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Nota di contenuto	Introduction -- Why media -- Why children -- Why global -- 1. Media and children at home -- The role of context -- Media diffusion in the family -- The role of media in the fabric of family life -- The social uses of television -- Parenting styles and mediation -- Media-related conversations -- Television as a talking book -- Conversations with siblings and peers -- Mediating fear reactions -- 2. Media and individual development -- Developmental theories -- Attention to and comprehension of screen content -- Development of attention to audio-visual content -- Relationship between attention to television and comprehension -- Development of viewing preferences -- Development of fantasy-reality distinction -- The development of genre distinction -- The importance of distinguishing between screen fantasy and reality -- The development of understanding of television characters -- The development of moral judgment -- Identification with media characters -- Children's fear reactions -- Television, imagination, and creativity -- A conceptual and methodological reflection -- 3. Media, learning, and literacy -- Media and school : two educational systems -- viewing television and school performance -- The audio-visual language and cognitive skills -- The development of

special viewing skills -- Learning from educational television -- New media learning and literacy -- Gaming and learning -- Television and language acquisition -- Acquisition of native language -- Acquisition of second language -- 4. Media and health-related behaviors -- Learning violent behaviors -- Cumulative effects of media violence -- Intervening variables -- Media, sex, and sexuality -- Gender and social expectations -- Pornography and teenage sexuality -- Media and advertising -- Advertising for children -- social and emotional wellbeing, and advertising -- Is advertising working? -- Media, alcohol, and smoking -- Media, obesity, and eating disorders -- Body image and eating disorders -- Media and pro-social behavior -- 5. Media and perceptions of self and society -- Media and gender -- Construction of gender roles -- Construction of gender identity I -- Gay identities -- The social construction of reality -- Violence and the "mean world" hypothesis -- Materialism -- Perceptions of "us" in comparison to "others" -- Cultural integration of immigrant children -- The construction of political reality -- The construction of conflicts -- Peacebuilding interventions -- Edutainment genres -- Americanization and globalization -- What is "America"? -- 6. Media, sociality and participation -- Social networking -- Comparing offline and online relationships -- Marginalized identities -- Risk and harm -- Cyberbullying -- Organized production and participation -- Civic engagement and activism -- 7. Media literacy education -- The central debates in media literacy education -- Media literacy education around the world -- Practical aspects of media literacy education -- The curriculum -- Teaching -- Assessment -- Evaluating media literacy education -- 8. Policy and advocacy -- Criteria for quality media -- Broadcasting policy for children -- Content-related policy issues -- Violence and sexually explicit content policy -- Television advertising policy -- Convention on television broadcasting for children and youth -- Internet-related policy issues -- Interventions on behalf of children -- Conclusions : growing up with media -- The changing nature of childhood -- Research involvement in debate -- Neither good nor bad.

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### Sommario/riassunto

"Taking a global and interdisciplinary approach, *Children and Media* explores the role of modern media, including the internet, television, mobile media and video games, in the development of children, adolescents, and childhood. Primer to global issues and core research into children and the media integrating work from around the world Comprehensive integration of work that bridges disciplines, theoretical and research traditions and methods Covers both critical/qualitative and quantitative approaches to the topic "--

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