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Titolo	Understanding The Everyday Digital Lives of Children and Young People // edited by Halla Holmarsdottir, Idunn Seland, Christer Hyggen, Maria Roth
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Nota di contenuto	Part I From Established to New Perspectives on Children and Young People's Use of Digital Technology -- 1. How Can We Understand the Everyday Digital Lives of Children and Young People? -- 2. Digitally Disengaged and Digitally Unconfident Children in Europe -- 3. The Digital Divide: Understanding Vulnerability and Risk in Children and Young People's Everyday Digital Lives -- 4. Children's Digital Boundary Crossings When Moving in Between Porous Ecosystems -- 5. Investigating Patterns of Digital Socialisation During Leisure Through Multimodal Social Research -- 6. Children's and Young People's ICT Experiences in School Education: Participatory Research Design to Engage Children and Young People as Experts in Research -- Part II Exploring Agency and Well-being in Everyday Digital Lives -- 7. A

Developmental View on Digital Vulnerability and Agency of Children Under 10 Years of Age -- 8. Discourses and Gender Divides in Children's Digital Everyday Lives -- 9. ICT Use and Children's Self-reported Life Satisfaction -- 10. 'Of Gaming and Other Demons': Defining Children and Young People's Meaningful Leisure Activities in the Digital Era -- 11. Perspectives of Children and Young People on Their Education as Preparation for Their Future in the Digital Age: In-depth Qualitative Study in Five European Countries -- 12. Social Media as a Shaper, Enabler, and Hurdle in Youth Political Participation -- 13. Talking About Digital Responsibility: Children's and Young People's Voices -- 14. Intersecting Knowledge on Young People's Well-Being and Use of Digital Technology Across Contexts: A Scoping Review Synthesis -- Part III A New Response to Risk and Vulnerability: Influencing Social Policy in the Digital Age -- 15. Developing a Toolkit for Contributing to Digital Competence: A Review of Existing Resources -- 16. EU Policy Reflections on the Intersections Between Digital and Social Policies Supporting Children as Digital Citizens -- .

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### Sommario/riassunto

This Open Access book presents an in-depth portrait of the use and impact of digital technologies by learners ages 5-18 years in their everyday lives. The portrait is framed by the ecological-systems theory and situated across four domains: home, leisure time, education, and civic participation. Various methodological approaches are used in innovative ways to analyze data collected in a large-scale EU Horizon 2020 project. The purpose of this edited collection is to shed light on both beneficial and harmful effects of digital technology from a perspective that children are active agents who are empowered to accentuate the positives of digital technology use and overcome common challenges that inhibit digital competence with support from education stakeholders. This is an open access book. Halla B. Holmarsdottir is Professor at the Faculty of Education and International Studies, Oslo Metropolitan University, Norway. Idunn Seland is associate professor at the Faculty of Education and International Studies, Oslo Metropolitan University, Norway. Christer Hyggen is Research professor at the department of Youth research under the Centre for Welfare and Labour Research, Norwegian Social research at Oslo Metropolitan University, Norway. Maria Roth is a Professor Emerita at Babe-Bolyai University, Romania.

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