



EXPECTATIONS OF PARENTS AND TEACHERS ON THE DIGITAL RIGHTS OF CHILDREN AND ADOLESCENTS IN CHILE

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Why Parents & Teachers?

Adults determine and practice:

Public Policies

Assumptions about children & youth

Research focuses

Children's rights (UN)

Creation of knowledge in this area

How to raise new generations



Image source: Lasegunda.cl (2014)



Focus & Goal (2016-2017)



To compare perceptions these adults have about the audiovisual use and consumption of content of their children or students on different screens



Framework

Family Systems theory (Jordan, 2004; employed by Padilla-Walker & Coyne, 2011)

“(o)ften applied when examining how families experience media as a whole (...), on a variety of levels, and that the interaction between parents, children and other relatives should be examined. From a boarder view, these interactions should be placed in the context of school or community views, amongst others. According to the theory, the true effect of media cannot be understood unless examining media use in this wider context.” (p. 706)

Sociology of education (participatory & holistic approach, Servat (2008))

Children and adolescents live their everyday lives around basic social units that are dynamic, such as the family (regardless of their composition) and the school community (with peers and teachers, in which parents also participate). A reason why the multiple interactions youths have with heterogeneous actors who are not their same age must be considered.

Studies in Chile

Research about the digital environment of children & youth does not necessarily include parents and teachers as actors in the interaction.

Teachers are not trained on communication and media literacy at the university.

Fontcuberta, Fernández, Condeza & Gálvez (2006)

Brun (2011)

Condeza, Fontcuberta, Gálvez, 2014

Method

Step 1

Survey (parents, 54 questions)
teachers (43 questions)

Step 2

Interviews (parents, professors)
Focus group (parents + professors)

Sample

Urban/Rural schools

3 cities (capital of regions), including Santiago, 1 north (Antofagasta), 1 south (Concepción)- Probabilistic, by quotas, (source: Ministry of Education stats). Type of school (public, subsidized, private); educational level (preschool, primary, secondary). **There is High levels of educational inequity**



Image source: <http://www.mitadlleno.cl>

Dimensions/Variables

- ▣ User profile of multiple screens according to what parents and teachers report.
- ▣ Expectations regarding the influence of digital content consumption in multiple screens on the children or students' learning.
- ▣ Opportunities associated to the use of multiple screens and the rights achievement in the communication of children and adolescents.
- ▣ Perception regarding risks associated to the use.
- ▣ Information about practices of accompaniment.
- ▣ Communication dynamics between adults and children or adolescents in charge through digital devices.
- ▣ Perception on the media ecosystem.

Initial problems with the application of the survey

- ▣ Committee of ethics of the University: new procedures, calendars and requirements, as to have completely designed instruments in order to be approved (from march to may).
- ▣ Many of the public secondary institutions had been taken by students (or still are).
- ▣ Some school directors oppose to authorizing the participation of teachers, since they feel “over-diagnosed” by the research centers or the universities. They demand something in exchange for their participation (for instance, handbooks or training sessions).
- ▣ The law of inclusion and cohabitation started being in force since April of 2016. Schools have to generate rules in the short term (a priority and also additional work).
- ▣ Winter holidays (July, 2 weeks).

Re-Method

Testing of the survey

Parents N= 25

Teachers N= 14

School level	Geographical área	Type	Parents	Teachers
Preschool	Urban	Municipal	4	1
		Private	4	1
Total Preschool			8	2
Basic	Urban	Municipal	2	2
		Subsidized	4	2
		Private	4	2
Total Enseñanza Básica			10	6
Secondary Scientific Humanist	Urban	Municipal	2	2
		Subsidized	2	2
		Private	3	2
Total Secondary Scientific Humanist			7	6
Total			25	14

[1] The head teacher, Math teacher, and Language and Communication teachers selected for being those who have longer hours in charge of a group, according to the curricular requirements of the Ministry of Education of Chile. Intended sample.

Main Results

G1 Exposure time of the students to media (perceptions of Parents and of Teachers)	AT HOME		AT SCHOOL	
	Parents		Teachers	
	1 to 2 hours	Does not use	In some classes	Does not use
National TV channels such as TVN, C13, MEGA, CHV, UCV or La Red	44%	24%	25%	75%
Cable or Satellite TV channels, such as CNN, Vía X, CDF, Cartoon Network, Discovery Kids	64%	8%	33%	67%
Radio	24%	24%	50%	42%
Print newspaper	0%	64%	75%	25%
Print magazines	0%	56%	92%	8%
Online newspapers	20%	68%	42%	58%
Online magazines	12%	72%	42%	58%
Facebook	20%	48%	8%	92%
Twitter	16%	68%	8%	92%
Other social media, such as Instagram	12%	60%	17%	83%
Blogs	0%	80%	42%	58%
Whatsapp	16%	32%	8%	92%
Videogames	40%	36%	25%	75%
News websites, such as Terra, MSN	12%	68%	25%	75%
Video streaming websites, such as YouTube or Netflix	64%	8%	92%	0%

Results

Uses of technologies and exercise of children rights

To...	Positive	Null	Negative	Positive	Null	Negative
Be informed	92%	8%	0%	92%	8%	0%
Express their opinion	52%	36%	12%	83%	8%	8%
Be educated and learn	96%	4%	0%	67%	25%	8%
Be associated	64%	32%	4%	75%	17%	8%
Manifest personal identity	40%	56%	4%	50%	42%	8%

PARENTS

TEACHERS

B3 % of parents and teachers who perceive as a positive influence the use students give to technologies	In academic competences or abilities					
	Parents			Teachers		
	Positive	Null	Negative	Positive	Null	Negative
Obtaining information	80%	8%	12%	92%	0%	8%
Understanding information	60%	16%	20%	33%	50%	8%
Expressing information	36%	40%	24%	58%	17%	17%
Creating new information	68%	24%	8%	67%	17%	8%
Disseminating information	64%	24%	4%	92%	0%	8%
Communicating with other people	64%	20%	12%	92%	0%	8%
Forming an opinion	56%	28%	4%	58%	17%	17%

Positive perception about the use of ICT

Student's personal development	48%	83%
Student's recreation	40%	58%
Student's social relationships	40%	33%
Student's academic performance	80%	75%
Student's future academic performance	92%	83%
Student's future job performance	80%	83%

PARENTS

TEACHERS

Trust: in content & source of content

□ Parents

88% do not completely trust the **contents** their children access on multiple screens online (not much trust 46%, some trust 42%)

Source/origin: 56% not much, 36% some trust

□ Teachers

92% do not completely trust the **contents** their children access on multiple screens online (not much trust 56%, some trust 36%)

Source/Origin: 58% not much, 42% some trust

Perceptions of pleasant/unpleasant experiences

D1	Students' recent unpleasant experiences in the use of technologies	
	Parents	Teachers
Yes	24%	72,7%
No	72%	18,2%
Does not know	4%	9,1%

Question from survey Eu KidsOnline II 2010 (Ipsos, Madrid)

D2	Perception about students' capability of facing unpleasant situations in the use of technologies	
	Parents	Teachers
Incapable	14,6%	12,5%
Not very capable	27,1%	62,5%
Very capable	56,3%	25%
Does not know	2%	0%

Technology as a tool to reward or to discourage behaviours

E1	Use of technologies to reward or discourage students' behaviors	
	Parents	Teachers
I have used technologies to reward or discourage some behaviors of the students	75%	50%
I have never used technologies to reward or discourage some behaviors of the students	25%	50%

Provide students with information and communication technologies when:

Parents

They need a distraction for their child while they need to take care of other things

46%

They ask their child to teach them about the technologies

46%

They need their child to be quiet, not to bother adults, eat all his or her food, or fall asleep.

8%

Their child is bored

67%

Their child needs help with homework

92%

Teachers

I need to teach some content

92%

I need to develop a skill

75%

I want to innovate in my teaching practices

100%

I need to grade tests

8%

I have class time to spare

17%

The semester is over and we do not have academic work

17%

Media education

Who is responsible?

B1	Teaching skills and knowledge necessary to use technology		Teaching a responsible use of technologies	
	Parents	Teachers	Parents	Teachers
Parents	48%	16,7%	56%	0%
Teachers	0%	16,7%	0%	8,3%
Parents and teachers as a group	52%	58,3%	44%	83,3%
Students and adolescents on their own	0%	8,3%	0%	8,3%

In an extra table parents and teachers perceive they have no time to do that or they do not know about media education

Next steps 2016

- ▣ Since August 2016: Final sample + field
- ▣ Application of the questionnaire
- ▣ Compare perceptions: parents and teachers
- ▣ Explore correlations
 - urban / rural
 - ages of students/ type of perceptions
 - type of school/type of perceptions
- ▣ **From an holistic approach, to research about perceptions on adults on digital children's rights is not opposed to the need of their own participation.**