## Abstract
## 7 /3 （Wed）16:20~17:50

Title: Internet, Political information efficacy, and Knowledge Integration

In my talk, I will present my research that examined how young people's Internet use might influence their political information efficacy levels and the knowledge integration process. I will also discuss media literacy education and its importance in the information society.

Topic 1: Political Information efficacy

Research indicates that political information efficacy, the confidence in political knowledge, does not always lead to confidence in political capabilities or willingness to engage in political activities. However, few studies have examined levels of political information efficacy in depth or with nuanced detail. This study attempts to remedy this research gap by exploring the varying levels of political information efficacy among young people. Analysis revealed varying levels of political information efficacy, associated citizen attitudes and their concerns: (1) apathetic; (2) minimally informed; (3) Reasonably informed and self-assured; and (4) informed in-depth and activist- inclined. The data also show how, at different levels, the influence of other psychological factors might encourage or prevent young people from wanting to participate more or less. Those factors include political system efficacy, privacy and permanence concerns, willingness to be involved and perceived capability, skepticism toward politics, critical evaluations of media content, and questions about online content credibility. These findings offer a useful method for carefully understanding young citizens' political confidence, inviting scholars to speculate on the influence of information efficacy on other psychological factors and, later, political involvement.

Topic 2: Knowledge Integration

When people first learn of news, the information often remains in their minds as a passing fact rather than something fully understood. They attempt to better understand such information when particular topics interest them. This study explores how young people who self-identify as highly interested in politics and public affairs use diverse online resources to more thoroughly understand those topics in order to form their own thoughts and views, a process referred to as civic knowledge integration. Analyzing focus group interviews and essay answers provides a nuanced, in-depth understanding of such processes. These youths practice monitorial scanning, opinion sampling, verification (cross-checking), comparison of differing viewpoints, and collaborative layering of ideas. This study expands on the existing knowledge about political learning by considering the process in which learners' efforts to understand is the most important aspect.