Attitudes, Opinions and Relevance of Online Advertising from the Perspective of Adolescents
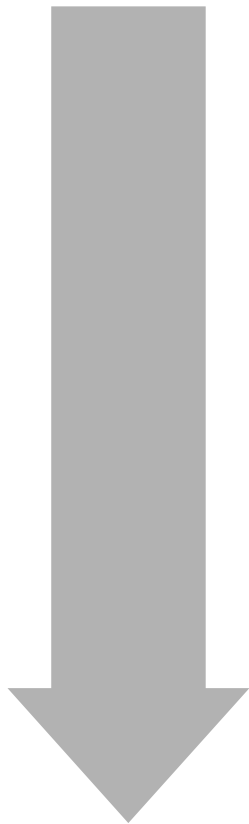
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Otto-von-Guericke-Universität Magdeburg

Germany

Attitudes, opinions and relevance of online advertising from the perspective of adolescents

1) Current Forms of Online Advertisement

2) Structural Background: Personal Profiles

3) Educational challenges

4) Description Research Project

5) Overview: Results

6) Conclusion, outlook

Discussion

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1. Current Forms of Online Advertisement

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2. Structural Background: Digital Profiles

3. Educational Challenges

- commercialisation and marketisation of online-spaces

- „concerns about **outside influences**" (Clark, Svanae 2011, 4)
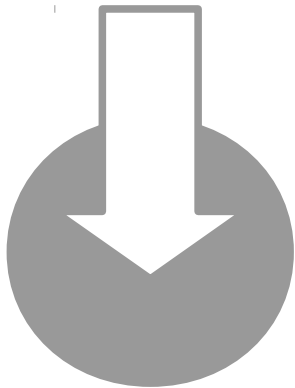
- pedagogical objectives
  Autonomy – Heteronomy

  ? effects of online-advertisement („hidden curriculum)

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4. Description Research Project:
„Online Advertising Literacy in Transition.
New Challenges for Media Education and School"

- 04/2016-10/2017

- adolescents: 12-16 years

- Qualitative research: open narrativ interviews;
 (8 single, 5 partner), according to Schütze

- Project partner:

  - Federal Authority for Regulation of Commercial Broadcasting and New Media, Kassel (LFR)
  - Institut für Medienpädagogik und Kommunikation (MuK), Frankfurt
  - Universität Magdeburg

- Aim: development differentiated mediapadegogical concepts and teaching ressources

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4. Description Research Project: „Online Advertising Literacy in Transition. New Challenges for Media Education and School"
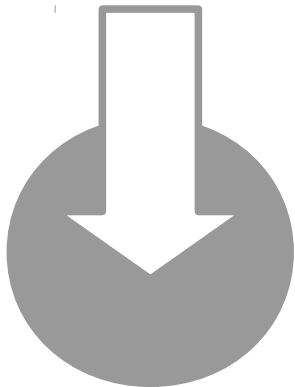
- How can an **reflective and competent handling** of adolescents with (new forms of) online-advertising be facilitated?

- Reconstruction of adolescants perspective: **subjective relevances, attitudes and concepts**

- focus: **structural transformation** of online-advertising

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6. Central Results:
Online Advertising in everyday life of adolescents
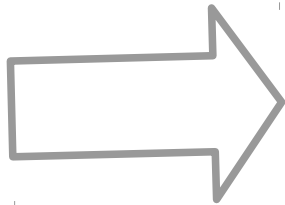
- **Increasing penetration** of everyday world
- Online advertising is valued as **quasi-normal/natural** and **self-evident**
- Pop-ups and banner ads or advertising video clips are **easy recognizable**
- Complex forms of behavioral adverising or native ads are **elusive**
- Advertising is **not a topic** to deal with and not treated as a problem
- Underlying concept of behavioral and tageted advertising and **business models can not be identified**
- **Positiv connotation** of personalized advertising; **negative consequences** are hardly mentioned
- Online-Advertising is a part of an **accepted busines model**

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6.1 Central Results: Example YouTube / Ad Blocker

" Yes, there is just the ad blocker, **either you use it, but I do not**, because it is always a thing like that. It is always said when you use ad blockers, that you (..) well, you are always titled as an asshole by some people just like that, not directly but it always hangs so "**yes, ad blocker is stupid because of the people earn money with it**, when they display the advertisement and you don't get the advertisement displayed and then they get no money". **That's why I do not use it [adblocker] and mostly I just ignore it [ads]**. "

Interviewee, male, 14 years old

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6.2 Central Results: Example YouTube / Product Placement

" ...that's called product placement and that is, the YouTuber gets money for the products they introduce and there is a sort of **controversy about certain YouTubers who should do that without informing their viewers about it** . "Yes, look, I like this product, and I'll show it to you now because I like it," although it is not really good at all, but even for the money. And then **there are still other YouTubers, who really like the product, but then also say that it is a product placement**, there usually is a advertising in the video description or they display a picture before it to notice "Product placement" and then the product is presented… "

Interviewee, male, 14 years old

" ...I do not mind, I mean, **they earn their money and if they find the product really good, recommend it self-motivated, I find it good**. If they just do it to get the money and then say they find it really good and **do not even mention that now there is a product placement, then I find it bad.** "

Interviewee, male, 14 years old

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"So, **I do not really have a problem, because everything I basically reveal on the internet, what I personally give myself there, can definetly everyone know, otherwise I would not reveal it**. And that is also the case with facebook, you always hear that if you create a profile, that they try to find out your real name, if you give them first name and surname like you are really named, that they know who you are… and your - your profile, your data is on sale in principle, but in that case **it doesn't really bother me**, because **I only reveal the things because I'm informed that there is something like that**, what I would also reveal to every person "

Interviewee, male, 14 years old

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6.5 Central Results: Subjective relevance und meaning

„I'm not affected by this [adv.]"
„Advertising has no influence on me"

„Ads that doesn't interest me are annoying and a waste of time"
„If at all ads, then some that fits my interests."

„Who be interested in my data? What could could be the point in doing that?

„It is already **scary**, when advertisement follows yourself through the internet and across different devices."

„I prefer to pay by viewing ads then by real money."

„If I see a product again [adv. f. product], it is a **reminder** to look for it another time. So I can't forget it.This is a nice service."

„I have nothing to hide!"
„I just reveal data of mine, that I would also tell everyone."

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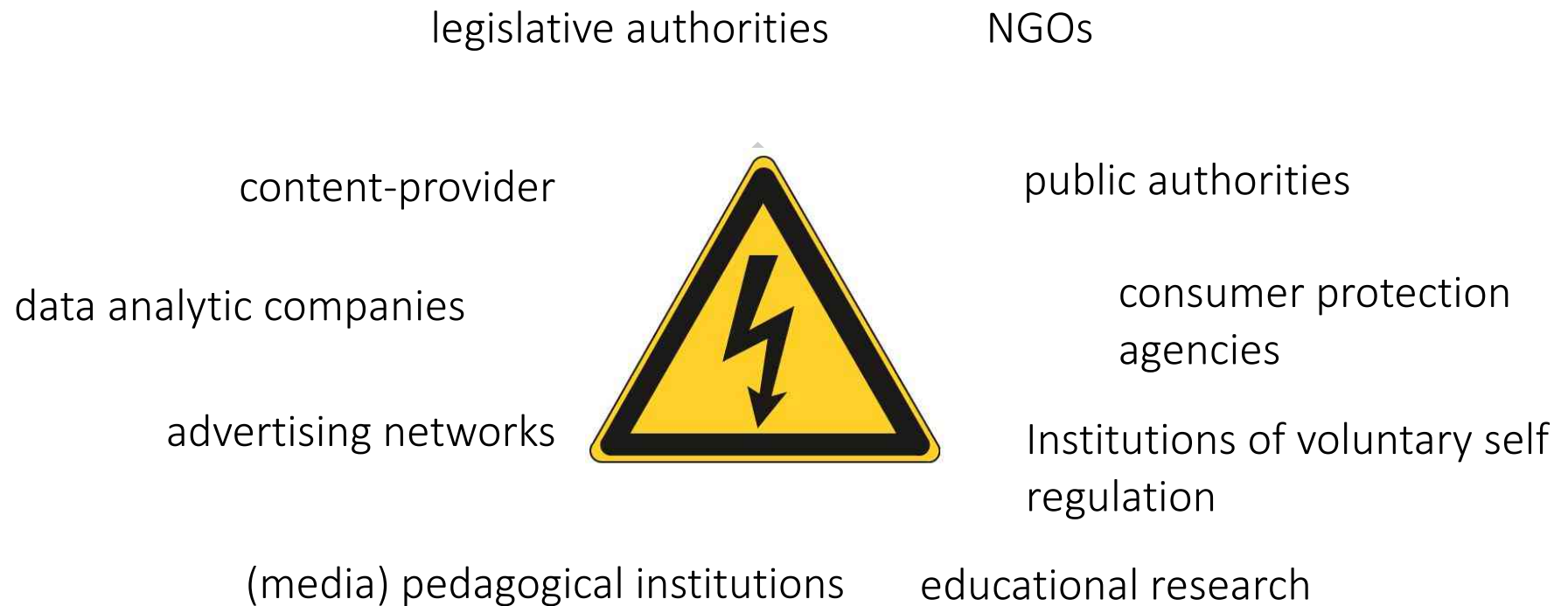
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7.1 Conclusion and outlook

- **variety and diversity** of attitudes. opinions, relevances

- **complex, ambivalen**t relation: adolescents – online-adv.
  - Adblocker, personalised Ads, Authenticity of Youtube-Stars

- **perspective on online-advertising:**
  - natural part, no problem, no negative influence
  - media-socialisation?
  - privacy
  - reflecting – acting
  - …

- „**Tentativeness**", „**Uncertainty**" ($\rightarrow$ Modernisation Theory) appropriate, reasonable acting? Public norms?

$\rightarrow$ attitudes, opinions, relevances as **starting point** for mediaeducation (concepts, material)

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7.2 Conclusion and outlook: stakeholder

legislative authorities   NGOs

content-provider   public authorities

data analytic companies   consumer protection
                                                agencies

advertising networks   Institutions of voluntary self
                                                regulation

(media) pedagogical institutions   educational research

conflict | cooperation, networking

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thank you!

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Discussion

What exactly means „mediacompetent acting" within the context of personal profiles?

What kind of action/behavior should be recommended to adolescents to solve / handle the challenges of online-advertisment/personal profiles?

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