Socjalizacja i wychowanie dzieci i młodzieży z niepełnosprawnością intelektualną w erze cyfrowej

Engl. transl.: Socialization and education of children and youth with intellectual disabilities in the digital age

# Keywords

* digital inequalities
* intellectual disability
* socialization
* special educational needs
* risky behavior

# Details

## Year

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## Issued

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## Language

Polish

## Authors

Plichta P.

## Type

Book

## Book title

Socjalizacja i wychowanie dzieci i młodzieży z niepełnosprawnością intelektualną w erze cyfrowej

## Publisher

Wydawnictwo Adam Marszałek

## Place

Toruń

## Topics

* Internet usage, practices and engagement
* Literacy and skills
* Wellbeing
* Risks and harms
* Online safety and policy regulation
* Access, inequalities and vulnerabilities
* Digital and socio-cultural environment
* Researching children online: methodology and ethics

## Implications For Parents About

## Implications For Educators About

## Implications For Policy Makers About

* Creating a safe environment for children online
* Fighting against child sexual abuse and child exploitation
* Stepping up awareness and empowerment
* High-quality content online for children and young people

## Implications For Stakeholders About

* Researchers
* Industry
* Healthcare

# Abstract

This monograph is the culmination of the author's series of publications and scientific research on the use of information and communication technologies by young users with intellectual disabilities (to some extent also by their parents and guardians). The monograph is based both on the results of the author's research (seven original or co-authored research projects), as well as an extensive review and analysis of domestic and foreign sources, scientific research (conducted in various methodological perspectives) and initiatives carried out by other researchers and practitioners. The book is the result of identifying the issues, so far undertaken in fragmentary fashion, and an attempt to fill the gap so far, which was the lack of a comprehensive study of the place, role, meaning and scope of using digital age tools (primarily the Internet) concerning young people with intellectual disabilities. (translated by the coder)

# Outcome

"Media education aimed at students with NI should include both activities carried out in the traditional physical and social space (offline) as well as in the ICT environment. (...) The most important principles of media education addressed to students with NI can be compared to anchors ensuring the relative stability of activities carried out in conditions of considerable uncertainty. (...) "Anchoring" activities will mean adhering to the following principles:
1) diagnosing both the current use of ICT and the need for it in the life of a person with NI;
2) providing or facilitating access to ICT;
3) addressing activities to various recipients (e.g. parents, teachers) - not only to people with NI;
4) linking ICT-based activities with the context of traditional 'non-technological' activities;
5) using in educational activities conclusions from scientific research and the so-called good practices;
6) knowledge and use of the principles of modern media education;
7) embedding activities with the use of ICT in everyday functioning. (Plichta, P. (2017). Socjalizacja i wychowanie dzieci i młodzieży z niepełnosprawnością intelektualną w erze cyfrowej. Toruń: Wydawnictwo Adam Marszałek, p. 241-242; translated by the coder).