Using Technology as A Positive Tool for Supporting Latine’s Children’s Learning & Development

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Children's usage of mobile screen technologies, such as smartphones and tablets has increased in recent years (Common Sense Media, 2017). As children’s usage of screen technologies increases, the extent to which these devices support or hinder learning and development increases too (Zack & Barr, 2016). To ensure that these newer screen devices are leveraged as a tool, it is essential that we understand how parents are monitoring their children’s usage of these devices. Most research on screen technologies has been conducted among middle-class White parents and in the context of TV. Less research has focused on understanding the strategies Latine parents implement to monitor their children’s usage of newer mobile technologies. Therefore, the present study explored what strategies parents use to monitor their children’s use of technology to support learning and development. Forty Latine parents (20 moms; 20 dads) of children between the ages of 0-4 years old were interviewed using semi-structured interviews. Interviews were transcribed, and analyzed in Nvivo using a combination of deductive and inductive approach. The transcriptions from the interviews were analyzed using Nvivo using a combination of inductive and deductive approaches to develop a coding system across interviews. Preliminary findings indicated that low-income and high-income Latine families implemented various mediation strategies to monitor their children's technology usage. Mediation strategies included monitoring content children were viewing, setting time limits, and co-watching. These findings show promise in learning to leverage the strategies parents’ use to utilize mobile screen technology as a positive learning tool for young Latine children.