Introduction
Children living in a modern information society may face a “reality vs. fantasy” problem in which direct experiences in the real world are confused with experiences in a fantasy world as represented by visual media. To resolve this problem children need media literacy (ML) education. The purpose of this research is to foster children’s ML by focusing on mother-child interactions at home in early childhood and teacher-child or peer interactions at school in later childhood within a micro-system based on the author’s “Ecological Environment Model of media and children,” that draws on Bronfenbrenner’s “Ecological Model of Human Development.” As a concrete strategy, I developed ML introductory educational materials, such as curricula, videos, guidebooks, and workshops for the specific purpose of facilitating basic ML: the “ability to read and comprehend the media subjectively,” and the understanding of “media reality.”

About the Author
Mami Komaya, Ph.D., Ochanomizu University, 2006, is an Associate Professor in the Department of Elementary Education at Showa Women’s University, Tokyo. Her research focuses on media literacy education from early childhood through later childhood, with particular emphasis on creating educational programs and materials.
Contents of Text:

Introduction
Foreword
Acknowledgments

Part One Approaches to Media Literacy Education
Chapter 1 Children and the Media Environment: An Ecological Model
Chapter 2 The Need for Media Literacy
Chapter 3 Coming to Grips with Media Literacy Education
Chapter 4 The Objectives and Structure of this Research Project

Part Two Media Literacy Education in the Home for Pre-school children
Chapter 5 Active Mediation in the Home: A Comparison of Parent-child Viewing in the United States and Japan—Study 1
Chapter 6 Developing of Teaching Materials for Parents and a Home-based Practice—Study 2

Part Three Media Literacy Education in Elementary School
Chapter 7 Development and Implementation of Introductory Media Literacy Teaching Materials for Third Graders—Study 3a
Chapter 8 Development and Implementation of Introductory Media Literacy Teaching Materials for Fifth Graders—Study 3b
Chapter 9 A Developmental Model of Japanese Children’s Understanding of Commercials—Study 4a
Chapter 10 Constructing a Developmental Model of Japanese Elementary School Children’s Understanding of Commercials—Study 4b
Chapter 11 Development and Implementation of Specialized Materials on Media Reality—Study 5

Part Four Overall Assessment of ML Education from the Pre-school Period to the Elementary School Year
Chapter 12 Overall Assessment of the Study
Chapter 13 The Role Carried of this Study: A New Platform for Media Literacy Education
Chapter 14 Future Research Prospects

References