

EAAE6006

Media and Digital Literacy

Portfolio

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Part 1

Holloway, Green et al., (2013) state that children's digital footprints often begin at birth. This is done through parents and other family members and friends sharing pictures and videos to social media.

There is an ongoing argument in today's society as to whether digital devices are an effective way to support young children's ICT development. Croner-i (2020) explains that ICT in the early years starts with the introduction of cause and effect toys as this allows children to understand how basic technology works, which then progresses to using digital devices such as computers, cameras, smartphones and tablets. Chaudron (2015) discusses how the children of today grow up in "media-rich homes", as she observes that young children are in daily contact with a wide range of digital devices. Holloway, Green et al., (2013) voice that children engage in online activities by using a wide range of devices that are connected to the internet, with Chaudron (2015) noting that tablets were seemingly the favourite device used by young children aged 0-8.

There are many positive aspects of young children using digital devices, as Chaudron (2015) views that digital technology devices are an important part of children's lives, however she argues that this is not a dominant part, as even though children loves watching videos and playing games on digital devices, they also still enjoy other non-digital activities, such as outdoor play, and argues that the offline life interests of young children are supported and enlarged by their digital activities. Reid Chassiakos et al., (2016) also discusses how the use of digital and social media provides many positive outcomes, such as developing skills early in children, as well as exposing children to new ideas and knowledge. This is agreed with by Kennington (2017), who views that technology can be a rich learning tool for young children to use, as children love that things can happen at the touch of a button, as if by magic, alongside giving young children a sense of control. Kidron and Runkin (2018) claim that using technology in childhood creates "unmissable opportunities", supported by Chaudron (2015) who views that there are many benefits of children using digital devices to carry out activities, such as enhancing their knowledge acquisition, creativity, imagination and hand-eye coordination. This is in agreement with Holloway, Green et al., (2013) as they state that online activities can stimulate a child's imagination and creativity alongside play, while also helping children with learning, reading and navigating information, but they argue that this is only up to a certain point. Bradley (2019) discusses how implementing technology in activities that are more traditional such as outdoor play and tactile learning allow more opportunities for children of various ages and abilities to explore, engage and communicate.

ICT is mentioned in the Foundation Phase Framework (2015), as it states that ICT should

be integrated across all aspects of the curriculum in order to develop the necessary skills, knowledge and understanding that they will need throughout their lives. Bradley (2019) also states that when technology is used in specific ways, focused on a task, it can support and achieve early learning goals.

The Foundation Phase Framework (2015) discusses that these skills can be developed through finding, developing, creating and presenting information and ideas. It is also noted by Kolacevic (2019) that technology offers many opportunities for children to explore and learn while playing. According to the Digital Competence Framework (2008), the use of digital media and technology in early childhood is essential for a child's learning and development, as it provides children with the necessary skills needed to move forward in today's society, by promoting the four strands of the framework; citizenship, interacting and collaborating, producing and data and computational thinking. Greensprings School (2018) discusses how the use of digital devices in children under the age of eight is beneficial for their cognitive development as well as developing their fine motor skills.

Although digital devices are seen to be sources of knowledge and enhances learning and development, Chaudron (2015) found that only few children ages 0-8 have mentioned that digital activities are used as a help for their studies.

Reid Chassiakos et al., (2016) states that through use of digital media there was increased opportunities for social contact and support, which is supported by the Digital Competence Framework (2008) as this claims to support young children's social skills by providing opportunities to work in pairs or small groups and by sending messages online to friends and family, for example via email. However, Chaudron (2015) noted that younger children use digital technology on their own rather than socially with peers or family members, unless the children are communicating with other people through social media and other apps, which contains more risk. However, Bradley (2019) views that children's access to technology should neither interfere with or harm their social development. Instead, technology should enrich children's collaborations with their peers and family members. Additionally, Kidron and Runkin (2018) claim that children must take risks in order to grow, and that online sexual abuse and grooming has been "pushed to the forefront" and that some risks while using digital devices are simply an outcome of a child playing in an adult space, without having the capacity developmentally to understand adult context. Greensprings School (2018) can add to this as they argue that parents are seemingly more concerned about the harm technology can cause to young children than the benefits it brings.

Reid Chassiakos et al., (2016) acknowledges that there are many risks associated with digital media and digital devices, which include negative health effects on attention and learning as well as sleep. This could be because, as Ofcom (2019) reported, 14-15% of children who own tablets are allowed to take it to bed with them. Reid Chassiakos et al.,

(2016) also notes that there is a higher risk of obesity and depression with children who use digital devices, as they aren't spending as much time doing active play. This is seconded by Kolacevic (2019) who claims that the overuse of technology causes children to become lazy, resulting in inactivity and obesity in early life, as well as causing sleep problems and therefore hindering the child's ability to pay attention in school, resulting in the possibility of a child falling behind in school.

Reid Chassiakos et al., (2016) discusses that children using digital devices are also at risk of exposure to inaccurate content, causing confusion and therefore a negative impact on their learning and development. Reid Chassiakos et al., (2016) also states that children using digital devices are at risk of exposing themselves to inappropriate and unsafe content, however Chaudron (2015) claims that young children's capabilities of doing and accessing things through digital devices are limited by their state of cognitive development, meaning that they are unlikely to be able to access things online that are not age appropriate.

However, The BBC (2017) argues that in today's society, it is easy for young children to come across inappropriate content without actively searching for it, for example, people have been inserting inappropriate clips into YouTube videos of children's television programmes such as Peppa Pig. Furthermore, Internet Matters (2020) states that seeing inappropriate content at a young age can leave children feeling confused as they may be unable to process what they have seen, as well as shame, guilt, shock and uncertainty, as highlighted by the NSPCC (2020), therefore supporting the argument that due to the risk of exposure to inappropriate material, young children's access to the digital world causes a negative impact on their development.

The NSPCC (2020) states many ways as to how parents can help to protect their children from accessing inappropriate content online, such as using parental controls and privacy settings, however Chaudron (2015) highlights that although parents put things such as remote monitoring and access limits in place to try and safeguard their children, they do not seem to have much knowledge of the activities their children are carrying out on the devices and that parents are seemingly more concerned with the risk of a child under the age of eight encountering violence and strong language, rather than expressing concerned about exposure to sexual content or unwanted contact, which Ross (2012) believes is an increasing problem in today's society, claiming that early exposure to sexual content causes the child to engage in more high-risk sexual activities in later life. While parents do not see this as a concern for young children, The NSPCC (2020) claim that young children who are lonely or who has mental health problems such as low self-esteem are more likely to talk to someone online. Holloway, Green et al., (2013) also point out that younger children are more vulnerable to risks of harm online, as they are more trusting of strangers and aren't aware of potential danger. They also claim that younger children are often more upset about

inappropriate content that they may be exposed to. This lack of awareness is agreed with by Chaudron (2015), who states that young children aged 0-8 have little to no awareness of what the internet is, as they do not understand what the word 'online' means and are unaware of the benefits they can gain from being online or the risks that they can encounter, even if they have already encountered age inappropriate content or have had experiences with in-app purchases on a game or pop-up ads on a video or website.

Kolacevic (2019) illustrates the negative effects of children using digital devices, especially if they are being used to replace other types of play, learning and other activities, therefore being used too much resulting in children using their time ineffectively. He discusses that the overuse of technology and digital devices in early childhood has been found to be related to a delay in speech and language development as well as cognitive development, which can therefore have a negative impact on the child's quality of life.

To conclude, although there are many risks associated with children having access to digital devices, media and the internet, with the correct support, guidance and monitoring these risks can be reduced. This will allow children to be able to discover and explore technology through various different methods, as technology is now seen as a vital aid in succeeding and developing in today's society as there are many positive outcomes from using it.

Are Your Children Safe Using Media?

Different Types of Digital Media and ICT:

- Television
- Social Media
- Laptop/PC
- Mobile Phone
- Tablet
- Games Console
- Smart speakers
- Toys with voice or image recognition
- Robots, drones and other mechanical toys that are controlled via an app
- Television streaming apps
- Live streaming apps

Chaudron (2015)

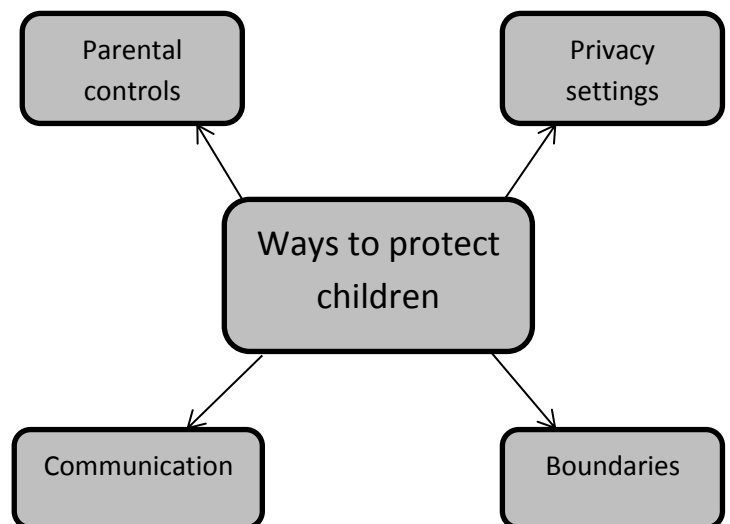
Potential Risks To Be Aware Of:

- Exposure to inappropriate material such as violence and sexual content.
- Divulging personal information
- Cyberbullying
- Grooming
- Promotion of harmful or illegal behaviour
- Exposure to inaccurate or misleading information

Rowlinson (2019)

Facts and Figures

- A 2019 Ofcom report states that 49% of children aged 3-4 and 62% of children aged 5-7 use a tablet to go online, and 14-15% of children who own tablets are allowed to take it to bed with them.
- A 2019 Ofcom report states that 59% of children aged 5-15 play video games online.
- Dohnt and Tiggerman (2006) found that six year old girls were showing a desire to be thinner. These girls also were aware that dieting was a way to lose weight. They noted that both media and peers appear to be significant sources of influence on young girls' desire for thinness, as well as satisfaction with appearance and dieting awareness.
- According to UKCCIS Review 2010, children with ALN more likely to be cyberbullied.
- According to UKCCIS Review 2010, 50% parents have no filtering/parental controls.
- A 2020 NSPCC survey showed that children who have low self-esteem, low self-confidence, mental health issues or those who are just feeling lonely are more likely to be groomed online.



Parental Controls

- You should make sure that your home Wi-Fi network and Television settings are password protected.
- On television streaming services such as Netflix, you are able to set up accounts for children so that they are only able to see content that is age appropriate.
- Most games, apps, television shows and movies have age ratings visible. These ratings are decided based on the levels of violence and sexual content in the game, therefore these ratings should be used as a guide on what is appropriate for your child. However, these ratings do not indicate the communication features; therefore it is important to check this yourself.

NSPCC (2020), Rowlinson (2019)

Privacy Settings

- Always check the default settings on a device or app, as they may include GPS tracking, camera and microphone access and public Wi-Fi. It is important to turn these settings off to ensure that your child cannot be identified.
- Always check the privacy settings on apps, social media and other devices to make sure that they are switched on to avoid personal information about your children being shared.
- All major games consoles have settings to prevent children from finding games which are not age appropriate. It is important to thoroughly explore these settings and make changes to them before letting a child play. There are also ways to set limits on consoles as to how long a child can play for and if they can access online content.
- In some games, the privacy settings allow users to turn off communication features and mute the voice chat. This is important if your child is playing games online, to avoid them speaking to people they do not know, as well as preventing them from hearing inappropriate content. Most games also have a feature that allows you to report a user.

NSPCC (2020), UKCCIS (2020)

Boundaries

- It is important to set boundaries with your children, such as not allowing them to bring a phone or tablet to bed with them. This way they will not be able to access media or the internet when you are not able to supervise their activity.
- Setting boundaries such as allowing your child to play a game, but only in offline mode will help to prevent people that they do not know communicating with your child online.
- A young child should not be watching live television after a certain time in the evening. This is to prevent the child from being exposed to content that is not age appropriate. Ofcom (2020) states that watershed begins at 9pm and ends at 5:30am.
- It is more important to be aware of what your child is doing while using media and digital devices, than to set limits on how long they are using it for. It is better to set boundaries of what they can use devices for rather than how long they are allowed to use them for.

NSPCC (2020)

Communication

- It is important to talk regularly with your child about technology, media and digital literacy, so that they understand that it is normal and easy to talk about with you.
- You should ask your child to show you what they enjoy doing, watching or playing when using media devices, this way you are aware of the content that they are being exposed to and you can assess if it is appropriate or not. You can explore games, television shows and websites together so you can see why our child wants to use certain types of media.
- Be open with your concerns, however to and communicate them in a way that encourages your child to talk to you about it.
- It is important to ask your child if they have any concerns and encourage them to discuss them with you.
- It is a good idea to agree on what is appropriate together, listening to your child's reasons on why they want to watch or play something that you find inappropriate and come to an agreement together.
- If your child has seen inappropriate content, it is important to talk to them about what they have seen and explain what is and is not appropriate and why. Discussing the reasons why something is not appropriate will help them to understand and avoid things that they know are not appropriate in the future.
- It is important to be aware of how our child may feel if they come across inappropriate content. This can range from confusion, shock and guilt to excitement or happiness. You should talk to your child about how they are feeling and reassure them that they are able to talk to you, Try to avoid blaming your child, getting angry with them or punishing them as this may cause them to hide things from you in the future.

NSPCC (2020), Ofcom (2020)

More Information

<https://www.nspcc.org.uk/keeping-children-safe/online>

<http://thelamp.org/5-steps-to-media-literacy-for-toddlers-and-preschoolers/e-safety>

<http://www.safekids.co.uk/childreninternetrisks.html>

Activity Plan		
Activity: Taking pictures and videos of things in the environment. Knowledge and understanding of the world and digital competency.		
Number of children: 8	Age of children: 3-4 (Nursery)	Number of adults: One
Location: Outdoors in a nursery setting.	Preparation time: Ten minutes	Activity time: Thirty minutes
Resources: Four tablets and four magnifying glasses.		
Aim/s of activity: • Learn how to use digital devices with care. • Use different multimedia components in order to capture sound, images and video. • Work together with a partner on a piece of digital work. • Gather data using objects. These are all linked to strands from the Digital Competence Framework Wales (2008).		
Links to outcomes: • Investigate indoor and outdoor learning environments. • Work on their own and in pairs and small groups. • Count reliably up to five objects. • Take part in activities alongside others. • Foundation Phrase Framework (2015).		
Differentiation: • The children can choose how much they want to record, making it available for all abilities.		

- It is not necessary to talk over the recordings as the other children can still watch the videos and look at the pictures, therefore children with ALN relating to speech or low self-confidence will feel happy taking part in the activity.
- If a child has a physical disability and cannot press the button to take a picture or video, the adult or the other child in the pair will be there to aid them, and the child can still decide what they want to look at the most and whether they want to take a picture or record a video.
- For children of a higher ability, they are able to zoom in on the pictures to look at it closer like with a magnifying glass.

Role of adult/adults: The adult will prepare the children for the activity by explaining what the activity is about and by demonstrating how to use the tablet to take pictures and videos. The adult will then observe the children throughout the activity rather than taking part, as the children are able to choose what to focus on and take as many pictures and videos as they want. The adult will also be there to offer support if a child asks for help.

The activity:

The group of children are put into pairs and given a tablet to use between them. The adult will demonstrate to the children how to use the tablet to take pictures and how to record videos. The children are then able to go into the garden and take pictures and videos of anything they can find, such as insects, birds and leaves, and they will be asked to talk during the videos to explain what they can see and why they are videoing that particular thing.

The children can choose what to photograph and what to record, they have the choice of what to say during the recordings and they also can choose how many different things they want to look at. There are also magnifying glasses available for the children to take a closer look at something before recording it. Once they are finished, they will then come inside and share their findings with the other children by playing back the videos.

Part 4

The activity I have chosen to plan specifically focused both on technology and learning in the outdoors. This activity was planned with one adult to eight children between the ages of three and four in a nursery setting. This was due to the current adult to child ratio legislation in Wales, which as highlighted by PACEY (2016) is one adult to eight children ages 3-7.

Steiner's approach to early year's education, as discussed by Nicol and Taplin (2012), focuses on child-led activities and play, as they believe that it is essential for healthy development. Due to this, the activity was planned to be more child-led than adult taught, as the children are able to explore the outdoors themselves and decide how they want to capture what they find using technology, giving them a wide range of possibilities during this activity.

I chose this activity in order to promote digital competence while still enabling the children to learn about other things at the same time. Digital competence is described by the Welsh Government (2016) as the set of attitudes, knowledge and skills that enable the creative, confident and critical use of technology. The National Literacy Trust (2017) discusses the importance of digital competence in the early years as they state that technology can be used as a tool for learning and play, alongside playing a role in early communication and language. The Welsh Government (2016) also discusses the importance of digital competence as they state that it is essential for learners if they are to be capable, informed and have the potential to be successful in today's society.

The Foundation Phase Framework (2015) discusses how children's ICT skills should be developed through a range of experiences that involve them finding and developing information and ideas, as well as allowing them to create and present information and ideas, which develops their knowledge and understanding of technology and media. The framework states that children should be given opportunities to develop their skills using a wide range of equipment and software, which is done through the tablets in this activity.

This activity was planned to link in with all of the strands of the digital competence framework (2008), as well as enhancing the children's learning and development through areas of the Foundation Phase Framework (2015), which states that ICT should be holistic and integral across the curriculum.

The children will be carrying the tablet around the garden in order to take videos and pictures will enable the children to use digital devices and media with care, as they will learn

to handle the tablet appropriately, which adheres to the health and wellbeing element of the citizenship strand, and through sharing their results with the other children, the children will be able to look at all the pictures and videos together and identify what child has taken each one, by recognising key items in the media and by recognising their peers voices in the recordings. This then will promote children's awareness of digital rights, license and ownership, which is also part of the citizenship strand of the Digital Competence Framework (2008).

The children would be working together in pairs on this activity; they would have taken turns with the tablet to take pictures and videos, along with deciding together on what things to focus on and they will be working together to describe what they are looking at. The children will also be able to choose which pictures and videos to save and which to delete after looking back on them. This links with the interacting and collaborating strand of the Digital Competence Framework (2008), while also enhancing the children's language, literacy and communication skills as highlighted in the Foundation Phase Framework (2015), as the children will be collaborating together and discussing, as well as taking part in activities alongside others.

Through this activity, the children will be able to decide if they were to take a picture or a video of something and think about why. For example, taking a video of an insect because it is moving, and just taking a photograph of a leaf because it is still. This planning and preparation by the children is one way that the activity is child-led, as well as being part of the producing strand of the Digital Competence Framework (2008). Through this strand the children are also able to explore different multimedia components to capture images, videos and sounds during this activity.

Nicol and Taplin (2012) discuss how Steiner's view of the role of the adult is that they should be "a model worthy of imitation". Through the preparation of the adult in this activity, as highlighted in the activity plan, the role of the adult is to demonstrate how to take pictures and videos on the tablet to the children, the group should be able to enhance their digital competence skills through problem solving and modelling by being able to follow a simple set of instructions given on how to take a picture or video, including how to delete them. This, alongside the children being able to gather data through the tablet during this activity, such as what animals are commonly in the garden, enables the children to learn through the data and computational thinking strand of the Digital Competence Framework (2008).

Although this activity is focused on enhancing the children's digital competence, I have chosen it to be an outdoor activity to ensure that the children have opportunities to gain more knowledge and understanding of the world, as highlighted in the Foundation Phase Framework (2015). The children will be able to do this by exploring the wide range of stimuli

that will be in the outdoor area, such as various insects, birds, plants and trees. They will be able to use the technology to investigate the outdoor learning environment, which Blackrod Primary School (2020) claim is essential in aiding children to develop their self-esteem, independence, confidence, resilience and imagination.

Throughout the planning of the activity, I felt that it was important to consider how it could be adapted to meet a variety of needs and abilities throughout the group. Florian and Rouse (2009) discuss how grouping children according to ability is a possible barrier for inclusion, alongside Nutbrown et al (2013) states that every child's diverse learning and development needs should be provided for by early year's practitioners. This can be done by pairing a child who is at a higher ability level with a child who may struggle with the activity in order to help the lower ability child to feel included and supported.

Devarakonda (2013) also views a setting should ensure a child's holistic development which will enable the child to develop to their full potential, therefore the activity could be adapted to meet the disposition of a child who has low self-confidence and who is shy, as they would not have to talk over the videos, and they would be able to only take pictures instead in order to make the activity enjoyable for them. However, a child with a shy disposition may also benefit with extra support from the adult, as the child may feel more comforted by their practitioner than by their peers, therefore this could have been included in the role of the adult in the activity plan, as sometimes a child who needs help will not always ask for it.

The Foundation Phase Framework (2015) highlights that settings should provide greater challenges for more able and talented children working at higher levels, extending the activities of study and by providing more opportunities for independent learning. Therefore, the activity could also be adapted to meet the needs of higher ability children who may get bored quickly of this activity, by setting out more complex tasks, such as counting the amount of each bug they can find. They can also zoom in on the pictures and study them more closely, for example, counting the legs on an insect. This would then link in with the Foundation Phase Framework (2015) as it will enhance a child's mathematical development by them counting reliably up to five objects.

Cohen (2009) discusses how every child should have opportunities to reach their full potential, alongside Devarakonda (2013) who also views that abilities of children from diverse backgrounds can be improved through appropriate teaching and learning styles, therefore it was important that each child had the opportunities to learn and express themselves through this activity. For example, the activity could be adapted to meet the needs of children with more complex ALN who may not understand the activity, by showing them how to take pictures and allowing the child to take pictures around the garden without

them having a purpose or being of anything in particular. This all adheres to The Foundation Phase Framework (2015), which states that settings should choose material that will provide a meaningful, relevant and motivating curriculum for their children as well as meeting the specific needs of their children and furthers their general development.

To conclude, I feel as though the planned activity was well thought out to enable enhancement of all of the strands of the Digital Competence Framework (2008), alongside developing areas from the Foundation Phase Framework (2015). However, it was not clear in the activity plan that the role of the adult would be greater for some children with additional needs.

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