Our Digital World

We live in an increasingly connected world and technology is becoming ever-present and all-encompassing. Whilst there is consensus on childhood wellbeing’s importance, in relation to wellbeing and technology there is conflicting evidence about its effect (OECD, 2018).

What about Wales?

• The world’s first country to enshrine the UNCRC in domestic law (2011).

• The ‘Well-being of Future Generations (Wales) Act 2015’ places responsibility on public bodies to promote/contribute to the wellbeing of current and future populations of Wales.

• Curriculum reform (Curriculum for Wales) becomes statutory in 2022. Requirements emphasise the importance of preparing today’s learners with appropriate digital skills for the future, whilst ensuring health and wellbeing.

Advantages and Disadvantages to Digital Media Use

• Context: where, when and how digital media are accessed
• Content: what is being watched or used
• Connections: whether and how relationships are facilitated or impeded

What we Know:

Wales’ Digital Competency Framework aims to support learners’ understanding of how digital media can affect wellbeing

• ‘Citizenship’ strand: skills on understanding positive/negative influences of digital media and appropriate online behaviour
• ‘Interacting and Collaborating’ strand: skills to develop appropriate use of communication, understanding advantages and disadvantages.

What we want to find out:

What are familial ideas about the effect of digital media on childhood wellbeing in Wales?
• Do perceptions about the impact of digital media lead to differences in the way children interact with it?
• How do families support childhood wellbeing in our digital world?

References: