Children and young people’s narratives and perceptions of ICT in education in selected European countries complemented by perspectives of teachers and further relevant stakeholders in the educational context

# Details

## Year

2021

## Scope

Multinational

## Countries

* Estonia
* Germany
* Greece
* Norway
* Romania

## Type

Empirical research – Qualitative

## Methodologies

Interview

## Researched Groups

* Children
* Other practitioners working with children
* Teachers / Educators
* Policymakers and regulators

## Funder Types

European Union / Commission

## Consents

* Consent obtained from parents
* Consent obtained from teachers / caretakers
* Consent obtained from children

## Ethics

Ethical considerations and/or protocol mentioned in the research design

## URL

https://www.digigen.eu/

# Goals

"To answer the overall question on how children and young people regard their education in
terms of preparing them for future life in the digital age, a set of eight sub-questions is used
in the DigiGen research on ICT in education, covering different areas:
1. How is ICT used in different settings before and after transition into a new formal
educational phase, and which children and young people, taking into account
socioeconomic characteristics and cultural backgrounds, profit from which kind of
setting?
2. How do children and young people at different ages rate and assess the value of their
education in terms of preparing them for future life in the digital age, and are there
any differences in the way that children and young people from different backgrounds
assess their education and the extent to which the latter influences their perspectives?
3. What do children and young people in different transition phases consider as threats
(risks) in terms of their own ICT use, and how can schools address these?
4. What do children and young people consider the main potential of ICT use in different
transition phases, and do their schools contribute to this?
5. How do children and young people evaluate their teachers’ and schools’ views and
their capacity and readiness to support the younger generation in preparing them
adequately for the digital age?
6. What are the long-term effects of the availability of digital media, specifically including
the Internet, on cognitive skills?
7. How do other school actors, e.g. relevant stakeholders, evaluate and rate school
education and its capacity to prepare young people for the digital age at relevant
phases and transitions?
8. To what extent do the relevant actors take into account differences in children and
young people’s backgrounds and characteristics?" (p.9)