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Article:	**Usage of Video Streaming Platforms and its impact on Incidental learning of Alpha Kids: A Systematic Review-based Investigation**
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ABSTRACT

Today when mobile phones are popular media devices, traditional TV is replaced by Video Streaming Platforms (VSPs), i.e., Netflix, and YouTube, particularly among 8 to 11-year-olds. This study reviewed the literature on VSPs and incidental learning (IL) among children published in the past thirteen years. Results shown that children primarily use VSPs because they offer flexibility, convenience, and competitive pricing, making them the preferred choice. These platforms are designed to meet children's needs including maintaining a positive mood and seeking stimulation. They also allow users to discover new content, improving their viewing experience. Exposure to diverse characters and narratives positively influences children's attitudes toward different cultures, and identities, promoting inclusivity. Moreover, they offer educational opportunities beyond conventional boundaries, enabling children to access knowledge and learning experiences. IL through platforms allows children to engage with interesting topics quickly. Thus, it is concluded that despite the importance of VSPs, parents and caretakers must guide children's social media usage and ensure age-appropriate content to ensure optimal benefits for their learning, and overall development.

Keywords- Video Streaming; Child Learning, Incidental Learning, New Media, and Children

1. Introduction

During the past few years, VSPs have become the most downloaded app, surpassing social networking apps like Facebook and messaging apps like WhatsApp. The media industry worldwide has experienced significant changes in structure and format. Both developed and developing countries leading the way have embraced VSPs due to improved internet connectivity and content providers (Philomena, 2022). Major VSPs service providers include YouTube, Netflix, Hulu, Amazon Prime, Hotstar, and Daily Motion. Earlier unknown platforms like YouTube, Disney, Netflix, Amazon Prime, and others have become household names. These VSPs cater to individuals of all ages, offering diverse content. While YouTube has been a major platform for free entertainment content, some other platforms, including Netflix, Disney, and Amazon Prime, have taken over the market, catering to the new media consumption habits of the younger generation (Park & Kwon, 2019). Notably, these VSPs encompass a broad range of services, from subscription-based platforms like Netflix and Amazon Prime Video to free platforms like YouTube, supported by ads (Sharma, 2023). According to Dhiman (2023), one of the crucial benefits of VSPs is the flexibility they provide regarding viewing options. Unlike conventional television, users can access online content from different remote devices with an internet connection, i.e., smartphones, tablets, laptops, and smart TVs. This allows viewers to conveniently watch their desired shows and movies without being restricted to specific broadcast times. Evens et al. (2023) argued that another advantage of VSPs is the wide variety of content available in regional languages. Many platforms offer TV shows and movies, including exclusive original content that is age-restricted and only available for audiences of specific age groups. This has also prompted fierce competition among VSPs companies, as each platform seeks to stand out by delivering unprecedented features and content.

A report Schleicher (2021) indicated that despite the younger generation primarily using the internet for gaming, chatting, and social networking, there are other different motives to use them. While televisions and tablets remain popular media devices among children, traditional television is slowly being substituted by VSPs such as Netflix Kids and Disney-Hoter. Besides, YouTube Kids is also a preferred platform for viewing content, especially among 8 to 11-year-olds. Existing research also witnessed these platforms as capable of catering to children's needs in the better possible way. Here Cabeza-Ramírez et al. (2021) cited an example of YouTube as providing a special platform, "YouTube Kids." As noted, to meet the demands of the constantly growing young viewers, YouTube created YouTube Kids (YTK) specifically designed for children and provides suitable content for their age group. Besides, other platforms and applications, such as Nick Jr., Disney Jr., Netflix Kids, and PBS Kids, also exclusively feature certain content for children. A systematic review of existing literature by Samat et al. (2019) examining the relationship between VSPs viewing and various outcomes, including academic performance, language development, and play, indicated that watching high-quality content is associated with better academic skills can predict future academic success, and improve a child's behavioral learning process.

1.2 Study Aims and Contributions

Based on the use and importance of VSPs in children's learning and development, this study aimed to examine and review the existing literature focusing on VSPs and IL among children. Despite several studies investigating the role of VSPs learning among children, a

single study extracting their findings is assumed to be of strong significance. Besides, the reviewed literature was based on the studies published during the past thirteen years. Also, it provided an in-depth understanding of VSPs as ensuring learning among children, ensuring their well-being and development. This article is based on four prominent sections. The first section introduces the study topic, problem, and aims. The second section provides an extensive discussion of the selected literature. The third section discusses and highlights the selected literature, divided into certain subheadings. Finally, the fourth chapter is based on the current research's discussion, conclusion, implications, and limitations. Notably, this research addressed the following main questions:

RQ1: For what reasons do alpha kids use Video Streaming Platforms?

RQ2: How do Video Streaming Platforms impact alpha kids' learning?

2. Methodological Approaches

The systematic review approach is employed in this study, matching the current research aims. The researchers collected relevant studies published between January 2010 to June 2023 to conduct the current study. Specialized platforms, including Science Direct, APA PsycNet, and Directory of Open Access Journals (DOAJ), were preferred. Language restrictions were imposed during the search. The main focus was on the literature addressing VSPs among children, their use, factors affecting their use, usage patterns, and their impacts on a child's learning and development. The relevant terms were also employed to search the most relevant literature as keywords. The collected articles were tabulated using Microsoft Excel, which helped calculate the frequency and percentage of included, excluded, or considered relevant articles. In adherence to review and selection standards, the PRISMA guidelines for Systematic Review and Meta-Analysis were followed (Jung & Lee, 2015). Notably, the literature was selected based on the inclusion/exclusion criteria to ensure that the selected articles were selected based on a systematic approach. Following are the inclusion/exclusion criteria applied in the current study.

2.1 Inclusion Criteria

The article selection was based on filtered inclusion criteria to ensure relevance to the current study.

1. Articles are marching the research theme and objectives, i.e., VSPs Use, Children and VSPs, VSPs and Child Learning, etc.
2. Publications between 2010-2023 range years.
3. Publications in the English language.

2.2 Exclusion Criteria

The following exclusion criteria were followed during the article screening process.

1. Publications other than the English language.
2. Publication irrelevant to study theme, objectives, and problem.
3. Articles not matching the selected keywords.

Based on the PRISMA flowchart in Figure 1, a sample of 97 relevant studies was chosen from four selected databases. Following a thorough initial assessment, 16 duplicate articles were identified and removed. After excluding the identical records, the remaining 81 articles were carefully evaluated for relevance based on the inclusion criteria of the current research. As a result, 38 full-text articles were found to be ineligible and were excluded. Finally, 29 research records pertinent to the review were selected for further analysis.
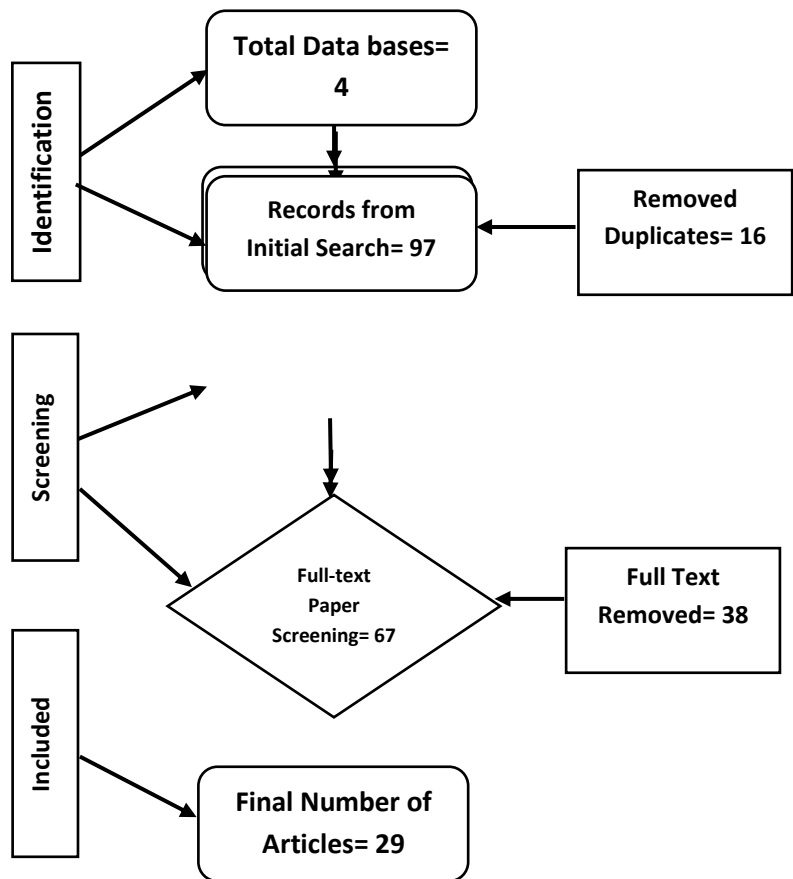
Figure 1- PRISMA Flow Chart indicating the Articles Selection and Finalization Process

As mentioned earlier, certain keywords were used to search for the most relevant content matching each study question. Table 1 summarizes the list of keywords and selected databases for searching. The selected keywords included Video Streaming Platforms, VSP Usage among Children, Impacts of VSP on Children, Usage Patterns of VSPs among kids, VSPs and Child Learning, and VSPs and Child Development.

Table 1- Keywords Combinations Used in the Current Research

Keywords	Database(s)
Video Streaming Platforms	Scopus, Science Direct
VSP Usage among Children	DOAJ
Impacts of VSP on Children	APA PsycNet
Usage Patterns of VSPs among Kids	APA PsycNet, DOAJ
VSPs and Child Learning	Scopus
VSPs and Child Development	APA PsycNet, Science Direct

Once the selection of 29 research articles was made, their database sources were evaluated. As shown in Table 2, the calculations indicated that the largest portion, accounting for 37.9% of the articles, originated from Science Direct. Besides, 31.0% of the articles were sourced from PubMed, while 20.6% came from APA PsycNet. A smaller percentage, 10.3% each, was acquired from the Directory of Open Access Journals. Table 2 indicates the frequencies and percentages of the articles from their respective databases.

Table 2- Frequency of Selected Articles from the Certain Databases

Database(s)	*f*	*%*
APA PsycNet	06	20.6%
Science Direct	11	37.9%
DOAJ	03	10.3%
PubMed	9	31.0%
Total	29	100%

Further, the selected articles' frequencies were calculated per their publication years. It was found that most articles (48.3%) were published between 2016-2020. 27.6% of studies were published between 2012-2023, and 24.1% of selected studies were published between 2010-2015. Figure 2 illustrates the pie chart indicating the percentages of selected studies.
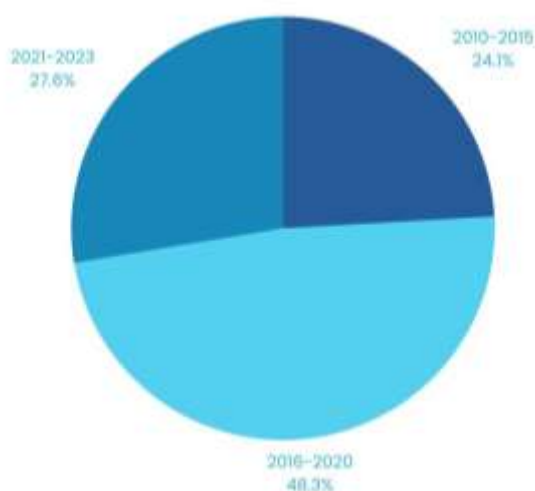

Figure 2- Frequency of Selected Literature as per their Publication Year(s)

According to the frequency calculation of the data collection approaches in the selected articles, most of them (55.1%) were based on Survey Method. 24.1% were based on the Review approach, 17.2% of articles were based on the Interview approach, and 0.3% on other methods (Perspective/Policy Report, etc.). Table 3 indicates the frequencies and percentages of the Types of Data Collection Approaches in selected literature.

Table 3- Types of Data Collection Approaches in Gathered Literature

S/R.	Approaches	*N*	*%*
1.	Survey Method	16	55.1%
2.	Interview	5	17.2%
3.	Review	7	24.1%
4.	Other	1	0.3%

Furthermore, it was observed that 58.6% of articles were based on a cross-sectional design, 20.6% were based on Mixed-Method approaches, 13.7% were (others) (research perspectives, essays, policy reports), and 6.89% had a longitudinal study design. Concerning the paradigm models, 72.4% of articles comprised quantitative approach, 17.2% were based on qualitative approaches, 6.89% were research perspectives, and 0.3 was "other." Table 4 indicates the frequency calculation of selected literature concerning design and methodological approaches.

Table 4- Frequency Calculation of Selected Literature Concerning Design and Methodological Approaches

Study Design	Cross-sectional	Longitudinal	Mixed method	Others
	17 (58.6%)	02 (6.89%)	06 (20.6%)	04 (13.7%)

Approaches	Qualitative	Quantitative	Research Perspectives	Others
	05 (17.2%)	21 (72.4%)	02 (6.89%)	01 (0.3%)

3. Literature Review
3.1 Video Steaming Platforms' Use among Kids

A study by Nisal (2021) shows that factors like digitalization, high-speed internet connectivity, and technological advancements have strongly supported the rise of VSPs. Regarding audience choosing between direct-to-home (DTH) services and VSPs, mobility and pricing are key factors. Many users opt for VSPs because they offer flexibility, convenience, and competitive pricing, making them a preferred choice. Thus, based on the relevant facts, Balanzategui (2014) argued that VSPs have become the go-to choice for children to access video content in many countries, overtaking conventional television. These platforms have introduced new patterns and practices in children's media, reshaping how genres specific to children are created, shared, and consumed. This marks a departure from the conventional media landscape of films and television.

Saini (2021) argued that children prefer content and simplicity over the names of networks and services. When faced with numerous streaming options, they are less loyal to specific platforms and naturally gravitate towards services that offer the most programming suited to their interests and are user-friendly. Therefore, they consider VSPs that provide exclusive and relevant content and present it intelligently that are easy to navigate (Malone et al., 2021). Marcos Ramos et al. (2022) stated that children are highly conscious of the content they consume. They excel at discovering distinctive, original, entertaining content-providing platforms and only accept things that align with their preferences. As a result, VSPs also provide content that cannot be found elsewhere and gratify children's certain needs to differentiate themselves from conventional media resources and build lasting relationships with young users. For instance, Netflix Kids understands this concept well and focuses on providing content suitable for children's tastes and ages (Schleicher, 2021). Notably, the popularity of children's content on streaming platforms has created various original programming and adaptations of well-known children's books and franchises (Jha & Prasad, 2021). These shows commonly offer a combination of entertainment and educational content, incorporating messages that contribute to the learning and development of young children (Ringland, 2019). A study conducted by Kabali et al. (2019) empirically examined the most preferred VSP among children in Latin America. The data collected from children under nine revealed that most households had televisions, tablets, and smartphones. By age eight, half of the children had access to mobile devices. As children aged five and eight, a substantial portion could use devices, and about one-third of them engaged in media multitasking. YouTube Kids and Netflix Kids appeared as the most highly rated and favored choices among children on various online VSPs (Patch, 2022).

Table 5- Summary of Literature Regarding VSPs and Consumption Patterns among Alpha Kids

Source	Approaches	Publisher	DOI/URL	Aim
(Badri et al., 2017)	Cross-Sectional Design	Springer Journal	doi.org/10.1007/s10639-016-9557	To examine the factors behind VSPs use among children, awareness, and the role of parents.
(Jha & Prasad, 2021)	Research Perspective	Sage Journals	10.1100/tsw.20 0 9.148	Jus Corpus Law Journal
(Malone et al., 2021)	Case Study	Revista Científica de Comunicación y Tecnologías Emergentes	doi.org/10.719 5/ri14.v18i2.15 60	To analyze the audio-video content selection among children on online VSPs.
(Mesce et al., 2022)	Review Method	Heliyon	doi.org/10.101 6/j.heliyon. 2022.e12489	To scrutinize the impact of online video platforms' content on children
(Jacoud & Dolou, 2022)	Quantitative Research Approach	Repository of UMEA University	doi.org/167582 5/FULLTEXT 01	Examining children's video streaming preferences

3.2 Impacts of VSPs on Kids' Learning

According to Mady and Baadel (2020), online VSPs have unlocked a world of informal, formal, and social learning possibilities for children. These platforms have acquired immense popularity among young audiences and have become a useful source of educational content. Children can immerse in informal learning through video streaming by accessing various educational materials. These resources provide interactive and engaging ventures that help children to explore their interests, develop their knowledge, and acquire new skills beyond the conventional classroom environment (Sharma & Sharma, 2021).

Hou et al. (2019) considers VSPs serving too formal educational leads many platforms provide educational programs particularly designed to support formal education process. These programs are consistent with school curriculum and provide additional resources for children to improve their learning students can obtain content and access videos that cover different subjects, helping them comprehend complex concepts and providing explanations and examples. Incorporating formal learning material with VSPs adds a strong importance to traditional classroom instruction. Kosterelioglu (2016) examine children's opinion on enhancing the instructional process by integrating video clips that are consistent with classroom objectives and goals. Data by using a semi structured questionnaires about learning environments improve with video content while categorized into 4 main themes including permanency, attitude, participation during class, and accomplishment. It was revealed that respondents acknowledged several positive effects of video content such as generating interest in the class, improving concentration during class, improving memory retention, and facilitating understanding of the subject under study. Respondents also provided

recommendations for enhancing the effectiveness of video clip use, including integrating short video segments and selecting videos consistent with the class objectives.

Carmichael et al. (2014) argued that children search for greater autonomy in their learning process and actively search for personalized learning prospects outside the classroom. This search for autonomy and customizations is further supported by VSPs, which provides residents more control over their learning experiences. They can select when to watch the videos and use video creation tools to actively participate in the learning process. Surprisingly, current literature also shows VSPs as a means of IL among children. For instance, Neuman et al. (2020) investigated world learning while watching digital episodes in three contextual settings such as expository, narrative, and participatory among children in Canada that showed that he participated context leads to the highest frequency of word learning, followed by the expository content. While, the narrative context poses the greater challenge for children regarding word learning however in all the cases children with lower receptive language scores acquired fewer words than their peers with higher language abilities.

According to Lu and Lee (2019), VSPs motivate social learning opportunities for children for these platforms allow children to connect with peers, experts, and educators worldwide. They can participate in online communities, engage in collaborative projects, and join educational groups. This social interaction further facilitates the exchange of ideas and engage in collaborative projects. Besides, VSPs provide interactive features including live chats, discussion forums, and comment sections for children to engage in discussion and share their opinions and insights with others Calvo-Ferrer and Belda-Medina (2021) consider Social learning as another major facet of online VSPs. These resources provide a wider and direct picture of the phenomena that make media platforms apart of child's basic learning process. Accordingly, Livingstone and Third (2017) stated that VSPs significantly influence socialization and peer interaction among children. Children not only consume content on these platforms but actively participate by sharing and discussing it is their peers. This shared understanding of engaging with online media helps form social relationships and build a shared cultural experience. The content they experience on these platforms influences their conversation and shapes their perceptions about social relationships. Tuzel and Hobbs (2017) stated that the effect of online streaming platforms on children's opinions and perceptions about cultural norms and their engagement in intercultural communication cannot be overlooked. These online platforms play an effective role in shaping their awareness of cultural diversity. Through interacting with content and engaging with peers from different cultures, children can better develop a strong awareness of different identities and are more interested to embrace cultural differences will stop this exposure to diverse media content can enhance their cultural competence and promote a more inclusive worldview. It is usually associated with improved intergroup contact and declined prejudice among children.

4. Discussion and Implications

According to Li (2013), children can choose which television shows they want to stream and when to watch them. This level of control grants them the privilege to search for and select TV shows according to their discretions, creating a viewing experience akin to learning from diverse resources. For instance, exposure to diverse characters and narratives can positively influence children's attitudes toward different cultures and identities. When children experience watching diverse characters and stories improves their understanding and

acceptance of distinct cultures, fostering a more inclusive mindset (Żerebecki & Opree, 2021). Also, a formal learning environment helps the children ensure education beyond the border, providing them equal opportunities to gain knowledge and learning experiences previously restricted within the four walls of their houses (Sundqvist et al., 2021). Here Syed and Chakraborty (2022) also highlighted an example of

incidental learning requiring strong consideration by the parents, teachers, and caretakers particularly. YouTube provides extensive opportunities for children to indulge in interesting topics, gain a sense of fun, and learn from these watching experiences (Hattingh, 2017). However, Nikken and Schools (2015) encourage parents to play their part in ensuring maximum benefits for their children from these online video content-watching experiences. As noted, even though children often become adept at using technology early on, parents and caregivers remain critical in guiding, instructing, and monitoring young children's media usage. According to Poulain and Meigen (2023), parents believe that their young children, considering their physical, cognitive, and emotional capabilities, achieve diverse learning skills through media usage. These skills encompass the child's understanding and awareness of media and technology's role in society. Thus, based on the adoption, use, and impacts of VSPs, this study proposed the following implications for parents and caretakers.

- Parents should set age-appropriate guidelines and limitations for children's VSP use. Communicate these guidelines clearly and consistently to ensure responsible and safe usage. Besides, regularly scrutinizing children's video streaming content can be significant. Be aware of the types of videos, shows, and channels they engage with, and ensure that the content is appropriate for their age and aligns with their family values (Pandya & Lodha, 2021).
- Finally, parents are suggested to stay updated latest trends, features, and threats on VSPs. Staying informed helps them to guide children effectively and secure them from possible harms (Dyer, 2018).

4.1 Conclusion

This study discussed that child across the world widely embraced VSPs due to significant reasons. These platforms play a major role in child education due to their possibility to deliver engaging and informative content. These online platforms provide children access to a vast library of informational and educational resources that can support their formal education process, promote curiosity, and enhance their understanding of different cultures and races walkthrough video contents visualization and audio elements can attract children's attention and facilitate better retention and understanding of educational material. These platforms foster community and enable children to connect with other learners, educators, and experts worldwide. This interaction can stimulate collaborative learning, peer-to-peer knowledge sharing, and exposure to diverse perspectives. Thus, despite the utmost of VSPs in child learning and development, this research concludes that parents and caretakers need to guide children's social media usage and confirm age-appropriate content to ensure maximum benefit regarding child learning, well-being, and development.

4.2 Limitations

Despite this research having extensively reviewed the available literature and provided evidence of the relevant phenomenon, it has some limitations. First, this study needs firsthand data. In simple terms, this study does not involve human participants in sharing their

experiences, indicating a primary limitation. The second limitation involves the selection of literature published from 2010 onwards, alleviating the findings and discussion of literature published during the early years. Finally, the third limitation involves focusing on VSPs in general, as any single platform, i.e., Netflix, Disney, YouTube, etc., needs to be specifically addressed, which also narrows the scope of current research. Future researchers can overcome these limitations by conducting more research on the respective topic to dig out in-depth insights.

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