EdTech in schools: from promises to reality
Technology use in schools and wellbeing of students and teachers

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90-minute session plan

- Introduction (Sabrina, 5 mins)
- Presentation (Niamh, 20 mins)
- Introduction to discussion/task and roles (Sabrina, 5 mins)
- 2 x 20-minute group discussions:
  - Screen time:
    - How do parental concerns around screen time influence the use of technology in schools?
    - How can companies ensure safety-by-design when developing EdTech products?
    - Do EdTech companies provide supporting materials with tools/products developed for schools?
  - Mobile phone use:
    - How are mobile phones used in various schools? Are they used for pedagogical purposes?
    - How are EdTech companies collaborating with Ministries of Education/schools to ensure the safe and effective use of EdTech products/devices in schools?
- Plenary discussion (20 mins): How to move forward?
Children and young people's use of digital media
Information in English

The government appointed ten-member committee aims to provide the Norwegian government with comprehensive knowledge on how children and adolescents’ screen use affects their health, quality of life, learning, and upbringing. Based on this knowledge, the committee will provide input for policy development and propose measures.

Screen use impacts everyone, both young and old, throughout society. Children and young people engage in online activities, and various types of content they are exposed to can influence their development. The committee is expected to identify the health and well-being impacts of screen use on children, teenagers, and adults, both directly and indirectly, and propose measures to mitigate these impacts.

The committee will compile knowledge and research about:

- Children and adolescents’ screen use and its impact on their physical activity, sleep, eye health, and mental health outcomes.
- Children and adolescents’ screen use and its impact on their mental health, including addiction, if possible separating psychological issues from mental health issues.
- Children and adolescents’ screen use and its impact on their education outcomes, such as concentration, creativity, and learning memory.
- Whether the effects of screen use on children and adolescents’ physical and mental health can be separated from the findings on learning challenges.
- Whether, and if so, how screen use affects reading skills, and the ability to think deeply, both directly and indirectly through its effects on mental and physical health.

The committee will also explore other topics, such as the impact of social media on children and adolescents’ screen use and its impact on their social health and well-being.

The committee will present a public report to the Norwegian Government on November 1st, 2024.

The Norwegian government’s Screen Use Committee
Have Smartphones Destroyed a Generation?

More comfortable online than out partying, post-Millennials are safer, physically, than adolescents have ever been. But they’re on the brink of a mental-health crisis.
Norwegian parents’ concerns

- 54% worry that their child uses their mobile phone too much
- 50% worry that their child uses the Internet too much
- 49% worry that their child spends too much time on gaming

Fear of excessive use and addiction

Staksrud & Ólafsson 2019, s. 61
What is screen time?
McQuail (1987) vs Staksrud & Ólafsson 2019
9-12 year-olds: Boys 69%; Girls 15%
13-17 year-olds: Boys 69%; Girls 19%

9-12 year-olds: Boys 71%; Girls 45%
13-17 year-olds: Boys 93%; Girls 79%

Staksrud & Ólafsson 2019 (Gender differences - Entertainment)
Fathers are those most often concerned that their child games too much

New research shows that there was a 62 per cent greater chance of worry amongst fathers than amongst mothers.

The child finds it difficult to stop using the computer when they are told to do so.
The child has no interest in other activities.
Computer use is the only thing on the child’s mind
Computer use interferes with other activities in the family
Computer use creates problems between the child and the parents or the child and siblings
The child withdraws in frustration when they are no longer allowed to use the screen
The child increases their computer use more and more
When the child has had a bad day, computer use is the only thing that makes them feel better
The child uses the mobile phone or the computer screen without permission
Correlation between self-reported time spent and self-reported life satisfaction

- Norwegian children (NO) (9-16) compared to children from 18 other European countries

Milosevic et al., 2022
Figure 3. The number of hours children reported spending on the internet or using digital technology versus the numbers of online hours spent for school purposes (spring 2020).

Increased digitalisation of education
EU Kids Online - analytical model (Livingstone et al., 2018)
Windows of developmental sensitivity to social media

Amy Orben, Andrew K. Przybylski, Sarah-Jayne Blakemore & Bogart A. Klein

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Abstract

The relationship between social media use and life satisfaction changes across adolescent development. Our analyses of two UK datasets comprising 84,011 participants (10–80 years old) find that the cross-sectional relationship between self-reported estimates of social media use and life satisfaction ratings is most negative in younger adolescents. Furthermore, sex differences in this relationship are only present during this time. Longitudinal analyses of 17,409 participants (10–21 years old) suggest distinct
INTERNALISING BODY IDEALS

When individuals internalise ideals and compare themselves with others, this increases body dissatisfaction.

Study of 445 young women’s use of websites with training, nutrition and weight-loss content. Women who experienced social support from these websites and had a higher degree of neuroticism experienced a stronger drive for thinness (Kvardova, Machakova og Smahel, 2020).
Ditch the Distractions: Supporting Kids and Teens with Phone Notifications

How to help kids with managing device notifications and maintaining their digital well-being.

Topics: Cellphones and Devices, Screen Time

Ditch the Distractions: Supporting Kids and Teens with Phone Notifications
Mobile phones in schools
Challenges:

- Disruption
- Distraction
- Datafication
- Digital bullying

The new 2023 GEM Report, entitled "Technology in education: A tool on whose terms?" calls for decisions about technology in education to prioritize the needs of the learner, making sure that any uses of technology are appropriate, equitable, scalable and sustainable.

Students need to learn the risks and opportunities that come with technology and not be shielded from them entirely. But countries need to give better guidance on what technology is allowed in school and what is not, and on their responsible use. Only technology that has a clear role in supporting learning should be allowed in school.
Anbefalinger om regulering av mobiler og smartklokker i skolen

Våre anbefalinger

På grunn av ulikere modeller, og at et barndominert skolemiljø kan bety at skoleauthoritet kan hake opp på ulike måter, er det viktig å opprette enklere og greiene for brukerforståelse og informasjon på nettsiden (1, 7-8, 14).

Barneskolen

Vår tilnærming er å tillate regulering av mobiler og smartklokker i et barnegygt og avskrekkende miljø. Sjåseringer skal i høyere grad være regulert og kontrollert i enklere og greiere for brukerforståelse og informasjon på nettsiden (1, 7-8, 14).

Ungdomsskolen

Vår tilnærming er å tillate regulering av mobiler og smartklokker i et barnegygt og avskrekkende miljø. Sjåseringer skal i høyere grad være regulert og kontrollert i enklere og greiere for brukerforståelse og informasjon på nettsiden (1, 7-8, 14).

What is screen time?
Children and young people who are exposed to harmful content or experiences online seldom tell adults about these experiences. They can feel shame, blame or fear for negative reactions and/or consequences. Children and young people don’t always know where to seek help in connection with negative digital experiences. If adults who have a responsibility to support children avoid talking to them about their digital lives the consequences of these negative experiences can be enhanced.

Livingstone et al., 2023
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• Plenary discussion (20 mins): How to move forward?
Barbovschi, Monica and Staksrud, Elisabeth (2021). Young Norwegians’ experiences with aggression and bullying: roles, vulnerabilities and connected factors. EU Kids Online and the Department of Media and Communication, University of Oslo https://www.hf.uio.no/imk/english/research/groups/children-media/publications/.


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Thank you