



Abstract

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Education and television: a dangerous pairing

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Among the controversies which fire many debates about school today is that of informal education and other people involved in education. The important role of television in families is thought to contribute to children's education by a process of impregnation, to varying degrees, depending on the contexts. This responsibility provides justification for the fact that school asks questions about the relationship between the young spectator and the screen, and about the effects of televised content on the psychological and cognitive development of the child. However, few educational professionals have looked into this question, unlike their counterparts in the medical world, psychologists, and media and communication specialists.

Liliane Lurçat, a research director at the CNRS, provides a handle on the relationship between education and television when she observes that "*television has circumvented the protective ramparts of the family and the school. It has made it possible to manipulate children from an early age and has made this manipulation efficient*".

This issue looks at the various problems encountered in recent books and articles on this subject, in France and abroad: the relationship between television and the home environment, the processes of learning, behavioural problems and the influence of economic issues. A special place is set aside for the book published in 2007 by Jesus Bermejo Berros: *Génération télévision : la relation controversée de l'enfant avec la télévision* (The TV generation: the controversial relationship between the child and television).

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