

Could Online Video Improve Public Scientific Literacy?

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The purpose of this research investigated online video observing influence the university students' scientific literacy. We developed Artificial Intelligence-related video (AI-video) by situational interest theory. Then we investigated whether online AI-video observing can influence university students' cognition and attitudes towards AI. Data were collected from 115 participants before and after AI-video observing through questionnaire and short description questions. The results were as follows: 1) University students' cognition towards AI was more understandable, and they also more supported AI development after AI-video observing. 2) The university students' cognition towards AI and supported AI development, AI optimistic group was significant enhanced more than AI fair and AI pessimistic groups through AI-video observing. 3) The university students considered that AI-video was interesting and could attract people to learn, they had a deeper understanding of AI and knew how to deal with AI application in the future. The above results showed that the cognition towards AI was easily enhanced more than attitudes towards AI after AI-video observing, especially for the optimistic group of university students. This research also gave some suggestions on online videos designing and network communication of cutting edge technology.

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