Children, Food and Digital Media: Questions, Challenges and Methodologies

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# Abstract

To research digital media use is not a simple project. Contrary to ‘traditional’ audience studies it is difficult even for well-educated grown-ups to describe their actual uses of digital media, for instance what they do, when they ‘just google’ (Povlsen, 2016). It might be even more difficult for children to explain to others what they do on their ipads or smart phones and why and how they select and trust the results they do. Not least in relation to everyday routines and practices such as food. But if we want to take UNCRC’s children’s right to express themselves in all matters seriously, it is also important to understand their media practices – not least related to everyday matters such as food.From the 1930s studies on children’s media uses have been dominated by didactical concerns and by fear of new media, often termed as ‘media panics’ (Drotner et al.). The concerns from this tradition have been radicalized in the digital revolution. Much research has focused on ‘vulnerable’ audiences that have to be protected. In contrast, audience studies from the 1970s and onwards focus on the negotiations among active audiences. This contrast is also radi-calized by digital media, because they are everywhere. An important question therefore is, what methods are suitable? How can we experiment to overcome the special challenges with personal uses of individual digital devices such as smart phones and ipads? The chapter will discuss the pros and cons of different methods for different ages and contexts, giving examples of our Danish research.

# Outcome

Discussion of pros and cons of different methods for different ages and contexts, giving examples of our Danish research in the current field.