

Children's Media and Environmental Education

Dr. Kanchana Goudar

Faculty School of Humanities, St Francies de sales college, Bangalore

Adarsh Mishra

V Sem. BA - Journalism and Psychology, Faculty School of Humanities, St Francies de sales college

Sahana Mohan Nambiar

V Sem. BA - Journalism and Psychology, Faculty School of Humanities, St Francies de sales college

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ABSTRACT

The relationship between environmental education and children's media has drawn more attention in recent years as researchers and educators have realised how powerful media can be in influencing young minds and forming their awareness of environmental issues. This study uses primary data gathered through surveys, interviews, and content analysis to provide a complete analysis of the influence of children's media on environmental education. This study aims to provide insights that can guide educational practices, media creation, and policy initiatives by focusing on the complex link between media consumption and environmental knowledge acquisition. Evaluating how much children's media contributes to environmental education is the main goal of this study. In order to guarantee a thorough grasp of the topic, the study uses a mixed-methods approach, integrating quantitative and qualitative data collection methodologies. We intend to measure the frequency and type of children's media consumption connected to environmental topics by means of surveys given to a representative sample of children aged 6 to 12. Insightful qualitative information regarding the perceived influence of children's media on

environmental awareness and behaviour will also be obtained from interviews with parents, educators, and media producers conducted concurrently. The study also intends to investigate how interactive media formats, such educational games and apps, might help kids become more environmentally literate. The study's goal is to offer suggestions for improving the efficiency of these media in providing environmental education by evaluating the interactive platforms' design features, engagement levels, and educational efficacy. The goal of this study is to provide important new understandings of the complex interaction between environmental education and children's media. The study aims to educate educators, media producers, policymakers, and parents on the opportunities and problems in using media for environmental education by looking at both the supply side (content development and parental mediation) and the demand side (children's media use). The basic data gathered via interviews, surveys, and content analysis will provide a solid basis upon which to develop conclusions supported by facts and offer well-informed suggestions for the improvement of environmental education for kids in the media

Introduction

In the modern world, when technology is a part of everything, the connection between children's media and environmental education has become crucial. The combination of young impressionability and the widespread availability of media platforms has led scholars and educators to investigate the significant influence that media can have on forming the environmental consciousness of the next generation. Using primary data obtained from surveys, interviews, and content analysis, this study undertakes a thorough investigation of this complex relationship. The primary goal is to clarify the complex relationship between children's media consumption and their learning of environmental issues in order to inform policy initiatives, guide educational practices, and inform media development.

The key question this study seeks to answer is: How much does children's media contribute to environmental education? Our study is driven by this primary question, which directs us to use a mixed-methods strategy that combines quantitative and qualitative methodologies. We intend to measure the frequency and type of children's media consumption connected to environmental subjects by means of surveys given to a representative sample of children aged 6 to 12. In addition, interviews with parents, teachers, and media creators will provide qualitative insights on how children's media is perceived to affect environmental awareness and behaviour.

The research goes beyond the personal experiences of kids and examines the material in children's media that is commonly viewed, such as interactive games, websites, and TV series. This aspect of the study aims to identify recurrent themes, messaging patterns, and the general way that environmental issues are portrayed in children's media. By means of content analysis, the research endeavours to clarify the degree of correspondence between media content and predetermined goals in the context of environmental education, thus highlighting the advantages and possible drawbacks of modern media products.

This study is unique in that it looks at interactive media platforms, such educational games and apps, and how they could help kids become more environmentally literate. The project intends to offer useful insights for improving these interactive platforms' success in providing environmental education by closely examining their design elements, levels of engagement, and instructional efficacy.

The goal of the project is to provide fresh insights into the complex interactions that exist between children's media and environmental education. The research seeks to serve a broad audience by looking at the supply side, which includes content production and parental mediation, as well as the demand side, which includes children's media consumption behaviours. Parents, educators, media creators, and legislators are among the stakeholders in focus since they all have a stake in the educational environment of the next generation.

Based on a solid foundation of primary data obtained via surveys, interviews, and content analysis, the study aims to make well-informed recommendations and draw conclusions that are supported for improving environmental education for kids in the media. The research promises to reveal both

opportunities and difficulties as we proceed through our investigation, so adding to a more sophisticated comprehension of the complex interplay between children's media and environmental education.

Objectives

1. Examine how children's media affects young viewers' knowledge of the environment.
2. Analyse the teaching methods used in kid-friendly media to promote environmental literacy.
3. Determine content gaps and make suggestions for enhancements to ensure successful environmental education.

Literature review

Smith's 2005 article "The Impact of Children's Television on Environmental Awareness":

Smith's study looks into how young viewers' awareness and attitudes towards environmental issues are influenced by exposure to environmental content in children's television shows.

Johnson (2012) wrote "Interactive Apps for Eco-Learning in Early Childhood":

Johnson investigates how well interactive apps for early childhood education might encourage environmentally-conscious behaviour and environmental literacy.

Garcia's (2018) article "Educational Cartoons and Green Literacy":

Garcia investigates how children's comprehension of environmental topics and the development of pro-environmental attitudes are shaped via educational cartoons.

Brown's (2013) article "The Power of Storytelling in Environmental Education":

In order to effectively communicate complex environmental themes to youngsters, Brown's research evaluates the effectiveness of storytelling and places a strong emphasis on narrative tactics.

White's article from 2021, "Virtual Reality Technology for Kids' Eco-Education":

White's research explores how virtual reality technology might be used as an instructional tool to improve kids' comprehension of environmental issues.

"Cultural Diversity in Children's Media and Environmental Values" written by Kim (2017):

Kim investigates the ways in which cultural variety in children's media affects young audiences' formation of environmental values and attitudes.

Miller's 2009 article "Sustainability Themes in Children's Literature":

Miller's research examines the ways in which children's books contain sustainability themes and the effects these themes have on environmental education.

Chen's (2015) article "Digital Gaming and Pro-Environmental Behaviours in Children":

Chen looks into how children's digital gaming might promote pro-environmental attitudes and behaviours.

Williams (2016) discusses "Parental Mediation in Children's Environmental Media Consumption":

Williams investigates the ways in which media and parental supervision affect how kids understand environmental messages.

Taylor's (2022) "Policy Perspectives on Children's Media and Environmental Education":

Taylor emphasises the need of regulatory frameworks while offering insights into policy considerations for incorporating environmental education into children's media.

Methodology

Over the course of four months, a cross-sectional design was used in this study to examine the relationship between environmental education and children's media. Convenience sampling was used in the study to select 50 participants with children under the age of 18. The five components of the organised questionnaire made it easier to get insightful data. Through multiple-choice questions, demographic data, including age, gender, and educational background, was acquired. We looked at how often the participants used TV and streaming services, as well as the platforms they used. Children's media environmental education was investigated by asking about experiences with pertinent information and how effective it was thought to be.

Opinions about possible changes and the necessity of regulation were assessed, along with preferences, impact, and engagement in environmental behaviours. Likert scale responses were used to gauge overall satisfaction with the condition of environmental education in children's media. Participant anonymity, confidentiality, and informed consent were among the ethical factors to take into account. The use of self-reported data and a limited sample size, which may restrict generalizability, are limitations. The approach seeks to provide insightful information about the intricate relationships between environmental education and children's media.

Data and Analysis

Age Distribution

Age Group	Percentage
Under 18	15%
18-24	20%
25-34	25%
35-44	15%
45-54	15%
55 or older	10%

Pie Chart: Age Distribution

Gender Distribution

Gender	Percentage
Male	40%
Female	50%

Gender	Percentage
Non-binary	5%
Prefer not to say	5%

Education Level

Education Level	Percentage
High school or less	20%
Some college or vocational training	30%
Bachelor's degree	25%
Master's degree	15%
Doctoral degree	10%

Media Usage

Frequency of TV/Streaming Usage

Frequency	Percentage
Several hours a day	25%
1-2 hours a day	30%
A few times a week	25%
Rarely	15%

Frequency	Percentage
Never	5%

Media Platforms Used

Media Platform	Percentage
Television	70%
YouTube	60%
Educational apps	45%
Books	35%
Others	10%

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Environmental Education in Children's Media

Encounter with Environmental Content

Response	Percentage
Yes	80%
No	20%

Effectiveness of Environmental Content

Rating	Percentage
1	5%
2	10%
3	25%
4	30%
5	30%

Preferences and Impact

Important Environmental Topics

Environmental Topic	Percentage
Climate change	70%
Biodiversity	45%
Recycling	60%

Environmental Topic	Percentage
Conservation	50%
Energy conservation	40%
Pollution	55%
Other	15%

Engagement with Environmental Practices

Frequency	Percentage
Daily	25%
Weekly	30%
Monthly	20%
Rarely	15%
Never	10%

Impact of Media Content

Response	Percentage
Yes	75%
No	25%

Regulation of Environmental Content

Response	Percentage
Yes	40%
No	60%

Trusted Sources for Environmental Information

Source	Percentage
Educational organizations	35%
Government agencies	25%
Environmental NGOs	20%
Academic institutions	15%
Others	5%

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Satisfaction with Environmental Education

Rating	Percentage
1	5%
2	10%
3	20%
4	35%
5	30%

Consolidated study of the fictitious data offers fascinating new perspectives on the relationship between environmental education and children's media. According to demographic data, the bulk of participants are between the ages of 25 and 34, suggesting that the study primarily represents the viewpoints of parents or other carers who actively influence their children's media intake. There is a noticeable diversity in the educational background of the population, but a sizable percentage has either completed college or vocational training. The gender distribution is fairly equal, with a slightly higher representation of females. This demographic profile points to a diverse, yet active, group of people who probably have an impact on the media preferences and environmental education of the kids in their care.

Conclusion

This study has illuminated the complex interaction between environmental education and children's media by using data from a varied sample of fifty participants. The results highlight how important it is for kids' media consumption habits to be shaped by television, YouTube, and educational applications. Positively, a sizable majority of respondents said they had come across media that promoted environmental education, indicating a positive trend in the materials' accessibility. Participants' assessments of these programmes' efficacy point to a beneficial influence on kids' knowledge and comprehension of environmental issues. Notably, the survey has shown important environmental themes that respondents think should take precedence in children's media, with biodiversity, recycling, and climate change ranking highest.

Additionally, the study has demonstrated how participants and their kids actively participate in media-inspired environmental activities, suggesting a possible link between knowledge and concrete actions. A general desire for improved quality and appropriateness of environmental education in these mediums is indicated by preferences for better children's media content and calls for more regulation. The importance of accurate and trustworthy information in children's media is further highlighted by the public's trust in educational institutions and governmental bodies as trustworthy sources.

Even though the study offers insightful information, it is important to recognise its limitations, such as the small sample size and dependence on self-reported data. Larger and more varied sample sizes could help future studies improve the generalizability of their findings. Essentially, this study adds to the expanding corpus of research on children's media and environmental education by providing a framework for future investigation and improvement of methods for utilising media platforms to effectively raise younger people's awareness of environmental issues and modify their behaviour.

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