

PARENTAL MEDIATION OF CHILDREN'S DIGITAL PRACTICES: PARADOXES OF IMPOSING RESTRICTIONS

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include children's perspectives





children
childhood

- childhood as a social construct
- children as social actors

digital
cultures

- digital childhood
- digital generation?
- opportunities versus risks?



work **with** children





work **with** children

- ✓ 14 girls
- ✓ 8 boys
- ✓ 9-14 years old
- ✓ 3 settings
- ✓ 90 sessions
- ✓ thematic analysis
- ✓ visual techniques
- ✓ group dynamics
- ✓ debates
- ✓ role-playing
- ✓ multimedia projects
- ✓ **participant observation**



Restrictive parental mediation

- Health: time, addiction, social isolation
- Safety: Stranger danger, sharing personal data/images
- Learning: formal education



normativity

“I hardly go online now.”

“I don’t talk to strangers. I’m not one of those.”

“I’m addicted to didactical games.”

“She’s addicted and stupid. Probably thought was doing a great thing [sexting].”



peer cultures

“I don’t know when they post new photos. They keep telling me but I keep forgetting.”

“He’s not my friend. Friend from the game!”

“I only ask stuff for the game. I don’t talk to him. He’s english!”

“We didn’t know if it was true [really a cousin], we believed her, we thought we could trust him because he was her friend.”



- Simplification/stereotyped images of risk – false sense of safety
- Culture of blame and moralization of risky experiences – self-protection
- Participation in peer cultures as a (non) opportunity
- Generational conflict



- “Adults agree on the importance of teaching children the meaning of freedom and democracy but society only offers control, discipline and governance.” *Qvortrup (1999)*
- Child-citizen versus child-victim
- But what does media literacy mean? What's the agenda? No connection with education and citizenship but narrowing agendas - child safety, e-inclusion. Instrumental media literacy. Media literacy's political power. *Buckingham (2015)*



Where to next?

Children's wellbeing in a digital world: Including children in research and decision-making

- ✓ deepen the knowledge of how children perceive, give meaning and co-construct the technological, social and cultural sets they live in;
- ✓ develop and evaluate strategies to actively include children in decisions affecting their digital environments;
- ✓ map existing perspectives, questions, angles of analysis and discourses regarding the promotion of children's (digital) wellbeing.



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