

The portrayal of science in children's television.

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The portrayal of science in children's television

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[Tristi Bercegeay Charpentier, Louisiana State University Agricultural and Mechanical College](#)

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Abstract

Scholars argue that a scientifically literate public is a requirement for a democratic society. Children are watching television more today than ever before. It has been shown that children learn academically educational content from television. The Children's Television Act of 1990 requires broadcasters to provide educational and informational content for children. This study qualitatively analyzed 38 children's television programs to obtain a description of the educational content contained in children's television. The study yielded a large amount of educational content, yet the quality of the content left much to be desired.

findings of this study, science in children's television can be categorized into two categories: exposures and lessons. Scientific content can be found in children's television, and a mixture of the two. Science is generally looked for in children's television; it's just not brought up enough. The subjects covered were life sciences and earth and space sciences; other subjects were mentioned at a much lower rate. In comparing the number of scientific content, the cable channels outperformed the non-cable channels. Remedies are discussed, as well as the limitations and possible solutions.

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Committee Chair

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