

EQ225-15 Digital Media and Technology in Childhood

26/27

Department

Education Studies

Level

Undergraduate Level 2

Module leader

Nomisha Chandran Kurian

Credit value

15

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

What do Disney films, TikTok, and AI chatbots have in common? They are all part of the digital landscapes shaping how children play, learn, and make sense of the world. This interdisciplinary module explores children's media and technology. Designing for children means blending imagination, empathy, and play - alongside a clear understanding of child development. From "happy endings" in fairytales to "infinite scrolling" on social media, students will critically examine how narrative, visual, and interactive design choices shape children's learning, wellbeing, and identity. Through case studies, collaborative analysis, and hands-on design thinking, the module explores developmentally appropriate and ethically responsible media and technology for young audiences.

Module aims

To understand how theories of developmentally appropriate learning and play intersect with the design principles and creative processes behind children's media and technology.

To evaluate the educational and ethical impacts of children's interactions with media and technology.

To develop students' ability to critically analyse media and technology artefacts through a child-

centred and evidence-informed lens.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Week 1: Introduction to Child-Centred Design

Week 2 & 3: Fairytales & Animation

Week 4 & 5: Television and Film

Week 6 & 7: Social Media and AI

Week 8 & 9: Games & Assignment Guidance

Week 10: Poster Presentations

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate knowledge and critical understanding of how media and technology shape children's learning and wellbeing, drawing on relevant research on child development and media studies.
- Apply well-established child-centred design principles to the analysis of narrative, visual, and interactive elements in children's media and technology.
- Apply ethical frameworks to problem-solving, formulating reasoned critiques of digital tools and platforms designed for children, with particular attention to issues of representation, accessibility, and child safety in diverse technological contexts.
- Communicate clearly and effectively in a range of formats (e.g., visual, reflective, critical), with appropriate academic support.
- Work with increasing independence and reflect on the limits of their knowledge when making judgements or proposing ideas in the context of children's media and technology.

Indicative reading list

[Reading lists can be found in Talis](#)

Interdisciplinary

The module draws on developmental psychology, education and digital fields such as human-computer interaction and media studies.

International

The module will draw on cross-cultural and global case studies.

Subject specific skills

Students should:

Demonstrate a critical understanding of the underlying values, theories and concepts relevant to education and child development in relation to digital media and technology

Demonstrate an understanding of how to plan for, and where appropriate implement, meeting and promoting children's health, well-being, protection and safety and the conditions around digital media and technology that enable them to flourish

Recognise and challenge inequalities in society, and embrace an anti-bias approach in children's digital media and technology, including design for accessibility, safety and inclusion

Give voice to and where appropriate act as an advocate for babies, young children, families and communities.

Transferable skills

Analysis and decision making

Cognitive flexibility

Common sense

Communication skills

Complex problem solving

Creativity

Critical thinking

Judgement and decision making

Literacy

Problem solving

Reasoning

Using IT effectively

Study

Study time

Type	Required
Lectures	10 sessions of 2 hours (13%)
Seminars	10 sessions of 1 hour (7%)
Private study	85 hours (57%)
Assessment	35 hours (23%)
Total	150 hours

Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time	Eligible for self-certification
Assessment component			
Poster Presentation	20%	10 hours	Yes (extension)
Students will select a media or technology artefact (e.g., a social media platform, film, video game, television show, or app) and create an academic poster.			

Reassessment component is the same

Assessment component

Essay or Critical Reflection	80%	25 hours	Yes (extension)
Written Assessment, with a choice between: Essay (2,500 words) Critical Reflection (1500 words + Design Concept)			

Reassessment component is the same

Feedback on assessment

Written feedback using the Education Studies Feedback Form.

Availability

Courses

This module is Core optional for:

- Year 2 of UPSA-C804 Undergraduate Psychology with Education Studies

This module is Optional for:

- Year 2 of UEQA-X35U Undergraduate Education