

Tallink Hotel Riga, Latvia

**AGENDA**

**Day 1 - Thursday, 21 June 2018**

Time	Activity	Lead/Speaker	Room
8:30 – 9:30	Steering group meeting (Steering Group members only)	Jackie Marsh	Terra
9:00 – 9:30	<b>Registration</b>		
9.30 – 11.00	<b>Panel 1: Digital Citizenship</b> <ul style="list-style-type: none"> <li>• Elizabeth Milovidov</li> <li>• Brian O’Neill</li> <li>• Janice Richardson</li> <li>• Vitor Tome</li> </ul>	<b>Chair:</b> Janice Richardson	Terra
11.00-11.30	<b>Coffee Break</b>		
11.30 – 12.30	<b>Keynote:</b> Stephane Chaudron	<b>Chair:</b> Jackie Marsh	Terra
12.30 – 13.30	<b>Lunch</b>		
13.30 – 15.00	<b>Panel 2: Addressing the ‘Technology is Addictive’ Discourse</b> <ul style="list-style-type: none"> <li>• David Kleeman</li> <li>• Sonia Livingstone</li> <li>• Elizabeth Milovidov</li> </ul>	<b>Chair:</b> Brian O’Neill	Terra
15.00 – 15.30	<b>Coffee break</b>		
15.30 – 16.30	<b>Working Group 5 session</b>	<b>Chair:</b> Rosie Flewitt/ David Poveda	Terra
16.30 – 17:30	<b>Management Committee Meeting</b>	<b>Jackie Marsh</b>	Terra
17:30	<b>Close</b>		
20:00	<b>Dinner:</b> Folkklubs ALA Pagrabs, Peldu iela 19, Basement, Old town, LV-1050		

Day 2 - 22 June 2018

Time	Activity	Lead/Speaker	Room
9:00 – 12.30	<b>Working Group Meetings</b>		
	Working Group 1	<b>Chair:</b> Julia Gillen	Aer
	Working Group 2	<b>Chair:</b> Stavroula Kontovourki /Eufimia Tafa	Terra
	Working Group 3	<b>Chair:</b> Adriana Bus/ Natalia Kucirkova	Ignis
	Working Group 4	<b>Chair:</b> Giovanna Mascheroni	Aqua
	<b>Parents' Public Campaign</b> In attendance: Sonia Livingstone, Jackie Marsh, Elizabeth Milovidov, Janice Richardson, Eszter Salamon	<b>Chair:</b> Brian O'Neil/ Anca Velicu	Lobby
12:30 – 13:30	<b>Lunch</b>		
13:30 – 15.00	<b>Panel 3: Creative Coding</b> <ul style="list-style-type: none"> <li>• Ilene Berson</li> <li>• Michael Berson</li> <li>• Karen Murcia</li> <li>• Skúlína Hlíf Kjartansdóttir</li> </ul>	<b>Chair:</b> Fiona Scott	Terra
15.00 – 15.30	<b>Coffee Break</b>		
15.30 – 17.00	<b>Panel 4: Makerspaces in the Early Years (MakeY)</b> <ul style="list-style-type: none"> <li>• Skúlína Hlíf Kjartansdóttir</li> <li>• Jackie Marsh</li> <li>• Anca Velicu</li> </ul>	<b>Chair:</b> Jackie Marsh	Terra
17:00	<b>Close</b>		

## Keynote

### **Young children's digital skills developed in home context and DigComp 2.0 - Evidences and analysis of the skills they do acquire or do not**

Stephane Chaudron, European Commission - Joint Research Centre

## Abstract

What are the digital skills developed by young children in the home context? How and why? What are the most and least common? What are the particular conditions that promote and support or on the contrary hinder the acquisition and development of young children digital skills?

To provide elements of answer, researchers interviewed families and observed 112 children aged between 6 and 7 years old across 11 countries (Belgium, Bulgaria, Croatia, Cyprus, Denmark, Latvia, Norway, Romania, Slovenia, Spain and Switzerland) following a common protocol which aimed to understand in depth both young children's digital engagements and parental mediation strategies in the household context and the impact of the latter on the on children's digital skills and literacy development.

Out of the data-set generated by transcripts and ethnographic notes, researchers reported the digital skills of each child in short narratives while categorizing and evaluating them against the five areas of the DigComp 2.0 framework: Searching and Information, Communication and Collaboration, Content Creation, Safety Skills, Problem Solving.

The DigComp 2.0 has not been developed to categorize specifically digital skills of children and our work address also the theoretical challenge of testing the appropriateness of using DigComp 2.0 to evaluate young children's skills. Yet, the categorization based on DigComp 2.0 shows an interesting picture of observed skills, the one that children seems to acquire more easily and in majority, confronted to rarer or absent others.

In this session, we will present the results of our analysis and provide hypotheses of factors influencing the acquisition of young children digital skills as they came out of the data analysis.

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