



Children on Social Media: Risks, Benefits and Filters

Beatrice Hayes

Dr Dawn Watling, Dr Alana James, Prof Ravinder Barn



ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON

Introduction



Children on
Social Media

Risks & Benefits

Impact on
Schools

Implications

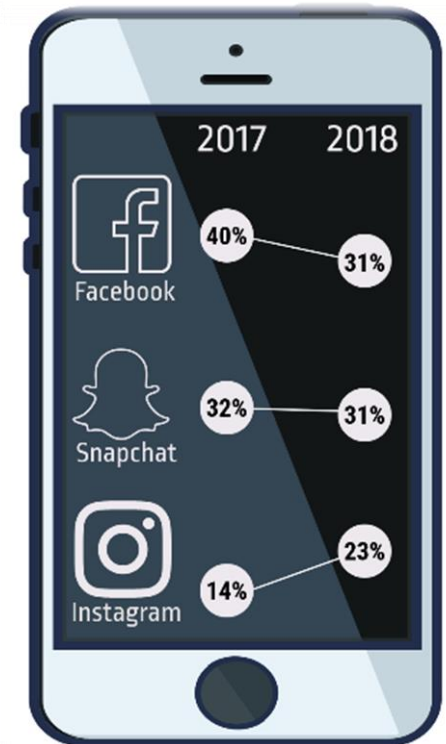
Child Study

Adolescent
Study

Children on Social Media



Adolescents (12-15)	Children	
	(8-11)	(5-7)
Social media profile 69%	18%	4%
Interacting on YouTube 89%	77%	70%



Risks & Benefits



Self-presentation	Self-esteem	Social capital	Cyberbullying
Trialling out different sides to self.	Safe place to express self, receive positive feedback = enhanced self-esteem.	Platform to develop social capital; reduces barriers.	
Presenting a false image of the self.	Exposes the self to negative feedback on a grander scale = reduced self-esteem.	Could potentially increase withdrawal from the real world; can increase negative exposure.	Seeking support online can lead to being victimized. Online disinhibition = greater likelihood to perpetrate.
Parker & Gottman (1989) Ellison, Heino & Gibbs (2006) Binder, Howes & Sutcliffe (2009) Shensa et al (2016)	Robins & Trzesniewski (2005) Steinfeld, Ellison & Lampe (2008) Forest & Wood (2012) Burke (2011) Burnette et al (2017)	Helliwell & Putnam (2004) Zakin (1983) Boase et al (2006) Naslund et al (2014) Baek, Bae & Jang (2013)	Livingstone (2014) Barnes (2006) Randovic et al (2017) Chen & Lee (2013) Low & Espelage (2013)

Impact on Schools



ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON



Impact on Schools



"...year 5 and 6 class had their own blog and they posted work and then other schools would come and like comment on it and give feedback and things and that was really nice"

"...put it into a news report or an argument and then they'd upload it onto Facebook for parents to see. But because they know that their mums are going to see it, it makes their work a little bit better I suppose rather than just keeping it written down in a book, they can turn it into some form of script that they can then be proud of"

"I did get the idea of making Harry Potter wands from YouTube"

"...for example one of the children had put on, "don't forget we need this for the trip tomorrow," so they've kind of communicated to them as, as like, so like "ooh don't forget your pocket money for the trip," so they can communicate things about school really in a positive way"

"...they were doing, I don't know...The BFG...you would do your work and then you would take photos of it, upload it and then you would @ whoever well...it's not gonna be Roald Dahl... [laughs] R: From the grave. [laughs] P: Yeah well you know what I mean like you'd do something like some sketches and then @QuentinBlake, "what do you think of these?"

Adolescent Study



- 424 participants – 51.4% female; 46.9% male ($M = 13.92$, $SD = 1.35$).
 - Average 3 accounts per participant.



78%



85%



36%



7%



Adolescent Study

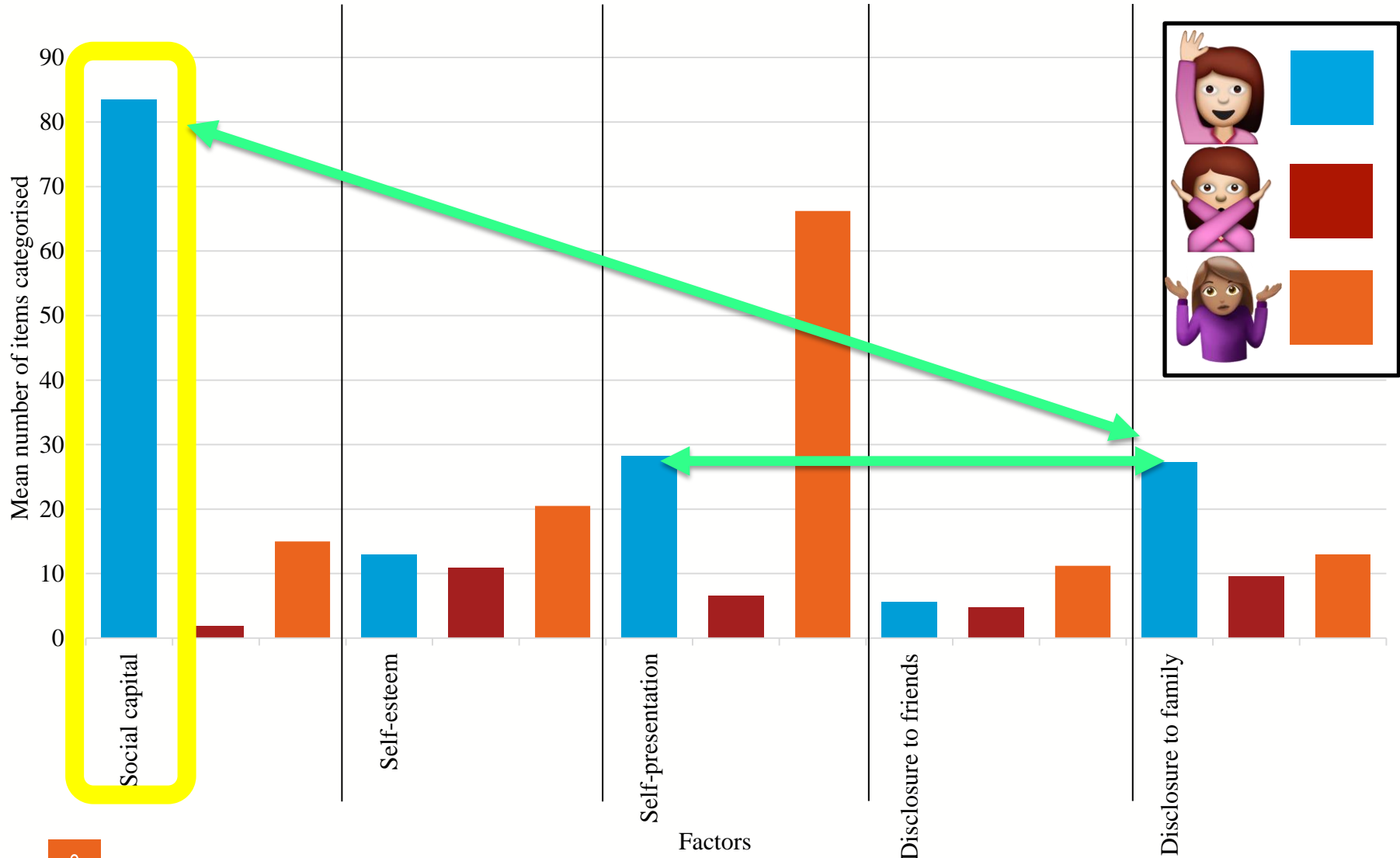


	Females M (SD)	Males M (SD)
Privacy	2.6 (.96)	2.26 (.97)
Over disclosure	2.62 (1.04)	2.16 (.99)
Addiction	2.67 (1.1)	2.24 (1.08)

Only 'slightly' or 'somewhat' concerned.



Adolescent Study



Child Study



- 901 participants – 51.3% male; 48.4% female (aged between 7 & 12).
- 7 schools (Surrey, Essex, Norwich, Stoke-on-Trent, Sheffield).
- 48% reported accessing an SNS account:



25.2%



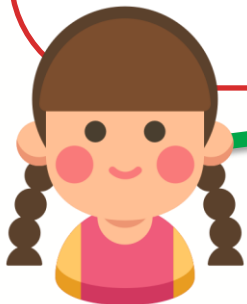
20.8%

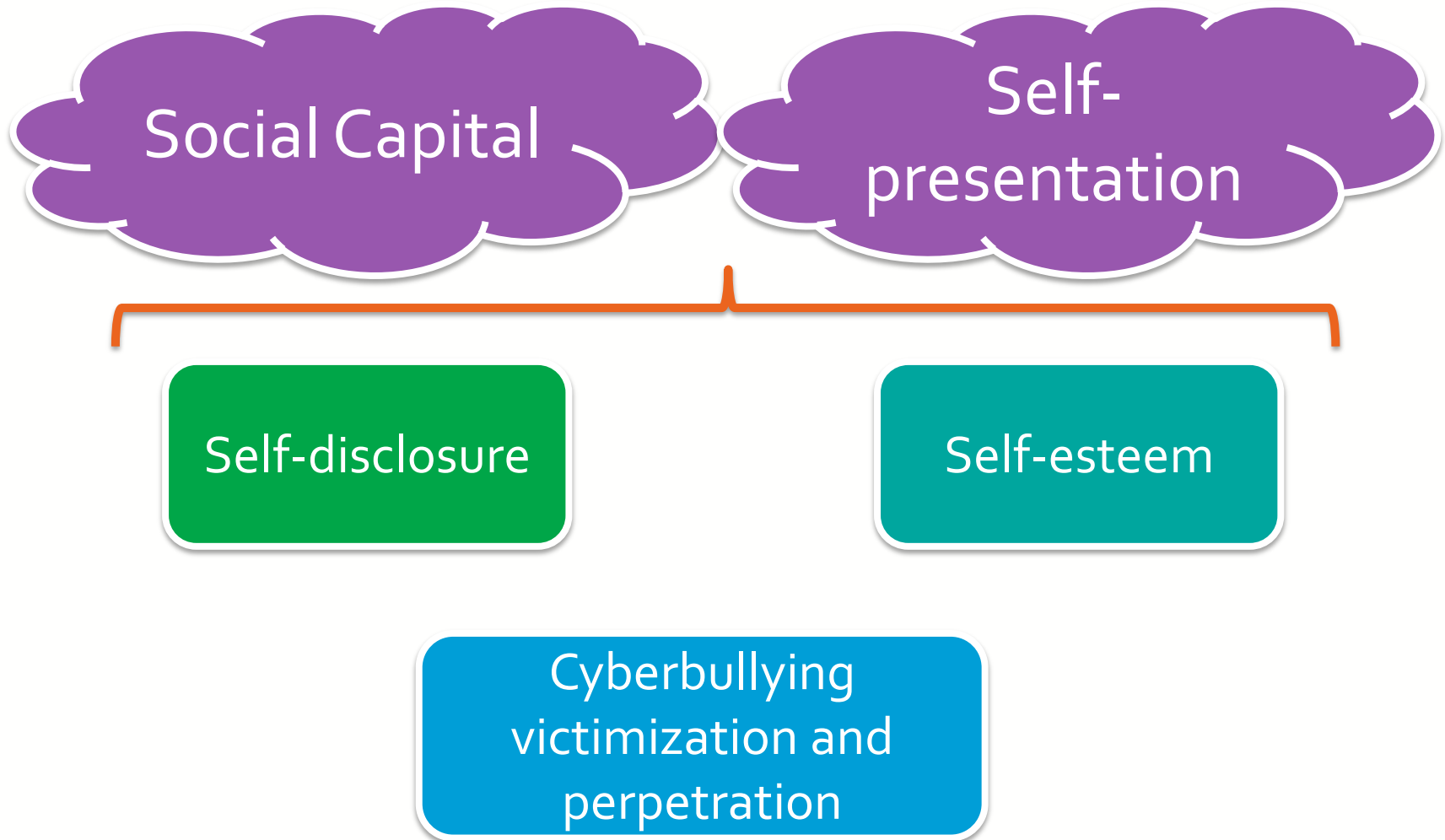


4.8%

YouTube

32%





Child Study



"you get to chat to your friends whenever you want"

"Yeah, it's easy to just like make group chats and like chat to your friends"

"Cos like you can just tap out some words and press send, it's not...it's not hard to say anything really"

"Well it's like easy to communicate to your friends, so you can always stay in touch, like there's this girl called erm...[name], she left the school a couple of months ago and I got her number so I can still message her and...yeah you can still stay in touch even if you don't see them anymore"

"They normally do it [*talk to friends*] at night when they're not allowed out. [laughs] P: Cos if they aren't in at...at the right time, they get grounded"

Implications



- More children are online than reports suggest.
- Image-based “play” inspired SNS are increasing in popularity.
- Social capital is very important to both children and adolescents.
- Self-presentation is also highly valued.

- Networking online.
- Strengthening friendships.
- Form new friendships/get to know others better.
- Connecting across the world.



- Cyberbullying.
- Arguments online transferring into the real-world.
 - Trolling, catfishing.
 - Permanency.
 - Disengaging with real-world.



Thank You!

beatrice.hayes.2017@live.rhul.ac.uk
@_beatricehayes

Dr Dawn Watling dawn.watling@rhul.ac.uk

Dr Alana James a.i.james@reading.ac.uk

Prof Ravinder Barn r.barn@rhul.ac.uk



ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON