment of the politician*. The main component of the questionnaire used in the study was a tool to measure the three dimensions of social perception: competence, morality, and sociability. Each feature was rated on a scale from 1 to 7 (where 1 means "definitely not" and 7 "definitely"). 2) *Reception of a person on dimensions related to visual additives content*. We asked subjects to express an assessment of six semantic differential scales from 1 to 7. - "Rate how you generally received Mr. Grzegorz Madej on the following dimensions. Put an X in the appropriate field." We used dimensions related to the content with visual additives such as: *a weak sportsman vs a good sportsman, a bad student vs a good student, etc.*

7 **Centering results and research plan reduction**

Because we were interested in changing the policy assessment with respect to individual research conditions, to create a dependent variable for the analysis, the attribute ratings were centered on the average level. See manipulation check section. The research plan was thus limited from 5 x 3 to 4 x 3 subgroups conditions



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