Barn och barndom i Nätskugga

Engl. transl.: Children and childhood in the shadow of the internet

# Keywords

* Digital participation
* rural areas
* compulsory school
* childhood
* medias

# Details

## Year

2015

## Issued

2015

## Language

English

## Volume

35

## Issue

1

## Start Page

## End Page

## Authors

Olin-Scheller C.;Roos C.

## Type

Journal article

## Journal

Nordic Studies in Education

## Publisher

Nordic Open Access Scholarly Publishing – NOASP – a division of Cappelen Damm Akademisk

## Place

Oslo, Norway

## Topics

Access, inequalities and vulnerabilities

## Sample

31 pupils and 3 teachers from preschool class to grade 6 in 1 school in a rural area in Sweden.

## Implications For Parents About

Other

## Other Parent Implication

Children's digital participation in rural areas

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Children's possibilities for digital and thereby social and societal participation in rural areas

# Abstract

The article examines the conditions for digital participation in and outside of school for children and young living in rural areas. The relatively uniform image of young people as "digital natives" is called into question. The data gathering tooko place in one school (preschool class to 6th grade) located in rural Sweden. The majority of the students and teachers there assigned the digital tools and the internet in the periphery of their everyday school life, and the interactions were found to take place mostly via offline, not using digital tools. A risk was identified that the absence of digital tools could have negative consequences for how the studied children would be able to develop their digital participation, their possibilities to learning and education, and - by extension - their ability to participate in societal development.

# Outcome

The majority of the students and teachers there assigned the digital tools and the internet in the periphery of their everyday school life, and the interactions were found to take place mostly via offline, not using digital tools. A risk was identified that the absence of digital tools could have negative consequences for how the studied children would be able to develop their digital participation, their possibilities to learning and education, and - by extension - their ability to participate in societal development. (Authors, in Abstract; trans. by coder)