

# Measuring Children's Advertising Literacy: Past Practices and Future Recommendations

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# INTRODUCTION

- Substantial body of research focused on minors' development of advertising literacy
- However, the results of these studies are **not univocal**:

## Negative relationship

(e.g. Robertson & Rossiter, 1974;  
Rozendaal, Buijzen, & Valkenburg,  
2009)



## No relationship

(e.g. Mallinckrodt & Mizerski, 2007;  
van Reijmersdal, Rozendaal, & Buijzen,  
2012)

- Due to different methods used in past studies

# AIMS OF THE STUDY

## Aim one

Overview of the different measurement methods used in **past** advertising literacy research.





## Aim two

Recommendations on which methods are most suitable to use in **future** advertising literacy research.

# AIMS OF THE STUDY

**Recommendations:** Based on the **development** of children (cognitive abilities, information processing and language skills, memory capacity, etc.)

## Age categories:

- Preschoolers (3-5 year) 
- Elementary school children (5-8 year) 
- Tweens (8-12 year) 
- Teenagers (12+ year) 

# SITUATIONAL VS DISPOSITIONAL ADVERTISING LITERACY

Important **distinction** from a methodological point of view

**Situational:** specific ad + questions

**Dispositional:** no specific ad + questions

Past research has largely **neglected** this distinction

Comparisons between these studies may not be **accurate**

# PRESCHOOLERS (3-5 YEAR)



**Past research:** interview; non-verbal self-report; game-play & proxy information

**Future recommendations:**

- Language and thinking skills are still very limited
- Do not understand abstract concepts such as 'advertising', 'commercials' and 'brands'

**Game-play OR Proxy Information**

# ELEMENTARY SCHOOL CHILDREN (5-8 YEAR)



**Past research:** interview; non-verbal self-report

**Future recommendations:**

- Start to acquire an understanding of consumer related concepts (such as ‘advertising’)
- However, still premature in linguistic abilities and limited in their verbal comprehension



**Non-Verbal Self-Report**

# TWEENS (8-12 YEAR)



**Past research:** interview; non-verbal self-report; verbal self-report

**Future recommendations:**

- (Abstract) thinking processes and language skills develop, and reading skills are acquired
- Now able to successfully process and respond to standard questions with consistency



**Verbal Self-Report**





# TEENAGERS (12+ YEAR)



**Past research:** little empirical research! (interview & verbal-self-report)

**Future recommendations:**

- Start to have the capacity to process information in a more adult-like pattern.
- One can use standardized methods similar to those designed for adults

**More research needed!**

# CONCLUSION

Distinction between **dispositional** and **situational** advertising literacy important

Appropriate method should be determined by the **purpose** and the **nature** of the research

## **Future** research

- Explore effective ways to measure **new advertising practices**
- Test **additional** –child friendly- measurement methodologies

**Thank you for your attention!**

**Questions?**

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