

Abstract:

The MEDIA PROTECT Coach curriculum – a rationale and concept for training trainers in media maturity education

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Around the world, dozens of training curricula on media education are being offered to teachers at school and kindergarten level, to parents, to health professionals, family advisors, etc. Most of them aim at enabling adults to introduce more and more “educational” use of screen media into children’s lives at an ever earlier age, or at enabling adults to better understand and share younger peoples’ media experiences. This “high tech euphoria” is driven largely by media corporations’ interests, not by considerations of child wellbeing. The recent inclusion of Internet Gaming Disorder (IGD) as a research diagnosis in DSM-5 (American Psychiatric Association, 2013), as well as many other new concerns such as cybermobbing, sexting, Internet pornography addiction, in addition to negative screen media effects on physical, psychosocial and cognitive development which have been reported in media effects studies for decades (Mößle, 2012), are cause enough for reversing this trend. The program MEDIA PROTECT is an intervention for the prevention of problematic and addictive screen media use targeting parents of kindergarten and elementary school children (Bleckmann, Rehbein, Seidel & Mößle, 2014). This program will be administered in 40 kindergartens and 8 elementary schools in Germany by special MEDIA PROTECT coaches to be trained for the purpose and evaluated in a cluster randomized controlled trial. The curriculum of this training will be presented as a possible blueprint for further training modules for school and kindergarten teachers. In addition to reporting these findings and concepts, the aim of the presentation is to encourage participants to reflect on their own media education practice with a change of perspective which might let Steiner School media curricula, which have been criticized for not being up to the state of research, seem advanced in some of their aspects: It is not backward, but foresightful if media education considers the aspect of prevention of problematic and addictive use from the outset and works with the goal of a media mature adult in mind rather than the early training of technical use skills (Bleckmann, 2012).

References

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