

David Buckingham:

Changing Childhoods, Changing Media

This paper provides a broad-ranging overview of recent changes both in conceptions of 'childhood' and in media aimed specifically at children; and discusses some of the implications of these developments for future research. The paper begins by identifying a series of changes in children's experiences of family life; in their relationships with the school and the peer group; and in perceptions of the status of children as a distinct social group. In the second part of the paper, parallel changes are identified in the technological and institutional contexts of children's media, in textual forms and in the nature of children as an audience. It is argued that these changes cannot be interpreted by recourse to simplistic notions about the media's role in bringing about the 'disappearance of childhood': it suggests that the boundaries between childhood and adulthood are being blurred in some respects, but strongly reasserted in others. Finally, the paper considers some implications of these changes both for public discourse and for research about children and the media. While the paper welcomes the new emphasis on children's 'sophistication' as users of media in Cultural studies research, it cautions against a sentimental view of children as naturally 'media-wise'.

David Trend: Nationalities, Pedagogies and Media

The paper focuses on implications of the concept of nationality in media education. Nationality is here seen as a narrative people tell to locate themselves in time and space. In the center of this story-telling is media there are basic contradictions between the media imperialism of commercial American media industry and domestic media in the USA. The question of national identity has often reappeared in these conflicts. "The new media literacy movement", for example, has shown how 'critical reading' can 'denaturalize' aspects of identity – like nationality, gender, class, race, ethnicity – and how, in doing so, it has the emancipatory power to create solidarity between people. This 'critical pedagogy' is advocated here as a part of classroom practices.

Juha Suoranta: Critical Pedagogy and Media Education

This article focuses on the diverse demands that critical pedagogy presents to traditional media education. In the article, firstly, some basic principles of critical pedagogy and media mediated world are outlined. Secondly, different practices of education and, especially, media education are considered. Thirdly, the question is posed, what is meant by media community and media pleasures? What is their relation to critical media consciousness? Finally, it is argued through an example that there should be at least two levels of analysis in the practices of critical media education. On the one hand, there is analysis which exposes the close meanings of media texts and on the other hand there is ideological and global levels of analysis which go beyond the close meanings of different media texts.

Juha Kytömäki: Television viewing in families with schoolchildren

The article looks at parental mediation of television viewing in families with schoolchildren on the basis of an extensive qualitative interview material. The analysis of this material calls into question the earlier view that parents have only limited control over and little interest in their children's relation to mass media: this view, it seems, is based on false assumptions about the nature of family rules and mediation. The empirical observations described in the article are examined in the light of Jaan Valsiner's individual-socioecological theory of developmental psychology. This theory links together the child's own activity and creativity and, on the other hand, the self-evident idea that the child is and shall be assisted – the child's development is seen not only as an individual but also and essentially as a social event. The interpretation of the empirical observations on the basis of Valsiner's theory led to a new understanding of the nature of parental mediation, and consequently to a more realistic picture of the responsible attitude taken by parents with regard to their children and mass media.