Kinder, digitale Medien und COVID-19: digitale Praktiken, Sicherheit und Wohlbefinden der 6-12-Jährigen : qualitative Teilstudie : nationaler Bericht Österreich

Engl. transl.: KIDS DIGITAL DEVICES IN COVID-19 TIMES: DIGITAL PRACTICES, SAFETY AND WELL-BEING OF THE 6-12 YEARS OLD: A QUALITATIVE STUDY : KIDICOTI NATIONAL REPORT AUSTRIA

# Keywords

* Covid-19
* digital media
* remote schooling
* family portraits

# Details

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## Place

Salzburg

## Topics

* Learning
* Literacy and skills
* Risks and harms

## Sample

10 families with children aged ranging from six to twelve years old

## Implications For Educators About

* Professional development
* School innovation
* Other

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Development of pedagogical material for parents and children, with a view to digital schooling

# Abstract

This report presents and discusses the results of the interview study part of Kids’ Digital Lives in COVID-19 Times (KiDiCoTi) for Austria: a research project coordinated by the Joint Research Centre (JRC) of the European Commission. In Austria, guided interviews with 10 families were conducted in June 2020, with children aged ranging from six to twelve years old. The report includes portraits of each family and conclusions according to the research questions, with regard to give overview information and recommendations for stakeholders. These focusses on the general standard of digital technologies, both parents and children’s perspective on remote schooling, online risks, screentime regulations and parenting during lockdown as well as lessons learned from these days.

# Outcome

Technical equipment is a minor problem in Austria, however, the attitude of parents towards media is of higher relevance. "The biggest challenge of remote schooling was the management of tasks, deadlines and different ways of delivering work assignments to school." (Trültzsch-Wijnen/ Trültzsch-Wijnen, 2020, 4). Primary schools did hardly make use of digital options, this changes with a view to lower secondary education. Screentime expanded during the lockdown, but also the digital skills of children did so.