

**MUNI**  
**FSS**

# **Psychologie médií**

## **úvod**

Lukas Blinka

## □ Epocha primární orality

(viz Walter Ong. Technologizace slova: Mluvená a psaná řeč)



## □ Epocha písma

*Kdo se mu naučí, přestanou si cvičit paměť a tím budou zapomínat, neboť spoléhající na písmo nebudou se rozpomínat sami od sebe zevnitř, nýbrž jen zjevně, podle cizích znaků; našel jsi tedy prostředek k upamatování, ale nikoli pro paměť. Poskytuješ svým žákům jen zdání moudrosti, ale nikoli moudrost pravou....* (Platón / Sókratés, dialog Faidros)

## □ Epocha typografie



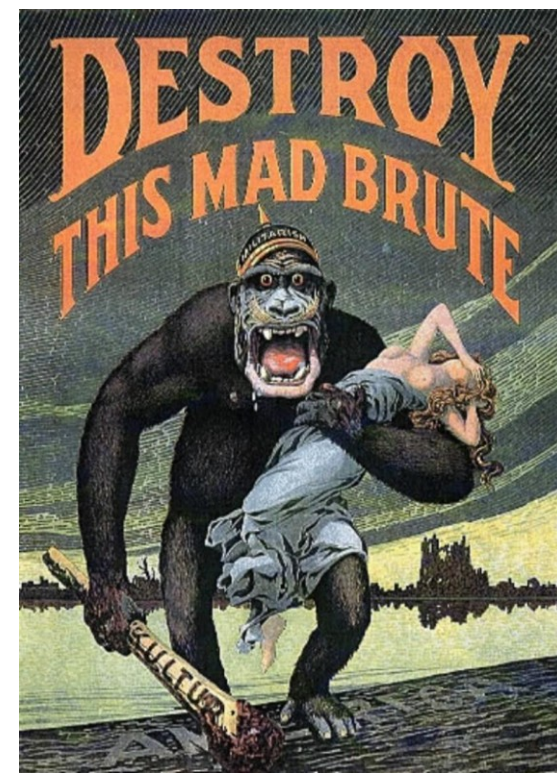
## □ Epocha elektronické komunikace



Jednotlivé „komunikační epochy“ jsou charakteristické zvyšující se erozí dosavadních sociálních norem, změnou mocenských struktur a individualizací (tj. snižování vlivu sociálních vazeb, snižování „vyjednávání“ o „identitě“, naopak zvyšování psychologizace, introspekce, osamění apod.). Média zásadně ovlivňují jak vnímáme a interpretujeme realitu

# Silné a negativní účinky

- V pozornosti od 20. let 20. století s rozvojem rozhlasového a kinematografického, později i televizního apod.
- Prvotním impulzem byla propaganda za 1. světové války. Vymývání mozků? Mohou média měnit hodnoty, postoje a chování lidí?



- Mediální panika jako hybná síla – týká se vždy 1. nového média, které získává dominanci a 2. dětí
- Technologický determinismus – existuje přímý a kauzální vztah mezi použitím média (vystavením s jeho obsahům) a následnými změnami v oblasti chování, prožívání apod.
- Teorie injekční jehly / teorie magické střely (**hypodermic needle model / magic bullet theory**)
- 1929 – *The Payne Fund Studies*: Měření kožně-galvanické reakce při sledování filmových sekvencí. Romantické a „erotické“ scény s dětmi nehnuly ale u teenagerů *sex scenes blew the sixteen-year-olds off the graphs*. Dotazníková část u rodičů a učitelů – na mladé působí filmy jednoznačně škodlivě, jejich chování je negativně ovlivněno



16/92 • 34

# RODOKAPS

ROMÁNY DO KAPSY

Mindy Fischer

## LEBKY Z HOR POVĚRY



# 40. až 60. léta 20. století

- Werthamovy studie – 50. léta, obsahová analýza komiksů a snaha vysvětlit úrazy dětí jejich napodobováním komiksových hrdinů
- Frankfurtská škola, T. Adorno – marxistická kritika „nízké“ kultury
- Televize – serializace, reklama, parasociální vztahy
- Behaviorismus a experimenty. Albert Bandura *Nepřímé posílení / teorie sociálního učení* (viz bobo doll experiment)



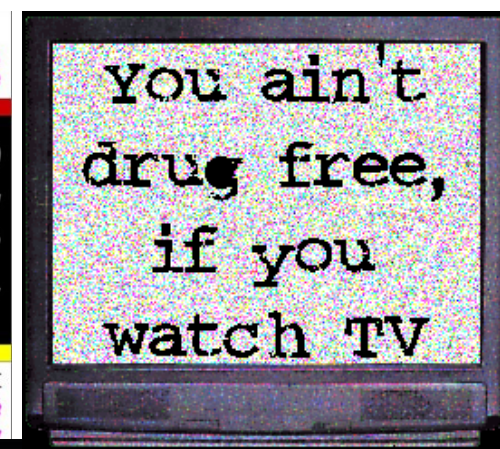


Jonathan Posner  
Author of *The Disappearance of Childhood*  
**Amusing Ourselves  
to Death**  
Public Discourse in the Age of Show Business



"This comes along at exactly the right moment. We must confront the challenge of his prophecy."  
—Jonathan Kozol

Fresh Ideas  
for Enjoying Family Time  
**What To Do  
After You  
Turn Off  
The TV**  
by the author of *DIET FOR A SMALL PLANET*  
Frances Moore Lappé  
and Family



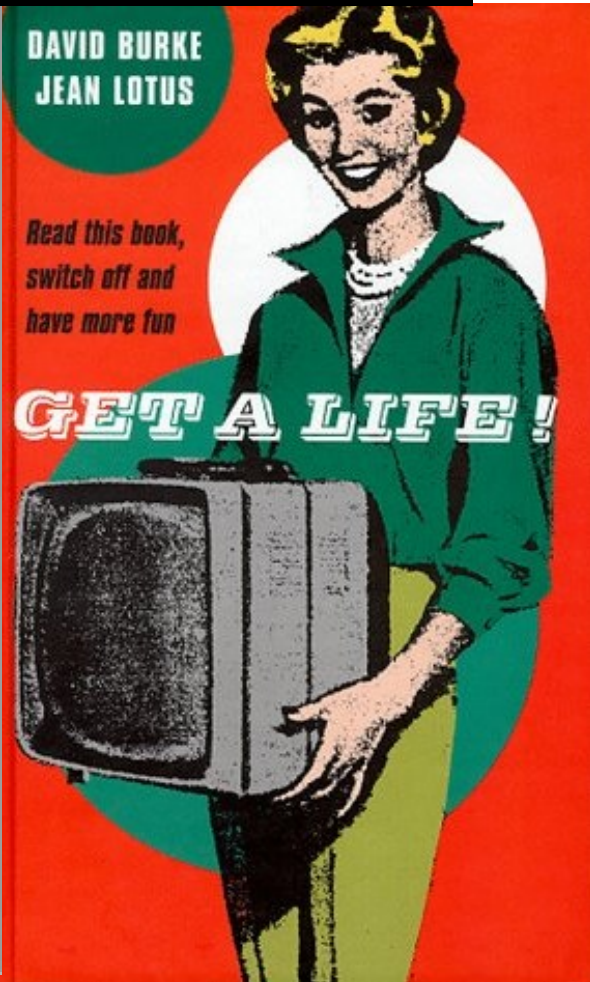
DR ARIC SIGMAN

"HOW TV IS  
QUITE LITERALLY  
KILLING US!"  
DAILY MAIL

**remotely  
controlled**

HOW TELEVISION  
IS DAMAGING  
OUR LIVES

"COMPELLING"  
INDEPENDENT ON SUNDAY



**THE  
PLUG-IN  
DRUG**

Television, Children,  
and the Family  
**MARIE WINN**

FOUR  
ARGUMENTS  
FOR THE  
ELIMINATION  
OF  
TELEVISION

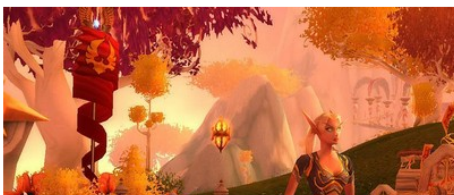


BY  
Jerry Mander



## Dehydrovaní mladí Číňané umírají u počítačových her

Čínský parlament razantně vystoupil proti mladým hráčům, kterým ještě nebylo osmnáct let. Podle nové iniciativy by vláda měla vydat nařízení spolu s technologií, která by těmto lidem zabránila hrát déle než pět hodin v kuse. Snaha se odvíjí od rostoucího počtu úmrtí ještě nedospělých hráčů.



◀ Hra World of Warcraft je velmi

**cz / ZPRAVODAJSTVÍ**

[Domácí](#) [Zahraničí](#) [Krimi](#) [Kraje](#) [Ekonomika](#) [Kultura](#) [Finance](#)

## Zábava dětí v lockdownu? Počítačové hry. Závislí už plní ordinace

🕒 7. března 2021



Více volného času, nepravidelný denní režim. Situace, kdy se děti učí online, nahrává vzniku závislosti na počítačových hrách, ale také na moderních technologiích obecně. Na adiktologické kliniky se proto nyní obrací až o čtyřicet procent více lidí s tímto problémem, většinou rodičů, kteří si se svými ratolestmi už nevědí rady.



Nechci teď vyvolat hlasování o nedůvěře vládě, říká Rakušan. Až pandemie pomine

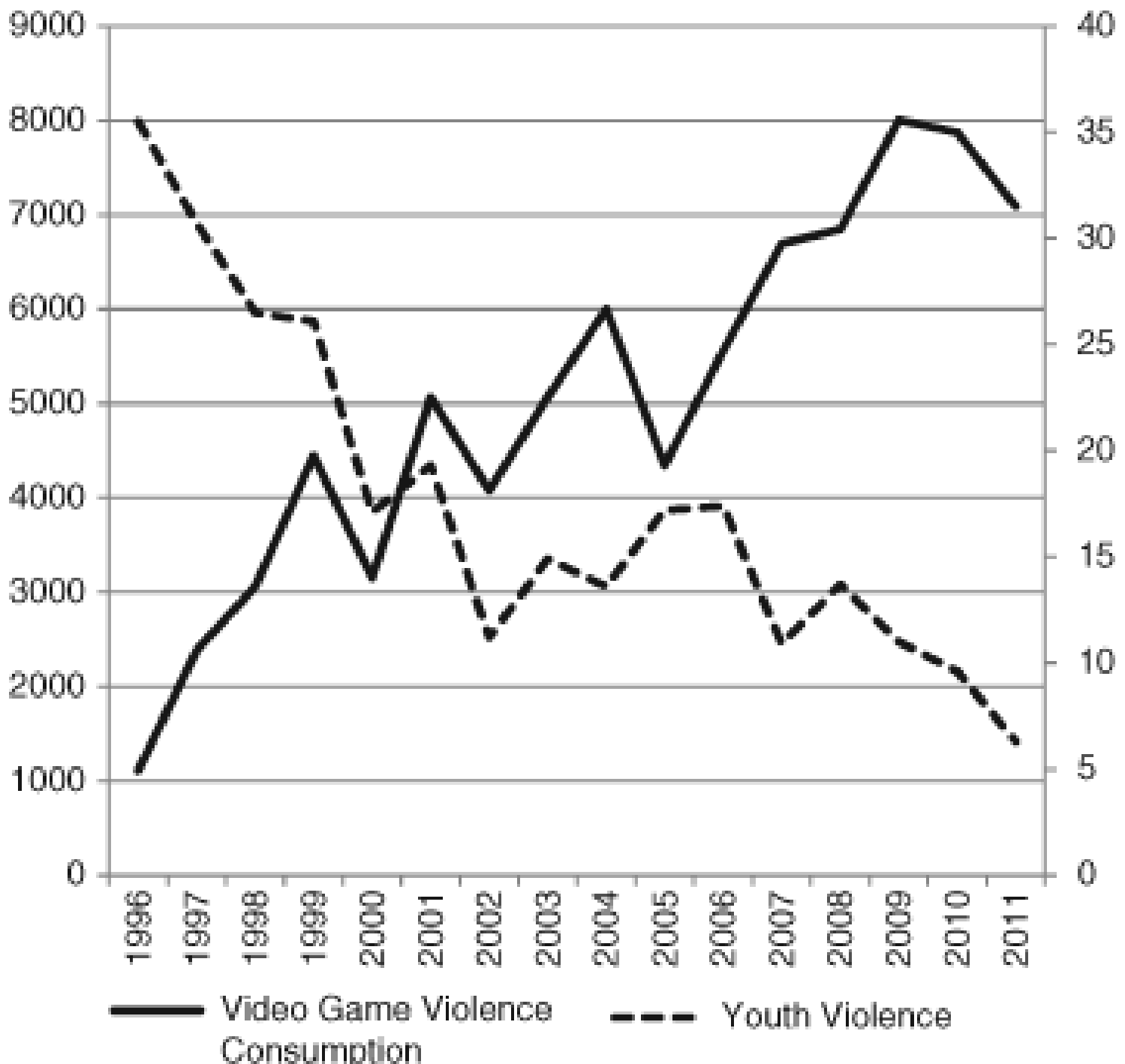




# Média mají minimální účinek

- Po utichnutí mediální paniky zpravidla pocit zásadního vlivu média mizí
- Jak se dané médium stává běžným napříč populací, stáváme se vůči jeho vlivu „slepí“





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**Much ado about nothing: The misestimation and overinterpretation of violent video game effects in Eastern and Western nations: Comment on Anderson et al. (2010).**

[Request Permissions](#)

Ferguson, C. J., & Kilburn, J. (2010). Much ado about nothing: The misestimation and overinterpretation of violent video game effects in Eastern and Western nations: Comment on Anderson et al. (2010). *Psychological Bulletin*, 136(2), 174–178. <https://doi.org/10.1037/a0018566>

The issue of violent video game influences on youth violence and aggression remains intensely debated in the scholarly literature and among the general public. Several recent meta-analyses, examining outcome measures most closely related to serious aggressive acts, found little evidence for a relationship between violent video games and aggression or violence. In a new meta-analysis, C. A. Anderson et al. (2010) questioned these findings. However, their analysis has several methodological issues that limit the interpretability of their results. In their analysis, C. A. Anderson et al. included many studies that do not relate well to serious aggression, an apparently biased sample of unpublished studies, and a “best practices” analysis that appears unreliable and does not consider the impact of unstandardized aggression measures on the inflation of effect size estimates. They also focused on bivariate correlations rather than better controlled estimates of effects. Despite a number of methodological flaws that all appear likely to inflate effect size estimates, the final estimate of  $r = .15$  is still indicative of only weak effects. Contrasts between the claims of C. A. Anderson et al. (2010) and real-world data on youth violence are discussed. (APA PsycInfo Database Record (c) 2016 APA, all rights reserved)

# Do Angry Birds Make for Angry Children? A Meta-Analysis of Video Game Influences on Children's and Adolescents' Aggression, Mental Health, Prosocial Behavior, and Academic Performance

Perspectives on Psychological Science  
2015, Vol. 10(5) 646–666  
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SAGE

**Christopher J. Ferguson**  
Stetson University

## Abstract

The issue of whether video games—violent or nonviolent—“harm” children and adolescents continues to be hotly contested in the scientific community, among politicians, and in the general public. To date, researchers have focused on college student samples in most studies on video games, often with poorly standardized outcome measures. To answer questions about harm to minors, these studies are arguably not very illuminating. In the current analysis, I sought to address this gap by focusing on studies of video game influences on child and adolescent samples. The effects of overall video game use and exposure to violent video games specifically were considered, although this was not an analysis of pathological game use. Overall, results from 101 studies suggest that video game influences on increased aggression ( $r = .06$ ), reduced prosocial behavior ( $r = .04$ ), reduced academic performance ( $r = -.01$ ), depressive symptoms ( $r = .04$ ), and attention deficit symptoms ( $r = .03$ ) are minimal. Issues related to researchers' degrees of freedom and citation bias also continue to be common problems for the field. Publication bias remains a problem for studies of aggression. Recommendations are given on how research may be improved and how the psychological community should address video games from a public health perspective.

# The association between adolescent well-being and digital technology use

Amy Orben<sup>1\*</sup> and Andrew K. Przybylski<sup>1,2</sup>

The widespread use of digital technologies by young people has spurred speculation that their regular use negatively impacts psychological well-being. Current empirical evidence supporting this idea is largely based on secondary analyses of large-scale social datasets. Though these datasets provide a valuable resource for highly powered investigations, their many variables and observations are often explored with an analytical flexibility that marks small effects as statistically significant, thereby leading to potential false positives and conflicting results. Here we address these methodological challenges by applying specification curve analysis (SCA) across three large-scale social datasets (total  $n = 355,358$ ) to rigorously examine correlational evidence for the effects of digital technology on adolescents. The association we find between digital technology use and adolescent well-being is negative but small, explaining at most 0.4% of the variation in well-being. Taking the broader context of the data into account suggests that these effects are too small to warrant policy change.

The idea that digital devices and the Internet have an enduring influence on how humans develop, socialize and thrive is a compelling one<sup>1</sup>. As the time spent by young people online has doubled in the past decade<sup>2</sup>, the debate about whether this shift negatively impacts children and adolescents is becoming increasingly heated<sup>3</sup>. A number of professional and governmental organizations have therefore called for more research into digital screen-time<sup>4,5</sup>, which has led to household panel surveys<sup>6,7</sup> and large-scale social datasets adding measures of digital technology use to those already assessing psychological well-being<sup>8</sup>. Unfortunately, findings derived from the cross-sectional analysis of these datasets are conflicting; in some cases negative associations between digital technology use and well-being are found<sup>9,10</sup>, often receiving much attention even when correlations are small. Yet other results are mixed<sup>11</sup> or contest previously discovered negative effects when re-analysing identical data<sup>12</sup>. One high-quality, pre-registered analysis of UK adolescents found that moderate digital engagement does not correlate with well-being, but very high levels of usage possibly have small negative associations<sup>13,14</sup>.

The second possible explanation for conflicting patterns of effects found in large-scale datasets is rooted in the scale of the data analysed. Compared to the laboratory- and community-based samples typical of behavioural research (mostly  $<1,000$ )<sup>21</sup>, large-scale social datasets feature high numbers of participant observations (ranging from 5,000 to 5,000,000)<sup>6–8</sup>. This means that very small co-variations (for example,  $r < 0.01$ ) between self-report items will result in compelling evidence for rejecting the null hypothesis at alpha-levels typically interpreted as statistically significant by behavioural scientists (that is,  $P < 0.05$ ). Thirdly, it is important to note that most datasets are cross-sectional and therefore provide only correlational evidence, making it difficult to pinpoint causes and effects. Thus, large-scale datasets are simultaneously attractive and problematic for researchers, peer reviewers and the public. They are a resource for testing behavioural theories at scale but are, at the same time, inherently susceptible to false positives and significant but minute effects using the alpha-levels traditionally employed in behavioural science.

Given that digital technology's impact on child well-being is a

**Table 3 | Comparison specification results**

Comparison specifications		YRBS	MTF	MCS
<b>Negative Factors</b>	Binge-drinking	×2.95	×8.10	×1.02
	Marijuana	×2.70	×10.09	×1.14
	Bullying	×4.33	–	×4.92
	Getting into fights	×3.65	×15.58	–
	Cigarettes	–	×18.47	–
	Being arrested	–	–	×0.96
<b>Neutral Factors</b>	Perceived weight	×1.02	–	–
	Potatoes	×0.86	–	–
	Asthma	×1.34	–	–
	Milk	×0.28*	–	–
	Going to movies	–	×11.51*	–
	Religion	–	×16.29*	–
	Music	–	×32.68	–
	Homework	–	×3.57*	–
	Cycling	–	–	×1.88*
	Height	–	–	×1.53*
	Glasses	–	–	×1.45
	Handedness	–	–	×0.10
<b>Positive Factors</b>	Fruit	×0.11	×9.49*	×1.32*
	Vegetables	×0.27	×20.63*	×1.52*
	Sleep	×3.06*	×44.23*	×1.65*
	Breakfast	×2.37*	30.55*	×3.32*

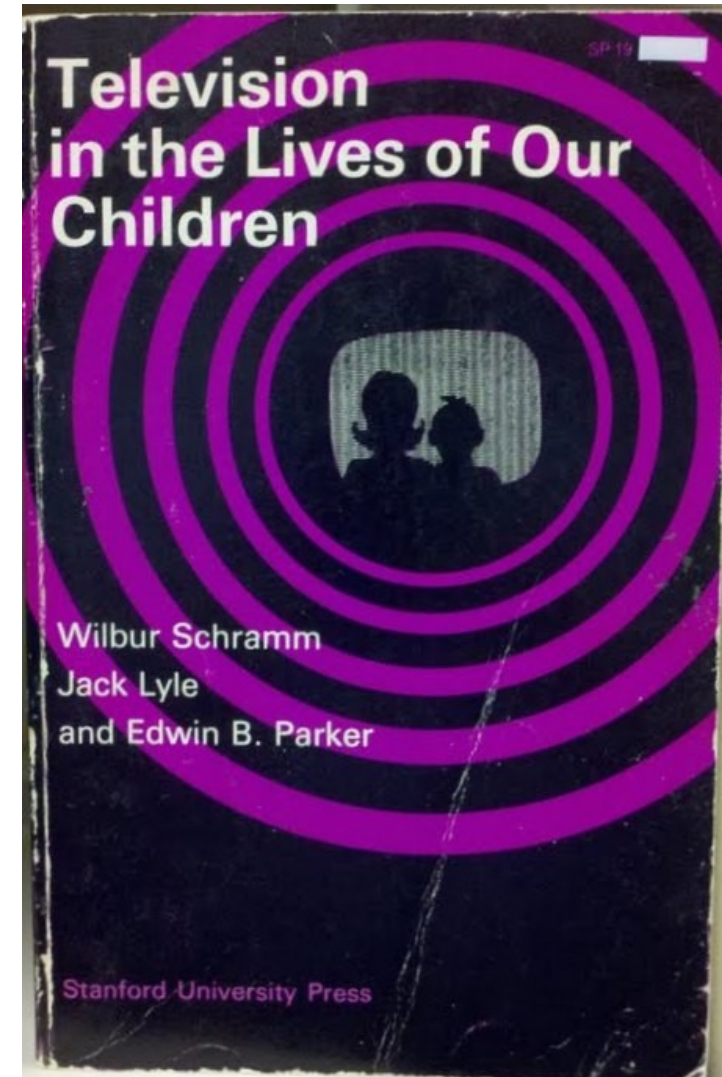
The table shows the size of the effect of comparison variables on adolescent well-being when compared to the size of the effect of technology use (measured using the mean of technology use questions) on adolescent well-being. The values indicate how many times larger the effects of the comparison variables are in comparison to technology use when examining the Youth Risk and Behaviour Survey (YRBS), Monitoring the Future (MTF) and Millennium Cohort Study (MCS) datasets. \* Denotes when the effect of the comparison variable on well-being is positive, and therefore in the opposite direction to the effect of technology use. Note: For the YRBS the average effect linking technology to well-being was  $\beta = -0.049$ ; for the MTF the average effect linking technology to well-being was  $\beta = -0.006$ ; for the MCS the average effect linking technology to well-being was  $\beta = -0.042$ . Please note that these figures may be different from those found in Table 2, because the mean of technology use measures was used in these analyses.

# Smíšené účinky

*For some children under some conditions some television is harmful.*

*For other children under the same conditions or for the same children under other conditions it may be beneficial.*

*For most children under most conditions, most television is probably neither particularly harmful nor particularly beneficial.*



***what** kinds of communication on **what** kinds of issues, brought to the attention of **what** kinds of people under **what** kinds of conditions have **what** kinds of effects?*

Communication as a Discipline

Views from Europe

*Communication Research Paradigms*

### **Five Challenges for the Future of Media-Effects Research**

PATTI M. VALKENBURG

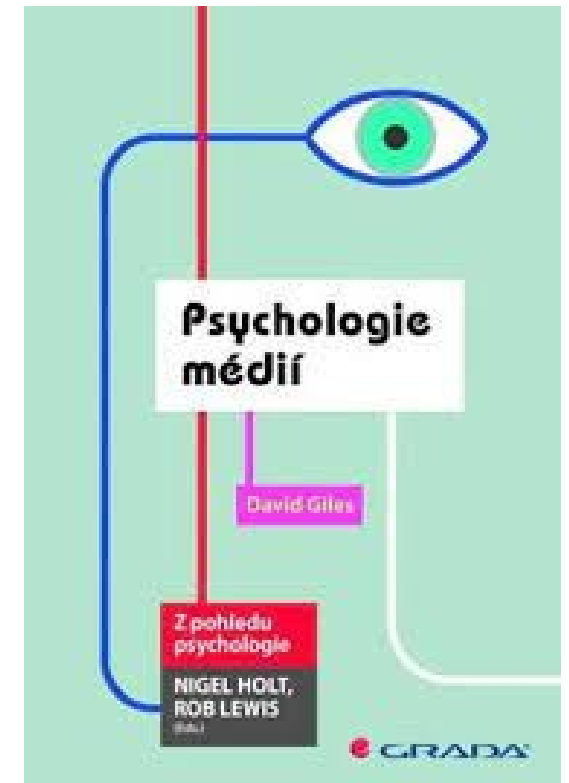
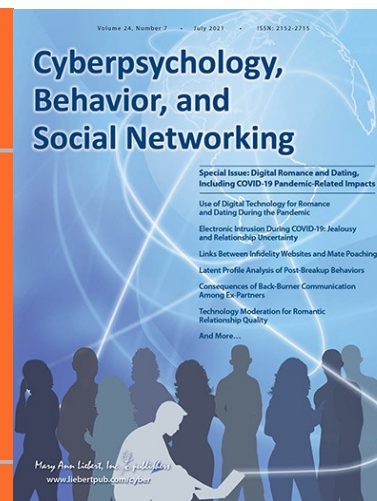
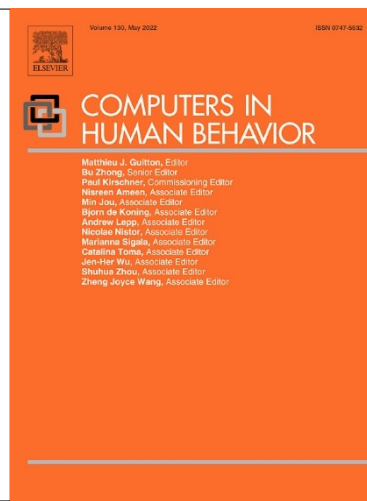
JOCHEN PETER<sup>1</sup>

Amsterdam School of Communication Research

The past several decades have witnessed thousands of studies into the effects of media on children and adults. The effects sizes that are found in these studies are typically small to moderate, at best. In this article, we first compare the effect sizes found in media-effects research to those found in other social and behavioral sciences, and demonstrate that small effect sizes are just as common in these other disciplines. Then, we discuss why, in contradiction to these other disciplines, small media effects often lead to opposing, or even polarized views among communication scholars. Finally, we present five challenges for future media-effects research that may increase the explanatory power of current media-effects models: 1) improved media exposure measures; 2) more programmatic research on conditional media effects; 3) more targeted, cumulative theory testing; 4) a broader recognition of transactional media effects; and 5) a reconsideration of the media-effects paradigm in the context of new media.



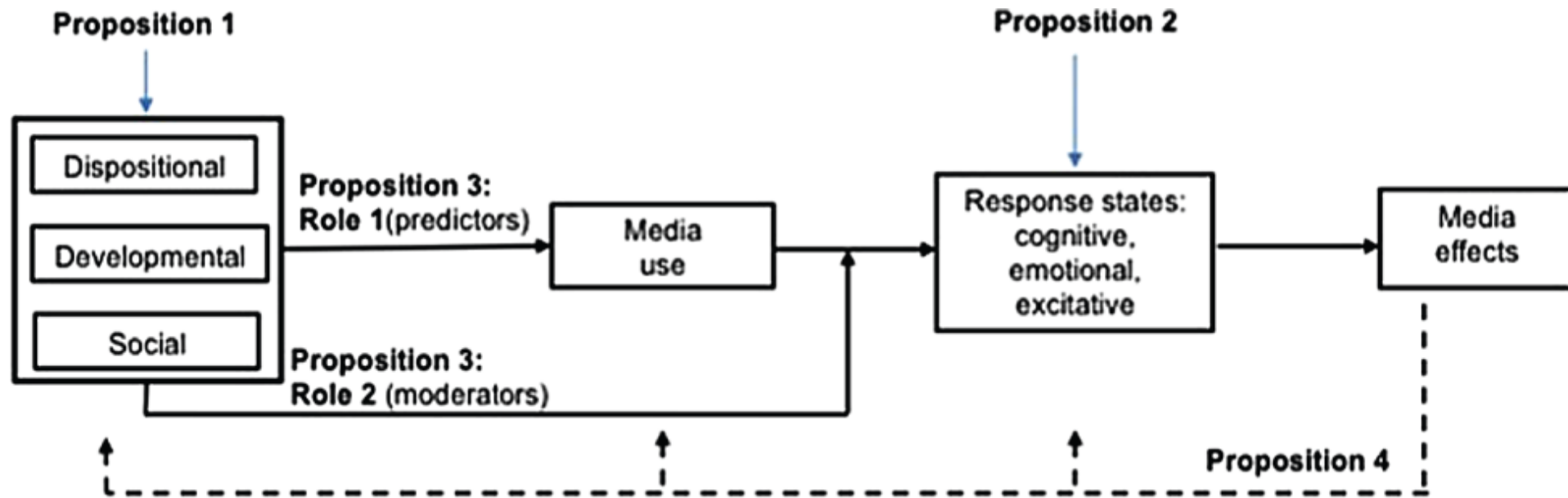
- Vědecké studium lidského chování a kognitivních a emočních procesů v kontextu používání médií (konzumace a tvorby)
- Zkoumání vztahu mezi lidmi a mediálním prostředím a to optikou psychologie
- 1987 – APA zakládá Divizi 46
- 1996 – vychází *Journal od Media Psychology*
- 1999 – vychází *Media Psychology*
- 2003 – vychází první učebnice (David Giles), revize 2010



# Překážky

- Veřejný zájem a tlak – stále silná (ale falešná) dichotomie dobře vs špatně. Větší podpora výzkumu negativních vlivů
- Interdisciplinarita – řada poznatků vznikala a byla komunikována rozpojeně
- Teoretické vakuum – oddělené obory (metodologicky, teoreticky, i fyzicky) vede k neznalosti, že s jedné věci věnuje i někdo jiný a tedy i přehlížení už zjištěných poznatků.
- Oborové rozpory – silnější metodologická a statistická tradice občas vede k přezíravému postoji u psychologů vůči medialistům, nutnost redukce široký mediální materiál na jednoduché stimuly zase k přezíravosti u medialistů
- Jak to bude vypadat dál? Na které katedře by měl tento obor být? Naučí se psychologové více počítat s médii? Nebo medialisti víc zakomponují psychologii? Nebo bude silnější mezioborová/mezikatederní spolupráce?

# Model zvýšené náchylnosti k mediálním účinkům

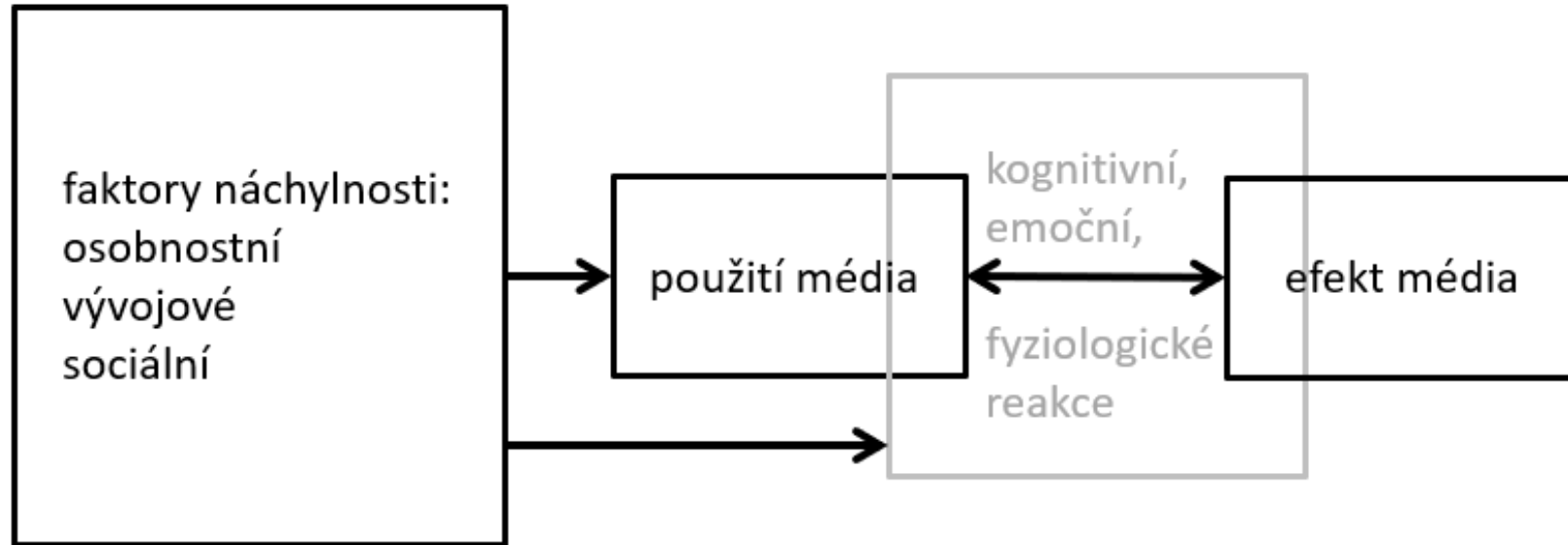


**Proposition 1:** Media effects depend on three types of differential susceptibility variables.

**Proposition 2:** Three media response states mediate the relationship between media use and effects.

**Proposition 3:** The differential susceptibility variables have two roles; they act as predictors and moderators.

**Proposition 4:** Media effects are transactional.



- Selektivita ve výběru média – výběr je ovlivněn osobními, vývojovými a sociálními faktory
- Stejně tři skupiny faktorů určují náchylnost jedince vůči účinkům médií
- Transakční vztah mezi použitím média a účinkem
- Vztah mezi použitím média a účinkem není přímý, ale mediováný skrze fyziologické, emoční a kognitivní reakce jedince