Digitaalse ekraanimeedia tarbimine 5–7-aastaste laste seas ja selle sotsiaalne vahendamine Eestis. Pedagoogiline vaatekoht

Engl. transl.: Social mediation of digital screen media consumption among 5–7-year-old Estonian children: a pedagogical view

# Keywords

* social mediation
* digital screen media
* media preferences
* preschool children

# Details

## Year

2013

## Issued

2013

## Language

Estonian

## Authors

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## Type

PhD Thesis

## Topics

## Sample

The sample consisted of 24 kindergarten teachers, 61 preschool children aged 5–7 and 20 parents.

## Implications For Parents About

## Implications For Educators About

Professional development

## Implications For Policy Makers About

## Other PolicyMaker Implication

Creating a preschool curricula

## Implications For Stakeholders About

Researchers

# Abstract

The aim of the dissertation is to analyze the role of kindergarten teachers, parents and peers in influencing the digital screen media preferences of preschool children and in shaping their media literacy. The main topics of research are the social mediation of digital screen media, the digital screen media preferences of preschool children and the factors influencing their development. In the context of the present work, the pedagogical point of view means that the main focus of the doctoral thesis is on the study of pedagogical intervention both at home and in kindergarten. Thus, the aim was to find outcomes primarily for formalized pre-primary education.

# Outcome

"The results of the thesis indicate that children are starting to use digital technology at preschool age and that all children have come into contact with digital technology in one way or another by the time they turn 5. The majority of the children who took part in the study, all aged between and 7, were active computer users who, as rule, used their computers more for entertainment purposes and less for self-expression or learning." (Vinter, 2013, p. 164)
"The results of the research revealed that teachers view overenthusiasm on the part of parents as dangerous, since in their view this may render the parents unwary and even careless in regard to negative effects, thereby increasing the risks associated with computers and their potential impact on their children." (Vinter, 2013, p. 165)
"From the results of the study it could be seen that the awareness of parents is limited and one-sided and that guidance is lacking, as reflected in their understanding and explanation of the dangers associated with health and material risks to welfare but their overlooking of the psychological, social and developmental aspects of welfare." (Vinter, 2013, p. 165)
"Based on the research results it could be said that the teachers felt unsure of themselves when using digital media and conducting media studies classes, since the topic is not included in their training programmes." (Vinter, 2013, p. 165)
"The study of the children revealed thatpeers play an important role in shaping new media preferences, even though parents did not consider the role of peers and teachers to be important in the shaping of their children’s preferences and media literacy." (Vinter, 2013, p. 166)