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NEWS FIT FOR TEENS?

A CONTENT ANALYSIS OF CHANNEL ONE

A Thesis

Presented to the

Department of Communication

and the

Faculty of the Graduate College

University of Nebraska

In Partial Fulfillment

of the Requirements for the

Master of Arts Degree

University of Nebraska at Omaha

by

Mary McNamara Coyle

December, 2003

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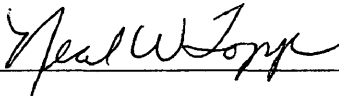


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THESIS ACCEPTANCE

Acceptance for the faculty of the Graduate College,
University of Nebraska, in partial fulfillment of the
requirements for the Master of Arts Degree
University of Nebraska at Omaha

Committee

Chairperson Jeremy H. Lipschutz
Date September 17, 2003

NEWS FIT FOR TEENS?

A CONTENT ANALYSIS OF CHANNEL ONE

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University of Nebraska, 2003

Adviser: Jeremy Lipschultz, Ph.D

The purpose of this study was to analyze the content and style of the 12-minute Channel One broadcasts seen by 8 million teenagers in their classrooms each day. Following a review of relevant literature concerning Channel One, the researcher recorded 163 shows aired during the 2000-2001 school year. From these shows, the researcher chose a sample of 46 Channel One broadcasts from which 150 stories were analyzed according to type of story, topic of story, source occupation, the ethnicity and gender of the anchor and reporter, location of the report and the use of file tape and/or photos or maps. The analysis revealed that almost one third of the stories aired by Channel One could be categorized as hard news stories that occupied 37 percent of the airtime studied. The twenty-seven feature stories studied occupied almost 30 percent of the airtime. Analysis of the broadcasts suggests that Channel One strives to provide hard news and feature information for teenagers comparable to national news programming but with a definite

youth-oriented production style. This study serves to motivate more administrators, teachers to use Channel One to enhance student knowledge and understanding of international and domestic current events in the world in which they live.

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CHAPTER 1

INTRODUCTION

For approximately nine months out of every year, school bells ring to signal the beginning of an educational day in middle school, junior high and high school classrooms around the United States. Teachers quiet students, take attendance, make the necessary announcements, answer questions and begin the lesson of the day. For over 12 years, an addition to this classroom routine has been the daily airing of the Channel One broadcast, a 12-minute news program geared for teenagers (Bachen, 1998).

In 1990, the Whittle Communication Corporation, headed by Chris Whittle, began providing schools with a program that included 10 minutes of news and 2 minutes of advertising or public service announcements aimed at teens. This programming was offered to schools and school districts free of charge to those that signed a contract with Whittle to acquire the programming (Bachen, 1998). In return for guaranteeing that 90 percent of their students on 90 percent of the class days would be watching the Channel One broadcast, schools and school districts were able to acquire approximately \$50,000 of equipment to support the broadcast. The equipment included two VHS-format VCRs, a

19-inch color television monitor for every 23 students and a KU-band satellite dish to capture the Channel One broadcast (Senate Subcommittee Hearing Transcript, July 1991).

Currently, approximately 12,000 middle schools, junior highs and high schools receive the Channel One broadcast each day (“Channel One” Promotional Material). This means that on an average school day, Channel One reaches more than 8 million students and over 400,000 educators. Channel One provides the largest source of news for today’s teenager, exceeding all news programming by CBS, NBC, ABC and CNN combined (Manning, 2000; “Channel One: Promotional Material). Primedia Inc., current owner of the Channel One network, led all electronic supplemental publishers in 1999 with revenues boosted to \$118.5 million based on the strength of Channel One (Electronic Education Report, 1999).

With the increase of public scrutiny and pressure on school systems to produce knowledgeable and effective citizens, Channel One markets itself as one method educators can use to inform and instruct students about their world. Channel One touts its broadcast as reaching the “hardest to reach teen viewer” boasting that its delivery style to a captive audience reaches both “heavy and light viewers equally” (Channel One Sales Literature).

The purpose of this research is to examine the content of Channel One programs to determine the types of news stories and feature stories that over 8 million teenagers are watching on an average school day. This research also will examine the delivery style of the Channel One broadcast to determine how its producers reach teen viewers in junior high and high school classrooms around the country.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this section of the thesis is to review the literature on Channel One in regard to its content and student learning. The social learning theory as well as cultural-critical theory will be used to explore Channel One. As such, the construct of framing will be used.

SOCIAL LEARNING THEORY

Bandura (1977) developed the social learning theory and applied it to mass media which were seen to “. . . play an influential role in shaping behavior and social attitudes (Bandura, 1977, p. 39). “An important variable influencing whether or not social learning takes place is self-efficacy, or people’s judgment of their ability to exert control over their level of functioning and events that affect their lives” (Severin & Tankard, 2001, p. 277).

The effect of television on children has been the topic of ongoing research. Milestone studies conducted for the Surgeon General in the late 1960s to determine the effects of television violence on children (Lowery & DeFleur, 1995) and more recent studies have examined television’s effects on the prosocial behavior of children (Zielinska & Chambers, 1995). Research has also studied, for example: the effects of televised smoking on adolescents (Akers & Lee, 1996), children’s cognitive and emotional

responses to televised negative emotions (Weiss & Wilson, 1998), television's socialization effects on adolescents in different cultures (Tan et al., 1997) and teens' development and maintenance of relationships (Ward & Rivadenyra, 1999).

Those studies, however, dealt with learned behavior of children and teens watching commercial network television. The research that has been conducted on Channel One has focused on 13-19-year-old viewers. This age group has been targeted for study due to the original Whittle Corporation contract goal of providing programming to middle school, and junior and senior high school students. The social learning theory is helpful in looking at the content of Channel One to determine what students may see and learn from its daily news and feature agenda.

Educational Goals of Channel One

Soon after the 1990 launch of Channel One, Laura Eshbaugh, vice-chairperson for Whittle Communications in Knoxville, TN outlined to the United States Congress four benefits that schools would receive by signing on to use the Channel One service. She stated that in addition to the equipment (which included a 19-inch color television set for every 23 students, 2 VHS-format VCRs, a KU-band satellite dish and the necessary equipment to capture the Channel One broadcasts) schools would also qualify to receive a daily 12-minute news/information broadcast, the Classroom Channel which provided noncommercial programming, and the Educator's Channel designed for teacher

development (Senate Subcommittee Hearing Transcript, July 1991). Not only would the equipment that Whittle provided to the schools capture the Channel One broadcast, but it would also allow schools to hook into local cable television services to access network programming, PBS, CNN, and the Discovery Channel.

Eshbaugh cited the technological advantage that Channel One offered to schools. While indicating that Channel One was not a “panacea” for the educational process, Eshbaugh said that the Whittle Corporation could provide one way for schools to access current technology without incurring any cost: “The initial idea for the Channel One program came from classroom teachers who spoke of the need to provide students with current events information in the medium of their generation -- television” (Senate Subcommittee Hearing Transcript, July 1991 p. 20). The implication was that the technology would assist and reinforce student learning.

“A learning model tends to imply a process whereby information from television is integrated into perceptions of the real world” (Schrum, 1995, p. 421). At its inception, the Whittle Corporation promoted Channel One to schools and school districts by stating five educational goals for its programming: 1) enhancement of cultural literacy, 2) promotion of critical thinking, 3) development of a common language and experience, 4) establishment of relevance and motivation, and 5) strengthening character and building a sense of responsibility (Banks & Ledford, 1994).

At first, Channel One was viewed as a way to advance media literacy (Sneed & Wulfemeyer, 1990). The availability of the programming on a daily basis seemed to be an ideal way for teenagers to be taught to interpret visual messages in media. It was thought that social science teachers would be able to use the broadcast to encourage students to become critical mass media consumers. The Whittle Corporation provided suggestions for advancing media literacy, including the influence of visual imagery, media responsibility, the persuasion of advertising messages as well as the ethical and legal responsibilities of mass media (Sneed & Wulfemeyer, 1990).

Learning From the Style of Channel One

Despite these lofty educational goals, however, the news segments in the early broadcasts of Channel One appeared in short bursts and at a fast pace with a production style similar to MTV (Music Television) (Johnston, 1995). Hoffman (1991) noted that a rapid pace was needed to keep students interested in the news. He saw Channel One's production style as unable to benefit students due to it being too fast-paced, too superficial and containing stories that lacked any relation to each other (Hoffman, 1991).

In the early days, the *style* of the production, including camera angles, timing and framing, was emphasized rather than the substance of the stories. McQuail (1992) saw that the visuals presented were often a distraction from the verbal messages on a television news program (p. 233).

Whitmore and Tiene (1994) found there was only a slight difference in student learning about current events between those students who watched Channel One and those who did not. They found a real lack of interest by teens in the “hard” news stories that occupied almost half of the broadcast. Only six percent of those students indicated an interest in “hard” news topics, such as politics, compared with 37 percent who reported an interest in sports news and 30 percent for entertainment news. The remaining part of the broadcast -- approximately five minutes -- was devoted to features and human-interest stories. In addition, the twelve-minute broadcast also contained two minutes of commercials and/or public service announcements (Whitmore & Tiene, 1994).

Core Criticism: Commercials

Almost from the beginning, Channel One was the source of controversy for administrators, teachers and parents. The major objection to Channel One has been the two minutes of advertising in each broadcast aimed at a captive audience of adolescent viewers (Wartella, 1995; Barry, 1994, Greenberg & Brand, 1994; Brand & Greenberg, 1994; Rank, 1994; Miller, 1997). As Channel One spread across the nation to hundreds of schools in the early 1990s, Rudinow (1990) saw that there were “strings attached” to all of the free equipment provided to schools, and he maintained advertising and education did not mix (p. 71). Channel One used schools and their available students as a “captive audience” for “commercial” sponsors (Apple, 1998 p. 146).

Channel One now promotes itself to advertisers as the leader in media for reaching the “tweens” (McChesney, 1999 p. 47).). According to David Walsh, president of the National Institute on Media & the Family, the largest market segment is the school population (Farber, 1999). Many parents, educators and administrators alike agree that the classroom is not the place for persuasive messages about buying sodas, snacks or clothing when valuable classtime could be better spent on the teaching of the three R’s - reading, writing and arithmetic.

The Center for Commercial-Free Education, founded in 1993, works to combat commercialism in America’s public schools. According to the center’s Senior Program Director Andrew Hagelshaw, Channel One promoted itself as an educational tool, but used the broadcast mainly to promote products (Bell, 1999). Advertisers saw Channel One as an opportunity to capitalize on reaching an audience that has typically been unavailable for advertising messages during the middle of the day (Rank, 1994). Since teenagers spent an estimated \$102 billion annually and may influence additional family purchases of another of \$130 billion annually, it came as no surprise that advertisers clamored to reach an audience that could not be reached between 8 a.m. and 3 p.m (Wagner, 1995).

Brand and Greenberg (1994) tested the effects of Channel One commercials on students during a four-week period. They surveyed students about specific products, recall of those products, their purchasing habits and the concept of materialism. Their

findings revealed those students thought more highly about products advertised on Channel One. Those students could also recall more products by name and information about those products. They were also more likely to report purchasing those products and having a more materialistic attitude (Brand & Greenberg, 1994). Greenberg and Brand (1994) found students' recall of commercials was statistically similar to their recall of news information. With that in mind, they called for Channel One schools to incorporate advertising into part of their curriculum the study of persuasive techniques of advertising, consumer issues and advertising content and style.

Brand and Greenberg (1994) expanded their previous research into the affective, cognitive and behavioral impact of Channel One advertising. Their findings confirmed their previous results, as they compared Channel One viewers to those students who had no contact with the broadcast. Students who watched Channel One were more able to recall the products shown on the commercials, but of all the advertising studied, the commercials that did the least well with recall were the public service announcements (Brand & Greenberg, 1994).

In May of 1999, Channel One was the subject of a Senate Health, Education, Labor and Pension Committee hearing debating the advantages and disadvantages of commercialism in America's public schools. Liberal Ralph Nader and Conservative Phyllis Schlafly both spoke against the influence of Channel One with Nader labeling it as "the most brazen marketing ploy in the history of the United States" (Walsh, 1999).

Schlafly joined the attack by saying, “Channel One is a devious device to enable advertisers to circumvent parents” (Walsh, 1999).

Channel One did have its defenders in attendance at the Senate hearing, including former middle school principal Paul W. Folemer who indicated that Channel One couldn’t be all bad with “8-million kids a year learning current events” (Walsh, 1999).

Teachers and Students

The key to student learning from Channel One may be the role of the teacher in the classroom (Ehman, 1995). Few teachers in one study were willing to use the class time after the Channel One broadcast for discussion with students about the news of the day (Ehman, 1995). The teachers who fail to discuss content of the broadcast have lost an opportunity to help students understand and explore current issues (Celano & Neuman, 1995). Cramer (1995) found the teachers she interviewed at a Missouri school were very positive about having their students watch Channel One, but 93 percent of those teachers reported that they did not have, nor did they take the time, to discuss the topics before students watched Channel One. Thirteen percent of the teachers in her study reported they did discuss the topics related to their curriculum after students saw the broadcast. Seventy-one percent of the teachers reported they had no plans to incorporate Channel

One into their classrooms. If teachers did discuss the broadcast, it was only when it happened to be relevant to their curricular area (Cramer, 1995).

Tiene and Whitmore (1995a) found Midwest schools in their study used the equipment provided by Channel One, not only for the news broadcast, but also for the making of school announcements, broadcasting student-produced programs and providing other instructional purposes. These researchers found social studies teachers were most likely to use the Classroom Channel that offers commercial-free programming on a variety of topics (Tiene & Whitmore, 1995a). Eighty-three percent of the teachers reported an increase in the use of instructional television since the schools' adoption of the Channel One network (Tiene & Whitmore, 1995a, p. 42).

Gormly (1996) undertook the study of the uses of Channel One in six public high schools in Texas, a state that mandated each school district to have a plan for the acquisition and use of technology. Teachers, technology coordinators and administrators were interviewed and observed in relation to their use of Channel One broadcasts. Using the third stage of Rogers (1995) diffusion theory, the decision to adopt or reject an innovation, all three groups provided two main reasons for the adoption of Channel One: (1) the acquisition of badly-needed AV equipment, and (2) the perception that teenagers lacked knowledge of national and international events. Teachers perceived that students have busy schedules and lack the time to read a newspaper or news magazines or watch television news. The trade-off of educational time versus the commercialization of the

classroom was seen as beneficial based on the amount of equipment that the schools could acquire in the face of diminishing state funding.

One of the schools studied by Gormly had not accepted the deal with Channel One mainly due to concern over the two minutes of advertising. McChesney (1998) saw this kind of commercialization as tending “to undermine the autonomous social organization that can bring meaning to public life” (McChesney, 1998, p. 9). Some educators and administrators still remain critical of the commercialization of the classroom and perceive that Channel One does not enhance student learning (Gormly, 1996).

Although none of the teachers Gormly interviewed strongly opposed Channel One, he divided teachers into three distinct groups: (1) those who were active supporters of Channel One and used topics from the broadcast as the basis for class discussions; (2) those who were passive supporters of Channel One and supported its presence in their classrooms but did not use its content beyond having their students view the broadcast; and (3) the non-supporters who did not know how they felt about Channel One or saw any useful purpose for it (Gormly, 1996).

Many schools that took Channel One up on its offer of free equipment in exchange for a teenage audience were located in lower socio-economic areas. The appeal of free equipment far outweighed the concerns of teachers and administrators concerning the two minutes of advertising (Barrett, 1998). In her examination of schools in Massachusetts and Florida, where schools could easily be identified by the socio-economic level of the

town or city in which the schools were located, Barrett interviewed not only teachers and administrators, but also students, librarians and department chairpersons, and assistant superintendents concerning their opinions and uses of Channel One in their schools. Each group was surveyed concerning five different areas of the Channel One broadcast: (1) its educational uses; (2) student knowledge of current events; (3) curricular relevance; (4) advertising messages; and (5) teacher attitudes toward the presence of Channel One in their classrooms (Barrett, 1998).

Barrett's findings indicated a mix of uses and attitudes toward the daily news program. Most teachers were not using Channel One as a basis for class discussions, but mainly as a means of settling the students at the beginning of class (Barrett, 1998). Even though Channel One executives had used the lure of the equipment, teachers in her study indicated that they seldom, if at all, used the monitors in their classrooms for anything other than the Channel One broadcast. They cited the difficulty involved in hooking up a VCR to the monitor mounted up on the wall.

In interviewing students, Barrett found limited student interest in Channel One programming, news and feature stories that were too superficial. The only section of the program that students seemed to really enjoy was the "pop quiz" portion when they could speculate about the answer to the question and shout it out (Barrett, 1998).

As the Channel One broadcast continued to be seen by teens in over 12,000 schools across the country, who better to evaluate its educational value than the teachers in

those classrooms who have the opportunity to watch the broadcast each day with their students? Sixty-three percent of the teachers interviewed by Tiene (1994), when Channel One was relatively new, indicated that the news program was raising student awareness about important issues and events (p. 183). Eighty-seven percent of those teachers found the Channel One broadcast interesting “most of the time” (Tiene, 1994, p. 186). Tiene validated the opinions of these teachers through surveys of their students.

Early research of Channel One was unable to conclude its content provided a substantial increase in knowledge of national and world events. Whitmore and Tiene (1994) stated that, “Channel One viewing can enhance awareness of news to some degree” (p. 73).

Knupfer and Hayes’ (1994) study of Channel One resulted in finding that students did not remember the content of the broadcast, but retained enough information that they could be successful on the pop quiz segment of the program. Students did, however, remember the content of the commercials. The researchers also found that the majority of teachers failed to discuss the content of the broadcast. This was a missed opportunity to help students interpret the news of the day and relate it to the material being studied in their classroom or to events in their own lives (Knupfer & Hayes, 1994).

Disturbingly, Tiene and Whitmore (1995b) found only 59 percent of the students they surveyed reported they paid attention to Channel One in their classrooms (p. 160). Sixty percent of their teachers did report they encouraged students to watch Channel One.

Celano and Neuman (1995) found few teachers they surveyed incorporated Channel One in their classrooms. The exception to this was social studies teachers whose curriculum seemed more appropriate for the discussion of current events and issues. Few other teachers found the material of the Channel One broadcast appropriate. Students were not prepared to watch the Channel One broadcast and rarely were the stories and issues discussed in class after the broadcast (Celano & Neuman, 1995).

Tiene (1993) tested junior high students' knowledge of current events for a 2-week period in September, 1991, soon after the introduction of Channel One. Two junior highs in the Midwest subscribing to Channel One were studied and two junior highs in the same area that had not yet adopted Channel One were used as the control group. The major news story during this 2-week period was the collapse of communism in the Soviet Union. Students were asked to take a multiple-choice test on news items covered by Channel One during the previous two-week period. On average, participants scored an unimpressive 55 percent on the test whether they had watched Channel One or not (Tiene, 1993). The researcher also reported a significant number of participants, whether they were Channel One viewers or not, failed to show an understanding of basic information. These included students incorrectly identifying the names Lenin and Yeltsin, with 17 percent identifying Breshnev as the leader of the Russian Revolution in 1917 and 12 percent who thought ballet dancer Baryshnikov was the president of the Republic of Russia (Tiene, 1993).

Nevertheless, Channel One markets itself as a solution to the problem of American students who are “horribly misinformed about the world” (Apple, 1998, p. 141)

On the 27-item test, 60 percent of the Channel One viewers answered 16.3 questions correctly compared to 14.3 questions or 52 percent by the control group. Tiene concluded that Channel One only “slightly enhanced” knowledge about current events on the junior high level (p. 38). While Channel One was only “moderately successful” at raising students’ awareness of current events, Tiene’s study did show “Channel One’s ability to teach adolescents about topics of particular interest to them as demonstrated by the superior scores for its viewers on the special feature segments, which have been part of each Channel One broadcast” (Tiene, 1993, p. 39).

Channel One’s effectiveness may be limited according to Tiene (1993) due to a variety of factors. For example, over half of those students (56 percent) surveyed by Tiene reported they did not *actively* watch Channel One. Depending on how schools choose to air the broadcast, students may be asked to watch Channel One during a homeroom period or during lunch when students’ minds may be occupied with finishing homework assignments, socializing or eating. Many times, the rooms in which Channel One is aired offer distracting environments. Secondly, Tiene (1993) reported the amount of “hard” news included in the broadcast was limited -- less than half of each broadcast -- which amounted to only ten hours of actual “news” programming for an entire school year. A third reason Channel One may be ineffective is many students report having difficulty

understanding the content of the news stories. Tiene reported that even though Channel One's audience is 7-12 graders, the content may be more appropriate for high school students in 10-12 grade who have more "background knowledge" and use a more "sophisticated vocabulary" (p. 39). A fourth reason for Channel One's ineffectiveness, according to Tiene, may be the failure of teachers to discuss the stories with students. This discussion would help to reinforce the material and help in the recall of information. Finally, the *style* of the programming, with its short segments and rapid-fire delivery, may also prevent students from recalling the information (Tiene, 1993; Hoffman, 1991; Johnston, 1995).

Cultural Studies

The study of culture developed in the late 1950s with researchers who were concerned with how media helped to form and reinforce social structure (Gerbner, 2002). Cultural theorists attempted "to examine the symbolic environment created by the mass media and study the role that the mass media play in culture and society" (Severin & Tankard, 2001, p. 16). "The cultural model of communication sees communication as the construction of a shared space or map of meaning within which people coexist" (Grossberg, Wartella & Whitney, 1998, p. 20).

Channel One makes itself teen-friendly through its use of young, attractive reporters and anchors who, visually at least, represent a variety of cultures as well as

gender. Channel One promotes politics as drama, teen social issues and morality and itself through its personalities. It uses gimmicks such as contests and quizzes to draw in a teen audience (Hoynes, 1998).

The Channel One broadcast of today differs from the early broadcasts. In the early broadcasts, “the program was dominated by thumping rock music, interviews with pop-culture celebrities and not -so-subtle tie-ins with advertisers’ products” (Manning, 2000 p. 56). Today, the broadcast still features rock music and young anchors and reporters, but there is an increased professional atmosphere to the program which recently aired a 3-part series on China. “The show has also given a youth spin to coverage of global conflicts where teens are often the victims, as in Rwanda and Kosovo” (Manning, 2000 p. 57).

Framing

Framing, a key concept in agenda-setting research, provides audiences with a central idea of a news story and helps to create meaning for that audience (Tuchman, 1978). The “public character” (p. 3) of news allows those events to be discussed by the public. Graber (1997) proposed that news stories may be framed in such a way as to focus and interest audiences to the importance of the story, suggesting stories may be framed as a) political scandals, b) scientific and technological innovations, c) social movements and d) docudramas (Graber, 1997).

The salience or importance of a news item for the audience may depend on how the information is placed, how often it is repeated or how it is linked to cultural symbols. How a story is framed helps to determine how and if a news item is noticed, understood and remembered (Entman, 1993).

Rhee (1997) identified the frames of strategy and issue as two ways media covered the 1991 Philadelphia mayoral election. The researcher identified three subprocesses of these news frames as the reception of the text of the news, an integration of the text with the prior knowledge of the audience and then the audience's construction model which could be used to discuss the election (Rhee, 1997).

Recent framing research has included study of: American Indian protests (Baylor, 1996), coverage of other social protests (McLeod & Detenber, 1999), and European politics (Semetko & Valkenburg, 2000).

The concept of framing is valuable not only when studying Channel One news and feature stories, but also which coverage is prominently placed in the broadcast, emphasized through repetition and linked to cultural symbols of young adults.

Since its inception, Channel One has been studied in relation to student learning and how its editors and reporters report and frame its news and feature information. Videotapes of Channel One studied by Hoynes (1998) indicated that only 58 percent of the broadcast was devoted to news programming. He found that the remaining 42 percent was devoted to features, interviews, advertisements, the pop quiz, music and the "banter"

between the teen anchors (p. 344). Approximately 25 percent of the time was devoted to actual news stories and in which a quarter was devoted to sports, weather or major catastrophes. This left only about 20 percent of the actual news time being devoted to current events aside from sports, weather and major disasters (Hoynes, 1998, p. 344).

Channel One most frequently made use of government officials or politicians as sources of information for their stories. Secondly, teenagers and teachers in Channel One schools appeared as sources of information accounting for 15 percent of the on-camera time (Hoynes, 1998). Hoynes identified five key themes present in Channel One programming. These themes included (1) the dramatization of politics and political news; (2) the downplaying of economic news; (3) multiculturalism; (4) self-promotion and (5) social morality (Hoynes, 1998). In the area of the dramatization of politics, Channel One often focused on the President and Congress by framing key issues as a debate between the two sides, therefore emphasizing the “struggle” of the issue rather than the key elements of each issue. Hoynes also found that Channel One tended to downplay economic news thereby indicating its feeling that economics was not newsworthy, even though the relationship between taxes and the school district’s very existence enabled the Channel One broadcast to be viewed in a classroom.

Multicultural issues were perceived as predominant and the anchors and reporters in “the Hacienda” (the L.A. studio where the program is recorded) demonstrate a multicultural mix in nature. All of the on-air personalities appeared as a young, hip and

attractive mix representing not only a diverse ethnicity, but also gender. Their youth was reflected not only in their clothing, but also in their language making them more identifiable to their teen audiences. Race and ethnicity, however, were not reflected in the types of stories that are broadcast. Multiculturalism more reflected the *style* of the programming rather than the complexities of a multicultural society (Hoynes, 1998).

Bachen (1998) examined the benefits and criticisms of Channel One. She looked at Channel One in the areas of its partnership with schools, the use of technology, the news programming and the impact of advertising all in relation to its effect on student learning. Her review of literature leads to few answers and more questions about the benefits of Channel One. She concluded that there has not been a study completed that leads to conclusive evidence of student learning as one of the benefits of Channel One in the classroom. She calls for more flexibility in Channel One's requirement of a certain percentage of students watching the broadcast each day. This would allow, she feels, for teachers to be better able to plan lessons around specific broadcasts and allow them more opportunities for evaluation and analysis of not only the news content, but also of the advertising content.

Early in its existence, Channel One's content was studied by Belland (1994). His research was limited -- only one week's Channel One broadcasts were studied -- analyzing both the audio and video portion of the show. He found news stories were presented with little humor from a generally conservative point of view and with "no indication that

matters presented were subject to further exploration, study, or analysis” (Belland, 1994, p. 91). Belland maintained that the feature stories also presented a conservative point of view, but seemed to be researched better with reporters giving more facts and with more of the feature subjects being seen and heard.

While much of the current research concerned the advertising content of Channel One, the present study will examine the news and feature content of Channel One as well as the production methods currently used on the broadcasts in order to answer the following questions:

- RQ1:** Will Channel One devote half of its broadcast time to “hard” news, as was found in 1994?
- RQ2:** How much time does Channel One devote to politics and political news?
- RQ3:** How does Channel One frame national/international political leaders?
- RQ4:** How much time does Channel One devote to feature stories on teen issues?
- RQ5:** How does the delivery style of Channel One interest teen viewers?
- RQ6:** How much time does Channel One devote to economic issues?
- RQ7:** How does Channel One frame economic issues?
- RQ8:** How, if at all, does the framing:
 - a) enhance cultural literacy?
 - b) promote critical thinking?
 - c) develop common language and experience?
 - d) establish relevance and motivation?
 - e) strengthen character and sense of responsibility?

CHAPTER III

METHODOLOGY

The present study of Channel One proposes to use both qualitative and quantitative designs in the analysis of the content of the Channel One broadcast during the school year 2000-2001. Creswell (1994) found a combined design to be “advantageous” for a researcher in order to “better understand a concept being tested or explored” (p. 177). The two-phase design, then, allowed the researcher to use the “unobtrusive method” of content analysis to observe and describe Channel One broadcasts (Babbie, 2001). Holsti (1969) defined content analysis as “a multipurpose research method developed specifically for investigating any problem in which the content of communication serves as the basis of inference (Holsti, 1969, p. 2). Berg (2001) describes content analysis as a research method that combines not only the specification of content characteristics, but also the application of the identification of those characteristics.

The first step in content analysis, according to Babbie (2001) is to develop an operational definition of the key variables in the study. Babbie defines this coding process as “transforming raw data into a standardized form” (Babbie, 2001, p. 309).

For this study, the stories were defined as either “hard news” or “news feature.” Hard news was defined as those stories that announce current information about events of a particular day. News features were defined as those stories that include “news analysis,

stories highlighting trends and interpretive articles that try to explain events and predict their consequences” (Fox, 2001, p. 140). Categories developed by Hoynes (1998) in the study of Channel One broke stories according to the following topics: international, domestic politics, economy, social issues, culture, Channel One and other. For the purposes of this study, the categories of story topics included (1) International political news; 2) Domestic political news; (3) Hard news other than politics; (4) Feature – social issues; (5) Feature - other; (6) Sports; (7) Economics; (8) Entertainment/Music; (9) Channel One; (10) Pop Quiz; (11) Other. The frequency of each topic as well as the amount of time (measured in seconds) was recorded.

Using a coding framework used by Hoynes (1998) in the study of Channel One, all stories were coded for a number of dimensions including (a) the type of story, (b) topic of story, (c) source occupation, (d) the ethnicity and gender of the anchor and reporter in each segment. In addition, each segment was coded for the location of the report, the use of file tape and/or photos and maps. Previously Hoynes (1998) studied videotapes from 36 Channel One broadcasts between November 1995 and March 1996. The current study studied Channel One broadcasts during a longer period of time and during a United States election year.

The present study examined videotapes of Channel One broadcasts from the school year 2000-2001. Tapes of each week’s shows were obtained from a Catholic High School in the Midwest each Friday at 3 a.m. in the Central Standard Time Zone when the Channel

One Network rebroadcast the previous week's shows. The total number of shows recorded was 163. The breakdown of the number of shows recorded in each month was August 2000 - 4, September 2000 - 21, October 2000 - 22, November 2000 - 17, January 2001 - 18, February 2001 - 20, March 2001 - 22, April 2001 - 21, and May 2001 - 18. The number of days each month varied due to school breaks such as at the Thanksgiving and Christmas holidays. Channel One did not suspend broadcasts for a Spring Break/Easter Break during that school year. The last day Channel One was aired for the 2000-2001 school year was Friday, June 1. A sample of 46 Channel One broadcasts was chosen beginning with the first broadcast recorded on August 16, 2000 and then every third broadcast after. This allowed the researcher to study broadcasts from a variety of days during the week.

The types of occupations of the sources of all stories were described according to both the frequency of appearance and by the amount of airtime (measured in seconds) of the source. Categories of occupations that were studied by Hoynes (1998) were used for the present study and included (1) government official/politician; (2) Channel One student/teacher/professional; (3) athlete, citizen/soldier; (4) citizen group representative; (5) teenager/parent, corporate representative; and (6) non-Channel One student/teacher.

For the purposes of this study occupations of story sources included (1) International government official/politician; (2) Domestic government official/politician; (3) Channel One student/teacher; (4) Athlete; (5) Citizen group

representative; (6) Corporate representative; (7) Entertainer; (8) Non-Channel One student/teacher. The reliability of the measurements, which Babbie (2001) saw as a “fundamental issue in social research” (p. 143) was the responsibility of two coders. The researcher herself served as one of the coders. The researcher’s colleague from a small private single-sex high school in the Midwest served as the second coder. This second coder earned a Master Degree in Educational Counseling and had been teaching U.S. History and American Government for seven years and had expressed an interest in the study of Channel One.

The researcher sought a minimum of intercoder reliability of 70 percent or above for this study to be determined using a widely-used formula from Holsti (1969, p. 140): $C.R. = 2M/N_1 + N_2$ where M represents the number of decisions for which the coders were in agreement and N represents the number coding decisions made by each coder.

In order to increase the reliability of the study, Babbie (2001) urged “clarity, specificity, training and practice” (p. 143). The researcher strived for an increase in intercoder reliability through intensive training and practice sessions with the second coder with clear and specific examples. The researcher also strived for intracoder reliability that Neuendorf (2002) saw as “similar to the test-retest method for assessing consistency reliability of a set of measures” (p. 161) by watching the random sample of Channel One broadcast approximately two weeks after the first coding session.

Each broadcast was analyzed qualitatively focusing on how issues and individuals were “framed.” Entman (1993) offered framing as “a way to describe the power of a communicating text” (p. 51) and as a way to “call attention to some sort of reality while obscuring other elements” (p. 55).

CHAPTER IV

RESULTS

RQ#1: Will Channel One devote half of its broadcast time to “hard” news as was found in 1994?

Out of the 46 Channel One shows studied, 11 (one in four) broadcasts devoted over half of the time to hard news. Nine of the shows, one in five, contained no segments coded as hard news. The remaining 26 shows devoted less than half of the broadcast time to hard news.

Intercoder reliability was set at 70 percent or above by the researcher prior to beginning the coding. The researcher used the formula for reliability cited by Holsti (1969) as the most-used way to determine reliability between coders.

$$\text{C.R.} = \frac{2M}{N_1 + N_2}$$

Of the 150 stories coded by the primary and secondary coder, there was disagreement concerning 38 stories. Applying Holsti’s recommended formula, where M was the number of coding decisions agreed upon by the coders and N₁ and N₂ were the number of decisions made by the coders

$$\text{C.R.} = \frac{2(112)}{150 + 150} = \frac{224}{300} = .75 \text{ intercoder reliability}$$

Intracoder reliability was set higher by the researcher at .85 or above. With a three-week interval between coding by the researcher, 12 stories were coded differently.

$$\text{C.R.} = \frac{2(138)}{150 + 150} = \frac{276}{300} = .92 \text{ intracoder reliability}$$

Table 1: Type of Stories and Quantity of Coverage

Story Type	Number of Stories (150)	Amount of Time (358:59)
Hard News	49 (32.66%)	134:34 (37.46%)
Channel One	30 (20%)	20:31 (5.66%)
Feature – Other	21 (14%)	82:49 (23%)
Pop Quiz	16 (10.66%)	21:12 (5.88%)
U.S. Political News	11 (7.33%)	29:52 (8.23%)
Entertainment/Music	7 (4.66%)	19:25 (5.365%)
Feature – Social Issues	6 (4%)	22:06 (6.15%)
International Political News	4 (2.66%)	11:21 (3.12%)
Sports	3 (2%)	5:21 (1.45%)
Economics	2 (1.33%)	9:08 (2.53%)
Other	1 (.66%)	4:40 (1.22%)

RQ#2: How much time does Channel One devote to politics and political news?

The study of Channel One was conducted during the three months prior to the 2000 presidential election between Republican candidate George W. Bush and Democratic candidate Al Gore. Coverage of the aftermath of the election, with its discrepancies

especially in the Florida vote, took up a part of nine of the selected broadcasts following election day.

The first show in the sample of Channel One broadcasts was August 16, 2000. This broadcast devoted 5:09 minutes (56.24 percent) of the 9:05 minutes of the broadcast to coverage of the political conventions. Multiple Channel One reporters reported from the floor of each convention and interviewed young convention workers.

The next selected show that focused on the presidential election was the October 5, 2000 broadcast that devoted 32.36 percent of its 7:26 minutes of airtime to the presidential debate concerning drilling in the Arctic National Wildlife Refuge (ANWR) in northern Alaska. The story was framed as a conflict in regard to each candidate's opinion of drilling.

The next selected show with a story dealing with the U.S. Presidential vote came after the election on Monday, November 13, 2000. That day's broadcast devoted 38.18% percent of the 8 minutes and 25 seconds of studio time to the Florida vote for president. Channel One's "Question of the Day" dealt with whether the electoral college should be kept or eliminated. Three students from a Channel One school were interviewed to give opinions on the question.

The first story on the Thursday, November 16, 2000 show dealt with the legal battle in Florida over the election. The show devoted 59 seconds of 8 minutes and 4 seconds (7.33 percent) of the time explaining the legal issues involved in the election. The broadcast that day concluded with a story on the different types of "chads" being disputed in Florida using 2 minutes and 40 seconds of the 8 minutes and 4 seconds (29.85 percent)

of the airtime to explain the different types of holes punched when a voter casts a ballot using a voting machine.

Prior to Thanksgiving, the November 20, 2000 broadcast devoted 42.77 percent of the time to the closeness of the presidential race in Florida. Following the Thanksgiving holiday break on November 28, 2000, an election update took 5.86 percent of the broadcast. The December 1, 2000 broadcast began with a story of the involvement of the Florida Supreme Court in the election decision. This story occupied 43.52 percent of the airtime on that day. Following the holiday break in December, another selected show that dealt with the presidential election occurred on January 10, 2001 where 27.16 percent of the show was devoted to the Bush nomination of Linda Chavez for Secretary of Labor. On January 19, 2001 the lead story was the nomination of John Ashcroft as Secretary of State. The story made mention that Ashcroft had graduated from a Channel One school. This story was followed by a story of President Bill Clinton's goodbye address from the oval office just prior to the inauguration of George W. Bush.

Out of all of the broadcasts studied, 29 minutes and 52 seconds was devoted to U.S. political news. After January 19, 2001, no U.S. political news stories were found in any of the selected broadcasts studied.

RQ#3: How does Channel One frame national/international political leaders?

Stories dealing with U.S. Presidential candidates George W. Bush and Al Gore were all framed in regard to the contest of the election. Each candidate was shown giving

his opinion to a reporter or anchor who then followed with an explanation of how each candidate's platform on an issue would impact teenagers' lives.

All presentations of U.S. political leaders were in very controlled environments such as the Oval Office in the White House, the podium at the national conventions or a Congress person's Washington office. The only Channel One broadcast that broke away from this setting was President Bill Clinton's visit to Vietnam aired on November 20, 2000. It showed a somber president, accompanied by his wife Hillary and daughter Chelsea at a site where the remains of U.S. service personnel missing since the Vietnam conflict had recently been discovered.

International political leaders were represented on four occasions. Again, they appeared in very controlled and managed settings such as the United Nations. Their coverage was framed by conflict such as President Clinton's warning to Yugoslavian President Slobodan Milosovich to end his oppression of the Yugoslavian people. From their offices, government officials responded to the reporter's questions on the end of violence in Israel and Palestine. All were very formal questions and answers between reporters and officials each claiming the "other side" was at fault and the source of the conflict.

RQ#4: How much time does Channel One devote to feature stories on teen issues?

Out of 150 stories in the sample, six stories (4 percent) dealt with teen social issues representing 22:06 minutes (6.15 percent) of the broadcasts studied (See Table 1).

The six stories focused on teen drug use of heroin, ecstasy, alcohol and OxyContin and the impact each of those drugs had made on the lives of teen addicts and their families. A May 7, 2001 story dealt with the unavailability of government-funded student loans for those teens who had been convicted of drug possession. A student who had a drug possession conviction on his record was interviewed concerning how his conviction would impact his future plans.

Channel One devoted 82 minutes and 49 seconds (14 percent) to other types of features (see Table 1) The first feature studied in the sample dealt with how the Central Intelligence Agency (CIA) trains its spies. The Channel One reporter said he was the only television correspondent who had ever been allowed to interview CIA recruits on camera. Another early show in the sample included a feature story in which anchor Janet Choi tearfully interviewed her grandfather who had escaped from Communist North Korea before its border was closed. (see Appendix D for a complete list of the Channel One stories in this study)

RQ#5: How does the delivery style of Channel One interest teen viewers?

Each show studied began with bright or flashing graphics and loud popular music recognizable to teenagers. Anchors sat or stood in the studio dubbed the “Hacienda.” Anchors were all young males and females and who were dressed casually in jeans or khakis. The anchors were sometimes seated next to each other in modern swivel-type chairs. Their vocal delivery sounded as if the anchors were speaking to a friend. The

vocabulary was simple and could be comprehended by middle school to high school students. Any terminology not common to average middle – high school students was defined. Anchors always appeared on camera as though they were working with their best friends. Coming out of commercials, the anchors would be shown in conversation with each other and then one would turn toward the camera to begin the next story.

Many times the anchor or reporter was part of the story. Krystal Greene's feature on the drought in Africa depicted numerous starving children. Krystal contrasted the overwhelming hunger to her own family where her needs were able to be met by her family. For a story on the death penalty in Texas, anchor Tracy Smith interviewed a young man convicted of murdering a young female neighbor. Tracy related her feelings of nervousness of talking to a young man who was waiting to be put to death for his crime. Anchor Andrew Yani reported firsthand on the violence in the Mideast from Bethlehem, Israel as he was running for cover amid gunfire and teargas. Anchor Maria Menounos described her "emotional journey" to Africa in a report on the AIDS epidemic in that country. Part of her report was from an orphanage where babies infected by the AIDS virus were cared for until their death, usually before their second birthday. She attended the funeral of one baby while she was there reporting she had "expected it to be bad", but found it to be "just sad."

Table 2: Gender/Ethnicity of Anchors as Percentage of Anchor Appearances

Anchor	Appearances
Male Caucasian	45/88 (51.14%)
Female Caucasian	33/82 (40.24%)
Female Black	29/82 (35.36%)
Male Other	25/88 (28.40%)
Female Asian	18/82 (21.95%)
Male Black	18/88 (20.45%)
Male Hispanic	0/82 (0%)
Male Asian	0/88 (0%)
Female Hispanic	0/82 (0%)
Female Other	0/82 (0%)

Table 3: Anchor and Report Setting

Reporting	Number of Times
Anchor Only	115
Anchor + 1 Reporter	25
Reporter Only	6
Anchor + < 1 Reporter	4

RQ#6: How much time does Channel One devote to economic issues?

Only two stories from the sample were coded as economic. Both stories aired in the early part of 2001. The first story aired on February 8, 2001 and dealt with how layoffs from large corporations were impacting the U.S. economy. Two students from a Channel One high school close to a Daimler-Chrysler plant that was laying off a considerable number of employees were interviewed concerning the impact those layoffs would have on them personally.

The second story coded as economic was the lead story on March 13, 2001. Its focus was the “free fall” on Wall Street and the impact that falling stock prices would have on the economy. Students from a Channel One school were again interviewed as to their understanding of the impact of falling stock prices on the Dow Jones and Nasdaq.

RQ#7: How does Channel One frame economic issues?

Both economic stories on Channel One used students from Channel One high schools as sources. Layoffs and the falling stock market were all related to how those would impact the students’ futures in regard to paying for college, for example.

RQ#8: How, if at all, does the framing:

a) -enhance cultural literacy?

Not all 150 stories on Channel One were reported just from the Hacienda.

Anchors and reporters traveled and reported from a variety of locations around the world. Domestically, Channel One anchors and reporters traveled to farms in California and Texas where drought and disease threatened crops and livestock. Anchors visited with farmers and teens about the impact the drought and disease would have on their lives and the lives of those who would purchase their produce and livestock. Another example of reports from different locations included a report from Harlem in New York City. To celebrate Black History Month, Channel One went to Harlem to honor Austin Hansen “the photographer of Harlem.” Through an interview with Hansen’s son and his teenage granddaughter, Channel One depicted a well-respected and talented African American whose life was devoted to capturing the “real” face of Harlem.

Reporting from a variety of locations around the world, Channel One brought the impact of famine and AIDS into classrooms from a young person’s perspective. The reasons for violence in the Mideast were shown from both the Israeli and Palestinian side. The culture of Iran was explored from a teenager’s perspective. Reporter Gotham Chopra and an Iranian youth visited what had been nicknamed “Flirt Street” in Tehran to show the desires of Iranian youth were to be freer to socialize with their peers. They visited an Internet café that according to the reporter provided a “window to the West” for Iranian youth.

b) -promote critical thinking?

Channel One used its Pop Quiz and “Question of the Day” to promote critical thinking. Of the 150 stories studied, 16 (10.66 percent) were Pop Quizzes. These multiple-choice questions were usually related to one of the stories during the broadcast. For example on August 16 when Channel One reported the sinking of the Russian submarine the Kirsik, the Pop Quiz question was “How deep in the water do you have to go before the pressure doubles?” From the September 19 broadcast on celebrating Hispanic heritage, the Pop Quiz question was “Who was Cesar Chavez?” For some of the Pop Quizzes, Channel One visited a school and asked a “team” of students to determine the correct answer.

For one “Question of the Day” “Would extending the school year be beneficial?” Channel One invited e-mail responses to be sent to their website channelone.com. Not surprisingly, that question drew a majority of negative responses from students on January 19, 2001, but also included comments from several students who were in favor of extending the school year.

c) -develop a common language and experience?

No matter where Channel One interviewed teenagers, it was apparent that young people wanted to be free and would fight for their beliefs. The Channel One story of “Flirt Street” in Tehran developed a common theme for teenagers. Teens crave to be noticed, to be free to express themselves and to develop relationships. Several times, as

Channel One anchors and reporters pointed out, western teens tend to forget that there are people their age in many parts of the world who do not have the luxury of freedom.

d) -establish relevance and motivation

e) -strengthen character and sense of responsibility

The last two were more subjective and difficult to determine from the framing of the 150 stories studied. While the researcher was unable to determine the level of relevance and motivation, Channel One did report stories that would raise *awareness* of national and international issues. Channel One viewers were exposed to a number of stories that may have led to dialogue between teens and adults. The Channel One stories on drug addiction for example, raised an awareness of the impact that drug usage would have in the lives of students' family members and friends. Stories explaining conflicts in foreign countries often depicted soldiers and the victims of some of those conflicts who were the same age as the students viewing Channel One in their classrooms in the U.S. Channel One stories dealing with falling stock prices made students aware of how their futures may change due to falling stock prices.

Stories that would strengthen character and sense of responsibility were not specifically identified in the sample studied. The level of *awareness*, however, developed through the stories covered by Channel One may have served as a means to raise and strengthen a student's character and sense of responsibility.

CHAPTER V

DISCUSSION

Everyone wins with Channel One everyday according to Channel One's promotional materials. "Students win because teens do not typically read newspapers or watch network news and Channel One News empowers them with a brief yet substantive daily dose of world news and current events tailored just for them" (Channel One Promotional Materials).

Channel One currently provides millions of middle school, junior high and high school students an opportunity every day to watch and learn about national and world events. What Channel One cannot guarantee, however, is that those students will be attentive and engaged in the daily broadcast. During this study, Channel One was found to focus on the news stories of the day – 49 stories were coded as hard news out of the 150 stories studied compared to 27 stories coded as feature-social issues and feature-other. This research indicates that almost one third of the stories produced by Channel One are hard news stories. Comparing the lead stories of NBC Nightly News programs obtained from the Lexis database to the lead story of Channel One the day after found that 19 of the 46 shows studied led with the same story that NBC had led with the night before (see appendix E). With Channel One leading with 41 percent of the stories that the national media focused on should be comforting to those administrators, teachers and parents who are concerned about teenagers not knowing what is happening in the world and teenagers

who may not have the time to watch nightly national news programming. The implication of this comparison is that Channel One *is* providing hard news content to its student viewers that would enable them to be more aware of their world.

Twenty-seven stories out of 150 stories studied or slightly less than 30 percent of airtime was devoted to feature stories that occupied 104 minutes and 55 seconds compared to 134 minutes and 34 seconds of hard news. Many of Channel One's feature stories were a result of the hard news stories of the day. Channel One afforded students the opportunity to not only learn the facts and figures of a hard news story, but to also be exposed to the "human" elements that may have touched students' hearts and inspired them to take action on an issue. Again, that should be comforting to those individuals who are concerned about what teenagers are being exposed to in their classrooms. Both feature stories and hard news stories appeared well-researched and provided an in-depth look at serious national and international issues.

Hoynes (1998) identified one of the themes of Channel One was the downplaying of economic news. This was true based on the sample in this study with only two stories coded as economic in nature. Both stories linked financial difficulties and a plunging stock market to teenagers and what the economic forecast could mean for them and their future.

Casual clothes and a casual surrounding gave the delivery style of the broadcast a warm and friendly feeling that may have encouraged more attention from students. The casualness, however, did not prevent the anchors and reporters from straightforwardly

delivering the information whether it was a report about the opening of the border between North and South Korea, identity theft or violent video games.

Males and females of different ethnic backgrounds anchored and reported the news; however, Caucasian males appeared in over half of the airtime. Caucasian males appeared more often as anchors and reporters than did females of other ethnicities. They also appeared as anchors or reporters 51.14 percent of the on-air time compared to female Caucasians who appeared 40.24 percent of the time. Hispanic males or females were not represented in the anchors and reporters nor were Asian males represented. A black female anchor and reporter, Krystal Greene, appeared 35.36 percent of the time compared to black males, represented by Wil Monasee at 20.45 percent. An Asian female, Janet Choi, appeared as an anchor and reporter 21.95 percent of the time. Andrew Yani, a native Hawaiian, and Gotham Chopra, of Indian origin, who appeared 28.40 percent of the time, represented the “other” ethnic category of male anchor/reporter. (see Table 2)

Anchors of the Channel One broadcast were the primary reporters on the majority of stories covered, appearing as the sole reporter 115 times in the 150 stories studied. Channel One used multiple reporters in addition to the anchor who provided background information that led into the stories from reporters on location (see Table 3). An example of this would be Channel One’s coverage of the 2000 presidential conventions where several reporters on the floor of each convention interviewed young convention workers and speakers.

Channel One used multiple sources for their news and feature stories. Sources ranged from domestic government officials and politicians to students, faculty and

administrators from Channel One schools. Government officials – both domestic and foreign - were portrayed in very controlled environments and did not promote an in-depth analysis of the politics or issues of a particular country. Channel One also made use of a number of maps, diagrams and file footage in covering stories to help students see the exact location of the story topic. For example, Channel One used a map to show the location of the Arctic National Wildlife Refuge in Alaska in regard to drilling for oil as well as the proximity of Palestine and Israel during a story on the violence taking place in both countries.

Channel One devoted approximately 20 percent of its broadcasts to self-promotion. The segments were usually short, only taking 20 minutes and 31 seconds out of the total 358 minutes and 59 seconds studied. The promotion of Channel One typically occurred at the end of the broadcast and included asking for students to send in a videotape of the “Play of the Week” from their school. Students would then be encouraged to watch Channel One to see if their tape was selected. Students were also encouraged to go the Channel One web site channelone.com if they wished to find out more information on a story.

The Channel One shows in the sample were taped during a presidential election year. Surprisingly, only 11 stories out of 150 or 8.23 percent of the broadcast time dealt with United States political news. International political news was covered only in four stories of the 150 studied.

Future research

Overall, Channel One's mix of hard news and feature agendas with its youth-oriented style of production makes it an appealing daily broadcast for many teenagers. While Channel One continues to provide solid information to teenagers, future research will need to determine the effects of the daily broadcast on the 8 million students who watch in their classrooms. Whether students and their teachers take advantage of the information through classroom discussions and whether students feel "empowered" by this information should be a topic of future research. Channel One definitely provides opportunities for students and their teachers to enhance education and knowledge of the world. Free teacher materials are available daily through the Channel One Connection that provides programming on a variety of topics including language arts, the fine arts, foreign language, social studies and science. Channel One offers free support and technology services for its schools. The value of the learning that results from Channel One will need to be explored.

The issue of the two minutes of advertising is still an ongoing source of controversy for many administrators, parents and teachers. Future research will need to determine the extent of the effect of the advertising on its "captive audience."

Channel One continues to provide a ten-minute view of national and international issues as well as two minutes of advertising each day to millions of students across the United States. How teachers choose the use the Channel One broadcast varies from classroom to classroom and from teacher to teacher. Channel One has marketed itself as one method that educators can use to inform and instruct the "hardest to reach teen

viewer.” It has yet to be determined, however, if “everyone’s a winner” with Channel One as their promotional materials state. Just as with all educational material used in the classroom, continued study and evaluation of Channel One’s uses and effectiveness will be necessary.

APPENDIX A

Channel One Coding

Coder's Name _____

Day and Date of Channel One Broadcast _____

Story Type	Reporting	Gender	Ethnicity	Locations Of Reports	Sources	Maps & File Tape/Photos	Time

Story Type

10=International political news
 11=U.S. political news
 12=Hard news other than politics
 13=Feature - social issues
 14=Feature - other
 15=Sports
 16=Economics
 17=Entertainment/Music
 18=Channel One
 19=Pop Quiz
 20=Other

Gender

1=Female
 2=Male

Ethnicity
 3=Caucasian
 4=Black
 5=Hispanic
 6=Asian
 7=Other

Location of Report

28=In Studio
 29=In Other U.S. Location
 30=In International Location
 31=In Studio & In Domestic Location
 32=In Studio & In International Location

Maps & File Tapes/Photos

8=Yes
 9=No

Source(s) Occupation

21=International government official/politician
 22=Domestic government official/politician
 23=Channel One student/teacher
 24=Athlete
 25=Citizen group representative
 26=Entertainer
 27=Non-Channel One student/teacher

Reporting

33=Anchor Only
 34=Reporter Only
 35=Anchor & One Reporter
 36=Anchor & Multiple Reporters

APPENDIX B

CODING INSTRUCTIONS

1. Timing of the stories begins when the report/anchor begins speaking. Record in minutes and seconds.
2. Story types will be defined in the following ways:
 - a.. International political news – foreign policy, treaties, agreements, alliances, international conferences, international cooperation, diplomatic relations, territories, international criticism, exile, political asylum.
 - b. U.S. political news – general political, administration, policies, cabinet, legislation, budget and public finance, political parties.
 - c. Hard news other than politics – any story that is linked to a news story of the day unrelated to politics.
 - d. Feature – social issues – topics pertinent in the lives of teenagers including drug abuse, smoking, teen pregnancy, etc.
 - e. Feature – other – stories not related to the hard news of the day. Stories that may appeal to the heart, rather than the head such as leisure activities, hobbies, fads, fashion, styles, customs, food.
 - f. Sports – college and professional athletics
 - g. Economics – finance, currency, prices, business, stock market, prosperity, investments, international payments, economic growth, international financial aids.
 - h. Entertainment/Music – television, videos, video games, music
 - i. Channel One – any promotions asking for student opinions, story ideas or videos
 - j. Pop Quiz – labeled as such in the broadcast. It is not the same as Question of the Day.
 - k. Other –

3. **Source(s) Occupation** – Sometimes Channel One interviews multiple sources for a particular story. Please note ALL of the source occupations on the coding sheet and circle the source occupation which appears on camera the longest amount of time.
4. Don't hesitate to ask questions during the coding process.

APPENDIX C

TRANSCRIPT OF CODING DISCUSSION

This is a discussion between the primary coder (PC) and the secondary coder (SC) of the random sample of Channel One broadcasts.

PC: Looking through the coding sheets and comparing my coding to yours, there were really very few coding decisions we'll need to discuss today.

SC: That's good! There were a few that I didn't really know how to code at first. After watching a few, it became easier.

PC: The first one to talk about is the second story of the August 16 show. The story involved the sunken Russian sub, the Kursk. Yu coded it as a 10 – international political news. Can you explain your reasoning?

SC: I think I was just looking at the fact that it was an international story, but it really doesn't have anything to do with politics and I can totally see now that it is a news story. I think you're right. Again, I was just looking at the fact it was an international story.

PC: The next ones to discuss were in the August 29, 200 show. They were the second and third stories. I coded the second one - a story on the drought in Texas – as a 14 feature – other. How did you code this story?

SC: If you can see on my coding sheet, I coded it as a 14 also and then changed my mind and put a 12 – hard news. I should have left it as a 14 now thinking more about it. It really wasn't linked to a news story of the day. I think they also had part of the story dealing with the Dust Bowl days in the 1930s so it's probably more of a feature.

PC: The third story was “The Faces of Famine” with footage of starving children in Africa reported by Krystal Greene. How did you code that one?

SC: I put it as a 13 feature-social issues and then I changed to a 12 but I can see now how it's really another kind of feature.

PC: OK? You're comfortable with both being labeled as a feature, then?

SC: Totally.

PC: The next show where there was a question was on September 11, 2000. The third story of that day was on violent video games. How did you code it?

SC: I coded it as a 12 hard news.

PC: I coded it as a 17 Entertainment/Music. Can you talk about your reasoning on that one?

SC: I just thought it was hard news.

PC: I know it had been in the news – legislation to regulate video games and the distribution of music with violent lyrics.

SC: Video games are entertainment for a lot of people.

PC: Do you remember other elements of the story?

SC: Not really. I'm thinking now more of entertainment value of video games.

- PC: So leave it as a 17?
- SC: Yes, ok.
- PC: The first story on September 14 also dealt with marketing violent video games. Keep it as 17 based on September 11?
- SC: Yes.
- PC: The second story on September 19 was one on celebrating civil rights and diversity. I coded it as 14 Feature-other. How did you code it?
- SC: I coded it as 12 Hard News, but based on previous stories we've talked about, I can see this is a feature.
- PC: On October 5, 2000, the second story dealt with the debate on ANWR. It was linked to the upcoming presidential election and each candidate's stand on drilling in this Alaskan area.
- SC: I originally also had it coded 11, but changed to 12.
- PC: So?
- SC: I should have stayed with my first impression. I think it was political news linked to news of the day.
- PC: On November 13, the last segment was a retrospective of anchor Tracy Smith who was leaving Channel One for CBS News. I coded it as 18 Channel One.
- SC: This one I put as an Other, but I can see where it could be Channel One.
- PC: So are you comfortable with coding it as Channel One?
- SC: There were a few upcoming segments that I put as Other, there should have been Channel One.
- PC: The sports ones?
- SC: Yes.
- PC: The second story on November 14 was entitled "In the Line of Duty" and I coded it 14 Feature-other. It dealt with weapons of defense and the reporters took a ride in an F-16.
- SC: I coded it hard news, but it really wasn't linked to the news of the day. I would say feature.
- PC: I'm not trying to dissuade you.
- SC: It's a feature.
- PC: On November 20, 2000, the last segment was "Play of the Week" and I coded it as Channel One because they ask student viewers to send tapes to air and students would then watch Channel One to see if their tape got on the air.
- SC: This is one of those sports thingies I was confused about.
- PC: I know there are more.
- SC: They promote Channel One clearly.
- PC: On November 28, 2000, the first story was teen drug use of ecstasy. I coded it as a Feature-social issue.
- SC: Explain to me again what that was.
- PC: But social issues, I was meaning any teen-related issues such as teen pregnancy, drug issues, etc.
- SC: Then this would definitely fit the criteria for it.

- PC: The second story on that day was AIDS in Africa. Channel One sent an anchor to report on the AIDS epidemic in Africa. She was at the home of a mother dying of AIDS and at a facility that cares for babies abandoned because they have been infected with the AIDS virus.
- SC: Not a hard news story as I put.
- PC: Different from Feature-social issue due to the location of the story.
- SC: OK.
- PC: On December 1, 2000, another “Play of the Week” segment.
- SC: It’s Channel One promotion.
- PC: On January 5, the first story was the wildfire in California.
- SC: I don’t know what I was thinking! I put it as U.S. political news!
- PC: And the last story of that day was “Play of the Week” – Channel One, right?
- SC: Yes.
- PC: On January 10, the second story was on Jamaican drug trafficking and the trial of those arrested. I coded it as a 13 Feature-social issue.
- SC: I coded it hard news because of the trial.
- PC: I probably should have coded it that way. I was thinking of the drug issue as a teen social issue, but I agree because of the trial – probably hard news. The last story again – “Play of the Week.” – Channel One. We have to jump to January 31, 2001; the second story that day was a retrospective of the Gulf War. My note says the coverage made the war look like a video game.
- SC: I coded it as an international political news, but it really didn’t have a political side to it – I was just thinking international.
- PC: On February 13, I coded the second story on the Human Genome Project as a Feature-other.
- SC: I coded it as hard news.
- PC: Can you remember your rationale?
- SC: I guess the concept of feature stories always has the “news” element that throws me off.
- PC: So feature you would be comfortable with?
- SC: Yes.
- PC: The third story that day was then landing of a spacecraft on an asteroid. I labeled it as a feature-other, but it is probably a news story.
- SC: That what I thought – I think you were wrong!!
- PC: On February 16, the second story was the Iranian culture from a teen’s perspective. I thought it was more feature than anything.
- SC: Yes, I agree.
- PC: Third story “Play of the Week.”
- SC: Channel One
- PC: February 21, “Play of the Week” – third story.
- SC: Channel One.
- PC: On March 13, the second story was an accident with five Navy war planes.
- SC: I labeled it International Political News. What was I thinking???

- PC: On March 16, “Play of the Week” – Channel One, right? On March 21, the first story was identity theft. My notes to myself say the studio was darkened with a spot on the anchor who was seated at a laptop computer.
- SC: I put it as Hard News – again I had difficulty with the concept of a feature story.
- PC: The second story was about a teenage girl whose research on antibiotics in the waterways around her home was published. I labeled it as a Feature-other.
- SC: I remember she received an award at an international conference in Sweden. Not really news like I had put it. It’s more of a feature on her.
- PC: On March 29, we had discrepancies on all three stories. Well, the third story of the day was anchor Seth Doane asking for stories to be sent.
- SC: Channel One for that one. The first and second stories I have as hard news.
- PC: I placed each of them as a Feature-other. The first dealt with the effect of no peace in the Mideast on teens and the second dealt with a school in east Los Angeles, California that had been built on contaminated ground.
- SC: I remember both of those and based on our discussions of previous stories, I would agree they are both features.
- PC: On April 6, the last story was “Play of the Week.”
- SC: Channel One.
- PC: On May 3, the first story was on Star Wars and discussed how the U.S. could protect itself from nuclear attack.
- SC: Feature.
- PC: The second story was on ANWR and the debate on drilling rights.
- SC: I remember the reporter in a parka with a big hood with fur.
- PC: It was Seth Doane. He had footage on how people in Prudhoe Bay lived. He showed viewers a typical room. The British Petroleum Company had sponsored a trip there for several members of Congress and all of their parkas had a BP logo.
- SC: A feature. That was quite a long segment. Over 5 ½ minutes.
- PC: We had the exact time down to the last second. We’re almost through! Just three more shows! On May 14, I coded the second story as a Feature-other and you coded it as hard news. Do you remember your reasoning?
- SC: No. I think I just heard energy crisis and thought hard news.
- PC: They included info on the 3-Mile Island disaster and the benefits of not only nuclear power but also solar and wind power.
- SC: Feature.
- PC: You give up pretty fast! On May 15, the first story dealt with the Mideast conflict again. It was a short segment. I looked at it a third time when I saw you had coded it as Hard News and I tend to agree!
- SC: Good! I needed to be right. We did agree on the majority of stories, didn’t we?
- PC: We did!
- SC: Those Channel Ones got me! Our average would have been better if I had coded those “Plays of the Week” as Channel One at first.
- PC: And that’s the last story of the last show! “Play of the Week.”
- SC: We’re finished? That didn’t take as long as I thought it would!

PC: Considering the number of stories coded, we didn't do too badly! Thanks for all of your work!

APPENDIX D**CHANNEL ONE SAMPLE – STORY TOPICS****August 16, 2000**

Presidential Conventions/Sunken Sub– The Kursk/Pop Quiz/Channel One Promotion

August 21, 2000

North/South Korea/Sunken Sub – The Kursk/Wildfires/Pop Quiz

August 24, 2000

Flight 800 Crash/CIA – Training Spies/Channel One Promotion

August 29, 2000

Drought in Texas/Faces of Famine/Effects on Famine on Teens

September 1, 2000

Jobs – Newest Employment Figures/Promotion for One Vote/Wildfires/Question of the Day Results

September 6, 2000

Summer in Review/Spy Scandal/Channel One Promotion

September 11, 2000

U.N. Millennium Summit/Wen Ho Lee/Violent Video Games/Bobby Knight Fired

September 14, 2000

Violent Video Games/Wen Ho Lee Released/Question of the Day

September 19, 2000

Olympic Athletes' Steroid Use/Celebrating Diversity- Chicano Power/Pop Quiz

September 27, 2000

Texas Death Penalty/Yugoslavia's Slobodan Milosovich/Olympic Drug Controversary

October 2, 2000

Violence in Israel/Olympic Closing Ceremony/Pop Quiz

October 5, 2000

Palestinian Violence/ANWR/One Vote

October 10, 2000

School Vouchers/Israel/Palestine Relations/Pop Quiz/One Vote

October 13, 2000

U.S.S. Cole Bombing/Mideast Unrest/Recall of Firestone Tires

November 1, 2000

Singapore Airline Crash/Bringing Home the U.S.S. Cole/Napster

November 13, 2000

Florida Vote/Question of the Day/Tracy Smith Retrospective & Goodbye

November 16, 2000

Legal Battle with Florida Vote/In the Line of Duty/Chads Defined

November 20, 2000

Florida Vote/President Clinton to Vietnam/Play of the Week

November 28, 2000

Teen Use of Ecstasy/AIDS in Africa/Election Update

December 1, 2000

Supreme Court Involvement in Presidential Election/Worlds AIDS Day/Pop Quiz/Play of the Week

December 20, 2000

Rescue of the Seabreeze/Teen Researcher – Power of One/Keeping the Mississippi Flag

January 5, 2001

Wildfires in California/Healthy Eating/Pop Quiz/Play of the Week

January 10, 2001

Bush Nomination of Linda Chavez/Drug Trials/Question of the Day

January 16, 2001

Earthquake in El Salvador/Missing Michael Speicher/Pop Quiz

January 19, 2001

John Ashcroft Nomination/Clinton's Farewell/Question of the Day Responses

January 31, 2001

Napster/Gulf War Ten Years Later/Question of the Day Responses

February 5, 2001

Earthquake in India/Black History Month – Harlem Photographer/Pop Quiz

February 8, 2001

Shooting on South Lawn of the White House/Layoffs at Daimler-Chrysler/Pop Quiz

February 13, 2001

Napster/Human Genome Project/Spacecraft on Asteroid/Pop Quiz

February 16, 2001

Submarine Greenville Hits Fishing Boat/Iranian Teen Culture/Play of the Week

February 21, 2001

Robert Hanson Spy Scandal/Heroin – An Addict’s Story/Channel One Promotion

February 26, 2001

Wild U.S. Weather/Drug Use by Teens/Pop Quiz/Channel One Promotion

March 1, 2001

Washington State Earthquake/Teenage Drinking/Pop Quiz

March 13, 2001

Wall Street Free Fall/Navy War Plane Accident/Channel One Promotion

March 16, 2001

Foot & Mouth Disease/One Nation Census Data/Play of the Week

March 21, 2001

Identity Theft/Children’s Protection Act/Question of the Day/Pop Quiz

March 26, 2001

Peacekeepers in Kosovo/Power of One Ashley Mulroy/Oscar Night Results

March 29, 2001

Effect of No Peace in Mideast on Teens/Contamination of Soil under California School/
Channel One Promotion

April 3, 2001

China & American Spy Plane/Campaign Reform Bill/NCAA Basketball Championships

April 6, 2001

Pop Quiz/China & American Spy Plane/Question of the Day/Play of the Week

April 25, 2001

Marketing of Video Games/Weapons Sold to Taiwan/Question of the Day

April 30, 2001

Puerto Rican Military Training Ground/Alabama Civil Rights/Pop Quiz

May 3, 2001

Star Wars – Protecting U.S. From Nuclear Attack/ANWR/Question of the Day

May 7, 2001

Pope John Paul II/Update on Screenwriter's Strike/Student Loans & Drug Convictions/
Question of the Day

May 15, 2001

Midcast Conflict/Oxycontin's Impact on Teens/Channel One Promotion

May 18, 2001

President Bush's Energy Plan/Senior 2001 – Retrospective of Last 18 Year's News
Stories/ Play of the Week

APPENDIX E**TOP NBC NIGHTLY NEWS STORIES
ONE DAY PRIOR TO CHANNEL ONE BROADCAST****Transcripts from LexisNexus**

August 15, 2000 – Race against time, a desperate attempt to rescue more than 100 men trapped in that stranded Russian sub. What it must be like down there tonight.

August 19, 2000 – Rescue or recovery – it's occupants now presumed dead, the risky mission to reach that Russian submarine moves forward.

August 23, 2000 – A jetliner plunges into the sea. Now, new safety questions about hundreds of Airbuses flying in American skies.

August 28, 2000 – Extreme weather, fires out of control in the American West, and a drought that's one for the record books. What's going on?

August 31, 2000 – Final moments, the pilots' chilling last words on that doomed Concorde jet. They never even saw the fire raging behind them.

September 10, 2000 – The end of an era at Indiana University. Coach Bobby Knight's anger has cost him his job.

September 13, 2000 – Centerstage, a blistering attack on the entertainment industry. Why Democrats and Republicans want to force Hollywood to clean up its act.

September 18, 2000 – Blueprint for terror. Tonight, the U.S. government has what may be the master plan for Osama bin Laden's worldwide terror network.

September 26, 2000 – Big win for Microsoft. Why the government's plan to break up the company may now be doomed.

October 1, 2000 – The mounting bloodshed in the Middle East between Palestinians and Israelis.

October 4, 2000 – The real winners. Why older Americans may get the most out of last night's debate.

October 9, 2000 – On the brink, the deadline for the Middle East cease-fire passes. Israel threatens massive retaliation. New fears of a wider war. How did it get so bad so fast?

October 12, 2000 – Day of crisis. A devastating terrorist attack on a US destroyer in the Middle East. American sailors dead, wounded and missing.

October 31 – The crash of Flight 006. Terrible weather in Taiwan, something on the runway. What went wrong with the 747 bound for Los Angeles? The survivors' stories.

November 12, 2000 – George Bush's shrinking lead in Florida as a second county begins a recount by hand under tight security.

November 20, 2000 – Gore and Bush attorneys present arguments to Florida Supreme Court.

November 28, 2000 – Even after Florida certification, Gore not ready to concede yet.

November 30, 2000 – Next stop the US Supreme Court, George W. Bush and Al Gore, the case that could decide the presidency.

December 19, 2000 – Preparing for office, President-elect Bush, President Clinton face-to-face on global issues. Also, the governor's first meeting with Al Gore since the election.

January 4, 2001 – More troubling news on the American economy, and the Fed adds another interest rate cut. But will that be enough to head off a recession?

January 9, 2001 - Out of the picture, Linda Chavez withdraws her controversial nomination as labor secretary. Are any of the other nominations in trouble?

January 15, 2001 – President-elect George W. Bush, just days from his inauguration, an exclusive interview. What he hopes to accomplish, his embattled choice for attorney general, and the person he relies on most.

January 18, 2001 – State of emergency. Blackouts roll across California once again, a million people in the dark. IN DEPTH tonight, could it happen where you live?

January 30, 2001 – Warning signs, Consumer confidence hits a four-year low. Big layoffs at Amazon, but Wall Street has high hopes for interest rate cuts.

February 5, 2001 – It's happened again. Another deadly workplace shooting. This time, just outside Chicago. Five dead. The question: How safe is America on the job?

February 12, 2001 – CLINTON WATCH, the former president abandons his high-priced offices for Harlem. And new questions about the financing for his presidential library.

February 15, 2001 – Deep trouble and NBC exclusive. Civilians aboard that submarine describe the final moments before the crash.

February 20, 2001 - Stunning spy charges. The FBI arrests one of its own, claiming he sold top secrets to the Russians for more than a decade. The complex trap to catch him, the real damage of the spying game and tough questions for FBI Director Louis Freeh, live.

February 25, 2001 – The toll from the fierce storm system that ripped through northeast Mississippi.

February 28, 2001 – A massive earthquake rocks Seattle and the Pacific Northwest reaching all the way to Salt Lake City and Canada. Tonight, injuries, major damage, hundreds of thousands without power.

March 12, 2001 – A massive sell-off on Wall Street. The Dow plunges more than 400 points. Nasdaq hit even harder. Have we hit bottom yet? IN DEPTH, THE SMART MONEY for investors still standing.

March 15, 2001 – Going broke. With a shaky economy and so many Americans owing so much money, Congress cracks down on declaring bankruptcy.

March 20, 2001 – Free fall. The Federal Reserve slashes interest rates. The market dives. When will it hit bottom? What should you do with your money?

March 24, 2001 – Deadly car bombs in Russia. Are Chechen rebels about to begin another terror campaign?

March 28, 2001 – The Middle East, at the brink of war tonight. Israeli forces bomb Palestinian targets. Can anything stop the violence?

April 2, 2001 – Twenty-four Americans held tonight in China, after their spy plane makes an emergency landing. President Bush demands their immediate return, the first major test of his presidency.

April 5, 2001 – Showdown. President Bush expresses regrets, but says China must act quickly to return the 24 Americans. Surprising new information about the Chinese pilot who collided with the US plane.

April 24, 2001 – NBC NEWS EXCLUSIVE. New information about that missionary plane shot down over Peru. Just what the US could've done to protect it.

April 29, 2001 – Battle lines. Violence erupts at the Summit of the Americas. Rioters storm security forces. Will they disrupt President Bush's trade talks?

May 2, 2001 – Risky business? Social Security and the stock market. Tonight, the president's controversial plan. Plus, how Congress wants to help you save more for retirement.

May 7, 2001 – Through the roof. Gas prices soared a new high. Is three dollars a gallon next?

May 14, 2001 – Up in smoke. The US Supreme Court says no to marijuana as medicine. Also, the high stakes of the pot trade in America.

May 17, 2001 – Crunch time. The president's new plan to keep the power off. And can it work? What it means for your family. Plus, air power. Is this the answer?

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