



**Universiteit van Amsterdam  
Graduate School of Communication**

**Digital Media Lifestyles**

**· Seminar Handbook ·**

*Final Version for Semester 1, 2016*

Also see course blackboard page:

<http://blackboard.ic.uva.nl/>

---

**Course Instructor:**

Dr. Jessica Taylor Piotrowski  
[j.piotrowski@uva.nl](mailto:j.piotrowski@uva.nl) [meetings by request]

**Course Period:**

2016, Semester 1, block 1

**Course Meeting:**

Tuesdays 17:00 – 19:00, REC B2.03  
Thursdays 15:00 – 17:00, REC B2.05

---

## Table of Contents

<b>COURSE DESCRIPTION</b> .....	<b>3</b>
<b>COURSE GOALS</b> .....	<b>3</b>
<b>STUDY LOAD</b> .....	<b>3</b>
<b>COURSE MATERIALS</b> .....	<b>3</b>
<b>COURSE POLICIES</b> .....	<b>3</b>
ATTENDANCE .....	3
CLASS PARTICIPATION & EXPECTATIONS .....	4
ELECTRONIC COMMUNICATION.....	4
READINGS AND ASSIGNMENTS SUBMISSION .....	4
UVA POLICY ON ACADEMIC INTEGRITY .....	4
<b>COURSE GRADING</b> .....	<b>5</b>
INDIVIDUAL ASSIGNMENT: RESPONSE PAPERS (2) [30%] .....	5
INDIVIDUAL ASSIGNMENT: IN THE NEWS [10%] .....	5
GROUP ASSIGNMENT: MINI-LECTURE [10%].....	6
GROUP ASSIGNMENT: PRODUCT PITCH [20%].....	7
INDIVIDUAL ASSIGNMENT: FINAL PAPER [30%].....	7
PROFESSIONAL BEHAVIOR [MAXIMUM +/- ¼].....	8
RESIT POLICY .....	9
<b>COURSE SCHEDULE &amp; READING LIST</b> .....	<b>10</b>
WEEK 1A: SEPTEMBER 6 - COURSE INTRODUCTION .....	10
WEEK 1B: SEPTEMBER 8 – DIGITAL MEDIA LIFESTYLES, THEN AND NOW .....	10
WEEK 2A: SEPTEMBER 13 - DIGITAL MEDIA LIFESTYLES: TRENDS .....	11
WEEK 2B: SEPTEMBER 15 - DIGITAL MEDIA LIFESTYLES: KEY THEORIES .....	11
WEEK 3A: SEPTEMBER 20 – DIGITAL MEDIA & ENTERTAINMENT (PART 1) .....	12
WEEK 3B: SEPTEMBER 22 – DIGITAL MEDIA & ENTERTAINMENT (PART 2) .....	12
WEEK 4A: SEPTEMBER 27 - DIGITAL MEDIA & EDUCATION (PART 1).....	13
WEEK 4B: SEPTEMBER 29 - DIGITAL MEDIA & EDUCATION [PART 2, INCLUDES GUEST LECTURE] .....	13
WEEK 5A: OCTOBER 4 - DIGITAL MEDIA & MARKETING (PART 1).....	14
WEEK 5B: OCTOBER 6 - DIGITAL MEDIA & MARKETING (PART 2).....	14
WEEK 6A: OCTOBER 11 - DIGITAL MEDIA & HEALTH (PART 1) .....	15
WEEK 6B: OCTOBER 13 - DIGITAL MEDIA & HEALTH (PART 2).....	15
WEEK 7A: OCTOBER 18 - DIGITAL MEDIA & SOCIAL LIFE (PART 1).....	16
WEEK 7B: OCTOBER 20 - DIGITAL MEDIA & SOCIAL LIFE (PART 2).....	16
WEEK 8A: OCTOBER 25 – PITCHES, WRAP-UP, & COURSE EVALUATION .....	17
WEEK 8B: OCTOBER 27 – NO CLASS, FINISH FINAL PAPER .....	17

## **COURSE DESCRIPTION**

The use of and growth in digital media has been dramatic. Both commercial and nonprofit industries are now working to understand how they can capitalize on digital media with their audiences – reflecting on the “digital media lifestyles” of different audiences. In this class, students will become experts in the trends of digital media and will be able to identify the potential benefits of digital media for different audiences. We will look at the ways that digital media is being used throughout our lives –in marketing, health, entertainment, education, and social life. With each topic, we will ask how digital media use varies for different audiences. You will learn how to identify the best digital media for your message and for your target group. The class culminates in a group-based assignment in which students apply their digital media knowledge to the proposed development of a new digital media product for a specific target audience and topic. This is a hands-on project in which students are expected to apply their knowledge of user-centered design. This project provides students the opportunity to practice key skills that are critical for future careers in both commercial and nonprofit sectors.

## **COURSE GOALS**

Upon completion of this course, students should...:

1. ...strengthen their skills in processing and critically reflecting upon empirical research
2. ...know about the current trends in digital media (academic and industry)as well as the potential benefits of digital media for different audiences;
3. ...understand best practices in digital media, and the role of user-centered design in determining best practices;
4. ...be able to apply their knowledge of best practices in digital media to the development of a new digital media product;
5. ...be able to effectively communicate ideas to peers and professional audiences; and
6. ...be able to identify critical gaps and/or inconsistencies in our empirical knowledge about digital media.

## **STUDY LOAD**

A master’s elective seminar involves 6 ECTS, or 168 hours of study load. This means you will need to devote approximately 20 hours per week to this course.

## **COURSE MATERIALS**

All readings are available for download online using the UvA Digital Library or Google Scholar. If not available online, the materials will be made available on the course Blackboard page. A list of the assigned readings, along with their associated course dates, is included in this course handbook.

## **COURSE POLICIES**

### ***Attendance***

Students are expected to attend all classes, be prepared to discuss assigned readings, and participate fully in class activities. Attendance will be considered in the determination of overall achievement of class learning objectives. A maximum of two sessions may be missed (note: one week consists of two sessions!). Students are always expected to excuse themselves in advance via an email to the instructor prior to lesson start. If more than two sessions are missed – for whatever reason – the student will be expelled from the seminar. When you miss a meeting, you still are expected to submit the written assignments and exercises.

**Class Lateness Policy:** Students are expected to arrive at class on time. Lateness disturbs both the lecturer and your classmates. Being late twice will be considered as one nonattendance. *Please note:* After the lecture begins, the classroom door will be closed. If you arrive after this point, you must wait until the lecture break to enter the room. Lateness will be considered in the determination of overall achievement of class learning objectives.

### ***Class Participation & Expectations***

Classroom learning is a group activity that depends upon everyone's full participation in order to succeed. Students are expected to: be prepared to begin class on time, silence cell-phones and refrain from texting during class, read and be prepared to discuss assigned readings, submit assignments on time, and participate fully in class activities.

**Note about computers in classroom:** While students are permitted to have laptops in the classroom in order to take notes, please keep in mind that studies indicate that multitasking impairs your learning (Rosen, 2013) as well as your peers' learning. As such, in order to maximize your class time, please avoid off-task activities during lecture.

### ***Electronic Communication***

This course has an accompanying Blackboard website. Please check this website frequently as all announcements, assignments, lectures, and additional readings will be posted here. Primary means of communication outside of regular class hours is email. It is important that you check your UvA email account regularly. If you do not use your UvA email address as your primary email account, please arrange to have UvA email forwarded to your preferred account.

**Note about communication with instructor:** Students are provided with ample opportunity to ask questions during class lecture. However, if you have additional questions or otherwise need to speak with the instructor, you are welcome to email at [j.piotrowski@uva.nl](mailto:j.piotrowski@uva.nl). Please assume a minimum of 24 hours response time during normal business hours (Monday – Friday). All urgent emails should be marked “urgent” in the subject line.

### ***Readings and Assignments Submission***

All assignments and due dates can be found under the Course Schedule section of this handbook. Make/keep a copy of anything that you submit. The course schedule indicates an approximate timeline, but the exact due dates may change as per our progress. Any changes will be announced in class and on blackboard.

Regarding Late Assignments. Late assignments will not be accepted.

### ***UvA Policy on Academic Integrity***

Evidence of fraud or plagiarism will be taken seriously. UvA defines the following as examples of fraud and plagiarism: copying someone else's answers during examinations (cheating), cutting and pasting text from another source and presenting it as if it were your own work, or using someone else's text without proper acknowledgement of the source. UvA students are required to follow standard academic practices regarding citation and referencing. Students are expected to be familiar with the University of Amsterdam's regulations governing fraud and plagiarism.

## **COURSE GRADING**

Your final course grade will be based on a percentage reflecting your performance on two short response papers, a weekly 'in the news' task, two group projects (mini-lecture; final project), and a final course paper. In addition, your professional behavior will be factored into your final course grade.

### ***Individual Assignment: Response Papers (2) [30%]***

In the reading list for the course, you will see that most weeks there is a short popular press article also listed. These articles are included to help you see the application of this field outside of the academy. You are required to respond to **two** of these popular press articles. You may choose any two that you would like. During the week that the article is assigned, if you choose to respond to that article, you need to submit a short response that discusses the article and its relationship to the academic articles assigned for that week. You might consider how the popular press article you have read is similar or different to the empirical article you have read. You might discuss how the press article has raised questions for you about a specific empirical article. You might feel that the press article has a bias towards/against digital media that the academic literature supports or rejects. You might feel that the press article suggests important next steps for empirical research. This is your opportunity to reflect, as an informed researcher, on the popular press article you have read. A good response paper is one that considers the popular press article in the context of the empirical literature assigned for that week.

Each individual response paper is worth 15% of your final course grade (i.e., 30% in total). Response papers are due each week *prior to the b-session (Thursday) meeting* of the class. More details, including grading rubric, are available on Blackboard. To pass this class, both response papers should be graded with a 5.5 minimum.

#### ***Important Points:***

- It is not necessary to cite all of the empirical articles assigned for that week – just those that you feel have helped informed your response in some way.
- Looking for an example? Read the following Huffington Post article as well as the response to this article (also published on HuffPo)
  - o Article: [http://www.huffingtonpost.com/cris-rowan/10-reasons-why-handheld-devices-should-be-banned\\_b\\_4899218.html](http://www.huffingtonpost.com/cris-rowan/10-reasons-why-handheld-devices-should-be-banned_b_4899218.html)
  - o Response: [http://www.huffingtonpost.com/david-kleeman/10-reasons-why-we-need-re\\_b\\_4940987.html](http://www.huffingtonpost.com/david-kleeman/10-reasons-why-we-need-re_b_4940987.html)

### ***Individual Assignment: In the News [10%]***

At the beginning of each lecture, we will discuss some of the newest developments and/or issues associated with digital media in the news / popular press. This information comes from you and your classmates. Each week (i.e., a week runs from Sunday through Saturday), you are responsible for tweeting at least one relevant tweet about digital media. You are also encouraged to interact with other students' tweets by retweeting, commenting, etc. Your instructor will read and review all tweets, and a selection will be discussed at the beginning of class. All tweets must include the hashtag #DML16.

This assignment is worth 10% of your grade. In terms of scoring, you begin with a score of 6 points. Your final score can go below a 6 if you do not post weekly. Alternatively, exceptional posts and uses of Twitter may garner you a score up to a maximum of 10. To earn greater than a 6, you must post especially insightful posts, provides useful links to outside material, or offer consistently helpful and engaged responses to classmates' posts. Tweeting multiple times in some weeks will not make up for weeks that you miss. At the end of Week 8, you must turn in an archive of your tweets throughout the semester. This archive must be uploaded to Blackboard via the Assignments tab. You may want to use Twitter's built-in archiving tool to make this

easier (making sure to delete any content not associated with the class). To pass this class, the portion of your grade should be graded with a 5.5 minimum

*Important Points:*

- You will need a Twitter account for this assignment. You may set up a separate account just for this class. Please be sure to email me your username.
- If you are new to Twitter, this infographic might be helpful:  
<http://www.edudemic.com/a-visual-guide-to-twitter-for-beginners/>
- In your settings, you have the option to protect your tweets. Do not protect your tweets! If you protect your tweets, they will not show in the class hashtag list.
- As media studies professor David Silver states in his blog post “The Difference Between Thick and Thin Tweets,” tweets can be “thick” or “thin.” Thin tweets convey one level of information, and are usually declarative statements. Thick tweets, on the other hand, “convey two or more [layers of information], often with help from a hyperlink”. In this class, “thick” tweets are preferred as they are a better way to keep us all engaged in issues related to digital media. Want to see examples? Check out:  
<http://kellimmarshall.net/my-blog/thick-and-thin-tweets/>
- Every tweet posted to Twitter that is not “protected” is publicly viewable to anyone with the internet. Please be mindful of this when posting. You are responsible for the things you post online. Also, in this class, you should never post someone’s personal information online. Refer to your classmates and others by their online usernames, not their “real” names unless they tell you otherwise. Additionally, while disagreement, debate, and critique are encouraged, please remain respectful.

***Group Assignment: Mini-Lecture [10%]***

This group assignment consists of preparing part of the Thursday (b-session) meeting. The main objective of your 30 minute lecture is to help the other students in your class to process the literature, to critically approach the literature, and to connect the literature to practice.

For the first part of your lecture, you must address two academic articles - one obligatory article (appointed to the group by the lecturer, this article is designed with an asterisk \* on the reading list) and one extra article (this article you have to find yourself). Your extra article should: (1) be topically-linked to that week’s topic, (2) be developmentally-linked to the age range of the obligatory article, (3) highlight a viewpoint that contradicts or in some way expands the boundary conditions discussed in the obligatory article, and (4) focuses on some aspect of digital media. In the mini lecture, you should address the content of these two articles so that your audience can sufficiently understand both articles. In addition, you should offer a critique of this work – identifying what is known, the limitations of this knowledge, and where we go from here.

The second part of this mini lecture should be an application of the topic to real-world examples. In this part, you should highlight real-world examples of your digital media to the developmental period(s) that you are presenting on. You are encouraged to present on the newest applications of digital media for your specific target age (e.g., new website for older adults) or the newest ways that your target audience is using digital media (e.g., how teens are using Vine). Discuss what you have found and offer a critique. Based on your knowledge of best practices in digital media and your developmental knowledge, what is your assessment of this product? Or alternatively, why might your target audience be using media in that way? In order to engage your classmates, it is important that you use an interactive approach (i.e., interactive exercise) to help your classmates internalize what you have been discussing.

The group mini-lecture assignment is worth 10% of your final course grade. More details about this assignment, including grading rubric, are available on Blackboard. To pass this class, this assignment should be graded with a 5.5 minimum.

*Important Points:*

- You must upload your additional article to BB one week before your presentation so that your classmates have sufficient time to read this article.
- You must upload your presentation to BB prior to the lecture.
- Not all group members must present, but all members will receive the same grade.

**Group Assignment: Product Pitch [20%]**

This group assignment consists of pitching a new digital media product. For this group assignment, imagine that you have been asked by a company who is interested in developing a media product for their field of work (entertainment, education, health, marketing, or social life – field depends on the topic your group has been assigned). The company has no experience with digital media, but they feel that it is important for them to become involved with digital media. The company is rather large, and as a result, they have departments that target a range of ages. They have come to you (given your expertise in user-centered digital media design) and asked for your help. In fact, the company has approached several agencies to develop a digital media product and that they will pick the 'best' product based on an invited presentation (i.e., the pitch). In other words, be sure that your pitch convinces the client to hire you.

During your 10-minute pitch, you should:

- Provide sufficient background to help you audience understand the product.
  - o Explain the goals of your new digital media product
  - o Explain the target audience of your new digital product
  - o Explain why your target audience needs this product (i.e., justification)
- Clearly show what the product looks like (i.e., a prototype)
- Make sure to explain the decisions you made in the developing the prototype and how these decisions reflect best practices and the unique needs of your target audience

The group product pitch is worth 20% of your final course grade. More details about this assignment, including grading rubric, are available on Blackboard. To pass this class, this assignment should be graded with a 5.5 minimum.

*Important Points:*

- Be sure to be creative in developing your campaign and make sure to engage the audience during your pitch. Remember, you are presenting to an educated, non-academic professional audience. Academic jargon should be avoided. Be clear. Be engaging. Be creative.
- You must email your presentation, as well as a copy of the prototype (if email-able), to your instructor before the presentation.
- Not all group members must present, but all group members will receive the same grade.

**Individual Assignment: Final Paper [30%]**

In your final group assignment (the product pitch), you and your team are responsible for pitching a new digital media product for a specific audience and specific topic. During the development of your prototype, you and your team will be relying on the empirical literature to make decisions associated with your audience, your digital media format, and your topic. These decisions should be guided by the empirical literature. In industry, this is commonly termed desk research and forms an important component of the development of media content. For your final **individual** paper, you are expected to organize and coherently write about the desk research that occurred during this development.

This final individual paper should be formatted as a traditional academic paper. A strong paper is one that provides a justification for the decisions made in the development of your digital media product (in terms of age, topic, and digital media content/format). In particular, a strong

paper will respond to the following questions (not necessarily in this order) using empirical knowledge:

- What do we know about the cognitive / socio-emotional development of your target audience?
- What do we know about the media use of your target audience?
- Why is the digital media format / content you proposed appropriate for your target audience?
- What do we know about the topic (i.e., the goal of your digital media product) you are focusing upon?
- Why is the topic you are focusing upon appropriate for your target audience?
- Why is the topic you are focusing upon appropriate for the digital media format you chose?
- Given this target audience and this topic, what features are most important for this digital media format / content?
- What are the limitations towards your findings? Are there gaps in the literature that make it hard to know if certain aspects will be successful? Is there other information that you wish you knew to make your argumentation for the design of this product stronger? What additional research do we need to answer these questions?

These questions should be addressed using your knowledge of the empirical knowledge. While you are welcome to cite articles that have been used in class, you must also refer to literature that was not presented in class. You may include popular press articles in your references, where appropriate, however, you should have a minimum of 10 academic references in your paper (5 should be new references not previously mentioned in class). Although there are various ways in which this paper can be organized, you should write in a tone and style appropriate for an academic audience. You may use subheadings to help organize your paper, but it is important that your entire paper flow as a cohesive whole – this includes having both an introduction and conclusion in your paper to help frame your content.

*Important Points:*

- Given your collaboration on the final group project, it is likely that you and your teammates will be working from a common set of literature. This is fine. BUT – the paper you write is an **individual** paper. While there will be similarities across teammates in terms of audience, digital media format, topic, and cited literature, the final paper should reflect individual effort.

The final individual paper is worth 30% of your final course grade. More details about this assignment including grading rubric, are available on Blackboard. To pass this class, this assignment should be graded with a 5.5 minimum.

***Professional Behavior [maximum +/- ¼]***

Your professional behavior will be considered in your final grade for the course (maximum +/- ¼ point). Professional behavior includes attendance, active classroom engagement, completion of all assignments on-time, and active participation in group work. Please note that, in order to receive professional behavior points, your instructor is looking for efforts that go beyond normal course behavior. In other words, if you complete the normal course requirements sufficiently, you will receive no credit. However, not completing all tasks in a professional manner will result in a decreased credit (up to -1/4) while behaviors that exceed typical professional behavior norms can result in an increased final grade (up to +1/4).

***Resit Policy***

Students who do not pass one of the group assignments must complete an alternative assignment that will cover the key goals of the group assignment. The grade for this alternative assignment replaces the original grades for the mini-lecture (10%) or pitch (20%). Similarly, students who do not pass the in the news assignment (10%) must complete an alternative assignment that will cover the key goals of the in the news posting. Alternative assignments will be graded with a 6 maximum.

Students who do not pass the individual response papers (30%) or final paper (30%) must resit them. The original grade will be replaced with the grade for the resit. The resit will be graded with a 6 maximum. To be eligible for a resit, you are required to complete the original assignments on time. The resit will be organized within 6 weeks after the final class.

**COURSE SCHEDULE & READING LIST*****Week 1a: September 6 - Course Introduction***

No readings for Week 1a; download and review handbook from Blackboard

***Week 1a Deadlines:***                      None

***Week 1b: September 8 – Digital Media Lifestyles, Then and Now***

Jennings, N. & Wartella, E.A. (2013). Digital technology and families. In A.L. Vangelisti (Ed.), *The Routledge handbook of family communication, 2<sup>nd</sup> Edition* (pp. 448-462) New York: Routledge.

van Kruistum, C., Leseman, P.P.M., & de Haan, M. (2014). Youth media lifestyles. *Human Communication Research*. Advance online publication. doi: 10.1111/hcre.12033

***Week 1b Deadlines:***                      Complete assigned reading  
Set up Twitter account for in-class use  
Determine group preferences

<b><i>*Note: there is a good deal of complex reading assigned for Week 2 ...start early*</i></b>
--

**Week 2a: September 13 - Digital Media Lifestyles: Trends**

[OPTIONAL] Piotrowski, J.T., Vossen, H.G.M., & Valkenburg, P.M. (2015). Media and child development. In J.Wright (Ed.), *International Encyclopedia of the Social and Behavioral Sciences (2<sup>nd</sup> Ed.)*: Elsevier Press. [pgs. 1 – 3]

Lauricella, A.R., Cingel, D.P., Blackwell, C., Wartella, E., & Conway, A. (2014). The mobile generation: Youth and adolescent ownership and use of new media. *Communication Research Reports*, 31, 357-364.

Coyne, S.M., Padilla-Walker, L.M., & Howard, E. (2013). Emerging in a digital world: A decade review of media use, effects, and gratifications in emerging adulthood. *Emerging Adulthood*, 1, 125-138. doi: 10.1177/2167696813479782

Deursen, A. & van Dijk, J. (2014). The digital divide shifts to differences in usage. *New Media & Society*, 16, 507-526. doi: 10.1177/1461444813487959

*Popular Press Article*: Nelson, K. (2016, March 24). How much TV do millennials watch a day? Depends on what kind of millennial you are. *The Washington Post*.  
<https://www.washingtonpost.com/news/arts-and-entertainment/wp/2016/03/24/how-much-tv-do-millennials-watch-a-day-depends-on-what-kind-of-millennial-you-are/>

**Week 2a Deadlines:** Complete assigned reading  
Weekly digital media tweet

**Week 2b: September 15 - Digital Media Lifestyles: Key Theories**

Sherry, J.L. (2004). Flow and media enjoyment. *Communication Theory*, 14, 328-347.

Oliver, M.B. & Raney, A.A. (2011). Entertainment as pleasurable and meaningful: Identifying hedonic and eudaimonic motivations for entertainment communication. *Journal of Communication*, 61, 984-1004.

Sundar, S. & Limperos, A.M. (2013). Uses and grats 2.0: New gratifications for new media. *Journal of Broadcasting & Electronic Media*, 57, 504-525. doi: 10.1080/08838151.2013.845827

Valkenburg, P.M., Peter, J., & Walther, J.B. (2016). Media effects: Theory and research. *Annual Review of Psychology*, 67, 315-338. doi; 10.1146/annurev-psych-122414-033608

**Week 2b Deadlines:** Complete assigned reading  
Entertainment Grp: Post Additional Class Reading on BB

**Week 3a: September 20 – Digital Media & Entertainment (Part 1)**

Gee, J.P. (2006). Learning by design: Good video games as learning machines. In P. Messaris & L. Humphreys (Eds.) *Digital media: Transformations in human communication*. (pp. 173-186). New York: Peter Lang.

Lieberman, D.A., Fisk, M.C., & Biely, E. (2009). Digital games for young children ages three to six: From research to design. *Computers in the Schools*, 26, 299-313.

**Week 3a Deadlines:** Complete assigned reading  
Weekly digital media tweet

**Week 3b: September 22 – Digital Media & Entertainment (Part 2)**

Jansz, Jeroen (2005). The emotional appeal of violent video games for adolescent males. *Communication Theory*, 15, 219-241.

Oliver, M.B., Bowman, N.D., Woolley, J.K., Rogers, R., Sherrick, B.I., Chung, M. (2015). Video games as meaningful entertainment experiences. *Psychology of Popular Media Culture*. Advance online publication. doi: 10.1037/ppm0000066

Shafer, D.M. & Carbonara, C.P. (2015). Examining enjoyment of casual videogames. *Games for Health Journal*, 4, 452-459. doi: 10.1089/g4h.2015.0012\*

Additional reading selected by subgroup – posted on Blackboard

*Popular Press Article:* Kunzru, H. (2016, August 1). Why Pokémon Go is a game-changer for us all. *The Guardian*. <https://www.theguardian.com/commentisfree/2016/aug/01/pokemon-go-augmented-reality-game-changer>

**Week 3b Deadlines:** Complete assigned reading  
Entertainment Group Mini-Lecture  
Response Paper Due on Blackboard (before class)  
Education Grp: Post Additional Class Reading on BB

**Week 4a: September 27 - Digital Media & Education (Part 1)**

Junco, R., Heiberger, G., & Loken, E. (2010). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27, 119-132.

Khan, M.L., Wohn, D.Y., & Ellison, N.B. (2014). Actual friends matter: An internet skills perspective on teens' information academic collaboration on Facebook. *Computers & Education*, 79, 138-147. doi: 10.1016/j.compedu.2014.08.001

Revelle, G. (2013). Applying developmental theory and research to the creation of educational games. In F.C. Blumberg & S.M. Fisch (Eds.), *Digital games: A context for cognitive development. New directions for child and adolescent development*, 139, 31-40.

Falloon, G. (2015). What's the difference? Learning collaboratively using iPads in conventional classrooms. *Computers & Education*, 84, 62-77. doi: 10.1016/j.compedu.2015.01.010

**Week 4a Deadlines:** Complete assigned reading  
Weekly digital media tweet

**Week 4b: September 29 - Digital Media & Education [Part 2, includes GUEST lecture]**

Beavis, C., Muspratt, S., & Thompson, R. (2015). 'Computer games can get your brain working': Student experience and perceptions of digital games in the classroom. *Learning, Media, & Technology*, 40, 21-42, doi: 10.1080/17439884.2014.904339\*

Additional reading selected by subgroup – posted on Blackboard

*Popular Press Article:* Curtis, S. (2014, August 23). Digital learning: how technology is reshaping teaching. *The Telegraph*. <http://www.telegraph.co.uk/technology/news/11051228/Digital-learning-how-technology-is-reshaping-teaching.html>

**Note:** during the second half of lecture 4b, we will have a guest lecture by Tomas Sala, Creative Director at *Little Chicken*. Prior to this lecture, you should review the company website and prepare at least one question for Tomas. You may, if you choose, submit a response paper for this presentation as an alternative to a response to a popular press article. Your response to this lecture is due prior to lecture 5b.

**Week 4b Deadlines:** Complete assigned reading  
Review Little Chicken website, bring 1 question to class  
Education Group Mini-Lecture  
Response Paper Due on Blackboard (before class time)  
Marketing Grp: Post Additional Class Reading on BB

**Week 5a: October 4 - Digital Media & Marketing (Part 1)**

Huang, M. (2003). Designing website attributes to induce experiential encounters. *Computers in Human Behavior*, 19, 425-442. doi: 10.1016/S0747-5632(02)00080-8

van Noort, G., Antheunis, M.L., & Reijmersal, E. (2012). Social connections and the persuasiveness of viral campaigns in social network sites: Persuasive intent as the underlying mechanism. *Journal of Marketing Communications*, 18, 39-53. doi: 10.1080/13527266.2011.620764

Van Noort, G., Voorveld, H.A.M., van Reijmersal, E. (2012). Interactivity in brand websites: Cognitive, affective, and behavioral responses explained by consumers' online flow experience. *Journal of Interactive Marketing*, 26, 223-234. doi; 10.1016/j.intmar.2011.11.002

Montgomery, K.C., Grier, S.A., Chester, J., & Dorfman, L. (2013). The digital food marketing landscape: Challenges for researchers. In J.D. Williams et al. (Eds.), *Advances in Communication Research to Reduce Childhood Obesity* (pp. 221-242). New York: Springer.

**Week 5a Deadlines:** Complete assigned reading  
Weekly digital media tweet

**Week 5b: October 6 - Digital Media & Marketing (Part 2)**

Harris, J.L., Speers, S.E., Schwartz, M.B., & Brownell, K.D. (2012). US Food company branded advergames on the internet: Children's exposure and effects on snack consumption. *Journal of Children and Media*, 6, 51-68. \*

Additional reading selected by subgroup – posted on Blackboard

Burrows, C. & Blanton, H. (2015). Real-world persuasion from virtual-world campaigns: How transportation into virtual worlds moderates in-game influence. *New Media & Society*, 43, 542-570. doi: 10.1177/0093650215619215

*Popular Press Article:* Gower, G. (2014, November 3). Marketing to millennials: The rise of content co-creation. *The Guardian*. Available online at: <http://www.theguardian.com/media-network/2014/nov/03/marketing-millennials-content-creation>

**Week 5b Deadlines:** Complete assigned reading  
Marketing Group Mini-Lecture  
Response Paper Due on Blackboard (before class)  
Health Grp: Post Additional Class Reading on BB

**FEEDBACK ROUND:** Would you like feedback on either your group pitch or individual paper? If so, submit document(s) for feedback on Blackboard by Friday, October 7<sup>th</sup> at 17:00.

**Week 6a: October 11 - Digital Media & Health (Part 1)**

Hswen, Y., Murti, V., Vormawor, A.A., Bhattacharjee, R., & Naslund, J.A. (2013). Virtual avatars, gaming, and social media: Designing a mobile health app to help children choose healthier food options. *Journal of Mobile Technology in Medicine*, 2, 8-14.

[OPTIONAL] Ahn, S.J., Johnsen, K., Robertson, T., Moore, J., Brown, S., Marable, A., & Basu, A. (2015). Using virtual pets to promote physical activity in children: An application of the youth physical activity promotion model. *Journal of Health Communication: International Perspectives*, 20, 807-815, doi: 10.1080/10810730.2015.1018597

Blackman, K.C.A. et al. (2016). Developing mobile apps for physical activity in low socioeconomic status youth. *Journal of Mobile Technology in Medicine*, 5, 33-44.

Nabi, R.L., Prestin, A., & So, J. (2013). Facebook friends with (health) benefits? Exploring social network site use and perceptions of social support, stress, and well-being. *Cyberpsychology, Behavior, and Social Networking*, 16, 721-727. doi: 10.1089/cyber.2012.0521

**Week 6a Deadlines:** Complete assigned reading  
Weekly digital media tweet

**Week 6b: October 13 - Digital Media & Health (Part 2)**

Staiano, A.E., Abraham, A.A., & Calvert, S.L. (2013). Adolescent exergame play for weight loss and psychosocial improvement: A controlled physical activity intervention. *Obesity*, 21, 598-601.\*

Additional reading selected by subgroup – posted on Blackboard

*Popular Press Article:* Dosemagen, S. (2016, January 27). How social media is shaking up public health and healthcare. *The Huffington Post*. [http://www.huffingtonpost.com/shannon-dosemagen-/how-social-media-is-shaki\\_b\\_9090102.html](http://www.huffingtonpost.com/shannon-dosemagen-/how-social-media-is-shaki_b_9090102.html)

**Week 6b Deadlines:** Complete assigned reading  
Health Group Mini-Lecture  
Response Paper Due on Blackboard (before class)  
Social Life Grp: Post Additional Class Reading on BB

**Week 7a: October 18 - Digital Media & Social Life (Part 1)**

Beals, L. & Bers, M.U. (2009). A developmental lens for designing virtual worlds for children and youth. *International Journal of Learning and Media*, 1, 51-65.

Valkenburg, P.M. & Peter, J. (2011). Online communication among adolescents: An integrated model of its attraction, opportunities, and risks. *Journal of Adolescent Health*, 48, 121-127.

Koutamanis, M., Vossen, H.G.M., Peter, J., & Valkenburg, P.M. (2013). Practice makes perfect: The longitudinal effect of adolescents' instant messaging on their ability to initiate offline friendships. *Computers in Human Behavior*, 29, 2265-2272.

**Week 7a Deadlines:** Complete assigned reading  
Weekly digital media tweet

**Week 7b: October 20 - Digital Media & Social Life (Part 2)**

Karapanos, E., Teixeira, P., & Gouveia, R. (2016). Need fulfillment and experiences on social media: A case on Facebook and WhatsApp. *Computers in Human Behavior*, 55, 888-897.\*

Piwek, L. & Joinson, A. (2016). "What do they snapchat about?" Patterns of use in time-limited instant messaging services. *Computers in Human Behavior*, 54, 358-367. doi: 10.1016/j.chb.2015.08.026

Additional reading selected by subgroup – posted on Blackboard.

*Popular Press Article:* Hafford, M. (2015, October 26). Study finds Snapchat makes users happier than other social media. *Refinery 29*. <http://www.refinery29.com/2015/10/96434/snapchat-happiness-study>

**Week 7b Deadlines:** Complete assigned reading  
Social Life Group Mini-Lecture  
Response Paper Due on Blackboard (before class)

***Week 8a: October 25 – Pitches, Wrap-Up, & Course Evaluation***

There are no readings assigned for this class; finish your pitch and paper. Be prepared to deliver your pitch in-class.

***Week 8a Deadlines:*** Final Group Pitch In-Class

***Week 8b: October 27 – NO CLASS, FINISH FINAL PAPER***

There will be no 8b session. Use this time to finalize your individual research paper.

***Week 8b Deadlines:*** Individual Paper Due on BB on Friday, Oct. 28 by 17:00  
Tweet Archive Due on BB on Friday, Oct. 28 by 17:00

**NOTE REGARDING READINGS:**

All readings should be available through Google Scholar or the Digital Library. Copies of assigned book chapters and other hard-to-access materials will be made available on Blackboard. Readings marked with an asterisk (\*) are assigned for the mini-group lecture. Each week, prior to the b-session, response papers are due. Students are only required to submit two response papers on the topics of their choosing.