

RETHINK
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Table of Contents

Plenary Sessions	2
Special Sessions	4
Audience and Reception Studies	11
Communication and Democracy	53
TWG – Communication and Sport	113
CEEN Central and East-European Network	116
CLP Communication Law and Policy	119
COH Communication History	137
CRC Crisis Communication	154
CYM Children, Youth and Media	183
Digital Culture and Communication	221
Digital Games Research	272
Diaspora, Migration and the Media	289
TWG – Ethics of Mediated Suffering	312
Film Studies	317
Gender and Sexuality	329
Health Communication	365
Interpersonal Communication and Social Interaction	387
International and Intercultural Communication	408
TWG – Journalism and Communication Education	418
Journalism Studies	425
Media, Cities and Space	511
Mediatization	523
Media Industries and Cultural Production	546
Organisational and Strategic Communication	572
Political Communication	605
Philosophy of Communication	661
Radio and Sound	670
Science and Environment Communication	681
Television Studies	710
Visual Cultures	729
Women's Network	736
TWG – Affect, Emotion and Media	738
Posters	741
Authors' index	782

such as parents, pedagogues and the children themselves to further contextualize the findings from the participant observations.

Building on the data from both the participant observations and the interviews, we identified different resilience tactics children develop when engaging in digital play and how these digital tactics are being deployed in both on- and offline social contexts. An important insight in how children develop resilience through digital play, is understanding that tactics are specific to and developed in interaction with the platform, the social interactions that are part of digital play, and individual notions of trust and privacy. Our results show that these resilience tactics enable children to safely experiment with the boundaries of risky content through child-led play and promotes the development of digital resilience in both digital and non-digital social contexts.

CYM02 - Online gaming, gendered play and youth

PP 086 Cars for girls and dolls for boys: overview about gender differences in the relationship between children and the digital media

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Gender conceptualisation is an essential component of forming one's identity from an early age, and mass media play an important role in developing the constructs one has about gender. For that reason, researchers have been studying the construction of media messages focusing on gender representation for some time. Other researchers have been looking into gender differences concerning children's access and use of the media.

This paper contributes to rethinking impact by presenting a critical overview of empirical studies about young audiences and the media, with a lens on gender issues. It organises differences and commonalities found by researchers in the following categories: media access, media use and exposure, media socialisation, parental mediations, and media literacies.

The literature shows that despite some policies favouring universal Internet diffusion having helped reduce gaps in children's access to the media, gender differences in children's media use persist (McQuillan & Neill, 2009). Both boys and girls use all platforms (Lemish, Alony, & Studies, 2014), but they use them differently (McQuillan & Neill, 2009).

In particular, boys and girls use social media differently (McQuillan & Neill, 2009). They also prefer different news topics, although they are equally interested in the news (Lemish et al., 2014). Children of different gender also have varying experiences of civic and political participation (Brites, 2018). When it comes to media concerns, while boys and girls are equally concerned about pornographic content, they reveal some differences in their concerns about issues like violence, contact and conduct (Livingstone, Kirwil, Ponte, & Staksrud, 2014). Gender gaps were also found in studies focusing on parental media mediation and parental role-modelling concerning media habits (Nabi & Krcmar, 2016; Talves & Kalmus, 2015).

However, unlike some stereotyped ideas that males are more skilled in technology, the research shows that there are no significant gender differences in motoric media skills (Nikken, 2017) nor in news media literacy (Craft, Maksl, & Ashley, 2013; Kleemans & Eggink, 2016; Maksl, Ashley, & Craft, 2015). Nevertheless, results regarding ICT skills are still inconclusive (McQuillan & Neill, 2009).

Based on this literature analysis, the paper also contributes to the scholarly debate by discussing the literature gaps and suggesting future research lines in the field.

CYM02 - Online gaming, gendered play and youth

PP 087 Parental perspectives on the blurring lines between adolescent video gaming and simulated gambling: survey results

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Video gaming is one of the favorite leisure activities in adolescents, with the Covid-pandemic and implemented measures boosting engagement even more (Statista, 2021). However, there has been growing concern that simulated gambling within video games – such as loot boxes and social casino games – could act as a stepping stone towards monetary gambling (King, 2018). Research into the parental perspective on this phenomenon is lacking.