

GROWING UP DIGITAL

- Digital wellness above all

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Pasi Sahlberg

Amy Graham

UNSW



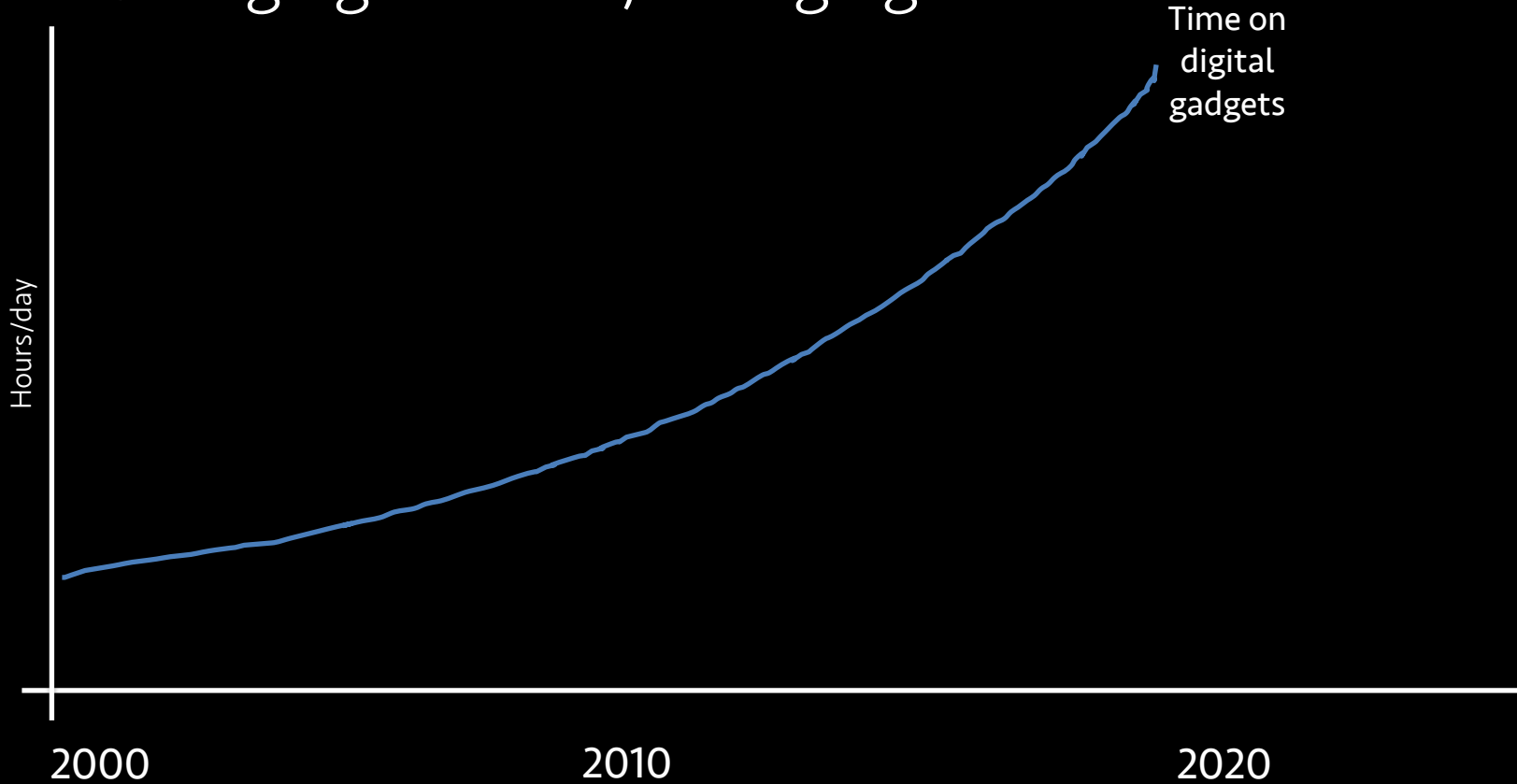
1 What is 'Growing Up Digital'?

2 What teachers and principals told us?

3 What did we hear from parents and grandparents?

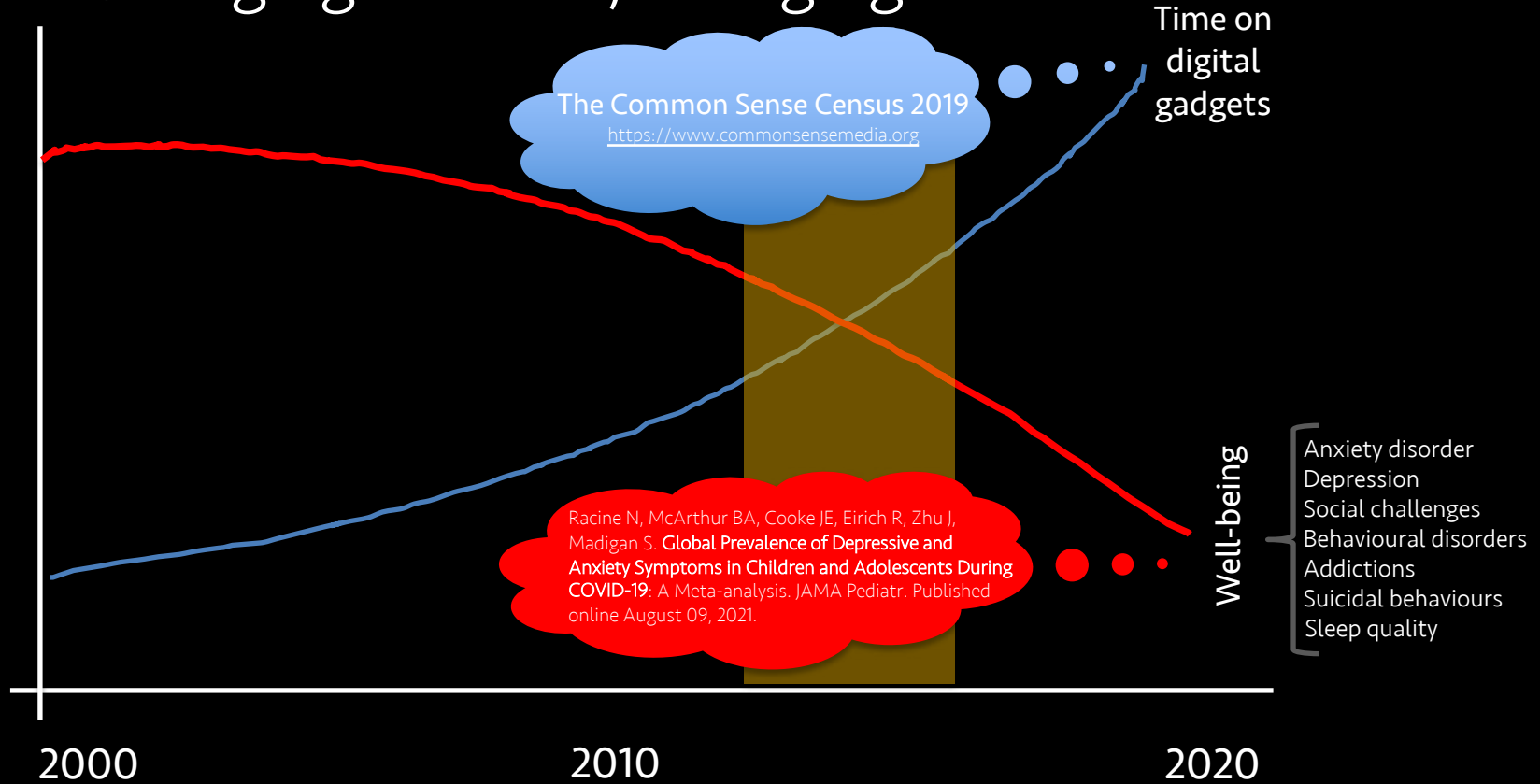
4 Digital wellness as a goal

Changing children, changing times



Time on
digital
gadgets

Changing children, changing times



Learning
vs.
Distracting

Connecting
vs.
Disconnecting

Safety
vs.
Risks

Tool
vs.
Treat



The aim of Growing Up Digital is to better understand the scope of physical, mental and social consequences of digital media and technologies on children and youth.



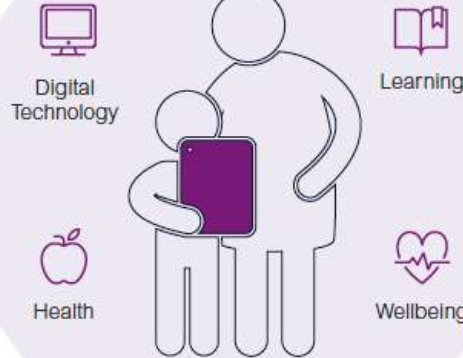
Phase 2:

Parent and Grandparent Perspectives



UNSW
SYDNEY

Growing Up Digital



Phase 1:

Teacher and Principal Perspectives



Boston Children's Hospital

Digital Wellness Lab

Where the world comes for answers



The Alberta Teachers' Association

Phase 3:

Young People's Perspectives

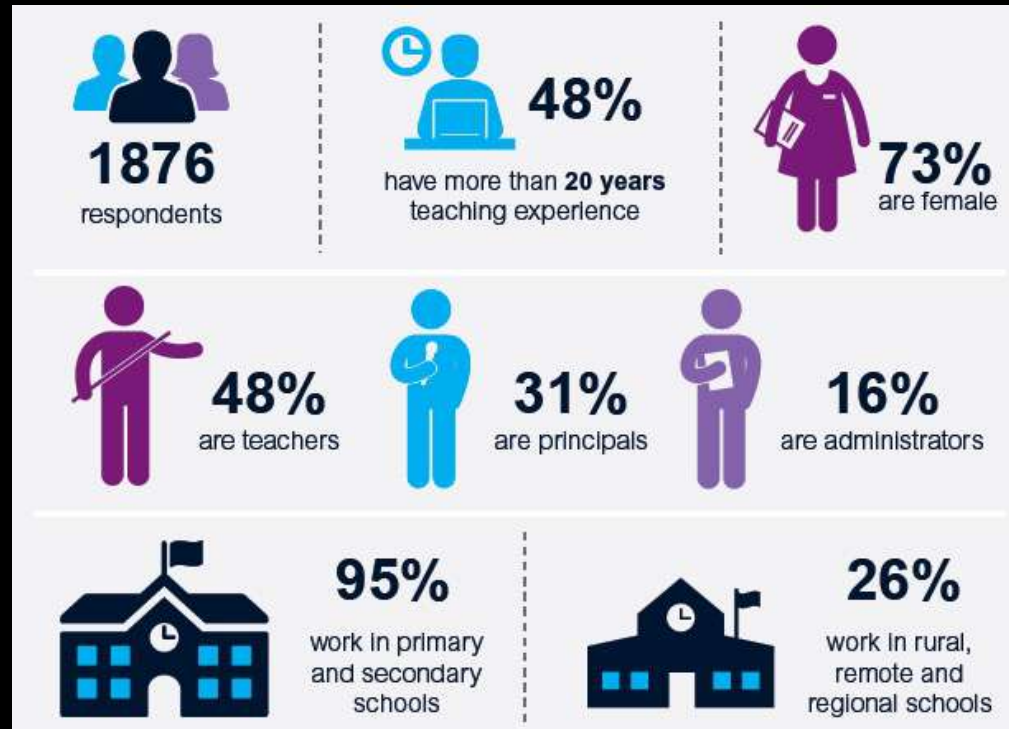


HARVARD
MEDICAL SCHOOL

PHASE 1

What teachers and principals told us?

Australia Study (2019)



“Technology is a powerful tool...”

43%

believe that digital technologies **enhance their teaching and learning activities**, rather than detract.



68%

believe that opportunities to facilitate inquiry-based learning are **enhanced by technology**.



“...but it’s also a great distraction”

84% of educators in Australia believe that digital technologies are a **growing distraction** in the learning environment.



Educators used terms such as:



when describing their observations of students and reactions to having devices removed.



78% say that students' abilities to focus on educational tasks has decreased.



have noticed a **decrease in student empathy.**



60% have noted declining levels of **physical activity.**

“Students come to school with many challenges”

Australian classrooms are becoming more complex places to teach and learn.

In the last 3-5 years, students with:



**Emotional
challenges**
have increased
94%



**Social
challenges**
have increased
93%



**Behaviour
problems**
have increased
93%

**Cognitive
challenges**
have increased
84%

“More students are not ready to learn”



“Digital technologies affect also teachers”

2 in 3

say technology is a growing distraction in their life.



89%

aged 25 or younger agreed that digital **technology poses an increasing distraction.**



24%

felt they were addicted to digital technology, and this number increased to **61% aged 25 or younger.**

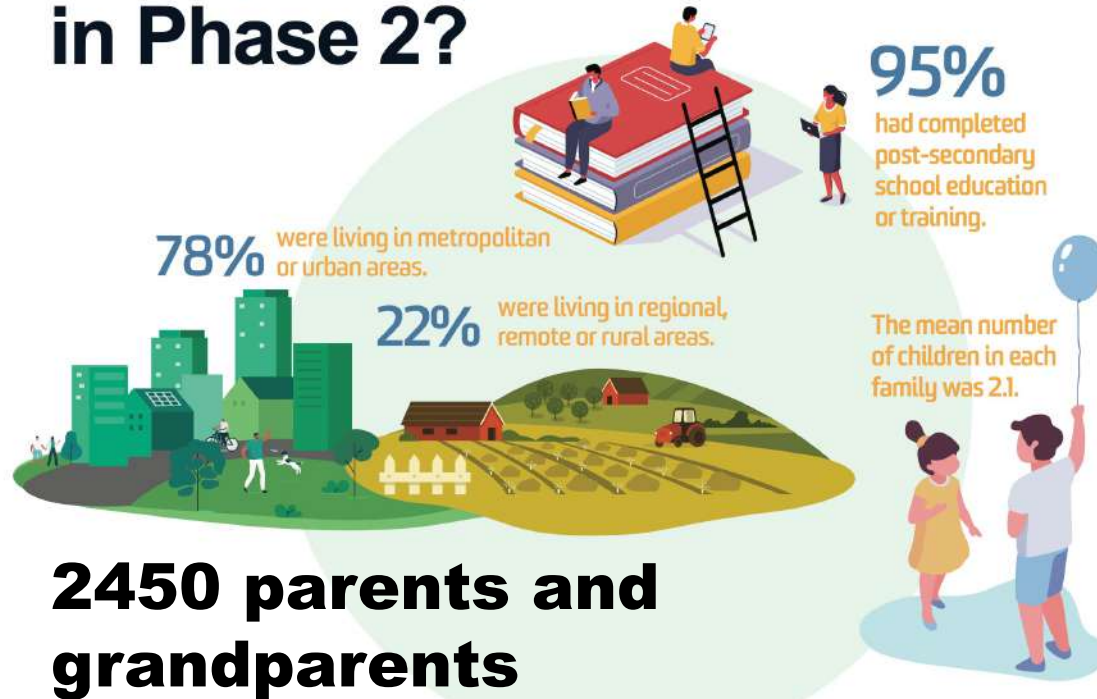
These results indicate that **younger educators** are most at risk of the **negative effects of technology** overuse.

PHASE 2

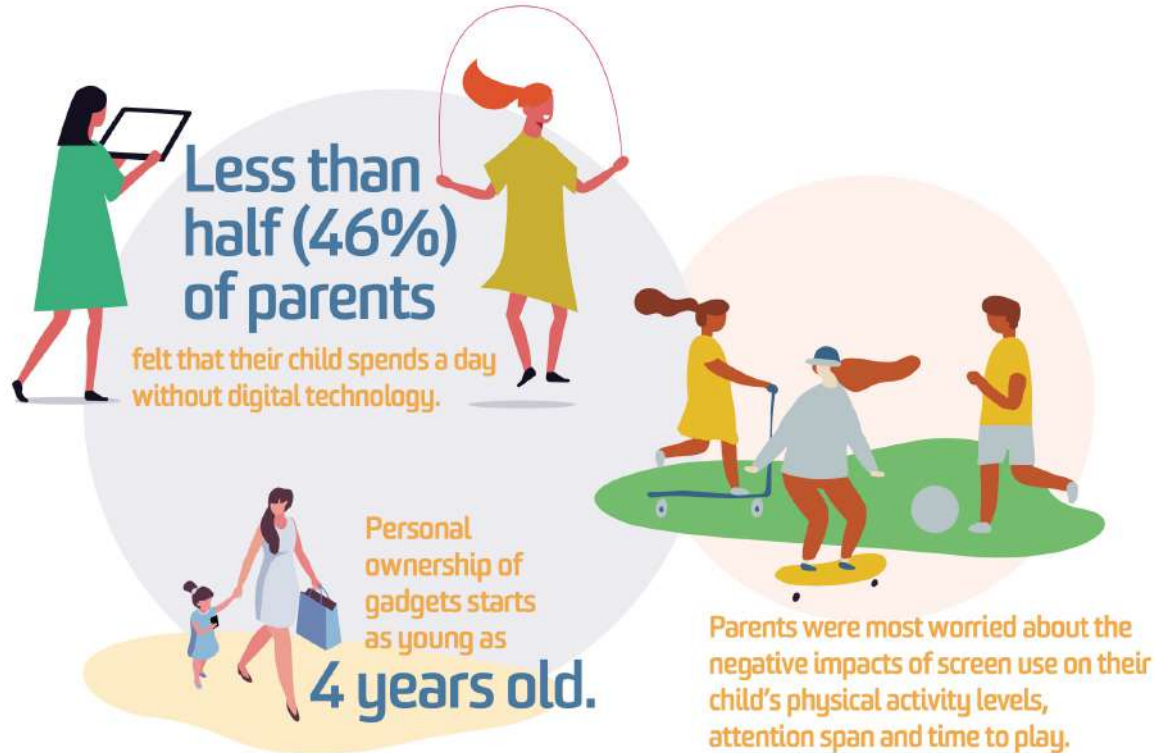
What did we hear from parents and grandparents?

Australia study (2020)

Who participated in Phase 2?



Childhood has changed.



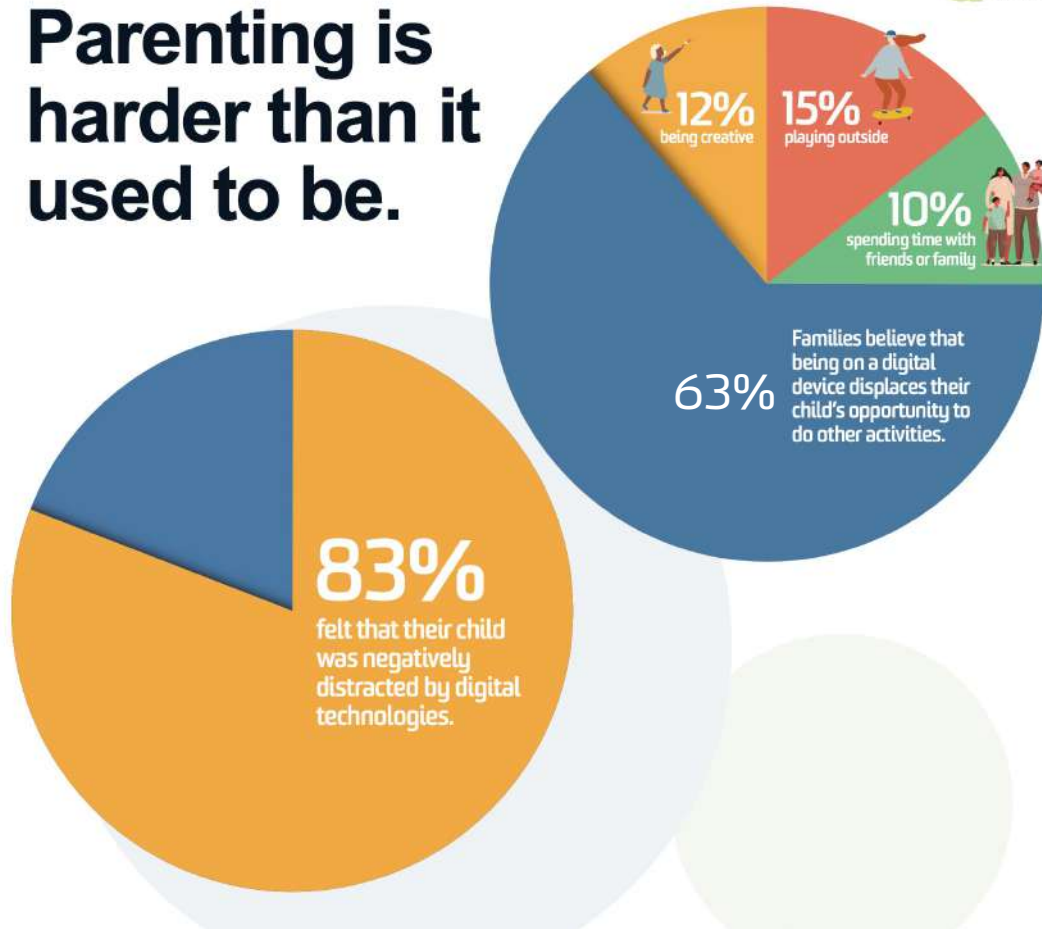
Parenting is harder than it used to be.



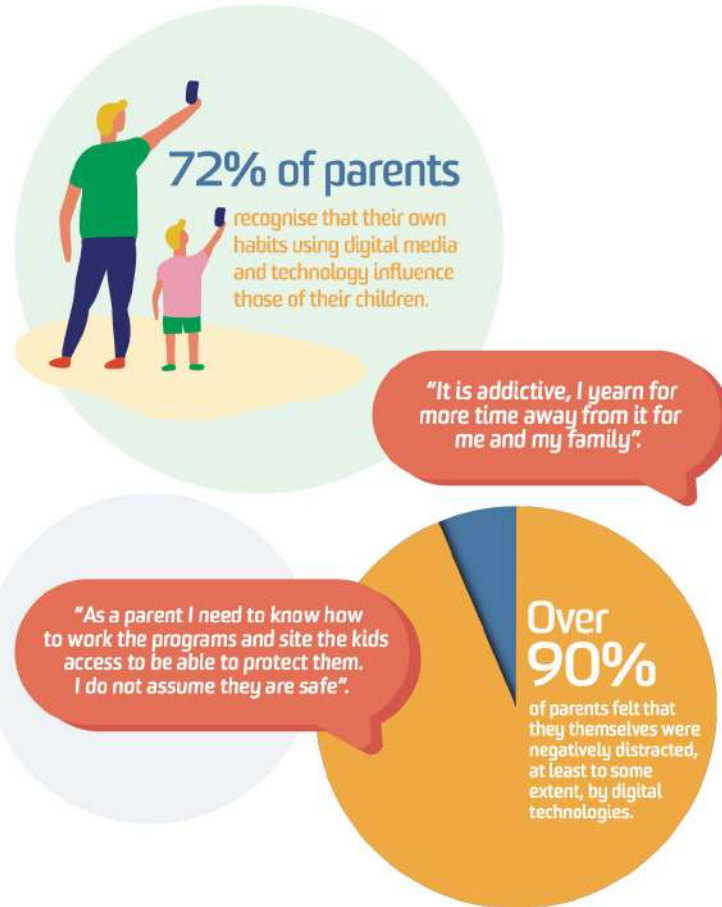
3 of 4 parents

think it is harder to control their child's digital habits since they have got their own screen-based device.

Parenting is harder than it used to be.



Parents know they are role models but are distracted.



The thin line between leisure and learning.



Sharing bed with a device



3 in 5 children
who are struggling at school
go to bed with their devices.

30%
of families

allow their children to
use their devices in their
bedrooms after bedtime
every single day.



Nearly half (47%)

of lower-income parents allow
their children to sleep with their
smartphones every single night.



Lower-income parents and
lower-achieving students are
most at risk of problematic
interactive media use.

CONCLUSIONS

1. Conditions for productive teaching and learning in many schools are declining
2. Parenting is more complicated than before due to digital lifestyles
3. Most of us want digital wellness but we don't know how

What can we do?

1. Avoid simple binary solutions to complex challenges.
2. Talk about the benefits and risks of our digital lifestyles.
3. Set digital wellness as a common goal: Start with concrete steps.
4. Have better informed conversations.
5. Be a role model for safer, healthier and happier digital habits!

More information:

Growing Up Digital Australia: Phase 1 Technical Report. UNSW Gonski Institute, 2020.

<https://www.gie.unsw.edu.au/sites/default/files/documents/UNSW%20GIE%20GUD%20Phase%201%20Technical%20Report%20MAR20%20v2.pdf>

Growing Up Digital Australia: Phase 2 Technical Report. UNSW Gonski Institute, 2021.

https://www.gie.unsw.edu.au/sites/default/files/documents/GONS5000%20Growing%20Up%20Digital%20Report_FINAL.pdf

Graham, A. & Sahlberg, P. (2020). Schools are moving online, but not all children start out digitally equal. The Conversation, March 27. <https://theconversation.com/schools-are-moving-online-but-not-all-children-start-out-digitally-equal-134650>

Sahlberg, P. & Graham, A. (2020). Teaching changing children in the changing times. Journal of Professional Learning, Semester 2. <https://cpl.asn.au/journal/semester-2-2020/teaching-changing-children-in-the-changing-times>

Sahlberg, P. & Graham, A. (2021). Children own around 3 digital devices on average, and few can spend a day without them. The Conversation, April 28.

<https://theconversation.com/children-own-around-3-digital-devices-on-average-and-few-can-spend-a-day-without-them-159546>

PLUS: eSafety Commissioner's website: <https://www.esafety.gov.au>

THANK YOU!



pasi_sahlberg