

Michael Seidel, M.A.

**Supporting parents to limit children's
problematic media use.**

**Results and lessons learned from MEDIA
PROTECT**

EUSPR, Paris, 14th of November

Medienpädagogische
Elternberatung
Direkt
Innovativ
Alltagstauglich

Probleme und
Risiken
Offenlegen
Technische Sicherheitsmöglichkeiten
Erklären
Chancen und kreative Nutzung
Thematisieren

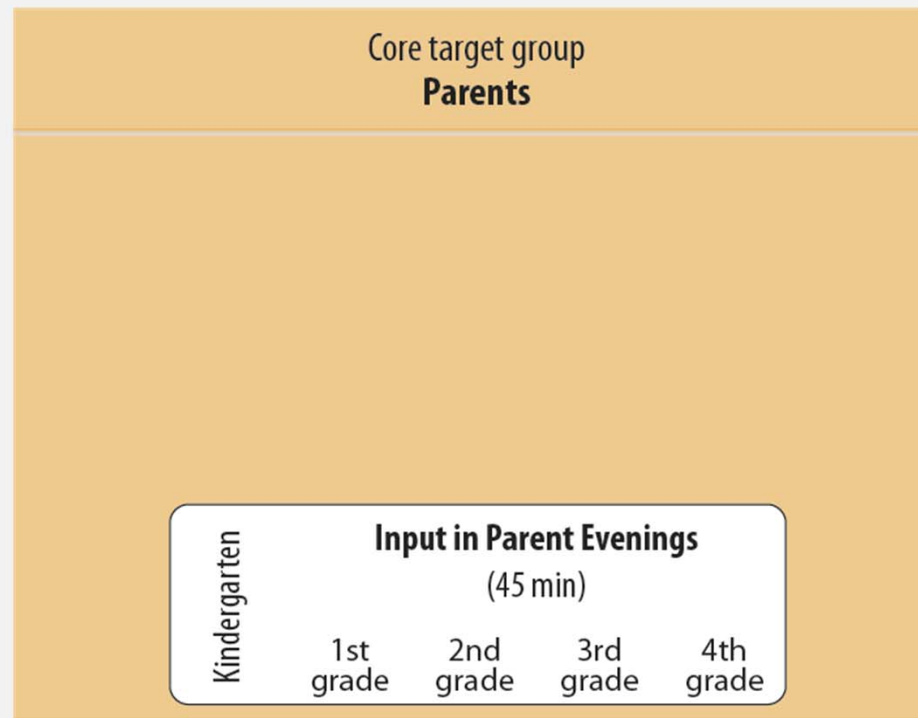


MEDIA PROTECT – overview of components



MEDIA PROTECT – overview of components

FACE-TO-FACE COMPONENTS



MEDIA PROTECT – overview of components

FACE-TO-FACE COMPONENTS

Core target group
Parents

Kindergarten

Input in Parent Evenings
(45 min)

1st
grade

2nd
grade

3rd
grade

4th
grade

WRITTEN MATERIAL



Maria (7)

Maik (10)

Klara (8)

wins an iPhone

MEDIA PROTECT – overview of components

Core target group
Parents



Kindergarten

Input in Parent Evenings
(45 min)

1st
grade

2nd
grade

3rd
grade

4th
grade



Maria (7)

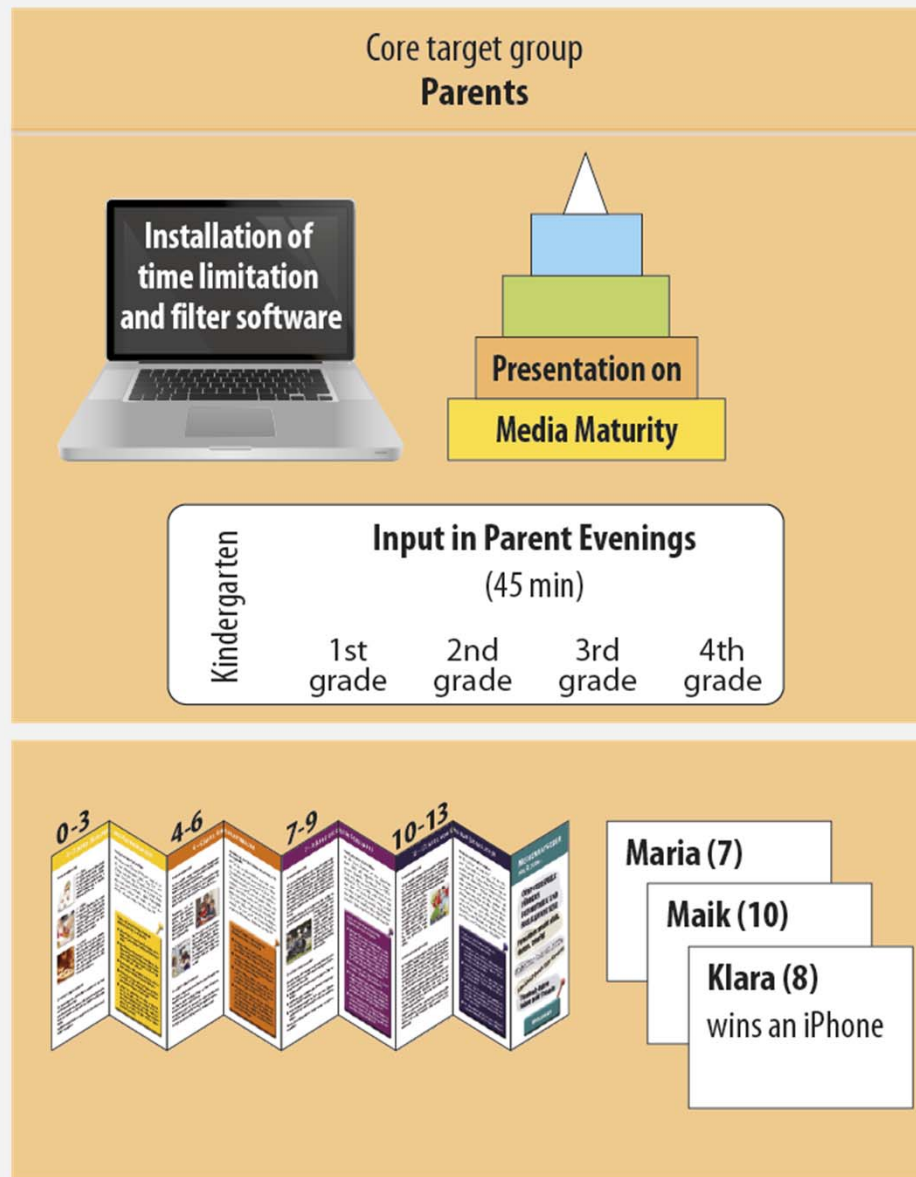
Maik (10)

Klara (8)

wins an iPhone

MEDIA PROTECT – overview of components

FACE-TO-FACE COMPONENTS



WRITTEN MATERIAL

MEDIA PROTECT – overview of components

FACE-TO-FACE COMPONENTS

Target group
School/Kindergarten Teaching Staff

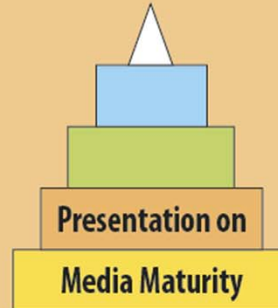
Organization

Contact,
Selection of Components,
Fixing Dates

Concepts

Teacher Training
Sessions

Core target group
Parents



"Medien-sprech-stunde"
in
Parent
Evenings

Kindergarten

Input in Parent Evenings
(45 min)

1st
grade

2nd
grade

3rd
grade

4th
grade

WRITTEN MATERIAL

MANUAL
for Teacher
Training
Session
(MODUL A-5)



Maria (7)

Maik (10)

Klara (8)
wins an iPhone

MEDIA PROTECT – overview of components

FACE-TO-FACE COMPONENTS

Target group
School/Kindergarten Teaching Staff

Organization

Contact,
Selection of Components,
Fixing Dates

Concepts

Teacher Training
Sessions

Core target group
Parents



*"Medien-
sprech-
stunde"*
in
Parent
Evenings

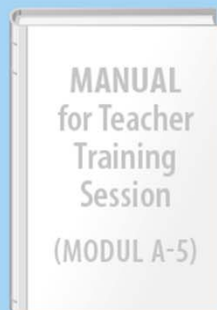
Kindergarten

Input in Parent Evenings
(45 min)

1st grade 2nd grade 3rd grade 4th grade

Target group
Elementary Students

WRITTEN MATERIAL



Maria (7)

Maik (10)

Klara (8)
wins an iPhone

MEDIA PROTECT – overview of components

FACE-TO-FACE COMPONENTS

Target group
School/Kindergarten Teaching Staff

Organization

Contact,
Selection of Components,
Fixing Dates

Concepts

Teacher Training
Sessions

Core target group
Parents



"Medien-sprech-stunde"
in
Parent
Evenings

Kindergarten

Input in Parent Evenings
(45 min)

1st grade 2nd grade 3rd grade 4th grade

Target group
Elementary Students

- Screen-free activities
- Screen-free days
- Media diaries
- Media Quiz

WRITTEN MATERIAL

MANUAL
for Teacher
Training
Session
(MODUL A-5)



Maria (7)

Maik (10)

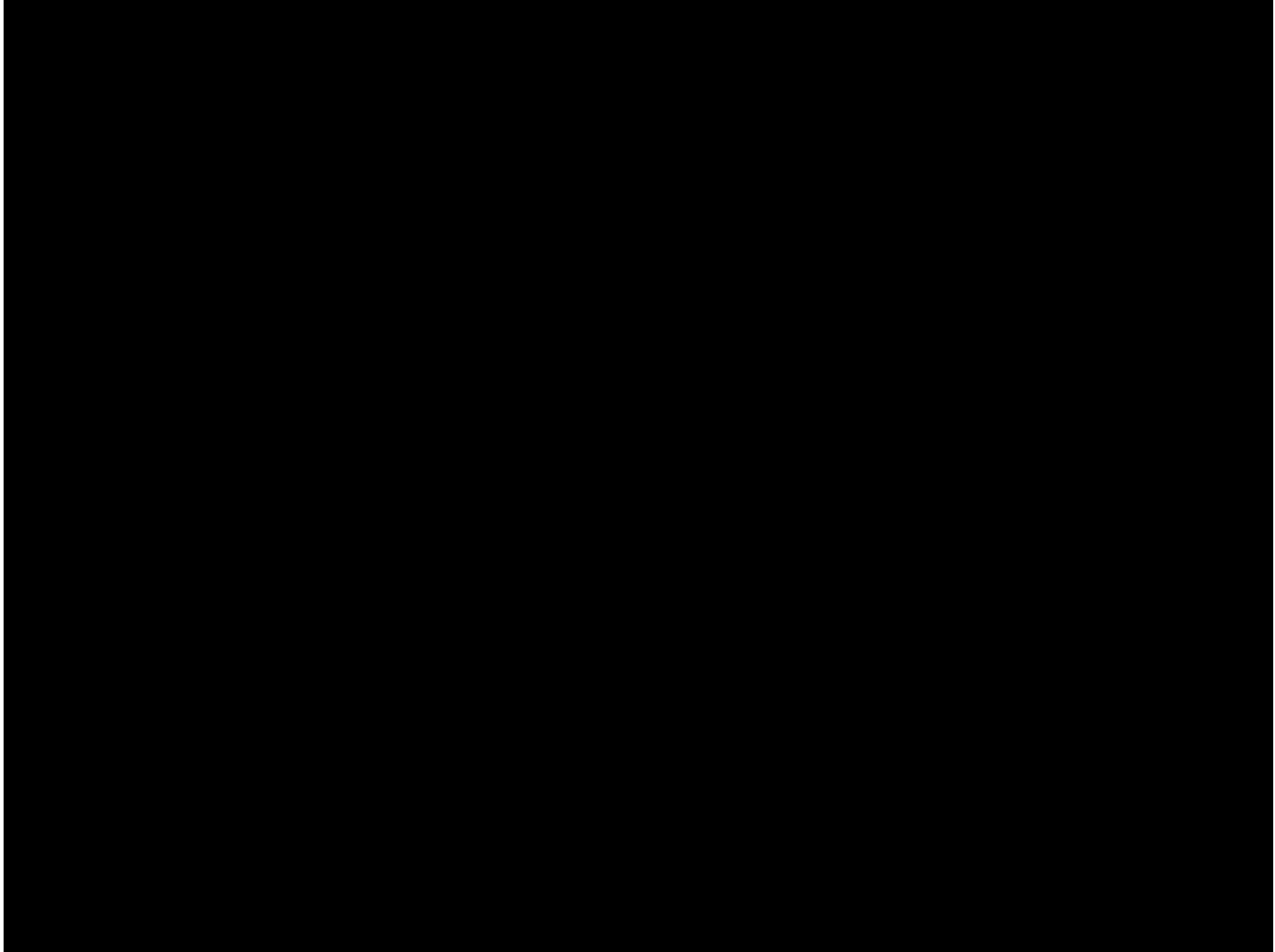
Klara (8)
wins an iPhone

MANUAL
for
student
components
(MODUL G-5)

Lost on a gigantic virtual ocean?



Invisible, but important: Personal keel weight



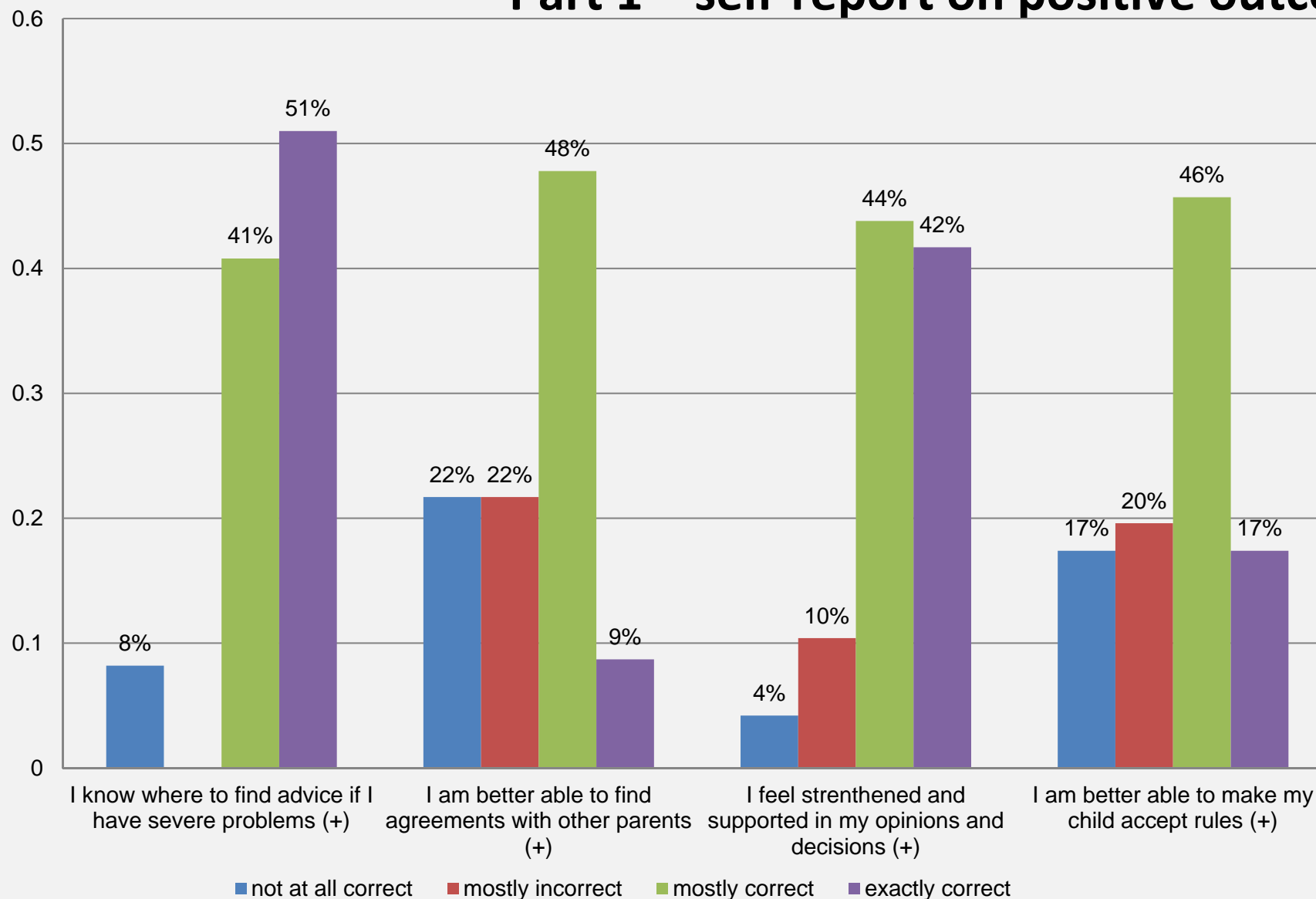
Sample description – parent survey t1 and t2

	t1 – November 2012	t2 – April 2013
N	123	65
Female participants (%)	106 (89 %)	58 (91 %)
Year of birth (<i>median</i>)	1972	1972
Number of household members <i>M(SD)</i>	3.92 (.79)	4.08 (0.89)
Number of children – <i>M(SD)</i>	2.02 (.76)	2.05 (0.70)
Age of 1st child* - n/ <i>M(SD)</i>	119/9.84 (3.82)	64/9.92 (2.82)
Age of 2ndchild - n/ <i>M(SD)</i>	93/6.54 (3.35)	53/6.79 (2.62)
Age of 3rd child - n/ <i>M(SD)</i>	22/5.77 (3.25)	11/4.91 (2.84)
Age of 4th child - n/ <i>M(SD)</i>	7/4.71 (3.15)	3/3.33 (4.04)

*four missing values

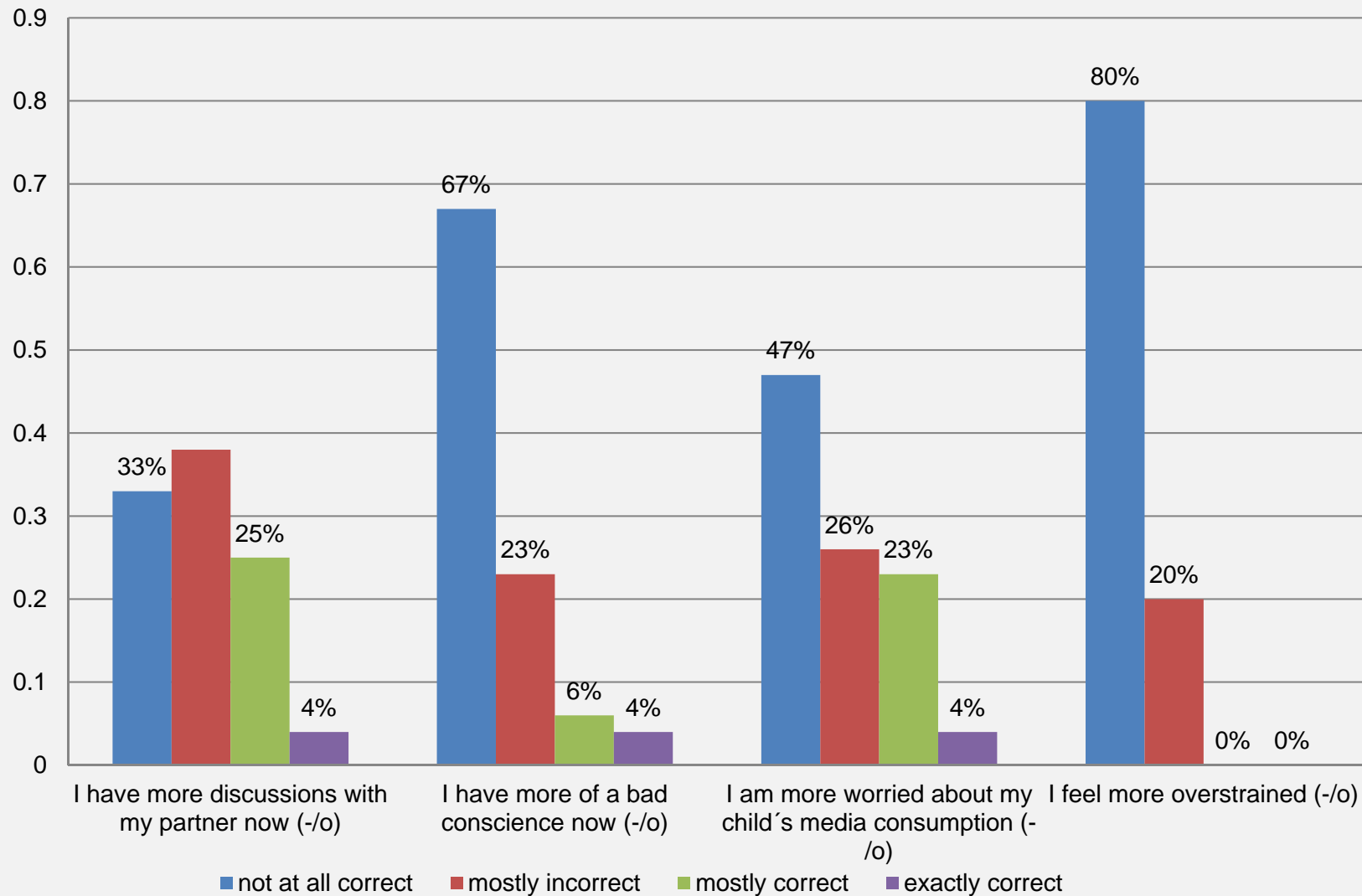
Evaluation - quantitative data from parent survey

Part 1 – self-report on positive outcomes

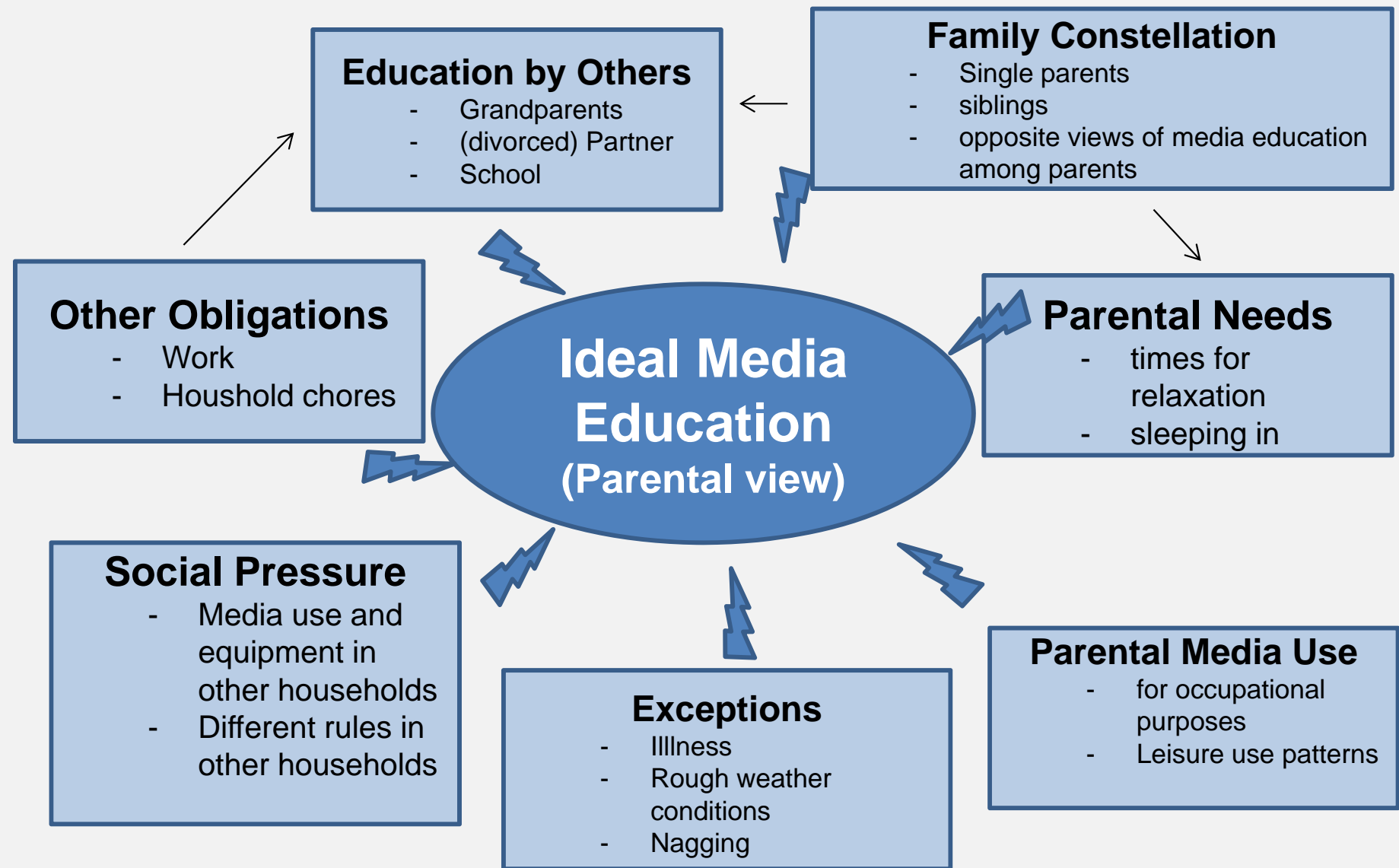


Evaluation - quantitative data from parent survey

Part 2– self-report on negative or ambivalent outcomes



Media Education vs. coping with everyday family life



Conceptual revisions derived from formative evaluation

1. Longer teacher training sessions (two sessions of three hours each) will be included in the program, including methods and important topics for individual parent counseling and ideas for supporting screen-free leisure activities among their students.

Conceptual revisions derived from formative evaluation

2. RCT evaluation will include a kindergarten group as well as an elementary school group, because for children from difficult family backgrounds, high screen time and bedroom equipment become a problem long before the children enter school.

Conceptual revisions derived from formative evaluation

3. The technical support evening will remain part of the program in spite of very low attendance rates as these were attributed to organizational problems by the school staff.

Conceptual revisions derived from formative evaluation

4. Additional components to cater for the needs of families with high strain in everyday life and inconsistent media education patterns seem advisable.

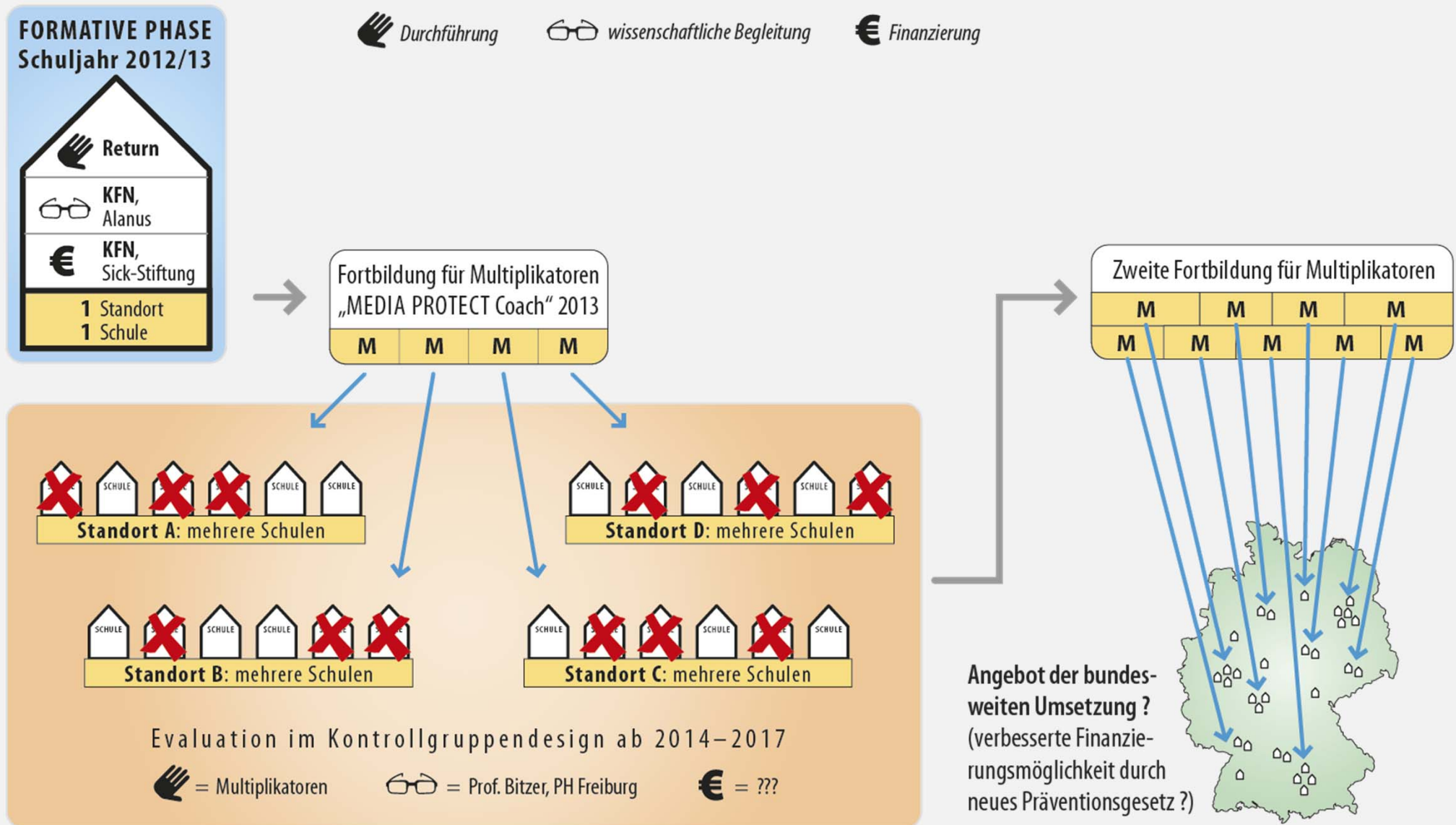
Challenges:

Low attendance rates?

Media education is not the central problem,

Coping with daily life is!

MEDIA PROTECT – perspectives after formative evaluation



References

- AAP Council on Communications and Media. (2013). Policy Statement. Children, Adolescents, and the Media. *Pediatrics*, 132(5), 958-961.
- American Psychiatric Association. (2013). American Psychiatric Association Board of Trustees Approves DSM-5. Retrieved 12.02.2013, from <http://www.psych.org/advocacy--newsroom/news-releases>.
- Bleckmann, P., Seidel, M., Pfeiffer, C. & Mößle, T. (2013). *MEDIA PROTECT - Medienpädagogische Elternberatung in der Grundschule . Konzeptbeschreibung und formative Evaluation*.
- Bleckmann, P., Rehbein, F., Seidel, M. & Mößle, T. (submitted). MEDIA PROTECT – a program targeting parents to prevent children's problematic use of screen media. *Journal of Children's Services*.
- Seidel, M. (2013). *Evaluation des medienpädagogischen Interventionsprojektes MEDIA PROTECT. Master Thesis*. Alanus University, Alfter.

Thank you for your attention!