

# Involved, Transported, or Emotional?

## Exploring the Determinants of Change in Knowledge, Attitudes and Behavior In Entertainment Education

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### Background

- ❑ What makes narratives using an entertainment education format persuasive?
  - involvement (Bandura, 2002; Sharf & Friemuth, 1993; Sharf et al., 1996; Sood, 2002)
  - transportation (Green & Brock, 2000)
  - emotion (Dillard & Peck, 2000; Green & Brock, 2000, Slater & Rouner, 2002)



A *Desperate Housewives* storyline about Lynette Scavo focused on her diagnosis with cancer.

### Research Questions

- RQ1: Which of the following concepts: involvement, transportation, or emotion best predicts entertainment education effects in a.) knowledge, b.) attitudes, c.) behavior?
- RQ2: How might these constructs operate together to produce entertainment education effects?

### Methods

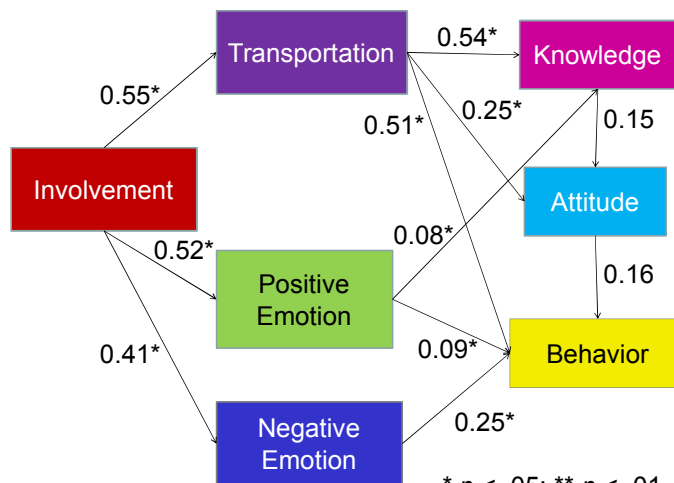
- ❑ An online survey of the same 167 regular female viewers of *Desperate Housewives* before and after the storyline aired.
- ❑ Measures
  - knowledge (about cancer generally, Hodgkin's lymphoma, symptoms)
  - attitudes (how important it would be to know their family history of cancer, have people to support them, and stay sexually attractive to their partner - a major part of Lynette's storyline)
  - behavior (talking about Hodgkin's lymphoma specifically and cancer more generally with family or friends in the past 30 days, information seeking about cancer)
- ❑ PRELIS and LISREL SEM analysis

### Results - RQ1

Standardized Beta Coefficients - Regression Models of Involvement, Transportation, and Emotion on Knowledge, Attitude, and Behavior. (N = 167).

	Knowledge	Attitude	Behavior	
			Talking	Information Seeking
Control for Time 1	0.54**	0.62**	0.50**	
Health Status	0.07	-0.02	0.05	0.03
# Episodes Viewed	-0.03	-0.02	-0.01	-0.15**
Involvement	-0.05	0.03	-0.06	-0.09
Transportation	0.29**	0.16*	0.23*	0.56**
Positive Emotion	0.03	0.05	0.14*	0.22**
Negative Emotion	0.11	-0.01	0.04	0.20**
R <sup>2</sup>	0.50	0.47	0.41	0.52

### Results - RQ2



\*  $p < .05$ ; \*\*  $p < .01$   
 $\chi^2(289) = 731$ ;  $\chi^2/df$  Ratio = 2.53; RMSEA = .09; CFI = .90  
 Note: Measurement model not shown

### Conclusions

- ❑ Involvement, transportation, and emotion may produce different effects at different points in the persuasion process.
- ❑ Of the three, transportation, at least in this study, produced the strongest EE effects.
- ❑ Involvement may be most relevant for its ability to produce heightened levels of transportation and emotion which, in turn, produce changes in knowledge, attitudes and behavior.