Nuevas estrategias de mediación parental en el uso de las redes sociales por adolescentes

Engl. transl.: New strategies of parental mediation in the use of social networks by adolescents

# Keywords

* Parental mediation
* social networks
* deference
* participative learning

# Details

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## Start Page

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## Topics

Social mediation

## Sample

In-depth interviews with twenty-six parents (20 families) of children between 9 and 16 years old with access to tablets and/or smartphones and living in the Community of Madrid.

## Implications For Parents About

* Parental practices / parental mediation
* Parental digital literacy
* Parenting guidance / support
* Other

## Other Parent Implication

Parental mediation strategies based on participative learning and dialogue

## Implications For Policy Makers About

Stepping up awareness and empowerment

## Implications For Stakeholders About

Researchers

# Abstract

The diversity, complexity and changing nature of parental mediation practices for adolescent online use contribute to the failure to achieve a consensual typology among scientific community. Over twenty-six interviews with parents of adolescent and preadolescent children (from 9 to 17 years) of the Community of Madrid, this work aims to update the types of intervention of parents to mediate the use of their children’s Internet, paying special attention to emerging strategies linked to the extension of mobile devices and social networks. The results point to: the preference for a model of remote supervision, or deference, in which parents prefer to limit their intervention, trusting that their children will be responsible with their use of the Internet; model that reconcile well with respect for the privacy of adolescents. A new practice consisting of co-use promoted by parents to generate shared positive experiences that foster the child’s learning is highlighted.

# Outcome

Results show that parents try to adapt their mediation practices to a wide range of circumstances, and demonstrates the complexity of practices that are dynamic and changing. López De Ayala et al., (2019:9) remark that "new forms of mediation that had only been identified with younger children, such as distant or deferential supervision and parent-initiated participatory learning, have been identified". Additionally, the results of this research anticipate the motivations and circumstances that guide the implementation of these practices, "which are linked to a model of an ideal democratic family based on mutual trust and dialogue" (López De Ayala et al., 2019: 9).

[Text translated and adapted by the coder, based on the original manuscript]