

References

- Aladé, F., Lauricella, A. R., Beaudoin-Ryan, L., & Wartella, E. A. (2016). Measuring with Murray: Touchscreen technology and preschoolers' STEM learning. *Computers in Human Behavior, 62*, 433-441. <https://doi.org/10.1016/j.chb.2016.03.080>
- Anderson, D. R., & Davidson, M. C. (2019). Receptive versus interactive video screens: A Role for the brain's default mode network in learning from media. *Computers in Human Behavior, 99*, 168-180.
- Anderson, D. R., Huston, A. C., Schmitt, K. L., Linebarger, D. L., Wright, J.C. (2001). Early childhood television viewing and adolescent behavior: the recontact study. *Monographs of the Society for Research in Child Development, 66*(1), 1-154
- Anderson, D. R., & Pempek, T. A. (2005). Television and very young children. *American Behavioral Scientist, 48*(5), 505-522.
- Association of Children's Museums (2015). *Toolkit for Reimagining Children's Museums*. Association of Children's Museums. www.childrensmuseums.org/images/RCM_Print_Publication.pdf
- Bandura A., Ross D., & Ross S. A. (1963). Imitation of film-mediated aggressive models. *Journal of Abnormal and Social Psychology, 66*, 3-11.
- Barr, R., Muentener, P., Garcia, A., Fujimoto, M., & Chávez, V. (2007). The effect of repetition on imitation from television during infancy. *Developmental Psychobiology, 49*(2), 196-207.
- Barr, R., & Wyss, N. (2008). Reenactment of televised content by 2-year olds: Toddlers use language learned from television to solve a difficult imitation problem. *Infant Behavior and Development, 31*(4), 696-703.
- Blosser, B. J., & Roberts, D. F. (1985). Age differences in children's perceptions of message intent: Responses to TV news, commercials, educational spots, and public service announcements. *Communication Research, 12*(4), 455-484. doi.org/10.1177/009365085012004002
- Bond, B. J. (2016). Fairy godmothers > robots: The Influence of televised gender stereotypes and counter-stereotypes on girls' perceptions of STEM. *Bulletin of Science, Technology, and Society, 36*(2), 91-97.
- Carter, O. B. J., Patterson, L. J., Donovan, R. J., Ewing, M. T., & Roberts, C. M. (2011). Children's understanding of the selling versus persuasive intent of junk food advertising: Implications for regulation. *Social Science & Medicine, 72*(6), 962-968. doi: <http://dx.doi.org.ezproxy.erikson.edu/10.1016/j.socscimed.2011.01.018>
- Choi, K., & Kirkorian, H. L. (2016). Touch or watch to learn? Toddlers' object retrieval using contingent and noncontingent video. *Psychological Science, 27*(5), 726-736. <https://doi.org/10.1177/0956797616636110>
- Clark, L., & Archer Perry, K. (2015) *After Access Libraries and Digital Empowerment; Building Digital Inclusive Communities*. American Library Association. http://www.ala.org/advocacy/sites/ala.org/advocacy/files/content/ALA%20DI%20After%20Access_final_12%2017%2015.pdf

References

- Crawley, A. M., Anderson, D. R., Wilder, A., Williams, M., & Santomero, A. (1999). Effects of repeated exposures to a single episode of the television program Blue's Clues on the viewing behaviors and comprehension of preschool children. *Journal of Educational Psychology, 91*(4), 630-637. <http://dx.doi.org/10.1037/0022-0663.91.4.630>
- Fisch, S., Truglio, R. T., & Cole, C. F. (1999). The impact of Sesame Street on preschool children: A review and synthesis of 30 years' research. *Media Psychology, 1*(2), 165-190. http://dx.doi.org/10.1207/s1532785xmep0102_5
- Friedrich, L. K., & Stein, A. H. (1975). Prosocial television and young children: The effects of verbal labeling and role playing on learning and behavior. *Child Development, 46*(1), 27-38. <http://dx.doi.org/10.2307/1128830>
- High, P. C., & Klass, P. (2014). Literacy promotion: an essential component of primary care pediatric practice. *Pediatrics 134*(2), 404-409. <http://pediatrics.aappublications.org/content/134/2/404.long>
- Howard Gola, A. A., Richards, M. N., Lauricella, A. R., & Calvert, S. L. (2013). Building meaningful parasocial relationships between toddlers and media characters to teach early mathematical skills. *Media Psychology, 16*(4), 390-411. <https://doi.org/10.1080/15213269.2013.783774>
- Huber B., Tarasuik J., Antoniou M. N., Garrett C., Bowe S. J., & Kaufman J. (2016). Young children's transfer of learning from a touchscreen device. *Computers in Human Behavior, 56*, 56-64. 10.1016/j.chb.2015.11.010
- Lauricella, A. R., Howard Gola, A. A., & Calvert, S. L. (2011). Toddlers' learning from socially meaningful video characters. *Media Psychology, 14*, 216-232. 10.1080/15213269.2011.573465.
- Lauricella, A. L., Pempek, T., Barr, R., & Calvert, S. (2010). Contingent computer interactions for young children's object retrieval success. *Journal of Applied Developmental Psychology, 31*, 362-369. 10.1016/j.appdev.2010.06.002.
- Kirkorian, H. L. Choi, K. & Pempek, T. (2016). Toddlers' word learning from contingent and noncontingent video on touch screens. *Child Development, 87*, 405-413. 10.1111/cdev.12508.
- National Association for Media Literacy Education (n.d.). *Media Literacy Defined*. National Association for Media Literacy Education. <https://namle.net/publications/media-literacy-definitions/>
- Neuman, S.B. (1997). Guiding young children's participation in early literacy development: A Family literacy program for adolescent mothers. *Early Child Dev Care, 127*(1), 119-129.
- Payne A.C., Whitehurst, G.J. & Angell, A.L (1994). The role of literacy environment in the language development of children from low-income families, *Early Childhood Research Quarterly, 9*, 427-440.
- Pila, S., Blackwell, C. K., Lauricella, A. R., & Wartella, E. (2019). *Technology in the lives of educators and early childhood programs: 2018 Survey*. Evanston, IL: Center on Media and Human Development, Northwestern University.
- Project Look Sharp (2018). *Media Literacy*. Project Look Sharp. <https://www.projectlooksharp.org/?action=about>

References

- Rasmussen E. E, Shafer A., Colwell, M. J., White S., Punyanunt-Carter N., Densley R. L., & Wright H. (2016). Relation between active mediation, exposure to Daniel Tiger’s Neighborhood, and US preschoolers’ social and emotional development, *Journal of Children and Media*, 10(4), 443-461, DOI: 10.1080/17482798.2016.1203806
- Rideout, V. (2017). *The Common Sense census: Media use by kids age zero to eight*. San Francisco, CA: Common Sense Media.
- Rideout, V. (2015). *The Common Sense census: Media use by tweens and teens*. San Francisco, CA: Common Sense Media.
- Rogow, F. (2015). Media literacy in early childhood education: Inquiry-based technology integration. In C. Donohue (Ed.), *Technology and Digital Media in the Early Years*. Routledge.
- Schroeder, E.L. & Kirkorian, H.L. (2016). When Seeing Is Better than Doing: Preschoolers’ Transfer of STEM Skills Using Touchscreen Games. *Frontiers in Psychology*, 7, 1377. doi: 10.3389/fpsyg.2016.01377
- Signorielli, N. (2011). Television’s gender-role images and contribution to stereotyping: Past, present, and future. In D. G. Singer & J. L. Singer (Eds.), *Handbook of children and the media* (2nd ed., pp. 321–339). Sage.
- Teaching Tolerance (2017). *Teaching Tolerance digital literacy framework*. Teaching Tolerance. <https://www.tolerance.org/sites/default/files/2017-10/Teaching-Tolerance-Digital-Literacy-Framework.pdf>
- Vega, V., & Robb, M. B. (2019). *The Common Sense census: Inside the 21st-century classroom*. San Francisco, CA: Common Sense Media.

This project was made possible in part by the Institute of Museum and Library Services (IMLS), grant #LG-98-18-0052-18. It is excerpted from the *Media Literacy in Early Childhood Report* published by the TEC Center at Erikson Institute in partnership with the National Association for Media Literacy Education (NAMLE), the Association for Library Service to Children (ALSC), and the Association of Children’s Museums (ACM). For more information or to view the full report, please visit teccenter.erikson.edu/publications/media-literacy-report.