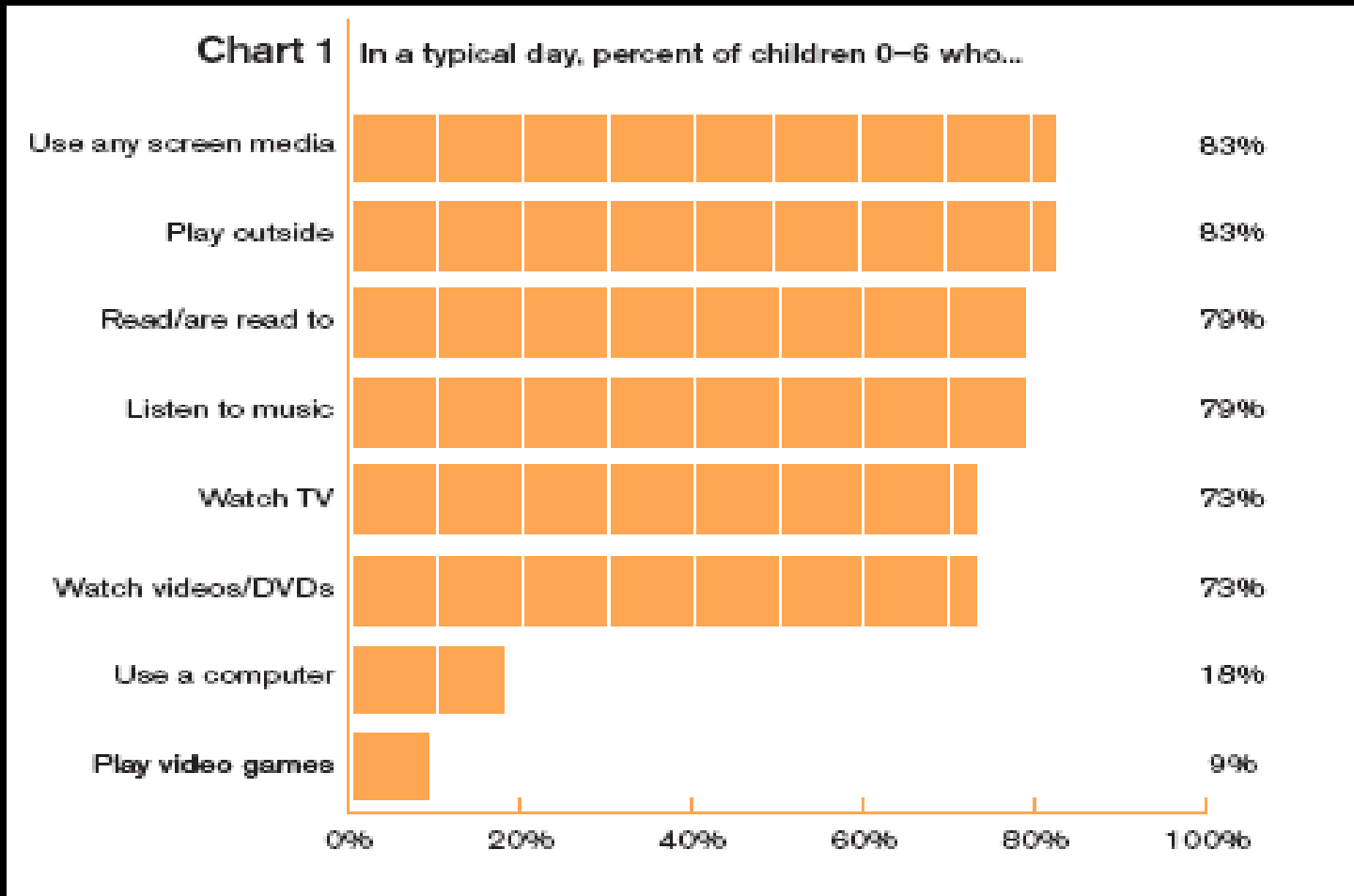




# Building Learning Skills at Home with Media and Technology

**Renee Hobbs & Kelly Mendoza**  
**Temple University**

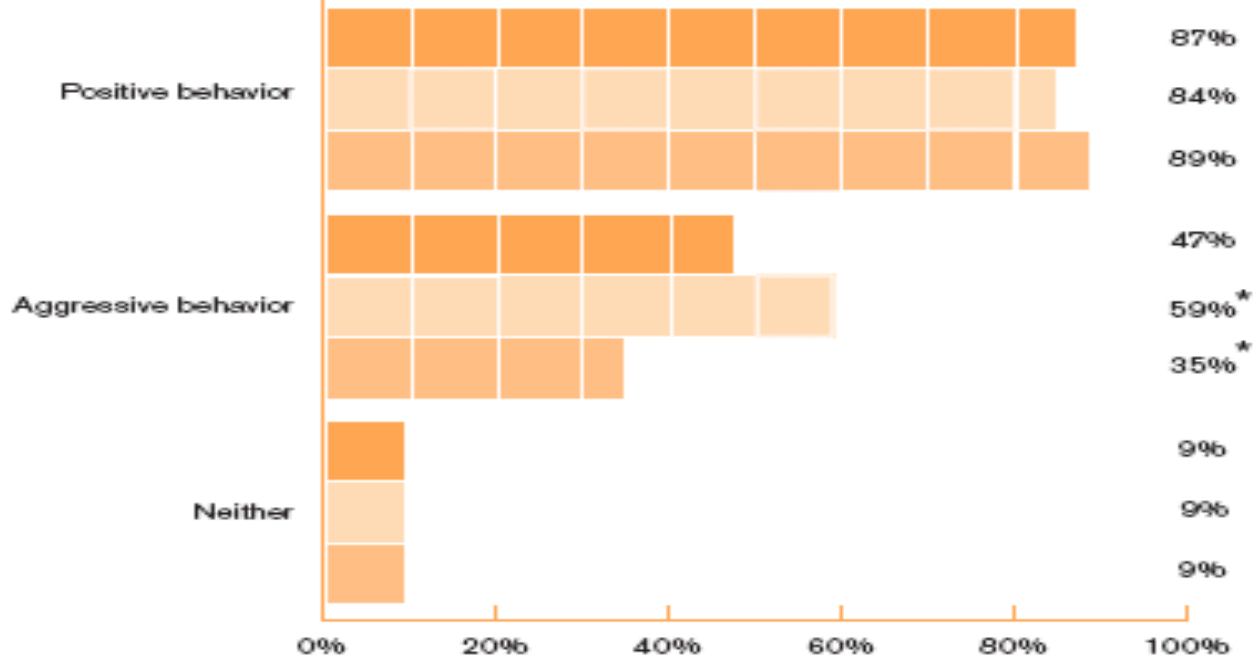
# Very Young Children Birth to Age 6 are Using Media



# Young Children Imitate What They See on the Screen

Chart 15

Percent of parents who have seen their 4–6 year-olds imitate behavior from TV



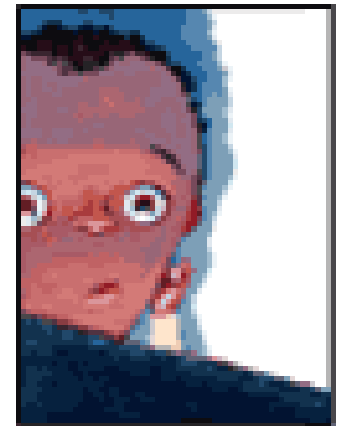
Note: Among those whose children have ever watched TV.

\* This difference is significant at  $p < .05$ .

- All
- Boys
- Girls

# RBCS Students are Swimming in a Sea of Media and Technology

- 75% of Grade 2 students play videogames after dinner
- 35% of Grade 2 students play videogames before school
- 25% of Grade 5 & 6 students play videogames “a lot” or “all the time”
- 42% of PK5 and 71% of Grade 1 students have viewed fear-inducing R-rated movies

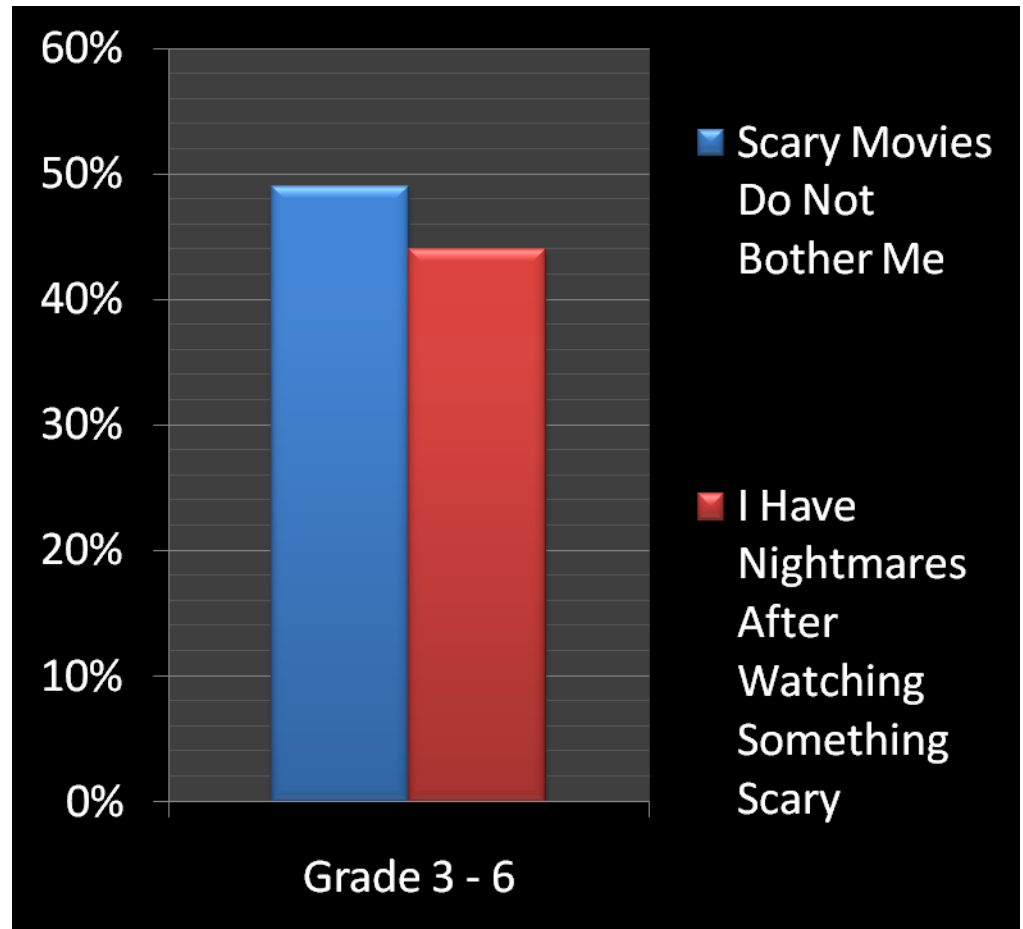


# RCBS Children Report Nightmares after Viewing Violent or Scary Movies

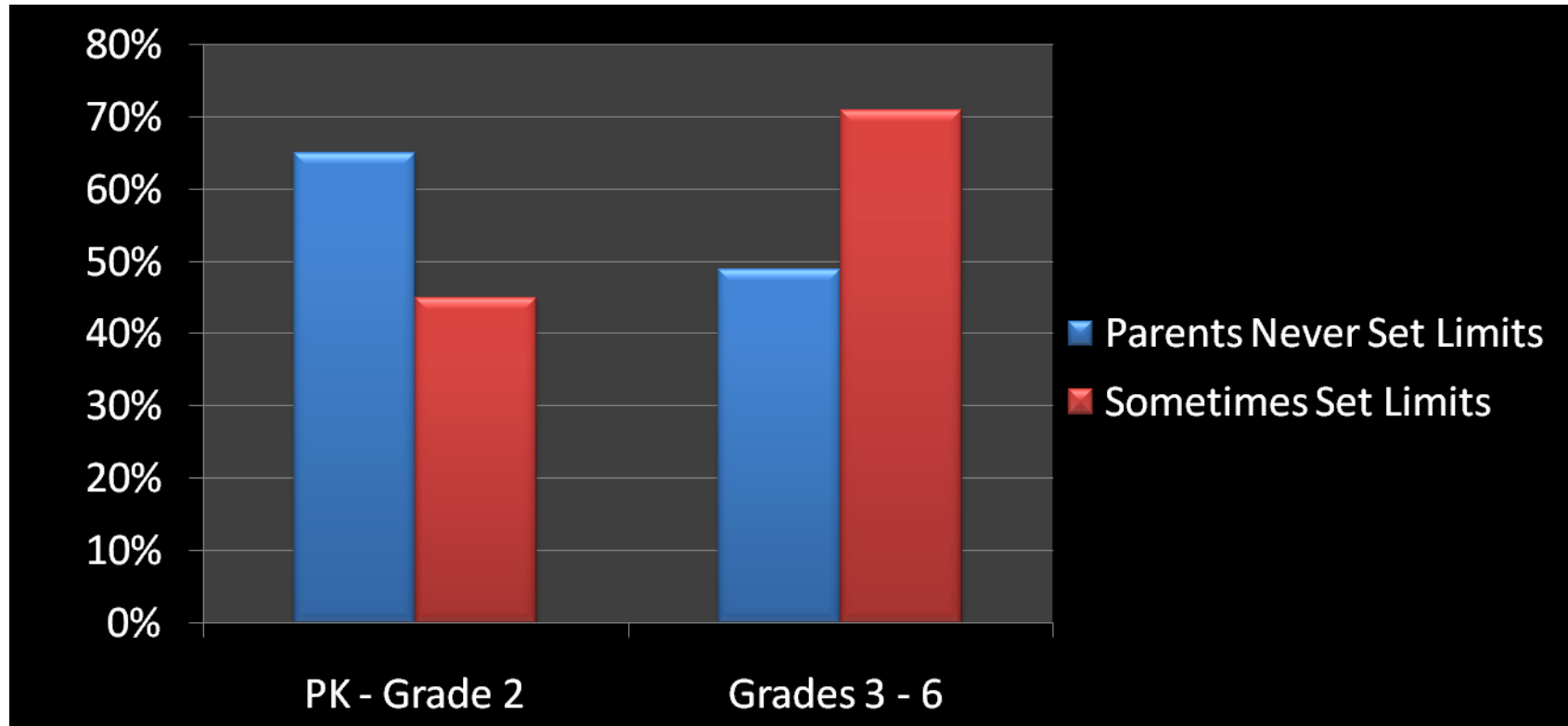
Younger children in grades PK 4 and PK 5 describe fearful fantasy monsters while 1<sup>st</sup> graders describe images of graphic, realistic violence.

Common themes that arose in group interviews with PK4 and PK5 were **monsters, mummies, vampires, ghosts, witches, aliens, dinosaurs.**

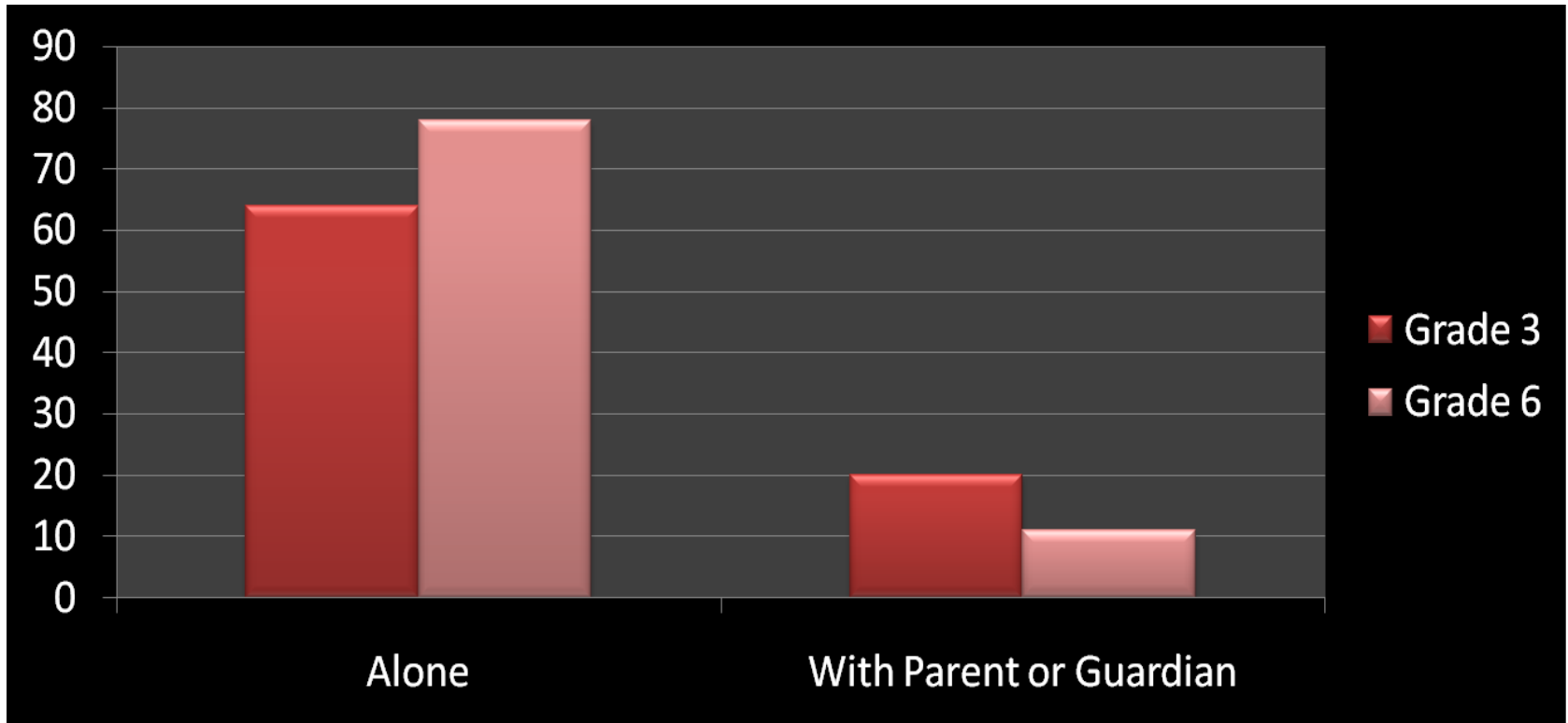
By grade 1, students talk about **bleeding, dismembered body parts, injury and death.**



# RBCS Children's Perception of Parental Rules about Television



# RBCS Children Use the Internet without Adult Supervision



Do you use the Internet alone, with friends, with parent/guardian, with sibling?

# Media Use and Academic Achievement



We compared a group of Grade 4 - 6 RCBS students with a group of Steppingstones Scholars to determine the relationship between media use and academic achievement.

# Media Use and Academic Achievement



## RESULTS SHOW:

High-achieving, gifted African-American children ages 9 – 11 **watch less** television.

They demonstrate more **active reasoning** about their favorite TV shows, compared to regular educational peers not identified as gifted, whose responses are more reactive.

# Media Use and Academic Achievement



When asked why they like their favorite TV show, videogame or song, students demonstrated ***active reasoning*** if they could:

- recognize the genre or type of message
- describe a compositional element
- identify the message's purpose or meaning
- mention some social aspects of using media

# Media Use and Academic Achievement



## *Examples of active reasoning:*

“I like Narato because it is about a boy who will follow his dreams no matter what. It has a lot of action.”

“It has awesome graphics, great characters, and cool super attacks.”

“I like it because it feels like you are really playing sports.”

“I like the beat of the song and I like the theme and setting of a hospital.”

# Media Use and Academic Achievement



Examples of *reactive reasoning*:

“It’s funny”

“I play it every day”

“It’s my favorite”

“It’s cool”

“It is the best”

# Ask Questions about Media Messages and Technology while Co-Viewing

***Descriptive questions*** : What just happened? Who is that character?  
What do you have to do to get to the next level?

***Predictive questions*** : What will that character do next? If you go there or do that, what's likely to happen?

***Evaluative questions***: Why do you like this? What do you like and dislike about this person? Would you watch, listen to this, or play this again? Why or why not?

***Critical thinking questions*** : What kind of show is this? Is this an actor or a real person? How can you tell? What information would be helpful to have right now?

# Set and Enforce Media Use Limits that Make Sense for your Family

**Time:** when and where

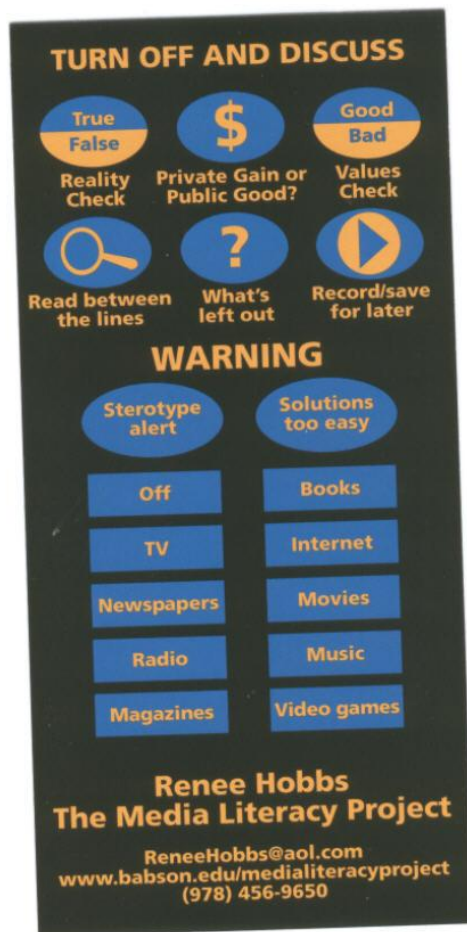
**Content:** what is appropriate (and what is not)

**Alternatives:** in-home activities that do not involve a screen

**Rewards:** what happens when you stick to the rules

**Consequences:** what happens when you break the rules

# Build Critical Thinking Skills by Using the Media Literacy Remote Control



1. Who made this message and what was their purpose?
2. What techniques are used to attract your attention?
3. What lifestyles, values and points of view are presented?
4. How might different people interpret this message?
5. What is left out?

# Children Want Parents Involved in Media Use

“I like talking to my parents about that kind of stuff to see what we have in common. I feel close to them when I'm talking to them about that kind of stuff.”

“I like it because I will know if they don't want me to play, visit, read or listen to that thing.

“My mom and Dad and I we sit and talk about it - it makes feel good that I'm not doing wrong.”





# Media Education Lab

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Social Media and Civic Engagement



Powerful Voices for Kids Institute



Copyright and Fair Use



What is Media Literacy?



Media Literacy for Cultural Understanding

## News and Events

### Music Videos Help Educators and Students Conquer Copyright Confusion

Can an animated little bird and a skater girl help young people learn about the concept of intellectual property? Can a "Schoolhouse Rock" style music video help people appreciate...

### "Critical Eye on the Media" State Conference on Media Literacy and Prevention

Renee Hobbs and Brian Primack offer this dynamic media literacy program for health and prevention educators.

### Digital Learning and the Fair Use of Web 2.0 Texts and Technologies

Join us at the 4CCCC's conference in San Francisco to explore how copyright affects composition practices. Digital media create new opportunities for sharing of materials, including print, visual, digital, and mass media...

### Parent Media Literacy Workshop

A parent workshop on media literacy and children's life

# Contact Us



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