Online reclamewijsheid bij kinderen:

herkennen en begrijpen van reclamebanners en de rol van need for cognition en

reclamewijsheidslessen

Brahim Zarouali, Michel Walrave, Karolien Poels, Koen Ponnet & Ini Vanwesenbeeck

Universiteit Antwerpen

Korte introductie/samenvatting:

Deze studie onderzoekt of kinderen tussen 10 en 12 jaar online reclamebanners op een fictieve website herkennen en begrijpen. Bovendien wordt nagegaan wat de invloed is van need for cognition en reclamewijsheidslessen. Hiervoor werden de reclamebanners gemanipuleerd op basis van twee eigenschappen: de congruentie met de webinhoud en complexiteit van de banner.

Engelstalig abstract

The aim of this study is to examine the online advertising literacy of children (10-12 years). By means of a survey administered to a total of 224 children, we investigate to what extent children are able to recognize a banner ad on a website and understand its persuasive, informational and selling intent. The banners are manipulated on two characteristics: congruence and complexity. Furthermore, the role of need for cognition and advertising literacy classes are examined. Our findings suggest that banners high in congruence and complexity are less easily recognized, compared to banners low in congruence and complexity. So, when it comes to recognition, the ad characteristics are important. As for understanding the commercial intent of advertising, not the ad characteristics but the personality trait need for cognition seems to be meaningful. Finally, advertising literacy classes are found to encourage both the level of recognition and understanding of banners among children.

Keywords: children - advertising literacy - banners – need for cognition - advertising literacy classes