The Online and Offline Digital Literacy Practices of Young Children

# Details

## Year

2017

## Issued

2017

## Language

English

## Authors

Marsh J.;Mascheroni G.;Carrington V.;Brito R.;Dias P.;Kupiainen r;Arnadottir H.;Trültzsch-Wijnen C.W.

## Type

Report and working paper

## Sample

Corpus of literature focusing on children aged 0-8

## Implications For Stakeholders About

Researchers

# Abstract

There is now a range of evidence that indicates that young children (aged from birth
to eight) are using the internet from an early stage of life (Bedford et al., 2016;
Chaudron et al., 2015; Korkeam ki, Dreher, and Pekkarinen, 2012; Lauricella,
Wartella Rideout, 2015; Marsh et al., 2015; Thestrup, 2015). This use leads to a
range of activities that engage children in online practices, but it is also the case that
the online domain cannot be separated from the offline domain in these experiences
(Burke and Marsh, 2014). Children are physically located in the material world as they
navigate the internet, and they also engage in practices that move seamlessly across
online and offline spaces, such as playing with toys that are connected to the internet
(Marsh, in press). In these hybrid spaces, new kinds of practices are possible.
In this review of literature, the online and offline domains as they pertain to young
children’s digital literacy practices are considered both separately and in relation to
each other. What is offered is a narrative review of the literature in this area, which
offers a critical review of studies conducted to date and identifies the areas in which
there is an urgent need for further research.

# Outcome

"From this review of access and use of the internet, it can be seen that young children
are enthusiastic users of online sites and applications, and that they undertake a
range of activities on line that foster play, creativity and learning". (Marsh et al., 2017, p.17)

"This review of research on young children’s online and related offline practices has
identified that many children aged from birth to eight are engaged in a range of
practices that cross both domains. There are both advantages and disadvantages to
be gained from this use, but it is clear that if children do not have opportunities to gain
online experience, they are disadvantaged in terms of the range of digital literacy skills
and experience they do not have opportunities to develop. Parents and carers use a
range of strategies to mediate young children’s use of the internet, but many of them
express a lack of concern about online risks because they do not consider their child
to be online without their knowledge. (Marsh et al., 2017, p. 37)