



Children's well-being in today's digitized society

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IRC EBPP 2020 PhD Project

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Content

- PhD project on children's ICT use, digital skills, and well-being
- Systemic theoretical framework
- Paths for research and social/educational policy

PhD project: goal and objectives

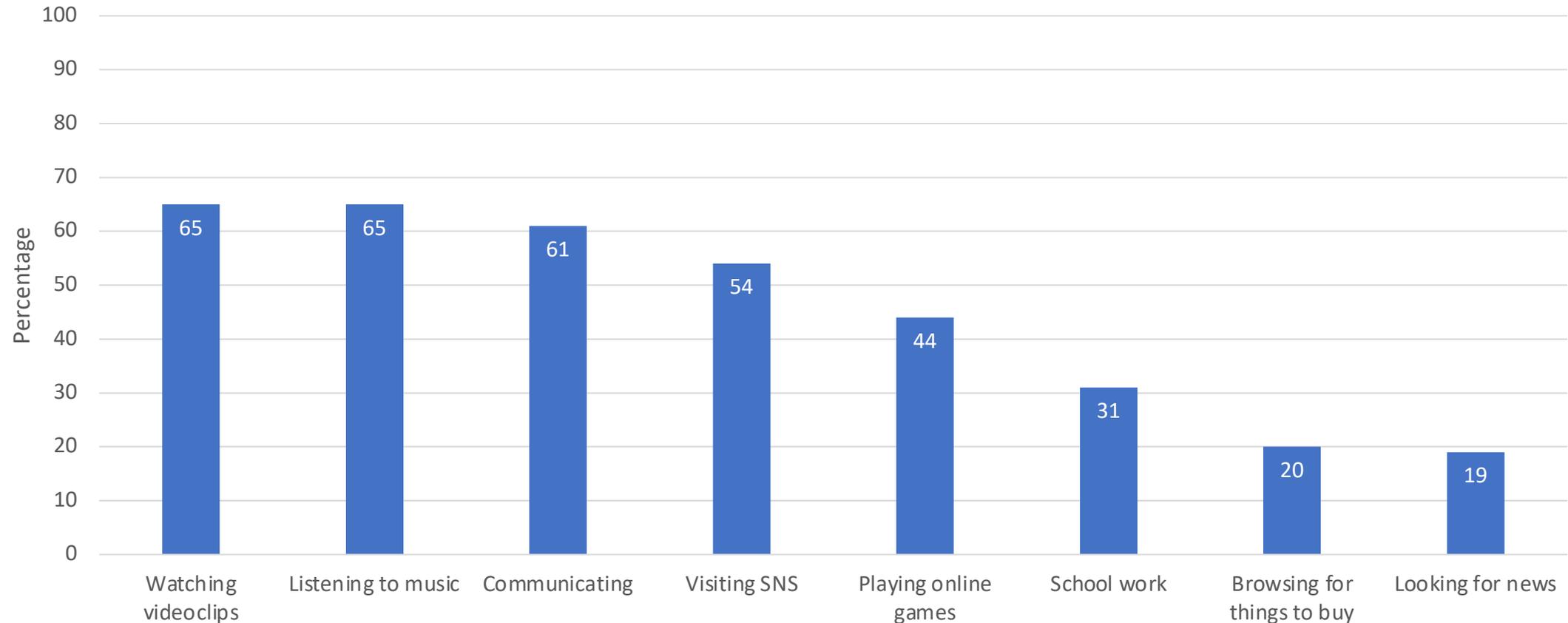
How to sustain a safer and positive use of information and communication technologies (ICT)?

1. Investigate the relation between children's digital skills, ICT use, and well-being
2. Examine the role of parental and school practices, and the coordination between families and schools
3. Test the impact of educational programmes and define best practices

Children's ICT use

(EU Kids Online)

9-16 year-olds' online activities (Smahel et al., 2020)



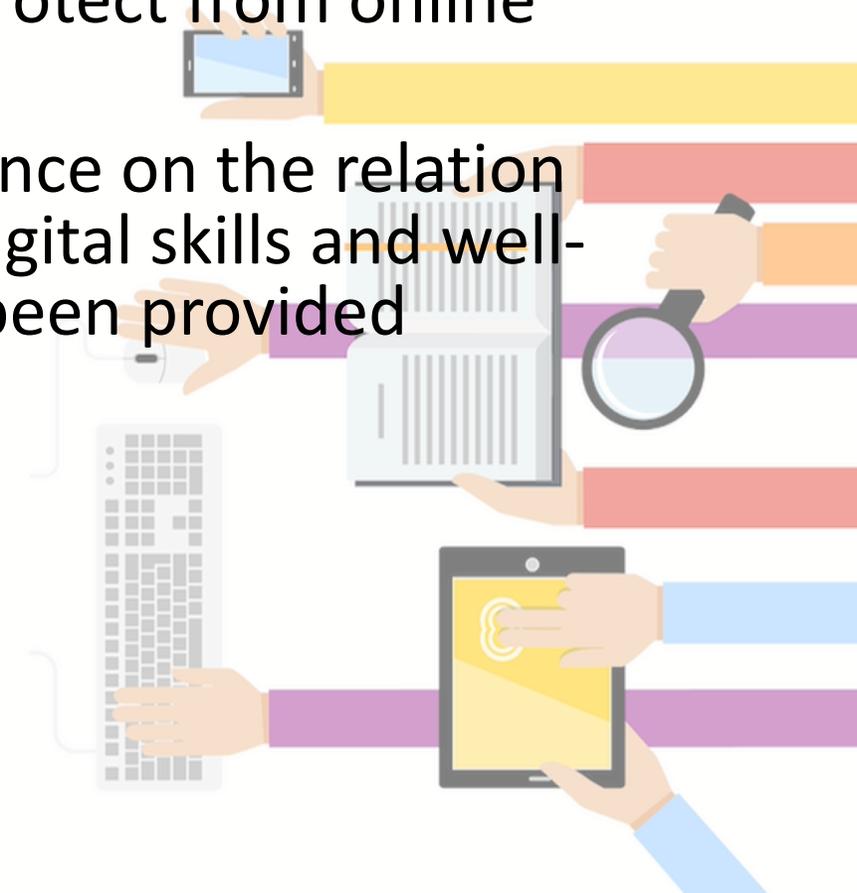
Digital Skills

(Haddon et al., 2020)

Domains:

1. Information skills
2. Social-interaction skills
3. Content creation skills
4. Programming or coding skills
5. Digital safety skills
6. Ethical behaviours online
7. Critically evaluation of online health information

- There is evidence that digital skills can protect from online harm
- Little evidence on the relation between digital skills and well-being has been provided



Well-being

(Pollard et al., 2003)

- Psychological (e.g. self-esteem, depression, anxiety, etc.)
- Physical (e.g. nutrition, exercise, etc.)
- Social (e.g. family relations, relationships with peers, etc.)
- Cognitive (e.g. academic achievement, school integration, etc.)
- Economic (e.g. child support)

Scoping review on children's ICT use and well-being

- The majority of studies has addressed the negative/problematic side of technology use (e.g. problematic Internet use)
- Well-being variables have been studied as antecedents of problematic use of technology/risky online behaviour (e.g. Bilgin, Sahin, and Togay, 2020) rather than as consequences (e.g. Chau, Tsui, and Cheng, 2019)
- Contextual variables have rarely been taken into account

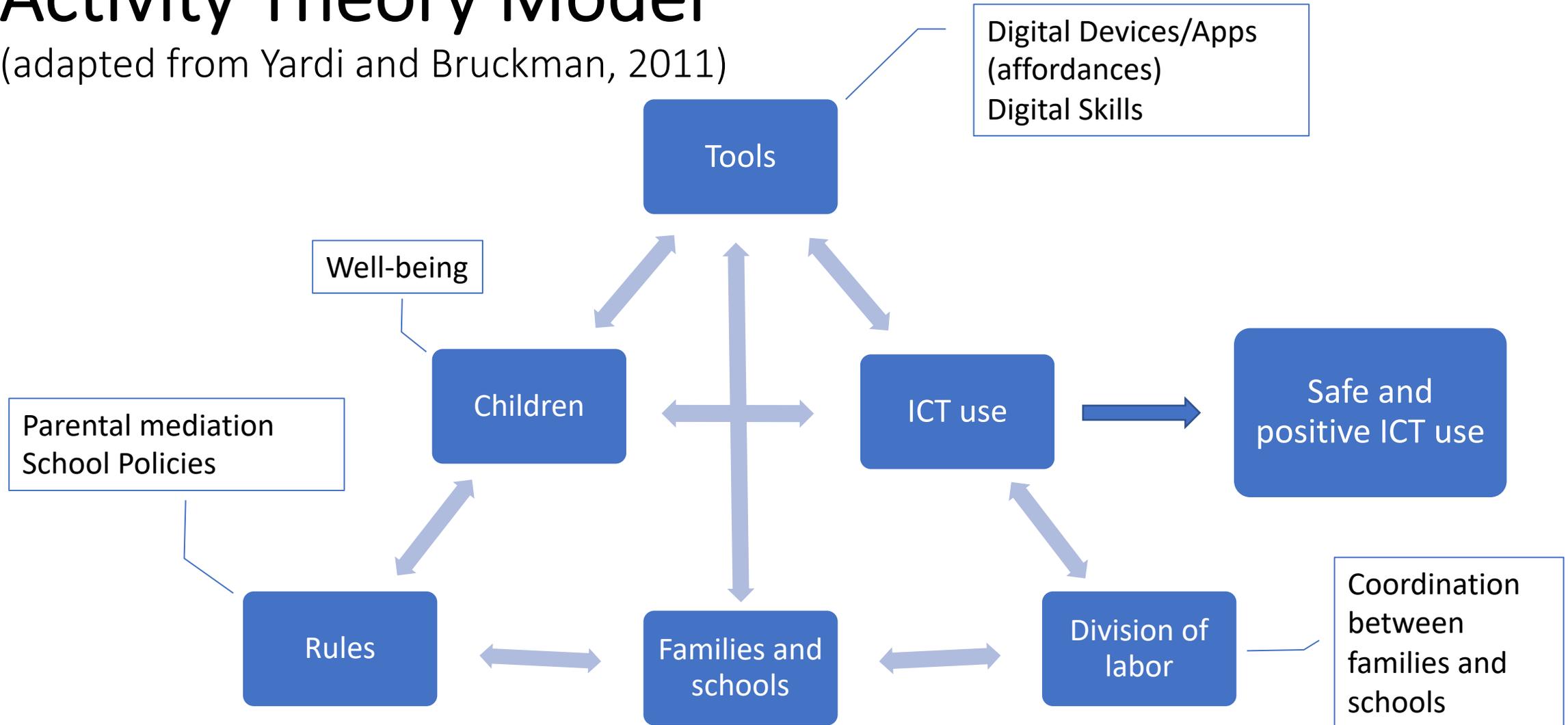
Case example

(Retrieved from The Sunday Times, 2019)

Parent: 'My son is nearly 16 and spends the whole time on a games console. He never leaves the house, has no self-confidence and doesn't have any friends at school. He has seen a school psychologist, but no help came from it. I have also spoken to a GP, but they said he would have to attend an appointment voluntarily. I am desperate and don't know how to move forward with this'

Activity Theory Model

(adapted from Yardi and Bruckman, 2011)



Paths for research and policy

- Educate children to become competent users through the access of technologies while providing them with better skills for positive use
- Favour the development of children's digital skills through family-school coordination
- Raise awareness on safety and protection through community engagement
- Media industry/tech designers to develop programme that sustain the opportunities

Thank you

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