#Génération2020 Les jeunes et les pratiques numériques

Engl. transl.: #Generation2020 Young people and digital practices

# Details

## Year

2020

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## Language

French

## Start Page

## End Page

## Authors

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## Type

Other

## Publisher

Média Animation

## Topics

## Sample

Two samples were used:
(1) 731 children of 20 primary schools from the five provinces of Wallonia and Brussels which thirteen of them belong to the free network denominational and seven in the network of official schools organized by the Wallonia-Brussels Federation;
(2) 1411 students of 22 secondary schools from the five provinces of Wallonia and Brussels which sixteen belong to the free network denominational and six to the network of official schools organized by the Wallonia-Brussels Federation

## Implications For Parents About

Parental practices / parental mediation

## Implications For Policy Makers About

Stepping up awareness and empowerment

# Abstract

# Outcome

"Young people are in regular (if not permanent) contact with a diversity screens. Primary school pupils are first in contact with television (80%) alone or with family. Tablets (67%) are also everyday tools: they use them to watch videos and to play games. As high school approaches, more and more teens have a smartphone (93%). In adolescence, it takes a center stage in their daily lives.
The uses of screens by children and adolescents are multiple. In primary school, the screens are mainly used for watching videos or playing games, high school students also use screens to communicate. Especially YouTube is heavily used by teens to watch videos or listen to the music. Instagram is the preferred platform to follow the daily life of friends or celebrities. Snapchat, WhatsApp or Messenger is more dependent on the person with whom they interact. Teenagers tend to abandon somewhat the platform used by adults, namely Facebook.
As for following the news, young people remain informed. Primary school students have access to current information mostly via TV and radio, often turned on by a parent during a meal or a car trip which is similar in secondary school, even if the smartphone adds (and not replaces) these news reception methods.
Young people do not feel that they face many problems when they are connected (e.g. low rate of young people claiming to have been in contact with cyberbullying). However, this does not minimize the severity of the phenomena. In general,adolescents turn to their peers when problems arise such as online harassment or the dangers of online life. This reveals a lack of dialogue between parents and their children. Additionally, the rules for using digital media seem little discussed within the family framework of children, and even less of adolescents. This creates a gap for the development of effective prevention of risks. Strengthening and generalization of media education would allow a better understanding and also constructive work on the opportunities of each use. It would also make it possible to exploit what makes the specificity of this young generation: the autonomous development of expertise digital." (Wiard et al., 2020, pp. 13, 67-69, translated by Joanna Beeckmans)