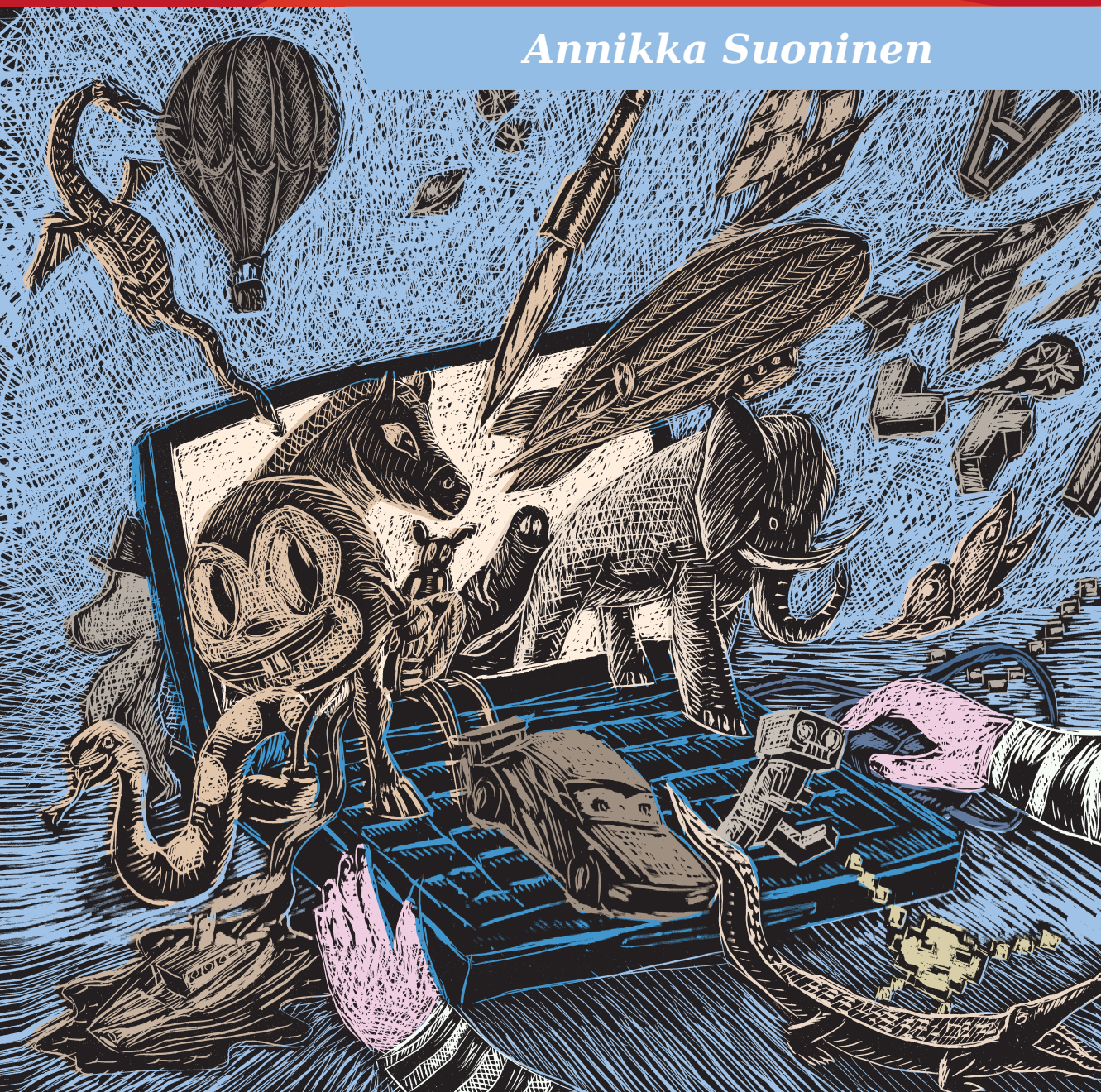


Children's Media Barometer 2013

Media Uses of 0-8 year-old Children and Changes
in Media Uses Since 2010

Summary

Annikka Suoninen



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Layout: Karri Hämäläinen
Press: Unigrafia, Helsinki
Translation from Finnish: Sheryl Hinkkanen / AS English Specialists Oy

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2014. Finnish Youth Research Network / Finnish Youth Research Society,
Internet Publications 79,
Publications 153

ISBN (PDF) 978-952-5994-64-3
ISSN (PDF) 1799-9227

ISBN 978-952-5994-65-0
ISSN 1799-9219

Nuorisotutkimusverkosto
Asemapäällikönkatu 1
00520 Helsinki
www.nuorisotutkimusseura.fi/catalog

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Implementation of the survey

In the years 2010–2013 the Ministry of Education and Culture of Finland has financed the annual Children's Media Barometer study with the purpose of providing data on children's media uses that are reliable and representative at the national level. The core of the study each year was a nationwide questionnaire survey carried out in order to obtain nationally comprehensive information on the use of media by the age class being studied. The target group in the years 2010 and 2013 was the youngest children 0–8 years of age, in 2011 it was children 7–11 years of age, and in 2012 the media use of pre-teens 10–12 years of age was studied. Depending on the age of the children in the target group, the survey data were collected either from the children's parents or from the children themselves, and the method applied was either a structured interview or a questionnaire.

In 2013, the target group of the Children's Media Barometer study was children 0–8 years of age. The research data were collected by means of a postal questionnaire sent to the children's parents. The study group was taken from the Population Register Centre by sampling Finnish-speaking households living on mainland Finland that had at least one child who was at least 4 months and at most 8 years of age. Sampling for the study was done in two parts: half of the sample targeted all households with children and half targeted households where the child's mother was not more than 29 years old.

The study was conducted as a postal questionnaire. Families included in the sample were sent a paper questionnaire by mail, but it was also possible to respond to the questionnaire online. The response rate was 31 per cent of the sample, and the size of the research data was 917 responses. The sample for the survey was weighted regionally and the research data were weighted so that they correspond to the age and gender distribution of the 0–8 year-old population as well as to the distribution of the place of residence by greater area.

Of the responses accepted, 24 per cent of came from the greater area of Helsinki and Uusimaa, 22 per cent from the greater area of Southern Finland, 29 per cent from the greater area of Western Finland 25 per cent from the greater area of Eastern and Northern Finland. Among these, the responses for the greater area of Helsinki and Uusimaa were clearly under-represented, as 30 per cent of the population 0–8 years of age lives in this greater area.

Of the questionnaire responses, 53 per cent pertained to girls and 47 per cent to boys, whereas girls make up 49 per cent and boys 51 per cent of the population 0–8 years of age.

Owing to the structure of the study sample, a considerable share of the responses pertained to the very youngest children. In all, 47 per cent of the



questionnaire responses concerned children 0–2 years of age, 20 per cent those 3–4 years of age, 17 per cent those 5–6 years of age and 16 per cent children 7–8 years of age. At the population level, 0–2 year-olds account for 34 per cent of the age class of children 0–8 years of age while each of the other three age classes account for 22 per cent of the entire group of 0–8 year-olds. The concentration of responses among the youngest children is explained by the fact that half of the study sample consisted of children whose mothers were at most 29 years of age.

Of the respondents, 86 per cent was the child's mother or other female caregiver and 14 per cent was the father or other male caregiver. The proportion of men among the respondents was clearly higher than in the study conducted in 2010, when only 3 per cent of the respondents were men. Of the respondents, 55 per cent were at most 29 years old, 33 per cent were 30–39 years old and 12 per cent were at least 40 years old. Of the original sample of the children's guardians, 56 per cent were at most 29 years old, 30 per cent were 30–39 years old and 14 per cent were at least 40 years old. Of the respondents, 46 per cent had a tertiary education (a college, polytechnic or university degree): 34 per cent of the respondents under 30 years of age and 60 per cent of the respondents over 30 years of age had a tertiary education. Among the older respondents in particular, highly educated respondents were thus over-represented.

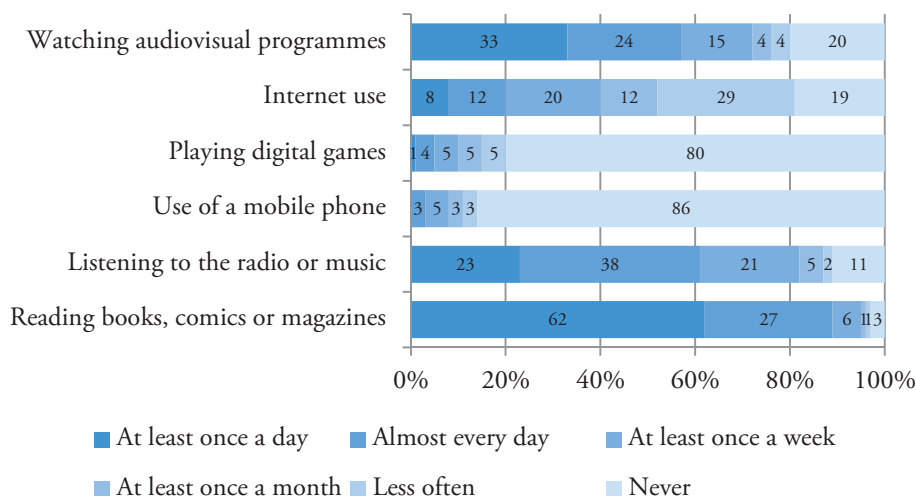
In 2013, information on media use among 0–8 year-old children was collected so that the data would be comparable with the results of the first media barometer study conducted in 2010. In this way, information is obtained on whether changes in the children's media use have occurred in three years, and if so, what these changes have been.

Overall use of media among children of different ages

0–2 year-olds: Media use begins by listening

Children's use of media begins already as an infant. First comes listening to books or magazines read aloud as well as listening to the radio or music. More regular watching of audiovisual programmes began for most children at the age of one year. Internet use as well often began at 1–2 years of age. Most of the 0–2 year-olds, however, did not play digital games or use a mobile phone. The frequency of the use of various media among 0–2 year-olds is shown in Figure 1.

FIGURE 1. 0–2 year-old children's media use (per cent of all 0–2 year-old children)



In practice, all of the children over 6 months old read – or had something read to them – at least once a week. Almost 60 per cent of the children under 1 year-old and about 80 per cent of the 1–2 year-olds had something read to them daily or almost daily. An even higher percentage of the small children browsed through and looked at books or magazines independently.

Children also began to listen to the radio or music at a very young age. More than half of the children under 1 year-old listened to the radio or music daily almost daily, two-thirds of them at least once a week. Almost two-thirds of the



1–2 year-olds listened to the radio or music almost daily and over 80 per cent listened weekly.

Watching audiovisual programmes also began during infancy. About 40 per cent of the children under 1 year-old, over two-thirds of the 1 year-olds and 95 per cent of the 2 year-olds watched audiovisual programmes at least once a week. Half of the 1 year-olds and 85 per cent of the 2 year-olds watched audiovisual programmes daily or almost daily.

Internet use among small children usually begins with watching audiovisual programmes, when short clips of programmes and videos that interest children are watched through on-demand services, a children's website or *YouTube*. One out of six children under 1 year-old, more than a third of the 1 year-olds and just over half of the 2 year-olds used the internet weekly. It is worth noting that many parents of the smallest children did not even perceive that their child was using the internet though the child might be watching audiovisual programmes on the internet almost every day.

The playing of digital games was still quite rare among children 0–2 years-old. Those children who did play games mainly used a mobile phone or tablet computers, i.e. touch screen devices, for this purpose. The slight use the smallest children made of a mobile phone consisted mostly of playing digital games. Tablet computers are still rather rare in Finnish families with children, but they are likely to become more common and as their numbers grow, the playing of digital games will probably increase among the smallest children.

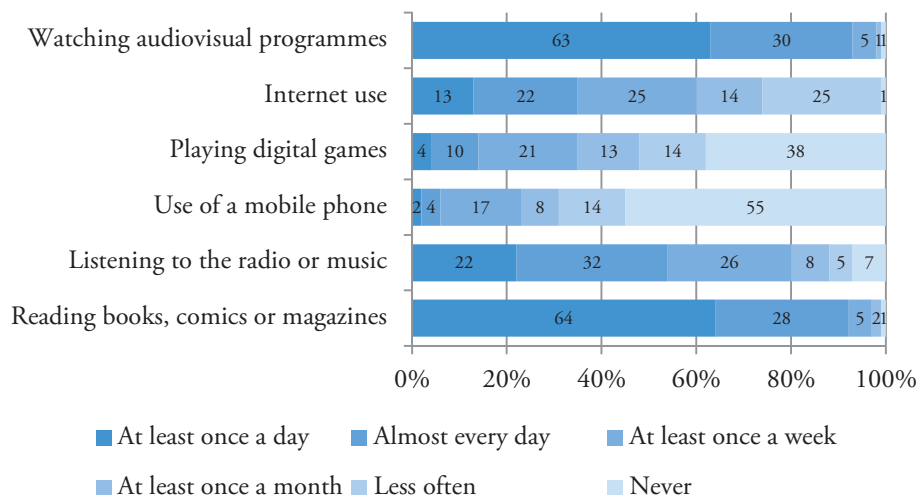
The youngest children used the media most often in the company of an adult. Quite many even of the 0–2 year-old children, however, watched audiovisual programmes alone or in the company of other children.

3–4 year-olds: The reign of audiovisual media begins

Children 3–4 years of age still used the same media as younger children, but the use of many types of media increased and became more regular. Some of the children in this age group also began more regularly to play digital games and use a mobile phone. The frequency of the use of various media among 3–4 year-olds is shown in Figure 2.

Reading still had a strong position in the life of 3–4 year-olds. Almost two-thirds of the children spent time with books or magazines every day, and nearly 90 per cent of the children did so almost every day. Half of the age class was read to aloud daily and about 80 per cent of them almost daily.

FIGURE 2. 3–4 year-old children’s media use (per cent of all 3–4 year-old children)



The 3–4 year-olds watched audiovisual programmes as often as they read books or magazines. In this age class, too, watching audiovisual programmes was often associated with the internet use because programmes were often watched through the internet: Of the 3–4 year-olds, 42 per cent watched audiovisual programmes on the internet weekly.

One-third of the 3–4 year olds used the internet daily or almost daily and 60 per cent of them used it weekly. A considerable portion of the children’s internet use involved watching audiovisual programmes, but at this age the children also began to play digital games on the internet and they visited various activity sites and game sites targeted at children.

One-third of all the 3–4 year-olds played digital games at least once a week. Somewhat more than one-quarter of the 3-year-olds played weekly, but among the 4-year-olds the figure was already 43 per cent. Boys started playing digital games a little earlier than girls: one-third of the 3-year-old-boys and one-fifth of the 3-year-old girls played weekly. Among the 4-year-olds, half of the boys and one-third of the girls played digital games weekly. Of all the 3–4 year-olds, 42 per cent of the boys and 28 per cent of the girls played weekly.

45 per cent of the 3–4 year-olds used a mobile phone at least occasionally, 23 per cent weekly. The children used a mobile phone mainly for playing games.

The 3–4 year-old children began watching audiovisual programmes and playing digital games increasingly often alone or with other children and no longer only in the company of adults, but the parents or the whole family were the children’s preferred company when using media more often than

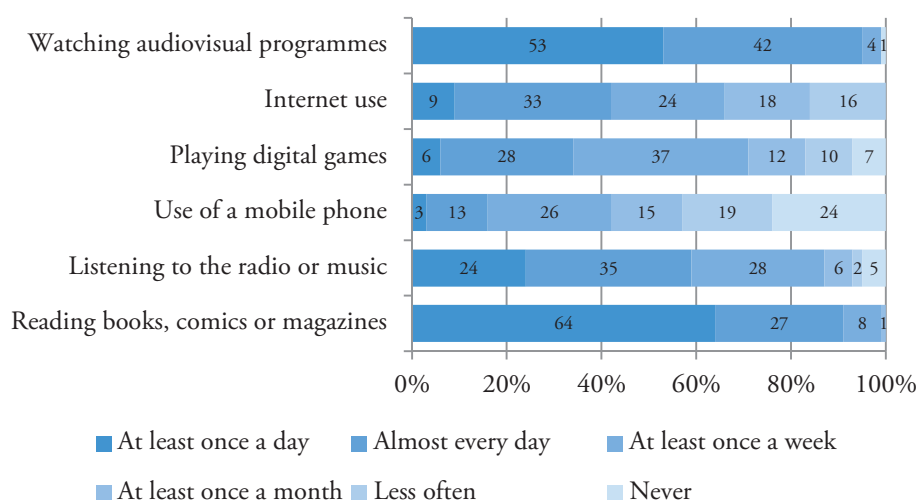


other children. By contrast, children of this age used the internet mainly in the company of adults.

5–6 year-olds: Internet use and playing digital games becomes more common

The main difference in the use of media by 5–6 year-old children in relation to younger children is that the internet use and playing digital games becomes much more common. The frequency of the use of various media among 5–6 year-olds is shown in Figure 3.

FIGURE 3. 5–6 year-old children's media use (per cent of all 5–6 year-old children)



Children 5–6 years of age continue to read regularly, but in addition to books they read comics much more often. Younger children read very few comics, whereas one-quarter of the 5–6 year-olds read comics daily and half read them weekly.

The 5–6 year-olds watched audiovisual programmes even more often than they read books or magazines: 95 per cent watched audiovisual programmes nearly every day and 91 per cent of the age class read as often.

The 5–6 year-olds did not use the internet all that much more than the 3–4 year-olds, but their internet use was clearly more versatile. Of the 5–6 year-olds, 42 per cent used the internet daily or almost daily and 66 per cent of them used



it weekly. Children used the internet equally often for watching audiovisual programmes and for playing digital games; one-third of them weekly.

The 5–6 year-olds played digital games clearly more often than the younger children. One-third of the children played games daily or almost daily and more than two-thirds played at least once a week. Boys still played games more often than girls: 40 per cent of the boys played almost daily and three-quarters played weekly, while 29 per cent the girls played almost daily and two-thirds played weekly.

The use of mobile phones also use became common among 5–6 year-olds, and the children also began to have their own phones. One in ten 5 year-old children had his or her own mobile phone; among 6 year-olds, this figure was already one in four. The use of mobile phones also diversified: In addition to playing, mobile phones also began to be used for making phone calls and taking pictures.

The 5–6 year-olds watched audiovisual programmes and played digital games alone or with other children more often than in the company of adults. The children preferred watching audiovisual programmes with their parents or the whole family while they preferred playing digital games alone or with other children.

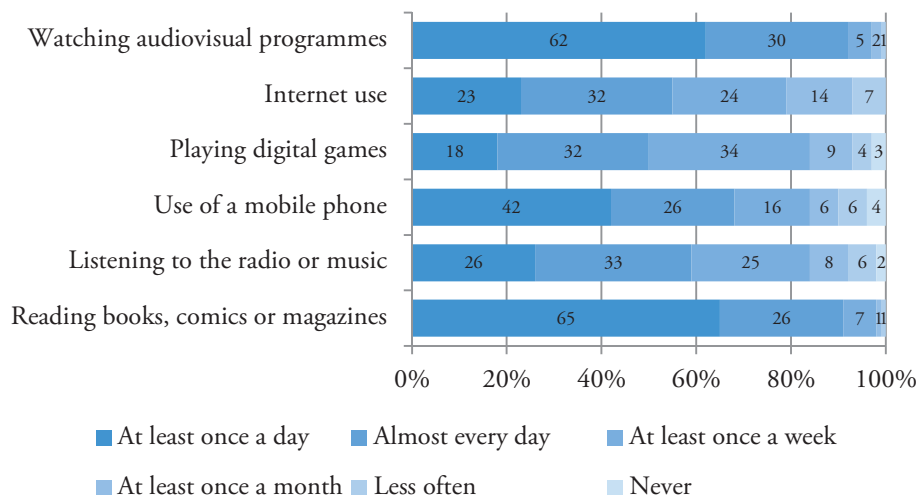
7–8 year-olds: Daily users of the internet and mobile phone

Relative to younger children, more of the 7–8 year-olds used different media types daily or almost daily. With the start of schoolgoing, the use of mobile phones in particular becomes more common and almost all of the children have their own mobile phone. The frequency of the use of various media among 7–8 year-olds is shown in Figure 4.

The 7–8 year-olds still read regularly but the character of reading changed somewhat. Parent read aloud to children clearly less frequently than before, but still two out of three were read aloud to almost daily. Unlike younger children, 7–8 year-olds also became interested in books containing only text. Reading habits among girls and boys began to diverge at the age of 7–8 years in a way that is typical of reading among older children and adolescents. Boys and girls read books and magazines containing images and text equally often, but boys read comics more often than girls while girls read books containing only text more often than boys.



FIGURE 4. 7–8 year-old children's media use (per cent of all 7–8 year-old children)



Children 7–8 years of age watched audiovisual programmes even more often than younger children, and 62 per cent of the age class watched audiovisual programmes at least once a day.

Most of the 7–8 year-olds used the internet almost daily: one-quarter used the internet at least once a day, more than half used the internet almost every day, and 79 per cent used the internet weekly. The 7–8 year-olds used the internet primarily for watching audiovisual programmes and playing digital games, and almost half of them used the internet weekly for both purposes. The girls started to use social networking services, and 18 per cent of the 7–8 year-old girls used them at least weekly.

More than 80 per cent of the 7–8 year-olds played digital games at least once a week, half of them almost daily. The difference between girls and boys in the frequency of playing digital games levelled off at this age as the girls caught up with the boys; however, there were still more girls than boys who did not play digital games at all or who played them less often than once a week.

Almost all of 7–8 year-olds had their own mobile phone. Unlike the younger children, the school-age children used a mobile phone more as a telephone than as a device for playing games. The most important use of mobile phones was for staying in touch with their own parents, but children this age also made and received other calls more often than they played games. School-age children also used the mobile phone to take a lot of pictures and to listen to music, but they used it for internet services very little.

Most of the 7–8 year-olds usually watched audiovisual programmes and played digital games alone or in the company of other children. To the children,



the whole family was particularly pleasing company for watching audiovisual programmes; moments of shared viewing with the family were clearly important to the children. Most of the school-aged children preferred playing digital games alone or with other children rather than in the company of adults. The 7–8 year-olds also preferred to use the internet alone or with other children even though for half of them, adults were the most common company when using the internet.

Young children's changed media uses

The following chapter provides a summary of the results obtained in the Children's Media Barometer 2013 survey and compares them with the results of the barometer survey conducted in 2010 that investigated media uses among the same age class (see Suoninen 2011).

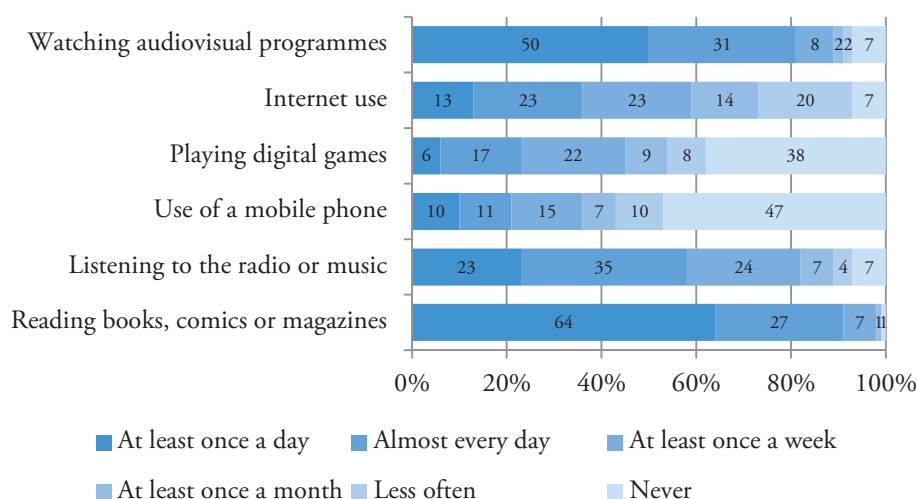
Various media play a strong role in the daily lives of children starting from babyhood. The most important media contents for children under 1 year-old are music and children's books that parents read aloud to them. Children start watching audiovisual programmes at 1–2 years of age, and internet use often begins at the same age as well because audiovisual programmes are widely followed on internet video services and on-demand programme services. Playing digital games becomes common at 2–4 years of age. The youngest children play digital games mainly by means of touch screen devices, and the gaming device is often a parent's mobile phone. Children start getting their own mobile phones at 5–6 years of age and almost all schoolchildren have their own mobile phone. The frequency of the use of various media among 0–8 year-olds is shown in Figure 5.

Books and reading have traditionally had a strong position in Finnish culture, and reading aloud to small children is still done regularly. Almost two-thirds of the 0–8 year-old Finnish children read books or magazines at least once a day, 91 per cent daily or almost daily. Reading aloud took place daily or almost daily for four out of five children under school age and for two-thirds of school-age children. Among the children, the most popular reading material was books containing pictures and text. Reading comic books became more common among 5–6 year-olds, reading books containing only text among 7–8 year-olds. When the slight difference in the structure of the questions is taken



into account, no appreciable changes in the amount and quality of reading done by children had occurred when compared against the barometer study of 2010. Also worth noting is the fact that the gender divergence in reading seen among older children and pre-teens began to be clearly visible among 7–8 year-old children: boys read comics clearly more often than girls, while girls read books containing only text clearly more often than boys (Hirvonen 2012, 13; Suoninen 2013, 29).

FIGURE 5. 0–8 year-old children's media use (per cent of all 0–8 year-old children)



One-quarter of all 0–8 year-olds listened to music or radio programmes at least once a day, more than half daily or almost daily and four-fifths at least weekly. Compared to the results of the previous study focusing on the same age class, the Children's Media Barometer 2010, it seems that daily listening to music or the radio has decreased slightly in all age classes but weekly listening has remained at the same level (Suoninen 2011).

Half of all 0–8 year-olds watched audiovisual programmes at least once a day, four-fifths nearly every day. Almost two-thirds of all children over 3 years of age watched audiovisual programmes at least once a day and more than 90 per cent of the children almost daily. The questions dealing with watching audiovisual programmes were not completely comparable with the results of the Children's Media Barometer 2010 survey because in 2010 it was still considered meaningful to ask about watching television programmes and video recordings separately, whereas in 2013 the questions referred to all audiovisual programmes. In the light of the results of the study, however, it appears that

watching audiovisual programmes among the youngest children 0–4 years of age has increased somewhat since 2010.

The greatest change in watching audiovisual programmes among Finnish children, however, was the growing importance of the internet as the source of audiovisual programmes. In 2010 only one-tenth of the children ever watched television programmes through internet on-demand services or video recordings through internet video services (Suoninen 2011). Three years later, 83 per cent of all 0–8 year-olds watched some audiovisual programmes through the internet at least occasionally and as many as 42 per cent watched weekly. One-third of the children watched audiovisual programmes through internet video services (for example, *YouTube*) weekly and one-fifth on the internet through free on-demand programme services (for example, *Yle Areena*, *MTV Katsomo* or *Ruutu*). The children watched audiovisual programmes through on-demand programme services subject to a fee, or from recording space on a network server clearly less often.

Similarly, watching purchased or rented video recordings and self-recorded television programmes had decreased, though it is difficult to make a direct comparison owing to differences in the structure of the questionnaire forms. The small children's viewing habits thus reflect the changes that have occurred in the viewing habits of the rest of the population: instead of recording television programmes for later use oneself, programmes are watched on the internet through on-demand programme services. Moreover, instead of purchasing or renting physical video recordings, these are watched through internet video services or on-demand programme services.

The changed habits of watching audiovisual programmes are reflected to some extent also in the programmes parents named as the children's favourites. In 2013, the favourite programmes of 3–4 year-old girls and boys differed from each other, while in 2010 the gender gap began to appear only among 5–6 year-olds (Suoninen 2011, 12). This is probably due at least in part to the fact that the number of available programme options has increased manifold as TV programme offerings have increased and especially as the use of programme services on the internet has become more common. Children can choose programmes of special interest to themselves, and so viewing habits – in this case, girls' and boys' viewing habits – can diverge more than in a situation where choices are made mainly from the narrower selection of TV programmes. Changes in viewing habits are also probably reflected in the fact that the *Moomins* / *Moomin* have remained popular (and also received a new viewer base among the youngest children) even though the programme was not being shown on any Finnish-language TV channel at the time of the study. Thus the *Moomins* / *Moomin* stories were most likely followed through internet services.



Internet use among the smallest children typically began with watching audiovisual programmes: Two-thirds of 0–2 year-olds watched audiovisual programmes on the internet at least occasionally and one-third of them weekly. Among the youngest children, watching audiovisual programmes was clearly the most important purpose with regard to internet use.

Of all 0–8 year-olds, 93 per cent used the internet at least occasionally and 59 per cent used it weekly. With age, internet use quickly became common and regular: One-fifth of the 0–2-year-olds, one-third of the 3–4 year olds, 42 per cent of the 5–6 year-olds and 55 per cent of the 7–8 year-olds were daily internet users. The internet was used clearly more often than in 2010, and its use was also started at a considerably younger age. In 2010, slightly less than half of 0–8 year-old children used the internet at least occasionally, and internet use began to become common only at 5–6 years of age. Internet use had also become more regular. In 2013, about two-thirds of the children over 3 years of age and over half of all 0–8 year-olds used the internet weekly, while in 2010, nearly half of the children over 3 years of age and one-third of all 0–8 year-olds used the internet weekly (Suoninen 2011). The earlier onset of children's internet use was due mainly to watching audiovisual programmes through the internet.

An interesting – albeit accidental – research finding was that parents of young children did not necessarily perceive watching audiovisual programmes through the internet at all as being internet use. Two-thirds of the parents of 0–2 year-olds who followed audiovisual programmes through the internet reported on the questionnaire form that their child does not use the internet at all (and thus they also failed to respond to more specific questions about internet use). These illogical answers were revealed because in the context of watching audiovisual programmes, the form also asked the source of the audiovisual programmes followed by the child. Nor was it a question of these children's very irregular viewing of audiovisual programmes through the internet, since half of the parents of the smallest children who used the internet as often as daily for watching audiovisual programmes considered that the child did not use the internet at all.

It is likely that some of the small children's internet use remains unregistered if the study asks about internet use only at the general level. Parents perhaps perceive that the child uses the internet only when it involves the use of interactive contents on the internet, or independent internet use, but not situations where the child himself or herself does not necessarily even touch the device through which the internet is used. Thus, the very nature of internet use is possibly perceived as requiring more use of technology or active doing than, for instance, watching audiovisual programmes on TV or a recording – rarely do the smallest children use a TV or DVD player themselves.

Compared to the results for 2010, the three most important reasons for using the internet – playing, watching audiovisual programmes and visiting websites for children – had remained the same, but with the increased frequency of internet use, using the internet for all three reasons had increased clearly. In addition, watching audiovisual programmes had risen past playing digital games and visiting websites for children to be the most common reason for internet use. In particular, internet use among the youngest children, i.e. those under 4 years of age, in the main was specifically the viewing of audiovisual programmes. Playing digital games began to be more common among 3–4 year-olds, but playing came level with watching audiovisual programmes as an equally important reason for internet use only among 5 year-olds.

Studies on small children's internet use conducted in other countries also yield similar results: internet use begins with watching audiovisual programmes and playing digital games starts a little later (Holloway, Green & Livingstone 2013, 12). The fact that watching audiovisual programmes accounted for a greater share of small children's internet use than previously also influenced the finding that differences between girls and boys both in the age when starting to use the internet and in the frequency of use had become narrower or had disappeared altogether. In 2010 boys started internet use on average a year younger than girls – internet use became more common at 3–4 years-old among boys but only at 5–6 years-old among girls (Suoninen 2011, 11–12).

Just under two-thirds of all 0–8 year-olds played digital games at least occasionally; a little less than one-quarter played digital games daily and 45 per cent played weekly. Playing digital games began to become more common at 3–4 years of age and the most regular players were children over 5 years old, one-third of whom played daily and two-thirds weekly.

Playing digital games had also become clearly more common in three years and playing started at a clearly younger age than before. According to the *Children's Media Barometer 2010*, only 4 per cent of 0–2 year-olds played digital games at least occasionally, while in 2013 one-fifth of the youngest age class already played digital games. One-third of the 3–4 year-olds in 2010, and almost two-thirds in 2013, played digital games. Three years ago, one-third of 5–6 year-old children never played digital games; now the share of children in this age class who did not play was only 7 per cent. (Suoninen 2011.)

In 2013 playing digital games was one of the only areas where a difference between girls and boys was still clearly visible, but compared to the study results in the 2010 survey, however, the difference had become smaller. Boys still started playing digital games regularly earlier than girls, but playing became more common among both at an earlier age. In 2010 playing digital games started to become more common at 4 years of age among boys and at 5 years of age among girls (Suoninen 2011, 11–12), but in 2013 one-third of the 3



year-old boys and one-third of the 4 year-old girls already played weekly. The change in playing digital games among girls is probably also linked with the fact that internet use became more common, as the internet has a wider selection of games interesting especially to girls to offer. Girls' and boys' favourite games (with the exception of *Angry Birds*) were clearly divided by gender.

Playing digital games was the second most important reason for using the internet among children in 2013, and the difference between boys and girls in playing was also seen at the level of using different internet services. Among all 3–8 year-old boys who used the internet, more than half played digital games on the internet weekly while among girls, the corresponding share was one-third. In 2010, playing digital games was children's most important reason for using the internet, and the difference in playing between genders was also seen more generally in the frequency of internet use, as 3–6 year-old boys in particular used the internet clearly more often than girls (Suoninen 2011, 11).

Children under 3 years of age played digital games mainly on touch screen devices, i.e. a mobile phone or a tablet computer. In 2013 tablet computers were still quite rare in small children's families. Only one-third of the households had one, but the expected increase of tablets will probably mean a further rise in small children's playing of digital games in future. The 0–4 year-olds participating in this study who had the opportunity to use a tablet played digital games clearly more often than others of their age.

The smallest children did not have their own mobile phones, but they often borrowed their parents (touch-screen) phones to play games. Small children also watched audiovisual programmes and listened to music or the radio on mobile phones. Mobile phone use had become more common in three years, in particular among children from 3 to 6 years of age. In 2010, only 15 per cent of the 3–4 year-olds and 30 per cent of the 5–6 year-olds used mobiles even occasionally while in 2013, half of the 3–4 year-olds and three-quarters of the 5–6 year-olds were mobile phone users (Suoninen 2011).

In 2013 one in ten 5 year-olds, one in four 6 year-olds, two in three 7 year-olds and 94 per cent of the 8 year-olds had their own mobile phone. Compared to 2010, having one's own mobile phone was slightly more common among 5–6 year-olds but almost all of the 7–8 year-olds had their own mobile phone already in 2010 (Suoninen 2011, 14). Children usually got their own mobile phone when they started going to school, and the most common use of mobile phones among 7–8 year-olds was contact with their own parents. The children also played, took photos and listened to the radio or music on mobile phones. A little less than half of the children could access the internet from their mobile phone, but even the majority of them did not have permission to use internet applications from their mobile phone.



Changes in young children's media use, summarized

- Reading books and magazines and watching audiovisual programmes are still the most common media uses among small children. Two-thirds of the children watch audiovisual programmes and read (or are read aloud to), at least once a day, and nearly all of them almost daily. No major changes in the frequency of reading and watching audiovisual programmes have occurred in the 2010s. However, a clearly greater share of watching audiovisual programmes takes place through video or on-demand programme services on the internet.
- Four-fifths of the children listen to the radio or music weekly, and clearly more than half of them listen almost daily. The share of daily listeners has fallen slightly since 2010, whereas the number of weekly listeners has remained unchanged.
- The greatest change in 0–8 year-old Finnish children's media use in the 2010s has been the increase in the use of various internet services and the earlier onset of internet use. In 2013 more than 90 per cent of all 0–8 year-olds used the internet at least occasionally, whereas in 2010 only less than half of the children were internet users.
- Internet use begins with watching audiovisual programmes already under 2 years of age, and playing digital games online starts to become more common at 3–4 years of age. Watching audiovisual programmes has overtaken the playing of games as the most important reason for internet use among 0–8 year-old children.



- Playing digital games has also become more common in the 2010s, and playing is started at a younger age than earlier. In 2013 a little less than two-thirds of all 0–8 year-olds played digital games at least occasionally, whereas in 2010 less than half of this age class were digital game players. Playing began most commonly at 3–4 years of age, and nearly all of the children past 5 years of age already played digital games. In 2010 playing digital games became more common at 5–6 years of age.
- The difference in internet use between girls and boys has disappeared in the 2010s, and digital games are the only medium where there is a clear gender difference in 2013. Boys continue to play digital games more often than girls, but this difference has narrowed since 2010.



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ISBN 978-952-5994-65-0