ONLINE RISKS, SECURITY ISSUES AND DIGITAL COMPETENCE: AN INTERGENERATIONAL ANALYSIS OF RUSSIAN ADOLESCENTS AND ADULTS

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Digital childhood as a special historical type of childhood: cultural and historical approach

Information and Communication Technologies change a child's space and affect the entire structure of their activities both offline and online.

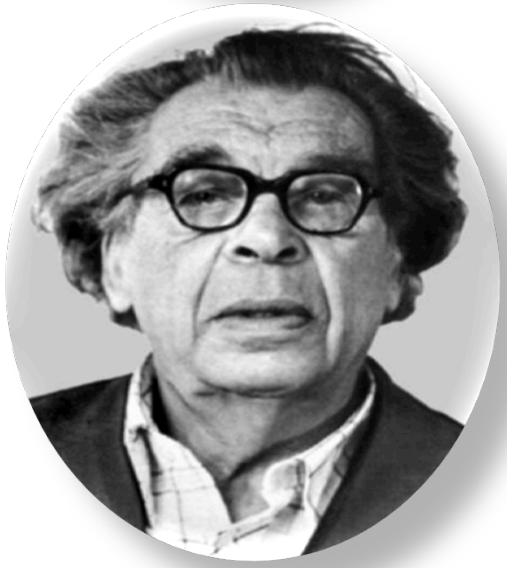
Another **social situation of the development** of the modern child is the most important part of ICT and, above all, the Internet.

The Internet is not just a technology, it is a habitat that acts as a source of development and a factor of socialization. The zone of proximal development is set not only by significant adults, but also by the online environment.

The Internet is a cultural tool that promotes new forms of activity, cultural practices, phenomena and meanings.

*«There is no forever childish, but there is a **historically childish»***

L.S. Vygotsky

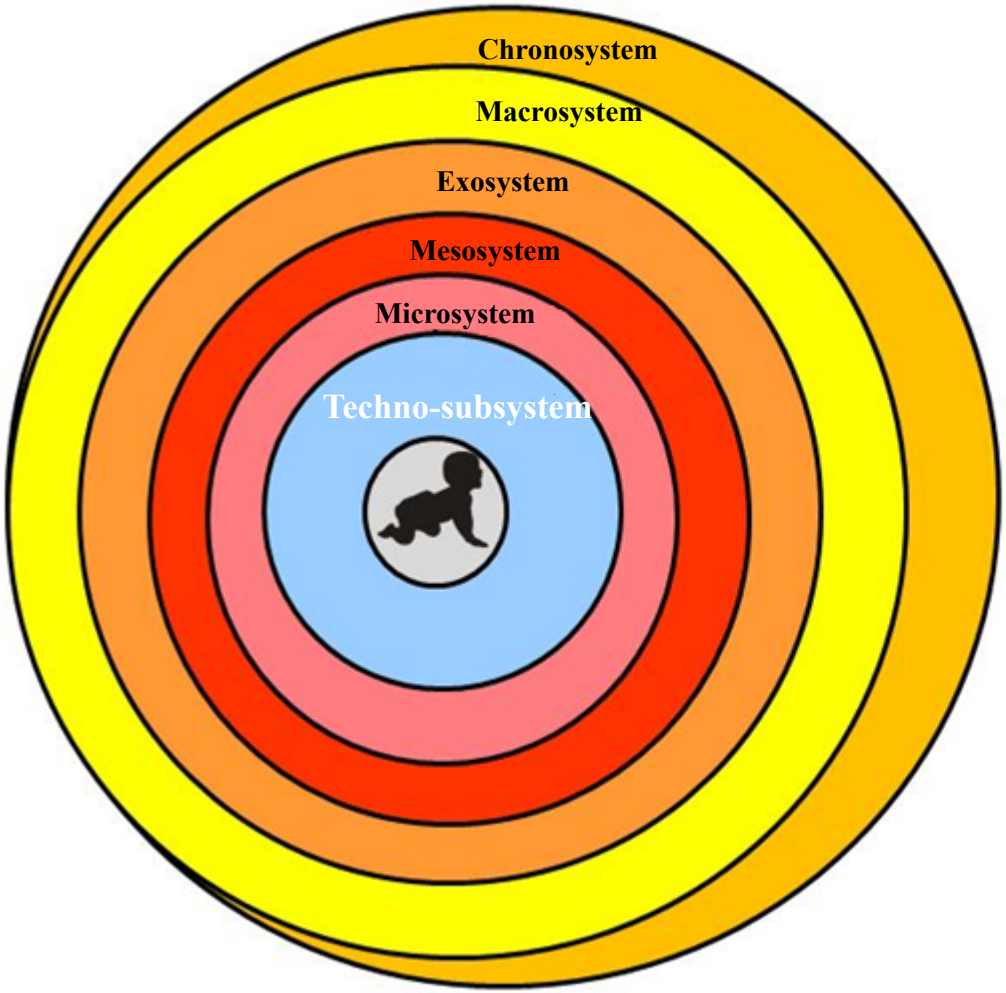


*«The development of **childhood** as a sociocultural phenomenon is not just its lengthening, but a **qualitative change in structure and content**»*

D.B. Elkonin

The cognitive and personal development of the digital generation takes place in some other form, subject to a different logic. The complex interaction of traditional activities with online activities leads to a qualitatively different result:
NEW LIFE STYLE OF A MODERN CHILD

Ecological Systems Theory (Bronfenbrenner, 1979) and techno-system (Johnson & Puplampu, 2008)



Uri Bronfenbrenner supported the thesis of L.S. Vygotsky on the social origin of higher mental functions and continued to further develop the concept of the social situation of development

Project: “DIGITAL SOCIALIZATION IN A CULTURAL-HISTORICAL PERSPECTIVE: INTERGENERATIONAL AND INTERGENERATIONAL ANALYSIS”

with the support of the Russian Science Foundation

Purpose: to study the features of digital socialization among representatives of different generations

Geography of research:
8 federal districts of the Russian Federation, 15 cities

Data collection: 2018-2019

Sample study: 2 generations, 2778 people

Adolescents – 1553 people

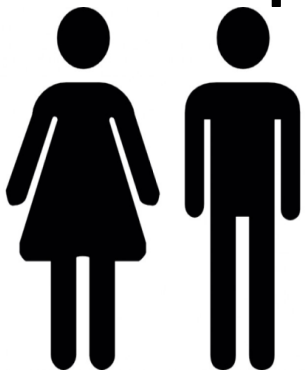
12-13 years old (471)

51,2% 46,3%

14-17 years old (1082)

50 % 45,6 %

Parents - 1219 people



78,7 % 18 %

RESEARCH METHODS

Taking into account age-psychological features, 3 variants of the questionnaire have been created:

- for adolescents 12-13 years old
- for adolescents 14-17 years old
- for parents of adolescents
- Questionnaires included blocks of questions in areas of research, as well as special psychodiagnostic methods.

BASIC RESEARCH DIRECTIONS

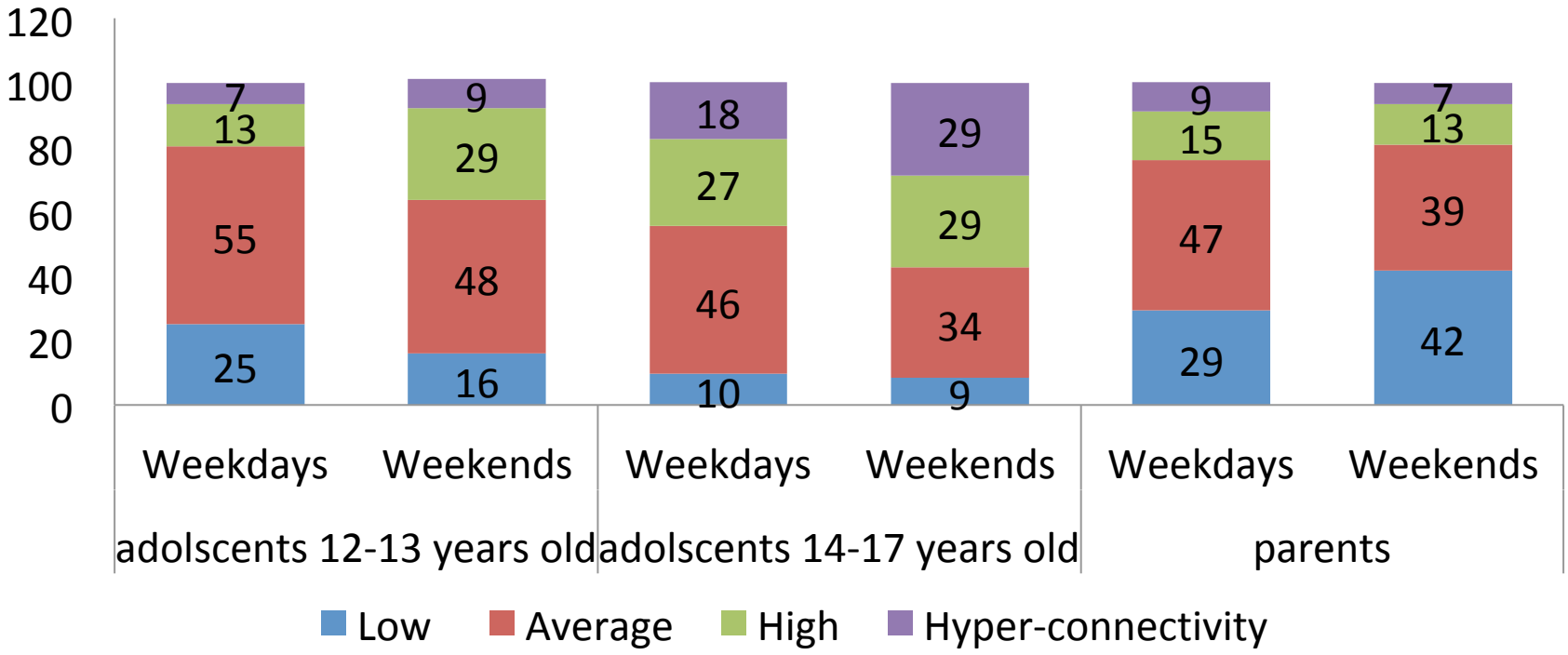
- Features of user activity
- Psychological well-being and mental health
- User activity mediation: parents and teachers
- Facing Online Risks
- Social interaction in a digital society
- Digital education
- Digital citizen and digital competence
- Interaction with inanimate systems
- The image of the digital world

Internet use intensity

	ADOLSCENTS			PARENTS	
	2013	2019		2013	2019
	12-17 years old	12-13 years old	14-17 years old		
Low (average 1 hour)	9	20	9	31	35
Average (average 3 hours)	71	51	40	61	43
High (average 6 hours)	13	21	28	5	14
Hyper-connectivity (average 9 h)	7	8	23	3	8

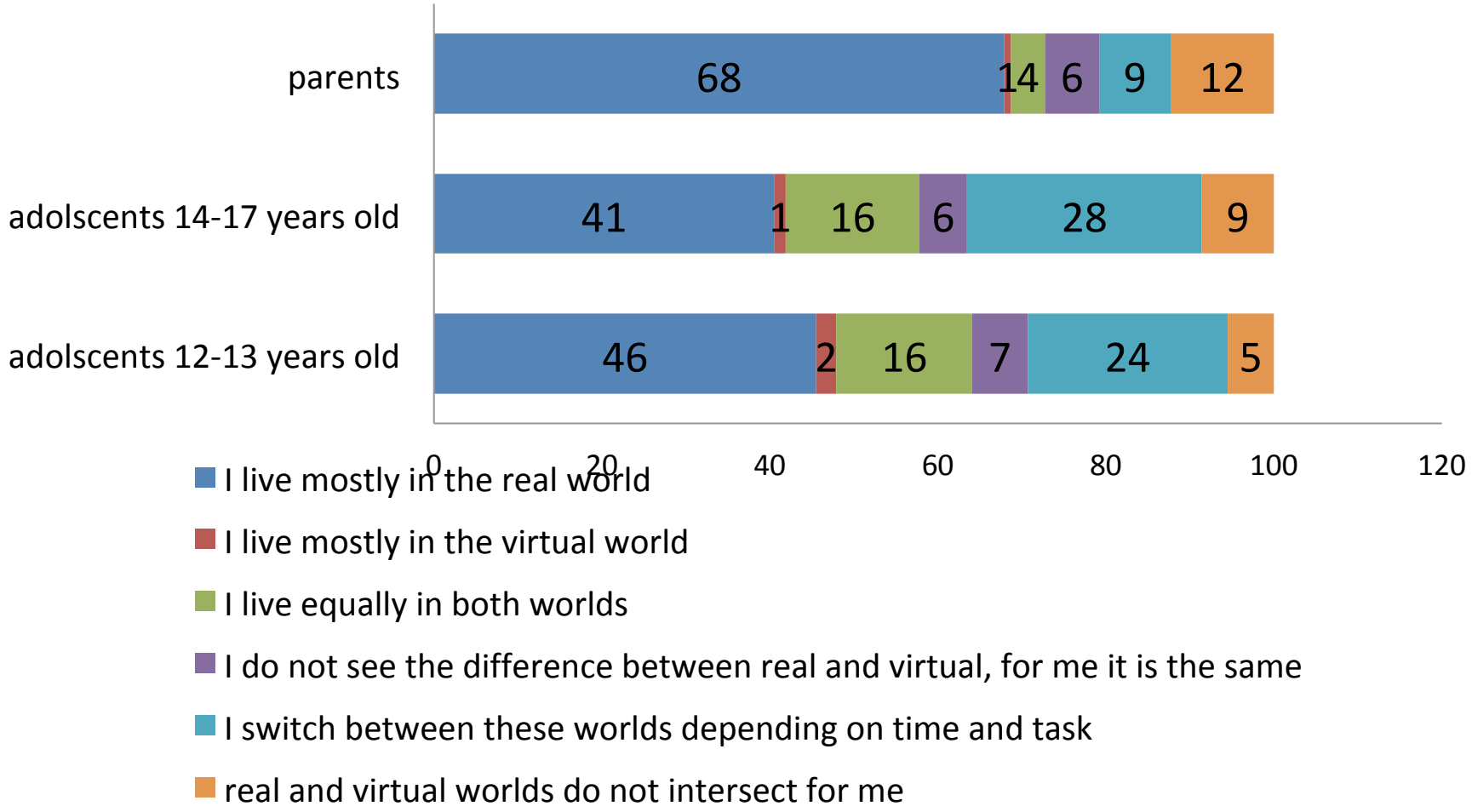
- ✓ Over the past 6 years, the intensity of Internet use has increased in both adolescents and parents.
- ✓ **Older adolescents are overtaking the youngest** in terms of Internet usage, almost every second spends online more than 5 hours.
- ✓ **Parents are** lagging behind the activity on the Web from children. For almost half of parents, average online activity is typical, for one third it is low.

Internet use intensity: weekdays VS weekends



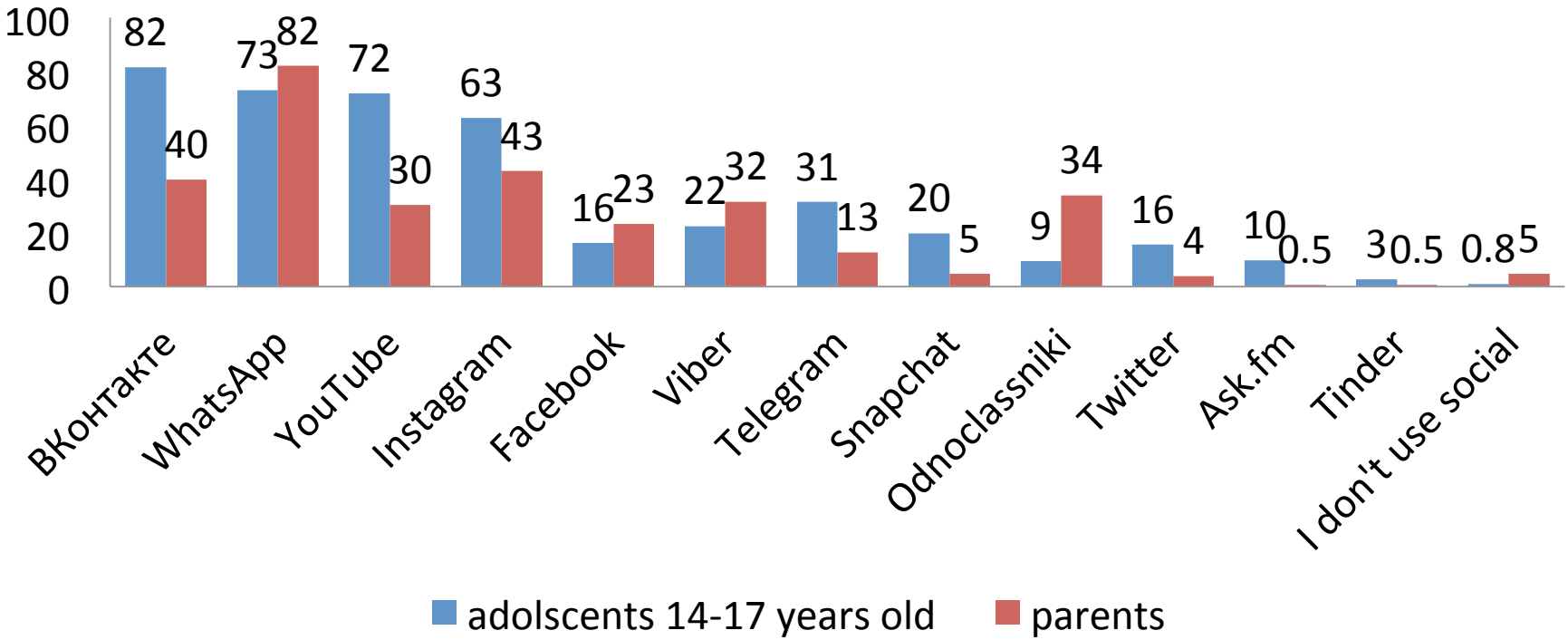
Internet use intensity in adolescents increases from weekdays to weekends. Parents have the opposite tendency to decrease activity on the Internet at the weekend. So children and parents often "rest" in different worlds..

Can life be divided into online and offline?



One in two adolescents and one in five adults believe that they live in a mixed reality

Online habitats of adolescents and parents



Adolescents are active users of social networks and resources for communication and are the first to master new online platforms. Gradually converges time in the network and often intersect online space. However, there remains a significant difference in the spatial and temporal configuration of children and adults.

New opportunities –
NEW RISKS -
New coping practices

Content risks

Occur in the process of using materials containing illegal, unethical and harmful information, such as violence, aggression, erotica and pornography, obscene language, promotion of suicide, narcotic substances, etc.

Communication risks

Associated with interpersonal relationships of Internet users and include illegal contacts (for example, for the purpose of a meeting), cyber harassment, cyberbullying, online grooming, etc.

Consumer risks

Abuse of consumer rights: the risk of purchasing low-quality goods, fakes, counterfeit and falsified products, theft of money by an attacker through online banking, etc.

Technical risks

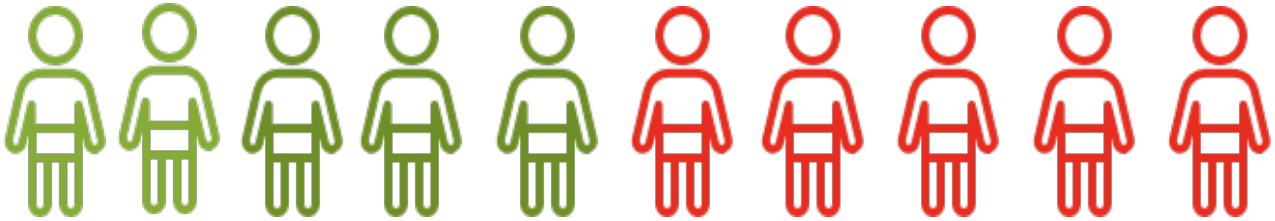
The possibility of damage to software, information, violation of its confidentiality or hacking account, theft of passwords and personal information by hackers through malicious software and other threats.

Internet addiction

Irresistible craving for excessive use of the Internet. In the adolescent environment, it manifests itself in the form of video games enthusiasm, an obsessive need to chat, 24/7 movies and TV shows on the Web.

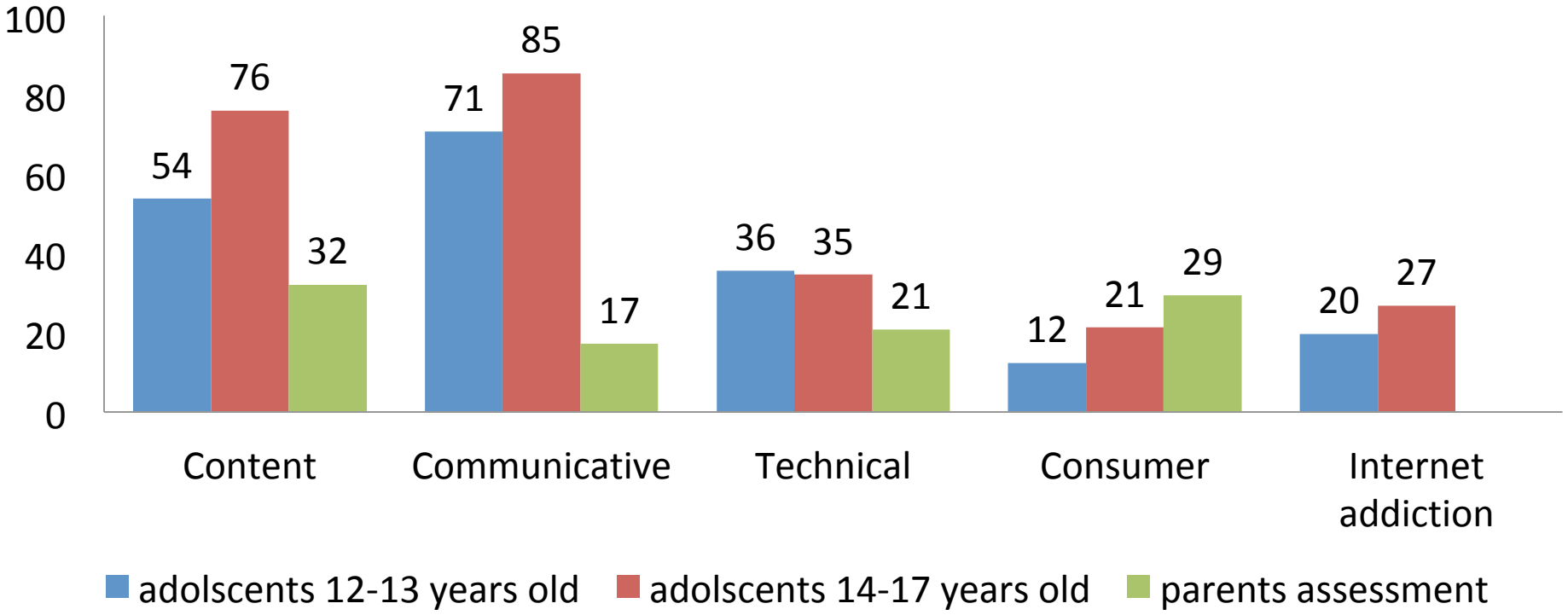
Encountering situations on the web that upset or disturb

Every second adolscenent admits that he has encountered such situations in the past year.



Only every third parent believes that his child has encountered such situations in the past year.

Facing different types of risks



Among online risks, communication risks have become the most common. In second place – content. Every third adolescent was faced with the technical risk. Every fifth senior adolescent – with consumer risks. A fifth of adolescents have patterns of Internet addiction. Parents overlook the experience of adolescents in dealing with communication and content risks and overrated the impact with consumer risks

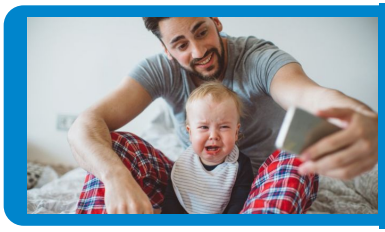
New online risks

Recruiting for fringe and terror groups (ISIS, etc.)

Recruiting for drug couriers

Momo challenge

Pointless addicting content



Sharenting

Call for support when faced online risks

BROTHER / SISTER
17% older
16% younger

FRIENDS
49% older
39% younger

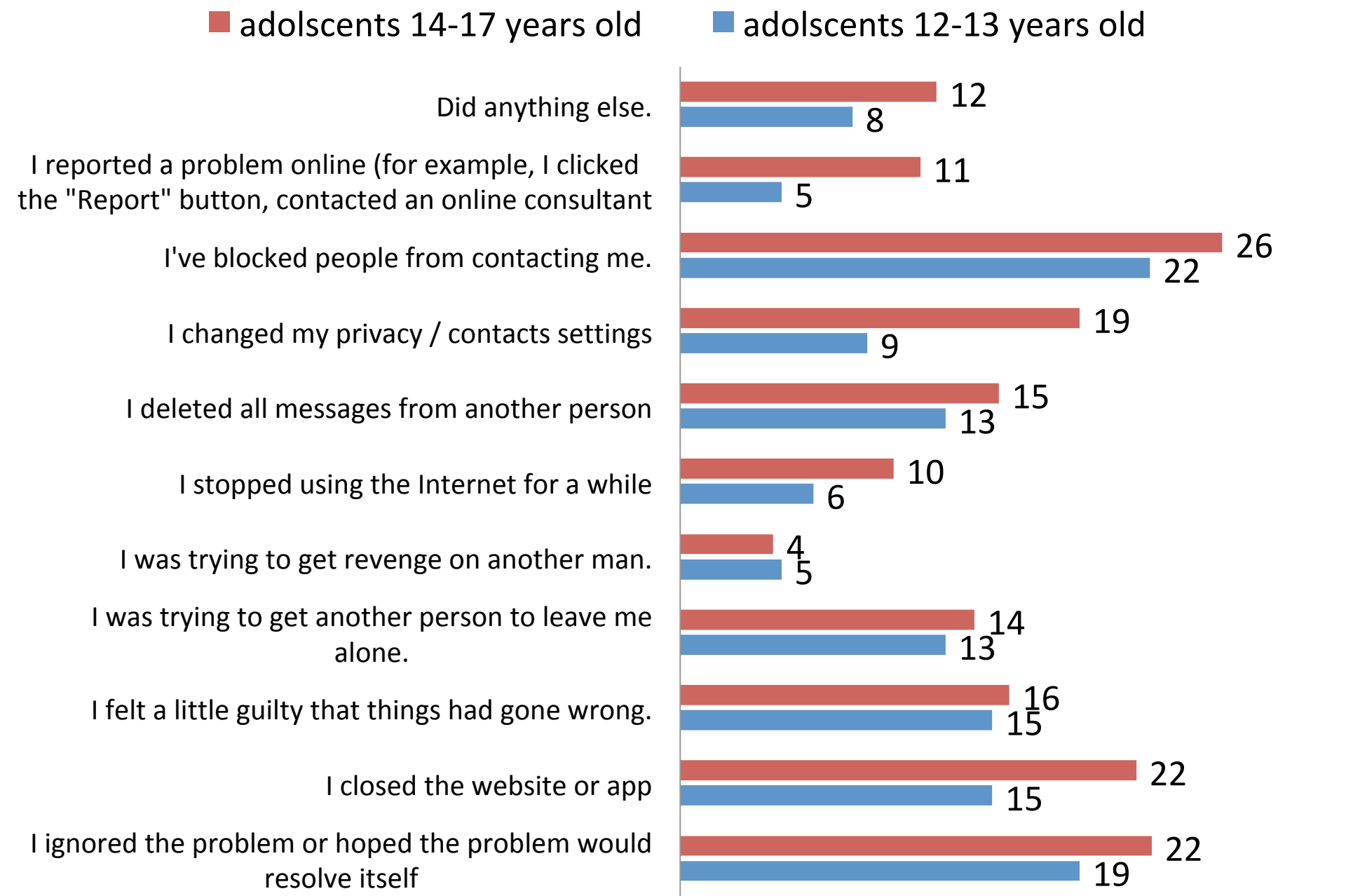
PARENTS
30% older
28% younger

DON'T TALK TO ANYONE
19% older
16% younger

TEACHERS
4% older
2% younger

The main support for the adolscents is provided by his friends. They turn to parents quite rarely (less than a third). Every sixth, in principle, keeps in secret what happened. **Virtually no one is willing to talk about what happened to specialists and teachers.**

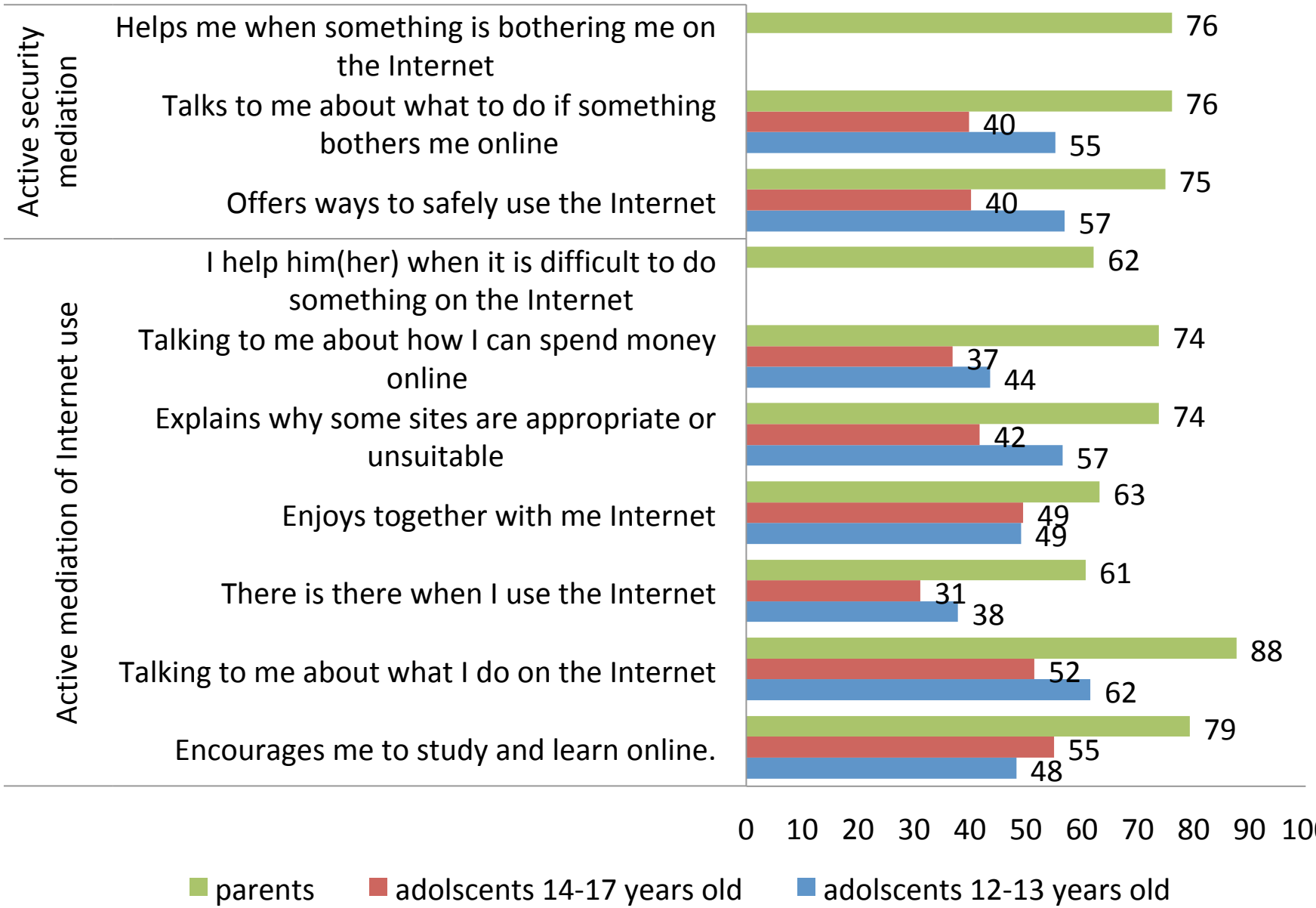
Coping with online risks



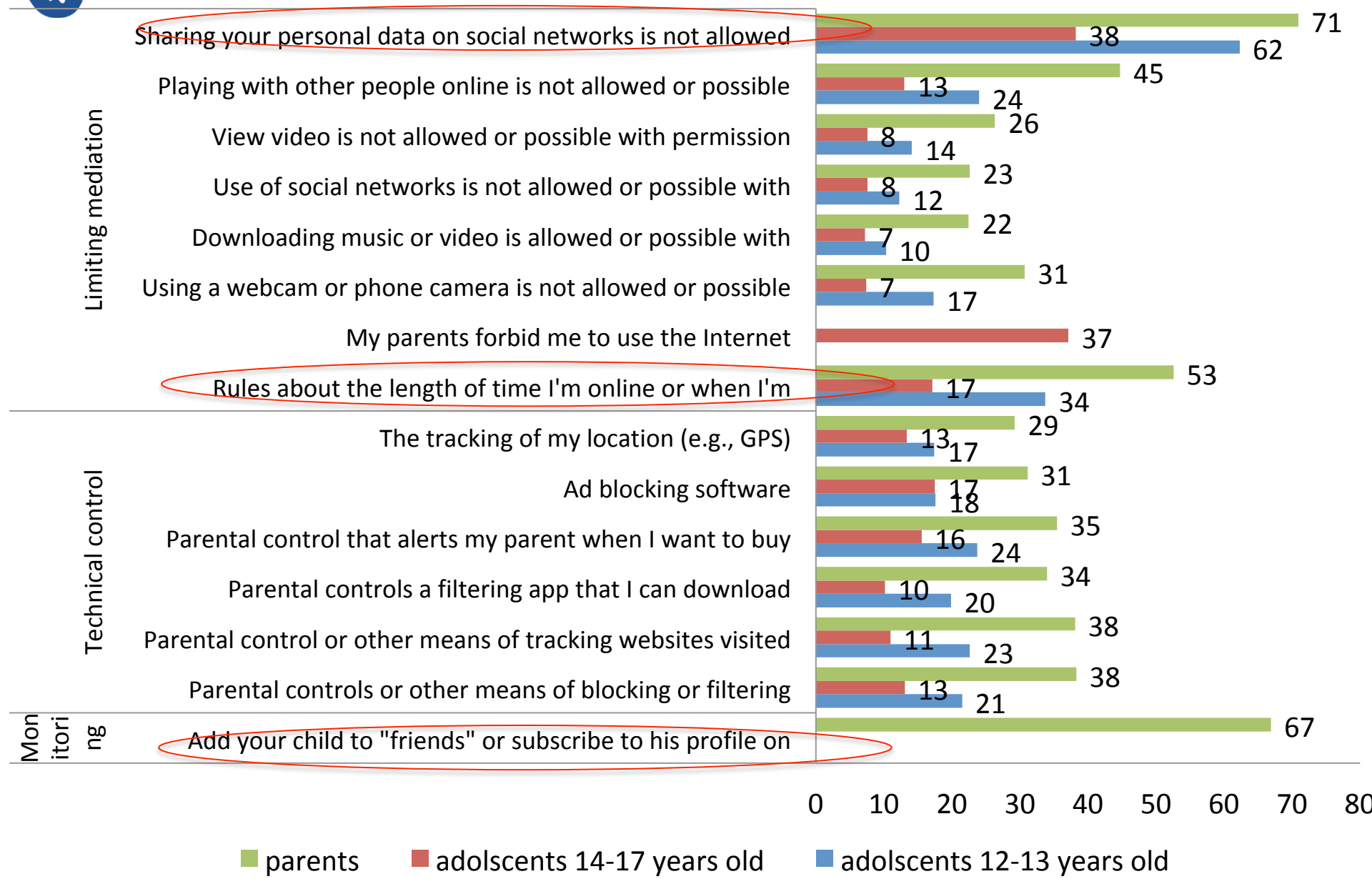
Vectors of the online risks evolution

Communication risks	From cyberbullying to recruiting to dangerous and extremist communities, engaging in criminal activities
Content risks	Negative content moves from open sites to closed groups in social networks. Children are another creators of negative content. Distribution of fake information, “sticky” content, etc.
Consumer risks	From paid subscriptions to risky online shopping and phishing
Internet addiction	Reduced age of excessive ICT enthusiasm
Technical risks	From collision with malware to problems in the use of new technical means

Parent mediation



Parent mediation



Parent mediation

Most parents believe they use strategies of active mediation for the Internet using and safety

Two thirds of parents “friend” their children on social media to monitor their activity

Every second parent thinks that he or she uses limiting mediation – the rules

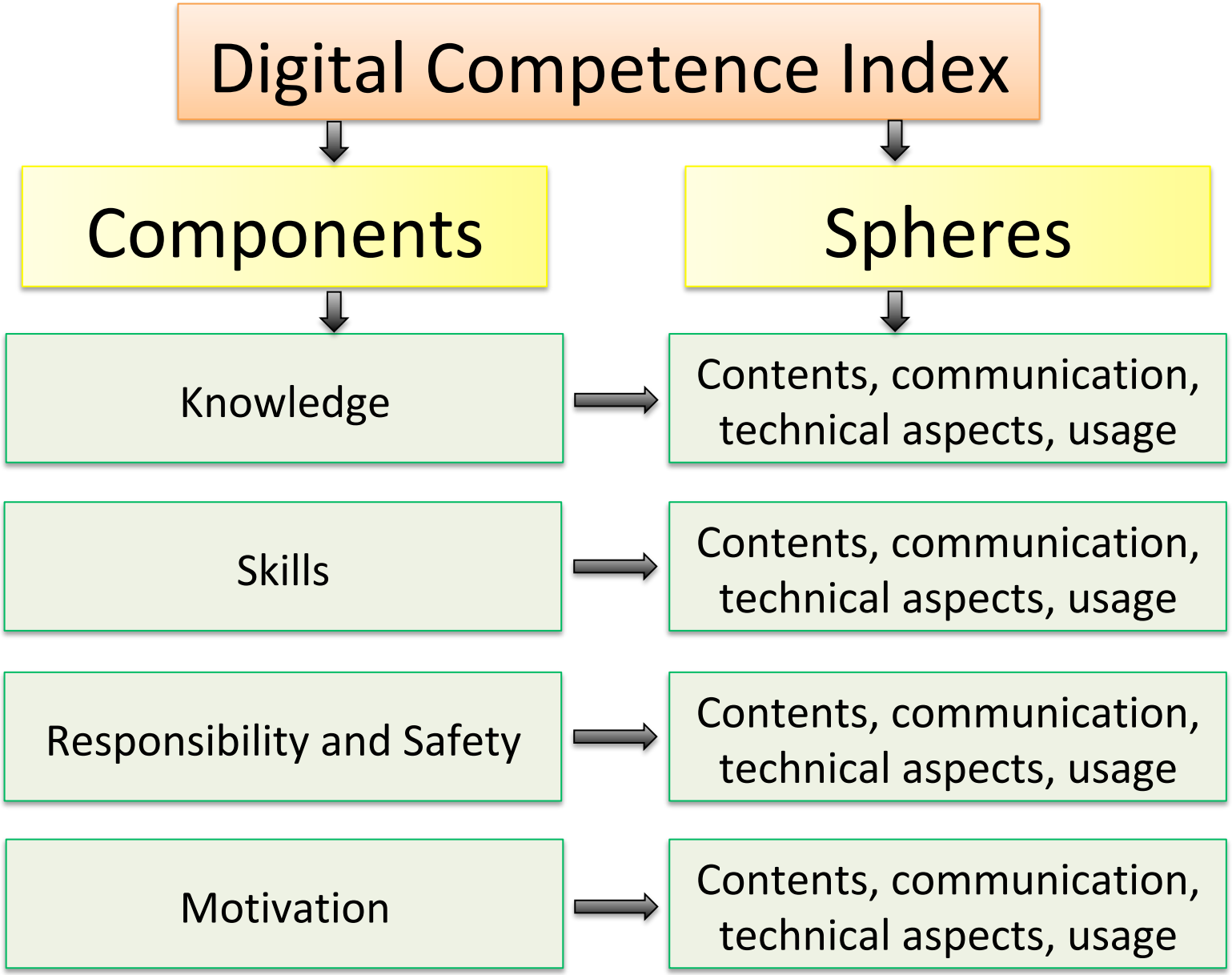
Every third parent utilizes technical control

Children consider their parents to use any of mediation strategies much more rarely

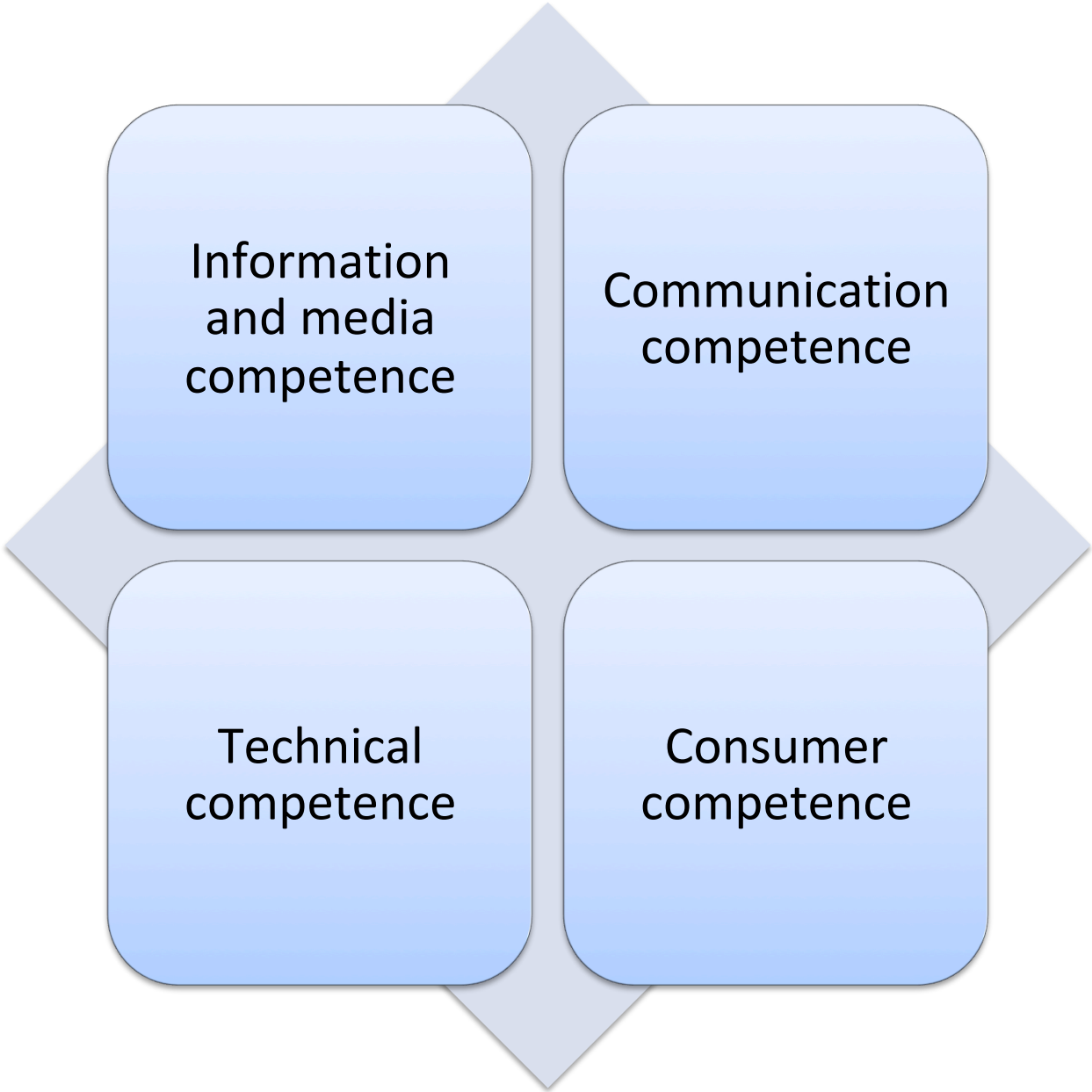
Digital competence as central skill of XXI century and the basis for new cultural experience success

Digital competence is readiness and ability to apply information and communication technologies confidently, effectively, critically and safely on the basis of competence representing the system of corresponding knowledge, skills, responsibility and motivation

Digital competence as a guarantee of safety and successfulness in the digital world



Types of digital competence

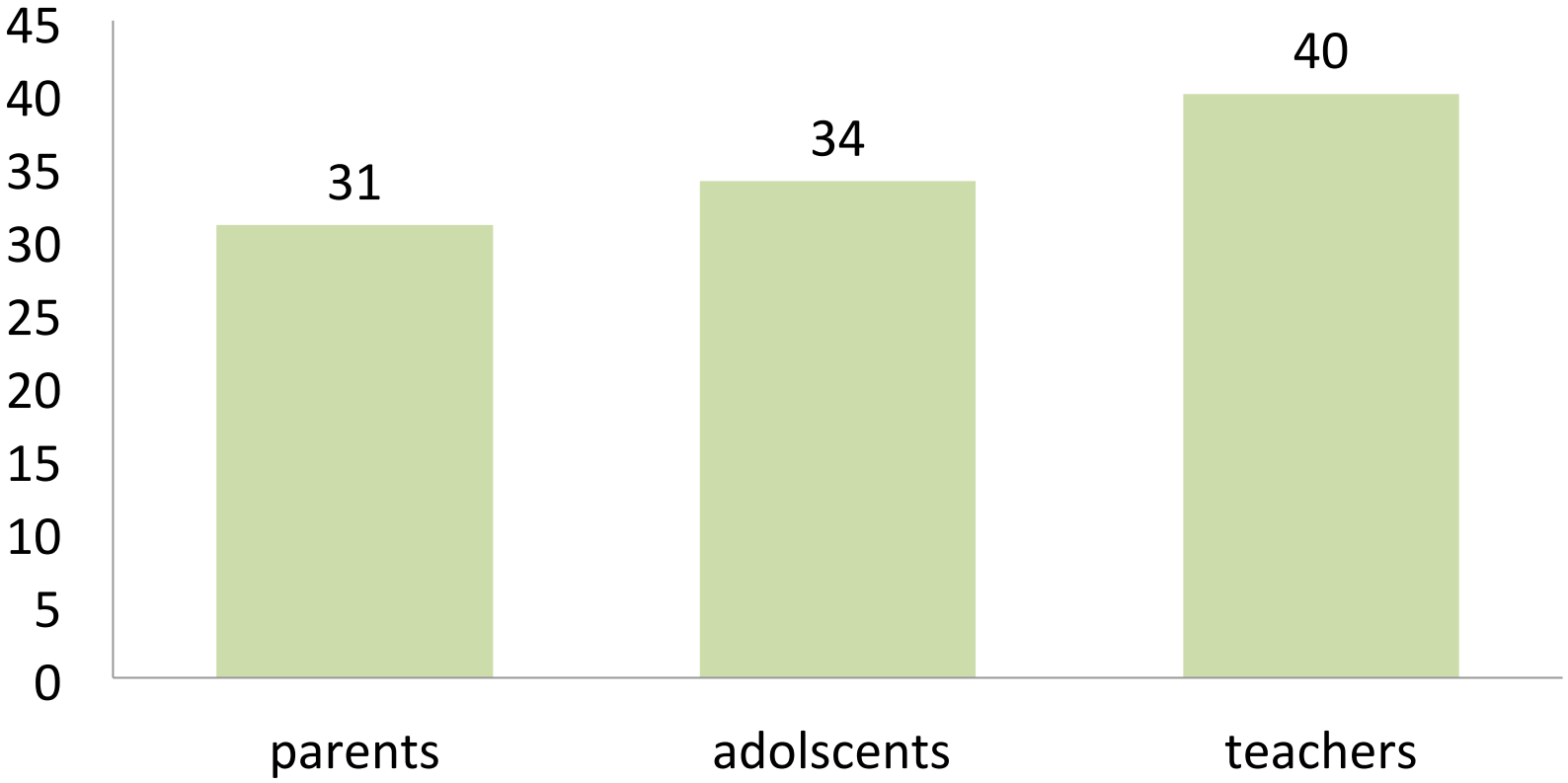


Digital Competence Index (2013-2015)

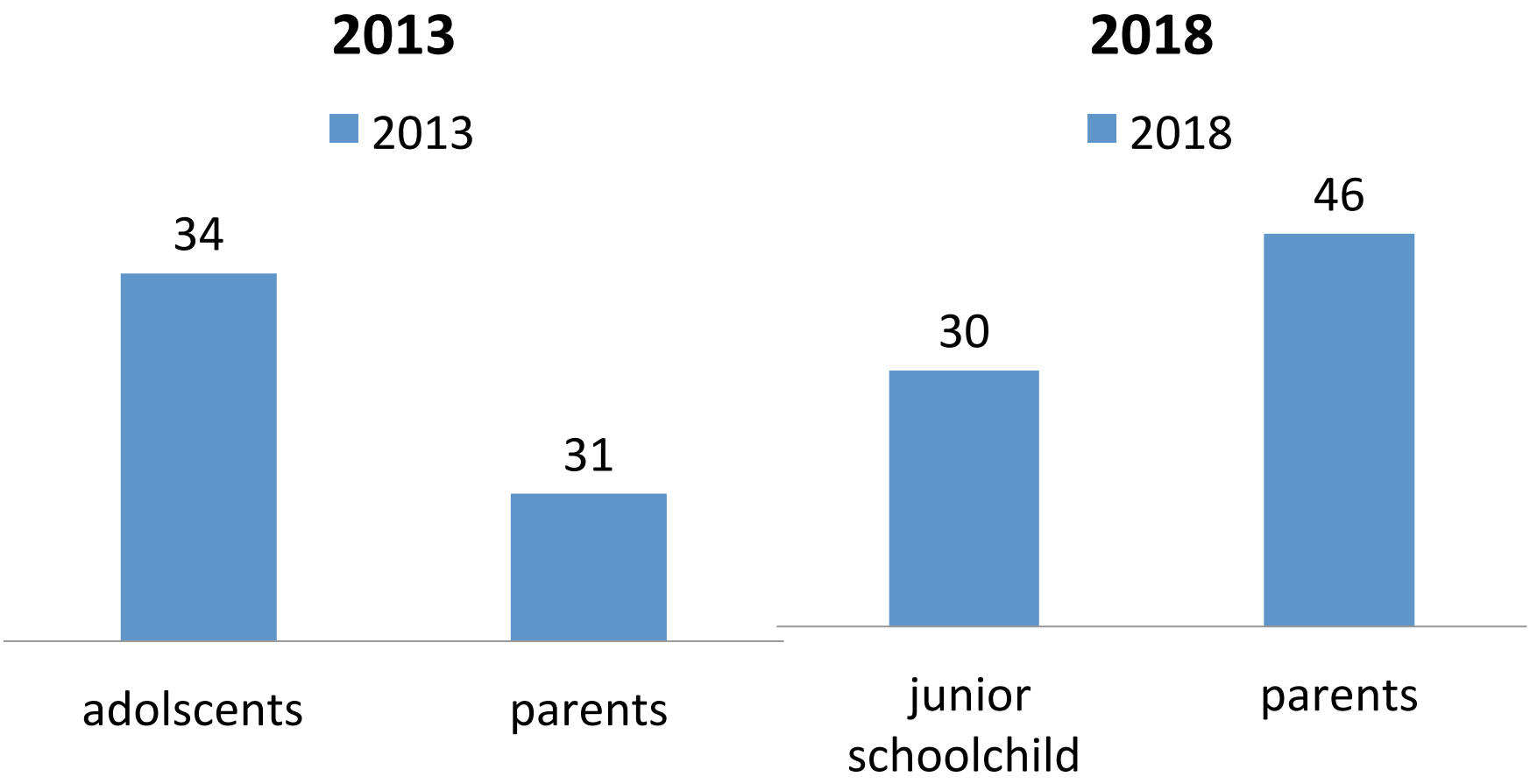
Purpose: to study the digital competence of Russian adolescents and their parents

Data collection: 8 Federal districts, 58 cities

Study sample: 1203 adolescents 12 -17 years, 1209 parents, 397 teachers



Digital Competence: children and parents (RFBR project)



Junior schoolchildren "caught up" on the level of Digital Competence of adolescents in 2013

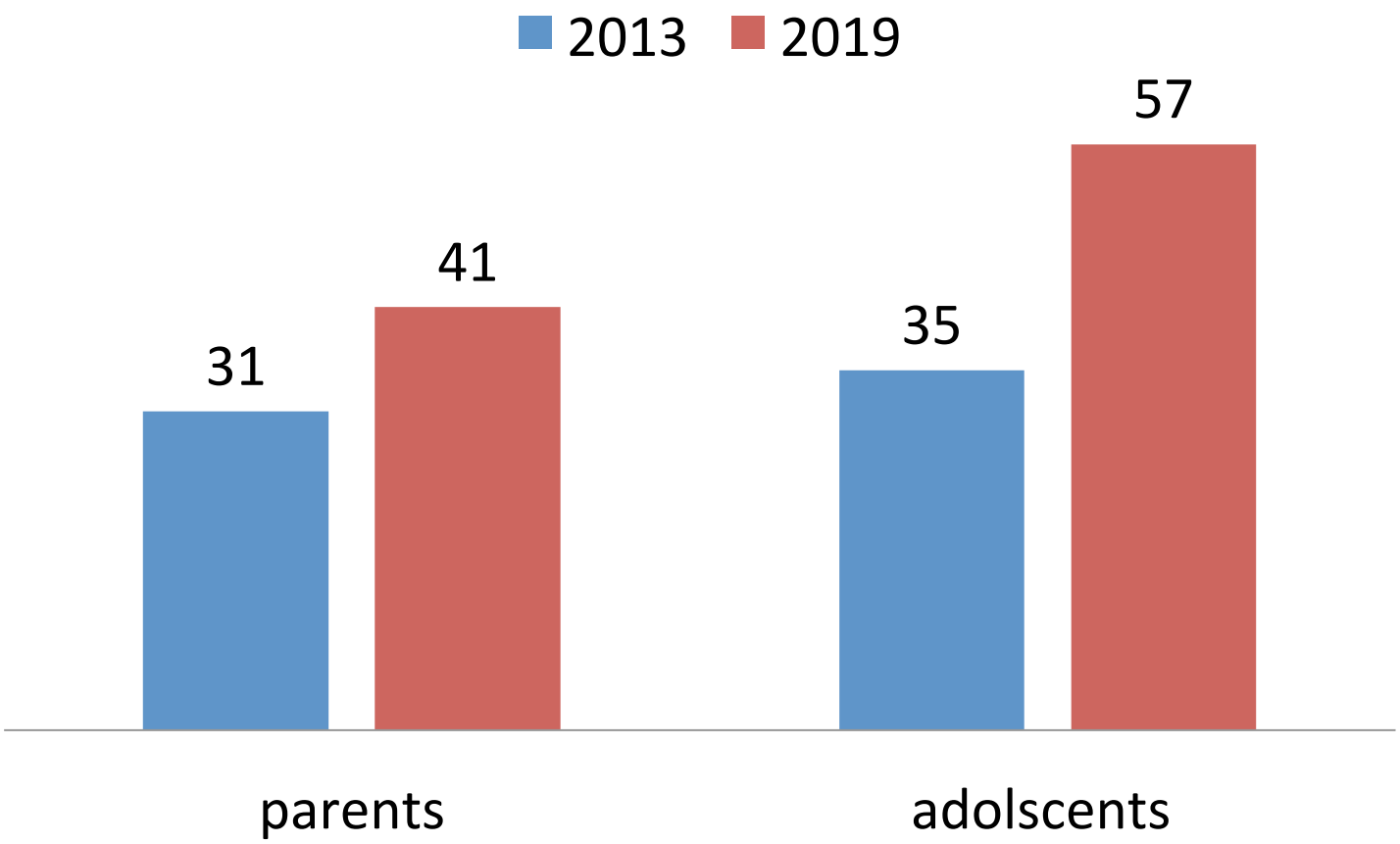
Digital gap between primary school children and their parents is decreasing

Digital activity in parents of primary school children is quite high

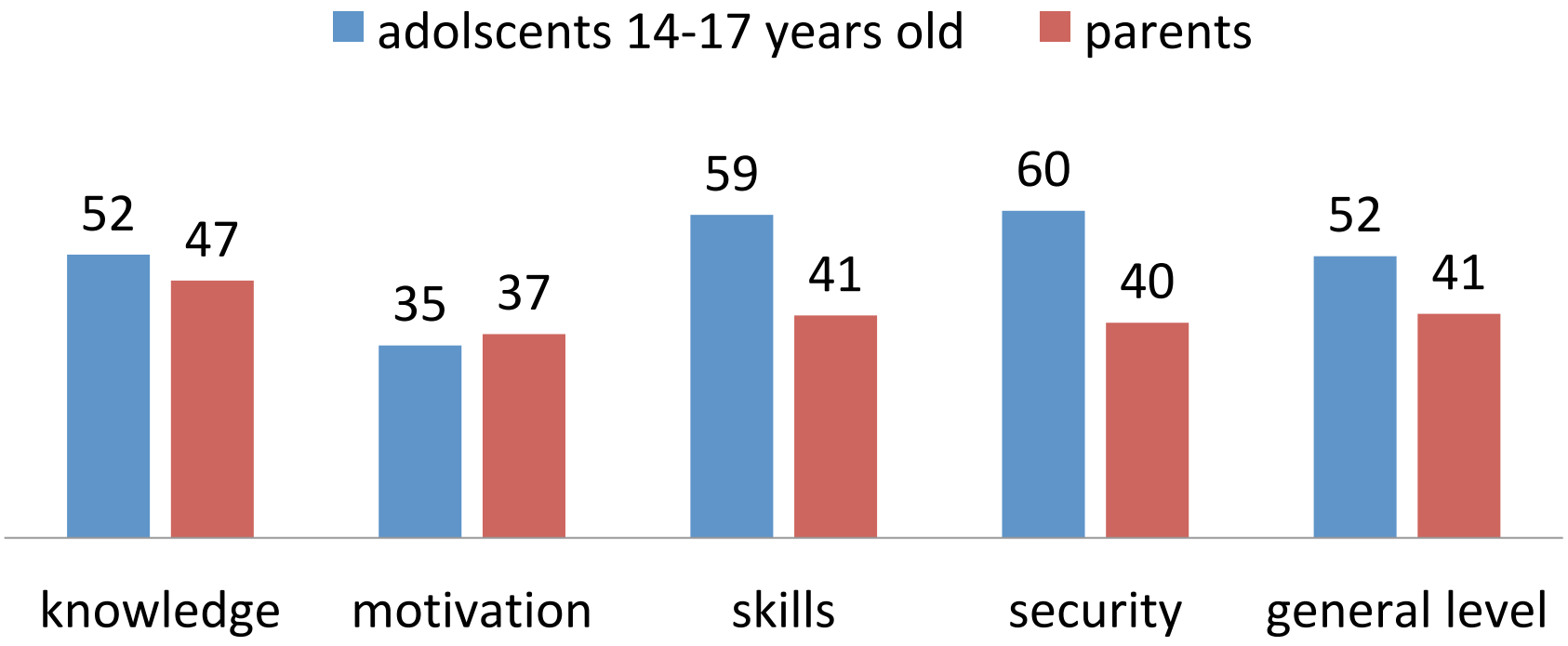
They are motivated to set and support trusting relationship with children in the context of their online activity

Equal dialogue about problem situations in the Internet becomes possible

Digital Competence Index for 14-17-year-olds and their parents (2013-2019).



Digital Competence Index: components (2019)



Parents: with an overall high level of knowledge, there is a lack of skills and responsibility and a pronounced reluctance to improve their knowledge about the Internet.

Adolescents: profile peaks fall on their skills and responsibility, while knowledge and especially motivation "lag behind" skills

Parents: 6 years later (2019)

	2013	2019
Don’t use the Internet	17%	2%
Use the Internet every day	53%	90%
Unaware of children facing online-risks	17%	20%
Perform something in the Internet together with a child	28%	63%
Institute the rules for the Internet using	9%	53%
Aware of technical control means	6%	34%

Barriers for parents which interfere challenges overcoming

Digital gap appears not so much as parents' 'deceleration', it is the absence of their 'acceleration' in digital competence: this prevents parents from being the experts in this sphere

Juvenoia – the fear directed by the older generation to the younger one (tendency to limitations rather than real problem solving)

Tropophobia – the fear of moving or of making changes, which increases with fast technological changes

Neophobia – the fear of all new

Technophobia – the fear or anxiety connected with using technologies; hostile or aggressive sets towards new technologies

How to unify digital worlds of children and adults and to increase the Internet safety level?

One of the ways is to increase adults' level of digital competence

Natural

With time, parents will become younger and acquire more user experience

Self-education

Parents can enhance the level of their competence level by deeper self-directed learning at specialized courses

Joint education

Parents can learn about their child's digital experience and interests during the dialogue

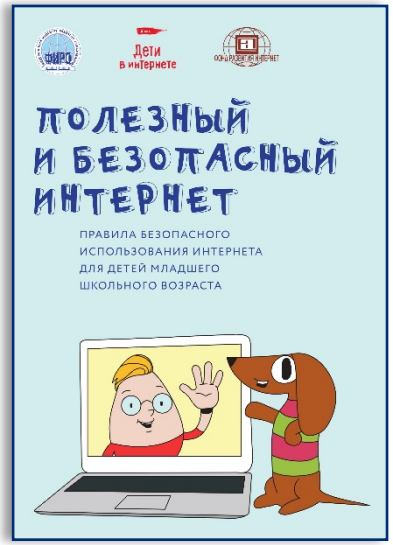
Conclusions

Digital competence should be considered as the essential skill of XXI century and the basis for safety and psychological health in the information society. It is now in the spotlight of people who determine the strategies in the education sphere. In the schools, digital competence should be considered on the same basis as the maths or literacy skills. Preventive maintenance about online-risks and their modifications should be organized among children and adolescents

Awareness-building activities for parents and teachers should be provided: they should include information about old and new online-risks, the way of their processing and overcoming; the ways of increasing digital competence level in adults for better organizing their life and relationships with children

New approaches to children's using of information and communication technologies should be developed

Guidebooks and tutorials



Journal “Children in the Information Society” (since 2009)

- Quarterly journal for teachers, parents and psychologists
- Published by Foundation for the Internet Development with support of Ministry of Education and Science of the Russian Federation and Faculty of Psychology of Lomonosov Moscow State University
- Popular-scientific articles for a wide range of readers

http://detionline.com/journal/about

Helpline “Children Online”

- Since Dec, 15th 2009
- Call center and online support
- Psychological and information support for adults and children

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