

A Case Study on the Development and Application of Media Literacy Education Program Based on Circular Learning

Authors : Kim Hyekyoung, Au Yunkyung

Abstract : As media plays an increasingly important role in our lives, the age at which media usage begins is getting younger worldwide. Particularly, young children are exposed to media at an early age, making early childhood media literacy education an essential task. However, most existing early childhood media literacy education programs focus solely on teaching children how to use media, and practical implementation and application are challenging. Therefore, this study aims to develop a play-based early childhood media literacy education program utilizing topic-based media content and explore the potential application and impact of this program on young children's media literacy learning. Based on theoretical and literature review on media literacy education, analysis of existing educational programs, and a survey on the current status and teacher perceptions of media literacy education for preschool children, this study developed a media literacy education program for preschool children, considering the components of media literacy (understanding media characteristics, self-regulation, self-expression, critical understanding, ethical norms, and social communication). To verify the effectiveness of the program, 20 preschool children aged 5 from C City M Kindergarten were chosen as participants, and the program was implemented from March 28th to July 4th, 2022, once a week for a total of 7 sessions. The program was developed based on Gallenstain's (2003) iterative learning model (participation-exploration-explanation-extension-evaluation). To explore the quantitative changes before and after the program, a repeated measures analysis of variance was conducted, and qualitative analysis was employed to examine the observed process changes. It was found that after the application of the education program, media literacy levels such as understanding media characteristics, self-regulation, self-expression, critical understanding, ethical norms, and social communication significantly improved. The recursive learning-based early childhood media literacy education program developed in this study can be effectively applied to young children's media literacy education and help enhance their media literacy levels. In terms of observed process changes, it was confirmed that children learned about various topics, expressed their thoughts, and improved their ability to communicate with others using media content. These findings emphasize the importance of developing and implementing media literacy education programs and can contribute to empowering young children to safely and effectively utilize media in their media environment. The results of this study, exploring the potential application and impact of the recursive learning-based early childhood media literacy education program on young children's media literacy learning, demonstrated positive changes in young children's media literacy levels. These results go beyond teaching children how to use media and can help foster their ability to safely and effectively utilize media in their media environment. Additionally, to enhance young children's media literacy levels and create a safe media environment, diverse content and methodologies are needed, and the continuous development and evaluation of education programs should be conducted.

Keywords : young children, media literacy, recursive learning, education program

Conference Title : ICPSLTS 2024 : International Conference on Pedagogical Sciences, Learning and Teaching Strategies

Conference Location : New York, United States

Conference Dates : January 29-30, 2024