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Understanding First-aid Learning Intention through Using Social Media: Perceptions from External Emergency Events and Individual Internal Changes

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1. INTRODUCTION AND RESEARCH QUESTIONS

Emergency events, such as out-of-hospital cardiac arrest, are the leading causes of mortality worldwide. In China, cardiac arrest causes more than 550 thousand sudden deaths yearly, and 70%-80% of cardiac arrest events occur outside hospitals [1] without physicians nearby taking rescue measures. At the same time, less than 1% of witnesses are trained with first-aid knowledge and skills in China [2]. First-aid learning has shown increasing values in reducing mortality and improving prognosis due to cardiac arrest [3].

Various resources have been invested in first-aid education, but more progress has yet to be made. Traditional offline first-aid training could only serve a small number of learners, showing inefficiency in relieving cardiac arrest in China. Under this circumstance, social media could be one of the indispensable channels for popularizing scientific information to maximize the scope of popularization. Social media greatly enhanced audiences' interest in first-aid education through a more entertaining way in various forms, such as pictures and videos, providing valuable insights through innovative content generation [4]. At the same time, first-aid learning in social media has shown to be time-saving and labor-saving with solid publicity results.

This study aims to understand the influencing factors of online first-aid learning intention in social media and conducts an empirical analysis with a survey. Our research questions are as follows: (1) How do past emergency experiences affect two dimensions of psychological distances (social distance and spatial distance) toward a future emergency event and prosociality? (2) How do psychological distances and prosociality affect first-aid learning intention through using social media? (3) How does prosociality moderate the relationship between psychological distances and first-aid learning intention through using social media?

2. THEORY AND RESEARCH FRAMEWORK

Based on Construal Level Theory, we build the research model shown in Figure 1. At the same time, this study controls age, gender, education, and living with old adults.

To test the hypothesis, we conducted a survey online to collect data through an emergency popularity account (Jizhen Yeying) on Sina Weibo, one of China's most popular social media platforms. Ultimately, we distributed this questionnaire to social media users who were adults. In total, 804 participants were engaged. We excluded 456 participants who learned first-aid knowledge and skills before filling in this questionnaire, leaving 348 samples.

3. RESULTS AND MAJOR FINDINGS

This study examines the influencing factors of first-aid learning intention through using social media other than offline learning intention. Results give insights to understand the external emergencies promote individual internal change, and finally impact online social media. First, our findings provide evidence that past emergency event experience could narrow social and spatial dimensions of PDs, then the spatial distances could generate first-aid learning intention. However, social

distances of future emergencies could not generate first-aid learning. This finding is consistent with the definition of social distance which emphasizes the extent events affecting self and the nature of first-aid learning to benefit others. Second, this study prove that past emergency event experiences generate prosociality, and then facilitate first-aid learning intention through using social media, consistent with our reasoning. At last, we also find that prosociality moderate the relationship between spatial distance for future emergencies and first-aid learning intention through using social media.

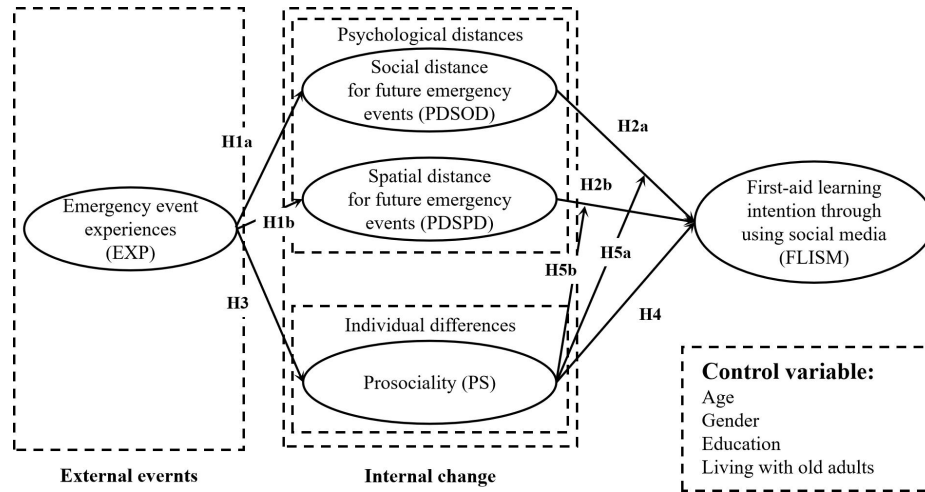


Figure 1. Research framework

4. CONTRIBUTIONS

First, we broaden the application of CLT in first-aid learning intention by investigating the social and spatial dimensions of PDs. Emergency context is unique for the emergency events, usually severe but not widespread, leading to the consideration that the other two dimensions are meaningless. Second, we introduce an individual difference, namely prosociality, which usually guides people to benefit others to understand the influence path of first-aid learning intention. Third, since first-aid training is usually professional and hard to grasp and residents usually do not need complex skills to rescue people in emergency events, we applied social media as our learning context in this study to lower the threshold of first-aid education.

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