



Universität
Zürich ^{UZH}

Psychologisches Institut / Jacobs Center for Productive Youth Development



Magisches Flimmern – Bildschirme im Kinderzimmer

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Lehrstuhl Entwicklungspsychologie: Säuglings- und Kindesalter



Bildschirme im Kinderzimmer

Mediennutzung

Sprache

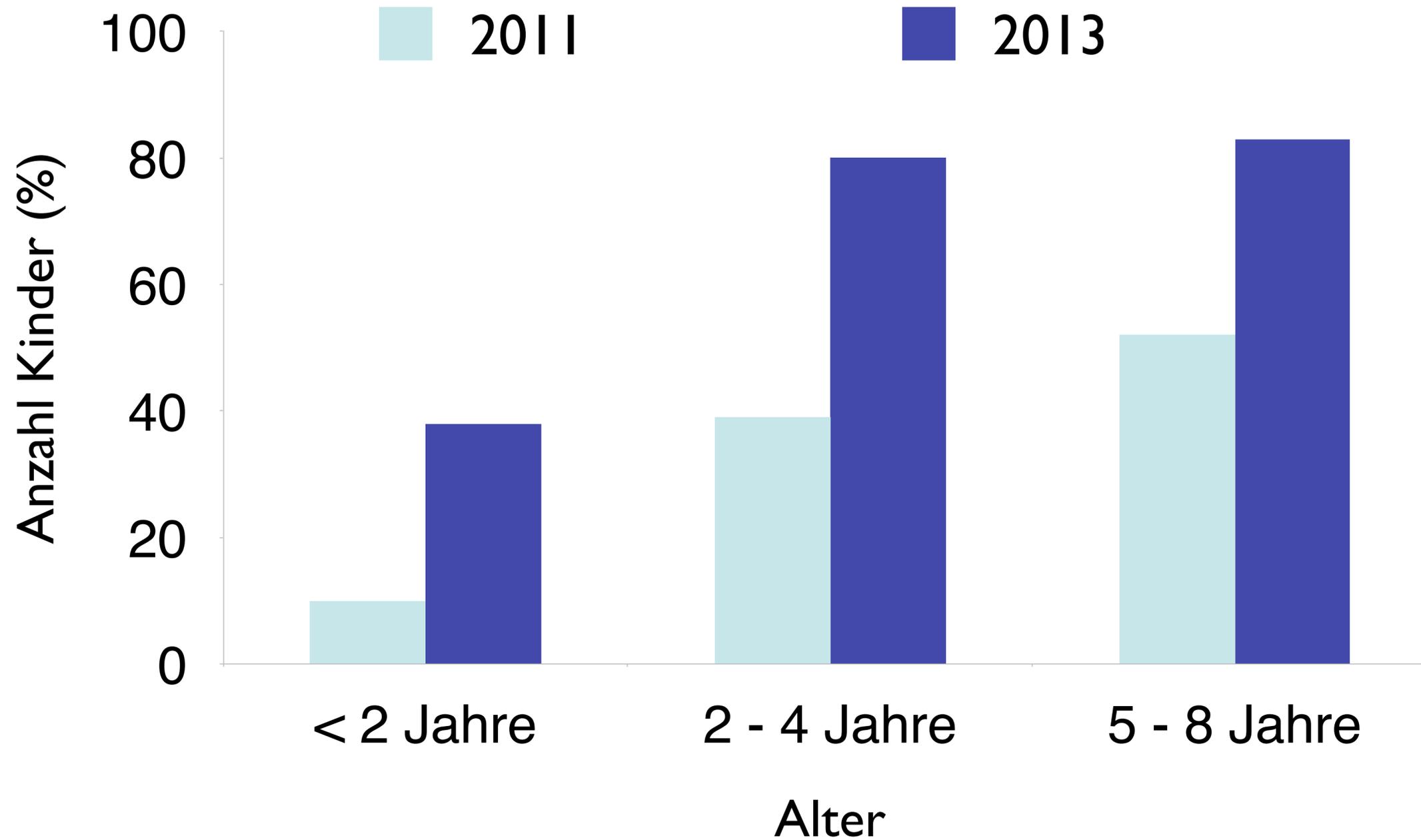
Lernen

Bildschirmzeit





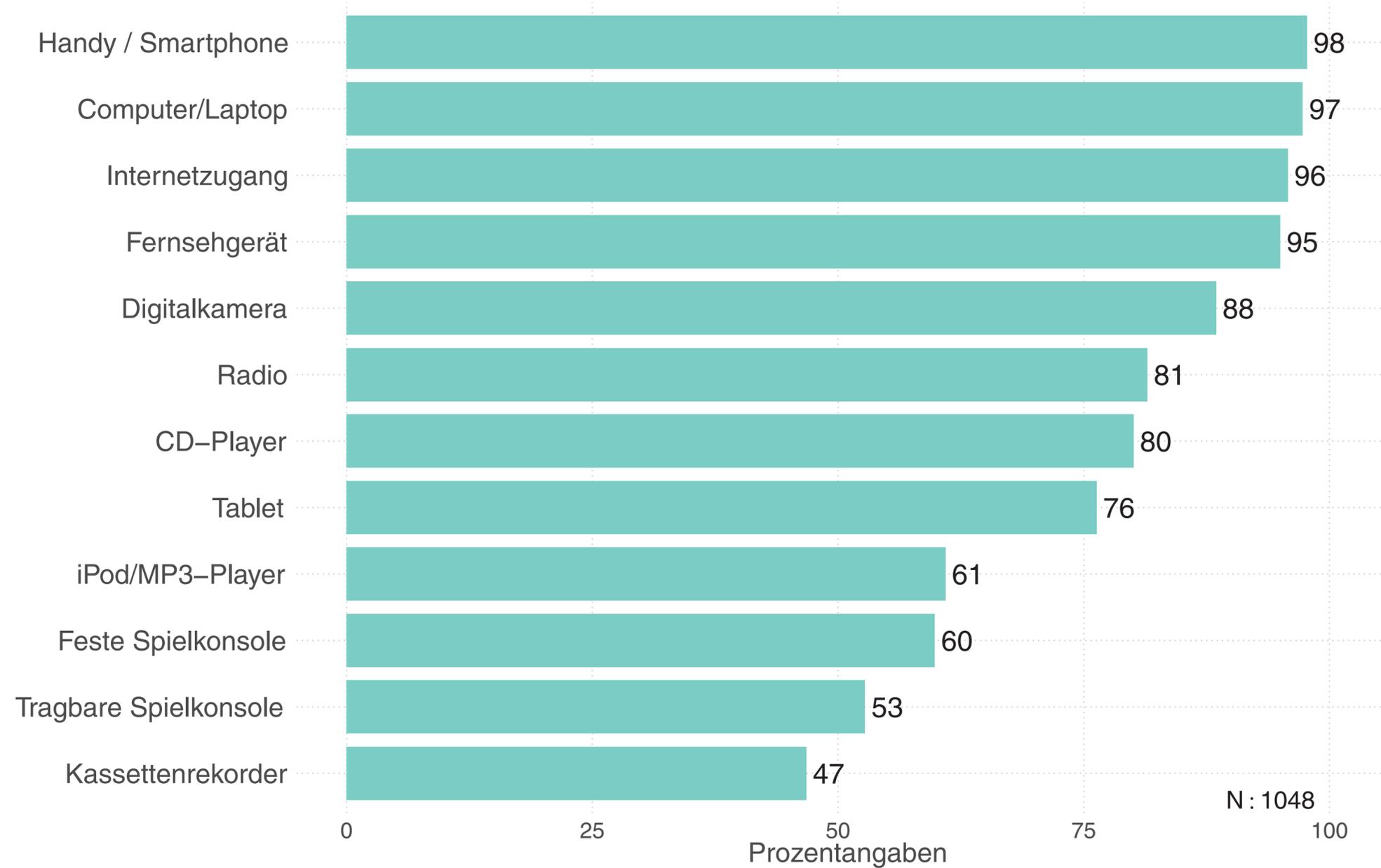
Nutzung von Bildschirmmedien



Rideout, 2013



Verfügbarkeit von Medien zu Hause





Themen der „Mobile Phone“ Forschung

Ranking	Topics	Number of articles (%) ^a	Highly cited articles ^b
1	Medical intervention	447 (.19)	Franklin, Waller, Pagliari, & Greene (2006); Kauer, Reid, Crooke, Khor, Hearps, Jorm, . . . & Patton (2012); Fjeldsoe, Marshall, & Miller (2009)
2	Radiation exposure	268 (.11)	Aydin, Feychting, Schüz, Tynes, Andersen, Schmidt, . . . & Klæboe (2011); Hardell et al. (2011); Kheifets, Repacholi, Saunders, & Van Deventer (2005)
3	Texting behavior	195 (.08)	Wood et al. (2011); Gold, Driban, Thomas, Chakravarty, Channell, & Komaroff (2012); Srinivas et al. (2011)
4	Distracted driving	164 (.07)	Klauer et al. (2014); Dingus, Guo, Lee, Antin, Perez, Buchanan-King, & Hankey (2016); Cazzulino, F., Burke, R. V., Muller, Arbogast, & Upperman (2014)
5	Mobile learning	115 (.05)	Thornton & Houser (2005); Campbell (2006); Wu, Wu, Chen, Kao, Lin, & Huang (2012)
6	Sexting behavior	104 (.04)	Houck et al., 2014; Temple & Choi (2014); Livingstone and Smith (2014)
7	Mobile phone use	97 (.04)	Ling, 2000; Tindell & Bohlander (2012); Lenhart, Ling, Campbell, and Purcell (2010)
8	Parenting practices	92 (.04)	Radesky, Kistin, Zuckerman, Nitzberg, Gross, Kaplan-Sanoff, . . . & Silverstein (2014); Bigelow, Carta, & Lefever (2008); Radesky, Schumacher, & Zuckerman (2015)
9	Sleep disturbance	77 (.03)	Van den Bulck (2007); Primack, Swanier, Georgiopoulos, Land, & Fine (2009); Hale and Guan (2015)
10	Mobile addiction	68 (.03)	Billieux, Van der Linden, & Rochat (2008); Salehan & Negahban (2013); Billieux (2012)
11	Cyberbullying	56 (.02)	Bauman, Toomey, & Walker (2013); Ortega, Elipe, Mora-Merchán, Genta, Brighi, Guarini, . . . & Tippett (2012); Kowalski, R. M., Giumetti, Schroeder, & Lattanner (2014)
12	Users with disabilities	33 (.01)	Schneps, Thomson, Sonnert, Pomplun, Chen, & Heffner-Wong (2013); Stapleton, Adams, & Atterton (2007); Stephenson & Limbrick (2015)

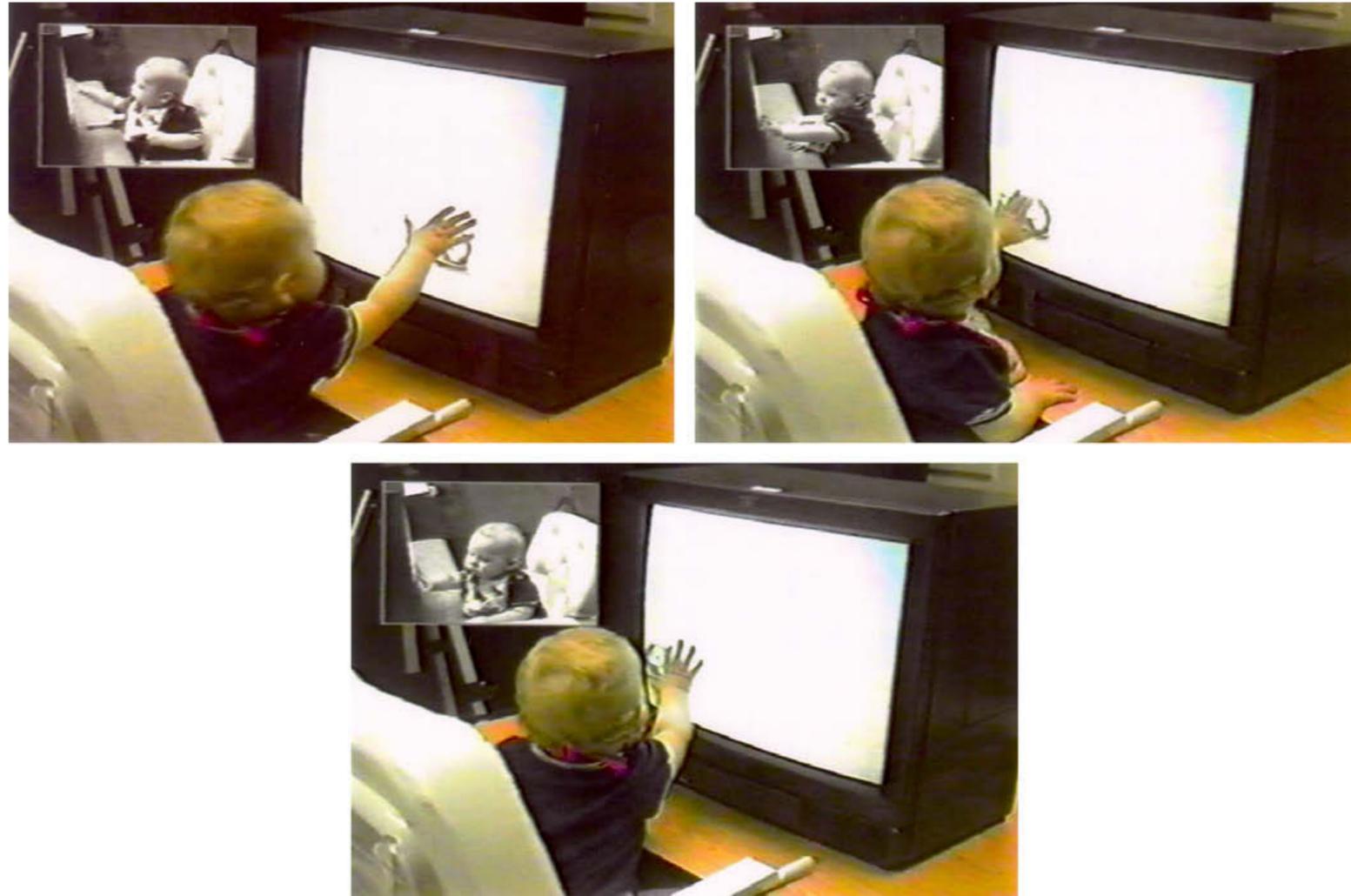


Lernen

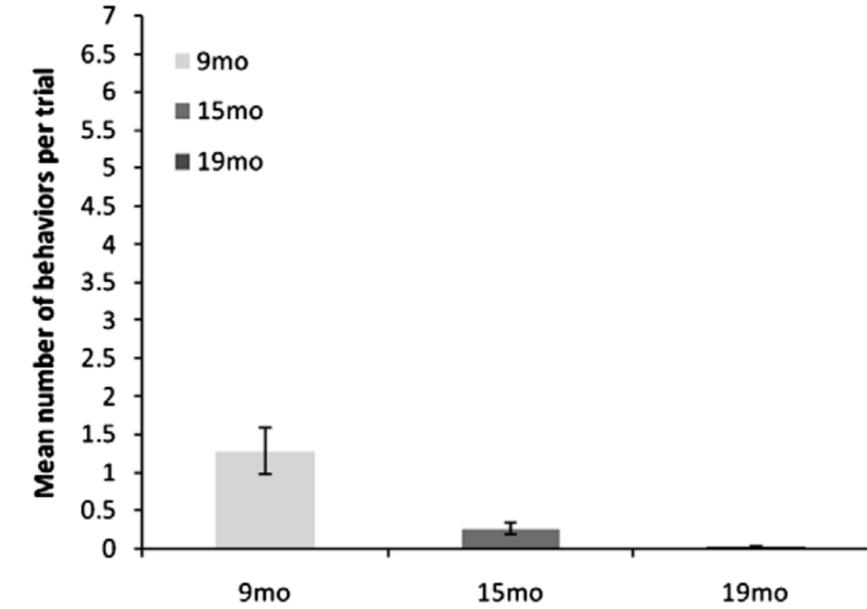




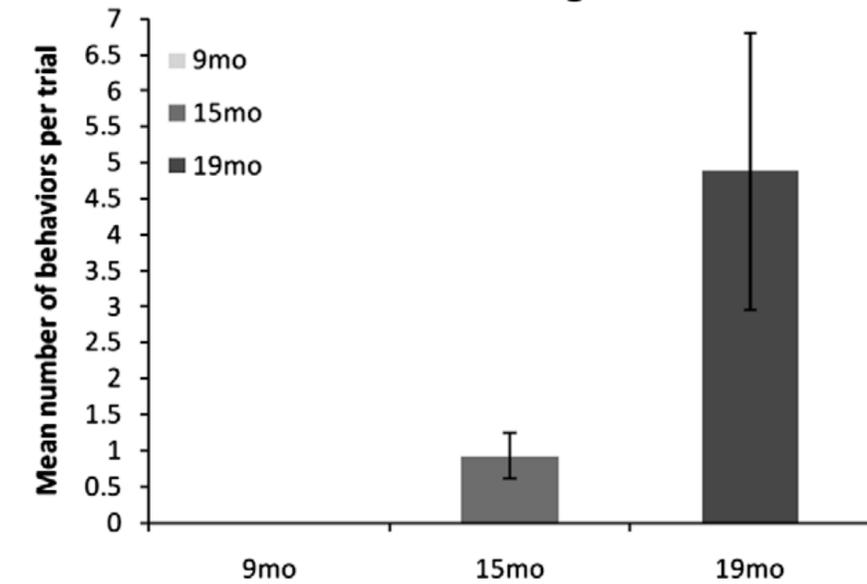
Interaktion mit Bildschirmen



Manual Investigation



Pointing



Troseth, 2010

Andere Imitieren

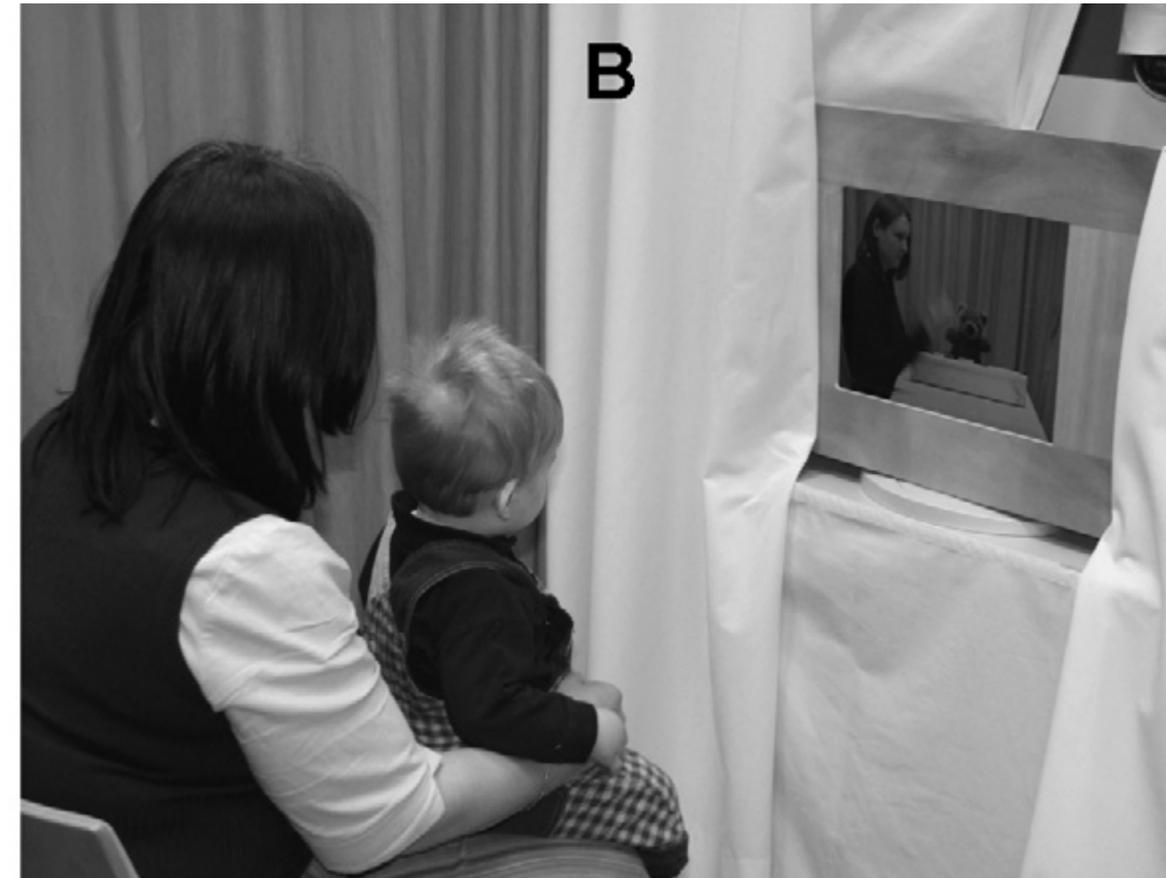
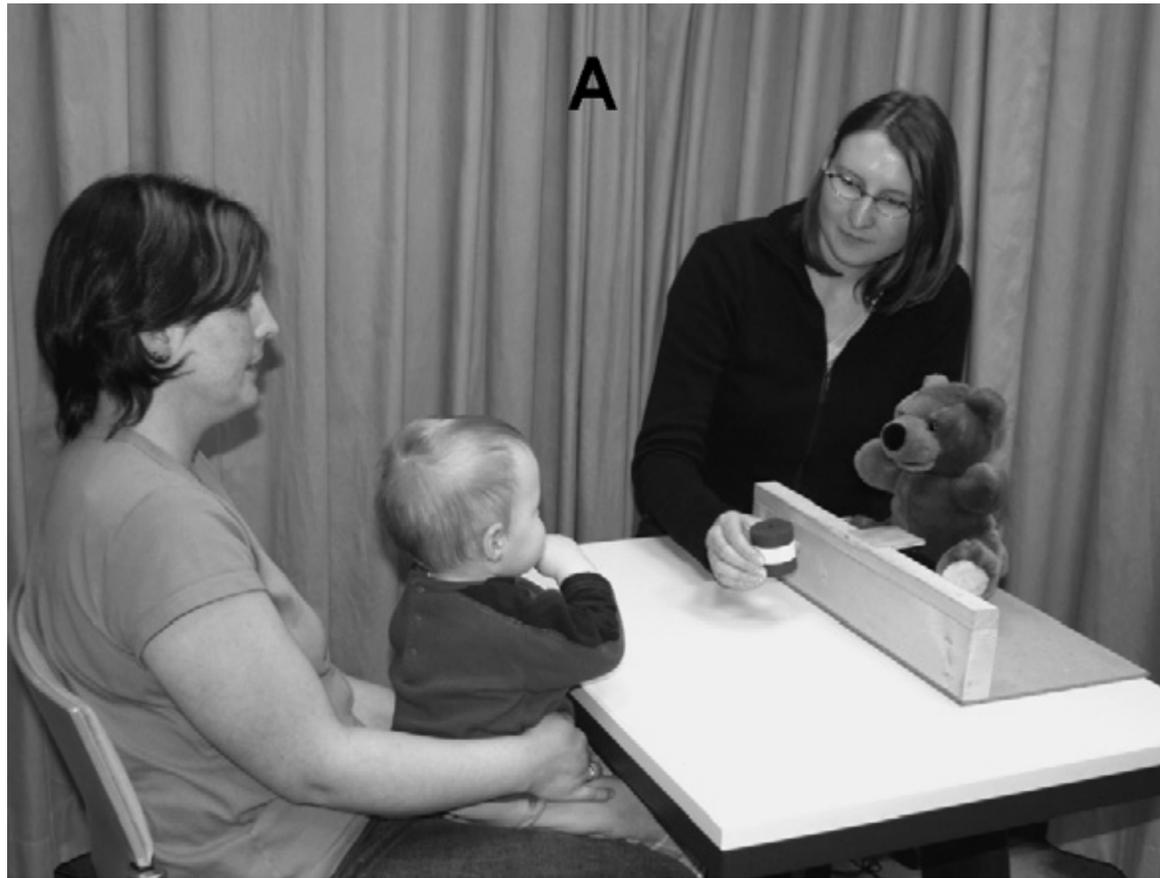
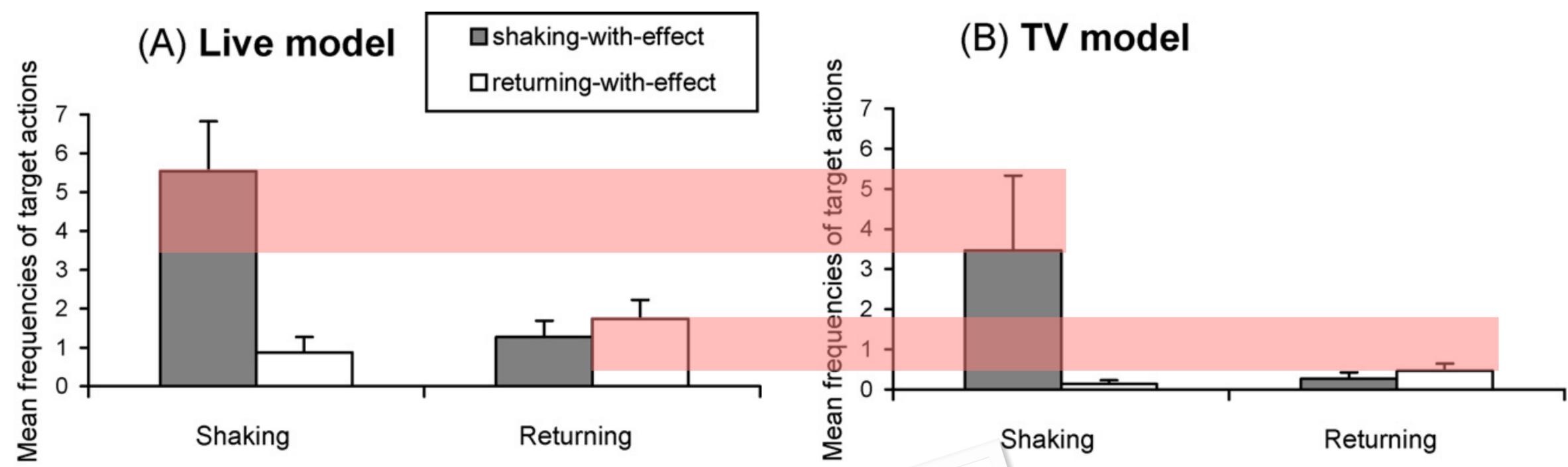


Fig. 1. Experimental set-up in the demonstration phase for the live model groups (A) and the TV model groups (B).



Andere Imitieren



Video Defizit

Klein, Hauf, & Aschersleben, 2006



Video Defizit = Transfer Defizit

- **Dimension**
 - ▶ Schwierigkeit die Information aus einem 2-D Video in die 3-D Welt zu übertragen.
(*Barr, 2010; Barr, Muentener, Garcia, Fujimoto, & Chavez, 2008; Troseth & Deloache, 1998*)
- **Duale Repräsentation**
 - ▶ Schwierigkeit, Video als Realität zu verstehen.
(*Deloache et al, 2010; Troseth, 2010*)
- **Kontingenz**
 - ▶ Alltägliche Erfahrung, dass die soziale Umwelt kontingent reagiert, während die digitale Welt dies nicht tut
(*Stouse & Troseth, 2014; Troseth, 2010*)



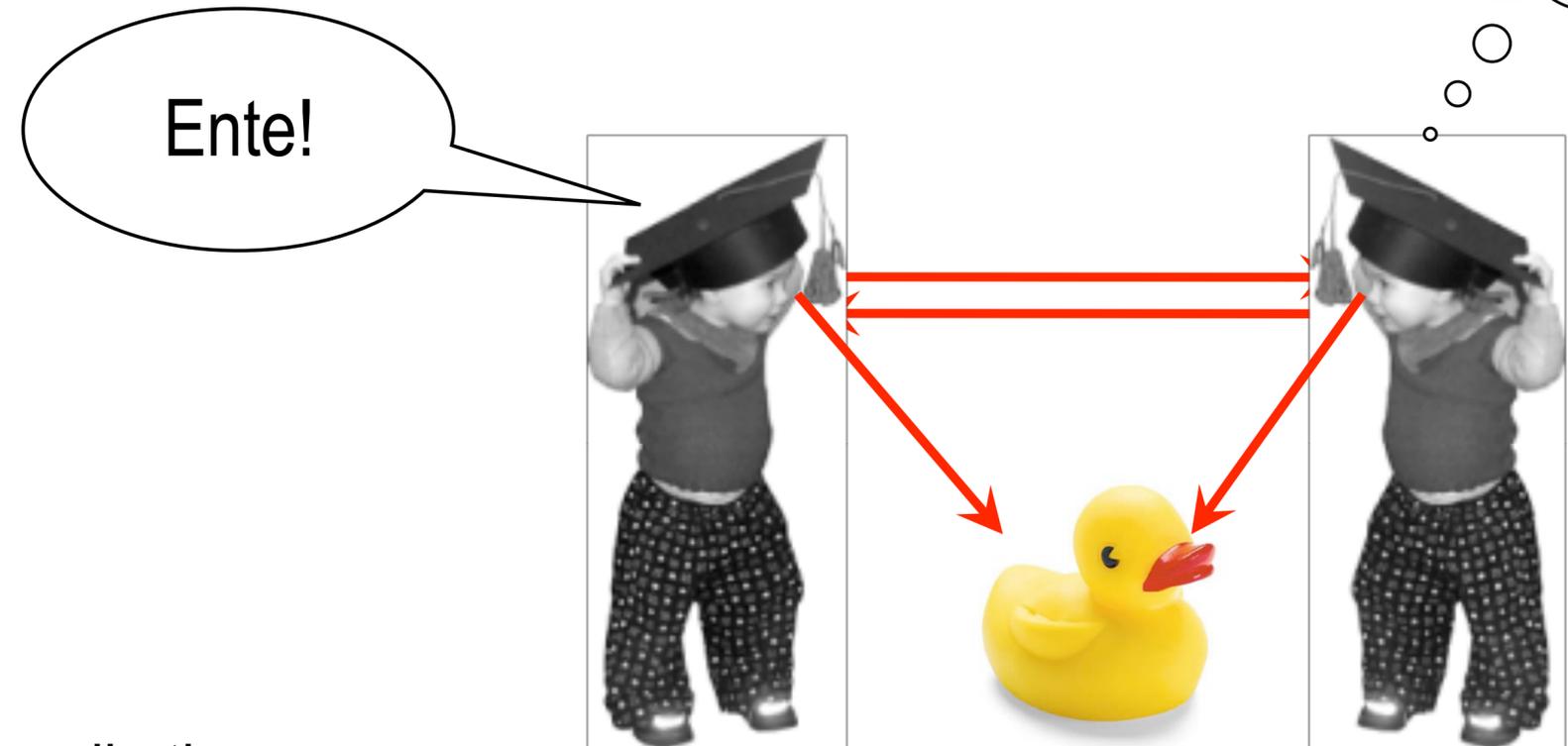
Sprachentwicklung





Vorläufer der verbalen Kommunikation

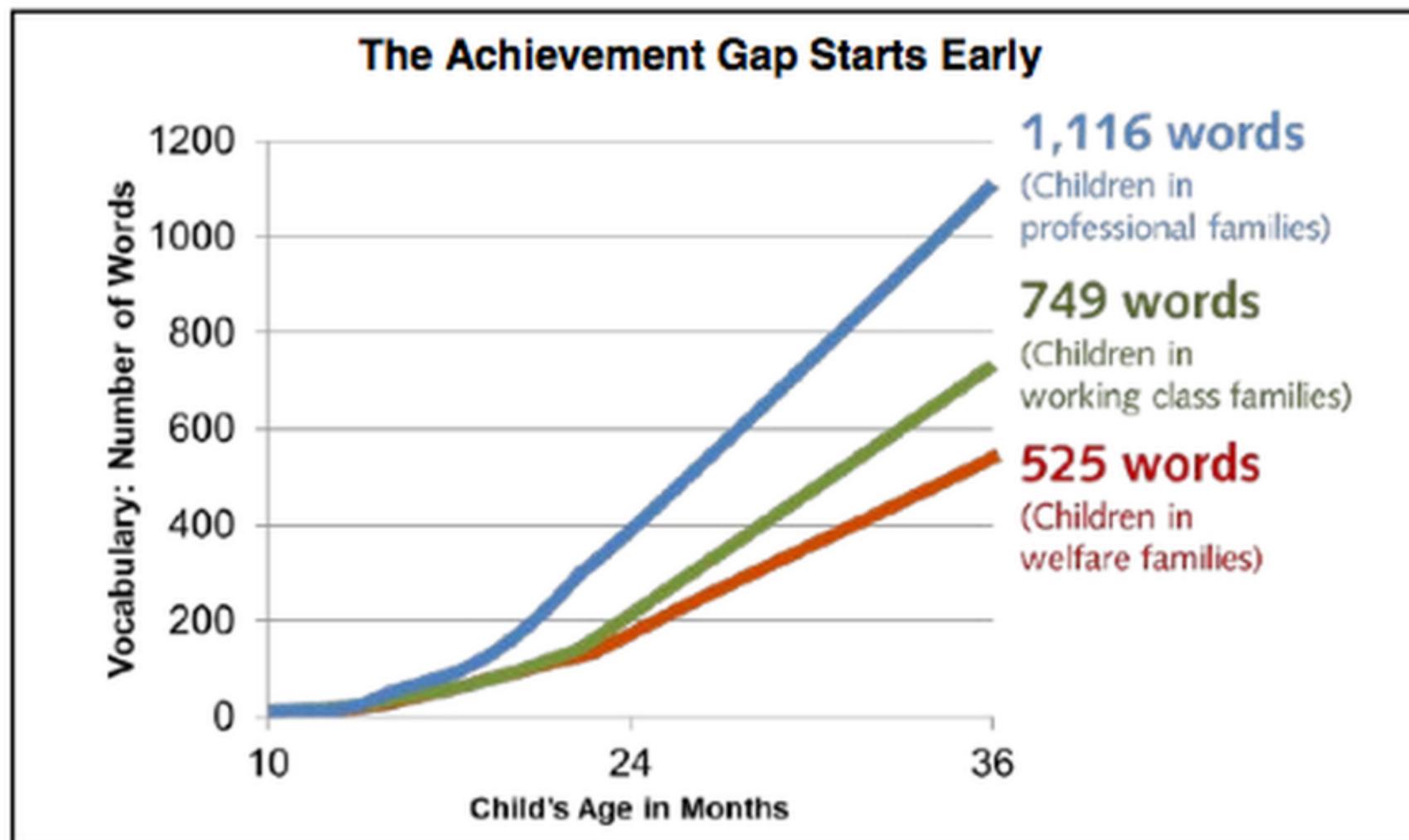
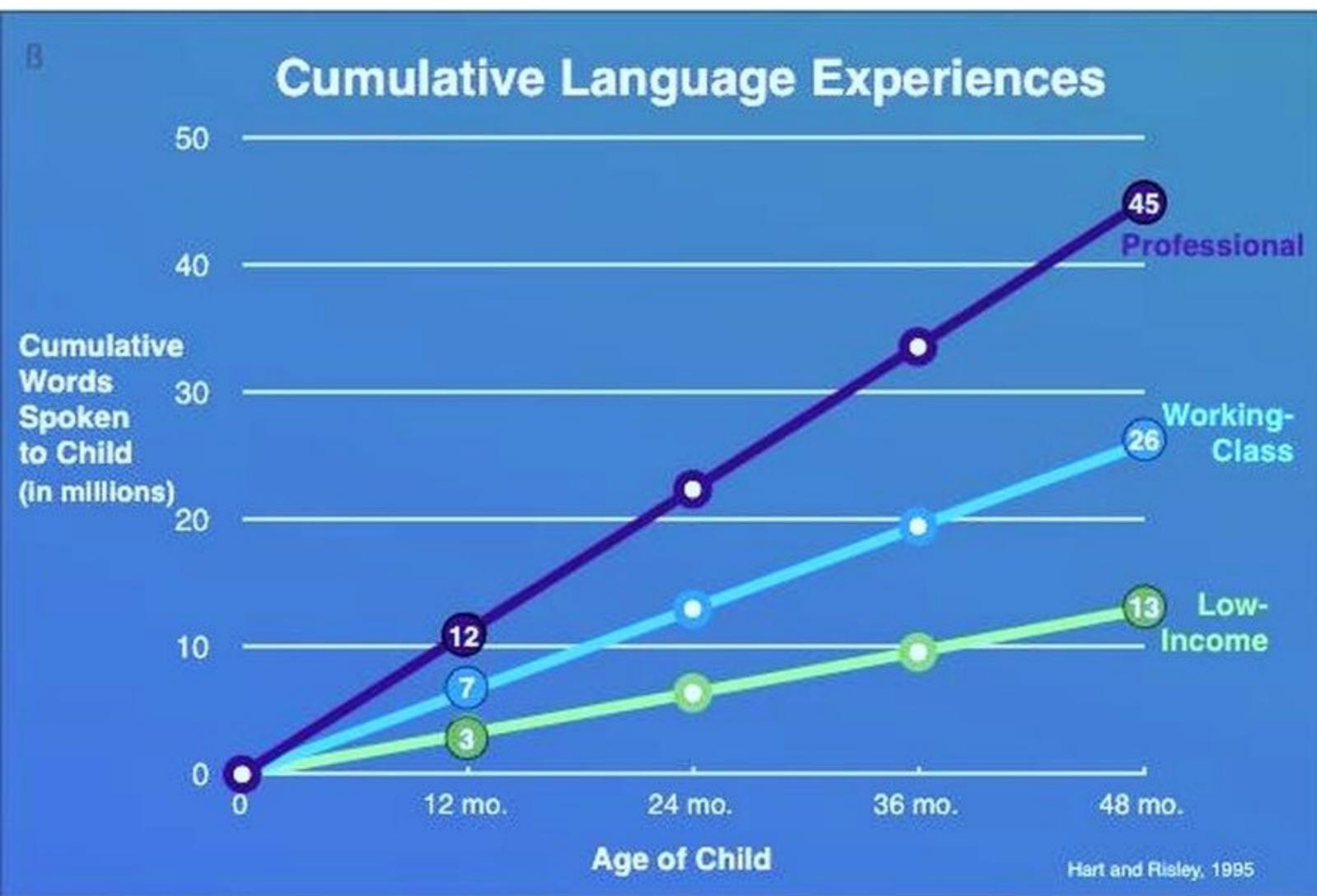
- **Primäre Intersubjektivität**
 - ▶ Dyadische Interaktion (face-to-face)
 - ▶ Gemeinsames Erleben / Teilen von Gemütszuständen
 - ▶ Inhalt: Interaktion per se .
- **Sekundäre Intersubjektivität**
 - ▶ Triadische Interaktion
 - ▶ Gemeinsame Aufmerksamkeit und Kommunikation hinsichtlich einer dritten Entität unter der Berücksichtigung der mentalen Zustände des anderen.



Trevarthen & Hubley, 1978



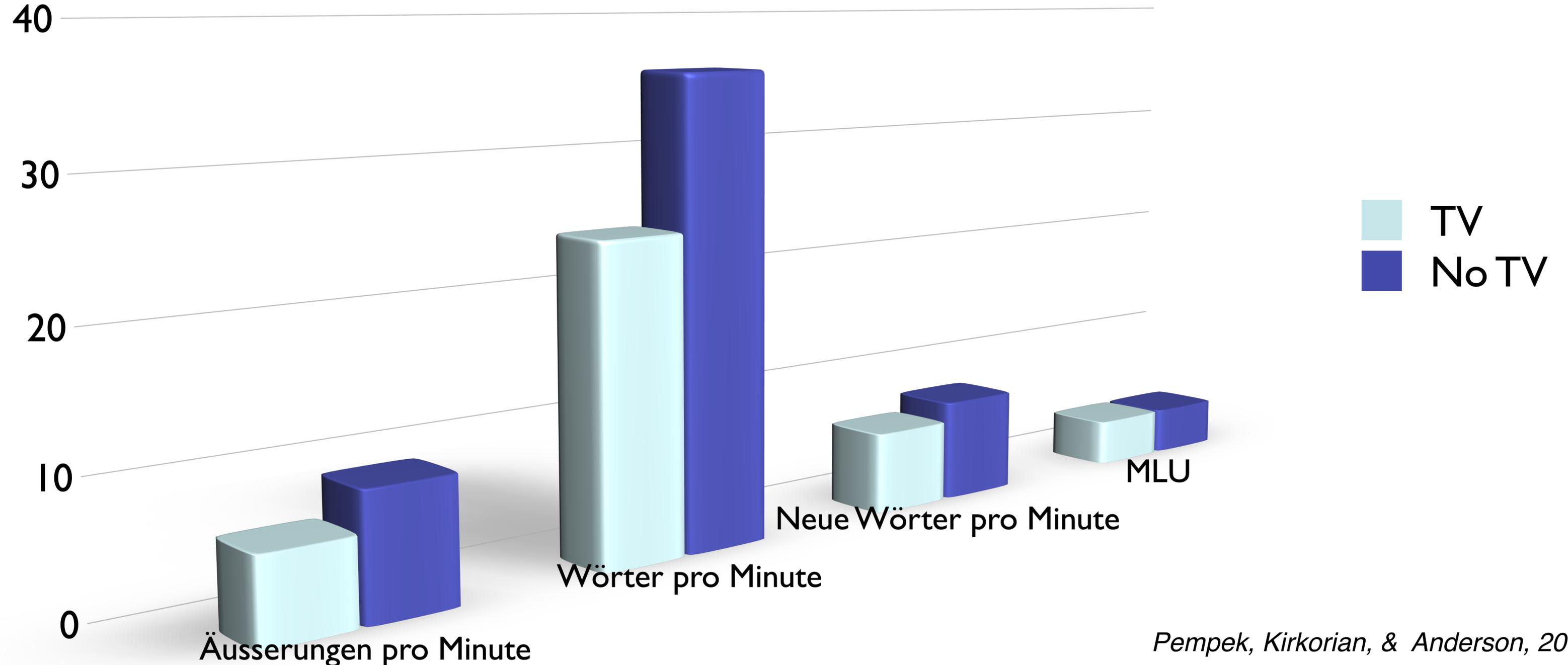
Schnelles Wortlernen: Quellen der Unterstützung



Hart & Risley, 1995



Background Television (Elternsprache)



Pempek, Kirkorian, & Anderson, 2014



Table II. Regressions of CDI language scores (normed) on parental interaction and media variables

Variable	Age 8 to 16 months		Age 17 to 24 months	
	Coefficient	[95% CI]	Coefficient	[95% CI]
Parental interactions				
Reading at least once daily	7.07*	[0.53,13.60]	11.72*	[1.86,21.59]
Storytelling at least once daily	6.47*	[0.23,12.71]	7.13†	[-0.11,14.37]
Music listening at least several times weekly	5.36	[-1.92,12.64]	7.2	[-2.10,16.50]
Children's media watching time (hours/day)				
Baby DVDs/videos	-16.99**	[-26.20,-7.77]	3.66	[-4.45,11.77]
Children's educational shows	1.72	[-4.42,7.87]	2.21	[-1.74,6.15]
Movies and children's noneducational TV	6.6	[-1.81,15.02]	2.03	[-2.78,6.83]
Grownup TV	-1.42	[-11.57,8.73]	2.38	[-5.68,10.45]
Parental viewing with child				
Rarely or about half the time (referent)				
Usually or always	5.57	[-2.10,13.23]	0.39	[-6.74,7.52]
N/A: no media viewing	-7.70†	[-15.49,0.08]	2.65	[-7.29,12.60]
r^2		0.17		0.18
n		384		345

Results also adjusted for sex, age, number of siblings, premature birth, premature birth by age interaction, hours per week in daycare, whether both parents are present, maternal and paternal education, parental income, child race/ethnicity, and the state of birth (Minnesota or Washington).

** $P < .01$; * $P < .05$; † $P < .1$.

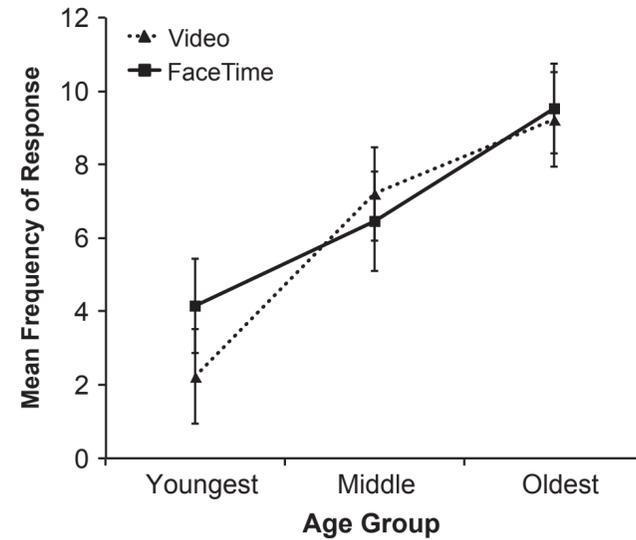
Zimmerman, Christakis, & Meltzoff, 2007



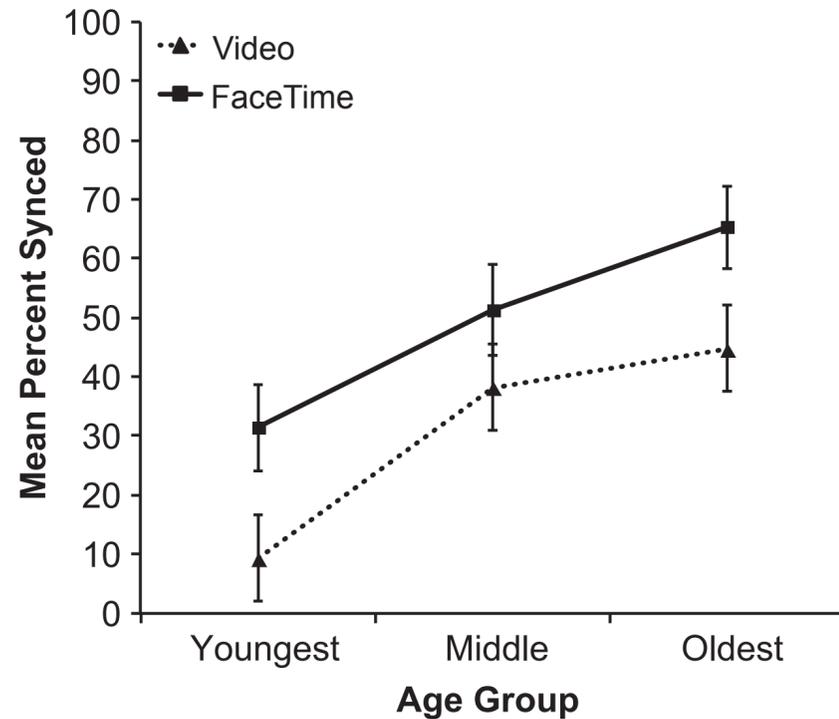
Video Chat

1 bis 2 Jahre alte Kinder

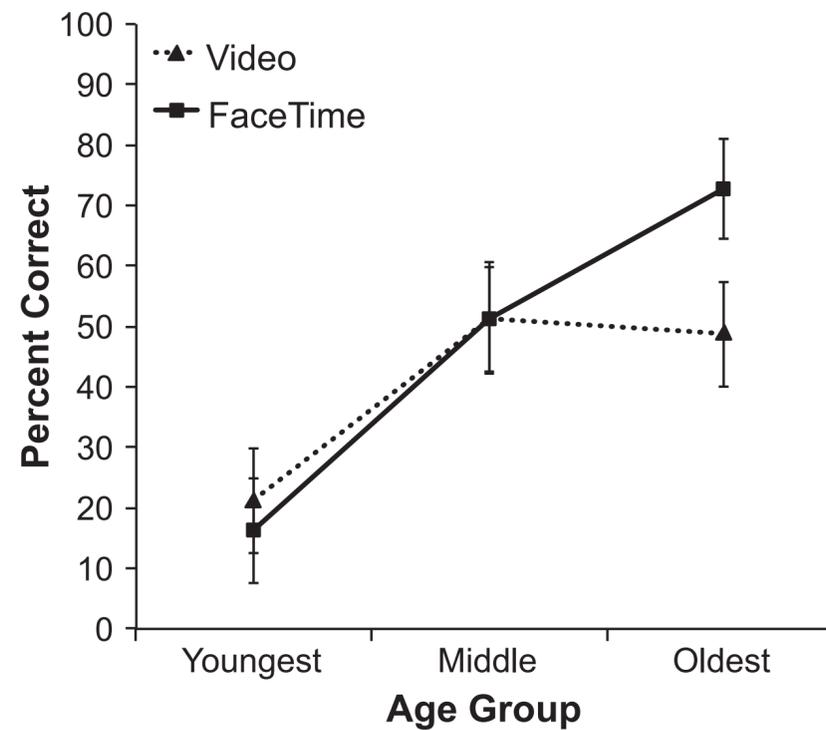
(b) Responsive Behavior



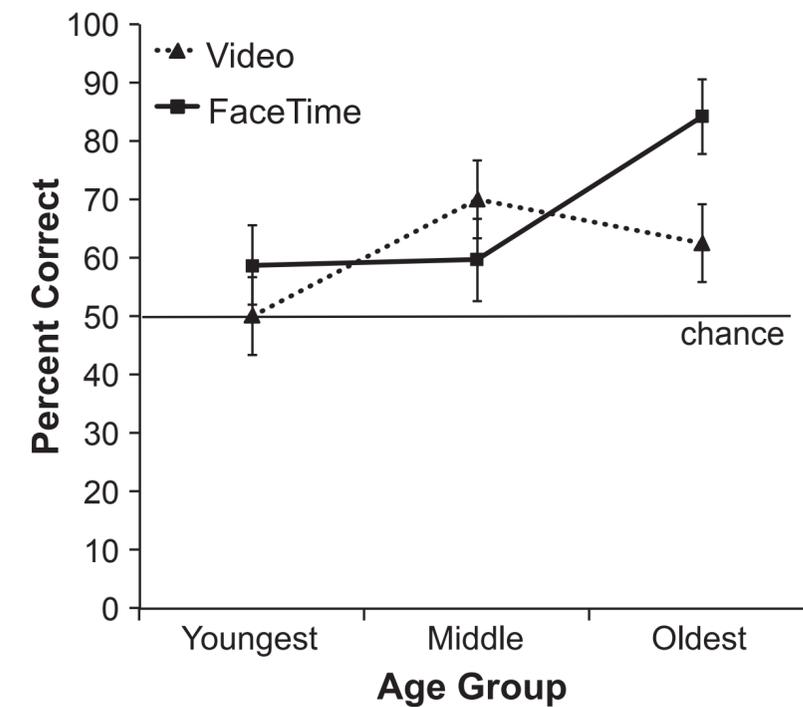
(a) Synced Behavior



(b) Novel Action Learning



(a) Novel Word Learning



Myers, LeWitt, Gallo, & Maselli, 2017



Zum Schluss





ARTICLE

Television Viewing in Infancy and Child Cognition at 3 Years of Age in a US Cohort

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^aCenter on Media and Child Health, Children's Hospital Boston, Harvard Medical School, Boston, Massachusetts; ^bObesity Prevention Program, Department of Ambulatory Care and Prevention, Harvard Medical School and Harvard Pilgrim Health Care, Boston, Massachusetts

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3 was 102.6 (SD: 11.2). After adjusting for maternal age, income, education, Peabody Picture Vocabulary Test III score, marital status, and parity, and child's age, gender, birth weight for gestational age, breastfeeding duration, race/ethnicity, primary language, and average daily sleep duration, we found that each additional hour of television viewing in infancy was not associated with Peabody Picture Vocabulary Test III or total standardized Wide-Range Assessment of Visual Motor Abilities scores at age 3.

Schmidt et al., 2009



CHILD DEVELOPMENT



Child Development, xxxx 2017, Volume 00, Number 0, Pages 1–10

Digital Screen Time Limits and Young Children's Psychological Well-Being: Evidence From a Population-Based Study

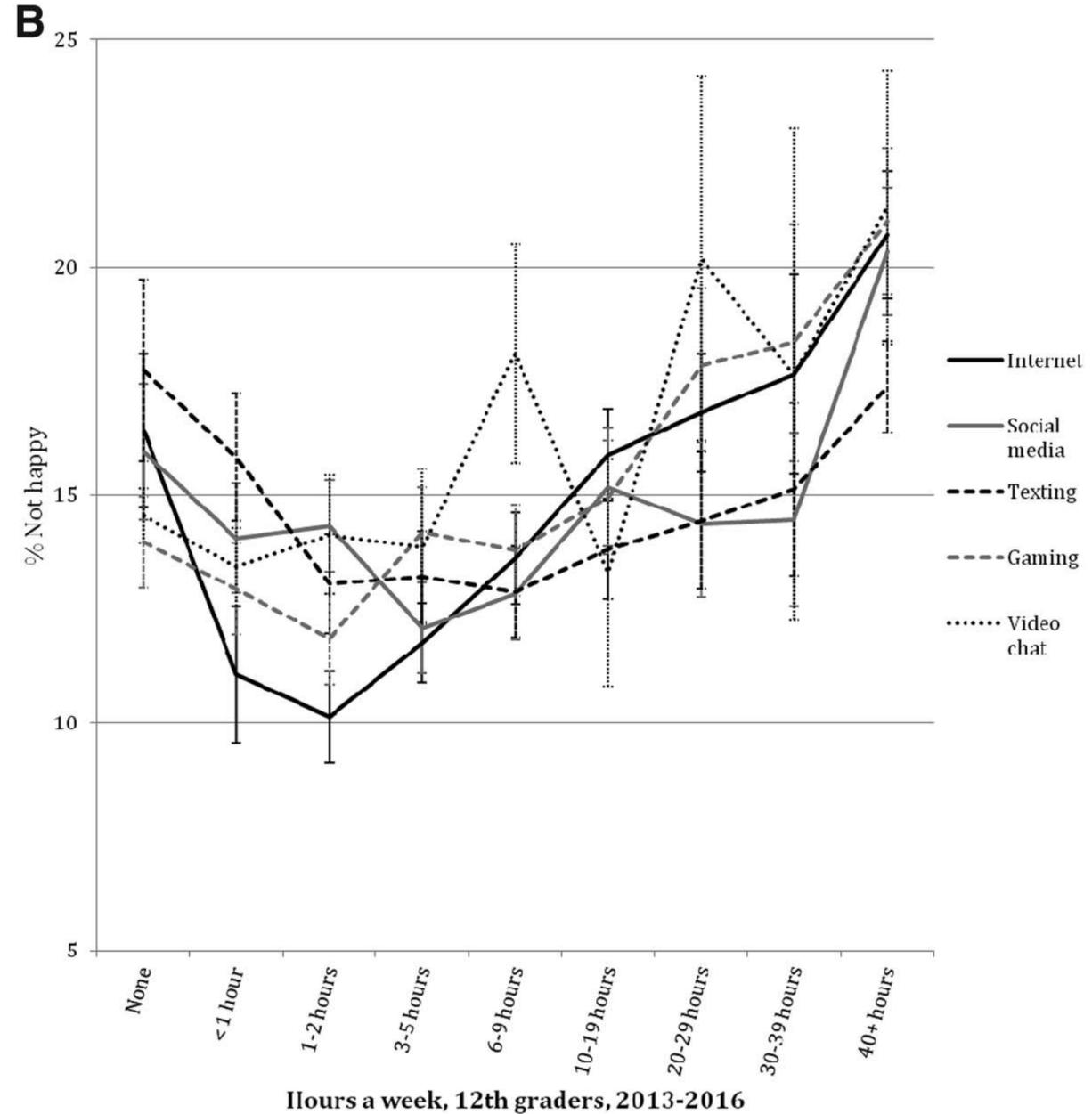
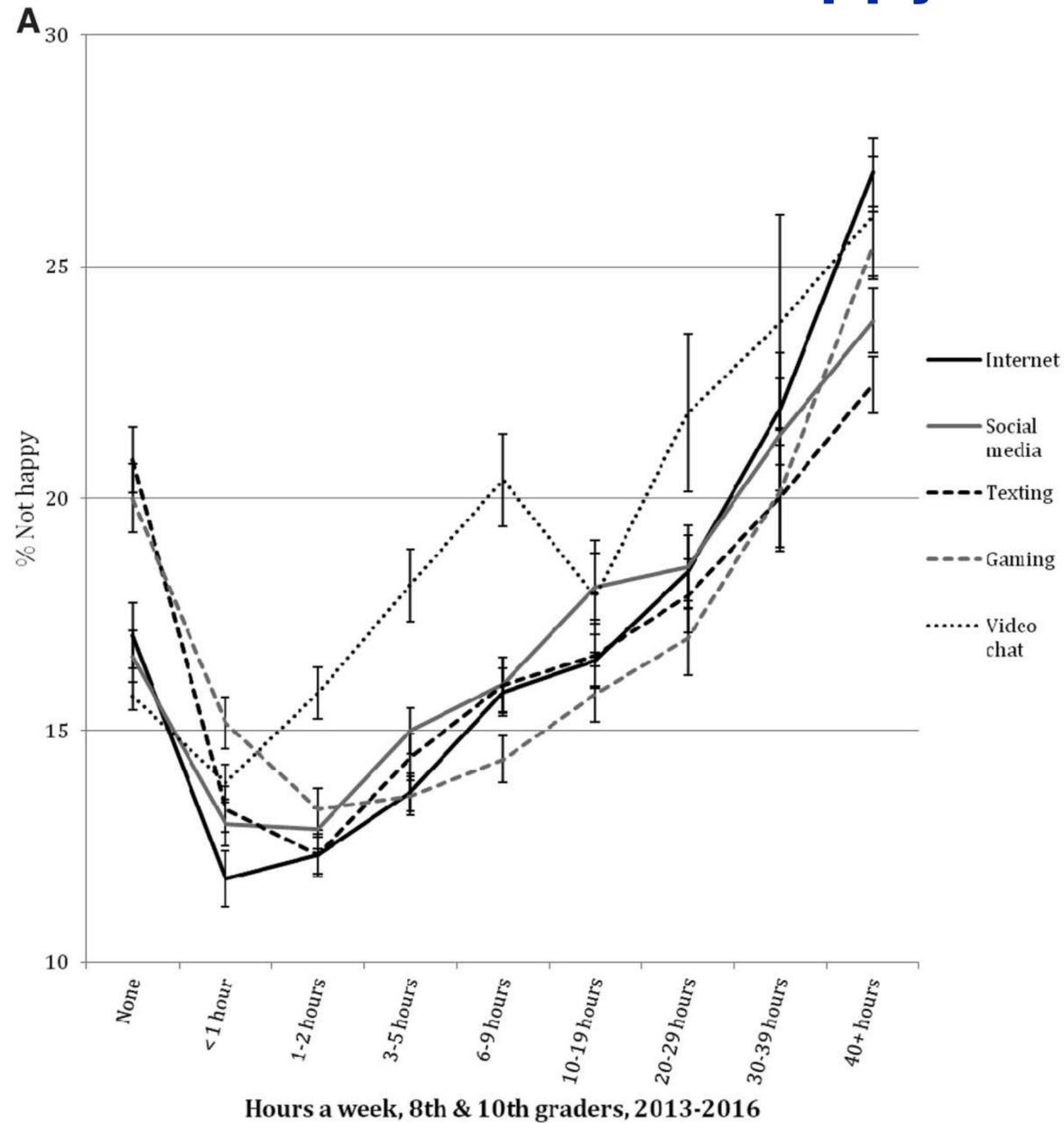
Andrew K. Przybylski 
University of Oxford

Netta Weinstein 
Cardiff University

There is little empirical understanding of how young children's screen engagement links to their well-being. Data from 19,957 telephone interviews with parents of 2- to 5-year-olds assessed their children's digital screen use and psychological well-being in terms of caregiver attachment, resilience, curiosity, and positive affect in the past month. Evidence did not support implementing limits (< 1 or < 2 hr/day) as recommended by the American Academy of Pediatrics, once variability in child ethnicity, age, gender, household income, and caregiver educational attainment were considered. Yet, small parabolic functions linked screen time to attachment and positive affect. Results suggest a critical cost-benefit analysis is needed to determine whether setting firm limits constitutes a judicious use of caregiver and professional resources.



Medienkonsum und Happiness in der Adoleszenz



Twenge, Martin, & Campbell, 2018

Danke für Ihre Aufmerksamkeit!



Parker

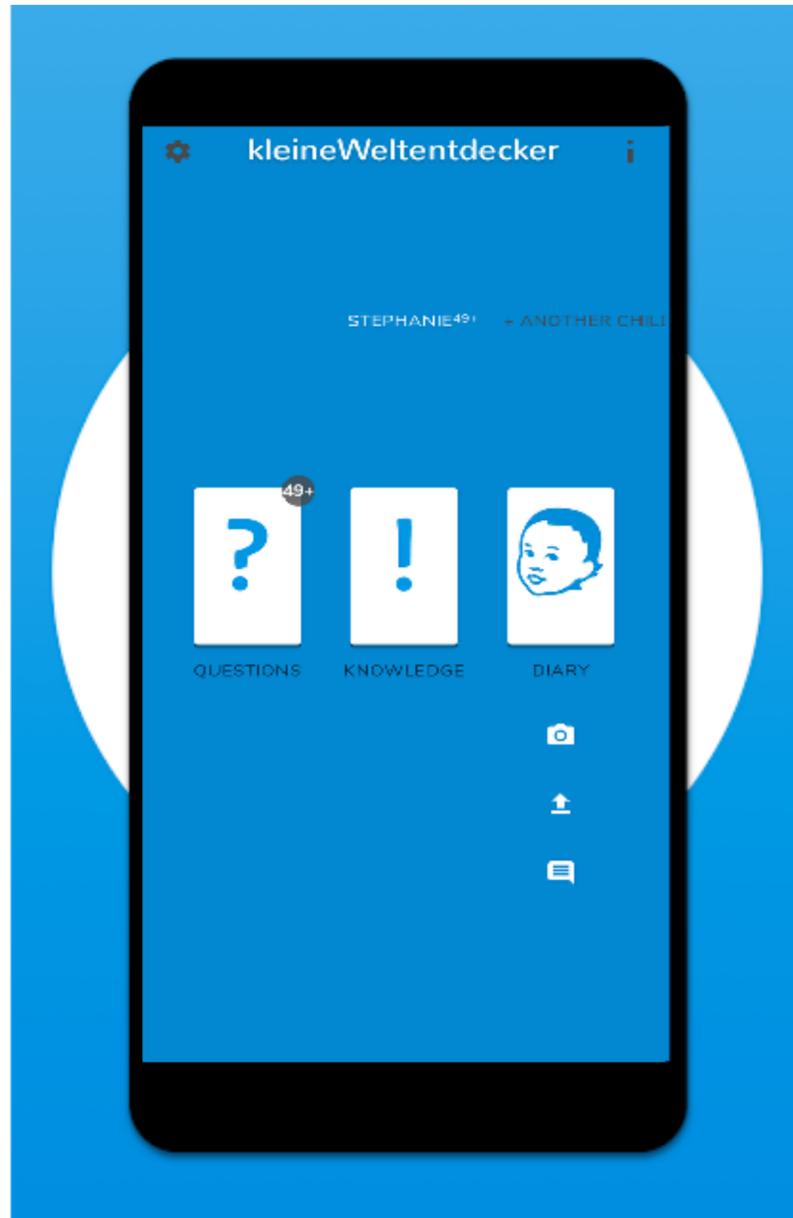
@panoparker



Parents: Kids are more depressed these days, I wonder why?

Kids: You destroyed the economy for us, the earth is literally dying, we are going to work until we die and on top of that the Nazis are back.

Parents: It's those pesky iPhones



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