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Brief History	January 1, 1950 a Communication proceedings and	Communication Association as the National Society for the Yearbook began in 1977 as a annual reviews from within t cus of addressing the "state o	e Study of Communication blending of chosen com he field. The publication	on (NSSC). ference came into
Scope and Coverage	Highly internatio broad global inter contents include the most innovati	ipline literature reviews and e nal and interdisciplinary in so rests of the International Con summaries of communication ive work currently. Various d ilt in the volumes.	cope, the publication rep nmunication Association research programmes t	oresents the n. The hat represent
Kind of Information	link "Description links "Content" a an illustration of	Communication Yearbook 40 Edited by Elisia L. Cohen 2 2016 – Routledge 228 pages   12 B/W likes. Cook Inside subjects Poletes four decades of publishing state-of-the- ssays. In the final <i>Communication Yearbook</i> volume, apters representing international and constrating the broad global interests of the sociation. The contents include summaries of stata represent the most innovative work ciplinary concerns and enduring theoretical uable to scholars throughout the communication the yearbook are set under the exception", "Personal and Straat lace, Boundaries, and Exchant	d small bio about the ed agle yearbook homepage Chee I and the ed agle yearbook homepage Purchasing Options Hardback 77313847298 Hardback 7731984788 Hardback 773198478 Hardback 773198478 Hardba	itor from the b. Below is

Under the theme "Media Framing, Structure, and Reception", an essay "How long do news framing effects last? A systematic review of longitudinal studies" by Sophie Lecheler and Claes H. de Vreese explored the effects of news framing. The focus of media attention and the areas that affect news framing and the duration of the effect have been discussed in details. The methods, determinants and outcomes of media message on audience and the citizens in general are analysed and explored through scholastic eye.

The writing is divided into sections and subsections like, "Theoretical foundations" - "Understanding framing theory", "Studying news framing effects over time" etc.

Sample of figures and tables found in this yearbook are provided below:

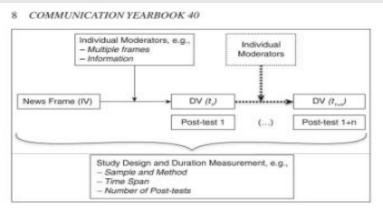


Figure 1.1 News Framing Effects over Time

Study	Total N	Sample <sup>7</sup>	Method <sup>2</sup>	Design <sup>†</sup>	Frames in Study	Dependent Var	Stimulus3	Control
Boydstun & Ledgerwood (2013)	344	combination	laboratory	post-test	Loss/Gain frames	opinions	written	N
Chong & Druckman (2010)	1,302/749	combination	combination	post-test	Issue-Specific frames	opinions	written	Y
Chong & Druckman (2013)	794	non-student	online	post-test	Issue-Specific frames	opinions	written	Y
De Vreese (2004)	83	non-student	laboratory	post-test	Strategy frame	political cynicism/ opinions	audiovisual	Ν
Druckman & Leeper (2012)	985	combination	combination	post-test	Issue-Specific frames	opinions	written	Y
Druckman & Nelson (2003)	261	student	laboratory	post-test	Issue-Specific frames	opinions	written	Y
Druckman & Bolsen (2011)	621	non-student	combination	post-test	Issue-Specific frames	opinions	written	Y
Druckman et al. (2010)	416	non-student	laboratory	post-test	Issue-Sp. frames/Cues	vote choice	written	Y
Druckman et al. (2012)	547	combination	combination	post-test	Issue-Specific frames	opinions/ attitude certainty/	written	Y
Lecheler & de Vreese (2011)	1,324	non-student	online	post-test	Generic Frames	opinions	written	Y
Lecheler & de Vreese (2013)	625	non-student	online	post-test	Generic Frames	opinions	written	Y
Lecheler et al. (2015)	278	non-student	online	post-test	Issue-Specific frames	opinions	written	N
Matthes & Schemer (2012, study1)	236	student	online	post-test	Issue-Specific frames	opinions	written	N
Slothuus (2010)	1,636	non-student	natural/quasi	pre/post	Party/Issue-Sp. frames	opinions	combination	N
Tewksbury et al. (2000)	510	student	laboratory	post-test	Issue-Specific frames	issue evaluations	written	N
Vishwanath (2009)	129	student	combination	post-test	Issue-Specific frames	behav. intentions/ beliefs/importance	written	Y

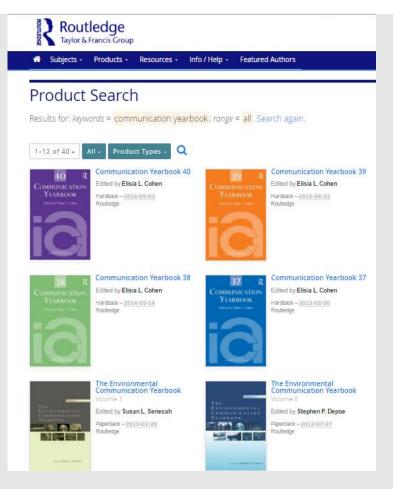
3 Experimental design (DV measured pre/post-test, post-test only).
4 Type of stimulus (visual/audio-visual/written).

Type of stimulus (visual/audio-visual/
 Was there a control condition (Y/N)?

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Date of Access	July 5, 2016