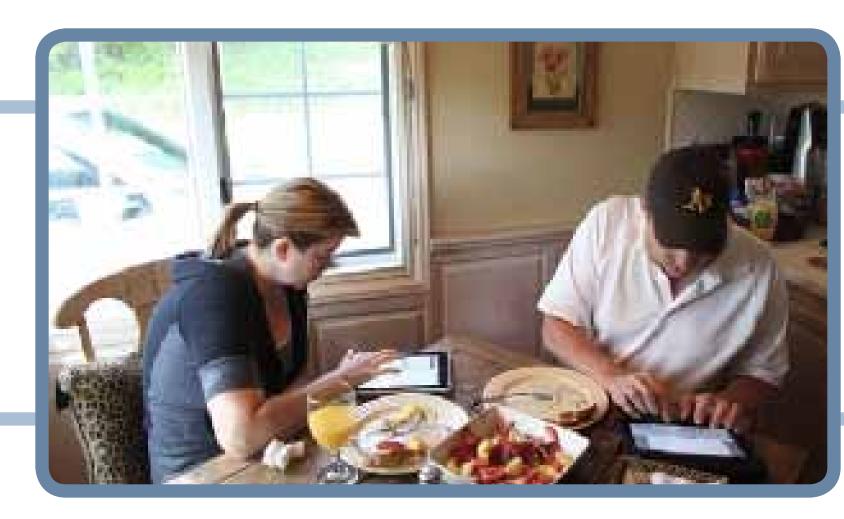


The Implications

- Alarming relationships between social media use, media multitasking and healthy social-emotional development
- Need to investigate and understand causal relationships
- Need to examine relationships of social media use and multitasking to learning, homework, and in other age groups
- Need to study new media production, not only consumption

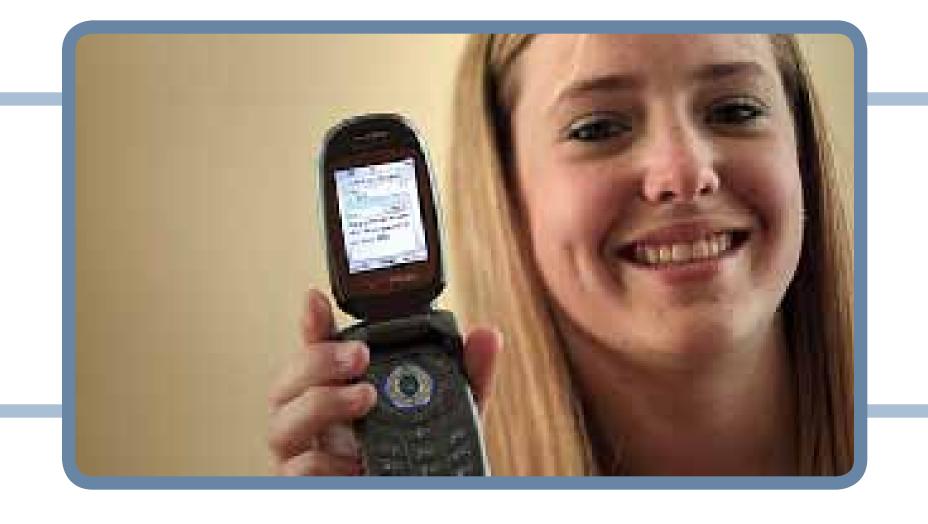


Research Issue: Changing media ecology and consequences for youth



"Always On" - Increasingly pervasive broadband and networked multiple digital devices (PCs, mobiles, tablets) give youth greater access to media and the choices to multitask with these media

Dramatic growth in social media (texting, Facebook)





Major transformations underway in kids' lives in their communication patterns, emotional and social relationships, and friendship development and maintenance

We need to understand these relationships – and to identify effective designs and interventions for problematic developments

The Initial Study

- Survey of 3461 girls, 8-12 years old, across all 50 states
- Examined social media and other media use, media multitasking and social-emotional development
- Measured face-to-face communication as a medium for the first time for such studies

The Results

Extent of social media, media multitasking, and video use are all negatively related to measures of social and emotional well-being:

- Social success
- Feelings of normalcy
- Number of friends parents think are a bad influence
- Hours of sleep





Contributing Centers

The LIFE Center (Learning in Informal and Formal Environments) seeks to develop and test principles about the social foundations of human learning in informal and formal environments with the goal of enhancing human learning from infancy to adulthood (http://life-slc.org/). Co-directed by Roy Pea.

The CHIMe Lab (Communications between Humans and Interactive Media) focuses on uncovering fundamental relationships between humans and interactive media (http://chime.stanford.edu/). Directed by Cliff Nass.

Credits

Funding for this study provided as part of the NSF-funded LIFE Center (#0835854), as part of the Science of Learning Centers Program. A related NSF Workshop Grant #0841556 on Impacts of Media Multitasking on Children's Learning and Development (http://multitasking.stanford.edu/) motivated the study.

Publication

Pea, R., Nass, C., Meheula, L., Rance, M., Kumar, A., Bamford, H., Nass, M., Simha, A., Stillerman, B., Yang, S., & Zhou, M. (2012). Media Use, Face-to-Face Communication, Media Multitasking and Social Well-Being among 8-12 Year Old Girls. Developmental Psychology, 48(2), 327-336. doi: 10.1037/a0027030 (http://psycnet.apa.org/journals/dev/48/2/327/)

