Digitale Kompetenzen für eine digitalisierte Lebenswelt

Engl. transl.: Digital competencies for a digitalised living environment

# Keywords

* youth
* digital media
* competencies

# Details

## Year

2016

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2016

## Language

German

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## Type

Report and working paper

## Publisher

Arbeiterkammer Wien

## Place

Vienna

## Topics

* Learning
* Internet usage, practices and engagement
* Literacy and skills

## Sample

n=500 (15-19), quoted by age, gender, region, formal education of the parents, and migration background.
4 focus groups (number of participants not mentioned):
Female, low / medium education
Male, low / medium education
Female, higher education
Male, higher education

Secondary analysis of recent publications (studies, books, journals)

## Implications For Parents About

Parental practices / parental mediation

## Implications For Educators About

Other

## Implications For Policy Makers About

## Implications For Stakeholders About

# Abstract

"The fact that practically every young person today has access to the internet and uses digital services does not mean that all of these users have the ability to critically receive content from these media, i.e. that they have the necessary digital skills required in this highly complex environment. In addition to age, factors such as milieu affiliation, social situation, etc. are also likely to contribute significantly to the fact that a digital divide is opening up between more and less confident users of these offerings, or that a digital divide is occurring as a result of existing or non-existing competences.
In an empirical study, the Vienna Chamber of Labour examined the digital competences of young people, in this case the age group of 15 to 19 years. On the one hand, it is about the question of how young people acquire digital competences in a constantly changing field such as digital media. On the other hand, the question is to be answered where a digital divide exists within the young age group or where differences can be found with regard to usage habits and digital competences within this group." (Arbeiterkammer Wien, 2016, online; translated by the coder)

# Outcome

"The results of this study show more than clearly that there is no such thing as a the one youth and no such thing as "the" digital natives. Moreover, especially when it comes to school, we have to realise that the world is by no means as thoroughly digitalised as we sometimes believe. Social inequalities are also evident in digital access to the world and in the unequal distribution of opportunities that result from it." (Ikrath/Speckmayr, 2016, 74; translated by the coder)