

# **THE IMPACT OF POLITICAL ADVERTISEMENTS ON CANADIAN YOUTH**

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***Abstract***

Young Canadians have turned out to the ballot box less than older generations during recent elections; despite the fact that they are often highly educated and have access to rich political information in a hybrid and high-choice media system. Part of the explanation for this may be a lack of political efficacy. To better examine this problem, and the role of political efficacy in the Canadian political communications ecosystem, a mixed methods approach is used in this study including content analysis, data collection, and analysis of survey data to better understand the impacts of campaign communication, via video advertisements on Facebook, has on the political efficacy of Canadian youth. The findings show that political advertisements, writ large, do not impact political efficacy. However, certain advertisements included in the sample had measurable impacts on political efficacy, as well as emotionality and subjective credibility. Implications of these findings are important as campaigns continue to develop new tactics and strategies to better target their messaging during and outside of writ periods. Political communications practitioners can apply these findings to their work to more impactfully engage with Canada's youngest electorate

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## ***Introduction***

Since the 1970s, there has been a worrying trend in Canada's election results - the rate at which young voters turn out to cast their ballots has been decreasing, with the exception of the 2015 federal election (Loutfi, 2019). This is concerning given that Canadian youth are highly educated (Clarke et al., 2020; Jezer-Morton, 2019; Zeman & Frenette, 2021), have high media exposure (Marquart et al., 2020), and live in a stable, democratic country – all factors which, in theory, should lead to higher voting rates. However, young Canadians fail to show up to the ballot box, and they do not see themselves reflected in the priorities of elected officials (Loutfi, 2019). Furthermore, election campaigns do not consider them primary targets to contact (Stockemer & Rocher, 2017).

One possible explanation for this trend is a lack of political efficacy, which works as a mediator between media use and political participation (Andersen et al., 2016). Political efficacy refers to an individual's feeling that their political actions can impact the political process (Campbell et al., 1954), and it is essential for a healthy democracy (Gil de Zúñiga et al., 2017). Despite being highly educated, young Canadians aged 18-24 have consistently voted at lower rates than older generations in federal elections, except for the 2015 election (Loutfi, 2019; Barisonzi & Lachance, 2023).

To explore this further, this thesis aims to investigate whether exposure to political advertisements from major Canadian political parties during the 2021 federal election increased political efficacy levels in young Canadians. Put simply, this thesis asks the following questions to better understand the federal election advertising from the 2021 election and how young potential voters engage with the content:

RQ1: Are there differences in the core themes of political advertisements made by the major political parties in Canada during the 2021 federal election?

RQ2: How do perceptions of emotionality and subjective credibility vary by political advertisement?

RQ2a: Is there a relationship between emotionality of political advertisements and the core themes of those advertisements?

RQ2b: Is there a relationship between emotionality of political advertisements and the presence of sound and audio of those advertisements?

RQ2c: Is there a relationship between the subjective credibility of political advertisements and the core themes of those advertisements?

RQ2d: Is there a relationship between the subjective credibility of political advertisements and the presence of sound and audio of those advertisements?

RQ3: Does exposure to political video advertisements from the major Canadian political parties used during the 2021 federal election increase levels of political efficacy in young Canadians?

Asking these questions is an essential step in better understanding how young Canadians interact with political information in a hybrid (Chadwick, 2017) and high-choice media environment (Van Aelst et al., 2017), while further exploring why young Canadians do not feel connected with traditional politics (Elections Canada, 2021). Adding to the body of knowledge surrounding these issues may provide value to researchers working at the intersection of politics and society and political communications practitioners. Practitioners specifically may find value

in the findings this thesis offers when developing strategies to better connect young Canadians to the democratic process in future elections.

Underpinning this thesis, The Theory of Planned Behaviour (TPB) is used as a theoretical foundation in this study. TPB uses efficacy as a basis of understanding and seeks to “account for inconsistency in the attitudes-behaviour relationship” (LaPiere & Wicker as cited in Marcinkowski & Metag 2014, p.153). In the context of this thesis, this theory assumes that eligible voters in Canada understand that voting is important but does not treat electors as a monolith in recognizing that not all individuals will choose to vote. This theory has been successfully used to study campaign communications in the past, most notably in “Why Do Candidates Use Online Media in Constituency Campaigning” by Marcinkowski and Metag (2014).

Perceptions of credibility also impact how political information is processed (Heiss & Matthes, 2016). In this thesis a scale is used to measure the impact advertisements have on how credible participants view the information, referred to as subjective credibility in this thesis. It is important to consider subjective credibility because, despite how factual and credible the information presented may actually be, individuals who see the same information are likely to prescribe a different level of credibility to the presented information (Appelman & Sundar, 2016). Additionally, studies that have looked at this topic have found varying degrees of credibility assigned to information based on where an individual encountered it. For instance, print news has been found to be the most credible compared to online news and television (Kiousis, 2001). Work done in the United States has also shown a difference in how credible third-party advertisements and advertisements produced and paid for by individual candidates and political parties are. Primarily, the referenced work in the United States work found that

advertisements sponsored by third parties (Political Action Committees) are more credible than advertisements from a specific party or candidate (Garramone & Smith, 1984). Additionally, this work found that current officeholders are less credible than retired politicians (Garramone & Smith, 1984). There is substantially less information about the role of credibility in political communications in Canada, and this thesis can help close that information gap while providing key insights for political communications professionals.

To respond to the RQs, publicly available advertisements from the 2021 Canadian federal election were collected using the Facebook Ads Library. Advertisements placed by federal political parties that ran a candidate in every province and won at least one seat in the 2021 federal election were included. These requirements led to the following parties being included in this study: the Liberal Party of Canada (LPC), the Conservative Party of Canada (CPC), the New Democratic Party of Canada (NDP), and the Green Party of Canada (GPC).

Using a sequential mixed-methods structure, this study progresses from content analysis, to Survey 1, to Survey 2. Using a two-survey approach allows for Survey 1 to act as a validation check for the advertisements to be included in Survey 2. Both Survey 1 and Survey 2 were administered through the Integrated System of Participation Research Lab (ISPR) at uOttawa. Survey 1 is primarily focused on emotionality and subjective credibility. Survey 2 focuses on political efficacy to more specifically respond to RQ3.

This thesis, in addition to answering the research questions, may help provide further insight into the reasons why young Canadians do not feel connected with politics. The lack of young Canadians showing up to the polls is concerning and could exacerbate the negative impacts of a politically disengaged population as the demographic ages.



The remainder of this thesis is structured as follows: the Problematization chapter examines political efficacy as a concept, young voters, voter contact, campaign communications, TPB, and the media environment. After the Problematization, the Methodology will be presented and will justify the approach taken and summarize the methods used. After the Methodology is the Results and Discussion chapter which will break down each scale used and the results gathered from the responses. Finally, the Conclusion will be presented.

### ***Problematization***

In this section, the following concepts will be reviewed: efficacy, TPB, emotionality, credibility, voter contact, and campaign communications. These concepts are reviewed to provide background as to why this thesis benefits the political communications research ecosystem, and how the information presented throughout the rest of this body of work can benefit not only future researchers in this area, but also political communications practitioners in Canada. This section concludes with a presentation of the research question and the rationale for this thesis.

### ***Efficacy as a Concept***

The concept of political efficacy is a central component of this thesis. *Efficacy*, specifically Bandura's concept of it, is largely tied to confidence in carrying out a specific task (Arens & Waterman, 2017). To have efficacy, from this perspective, implies that an individual "can successfully execute the behaviour required to produce the [desired] outcomes" (Bandura 1977, p.193). With this understanding, we can also recognize that "people process and synthesize feedback information from sequences of events over long intervals about the situational circumstances and the patterns and rates of actions that are necessary to produce given

outcomes” (Bandura 1977, p.192). In other words, people distill information from their lives to make decisions that are intended to lead them to their desired outcome, a concept integral in the process of democratic participation.

Political efficacy is understood as the “feeling that individual political action does have, or can have, an impact upon the political process, namely, that it is worthwhile to perform one’s civic duties” (Campbell et al., 1954, p. 187). Further, a greater sense of political efficacy leads to more democratic engagement, for example, Gil de Zúñiga and colleagues argue, “the more one feels able to understand politics and have their voice heard, the more likely they are to pursue democratic endeavors” (2017, p.574).

Political efficacy is typically measured by asking participants about their own level of confidence in engaging in concrete political activities (Caprara et al. 2009). The Personal Political Self Efficacy scale (PPSE) was developed by Caprara et al. to build on the work of Campbell, Gurin, and Miller (1954). Campbell, Gurin, and Miller developed a four-question scale that acted as a precursor to the current PPSE (Caprara et al. 2009, p.1002). Their four-question scale was built on by Caprara et al. to create a more nuanced scale that had a better understanding of how respondents were answering the original questions (2009). Since its development, the PPSE has been used by researchers across the world. For example, Vecchione et al. created a short form PPSE and validated it in a handful of Mediterranean countries (2014), Bromme et al. translated and validated it into German for use in German-speaking communities (2020), and Speace used the PPSE to measure the political efficacy of nursing students before and after taking a course on policy development (2020). Following similar paths to these bodies of work, this study utilizes the PPSE scale. Further details on the use of this tool are included in the Methodology section.

The body of work surrounding political efficacy has divided the notion into several streams. Primarily, the concept is now often broken down into internal and external political efficacy. The former “concerns personal beliefs regarding the ability to achieve desired results in the political domain through personal engagement and an efficient use of one’s own capacities and resources” (Caprara et al. 2009, p.1002). The latter refers to “people’s beliefs that the political system is amenable to change through individual and collective influence” (Caprara et al. 2009, p.1002). Scholars have continued to develop new areas of potential discovery within this concept, which has led to the understanding of other forms of political efficacy including, but not limited to, epistemic and government (Gil de Zúñiga et al., 2017). Though these streams are often studied, this thesis does not aim to look at one specific branch of political efficacy, opting rather to look at it holistically.

Efficacy has been shown to be greatly impacted by a number of variables such as age, gender, education, and socioeconomic status. In terms of age, scholars have argued that young people are plagued by low levels of political efficacy, which has led to this demographic voting at lower rates (Weaver Laraisy et al., 2011). Gender and political efficacy has been researched extensively leading to the conclusion that men are generally more interested in politics than women (Wolak, 2020). Interestingly though, these gaps in political efficacy related to gender and interest have been shown to emerge during adolescence (Wolak, 2020). Personal education and the education level of parents has also been shown to have an impact on political efficacy levels. In terms of personal education, it is now understood that the “more education young people have, the more likely they are to vote” (Blais et al., 2003). Regarding the education of family members, mainly parents, other scholarly work has demonstrated that “students who come from families where parents have lower levels of education... are less likely to engage in civic activities than

those who have at least one parent with a graduate degree” (Hargiatti & Shaw, 2013, p.128). Following on that point, those with a more privileged socioeconomic background are generally more politically efficacious than those with a less privileged socioeconomic background (Jung et al., 2011). And lastly, research has also shown that those who regularly attend a place of worship are more likely to be politically engaged than those who do not frequent a place of worship (Wen et al., 2013).

Prior research has shown that “most people’s knowledge about politics appears insufficient to meet the standards of a ‘competent citizen’” (Reichert, 2016, p.221). Reichert’s work was conducted in Germany, which, though not as easy of a comparison as the US is to Canadian culture and systems, is not entirely dissimilar. Interestingly, Germany also had a nation-wide election in 2021 and reported a higher voter turnout than that of the 2021 Canadian federal election. Where the 2021 German election saw 76.58% of voters cast a ballot (International Institute for Democratic and Electoral Assistance, 2023), the 2021 Canadian federal election saw 62.5% of eligible voters turn up to the polls (Elections Canada, 2021). Beyond voter turnout and political knowledge among highly developed nations, research has shown that there is not only a link between political knowledge and how likely one is to vote, but that political advertisements have the potential to increase one’s political knowledge (Lee Kaid et al., 2007; Chu et al., 2024). Supporting this, other work has shown that exposure to information featuring calls for political action can aid the development of political efficacy (Heiss & Matthes, 2016). This thesis works to extend the exploration of political efficacy as part of the puzzle of voter engagement. By understanding the role of political knowledge, and how political knowledge relates to political efficacy, this thesis explores whether or not the current information developed by political parties in Canada is able to impact political efficacy levels. Simply put,

political efficacy is understood to play a vital role in political engagement and its role deserves to be better understood in the Canadian context and in the context of youth political engagement.

### *Theory of Planned Behaviour*

In order to better understand the relationships between political advertising and political efficacy among youth, it is important to also understand the Theory of Planned Behaviour (TPB). This theory argues that “accurate knowledge of a certain topic is neither sufficient or necessary to predict actual behaviour” (Reichert, 2016, p.224) and is rooted in the concept of efficacy. This theory was chosen to support this thesis as it is rooted in the idea of efficacy, and therefore closely tied to the idea of political efficacy. This theory argues that “beliefs constitute the informational foundation that ultimately determines behavior” (Ajzen et al., 2011, p.102). Further, this theory is concerned with the “predictions of intentions” (Ajzen, 2011, p.1115), similar to how political self-efficacy is often used as a measure of one’s likeliness to vote. This idea is further explained as the framework argues that “an individual’s intention to perform a given behaviour is the immediate antecedent of actual behaviour” (Ajzen & Fishbein as cited in Marcinkowski & Metag, 2014, p.154).

These positions follow the well-known finding that “a person’s sense of efficacy affects [their] decision motivation to act” (Eckstein et al. 2013, p.429), which builds on the idea that political efficacy “functions as a pre-condition for political engagement and is considered as a vital social characteristic within democratic societies” (Karv, Lindell, and Rapeli, 2021, p.46-47). The level of political efficacy individuals have can greatly impact a variety of behaviours, including voting. Regarding voting, Karp & Banducci found that the higher ones level of political efficacy, the more likely they are to get involved in their political system and process

(2008). Outside of voting, for instance, one study found that individuals with “higher efficacy were less cynical than persons low in efficacy” (Weaver Larcisy et al., 2011, p.753). This is to show that a high levels of political efficacy can have beneficial impacts on individuals and society more generally. In shifting focus back to TPB, we understand that political efficacy can play a role in decision making (Eckstein, 2013) and democratic engagement (Karp & Banducci, 2008). The following paragraphs will further detail the role TPB plays in these processes.

TPB emerged from the Theory of Reasoned Action (LaMorte 2019). TPB, like the Theory of Reasoned Action, seeks to “account for inconsistency in the attitudes-behaviour relationship” (LaPiere and Wicker as paraphrased in Marcinkowski & Metag 2014, p.153). In the context of this thesis, this theory assumes that those eligible to vote in Canada will believe that voting is important on a base level; however, not all individuals choose to cast a ballot come election time.

In addition to accounting for the efficacy side of this thesis, TPB has been used to study campaign communication in the past. “Why Do Candidates Use Online Media in Constituency Campaigning? An Application of the Theory of Planned Behaviour” (Marcinkowski & Metag 2014) worked to examine the relationship between digital media use by German political candidates in a state-level election and how the use of digital platforms by campaigns impacted voter behaviour and turnout. This study noted that the TPB is not often used in the field of communication but argued that it has relevance in the field and especially so within the subfield of political communication (Marcinkowski & Metag, 2014). The study broke down the theory and their hypotheses into three sections: “attitude, subjective norm, and perceived control” (Marcinkowski & Metag 2014, p.155). Through this study design and theoretical framework, the researchers were able to analyze intention and behaviour (Marcinkowski & Metag 2014). In the

context of this work, that dichotomy will likely be present in the relationship between whether or not interviewees have voted in the past and their present intention to vote.

It is important to note that this theory does not make any claims regarding information volume or accuracy (Ajzen et al. 2011, p.102). To break down this idea and put it in the context of this thesis, TPB makes no claims about how much or how accurate the political information is included in the survey samples or the political information participants encounter in the real world. While one might be tempted to include information volume or accuracy in a study like this, it was not feasible to examine with the resources available for this thesis.

A common critique of the Theory of Planned Behavior (TPB) is its perceived emphasis on rationality, focusing on the controlled aspects of human information processing and decision-making (Ajzen, 2011). Critics argue that this focus may overlook the nuanced and sometimes irrational aspects of human behavior. However, while TPB is fundamentally rational in its approach, it does not entirely dismiss the role of non-rational elements. Ajzen himself acknowledges that emotion can serve as a contextual factor influencing decision-making (Ajzen, 2011). In response to this critique, this thesis expands upon the traditional framework of TPB by integrating an examination of emotionality. This addition aims to provide a more comprehensive understanding of how both rational and emotional factors contribute to the decision-making process. The detailed exploration of emotionality, perceived credibility, and political efficacy in the subsequent sections of this chapter illustrates how these elements interplay within the TPB framework to influence behavior.

*Efficacy and Young Voters*

The study of political efficacy in relation to young people is of particular interest as the higher one's political efficacy the more likely they are to vote, and the teenage to early adulthood years are especially vital to the formation of civic habits (Delli Carpini, 2000, Dunn et al., 2015). Previous research has found that young people are "particularly vulnerable to feeling that they have inadequate levels of political knowledge" (Lee Kaid et al., 2011, p.443). Further to that, there are several factors in the Canadian political landscape, including education (Blais et al., 2003; Blais & Daoust, 2020) and access to digital networks (Kahne & Bowyer, 2018), that would lead people to believe that young Canadians are generally experiencing an increase in political efficacy and voting at higher rates; however, that is not the case. In the 2019 Canadian federal election, young Canadians (aged between 18 and 24 years old) had the lowest voter turnout of any age group in the country ("Reasons for Not Voting in the Federal Election" 2020), with youth voter participation having declined from the 2015 federal election to the 2019 federal election (Aiello, 2020). Some scholars have argued that young citizens vote at lower rates because they have less political knowledge than their generational counterparts (Stockemer & Rocher, 2017). In fact, one study found a 30 percentage point difference in political knowledge between voters in their 20s and voters in their 40s and 50s (Stockemer & Rocher, 2017).

There is an assumption surrounding political efficacy that it, coupled with political knowledge, are important components of political participation (Andersen et al., 2016). Beyond that assumption, studies have shown that "knowledge and efficacy are... important mediators between media use and political participation" (Andersen et al. 2016, p.118). *How News Type Matters* by Andersen and colleagues described mediators, and their role in this cited work, as "how use of different news types... indirectly affects changes in online and offline political



participation” (2016, p.111). This is important to note, as there are obvious differences in the way younger and older generations interact and engage with politically centered media. For example, “young people are increasingly turning to social media platforms for news and political information” (Marquart et al. 2020, p.196). A studied trend amongst young people, that differs from older generations, is that they ask politicians and political figures to be “likable and approachable, but also responsible and trustworthy” (Manning as cited in Marquart et al., 2020, p.199).

Previous research has shown that actively engaging in political acts is not necessary to increase political efficacy in young people; rather, exposure to calls for political participation can aid in the growth of political efficacy levels (Heiss & Matthes, 2016). There is evidence that suggests internet use, political efficacy, political participation, and voter turnout are interconnected (Moeller et al., 2014, p.690). Additionally, previous work has, unsurprisingly, demonstrated a “strong relationship between young voters’ perceptions or confidence in their political knowledge and the likelihood that they will exercise their right to vote” (Lee Kaid et al., 2007, p.1095). Though a higher amount of confidence in one’s political knowledge can encourage an individual to turn up to the polls, gaining political knowledge can be a daunting task when taking the current media ecosystem into consideration. Because of this, in *Introduction: Political Information Efficacy and Young Voters* Lee Kaid and colleagues suggested that campaign messages, including political advertisements, may be able to target their messaging to better enhance the political efficacy of young voters (2007).

*Efficacy and Voter Contact in a High-Choice Media Environment*

Political efficacy is considered an important construct in the development of political behaviour, political campaigning, and voter contact (Kenski & Stroud, 2006; Cohen et al., 2001). Campaigns use the tools at their disposal to push them further toward the goal of winning, and forming government, on election day (Endres & Kelly, 2018; Roemmele et al., 2020). Working toward the goal of winning a political campaign, “often means prioritizing some voters at the expense of others since campaigns have limited resources and consequently must focus more of their attention on a subset [of the population]” (Endres & Kelly 2018, p.4). This is demonstrated by the fact that young potential voters have been contacted less than potential voters in older age groups (The Samara Centre for Democracy, 2015). Voter contact is mentioned here because it has been a topic of scholarly focus and provides context and insight into how interactions with political messaging might impact potential voters. This study, in taking the video advertisements from the 2021 federal election, looks at whether the work parties did to communicate with voters has an impact, through emotionality, credibility, and political efficacy, on the youngest voting-aged electors. Campaigns used a myriad of different tactics to engage with potential voters, video advertisements being only one of them. Other examples include phone canvassing, door-to-door canvassing, and direct mail programs.

Research done after the 2011 Canadian federal election found that voter turnout rates for youth who had been contacted by a political campaign were substantially higher than for youth who had not been contacted (Elections Canada, 2011). Contact between young voters and those seeking election is crucial given that “contact is linked to voting and awareness that political decisions matter” (The Samara Centre for Democracy, 2015, p.2). Put in a different way, “young people who are contacted tend to turn out [to the polls] at higher rates and are more likely to

think that politics matters every day—a promising sign that the newest generation of voters can become part of Canada’s formal political culture” (The Samara Centre for Democracy 2015, p.14).

Despite the importance of contacting potential young voters, research has shown that Canadian youth are not the primary targets for election campaigns to contact (Stockemer & Rocher, 2017). In the 2011 Canadian federal election, most young electors were not “directly contacted by a political party or candidate” (Elections Canada 2011, p.19). In addition to this, “young voters appear to have low levels of political knowledge and information and attribute their lack of voting participation to these inadequacies” (Lee Kaid et al. 2007, p.1097).

When discussing voter contact, it is also important to note the environment in which political communications practitioners operate to attempt to connect with potential electors. Canadians live in a hybrid and high-choice media environment. A hybrid media system connotes that “interactions among older and newer media logics - where logics are understood as bundles of technologies, genres, norms, behaviours, and organizational forms - shape the power relations among political actors, media, and publics” (Chadwick 2017, p.285). Chadwick further argues that, “the hybrid media system is based upon conflict and competition between older and newer media logics, but it also features important pockets of interdependence among these logics” (Chadwick 2017, p.285).

As Van Aelst and colleagues (2017) describe, a high-choice media environment is a system within which both the supply and demand sides of political information are faced with much greater choices than ever before. The supply side accounts for the amount of information available through various forms of traditional and new media, and the demand side accounts for how different parts of society utilize political information (Van Aelst et al., 2017).

Political communications practitioners have to compete against the “algorithm-shaped filter bubbles” pervasive in a high-choice media environment that greatly impact the type of information shown to users (Van Aelst et al., 2017, p.4). Further, Sunstein (2007) has argued that the previous likening of the internet as a type of political agora has been replaced by a constant stream of “self-affirming political enclaves” (Baym, 2023). This leaves political communications practitioners with a specific goal of determining who their accessible publics are and communicating with them as directly and impactfully as possible. From the demand side, potential electors have the ability to readily select channels of communication and information which is in line with their individual interests (Van Aelst et al., 2017).

Young Canadians, living in this type of media environment and operating on the demand side, often turn to social media and news platforms for political information (Reuters, 2019). Additionally, previous research has shown that young people are better able to connect with politicians who communicate through social media and are normalized and exude the “everyman” appeal (Manning et al., 2017). Despite this, and the fact that “younger Canadians aren’t more politically apathetic than their older counterparts”, they are “more ignored by parties, candidates, and leaders than older Canadians, which may partially explain declining voter turnout amongst youth” (The Samara Centre for Democracy 2015, p.2). This is important to note, as a previous study found that young people who were contacted by “political leaders was 15 percentage points higher” (Gilchrist, 2015) than those who were not (Elections Canada, 2011).

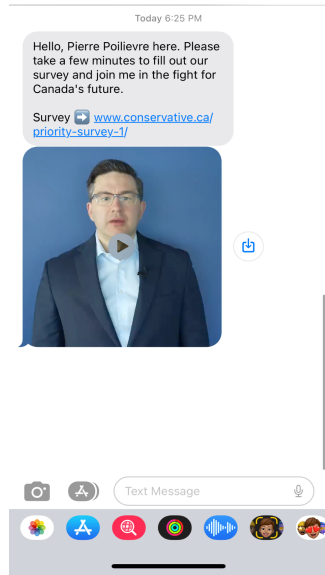

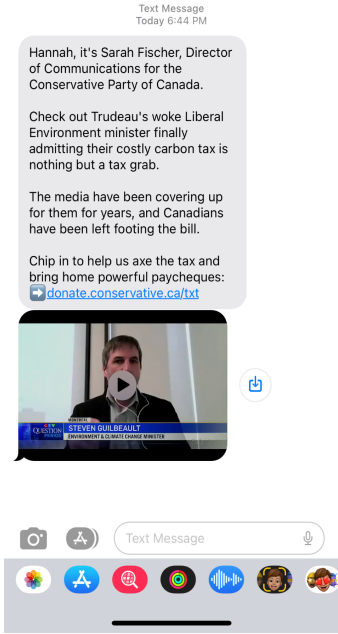

Apathy is a noteworthy concept here, despite research showing that young Canadians aren’t necessarily more apathetic (The Samara Centre for Democracy, 2015), they are voting at lower rates (Loutfi, 2019) and are less politically knowledgeable than their generational counterparts (Elections Canada, 2021). Additionally, research has shown that youth are

politically engaged through other means than casting a ballot. For example, 48% of Canadian youth (aged 15 to 30 in this study) signed an internet petition in a 12-month period compared to 37% of 31 to 46-year-olds and 23% of those older than 47 (Arriagada, Khanam, and Sano, 2022). Strengthening this point, 67% of youth “searched for information on a political issue” and 37% “boycotted or chose a product for ethical reasons” in a 12-month period (Arriagada, Khanam, and Sano, 2022). These examples show that though young people may not vote at higher rates, they engage in other forms of political and civic action. With this, the problem is not apathy, but rather the fact that young Canadians aren’t engaged with traditional politics. Supporting this, the fact that young Canadians are half as likely to be members of political parties in Canada when compared to individuals 47 and older (Arriagada, Khanam, and Sano, 2022). In summary, apathy is not the issue at hand, though it is fair to argue that some young Canadians may be apathetic. Rather, the issue is the fact that young Canadians engage in other forms of political and civic action but do not vote. Compounding this problem is the fact that political parties do not place emphasis on contacting these potential voters, despite the fact that contacting voters increases the likelihood that they will turn up to the ballot box.

Relating this all back to efficacy, previous research has argued that potential electors “most able to be influenced are those that have the highest degree of apathy” (Weaver Larcisy, 2011, p.751). In other words, those with the most apathy may be most likely to have their level of political efficacy impacted. Conversely to this, those with existing high levels of efficacy “are more likely to seek out campaign information” (Tan as paraphrased in Kaye & Johnson, 2002, p.3). In simpler terms, those with high levels of political efficacy are likely already consuming the political information that has a larger chance of influencing those who are apathetic and potentially low in political efficacy.

*Campaign Communications*

Videos are increasingly integrated into political campaigns, especially via social media (Culpan, 2022; Ndlela, 2022; Yildirim, 2020) and text messaging (Ford, 2023; Stromer-Galley, 2020; Ryan-Mosley, 2020; Wittenberg et al., 2021). The use of videos in campaigns has risen alongside the use of social media platforms. Recently, the Conservative Party of Canada integrated a new method of sharing videos beyond traditional social media. The party has texted video messages featuring leader Pierre Poilievre and other politicians to recipients. Images of these texts, taken as screenshots on Hannah Anstey's phone, can be seen below. Though text messaging campaigns have received criticism in the past (Singer, 2022; Collier, 2022; Gray 2022), the practice of sending full-fledged video advertisements via SMS messaging is new. Voter contact via video advertisements therefore warrants study because there is a lack of current research looking at this, especially from a Canadian perspective.

 <p>Today 6:25 PM</p> <p>Hello, Pierre Polievre here. Please take a few minutes to fill out our survey and join me in the fight for Canada's future.</p> <p>Survey <a href="http://www.conservative.ca/priority-survey-1/">www.conservative.ca/priority-survey-1/</a></p> <p></p> <p>Text Message</p>	 <p>Text Message Today 6:44 PM</p> <p>Hannah, it's Sarah Fischer, Director of Communications for the Conservative Party of Canada.</p> <p>Check out Trudeau's woke Liberal Environment minister finally admitting their costly carbon tax is nothing but a tax grab.</p> <p>The media have been covering up for them for years, and Canadians have been left footing the bill.</p> <p>Chip in to help us axe the tax and bring home powerful paycheques: <a href="http://donate.conservative.ca/txt">donate.conservative.ca/txt</a></p> <p></p> <p>Text Message</p>
<p>Figure 1</p> <p>Screenshot taken on Hannah Anstey's phone on March 20th, 2023</p>	<p>Figure 2</p> <p>Screenshot taken on Hannah Anstey's phone on April 13th, 2023</p>

Political advertising matters in a variety of ways. From the citizen's standpoint, political advertising is a way for parties to clearly communicate policies and issues that they are most focused on during the campaign (Raynauld & Renauld, 2020). The citizen perspective, from a normative standpoint, would also hope that those campaigns are truthful and take their campaign rhetoric forward when elected (Fletcher, 2020); however, this research is not meant to address the gaps between campaigning and governing. From the standpoint of political parties, advertising is an opportunity to be the most persuasive and blanket swaths of the population with quality messaging (Raynauld & Renauld, 2020). From a research perspective, those same

advertisements demonstrate what parties think would be the most impactful and what they view as issues that they are most successful on (Coppock, Green, & Porter, 2021).

Some previous research surrounding political advertising has divided advertisements into two categories: candidate-positive and opponent-negative (Kaid et al., 2011). Negative political advertisements often “generate heightened attention levels and a higher level of physiological activation... compared to positive or mixed message [advertisements]” (Daignault, Soroka, & Giasson 2013, p.182). Despite the distaste electors have expressed about political advertisements (Lipsitz et al. 2005), it remains a “format that consistently outperforms debates and news as a source of political information for voters” (Just 1990 & Lee Kaid 2004 as paraphrased in Lee Kaid et al. 2007, p.1105). In addition to having the potential capacity to impact the political efficacy of potential electors, political advertisements have been found to “increase viewer knowledge of candidates” (Brians & Wattenberg 1996, Lee Kaid et al. 2011, Lee Kaid et al. 2007 as paraphrased in Dunn et al. 2015, p.606).

Exposure to political ads is also not a new area of study. In fact, studies have shown that exposure to political advertisements has had significant effects (Lee Kaid et al. 2011, p. 441). These studies have shown that there are “surprisingly high levels of issue learning from [exposure to political ads]... even greater than that from television news coverage or televised debates” (Lee Kaid et al. 2011, p.441), that “watching political ads can increase viewer knowledge of candidates” (Dunn et al. 2015, p.606), and that “exposure to political ads is also effective in influencing viewers’ evaluations of candidates” (Lee Kaid et al. 2007, p.1137).

Generally speaking, “political parties use digital channels for diverse goals ranging from internal coordination over everyday public relations to external mobilization and persuasion on electoral campaigns” (Chadwick and Stormer-Galley as paraphrased in Schäfer 2021, p.5). This



feeds into the idea of the permanent campaign (Blumenthal, 1980; Ornstein & Mann, 2000). Scholars have pointed out citizens' unhappiness coupled with voter demand for greater deliberation and civil discussion of policy ideas (Lipsitz et al., 2005). Contrary to that, researchers have argued “voters want to learn more about issues, but they want this information distilled. Voters want debates and town hall meetings, but not necessarily to engage in the kind of deliberative democracy that would make ancient Athenians proud” (Lipsitz et al. 2005, p.350).

Though campaign use of digital media strategies is often studied, the effect of citizens' interaction with these media on political participation is understudied (Marquart, Möller, & Ohme, 2020). This is especially salient as politicians and political candidates presenting themselves on the internet “resonates particularly well with younger citizens, who value politicians who are able to show themselves as ‘one of us’ – that is, a ‘regular’ person in contrast to the ‘official’ political persona” (Manning et al. as paraphrased in Marquart et al. 2020, p.197).

Unfortunately, it is challenging to test the impacts of political ads in comparison to a large number of non-political advertisements citizens consume as part of their daily lives. Due to the large number of advertisements seen by citizens regularly, individuals “have a tendency to process this information on a superficial level with little cognitive effort” (Daignault et al. 2013, p.173). This provides political campaigns a unique challenge: to be resonating enough to cut through to potential voters, but not be “out there” enough to turn swing voters away.

### *Emotionality, Perceived Credibility, and Political Advertisements*

Emotionality and perceived credibility are important factors to consider when researching the impacts of political advertisements on young voters. Regarding emotionality, research shows that political advertisements can manipulate the emotions of potential voters and that those

emotions then impact the way potential voters make decisions (Brader, 2005). Tony Schwarz, a media consultant and creator of Lyndon B. Johnson's "Daisy" advertisement<sup>1</sup>, had this to say when asked about political advertising: "The best political commercials are similar to Rorschach patterns. They do not tell the viewer anything. They surface [their] feelings and provide a context for [them] to express those feelings. Commercials that attempt to tell the listener something are inherently not as effective as those that attach to something that is already in [them]" (Schwarz as cited in McNair, 2017 p.111). As social media has been incorporated into media diets, the role of emotion in information is even more important: "emotions power social media algorithms because posts that evoke strong emotions - especially anger - are more likely to be shared" (Wolf, 2022).

One particular advertisement that has been argued to have pioneered the culture of negative political advertising we exist in today is the Daisy ad, which ran in September 1964 (Mann, 2016). This advertisement was the first time presidential candidates were sold to potential voters as consumer products (Mann, 2016), and this practice has become increasingly common ever since. Beyond the emotionally impactful tactics employed by political parties and candidates (Mann, 2016), there is a lot at play when discussing the impacts of political advertisements and how they are perceived by potential electors, including information overload (Sunstein, 2022), disinformation (Menczer & Hills, 2020; Rogers, 2019) and more.

Given the impact of emotionality and credibility, it is understandable that these factors would play a role in how political information is processed (Daignault, Soroka, & Giasso, 2013). Though emotionality and credibility are important factors and are examined in this research, it is also important to note that former work has argued that individuals "show an increase in

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<sup>1</sup> The "Daisy" advertisement can be viewed through this link: <https://www.youtube.com/watch?v=riDypP1KfOU>

cognitive elaboration while watching ads of the parties with which they identify politically” (Phillips et al., 2008). An increase in cognitive elaboration, as it is understood in the Phillips et al. article, is important for this research as it provides understanding that potential electors mentally engage with content shown in political advertisements. This is important because, should potential electors not engage with the content, an argument could be made that there would be less of a chance that political efficacy would be impacted by viewing political advertisements.

One of the key strategies used by political parties is information overload, which poses an issue unique to social media and digitally shared information. Where the actual volume of information on topics that, at times, can resemble a “minefield of cognitive biases” (Menczer & Hills, 2020), information-seekers can end up “search[ing] for and remember[ing] things that fit well with what we already know and understand” (Menczer & Hills, 2020). This plays into emotionality and credibility as individuals are more comfortable with information better geared toward their understanding of the world, and are more trusting of the information because of its closer location to their own political opinions and beliefs. Simply put, information-seekers are “unable to process...” all the available information and end up letting their “cognitive biases decide what [they] should pay attention to” (Menczer & Hills, 2020).

The second strategy used by political parties that is important to discuss is disinformation. Disinformation has been prevalent in recent Canadian election cycles (Rogers, 2019), and in general political discourse in recent years. Unfortunately, Facebook, one of the most popular social networking sites where Canadians get their political information, is a “hotspot” for disinformation relating to Canadian politics (Lim as paraphrased in Rogers, 2019). Disinformation is so powerful that actors running them design strategic, tailored, “covert

operations designed to achieve overt influence... carefully hidden yet visible in plain sight” (Lord Bell as paraphrased in Neille & Poplak, n.d.). Research has shown that there are lowered levels of credibility in the media, including social media, at least partially due to the impact of disinformation (Hameleers, Brosius, & de Vreese, 2022). Simply put, there is a tornado of combining effects and factors that make emotionality and subjective credibility integral components in understanding how individuals process political advertisements. TPB provides some insight into how both of these are impacted by political advertising and how the advertising, in turn, may affect potential electors.

TPB recognizes that emotions have impacts on behaviour and decision-making (Ajzen, 2011), though some scholars argue that TPB does not place enough emphasis on it (Ajzen & Sheikh, 2013). Daignault, Soroka, and Giasson, argue that emotional cues in political advertising “can increase credibility and liveliness and make the ad more convincing. These cues can be used to evoke positive emotions (e.g., bright colours, laughing, lively music) such as joy, and negative emotions (e.g., dark colours, children’s cries, disturbing music) such as hate or fear” (2013, p.169-170). This study also points out that despite the intended impact political parties have in mind when developing and publishing advertisements, potential electors are confronted with “so much publicity on a daily basis, they [potential electors] tend to process information on a superficial level with little cognitive effort” (Daignault, Soroka, & Giasso, 2013, p.173).

Measuring the perceived credibility of political advertisements is an interesting aspect of this research, especially as TBP makes no claims about information accuracy (Ajzen et al., 2017). As a reminder, all of the advertisements used in this research were sourced from the Facebook Ads Library. Some research has found that two thirds of Canadians don’t trust Facebook with their data (Cain, 2018). Other work has found that “only one in ten [Canadians]

have a high degree of trust in Facebook, TikTok or Twitter (Andrey, 2023). Despite this, 35% of 18-35 year olds who consume news daily get their news and political information via social media (Casaletto, 2022). This is not surprising, but it does point to the power of convenience when it comes to news and political information consumption. Further, recent surveys from Abacus Data show that 44% of Canadians agree with the statement “much of the information we receive from news organizations is false”, and 52% believe that “official government accounts of events can’t be trusted” (Monopoli, 2022). This study also provides interesting data showing that those who align their politics with the right-of-centre parties (CPC) are more likely to be distrustful of mainstream media and government accounts than left-of-centre (LPC, NDP, and GPC) supporters.

With the context provided in the above sub-sections, it is clear that political efficacy, and, more broadly, the use of digital political advertisements in Canada deserves further investigation from a scholarly perspective. The research questions detailed below guided and shaped this thesis to provide insight from that investigation.

### *Research Questions*

Given how important political advertisements and campaign communications are for political efficacy among young voters (The Samara Centre for Democracy, 2015), which is in turn closely tied to voter turnout (Moeller et al., 2014), this study aims to answer the following questions:

RQ1: Are there differences in the core themes of political advertisements made by the major political parties in Canada during the 2021 federal election?

RQ2: How do perceptions of emotionality and credibility vary by political advertisement?

RQ2a: Is there a relationship between emotionality of political advertisements and the core themes of those advertisements?

RQ2b: Is there a relationship between emotionality of political advertisements and the presence of sound and audio of those advertisements?

RQ2c: Is there a relationship between credibility of political advertisements and the core themes of those advertisements?

RQ2d: Is there a relationship between credibility of political advertisements and the presence of sound and audio of those advertisements?

RQ3: Does exposure to political video advertisements from the major Canadian political parties used during the 2021 federal election increase levels of political efficacy in young Canadians?

In responding to these questions we will learn more about the impacts of political advertisements on young potential electors as well as furthering our knowledge of the role emotionality and credibility play in the political engagement process. This understanding is important to advance the understanding of campaign communications and help political communications professionals develop better approaches to engaging youth in the political process.

### *Rationale for Research*

To better understand the concerning trend of low youth voter turnout, and to explore the way in which young Canadians are impacted by political advertisements, this research looks to explore the impact of political advertisements on political efficacy.

The selection of video advertisements for this research is integral and needs adequate justification. Video advertisements from Facebook were chosen for this thesis because “young people [are] increasingly turn[ing] to social media platforms for news and political information” (Marquart et al. 2020, p.196). Additionally, young Canadians “are the first digital natives and have ample skills to search, read, react to, and create political messages on the internet” (Moeller et al. 2014, p.690). Further, digital advertisers will argue that videos are the best-performing content on Facebook (Dopson, 2021).

In addition to answering the guiding research question, this research may help provide further insight into the reasons why young Canadians do not feel connected with traditional politics. As voting is a habit-forming activity (Delli Carpini, 2000), the lack of young Canadians showing up to the polls is concerning. This research can help provide further on this burgeoning issue. Researchers working at the intersection of politics and society and political communications practitioners should benefit from the findings of this research. The findings from this research could also be used by political communications practitioners to engage young Canadians in the democratic process come the next election.

### ***Methodology***

#### *Justification of Approach and Summary of Methods*

This research employed a sequential mixed-methods approach (Ivankova et al., 2006) to address the research questions. Content analysis of video advertisements collected from the

Facebook Political Advertisement Library is paired with two surveys administered through the ISPR Lab at uOttawa. Using ISPR removed much of the onus of recruiting participants, which would have required a considerable amount of time and resources which this project lacks.

A three-phased approach is used, with each phase informing the next. First content analysis of political advertisements is used to identify a selection of advertisements to be embedded in the first survey. Survey 1 is then used to generate information about those advertisements and to inform Survey 2. It was important to test the advertisement sample in study one in order to be able to ensure a representative sample of advertisements in study two. Ultimately the sequential mixed-methods approach allows for a higher quantity of data to be collected and helps us better understand the relationship between political advertisements, including their emotionality, perceived credibility, and political efficacy among young Canadians.

Below the data collection and analysis process for each phase is detailed.

### *Content Analysis*

In the first phase of research, content analysis of publicly available video political advertisements made by Canadian political parties was conducted. To collect this content, the Facebook Ads Library was used to search the parties' ads between August 15th, 2021 and September 20th, 2021 for any videos they posted. The date range is selected because it was the 2021 federal election writ period (Connolly, 2021). In the context of this thesis, major Canadian political parties are defined as parties that ran candidates in all Canadian provinces and territories and won at least one seat in the 2021 federal election.

Video advertisements were chosen for this research because young people get their political information on social media (Marquart et al., 2020). Additionally, previous research



shows that more than half of young Canadians engage (share, comment, etc.) with political information online (Samara Centre for Democracy, 2019). The Samara Centre for Democracy, in their 2019 report titled *You Have our Attention: Youth political engagement in Canada*, cited that 56% of Canadians, aged between 18 and 29, “circulated, reposted, or commented on political information” and 54% “followed a politician/candidate on social media” (Callista & Morden 2015, p.6). With this, it is clear that young Canadians are actively engaging with political information online.

These advertisements, from a practical point of view, are easy to access and well-documented, making them an ideal choice of platform from a data collection standpoint. Pulling advertisements from another platform could have been more consuming of resources, which are already limited. Additionally, the Facebook Ads library is a relatively new tool, it was introduced in Canada shortly before the 2019 federal election (Vomiero, 2019). This thesis provided a good opportunity to utilize this tool in research.

#### *Data Collection: Content Analysis*

The cumulative number of advertisements posted by the LPC, CPC, NDP, and GPC within the 2021 writ period was 398. Those 398 advertisements make up 255.1 minutes of content. Each of the 398 advertisements was downloaded from the Facebook Ads Library and saved on a password-protected USB drive. The following information was then documented about each advertisement: party posting the advertisement, date advertisement was posted, length of advertisement, presence of sound in the advertisement, spoken language in the advertisement, and written language in the advertisement. Regarding the presence of sound, there are two codes: No Sound and No Spoken Language. No Sound means that the advertisement is completely

silent, No Spoken Language means that there is some form of music or background noise, but there is no dialogue in the advertisement.

Next, any advertisements that were French in spoken language or written language, or were bilingual (French spoken, English written; or vice versa) were then removed from the sample because the surveys would only be distributed to English-speaking students and the researcher did not have strong enough French language skills to confidently code in the language. Future research into possible language differences could be fruitful but was beyond the scope of this study. With this, here is the breakdown of the number of French or bilingual advertisements by party: LPC = 50, CPC = 58, NDP = 18, and GPC = 0.

	Number of French or Bilingual Advertisements	% of French or Bilingual Advertisements
LPC	50	50
CPC	58	36
NDP	18	16
GPC	0	0
TOTAL	126	31.6%

Table 3

In total, 126 (31.6%) of the 398 advertisements were French or bilingual which means 272 remained for additional coding. Of these 272, the breakdown of advertisements per party is as follows: 100 LPC, 158 CPC, 113 NDP, and 17 GPC.

*Data Analysis: Content Analysis*

Using content analysis, these 272 advertisements were then coded by looking at core themes. The list of core themes is as follows: Leader-Centric, Appeal to Authority, Comparison, Fellow Citizen, Issues, News Coverage, Attack, GOTV, and Other. These codes are defined in Table B1 (p. 195). These codes were derived from a mix of work experience and previous research about political advertisements and political advertisement development. This research is discussed in greater detail later in this sub-section. Coding for the core theme is essential to ensure an understanding of the full makeup of the type of advertisements created by political parties in the 2021 writ period. Having the advertisements coded for them allowed the researcher to ensure there was a variety of types of advertisements included in the survey samples presented to respondents. Further, coding for the core theme provides insight into what information the parties deemed relevant and what they wanted to most greatly impact potential voters in the 2021 election cycle.

A basic understanding of political advertising assumes that most ads fall into one of two categories: issue-based or image-based. Issues-based advertisements focus on providing “voters with insights into political parties and candidates’ positions” (Raynauld & Renauld, 2020). Image-based advertisements, on the other hand, prioritize “introducing, defining, and humanizing candidates” (Raynauld & Renauld, 2020). These two camps are represented, and expanded on, in the nine codes used in this research.

The Issue-Based category is comprised of Comparison, Issues, News Coverage, and Attack advertisements. Comparison advertisements are similar to Attack advertisements, with the exception that Comparison advertisements almost always end with the name and branding of the purchasing party. In political advertising, comparison advertisements are designed to make one

party or candidate look poorly while making the purchasing party look like a better option for government (MasterClass, 2022). Issues advertisements are defined by the Issues-Based category, where advertisements are designed to highlight aspects of the respective party's policy platform and put forward key messaging about their political stance (Raynauld & Renauld, 2020). The News Coverage code was included as Canadian political parties have historically had a tendency to use broadcaster coverage as the basis for video advertisements. A marginally well-known example of this is when the CBC sued the CPC for using CBC footage in advertising (Gollom, 2021). Lastly, Attack Ads are used across the political spectrum, and are, at times, subject to debate and criticism in the media (CBC News, 2017). Further, the impact of this type of advertisement has been previously studied by academics (Lee Kaid et al., 2007). From this understanding, the Attack code is included in this research.

Falling into the Image-Based category is Leader-Centric, Appeal to Authority, and, at times, Fellow Citizen. The Leader-Centric code is the truest form of Image-Based advertisement. These advertisements almost exclusively featured the leader of the respective party and worked to "establish, strengthen, or sharpen" the image of the leader (Raynauld & Renauld 2020). Appeal to Authority advertisements are common in commercial and political advertising (Osmond, n.d.). This code uses other credible, high-profile individuals to endorse the respective candidate or party (Osmond, n.d.). The Fellow Citizen code was included as, during the data collection phase, the researcher noticed that a sizeable number of the advertisements did not feature the leaders of the respective party or other political high-ups, but rather common citizens, or at least actors who were designed to look like common citizens. This strategy has been frequently used for commercial endeavours (Del Valle, 2018).

Get out the vote (GOTV) advertisements can be argued to be separate from the overarching themes, as GOTV advertisements are primarily designed to mobilize, rather than convince or convey (MasterClass, 2021).

In the analysis of political advertisements, particular emphasis was placed on discerning the ultimate goal and intention behind each piece. This methodology is rooted in the perspective that advertisements are not merely messages but strategically crafted tools aimed at enhancing a political party's chances of electoral success (Endres & Kelly, 2018). Literature suggests that the primary objective of political advertising is to evoke emotional responses that can sway voter behavior and influence election results (Grüning & Schubert, 2022). Moreover, research indicates that the 'core themes' identified in this study are intricately linked to the intended emotional impact on the electorate, shaping how parties aim to mold voter perceptions and actions (Brader, 2005).

It is essential to recognize that the identified core themes in the advertisements are distinct and non-overlapping. A critical element in the coding process is the underlying intention of the advertisement. For instance, consider S1\_20, an LPC advertisement featuring Professor Andrew Weaver discussing climate science and policy. While the focus on climate issues might initially suggest categorization as an 'Issues' ad, Weaver's inclusion, a respected figure in climate science, shifts its classification to 'Appeal to Authority.' This change reflects the enhanced credibility and impact imparted by Weaver's external, authoritative status. Conversely, if an LPC candidate were to present the same message, the advertisement might be categorized differently, underscoring the pivotal role of intent in defining the core theme of a political advertisement.

### Sampling Advertisements for Survey Use

After advertisements were coded based on their core theme, the process to select the advertisements for Survey 1 began. This process involved narrowing down a few ads which should be removed from the sample which included advertisements that dealt with sensitive content (e.g. sexual assault). These advertisements were removed from the sample to ensure the surveys do not cause any unnecessary psychological harm (Miller, 2017). After that was finished, the selection process continued to allow for a variety of advertisements to be featured in the Survey 1 selection. The selected ads were chosen to provide a broad overview of the type of core themes featured as well as be properly representative of the parties present in the full sample. Aiming for a broad overview of the content meant having advertisements with all of the codes and in a variety of audio formats (eg. with spoken audio, with audio [but no words], and without audio).

Survey 1 ultimately featured 27 advertisements which were shown at random to participants. This included: 5 Green Party advertisements, 6 NDP advertisements, 8 CPC advertisements, and 8 LPC advertisements. A visual representation of this data can be seen in Chart B2 (p. 196).

### *Surveys*

Surveys were chosen as the methodology allows for a larger collection of data in a shorter period of time (Allen 2017) compared to other methods such as interviews. Additionally, the use of “closed-ended questions that are concise and specific”, like those in the PPSE, “help participants supply basic answers, [while] open-ended questions enable participants to provide potentially rich data or perhaps introduce other avenues of research” (Allen 2017, p.1735).

Surveys were distributed through the Integrated System of Participation in Research (ISPR) lab at the University of Ottawa. Responses to the survey questionnaire were collected

using Qualtrics in English only. The ISPR platform was chosen for this research as it hosts participants that fit the criteria of the survey respondents (between the ages of 18 and 24, students at a Canadian post-secondary institution, eligible to vote in Canada). The ISPR platform is hosted by the INSPIRE lab at the University of Ottawa and acts as a resource for researchers at the University of Ottawa to access undergraduate survey participants. These undergraduate survey participants are compensated with partial or full course credits based on the estimated amount of time it takes for the average participant to finish the respective survey.

Demographic questions were included at the beginning of both Survey 1 and Survey 2. These demographic variables are used to gain a picture of who participated in the study and control for variance. As an example, asking participants if they know what party they would vote for, should an election be called today, gives the researchers an understanding of the participants' political preferences of the moment and allows for interesting data points to be pulled about how those preferences might impact the way participants dissect and interact with political advertisements. After demographic questions, the first PPSE scale was presented in order to obtain a baseline political efficacy score to compare to. This scale is comprised of 10 statements which participants are asked to respond to through a Likert scale

### Survey 1 Overview

When the advertisement selection for Survey 1 was complete, the survey was posted on ISPR for participants to take.

In Survey 1 each of the 221 participants was presented with 10 advertisements, randomly selected from the list of 27 ads in the Survey 1 sample (described above). After each advertisement participants were asked to answer two scales: the shortened PANAS (Positive and

Negative Affect Schedule) scale and the Message Credibility scale (details included in the “measurement” section below). The shortened PANAS scale is used to measure emotionality (Kercher, 1992). The Message Credibility functions to measure the perceived credibility of the advertisements shown to participants (Appelman & Sundar, 2016). The survey concluded with a second PPSE scale to measure any differences after having viewed the advertisements.

Survey 1 was a validation test for Survey 2 and enabled the researcher to systematically select advertisements for Survey 2.

### Survey 2 Overview

Following Survey 1, the selection of advertisements for Survey 2 began. As discussed above, 10 advertisements were selected based on emotionality and subjective credibility scores. The selection for Survey 2 required analyzing the results from Survey 1 to determine the highest, lowest, and most average scores for Positive Affect, Negative Affect, and Message Credibility. The advertisements which showed to have the highest, lowest, and most average scores from those scales were included in Survey 2. The highest, lowest, and most average were selected to include advertisements that ended up across the emotionality and subjective credibility levels. This thesis did not only want to look at which advertisements might have been the most impactful but also the affect of those advertisements which were less impactful on the survey participants to extrapolate the most generalizable results.

From the PANAS analysis stemming from Survey 1, the following ads were included in Survey 2: With the analysis on the PANAS question results complete, it led to the following advertisements being chosen for Survey 2 for the Positive Affect (PA) selections: Highest PA score = S1\_12, Lowest PA score = S1\_20, the Most Average PA score = S1\_27. S1\_12, the



highest PA score, is an Appeal to Authority advertisement S1\_20, the lowest PA score, is an Appeal to Authority. S1\_27, the most average PA score, fell under the Issues code.

In Survey 2, 462 of participants were presented with the 10 advertisements, after each advertisement participants were asked to respond to the PPSE.

### Data Collection: Surveys

Data collection took place online between April 2022 and June 2022 for survey 1 and June 2022 and November 2022 for Survey 2 via ISPR. With the exception of one question on both Survey 1 and Survey 2 asked respondents to provide their email address if they would be comfortable being contacted for an interview, the surveys did not ask for or store any contact information. Contact and identifying information from participants was stored ISPR only and was not removed from the system.

All data obtained from Survey 1 and Survey 2 was collected through the Qualtrics platform. At the outset, there was a goal of collecting responses from 250 to 350 students per survey to ensure there was enough responses to reliably use the scales selected for measurement and based on typical response rates on the ISPR platform for one semester. In total, 221 individuals submitted responses for Survey 1, and 462 individuals submitted responses for Survey 2. From Survey 1, 12 entire submissions were removed from the data before analysis because the respondents answered that they were not eligible to vote in the 2021 federal election or that they were not sure if they were eligible to vote in that election. From Survey 2, 5 submissions were removed from the data before analysis for the same reason. Since being eligible to vote in the 2021 election was an inclusion criteria, individuals were eligible only if they held Canadian citizenship and were born on or before September 20th, 2003. All individuals

who participated in this research also had to attest on the ISPR platform that they met the eligibility requirements before being given access to the surveys.

There was one instance of the survey being completed by the same participant more than once because of network errors during submission. When this instance occurred, the additional submission was removed entirely. Participants were credited with a partial course credit upon completion of either survey, a requirement of this partial credit was fully completing the survey individuals registered for. With this, no other entire responses were removed. Notably, individuals who participated in Survey 1 were ineligible to participate in Survey 2.

Anonymized data was downloaded and saved on a password-protected drive to ensure data safety. Data was exported to SPSS for analysis.

### Measurement

Demographic questions such as asking age, school and job status (part time, full time, etc.), and political leaning, were posed in this survey to provide a more refined understanding of who was participating in this research. Demographic questions are present in Survey 1 and Survey 2.

Political efficacy was measured with the PPSE scale developed by Caprara et al. (2009). This scale is comprised of 10 questions that demand responses via a Likert Scale. The PPSE scale is present in Survey 1 and Survey 2.

Emotionality was measured with a shortened PANAS scale validated by Kercher (1992). This scale measures “ ‘from the gut’ emotional reactions” (Kercher 1992, p.131) of participants. The shortened PANAS asked participants to respond to how the viewed advertisement impacted them by ranking 10 emotional terms, 5 positive and 5 negative, on a Likert Scale. The scale

measures Positive Affect (PA) and Negative Affect (NA). PA reflects a measure of how positively an individual reacts to the content shown, in this case the political advertisement, where NA reflects a measure of how negatively an individual reacts to the content shown. The following were the five terms used to test PA through the PANAS scale: Excited, Enthusiastic, Alert, Inspired, and Determined (Kercher, 1992). For NA, the following terms were used: Distressed, Upset, Scared, Nervous, and Afraids (Kercher, 1992). The PANAS scale is only present in Survey 1.

The Message Credibility Scale, developed by Appelman and Sundar (2016), measured subjective credibility. This scale looks at how credible the respondents believe the information presented to them to be (Appelman & Sundar, 2016), which is an important distinction from how credible the information actually is as TPB makes no claims about information accuracy (Ajzen et al., 2017). The Message Credibility Scale is only present in Survey 1.

The independent variable emotionality is measured using the PANAS scale to measure the potential emotional impact of the advertisements. The scale is the “most widely and frequently used scale to assess positive and negative affect” (Diaz-Garcia et al. 2020, p.1). For this research, the shortened version of PANAS validated by Kercher (2016) was used as it followed the same format as the standard PANAS, where the positive and negative terms are aligned one after the other in the schedule. Kercher’s shortened version of the PANAS is comprised of 5-positive and 5-negative affect terms.

Later on in this paper, the results from the PANAS responses will be discussed. Because of the numeric value attached to the responses of the shortened PANAS scale (a shortened PANAS scale can be found in Appendix A, Survey 1, p. 100-101), it is important to note that

videos that are the “Highest Score” of Positive and Negative Affect had less of an emotional impact than ads that received the “Lowest Score”.

The independent variable credibility is measured using The Message Credibility scale. Though not as popular as the PPSE or PANAS, the scale has been validated (Appelman & Sundar, 2016) and was chosen for its emphasis on subjective credibility and its brevity. This scale consists of three questions and measures subjective credibility by asking if the information is accurate, believable, and authentic separately. Other scale options, that were similar to the Message Credibility scale, primarily the ADTRUST Scale, are quite lengthy and would have been onerous for the participants taking the survey (Soh, Reid, & King, 2009).

#### Data Analysis: Surveys

Survey 1 features a pre-test and post-test PPSE scale, analysis done on these scales are the following: descriptive statistics, kurtosis, Chronbach’s alpha. Descriptive statistics are used to compare the averages and have a general snapshot of how participants responded, kurtosis is measured to provide a more detailed understanding of the distribution of the data, and Chronbach’s alpha provided a reliability test to demonstrate how trustworthy the data is.

The PANAS and Message Credibility scales were also used in Survey 1. The data collected from these scales are subject to the same tests as the pre-test and post-test PPSE from Survey 1. Together, these tests provide a high-level overview of PPSE impact, insight into the emotional impact of the advertisements, and how credible the participants view the information presented in the advertisements to be.

Survey 1 analysis, with a priority to determine advertisement selection for Survey 2, focused on measuring the highest, lowest, and most average scores for the advertisements

Positive Affect, Negative Affect, and Message Credibility. This was done to ensure that the full spectrum of emotional and subjective credibility responses was represented in Survey 2.

Including the highest, lowest, and most average scores in Survey 2 allowed this research to look more critically at the advertisements that had a higher emotional impact (highest and lowest scores) and those that did not (most average scores).

Survey 2 does not feature the PANAS or Message Credibility scales. Instead, Survey 2 focuses specifically on collecting data from the PPSE scale. Survey 2 had a pre-test and post-test PPSE, like Survey 1; however, Survey 2 also had a PPSE scale after each advertisement to provide insight into if certain advertisements might prove more impactful than others. The PPSE scales are subject to the same tests applied to the data from Survey 1. This analysis provides insight into PPSE change after every video, allowing the data to show which, if any, advertisements might be more impactful on PPSE than others.

### Limitations

The PPSE scale, being chosen as it is the most commonly used political efficacy scale, also has its limitations. For instance, the way the questions in the scale are worded is not representative of the relationship most young Canadians have with politics. As an example, one question in the PPSE asks if participants collect “substantial” amounts of money to support the activities of the political party they support. This assumes that the participant has enough disposable income to consider donating “substantial” amounts of money to political causes, which is not the case for the majority of university students and young Canadians generally. Furthermore, the scale's focus on traditional forms of political engagement may not fully capture the nuanced ways in which younger generations interact with and influence politics today,

especially in the digital realm where activism and support can take many different forms beyond things like financial contributions and political party membership.

The timing of this research was also a limitation. When initially speaking with this ISPR platform, it became clear that researchers could likely expect a few hundred responses to surveys in less than a semester. Unfortunately, due to COVID-19, this was not the case. Instead of using a semester or two to gather survey responses, this data collection period took three semesters.

The ISPR platform's exclusive composition of University of Ottawa undergraduates poses a limitation to the study's generalizability. While the university boasts a diverse student body, this sample does not encompass the full spectrum of Canadian youth experiences and perspectives. Ideally, a broader study including Canadian youth aged 18 to 24 from various geographic, socioeconomic, and cultural backgrounds would enhance the data's representativeness and relevance. However, the logistical complexities and financial implications of such an expansive study were prohibitive in this research context. Consequently, while the findings offer valuable insights into the political engagement and perceptions of a subset of young Canadians, caution must be exercised when extrapolating these results to the broader population of Canadian youth.

Further, while the Facebook Ads Library provided a crucial foundation for this research, the scope was inherently limited to content available on one Facebook and Instagram. Adopting a whole of internet approach would encompass a broader spectrum of social media platforms would have enriched the data set and offered a more nuanced understanding of the political advertisement landscape. However, the practicality of such an expansive approach is tempered by resource and access constraints. While this study leveraged the accessible and structured data

from the Facebook Ads Library, future research could benefit from exploring a wider array of platforms to capture the full spectrum of online political engagement and messaging strategies.

Choosing the 2021 Canadian federal election for this study introduces certain limitations due to its unique circumstances. This election, affected by the pandemic (Rodriguez, 2021), experienced lower voter turnout compared to 2019 and 2015 (Hager, 2021), and did not result in significant political change (Bernstien, 2021). However, being only the second election under the Election Modernization Act (Bill C-76: An Act to amend the Canada Elections Act and other Acts and to make certain consequential amendments, 2018), which introduced changes to how political campaigns in Canada are conducted, provided a great platform for observation. This context offers a valuable perspective for analyzing current political advertising strategies but also restricts the broader applicability of the findings. The dynamic landscape of digital political campaigning, shaped by evolving regulations and technology, suggests that the strategies observed in 2021 might vary considerably from those in future or previous elections. Thus, while the study provides valuable insights into political advertisement impacts during a critical period in Canadian political communication, it underscores the necessity for continued research to monitor these trends across different election cycles and legislative conditions.

## ***Results and Discussion***

### *Section Overview*

In this chapter the results of the content analysis (RQ1), Survey 1 (RQ2a-d), and Survey 2 (RQ3). The first section of this chapter will review the results of the content analysis and types of advertisements that were found in the initial data collection, responding to RQ1: Are there differences in the core themes of political advertisements made by the major political parties in

Canada during the 2021 federal election? In the second section, results from Survey 1 are reviewed. Responding to RQ2a-d and the overarching RQ2: How do perceptions of emotionality and credibility vary by political advertisement? Survey 1 further provided a basis of understanding for which ads, posted on Facebook during the 2021 federal election writ period, had the most impact through the use of the PPSE, PANAS, and Message Credibility scales. In the third and final section of this chapter, results from Survey 2 are discussed in order to respond to RQ3: Does exposure to political video advertisements from the major Canadian political parties used during the 2021 federal election increase levels of political efficacy in young Canadians? This section discusses which advertisements were ultimately shown to have the greatest impact on PPSE scores. Though the change from the base PPSE to the scores from individual advertisements was minimal, there are a variety of interesting findings that can be useful to political communications practitioners and may help inform future avenues of research.

It is helpful to begin with a description of the full dataset before reviewing the advertisements ultimately selected for inclusion in the surveys. In total 398 ads were collected using the 2021 Canadian federal election Facebook Ads Library. Ads collected were originally posted between August 15th, 2021 and September 20th, 2021. After removing the French and bilingual advertisements from the overall sample, 272 advertisements remained for additional analysis.

Chart B3 (p. 196) shows a visual representation of the number of advertisements posted by each party during the writ period. This shows that parties posted different volumes at different times; however, that is not surprising given the different volumes of content created and published by the four parties included in this research. However, this data does show two spikes in content posting; one directly before advanced polling days, which occurred between



September 10th and 13th, 2021, and directly before election day which occurred on September 20th, 2021 (Szeto, 2021).

When examining the volume of content posted per party, it is clear that there is a large gap between the amount of video advertising done by the political parties in the 2021 federal election. The Liberal Party of Canada (LPC) posted 100 advertisements, totalling 75.5 minutes. The Conservative Party of Canada posted 158 advertisements, totalling 103.5 minutes. The New Democratic Party of Canada (NDP) posted 113 advertisements, totalling 59.4 minutes. Lastly, the Green Party of Canada (GPC) posted 27 minutes, totalling 16.4 minutes. These numbers (and minutes) are inclusive of the French and bilingual advertisements that were removed from the survey samples. The average advertisement lengths per party were the following: LPC = 45.55 seconds per video, CPC = 39.32 seconds per video, NDP = 31.53 seconds per video, and GPC = 36.44 seconds per video. The variation in the number of advertisements is not surprising and is likely telling of the resource capacity of certain parties compared to others, and not indicative of the desire or intention of other parties to use this form of voter contact to engage with the electorate (Ritchie, 2022).

There are a variety of styles of advertisements possible, in particular it is relevant to consider whether there was sound or spoken audio. Sound can help amplify the emotional impacts of advertisements and potentially increase the memorability of the content (Gilliand, 2018). Social media has provided information consumers the ability to engage with advertising with no sound, this has driven advertisers to develop and publish advertisements without sound entirely (Hugonenc, 2019). As a reminder, the codes in this research for sound and audio are as follows: No Sound (meaning no noise whatsoever), and No Spoken Audio (meaning there is no dialogue, but there is background noise).

The distribution of advertisements by their sound/audio code can be viewed in Chart B4 (p. 197).

As Chart B4 (p. 197) shows, the NDP had the highest number of videos falling into the No Sound category, which was not largely used by the other parties. Though this strategy is interesting, this research makes no claims as to why the NDP decided to take their digital strategy in that direction. Further, a breakdown of the written language in the No Sound and No Audio advertisements can be viewed in Chart B5 (p. 197).

As the above Chart B5 (p. 197) shows, only the NDP made use of advertisements that featured No Sound or No Audio, and had no written language. These videos fell into the “Other” core theme as they could be better described as a .gif. This idea is discussed in more detail later in this chapter.

As mentioned previously, 398 advertisements were collected for content analysis. Of the 398 total advertisements, 272 of them were put through additional coding. The difference of 126 advertisements represents the French advertisements which were removed from the sample due to linguistic barriers.

Next, content analysis was employed to code the advertisements for core themes. The core themes were broken down into the following mutually exclusive categories: Leader-Centric, Appeal to Authority, Comparison, Fellow Citizen, Issues, News Coverage, Attack, GOTV, and Other. The breakdown of core themes of ads per party can be seen in Chart B6 (p. 198).

Based on the data collected through content analysis, it is clear that the majority of parties devote more resources to “Issues” advertisement creation and publication than others. Though the CPC had the highest quantity of “Issues” advertisements of all parties, the CPC, LPC, and GPC all made the highest percentage of “Issues” videos out of the sample. The exception here is the NDP, which had the highest quantity and percentage of GOTV ads out of all of the parties.

The trend of “Issues” advertisements being the most common can point to a variety of things, but the main takeaway is likely that each party is keen to support its own position on things by talking about election issues. This is interesting as previous research shows that young voting-aged individuals are more likely to base their voting decision on issues, whereas older populations are more likely to base their voting decision on candidates themselves (Kaid, McKinney, & Tedesco 2007). Compounding this, research has also shown that young electors justify their “nonvoting behaviour... [with their] perceived lack of knowledge about candidates and the issues” (Kaid, McKinney, & Tedesco, 2000). Lastly, Lipsitz et al. ran a study asking respondents “What are the top two things that you are most interested in learning about the [political candidates?” (2005, p.344). 72% of respondents put a “candidates’ stands on issues” in the top two things they are most interested in learning (Lipsitz et al. 2005, p.344).

Besides the “Issues” code, there is only one other code that applies to all four parties. That code is “Leader-Centric”. Leader-Centric advertisements focus almost exclusively on the leader of the respective party, does not discuss policy issues, and often feature a lot of B-Roll of the leader “candidly” in various scenarios.

Only one party, the NDP, is featured in the “Other” category. This is because the NDP had a variety of advertisements similar to this video<sup>2</sup>. These videos often feature no text, no sound, and only a moving image, which could be considered a .gif. Though these types of advertisements could be considered a .gif, they were included in the data collection and content analysis because they were in the Facebook Ads Library and classified on the platform in the same way as the other advertisements were.

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<sup>2</sup> <https://fb.watch/bYrf9wWaZT/>

Two of the four parties featured “Appeal to Authority” advertisements, the LPC and the CPC. 4% of the LPC ads and 0.99% of CPC ads fell under this code. In the LPC’s case, their “Appeal to Authority” ads featured Andrew Weaver, a former BC MLA who currently serves as a Professor at the University of Victoria (University of Victoria, n.d.). In the CPC’s case, their “Appeal to Authority” ads featured Vice-Admiral Mark Norman (Retired), who previously served as the Vice-Chief of Defense Staff of Canada (Gollom, 2019).

The LPC had the lowest percentage of “Leader-Centric” advertisements of all the party samples, with the NDP having the highest percentage of this classification. This is an interesting finding from the content analysis, though it is not clear what this means for writ-period advertisement creation by political parties. With this being said, it can be argued that there is often a significant amount of discourse before and during elections about the image and reputation of a political leader, which may lead one to believe that the “Leader-Centric” advertisements may play an important role in branding political leaders in a favourable way towards the electorate.

Attack ads were used by three of the four parties. The GPC being the party that did not have any advertisements that fell into the “Attack” code. This form of political advertisement has been subject to a variety of research (Kaid, Fernandes, & Painter 2011; Kaid et al. 2007; Geer 2006; Wang, Gabay, & Shaw 2012), and there is a plethora of existing research on how electorates respond to this form of communication (Hetu-Frankel 2022; Geer & Geer 2003; Ansolabehere & Iyengar 1995). The same parties who had attack ads also utilized “Comparison” advertisements. Which differ from attack advertisements in their delivery. Where attack ads do not prominently feature the branding of the party responsible for creating and distributing the content, “Comparison” advertisements do. Comparison advertisements almost exclusively follow

this format: show rival party in an unflattering way, show own party in a better light. A few stills from a comparison advertisement are featured below for your reference. The visuals and auditory elements of this type of advertisement follow the same format. Of both the attack and comparison advertisements, the CPC had the highest percentage of both. There are a variety of reasons this could be, none of which can be properly derived from the available data.



Figure 4

Screenshot taken from a CPC advertisement posted on August 25th, 2021.



Figure 5

Screenshot taken from a CPC advertisement posted on August 25th, 2021.



Figure 6

Screenshot taken from a CPC advertisement posted on August 25th, 2021.

Lastly, the “Fellow Citizen” and “News Coverage” advertisements were sparingly used by the majority of the parties. “Fellow Citizen” was not featured in the GPC sample, and “News Coverage” was not featured in the NDP sample. With this being said, the GPC had the lowest quantity of advertisements out of all the parties, and the NDP had the second quantity of advertisements. Given this, it is unsurprising that the GPC and NDP were missing advertisement categories given the overall lack of advertisement quantity compared to the LPC and CPC.

Ultimately, in response to RQ1: “Are there differences in the core themes of political advertisements made by the major political parties in Canada during the 2021 federal election?”, it is found that there are similarities and differences in the core themes utilized by all parties. For example, the LPC, CPC, and GPC all used the Issues core theme most frequently. The NDP, however, used the GOTV core theme at the highest frequency. Beyond the issues core theme being used by every party, there is only one other core theme that was utilized by all four parties that were focused on in this thesis: the leader-centric core theme. The LPC and the CPC were the only parties that used the Appeal to Authority core theme, and the only party that had advertisements in the Other category was the NDP. This is important to note as the analysis of these core themes can likely show us that the strategies used by each party in the lead-up to and during the 2021 writ period had them create and disseminate different types of video content. Further, as the creation of political video advertisements in Canada continues to grow it is useful to see where the practice of advertising was at this point in time to function as a reference point for future research. Additionally, in the context of this study, this information was used to design a sampling strategy for the subsequent surveys.

*Sampling Advertisements for Surveys*

A total of 27 ads were selected and included in Survey 1 from the 272 that were coded. Two priorities guided selecting the advertisements for Survey 1: first was to ensure that there were similar numbers of advertisements from each political party, the second was to ensure variety in the themes of the ads included. Because this research does not account for the algorithmic impact on how participants engage with political advertisements in their real lives, ensuring a relatively balanced sample of advertisements helps ensure that all types of advertisements, from all represented parties, could be viewed by the participants. In essence, the goal was not to replicate their specific information environment but instead to ensure some of each main type of advertisement was included.

Ultimately 5 GPC ads, 6 NDP ads, 8 CPC ads, and 8 LPC ads were included. GPC and NDP had fewer advertisements included in the sample because they had lower quantities of advertisements and did not represent the majority of the codes used, unlike the CPC and LPC. In terms of included core themes in Survey 1, the breakdown is represented in Table B7 (p.198).

As the Issues code was the most frequent in the sample, with this more Issues codes were included. The remainder of the codes were fairly evenly represented. With the exceptions of the Appeal to Authority and Other codes, which appear at lower rates in this sample. Another consideration was to ensure that there was at least some representation in terms of ads that either had no spoken audio or no sound. This choice was made to better test the core themes of advertisements participants may actually encounter. Only testing advertisements that had audio would mean missing out on potentially useful data and information. With this, 2 ads with no spoken audio and 2 ads with no sound were included in the Survey 1 sample.

*Survey 1*

The results from Survey 1 help shed light on how respondents react to the advertisements and how credible they perceive the information presented in the advertisements to be. The survey is used to respond to RQ2a-d. This data provides useful insight into emotionality, credibility, and the impact of political messages. As shown in the literature review section, emotionality and credibility can affect how political advertisements are processed, which in turn can impact political efficacy (Wolf, 2022; Mann, 2016; Menczer & Hills, 2020; Rogers, 2019). Survey 1 results offer general information about emotionality, credibility, and provides essential context allowing for a validation check on which advertisements to include in Survey 2.

In this section, the results of the PANAS scale, broken down into Positive Affect (PA) and Negative Affect (NA) will be discussed. Next, the results of the Message Credibility scale are discussed before a short summary is provided.

*Positive Affect*

Positive Affect (PA) is measured using the PANAS scale. As a reminder, responses to this scale were measured using a Likert scale with the following responses: Extremely, Quite a Bit, Moderately, A Little, and Very slightly or not at all. PA seeks to measure the positive impact the video advertisements may have left on research participants. Studying this is important as it provides more critical insight into the way potential electors interact with political communications. We know that advertisers, including political advertisers, have developed tools and tactics to manipulate the emotions of viewers in a way that can make them change their behaviour (Brader, 2005; Mann, 2016). Measuring PA provides further data with which to compare against efficacy for a deeper and more nuanced understanding of the overall impact of



the videos produced and published by the Canadian political parties. Indeed, emotionally impactful advertisements have been shown to change the behaviour of viewers (Brader, 2005). If advertisements have the potential to alter behaviour it is not a leap of imagination to believe that the same content has the ability to alter political efficacy in a similar way to other political communications (Heiss & Matthes, 2016; Lee Kaid et al., 2016; Moeller et al., 2014).

When looking at the key variables, there are a few trends to note regarding PA. All Attack ads featured in Survey 1 had a weak positive impact, where the Issues ads were largely positively received (with the exception of S1\_5). Leader-Centric ads also show a general positive affect. There is no discernable connection between the presence of sound and PA.

Chart B8 (p. 199) shows the PA scores for each of the 27 videos presented, in purple you can see video S1\_20 has the lowest PA (15.23), while video S\_12 has the highest PA (22.22), and S1\_27 is the most average (19.75). Chart B8 (p. 199) provides a visual representation of this data.

Interestingly, both the highest and the lowest PA scores were videos that fell under the “Appeal to Authority code”. The highest score is S1\_12, a CPC advertisement, features (Retired) Vice-Admiral Mark Norman, and the lowest score is S1\_20, an LPC advertisement, features Professor Andrew Weaver. Where S1\_12 focused more on the importance of voting, S1\_20 focused on the Liberal’s climate policy. As a reminder, the highest score translates to the least positive affect where the lowest score translates to the most positive affect from the sample on the participants. The most average score, calculated by finding the advertisement with the closest PA score to the mean of all PA scores, represents the advertisement with the least impact on PA. This is because it had the least movement from the mean, rather than having a stronger impact in

the less positive or more positive direction. In this case, S1\_27 has the PA score closest to the mean.

Both S1\_12 and S1\_20 make a direct ask of viewers to vote for the respective party, and neither was negative in the spoken content. Regardless, it is interesting that two ads with the same core theme and arguably similar content were on opposite ends of the PA scores. As a reminder, S1\_20 is the Liberal Appeal to Authority advertisement, where S1\_12 is the Conservative Appeal to Authority advertisement. Where the content of S1\_20 stresses the importance of voting Liberal for a stronger climate action plan featuring some vivid imagery of forest fires interspersed with clips of Professor Andrew Weaver speaking, S1\_12 references law and order while focusing the imagery entirely on Vice-Admiral Mark Norman (retired) speaking. This finding is likely because of skewed data due to the fact that 40.1% of respondents said they would be likely to vote for the Liberal Party of Canada should an election be held on the date they took the survey. To control for this, the data was segmented by political leaning and the Survey 1 tests were run against it. These findings are detailed later in this thesis and can be found under Survey 1, Other Survey Findings.

In looking at the PANAS responses for Ads S1\_12 and S1\_20, we can see a stark difference in the way participants were emotionally impacted by the media presented. Regarding S1\_12, which has the least positive impact on average, 2.94% of participants stated that the advertisement made them feel extremely “Inspired”, 2.94% responded that they feel quite a bit “Enthusiastic”, and 8.82% responded that they feel quite a bit “Determined” after watching the advertisement. Conversely, for S1\_20, which has the most positive impact on average, 14.70% of participants noted that the advertisement made them feel extremely “Inspired”. 27.94%

responded that they feel quite a bit “Enthusiastic”, and 25% feel quite a bit “Determined” after watching the advertisement.

With the PA analysis complete, the following advertisements were chosen for Survey 2 for the PA selections: Highest PA score = S1\_12, Lowest PA score = S1\_20, and the Most Average PA score = S1\_27. S1\_12, the highest PA score, is an Appeal to Authority advertisement. S\_12, the lowest PA score, is an Appeal to Authority. S1\_27 the most average PA score, falls under the Issues code.

### Negative Affect

Similar to PA, Negative Affect (NA) is measured using the PANAS scale (Kercher, 1992). The same Likert scale used to test PA was used for NA. In this research, where PA measures the impact of the positive affect of the video advertisements on participants, NA measures the negative affect.

In the same vein as PA, the highest NA score translates to the least negative impact, the lowest NA score translates to the most negative impact, and the most average score translates to the advertisement that had the least impact on NA.

Regarding NA, all of the No Sound/No Audio advertisements featured in Survey 1 found a moderate or weak negative affect. All Attack ads had a strong negative affect, though this comes as no surprise. Additionally, all GOTV ads show a weak negative affect.

S1\_5, the video with the most average NA score follows an odd format. The GPC built this video around what appears to be committee or debate coverage from the House of Commons. From the results the content analysis yielded, no other party used this type of footage in their advertisements. Further detailing the odd format of S1\_5, the video features Paul

Manley, the former Member of Parliament for Nanaimo-Ladysmith, saying “The real obstacle is not climate deniers, it’s politicians who recognize the science but lack the courage to to remove politics from climate action”. Accompanying the audio is footage of Manley taken at what appears to be a House of Commons committee proceeding with on-screen text reading “We need to remove politics from climate action” and “#ClimateActionNow” (Figure 7, in-text). As an additional note, Manley was defeated in the 2021 federal election in what was effectively a three-way vote split with the NDP candidate winning 28.9% of the vote, the CPC candidate winning 27% of the vote, and Manley, the GPC candidate, winning 25.6% of the vote (Maxwell, 2021).

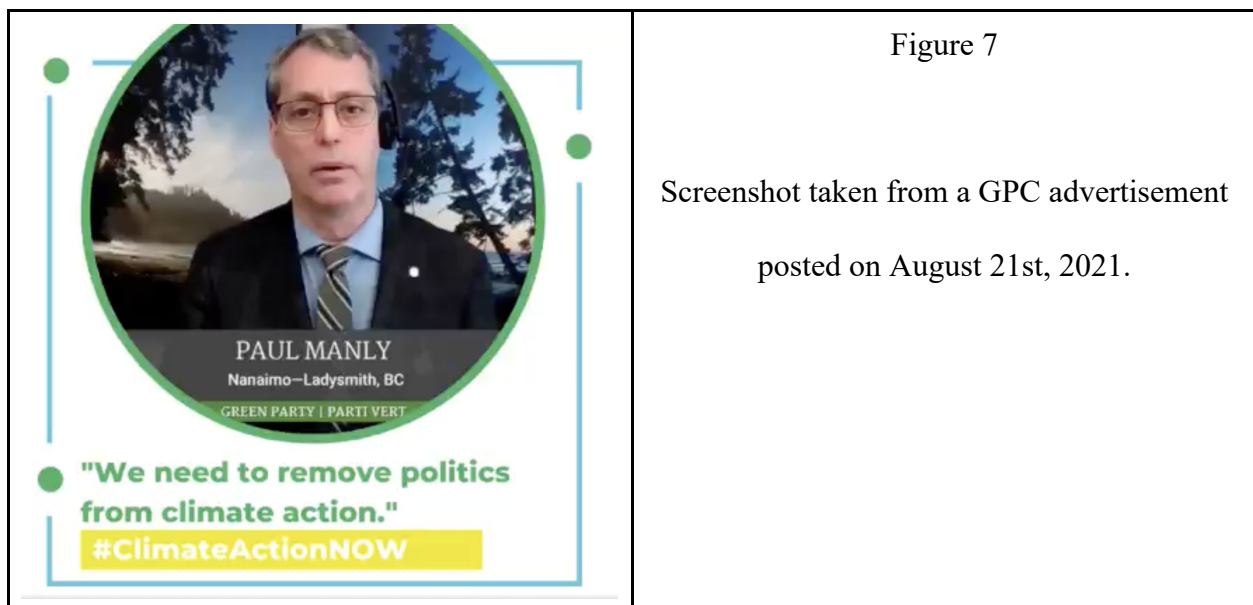


Figure 7

Screenshot taken from a GPC advertisement posted on August 21st, 2021.

Individuals who responded to S1\_25, the ad with the lowest NA score, and - arguably - the most negative emotional affect on viewers, 17.39% said that the advertisement made them feel extremely “Alert”, and 14.49% said the advertisement made them feel extremely “Upset”. The advertisement in question is negative, and clearly accomplished its goal. Further, as this ad was made and disseminated by the LPC, the most supported party among survey participants, the fact that an anti-CPC ad gained the most negative traction is no stretch of logic or imagination.

This ad also makes use of somewhat “Trump-ian” language (Sclafani, 2018), which may have aided the video in evoking negative affect and emotion.

Chart B9 (p. 199) shows the mean NA scores for each of the 27 videos presented, in purple, you can see video S1\_25 has the lowest NA (17.07), while video S\_26 has the highest NA (24.5), and S1\_5 is the most average (21.63).

S1\_26, the highest NA score, is a GOTV advertisement. S1\_25, the lowest NA score, is classified as an attack ad. S1\_5 fell under the Issues category.

### Message Credibility

The Message Credibility scale (MC) measures perceived credibility from information by testing against three terms: Accurate, Authentic, and Believable. Unlike the PANAS scale, which measures PA and NA, the MC scale does not utilize a likert scale but rather asks participants to rate the extent to which the adjectives describe the content from 7 being strongly agree to 1 being strongly disagree. Similar to PA and NA, analysis of the MC scale focused on determining the Highest MC score, Lowest MC score, and the Most Average MC score. Similar to PA and NA, because of the numeric value attached to the responses to these questions, the lower average score of MC for a specific video means it was more subjectively credible on average, and vice versa.

Before diving into the advertisement selection for MC, there are a few trends, or lack of trends, found in the data that should be mentioned. To start, there is no discernible connection between the No Sound/No Audio advertisements and MC. The Issues advertisements were largely viewed as credible, whereas no Attack ad was shown strongly to be credible. Comparison advertisements follow the same trend as Attack ads.

The advertisement which was most strongly viewed as credible was S1\_3. This advertisement has a deeply feminist message, which is not featured in the other advertisements in this sample. S1\_3 features Annamie Paul, leader of the GPC during the 2021 federal election, speaking at the party leaders English language debate which was held on Thursday, September 9th, 2021 (Aiello, 2021) interspersed with b-roll. The advertisement uses audio from the September 9th debate of Paul stating, amongst other things, the following “Being who I am and in this position has been incredibly hard. Being here tonight was not an obvious thing, I’ve had to crawl over a lot of broken glass to get here. I’m proud to be here. I’m proud to be the first of my kind. And because I am the first of my kind, I know that I won’t be the last”. The advertisement ends with the logo of the GPC accompanied by the words “Be Daring” (Figure 8, in-text). For context, Paul is “the first black and Jewish woman to lead a major [Canadian] federal party” (Speers, 2021). Paul stepped down as leader of the GPC shortly after the 2021 federal election following a variety of “ideological, organizational and management divisions” (Speers, 2021).



Because of the more limited resources of the GPC, in comparison to other parties, and the lower volume of advertisements published by them during the 2021 writ period, it is interesting that, on average, S1\_3 was more strongly perceived as accurate, authentic, and believable than the other advertisements. This is also important to note as the demographic questions of this

survey research showed that there were very few survey participants likely to vote for the GPC. Credibility has been shown to be positively connected to party affiliation (Lerman & Ackland, 2020), given that this party has few supporters in this participant pool and few advertisements in this sample it is interesting to find that it is perceived as the most credible advertisement on average.

S1\_17, which had the highest MC score, was, on average, viewed as the least credible advertisement by survey participants. This advertisement has no sound, though it is unclear how greatly the lack of sound impacted the participants, it should be a point of further examination. S1\_17 is an 8-second advertisement that features “Vote” with a changing set of text below, including: “for a strong economy”, “for Canada’s recovery plan”, “to secure the future”. The advertisement finishes simply with “Vote Conservative”. Of note, the word “secure” appeared “112 times in the [2021] Conservative platform” and was “used to frame issues ranging from mental health to criminal justice” (Budd, 2021). Additionally, “Secure the Future” was used as the CPC slogan in the 2021 federal election (Conservative Party of Canada, 2021). The repetition of the word "secure" and its association with the Conservative Party's broader campaign narrative demonstrates the strategic use of language in political messaging. This connection between the advertisement's content and the party's overarching campaign theme underscores the significance of consistency in messaging and its potential impact on voter perception and behaviour.

The lack of credibility given to this video by participants may also be impacted by the CPC’s brand awareness among undergraduate students. Though there is some support for this elsewhere, primarily that young people are more likely to vote for left-leaning political parties

(Parker et al., 2019), that conclusion cannot be concisely derived from the collected through this research.

The most average MC score, being S1\_8, had the least impact, on average, on how credible participants viewed the advertisement to be. This advertisement has no spoken audio, but does have sound effects. Further, this advertisement watches like a running numbers tally, as the main graphic is of “Trudeau’s Tax Loopholes” with a dollar amount, in the billions, rapidly climbing. Before this video ends there is a short clip of NDP branding that works as a comparison between the LPC and NDP.

Chart B10 (p. 200) shows the mean MC scores for each of the 27 videos presented, in purple you can see video S1\_3 has the lowest MC (9.23), while video S\_17 has the highest MC (15.48), and S1\_8 (11.48) is the closest to the most average without already being included in Survey 2.

Selection for the most average MC video to be included in Survey 2 was complicated because the most average, S1\_25, was already included as it had the lowest NA score, and the second closest to the average, S1\_27, was already included as it had the highest NA score. With this, S1\_8 was included in Survey 2 because it was the closest to the average MC without already being included in the sample. S1\_8, designated as the Most Average MC included in Survey 2, was one of two advertisements included that has no spoken audio. There was one advertisement included in the Survey 2 sample which has no sound, S1\_17.

Table B11 (p.201) helps to provide a visual reference for understanding the positive affect, negative affect, and subjective credibility associated with the advertisements from Survey

1. This heat map can be understood as follows: the **darker green the colour the stronger the**



impact, the darker red the colour the weaker the impact, the more neutral the colour the more average the impact.

Table B11 (p.201) helps to highlight some general findings. One of these being that advertisements with either No Audio or No Sound generally had weaker impacts. Further, advertisements that had a strong PA impact were often found to have a stronger MC impact. This can be seen in advertisements S1\_1, S1\_3, S1\_4, S1\_10, and S1\_20. The reverse can also be seen in several instances, where there is a weaker PA impact there is a weaker MC score. This can be seen in S1\_9, S1\_15, S1\_16, and S1\_17. All Attack Ads featured in this sample were on the stronger end of negative affect. This is demonstrated with S1\_9, S1\_16, and S1\_25. Further, every GOTV ad featured in this sample, being S1\_11, S1\_17, and S1\_26 had weak NA scores. All of the Fellow Citizen ads appear to be moderately impactful, these are ads S1\_7, S1\_14, and S1\_23.

### Other Survey Items

Beyond the PANAS and Message Credibility scales, demographic questions were asked and the PPSE scale was presented to participants for response. The demographic questions provided a more refined understanding of who the participants in this study were. One of the most important pieces of demographic information gathered from Survey 1 concerns political leaning, which can be seen in Chart B12 (p. 202).

With a higher concentration of respondents indicating that they would vote for the LPC and NDP than was observed in the 2021 federal election (Elections Canada, 2021), it is possible that this skewed the data to show the content from those two parties in a more positive light than

the others. However, this is not confirmed and is only a potential way the data may have been skewed based on the participants.

The following tables show the PA, NA, and MC scores when controlling for political leaning. Table B13 shows the data from Liberal-leaning participants, Table B14 shows Conservative-leaning participants, and Table B15 shows NDP-leaning participants. Tables B13 (p. 203), B14 (p. 209), and B15 (p. 207) can be found in Appendix B.

Table B13 (p. 203) tables helps show us that the Liberal advertisements were, with one exception, viewed fairly positively by the LPC-leaning survey participants. Further, it also shows us that the LPC advertisements were viewed as more credible than those from other parties. Lastly, the LPC-leaning participants viewed the CPC advertisements as less positive, more negative, and less credible. These findings also largely apply to the NDP ads. They do not, however, apply to the GPC ads which are largely viewed as fairly positive, not negative, and fairly credible. As a specific point, the one advertisement that the LPC-leaning individuals do find to be somewhat credible is S1\_19 posted by the CPC. This advertisement falls into the News Coverage core theme and uses the news coverage to point out flaws in communication done by an LPC candidate.

Providing some context of S1\_19, the advertisement features a CTV News journalist speaking about the CPC accusation against the LPC of “planning to tax people who sell their biggest investment, their homes”. Audio of the journalist is played through footage of the English language debate from the 2021 federal election. Audio from the English language debate is also played in the video. In S1\_19 used footage of a LPC candidate stating, ““Of course, anyone selling their primary residence, you do make money on that so unfortunately you will have to pay tax on that; I wouldn't agree to that either but it's what we have to do”. The CPC,

through news footage in S1\_19, argue that the LPC planned “to impose a capital gains tax” (Madan, 2021).

This advertisement, and the CPC accusation, received criticism as later in the video, the LPC candidate clarified by saying “I don't believe we plan on bringing that forth. I don't think we do that,” regarding the party’s position on a capital gains tax on the sale of a primary residence (Madan, 2021). Returning to discussion of how participants reacted to the advertisements, Table B14 (p. 209) helps to provide context for how CPC-leaning participants reacted to the advertisements in Survey 1. Interestingly, the advertisement that had the most positive impact was also viewed as the most credible within this population. The advertisement referenced is S1\_13. This advertisement features then-leader of the CPC Erin O’Toole discussing his life story, how he met his wife, and his journey into politics. This finding is in contrast to the general findings of the survey, where when CPC leaning is not controlled for 47.05% of respondents state they are very slightly or not at all “Excited”, and 48.52% of participants state that they are very slightly or not at all “Determined”. These two terms, being part of the PA scale, show that there was limited positive impact on the general participant sample. Oddly, S1\_17 had a weak PA, NA, and MC impact. This advertisement falls into the GOTV core theme. Regardless of core theme, it is interesting that this advertisement performed poorly amongst participants with the aligned political leaning.

Table B15 (p. 207) provides a visual depiction of the PA, NA, and MC impact of the Survey 1 advertisement sample on NDP-leaning participants. Interestingly, the GPC ads were more positively reacted to than the NDP advertisements when controlling for this demographic. The CPC advertisements were seen as the least credible and the GPC were seen as the most

credible. Additionally, the NDP advertisements show to be reacted to less strongly than the CPC and GPC ads of this sample, but they were not without impact.

As a note, this analysis was not conducted on the GPC-leaning population given the small percentage of survey participants who fell into this category (n: 8, percentage: 4.06%). The results of this thesis are impacted due to this because of the inability to draw generalizable results specific to the GPC-leaning population. Future research would benefit from having a larger sample size to have a better ability to research the mediating relationship of partisanship. Further, it is interesting to note the data surrounding political interest, which can be viewed in Chart B16 (p. 208).

The fact that “Somewhat Interested” is the most common response is not surprising, but the fact that 17.26% of respondents answered that they are “Very Interested” in Canadian is intriguing. In 2022, Arriagada, Khanam, and Sano found that “60% of youth aged 15 to 30 reported being somewhat or very interested in politics. In this survey, 65.48% of respondents stated that they are “Somewhat Interested” or “Very Interested”, which is different than the 2022 findings (Arriagada et al.). One reason for this difference might be that this survey was taken by individuals who were more disproportionately interested in politics than the work done by Arriagada, Khanam, and Sano as their work was done through Statistics Canada and would have access to a larger and more diverse pool of individuals.

It is also important to note that the Arriagada, Khanam, and Sano study had a larger age group in the “youth” pool. While only 18-24 year-olds were surveyed in Survey 1, the Arriagada, Khanam, and Sano study looked at 15-30-year-olds. A breakdown of the age of participants can be seen in Chart B17 (p. 209). The age variable is clearly skewed and not representative of the general population given the sampling strategy used for the surveys. There are a few potential

impacts of having a different sample size than the surveys run in this research. One, the Arriagada, Khanam, and Sano study pulled from the general population, whereas this study pulled from exclusively students registered in a post-secondary institution. Education has been shown to be positively connected to political efficacy (Caprara et al., 2009), which may explain why this study finds a slight increase in individuals reporting that they are “Somewhat” or “Very” interested in politics.

The “Other Survey Items” discussed above, though not the central focus of Survey 1, provide interesting and vital context about the youth voting demographic in Canada. The fact that 17.26% of respondents answered that they are “Very Interested” in Canadian politics is interesting and hopeful. It is likely that this number is somewhat higher than would be observed should this study have been conducted with individuals across the country, rather than from one specific academic institution, given that education is known to be positively associated with political efficacy (Caprara et al., 2009). Moving forward, the PPSE findings from Survey 1 will be discussed.

### PPSE

Though PPSE is not a central focus of Survey 1, a pre-test and post-test PPSE was utilized in this survey to see if there was any change. The pre-test mean PPSE for Survey 1 is 23.70, the post-test mean for Survey 1 is 22.85. With this little of a change, it is unlikely there was any perceived impact on PPSE before and after participants viewed the 10 randomly selected advertisements of the sample of 27 in Survey 1.

Cronbach’s alpha was used to test the reliability of the data. The pre-test  $\alpha = 0.881$ , the post-test  $\alpha = 0.882$ . Both of these scores indicate that the data is reliable (Cho & Kim, 2015). For

comparison purposes, the pre-test and post-test  $\alpha$  scores from this research are slightly higher than those found in *Political Astuteness and Perceived Political Self-Efficacy in Undergraduate Nursing Students: Pilot Study* (Speace, 2020).

With these calculations, the findings show there was no significant change shown in the mean PPSE scores.

### Summary of Survey 1

Survey 1 aimed to answer RQ2a-d, focusing on Positive Affect, Negative Affect, and Message Credibility. For reference, RQ2a-d asks:

RQ2a: Is there a relationship between emotionality of political advertisements and the core themes of those advertisements?

RQ2b: Is there a relationship between emotionality of political advertisements and the presence of sound and audio of those advertisements?

RQ2c: Is there a relationship between credibility of political advertisements and the core themes of those advertisements?

RQ2d: Is there a relationship between credibility of political advertisements and the presence of sound and audio of those advertisements?

Regarding RQ2a and RQ2c, the data does demonstrate relationships between the emotionality of the advertisements and the core themes. For instance, the Attack ads show that participants reacted to them least positively of any core theme. Comparison ads, following a

similar format to Attack ads, also show more negative, and less positive reactions. Subjective credibility also shows to be lesser than that of other core themes. Further, the Issues core theme showed higher levels of subjective credibility than other core themes. Continuing to discuss the Issues advertisements, this core theme shows more positive reactions and less negative reactions than other core themes.

When considering RQ2b and RQ2d, the data also points to some concise conclusions. Three parties had advertisements included in the Survey 1 sample that featured either no sound or no audio: LPC, CPC, and NDP. These advertisements, regardless of party, show to be less positive, more negative, and less subjectively credible than advertisements with sound and/or audio. Positive Affect showed that the “Appeal to Authority” core theme had a larger emotional impact than other ads, with S1\_12 receiving the least positive response on average and S1\_20 receiving the most positive response on average. This finding is surprising, as both advertisements did not feature the likeness of the party leaders. Given the political leaning distribution, it provides some insight into why S1\_20 would receive a stronger positive reaction than S1\_12, but there is still research that could be done to distill why these two ads, which follow the same format, received such different responses from survey participants.

Negative Affect demonstrated that Attack Ads, such as S1\_25, can incite a strong emotional reaction from respondents. This advertisement also helps demonstrate that despite understanding that Canadian political parties do not view young voters as a target demographic (Stockemer & Rocher, 2017), certain messaging still has an emotional impact.

Message Credibility provided insight into how subjectively credible participants believed the information presented in the advertisements viewed. The least credible advertisement was a S1\_17, which is a GOTV ad. Though there could be an argument made about how this is

explained by the CPC's lower amount of support compared to the LPC and NDP, S1\_3 was viewed as the most credible ad and the GPC has the lowest amount of participants likely to support them in the event of an election. More research is needed here to accurately determine the reasoning for this breakdown, but this has the potential to show that party support does not fully define what is seen as credible information.

In summary, these findings helped prepare for Survey 2 because it allowed for the advertisements included in Survey 2 to be better refined. By understanding the advertisements that were the most impactful, least impactful, and most average in terms of impact, researchers were able to present a better selection of advertisements to participants in Survey 2.

### *Survey 2*

Survey 2 aimed to better understand how efficacy is impacted by political advertisements in order to respond to RQ3: Does exposure to political advertisements from the major Canadian political parties used during the 2021 federal election increase levels of political efficacy in young Canadians? Survey respondents responded to the PPSE scale after viewing each advertisement to see if there was any change in their political efficacy after having viewed a collection of actual political advertisements from political parties. Further, survey respondents were asked to respond to a pre-test PPSE which acted as a baseline so the data could be compared appropriately for change.

### PPSE

The mean score from participants for their base PPSE is 24.61, with the median being 24, and the mode being 26. Calculating the base scores was essential to providing a foundation of



understanding for this part of the research. A visual representation of the PPSE means from Survey 2 can be found in Chart B18 (p. 209).

The largest difference between the base PPSE mean and a video is found with S1\_20, which is the LPC Appeal to Authority advertisement featuring Andrew Weaver. The mean score for S1\_20 is 1.7 points higher than the base PPSE mean score. Though this is not a large difference in score, it is telling given the nature of the validated PPSE, which is criticized as being insensitive and overly logical (Ajzen, 2011). This critique suggests that the PPSE scale may not be very sensitive to the changes of participant PPSE over the duration of the survey, and so the change observed can potentially be considered impactful.

S1\_20, as mentioned above, was included in Survey 2 as it was the most positively reacted to video in Survey 1. This advertisement, in addition to being the most positively reacted to in the Survey 1 sample, features imagery of climate disasters, which can be argued to have played a role in how impactful the overall message was.

S1\_26 is a GOTV advertisement from the LPC that features Prime Minister Justin Trudeau thanking individuals who have volunteered on the campaign and encouraging individuals to get involved. This advertisement has a mean score of 26.09, which is a +1.48 difference from the baseline mean. S1\_26 was included in the Survey 2 sample because it had the least negatively reacted to video in Survey 1. This advertisement would make logical sense to have an increase in political efficacy as measured through the PPSE, largely because there is a direct ask in the advertisement for people to volunteer, and the PPSE features one question asking participants how likely they are to volunteer for a political campaign. If these results can be replicated, it is a strong indication that political messaging, through this form of GOTV ads, can be effective in impacting political efficacy.

Lastly, S1\_27 is an LPC ad that falls under the Issues code, features no spoken audio, and promotes the Liberal Party's plan of \$10.00 per day childcare. This advertisement has a mean score of 26.09, which is a +1.47 difference from the baseline mean.

Interestingly, there was one advertisement that has a lower mean PPSE score than the baseline mean. That advertisement is S1\_17, which is a CPC advertisement falling under the GOTV code which features no sound. This advertisement has a mean PPSE score of 24.41, which is a -0.19 difference from the baseline mean. Though that difference is so small it likely holds no statistical significance, it is interesting that the only video with a PPSE mean lower than the baseline is the video which was viewed as the least subjectively credible by participants in Survey 1. Though the data collected in this research cannot further explain this correlation, it is interesting and could be a site of future research.

The standard deviation among the PPSE averages per advertisement was 0.59, meaning there was limited change between advertisements. This further meaning that there was likely very little to no impact made on participants political efficacy through viewing the selected advertisements.

There are a few reasons why this may have happened. The primary reason being that political advertisements may not change political efficacy among young Canadians. The majority of work done examining the relationship between political advertisements and political efficacy has been conducted within the US system. It is possible that the US political system is so different from the Canadian system that the relationship does not exist in this context. For example, the two-party system and the more sensationalized political messaging in the US system (Adams & Parkin, 2022) may be better suited to impacting political efficacy than the multi-party system Canada operates with. Other reasons may be that the scale used, PPSE, was

not sensitive enough to pick up on changes experienced. On this point, the PPSE is somewhat rigid and has been critiqued for being very logical (Ajzen, 2011). It is also possible that the volume of advertisements or the fact that they were not targeted to the specific individual, as might be the case in a non-experimental context, limits the relationship. Similarly, it is possible that we cannot adequately measure the impact of political advertisements on political efficacy in such a short time span a survey takes because things like repeated exposure to advertisements, as is argued in the exposure effect (Grimes & Kitchen, 2007) and in work specifically focused on the impacts of political advertisements (Heiss & Matthes, 2016;). Further, the opportunity to discuss issues and ideas raised in advertisements may be a factor missing in this study (Gil de Zúñiga et al., 2017; Jung et al., 2011), and other external factors that were not examined in this study may play mediating roles in the relationship between viewing political advertisements and a change in political efficacy. Another potential limitation is the fact that this research was conducted outside of the campaign period being examined. As an example, other research, which was conducted during the campaign period in which the selected advertisements were from, saw a positive relationship between political advertisements and political efficacy (Lee Kaid et al., 2007). Despite these limitations, this study contributes to the nuanced understanding of political advertising's impact on young Canadians, offering a vital starting point for further research in a less explored, multi-party context. It underscores the importance of continuing to investigate how political communications influence political efficacy, particularly within the unique Canadian political landscape.

### Other Survey Items

Beyond focusing on the PPSE results, Survey 2 asked a variety of questions to help shed some light on the voting behaviour of survey participants. Data collected through Survey 2 shows that 76.88% of respondents indicated that they went to the polls in September 2021 to cast a ballot. A visual representation of this data can be seen in Chart B19 (p. 210). This is higher than the percentage observed throughout the country, which saw 66% of 18 to 24-year-olds cast a ballot in the 2021 federal election (Reasons for Not Voting in the Federal Election, 2022). This difference could be because of a few reasons, one being that previous research has shown that education is positively associated with political participation (Niemi & Klingler, 2012). Notably, according to the data collected in this study, of the individuals who did not vote, the most popular reason for not voting was “lack of information about campaign issues and parties’ positions” with 26.42% of individuals who did not vote indicating as such. The second most popular reason for not voting in the 2021 election was individuals responding they were “too busy”, with 16.98%.

Interestingly, this study showed that 68.49% of individuals responded that they are “Very Likely” to vote in the next election, which is lower than the rate respondents said they voted in the 2021 election (76.88% of respondents said they did vote in the 2021 federal election).

Further, data collected in this study shows that 59% of survey respondents said they were not contacted directly by a political party or candidate in the 2021 federal election. An additional 14.64% of individuals responded that they were unsure if they were directly contacted. Of the individuals who were directly contacted, 42.86% of individuals say it was done so through door-to-door canvassing. When controlling for the individuals who did vote in the 2021 federal election, 61.96% of respondents said they were not directly contacted by a political party or

candidate, and an additional 11.41% responded that they were unsure if they were directly contacted. Of the individuals who did vote and were directly contacted by a political party or candidate, 46.94% responded that they were directly contacted through door-to-door canvassing. All of the statistics listed previously in this paragraph are from analysis done as part of this thesis. The Samara Centre for Democracy, in their 2015 report, stated that “almost half of young people have not been contacted by political leaders, compared to only one-quarter of the oldest age group” (pg. 2). The data collected and analyzed through this survey shows that more than half of the participants were not contacted by a political party or candidate in the lead up to the 2021 federal election date. Chart B20 (p. 210) provides a visual representation of the direct voter contact experienced by survey participants in this study.

This information is interesting, especially when controlling for individuals who did and did not vote. The individuals who did not vote in 2021 had higher rates of responding “Unsure” to the question of “In the 2021 federal election, were you directly contacted by a political party or candidate?”, where the “Yes” response demonstrates very limited change between the three groups.

### Summary of Survey 2

With the exception of a few ads, PPSE had minimal change from the baseline to the scores from individual advertisements. This is not to say that PPSE had no change. Ads such as S1\_20, S1\_26, and S1\_27 showed a change from the baseline. Given how rigid the PPSE scale is, this is an interesting finding. These changes show that PPSE can change through the process of viewing a political advertisement. With this, it is important to note that not all political ads,

like most things, are not created equally. These advertisements were selected from the overall sample through the refining process of Survey 1.

None of the advertisements that were the “most average” of PA, NA, or MC which were included in Survey 2 showed a discernible difference from the baseline mean. This is not surprising, but it does demonstrate that not all advertisements are created equally or have equal impact. It also demonstrates the importance of considering emotionality and credibility as possible moderating variables which could be examined in future research.

Most interesting from Survey 2 is the fact that the advertisement with the most positive impact from Survey 1, S1\_20, showed the largest mean difference in PPSE scores. Further, the fact that the video which was viewed as the least credible in Survey 1, S1\_17, was the only advertisement to have a reduction in the mean PPSE score from the baseline is particularly interesting. Perhaps credibility plays a larger role in the function and development of efficacy than has been previously understood.

Calling back to the RQ3, this research set out to examine: “Does exposure to political video advertisements from the major Canadian political parties used during the 2021 federal election increase levels of political efficacy in young Canadians?”. In answering this question, the results of the surveys have shown that there is no substantial change in PPSE when participants were exposed to the video advertisements posted by the parties during the 2021 federal writ period.

### Conclusion

In many ways, the goal of a political advertisement is the same as many other pieces of work: to tell a story. A rudimentary argument can be made that the candidates and parties with

the best storytelling ability dominate, and potentially exert control over, the political narrative of the time. That, though simple to understand, is not how western democracy functions. Political communication is nuanced and complex, and should be recognized as such in research.

In order to answer the research questions, this thesis began with a data collection and content analysis effort. Content analysis was extensive with 398 advertisements collected and 272 meeting the research requirements and undergoing further analysis. This analysis showed that the LPC and the CPC posted the largest volume of advertisements of the four parties included in this thesis. Further, it showed that the parties had different average lengths of their advertisements. Beyond metadata, the content analysis also helped to paint a picture of the core themes utilized by the parties in the 2021 federal election. This functioned as the base for what to include in Survey 1, and allowed this thesis to later answer RQ2a-d.

This research aimed to answer the following questions:

RQ1: Are there differences in the core themes of political advertisements made by the major political parties in Canada during the 2021 federal election?

RQ2: How do perceptions of emotionality or credibility vary by political advertisement?

RQ2a: Is there a relationship between emotionality of political advertisements and the core themes of those advertisements?

RQ2b: Is there a relationship between emotionality of political advertisements and the presence of sound and audio of those advertisements?

RQ2c: Is there a relationship between credibility of political advertisements and the core themes of those advertisements?

RQ2d: Is there a relationship between credibility of political advertisements and the presence of sound and audio of those advertisements?

RQ3: Does exposure to political video advertisements from the major Canadian political parties used during the 2021 federal election increase levels of political efficacy in young Canadians?

Responding directly to RQ3, this study observed no substantial change in PPSE. There were some instances where slight variations were observed, future research will be most useful in diving deeper into those areas. Additionally, future research is essential given the limitations of this study. A substantial limitation is the fact that this research was carried out over a short period of time and outside of a campaign period. The information used in this research, by necessity, was dated due to the fact that no federal election was ongoing when participants were taking the surveys.

Earlier in this body of work, the issue of youth voter decline in Canada (Aiello, 2020) was discussed. Unfortunately, this remains a concern. Despite the fact that there was no obvious difference in political efficacy before and after participants watched the video advertisements, the findings from this research may be helpful in providing political communications practitioners data and information for more effective and impactful campaigns should they want to target the Canadian youth vote. By performing content analysis on all the English-language advertisements from the 2021 Canadian federal election, this research built a database of information of those advertisements. This content analysis led to interesting insights about the volume and type of advertisements created and dispersed by the major Canadian political parties. That work provides concrete numbers for, what are often, “common sense” conversations in



political war rooms. In the researcher's experience in politics, and political war rooms, conversations and strategy discussions often seemed to take potential electors and view them as a monolith. Assumptions were made about certain demographics and how they would react to messaging often without a deeper understanding of the impact the form and type of communications could have. This thesis provides quantitative numbers to inform these conversations.

As an example, two "Appeal to Authority" advertisements included in Survey 1 (S1\_12 and S1\_20) had the highest and lowest PA scores respectively, S1\_12 was posted by the CPC and S1\_20 was posted by the LPC. This means that S1\_12 had the least positive impact on average, and S1\_20 had the most positive impact on average of all the Survey 1 advertisements. This is interesting as Appeal to Authority codes are not common in the general sample, and the two included in Survey 1 were both shown to have an emotional impact on respondents. Though this research does not have answers as to why this is, it is an interesting finding from this research that may warrant further investigation in the future. Further, these ads took a very similar format. Which provides insight into the potential reasons why they received such varying feedback.

This research may find further importance with the emergence of new campaign tactics, such as the practice of directly sending individuals advertisements via SMS messaging, as was mentioned earlier in this body of work (Figure 1 and Figure 2, in-text). As political parties and political communications practitioners develop stronger toolsets and are able to more directly target voters, research into those impacts may prove more and more useful in understanding the political climate and the way voters engage with it.

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## *Appendix A*

### Survey Questions

## Survey 1

### Consent Form

Title of Study: Political Advertisements and Political Efficacy

Principal Investigator: Elizabeth Dubois, PhD  
Associate Professor, Department of Communication

Student Researcher: Hannah Anstey  
Master's Student, Department of Communication

Invitation to Participate: You are invited to participate in a research study about political advertisements and their potential impact on how eligible voters understand their role in the Canadian political system. The goal of this research study is to gain a better understanding of how political communications from federal political parties in Canada impact the way potential young voters think about their role in the political system. This study is being run by Principal Investigator, Elizabeth Dubois. Hannah Anstey, Student Researcher, will be using part of the data in partial fulfillment of a Master's Thesis in the Department of Communication at the University of Ottawa under the supervision of Elizabeth Dubois, PhD.

Purpose of the Study: The purpose of the study is to gain a better understanding of how political communications from federal political parties in Canada impact the way potential young voters think about their role in the political system.

Participation: If you agree to participate in this study, please complete the following survey. Your decision to complete and submit this survey will be interpreted as an indication of your consent to participate. The survey should take approximately 35 minutes to complete. You may decline to answer any question for which you do not want to respond. Once you have completed the survey, click the "submit" button.

There are 4 qualifications to participate in this study: (1) that participants are registered in an undergraduate program at the University of Ottawa in January 2021; (2) that participants are between the ages of 18 and 25; (3) that participants were eligible to vote in Canada as of September 20th, 2021, and (4) that participants are able to complete the survey in English.

Participation in this study is voluntary. Your participation will consist of completing an online survey, which includes watching political advertisements. During the completion of the online survey, you will be asked to watch political advertisements and answer a series of questions. Questions concern the way that you think about your role in the Canadian political system, the advertisements shown, and political activities.

**Risks and Benefits:** Participation in this study will entail that you answer questions about politics which could be uncomfortable for some people. Researchers have taken every effort to minimize these risks. You have the right to refuse to answer any question, retain the right to withdraw your survey response, and understand that identities will not be revealed in this study. Your participation in this study may provide you with a better understanding of the Canadian political landscape. Additionally, you may better understand your role in the Canadian political system.

**Confidentiality and Anonymity:** You have received assurance from the researchers that the information you will share will remain strictly confidential. You understand that the contents will be used only for partial fulfillment of a Master's Thesis and that your identity will be protected. In order to minimize the risk of security breaches and to help ensure your confidentiality, it is recommended that your standard safety measures, such as signing out of your account, closing your browser, and locking your device when you are no longer using it/have completed the study.

**Conservation of Data:** The data collected, including consent forms, survey responses, and any communication will be kept in a secure manner. All data collected will be stored on a password-protected USB drive or in Microsoft OneDrive. Identifying information or documents that contain identifying information will only be saved on a password-protected USB drive. The data and research documents collected as part of this study will be retained for a period of 5-years.

**Compensation:** You will receive 1 ISPR credit as compensation for your participation in this study. If you choose to withdraw from the study, you will still receive this compensation.

**Voluntary Participation:** You are under no obligation to participate and if you choose to participate, you can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. Due to the anonymous nature of the study, you will be unable to withdraw your data from the study after the survey is submitted as the researchers will be unable to retrace individual datasets.

If you have any questions about the study, you may contact the researcher or their supervisor. If you have any questions regarding the ethical conduct of this study, you may contact the Office of Research Ethics and Integrity via email ([ethics@uottawa.ca](mailto:ethics@uottawa.ca)) or telephone (613-562-5387).

It is recommended that you save a copy of this consent form for your records.

Yes, I want to participate.

**End of Block: Consent Form**

**Start of Block: Demographic Information**

Age What is your age?

▼ 18 (4) ... 25 (11)

Gender Gender that best describes you:

- Man (1)
- Woman (2)
- Non-Binary (3)
- Prefer to self-describe (4) \_\_\_\_\_
- Prefer not to self-disclose (5)

School and Job Select what option best describes you:

- Full time student, not working (1)
- Full time student and working part time (2)
- Full time student and working full time (3)
- Part time student and working full time (4)
- Part time student and working part time (5)
- Part time student, not working (6)

Program What is your current program of study?

\_\_\_\_\_

**Eligibility** If a Canadian federal election were held today, would you be eligible to vote? To be eligible to vote in a Canadian election, you must be a Canadian citizen and at least 18 years old on election day. For example, you would be eligible to vote in the 2021 federal election if you are a Canadian citizen and were born on or before September 20th, 2003.

Yes (1)

No (2)

Not sure (3)

**Partisan Leaning** If a Canadian federal election were held today, which political party would you vote for?

Liberal Party of Canada (1)

Conservative Party of Canada (2)

New Democratic Party of Canada (3)

Bloc Québécois (4)

Green Party of Canada (5)

People's Party of Canada (6)

Other (7) \_\_\_\_\_

None (8)

**Political Interest** To what extent would you say you are interested in Canadian politics? Are you:



Not interested at all (1)

Not very interested (2)

Somewhat interested (3)

Very interested (4)

Don't know (5)

**End of Block: Demographic Information**

**Start of Block: PPSE 1**

PPSE 1 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You make certain that the political representatives you voted for honour their commitments to the electorate. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You promote public initiatives to support political programs you believe are just. (3)

0 0 0 0 0

You maintain personal relationships with representatives of national government authorities. (4)

0 0 0 0 0

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

0 0 0 0 0

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

0 0 0 0 0

You actively promote the election of political candidates in which you trust. (7)

0 0 0 0 0

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

You collect a substantial amount of money to sustain the activities of your party. (9)

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

**End of Block: PPSE 1**

**Start of Block: Information Page**

**Information Page** In this section of the survey, you will be asked to watch a selection of 10 short videos. After each video you will be asked to answer a series of questions.

Please ensure the volume on your device is enabled and turned on.

**End of Block: Information Page**

**Start of Block: Ad 1**

Ad 1 Please watch this short video and then respond to the questions below.

Shortened PANAS1 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Message Credibility<sup>1</sup> How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 1

Start of Block: Ad 2

Ad 2 Please watch this short video and then respond to the questions below.

Shortened PANAS2 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility2 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 2

Start of Block: Ad 3

Ad 3 Please watch this short video and then respond to the questions below.

Shortened PANAS3 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 3

Start of Block: Ad 4

Ad 4 Please watch this short video and then respond to the questions below.

Shortened PANAS4 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility4 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 4

Start of Block: Ad 5

Ad 5 Please watch this short video and then respond to the questions below.

Shortened PANAS5 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility5 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 5

Start of Block: Ad 6

Ad 6 Please watch this short video and then respond to the questions below.

Shortened PANAS6 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility6 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 6

Start of Block: Ad 7

Ad 7

Please watch this short video and then respond to the questions below.

Shortened PANAS7 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility7 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
--	------------------------------	-------	-------	-------	-------	-------	------------------------------------

Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 7

Start of Block: Ad 8

Ad 8

Please watch this short video and then respond to the questions below.

Shortened PANAS8 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Believable  
(3)

End of Block: Ad 8

Start of Block: Ad 9

Ad 9

Please watch this short video and then respond to the questions below.

Shortened PANAS9 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility9 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 9

Start of Block: Ad 10

Ad 10

Please watch this short video and then respond to the questions below.

Shortened PANAS10 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility10 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 10

Start of Block: Ad 11

Ad 11

Please watch this short video and then respond to the questions below.

Shortened PANAS11 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Afraid (10)

MessageCredibility11 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 11

Start of Block: Ad 12

Ad 12

Please watch this short video and then respond to the questions below.

Shortened PANAS12 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	0	0	0	0	0
Distressed (2)	0	0	0	0	0
Enthusiastic (3)	0	0	0	0	0
Upset (4)	0	0	0	0	0
Alert (5)	0	0	0	0	0
Scared (6)	0	0	0	0	0
Inspired (7)	0	0	0	0	0
Nervous (8)	0	0	0	0	0
Determined (9)	0	0	0	0	0
Afraid (10)	0	0	0	0	0

MessageCredibility12 How well do the following adjectives describe the content you just watched?



	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 12

Start of Block: Ad 13

Ad 13

Please watch this short video and then respond to the questions below.

Shortened PANAS13 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility13 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
--	------------------------------	-------	-------	-------	-------	-------	------------------------------------

Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 13

Start of Block: Ad 14

Ad 14

Please watch this short video and then respond to the questions below.

Shortened PANAS14 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Believable  
(3)

End of Block: Ad 14

Start of Block: Ad 15

Ad 15

Please watch this short video and then respond to the questions below.

Shortened PANAS15 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility15 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 15

Start of Block: Ad 16

Ad 16

Please watch this short video and then respond to the questions below.

Shortened PANAS16 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility16 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 16

Start of Block: Ad 17

Ad 17

Please watch this short video and then respond to the questions below.



Shortened PANAS17 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Afraid (10)

MessageCredibility17 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 17

Start of Block: Ad 18

Ad 18

Please watch this short video and then respond to the questions below.

Shortened PANAS18 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	0	0	0	0	0
Distressed (2)	0	0	0	0	0
Enthusiastic (3)	0	0	0	0	0
Upset (4)	0	0	0	0	0
Alert (5)	0	0	0	0	0
Scared (6)	0	0	0	0	0
Inspired (7)	0	0	0	0	0
Nervous (8)	0	0	0	0	0
Determined (9)	0	0	0	0	0
Afraid (10)	0	0	0	0	0

MessageCredibility18 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 18

Start of Block: Ad 19

Ad 19

Please watch this short video and then respond to the questions below.

Shortened PANAS19 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility19 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
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Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 19

Start of Block: Ad 20

Ad 20

Please watch this short video and then respond to the questions below.

Shortened PANAS20 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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End of Block: Ad 20

Start of Block: Ad 21

Ad 21

Please watch this short video and then respond to the questions below.

Shortened PANAS21 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility21 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 21

Start of Block: Ad 22

Ad 22

Please watch this short video and then respond to the questions below.

Shortened PANAS22 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility22 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 22

Start of Block: Ad 23

Ad 23

Please watch this short video and then respond to the questions below.

Shortened PANAS23 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility23 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 23

Start of Block: Ad 24

Ad 24

Please watch this short video and then respond to the questions below.

Shortened PANAS24 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
_____					

Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility24 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 24

Start of Block: Ad 25

Ad 25

Please watch this short video and then respond to the questions below.

Shortened PANAS25 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility25 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
--	------------------------------	-------	-------	-------	-------	-------	------------------------------------



Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 25

Start of Block: Ad 26

Ad 26

Please watch this short video and then respond to the questions below.

Shortened PANAS26 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Believable  
(3)

End of Block: Ad 26

Start of Block: Ad 27

Ad 27

Please watch this short video and then respond to the questions below.

Shortened PANAS27 This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer for how the video you most recently watched made you feel.

	Extremely (1)	Quite a bit (2)	Moderately (3)	A little (4)	Very slightly or not at all (5)
Excited (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scared (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MessageCredibility27 How well do the following adjectives describe the content you just watched?

	7 - Strongly agree (1)	6 (2)	5 (3)	4 (4)	3 (5)	2 (6)	1 - Strongly disagree (7)
Accurate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Ad 27

Start of Block: PPSE 2

PPSE 2 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	0	0	0	0	0
You make certain that the political representatives you voted for honour their commitments to the electorate. (2)	0	0	0	0	0
You promote public initiatives to support political programs you believe are just. (3)	0	0	0	0	0
You maintain personal relationships with representatives of national government authorities. (4)	0	0	0	0	0

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

You actively promote the election of political candidates in which you trust. (7)

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

You collect a substantial amount of money to sustain the activities of your party. (9)

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: PPSE 2

Start of Block: Voting Behaviour

Q105 Have you ever voted in a municipal, provincial, or federal election before?

Yes (1)

No (3)

Not sure (4)

Q107 Were you eligible to vote in the 2021 Canadian federal election?

You would have been eligible to vote in this election if you were a Canadian citizen as of September 20th, 2021, and were born on or before September 20th, 2003.

Yes (1)

No (2)

Not sure (3)



Q108 Did you vote in the 2021 Canadian federal election?

Yes (1)

No (2)

Not sure (3)

Q111 In the 2021 federal election, were you directly contacted by a political party or candidate?

Yes (1)

No (2)

Unsure (3)



Q112 How were you contacted? Please select all that apply.

At home through door-to-door canvassing (1)

On the street or in a public place (2)



- By phone through a live person (3)
- By phone through an automated call (4)
- Through social media (e.g. Facebook, Twitter) (5)

Q114 In the past 12 months, have you done any of the following? Select all that apply:

- Wrote an email to a media outlet (1)
- Left a comment on a blog, discussion group, or an online article (2)
- Attended a community meeting about a local issue (3)
- Contacted a politician to express your views on an issue (4)
- Participated in a demonstration or protest (5)
- Signed a petition (6)
- Raised or donated money for a cause (7)
- Bought or boycotted products for political, environmental, or ethical reasons (8)
- Wore a t-shirt, bracelet, or badge for a cause (9)

- Searched for information online about politics or public issues (10)
- Watched a leader's debate during an election (11)
- Displayed a sign for a party or candidate during an election (12)
- Participated in an event organized by a party or a candidate during the election (13)
- Attended an information session on how to register and vote in the election (14)

End of Block: Voting Behaviour

Start of Block: Final Questions

Q118 Would you be willing to participate in a follow-up interview?

- Yes (1)
- No (2)
- Not sure (3)



Q119 Please provide your contact information below:

---

End of Block: Final Questions

## Survey 2

### Consent Form

Title of Study: Political Advertisements and Political Efficacy

Principal Investigator: Elizabeth Dubois, PhD  
Associate Professor, Department of Communication

Student Researcher: Hannah Anstey  
Master's Student, Department of Communication

**Invitation to Participate:** You are invited to participate in a research study about political advertisements and their potential impact on how eligible voters understand their role in the Canadian political system. The goal of this research study is to gain a better understanding of how political communications from federal political parties in Canada impact the way potential young voters think about their role in the political system. This study is being run by Principal Investigator, Elizabeth Dubois. Hannah Anstey, Student Researcher, will be using part of the data in partial fulfillment of a Master's Thesis in the Department of Communication at the University of Ottawa under the supervision of Elizabeth Dubois, PhD.

**Purpose of the Study:** The purpose of the study is to gain a better understanding of how political communications from federal political parties in Canada impact the way potential young voters think about their role in the political system.

**Participation:** If you agree to participate in this study, please complete the following survey. Your decision to complete and submit this survey will be interpreted as an indication of your consent to participate. The survey should take approximately 35 minutes to complete. You may decline to answer any question for which you do not want to respond. Once you have completed the survey, click the "submit" button.

There are 4 qualifications to participate in this study: (1) that participants are registered in an undergraduate program at the University of Ottawa in January 2021; (2) that participants are between the ages of 18 and 25; (3) that participants were eligible to vote in Canada as of September 20th, 2021, and (4) that participants are able to complete the survey in English.

Participation in this study is voluntary. Your participation will consist of completing an online survey, which includes watching political advertisements. During the completion of the online survey, you will be asked to watch political advertisements and answer a series of questions. Questions concern the way that you think about your role in the Canadian political system, the advertisements shown, and political activities.

**Risks and Benefits:** Participation in this study will entail that you answer questions about politics which could be uncomfortable for some people. Researchers have taken every effort to minimize these risks. You have the right to refuse to answer any question, retain the right to withdraw your survey response, and understand that identities will not be revealed in this study. Your participation in this study may provide you with a better understanding of the Canadian political landscape. Additionally, you may better understand your role in the Canadian political system.

**Confidentiality and Anonymity:** You have received assurance from the researchers that the information you will share will remain strictly confidential. You understand that the contents will be used only for partial fulfillment of a Master's Thesis and that your identity will be protected. In order to minimize the risk of security breaches and to help ensure your confidentiality, it is recommended that your standard safety measures, such as signing out of your account, closing your browser, and locking your device when you are no longer using it/have completed the study.

**Conservation of Data:** The data collected, including consent forms, survey responses, and any communication will be kept in a secure manner. All data collected will be stored on a password-protected USB drive or in Microsoft OneDrive. Identifying information or documents that contain identifying information will only be saved on a password-protected USB drive. The data and research documents collected as part of this study will be retained for a period of 5-years.

**Compensation:** You will receive 1 ISPR credit as compensation for your participation in this study. If you choose to withdraw from the study, you will still receive this compensation.

**Voluntary Participation:** You are under no obligation to participate and if you choose to participate, you can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. Due to the anonymous nature of the study, you will be unable to withdraw your data from the study after the survey is submitted as the researchers will be unable to retrace individual datasets.

If you have any questions about the study, you may contact the researcher or their supervisor. If you have any questions regarding the ethical conduct of this study, you may contact the Office of Research Ethics and Integrity via email ([ethics@uottawa.ca](mailto:ethics@uottawa.ca)) or telephone (613-562-5387).

It is recommended that you save a copy of this consent form for your records.

Yes, I want to participate.

**End of Block: Consent Form**

**Start of Block: Demographic Information**

**Participant ID** What is your ISPR Participant ID?

---

**Age** What is your age?

---

**Gender** Gender that best describes you:

- Man (1)
- Woman (2)
- Non-Binary (3)
- Prefer to self-describe (4) \_\_\_\_\_
- Prefer not to self-disclose (5)

School and Job Select what option best describes you:

- Full time student, not working (1)
- Full time student and working part time (2)
- Full time student and working full time (3)
- Part time student and working full time (4)
- Part time student and working part time (5)
- Part time student, not working (6)

Program What is your current program of study?

\_\_\_\_\_

Eligibility If a Canadian federal election were held today, would you be eligible to vote? To be eligible to vote in a Canadian election, you must be a Canadian citizen and at least 18 years old on election day. For example, you would be eligible to vote in the 2021 federal election if you are a Canadian citizen and were born on or before September 20th, 2003.

Yes (1)

No (2)

Not sure (3)

**End of Block: Demographic Information**

**Start of Block: PPSE 0**

PPSE 0 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You make certain that the political representatives you voted for honour their commitments to the electorate. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You promote public initiatives to support political programs you believe are just. (3)

0 0 0 0 0

You maintain personal relationships with representatives of national government authorities. (4)

0 0 0 0 0

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

0 0 0 0 0

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

0 0 0 0 0

You actively promote the election of political candidates in which you trust. (7)

0 0 0 0 0

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

You collect a substantial amount of money to sustain the activities of your party. (9)

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

**End of Block: PPSE 0**

**Start of Block: Information Page**

**Information Page** In this section of the survey, you will be asked to watch a selection of 10 short videos. After each video you will be asked to answer a series of questions.

Please ensure the volume on your device is enabled and turned on.

If possible, please take this survey on a laptop or desktop computer using Chrome, Safari, or Firefox.

**End of Block: Information Page**



Start of Block: Ad 1

Ad 1 Please watch this short video and then respond to the questions below.

PPSE 1 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You make certain that the political representatives you voted for honour their commitments to the electorate. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You promote public initiatives to support political programs you believe are just. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You maintain personal relationships with representatives of national government authorities. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

You actively promote the election of political candidates in which you trust. (7)

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

You collect a substantial amount of money to sustain the activities of your party. (9)

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: Ad 1

Start of Block: Ad 2

Ad 2 Please watch this short video and then respond to the questions below.

PPSE 2 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You make certain that the political representatives you voted for honour their commitments to the electorate. (2)

You promote public initiatives to support political programs you believe are just. (3)

You maintain personal relationships with representatives of national government authorities. (4)

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

0 0 0 0 0

You actively promote the election of political candidates in which you trust. (7)

0 0 0 0 0

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

0 0 0 0 0

You collect a substantial amount of money to sustain the activities of your party. (9)

0 0 0 0 0

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: Ad 2

Start of Block: Ad 3

Ad 3

Please watch this short video and then respond to the questions below.

PPSE 3 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You make certain that the political representatives you voted for honour their commitments to the electorate. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You promote public initiatives to support political programs you believe are just. (3)

0 0 0 0 0

You maintain personal relationships with representatives of national government authorities. (4)

0 0 0 0 0

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

0 0 0 0 0

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

0 0 0 0 0

You actively promote the election of political candidates in which you trust. (7)

0 0 0 0 0

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

You collect a substantial amount of money to sustain the activities of your party. (9)

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: Ad 3

Start of Block: Ad 4

Ad 4

Please watch this short video and then respond to the questions below.



PPSE 4 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	0	0	0	0	0
You make certain that the political representatives you voted for honour their commitments to the electorate. (2)	0	0	0	0	0
You promote public initiatives to support political programs you believe are just. (3)	0	0	0	0	0
You maintain personal relationships with representatives of national government authorities. (4)	0	0	0	0	0

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

You actively promote the election of political candidates in which you trust. (7)

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

You collect a substantial amount of money to sustain the activities of your party. (9)

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: Ad 4

Start of Block: Ad 5

Ad 5

Please watch this short video and then respond to the questions below.

PPSE 5 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You make certain that the political representatives you voted for honour their commitments to the electorate. (2)

You promote public initiatives to support political programs you believe are just. (3)

You maintain personal relationships with representatives of national government authorities. (4)

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

0 0 0 0 0

You actively promote the election of political candidates in which you trust. (7)

0 0 0 0 0

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

0 0 0 0 0

You collect a substantial amount of money to sustain the activities of your party. (9)

0 0 0 0 0

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: Ad 5

Start of Block: Ad 6

Ad 6

Please watch this short video and then respond to the questions below.

PPSE 6 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You make certain that the political representatives you voted for honour their commitments to the electorate. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You promote public initiatives to support political programs you believe are just. (3)

0 0 0 0 0

You maintain personal relationships with representatives of national government authorities. (4)

0 0 0 0 0

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

0 0 0 0 0

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

0 0 0 0 0

You actively promote the election of political candidates in which you trust. (7)

0 0 0 0 0

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

You collect a substantial amount of money to sustain the activities of your party. (9)

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: Ad 6

Start of Block: Ad 7

Ad 7

Please watch this short video and then respond to the questions below.



PPSE 7 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	0	0	0	0	0
You make certain that the political representatives you voted for honour their commitments to the electorate. (2)	0	0	0	0	0
You promote public initiatives to support political programs you believe are just. (3)	0	0	0	0	0
You maintain personal relationships with representatives of national government authorities. (4)	0	0	0	0	0

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

You actively promote the election of political candidates in which you trust. (7)

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

You collect a substantial amount of money to sustain the activities of your party. (9)

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: Ad 7

Start of Block: Ad 8

Ad 8

Please watch this short video and then respond to the questions below.

PPSE 8 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You make certain that the political representatives you voted for honour their commitments to the electorate. (2)

You promote public initiatives to support political programs you believe are just. (3)

You maintain personal relationships with representatives of national government authorities. (4)

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

0 0 0 0 0

You actively promote the election of political candidates in which you trust. (7)

0 0 0 0 0

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

0 0 0 0 0

You collect a substantial amount of money to sustain the activities of your party. (9)

0 0 0 0 0

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: Ad 8

Start of Block: Ad 9

Ad 9

Please watch this short video and then respond to the questions below.

PPSE 9 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You make certain that the political representatives you voted for honour their commitments to the electorate. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You promote public initiatives to support political programs you believe are just. (3)

You maintain personal relationships with representatives of national government authorities. (4)

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

You actively promote the election of political candidates in which you trust. (7)

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

You collect a substantial amount of money to sustain the activities of your party. (9)

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: Ad 9

Start of Block: Ad 10

Ad 10

Please watch this short video and then respond to the questions below.



PPSE 10 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	0	0	0	0	0
You make certain that the political representatives you voted for honour their commitments to the electorate. (2)	0	0	0	0	0
You promote public initiatives to support political programs you believe are just. (3)	0	0	0	0	0
You maintain personal relationships with representatives of national government authorities. (4)	0	0	0	0	0

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

You actively promote the election of political candidates in which you trust. (7)

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

You collect a substantial amount of money to sustain the activities of your party. (9)

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: Ad 10

Start of Block: Voting Behaviour

Q105 Have you ever voted in a municipal, provincial, or federal election before?

Yes (1)

No (3)

Not sure (4)

Q107 Were you eligible to vote in the 2021 Canadian federal election?

You would have been eligible to vote in this election if you were a Canadian citizen as of September 20th, 2021, and were born on or before September 20th, 2003.

Yes (1)

No (2)

Not sure (3)

Q108 Did you vote in the 2021 Canadian federal election?

Yes (1)

No (2)

Not sure (3)

*Display This Question:*

*If Were you eligible to vote in the 2021 Canadian federal election? = Yes*

*And Did you vote in the 2021 Canadian federal election? = No*

Q109 Please select the option that best describes why you did not vote in the 2021 federal election:

Too busy (1)

Out of town (2)

Illness or disability (3)

Lack of information about campaign issues and parties' positions (4)

Did not like the candidates/parties/campaigns (6)

Felt voting would not make a difference (7)

- Did not know who to vote for (8)
- Could not prove identity or address (9)
- Not on voters list (10)
- Transportation problem/polling station too far (11)
- Lack of information about the voting process (e.g. when/where to vote) (12)
- Lineups were too long (13)
- Issues with the voter information card (14)
- Forgot to vote (15)
- Religious or other beliefs (16)
- Weather conditions (17)
- Other reason (18) \_\_\_\_\_

Q110 How likely are you to vote in the next federal election?

- Very likely (1)
- Likely (2)
- Unsure (3)

Unlikely (4)

Very unlikely (6)

Q111 In the 2021 federal election, were you directly contacted by a political party or candidate?

Yes (1)

No (2)

Unsure (3)

*Display This Question:*

*If In the 2021 federal election, were you directly contacted by a political party or candidate? = Yes*

Q112 How were you contacted?

At home through door-to-door canvassing (1)

On the street or in a public place (2)

By phone through a live person (3)

By phone through an automated call (4)

Through social media (e.g. Facebook, Twitter) (5)

Q113 In the 2021 federal election, did any of the following people or groups encourage you to vote?  
Select all that apply:

- Your family, not including your partner or spouse. For example, parents or siblings (1)
- Your friends or peers (2)
- A spouse or partner (3)
- A teacher or professor (4)
- The news media (5)
- Politicians, a party, or candidate (6)
- A community, environmental, or social organization (7)

**End of Block: Voting Behaviour**

**Start of Block: Political Participation**

Q114 In the past 12 months, have you done any of the following? Select all that apply:

- Wrote an email to a media outlet (1)
- Left a comment on a blog, discussion group, or an online article (2)
- Attended a community meeting about a local issue (3)
- Contacted a politician to express your views on an issue (4)

- Participated in a demonstration or protest (5)
- Signed a petition (6)
- Raised or donated money for a cause (7)
- Bought or boycotted products for political, environmental, or ethical reasons (8)
- Wore a t-shirt, bracelet, or badge for a cause (9)
- Searched for information online about politics or public issues (10)
- Watched a leader's debate during an election (11)
- Displayed a sign for a party or candidate during an election (12)
- Participated in an event organized by a party or a candidate during the election (13)
- Attended an information session on how to register and vote in the election (14)

Q115 For the federal election held on September 20th, 2021 how frequently did you get information about the election from the following sources?

	Very frequently (1)	Frequently (2)	Occasionally (3)	Rarely (4)	Very rarely (5)	Never (6)
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Elections Canada (advertising, social media, etc.) (1)	0	0	0	0	0	0
Voter Information Card (2)	0	0	0	0	0	0
Newspaper/Magazine (3)	0	0	0	0	0	0
Television (4)	0	0	0	0	0	0
Media website, blog, or other web source (5)	0	0	0	0	0	0
Social networking sites (Facebook, Twitter, YouTube, etc.) (6)	0	0	0	0	0	0
Government (7)	0	0	0	0	0	0
A political party website (8)	0	0	0	0	0	0
Radio (9)	0	0	0	0	0	0
Mail (general) (10)	0	0	0	0	0	0

Pamphlets from candidates received in the mail (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Political Participation

Start of Block: Political Socialization

Q116 When you were growing up, how often did you talk about politics or government at home?

- Never (1)
- Sometimes (2)
- Often (3)
- Don't know/don't remember (4)
- Not applicable (5)

Q117 How often do you discuss politics or government with the following people or groups?

	Never (1)	Sometimes (2)	Often (3)	Don't know (4)	Not applicable (5)
Your Spouse or Partner (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Friends (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Family (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Colleagues (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classmates (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Political Socialization

Start of Block: PPSE 11

PPSE 11 Please respond to the following statements:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
You state your political opinion clearly, even in hostile settings. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You make certain that the political representatives you voted for honour their commitments to the electorate. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You promote public initiatives to support political programs you believe are just. (3)

○ ○ ○ ○ ○

You maintain personal relationships with representatives of national government authorities. (4)

○ ○ ○ ○ ○

You play a decisive role in the choice of the leaders of political movements to which you belong, or to which you are near. (5)

○ ○ ○ ○ ○

You carry out an effective information campaign for the political movement or party with which you concur regarding beliefs and programs. (6)

○ ○ ○ ○ ○

You actively promote the election of political candidates in which you trust. (7)

○ ○ ○ ○ ○

You promote effective activities of information and mobilization in your own community (of work, friends, and family), to sustain political programs in which you believe. (8)

You collect a substantial amount of money to sustain the activities of your party. (9)

You use the means you have as a citizen to critically monitor the actions of your political representatives. (10)

End of Block: PPSE 11

Start of Block: Final Questions

Q118 Would you be willing to participate in a follow-up interview?

Yes (1)

No (2)

Not sure (3)

*Display This Question:*

*Would you be willing to participate in a follow-up interview? = Yes*

Q119 Please provide your contact information below:

---

**End of Block: Final Questions**

*Appendix B*

Table B1

Core Theme	Definition
Leader-Centric	Image-based advertisements that work to establish, strengthen, or sharpen the image of the party leader.
Appeal to Authority	Advertisements that use credible, high-profile individuals outside of the party ranks to endorse the party or leader.
Comparison	Negative advertisement against an opposing party that prominently features the party branding of the party which created and distributed the advertisement.
Fellow Citizen	Advertisement that features individuals who are, or appear to be, average citizens promoting the party responsible for the creation and distribution of the advertisement.
Issues	Advertisement that almost solely promotes key party messaging, aspects of the respective policy platform, and/or highlights the political stance of the respective party.
News Coverage	Advertisement that primarily uses footage or content from news platforms as the bulk of the advertisement.
Attack	Negative advertisement about an opposing party that does not prominently feature the branding of the party responsible for the creation and distribution of the advertisement.
GOTV	Mobilization advertisement encouraging people to vote, get involved, etc.
Other	Advertisement that does not fit into the above defined categories.

Chart B2

Number of Advertisements per Party in Survey 1

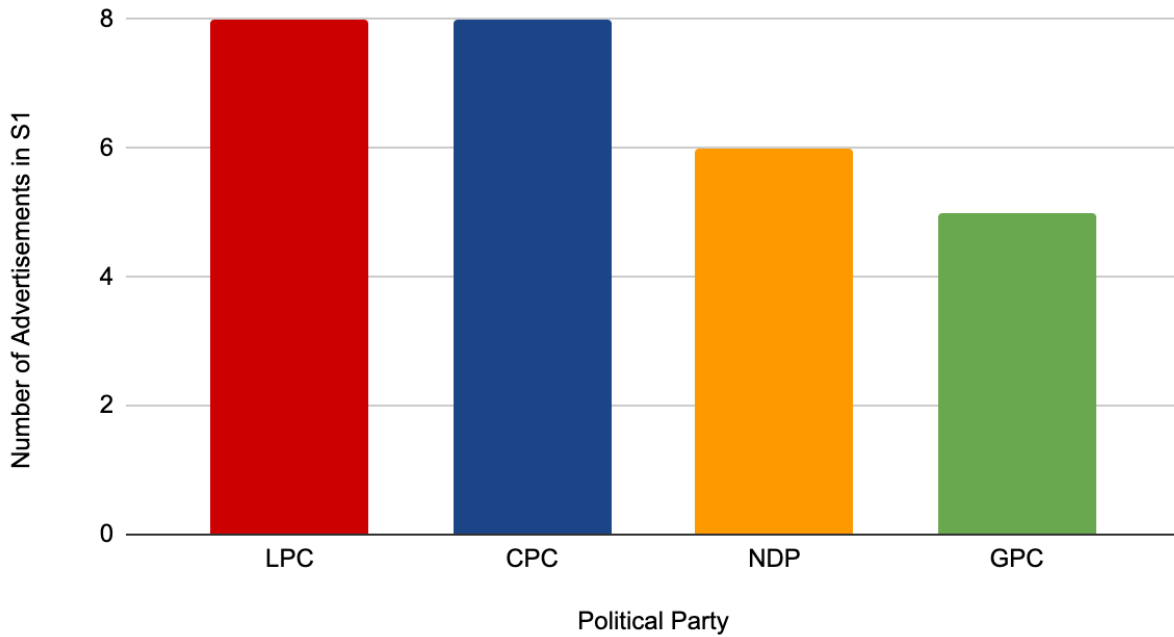


Chart B3

Advertisements Posted by Date

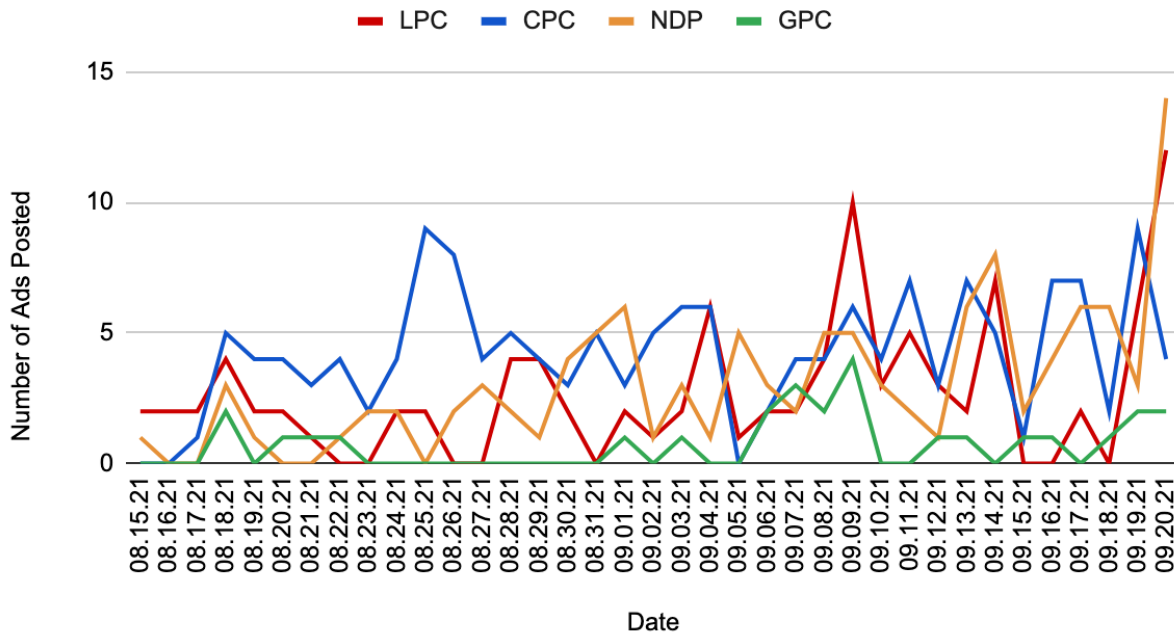




Chart B4

Distribution of Advertisements by Sound/Audio Code

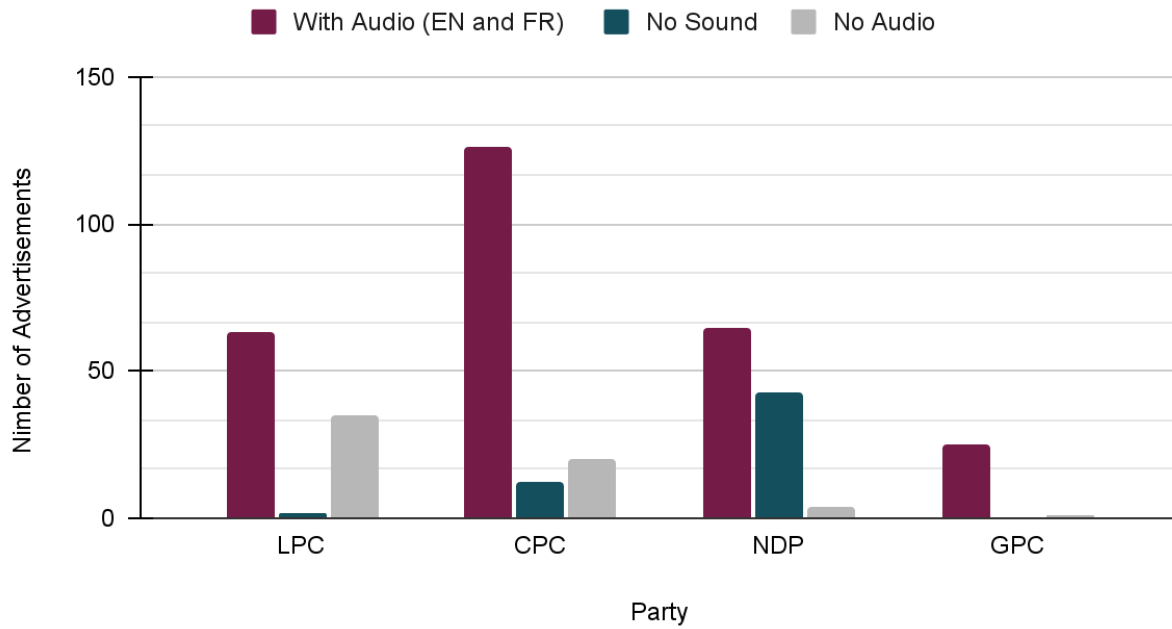


Chart B5

Written Language in No Sound & No Audio Advertisements

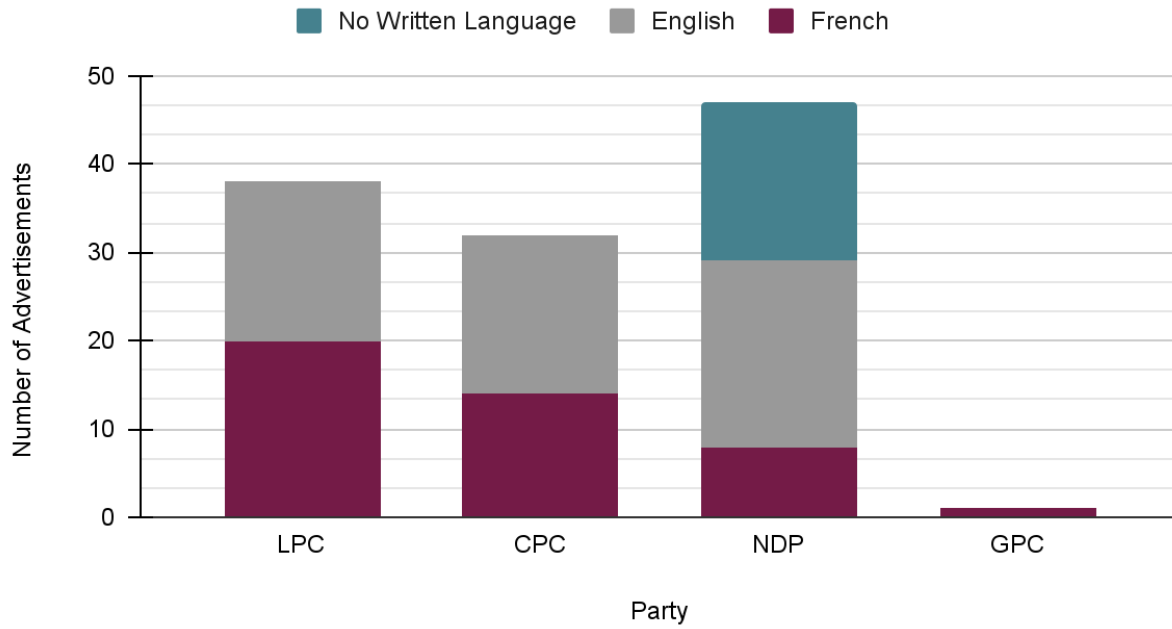


Chart B6

Core Themes of Advertisements (Percentage)

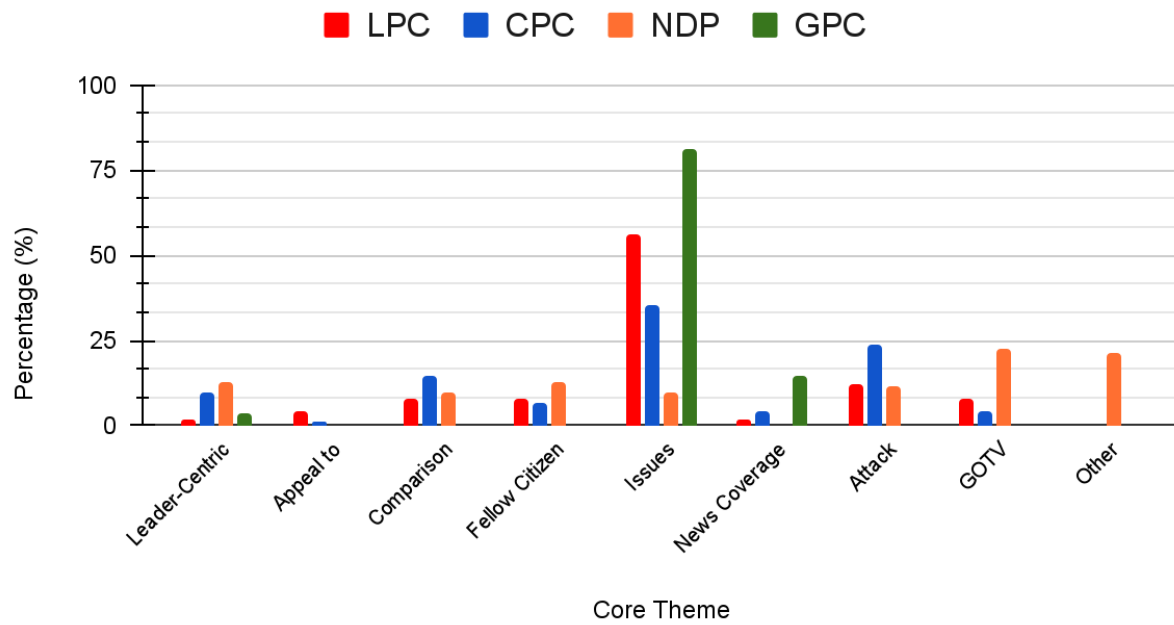


Table B7

Quantities of Advertisements by Core Theme in Survey 1

Core Theme	Quantity of Advertisements in Survey 1
Leader-Centric	3
Appeal to Authority	2
Comparison	3
Fellow Citizen	3
Issues	6
News Coverage	3
Attack	3
GOTV	3
Other	1

Chart B8

Survey 1 - Positive Affect (Mean)

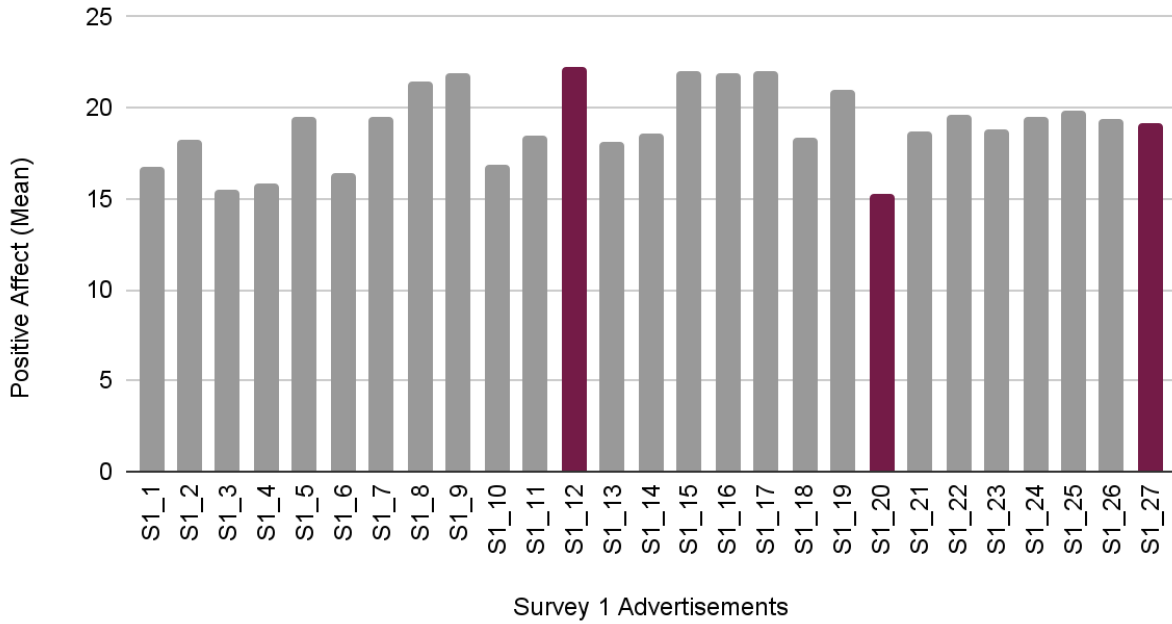


Chart B9

Survey 1 - Negative Affect (Mean)

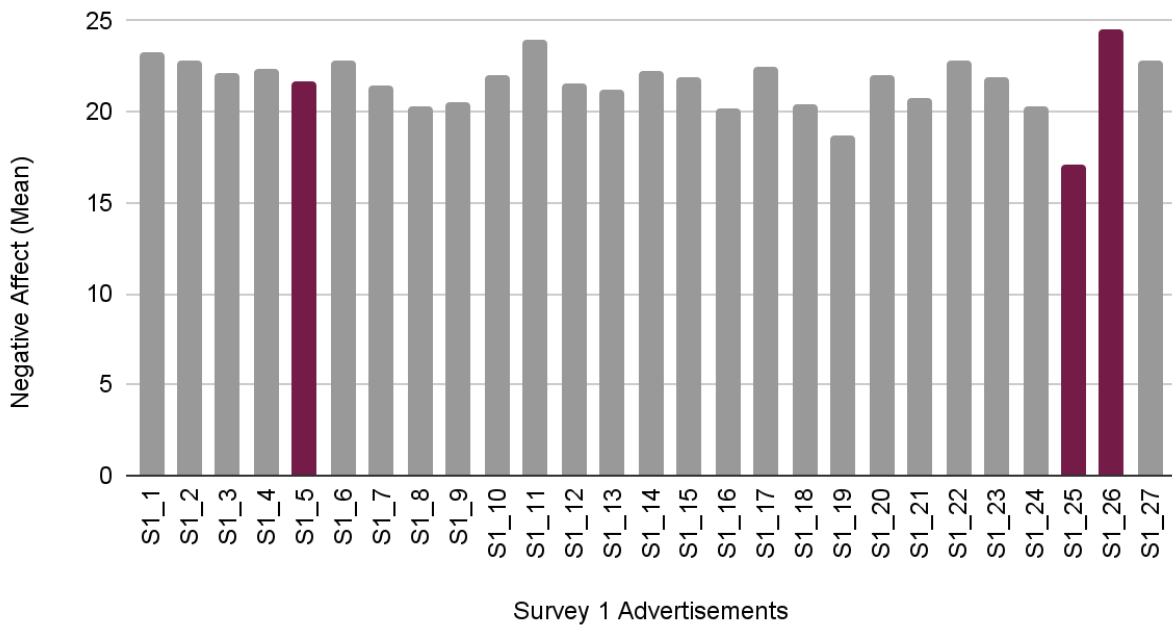


Chart B10

### Survey 1 - Message Credibility (Mean)

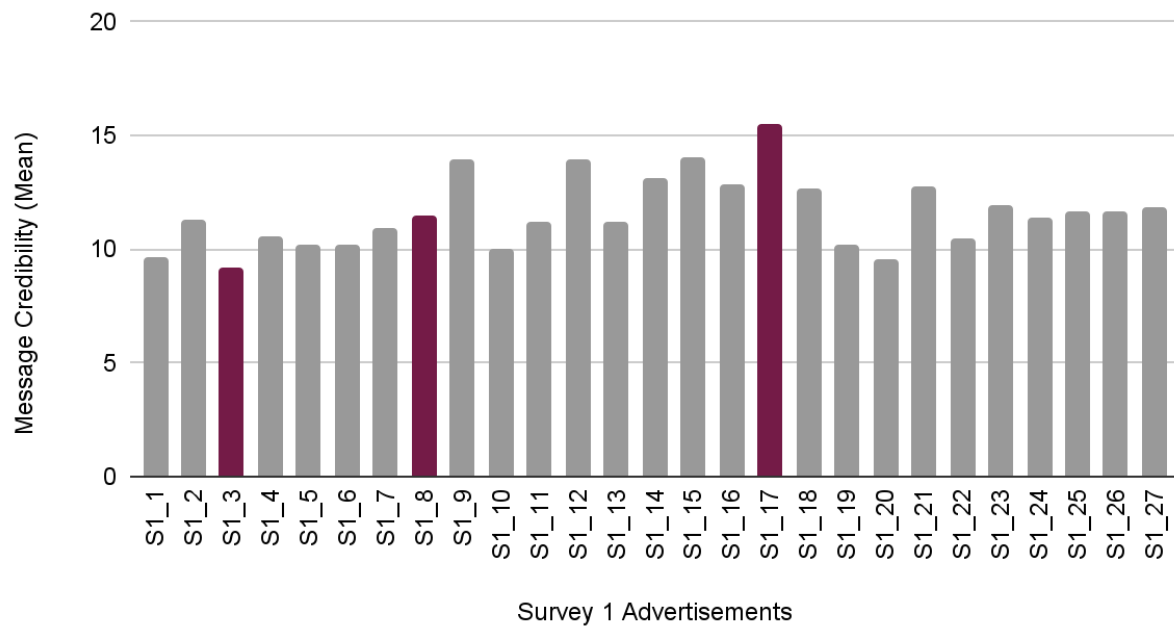


Table B11  
Comparing the Presence of Sound and Core Theme among Advertisements to the results of Positive Affect (PA), Negative Affect (NA), and Message Credibility (MC)

Ad	Presence of Sound	Core Theme	PA	NA	MC
S1_1		Leader-Centric	16.8	23.2727	9.6182
S1_2		News Coverage	18.2364	22.8182	11.2727
S1_3		Issues	15.5	22.0893	9.2321
S1_4		Issues	15.7925	22.4151	10.6038
S1_5		Issues	19.5091	21.6364	10.2364
S1_6		Leader-Centric	16.4038	22.8654	10.1731
S1_7		Fellow Citizen	19.5185	21.5	10.9074
S1_8	No Audio	Comparison	21.4464	20.25	11.4821
S1_9		Attack	21.8679	20.5849	13.9245
S1_10		Issues	16.8889	22	10
S1_11	No Audio	GOTV	18.4737	23.9649	11.2105
S1_12		Appeal to Authority	22.2222	21.6111	13.9074
S1_13		Leader-Centric	18.0714	21.2679	11.2321
S1_14		Fellow Citizen	18.6346	22.2115	13.0962
S1_15	No Audio	Comparison	21.9811	21.8868	14.0755
S1_16		Attack	21.8868	20.2264	12.8113
S1_17	No Sound	GOTV	21.9821	22.4464	15.4821
S1_18		Issues	18.3396	20.3962	12.6415
S1_19		News Coverage	21.0182	18.7273	10.2222
S1_20		Appeal to Authority	15.2308	21.9615	9.5962
S1_21		News Coverage	18.7037	20.7037	12.7407
S1_22		Other	19.6038	22.8491	10.4906
S1_23		Fellow Citizen	18.7885	21.9231	11.9038
S1_24		Comparison	19.4643	20.3036	11.4107
S1_25		Attack	19.8889	17.0741	11.6296

S1_26		GOTV	19.3654	24.5	11.6346
S1_27	No Audio	Issues	19.1754	22.8421	11.807

Chart B12

### Survey 1 - Political Leaning

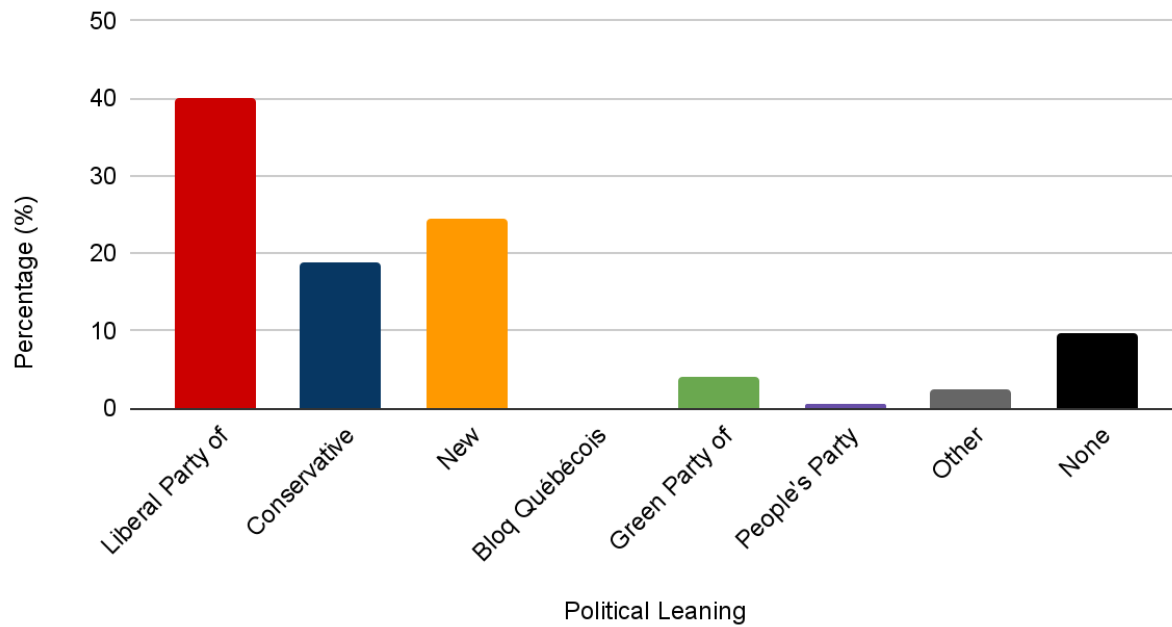


Table B13

Positive Affect (PA), Negative Affect (NA), and Message Credibility Results when Examining the Responses of LPC-Leaning Participants

Ad	Party	PA	NA	MC
S1_1	GPC	16.7586	22.9655	9.3448
S1_2	GPC	18.8437	22.0937	11.8065
S1_3	GPC	16.2936	23.0741	9.4444
S1_4	GPC	15.6429	22.4643	10
S1_5	GPC	19.35	21	12.25
S1_6	NDP	15.4348	22.8261	8.7391
S1_7	NDP	19.5357	22.0357	10.75
S1_8	NDP	21.08	19.92	12.44
S1_9	NDP	22.5158	20.4074	14.2593
S1_10	NDP	17.2069	22.4138	10.6897
S1_11	NDP	19.5385	24.2308	11.9615
S1_12	CPC	22.7273	20.9091	14.8788
S1_13	CPC	18.5926	21.0741	11.8148
S1_14	CPC	19.5	22.0833	13.75
S1_15	CPC	21.7931	21.2759	14.2069
S1_16	CPC	20.9615	19.1923	13.0385
S1_17	CPC	21.6857	21.8857	15.5429
S1_18	CPC	18.129	19.7097	12.4839
S1_19	CPC	21.4074	19.1481	10.2593
S1_20	LPC	14.4783	23.3043	8.4348
S1_21	LPC	18.2	20.24	12.12
S1_22	LPC	17.72	23.12	9.72
S1_23	LPC	16.5909	23.6818	10.7273
S1_24	LPC	19.2903	19.4839	11.0968
S1_25	LPC	20.3462	16.4231	11.6538
S1_26	LPC	17.2258	23.6774	9.3226

S1_27	LPC	18	23.0833	11.2083
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Table B14

Positive Affect (PA), Negative Affect (NA), and Message Credibility Results when Examining the Responses of CPC-Leaning Participants

Ad	Party	PA	NA	MC
S1_1	GPC	15.8333	23.1667	9.6667
S1_2	GPC	16.9231	20.5385	12
S1_3	GPC	15.9091	21.9091	9.0909
S1_4	GPC	16.6364	19	11.2727
S1_5	GPC	19.8	20.8667	10.2
S1_6	NDP	18	20.7	10.5
S1_7	NDP	20.7143	20.5	13
S1_8	NDP	19.4545	18.6364	11.0909
S1_9	NDP	19.2308	20.2308	12.3486
S1_10	NDP	16.3077	18.6154	10.7692
S1_11	NDP	18.6923	21.9231	11.3846
S1_12	CPC	17.3333	21.0833	8.4167
S1_13	CPC	12	22.875	5
S1_14	CPC	14.3333	21.6667	9.3333
S1_15	CPC	18.5	18.75	11.75
S1_16	CPC	19.0769	18.3077	10.4615
S1_17	CPC	21.7778	21.4444	14.5556
S1_18	CPC	14.9	19.6	10.1
S1_19	CPC	19	16	9.4667
S1_20	LPC	15.5455	20.1818	9.8182
S1_21	LPC	17.9	19.9	13.8
S1_22	LPC	20.6364	21.2727	10.4545
S1_23	LPC	20.5294	17.4118	15
S1_24	LPC	17.3	18.3	13.1
S1_25	LPC	19.0833	18.0833	14

S1_26	LPC	19	22.7143	12.1429
S1_27	LPC	19.4286	19.6429	13.5714

Table B15

Positive Affect (PA), Negative Affect (NA), and Message Credibility Results when Examining the Responses of NDP-Leaning Participants

Ad	Party	PA	NA	MC
S1_1	GPC	16.8824	24.1765	9.3529
S1_2	GPC	15.0714	22.4286	8.0714
S1_3	GPC	14.5556	23.2778	7.5556
S1_4	GPC	13.6429	23.7857	9.3571
S1_5	GPC	19.2	21.15	8.6
S1_6	NDP	15.4286	23.7143	9.4762
S1_7	NDP	18.375	22.8125	9.5
S1_8	NDP	21	19.8333	9.3889
S1_9	NDP	22.0625	19.8125	14.125
S1_10	NDP	16.2308	22.6154	10.2308
S1_11	NDP	16.9474	24.3684	10.1053
S1_12	CPC	23	22.5385	15.5385
S1_13	CPC	20.6667	21.625	12.6667
S1_14	CPC	20	22.1053	12.1579
S1_15	CPC	23.4286	21.7143	16
S1_16	CPC	22.9286	19.9286	12.2143
S1_17	CPC	23.2143	22.4286	17.7143
S1_18	CPC	18.2308	19.3077	12.6923
S1_19	CPC	20.5556	17.5556	9.7778
S1_20	LPC	16.7619	21.1429	11.1905
S1_21	LPC	18.5	20.7143	11.2857
S1_22	LPC	20.2667	24.1333	9.8
S1_23	LPC	19.3529	23.7059	10.4118
S1_24	LPC	21.1579	19.4737	11.1579
S1_25	LPC	20.5263	16.5263	10.4211

S1_26	LPC	19.7857	24.5714	12.2857
S1_27	LPC	19.1579	11.1053	23.4737

Chart B16

### Survey 1 - Political Interest

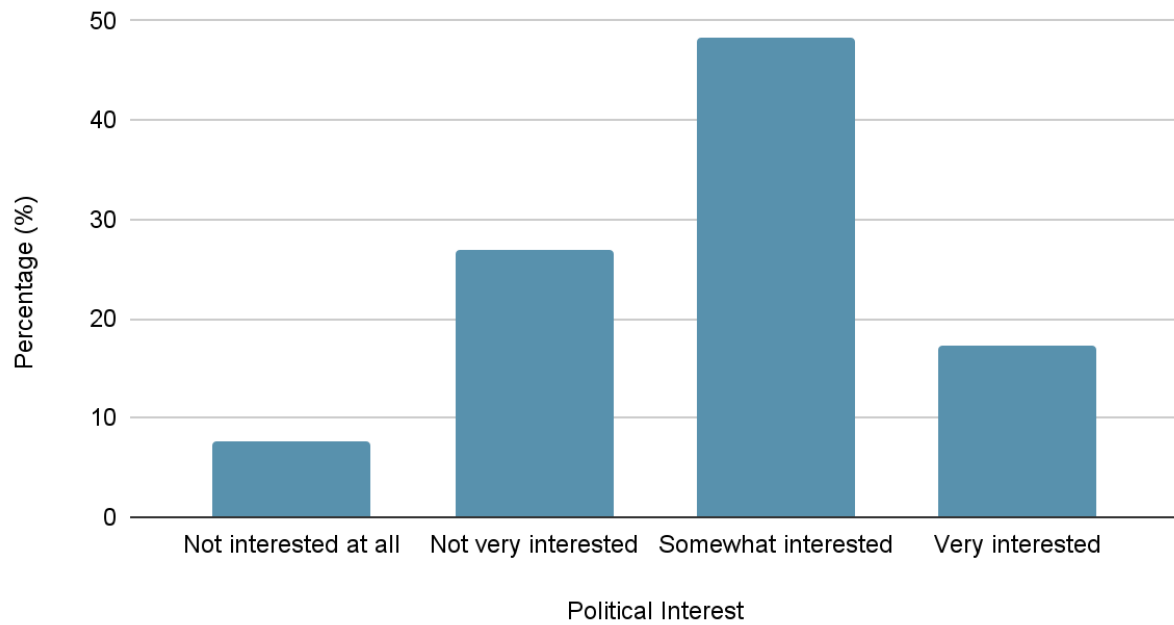


Chart B17

### Survey 1 - Age of Participants

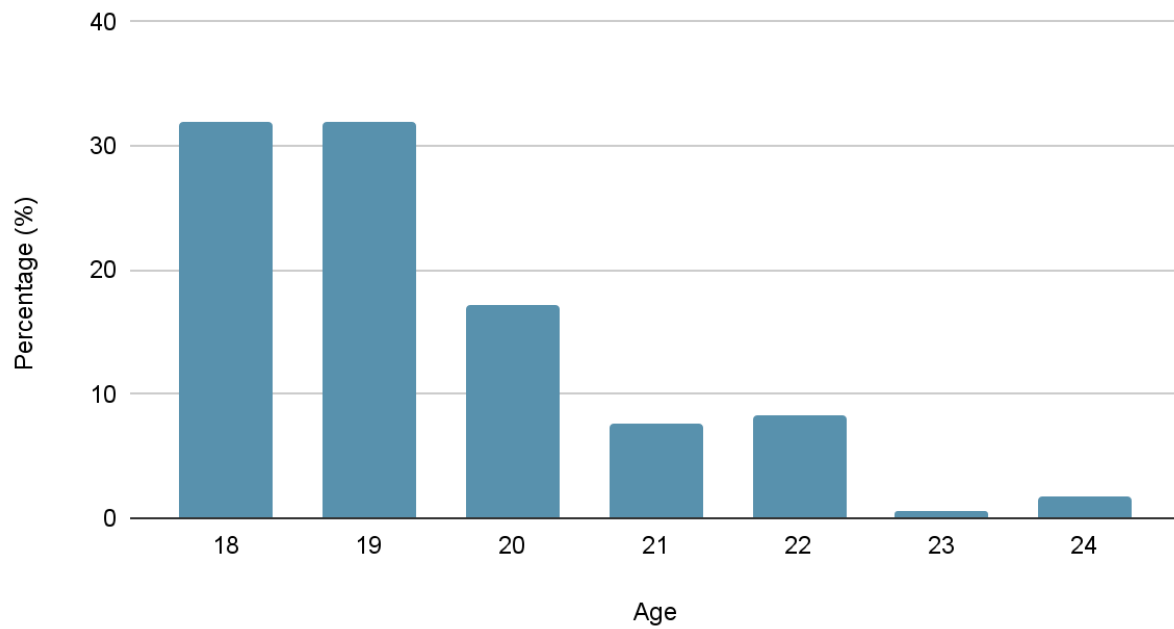


Chart B18

### Survey 2 - PPSE (Mean)

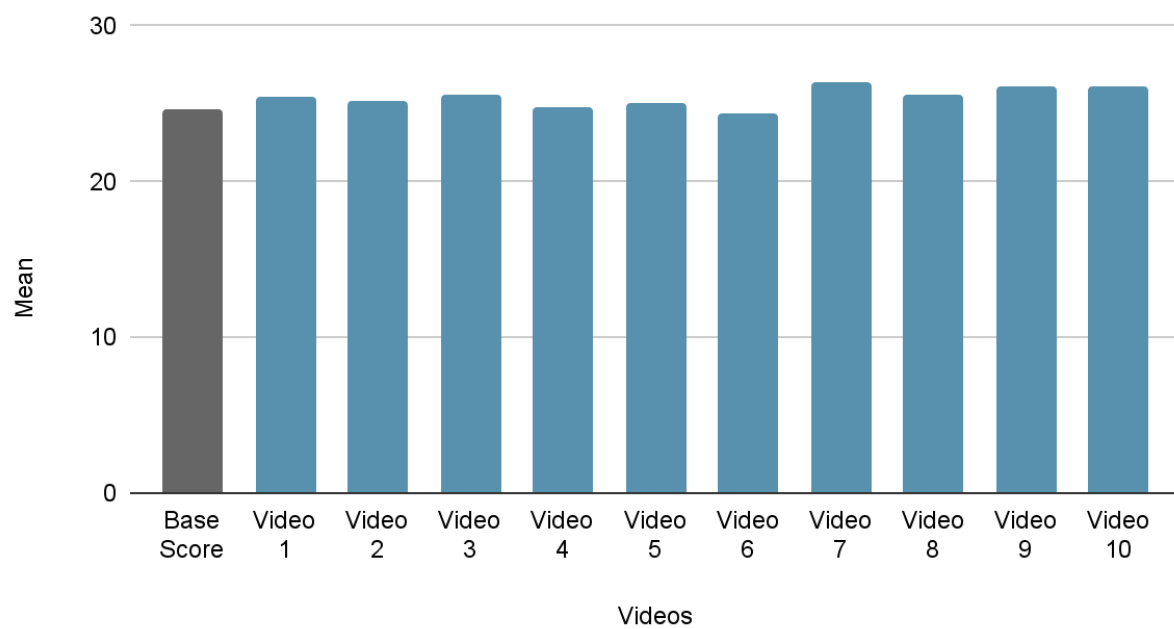


Chart B19

"Did you vote in the 2021 Canadian federal election"  
(Percentage)

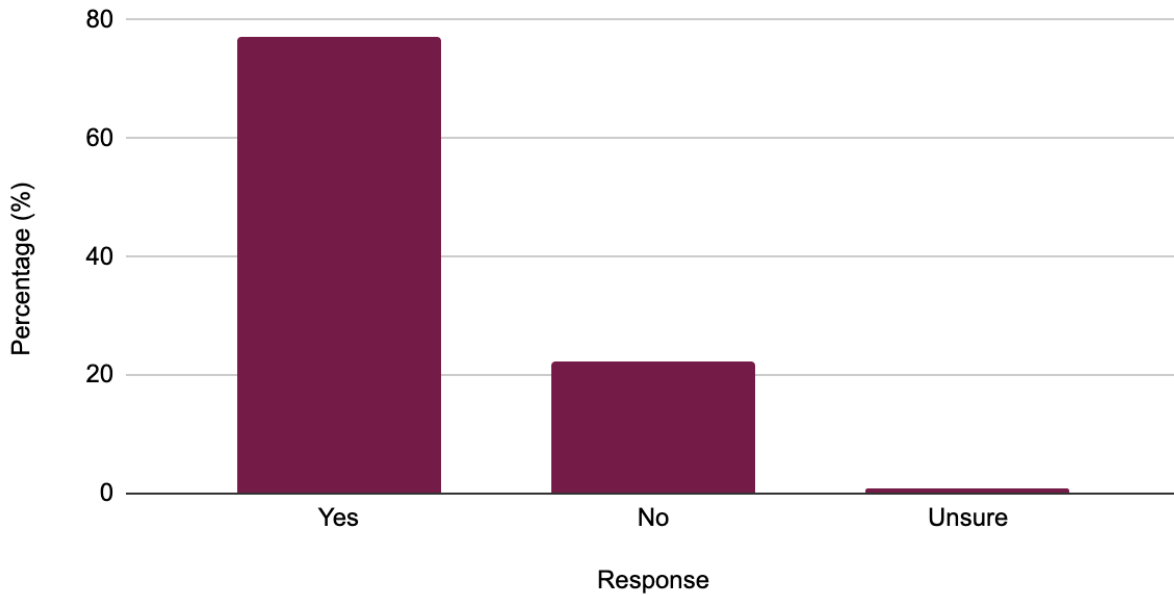


Chart B20

"In the 2021 federal election, were you directly contacted by a political party or candidate?" (Percentage)

