Digital and social change: understanding the implications for children's well-being

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Nearly a decade of research
(funded by EC Better Internet for Kids)

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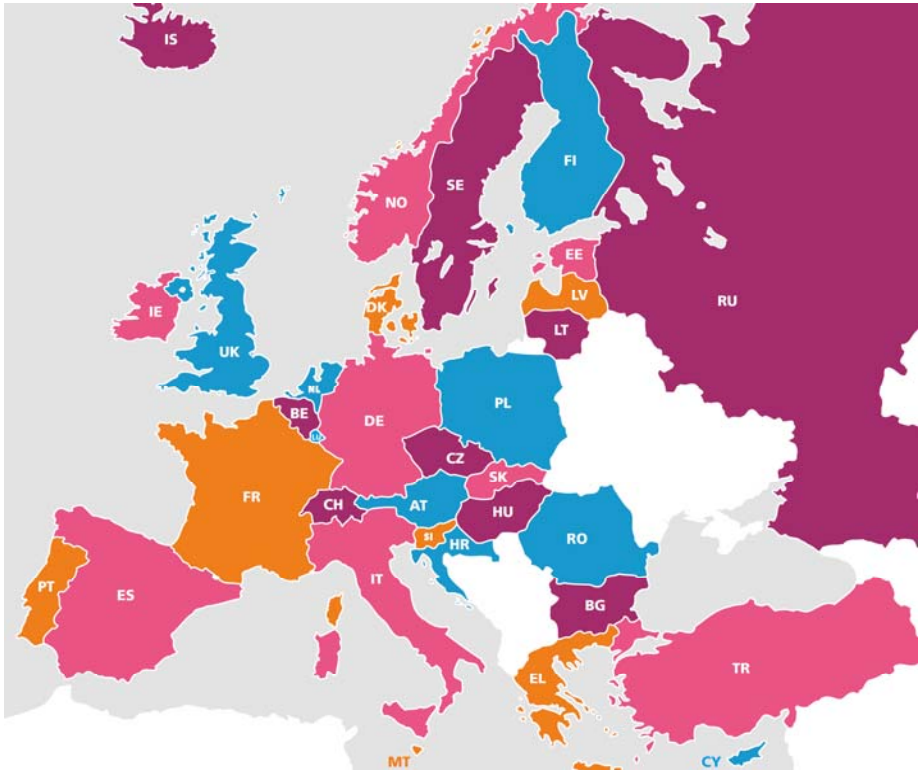
From **2006-09**, as a thematic network of 21 countries, EU Kids Online identified and evaluated the findings of nearly 400 research studies to draw out substantive, methodological and policy implications.

From **2009-11**, as a knowledge enhancement project across 25 countries, the network surveyed 25,000 children and parents to produce original, rigorous data on online opportunities and risk of harm.

From **2011-14**, the network expanded to 33 countries to conduct targeted analyses of the quantitative survey and new qualitative interviews with children.



In 2015, network coordination passed from Department of Media and Communications at LSE to the Hans Bredow Institute for Media Research, University of Hamburg.

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Net Children Go Mobile replicated parts of EU Kids Online's qualitative and quantitative research in selected countries in 2011-14.

See **www.netchildrengomobile.eu**

Net Children Go Mobile

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EU Kids Online

Findings . methods . recommendations

Compared with 2010, European 11- to 16-year-olds are now:

more likely to be exposed to hate messages — **13% to 20%**

more likely to be exposed to pro-anorexia sites — **9% to 13%**

more likely to be exposed to self-harm sites — **7% to 11%**

more likely to be exposed to cyberbullying — **7% to 12%**

13% to 17% European 9- to 16-year- olds say they are now: more likely to say they were **upset** by something seen online in 2014

See http://goo.gl/3JJBbU for our YouTube playlist of 75 videos in most EU languages.

Ladder of opportunities

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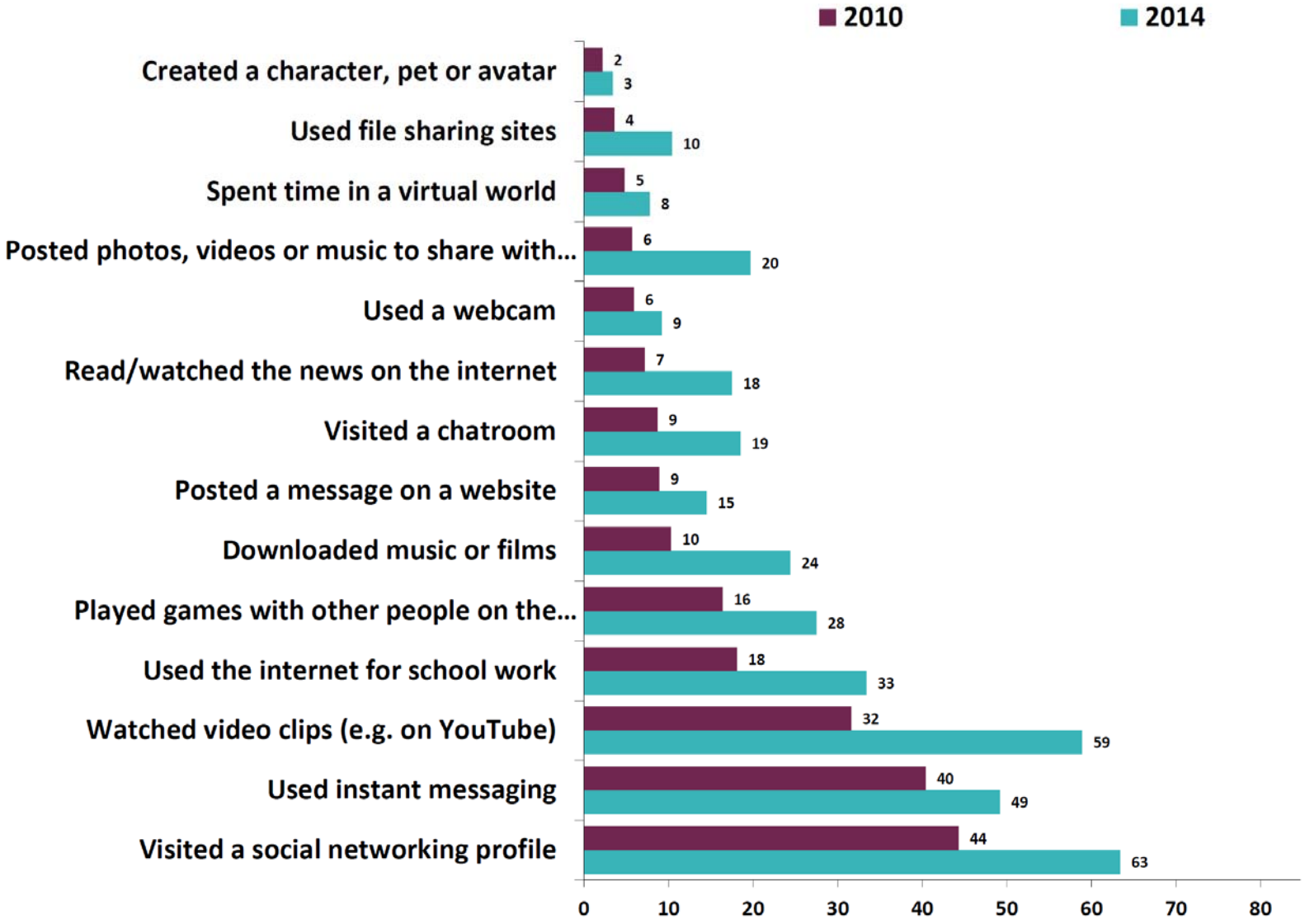


Listening to children's concerns

When strangers message me on the internet, sex sites that open without me clicking on them. (boy, 10, Austria)

Violence against women and children and perverted humiliations and cruelty. (girl, 14, Germany)

To take a photo of me without my knowledge and upload it to an inappropriate website. (girl, 10, Bulgaria)

See people having sex or naked people. (boy, 10, Portugal)

Facebook shows scary things even if you click on something that does not look or sound scary. (girl, 9, UK)

Showing images of physical violence, torture and suicide images. (girl, 12, Slovenia)

Propositions to meet from people whom I do not know. (boy, 12, Poland)

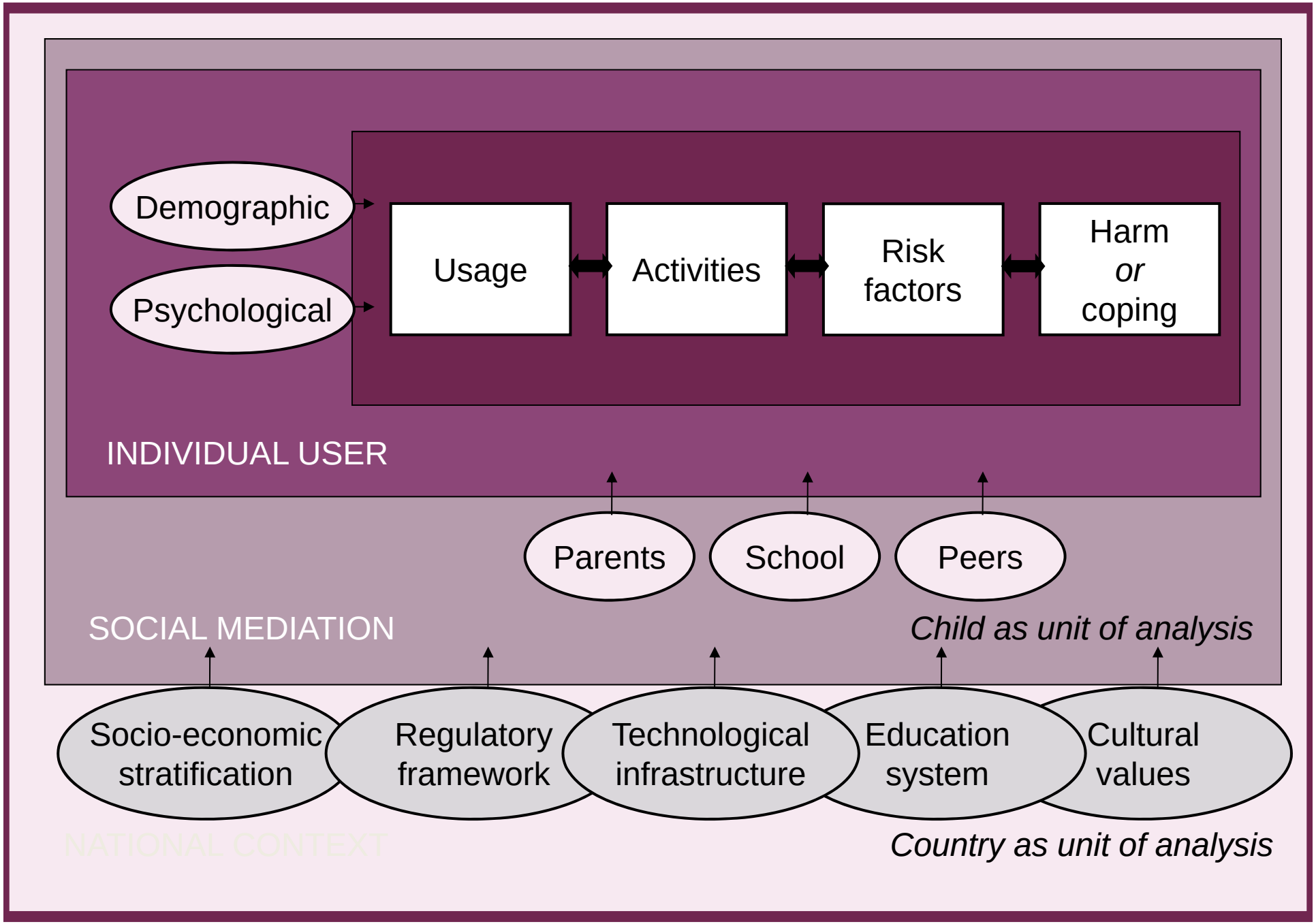
Animal cruelty, adults hitting kids. (girl, 9, Denmark)

A mate showed me once a video about an execution. It was not fun, but insane. I get scared. (boy, 15, Sweden)

Scary things - I saw something at my friend's house and I can't get it out of my head. (boy, 11, Ireland)

I was shocked seeing a starving African child who was going to die and a condor waiting to eat him. (girl, 13, Turkey)

Those things that show other people's suffering or torment as a funny thing. (boy, 14, Hungary)


Demographic
Psychological
Usage
Activities
Risk factors
Harm *or* coping
INDIVIDUAL USER
Parents
School
Peers
SOCIAL MEDIATION
Child as unit of analysis
Socio-economic stratification
Regulatory framework
Technological infrastructure
Education system
Cultural values
NATIONAL CONTEXT
Country as unit of analysis

European diversity

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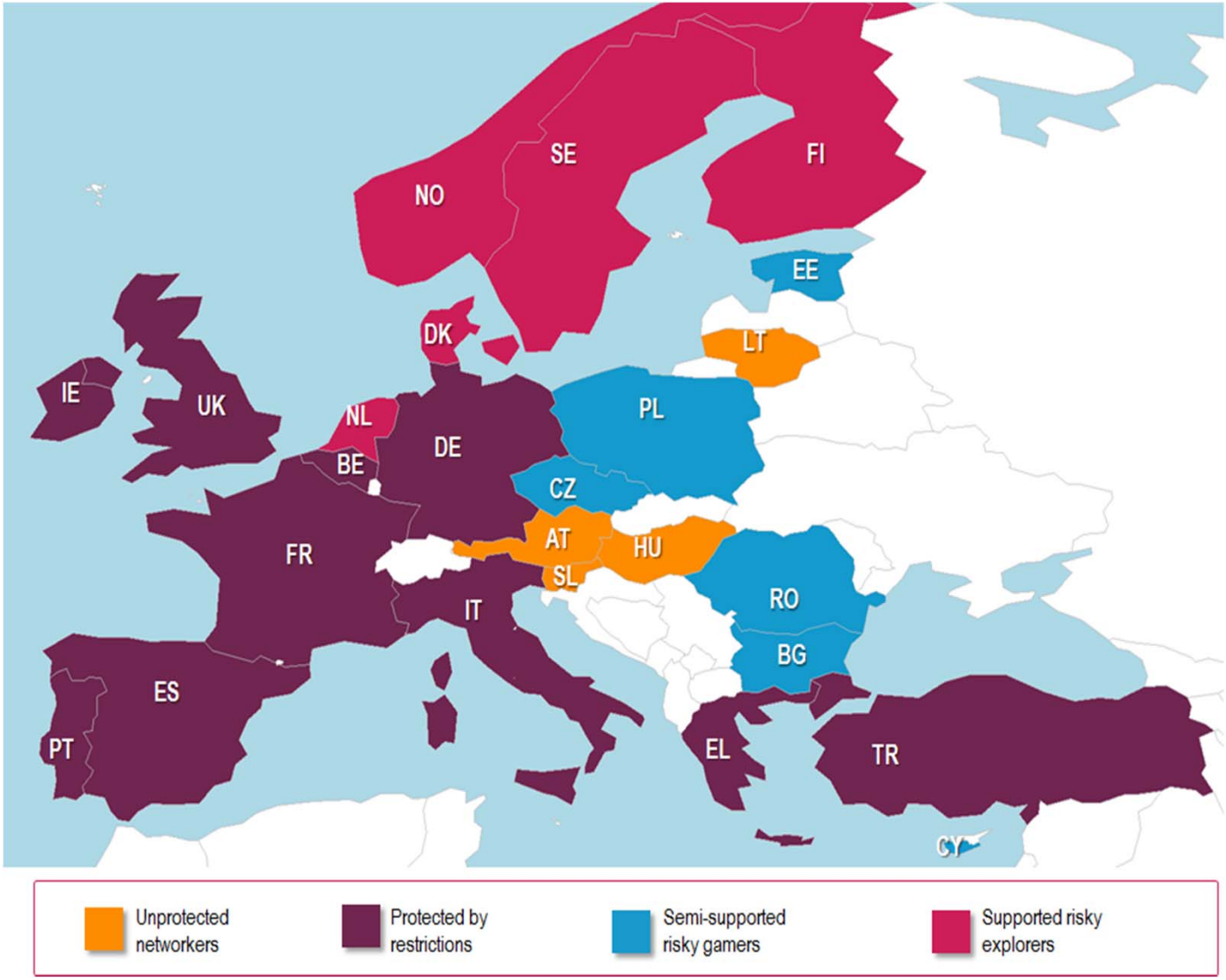
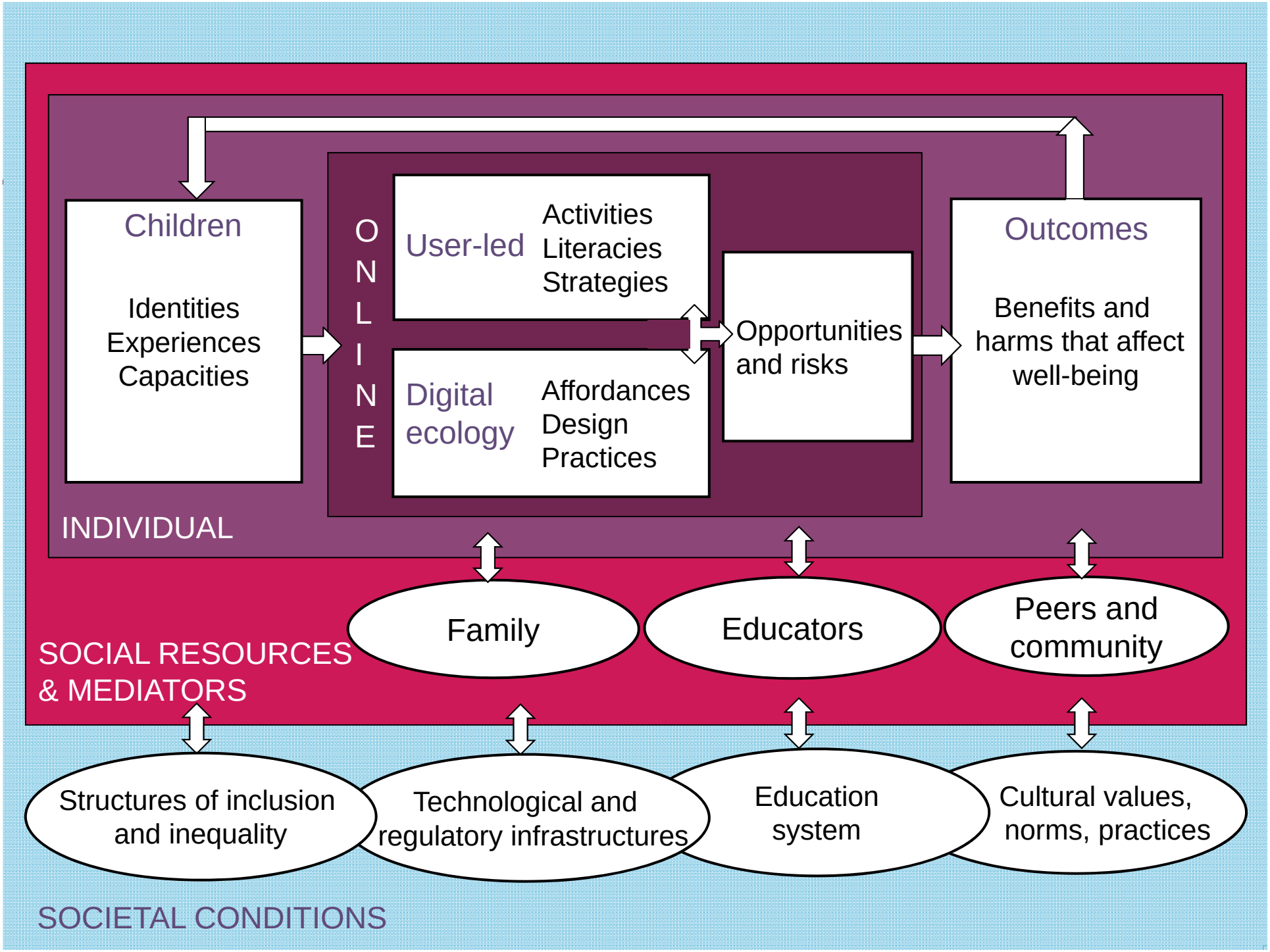
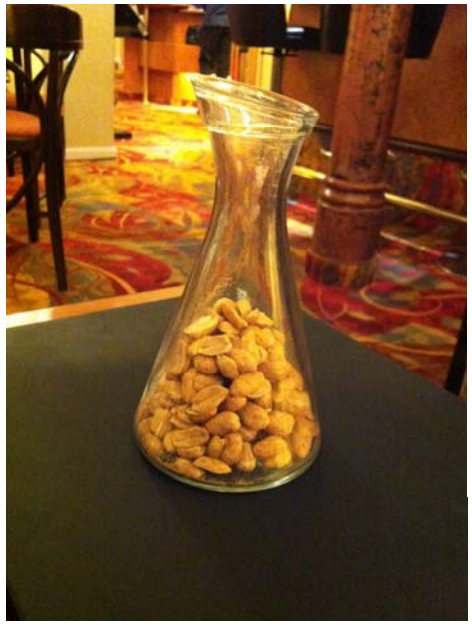



Children
Identities
Experiences
Capacities
ONLINE
User-led
Activities
Literacies
Strategies
Digital ecology
Affordances
Design
Practices
Opportunities and risks
Outcomes
Benefits and harms that affect well-being
INDIVIDUAL
Family
Educators
Peers and community
SOCIAL RESOURCES & MEDIATORS
Structures of inclusion and inequality
Technological and regulatory infrastructures
Education system
Cultural values, norms, practices
SOCIETAL CONDITIONS

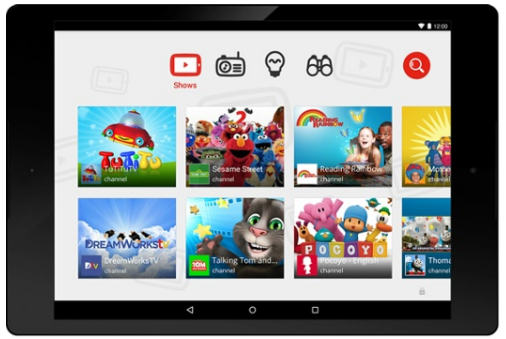
Affordances shape practices



What is being designed? What practices are being invited?

Does it make sense? Is it fair?
Is it interesting? Do we want it?

Online too, design shapes practice and literacy follows (or doesn't)



Yet positive affordances could build great digital literacies

More questions than answers!

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