

# Coping with COVID-19 in Comparative Perspective



@eszter

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MIT Press



Gerosa, T., Gui, M., Hargittai, E., & Nguyen, M.H. (2021) [\(Mis\)informed during COVID-19: How Education Level and Information Sources Contribute to Knowledge Gaps](#). *International Journal of Communication*.

Dobransky, K. & Hargittai, E. (2021). [Piercing the Pandemic Social Bubble: Disability and Social Media Use About Covid-19](#). *American Behavioral Scientist*.

Nguyen, M. H., Gruber, J., Fuchs, J., Marler, W., Hunsaker, A., & Hargittai, E. (2021). [Staying connected while physically apart: Digital communication when face-to-face interactions are limited](#). *New Media & Society*.

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Hargittai, E., Redmiles, E., Vitak, J. & Zimmer, M. (2020) [Americans' willingness to adopt a COVID-19 tracking app: The role of app distributor](#) *First Monday* 25:11

Evans, J.H. & Hargittai, E. (2020) [Who Doesn't Trust Fauci? The Public's Belief in the Expertise and Shared Values of Scientists in the Covid-19 Pandemic](#). *Socius*.

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Hargittai, E., Nguyen, M.H., Fuchs, J., Gruber, J., Marler, W., Hunsaker, A., & Karaoglu, G. (2020). [From Zero to a National Data Set in Two Weeks: Reflections on a COVID-19 Collaborative Survey Project](#). *Social Media + Society*.

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Evans, J.H. & Hargittai, E. 2020. [Why Would Anyone Distrust Anthony Fauci?](#). *Scientific American* June 7.

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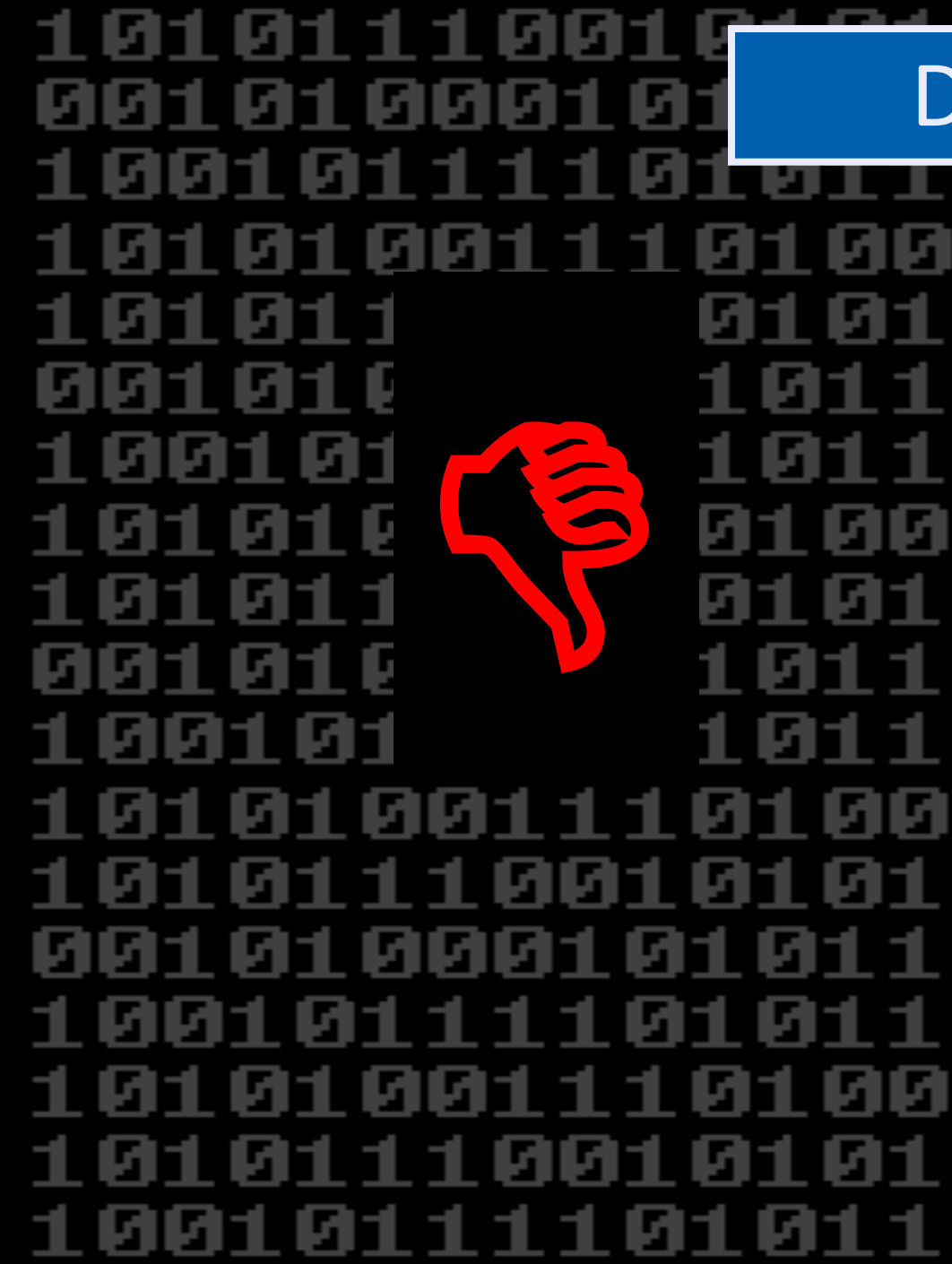
Hargittai, E. & Redmiles, E. 2020. [Will Americans Be Willing to Install COVID-19 Tracking Apps?](#) *Scientific American*. April 28.

## Working Papers

Hunsaker, A., & Hargittai, E. (2020). [Age-Related Differences in Home Experiences and Worries During COVID-19](#). December 5.

Who is most likely to **benefit**  
from their digital media uses  
and who is most likely to be **left behind**?

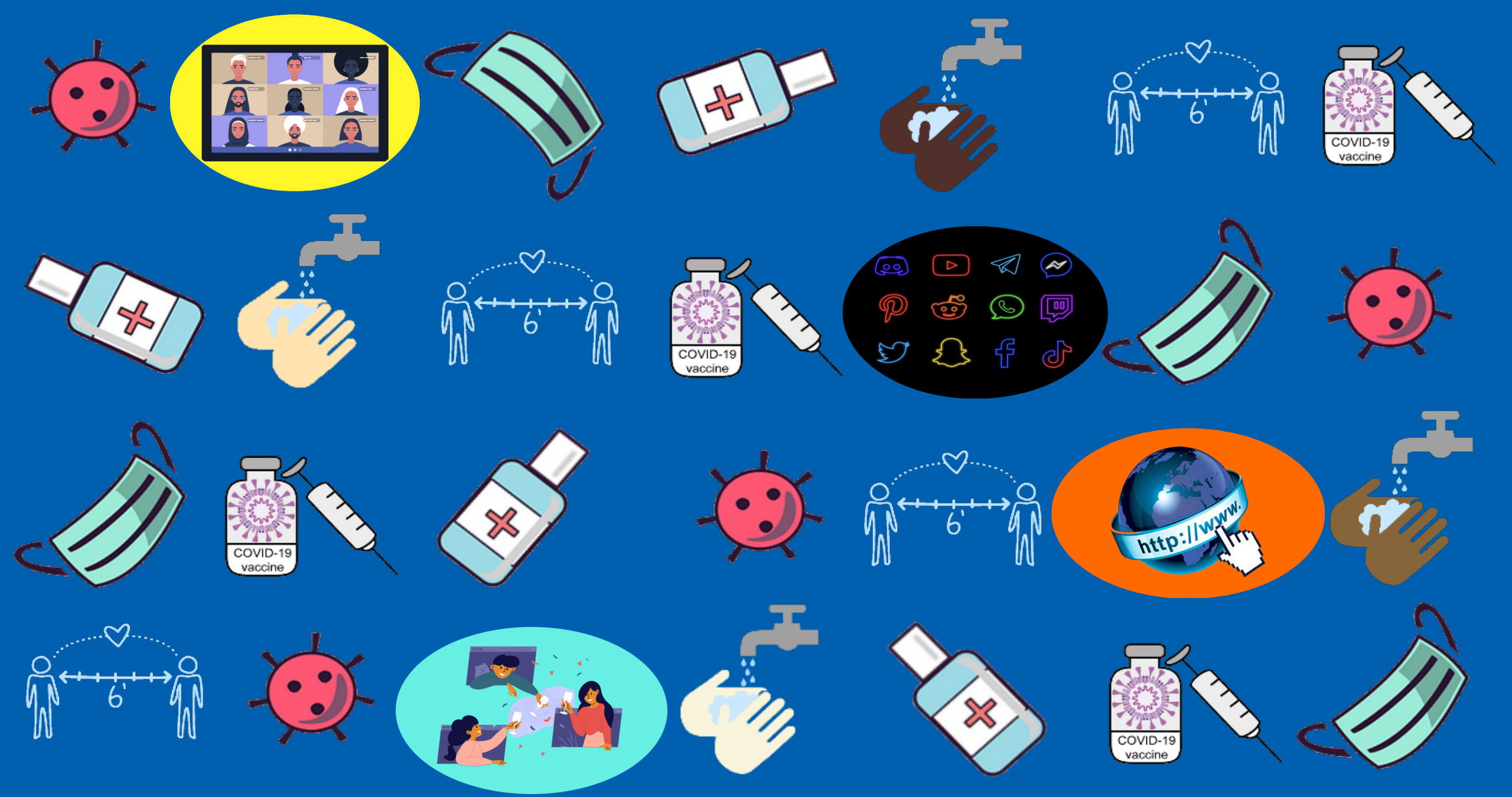
# Digital divide



# Digital inequality



Mere connectivity  $\neq$   
Effective, efficient, informed uses



Hargittai et al. (2020). From Zero to a National Data Set in Two Weeks: Reflections on a COVID-19 Collaborative Survey Project. *Social Media + Society*.

# Methods: national surveys

**Cint**

Online survey

Quota-sampled on age, gender, education, region

USA

April 4-8, 2020: N=1374



# Sample descriptives

USA - N=1374

Age	45.6 (15.9; 18-82)
Women	53.9%
Race/ethnicity	
White	64.7%
Black	12.7%
Asian Am.	5.0%
Native Am.	2.1%
Hispanic	15.1%
Education	
=<High school	49.1%
Some college	21.4%
=<College	29.5%
Household income	\$59K (\$52K)
Rural	16.2%
Suburban	38.4%
Urban	45.5%
Disabled	15.6%

Italy - N=983

Age	49.7 (15.5; 18-81)
Women	51.0%
Education	
=<High school	60.6%
Some college	14.5%
=<College	24.9%
Household income	€61K (€52K)
Rural	13.3%
Suburban	8.9%
Urban	77.8%
Disabled	10.0%

Switzerland - N=1350

Age	46.4 (15.5; 18-85)
Women	49.8%
Education	
=<High school	46.2%
Some college	14.7%
=<College	39.2%
Household income	CHF79K (CHF48K)
Rural	40.6%
Suburban	23.1%
Urban	36.3%
Disabled	14.4%



# Weights

Weights applied based on April 2020  
US Current Population Survey  
age (3) x gender (2) x education (3)

Weights range: 0.51-1.7

Weights applied based on 2018  
Italian National Institute of Statistics  
age (3) x gender (2) x education (2)

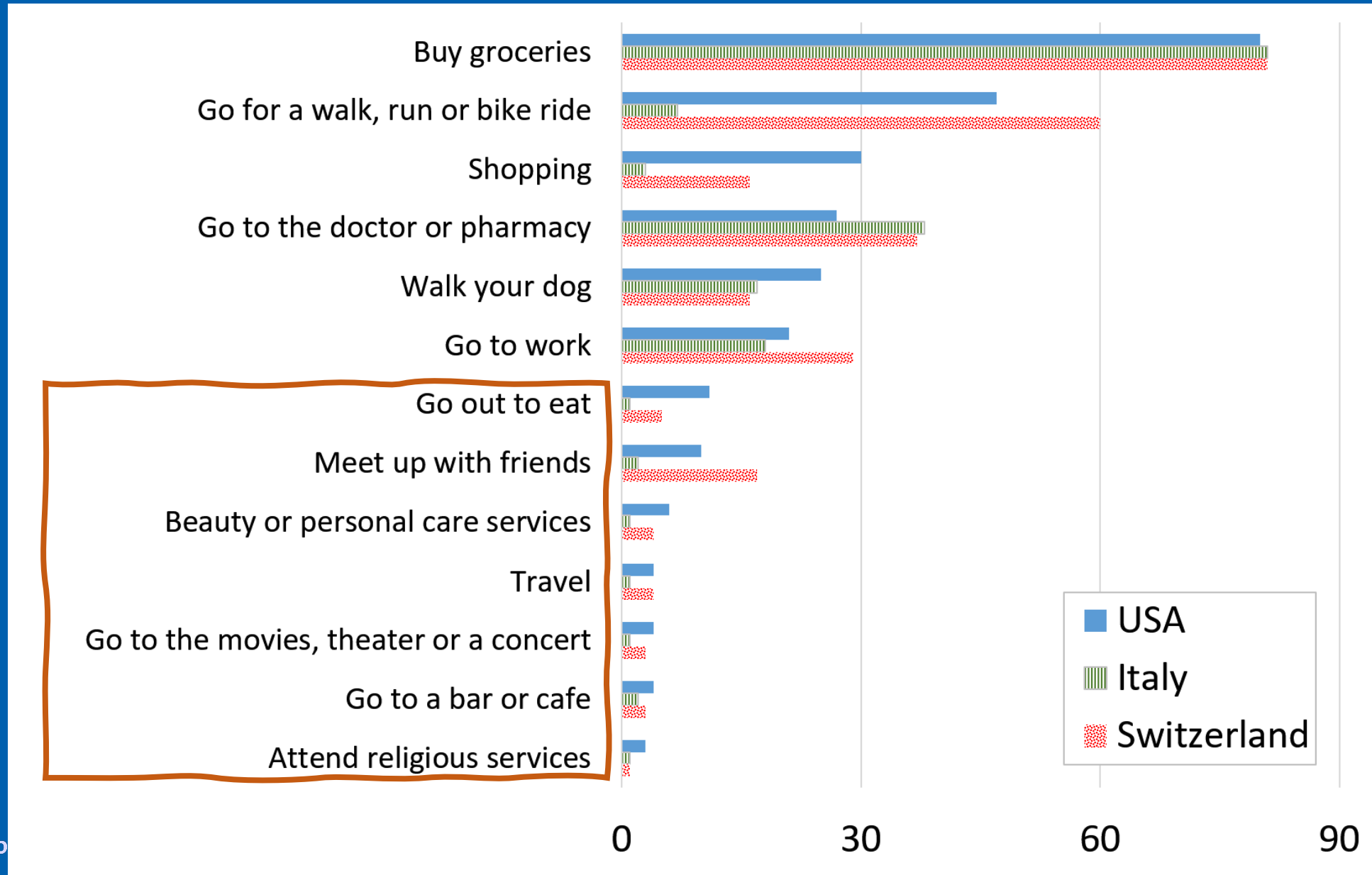
Weights range: 0.42-1.6

Weights applied based on 2018  
European Social Survey  
age (3) x gender (2) x education (3)

Weights range: 0.27-4.46



# Reasons for leaving home in past two weeks



23%

4%

22%

# Covid-19 knowledge

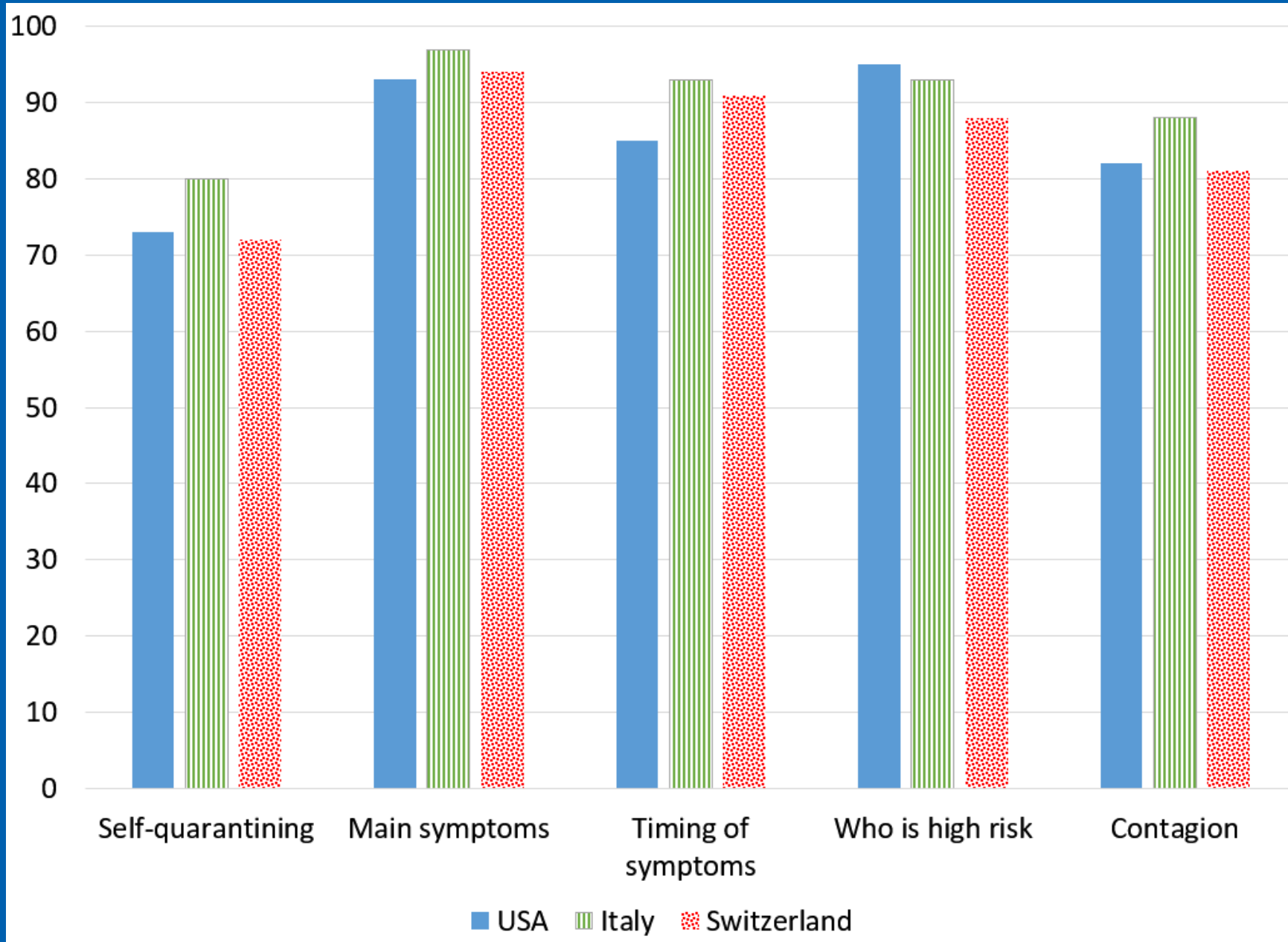
How long does it take between catching Coronavirus and beginning to have symptoms?

- A few minutes
- One day
- Up to two weeks
- Up to two months

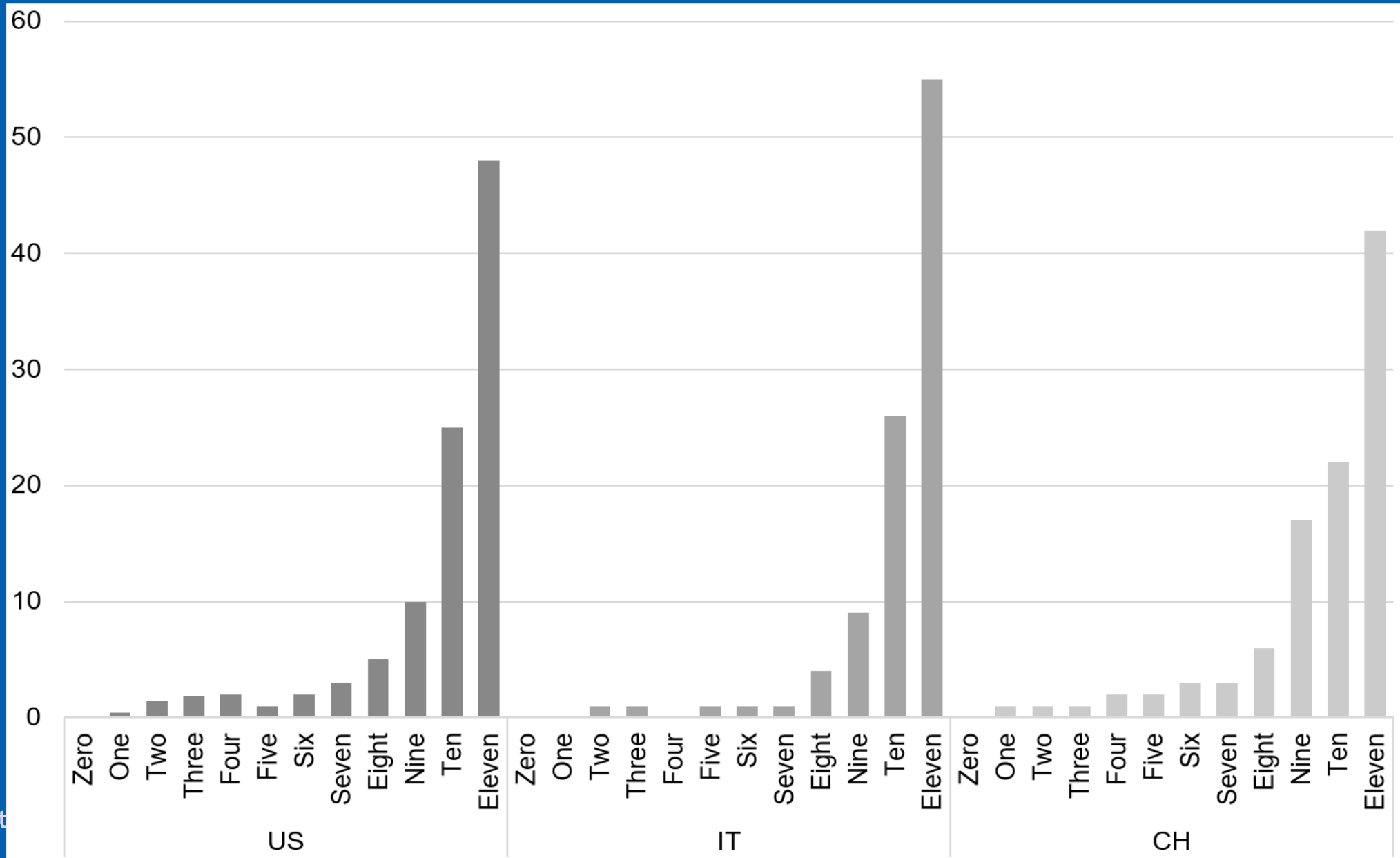
What can be said about people who have been tested positive for COVID-19 but are in good health?

- They are not contagious until they show clear symptoms
- They are definitely going to show symptoms within a few days
- They are contagious regardless of whether they show symptoms
- They are already immunized and can go out in public

# Covid-19 knowledge



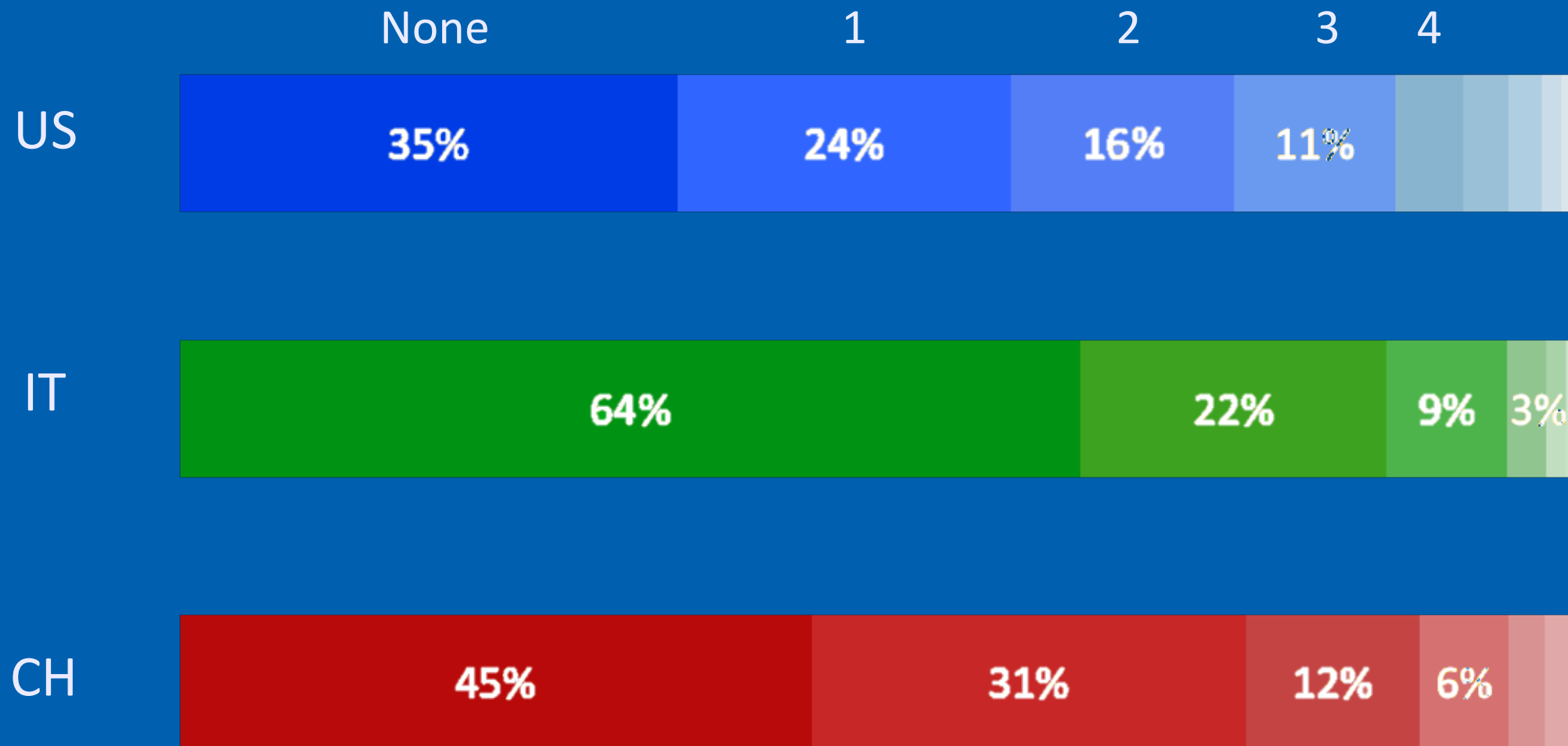
# Covid-19 knowledge



# Belief in Covid-19 misinformation

	US	IT	CH
Take vitamin C	36	13	20
Drink hot fluids	21	4	9
Take hot baths	16	4	4
Frequently rinse your nose with saline (salty water)	12	8	5
Eat freshly boiled garlic	6	2	5
Avoid buying products made in China	22	3	9
Avoid receiving packages from the postal service	17	4	8
Avoid physical contact with pets and other animals	16	3	9
Avoid taking anti-inflammatory drugs	13	14	21
Avoid consumption of meat products	5	2	3
Avoid consumption of dairy products	5	1	2

# Belief in Covid-19 misinformation





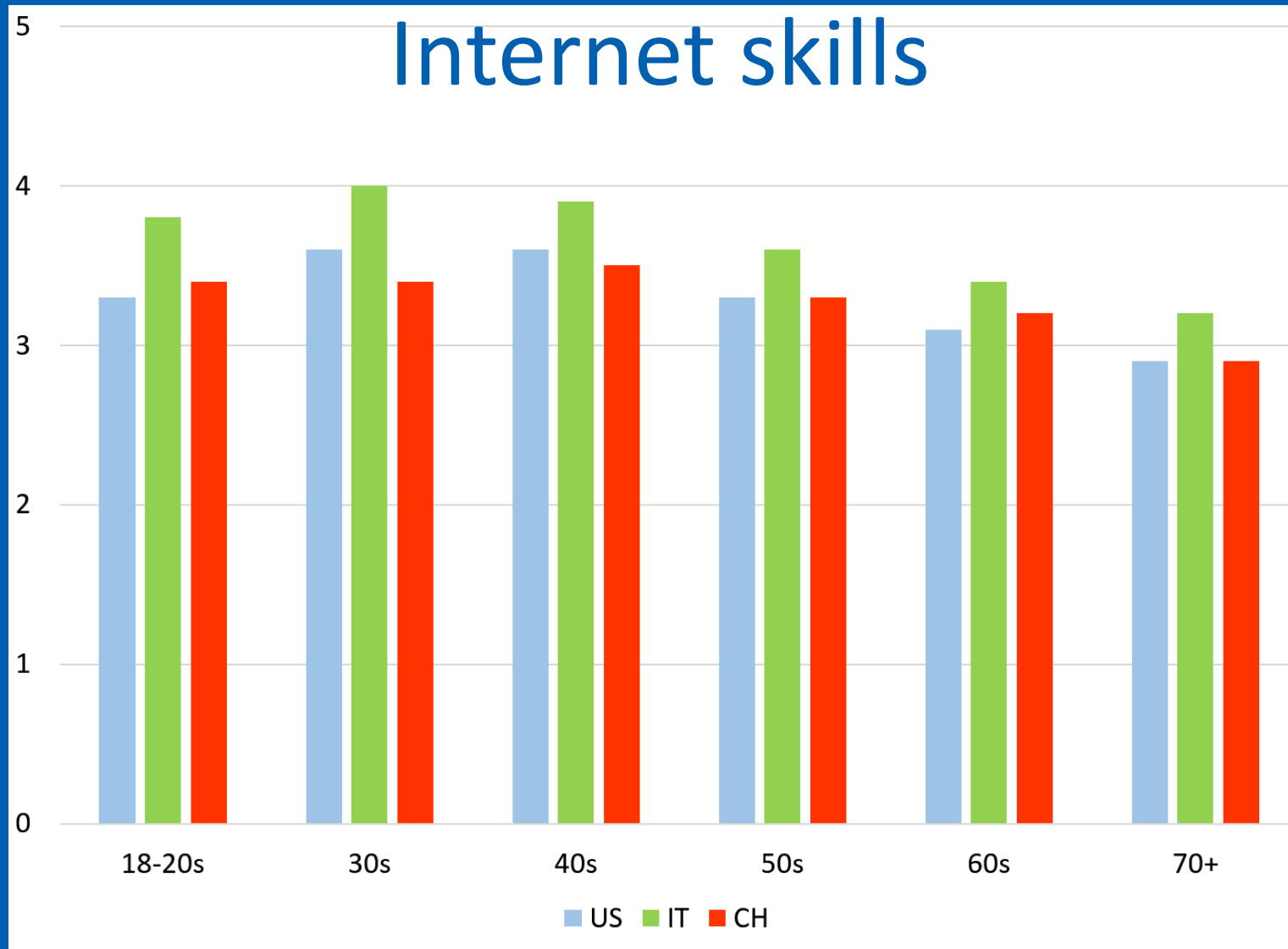
# Digital context

Only one home Internet access point



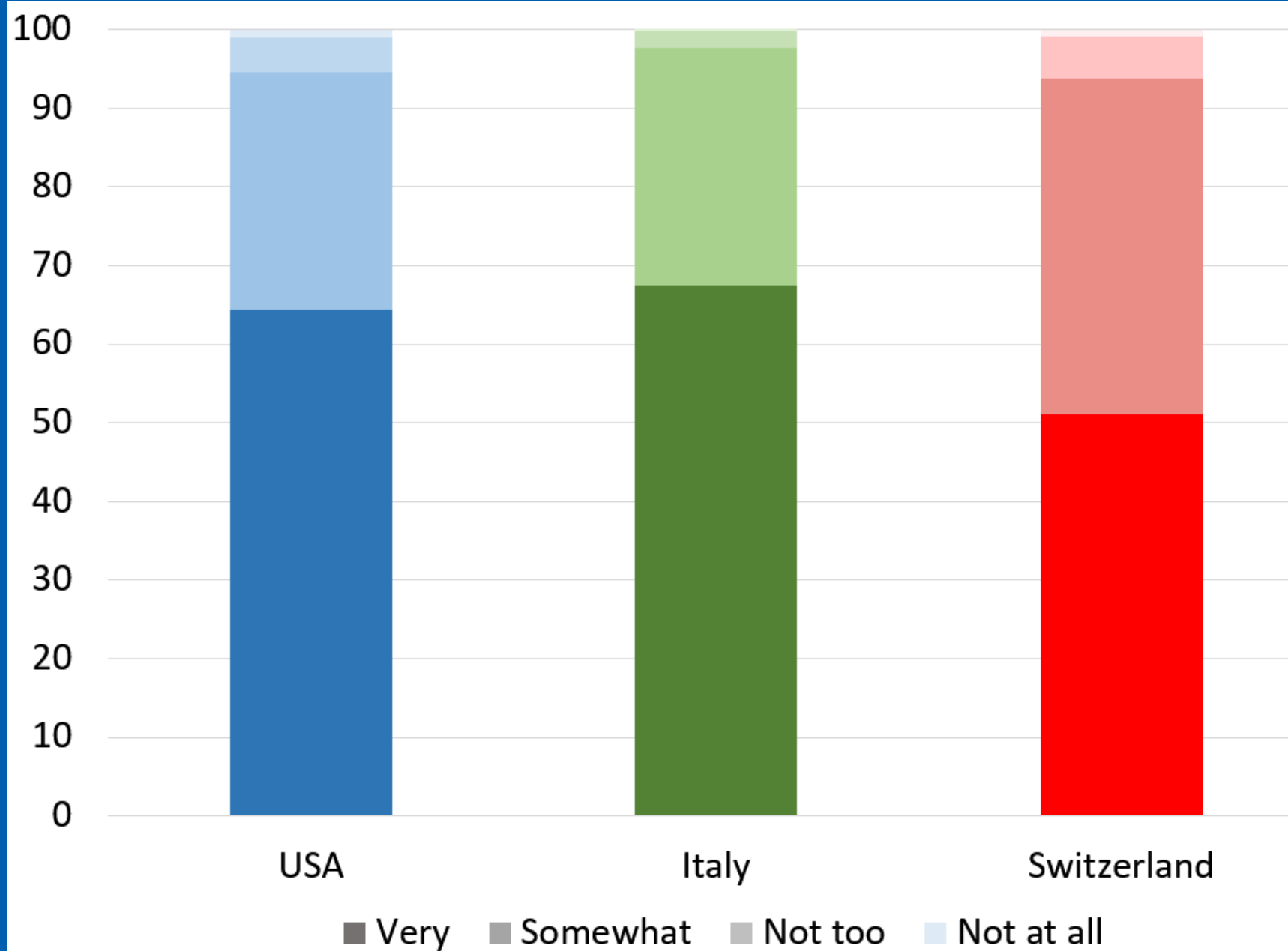
COVID-19 knowledge

# Internet skills

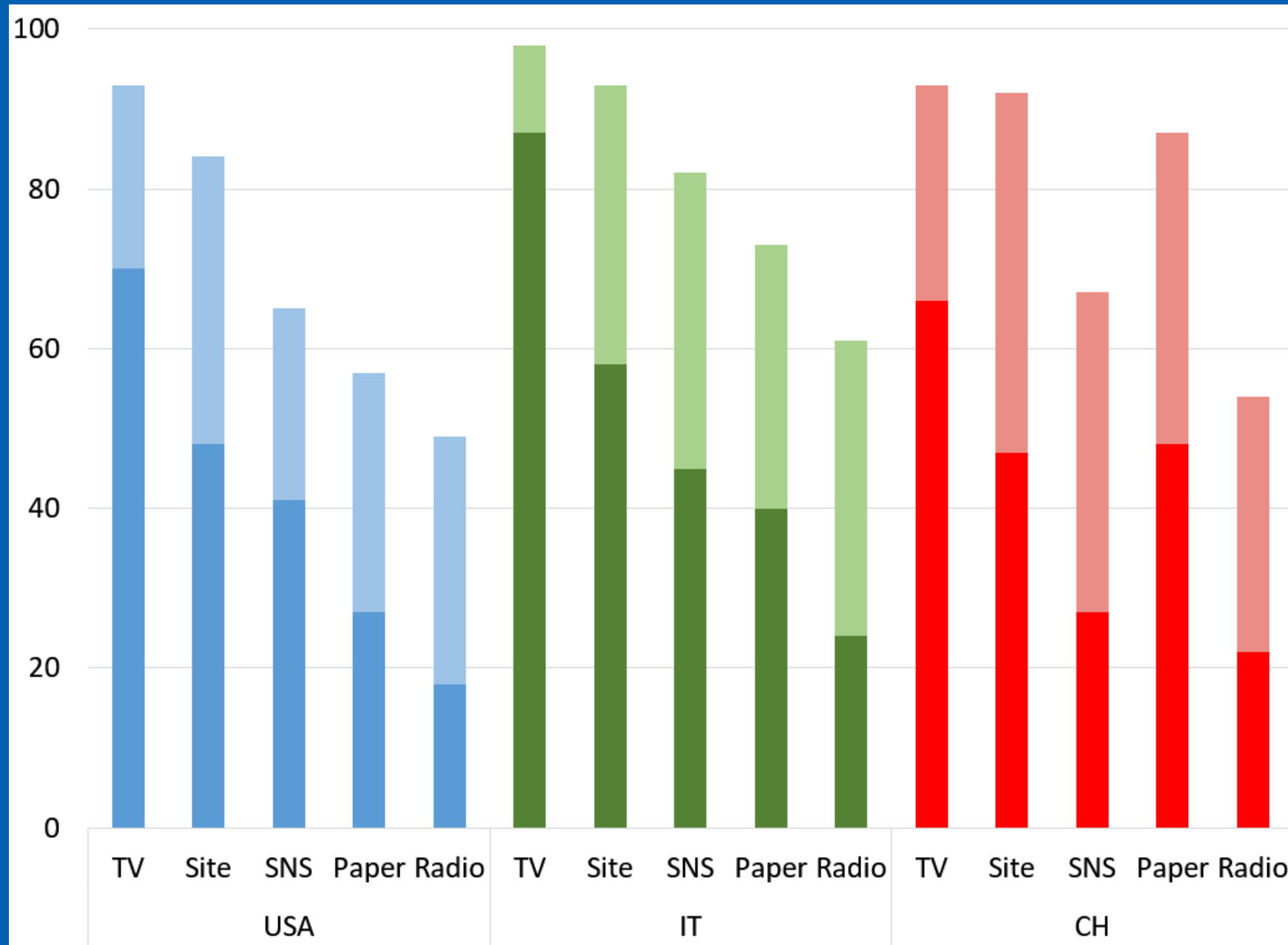


COVID-19 knowledge

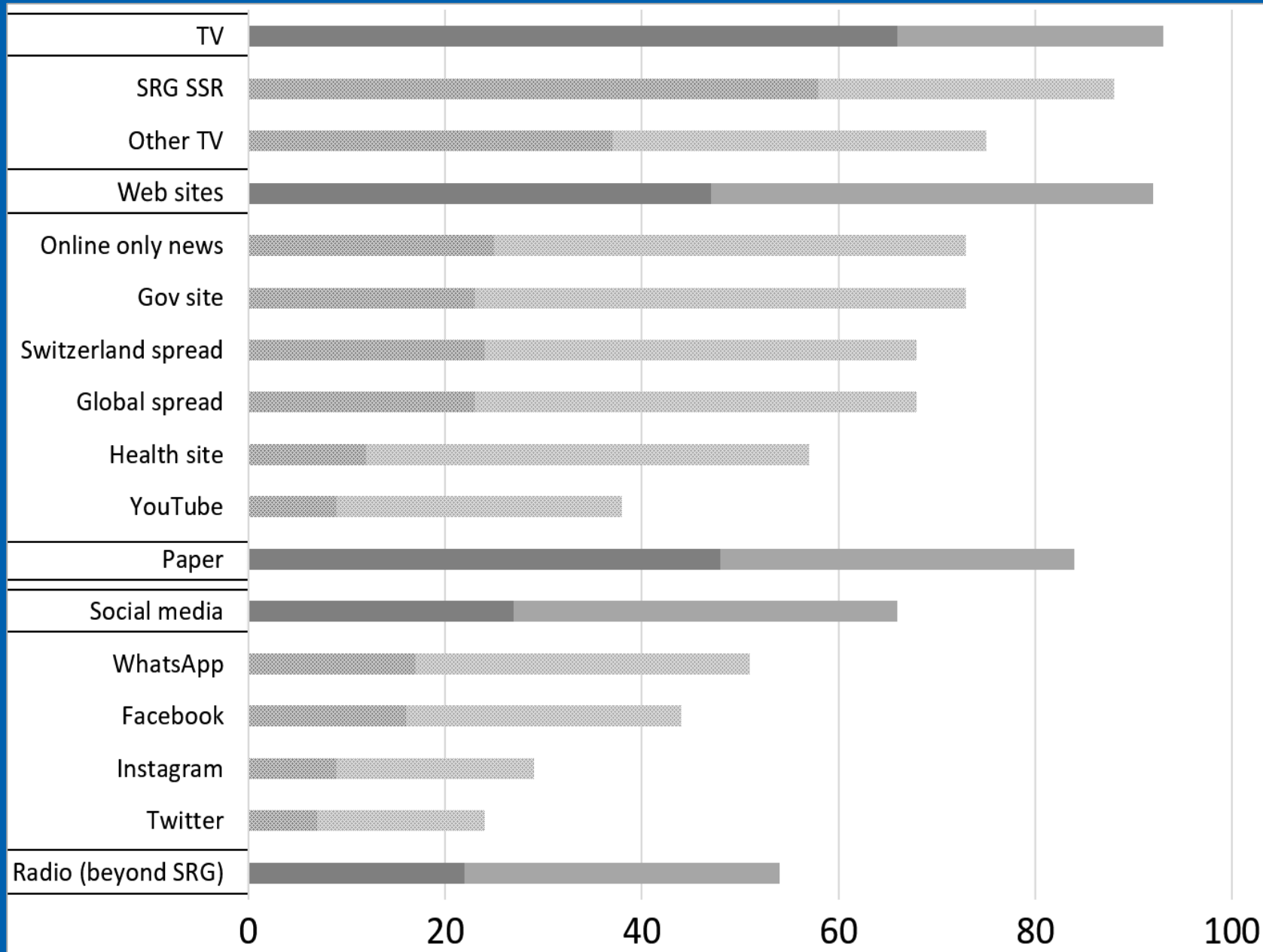
# Closely following Covid-19 news



# Information sources about Covid-19



# Information sources about Covid-19 (CH)

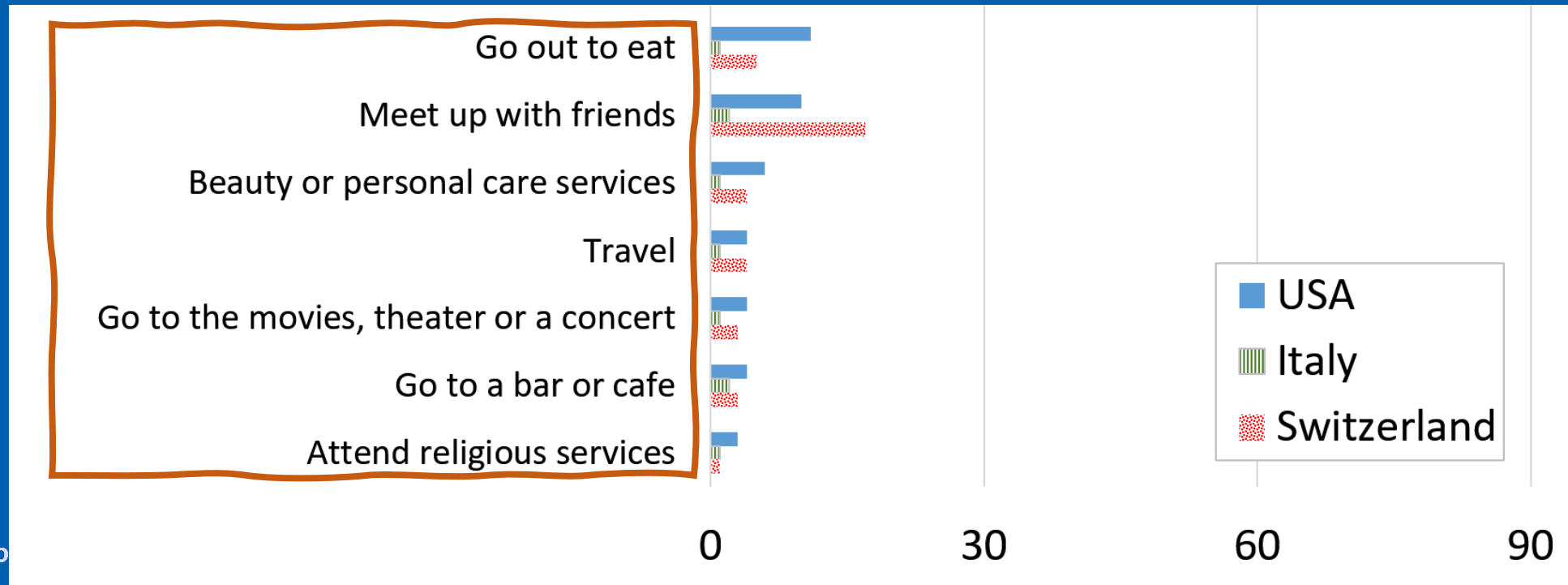


# Reasons for leaving home for optional activities in the past two weeks

23%

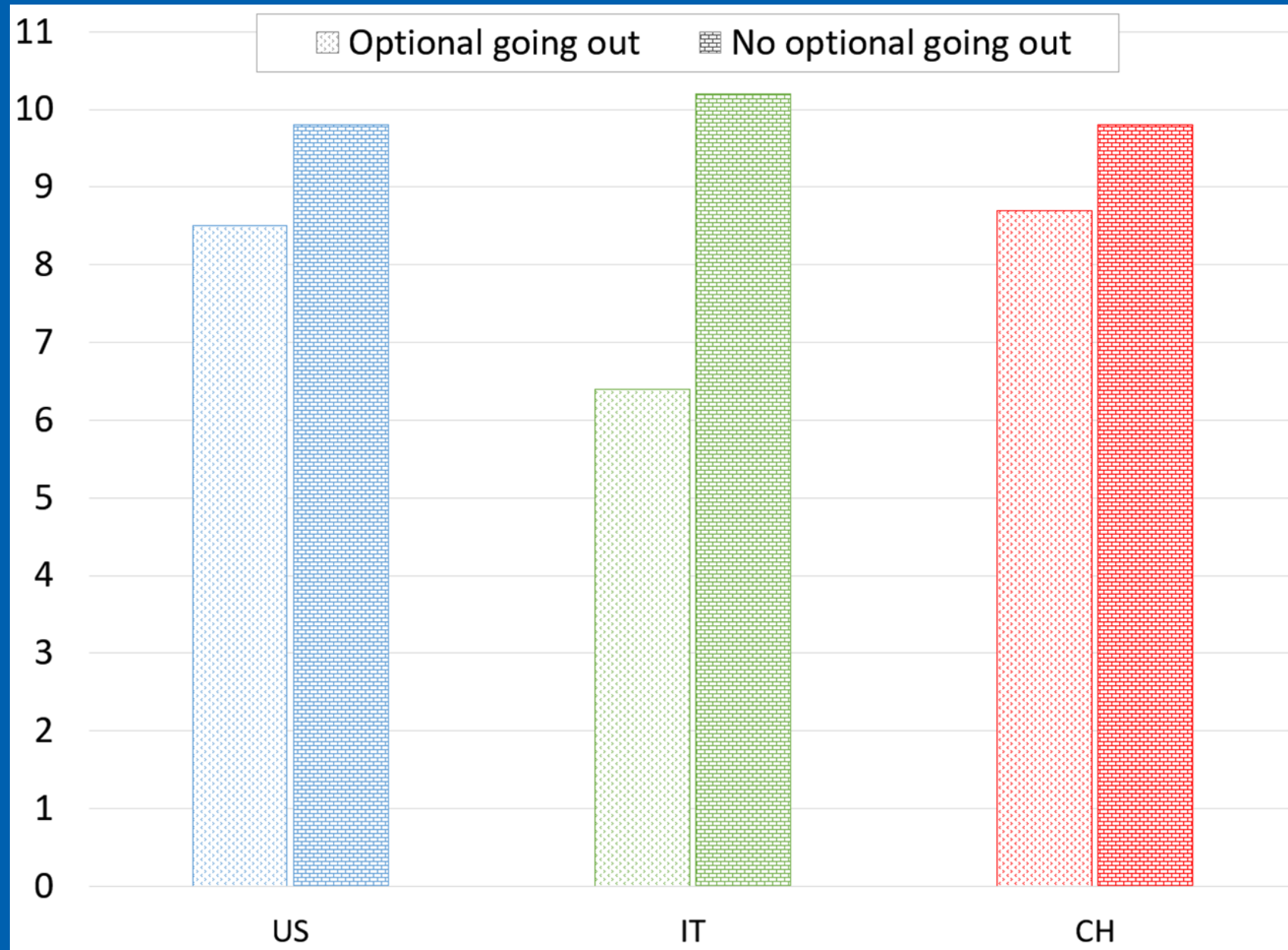
4%

22%





# Covid-19 knowledge & safe behaviors

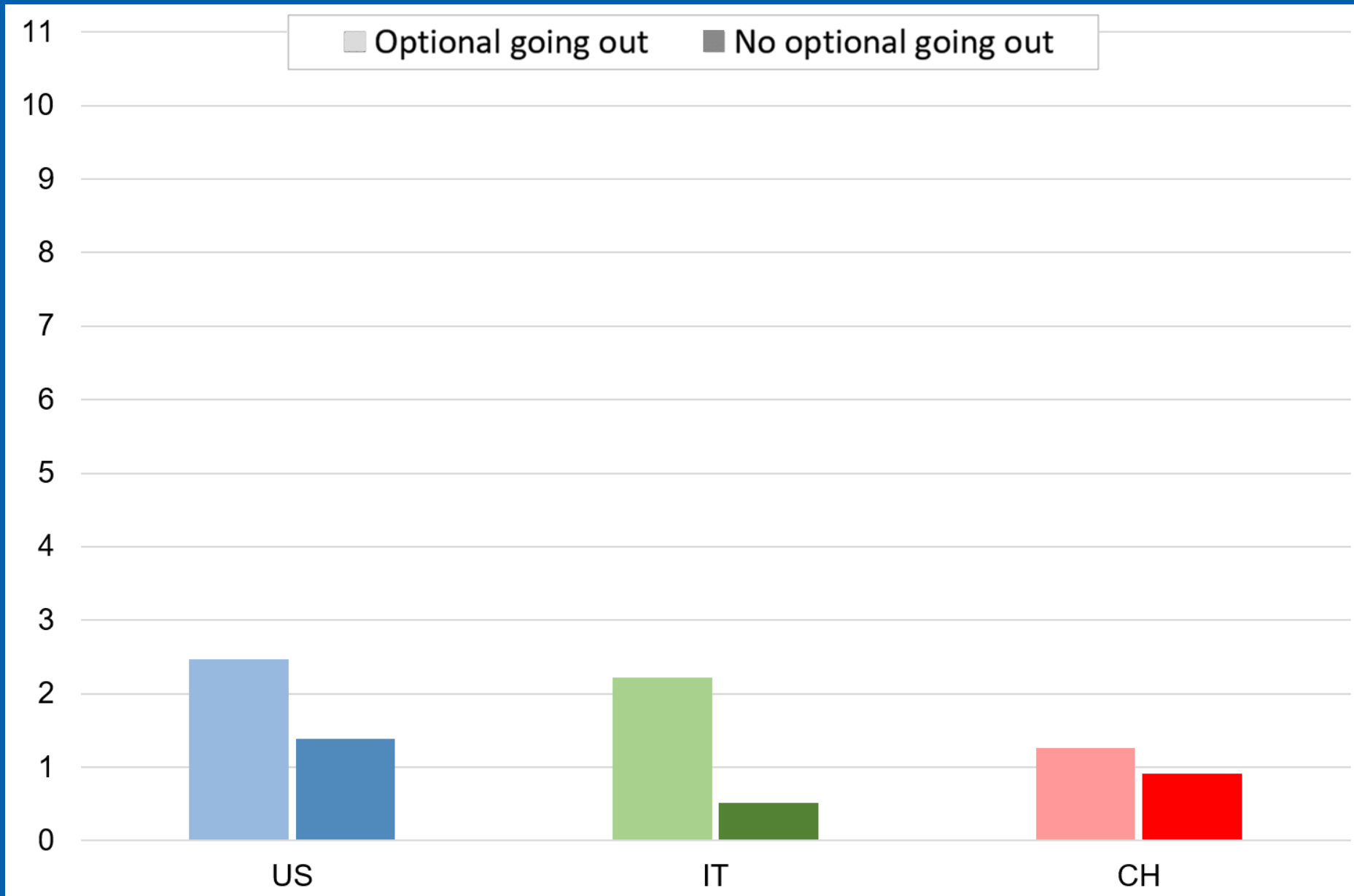


23%

4%

22%

# Covid-19 misbeliefs & safe behaviors



23%

4%

22%



# Concluding remarks

- ✎ People's digital media uses during Covid-19 vary by socio-demographics & their digital contexts (autonomy, skills)
- ✎ Better digital context links to more COVID-19 knowledge
- ✎ Mainstream TV (not cable) most linked to COVID-19 knowledge
- ✎ SRF as info source linked to fewer misbeliefs
- ✎ Knowing more relates to fewer risky behaviors



# Thanks to team members & UZH



Dr. Minh Hao Nguyen



Jaelle Fuchs



Jonathan Gruber



Dr. Will Marler



Gökçe Karaoglu



Dr. Amanda Hunsaker



Teodora Djukaric

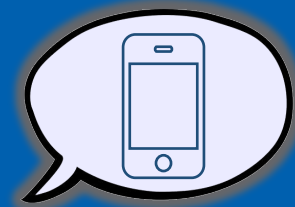
[webuse.org/covid](https://webuse.org/covid)



# Thank you!



Access more  
about the Covid  
study here



Access academic  
papers here







# Internet skills



- 💡 Awareness of what is possible and how systems work
- 💡 Interpersonal communication
- 💡 Information seeking and evaluation
- 💡 Active participation
- 💡 Managing privacy and security

Why is it helpful to focus on skills?



Hargittai, E. & Micheli, M. (2019). *Internet Skills and Why They Matter*. In *Society and the Internet*. Edited by William Dutton and Mark Graham. Oxford University Press.



# How can we measure Internet skills?

How familiar are you with the following computer and Internet-related items? Please choose a number between 1 and 5 where 1 represents “no understanding” and 5 represents “full understanding” of the item.

	1 - None	2	3	4	5 - Full
Advanced search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spyware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wiki	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cache	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phishing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# How can we measure Internet skills?

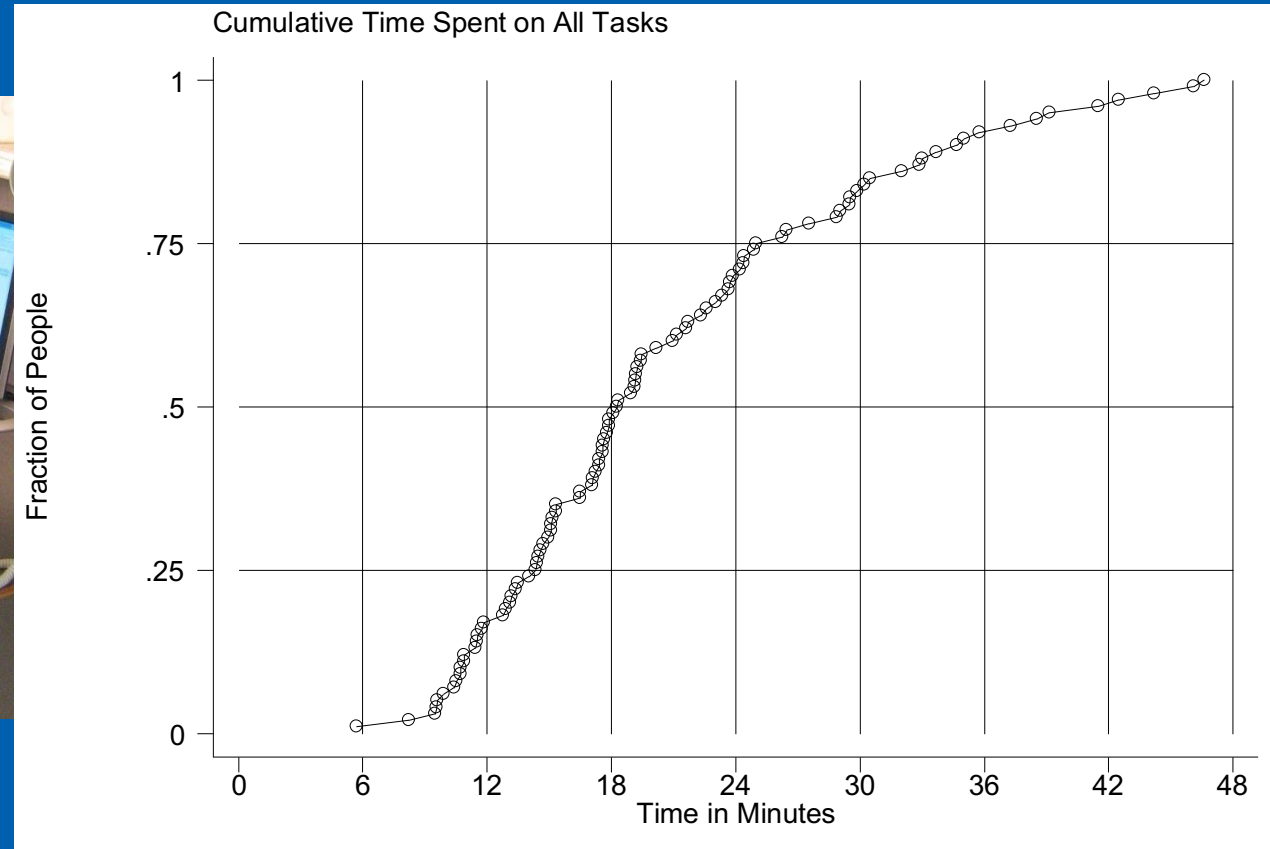


In-person  
observations and  
interviews

Surveys



# Observations of information seeking



Measures of actual skill → survey instruments



## Survey Measures of Web-Oriented Digital Literacy

ESZTER HARGITTAI  
Northwestern University

This article presents skill measures, which are based on a study that makes it possible to make recommendations for web-oriented digital literacy based on traditionally used

Keywords: me on

## An Update on Survey Measures of Web-Oriented Digital Literacy

Eszter Hargittai  
Northwestern University

This article presents self-reported instruments that are presented with a measure, interspersed up against the form

Non-Symposium Article

## Succinct Survey Measures of Web-Use Skills

Social Science Computer Review  
30(1) 95-107  
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sagepub.com/journalsPermissions.nav  
DOI: 10.1177/0894439310397146  
http://scc.sagepub.com  
SAGE

Google Scholar

### Survey measures of web-oriented digital literacy

E Hargittai  
Social Science Computer Review 23 (3), 371

524 2005

### Succinct Survey Measures of Web-Use Skills

E Hargittai, YP Hsieh  
Social Science Computer Review

257 2011

### An update on survey measures of web-oriented digital literacy

E Hargittai  
Social Science Computer Review 27 (1), 130-137

253 2009

Social Science Computer Review  
DOI: 10.1177/08944393  
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Author's Note: The author thanks the participants for their helpful comments and entry: Waltraud Krieger, assistant in the Web Use Research Center, Department of the John D. and Catherine T. McArthur Center for Applied Social Sciences, The Lenore Bluhm Center, Northwestern University's School of Communication

Dijk, 2009; van Dijk, 2005). A significant challenge in this domain has been the dearth of reliable instruments to measure people's online know-how. Some work has developed nuanced measures using in-person observations (e.g., Hargittai, 2003; van Deursen & van Dijk, 2009) offering detailed information about how people navigate the web. However, due to the cost and labor associated with such methods, they are extremely difficult to replicate on more generalizable and larger samples, leaving a need for survey instruments to capture information about people's web-use skills.

In an earlier piece, Hargittai (2009) suggested the use of a list of items to measure people's Internet skills based on the results and expansion of a study that compared people's actual online abilities with their responses to survey questions about Internet know-how (Hargittai, 2005). The proposed list includes 27 Internet-related terms of which respondents are asked to rate their level of understanding on a 1- to 5-point scale. Specifically, the survey item asks: "How familiar are you with the following computer and Internet-related items? Please choose a number between 1 and 5 where 1 represents "no understanding" and 5 represents "full understanding" of the item."

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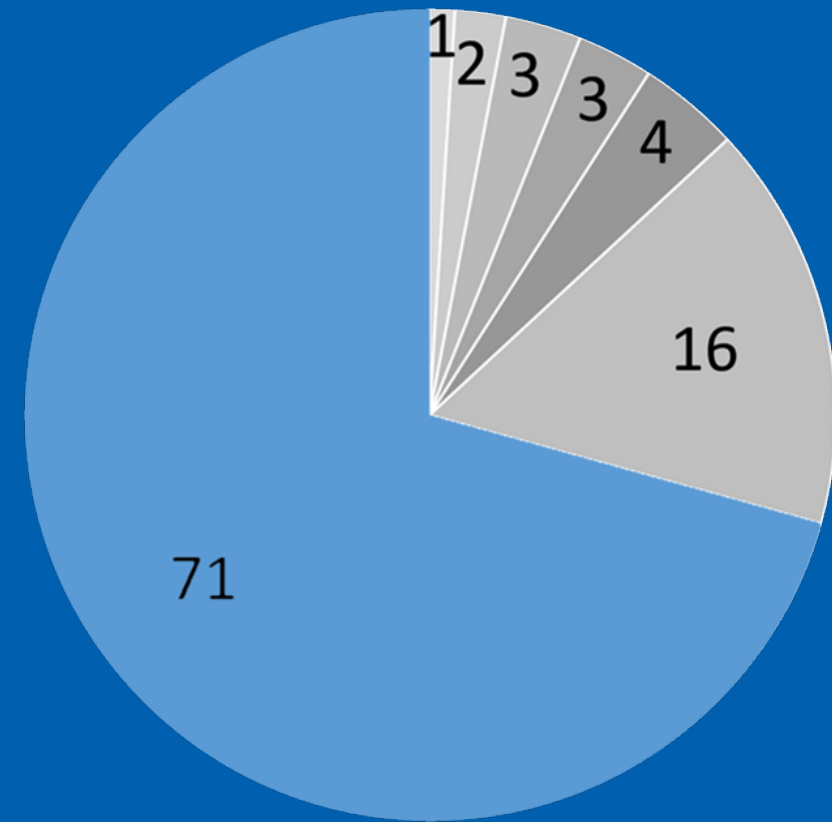


# How can we measure Internet skills?

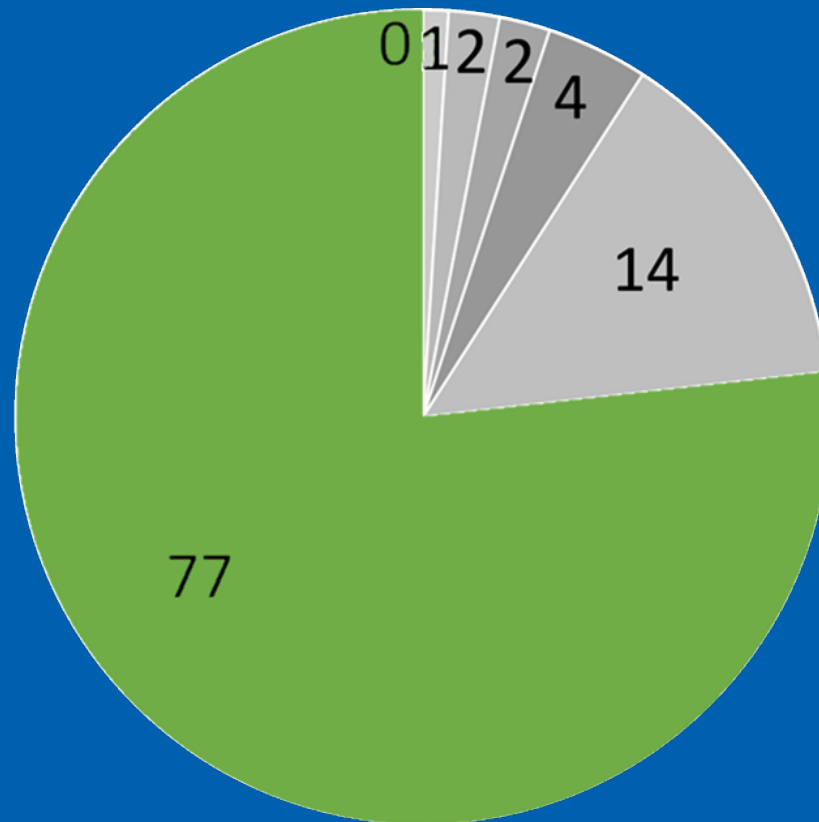
How familiar are you with the following computer and Internet-related items? Please choose a number between 1 and 5 where 1 represents “no understanding” and 5 represents “full understanding” of the item.

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Spyware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Cache	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phishing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

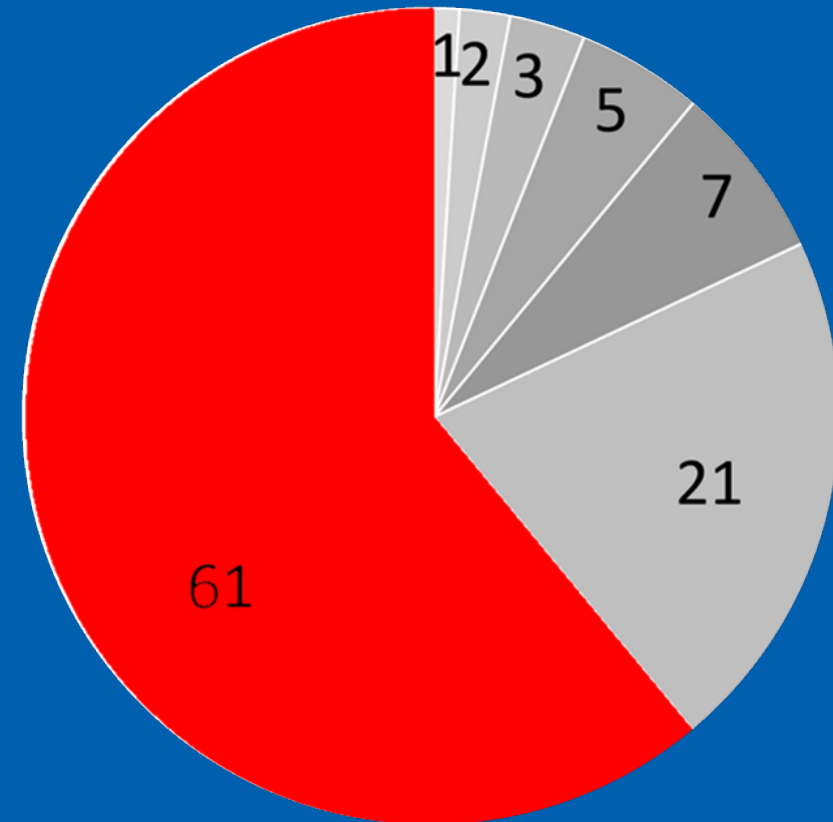
# Covid-19 knowledge



USA



Italy



Switzerland