Screen Children – Dichotomies, Double Roles, and Inclusion Ambitions

By Camilla Balslev Nielsen

With growing attention to the increasing significance of technology in children's school and leisure lives, the question of how children are supported in their digital practices becomes increasingly relevant. This article examines how key actors in and around the school "take children by the hand" by establishing insights, recommendations, and policies in central documents. The article introduces the figure of the 'screen child' and identifies three patterns that highlight the need for new questions to be asked, enabling general solutions to be replaced by others created through co-creative and co-learning processes involving children, youth, and adults.

Children and young adults' contact with "others" online. A Mapping of encounters, fluent relations and digital trust through K12 school age

By Maria Sønderby Persson, Esben Bjerre og Andreas Lieberoth

This article presents an empirical mapping of the categories of children and adolescents in Denmark that people encounter in their digital lives – especially via social media and gaming. Based on a grounded approach with 85 qualitative interviews with students from grades 3–4 and 7–8, the study identifies and categorises the "others" with whom youth have both positive and negative online interactions. These include peers, siblings, strangers, influencers, family and adults. The analysis explores how online relationships blur the boundaries between digital and analogue life, and how children navigate both support and conflict in digital spaces. While extreme cases such as abuse by strangers are rare, everyday interactions with peers often involve both joy and conflict, which typically remain hidden from adult view. The article concludes with recommendations for caretakers and professionals on how to close the "digital dialogue gap" between children, adolescents and adults.

Digital Well-being in the Age of Big Tech – Social Media from a Child and Youth Perspective

By Malene Charlotte Larsen

Social media permeates children and young people's lives, influencing not only their social relationships but also their thoughts and everyday practices. This article exa-

mines what it feels like to grow up in a digitalised society, where social media design and business logics actively intervene in users' lives. Taking a child and youth perspective, the article discusses the relationship between social media design features and children and young people's well-being. The analysis is based on preliminary results from the research project SoMeWell (2024–2025), which, through qualitative interview studies, examines how social media design choices are perceived by children and young people aged 11 to 17. The article concludes with practical recommendations for professionals from schools and educational psychology services who wish to gain insight into practice and understand social media use from a child and youth perspective.

Young people's dilemmas between school communities and the possibilities and limitations of digital technologies

By Maja Bundsgaard Johansen

This article investigates the dilemmas the young people in a Danish 7th-grade class navigate when trying to build a strong sense of community using digital technologies. Methodologically, the article is based on emergent ethnographic co-research with the 27 youngsters. Through the analysis of two Snapchat groups, the article shows three dilemmas in their use of digital technologies and concludes that research, as well as schools, would benefit from including young people's perspectives and from investigating digital technologies situated in a specific social context.

Children's perspectives on the "difficult" amidst all the "cool" things about screens – Children's experiences of screen ambivalence in the digitalised childhood

By Cecilie Vitus

This article presents a theoretical and methodological approach towards a greater understanding of the digital everyday lives of children through their own perspectives. The analysis sheds light on aspects of digitalised childhood by applying critical psychology and cultural-historical theory to interview excerpts with children. The article suggests the theoretical concept of *screen ambivalence* as a possible way to understand children's conflictual experiences in specific digital engagements. It is proposed that engaging in curious dialogue *with* children as knowledgeable agents in their own digital lives provides valuable insight for researchers, professionals and parents alike. Concurrently, it is argued that the commercial functionality of screen technologies must be critically investigated as a developmental condition for children today.

Risky behaviour in a digital world

By Stine Helding Rand

Since the dawn of time, children and youth have engaged in risky behaviour. It is an important part of development and maturity from childhood into adulthood. With the introduction of social media and online communities, the types of risky behaviour children and youth engage in have expanded. It is no longer "just" a question of riding your bike without a helmet, smoking weed with your friends, or drawing graffiti on the school. It is also about the content you consume online, the sources of your information, and the forums you are part of. Add a big lump of humour to the cocktail, and online risky behaviour becomes very difficult to assess – if it even shows up on your radar, as most youth digital behaviour happens out of sight of adults. Youth online risky behaviour is propelled by interwoven technical, social and psychological dynamics: Algorithms lead to broad exposure, group dynamics create cultures of accelerating transgression, and basic human curiosity and need for belonging draw in the individual. This article offers two practical tools to professionals on how to deal with youth online risky behaviour: 1) An assessment tool for specific concerns, and 2) Pedagogically facilitated gaming groups.

Participation opportunities for young people with dyslexia using AI

By Kristian Georgsen and Henrik Daugaard

This article explores how artificial intelligence (AI) can help break down barriers for individuals with dyslexia in education and beyond. Research shows that dyslexic students often face challenges in academic achievement, self-esteem, and participation. By integrating AI tools, such as automatic transcription and text generation, into teaching practices, schools can provide more equitable opportunities for dyslexic learners. The article discusses the potential of AI for writing skills, fostering digital literacy, and preparing students for future demands in the workplace. AI offers new ways for dyslexic individuals to participate fully in learning environments and society.