



Anna-Maria Klemi-Stojanov

The Visibility of Media Education and Media Emphasis on Daycare's Everyday Life

Questionnaire for the Parents

Metropolia University of Applied Sciences

Social Services

Bachelor of Social Services

Thesis

03.10.2021

Abstract

Author(s): Anna-Maria Klemi-Stojanov
Title: The visibility of media education and media emphasis on daycare's everyday life
Number of Pages: 23 pages + 1 appendix
Date: 4 October 2021

Degree: Social Services
Degree Program: Bachelor of Social Services
Specialization option: Kindergarten teacher
Instructors: Jukka Törnroos, Lecturer
Satu Hakanen, Lecturer

The purpose of this research-based thesis was to gather information from parents about their views on how media emphasis and media education are executed in a working life partner daycare and to get developmental ideas from the parents and develop those ideas further. The media emphasis was one of the daycares' policies. A questionnaire was made for the parents of the children, and it was divided into two sections: media education and media emphasis. After more generalized questions, developmental ideas for these matters were asked. The questionnaire was a qualitative study and it contained open-ended questions and a few questions that had answer options. Six answers were received from the parents.

This thesis was created to start a conversation and add knowledge of media education since each person might view it differently. General information was introduced as well as the benefits and disadvantages of media education. The developmental ideas were developed using the National Core Curriculum of Early Childhood Education and Care as a guide together with the answers from the parents. Even though the media emphasis is one of the policies, the staff and the parents seemed to have little idea of it. Ideas on how to develop this were introduced as well.

The results were analyzed with thematic and quantitative analysis. From the results of the questionnaire, a key concept was gathered. The parents wished to be informed more about media education and emphasis. They wanted to know how this is seen in the everyday life of the daycare and what the children are learning. They wanted to participate more. The results showed that there is a need for more clear guidelines for the media emphasis in the daycare as well as more communication between the daycare and home.

Keywords: Media education, Early childhood education.

Tiivistelmä

| | |
|-------------------------|--|
| Tekijä: | Anna-Maria Klemi-Stojanov |
| Otsikko: | Mediakasvatuksen ja mediapainotuksen näkyvyys päiväkodin arjessa |
| Sivumäärä: | 23 sivua + 1 liite |
| Päivä: | 4 lokakuu 2021 |
| Tutkinto: | Sosionomi |
| Tutkinto-ohjelma: | Sosiaalialan tutkinto-ohjelma |
| Suuntautumisvaihtoehto: | Varhaiskasvatuksen opettaja |
| Ohjaajat: | Jukka Törnroos, Lehtori Satu Hakanen, Lehtori |

Tutkimuskeskeisen opinnäytetyön tarkoituksena oli kerätä informaatiota vanhemmilta koskien heidän näkemyksiänsä mediakasvatuksen sekä mediapainotuksen toteutumisesta yhteistyöpäiväkodissa sekä kerätä kehitysideoita vanhemmilta ja kehittää niitä pidemmälle. Mediapainotus on yksi päiväkodin käytännöistä. Kysely tehtiin vanhemmille ja se jaettiin kahteen osaan: mediapainotukseen sekä mediakasvatukseen. Yleisien kysymyksen jälkeen, kysyttiin kehitysideoita liittyen näihin kahteen konseptiin. Kysely oli kvalitatiivinen tutkimus ja se sisälsi avoimia kysymyksiä sekä muutamia kysymyksiä vastausvaihtoehtoilla. Kuusi vastausta saatiin vanhemmilta.

Tällä opinnäytetyöllä haluttiin aloittaa keskustelu ja lisätä tietoa mediakasvatuksesta, sillä jokaisella ihmisellä saattaa olla siitä erilainen näkemys. Mediakasvatuksesta kerrottiin yleistä tietoa sekä siihen liittyviä hyötyjä ja haittoja. Varhaiskasvatussuunnitelman perusteita sekä vanhemmilta saatuja vastauksia käytettiin apuna kehitysideoiden kehittämisessä. Vaikka mediapainotus on yksi päiväkodin konsepteista, henkilökunnalla sekä vanhemmilla vaikutti olevan hyvin vähän tietoa asiasta. Tähän konseptiin esitettiin myös kehitysideoita.

Tulokset analysoitiin käyttäen temaattista sekä kvantitatiivista analyysia. Tuloksista pystyttiin erottamaan avainkäsite. Vanhemmat toivoivat lisää informaatiota mediakasvatuksesta ja -painotuksesta. He halusivat tietää, miten tämä näkyy päiväkodin arjessa ja mitä lapset oppivat. He halusivat osallistua enemmän. Tulokset osoittivat, että päiväkodilla on tarve selkeämpiin ohjeisiin mediapainotuksesta sekä kommunikaation lisäämiseen kodin ja päiväkodin välillä.

Avainsanat: Mediakasvatus, Varhaiskasvatus.

Contents

| | | |
|-------|---|----|
| 1 | Introduction | 1 |
| 2 | National Core Curriculum of ECEC | 2 |
| 3 | Media Education in ECEC | 4 |
| 3.1 | Benefits of Media Education for Children | 7 |
| 3.2 | Disadvantages of Media Education for Children | 9 |
| 4 | Implementation | 11 |
| 4.1 | Research Question | 12 |
| 4.2 | Questionnaire | 12 |
| 4.3 | Justifications for the Questions | 12 |
| 4.4 | Analyzing the data | 13 |
| 4.4.1 | Thematic Analysis | 14 |
| 4.4.2 | Quantitative Analysis | 15 |
| 5 | Outcomes | 15 |
| 5.1 | Results | 16 |
| 6 | Conclusion | 17 |
| 7 | Discussion | 18 |
| 7.1 | Developmental Ideas | 19 |
| | References | 21 |
| | Appendix | 24 |
| | Questionnaire questions | 24 |

1 Introduction

Early childhood education and care (later referred as ECEC) in Finland is controlled with different legislative materials, in those documents, there are guidelines and contents that the organization of ECEC should include. Media education is part of the content, and it has an important role to tie many different parts of the curricula together. In ECEC media education is defined as “goal-oriented interaction involving educators, learners, and media culture. The aim is to promote early childhood education’s general educational goals by enhancing media literacy.” (Salomaa & Mertala 2019:3).

This thesis focuses on parents’ points of view about media education in the chosen ECEC facility. The aspect of media emphasis is also included within the research since that is one of the facility’s policies. Previous research done about the topic focused mostly on children and media education or children and media technology.

The working life partner for this thesis is a daycare that emphasizes media and media education. The goals for media emphasis and media education are based on the national core curriculum, municipal curricula, and the daycare’s own media guidebook. They have discussions within the staff frequently about media education and they ponder ways it could be implemented better in the group activities. They do not have any additional curricula besides the national and municipal documents that they follow regarding the emphasis or the media education.

I have worked in this daycare as a substitute on many occasions, so I was able to read the customer satisfaction survey they held there. The survey had many questions, such as if the parents are satisfied with the daycare or if they would like to participate more, and there was an open part where parents had a chance to give feedback. Parents wrote that they cannot see how the media specifically is being emphasized in the daycare or that they did not understand

the difference between media daycare or a regular daycare, based on these findings I decided to create my thesis. The goal is to help the parents to understand the difference and develop ideas based on their answers. Other than that, the parents were content with the daycare service. A questionnaire was made for the parents asking their opinions and expectations of the emphasis and media education.

2 National Core Curriculum of ECEC

The purpose of the national guidance is to create equal prerequisites for the comprehensive growth, development, and learning of the children participating in ECEC (Finnish National Agency for Education 2018: Chapter 1. National Core Curriculum for Early Childhood Education and Care). The national curriculum is created to follow the act on ECEC, and it has the same aims as the act. Transversal competences are an important part of the organization of ECEC. Multiliteracy is a key part of these competences when considering them with media education.

Multiliteracy is the skillset of being a human that lives in a diverse world as well as the ability to understand others and being understood in return (Mannerheimin lastensuojeluliitto 2018:6). It is also a core competence that is needed in the everyday lives of children, from the point of interaction and understanding culturally versatile messages and the world around us. It is defined as skills in interpreting different messages and producing them. This skillset includes different types of literacy such as visual, numerical, media, and basic literacy. Children are encouraged to use e.g., digital environments to explore, use and produce various messages. An example provided by an adult is needed for children to develop multiliteracy as well as a fertile textual environment, cultural services that are produced for children, and culture created by children. (Finnish National Agency for Education 2018: Chapter 2.7. Transversal competences: Multiliteracy and competence in information and communication technology.)

Multiliteracy is related to the skillset of thinking and learning. The basis of it is a broad concept of texts, which states that different texts can be in a written, spoken, audiovisual and digital form. (KARVI 2019:14.) In Finnish ECEC curricula, multiliteracy is understood broadly. It does not refer only to printed material, but it refers as well to sounds, videos, and graphics. It is a part of transversal competence, and it should be taught as a part of the contents of the curricula, not as its own subject. (Kumpulainen & Sefton-Green 2019:9.)

Versatile working methods are guided by the interests of children, the tasks set and aims set for ECEC, the age of children, their needs, and prerequisites. Functional working methods that promote creativity and participation are natural ways of learning for children. These types of methods could be for example free or supervised play, exploring, physical activities, artistic experimentation, and expression. (Finnish National Agency for Education 2018: Chapter 4.3. Versatile working methods.) Media education should utilize these versatile methods and incorporate them into the daily life of daycare.

The learning areas of ECEC are used as a guide when planning and implementing the activities. These learning areas are “Rich world of languages”, “Diverse forms of expression”, “Me and our community”, “Exploring and interacting with my environment” and “I grow, move and develop”. Media education falls into the area of “me and our community”. The goal of media education in ECEC is to support children’s opportunities for being active and express themselves in their communities. Different types of media are familiarized and producing media is experimented with playfully in a safe environment. Children are guided to use media responsibly while considering their own and other people’s well-being. Media criticality is introduced for the children and the media is related to their lives and its truthfulness is considered. The different themes that are presented in media can be dealt with by children using versatile working methods. (Finnish National Agency for Education 2018: Chapter 4.5. Learning areas: Me and our community.) Locally each municipality follows the national core curriculum with its additions. They usually provide a document that includes points from the national document with their additions.

When organizing ECEC it is important to listen, respect, and consider different views, opinions, and initiatives from children, guardians, and personnel. Guardians should be allowed to influence the planning of the care. By providing the guardians with opportunities, it will allow children to grow in different levels such as developing their understanding of community rights, responsibilities, and the consequences of actions. (Finnish National Agency for Education 2018: Chapter 3.1. The Development of the Operational Culture and the Principles Guiding it: Participation, equality, and equity.)

Working with guardians is important and parental participation benefits the children and allows them to grow as unique individuals. Teachers and parents bring different things to the table and together knowledge will be combined. Each parent brings something different to the table of ECEC, they bring their cultural backgrounds, views, values, and assumptions and knowledge of their children. Parental participation in ECEC can improve social capital generally, and it can be an important aspect in promoting equality within the community. (Purola & Kuusisto 2021:3, 11.)

3 Media Education in ECEC

Media education is defined as a type of pedagogy that develops and strengthens children's media skills. Supporting social, emotional, cultural, and intellectual growth is an important part of media education. (Mannerheimin lastensuojeluliitto 2017:5.)

Media criticality is a goal of media education. It is received when practicing media skills, which include e.g., the skills for receiving information, interpreting information, self-expression, and interacting with media. The critical view includes the ability to analyze, interpret, create, express, participate, question, and use media selecting them to their own and common needs. (Stakes 2008:9.) There are three different levels of media criticality, functional levels where a child learns to use media, practical levels where the child identifies their own needs for media use and evaluates them, and critical levels where

child evaluates themselves as a media user and identifies how media presentations effects in various levels. (Stakes 2008:20.)

The goal based on safe media content is to develop a child's understanding of media culture and reinforce the child's media skills in the way that later children can utilize media for informative, proficient, and social needs throughout their lives. And to promote a child's ability to act responsibly with media and to consider own and other people's well-being. (Stakes 2008:11.) Media culture refers to the culture where media presentations and communication are at the center of the culture (Stakes 2008:9).

Media education does not necessarily require technological tools and personnel does not have to follow any latest trends. Even though technical aids are not prerequisites, they are still naturally part of modern everyday life and enrich pedagogical action. From a child's point of view, there is no "new" or "old" media or technology. Media does not appear in ECEC, it is part of life in any case. (Mertala & Salomaa 2016:166-167.) Using technological devices does not guarantee quality media education. Other types of content and tools for media education include e.g., newspapers, books, movies, music, games, virtual learning areas, camera, and pictures. (Stakes 2008:15.)

In ECEC the most important task of media education is the separation of facts and fiction, what are fictive media, documentative media, and advertisement. These are learned when making your own stories and media content and getting familiar with different media channels. (Salokoski & Mustonen 2007:29.) The child has a right to receive media education that is based on their needs, age, and developmental level, to familiarize media in safe surroundings and to get familiar with media equipment and content that is not dates, express themselves with media equipment, and receive support for it. (Stakes 2008:10-11.) According to Salomaa (2016) media education in ECEC contains four categories: "educational goals and values in relation of media literacy, human beings and their growth and development, media and the educator as a media

educator and the importance of ECEC for human growth in media culture”. (Salomaa 2016 cited by Salomaa & Mertala 2019:5.)

Media literacy is practiced as part of media education. It refers to the ability to express oneself with different media, obtain information with media, and separate and critically interpret different media texts. (Mediakasvatuskeskus Metka Ry 2006:8.) Children bring subjects to play from media. The idea behind media play is usually an experience that is based on pictures, sounds, or performance that child deals with play. (Stakes 2008:16.) Media play is part of media education where the child produces their media with pictures and sound (Santavuori 2011).

Digital making is a concept where children create their media by using digital technology. Valkonen, Kupiainen, and Dezuanni (2020) used this method in their case study when studying teaching multiliteracy to children. Digital making allows children to be more creative and informal when interacting with digital technologies (Valkonen & Kupiainen & Dezuanni 2020:478). Multiliteracy corresponds with media literacy, both include looking at different materials critically, creatively, and responsibly (Potter & McDougal 2017 cited by Kumpulainen & Sintonen & Vartiainen & Sairanen & Nordström & Byman & Renlund 2018:6).

Qualitative pedagogical action enhances the development of children’s multiliteracy and broad-based learning. Monilukutaitoa opitaan ilolla (MOI) “Multiliteracy is learned with joy” is a program that focuses on reading at different levels. In ECEC the aim is to promote multiliteracy amongst children and teach the personnel. Children are naturally wondering different things and aspects. MOI focuses on science, art, and stories. These categories tie themselves in the transversal competences of the National Core Curriculum of ECEC. By approaching multiliteracy with these three concepts, it enables the comprehensive development and learning of essential learning areas. (Kumpulainen et al. 2018:5, 7 & 12-13.)

It is important to provide children equal opportunities to learn from media and grow in media culture. Equally, it is necessary to encourage activities that might feel strange or uninteresting for a child at first. This is a way to diversify child's media knowledge and provide alternative experiences with media.

(Mannerheimin lastensuojeluliitto 2017:14.) One can utilize children's developmental stages in media education in searching for interesting media content. In ECEC versatile media skills are practiced. These skills include safety skills, emotional skills, social skills, and skills of receiving and producing media as well as communication. (Stakes 2008:13 & 17.)

Safety skills include protecting from disturbing influences of media and teaching necessary skills to counter that. Emotional skills have different goals. Those are identifying emotions that might arise from media and controlling those, evaluating, and controlling own media relationship and media behavior, and identifying own media needs. With social skills, a child learns to respect other views and interpretations, learns to express their opinions and thoughts, how to work with others and how to utilize different communicative devices. Lastly, the skills for receiving and producing information include critical pondering, interpret, and analyze media experiences and form opinions. And that a child will form a concept of how media works in different ways and constructions and how to use media equipment and create their own media culture. (Stakes 2008:17, 28 & 19.)

3.1 Benefits of Media Education for Children

Media education supports broadly the reinforcement of current life skills in children's lives and partially supports the realization of common aims of ECEC (Mertala & Salomaa 2016:158). Media education offers children the opportunities for active activities and self-expression as well as promotes the opportunities for experience of participation and influencing. Children will strengthen their media skills while they are part of the planning, execution, and evaluation of media educative action together with personnel or guardians. (Mannerheimin lastensuojeluliitto 2018:6.) With media, children can perceive

their environment in diverse ways that are preferable for them: interpretation and evaluation, interpretation and experimenting, producing, and expressing. Media opens various opportunities to imagine, experience, and create meanings from the world surrounding us. It develops children's multiliteracy as well as the competence of information and communication technology. (Mannerheimin lastensuojeluliitto 2018:10.)

Media education utilizes the natural ways of working for children, which are exploring, movement, artistic experiencing, and playing. When combined with media education, each of these methods has different benefits for children. With these ways of working, a child can reinforce their well-being and conception of themselves. (Mediakasvatuskeskus Metka Ry 2006:10.) Media education makes use of these ways of working and helps children to practice different skills (Niinistö & Ruhala 2007:126).

Movement combined with media education can help children to develop coordination skills, perception of space, and balance. With artistic experiences, children will have opportunities to use imagination, turn fairy tales into reality and turn reality into fairy tales. This will benefit children when it creates the joy of learning, different shapes and voices, colors, scents, sensations, and a combination of different sensory experiences. (Mediakasvatuskeskus Metka Ry 2006:11.) Media play has become more common in children's play. Children use what they see, experience, and hear as content during their play. Children continuously develop their abilities to differentiate their experiences and what they see during play. Play can be used to deal with difficult issues such as violence. That is the natural way to deal with issues for children. (Mediakasvatuskeskus Metka Ry 2006:12-13.)

Media education enables empowering experiences that strengthen child's sense of power over themselves. This experience can arise when the child sees themselves as part of a movie or a photograph. (Niinistö & Ruhala 2007:128.) Studies have shown that media tools that are designed well can develop

children's language, reading, and second language skills (McGee & Richgels 2006 cited by Lieberman & Bater & So 2009:274).

Media education allows children to practice their emotional and interaction skills. Various types of emotions and ethical questions that occupy children's minds and happen in different situations of daily life are pondered with children. This type of action reinforces children's interaction skills. Children are thought to observe, name, and be aware of their own emotions. Learning how to be compassionate and how to acknowledge others are a big part of growing to responsibility. Children need to have a safe space to express their negative emotions as well, children need to know that there is a safe space to express their emotions. (Mannerheimin lastensuojeluliitto 2017:18.) According to Mustonen (2001) media allows children to get second-hand experiences of different emotions and models for identification which they might not get without media. This supports the development of children's emotional life. (Salokoski & Mustonen 2007:46.)

3.2 Disadvantages of Media Education for Children

Media technology raises concerns. One of them is that media might simplify things and for example, different stereotypes and gender roles are overemphasized (Mustonen 2006:16). Based on these overemphasizing examples from media, children's perceptions of themselves are modified (Salokoski & Mustonen 2007:35).

Children might have difficulties in differentiating facts from fiction. They model their behavior from media and the messages received from media mirror the values of the society. Adults in children's lives need to make sure that the world view and perception of values and reality will not be built solely from the media's point of view. It is important to make sure that the content of media is age-appropriate. Children need to be protected from emotions that are too powerful or agonizing. (Mustonen 2006:16.) This is part of the media criticality that media education teaches to children.

Media generalizes also other perceptions e.g., regarding the trust between people as well as distrust (Salokoski & Mustonen 2007:36). In conclusion, learning from media can be negative or positive which depends on the content of the media that children are exposed to (Salokoski & Mustonen 2007:31). Salokoski & Mustonen (2007) introduced Valkenburg's (2001) six separate categories of how media might negatively affect the creativity and development of the play. These are exclusion hypothesis, passivity hypothesis, fast paste hypothesis, visual image hypothesis, anxiety hypothesis. and alertness hypothesis (Salokoski & Mustonen 2007:43).

The basis of the exclusion hypothesis is that media can isolate children and there is no time for free play and imagination (Singer & Singer 1990 cited by Salokoski & Mustonen 2007:43). It is proven that television takes a lot of young child's time that would have been used for free play (Comstock & Scharrer 2001 cited by Salokoski & Mustonen 2007:43). According to Valkenburg (2001), the passivity hypothesis starts from the assumption that television is an easy medium that does not require much mental effort and it creates an "entertain me" attitude when the child will have passivity to use their imagination and creativity (Salokoski & Mustonen 2007:35). This is related to the exclusion hypothesis, but it does not have any scientific evidence. While watching television children still interprets actively media content and messages.

The fast paste hypothesis gets its origin from the quick twists of events that allow children only a little amount of time to process those events that can lead to cognitive overload, impulsivity, and non-reflective thinking. There is no scientific evidence that the quality and amount of imagination suffer because of television. Valkenburg (2001) states that visual images would be a risk for the narrowing of a child's creativity. It would weaken the ability to create new thoughts. Studies have shown that verbal information creates more thoughts than visual media, but this can be explained by the fact that children might have difficulties remembering verbal information and they would need to use their memory more than with visual media. (Valkenburg 2001 cited by Salokoski & Mustonen 2007:44.)

The premise of the anxiety hypothesis is that violent media content reduces imaginative play and creativity because of the fear reaction. Studies show that the reactions to violence would disturb a child's normal development of play and creativity. Each child reacts differently to the content of the media. (Paik & Comstock 1994 cited by Salokoski & Mustonen 2007:45.) The final hypothesis, the alertness hypothesis, states that television programs produce hyperactive and impulsive behavior. Studies have shown that action-based and violent content raises the alertness of children which causes restlessness, hyperactive behavior, and impulsivity. (Singer & Singer 1981 cited by Salokoski & Mustonen 2007:44.)

Media does not destroy creativity when the content is child-friendly and age-appropriate. Time spent with media and the content affects child's play. (Salokoski & Mustonen 2007:45.)

4 Implementation

The questionnaire had nine questions that were divided into two parts, a part about media emphasis and a part about media education (See appendix). All the questions were mandatory, and two elaborative non-mandatory questions were added. There were two types of questions, open questions, and a variation of the Likert-scale set of questions. "Likert scale is designed to measure people's attitudes, opinions, or perceptions. Subjects choose from a range of possible responses to a specific question or statement. Often, the categories of response are coded numerically, in which case the numerical values must be defined for that specific study." (Encyclopedia Britannica 2020.) With this questionnaire, the Likert-scale was used with the questions that measured the parents' satisfaction. Open-ended questions were chosen because it is easier for the parents to express themselves when writing the answers, other type of question might limit what they would like to express.

4.1 Research Question

Based on this a research question was formed which is as follows: “What are parents’ expectations and possible developmental ideas of media education and media emphasis in the daycare center?” The implementation of these ideas will be formed based on the answers of the parents.

4.2 Questionnaire

The questionnaire was executed with Metropolia’s e-form, that is secure, and the results will be accessible for the admin only, which is me. Parents were provided a link for answering via email. Questionnaire was a qualitative study, it is defined as “research that contains gathering and evaluating non-numerical data to understand concepts, opinions, or experiences” (Bhandari 2020). A research permit was made for the daycare and an informative email with the link for the parents. Each question of the questionnaire was relevant and justified. Parents were given two weeks to answer the questionnaire. A reminder was be sent if they did not answer by a certain date which was set close to a due date.

The questionnaire was anonymous and completely voluntary, and the parents were informed that the answers will be used for the thesis. The answers were collected and only the admin has access to that data.

4.3 Justifications for the Questions

Even though the questionnaire was divided into two themes, media emphasis, and media education, some of the questions had similar ideas behind the execution. The questionnaire started with the question: when you applied to the daycare, did you know that it had a media emphasis. This question was simple with ‘yes’ and ‘no’ answer options. It was chosen because I wanted to know if the emphasis was familiar to the parents.

Media education as well as media emphasis is a concept that might be understood differently amongst the parents, that is why the questions where

parents had an opportunity to open the concepts and give their ideas about them were added. These questions were ‘how the emphasis is seen and what is media education. Understanding parents’ perspectives allowed me to find where the need is. Is there a need to clarify the concepts for the parents?

The questions about the satisfaction of the media emphasis and media education at the daycare center had also an elaborative question which was not mandatory, “If you are not happy, why?” Parents were able to tell why they are not satisfied. These questions were the only ones where the Likert-scale was used as an answer option. By choosing this type of option, it makes a clear view when looking at the answers. From the answers to the elaborative question, I was able to see if parents think there is a problem that needs to be fixed.

Following questions about parents’ expectations were added because I wanted to see what parents wanted in terms of media education and emphasis, also the question, if the daycare has succeeded to meet the expectations was added. These answers told me if parents had similar expectations for the pedagogy of the daycare and if the parents’ expectations differed much from each other.

The last questions were about the concrete developmental ideas parents might have for media emphasis and education. It is important in every daycare that parents have an opportunity to be heard and to participate in the pedagogy of the daycare. This was their chance to provide ideas and viewpoints.

The questions about expectations and developmental ideas were the most important in terms of the thesis and for answering the research question. I was able to collect the ideas and data for those answers.

4.4 Analyzing the data

The main analysis method for this was a thematic analysis since most of the questions were open-ended questions. Thematic analysis is a “qualitative research strategy for identifying, analyzing, and reporting identifiable patterns or themes within data” (APA Dictionary of Psychology 2020). For numerical

answers, quantitative analysis was done. It is a “technique that uses mathematical and statistical modeling, measurement, and research to understand behavior” (Investopedia 2020).

4.4.1 Thematic Analysis

The key themes that rose from parents’ answers were the communication between the daycare and home and the usage of different media materials.

When asked how the emphasis is seen in the daycare, the answers were divided into two groups. Three of the parents were not able to say how it is shown. Either they had no idea, or they thought that older kids might do some tasks related to emphasis that younger kids do not do. Or they thought that during the corona times, they have had hard time keeping track on the daycares’ events which is why they cannot see how the emphasis is shown. The other three parents explained that the emphasis is seen with the usage of different media materials. And that children use media as a source when playing and take themes from it for play.

The parents’ expectations for both media education and emphasis add similar themes. Few parents did not have any expectations for both. One parent added that if the daycare wants to keep the emphasis, then it should be shown more in the daycare. Then few parents who said that the daycare has answered their expectations well and that they have not been thinking about the emphasis at all. One parent expected to see more ways to execute media education with the children since the daycare has media emphasis and one parent expected there to be more e.g., photography and music. One parent seemed to be happy that there is as little media presented in the daycare as possible because for the brains of children from age 0-5 it is “use it or lose it” time and using media should be minimized.

When asked about the developmental ideas for the emphasis and media education, the key theme that most of the parents brought up was the communication between daycare and home. From these answers, it is seen that

parents would like to have more information. Parents provided few ideas that could be developed further.

Parents seemed to have a clear idea of media education. Each answer was different but none of them was wrong. Interestingly the parents seemed to know what media education means but looking at the question about satisfaction, the results were average. So, it could be that even though the daycare might do activities related to media education, either parents might not get the info, or they might have difficulties connecting the activity with it.

4.4.2 Quantitative Analysis

Each parent knew when applying that the daycare had media emphasis. That was not surprising, and it was interesting to read about the expectations of parents. There was a bit of variation with the satisfaction of the media emphasis. One parent gave number 2, three parents gave number 3 and two gave number 4. Two parents who gave the lower number explained their answer. Both stated that the media emphasis is not seen daily and that if there should be some type of emphasis, it should be shown in their daily lives. One of the parents who gave the number 4 for satisfaction, explained that they are happy that the emphasis is not shown in the daily lives because they wish that there would be as little as possible.

For media education, there was only one parent who gave the number 4 for the satisfaction question, others gave 3. So, it could be said that they are all in the middle ground, not disappointed but not pleased.

5 Outcomes

In the end, the number of answers received was six. The maximum number of answers that could have been received was approximately 40. Even though there were not that many answers, each answer was useful and had good ideas. The answer percentage was not good, but because the questionnaire

was voluntary this number of answers was expected. One reminder to answer was sent and more time to respond was given. Parents might have chosen not to answer even though they might have seen the questionnaire.

5.1 Results

Most of the ideas received from the parents had a similar basis. For both cases, media education and media emphasis, the parents wished more communication between the daycare and home. Parents suggested some media-related “homework” for children or feedback on how the emphasis is seen on daily basis. From the answers could be seen that parents wished for more information; they might have had different views from each other. The daycare already is keeping parents informed about the weekly activities with newsletters and during the pick-up situation a summary of the child’s day is delivered. With the information about the weekly activities, the staff could add on how the activity is related to media.

One of the parents had a more critical approach to the media. They wished that the daycare would make sure that the amount of time the children would spend on media is beneficial for their development and considered carefully. Also, they mentioned that children should be encouraged to do different activities such as the physical activity or learning interaction skills. The media term in media education might scare some parents since it is usually associated with technology.

Few parents suggested that children could take pictures or videos and learn how to edit them. The parent wanted them to film small videos or a movie. And parents wished that the children would be taught the different forms of media. Parents suggested as well that children could do some media-related trips such as going to the library or movies. A parent went even further and suggested that nearby elementary school could have a media emphasis class, and it could be a place where children from that daycare could enroll. It is a good idea but difficult to execute as a daycare unit.

6 Conclusion

Research questions were: "What are parents' expectations and possible developmental ideas of media education and media emphasis in the daycare center?" Based on the results, the key findings were that parents wished to be informed more and they did not have a clear idea of the media emphasis.

Media emphasis seems to raise questions within parents. It seemed that parents combine media education with media emphasis, it might not be wrong at all, but it is difficult to say how the emphasis is supposed to be seen since the daycare lacks their documents regarding the emphasis subject. The main point that could be seen from the answers was the communication between the daycare and home. It seemed that parents need information about the benefits and disadvantages of media with children. Also, some parents seemed a bit confused about the emphasis concept that the daycare has. Daycare says that they have media emphasis but how it is shown? Providing parents more information will help to clarify the concept and the pedagogy behind media and children. Some parents might think that technology is bad for small children and of course there are disadvantages, but there are benefits as well that should not be forgotten. Media literacy is necessary in modern society, media cannot be avoided so it is important to teach understanding of it correctly to children.

The lack of proper documents about their emphasis might be a sensitive topic for the daycare. It might be difficult to talk with the parents about the concept if the staff does not have a clear idea of it themselves. In this case a clear concept or guidelines about the emphasis would be beneficial. They seem to focus on media education and how it is executed at the daycare and, the emphasis could combine media education with the usage of media technology with children. After setting a clear concept, it would be easier to develop it further.

Previous studies and research have shown that media education is a topic that has been on the surface recently. The theses that were discovered during the

research were about media education and they were functional theses. Many theses were a couple of years old. Research showed that there were more theses than dissertations. I was not able to find much information about the topic of media emphasis. Therefore, it is important within the daycare to clarify that to the parents as well as to the staff.

The research, excluding the theses, done about the topic focuses mostly on children and media technology. The parents' point of view and expectations are not that common. The disadvantages of media education were in all cases about the media itself and the negative effect it might have on children. The research done for this thesis found that the National Core Curriculum of ECEC ties media education with transversal competences, multiliteracy and it should be part of the daycares' curriculum. It is also important to remember that media education does not contain solely technological tools, it includes all works the children have created.

The topic of media emphasis can be sensitive at the daycare. This thesis questions their concept and when doing the interviews and introduction of the thesis to the daycare, it is important to remain sensitive and neutral. Teaching about media to children should be done critically. Children need to be taught how to be critical of what they view on media. When teaching about media for children, it is a good opportunity for parents to gain information about this matter as well.

The thesis and the questionnaire related to it were done critically. The answers were anonymous, and no names were added. Also, the daycare wished to remain anonymous so the text has been written so that the place cannot be recognized.

7 Discussion

This thesis was created to start a conversation on media education and media emphasis and the spread of information. This thesis can be used as a guideline

in teaching about media education for children and parents. From the results, it is seen that parents have some idea of media education, but they need more information about media emphasis. Parents wanted to know how media emphasis is being executed at the daycare also the knowledge about media education varied with parents. It is difficult to answer parents' questions if the staff themselves do not have a clear idea of the emphasis. I believe that this thesis will help the daycare to clarify their concept for themselves and the for the parents.

Now the staff could gather and clarify the concept for all and decide if there will be changes. Each staff member must be on the same page, so they have a clear idea. After that, it is easier to inform parents and plan the pedagogical approach of the daycare. The staff can use this thesis to see what parents need, parents wished more information and communication. Parental participation could be utilized as well. Each parent can bring something new to the table and that is a strength that should be considered. Parents wish to be heard and they want to feel involved in their children's lives. Children spend so much time in the daycare so it should be a place that meets their needs as well as parents' requirements.

This thesis process has taken a long time. I had a clear idea, and it was relatively easy to start the process. However, it was not expected that the process would take as long as it did. The struggle points were with finetuning of the text and finding newer accessible research. The information that I was able to find was a bit older or I did not have access to all the data. It was interesting to see that there were many theses done about media education, even though none of them was directly about the topic of this thesis.

7.1 Developmental Ideas

The main concepts that could be drawn from the results were communication and the importance of sharing knowledge. Based on these following developmental points were introduced.

Daycare would benefit from clear guidelines for media emphasis. When talking to the staff and from the answers of the parents it was seen that each one of them had different perspectives and there was no clear concept. The daycare could decide on how they want to emphasize media. Do they want to focus on media technology such as tablets or computers and different learning platforms or another way for media emphasis could be media education combined with technology? Since media education holds all produced media such as drawings or artwork, the daycare could emphasize some aspect of media education more than another. If the concept is not clear for everyone, it creates different expectations and it might be hard to answer all those expectations.

It could be seen that some parents had narrow views on media education compared to others. Some of the views were more negative than others. Informing parents is important since that way they can see the benefits and pedagogical justification of using media for different activities and they could see how media education intervenes with everyday activities.

Overall, the parents provided good ideas. There is a need for more information going between the daycare and home. Parents want to be informed of how children are learning. Daycare can give out tips for the parents on how they can continue teaching the subject of media education at home, and for example, using Whatsapp groups, so each child group has their chat, can be utilized. It is easier for the teachers to give more specific information on how the children are learning and what they are learning. Parents can then continue with the same techniques or subject at home. Of course, each parent needs to be asked permission to be added to the group and if their children's pictures or art can be shared.

References

APA Dictionary of Psychology 2020. Thematic Analysis

<<https://dictionary.apa.org/thematic-analysis>>. Referred 25.04.2021.

Bhandari Pritha 2020. An introduction to qualitative research

<<https://www.scribbr.com/methodology/qualitative-research/>>. Referred 28.02.2021.

Encyclopedia Britannica 2020. Likert Scale

<<https://www.britannica.com/science/scientific-method>>. Referred 23.04.2021.

Finnish National Agency for Education 2018. National Core Curriculum for Early Childhood Education and Care 2018. E-book. Helsinki: PunaMusta Oy.

Investopedia 2020. Quantitative analysis

<<https://www.investopedia.com/terms/q/quantitativeanalysis.asp>>. Referred 25.04.2021.

KARVI 2019. Varhaiskasvatuksen Laatu Arjessa.

Varhaiskasvatussuunnitelmien toteutuminen päiväkodeissa ja perhepäivähoidossa. Kansallinen koulutuksen arviointikeskus.

<https://karvi.fi/app/uploads/2020/06/KARVI_T0720.pdf> Referred 18.04.2021.

Kumpulainen, Kristiina & Sefton-Green, Julian 2019. Introduction: Multiliteracies and early years innovation: Perspectives from Finland and beyond. In the work of K. Kumpulainen & J. Sefton-Green (Edit.), Multiliteracies and Early Years Innovation: Perspectives from Finland and beyond 1-20

<https://helda.helsinki.fi/bitstream/handle/10138/327233/Kumpulainen_Sefton_Green_Ch_1_Introduction_FINAL_3.pdf?sequence=1> Referred 18.04.2021.

Kumpulainen, Kristiina & Sintonen, Sara & Vartiainen, Jenni & Sairanen, Heidi & Nordström, Alexandra & Byman, Jenny & Renlund, Jenny 2018. Kurittomat palaset: Monilukutaitoa opitaan ilolla

<https://helda.helsinki.fi/bitstream/handle/10138/264091/Kurittomat_palaset_www.pdf> Referred 17.07.2021.

Lieberman, Debra A. & Bates Cynthia H. & So Jiyeon 2009. Young Children's Learning with Digital Media. Computers in the Schools 26 (4). 271-283.
<https://www.researchgate.net/publication/232818900_Young_Children's_Learning_With_Digital_Media>. Referred 27.02.2021.

Mannerheimin lastensuojeluliitto 2017. Media varhaiskasvatuksessa. Tukea tunne- ja vuorovaikutustaitojen vahvistamiseen.
<https://dzmdrerwnq2zx.cloudfront.net/prod/2017/06/28154551/media_varhaiskasvatuksessa_nettiin.pdf> Referred 27.02.2021.

Mannerheimin lastensuojeluliitto 2018. Mediatehtäviä varhaiskasvatukseen.
<https://dzmdrerwnq2zx.cloudfront.net/prod/2018/01/22105733/MLL_Mediatehtavia_varhaiskasvatukseen_www.pdf>. Referred 26.02.2021.

Mediakasvatuskeskus Metka Ry 2006. Mediametkaa! Mediakasvattajan käsikirja kaikilla mausteilla. BTJ Kirjastopalvelu Oy: Helsinki

Mertala Pekka & Salomaa Saara 2016. Kasvatuskeskeinen näkökulma varhaisvuosien mediakasvatukseen. In the work of Pekkala, Salomaa & Spišák (Edit). Monimuotoinen mediakasvatus. Kansallinen audiovisuaalinen instituutti. 154-176 <http://www.mediataitokoulu.fi/monimuotoinen_mediakasvatus.pdf> Referred 26.02.2021.

Mustonen Anu 2006. Mediasta se pienikin ponnistaa. In the work of Mediametkaa! Mediakasvattajan käsikirja kaikilla mausteilla. Helsinki: BTJ Kirjastopalvelu Oy.

Niinistö Hanna & Ruhala Anu 2007. Pienten lasten mediakasvatus. In the work of Kynäslahti, Kupiainen & Lehtonen (Edit). Näkökulmia mediakasvatukseen. Mediakasvatusseura ry. 123-135 <<http://www.mediakasvatus.fi/wp-content/uploads/2018/06/ISBN978-952-99964-1-4.pdf>>. Referred 26.02.2021.

Purola Karoliina & Kuusisto Annika 2021. Parental participation and connectedness through family social capital theory in the early childhood education community. *Cogent Education* (8) 1.

DOI:10.1080/2331186X.2021.1923361

Referred 27.9.2021.

Salokoski Tarja & Mustonen Anu 2007. Median vaikutukset lapsiin ja nuoriin – katsaus tutkimuksiin sekä kansainvälisiin mediakasvatuksen ja -säätelyn käytäntöihin. Mediakasvatusseura ry. <<https://mediakasvatus.fi/wp-content/uploads/2018/06/ISBN978-952-99964-2-1.pdf>>. Referred 26.02.2021.

Salomaa Saara & Mertala Pekka 2019. Media educational consciousness of early childhood student teachers.

<https://www.researchgate.net/publication/323453491_Media_educational_consciousness_of_early_childhood_student_teachers_A_critical_case-description_and_a_suggestion_for_a_cross-curricular_framework>. Referred 17.9.2021.

Santavuori, Risto 2011. Medialeikki

<<https://drive.google.com/file/d/0B3131nVS1keiWC1YVzhFd3UzREU/view>>.

Referred 17.02.2021.

Stakes 2008. Mediakasvatus varhaiskasvatuksessa. Iisalmi: Painotalo Seiska Oy

Valkonen, Satu & Kupiainen, Reijo & Dezuanni, Michael 2020. Constructing social participation around digital making: A case study of multiliteracy learning in a Finnish day care centre

<https://helda.helsinki.fi/bitstream/handle/10138/322852/Valkonen_Kupiainen_Dezuanni_Issue9_2.pdf?sequence=1> Referred 17.07.2021.

Appendix

Questionnaire questions

Attached is a picture of a questionnaire that I made and sent to the parents.

Lomake on ajastettu: julkisuus alkaa 11.3.2021 13.56 ja päättyy 31.3.2021 23.59

Mediapainotus sekä mediakasvatus päiväkodissa

Kyselyyn vastaamisella pääsette olemaan mukana päiväkodin pedagogiikan kehittämisessä!

Mediapainotus

1. Kun haitte päiväkotiin, tiesittekö että siellä on mediapainotus? *

Kyllä
 Ei

2. Miten mediapainotus näkyy päiväkodissa? *

3. Oletteko olleet tyytyväisiä mediapainotukseen? *

1 2 3 4 5

Jos ette olleet tyytyväisiä, miksi?

4. Onko teillä odotuksia mediapainotukselle ja onko päiväkotini onnistunut vastaamaan odotuksiinne? *

5. Kehitysideita mediapainotukselle? *

Mediakasvatus

7. Mitä mielestänne on mediakasvatus? *

8. Oletteko tyytyväisiä mediakasvatukseen päiväkodissa? ? *

1 2 3 4 5

Jos ette olleet tyytyväisiä, miksi?

9. Mielipiteitä ja odotuksia mediakasvatuksesta päiväkodissa? *

10. Kehitysideita päiväkodin mediakasvatukseen? *

Tietojen lähetykset

TALLENNA ESITÄYTTÖ URL

Kiitos paljon yhteistyöstä ja vastauksista! :)