

College Students' Perceptions on Fake News: A Comparative Survey Study of Students from Wenzao and NKUST

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Wenzao Ursuline University of Languages, 2022

Abstract

In recent years, fake news had become a popular social issue, although it was only words, it could cause very serious social problems. College students, who could be the future pillars of our country, often received online information blindly without knowing the truth due to the echo chamber effect. To understand the perceptions of college students on fake news, students from Wenzao and NKUST, two schools in different fields of study, were the subjects of this study. According to the results, there was no huge difference in the types of fake news that college students in different fields were exposed to, and more college students were more willing to trust information from traditional media than from emerging media. However, due to the advancement of technology, most people still received information from emerging media, and it was necessary to enhance information literacy education for college students to determine the truthfulness of information on their own. This study provided a better understanding of college students' perceptions, the dangers of fake news, and the importance of education on media.

Keywords: Fake news, Wenzao, NKUST, education, traditional media, emerging media

大學生對假新聞的看法:文藻與高科大大學生的比較研究調查

林子婷

文藻外語大學，2022

摘要

近年來，假新聞已經成為一個流行的社會議題，雖然它只是文字，但它可能會造成非常嚴重的社會問題。作為可能是我國未來棟樑之才的大學生，由於同溫層效應，他們往往盲目地接受網絡資訊而不了解真相。為了了解大學生對假新聞的看法，本研究以文藻和高科大兩所不同專業領域的學生作為研究對象。根據結果顯示，不同領域的大學生所接觸到的假新聞類型並無太大差異，與新興媒體相比，許多大學生更願意相信來自傳統媒體所報導的資訊。然而，由於科技的進步，大多數人還是從新興媒體上接收資訊，為了讓他們自己判斷信息的真實性，有必要加強大學生的信息素養教育。這項研究讓我們更好地了解了大學生的看法、假新聞的危險性以及媒體教育的重要性。

關鍵詞:假新聞、文藻、高科大、教育、傳統媒體、新興媒體

TABLE OF CONTENT

INTRODUCTION	1
Research Background.....	1
Motivation	2
Research Purpose	2
Research Questions	3
Contribution	3
Limits	3
Delimits	3
LITERATURE REVIEW	5
Theoretical Framework	5
Fake News	5
The History of Fake News in China.....	5
The History of Fake News in the Roman Period	5
Fake news evolves with the information industry.....	6
Fake News in Taiwan	7
Fake News Propagation Methods in Taiwan.....	7
Taiwan’s legal approach to preventing fake news	7
Taiwanese attitude towards fake news	8

Perceptions on Fake News from College Students.....	8
Observing College Students' Perception and Interpretation of Fake News.....	8
College education on fake news.....	9
Conceptual Framework	9
College Students from Wenzao and NKUST	9
The Views of Wenzao and NKUST College Students on The Spread of Fake News	9
The way of interpreting fake news in different professional fields.....	10
METHODOLOGIES	12
Research Design.....	12
Research Methods	12
Locale of the Study.....	12
Population Sampling	13
Instrumentation and Data Collection.....	13
Tool for Data Analysis	14
DATA ANALYSIS.....	15
Introduction of the Collected Data	15
Data Profile	15
Research Question One	16
The Difference in Gender	17
The Difference in School.....	17

The Difference in Age	18
The Reasons for The Rapid Spread of Fake News	18
Research Question Two	19
The Difference in Grades	19
The Difference in School.....	20
The Difference in Media Literacy	21
Data Summary.....	21
CONCLUSION.....	23
Discussion of Major Findings	23
Discussion 1: Echo Chamber Effect.....	23
Discussion 2: Media Literacy and Verification.....	23
Discussion 3: The Rise of Emerging Media.....	24
Conclusion and Suggestions	25
APPENDIX.....	26
Appendix A: Google Form and Questionnaire	26
Google form:	26
Questionnaire:.....	26
Appendix B: Table	32
BIBLIOGRAPHY.....	37

LIST OF TABLES

Table 1. Data Collection from Respondents	32
Table 2. Types of College Students' Exposure to Fake News	32
Table 3. T-test for The Type of Fake News and Gender.....	32
Table 4. T-test for The Type of Fake News and School	33
Table 5. T-test for The Type of Fake News and Age.....	33
Table 6. College Students Consider The Reasons for The Rapid Spread of Fake News	33
Table 7. College Students Consider Education of Fake News.....	34
Table 8. An ANOVA Analysis of Grades on Ability of Fake News	34
Table 9. Tukey HSD Test of Ability to Judge Fake News.....	35
Table 10. An ANOVA Analysis of Grades on Courses About Fake News	35
Table 11. T-test for The School and Ability to Judge Fake News and Courses of Fake News	35
Table 12. An ANOVA Analysis of Media Literacy on Ability and Courses of Fake News	36

INTRODUCTION

Research Background

In this era of rapid development of information, many people receive new information through the Internet. However, some information is mostly false, and some unscrupulous people will use such false information to mislead the public in order to gain a sense of psychological achievement or profit, etc. To combat fake news, the government has amended the law and set up a task force to strictly enforce this policy, but the shallow crisis of fake news is bigger than we thought. In 2016, a team of researchers at Stanford University conducted an experimental and a research survey of nearly 8,000 students, including middle school, high school and college students, which revealed that about 82 percent of students believe that paid placement marketing for advertising is also news. This means that our education has not really taught students the ability to evaluate information in the face of media and information literacy. Even if the government punishes those lawbreakers severely through the law, the public still doesn't have the ability to distinguish the truth behind the information. College students are the future pillars of our country, so in order to understand how college students in different professional fields perceive fake news. Therefore, in this study, the researchers will conduct a questionnaire survey with students from Wenzao Ursuline University of Languages (WZU) and National Kaohsiung University of Science and Technology (NKUST) to find out their perceptions and reactions to fake news. This study provides insights into how most college students perceive fake news and how they make good judgments about it, and see if there are differences in the reactions and thoughts of college students in different professional fields.

Motivation

For a long time, the term "fake news" is not new to anyone in today's society. In an era of technological advancement, the tools people use to receive information have been upgraded from traditional media to emerging media. However, with the development of technology, fake news is becoming more and more rampant, and it is becoming a problem that needs to be paid attention to by the public. College students as the future pillars of the country, college education places great significance on independence and critical thinking skills, two characteristics that are also the most important to resist fake news, meaning that universities are inherently a venue for fake news education. However, in this society where fake news is flying around, it is worth studying whether university students will lose themselves and thus affect their judgment on things.

Research Purpose

The purpose of my study was to learn more about college students' perceptions and reactions to fake news, and to explore and compare students from two different professional fields in depth. Moreover, I will conduct a questionnaire survey on fake news related issues with students from WZU and NKUST, and the content will be about what type of fake news they know and how to judge its truthfulness to collect data and compare whether there are differences in students' awareness of fake news among different majors. The researchers in this study will express the importance of fake news education by addressing the different perspectives of college students on fake news.

Research Questions

- (1) What types of fake news are most commonly encountered by college students and the reasons for the rapid spread of fake news?
- (2) What did college students think about the education of fake news?

Contribution

The results of the study provide a deeper understanding of current college students' perceptions of fake news, and their usual media use habits. In addition, the study also mentions education about fake news, whether college students have been exposed to fake news courses in school, and what they think are the most important abilities to counteract fake news, so that people know that fake news education is an essential part of the education.

Limits

There are two limitations of the study. Because the data collection period was only two months, the researchers may not be able to collect the data completely, so the idea of the study is not applicable to all college students in Taiwan. The other limitation is that the study mentioned fake news courses, and since some college students are not interested in these types of courses, there may be a gap in collecting relevant data.

Delimits

The delimits of this study was the study population. Because of regional restrictions, the researchers were not able to interview all university students in Taiwan about their perceptions of

fake news, and the researchers have planned to use the two universities, Wenzao and National Kaohsiung University of Science and Technology, as the subjects of the study.

LITERATURE REVIEW

Theoretical Framework

Fake News

The History of Fake News in China

In 1768, during the heyday of the Qianlong era of the Qing Dynasty, there was a "Soulstealers" incident that caused social panic and even attracted the attention of Qianlong. The incident occurred at a time when the Qing army was adversely conquering Burma and front-line officers were lying about military intelligence. With bureaucrats shielding each other and the wealth gap created by social classes, the people's lack of trust in the king and bureaucrats led to a "Soulstealers" incident spiraling out of control and spreading.¹ The labeling of popular superstition as a political "conspiracy theory" and the anxiety of the governmental system over the inability to fully control religion, folk rumors, and population movements also suggest that the widespread circulation of "fake news" has forced one to consider the political context behind it.

The History of Fake News in the Roman Period

Fake news is not a new phenomenon, it has already appeared a century ago. According to Shih-Hung Lo's study, Octavian launched a false information war against Anthony during the Roman period, engraving political rhetoric and slogans on the coins to denigrate him as a

¹ Philip Kuhn, *Soulstealers: The Chinese Sorcery Scare of 1768*, trans. 陳兼 and 劉昶 (Taiwan: 時英, 2000).

womanizer and drunkard.² With this false information, Octavian eventually defeated Anthony and became the first emperor of the Roman Empire.

Fake news evolves with the information industry

The development of fake news is directly proportional to the development of the information industry. As the Internet becomes more and more developed, fake news also circulates rapidly on the Internet, especially nowadays, most people absorb new information through social media. According to Shih-Hung Lo's research, social media is relatively less regulated by law in most democratic countries.³ And with the encouragement of social media, fake news is presented in many different ways, and its influence is expanding with the development of social media.

Dangers of fake news

Fake news on social media is polarizing society. According to Abhijeet Shirsat's research, refusal to engage in civil discourse on social media, reporting and aggressively pushing information without factual and reliable sources, displaying partisan beliefs and views, and trying to shift people's views to personal bias are some of the characteristics of polarization⁴, and these fake news stories have seriously affected people's ideology, thus leading to a widening class gap between people.

² 羅世宏, "關於「假新聞」的批判思考: 老問題、新挑戰與可能的多重解方," *資訊社會研究* 35 (2018): 53. <https://doi.org/https://ir.nctu.edu.tw/bitstream/11536/152750/3/1680-8428-03503.pdf>.

³.

⁴ Abhijeet Shirsat, "Understanding the Allure and Danger of Fake News in Social Media," (2018): 112.

Fake News in Taiwan

Fake News Propagation Methods in Taiwan

The rise of social media has not only brought about changes in the way people interact with each other, but also opened up a new chapter in public life. With the rise of media such as Facebook and Twitter, many celebrities and political figures have begun to use social media to capture a large number of fans or supporters. According to Chia-Jung Tsau's research, it is mentioned that in 2014, Wen-Je Ko won the Taipei City mayor's election with his strong social media campaigning ability over his opponent.⁵ Although social media brings us a better quality of life, it also creates an "echo chamber" effect, which not only affects the dialogue between groups with different positions and viewpoints, but also tends to polarize the antagonism of groups.

Taiwan's legal approach to preventing fake news

According to subparagraph 5, Paragraph 1, Article 63 of the Social Order Maintenance Act punishes those who "spread rumors sufficient to affect public peace". If false news or information is disseminated for the purpose of damaging the reputation of a specific individual, it may involve the crime of aggravated libel under Article 310 of the Criminal Law: "A person who, with the intent to disseminate it to the public, accuses or relates something that is sufficient to damage the reputation of another person is guilty of libel and shall be punished by imprisonment for up to one year, detention or a fine of up to five hundred dollars. A person who disseminates

⁵ 曹家榮, "《婉君妳好嗎? 給覺醒鄉民的 Ptt 進化史》書評," *考古人類學刊* 86 (2017): 183. <https://doi.org/10.6152/jaa.2017.6.0007>.

words or pictures to commit the preceding crime shall be punished by imprisonment for a term not exceeding two years, detention, or a fine not exceeding one thousand dollars.

Taiwanese attitude towards fake news

It is common to see people and journalists expressing their opinions and criticisms of bureaucrats on the Internet, especially during election time when such false information is circulated on social media and traditional media. According to Yu-Hung Huang's research, he mentioned that the younger generation often receives fake news about politics because of the elders in the family or specific media⁶, which also indicates that the elders and specific media are the most likely targets for spreading fake news.

Perceptions on Fake News from College Students

Observing College Students' Perception and Interpretation of Fake News

College students are more receptive to information from their peers than from other sources. And they believe that their "echo chambers" are less likely to be deceived by fake news.⁷ In addition to their "echo chambers", the next most exposed group is the elders in their families. In the general perception of college students, elders often spread false information to the people around them, which makes them feel a strong sense of distrust toward such information. Furthermore, the general public absorbs information as soon as it is received, thus neglecting the most important step as a reader, which is to verify the truthfulness of the information. Researcher thinks this is the most important step to verify fake news.

⁶ 黃宇弘, "大學生假新聞認知與教育看法研究," (2019): 50. <https://doi.org/10.6814/NCCU201900466>.

⁷ 66.

College education on fake news

Media literacy, which most people only half understand, refers to the ability to choose, understand, question, evaluate, create and produce, and respond thoughtfully to all kinds of information in the media. Nowadays, a large amount of media-based information has become the most important source for the young generation to build their worldview and values, and an important channel for children, teenagers, and the general public to obtain information. According to other researchers, in an era of rapid and overwhelming information transmission, the issue of media literacy deserves more attention, and the foundation of media literacy lies in the public's understanding of the social role of the media and the basic ability to question and express themselves as citizens of a democratic society.⁸ In conclusion, media literacy education is an essential part of being a reader. Another useful skill for fake news education is critical thinking. Critical thinking is the core of education on fake news, it will make readers know how to doubt the truth of the news, and at the same time, it will also increase the motivation of readers to check.

Conceptual Framework

College Students from Wenzao and NKUST

The Views of Wenzao and NKUST College Students on The Spread of Fake News

Based on the similarity in age, researchers think there is not much difference in the views between the students of the two colleges. The most of college students believe that fake news spreads quickly because the elders around them are easily deceived into forwarding the news and

⁸ 黃柏霖 et al., "探討閱聽人媒體素養之研究-以北部某科技大學學生為例," (2019): 21.

because readers lack the ability to check it. The rise of social media is the reason why fake news is circulating so wildly on the Internet. In our life, we often receive news information from our elders, which is mixed with fake information, and most people usually do not go online to check the authenticity of the information when they first receive it, which makes the Internet full of fake news. According to the research of Yu-Hung Huang, he mentioned that the lack of reading ability of elders to judge the truthfulness of the news and the lack of checking the action of readers are the reasons for the rapid spread of fake news.⁹ Since it takes time and effort to check the authenticity of the information, and the information comes too fast to check each one, however, this has gradually developed the habit of reading the news with title only.

The way of interpreting fake news in different professional fields

There is a slight difference in the interpretation of fake news among university students in different fields of study. Perhaps college students in different fields have their own ways of judging fake news, but researchers don't think the differences are too great. According to other scholars' research, they conducted a survey on respondents with different backgrounds during the questionnaire stage and found that there was no significant difference in the media usage behavior of students from different backgrounds.¹⁰ University students were more likely to trust their "echo chambers" than information from their elders because they thought their "echo chambers" were less likely to be deceived by fake news. In addition, without any exposure to courses related to fake news, college students were able to interpret the fake news perspective

⁹ 黄宇弘, 67-8.

¹⁰ 黄柏霖 et al., 62-72.

only through their own life experiences. In short, due to the similarity of life circles, there is little difference in the interpretation of news by university students in different fields of study.

METHODOLOGIES

Research Design

The purpose of this study is to investigate the perceptions of university students in different professional fields regarding fake news. This study uses qualitative research to collect and analyze data to understand and compare the individual perceptions of fake news between the students of the two colleges. This study will use a questionnaire to collect data, and the research questions will be divided into four main sections. The first part is to investigate the media usage behavior of college students. The second part is to understand how college students obtain news information and the types of fake news they receive most often. The third part explores college students' perceptions of traditional and emerging media, and the last part is an anonymous personal survey.

Research Methods

Locale of the Study

In the study, the data will be collected by a questionnaire survey of college students from Wenzao Ursuline University of Languages (WZU) and National Kaohsiung University of Science and Technology (NKUST). Both are located in Kaohsiung. Wenzao majors in liberal arts, and NKUST majors in science. The questionnaire will be used to determine whether college students in different fields of study have different perceptions of fake news due to different learning environments or exposure to different fields of knowledge. In addition, it is also worth exploring whether the differences in media usage behaviors among college students will also affect their perceptions.

Population Sampling

The study population is college students from Wenzao and NKUST. For data collected in WZU, the researchers will use the registered Dcard account to post the article on the campus signage and post the link to the questionnaire for students to complete. And for the data collected in NKUST, the researchers will ask a friend to forward the message to a friend at NKUST, and ask him to post an article on the campus edition and post a link to the questionnaire for the students to complete. Using Dcard's campus signage to increase the contact rate of the questionnaire will also increase the validity and collection rate of the data. Each college student has their own circle of life and exposure to different people will affect their perceptions of fake news.

Instrumentation and Data Collection

In the instrumentation and data collection, the researcher will conduct a questionnaire survey of the study population, and to increase the contact rate of the questionnaire, the researcher will start with social media.

First, the researchers will identify which social media can be used to contact the study population and then administer the questionnaire. The content of the questionnaire will be divided into four major sections. The first part is an anonymous personal survey to find out the gender, age, school information, parents' educational background, and whether the college student has known about media literacy. The second part is to investigate the media usage behavior of college students, such as the frequency of media browsing and the type of news most frequently viewed. The third part is to find out how college students get news information and what kind of fake news they receive most often. In this part, the researchers want to find out

what kind of fake news appears most often in our lives and to explore whether college students seek to verify the truth when receiving information. The last part explores the views of university students on traditional and emerging media.

In addition to investigating the media use behavior of college students and the questions related to fake news. The last part of the questionnaire investigates college students' parents' education and media literacy, and the researcher will test whether these two factors affect college students' thinking about the truthfulness of fake news and judgment.

Tool for Data Analysis

Researchers will send questionnaires to WZU and NKUST students in the summer of 2022. The questionnaire was sent by posting a link to the questionnaire using a social media account, and all data were analyzed using SPSS. The questionnaire will be divided into four sections, with the first section containing basic information about the students and the second, third, and fourth sections investigating students' perceptions of media use behavior and fake news. In addition, the researchers will ask some sub-questions. The researchers also uses SPSS to see how students at the two colleges differed in their perceptions of fake news and how much they differed from each other.

DATA ANALYSIS

Introduction of the Collected Data

The questionnaires were sent to students from NKUST and WZU in the summer of 2022 by using social media such as Dcard postings and asking friends and family to send questionnaires to students attending the two schools. In addition, the researcher sent the questionnaire link to friends by Line and asked them to help forward it to the students in the NKUST. The number of samples collected at the beginning was 126, among which the researcher filtered some samples that had no reference value, and the final total number collected was 102. Finally, all of the data were analyzed with SPSS.

Data Profile

As of the beginning of September, there were about 102 respondents, including 62 students from WZU and 40 from NKUST. Of the 102 valid questionnaires, 67.6% were female and the remaining 32.4% of respondents were male. The age distribution shows that 39.2% of the respondents are under 20 years old, while 60.8% of the respondents are between 21-30 years old. The grade distribution of respondents ranged from freshman to senior years, with an average of 25% to 26% across all grade levels, and the majority of parents had a maximum education of either university or technical college, accounting for 50% and 59% respectively. Media literacy is an ability possessed by the general public. 48% of the respondents in the survey said they would fulfill media literacy, while 50% considered themselves to be in the middle and the remaining 2% would not fulfill media literacy. Easy statistics of the respondents are listed in Table 1.

According to the data, the largest percentage of domicile is in the south, accounting for 44.1% of the total, while the northern and central parts are 21.6% and 27.5%, respectively, and the remaining 6.9% is in the east. Among the 102 respondents, nearly half of them use social media most often to browse news, at 45.1%, and some use TV to browse news, at 29.4%, while other channels such as the Internet, communication with family members, and newspapers and magazines account for 16.7%, 6.9%, and 4.5% respectively. Next, the three research questions were analyzed and answered one by one based on the research data. The three research questions were as follows.

- (1) What types of fake news are most commonly encountered by college students and the reasons for the rapid spread of fake news?
- (2) What did college students think about the education of fake news?

Research Question One

Research question one: “What types of fake news are most commonly encountered by college students and the reasons for the rapid spread of fake news?” Table 2 showed that the most common types of fake news that college students come across are current events, followed by politics. This means that most of the inaccurate information circulating on the Internet is of the current affairs and political type.

In February 2018, a well-known volume vendor spread false news that toilet paper would be confirmed to rise by 30%, which led many people to rush to buy toilet paper. As the public believed that toilet paper would go up and the news media continued to report it, some politicians and celebrities began to criticize the government for failing to get a handle on prices. After an investigation by the Fair Trade Commission, it was found that the company provided

false information to the media in order to promote its toilet paper, and this case has caused social problems and society has paid a significant social cost for this fake news. Next, the data were analyzed using different attributes by gender, school, and age to see the differences between them.

The Difference in Gender

There was a large difference in the gender ratio of respondents, with significantly more female than male members. Therefore, the researcher wanted to find out if there were differences between men and women in terms of exposure to different types of fake news. An Independent sample t-test was used to examine the average knowledge of males and females when exposed to different types of fake news.

Table 3 showed the average of different types of fake news for males and females were 3.48 and 3.14 respectively. An independent sample t-test indicated that type of fake news there was no significant effect for gender, $t(100) = 1.86$, $p = 0.066$, despite that male ($M = 3.48$, $SD = .906$) showed higher support level than female ($M = 3.14$, $SD = .845$). In other words, there was not much difference between the type of fake news males were exposed to and the type females were exposed to.

The Difference in School

This study focused on comparing the perception of fake news among college students of different academic majors, and therefore used the school as a distinction to analyze whether there were differences in the types of fake news to they were exposed to. 錯誤! 找不到參照來源。

Table 4 showed that the average of different types of fake news for WZU and NKUST were 3.18

and 3.38 respectively. An independent sample t-test indicated that type of fake news there was no significant effect for school, $t(100) = -1.11$, $p = 0.268$, despite that NKUST ($M = 3.38$, $SD = .807$) showed higher support level than WZU ($M = 3.18$, $SD = .915$). It could be argued that college students in different professional fields do not significantly influence the type of fake news they receive.

The Difference in Age

Different age groups were naturally exposed to different life circles, for example, people around the same age like sports would be more concerned about the type of sports news, so the researcher wanted to understand whether there were differences in the type of fake news that different age groups were exposed to.

From the data in Table 5, the average of different types of fake news for those under 20 years and 21 to 30 years were 3.23 and 3.27 respectively. An independent sample t-test indicated that type of fake news there was no significant effect for age, $t(100) = -0.276$, $p = 0.783$, despite that 21 to 30 years of students ($M = 3.27$, $SD = .890$) showed higher support level than under 20 years of students ($M = 3.23$, $SD = .862$). In other words, there was no significant difference in the type of fake news that people of different age groups, who were also college students, were exposed to.

The Reasons for The Rapid Spread of Fake News

The data in Table 6 showed that college students believe that the rapid spread of fake news was due to the lack of action by readers to verify the information. This means that most people would choose to believe the information they received at first rather than check whether it

was true. In order to make it easier for people to quickly verify the information they receive, a scholar had created an information health check website. Now people can check information through mobile phones or the Internet.

Research Question Two

Research question two: “What did college students think about the education of fake news?”

Table 7 showed that almost half of the people think that they need to improve their information literacy and verification education to help people stay away from fake news. Most of the students were only exposed to lessons or presentations about fake news in school, and there were few real-life examples of fake news for students to analyze. Next, some different attributes were used to analyze the data: Grades, school and media literacy ability.

The Difference in Grades

Since each grade level was exposed to different courses and most courses were self-selected, the researcher wanted to find out whether the difference in grade level affects college students' perceptions of fake news education. Table 8 showed that a one-way between subjects ANOVA was conducted to compare the effect of the ability to judge fake news in freshman, sophomore, junior and senior years condition. There was a significant effect of grades on the ability to judge fake news at the $p < .05$ level for the four conditions [$F(3, 98) = 3.16, p = 0.028$]. It could be said that different grades have a significant impact on the ability to judge fake news.

Table 9 showed that post hoc comparisons using the Tukey HSD test indicated that the mean score for the freshman condition ($M = 2.59, SD = 0.503$) was significantly different than the senior condition ($M = 2.00, SD = 0.800$). However, the sophomore ($M = 2.15, SD = 0.864$)

and junior conditions ($M = 2.44$, $SD = 0.751$) did not significantly differ from the freshman and senior conditions. Taken together, these results suggest that higher grades have an effect on college students thinking they should enhance what kind of ability to determine fake news.

According to Table 10, a one-way between subjects ANOVA was conducted to compare the courses of fake news in freshman, sophomore, junior and senior years condition. There was no significant effect of grades on the courses of fake news at the $p > .05$ level for the four conditions [$F(3, 98) = 0.796$, $p = 0.499$]. It could be said that different grades have no significant impact on the courses of fake news.

The Difference in School

Different schools had different curricula for fake news, and since WZU and NKUST were schools with different areas of expertise, the researcher wanted to understand the views of these two schools on fake news education.

From the data in Table 11, the average of ability to judge fake news for WZU and NKUST was 2.24 and 2.35 respectively. An independent sample t-test indicated that ability to judge fake news there was no significant effect for school, $t(100) = -0.685$, $p = 0.495$, despite that NKUST ($M = 2.35$, $SD = .770$) showed higher support level than WZU ($M = 2.24$, $SD = .783$).

Furthermore, the average of fake news courses for WZU and NKUST was 1.18 and 1.33 respectively. An independent sample t-test indicated that in courses of fake news there was no significant effect for school, $t(100) = -1.724$, $p = 0.088$, despite that NKUST ($M = 1.33$, $SD = .474$) showed higher support level than WZU ($M = 1.18$, $SD = .385$). This means that the difference in schools is not significant for improving the ability to judge fake news and fake news courses.

The Difference in Media Literacy

Media literacy was an important competency in determining fake news, and whether or not college students' perception of their own media literacy affected their choice of competency and fake news courses.

Table 12 showed that a one-way between subjects ANOVA was conducted to compare the effect of the ability to judge fake news on whether to fulfill the media literacy condition. There was no significant effect of media literacy on the ability to judge fake news at the $p > .05$ level for the three conditions [$F(2, 99) = 2.93, p = 0.058$]. In addition, a one-way between subjects ANOVA was conducted to compare the effect of courses on fake news on whether to fulfill media literacy conditions. There was no significant effect of media literacy on the courses on fake news at the $p > .05$ level for the three conditions [$F(2, 99) = 2.97, p = 0.056$]. It could be said that whether to fulfill media literacy have no significant impact on the ability to judge fake news and courses.

Data Summary

Based on the data analysis, three main findings were summarized below.

First, according to the data, there was no difference in the types of fake news and perceptions that WZU and NKUST students were exposed to. Because they were of similar age and in the same "Echo chamber," the information they received was mostly the same. Nearly 97% of college students believed that the effect of "Echo chamber" affected people's perceptions of fake news. Because of similar values, positions and ideas, similar opinions were repeated and expanded, making people on social media feel comfortable and inclined to stay in the circle and

receive the information they want, so it was easy to ignore or disregard information that is different from their own position. Inevitably, this effect was also used by people who wanted to spread false news and cause social problems.

Secondly, in the field of education on fake news, most people were only exposed to classroom discussions or presentations, while the analysis of real cases was rare in the courses. Generally, college students thought that fake news education should be further strengthened, especially in the part of enhancing students' verification of information.

Third, most people used emerging media to browse news more often than traditional media, but they also received fake news most often in emerging media. With the rapid development of the Internet, most people trusted the news events reported by the traditional media, but it was still not as convenient and fast as the emerging media to access information.

CONCLUSION

Discussion of Major Findings

The main purpose of this study was to understand the perceptions of fake news among college students in WZU and NKUST and to analyze whether there were differences between them. From the data analysis, there was no obvious difference in the type of fake news received by the two college students. And three major findings were summarized, namely the echo chamber effect, media literacy and verification, and the rise of emerging media. The implications of the three major findings were discussed below

Discussion 1: Echo Chamber Effect

The analysis showed that there was no significant difference in the types of fake news that the college students in the two schools were exposed to. Because of the similarity in age and the echo chamber effect, the information received by college students was nearly identical. According to Matteo Cinellia et al., "Echo chambers act as a mechanism to reinforce existing views of the group, thus pushing the group to a more extreme position, and echo chambers have been shown to exist in various forms of media".¹¹ It could be seen that the echo chamber effect causes similar information to be received by college students with the same values. Therefore, the role of the echo chamber effect in media could be said to be very powerful.

Discussion 2: Media Literacy and Verification

In the analysis of the data, it was found that college students believe that the reason for the rapid spread of fake news was the failure of the readers to verify the information. If the

¹¹ M. Cinelli et al., "The Echo Chamber Effect on Social Media," *Proc Natl Acad Sci U S A* 118, no. 9 (Mar 2 2021): 1. <https://doi.org/10.1073/pnas.2023301118>.

reader performed the action of "checking", they would know the truth of the information. In addition, the majority of college students believed that media education should be strengthened, and according to Pei-Chi, Lee's article, "The purpose of media literacy education was to enable students to acquire the ability of "liberating" and "empowerment", to cultivate the ability of citizens to be free from the influence of the media, to think independently and make independent judgments, and to make good use of the media to express personal opinions, participate in dialogues and monitor the media together, so as to improve the media chaos and create a healthy media community."¹² It could be understood that media education could enhance the ability of self-judgment and prevent citizens from being swayed by media information.

Discussion 3: The Rise of Emerging Media

From the data, it could be found that about 74% of college students use emerging media most often to receive news and information and according to Dr. Jasmeet Kaur and Dr. Deepty Gupta, "Social media is not just limited to personal life, but also plays an important role in politics, business, sports and education. It is about generating knowledge, spreading knowledge, collaborating and networking."¹³ And it was understood that these emerging media have become a part of people's lives, not only as a source of knowledge but also as a tool to disseminate knowledge. Although most people chose to receive information in emerging media, more people were willing to trust information in traditional media than in emerging media.

¹² 李佩綺, "數位時代之媒體素養教育融入中小學課程," *臺灣教育評論月刊* 8 (2019): 260.
<https://doi.org/http://www.ater.org.tw/journal/article/8-3/free/23.pdf>.

¹³ Jasmeet Kaur and Deepty Gupta, "Impact of Emerging Technologies in Social Media on Education-a Study," *International Journal of Research in Advent Technology* 6 (2018): 200.

Conclusion and Suggestions

According to the discussion of the main findings, there was no significant difference in the fake news received by the college students of the two schools. Because the Echo Chamber Effect and college students had similar values and were in the same living circle, the information they were exposed to did not differ much. In addition, the rapid spread of fake news was due to the people's lack of action to verify information, which led people to blindly believe in information on the Internet. If the government wanted to improve and effectively combat fake news, it should not focus on punitive measures, but more on education. Combined with private institutions, schools, and public agencies to invest in various information literacy practices, in order to enhance the basic ability of information literacy of the public and students, so that they could generate their autonomous and spontaneous "anti-body" to fight against fake news. To sum up, in order to stop the spread of fake news, education would be a very important part to prevent the harm of fake news more effectively.

APPENDIX

Appendix A: Google Form and Questionnaire

Google form:

https://docs.google.com/forms/d/e/1FAIpQLSeh3yOWMNG10nsDBcjRfnSIXnyuO4wyPd0x7MAfO-ITD5xFew/viewform?usp=sf_link

Questionnaire:

大學生對於假新聞的看法:文藻與高科大大學生的比較研究調查

親愛的先生/小姐:

這是一份研究用的學術問卷，目的是探討「文藻與高科大大學生對於假新聞的看法」，希望能耽誤您幾分鐘的時間，依您的看法填寫問卷，提供您寶貴的意見。

本問卷採不記名方式作答，無須擔心個人資料外洩的疑慮，請放心填寫。

非常感謝您抽空填寫此問卷，您寶貴的意見將對本研究有莫大的貢獻，在此獻上最真摯的謝意。

敬祝 身體健康，事事如意。

文藻外語大學國際事務系

第一部份:基本資料

- 1、 性別: 男性 女性
- 2、 年齡: 20歲以下(含20歲) 21~30歲 30歲以上
- 3、 戶籍地: 北部 中部 南部 東部 離島
- 4、 學校: 文藻外語大學、科系: _____ 高科大、科系: _____
- 5、 年級: 大一 大二 大三 大四

6、 父親教育程度: 未受教育 國小 國中 高中/專科 大學/技術學院 研究所(含以上)

7、 母親教育程度: 未受教育 國小 國中 高中/專科 大學/技術學院 研究所(含以上)

8、 請問您是否履行媒體素養¹⁴?

會 尚可 不會

第二部分:媒體使用行為

1、 您接收新聞資訊的主要來源是什麼?(單選題)

家人交流 報章雜誌 電視新聞 網路 社群媒體 其他:_____

2、 您經常瀏覽什麼類型的新聞?(可複選)

體育 娛樂 時事 政治 財經 其他:_____

3、 您一週使用媒體瀏覽新聞的頻率?

每天 3天 7天 7天以上 想到才會看

4、 您每天花多久時間瀏覽新聞?

30分鐘 1小時 1小時以上

5、 您瀏覽新聞的目的是什麼?(可複選)

了解時事 接收資訊 學習 打發時間 剛好新聞標題感興趣 其他:_____

6、 您會去了解新聞事件的始末嗎?

會 不會

7、 您平常如何得知國家或世界所發生的大小事?(單選題)

與家人或同學互相討論 學校上課提到 社群媒體 網路搜尋 其他:_____

¹⁴ 媒體素養是指在各種環境中以適合自己的目的和需求的方式取用、分析、評估及製造媒體資訊的能力。
資料來源:維基百科。

第三部分:假新聞認知及教育

1、您最常接收到哪種類型的假新聞?(可複選)

體育 娛樂 時事 政治 財經 其他:_____

2、您平時接收資訊時如何判斷其真實性?(單選題)

在網路上查詢相關資訊 詢問親朋好友 求助專家 其他:_____

3、請問您認為「同溫層」是否會影響人們對於假新聞的認知?

是 否

4、請問您在社群網路上接收到資訊(包含文章、群組訊息、私訊)時，是否會查證其真實性?

是 否

5、您認為假新聞能夠快速傳播的主要原因是什麼?(單選題)

假新聞的標題吸引他人瀏覽 老年人容易受騙並轉發給他人 閱聽人缺乏查證信息的動作 其他:_____

6、您認為何種能力教育可以幫助人們遠離假新聞?

媒體素養 批判性思考 資訊素養與查證

7、請問您在學校有接觸過哪種假新聞教育課程內容?

學生實踐(課堂討論、報告) 實例教學(現場分析真假新聞)

8、您認為是否要加強大學生對假新聞的教育?(請說明)

是 否，原因:_____

第四部分:

● 新興媒體¹⁵之假新聞

A 部分(媒體使用行為)

1、 請問您在新興媒體瀏覽新聞時，您認為接觸到假新聞的頻率為?

從來沒有 很少 普通 經常 總是

2、 請問您在新興媒體接收到資訊時，會判斷其真實性的頻率為?

從來沒有 很少 普通 經常 總是

3、 請問您在新興媒體接收到資訊要分享前，會想去確認其真實性嗎?

會 不會

4、 當您在新興媒體看到標題聳動的新聞時，會想要確認其真實性嗎?

會 不會

B 部分(對新興媒體之認知)

1、 請問您認為新興媒體會不會對假新聞的傳播造成影響?

會 不會

2、 請問您認為新興媒體會幫助您判斷新聞的真實性嗎?

會 不會

3、 請問您認為新興媒體會因立場不同，在報導相同事件時的內容也有所差異嗎?

不同意 普通 同意

¹⁵ 新興媒體是基於數位技術、網路技術及其他現代資訊科技或通訊技術，具有互動性、融合性的媒介形態和平台，例如，YouTube、部落格、電子書等。

資料來源: 維基百科

● 傳統媒體¹⁶之假新聞

A 部分(媒體使用行為)

1、請問您在傳統媒體瀏覽新聞時，您認為接觸到假新聞的頻率為?

從來沒有 很少 普通 經常 總是

2、請問您在傳統媒體接收到資訊時，會判斷其真實性的頻率為?

從來沒有 很少 普通 經常 總是

3、請問您在傳統媒體接收到資訊要分享前，會想去確認其真實性嗎?

會 不會

4、當您在傳統媒體看到標題聳動的新聞或談話節目時，會想要確認其真實性嗎?

會 不會

B 部分(對傳統媒體之認知)

1、請問您認為傳統媒體會不會對假新聞的傳播造成影響?

會 不會

2、請問您認為傳統媒體會幫助您判斷新聞的真實性嗎?

會 不會

3、請問您認為傳統媒體會因立場不同，在報導相同事件時的內容也有所差異嗎?

不同意 普通 同意

¹⁶ 傳統媒體是以傳統的大眾傳播方式即通過某種機械裝置定期向社會公眾發布信息或提供教育娛樂的交流活動的媒體，例如電視、報刊、廣播。

資料來源: 維基百科

● 傳統媒體 vs. 新興媒體

1、請問您最常使用哪種媒體瀏覽新聞?

傳統媒體 新興媒體

2、請問您認為哪種媒體接觸到假新聞的頻率最多?

傳統媒體 新興媒體

3、請問您認為哪種媒體假新聞傳播速度最快?

傳統媒體 新興媒體

4、請問您認為哪種媒體影響力最高?

傳統媒體 新興媒體

Appendix B: Table

Table 1. Data Collection from Respondents

Attribute	Demographic
Gender	Male: 33
	Female: 69
Age	Under 20 years old: 40
	21-30 years old: 62
	Over 30 years old: 0
School	WZU: 62
	NKUST: 40

Source: Edited by the Author

Table 2. Types of College Students' Exposure to Fake News

Types	Numbers
Entertainment	21 (21.6%)
Current Events	42 (41.2%)
Politics	31 (30.4%)
Finance	8 (7.8%)
Total	102 (100%)

Table 3. T-test for The Type of Fake News and Gender

	F Checking	Significance	T	Degree of freedom	Significance (Double Tail)
What type of fake news do you receive most often?	.776	.381	1.86	100	.066

Table 4. T-test for The Type of Fake News and School

	F-Test	Significance	T	Degree of freedom	Significance (Double Tail)
What type of fake news do you receive most often?	1.035	.312	-1.11	100	.268

Table 5. T-test for The Type of Fake News and Age

	F-Test	Significance	T	Degree of freedom	Significance (Double Tail)
What type of fake news do you receive most often?	.015	.902	-.276	100	.783

Table 6. College Students Consider The Reasons for The Rapid Spread of Fake News

What do you think is the main reason why fake news can spread so fast?

Reasons	Numbers
Lack of action to check information by the listener	44 (43.1%)
Fake news headlines to attract others to view	38 (37.3%)
Seniors are vulnerable to fraud and forward to others	18 (17.6%)
Other	1 (1%)
Lost value	1 (1%)
Total	102 (100%)

Table 7. College Students Consider Education of Fake News

What kind of ability do you think will help people stay away from fake news?

Ability	Numbers
Media literacy	20 (19.6%)
Critical thinking	33 (32.4%)
Information literacy and evidence	49 (48%)
Total	102 (100%)

What kind of courses of fake news have you been exposed to in school?

Courses	Numbers
Student practice (presentation or discussion)	78 (76.5%)
Example teaching (live analysis of fake news)	24 (23.5%)
Total	102 (100%)

Table 8. An ANOVA Analysis of Grades on Ability of Fake News

	sum of squares	Degrees of freedom	Mean sum of squares	F-Test	Significance
Interblock	5.36	3	1.79	3.16	.028
Intraclass	55.39	98	.57		
Total	60.76	101			

Table 9. Tukey HSD Test of Ability to Judge Fake News

	Number	Average	Standard deviation	Standard error
Freshman	22	2.59	.503	.107
Sophomore	27	2.15	.864	.166
Junior	27	2.44	.751	.145
Senior	26	2.00	.800	.157
Total	102	2.28	.776	.077

Table 10. An ANOVA Analysis of Grades on Courses About Fake News

	sum of squares	Degrees of freedom	Mean sum of squares	F-Test	Significance
Interblock	.436	3	.145	.796	.499
Intraclass	17.917	98	.183		
Total	18.353	101			

Table 11. T-test for The School and Ability to Judge Fake News and Courses of Fake News

	F-Test	Significance	T	Degree of freedom	Significance (Double Tail)
What kind of ability do you think will help people stay away from fake news?	.001	.976	-.685	100	.783
What kind of courses of fake news have you been exposed to in school?	10.833	.001	-1.724	100	.088

Table 12. An ANOVA Analysis of Media Literacy on Ability and Courses of Fake News

		sum of squares	Degrees of freedom	Mean sum of squares	F-Test	Significance
What kind of ability do	Interblock	3.391	2	1.696	2.926	.058
you think will help people	Intraclass	57.364	99	.579		
stay away from fake news?	Total	60.755	101			
What kind of courses of	Interblock	1.038	2	.519	2.968	.056
fake news have you been	Intraclass	17.315	99	.175		
exposed to in school?	Total	18.353	101			

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