Prácticas educativas familiares y mediación parental vs dispositivos móviles e Internet

Engl. transl.: Family educational practices and parental mediation vs. mobile devices and the Internet

# Keywords

* internet
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* parental mediation
* mobile devices
* media education

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## Topics

* Social mediation
* Internet usage, practices and engagement
* Other

## Sample

The participants were 180 schoolchildren from Cordoba, 45.6% were girls and 54% boys. Their ages ranged from 11 to 13 years, with an average age of 11.32 years.

## Implications For Parents About

* Parental practices / parental mediation
* Parental digital literacy
* Other

## Other Parent Implication

The need of implementing enabling mediation strategies based on communication with their children and the involvement in their digital experiences

## Implications For Policy Makers About

## Other PolicyMaker Implication

To develop media literacy programms for families based on parental involvement with their children´s online activities

# Abstract

Family educational practices have changed as a result of a digitized society, especially the mediation strategies applied by parents re-garding the use and consumption of mobile devices at home. The quantitative research used as information collection instruments the EMBU-C and EU Kids online II questionnaires, applied to 180 school children in 5th and 6th year of Primary Education. Results show a family practice based on emotional warmth and child protection, as well as a majority implementation of active mediation strategies in the use and consumption of mobile devices. In conclusion, it is necessary to systematize the different existing classifications on parental mediation, not only to identify which are the most used, but also to determine the most effective ones in relation to media literacy at home.

# Outcome

The results show a family practice based on emotional warmth and child protection, as well as a majority implementation of active mediation strategies in the use and consumption of mobile devices. Ramírez-García Gómez-Moreno (2020: 128) highlight that this emotional warmth "is perceived mostly by girls and by those children whose parents do things that help them a lot to improve their Internet experience". The results also show that children who perceive a greater limitation of their actions on the Internet observe a higher level of overprotection. It is also concluded that the older the children are, the more they perceive rejection from their parents. However, those children who take their parents' opinion into account when using the Internet are also those who perceive more rejection from their parents. Ramírez-García Gómez-Moreno, 2020: 128 point out that "it would be necessary to investigate these psychological aspects and determine why these incongruities occur".
With regard to parental mediation strategies, the results point to the use of mixed strategies. The authors highlight that 43% of the children surveyed state that after having told their parents that something bothers or displeases them on the Internet, the parents do nothing, which could be due to a lack of knowledge or strategy, and recommend "applying the questionnaire to families as well and investigating the media competence of parents" (Ramírez-García Gómez-Moreno, 2020: 129).

One of the most noteworthy conclusions of the study is the recommendation to advance in the identification of more effective parental mediation strategies for positive media use, beyond determining the type of mediation that takes place in households.