Parents as pedagogues for 0-3-year-olds' literacy learning in digitally networked homes

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Parents as literacy pedagogues

1. Nurturing early literacy with print and digital media, including maintaining affectively intense relationships with distant family and friends via digital platforms

2. Conceptualising the Home Literacy Environment as a digitally networked space, where children learn with and through digital media as part of their families' everyday literacy practices.

'Day in the life' methodology

3 home visits

1) Familiarization, consent & parent interview

2) whole-day visit (minimum 6 hours' filming)

3) Follow-up consultation visit & co-view 30-minute compilation video

See Gillen et al. (2018) for wider research with 13 children in England, Finland, Israel, Portugal, Spain, and Sweden. Also see *Journal Early Childhood Literacy* Special Issue 2020 Issue3

Manchester Metropolitan University
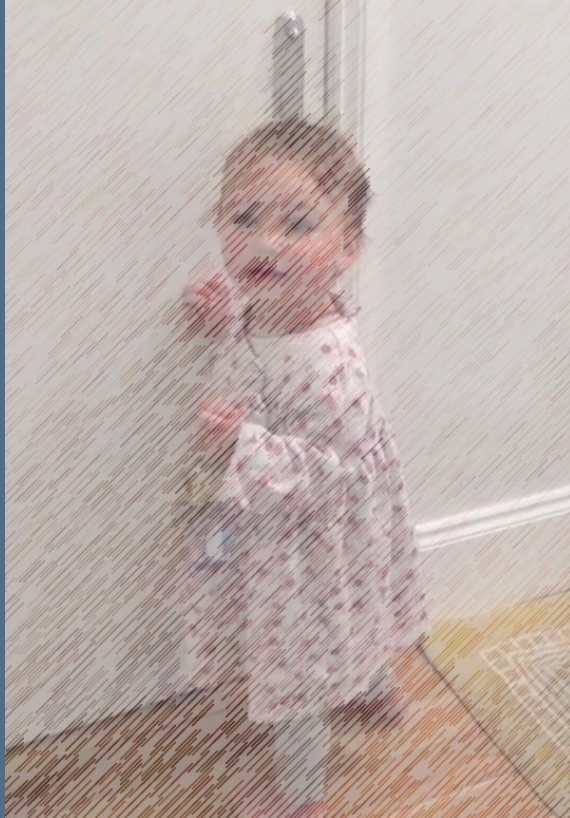
Petra = 14 months

London suburb,
England
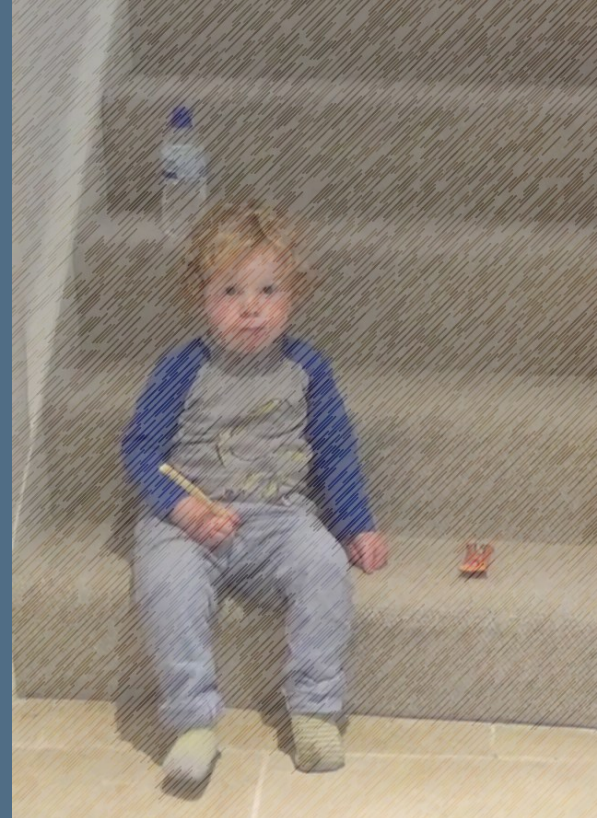
Charlie = 32 months

Rural village,
South England

Digital literacy practices at home

Contingent and responsive parental support for the children's digital literacy learning included:

- Teaching symbols on remote controller, Smartphone and iPad, select and play music, find apps, find recipes for supper, view photographs and family videos (Petra and Charlie) and action touch-sensitive controls on washing machine (Petra)

- Co-exploring and enjoying drawing and painting apps

- Pointing out familiar words in on-screen text and modelling how to sound them out (Charlie)

On a rainy day, 34-month-old Charlie cuddled up with his mother to check a weather app so they could plan a walk to his maternal grandparents' house.

Charlie often viewed video clips with his father on a Mac (fishing, action films, wildlife).

Digital literacy practices at home ctd

- interacting with distant family and friends via WhatsApp (Petra) & Skype (Charlie)

- Making short videos on WhatsApp to send to child's special friend (Charlie)

Petra recognises the WhatsApp icon on her mother's phone.

She regularly chats and plays with her grandma, aunt and cousins on WhatsApp, e.g. showing her favourite toys, humming and enacting nursery rhymes while her grandma sings the words, 'feeds' her grandma a banana.
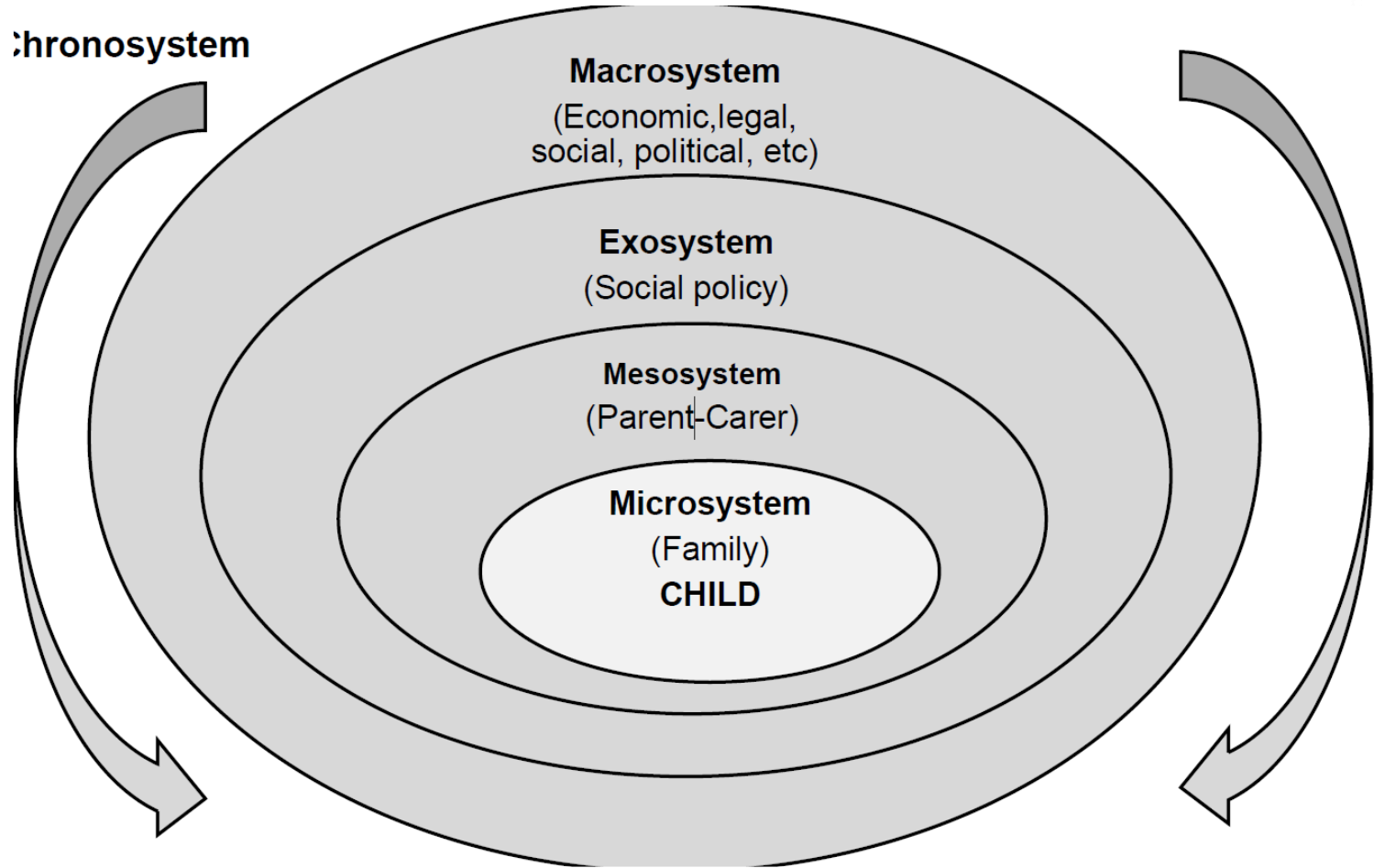
Charlie regularly chatted with his grandparents on Skype, playing games with them, and showing them his skill, such as hammering wooden blocks and naming shapes
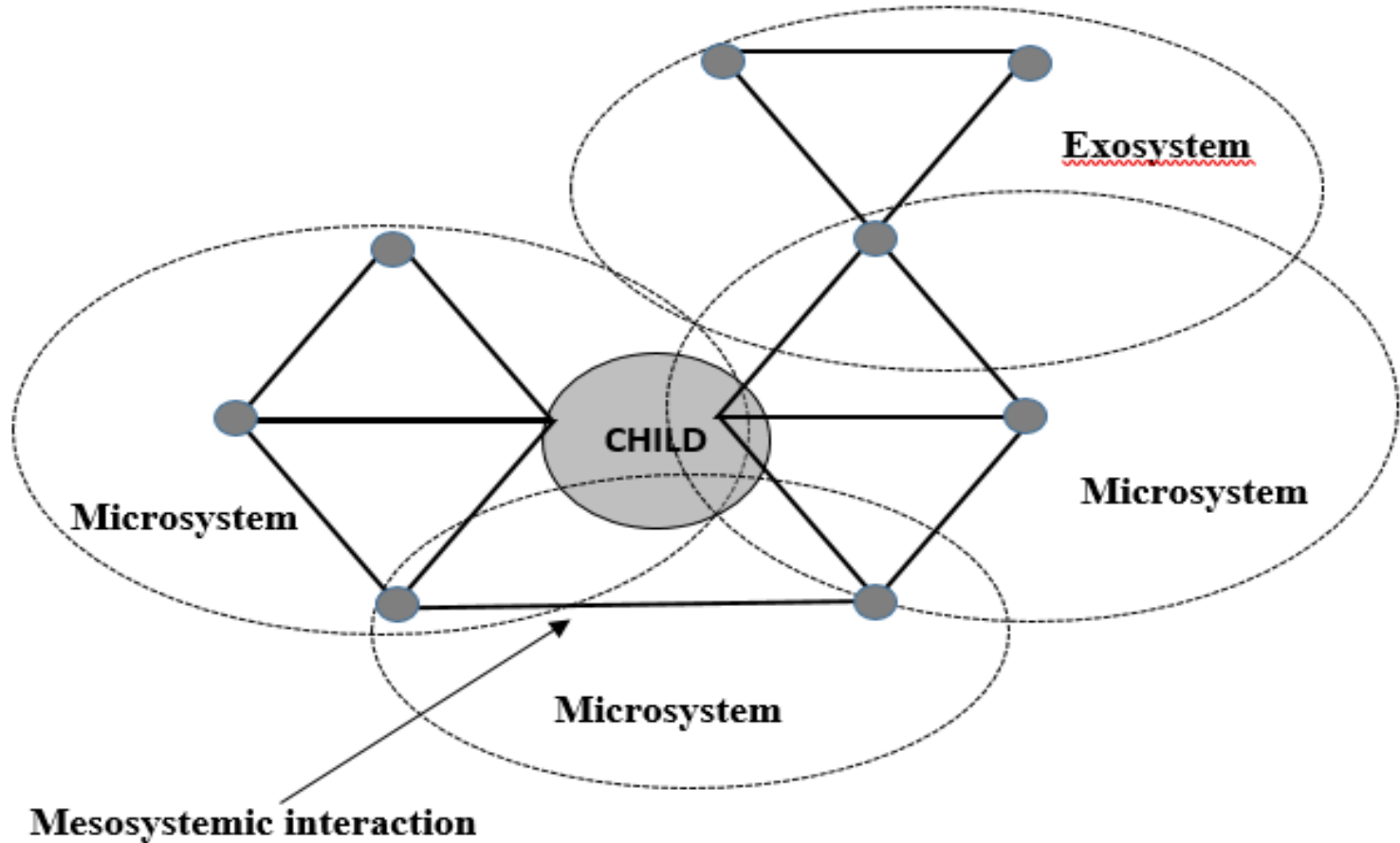
With his mother's help, he had created lots of short, playful WhatsApp video messages to send to a special friend who had moved away for 6 months
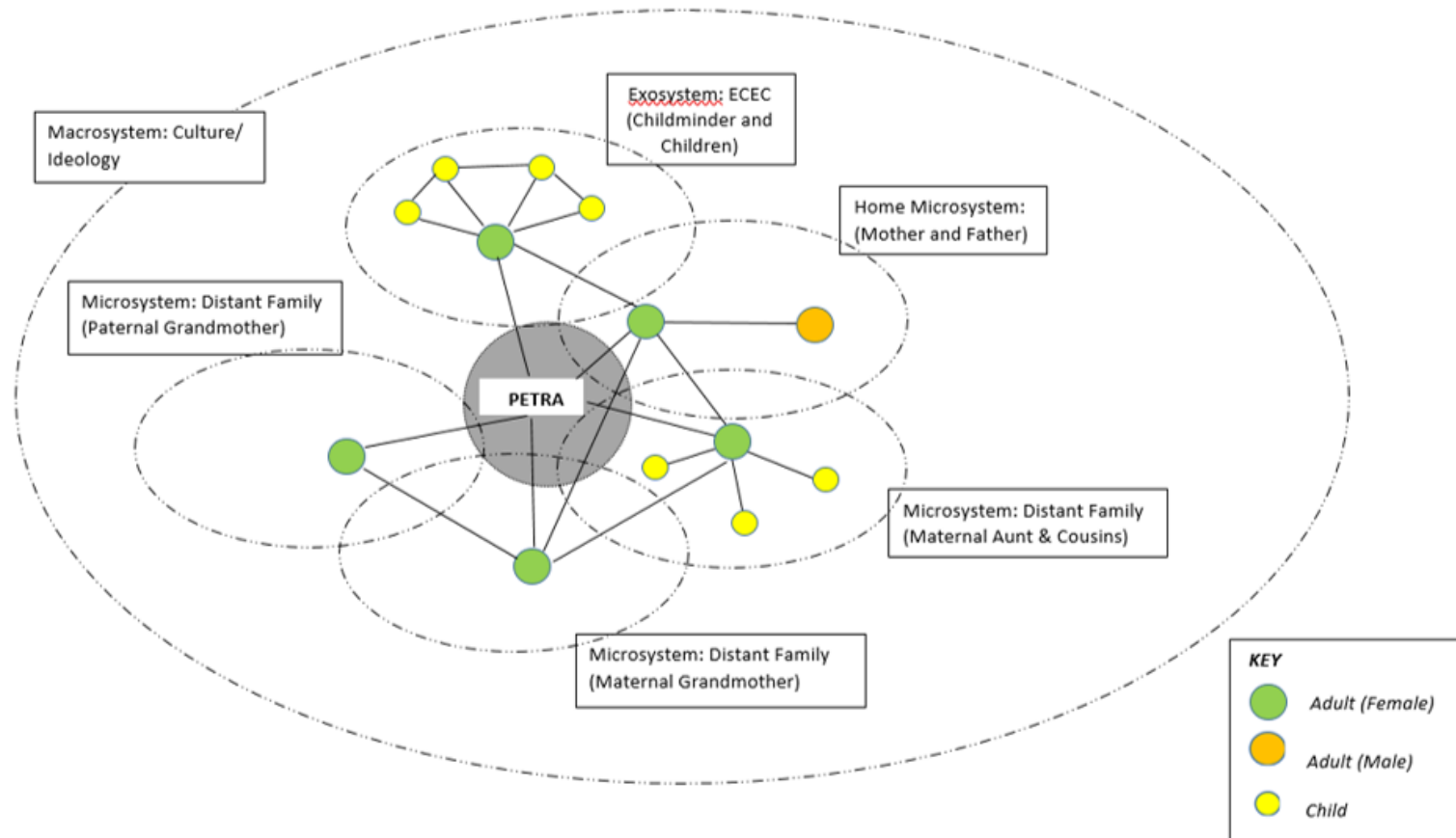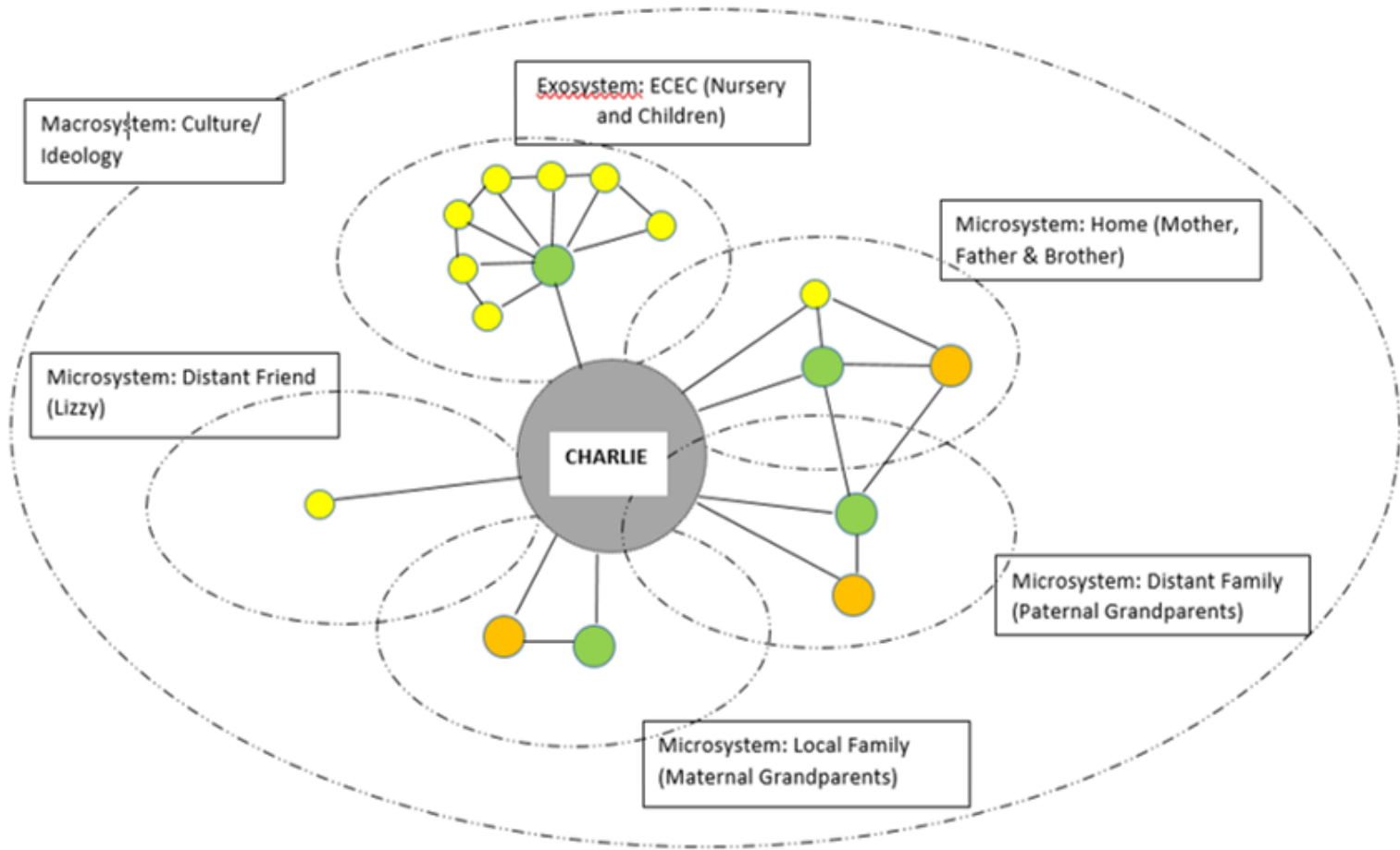
Bronfenbrenner nested model of systems

Networked model system (Neal and Neal 2013)

Macrosystem: Culture/ Ideology

Exosystem: ECEC (Childminder and Children)

Home Microsystem: (Mother and Father)

Microsystem: Distant Family (Paternal Grandmother)

PETRA

Microsystem: Distant Family (Maternal Aunt & Cousins)

Microsystem: Distant Family (Maternal Grandmother)

KEY

Adult (Female)

Adult (Male)

Child

Summary

Both children were learning to use digital icons to find information and apps and were becoming adept at wielding socially engrained patterns of semiosis that characterise digital literacy.

Through regular online exchanges with family and friends, as well as through their face-to-face and digital connections with their childminder, nursery and popular culture, they were encountering wider cultural and ideological beliefs and practices.

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