Research Paper Outline

Internet Addiction Disorder in Japan and Korea: Multiliteracies Gone Too Far?

While preparing a case study to investigate primary students’ use of mobile Internet technology, one of the participating parents alerted me to a growing concern in parts of Asia over Internet Addition Disorder. Children under the age of twelve are being monitored for their use of Internet-connected technology such as mobile phones, computers and video games consoles (Jang, Hwang & Choi, 2008; Sato, 2006). While the question of whether these devices have a negative cognitive impact on children is up for debate (Grohol, 2013), a growing demand for Internet fasting camp in Japan and Korea (Ryall, 2013; Samakow, 2013) is enough evidence to suggest that parents perceive technology as a threat to their children’s brain development. In order to determine whether or not limits on children’s “screen time” is an effective approach to preventing social issues for a growing number of children, I will examine key theorists’ of multiliteracies and new literacies studies, such as James Paul Gee (2003), Gunther Kress and Theo van Leeuwen (2001) and Gillian Rose (2001) as well as others in the field of digital literacy to argue the theorists claim that video games and social media have a positive impact on children’s ability to learn. I will also connect their theoretical frameworks and questions about digital technology’s impact with the case study of my own, a project currently underway for LLED 558: Literacy and Multimodality.

Reference

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