

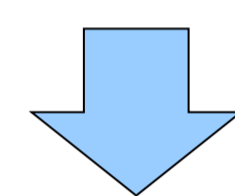


# Children's Educational Television: Does It Stick with You Forever, or Do You Grow out of It?

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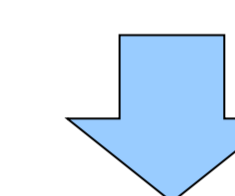
## Abstract

- EDUCATIONAL TELEVISION VIEWED IN CHILDHOOD MAY BE IMPACTFUL IN THE LONG-TERM, BUT
  - THIS RESEARCH IS LIMITED, AND
  - HAS FOCUSED ON COGNITIVE OR ACADEMIC DEVELOPMENT.
- DATA FROM 194 UNDERGRADUATE STUDENTS EXAMINED THE PERCEIVED LONG-TERM IMPACT OF FOUR POPULAR EDUCATIONAL PROGRAMS THEY VIEWED MOST OFTEN IN CHILDHOOD
  - DORA THE EXPLORER,
  - SESAME STREET,
  - BLUE'S CLUES,
  - THE MAGIC SCHOOL BUS
- PARTICIPANTS BELIEVED THE PROGRAM THEY WATCHED MOST OFTEN WAS IMPACTFUL ON SOCIAL, COGNITIVE, AND EMOTIONAL SKILLS FOR ALL FOUR SHOWS.
- EDUCATIONAL PROGRAMMING VIEWED IN CHILDHOOD COULD HAVE A WIDE RANGE OF IMPACTS IN THE LONG-TERM.



## Methodology

- PILOT STUDY FOUND MOST WATCHED CHILDREN'S PROGRAMS:
  - SESAME STREET
  - DORA THE EXPLORER
  - BLUE'S CLUES
  - THE MAGIC SCHOOL BUS
- SURVEY OF PERCEIVED IMPACT ON 3 DIMENSIONS (10 ITEMS EACH)
  - COGNITIVE,
  - SOCIAL, AND
  - EMOTIONAL
- FOR EXAMPLE,
  - Tell us the extent to which you agree or disagree that the program you selected taught you each of the following:
    - HOW TO WRITE
    - HOW TO SHARE WITH OTHERS
    - HOW TO EXPRESS YOUR EMOTIONS



## Discussion

- PROGRAMS WERE PERCEIVED AS IMPACTFUL, PARTICULARLY ON SOCIAL SKILLS
- IMPLICATIONS
  - WHAT PROGRAMS HAVE DONE WITH SOCIAL SKILLS IS PERCEIVED AS BEING PARTICULARLY EFFECTIVE
  - TV CREATORS, PRODUCERS, & DEVELOPERS NEED TO MAINTAIN THE SUCCESS OF SOCIAL SKILLS, BUT MAY WANT TO EXAMINE FURTHER HOW TO INCREASE COGNITIVE AND EMOTIONAL SKILLS
    - CHILDREN NEED TO EFFECTIVELY LEARN COGNITIVE SKILLS LIKE COUNTING, READING, AND WRITING
    - CHILDREN NEED TO EFFECTIVELY LEARN EMOTIONAL SKILLS LIKE IDENTIFYING THEIR OWN EMOTIONS, CONTROLLING THEIR EMOTIONS, AND UNDERSTANDING THE EMOTIONS OF OTHERS
- SESAME STREET APPEARS TO BE HIGH IN ALL 3 DIMENSIONS
- DORA THE EXPLORER WAS THE MOST WATCHED PROGRAM (N = 67) AND SESAME STREET WAS THE LEAST WATCHED PROGRAM (N = 25)
- EDUCATIONAL TV APPEARS TO HAVE BEEN AND CAN CONTINUE TO BE IMPACTFUL IN THE LIVES OF CHILDREN EVEN AS THEY GROW INTO ADULTHOOD

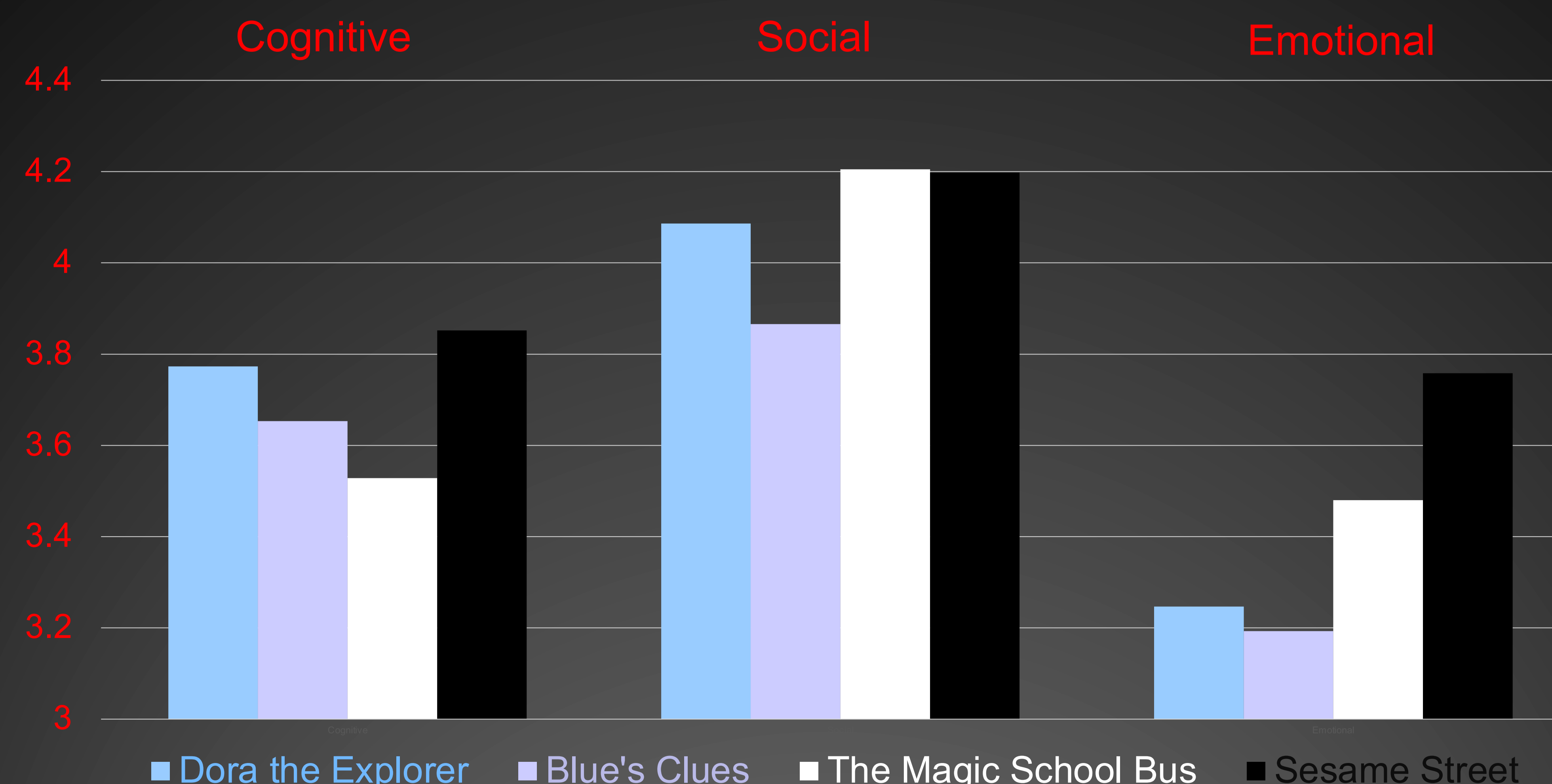
## Theoretical Background

- CHILDREN ARE EXPOSED TO TV CONTENT EARLY
  - 66% EXPOSED BY AGE 2 (COMMON SENSE MEDIA, 2011)
  - 72% OF SCREEN ACTIVITY IS TV UNDER AGE 9 (COMMON SENSE MEDIA, 2017)
- PARENTS HAVE BEEN CONCERNED WITH TV:
  - MORE TV = LESS TIME READING, SLEEPING, STUDYING (MARSH, 2021; PAHR, 2018; SHIN, 2004)
  - MORE TV = POOR ACADEMIC ACHIEVEMENT (SHIN, 2004)
- TV AS EDUCATION
  - SESAME STREET & MISTER ROGERS SINCE THE 1960S (COONEY, 1967)
  - DIFFERENT PROGRAMS TEACH DIFFERENT THINGS
    - LITERACY: SUPER WHY! (LINEBARGER, 2015) & BETWEEN THE LIONS (LINEBARGER ET AL., 2004)
    - PROSOCIAL CONTENT: ARTHUR (CINGEL & KRCMAR, 2019) & MISTER ROGER'S NEIGHBORHOOD (FRIEDRICH & STEIN, 1975)
    - EMOTIONAL CONTENT: DANIEL TIGER'S NEIGHBORHOOD (RASMUSSEN ET AL., 2016)
  - LIMITED WORK ON LONG-TERM EFFECTS
    - MORE VIEWING LEAD TO BETTER SCHOOL READINESS AND HIGHER WAGES (WRIGHT & HUSTON, 1995; KEARNEY & LEVINE, 2019)

## Results

- PARTICIPANTS INDICATED THAT PROGRAMS TAUGHT EACH OF THE THREE SKILLS
- THERE WAS A SIGNIFICANT EFFECT OF SKILLS,  $F(2, 190) = 94.7, p < .000, \eta^2 = .333$ , HIGHEST PERCEIVED IMPACT WAS ON SOCIAL SKILLS ( $M = 4.06$ ), THEN COGNITIVE ( $M = 3.69$ ), THEN EMOTIONAL ( $M = 3.35$ ).
  - THERE WAS AN INTERACTION WITH PROGRAM,  $F(6, 190) = 4.8, p < .000, \eta^2 = .070$ , (SEE GRAPH BELOW).
  - SESAME STREET RATED THE HIGHEST ON COGNITIVE ( $M = 3.9$ ) AND EMOTIONAL ( $M = 3.8$ ) SKILLS,
  - THE MAGIC SCHOOL BUS RATED HIGHEST ON SOCIAL SKILLS ( $M = 4.20$ ).

### Average Rating by Skill



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