Young children's media lives

Parents' and teachers' views about mediation and education of the use of media by children

aged 6 to 8 years.

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ABSTRACT

The main purpose of this study is to investigate the perceptions that parents and primary school teachers have of the media usage of children between the ages of 6 and 8, and in what ways these two primary caregivers mediate and educate the children's media usage. The research is qualitative in nature and involves 18 interviews with children between the ages of 6 and 8 years old, one of their parents and their primary school teacher. The goal is to gather personal accounts of children's media usage and the perceptions of their two primary caregivers. The results are presented in six triads, involving a child, their mother and primary school teacher. In general, children within this age group use a myriad of different media on a daily basis, with the most popular forms being books, the television, radio and game console. All the parents included in this study are very aware of their children's media usage, but some appear to engage in acts of parental mediation more than others. Here, restrictive mediation of access, content-specific restrictive mediation and supervision are the most often used styles of parental mediation. Most parents believe they share the responsibility to teach their children media education with their primary school teachers and the teachers included in this study echo this sentiment. Teachers think that having a Digiboard present in the classroom and using it during lessons, already helps their pupils to familiarize with digital forms of media. Additionally, teachers feel using images and videos in their lessons can be enriching and a valuable tool to their teaching methods.

KEY WORDS: media literacy, parental mediation, media education, primary school children, primary school teachers

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1. Introduction

In this first chapter, the thesis is introduced via a motivation, a research objective, a statement of the main research question and its subsequent questions, and an explanation of both the scientific and societal relevance of this study.

1.1 Motivation

The children of today live media-enriched lives. From birth onwards, media surrounds them and children interact with media in all of its different forms. At home, children read books together with their parents until they start reading by themselves, they watch television or play video games together with their siblings or friends, and they play games and access the Internet from their tablets or their parents' smartphones. At school, children learn how to read and calculate from laptops or tablets, their teachers explain material via a digital school board and their parents can monitor their school results from an application on their smartphones.

These are all examples of ways in which media present themselves in the lives of young children. As a consequence of a life filled with media, children's media usage increases in frequency and starts from an increasingly younger age. Here, it is important that children learn how to interact with media in a way that keeps them away from the potential dangers, such as explicit content, consumerism, and addiction. At the same time, media education should encourage children to express themselves via different forms of media, such as online communication. This responsibility falls on their primary caretakers, both parents and teachers, as they have the responsibility to raise and educate children in such a way they are able to function and participate in society. Today, it's vitally important that learning how to use media is part of this upbringing and education. For the primary caregivers to succeed, it's equally as important that they are equipped with the right knowledge and skills set to transfer this to the next generation.

Parents of today are faced with the challenge to raise their children in a world that is heavily mediatized and chockfull of contemporary technology. Besides deciding upon a proper bedtime, setting up a healthy eating pattern and scheduling play dates, contemporary parents are faced with questions regarding their children's media usage. From what age onwards should they be allowed to play with a game console? Are video games containing an extreme amount of graphic violence that is dangerous to children? How many hours a day can they spend online? How much should they be taught about the influence and the potential dangers of media?

Late 2017, Dutch newspaper *NRC Handelsblad* published a series of five online articles on the digital media usage of children. Nearly 600 parents filled in survey about their own experiences and thoughts on mediating their children's Internet and media usage. The series showcases that it can be challenging for parents to navigate their children's media usage due to the disconformity in news reporting and academic research. On the news, parents hear alarming stories about how media can form a real danger for their children's physical and mental health (Sedee, 2017). This while academic literature suggests that, for example, "television has the potential to foster positive social interactions, reduce aggression, and encourage viewers to be more tolerant and helpful" (Mares & Woodard, 2005, p. 316). In other words, parents are looking for reliable sources to answer their questions about their children's media usage and the appropriate way to guide them with this, but the available information regarding this topic can be quite contradictory.

Parents can turn to science for answers to their questions, but there is little conformity in the existing research on the effects of children's media usage or regarding the question of parental mediation. How involved should parents be in their children's media life? Should they set up hard rules regarding the amount of time children are allowed to spend on their smartphones, or should they decide what video games their children are allowed to play?

Research has shown that parents are often worried about the regular amount of time a child should be allowed to spend on media on a daily basis, the way in which they can judge if websites, games or apps are appropriate for children, the most beneficial way in which they can control the daily media usage of their children, the best way in which to help their children when they are engaged in media, and how to guarantee the online safety of their children (Nikken & De Haan, 2015, p. 7). Overall, the most common way in which parents help their children navigating media is to solve acute technical problems, for example when the computer freezes or is infected with a virus (Kennisnet, 2017, p. 67). But what is the right way for parents to mediate their children's media life? Should they monitor and regulate their children's every online move, or should they let their children explore the seemingly limitless possibilities of the Internet and media?

Next to their home environment, children between the ages of 6 and 8 also engage with media in an educational environment: at their primary schools. The teachers of today are faced with equally challenging questions and scenarios. Should their pupils use laptops and tablets in the classroom to learn their materials and do their assignments, or is it better to stick to paper books and notebooks? How can they use contemporary technology such as a digital school board or digital teaching materials in a way the pupils can benefit from it? How much knowledge and skills do they require to be able to transfer the knowledge children need in today's media-enriched society? Additionally, are schools and teachers implementing information and communication technologies (ICT) in the most efficient and beneficial way? If so, how are teachers making use of ICT-applications, and if not, how can proper implementation be ensured?

According to the *Monitor Jeugd en Media 2017*, there is a connection between children using media at school and at home (2017, p. 37). Children who use a lot of different forms of media in their home environment, also use more different forms of media for their

schoolwork, and children who use more social media at home are more active in digital collaboration exercises at school (Kennisnet, 2017, p. 37). In other words, the children themselves are forming a connection between their home and school environment, but how about the connection between their primary caregivers in both these environments? How are parents and teachers connecting when it comes down to children's media usage and education? In what ways can this collaboration influence the children? And what are the ramifications if parents and teachers are not collaborating?

These are all questions contemporary parents and teachers are both faced with and they are important questions to answer. If parents and teachers are both equipped with the right knowledge and skills set to use media in a safe and informed manner, they can transfer this knowledge to their children and pupils. In this thesis, the triad between children, their parents and teachers is investigated with regards to media usage.

1.2 Research objective

The aim of this thesis, then, is to investigate children's media usage from the perspective of their two primary caregivers: their parents and primary school teachers. Here, I investigate how both the parents and primary school teachers experience their role in the children's media upbringing and education, and how both parties perceive each other's role. This thesis focuses specifically on children between the ages of 6 and 8, because this is the age group when both of their primary caregivers come in play regarding the children's upbringing and education, as they start a more specific curriculum.

New insights and knowledge required to meet this study's aim will be gathered through qualitative interviews with children between the ages of 6 and 8, their parents and their primary school teachers. These interviews are set up face-to-face and aimed to gather personal opinions, experiences and thoughts from both the parents and the teachers regarding

their own media usage, their perceptions of their children and pupil's media usage and how they act on this. The interviews with the children are aimed to gather data that further contextualizes the information collected in the interview the parents and primary school teachers.

1.3 Research questions

The previous paragraph discussed the reasoning behind the following research question:

"How do parents and primary school teachers perceive the media usage of young children (aged 6 to 8), and how do they perceive their contribution to mediating and educating that media usage?"

In order to answer this research question, this study focuses on the triad of young children (aged 6 to 8), their parents and primary school teachers. As such, this study aims to answer the following sub research questions:

1. What is the media usage of children between the ages of 6 and 8 years old?

2. How do their parents perceive their own responsibility in mediating their children's media usage?

3. How do parents mediate their children's media usage and how is this connected to their parenting style?

4. How do primary school teachers perceive their pupils' media usage and how do they perceive their own responsibility in educating them on media usage?

5. How do teachers educate their pupils on media usage?

1.4 Scientific relevance

Within the research field regarding the media usage of young school children, the current study is a relevant addition because it uses a different approach than previous studies. This

thesis sets itself apart because it includes all three elements included in children's media usage, which are the children themselves, but also their parents and their teachers. The triad of those three components will be the focus of this research, which results into new insights into children's media usage that include the influence of both primary caregivers. Additionally, this current thesis would aim to offer more guidance for both parents and teachers to best mediate and educate their children and pupils' media usage.

1.5 Societal relevance

As the study published on *NRC.nl* clearly demonstrates, the question of how parents should raise their children in a mediatized environment is extremely relevant. Parents struggle with their children's media education and they often find it more difficult than teaching their children how to eat properly or toilet training (Sedee, 2017). They are in need of advice and guidance on how to handle their children's media education; advice that is based on research on children's media usage and the most beneficial ways for parents to mediate their children's media life. Thus, additional academic research on this topic would be of importance to contemporary and future parents and help them with their struggles with media education. Additionally, the question of who should be responsible for children's media literacy education is highly relevant, as children need to acquire a certain set of media skills and competencies in order to make intelligent usage of the media that shape our contemporary society (Aguaded, 2016, p. 8). As children neither acquire nor master these skills spontaneously, even if they grow up in a media-rich environment such as our contemporary society (Kuipers, 2010, p. 167), it falls to their primary caregivers to ensure they receive proper media education in order to acquire the knowledge and skills necessary to interact with media in a safe and informed manner.

2. Theoretical Framework

In the following chapter, I will outline the theoretical framework of the current study. The concepts that lay at the heart of this study, such as media, media literacy and parental mediation, are clearly defined and put in their respective theoretical context. In the end, this chapter will follow a line of argumentation on why this current study is necessary in the field of the media usage of young school children and why this current research is relevant.

2.1 Media usage

In this modern age, children of a very young age are using different types of media and technological appliances in their home environment. But before we dive into any specifics, it is necessary to define the concept of 'media' within the current study. When the concept of 'media' is discussed in this study, it is defined as a composition of both the old and new media, and media that are used for both personal and mass communication (Wennekers, De Haan & Huysmans, 2016). This definition includes the traditional mass media, such as television, radio and print media, in all its different forms, but also new forms of media such as gaming, computer and Internet usage, and the usage of communication technologies. Media usage as a concept, then, is defined in this study as the usage of different forms of media as they are described above.

2.1.1 Children's media usage

In The Netherlands, nearly all families with young children live in media-rich homes with 98% of them owning one or more smartphones, 96% owning one or more televisions and 95% owning one or more computers, which can be a laptop or a desktop, and 83% owning one or more tablets (Mediawijzer.net, 2018, p. 5). Thus, nowadays children are born into a home where media is ever-present and they are engaging with different types of media from birth

onwards. With 57%, more than half of the children between the ages of 0 and 2 are already

engaging with a smartphone of tablet (Mediawijzer.net, 2018, p. 5), which means that

children are already involving themselves with a form of media before they are able to ride a

bicycle or enrol in primary school, for example.

But what do children do with media exactly? Which appliances do they use and what

for? According to the *Iene Miene Media* monitor by Mediawijzer.net, 82% of the children

between the ages of 0 and 6 reads print books, 77% watches videos, for example on YouTube,

and 58% plays educational games (2018, p. 5). Out of all the different forms of media that are

available in a contemporary household, the traditional print (reading) books are still the most

popular one, with 84% of the parents indicating that they read to their children regularly or

often (Mediawijzer.net, 2018, p. 5). Even though print (reading) books are still the most

popular form of media, watching television appears to be the most important media activity,

as on average, children within this age category spend one hour per day watching television

and half an hour per day reading books (Mediawijzer.net, 2018, p. 20). Most children make

use of different forms of media in the living room, where all of the different forms of media

come together, and they usually make use of media before dinnertime (Mediawijzer.net, 2018,

p. 6).

In general, there is a lot of academic research already available on children's media

usage in the Netherlands. However, this research still has some gaps and I intend to fill one of

these with this thesis. In the Netherlands, the Sociaal en Cultureel Planbureau (SCP)

investigates the media usage of children from 13 years old and older (Wennekers, De Haan &

Huysmans, 2016), and Mediawijzer.net (2018) examines the media usage of children from

birth until they are seven years old. The age group between the ages of 7 and 13 years old is

currently under investigated in the Netherlands, whereas this age group has been an important

research focus internationally. For example, in Great Britain the media usage of both children

and their parents has been investigated and reported on by Ofcom (2018) and in the United States the media usage of both children and their parents has been examined by Katz & Levine (2015). When we zoom out the research focus, Holloway, Green & Livingstone (2013) examined the media usage of European children between the ages of 0 and 8 and Livingstone et al. (2015) investigated the parental mediation of European parents.

With this thesis, I focus on the age group between the ages of 6 and 8 years old and thus I am addressing an age group that is currently under investigated in the Netherlands and thereby filling a gap in the available literature.

2.2 Guidance of children's media usage

This increasingly frequent media usage requires conscious and informed usage, so that children are able to benefit from the different types of media, so they can learn, communicate and express themselves through media, and do not take any risks with the dangers of media use, such as violence, addition, commercialism and anxiety. Most children of a really young age do need a lot of help and guidance from their caretakers with navigating media usage (Mediawijzer.net, 2018, p. 7), but the question then remains, who should be responsible for this important task? The parents or the primary school teachers? Or perhaps it should be a combination of both?

It is not surprising that more and more children are using different forms of media at an increasingly young age. The Dutch population uses a lot of media in their daily lives, as in 2015 people from the age of 13 onwards use media for about 8,5 hours a day (Wennekers, De Haan & Huysmans, 2016, p. 6). Within this timeframe, people participate in a number of 8 different activities, including watching, listening, reading, online informing, gaming, communicating, additional Internet usage and additional computer usage (Wennekers, De Haan & Huysmans, 2016, p. 7). Thus, this data also includes the media usage of parents and

teachers of young school children, which would mean that the two focus groups of this study are immersed in a media-heavy environment on a daily basis.

Guiding young children how to consciously make use of media in a safe, responsible and fruitful manner is a responsibility of the upbringers, which would then be children's parents and their primary school teachers. As such, both the parents and the teachers share the responsibility of ensuring appropriate media education for children. The parents as well as the teachers need to be sufficiently competent with media and media usage themselves in order for them to be able to guide and teachers their children and students (Austin, 1993). The following subsections dive further into the way parents and teachers deal with media education, media upbringing, both parties' estimated level of media literacy and their actual level of media literacy.

2.3 Parents' guidance of children's media usage

The upbringing in the home environment starts from the day the child is born, as the parents are the primary caregivers and therefor have to make sure their children will be able to independently function in society. Parents raise their children based on their own ideals, beliefs and socio-economic backgrounds, and this takes shape in different forms and so-called upbringing styles. In general, the upbringing is aimed to provide a secure and safe environment, in which certain rules and arrangements are made between the parents and the children. Bucx et al. (2015) outline three general parenting styles, including authoritarian, authoritative and intentional, which are based on the hierarchal relationships between parents and their children (p. 39). The first, authoritarian upbringing, includes a relatively large power difference between the parents and the child, with the child's autonomy being restricted. Within this style of upbringing, rules are imposed and naturally obeyed (Distelbrink et al., 2009; Ispa et al., 2004; Yaman et al., 2010). The second style of upbringing is called

authoritative, which is much looser than an authoritarian parenting style, with a much smaller power difference between parents and children, and much attention to the emotional support and autonomy of the child, in which the meaning of rules is carefully explained (Bucx et al., 2015, p. 39). Finally, Bucx et al. (2015) describe how parenting has become more intentional over the course of the 20th century, which means that parents have become more aware of their responsibility as a parent, have put great emphasis on structure, and they take on a more guiding and stimulating role towards their children (p. 39).

Nowadays, learning how to use media properly has become a part of the general upbringing within the home environment, which in this study will be referred to as media education. Within the available literature on this topic, this concept is also referred to as parental mediation (Warren, 2011) or media socialisation (Livingstone et al., 2009). It is a vitally important component of the upbringing at home, as parents have a tremendous influence on their children's media life and education (Smahelova et al., 2017). Just as the upbringing in general, parents diversify their parental mediation methods according to their own personal views on the effects of media on children, whether these effects are positive or negative (Nikken & De Haan, 2015, p. 4). When parents use strategies to "control, supervise or interpret media content for children", it is called parental mediation (Warren, 2001, p. 212). Based on this definition, three initial types of parental mediation were identified: 1) active/instructive mediation, 2) restrictive mediation and 3) co-viewing (Warren, 2003). In 2008, Livingstone and Helsper defined four types of parental mediation that were specifically created for defining the mediation of children's digital media usage. These types are: 1) active co-use, 2) technical restrictions, 3) interaction restrictions and 4) monitoring.

Then in 2014, Nikken & Jansz carried out research on the parental mediation of younger children, namely with Dutch parents of children aged 2 to 12. In contrast to the types of parental mediation defined by Livingstone & Helsper (2008), the study by Nikken & Jansz

(2014) did not categorize 'monitoring' as a type of parental mediation. Instead, they identified 'supervision' as a new type of parental mediation of their children's online behaviour. In the end, Nikken & Jansz (2014) defined five types of parental mediation: 1) co-use: children and parents using the Internet together, 2) active mediation: parents helping children understand how to act in harmful situations online, 3) restrictive mediation of access: parents setting more general restrictions, such as time limitations, 4) restrictive content-specific mediation: parents purposefully forbidding certain types or sources of online content, and 5) supervision: parents monitoring their children's Internet usage when they are in the proximity. For clarity's sake, this study will use the definition of parental mediation as it was outlined by Nikken & Jansz (2014), including its five different types.

These five different types of parental mediation will be used to assess the way in which parents involve themselves in the media life of their children and, consequently, to be able to compare and contrast the forms of parental mediation exhibited by the parents included in this study. In this way, I am able to compare types of parental mediation to different socioeconomic factors, including gender, level of education, general attitude towards media, level of media literacy, and the age of their respective children. For instance, I can check whether there is an association between the parental mediation style and the parents' level of education, with higher educated parents using a more intrusive type of parental mediation or the other way around.

2.3.1 Parents' media usage and level of media literacy
Besides examining the media usage of children, it is also vitally important to discuss the media usage of the two media educators: parents and teachers. I will first discuss the media

usage of parents and which questions are important to ask. Which appliances do parents use and for what reason? How long do they use different forms of media and how consciously do they mediate their own media usage? Do they use media in the presence of their children, or do they make a conscious effort not to do this? Outside of the work environment and context, parents use the television 1.5 hours, the mobile or smartphone 1 hour, and the laptop or desktop computer 1 hour per day (Mediawijzer.net, 2018, p. 9). This media usage takes place outside of the work environment, thus it is very likely that this media usage takes place in the home environment, and thus in the presence of their children.

But how well accustomed are these parents with the different forms media they use on a daily basis? In other words, it is important to ask how media literate the parents of today are. Mediawijzer.net defines the concept of media literacy as "all competences you need to actively and consciously participate in the media society" (Nikken & Jongmans, 2013, p.14). For parents to be media literate, they require the knowledge to interpret and value media messages, the functioning of media, and the positive and negative meaning of media. Additionally, parents require the skills to find and create information within the realms of media and to do this in a conscious and informed manner, and they require the mentality and awareness to be able to use media in all its different forms.

In the Netherlands, a lot of parents (86%) estimate their own level of media literacy as average to high and on average they would rate their own level at a 7 (Mediawijzer.net, 2018, p. 9). In other words, parents generally perceive themselves as quite competent with media, but they are aware that there is still room for improvement regarding their level of media literacy. The parents' perceived media literacy includes skills such as downloading files, uploading movies to YouTube, creating an account on social media, blocking websites, installing software updates and setting up parental controls (Mediawijzer.net, 2018, p. 36).

2.4 Teachers' guidance of children's media usage

The upbringing in the educational environment formally starts when the child is six years old and starts the third year of primary school. In the Netherlands, the transition from their second year of primary school to the third year is substantial, as the child starts learning how to read. Naturally, this is a big educational and developmental step, and thus for the current study the age category starts at the age of six. To focus the current study as much as possible, the age category is set between the ages of six and eight.

At school, the upbringing happens within a different context, with different conditions and different didactic goals. Besides reading and calculating, children are also confronted with different forms and uses of media, such as educative exercises on the tablet or laptop, or the teacher explaining how to write words on a 'smartboard' or 'digiboard'. When a child is learning how to make use of media, they are acquiring a level of media literacy. In general, the concept of media literacy is defined as "the ability to access, analyse, evaluate and communicate messages in a wide variety of forms" (Aufderheide & Firestone, 1993). This concept is divided into three dimensions of media literacy, including access, understand and create (Buckingham, 2005, p. 6). The 'access' dimension is essentially twofold, as it is both about the physical access to technological equipment and the ability to manipulate the technology in such a way the requested content or information can be successfully located, while the 'understand' dimension concerns the activities that take place once the users have successfully located the requested content (Buckingham, 2005, p. 6). Finally, the 'create' dimension includes literacy abilities such as reading and writing in media, but also accessing technology and understanding different media forms and conventions (Buckingham, 2005, p. 6). In other words, the concept of media literacy is one that is very broad and consists of different aspects and dimensions, but for the purpose of this study the concept of media

literacy will be defined as the level of media competence that children acquire within a school environment and as such, it is a competency that is taught by their teachers.

Within a school environment, previous research has shown that children who received media literacy instruction in school were "more likely to recognize the complex blurring of information, entertainment, and economics that are present in contemporary nonfiction media. [They] appeared to have a more nuanced understanding of interpreting textual evidence in different media formats to identify an author's multiple purposes and intended target audiences" (Hobbs & Frost, 2003, p. 351). This would then mean that teachers should have a good understanding of media themselves, and thus a sufficient level of media literacy, in order to be able to teach their pupils in a conscious and appropriate manner.

2.4.1 Teachers' level of media literacy

What is the level of media literacy amongst teachers in the Netherlands, then? According to the 2017 monitor, the implementation and usage of ICTs in educational environments continues to increase, and teachers often make use of various ICTs (Kennisnet, 2017, p. 16). Even though there appears to be cohesion between the increased appliance of ICTs and higher rewards for education, there is a strong difference in ICTs appliance and expertise amongst teachers (Kennisnet, 2017, p. 16). In other words, this would mean that teachers' usage of ICT application is steadily increasing and diversifying, but there is a level of inequality amongst children receiving ICT-implemented education due to teachers' own level of ICT expertise. As previous research has already shown, media-literate education does have positive effects on children's cognitive skills, attitudes and behaviours (Hobbs & Frost, 2003, p. 351). This would mean that children, who do receive media-literature education from teachers with ICT experience, would also benefit more from the aforementioned positive effects, and that children who do not, also are not able to benefit from it.

2.5 Available information for media educators

Nowadays, a lot of information regarding media literacy and media education is freely available on the Internet. In the education sector, there are a lot of initiatives to help teachers and schools with the implantation of information and communication technologies in the classroom and, of course, media literacy. Kennisnet, for example, creates lesson materials to help teachers promoting their pupil's media literacy, or Mediawijzer.net, which provides expert articles and research publications, lesson suggestions and models to help teachers. Most materials are free of charge and easily accessible via the websites of organisations such as Kennisnet and Mediawijzer.net. It is relatively straightforward for these organisations to reach teachers and supply them with useful information and guidelines, because teachers are a clearly defined group, as their profession defines them as teachers.

It is not as straightforward to provide parents with useful information and guidelines concerning media education, as they are not an organised group. This is problematic, because parents need reliable information and well organised support to be able to provide sufficient media education to their children (Nikken & Jongmans, 2013, p. 8). The parents themselves echo this sentiment, as nearly half of the parents indicated that they are in need of guidance concerning the media education of their children (Mediawijzer.net, 2018, p. 10) and 44% of the parents worry about the media usage of their children (Mediawijzer.net, 2017). Luckily, there are a lot of initiatives and information sources available for free of charge and online, such as the Toolbox Media Education from the Nederlands Jeugd Instituut (Dutch Youth Institute), which is a guidebook with tips for parents how to mediate their children's media usage in different age categories. Similarly, Mediawijzer.net offers MediaDiamant, a five-pronged model based on fun, safety, content, co-use and balance within the media education.

Even though there are a lot of professional sources available and easily accessible to parents, they still consult more often with family and friends on matters such as parental mediation (Nikken & De Haan, 2015, p. 7). Of course, no matter how easily and readily available professional sources are, it is always easier to talk to a friendly face and ask them for advice. Most often, parents consult with their friends (40%), but they also approach their siblings (34%) and parents (32%) with questions regarding the media usage of their children (Mediawijzer.net, 2018, p. 9). However, parents that are truly concerned with their child's media usage and feel like they cannot handle the situation by themselves, are very willing to consult professional sources for reliable information and guidance (Nikken & De Haan, 2015, p. 10).

2.6 Conclusion

In sum, children are becoming more and more involved with different forms of media at an increasingly young age. It is therefore important that their educators teach them how to use media in a safe and appropriate manner, so that they can sow the benefits from media and stay protected from the potential dangers. This means that both the parents and the teachers share a responsibility to ensure children's media education at home and acquiring a sufficient level of media literacy in the educational environment. This is especially important concerning children between the ages of six and eight, as that is roughly the age category in which they formally start their primary education, which includes media education and literacy.

One vital question that is still left unanswered is how parents and teachers perceive their own role as media educator. How do they act upon this perception and how is the interaction between the two parties? And what is then the influence of these perceptions and interactions on the children and their media usage, education and literacy? In the following chapters, this study aims to answer exactly those questions and provides answers that will

shed more light on the three-pronged relationship between children, parents and teachers concerning media usage.

3. Research design and method

In this chapter, the research design and method is discussed. This includes the aim of the study, the choice of method, the sample, the data collection, the topic list and the data analysis.

3.1 Aim of the study

In short, the aim of this study is to investigate how both parents and primary school teachers experience their role in the media upbringing and education of children between the ages of 6 and 8 years old, and how both parties perceive each other's role. In order to reach this goal, 18 qualitative interviews were conducted with children between the ages of 6 and 8 years old, their parents and their primary school teachers. The aim of these interviews is to collect personal perceptions, opinions and experiences on the topic of children's media usage and the perceptions of parents and primary school teachers thereof. These highly personal accounts offer deep and meaningful insights into the different ways in which children's primary educators, thus their parents and teachers, contribute to mediating and educating children's media usage.

3.2 Choice of method

This study takes a qualitative approach rather than a quantitative one, as the aim is to gather personal and individual accounts, perceptions, sentiments and opinions rather than exact numbers or percentages. For this specific study, qualitative interviews are a preferable method of research, because they are flexible in usage and can therefor be used to collect different kinds of data, including personal views, narratives, opinions and histories (Atkins & Wallace, 2015, p. 85).

3.2.1 Qualitative interviews with adults

The goal of interviewing the parents and teachers of young school children is to gather very personal, and therefor really individual, narratives on the media life of young school children. Within educational research, interviews are a commonly applied method for gathering qualitative data, because they allow individual engagement between the interviewer and the research participants in a face-to-face manner, which is not allowed with other qualitative research method such as questionnaires or focus groups (Atkins & Wallace, 2015, p. 85). Especially the element of individual engagement between the interviewer and the respondent is crucial to this thesis.

Within qualitative interviews, there are two approaches: the respondent interview, in which the interviewer has a controlling role and purposefully guides the interviewee, and the informant interview, in which the interviewer only aids the interviewee in expressing their insights into a particular situation (Powney & Watts, 1987, p. 18). For this study, the informant interview will be applied, because it allows the interviewer to "gain some insight into the perceptions of a particular person or persons within a situation" (Powney & Watts, 1987, p. 18). In the case of this specific thesis, the informant interview is the preferable approach, because it allows participants to add new insights and knowledge to the research in ways that may not have been previously anticipated. This would then take the interview between the researcher and the parents of young school children beyond the knowledge-gathering level and it would thereby allow the parents and teachers to have a highly individualized and thus authentic voice.

3.2.2 Qualitative interviews with children

With qualitatively interviewing children for academic research, it is important to note that there has been some debate in the existing literature about the most appropriate method for

studying children and their unique experiences. As Kirk (2007, p. 1255) outlines, observations could indeed be the most appropriate method, because it would allow researchers to capture a more complete picture of children's own experiences. Nonetheless, other research has shown that children between the ages of 6 and 8 can also be interviewed for research purposes, but that the interviewer should always take utmost care, as children in this age group can still be very suggestible, have problems with understanding negatively phrased questions and ambiguous questions (Borgers et al., 2000, p. 67). According to this study, short qualitative open interviews can be used to extract meaningful data for research, but these should be presented as a game or make use of visual stimuli (Borgers et al., 2000, p. 67). For this thesis, a relatively short qualitative open interview between 20 and 30 minutes is the most preferable choice of method, because it would allow the researcher to be able to ask every child the same questions and thus be able to later on compare and contrast the children's answers. To make the interview more playful and easier for the children involved, visual stimuli will be presented in the shape of images of several forms of media, including books, television, radio, laptop, tablet, smartphone and game consoles. The visual stimuli used during the interviews with the children can also be found in appendix II.

3.3 Sample

The following tables provide a schematic overview of the respondents included in this study, including general personal information. In the results section of this thesis, I make use of six different triads, which are made up of one child, one of their parents and their primary school teacher.

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
Gender	Male	Male	Male	Female	Female	Male

child						
Age child	7	8	7	7	7	6
Group child	4	4	4	4	4	3
Siblings child	Two younger sisters	One younger sister	-	One younger sister	One older sister	One older sister
Gender parent	Female	Female	Female	Female	Female	Female
Age parent	32	36	36	38	43	44
Level of education parent	VMBO	MBO	MBO	HBO	MBO	MBO
Marital status parent	Divorced, now living together with new partner	Married (8 years)	Married	Partnership (10 years)	Married (5 years)	Married
Profession parent	Catering industry (part-time)	Day-care (part-time)	Kindergarten (part-time)	Primary school teacher (part-time)	-	Garden centre (part-time)
Gender teacher	Female	Female	Female	Female	Female	Male
Age teacher	20	52	24	33	26	54
Level of education teacher	HBO	HBO	WO	HBO	HBO	HBO
Years of experience teacher	0 years	15 years	1 year	12 years	3 years	30 years
Teaching	Internship	Together	Together	Together	Together	Together

situation teacher		with duo-colleague	with duo-colleague	with education assistant	with duo-colleague	with education assistant

Table 1: General information per child, per parent and primary school teacher

3.4 Data collection

The data set included in this study is composed of a number of 18 qualitative interviews, which were between 45 and 60 minutes long per interview. The division between the three types of respondents is equal, with six qualitative interviews with young school children, six qualitative interviews with parents and six qualitative interviews with primary school teachers. The interviews were audio recorded and transcribed verbatim afterwards for analysis. Audio recordings of the interviews are preferable, because they allow for complete transcription of the interview and careful review of the gathered data (Atkins & Wallace, 2015, p. 91).

The data that is collected through 18 qualitative interviews is gathered from a sample composed of young school children (aged 6 to 8), their parents and their primary school teachers. As this research is qualitative in nature, non-probability samples are used to select the population for this specific thesis. In such a non-probability sample, "units are deliberately selected to reflect particular features of or groups within the sampled population", which makes this specific sampling method "well suited to small-scale, in-depth studies" (Ritchie & Elam, 2003, p. 78). The point of this thesis is not to be statistically representative, but indeed to provide deep and meaningful insights into children's media usage and the perception of parents and teachers thereof.

To be more precise, this study is focused on the Netherlands, and limits itself to a number of primary schools located in Numansdorp and Goes. This decision was made to ensure an accessible population, from which subjects can realistically be selected for a

convenient sample (Fraenkel & Wallen, 2009, p. 91). In educational research, it can be

difficult to select a research sample through random or systematic non-random sampling

methods. Thus, I determined my sample through the process of convenience sampling, in

which a group of individuals who are conveniently available for research are included in the

sample (Fraenkel & Wallen, 2009, p. 98). The starting point of the respondent-selection

process is the primary schools, as these hubs are the meeting point of the three types of

respondents included in this study. Through the schools' direction or individual teachers,

parents are contacted who are available for participation in this study and who give

permission for their children to be included as well.

3.5 Topic list

This study includes three different interview set-ups for the three different samples. The

interview questions for the children can be found in appendix II and are divided into two

sections based on the research aim and the previously mentioned theoretical framework:

children's media usage at home and children's media usage at school. The questions in the

first section of the interview are about the children's usage of the following media: books,

television, radio, computer, tablet, smartphone and game consoles. The questions per medium

are the same and meant to collect data on what the children do with the medium, how long

they use it, their indication of their level of understanding of the medium, whether they use

the medium alone or together with their parents, siblings or friends, and whether they use the

medium for school (e.g. homework, assignments, studying) or not. The second section of the

interview includes questions on the different media the child uses at school, within an

educative environment. The different media include the smartboard, computer, tablet and

Internet, and the questions are aimed to collect answers on what the children use these media

for, how long they use them, whether they use the media alone or together with a classmate, and whether the teacher helps them with using and understanding the media or not.

The interview questions for the parents can be found in appendix III and are aimed to collect personal data on the parents' perception of their own level of media literacy, their perceived level of their children's level of media literacy and how they feel about their responsibility regarding their children's media education. To collect more contextual data, the interview also includes a number of different scenarios in which the parents and their children could be using different types of media together and the questions then relate to which scenarios apply to their own situation.

The interview questions for primary school teachers can be found in appendix IV and are aimed to collect personal data on the teachers' usage of different types of media in their teaching methods, their perception of their own level of media literacy and how they feel about their responsibility regarding their students' media education.

3.6 Data analysis

The data sets resulting from the interviews were analysed according to the coding model as outlined by Boeije (2014). Within this model, three phases are outlined, including (1) open coding, (2) axial coding, and (3) selective coding (Boeije, 2014). In the first phase, open coding, every relevant text fragment from the transcribed interviews are divided and coded accordingly, based upon the most important information provided by that certain fragment. Within this phase, it is important to keep an open mind, as the goal of the process of open coding is to discover new or additional information.

In the second phase, axial coding, the data is revisited, but this time with the knowledge acquired from the first phase of coding. Here, the goal is to reduce all the data to a certain number of themes. The codes will be organized and throughout this process, certain

themes composed out of a number of dominant elements will become evident. Through a constant comparison of the codes, a set of main and subthemes have become apparent.

In the third and final phase of the coding process, which is selective coding, the themes are compared to arrive at the most dominant themes within the data. The results of this analysis are then compared to the knowledge that is described in the theoretical framework in chapter 2, to determine whether the new findings regarding the new media life of young school children conform to or differ from the available knowledge and literature on the subject (Boeije, 2014, p. 111-137). In the end, this study provides personal and meaningful insight to children's media usage, the perception of parents and primary school teachers thereof and how they contribute to the mediation and education of this media usage.

4. Results

In this chapter, I discuss the results from the interviews with the six children, their parents and primary school teachers. The results from the interviews are divided into six triads, in which the child-parent, child-teacher and parent-teacher relationship is described.

4.1 Triad 1

The first triad consisted of a seven-year-old boy who is currently in group 4 of primary school, his mother and his primary school teacher. The boy has two sisters and lives both with his mother and her new partner, and his father and his new partner, as his parents are divorced. Included in this triad is his mother, who was 32 years old at the time of the interview, has two biological children with her ex-husband and one stepchild with her new partner. Her highest level of education is VMBO and she works part-time in the catering industry. Then the final component of this first triad is the teacher, who is 20 years old and has just obtained her teaching degree. Thus far, she has only done internships in group 3 and 4 of primary school, during which her supervisor always had the final responsibility.

4.1.1 Child-parent relationship

As was mentioned before, the parents of Child 1 are divorced and thus he lives both at his mother's house and at his father's house. From the interviews with both Child 1 and Parent 1, it becomes clear that different rules considering media usage apply in the two different households. When Child 1 is with his mother, there appear to be stricter rules concerning television, computer and game console usage than when he is with his father. To illustrate, the child is allowed to watch television during the weekdays only before dinner and during the weekends he is allowed to watch in the mornings and then for a maximum of two hours.

When he is with his father, he is allowed to watch television for three hours and he has no specific time slots in which he is allowed to watch television.

Parent 1 does not want her child to be in front of screens for too long or too many times a day, with which she means computers, television and game consoles. Her reasoning behind this choice is that when she was younger, she also did not spend a lot of time behind screens, but she played outside a lot and she wants the same for her children. Additionally, she believes that playing video games makes her child more aggressive and that she really notices a change in her child's behaviour after he has played a video game.

When it comes down to computer usage at home, Child 1 is not allowed to use the computer when he is with his mother. Parent 1 believes her son should learn how to use a laptop so he can use it for school assignments and that he should be taught at school. She describes herself as more "old-fashioned" in her approach to restricting her son's access to a computer, but believes it is more important he learns how to write than how tu se the computer. When Child 1 is with his father, however, he uses a laptop and then he watches movies online for approximately one hour. The child then uses the computer on his own and his father only interferes when something goes wrong, in which case he helps his son solve the problem. Child 1 does have a game console, a Nintendo DS, but the console has to stay in his father's house, so when he is with his mother, he cannot play on the Nintendo DS. When the child is staying with his father, he plays twice a week for approximately half an hour.

4.1.2 Child-teacher relationship

At school, Child 1 uses a Chromebook, a laptop that is provided by the school and used during lessons to make exercises. His favourite subject is Squla, the program that they use to do these exercises. Both his primary school teacher and his parents can monitor the child's performance within the program. During the mornings at school, Child 1 is allowed to use Squla for half an hour, in which the teacher can monitor every pupil's computer screen.

Additionally, the teacher also uses a digital school board, called a Digiboard, with which the teacher explains school materials. Child 1 indicates he likes it when his teacher explains information via the Digiboard, only he cannot explain why that is exactly.

Teacher 1 believes it is very important that children between the ages of 6 and 8 years old receive media education. She believes she can aid her pupils in media-related topics, such as social media, online privacy and smartphone usage whenever necessary, but that the ultimate responsibility should be with the children's parents. When discussing social media, Teacher 1 feels very responsible for ensuring that her pupils use platforms such as Instagram, Facebook and YouTube in a safe and informed manner. For instance, she dedicated an entire lesson to Instagram and taught her pupils that not everything that you see on social media platforms such as Instagram is necessarily real. Some people pretend to be somebody else online or they construct an entirely different life for themselves. With such a lesson, Teacher 1 aimed to make their children aware of the pitfalls of social media and taught their children to be critical of information online.

4.1.3 Parent-teacher relationship

Parent 1 is very adamant in her beliefs that her child should learn how to use a computer or tablet at school. She is aware that society requires people to have a certain level of media literacy, as many things are now digitized, but she does not believe it is her duty to teach her child how to use media. In other words, Parent 1 believes the school, and thereby the primary school teachers, should have the responsibility to teach her child media education. However, she does not believe all teachers are necessarily equipped to teach their pupils media education, because many older teachers do not have sufficient knowledge or skills. To solve this problem, Parent 1 suggests a study day in which teachers acquire the knowledge and skills that are necessary to teach their pupils media education.

Teacher 1, however, believes the responsibility to teach children media education should be shared between both the parents and the primary school teachers. When it comes down to smartphone usages, Teacher 1 thinks it should be the parents' sole responsibility, as they are the owners of the device and they were the ones who gave the smartphone to their children. Therefore, parents should have the responsibility to teach their children how to use it in an informed and safe manner. She does not believe, however, that every parent is capable to teach their children how to use their smartphone, because some parents lack certain skills and knowledge that are necessary to do this properly. Nonetheless, Teacher 1 is aware that a lot of sources and materials are available for parents to gather these skills and knowledge to increase their level of media literacy and teach their children these lessons.

4.2 Triad 2

Within the second triad, Child 2 is an eight-year-old boy who is in group 4 of primary school and has one younger sister. His parents have been married for 8 years, and for this study I interviewed the child's mother. Parent 2 is 36 years old, has an MBO degree and works part-time in child day care. The teacher within this triad, now referred to as Teacher 2, is 52 years old, has a HBO level of education and teaches group 4 together with a duo-colleague. In total, Teacher 2 has 15 years of experience in primary education.

4.2.1 Child-parent relationship

Child 2 appears to do a lot of activities involving media together with his parents or with his younger sister. For instance, he reads a book every night together with either his mother or his father, he watches movies on television with his mother and sister, he listens to music on the radio together with his family, and he plays video games together with his father on the iPad and on game consoles including the Playstation and Xbox. Additionally, he also indicated he likes to do activities involving media alone when he wants some dedicated alone time, for

example reading a book or listening to a Cd with his headphones on. Child 2 mentions that he does these kind of solitary activities to relax.

Concerning the activities the child and his parents do together, it becomes clear that he does most activities involving media together with his father, such as playing video games. However, through the interview it becomes clear that Parent 2, the child's mother, takes on a monitoring role concerning media, whereas the father takes on a more participative role. From the interview with Parent 2, it becomes evident that she and her husband have set up clear rules concerning their children's media usage at home. For instance, Child 2 is not allowed to go on online and search for content and videos on his own, he is not allowed to play certain video games (e.g. 'Fortnight') and after Child 2 has used a medium, Parent 2 checks her son's activity. To be more precise, after Child 2 has watched videos on the iPad via YouTube, she checks the 'Watched videos' section to see what content he has consumed and to check whether this content is in line with what they do and do not want him to consume.

Additionally, Child 2 does not have ownership over the media that he uses in the home environment and the parents have consciously set up restrictions, such as passwords and designated time slots, to restrict the child's access to media. Parent 2 did explain to her son why she does not want him to go on the Internet alone, or why he cannot have the password to the iPad, for example. She told Child 2 that he could then consume content that would be scary and give him nightmares, and that she wants to shield him from that. From the interview, Child 2 appears to understand these rules and not rebel against them.

4.2.2 Child-teacher relationship

In the interview, Child 2 explains how his teacher uses a Digiboard, which he thinks is better than a chalkboard because the teacher does not have to write things anymore, they can just show it on the Digiboard. Additionally, the teacher also shows images and videos on the Digiboard, and sometimes the pupils can write down something on the Digiboard as well.

Child 2 also uses computers in the classroom and he explains how the teacher decides when and for what he can use the computer. He usually works alone on the computer, and sometimes with a classmate, and he only uses the computer together with his teacher when something goes wrong in the program and he does not know how to fix it himself.

Teacher 2 believes media is a very important element in the lives of contemporary children, but also in contemporary teaching methods. She thinks children between the ages of 6 and 8 years old should get acquainted with media and all the different devices that are available these days. Additionally, she thinks media is a handy tool to use in her lessons, by using images and videos to illustrate school materials, for example. Teacher 2 believes that if you do not acquaint children with media or do not use media in school lessons, you cannot keep up with this day and age, and that would simply be unacceptable.

4.2.3 Parent-teacher relationship

Parent 2 is of the opinion that media education is something that should be paid attention to both at home and at school. However, she does not necessarily believe that primary school teachers should have the responsibility to teach the children about media at school. Rather, Parent 2 thinks it would be beneficial if the school would hire an expert to teach a couple of guest lectures or workshops in her child's class. Within these lessons designated for media education, she believes children should be taught what is appropriate content and how they can recognize inappropriate content, and how to use Google and use the right keywords to search for certain topics.

Teacher 2 agrees with the opinion of Parent 2 that media education should be a shared responsibility. She specifies between what children should be taught in the home environment, and what they should be taught in school, by her as a teacher. At home, the children's parents should teach them what they can and cannot do with media, for example

when watching videos online or looking up pictures via Google. Then at school, the teachers should shield their pupils in such a way they can use media in a way that is purely educative.

4.3 Triad 3

The third triad consists of Child 3, a seven-year-old boy who is currently in group 4 and has no siblings, Parent 3, who is his mother and Teacher 3, who is his primary school teacher. Parent 3 is 36 years old, has got a MBO degree and is married. She works part-time at a kindergarten. Finally, Teacher 3 is 24 years old, has got a university degree and has one year of teaching experience in group 4. She teaches together with a duo-colleague.

4.3.1 Child-parent relationship

Child 3 does some activities involving media completely on his own, such as reading a book, playing video games on the iPad or watching television, but does some also together with his parents, such as using the computer, listening to the radio or playing video games on a game console. He uses the computer together with his mother and only for school assignments, for example mathematics or spelling. They listen to the radio as a family, mostly during dinner, and he plays video games on game consoles together with his father or sometimes with school friends. Child 3 indicates that he does not like to play video games on his own, but that he enjoys the fact that he can play together with other people and then spend time together.

Parent 3 indicates that she and her husband have set up rules considering their child's media usage, mostly about their son's Internet usage and game console usage. She is very lenient when it comes down to television usage and indicates she has no problem with her son watching television for an hour or two every day, because he can relax in those times. When it comes down to watching videos on YouTube, for example, Parent 3 is stricter and has forbidden certain content because she believes it could be harmful to her child. Additionally, her husband does not play videogames in the living room but upstairs in their bedroom after

Child 3 has gone to bed, so that he cannot influence their child with his gaming behaviour. Parent 3 indicated she was afraid that if her son saw his father playing videogames every day, he would also want to do this and she does not want that to happen.

4.3.2 Child-teacher relationship

Child 3 explains that at school the teacher uses a Digiboard, which he thinks is very useful in showing images and videos to all the pupils in the room. He also uses a laptop in the classroom, which he usually uses together with a classmate. When he does not understand something while using the laptop, he asks his teacher for help. The teacher also decides when he can use the laptop and what he should use it for. Additionally, Child 3 watches television during the lunch at school. Together with his classmates, he then watches a program or a video that his teacher has selected.

Teacher 3 believes it is very important for children between the ages of 6 and 8 years old to receive media education, but especially that they are taught about social media. She thinks that social media have become more private over the years and that it has become increasingly difficult for parents to monitor their children's behaviour on social media platforms such as Facebook, Instagram or YouTube. Additionally, Teacher 3 believes that her classroom is a safe space in which children can tell their teachers what they do online and what videogames they play, and that they would rather tell their teachers what they have been up to than to their parents. Then with the information Teacher 3 can extract from these situations and conversations with the pupils, she can then transfer this knowledge to the pupils' parents and perhaps advice on the best course of action.

4.3.3 Parent-teacher relationship

Parent 3 believes that the responsibility to teach children media education should be shared between the parents and the primary school teachers. She thinks that the parents should teach their children how to use media they use at home, such as game consoles, but that the teacher

should explain the media they use at school, such as computers. In the end, Parent 3 believes that the parents should have the final responsibility concerning media education, as the children are theirs and not the teacher's.

Teacher 3 agrees that media education should be a shared responsibility between the parents and the teachers. Parents have the final responsibility and primary school teachers can aid and advice when it comes down to media education. To be more specific, she believes that parents should be responsible to teach their children how to use media, such as using a computer, or searching for videos on YouTube. Then teachers have the responsibility to teach children what the potential dangers and pitfalls of social media platforms such as Facebook and Instagram can be, and how to critical of online content.

4.4 Triad 4

Within the fourth triad, Child 4 is a seven-year-old girl who is in group 4 and has one younger sister. Her mother, Parent 4, is 38 years old and has been married for 10 years. She has completed an HBO study and works part-time as a primary school teacher. Teacher 4 is female, 33 years old, and teaches in group 4. She has got a HBO degree, 12 years of experience in education and teaches together with a teaching assistant.

4.4.1 Child-parent relationship

From the interview, it becomes clear that Child 4 does most media-related activities either alone or together with her younger sister. For example, she reads books and plays on the iPad completely on her own, and she watches television, listens to the radio and plays videogames on a game console together with her sister. Child 4 indicates that she never uses a computer at home, only at school. She has only used the computer at home once, together with her uncle, when they made a PowerPoint presentation together. Child 4 indicates that her parents help

her a lot with certain devices, such as turning on the television and selecting a program or telling them when she needs to stop playing on her iPad, for example.

Parent 4 indicates she does not want to stimulate her children to use devices such as tablets too much, because she wants to prevent her children from becoming too attached to it, or possibly even addicted. She feels it is very important to monitor their children's activities on their tablets, but also while watching television or playing videogames. Parent 4 and her husband have not set up any specific rules concerning media usage, such as time slots or forbidding certain types of devices or content. The only device that her children are not allowed to use is a smartphone, which she thinks is completely unnecessary for children between the ages of 6 and 8 years old. Rather, Parent 4 appears to take on a monitoring role, but not necessarily a participative or a restrictive role.

4.4.2 Child-teacher relationship

At school, Child 4's teacher uses a Digiboard to write down her lessons and sometimes the pupils are allowed to also write something down on the board. In the classroom, Child 3 first used iPads, but at the time of the interview, these were being exchanged for laptops called Chromebooks. Every child has their own laptop and they have their own passwords, which are images instead of letter or number combinations. Child 4 seeks her teacher's help when she does not understand something when working with the Chromebook, in which case the teacher explains her how to do it.

Teacher 4 believes that media education is inevitable in the lives of contemporary pupils. She believes that today's society requires people to have a sufficient level of media literacy in order for them to function fully and thus she believes it to be important that children get acquainted with media at a young age. She thinks media education should already be taught in the preschool classes, to already familiarize the children with different forms of media. They would start with the Digiboard, as the teacher uses it to explain materials and

illustrate them, and if it is possible, the preschool classes would already start with using laptops to play educational games, according to Teacher 4. She thinks if children get the opportunity to familiarize themselves with media at a very young age, they are able to teach themselves how to use certain devices and then the further teaching would happen much more organically and fluidly.

4.4.3 Parent-teacher relationship

Teacher 4 believes that both parents and teachers have a responsibility to teach children media education. In the school environment, she believes that media education is necessary because the school also requires its pupils to have certain a certain skills and knowledge set, such as making PowerPoints for presentations. In other words, when a child should be taught a certain skill or piece of knowledge that is required for school activities, the school should take responsibility to teach them this skill or knowledge. However, Teacher 4 does indicate she does not think all teachers are sufficiently trained or equipped to teach their pupils media education. She thinks the younger generation, the teachers that have just graduated from the PABO, are much more equipped to teach media education, because this generation grew up in a media-rich environment and certain skills come much more naturally to them.

Additionally, Teacher 4 believes that when a teacher or a parent is lacking a certain skill or knowledge to teach a child media education, it should be their own responsibility to acquire this knowledge. She indicates that there are enough sources and materials available to do so online, and that there are also workshops and tutorials available that can teach them these skills or knowledge.

4.5 Triad 5

In this penultimate triad, I focus on a seven-year-old girl, Child 5, who is in group 4 and has one older sister. Her mother, Parent 5, is 43 years old, has completed a MBO study and has

been married for 5 years. She currently does not hold any occupation. Teacher 5 is female, 26 yeas old and has three years of experience in education. She teachers in group 4 and does so with a duo-colleague.

4.5.1 Child-parent relationship

From the interview it becomes apparent that Child 5 is very independent and aware of her own usage when it comes down to media usage. For example, she reads books, plays on the computer, and uses the iPad completely on her own, or when watching television, she watches together with her sister, but she herself chooses the program and not her parents. She does share most devices with her sister, such as the computer, smartphone and game console, but when she actually uses the device, she does so alone. Additionally, Child 5 stops using the devices on her own account and not because her parents tell her to stop.

Parent 5 believes she is their children's frame of reference, so she feels it is very important to give a good example and be aware of the influence she could have on her children. She tries to limit her own usage of media such as tablets, smartphones, computers and television as much as possible, with the aim to limit her children's usage of these forms of media as much as possible. In general, she does not have very strict rules concerning her children's media usage, but Child 5 is not allowed to use her tablet or computer before she goes to school or after dinner. Parent 5 believes it is important that her children live by these rules, but she admits her husband is much more lax when it comes to these rules. Additionally, Parent 5 believes it is very important that her children become media literate, because she believes that if her children have a high enough level of media literacy, they are protected from the potentially harmful side of media, and specifically online media.

4.5.2 Child-teacher relationship

At school, Child 5's teacher uses a Digiboard, which she likes because then she can see the teacher's explanation clearly on the board. She also uses a Chromebook in the classroom, for

both mathematics and spelling. When Child 5 does not understand something, she asks her teacher for help. They also watch television in the classroom, via the Digiboard, and the pupils can decide what program or video they want to watch. According to Child 5, the teacher does not interfere or engage with the programs or videos they watch in the classroom.

Teacher 5 believes media education is extremely important to young children and she believes it should already be taught in preschool classes. She thinks media can be an enrichment both to children's lives and to education, but that both the children and the teachers should be aware of what is appropriate and safe, and what is not. Teacher 5 mentions the Twenty-First Century skills, which she feels are important for young children to learn. The most important thing that is taught within media education should be how to use the Internet in an informed and safe manner, according to Teacher 5.

4.5.3 Parent-teacher relationship

Parent 5 believes that both the parents and the teachers share a responsibility to teach their children and pupils media education. She thinks that a share of this responsibility should lie with the teachers, because in her opinion not all parents are able to teach their children media education themselves. Media education is so important to children that they should all receive proper media education, even if the parents are not able to or are not doing it sufficiently, according to Parent 5. In order to ensure proper media education at school, she believes there should be a policy at school that would test the teacher's level of media literacy, to check whether or not a teacher is able to teach media education. However, she also mentioned she would find it useful if an expert would give guest lectures or workshops to the children at school, because the teachers already have to do too much. Such an expert could then give a series of guest lectures and workshops, and children could ask them all the questions they may have regarding media usage and they would get the appropriate answer.

Teacher 5 has a very similar opinion to Parent 5. She thinks it is easy to say that parents should have the responsibility to ensure proper media education, but that not all parents are able to do this sufficiently. To ensure that every child receives media education, Teacher 5 feels it is important schools also take some of that responsibility. Teacher 5 admits that there are also a lot of different levels of media literacy amongst teachers, but she feels there are enough seminars or online sources available to help them in case a teacher should need it. She also believes it would be useful if an extern would be hired by the school to provide a series of guest-lectures and workshops to teach children media education, in which media education should become part of the curriculum, as much as mathematics or geography is. Additionally, Teacher 5 believes that some content shown on television, such as the news, can also be harmful to children and that both parents and teachers should offer guidance on how to navigate possibly harmful content both online and on television.

4.6 Triad 6

In the final triad, Child 6 is a six-year-old boy, who is in group 3 of primary school and has one older sister. His mother, Parent 6, is 44 years old and married. She has got a MBO degree and works part-time at a garden centre. Teacher 6 is male, 54 years and has 30 years of experience in education. He has got a HBO degree and teaches with a teaching assistant in group 3/4.

4.6.1 Child-parent relationship

What becomes apparent from the interview with Child 6 is that he is very much unaware of his own media usage. For example, he is unable to indicate how much time he spends reading a book or watching television. Additionally, he indicates that he does use a lot of media on his own, such as reading a book or listening to the radio, but that his parents decide what book he reads or what he listens to. Child 6 never uses a computer, not at home or at school. He also

does not believe it is necessary, because there is nothing for him to do with a computer. He does use an iPad, on which he plays videogames such as 'Minecraft'.

Parent 6 has set certain rules for her children's media usage. For example, Child 6 is not allowed to use media such as the iPad when he comes directly out of school, because he first has to play outside with friends or at home on his own. When Parent 6 is cooking dinner, her son is allowed to play a game on his iPad. Preferably, Parent 6 would not let her children use any forms of digital media, because she does not think they are healthy for them. However, she does realize that you cannot stop progress, and that her children are growing up in a world where media is ever present. Parent 6 describes how she herself almost never uses any forms of digital media, simply because she does not like to use them, and by this she believes she can influence her children in such a way they realize they do not use media in order to function.

4.6.2 Child-teacher relationship

At school, Child 6 explains how his teacher uses a Digiboard. He likes it when his teacher uses the board, because then they watch videos such as 'Pink Panther'. Sometimes, the teacher uses a book to explain the school materials, but Child 6 is very much indifferent to whether his teacher uses the Digiboard or a book to explain things. They do not use a computer or tablet during the lessons.

Teacher 6 believes media education and media in itself can be enriching to both children and education. He names the example of 'Veilig Leren Lezen', which is used in school, but if children want to practice more at home, they are able to do so via the online learning environment. In such a way, media can help children with their schoolwork and the teacher can monitor their progress even when they are doing the work at home. However, Teacher 6 does admit that none of his pupils make use of the online learning environment and

that he is glad to say that his pupils love to play outside, instead of sitting in front of a computer or tablet.

4.6.3 Parent-teacher relationship

Even though Parent 6 limits her own and her children's digital media usage as much as possible, she does believe it should be the parents' responsibility to teach their children media education. She believes the parents are the most important caregivers and therefor they should take responsibility to their children how to use media in a safe and informed manner. Even so, she does not think she herself possesses the right skills and knowledge set to teach her children media education, but she believes her husband does and should therefor be able to their children. Nonetheless, she does believe a small part of media education should be taught at school, because it is line with today's society and what is expected of children nowadays.

Teacher 6 thinks the responsibility of media education should be divided between both the parents and the teachers. The media that the children use at home, should be explained and monitored by the parents, according to Teacher 6. In group 3, he still uses books and no tablets or computers, so the teacher does not believe it is necessary to teach the children about those forms of media just yet. In group 4, however, Teacher 6 starts to use computers in the classroom, so then he believes he should take the responsibility to teach his pupils how to use such a device in an appropriate manner.

5. Conclusion

This final chapter is the conclusion of the study, in which I will answer the central research question and the sub research questions. By doing that, I will also discuss the theoretical implications of the results discussed in chapter 4 and reflect on those by reviewing the theoretical framework discussed in chapter 2. Finally, I will describe the strengths and limitations of the study, and provide some suggestions for further research within the field of young children and media usage.

5.1 Brief summary of study

In short, this study aimed to answer the following central research question: "How do parents and primary school teachers perceive the media usage of young children (aged 6 to 8), and how do they perceive their contribution to mediating and educating that media usage?" In order to answer this central question, this study utilized a number of sub research questions, which were investigated by conducting qualitative interview with six children between the ages of 6 and 8, one of their parents and their primary school teacher.

5.2 Answers to the research questions

In order to answer the central research question as fully as possible, I will first provide answers to the sub research questions.

5.2.1 What is the media usage of children between the ages of 6 and 8 years old?

In general, children between the ages of 6 and 8 years old use a myriad of different media on a daily basis. All children read books both at home and at school, either alone or together with their parents or a sibling. They also all watch television both at home and at school, but in most cases this appears to be a shared activity, with their siblings, their parents or as a family

unit. Radio is a form of media that all children also used at home, but not all of them listen to the radio within a school environment. Again, listening to the radio appears to be a shared activity, as the children most often listen to the radio together with their siblings or as a family unit, for example during dinner. Using a computer is a form of media usage that not all children included in this study exemplified neither at home nor at school. If they use the computer at home, the children use it to watch videos online and to play educational or recreational games. The iPad is another form of media that not all children use, either at home or at school. At home, they use it to watch videos or to play recreational games, which are usually solitary activities. At school, the iPads are used during some classes, such as spelling or mathematics, to make exercises via educational games. None of the children included in this study own their own smartphone, but most of them do use their parents' or their siblings' smartphone occasionally to watch videos or play recreational games. None of the children use a smartphone within a school environment. Finally, all children use a game console such as a Nintendo DS, Xbox, Playstation, Nintendo Wii or Nintendo Switch. They use their game console alone, with their siblings, with their parents or as a family unit.

These results are mostly in line with previous findings, as both indicate that children are born into media-rich homes and thus are engaging with different forms of media literally from birth onwards (Mediawijzer.net, 2018, p.5; Nikken & De Haan, 2015, p. 1). According to the results of my study, the most popular forms of media are books, the television, radio and game console, which is in line with both national and international research. According to the *Iene Miene Media* monitor (Mediawijzer.net, 2018), traditional print reading books are the most popular form of media used by young children in the Netherlands. Indeed, in my study all children still read print books either on their own or together with their parents or siblings. Internationally, TV sets and tablets are the forms of media that are used by the majority of young children in Great Britain (Ofcom, 2018, p. 4), and in the United States the TV set is

also the most used form of media on a daily basis (Rideout, 2017, p. 13). Again, this is in line with my study, the television is one of the most used forms of media according to my results.

5.2.2 How do parents perceive their own responsibility in mediating their children's media usage?

Four out of the six parents included in this study believe they share the responsibility to teach their children media education with the primary school teachers. Two parents, however, believe it should be the sole responsibility of either the parent or the teacher to ensure proper media education for their children. One believes she does not have the required skills and knowledge to teach her children media education and therefor believes it would be better for the child to receive media education at school, where the teachers do have this knowledge and skills set. In other words, this parent believes the teachers should have the sole responsibility to teach her children media education. The other parent believes she as a parent is the most important caregiver in her children's live, and thus she should carry the sole responsibility to raise and teach them, including media education.

Previous study has shown that media education is a vitally important component of the upbringing at home, as parents have a tremendous influence on their children's media life and education (Smahelova et al., 2017). Even so, my study has shown that even though media education should be an important component of the upbringing happening in the home environment by the children's parents, not all parents feel they are responsible for this and as a result, not all parents take this responsibility as seriously. As such, parents should share this responsibility with the other primary caregivers of their children, which are their schoolteachers, as is also suggested by Valkenburg & Peter (2010, p. 100). This way, the two primary caregivers can together ensure that all children receive media education, and not just those whose parents are more media-savvy than others.

5.2.3 How do parents mediate their children's media usage and how is this connected to their parenting style?

Generally, all parents included in this study are very aware of their children's media usage, but some appear to engage in acts of parental mediation more than others. Co-use and active mediation are forms of parental mediation that are used least often by the parents included in this study, whereas restrictive mediation of access, restrictive content-specific mediation and supervision are forms that are used by most parents.

These results do differ somewhat from the studies on parental mediation by Nikken & Jansz (2013) and Livingstone & Helsper (2008). According to Nikken & Jansz, parents primarily use supervision and co-use and according to Livingstone and Helsper, parents prefer to use co-use instead of restrictions as forms of parental mediation. The results from my study, then, would suggest that there has been a shift in the most commonly used parental mediation styles, as my results showed restrictive mediation of access, restrictive content-specific and supervision are most commonly used. In other words, the parents included in my study appear to use more restrictive forms of parental mediation, which includes forbidding certain types of content and limiting their children's access. A possible explanation for this increase in more restrictive types of parental mediation would perhaps be the media and news outlet's focus on the negative and dangerous aspects of media usage and as a result, parents are more concerned with shielding their children from these potentially harmful effects. However, this suggestion should be studied further for it to hold any substantiality, with research including media usage being portrayed in the news over the course of the past five years.

Another explanation would be the difference in age categories between my study and the studies by Nikken & Jansz (2013) and Livingstone & Helsper (2008). My age range is

much more focused, whereas the other studies use a much wider age range. It is very plausible that parents with children from 8 years old onwards become more restrictive in their parental mediation style, as the children slowly but surely become more autonomous and become more interested in social media or want their own smartphone, computer or tablet. This new-found autonomy also leads to a different parental mediation style, with parents tending to be more restrictive.

The results from this study do bring forward a theoretical implication regarding the five types of parental mediation as outlined by Nikken & Jansz (2014). Their styles describe the forms of mediation parents use either before or during a child's media usage, but they do not cover forms of mediation parents use after the child's media usage. Within the current study, some parents indicated that they check the viewing history after their children have watched YouTube to see what videos they have watched or they check the browser history after their children have watches videos or played recreational games online. In both cases, if the parent found something they did not deem appropriate or deemed potentially harmful, they would talk to their children about it and told them to never watch or play this type of content again. Then it becomes restrictive content-specific mediation, but the action of a parent checking what a child has done after it has used a form of media, is an action that is not covered by the forms of parental mediation outlined by Nikken & Jansz (2014).

This action, or strategy if you will, is called monitoring and involves parents checking their children's online activity afterwards, which is actually the kind of behaviour the parents in my study exemplified. Here, it is interesting to note that in the 2013 study by Sonck, Nikken & De Haan monitoring was found to be one of the most commonly applied forms of parental mediation (p. 105), whereas in the 2014 study by Nikken & Jansz, monitoring was not found as a type of parental mediation. Consequently, monitoring then was not included in the five types of parental mediation described in their study and thus the five types I used in

my study. However, as my results suggest, monitoring might be a more common form of parental mediation that Nikken & Jansz have previously suggested.

Additionally, the five styles of parental mediation as outlined by Nikken & Jansz (2014) also do not cover actions that parents undertake concerning their own media usage because they want to limit the influence as much as possible. Numerous parents included in this study indicated that they consciously limit their own media usage in front of their children, such as smartphone and computer usage, with the aim to limit their children's media usage as much as possible. In a way, this behaviour is also a form of parental mediation, but it is not included in the five styles outlined by Nikken & Jansz.

5.2.4 How do primary school teachers perceive their pupils' media usage and how do they perceive their own responsibility in educating them on media usage?

In general, all teachers feel it is crucially important that children between the ages of 6 and 8 years old receive proper media education. The teachers included in this study unanimously agree that even though they feel a very strong responsibility to educate their pupils on media usage, they strongly believe this responsibility should be shared with the pupils' parents. Additionally, half of the teachers indicated they thought not all parents are capable of teaching their children media education, so in that case it is even more crucial that they as teachers take some of the responsibility to teach the children media education. That being said, some teachers also indicated they thought not all teachers within their school are capable of teaching media education, in which case they could take a special course or training to develop their knowledge and skills.

These findings are in line with the results from the 2017 Kennisnet monitor regarding ICT expertise amongst primary school teachers and what they refer to as the "Vier in balans" model. According to these results, there is much variation amongst teachers regarding media

education (Kennisnet, 2017, p.16) and the teachers included in my study reiterate these findings. According to the Kennisnet monitor, the most popular way of incorporating media in the classroom is to use a digital school board, also called a Digiboard (2017, p. 5), which is also the case in my study as all six teachers use a Digiboard on a daily basis.

5.2.5 How do primary school teachers educate their pupils on media usage?

Something that is present in every teacher's classroom within the study is a digital school board, called a Digiboard, which the teacher uses to explain materials, to write down information, and to show videos and images. The teachers think that having a Digiboard present in the classroom and using it during lessons, already helps their pupils to familiarize with digital forms of media. Additionally, teachers feel using images and videos in their lessons can be enriching and a valuable tool to their teaching methods. Besides the Digiboard, teachers teach their pupils about social media such as Facebook, Instagram and YouTube, although some do so more than others. More specifically, these teachers think it is important their pupils should be taught to be critical of information they find online and that images can be easily manipulated. Another element mentioned by one of the teachers are the Twenty-First Century Skills, which she considers very important for pupils to learn at school. Finally, laptops are often used to play educational games and occasionally to look up information or images on the Internet during the lessons.

According to the 2017 Kennisnet monitor, both the implementation and usage of ICTs continues to increase within education environments and teachers often make use of various forms of ICTs (p. 16). As the results from my study suggest, teachers do indeed use different forms of media within their lessons and they pay special attention to some forms, such as social media. Teaching the pupils how to safely interact with social media is one of the least commonly used forms of media education, according to the Kennisnet study (2017, p. 5), but

as Teacher 1 from my study also showcases, it is still done by teachers in school environment. Teaching children how to safely interact with social media is something that apparently a small amount of teachers feel responsible for, even though social media is not used for educative purposes and does not fall under any school curriculum. As Teacher 1 from my study also exemplified, a possible explanation for this occurrence could be that teachers are afraid the child's parents will not teach their child about social media and thus the teachers themselves feel responsible to do so.

5.2.6 Central research question: How do parents and primary school teachers perceive the media usage of young children (aged 6 to 8), and how do they perceive their contribution to mediating and educating that media usage?

To answer my study's central research question, both parents and primary school teachers perceive the media usage of young children between the ages of 6 and 8 years old as both inevitable and important. Both parties feel children growing up in our contemporary society inevitably grow up with a myriad of different media, including the more traditional forms such as books, radio and television, and the newer forms including tablets, smartphones and social media. Both parents and teachers use different forms of media within their respective environments, with parents providing access to the television, radio and game consoles and teachers using laptops, tablets and digital school boards in their lessons. As a result, both parties feel it is crucially important that children are taught how to navigate this media-rich world as safely and well informed as possible. Nonetheless, there is some discrepancy amongst parents and teachers on who has the responsibility to ensure the children's media education. The teachers unanimously agree that this responsibility should be shared with the parents and most parents do agree with this statement. However, some parents feel it should be responsibility of either the teachers or the parents alone. In most cases, this discrepancy is

rooted in either the parents' perception of the teachers' level of media literary or vice versa. Parents and teachers both feel the responsibility should be shared, but only if both parties have a sufficient level of media literacy to teach the children in the best way possible. Most parents did indicate they have their doubts about the teachers' level of media literacy and similarly, most teachers also doubted the parents' ability to use different forms of media.

5.3 Strengths of the study

The major strength of this study is the fact that it includes and combines all three components of the media life of young school children, which includes the children themselves, their parents and their primary school teachers. Even though the field of children and media usage is one that is thoroughly studied already, my study offered a new perspective by including both the parents and teachers' perceptions of the children's media usage. Additionally, my study includes how both parents and teachers act upon these perceptions, which then takes shape in forms different forms of parental mediation and teachers using different forms of media in their school lessons. Finally, both the parents and the teachers also provide their perceptions of each other's role, which showed that there it still some discrepancy amongst parents and teachers on who media education.

Another strength is the targeted age group of the children, which are included in this study. Previous research has mostly focused on either children aged zero to seven years old (Mediawijzer.net, 2018) or adolescents from 13 years old onwards (Wennekers, De Haan & Huysmans, 2016), which left the age group between 7 and 13 years old under investigated in the Netherlands. This while Ofcom (2018) in Great Britain, CommonSenseMedia (2017) in the United States and Holloway, Green and Livingstone (2013) on a European scale did examine this age group in previous research. With my study and its consequent results, I am addressing a research gap within the already available literature.

The final strength that I want to discuss is the qualitative approach of my study. It is common to take a quantitative approach to study children's media usage and it is incredibly useful for collecting numeric data on, for instance, the times children spend using media or the different forms of media they use on a daily basis. I consciously chose a quantitative approach, as my aim was to collect more personal and individual data to be able to contextualize some of the numeric data that is already available. With my study, I collected personal opinions, sentiments and thoughts from both parents and primary school teachers, which provides valuable information to contextualize quantitative information that is already available.

5.4 Limitations of the study

One important limitation of the study is that even though previous research in the field has shown that psychosocial factors can influence children's level of media literacy, such as academic competence and social acceptance (Livingstone et al., 2013, p. 353), this current study did not include any interview questions or other measurement instruments to assess any possible psychosocial factors influencing their individual level of media literacy. It was not the aim of the study to make any assumptions on psychosocial factors affecting children's level of media literacy, and thus it was not included in the research design. However, it would have been relevant in order to contextualize my results even further.

Another limitation of the study is that I only interviewed one parent per child, namely their mother, instead of both the mother and the father. It would have been valuable to the study to get two parental perspectives per child and to investigate whether or not these perspectives align and how this could potentially affect the child. Another option would have been to interview an equal amount of both mothers and fathers, so I would have been able to determine whether gender played any factor in choice of parental mediation style or attitude

towards media usage. However, this was not possible for my study due to the fact that my participants have the traditional mother and father-division, with the father working fulltime and the mothers picking up their children from school. Since all of my interviews took place right after school, I could only interview the mothers.

Finally, another limitation of the study is the number of triads of children, parents and primary school teachers. As the results section shows, I interviewed 18 respondents, which resulted in six triads in total. Six triads is not nearly enough to really draw conclusive statements, even though my study brings forward interesting findings that are either in line with or differentiate from the literature.

5.5 Suggestions for further research

Following the aforementioned limitations of my study, one of the suggestions for further research, then, would be to conduct a very similar research but with certain tweaks in its research design, such as interviewing both two parents per child and to take psychosocial factors more into account. One way to do this would be to set up the interviews during a time when both parents are available, such as during the evenings or on the weekends, or to set up two different appointments to talk to both the mother and the father. A way to take psychosocial factors more into account would be to include them in the interview set-ups, with questions designed to gather information on psychosocial factors such as academic competence and social acceptance of the children, and the income level and social wellbeing of the parents.

Another suggestion for further research is based on a theme that was brought forward in the interviews, namely children being exposed to imagery or videos that might contain nudity, or sexual or pornographic themes. In all of the interviews where this was a topic of discussion, the parents responded very negatively in situations where their children stumbled

upon imagery or videos containing nudity or sexual content. They completely restricted the child's access to the material immediately, but then did not explain to the child why they did that. A suggestion for further research deriving from this observation would be to dive further into parental guidance on children accessing visual online content containing themes of nudity, sexuality and/or pornography. A simple image of nude woman's body tends to be immediately labelled as sexual or even pornographic by parents, and thus are considered to be harmful to children. This while nudity is an entirely different entity on its own, which is not sexual or pornographic at all.

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Appendix I: Interview questions for primary school teachers

1. **Om te beginnen, kunt u kort iets over uzelf vertellen?**

   a. Geslacht

   b. Leeftijd

   c. Opleidingsniveau

   d. Aantal jaren werkervaring als docent

   e. Begeleidt u de klas alleen of samen met andere leerkracht?

2. **Waar denkt u aan bij de term 'media educatie'?**

   a. Waar heeft u deze term voor het eerst gehoord?

   b. Definitie media educatie: krijgen leerlingen les / een vak op school over hoe ze om moeten gaan met verschillende vormen van media, leren ze over de gevaren van het internet, krijgen ze computerlessen, etc.?

3. **Denkt u dat media educatie belangrijk is voor kinderen van 6 t/m 8 jaar?**

   a. Zo ja, waarom wel?

      i. Vanaf welke leeftijd denkt u dat media educatie belangrijk is voor kinderen?

         1. Waarom?

      ii. Zijn er specifieke vormen van media waarvan u denkt dat het belangrijk is dat kinderen uitleg / les voor krijgen?

   b. Zo nee, waarom niet?

4. **Bij wie ligt de verantwoordelijkheid om kinderen media educatie te geven?**

   a. Waarom?

      i. In het geval antwoord 'ouders': Denkt u dat ouders geschikt zijn om hun kinderen media educatie bij te brengen?

         1. Hoe kunnen ouders zich het beste voorbereiden/inlezen om hun kinderen media educatie bij te brengen?

      ii. In het geval 'leraren': Denkt u dat leraren geschikt zijn om hun leerlingen media educatie bij te brengen?

1. Hoe kunnen leraren zich het beste voorbereiden/inlezen om hun leerlingen media educatie bij te brengen? (e.g. speciale trainingen, vakken op de lerarenopleiding, etc.)

iii. In het geval 'overheid': Denkt u dat de overheid over de geschikte middelen bezig op kinderen media educatie bij te brengen?

1. Hoe kan de overheid het beste te werk gaan om kinderen media educatie bij te brengen, denkt u?

iv. In het geval 'geen media educatie nodig': Hoe denkt u dan dat kinderen leren om met media om te gaan?

5. **Gebruikt u vormen van media in uw lessen op school?**

a. Zo ja, welke vormen gebruikt u? (e.g. oude media, zoals televisie, radio, kranten, tijdschriften, of nieuwe media, zoals internet, digiborden, smartphones, tablets)

i. Waarom specifiek deze?

ii. Draagt deze implementatie bij aan de media educatie van de leerlingen?

1. Op welke manier?

b. Zo nee, waarom niet?

i. Denkt u dat de implementatie van media in uw lessen bij zou kunnen dragen aan de media educatie van uw leerlingen?

6. **Stel, de overheid zou media educatie een verplicht vak of een verplichte module binnen het basisschool curriculum maken om media-geletterdheid of media-wijsheid bij jonge kinderen te stimuleren en hun beter voor te bereiden op de moderne wereld. Wat zou u daarvan vinden?**

a. Denkt u dat dit nodig is?

b. Kunt u zich een voorstelling maken van een les of een vak media educatie?

i. Wat zouden leerlingen binnen zo een les of een vak kunnen/moeten leren?

c. Welke vaardigheden/kennis zouden kinderen met een les of een vak media educatie op doen?

i. In hoeverre zijn dit vaardigheden/kennis die de kinderen ook elders kunnen opdoen?

    d.   Welke vaardigheden/kennis zouden leraren dan moeten hebben om hun leerlingen op een effectieve manier media educatie te geven?

7. Bent u bekend met het 'Vier-in-balans-model'?

    a.   Zo ja, denkt/weet u of uw basisschool hieraan voldoet?

        i.   Op welke manieren profiteren de leerlingen hier van?

    b.   Zo nee, [uitleg], het Vier-in-balans-model gaat ervan uit dat een school aan vier voorwaarden moet voldoen om op een effectieve manier gebruik te maken van ICT (informatie en communicatie technologieën binnen een educatieve omgeving. Dit zijn (1) visie, (2) expertise, (3) content en applicatie, en (4) infrastructuur. Wat vindt u hiervan? Denkt u dat scholen hieraan zouden moeten voldoen?

        i.   Waarom wel/niet?

        ii.   Zouden leerlingen kunnen profiteren van een school die binnen het 'Vier-in-balans-model' valt?

            1.   Zo ja, op welke manier dan?

            2.   Zo nee, waarom dan niet?

                a.   Op welke manier dan wel?

8. Maakt u zelf op school veel gebruik van vormen van media?

    a.   Kijkt u werk na via een tablet of computer?

    b.   Zien leerlingen u wel eens met uw smartphone?

    c.   Denkt u dat dit van invloed kan zijn op uw leerlingen?

9. Maakt u zelf thuis veel gebruik van vormen van media?

    a.   Welke vormen?

    b.   Denkt u dat uw kennis van en vaardigheden met media van invloed zou kunnen zijn op de leerlingen?

        i.   Zo ja, hoe dan?

            1.   Voelt u zich hiervoor dan ook verantwoordelijk?

        ii.   Zo nee, wat zou wel een invloed kunnen hebben op de media educatie van leerlingen?

10. Denkt u dat leerkrachten in het basisonderwijs baat zouden hebben bij media-trainingen of cursussen?

    a. Zo ja, op welke wijze dan?

        i. Zouden de leerlingen hier dan ook van kunnen profiteren? Op welke manier?

    b. Zo nee, waarom dan niet?

11. Heeft u zelf nog iets toe te voegen over dit onderwerp wat we nog niet behandeld hebben?

Appendix II: Interview questions for parents

1. **Om te beginnen, kunt u kort iets over uzelf vertellen?**
   a. Geslacht
   b. Leeftijd
   c. Opleidingsniveau
   d. Beroep
   e. Hoeveel bent u thuis met uw kinderen?

2. **Denkt u dat u als ouder invloed heeft op het media leven en de media educatie van uw kind(eren)?**
   a. Zo ja, waarom?
   b. Zo nee, waarom niet?
      i. Wat/wie heeft er dan wel invloed op het media leven en de media educatie van uw kind(eren)?

3. **In hoeverre denkt u dat uw eigen media gebruik van invloed kan zijn op het media gebruik van uw kind(eren)?**
   a. Zo ja, waarom? Hoe dan?
      i. Denkt u dat uw eigen mediagebruik een positieve of een negatieve invloed heeft op het mediagebruik van uw kind(eren)?
   b. Zo nee, waarom niet?
   c. Denkt u dat er andere factoren zijn die vanuit de ouders de kinderen kunnen beïnvloeden qua mediagebruik?

4. **Waar denkt u aan bij de term 'media wijsheid'?**
   a. Waar heeft u deze term voor het eerst gehoord?
   b. Definitie media educatie: het vermogen om media in verschillende vormen te benaderen, analyseren evalueren en creëren.

5. **Hoe schat u uw eigen niveau van media wijsheid in?**
   a. Hoe heeft u dit niveau bereikt?

b. In het geval van 'hoog niveau': Denkt u dat dit een positieve invloed heeft op het media leven en media educatie van uw kind(eren)?

c. In het geval van 'laag niveau': Denkt u dat dit een negatieve invloed heeft op het media leven en media educatie van uw kind(eren)?

6. Hoe schat u het niveau van media wijsheid van uw kind(eren)in?

a. Denkt u dat uw kind(eren) goed met media om kunnen gaan?

    i. Zo ja, hoe hebben ze dit geleerd?

b. Denkt u dat uw kind(eren) beter of juist slechter om kunnen met verschillende vormen van media dan u zelf?

    i. Zo ja, waar ligt dit dan aan?

7. Vindt u het belangrijk dat uw kind(eren) goed leren omgaan met media (dus mediawijs worden)?

a. Zo ja, waarom?

    i. Welke vaardigheden/kennis zou(den) uw kind(eren) hebben als zij goed met media om kunnen gaan?

    ii. Zou(den) uw kind(eren) deze vaardigheden en/of kennis ook nog in andere situaties/onderdelen van hun leven toe kunnen passen?

b. Zo nee, waarom niet?

8. Bij wie ligt de verantwoordelijkheid om uw kind(eren) media educatie te geven?

a. Waarom?

    i. In het geval antwoord 'ouders': Denkt u dat u geschikt bent om uw kind(eren) media educatie bij te brengen?

        1. Hoe heeft u zich voorbereid/ingelezen om uw kind(eren) media educatie bij te brengen?

    ii. In het geval 'leraren': Denkt u dat leraren geschikt zijn om hun leerlingen media educatie bij te brengen?

        1. Hoe kunnen leraren zich het beste voorbereiden/inlezen om hun leerlingen media educatie bij te brengen? (e.g. speciale trainingen, vakken op de lerarenopleiding, etc.)

    iii. In het geval 'overheid': Denkt u dat de overheid over de geschikte middelen bezig op kinderen media educatie bij te brengen?

        1.   Hoe kan de overheid het beste te werk gaan om kinderen media educatie bij te brengen, denkt u?

    iv.   In het geval 'geen media educatie nodig': Hoe denkt u dan dat kinderen leren om met media om te gaan?

9. Wat vindt u vooral belangrijk in de opvoeding van uw kind(eren)?

    a. Waar heeft u deze opvoedstijl op gebaseerd?

        i.   Waarom?

    b. Denkt u dat uw opvoedstijl invloed heeft op andere elementen/situaties binnen het leven van uw kind(eren)?

        i.   Waarom wel/niet?

    c. Doet u veel activiteiten samen met uw kind(eren)?

        i.   Waarom wel/niet?

    d. Vindt u het belangrijk dat u uw kind(eren) kan steunen in verschillende aspecten van hun leven?

        i.   Waarom wel/niet?

    e. Beperkt u uw kind(eren) in bepaalde situaties?

        i.   Zo ja, welke dan? En waarom?

        ii.   Zo niet, waarom niet?

    f. Verbied u uw kind(eren) bepaalde dingen (e.g. activiteiten, objecten, situaties, mensen)?

        i.   Zo ja, welke dan? En waarom?

        ii.   Zo niet, waarom niet?

    g. Houdt u de activiteiten van uw kind(eren) goed in de gaten als in de buurt bent?

        i.   Waarom wel/niet?

10. In de volgende situaties omtrent de manier waarop u met uw kind en hun media gebruik omgaat, welke zijn dan op uw eigen situatie van toepassing?

    a. *Gebruiken u en uw kind(eren) het internet samen?*

        i.   Zo ja, waarom doen jullie dit samen?

             1.   Denkt u dat uw kind(eren) kan steunen en sturen in hun activiteiten op het internet?

         a.   Welke invloed zou dit kunnen hebben op het media leven en media educatie van uw kind(eren)?

    ii.   Zo nee, waarom niet?

b.   *Helpt u uw kind(eren) met het begrijpen hoe ze zouden moeten omgaan met mogelijk gevaarlijke situaties online?*

    i.   Zo ja, waarom doet u dit?

         1. In hoeverre voelt u zich in staat om dit te doen?

             a. Waarom wel/niet?

    ii.   Zo nee, waarom niet?

         1. In hoeverre voelt u zich niet in staat om dit te doen?

             a. Waarom wel/niet?

c.   *Stelt u regels of grenzen aan uw kind(eren) in hun media gebruik? Gebruikt u bijvoorbeeld tijdslimieten?*

    i.   Zo ja, op welke manier?

         1. Welke invloed denkt u dat dit heeft op het media leven en media educatie van uw kind(eren)?

    ii.   Zo nee, waarom niet?

d.   *Verbied u uw kind(eren) bepaalde online bronnen of bepaalde content op het internet?*

    i.   Zo ja, welke bronnen/content zijn dit dan?

         1. Waarom heeft u uw kind(eren) deze bronnen/content verboden?

         2. Denkt u dat uw kind(eren) zelf in staat zouden zijn om bronnen en content te beoordelen of deze gevaarlijk zijn?

    ii.   Zo nee, waarom niet?

         1. Denkt u dat uw kind(eren) zelf in staat zouden zijn om bronnen en content te beoordelen of deze gevaarlijk zijn?

e.   *Houdt u het media gebruik van uw kind(eren) in de gaten wanneer u in de buurt bent?*

    i.   Zo ja, waarom doet u dit?

         1. Kunt u uitleggen hoe u dit precies doet?

    ii.   Zo nee, waarom doet u dit niet?

11. Denkt u dat uw eigen opvoedstijl (de we eerder besproken hebben) van invloed is op de manier waarop u uw kinderen bemiddelt in hun media gebruik?

a. Zo ja, op welke manier dan?

    i. Denkt u dat dit een positieve of een negatieve invloed heeft op het media leven van uw kind(eren)?

        1. Waarom positief/negatief?

b. Zo nee, waarom niet?

Appendix III: Interview questions for children

1. **Welke vormen van media gebruik je thuis?**

   a. Lees je boeken?

      i. Wat voor boeken lees je dan?

      ii. Hoe lang lees je ongeveer?

      iii. Lees je alleen of samen met je ouders?

      iv. Lees je boeken voor school?

   b. Kijk je televisie?

      i. Wat kijk je dan?

      ii. Hoe lang kijk je dan?

      iii. Kijk je alleen televisie of samen met je ouders?

      iv. Kijk je televisie voor school?

   c. Luister je naar de radio?

      i. Waar luister je dan naar?

      ii. Hoe lang luister je?

      iii. Luister je alleen of samen met je ouders?

      iv. Luister je naar de radio voor school?

   d. Gebruik je de computer?

      i. Wat doe je dan op de computer?

      ii. Hoe lang ben je op de computer?

      iii. Kun je goed met de computer omgaan?

      iv. Gebruik je alleen de computer of samen met je ouders?

      v. Gebruik je de computer voor school?

   e. Gebruik je een tablet?

      i.   Wat doe je dan op de tablet?

     ii.   Hoe lang ben je op de tablet?

   iii.   Kun je goed met de tablet omgaan?

   iv.   Gebruik je alleen de smartphone of samen met je ouders?

     v.   Gebruik je de tablet voor school?

f.   Gebruik je een smartphone?

      i.   Wat doe je dan op de smartphone?

     ii.   Hoe lang ben je dan op de smartphone?

   iii.   Kun je goed met de smartphone omgaan?

   iv.   Gebruik je alleen de smartphone of samen met je ouders?

     v.   Gebruik je de smartphone voor school?

g.   Gebruik je een spelcomputer? (e.g. Nintendo DS, Playstation, Wii, etc.)

      i.   Wat speel je dan op de spelcomputer?

     ii.   Hoe lang speel je dan op de spelcomputer?

   iii.   Kun je goed met de spelcomputer spelen?

   iv.   Speel je dan alleen op de spelcomputer of samen met je ouders?

     v.   Gebruik je de spelcomputer voor school?

2. Welke vormen van media gebruik je op school?

a.   Gebruikt de juf en/of meester een smartboard?

      i.   Wat vind je daar van?

     ii.   Vind je dat de juf en/of meester goed uitlegt met het smartboard?

b.   Gebruik je zelf een computer en/of tablet op school?

      i.   Waar gebruik je deze voor?

     ii.   Hoe lang gebruik je deze dan?

      iii.   Gebruik je alleen de computer of doe je dit samen met een

           klasgenootje?

      iv.   Helpt de juf en/of meester je op de computer?

c.   Gebruik je het internet op school?

       i.   Waar gebruik je het voor?

      ii.   Hoe lang gebruik je het internet dan?

      iii.   Gebruik je het internet alleen of doe je dit samen met een klasgenootje?

      iv.   Helpt de juf en/of meester je met het internet?

Appendix IV: Visual stimuli used during interviews with children
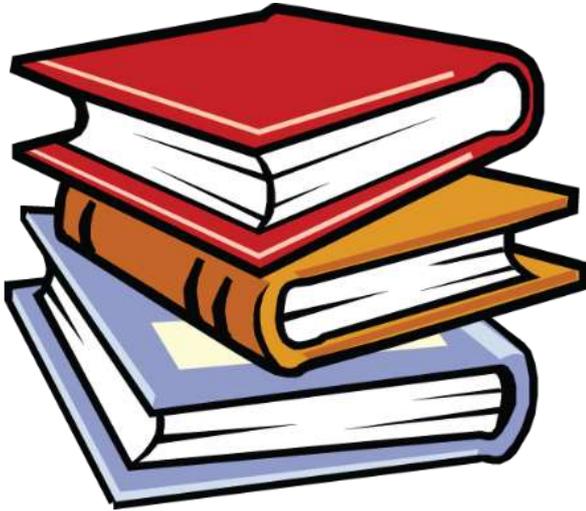
Image 1: image of books

Image 2: image of television

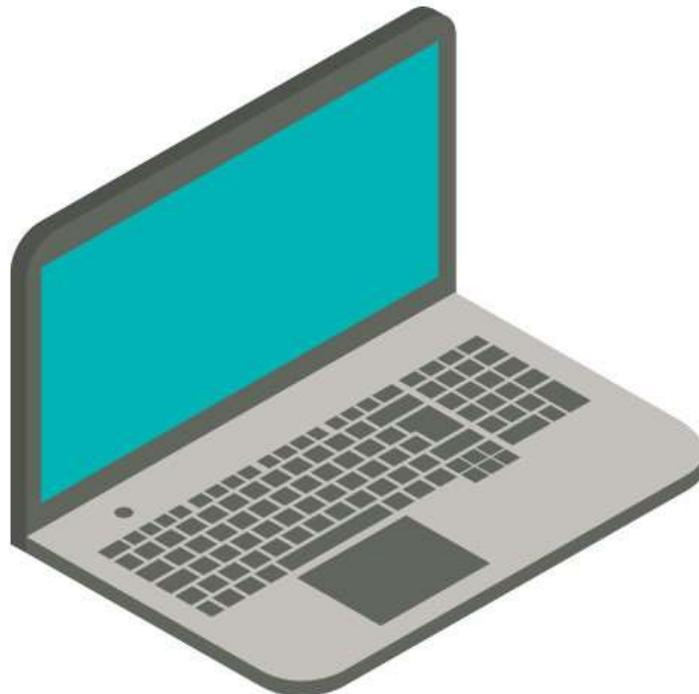*Image 3: image of radio*

Image 4: image of computer

Image 5: image of iPad

Image 6: image of iPhone

Image 7: image of game consoles