

Chapter One

1. Children as active mass media consumers

Meaning of mass media

Mass media is communication—whether written, broadcast, or spoken—that reaches a large audience. It is the means by which information is disseminated to a large audiences This includes television, radio, advertising, movies, the Internet, newspapers, magazines, billboards etc.

mass media, to be precise from other forms of communication, in relation to one of the many models of general communication that have been developed over the years

In today's society, especially for the **young generation**, social mass media has become a part of everyday life. People have access to all types of information across the globe in the palm of hands using materials that facilitate use of social media such as television, radio, desktop and laptop computers, mobile applications and smart phones. Online social media, such as facebook, twitter, yahoo, telegram, imo, skype, messenger, whatsapp messenger, viber, you tube, etc., has taken the technology world to a completely new level.

The rapid development of social media has accelerated the trend of globalization in recent years. The dramatic evolution of technology, especially new social media, has greatly influenced every facet of human society; including the way people use time and space, the perception of media, and the ability to control the media

The active involvement of children in media has several interrelated dimensions: perception, comprehension, interpretation, evaluation, and response. Scholars argue that people use the media for their own purposes

1.1 Media Use and Access

Since the 2000 report, both large- and small-scale studies have been published on children's in-home use of interactive media. These studies indicated that ownership of computer-based media has continued to grow. Between 1999 and 2000, computer ownership in American households had grown 2% (from 68% to 70%), whereas ownership of video game systems remained relatively stable, with a 1% growth (from 67% to 68%). Online access saw the most significant increase from 1999 to 2000: household dissemination grew 11%, from 41% in 1999 to 52% in 2000 (Woodard & Gridina, 2000). Almost no academic research has emerged on children's use of interactive appliances such as handheld games, interactive toys, and wireless technologies.

The data from the 1997-1998 U.S. Census Bureau's Current Population Survey of U.S. Households (Becker, 2000) showed that 57% of homes with children and adolescents had a computer, and that 60% of children in those households could be classified as regular users (at least 3 days a week).

Children most frequently reported using the computer for playing games, followed by school assignments.

1.2 Media effect theories

Activity: Define the concept media effect theory

Define the concept theory

There are different media effect theories. Every theory has its own basic assumption. No one theory is free from critics.

A. **Social learning** :Proponent: Albert Bandura

Principle of social learning theory

- a. Attention
- b. Memory
- c. Imitation
- d. motivation

Key Assumptions :-

- ❖ Children may learn aggression from viewing others
- ❖ Children tended to model the behaviour they witnessed in the video.
- ❖ Children may imitate aggressive behaviours witnessed in media.
- ❖ social learning theory conceptualization of observational learning focuses on cognitive and psychological processes as they relate to how media portrayals influence children's behaviour
- ❖ Bandura, children who viewed violence directed against a Bobo doll were observed in later play sessions. Those who had seen the aggressor punished did not engage in aggressive behaviour following the viewing; the others did.
- ❖ In other words, the children imitated the model unless they were deterred through the effects of **vicarious learning**.

Critics forwarded to this theory:-it is difficult to generalize from aggression toward a Bobo Doll (which is intended to be hit) to person-on-person violence.

- it may be possible that the children were motivated simply to please the experimenter rather than to be aggressive
- Young children don't automatically imitate aggression, but rather consider the context of aggression.

B. **Social cognitive theory**

Key assumptions:-

- ✚ Aggression may be activated by learning and priming aggressive scripts.

- ✚ Desensitization and arousal/excitation promoted in media affects behavior
- ✚ With repeated exposure to media violence, a psychological saturation or emotional adjustment takes place such that initial levels of anxiety and disgust diminish or weaken
- ✚ According to Social Cognitive theory, when people pay attention to and think about information from media, they acquire new knowledge or modify existing mental representations
- ✚ In social cognitive theory, then, a child's cognitive representation of expected positive results for aggressive behavior motivates the behavior.

C. Catalyst model(Ferguson et al., 2008)

Key assumptions

- ✚ Violence arises from a combination of genetic and early social influences (family and peers in particular).
- ✚ Media violence is explicitly considered a weak causal influence
- ✚ Specific violent acts are "catalyzed" by stressful environment circumstances, with less stress required to catalyze violence in individuals with greater violence predisposition
- ✚ perpetrators of crimes sometimes included stylistic elements or behaviors in their crimes they had seen in media

D. Culturist theory

Key assumptions

- ✚ people interact with media to create their own meanings out of the images and messages they receive
- ✚ when people approach material, whether written text or media images and messages, they interpret that material based on their own knowledge and experience
- ✚ Individuals give different divergent interpretations based on age, gender, race, ethnicity, and religious background for a mass media message.
- ✚ Culturist theorists claim that, while a few elite in large corporations may exert significant control over what information media produces and distributes, personal perspective plays a more powerful role in how the audience members interpret those messages

E. CULTIVATION THEORY

Key assumptions

- ❖ The amount of viewing or exposure is a very important variable in television's impact on thought and behaviour
- ❖ Heavy viewers differ systematically from light viewers in beliefs, values, and assumptions

that may relate in consistent ways to the groups' life situations and views

- ❖ heavy viewers are also less selective in their viewing, engage in habitual viewing, and experience a good deal of sameness of content
- ❖ Television's impact is greatest when it functions as the only information source and when it is relevant to the person
- ❖ If the television content is seen as realistic, it is more likely to be taken seriously

G. USES AND GRATIFICATIONS THEORY

Basic assumption: - A uses and gratifications approach focuses on users' motivations and needs, their media preferences, the use they make of the media, and their patterns of use. It assumes that individuals interact actively with the media and purposefully select media or messages from among alternatives to meet their needs

UGT focuses on what people do with media; It is an audience centred approach to understand how people actively seek out specific media to satisfy specific needs.

The audience active and its media use is goal oriented, the initiative in linking need gratification to a specific medium choice rests with the audience member, the media compete with other resources for need satisfaction

h. Behaviorist Theories

- For behaviorists, transfer of learning from one situation to the other is largely a matter of practice (strengthening habits); and similarity between two situations.
- According to behaviorist theories a children develop media violation and aggression behavior through learning and practice.

Activity: which media effect theory is interesting for You? Why?

Compare and contrast the different theories of media effect.

1.1. Children's Media Habits

- Media positively impact and functioning on their education should be imparted in schools at all levels. Students should be enabled to relate to and use the media in a participatory manner, as well as to learn how to decode media messages, including in advertising. Good experiences in some countries should be made available to others.
- State support to media for children, there is a need for budgetary support to ensure the production and dissemination of children's books, magazines and papers, music, theatre and other artistic expressions for children, as well as child oriented films and videos. Assistance through international cooperation should also support media and art for children.

- On the other negative impact the integrity of the child should be protected in reporting about, for instance, involvement in criminal activities, sexual abuse and family problems.
- Concern has also been expressed about the influence on children of negative aspects of the media, primarily programmes containing brutal violence and pornography. There is discussion in a number of countries about how to protect children from violence on television in video films and in other modern media.
- US children spend more time watching TV than playing video games. Typically, they spent between seven and eight hours on watching network television (7.0 hours), playing video games on a console (7.5), viewing videos on YouTube (7.2) and watching cable channels (7.8).

Despite the advance of on-demand viewing, watching network TV shows was the most popular activity among the samples, with 79% saying they engaged with this type of media. This was followed by watching movies on TV, cited by 69%, along with other types of TV content such as drama or reality TV shows. Sports, live events and news came last among TV formats, cited by 60%, 53% and 57% respectively.

Activity: Go to a nearby preschool and ask at least five children about their habit of watching TV .Rank their channel preference (EBC ,Kana, JTV, ebs, Nahoo, ATV,TTV etc)
Are all Ethiopian children addicted in attending media? why?
Why some TV channels are preferred by children than others?

1.4. Babies, Preschoolers and mass Media

Television as a mass medium has tremendous influence on modern society. No medium has ever dominated people's lives as television did. Today television has replaced the film as a dream machine to emerge as the most popular and powerful medium of mass communication.

Television is mainly responsible for the rapid shrinking of the world—a world without boundaries. It is obvious that television plays a dominant role in modern society.

It is widely understood that television has both positive and negative impact on people.

The Influence of Media on Children's Language Development in the process of first language acquisition, the child spontaneously and gradually develops an ability to use language through interactive situations in his/her natural environment.

The child can be exposed to the language by means of screen media but, without interaction, without using the language in his or her daily life to express him or herself, the child will not acquire that specific language.

Activity: analyze the relationship between babies ,preschoolers and mass media

Explain the difference between babies and preschoolers

Which comes first(children or media how &why)?

In which international and national media channel are you/children highly interested in? Why?

1.5.Children’s Perception and Comprehension of TV

Children perceived television as providing educational and relational data. Although they preferred alternatives to TV, they had difficulty articulating and getting those needs met. Clinicians and researchers can utilize these findings to design health interventions that attenuate the health-impairing effects of habitual sedentary activity in childhood.

Activity: describe how children perceive and comprehend TV.

Do children perceive and comprehend TV in the same way? Why?

Do you think that children can properly perceive and comprehend TV? Why?

Who is responsible in helping children to have proper perception about TV? Why/

1.6 Children and Advertising

Activity: - What is advertising? What is being advertised on medias?

Explain the What, why and how of advertising in mass media

Are you in support of advertising by mass media? Why?

Does mass media advertising have a positive impact on children’s development? How?

Does advertising affect children’s commercial recall and product preferences

Most children have their first encounter with advertising messages while they are watching television. Because children at this age lack the cognitive skills and abilities of older children or adults, they do not understand commercial messages in the same way as do more mature audiences, and hence they are more susceptible to the influence of advertising.

Advertising has an impact on children’s health, family relation, economy, and commercial recall and product preferences. It also increases children’s brand awareness of products and positive attitudes toward them.

Considerable research has examined advertising's cumulative effect on children's eating habits. Studies have documented that a high percentage of advertisements targeting children feature candy, fast foods, and snacks and that exposure to such advertising increases consumption of these products. While consumption of non-nutritious foods per se may not be harmful, overconsumption of these products, particularly to the exclusion of healthier food, is linked to obesity and poorer health. Several

studies have found strong associations between increases in advertising for non-nutritious foods and rates of childhood obesity.

There are **positive** and **negative** implications to TV advertising on little children, for both marketers and the little children who view the advertisements.

Marketers are affected by the broadcasting laws for advertising on TV to little children. There are many stereotypical roles presented to boys and girls within advertising today.

Implications of TV advertising on children

There are positive and negative implications to TV advertising on little children, for both marketers and the little children who view the advertisements.

Marketers are affected by the broadcasting laws for advertising on TV to little children. There are many **stereotypical** roles presented to boys and girls within advertising today. These advertisements show little children how society views their **gender stereotypes in different categories**. Young boys can be seen to play in a more active role than girls with diggers and cars, whereas girls are displayed in a more nurturing and caring role playing with dolls or in miniature kitchen play sets.

Presenting these **stereotypes** to little children this early in their lives can have a greater effect on them in their later years.

TV advertising content has become more restricted because parents are concerned about the **inappropriate** content that are exposed to their children through advertisements on the TV, the messages that will influence a little child's **attitude, cognition and behaviour**, and encouragement of violence or harm.

An implication inflicted on little children through TV advertising outweighs the effects on marketers because the factor that affect a little child's well-being and relationship with their parents. For instance, little children have developed aggressive behaviour because parents have denied their request to purchase products advertised on TV, which has created weak relationships between children and parents.

Activity: Define the concept advertising?

Take any mass media in Ethiopia and evaluate its advertising approach as a would be ECCE professional and list its weakness and strengths

Do Ethiopian media advertising approaches have health, economic, psychological and social implications for children and families? How?

Does media advertising have a positive impact on child development? How & why?

Is there media advertising policy in Ethiopia?

1.7. Children's Brand Recognition

Preschoolers recognize brand names and symbols, and they are increasingly willing and able to make judgments about products and people based on associations with those brands.

Children's Interaction and Media Exposure The idea that listening to a language leads to the ability to orally produce the language has been a rule of thumb, or rather conventional wisdom.

Listening can only expand the reservoir of passive vocabulary; words are understood but are not actively ready for use in speech.

Interaction with others, however, is the means of turning these passive vocabularies active. Several current studies have stressed the significance of interactions with the content of children's TV programs as a way of developing the child's linguistic competence.

Accordingly, Bittman et al. (2011) saw importance in the age-appropriate guided interaction associated with the child's TV exposure habits. Parents' interaction with their children during exposure to media is required for children's language development; however, in child-targeted TV programs, this interaction factor is limited.

Activity: What are brands?

Does brand recognition have cognitive development implication of children? How?

Why children recognize brands?

What kinds of brands are easily recognized by children on media? Why?

Why brands are advertised on medias?

Is brand advertisement a critical issue in Ethiopian context why?

Chapter two

2. Content & influence of media on attitudes

The very nature of media content has both positive and negative impact on child development.

The influence of mass media has an effect on many aspects of the human life.

The overall influence of mass media has increased drastically over the years, and will continue to do so as the media it improves.

Media influence is the actual force exerted by a media message, resulting in either a change or reinforcement in audience or individual beliefs.

On a micro-level, individuals can be media affected six different ways.

Cognitive; This is the most apparent and measurable effect: includes any new information, meaning or message acquired through media consumption. Cognitive effects extend past knowledge acquisition: individuals can identify patterns, combine information sources and infer information into new behaviours.

Beliefs; We cannot validate every single media message, yet we might choose to believe many of the messages, even about events, people, places and ideas that we have never encountered first-hand.

Attitudes; Media messages, regardless of intention, often trigger judgments or attitudes about the presented topics.

Affect; Refers to any emotional effect, positive or negative, on an individual from media exposure.

Physiological; Media content may trigger an automatic physical reaction, often manifested in fight-or-flight response or dilated pupils.

Behaviours; Researchers measure an individual's obvious response and engagement with media content, measuring any change or reinforcement in behaviours.

Social groups

Are group of people sharing many cultural, social and psychological things in common as an identity and live a specified geographical area.

Eg.

- Ethnic groups,
- Tribes
- Nation
- Nationalities
- Children from minority and immigrant groups;
- Emotionally disturbed children;

- Children with learning disabilities;
- Children who are abused by their parents; and
- Children in families in distress

Activity: Explain the difference between race and ethnicity.

Are both common in Ethiopia?

Which one do you oppose and support A/Racism B/ ethnocentrism why?

Which one is more dangerous Racism or ethnocentrism? Why?

What is the difference between race and ethnic?

Race and ethnicity are often used interchangeably, but they are different

- **Race** refers to the **classification** of **humans** into populations or groups based on various factors such as **culture, language, social practice** or **heritable** characteristics
- It is believed that race is a **social relation**; or a human invention whose criteria for differentiation is **neither universal nor** fixed.
- **Race** is a term that attempts to categorize human beings into distinct groups according to phenotypes or physical traits (e.g., skin color, eye shape
- race has been used as a social, cultural, and biological construct to group
- **Ethnicity** is defined by group membership based on genealogy (fam. history), national origin, and ancestry.
- Ethnicity does not change, even though characteristics of a specific ethnic group's culture may change.
- For example, the label "Native American ethnicity" includes numerous tribal groups whose lifestyles vary extensively.

Media has the power to affect different social groups. It creates meaning about race and ethnicity, and plays an important role in shaping the way we understand race and ethnicity as part of our identity, our history, our social institutions, and our everyday lives. Often used interchangeably, race is a way of classifying individuals and groups on the basis of physical characteristics, particularly one's skin color. Ethnicity delineates one's place of origin or nationality, one's cultural background or ancestry, one's language and by extension, one's belief system.

Some study findings in America

1. The sports productions covered attempted to provide racially unbiased treatment of all athletes.
2. Race, ethnicity, and nationality were treated differently by each production.

3. Black athletes were not represented negatively.
4. Asian athletes often were depicted by cultural stereotypes.
5. Hispanic were depicted positively, but often were described in terms of physical characteristics.
6. Minorities were underrepresented in commentator and interviewer appearances.
7. The television coverage reflected a nationalistic bias.

N:B:- These findings imply that media has a significant role in affecting attitudes of a given social group

Portrayals of Race and Ethnicity on Television

Activity: - identify the Key concepts in the above sub topic

Meaning of Racism

It can be defined as the prejudice or discrimination directed against someone of a different race based on such a belief. It is a common phenomenal happening around the globe. The problems that arise from racism can be catastrophic. Take Rwanda Genocide for example, more than 800,000 were killed as a result of severe racial dispute.

Some Facts

- Race and ethnicity are not only physical attributes of people, but also ways of seeing and understanding the world.
- Media plays an influential role in shaping how we think about and enact race in our everyday lives.
- In the United States and other Western Contexts, whites have historically been associated with superiority and privilege; people of color have historically been associated with inferiority and labeled as the "Other" in society.
- Our society has made progress in dealing with racial discrimination, but inequality and injustice still remain, and the media is a key site where these ideas persist.
- Racism is a daily occurrence a global issue

2.2. The Impact of Portrayals of Race on medias

The various media continue to portray a world that differs in important ways from the real world. Many groups including racial minority groups, women, and the elderly are still underrepresented. When minority groups, women, and the elderly are represented, they are still more often cast in less powerful, competitive, significant, or attractive roles than Whites, males, and/or younger characters. Thus, the media tend to perpetuate gender, racial, occupational, and age stereotypes.

Children and adolescents are vulnerable to the incorporation of some of these inaccurate

representations into their developing beliefs and attitudes about others and their relationships with them.

Media influencing racism in society is salient in research that targets media bias, and therefore it is prudent to explore how media contributes to racism in explicit ways. News media can work to improve racial tensions in society, which is an optimistic contrast to other research which discusses the negative effects of media on public perception of race.

There are also important differences among various groups in how much they use the media, their media preferences, and their reasons for media use. Interactions among variables such as the nature of the content, frequency of exposure, motivation for media use, real-life experiences, and developing self-concepts have been described. They show clearly how different the media experiences of various users can be and how variable the media impact on these diverse users might also be.

Questions to be raised in analyzing the portrayal of race and ethnicity on medias

- How are different racial and ethnic groups represented in entertainment, advertising, and news media?
- How are certain news stories covered or stories told based on the race and ethnicity of those involved?
- What specific images, words, and sounds contribute to our understanding of how a specific race or ethnicity is portrayed?
- Do the media make assumptions about what certain races do for work and for fun? Does it assume that certain races only live in particular neighbourhoods, drive certain cars, or listen to a single type of music? Does it assume that certain races predominantly seek government aid or commit crimes? Does it assume certain races are more openly sexual or sexually aggressive?
- What impact do these representations and assumption have on the opportunities and possibilities for individuals of different races and ethnicities in their personal and professional lives? Do some groups experience social, political, and economic inequities more than others?

Race Stereotypes

The definition of a stereotype is any commonly known public **belief** about a certain social group or a type of individual. Stereotypes are often confused with **prejudices**, because, like prejudices, a stereotype is based on a prior assumption. Stereotypes are often created about people of specific cultures or races.

As human beings, we naturally evaluate everything we come in contact with. We especially try to gain insight and direction from **our evaluations of other people**.

Stereotypes are "**cognitive structures** that contain the perceiver's knowledge, beliefs, and expectations about human groups" (Peffley et al., 1997, p. 31).

These cognitive constructs are often created out of a kernel of truth and then distorted beyond reality (Hoffmann, 1986). Racial stereotypes are constructed beliefs that all members of the same race share given characteristics.

Since stereotypes involve **prejudiced** perceptions of others, and due to the fact that media bias may be reasonably viewed a result of prejudice on behalf of media producers

Prejudice is an unjustified or **incorrect attitude** (usually negative) towards an individual based solely on the individual's membership of a social group.

For example, a person may hold prejudiced views towards a certain race or gender etc. (e.g. sexist).

Race (cultures) stereotype

Stereotypes also exist about cultures countries as a whole. Stereotype examples of this sort include the premises that:

- ✓ Whites were more likely than African Americans, Asians, or Latinos to be characterized as smart.
- ✓ All white Americans are overweight, lazy, and dim-witted. Homer Simpson of the TV series The Simpsons is the personification of this stereotype.
- ✓ Mexican stereotypes suggest that all Mexicans are lazy and came into America illegally.
- ✓ All Arabs and Muslims are terrorists.
- ✓ All people who live in England have bad teeth.
- ✓ Italian or French people are the best lovers.
- ✓ All Blacks outside of the United States are poor.
- ✓ All Jews are greedy.
- ✓ All Asians are good at math. All Asians like to eat rice and drive slow.
- ✓ All Irish people are drunks and eat potatoes.
- ✓ All Americans are generally considered to be friendly, generous, and tolerant, but also arrogant, impatient, and domineering

2.3.Representations of Gender--Cartoons & Prime-Time

In a study it was found that men held 63 % of the speaking roles in prime time television were accounted by males. In an additional study conducted, it was found that an average of sixty-one commercials aired during the Super Bowl featured male celebrities, while only nine commercials featured female celebrities. Men remain dominant in entertainment, advertisements, and even factual news programs. In the news, "the people that select and report...events are almost exclusively white,

middle class, and of course they're mostly men. Men cover serious national news. They are the strong, brave figure that report on a crisis.

Previous research concerning gender and media is quite extensive and covers many different forms of media, for example: prime-time television, movies, cartoons/Disney, music, games and much more recently the internet where new forms of media are being produced

2.4.Influence of Media on Gender Attitudes & Ideology

Activity: what are the key concepts in above sub topic? and define them based on your understanding

In everything from advertising, television programming, newspaper and magazines, to comic books, popular music, film and video games, women and girls are more likely to be shown: in the home, performing domestic chores such as laundry or cooking; as sex objects who exist primarily to service men; as victims who can't protect themselves and are the natural recipients of beatings, harassment, sexual assault and murder. Constantly polarized gender messages in media have fundamentally anti-social effects.

The media also defines what a good and bad woman ought to be like. A “good” woman is submissive, sensitive, and domesticated.

Women contrary to this description are seen as bad and rebellious. “A woman who stands up for herself is no longer a woman” (Martin). She is often viewed as masculine and unappealing to men. This concept of acceptable and unacceptable women is also reinforced in literature. “Historically accepted stereotypes of female characters in literature are projected as passive or active, frigid or lustful, selfish or generous. According to the media, are portrayed as caring, emotional, home-loving...guided above all by their feelings. Women are to take a back seat in comparison to males. Often, women are depicted as “willing and eager to serve men.

Men, on the other hand, are shown as “fearless, tough, decisive, a man of action. Men are often portrayed as commanding and authoritative. They have no fear, and never show any weakness.. The media leads viewers to believe that masculine stereotype is “natural, normal, and universal. Men also tend to have more important speaking roles, while women are “rarely heard. In these speaking roles, males' voices generally “carry more authority. Men are the decision makers and leaders. Their word is final. Women, on the other hand, are rarely seen as an authoritative figure. Such kind of media portrayal affects our gender attitude and ideology

Activity Who are portrayed as politicians scientists and hero in Ethiopian context /Why?

Define the concept gender ideology and attitude?

2.5 Effects of Media Use on Gender Beliefs & Behavior

Mass media play a significant role in a modern world, by broadcasting information in fast pace and giving entertainment to vast audiences. They consist of press, television, radio, books and the Internet. The latter is now the most developing medium; however, TV also has a wide field of influence. By creating a certain type of message, media can manipulate people's attitude and opinions. Media portrays the message that "boys are central, girls are peripheral", and that "girls exist only in relation to boys. Some also claims that the Media teaches young females to "be a passenger car drawn through life by a masculine train engine", and young males learn that "girls just don't matter much" (569).Medias promote that a "good" woman is "submissive, sensitive, and domesticated" (Chandler).

Activity: what is the ECCE Implication of such media influence in Ethiopian context?

Research tells us that the more television children watch, the more likely they are to hold sexist notions about traditional male and female roles and the more likely the boys are to demonstrate aggressive behaviour. In fact, images aimed at children are particularly polarized in the way they portray girls and boys. In advertising, for instance, girls are shown as being endlessly preoccupied by their appearance and fascinated primarily by dolls and jewellery, while boys are encouraged to play sports and become engrossed by war play and technology. Furthermore, children are increasingly being exposed to messages about gender that are really intended for adult eyes only. These images also help shape the notions little girls and boys have about who they should be and what they can achieve.

Gender stereotype

Impact of media-based gender stereotyping on youth, researchers have primarily assessed two gender-related constructs: **gender stereotyping** and **gender-role attitudes**.

Whereas **gender stereotyping** refers to the expectations that children and adolescents have regarding how males and females should look, act, think, feel, and so on, **gender-role attitudes** refer to youths' beliefs about the appropriateness of those stereotypes for males and females. Social media shows present stereotypical portrayals of men and women, counter stereotypes are also prevalent.

Gender discrimination is seen everywhere from work to family life. Gender discrimination starting in the family shows itself with parents' attitudes related to gender which is shaped according to the prejudices expected in the society.

Parents who find out the gender of their babies make preparations accordingly, for example, they prefer to purchase pink clothes for girls and blue ones for boys. This approach manifests itself in

many instances from choice of toys to clothes.

There are also some common stereotypes of men and women, such as:

- ✓ Men are strong and do all the work.
- ✓ Men are the "backbone."
- ✓ Women aren't as smart as a man.
- ✓ Women can't do as good of a job as a man.
- ✓ Girls are not good at sports.
- ✓ Guys are messy and unclean.

Men who spend too much time on the computer or read are geeks.

Demonstrating **gender-specific behaviours** (e.g., aggressive males and nurturing females), personality characteristics (e.g., independent males and dependent females), and occupations (e.g., male doctors and female nurses).

Males were more likely to be portrayed as independent and creative than females, while at the same time, males were rarely depicted doing household chores or caring for children.

Stereotypes in Educational television and computer Software

Few studies have assessed stereotyping in media designed to educate youth.

The research that has been conducted, however, consistently shows that males outnumber females on E/I television programs and in education software for youth of all age.

Moreover, research on programming suggests that male characters were more likely than female characters to speak, engage in a wide range of behaviors, and be central to the story line.

On television programming, both genders tended to be presented in a stereotypical manner, with males displaying traits like **aggression** and **dominance** and females acting dependent and nurturing. Similarly, portrayals have been shown for educational computer software. However, females were more likely than males to engage in counter stereotypical behavior (i.e., behaviors, attitudes, and emotions that go against traditional expectations for females). There was one notable exception: Females were more gender stereotyped in appearance than males. To date, no research has assessed race representations and stereotyping in E/I programming or educational computer software.

Chapter Three

3. Influence & effects of media use on self, own choices, own behavior

What is learned, what is remembered, what impressions are gleaned, and what images are formed, are important questions in relation to child viewers because they still are in very active stages of development. Their attitudes, beliefs, and ideas about the world, as well as physical, cognitive, and social skills, are taking form; and they absorb information from everywhere. The most frequently studied areas of influence include violence and aggressive behavior, consumerism, school performance, fear and anxiety, stereotypes, pro-social behavior, sexuality, obesity, and tobacco and alcohol use, and heavy viewers are more at risk than light viewers. Medias have their own merits and demerits

Merits	Demerits
-increase the general vocabulary of children,	.-leads to overweight.
-provide opportunities for children to learn about all kinds of things,.	-encouraging an inactive lifestyle,
-increase a children's range of interest	-increase likelihood to be violent:
-exposes him to a variety of activities	-Help to develop risk behaviour smoking and drinking, and also reinforce gender-role and racial discrimination
-making people aware of a wide range of human problems ranging from pollution to homelessness. -Social Media helps to improve knowledge of children's free of cost.	Encourage to get an unrealistic sense of the amount of true violence that exists in the world
-increased awareness and acceptance of various kinds of illness, both physical and mental -provide better customer service <ul style="list-style-type: none"> ✓ Brand awareness (Great Opportunities for Businesses) ✓ Connects with the People ✓ Easy and Instant Communication ✓ Connectivity 	-make them to be more fearful of the world around <ul style="list-style-type: none"> • Addiction • Security Issues • Social Peer Pressure • Affects Lifestyle

✓ Education ✓ Promotion ✓ Awareness	
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3.1. Television Viewing and School Readiness

. It found that preschoolers in low-income areas who had watched educational television programming, not only were better prepared for school but actually performed better on verbal and math tests as late as age 7 than would have been expected otherwise. Generally Viewing time was negatively correlated with school readiness skills.

Watching television is negatively associated with early academic skills.

The researchers examined whether the negative relationship between watching television and school readiness varied by family income

Activity: Do you think that school readiness is positively related with TV viewing time in Ethiopian context? Why?

Discuss the differences between children school readiness and maturation.

3.2. Television Viewing and language development

Parent intervention/parent child linguistic interaction is fundamental in affecting child language development. Many feel that television can enhance children's language in various ways, particularly when parents are involved with them in the viewing situation. However, excessive television viewing may interfere with the acquisition of reading, listening, and writing skills, and it may affect reading preferences as well

Studies report a link between TV and language development in babies. The more time babies spend watching television, the more slowly they learn to talk.

The effects of watching television and other media for young children are detrimental to language development. Currently in research there are mixed results on whether the effects of the presence of television are Beneficial or harmful to language development in children.

Many educational TV programs and DVDs are heavily advertised that they will help to promote cognitive, language and brain development in children. TV has negative effects on children's attention ability which is one of powerful influences in the perceptual processes. A slow process of perception can cause language and the ability to engage in conversations seriously impaired.

Adult Modeling

More important aspects of language development in young children are the models provided by

parents and caregivers. Mothers provide increasingly complex models of utterances to scaffold language in their children. Language input is altered, meeting the comprehension level of the developing child.

Infant-directed videos are videos marketed explicitly or implicitly to increase early learning and have positive effects on early development

Language-promoting strategies, infants and toddlers' may need repeated and extensive experience with television to more effectively understand the televised messages.

Different finding indicated that when looking at infant-directed and child-directed television, vocabulary acquisition from viewing is of special interest

Activity: Amount of TV Viewing and language development is a controversial issue. Do you agree with this idea? Why?

Television Viewing and reading

It is a controversial issue. A study revealed that television does not result in the deterioration of well-established reading skills; it likely does slow the acquisition of those skills. Heavy viewing was associated with poorer reading skills, and better readers more often used the print media than poorer readers. On the other hand, studies have shown that when children watch well-constructed educational programs aimed at their age level, , their pre-reading skills at age 5 are better than children who watched little or no TV If they watch purely entertainment shows such as cartoons, however, they do more poorly on tests of their pre-reading skills. The average child entering first grade has spent nearly 5,000 hours watching television, and that same child by age eighteen will have spent more time watching television than attending school.

Using media continued deficiency in advanced reading skills among students in all age groups and a leveling-off of the upward trend in the reading performance of 9- and 11-year-old children between 1980 and 1984. Research on relationships between amount of television viewing and reading has generally shown negative correlations between large amounts of viewing and reading achievement.

There is some evidence that children who are heavy television viewers dislike reading and tend to read materials of lower quality.

3.2. Television Viewing and Academic Achievement

Frequent viewers of general-audience programs performed more poorly on subsequent tests than did infrequent viewers of such programs. Children, especially those from deprived or disadvantaged backgrounds who view some television, often show improved achievement. Viewing more than 5 or 6 hours a day, however, is associated with poorer achievement in all groups.

Television appears to have a more negative effect on the achievement of socially advantaged students than on disadvantaged ones, presumably because it displaces other, more beneficial alternatives. For disadvantaged students, however, television may provide some compensatory information.

The large California Assessment Program (CAP, 1980) in the early 1980s revealed a general inverse relation between amount of viewing and achievement. Heavy viewers of television scored lower on tests of reading, written expression, and math than did students who viewed little or no television.. There were no significant gender differences. This negative relation between achievement scores and heavy television viewing held regardless of the amount of time spent doing homework or reading for pleasure, and the sharpest decline in achievement scores appeared in those participants who viewed more than 6 hours daily. Not surprisingly, students who read the most and watched the least amount of television earned the highest test scores .Research into the relation between television viewing and academic achievement suggests that it may be a curvilinear one, and the amount of viewing interacts with socioeconomic level and IQ. Media plays in the lives of our children, it is important to have an understanding of the impact television viewing has on academic achievement and school performance. Social media has depicted both positive as well as negative effect on the academic performance of the students. There are certain factors that influence the relationship between social media and academic performance such as how long students use social networking sites.

According to the study of Madge, et al., (2009) investigated revealed that negative contributed Facebook usage on academic performance of students. Excessive usage of online social media can become an addiction especially among students and it can cause academic problems.

Internet addiction could cause a fall in time spent on studies, **major drop in grades, low interest in extracurricular activities and lack of interest in classes.** Moreover, internet addiction among children has been associated with psychological and mental problems such as **anxiety, depression** and the feeling of **loneliness**. Excessive usage of social media has shown negative impact on students physical, psychological and family health.

Social media positively affect academic performance for **example**, universities have increasingly adopted social media for a variety of educational and communication activities. This technology can boost student collaboration, ease resource sharing, and facilitate online instruction.

3.3.Media Violence

Conceptualization of media violence

Activity: Does violence always mean physical harm?

Do all the acts of violence fall neatly within the following violence definitions?

How does the violence change over time and program? What patterns of violence emerge in terms of gender race and class?

Media violence poses a threat to public health inasmuch as it leads to an increase in real-world violence and aggression.

Different research shows that fictional television and film violence contribute to both a short-term and a long-term **increase in aggression and violence in young viewers**. Television news violence also contributes to increased violence, principally in the form of imitative suicides and acts of aggression.

The effects of acute media violence exposure and lifetime home and community violence exposure on **cognitive-behavioral, affective, and physiological health outcomes**

Most researchers define media violence as visual portrayals of acts of physical aggression by one human or human-like character against another. This definition has evolved as theories about the effects of media violence have evolved and represents an attempt to describe the kind of violent media presentation that is most likely to teach the viewer to be more violent. George Gerbner, defined violence as the act (or threat) of injuring or killing someone, independent of the method used or the surrounding context media violence is notoriously hard to define and measure

Anderson and Bushman (2001) defined violent media as those showing intentional efforts to hurt others, including real people, cartoons, and everything in between. They defined violence as extreme forms of aggression. Therefore, "all violence is aggression, but not all aggression is violence. Most accounts of violence restrict it largely to physical injury and do not include the frequent verbal abuse, intimidation, aggressive humor, sarcasm, or other forms of verbal aggression seen in many programs, which may also be quite upsetting to children.

Major **effects** of seeing **violence** on television:

- Children may become less sensitive to the pain and suffering of others.
- Children may be more fearful of the world around them.
- Children may be more likely to behave in aggressive or harmful ways toward others.

Other research has found that exposure to media violence can desensitize people to violence in the real world and that, for some people, watching violence in the media becomes enjoyable and does not result in the anxious arousal that would be expected from seeing such imagery. the evidence strongly suggests that exposure to violent video games is a causal risk factor for increased aggressive behavior, aggressive cognition, and aggressive affect and for decreased empathy and pro-social

behavior (Anderson's, 2010). Anderson's earlier research showed that playing violent video games can increase a person's aggressive thoughts, feelings and behavior both in laboratory settings and in daily life. One major conclusion from this and other research on violent entertainment media is that content matters.

3.5. Violent Video Games and Aggression in Children

Research has associated exposure to **media violence** with a variety of physical and mental health problems for children and adolescents, including aggressive and **violent behavior, bullying, and desensitization to violence, fear, depression, nightmares, and sleep disturbances.**

Media exposure and increases in **aggression** and **violence** have been found in American and cross-cultural studies.

Several different psychological and physiologic processes underlie media-violence effects on aggressive attitudes, beliefs, behaviors, and emotions, and these processes are well understood

Aggression as behavior intended to hurt someone who is motivated **to avoid the harm.**

The research demonstrates a consistent relation between **violent video game** use and **increases in aggressive** behavior, aggressive cognitions and aggressive affect, and decreases in pro-social behavior, empathy and sensitivity to aggression.

Television violence undoubtedly plays an important role in the aggressive behavior of children, and efforts to reduce the level of violence in TV programming are laudatory indeed.

Factors such as opportunity, control, rehearsal, perceived reality, the presence of an adult, and other factors like schools, families, and peers affect a child behavioral response to television.

Moreover different responses to violence result from variations in children's cognitive and personality development, social learning, family and situational variables, reasons for viewing and use of TV perceived reality, exposure to real violence, amount viewed, level of identification with perpetrators, and other factors in interaction with the nature of the content viewed, such as whether the violence was punished or unpunished are other factors which could contribute for children to learn violence from TV. Of the many interacting factors, exposure to television violence results in increases in aggressive behavior for some children in some situations, but there are insignificant or no direct instigating effects on the behavior of other children in other situations

Video Games merits and demerits

Video games could have both merits and demerits. To maximize their merit and decrease their demerit there is a need to be selective in using frequency and type. There are different research findings regarding video games reported as good and bad news.

As video games and the Internet, are relatively new media forms with even greater potential for positive and negative effects on children's physical and mental health. Exposure online to violent scenes has been associated with increased aggressive behavior

What's the good news?

- Violent video games are not causally related to incidents like high school shootings.
- Video games are not causally linked to youth crime, aggression, and dating violence.
- Violent video games have not led to an increase in violent crime; in fact, violent crime has decreased in the years since game playing became a common activity for youth.
- Even though consumers tend to gravitate towards violent media, we are generally more satisfied by and take more joy from non-violent media.

What's the bad news?

- Violent video games may desensitize players to other violent images and emotional stimuli.
- Violent media often portray violent acts and situations but rarely represent the consequences of violence.
- Violent video games may lead to increased aggression in some young children and youth by making aggression seem like a reasonable response to everyday conflicts.

Remark:- We need to keep in mind that all children are not the same and what may disturb one child may have no effect at all on another. Moreover, development issues, emotional maturity, and relationships with peers and family seem to play a much more significant role in determining if a child is at risk for violent behaviour. *Media violence is an important causal risk factor for increased aggression and violence in both the short and long term.* Moreover, media violence is one of the few known risk factors that parents, caregivers, and society in general can reduce at very little cost.

3.6. Television Viewing & Aggression

The impact of media violence on various facets of social behavior is a critical but extraordinarily complex area of investigation.

Issues of realism, salience, arousal, toy cueing, program and game preferences, strength of identification, family attitudes and behavior, habituation and desensitization, past experience, situational variables, behavioral controls, hours spent with the media and the reasons for using various media, as well as gender, age, and racial differences all interact to determine whether an individual will actually behave aggressively after being exposed to media violence.

Other factors such as whether the violence is justified or provoked, rewarded or punished, harmful or humorous, and whether weapons or natural means are required to execute it further complicate the

research. With that in mind, based on a number of recent studies published in peer-reviewed academic journals, there are some things we *can* say

3.8. Body Shapes and Sizes in the Media

Body shape:- refers to the **many physical attributes** of the human body that make up its appearance, including size and countenance. Body shape has come to imply not only sexual/reproductive ability, but wellness and fitness.

In the West, slenderness is associated with happiness, success, youth, and social acceptability. Being overweight is associated with laziness, lack of willpower, being out of control, and unattractiveness. Women are expected to be slim, while men should be slender and muscular at the same time.

The media promotes a weight-conscious standard for women more often than they do for men.

Male characters often **negatively comment** on average and above average weight females' body shapes and weights and audiences usually react by laughing.

Deviances from these norms result in social consequences. The media perpetuates this ideal in various ways, particularly glorifying and focusing on thin actors and actresses, models, and other public figures while avoiding the use or image of overweight individuals.

From 1988 to 1993 the number of incidences of **bulimia in women** between the ages of 10 and 39 has more than tripled. The cause of these staggering statistics has yet to be determined, but research has shown that **body dissatisfaction and low self-esteem** put women at high risk for developing eating disorders.

Today in our culture, the “thin ideal” is portrayed in every avenue of the media. Magazines, television shows, movies, commercials, etc. portray attractive women as being extremely thin. It is nearly impossible to escape the influence of the media and children are being exposed to these portrayals earlier and earlier in life.

These days we know that the media and body image are closely related. Particularly, the body image advertising portrays affects our own body image. Of course, there are many other things that influence our body image: parenting, education, intimate relationships, and so on. The popular media does have a big impact, though. Magazines and television are often blamed for portraying an ideal body image that causes people to question their looks and lose confidence in them.

What is Body Dissatisfaction?

Body dissatisfaction is the **negative** subjective evaluation of one's body as it relates to body size, shape, muscularity or muscle tone, weight, and fitness. Body dissatisfaction is considered to be an important negative affective factor related to **body image**.

Body dissatisfaction is a term used to express the feeling that people may have that their **actual physical appearance** is not how they would ideally like it to be. According to Grabe, Hyde, and Ward state that approximately 50% of girls and undergraduate women experience body dissatisfaction (2008).

The result state that body dissatisfaction has been linked to “**critical physical and mental health problems**” and that a person experiencing body dissatisfaction is at great risk for developing an eating disorder. Having unrealistic expectation for one’s body image creates a greater chance for body dissatisfaction. The media may influence one’s body image in such a way through the constant portrayal of the “thin ideal”.

What is Body Image?

Define it as the **internal representation** of one's own outer **appearance** which reflects physical and perceptual dimensions.

Body image is closely related to **self-esteem** and **self-concept**. Poor body image and **low self-esteem** contribute drastically to body **dissatisfaction**. During adolescents, poor body image is especially harmful, because the entire rapid changes both physically and mentally occurring during puberty. Adolescents are becoming more and more exposed to the media and the media keeps getting more and more provocative. Young girls are looking to women with unrealistic body shapes as role models. Body image may be described to be the **perceptions, attitudes, emotions** and **personality** reactions of the individual in relation to his or her own body. Body image is the picture that a person has of his or her body, and is often measured by asking the person to rate their current and ideal body shape using a series of depictions.

Activity: Is body shape and size a critical issue in Ethiopia ?why?

Who is more worried about body shape in Ethiopia Males /females? Why?

Do social media plays a role in molding attitudes to the way we look? Why?

3.9.Body Shapes and Sizes in the Media: Men vs women

Effects on young men

It is more prevalent that **young men** are more self-conscious and are showing great concern to their bodies. This indicates a huge awareness of **both self-appearance** and importance to the body itself. In other words, young men are now more worried about their figure just like young women are.

This is present due to the help of media and its messages portrayed; these messages are mostly targeted toward a younger age group which shows how media has influenced these age groups.

Media sets unrealistic expectations for teen boys and that this can cause negative psychological impacts, including "**eating disorders, body image problems**, and the construction of **negative**

gender stereotypes. A study reported approximately 18% of participants were "extremely concerned for their weight and physique." Furthermore, the researchers found 7.6 % of young males were "very concerned about muscularity" and were using techniques that could be harmful to obtain an ideal body.

Effects on young women

Researchers found that one out of every 3.8 television commercials has a message about attractiveness in it. They determined that viewers receive roughly 5,260 advertisements related to attractiveness per year (or at least 14 per day). Of these messages, 1,850 of them are specifically about beauty. In other research it was reported that images of blonde, thin women are predominant in mass media, and that these characteristics are often portrayed as being ideal.

They also found that advertising can "**impose a sense of inadequacy on young women's self-concepts.**" This is because some girls and young women compare their own physical attractiveness to the physical attractiveness of models in ads. They then experience lowered self-esteem if they do not feel that they look like the models in advertisements. Today's models weigh 23% less than the average woman, while the average model two decades ago weighed eight % less than the average woman. This current media ideal of thinness is met by only about five % of the population.

3.10. Impact of Media on Children's Body Image

When the media celebrates certain types of behaviours and appearances, it can leave a strong impression on kids, shaping their ideas of what will make them **popular, attractive, and happy** (or the opposite: unpopular, unattractive, and unhappy).

In today's society, children are bombarded with constant exposure to the media in many different modes. These include **television, magazines, radio, newspaper**, movies and, more recently, the Internet.

Contemporary issues surrounding body awareness in children and adolescents have increased with several researchers suggesting the media to be a significant contributor to this phenomenon.

In many researches it was reported that teens are not typically swayed by images in advertisements. They suggest the more teens view advertisements, the less they are affected by them and the more they become sceptical of the messages that are in advertisements.

This is because repeat exposure can give them a better understanding of the motives behind such stimuli. However some researchers feel that the **media's effects on body dissatisfaction** have been over-exaggerated.

They believe that media does not heavily influence body dissatisfaction. Instead, they have found

peers to have a much greater influence than the media in terms of body dissatisfaction in teenagers. On the other hand some researchers, have reported that exposure to such advertisements can actually create higher self-esteem in teenagers.

The presence of a TV set in a child's bedroom seems to exacerbate the impact of TV-viewing on children's weight status.

Activity: Reflect your expectation about the impact of media on children's body image?

3.12. Media Effects on Body Image in Teens and Adults

The way beauty is portrayed in the media causes dissatisfaction and negative thoughts about oneself when those results are not achieved.

Sociocultural standards of feminine beauty are presented in almost all forms of popular media, barraging women with images that portray what is considered to be the "ideal body." Such standards of beauty are almost completely unattainable for most women; a majority of the models displayed on television and in advertisements are well below what is considered healthy body weight.

Mass media's use of such unrealistic models sends an implicit message that in order for a woman to be considered beautiful, she must be unhealthy. The mindset that a person can never be "too rich or too thin" is all too prevalent in society, and it makes it difficult for females to achieve any level of contentment with their physical appearance. There has been a plethora of research to indicate that women are negatively affected by constant exposure to models that fulfill the unrealistic media ideal of beauty.

Remark: historically and currently, media messages around body shape and size emphasize the importance of being below average weight for women and hyper muscular for men. The media messages around physical appearance are not realistic for most and lead to body dissatisfaction for most adolescents. Interventions designed to mitigate the influence of negative media messages on adolescents' body image are presented; however, most have shown limited success.

3.13. Images of Sexuality in Youth-Oriented Magazines

Black- and White-oriented, men and women advertisement magazines were examined to compare the images of women sexuality that are constructed for each specific audience.

Over 600 images of women were analyzed based on seven dimensions, including function/role, relative function/authority, physical/body position, relative size/height, character traits, body view, and physical characteristics. The images of women sexuality vary depending on the race of the intended audience and the race of the women in the advertisements. Advertisements for White audiences portray women in roles and with characteristics that suggest dependency and

submissiveness, whereas advertisements for Black audiences portray women as independent and dominant. It was also found that White women are objectified much more than Black women are.

Activity: Explain the role of youth oriented magazines in shaping image of sexuality

3.14.Prime-Time Images of Sexuality

Prime Time, an 18-month youth development program, was created by researchers from the University of Minnesota Prevention Research Center to prevent pregnancy among vulnerable teens. The program seeks to build skills, confidence, motivation, and supportive relationships that every teen needs to succeed, with a focus on responsible sexual health behaviors. Prime Time was designed for use by health clinics.

3.15.Links Between Media & Adolescent Sexual Behavior

Research indicates that adolescent sexuality is associated with media use, but the direction of the relationship is not clear. The strong relationship between media and adolescents' sexual expression may be due to the media's role as an important source of sexual socialization for teenagers

The study **found** that:

- Teens who watch a lot of television with sexual content are more likely to initiate sexual intercourse in the following year
- Frequent exposure to TV sexual content was associated with a significantly greater likelihood of teen pregnancy in the three years following exposure.
- Portraying the risks of sex in television shows appears to help educate teens about the potential consequences of sexual behaviour.
- A related study of the effects of music found that heavy exposure to sexually degrading lyrics predicts accelerated initiation of sexual intercourse and other sexual activities

3.16.Influence of Media Exposure on Sexual Attitudes

Research indicates that adolescent sexuality is associated with media use, but the direction of the relationship is not clear. Sexual attitude is enhanced by media.

The range of effects that one might expect to observe among adolescents exposed to pornography on the internet. Such effects include more **permissive sexual attitudes, overestimation of various sexual activities engaged** in by others, and less satisfaction with one's own sex life.

In the sexual socialization of youth, Internet pornography may be at least as influential as pornography appearing in traditional media.

3.17. TV and Obesity

A recent study in American found out that the more hours spent watching television, the more likely children were to be both fatter and less physically active. The Researchers found that there is a

significant association between the number of hours of television watched per day and body fat mass, with every extra hour/day spent watching television associated with a 2.2 pound increase in body fat. However, the increased fatness could not explained solely by the differences in physical activity, and the researchers concluded that additional factors, such as changes in eating patterns associated with television viewing, played a part in this as well.

There are a number of ways that watching TV could be contributing to obesity: (1) increased sedentary activity and displacement of more physical pursuits; (2) unhealthy eating practices learned from both the programming and the advertisements for unhealthy foods; (3) increased snacking behaviour while viewing; and (4) interference with normal sleep patterns

3.18. TV, Movies, and Teen Smoking

TV and movies have a great role in making teens to develop risk behaviors like smoking and addiction. Cigarettes kill more people every year than alcohol, cocaine, heroin, car accidents, homicide, suicide and AIDS combined. In the U.S. alone, the tobacco industry needs to get 3,000 children to start smoking everyday simply to replace those who die or quit. Therefore there is a need to be selective in using TV and movies on the part of children.

At issue is the extent to which vulnerable children are exposed to this smoking. The context in which smoking is portrayed is likely to affect the extent to which it encourages a child to smoke

Chapter Four

4. Children and the internet: a new frontier

The internet is fast becoming trusted by both children and adults as reliable and **accurate sources of information**. However, there can be real risks and dangers for an unsupervised child.

Internet communication is highly varied and includes e-mail, news groups, chat rooms, and web pages. Clearly, youngsters are fully engaged in the electronic revolution. Although the internet does raise new social and **interpersonal opportunities**, there are also **risks**, and parents today are justifiably concerned. They recognize its huge informational advantage, but they also realize that it is used for entertainment as well, and it can take up many hours, most of which are spent in isolation from other family members/human entity/.

Most online services give children resources such as encyclopaedias, current events coverage, and access to libraries and other valuable material. They can also play games and communicate with friends on social media platforms like Facebook, Twitter, Snapchat, etc. The ability to "click" from one area to another appeals to a child's natural impulsivity and curiosity and needs for immediate gratification or feedback.

Most parents teach their children not to talk with strangers, not to open the door if they are home alone, and not to give out information on the telephone to unknown callers. Most parents also **monitor** where their children go, who they play with, and what TV shows, books, or magazines they are exposed to. However, many parents **don't realize that the same level of guidance and supervision must be provided for a child's online experience**.

Activity: Does using the Internet affect children's development? How?

Do children become socially isolated or connected when they use the Internet? How & why?
--

Do they become depressed or elated?

Does school performance suffer or improve by using digital technology?
--

Is parent supervision important in child internet usage? Why?

Overall, findings indicated that home Internet use has **no adverse effects** on children's social or psychological outcomes, and has positive effects on their academic outcomes.

4.1. Internet Safety, Celebrity Culture & Digital Citizenship

Some of the other **risks** or problems include:

- accessing areas that are **inappropriate** or **overwhelming**
- being exposed to online information that promotes hate, **violence**, and pornography
- being misled and bombarded with intense advertising
- being invited to register for prizes or to join a club when they are providing personal or

household information to an unknown source

- losing time from developing real social skills and from physical activity and exercise
- revealing too much personal information on social media sites
- being bullied on social media sites

In order to make a child's online experience more safe and educational, parents should:

- **limit** the amount of time a child spends online and "surfing the web"
- **teach** a child never to give out any personal identifying information to another individual or website online
- **teach** a child to never agree to actually meet someone they have met online
- never give a child credit card numbers or passwords that will enable online purchases or access to inappropriate services or sites
- remind a child that not everything they see or read online is true
- make use of the parental control features offered with your online service, or obtaining commercially available software programs, to restrict access to "chat lines," news groups, and inappropriate websites
- **provide** for an individual e-mail address only if a child is mature enough to manage it, and plan to periodically monitor the child's e-mail and online activity
- **monitor** the content of a child's personal webpage and screen name profile information
- **Teach** a child to use the same courtesy in communicating with others online as they would if speaking in person -- i.e. no vulgar or profane language, no name calling, etc.
- insist that a child follow the same guidelines at other computers that they might have access to, such as those at school, libraries, or friends' homes

Activity: Assume you have the potential to access any valuable book or internet service for your children as a preschool director. However, if the situation urges you to set priority for which will you give priority? Books or internet? Why?

4.2.Children and Adolescent Internet Use

Greater use of the Internet has been associated with **less communication among family members, decreased size** of social circles, and **increased loneliness and depression**.

The Internet and online activities have become an increasingly significant part of children and adolescents' experience with technology. Children use the internet frequently for **educational purposes** such as **research or school projects**, and they also enjoy e-mail and online chat rooms.

Many report significant exposure to unwanted material such as pornography, however, and parents

worry about the relationships that can develop on the internet. The internet can be used to communicate with friends and meet new ones, and many teens appear to use it as a testing ground for various social life. They also use it to get information that is difficult for them to discuss.

4.3 Mediation & Intervention: Reducing Neg. Effects

Many researchers, pediatricians, and other professionals have urged **parents to monitor their children's** computer use, TV viewing, and video game playing; to use ratings and other information; to look for games that require strategies and problem solving, not just violent activity.

To **limit** the amount of time they spend with each; and to encourage participation in other activities .Research has consistently demonstrated that **parental involvement** and **mediation** is an important component of children's media experience.

Co-viewing of television and monitoring of game playing and computer use have been considered essential ways to facilitate comprehension and prevent misunderstanding or negative effects. However, most children have multiple media options in their own rooms, and there is relatively little parental monitoring or supervision.

4.5. Using TV to Promote Healthy Sexual Behavior

Media like TV should **promote health** sexual behaviors. To do this there is a need to have media policy.

The mass media—television, music, magazines, movies and the Internet—are important sex educators. Create communications media have been more concerned with attracting audiences and selling products than they have been in promoting healthy sexuality.

Despite increasing public concern about the potential health risks of early, unprotected sexual activity, only about one in 11 of the programs on television that include sexual content mention possible risks or responsibilities.

Sexually transmitted diseases other than HIV and AIDS are almost never discussed, and unintended pregnancies are rarely shown as the outcomes of unprotected sex.² Abortion is a taboo topic, too controversial for commercial television and magazines. **Homosexual and transgendered** youth rarely find themselves represented in the mainstream media. Sex educators are the Internet, which has the advantage over other media of allowing any group to make their information and point of view available relatively inexpensively.

Activity: What issues should be considered in preparing media policy from health sexual behavior point of view

Is there media policy in Ethiopia from healthy sexual behavior point of view ? why?

4.7. Using Children's TV to Promote Pro-social Behavior

Pro-social Behavior helping, sharing, donating, co-operating, and volunteering, fosters positive traits that are beneficial for children and society. **Pro-social behavior** in the form of sharing, helping, and cooperating is a hallmark of social competence throughout childhood. Altruism is behavior intended to **benefit another**, even when this action **risks** possible **sacrifice** to the welfare of the actor.

Medias are expected to play a great role in promoting pro-social behavior. Because they have a social responsibility in helping individuals to develop good virtues.

Positive relationships and interactions with teachers can also result in students learning and adopting positive values for pro-social behavior in the classroom.

The possibility that regularly broadcast entertainment television programs can **facilitate** pro-social behavior in children was investigated. By modifying what children watch on TV and reducing exposure to screen violence and **increasing** exposure to pro-social programming.

Characteristic of altruism behavior

- ✓ You put others first.
- ✓ You think about how your actions will affect others.
- ✓ You feel good after helping someone

Activity: Mention different international ,continental and national medias that promote pro social behaviors

List at least ten good virtues expected from children in your culture

4.8. Living and Learning with New Media

Howard Gardner calls kids' use of digital media and technology "epochal change." He compares the revolution in digital media to the invention of the printing press because of its extraordinary impact on the way we communicate, share information and interact with one another. As a society, we have no choice but to engage with this new reality and work to ensure that it affects our kids in healthy, responsible ways.

The promise of digital media to transform our lives in positive ways is enormous. If managed well, technology can improve our schools and education, deepen social connectedness, expand civic engagement and even help advance our democracy. But for these positive outcomes to occur, we as a

society must confront the challenges endemic in our digital world. We need legislation, educational efforts and norms that reflect 21st-century realities to maximize the opportunities and minimize the risks for our kids. Only then will we be able to give them the safe, healthy childhood and adolescence they deserve.

5.Digital and Media Literacy Education in the Elementary Grades

Media literacy education

Hobbs (1997) defined media literacy as "the ability to access, analyze, evaluate and communicate messages in a variety of forms. So it should be an issue at all levels of education.

Types of Media Literacy

They include content literacy (messages sent by the media), grammar literacy (the distinct languages and production variables used within each medium), and medium literacy (studying the relatively fixed characteristics of each medium

Content literacy is the most common and seeks to analyze messages sent by the various media including violent, racist, or sexist content; news programming; advertising; and behavior models that are portrayed.

Grammar literacy:- involves studying the unique grammar of each medium and how it and the production variables used in each interact with the content. For example, some of the production variables for print would include size of the page, spacing, and paragraph breaks. Photography would use depth of focus, framing, cropping, and shutter speed. Radio/audio would use volume and tone, echo, and fade-outs, and TV/film would include cuts, zooms, close-ups, and length of shots to communicate, and all of these interact with content. Close-ups, for example, might encourage more connection to the person or suggest other meanings of distance between individuals.

Medium literacy: is the least commonly studied. It involves study of a medium as a setting or environment that influences communication in a fixed and particular way regardless of content or production variables. Particular interactions differ, for example, depending on the for

Activity: is media literacy an issue in preschool? Why?

Merits and demerits of technology

Any technology including computer has their advantages and disadvantages. For instance Computers can facilitate learning immeasurably in the classroom. They are interactive, allow students to work at their own pace, provide access to unlimited information, and allow simulation and graphic depictions of many complex concepts or events. They can also improve writing and editing skills by making rewriting and revising much easier. Computer can be used as tutor, as a medium for experiential

learning (e.g., learning skills not usually taught in the regular curriculum and complex simulations), as a multipurpose tool for creative work and expression (e.g., spell check, editing, writing skills), and as a motivator making learning more enjoyable and facilitating cooperative work. Technology allows exploration of various aspects of the world through simulation and helps identify misconceptions, it can facilitate active learning and discovery, and it can provide visual representations of processes that occur, such as a supernova explosion, at different times and in different levels of detail controlled by the user, providing a wide range of information sources and tools, all within a nonthreatening environment.

On the other hand some people who are less enthusiastic about computers in the schools worry that they will result in a homogenization of classroom experiences, more regimentation, less social interaction with peers and guidance from teachers, undue influence in shaping the curriculum, and perhaps insufficient transfer of learning to other areas in which basic skills will not be strong enough to deal with complex problems in the future

Activity: Do you agree the use of computer in preschools? Why?

Is there policy in Ethiopian preschools about computer utilization? Why?

If you are assigned to prepare computer utilization policy in Ethiopian preschools what will be the framework of the policy you will prepare?

Should all technologies be applied in preschool? Why?

What do schools need to be aware of technology?

Schools play a vitally important role in guiding children to be safe online. We know that they are actively confronting issues around cyber bullying, for example, even with young children. Safe schools put in place policies around online safety issues, which set out the processes to follow should incidents occur. These policies should address the needs of all concerned in the particular incident, and include a range of methods of resolution.

Schools need to be alert to:

- changes in personality and behaviour
- unexpected changes in friendship groups
- less interaction with students at school, including peer rejection
- decline in school work and higher levels of absenteeism
- excessive sleepiness or lack of focus
- increased negative self-perception
- a decline in physical health
- Self-harming thoughts (which should be reported to the administration and the parents/carers)

immediately for appropriate action).

Previous research about teenagers and technology shows that parents of teens are both supportive and wary of their child's use of the internet, social media, and cell phones. Many also take an active role in monitoring their teen's online behavior and engaging in conversations about what is and is not appropriate to share online.

The explosive growth of social media, smart phones and digital devices is transforming our kids' lives, in school and at home. Research tells us that even the youngest of our children are migrating online, using tablets and smart phones, downloading applications

6 .Literature and research on children and media

The thousands of studies that have focused on the effects of media use on children's development cover a very broad range of research topics. They include the relation between aggressive behavior and television violence, changes in levels of pro-social behavior such as sharing and cooperation, and other aspects of a child's socialization. Others have considered the influence of media stereotypic portrayals on children's gender-role development and occupational choice as well as on their attitudes toward various age groups and minority populations. Some have studied the ways in which television viewing and computer use enhances or interferes with reading and learning and on how children process television information. Newer studies have emphasized the role of the media in the decision making of children and adolescents regarding lifestyle choices and health issues such as drug, alcohol, and tobacco use, nutrition and body image, and sexual behavior.

A study revealed that children spend more time sitting in front of electronic screens (four hours) than doing any other activity besides sleeping". Study reported that children are more exposed to Media than any other interest surrounding them and as kids get older, too much screen time can interfere with activities such as being physically active, reading, doing homework, playing with friends, and spending time with family influence.

The impact of heavy media and technology use on kids' social, emotional and cognitive development is only beginning to be studied, and the emergent results are serious. While the research is still in its early stages, it suggests that the Internet may actually be changing how our brains work. Too much hypertext and multimedia content has been linked in some kids to limited attention span, lower comprehension, poor focus, greater risk for depression and diminished long-term memory.

Our new world of digital immersion and multitasking has affected virtually everything from our thought processes and work habits to our capacity for linear thinking and how we feel about ourselves, our friends and even strangers. And it has all happened virtually overnight

We urgently need a public conversation in our country among key stakeholders: parents, educators,

technology innovators, policymakers and young people themselves. The dialogue must focus on the ways social media and technology enable our kids to give up their privacy before they fully understand what privacy is and why it's important to all of us. We should also discuss how social media can help empower kids to find their voice, find their purpose and potentially create the next technology revolution.