Children’s data and privacy online: Growing up in a digital age. Research findings.

# Details

## Year

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## Language

English

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## Type

Report and working paper

## Publisher

London School of Economics and Political Science.

## Place

Lodon

## Topics

* Internet usage, practices and engagement
* Risks and harms
* Online safety and policy regulation
* Literacy and skills

## Sample

• 28 mixed-gender focus groups, lasting 173 minutes on average, with 135 children aged 11-12 (Year 7), 13-14 (Year 9) and 15-16 (Year 11).
• Two focus groups and seven interviews with teachers, one focus group with parents and 15 child–parent paired interviews.
• Three child jury panels with a mix of 18 children in Years 8 and 10.

## Implications For Parents About

Parental practices / parental mediation

## Implications For Educators About

Digital citizenship

## Implications For Policy Makers About

Creating a safe environment for children online

## Implications For Stakeholders About

Industry

# Abstract

• Children are encountering continual technological innovation which brings new and complex risks and opportunities.
• In an age of datafication, privacy is being reconfigured, with data protection regulation increasingly important in protecting privacy.
• Existing research demonstrates that children develop their privacy-related awareness and desire for privacy as they grow older, especially in relation to institutional and commercial contexts for privacy.
• Children care about their privacy online, and they want to be able to decide what information is shared and with whom.
• Children engage in a wide range of strategies to keep their devices, online profiles and personal information safe from unwanted interference.
• Children tend to think of privacy online in terms of e-safety, struggling to grasp the relation between privacy and data – hence only e-safety risks seem truly real.
• It matters that children first learn about interpersonal privacy - extending interpersonal assumptions to institutional and commercial contexts leads to misunderstandings.
• Children focus on data they know they give, much more than data that is taken or inferred – and they think all of it is ‘none of their business’.
• Terminology misleads – they must give ‘consent’; businesses want their personal data; what’s deleted isn’t gone; private means friends can’t see but others can.
• Children’s media literacy – especially their critical knowledge of the data ecology - plays an important part in how they can understand, manage and safeguard their privacy.
• Understanding grows with experience, but there’s no ‘magic’ age of capacity.
• Parents are confused and concerned, and like teachers, they want higher-level solutions; they can’t deal with online data and privacy alone.

# Outcome

See section 8