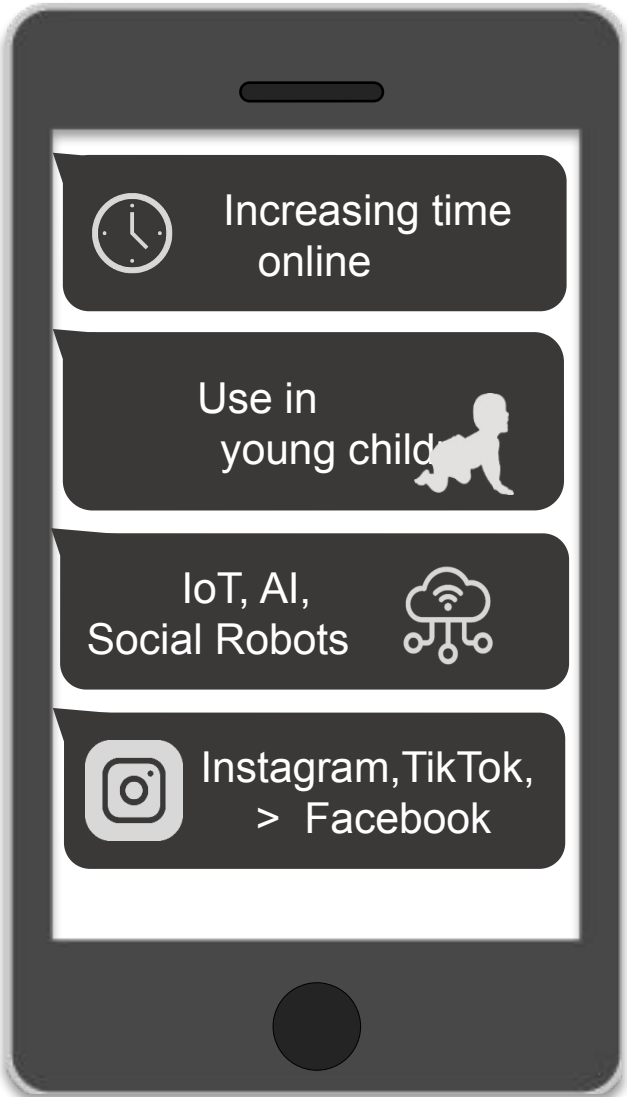


# Child well-being in a digital world

Tracey Burns  
29 November 2022

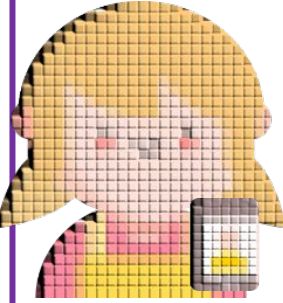
# Children and youth and the digital environment

# Trends in digital technologies



# Snapshot of children's media use (UK)

**3-4s**







**24 %** have their own tablet

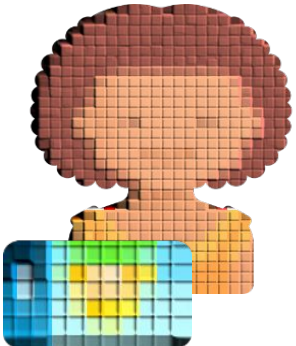
**39 %** play games, on average for **5 hours** a week

**98 %** watch TV, on average for **13 hours** a week

**1 %** have a social media profile



**5-7s**







**5 %** have their own smartphone  
**37 %** have their own tablet

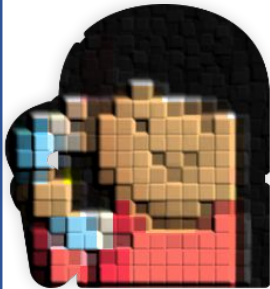
**62 %** play games, on average for **6 hours** a week

**98 %** watch TV, on average for **11 hours** a week

**4 %** have a social media profile



**8-11s**







**37 %** have their own smartphone  
**49 %** have their own tablet

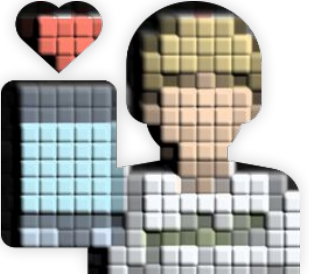
**79 %** play games, on average for **9½ hours** a week

**99 %** watch TV, on average for **10½ hours** a week

**21 %** have a social media profile



**12-15s**







**83 %** have their own smartphone  
**59 %** have their own tablet

**81 %** play games, on average for **11½ hours** a week

**98 %** watch TV, on average for **12 hours** a week

**71 %** have a social media profile



# Not all (digital) play is created equal



**The type of media matters**



Social media won't have the same effects as playing videogames



**Context matters**



Screen time for shared activities won't have the same impact as watching a video alone



**Content matters**



Educational videogames won't have the same impact as a social simulation videogame



**Delivery interface matters**



The device can distract from or contribute to achieving learning objectives



**Interactivity matters**



The interactivity of action video game play won't elicit the same attentional processes as a puzzle

# Digital well-being: the role of education

# Ensuring student learning and well-being in a digital world



## Reinforce digital resources and skills

- ↳ Ensure adequate access, resources, digital skills
- ↳ Minimise digital risks while maximising resilience and opportunities; focus on privacy and safety by design; industry and government action



## Academic, physical, emotional well-being

- ↳ Nutrition, needs-based meal programmes; physical activity
- ↳ Maintaining and building social bonds
- ↳ Supporting holistic well-being

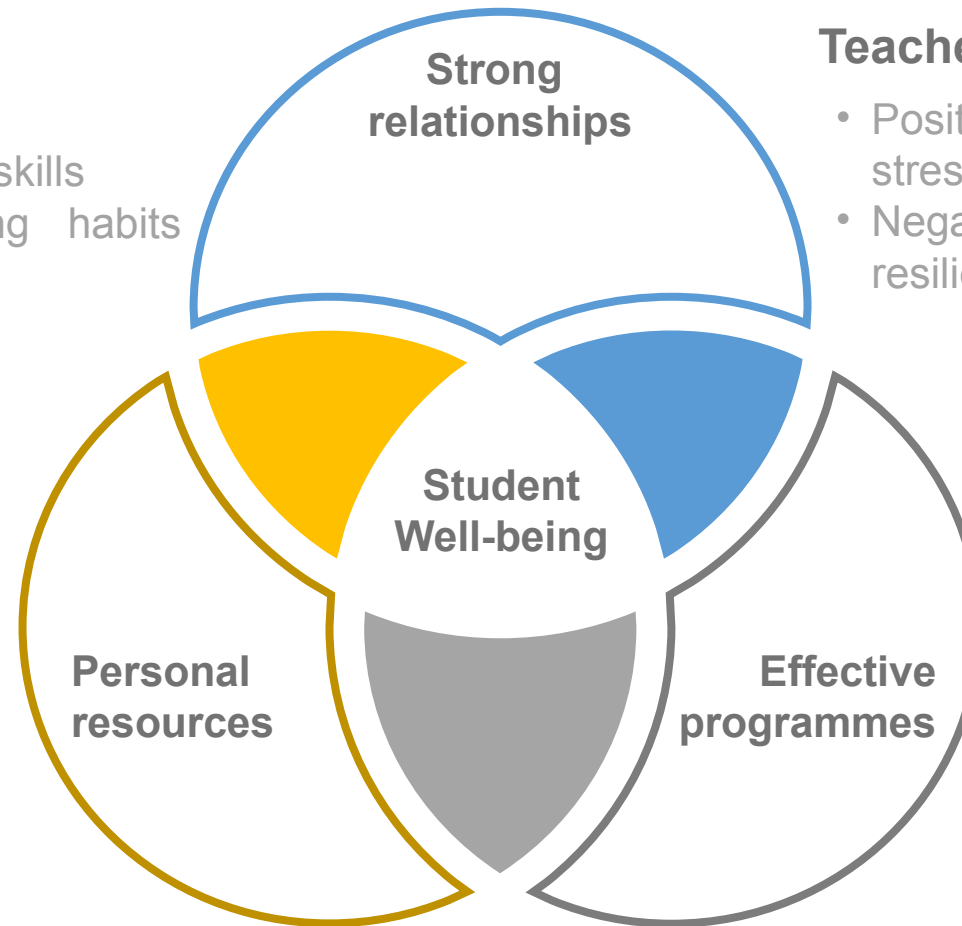
# Boosting resilience & protective factors

## Families & friends

- Provide support
- Healthy relationships boost skills
- Modelling digital well-being habits and behaviours

## Teachers

- Positive relationships help students handle stress; associated with higher outcomes
- Negative relationships impact learning, resilience, belonging



## Coping mechanisms

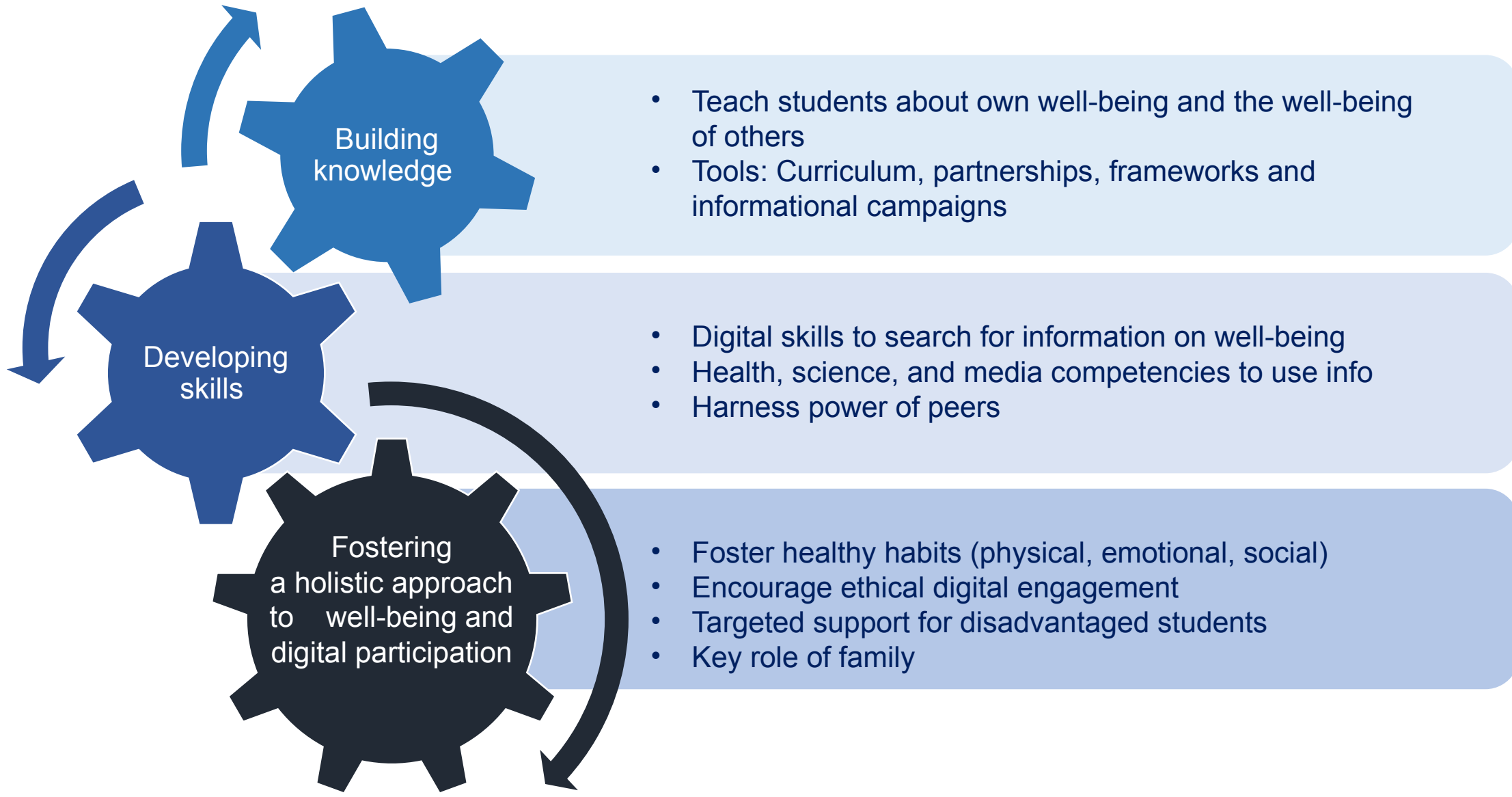
- Social & emotional skills, involvement in activities, media literacy
- Problem solving, communication, insight building, assertiveness

## Prevention + intervention

- Whole of school approaches are most effective
- Incorporating and evaluating evidence-based practices
- Coherent policies and procedures
- Family-school partnerships



# Child empowerment: well-being and the digital environment



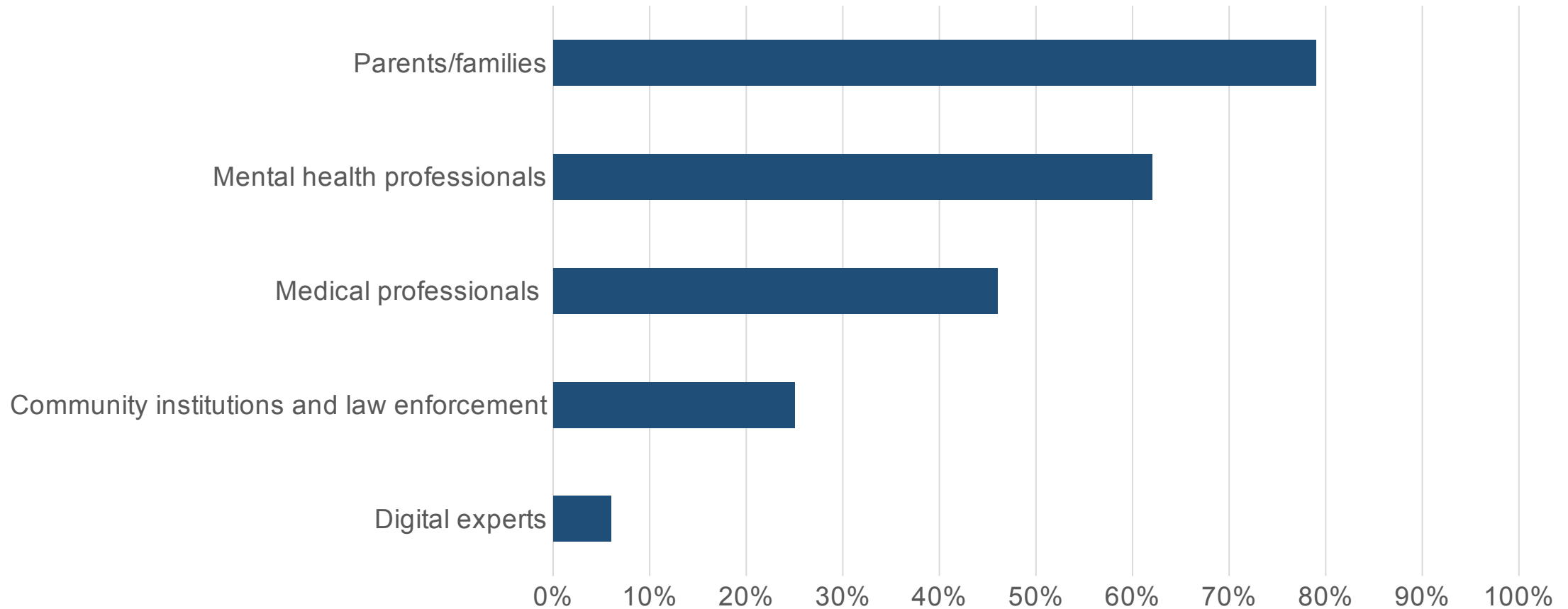
# Key shifts

Digital well-being essential for learning and thriving

- Embedded, powerful pedagogy
  - Moving from learning *from* technology towards learning *with* technology
  - Formal and informal learning
- Capacity of system, teachers and parents
  - Speed of change
  - Partnerships, governance, regulation

# Education can not do it alone

Partnerships required or present in most schools



*Thank you!*

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