Everyday Media Play

# Details

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## Sample

"based on ethnographic field studies on children’s use of digital media such as smart- phones and tablets in educational as well as leisure contexts" (p. 4)
"field studies have been carried out over a period of almost 15 years; a period in which children’s media use, and most likely also their play culture, has undergone significant changes fol- lowing the technological development. More specifically, I draw on a study of children’s football-related play practices (which is elaborated in Johansen, 2016a), a study on the iPad as a tool for play (Johansen, 2014 Johansen 2016b), the Danish part of a cross-European study on young children’s use of digital technology in the home (Johansen, Larsen Ernst, 2015) and finally an ongoing study on children and young people’s use of YouTube (initially presented in Johansen, 2017)." (p. 4)

# Abstract

IN CONTEMPORARY SOCIETY, THERE SEEMS TO BE A CONCEPTION THAT CHILDREN’S PLAY HAS DRAMATICALLY CHANGED OR THAT IT HAS BEEN DEPLOYED BY THE MASSIVE INFLUENCE OF DIGITAL MEDIA AND TECHNOLOGY. YET, WITHIN A FRAMEWORK OF MEDIATIZATION AND PRACTICE THEORY, AND BASED ON EXTENSIVE ETHNOGRAPHIES IN EVERYDAY CONTEXTS OF CHILDREN, DIFFERENT NARRATIVES, GENRES AND COMMUNICATIVE PATTERNS OCCUR. IN THIS ARTICLE, THE AUTHOR DRAWS A BROADER PICTURE OF THE CURRENT STATE OF PLAY IN THE LIVES OF CHILDREN AND YOUNG PEOPLE, POINTING TO RELEVANT DILEMMAS AND NUANCES IN THE FIELD.

# Outcome

#Children’s play – and in this case children’s mediatized play – must be understood and described as connected practices made possible by material and symbolic artifacts, social and material structures, ways of playing and ways of being a child in a specific setting, which altogether constitutes play as a social, bodily and aesthetic expression" (p. 9)
"Play happens with, through and in media; and the acknowledge- ment of old and new play genres and expressions is important in discussions about the state of contemporary childhood" (p. 9)