Elternbildung im digitalen Zeitalter. Chancen – Risiken – Grenzen

Engl. transl.: Parental Education in the Digital Age Opportunities - Risks - Limits

# Keywords

* parental education
* digitization
* internet
* opportunities
* risks
* advantages

# Details

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German

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Report and working paper

## Book title

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## Place

Vienna

## Topics

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

## Sample

n=370 mothers and fathers in Austria, with children in their household (0-18)
n=4 qualitative expert interviews (parental education, digital media)

## Implications For Parents About

Parental digital literacy

## Implications For Educators About

Digital citizenship

## Implications For Policy Makers About

Stepping up awareness and empowerment

## Implications For Stakeholders About

Researchers

# Abstract

Traditional parental education and digital offers are in an ambivalent relationship to each other: On the one hand, questionable concepts are also transported in the field of education via the internet, on the other hand, digital media offer extended possibilities to reach parents. The results of a questionnaire survey of 370 mothers and fathers show what role digital media play in everyday parenting and what implications this has for traditional parent education. (Translated by the coder)

# Outcome

"With regard to accessibility it can be seen that, on the one hand, educational affinity, measured by the level of education, and on the other hand, experience with digital forms of learning are the decisive variables for participation in both face-to-face events and digital formats. Parents with higher formal education or higher digital affinity use more targeted search strategies and show a greater openness to digital educational offers, while people with lower education and/or lower digital affinity prefer more face-to-face formats and also attach more importance to fixed dates and locations. Although parents who have been difficult to reach so far certainly use digital formats to inform themselves about educational topics and to exchange ideas, they are not better reached with explicit digital educational offers than with face-to-face events. For the core target group of parents who are used to education, on the other hand, the spectrum of possibilities has expanded through the establishment of digital learning opportunities." (Buchebner-Ferstl/Geserick/Kaindl, 2020, 7-8; translated by the coder)