

**Webinar Learning Series:
Media Literacy at Home for
Children Ages Birth-8:
Engage, Explore, Evaluate, and Create**
Starting at 3pm CST

While waiting for the webinar to start:

- Introduce yourself in the chat:
 - Town, State and Grades/Ages you work with
- We are unable to provide closed captioning but will share deck with notes in follow-up email

Erikson Institute

Technology in Early Childhood Center

Webinar Learning Series: Media Literacy at Home For Children Ages Birth-8

Presented by:



Jenna Herdzina, MS
Program Manager

Webinar Logistics & Details

- 30-40 minutes of presentation
- Please use the chat and Q&A functions
- Opportunity for Q&A at the end
- Recording and will share it with everyone who registered as soon as we can!
- If you'd like to take notes during, feel free. You'll also have access to the recording, the PDF of the slides, and handout.
- We cannot provide CPDUs or CEUs for these webinars. However, you can learn more about our professional development services on our website!

About Technology in Early Childhood (TEC) Center at Erikson Institute

Erikson Institute

Technology in Early Childhood Center



Alexis Lauricella, PhD
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Intern

Erikson Institute

Technology in Early Childhood Center

Research



Practice



Leadership



Connecting theory, policy and research to practice

Erikson Institute

Erikson Institute is a graduate school in child development, early education, and social work



Mission

Erikson Institute educates, inspires, and promotes leadership to serve the needs of children and families so that all can achieve optimal education, social, emotional, and physical well-being

TEC Center Resources and Opportunities

TEC Center

- Professional Development
- Educator Tips and Lesson plans
- Research

Erikson Institute: erikson.edu

- MSECE Degree (Online)
 - STEM Concentration

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Webinar Learning Series: Media Literacy at Home For Children Ages Birth-8

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Webinar Agenda

- Background of Media Literacy in EC
 - Media use and comprehension in EC
 - What is media literacy?
- 3 Media Literacy Actions This Summer
 - Engage and Explore
 - Evaluate
 - Create
- Q&A

Erikson Institute
Technology in Early Childhood Center

Media Literacy in Early Childhood Report

Framework, Child Development Guidelines,
and Tips for Implementation

Jenna Herdzina, MS, and Alexis R. Lauricella, PhD



This project was made possible in part by the Institute of Museum and Library Services (IMLS) ILC-99-18-0052-18

Media Literacy in Early Childhood Report

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<https://bit.ly/medialitrepor>

Background of Media Literacy in Early Childhood

POLL 1

Media Literacy in Early Childhood

- Children consume a lot of media in & out of school
- So much media and technology is now kid-friendly
- Children may be “Digital natives” but they are NOT digital media experts
- Early experiences matter! Adults can support and guide these experiences

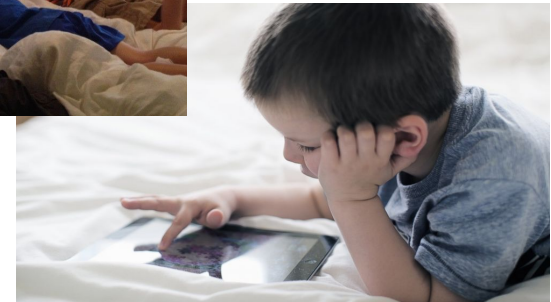
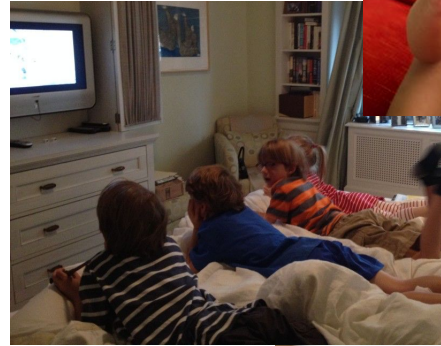


Image courtesy of Jeff Hollaway at <https://the-gadgeteer.com> and cloudmom.com

What does media use and comprehension look like in EC?

0-2

- Encountering a range of media
- Adults are using media, modeling the use of these tools
- Identifying images of themselves and familiar people
- Book reading is important in infancy and toddlerhood (*High & Klass, 2014*)
- Understanding the content and messages from a screen can be very hard (*Anderson & Pempek, 2008*)



What does media use and comprehension look like in EC?

3-4

- Preschoolers can and do learn from high quality educational television programs
 - *(Anderson, Huston, Schmitt, Linebarger, Wright, 2001; Crawley, Anderson, Wilder, Williams, & Santomero, 1999; Fisch, Truglio, & Cole, 1999; Friedrich & Stein, 1975)*
- ... and educational apps
 - *(Aladé, Lauricella, Beaudoin-Ryan, & Wartella, 2016; Huber et al., 2016; Schroeder & Kirkorian, 2016)*



What does media use and comprehension look like in EC?

5-6

- Correctly labeling the type of message, such as news or a commercial for a product, and comprehending message content of child commercials and educational content (*Blosser & Roberts, 1985*)
- Ability to tell short stories and write
- Media impact a child's attitudes regarding gender stereotypes (*Signorielli, 2011*)



Images courtesy of takepart.com and chroniclelive.co.uk

What does media use and comprehension look like in EC?

7-8

- Ability to differentiate elements of stories such as the plot and the setting
- The majority of children ages 7 and 8 years old can describe advertising intent (*Carter, Patterson, Donovan, Ewing, & Roberts, 2011*)



POLL 2

What is Media Literacy?

Media Literacy is the emerging ability to access, engage, explore, comprehend, critically inquire, and create with developmentally appropriate media

Fundamental Actions of Media Literacy in Early Childhood

To gain media literacy skills, young children need to be given support to:

- **Access:** to effectively locate, use, and select media
- **Engage and Explore:** to intentionally use media for purpose and enjoyment
- **Comprehend:** to understand media messages and practices and transfer that knowledge appropriately
- **Critically Inquire:** to question and analyze media messages
- **Evaluate:** to ask “is this media right for me or my task?”
- **Create:** to make media with intention

Common practices for all media literacy activities and education

- Child development is still the priority
- The adults' role is crucial
- Practice and implementation of media literacy is influenced by culture of the practitioner and the child



Image courtesy of [mirror.co.uk](https://www.mirror.co.uk)

POLL 3

3 Media Literacy Actions: Engage and Explore

Engage and Explore

Engage and Explore: to intentionally use media for purpose and enjoyment

Tips for Adults

- Don't expect children to be media experts or engage and explore with overt purpose right away. Slow down. Pause. Give children space. This is very important.
- Acknowledge and value children's questioning. Model questioning language while using picture books and stories.

Engage and Explore Activity 1 (Ages 0-2)

Introduce print or screen media into playtime at early ages by **verbally labeling and drawing connections**.

- Point out a familiar concept or element in media and name it i.e. “bus”, “dog”, “Mom”
- Vocalize a connection between the 3D world to 2D media for example, a stuffed elephant in the room and an elephant in a book.
- Labeling and mentioning these connections to a child may be the first step to the child incorporating media elements into their exploration.



Engage and Explore Activity 5 (Ages 3-8)

Combine digital and non-digital media throughout storytime.

- Use e-book apps such as Book Creator, DoodleCast, and read e-books created by children and their families.
- Create a book using multiple types of media, and share their book with other children and families.
- Want to try something new? Films, videos, and podcasts are also ways to tell read, hear, and create stories.

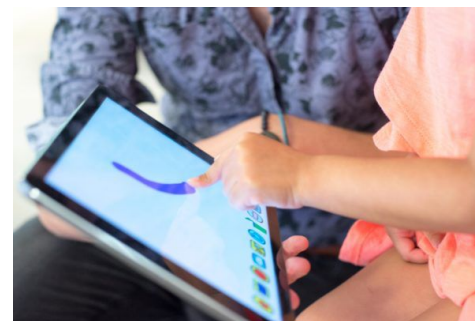


Image courtesy of makingbooks.com

3 Media Literacy Actions: Evaluate

Evaluate

Evaluate: to ask “is this media right for me or my task?”

Tips for Adults

- Prioritize learning about children and family privacy rights. Children’s safety and privacy are incredibly important.
- Support evaluation of many types of media.
- Show caregivers how to use the device prior to expecting them to evaluate the content. Create and provide caregivers documents and information which support their evaluation of media.

Evaluate Activity 1 (Ages 0-8)

In order for children to be able to evaluate media, they must have **exposure to different types of media**.

- Provide many types of media for children, but also identify and compare types of media.
- Label “print media”, “television”, “video game”, “music”, etc.
- Notice and discuss how print media and digital media are similar and different.
- Compare visual-only (print ads) and auditory-only (music) media.

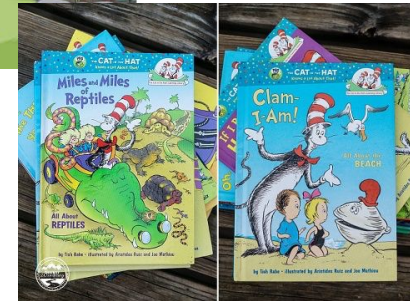
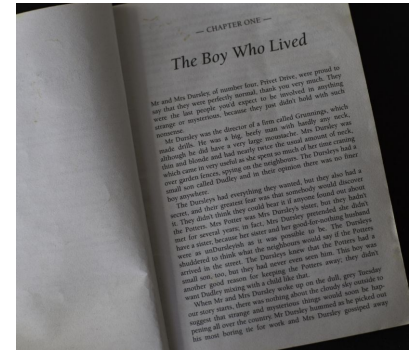
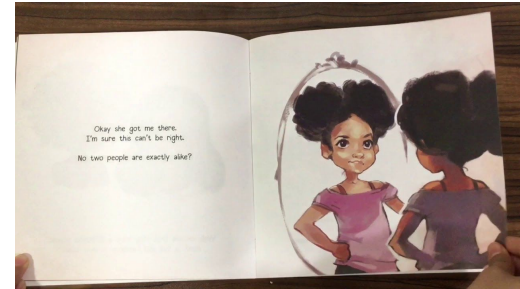


Image courtesy of PBSKids and currentlywandering.com

Evaluate Activity 2 (Ages 3-8)

Evaluate books during storytime.

- Allow children to choose a book to read. Discuss why the book choice is or isn't developmentally appropriate. Facilitate discussion about:
 - What children like and don't enjoy about books
 - What makes a book "just right" for one child and not for another child
 - What elements in a book support discussion and engagement
- You could repeat similar discussions for other media, like apps, games, movies, or short videos



Images courtesy of youtube (Hair Like Mine), and eastdurhamnews.co.uk

Evaluate Activity 4 (Ages 3-8)

While engaging in ads intended for children, facilitate children's understanding of the ad.

Ask questions such as:

- What are the main messages? How do we know this?
- What is real and what is fantasy?
- Do the people in the ad look like you and your family? Why might that matter?
- Who is missing in the ad?



Image courtesy of takepart.com

3 Media Literacy Actions: Create

Create

Create: to make media with intention

Tips for Adults

- Create an environment which supports emotional safety, allows space for boredom, as well as provides freedom to create “mess”.
- Focus on valuing the creation process and effort rather than a final product.
- Talk with children about the production choices they make. Use the conversation to help them see that all media are “constructed” (i.e., people make decisions about what to leave out, what to include, and how to include it)

Create Activity 2 (Ages 0-8)

Provide children connections to media creators. **Educate children about producers of media**, specifically those who represent the races, ethnicities, genders, nationalities, religions, socioeconomic statuses, languages, etc. of the children you serve.

- Show children the media produced by that specific person and try to find information in biographies, children's books, and other media sources.
- Introduce children to the titles of the media producers and creators.

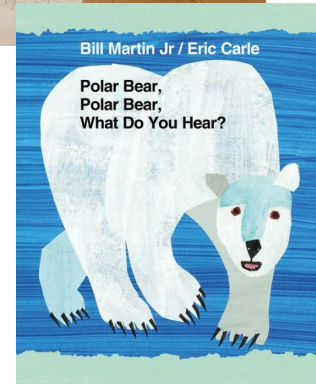
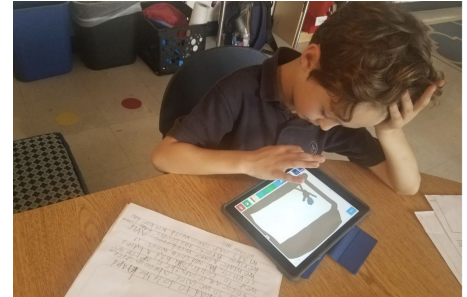


Images courtesy of PBSKids and Princess Daazhrai Johnson, Neets' aii Gwich'in

Create Activity 6 (Ages 5-8)

All media is constructed. Children need to be explicitly told this. Help children articulate and identify the choices they make and reflect upon the process.

- Ask children questions such as:
 - How does the picture you took help you do _____?
 - Are there other pictures you could include that would help you communicate your message?
 - What do you want to communicate?
- Compare the media children create to similar media produced for the mass public
- Discuss similarities and differences in the construction and decisions made by the creators



Images courtesy of Ms. Nierzwicki and Barnes and Noble

POLL 4

Q&A

**Please fill out Google Form:
<https://forms.gle/uY6RmPfdQwR6xEFf9>**

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**Thank you for joining us!
Stay tuned for our next webinar.**

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