



GROWING UP DIGITAL

Australia:

INFOGRAPHICS SUMMARY REPORT



UNSW
Gonski Institute
for Education



The data represented more than
5,000 children.



Who participated in Phase 2?

About three in four
respondents had an
annual household income
over \$100,000.



2,450

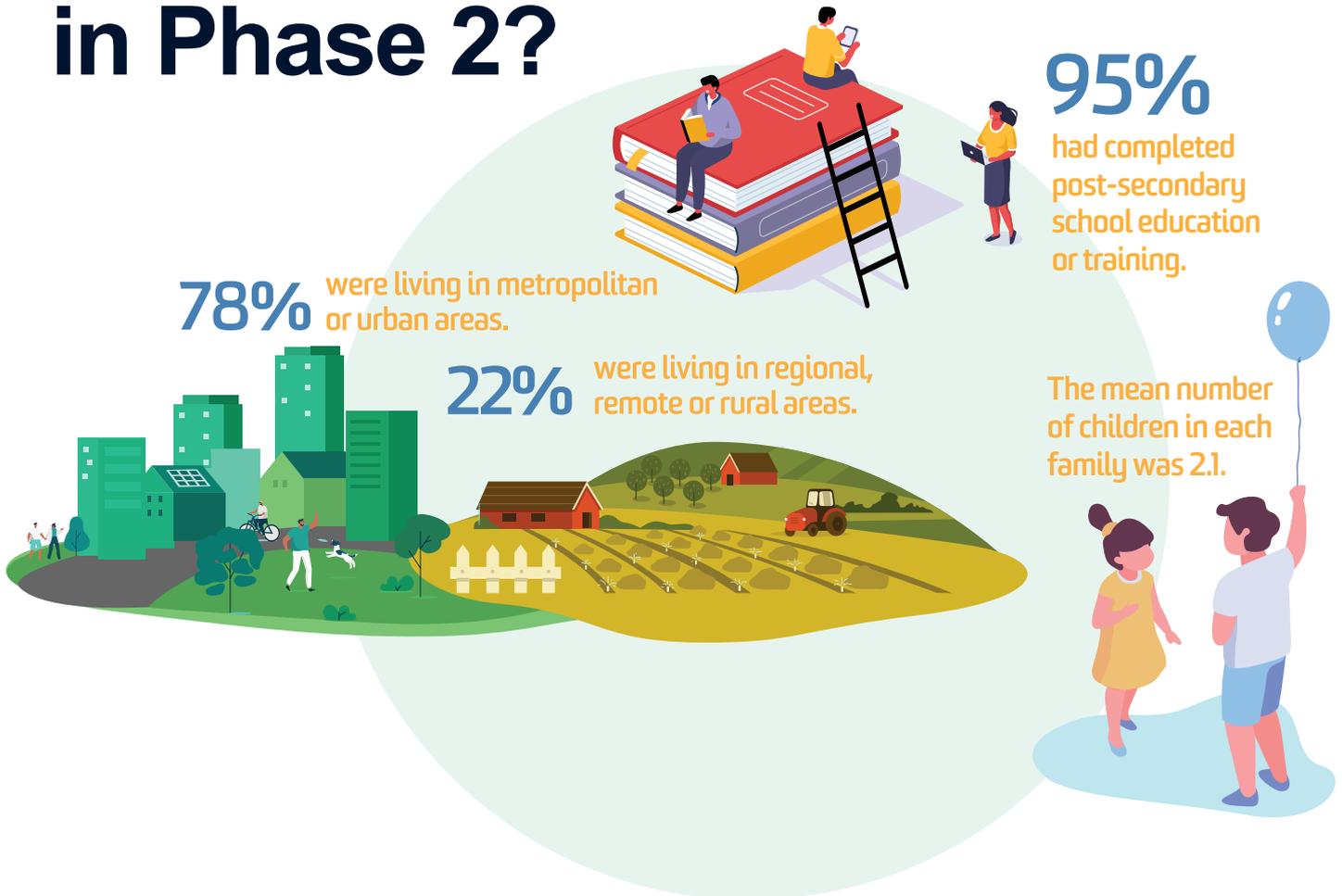
Australian parents
and grandparents
participated aged
25-65.



**83% were
female.**



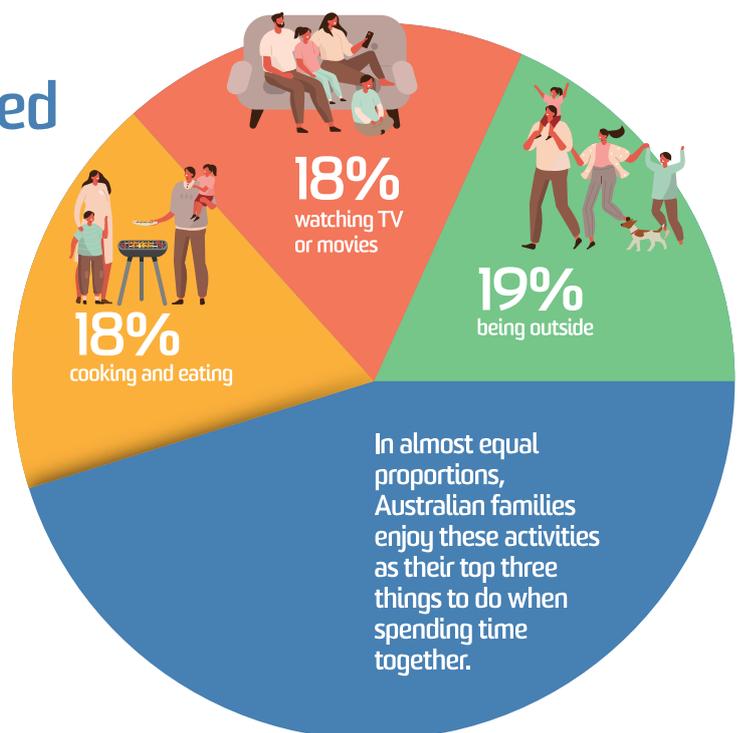
Who participated in Phase 2?



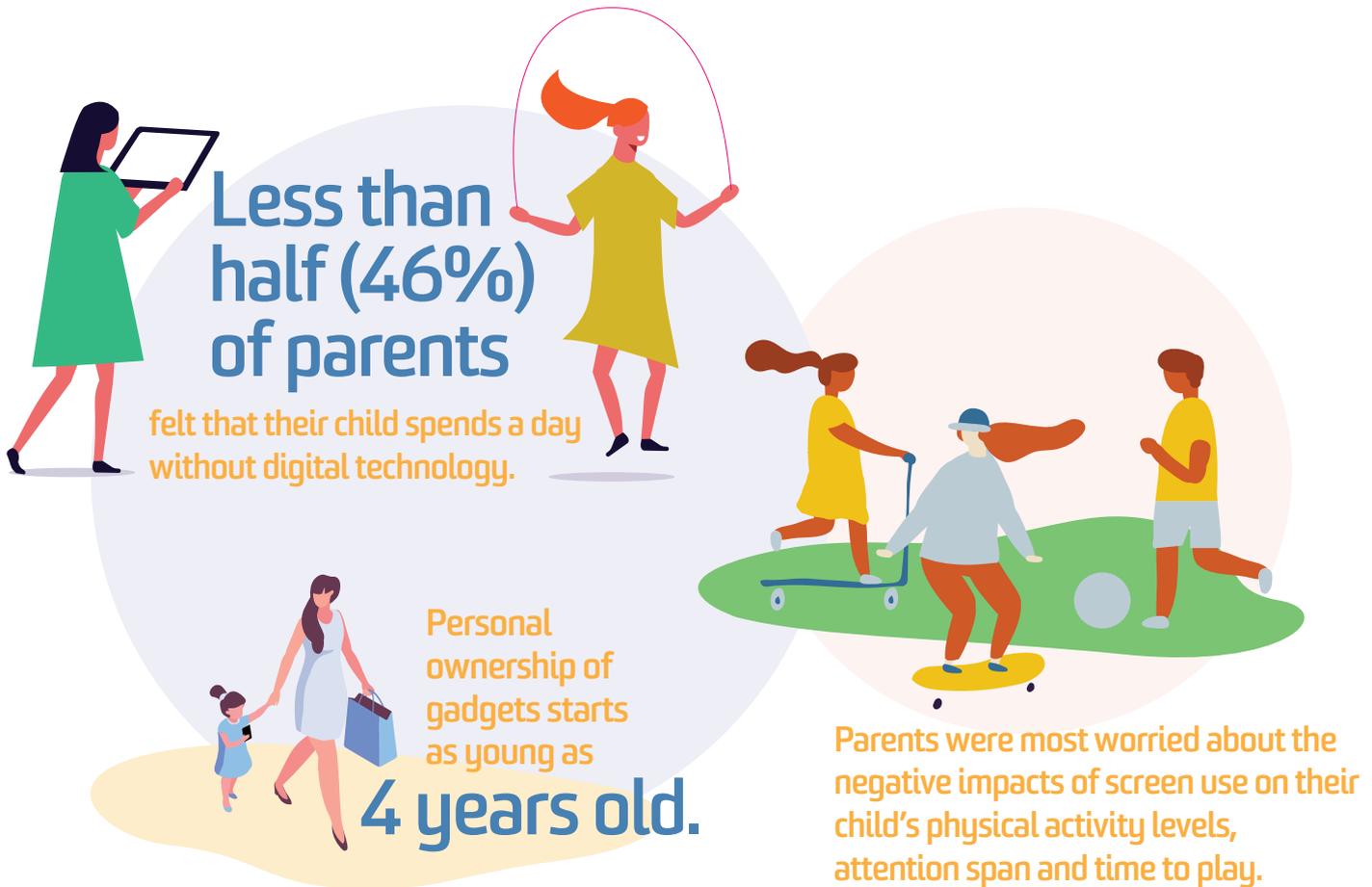
Childhood has changed.

More than four in five children own at least one screen-based device. The average is

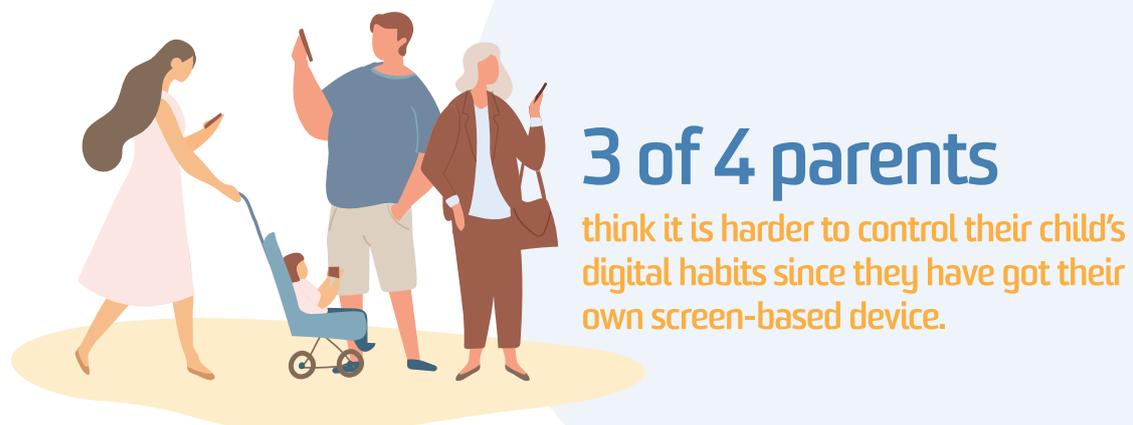
3 devices owned by each child.



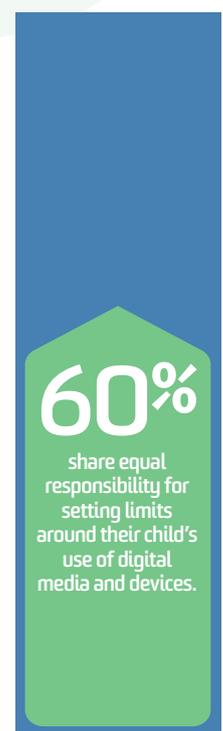
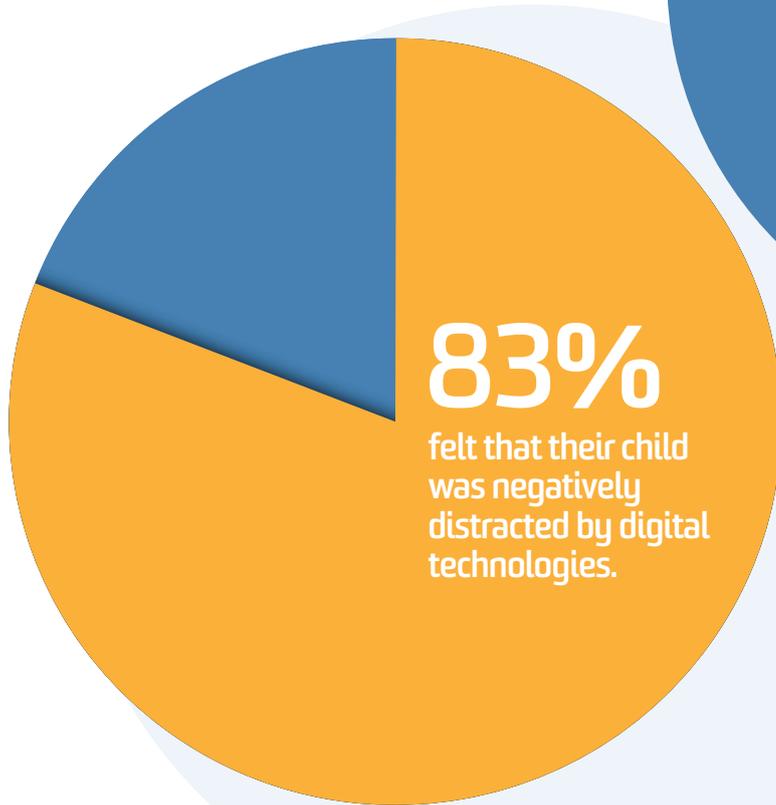
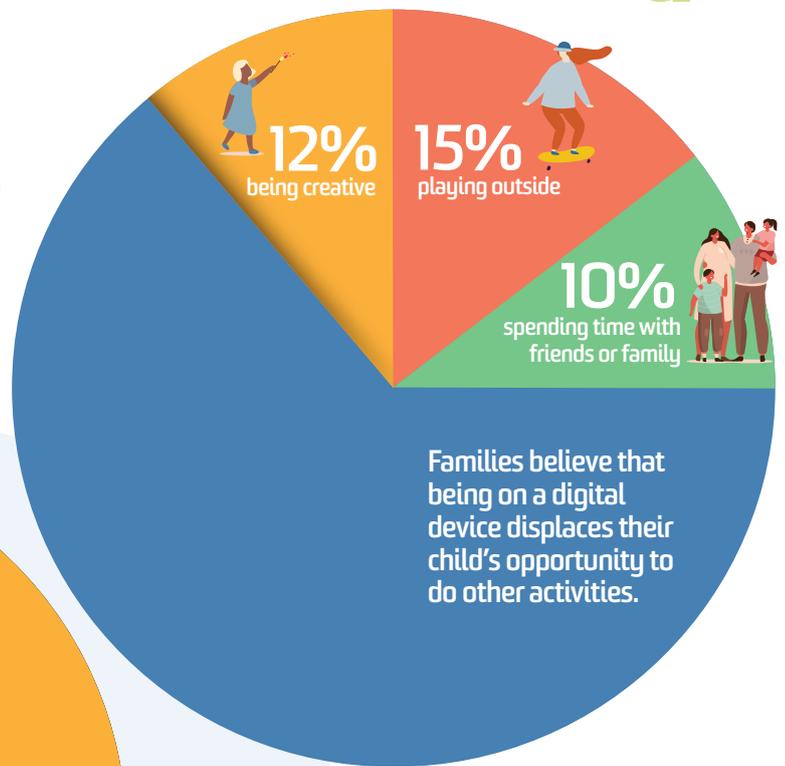
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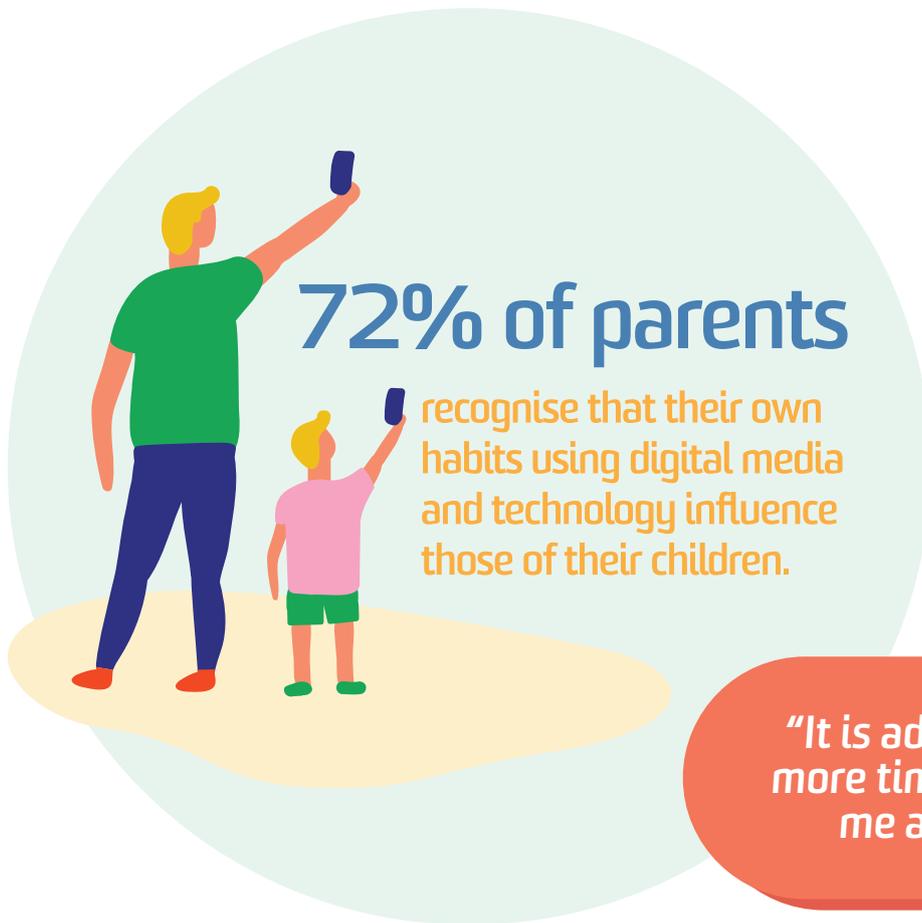
Parenting is harder than it used to be.



Parenting is harder than it used to be.



Parents know they are role models but are distracted.



"It is addictive, I yearn for more time away from it for me and my family".

"As a parent I need to know how to work the programs and site the kids access to be able to protect them. I do not assume they are safe".

Over 90%

of parents felt that they themselves were negatively distracted, at least to some extent, by digital technologies.

Three in four believed that this distraction is growing.

COVID-19 changed everything.

More than half (53%) of parents indicated that their attitudes towards digital media and technology have changed during the COVID-19 pandemic.

57%

This was higher in the lowest-income families than any other income bracket.

49%

This was lower in respondents from regional, rural and remote areas.



57% of grandparents

felt that their attitudes had not changed because of the COVID-19 pandemic.

"I was anti-technology and wanted less time on devices at school. Now I am pro-technology and believe it opens up a wider opportunity for education".

"My child's screen time during lockdown was difficult to monitor and limit. And this now continues even after lockdown".

The thin line between leisure and learning.

Four in five

parents believe that children
need to be skilled in digital
media and technologies in
order to succeed in life.



54% of parents

feel that parents and schools
share an equal responsibility in
helping a child to develop the
skills and habits that they need
to grow up in a digital world.



Almost four in five

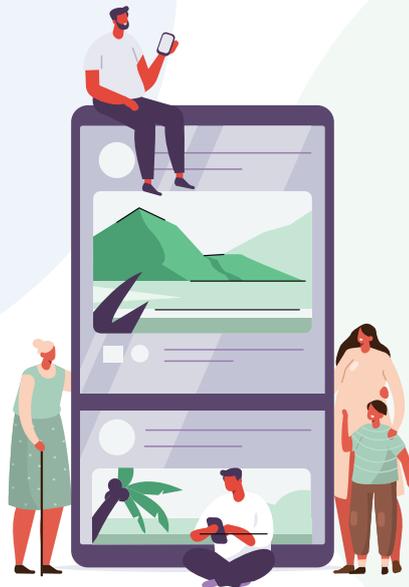
parents felt that their
child's use of
technology when at
school was 'about right'.

The thin line between leisure and learning.



More than half

of parents primarily allow their children to use digital media and technology for entertainment value. Comparatively, only one in five predominantly use it for learning purposes.



About half of parents

agreed that they would welcome more support from their child's school to help them and their child to manage digital media and technologies use at home.

"Our dependence on technology for connection and schoolwork has increased, therefore the requirement for screen time after school has increased. It has forced us to have more conversations about striking the right balance between technology and off-line schoolwork".

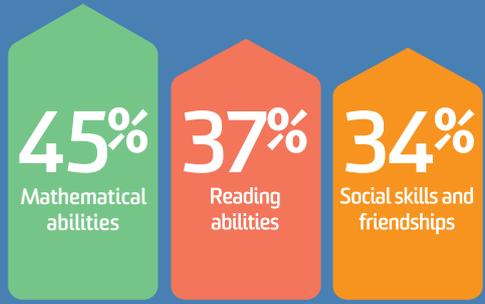
Connected and disconnected.



65% of parents

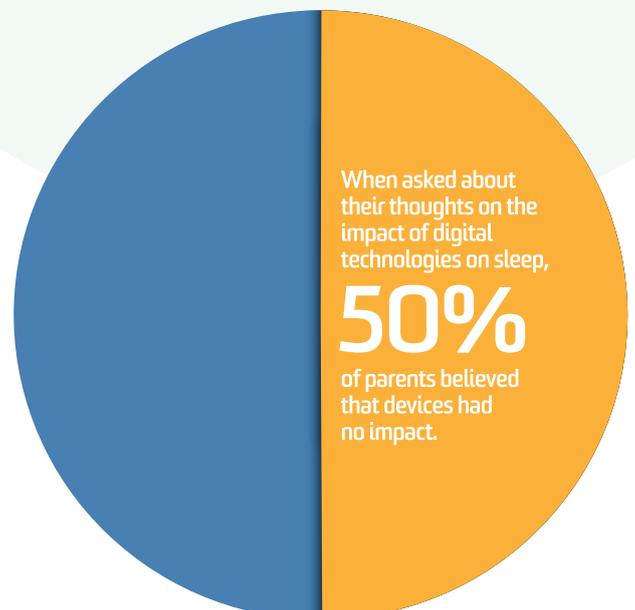
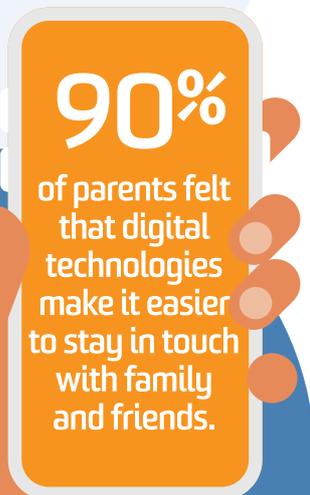
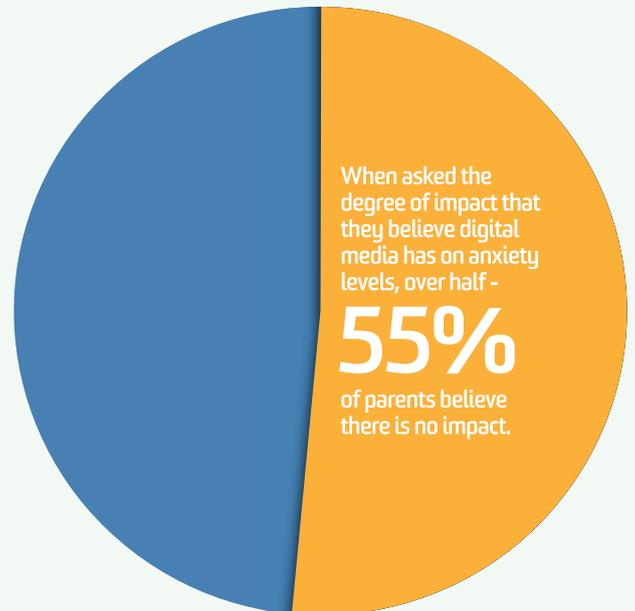
felt that when their child is bored, using digital devices to distract them is their first choice.

Parents believe that the impact of digital media and technologies on their children has been more positive than negative on a child's mathematical abilities, reading abilities, and social skills and friendships.



37% of children and young people

have been anxious or depressed because of their time online or because they were not allowed to use their device.



Digital inequity and how it affects young people.

The proportion of parents who felt that their personal use of digital media and technologies had no impact.

23%

Families with a household income LESS THAN \$100,000 pa

16%

Families with a household income MORE THAN \$100,000 pa

Parents who provided their children a mobile phone was significantly higher in the lowest income bracket than any other group, and lowest in high achieving children.

Lowest income bracket
62%

High achieving children
45%



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.

Digi-grandparents.

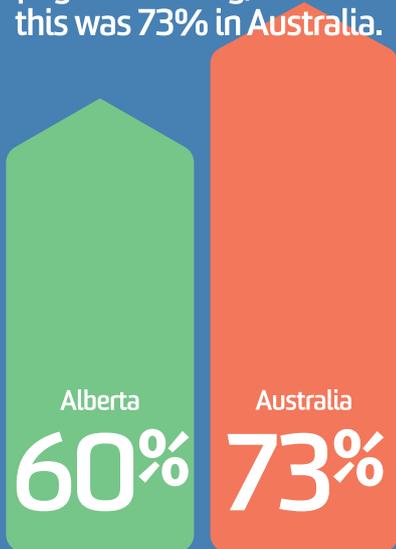


Grandparents care a lot about how the digital world is affecting their grandchildren. 42% of grandparents never or rarely share the digital space with their grandchildren.

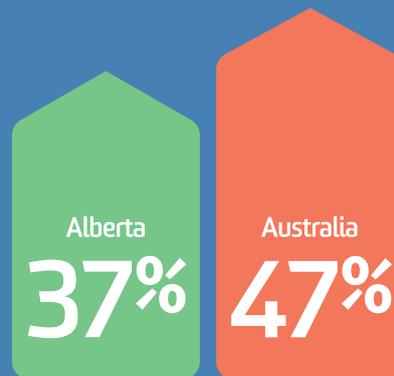
"With all of my 9 grandchildren, ages 3 to 17, I see very negative effects on their behaviour when using devices, they become moody, argumentative, throw tantrums, they can't self-regulate their time and have to be told to stop. The ability to complete schoolwork on devices at home is positive, the ones of primary school age do that well, however their handwriting skills are not great and their ability to spell check makes them lazy and doesn't help with their spelling abilities".

How do we compare to Alberta?

60% of Albertan parents indicate that their child's use of technology has a negative impact on physical activity, whereas this was 73% in Australia.

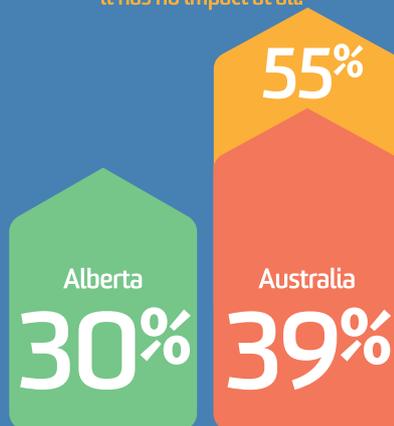


Nearly half (47%) of Australian parents suggest that it has a negative impact on emotional health compared to 37% in Alberta.



30% of respondents in Alberta suggest that technology increases their child's anxiety, 39% of Australian parents thought the same.

Most notably in Australia, a larger proportion (55%) actually believe it has no impact at all.



Parents were asked about their child's use of technology at school in both surveys, and rates were relatively similar with more Australian families feeling like the balance between learning and digital media was right.

