

Paper abstract for Digitising Early Childhood International Conference 2018  
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### **Media Literacy in Children's "playful ways".**

Based on an ethnographic inspired fieldwork among children in pre-primary classes between 2014 and 2015 this paper addresses the following research question: *How can we understand media literacy through children's play practices?*

The key concepts are: *Media literacy* and *play*. The understanding of media literacy is rooted in a socio-cultural participation-position and adapted to methodological used by the trichotomy that implies having access to media, understanding media, and expressing oneself using media. The concept of play is inspired by the paradigmatic change towards a participatory and child oriented scientific position (Burn & Richards, 2014; James et al. 1998), where play depends on participation, skills and performance. The divergent "what if" questions ignites imagination and performance without any purpose but play (Karoff, 2013; Sutton-Smith, 1997, Skovbjerg, 2016; Skovbjerg, 2017; Mouritsen, 1996).

The paper will present the following overall results: 1) Media literacy must be understood in the context of everyday life, where playful practices are part of young children's way of being together (Rowell & Pahl, 2015; Marsh & Hallet, 2008; Barton & Hamilton). 2) With a participatory perspective as a point of departure on the "digital play", a strong concept of play is necessary when we want to understand media literacy as a play practice. 3) Understanding media literacy as a play practice must be understood from the perspective of the child.

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