

8 - Scientific Literacy and Socio-scientific Issues | Empirical

SP - (16460) - PROMOTING ORGAN DONATION IN VIDEO MESSAGES - A POSSIBLE CAUSE OF REACTANCE?

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Short Abstract

Organ donation can serve as a context for teaching decision-making regarding socio-scientific issues, a skill included in the German educational standards (KMK, 2004). It poses a social issue since there are not enough organ donations to meet the demand (DSO, 2019) despite a mostly positive attitude toward organ donation in Germany (Caille-Brillet, Zimmering & Thaiss, 2019). Information campaigns regarding this issue include video messages which use narratives as a medium and are partly designed for application in schools. However, they can send a persuasive rather than an informative message. Persuasive attempts are a frequent threat to freedom in health communication (Dillard & Shen, 2005). In response to this threat, students could show reactance, motivating their desire to restore lost or threatened freedoms (Brehm & Brehm, 1981). Studies found that narratives can reduce the reactance a persuasive message might otherwise cause (e.g. Sukalla, Wagner & Rackow, 2017). This raises the question whether video messages using narratives with an implicit persuasive message in favor of organ donation used in school might trigger reactance and thus reduce the willingness to take a donor decision. To evaluate this an experimental group watched an implicitly persuasive video message with narrative parts. The control group was informed by a PowerPoint presentation. The sample included 173 students ($M_{age}=14.4 \pm 0.6$ years; 67.6% female) from two German secondary schools. A comparison between video and presentation interventions revealed that the video group reported higher reactance than the presentation group. Descriptively attitude toward organ donation decreased from pre- to post-test in the video group while it increased in the presentation group. The treatment had a significant effect on intention to document their donor decision in favor of the presentation group. Regarding these findings the use of persuasive video messages in health education appears inadvisable even if they use a narrative.