

Module Title: Children in Socio-cultural Context

Module Code: ECCE_M 3091

Module ECTS: 11

Course Title: Child and Media

Course Code: ECCE3093

Course ECTS: 3

Course title	Child and media
Course description	This course examines a variety of questions related to children's use and understanding of the media, and to the role of the media in their social and personality development. How do media shape and socialize us? How does exposure to TV programs, movies, magazines, and the internet shape children's understanding of gender roles, and societal norms (e.g., dating and sexuality)? Does watching violence on television or enacting violent behavior in video games contribute to aggressiveness in children? Do the portrayals of males and females in music videos and magazine advertising adversely affect adolescents' self-concept, body image, and self-esteem? In this course we will discuss these and other questions, will critically examine experimental methodology used to test these issues, and will review several theoretical perspectives describing links between children and the media.
Course objective	<ul style="list-style-type: none">• Students will become more reflective and aware of the role of mass media and digital technology in the context of family dynamics and human development;• students will gain knowledge about the economics and industry structure of children's media, including the work of those who create applications for children, music, film, television, advertising, videogames, and the Internet;• Students will gain knowledge about the cognitive, social and emotional aspects of children's media and technology use;• Students strengthen critical reading and research skills in understanding diverse research paradigms for exploring children and media and develop strategies for evaluating quantitative and qualitative research concerning children and media;

Learning outcomes	<p>Upon completion of this course, the students should be able to:</p> <ul style="list-style-type: none"> • Define media. • Identify role of media in attitude formation. • Describe the effect of media on attitude and self-concept formation • Explain the impact of television and advertisement on children’s behavioral development. • review research and literature on link of media and children • Distinguish between different kinds of media. • improve skills of written, oral and multimedia expression by composing in a variety of genres, including academic writing, public speaking, reviews, formal letters and emails and multimedia
Contents	<ol style="list-style-type: none"> 1. CHILDREN AS ACTIVE MEDIA CONSUMERS <ol style="list-style-type: none"> 1.1. Introduction: Course Overview and Organization 1.2. Theoretical Issues 1.3. Children’s Media Habits 1.4. Babies, Preschoolers and Media 1.5. Children’s Perception and Comprehension of TV 1.6. Children and Advertising 1.7. Children’s Brand Recognition 2. CONTENT & INFLUENCE OF MEDIA ON ATTITUDES ABOUT SOCIAL GROUPS <ol style="list-style-type: none"> 2.1. Portrayals of Race and Ethnicity on Television 2.2. The Impact of Portrayals of Race 2.3. Representations of Gender--Cartoons & Prime-Time 2.4. Influence of Media on Gender Attitudes & Ideology 2.5 Effects of Media Use on Gender Beliefs & Behavior 3. INFLUENCE & EFFECTS OF MEDIA USE ON SELF, OWN CHOICES, OWN BEHAVIOR <ol style="list-style-type: none"> 3.1. Television Viewing and School Readiness 3.2. Television Viewing and Academic Achievement 3.3. Media Violence: Nature of Content I

	<p>3.4. Media Violence: Nature of Content II</p> <p>3.5. Violent Video Games and Aggression in Children</p> <p>3.6. Television Viewing & Aggression: Exp. Research</p> <p>3.7. Longitudinal Research On Television Violence</p> <p>3.8. Body Shapes and Sizes in the Media: Women</p> <p>3.9. Body Shapes and Sizes in the Media: Men</p> <p>3.10. Screening of Killing Us Softly</p> <p>3.11. Impact of Media on Children's Body Image</p> <p>3.12. Media Effects on Body Image in Teens and Adults</p> <p>3.13. Images of Sexuality in Youth-Oriented Magazines</p> <p>3.14. Prime-Time Images of Sexuality</p> <p>3.15. Links Between Media & Adolescent Sexual Behavior</p> <p>3.16. Influence of Media Exposure on Sexual Attitudes</p> <p>3.17. TV and Obesity</p> <p>3.18. TV, Movies, and Teen Smoking</p> <p>4. CHILDREN AND THE INTERNET: A NEW FRONTIER</p> <p>4.1. Internet Safety, Celebrity Culture & Digital Citizenship</p> <p>4.2. Children and Adolescent Internet Use</p> <p>4.3. Mediation & Intervention: Reducing Neg. Effects</p> <p>4.4. Adolescent Resistance to Media Images</p> <p>4.5. Using TV to Promote Healthy Sexual Behavior</p> <p>4.6. When Video Games are Good</p> <p>4.7. Using Children's TV to Promote Pro-social Behavior</p> <p>4.8. Living and Learning with New Media</p> <p>5. Digital and Media Literacy Education in the Elementary Grades</p> <p>6 Literature and research on children and media</p>
Reference	<p>Dorr, A. (1986). Television and children: A special medium for a special audience. Beverly Hills, CA: Sage. – Chapter 1</p> <p>Giles, D. (2003). Media psychology. Mahwah, NJ: Lawrence Erlbaum Associates. – Chapter 2</p> <p>Valkenburg, P. M., & Buijzen, M. (2005). Identifying determinants of young children's brand awareness: Television, parents, and peers. Journal of Applied</p>

	<p>Developmental Psychology, 26 (4), 456-468.</p> <p>Achenreiner, G. B., & John, D. R. (2003). The meaning of brand names to children: A developmental investigation. <i>Journal of Consumer Psychology</i>, 13 (3), 205-219.</p>
Course policy	<p>General</p> <p>Students should be familiar with the University's policies regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, attending classes, supplemental privileges, and academic dishonesty.</p> <p>Testing policy</p> <p>In the event that a student is absent on the day of a test, it is the student's responsibility to contact the instructor prior to the missed test to be eligible for a make-up test. The opportunity to write missed tests will be granted at the faculty's discretion and only under exceptional circumstances. Students may be asked to document illness with a medical note.</p> <p>Assignment policy</p> <p>In order to pass this course, it is the student's responsibility to ensure that all assignments are completed and handed in. Students will be expected to keep copies of every assignment submitted. Clear grammatical English must be used in all written reports. Marks will be deducted for late assignments. Extensions for assignments will only be considered when arrangements have been made prior to the due date and only under exceptional circumstances.</p>
Mode of delivery	Parallel
Delivery of teaching	<p>discussion, interactive lecture, case study, demonstration, article review</p> <p>Presentations, research summaries, personal reflections, proposals and treatments.</p>
Assessment techniques	<p>Quiz (10%);</p> <p>Test (30%)</p> <p>Individual and group assignment with presentation (15%)</p> <p>participation (5%)</p> <p>final examination 40%</p>