

Erikson Institute

Technology in Early Childhood Center

**Webinar Learning Series:
Media Literacy at Home for
Children Ages Birth-8:
Access, Comprehend, & Critically Inquire**
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

Welcome to Media Literacy at Home for Children Ages Birth-8. We'll be starting shortly. In the meantime, please introduce yourself in the chat portion if you want, saying the ages/grade that you teach and where you are from.

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Technology in Early Childhood Center

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

Presented by:



Jenna Herdzina, MS
Program Manager

Welcome! We are the Technology in Early Childhood (TEC) Center at Erikson Institute.

Geared towards practitioners, educators, and caregivers serving children ages birth through 8, today we're going to examine what media use and comprehension looks like in early childhood as well as the media literacy actions engage, explore, evaluate, and create. You'll walk away with activities and ideas for supporting young children's media literacy skills.

My name is Jenna and I will be presenting with Alexis we will be presenting today.

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!

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Before we get started, there are some logistics that we need to go over.

First, as this is a webinar, only the hosts will be talking or on video. We have turned off your audio and video capabilities.

The first 30-40 minutes of this webinar will largely be a lecture-style presentation.

Please use the chat function to chat with other participants and look for websites we share. Please utilize the Q&A function to ask your questions. We will answer questions from the chat session at the end during a Q&A opportunity.

We are recording this webinar and will share it with everyone who registered as soon as we can, along with a PDF of this deck and handout.

If you're like to take notes during, feel free, but you do not necessarily need to.

We cannot provide CPDUs or CEUs for these webinars. However, you can learn more about our professional development services on our website.

- Before CassaHndra and Jeanette get started, there are some logistics that we

need to go over.

- First, as this is a webinar, only the hosts will be talking or on video. We have turned off your audio and video capabilities.
- This webinar is 75 minutes long, will go from 10am-11:15 Central time
- Please use the chat function to chat with other participants and look for websites we share. Please utilize the Q&A function to ask your questions ask.
- We are recording this webinar and will share it with everyone who registered as soon as we can, along with a PDF of this deck and handout.
- And I believe that's it. Thank you for joining us today, and I'll pass things over to Cassandra and Jeanette.

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

Erikson Institute Technology in Early Childhood Center

We do want to give you some background about the Technology in Early Childhood Center and Erikson Institute before we get started.

Erikson Institute

Technology in Early Childhood Center



Alexis Lauricella, PhD
Associate Professor &
Director



Jenna Herdzina, MS
Program Manager



Missi Jacobson, MSW
PhD Student &
Research Assistant



Morgan Russo
Graduate Student,
Intern

Erikson Institute Technology in Early Childhood Center

The TEC Center team includes:

Alexis, who is an Associate Professor at Erikson Institute, and a Director for the TEC Center

Jenna is the Program Manager.

Missi is an Erikson Institute PhD student and TEC Center Research Assistant.

And Morgan is an Erikson Institute graduate student and TEC Center Intern.

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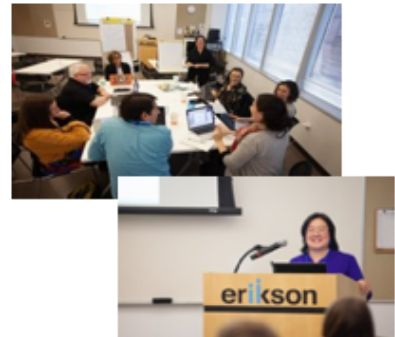
Research



Practice



Leadership



Connecting theory, policy and research to practice

Erikson Institute Technology in Early Childhood Center

Housed within Erikson Institute, the TEC Center is a research lab and outreach center dedicated to connecting theory, policy, and research to practice. As a center focused on technology and child development we conduct in house research on the use and effects of technology on children and adolescents;

We offer professional development, webinars, and support services to improve technology use in practice; and we supporting policy and leadership in the field of child development and technology by hosting convenings, working grounds, policy statements and white papers to support the academic field, practitioners, and technology developers.

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

Erikson Institute Technology in Early Childhood Center

TEC Center is a part of Erikson Institute. For those of you who do not know, Erikson Institute is a graduate school in child development, early education and social work.

TEC Center Resources and Opportunities

TEC Center

- Professional Development
- Educator Tips and Lesson plans
- Research

Erikson Institute: erikson.edu

- MSECE Degree (Online)
 - STEM Concentration



Both through TEC Center and Erikson Institute, there are many resources and opportunities to learn:

TEC Center provides professional development, has published many tips and lesson plans, and research on our TEC Center website.

A few upcoming opportunities to learn through Erikson Institute includes Summer Institutes and the MSECE Degree online, STEM Concentration. Websites to learn more about these resources and opportunities will be on your handout and in the chat.

Webinar Agenda

- Background of Media Literacy in EC
 - Media use and comprehension in EC
 - What is media literacy?
- 3 Media Literacy Actions This Summer
 - Access
 - Comprehend
 - Critically Inquire
- Q&A

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**Media Literacy in
Early Childhood Report**
Framework, Child Development Guidelines,
and Tips for Implementation

Jenna Horvath, MEd, and Alexis R. Lounsbury, PhD



We'll start with the background of media literacy in early childhood including what media use and comprehension looks like for such young children. We'll also talk about the definition of media literacy. Then, we'll share with you many activities you can either share with caregivers and families, or that you can do yourself with the young children you serve, depending on your situation.

Finally, we'll end with a Q&A.

Media Literacy in Early Childhood Report



<https://bit.ly/medialitreport>

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I also want to shamelessly plug our new IMLS grant-funded report, Media Literacy in Early Childhood Report, which was just published! We will continue to have webinars to share the resources and information of the report with you. Follow us on social media for information about more webinars related to that work.

All of the material we are covering today, including the activities, is from that report, which was developed in partnership with many national leaders and practitioners from libraries, museums, and schools, from across the United States.

Background of Media Literacy in Early Childhood

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Let's start with a poll just to see how everyone is feeling about Media Literacy in general.

POLL 1

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Do you agree with the statement: “ Young children today are digital natives and often understand digital technologies more than I do”

- **Yes**
- **Somewhat**
- **No**

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

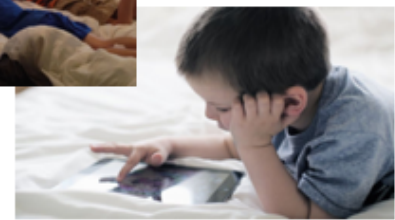


Image courtesy of Jeff Hollaway at <https://the-gadgeteer.com> and cloudmom.com

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- In general, it's true that young children are using a lot of media, including digital media, both in and outside of school and child care centers.
- So much of the media content, such as ads, tv shows, cereal boxes, etc. are kid-friendly. Additionally, technology devices are also mobile, water-proof, small, and easy to manipulate- making them seem like they were made specifically for those with very small hands.
- Many educators and caregivers think that because children have so much media at their disposal since birth, they must be experts.
- However, children may be “digital natives” but that does not mean they are digital media experts. No baby is born with the ability to understand that movies and books are created by people who have biases. No baby is born with the ability to understand that an ad is trying to sell them something. You learn those things through experience, time, and guidance from others.
- We know that early experiences matter. Children need to have guided and appropriate experiences with media from an early age because they are already consuming media and will continue being surrounded by media their entire lives.
- These early experiences with media impact their identity, their understanding of others, and their understanding of societal norms.
- Adults can support and guide these experiences though, but before we get to HOW we will support these experiences, we need to know how children are using media and understanding media.

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*)



From Birth through Age 2:

- Infants are likely encountering a range of media throughout their day starting as early as birth
- Adults are regularly using media themselves, thereby modeling the use of these tools
- Between 18-24 months: Children are able to identify images of themselves and familiar people. They begin communicating emotions and causes of emotions and begin to demonstrate an awareness of others' points of view.
- Book reading (with adults reading and children responding) is important in infancy & toddlerhood (*High & Klass, 2014*) -associated with better language skills & increased interest in reading in later years (*Payne, Whitehurst, & Angell, 1994*)
- Understanding the content and messages from a digital screen can be very hard at these ages.

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)*



From ages 3 through 4, there are many features that start to support the child's ability to learn from tv programs and educational apps. These features include interactivity, familiar characters, verbal language cues, repetition, social contingency (such as a conversation with authentic responses that are contingent on each other).

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

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From 5 through 6 years old:

- Children begin to understand more complex aspects of media including correctly labeling the type of message, such as news or a commercial for a product, and comprehending the message content of child-focused commercials and developmentally appropriate educational content
- Between ages 5 and 6, children should be able to tell short stories and write, creating their own media
- And there's research during this time showing media impact on children's attitudes regarding gender stereotypes

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*)



From ages 7 through 8 years old: Children gain a better understanding of media. They're now able to differentiate elements of stories such as the plot and the settings and the majority of children this age are able to describe advertising intent.

POLL 2

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Now that we know that children are not media extraordinaires in early childhood, we know that we have experience and knowledge that can support them as they develop media literacy skills. We have another poll:

How familiar are you with the term “media literacy”?

- **Very familiar**
- **Somewhat familiar**
- **Not at all familiar**

What is Media Literacy?

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

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

So, media literacy is a set of actions that children should be able to do over time, with the support of adults.

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

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It is expected that children will be supported and guided by caregivers and educators as they develop the skills necessary to master each action. Each of these fundamental actions are critical to media literacy.

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

- Access:
- Engage and Explore:
- Comprehend:
- Critically Inquire:
- Evaluate:
- Create:

Today, we're focusing on only a few of these actions: access, comprehend, and critically inquire so we'll go over the definitions of those actions shortly.

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

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Some Common practices that are important to realize and implement for all actions includes:

- **Child development is still the priority:** In order to effectively support media literacy skills in early childhood, it is critical to understand child development and how young children experience media.
- **The adults' role is crucial:** Like I said earlier, children are not born with these skills, and in order for them to acquire these skills, they'll need adults' help to provide high-quality and developmentally appropriate experiences
- **Practice and implementation of media literacy is influenced by the culture of the practitioner and the child:** Practitioners reflect their culture through their practice, and practitioners must take into consideration the child's culture while engaging with that child.

3 Media Literacy Actions: Access

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The first media literacy action that we'll discuss is access

Access

Access: to effectively locate, use, and select media

Tips for Adults

- Curate high quality, educational media for children to learn uses of tools and media that nurtures joint media engagement.
- Create a network of media mentors for yourself and for the children you serve. Media mentors are those who help and teach others how to engage with and choose media.
- Encourage children to teach adults how to use media and technology.

Access: to effectively locate, use, and select media

Tips for Adults

- Curate high quality, educational media for children to learn uses of tools and media that nurtures joint media engagement.
- Create a network of media mentors for yourself and for the children you serve. Media mentors are those who help and teach others how to engage with and choose media.
- Encourage children to teach adults how to use media and technology.

Access Activity 3 (Ages Birth-8)

Discuss common symbols, colors, and images from the media.

- Discuss the culturally relevant meanings of the symbols, colors, and images.
- Show pictures of signs from their neighborhoods including transportation, grocery store and park signs.
- For infants and toddlers, begin this practice by labeling symbols, colors, or images.



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- Discuss the culturally relevant meanings of the symbols, colors, and images.
- Show pictures of signs from their neighborhoods including transportation, grocery store and park signs.
- For infants and toddlers, begin this practice by labeling symbols, colors, or images.

Access Activity 4 (Ages Birth-8)

When using devices with many choices of content such as tablets, support the learning of the tools by choosing to **have one app open/available at a time**.

- This will allow children to focus on mastering one activity at a time.
- For example, there are many apps which can enable book making. Choose one so that children can master this one app (such as Book Creator) without becoming overwhelmed by choice.

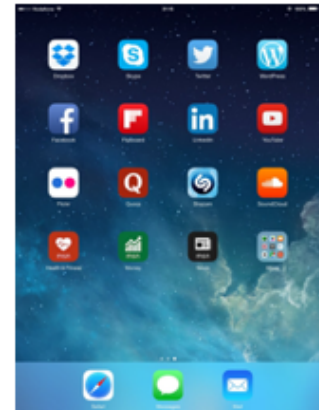


Photo courtesy of Mahesh Mohan

When using devices with many choices of content such as tablets, support the learning of the tools by choosing to **have one app open/available at a time**.

- This will allow children to focus on mastering one activity at a time.
- For example, there are many apps which can enable book making. Choose one so that children can master this one app (such as Book Creator) without becoming overwhelmed by choice.

3 Media Literacy Actions: Comprehend

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5:15

Comprehend

Comprehend: to understand media messages and practices and transfer that knowledge appropriately

Tips for Adults

- Remember that processing and understanding media is hard for children.
- Slow the media use down and explain what is happening in terms of storyline and content but also what is being done with regard to the development of the media (e.g., special effects, etc.)
- Allow and encourage repetition.
- Encourage children to integrate their favorite media characters into their play.

Comprehend: to understand media messages and practices and transfer that knowledge appropriately

Tips for Adults

- Remember that processing and understanding media is hard for children. We need to learn how technology works in order to learn from the technology.
- Slow the media use down and explain what is happening in terms of storyline and content but also what is being done with regard to the development of the media (e.g., special effects, etc.)
- Allow and encourage repetition.
- Encourage children to integrate their favorite media characters into their play.

Comprehend Activity 2 (Ages Birth - 8)

Encourage children to reenact parts of a book or a video clip. **Discuss what it means when a book or video clip switch between scenes.**

- Discuss how they could reenact a scene change by having two scenes.
- For the youngest children, having an adult connect reenacting/play to the media may serve as the first step to understanding cuts
- Allow time for the children to absorb the concept



Screenshots of Daniel Tiger's Neighborhood

Encourage children to reenact parts of a book or a video clip. **Discuss what it means when a book or video clip switch between scenes.**

- Discuss how they could reenact a scene change by having two scenes.
- For the youngest children, having an adult connect the life-size scene to the media may serve as the first step to understanding cuts in digital media.
- Allow time for the children to absorb the concept.

Comprehend Activity 3 (Ages 3-8)

Introduce the idea of “types of media” by showing children examples of media they may engage with regularly such as a news segment on television, a nature documentary, or a commercial that targets children. Ask children questions to build their awareness of the different types of media such as:

- What each type of media is
- Where they see it
- Who watches or engages with that type of media



Screenshots of WRAL News and PawPatrol Ad (from YouTube)

Introduce the idea of “types of media” by showing children examples of media they may engage with regularly such as a news segment on television, a nature documentary, or a commercial that targets children. Ask children questions to build their awareness of the different types of media such as:

- What each type of media is
- Where they see it
- Who watches or engages with that type of media

3 Media Literacy Actions: Critically Inquire

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5:15

Critically Inquire

Critically Inquire: to question and analyze media messages

Tips for Adults

- Document and showcase children's process of questioning, seeking, and being curious
- Provide a variety of media for children to use to search for answers.
- Know that it's okay to not find the answer and for adults to not have all the answers. The inquiry process is about exploring many possible answers and not about finding the one right answer.

Critically Inquire: to question and analyze media messages

Tips for Adults

- Document and showcase children's process of questioning, seeking, and being curious
- Provide a variety of media for children to use to search for answers.
- Know that it's okay to not find the answer and for adults to not have all the answers. The inquiry process is about exploring many possible answers and not about finding the one right answer.

Critically Inquire Activity 1 (Ages 0-8)

Model identifying sources.

- Use prompts such as “I wonder about... We have a book/device to search for that answer.”
- Model comparing sources
- Discuss how certain sources could be useful while looking up certain information and other sources are better to look up other information



Image courtesy of Amazon and Screenshot of Google.com

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Model identifying sources.

- Use prompts such as “I wonder about... We have a book/device to search for that answer.”
- Model comparing sources
- Discuss how certain sources could be useful while looking up certain information and other sources are better to look up other information- for example while looking up very board, open-ended questions , you may want to start with search engine on the Internet or a voice assistant such as Apple Siri, Amazon Alexa, or Google Assistant
- But while if you're searching for specific information that you know is in a book that you have at home (such as information about a dog breed, height, name etc), the book may be a better choice to search first

Critically Inquire Activity 6 (Ages 3-8)

Lead a discussion exploring the **messages of media children see everyday** (billboards, commercials, ads in apps, and even on children's apparel).

Facilitate discussion using open-ended questions:

- What is this media telling me?
- How do you know?
- Should I believe it? Why?
- Is some piece of information missing?
- Should it tell me more or less information? Why?



Go Away! + More | Kids Songs Collection | Super Simple Songs



Image courtesy of YouTube and Target

Lead a discussion exploring the **messages of media children see everyday** such as ads visible during neighborhood walks, children's media including commercials, ads in apps, and even on children's apparel.

Facilitate discussion using open-ended questions:

- What is this media telling me?
- How do you know?
- Should I believe it? Why?
- Is some piece of information missing?
- Should it tell me more or less information? Why?

Critically Inquire Activity 7 (Ages 3-8)

Address the presence of stereotypes and biases.

- Provide accurate representations of people, places, and experiences in media
- Discuss representation accuracy, stereotypes, and biases
- Encourage children to form a habit of questioning representation, the viewpoint of the creators(s) and the implications
- Ask children how the representations make them feel when media does and doesn't represent people and experiences accurately



Images courtesy of PBSKids

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Throughout the use of children's media, mention the presence of stereotypes and biases.

- Create a conversation first by providing many accurate representations of people, places, and experiences in media for young children. (Molly of Denali was created with a whole host of people from Alaska, creating content about Alaska)
- As children grow, start a conversation about representation accuracy, stereotypes, and biases.
- Encourage children to form the habit of questioning representation, the viewpoint of the creators(s) and the implications. Example: (Asking is Daniel Tiger's family like mine? My family isn't a nuclear family, I don't have a mom and a dad, I have a grandma, or an auntie that are part of my family)
- Additionally, ask children how the representations make them feel when media does and doesn't represent them, their family, their experiences, and their friends accurately

POLL 3

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Which of these media literacy actions are you MOST excited to implement?

- Access
- Comprehend
- Critically Inquire

Q&A

**Please fill out Google Form:
<https://forms.gle/hqsRq6Q3DDjd8W>
Gk6**

Before you go. We will put the link in the chat

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Thank you! Stay tuned for our next webinar!

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