The importance of specialized media literacy education as social and digital-related factors. This study investigated various factors related to critical media literacy in later life. Older adults who are younger and have higher levels of income and the ability to use digital technology were significantly associated with critical media literacy in later life. Older adults aged 65 and above (M=75.48, SD=7.34, range=65-106) were utilized and the sample included 2,352 older Korean adults. For the analyses, the 2021 Korean Media Panel Survey was utilized.

Critical media literacy was measured by the mean of ten questions asking how critically evaluate the facticity, value, and authenticity of new media information. Possible relevant factors include age, gender, technology use, and health status. Among these factors, age, gender, and health status were significantly associated with critical media literacy in later life. The relationship between resource loss, resource gain, and stress was investigated. Older adults who used internet more frequently were less stressed when they experienced both high levels of resource loss and gain, and internet use. Furthermore, older adults had lower stress when they used more internet compared to those who had low internet use. These findings highlight the importance of technological resources on the relationship between personal resources (internet use) and stress. According to Hobfoll's theory, the benefits of equipping enhanced digital skills in late life have been reported on many occasions. Yet, there have been few studies on older adults by integrating factors with multiple domains such as social and digital-related factors. This study investigated different factors associated with critical media literacy in later life via a 2021 Korean Media Panel Survey. The benefits of equipping enhanced digital skills in late life to inform intervention efforts to reduce misperceptions and well-being in this population.

Analyses of activity participation scales are typically based on single time points and resulting factors focus on differences between participants. However, as real-world activity engagement varies at more micro-timescales, these analyses provide little insight into how activities cluster together within a person across moments or days. Ecological momentary assessment (EMA) studies capture within-person fluctuations in activity engagement and allow us to...
compare within-person variability to that observed across persons. Using multilevel factor analysis we examined the factor structure of activity participation within-persons (i.e., across days) and between participants. Using tablet-based assessments, 81 adults aged 41 to 94 years (M=61.26, SD=12.12) reported the activities they completed in the past 3-4 hours 5 times per day (4 at semi-randomly scheduled intervals and 1 at bedtime) for 14 days. Multilevel factor analysis simultaneously computed both intra-individual factors (within-person structure of activity in daily life) and inter-individual factors (between-person structure of activity engagement). A solution of 4 within-person and 4 between-person factors provided the best model fit, with three common factors across levels: 1) cognitive (e.g., read, write, computer tasks); 2) social (e.g., events, mentoring, providing care); and 3) passive (e.g., TV, games) factors. There were notable differences in the fourth factor however. Although there are similarities, the factor structure of activity participation between individuals is different than factors describing activity participation within persons from day to day. Researchers should be aware that common between-person activity factors will not unilaterally fit EMA within-person data and should conduct additional preparatory factor analyses.