Democratic digital literacies: three obstacles in search of a solution

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# Abstract

The Nordic countries of Europe – Denmark, Finland, Iceland, Norway and Sweden – display a paradox when it comes to children’s digital media cultures. These countries are some of the most advanced in terms of the takeup of digital media technologies and infrastructure. At the same time, major differences remain also in these countries in the uses made of these technologies. Why does this paradox exist? What are the obstacles to diverse and democratic appropriations of the options that seem so easy at hand? This chapter explores three of these obstacles, to do with policy, pedagogy, and spatial positions, respectively; and it provides some tentative answers to their existence in the hope that these answers may offer some guidance for action in countries with different social, political and technological structures. Focus will be on children and young people who are vital for shaping future forms of mediated collaboration, communication and participation. On a wider canvas, “child sensitive” answers are therefore likely to be more viable and long-lasting.

# Outcome

"the tensions and unresolved dilemmas remain even in societies which, at first glance, seem to possess the requisite technological and financial tools of resolution. More than money and hardware is at stake when children’s communicative inclusion and social participation is changing." (p. 32)
Focus: "dimensions of trans-national policy-making, on pedagogical priorities and contexts of engagement in an attempt to go beyond familiar scholarly issues of political economy in media studies." (p. 32)