



Detailed Course Syllabus

Academic Year	2023/2024	Semester	winter
Study Program	Graduate University Study	Specialization/ Major in	For Student Incoming Mobility
		Year of Study	1-2

I. BASIC COURSE INFORMATION

Name	CHILDREN, MEDIA AND DEVELOPMENT		
Abbreviation	IZBEPSIH13	Code	251863
Status	elective	ECTS	4
Prerequisites	Passed the subject "Development in the social context"		
<i>Total Course Workload</i>			
Teaching Mode	Total Hours	Teaching Mode	Total Hours
	30		30
Class Time and Place	Catholic University of Croatia - according to the published schedule		

II. TEACHING STAFF

Course Holder

Name and Surname	Marina Merkaš		
Academic Degree	PhD	Professional Title	Associate professor
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Office Hours	According to the published schedule		

Course Holder

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Course Holder

Name and Surname	Ana Žulec		
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<i>Course Holder</i>			
Name and Surname	Matea Bodrožić Selak		
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III. DETAILED COURSE INFORMATION

Teaching Language	Croatian language English language
Course Description	<p>Objectives of the course: Knowing the trends in the use of technology and media by children of different ages. Understanding the theoretical, methodological, and ethical aspects of research on the effects of digital technology and media use on children's development. Understanding the effects of digital device and media use on different aspects of children's development, well-being, and quality of life. Analyzing the role of different social environments (family, peers, and school) in the formation of habits and behaviors of digital devices and media use in children. Knowing the dangers and challenges of media and digital device use. Analyzing legal regulations regarding children's media use and children's digital environment. Applying of knowledge in the development and implementation of activities aimed at adopting healthy habits of media and digital device use in children.</p> <p>Course content: Technology, media, and children's lives: past, present, and future; Theoretical perspectives in media research; Methodological and ethical aspects of media research; Children of different ages and the use of technology and media; Media, physical development, and health of children; Media and cognitive development of children; Media and emotional development of children; Media and social development of children; Media, parenting, and family; Media, peers, and romantic relationships; Media, technology, and children's education; Digital games and toys; Dangers and challenges of media use; Digital environment and legal regulations and policies; Development and support of healthy media and digital device use habits</p>
Expected Educational Outcomes	Analyze trends and changes in children's habits of media and digital device use. Choose appropriate methods for research on media effects on children's development, well-being, and quality of life. Analyze ethical aspects of research and the use of media and digital devices. Evaluate the effects of the use of media and digital devices on the development, well-being, and quality of life of children of different ages. To analyze the role of family, peers, and school in shaping children's habits and behaviors when using media and digital devices. Apply knowledge when working with children and experts of different profiles with the aim of developing healthy habits of media and digital device use in children.

Textbooks and Materials

Required	Calvert, S. L., & Wilson, B. J. (Eds.). (2010). <i>The handbook of children, media, and development</i> . John Wiley & Sons. (selected chapters)
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Singer, D. G., & Singer, J. L. (Eds.). (2012). *Handbook of children and the media*. Los Angeles, CA: Sage Publications. (selected chapters)

Valkenburg, P. M., & Piotrowski, J. T. (2018). *Plugged In*. Yale University Press. (selected chapters)

Beyens, I., Pouwels, J. L., van Driel, I. I., Keijsers, L., & Valkenburg, P. M. (2020). The effect of social media on well-being differs from adolescent to adolescent. *Scientific Reports*, 10, 10763. <https://doi.org/10.1038/s41598-020-67727-7>

Fikkers, K. M., & Piotrowski, J. T. (2020). Content and person effects in media research: Studying differences in cognitive, emotional, and arousal responses to media content. *Media Psychology*, 23(4), 493-520. doi: 10.1080/15213269.2019.1608257

Fikkers, K. M., Piotrowski, J. T., & Valkenburg, P. M. (2019). Child's play? Assessing the bidirectional longitudinal relationship between gaming and intelligence in early childhood. *Journal of Communication*, 69(2), 124-143. doi: 10.1093/joc/jqz003

Donohue, C. (Ed.). (2017). *Family engagement in the digital age: Early childhood educators as media mentors*. New York: Routledge.

Gee, E., Takeuchi, L. M., & Wartella, E. (Eds.). (2017). *Children and Families in the Digital Age: Learning Together in a Media Saturated Culture*. New York: Routledge.

Lim, S. S. (2020). *Transcendent Parenting: Raising Children in the Digital Age*. New York: Oxford University Press.

Pouwels, J. L., Valkenburg, P. M., Beyens, I., Driel, I. I. & Keijsers, L. (2021). Social media use and friendship closeness in adolescents' daily lives: An experience sampling study. *Developmental Psychology*, 57(2), 309-323. <http://doi.org/10.1037/dev0001148>

Schofield Clark, L. (2014). *The Parent App: Understanding Families in the Digital Age*. New York: Oxford University Press.

van der Schuur, W. A., Baumgartner, S. E., Sumter, S. R., & Valkenburg, P. M. (2020). Exploring the long-term relationship between academic-media multitasking and adolescents' academic achievement. *New Media & Society*, 22(1), 140-158. <https://doi.org/10.1177/1461444819861956>

Supplementary

Examination and Grading			
To Be Passed	Exclusively Continuous Assessment No	Included in Average Grade	Yes
Prerequisites to Obtain Signature and Take Final Exam	Attending classes regularly (attendance at least 70% of classes) Obtaining a minimum of 35 points (out of a total of 100) during classes Preparation and presentation of a seminar paper		
Examination Manner	Oral		
Grading Manner	1. Teaching activities – 70%: colloquium – 25% colloquium – 25% seminar work – 20% 2. Final oral exam – 30% Numerical grading scale for student work: excellent (5) – 90 to 100% points very good (4) – 80 to 89.9% points		

good (3) – 65 to 79.9% points
sufficient (2) – 50 to 64.9% points
insufficient (1) – 0 to 49.9% points

**Detailed
Overview of
Grading within
ECTS**

TYPE OF ACTIVITY	ECTS credits - student load coefficient	PARTICI PATION RATE (%)
Attending classes	1.2	0
Seminar presentation	0.6	20
Colloquium - intermediate exam	0.7	25
Colloquium - intermediate exam	0.7	25
Total (during classes)	3.2	70
Final exam	0.8	30
Total (classes + final exam)	4	100

**Midterm Exam
Dates**

7th and 14th term of classes

**Final Exam
Dates**

According to the published schedule

IV. WEEKLY CLASS SCHEDULE

Lectures

Week	Topic
1.	Technology, media, and children's lives: past, present, and future
2.	Theoretical perspectives in media research
3.	Methodological and ethical aspects of media research
4.	Children of different ages and the use of technology and media
5.	Media, physical development, and children's health
6.	Media and cognitive development of children
7.	Media and emotional development of children
8.	Media and social development of children
9.	Media, parenting and family
10.	Media, peers, and romantic relationships
11.	Media, technology, and children's education

12.	Digital games and toys
13.	Dangers and challenges of media use
14.	Digital environment and legal regulations and policies
15.	Development and support of healthy media and digital device use habits

Seminars

Week	Topic
1.	Instructions for seminar paper
2.	Seminar presentation
3.	Seminar presentation
4.	Seminar presentation
5.	Seminar presentation
6.	Seminar presentation
7.	1st colloquium
8.	Seminar presentation
9.	Seminar presentation
10.	Seminar presentation
11.	Seminar presentation
12.	Seminar presentation
13.	Seminar presentation
14.	Seminar presentation
15.	2nd colloquium