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On-screen children's stories: The good, the bad and the ugly

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Propositions

On-Screen Children's Stories:

the Good, the Bad and the Ugly

Zsofia K. Takacs

1. The most technologically enhanced electronic story is mostly not the best (this thesis).
2. As long as children's cognitive development is concerned, high quality multimedia stories can replace the adult reading picture storybooks to preschool-aged children (this thesis).
3. Well-designed multimedia stories can help children who are behind in language development to catch up (this thesis).
4. Motion in animated stories can be a powerful tool to attract children's attention but it can be distracting too (this thesis).
5. Interactive functions, even the 'considerate' (term from Labbo & Kuhn, 2000) ones, seem to be distracting children from the story (this thesis).
6. Multimedia books by means of animation, zooming, music and sound effects make stories come alive.
7. "When young children interact with CD-ROM talking books, the media effects should serve not as sources of confusion but as valuable sources of information, of wonder, and of joy." (Linda D. Labbo & Melanie R. Kuhn)
8. In contrast to Marshall McLuhan's claim, the medium is not the message.
9. "Educational television is not an oxymoron." (Daniel R. Anderson)
10. Listening to electronic stories alone may not provide the same social-emotional experience as parent-child shared reading.
11. Our great grandchildren might not know what a print book is.
12. There is a thin line between children's books and computer games that should not be crossed.