Media eduction in early childhood - for what is it good for?

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3 arguments

- Education policy argument
- Empirical argument
- Pedagogical argument

Education policy

High school

Secondary school

Primary school

Day care center

Empirical perspective

- Toodlers with digital media
- Touchscreen media
- „digital natives“

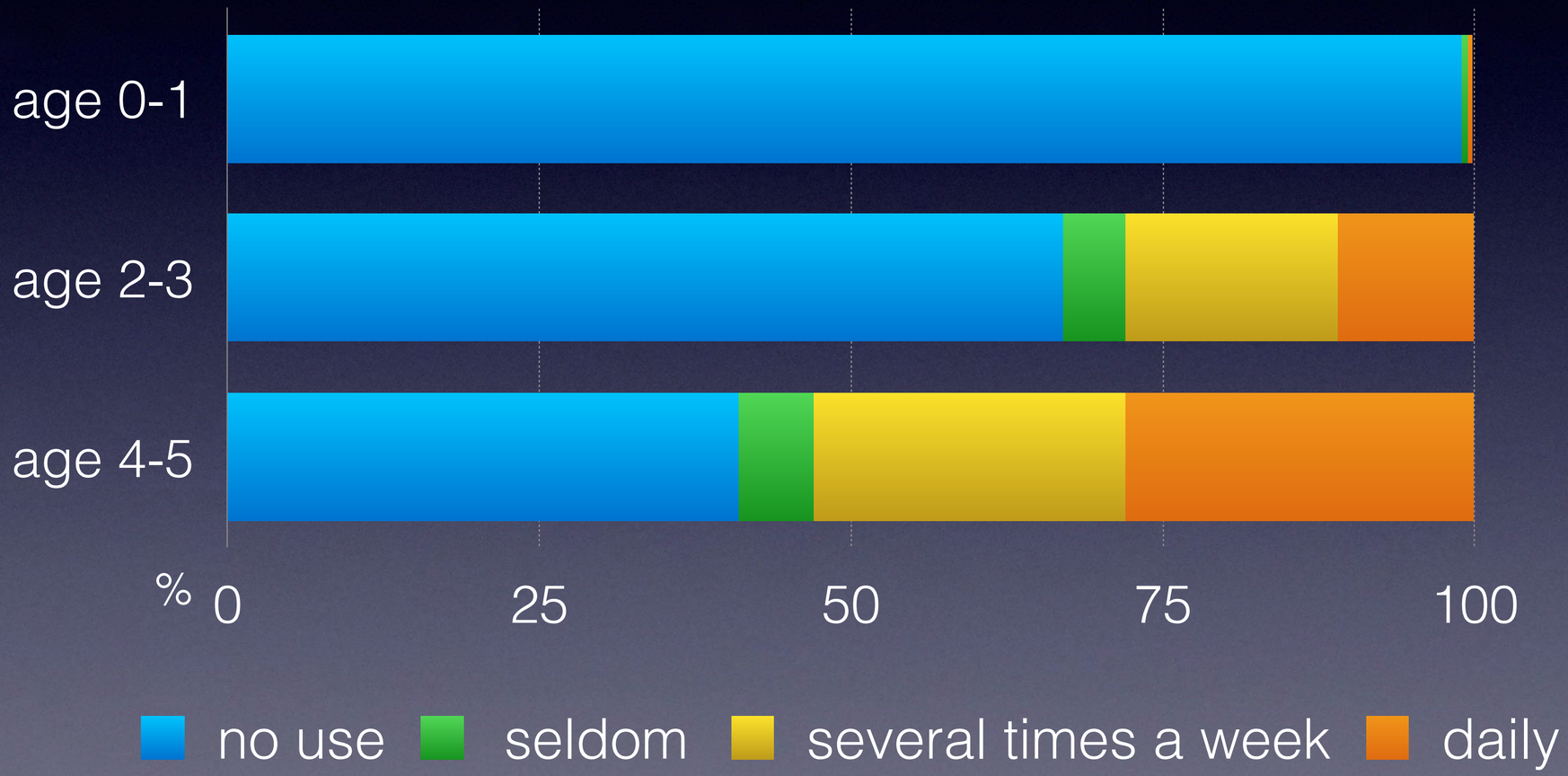
Empirical Evidence

- Study I: digital media in families with children age zero to five
- Study II: Effects of Computers in Kindergarden to communicative and cognitive competencies of children age three to six

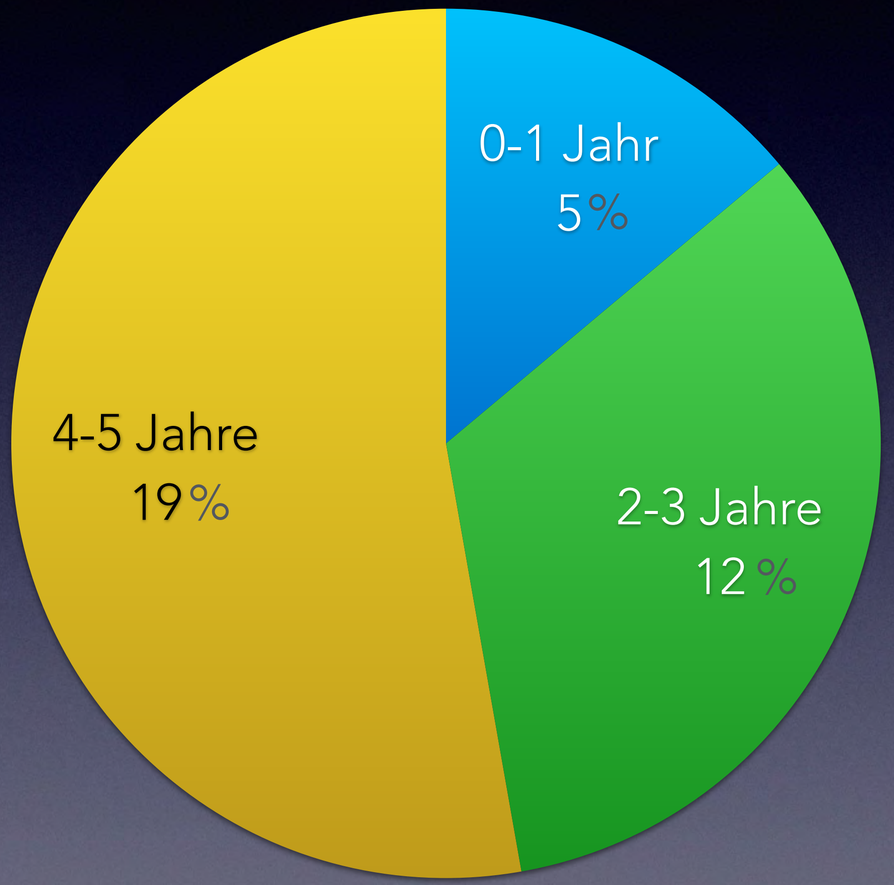
Study II: Digital media in young families

- representative survey with 744 mothers with children aged 0 to 5
- March 2014
- Supported interview

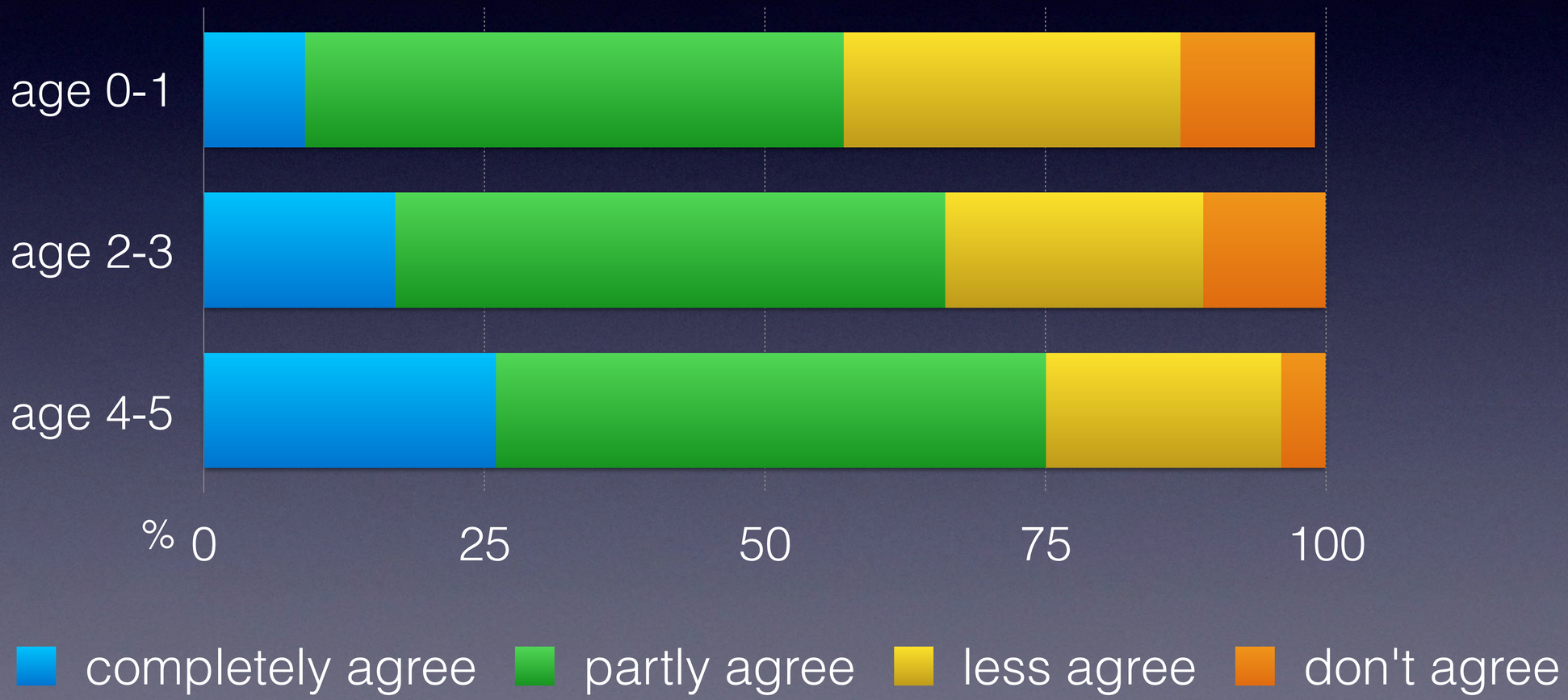
use of digital media



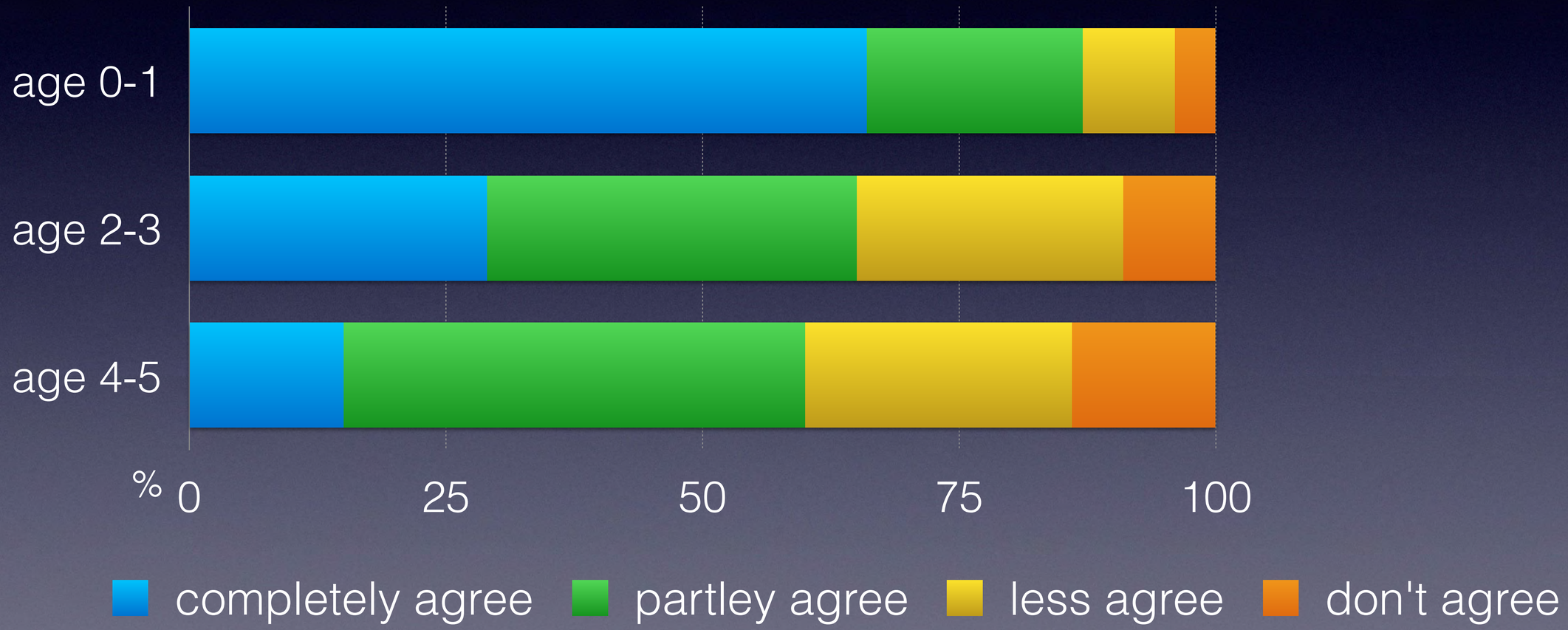
shared reading with digital media



Statement 1: young children should have access to digital media



Statement 2: digital media can influence children negatively

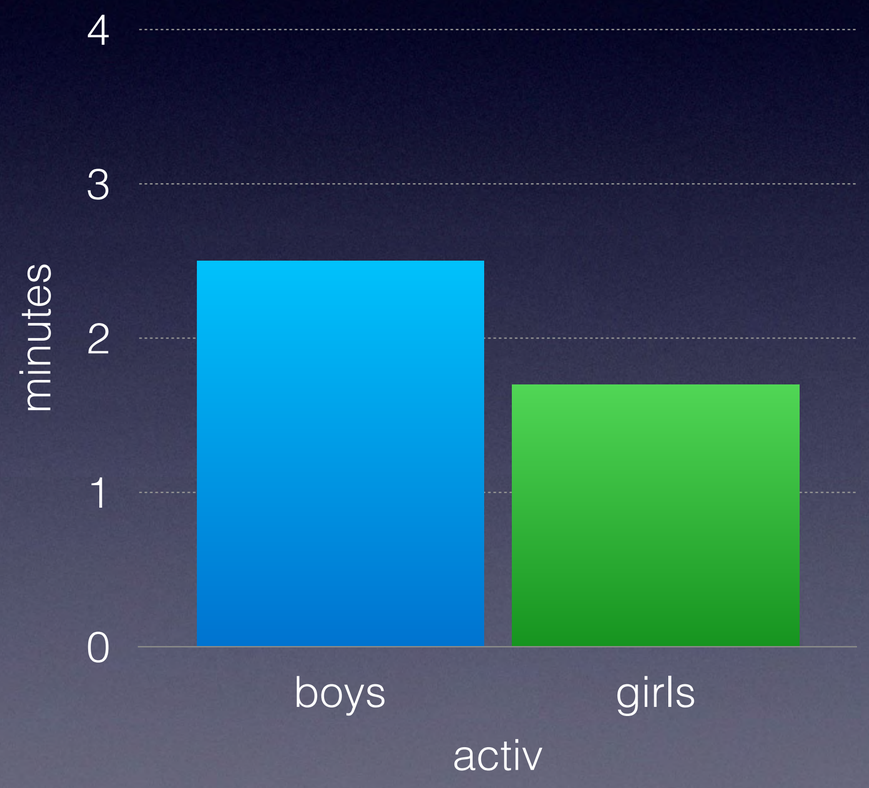


Study II:Computer in Kindergarden

Early Computer Literacy project

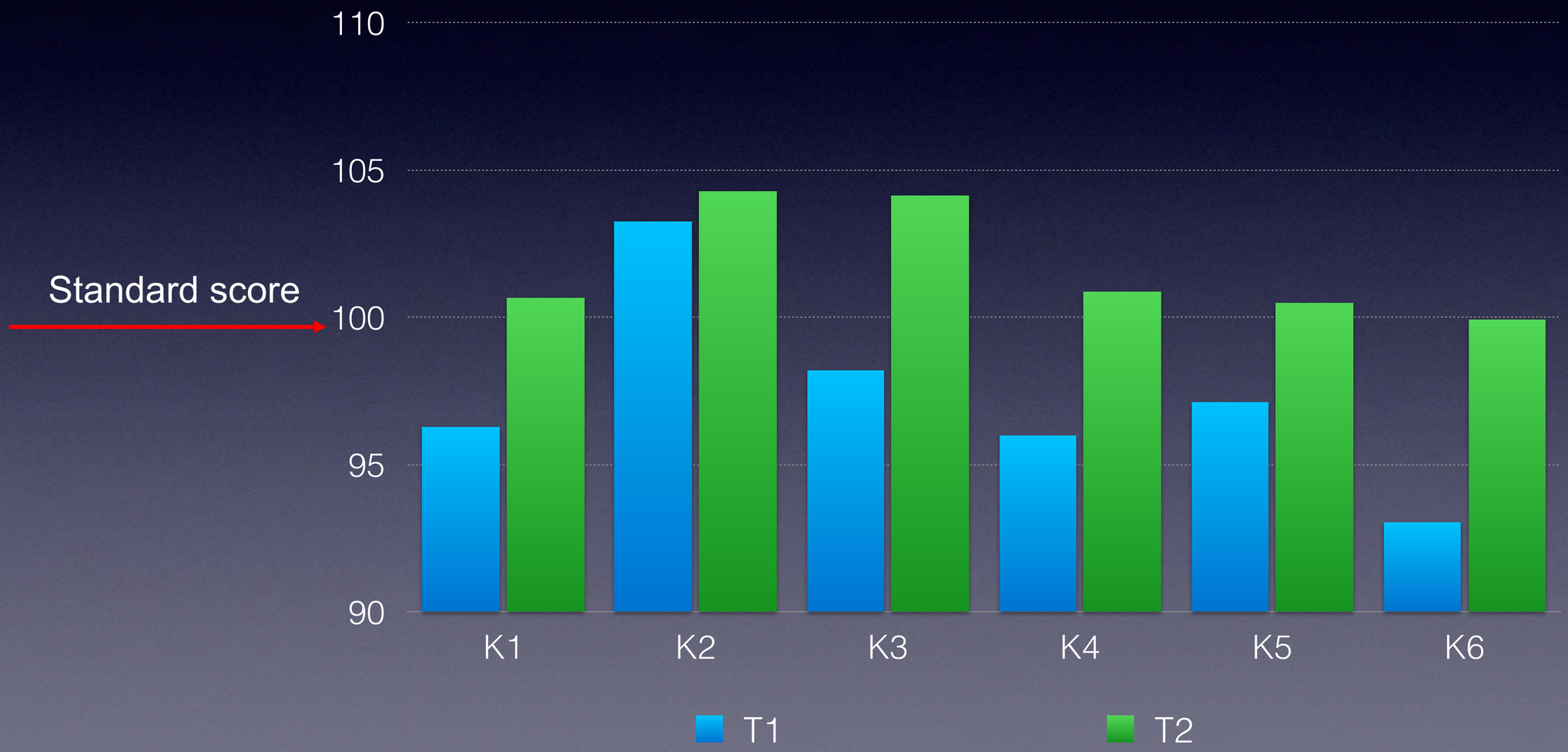
- 6 Kindergarten
- 132 children aged 3-6
- 25 teachers
- 1 year impact of Computer use
- K-ABC (Kaufmann’s Assessement Battery for Children) standardized (mean = 100); considering children’s age; measures two forms of cognition: comprehensive/particular, and skills

average time of computer use per day (n=44)

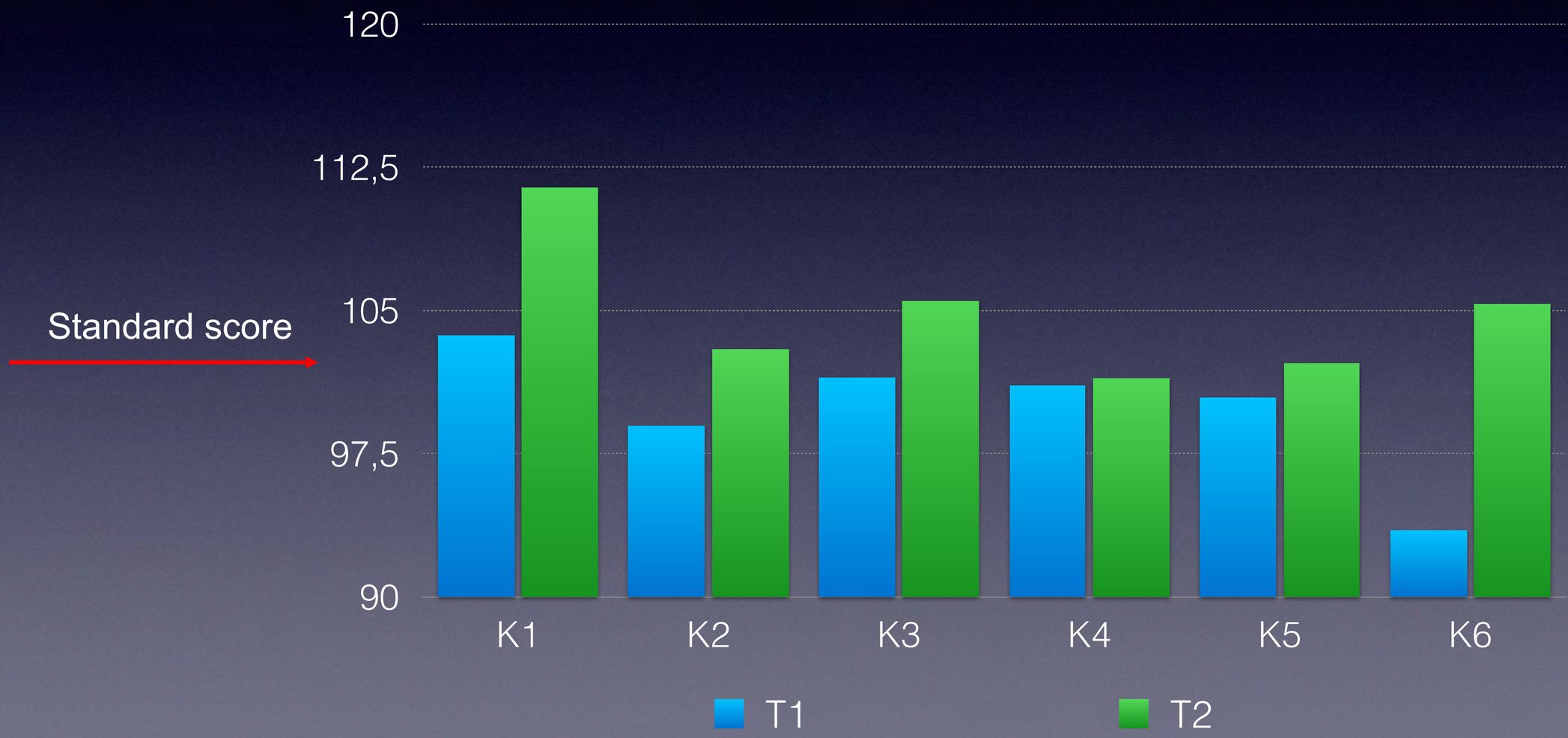


Comparison computer literacy T1 to T2

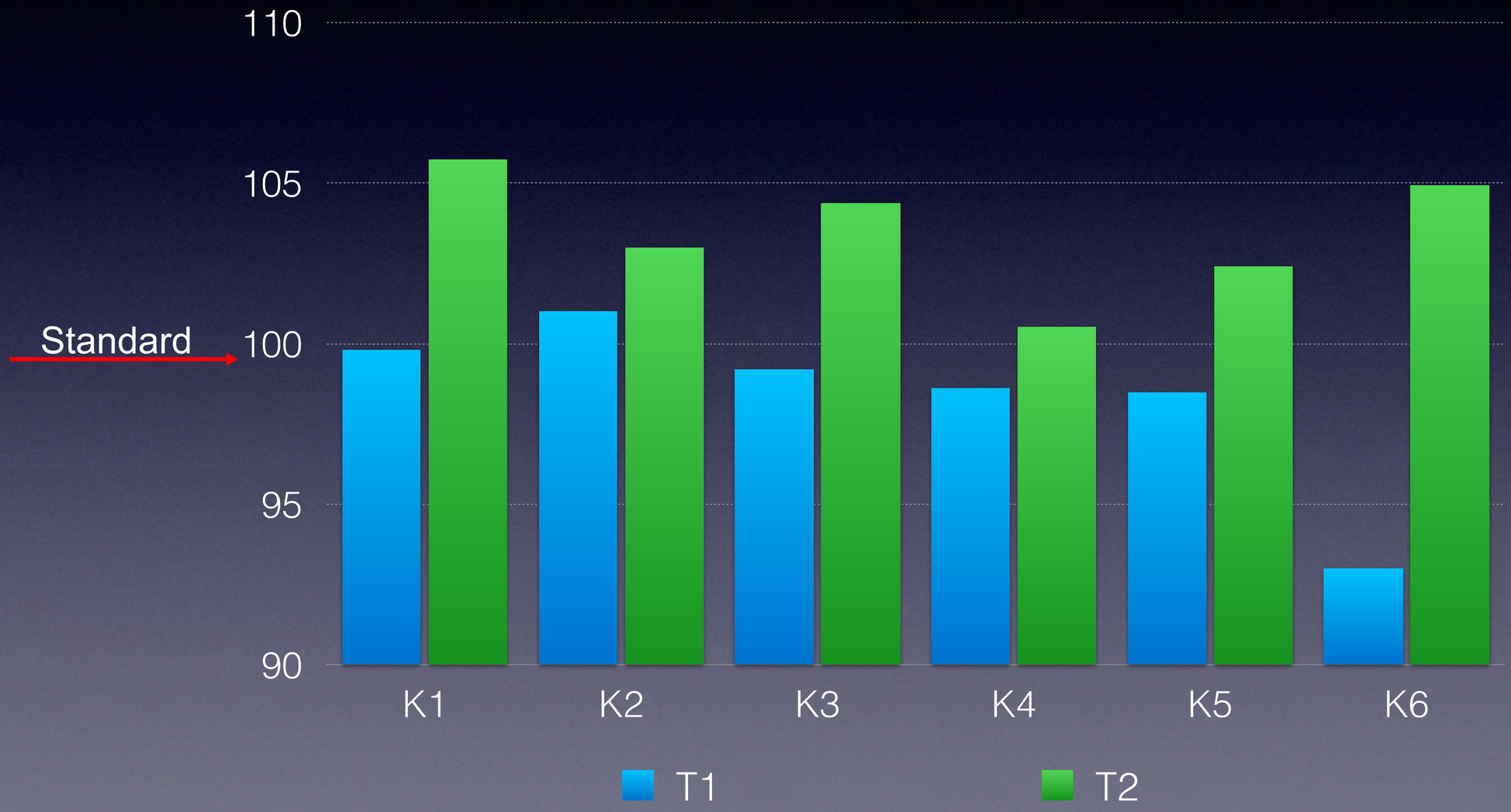
Cognitive Development: simultaneous processing



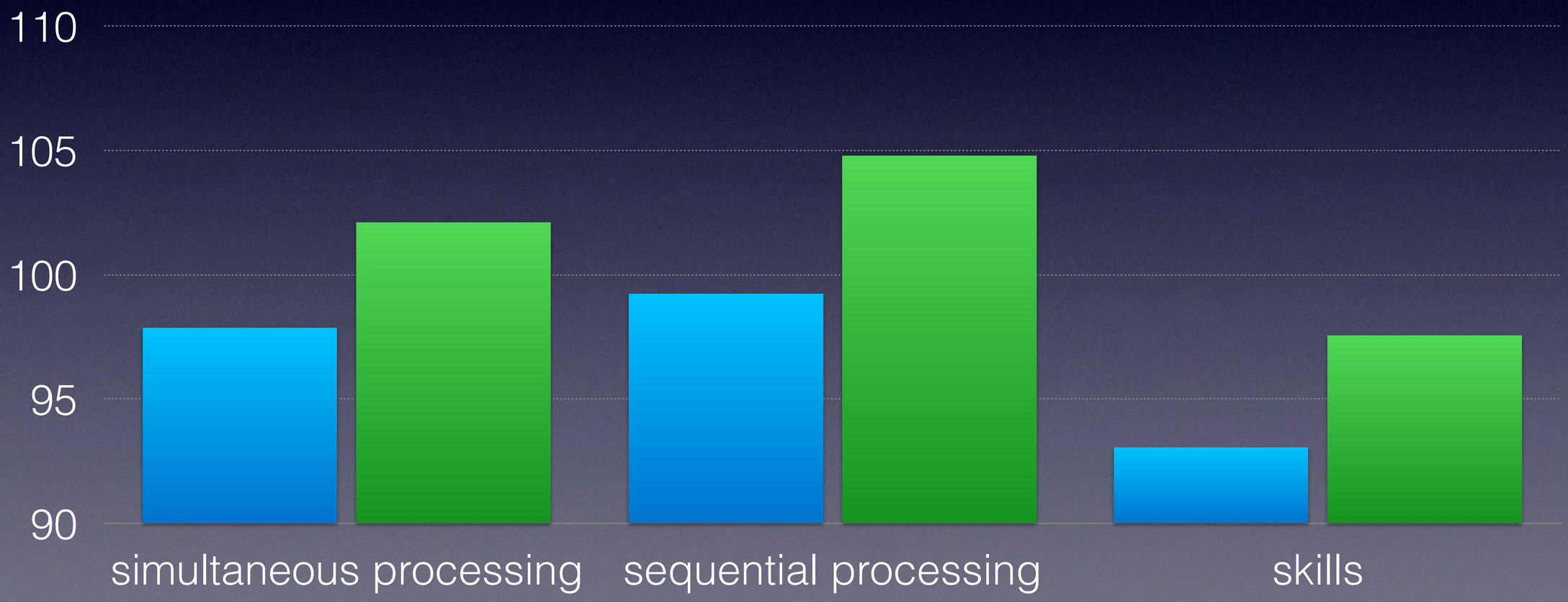
Cognitive Development: Sequentielle processing



Cognitive Development: Skills



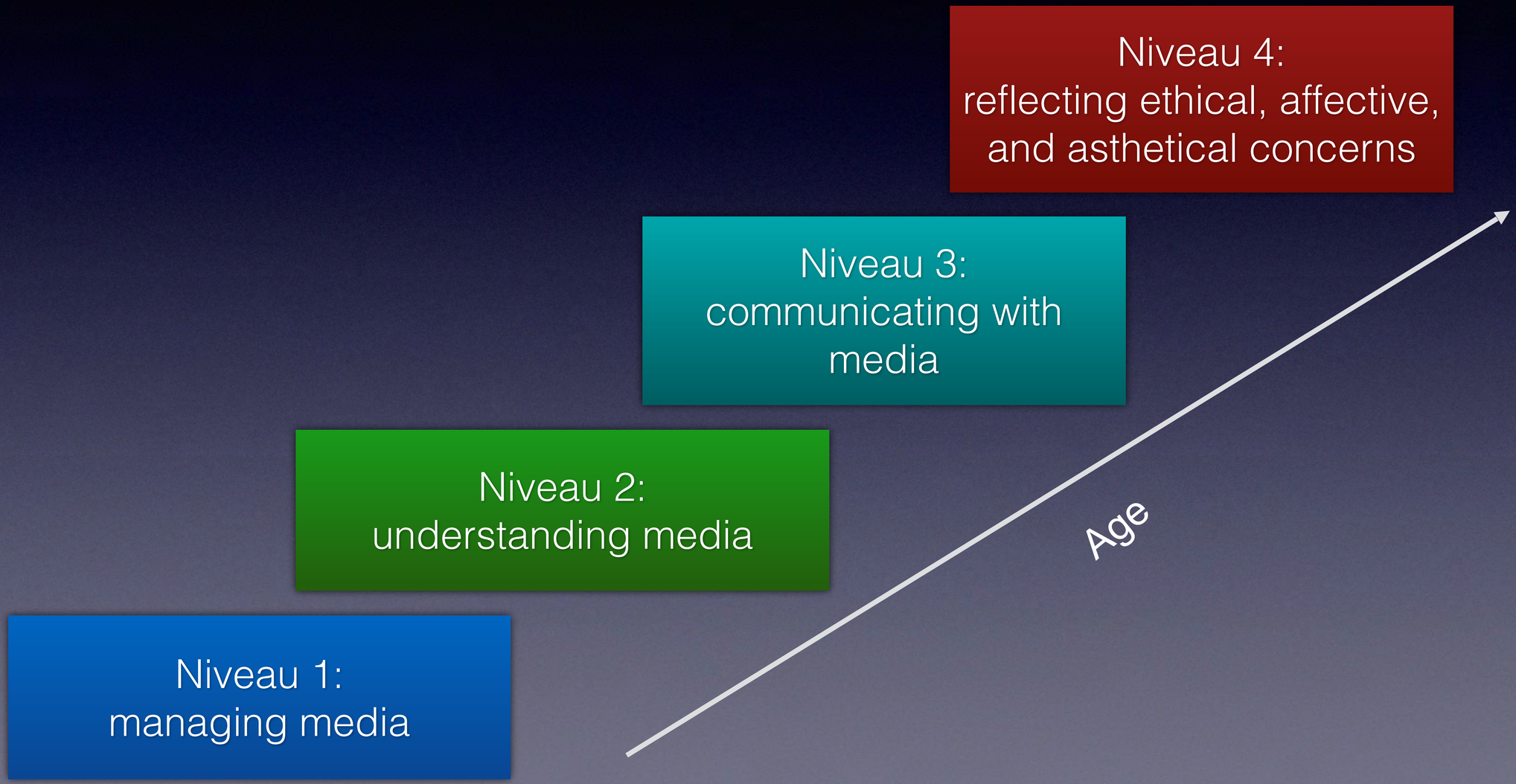
Comparision of means T1 to T2



pedagogical arguments

- Picking up the media world of children
- educating children for Media literacy because they need it
- Responsibilty to prepare children for the digital world

Development of media literacy



Thank you for your attention!

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