

Children in Digital World

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Abstract

As the debate about whether the internet is safe for children rages, *The State of the World's Children 2017: Children in a Digital World* discusses how digital access can be a game changer for children or yet another dividing line. The report represents the first comprehensive look from UNICEF at the different ways digital technology is affecting children, identifying dangers as well as opportunities. It makes a clear call to governments, the digital technology sector and telecom industries to level the digital playing field for children by creating policies, practices and products that can help children harness digital opportunities and protect them from harm. Every age has its myths. Myths are often equated with falsehood, but their very persistence reveals society's deeper commitment to particular values. Some myths in the digital age are remarkably hard to shake, even though evidence from research and experience often contradicts them. Here are my top myths about children in the digital age.

Keywords: Children, Digital, Society

I. INTRODUCTION

Children's Learning in a Digital World presents exciting and challenging new ideas from international scholars on the impact of computers, the Internet, and video games on children's learning. Features exciting new research which reassesses the threats posed by technology to the social, emotional, and physical development of children.

II. OBJECTIVE

- To understand about children in modern world
- To study about children in modern society.
- To analyze about children in digital era.
- To understand about the state of the world's Children
- To provide conclusion based on the study.

Statement of the Problem

Examines the impact of technology in both formal and informal learning contexts, covering a range of technologies relevant to students and researchers, as well as professional educators. Presents key information on the social and cultural issues that affect technology use, in addition to the impact on children's learning. Includes research from an international range of contributors.

III. METHODOLOGY

Details and information collected for the purpose of the study was collected from the secondary sources. viz., websites, published articles, thesis and dissertation, Journals, magazines etc.

Children in Modern Society

Childhood is a fundamental stage and its influence extends into adult life. To guarantee that children and adolescents have the best possible start in life is the way to ensure the development and progress of nations. The dictionary defines childhood as the period of life between infancy and puberty. Often these days, this is the age of children attending primary school and early secondary school. While it is admittedly true that with stress and a heavy workload, children do have lesser time for themselves, it would be exaggerated to say that there is no such thing as childhood anymore.

Children in the colonial period were seen as beings who should adopt Meeting the needs of children, even inventing new ones, became an important element of the consumer economy. Many children had their own rooms, took music or tennis lessons, and were often indulged. Despite children of today's era generally not having to worry about being sold off as slaves or being married off at such young ages, the children of our decade have their own set of burdens and hustles to worry about. Usually, when we think of childhood, we often think of ignorance, naiveté, care-freeness, joy, innocence and peace and laughter. As young adults, we often reminisce about our childhood because it was a period of time when we had no worries and we lived day to day as happy individuals without burdens. Modern societies are described most effectively against the background of what came before them.

The process of modernity is reactive; it's meaning is derived by a comparison with, and by rejection or negation of preceding agrarian and industrial societies. Traditional, or pre-modern societies take as their basic unit the community or the collective. The family constitutes production and consumption as well as socialization, indicative of a rudimentary division of labour. Further, traditional societies.

Children in Digital World

Digital technology can also make children more susceptible to harm both online and off. Already vulnerable children may be at greater risk of harm, including loss of privacy. ICTs are intensifying traditional childhood risks, such as bullying, and fuelling new forms of child abuse and exploitation, such as 'made-to-order' child sexual abuse material and live streaming of child sexual abuse. Predators can more easily make contact with unsuspecting children through anonymous and unprotected social media profiles and game forums. New technologies – like cryptocurrencies and the Dark web – are fuelling live streaming of child sexual abuse and other harmful content, and challenging the ability of law enforcement to keep up. Ninety-two per cent of all child sexual abuse URLs identified globally by the Internet Watch Foundation are hosted in just five countries: the Netherlands, the United States, Canada, France and the Russian Federation. Efforts to protect children need to focus particularly on vulnerable and disadvantaged children, who may be less likely to understand online risks – including loss of privacy – and more likely to suffer harms. While attitudes vary by culture, children often turn first to their peers when they experience risks and harms online, making it harder for parents to protect their children. The potential impact of ICTs on children's health and happiness is a matter of growing public concern – and an area that is ripe for further research and data. Although most children who are online view it as a positive experience, many parents and teachers worry that immersion in screens is making children

depressed, creating internet dependency and even contributing to obesity. Inconsistent advice can be confusing for caregivers and educators, underlining the need for more high-quality research on the impact of ICTs on well-being.

Researchers acknowledge that excessive use of digital technology can contribute to childhood depression and anxiety. Conversely, children who struggle offline can sometimes develop friendships and receive social support online that they are not receiving elsewhere. For most children, underlying issues – such as depression or problems at home – have a greater impact on health and happiness than screen time. Taking a ‘Goldilocks’ approach to children’s screen time – not too much, not too little – and focusing more on what children are doing online and less on how long they are online, can better protect them and help them make the most of their time online.

Children in Digital Era

Young people and technology – whether you like it or not, smart devices are in your children’s lives and they’re here to stay. “Too many of the older generation still believes that the traditional way of parenting – which they had with their folks – is as effective today as it was yesteryear. But as the changing times require, strategies in leading your kids to the right path should adapt to their ever-evolving environment.” If you have now accepted that your guidance as a parent needs to match the requirements of the ‘digital era’, you are at the right place.

Here are a few things you need to understand about getting involved in your child’s digital engagement. 1. You will mentor, not just monitor. If you are a boss, you can spy at every little thing your child searches, opens and sends on the Internet. But you are a parent that’s meant to teach those lessons so you can sleep well at night knowing they are well-guided.

“The more walls we build, the more we are just creating little hackers who are just trying to get around the fence,” said Devorah Heitner, founder of the website Raising Digital Natives.

According to her, mentoring allows parents to create an environment where kids will feel comfortable talking to you about their digital activities. In short, you are to teach and trust. Technology is a purposeful tool; it only depends on how your kids will use it. Teens at present can’t be refrained from using gadgets and the Internet because this will pull them a step backward from the requirements of their environment. Schools require research, digital communication and computer skills.

You need to make it clear with your kids that technology is not meant for entertainment alone. If they are starting to change face-to-face connections with other people through so much online socialization, you need to impose a cutback. You need to learn the platform as well. Of course, you cannot guide your kids well if you do not know the workings of technology. In this aspect, you can request for their assistance. Engage yourself in what they are engaging in so you can have a first-hand experience and will know what to develop and avoid.

Your children should understand that technology is not outside your authority. Some kids at present tend to respect their parents’ authority in things such as doing the chores, being a good student and going home on time. What you need to make them understand is that when it comes to technology, you should also have a hand.

State of the World Children

The State of the World’s Children began to publish tables of standardized global and national statistics aimed at providing a detailed picture of children’s circumstances. Much has changed in the decades since the first indicators of child well-being were presented. But the basic idea has not: consistent, credible data about children’s situations are critical to the improvement of their lives – and indispensable to realizing the rights of every child.

Findings and Suggestions

Data continue to support advocacy and action on behalf of the world's 2.2 billion children, providing governments with facts on which to base decisions and actions to improve children's lives. And new ways of collecting and using data will help target investments and interventions to reach the most vulnerable children. Data do not, of themselves, change the world. They make change possible – by identifying needs, supporting advocacy, and gauging progress. What matters most is that decision-makers use the data to make positive change, and that the data are available for children and communities to use in holding duty-bearers to account.

IV. CONCLUSION

The information infrastructure offers both promise and peril; promise in the form of extraordinary ease of access to a vast array of information, and peril from opportunities both for information to be reproduced inappropriately and for information access to be controlled in new and problematic ways. Providing an appropriate level of access to digital IP is central to realizing the promise of the information infrastructure. Ensuring that this appropriate level of access becomes a reality raises a number of difficult issues that in the aggregate constitute the digital dilemma. This report articulates these difficult issues, provides a framework for thinking about them, and offers ways of moving toward resolving the dilemma.

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