



Universiteit van Amsterdam
Graduate School of Communication

Youth and Media Master Track Specialization Seminar

Youth as Media Consumers

- Seminar handbook -

Final Version for Semester 2, Block 1-2, 2015

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Course Period	2015 Semester 2, block 1 and 2
Course Meetings	Tuesdays (a-session), 13:00 – 15:00, REC B2.05 Thursdays (b-session), 11:00 – 13:00, REC B2.03
Blackboard Page	http://blackboard.ic.uva.nl/
Turnitin Account	Course #9434273

Important Dates

First meeting	3 February 2015 (13:00)
Symposium	19 May 2014 (15:00)

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Please read this handbook in its entirety. There are many deadlines and it is important that you are aware of these deadlines so that you can prepare accordingly.

To access links in document, hold CTRL while clicking link. To go back, hold ALT + Left Arrow.

1. About the Course

Course Focus

In this Youth and Media specialization seminar, we identify and examine various age groups as media consumers, ranging from infancy (0-2 years) to emerging adulthood (18-25 years). Young people are the primary users of new media technologies, and both public and commercial institutions are increasingly compelled to tailor their offerings to the preferences of ever younger age groups. Social organizations from all over the world, including schools, governmental agencies, and public broadcasters, have an extensive need for knowledge about youth and media. This interest, however, is not exclusive to social organization. Advertisers, internet providers, and commercial networks are also highly interested in youth.

In the seminar, you will be prepared to satisfy this rapidly growing need for knowledge and advice about youth as media consumers. We will address several crucial developments in young people's media use and preferences, and define five distinct age groups that have distinct tastes and wants, and require different approaches to reach and satisfy them.

Specific questions that will be addressed are: How do (media) preferences develop from infancy to emerging adulthood? What are the consequences of these preferences for media use and effects? What predicts the successes and failures of media contents and technologies (e.g., computer games, advertising, social network sites) in different age groups?

During the seminar sessions we discuss theory and research on young people's development as media consumers. Special attention will be devoted to the ethical treatment of young people both as research subjects and as a target audience. Through various individual and group assignments, the acquired academic knowledge will be applied directly to practical cases and socially-relevant issues. An important asset of this seminar is that you will be trained to write a convincing consultancy report for a social or commercial organization. You will write two consultancy reports during this class, the first to practice this challenging skill. Based on extensive feedback on this first report, you will be able to fulfill the group assignment, in which you will write a more extensive consultancy report on how to reach a certain age group based on a research project addressing an existing case study.

Course Organization

The course consists of two parts, a theoretical and a practical part. The first part (1st 8 weeks of semester) focuses on the academic context of youth as media consumers. We consider

the various views on youth as consumers and research objects, and discuss theory and research on children and adolescents' development as media consumers. During this first part (Week 1-8), students attend two group sessions per week (a-session and b-session). In the a-session, students are introduced to the theory and literature on the assigned topic. In the b-session, students complete various individual and group assignments to more closely engage with and apply this information. Assessment will take place through a [midterm exam](#) (in week 5) and an [individual consultancy paper](#) (in week 8).

In the second part (Week 9-16), the acquired academic knowledge will be applied directly to practical cases in the [Company Meets Study](#) project. Youth communication agency *Youngworks* will provide real-life cases from social and commercial organizations in their network. Collaborating in small teams, students address one of the cases and conduct a consultancy research project. During this part, the consultancy teams have coaching sessions with the course coordinator. The consultancy project concludes with a symposium during which the teams present the outcomes of the projects to the respective organizations. The team's assessment is based on the progress and result of the total project. Finally, the seminar will be completed with an individual assignment in which students write an [academic report](#) based on the research conducted in the consultancy project.

Course Goals

After successful completion of this seminar, you will have gained knowledge about and insights in:

- the cognitive, emotional, and social development of children and adolescents and how this predicts their media use and preferences
- the most important views, theories, and empirical findings in the field of youth and media
- the methodological and ethical challenges of doing research with children and approaching children as consumers

In addition, you will be able to:

- critically analyze and adequately use scientific literature on youth and the media when answering research, advisory, and policy questions
- conduct a consultancy research project for a social or commercial organization
- write a convincing advisory report on how to target a specific age or gender group, for example, for a product promotion, a health campaign, or a media literacy program
- write a convincing academic report based on an empirical research project
- understand the ethical aspects of doing research with youth and dealing with youth as a target group, and to acknowledge your own responsibility and ethical conduct.

Study Load

A specialization seminar involves 12 ECTS, or 336 hours of study load. This means you will need to devote approximately 20 hours per week to this course. Please take this into account in your planning.

2. Rules and assessment

Attendance, preparation, and professional behavior

Attendance and active participation are required for all meetings and are **preconditions** for obtaining the final grade. Each week, you are expected to read the literature, prepare and submit all assignments on time, participate in the practical exercises, and actively participate in the discussions during the sessions.

Class Attendance: Regular attendance is **obligatory**. Only three sessions may be missed (Note that one week consists of two sessions!). Students are always expected to excuse themselves in advance via email to both course instructors. If more than three 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 on or before the deadline.

Class Lateness: You are expected to attend 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.

Assessment

Your final grade will be constructed as follows:

- [individual in-class midterm exam Part I](#) 15%
- [individual consultancy report Part I](#) 25%
- [group consultancy project \(presentation and report\) Part II](#) 30%
- [individual academic paper Part II](#) 30%

For assignment details, see chapter 5 in this handbook and visit the Blackboard site. To complete the seminar successfully, each assignment must be passed (grade ≥ 5.5).

Resit Policy & Late Assignments: For the midterm exam, there is one chance for reparation (*herkansing*). For each written assignment, there is also one chance for reparation (*herkansing*) for which the grade can never be higher than 6.0. Late assignments will not be accepted. You will automatically be required to complete a resit, for which the grade can never be higher than 6.0.

Professional Behavior: Your professional behavior will be considered in your final grade for the course (maximum of (+/-) ¼ point). Professional behavior includes attendance, active classroom engagement, completion of all assignments on-time, and active participation in your group consultancy project.

Language

All lectures and group meetings will be held in English. Written assignments may be written in either English or Dutch, with the exception of the Company Meets Students assignment which must be completed in English.

Fraud and plagiarism

The provisions of the regulations governing fraud and plagiarism for UvA students apply in full to students of this seminar. The text of these regulations can be found in the Education and Examination Regulations (*Onderwijs- & Examenreglement* http://www.student.uva.nl/mcw/downloads_formulieren.cfm). The electronic detection software program *Ephorus* will be used for the detection of plagiarism in all written assignments. In submitting a text, the student implicitly consents to the text being entered in the database of the detection program concerned. Fraud and plagiarism will always be reported to the Examination Committee.

In trouble?

In case you are experiencing problems of any kind (e.g., in making assignments, finding literature, etc.), please do not hesitate to contact the course coordinator. Most problems are easy to solve as long as they are addressed at an early stage. For other study-related problems (e.g., delay, problems of a personal nature), we refer you to the study advisor.

3. Literature

In the seminar, we use one book and several additional texts. In the description of the weekly sessions (section 4), you will find a detailed description of the weekly literature. The course book should be purchased before the seminar starts. It is available at Bol.com.

Bukatko, D. (2007). *Child and adolescent development: A chronological approach*.
Florence, KY: Cengage Learning.

The additional texts range from theoretical articles, to empirical articles, to popular press articles. All articles are required reading, and all can be accessed online. The specific location of the texts is indicated in the literature list.

4. Course Detail, by Week

YaMC PART I: Theory and Research about Youth as Media Consumers

The first part focuses on the academic context of youth as media consumers. We consider the various views on youth as consumers, and discuss relevant theory and research. You will attend two meetings per week: (a) a theoretical lecture session (Tuesday) and (b) an applied interactive group session (Thursday).

In preparation for the a-session, you are expected to have read the literature and handed in your responses to the reading questions. In the b-sessions, you will actively engage in the theme of the week via practical exercises and discussions. Each week, students will interview children from the developmental phase under focus. In weeks 2-4, students will work in teams of 2 or 3 to interview a child from the specific developmental phase of interest. These teams will be formed in class. In week 6, half of the students in the class will be assigned to interview an adolescent while the remaining half will be assigned to interview an emerging adult. Each week, students will share their experiences from these interviews in class.

Below you will find a detailed overview of the weekly themes and the literature you are expected to study as well as the related to-do list. (Note: to learn more about the to-do lists and news items, see the Assignments section of this handbook).

Week 1

Introduction: (Developmental) Views on youth as media consumers

During this first week, we get acquainted with each other and with the course. We address various views on youth as media consumers, discuss what we mean by the key terms in the title of the seminar, and discuss why this course takes a developmental approach to understanding youth as media consumers.

Academic Literature:

Prensky, M. (2001). Digital natives, digital immigrants. *On the horizon*, 9, 5, 1-6. [ONLINE: GOOGLESCHOLAR.COM]

Bennett, S., Maton, K., & Kervin, L. (2008). The 'digital natives' debate: A critical review of the evidence. *British Journal of Educational Technology*, 39, 775-786. [ONLINE: GOOGLESCHOLAR.COM]

Bukatko (2007). Part three [BOOK]:

- Chapter 1, pp. 17-35 (Theories of Development)

To-Do List:

a-session: Before Tuesday meeting:

- explore blackboard; download and read course handbook; purchase book
- begin reading literature and reflect upon reading questions

b-session: Submit reading responses **by Wednesday at 13:00** (via Blackboard, 1-2 A4):

1. Prensky (2001) and Bennett et al. (2008) give different views on young people. Which text appeals to you most and why?
2. Prensky (2001) describes a divide between digital natives and digital immigrants. Do you consider yourself a native or an immigrant and why?
3. The first chapter of Bukatko (2007) discusses different theories of child and adolescent development. Define and discuss the key concepts in Piaget's cognitive-developmental theory, including schemes, assimilation, accommodation, and equilibration.

****Don't forget! Post relevant news item on Twitter (#yamc15) before b-session.**

Week 2

Development (I): Infancy and toddlerhood (0-2)

During this week we address the cognitive, social, and emotional development of infants and toddlers. The theoretical a-session will discuss the development of children in this early phase and how that relates to various aspects of their consumer behavior. We will also discuss the current debate in the field surrounding this time period and children's media use. In the applied b-session, [students](#) will present their interviews with toddlers and link their observations to the literature.

Academic Literature:

Bukatko (2007). Part three [BOOK]:

- Chapter 5, pp. 169-183 (Basic learning processes and sensory development)
- Chapter 6, pp. 188-227 (Perception, cognition, and language)
- Chapter 7, pp. 236 -247 (Social and emotional development)

Valkenburg, P. M., & Vroone, M. (2004). Developmental changes in infants' and toddlers' attention to television entertainment. *Communication Research*, 31, 288-311. [ONLINE: GOOGLE SCHOLAR]

Courage, M.L., & Howe, M. (2010). To watch or not to watch: Infants and toddlers in a brave new electronic world. *Developmental Review*, 30, 101-115. [ONLINE: GOOGLE SCHOLAR]

Popular Press Literature:

Singer, N. (2013, August 7). Children's advocacy group faults learning apps for babies. *The New York Times*. [ONLINE: [HTTP://BITS.BLOGS.NYTIMES.COM/2013/08/07/CHILDRENS-ADVOCACY-GROUP-FAULTS-LEARNING-APPS-FOR-BABIES/?SMID=TW-SHARE&_R=0](http://bits.blogs.nytimes.com/2013/08/07/childrens-advocacy-group-faults-learning-apps-for-babies/?smid=tw-share&_r=0)]

To-Do List:

a-session: Submit reading responses on Blackboard **before** Tuesday meeting:

1. At what age do infants start to watch television, and why at this very time?
2. Mention three important developmental features of babies and toddlers, and argue how these can influence their consumer behavior.
3. Is the video deficit hypothesis evidence that children under 2 years old cannot learn from television or baby DVDs? Why or why not?
4. Briefly explain the main debate surrounding learning apps for babies.

b-session: Prepare **before** Thursday meeting (note: email Sanne on Wednesday).

- View examples of baby entertainment (baby tv) online, **email Sanne** links to any good practices of baby entertainment that you can find **by Wednesday at 13:00**.
- Before Thursday, prepare an answer to the following question: Suppose you had to design an educational program for toddlers (1 ½ year-olds). What content would you include and what would you definitely not include? Be prepared to discuss in class.

**Don't forget! Post relevant news item on Twitter (#yamc15) before b-session.

Week 3

Development (II): Early childhood (3-6)

During this week we address the cognitive, social, and emotional development of boys and girls in early childhood. The theoretical a-session will discuss the development of children in this early phase and how that relates to various aspects of their consumer behavior. In the applied b-session, [students](#) will present their interviews with children in early childhood and link their observations to the literature.

Academic Literature:

Bukatko (2007). Part four [BOOK]:

- Chapter 8, pp. 275 (Perception in early childhood) to 302 (language development)
- Chapter 9, pp. 309-335 (Social and emotional development)
- Chapter 10, pp. 358 (peer relations) to 372 (media use)

Valkenburg, P. M., & Cantor, J. (2000). Children's likes and dislikes of entertainment programs. In D. Zillmann & P. Vorderer (Eds.), *Media entertainment: The psychology of its appeal* (pp. 135-152). Hillsdale, NJ: Erlbaum. [ONLINE: WWW.CCAM-ASCOR.NL] **only read early childhood section**

Bond, B.J. & Calvert, S.L. (2014). Parasocial breakup among young children in the United States. *Journal of Children and Media*, 8, 474-490. doi: 10.1080/17482798.2014.953559

To Do List:

a-session: Submit reading responses **before** Tuesday meeting:

1. Mention three important cognitive differences between toddlers and preschoolers, and argue how these differences should influence our choices for specific educational program content.
2. Mention three important socio-emotional differences between toddlers and preschoolers, and argue how these differences should influence our choices for specific educational program content.

b-session: Prepare **before** Thursday meeting (note: email Sanne on Wednesday).

- Go online and search for specific criteria and guidelines for well-designed apps for 5-7 year olds. What are criteria of a well-designed app for this age category?
- Based on the guidelines that you have found, select one app that you think is well-designed and appropriate for 5- to 7-year-olds. List three reasons why you feel that this particular app meets children's psychosocial needs.
- *Note: **Email Sanne** identified criteria and name of app by **Wednesday at 13:00.***
- Be prepared to present your case in class.

****Don't forget! Post relevant news item on Twitter (#yamc15) before b-session.**

Week 4

Development (III): Middle childhood (7-12)

During this week we address the development of children in middle childhood. We will specifically focus on the commercial aspects of their consumer behavior. In the b-session, [students](#) will present their interviews with children in middle childhood and link their observations to the literature.

Academic Literature:

Bukatko (2007). Part five [BOOK]:

- Chapter 11, pp. 376-410 (Physical, cognitive, and language development)
- Chapter 12, pp. 414-443 (Social and emotional development)
- Chapter 13, pp. 456-470 (Peer relationships in middle childhood)

Blackwell, C.K., Lauricella, A.R., Conway, A., & Wartella, E. (2014). Children and the internet: Developmental implications of website preferences among 8- to 12- year old children. *Journal of Broadcasting & Electronic Media*, 58, 1-20.
doi:10.1080/08838151.2013.875022 [ONLINE: GOOGLE SCHOLAR]

Valkenburg, P. M., & Cantor, J. (2000). Children's likes and dislikes of entertainment programs. In D. Zillmann & P. Vorderer (Eds.), *Media entertainment: The psychology of its appeal* (pp. 135-152). Hillsdale, NJ: Erlbaum. [ONLINE: WWW.CCAM-ASCOR.NL] **read middle childhood section**

Popular Press Literature:

Stuart, K.. (2013, September 5). Minecraft at 33 million users – a personal story. *The Guardian*. <http://www.theguardian.com/technology/2013/sep/05/minecraft-33-million-users>

To Do List:

a-session: Submit reading responses **before** Tuesday meeting:

1. Search for three cognitive characteristics of children in middle childhood, and argue how these may influence their preferences for program content.
2. Search for two socio-emotional characteristic and argue how these may affect their program preferences.

b-session: Prepare **before** Thursday meeting (note: email Sanne on Wednesday).

- Blackwell and colleagues list several popular websites for children in middle childhood. Using the knowledge that you gained from the literature and Tuesday's lecture, review two of these websites and explain what features of these websites map onto the cognitive and social-emotional development during middle childhood. Based on your review, what features would you argue are important for websites targeting children in middle childhood?
- **Email Sanne** your website selections by **Wednesday at 13:00**
- Make notes of your main findings and conclusions and bring them to class.

**Don't forget! Post relevant news item on Twitter (#yamc15) before b-session.

[Week 5](#)

Individual midterm exam Part I & Assignment Introduction

In this week, during the a-session, you will complete your [midterm examination](#) in-class. During the b-session, you will learn the details of the [individual consultancy report](#). The assigned reading for this week will *not* be included on the midterm examination. It is required for the b-session.

Academic Literature (for b-session):

Bowden. H1 (Preparation and Planning)

Bowden. H4 (A Style Guide to Good Report Writing)

Buijzen, M., Van Reijmersdal, E. A., & Owen, L. H. (2010). Introducing the PCMC model: An investigative framework for young people's processing of commercialized media content. *Communication Theory*, 20(4) DOI:10.1111/j.1468-2885.2010.01370.x

[To Do List:](#)

a-session:

- Prep for midterm. Be sure to review all slides and course readings from weeks 1 through 4.

b-session:

- Read handbook description of individual consultancy report. Bring questions with you to class.
- Think through how the PCMC model (assigned b-session reading) can be used in your individual consultancy report. In particular, think about what type of messages are likely to be elaborated upon by youth?

**No news items this week.

Week 6

Development (IV): Adolescence and emerging adulthood (12+)

In week 6, we address the development of young people in adolescence and emerging adulthood. In the b-session, [students](#) will present their interviews with adolescents emerging adults and link their observations to the literature.

Academic Literature:

Bukatko (2007). Part six [BOOK]:

- Chapter 14, pp. 495-526 (Physical and cognitive development)
- Chapter 16, pp. 551-564 (Parent and peer relationships).

Magee, S. (2014). High school is hell: The TV legacy of Beverly Hills, 90210 and Buffy the Vampire Slayer. *The Journal of Popular Culture*, 47, 877-894. [ONLINE: GOOGLE SCHOLAR]

Lauricella, A., Cingel, D., 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. [ONLINE: GOOGLE SCHOLAR]

Arnett, J. (2004): A longer road to adulthood. In: *Emerging adulthood: The winding road from late teens through the twenties* (chapter 1). Oxford: Oxford University Press. [ONLINE: <http://www.jeffreyarnett.com/windingroad.htm>]

Coyne, S., 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, 125-317. [ONLINE: GOOGLE SCHOLAR]

To Do List:

a-session: Submit reading responses **before** Tuesday meeting:

1. Identify three characteristics of adolescence, and argue how these may influence their preferences for certain media content.
2. Identify three characteristics of emerging adulthood, and argue how these may influence their preferences for certain media content.
3. Reflect on the Arnett text briefly – do you recognize some of the things he mentions? Why or why not?

b-session: Prepare **before** Thursday meeting (note: send email on Wednesday)

- Visit MTV.com and select at least three television shows for further analysis. Mail your selection to Sanne Oprea on **Wednesday before 13.00**.
- For each of the three shows, list three features of the show that are likely to appeal to adolescents and three that are likely to appeal to emerging adults. If you believe that a show will not appeal to one of these age groups (adolescents or emerging adults), explain why.
- Be sure to bring your responses to class.

**Don't forget! Post relevant news item on Twitter (#yamc15) before b-session.

Week 7

Youth & Media In-Practice

During week 7, there will be **no a-session**. You are expected to use this time to work on your individual consultancy report*. During the b-session, you will hear from an invited speaker on his/her experience working in the youth and media field. This is an opportunity to see how youth-based research is used in practice. **This is a required lecture.**

**Note:* during this week, a discussion board associated with the individual assignment will be available on Blackboard. If you have any questions as you are working on this assignment, you are welcome to post them here.

To Do List:

a-session

*There will be no a-session this week. Instead, use this time to work on your individual consultancy report.

b-session: Prepare **before** guest lecture

- To be updated once guest lecture is finalized

**Don't forget! Post relevant news item on Twitter (#yamc15) before b-session.

Week 8

Doing Research with Youth

During this week's a-session, we will focus on ethical, practical, and methodological issues in doing research with youth. Then, during the b-session, you will learn details of the [Company Meets Student](#) project including the aims of the project, the participating companies, and the assignments (i.e., presentation, report, final individual academic paper) associated with Company Meets Student.

Academic Literature:

- Greig, A., Taylor, J., & MacKay, T. (2007). *Doing research with children*. Chapter 9 (Ethics of doing research with children) [BOOK CHAPTER ON BLACKBOARD]
- Borgers, N., De Leeuw, E., & Hox, J. (2000). Children as respondents in survey research: Cognitive development and response quality. *Bulletin de Méthodologie Sociologique*, 66, 60-75. [ONLINE: GOOGLESCHOLAR.COM]
- Hill, M., Laybourn, A., & Borland, M. (1996). Engaging with primary-aged children about their emotions and well-being: Methodological considerations. *Children and Society*, 10, 129-144. [ONLINE: DIGITAL LIBRARY]

To Do List:

a-session: Submit reading responses **before** Tuesday meeting:

1. Bennett et al. (2008) (week 1) conclude that more research is needed to confirm (or reject) the claims about the new youth generation. How could these claims be investigated in an empirical study?
2. Based on the research articles (Borgers et al., 2000; Greig et al., 2007; Hill et al., 1996), what would be the ethical, practical, and methodological issues you would encounter in such a study (Q1)?

b-session

*There is no to-do list associated with this week's b-session. Your individual consultancy report is due before the start of the b-session (**Thursday, March 26th**).

**Don't forget! Post relevant news item on Twitter (#yamc15) before b-session.

YaMC PART II: Consultancy Research Project

In the second part of this course, the acquired academic knowledge will be applied directly to practical cases and socially-relevant issues. Youth communication agency *YoungWorks* will provide several real-life cases from social and commercial organizations in their network. Collaborating in small research teams, you will address a case for one of the client organizations. During this part, you and your research team will have weekly coaching sessions with your coach. Below, you will find an overview of Part II.

[Week 9](#)

Company Meets Student: Official Kick-off with YoungWorks

This week forms the introduction to the second part of the seminar. In week 8, teams will be formed and assigned to the clients. In week 9, during the a-session, a representative from YoungWorks will give a lecture about consultancy research. **Prior to the Week 9 b-session, each individual team members will write and submit a [preliminary project proposal](#), containing a research question, methodological approach, planning, and literature list.** During the Week 9 b-session, you will work with your team to form one unified research proposal. You will also have the opportunity to ask questions about the consultancy project.

Literature (45 pp.):

Greig, A., Taylor, J., & MacKay, T. (2007). *Doing research with children*. [BOOK CHAPTERS ON BLACKBOARD]

- Chapter 5 (The importance of questions)
- Chapter 8 (Consultation and participation with children in research)

Isaksen, K. J., & Roper, S. (2010). Research with children and schools: A researcher's recipe for successful access. *International Journal of Market Research*, 52, 303-318. [ONLINE: DIGITAL LIBRARY]

[To Do List:](#)

a-session: Submit reading responses **before** Tuesday meeting:

1. Please review YoungWorks website to learn more about the company and their varied experience working with youth. [<http://www.youngworks.nl/>]
2. In preparation for the YoungWorks lecture, bring with you two questions about how to conduct consultancy research that you would like addressed during this session. Students will have time to ask questions during the session.

b-session: Prepare by Wednesday at 13:00

1. Upload your preliminary individual project proposal on Blackboard by Wednesday at 13:00.

****Don't forget! Post relevant news item on Twitter (#yamc15) before b-session.**

Week 10

Fine-tuning research design proposal & Participant Recruitment

During Week 10, the consultancy teams are expected to meet their client organizations and discuss the preliminary group proposal (formed in Week 9 b-session). Based on the client meeting, the proposal is adjusted according to the client's wishes. As of this week, all research teams keep a diary log of their activities and progress, including the minutes (*notulen*) of the meetings held. The group should begin to recruit participants for the research project. Do not underestimate how long recruitment can take. Coaching sessions are available by request during the Tuesday a-session timeslot. *There are no course meetings this week.*

Note: A draft of the final research design proposal for the group consultancy project is completed by the end of this week, resulting in a final research design and project planning. The [final research design](#) is submitted on **Friday, April 10th at 17:00** and discussed during the following week in the booked coaching session.

Literature

- All relevant course literature
- Self-collected literature relevant to case (at least 10 academic sources)
- Self-collected literature on research methodology

Week 11

Final research design proposal & Participant Recruitment

During Week 11, you will discuss the final research design proposal during the (**required**) booked coaching session on **Tuesday, April 14th**. Send an agenda for the coaching session with your main questions **before Monday, April 13th at 13:00**. During this week, the research teams should continue to recruit participants for their research project. *There will be no meetings on Thursday this week.*

Weeks 12-13

Data collection

During these weeks, the consultancy teams will conduct the proposed research (i.e., designing your research materials and conducting the study) and begin analyzing your data and formulating conclusions and recommendations. In week 13, you will discuss the results of your research during the (**required**) booked coaching session on **Thursday, April 30th**. Send an agenda for the coaching session with your main findings and (any) questions **before Wednesday, April 29th at 13:00**. *There will be no meetings during Week 12, and no meeting on Tuesday of Week 13.*

[Week 14](#)

Wrap-up & Presentation Prep

In Week 14, you will complete a preliminary version of your report as well as begin work on your presentation. A [preliminary version](#) of your group consultancy report is due on **Wednesday, May 6th by 13:00**. On Thursday, there is a plenary session to wrap up the course. You will exchange experiences with your fellow students. Additionally, each team is expected to bring a rough draft of their symposium PowerPoint presentation to class for review. You will receive tips from your instructor on best practices for your presentation, including identifying who will present the content. You will be shown an example of a successful PowerPoint presentation from a previous year as well. Lastly, you will receive feedback on the preliminary group consultancy report and extra information about the final individual academic paper. *There will be no Tuesday meeting this week.*

[Week 15](#)

Completion of the project

In week 15, you will finish the group consultancy report and PowerPoint presentation. The [final group consultancy report](#) needs to be finished by **Friday, May 15th @ 17:00**. *There are no course meetings this week.*

[Week 16](#)

Symposium

The group consultancy project will be concluded with a symposium on **Tuesday, May 19th** during which the research teams [present](#) the outcomes of the case studies to the respective organizations. Attendance is required for this event.

[Week 17](#)

Individual Assignment

You will hand in your [individual academic paper assignment](#) on **Friday, May 29th**. *Please note that all questions regarding the final assignment must be received by Friday, May 22nd.*

5. Assignments

All texts that you write should meet the following requirements:

- submitted on time
- includes name and student number
- line spacing 1.5; font Times New Roman 12 pt. or Arial 11 pt.; margins 2.5 cm
- cite references to published work in the text plus literature list, following the APA guidelines. *Note:* please review [UVA's information on plagiarism and fraud](#) to ensure that you are citing references appropriately
- quotations should be used sparingly
- written in flawless English or Dutch
- written KISS proof (Keeping It Short and Simple)
- meets all further requirements of the specific assignment.
- for up-to-date details and requirements, please check Blackboard

Part 1, Weeks 1-7: "To do" lists (individual)

In this handbook, you will find a weekly 'to do list' associated with your reading list. This includes reading questions and practical exercises. The questions point out important elements in the texts and will stimulate you to reflect upon them. Your written response should be handed in via Blackboard each week **before the a-session** (i.e., before Tuesdays at 13:00, 1-2 pages A4). The purpose of the practical exercises is to apply the theoretical knowledge to practical cases and examples. Reading questions and practical exercises are not graded, but form an essential part of this class. Handing in the answers to the reading questions is **mandatory**, and a precondition for obtaining the final grade.

Weight towards final grade: ungraded, precondition for completing course

Part 1, Weeks 1-9: News Items (individual)

Youth and media is a quickly changing field. In order to stay up-to-date on this the field, every week we will reserve time during the b-session to discuss some of these new developments. Information about these developments comes from you and your classmates. Each week, you are responsible for tweeting at least one relevant tweet about youth and media. You are also encouraged to interact with other students' tweets by retweeting, commenting, etc. You also must upload relevant news items on Twitter weekly using the hashtag #yamc15; a selection of these items will be discussed during the b-session on Thursdays. Weekly tweeting is **mandatory**, and a precondition for obtaining the final grade.

Important Points regarding Twitter:

- You will need a Twitter account for this assignment. You may set up a separate account just for this class. You will be asked to fill out a form in class with your user name.
- 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.

Weight towards final grade: ungraded, precondition for completing course

Part 1, Weeks 2-6: Interviewing Youth (individual or small team)

Students will be assigned to one of the theme weeks in part I. Each week, students will interview a boy and a girl in the developmental phase under focus that week. In the interview, they try to find out the child’s likes and dislikes in media, such as programs, games or websites. They also try to find out *why* the child likes or dislikes those particular media contents. Students will film the interviews and bring the videos to the group session. During the session, all students will watch and evaluate the interview, and attempt to link the observations to the literature. The students are expected to lead and structure this discussion. The weekly interviews are not graded, but they form an essential part of the class.

Weight towards final grade: ungraded, precondition for completing course

Part 1, Week 5: Midterm examination (individual)

After the first four sessions, you will complete a midterm examination about the literature that has been addressed thus far.

Weight towards final grade: 15% of final grade

Part 1, Week 8: Consultancy Report (individual)

At the end of Part I, you need to use the knowledge and insights acquired during the first part to write a consultancy report. You are an academic consultant and are approached by the Department of Health (DOH). The DOH wishes to create a website or app to stimulate healthy behaviors. The DOH is interested in two target groups: adolescents and emerging adults. They have contacted you to because they (1) want to know the best ways to reach these groups, and (2) are interested in previous research demonstrating how healthy behavior in these two target groups can be stimulated. For this assignment, select one age group which is of interest to you (i.e., adolescents or emerging adults), a health behavior that is relevant to that audience, and the recommended medium (i.e., website or app).

In your report to the DOH, you should:

- Explain what you know about this audience developmentally, citing relevant literature
- Explain what health behavior you are targeting, citing research on the relevance of this health behavior for your audience as well as research on how healthy behavior can be stimulated among this audience
- Provide explicit recommendations to the DOH on the content of the website / app: What should be its main message? Use the PCMC article to explain the conditions that need to be met in order for the target group to elaborate upon this message.
- Justify the reason for your medium selection (i.e., why an app or website for this audience and this behavior?).
- Provide specific recommendations to the DOH about what the features the app or website should have to attract the target audience. Be sure to discuss what website / app *features* are most appropriate for this age group and health behavior, citing literature where appropriate.

Your advice, based on academic knowledge, should include at least 8 scientific references.

Weight towards final grade: 25% of final grade

Length: max. 2000 words (excl. references)

Submission: 1 electronic copy under "assignments" on Blackboard
1 electronic copy through Turnitin (Course # 9434273)

Deadline: Thursday March 26th at 11:00 hrs

Part 2, Weeks 9-16: Consultancy Project (group)

The purpose of the assignment is to give advice to an organization or company regarding a specific case about youth as media consumers. Several organizations will provide a question, problem, or issue that is related to the seminar topic. To address this case, teams of students will conduct a literature review and a small scale empirical study (e.g., interviews, focus groups, small-scale survey). The consultancy project needs to explicitly incorporate academic knowledge and insights into youth as media consumers.

Weight towards final grade: 30% of final grade

The group assignment is divided into several sub-assignments and ends in a symposium during which all teams present their conclusions and recommendations to the various organizations. All sub-assignments are mandatory and a precondition for obtaining the final grade. In the schedule at the end of this text, the sub-assignments are bold-faced. The superscripts in the schedule correspond with the numbers of the assignments. The assessment of the group assignment will be based on the various sub-assignments.

1. Individual preliminary research proposal

Each team member draws up a preliminary research proposal for their own case (including a research question, a methodological approach, a planning, and some references relevant to the study). The purpose of this individual proposal is to formulate the preliminary team proposal.

Length: max. 1000 words (excl. references)

Submission: one electronic copy under “assignments” on the Blackboard site and one emailed to your team members

Deadline: Wednesday April 1 at 13:00 hrs

2. Final research design

The final research design is based on the input of the individual group members, the client organization, and the YaMC instructors. It contains the final research question (and sub questions), methodological approach, planning, and references.

Length: max. 1000 words (excl. references)

Submission: one electronic copy under “assignments” on the Blackboard site

Deadline: Friday April 10th @ 17:00

3. Project minutes and LinkedIn update

As of week 10, all research teams upload the minutes (*notulen*) on blackboard on their group page. You will also send Sanne a short update that may be posted on LinkedIn (1 paragraph maximum). The purpose of these sub-assignments is that the YaMC instructors can monitor the project's progress. The teams are free to use the format they think is most efficient, clear, and useful.

Deadlines: weeks 10-15, each Thursday at 17:00 hrs

4. Preliminary (group) consultancy report

The final consultancy report will be handed over to your client and should contain all the main elements of a consultancy report (e.g., abstract, introduction, research question(s), methodology, main conclusions, recommendations, and references (minimum of 6)). The purpose of this preliminary version is to obtain feedback from your instructor. In view of the audience, you are allowed to let go of the strict academic format guidelines. For example, for references, we recommend the footnote-system rather than the APA in-text-citation system.

Length: max. 2500 words (excl. references).

Submission: one electronic copy under "assignments" on the Blackboard site

Deadline: Wednesday, May 6th @ 13:00

5. Final (group) consultancy report

The final consultancy report is completed based on the feedback obtained in week 14. It should be clear and attractive to read.

Length: max. 2500 words (excl. references)

Submission: 1 electronic copy under "assignments" on the Blackboard site, 1 electronic copy through Turnitin (Course # 9434273), and 3 printed copies (client, YoungWorks, and the YaMC instructors).

Deadline: Send the client organization an electronic copy of the summary on Friday, May 15th @ 17:00. Also bring printed copy to symposium on May 19th.

6. Team presentation

During the symposium held during the a-session in week 16, the research teams will present their main findings and conclusions to the client organizations, YoungWorks' staff, and the YaMC instructors. Specific requirements for the presentations will be communicated in class.

Presentation: Tuesday, May 19th at 15:00

Part 2, Week 16: Academic paper (individual)

In addition to the group consultancy report, each student individually writes an academic paper based on the consultancy research project. In this paper, you link the research and findings of the consultancy project to the academic literature. It has to be evident that you are well aware of the theory and research regarding the target group under investigation. The paper has the form of an academic article and contains the following subsections:

- introduction (problem statement, literature review, research questions/hypotheses)
- method (e.g., design, sample, procedure, measures)
- results (analyses and results for each research question/hypothesis)
- discussion (main findings & conclusions, limitations & directions for future research, theoretical & practical implications)

You need to include at least 12 scientific references. Further criteria for this assignment will be provided during [Part II](#) (Week 8).

Weight towards final grade: 30% of final grade

Length: max. 4500 words (excl. references)

Submission: 1 electronic copy under "assignments" on Blackboard
1 electronic copy through Turnitin (Course # 9434273)

Deadline: Friday, May 29th at 17:00

YaMC 2015 – Semester 2: Schedule at a glance (Tuesday and Thursday sessions)

Week	Date	Theme	Sessions	Literature & Deadlines ¹
Part I: Theory and Research about Youth as Media Consumers				
1	Feb. 3 & 5	Introduction: (Developmental) Views on youth as media consumers	1a. Opening theoretical session 1b. Opening applied session	- Prensky (2001) - Bennett et al. (2008) - Bukatko (2007). Chapter 1
2	Feb. 10 & 12	Development (I): Infancy and toddlerhood	2a. Theoretical session 2b. Applied session: Team Presentations	- Bukatko (2007). Part three - Valkenburg & Vroone (2004) - Courage & Howe (2010) - <i>PP</i> : Singer (2013)
3	Feb. 17 & 19	Development (II): Early childhood	3a. Theoretical session 3b. Applied session: Team Presentations	- Bukatko (2007). Part four - Valkenburg & Cantor (2000, start) - <i>PP</i> : Rosin (2013)
4	Feb. 24 & 26	Development (III): Middle childhood	4a. Theoretical session 4b. Applied session: Team Presentations	- Bukatko (2007). Part five - Blackwell et al. (2014) - Valkenburg & Cantor (2000, finish) - <i>PP</i> : Stuart (2013)
5	Mar. 3 & 5	Midterm Examination <i>and</i> Assignment Introduction	5a. In-class individual midterm exam 5b. Individual Consultancy Report Introduction	- All literature weeks 1-4 for midterm - Bowden Chapters for b-session - Buijzen et al. (2010) for b-session
6	Mar. 10 & 12	Development (IV): Adolescence and emerging adulthood	6a. Theoretical session 6b Applied session: Student Presentations	- Bukatko (2007). Part six - Arnett (2004) - Coyne et al. (2013)
7	Mar. 17 & 19	Youth & Media In-Practice	7a. NO SESSION: Work on Assignment 7b. Guest Lecture (Attendance Required)	- <i>To be decided</i>
8	Mar. 24 & 26	Doing Research with Youth	8a. Theoretical session 8b. Company Meets Student Introduction	- Greig et al (2007) - Borgers et al. (2000) - Hill et al. (1996) <u>Deadline: Indiv. Consultancy Report</u> <u>Thurs. 26 March @ 11:00</u>

¹ Note: In addition to the deadlines listed here, students should complete the assigned to-do lists each week. To-do lists are in this handbook by week.

YaMC 2015 – Semester 2: Schedule at a glance (Tuesday and Thursday sessions)

Week	Date	Theme	Sessions	Literature & Deadlines
Part II: Consultancy Research Project				
9	Mar. 31 & Apr. 2	Company Meets Student: Official Kick-Off with YoungWorks	9a. Kick-off session with YoungWorks 9b. First team meeting in class	- Greig et al. (2007). Chapters 5 & 8 - Isaksen & Roper (2010) Deadline: Prelim Indvd Research Proposal Wednesday 1 Apr @ 13:00¹
10	Apr. 7 & 9	Fine-tuning project proposal & Participant Recruitment	10a. Coaching sessions on demand 10b. Meetings with client [sometime this week]	- course & self-collected literature relevant to case and on research methodology Deadline: Final Research Design Friday 10 April at 17:00²
11	Apr. 14 & 16	Final Research Design Meeting & Participant Recruitment	11a. Coaching sessions mandatory 11b. NO SESSION: Study Preparation / Begin Study	<i>Send agenda for coaching session by Monday 13 April at 13:00</i>
12	Apr. 21 & 23	Data collection	12a. NO SESSION: Data collection 12b. NO SESSION: Data collection	---
13	Apr. 28 & 30	Data collection (FINISH)	13a. NO SESSION: Prep for Coaching Meeting 13b. Coaching sessions mandatory	<i>Send agenda for coaching session by Wednesday 29 April by 13:00</i>
14	May 5 & 7	Wrap-Up & Presentation Prep	14a. NO SESSION (Liberation Day) 14b. Class Wrap-Up & Presentation Prep	Deadlines: A. preliminary group consultancy report due Wed. 6 May @ 13:00⁴ B. Presentation draft due in b-session
15	May 12 & 14	Project Completion	15a. NO SESSION: Report and presentation work 15b. NO SESSION (Ascension Day)	Deadline: Send final report to client Friday 15 May @ 17:00⁵
16	May 19 & 21	Symposium	16a. Symposium 16b. NO SESSION: Work on individual paper	Deadline: Symposium Presentation Tuesday 19 May @ 15:00 at YW
17	May 29	Individual Academic Paper Due	<i>Note: All questions regarding report submitted by Friday, May 22nd.</i>	Deadline: Individual Academic Paper Due Tuesday 29 May @ 17:00