PBS KIDS Media, Funded by Ready To Learn

Support Early Learning



Research demonstrates that high-quality, well-designed media content can support children's learning¹. Researchers consider children's media well-designed when it is developmentally appropriate, aligned to clearly defined learning goals, and has undergone both formative and summative evaluation.²

PBS KIDS media, funded by Ready To Learn, has unmatched potential to aid children's school readiness and early school success because nearly every child can access the shows, games, podcasts, and supporting resources at no cost on public media's broadcast and streaming services³ or on the PBS KIDS website and apps.

PBS KIDS media support literacy, math, and science learning

The range of media resources and formats help children and families reinforce concepts across a variety of contexts and through powerful connections with characters. **For more than 30 years**, Ready To Learn studies have shown that children learn from PBS KIDS content in domains like:

- Literacy, including letter recognition, phonological and phonemic awareness, using informational texts, and using structural and graphical features⁶
- **Math**, including counting, number recognition, shapes (2-D and 3-D), patterning, ordinal numbers, and spatial relationships⁷
- **Science**, including science and engineering concepts and vocabulary, and concepts of physical science related to matter and force⁸

In addition to supporting children's learning, PBS KIDS resources give parents, educators, and other caregivers the tools they need to enhance children's learning with media and to explore new topics together in home and school settings and afterschool programs.⁹

Over **16 million** users access PBS KIDS content each month.⁴

In one year, Ready To Learn-funded videos were streamed by children and caregivers 1.8 billion times.⁵

On average, nearly
40 million games were
played on the website and
over 39 million games
were played on the PBS
KIDS Games app each
month.⁵



How children's media support learning

Research shows that certain media features help promote sustained engagement, which is important for fostering children's learning from media. For example:

- interactive elements help maintain children's attention and empower them as active participants;10
- repetition and familiarity reinforce concepts and increase comprehension;11 and
- endearing characters help children relate to the content.¹²

Adult engagement extends learning

Children learn more from educational videos and games when they watch or play with a parent or other adult. 13 When children and grown-ups watch and play together, sharing observations and questions, children can more readily draw connections between the media and their own experiences. 14 These conversations also spark ideas for activities, such as pretend play or crafts, to extend learning beyond the media. 15 In addition, research shows that media can help boost parents' confidence to teach their children new concepts. 16



pbskidsforparents.org

PBS KIDS provides resources, activities, and tips to help parents use media to support their children's learning.

Find more resources at pbslearningmedia.org.

Explore more research evidence for how PBS KIDS resources support [literacy learning] and [STEM learning].

Sources

- 1 Barr, R., & Kirkorian, H. L. (2023). Reexamining models of early learning in the digital age: Applications for learning in the wild. Journal of Applied Research in Memory and Cognition, 12(4), 457-452; Behnamnia, N., et al. (2023). A review of using digital game-based learning for preschoolers. Journal of Computers in Education, 10(4), 603-636.
- 2 Kirkorian, H. L., et al. (2008). Media and young children's learning. The Future of Children 18(1), 39-61; Truglio, R. T., & Nast, B. S. (2024). The role of formative research in teaching playful problem solving on Sesame Street. Journal of Children and Media, 18(3), 322-333.
- 3 Beyond big data: The audience watching over the air. Nielsen. (2024, January). https://go.edc.org/nielsenbeyond-big-data; Public Broadcasting Service. (2024, February 8). PBS fast facts. PBS. https://foundation. pbs.org/pbs-fast-facts/
- 4 Google Analytics (2024). Users for pbskids.org, PBS KIDS mobile, CTV, and games app, January-December
- 5 Video streaming data is an aggregate of YouTube and Google Analytics on PBS KIDS platforms (Google Analytics (2024). PBS KIDS Cross-platform Free VOD streams by video title, 6/1/23-5/31/24; YouTube Studio (2024). Views by video title, 6/1/23-5/31/24. Monthly game play includes both the website and app (Google Analytics, October 2023-September 2024.)
- 6 Kennedy, J. L., et al. (2022). The efficacy of digital media resources in improving children's ability to use

- informational text: An evaluation of Molly of Denali from PBS KIDS. American Educational Research Journal, 59(6), 1194-1228; Linebarger, D. L. (2015). Super Why! to the rescue: Can preschoolers learn early literacy skills from educational television. International Journal for Cross-Disciplinary Subjects in Education, 6(1), 2060-2068.
- 7 Pasnik, S., & Llorente, C. (2013). Preschool teachers can use a PBS KIDS transmedia curriculum supplement to support young children's mathematics learning: Results of a randomized controlled trial. Education Development Center & SRI International; Pasnik, S., et al. (2015) Supporting parent-child experiences with PEG+CAT early math concepts: Report to the CPB-PBS Ready To Learn Initiative. Education Development Center & SRI International.
- 8 Christensen, C., et al. (2019). PBS KIDS play & learn science evaluation report. Education Development Center, Inc., & SRI International.; Grindal, T., et al. (2019). Early science and engineering: The impact of The Cat in the Hat Knows a Lot About That! on learning. Education Development Center, Inc., & SRI International.
- 9 Christensen, C., et al. (2019).; Pasnik, S., & Llorente, C.
- 10 Piotrowski, J. T. (2014). <u>Participatory cues and program</u> familiarity predict young children's learning from educational television. Media Psychology, 17(3), 311-331; Xu, Y., et al. (2022, April). "Elinor's talking to me!":

- Integrating conversational AI into children's narrative science programming. In Proceedings of the 2022 CHI conference on human factors in computing systems (pp.
- 11 Anderson, D. R., et al. (2000). Researching Blue's Clues: Viewing behavior and impact. Media Psychology, 2(2), 179–194; Piotrowski, J. T. (2014). <u>Participatory cues and</u> program familiarity predict young children's learning from educational television. Media Psychology, 17(3), 311-331.
- 12 Richards, M. N., Calvert, S. L. (2017). Media characters, parasocial relationships, and the social aspects of <u>children's learning across media platforms.</u> In R. Barr & D. Linebarger (Eds.), Media exposure during infancy and early childhood. Springer, Cham.
- 13 Kirkorian, H. L., et al. (2008). Media and young children's learning. The Future of Children 18(1), 39-61.
- 14 Strouse, G. A., et al. (2013). Effective coviewing: Preschoolers' learning from video after a dialogic questioning intervention. Developmental Psychology, 49(12), 2368-2382.
- 15 Cardarelli, A., et al. (in press). Listen to this! Children's podcasts, family engagement, and opportunities for learning. Education Development Center, Inc.
- 16 For example, see Pasnik, S., et al. (2015).

PBS KIDS and the PBS KIDS Logo are trademarks owned by Public Broadcasting Service. Used with permission.





