Annotated Bibliography

Student’s name

Institutional Affiliation

Annotated Bibliography

Anderson, C. A., Berkowitz, L., Donnerstein, E., Huesmann, L. R., Johnson, J. D., Linz, D., … Malamuth, N. M. (2003). The influence of media violence on youth. Psychological Science in the Public Interest, 4(3), 81-110.

The authors of this article admit research studies concerning effects of violent films, television content, video games and music confirm unequivocal evidence that media violence supposedly increases the chances of violent and aggressive behavior in both long-term and immediate contexts. Short-term exposure to such aspects increases the likelihood of aggressive thoughts, aggressive emotions, and physically aggressive behavior. The long-term effects tend to be apparent later on in the life of a person and can be noted during incidences of spouse abuse or physical assaults. Surveys confirm that there is an extensive presence of violence and other unnecessary themes in modern media content. Also, most children and young people prefer spending most of their free time watching or viewing such norms. Thus, stakeholders should endeavor to reduce such exposure including the related violence and aggression. In this particular research study, the authors recommend a parental-mediation and counter-attitudinal interventions which can alter some common challenges.

The content in this source will be used to develop the introduction section of the report. The credibility of this source is justified by the extensive research conducted by authors to prove that indeed the television is associated with adverse impacts on the lives of people regardless of their age groups. Most of the researchers are affiliated with renowned educational institutions in the United States, and this gave them the opportunity to illustrate their understanding concerning the issue.

Anderson, C. A., & Bushman, B. J. (2001). Effects of violent video games on aggressive behavior, aggressive cognition, aggressive affect, physiological arousal, and prosocial behavior: A meta-analytic review of the scientific literature. PsycEXTRA Dataset, 12(5), 353-359. doi:10.1037/e315012004-001

 The authors of this journal reiterate that video games as a form of media have negative impacts on the welfare and upbringing of children. Anderson and Bushman further postulate that children who get addicted to playing such games end up developing aggressive behaviors and at times their physiological and physical well-being is affected. However, these are premises which are dependent on several factors like the type of games being played and duration a child will spend engaged in the media form. The researchers strive to link previous studies on exposure to movie and television violence with this issue, suggesting that both aspects increase aggressive behavior. Moreover, a decrease of prosocial behavior is apparent among children who play video games.

This research article will be critical, especially when evaluating the literature on the effects of video games on children. An excellent observation noted by the researchers is that the video gaming industry is aware of the apparent challenges. Nevertheless, the society has opted to ignore these issues despite the numerous school killings committed by individuals who habitually play violent games during their free time. The source is credible because it assesses qualitative and quantitative data from previous research studies to quantify specific assertions. Anderson and Bushman also justify their credibility by using psychology terms and concepts to evaluate the topic.

Greenfield, P. M. (2004). Developmental considerations for determining appropriate Internet use guidelines for children and adolescents. Journal of Applied Developmental Psychology, 25(6), 751-762. doi:10.1016/j.appdev.2004.09.008

The Internet is a new form of media that continues to revolutionize how individuals interact and carry out specific endeavors. In this particular research, the author’s strategy was to explore certain websites that mostly cater to the interests and needs of children and adolescents. He managed to raise some developmental concerns ranging from sexuality, intergroup relations, and aggression in some portals. It was clear that there are both positive and negative effects when young people are exposed to such platforms. Moreover, most parents are seemingly aware of the social and cultural worlds that their children are experiencing or getting involved with while online. Children have also learned to create some form of cyberculture that is controlled and influenced by adult regulations and rules; this is a dangerous norm that should be averted.

The journal article will be essential when exploring a different perspective of behavior acquisition due to mass media platforms. Most research studies have concentrated on the impact of television and associated violent behaviors that arise, but few have investigated on modern media outlets like the Internet. The credibility of this research study lies in the fact that the researcher used a qualitative study method to acquire data and justify certain assertions. Patricia Greenfield is a lecturer at the University of California and teaches on concepts and principles linked to children digital media and psychology. Such annotation validates her approach and recommendations shared in this journal.

Huesmann, L. R. (2007). The impact of electronic media violence: Scientific theory and research. Journal of Adolescent Health, 41(6), S6-S13. doi:10.1016/j.jadohealth.2007.09.005

Huesmann acknowledges that since the 1960s, research studies on this topic have been done by interested and concerned scholars and interested individuals. The common view shared by most researchers is that some control must be apparent when exposing children to the television, video games, Internet, and cell phones. In the article, the author aimed to use the psychological theory to explain why exposure to violence has daunting effects both in the long and short run. Further, Huesmann posits that media violence effect is a form of social threat that needs to be estimated and evaluated. Admittedly, not all children tend to acquire related affliction of violent behavior, especially if they are good at scrutinizing content aired through television outlets.

The journal will be used to build on the literature review of the research report. It has compelling information about the short and long-term effects of exposure to media. The relevance of this article is based on the extensive qualitative review done by the researcher. It is hard to determine the credibility of the author and his professional background because no detail has been availed on the Internet. However, the article was published by a trusted journal source, the National Center for Biotechnology Information, and this gives readers the confidence to believe availed information.

Kirkorian, H. L., Wartella, E. A., & Anderson, D. R. (2008). Media and young children’s learning. The Future of Children, 18(1), 39-61.

 The authors posit that various media forms, notably the television, have been criticized for their detrimental effects on young people. A concern that has been raised relates to the influences this media type has on academic achievement and cognitive development of children. Kids under the age of two years tend to be affected most by this problem, and the blame can be shifted to both parents and media outlets. The authors suggest that it is critical to internalize the importance of content in mediating the effect of television and other media forms.

Several measures are shared purposefully for parents and caretakers to consider if they have a genuine intention of minimizing the adverse effects of television on the health and welfare of their children. The same recommendations can be taken up by producers affiliated with media outlets to design appropriate, compelling and educative programs that promote the academic and cognitive development of young people. The credibility of this source is centered on the fact that the authors endeavored to share explicit examples of actual trends and effects concerning the issue. The expertise of the authors can be justified on their excellent research skills, efficiently acquiring and assessing data from previous years to make sense of some matters.

Lee, L. (2015). Digital media and young children‘s learning: A case study of using iPads in American preschools. International Journal of Information and Education Technology, 5(12), 947-950. doi:10.7763/ijiet.2015.v5.643

 Lee confirms that most American preschools are integrating technology into the teaching curriculum and framework. It is a new approach that fosters better learning outcomes mostly for children. Several projects have been initiated throughout the country to test the importance of digital media in the educational realm. However, few stakeholders have fathomed about the related consequences and challenges that tend to arise due to such exposure. The researcher endeavors to understand associated norms concerning this observation. In the conclusion section, Lee recommends that teachers need to have experiences and support while using digital media. For this strategy to be successful, educators must be assisted to understand the relevance of technology and media forms in a classroom setting.

 The information in this article will be crucial when developing a comprehensive counterargument about the importance of media exposure to children. Lee used a quantitative research study method to gather perception and opinion from several respondents, and this approach justified the credibility of the endeavor. Moreover, Lena Lee demonstrated knowledge about psychology-related matters throughout the discussion; it was compelling to understand her perspectives.

Livingstone, S. (2007). Do the media harm children?: Reflections on new approaches to an old problem. Journal of Children and Media, 1(1), 5-14. doi:10.1080/17482790601005009

Livingstone acknowledges that children are more susceptible to various contentious issues portrayed by the mass media. Most of them do not know how to filter information, and any negative is usually internalized without proper synthesis. The author criticizes previous research studies done about this topic claiming that subsequent approaches have been wrong because researchers are anchored towards investigating social problems during childhood. However, Livingstone suggests that it is better to identify actual causes, conduct testing and address real issues occurring in respective communities around the world. He supports analogies that the effect of mass media content is not significant among younger children but more pronounced among teenagers. Similarly, it is wrong to postulate that crime in the society is partly caused by consistent exposure of individuals to violent content portrayed on the television.

The source will be helpful when demonstrating counter-arguments concerning the main topic. Livingstone takes a unique approach when analyzing this issue by focusing on real-world problems and the effects that might arise in case they are mitigated. The author is a renowned writer of mass media-based books. His extensive knowledge of the subject matter confirms his credibility.

Mahesh, B. P., Guru, C., Nabi, A., & Raslana, R. (2013). Role of television in child development. Mass Communication and Journalism, 3(3), 1-5. Retrieved from doi.org/10.4172/2165-7912.1000153

Mahesh, Nabi, and Raslana consider child development as a crucial aspect that should be considered as a priority in any society. However, with the recent trend concerning increased exposure of mass media content to children in the community, developmental norms are not being realized. The researchers agreed that the impact of television on the personality of kids needs to be investigated and assessed with due precision. It is evident that caretakers and parents alike have failed to control what their children watch or acquire from mass media platforms. Moreover, the authors attribute this problem to poor corporate social responsibility from media outlets. Communication should be an essential aspect of national development planning that integrates people of all age groups, but it should be done while observing ethical stipulations.

 The source is essential for the research topic because it scrutinizes the importance of ensuring impacts of television content is minimal. It takes a unique approach to this issue by claiming that child development should be the motivating factor for parents and media outlets, especially when it comes to regulating content on mass media dais. The researchers are educators in the field of communication and journalism and endeavored to use their knowledge to justify most of the claims.

Turow, J., Robinson, J. D., & Bybee, C. (1985). The effects of television on children: What the experts believe. Communication Research Reports, 2(1), 149-155.

Turow conducted a quantitative research study to determine the perception and attitude of scholars on the impact of television have on young children. Questionnaires were designed and administered to 486 respondents who were mostly individuals affiliated with the Mass Communication division of the Speech Communication Association and members of the Theory and Methodology Division of the Association for Education in Journalism. Most of the acquired responses were somewhat provocative thus suggesting some level of disparity between personal beliefs and published empirical reports. The most intriguing thing was that a good percentage of the scholars ascertained no adverse effects about the exposure of television content to children. Moreover, another group of respondents claimed television use should not be limited for use to children because it gives them an increased knowledge and awareness of the world.

The source will be relevant to this topic because it shares different perspectives concerning the noted problem. The researchers used data acquired from the research exercise to debate on this controversial matter and efficiently came up with recommendations that can be applied in any setting. The source is credible because it conveys actual data and statistics about the topic with a minimal instance of biasness. Carl Baybee, James Robinson, and Joseph Turow are all professors with immense experience in mass communication and psychology concepts and relevance of their knowledge and expertise is demonstrated in the discussion section of the report.

Wilson, B. J. (2008). Media and children's aggression, fear, and altruism. The Future of Children, 18(1), 87-118. doi:10.1353/foc.0.0005

In this article, Wilson endeavors to investigate the link between children’s emotions and media. It is apparent that kids have a high tendency of learning different things about their feelings and surrounding after merely watching or observing media characters. However, there are potential consequences which can arise either immediately or after a long time. Wilson suggests that the influence of media forms on young people is mostly dependent on the type of content that they find attractive instead of the amount of time they spend on the screen. Regardless, there the resulting emotional and social experiences these individuals go through can affect their well-being and deter them from realizing their ambitions.

The journal article will be convenient when justifying the positives of media forms, notably for children. Wilson endeavored to use various psychology-related theories and concepts to demonstrate her views and opinions concerning the topic. The literature also assessed previous research studies done by scholars and cultivated new assertions to support the hypothesis. Such factors annotate the credibility of this source.