Dall'esclusione digitale al sovrautilizzo: origini sociali, pervasività dello smartphone e rendimenti scolastici

Engl. transl.: From digital exclusion to overuse: social background, smartphone pervasiveness, and school performance

# Details

## Year

2018

## Issued

2018

## Language

Italian

## Volume

32

## Issue

3

## Start Page

## End Page

## Authors

Gerosa T.;Gui M.

## Type

Journal article

## Journal

Polis

## Topics

* Social mediation
* Internet usage, practices and engagement
* Access, inequalities and vulnerabilities

## Sample

994 Italian 15-year-olds

## Implications For Educators About

Professional development

## Implications For Policy Makers About

Stepping up awareness and empowerment

# Abstract

Smartphones diffusion has contributed to the closing of the digital divide, allowing adolescents from all economic and social backgrounds to access the internet. However, the pervasiveness of such devices even in the most relevant moments of the day has raised some concerns about the unexpected consequences of their use. There is an extensive literature highlighting the negative association between smartphone overuse and adolescents' school performances, while recent research finds first evidences of a greater diffusion of this phenomenon among low educated families. Therefore, differences in the amount of resources that parents can invest in the limitation and guidance of their children's smartphone usage may possibly be fostering new forms of social inequality. We tested this hypothesis on a dataset of 489 high-school students, linking their social origins with their smartphone usage habits, grade point average and Invalsi standardized test scores. By means of a mediation analysis, we show that smartphone pervasiveness moderately mediates the negative relationship between family educational background and students' learning outcomes, contributing to the divide between high and low performers.

# Outcome

"the greater use of smartphones made by students with poor family cultural resources helps to explain part of the disadvantage they suffer in the educational sphere. Although this is a partial and relatively small mediation, this result is confirmed for both subjects considered.
 is also confirmed for both subjects considered in the analysis carried out on the scores in the Invalsi standardized tests" (Gerosa Gui, 2018, pp. 153-155)