



Spies and security: Assessing the impact of animated videos on intelligence services in school children

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INTRODUCTION



The impact of terrorism in children through the exposition to mass media and social networks has been contrasted with 13 studies that compiles Pfefferbaum, Phebe y Rose (2018)

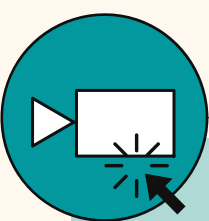
The objective of this article is to measure the impact of the visualisation of videos in relation to knowledge, stereotypes, and children attitude towards the Spanish service of intelligence.



The hypothesis is that the visualisation of animated videos increases the knowledge towards..., reduces stereotypes and favors more positive attitudes.



MATERIAL Y METHODS



CREATING AN ANIMATED VIDEO:

- 1) Mensaje verbal, visual, textual, gráfico y musical
- 2) To children (8-11 years old) y adolescents (12-16 years old)
- 3) Television, Internet, smartphones, laptops, tablets, etc

PARTICIPANTS



1.092 children and adolescents
8 schools in Spain:
Cádiz, Jerez de la Frontera, Mairena del Aljarafe, Gines y Sevilla

QUESTIONNAIRES

- Sociodemographic data
- NIS knowledge
- Stereotypes about the work of intelligence police
- Attitudes towards NIS

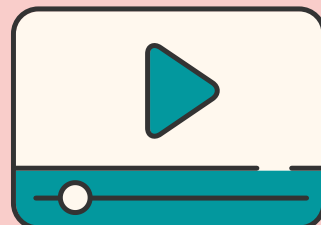


METHODOLOGY

The creation of the video between April and October of 2016, was watched for the first time

DISCUSSION AND CONCLUSIONS

- The visualisation of animated videos:
- Increases the knowledge towards the work of the intelligence police
- Decreases the stereotypes
- Rises the positive attitudes towards the work of NIS (National Intelligence Service)



It shows that the importance to have pedagogical materiales for familias and teachers to increase the knowledge of security institucions for children and teenagers.



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