

“Frog, don’t do that!”: An exploration of the impact of media on comprehension and participation in narrative experiences

Introduction

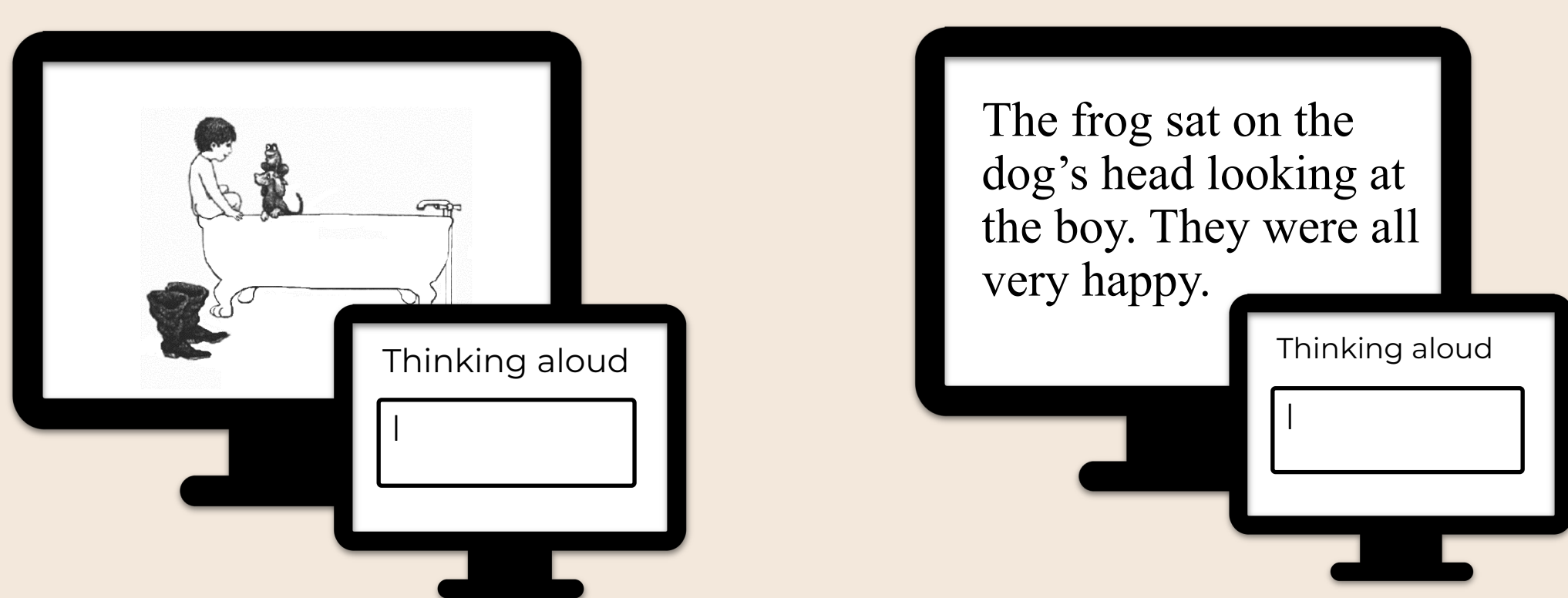


- ▶ Theories of comprehension focus on inferences, the processes of building mental models (McNamara & Magliano, 2009), but ignore other narrative experiences such as participation and evaluation (Green et al., 2004; Gerrig & Jacovina, 2009; Bohn-Gettler, 2019).
- ▶ A comprehensive theory of narrative experiences should consider how mental model construction and participation processes co-occur and what factors affect their co-occurrence.

Goals

- ▶ To explore how the different aspects of narrative experiences coordinate
- ▶ To explore how this coordination is affected by media

Methodology



Category	Definition	Examples
Description	Statements of explicit information illustrated in previous or current events.	The frog let go of his friends
Inference	Statements reflect inferences and reveal implicit information about the narrative word.	The dog might be hurt
Participation	Statements that suggest active engagement in the narrative events.	Looks like the frog missed them I wonder if the frog thought they were playing a game with him earlier He's out to catch them now - haha
Evaluation-narrative	Statements of valenced opinion on characters, character actions, and events.	The boy and dog are not smart and the frog is the smartest ...
Evaluation-general	Statements of valenced opinion on the story, but not its specific content."	This is funny
Metacognition	Statements that reflect an individual's level of understanding of the contents of a narrative and its relationship to general knowledge of the world.	i still don't get why they are happy now

Results

Strategies	All Participants (50)			Participants (28)			Non-Participants (22)					
	Picture	Text	p	Picture	Text	p	Picture	Text	p			
Description	0.677	>	0.324	< 0.001	0.674	>	0.423	< 0.01	0.681	>	0.202	< 0.01
Inference	1.392		1.450	0.131	1.481		1.470	0.819	1.277		1.427	0.010
Participation	0.220	<	0.319	0.003	0.387	<	0.577	< 0.01	-		-	-
Evaluation	0.057		0.079	0.168	0.094		0.117	0.369	0.009		0.032	0.090
Metacognition	0.024	<	0.049	0.045	0.042		0.078	0.088	0.000		0.012	0.083

Strategy Combinations	All Participants			Participants		
	Picture	Text	All	Picture	Text	All
Description	0.04	0.01	0.05	0.01	0.00	0.01
Inference	0.19	0.28	0.47	0.09	0.10	0.19
Participation	0.00	0.01	0.01	0.00	0.01	0.01
Description, Inference	0.18	0.08	0.26	0.10	0.05	0.15
Description Participation	0.01	0.01	0.01	0.01	0.01	0.01
Inference, Participation	0.05	0.08	0.13	0.05	0.08	0.13
Description, Inference, Participation	0.03	0.03	0.06	0.03	0.03	0.06

Discussion

- ▶ The most frequent strategies:
 1. Inference
 2. Description
 3. Participation
- ▶ Strategies are coordinated
 1. Description and inference coordinated
 2. Participation and inference coordinated
- ▶ There are media differences
 1. Description is greater for the picture than text
 2. Participation is greater for text than picture

Conclusion

- ▶ Theories of comprehension should account for other aspects of narrative experience (Gerrig & Jacovina, 2009)

References

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