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PARENTS' ATTITUDES TOWARDS THE USE OF DIGITAL MEDIA
AMONG PRESCHOOLERS

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PARENTS' ATTITUDES TOWARDS THE USE OF DIGITAL
MEDIA AMONG PRESCHOOLERS
AİLELERİN ÇOCUKLARININ DİJİTAL MEDYA KULLANIMI
KONUSUNDAKİ TUTUMLARI

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CONTENTS

LIST OF TABLES.....	IV
ABSTRACT.....	V
ÖZET.....	VIII
INTRODUCTION.....	1
1. MEDIATIZATION OF CHILDHOOD.....	6
1.1 The quantitative aspects of mediatization.....	9
1.2 Moral panics about digital media devices.....	10
1.3 Digital Natives.....	12
1.4 Access to digital media devices and Internet.....	15
1.5 Risks of digital media devices.....	23
1.6 Media literacy.....	26
1.7 Digital intelligence.....	30
2. UNDERSTANDING PARENTS' ATTITUDES TOWARDS THE USE OF DIGITAL MEDIA.....	34
2.1 The access to digital media devices and Internet.....	40
2.2 Mediatization of childhood and parenting.....	46
2.3 Risks of media technologies and Internet.....	51
2.4 Media literacy.....	54
2.5 Media balance.....	55
CONCLUSION.....	60
REFERENCES.....	65
ANNEXES.....	68

LIST OF TABLES

- Table 1.1 (2013). Zero to Eight, The ownership of digital devices
- Table 1.2 (2015). As cited in London School of Economics and Politics, Parenting for a digital future. Access to digital media devices by age groups
- Table 1.3 (2015). European Kids Online. The first age of internet access
- Table 1.4 (2016). Global Kids Online. Internet users around the world
- Table 1.5 (2015). European Kids Online. The locations that children have internet access
- Table 1.6 (2015). Pew Research Center. The increase in smartphone ownership
- Table 1.7 (2016). Pew Research Center. Worldwide internet access
- Table 1.8 (2010). European Kids Online. The media literacy about internet safety
- Table 1.9 (2015). European Kids Online. Digital skills
- Table 1.10 (2010). European Kids Online. Parents' media literacy in Turkey
- Table 1.11 (2016). European Kids Online. Locations of internet access
- Table 1.12 (2016). www.digitalintelligence.com . Digital Intelligence

ABSTRACT

This paper explores parents' attitudes towards the use of digital media among preschoolers. As it is seen, preschool period of the children is important for the construction of the perception. For this reason, in this research the families with 3-6 years old children were reached as this age range has been determined as preschool period in Turkey by the Ministry of Education. In-depth interviews were made with graduated families. These families were chosen in order to understand the usage habits of digital media technologies like tablet computers, smart phones and why, where and how long the families give digital media devices to their children.

The research questions were asked in five topics as follows: the access to digital media sources and Internet, mediatization of childhood and parenting, risks of media technologies and Internet, media literacy, and media balance. Children are growing up at media saturated environment. In this research, mediatization was taken a core concept to explain the role of media on children and families.

The starting point of this research is the book named 'Elektronik Bakıcı' by Prof. Nilüfer Timisi. The definition that was made for television will be the same for mobile technologies. Parents' attitudes and behavior were searched since preschoolers were the focus of this study. Besides, it was also tried to understand parents' relationship with media by reason of being a role model to the children. The reason that I am studying in this field is the fact that I have a 6-year-old daughter and digital technologies have already become a part of her life.

The fieldwork data was obtained from well-educated parents via face-to-face interviews in Istanbul whereas academic data was obtained from European Kids Online Research and A CommonSense Research Study: Zero to Eight. Besides in Turkey the statements made by the Radio and Television Supreme Council in the 'Children's Media Conference', and the results of the research

conducted by the State Institute of Statistics on media devices ownership and Internet access are included.

The aim of the in-depth interview is to examine children's access to digital media devices and Internet, the risk of harm they encountered, parental awareness, and safety strategies regarding children's media use and understand the media balance of the parents. The research findings were evaluated in five topics that were children's access to digital media and Internet, the mediatization of childhood and parenting, the risks that children may face while using media, parent's and children's digital media literacy and parents' media habits.

During face to face interviews it is impossible to say that all the families who attended to the research used digital media devices as an electronic babysitter. However, it was determined that families used tablet computers, smart phones for amusing children. Digital media usage was not the part of the time that the parents share with their children, it could be seen that they are the amusers.

According to the research findings families did not have enough knowledge about the programs that children will be productive in digital age and security filters. Preschoolers were getting online alone and learned that most of them exposed to violent content. Therefore, being digital media literate and being role model for the children are significant. Parents' media usage is another topic that was taken at the research.

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field is the observations of children and media looking at my daughter Alaca. She inspired my master thesis.

Keywords: Digital media, children's media use, media in family lives, parents' attitudes, parents' media balance.

ÖZET

Bu çalışma; ailelerin okul öncesi yaş grubundaki çocuklarının medya kullanımına ilişkin tutumlarını öğrenmek amacıyla yapılmıştır. Çocukların gelişimsel özelliklerine bakıldığında erken çocukluk döneminin bireyin algı dünyasının oluşumunda önemli bir yere sahip olduğu söylenebilir. Bu nedenle araştırma için Milli Eğitim Bakanlığı'nın okul öncesi yaş grubu için belirlediği 3-6 yaş aralığında çocuğu olan ailelere ulaşılmıştır. Üniversite mezunu olan ebeveynlerle görüşmeler yapılmıştır. Özellikle eğitilmiş ailelerin seçilme nedeni ise akıllı telefon, tablet bilgisayar gibi dijital teknolojilerin eğitim düzeyi yüksek ailelerde kullanımına ilişkin bilgi sahibi olmak, çocuklara bu araçların nerede, ne kadar süreyle ve hangi amaçlarla verildiğini saptamaktır.

Araştırma soruları dijital medya araçlarına ve internete erişim, çocukluğun ve ebeveynliğin medyatizasyonu, dijital medya araçlarının ve internetin riskleri, medya okuryazarlığı ve ailelerin medya kullanımı başlıkları altında sorulmuştur. Çocuklar medyayla çevrili bir ortamda büyümektedir. Araştırmada medyatizasyon ana teori olarak ele alınıp, çocuklar ve aileler üzerinde medyanın rolü irdelenmiştir.

Araştırmanın çıkış noktası Prof. Dr. Nilüfer Timisi'nin Elektronik Bakıcı isimli kitabıdır. Televizyon için yapılan elektronik bakıcı tanımı mobil hale gelen dijital teknolojiler için de yapılabilir mi sorusu araştırmanın temelini oluşturmaktadır. Okul öncesi yaş grubu hedef alındığı için çocukların medya kullanım alışkanlıklarını saptamak için ailelerin tutum ve davranışları incelenmiştir. Ayrıca ailelerin çocuklarına rol model oldukları göz önünde bulundurulduğunda ebeveynlerin de medyayla olan ilişkisi anlaşılmaya çalışılmıştır. Bu alanda araştırma yapmanın bir diğer nedeni ise altı yaşında bir kızımın olması ve dijital teknolojilerin onun da hayatının bir parçası haline gelmesidir.

Saha verileri İstanbul'da yaşayan iyi eğitilmiş ailelerle birebir görüşülerek elde edilmiştir. Akademik bilgiler için gerekli verilere Avrupa Çevrimiçi Çocuk

Araştırması ve Common Sense Media'nın hazırladığı Zero to Eight araştırmasından ulaşıldı. Türkiye ile ilgili veriler ise Radyo Televizyon Üst Kurulu'nun hazırladığı Çocuk ve Medya Konferansı'ndan alındı. Ayrıca Türkiye İstatistik Kurumu'nun medya sahipliği ve internet erişimiyle ilgili araştırması değerlendirildi.

Derinlemesine mülakatların amacı; çocukların dijital medya araçlarına ve internete erişimlerini incelemek, karşılaşılabilecekleri riskler, ebeveynlerin farkındalığı ve çocukların medya kullanımıyla ilgili ailelerin güvenlik stratejilerini belirlemektir. Araştırmada elde edilen bulgular beş ana başlıkta değerlendirilmiştir: Çocukların dijital medya ve internet erişimleri, çocukluğun ve ebeveynliğin değişimi, dönüşümü, çocukların medya kullanımı sırasında karşılaşılabileceği riskler, ailelerin ve çocukların dijital medya okuryazarlığı ve ailelerin medya kullanım alışkanlıkları.

Ailelerle yapılan birebir görüşmelerde araştırmaya katılan tüm ebeveynlerin dijital medya araçlarını elektronik bakıcı gibi kullandığını söylemek mümkün değildir. Ancak pek çok ailenin tablet bilgisayar, akıllı telefon gibi dijital teknolojileri çocukları oyalamak amaçlı kullandığı tespit edilmiştir. Dijital medya araçları pek çok aile için çocuklarıyla geçirdikleri vaktin bir parçası gibi değil, ebeveynlerin farklı bir işle meşgul olduklarında başvurdukları oyalayıcılar olarak görülmektedir.

Araştırma sonuçlarına göre çocukların dijital dünyada üretici hale gelmeleri için uygulanan programlardan, güvenlik filtrelerinden ebeveynlerin yeteri kadar bilgiye sahip olmadığı sonucuna varılmıştır. 3-6 yaş arasındaki çocuklar çevrimiçi ortamda tek başına bulunmakta ve pek çoğunun şiddet içeren görüntülerle, içeriklerle karşılaştığı öğrenilmiştir. Bu nedenle ailelerin dijital medya okuryazarı olması ve çocuklarına rol model oldukları bir dönemde doğru medya kullanımını onlara öğretmeleri önem taşımaktadır. Ailelerin medya kullanımını da bu araştırmada yer alan diğer başlıklardan biridir.

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kendisine Dijital Medya ve Çocuk alanındaki çalışmalarına ve İstanbul Bilgi Üniversitesi İletişim Fakültesi'nin YouTube üzerinden yayınlanan, RGB isimli kanalında hazırladığımız Dijital Medya ve Çocuk televizyon programına verdiği destek için teşekkür ederim. Bu araştırmanın yapılmasını sağlayan, derinlemesine mülakatlarda gönüllü olarak yer alan tüm ailelere ayrıca teşekkür ederim.

Son olarak yüksek lisans süresince beni destekleyen ve yüreklendiren eşim Olcayto Yılmayan'a teşekkür ederim. Bu çalışmanın çıkış noktası çocuk ve medya ilişkisini yakından gözlemlediğim kızım Alaca'dır. Alaca bu araştırmanın ilham kaynağıdır.

Anahtar kelimeler: Dijital medya, çocukların medya kullanımı, aile yaşamında medya, ailelerin tutumları ve medya kullanımı

INTRODUCTION

This research aims to understand parents' attitudes towards the use of digital media among preschoolers. Children take their parents as a role model in early years of their lives. Besides childrens' perception is created by their families thus parents have a central role on their kids. According to Common Sense Media Report lots of studies address the impact of screen time on kids, and guidelines show how much is appropriate at what age. (2017, Parenting, media, and everything in between) Beginning to search parents' screen use, the attitude and the behavior of the families are prominent issue to understand childrens' perception about media devices.

Today, most of the children are growing up at media-rich environment. Thus, they study, work, write and interact with each other differently than the ways that the other generations did before. Accordingly, it is possible to say that the concepts such as childhood or family life has transformed.

The media affects children's mode of communication and learning, friendship, games and even toys in the daily life basis. In addition to that, family relations and parenting also change via media. This change and transformation are academically and theoretically evaluated under the title "Mediatization".

There are three quantitative aspects of mediatization: Temporal, spatial and social. These aspects help us to understand that the children have more access to digital media devices and they are accessible across different localities. While television used to play an important role in children's lives, today children can watch cartoons and play games through various devices of the media. The interactive nature of digital devices makes it easier for children to react instantly, allowing them to become part of a game or a video they watch. In other words, once one-sided communication with television, today this communication has become active with digital media devices, and the children settled in the position of being an actor instead of a follower. When the concept of mediatization is evaluated, these three basic features are addressed in order to understand the effect of the media.

This research also includes moral panics, which the media tries to create about the use of digital media devices and the early encounter of children with screens. Generally, the moral panics' focus on the internet is about violent, stereotyped or pornographic content. Besides for digital media devices, the moral panics are about the usage habits, limitations, balance, screen age and so on. It is possible to encounter such examples of fear in the world and in our country. Indeed, for each medium the fears will be the same. But as research has shown, a two-year-old can now be online and meet tablets and smart phone displays at an early age. For this reason, the American Academy of Pediatrics' previously described "two-year rule" has changed. The Academy explained that as the media becomes more active in children's lives, children under two years of age can encounter the screen on parental control. So, even though there is an attempt to create moral panic in the society via media, another thing to be emphasized in this study is the importance to direct the families, guide the children and prepare them for the future, instead of keeping the children born in the digital age away from the screen. The antithesis of the moral panics of digital media is to ask new questions to children and parents to understand their relationship with media gadgets and try to build positive usage habits.

In addition to the children's connection to the media, knowing and anticipating the new generation born into the digital world, called "digital immigrants", contribute to the production of the right solutions. Generations are affected by new technologies. Therefore, they are renamed as net generation, cyber-kids, digital natives and such like by the effect of technology on society. In this research, the term "digital natives" is used as defined by Prensky. In the theoretical framework under this title, the characteristics of the digital natives and their relations with the media are explained. Internet and digital media devices produce new styles of playful learning, communicating and so on. For this reason, the learning, communication and behavioral models are different today. We can clearly say that there is a generation gap between the digital generation and their parents.

While digital media devices provide a lot of convenience in access to information, it also encourages children to meet different cultures and accelerate their learning processes. However, we can say that it has all these positive effects as well as the risks. A child seated in front of a screen without an inspector may encounter some content that is inappropriate for his or her age, or personal information may be requested in a game play. These risks can be multiplied with many negative examples that can be encountered in online environment such as violence, pornographic content, data breeding and cyber bullying. In addition to all of these, as experts also pointed out, children who spend a lot of time in front of the screen at a small age may experience obesity, lack of attention, difficulty in eye coordination or eye problems. For this reason, it is important to emphasize that the families have an important role to play, especially for small age groups. When the children grow up by imitating their parents in their early stages of life, the attitude and behavior of the parents have a big influence on the formation of children's perceptions.

In a swiftly digitalizing world, children can access digital media devices such as tablets, smart phones, and more; in anywhere and at any time. It can be considered that the definition of an “electronic babysitter” for television before is now valid for mobile media devices. So, determining the reasons for families using the media for their children will give information about the role of media devices such as tablet computers and smart phones in children's life.

Under digital rights, UNICEF states that every child has the right to have an access to Internet and digital media. Therefore, the research on the use of children media devices in Turkey and around the world has been reviewed and appropriate data for this study has been included. However, it can be said that there is not enough data about the use of digital media for the small age group. So, the study also includes findings that would cover the older age group that might be enlightening for the research.

The statements made by the Radio and Television Supreme Council in Turkey in the 'Children's Media Conference', and the results of the research

conducted by the State Institute of Statistics on media devices ownership and Internet access are included. In addition, the media devices ownership of the families is important for this research because children in the small age group can watch cartoons or play games on their parents' smart phones. Therefore, the media devices owned by the families also affect children.

Access to digital media devices as well as access to the Internet is another aspect to be considered in this study because when the children become online so young, it can cause the early encounter of children to different and uncontrolled content. In addition, the rapid increase in the use of internet at home suggests that more attention should be paid to the use of digital media when the small age group spends more time in that environment.

In order for children to learn the language of the digital world at an early age, they have to recognize and have control over that language. In this research, the concept of "Digital Intelligence", which has been discussed lately, is considered and what will be done for children to gain digital intelligence is evaluated. Along with the concept of digital intelligence, the fact that families and children become literate in digital media will help reduce the risks in the online environment. This way, parents will be able to create a common language with their children and will be able to guide them. As mentioned above, children grow up imitating their families. For this reason, once again it is necessary to emphasize the important role of the families. Thus, it is necessary for families to reconsider their own media usage habits in order to lead their children to the right direction.

If the parents are using tablets, smart phones for filling the gaps or use the devices as an electronic babysitter or a teat, there will be a problematic situation in the future. For instance, children might see these devices as a playmate or may want to spend all of their spare time with digital devices because children's perceptions are formed at an early age, and the relationship they build with the media shapes their future. Therefore, parents prioritize creative, unplugged playtime for infants and toddlers whereas digital media use should become one of the activity that they share together.

As a research method, in-depth interview technique is used. Individual interviews with family members provided information about each family and their personal experience with the child. In the methodology section of the study, the details and results of the interviews are evaluated. For this study, the families of the children in the pre-school age group have been reached considering that the physical, social, cognitive and emotional development of children occurs at an early age. Educated parents in Istanbul are preferred for in-depth interviews. In a continuously digitalizing era, educated parents are the starting point of the research to understand why they use digital media devices for their children. The attitudes and behaviors that parents develop about the use of media will also be a guide for other activities on this field.

1. MEDIATIZATION OF CHILDHOOD IN TURKEY AND AROUND THE WORLD

Today, media is no longer a separate area to the other institutions of society. “Politics, religion, parenting, childhood, art and other institutions are influenced by the logic of the media.” (Hjarvard, 2008, p.106) It can be concluded that the media has become a part of everything. Comparing the different approaches about social change, mediatization is a core concept to describe the change and transformation of societies.

In the past; family, school and the church were the providers of information. However today, the authority is shifted to media; in the words of Hjarvard “media become a part of everything”. (2008, p.106) The learning models, classroom, toys, games, friendships, relationships have all changed by the media. The concept of mediatization is considered as a basic argument for explaining this change. In the digital age, parenting and the family environment have undoubtedly transformed, and media has become an important factor in the communication that parents have with their children.

Beginning with the mediatization of childhood, children are getting online at early ages (Zero to Eight, 2013, p.4) besides they are using tablets, smart phones under the age of two. (Independent, 2016, para. 37) Today in many classrooms, there may be smart phones, tablet computers and smart boards for reading, searching and making connections. Education systems are increasingly reliant on technology-enhanced classrooms. On the other hand, there are also various screens at houses. As a result, the children are growing with this new technology. It is an undeniable fact that children grow up in a different environment in the new digital world surrounded by the media. This difference may occur in every generation, but the fact that the media has become such an effective force in everyday life, has necessitated the rethinking of many social concepts such as childhood, family and politics which are now under the influence of the media.

As Castells explained with the theory of the "Network Society" (2005), in a world surrounded by networks, economies have become connected to each other. Mediatization explains the change in this process with developments in the media and communication technologies, and the impact of these developments on the social norms and institutions.

When we look at the mediatization of childhood, it can be seen that children play similar games and animate cartoon characters during their games and such like. Also, with globalization and commercialization, children in different parts of the world can wear the same outfit or play the same digital game. *Frozen*, the movie is an example to describe this effect. The characters created in the film are Elsa and Anna and they adorn the dreams of little girls; the song 'Let It Go' performed by Elsa in the movie is performed by so many girls. At the same time, the toy industry is at the service of children. Elsa, Anna, Swen, and other characters' toys in the film were put on the market, and even according to a story on the Time magazine, thanks to the film, Elsa toys toppled Barbie from her throne. (2016, p.34) Besides, the digital game in which Elsa and Barbie are racing is an important display that reveals the understanding of two different baby styles and shows the competition in the market. (Barbie Elsa Fashion Contest Game) The girls watching the film, role play Elsa in their games.

Children are surrounded by the symbols of the movie, commercialization and the impact of globalization. With the concept of mediatization, children are usually playing, thinking, communicating and learning through the logic of the media. Thus, this also supplies standardization and marketisation.

Children from different countries may play the same videogame, download the same application. Besides, clothes; stationery equipment such as books, notebooks, schoolbags, pencils; videogames, tablet computer applications and all other things are created by the impact of media. In addition, the materials of the toys have changed. Hjarvard emphasized this change "the mediatization of global toy industry". (From bricks to bytes) In the past the toys were made of wood, iron, plastic and so on. Today the toys are transformed to immaterial aspects such as role-playing, programming with software computer and video games. Thus, the play has

turned into a mental activity such as imagining, planning, simulating and communicating. It has become a global industry that produces different materials, contents and toys for children. This change in children's lives also shapes their perception. The effect of technology on generations is featured in the section titled “Digital Natives”.

It can be said that the global toy industry has also been strengthened by structures such as Disneyland, Legoland. They are all different pieces of an interconnected global industry, and all of this leads to a change in children's relationship to games and toys. It is possible to say that the toy industry has been strengthened with centers such as Disneyland, Legoland as well as digital media games and television broadcasts and contributed to the increase of consumption. That kind of places also strengthens the ideology of the companies. Disney Company; Disneyland, Disney Channels, digital applications and with the Disney stores in different parts of the world, create a big industry and affect the children's games, toys, learning styles, and perceptions.

However, mediatization cannot be solely regarded as a process that provides this change and transformation. As Krotz pointed out; globalization, individualization, mediatization and commercialization are “long term processes” (as cited in Lundby, 2009, p.10) All these factors influence and transform each other. Parenting is another aspect that has been mediatized by digital technologies.

Interactive and mobile technologies contribute to important changes in most of the family relations and practices. This change is also termed mediatization of parenting. In addition to programming children's sleeping and eating routine, digital technology and media have also become part of the games that the family plays together. Families that actively use social platforms share their birth pictures, growing up, special moments of their babies on their Facebook, Twitter, Instagram accounts. For this reason, it can be assumed that since the birth of a child he/she has digital footprints today. At the same time, families can communicate online with other parents who have parenting experience and share their own experiences. Parenting has become interactive with media and communication devices. The transformation of the parents is important for this study because the group to focus

on is children between the ages 3-6. This age group spends more time with their parents and the relevant change in childhood and parenting is explained through the concept of mediatization.

On the other hand, preschoolers may be exposed to screens more than a schoolchild because they spend most of their times with their parents, family elders or child-minders at home. Many households have various digital media devices. For this reason, children are not only watching television, but also are able to access the cartoons and games they want from tablets and smart phones. The quantitative aspects to be included in the next section contributes to the understanding of the mediatization theory. The aspects are temporal, spatial and social level that cover the access of digital media devices; the places that the devices are used and various reasons about usage habits because digital media devices can be used not only at home, but also at school, at work, in parks, in restaurants, and in many other places. At the same time, digital media devices enable mobile access anywhere, anytime.

1.1 The quantitative aspects of mediatization

Mediatization is an ongoing process of the increase of media communication on temporal, spatial and social levels. On the temporal level, media is becoming more accessible all the time. For instance, television has no closedown anymore and thanks to mobile technologies it can be watched everywhere. Media devices merge with each other therefore smart phones may be used as a television. This mergence also affects the children to use and reach media gadgets wherever they want. If a child wants to watch a cartoon film outside, a mother may give him/her smart phone while the child is on the stroller.

On the spatial level, the media are more and more accessible across different localities. For instance, tablet computers are no longer a media technology related to a certain place of communication. It can be used at the office, home, school and

public places as well. Another example is personalized mobile phones that are virtually available everywhere.

At social level of mediatization more and more social contexts are marked by media use. (Hepp, 2012, p.138) For instance computer is not only used at work anymore. It is also used at very different social spheres at different times. On the other hand, children are mostly, now, multi-screening- using more than one device at the same time like watching television while surfing at the internet on a tablet. Moreover, there is also a correlation between cartoons and digital applications. For instance, while watching television, at the end of the cartoon there is a message that directs children to play the online game of the characters on tablet computers as well. This also shows the influence of media and commercialization.

To sum up this part “mediatization is an agent of social and cultural change” (Hjarvard, 2008) that has a power to transform the institutions of the society and culture. There is no doubt that this change and transformation cannot happen suddenly. As Andreas Hepp mentioned they are “long term processes” (2015) that influence each other as well.

The change that the concept of mediatization creates in the lives of children and the family is the result of the fact that the media now plays a central role. But just like every media devices, moral panics are created for digital media devices as well which is evaluated in the next section. The purpose of giving the moral panic at this study is that, contrary to what is happening about digital technologies, children need to encounter the screen at an earlier age every day, and the families need to be directed about what they should do to face the situation. For that reason, first the panic is reviewed and then how the technology shapes the generations is examined.

1.2 Moral panics about digital media devices

For every medium, the fears generally dominate the agenda of the society. There is no doubt that there are risks that children may face in the digital world. However, being digital literate can protect children from the risks of the technologic

world. This part aims to give information about the moral panics of digital media devices. After focusing on the moral panics of digital technologies; the new generation, their habits and attitudes are evaluated.

Moral panics occur when the mass media take a reasonably ordinary event and present it as an extraordinary occurrence. A similar situation is observed when the moral panics related to media devices are examined. It is possible to find news about keeping children away from the digital technologies that are part of the children and the family lives. (Habertürk, 2016)

The moral panics centers on the internet are about violent, stereotyped or pornographic content. Besides, the moral panics for digital media devices are about the usage habits, limitations, screen age and so on. Indeed, for each medium the fears will be the same. When the television was widely used, there were similar moral panics as well. For example, Marie Winn, a communications researcher, says that “the television is addictive to children like a drug and has a decisive role in all aspects of their lives.” (As cited in Timisi, 2011, p.23) A similar criticism is also made for digital media devices. As Drotner emphasized “the medium is introduced as a kind of historical amnesia. (as cited in Livingstone, 2003, p.4)

There is a good example about the usage habits at “New York Post”. Recently there is an article about tablet computers and smart phones that the media devices are determined as a “digital drug”. (2016, para.34) This news was seen at Turkish media with the same headline as well. However, the news only covers the disadvantages of digital media use and gave a small part to other oppositions. (Cumhuriyet, 2017, p.2)

It should be noted that the problematic thing is not the devices but the usage habits and attitudes are to be revised. Unfortunately, there is not enough news or researches about digital media use that focused on Turkish children. Besides, the news about the damages of media and the addiction to the digital devices are mostly read at blogs, newspapers and so on. (Hürriyet, 2016) Digital technology has been an integral part of children’s lives since they were born. Therefore, parent’s

guidance about media devices and attendance while the children are using tablets, smart phones are significant.

Undoubtedly media supply new opportunities for democratic and community participation. According to some approaches, it is the end of childhood. Neil Postman determined television that amuses people to death. (1994) He had same approaches for children's programs too. For *Sesame Street* which is still globally broadcasted, Postman thought that the programs had a role to encourage children to like television. There were several researches about *Sesame Street* and according to the researches there was a correlation between preschoolers and their preparation to the school. Moreover, for some approaches children were moved away from games by television. Timisi pointed out that television changed the traditional way to play. "The play was not abolished in itself". (Timisi, 2011, p.49) Today this criticism is made for tablets, smart phones, iPods, computers and other digital devices.

With digital media devices, not the game itself, but the content of the game has changed. The growing influence of technology has caused changes in the generations as well as the content of childhood and the game. For this reason, children born into the digital age are defined differently. In this research, Prensky's definition of "Digital Natives" is used. In this section, children shaped by technology tell the language differences between them and their parents. Furthermore, children identified as digital natives give information about the use of media devices and their access to the Internet.

1.3 "Digital Natives"

The change in generations also affects the relationship between the family and the child, as well as the educational patterns and forms of communication. Therefore, in order to understand the new generation surrounded by digital media, it is necessary to take a closer look at this area and understand its relations with it. Technological developments are accelerating day by day and are used by children

in different parts of the world. For this reason, the relationship of the pre-school age children born into the digital age and growing with these technological devices is important as this relationship is established at an early age. So, the research focuses on the definition of digital natives.

Pierre Bourdieu argues that the generations are socially and culturally defined and produced. (as cited in Buckingham, 2006, p.3) Due to the development of media and communication technologies, the generations are renamed. Meyrowitz separated societies as oral, printed and electronic by looking at the way of communication types. (1985, p. 226)

On the other hand, different generations have different ways of communication, learning models and orientations that are culturally and socially defined by the words of Pierre Bourdieu's "habitus". Therefore, because of the increasing growth of media technologies, childhood is transformed by the impact of mediatization. It is good to state the difference between television generation and the net generation. The term of Tapscott's "television generation" (1998) that were grown up by television were sitting against the medium and admitted the messages thoroughly. But the net is interactive; children participate and involved in the content. Moreover, they are probably more creative and intelligent because the medium is open to the different views of the children. Therefore, technology is the means of empowerment for children. In addition, children can also become producers instead of consuming only the content that are presented to them with digital media devices.

Prensky states that the kids are the native speakers in digital age "Digital Natives". (2010, p.28) In this research, the term "Digital Natives" is used to define and understand the new generation and their new habitus. On the other hand, there will be a gap between the natives of digital age and their parents. Unfortunately, parents are "Digital Immigrants" (Prensky, 2006, p.1) as they learn digital language later than their children. While some people adapt to digital environment quickly, some of them don't. "Digital Immigrants" may print out their email, watch the news at television or prefer going to the bank rather than online banking. Technology

offers a new form of empowerment for young people and this produce generation gap by the reason of new types of communication models and interaction.

Children born and grown up at this age mostly spend their times using computers, videogames, smart phones, iPods, tablet computers and other media devices because digital world is their natural environment. A baby is born into digital life and meanwhile the photos of the baby are taken and posted on social networks. Besides; television, computers, tablets and smart phones are used to watch cartoons or to play digital games. While children go to school, frequently the classroom is filled with media devices. Thus, children who are growing up with digital media have different attitudes and behavior that Prensky explained as digital environment and experiences change children's brains and habits. (2006, p.28) They think and behave different than their parents do. For instance, a child download an application and read the book online however their parents may still be reading published books.

According to "Zero to Eight Research" children are getting online at early ages (2013, p. 4) as well as they are using tablets, smart phones, iPods and other digital devices. (Independent, 2016, para. 37) Besides thanks to the digital technologies, kids may also be exposed to many risks. Therefore, nonprofits, government, and research-based organizations have crucial role to work together for ensuring children's safety and rights in a digitized world. Moreover, parents' guidance is another issue that has to be covered. When compared with television, online and digital devices may be harder for parents to manage, for several reasons as online and digital devices are technologically more complex. Besides market innovations pose parents with the continual imperative to update and adapt their habits. Furthermore, these devices are portable and personalized so the "traditional strategies of media co-use or supervision become less available or effective." (as cited in EU Kids Online, 2015, p.7) In addition to that the new conditions of education, work, and social life also require new competencies and new forms of literacy. Therefore, today digital media literacy for parents and children is a fundamental issue for preparing children into future. Moreover, digital intelligence

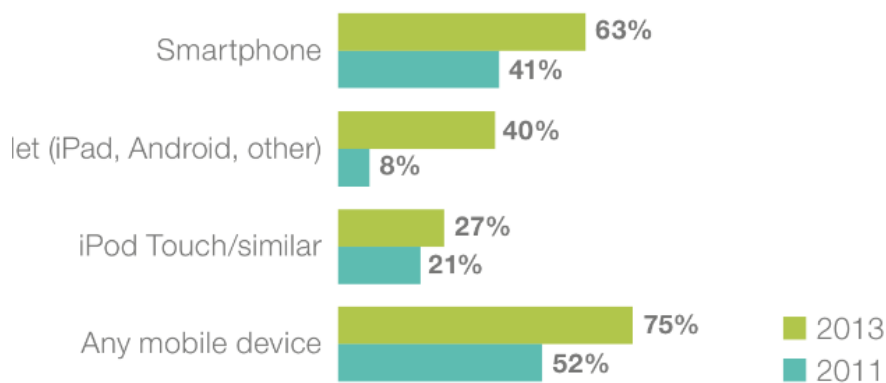
is another important issue to give knowledge children how to protect themselves at the digital era. Media literacy and digital intelligence are evaluated on page 26-30.

1.4 Access to digital media devices and Internet

Increasing number of children around the world is using digital devices for education, communication and entertainment. For this reason, research on children's access to media devices has been included in this section.

Children’s access to mobile media devices is higher than before dramatically. (Pew Research Center, 2016) Moreover, in a short period of time the ownership and usage rates increased sharply. According to Zero to Eight Research, among families with children age 8 and under, there has been a five-fold increase in ownership of tablet devices such as iPads, from 8% of all families in 2011 to 40% in 2013. (2013)

“Table 1.1” The Ownership of Digital Devices



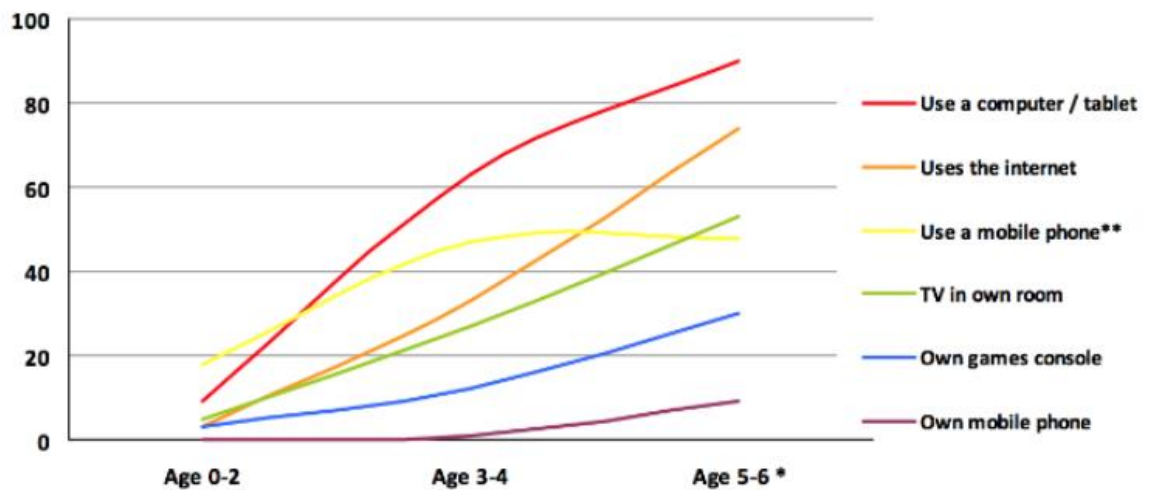
“Reference:” Zero to Eight, 2013

The research was based in America and it can easily be seen that smart phones are commonly used among American kids. The increase of smart phone usage and the mobility of the devices strengthen the children’s usage habits. In addition to this, the tablet computer usage has also been sharply increased. Tablets, smart phones may be accepted as user friendly devices. Indeed, touch screens make

it easier for children to experience them. Even a 2 years old child or under this age may practice playing a digital game at touch screen devices.

The research in England proved that the children encounter screens at early ages. Accordingly; children are using mobile phones, internet, game consoles, computers or tablets from 2 years old. (as cited in London School of Economics and Politics, 2015)

“Table 1.2” Access to Digital Media Devices by Age Groups



“Reference:” As Cited in London School of Economics and Politics, 2015, Parenting for a Digital Future

The widespread expansion of media and communication technologies has an impact on children. A 2-year old child has access to tablets, smart phones and other digital tools. As it is emphasized in this research, the parents have a key role on preschoolers. Considering children’s cognitive enhancement, a 2-year old does not perceive abstract terms yet. (as cited in Timisi, 2011, p.11) For this reason parents have to attend and communicate with their children while they are getting online or using digital media devices.

On the other hand, tablets are especially popular in preschool and early-years learning. (The Guardian, 2014, Are iPods and tablets bad for young children?) In touch screen tablets and computers, to touch and access their applications using

children's fingers can be one of the reasons why these devices are becoming more popular among the small age group.

In recent years, media is playing an increasing role in the lives of children, adolescents and families. Therefore, The American Academy of Pediatrics has extensively updated and revised its guidelines for children and adolescents. In the past, the Academy recommended no screen before age 2. However, the Academy now recommends “infants and toddlers should be unplugged, though even infants are now allowed to Skype granny, and from 18 months old, high quality television content is also OK as long as a parent watches with them”. (American Academy of Pediatrics, 2016)

In addition to children screen encounter at an early age, the age of internet access has dropped from 5 to 2 from 2010 to 2015, as shown at the table below. (EU Kids Online, 2015)

“Table 1.3” The First Age of Internet Access

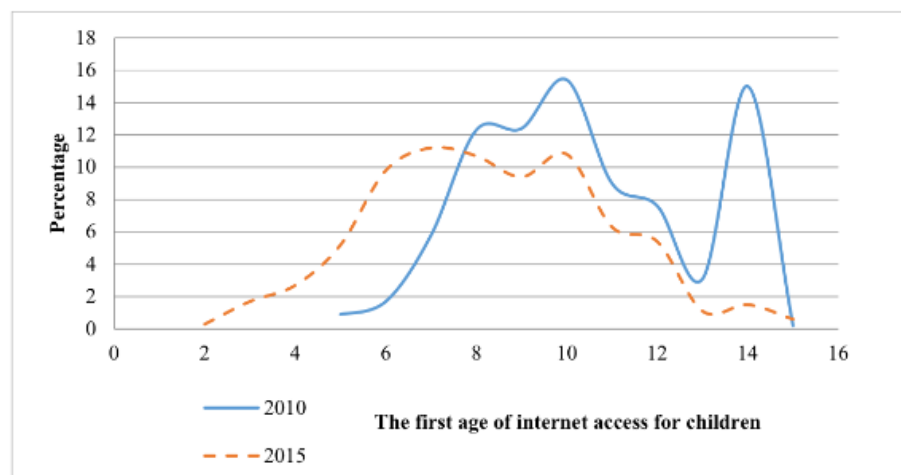


Figure 3. *The first age of internet access for children*

“Reference:” EU Kids Online, 2015

It is considered that the increase of digital media devices ownership has influenced the first age of internet access of children. Besides, parents’ media ownership has also been taken into account because of children’s internet access at

an early age. Children all around the world do not have a tablet or internet access. But parents' ownership of smart phones may make it easier to reach digital devices and internet. On the other hand, it has been estimated that one-third of the world's internet users are children. (Global Kids Online, Global Kids Online, 2016, p.15)

“Table 1.4” Internet Users Around the World

Age	Global	More Developed	Less (including least) developed	Least developed
0-4	642,161	69,065	573,096	126,597
5-10	726,250	79,943	646,307	135,023
11-17	834,777	98,909	735,869	136,511
Total children 0-17	2,203,188	247,916	1,955,272	398,131
Total population	7,324,782	1,259,588	6,065,192	940,125
Children as % of total population	30.07	19.68	32.23	42.35
Internet users (all ages) as % of total population	44	82	35	10

“Reference:” Global Kids Online, 2016

Children become online at an early age and encounter with the digital screens therefore further research in this area is needed. For this reason, the Internet, digital media, access to digital media, digital rights, borders, digital media literacy, media balance are areas that need to be examined separately.

In the researches on children and media in Turkey, the report of Radio and Television Supreme Council on media usage habits of children in Turkey is taken as basis. The report covers children between the ages 6-13 (2013). According to the report 73,7% of children have computers or tablets. The digital technologies are mobile thus children use tablets, smart phones and digital devices wherever they are. (2013)

On the other hand, there is also a serious increase in Internet usage at home. (Turkish Statistical Institute, 2016) The places that are going online and media use

give an insight about the mediation of the families. According to European Kids Online Research based in Turkey, children’s access to internet at home, in and out of their rooms, has increased almost 50% from 2010 to 2015. (2016)

“Table 1.5” The Locations that Children Have Internet Access

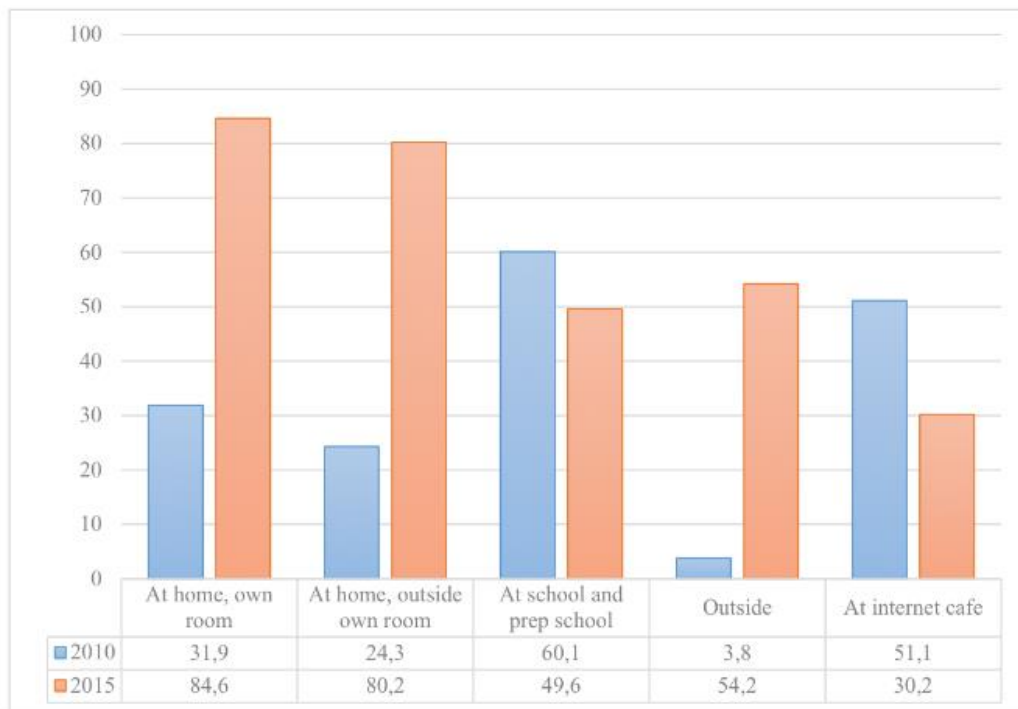


Figure 4. *Locations in which children have internet access*

“Reference:” EU Kids Online, 2015

The rate points out that children increasingly use mobile technologies at home, outside or at school. The remarkable point here is the locations in which children have internet access. As it has been emphasized before, digital devices have to be at common areas at home although they are portable. Especially for preschoolers, paying attention to this issue is necessary.

According to State Institute of Statistics, 8 in 10 houses have Internet access. (2016) Besides 72% of adults in Turkey use the Internet at least occasionally. (Pew Research Center, 2016)

The limited use of high-quality media certainly has a positive influence on children. However, inappropriate use and exposure to screens carry health risks, lower academic performance, increased sleeping problems, obesity, behavioral problems, increased aggression and such like. (American College of Pediatricians, 2016, the impact of media use and screen time on children, adolescents, and families) Furthermore according to BBC News, the amount of time that children spend has risen dramatically. Children aged five to 16 spend an average of six and a half hours a day in front of a screen whereas it was three hours in 1995. (BBC, 2015, Children spend six hours or more a day on screens) It was not only television; children spent their times playing game consoles and using a mobile computer or tablets.

As a result of the research conducted in the UK, the necessity of paying special attention to the screen timing is a priority. One of the main goals of this study is to emphasize the necessity of the screen timing and the communication with their children during digital media use because when children in the small age group are particularly concerned, the immediate explanations of families to their children during media use will contribute to a safer media use.

On the other hand, children are also influenced by media devices their families have because it is foreseen that children also use digital media such as tablet computers and smart phones in the house. For this reason, research involving the media ownership of the Pew Research Center is important and in this study research finding has been included.

According to Pew Research Center analysis about smart phone ownership, Turkey's smart phone usage booms. (2016) Table 6 shows that in 2013 the smart phone ownership was 17% whereas it went up 59% in 2015. (2015)

“Table 1.6” The Increase in Smartphone Ownership

Many emerging countries see steep increase in smartphone ownership
Adults who report owning a smartphone

	2013	2014	2015	13-15 Change
	%	%	%	
Turkey	17	-	59	+42
Malaysia	31	47	65	+34
Chile	39	58	65	+26
Brazil	15	24	41	+26
Russia	23	33	45	+22
China	37	55	58	+21
Poland	21	29	41	+20
Argentina	34	34	48	+14
Venezuela	31	39	45	+14
Mexico	21	28	35	+14
Jordan	38	41	51	+13
Indonesia	11	15	21	+10
Nigeria	19	27	28	+9
Pakistan	3	4	11	+8
Lebanon	45	48	52	+7
Kenya	19	15	26	+7
Ghana	15	14	21	+6
Senegal	13	15	19	+6

Note: Percentages based on total sample. Only countries with statistically significant changes that were surveyed in 2013 and 2015 shown.

Source: Spring 2015 Global Attitudes survey. Q71 & Q72.

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“Reference:” Pew Research Center, 2015

The smart phone ownership was 17% in 2013 whereas it went up 59% in 2015. There is a significant change about the ownership. This fact also strengthens the popularity of smart phones among children.

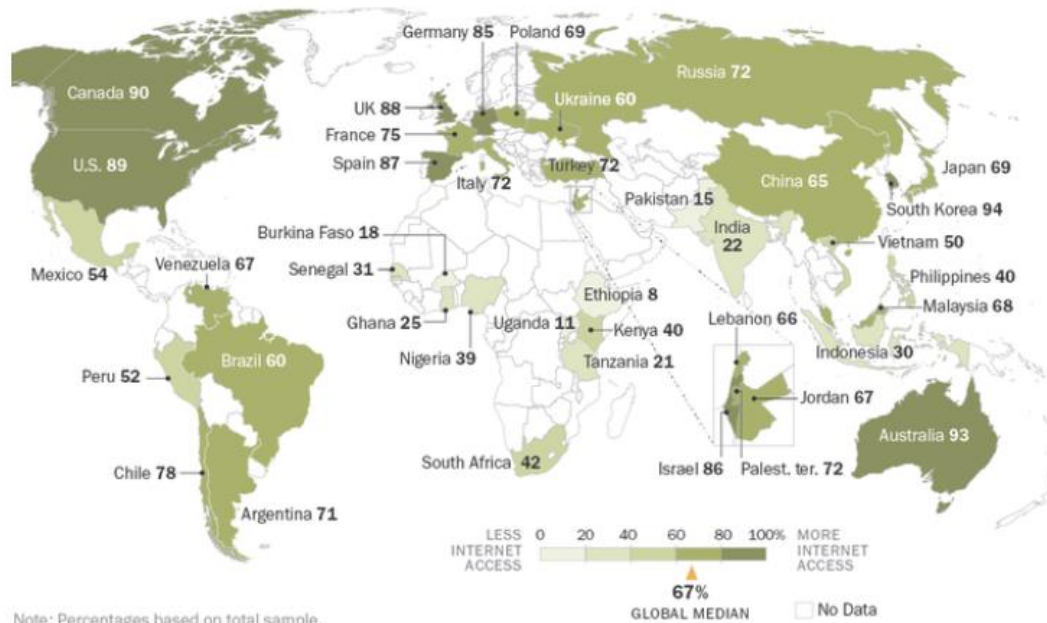
The increase in the use of smart phones makes it easier for children to access these mobile devices. Apart from the media ownership and the use of digital media devices, Internet access is also rising in booming economies. The research also includes information on accessing the Internet because children can access the Internet from tablets, smart phones or other digital media devices, even if they are very young, and they can determine what they will watch.

According to Pew Research Center, there has been a noticeable rise of Internet usage in emerging economies from 2013 to 2015. (2016) In 2013, a median of 45% across 21 emerging and developing countries reportedly using the Internet at least occasionally. In 2015, that figure rose to 54%, with much of that increase coming from large emerging economies such as Malaysia, Brazil and China. (Pew Research Center, 2016) In Turkey 72% of adults use the Internet at least occasionally.

“Table 1.7” Worldwide Internet Access

Two-thirds worldwide use the internet, but fewer do in Africa and South Asia

Percent of adults who use the internet at least occasionally or report owning a smartphone



“Reference:” Pew Research Center, 2016

There is no doubt that Internet is spreading all around the world. The International Telecommunication Union (ITU) estimates that by the end of 2015, 3.2 billion people will be using the Internet, 2 billion of whom will be in developing countries. (as cited in UNICEF, 2011-2014, para.14) Many of these users are mostly children and young people.

The researchers all around the world is telling that more and more children are relying on digital tools, platforms and services to communicate, engage, play or socialize. Hence to draw a line between online and offline world is difficult. UNICEF pointed out that it is necessary to examine how these changing environment impacts the wellbeing and development of children and their rights. (2014, Children’s rights in the digital age) According to the new data of The International Telecommunication Union (ITU), over two-thirds of the population lives within an area covered by a mobile broadband network. (2016, para.10) But

more than half of all people are not yet using the Internet. By the end of 2016, 3.9 billion people which mean 53% of the world's population didn't have access to Internet. (The International Telecommunication Union, World's offline population, para.1) As it is seen, access is still the biggest issue that children face. However, "children around the world increasingly think of access to digital media as a fundamental right". (UNICEF, 2014, Children's rights in the digital age) As it is concluded from this report, digital media is a powerful way for children to realize their rights, from accessing information, playing games, to expressing themselves freely and so on.

1.5 Risks of digital media devices

In near future, in England a group of writers, psychologists and charity heads signed a letter about the concerns that childhood health and wellbeing is declining, due to screen-based lifestyles. (Guardian, 2017, para.5) However, as a group of scientists from different countries and academic fields agreed, there have to be quality research and evidence to support the claims about the screen time and inform any policy discussion.

On the other hand, media balance, limitations and parents' attendance while the preschoolers are using media devices are prominent for media usage habits because if the device is used as a teat or an "electronic babysitter" as it was termed for television before, this may also cause some health problems such as obesity, breakdown of eye health, concentration problems and so on. Besides, attitude and behavioral problems may also be seen. For instance, if a preschooler stare at a screen while eating, she/he cannot learn how to sit properly at the table and may not know what to eat and taste of the food because his/her eyes are attached to the screen that he/she cannot notice anything. Furthermore, a child is exposed to radiation while using digital devices for a long period. Therefore, the attitudes and behavior of the parents are the most important thing for preschooler's media use.

The similar discussions were made for television before. During the industrialization period, women were at the stage of business life. (Timisi, 2011, p.49) Hereafter television had an important role of babysitting. Timisi probed the researches about the impact and the role of television at her book named “Elektronik Bakıcı”. There were critics about the role of television and children’s play themselves. (as cited in Timisi, 2011, p.49) Today there are the same concerns for digital media devices as well. (New York Post, 2016) According to the usage habits there may be a shift from electronic babysitting to a teat with mobile media gadgets. Besides media devices may become a playmate for children in modern life. For preschoolers whom are staying at home more than school children, being a playmate with tablets and smart phones may have risks.

On the other hand, children cannot perceive what they see on the screen because of their mental development is different than the adults therefore they affected differently by the images they see. They cannot easily distinguish the difference between fiction and reality. For this reason, it is possible to see that the children are affected by cartoon characters, as they think they are real. If the families are with their children during the screen encounter period, it will prevent the risks. In addition, discussions on the use of digital media and the Internet will help children to recognize the digital environment at an early age. Moreover, parents tending to prefer these social strategies to technical mediation such as filtering, monitoring and software.

The research that had been done for children’s media access gives an insight for preschoolers. Giving personal information is the most common risk that is seen in pornography; the second risk at around 4 in 10 children across Europe. Moreover, seeing violent or hateful content is third most common risk at approximately one third of teens faced. (EU Kids Online, 2009) Filters may protect children from online risks such as; Kaspersky Safe Kids, Mobicip Safe Browser with Parental Control, Mobicip Monitor For Parents, Familoop Parental Control Screen Time Limit, Parental Internet Control, Family Time Parental Control, OurPact, Parentsaround – Parental Control, Kids Tube: Safe, Fun, Educational Videos &

Musics, KidSafe For Youtube. (Dijital Medya ve Çocuk, 2016, Çocuklar için güvenli internet) These risks also apply to the children in the preschool age group. For this reason, the attitude of the family constitutes the starting point of the research.

For children born at the digital age, as Prensky described technology is like breathing. (Future-cation: Learning with today's powerful technology, 2014) They use and perceive media devices differently from adults. Therefore, there is a gap between children and parents. This gap may make it difficult for parents and educators to fully understand the risks and threats that children could face online.

Today, the classrooms mostly have smart boards, tablets for reading, viewing, searching and connecting. Besides it is the same at homes. Social interactions, friendships are mediated by digital technologies. (Palfrey and Gasser, 2008, p.11) Thus they have probably never known any other way of life.

In this study, the necessity of preparing the children for the digital age by the families, educators, civil society and politicians are emphasized again. Putting a ban or keeping children away from tablet computers and other devices is useless. Parents will be able to accelerate their children's language and cognitive growth, and prepare children for the high-tech global world they will live in. Furthermore, parents who connect with their children's games can begin to bridge the cultural divide between digital immigrants and digital natives.

Digital media literacy is one of the concepts that stand out in today's technologic era. Other than media literacy, analysis of the spontaneous access and rapid spreading of messages, images and the correct evaluation of the images in the digital environment happens via the understanding of the digital world. Unfortunately, among European countries, Turkey has the lowest digital media literacy rate. If the parents cannot be digitally literate, their children may also do not learn the literacy of digital world. Besides this brings the digital consumption with it whereas children should be the creator of future.

The report that has been done in the USA indicated that in future 65% of graduated children will not have the professions of today. They will be employed

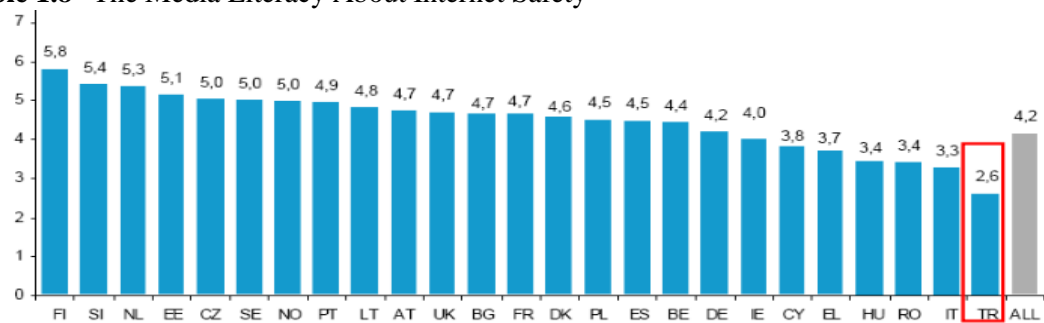
in jobs that don't exist yet. (Wolfe, I. 2013). Therefore, being digital literate is important for parents and children. Thereinafter the main focus is digital media literacy.

1.6 Media literacy

Media literacy is generally defined as the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts. (European Commission, 2007) The more information and communication technologies become central to modern society, the more the literacy of digital technologies are required. Thus, by media literacy children and parents can minimize the risks of digital media and Internet. However, according to the European Kids Online Survey, media literacy in Turkey is not sufficient.

The average of digital media literacy about Internet safety in Turkey is 2.6 whereas the average is 4.2 in Europe. (EU Kids Online, 2010) Thus by media literacy children and parents can minimize the risks of digital media and Internet.

“Table 1.8” The Media Literacy About Internet Safety



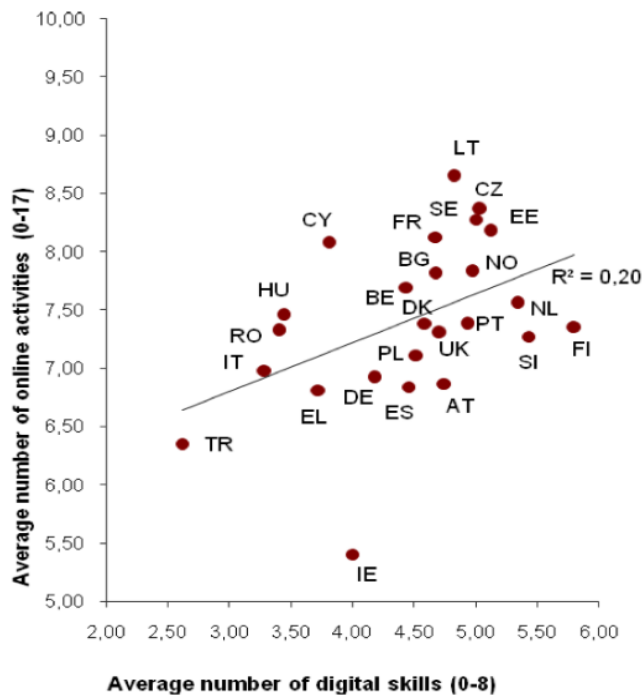
“Reference:” EU Kids Online, 2010

The dominance of digital technologies in every aspect of life and the growing of children with these technologies necessitated digital media literacy. Moreover, the rapid flow information and news has gained a different dimension with new communication technologies, and the images and news spread on the Internet are consumed rapidly. Correct understanding of the information and

content from the media; children following the media with this understanding; using digital devices are important steps of media literacy.

On the other hand, European Kids Online searched Internet users in 25 countries about digital skills. Digital skills and online activities are evaluated together at the research. Children in Finland claim to be the most skillful, although their activity score is about average. Besides the greatest range of activities are reported by children in Lithuania. (EU Kids Online, 2015) Turkey and Ireland stands out low skills and activities among other European countries.

“Table 1.9” Digital Skills

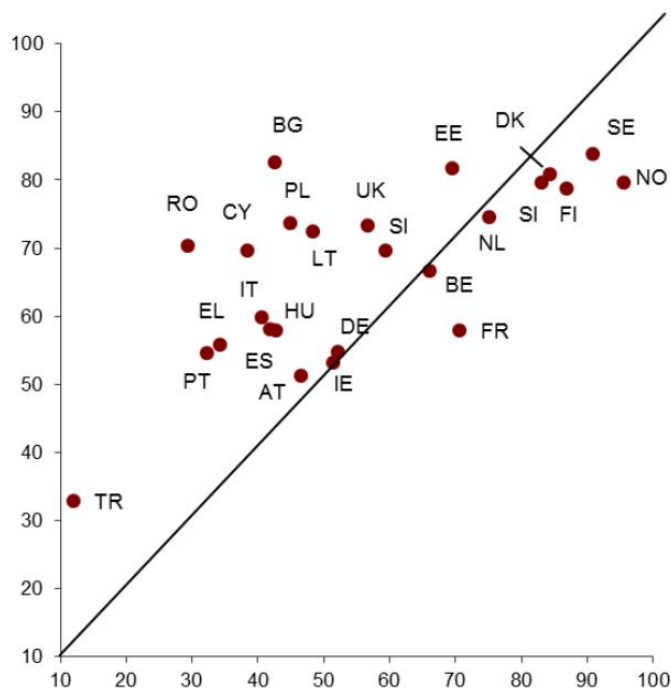


“Reference:” EU Kids Online, 2015

There is a relationship between children’s digital skills, online activities and parents’ digital media literacy. The researches pointed out that the parents in Turkey are less knowledgeable about media use and Internet. (EU Kids Online, 2010). Of course, the media used by the families and the inadequate knowledge about the Internet will also affect children.

On the other hand, there is a significant gap between the mothers and fathers. Accordingly, 49% of fathers and only 24% of mothers use the Internet. (EU Kids Online, 2010) As it is shown at table 10 that in Europe countries there is a huge difference on average; 87% of fathers and 82% of mothers use the Internet. (EU Kids Online) Thus the parents are more media literate than the ones in Turkey.

“Table 10” Parents’ Media Literacy in Turkey



“Reference:” EU Kids Online, 2010

The difference in parents' Internet use in Turkey can also affect children. Especially the less use of Internet by women can cause them to not understand their children properly. Therefore, the disconnection between mother and child can be caused by the parents being unaware of the risks that children may encounter in an online environment.

Thanks to the spread of media and communication technologies, parents communicate more with their children and control them while they go online. (EU Kids Online, 2015) There was also an increase in the acts of helping their children whenever they had a problem and taking restrictive measures whenever necessary.

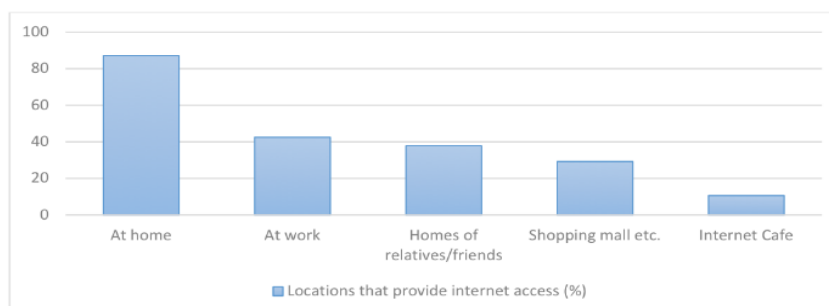
(2015) The communication between parents and children is significant for both of them.

In Turkey only 33% of families use computers, tablets at the common rooms whereas it is 49% in Europe. (EU Kids Online, 2010) If children use these media tools in the common areas of the house, the families will be informed about what their children are doing and can communicate with their children immediately if there is a need to intervene. In other words, it is especially important that parents are accompanied their pre-school children and that the devices are used in common areas.

Therefore, for small children this is another significant issue. While they are watching a video or playing a game, they will probably encounter an inconvenient content. Being literate in digital media will also help prevent such risky behaviors.

The primary locations that provide Internet access in Turkey are houses (87.1%), and workplaces (42.5%).

“Table 11” Locations of Internet Access



“Reference:” EU Kids Online, 2016

As the European Children's Research on the Internet reveals, the families in Turkey do not have enough information about the Internet. The study covers the children aged 9-16. Due to the lack of research on the pre-school age group, the data in the European Online Children Survey in 2016, in which Turkey is involved, is presented in this section. According to that, 78% of children thought that they had more information than their parents. (EU Kids Online, 2016) Children's

descriptions about their families also give clues about their parents' attitudes towards the media.

The social and economic impact of technology is widespread. For this reason, as emphasized in the introduction of the study, families have an important role for the preschool age group. In the preparation of these children for the future, learning about digital intelligence is of great importance.

Experts are predicting that 90% of the entire population will be connected to the Internet within 10 years. (Park, 2016, para. 3) Digital intelligence come out a word that described the abilities that children should gain for future.

1.7 Digital intelligence

Digital Intelligence (DQ) is the sum of social, emotional, and cognitive abilities essential to digital life. It is having the necessary knowledge, skills and ability to adapt one's emotions and adjust one's behavior to deal with the challenges and demands of the digital era. (DQ Institute) The abilities of digital intelligence are digital identity, digital use, digital safety, security, digital emotional intelligence, digital communication, digital literacy and rights.

“Table 12” Digital Intelligence



“Reference:” www.digitalintelligence.com, 2016

The growth of children with digital intelligence is an important step in preparing them for the future. As mentioned in moral panics about devices, discussing the medium itself has become unnecessary. How digital media can be useful for children should be discussed. By the abilities of digital intelligence children can be creator of the future instead of consumer.

Digital identity means the ability to create and manage online identity and reputation. Digital identity will enable children to have their own identity and knowledge about not sharing it with others. Besides, some digital games are played online with other people. The name of the children, address, schools maybe asked during the game. However, teaching digital security to children helps to protect themselves from cyber threats, data hacking, scams and so on.

Digital emotional intelligence is another ability to be empathetic and build good relationships with others online as well as it is the same in real world. Moreover, digital communication is to communicate and collaborate with others using digital technologies and media that “Digital Natives” (Prensky) are successful on this. (Park, 2016)

Finally, digital rights are the ability “to understand and uphold personal and legal rights, including the rights of privacy, intellectual property, freedom of speech and protection from hate speech.” (Park, 2016) Digital media is a powerful way for children to realize their rights, from accessing information, communication, playing games, expressing themselves freely and so on. If parents equip children with digital intelligence, children can learn the language and the rules of being in safe in digital age.

To sum up, the starting point of this research is to determine the attitudes and behaviors of the parents about preschoolers’ digital media use. The preschool age group is chosen because the children's perceptions and habits are formed at an early age, and the family plays an important role in the development of this perception. The increasing influence of the media on society and the transformation of social institutions is explained by the concept of mediatization. The mediatization of the children and the families is the main argument of this work. The change and transformation of childhood, games and toys are examined in the axis of mediatization theory; how parenting is reshaped by the media is explained.

Although the social generations used to be described with historical processes, the developments in communication technologies are also affecting new generations. Accordingly, the definition of social generations is now explained by changes in the media and communication systems. Prensky’s definition of "Digital Natives" and "Digital Immigrants" is a good directive to understand the children of the digital era and their parents. This research also refers to the changes in the learning styles of digital immigrants; the transformation of the forms of communication and the generation gaps between them and their families. Despite the fact that a small age group is at the centre of the study, understanding the digital migrants of today will contribute to the correct orientation of 3-6 years old children.

Families, moral panics to be created on educators, tablet computers, smart phones and other digital media tools in every area of life won’t keep children away

from them via media because they are born into the digital world and their perceptions are shaped by the media. Therefore, unlike their parents, they see media devices as a part of their lives. Also in the early ages and at the primary school, digital devices such as tablet computers, smart boards will take a huge part in their lives. For this reason, it is important to keep the tablet, phone and other digital media in their lives, and guide the children instead of forbidding them.

In the face of rapidly changing digital technologies, families also need education. Digital media literacy may become a public policy in developing countries such as Turkey. This way parents can more easily master the language of the digital world and become more conscious about directing their children. Equipping children with digital intelligence as well as digital media literacy is an important step in preparing them for the future. Thus, instead of being a consumer in a multimedia environment, children can create their own videos and make cartoons. The fact that children become producers in the digital world will ensure that they keep up with the changing world and that they have the right to speak.

2. UNDERSTANDING PARENTS' ATTITUDES TOWARDS THE USE OF DIGITAL MEDIA

In this study, 20 graduate families were reached and their children between the ages 3-6. In Turkey, since the age range determined by the Ministry of National Education for pre-school education is 3 to 6, the relation of these age children with the media devices is taken as basis.

In the study, the reason for choosing especially educated parents is to determine the attitudes and behaviors in the face of children increasingly using digital media devices, of the families that are supposed to have received good education.

Family, childhood, politics, education and many social institutions are being reshaped by the media. (Livingstone, 2008, p.2) Instead of looking at the media as a separate institution, it is necessary to consider it as a transforming factor that affects all social structures, as Hjarvard points out, culture and society are increasingly taking on media instruments and their logic. (From bricks to bytes) When the place of media devices in children's life is considered, it is deduced how childhood is mediatized, how games and toys change via media.

In family life, we cannot talk about the change of children alone. The mediatization of parenting can explain the parents' relationship with the media and that the families' assumption about the media. Via mediatization theory the relationship between the media and "Digital Natives" generation redefined by technology; the attitudes and behaviors of their families are the main issue of this study.

An in-depth interview was chosen as a research method to ensure that children are young and that their families are able to share their experiences with each other.

Besides in-depth interviews may “provide empirical data to test expectations and hypothesis developed out of a particular theoretical perspective”. (Bauer and Gaskell, 2000, p.39) Moreover in-depth interviews help to explore the personal worldview of the interviewee in detail.

During the in-depth interviews, efforts were made to ensure an active dialogue environment with the interviewees. In addition to the personal experiences of the interviewees, maximum efforts were made to learn about the families sharing with their children, the use of digital media such as tablet computers and telephones in the family environment, where they keep the devices, where and generally when they give these devices to their children, whether the devices belong to the children or not, whether the families are aware of the games the children play or not, how much time they spend with digital media devices, and the communication and individual experiences that parents have with their children about media use.

All of the interviewees live in Istanbul. The age range of the parents is 34 to 45. The professions of those interviewed are tourism, communication consultancy, civil society consultant, import manager, editor, finance manager, lawyer, bank employer, state official, preschool owner, architect, teacher. Some of the mothers that interviewed stopped working after their children’s birth or they worked while their children were too small and then they chose to leave their jobs. Besides, for this research only one father was reached to have an interview. During the in-depth interview with the owners of the preschool, her husband is a director at the same school and he attended to some questions and shared his own experiences with their children’s media use. On the other hand, because of being an owner and a director at preschool, they are aware of various kinds of media use of children and they get more controller while their children are online. Besides, they adapt their education system to digital life. Therefore, they follow the latest developments of technology and share their experiences and visions during the interviews.

Preschoolers are the main focus group because “early years of a child are very important for their health and development”. (UNICEF) Besides, their perception and habits are created at early ages. Piaget's period of cognitive

development, the reflection of children's mental processes and their different social behavior from adults, can be regarded as a fundamental basis for examining the relationship between the children and the media. For this reason, the age limit of the study was determined as 3-6 according to the developmental characteristics of the children. Piaget categorizes the developmental process of mind as an emotional movement, pre-transaction period, concrete and abstract transactions period. (as cited in Timisi, 2011, p.11)

The pre-operational period gives important clues to understand the mindset of the preschool age group. According to Piaget, it is during this period that the symbolic functions and the language which is an effective form of these functions are acquired. For this reason, it is indisputable that human interaction is important for child development. Problems in the cognitive and intellectual development of children who spend long hours with tablets, phones, or other digital media devices, or who sit in front of the screen in an uncontrolled way can be examined. While using digital media, it is important for the parents to accompany the child and explain if the content they are watching is necessary or not.

Children also perceive between abstract and concrete concepts differently. A child of a small age perceives a cartoon character he or she sees as real because only after seven a child can grasp tangible objects and the relationship between them. Hence it is understood here that if a child expose to media too much, he/she may think the character is real in his/her life. The interviewee that is the ownership of the preschool confirmed the fact by their experiences. Therefore, when looking at the developmental processes of the mind, once again it is necessary to emphasize the importance of the family directing and accompanying the child between the age of 3-6 years.

Parenting is a process that prepares children to independence. Besides, parents nurture, protect and guide their child. Today, the relation between children and media technologies and usage habits are one of the significant parts of guiding. For this reason, it is important for the research to determine when and why families provide tablets, smart phones and other digital media devices to their children. In

addition, during the interviews, the relationship between the parents and the media was also examined. The attitudes and behaviors of the parents also constitute the perception of children because the perception that occurs at an early age will shape the media habits for the future. Furthermore, as UNICEF pointed out, a 3 years-old child's brain is twice as active as an adult's. Hence using technology in the right way can empower children to be more creative, active learner and so on. Therefore, the early years matter for children to establish safe and accurate relationships with digital media, it is important for families to know what their children are doing and talk to them about the dangerous and inappropriate content that they may encounter in a digital environment.

For determining the parents' attitudes the questions are asked in five topics. The topics are: The access of digital media devices and Internet, mediatization of childhood and parenting, risks of media technologies and Internet, media literacy and media balance.

In the study, how the childhood and parenthood changed and transformed in the face of the increasing influence of the media in family life was explained by the concept of mediatization. The questions asked about the use of media in family interviews made it possible for parents to understand how they spend time with their children, what the child did when the mother or father is busy, and the relationship of family members to the media.

At which age the kids are starting to use computers, tablets, smart phones and other digital media will also give information about the attitudes and behaviors of the families towards digital media. Besides there will be differences between mothers' and fathers' attitudes while preschoolers are using tablets, smart phones and other digital devices as well. Through in-depth interviews, the different attitudes of mothers and fathers regarding the digital media were also determined. Accordingly, the fact that educated families have fears (moral panics) about the use of digital media in the theoretical framework is one of the topics covered in the research. The ethical panic that may be created via media can also affect parents. However, if the educators correctly lead parents, instead of panic which is tried to

be created about the media devices, it will prepare the children for the future. It shows that families need digital media literacy against all sorts of every day changing and developing communication technologies. But, as seen in the section on Turkey in the European Kids Online study media literacy in Turkey is not adequate compared to European countries.

During interviews, the time the children spend on media devices, is also discussed. Media devices become mobile and are easily moved everywhere, allowing children to interact with tablets and phones more often and spend more time with them. Children are watching videos, playing games by several of mobile media devices. The places where children go online or use these gadgets are another issue that also strengthens the reason of children's media use.

Every aspect of our lives has been touched by the dramatic changes in technology. However there still must be a zone of privacy that allows for human connection. Today it should be considered that the connection is diminished by technology. Herewith, media balance is crucial that parents have to take account.

On the other hand, the new generation is multi-taskers that they are using various kinds of devices at the same time. The recent Common Sense Census (2015) found that more than half of all teens use some other form of media while doing homework. Besides, most of the teens did not feel that their multitasking harmed the quality of their work, but evidence shows otherwise. "Multitasking may decrease productivity because users take time to reorient after a transition and become cognitively fatigued, which slows their rate of work". (Common Sense Census, 2015, Balance in the digital age, para. 34) Since there is not enough research about media use of preschool age group in Turkey, studies on abroad, research on higher age group of Radio Television Supreme Council and State Institute of Statistics in Turkey provide data on children and media relations.

In this research, the relation between 3-6 age group children and media is tried to be determined with face-to-face contact with parents. It is possible to say that in the small age group, the perception of the media is developing with the

attitude and behavior of the family. Therefore, parents need to find a healthy balance with media and technology. For this reason, it is important for families to have information about the use of digital media. Being literate in digital media will ensure that parents have information about the risks that these mobile devices may have. Being literate in digital media will ensure that parents have information about the risks that these mobile devices may have. Filters for digital media devices can be a preventive factor against the risks that children may encounter when they are online. In addition, the fact that parents have information about digital intelligence in the theoretical framework is another question that is asked during interviews. Accordingly, it is very important to prepare children to a future where increasingly digitalized living and professional groups are differentiated.

On the other hand, lots of studies address the impact of screen time on kids however “researchers are just beginning to look into the effect that parents' screen use has on kids.” (Common Sense Media, 2017, Be a role model) This means that if the parents are usually online while they are with their children or holding their smart phones everywhere, children may understand and accept the situation as normal and they may probably behave like their parents. Thus, parents should be media literate so, they can guide and help children while they are getting online or using tablets, smart phones. The types of communication models, education, the classroom, family lives are changing via media. For this reason, the new forms of literacy become the main issue that children and parents should gain today.

All the questions are taken with the concept of mediatization theory because children in digital age cannot know a world without internet (Tapscott, 2009, p.2) and media technologies. As the World Bank (2016) observed, among the poorest 20 per cent of households in the world, nearly 7 out of 10 have a mobile phone. (as cited in Global Kids Online, 2016) Hereby children face to mobile technologies and experience them at early ages even in the poorest countries. From smart phones to social media to video-games, media and technology have become a huge part of families' lives. “Being constantly connected can affect relationships, schoolwork and concentration.” (Common Sense Media, 2016, Dealing with devices)

Therefore, managing screen time is crucial for preschoolers. Otherwise there will be difficulties for parents during school time.

For this research, how parents are behaving and responding about digital media devices are essential to understand the usage habits. Besides parent's attendance is another issue to focus in this research. On the other hand, parents should balance online and offline activities such as sports, face-to-face conversations and so on. While interviewing, parents explained their experiences with their children while they are using tablets, smart phones and other media devices. Additionally, the ownership of media devices for preschoolers is debatable. This also gives an insight about parent's approach about technology.

2.1 The access to digital media devices and Internet

By the in-depth interviews it can easily be seen that families are saturated by digital technologies such as computers, smartphones and tablets. They can use digital media devices for various kind of reasons such as following the news, reading blogs about raising a kid, social accounts, business, online meetings, taking a doctor's appointment and so on. Besides children's play and spare times are also changed by media technologies as it is mentioned at mediatization part. According to the families there is no doubt that media and communication technologies have advantages. Some of them uploaded digital English games, painting, puzzles, chess, other strategy games and such like at tablet computers and smart phones. The parents especially pointed out the improvement of children's foreign language because of the games or the videos that they watched on YouTube. However, most of them worried about the impact of digital media devices and they need guidance.

On the other hand, they told that they know what the kid is watching. However, most of the parents did not attend whole time while the child was watching a video on YouTube. Furthermore, many parents have wireless connection at home. Some children cannot know how to use Internet or families

told that they are with their children or listening to them while they are getting online but the risks of Internet are just a click away! It is the same for smartphone usage as well. Hence the parents cannot understand how the child faces an inappropriate content or advertisements easily. The risks and the experiences are explained in detail under the headline of the risks of media technologies and Internet. However, undoubtedly parents realize that they usually do not have enough knowledge about filters and the risks.

First of all beginning by the access of digital technologies and Internet five of children have their own tablets among the 20 interviewees. The parents allocated the device to their children. One of them started to use tablet computer at the age of 2. The others were 3 or 4 when they first used tablet computer.

The one that has tablet and used the device when he was 2, started to look at the photos at tablet. (Family 1) The mother told that he was excited to see what could be done at the device. Besides she noticed that he was also interested in smartphones. Therefore, the family decided to upload digital games at tablet computers. On the other hand, she approved that the child wanted to use tablet because he saw it from his family. They gave the tablet while they went to a restaurant or want their child to spend the time alone. Most of the parents who give the tablet or smartphone to their children explained that they give these devices for filling the gaps. The parents who are intensively using media devices because of their jobs told that the most important thing for them is not give a role to a device for babysitting. The father accepted that they do not have enough knowledge or what to do best for their kid about media. “We ease our conscience to upload educational games to the tablet and let him to play while we are working. However, we want practical and well-prepared guidance about media usage, digital games for the age groups”. (Family 2) Because he stated that they know their kid has more access when he grows but they know it is not the right way to put a ban on tablets, smart phones.

Some families have more than one child. Thus, small children in the house are affected from the older child. Parents told that the first screen age of the small

child is earlier than the older one. As it is seen, media usage habits of siblings affect each other and small children meet screen earlier than the older child. Besides, they watch the same cartoons together or play an online game at the same time. Instead of having more children, the kids while different age groups are together, they may want to use tablets or their parent's smart phones. Parents explained this that they do not want to give digital tools when they are with their friends. However, when some parents give smart phone to the children, their kids also want to watch something at the phone. They feel uncomfortable about the situation but many of them accept to give the device.

On the other hand, sixth of parents do not have tablet computers at home. (Families 3,4,5,6,7,8) Most of them do not prefer to own a tablet because they have smart phones, computers and such like. However, some of them consciously do not get tablets. They explained it in order not to lose the control of media use. Besides one of the mother told that "I do not want to see my children while they are experiencing life looking at screens. They may use tablet computer when they are 7". She has three children that are 10, 6 and 4 years old, decided to move their house to the country side because they believe that while living in a house with a garden, children may get more happier and have lots of jobs to do in the garden. Hence the mother stated that "I, my husband and the children concentrate on more natural things instead of playing digital games, Internet and such like". Moreover, she admitted that one of the reasons that they are moving is to keep children away from screens. She notices the new digital world, uses technology and knows the advantages of digital devices however, the family care being in natural life in early years of their children. Although the children want tablets, the family prefer to adopt a dog for children. Their small children start to learn coding at their school but the mother stated that learning in nature is more essential because she believes that the nature teach the world to the children. Besides she insisted on sharing media use is also fundamental for their family lives. Therefore, on Sundays they watch cartoon, together. (Family 7)

The other families have tablets at their homes. The parents who have busy schedule frequently use digital media devices. The father who is the owner of a communication consultancy told that looking at their email or searching something before the meeting during the breakfast is daily habits of them. Children are growing up at media saturated environment and they take their parents as a role model. The father who is one of the founders of communication consultancy stated that digital devices are part of their lives and for this reason the kid meets the screen at 2 years old. Firstly, the family made the kid listens fairy tales and music. They used the device like a radio. The father told that “Our aim is to conciliate and amuse the child. After this he was curious about what was on the screen when he was 2 years old”. (Family 2) Besides the father told that the child did not like the program, cartoons on television. He noticed that smart phone is more user friendly and the child can control and has more interaction with the digital device.

Although some families do not have tablets, their children have access to smart phones. As it is understood from the answers, smart phones are more accessible for many children. If the parents do not have a tablet, most of them give their smart phones to the children. One of the mothers told that their tablet was broken than they give their smart phones to their children when they need. (Family 5) The necessity is an important issue to understand the parent’s attitudes and behavior.

Most of parents use the digital devices as a mobile television. As it is pointed out at quantitative aspects of mediatization, media is becoming more accessible everywhere and all the time. Hence children watch the videos or cartoons at mobile devices. Parents told that children mostly prefer to watch videos or cartoons at YouTube. Some interviewees told that they uploaded a digital game such as creating blocks, coloring, English games at their smart phones but later they delete the game because of children do not give attention. Most of them prefer to watch videos or cartoons at YouTube because they watch the series of the cartoons, various kind of videos and so on. Only one mother who is a finance manager in a global company insisted on not to give a smart phone to her little child. Although

she has a busy business life, she prefers to keep away children from digital technologies because she emphasized that she is worried about her children being an antisocial person. “When I use an elevator at my job, all people look at their phone instead of greeting. It is also same for mailing. Therefore, I direct the staff talking to each other is easier and better than sending lots of e-mails”. (Family 3) Moreover, she stated that the staff will also focus on solution while talking with each other.

Apart from tablets, smart phones, computers, television is still a mainstream media device at homes. The parents, who are especially keeping off digital technologies, let their children watch cartoons at television. However, the duration is still controlled strictly by these families. They permit 25 minutes for cartoons. Furthermore, some parents prefer to allow their children to watch the film at DVD. They have sensibility about the content and with DVD’s they keep out of children from commercials.

For some families, television is uncontrollable because of being like a member in family lives. Two of the mother told that when they go to the house they switch on the television until night. (Families 9, 10) Despite the children do not watch television all evening, they listen the sounds, get the messages when they are playing, eating and so on. One of the families told that they have three televisions in the house. “We watch television whenever we want and we do not need to control the content and establish regulations for our child”. (Family 9) She expressed this to be more relax and not prefer to set up a rule. The most remarkable thing for this child is he has a xerophthalmia. As stated previously if a child expose to media too long, there are some risks about health problems such as visual impairment, obesity, physical problems. At mother’s own evaluation, her child started to watch television before age one. They used television like an electronic babysitter. Besides they switched on while he was eating and they are still doing the same thing. The mother explained this the child is not eating enough. Therefore, it can be told that they are using the media gadget like a teat or a babysitter. Their attitude is same for mobile media devices as well.

Another significant issue is most of parents expressed that at grandparent's homes the rules are bending. By this it means that grandparents are not more controller and cannot stand on persistence of the children. Hence children easily access and spend time with screens than they are with their parents. Many parents told the same problem. Grandparents are getting older and they do not have enough energy to play with the children. Therefore, parents explained that media gadgets come to the help of family elders. Unfortunately, they amuse children with digital media technologies.

On the other hand, the duration is changeable for all families. The parents who have strict rules about media usage, let their children 10 or 20 minutes to play a game or watch videos. Most of them allow one hour to use media but some parents give tablets, smart phones for a long hour especially at the weekends.

At the same time, it is also put across the location that where the children are using media devices. Most of the families told that the kids used digital tools at the lounge or in the kitchen. However, most of them do not attend the children's media use all the time. They told that they had to cook or do another thing in the house hence they cannot be all along with their kids.

Some families allow their children to go to their rooms with tablets or smart phones. One mother told that "My daughter wants to be alone while she is watching a video at her room. I listen what she watches". (Family 11) However, she confronts some risky contents, videos or photos. Most of the parents emphasized that although they are controlling the content or listening the sound of the videos, children encounter to violent videos when they got online. Almost all families gave the same example about very well-known movie characters such as Batman, Spiderman, Elsa, Snow White or Cinderella. The characters are all in a house and the movie includes violent scenes, bad words and behavior. The risks that the parents shared during the interviews are given at the risks of digital media tools and Internet part.

As it is understood at this part that children are getting online, especially watching videos, cartoons at YouTube. For some parents, television is still the

mainstream media at home. Furthermore, digital devices are used as television too. Few families have knowledge about the games; however, they stated that the children are more interested in videos and cartoons on Internet. In addition to this again only five parents have an idea about coding. One of the mother told that “My son likes coding program and we are together while he is coding because he is producing and wants to show it to us”. (Family 4)

At the next part parents gave information about their media experiences, the advantages and disadvantages of digital technologies that bring to their lives and their parenting. Additionally, parent’s observations and approach about children’s media use.

2.2 Mediatization of childhood and parenting

The parents that attended in-depth interviews have smart phones. Most of them told that having smart phones have many advantages. People are following their e-mails, meetings, doctor appointments, activities about their children at digital media technologies. With smart phones they usually use address description, weather or traffic application, online shopping, banking and such like. As it is also understood from this, media devices are a part of people’s lives. “The media use is like an addiction to a cigarette. One day I forgot to take my smart phone while going to the work. All the numbers, notes, bank passwords were in my telephone.” (Family 2) The only number that he knows is his wife’s telephone number. He expressed that in the past he kept the telephone numbers in his memory but having the reason of smartphone there is no need to memorize all the numbers, notes and so on. He emphasized the benefits from digital technologies as well as their parenting because they search the things whenever they want or look at various kind of digital games that pitch in and help with their kid’s education.

Some parents told that they are searching Internet for child development, looking or creating a new game, checking diseases that children have and so on.

One of the mothers noticed that Internet is important because, she thinks that she has an online library under her hands. (Family 12) There is no doubt that there are many advantages and disadvantages if they use digital media devices too much. As it is understood that the important thing is how to use technology.

There is a good example that is given by one of the mothers during the interviews that they have camera system at home and uploaded the application to their smartphones. “While we are at work or go out at night we can easily control the cameras and know what the children are doing because of technology.” (Family 13) Giving another example, one of the kid is going to a French school next year and the parents start to listen French singers with the child. Thus, they think that she is more familiar to French. (Family 11)

On the other hand, some parents highlighted the accessibility that they do not like. They gave the similar example about meetings. In the past if a person told that he/she will be somewhere that they decided, they do not need to call or send an instant message about the location that they are and such like. Some mothers are careful not to be addicted smart phones, social accounts, digital games.

19 parents have social accounts, uploaded their kid’s photos for creating a digital album, read blogs or follow groups at Facebook. Only one of them consciously does not have social accounts because of not want to spend time looking at Facebook. However, she is not so much controller about media use of her child. She told that she gives mostly her smart phone to her child to watch videos on YouTube. Again, she is stating that the kid is watching near her but during the interviews she also adds that she does not attend all the time with her kid. Furthermore, she explained the aim that they give the device to the kid is to amuse the child while they are at a restaurant or at a school bus coming together back to home. (Family 5)

Before starting to preschool, children’s access to media devices are more than the school period. For some families, the grandparents look after the child when he/she is young. The parents pointed out that when the kid is with their

grandparents, the rules are changed or bended. Besides the situation is the same for television too. In fact, some grandparents do not know how to use tablets, smart phones. Hence parents let their children, use these devices while they are with them. As it is understood that television is still mostly used device while the kids are with their grandparents. Nevertheless, some grandparents like technology and own separate tablets. One of the mothers told that “My mother and father have their own tablet computer and they really like visiting social accounts or playing digital games. When they are together with their grandchild they are all online. Additionally, they are playing a digital game together”. (Family 14) However, most of the interviewees whom look after the kids pointed out the same thing about grandparents. Thereby “My family have not enough energy to look after or play with the child, television and digital devices come to stage for looking after or amusing the child”. (Family 15)

On the other hand, most of parents also accepted to use these devices and want their children to spend some time while they are doing housework or reading and so on. While understanding the relationship and usage habits between media gadgets and children, bearing in mind if the devices are used like a babysitter or a teat is significant because children’s perception is created at early ages.

In this research, it is understood that tablet computers are not the only popular tool among kids. The children who do not have tablets have access to smart phones. The phones belong to their parents but they have permission to use it. The children are also affected while they are with other kids because if one parent gives his/her phone to the kid, the others want their parent’s phones as well. Sometimes parents give smart phones involuntarily to their kids. However, some of them emphasized that they organized and decided before not giving digital technologies while the kids are together. (Families 16, 3) They feel unhappy while the kids focused on tablets or smart phones instead of playing. Additionally, the same situations mostly occur at home visits. However, they told that they control the usage habits and do not prefer to give media devices when the children are together.

Instead of digital technologies television is still a mainstream media. Besides parents feel that television is more controller and safe than mobile devices. The parents who strictly not give smart phones and not own a tablet, stated that the child is watching a television every day after school for 25 minutes. On the other hand, a few of families make connection between computers and television. One mother who have three children in different ages, told that all children have Spotify list and they connect the list to the television and use the devices as a radio. (Family 7)

Television is not turned on at four houses. At one of the house the kid is not interested on television now. He started to watch television when he was 3 but now he only makes coding at tablet and the parents let him to watch fairy tales. (Family 4) The other parents that their kid met the screens the age of 2, told that he is not interested on television. “Mobile technologies; tablet and smart phones are more impressive because he watches whatever he wants and there is no time problem the one that he wants to reach”. (Family 2) The other two families do not need to switch on television because the access of their kids to mobile technologies.

At some homes television is on till going to the bed. Moreover, children expose to soap operas while the parents are with their kids. “We choose the soap opera that have not violence in it. However, all of them have some violent or inappropriate content”. (Family 5) Another woman who has three children in different ages stated that television is on all the night, but she mentioned that the kids are not watching all night. Besides they are watching the news programs while they are at dinner. (Family 10) To light up the issue for this situation for some families, television looks like a member of the house. They told that the children are not watching television but they do not notice the kids hear the sounds and may probably look at the excited or striking voice at television. However, some parents complained about the games when they are all together at house because one of the mothers that has three children told that although they are three children in the house, 7 and 5 years old boys prefer to play online games or watch videos on YouTube instead of playing together. “They prefer to take tablet or smart phones.

Besides I cannot manage the duration. When I want to take the devices, they start to cry”. (Family 10) This problem mostly occurs when the mothers and fathers have different attitudes. A few of mothers told that the fathers are near to stretch the rules. They explained this situation that the fathers are more interested on digital technologies and they do not want to keep away themselves from tablets, smart phones and digital games. (Families 10, 17, 13, 9, 14)

On the other hand, there is a devastating example about a child’s media use. One mother told that her son met the screen when he was a baby. However, it is understood during the interview that the family likes being online, watching television, using tablet and smart phones for a long period very much. The kid had an aphasia and still have an eye problem. But, the mother does not unaware of the child is being expose to media too much. They have x-box at home and the child is playing with it as well. The kid uses tablet computer and smart phone as a television. Therefore, it can be seen that, he is keen on television and he uses the other digital tools like a television. (Family 9)

While asking the digital games, some of them told that they uploaded some games about painting, shapes, puzzles the children got bored in a little while and they did not play with them. They prefer to watch videos on YouTube. As it can be seen even a child is too small, YouTube is popular and mostly visiting web site among kids. On the other hand, parents permit children to watch videos, cartoons or listen English music charts that he/she wants to watch. Yet only two parents have YouTube Parental Controls. The others have not need to learn the filters or they admitted learning more things about filters and risky contents.

To sum up this part even the family do not have tablet most of them use smart phones. However, the children use the device watching videos, cartoons, listening music, shooting or looking at the photos. As it can be remembered again media technologies have impact on childhood and parenting. Parents emphasized the advantages of digital media devices to their lives and their parenting. However, some of them need to control media use more due to not to see their children only focus on screens or the probability of familiarity of addiction and being asocial.

That it can be seen that it is not easy to manage the balance media use in their lives and in children's lives. Undoubtedly their play, imagination, toys are changed via media. Most of the interviewees accept the impact of digital media devices on children. Therefore, the anxiety of the parents increased especially for early years of the children. As it is mentioned before keeping away or banning the devices are useless. The families know that children are more active to use Internet and digital technologies because of friends, educations, communication and so on. The sensitive point for these families is to encourage their children to discover the world in the early years of their life instead of looking at the screens.

At the following part, the risks of media technologies and Internet come to the table out of the parent's eye.

2.2 Risks of media technologies and Internet

Parents underlined the health risks such as lack of attention, eye problem, fine motor skills, stagnated imagination, mental fatigue and such like. Another approach about the risks is raising asocial children. Many parents have similar anxiety that if the kids look at the screens too long or play online games, the parents think that they move away from a real world, real friends and game. Many of the parents told that they worried about technology addiction. One of them complained about the kid's inattention. She expressed that the teacher also has same approach of not giving attention at the lessons because of digital media use. (Family 10)

They also have worry for digital media devices by the reason of mobile technologies. They are portable and they are everywhere. As it is mentioned before educated families noticed that to keep away children from digital technologies in a long period is useless and undoable. They are growing up in digital age, the jobs will change in near future but that comes out from the interviews that parents have similar fears and they do not have an enough idea to manage their children's media use.

One of the mothers whom uploaded coding program to her son told that “Television is controlling by public enterprises but Internet is not safe due to not have controlling mechanism”. (Family 4) Therefore, few of parents are be careful about the contents and accompanying to their kids. Many of them told that they have wireless at home and they do not shut down the Internet while children are getting online. Besides a few of them play digital games, most of them use these tools as a television.

One mother pointed out that she read news about a mobile phone explosion. Thus, she is a lit bit afraid of giving her child a smart phone. “I give my smartphone to my son only when we are outside and limited just for watching the cartoon film that he likes much”. (Family 18) She mostly prefers to give her own computer to him because she thinks that checking and choosing the videos more properly than doing at television. He is 4 years old now and knows how to open and what to do at computer. The mother told that her kid discovered the digital skills that how to open and shut down or stop the video while watching by himself.

The most devastating attitude for the parents is not to shut down the Internet. All of the houses have wireless and the tablets, smartphones are connected to Internet. Undoubtedly, they clarified that they are with them and controlling the media use however, only in a few seconds children may face to a violent or inappropriate content, photos or videos. Furthermore, most of them do not use filters as well. Therefore, especially for small children parent’s guidance is fundamental. For instance, one of parent noticed while the kid was watching a cartoon film at YouTube, the similar characters of the cartoon which is not the original one, use bad words or hit each other. Firstly, the parents heard the sounds of the movie, they got surprised and looked at the video and understood the problem. (Family 3) Some of them told their kids do not watch that kind of videos, some of them say anything. One mother explained the inappropriate content to her son, but he insisted on watching these videos because she thinks that he likes the video as there is action and he sees all the characters together in one film. (Family 13) Hence it can be said that the fiction affects children easily and is designed

wisely. Moreover, another woman told that she opened a video that her children are usually watching, but she got surprised that the cartoon film is changed. Someone changed the content of it later; she read some news about it. She noticed that they should make filters to protect their children. (Families 3, 16)

Some families have no idea if the child sees a violent content or not. They believed to their children and accepted all the things they told. Most of them also do not talk about the risks with their children because they think that they would not understand them yet. On the other hand, parents were annoyed about the introduction films of Play Dough or Kinder at YouTube. But they could not stand against while the children were watching that kind of commercials.

It is important to keep in mind that the usage habits are created by parents' attitudes and behavior. Therefore, parents are the role models for small children. If they carry their smart phones in their hands or put near where they are, children imitate the parents. On the other hand, as it is emphasized before the role of the devices that is given by parents is another significant issue. If the parents use these devices as an electronic babysitter or a teat, the perception of the child is created like that. When he/she gets bored, the kid finds the solution to watch videos or play digital games. A few of the parents told that when they go outside they take various kinds of toys, books, crayons with them. (Families 2, 3) If the children got bored while the parents are with their friends, she stops talking to her friends and starts to play with the children. Her bag is very popular among the families as it is full of tools, toys and such like. Even though she is a busy businesswoman she does not complain about sharing time with her children or playing. Besides, she manages her media use at home and the parents are talking about to balance their media use while they are with children. (Family 3)

Technologies are changing every day. Parents need to be more literate in this changing media environment. Therefore, parents are informed about the digital media literacy at the following part.

2.3 Media literacy

Families, predominantly know how to use Internet and digital media devices. Some of them prefer just to communicate but many of them use these devices for various kind of reasons. The data that is given at media literacy part on page 28 showed the difference between the parents' knowledge about media use and Internet. However, after in-depth interviews it is seen that there is no difference between educated parents about media use and Internet. Digital media tools make life easier for people. However, the literacy of media supply to choose things advantageously. If a parent knows to upload proper digital games for a child, play together and lead the way, children also protect themselves and learn how to be online safely.

On the other hand, being productive instead of consuming is efficient for children. Only five of 20 interviewees have an idea of coding. (Families 4, 18, 7,12,6) Two of them learned from someone at the kid's school. One of the mother is affected by the example that she listened and shared it during the interview. "One father who teaches coding programs told her daughter that if she only plays digital games at tablet, she should do another thing to balance her consuming because the kids are consuming while they are only watching videos". (Family 18) Digital technologies have advantages to carry children to future but how to use technology is crucial for parents. As it is seen from the answers of parents most of them do not have any ideas. As it is seen from the answers of parents most of them do not have an idea about coding and filters. The father who is the director of preschool give lessons about robotic technology. He emphasized that while he is trying to teach technology to their kids and the students at school, their aim is to encourage children putting into practice their imagination by using technology.

One of the family uploaded coding program which is Scratch by the help of their friends who have knowledge about coding systems. "He is happy to show what he creates with the blocks or what he did by coding". (Family 4) Another important

insight from this family is that the child likes to play with the blocks or creating new games with his parents. Therefore, the game is the same at digital platform as well. The mother does not need to upload another game or the kid does not need to know any other game at tablet. They noticed their kid's ability and share time together and have not used the device to amuse children nevermore.

2.5 Media balance

Families mostly spent their times on social networks, online websites, and reading news and so on. Moreover, they do their jobs by using digital technologies. They shared that the parents are using these devices more because of their jobs; their children meet the screens earlier. Smart phones are usually the mostly used devices among families. Many of the parents almost spend three or five hours with smart phones a day. However, some of the mothers told that they put their smart phones somewhere in the house and they forget where they leave it. Yet some mothers carry their telephone wherever they go even in bedroom while sleeping. One mother told that she spends plenty of time with her smart phone. "Therefore, my children and my husband warned me about my media usage". (Family 16) Furthermore, her children queried when she uses smart phones too much. Besides, the mothers who are working and the grandparents are looking after a child; media balance is changed because of not obeying the rules. However, these parents told that this has changed because of preschool now because the children spend more time at school and when they come back home, parents are with them or they have limited time to share with grandparents. It can be said that preschools are the rescuer for grandparents as well because it can be easily understood that it is not easy to look after a child all day without media gadgets.

One mother admitted that digital devices are rescuer for grandparents to amuse children. (Family 15) Some parents feel comfortable when the kids started to preschool because they spend less time with their grandparents. However, the

results of the in-depth interviews showed that many parents can manage their media use or they know the bad attitude and want to correct the behavior that affects children. Parents are also talking with each other about not to look at screens so much. Some women told that fathers are mostly getting online at home while they are with children. A remarkable example one of the mothers told is that their 7 years old child made a calendar at school and he gave symbols while he was marking parent's birthdays. He drew a smart phone for his father and the father got upset when he saw the calendar because he has not noticed to over utilize his smart phone this until that moment. (Family 4) Another example that is given by a mother that a small child warned her father not to use phone while they are at dinner. (Family 11)

Some fathers are very interested in digital games. One of the mothers told that they consciously do not have tablet computer at home. "Because I may need to control my business e-mail more or my husband may play a digital game and the children see us with media devices more at home". (Family 4) Thus, they control themselves and find the solution in not having tablet computer.

On the other hand, some fathers are more active players than mothers on digital games. This has also positive impact on children but if a father spends too much time with media devices, the kid think that he/she has also rights to use media devices. There is no doubt that as UNICEF reported children have digital rights. However, looking at parent's media use give an insight about children's perception and the attitudes of media usage.

One of the mothers do not let her children to play digital games that include violence and deleted that kind of games at tablet, but the father likes playing and they are playing together digital games. "He thinks that it is normal for our son to play the games that have violence content because of being a boy". (Family 13) This mentality also shows the parent's approach to toys, digital games and so on.

Undoubtedly, the attitude of mothers and fathers can be different. This causes confusion in children's minds. The interviewees mostly told that they are

behaving the same way to each other. A few of them told that fathers are more non-rigid about media use.

Finally, children are getting online and using digital media devices more and more. Therefore, it is not a solution to ban or keep children away from digital media devices. In digital age, they are born and grown up with this technology. As it is mentioned before, parents have a crucial role on children's media usage.

Undoubtedly there is a generation gap between parents and children. Even so, being a role model to their children, parents have to catch up with digital technologies and learn the new language. Thus, digital media literacy is an important topic for policy makers, civil society, parents, educators and so on. However, firstly parents have to get ready to make research and find things out that will be the best for their children in digital age because technology is changing every day and there is no time to wait. After digital literacy of the parents, digital intelligence comes out as a term that we need to focus on. Thanks to digital intelligence, children learn how to protect themselves. Thus, they move on to the future safely and consciously.

To sum up this chapter the main approach of this research is to understand parents' attitudes about digital media use among preschoolers. As it is understood during in-depth interviews that children are getting online at early ages and they have access to digital media devices. While some parents controlled and limited media use, some of them gave the devices while they were doing another thing at home or outside.

Undoubtedly media devices have a role of filling the gaps. One of the arguments of this research is trying to understand parents' attitudes of children's media use, while looking at the device's role. As it was mentioned before television used to be called electronic babysitter. Today, children and parents are surrounded with media rich environment. Thus, the reason that the families give tablet computers, smart phones to their children is significant to explain the role of digital media tools. Besides the research focuses on preschoolers because the perception

of the children is created at the early years. In addition to this, parents are the role models for their kids. Therefore, looking at the attitudes and behavior of the parents, is a starting point for future researches.

In accordance with the in-depth interviews, it can be said that not all of the parents use digital media devices as an electronic babysitter or a teat. However, incontrovertibly many of the parents gave the devices to their children for filling the gaps. For instance, they preferred to give smartphones while they were outside for dinner or while the mother was doing something at home. Many of them told that they opened a video at YouTube and knew what the children are watching. However, they were usually not sitting with the kids or at the same place. They stated that they only hear the sound of the video. To remember again the families, have Internet at home and digital media devices are connected to the Internet. Thus, the risky content is just a click away.

Children use tablets and smart phones like a television. They watch cartoons, introduction films of Play Dough or Kinder at YouTube. Families got annoyed of advertisements because the films are presenting the toys that are commercials which the kids like and well-known from cartoons. However, some of the mothers could not take a stand against that kind of commercial contents.

On the other hand, many of the children who are watching videos on YouTube are exposed to violent content. Despite the sensibility of some mothers, children are faced to fake cartoons like Peppa Pig or the famous characters that such as Batman, Snow White, Elsa, Hulk and so on. The parents noticed that the Internet is a wide area and to keep children away from the Internet and the digital media devices is useless. However, some of them consciously do not have tablets for their children and for themselves as well in order not to spend so much time to digital technologies.

Except some of the parents, most of them accepted the advantages of digital media devices. But only few of them have knowledge about coding programs, digital games and filtering. As is known today, YouTubers are popular. It is also

seen that during the in-depth interviews YouTube is popular among preschoolers as well. They mostly prefer to watch the lists of cartoons they like. However, the families do not know the filters on YouTube. Some fathers use filters but the mothers do not have an idea and knowledge about filtering. (Families 12, 14, 19)

Media balance of the parents is another important issue for this research. By in-depth interviews parents' media use was also searched. All of the families have smartphones and except a few of them, they mostly have tablet computers at home. They usually use these devices for a variety of reasons and mingle with digital technologies because of their job. Children are growing up at this media saturated environment and they take their families as a role model. Therefore, it is crucial for parents to balance media use and time. Although some parents pay attention not to use smart phones or visit social media accounts while they are with their kids, some of them carry their smart phones everywhere. Especially young kids learn how to use technology by watching their parents. According to an article in Common Sense Media, "Lots of studies address the impact of screen time on kids, and guidelines show how much is appropriate at what age". (2017, Parenting, media, and everything in between) Beginning to search parents' screen use is a prominent topic that was tried to be understood with this research. By media balance it also gave information about parents' media literacy.

Children should be more producers instead of consumers. Therefore, being media literate helps to balance media time and select the suitable contents for different age groups. In addition to this, children are growing with this media knowledge thus they can protect themselves and use these devices efficiently in their lives. As it is mentioned at digital intelligence part; digital identity, digital use, digital safety, security, digital emotional intelligence, digital communication, digital literacy and rights are the abilities that today's children should gain for future.

CONCLUSION

By this research parents' attitudes towards the use of digital media among preschoolers was tried to understand via mediatization theory because media has an impact on society and as it was mentioned at the first chapter, it transforms all parts and institutions of societies. The scope of this research is the mediatization of childhood and parenting.

Today children are surrounded with media technologies. Educational models, parenting, friendships, games are changed via media. There is no doubt that today's children, growing with digital technologies, are the native speakers of digital age. However, parents should catch up and learn the new digital language. Otherwise it cannot be easy for them to fill the generation gap with their kids. Because of this understanding parents' attitudes that why they give tablet computers, smart phones to their children is significant to analyze their approach and children's perception. After the mediatization part the quantitative aspects of the concept gave information about the long-term processes that are temporal, spatial and social levels.

The power of media may cause moral panics on society as well. For each medium moral panic is created and spread out media. To remember Drotner's approach "medium is introduced as a kind of historical amnesia". (as cited in Livingstone, 2003, p.4) This approach gives the meaning for digital technologies as well because information, news, photos are spreading around the world rapidly and media transforms society. Besides, children are at the center of this transformation. Therefore, mediatization of childhood and parenting gave an insight about the change of children's play, family lives and so on.

There is no doubt that children are growing up in a digital age. They will be the creator of the future. The important point is how to use these devices. The aim of this research is to understand parents' attitudes towards the use of digital media among preschoolers. As it was emphasized before, the perception and the habits of

the kids are created at early ages. Understanding the media balance of the parents and why they were giving tablets, smart phones to their children is the starting point of this research.

For the research, in-depth interview method was used and reached 20 parents. At the beginning of the research the aim was to reach 15 families however, the interviewee suggested their friends as well. During the interviews, parents felt comfortable to share their experiences about their children's media use and their lives that are surrounded by digital technologies and the Internet. The interviews were done in two weeks because some parents had limited time due to their business or some of them have more children thus they could not organize their time easily. more fathers than mothers are reached for the research because some mothers told that the fathers were keen on digital technologies and they really like playing digital games. Besides at mother's own evaluation, some fathers use smart phones excessively. Thus, children were affected or warned their father because of not playing with them. On the other hand, it will be good to balance fathers and mothers for the interviews or to have the interview with both of them at the same time. This will also give insight about fathers' and mothers' perspectives. In this manner mothers mostly answered the questions and gave information about father's attitudes.

All the families have access to digital media devices. But many of them keep away their children from digital technologies because some of them were annoyed about health problems. The others explained that they did not want to raise asocial children. Therefore, some families established regulations not to use or look at smart phones while they were together around the table and not going to the bedroom with smartphones and so on. They also paid attention to be a good role model for their kids. However, many parents spend long period with their smart phones and they carry the device wherever they go.

One of the prominent result is children wanted smart phones or tablets while another child had access to the device. While the parents were outside with their friends if one of the child insisted on getting smartphone and the parents could not

stand against, the other children wanted to take the smart phone too. It can be understood that by social pressure children can easily get digital media devices.

Two of the mothers stated that they talked to their friends and agreed on to encourage their children playing together. The mothers who are friends with each other and attended to the research gave an example about their children's media use while they are all together.

One mother had strict rules not to give digital devices to her two little boys which are 7 and 3. While they were with their friends and their children she did not prefer to give smartphones to the kids and talked to the other mothers before they met. If one of them could not stand to give smart phone or a tablet to her kid and her children wanted to take her phone, she stopped talking to her friends and started to play with her kids. She was a busy business woman and all day she was exposed to digital media devices. However, she thought that children should be kept out of tablets, smartphones at early years.

Additionally, another woman also emphasized the same thing but she indicated that having three children helped her for not exposing screens much. On the other hand, another mother who has three children explained that while the kids were at home, they are only thought to play or watch videos at tablets or smartphones. She accepted that it was hard to balance media time and the limitations easily. It can easily be seen that parents had a role on creating the perception of the media gadgets.

Some parents consciously kept away their children from digital media devices despite of knowing the advantages of technology. However, many of them gave the devices to their children as an electronic babysitter or a treat. Furthermore, they usually told that they knew the content however the children were online and might be exposed to violent content easily.

The parents shared their experiences during in-depth interviews. The interviews took approximately 25 or 30 minutes and they shared their children's media use and experiences unsubtly. The parents had different professions.

Additionally, some of them were working hard at global or local companies, some of them chose to leave their job for looking after their children or played their own game. This situation helps to understand different perspectives of the families.

According to in-depth interviews, the great majority of the parents accepted not having enough knowledge about digital media to direct their children efficiently. Another important result is parent's attendance while children were getting online. Almost all parents told that they gave the digital devices while they were doing another thing at the house. Thus, it was understood that parents did not attend all the time or talked with the kids while they were watching videos on YouTube or playing online games. Furthermore, despite controlling strictly, many of the children encountered risky contents.

Parents were enthusiastic to be part of the research and wanted to see the results because some of them explained that they could not find confidential source and appropriate contents for the right age groups. Besides media tools are also a part of parents' lives. Thus, many of the children met screens at early ages. Therefore, parents had questions about the limitations, appropriate content for different ages, time regulations, media balance, and so on.

Undoubtedly, Internet access and digital media tools are children's rights. Therefore, parents are aware of the rights but on the other hand they have to manage and attend their children's media use. Moreover, they teach them how to use digital tools properly and being safe while getting online. Parents' attitudes and knowledge gave insight about their approach to digital media devices. Coding is another issue that was taken during the interviews. As it was mentioned before only five of 20 interviewees have an idea about coding. The others did not know anything about coding. But their children were using tablets or smart phones.

To sum up all children used digital media devices like a television. A few of them played online games but most of them watched videos, cartoons on YouTube. The research reveals the popularity of YouTube among preschoolers. The parents explained that children wanted to watch different videos or the series

of the cartoons. Moreover, they got bored while they played the same digital game. As it is understood that YouTube is most loveable platform for children. Although YouTube has a parental controlling, only two parents knew and did filtering because they thought that they were with their children and this helps to control the content easily. After the questions that indicated the risks of digital technologies that children may face, parents noticed not having enough knowledge about the risky contents and the protection methods such as talking to the kids, filtering and so on.

Although some parents think that digital technologies have positive impact on their children, some of them keep the children away from digital devices because they think that if the children focus on screens, they will lose their concept of reality and start to forget about contacting with solid objects. But some parents cannot easily control the content and make time management. During the interviews, they noticed and accepted their deficiency about filters for protecting their children.

The guidance of the parents is an important topic for stakeholders because the language is changing day by day. Besides the development of media and communication technologies, learning the literacy of digital media is another hot topic for today's parents. Therefore, policy makers and civil society have responsibility to educate parents for the future. After this knowledge, parents can manage and direct their children correctly. Besides some of them need guidance about the appropriate and age groups based contents, videos, cartoons.

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ANNEXES

List of the interviewees

Family 1. The mother graduated from Anadolu University of Public Administration. After giving birth to her son, she left her job. She is 40 years old and has a 4-year-old son.

Family 2. The father is the owner of a communication consultancy company and he is 39 years old. He graduated from Istanbul University of Communication Faculty, Public Relations. The family have a 3-year-old son.

Family 3. The mother graduated from Boğaziçi University of Economy Department. She is 39 and has two sons who are 7 and 3 years old.

Family 4. The mother graduated from Middle East Technical University of Food Engineering. She is 42 and not working now. She has a 5-year-old son.

Family 5. The mother did not want to give detail information about her age and educational background. She has a 5-year-old daughter.

The family had a tablet computer when their daughter was little, but the tablet was broken and since then they have not owned new tablet. They give their smart phone to the child instead.

Family 6. The mother graduated from Istanbul University Communication Faculty. She is 43 and a partner of a homemade chocolate shop. She has a 5-year-old daughter.

Family 7. The mother graduated from finance school. She is 38 and not working now. She has three children who are 10, 6 and 4 years old.

Family 8. The mother graduated from Işık University of Tourism. She is 34 and the owner of a tourism agency. She has 4-year-old twin boys.

Family 9. The mother graduated from Marmara University, Law School. She is 36 years old and has a 5-year-old son.

Family 10. The mother graduated from Boğaziçi University of Tourism. She is 35 and not working now. She has three children who are 7, 5 and 1.

Family 11. The mother graduated from Istanbul Bilgi University, Public Relations. She is 36 and has a 5-year-old daughter.

Family 12. The mother graduated from Marmara University, Physical Education. She is 37 and has two children who are 10 and 5. She is the owner of a kindergarten.

Family 13. She graduated from Fordham University. Now she is working as an import manager. She is 39 and has two children who are 7 and 3.

Family 14. She graduated from Kültür University of Architecture. She is 36 and has a 6-year-old son.

Family 15. The mother graduated from Yıldız Technical University of Statistics. She is 38 and working at a bank and has a 5-year-old daughter.

Family 16. The mother graduated from Boğaziçi University of Psychological Counseling and Guidance. She is 42 and working at a communication department of a global company. She has a 3-year-old son.

Family 17. The mother graduated from Istanbul University Law School. She is 36 and has two daughters who are 7 and 3.

Family 18. The mother graduated from Ege University Communication Faculty and has postgraduate degree from Istanbul Bilgi University of Law of Human Rights. She is 36 and working for civil society and has a 4-year-old son.

Family 19. The mother graduated from Marmara University, teacher. She is 36 and left her job after her children. She has two children who are 7 and 3.

Family 20. The mother graduated from Sakarya University, Labor Economics. She is 35 and has a 6-year-old son. She is working at a communication consultancy company now.

Interview Questions

Access to digital media devices and Internet

1. Does your child use a smart phone?
2. Does your child use a tablet computer?
3. Do these devices belong to them?
4. When did you buy and why?
5. What age did he/she meet with the screens?
6. What did they do?
7. Why do you give a tablet computer and/or a smart phone to your child?
8. What does he/she do with tablets?
9. Does he/she play digital games?
10. Do you know the games that he/she plays?
11. Do you play with him/her?
12. How do you choose digital games?
13. What do you think about digital games?
14. Does he/she decide to download the games himself/herself?
15. When do you give digital devices to your child?
16. Does he/she spend time with a smart phone?
17. When does he/she get your phone?
18. Does he/she know the password of your smart phone?
19. Does he/she know the passwords of other digital media devices?
20. What does he/she do with your smart phone?
21. Which media tool does he/she use? Television, tablet computer or smart phone.
22. Does he/she like watching television or does he/she prefer to use digital devices?
23. How long does he/she watch a cartoon film on television?
24. Do you attend while he/she is watching television?
25. Do you know the content that he/she watches on television?

26. Does he/she spend time in front of the screen while he/she is with his/her friends?
27. YouTube is popular among kids. Does your child watch a video on YouTube?
28. What does he/she watch?
29. Are you with him/her while he/she is getting online?
30. Are digital media devices accessible at home?
31. Where do you locate them?
32. Are you concerned about being saturated by digital media tools? What do you think about it?
33. What does your child do in his/her spare times?
34. What do you do while you are together?
35. Do you have wireless connection at home?
36. Is it always online?
37. Do they know how to connect Internet?

Risks of digital technologies

38. What may be the risks of digital media devices?
39. Has he/she face an inappropriate content such as violent, pornographic content? If so, how did he/she feel?
40. What did you tell to him/her?
41. Did you accompany your child while he/she was exposed to that kind of content?
42. What are the advantages of digital media tools to your child's development? What do you think?
43. Do you think that these digital media devices are harmful? If so, why?
44. Do you think that Internet is harmful? If so, why?
45. Have you established regulations?
46. What are the regulations of media use?
47. Do you find it difficult to set up rules? If yes what are these?

48. Have you ever talked to your child about Internet?

Media literacy

49. Do you think that you have enough knowledge about digital media tools?

50. Do you confront problems about directing your child properly?

51. If you do not have enough knowledge what would you like to know?

52. Do your and your partner's attitudes differ about child's media use?

53. Do you have an idea about digital games?

54. Have you ever played digital games?

55. Do you like playing digital games?

56. How do you decide to download digital games?

57. Do you choose digital games together with your child?

58. Are you talking with your child about what to do on the Internet?

59. Are you talking with your child about the risks that they may encounter?

60. Do you give information to your child about how to use digital media devices?

61. Does he/she go to another room while he/she is getting online?

62. If the child is getting online alone why do you let him/her?

63. Do you use filters or another parental controls?

64. Are you carrying these devices with you?

65. What do you usually do on the Internet?

Mediatization of childhood and parenting

66. What is the role of digital media devices in your life?

67. If you do not have smart phone or computer what would have been happened?

68. How often do you use tablet computers, smart phones and so on?

69. Which media device do you use most? Why?

70. Is your phone a smart phone?
71. What are the advantages of smart phone usage?
72. What are the disadvantages?
73. Where do you locate digital media devices at home?
74. Are you carrying your smart phone with you wherever you go at the home?
75. What will be the advantages of media technologies on your parenting?
76. Is there any disadvantages of media devices on your parenting?
77. Does your child accompany you while you are using tablet computer?
78. Do your child with you while you are watching a video on your smart phone or other devices?
79. What he/she is doing when you are using a media device?
80. Is your child accompany you while you are watching television?
81. How do you decide the content that you watch on television while your child is with you?
82. Is television on all day at your home?
83. What time do you turn off television?

Media balance

84. How long do you spend on media devices?
85. If it is too long why?
86. What do you do?
87. Which media devices do you use most?
88. Have you often checked your emails, social accounts?
89. Do you share your child's photos at social platforms?
90. Why do you share your child's photos?
91. Have you ever monitored your child while he/she is online?
92. Which videos or games does he/she watch or play?
93. Do you have rules about media use that all the family members have to obey at home?

94. Do you have any restrictions on your child's Internet and/or media devices usage? If so, what are these?
95. Do you think you are a good role model to your child?
96. How about the father? Is he a good role model? What do you think about him?
97. Have you ever read a news or an article that makes you afraid of digital media devices?