JUNG! DIGITAL! SOZIAL?

Engl. transl.: YOUNG! DIGITAL! SOCIAL?

# Details

## Year

2017

## Scope

Local

## Countries

Germany

## Type

Empirical research – Quantitative

## Methodologies

Survey

## Researched Groups

Children

## Children Ages

## Funder

Vodafone Stiftung Deutschland

## Funder Types

Private industry / Company

## Consents

## Informed Consent

Consent obtained

## Ethics

Ethical considerations not mentioned

## URL

https://www.vodafone-stiftung.de/jung-digital-sozial/

## Data Set Availability

Not mentioned

# Goals

"The present study takes a look at the social aspects of young people's media competence. The starting point is a multidimensional media competence model (Pfaff-Rüdiger, Riesmeyer Kümpel, 2012), which considers media competence as the ability to fulfil three central needs through one's own media activities: the needs for competence (factual competence), autonomy (self-competence) and social connectedness (social competence). The study "Sozialkompetenz in digitalisierten Lebenswelten" focuses on the latter area of media competence with different facets of social competence, which has gained great importance because of the fundamentally changed communication behaviour of adolescents.

Since there is a lack of both basic information on the spread of corresponding competencies and findings on influencing factors, the study pursues three goals:
(1) to identify central areas of socially competent online behaviour among young people and to present the respective spread of corresponding social online competencies
(2) to describe differences in social competencies and socially competent media behaviour that can be determined by socio-demographic characteristics
(3) to elaborate relevant influencing factors of socially competent behaviour in a theory-based manner.
In this third step, the influence of knowledge, motivation and skills are considered, but also the importance of internet use, empathy, parents and peers" (Festl. et al 2019, 3).

(translated by the coder)