Od biernego odbiorcy do aktywnego mediakreatora – małe dzieci i TIK w świetle badań własnych

Engl. transl.: From Passive Recipients to Active Media-Creators: Small Children and ICT in the Light of Own Studies

# Keywords

* ICT
* media
* media literacy
* coding
* media content creator
* children in early school age

# Details

## Year

2018

## DOI

https://doi.org/10.14746/ikps.2018.23.08

## Issued

2014

## Language

English

## Volume

23

## Start Page

## End Page

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## Type

Journal article

## Journal

Interdisciplinary Contexts of Special Pedagogy

## Publisher

Adam Mickiewicz University Poznan

## Place

Poznań

## Topics

* Internet usage, practices and engagement
* Literacy and skills
* Digital and socio-cultural environment

## Sample

"Persons participating in the study were parents of children in early school age (grades 1–3 of
primary school). 192 persons took part in the survey, including as many as 185 women and only 7 men; the majority of them were residents of large cities (75%), above 30 years of age (70%) and had two or more children (69%). In all of the respondents’ homes, there was at least one television set with access to satellite television and computer with Internet access (as many as 40% of households had two or more computers). All the respondents had telephones with Internet access, as many as 60% of parents declared that their children also had their own smartphones." (Iwanicka, A. (2018). From Passive Recipients to Active Media-Creators: Small Children and ICT in the Light of Own Studies. Interdisciplinary Contexts of Special Pedagogy
NUMBER 23/2018, s.138)

## Implications For Parents About

* Parental practices / parental mediation
* Parental digital literacy
* Parenting guidance / support

## Implications For Educators About

## Implications For Policy Makers About

* High-quality content online for children and young people
* Creating a safe environment for children online
* Stepping up awareness and empowerment

## Implications For Stakeholders About

# Abstract

Small children show a lot of media activity: they are perfectly capable of handling new technologies as they have been using them since the first years of their life. The types of activities that they manifest depend on the family home and the behaviour they observe in their parents. With their support and with the provision of positive patterns, children may become not only passive media users, but also active media content creators who, in the course of time, will have a real impact on the reality in which they are growing up. In the paper, the author presents selected results of own research which verifies the role that the media play in the life of a child in an early school age. The author tries to determine if children only display passive and imitative media activities or whether there is also active media creation.

# Outcome

- "(...) all children (irrespective of the education of their parents and place of residence) had daily contact with the media: television (90% of respondents), tablet (40%), computer with Internet access (60%) or mobile telephone (69%) ˗ own or belonging to their parents." (Iwanicka, A. (2018). From Passive Recipients to Active Media-Creators: Small Children and ICT in the Light of Own Studies. Interdisciplinary Contexts of Special Pedagogy NUMBER 23/2018, s. 139-140).
- "Children use smartphones most frequently to make and to answer calls, to play games and to browse the Internet; only a slight percentage of children use telephones to browse social networking sites or perform other activities, e.g. manage their own thematic YouTube channel." (Iwanicka, A. (2018). From Passive Recipients to Active Media-Creators: Small Children and ICT in the Light of Own Studies. Interdisciplinary Contexts of Special Pedagogy NUMBER 23/2018, s. 140).
- "A very small percentage of children have Facebook accounts, which is a good thing due to the fact that Facebook is formally allowed as of 13 years of age. (...) As many as 60% of parents declare that they control the
amount of time that their children spend using the individual media. However, 19% concede that they do not pay attention to it or agree to bend the rules and give in to the child, extending the stipulated time of using the media (21%)." (Iwanicka, A. (2018). From Passive Recipients to Active Media-Creators: Small Children and ICT in the Light of Own Studies. Interdisciplinary Contexts of Special Pedagogy NUMBER 23/2018, s. 141).