Rationale for a Media Literacy Intervention for Parents of 5-10 Year Old Children

Emily Brogan-Freitas  
*Chapman University*, broga100@mail.chapman.edu

Allie White  
*Chapman University*, white214@mail.chapman.edu

Hana Polizzotto  
*Chapman University*, polizzotto@chapman.edu

Faith Escalera  
*Chapman University*, escal119@mail.chapman.edu

Lauren Graziani  
*Chapman University*, grazi102@mail.chapman.edu

See next page for additional authors

Follow this and additional works at: [https://digitalcommons.chapman.edu/cusrd_abstracts](https://digitalcommons.chapman.edu/cusrd_abstracts)

Part of the [Health Communication Commons](https://digitalcommons.chapman.edu/cusrd_abstracts)

Recommended Citation  
Brogan-Freitas, Emily; White, Allie; Polizzotto, Hana; Escalera, Faith; Graziani, Lauren; Ima, Ashley; and Stack, Alex, "Rationale for a Media Literacy Intervention for Parents of 5-10 Year Old Children" (2019). *Student Scholar Symposium Abstracts and Posters*. 318.  
[https://digitalcommons.chapman.edu/cusrd_abstracts/318](https://digitalcommons.chapman.edu/cusrd_abstracts/318)

This Poster is brought to you for free and open access by the Center for Undergraduate Excellence at Chapman University Digital Commons. It has been accepted for inclusion in Student Scholar Symposium Abstracts and Posters by an authorized administrator of Chapman University Digital Commons. For more information, please contact laughlin@chapman.edu.
Rationale for a Media Literacy Intervention for Parents of 5-10 Year Old Children

Authors
Emily Brogan-Freitas, Allie White, Hana Polizzotto, Faith Escalera, Lauren Graziani, Ashley Ima, and Alex Stack

This poster is available at Chapman University Digital Commons: https://digitalcommons.chapman.edu/cusrd_abstracts/318
Introduction
Children interact with electronic screens, media, and advertising at younger and younger ages, but there is nascent empirical research on how parents’ attitudes and beliefs affect, and ultimately impact, their children’s media behaviors. Guidelines for such behaviors have been forwarded by the American Academy of Pediatrics (AAP). This exploratory study attempts to better understand how parental critical thinking skills, perception of media risk, knowledge of media effects, and media self-efficacy influence parents’ mediation of children’s media use and children’s media exposure through the lens of media literacy, or the ability to access, analyze, and evaluate media.

Hypotheses and Research Questions

RQ1: To what extent do parents comply with the AAP recommendations?
RQ2: Which mediation strategy do parents engage in more?

H1: Parents’ mediation of children’s media use will be positively correlated with their critical thinking skills.
H2: Parents’ mediation of children’s media use will be positively correlated with their perception of media risk.
H3: Parents’ mediation of children’s media use will be positively correlated with their level of media literacy.
H4: Children’s media exposure will be negatively related to their media self-efficacy.
H5: Children’s media exposure will be negatively related to parents’ perceptions of media risk.
H6: Children’s media exposure will be negatively related to their parents’ level of media literacy.
H7: Children’s media exposure will be negatively related to their parents’ media self-efficacy.
H8: Children’s media exposure will be negatively related to parents’ critical thinking skills.

Methods

- Parent participants (N=57, 70.17% female, 35.14 years, 75.44% White racial majority) were recruited throughsnowball sampling and Amazon Mechanical Turk.
- In an online survey, they responded to questions about their critical thinking skills, perception of media risk, knowledge of media effects, media self-efficacy, mediation of children’s media use, and children’s media exposure.

Results

**RQ1:**

- **Blue** = in compliance, **Red** = not in compliance

- **Total TV Use on Average Day**
  - Less than 2 hours: 30%
  - More than 2 hours: 70%

- **Have a TV Set in Bedroom**
  - Yes: 28.1%
  - No: 71.9%

**RQ2:** There was no significant difference between the types of mediation strategies:

- **Parents’ Perception of Media Risk**
  - TV: r=.098, p=.462
  - Computer: r=.263

**Discussion**

- Parents were in compliance with the AAP’s recommendation regarding amount of screen time per day (two hours or less).
- Parents were not in compliance with the AAP’s recommendations regarding not having a TV in their children’s bedroom, not allowing media use within 2 hours of bedtime, and not using media during mealtimes.
- Parents appreciating risk makes a difference, but knowing things does not.
- As a result, it is important to not only educate parents, but convey the risks associated with noncompliance.