

Time	Activity	Lead/Speaker	Room
8:30 – 9:30	Steering group meeting	Jackie Marsh	Aero
9:00 – 9:30	Registration		
9:30 – 11:00	<b>Working Group Meetings</b>		
	Working Group 1	Helle Jensen / Kristina Kumpulainen	Aero
	Working Group 2	Stavroula Kontovourki	Praga
	Working Group 3	Adriana Bus / Natalia Kucirkova	Laurin & Klement
	Working Group 4	Giovanna Mascheroni	Eliska
11:00 – 11:30	Coffee Break		
11:30 – 12:30	<b>Working Group Meetings</b>		
	Working Group 1	Helle Jensen / Kristina Kumpulainen	Aero
	Working Group 2	Stavroula Kontovourki	Praga
	Working Group 3	Adriana Bus / Natalia Kucirkova	Laurin & Klement
	Working Group 4	Giovanna Mascheroni	Eliska
12.30 – 14:00	Lunch Break		
13:00 – 14:00	Management Committee Meeting	Jackie Marsh	Eliska
14:00 – 15:30	<b>Panel – Internet of Toys</b> Stephane Chaudron, Expert in Digital Childhood Dr Donnell Holloway, Edith Cowan University, Australia Professor Jochen Peter, University of Amsterdam Dr Dylan Yamada Rice, Dubit, UK Mata Petrikas, CEO, Vai Kai	<b>Chair:</b> Giovanna Mascheroni	Smetana Hall
15.30 – 16.00	Coffee break		
16.00 – 17.30	<b>Keynote Speaker</b> Connected Creations and Wi-Fi Enabled Imaginations: The emerging challenges and opportunities of digital play technologies for young children	Sara Grimes	Smetana Hall
17:30	Close		

Time	Activity	Lead/Speaker	Room
8:30 – 9:00	Registration		
9:00 – 10:15	<p><b>Keynote – plenary session</b>            Knowledge-based policy-making? Children’s rights and other uncertainties in modern ICT regulation</p> <p>Global Kids Online – Methodological challenges</p>	<p>Stephan Dreyer</p> <p>Sonia Livingstone, Jasmina Byrne</p>	Smetana Hall
10:15 – 10:30	Coffee Break		
10.30 – 12.00	<b>STREAM 2: THE DIGITAL LITERACY AND MULTIMODAL PRACTICES OF YOUNG CHILDREN</b>		Room
	<b>Session 1: Digital media in young children’s everyday lives</b>	<b>Chair: André Melzer</b>	Smetana Hall
	Cute Girls and Rude Guys. German YouTube Stars as Stereotypical Role Models for Young Children	Annekatrin Bock/ Merja Mahrt	
	Let the hands do the talking	Isabel Froes	
	Understanding the Internet - the place to go or the way to get there. Young children and digital media in everyday life	Stine Liv Johansen	
	Mommy blogging/celebrities’ children and debate on children’s rights	Ana Jorge and Lidia Marôpo	
12.00 - 13.00	Lunch Break		
	<b>STREAM 2: THE DIGITAL LITERACY AND MULTIMODAL PRACTICES OF YOUNG CHILDREN</b>		Room
13.00 – 14.30	<b>Session 2: Media literacy in the early years</b>	<b>Chair: Charles Mifsud</b>	Smetana Hall
	Media Literacy, New Media, and Digital Skills in the Curriculum: Tracing Continuities and Discontinuities in Media Literacy Education at its 10th Anniversary in Turkey	Tuğba Asrak Hasdemir	
	Digital literacy of young children – The mission is possible	Lubomira Parijkova	
	Developing Media Literacy in Early Childhood	Becky Parry	
	Digital Citizenship Education: acting with children (3-9), their teachers, parents and out-of-school entities	Vitor Tomé	

<b>14.30 – 15:00</b>	<b>Coffee Break</b>		
<b>15.00 – 16.30</b>	<b>STREAM 2: THE DIGITAL LITERACY AND MULTIMODAL PRACTICES OF YOUNG CHILDREN</b>		<b>Room</b>
	<b>Session 3: Parents’ perspectives on children’s media use</b>	<b>Chair: Riitta-Liisa Korkeamäki</b>	<b>Smetana Hall</b>
	Media Education in Families with Little Children	Suzanne Eggert	
	Parental perceptions repertoire of digital technologies as an indicator for parental mediation of young children (0-8)	Bojana Lobe	
	Uses and Consumptions of Apps and Media in Tablets and Smartphone among children from 0 to 8 years, teachers and parents in Spain, the “CATS&ZE” Research	Felix Ortega	
	Young Children and Digital Literacy. Parental Challenges from a Mediation and Dissemination Perspective	Bieke Zaman and Jan Van Coillie	
<b>16.30 – 17.00</b>	<b>Coffee Break</b>		
<b>17.00 – 18.30</b>	<b>STREAM 2: THE DIGITAL LITERACY AND MULTIMODAL PRACTICES OF YOUNG CHILDREN</b>		<b>Smetana Hall</b>
	<b>Session 4: Digital literacy: Children’s practices, teachers’ practices</b>	<b>Chair: Jackie Marsh</b>	
	Patterns of YouTube viewing among Israeli toddlers	Nelly Elias and Idit Sulkin	
	Digital literacy - the knowledge and wisdom in pre-school teacher education	Margrethe Jernes	
	Television and related media in the everyday lives of UK preschoolers: play, literacies and classed practices	Fiona Scott	
	<b>Plenary</b>		
<b>18.30</b>	<b>Close</b>		

**Keynote: Connected Creations and Wi-Fi Enabled Imaginations: The emerging challenges and opportunities of digital play technologies for young children**

**Sara M. Grimes, PhD, Associate Professor**

**Faculty of Information, University of Toronto, Canada**



The idea of a “connected” childhood is no longer new, and it is clear that an increasing number of children worldwide now engage with internet technologies at increasingly younger ages. While important digital divides persist, the ongoing proliferation of “connectivity” features across a growing diversity of devices, applications and everyday objects (the “internet of things”) has resulted in a rapid expansion in both the scope and nature of children’s interactions with the online realm. With it come new opportunities for children to engage in various forms of cultural participation, from making their own media content to joining entire virtual worlds of other children in play. For instance, a growing number of apps targeted to younger children and toddlers now incorporate creative tools, allowing young users to make their own drawings, games, stories and animated shorts. Some even allow them to share their works with friends and family, or publish them in online galleries.

This development has significant potential to contribute to the advancement of children’s rights, through a greater inclusion of their voices and ideas within the public sphere, and through the democratization of a media system that historically excluded children from cultural production. On the other hand, the data flows that fuel these technologies are often much more complex than they appear, and involve exchanges and trade-offs that very few children — or their parents — are fully aware of. Wi-fi enabled toys are a prime example of this. When children interact with such toys, their data is collected and used to adapt the toy’s response to the child, to create a more customized experience. But children’s play is rich and it generates a wealth of multifaceted data, which is subsequently stored on the cloud, or on the toy producer’s servers, and linked up to the vast stores of other data now associated with each and every connected child. What happens to this data is often unclear, and always problematic when considering issues of consent, privacy and intellectual property as they relate to young children.

In this talk I will attempt to map out the ways in which children’s newfound roles as “digital citizens” often embody both valuable opportunities and daunting challenges for children’s rights, agency, and well-being. Key trends found within the contemporary “connected childhood” will be discussed, including the commercialization of children’s play and containment of children’s creativity, and how this both conflicts and intersects with children’s media empowerment and cultural participation. A number of recent examples will be used to illustrate these tensions, from the popular toddler-oriented *Doodlecast* app, to the controversial *Hello Barbie™* doll. The talk concludes with a call for greater, more systematic support from governments, industry and academic researchers for children’s burgeoning cultural rights online.

### **Biography**

Sara M. Grimes is an Associate Professor with the Faculty of Information at the University of Toronto, where she is also Associate Director of the Semaphore Lab. She conducts research in the areas of children’s digital media cultures, play studies and critical theories of technology, with a focus on digital games. She is Principal Investigator on the Kids DIY Media Partnership, a transnational, cross-sector research collaboration. Her most recent publications include articles in *Games and Culture*, *Science, Technology & Human Values*, and *Cultural Studies*. She is currently working on a book that examines the cultural politics of children’s online play spaces, and how these have evolved over the past twelve years.

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