



# Leveraging Media to Support Parent Priorities

October 24, 2023

Cindy Hoisington, EDC  
Marcia Bueno, EDC  
Kea Anderson, CPB

[Conference.FamiliesLearning.org](https://Conference.FamiliesLearning.org)

ncfi<sup>®</sup> Families Learning  
CONFERENCE  
2023  
Omaha, NE  
#NCFL23

# Ready To Learn Initiative

ncfl'23  
#NCFL23

**This research is a component of the Ready To Learn Initiative led by the Corporation for Public Broadcasting (CPB) and the Public Broadcasting Service (PBS) and supported by the U.S. Department of Education.**

**Ready To Learn seeks to improve school readiness and success through engaging, high quality educational programming and supports for children ages 2–8 living in low-income households.**



# How Do You Use Media Resources with Families?



Do you use media resources with families in your work? If so, how?



What benefits and challenges have you experienced in using media with families?

## Key Skills for Success

- Everyday Literacy
- Critical Thinking
- World of Work Knowledge and Skills
- Collaboration

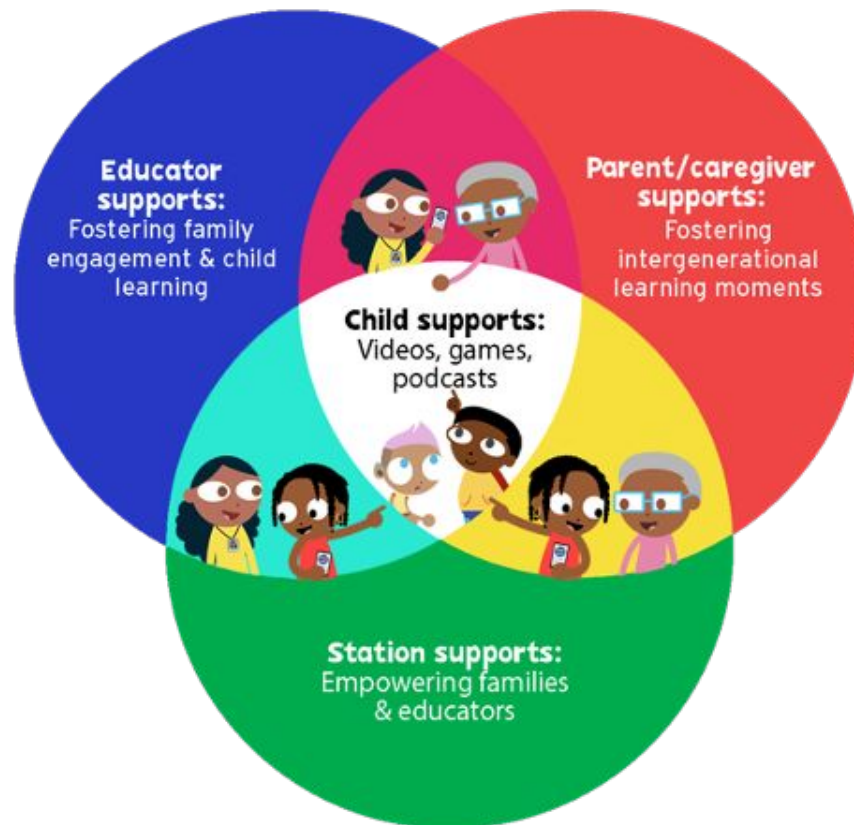


- Literacy-ELA
- Computational Thinking
- Math
- Science
- Social & Emotional Learning and Character Development
- Executive Function Skills Mini-Framework
- Social Studies

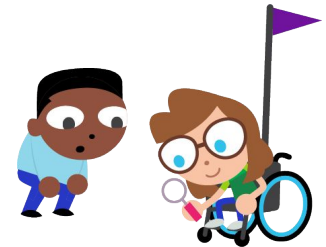
# New Content!

	Broadcast series			Short form series				Podcasts		
										
<b>Age</b>	3-6	4-8	3-5	4-8	2-8	5-8	4-7	4-8 (+families)	TBD	
<b>Invitational Priority</b>	<b>Priority 2</b> Career Exposure & Skills	<b>Priority 2</b> Career Exposure & Skills	<b>Priority 1</b> Literacy	<b>Priority 1</b> Literacy	<b>Priority 2</b> Career Exposure & Skills	<b>Priority 1</b> Literacy	<b>Priority 2</b> Career Exposure & Skills	<b>Priority 2</b> Career Exposure & Skills	<b>TBD</b> (Related to New Series)	
<b>Learning Focus</b>	Critical/ Computational Thinking, Flexible Thinking, Task Persistence, Collaboration	Critical/ Computational Thinking, Collaboration, Communication, Exposure to Careers	Functional Everyday Literacy	Functional Everyday Literacy, Functional Texts	Exposure to Careers	Functional Everyday Literacy, Social Language Skills	Critical Thinking, Creative Problem-Solving and Collaboration	Exposure to Careers (Intergenerational Learning)	TBD	

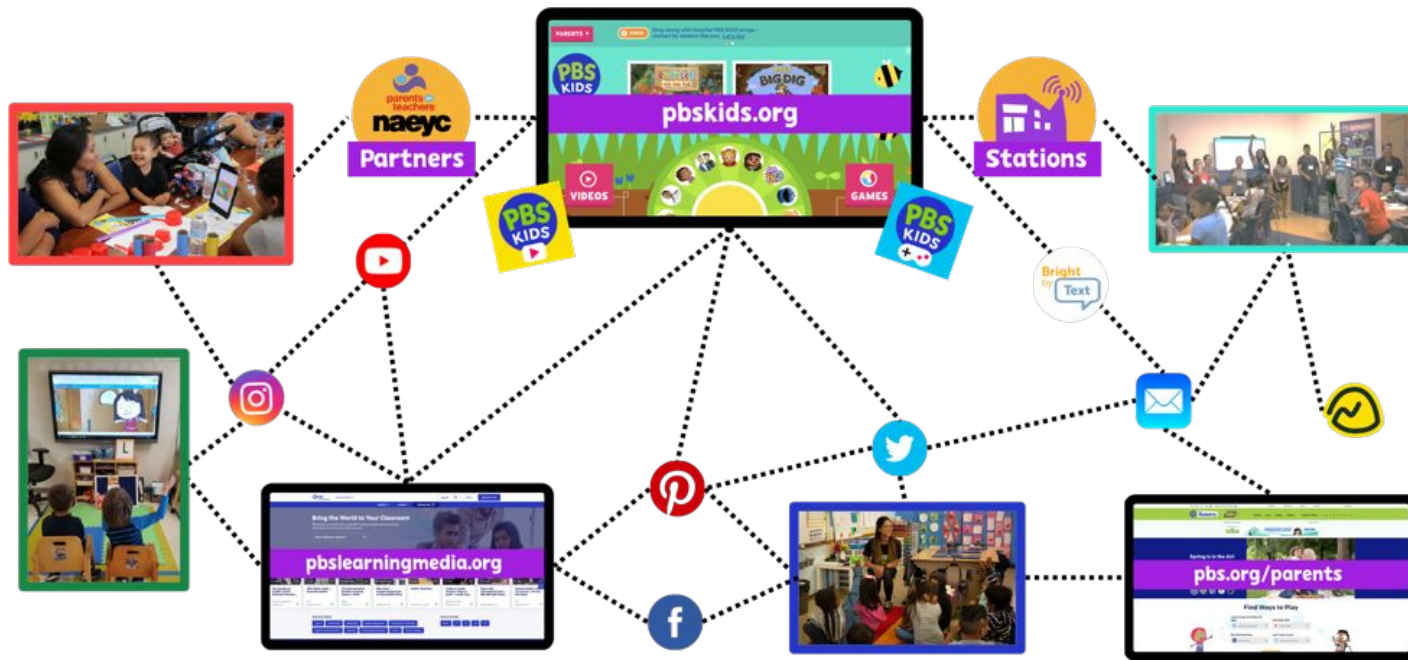
**Relationship-building  
conversations and  
playful learning  
moments**



## Connecting Digital & In-Person



# Models of Engagement



# Learning Neighborhoods

A group of partners, including a **local PBS station**, that are acutely focused on the early learning needs of children and their families.

Foster a **community-wide culture** that promotes the “Learn Together” theme and empowers children and adults to learn anytime, anywhere – at home, in the neighborhood, and within local systems and spaces.

Intentionally coordinate parent, family and educator experiences **provides a comprehensive set of touchpoints** for a community to support a child’s learning, encouraging sustained use and extending impact of the Project content.



# Two Recent Studies

## Ready To Learn Landscape Study

January 2022



## Landscape Study

How do parents think about and support learning, including through media and how has this changed due to the pandemic?

## Ready To Learn Intergenerational Learning Study

January 2023



## Intergenerational Learning Study

How can media resources help parents engage with their children in IGL and what characteristics of media are most effective?

## How do families think about and support learning? How has this changed due to the pandemic?

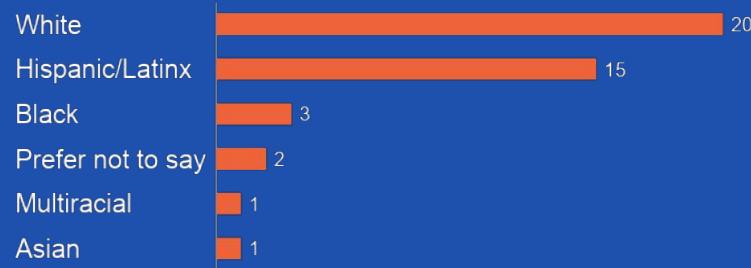
- Attitudes about, experiences with media and tech
- Parents' learning priorities for their children (listening also for RTL learning priorities)



# Diverse sample of parents and caregivers of 4- to 7-year-old children living in low-income households (n=42)



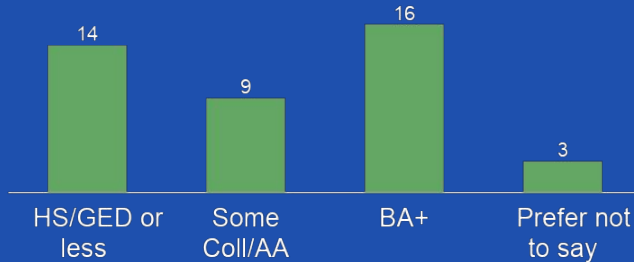
## Parent race/ethnicity



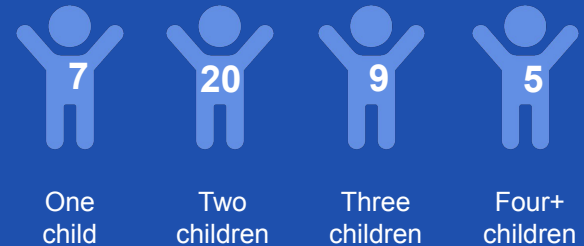
## Primary language in home



## Parent education



## Number of children in household



## Parent learning priorities:

- Wide-ranging
- Socio-emotional skills
- Basic literacy
- Indirectly related to RTL learning priorities



- Confidence in helping their children closely tied to self-perceptions about knowledge and skills.
- Less confident parents talked about wanting to do more but not having time or resources.
- Connections and/or barriers to schools mattered.



# How Parents Support these Priorities

- Responsive, on-the-fly
- During play and daily routines
- Some formal learning opportunities
- Encouraging, instructing, modeling
- Conversations



## What do you think about these findings?

- How are they similar to what you have experienced in your work with families?
- How are they different?
- Any surprises?



# Children's Media Use

- Parents have a broad view of educational media.
- Children primarily access and use media independently
- Parents try to limit media:
  - “Walled- garden” approach
  - Daily schedule
- Children use media more than parents think



# Coming Out of the Pandemic

- Families were more engaged in helping their children learn and aware of needing more digital resources.
- They appreciated the window they got into children's school learning.
- They were creating more space for family time and routines.
- They had discovered new and creative approaches to helping children learn.



# IGL Study: What We Wanted to Find Out

## Ready To Learn Intergenerational Learning Study

January 2023



How can media resources help parents engage with their children in IGL and what characteristics of media are most effective?

# What is Intergenerational Learning (IGL)?

IGL is learning that occurs between adults and children in families. It includes:

- Co-learning and co-exploring
- Rich conversations
- Connections to shared experiences at home, school, and in the community



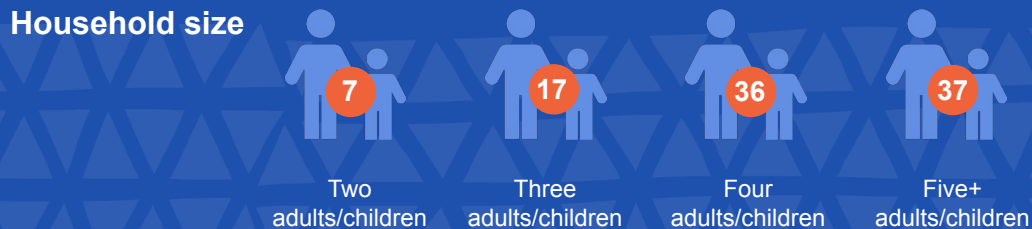
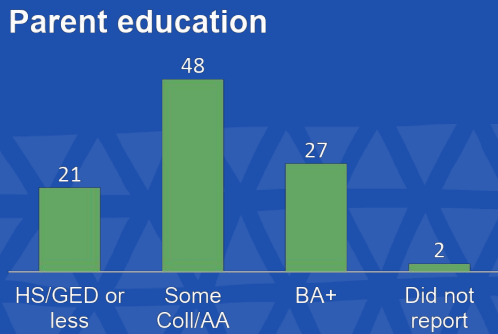
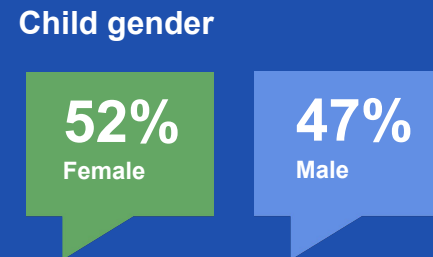
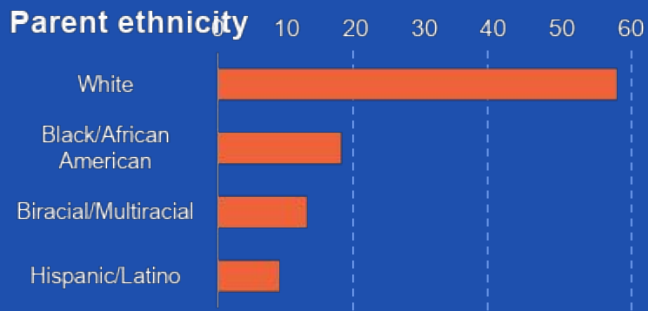
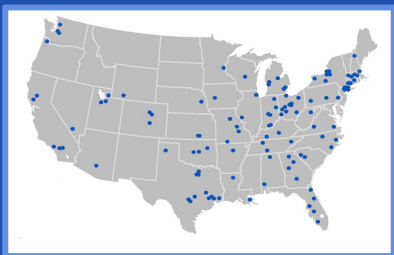
How do media resources support IGL experiences including off-screen activities and conversations?

What media resources do parents use and value for supporting IGL and why?

How well do media resources reflect family contexts, routines, cultures, and parent priorities?



# 105 parents and caregivers of 4- to 7-year-old children living in low-income households.



# How did families participate in the study?

Families accessed RTL videos and games over 5 weeks.

- Some families received parent-facing tip sheets and suggestions.

Resources were intentionally chosen based on our learnings from the Landscape study.

All families were asked to:

- View, play, and talk about the resources with their children.
- Complete weekly media logs
- Participate in focus group at the end of the study

In addition:

- 18 parents participated in weekly interviews with a researcher over zoom
- 7 parents made videos of themselves and their child playing a favorite digital game.

## Media resources that support IGL incorporate:

- + Content that aligns with families' learning priorities for their children
- + Connections to home contexts, community, and culture
- + Modeling of best practices for adult-child interactions
- + Opportunities for co-creation and exploration

# Two Media Resources that Strongly Promoted IGL

## Let's View



Jelly, Ben & Pogo



PBS Kids Talk About...

## Let's Talk About:

Why do you think these resources were so compelling to families?

What features of them stand out to you related to supporting IGL?

# PBS Kids Talk About (Video)

ncf'23  
#NCFL23



# Jelly, Ben & Pogo (Video)



## Resources Must Meet Families Where They Are!

- Content “Fits” with everyday family activities and routines.
- Leverage families’ existing values, strengths, and priorities
  - Social-emotional learning (SEL) and Literacy.
- Highlight the significance of learning in everyday moments and recognizing these moments
- Ensure access to bilingual and Spanish content for Spanish-speaking families.

# Resources Must Excite, Educate, and Empower Families!

Resources that promote IGL model and support adults and children:

- initiating and sustaining meaningful interactions and conversations
- identifying, expressing, and sharing their interests and skills.
- engaging in co-playing, co-thinking, and reciprocal interactions and conversations.



# What are you thinking now?

- How has this presentation resonated with you in relation to your own work with families?
- Has it generated any new ideas for using media resources with families?
  - What ideas?
- What thoughts do you have about how you might apply these ideas to your own practices?
- How might you adapt some of these ideas to meet the unique needs of the families that you serve?
- What benefits and/or challenges do you see for families?

Resources are here!

ncf'23  
#NCFL23



**Thank you! Please contact us!**

**Cindy Hoisington**  
choisington@edc.org

**Marcia Bueno**  
mbueno@edc.org

**Kea Anderson**  
kanderson@cpb.org

**[Conference.FamiliesLearning.org](https://Conference.FamiliesLearning.org)**

