

KEY MESSAGES FOR PARENTS AND TEACHERS RE: DIGITAL MEDIA

Which pieces of advice do they encounter?

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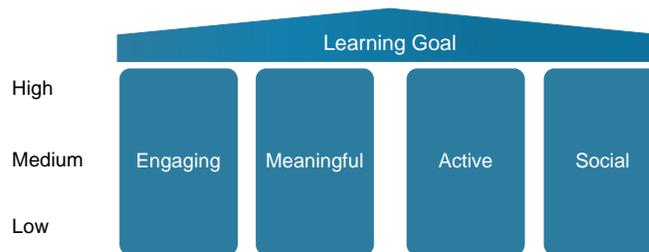
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3 popular messages you hear

1. *Quality* e-books guarantee learning.
1. Read e-books just like traditional books.
1. Give the child the lead!

1. “Children learn literacy skills from *good quality* e-books” (Lowry, L., 2014)

- Science-based framework by Hirsh-Pasek et al., 2015



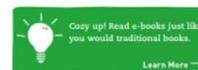
2. “Read e-books just like traditional books!” (Cooney Center, 2014)

USING APPS TOGETHER

Reading together every day



Reading together for 15 minutes every day is a fun way to bond that also supports development and creates a love of reading. Preschoolers who read with their parents start school with larger vocabularies and stronger language skills, which helps them in all school subjects. Apps can make it easier to squeeze in those 15 minutes—with your child's favorite stories—anywhere, any time.



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2. Read e-books just like traditional books!

As far as this advice to read e-books just like traditional book is concerned – sometimes it seemed to work, sometimes it didn't.

In the following video clip you will see a father looking at the interactive e-book: 'Caillou: What's that funny noise?' with his son.

You just saw an example in which the **dialogic exchange** around the e-book **worked quite well**. But we did find a **relatively large group of parents** (at least 25%) for whom the **suggestion** to "read e-books just like traditional books" **very obviously did not work**. [This is in line with results from a co reading survey by Vaala & Takeuchi, 2012: 1/3 of (iPad owning) parents say that it's just too difficult to read with a child on digital devices! And their children had TD language.]

Video of boy: 4;1 and father reading together that was presented during the conference, deleted for internet posting

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2. Read e-books just like traditional books!

So let us next take a look at a counter-example. You will remember this dyad that I showed you yesterday, and I will just show one minute of the same video again.

- **So some parents obviously have a difficult time when they try to use exactly the same strategies with e-books that they know from reading traditional books.**

Video of girl 4;3 and mother reading together that was presented during the conference, deleted for internet posting

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3. Give the child the lead.



- “By placing your child in the driver’s seat, apps can be fun ways to learn and can foster curiosity.” (Cooney Center/Family Time with Apps)
- “Talk about the story – Follow your child’s lead and have discussions about whatever interests him or her about the story.” (Lowry, Lauren/E-book or Paper book: What’s Best for Young Children?)

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3. Give the child the lead!

- Four video excerpts of parents using different strategies to structure the iPad reading interaction deleted for internet posting

Synopsis

1. Advice for parents on how to use e-books is often based on research with **paper books**.
1. When parents try to implement that advice, it **doesn't always work well**.

Round-table discussion

1. What are **your own perspectives** on the three pieces of advice that were introduced in this presentation?
 - *Quality* e-books guarantee learning.
 - Read e-books just like traditional books.
 - Give the child the lead!
2. What do you think are the most **important key messages** that we should transmit to *parents* and *teachers* about digital media use with children?
 - Each table please report back the **2 most important** key messages.

60 min: discussion
15 min: reporting back



Impulse: Language is key

- **What have we found to work** in dyads, who were successful at sharing e-books? Clearly, parent and child often have differing expectations when a device such as the ipad comes into play. While the parent may think 'I get to read and talk', the child's first interest often is to touch and play. We think that **language is key** for communicating such **different expectations** and in this way create a SR experience that presents a good learning context for both.

To recapitulate: We have seen an example in which the mother provided a verbal framing of the interaction at the outset. In this way she defined each reader's role.

- A second aspect concerned the language used **in the process of sharing** the book, e.g. **parallel talk** where the adult verbalizes the child's actions and what he or she triggers on the screen.
- This is the kind of talk that is **contingent upon the child's engagement** with the book, and where the adult **follows the child's attention structure**. If the **animations** are of a **high quality**, they'll enrich the child's understanding of key vocabulary and important elements of the storyline.
- Video of boy 4;8 reading with mother deleted for internet posting