

# An Interplay between Mass Media and Homeschooling

*Homeschooling and mass media are inseparable entities. The significance of mass media in acceleration of homeschooling is titanic. Mass media provides an avenue for interaction among the homeschoolers and their facilitators as well. It allows for the interchange of content and enhances discussion. Mass media promotes research that has to a greater extent enhanced the success of homeschooling among the practicing individuals who have ended up embracing this curriculum. Therefore, this paper examined the interplay between the two items. It dwelt on its significance and brought about the mutual interdependence that emerges when the two are intertwined for academic use. The paper adopted a qualitative research method and was addressed by phenomenological research design/approach. It majored on the use of oral interviews, focus group discussion and was supplemented by secondary data from the secondary findings. Moreover, the findings were presented thematically and comprehensively which was enhanced by discussion of each issue independently as it emerged from the research findings.*

**Keywords:** *Homeschooling, Mass media, Interdependence, interchange, and Curriculum*

## Introduction

The interplay between mass media and homeschooling represents a dynamic and evolving relationship within the realm of education. As mass media continues to shape our modern society, its influence on homeschooling practices and the impact of homeschooling on children's engagement with mass media have become subjects of increasing interest and concern. This interplay raises questions about how media can be effectively utilized as an educational tool in homeschooling environments, as well as the potential challenges and consequences associated with its use. Mass media, encompassing various forms such as television, radio, internet, and social media, has a powerful presence in the lives of children and families today. It provides a vast array of educational resources, entertainment options, and avenues for social connection. Homeschooling, on the other hand, has emerged as an alternative educational approach chosen by a growing number of families seeking personalized instruction and flexibility.

The convergence of mass media and homeschooling offers unique opportunities and challenges. On one hand, mass media can serve as a valuable resource for homeschooling parents, providing access to a wealth of educational materials, online courses, virtual field trips, and interactive learning platforms. It allows parents to supplement their teaching with multimedia resources that cater to different learning styles and provide exposure to diverse perspectives and experiences. Moreover, media can foster engagement and interactivity, promoting active learning and critical thinking skills. Educational television programs, documentaries, and online educational

1 platforms have gained popularity among homeschooling families as tools to  
2 enhance subject comprehension and facilitate independent learning.  
3 Additionally, social media platforms and online communities provide avenues  
4 for homeschooling parents to connect, share resources, and collaborate, thereby  
5 creating a sense of community and support.

6 However, the interplay between mass media and homeschooling is not  
7 without its challenges. Concerns arise regarding the potential negative impact  
8 of excessive screen time, exposure to inappropriate content, and the influence  
9 of commercialized media on children's values, beliefs, and behaviors.  
10 Homeschooling parents must navigate the fine line between utilizing media as  
11 an educational tool and safeguarding their children's well-being and healthy  
12 development. Furthermore, the role of media in shaping homeschooling  
13 practices raises questions about the autonomy of parents as educators. How  
14 does media influence the design and implementation of homeschooling  
15 curricula? What are the effects of media consumption on children's learning  
16 outcomes and academic achievement in homeschooling contexts? These  
17 questions warrant exploration to better understand the implications of the  
18 interplay between mass media and homeschooling. Given the significance of  
19 this interplay, there is a growing need for research that examines the ways in  
20 which mass media impacts homeschooling practices and how homeschooling,  
21 in turn, shapes children's engagement with media. This research can inform  
22 educators, policymakers, and parents about the potential benefits and  
23 challenges associated with media use in homeschooling, while also fostering  
24 the development of media literacy initiatives tailored to homeschooling  
25 contexts.

26 Therefore, the interplay between mass media and homeschooling  
27 represents a complex and evolving relationship within the realm of education.  
28 Understanding how mass media influences homeschooling practices and how  
29 homeschooling affects children's engagement with media is crucial for  
30 educators, parents, and policymakers. This exploration can shed light on the  
31 potential benefits, challenges, and consequences of media use in  
32 homeschooling environments, ultimately contributing to informed decision-  
33 making and the development of effective educational strategies in the digital  
34 age.

## 35 36 37 **Literature Review**

38  
39 In a recent University of Arizona Law Review article, Elizabeth Bartholet,  
40 a Harvard law professor, claims that the “homeschooling regime poses real  
41 dangers to children and to society.” Bartholet’s legal argument is that  
42 homeschooling is an infringement on child rights, placing children in inferior,  
43 socially isolating, and dangerous educational environments.<sup>1</sup> This threatens  
44 democracy, she says, since homeschooling is not likely to provide the kind of

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<sup>1</sup>E. Bartholet, (2020). Homeschooling: Parent rights absolutism vs. child rights to education & protection. *Ariz. L. Rev.*, 62, 345-370.

1 civic education available in public schools, especially regarding democratic  
2 values. Besides the risk of child abuse and indoctrination, the strength of far  
3 right-wing religious conservatives in the homeschooling movement ensures  
4 that children will be forced into submitting to patriarchy, leading, Bartholet  
5 fears, to “female subservience.” If that wasn’t enough, she goes on to charge  
6 the homeschooling movement with links to white supremacy and racial  
7 segregation. According to Bartholet, the future of our democracy depends on  
8 “freeing” these children from unhappiness and ignorance.<sup>2</sup>

9 Beyond the anecdotal “evidence” Bartholet provides, is there social  
10 scientific evidence that demands the “death penalty” for homeschooling? After  
11 considering the impact of the homeschooling movement on community  
12 involvement, diversity, and the dignity of the child, it is clear that Bartholet’s  
13 prosecution fails to overcome reasonable doubt.<sup>3</sup> Bartholet claims that  
14 homeschooling “...parents...are ideologically committed to raising children in  
15 isolation from the larger society....” She fails to recognize that homeschooling  
16 families have the highest level of community involvement of all school sectors.  
17 This civic involvement not only strengthens social capital and trust within  
18 communities, but also provides a “hidden” or implicit curriculum important for  
19 civic socialization, which may carry into young adulthood. Bartholet seems to  
20 take the “home” in homeschooling too seriously, as if their windows have  
21 prison bars. In actual practice, homeschoolers are organized in complex  
22 networks with educational organizations, civic, religious, and cultural  
23 organizations, informal personal and virtual support groups, friendship circles,  
24 extended family, and so on. Therefore, its upon this argument hold by Bartholet  
25 that this study unraveled the interplay between mass media and homeschooling  
26 in the wider scope.

## 27 28 29 **Methodology**

30  
31 This study adopted phenomenological research approach. This is because,  
32 phenomenology aims to understand individuals' lived experiences and their  
33 subjective interpretations of a particular phenomenon.<sup>4</sup> This approach allows  
34 researchers to explore the perspectives, beliefs, and behaviors of homeschooling  
35 parents and children regarding their interactions with mass media in the context  
36 of education.<sup>5</sup> The research began by selecting a suitable research design, such  
37 as individual interviews and focus group discussions. Both methods were  
38 effective for capturing the experiences and perspectives of homeschooling

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<sup>2</sup>Ibid, p.350

<sup>3</sup>Ibid, p.351

<sup>4</sup>O. Koopman, (2015). Phenomenology as a potential methodology for subjective knowing in science education research. *Indo-Pacific Journal of Phenomenology*, 15(1).

<sup>5</sup>L. M. Raffaele & Knoff, H. M. (1999). Improving home-school collaboration with disadvantaged families: Organizational principles, perspectives, and approaches. *School Psychology Review*, 28(3), 448-466.

1 parents and children regarding mass media use.<sup>6</sup> The researcher, identified a  
 2 diverse sample of homeschooling families who actively engaged with mass  
 3 media in their educational practices. The researcher considered factors such as  
 4 geographical location, socioeconomic status, educational philosophies, and the  
 5 age range of children. This provided a broad range of perspectives on the  
 6 interplay between mass media and homeschooling. While conducting an in-  
 7 depth interviews and focus group discussions with participants to gather rich,  
 8 qualitative data, the researcher used open-ended questions that encouraged  
 9 participants to share their experiences, perceptions, and practices related to  
 10 mass media in homeschooling.<sup>7</sup> He probed further to explore specific examples,  
 11 challenges, and the rationale behind their media usage. The study transcribed  
 12 and analyzed the collected data using thematic analysis. It identified recurring  
 13 themes, patterns, and variations in participants' responses regarding their  
 14 interactions with mass media.<sup>8</sup> The study explored how mass media is  
 15 integrated into homeschooling practices, its perceived benefits, challenges, and  
 16 any changes in attitudes or behaviors resulting from media consumption. The  
 17 researcher interpreted the findings based on the themes and patterns identified  
 18 in the data analysis. The study discussed the nuances and complexities of the  
 19 interplay between mass media and homeschooling, highlighting the various  
 20 perspectives and experiences of the participants. The researcher presented the  
 21 findings in a comprehensive and contextualized manner, providing quotes and  
 22 examples to support the interpretations.<sup>9</sup> Therefore, this methodology allowed  
 23 for a deep understanding of how mass media influences homeschooling  
 24 practices and the resulting impacts on children's educational experiences.

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## Discussion of Findings

The interplay between mass media and homeschooling can be complex and multifaceted. The study found the following and has provided a robust discussion.

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<sup>6</sup>J. Kontio, Lehtola, L., & Bragge, J. (2004, August). Using the focus group method in software engineering: obtaining practitioner and user experiences. In Proceedings. 2004 International Symposium on Empirical Software Engineering, 2004. ISESE'04. (pp. 271-280). IEEE.

<sup>7</sup>M. Rosenthal, (2016). Qualitative research methods: Why, when, and how to conduct interviews and focus groups in pharmacy research. *Currents in pharmacy teaching and learning*, 8(4), 509-516.

<sup>8</sup>V. Braun & Clarke, V. (2021). Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. *Counselling and psychotherapy research*, 21(1), 37-47.

<sup>9</sup>J. Skelton, (1994). Analysis of the structure of original research papers: an aid to writing original papers for publication. *British Journal of General Practice*, 44(387), 455-459.

1 *Information and Resources*

2

3 Mass media, including television, radio, and the internet, provides a  
4 wealth of information and educational resources that homeschooling parents  
5 can utilize. They can access educational websites, online courses, documentaries,  
6 and interactive platforms to enhance their curriculum and supplement their  
7 teaching materials.<sup>10</sup> According to one of the parents, who has embraced  
8 homeschooling, this study found that, mass media, such as educational  
9 television programs, documentaries, and online platforms, provide a wealth of  
10 educational content that homeschooling parents can utilize.<sup>11</sup> Information about  
11 these resources helps homeschooling families discover and integrate them into  
12 their curriculum. By leveraging mass media content, homeschooling can  
13 become more engaging, diverse, and accessible. It emerged to this study that,  
14 mass media resources offer homeschoolers access to a wide range of  
15 perspectives, cultures, and ideas. They can enhance the learning experience by  
16 presenting real-world examples, engaging visuals, and interactive elements.  
17 Information about these resources enables homeschooling parents to select  
18 appropriate content that aligns with their educational goals and interests.

19 Another respondent informed this study that, indeed mass media can serve  
20 as valuable supplementary tools for homeschooling, complementing traditional  
21 textbooks and curriculum materials.<sup>12</sup> Educational websites, online courses,  
22 and interactive learning platforms provide additional resources that cater to  
23 diverse learning styles and interests. By staying informed about these  
24 resources, homeschooling parents can integrate them effectively into their  
25 teaching methods. This study notes that mass media keeps homeschooling  
26 families informed about current events, social issues, and global affairs. By  
27 following news outlets, podcasts, and online publications, homeschoolers can  
28 develop a broader understanding of the world. This knowledge can be  
29 incorporated into discussions, research projects, and critical thinking exercises,  
30 fostering a deeper sense of global awareness and citizenship.

31 As the study conducted a focus group discussion, it emerged that,  
32 information about mass media resources can facilitate collaboration and  
33 networking among homeschooling families. Online platforms, forums, and  
34 social media groups provide spaces for sharing experiences, recommendations,  
35 and insights on utilizing mass media effectively in homeschooling. This  
36 interplay allows parents to exchange ideas, discover new resources, and create  
37 a supportive community.<sup>13</sup> Furthermore, the focus group discussion posited  
38 that, mass media offers opportunities for homeschoolers to develop media  
39 literacy skills. By accessing and analyzing various forms of media, such as  
40 news articles, videos, and podcasts, homeschooling students can improve their  
41 critical thinking, information evaluation, and media interpretation abilities.

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<sup>10</sup>A. Collins & Halverson, R. (2018). Rethinking education in the age of technology: The digital revolution and schooling in America. Teachers College Press, p.45

<sup>11</sup>Oral Interview, 15/03/2023

<sup>12</sup>Oral Interview, 15/03/2023

<sup>13</sup>Focus group discussion, 17/03/2023

1 Information and resources that promote media literacy education enable  
2 homeschooling parents to guide their children in understanding the impact and  
3 influence of mass media.<sup>14</sup>

4 Based on the preceding argument, this study concludes that information  
5 and resources serve as bridges between mass media and homeschooling,  
6 enhancing the educational experience for homeschooling families. They enable  
7 access to educational content, enrich learning experiences, provide supplementary  
8 tools, foster global awareness, facilitate collaboration, and promote media  
9 literacy skills. By staying informed and utilizing these resources effectively,  
10 homeschooling can benefit from the interplay with mass media.

### 11 *Curriculum Guidance*

12  
13  
14 Mass media can offer guidance to homeschooling parents on curriculum  
15 planning, teaching methodologies, and educational philosophies. Television  
16 programs, documentaries, and online resources may provide insights, lesson plans,  
17 and recommendations for effective homeschooling practices.<sup>15</sup> Through an oral  
18 interview with one of the respondents, it emerged that curriculum guidance  
19 provides a structured approach to homeschooling, ensuring that key subjects and  
20 learning objectives are covered. It helps parents align their educational goals with  
21 the broader educational standards and frameworks.<sup>16</sup> The respondent added that,  
22 by incorporating mass media resources into the curriculum, homeschooling  
23 families can enhance the learning experience, introduce diverse perspectives, and  
24 make connections to real-world examples.

25 Another respondent agreed with the preceding respondent by retorting that:

26  
27 Curriculum guidance offers guidelines for selecting appropriate content and  
28 resources across various subjects. It helps homeschooling parents identify mass  
29 media materials, such as documentaries, educational videos, and interactive  
30 websites, that align with the curriculum.<sup>17</sup>

31  
32 By integrating mass media resources into specific lessons and units,  
33 homeschooling families can enrich the curriculum with engaging and multimedia-  
34 based learning experiences.

35 From the preceding discussion, this study confirms that, curriculum guidance  
36 often encourages interdisciplinary approaches, where multiple subjects are  
37 integrated to explore a particular topic or theme. Mass media resources can play a  
38 significant role in interdisciplinary learning by providing connections between  
39 different subjects. For example, a historical documentary can be used to explore  
40 not only history but also language arts, cultural studies, and media literacy.  
41 Curriculum guidance facilitates the identification and integration of mass media  
42 resources for interdisciplinary learning opportunities.

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<sup>14</sup>Focus group discussion, 17/03/2023

<sup>15</sup>T. Clark, (2001). *Virtual Schools: Trends and Issues. A Study of Virtual Schools in the United States*, p.15

<sup>16</sup>Oral interview, 20/03/2023

<sup>17</sup>Oral interview, 21/03/2023

1 These findings are in tandem with Burke, who alluded that homeschooling  
2 allows for flexibility in designing and adapting the curriculum to meet the  
3 individual needs and interests of students. Curriculum guidance provides a  
4 framework that homeschooling families can customize to suit their unique  
5 circumstances.<sup>18</sup> Mass media resources offer a wide range of topics and formats,  
6 allowing homeschooling parents to tailor the curriculum by incorporating  
7 materials that resonate with their students' preferences and learning styles.<sup>19</sup>

8 Therefore, from these arguments, it can be deduced that curriculum guidance  
9 often includes guidelines for assessment and evaluation of student progress.  
10 Homeschooling parents can use mass media resources to create diverse assessment  
11 tasks, such as creating multimedia presentations, writing reflections on  
12 documentaries, or participating in online discussions. These assessments provide  
13 opportunities for students to demonstrate their understanding of the curriculum and  
14 apply critical thinking skills to mass media content.

15 In this regard, this study concludes that curriculum guidance serves as a  
16 foundation for homeschooling and facilitates the interplay between mass media  
17 and homeschooling. It provides structure, coherence, and guidelines for content  
18 selection and integration. Curriculum guidance supports interdisciplinary learning,  
19 allows for flexibility and adaptability, and provides frameworks for assessment  
20 and evaluation. By incorporating mass media resources into the curriculum,  
21 homeschooling families can enhance the learning experience, foster engagement,  
22 and promote a well-rounded education.

#### 23 24 *Access to Diverse Perspectives*

25  
26 According to Arai, its recorded that, mass media exposes homeschooling  
27 students to diverse perspectives and cultures, which can broaden their  
28 understanding of the world. Through news, documentaries, and other media  
29 outlets, students can learn about different societies, global issues, and various  
30 viewpoints, fostering critical thinking skills and cultural awareness.<sup>20</sup> These  
31 arguments are in tandem with a respondent, who alluded that mass media exposes  
32 homeschooling students to a wide range of perspectives, cultures, and ideas that  
33 they may not encounter solely through traditional curriculum materials.<sup>21</sup> This  
34 exposure broadens their horizons and helps them develop a more comprehensive  
35 understanding of the world. Moreover, diverse perspectives challenge students to  
36 think critically and consider multiple viewpoints.<sup>22</sup> Thus, this study found that  
37 mass media resources, such as documentaries, news articles, and opinion pieces,  
38 provide opportunities for homeschooling students to analyze and evaluate different  
39 perspectives on various topics. This fosters critical thinking skills and

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<sup>18</sup>K. M. Burke, (2022). How do homeschoolers approach creative arts learning and how can they be supported? Developing a flexible framework for homeschool contexts. *British Educational Research Journal*, 48(5), 974-995.

<sup>19</sup>Ibid

<sup>20</sup>A. B. Arai, (1999). Homeschooling and the redefinition of citizenship. *Education Policy Analysis Archives*, 7, 27-27.

<sup>21</sup>Oral Interview, 24/03/2023

<sup>22</sup>Oral Interview, 24/03/2023

1 encourages students to form well-informed opinions. While conducting a focus  
2 group discussion, it emerged to this study that, mass media introduces  
3 homeschooling students to diverse cultures, experiences, and backgrounds.<sup>23</sup>  
4 By engaging with stories and narratives from different communities, students  
5 develop empathy and a deeper understanding of the complexities of the world.  
6 This exposure promotes cultural sensitivity and helps students appreciate and  
7 respect diverse perspectives.

8 The preceding arguments are concomitant with McCarthy & Carter, who  
9 found that mass media has the potential to showcase diverse voices and  
10 narratives that are often underrepresented in traditional curriculum materials.<sup>24</sup>  
11 By accessing a wide range of media content, homeschooling families can  
12 ensure that their educational journey is inclusive and representative of diverse  
13 identities, backgrounds, and experiences.<sup>25</sup> Further, this scholar maintains that  
14 exposure to diverse perspectives through mass media resources stimulates  
15 meaningful discussions and debates within the homeschooling environment.  
16 Students can engage in thoughtful conversations with their parents or peers,  
17 exploring different viewpoints and challenging their own assumptions. These  
18 dialogues enhance communication skills, promote active listening, and foster  
19 an open-minded approach to learning.<sup>26</sup>

20 In this effect, it emerged to this study that, access to diverse perspectives  
21 empowers homeschooling students to actively seek out information and engage  
22 with media resources independently. They can explore a variety of sources,  
23 critically evaluate information, and form their own opinions. This sense of  
24 agency nurtures self-directed learning and equips students with the skills  
25 needed to navigate an increasingly diverse and interconnected world.

26 In conclusion, this study records that, access to diverse perspectives  
27 through mass media resources enriches the homeschooling experience by  
28 broadening horizons, enhancing critical thinking, fostering empathy and  
29 cultural understanding, promoting inclusivity and representation, encouraging  
30 dialogue, and empowering student agency. By incorporating diverse media  
31 content into their curriculum, homeschooling families can cultivate a well-  
32 rounded education that prepares students to be global citizens.

### 33 *Educational Content and Entertainment*

34  
35  
36 Mass media can blend education and entertainment, providing engaging  
37 content that captivates homeschooling students. Platforms like educational  
38 television shows, podcasts, and interactive apps offer a combination of  
39 educational material and entertainment value, making learning enjoyable and  
40 interactive.<sup>27</sup> As the study interviewed some respondents, it was informed that,

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<sup>23</sup>Focus group discussion, 27/03/2023

<sup>24</sup>M. McCarthy & Carter, R. (2014). *Language as discourse: Perspectives for language teaching*. Routledge, p.64

<sup>25</sup>Ibid

<sup>26</sup>Ibid., p.77

<sup>27</sup>D. J. Martin & Loomis, K. S. (2013). *Building teachers: A constructivist approach to introducing education*. Cengage Learning, p.24



1 educational content in mass media, such as educational television programs,  
2 documentaries, and online platforms, provides engaging and interactive  
3 learning experiences for homeschooling students.<sup>28</sup> Furthermore, the study was  
4 informed that, these resources utilize captivating visuals, storytelling techniques,  
5 and interactive elements to make learning enjoyable and effective. The  
6 respondent further alluded that, by incorporating educational content into their  
7 curriculum, homeschooling families can enhance student engagement and  
8 foster a love for learning.<sup>29</sup>

9 The views given out by the preceding respondent was supported by the  
10 arguments posited by focus group discussion, which informed the study that;

11  
12 Mass media offers a variety of mediums, including videos, podcasts, interactive  
13 websites, and educational games, which cater to different learning styles and  
14 preferences. Homeschooling families can leverage these resources to provide  
15 multimodal learning opportunities, allowing students to learn through visual,  
16 auditory, and kinesthetic means.<sup>30</sup>

17  
18 This integration of educational content and entertainment appeals to  
19 diverse learning styles and maximizes the effectiveness of the learning process.

20 These views are in agreement with Winn, who maintained that educational  
21 content in mass media often presents real-world examples, practical applications,  
22 and case studies that help students make connections between academic concepts  
23 and their practical relevance.<sup>31</sup> Homeschooling families can utilize these resources  
24 to demonstrate how theoretical knowledge is applied in real-life situations,  
25 enhancing students' understanding and encouraging critical thinking.<sup>32</sup>

26 With the afore recorded findings, this study agrees that mass media  
27 resources provide additional learning materials that supplement and expand the  
28 homeschooling curriculum. They offer opportunities to explore subjects  
29 beyond traditional textbooks, introducing new topics, perspectives, and areas of  
30 interest. Homeschooling parents can incorporate educational content from mass  
31 media to enrich their curriculum, offering a broader and more comprehensive  
32 educational experience.

33 Baines supports the findings presented by holding that entertainment elements  
34 in mass media, such as engaging narratives, captivating visuals, and appealing  
35 characters, can spark students' motivation and enthusiasm for learning.<sup>33</sup> When  
36 educational content is presented in an entertaining and enjoyable manner, students  
37 are more likely to be actively engaged in the learning process. Therefore, by  
38 incorporating elements of entertainment into educational content, homeschooling  
39 families can create a positive and exciting learning environment.

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<sup>28</sup>Oral interview, 28/3/2023

<sup>29</sup>Oral interview, 28/3/2023

<sup>30</sup>Focus group discussion, 30/3/2023

<sup>31</sup>W. Winn, (2002). Research into practice: Current trends in educational technology research: The study of learning environments. *Educational psychology review*, 14, 331-351.

<sup>32</sup>Ibid, p.334

<sup>33</sup>L. Baines, (2008). A Teacher's guide to multisensory learning: Improving literacy by engaging the senses. ASCD, p.26

1        These arguments by Baines are supplemented by arguments given by a  
 2 respondent who retorted that mass media resources encourage lifelong learning  
 3 and curiosity by presenting a vast array of topics, ideas, and discoveries. They  
 4 inspire students to explore beyond the confines of their curriculum and develop  
 5 a love for learning that extends beyond their homeschooling experience.<sup>34</sup>  
 6 Therefore, it emerged that by incorporating educational content from mass  
 7 media, homeschooling families can instill a sense of curiosity and a lifelong  
 8 passion for knowledge in their students.

9        Generally, this study concluded that educational content and entertainment  
 10 in mass media promote interplay with homeschooling by providing engaging  
 11 and interactive learning experiences, offering multimodal learning opportunities,  
 12 establishing real-world connections, supplementing the curriculum, motivating  
 13 students, fostering curiosity, and encouraging lifelong learning. Moreover,  
 14 incorporating these resources into their teaching approach, homeschooling  
 15 families can create a dynamic and enriching educational experience for their  
 16 students.

### 17        *Potential for Distractions*

18        One challenge with mass media in the context of homeschooling is the  
 19 potential for distractions. The vast array of entertainment options available  
 20 through mass media can divert students' attention from their studies if not  
 21 managed effectively. Parents need to establish clear boundaries and monitor  
 22 media consumption to maintain focus on learning.<sup>35</sup> While interrogating a  
 23 respondent, the study was informed that, the potential for distractions in mass  
 24 media requires homeschooling parents to be aware of the impact and manage  
 25 them effectively.<sup>36</sup> The respondent added that; by acknowledging the potential  
 26 distractions, parents can take proactive measures to create a conducive learning  
 27 environment, set boundaries, and establish guidelines for media usage during  
 28 homeschooling hours.<sup>37</sup> Therefore, this study found that, the presence of  
 29 distractions in mass media provides an opportunity for homeschooling parents  
 30 to teach media literacy skills. By guiding students in critically evaluating and  
 31 discerning credible sources, identifying biased content, and understanding  
 32 persuasive techniques, parents can empower their children to navigate the  
 33 digital landscape responsibly.

34        Another respondent interviewed by this study posited that, mass media  
 35 offers both educational and recreational content, and striking a balance between  
 36 the two is crucial. According to him, homeschooling parents can leverage the  
 37 potential distractions by incorporating educational content from mass media  
 38 into the curriculum while being mindful of minimizing excessive exposure to  
 39  
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<sup>34</sup>Oral interview, 3/4/2023

<sup>35</sup>M. Bienkowski, Feng, M., & Means, B. (2012). Enhancing Teaching and Learning through Educational Data Mining and Learning Analytics: An Issue Brief. *Office of Educational Technology, US Department of Education*, p.44

<sup>36</sup>Oral interview, 3/4/2023

<sup>37</sup>Oral interview, 3/4/2023

1 purely recreational media that may hinder learning progress.<sup>38</sup> Basing on the  
2 preceding argument, this study therefore found that, potential distractions in  
3 mass media call for selective use of media resources. Homeschooling parents  
4 can curate and select specific educational content that aligns with their  
5 curriculum goals, focusing on high-quality resources that facilitate learning and  
6 minimize potential distractions. Therefore, by being intentional with media  
7 choices, parents can maximize the educational benefits while mitigating  
8 distractions.

9 Another aspect aroused from a focus group discussion, that, the potential  
10 distractions in mass media highlight the importance of time management and  
11 self-discipline during homeschooling. The focus group discussion added that,  
12 parents can emphasize the importance of allocating dedicated time slots for  
13 educational media usage, establishing routines, and encouraging self-discipline  
14 to minimize distractions and maintain focus on learning objectives.<sup>39</sup> The  
15 aforementioned discussion by the focus group discussion was complemented  
16 by the views given by Dyson, who recorded that, the potential distractions in  
17 mass media can be managed by incorporating intentional media breaks and  
18 variety into the homeschooling schedule. This approach allows students to take  
19 short, purposeful breaks to engage in recreational media or other non-screen  
20 activities, maintaining a healthy balance and preventing excessive distraction.<sup>40</sup>  
21 The study therefore concludes that, the potential for distractions in mass media  
22 presents challenges that homeschooling parents must navigate. Therefore, by  
23 raising awareness, teaching media literacy skills, balancing educational and  
24 recreational media, selectively using media, emphasizing time management  
25 and self-discipline, and incorporating media breaks and variety, parents can  
26 effectively manage distractions and harness the educational potential of mass  
27 media in the homeschooling environment.

### 28 29 *Influence on Socialization*

30  
31 Homeschooling can sometimes be criticized for limiting social interactions,  
32 but mass media can help bridge this gap. Television programs, online  
33 communities, and social media platforms can connect homeschooling students  
34 with peers who share similar interests and educational experiences. Virtual  
35 communities can provide a sense of belonging and socialization opportunities.<sup>41</sup>  
36 Based on influence on socialization, this study was informed by a respondent that,  
37 mass media exposes homeschooling students to a wide range of perspectives,  
38 cultures, and societal issues beyond their immediate surroundings. This exposure  
39 enhances socialization by providing students with opportunities to learn about  
40 different ways of life, traditions, and belief systems. He further added that, it

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<sup>38</sup>Oral interview, 5/4/2023

<sup>39</sup>Focus group discussion, 7/4/2023

<sup>40</sup>L. L. Dyson, (2001). Home-school communication and expectations of recent Chinese immigrants. *Canadian Journal of Education/Revue canadienne de l'éducation*, 455-476.

<sup>41</sup>B. S. Cooper & Sureau, J. (2007). The politics of homeschooling: New developments, new challenges. *Educational policy*, 21(1), 110-131.

1 fosters empathy, understanding, and appreciation for diverse cultures and  
2 encourages students to become more globally aware citizens.<sup>42</sup>

3 The preceding findings was supported by another respondent who added  
4 that, mass media content often prompts discussions and critical thinking about  
5 social, ethical, and moral issues.<sup>43</sup> Furthermore, the respondent asserted that,  
6 homeschooling families can leverage this content to initiate thoughtful  
7 conversations, encouraging students to analyze and evaluate societal norms,  
8 values, and behaviors. Engaging in these discussions promotes socialization by  
9 enabling students to articulate their own viewpoints, understand others'  
10 perspectives, and develop critical thinking skills.<sup>44</sup> This study therefore records  
11 that, mass media influences socialization by shaping students' media literacy  
12 and digital citizenship skills. Homeschooling parents can guide students in  
13 navigating media content, discerning credible information, and understanding  
14 the potential impact of media on society. This fosters responsible digital  
15 behavior, empowers students to engage with media mindfully, and prepares  
16 them to participate responsibly in online communities.

17 While conducting oral interview, a respondent informed this study that  
18 mass media provides homeschooling families with access to information about  
19 social issues, current events, and global affairs.<sup>45</sup> Moreover, the respondent  
20 added that, by staying informed about these topics, students can develop an  
21 understanding of societal challenges, injustices, and opportunities for positive  
22 change.<sup>46</sup> Based on this, the study found that, homeschooling parents can  
23 incorporate discussions, research projects, and service-learning activities  
24 related to these issues, promoting socialization and encouraging students to  
25 become active agents in addressing societal concerns. It also emerged to this  
26 study that mass media plays a role in shaping individuals' identities and self-  
27 perception. This was retorted by Beveridge who posited that homeschooling  
28 families can utilize media resources that offer diverse and inclusive  
29 representations of various identities, cultures, and backgrounds.<sup>47</sup> Therefore, by  
30 exposing students to positive and authentic portrayals, mass media can  
31 contribute to a more inclusive and affirming socialization experience, fostering  
32 a sense of belonging and promoting empathy towards others. Based on  
33 Beveridge argument, this study is convinced that, indeed, mass media  
34 platforms provide opportunities for homeschooling students to engage with  
35 online communities centered around shared interests, hobbies, or educational  
36 pursuits. Participating in these communities allows students to connect with  
37 peers from different backgrounds, exchange ideas, collaborate on projects, and  
38 develop social skills in a virtual environment.

39 Therefore, in conclusion, the study found that, the influence of mass media  
40 on socialization promotes interplay with homeschooling by exposing students

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<sup>42</sup>Oral interview, 6/4/2023

<sup>43</sup>Oral interview, 8/4/2023

<sup>44</sup>Oral interview, 8/4/2023

<sup>45</sup>Oral interview, 9/4/2023

<sup>46</sup>Oral interview, 9/4/2023

<sup>47</sup>S. Beveridge, (2005). *Children, families and schools: Developing partnerships for inclusive education*. Psychology Press, p.55

1 to diverse perspectives and cultures, fostering discussions and critical thinking,  
 2 developing media literacy and digital citizenship skills, addressing social  
 3 issues, influencing identity development, and facilitating engagement with  
 4 online communities. Moreover, by effectively incorporating mass media into the  
 5 homeschooling experience, families can enhance socialization opportunities,  
 6 broaden students' perspectives, and cultivate socially responsible individuals.

7  
 8 *Bias and Accuracy*  
 9

10 Mass media can present biased information, misinformation, or incomplete  
 11 perspectives. As homeschooling parents, it is essential to teach children critical  
 12 media literacy skills to evaluate sources, question narratives, and think  
 13 independently. Parents can guide their children in discerning reliable sources of  
 14 information and developing a well-rounded understanding of the world.<sup>48</sup> A  
 15 respondent informed this study that bias in mass media provides an opportunity  
 16 for homeschooling students to develop critical thinking skills. The respondent  
 17 further alleged that, by exposing students to media with various biases,  
 18 homeschooling parents can guide them in analyzing and evaluating sources,  
 19 identifying bias, and discerning between fact and opinion. According to this  
 20 respondent, this cultivates a healthy skepticism and encourages students to seek  
 21 multiple perspectives, enhancing their ability to make informed judgments. The  
 22 argument sentiments of this respondent were echoed by Kunzman, who recorded  
 23 in his findings that, the presence of bias in mass media underscores the  
 24 importance of media literacy education within homeschooling.<sup>49</sup> Kunzman  
 25 further alluded that, by teaching students to critically evaluate sources, assess  
 26 credibility, and recognize bias, parents equip them with the necessary skills to  
 27 navigate the media landscape independently. Media literacy education promotes  
 28 discernment and empowers students to become responsible consumers and  
 29 creators of media content.<sup>50</sup>

30 Based on the above discussion, this study found that, bias in mass media  
 31 highlights the importance of consuming a diverse range of media sources.  
 32 Homeschooling families can actively seek out diverse viewpoints, perspectives,  
 33 and voices to counterbalance any inherent biases present in mainstream media.  
 34 This encourages students to engage with a variety of sources, fostering a more  
 35 comprehensive understanding of complex issues. Moreover, pertinent issue  
 36 recorded by this study also is the that, the accuracy in mass media is paramount  
 37 in promoting interplay with homeschooling. Therefore, parents can emphasize  
 38 the importance of fact-checking and verification by cross-referencing  
 39 information from multiple reliable sources. This cultivates a habit of seeking  
 40 accurate and reliable information, ensuring that students are well-informed and  
 41 can discern between credible and misleading content.

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<sup>48</sup>E. Prins, (2017). Digital storytelling in adult education and family literacy: A case study from rural Ireland. *Learning, Media and Technology*, 42(3), 308-323.

<sup>49</sup>R. Kunzman, (2012). Education, schooling, and children's rights: The complexity of homeschooling. *Educational Theory*, 62(1), 75-89.

<sup>50</sup>Ibid., p.77

1 While interrogating a focus group discussion, to give their views on bias  
 2 and accuracy, it postulated that; bias and accuracy in mass media provide  
 3 homeschooling families with opportunities for meaningful discussions and  
 4 debates.<sup>51</sup> The focus group discussion further added that, by analyzing and  
 5 comparing contrasting perspectives and examining how bias and accuracy  
 6 influence media coverage, students develop critical thinking, communication,  
 7 and negotiation skills. Thus, engaging in these discussions promotes a deeper  
 8 understanding of media influence and encourages students to form well-  
 9 rounded opinions. Based on the sentiments of the focus group discussion, this  
 10 study also found that, bias and accuracy in mass media prompt homeschooling  
 11 students to consider the ethical dimensions of media consumption and  
 12 production. Homeschooling parents can encourage discussions about  
 13 responsible journalism, media ethics, and the potential impact of biased or  
 14 inaccurate reporting on individuals and society. This fosters ethical awareness  
 15 and a sense of responsibility in engaging with mass media.

16 However, the study concluded that bias and accuracy in mass media  
 17 promote interplay with homeschooling by fostering critical thinking skills,  
 18 encouraging media literacy education, diversifying media consumption,  
 19 emphasizing fact-checking and verification, stimulating discussions and  
 20 debates, and raising ethical considerations. By addressing bias and accuracy  
 21 within the homeschooling environment, families can empower students to  
 22 navigate the media landscape effectively, critically engage with information,  
 23 and become discerning consumers of mass media.

#### 24 25 *Parental Involvement and Media Monitoring*

26  
27 Homeschooling parents often have more control over their children's media  
 28 consumption, allowing them to curate content that aligns with their educational  
 29 goals and values. They can actively participate in media consumption by watching  
 30 or exploring content with their children, providing opportunities for discussion and  
 31 critical analysis.<sup>52</sup> Therefore, while conducting a focus group discussion, the study  
 32 recorded that, parental involvement in homeschooling allows parents to actively  
 33 engage with their children's media consumption. The focus group discussion  
 34 further added that, by discussing media content, asking questions, and offering  
 35 guidance, parents can help students navigate the complexities of mass media,  
 36 critically analyze information, and develop media literacy skills.<sup>53</sup> This  
 37 involvement fosters a collaborative learning environment where parents and  
 38 children can explore media together. Further, the focus group discussion added  
 39 that, parental involvement includes setting boundaries and rules for media usage  
 40 within the homeschooling environment.<sup>54</sup> Based on this, this study highlighted  
 41 that, parents can establish guidelines that align with their educational goals and

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<sup>51</sup>Focus group discussion, 10/4/2023

<sup>52</sup>S. McQuiggan, McQuiggan, J., Sabourin, J., & Kosturko, L. (2015). *Mobile learning: A handbook for developers, educators, and learners*. John Wiley & Sons, p.51

<sup>53</sup>Focus group discussion, 9/4/2023

<sup>54</sup>Focus group discussion, 9/4/2023

1 values, ensuring that media consumption remains balanced and purposeful. By  
2 monitoring and regulating media access, parents can create a healthy media  
3 environment that supports learning and minimizes potential negative influences.

4 The sentiments above were supplemented by another respondent who posited  
5 that, parental involvement enables the filtering and curating of media content  
6 based on educational needs and values.<sup>55</sup> According to this respondent, indeed,  
7 homeschooling parents can select appropriate media resources that align with the  
8 curriculum and promote educational objectives. By curating media content,  
9 parents can ensure that students have access to high-quality, age-appropriate, and  
10 relevant materials that enhance their learning experience.<sup>56</sup> The preceding  
11 argument is supported by Hutchison, who posited in his works that;

12  
13 Parental involvement provides opportunities for teaching media literacy skills  
14 within the homeschooling context. Parents can educate their children about  
15 media biases, fact-checking techniques, and critical analysis of media content.  
16 This equips students with the tools to navigate mass media independently,  
17 evaluate information critically, and make informed decisions.<sup>57</sup>  
18

19 In this regard, it can be deduced by this study that, parental involvement  
20 promotes open communication between parents and children regarding media  
21 consumption. By creating a safe and non-judgmental space for dialogue, parents  
22 can encourage children to share their thoughts, questions, and concerns about  
23 media content. This communication allows for deeper understanding, addressing  
24 any potential misconceptions, and reinforcing the values and principles upheld  
25 within the homeschooling environment. Moreover, this study found that, parental  
26 involvement encompasses teaching responsible digital citizenship skills.  
27 Homeschooling parents can guide their children in understanding the ethical and  
28 responsible use of media, promoting respectful online behavior, and protecting  
29 their privacy and safety. This involvement ensures that students develop a positive  
30 and responsible digital presence, both as consumers and creators of media content.

31 Therefore, based on parental involvement and media monitoring, indeed this  
32 study found that, it promotes interplay between mass media and homeschooling by  
33 actively engaging with students, setting boundaries and rules, filtering and curating  
34 media content, teaching media literacy skills, fostering open communication, and  
35 promoting responsible digital citizenship. By actively participating in their  
36 children's media experiences, homeschooling parents can create a supportive  
37 learning environment that encourages critical thinking, enhances media literacy,  
38 and reinforces the educational goals of homeschooling. Additionally, mass media  
39 can serve as a valuable tool for homeschooling parents, offering educational  
40 resources, diverse perspectives, and socialization opportunities. However,  
41 parents must strike a balance between utilizing media for educational purposes  
42 and managing potential distractions or negative influences. Active parental

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<sup>55</sup>Oral interview, 10/4/2023

<sup>56</sup>Oral interview, 10/4/2023

<sup>57</sup>K. Hutchison, Paatsch, L., & Cloonan, A. (2020). Reshaping home-school connections in the digital age: Challenges for teachers and parents. *E-learning and Digital Media*, 17(2), 167-182.

1 involvement and teaching critical media literacy skills are crucial in navigating  
2 the interplay between mass media and homeschooling.<sup>58</sup>

### 3 4 5 **Conclusion**

6  
7 This study concludes that, the interplay between mass media and  
8 homeschooling is a complex and multifaceted relationship that has evolved  
9 over time. While both mass media and homeschooling have their unique  
10 advantages and drawbacks, their interactions can significantly impact the  
11 perception, accessibility, and effectiveness of homeschooling as an alternative  
12 form of education. Mass media, including television, movies, and news outlets,  
13 have the power to shape public perception and opinions about homeschooling.  
14 Positive portrayals can shed light on the benefits of homeschooling, such as  
15 personalized learning and flexibility.<sup>59</sup> Conversely, negative portrayals might  
16 perpetuate misconceptions or concerns about socialization and academic  
17 standards, leading to misunderstandings among the general public. Mass media  
18 can serve as a valuable source of information for homeschooling families.  
19 Through documentaries, websites, and online platforms, parents can access  
20 resources, curriculum ideas, and connect with other homeschooling families.  
21 However, the abundance of information can also lead to confusion and  
22 overwhelm, especially for parents new to homeschooling. Mass media's  
23 advancement, particularly the internet and online platforms, has opened up new  
24 opportunities for homeschooling. Virtual classrooms, educational apps, and  
25 online communities facilitate communication and access to educational  
26 content.<sup>60</sup> However, excessive screen time and the potential for misinformation  
27 are challenges that must be navigated. Mass media can contribute to the  
28 visibility and recognition of homeschooling as a legitimate educational option.  
29 Documentaries, news features, and interviews with successful homeschoolers  
30 can inspire others to explore homeschooling as a viable choice.<sup>61</sup> On the other  
31 hand, biased reporting or sensationalized stories can create unnecessary  
32 scrutiny and obstacles for homeschooling families. Mass media plays a role in  
33 shaping social norms and values, influencing how homeschooling is perceived  
34 in society. Concerns about homeschoolers' socialization may arise from media  
35 portrayals, while cultural influences can impact families' decision to  
36 homeschool, depending on prevailing educational attitudes and values. Finally,  
37 the interplay between mass media and homeschooling can significantly impact  
38 how homeschooling is understood, practiced, and received in society. While  
39 media can serve as a valuable resource and advocate for homeschooling, it can

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<sup>58</sup>K. L. Dahlquist, York-Barr, J., & Hendel, D. D. (2006). The choice to homeschool: Home educator perspectives and school district options. *Journal of School Leadership*, 16(4), 354-385.

<sup>59</sup>Ibid., p.356

<sup>60</sup>Collins, A., & Halverson, R. (2018). *Rethinking education in the age of technology: The digital revolution and schooling in America*. Teachers College Press, p.32

<sup>61</sup>Anthony, K. V., & Burroughs, S. (2012). Day to Day Operations of Home School Families: Selecting from a Menu of Educational Choices to Meet Students' Individual Instructional Needs. *International Education Studies*, 5(1), 3-17.



1 also perpetuate misconceptions and challenges. It is essential for both media  
 2 consumers and producers to approach homeschooling with an open mind,  
 3 understanding the diversity of homeschooling approaches and the educational  
 4 possibilities it can offer. Additionally, responsible reporting and accurate  
 5 portrayals of homeschooling can help foster a more informed and supportive  
 6 environment for homeschooling families.

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