

PSY 767

MEDIA STUDIES

Psychology Program
Fielding Graduate Institute
Santa Barbara, California

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1. A Definition of Media Psychology and the Media Studies KA
 2. Specific objectives.
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The Specialty Field of Media Psychology

A Definition of Media Psychology

This KA is generally part of a sequence and may be taken individually or as part of the Media Psychology Program. Core KAs in the Media Psychology Program are Media Psychology (764), Advanced Media Psychology (766), and Media Studies, (767). This Syllabus is specifically for KA 767

Introduction.

Broadly defined, media psychology encompasses the behavioral aspects of media in activities, events, theories, and practices regarding the effects and behaviors stimulated by media elements. These include pictures, sound, graphics, and content and their effects on the senses and intelligences. More specific individual definitions may be refined when one examines the psychology of constructing or accessing programs or services on an individual or societal level, using attention, behavior, physical, intellectual, and cultural change as measures.

Sensory and cognitive psychology, systems theory, human development, motivation and learning and communications theory are all overlapping and synergistic specialties having implications for media psychology.

What is Expected of You in this Assessment in Media Studies

This syllabus describes the requirement for the Media Studies (Psych 767) specialization in Media Psychology. It is an applied course and is based on a research, an applied demonstration project that is conceived of in conjunction with the advice and acceptance by the KA faculty member. It is a practical KA and may also include an internship, work related task type applied experience, research project or other acceptable applied project that develops specific understandings and skills in Media Psychology. It may be handled in a similar way as a practicum or may be a specific research project in preparation for professional research, project development, or a business development initiative whose focus is in the realm of media studies.

Specific Objectives of KA 767 include:

- Identification, planning, development, design and preparation of a plan for a specific project in the application of media psychology or the study of media effects. It is not necessary to carry out the project, if it is a large production or major research project, but it is intended that the complete plan for implantation be the outcome. If it is reasonable and agreed with the faculty assessor, the project may be carried out. A purpose of this KA is to demonstrate application skills with media psychology projects.
- Demonstrating the ability to conceptualize, create a strategy, and work through the details of a significant application in an area or research related to the study of media effects.
- Practical application of media and psychology, which might include a practicum type application, preparation of a presentation, production of a product, or conduct of a specific project, which demonstrate growing understanding in applications, related to media psychology.
- Submission of a project product that is either a media application, research study report, presentation, published article or other acceptable result agreed with the faculty assessor.

Conceptual Areas of Exploration in Media Psychology: KA 767

It is intended that the student gain specific work related experience such as internship type activity or, conduct specific research on media effects on other dimensions of media and audience interaction. Each project should be in an area related to the field of media psychology and which demonstrates evolving professional interest and focus of the student. Examples of areas where applied projects in Media Studies may be developed include but are not confined to:

1. Identifying new methodologies to harness and direct multi-sensory input.
2. Applying the outcomes of research in all aspects of human motivation and media.
3. A project in computer assisted psychology or psychotherapy
4. A media psychology application in teacher education programs.
5. A systems application related to media in which the product is a CD, Video or other media product which demonstrates linkage between media and psychology.
6. Projects increasing both professional and public understanding of media psychology.
7. Projects encouraging more media related learning theory in psychology graduate schools and in graduate schools of education.
8. Projects helping corporations understand the need for media psychologists in formulating their training and marketing programs.
9. Projects which increase understanding of the social and psychological effects of media forces.
10. Projects applying the effects of marketing and advertising on children and adults in all media related areas.
11. Applications examining intercultural dissonance, global applications, differences between and within cultures to our 21st century world.
12. Commercial applications using the principles of psychology.

13. Extending research on both the ethics and effects related to media psychology.
14. Projects dealing with the special challenges faced by the ever-growing senior citizen population. Psychologists can help design programs using TV, phones, and computers to connect seniors with one another and their families making special accommodations like using enlarged print on computer screens, amplification devices on telephones, etc.
15. Creating programs that create a nexus between media and behavior in working with challenged populations.
16. Projects developing all aspects of distance learning.
17. Working in all areas of entertainment including the development of games, children's programs, reference programs, documentaries, and other media products.
18. All aspects of television, cinema, DVD, and telecommunications.
19. Forensic media that includes expert work in media disputes and research, including facilitating dispute resolution in media matters.

Projects in Media Studies should include the application of methods used in applied qualitative or quantitative research. This includes using media inquiry techniques and research, design, expert opinion methodologies appropriate to the study of media effects:

Students are encouraged to experiment with various methods and techniques which may include collecting and interpreting Qualitative Data, from:

interviews

texts

transcripts

Validity and Reliability in Media Studies

Focus Group Research Methods and Techniques

General Design Issues in the Study of Media Effects

Media Case Study Design

Media Sampling Methods

Making Sense of Qualitative Data

Beyond the Data: Analyzing Media Theories

Metaphors and Media Effects

Methods of Narrative Analysis

Measuring Instructional Results

Descriptive Studies

Action Research as a Media Approach

It is expected that all projects will result in a tangible result such as a research report, product, manual or work related document or presentation.

Introductory Readings

The list of principal sources has been selected because these books establish the theoretical framework for media psychology. You may select from these or other seminal works based on your particular specialty interest and in consultation with your professor. An updated reading list will be provided on agreement with the professor.

Principal Sources

Luskin, B. J., & Friedland, L. (1998). Task force report: Media psychology and new technologies. Encino, CA: Media Analyst Publishing.

Luskin, Bernard J., (2003) Casting the Net Over Global Learning: New Developments in Workforce Training and Online Psychologies, Griffin Publishing, Orange Count California (Link: www.PrivateLessons.net)

Negraponte, N. (1995). Being digital. New York: Alfred A. Knopf.

Potter, James, W. (2002) Media Literacy (2nd edition). Newbury Park: Sage.

Trout, J., & Rivkin, S. (1997). The new positioning: The latest on the world's #1 business strategy. New York: McGraw-Hill.

Research articles and essays found online at the Journal of Media Psychology.

Supplementary Sources

Adler, R. P., & Firestone, C. M. (1997). The future of advertising: New approaches to the attention economy. Washington, DC: The Aspen Institute.

Ambron, S., & Hooper, K. (Eds.). (1988). Interactive multimedia: Visions of multimedia for developers, educators, & information providers. Redmond, WA: Microsoft Press.

Aston, R., & Schwarz, J. (Eds.). (1994). Multimedia: Gateway to the next millennium. Boston: AP Professional.

Barron, F. (1979). The shaping of personality: conflict, choice, and growth. New York: Harper & Row.

Baumgarten, P. A., Farber, D. C., Fleischer, M. (1995). Producing, financing and distributing film. New York: Limelight Editions.

Blumenthal, H. J., & Goodenough, O. R. (1991). This business of television. New York: Billboard Books.

Brinkley, J. (1997). Defining vision. New York: Harcourt Brace & Company.

Butler, M. (1994). How to use the internet. Emeryville: Ziff-Davis Press.

Cannella, F. (Publisher). (1995). Infomercial insights. Burlington: Cannella Response Television.

Chapman, D. (1991). Vision, instruction, and action. Cambridge: Massachusetts Institute of Technology.

Cialdini, R. B. (1993). Influence: The psychology of persuasion. New York: Quill.

Doyle, M. (1993). The future of television: A global overview of programming, advertising, technology and growth. Lincolnwood: NTC Publishing Group.

Fischer, L. (1996). New tools for new times: Electronic commerce: Profiting from business on-line. Lighthouse Point: Future Strategies Inc. Book Division.

Frenzel, L. E. (1987). Crash course in artificial intelligence and expert systems. Indianapolis, IN: Howard W. Sams & Co.

Gardner, H. (1993). Multiple intelligence: The theory in practice. New York: Basic Books.

Giannetti, L. (1993). Understanding movies. Englewood Cliffs, NJ: Prentice Hall.

Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. New York: Bantam Books.

- Gooler, D. D. (1986). *The education unity the power to revitalize education and society*. Englewood Cliffs, NJ: Educational Technology Publications.
- Heckel, P. (1984). *The elements of friendly software design*. New York: Warner Books.
- Hunt, M. (1993). *The story of psychology*. New York: Anchor Books.
- Kirschner, S., & Kirschner, D. A. (Eds.). (1997). *Perspectives on psychology and the media*. New York: APA Books and Division 46.
- Leonard, G. (1992). *Mastery*. New York: Plume.
- Levine, J. R., Baroudi, C., & Young, M. L. (1997). *The internet for dummies*. Chicago: IDG Books Worldwide.
- Locker, K. O. (1995). *Business and administrative communication*. Boston: Richard D. Irwin.
- Luskin, B. J. (1971). *An identification and examination of obstacles to the development of computer assisted instruction*. Ann Arbor, MI: University Microfilms International, Encino, CA: Media Analyst Publishing.
- Luskin, B. J., & Luskin, T. T. (1998). *Readings in media psychology*. Encino, CA: Media Analyst Publishing.
- Mager, R.F. (1962). *Preparing instructional objectives*. Belmont: Fearon Publishers.
- Maltz, M. (1960). *Psycho-cybernetics*. New York: Pocket Books.
- McLuhan, M., & Quentin, F. (1967). *The medium is the message*. New York: Simon & Shuster.
- McLuhan, M., & Quentin, F. (1996). *The medium is the message: An inventory of effects*. San Francisco: HardWired.
- Merrill, J., Lee, L., & Friedlander, E. J. (1994). *Modern mass media*. New York: HarperCollins College Publishers.
- Minsky, M. (1986). *The society of mind*. New York: Simon and Schuster.
- Parkin, A. J. (1969). *Explorations in cognitive neuropsychology*. Oxford: Blackwell Publishers.
- Schwartz, W. (1996). *Information warfare cyberterrorism: Protecting your personal security in the electronic age*. New York: Thunder's Mouth Press.
- Standera, O. (1987). *The electronic era of publishing: An overview of concepts, technologies, and methods*. New York: Elsevier Science Publishing.
- Vogel, H. L. (1994). *Entertainment industry economics: A guide for financial analysis*. New York: Cambridge University Press.
- West, T. G. (1991). *In the mind's eye*. Buffalo, NY: Prometheus Books.
- Recommended Readings for Depth Assessment
- Glasser, W. (1981). *Stations of the mind*. New York: Harper & Row.
- Hogan, K. (1996). *The psychology of persuasion: How to persuade others to your way of thinking*. Gretna, LA: Pelican.

Ippa, N. V., & Anderson, K. (1988). *Advanced interactive video design: New techniques and applications*. White Plains, NY: Knowledge Industry Publications.

Kerchner, C. T., Koppich, J. E., & Weeres, J. G. (1997). *United mind workers unions and teaching in the knowledge society*. San Francisco: Jossey-Bass.

Laurel, B. (Ed.). (1990). *The art of human-computer interface design*. Reading, MA: Addison-Wesley.

Lewis, R. D. (1996). *When cultures collide: Managing successfully across cultures*. London: Nicholas Brealey Publishing.

Maney, K. (1995). *Megamedia shakeout: The inside story of the leaders and the losers in the exploring communications industry*. New York: John Wiley & Sons.

Reeves, B., & Clifford, N. (1996). *The media equation: How people treat computers, television, and new media like real people and places*. Cambridge: CSLI Publications.

Sheehy, G. (1995). *New passages*. New York: Ballantine Books.

Silverman, K. (1983). *The subject of semiotics*. New York: Oxford University Press.

Wetzel, C. D., Radtke, P. H., & Stern, H. W. (1994). *Instructional effectiveness of video media*. Hillsdale, NJ: Lawrence Erlbaum.

Wurman, R. S. (1990). *Information anxiety*. New York: Bantam Books.

Questions or matters for discussion may be directed to Dr. Bernard J. Luskin or Dr. Stuart Fischhoff
