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Università  
della  
Svizzera  
italiana

Pre-conference

# Children and Adolescents in a Mobile Media World

31 October  
2018

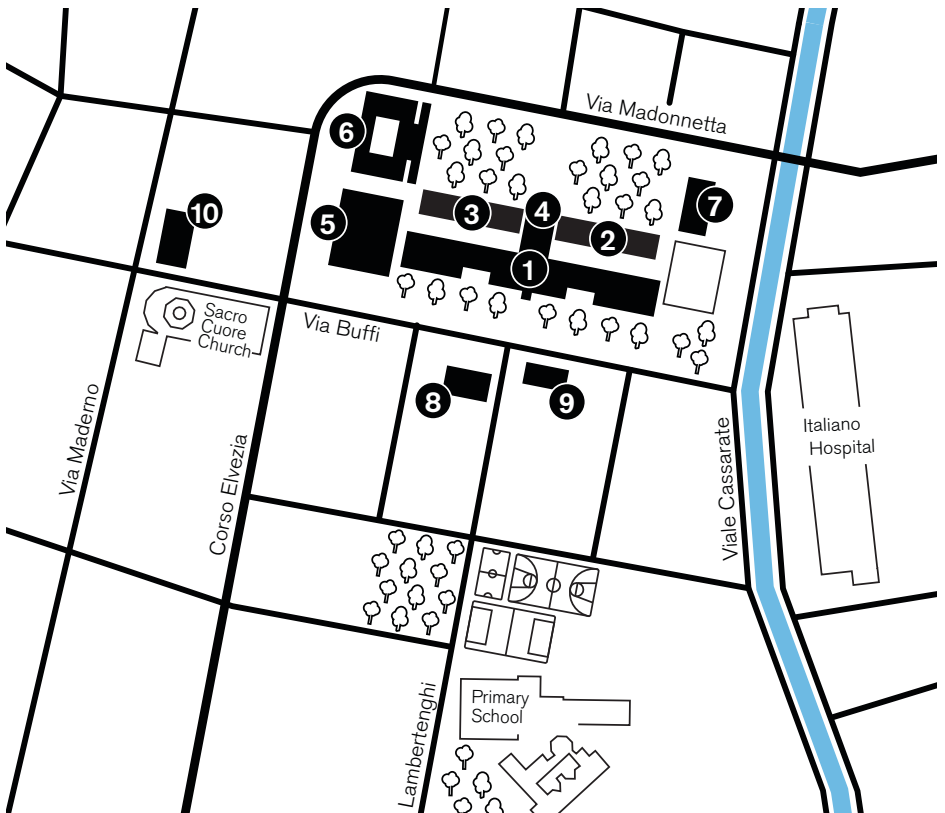
Università della Svizzera italiana  
Campus Lugano  
Via Buffi 13  
6900 Lugano

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# University Campus

- 1 Main Building
- 2 Red Building
- 3 Informatics Building
- 4 Auditorium
- 5 Aula magna
- 6 Library
- 7 Lab
- 8 Blue Building
- 9 Lambertenghi Building
- 10 Maderno Building



## Information

Pre-conference organized by the  
Institute of Communication and Health (ICH),  
Università della Svizzera italiana and the  
ECREA TWG: Children, Youth and Media

### Location

Università della Svizzera italiana  
Campus Lugano  
Red Building A33, A34  
Via Buffi 13  
CH-6900 Lugano

### Internet & Wi-Fi

Throughout the campus, it is possible to connect to the internet via the wireless network.  
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## Program

8:15-9:00	<b>Registration</b>	
9:00-9:30	<b>Welcome (Red Building, A33)</b> Chair: Anne-Linda Camerini (USI) ECREA TWG CYM: Bieke Zaman (KU Leuven)	
9:30-10:30	Keynote speech and moderated discussion (Red Building, A33) <b>Adolescents' well-being in a digital world: Theoretical and methodological challenges for future research</b> Keynote: Patti Valkenburg, PhD, University distinguished professor, University of Amsterdam Moderator: Anne-Linda Camerini (USI)	
10:30-11:00	<b>Coffee break</b>	
11:00-12:30	<b>Panel A (Red Building, A33)</b> <b>Mobile media use in the family context</b> Chair: Anna Carrara	<b>Panel B (Red Building, A34)</b> <b>Learning from and with mobile media</b> Chair: Serena Petrocchi
	<ul style="list-style-type: none"> <li>• Sophie Holly &amp; Christina Ortnr <i>On the role of smartphones for family relationships.</i></li> <li>• Susanne Eggert &amp; Gisela Schubert <i>Parents are not aware of themselves being role-models.</i></li> <li>• Monika Abels, Mariek Vanden Abeele, Toke van Telgen &amp; Helma van Meijl <i>Nod, nod, ignore: An exploratory observational study on the relationship between parental mobile media use and parental responsiveness towards young children.</i></li> <li>• Anneleen Meeus, Kathleen Beullens &amp; Steven Eggermont <i>Displacement or stimulation? Testing the relationships between preadolescents' mobile device use and family satisfaction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Felicitas Macgilchrist &amp; Annekatrin Bock <i>"Please turn off your phones": Adolescents using mobile media in "cautiously digital", "enthusiastically digital" and "post-digital" schools.</i></li> <li>• Ingvild Kvale Sørenssen &amp; Jenny Melind Bergschöld <i>Domesticating ICT's in early education and care institutions: How kindergarten teachers enact the smartphone.</i></li> <li>• Mariette de Haan &amp; Julian Sefton Green <i>"#Speak for yourself"- Young people's narratives on learning and self-formation with digital media.</i></li> <li>• Colette Schneider Stingelin &amp; Klaus Rummel <i>Homework and media education. An exploratory study on media activities in homework contexts of Swiss secondary school pupils.</i></li> </ul>
12:30-13:30	<b>Lunch break</b>	

13:30-15:30

**Panel C (Red Building, A33)**  
**Psycho-physical health in youth: The role of mobile media**

Chair: Laura Marciano

- Mariek M. P. Vanden Abeele & Antonius J. van Rooij  
*Do survey-assessments of problematic mobile social media use pathologize normal teen behavior? An interview study with (supposed) screen-addicted teens.*
- Marco Gui, Tiziano Gerosa & Moritz Büchi  
*Smartphone overuse and social inequality: Comparing the smartphone addiction scale (SAS) with the smartphone pervasiveness scale (SPS) in a survey of high school students.*
- Teresa Gloria Scalisi, Eleonora Cannoni & Anna Di Norcia  
*Hyperactivity, attention problems and use of mobile devices in preschool children.*
- Katarzyna Kopecka-Piech  
*The impact of mobile media on young people's physical activity development.*
- Steven Eggermont, Laurens Vangeel, Lara Schreurs & Laura Vandenbosch  
*Does adolescents' sexual media diet predict their sexting behaviours on the long-term?*
- Daniela Villani, Davide Massaro, Ilaria Castelli, Eleonora Florio, Giuseppe Riva & Antonella Marchetti  
*What do Italian adolescents think about the "Blue Whale" Internet game?*

**Panel D (Red Building, A34)**  
**Risks and opportunities of digital (mobile) media**

Chair: Tanja Oblak-Črnič

- Eleonora Benecchi, Gloria Dagnino, Paolo Bory & Matthew Hibberd  
*Mobile kids: Mobile devices between kids, parents, and the playground.*
- Stine Liv Johansen  
*A site of one's own. Children's consuming and producing practices on YouTube.*
- Kathrin Karsay, Jörg Matthes, Desirée Schmuck & Sarah Ecklebe  
*Posting happiness: A mobile experience sampling study investigating the role of mobile social media use on adolescents' wellbeing.*
- Pilar Lacasa, Julián de la Fuente & Sara Cortés  
*Teen practices, mobile devices, and the use of multimodal discourses.*
- Boris Alexander Kühnle, Burkard Michel, Lars Rinsdorf & Magdalena Ciepluch  
*Children and adolescents as target groups of influencer marketing. Capitalization of social media communication: Extent, types and modes of understanding.*
- Liane Rothenberger, Elmezeny Ahmed & Jeffrey Wimmer  
*Mobile media usage in times of migration: The media repertoires of Arab refugee children and teens in Germany.*

15.30-16.00

**Coffee break**

16.00-17.30

**Panel E (externally organized)**  
 (Red Building, A33)  
**Growing up with portable digital media: A comparative European study of 0-3 years old**

- Julia Gillen, Ulrika Sjöberg & Helena Sandberg  
*Studying portable media in young children's lives: Methodological and ethical challenges.*
- Ana Jorge & Helena Sandberg  
*Waking up and going to bed with the digital media: The role of mobile media in structuring space and time.*
- Rosie Flewitt, Alison Clark, Kristiina Kumppainen & Heidi Sairanen  
*Connecting generations: Mobile media in very young children's everyday lives.*
- David Poveda, Raquel Pacheco, Mitsuko Matsumoto, Yehuda Bar Lev & Vitor Tomé  
*Young children's (0-3) parental digital mediation strategies and digital media ideologies: A comparative study between Spain, Israel and Portugal.*

**Panel F (Red Building, A34)**  
**Privacy of youth in a mobile media world**

Chair: Anne-Linda Camerini

- Argyro Chatzinikolaou, Ingrida Milkaite & Eva Lievens  
*The child's multi-dimensional right to privacy in a mobile media world.*
- Thorsten Naab  
*The sharenting paradox: Parents' trusteeship of their children's digital identity in the social web.*
- Manouk Boelhouwers, Mariek Vanden Abeele, Ad Backus & Piia Varis  
*Caught between autonomy and control? An analysis of online discourses on child location tracking technologies.*
- Maja Sonne Damkjaer & Ask Risom Bøge  
*An audience and domestication research perspective on mediated surveillance in the lives of adolescents.*

17:30-17:40

Closing (Red Building, A33)

## Panel A

### Mobile media use in the family context

#### On the role of smartphones for family relationships.

Sophie Holly & Christina Ortner

University of Applied Sciences Upper Austria

As a result of technological change, we are confronted with a growing number of digital media which increasingly permeate all parts of our lives. This mediatisation of everyday life (Hepp & Krotz, 2014) entered into a new stage when mobile devices made access to digital services nearly ubiquitous. Especially smartphones as multifunctional devices, which we can easily carry around with us, have changed the way we deal with digital media. The whole Internet became available in our pockets and we can now chat, read, watch or post when and wherever we want (Vorderer et al., 2016). As a consequence, we find ourselves in a state of permanent connectivity (Steinmaurer, 2014). As adolescents and their parents make manifold use of mobile devices this also has an impact on family life. Smartphones are not only widespread in European households (Newzoo, 2017), they are also strongly integrated into everyday family practices. Family members rely on mobile phones when communicating among each other (Feierabend et al., 2016). Yet, they also use mobile phones for temporary stepping out of family life by entering other spaces online. According to Knopf and colleagues (2015) this can have both positive and negative effects on family relationships. Against this background, the paper addresses the role of smartphones in family life focusing on relationships between family members. It reconstructs, how different ways of dealing with smartphones influence the way family members relate to each other. To get deeper insights, we decided for an explorative qualitative study. Building on Paus-Hasebrink's (2017) integrative-praxeological family research we conducted five case studies of families with adolescent children (12-15 years old). We concentrated on families with intensive smartphones usage and made sure to consider different family sizes, educational backgrounds and degrees of urbanization. The fieldwork was carried out in Austria in spring 2018. It consisted of problem-centred interviews complemented by a short standardized questionnaire with both an adolescent and one of his parents. To sensitize them for the role of smartphones in their family life we asked all family members to do not use their mobiles for family communication or in family situations for one day. Afterwards they reflected on their experiences by answering open questions in written form. First results show that parents use smartphones to keep in touch with their children throughout the day. By doing so, both parents and children gain a feeling of safety and closeness which intensifies their relationship. Surprisingly, none of the adolescents felt controlled by this. However, control is an issue when it comes to parents interventions in their children's smartphone usage. When they look through their kids' mobiles or strongly restrict their smartphone activities teenagers interpret this as a strong lack of trust. Conflicts also arise when adolescence use their smartphones while others are present. Parents often perceive this as disrespectful and negative for family communication. However, they themselves very much rely on their mobiles. All five families had troubles to find one single day when they felt they could handle family life without their smartphones.

## Panel A

### Mobile media use in the family context

#### Parents are not aware of themselves being role-models.

Susanne Eggert & Gisela Schubert

JFF Institute for Media Research and Media Education Munich

An increasing number of parents with children in puberty see an educational counsellor because they have problems with their children's usage of digital and especially mobile media. Some of the conflict points are: (1) parents think that their children are using their mobile devices too much, it seems to them, that the young people use especially their smartphone all the time, (2) they worry that they don't have time for other tasks (e.g. for school) anymore and therefore get bad grades and fail in school and (3) they are afraid that their children only have friends in the "virtual life" but no real friends in "real life" anymore. Educational counsellors think that an important reason for this development is that many parents do not realize that media education is an important educational task from the beginning and that they are the most important role-models for their children in terms of media usage. Already very young children are copying their parents and this is one of the most important influences (Wagner et al., 2016). In a monitoring study we try to understand the media appropriation of very young children. How are they dealing with mobile media and internet? In summer 2017 we started with 20 families with children from 1 to 5 years old from all over Bavaria. From 2017 until 2020 we visit them two times every year. At the end of the project the children will be aged 4 to 8 years. The panel study focuses on the following questions: (1) What are the attitudes of parents with young children towards mobile media?; (2) What is the importance of mobile media in families with young children? How are mobile media integrated in their everyday family life?; (3) What skills and knowledge concerning mobile media do children aged 1 to 8 years have?; (4) What does media education mean in families with young children? How do parents handle media education? What are the challenges they are dealing with?; (5) How are parents dealing with their function as role-models?; (6) What are the needs of parents concerning media education? What kind of support do they ask for?; and (7) What are parents' expectations of professionals in day care organizations (nursery, kindergarten) and primary school with regard to media education? First results show that: (1) There are mobile media available in all families and all children have access to mobile devices; (2) Most parents have accepted mobile media as a part of their life. They see potentials but also risks in the usage of mobile media. Hence they think children have to learn how to use them in a good way; (3) Parents – especially mothers – have problems with their function as role-models; (4) In most families exist rituals connected with mobile media; and (5) Most parents worry that their children could get addicted. We would like to discuss these results and we are open to further develop the study and its questions.

## Panel A

### Mobile media use in the family context

#### **Nod, nod, ignore: An exploratory observational study on the relationship between parental mobile media use and parental responsiveness towards young children.**

Monika Abels, Mariek Vanden Abeele, Toke van Telgen & Helma van Meijl  
Tilburg University

Parental responsiveness refers to the contingency and sensitivity of parental verbal and non-verbal response to child behaviour during child-parent interactions (Ainsworth, 1969; Baumrind, 1978; Feldman, 2007). There is broad consensus that parental responsiveness is crucial for child development (Darling & Steinberg, 1993). Parental smartphone use, however, is putting parental responsiveness to the test. Media authority Sherry Turkle (2012) has noticed that children compete with smartphones for parental attention. A recent poll among six thousand 6 to 12-year olds (AVGtechnologies, 2015) confirms this: 54% said parents spend too much time on their phones, and 32% feel unimportant when parents are using them. Moreover, a handful of qualitative observation studies suggests that caregivers can become so absorbed by their phones that they ignore their children's bids for attention (Hiniker, Sobel, Suh, Sung, & Lee, 2015; Radesky et al., 2014). This study adds to the base of knowledge by reporting the results of an exploratory observational study in which we: (1) used a systematic observation method to observe the impact of smartphone use on parental responsiveness towards small children, (2) examined how phone use compares to other distracting activities in terms of impact on parental responsiveness, and (3) examined the profiles of the caregivers who were more involved with their mobile phone during the interaction in terms of self-reported fear-of-missing-out, habitual and problematic phone use. In total we observed 28 parent-child dyads in the waiting room of Dutch consultation bureaus and playgrounds. Observations were made using a time sampling procedure that consisted of 25 timeslots. In each, the dyad was observed for 10 seconds followed by 15 seconds for noting the observed behaviours. The results suggest that phone use lowers caregivers' responsiveness: in intervals in which the caregivers used phones, caregivers were less likely to respond to children's bids for attention, and when they responded, their responses were weaker and less timely. Caregivers' phone engagement did not predict the emotionality of the response. The intensity of the engagement with the phone mattered: in intervals in which caregivers were more absorbed by their phone use, responses were less likely to occur and were less timely than in intervals in which caregivers were less absorbed by their phone use. When parents are engaged in other, non-child directed activities, such as reading a magazine or eating, their responsiveness is also hampered; however, phone use had a greater impact on the timeliness of responses than being engaged in another activity, and when we take the intensity of the behaviours into account (i.e. passive, occasional and exclusive engagement), – at an equal level of engagement – engagement in non-child-related activities was related to more, and more timely responses than engagement with the phone. Caregivers who we observed using a phone while caring for a child did not report greater FOMO, habitual or problematic phone dependency. Overall, our study shows that mobile media use is associated with decreased responsiveness, and suggests that children must work harder to get their parents' attention when mobile phones are involved in a social context.



## Panel A

### Mobile media use in the family context

#### **Displacement or stimulation? Testing the relationships between preadolescents' mobile device use and family satisfaction.**

Anneleen Meeus, Kathleen Beullens & Steven Eggermont  
KU Leuven

Rising adoption rates of mobile devices among preadolescents have raised concerns about the implications of ubiquitous connectivity on the quality of family life for young people. However, research has only recently begun to catch up with these rapidly changing media practices (Radesky et al., 2014; Radesky et al., 2015). Moreover, there have been conflicting reports regarding the impact of technology on social relationships (Valkenburg & Peter, 2007). While some scholars posit that media use can be detrimental as it displaces available family time (e.g. Kraut et al., 1998; Mesch, 2006; Radesky et al., 2015), others argue that media may actually improve relationships as they offer new modes for interaction between family members (e.g. Coyne et al., 2014). The current study aimed to examine both views by integrating their proposed pathways into one model, and apply this to the context of mobile media use among preadolescents. Specifically, we investigated whether tablet and smartphone use displaces family time and/or increases preadolescents' self-disclosure to their parents, which we expected to be associated with children's satisfaction with family life. A total of 698 children (49.6% girls, 9-13 years old,  $M = 10.9$ ,  $SD = .69$ ) participated in a cross-sectional study. Participants reported their overall ( $M = 1.68$  hours a day,  $SD = 1.57$ ) and social (i.e. how often do you message, call or play games with your parents,  $M = 2.76$ ,  $SD = 1.41$ , Range = 1-8,  $\alpha = .62$ ; based on Mesch, 2006) smartphone and tablet use. Valkenburg and colleagues' (2011) self-disclosure scale was adapted to address self-disclosure through a smartphone or tablet ( $M = 2.12$ ,  $SD = 1.11$ , Range = 1-5,  $\alpha = .91$ ). Family time was assessed with the 2 item measurement by Mesch (2006) ( $M = 2.57$ ,  $SD = .81$ , Range = 1-4). Respondents further reported their satisfaction with family life (Zabriskie & Ward, 2013) ( $M = 5.82$ ,  $SD = 1.20$ , Range = 1-7,  $\alpha = .83$ ). A number of covariates were included in the analyses: family conflict (Mesch, 2006) ( $M = 1.43$ ,  $SD = 1.33$ , Range = 1-4,  $\alpha = .69$ ), weekly parental work days ( $M = 4.69$ ,  $SD = 1.17$ ), number of siblings ( $M = 1.43$ ,  $SD = 1.03$ ), gender and age. Data were analysed using the Hayes' (2013) PROCESS macro (model 4). First, the overall volume of smartphone and tablet use was examined in relation to family satisfaction. The mediation analyses indicate that overall smartphone- and tablet use was indirectly related to satisfaction with family life through both self-disclosure ( $b = .01$ ,  $SE = .01$ ,  $LLCI/ULCI = .001/.02$ ) and family time ( $b = -.02$ ,  $SE = .01$ ,  $LLCI/ULCI = -.04/-.0003$ ). Next, preadolescents' social smartphone and tablet use was examined, while controlling for total volume of smartphone and tablet use. Social use was indirectly, but positively, associated with satisfaction with family life through both mediators (self-disclosure,  $b = .01$ ,  $SE = .01$ ,  $LLCI/ULCI = .004/.03$ , and family time,  $b = .03$ ,  $SE = .01$ ,  $LLCI/ULCI = .02/.06$ ). The current study thus corroborated the presence of at least two diverging pathways that underlie the association between mobile device use and preadolescents' satisfaction with family life. While overall mobile device use was negatively related to family time, suggesting a displacement effect, preadolescents' social use was positively related to this mediator. Both overall and social use were indirectly and positively related to satisfaction with family life through self-disclosure. Implications of these findings will be discussed.

## Panel B

### Learning from and with mobile media

#### **“Please turn off your phones”: Adolescents using mobile media in “cautiously digital”, “enthusiastically digital” and “post-digital” schools.**

Felicitas Macgillchrist & Annekatrin Bock

Georg-Eckert-Institut

Research and policy papers on young people's mobile media use often start with statements on how their everyday lives are saturated with digital media; they live “in media”, rather than “with media”; or “everything is mediated” (Bird, 2003; Couldry & Hepp, 2016; Deuze et al., 2012). Looking at today's schools around the world, this apparently self-evident statement begins to ring less true. Young people spend a great deal of their waking lives in schools. Many of these schools are rich in paper media, but sparsely resourced with mobile media. While a solid research agenda explores the teaching and learning of media competencies in school, there is still a paucity of research on media practices in schools. This paper contributes to the emerging body of work in this latter field, which has identified, inter alia, the complex disruptive/reproductive practices, identity work and governance functions in which mobile media are entangled (Livingstone & Sefton-Greene, 2016; Selwyn, 2016; Sims, 2017). Thus far, however, publications have focused largely on the Anglophone world. This paper draws on two ethnographically oriented research projects (2016 - 2018), which observed young people's media practices in six high schools across Germany, and five German schools abroad (international schools which orient to German curricula in Singapore, Seoul, Silicon Valley, Boston and La Paz). The projects focus not on “learning”, but on “media practices”, understood in line with practice theories as those routinized types of material, bodily, mental, affective, technological, tactical, social, unbounded, mundane and often inadvertent behaviour in which media are entangled in today's sociotechnical everyday (Abu-Lughod, 1991; Parikka, 2015; Reckwitz, 2002; Schatzki, 1996): How do young people's mobile media practices unfold across their school day in the schools we observed? Presenting vignettes emerging from the mixed methods approach (classroom observations, informal chats, audio-recorded interviews and group discussions, online surveys, document analysis, media analysis), this paper teases out three bundles of school-based mobile media practice: (1) “Cautiously digital” schools limit the use of mobile phones; they focus attention on developing systemic whole-school change, and integrating teacher-driven hardware (e.g. interactive whiteboards); (2) “Enthusiastically digital” schools focus on integrating new (often mobile) media to support individual students' creativity, critical thinking and novel group communication practices. Where the former cautiously consider the advantages and disadvantages of increasingly mediating their schools (e.g. health, screen time, distraction), the latter embrace with enthusiasm the innovative potential of mobile media. Each of these two bundles of practices, led by teachers and school leadership, has a significant impact on young people's media practices, including their assessment of power relations. We refer to a third bundle of practices as “post-digital” to highlight the backgrounding of “digital media” in these schools (MacDonald et al., 2015; Taffel, 2015). Digital media are simply present; post-digital schools no longer draw mobile media into rhetorics of progress, novelty and innovation. The paper concludes by considering the implications of these three bundles of school-based practices for future research agendas on young people's mobile media practices.

## Panel B

### Learning from and with mobile media

#### **Domesticating ICT's in early education and care institutions: How kindergarten teachers enact the smartphone.**

Ingvild Kvale Sørenssen & Jenny Melind Bergschöld  
Norwegian University of Science and Technology

In Norway, the political decision to implement information and communication technologies (ICT's) in early childhood education and care institutions (ECEC) is believed to advance the possibility for children to develop an ability to critically evaluate information and sources for information from a very early age (St Mel 19 (2015-2016)). Yet, we still know little about the role of ICT's in ECEC after implementation, particularly the use of smartphones. This study draws on recent video ethnographic fieldwork (Aarsand & Forsberg, 2010; Sparrman, 2005) in a Norwegian ECEC institution where social interactions between kindergarten teachers and children aged 3 to 6 years old were studied during a period of one month in 2017. Theoretically, the study draws on cultural approaches to the study of ICT's developed in the field of media and communication studies (Silverstone & Haddon, 1996a; Silverstone & Hirsch, 1992). Specifically, the notion that technologies are enacted in practices of use (Berker, Hartmann, Punie, & Ward, 2006; Lie & Sørensen, 1996; Oudshoorn & Pinch, 2003; Silverstone & Haddon, 1996; Sørensen, 2006). Meaning that the role of the technology emerges in practices of use as the result of users' sense-making of how the device can and should be used in the situated context (Berker, 2011; Haddon, 2006; Sørensen, 1996). From this perspective, the outcome of technology is not determined by the design of the artefact, but emerges in practices of use and we employ this approach to explore the interactions between ECEC teachers, children and the smartphone as empirical sites where the role and implications of the smartphone are negotiated and accomplished in practices of use. The study shows that while the smartphone is used in interactions where the veracity of statements is contested. It is not primarily used as a tool for the critical evaluation of digital sources of information, but as a tool with which it is possible for children as well as teachers to distinguish the veracity of verbal statements in ongoing pedagogical interactions and evaluate them as either true or false. We argue that future studies that focus the enactment of ICT's in ECEC institutions are needed. In this case, the smartphone is enacted as a benchmark of truth. However, it is likely that other studies will find more varieties of the enacted smartphone.

## Panel B

### Learning from and with mobile media

#### **“#Speak for yourself”- Young people’s narratives on learning and self-formation with digital media.**

Mariette de Haan<sup>1</sup> & Julian Sefton Green<sup>2</sup>

<sup>1</sup> Utrecht University

<sup>2</sup> Deakin University

In our society, the discourse of learning is strongly associated with formal education. In recent years, the everytime-and-everywhere-access to mobile media, embedded in young people’s everyday lives, has shaken these discourses about what being educated means. Digital technologies, as smartphones, offer young people possibilities to form alternative spaces to gain control over their own development and learning (to become a person), relatively removed from (mainstream) gatekeepers. Often these attempts of young people are looked upon from an “at risk” perspective, taking the concern of parents and educators as the main entrance of the research. Instead of taking the perspective of parents and educators, and the question of how they can guide the development of adolescents, this paper looks into youth’s efforts to take their development in their own hands by studying their own narratives of learning and self-formation in the context of online spaces that Dutch young people create for themselves and how these relates to the schooled discourse on learning, in line with a larger study on this topic (de Haan & Sefton-Green, 2017). Instead of taking for granted idealized narratives of digital learning in the 21th century put forward in the literature so far (e.g. connected learning (Ito et al., 2010), affinity spaces for learning (Gee, 2005)), this study asks: what are the (alternative) learning narratives these youth develop, and how do they reflect on their self-formation as related to these digital practices? While making use of in-depth interviews, learning biographies and observations with 14-19 years old so called “high end users”, our results include a comparative analyses of young people’s narratives who are actively participating in different online communities: (1) youth with a YouTube channel and/or Instagram account with over more than 1500 followers, (2) a “young adult” online reading / book club community, where young people share their reviews, blogs and discuss books on a special website, forum, WhatsApp group and a Facebook community, (3) a gaming community (Fortnite), where young people collaboratively play together and share their tips and tricks. The analysis focuses on narratives on learning and self-formation, purpose, agency, how to become successful, practices of feedback, scaffolding, relationships between “newbies” and “masters”, knowledge transfer and “geek credibility”. Preliminary analyses shows a diversity in young people’s narratives on learning (e.g. in terms of taking agency, becoming someone, status, community building, contributing to something of their interest, belonging, creating, having direct impact and a sense of meaning). For instance, while in the YouTube community, scaffolding takes place around imitating and community building through daily comments and productions within the extensive community, while in the online reading community, scaffolding is organized around intense feedback on work-in-progress and adjusting productions within a relatively small community. Finally we discuss how these new forms and understanding of learning in digital communities form new narratives of *bildung* in opposition or next to those within schools, revealing the complexity in the interplay of educational guidance and individual choice, providing parents insights in guiding young people’s aspirations related to their online practices.

## Panel B

### Learning from and with mobile media

#### **Homework and media education. An exploratory study on media activities in homework contexts of Swiss secondary school pupils.**

Colette Schneider Stingelin & Klaus Rummler

Zurich University of Teacher Education

The explorative research project "Homework and Media Education" investigates forms and contents of media activities of mainly secondary school pupils in the German speaking cantons of Switzerland. The study aims to gain detailed insights into daily practices of media activities in the wider context of pupils doing their homework. The research question is how pupils use media as resources in the complex ecology of home learning respectively at the intersection between learning in the formal context of school and learning in the informal context at home.

This contribution is based on the arguments of media education and the theoretical framework of "Media Education" (German: Medienbildung) with its central understanding that Bildung is an individual, self-driven and life-long process (Meder, 2011). The pupils' activities with media are in the centre of this research. Those activities are seen as articulations which on the one hand need media to be enacted and on the other hand produce media themselves. It is thus the active process of appropriation and the inherent agency which constitutes this reflexive relationship between one's own life world and everyday life (Wolf, Rummler, & Duwe 2011). The issue of homework or learning at home / outside school is generally shaped by the informal characteristics of home. But yet, they are rather arranged, so rather driven by the task posed in the formal context of school, they are partly intended and yet not intended, so rather informal (see Assmann, 2013). Those learner-generated contexts (see Seipold, 2014) are structures, or situations, or spaces constructed by pupils within their interaction. They are shaped or limited by time and their physical location, by the situated availability of resources and their sustainability, yet they are based on more or less stable structures, agency and cultural practices (see Rummler, 2014) of learners. Selected findings of the contribution will demonstrate this construction of contexts and will describe how formal and informal characteristics are situatively applied to these contexts by the learners. In the perspective of the theory of "Media Education" it makes sense to focus on the articulations of pupils as they are a product of Bildung, but they are also able to document these articulations as a process. It was thus decided to have these articulations documented in a research journal (see Fuhs, 2014), respectively in a dedicated diary (Moser, 2015), where pupils are free to write about their media activities they conduct and consider relevant in the course of their homework over a two-weeks period. The media diaries of the pre-study were digitalised, consensually coded and interpreted upon an open qualitative content analysis (see Kuckartz, 2016). Selected findings of two pre-studies will be presented in this contribution. The pupils' media diaries highlight the time spent in public transportation as important for their daily media routines. During that time, smartphones are used for music listening, homework and social media activities. At the same time, the pre-studies show that during family time, social media routines mainly focus on entertainment: videos, TV, Internet.

## Panel C

### Psycho-physical health in youth: the role of mobile media

#### **Do survey-assessments of problematic mobile social media use pathologize normal teen behavior? An interview study with (supposed) screen-addicted teens.**

Marieke M. P. Vanden Abeele<sup>1</sup> & Antonius J. van Rooij<sup>2</sup>

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In the field of behavioural addictions research, problematic smartphone use and its correlates are oftentimes assessed by means of survey studies administered among largescale samples that are considered representative for the general population (e.g. Kwon et al., 2013). Although this confirmatory approach can be relevant to unravel correlates and processes underlying problematic media use, the validity of survey designs for identifying the true prevalence of pathological problem use in the population has lately been questioned from within the field (Griffiths et al., 2018). False positives are a particular cause of concern (Van Rooij & Prause, 2014): Recent studies suggest that the extant assessment instruments for measuring problematic media use, which are typically modelled after the DSM-5 criteria for behavioural addiction, falsely classify enthusiastic users as problem users, leading to an overpathologisation of every media behaviours (Billieux et al., 2015). This study argues that the issue of overpathologisation is particularly concerning when examining teenagers' problematic mobile social media use. That is because smartphones, and the mobile social media applications to which they give access, are central instruments in contemporary youth culture, that support teenagers in their developmental process by facilitating their autonomy, belongingness and identity (Vanden Abeele, 2016). Smartphones and the mobile social media applications to which they give access are thus in many respects functional in the lives of teenagers. This raises questions as to whether items used in current diagnostic survey instruments truly measure dysfunctional, pathological use, or rather measure functional, healthy use, of enthusiastic, but otherwise "normal" teenagers. For example, van den Eijnden and colleagues' (2016) recent social media disorder scale uses the item "Over the past year, have you often used social media to escape from negative feelings? Yes/No" as one of nine symptoms for assessing social media disorder. Given that mediated communication is known to provide ample opportunities for social interaction that results in positive social outcomes (e.g. Valkenburg & Peter, 2009), a pertinent question is whether using social media to escape negative feelings is necessarily problematic. This paper examines the sense – and nonsense – of using current survey instruments for assessing problematic mobile social media use in a population of teenagers. In order to validate or falsify the survey based approach, the current study followed up on survey results by interviewing six "positive cases" of social media disorder to assess their daily functioning. Positive cases were identified through an abbreviated and modified social media version of the CIUS (Meerkerk, Van den Eijnden, Vermulst, & Garretsen, 2009; Van Rooij, Ferguson, Van de Mheen, & Schoenmakers, 2015), which was administered to a representative sample of 2'600 Flemish teenagers. The preliminary findings show that when we contextualize these teens' answers in their daily life experiences, their seemingly problematic behaviour appears normative, rather than deviant for the life stage these teens are in, and reflects their functional dealing with the obstacles in their path towards adulthood, rather than reflect a loss of self-control leading to functional impairment in everyday life.

## Panel C

### Psycho-physical health in youth: the role of mobile media

#### Smartphone overuse and social inequality: Comparing the smartphone addiction scale (SAS) with the smartphone pervasiveness scale (SPS) in a survey of high school students.

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Recent research has increasingly addressed smartphone overuse and its influence on different aspects of young people's lives (Demirci et al., 2015; Kühne & Baumgartner, 2018; Przybylski & Weinstein, 2013; Turkle, 2016). Most of the existing literature is focused on a measure of addiction that links smartphone overuse with self-perceived daily-life disturbances and loss of control, feeling of susceptibility to negative emotions, relational difficulties and physiological disorders (Kwon et al., 2013). Although this measure has shown solid psychometric properties (Akin et al., 2014; Kwon et al., 2013) and proven to be negatively related to youth's subjective wellbeing and educational outcomes (Lee et al., 2015; Samaha & Hawi, 2016), some authors suggested to go beyond the psychological consequences of smartphone overuse, in favour of a more detailed analysis of its pervasiveness (frequency of use) in specific moments of adolescents' daily life (Gui & Gerosa, forthcoming; Valkenburg & Peter, 2013). From a sociological perspective, this latter approach has the advantage of focusing on usage habits that could equally affect adolescents' productivity and wellbeing and, at the same time, be directly influenced by the social and cultural factors at the basis of the reproduction of social inequalities. In the present study we assess the validity of the factor structure of the smartphone addiction scale (SAS) and the smartphone pervasiveness scale (SPS) in a sample of 3'248 Italian high school students (grade 11), along with their measurement and structural invariance across groups of individuals distinguished by family education level and citizenship status. The factor validity of the constructs is tested comparing three different model specifications: a unidimensional model, a two-factor model with uncorrelated scales and a two-factor model with correlated scales. The two-factor model with correlated scales emerges as the best fitting solution, suggesting that SPS and SAS represent two distinct but interrelated constructs which should not be used as interchangeable measures of smartphone overuse. Moreover, results of the structural invariance test clearly indicate that SAS is not associated with students' social origins, while SPS scores show significant differences based on their cultural background and citizenship status, with native students from highly educated families expressing significantly lower levels of smartphone pervasiveness than the others. We then analyse and test the robustness of the relationships between the two scales and students' wellbeing and academic performance. Results show that SAS and SPS are similarly and negatively associated with students' self-reported level of satisfaction with life (see Diener et al., 1985) and their average grade point two subjects (Italian and mathematics). Finally, the substantive differences that emerged between the two scales are discussed: although SPS and SAS can both be considered valid and reliable measurement tools for the analysis of the negative effects of smartphone overuse on adolescents, we argue that SPS has the advantage of being more sensitive to the societal issues at the basis of these phenomena (see Marler, 2018). SPS could then represent a better choice for researchers interested in studying the underlying predictors of smartphone overuse and the social reproduction of digital inequalities.

**Panel C****Psycho-physical health in youth: the role of mobile media****Hyperactivity, attention problems and use of mobile devices in preschool children.**

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Aim of this work is to explore the relation between hyperactivity and attention problems and use of tablets and smartphones in preschool children. Neural systems connected to attention develop between the ages of 4 and 8, and attention can be influenced by a repetitive training of cognitive function (such as use of media) thanks to the neural plasticity in children (Rothbart & Posner, 2015). An association between Internet addiction and hyperactivity disorders has been demonstrated (Wang et al., 2017) and a growing body of research is investigating the relationship between attention problems or hyperactivity and the use of media in pre-schoolers (e.g. Ceranoglu, 2018; Huber et al., 2018; Paoulus et al., 2017; Poulain et al., 2018). Our work is part of this recent line of research, focusing in particular on mobile devices. Participants to our study were 471 children, 225 boys and 246 girls (mean age = 5 years and 8 months; SD = 3,27 months; range = 5 years to 6 years and 5 months) and their parents. Parents answered to the Questionnaire about the use of digital technologies in children (Cannoni, Scalisi & Giangrande, 2018), Raven's Coloured Progressive Matrices (CPM; Belacchi et al., 2008; Raven, 1947) and Visual Attention Task (VAT), from the PAC-SI battery (Scalisi et al., 2009) were administered to the children. Considering the parents' answers to the items of the questionnaire about difficulties in sitting still and concentrating, children were divided in two groups: children with attention and hyperactivity problems (PG; N = 46) and control group (CG; N = 118). These groups were compared on all the items of the questionnaire about technologies use, and on the standardized scores of the CPM and VAT tests, by means of Mann-Whitney U, Student's t or Chi square, depending on the kind of measures. PG performed lower than CG in the attention task, on the contrary no differences were found in general cognition as measured by CPM. As regard the use of technologies, PG used technologies by themselves more often than CG: in particular they used smartphones more than one hour a day without an adult, and they also started using the smartphone at a younger age (before two years of age). Another difference between the groups was in the parents' use motivation: in fact, parents of children in the PG used technologies to calm down their children more often than parents of children in CG. Both the parents groups considered technologies dangerous for the children, increasing the risk of addiction and difficulties in the development of communication skills. Results of our work show that children with attention problems and hyperactivity use technologies (above all smartphones) more often than children without this kind of problems. In our opinion this interesting result should be studied in depth in order to well understand the direction of this relation, because it could have useful implication for interventions.



## Panel C

### Psycho-physical health in youth: the role of mobile media

#### The impact of mobile media on young people's physical activity development.

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The aim of the paper is to present the results of the empirical research carried out in 2016-2017 on a population of young (15-24 years old) Poles, regularly physically active, using mobile media during physical activity. The research was carried out in a mixed methods model. In the first stage, a survey was conducted (on a sample of 300 people from the Wrocław agglomeration), which was the starting point for the qualitative research, in which individual in-depth interviews, observations and content analysis were applied. The first stage of the research concerned the most popular forms of physical activity (running and fitness exercises), the second - niche disciplines (12 disciplines, including: e.g. parkour, rollerblading and calisthenics). In the third stage of the research, the most popular forms of physical activity were again focused, however, from the perspective of the resignation from the use of mobile media. At each stage of the research, samples of a dozen or so informants were included. Research on the impact of mobile media on the course of physical activity is part of the research into the mediatisation of everyday life. The adopted perspective integrates the traditions laying the foundation for the development of the concept of mediatisation: materialist phenomenology and media ecology (medium theory). Additionally, mediatisation has not been examined from the point of view of media discourse, but from the point of view of material properties of technologies supplemented by their content and users' activities. For the needs of the empirical investigation of the mediatisation of physical activity a conceptualization of the new mediatisation parameter (media saturation) was proposed. The paper introduces two measures of saturation (spectrum and degree) and variants of their calculations based on surveys. Quantification based on survey and qualitative characteristics based on individual research allowed to answer the question, what are the basic mechanisms of mediatisation of physical activity, i.e. how physical activity changes on an individual (micro) and social (meso) level due to the use of mobile media. The paper presents the results of the research on three selected mobile technologies used by young people in their physical activity: sport trackers, cameras and music players. The relationship between the use of these technologies on the move and social media (Facebook, Instagram, and Snapchat) is also explained. Due to the convergence of various media tools and their software in one device, the analysis will largely concern the smartphonization of young people's lives. Mechanisms of mediatisation at the micro level such as: (1) modification of the training course, (2) social isolation and coconisation, and (3) self-improvement and pro-effectiveness, and mechanisms at the social (meso) level, such as: (1) peer education, co-development of sports disciplines and promotion of physical activity, (2) aestheticization of physical activity, (3) changing the rules and transformation of culture of the selected amateur sport disciplines, and (4) presumption and pro-am activities in the area of physical activity, will be explained. The study integrates analysis of the individual and social activity; and includes technological, sociological, psychological and cultural aspects.

## Panel C

### Psycho-physical health in youth: the role of mobile media

#### Does adolescents' sexual media diet predict their sexting behaviours on the long-term?

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Adolescents are known to be avid consumers of sexual media content (Rideout, Foehr, & Roberts, 2010), including music videos, magazines, online pornography and social media (Vandenberg, van Oosten, & Peter, 2016; Ward, 2003). The appeal of this content is in line with adolescents' developmental task to learn about sexuality (Ward, 2003). These media's informational value has been criticized, though; for instance, because popular media virtually disregard the social, affective and health related consequences and responsibilities of sex, and put a strong emphasis on its purely hedonistic dimension (Aubrey, 2004; Ward, 2003; Wright, 2011). Drawing on script theory, scholars have hypothesized that such portrayals may teach adolescents that sexual behaviour is free of consequences (Ward, 2003; Wright, 2011). Their research has reported relationships between sexual media use and adolescent involvement in sexual risk behaviour, such as unprotected sex (Ward, 2003; Wright, 2011). However, such "effects" of sexual media exposure may only really surface in emerging adulthood, which more often than adolescence provides contexts for sexual risk behaviour (and during which sexual risk behaviour is more prevalent; Santelli, Robin, Brener, & Lowry, 2001). Therefore, we argue to examine how sexual socialization in adolescence relates to sexual risk behaviour in emerging adulthood (Ward, 2003). In this study, we focus on a fairly recent type of what can be considered (but not always is) sexual risk behaviour, sexting; in part because it continues to spark societal concern (Mitchell, Finkelhor, Jones, & Wolak, 2012). Sexting refers to sending semi- to highly explicit images of oneself to others through a mobile internet connection (Mitchell et al., 2012). It is perceived as risky because the receiver can share the images to others without the sender's consent (Van Ouytsel, Walrave, Ponnet, & Heirman, 2015). Non-consensual forwarding occurs regularly; especially with sexts received from strangers (Baumgartner, Valkenburg, & Peter, 2010; Strassberg, Rullo, & Mackaronis, 2014). As seen for other sexual risk behaviours, sexting increases when adolescents mature (Van Ouytsel, Ponnet, & Walrave, 2014). As popular media seem to disregard the risks of sexual behaviour, exposure to such media may also be related to sexting. Two correlational studies have supported this reasoning (Stanley et al., 2016; Van Ouytsel et al., 2014), though, systematic evidence is missing. Therefore, the current longer-term panel study among 360 Belgian respondents examined how sexual media diets during adolescence related to sexting five years later, in emerging adulthood (Mage at Time1 = 15.53, SD = 1.43). Three logistic regression models with music videos, magazines, online pornography and social media as predictors and age, sensation seeking, gender, communication quality with peers and with parents as control variables were run to predict the likelihood to have sent sexting images to (a) a partner, (b) an acquaintance or (c) a stranger in the following five years. Results showed that adolescents' pornography use doubled the likelihood to sext to a stranger, and resulted in a 1.6 times higher chance to sext to an acquaintance. No other significant results were found. The findings for pornography use may not be surprising given the sexually explicit nature of this media genre and its rare depiction of sexual responsibilities (Wright, 2011). Although sexting to a stranger happened less frequently than to a partner or acquaintance, the likelihood of sexting a stranger showed the highest increase in relation to pornography use. This result warrants attention as sexting to a stranger tends to carry the greatest risk (Baumgartner et al., 2010). Prevention campaigns on sexting may consider to especially target pornography users given the increased risk.

**Psycho-physical health in youth: the role of mobile media****What do Italian adolescents think about the “Blue Whale” Internet game?**

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The Internet game Blue Whale Suicide Challenge (BWSC) represents a potential new at-risk behaviour for psychologically vulnerable teenagers and young adults worldwide. The game is managed by an administrator, that starts by motivating individuals towards minor and relatively safe self-infliction challenges, and then gradually escalates to more dangerous challenges up to arrive to the final challenge, represented by suicide. The BWSC has had great impact on Italian media, raising questions and concerns in parents, educators and teachers. Therefore, as a contribution to the systematic reflection about the BWSC, we thought it would be important to understand adolescents' perspectives about the phenomenon and to analyse vulnerability situations. The goals of this study are to understand adolescents' knowledge about BWSC at descriptive level and to explore the relationships among problematic Internet use and psycho-social vulnerability. To reach these goals we carried out an online survey including: (1) Socio-demographic data; (2) Ad hoc questions about adolescents' knowledge of BWSC game; (3) The Generalized Problematic Internet Use Scale 2 (GPIUS2; Caplan, 2010; Fioravanti, Primi, & Casale, 2013), 15 items rated on an eight-point Likert scale, assessing four dimensions: (posi) preference for online interpersonal interactions; motivation to use Internet to alleviate distressing feelings (mood regulation); inability to control or regulate one's online behaviour (deficient self-regulation) and personal, social, and professional problems resulting from Internet use (negative outcomes); (4) The Toronto Alexithymia Scale (TAS-20; Bressi et al., 1996; Taylor et al., 1991), 20 items rated on a five-point Likert scale, assessing the different aspects of alexithymia: difficulty in identifying feelings, difficulty in expressing feelings, and externally oriented thinking; (5) The Depression-Anxiety Stress Scale (DASS-21; Bottesi et al., 2015; Lovibond & Lovibond, 1995), 21 items evaluating depression - lack of incentive, low self-esteem, and dysphoria - anxiety - somatic and subjective symptoms - and stress - irritability, impatience, tension, and persistent arousal; (6) The Risk Taking and Self-Harm Inventory for Adolescents (RTSHIA; Marchetti et al., 2013; Vrouva et al., 2010), 36 items on a four-point Likert scale, assessing self-destructive behaviours inclusive of both risk taking (RT) and self-harm (SH) behaviours; and (7) The Multidimensional Scale of Perceived Social Support (MSPSS; Di Fabio & Busoni, 2008; Zimet et al., 1988), 12-items on a seven-point Likert scale, measuring perceived support related to three main domains: family, friends, and significant others. Participants are 306 high school students, mostly male (60.8%) with an average age of 16.4 years (SD=1.62). 98.1% of them knew the BWSC from Internet, friends, television and social media; only 4.9% knew the game from teachers and parents. Adolescents believe that the reasons underlying the participation in the game are linked to the need of belonging to a special group, to the desire of doing things of which others are afraid (47.2%) and to the ability of the game's administrator (24.4%). Correlation analyses show that the problematic internet use dimensions are significantly and positively associated with several individual vulnerability dimensions (alexithymia, depression, stress and anxiety, self-harm) and are negatively associated with social support perceived by friends and parents. Educational implications for addressing sensitive issues, such as the BWSC, with adolescents will be discussed.

## Panel D

### Risks and opportunities of digital (mobile) media

#### Mobile kids: Mobile devices between kids, parents, and the playground.

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National and International surveys (Common Sense Survey, 2011-2017; Feierabend et al., 2015-2016; Global Kids Online, 2016; Ofcom, 2014) confirm that the number of children using mobile phones is constantly growing and yet little is known about the type of interactions kids have with mobile technologies. Academic research is conducted in different countries with different methodologies (Chaudron et al., 2014; Ebert et al., 2012; Hermida, 2013; Marsh et al., 2005; Mascheroni & Ólafsson, 2014; McPake et al., 2013), but as the EU Kids Online's searchable European Evidence Database shows, only a small percentage of studies focuses on children under the age of 9. In addition, few take into account mobile devices and even fewer investigate the parental role. Moreover, many studies focus on the binary opposition use/non-use of the technology rather than exploring the granularity of the use itself, thus underestimating the fact that smartphones allow different activities and uses: from playing games to watching videos, from making calls or video calls to sending messages or taking pictures. In this respect, a recent cross-national study, conducted in the framework of the European Commission JRC's Project ECIT (Chaudron, 2015), found that smartphones are "melting pot devices" for children as they are very versatile in their use, and suggests therefore to investigate this aspect further. To fill this gap, and with specific reference to the three main language regions of Switzerland (i.e. German, French and Italian speaking parts), every two years a network of different Swiss Universities, supported by foundations and national initiatives focused on kids and media, carries out a national study that investigates the media usage of children aged from 6 and 13, and how their parents mediate this engagement. The study has been carried out since 2014, collecting data not only about how children use various media, but also about their non-media leisure activities. In 2017, a representative sample of 1128 children aged from 6 to 13 were interviewed (younger classes) and surveyed (older classes). The different methodology is due to the fact that younger students are not able to complete the survey on their own due to its complexity. In addition, the answers of 629 parents were included in the analysis, in order to throw light on issues in the area of family and media. In our contribution, we intend to present and to discuss results in relation to the children's use smartphones and tablets in terms of quantity and quality. This means that we will provide representative data about which of the possible uses of mobile devices children actually activate, what are the contents they most commonly watch through mobile devices, what are their favourite mobile apps and how do they interact with them, and finally how parents mediate these uses. The results show that the mobile phone tops the list of children's favourite media. The fascination of mobile devices is also reflected by the fact that 35 percent of children use their own mobile phone at least once a week when they should be sleeping. It must be remarked though that for 6 to 9 year olds, the tablet is the favourite medium – in front of the mobile phone and one third of all children in Switzerland have their own tablet. If we look at the specific uses of smartphones, playing games and watching online videos are the most important ones. The favourite games of Swiss children are Super Mario, Minecraft, FIFA and Clash Royale. YouTube is by far the favourite app on average especially for those children aged 9 and over. However, despite the large availability of digital (and often mobile) media, in their free time children most often play, meet friends, play sports, and do things with their families. Overall, the study also shows that parents and children influence each other in their media use, and they often use the same media with similar frequency.

## Panel D

### Risks and opportunities of digital (mobile) media

#### **A site of one's own. Children's consuming and producing practices on YouTube.**

Stine Liv Johansen

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YouTube is increasingly becoming children's first choice when selecting media content to support their interests, for entertainment, and for access to social networks, often out of reach of adult's influence and judgements (Burgess & Green, 2008; Burroughs, 2017; Lange, 2014). YouTube is typically accessed via small, mobile screen media such as smartphones and tablets, used for consumption of content but also to produce and share video content. In this paper, I will discuss how YouTube can be understood as a specific reference point in the media culture of children and youth (Bärtl, 2018). To do so, I am drawing on an ongoing interview study with children and young people (aged 7-14) who are regular (i.e. daily) users of YouTube. The aim of the study is to provide deeper insights into these very common practices, which often leaves parents and teachers puzzled and perhaps slightly worried, and to do so through the lens of children's own accounts of their habits and preferences (Johansen, 2018). The interviews focus on everyday practices, when and how YouTube is being used, what kind of content the interviewed children prefer – and why – and not least children's own production of content. All of the interviewed children spent a significant amount of time on YouTube, but they rarely engage in discussions with adults about their use. Findings from the interview study suggest at least two perspectives of interest. Firstly, the interviews reveal a very broad range of patterns of use. On YouTube, they have the opportunity to geek out with very specific interests, which they may or more often may not see reflected among their friends at school. Also, the children interviewed so far are all both consumers and – to a varying extent – producers of content on YouTube. Some of them have their own channel on YouTube, some of them used to have one, which has now been deactivated, and some of them have plans for future content that they want to produce once they get the perfect idea and/or the necessary skills to actualize it. Some of them become micro celebrities and reach a wide audience (Abidin, 2017; Raun, 2018) while other only have very few followers. They all negotiate and tackle everyday dilemmas of wanting to express themselves to others while feeling in different ways ambiguous about the attention they receive. In the paper, I will take my point of departure in an outline of how children make use of the affordances of mobile media and YouTube as a platform for consumption, production and community building. Further, I will discuss how parents' more or less active, supportive, or restrictive involvement in children's practices may influence these. Knowledge of how children's leisure aspirations and engagements in practices of production (Willett, 2009) can provide important perspectives of relevance for parents as well as for teachers engaged in media literacy education.

## Panel D

### Risks and opportunities of digital (mobile) media

#### Posting happiness: A mobile experience sampling study investigating the role of mobile social media use on adolescents' wellbeing.

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Social media, such as WhatsApp or Instagram, have received increasing importance in adolescents' daily lives. As a result, many adolescents are permanently online and permanently connected to others via their smartphones. Researchers have pointed to both opportunities and risks offered by (mobile) social media on adolescents' wellbeing (George & Odgers, 2015). However, most existing empirical studies are based on standardized survey designs including self-report measures. Self-report measures can be problematic, because smartphone users tend to underestimate their actual use when compared to log-data (Boase & Ling, 2014). Consequently, differential methodological approaches, such as the mobile experience sampling method, are needed to study media use in situ instead of ex post. The experience sampling method allows participants to repeatedly report their momentary behaviour, feelings, and cognitions, and thus provides more precise measures compared to traditional survey designs (Moreno et al., 2012). Employing mobile experience sampling, the present study aimed to investigate how mobile social media use is related to adolescents' wellbeing. In line with previous research (Chan, 2015), we differentiated between active social media use (i.e. posting) and passive social media use (i.e. scrolling through posts of others). Furthermore, we introduced loneliness as explanatory mechanism and fear of missing out as moderating variable. A total of 79 adolescents (Mage = 17.55 years, SD = 1.29; 59% girls) participated in the study yielding 956 momentary assessments (participation rate = 80.7%). Participants answered an initial questionnaire assessing the moderator variable fear of missing out items ( $\alpha = .55$ ), demographics, and statistical controls. For the mobile experience sampling, we administered 15 short surveys to each participant over the course of five consecutive weekdays at different times (7 a.m., 3 p.m., and 8 p.m.). We assessed active and passive social media use with one item respectively, loneliness with two items ( $\alpha = .63$ ), and wellbeing with three items ( $\alpha = .69$ ). We conducted a series of multilevel models in which we nested momentary assessments (Level 1) within participants (Level 2). The analysis showed that posting on mobile social media was associated with higher levels of wellbeing. The relationship was fully mediated via loneliness suggesting that posting led to decreased loneliness, and decreased loneliness, in turn, was related to increased wellbeing. The data provided evidence for a moderation effect indicating that this relationship emerged for adolescents with a high level of fear of missing out. We thus found empirical support for a moderated mediation mechanism. For passively scrolling through others' posts, we only found a positive main effect on wellbeing but no other significant effects. Together, the study provides further evidence that mobile social media use can be beneficial for adolescents' wellbeing. The results also suggest that using mobile social media actively has a higher positive effect compared to a mere passive use. More importantly, for the first time we implemented mobile experience sampling in this line of research. Hence, the study offers a valuable contribution in showing how methodological challenges in times of permanent mobile media use can be approached.

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### Risks and opportunities of digital (mobile) media

#### Teen practices, mobile devices, and the use of multimodal discourses.

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In this paper, we understand teenagers' practices of storing, sharing, and curating digital materials as being linked to the concept of multimodal discourses. When they use digital materials, they are conditioned by intermeditation (Hayles, 2007) from technology and adults (Blue & Kearney, 2018). The practice of sharing and communicating involves material exchanges through a form of social and political activity (Jenkins et al., 2015). These images are also focal points for the reconstruction of meaning through affordance (Langill & Muller, 2016). From this standpoint, we examine the practices of a teen who uses mobile devices to manage digital photos and videos, either authored by herself or downloaded from the internet. The general aim is to explore the rationale that guides the practices of teenagers and adolescents when they store, share and circulate digital materials online. We will look at how these practices are mediated in two ways: on the one hand, they are socially mediated, in that teens interact with adults and peers both online and offline, and on the other, they are mediated by the material or immaterial tools related to the hardware and software allowing for digital discourse. The methodological approach is supported by ethnography and action research. This paper is part of a broader piece of research that examines the activities of children within the framework of a participatory culture (Jenkins, Itō, & Boyd, 2015). The research began with the organization of various workshops in which young people and adults learn and teach how to interact with digital media in non-formal educational situations (Lacasa, de-la-Fuente, & Martín-Garrido, 2016). We adopt the perspective of ethnography (Boellstorff, 2012) and action research (Bradbury, 2015). We examine the practices of a teenager who uses mobile devices to manage digital photos and videos, either authored by herself or downloaded from the internet. Nadia, the girl we approached in this article as a case study, attended those workshops. The presentation of the results is organized in relation to the children's practices of capturing images, communicating in affinity spaces and generating memories. The ethnographic study of Nadia's activity over more than four years allowed us not only to identify a series of practices within a specific context, but also to follow the evolution of these practices throughout her experience and interaction with different technological tools and with people within and outside her family environment. We will now analyse a series of mobile practices (Reichert et al., 2017) that we consider especially meaningful in terms of this evolution undergone by Nadia with regard to the files stored on her smartphone. We will discuss three examples that relates, to a greater or smaller degree, to the activities of storage, sharing or curating using multimodal discourses, but the significance for Nadia of each of these practices depends on the functionality of the digital materials being made explicit (Aarsand, 2016). Our evidences reveal a clear evolution in the use and appropriation of the images, which at first were simply stored and then are downloaded with a defined purpose.

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### Risks and opportunities of digital (mobile) media

#### Children and adolescents as target groups of influencer marketing. Capitalization of social media communication: Extent, types and modes of understanding.

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The use of social media platforms via smartphones has become highly attractive for children and teenagers (Berg, 2017; Koch & Frees, 2017). Major purposes of use are information, entertainment and connecting with friends. A kind of hybrid of (para-) social interaction with peers on the one hand and admiration of entertainment celebrities on the other is formed by so called "influencers", who present regularly posts on different topics. They act in a semi-professional way and have reaches of several 10'000 followers, some of them more than 100'000. As they serve as role models for their young followers in different ways they gain considerable influence on their meanings, attitudes, habits and behaviour (Meyer 2017; Nirschl & Steinberg, 2018). This enormous influence is being exploited for economical purposes: "influencer marketing" uses the reputation and authenticity of YouTube or Instagram stars to promote products and services to young target groups disguising its promotional intentions at the same time. So influencer marketing is not just perceived as cheaper and more effective in its target-orientation than traditional forms of advertising, it also seems to be more trustworthy to its followers when it is not recognized as advertising. Not surprisingly influencer marketing has become an important tool within the marketing mix of global brands and enterprises (Nirschl & Steinberg, 2018). Accordingly it is subject to different laws and regulations for the protection of the youth (Fuchs & Hahn, 2018). As the field of influencer marketing is growing rapidly in an uncontrolled way and weakly professionalized there is a considerable lack of applying and respecting legal restrictions enacted for the protection of children and youth. The study submitted here examines the amount, share and various kinds of commercialized posts among influencers who address predominantly children and youth. In particular it examines the violations of rules and laws enacted for the protection of children and youth. The study was carried out in four steps. Firstly, to identify crucial influencers to be examined several expert interviews were conducted. As a result a set of criteria for sampling was established. Based on these criteria and web metric applications 25 influencers were selected. Secondly, during a period of three weeks all posts of these 25 influencers on YouTube, Snapchat, Instagram, Musical.ly were subject to a quantitative content analysis. Thus 1'629 posts have been collected and analysed (1'031 Instagram, 118 YouTube, 329 Snapchat, 121 Musical.ly). Key findings were that 751 out of them had promotional content (i.e. 46% of all cases). Out of these 10% were conforming to legal restrictions, 15% were clearly not and 75% were dubious. 17% had an obvious product presentation and 7% a (legally strongly forbidden) call for action. Thirdly, a typology of influencers was developed with two main dimensions: (1) intensity of product presentation, and (2) intensity of call for action. Six prototypes could be distinguished accordingly. Finally, the modes of understanding of the three most critical prototypes by their addressees was explored by a qualitative reception study examining a small sample of children and teenagers.



## Panel D

### Risks and opportunities of digital (mobile) media

#### Mobile media usage in times of migration: The media repertoires of Arab refugee children and teens in Germany.

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The use of mobile media devices of children and adolescents in refugee families is largely unexplored. Utilizing Hasebrink and Hepp's (2017) theoretical framework of "media repertoires", we investigated the media use of children in ten Syrian and ten Iraqi refugee families in the city of Erlangen, Germany. Our qualitative approach combined in-depth guided interviews with the parents and children, as well as drawing of media repertoire mind maps by the children. All families interviewed have resided in Germany from one to four years. The sample consists of both couples and single parents, while most children are in their final year of kindergarten, primary school or secondary school. Almost all children owned their personal smartphones or tablets or had access to their parents' devices. The guided interviews were conducted from 25 February to 2 March 2018. In order to reduce possible cultural or linguistic barriers and to ensure that the participants were comfortable to communicate, the parents were interviewed by an Arabic speaking researcher in their own refugee housing or apartments. The children, all of whom already spoke German, were also interviewed at home, but in German and separate from their parents. This enables a comparison of information provided by both the parents and children. The study explores the selection and usage of mobile media devices and content in social context, such as the use of social media platforms and apps at home and for school. Usage in school is not allowed, but children informed us about their use of mobile devices on school buses and during breaks, as well as about WhatsApp groups initiated by their teachers. Some children disapproved of constant communication through group WhatsApp chats due to their frequency and exchange of unnecessary information. Some participants stated reasons why they stopped using certain platforms (e.g. Instagram). Our research also highlights changes in mobile media usage after the interviewees' arrival in Germany, probably attributed to the changing socio-cultural environment. This greatly depends on the age of the children, for example, the younger they were when coming to Germany, the less likely they are to use mobile media to stay in touch with their former friends. Additionally, most children and adolescents tend to consume German media content more often than Arabic content. In the rare cases they do consume Arabic media content, it is in the presence of their parents, who state that they do so to bring their children closer to their roots. Regarding parental monitoring and regulation of mobile media use of children and adolescents, first preliminary impressions suggest that children's use of the media is not heavily regulated. When it occurs, however, time restrictions were more frequently mentioned than restrictions of content. Parents also stated that as children become teenagers, restriction of their mobile media usage becomes more difficult. Following the interviews, the parents were given tips to strengthen their personal media competence and their children's. However, most parents' interest was limited. Our study further shows various channels to reach refugees through mobile media, especially for urban authorities.

## Panel E

### Growing up with portable digital media: A comparative European study of 0-3 years old Studying portable media in young children's lives: Methodological and ethical challenges.

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Very young children gain access to and use digital technology (touchscreen tablets, apps, smartphones) in a pace and extension never witnessed before. These speedy changes need to be studied and documented as they happen, but this speedy transformation of childhood also needs to be called into question and critically analysed. While we have sufficient knowledge on school children's digital media use, empirical research on younger children (ages 0-3) is limited. An explanation for present knowledge gap on younger children and digital media is pointed out by Qvarsell (2003) who asserts that these children's ways of communicating are direct and spontaneous. Their ways of expressing thoughts and feelings do not always go hand in hand with traditional social science methodology, where the ability to communicate orally or in writing has been a prerequisite. Various academic disciplines with an interest in younger children and digital media face several methodological and ethical challenges, which the presented paper addresses but also arguing for a strong need for methodological developments. All research teams applied the "A day in the life" methodology (Gillen et al., 2007). The methodology for the study includes three visits to each participating family by two researchers: (1) Preliminary visit and pilot filming; (2) One day video filming; and (3) Discussion of the half hour compilation video. Key issues encountered through the stages of research design will be elaborated and critically reflected upon such as: (1) Recruitment, interview, negotiating subsequent degrees of data sharing and pilot videoing; (2) Videoing of a "day" including following the child's interactions with portable media and recording field notes; (3) Compilation of excerpts into a half hour video; (4) Co-watching and discussing the short video with the family, while recording this iterative event; (5) Further organization, transcription etc. and sharing of data or subsequent products according to previous agreements with local researchers and in the wider team; (6) Combining researchers' different disciplinary, national professional and personal standpoints; and (7) Processes of writing up and dissemination. We will illustrate our discussions with examples from our data and reflections on processes that have surprised and challenged us. These exemplify Kuntz's (2015) assertion: "Considerations of methodological responsibility... must extend beyond procedural ethics to the very ability to encounter and relate within unknown ways of knowing and coming to know." (p. 88). We required a highly participatory approach to the study, considering methodological responsibility as dynamically shaped and reshaped in our relations with child, family, and data, in the moments of data collection and the afterlife of analysis and dissemination. At the heart of our methodology is the videoing of "A day in the life" of a child under three years old. It is important to state that we make no claim to representativeness, either that this day is generalizable to the whole of the family's life, and even less that it is representative of the culture or less national context. However, with our methodology that we apply sensitively, flexibly and ethically in context we can co-construct with our participants and fellow researchers multiple understandings (Gillen & Cameron, 2010).

## Panel E

### Growing up with portable digital media: A comparative European study of 0-3 years old

#### Waking up and going to bed with the digital media: The role of mobile media in structuring space and time.

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Very young children gain access to and use portable technology (touchscreen tablets, apps, smartphones and internet-connected objects) in a pace and extension never witnessed before (Davidsson & Thoresson, 2017). Previous research has often presented isolated pictures of these changes, but they need to be studied and documented as they happen, and also critiqued in what they entail for the transformation of childhood. We propose to do that through the theoretical framework of domestication theory (Silverstone, 1994; Silverstone & Hirsch 1992) and the concept of digital media practices. Domestication refers to the process whereby individuals introduce or are introduced to, make use of and take control of cultural artefacts (Silverstone, 1993), a process which depends on how they are used as well as the practices and routines they become part of (Haddon, 2006). By taking a socioconstructivist perspective on childhood - where children are considered as contextual beings, and polarizations between “child at risk” and “competent and empowered child by technology” are rejected (Buckingham, 2007; James, Jenks & Prout, 1999) - we approach children as active agents, but acting under conditions that are not always self-chosen (Buckingham, 2008). The young child cannot be understood outside of the family context (home), routines and practices of family members, and the material, social and discursive resources of the household. We thus look at what children do, say, and think in relation to portable media, as well as the dynamic interrelation of this to the media ecology of the household, including everyday routines and processes (Couldry, 2012; Haddon, 2011). A special focus will be upon young children’s media appropriation and structuration processes in time and space. We ask: how are portable media as cultural artefacts being introduced into the lives of very young children in the context of their homes and families, and what practices are they connected to? How is family life with very young children today a (digital) media life? This paper offers a qualitative, in-depth and contextualized approach bringing important nuances and variations in early childhood portable media technology use to the fore. The research design followed the “A day in the life” methodology, used by early childhood researchers to study the development of learning (Gillen et al., 2007). The paper focuses on five cases of children below the age of 3 years old and their families in a time-condensed ethnography, from 3 countries: Israel, Portugal and Sweden. We used film recording of at least 6 hours of a day of the family’s life, with a prior and posterior interview. Specific questions of this paper are: (1) How does portable media technology permeate the daily lives of children aged from birth to three?; and (2) How can we understand their uses of portable technology in terms of appropriation, incorporation and objectification? Preliminary analysis indicates the role of mobile media in attending to, and creating practices around, the rhythms of very young children, in the space of home.

**Panel E****Growing up with portable digital media: A comparative European study of 0-3 years old****Connecting generations: Mobile media in very young children's everyday lives.**

Rosie Flewitt<sup>1</sup>, Alison Clark<sup>1</sup>, Kristiina Kumpulainen<sup>2</sup> & Heidi Sairanen<sup>2</sup>

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In an era when very young children regularly engage in digitally-mediated communication with distant friends and family, this paper re-examines bounded notions of the “home learning environment”. Bringing Bourdieu's relational ideas about fields as social spaces, the paper proposes that digital screens can create a porous boundary through which children, parents and grandparents can extend imaginary landscapes with each other, share humour and strengthen their joint interactions and involvement in their everyday lives. Digital technology can also facilitate continued play scenarios between young children, their parents and grandparents, creating a digitally-mediated play space. Working within an interpretative paradigm, and adopting the “A day in the life” methodology (Gillen et al., 2007), the paper is informed by video-recorded observations in children's home environments in the UK and Finland, along with semi-structured interviews with parents and discussion of selected videos extracts with parents and children. Our analysis suggests that digital technology can open up new avenues for young children in terms of early communication, literacy and play across generations. This blurring of boundaries of the home learning environment calls for a redefinition that acknowledges the possibility of more relational and digitally-mediated rather than place-based interactions. The research has further implications for knowledge about young children's expressive, creative, affective and sociable use of a range of digital media in socio-cultural contexts, in contrast to current societal debates about the isolating and restricting nature of screen-time.

## Panel E

### Growing up with portable digital media: A comparative European study of 0-3 years old Young children's (0-3) parental digital mediation strategies and digital media ideologies: A comparative study between Spain, Israel and Portugal.

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Most research focusing on the benefits and challenges associated with children's use of technology has, so far, mainly targeted 9 to 16 years olds (e.g. EU Kids Online research carried out since 2006, such as Livingstone et al., 2011; Lobe et al., 2011; Mascheroni & Cuman, 2014). Yet, a growing body of research shows that even children as young as 0 to 3 years old are accessing a wide range of digital devices even from the first months of life (Marsh et al., 2015). Children are going online at increasingly younger ages, which may involve risks (Livingstone et al., 2011) but potentially provides new developmental and learning opportunities. In either case, young children's engagement with digital technologies is a historically new event that parents meet with uncertainty, little precedent in their own experiences and a lack of clear guidelines (e.g. Chaudron, 2015). In this context, examining emergent parental digital mediation strategies, as well as the situated rationalities and discourses that shape these mediation practices, has become a relevant research issue for recent research (Brito et al., 2017; Galera, Matsumoto, & Poveda, 2016; Zaman et al., 2016). However, most studies were cross-sectional rather than longitudinal. This presentation discusses data based on qualitative data from six case studies of children and families in three countries (three from Portugal, two from Spain and one from Israel), collected following the protocol developed for A Day in the Digital Lives of 0-3 Year-Olds (see Gillen & Cameron, 2010), in which researchers gathered at least six-hours of observation/video-recordings of the focal child's activity during one day and conducted preliminary and follow-up semi-structured interviews with the parents. This methodological approach extends the existing literature not only by focusing on even younger children (all below 36 months of age) than discussed in existing research but builds an understanding of mediation strategies relying primarily on observational data, rather than self-reports or retrospective interviews. Our findings provide a holistic picture of mediation as practiced by parents of young children. The analysis reveals an array of mediation strategies and child experiences with digital technologies, which are not necessarily connected to parental digital media ideologies and the on-going organization of child-rearing and daily routines. In this communication we pay particular attention to how three alternative mediational arrangements emerge: (a) one in which contact with digital technologies is, apparently, minimized in favour of other forms of play and daily routines, (b) another in which intense engagement with digital media and technologies seems to integrate seamlessly with many other forms of non-digital activity and play, and (c) a third arrangement in which parents have to contain children's activity within a (digital) media saturated household and daily routine. Focusing on these three telling cases (Bloome & Carter, 2014) will also help us problematize the relationship between parental beliefs, self-perceptions and actual practices regarding the place and presence of digital technologies in young children's lives and development.

**The child's multi-dimensional right to privacy in a mobile media world.**

Argyro Chatzinikolaou, Ingrida Milkaite &amp; Eva Lievens

Ghent University

The use of apps, wearables and smart devices is omnipresent in the lives of children. They are active member of networks as Facebook, Instagram and Snapchat, which are often accessed through mobile devices (Unicef, 2017) and allow for real-time sharing of personal (sometimes intimate) information (Montgomery & Chester, 2015). Commercial types of data processing, aiming to profile and target children with personalised advertising, also affect their lives, transforming them into “datafied children” (Lupton & Williamson, 2017; Stempel, 2018). In addition, parents share pictures and details of children's personal lives (Steinberg, 2016), or use tracking technologies installed on smartphones to keep abreast of the location of their child. Hence, the child's right to privacy is under pressure in a mobile media world. Yet, when it comes to privacy, research has shown that children generally consider themselves as having a right to privacy online from their parents or peers (i.e. “social privacy”), but do not understand that their privacy may also be infringed upon by State or commercial actors (Ofcom, 2008). As such, the right to privacy, laid down in article 16 of the United Nations Convention on the Rights of the Child (UNCRC), is a complex and multi-dimensional right which embodies both protective and participatory dimensions and which carries duties and responsibilities for a range of actors: the State, industry, parents, schools and children themselves (Lievens et al., 2018). The proposed paper aims to analyse the child's right to privacy in the context of mobile devices and apps. The theoretical background is the systematic and comprehensive typology of privacy, developed by Koops and colleagues (2017), which consists of eight basic types of privacy – bodily, intellectual, spatial, decisional, communicational, associational, proprietary, and behavioural – with an overlay of a ninth type, informational privacy. The proposed paper aims to explicitly identify which types of privacy are at stake in relation to specific types of use of mobile devices and apps by children and adolescents (e.g. sexting: bodily privacy, communicational privacy, decisional privacy, informational privacy), and to evaluate how this may contribute to assessing – from a children's rights perspective – whether “umbrella provisions” that refer to privacy (e.g. article 8 European Convention on Human Rights or article 16 UNCRC) may still suffice or whether, especially with regard to children, different types of privacy call for differentiated legal protection, either within existing legal instruments such as the General Data Protection Regulation or criminal law codes, or through new, additional regulatory mechanisms. Acquiring more insight in the complexities and dimensions of the child's right to privacy in an increasingly complex world will not only enrich scholarly debates on this issue but will also allow for the formulation of recommendations towards stakeholders such as policymakers, data protection authorities and children's rights ombudspersons.

## Panel F

### Privacy of youth in a mobile media world

#### **The sharenting paradox: Parents' trusteeship of their children's digital identity in the social web.**

Thorsten Naab

University of Augsburg

Sharing opinions, experience, and knowledge via social media with a network of family, friends, and public (Taddicken, 2014) has become an integral part of young adults' everyday life (Walrave, Vanwesenbeeck, & Heirman, 2012) in a world of deep mediatization (Hepp, 2016). This behavior is similar for most parents of newborns, infants, and toddlers. However, parents passively disclose information about their children because a significant proportion of parents' online self-disclosure revolves around everyday routines, experiences, and challenges concerned with their parenthood (Bartholomew, Schoppe-Sullivan, Glassman, Kamp Dush & Sullivan, 2012; Madge & O'Connor, 2006). This phenomenon of parental routines in social media, often referred to as sharenting, is characterized by the duality of parents being responsible for their own and their children's digital identity. Against the background of this dual responsibility, a privacy paradox (Acquisti & Gross, 2006; Taddicken, 2014) arises for parents: On the one hand, parents develop a social media network beyond close friends and relatives which provides parenting advice, child-care recommendations, or commiserations about parenting difficulties (Bartholomew et al., 2012). On the other hand, parents struggle with the privacy risks of online self-disclosure for the digital self of their children (Blum-Ross & Livingstone, 2017). The idea of this privacy paradox is at the heart of this paper, which attempts to clarify how parents develop strategies to deal with their dual role of online self-disclosure and privacy protection. This question was investigated empirically on the basis of 42 in-depth interviews with parents of children aged 0 to 10 years. All interviews revolved around parents' social media activities with regard to child-related content and parents' trusteeship of their children's digital identity. All parents interviewed were permanent residents of Germany at the time of the interview. Attention was paid to recruit parents from different social and social-economic background, with different social media expertise, and different parenting expertise. The results draw a differentiated picture of the privacy paradox of young parents: Only a small proportion of respondents do not seem to establish a connection between privacy concerns and their own social media posts, a behaviour that is in line with the original idea of the privacy paradox (e.g. Taddicken, 2014). Most parents weigh the cost and benefits of child related social media activities (analogous to the idea of e.g. Dienlin & Metzger, 2016). However, the result of parents' social media considerations are heterogeneous. Especially higher educated, social media affined parents appear to shield their children completely from social media. Other parents value especially the documentation function of social media and fear future disadvantages for their child if it is not part of the social mediatized world. They respond exclusively to acute privacy threats. Lastly, a third group appears to believe that positive media effects largely outweigh possible media threats. They justify this conviction on the basis of their previous social media experience (e.g. with older siblings) or their lay statistical assumption of the improbability of threat occurrence. In sum, the paper contributes to differentiating parenting strategies that address the online privacy paradox.

## Panel F

### Privacy of youth in a mobile media world

#### Caught between autonomy and control? An analysis of online discourses on child location tracking technologies.

Manouk Boelhouwers, Mariek Vanden Abeele, Ad Backus & Piia Varis  
Tilburg University

Western society experiences a decrease of children's independent mobility (Buliung, Mitra & Faulkner, 2009; Hillman, Adams & Whitelegg, 1990; McDonald, 2007), attributed to heightened concern about children's safety (Malone, 2007; Pain, 2006), particularly over "stranger danger" (Valentine & McKendrick, 1997). The advent of new mobile media technologies enables caregivers to remotely supervise children's whereabouts, and this is changing the nature of parenting. While remote supervision via mobile communication, for example by calling or texting the child, ensures both caregivers and children have autonomy and control (Pain et al., 2005), contemporary GPS-based location tracking applications and wearables move beyond the mobile phone, and replace remote supervision with remote surveillance. Location-tracking technologies enable caregivers to trace their children's physical location in real-time, and sometimes include features such as an alarm when the child leaves a pre-set perimeter or is near the home of a registered sex-offender. The child's agency, on the other hand, is often restricted to a "panic button". This leaves the child unaware of being monitored, creating a panopticon-setting where control is enforced via internalized discipline (see Foucault, 1977). This one-sided surveillance raises questions about the child view in contemporary Western societies, an overarching concept that includes adults' perceptions of children's fragility, agency, privacy, mobility and independence. The technologies are said to foster "paranoid parenting" (Furedi, 2002; Pain, 2006), reflecting our contemporary culture of fear (Furedi, 2002). The prevailing image is that children are helpless, fragile beings in need of constant protection by their parents (Furedi, Pain, Foster et al., n.d.). Earlier studies have pointed out the uneven relation between fears and rational risk; actual numbers of child victimization cases are generally lower than parents' fears suggest. Nonetheless, these technologies continue to be marketed successfully, which raises the question why parents continue to "over-protect" their children, and what this reveals about the child view in contemporary society. To investigate this, we examined online discussions surrounding the use of child-location tracking technologies. We focused on three main sources: online fora, online newspaper outlets (and their comment sections), and the websites of companies that provide location technologies. On online chat forums, caregivers directly debate the pros and cons of tracking technology. Communication on such sites reflects what occupies caregivers' thoughts, as they communicate unprompted and enter the discussions drawing from their unique life experiences. News outlets, including product reviews and columns, reflect which arguments are drawn upon to influence the public debate in favour of or against the technologies. Company communication reflects perceived parental needs. We focus particularly on the child view that emerges from these data, and how caretaker opinions are connected to the professional discourses aimed at them. Preliminary results show that websites of child trackers (e.g. My Kiddy Tracker) provide a one-sided discourse promoting their use, emphasizing protection and risk, and often citing misleading statistics. Parents are reminded of their obligation to protect children during every moment of their vulnerable lives, and children are attributed limited agency. With respect to caregivers' and opinion leaders' opinions, there is a clear division between those who oppose and those who embrace "tracking" children, with arguments contra emphasizing that children have a right to privacy, that technologies provide a false sense of protection, and that they negatively affect children's personal development. Arguments pro emphasize that the risks that await children outside excuse all other arguments. Implicit assumptions about "superior parenting", and whether that includes or excludes the use of technology, are abundant. Overall, children



are not necessarily positioned as fragile, but they are also not attributed much agency, in that their parents clearly know what is best for them. There is agreement that certain conditions make location-tracking “okay”, such as when a child is exposed to traffic dangers or has a track record that justifies heightened parental control. Caregivers consider nine as a pivotal age after which remote surveillance should end, supporting the notion of “tweenhood” as a preliminary stage of autonomy development. Remote surveillance is deemed more acceptable for girls, reinforcing the image of girls as particularly fragile in public. There is strong consensus that parents should use location technologies only when the situation calls for it, never “just for fun”. Finally, location techniques were judged more acceptable for children with Down syndrome and autism due to their increased vulnerability (e.g. the higher risk of wandering off). We conclude that taking part in the public sphere is an important aspect of child development, and an important question is how technology will contribute to these opportunities in the future. This paper provides us with the knowledge that the ways in which producers, caregivers and society regard childhood are inherently connected to the usage of technology.

**Panel F****Privacy of youth in a mobile media world****An audience and domestication research perspective on mediated surveillance in the lives of adolescents.**

Maja Sonne Damkjær & Ask Risom Bøge  
Aarhus University

In this article, we demonstrate and discuss the relevance and potential of combining audience research and domestication theory as a means to explore mediated surveillance in the everyday lives of adolescents. In recent years, media studies have increasingly focused on issues of surveillance in regard to our media-saturated everyday lives (Andrejevic, 2007; Fuchs et al., 2013; Jansson, 2015; Jansson & Christensen, 2014; Trottier, 2016). This has pushed discussions on surveillance from a vertical macro level to a horizontal level pointing to the novel peer-to-peer surveillance practices associated with everyday communication technologies. Pertinent studies accentuate the need for contextualized and empirically grounded studies on mediatized culture vis-à-vis surveillance practices (Gad & Lauritsen, 2009; Walby, 2005) in particular among children and adolescents (Taylor & Rooney, 2017). Based on a case study of mediated surveillance in the everyday lives of adolescents, we argue that key concepts from audience research and domestication theory offer fruitful resources for more open-ended studies of mediatized everyday practices where surveillance is at stake. Both perspectives emphasize the active role of media users as they make meaning of and negotiate media as texts, communicative genres, or symbolic, material objects in specific groups and social and cultural contexts; not least within the domestic and family sphere (e.g. Berker et al., 2006; Lull, 1980; Morley, 1986; Morley & Silverstone, 1990; Silverstone & Hirsch, 1992). Specifically, we draw on the audience perspective to highlight the practices and properties of collectives by which meanings are (re)produced in and through media (see Livingstone, 1998). Furthermore, we introduce domestication theory in order to anchor and discuss the “moral economies” embedded in these processes (see Livingstone 2007; Silverstone, Hirsch, & Morley, 1992), i.e. how the appropriation of technologies is shaped by flows of socio-cultural discourses, norms, and values coupled to specific social institutions and spheres of everyday life. This dual conceptual basis enables an understanding of surveillance/privacy as a highly social and negotiable issue closely coupled to identity processes, intimate relations, questions of trust, and quests for social integration. Consequently, the meaning of privacy and surveillance and the lived experience hereof, as well as possible manifestations of resistance and control are viewed as deeply rooted within collective socio-material activities. Specifically, we apply this dual analytical perspective on a case study of Danish teenagers’ perceptions of surveillance (parental surveillance as well as social surveillance) and privacy regarding mobile communication and social media practices. In total, we interviewed 50 Danish teenagers (15 to 17 year olds) in gender-homogeneous groups of classmates. Based on these semi-structured focus group interviews, we present compelling evidence that (1) parental surveillance of adolescents’ use of their mobile phones and social media is generally perceived as unacceptable breaches of trust, (2) the meaning of surveillance is co-constructed between the domestic and the social sphere, and (3) girls and boys perceive and protect private information in very different ways. We end the paper by discussing the implications of our proposed dual perspective and our findings for future context-sensitive studies of surveillance practices in the everyday lives of adolescents.



