Center on Media and Child Health (CMCH)

2010 Children and Youth Positive Media Use Research Wrap-Up

1) Technology is *aiding* schools, providing educators with more interactive tools for teaching and giving students more opportunities to engage with classroom learning at home and beyond.

Sevindik, T. (2010). Future's learning environments in health education: The effects of smart classrooms on the academic achievements of the students at health college. *Telematics and Informatics*, 27(3), 314-322.

- This study puts forth the idea that smart classroom applications are effective environments that can be used as an alternative and a supplement to face to face educational environments in the institutions where health education is given.

Mahon, J., et al. (2010). Using Second Life to enhance classroom management practice in teacher education. *Educational Media International*, 47(2), 121-134.

- Results indicated that the students found the simulation to be a useful learning experience and put them in situations that forced them to think on their feet. Recommendations for future work with the simulation and for others considering the use of SL for educational purposes are discussed.

Wu, J. & Zhang, Y. (2010). Examining potentialities of handheld technology in students' academic attainments. *Educational Media International*, 47(1), 57 -67.

- This study concluded that handheld devices could be an addition to learning technologies in elementary schools.

Schoenfeld, E. R., Ng, P., Henderson, K., & Wu, S-Y. (2010). Using the Internet to educate adolescents about osteoporosis: Application of a tailored web-education system. *Health Promot Pract.* 11(1), 104-111.

- The study shows that an interactive educational Web site is an effective method for increasing awareness and understanding of osteoporosis in high school students.

2) Children's TV programming *can* have profound positive effects on child literacy, identity, and overall well-being, here and abroad.

Borzekowski, D. L. G. & Macha, J.E. (2010). The role of Kilimani Sesame in the healthy development of Tanzanian preschool children. *Journal of Applied Developmental*, 31(4), 298-305.

- This study shows that an educational media intervention directed towards very young children can have an impact on their healthy development, even in locales where populations have minimal resources and face extreme hardships.

Borzekowski, D.L.G & Henry, H.K. (2010). The impact of Jalan Sesama on the educational and healthy development of Indonesian preschool children: An experimental study. *International Journal of Behavioral Development*, Avaliable Online December 5.

- The study results revealed that children with the greatest exposure to Jalan Sesama performed better at early cognitive skills, literacy, mathematics, health and safety knowledge, social development, environmental awareness, and cultural awareness.

Munasib, A. & Bhattacharya, S. (2010). Is the 'Idiot's Box' raising idiocy? Early and middle childhood television watching and child cognitive outcome. *Economics of Education Review* 29(5), 873-883.

- This study concluded that despite the conventional wisdom and the ongoing populist movement, proactive policies to reduce children's television exposure are not likely to improve children's cognitive development and academic performance.

Ryan, E. L. (2010). Dora the Explorer: Empowering preschoolers, girls, and Latinas. *Journal of Broadcasting & Electronic Media*, 54(1), 54-68.

- This critique explored how Dora may change the "face" of children's television while empowering three traditionally powerless groups: preschoolers, girls, and Latinas.

3) While violent video games have been shown to incite viewers' aggression, prosocial video games can have positive effects on children's social behaviors.

Greitemeyer, T. and S. Osswald (2010). Effects of prosocial video games on prosocial behavior. *J Pers Soc Psychol*, 98(2): 211-221.

- Results further showed that exposure to prosocial video games activated the accessibility of prosocial thoughts, which in turn promoted prosocial behavior. Thus, depending on the content of the video game, playing video games not only has negative effects on social behavior but has positive effects as well.

4) Active video games *can* increase physical activity in children—though these shouldn't exceed time spent playing sports, playing actively outdoors, etc.

Foley, L. and R. Maddison (2010). Use of active video games to increase physical activity in children: A (virtual) reality? *Pediatr Exerc Sci*, 22(1), 7-20.

- This study found that compared with traditional nonactive video games, active video games elicited greater energy expenditure, which was similar in intensity to mild to moderate intensity physical activity. The results indicate that active video games may have the potential to increase free-living physical activity and improve body composition in children; however, methodological limitations prevent definitive conclusions.

Radon, K., et al. (2010). Feasibility of activity-promoting video games among obese adolescents and young adults in a clinical setting. *J Sci Med Sport*. Available Online September 11.

- The results indicate that the video games could have an impact on the activity of obese adolescents and young adults.

Fawkner, S. G., A. Niven, et al. (2010). Adolescent girls' energy expenditure during dance simulation active computer gaming. *J Sports Sci* 28(1), 61-65.

- This study found that dance simulation active computer games provide an opportunity for most adolescent girls to exercise at moderate intensity. Therefore, regular playing might contribute to daily physical activity recommendations for good health in this at-risk population.

Graves, L. E., et al. (2010). The physiological cost and enjoyment of Wii Fit in adolescents, young adults, and older adults. *J Phys Act Health*, 7(3), 393-401.

- In this study, Wii Fit appears an enjoyable exergame for adolescents and adults, stimulating light-to-moderate intensity activity through the modification of typically sedentary leisure behavior.

Biddiss, E. & Irwin, J. (2010). Active video games to promote physical activity in children and youth: A systematic review. *Arch Pediatr Adolesc Med*., 164(7), 664-672.

- The AVGs enable light to moderate physical activity. Limited evidence is available to draw conclusions on the long-term efficacy of AVGs for physical activity promotion.

White, K., Schofield, .G. & Kilding, A.E. (2010). Energy expended by boys playing active video games. *J Sci Med Sport*. Available online September 1.

- Whilst EE during AVG is game-specific, AVGs are not intense enough to contribute towards the 60min of daily moderate-to-vigorous physical activity that is currently recommended for children.

5) Community-based initiatives can have significant positive effects on educating kids about the importance of physical activity and how it contributes to fighting childhood obesity.

Bryant, C. A., A. H. Courtney, et al. (2010). Promoting physical activity among youth through community-based prevention marketing. *Journal of School Health*, 80(5), 214-224.

- This study found that community-based programs can augment and provide continuity to school-based prevention programs to increase physical activity among tweens.

Jackson, C. J., R. M. Mullis, et al. (2010). Development of a theater-based nutrition and physical activity intervention for low-income, urban, African American adolescents. *Prog Community Health Partnersh*, 4(2), 89-98.

- A community-academic partnership succeeded in developing a theater-based nutrition and physical activity intervention that satisfied participating adolescents.

Carlson, S. A., et al. (2010). Influence of limit-setting and participation in physical activity on youth screen time. *Pediatrics*, Available Online June 14.

- Parental rules regarding screen time and participation in physical activity play a role in the amount of screen time among children and adolescents. Programs that encourage limit-setting by parents and promote physical activity may reduce screen time among youth.

6) Media literacy programs for kids *can work* to educate them about making healthy lifelong decisions—about media and so much more.

Kupersmidt, J. B., et al. (2010). Media literacy education for elementary school substance use prevention: Study of media detective. *Pediatrics*, Available Online August 23.

- The findings from this study suggest that media literacy-based interventions may serve as both a universal and a targeted prevention program that has potential for assisting elementary school children in making healthier, more informed decisions about use of alcohol and tobacco products.

Webb, T.; Martin, K.; Afifi, A.A. & Kraus, J. (2010). Media literacy as a violence-prevention strategy: A pilot evaluation. *Health Promot Pract*, 11(5),714-722.

- This pilot study focused on the implementation and feasibility of the media literacy curriculum Beyond Blame: Challenging Violence in the Media. The results found that students in the media literacy curriculum scored much higher on the posttest compared with the students that did not participate in the evaluation.