MEVIT4800 exam spring 2019

The exam consists of five (5) tasks.

You must answer all tasks. If a task has subquestions (for instance a, b, c... etc), you must also answer all of these in order to have answered the whole task.

Each task will count towards a certain percentage of the grade, and the percentage will be indicated for each task.

TASK 1 counts for 25% of the total mark

You are planning a study addressing the overarching question of how minority youth engage with media representations, and how such engagement may work to stimulate democratic inclusion. Your empirical material will be interviews with minority youth in Norway.

You have reviewed some key contributions to the research field and a consequential foundation for your study is the democratic significance of the incorporation of diverse identities in the public sphere and the extent to which these are subjected to public recognition.

Outline the stages of your study from planning the study to writing up and reporting your study. Brinkmann and Kvale's seven stages of an interview inquiry might help you structure your answer and what to address in the different stages.

Note: This task includes the research question posed by Torgeir Nærland in the article "Altogether now? Symbolic recognition, musical media events and the forging of civic bonds among minority youth in Norway". European Journal of Cultural Studies 22(1), 78-94. You will of course not be assessed in terms of how closely your research design aligns with Nærland's actual study. Neither will you be assessed in terms of your familiarity with the research field of minorities and media use.

TASK 2 counts for 15% of the total mark

Describe how one can enhance the validity of a qualitative interview study throughout the research process; that is, in (a) designing and conducting your interview study; (b) analyzing your data; and (c) writing up your findings.

TASK 3 includes five sub-tasks that together count for 20% of the total mark

3.1) Define and explain what is meant by probability sampling.

3.2) Define and explain what is meant by inferential statistics.

3.3) If the mean (M) of a variable has a large standard deviation (SD) what does that say about the distribution of values on the variable and the fit of mean to the data?

3.4) Identify the correct answer and explain why this is correct:

What does a significant test statistic tell us?

a) The null hypothesis is false
b) There is an important effect
c) That the test statistic is larger than we would expect if there were no effect in the population.

3.5) Identify the correct answer and explain why this is correct:

Why is the standard error important?

a) It tells us the precise value of the variance within the population
b) It gives you a measure of how well your sample parameter represents the population value
c) It is unaffected by outliers
d) It is unaffected by the distribution of scores.

TASK 4 counts for 25% of the total mark

When would you use quantitative content analysis as a method? Give examples of at least 4 variables that could be measured in such an analysis. Discuss the measurement levels of these variables, and different types of analyses that can be used for the different levels of measurement.

TASK 5 counts for 15% of the total mark

You have conducted a survey with a representative sample of the Norwegian population on experiences with fake news online. One of the questions asked was whether respondents had ever shared news-articles on social media that they later discovered was invented or "fake news". Based on the research literature you have reason to believe experience with sharing fake news varies with age, and your null-hypothesis and alternative hypothesis are consequently:

H 0: There is no association between age and having shared fake news.
H Alt: There is an association between age and having shared fake news.

a) Explain the principles behind the Chi-square test and why the Chi-square test statistic is appropriate in this case.
b) Interpret and briefly comment upon your results: Can you reject your null-hypothesis? Report required test-statistics and data from the tables below in your answer.

Have you ever shared a news-article that you later discovered was invented/fake?

			Have you ever shared a news-article that you later discovered was invented/fake?		
			Yes	No	Total
Age	18-22	Count	26a	39b	65
		Expected Count	17,6	47,4	65,0
		% within Age	40,0%	60,0%	100,0%
	23-35	Count	73a	131b	204
		Expected Count	55,2	148,8	204,0
		% within Age	35,8%	64,2%	100,0%
	36-55	Count	95a	223a	318
		Expected Count	86,0	232,0	318,0
		% within Age	29,9%	70,1%	100,0%
	56-80	Count	34a	222b	256
		Expected Count	69,2	186,8	256,0
		% within Age	13,3%	86,7%	100,0%
Total		Count	228	615	843
		Expected Count	228,0	615,0	843,0
		% within Age	27,0%	73,0%	100,0%

Each subscript letter denotes a subset of Have you ever shared a news-article that you later discovered was invented/fake? categories whose column proportions do not differ significantly from each other at the ,05 level.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	39,294[a]	3	,000
Likelihood Ratio	42,195	3	,000
Linear-by-Linear Association	34,704	1	,000
N of Valid Cases	843		

a. 0 cells (0,0%) have expected count less than 5. The minimum expected count is 17,58.