Course Description

Sociocultural theory emphasizes the role of culture and society on individual development (Vygotsky, 1978). In the 21st century, media have become an essential feature of our culture and society, with the current generation of youth being the first to
be defined by technology and innovation. Today, children are raised surrounded by
digital media - from streaming programs and tablet apps designed for very young
children to social media platforms that are essential communication tools for teens’
friendships and romantic relationships. With this proliferation of media in children’s lives,
the purpose of this course is to consider developmentally how children at different ages
think, learn, and utilize these new technologies.

This interdisciplinary class will include research from psychology, communication and
education on media and technology during developmental ages and stages. It is ideal for
those who want to understand more about positive and negative roles of technology and
media in children's lives and who want to be able to apply this learning to the real world
and to future careers in a variety of disciplines such as research, the entertainment
industry or education. The class will cover topics including social media, video games,
and learning with technological tools from birth through emerging adulthood. We will
examine how age and stage, as well as content, context and the individual all influence
how media affect childhood development.

### Learning Outcomes

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<th>Expected Learning Outcomes</th>
<th>How to Achieve these Outcomes</th>
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| You will learn the fundamental concepts and issues regarding the impact of technology and media on the knowledge, attitudes and behaviors of children and adolescents.                                                                                           | ➢ By doing the readings BEFORE attending class, by listening to lectures and by participating by asking questions.  
➢ By investigating the media habits of a child with an unbiased lens (see project in assignments).                                                                                                                                                                                                                                                                                                                                                     |
| You will gain insight into how findings from the research on the impact of technology and media on development can be applied to everyday life, including your own.                                                                                                                        | ➢ By thinking deeply about your own media use, as well as discussing and sharing with your peers and the class during the reflection exercise.  
➢ By engaging with your peers about the topics we cover in class, even outside of class.                                                                                                                                                                                                                                                                                                                                                   |
| You will be able to evaluate popular news articles on digital media and connect the claims to the underlying research.                                                                                                                                         | ➢ By reading articles and looking to the underlying source materials.  
➢ By applying an understanding of statistics to your interpretation of the article (e.g. correlation does
Remember that you will accomplish the above objectives only if you do all that YOU are required to do – that is, coming to class, completing the assigned readings, and being active and engaged participants in class, as well as outside of class with your peers.

**Community Norms**

**Feedback and Engagement:** I value feedback and encourage participation. If you do not know the answer, please ask the question, as it is highly likely that others in the class will appreciate it. I will also appreciate you asking. Your participation and active questioning will help me identify and clarify any confusions.

I know each of you will have many good ideas and questions, and I look forward to hearing from all of you.

**Classroom Culture:** Please treat fellow students and the teaching staff with respect. This is an inclusive and equitable classroom, and every viewpoint is welcome. Everyone in the class is expected to support their colleagues. I welcome all constructive criticism, and none of us are perfect. If you want to share feedback, please feel free to come visit me in my office hours.

I want you to know I welcome divergent ideas. Remember that this is a relatively new field, and we are learning everyday about the impact of technology on our society and on human development. This means there are no right or wrong answers to many of the questions I will pose. I hope you and your fellow students will engage in discussions about the topics we study and do your best to be open to different viewpoints.

**Contacting Instructors:** If you have questions to ask outside of lecture or office hours, please check the syllabus FIRST, if the answer is not there, THEN email Anahit first (teaching assistant). If your question requires more than a 2-4 sentence response, Anahit may decide that the question is best addressed in lecture or office hours. We try to respond to emails within 48 hours during weekdays, often sooner.

**Required Text/Readings/Materials**


**Other readings each week:** This course will have a mixture of articles, journal articles, research reports, and popular articles. Some of the journal articles are experiments and some
are reviews. It is important to learn how to read the underlying science so you can review claims in popular media and critically think about what journalists are reporting on. The journal articles may be challenging to read, but I don’t expect you to understand the advanced statistics. I will review key takeaways in class from the articles and will not expect you to memorize everything in these articles.

PDFs will be posted on CCLE at the latest by Friday the week before. More articles may be added or the articles will change as we progress through the course; please make sure to check back frequently (at least once a week).

I welcome ideas for videos, popular articles or research. If you see something that you think is relevant for the course, please share with me!

Mentimeter: I use a classroom response system to test understanding, for our quizzes and to engage students. To use Mentimeter you will need a mobile device that has access to the Internet. The URL that you will need to access is menti.com. You access it from your browser on your computer or mobile device and put in a code to get access to the quiz.

I may also use the Zoom polls, which wouldn’t require you to go the mentimeter site.

Course Requirements (Assignments, Exams, etc.)

1. Lectures

Lectures will be live. We will record the lectures and put them on CCLE after the class for those who can not attend. Attendance is not required; however, you will learn best if you attend, listen and ask questions. Questions can be asked in the chat function for Zoom and are encouraged! Research shows that it is easier to focus in a synchronous and interactive format than watching a video, so if you can, please attend. It will also be more fun for you to interact with your fellow students.

During this time we will also do group activities in breakout rooms. One extremely popular activity I normally do is Reflections. In order to connect what we are learning to your own life and to what we read in the news, you are asked to spend a few minutes reflecting on your own media use or chatting about a popular article that says something about the news, talking about it with a small group in the breakout rooms and then come to share with the class. I will pose a few questions in class that will serve as the prompt for your reflection and discussion. You are also welcome to bring up something in the news that you’d like your group to discuss. We may also do other activities as well.

2. Test Your Learning (200 points)
Research shows that explaining a concept to other people helps cement learning. To that end, students will be required to create one multiple choice quiz question for each class. This is a new assignment, so please be patient as we work out the kinks. You will send your first quiz question to Anahit on 6/30, 5pm PST (two days before we present the quiz in class). She will tell you the best way to do this (through CCLE -- Google Form) in the first class meeting. Thereafter, you are required to send a quiz question 2 days before the next class. You are allowed to miss sending one question without penalty. We will then choose the best questions that reflect an array of the concepts learned and run the quiz with Mentimeter during class time. For those students who do not attend class, we will post the quiz and the answers in the deck that is posted after class.

Writing test questions is an art, and we hope you will try to make your questions difficult enough that the answer requires reading the materials and listening closely in lecture. But questions should not be about memorization; for example they shouldn't be on the names of the authors or the statistics in the articles but should instead test conceptual understanding. This is your chance to see what being a teacher is like! :)

Your score on the quiz will not be graded. The quiz itself is meant for you to test your learning so that when we have the final you will be well prepared.

3. Discussion content about what we speak about in class (120 points)

One time each week we will ask you to find content to post that relates to the topic we discussed the week before and to comment on two of your fellow students' posts. This will be posted on Campuswire. For example, you could find a video or a news article about kids using mobile, or a meme about parents on phones ignoring their kids. These will be graded based on their connection to what we discuss, so make sure you don’t post just anything, it really needs to relate to what we discussed in class the prior week. Each post is worth 15 points and comments are worth 5 points. Posts should be up by the end of the day Thursday. Comments to the posts should be up by Monday morning of the following week.

4. Project Assignment (330 points)

Assignment: Due 7/17 6PM PST, via CCLE through Turn it In in word doc format (not PDF)

In order to learn more about current media use in real life, you will be asked to investigate a child’s media use and practices. You can choose the age group you are interested in and the kind of media use. For example, if you are interested in toddlers, you can watch how they play with an app and ask questions, or let them watch a TV show and interview them afterwards as
to what they understood. Another example is you can interview adolescents about social media or video games. These are just examples and you are free to come up with something that interests you - age, etc. The goal of the interview is to listen with an open mind, observe and try to understand from a developmental perspective how the person you are interviewing interacts with media. I greatly prefer a child under the age of 18, but if you have no access to a child that young, then you may interview a child up to the age of 20. With COVID, we understand if may be harder to connect with a child; if you are at home with a younger sibling or relative, you are welcome to interview them. You can also do the interview over Zoom.

Here is a document (http://pages.ucsd.edu/~dkjordan/resources/InterviewingTips.html) that may be helpful for these kinds of ethnographic interviews; it is geared towards interviews with adults but offers many good guidelines and tips. When you interview kids, you will have different aspects to consider depending on the age.

I would also urge you to come visit Anahit and me in our offices hours well before you do the interview. We can review process and answer any of your questions.

After you do the interview, you will be asked to write it up into a 3 page interview essay in narrative format, double spaced (not including references). Longer than 4 pages will not be accepted. A strong paper will link what you learn to developmental tasks - such as language learning, identity development, etc.

Resources for the assignment:

- How to write an interview essay. (http://www.brighthubeducation.com/help-with-writing/97515-how-to-write-an-interview-essay/)
- I have posted a few example essays in CCLE and will post a rubric a few weeks before the paper is due. However, my philosophy on rubrics is that they are only meant as a loose guide on how essays are graded and can not capture all of the nuance and creativity that a strong essay exhibits. This means please don’t worry about sticking too closely to the rubric, we are more interested in the overall essence of the work you are doing here.
- Tips for interviewing children. http://www.lse.ac.uk/media@lse/research/EUKidsOnline/BestPracticeGuide/FAQ15.aspx
- I have also uploaded an article on CCLE that is excellent and gives tips on structuring the interview and reporting on the findings. Highly recommend you take a look.
- Consider organizing your interview to answer the following questions:
  - How do you and your family interact with media/technology?
  - How do you and your friends interact with media/technology?
  - What is your favorite/least favorite thing about media/technology?
Psychology 167 - Digital Media and Human Development
Summer 2020

○ What do you use media for?
○ How are you using media during the COVID-19 pandemic?
○ What is one thing you want the people who create the media you like to watch/ play/ interact with to know?

ADDITIONAL OPPORTUNITY (EC): We offer the opportunity to publish your interview on our website here: https://www.scholarsandstorytellers.com/gen-z-and-gen-alpha-media. If you are interested in this opportunity, email me, copy Anahit, and I will connect you to the person who manages our articles, who can give you guidelines. When you do the interview, you should ask the parent to sign the release form that I have put into CCLE. It would be great if you could get a photo of the child and/ or a short video to share. We find this personalization makes the interviews even stronger. **You can receive 5 extra credit points for doing this. Due 7/31 5 pm pst.**

6. Final Exam (350 points). The exam is meant to assess your overall understanding of the material, and will be less about your ability to memorize facts. The final will include multiple choice questions as well as short answers that assess students’ knowledge and understanding of class lectures and readings. It is cumulative and will cover all 6 weeks. It will be curved. The exam will be week 6 during class time from 10:45 - noon PST. All students must attend the exam unless prior arrangements are made. The exam is timed and open book.

6. Extra credit (5 points) Must be completed by 7/28
   ● You have the opportunity to earn extra credit points by participating in an experiment through the Psychology Department Subject Pool. Serving as a subject in an experiment provides students with direct exposure to psychological research. By participating in experiments, you will have the opportunity to contribute to ongoing research at UCLA while getting an inside glimpse of how research studies are conducted.

   By completing one hour of an experiment, you will get 5 points added to your final grade at the end of the quarter. I will give credit only for one hour.

   The posting and scheduling of experiments is handled via the Psychology Department Subject Pool system at [http://ucla.sona-systems.com/](http://ucla.sona-systems.com/). More information on how to use the system can be found at [http://www.psych.ucla.edu/undergraduate/subject-pool-experiment-participation](http://www.psych.ucla.edu/undergraduate/subject-pool-experiment-participation).
# Lecture and Reading Schedule
(please always check CCLE for most up-to-date assignments; order may change as well)

<table>
<thead>
<tr>
<th>Date/Assignments</th>
<th>Discussion Topic and Key Learning</th>
<th>Everything but Media Mom book chapters will be posted on CCLE on Friday Night before the week. Readings subject to change</th>
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<tbody>
<tr>
<td>Week 1 6/23</td>
<td>Review Course/Syllabus</td>
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<tr>
<td>Lecture</td>
<td><strong>Key Concepts:</strong> The Popular Narrative about Media - what is it and why is it consistently negative? Does this reflect the science?</td>
<td><strong>Book:</strong> Introduction and Chapter 1, <em>Parenting in the Digital Age</em></td>
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<td><strong>Popular Article:</strong> NY Times Article - Is ScreenTime Really Bad for Kids</td>
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<td><strong>Journal Article:</strong> The association between adolescent well-being and digital technology use</td>
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<td>Week 1 6/25</td>
<td>Why Development and Caregivers/ Parents</td>
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<tr>
<td>Lecture</td>
<td><strong>Key Concepts:</strong> Why Considering Childhood Development is Critical; Parental Role Modeling</td>
<td><strong>Policy Statement:</strong> Digital Childhood: Addressing Childhood Development Milestones</td>
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<td><strong>Book:</strong> Chapter 2, <em>Screen Time for Babies and Toddlers</em></td>
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<td><strong>Journal Article:</strong> Maternal Mobile Device Use During a Structured Parent–Child Interaction Task</td>
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| Week 2 6/30 | Caregivers/ Parents; Early Childhood | **Book Chapter:** How Parents Mediate Children’s Media Consumption  
**Report:** What the Research Says About the Impact of Media on Children Aged 0-3 Years Old  
**Journal Article:** Skype me! Socially Contingent Interactions Help Toddlers Learn Language |
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<tbody>
<tr>
<td><strong>Key Concepts:</strong> Ways in which screen time may impact Face to face time; Parental Mediation, Co-viewing; Socially contingent interaction</td>
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| Week 2 7/2 Test Your Learning (on 6/23 and 6/25) | Early Childhood | **Article:** Unwrapping the unboxing craze  
**Journal Article:** Advertising in Young Children’s Apps: A Content Analysis  
**Popular Articles:** YouTube unboxing, Ryan ToysReview, and how toys are changing; Mr Rogers Had a Simple Set of Rules for Talking to Children  
**Research Review:** What is Influencer Marketing and How Does it Influence Kids? |
| **Key Concepts:** Commercialization of Childhood; Content choices |
**Optional Journal Article:** Racial and Gender Differences in the Relationship Between Children’s Television Use and Self-Esteem: A Longitudinal Panel Study  
**Article:** Inequalities in the home influence children’s digital opportunities  
**Book:** Chapter 3, *The Mobile Era* |
| **Key Concepts:** Representation, inequity; Mobile Technology |
| Week 3 7/9 |
|------------------|-----------------------------------------------|
| Test Your Learning (7/2) | Childhood/Preadolescence | **Journal Article**: Smartphone Ownership as a Developmental Milestone  
**Journal Article** (optional): Early mobile phone ownership: Influencing the wellbeing of girls and boys in Ireland? |
| **Key Concepts**: Video Games - cognitive, social and emotional learning; influencers, porn | **Book**: Chapter 9, *Video Games and Learning*  
**Journal Article**: The Benefits of Playing Video Games  
**Popular article**: What teenagers are learning from online porn |

| Week 4 7/14 |
|------------------|-----------------------------------------------|
| Test Your Learning (7/7) | Adolescence | **Policy Report**: Social Media and Youth WellBeing  
**Journal Article**: Benefits and Costs of Social Media in Adolescence |
| **Key Concepts**: Social learning, Bullying; Social Media and individual differences | **Book**: Chapter 5, *Social Media and Social Lives*, Chapter 6, *Fame, FOMO and Selfies* |

| Week 4 7/16 |
|------------------|-----------------------------------------------|
| Test Your Learning (7/9) | Adolescence | **Journal Article**: Mobile phones in the bedroom: Trajectories of Sleep Habits and Subsequent Adolescent Psychosocial development  
**Journal Article**: Gender Matters: Experiences and Consequences of Digital Dating Abuse Victimization in Adolescent Dating Relationships |
| **Key Concepts**: Health, attention, sleep; Sexting, dating in the digital age |

| Week 5 7/21 |
|------------------|-----------------------------------------------|
| Test Your Learning (7/14) | Adolescence | **Book**: Chapter 8, *Education in the Digital Age*  
**Journal Article**: The impact of computer usage on academic performance: Evidence from a randomized trial at the United States Military Academy |
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<tr>
<th>Week 5</th>
<th>7/23</th>
<th>Test Your Learning (7/16)</th>
<th><strong>Guest speaker:</strong> Diane B. Ikemiyashiro VP, Current Series, Original Programming Disney Junior</th>
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<td><strong>Journal Article:</strong> Exploring the long-term relationship between academic-media multitasking and adolescents’ academic achievement</td>
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| Week 6 | 7/28 | Test Your Learning (7/21 and 7/23) | **Adolescence**  
**Key Concepts:** Cognition, Learning |
|--------|------|-----------------------------------|---------------------------------------------------------------------------------------------|
|        |      | **Journal Article:** Brain Drain: The Mere Presence of One’s Own Smartphone Reduces Available Cognitive Capacity  
**Popular Article:** Beyond Screen Time: Better Questions for Children and Technology in 2020 |

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<tr>
<th>Week 6</th>
<th>7/30</th>
<th>Test Your Learning (7/28)</th>
<th>Final</th>
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**Grading Policies**

**Late Assignments:** Late assignments will be docked 5% of the maximum score for the assignment for each day the assignment is late (e.g. 5% of 300 points would take your score down to 285 if one day late and so forth).

This course is NOT graded "on a curve." A criterion-based evaluation method is used instead. This means that your grade will not depend on others' performance but rather on your mastery of the content. Collaboration with peers is highly encouraged.

There will be no make-up exams or assignments unless there is an official University
excuse with proof of emergency or illness. If you do not notify the instructor about missing the exam within 24 hours from the time of the exam, you will receive 0 points for the exam. Exams and assignments will only be given at the times noted on this page unless otherwise informed.

The course grade will comprise of 1,000 points. I also offer an opportunity for extra credit.

**Overall Grading:**

Cutoffs points for final grades (grades will be rounded up - for example a 929.8 will be a 930 - A and a 929.4 will be a 929 - A-)

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>1000+</td>
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<tr>
<td>A</td>
<td>999 - 930</td>
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<tr>
<td>A-</td>
<td>929 - 900</td>
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<tr>
<td>B+</td>
<td>899 - 880</td>
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<tr>
<td>B</td>
<td>879 - 830</td>
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<tr>
<td>B-</td>
<td>829 - 800</td>
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<tr>
<td>C+</td>
<td>799-780</td>
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<td>C</td>
<td>779 - 730</td>
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<td>C-</td>
<td>729-700</td>
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<td>D+</td>
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**Policy on Incompletes:** To receive an Incomplete, you must have completed more than half the course, including the midterm exam, with passing scores. Be sure to check with the Undergraduate Advising Office and instructors if you are planning to take an Incomplete.

**Academic integrity:** Academic dishonesty, including, but not limited to, cheating or plagiarism, is a serious violation of UCLA’s code of student conduct. Any act of academic dishonesty will be reported to the Dean of Students’ Office for adjudication.  
https://www.deanofstudents.ucla.edu/Individual-Student-Code

**Accommodations for Disabilities:** If you wish to request an accommodation due to a disability, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the deaf). Website: www.osd.ucla.edu.

**Student Resources for Remote Learning:** We understand that these are difficult times and that everyone. Students, instructors, teaching assistants, and staff will be facing different struggles and worries. The uncertainty and challenge of navigating a new environment may feel overwhelming. You probably have a lot of questions and concerns, and we hope to address a few of them here and share some tips and resources on how to navigate an online learning environment. We are all learning together now, and we will all make mistakes and learn from them. Many valuable resources can be found here:
Respect for Diversity: We consider it part of our responsibility as instructors to address the learning needs of all of the students in this course. We will aim to present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin, among other personal characteristics. We also believe that a diversity of student experiences and perspectives is essential to deepening the knowledge of everyone in the course. Any feedback that you have about our handling of diversity-related topics is welcome throughout the course.

Zoom Recordings: This class is being conducted over Zoom. As the host, one of the instructors will be recording each session. The recording feature for others will be disabled so that no one else will be able to record this session through Zoom. No recording by other means is permitted. Each session will be posted on the CCLE class website after class. We encourage everyone to use their webcams so that we can create a classroom environment that approximates that of on-campus courses. If you have privacy concerns and do not wish to appear in the recording, do not turn on your video. If you also prefer to use a pseudonym instead of your name, please let us know what name you will be using so that we know who you are during the session. Pursuant to the terms of the agreement between Zoom and UCLA, the Zoom recordings are used only for educational purposes. UCLA also does not use the data for any other purpose. Recordings will be deleted when no longer necessary. However, the recording may become part of an administrative disciplinary record if misconduct occurs during a videoconference.

Campus Resources and Support Services around UCLA Available to Students:

- Academic Achievement Program: AAP advocates and facilitates the access, academic success, and graduation of students who have been historically underrepresented in higher education; informs and prepares students for graduate and professional schools; and develops the academic, scientific, political, economic, and community leadership necessary to transform society. Learn more at http://www.aap.ucla.edu

- Academics in the Commons at Covel Commons: (310) 825-9315 free workshops on a wide variety of issues relating to academic & personal success www.orl.ucla.edu (click on “academics”)

- Bruin Resource Center: Includes services for transfer students, undocumented students, veterans, and students with dependents. http://www.brc.ucla.edu/

- Career Center: Don’t wait until your senior year – visit the career center today! http://www.career.ucla.edu/

- Center for Accessible Education (Formerly Office for Students with Disabilities): A255 Murphy Hall: (310) 825-1501, TDD (310) 206-6083; http://www.cae.ucla.edu/
• College Tutorials at Covel Commons: (310) 825-9315 free tutoring for ESL/math & science/composition/and more! www.college.ucla.edu/up/ct/

• Counseling and Psychological Services Wooden Center West: (310) 825-0768; www.caps.ucla.edu

• Dashew Center for International Students and Scholars 106 Bradley Hall: (310) 825-1681; www.internationalcenter.ucla.edu

• Dean of Students Office; 1206 Murphy Hall: (310) 825-3871; www.deanofstudents.ucla.edu

• Lesbian, Gay, Bisexual and Transgender Resource Center Student Activities Center, B36: (310) 206-3628 www.lgbt.ucla.edu

• Letters & Science Counseling Service: A316 Murphy Hall: (310) 825-1965; www.college.ucla.edu

• Library: Get help with your research, find study spaces, attend a workshop, rent a laptop, and more. Learn more: http://www.library.ucla.edu/

• Students in Crisis: From the Office of the Dean of Students: Faculty and Staff 911 Guide for Students, commonly known as the “Red Folder.” This tool is intended to provide you with quick access to important resources for assisting students in need.

• Student Legal Services; A239 Murphy Hall: (310) 825-9894; www.studentlegal.ucla.edu

• Undergraduate Research Portal: The Undergraduate Research Portal helps students and faculty connect over research opportunities. It’s available now under the Academics tab on MyUCLA and can be directly accessed at, urp.my.ucla.edu

• Undergraduate Writing Center: Peer learning facilitators (PLFs) are undergraduates who understand the challenges of writing at UCLA. Scheduled appointment and walk-in options are available, see www.wp.ucla.edu/uwc for more information about writing programs and to get assistance with your writing.

• UCLAONE.com: UCLA ONE is UCLA’s interactive, online gateway for mentorship, professional networking, peer driven career advice and exclusive job leads. (Similar to LinkedIn for the UCLA community)