THE EFFECTS OF VIDEO CONTENT WITHIN E-PARTICIPATION PLATFORMS ON BEHAVIOURAL INTENTION

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An analysis of new forms of digital political engagement of young adults in Germany on the example of the E-Participation App "FollowTheVote"

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Dissertation written under the supervision of Professor Daniela Campello

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Abstract

Title: THE EFFECTS OF VIDEO CONTENT WITHIN E-PARTICIPATION PLATFORMS ON BEHAVIOURAL INTENTION - *An analysis of new forms of digital political engagement of young adults in Germany on the example of the App "FollowTheVote"*

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The nature of citizens' political engagement in Europe is changing. In particular, young citizens are witnessing a decline in voter turnout, political party membership, and interest in politics. With 84% of young people spending a significant amount of time on social media, e-participation tools could use some social media engagement mechanisms to their own advantage. Therefore, this study aims to analyze the effects on the acceptance and use of the E-Participation platform *FollowTheVote* in Germany. In particular, the effect of video content on behavioural intention is measured.

For this purpose, a quantitative panel study, over seven days, was conducted with a group of 58 prototype testers. The treatment group was exposed to video content from day three onwards, whereas the control group was exposed to the same written form of content over seven days. The research framework is based on the Technology Acceptance Model which has been extended to fit the context of e-participation platforms.

The results indicate that Perceived Usefulness, Perceived Ease of Use, and Perceived Enjoyment have a statistically significant positive effect on the Behavioural Intention of the e-participation platform *FollowTheVote*. However, the implementation of video content has shown no statistically significant effect on the acceptance and use of the platform. This might be explained by the relatively small sample size, decreasing the statistical power.

As the topic of study is relatively young, this research strongly contributes to the validation of the market potential and media innovation within the sector of e-participation platforms in Germany.

Keywords: *E-participation, FollowTheVote, Political Education, Video Content, TAM-model, Behavioural Intention, Engagement, Democracy, Europe.*

Resumio

Título: OS EFEITOS DO CONTEÚDO DO VÍDEO COM PLATAFORMA DE E-PARTICIPAÇÃO EM INTENÇÃO COMPORTAMENTAL - *Uma análise das novas formas de envolvimento político digital de jovens adultos na Alemanha sobre o exemplo da App "FollowTheVote".*

Autor: Maren Heinz

A natureza do envolvimento político dos cidadãos na Europa está a mudar. Os jovens cidadãos, em particular, estão a assistir a um declínio na afluência às urnas, na filiação em partidos políticos, e no interesse pela política. Com 84% dos jovens a passar uma quantidade significativa de tempo nos meios de comunicação social, os instrumentos de participação electrónica poderiam utilizar alguns mecanismos de envolvimento nos meios de comunicação social em seu próprio benefício. Por conseguinte, este estudo visa analisar os efeitos na aceitação e utilização da plataforma de e-participação FollowTheVote na Alemanha. Em particular, mede-se o efeito do conteúdo vídeo sobre a intenção comportamental.

Para este efeito, foi realizado um estudo de painel quantitativo, durante sete dias, com um grupo de 58 testadores de protótipos. O grupo de tratamento foi exposto ao conteúdo de vídeo a partir do terceiro dia, enquanto o grupo de controlo foi exposto à mesma forma escrita de conteúdo durante sete dias. O quadro de investigação baseia-se no Modelo de Aceitação de Tecnologia, que foi alargado para se adaptar ao contexto das plataformas de participação electrónica.

Os resultados indicam que o Perceived Usefulness, Perceived Ease of Use e Perceived Enjoyment têm um efeito positivo estatisticamente significativo no Behavioural Intention da plataforma de e-participação FollowTheVote. No entanto, a implementação do conteúdo vídeo não mostrou qualquer efeito estatisticamente significativo sobre a aceitação e utilização da plataforma. Isto pode ser explicado pelo tamanho relativamente pequeno da amostra, diminuindo o poder estatístico.

Palavras-chave: *E-participação, FollowTheVote, Educação Política, Conteúdo de Vídeo, Modelo TAM, Intenção Comportamental, Envolvimento, Democracia, Europa*.

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I would also like to thank my parents who gave everything to fulfil many of my dreams. For teaching me that there is only one thing more expensive than education, and that is no education. And for raising me to always be curious and open to new things, to always see the good in people, to be willing to share and give back to those who have been less fortunate in life. Moreover, I would like to express my deepest gratitude for my wonderful friends who have given me a lot of understanding, emotional and mental support, regarding my work and projects.

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Abbreviations and Acronyms

BI	-	Behavioral Intention
FTV	-	FollowTheVote
HM	-	Hedonic-Motivation
HMS	-	Hedonic-Motivation System
HMSAM	-	Hedonic-Motivation System Adoption Model
IDT	-	Innovation Diffusion Theory
IS	-	Information Systems
KMO	-	Kaiser Meyer Olkin
MIS	-	Management Information Systems
MM	-	Motivational Model
MPCU	-	Model of PC Utilization
PCA	-	Principal Component Analysis
PEOU	-	Perceived Ease of Use
PU	-	Perceived Usefulness
SCT	-	Social Cognitive Theory
TAM	-	Technology Acceptance Model
TPB	-	Theory of Planned Behavior
TRA	-	Theory of Reasoned Action
UI	-	User Interface
UMS	-	Utilitarian-motivation systems
UTAUT	-	Unified Theory of Acceptance and Use of Technology
UX	-	User-Experience
VC	-	Video Content
WWW	-	World Wide Web

1. INTRODUCTION

The nature of the political engagement of citizens in Europe is changing (Horvath & Paolini, 2014). The increasing divide between citizens and their local, national, and European level governments has led to a decrease in voter turnout, a decline in political party membership, and a lack of interest in politics (Lironi & European Citizen Action Service (ECAS), 2016). This declining level of political participation especially among young European citizens (officially 14-30 years old) has become a major concern (Dalton, 2008; Haste & Hogan, 2006; Lindström, 2010; Mycock & Tonge, 2011; Sloam, 2010; Stoker, 2006). Latest reports, however, argue that the political participation of young people is not in decline, but rather in transformation (Horvath & Paolini, 2014; Loader et al., 2014; (Harris et al., 2010; O'Toole et al., 2003; Sloam, 2013). In response to this transformation and the dissatisfaction of citizens towards politics, many European countries have begun to explore the possibilities of information and communication technology (ICT) to restore people's trust and revitalize European democracies by creating a more open, transparent, and participatory online decision-making process (Lironi & European Citizen Action Service (ECAS), 2016). In order to encourage a greater reach and inclusion of excluded groups in democratic processes, hundreds of Governments have been focusing their emphasis on electronic participation (e-participation) since the early 1990s (Lee-Geiller & Lee, 2019; Macintosh, 2004; Supendi & Prihatmanto, 2015).

Although a significant number (>84%) of young people spend a major portion of their time online (Anderson & Jiang, 2018; PEW RESEARCH CENTER, 2021) the majority is hardly dedicated to these new e-participation tools (Eränpalo, 2014; Toots, 2019). This is due to the fact that e-participation tools have difficulties in engaging users (Bista et al., 2014; Dryzek et al., 2019; Lee-Geiller & Lee, 2019; LeRoux et al., 2020). This problem can have several roots. Such as the lack of resources and the ability to understand users (citizens) by governments (Harbin, 2012; Krugman, 1996). Moreover, since the internet delivers a large amount of disparate data and opportunities for interaction, it is becoming more and more difficult to attract users to online platforms (Duch-Brown, 2017). The growing availability and diversity of information offers and content make it increasingly effortful to evaluate and select relevant information (Hill & Hannafin, 2001). In particular, younger people with lower self-efficacy in information seeking are more likely to experience these difficulties (Schmitt et al., 2018). When dealing with a digital system, young people choose alternative and innovative forms of information and interaction, resulting in a significant cognitive, temporal, affective, and

behavioural investment (O'Brien, 2016). This can be achieved through more individualistic and network-oriented platforms (Horvath & Paolini, 2014; Loader et al., 2014).

As also defined by the field of Management Information Systems (MIS), the lack of adoption of technology can be caused by rivalry for attention to information systems aimed at satisfying entertainment-oriented needs, so-called "hedonic information systems" (van der Heijden, 2004). "Hedonic information systems" in the digital era are described as (video) blogs, social networks, and games (Koivisto & Hamari, 2019). Young citizens tend to use these "hedonic information systems" and therefore have a greater need for e-participation tools that evoke pleasure, fun, and entertainment (Anderson & Jiang, 2018). As much of the increasing competition is emerging from the entertainment sector, entertaining approaches to political information and education are on the rise and may continue to spread (Blumler & Kavanagh, 1999). As 84% of people aged between 19 and 29 use social media platforms at least once per day, it has become a convenient and frequently used source of education and information (PEW RESEARCH CENTER, 2021). Especially the direct link between content characteristics and engagement, which can be observed in leading social media platforms such as Instagram and TikTok, can be a prevalent strategy to evoke pleasure and other positive emotional responses (Schreiner et al., 2019).

Nevertheless, due to its novelty, there is little existing literature and theory to draw upon, and no prior data is available. Contexts that have not been explored, such as election campaigns and e-participation tools, are needed (Hassan & Hamari, 2020).
This research gap could be closed by this study on the new e-participation application "FollowTheVote" (FTV), as it elaborates the effects of Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Perceived Enjoyment (PE) on the acceptance and use of e-participation platforms, in and outside the election period. Moreover, this study aims to identify the effect of implementing educational video content in the field of e-participation, in and outside the election period.

1.1 About FollowTheVote

FollowTheVote is a new mobile application and online platform that has been available in all German-speaking countries since August 5, 2021. FollowTheVote is a project of the independent non-profit organization Political Innovation Association (PIA) e.V. and was initiated in September 2020 by Maren Heinz and Frank Lehmann. PIA e.V. advocates for new forms of digital, political education and democratic participation for youth and young adults - inclusive and for all levels of education. The idea behind the FollowTheVote app is to inform, engage and empower young citizens in a social and political way to make politics simple, factual, and fun again. FollowTheVote is intended to be the interface between social media platforms and high-quality information platforms (FollowTheVote, 2021).

The app is currently structured as follows: One so-called "statement" per day is to be processed by the user. Statements can be bills, resolutions, draft laws, or motions that are being debated in the German parliament. They are formulated in one sentence in simple language. The engagement with one statement per day represents the beginning of the daily customer journey. After that, the user receives background information on the statement (history of the bill, facts, and figures, scientific findings, etc.). Then, the user is presented with 6 pro and con arguments that they can either agree or disagree with. Each of the arguments comes from a party represented in parliament. However, it is not yet revealed by which party which argument was presented in order not to influence the user. Finally, the user is asked for his or her opinion on the daily statement. As the number of answered statements increases, the user's own political profile becomes clearer. The assignment of a user to a political party is based on the voting of the arguments as well as the voting of the statement (FollowTheVote, 2021).

The focus of the information in the app is on what was actually said and done in the current legislative period in the parliament and not on election promises in party platforms or the media. The goal of the app is to make political information easier to understand and more fact-based (FollowTheVote, 2021).

To engage the user, the app offers personalized participation options. For example, if the user finds out that a bill was rejected by the majority in parliament, even though he or she thought it was important and should have been passed, he or she can sign a petition with just 3 clicks, find out when and where the next demonstration on the issue is taking place, or receive information

about which local organization he or she can support. Participation for young, less informed citizens is made attractive, fun, and easy (FollowTheVote, 2021).

Before launching the app at the beginning of August, the company did extensive market research and tested several prototypes. The following work represents one of the final prototype tests at the end of April 2021 to find out the impact of the behavioural intention of the FollowTheVote app and in particular, whether it makes sense to present the background information to the user in the form of written content or as video content.

2. JUSTIFICATION

2.1 Political Participation and EU Citizenship

Today's youth have grown up in a world that is drastically different from their parents'. The expansion of supranational structures is transforming the nature of citizenship and participation (Baubock, 2006; Bosniak, 2000; Hall, 1995). As a result, how people identify their identity, citizenship, and desire to engage in democratic life is undoubtedly influenced (Horvath & Paolini, 2014).

In Germany, young people seem to find that conventional ways of engagement are ineffective to affect policy making in areas that matter to them. They do not believe that elected officials serve their views adequately, nor do they believe that their voices can be heard and that their opinion matters (Harris et al., 2010; O'Toole et al., 2003). Many young people have not developed a "vote habit", which may cause serious issues in electoral systems in the future once they enter the "age of disillusionment"´(Kestilä-Kekkonen, 2009). Young people, on the one hand, feel alienated from traditional, existing methods of influencing political decision-making, as party membership is aging and traditional political bodies present barriers to youth participation (Cammaerts et al., 2016; Hart & Henn, 2017; Milner, 2010; O'Toole et al., 2003). Young people, on the other hand, are opting for modern ways of engagement that give them opportunities for actions that are more individually relevant, meaningful, informal, spontaneous, and non-institutionalized channels of action (Harris et al., 2010; Sloam, 2013).

One approach from governments and institutions, to provide an answer to the problems and new needs described, are forms of e-participation platforms. Unfortunately, the German and other governments of European countries are failing to execute e-participation (Toots, 2019) as

it is considered to be a field that struggles to stimulate and establish active citizen involvement, especially among the young generation between the ages of 16 and 29 (Dryzek et al., 2019; Lee-Geiller & Lee, 2019).

Davis' (1989) technology acceptance model (TAM) and Venkatesh, Morris, Davis, and Davis' (2003) unified theory of technology acceptance and use (UTAUT) were extended in Venkatesh, Thong, and Xu's (2012) study to include three new constructs: hedonic motivation, value for money, and habit, focusing on the consumer's hedonic value, i.e., his or her intrinsic motivation (Davis, 1989; Venkatesh et al., 2003a, 2012). Hedonic motivation is defined as the enjoyment or pleasure gained from utilizing technology, and it is a key predictor of consumer adoption and usage of technology (Alalwan, 2018; Alalwan et al., 2018; Baabdullah et al., 2019; Brown & Venkatesh, 2005; Hamari & Koivisto, 2015; Shareef et al., 2017; Shaw & Sergueeva, 2019). Playing computer games, streaming music, viewing video clips, and instant messaging, to mention a few, have all become popular hedonistic uses of technology (Hampton-Sosa, 2017; Makki et al., 2018; Venkatesh & Brown, 2001). Moreover, Hedonic Motivation was also discovered to be a major predictor of mobile TV (Wong et al., 2014) and picture and video-driven Social Media Platforms like Instagram (Järvinen et al., 2016).

The majority of observational research on the impact of video material on education, have shown positive results. Nonetheless, due to its novelty, there is little existing literature and theory to build on, and there is a growing need for more study in this subject (Draus et al., 2014; Tuong et al., 2014). As video content is promoted as a next-generation method for education (Bravo et al., 2011; Kress, 2003; Lankshear, 1997; Marx & Frost, 1998; Sweeder & Bednar, 2001), marketing and customer engagement (Lei et al., 2017; Moreno-Munoz et al., 2016), this study aims to identify the effect of implementing educational video content in the field of e-participation.

The author believes that this topic is highly relevant, as it touches upon both the issues of "strengthening young adult voter participation" and "the future of a healthy and vibrant democracy" in Europe.

2.2 Research Question

In line with the research purpose and problem to be discussed explained above, the primary research question to be answered with this thesis is the following:

RQ1: "What has an effect on the acceptance and use of FollowTheVote (FTV)?"

RQ2: "What is the effect of video content on the acceptance and use of the e-participation platform FollowTheVote (FTV)?"

2.3 General and Specific Objectives

The overarching objective is to find new ways to inform, engage and empower young adults in Germany in politics to stimulate and motivate social entrepreneurs and governments to come up with new designs and customer journeys within the field of e-participation. The author assumes that better informed and engaged citizens are cornerstones to counteract populism and reinforce democracy.

The study aims to elaborate on the effects of acceptance of e-participation tools. The specific objective of this study is to elaborate the effects of political education, delivered through video content, on the acceptance and use of e-participation platforms in Germany, within young German adults between the age of 18 to 34 years, on the example of the platform "FollowTheVote".

This study continues with a literature review (Chapter 3) to identify key contributions in the literature on information systems and new forms of customer engagement through online (video) content. Finally, the author presents a conceptual framework for measuring the effects on behavioural intention. To test these effects, the author explains the methodology used (Chapter 4) and evaluates the main results (Chapter 5). Finally, this research ends with a conclusion and discussion (Chapter 6) based on these results.

3. LITERATURE REVIEW & HYPOTHESES FORMULATION

3.1 The Acceptance of Technology

Long has the study of how and why people adopt and adapt to new technologies been a focus of information systems (IS) research (Venkatesh et al., 2003a). The acceptance of technology finds its origins in the late 1950s when large computers became available to research institutions, universities, and businesses (Wirth, 2008). As computers started to increase the productivity and performance of white-collar workers, it quickly became a major area of research in management information systems (MIS) (Edelman, 1981; Pyburn & Curley, 1984). Despite the experiential potential, the adoption of technology has often been slowed by an unwillingness to accept and use the available systems and fear of fundamental change (e.g. Davis, 1989; Ma & Liu, 2005; Venkatesh & Davis, 2000). Explaining user acceptance has been a topic in MIS research ever since (e.g. Davis, 1989; Ginzberg, 1981; Swanson, 1987; Yousafzai et al., 2007). Researchers have developed numerous models and theories to predict technology acceptance and use, such as the Theory of Reasoned Action (TRA), Technology Acceptance Model (TAM), Motivational Model (MM), Theory of Planned Behaviour (TPB), Model of PC Utilization (MPCU), Innovation Diffusion Theory (IDT), Social Cognitive Theory (SCT), and Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003a).

The first models, such as TRA by Hill et al. (1977) or TPB by Ajzen (1991) emerged from social psychology and were theoretically based on theories of behavioural intention (e.g., King & He, 2006; Ma & Liu, 2005; Turner et al., 2010; Venkatesh, 2000; Yousafzai et al., 2007). The Technology Acceptance Model (Davis, 1989) developed from this line of research, and it is now one of the most frequently tested models, praised for its simplicity, robustness, and explanatory power (e.g. King & He, 2006; Ma & Liu, 2005, 2005; Rauniar et al., 2014; Turner et al., 2010; Venkatesh et al., 2003; Yousafzai et al., 2007).

Behavioural intention (BI), perceived usefulness (PU), and perceived ease of use (PEOU) are the three theoretical elements that define the TAM (Venkatesh & Davis, 2000). The elements are defined as follows:

BI - “the intention to use the system” (Davis, 1989, p. 985)

PU - “the extent to which a person believes that using a particular system would improve his or her work performance" (ibid)

PEOU - "the extent to which a person believes that using a particular system would not cause

difficulty" (ibid)

The model depicts three key relationships: PU's positive relationship with BI and PEOU's positive relationship with BI (Venkatesh & Davis, 2000). Research connected to Email, voice mail (e.g. (Adams et al., 1992), the worldwide web (WWW) (e.g. Gefen & Straub, 2000), telemedicine technology (e.g. Chau & Hu, 2001), more recently, social media (Rauniar et al., 2014) and online banking (Pikkarainen et al., 2004; Yousafzai et al., 2010) have all been used to test and confirm these connections. As a result, the following hypotheses are formulated:

H1: The PU of FollowTheVote has a positive effect on BI.
H2: The PEOU of FollowTheVote has a positive effect on BI.

3.2 Hedonic Motivation and its Perceived Enjoyment

The subject of MIS research studies has often been "beneficial technologies" (van der Heijden, 2004) because they are characterized primarily by the pursuit of knowledge related to productivity and efficiency (Koivisto & Hamari, 2019). The models derived from this context were often not suited to transfer technologies that were used for other purposes (van der Heijden, 2004). The breakthrough came from the field of consumer research. In 1982, Hirschman & Holbrook's paper "The Experiential Aspects of Consumption: Consumer Fantasies, Feelings, and Fun" examined the hedonic aspects of consumption, incorporating subjective and personal aspects of the shopping experience (Holbrook & Hirschman, 1982). Hedonic aspects of consumption were defined by Hirschman and Holbrook as characteristics of consumer behaviour that relate to the multisensory, imaginative, and emotional aspects of consumers' experience with products or services (Holbrook & Hirschman, 1982). As a result, research started on the effect of enjoyment within the IS field. One of the first and most recognizable research was from Van Der Heijden (2004), who added a new dimension to the original TAM by including the concept of "perceived enjoyment" (PE). The theoretical foundation was drawn from Deci's (1971) research on the Effects of externally mediated rewards on intrinsic motivation and Deci & Ryans (1985) Self-Determination Theory, which distinguished incentive to act into extrinsic and intrinsic motivation, with extrinsic motivation referring to external rewards and intrinsic motivation referring to benefits gained from the act itself (Deci, 1971; Deci & Ryan, 1985, 2013). Van Der Heijden (2004) accounted for the

intrinsic motivation that is felt and frequently sought while using technology by including PE into the TAM model. This factor is particularly important for pleasure-seeking technological systems (van der Heijden, 2004). The use and field of research of Hedonic Motivation Systems (HMS) differ fundamentally from the use and field of research of utilitarian-motivation systems (UMS) (Lowry et al., 2012). Video games, social networking sites, and virtual worlds are examples of HMS that may evoke degrees of extreme immersion and devotion not found in UMS (Jegers, 2007; Sherry, 2004). Furthermore, users who devote time to HMS do so for intrinsic reasons rather than for possible external rewards (Sweetser & Wyeth, 2005); they are more engaged on the process or experience of using itself. UMS, on the other hand, must provide external advantages to users to drive system usage and adoption (Venkatesh et al., 2003b), and UMS users are more interested in specific results of use than in the process itself. Due to these significant differences in motivations for using systems, recent acceptance research started to examine how acceptance and use of HMS diverge from those of UMS (Brown & Venkatesh, 2005; Parboteeah et al., 2009; van der Heijden, 2004), such as the Hedonic-Motivation System Adoption Model (HMSAM) by Lowry et al. (2021) which "improves on existing models for predicting HMS use by considering more intrinsic motivations and explaining the relationships between these motivations and traditional technology acceptance factors" (Lowry et al., 2012, p. 625).

As this research is based on the e-participation application FollowTheVote, which is developed for young German citizens who grew up with technology and systems that evoke pleasure (M. Anderson & Jiang, 2018; Monica Anderson, 2018), the author suggests the following hypothesis:

H3: The PE of FollowTheVote has a positive effect on BI.

3.3 Video Content and its effects on Behavioural Intention

Engagement can be a synonym for the interaction with content, which is the result of psychological processes, in addition to being conceptualized as a psychological state (Brodie et al., 2011; Gavilanes et al., 2018). Van Doorn et al. (2010), for example, provided a framework in which five important elements of consumer engagement behaviour were identified, including the valence of the reaction and contextual variables (van Doorn et al., 2010). Moreover, content

characteristics play an important role in a communication process, as content generally refers to a message directed towards prospective recipients by the sender (Schreiner et al., 2019). Lasswell (1948) offered a technique to further break down the structure of a communication process, which has already been utilized in the area of social media research (Knoll, 2016): the responses to the following questions indicate the key features of a communication process: “Who, Says What, In Which Channel, To Whom, With What Effect?” (Lasswell, 1948, p. 216). Behavioural engagement was found to be influenced by the emotional appeal of textual content (Stieglitz & Dang-Xuan, 2013) or video content (Southgate et al., 2010). While some studies have indicated that photo material receives more engagement (Kim et al., 2015), others have found that video content generates the same level of engagement (de Vries et al., 2012). For instance, recent research by Omar & Dequan (2020) indicate that users' motivations have a substantial impact on the usage of the video social media platform TikTok (Omar & Dequan, 2020).

It is argued that two key factors have changed the direction and frequency of video use: First of all, *entertainment*, which plays an important factor in social media usage (Cunningham & Craig, 2017, 2019), and is proven by Social Media Platforms, such as Instagram and TikTok, which are very successful in engaging people on an emotional level by using video content (Bronstein et al., 2018). And secondly, *education* (Bravo et al., 2011; Kay, 2012). In both academic and business contexts, video has become a popular teaching medium (Bravo et al., 2011; Marx & Frost, 1998). Hooper and Rieber (1995) describe the use of video for educational purposes, as helpful in order to open new and imaginative perspectives on almost any topic, since it entails the systematic and creative fusion of product and idea technology (Hooper & Rieber, 1995) and Sweeder et al. (1998) points out that video use also promotes teaching and learning processes within and between disciplines (Bednar & Sweeder, 2005; Sweeder et al., 1998; Sweeder & Bednar, 2001). Furthermore, in a society driven by technology developments, questions about both the purpose and appropriate approach to language and literacy instruction are increasingly common in educational spheres (Masats & Dooly, 2011). The usage of pictures has gained traction in the shift from books to screens, contributing to society's transition "from print to post-print text cultures" (Lankshear, 1997, p. 3). Kress (2003) even explains it as a "revolution in the uses and effects of literacy and of associated means for representing and communicating at every level and in every domain." (Kress, 2003, p. 1). A good example of the increasing merging of the boundaries between entertainment and education is YouTube, a social media website founded in 2005 that distributes a wide range of video clips (‘YouTube’, 2021).

As of July 2021, YouTube was viewed over 5 billion times per day (Donchev, 2021). Originally used for entertainment purposes, YouTube is now a free source for numerous educational videos on a variety of topics (Kay, 2012).

As the e-participation platform FollowTheVote (FTV) aims to be the interface between an entertaining social media and high-quality information and education platform, this study investigates the difference between written and video-based content in the field of civic education, explicitly within e-participation platforms. The author expects the use of videos to have a positive effect on PU, PEOU, PE and BI.

H5: Implementing Video Content in FTV has a positive effect on PU

H6: Implementing Video Content in FTV has a positive effect on PEOU

H7: Implementing Video Content in FTV has a positive effect on PE

H8: Implementing Video Content in FTV has a positive effect on BI

3.4 Research Model

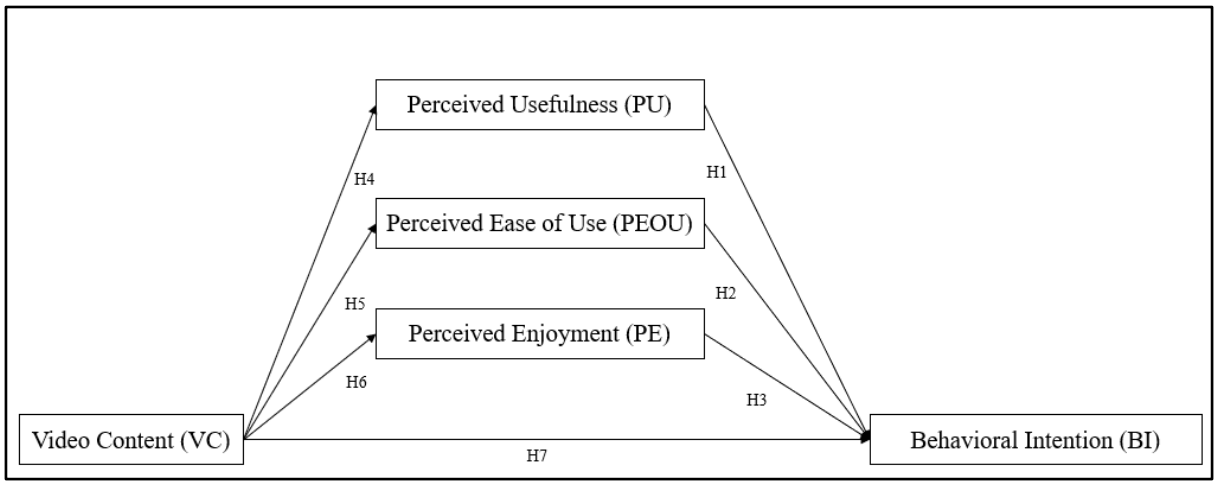

Figure 1 - Modified Research Model (TAM) within the context of e-participation platforms.

4. RESEARCH METHOD | METHODOLOGY

4.1 Research Design

After a systematic literature review, concerning theoretical and empirical literature in the spheres of the Technology Acceptance Model to define the psychological and behavioural constructs that predict the acceptance of technology was conducted, a comprehensive literature review on the effects of different forms of online content on the use of technology was performed to define the effect of video content on behavioural intention. On this basis, quantitative research was designed.

In the following section the type, data collection, design, and analysis of the quantitative research method are explained.

4.2 Primary Research

Based on the results and the findings from the literature review, a panel survey over a period of seven days was conducted. The panel survey used in this thesis produces longitudinal individual-level data, which has significant advantages for data analysis over cross-sectional data, such as the possibility to change and processes of development in the units of observation at the descriptive level, to be represented over time (Giesselmann & Windzio, 2014; Pforr & Schröder, 2016).

4.2.1 Quantitative Research Method

For quantitative analysis, an online panel survey was conducted. The panel survey was designed as a “Prototype testing” of the new online application for e-participation FTV. The units of observations, 60 FTV prototype test users, were interviewed over a time period of seven days in a row. Day per day, the test users were asked to try the app and to give feedback on their experience. Every second day (day one, three, five, and seven), within this seven-day Prototype Testing phase, the test users were asked to fill out a subsequent survey regarding the perceived usefulness, perceived easiness to use, the perceived enjoyment, and the perceived intention to use the FTV solution. Moreover, the units of observations were randomly assigned into a treatment and a control group to ensure equal distribution of the participants' idiosyncratic characteristics over the treatment (Kirk, 2014). The treatment group was exposed to video

content from day three onwards, whereas the control group was exposed to the same written form of content over seven days.

The whole sample did the same intake survey before the start of the seven days, where demographics and questions regarding their attitude towards politics and political information were collected. Everyone who participated in the entry survey received a personalized, anonymized user ID. This was automatically generated and emailed to the participant. The participant had to enter this user ID every day before starting the prototype testing as well as for the two-day follow-up survey (FTV acceptance survey). An anonymized User ID was necessary to match the Intake Survey demographic data to participants and to track changes in behavioural intentions per participant when using FollowTheVote during the seven-day experiment.

Day	Intake Survey	Prototype Tesing	FTV acceptance survey	Video content
	Full sample	Full sample	Full sample	Treatment group
<1	x			
1		x	x	
2		x		
3		x	x	x
4		x		x
5		x	x	x
6		x		x
7		x	x	x

Table 1 - Research Method Panel Study

4.2.2 Data Collection

To empirically test the effect of video content on behavioural intention this research adopted an experimental design. For the collection of quantitative data, three different self-administered questionnaires were designed (Intake survey, Prototype Testing surveys, Intention to Use/ FTV acceptance survey). A self-administered questionnaire is a survey in which respondents autonomously read and answer the question without the presence of the researcher (Babin & Zikmund, 2016).

The prototype testing was conducted using the software MAZE and was distributed through the email database of signed-up German Test Users of the company FTV. The online FTV acceptance survey was conducted using Qualtrics and was distributed together with the prototype testing.

4.2.3 Survey Design

The **intake survey** was developed under the research platform Qualtrics and structured according to findings of the reviewed literature and had a total of 7 sections that contained 32 questions. In the first section, the user was asked to enter his User ID, which is unique and was randomly sent by email. The second section included a short welcome message explaining the broad context and purpose of the prototype testing as well as an explanation of the usage of the personal data and the expected duration for completion of the survey. In addition, users were asked again if they truly intended to participate in a 7-day prototype test. The third part consisted of eight questions regarding their political interest and current political information and participation behaviour. This section was followed by three sections that addressed the jobs, pains, and gains that consumer experience when seeking and consuming political information. The last part consisted of seven demographic questions, such as age, gender, education, employment, etc., and one open-ended question related to further input from the participants.

The **daily "prototype" testing** was developed with the Prototype Testing Software MAZE and structured according to recent best practices in User testing. The results of the prototype testing are highly relevant for the digital product development regarding the UX and UI Design of the platform but will not be further analyzed in this study.

The **"FTV acceptance survey"** was again developed under the research platform Qualtrics and structured according to findings of the reviewed literature and had a total of 6 sections that contained 13 questions.
The first section asked the participant to enter his or her personal user ID. The second section included a brief welcome message explaining the general context and purpose of the study, and specifically the context and purpose of this follow-up survey to the prototype test. The third section, with three questions, was regarding the **perceived usefulness (PU)** of the FollowTheVote prototype. Each of the three questions had 5 response options ranging from

"strongly disagree" to "strongly agree." The fourth section, with three questions, was regarding the **perceived ease of use (PEOU)** of the FollowTheVote prototype. Each of the three questions had 5 response options ranging from "strongly disagree" to "strongly agree."
The fifth section, with three questions, was regarding the **perceived enjoyment (PE)** of the FollowTheVote prototype. Each of the three questions had 5 response options ranging from "strongly disagree" to "strongly agree." The sixth section, with three questions, was regarding the **behavioural intention (BI)** of the FollowTheVote prototype. Two of the three questions had 5 response options ranging from "strongly disagree" to "strongly agree", whereas the last question was an open question for general feedback or comments. From day three onwards the treatment group got an additional section, with four questions, which specifically asked about the newly added feature of the **video content (VC) experience**.

4.2.4 Measurements of Scale

For the questions within the **"FTV acceptance survey"**, the measures and scales were taken from the existing literature and slightly adapted. Items derived from Davis (1989) and Davis et al. (1989) were used to measure the TAM scales of perceived usefulness, perceived ease of use, and behavioural intention. The scales for Hedonic Motivation were adopted from Venkatesh et al. (2012), as they aligned most with the other scales used in this research. The wording of these questions has been changed to reflect how these components are measured for potential FollowTheVote users. With the exception of the open-ended questions at the end and the additional questions about the video content of the treatment group, all items were measured on a 5-point Likert scale ranging from "1 = strongly disagree" to "5 = strongly agree." By using previously validated questions and scales, the author ensured the reliability and validity of the measurements used. Reliability indicates the internal consistency of a measurement (Babin & Zikmund, 2015). A measurement is considered reliable if different items measuring the same concept yield the same result (Babin & Zikmund, 2015). Therefore, three previously validated questions were provided for each dimension, which differed only slightly from each other (see Table 2). Cronbach's alpha scores were used to assess the items' internal consistency (see 5.2 Factor Analysis). The degree to which a measurement accurately reflects what it is intended to measure is referred to as validity (Babin & Zikmund, 2015). A measurement is valid if it has "face validity," which means that experts agree that the items are chosen accurately portray the topic being assessed (Babin & Zikmund, 2015). It may be claimed that the measures employed

have face validity based on their use in earlier studies on similar topics.

Construct	Item	Source
PU	PU1: "Using FollowTheVote would allow me to get political information more quickly."	(Davis, 1989; Venkatesh & Davis, 2000)
	PU2: "Using FollowTheVote would make it easier to get political information."	
	PU3: "I would find FollowTheVote useful for keeping me politically informed."	
PEU	PEU1: "The use of FollowTheVote would be clear and understandable."	(Davis, 1989; Venkatesh, 2000; Venkatesh & Davis, 2000)
	PEU2: "It would be easy for me to learn how to use FollowTheVote."	
	PEU3: "It would be easy to use FollowTheVote."	
PE	PE1: "I would have fun using FollowTheVote."	(Venkatesh et al., 2012)
	PE2: "Using FollowTheVote would be entertaining."	
	PE3: "Using FollowTheVote would be a pleasure."	
BI	BI1: " Assuming I have the possibility to use FollowTheVote, I have the intention to do so."	(Venkatesh et al., 2012; Venkatesh & Davis, 2000)
	BI2: "I intend to use FollowTheVote in the future."	
VC (only treatment group)	VC1: “How much added value does the video content have for you?”	(Venkatesh et al., 2012; Venkatesh & Davis, 2000)
	VC2: “How did you like the video content?”	
	VC3: “Did the video content make FollowTheVote more entertaining/fun for you?”	

Table 2 - Measurements of Scale

4.2.5 Data Analysis

The data was coded and analyzed with R, RStudio, and SPSS. In total 7 different tests were conducted to analyze the data. First, factor analysis was performed to create composite variables to facilitate data analysis for hypothesis testing. A reliability analysis using Cronbach's alpha was carried out subsequently to ensure the internal consistency and reliability of the measurements (Pallant, 2016). Following that, descriptive statistics, as well as Pearson

correlation analysis, are presented to offer basic information about variables in a dataset and in order to highlight possible correlations between variables. Moreover, the correlation analysis was performed in order to test for the occurrence of multicollinearity among the variables. None of the correlation values are > 70%, the commonly used threshold for suspected multicollinearity.

Finally, linear and multiple regression analyses are used to test the hypothesis and to statistically analyze the effects on BI. In this course also the Causal Effect, also known as difference-in-differences estimator, was calculated (BI = $\beta 0 + \beta 1$*after + $\beta 2$*video + $\beta 3$*after*video + u). Multiple regression analysis was used to provide a more in-depth understanding of the interrelationships between the variables. Furthermore, it enables simultaneous exploration of many connections between variables, as well as determining which independent variable contributes the most to the explanation of a dependent variable and whether or not this contribution is significant (Pallant, 2016).

5. RESULTS

The following section presents the empirical results of this thesis. First, general sample characteristics are described. Second, factor analysis followed by descriptive statistics, is presented. Lastly, all hypotheses and correlations are tested.

5.1 General Sample Characteristics

During data collection, a total of 83 respondents were interviewed, 62 of whom participated in the full prototype test for seven consecutive days. Of these 62, an additional 4 respondents were considered not valid for the sample because they were either not Germans or failed the dummy test, indicating low attention during their response. Thus, the total valid sample consisted of 58 participants, with the number of participants per experimental group as follows: 27 participants are in the treatment group, 32 in the control group (video content from day 3 = 1: treatment group, written content = 0: control group).

The sample was composed of 57% female, 41% male, and 2% diverse respondents. The largest percentage of respondents were 18-29 years old (66%), followed by those over 40 years old (14%). 10% of respondents were between 30 and 39 years old, and 10% were younger than 18 years old.

In terms of education level, the majority had a high school diploma (31%), followed by 28% with a master's degree and 22% with a bachelor's degree. 17 % of the respondents have a middle school degree or lower and 2 % have a Ph.D. degree.

The majority of respondents were students (43%), followed by 22% who were employed and 21% who were pupils.

Moreover, in the intake survey, participants were asked to indicate interest in politics from a scale from 1-4, whereas the mean of all respondents is 1.8, indicating a relatively low interest in politics. Further, participants were asked how satisfied they are with their political knowledge, on a scale of 1-5. Here, the mean score is 3,33. 58% of the participants stated that they voted in the last election.

This is a good premise for the study because the E-participation platform FollowTheVote is not used out of high personal interest. Furthermore, the mean of 3,33 in terms of one's own satisfaction of political knowledge could indicate that there is no need of better informing themselves in the future. Thus, one could assume that the measured effect of video content on the intention to use FTV is less biased by an already high existing interest in the topic or by the dissatisfaction of their own political knowledge.

Question	Mean	Scale
Interest in Politics	1,79	(4 = very interested, … , 1 = not at all interested)
Being Satisfied Political with knowledge	3,33	(5 = very satisfied, … ,1 = very dissatisfied).
Voted last Election	0,58	= 1, if voted
"I need political information to know which party to support."	4,43	(5 = strongly agree, … , 1 = strongly disagree)
"I need political information for my work or study."	2,76	
"I need political information to develop myself."	4,11	
"I need political information to have conversations with my friends:inside."	3,52	
"I don't have the time to keep up with politics."	3,18	
"I often lack the motivation to educate myself about politics."	3,42	
"I'm not sure if I always get the information right."	2,66	
"I'm not sure if I can believe the information I am receiving."	2,95	
"I want political information that is entertaining."	3,44	
"I want political information that includes a diversity of opinions."	4,41	
"I would like to be able to share political information more easily with others."	3,36	

Table 3 - Means and scales of sample characteristics

5.2 Factor Analysis

A principal component analysis (PCA) was employed as a technique of extraction to generate 4 composite variables that were predefined in the literature review, by aggregating the 11 measurement items. The Varimax with Kaiser Normalization rotation approach was used to explain the relationship between the variables. In the final analysis, the rotation converged five times. The data set's appropriateness for factor analysis was assessed prior to conducting the PCA. To be appropriate for factor analysis, a data set's sample size should include at least 150 cases (Pallant, 2016). Because the sample size was 191 cases, this criterion was met.

5.2.1 KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.855
Bartlett's Test of Sphericity	Approx. Chi-Square	1598.328
	df	55.000
	Sig.	0.000

Table 4 - KMO and Barlett's Test

In the beginning, KMO and Bartlett's test were performed to check for sample adequacy and if the variables are related. The Barlett's test of sphericity should be statistically significant at the

0.05 level (Pallant, 2016). The significance is 0.00, thus this criterion is met and the variables are unrelated. Another criterion is the level of KaiserMeyer-Olkin (KMO) values, which indicate sample adequacy (Field, 2009). It is recommended to only accept values > 0.5. Values between 0.6 and 0.7 are considered mediocre, between 0.7 and 0.8 are considered good, from 0.8 to 0.9 are considered great and above 0.9 are considered excellent (Kaiser, 1974). The sample adequacy according to the KMO test is 0.855, indicating that the majority of the results are "great."

5.2.2 Total Variance Explained

	Initial Eigenvalues			Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.889	53.535	53.535	5.889	53.535	53.535	2.753	25.027	25.027
2	1.771	16.100	69.635	1.771	16.100	69.635	2.642	24.016	49.043
3	0.905	8.231	77.866	0.905	8.231	77.866	2.226	20.234	69.277
4	0.567	5.155	83.021	0.567	5.155	83.021	1.512	13.744	83.021
5	0.474	4.306	87.327						
6	0.404	3.674	91.001						
7	0.322	2.925	93.926						
8	0.239	2.171	96.097						
9	0.194	1.768	97.865						
10	0.162	1.471	99.335						
11	0.073	0.665	100.000						

Extraction Method: Principal Component Analysis.

Table 5 - Total Variance Explained

The total loading of the 4 components is 83.02%. All the components after consist of an eigenvalue of lower than 1 which indicate that four is an appropriate number of components as the total variance that would be explained does not increase much. After all, all of the components have an eigenvalue less than 1, indicating that four is an adequate number of components to describe the overall variance.

5.2.3 Rotated Component Matrix

	Component					
	1	2	3	4	abbreviation dataset	New components
"Using FollowTheVote would allow me to politically inform myself faster."	0.867	0.302	0.093	0.171	spi	PU
"Using FollowTheVote would make it easier to politically inform myself."	0.777	0.325	0.050	0.164	epi	
"I would find FollowTheVote useful to politically inform myself."	0.792	0.192	0.134	0.366	npi	
"Using FollowTheVote would be clear and understandable."	0.261	0.144	0.830	-0.139	kuv	PEU
"It would be easy for me to learn how to use FollowTheVote"	0.010	0.045	0.868	0.138	eze	
"Using FollowTheVote would be easy."	0.006	0.234	0.789	0.243	ezb	
"Using FollowTheVote would be fun."	0.338	0.762	0.196	0.250	bms	PE
"Using FollowTheVote would be entertaining."	0.239	0.876	0.159	0.135	bwu	
"Using FollowTheVote would be enjoyable."	0.292	0.834	0.140	0.242	wev	
"Assuming that I have access to FollowTheVote, I intend to use it."	0.463	0.362	0.137	0.758	azn	BI
"I intend to use FollowTheVote in the future."	0.480	0.393	0.169	0.715	zzn	

Table 6 - Rotated Component Matrix

The rotated component matrix shows that factors, the questions assigned to each of the variables in the survey design, are loaded in the same components, indicating that the components are consistent with the literature. The extraction method was the principal component analysis, the rotation method the Varimax with Kaiser Normalization, and the rotation converged in five iterations.

5.3 Descriptive Statistics

In this section, descriptive statistical analysis was conducted to determine the mean and standard deviations. The mean values were used to examine the sample's perception of each dimension. None of the 58 valid participants had missing values. On a 5-point Likert scale, the standard deviations ranged between 0.351 to 1.022 (1=Strongly disagree to 5=Strongly agree).

5.3.1 Perceived Usefulness (PU)

Perceived Usefulnes (PU)				
FULL SAMPLE	"Using FollowTheVote would allow me to politically inform myself faster."	"Using FollowTheVote would make it easier to politically inform myself."	"I would find FollowTheVote useful to politically inform myself."	aggregated to Perceived Usefulness
	spi	epi	npi	PU
Mean	4.141	4.387	4.241	4.257
Stand. Dev	0.89	0.76	0.91	0.767

Table 7 - Means and Standard Deviation of Perceived Usefulness (PU)

The mean of PU is 4.257, indicating that prototype testers perceive FollowTheVote as a useful solution as it helps to provide information more quickly and easily. Easiness scores particularly high at 4.387, which is an important rating for FollowTheVote, and reflects whether they succeed in presenting complex political content in simple language.

5.3.2 Perceived Ease of Use (PEOU)

Perceived Ease of Use (PEOU)				
FULL SAMPLE	"Using FollowTheVote would be clear and understandable."	"It would be easy for me to learn how to use FollowTheVote"	"Using FollowTheVote would be easy."	aggregated to Perceived Ease of Use
	kuv	eze	ezb	PEOU
Mean	4.717	4.885	4.801	4.801
Stand. Dev	0.546	0.351	0.438	0.379

Table 8 - Means and Standard Deviation of Perceived Ease of Use (PEOU)

The PEOU has a mean of 4.801, suggesting that prototype testers perceive FollowTheVote as an easy-to-use product. PEOU also has the highest mean of the variables, which is a confirmation for the design team to move forward with the application's UX and UI strategy.

5.3.3 Perceived Enjoyment (PE)

Perceived Enjoyment				
FULL SAMPLE	"Using FollowTheVote would be fun."	"Using FollowTheVote would be entertaining."	"Using FollowTheVote would be enjoyable."	aggregated Perceived Enjoyment
	bms	bwu	wev	PE
Mean	4.162	4.052	3.775	3.997
Stand. Dev	0.788	0.745	0.921	0.75

Table 9 - Means and Standard Deviation of Perceived Enjoyment (PE)

The PE has a mean of 3.997, indicating that prototype testers perceive FollowTheVote as fun, entertaining and enjoyable. As this variable performs slightly worse than PU and PEOU, this is an important indication for the management team to develop strategies that increase the fun and

entertainment factor in the future. This could be for example gamification elements, social sharing functions, or more use of image and video content. Whether the treatment group, which was confronted with video content from day 3 onwards, stands out from the overall mean in this respect is analyzed in section 5.5.

5.3.4 Behavioural Intention (BI)

Behavioral Intention			
FULL SAMPLE	"Assuming that I have access to FollowTheVote, I intend to use it."	"I intend to use FollowTheVote in the future."	aggregated Behavioural Intention
	azn	zzn	BI
Mean	4.188	4.136	4.162
Stand. Dev	0.966	1.022	0.973

Table 10 - Means and Standard Deviation of Behavioural Intention (BI)

The mean value of BI is 4.162, which indicates that the prototype testers intend to use FollowTheVote now or in the future. This result confirms the market research of FollowTheVote's founders, as they predicted a need for this solution in the market.

5.5 Hypothesis Testing

5.5.1 Correlation Analysis

Correlation with Behavioral Intention (BI)				
		PU	PEU	PE
BI	Pearson Correlation	.747**	.340**	.697**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	191	191	191

Table 11 - Correlation Analysis of PU, PEOU and PE with BI

First, Pearson correlation was used to examine the correlation of the independent variables PU, PEU, and PE with the behavioural intention to use FollowTheVote. Correlation coefficients indicate the strength of a relationship between two variables. If the Pearson correlation is greater than 0, the relationship is positive and vice versa. In addition, correlations of 0.1 to 0.29 are

considered low, correlations of 0.3-0.49 are considered medium, and correlations above 0.5 as high (Pallant, 2016).

PU and PE both have a high positive correlation with BI. PEU, on the other hand, had a positive medium-strength correlation with BI. At the 0.01 level, all relationships are significant. The Pearson correlation analysis findings for behavioural intention to use FTV support hypotheses H1, H2, and H3. Therefore, the hypotheses H1, H2, and H3 can be accepted.

5.5.2 The Effect of Video Content

In order to analyze the difference-in-difference among the treatment and control group, the sample was broken down into four groups: the control group before the video content was implemented, the control group after the video content was implemented, the treatment group before the video content was implemented, and the treatment group after the video content was implemented.

5.5.2.1 Effect of Video Content on Perceived Usefulness (PU)

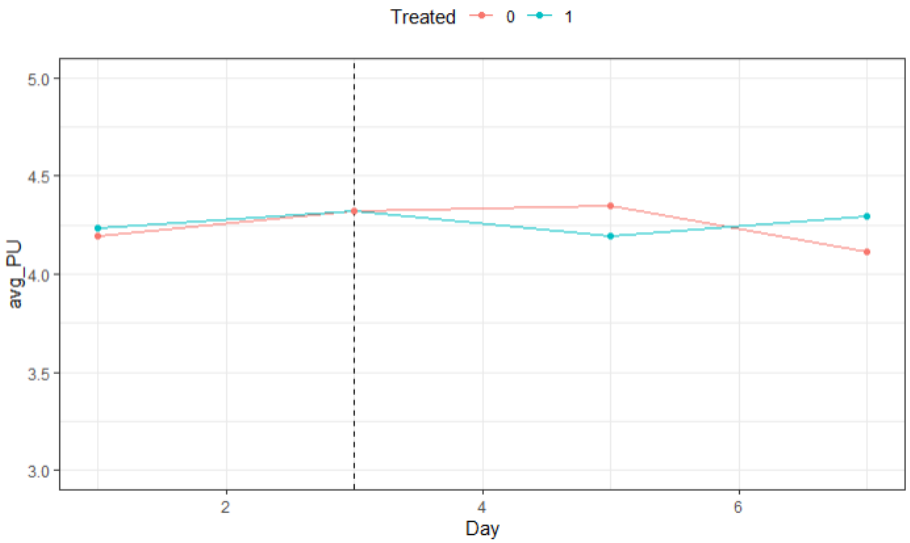

Figure 2 - Effect of Video Content on Perceived Usefulness (PU) over time

The author chose a plot to illustrate the difference in the mean of PU (avg_PU) of FTV between the treatment and the control group over time (Day 1 - 7). The treatment group are participants who were exposed to the video content starting on day 3, and the control group are participants who were exposed to the written content consistently (not affected by the change in content).

The plot shows that the mean value and trend of the PU of the control group is almost equal to the mean value and trend of the treatment group before the introduction of the video content. This means that on average, in the first two days of prototype testing, participants in the control group report a similar PU for FollowTheVote as participants in the treatment group. The graph suggests that before the policy change, the common trend in the control and treatment groups was the same. This justifies that working with those groups can be used to measure the effect of the content change on PU. After the video content was introduced, the treatment group reported a decrease in PU on day 5. This could be explained by the time and willingness of people to adapt to the new content form. On day 7 the treatment group exceeded the control group regarding their PU of FollowTheVote.

Calculating the Causal Effect (difference-in-differences estimator) of PU

In order to get the causal effect of video content on PU the difference-in-difference estimator is calculated. The difference-in-differences (DID) estimator is defined as the difference in mean outcomes in the treatment group before and after treatment minus the difference in mean outcomes in the control group before and after treatment (Angrist, 2008; Lechner, 2010). DID is a quasi-experimental design that uses longitudinal data from the treatment and control group to obtain an appropriate counterfactual to estimate a causal effect (Angrist, 2008; Lechner, 2010).

Difference between treated ("video") and non-treated before	
video1 after0 - video0 after0	
4.233333 - 4.195402 =	0.03793
Difference between treated ("video") and non-treated after content change	
video1 after1 - video0 after1	
4.268657 - 4.275556 =	-0.006899
Difference-in-difference (Causal Effect)	
-0.006899 - (0.037931) =	**-0.04483**

Table 12 - Causal Effect (difference-in-differences estimator) of PU

The model suggests that the causal effect of video content on PU is -0.04483. Therefore, video content decreases the PU of FollowTheVote by -0.04483. In order to check for the statistical significance of this result a regression model with an interaction term between time and treatment group dummy variables was performed.

PU = $\beta 0$+ $\beta 1$ video + $\beta 2$ $after$ + $\beta 3$ video*after

Preceding this the author performed a Breusch-Pagan test to check for heteroskedasticity. The author rejects the null hypothesis at a significance level of 1% and thus has no proof for heteroskedasticity in the model as the p-value is above $p < 0.01$. Therefore, the null hypothesis of homoscedasticity is not rejected and no heteroskedasticity is assumed. In the following regression models, it will always be tested for heteroskedasticity and corrected for it if p-value < 0.01.

Breusch-Pagan Test

Breusch-Pagan test	
BP	3.694
df	3.000
p-value	0.296

Table 13 - Breusch-Pagan Test

Regression Analysis PU

	Dependent variable:	
	PU	
	OLS	coefficient test
	(1)	(2)
video	0.038	0.038
	(0.225)	(0.217)
after	0.080	0.080
	(0.169)	(0.154)
video:after	-0.045	-0.045
	(0.259)	(0.256)
Constant	4.195***	4.195***
	(0.143)	(0.130)
Observations	191	
R2	0.001	
Adjusted R2	-0.015	
Residual Std. Error	0.773 (df = 187)	
F Statistic	0.087 (df = 3; 187)	
Note:	*p<0.1; **p<0.05; ***p<0.01	

Table 14 - Regression Analysis PU

The model suggests that the content change from written into video content decreased the Perceived Usefulness of FollowTheVote on average, of participants which were exposed to video content, from day three on by -0,045.

The coefficients show that the perceived usefulness before the content change in the control group was 4.195 ($constant$, p-value < 0.01), and the perceived usefulness in the treatment group was 0.038 points higher ($beta$ video, p-value > 0.1). For the control group, the perceived usefulness on average did increase by 0.08 after the content change ($beta\ after$, p-value > 0.1).

The policy change decreased the perceived usefulness on average of the treatment group by -0.045 points ($beta$ video*after, p-value > 0.1), which is the causal effect of the content change. This is the same result we got before when calculating the difference-in-difference manually: the models suggest that the content change decreased the Perceived Usefulness of FollowTheVote on average by -0.045 points. Nevertheless, as the p-value is > 0.1 the results are not statistically significant. Therefore, the hypothesis H4 needs to be rejected.

5.5.2.2 Effect of Video Content on Perceived Ease of Use (PEOU)

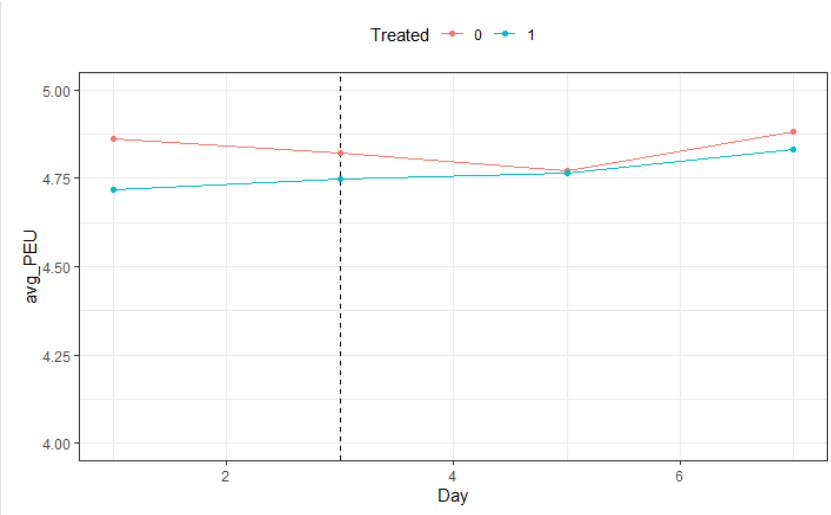

Figure 3 - Effect of Video Content on Perceived Ease of Use (PEOU) over time

The plot shows that the mean value and trend of the PEOU of the control group differ from the mean value and trend of the treatment group before the introduction of the video content. This means that on average, in the first two days of prototype testing, participants in the control group reported a higher PEOU for FollowTheVote as participants in the treatment group. Moreover, the graph suggests that before the policy change, the common trend in the control and treatment groups was different, even opposing. This implies that the two groups should not be used to measure the effect of the content change on PEOU. Nevertheless, after the video content was introduced, the treatment group reported a steady increase. This could be explained by the video content but needs to be further examined by a regression analysis.

PEOU = $\beta 0$+ $\beta 1$ video + $\beta 2$ $after$ + $\beta 3$ video*after

Regression Analysis PEOU

	Dependent variable:	
	PEU	
	OLS	coefficient test
	(1)	(2)
video	-0.145	-0.145
	(0.110)	(0.098)
after	-0.040	-0.040
	(0.083)	(0.070)
video:after	0.099	0.099
	(0.128)	(0.119)
Constant	4.862***	4.862***
	(0.071)	(0.057)
Observations	191	
R2	0.012	
Adjusted R2	-0.004	
Residual Std. Error	0.380 (df = 187)	
F Statistic	0.752 (df = 3; 187)	
Note:	*p<0.1; **p<0.05; ***p<0.01	

Table 15 - Regression Analysis PEOU

The model suggests that the content change from written into video content increases the PEOU of FollowTheVote on average, of participants which were exposed to video content, from day three on by +0.099. The coefficients show that the perceived ease of use before the content change in the control group was 4.862 ($constant$, p-value < 0.01), and the perceived ease of use in the treatment group was -0.145 points lower ($beta$ video, p-value > 0.1). For the control group, the perceived ease of use on average did decrease by -0.040 after the content change ($beta\ after$, p-value > 0.1). Nevertheless, as the p-value is > 0.1 the results are not statistically significant. Therefore, the hypothesis H5 needs to be rejected.

5.5.2.3 Effect of Video Content on Perceived Enjoyment (PE)

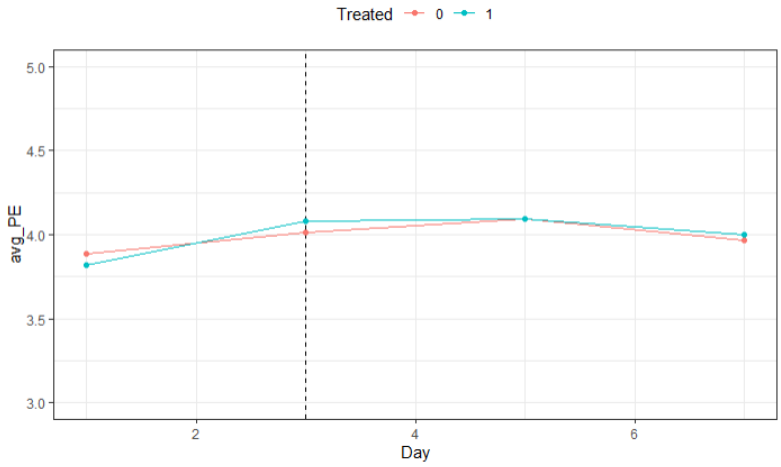

Figure 4 - Effect of Video Content on Perceived Enjoyment (PE) over time

The plot shows that the mean value and trend of the PE of the control group differ from the mean value and trend of the treatment group before the introduction of the video content. This means that on average, in the first two days of prototype testing, participants in the control group reported a higher PE for FollowTheVote as participants in the treatment group. Moreover, the graph suggests that before the policy change, the common trend in the control and treatment groups were different. This implies that the two groups should not be used to measure the effect of the content change on PE. Nevertheless, after the video content was introduced, the treatment group increased and ended up higher than the control group on day 7. This could be explained by the video content but needs to be further examined by a regression analysis.

PE = β0+ β1 video + β2 $after$ + β3 video*after

Regression Analysis PE

	Dependent variable:	
	HM	
	OLS	coefficient test
	(1)	(2)
video	-0.068	-0.068
	(0.218)	(0.258)
after	0.142	0.142
	(0.164)	(0.144)
video:after	0.106	0.106
	(0.252)	(0.287)
Constant	3.885***	3.885***
	(0.139)	(0.130)
Observations	191	
R2	0.013	
Adjusted R2	-0.003	
Residual Std. Error	0.751 (df = 187)	
F Statistic	0.819 (df = 3; 187)	
Note:	*p<0.1; **p<0.05; ***p<0.01	

Table 16 - Regression Analysis PE

The model suggests that the content change from written into video content increases the PE of FollowTheVote on average, of participants which were exposed to video content, from day three on by +0.106. The coefficients show that the perceived enjoyment before the content change in the control group was 3.885 ($constant$, p-value < 0.01), and the perceived ease of use in the treatment group was -0.068 points lower ($beta$ video, p-value > 0.1). For the control group, the perceived enjoyment on average did increase by 0.142 after the content change ($beta$ $after$, p-value > 0.1). Nevertheless, as the p-value is > 0.1 the results are not statistically significant. Therefore, the hypothesis H6 needs to be rejected.

5.5.2.4 Effect of Video Content on Behaviour Intention (BI)

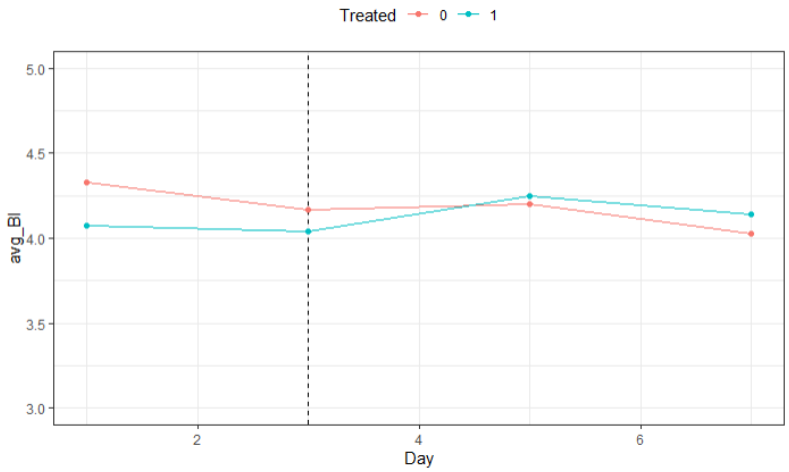

Figure 5 - Effect of Video Content on Behaviour Intention (BI) over time

The author chose the plot to show the difference in the average Intention to Use FollowTheVote in the Future (avg_BI = mean(Behaviour Intention)) between the treatment and the control group over time. The treatment group consists of participants which were exposed to the video content from day 3 on and the control group consists of participants which were exposed to written content (as those are not affected by the content change). The plot suggests that there is a difference between the average Intention to use FollowTheVote of the two groups. The control group's average is above the treatment group's average before video content was introduced. Meaning participants within the control group seem to have on average a higher Intention to use FollowTheVote when being exposed to the e-participation application the first time. The plot suggests that before the policy change, the common trend in the control and treatment group was similar. This justifies that working with those groups can be used to measure the effect of the content change. After the video content was introduced, the two lines converged, and the treatment group exceeded the control group regarding their intention to use FollowTheVote. The plot shows that the immediate impact of the content was small and that the gap not only decreased but reversed over time.

Calculating the Causal Effect (difference-in-differences estimator) of BI

In order to get the causal effect of video content on BI the difference-in-difference estimator is calculated.

video	after	mean BI
0.000	0.000	4.328
1.000	0.000	4.075
0.000	1.000	4.140
1.000	1.000	4.142

*Table 17 - video*after mean BI*

Difference between treated ("video") and non-treated before content change	
video1 after0 - video0 after0	
4.075000 - 4.327586 =	-0.252586
Difference between treated ("video") and non-treated after content change	
video1 after1 - video0 after1	
4.141791 - 4.140000 =	0.0017910
Difference-in-difference (Causal Effect)	
0.001791 - (-0.252586) =	**0.254377**

Table 18 - Causal Effect (difference-in-differences estimator) of BI

The model suggests that the causal effect of video content on BI is 0.254377. Therefore, video content increases the BI of using FollowTheVote by 0.254377. In order to check for the statistical significance of this result a regression model with an interaction term between time and treatment group dummy variables was performed.

BI = β0+ β1 video + β2 $after$ + β3 video*after

Regression Analysis BI

	Dependent variable:	
	IB	
	OLS	coefficient test
	(1)	(2)
video	-0.253	-0.253
	(0.284)	(0.265)
after	-0.188	-0.188
	(0.214)	(0.186)
video:after	0.254	0.254
	(0.328)	(0.316)
Constant	4.328***	4.328***
	(0.182)	(0.150)
Observations	191	
R2	0.006	
Adjusted R2	-0.010	
Residual Std. Error	0.978 (df = 187)	
F Statistic	0.352 (df = 3; 187)	
Note:	*p<0.1; **p<0.05; ***p<0.01	

Table 19 - Regression Analysis BI

The model suggests that the content change from written into video content increased the Intention to use FollowTheVote in the future, on average, of participants who were exposed to video content from day three on, by 0.254.

The coefficients show that the intention to use before the content change in the control group was 4.328 ($constant$, p-value < 0.01), and the Intention to use in the treatment group was 0.253 points lower ($beta$ video, p-value > 0.1). For the control group, the Behavioural Intention on average did decrease by 0.188 after the content change ($beta\ after$, p-value > 0.1).

The policy change increased Behavioural Intention on average of the treatment group by 0.254 points ($beta$ video*after, p-value > 0.1), which is the causal effect of the content change. This is the same result we got before when calculating the difference-in-difference manually: the models suggest that the content change increased the intention to use FollowTheVote in the future on average by 0.254. Nevertheless, as the p-value is > 0.1 the results are not statistically significant and the hypothesis H7 needs to be rejected.

5.5.3 Multiple Regression Analysis

In the following four multiple regression analyses are performed.

The author incrementally expanded the model by adding variables to models (2) to (4). Looking at the adjusted R2, the residual standard error, and the F-statistic it was decided to add and keep the variables: The adjusted R2 is increasing from each model to the next, the residual standard error is decreasing and the F-statistic showing increasing statistical significance of the global model. This shows that our models are increasing in the goodness of fit. Even though the individual variables added to the model are not always statistically significant, the model including these variables still explains an increasing variance of the total behavioural intention when including them.

	Dependent variable:				
	BI				
	OLS				coefficient test
	(1)	(2)	(3)	(4)	(5)
video		-0.226	-0.300*	-0.242	
		(0.170)	(0.161)	(0.165)	
after		-0.294*	-0.266*	-0.228*	
		(0.151)	(0.140)	(0.131)	
PU	0.641***	0.643***	0.631***	0.627***	0.631***
	(0.072)	(0.072)	(0.076)	(0.077)	(0.072)
PEOU	0.153	0.127	0.204*	0.148	0.204*
	(0.122)	(0.123)	(0.123)	(0.124)	(0.105)
PE	0.457***	0.472***	0.352***	0.183**	0.352***
	(0.076)	(0.077)	(0.079)	(0.088)	(0.074)
ip			-0.134	0.071	
			(0.099)	(0.159)	
zpw			0.044	0.086	
			(0.054)	(0.074)	
lbw			0.377***	0.411***	
			(0.095)	(0.119)	
piu			0.064	0.113*	
			(0.052)	(0.067)	
pias			0.007	-0.074*	
			(0.035)	(0.044)	
piw			-0.049	0.044	
			(0.063)	(0.069)	
pif			-0.027	0.048	
			(0.042)	(0.055)	
fz			-0.068	-0.018	
			(0.046)	(0.057)	
fm			-0.019	-0.111	
			(0.051)	(0.079)	
nsv			0.088*	-0.023	
			(0.048)	(0.058)	
nsg			0.022	0.077	
			(0.044)	(0.053)	
mpiu			0.114*	0.173**	
			(0.058)	(0.073)	
mpiv			0.079	0.126**	
			(0.059)	(0.062)	
mpit			0.160***	0.092	
			(0.054)	(0.068)	
yeighteen				0.195	
				(0.304)	
eighteentw				-0.320	
				(0.268)	
thirty				-0.547**	
				(0.247)	
fourty					
fem				0.437***	
				(0.151)	
male					
div					
BU				1.230***	
				(0.431)	
REA				0.412	
				(0.568)	
ABI				0.398	
				(0.449)	
BA				0.351	
				(0.445)	
MA				0.186	
				(0.402)	
PhD					
Pupil				-0.641**	
				(0.300)	
Unternehmer					
Selfempl				-0.315	
				(0.243)	
Rente				-0.561	
				(0.377)	
Student				0.080	
				(0.236)	
Arbeitssuchend				-0.173	
				(0.375)	
Angestellt					
DE				0.028	
				(0.167)	
EU				0.163	
				(0.265)	
world					
factor(Day)3		-0.066	-0.096	-0.076	
		(0.123)	(0.114)	(0.107)	
factor(Day)5		0.059	0.063	0.036	
		(0.127)	(0.117)	(0.110)	
factor(Day)7					
video:after		0.217	0.220	0.165	
		(0.196)	(0.180)	(0.170)	
Constant	-1.128**	-0.820	-2.070**	-2.448***	-2.070***
	(0.548)	(0.564)	(0.846)	(0.924)	(0.441)
Observations	191	191	191	180	
R2	0.643	0.657	0.735	0.814	
Adjusted R2	0.637	0.642	0.700	0.763	
Residual Std. Error	0.586 (df = 187)	0.582 (df = 182)	0.533 (df = 168)	0.478 (df = 141)	
F Statistic	112.253*** (df = 3; 187)	43.668*** (df = 8; 182)	21.173*** (df = 22; 168)	16.206*** (df = 38; 141)	
Note:					*p<0.1; **p<0.05; ***p<0.01

Table 20 - Multiple Regression Analysis

5.5.3.1 Multiple Regression Analysis Model (1)

BI = β0 + β1*PU + β2*PEOU + β3*PE

The model suggests that PU and PE increased the behavioural intention to use FTV on average of participants exposed to video content by 0.217 ($beta\ treated{:}after$, p-value > 0.1), which is the causal effect of the policy change. However, not significantly.

Model (1) shows that PU and PE have on average, ceteris paribus, a statistically significant influence on BI, confirming hypotheses H1 and H3. Meaning a one unit increase in PU leads to an average increase of 0.643 points in *BI*, ceteris paribus and a one unit increase in PE leads to an average increase of 0.523 points in *BI*, ceteris paribus. PEUO however is not statistically significant. In order to be able to confirm or reject H2, further analyses are undertaken in models (2), (3), and (4).

5.5.3.2 Multiple Regression Analysis Model 2 - Running difference-in-differences multiple regression model (2)

BI = β0 + β1*PU + β2*PEOU + β3*PE + β4*$treated$ + β5*$after$ + β6*$treated{:}after$

The model (2) suggests that the content change increased the behavioural intention to use FTV on average of participants exposed to video content by 0.217 ($beta\ treated{:}after$, p-value > 0.1), which is the causal effect of the policy change. However, not significantly.

The coefficients show that the behavioural intention on average before the content change in the control group was -0.82 ($constant$, p-value > 0.1) and the behavioural intention in the treatment group before the content change was -0.226 points lower than in the control group ($beta\ treated$, p-value > 0.1). For the control group, the behavioural intention on average did change significantly by -0.294 after the policy change ($beta\ after$, p-value < 0.1).

Furthermore, model (2) shows that the values for PU and PE increase (from 0.641 (1) to 0.643 (2) and 0.457 (1) to 0.472 (2), respectively) while not losing significance, confirming again hypotheses H1 and H3. As PEOU (H2) and the causal effect on video content (video:after, H7) are not statistically significant, further analyses are undertaken in model (3) and (4).

The adjusted R-Square of 0.624 indicates that the factors explain 62,4% of the variance in BI, which can be considered as an accurate prediction (Pallant, 2016).

5.5.3.3 Multiple Regression Analysis Model (3)

BI = β0 + β1*PU + β2*PEOU + β3*PE + β4*video + β5*$after$ + β6*video:$after$ + β7* ip + β8*zpw + β9*lbw + β10*piu + β11*pias + β12* piw + β13*pif + β14*fz + β15* fm + β16*nsv + β17* nsg + β18*mpiu + β19*mpiv + β20*mpit + factor(Day)

It makes sense to include additional relevant variables because the author should be analyzing similar participants (with similar interest in politics (*ip*), similar satisfaction with their own political knowledge (*zpw*), similar behaviour in the last election (*lbw* =1, if voted), a similar degree of need of political information to know which party to support (*piu*), a similar need for political information for their work or study (*pias*), a similar need to political information to develop themselves (*piw*), a similar need to political information to talk to their friends (*pif*), a similar problem to not have the time to keep up with politics (*fz*), a similar problem of lacking the motivation to inform themselves about politics (*nsv*), a similar problem of not always understand the political information correctly (*nsg*), a similar problem of not being sure if they can believe the information they are getting (*mpiu*), a similar wish of getting political information that are entertaining (*mpiv*), a similar wish of being able to share political information more easily with others (*mpit*)) in similar points in time.
This helps us to ensure that the gap between e.g. participants with more or less interest in politics is partialled out and the author only measures the gap due to the change of content.

The model (3) shows that by adding variables to the model, PEOU becomes statistically significant at a 10% level (p-value < 0.1). Meaning a one unit increase in PEOU leads to an average increase of 0.204 points in *BI*, ceteris paribus. Therefore, hypothesis H2 can be confirmed.

To control for time, dummy variables for each day were added to the model. The different days do not have a significant effect on the behavioural intention as none of the day dummy variables is statistically significant.

Some of the variables added to the model have a statistically significant effect on behavioural

intention: For example, the variable *mpit* (the wish of being able to share political information more easily with others) with a value of 0.160, is significant at a 1% level (p-value < 0.01). Meaning a one unit increase in *mpit* leads to an average increase of 0.160 points in *BI*, ceteris paribus. Moreover, the variable *lbw* (whether the participant voted in the last election or not) with a value of 0.377, is significant at a 1% level (p-value < 0.01). Meaning, participants who voted in the last election have on average a 0.377 higher behavioural intention to use FTV. The variables *mpiu 0.144* (problem of not being sure if they can believe the information they are getting), and *nsv 0.088* (problem of lacking the motivation to inform themselves about politics) show a significance level of 10% (p-value > 0.1). Meaning the more the participant has the problem of not being sure if he/she can believe the information he/she is getting and respectively the more the participant is lacking the motivation to inform him/herself about politics, the higher (one unit increase in *mpui* leads to +0.144 in *BI*; one unit increase in *nsv* leads to +0.088 *BI*) is the behavioural intention to use FTV, on average ceteris paribus.

The model (3) suggests that the content change increased the behavioural intention to use FTV on average of participants exposed to video content by 0.220 ($beta\ treated{:}after$, p-value > 0.1), which is the causal effect of the policy change. However, not significantly.
By adding more variables to the model, the adjusted R-Square of 0.700, indicating that the factors explain 70% of the variance in *BI*, which can be considered as an accurate prediction (Pallant, 2016).

5.5.3.4 Multiple Regression Analysis Model (4)

$$BI = \beta 0 + \beta 1*PU + \beta 2*PEOU + \beta 3*PE + \beta 4*video + \beta 5*after + \beta 6*video{:}after + \beta 7*ip + \beta 8*zpw + \beta 9*lbw + \beta 10*piu + \beta 11*pias + \beta 12*piw + \beta 13*pif + \beta 14*fz + \beta 15*fm + \beta 16*nsv + \beta 17*nsg + \beta 18*mpiu + \beta 19*mpiv + \beta 20*mpit + \beta 21*yeighteen + \beta 21*eighteentw + \beta 22*thirty + \beta 23*fourty + \beta 24*fem + \beta 25*male + \beta 26*div + \beta 27*BU + \beta 28*REA + \beta 29*ABI + \beta 30*BA + \beta 31*MA + \beta 32*PhD + \beta 33*Pupil + \beta 34*Unternehmer + \beta 35*Selfempl + \beta 36*Rente + \beta 37*Student + \beta 38*Arbeitssuchend + \beta 39*Angestellt + \beta 40*DE + \beta 41*EU + \beta 42*world + factor(Day)$$

By adding more variables to the model, the adjusted R-Square increases to 0.763, indicating that the factors explain 76% of the variance in BI, which can be considered as an accurate prediction (Pallant, 2016).

It makes even more sense to further include additional relevant variables, such as demographic data, because the author should be analyzing similar participants (with similar age (yeighteen

(<18), eighteentw (18-29), thirty (30-29), fourty (>40)), gender (fem, male, div), education (BU, REA, ABI, BA, MA, PhD), occupation (Student, Entrepreneur, Self-employed, Retired, Student, Job-seeker, Employed) and place of residence (DE, EU, world), in similar points of time.

This helps us to ensure that the gap between e.g. participants with more or less education is partialled out and the author only measures the gap due to the change of content.

Nevertheless, PEOU and being in the video content group lose their significance, as well as the effect of PU and PE decreases on BI, same significance.
On the other hand, *mpiv* gets significant at 5%. Meaning, participants with a higher wish of getting political information that is entertaining (*mpiv*), are more likely to use FTV, as it has a positive effect on BI of +0.126 (p-value < 0.05%). Furthermore, on average, participants between the age of 30-39 (thirty, -0.537, p-value < 0.05%) are less likely to use FTV than participants of different ages. Indicating that the solution is more accepted by younger people. Also, on average, participants who only got very basic education (BU, +1.230, p-value < 0.001%) are more likely to use FTV than participants with higher or other education.
On average, female participants (fem, +0.430, p-value < 0.01%) are more likely to use FTV than participants who are male or diverse. Lastly, on average, participants who are pupils (Pupil, -0.641, p-value < 0.01%) are less likely to use FTV than participants with other occupations.
However, models (2) to (4) show that the content change does not have a statistically significant effect on *BI*. Therefore, hypothesis H7 needs to be rejected.

Hypothesis		Supported
H1	PU --> BI	Yes
H2	PEOU --> BI	Yes
H3	PE --> BI	Yes
H4	VC --> PU	No
H5	VC --> PEOU	No
H6	VC --> PE	No
H7	VC --> BI	No

Table 21 - Supported Hypothesis

6. CONCLUSION

The conclusion of the research findings is presented in the next chapter. First, the empirical findings pertaining to the research questions are discussed. Following that, the research's limitations are explored. Subsequently, suggestions for further research are made and finally theoretical as well as managerial implications are derived.

6.1 Discussion of the research Question

RQ1: "What has an effect on the acceptance and use of FollowTheVote (FTV)?"

An expanded version of the TAM-model was used to investigate the factors that influence the acceptance and use of the e-participation platform FollowTheVote. Because all of the criteria are important, and the predictive power is good for marketing standards, this model worked well in the setting of E-participation. As a result, it can be concluded that perceived usefulness and perceived enjoyment have a significant positive effect on the acceptance and use of FollowTheVote. The most important factor determining behavioural intention is perceived usefulness, which is consistent with findings in a variety of contexts, including acceptance of E-mail, Voice Mail (Adams et al., 1992), WWW (Gefen & Straub, 2000), Telemedicine Technology (Chau & Hu, 2001) and more recently in Social Media (Rauniar et al., 2014) and Online Banking (Yousafzai et al., 2010).

Moreover, personal behaviours or factors of the participants, such as their positive voting behaviour in the last election, have an effect on the acceptance and use of FollowTheVote. Also, the more the participant has the problem of not being sure if he/she can believe the information he/she is getting and respectively the more the participant is lacking the motivation to inform him/herself about politics, the higher is the behavioural intention to use FTV. Participants with a higher wish of getting political information that is entertaining, are more likely to use FTV and the solution is more accepted by people aged below 30. Also, on average, participants who only got very basic education are more likely to use FTV than participants with higher or other education. This serves the purpose of FTV as it aims to inform, engage, and empower young citizens in an easy, factual, and fun way.

RQ2: "What is the effect of video content on the acceptance and use of the e-participation platform FollowTheVote (FTV)?"

Even Though literature and market trends show an extremely positive trend of video content in

the fields of entertainment and education, the results of this study show that there is no statistically significant effect of adding video content to the FTV platform on the acceptance and use of it. This could be explained by (external) factors that have not been controlled for in this study. These include the quality of the sound and resolution (e.g., due to bad internet connection of the participants), the likability of the person shown in the video, and the environment the user is in when watching. Certain circumstances must be given in order to be able to listen to and watch a video. In addition, the small sample size could be the reason why the results are not statistically significant.

6.2 Limitations and further research

First of all, the research is tailored to German citizens and the German market of E-Participation platforms. Therefore, the results and conclusions drawn, only apply to western, democratic countries and in particular to Germany. Moreover, it is necessary to note that not all 'young German adults' act and think the same way. Gender or socio-economic status differences among young people exist. As the survey was distributed through the prototype testers of the new Platform “FollowTheVote”, the sample is not representative for the German population and is to some degree biased, as “FTV prototype testers” can be seen as early adopters of e-participation tools.

This research, naturally, will be limited in scope, with regards to how the main “variables” of the research will be defined. Online content and in particular video content have various definitions which can’t be all taken into consideration. Furthermore, there are many other factors that determine the intentions and the behaviour to use e-participation platforms that are not captured by this research.

Moreover, the data is subject to some degree of biases in the definitions and question design used by the author based on the TAM Model by Davis and Venkatesh (2000) (Davis, 1989; Venkatesh, 2000; Venkatesh & Davis, 2000), e.g., the definition of an e-participation platform being “easy to use” or “entertaining”. Hence, the reported answers are influenced by individual choice and perceptions and are, therefore, subjective. Moreover, the measures of behaviour are self-reported.

Another limitation of this research regards the relatively small sample size, decreasing the statistical power, and leading to the insignificance of variables’ coefficients.

The effects of video content on behaviour intention as an academic topic of study is relatively young, and there are few well-established theoretical frameworks or unified discourses. Furthermore, due to this lack of empirical studies and literature on this relatively new study field of video content within e-participation, the research will only draw conclusions from the new developed application FTV. The author encourages future research in this field to build and discuss emergent themes from the examined literature. Further research in this area, combining multi-method designs and a dimensional conceptualization of effect on behavioural intention, is also recommended by the author in order to gain a more detailed knowledge.

6.3 Implications

This study provides theoretical contributions to empirical research on the impact of different content on e-participation by identifying possible future directions for e-participation tools. In addition, this study contributes to the information systems literature by expanding the understanding of the relationship between content forms and the acceptance and use of information technology in the context of political information systems.

The practical contribution of this research is the validation of the market potential of FollowTheVote, a project of the NGO Political Innovation Association (PIA) e.V.. Furthermore, these results will be made available to other E-Participation Tools in Europe, contributing to political innovation in this sector.

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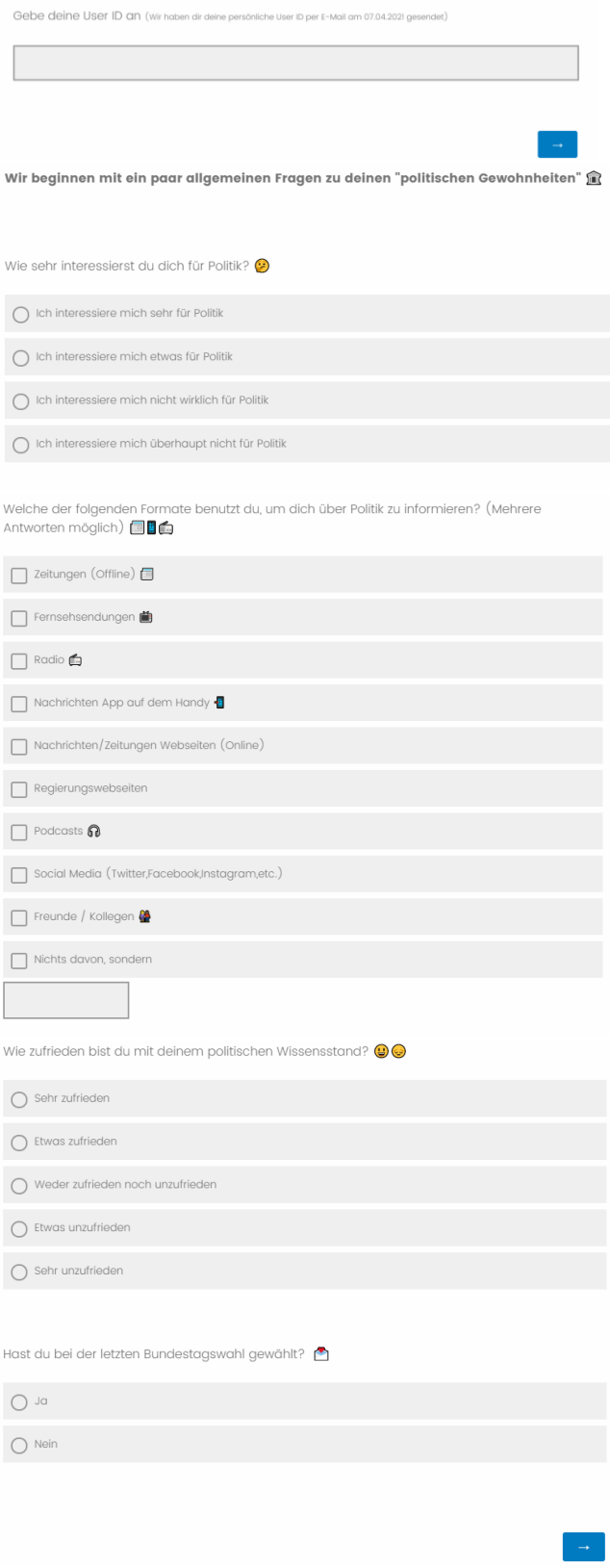
8. APPENDIX

8.1 Appendix 1 - Intake Online Survey



Gebe deine User ID an (Wir haben dir deine persönliche User ID per E-Mail am 07.04.2021 gesendet)

→

Wir beginnen mit ein paar allgemeinen Fragen zu deinen "politischen Gewohnheiten"

Wie sehr interessierst du dich für Politik?

- Ich interessiere mich sehr für Politik
- Ich interessiere mich etwas für Politik
- Ich interessiere mich nicht wirklich für Politik
- Ich interessiere mich überhaupt nicht für Politik

Welche der folgenden Formate benutzt du, um dich über Politik zu informieren? (Mehrere Antworten möglich)

- Zeitungen (Offline)
- Fernsehsendungen
- Radio
- Nachrichten App auf dem Handy
- Nachrichten/Zeitungen Webseiten (Online)
- Regierungswebseiten
- Podcasts
- Social Media (Twitter,Facebook,Instagram,etc.)
- Freunde / Kollegen
- Nichts davon, sondern

Wie zufrieden bist du mit deinem politischen Wissensstand?

- Sehr zufrieden
- Etwas zufrieden
- Weder zufrieden noch unzufrieden
- Etwas unzufrieden
- Sehr unzufrieden

Hast du bei der letzten Bundestagswahl gewählt?

- Ja
- Nein

→

FollowTheVote möchte die Art und Weise, wie du dich über Politik informierst, verbessern
Damit dies gelingt, würden wir zunächst gerne erfahren, welche Bedeutung politische Informationen generell für dich haben

Teile uns im Folgenden bitte mit, inwieweit die Aussagen deiner Meinung entsprechen!

"Ich benötige politische Informationen um zu wissen, welche Partei ich unterstützen soll."

- Trifft stark zu
- Trifft etwas zu
- Trifft weder zu noch widerspricht es
- Trifft eher nicht zu
- Trifft überhaupt nicht zu

"Ich benötige politische Informationen um zu wissen, welche Partei ich unterstützen soll."

- Trifft stark zu
- Trifft etwas zu
- Trifft weder zu noch widerspricht es
- Trifft eher nicht zu
- Trifft überhaupt nicht zu

"Ich benötige politische Informationen für meine Arbeit oder mein Studium."

- Trifft stark zu
- Trifft etwas zu
- Trifft weder zu noch widerspricht es
- Trifft eher nicht zu
- Trifft überhaupt nicht zu

"Ich benötige politische Informationen um zu wissen, welche Partei ich unterstützen soll."

- Trifft stark zu
- Trifft etwas zu
- Trifft weder zu noch widerspricht es
- Trifft eher nicht zu
- Trifft überhaupt nicht zu

"Ich benötige politische Informationen, um mich mit meinen Freundinnen zu unterhalten."

- Trifft stark zu
- Trifft etwas zu
- Trifft weder zu noch widerspricht es
- Trifft eher nicht zu
- Trifft überhaupt nicht zu

Du kennst Dich am besten!
Gibt es noch irgendwelche anderen Gründe, warum du dich über Politik informierst?

→

Leider ist es uns im Leben nicht immer möglich, alle unsere Ziele zu erreichen… 😢
Um herauszufinden, warum das so ist, würden wir gerne wissen, welche Hindernisse zwischen dir und deinen Zielen liegen! 🚧

Teile uns im Folgenden bitte mit, inwieweit die Aussagen deiner Meinung entsprechen! 🙋🙋

"Mir fehlt die Zeit, um politisch auf dem laufenden zu bleiben."

- ◯ Trifft stark zu
- ◯ Trifft etwas zu
- ◯ Trifft weder zu noch widerspricht es
- ◯ Trifft eher nicht zu
- ◯ Trifft überhaupt nicht zu

"Mir fehlt oft die Motivation mich über Politik zu informieren."

- ◯ Trifft stark zu
- ◯ Trifft etwas zu
- ◯ Trifft weder zu noch widerspricht es
- ◯ Trifft eher nicht zu
- ◯ Trifft überhaupt nicht zu

"Ich bin mir nicht sicher ob ich die Informationen immer richtig verstehe."

- ◯ Trifft stark zu
- ◯ Trifft etwas zu
- ◯ Trifft weder zu noch widerspricht es
- ◯ Trifft eher nicht zu
- ◯ Trifft überhaupt nicht zu

"Ich bin mir nicht sicher, ob ich den Informationen, die ich bekomme, glauben kann."

- ◯ Trifft stark zu
- ◯ Trifft etwas zu
- ◯ Trifft weder zu noch widerspricht es
- ◯ Trifft eher nicht zu
- ◯ Trifft überhaupt nicht zu

Du kennst dich am besten! 🧠
Gibt es noch irgendwelche anderen Probleme oder Hindernisse, die dich davon abhalten, dass du dich über Politik informierst?

→

Lasst uns mit etwas Positiven enden! 🤗

Manchmal ist es ganz leicht Ziele zu erreichen, weil uns dabei geholfen wird.
Wir würden gerne wissen, was es leichter für dich machen würde, deine Ziele zu erreichen.

Teile uns im Folgenden bitte mit, inwieweit die Aussagen deiner Meinung entsprechen! 🙋🙋

"Ich möchte politische Informationen, die unterhaltsam ("entertaining") sind."

- ◯ Trifft stark zu
- ◯ Trifft etwas zu
- ◯ Trifft weder zu noch widerspricht es
- ◯ Trifft eher nicht zu
- ◯ Trifft überhaupt nicht zu

"Ich möchte politische Informationen, die eine Vielfalt von Meinungen beinhalten."

- ◯ Trifft stark zu
- ◯ Trifft etwas zu
- ◯ Trifft weder zu noch widerspricht es
- ◯ Trifft eher nicht zu
- ◯ Trifft überhaupt nicht zu

"Ich möchte politische Information einfacher mit anderen teilen können."

- ◯ Trifft stark zu
- ◯ Trifft etwas zu
- ◯ Trifft weder zu noch widerspricht es
- ◯ Trifft eher nicht zu
- ◯ Trifft überhaupt nicht zu

Du bist klasse! 🚀
Um den Fragebogen zu beenden und deine großartige Reise mit uns zu starten, haben wir noch ein paar allgemeine Fragen zu deiner Person.

*Wie alt bist du?** 🎂🤓

*Mit welchem Geschlecht identifizierst du dich?**

- ◯ weiblich 🙋
- ◯ männlich 🙋
- ◯ divers 🌈

*Was ist der höchste Bildungsabschluss, den du bisher erreicht hast?**

- ◯ Hauptschulabschluss
- ◯ Realschulabschluss
- ◯ Berufsabschluss
- ◯ Abitur
- ◯ Bachelor Abschluss
- ◯ Master Abschluss
- ◯ PhD | Doktor Titel

*Was ist deine aktuelle Beschäftigungssituation?**

- ◯ Student:in
- ◯ Schüler:in
- ◯ Angestellt
- ◯ Selbstständig
- ◯ Arbeitssuchend
- ◯ In Rente
- ◯ Sonstiges

In welchem Bereich arbeitest oder studierst du?

*An welchem Ort lebst du derzeit?**

Hast du sonst noch irgendetwas auf dem Herzen, was du uns mitteilen möchtest?

→

Das wars für heute !
Vielen Dank, dass du FollowTheVote unterstützt!

Am Montag, den 19.04.2021 wirst du deine erste Herausforderung per Email bekommen!

Wenn du Fragen oder Anregungen hast, schreibe uns gerne eine E-Mail an followthevote.eu@gmail.com
oder besuche unsere Website https://www.followthevote.eu/

8.2 Appendix 2 - Prototype Testing


15:59
WhatsApp
t.maze.co
Argumente
Das Gesetz ist sinnlos, weil bereits viele die Impfung unterstützen. Impfen ist grundsätzlich wichtig. Aber eine Impfpflicht ist ein Eingriff in die Grundrechte und erzeugt Unmut und Misstrauen. Zudem gibt es mehr Handlungsbedarf bei Erwachsenen und Asylbewerber:innen als bei Kindern.
1/6
Stimme nicht zu
Stimme zu
Überspringen →


15:59
WhatsApp
t.maze.co
Gut gemacht! Bereit für die Abstimmung?
Weiter geht's →


15:59
WhatsApp
t.maze.co
Abstimmung
In Kitas, Schulen und der Kindertagespflege soll es eine verpflichtende Impfung gegen Masern geben.
Abstimmung 14.11.2019
Dagegen
Neutral
Dafür
Überspringen →


16:00
WhatsApp
t.maze.co
Parteipositionen
CDU/CSU
SPD
AFD
FDP
Die Linke
B90/Grüne
Fertig! →


15:59
WhatsApp
t.maze.co
Deine Stimme zählt! Gestern. Heute. Morgen. Demokratie ist Jeden Tag.
Weiter geht's →


16:07
t.maze.co
Vielen Dank!
Sie haben den Test abgeschlossen, vielen Dank! Sie helfen uns damit, ein besseres Produkt zu entwickeln. Wir hoffen der Test hat Ihnen gefallen!
Created with Maze.
Learn more →

8.3 Appendix 3 - R Studio

Summary Statistics – 7 days Period, incl. Intake survey. This table shows descriptive statistics for the variables used in the regression models. St. Dev. indicates the standard deviation. Pctl(25) and Pctl(75) show the values at the 25th percentile and 75th percentile, respectively. N is the number of observations per variable, while Max and Min describe the maximum and minimum observed value per variable, respectively.

Statistic	N	Mean	St. Dev.	Min	Pctl(25)	Median	Pctl(75)	Max
User ID	191	203.796	64.159	111	139	197	260	315
Day	191	3.796	2.151	1	1	3	5	7
video	191	0.455	0.499	0	0	0	1	1
after	191	0.743	0.438	0	0	1	1	1
d1	191	0.257	0.438	0	0	0	1	1
d3	191	0.288	0.454	0	0	0	1	1
d5	191	0.257	0.438	0	0	0	1	1
d7	191	0.199	0.400	0	0	0	0	1
spi	191	4.141	0.886	2	4	4	5	5
epi	191	4.387	0.759	2	4	5	5	5
npi	191	4.241	0.909	1	4	5	5	5
PU	191	4.257	0.767	2.000	4.000	4.333	5.000	5.000
kuv	191	4.717	0.546	2	5	5	5	5
eze	191	4.885	0.351	3	5	5	5	5
ezb	191	4.801	0.438	3	5	5	5	5
PEOU	191	4.801	0.379	3.000	4.667	5.000	5.000	5.000
bms	191	4.162	0.788	2	4	4	5	5
bwu	191	4.052	0.745	2	4	4	5	5
wev	191	3.775	0.921	1	3	4	4	5
PE	191	3.997	0.750	1.667	3.667	4.000	4.333	5.000
azn	191	4.188	0.966	2	4	4	5	5
zzn	191	4.136	1.022	1	4	4	5	5
BI	191	4.162	0.973	2	4	4.5	5	5
ip	191	1.791	0.631	1	1	2	2	3
zpw	191	3.335	1.087	1	2	4	4	5
lbw	191	0.581	0.495	0	0	1	1	1
piu	191	4.435	1.008	1	4	5	5	5
pias	191	2.759	1.296	1	2	2	4	5
piw	191	4.110	0.770	2	4	4	5	5
pif	191	3.529	1.118	1	3	4	4	5
fz	191	3.183	1.130	1	2	3	4	5
fm	191	3.424	1.283	1	2	4	4	5
nsv	191	2.660	1.145	1	2	2	4	5
nsg	191	2.953	1.139	1	2	3	4	5
mpiu	191	3.455	0.961	1	3	4	4	5
mpiv	191	4.414	0.889	1	4	5	5	5
mpit	191	3.361	0.912	2	3	3	4	5
< 18	191	0.089	0.285	0	0	0	0	1
18-29	191	0.649	0.478	0	0	1	1	1
30-39	191	0.115	0.320	0	0	0	0	1
> 40	191	0.147	0.355	0	0	0	0	1
fem	187	0.583	0.494	0.000	0.000	1.000	1.000	1.000
male	187	0.417	0.494	0.000	0.000	0.000	1.000	1.000
div	191	0.021	0.144	0	0	0	0	1
BU	191	0.042	0.201	0	0	0	0	1
REA	191	0.115	0.320	0	0	0	0	1
ABI	191	0.319	0.467	0	0	0	1	1
BA	191	0.225	0.419	0	0	0	0	1
MA	191	0.283	0.452	0	0	0	1	1
PhD	191	0.016	0.125	0	0	0	0	1
Pupil	191	0.215	0.412	0	0	0	0	1
Unternehmer	191	0.000	0.000	0	0	0	0	0
Selfempl	191	0.058	0.234	0	0	0	0	1
Rente	191	0.026	0.160	0	0	0	0	1
Student	191	0.424	0.496	0	0	0	1	1
Arbeitssuchend	191	0.031	0.175	0	0	0	0	1
Angestellt	187	0.251	0.435	0.000	0.000	0.000	0.500	1.000
DE	191	0.764	0.425	0	1	1	1	1
EU	188	0.085	0.280	0.000	0.000	0.000	0.000	1.000
world	188	0.154	0.362	0.000	0.000	0.000	0.000	1.000