

The co-construction of selecting a Barbie video in YouTube

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Young children's digital literacies in the home

In the home young children's everyday interactions with family members construct ways of using digital technologies (Jordan, 2002). Young children's enculturation into ways of using digital technologies through social interactions in the home facilitates their acquisition of digital literacies (Livingstone, 2003; Stephen, McPake & Plowman, 2010).

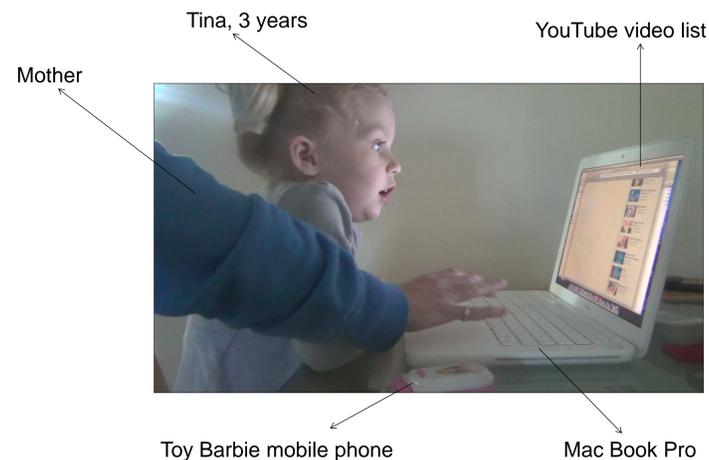
Though we know young children interact with their family members during engagement with digital technologies in the home, we don't know enough about how this social interaction produces digital literacies. In this poster, the analysis of interaction between a young child and her mother shows how they employ digital literacy practices to mutually co-construct the selection of a YouTube video.

Analytic perspective

This paper is informed by the perspective of ethnomethodology, a methodology that concerns itself with the practical accomplishment of social activities by focusing on the methods through which they are achieved (Garfinkel, 1967). The analytic method of conversation analysis (Sacks, 1995) is employed to examine the moment-by-moment features of talk, and so respecify the social organisation of everyday talk as an interactional accomplishment (Button & Lee, 1987; Lee, 1991). Ethnomethodology and conversation analysis share a mutual focus on the local accomplishment of order through socially organised methods and actions (Button & Lee, 1987; ten Have & Psathas, 1995). Ethnomethodology and conversation analysis are used to sequentially analyse how turns of talk contribute to the production of digital literacies through interacting with digital texts.

The data

Data are drawn from naturally occurring interactions of Tina, a child aged three years, who accessed the Internet in the home. The video data was recorded by the young child's mother. When the recording begins, Tina is sitting at the dining table in front of her father's MacBook Pro. Her mother positions the video camera on the table on Tina's right hand side. Also at Tina's right hand side is a toy Barbie mobile phone and a yellow dolphin cookie cutter. Tina has been watching videos in YouTube when the recording commences.



1 (7.0) ((M walks into room holding camera))
 2 (5.0) (((M places camera on table)))
 3a [((T presses [↵] x 16))]
 3b [((T →□))]
 4 (0.5)
 5 (3.0) ((T [↵] x 7))
 6 (0.5) ((M takes a footstep))
 7a T: isn::[t a- (.) appropri:(.)ate .hhh.]
 7b [((T →M))]
 8 (1.0) ((M takes two steps to T))
 9 ((T →□))
 10a M: what are [they,
 10b [(2.0) ((M takes three steps
 11 to T))
 12 M: °↑yea:h↑ they're a:ll (0.2)
 13 [all appropriate hhh?°
 14 [↵ ((M brings hand to touch pad))
 15 T: eh- (.) ↑↑ do:n't [like schese one:s,
 16 [↵ ((M taps touch pad
 17 to move cursor))
 18 (0.2) ↵ ((M taps touch pad to move
 19 cursor))
 20a M: [°alright,°]
 20b [↵ ((M taps touch pad to move cursor))]
 21 (0.3) ↵ ((M taps touch pad to move
 22 cursor upwards))
 23a M: [°we:ll.° (0.2) °let's [go ba]ck_°
 23b [↵ ((M taps touch pad to move
 24 cursor to search bar))
 25 T: [hhh]
 26 (0.4)
 27 M: to this_
 28 (0.7) ↵ ((M taps touch pad to select
 29 Google search))
 30 (2.0) ((M presses [↵] 'Enter'))
 31 T: I don't li:ke_
 32 (0.4)
 33 T: th(h)a-
 34 (0.4) ((Google search results load))
 35a M: how about [we open this and then we can_=
 35b [↵ ((M moves cursor to top
 36 video thumbnail))
 37 T: =.hhh
 38 ((T →□top video thumbnail))
 39 M: °yea:h?°
 40 (0.2) ↵ ((M taps touch pad to select video))
 41 ((T →□presses screen))
 42 T: [that o::ne_ı
 43 [(1.0) ((webpage loads))
 44 M: o:kay.
 45 (0.5) ((video loads))
 46 M: there you go:;
 47 (1.0) ((M takes three steps away))



Figure 1. Lines 3a-3b.

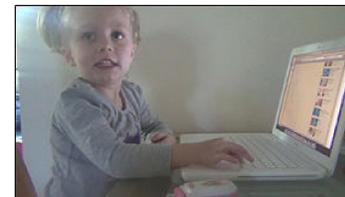


Figure 2. Lines 7a-7b.



Figure 3. Lines 15-17.



Figure 4. Lines 28-29.



Figure 5. Line 38.

Discussion

Tina employs talk and embodied actions to indicate her video preferences

- Tina uses talk to persuade her mother to alter the video selection to locate a suitable video (lines 7a, 15, 31-33).
- Tina's digital literacy practices enable her to discriminate between video thumbnails, and she indicates a video of interest by pointing to it on the screen (lines 38, 41).

Tina and her mother index contextual knowledge in their interaction

- Tina's request for assistance makes relevant her previous activity using YouTube (lines 7a, 15).
- The mother employs a previously used Google search term (line 23b-24, 28-30).

Tina and her mother co-construct the video selection

- Tina's preferences direct the mother's actions with the laptop (lines 16-19, 20b-30).
- The mother provides an account of her actions as she completes them to involve Tina in the activity (lines 23a, 27, 35a).
- Tina uses the digital literacy practice of viewing to indicate her video preference (lines 38, 41-42).

Conclusions

- Tina employs interactional methods to actively participate in the help her mother provides.
- Tina and her mother coordinate their talk and embodied actions in an orderly manner.
- Through their joint activity and ongoing interaction, Tina and her mother co-construct the selection of the Barbie YouTube video.

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Acknowledgements

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