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## Children and Social Media

Tanya Machin

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### Introduction

Social media is increasingly becoming a part of everyday life for many children, with user numbers of social media platforms and applications increasing exponentially each year. Social media refers to websites and applications where users can create ideas, share information, or participate in social networking. Social media activities can include interacting with others on social networking sites like Facebook, reading online blogs written by a favorite author, watching YouTube clips, or exploring a virtual world in an online game. Social media use can be done as a discrete activity that individuals pursue on their own (e.g., reading a Facebook timeline) or a collaborative activity done with other people (e.g., playing an online game with other players). Social media can also play an important role in helping children connect and interact with their social networks. While social media is broader than just social networking, it is important to note that many social networking sites (SNS) impose an age restriction on when a potential user can join the site. For instance, Facebook and Snapchat require children to be thirteen years old before they can join, and this age restriction is in line with the Children's Online Privacy Protection Act. Safeguards such as age restrictions are imposed by these sites to protect children from online threats. However, in reality, underage users are joining and interacting within social networking sites. Therefore, preteens or children may be using various types of social media without a full understanding of the consequences that this activity may entail. The research examining children (those aged under thirteen) and social media is still relatively under-researched as researchers have focused their attentions primarily on adolescents and social media. Some studies have included children in their sample, but oftentimes they are combined with an adolescent sample, regardless of the different developmental stages these two groups are in. Nevertheless, there are important issues that still need to be addressed regarding the risks of children using social media (e.g., cyberbullying) as well as concerns about children's developmental readiness to be active online. This is particularly pertinent when considering how more traditional screen media (i.e., television) can now be integrated with the Internet and social media. Additionally, it should also be remembered that the role of the parent needs to be considered. Parents are often the ones supplying children with smartphones and tablets in order for children to access various types of social media.

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### General Overview

Each work chosen contributes to the topic of children and social media. It should, however, be noted that in the reviewed literature, the term "child," may often be used to refer to children as well as adolescents, with some works regarding any individuals under the legal age a child, including Calvert 2015 (cited under Book Chapters); Mazurek and Wenstrup 2013 and O'Keeffe, et al. 2011 (both cited under Journal Articles); Livingstone, et al. 2011; Mascheroni and Cuman 2014; Rideout, et al. 2010; and Swist, et al. 2015 (all cited under Reports). Works that focus specifically on children under thirteen years old include Barbovschi, et al. 2015 and Blackwell, et al. 2014 (both cited under Journal Articles) and Holloway, et al. 2013 (cited under Reports). Wide-scale research reports (e.g., Livingstone, et al. 2011) are considered seminal works and have been extensively cited in other studies that focus on this topic of children and social media. Reports focus on three main geographic regions: Europe and research conducted by the EU Kids Online (e.g., Mascheroni and Cuman 2014), United States of America and the Kaiser Family Foundation (e.g., Rideout, et al. 2010), and Australia (e.g., Swist, et al. 2015). These reports may also contain international comparisons as well as important demographic information.

## Book Chapters

The seminal, and often referred to, work Calvert 2015 is particularly useful in obtaining a comprehensive overview of children's media use, including a historical and theoretical perspective. Calvert 2015 also outlines the issues and consequences of children's exposure to different types of media.

**Calvert, Sandra. "Children and Digital Media." In *The Handbook of Child Psychology and Developmental Science*. Edited by Richard M. Lerner, 376–415. Hoboken, NJ: Wiley, 2015.**

This chapter provides an overview of theories that can be used to explain media use as well as providing a historical and evolutionary overview of media platforms. Notable inclusion of discussion focusing on the impacts of media. Media are broadly defined in this chapter, but it does include a specific section on social media. Children are described broadly as those under eighteen years old.

## Journal Articles

There are several good journal articles that help to provide an overview of the topic on social media and children. Barbovschi, et al. 2015 discusses the variables that are important to the issue of underage children having a Facebook profile, whereas Blackwell, et al. 2014 examines the content and type of activities that children engage with online. Mazurek and Wenstrup 2013 investigates the patterns of social media use between neurotypical and neuro-diverse siblings, whereas O'Keeffe, et al. 2011 takes a broader view by discussing the impact of social media on the individual and their families. McDool, et al. 2016 examines the relationship between social media use and children's well-being.

**Barbovschi, Monica, Hana Macháčková, and Kjartan Ólafsson. "Underage Use of Social Network Sites: It's About Friends." *Cyberpsychology, Behavior, and Social Networking* 18 (2015): 328–332.**

This research used archival data to predict whether an underage child (with regard to using social media) would have a social networking profile. More importantly, this study demonstrated that children aged between nine to twelve years old were using Facebook with their parent's explicit permission.

**Blackwell, Courtney K., Alexis R. Lauricella, Annie Conway, and Ellen Wartella. "Children and the Internet: Developmental Implications of Web Site Preferences among 8–12 Year-Old Children." *Journal of Broadcasting and Electronic Media* 58 (2014): 1–20.**

This research used a survey asking children aged between eight to twelve years old their preferences for Internet content. The authors found that children used social networking sites such as Facebook and Twitter, which raises the issue of underage use of social networking sites (SNS). The authors also found that children participated in online games (e.g., *Farmville*) from within the Facebook platform.

**Mazurek, Micah O., and Colleen Wenstrup. "Television, Video Game and Social Media Use among Children with ASD and Typically Developing Siblings." *Journal of Autism and Developmental Disorders* 43 (2013): 1258–1271.**

This article compared media use between neurotypical and neuro-diverse siblings. There is a small section on social media sites; however, the primary focus is on media such as television and gaming. The age range is also broad (eight to eighteen years) although the mean age of the participants is twelve years old. Importantly, this article demonstrated that neuro-diverse children do not use social media as often as neurotypical children.

**McDool, Emily, Philip Powell, Jennifer Roberts, and Karl Taylor. "Social Media Use and Children's Wellbeing." *Sheffield Economic Research Paper Series* (2016).**

This presentation examines the effect of social networking on children's subjective well-being. The data set was from a UK longitudinal study and examined different areas of children's life, including school, appearance, family, friends, and life as a whole. The results showed that spending time on SNS reduced satisfaction across most areas of a child's life, excluding friendship. Children were aged from ten to fifteen years old.

**O'Keeffe, Gwen S., Kathleen Clarke-Pearson, and Council on Communications and Media. "Clinical Report—The Impact of Social Media on Children, Adolescents, and Families." *Pediatrics* 127 (2011): 800–804.**

A comprehensive report that outlined issues with children and adolescents using social media from a clinical perspective. The report discussed the benefits and the risks of social media and outlines how pediatricians can assist in educating parents. Noteworthy is the suggestion to parents to consider their role in allowing underage use of social media sites, and the authors propose more appropriate social media sites (i.e., Club Penguin) for underage children.

## Reports

Given the paucity of research on children and social media, reports play a vital role in furthering our understanding of this topic. There are several excellent reports that provide comprehensive research findings focusing on social media and children up to eighteen years of age. Holloway, et al. 2013; Livingstone, et al. 2011; and Mascheroni and Cuman 2014 report on research conducted with European children. Swist, et al. 2015 focuses on findings with Australian children, while Rideout, et al. 2010 examines social media use in American children.

**Holloway, Donell, Lelia Green, and Sonia Livingstone. *Zero to Eight: Young Children and Their Internet Use*. London: EU Kids Online, 2013.**

A report from the EU Kids Online research network that highlights the concerns regarding very young children using Internet-connected devices. This report also contains demographic information about European children and how they access and used the Internet. For example, playing games and watching YouTube videos. Contains a number of recommendations related to Internet use in very young children.

**Livingstone, Sonia, Leslie Haddon, Anke Görzig, and Kjartan Ólafsson. *EU Kids Online*. London: EU Kids Online, 2011.**

This seminal report examines what European children and adolescents are engaging with in online environments as well as outlining the benefits and harms that can occur online. This report provides a lot of demographic information about the Internet more generally, but also contains specific information about children and social networking. This report is highly cited and is part of the EU Kids Online research network.

**Mascheroni, Giovanna, and Andrea Cuman. *Net Children Go Mobile: Final Report*. 2d ed. Milan: Educatt, 2014.**

This more recent report examines children and their online media use and is also from the EU Kids Online research network. A strength of this report is the methodology, using both qualitative and quantitative methods and participants are children aged between nine and sixteen years old. Important demographic information about media more broadly is contained within the report. The data is compared on two different time points.

**Rideout, Victoria J., Ulla G. Foehr, and Donald F. Roberts. *Generation M<sup>2</sup>: Media in the Lives of 8–18 Year Olds*. Menlo Park, CA: Kaiser Family Foundation, 2010.**

A comprehensive report that provides information about media use in American children and adolescents. One of the unique aspects of this report is the ability to look at changes across time (1999, 2004, 2009) with some demographic information such as Internet access. Again, this report demonstrates that children under thirteen are using social networking sites such as Facebook. A highlight of this report is information regarding media environment and rules.

**Swist, Teresa, Philippa Collin, Jane McCormack, and Amanda Third. *Social Media and the Wellbeing of Children and Young People: A Literature Review*. Perth, Australia: Institute for Culture and Society, University of Western Sydney, 2015.**

This report examined the social media use and effects on well-being in Australian children and young people eighteen years and under. The report compared the European demographics from the EU Kids Online research to an Australian sample, which showed that Australian children are more active on (social networking sites [SNS]). There is additional information regarding risks and family strategies and social media practices.

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## Journals

Academics working in the area of social media and children will need to examine a variety of different journals. Journals that focus more generally on social media or computer behavior include *Cyberpsychology, Behavior, and Social Networking*; *Computers in Human Behavior*; *Journal of Computer-Mediated Communication*; *Psychology of Popular Media Culture*; and *New Media & Society*. Journals that focus on children and developmental issues include *Developmental Psychology*, *Journal of Child and Family Studies*, and *Children & Society*. Only one journal, the *Journal of Children and Media*, is specific to children and social media.

### ***Children & Society*. 1987–.**

This journal aims to publish words on all aspects of childhood and policies and services for children and young people. The impact factor is .802 and is a Quartile 2 journal in Social Work.

### ***Computers in Human Behavior*. 1985–.**

This journal publishes works examining the use of computers from a psychological perspective and addresses human interactions with computers. The impact factor is 3.435 and *Computers in Human Behavior* is a Quartile 1 journal in Psychology (miscellaneous).

### ***Cyberpsychology, Behavior, and Social Networking*. 1998–.**

This journal is the official journal of the International Association of Cyberpsychology, Training & Rehabilitation and seeks to publish research to understand the social, behavioral, and psychological impact of today's social networking practices. The impact factor is 2.571 and is a Quartile 1 journal in the category of Social Psychology.

### ***Developmental Psychology*. 1969–.**

This monthly American Psychological Association journal publishes articles that significantly advance knowledge and theory about development across the life span. The impact factor is 3.228 and is a Quartile 1 journal in Life-span and Life-course Studies.

***Journal of Child and Family Studies. 1992–.***

This journal publishes topical issues affecting the mental well-being of children, adolescents, and their families. The impact factor is 1.386 and is a Quartile 1 journal in Life-span and Life-course studies.

***Journal of Children and Media. 2007–.***

Published four times a year and focuses on the study of media in the lives of children and adolescents. *Journal of Children and Media* welcomes international dialogue between researchers and professions. This journal has an impact factor of .848 and is a Quartile 2 journal in the category of Communication.

***Journal of Computer-Mediated Communication. 1995–.***

This journal focuses on social science research on computer-mediated communication via the Internet, the World Wide Web, and wireless technologies. The impact factor is 4.113 and is a Quartile 1 journal in the category of Computer Science Applications.

***New Media & Society. 1999–.***

This journal provides critical discussions of key issues arising from the scale and speed of new media development. The impact factor is 4.180 and is a Quartile 1 journal in both Communication and Sociology and Political Science.

***Psychology of Popular Media Culture. 2011–.***

This quarterly journal is published by the American Psychological Association and publishes research on how popular culture and general media influence individual, group, and system behavior. There is currently no information available on the journal's rankings.

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## **Risks and Benefits Associated with Social Media**

This section has been divided into four subsections: Overview of Social Media Risk, Specific Risks Focusing on Social Networking Sites, Developmental Concerns on Children's Use of Social Media, and Benefits Associated with Social Media. The commentary for each section can be found in each subsection.

### **Overview of Social Media Risk**

There are many concerns that researchers, parents, and professionals express regarding the risks and harms that social media can have on children, such as cyberbullying. Thus, the overview section details literature such as what bothers children online in Europe and Australia (Green, et al. 2013; Livingstone, et al. 2014). Mascheroni, et al. 2014 examines how children understand online risk. Brown 2017 contains a number of strategies that can be used by children to minimize online risk. Specific types of online risk—such as bullying—are discussed in Canty, et al. 2016, whereas DePaolis and Williford 2015 examines the nature of cyber victimization. Livingstone and Palmer 2012 examines what makes a child vulnerable online and the strategies that can be used to help them. Hartikainen, et al. 2016, along with Palfrey, et al. 2010, further expands on the theme of safety for both parents and children. Well-being and friendship are addressed in Pea, et al. 2012.

**Brown, Jon. *Online Risk to Children: Impact, Protection and Prevention*. Hoboken, NJ: Wiley Blackwell, 2017.**

This edited book comprehensively outlines the risks to both children and young people that can occur on the Internet and on social media. Strategies that can be used to minimize online risk are also discussed. The chapters strike a good balance between reviewed scientific literature and readability.

**Canty, Justin, Maria Stubbe, Denise Steers, and Sunny Collings. "The Trouble with Bullying—Deconstructing the Conventional Definition of Bullying for a Child-Centred Investigation into Children's Use of Social Media." *Children & Society* 30 (2016): 48–58.**

This article examines bullying through a historical context as well as exploring theoretical and methodological issues around bullying terminology, gender, and culture. There is a specific section that focuses on online bullying. This article would be ideal for someone wanting a quick overview of both online and face-to-face bullying literature.

**DePaolis, Kathryn, and Anne Williford. "The Nature and Prevalence of Cyber Victimization among Elementary School Children." *Child Youth Care Forum* 44 (2015): 377–393.**

This article examines the prevalence and nature of cyber victimization of children in the third to fifth grades across six different schools in the United States. While not focused exclusively on social networking (most of the child sample was involved in online gaming), the research does include a child sample that is using social media, including Facebook, Twitter, or Instagram.

**Green, Lelia, Danielle Brady, Donell Holloway, Elisabeth Staksrud, and Kjartan Ólafsson. *What Bothers Australian Kids Online? Children Comment on Bullies, Porn and Violence*. Joondalup, Australia: Edith Cowan University, 2013.**

This research builds on the work in Livingstone, et al. 2014, but uses an Australian sample. As noted by the authors, this research was conducted in parallel with the EU Kids Online project. The report compares the two groups (Australia versus Europe), and there are some key differences noted between the two groups.

**Hartikainen, Heidi, Netta Iivari, and Marianne Kinnula. "Should We Design for Control, Trust or Involvement? A Discourses Survey about Children's Online Safety." Paper presented at the Proceedings of the 15th International Conference on Interaction Design and Children, Manchester, UK, June 21–24, 2016.**

This conference presentation examined both formal (i.e., news outlets) and informal sources (i.e., blogs) to get a greater understanding of the discourse on children's online safety in Finland. The methodology was unique but also contained enough information for replication in other countries. Parents had the most dominant voice in the discourse, although children and teachers also played a role.

**Livingstone, Sonia, Lucyna Kirwil, Cristina Ponte, and Elisabeth Staksrud. "In Their Own Words: What Bothers Children Online?" *European Journal of Communication* 29 (2014): 271–288.**

This research used qualitative survey methodology to examine the risks that concern children and adolescents on the Internet. A number of different content risks were identified, including pornography, violent content but also cyberbullying, conduct from other people, and contact risk. Interestingly, social networking sites were most often associated with conduct and contact risks.

**Livingstone, Sonia, and T. Palmer. *Identifying Vulnerable Children Online and What Strategies Can Help Them*. London: UK Safer Internet Centre, 2012.**

This report focuses on understanding which children are more likely to be vulnerable online. This report provides a lot of information including demographics and statistics from a number of different resources. This report focuses on children in European countries and includes information from the EU Kids Online research that may be contained within other reports already mentioned.

**Mascheroni, G., A. Jorge, and L. Farrugia. "Media Representations and Children's Discourses on Online Risks: Findings from Qualitative Research in Nine European Countries" *Cyberpsychology: Journal of Psychosocial Research on Cyberspace* 8 (2014).**

This research again used data from the EU Kids Online network to qualitatively examine how children understand online risk, particularly how media representations and adult's perceptions of risk can influence a child's perception of online risk. Focus groups and interviews of children aged between nine to sixteen years old were conducted across the United Kingdom and nine European countries. The findings specifically focused on the discourse of cyberbullying and "stranger danger."

**Palfrey, J., U. Gasser, and D. Boyd. *Empowering Parents and Protecting Children in an Evolving Media Landscape*. Washington, DC: Federal Communications Commission, 2010.**

A report that outlined the concerns that parents have for both children and adolescents in the online environment, including privacy, information dissemination, and online safety. While this report does not specifically focus on social media, many of the concerns raised within the report could potentially be concerns inherent with social media use.

**Pea, R., C. Nass, L. Meheula, et al. "Media Use, Face-to-Face Communication, Media Multitasking, and Social Well-Being among 8–12 Year-Old Girls." *Developmental Psychology* 48 (2012): 327–336.**

An online survey that examined multiple variables (including social media) to look at well-being in middle school girls in the United States. The main message was that media use had a strong relationship with a series of negative socio-emotional outcomes compared to face-to-face communication, which was associated with positive socio-emotional outcomes. This article raises a lot of questions about the types of friendships found within this age group.

## Specific Risks Focusing on Social Networking Sites

Social networking is a specific subcategory of social media that focuses on creating and maintaining social connection, and is often used interchangeably with social media—even though the two are different. Given that social networking sites such as Facebook or Snapchat typically have a minimum joining age of thirteen years old, underage use of these sites by children are discussed in more detail in Livingstone, et al. 2013. This issue is further expanded on in Livingstone 2014 in discussing how children interpret risk on social networking sites (SNS). Staksrud, et al. 2013 examines whether children's use of SNS increases their exposure to risk and subsequent harm. Grimes and Field 2012 provides an excellent summary of the literature on risk as well as suggesting future research ideas. Meter and Bauman 2015 provides research about a specific type of risky behavior not just specific to that of SNS but all types of social media, that of password sharing.

**Grimes, S. M., and D. A. Field. *Kids Online: A New Research Agenda for Understanding Social Networking Forums*. New York: Joan Ganz Cooney Center, 2012.**

This report provides a summary of the literature regarding children and social networks as well as suggesting many future research directions and considerations. There is an overview of existing research included from the UK Kids Online project as well as other organizational reports such as the Kaiser Foundation and the Pew Internet surveys.

**Livingstone, Sonia. "Developing Social Media Literacy: How Children Learn to Interpret Risky Opportunities on Social Network Sites." *Communications* 39 (2014): 283–303.**

This article introduced a new concept, namely, social media literacy, to examine how children determine what is risky on social networking sites. A strength of this research is the qualitative accounts from nine-to-thirteen-year-olds to further understand the social interactions and the experiences that they have on social networking sites.

**Livingstone, Sonia, Kjartan Ólafsson, and Elisabeth Staksrud. "Risky Social Networking Practices among 'Underage' Users: Lessons for Evidence-Based Policy." *Journal of Computer-Mediated Communication* 18 (2013): 303–320.**

These authors have provided detailed research to understand the practices associated with European children using social networking sites. A strength of this study was the use of interviews and survey questionnaires. Demographic variables include gender, age, time spent online, specific SNS used, and parental practices. The research compares policy recommendations with parental practices.

**Meter, Diana J., and Sheri Bauman. "When Sharing Is a Bad Idea: The Effects of Online Social Network Engagement and Sharing Passwords with Friends on Cyberbullying Involvement." *Cyberpsychology, Behavior, and Social Networking* 18 (2015): 437–442.**

This article outlines risky behavior that children (and adolescents) can participate in: sharing their password with others. A strength of this study was the longitudinal methodology used with two time points. Again, children were not the only participants, but it was clear that young children (third graders) are using social media. Furthermore, the authors identified that children may not have the maturity to identify potential harms from their actions.

**Staksrud, Elisabeth, Kjartan Ólafsson, and Sonia Livingstone. "Does the Use of Social Networking Sites Increase Children's Risk of Harm." *Computers in Human Behaviour* 29 (2013): 40–50.**

Another research project from the team at the EU Kids Online project, this time examining the consequences of children using social networks. The range of the children was nine to sixteen years old and the child sample was from Europe. A strength of the research was the data set used, with a large amount of participants. Additionally, parents were also interviewed in this research. Results included that children who use SNS will be exposed to more risks online.

## Developmental Concerns on Children's Use of Social Media

There is an ongoing debate among researchers as to whether children's use of social media has an impact on their development. Thus, these articles look at developmental issues when considering the risks of social media, with the researchers using unique or innovative methodologies to examine their research questions. For example, Burley 2010 is a case study investigating identity development in a ten-year-old girl, whereas Abiala and Hernwall 2013 uses a content analysis to examine online identities in Swedish ten-to-fourteen-year-olds. Brito 2012 uses mixed methods (i.e., a combination of focus groups and surveys) to gain better understanding in tweens' use of social media. Vossen, et al. 2014 and Wartella, et al. 2016 provide critiques of developmental theories as applied to this particular topic.

**Abiala, Kristina, and Patrik Hernwall. "Tweens Negotiating Identity Online—Swedish Girls' and Boys' Reflections on Online Experiences." *Journal of Youth Studies* 16 (2013): 951–969.**

This article examines how tweens experience social networking sites (SNS) and identity on SNS. The methodology was unique: using content analysis to code responses to a paper stimulus of SNS used in Sweden. The researchers found that girls are more likely to create blogs while boys tend to play games. Gender and age were important considerations for some activities such as pornography.

**Brito, Pedro Q. "Twins' Characterization of Digital Technologies." *Computers and Education* 59 (2012): 580–593.**

This article examines issues like meaning making, metacognitive reflections, and gender differences with tweens and digital media such as SNS and games. Focus groups and surveys were used for data collection. Important findings include that tweens were able to recognize that the online environment has the potential for providing information to support learning activities, but finding correct information could be problematic.

**Burley, Diana. "Penguin Life: A Case Study of One Tween's Experiences inside Club Penguin." *Journal of Virtual Worlds Research* 3 (2010).**

This article used a case study methodology to examine a ten-year-old girl's experiences in an online world and the contribution this made to her identity development and relationship formation. The main conclusion from this article was that virtual worlds enable children to experiment with their identity (through gender and race choices) as well as providing children with activities that help them develop and read online social cues.

**Vossen, Helen, Jessica T. Piotrowski, and Patti M. Valkenburg. "Media Use and Effects in Childhood." In *The Handbook of Lifespan Communication*. Edited by Jon F. Nussbaum, 93–112. New York: Peter Lang, 2014.**

This book chapter uses a developmental lens to discuss how children's media use can influence their development. While the authors spend a lot of time focused on television, other types of media such as gaming are briefly discussed. The chapter also provides detail on developmental theories and the application of these for children and media use.

**Wartella, Ellen, Leanne Beaudoin-Ryan, Courtney K. Blackwell, Drew P. Cingel, Lisa B. Hurwitz, and Alexis R. Lauricella. "What Kind of Adults Will Our Children Become? The Impact of Growing Up in a Media-Saturated World." *Journal of Children and Media* 10 (2016): 13–20.**

This literature review examines digital media and the impact that this has on childhood through a strong grounding in Vygotsky's sociocultural theory. The focus is more on interactive technology than social media (although this is mentioned briefly) but raised some good points regarding both positive and negative ways that social media can impact on childhood.

## Benefits Associated with Social Media

Unfortunately, the scientific literature of the benefits of social media is sparse, as most researchers focus on the risks associated with social media. However, two articles stand out as providing a more balanced approach to this topic. Granic, et al. 2013 examines the benefits of video games, whereas Wood, et al. 2016 provides both positive and negative emotional benefits for children using social media. Two examples of nonscientific literature (Orlando 2017 and "Media Benefits for Children and Teenagers") are included as a balance to the challenges of social media use.

**Granic, Isabel, Adam Lobel, and Rutger C. M. E. Engels. "The Benefits of Playing Video Games." *American Psychologist* 69 (2013): 66–78.**

This article looks at the benefits of playing video games in a broad sense. That is, games played on a Nintendo to those games where players need to log onto a website and interact with other players. Benefits include cognitive, psychological, and social benefits. It should be noted that this literature review was not limited to children but discusses a variety of ages.

**"Media Benefits for Children and Teenagers." *Raising Children*, 12 July 2017.**

This online article is nonscientific information and is found on an Australian parenting website aimed at parents. However, it does mention how media generally (but also including social media) can contribute to a child's educational, social, intellectual, and creative benefit and is typical of nonscientific information that is available to parents and others. Unfortunately, there are no references included in the article to confirm these benefits.

**Orlando, Joanne. "When It Comes to Kids and Social Media, It's Not All Bad News." *The Conversation*, 19 July 2017.**

This opinion piece discusses a number of ways that social media has benefits for children, including educational benefits, health benefits, and social benefits. Teens are also regarded as children in this work.

**Wood, Megan A., William M. Bukowski, and Eric Lis. "The Digital Self: How Social Media Serves as a Setting That Shapes Youth's Emotional Experiences." *Adolescent Research Review* 1 (2016): 163–173.**

This research review provides an overview on the emotional experiences of preadolescents and adolescents in using social media. Positive impacts include benefits such as relationship maintenance, whereas negative impacts include mood and mental health. Has a focus on relationship development and maintenance, and thus social networking is the primary social media environment discussed.

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## Social Media and Environmental Considerations

Children are unable to access social media without parents or significant others providing them with the means to do so. That is, adults need to provide a child with technology (i.e., smart phones or tablets) and an Internet connection in order for the child to access social media sites. This then means that these adults have a key role in determining how, when, or where a child uses social media. This section is divided into two subsections: the Role of Parents and Social Media and the role of significant others (i.e., teachers) and social media. Commentaries are again found in each section.

### The Role of Parents and Social Media

Parents play a critical role in how, when, and where children use and access social media. Nathanson 2015 and Steiner-Adair and Barker 2013 provide a comprehensive overview of the important role that parents play. Strategies that parents use to manage their child's social media, such as co-use and mediation, are discussed in Connell, et al. 2015; Caviness 2014; Livingstone, et al. 2017; Shin 2015; and Zamen, et al. 2016. Whereas Green, et al. 2011 and Plowman, et al. 2010 focus more on the risks and concerns parents have when children go online.

**Caviness, Ylonda G. "The Age of Insta-kids." *Essence*, 31 October 2014.**

While not a scientific article, this commentary outlines ways that parents can keep their kids safe in an online environment. This opinion piece outlined advice that is often found on parenting blogs and similar sites. It is important to include this type of commentary, as future research may need to consider what information parents have read online about children and social media.

**Connell, Sabrina L., Alexis R. Lauricella, and Ellen Wartella. "Parental Co-use of Media Technology with Their Young Children in the USA." *Journal of Children and Media* 9 (2015): 5–21.**

This article provides an overview of parents co-using technology with their children. While not specific to social networking, it includes media such as the Internet and video games. Given that parents monitor their children's social

media use or give their permission for children to use social media, this article provides a sound rationale for the method of parental monitoring that could occur when children use social media specifically.

**Green, Lelia, Danielle Brady, Kjartan Ólafsson, John Hartley, and Catharine Lumby. "Risks and Safety for Australian Children on the Internet: Full Findings from the AU Kids Online Survey of 9–16 Year Olds and Their Parents." London: EU Kids Online, 2011.**

This report parallels the research conducted by the EU Kids Online project but used an Australian sample. Similar to the EU project, the age range of the participants was nine to sixteen years old, as well as including data from one parent. There are some interesting differences noted between the Australian and European sample.

**Livingstone, Sonia, Kjartan Ólafsson, Ellen J. Helsper, Francisco Lupianez-Villanueva, Guiseppe A. Veltri, and Frans Foldvord. "Maximizing Opportunities and Minimizing Risks for Children Online: The Role of Digital Skills in Emerging Strategies of Parental Mediation." *Journal of Communication* 67 (2017): 82–105.**

The researchers used an online survey that targeted parents to better understand the role of parental mediation in children's Internet use as well as the risks. Findings included that restrictive mediation by parents was found to be associated with less online risk, but there was also a cost of lost opportunities for the child. Interestingly, culture was an important consideration regarding parental mediation. The data set was a research strength.

**Plowman, Lydia, Joanna McPake, and Christine Stephen. "The Technologisation of Childhood? Young Children and Technology in the Home." *Children and Society* 24 (2010): 63–74.**

This article surveyed families about their three to four-year-old children's uses of technology at home. While not specifically about social media, this research does report parent's uncertainties regarding the impact of technology on childhood. Interestingly, parents saw children using technologies as a safe option since they could more easily monitor their children's indoors activities compared to outdoors activities.

**Nathanson, Amy I. "Media and the Family: Reflections and Future Directions." *Journal of Children and Media* 9 (2015): 133–139.**

This literature review outlines how parents shape the experiences that children have with digital media, including television, game devices, and electronic books. Again, while this article is not specific to social media, it does outline some reasons as to why parents not only introduce but also allow children to be exposed to various types of media, which may also be the case for social media.

**Shin, Wonsun. "Parental Socialization of Children's Internet Use: A Qualitative Approach." *New Media & Society* 17 (2015): 649–665.**

Singaporean parents of children aged seven to twelve years old were interviewed about their child's Internet use and strategies they used to manage Internet use. Again, not specific to social media but Internet usage more generally, although some children did participate in gaming and watching YouTube. An easy-to-read article from a parent's perspective. The qualitative methodology was a strength.

**Steiner-Adair, Catherine, and Teresa Barker. *The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age*. New York: Harper, 2013.**

This book takes a broad view of the home environment and how parents use social media and the effect it has on their children. This work is aimed more at a secular audience rather than a scientific audience; however, the authors use examples from their psychological practice to illustrate specific points and integrate those points with existing research.

**Zamen, Bieke, Marije Nouwen, Jeroen Vanattenhoven, Evelien de Ferrerre, and Jan van Looy. "A Qualitative Inquiry into the Contextualized Parental Mediation Practices of Young Children's Digital Media Use at Home." *Journal of Broadcasting & Electronic Media* 60 (2016): 1–22.**

While not specifically about social media, this article demonstrates the role of parental mediation in young children (aged between three to nine years old) using digital media. The research illustrated five different types of mediation that parents use to manage their children using media. Of note and specific to social media was that children will often play games via a parent's Facebook account.

## The Role of Significant Others and Social Media

Parents are not the only ones who play an important role in children's use of social media; significant others like teachers and health professionals can also provide support to or influence children in their social media use. Barone 2012 and Sharples, et al. 2008 discuss how social media can be an education tool. Chang-Kredl and Kozak 2017 takes a different angle and asks teachers what they see in the students that use social media, whereas Davis and James 2013 debates that perhaps educators are not doing enough to help their students navigate social media. Durkin and Conti-Ramsden 2014 provides a summary of the key issues of social media and children with language difficulties. Significant others, such as doctors, also play an important role, as shown in Hill, et al. 2016. Social media connects children with people that matter to them, and Quinn and Oldmeadow 2013 examines how social media impacts on the need to belong to one's peers.

**Barone, Diane. "Exploring Home and School Involvement of Young Children with Web 2.0 and Social Media." *Research in the Schools* 19 (2012): 1–11.**

In this article, the author sets the scene by introducing statistics focused on young children and the use of technology, but cautions that the reviewed literature does not take into account the rapid changes that have occurred with the technology itself. A strength of this article is that not only are concerns and benefits of the home environment discussed, but also the use of media in the classroom.

**Chang-Kredl, Sandra, and Stephanie Kozak. "Children Using Facebook: Teachers' Discursive Constructions of Childhood." *Learning, Media and Technology* (2017): 1–5.**

This article takes a different perspective by examining elementary school teachers' perspectives on their students using social media. This research used a different methodology (i.e., discourse analysis) to other research with four main themes identified: the innocent child, the evil child, the child as future adult, and the child as agent. Interestingly, the point was made that parents and teachers are unable to keep up with their child's digital development.

**Davis, Katie, and Carrie James. "Tweens' Conceptions for Privacy Online: Implications for Educators." *Learning, Media and Technology* 28 (2013): 4–25.**

This article used a qualitative methodology: interviews with tweens (children aged between ten to fourteen years) about managing their privacy online. Additionally, this research was connected with educational curriculum about keeping young people safe online, with findings indicating that teachers are not addressing tweens' privacy concerns.

**Durkin, Kevin, and Gina Conti-Ramsden. "Turn Off or Tune In? What Advice Can SLTs, Educational Psychologists and Teachers Provide about Uses of New Media and Children with Language Impairments?" *Child Language Teaching and Therapy* 30 (2014): 187–205.**

This article provides a summary of the key issues on media more broadly (i.e., apps, computers) and potential strategies that practitioners can provide to families. While the focus is on children with language impairments, the types of strategies used could apply to children without language impairments.

**Hill, David, Nusheen Ameenuddin, Yolanda L. R. Chassiakos, et al. "Media Use in School-Aged Children and Adolescents." *Paediatrics* 138 (2016): e20162592.**

This article examines the benefits and risks of media use with regard to the health of children and teens. Benefits include gaining new knowledge, while risks include health effects and the exposure to inappropriate content. Recommendations and strategies are included for pediatricians, families, and researchers.

**Quinn, Sally, and Julian A. Oldmeadow. "Is the Igeneration a 'We' Generation? Social Networking Use among 9-to-13-Year-Olds and Belonging." *British Journal of Developmental Psychology* 31 (2013): 136–142.**

This research explores the relationship between social networking sites (SNS) use and the need to belong in preteens, using self-report questionnaires. This study found gender differences with regard to self-disclosure, as well as differences between children who used SNS and those that did not. There are some limitations (i.e., quantity versus quality of SNS use) to this research, but it does provide insights regarding the need to belong and relationships with online peers.

**Sharples, Mike, Rebecca. Graber, Colin. Harrison, and Kit. Logan. "E-safety and Web 2.0 for Children Aged 11–16." *Journal of Computer Assisted Learning* 25 (2008): 70–84.**

This article outlines a number of benefits and risks associated with children using social networking sites (SNS). This research used mixed methods (surveys and interviews) with participants of children, parents, and teachers examining attitudes to SNS with recommendations to educators about children's use of social media. Risks to children include interacting with people that they have not met face-to-face.

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