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tools, in this case social networking sites, can have on development. Thus, findings implicate both the role of development on social networking site use, as well as the role of social networking site use on development. Overall, these findings have important implications for the study of media and human development, which are discussed in detail.

Kazakoff, Elizabeth R.

Though young children are frequent users of digital technology, there is no comprehensive definition of early childhood digital literacy. Currently, digital literacy and related terms are defined with much older children and adults in mind. This paper aims to lay groundwork for redefining digital literacy in an early childhood context. Taking into account the unique developmental needs of early childhood when discussing digital literacy can provide a gateway to developing technological tools and curricula to prepare children in kindergarten through second grade to be more effective users of digital technologies throughout their lives.

Media Use and the Family

Rudi, Jessie; Dworkin, Jodi

As online media has become an increasingly important part of youths' daily lives, it is critical for the field to explore questions related to youth online media use in order to support youth workers, youth development practice and programming. Using a national sample of youth age 13-22 ($N = 585$), the current study explored demographic differences in youth online media use, and examined associations between youth demographics, parental monitoring, parent-child relationship quality, and likelihood of being a frequent user of online activities. Although youth reported being frequent users of online media, Internet use was not the same for all youth. Online media use differed significantly by youth age, gender, race, and family relationship quality. The findings remind the field to consider the young people we are working with and how they use online media in their daily lives.

Roca, Meritxell; Aranda, Daniel; Sánchez-Navarro, Jordi

The aim of this reported study was to investigate adolescents TV consumption habits and perceptions. Although there appears to be no general consensus on how the Internet affects TV consumption by teenagers, and data vary depending on the country, according to our study, Spanish adolescents perceive television as a habit "of the past" and find the computer a device more suited to their recreational and audio-visual consumption needs. The data obtained from eight focus groups of teenagers aged between 12 and 18 and an online survey sent to their parents show that watching TV is an activity usually linked to the home's communal spaces. On the contrary, online audio-visual consumption (understood as a wider term not limited to just TV shows) is perceived by adolescents as a more convenient activity as it adapts to their own schedules and needs.

Charmaraman, Linda; Grossman, Jennifer M.

With the growing popularity of social networking sites (SNS), parents, educators, youth development workers, researchers, and policymakers are increasingly concerned with Internet

safety issues. In this paper we highlight a study designed to understand how young people describe how much (or how little) social network monitoring is happening in their home life, including who is doing the monitoring, when, why, and how. Participants included 33 middle school youth (aged 11-14) who were participating in a 9-week sexual health curriculum. Teens reported that their parents were most concerned about "friending" the wrong people and swearing on Facebook postings. In contrast, teens talked more about using Facebook to keep in touch with their known social circle and were not as preoccupied with adding people they didn't know or wanting to meet strangers online. Teens also reported that female family and community members were the most frequent monitors of their Facebook pages. Implications for youth development programs and future research directions are discussed.

Schwab, Keri A.; Brock, Barbara
The purpose of this follow-up study was to learn more about the leisure choices, hobbies, and lifestyles of young adults who had grown up without a television. Study participants responded to an online questionnaire that asked about their health, physical activity habits, hobbies, and level of current television viewing. A mixed methods approach to gathering and analyzing data revealed a picture of young adults who live active lives, watch little television, and appear to have a strong sense of personal agency to direct their lives. Themes of agency, including forethought and intentionality, and self-regulation were evident in the qualitative responses, as well as creation and choosing challenging hobbies or activities. This study provided much information for future research to examine the influence of television on youth development, specifically agency, challenge and life-long habits.

Media Use and Youth Adjustment

Barnett, Rosemary V.; Culen, Gerald R.; Jordan, Joy; Gibson, Heather; Hirsch, Joshua
This reported study was designed to examine the beliefs and perceptions of adolescents on whether or not viewing violence on television contributes to an increase in adolescents' abilities to learn aggressive attitudes and behaviors. It also explored the effects humor and satire used in the animated television series *The Simpsons* has on adolescents' abilities to learn aggressive attitudes and behaviors. Finally, it examined to what extent the violence portrayed in *The Simpsons* was believed to be realistic and justified by adolescents viewing the show. Results indicate that adolescents were not affected by the violence they observed in *The Simpsons* animation: Further, they did not feel that it was acceptable for their favorite characters to use violence to solve problems. Youth did not have reactions to viewing the series that were violent, nor did they report becoming aggressive in response to viewing the violence on the *The Simpsons.* While the majority of the youth also reported that they did not use violence to solve a problem, 3.3% reported that they did. Overall, the study concluded that adolescents' exposure to violent content by viewing it in animation in *The Simpsons* did not affect adolescents' perceptions of their abilities to learn aggressive attitudes and behaviors. Youth did not perceive that the violence portrayed was realistic.

Davis, Katie; Reich, Justin; James, Carrie
While traditional forms of bullying have been steadily decreasing over the course of the last two decades, cyberbullying has emerged as a major concern among parents, teachers, and other professionals working with young people. Because cyberbullying is a relatively new phenomenon, its research base is not as well developed as research on traditional bullying. In this

literature review, the authors synthesize current knowledge on cyberbullying's prevalence among youth; its relationship to offline bullying; which youth are most likely to be perpetrators and victims; the negative effects of cyberbullying on victims; and the landscape of intervention efforts currently employed in the United States. In the process, they highlight areas in need of future research.

Ohannessian, Christine McCauley
The primary goal of this longitudinal study was to examine whether media use predicts adolescent self-competence and/or whether adolescent self-competence predicts media use. The sample included 1,031 10th and 11th grade boys and girls from the United States. The adolescents completed a self-report questionnaire in 2007 and 2008 to assess their media use (talking and texting on the phone, listening to music, e-mailing/IMing, playing video games, and working on the computer) and self-competence (social competence, scholastic competence, athletic competence, and perceived physical appearance). Path analysis results revealed that media use had a minimal effect on adolescent self-competence. In contrast, adolescent self-competence consistently predicted media use. Results from this study highlight the need to examine both directions of influence between adolescent media use and adjustment.

Barnett, Rosemary V.; Payne-Purvis, Caroline; Culen, Gerald R.; Neely, Jeffrey C.
This paper highlights a study examining the impact of various media formats on at-risk youth to identify forms of media technology that might impact their community connectedness, community involvement, and community support. Over a three-year period, a sample of 133 youth enrolled in after-school programs in two communities completed a questionnaire annually consisting of the following areas: community support, community involvement, community connectedness, and media use for learning. Linear regression analysis indicated media use for learning about community issues was a predictor of student's perceptions of community support, community connectedness, and community involvement. The media format most identified for gaining knowledge about community issues by the youth was the Internet, while the use of print media increased over the course of the study. The most significant relationships were found between media use and perceptions of community overall with the most significant gains in media use during Y2, where youth knowledge of community issues increased.

Resource Review
Worker, Steven
This resource review provides an introduction to Mariana Bers' new book, *Designing Digital Experiences for Positive Youth Development* (2012). Bers applies the Six C model of Positive Youth Development (PYD) to the digital domain with her theoretical model, Positive Technological Development. The model may be particularly valuable for practitioners seeking to design digital experiences for youth, as well as for evaluators who assess the PYD outcomes associated with youth participation in these spaces.