



Course program and reading list

Semester 0 Year 2024

School: Sammy Ofer School of Communications B.A

Children, Adolescents, and Media

Lecturer:

Dr. Keren Tzur-Eyal keyal@runi.ac.il

Course No.:	Course Type :	Weekly Hours :	Credit:
7759	Seminar	6	6

Course Requirements :	Group Code :	Language:
Final Paper	240746201	English



Course Description

Course Subjects (Fall semester):

Week #	Class Topic	Assigned Reading	To Submit
Date			
1	Children & adolescents as unique media audiences and research subjects	Strassburger et al. (2009)	X
28.11.2023			
2	<i>Seminar: Introduction to the seminar project, how to choose a seminar topic</i>	X	X
28.11.2023			

3 5.12.2023	Cognitive development and media	Supanitayanon et al. (2019)	<i>Seminar exercise #1: Initial thoughts about the topic of the seminar</i>
4 12.12.2023	Cognitive development and media (continued)	de las Mercedes Martin-Perpina et al. (2019)	X
5 17.12.2023	<i>Seminar: Conducting the literature review from identifying sub-topics, through article search, to summarizing the literature, APA guidelines</i>	X	X
6 24.12.2023	Advertising	Boerman & van Reijmersdal (2020)	<i>Seminar exercise #2: Initial reference list and annotated bibliography</i>
7 31.12.2024	Educational media	Foulds et al. (2021)	X

Week # Date	Class Topic	Assigned Reading	To Submit
8 7.1.2024	<i>Seminar: Theory and research questions/ hypotheses</i>	X	X
9 14.1.2024	Social development and media	Selkie et al. (2020) Cote et al. (2020)	<i>Seminar exercise #3: Relevant theory for seminar</i>

10 21.1.2024	<i>Seminar: Methodologies</i>	X	<i>Seminar exercise #4: Initial RQs/Hs</i>
11 28.1.2024	Media violence	Khurana et al. (2019)	<i>Seminar exercise #5: Methodology for the seminar</i>
12 4.2.2024	Emotional and moral development and media	Cantor & Harrison (2022) de Leeuw & van der Laan (2018)	X

Note: The schedule for the second semester (Spring semester) will be determined based on student needs and will involve:

- Class on quantitative data collection and analysis
- Class on qualitative data collection and analysis
- Classes on seminar topics: Results section, discussion section, research ethics, presentations (public speaking)
- Personal meetings on seminar projects
- Presentations of research proposals
- Presentations of applied exercises



Course Goals

Course Description: Media use is a central leisure activity for children and adolescents. This seminar will employ a developmental lens to examine the link between young audiences and the media. Through examining central theories, research studies, and common methodologies, the seminar will review the unique characteristics of youth as media audiences, their media exposure and consumption habits, central content to which they are exposed (for example, violent content, advertising, and educational content), audience effects (for example, fright reactions and the construction of identity), and the importance of parental mediation of media exposure, interventions, and media literacy programs in mitigating the effects on children and adolescents. Students will conduct an original seminar research on the topic.

Course Goals:

Students are expected to earn knowledge and understanding of the relationship between youth and media across a large range of fields covered in the course. They are expected

to be able to critically evaluate academic articles relevant to the topics of the course. Ultimately, students are expected to create and carry out a complete empirical research project, from conceptualization to data collection and interpretation, on a specific research question of their choice within the large field of children, adolescents, and media.

Grading

Assignments & Requirements:

- Constructive participation in class discussion based on bibliography reading
- Submission of seminar exercises
- Submission of a research proposal
- Presentation of the research proposal
- Presentation of an applied exercise
- Submission of a seminar paper

Grade Composition:

- 10% Constructive participation in class discussion (Fall & Spring semesters, including: reflections on bibliographical readings and class topics, constructive feedback to fellow students on presentations/proposals, etc.)
 - 10% Submission of seminar exercises (Fall semester)
 - 15% Submission of a research proposal (At the end of the Fall semester)
 - 15% Presentation of the research proposal (Spring semester)
 - 10% Presentation of an applied exercise (Spring semester)
 - 40% Submission of a seminar paper (October 1, 2024)
-

Reading List

Bibliography:

Boerman, S. C., & van Reijmersdal, E. A. (2020). Disclosing influencer marketing on YouTube to children: The moderating role of para-social relationship. *Frontiers in Psychology, 10*. <https://doi.org/10.3389/fpsyg.2019.03042>

Cantor, J., & Harrison, K. (2022). Parent reports of children's fright reactions to news of the COVID-19 pandemic: Results from a national U.S. sample. *Media Psychology, 25*(4), 565-582. <https://doi.org/10.1080/15213269.2021.2009878>

Cote, A. C., Coles, S. M., & Dal Cin, S. (2020). The interplay of parenting style and family rules about video games on subsequent fighting behavior. *Aggressive Behavior, 47*, 135-147. DOI: 10.1002/ab.21931

de las Mercedes Martin-Perpina, M., Poch, F. V., & Cerrato, M. (2019). Media multitasking

impact in homework, executive function and academic performance in Spanish adolescents. *Psicothema*, 31(1), 81-87. DOI: 10.7334/psicothema2018.178

de Leeuw, R. N. H., & van der Laan, C. A. (2018). Helping behavior in Disney animated movies and children's helping behavior in the Netherlands. *Journal of Children & Media*, 12(2), 159-174. <https://doi.org/10.1080/17482798.2017.1409245>

Foulds, K., Peng, D., & Zaidic, S. (2021). Play safe with Sisimpur: An evaluation of a child injury prevention intervention in Bangladesh. *International Journal of Injury Control & Safety Promotion*, 28(1), 86-93. <https://doi.org/10.1080/17457300.2020.1846568>

Khurana, A., Bleakley, A., Ellithorpe, M. E., Hennessy, M., Jamieson, P. E., & Weitz, I. (2019). Media violence exposure and aggression in adolescents: A risk and resilience perspective. *Aggressive Behavior*, 45, 70-81. DOI: 0.1002/ab.21798

Selkie, E., Adkins, V., Masters, E., Bajpai, A., & Shumer, D. (2020). Transgender adolescents' uses of social media for social support. *Journal of Adolescent Health*, 66(3), 75-80. <https://doi.org/10.1016/j.jadohealth.2019.08.011>

Strasburger, V. C., Wilson, B. J., & Jordan, A. B. (2009). *Children, adolescents, & the media* (2nd ed.; 1-42). Thousand Oaks, CA: Sage.

Supanitayanon, S., Trairatvorakul, P., & Chonchiauya, W. (2019). Screen media exposure in the first 2 years of life and preschool cognitive development: A longitudinal study. *Pediatrics Research*, 88(6), 894-902. DOI: [10.1038/s41390-020-0831-8](https://doi.org/10.1038/s41390-020-0831-8)