



Appendices



by Yade Heinen



STADEN WERKEN?

GRADUUM HET JEKEN

VERBETEREN ENKELTEN

LOC / HEKSTENNAK

Illustration 1: A person in a blue shirt and white pants stands behind a counter, interacting with a person in a white shirt and blue pants. The counter has a sign that says 'WELKOM'.

Illustration 2: A person in a blue shirt and white pants stands next to a dog. The dog is wearing a blue shirt and white pants. The person is holding a sign that says 'WELKOM'.

[illegible]

ONDERWERPEN

- kritische reflectie & analyse
- kritische kennis van basisprincipes
- kritische kennis van
- kritische kennis van
- kritische kennis van
- kritische kennis van

SCHULDELIJCHEDEN

• kritische kennis van

VERBODEN

• kritische kennis van

VERBODEN

• kritische kennis van

VERBODEN

• kritische kennis van

A hand is holding an orange sticky note with the text "VERBETERPUNTEN" and "plezier, maar nog steeds onduidelijkheden". The background shows a whiteboard with other sticky notes and a drawing of two people. The sticky notes include:

- ONDERWERPEN**
 - Kwaliteitsproblemen
 - Hoe omgaan met kwaliteitsproblemen?
 - Kwaliteitsmanagement = het proces van het verbeteren van kwaliteitsniveau's
- ONDUIDELIJKHEIDEN**
- VERBETERPUNTEN**
 - plezier, maar nog steeds onduidelijkheden
- HERKENBAAR**
 - hoe ga ik?
 - hoe kan ik het verbeteren?
 - hoe kan ik het verbeteren?
 - hoe kan ik het verbeteren?
 - hoe kan ik het verbeteren?
 - hoe kan ik het verbeteren?

A drawing at the bottom shows two people, one labeled "HAI" and the other "WACHT, BEDOELT DE DIT INKASTEN OF MIJN DE ECHT LAKEN?".

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A initial project brief

IDE Master Graduation

Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME

Save this form according the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !

family name	<u>Heinen</u>	Your master programme (only select the options that apply to you):
initials	<u>Y</u> given name <u>Yade</u>	IDE master(s): ☐ IPD ☒ Dfl ☐ SPD
student number	<u>4455614</u>	2 nd non-IDE master: _____
street & no.	_____	individual programme: _____ (give date of approval)
zipcode & city	_____	honours programme: ☐ Honours Programme Master
country	_____	specialisation / annotation: ☐ Medisign
phone	_____	☐ Tech. in Sustainable Design
email	_____	☐ Entrepreneurship

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right !

** chair	<u>Hekkert, P. P. M.</u>	dept. / section: <u>DA</u>
** mentor	<u>Cila, N.</u>	dept. / section: <u>HICD</u>
2 nd mentor	_____	
	organisation: _____	
	city: _____	country: _____
comments (optional)	_____ _____ _____	

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v..

! Second mentor only applies in case the assignment is hosted by an external organisation.

! Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

Leveraging the digital gap between parents and children. project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 20 - 09 - 2021

25 - 03 - 2022 end date

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

The digital world is growing at a fast pace and offers a lot of possibilities. When people want to participate in today's society, being able to participate digitally is a must. From arranging a dinner reservation to taking out insurance, it's all done in several clicks. However, participating in the digital world is not as self-evident as it seems. Young generations are overestimating their digital skills (KB de nationale bibliotheek, 2021) and older generations can't keep up with the fast-growing developments on the internet. But what does it mean 'having' digital skills?

Digital skills are not only about being able to click on the right button or knowing how to operate your computer. It is also about the ability to adequately interpret digital information and use social media responsibly, about recognizing and avoiding scams and fake news, and about understanding the economic and ideological interests that drive the design of technologies (Deursen, 2021). Because of this broad definition of digital skills, Deursen divides it into (1) functional skills and (2) critical skills (see image on page 4).

When linking the degree of digital skills to age, a deviation between the younger and older generation comes to light. On the one hand you have the younger generation, the digital natives (born after 1980), who have been surrounded by digital technology all their life. And on the other hand, there are the digital immigrants, the older generation who were not born digitally (Prensky, 2001). When comparing these two generations it becomes clear that both generations have skills of their own and both have a lack in skills which the other generation possesses (see problem definition).

Because of this generation gap, I see an opportunity in looking at the interaction between parent and child when developing digitally. The assumption is made that where parents have the feeling that they lack digital skills (functional skills), children lack knowledge about what they can trust on the internet and how they behave towards each other in the digital world (critical skills). Also, because of the existing digital inequality and generative poverty not everybody has the same changes in developing digitally. Therefore, it is important to keep in mind that the home situation plays a dominant role within the parent child relationship. What makes this assignment challenging is that each home situation is very different, and each child gets raised differently. With this given, it is key to design something that can be adapted easily, despite people's social, economic, and technical situation.

Like State Secretary Knops says: "Digital access is a necessity of life, just like access to clean drinking water." Therefore, the Gemeente Amsterdam is having the ambition to put digital rights on the (policy) agenda. Also, libraries see it as their responsibility to make and keep Dutch citizens digitally competent. The OBA (public library in Amsterdam) already created an initiative that is called "OBA NEXT" with which they want to help all Amsterdam citizens to develop digitally. With this graduation project I want to collaborate with these stakeholders, together with the design collective (Idioties), and contribute to the domain of digital citizenship.

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	Functioneel	Kritisch
Operationele technische vaardigheden	• (Hoeveel) knoppen gebruiken; • Apps installeren, verwijderen; • Locatie instellingen beheren; • Verbinden met het internet (bijv. via Wi-Fi) • Apparaten met elkaar verbinden; • Documenten tussen apparaten delen (bijv. cloud, Bluetooth); • Pop-up berichten en advertenties uitschakelen; • Programmeren.	• Begrijpen dat technologie op een bepaalde manier ontwikkeld en ontworpen wordt door mensen.
Informatie-vaardigheden	• Hypermedia (zoals in weblogs, manustucturen, apps) browsen; • Zoektoek gebruiken; • Zetwoorden definiëren; • Informatie selecteren; • Opties voor zoekopdrachten koppelen (type informatie, bijv.aki).	• Evalueren betrouwbaarheid en waarheidsgetrouwheid van informatie; • Begrijpen hoe zoekresultaten worden gepresenteerd; • Begrijpen dat algoritmen de zoekresultaten beïnvloeden; • Begrijpen dat informatie door bepaalde mensen geschreven wordt met een bepaald doel.
Sociale en communicatie-vaardigheden	• Gebruik van communicatie tools/apps; • Contacten bevoegen, beheren en verwijderen; • Online berichten afsturen; • Kennis delen met anderen in peer-to-peer netwerken; • Geluidsniveau aanpassen in gesprek; • Online profielen en identiteiten maken; • Mensen blockeren of rapporteren; • Privacy instellingen aanpassen; • Aanpassen met wie berichten worden gedeeld (publiek, alleen vrienden).	• Opmerkingen passend maken bij situatie; • Emoties gepast gebruiken; • Impact van berichten begrijpen; • Ethische overwegingen maken bij taggen en delen of bevoegen van foto's; • Herkennen van discriminatie, pesten en sociale uitsluiting in interacties.
Content creatie vaardigheden	• Formulieren invullen en uploaden; • Content maken met app of website; • Gebruik van verschillende technieken om aantrekkelijke inhoud te creëren (bijv. filters, editen); • Integren van verschillende digitale media (bijv. video, audio, text); • Bekend zijn met licenties van gebruikte content.	• Begrijpen hoe promotie en advertenties werken (product placement, influencers, pay per click); • Een breed of specifieke publiek kunnen bereiken (bijv. door hashtags); • Begrijpen waarom sommige inhoud populairder is dan andere; • Herkennen hoe verschillende representaties mensen beïnvloeden in hun wereldbeeld.

Figuur 2. De vier soorten digitale vaardigheden opgesplitst in functionele en kritische aspecten

image / figure 1: Model by Deursen that explains the differences between functional and critical skills.

TO PLACE YOUR IMAGE IN THIS AREA:

- **SAVE THIS DOCUMENT TO YOUR COMPUTER AND OPEN IT IN ADOBE READER**
- **CLICK AREA TO PLACE IMAGE / FIGURE**

PLEASE NOTE:

- **IMAGE WILL SCALE TO FIT AUTOMATICALLY**
- **NATIVE IMAGE RATIO IS 16:10**
- **IF YOU EXPERIENCE PROBLEMS IN UPLOADING, COVERT IMAGE TO PDF AND TRY AGAIN**

image / figure 2: _____

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

Research shows that almost half (47%) of the young people (aged 10-15) overestimate their level of digital skills. The less digitally skilled youngsters recognize unsafe behaviour less well and are sceptical about what they can learn from parents and teachers (KB de nationale bibliotheek, 2021). According to prof. dr. Elly Konijn (professor Media Psychology) "The part of the brain that reflects on the truthfulness of a message - the prefrontal cortex - is still developing in young people. They know that fake news exists, but they can't estimate it themselves."

Besides, Prensky (2001) states that the key area that appears to have been affected among young people is reflection. The ability to reflect on perceived information and the ability to think critically about it is lower amongst the digital natives. Whereas the digital natives have developed less on critical skills, the assumption is made that digital immigrants have more skills in this field. Not only because they are older and wiser, but also because they grew up differently (Prensky, 2001). In addition, because the digital natives grew up using technology, their functional skills are mostly better when comparing them to the digital immigrants. Digital Natives have more knowledge on how to operate digital devices, for them it comes more naturally.

To make the deviation between the digital natives and digital immigrants smaller, to make the digital world a more accessible and safe place for everyone, I strongly believe in designing something that challenges both generations to learn from the skills the other generation has. Enabling the younger generation in developing their critical skills versus enabling the older generation in developing their functional skills can not only result in a society where everyone can participate digitally, but also socially.

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

In this project I will investigate the needs of parents and children in developing digitally. Which digital skills do they possess and how can they learn from each other? The aim is to design something that can challenge each parent & child simultaneously to develop digitally.

I believe that challenging both generations simultaneously and making them learn from each other fits very well within the relationship between parent and child. Schools are already educating children a thing or two about media and employers are also busy with integrating media lessons in their businesses. However, learning about the digital world from home could be difficult due to generational differences as explained before. Because of this difficulty, I believe that it is even more important to design something that closes the generation gap and in the long term contributes to a more inclusive digital world.

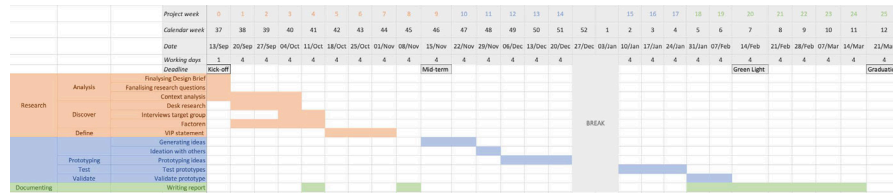
The larger goal of this project is to make something that contributes to a more inclusive and accessible digital society. In terms of solution, I aim to deliver something that fits the assignment best. That could be a product, a product-service combination, a service on its own, it could be anything. I want my solution to be formed by the process.

PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 20 - 9 - 2021

25 - 3 - 2022 end date



During my graduation I will be working 4 days on my graduation project. One day a week I will work at Secrid in Rotterdam. This results in a project frame of 25 weeks.

On paper the process looks quite chronologically, but in practise the process will be more iterative. I will start the project by doing research, followed by a design phase. In between the research and design phase, I want to use the VIP method to make a smooth and logical movement between the two phases. In order to discover the needs of both parents and children, interviews and user tests are of great importance within both the research and design phase.

During the process of the project I want to update my supervisors as much as possible. I think it is important to meet up regularly (once a week) to update my coaches on what I am working on. Besides I am offered a workplace at the OBA from which I can easily collaborate with the stakeholders and design collective. I am planning on organising brainstorm and meetings with them as well to keep them up to date about my project and to receive relevant feedback for my project.

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, Stick to no more than five ambitions.

Before studying Industrial Design, I studied Media Studies for 1 year at the University of Amsterdam. I've chosen that study because I was very interested in the way media influenced societies behaviour. However, I wanted to be more creative which led to me switching to Industrial Design Engineering at the TU Delft. I see this project as an opportunity to combine my three favourite things into one project: design, behaviour and the digital world.

During my graduation I want to become more confident in applying the VIP method and want to prove that I can scientifically substantiate my designed outcome. Also, I want to learn more in the field of designing for social issues. By working in house with the Gemeente Amsterdam, OBA and Idiotes design collective, I think I can learn a lot from them.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

B interviews with experts

01.

interview guides

*For fully transcribed interviews you can contact the writer of this project.
Main insights can be found in appendix E.*

01. Hans Beentjes - retiree professor of General Communication Science at the UvA & scientific advisor of the Kijkwijzer

00. Introductie

1. Kun je een korte introductie geven over jezelf?
2. Korte introductie over mijzelf en mijn onderzoek.

01. Ontvankelijkheid voor digitale inhoud

1. Wat zijn de effecten op kinderen wanneer zij digitale content consumeren?
- Positieve en negatieve effecten
2. Wat zijn de effecten op ouders (volwassenen) wanneer zij digitale content consumeren?
- Positieve en negatieve effecten
3. Wat zijn de belangrijkste behoeften van ouders bij het selecteren van digitale middelen en digitale inhoud voor hun kinderen?
4. Wat zijn de belangrijkste behoeften van kinderen bij het selecteren van digitale middelen en digitale inhoud voor zichzelf?
5. Welke rol spelen de verschillende opvoedstijlen hierin?

02. Invloeden in het besluitvormingsproces van het bekijken van digitale inhoud of gebruiken van digitale middelen

1. Welke factoren hebben invloed op kinderen bij het besluit wat ze digitaal bekijken of doen?
2. Welke factoren hebben invloed op volwassenen/ouders bij het besluiten wat ze digitaal bekijken of doen?

03. De rol van de kijkwijzer

1. Waarom is de kijkwijzer ontworpen?
- Wat is het idee achter de kijkwijzer?
2. Wat is het idee achter de verschillende leeftijdscategorieën die de kijkwijzer presenteert? Hoe zijn deze tot stand gekomen?
3. Wat is het verband tussen de kijkwijzer en digitale media?

04. Digitale kloof tussen ouders en kinderen

1. Hoe kan een digitale kloof tussen ouders en kinderen ontstaan?
2. Wat voor digitale vaardigheden op het gebied van weerbaarheid hebben

Elly Konijn zegt: "het deel van de hersenen dat de waarheid van een boodschap weergeeft – de prefrontale cortex – ontwikkelt zich nog bij jonge mensen. Ze weten dat er nepnieuws bestaat, maar kunnen het zelf niet inschatten."

1. Kunnen volwassenen/ouders dat beter inschatten? Waardoor komt dat?

Prensky zegt: "het belangrijkste gebied dat bij jongeren lijkt te zijn aangetast is de mogelijkheid om te reflecteren."

1. Hoe beïnvloedt dit het gedrag van jongeren in de digitale wereld?

"Onze kinderen worden tegenwoordig gesocialiseerd op een manier die enorm verschilt van die van hun ouders."

1. Waarom wordt dit denk je gezegd?

02. Amy Blitterswijk - Health care psychologist / child psychologist

00. Introductie

1. Kun je een korte introductie geven over jezelf?
2. Korte introductie over mijzelf en mijn onderzoek.

01. Groeifase van kinderen

1. Wat zijn de verschillende ontwikkelingsfases waar een kind doorheen gaat?
2. Hoe verandert hun leven tijdens deze fases?
3. Wat zijn de belangrijkste behoeftes van kinderen in deze fase?

02. Relatie ouder en kind

1. Wat zijn belangrijke factoren in een gezond ouder-kind relatie?
2. Hoe verandert de relatie tussen ouder en kind over de tijd?
3. Wat zijn belangrijke momenten in de interactie tussen ouder en kind?
4. Wat zijn cruciale momenten? Momenten van affectie?
5. Wat bepaalt deze momenten?

03. Invloeden van buitenaf

1. Wat zijn de invloeden op het leven van ouders?
2. Wat zijn de invloeden op het leven van kinderen?
3. Welke invloeden zijn het sterkst/minst sterk?
4. Zijn er ook verborgen invloeden? Welke?

03. Jessica Piotrowski - director of the centre for research on children, adolescents, and the media (CcaM)

00. Introduction

1. Could you give a short introduction about yourself?
2. Short introduction about myself and my research.

01. The role of media

1. What is the role of media in the lives of young people today?
2. And within the lives of their parents, the adults?
3. How is the digital world reflected in family lives?

02. Cognitive and socio-emotional benefits

1. What are the cognitive and socio-emotional benefits of media?
2. What is the educational potential of apps for young children?

03. Media content selection process

1. What is the role of individual differences in the selection and processing of media content?

04. Nicole Goedhart - postdoctoral researcher Amsterdam UMC

00. Introductie

1. Kun je een korte introductie geven over jezelf?
2. Korte introductie over mijzelf en mijn onderzoek.

01. Interactie ouder-kind

1. Waarom is de interactie tussen ouder en kind belangrijk binnen het ontwikkelen op digitaal gebied?
2. Hoe komt het dat er een digitale kloof tussen ouder en kind is ontstaan?

02. Digitaal burgerschap & digitale geletterdheid

1. Kun je het verschil tussen digitaal burgerschap en digitale geletterdheid uitleggen?
2. Wat houdt digitaal vaardig in?
3. Wat houdt digitaal weerbaar in?
4. Waarom is het belangrijk om digitaal te ontwikkelen, voor zowel jong als oud?
5. Waardoor komt het dat sommige mensen digibeet zijn en andere mensen niet?
6. Waardoor komt het dat sommige mensen wel of niet willen deelnemen aan de digitalisering?

In de uitzending van Focus op radio 1 zeg je: “Moeders ervaren veel problemen in het helpen van hun kinderen bij het ontwikkelen van hun digitale vaardigheden.”

1. Waardoor ontstaat dit probleem bij moeders? Wat ligt ten grondslag van dit probleem?
2. Wat voor problemen zijn dit? En ervaren vaders deze problemen ook?
3. Waar moet volgens jouw onderzoek een ontwerp voor ouder en kind aan voldoen, op het gebied van digitale ontwikkeling?

05. Karien Sondervan - director Cybersoek (plek voor gratis digitale hulp)

00. Introductie

1. Kun je een korte introductie geven over jezelf?
2. Korte introductie over mijzelf en mijn onderzoek.

01. Cybersoek

1. Wat doen jullie met cybersoek?
2. Wat zijn jullie ervaringen binnen dit het domein digitaal burgerschap?
3. Welke vragen krijgen jullie van mensen die langskomen?
4. Waar hebben mensen hulp bij nodig?

02. Relatie ouder en kind

1. Is er een verschil man/vrouw, ouder/kind?
2. Wat voor mensen komen hierlangs?
3. Wat merken jullie in de interactie tussen ouder en kind op het gebied van digitaal ontwikkelen?

03. De digitaliserende wereld

1. Waarom is het belangrijk digitaal te ontwikkelen?
2. Waarom zijn sommige mensen digibeeet en andere niet?
3. Hoe komt het dat mensen wel of niet deelnemen aan de digitalisatie?

06. Ian Scharroo - domain specialist Biblionet Groningen

00. Introductie

1. Kun je een korte introductie geven over jezelf?
2. Korte introductie over mijzelf en mijn onderzoek.

01. Digitale geletterdheid & digitaal burgerschap

1. Wat betekent digitale geletterdheid volgens jou?
2. Hoe verhoudt digitale weerbaarheid zich tot digitale geletterdheid?

02. Relatie ouder en kind

1. Wat zijn jouw ervaringen tussen dit onderwerp en de relatie tussen ouder en kind?

07. José Remijn - Maakplaats 021 - OBA

00. Introductie

1. Kun je een korte introductie geven over jezelf?
2. Korte introductie over mijzelf en mijn onderzoek.

01. Maakplaats

1. Wat is maakplaats 021?
2. Hoe zit de maakplaats in elkaar?
3. Wat voor programma's draait de maakplaats?
4. Wordt er in de maakplaats ook veel gedaan op het gebied van digitaal burgerschap? Zo ja, wat?

**the
design
hackathon**

questionnaire

The design hackathon was in collaboration with the organisation Designathon, the design collective Idiotes, the OBA and the municipality of Amsterdam.

Kinderen tussen de 3-7 jaar

1. Welke apparaten gebruiken ze? Hebben de kinderen een eigen digitaal apparaat?
2. Vinden kinderen dat ze teveel of te weinig gebruik van hun digitale apparaten maken? Waarom?
3. Vinden kinderen dat hun ouders teveel gebruik van digitale apparaten maken? Waarom?
4. Weten de kinderen wat de gevaren zijn? Hebben ze zelf iets engs mee gemaakt? Wat zijn volgens hen de gevaren?
5. Wat weten de kinderen en ouders over dat je dingen kunt maken, zoals tekenen, muziek, lezen, etc.?
6. Waar maken de volwassenen zich het meeste zorgen over?
7. Wat zijn de thema's van de ontwerp ideeën/prototypes kinderen?

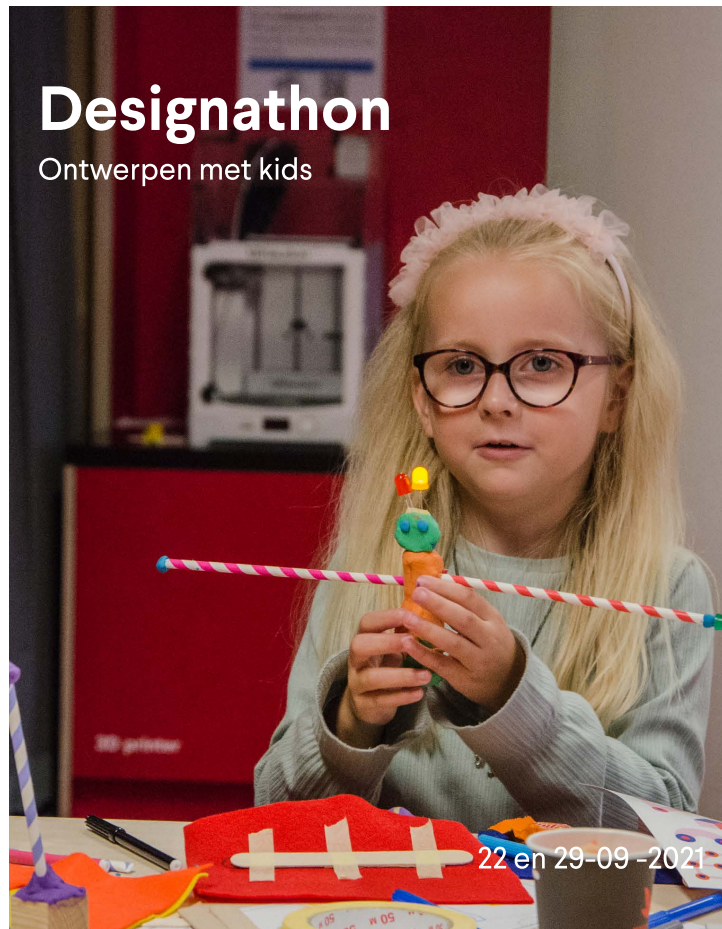
Kinderen tussen de 8-11 jaar

1. Wat weten de kinderen over digitaal en online?
2. Waar komt het internet vandaan?
3. Wat doen jullie liever? Samen spelen, alleen spelen, digitaal spelen, niet digitaal spelen?
4. Wat vinden jullie van "digitaal leren"?
5. Wat zeggen kinderen over het internet en (hun eigen) online gebruik?
6. Wat vinden kinderen van de online mogelijkheden? Eng, interessant, iets anders?
7. Maak je veel of teveel gebruik van schermen, wat vind je zelf?
8. Helpen je ouders je bij online gebruik?
9. Zijn er risico's online? Weet je hoe je ze kunt vermijden?
10. Zijn er dingen die je zou willen kunnen of maken bv op het internet maar je weet niet hoe?
11. Wat zijn de thema's van de ontwerp ideeën/prototypes kinderen?

02.

insights

The insights were collected by Ad Korf, Annelies Wielaard, Emer Beamer, Chinook Filique de Miranda and Yade Heinen. The small report is visualised by Mick van der Linden.



Geboren in Amsterdam, start je digitaal veilig. Een leven lang ontwikkelen en de OBA groeit graag mee met de behoefte van ouder en kind op het gebied van digitale kennis, diensten en hulp in iedere fase van het leven. Wat is de behoefte? Waar ben je mee geholpen? Wat betekent digitaal kind zijn?

Hoe gebruik jij je schermtijd? Speel je in je eentje op een tablet of kijkt er een volwassene mee? Hoe weet je wat je wel of juist niet moet doen? Hoe ga je om met online pesten? Over deze en andere onderwerpen organiseerden we twee ontwerpworkshops in de bieb, één voor kinderen van 3-7 jaar met een ouder en een voor kinderen van 8-12 jaar. Samen bedachten we oplossingen die onze digitale wereld nog leuker en veiliger maken.

OBA Ontwerplab

Gemeente Amsterdam en Openbare Bibliotheek Amsterdam werken samen - in het OBA Ontwerplab - richting een stad waarin elke Amsterdammer digitaal wijzer is. De ontwerpworkshops zijn begeleid door een team van Designathon Works, - een organisatie die wereldwijd met kinderen een betere toekomst verbeeld en ontwerpt.

<https://www.designathonworks.com>

Designathon Works Methode

De Designathon methode stimuleert kinderen om oplossingen te bedenken voor maatschappelijke problemen door creatief, kritisch en ondernemend te zijn. In een Designathon, verzinnen, bouwen en presenteren de kinderen hun zelfbedachte oplossingen rondom het gekozen thema. Verder leert deze probleemoplossende methode kinderen 'ontwerpend leren' met het gebruik van technologie zoals mini-motoren en sensoren. Aan het einde van de workshop presenteren de kinderen hun uitvindingen aan de klas.



Top 5 inzichten

- Kinderen tussen 3 en 7 jaar gebruiken vaak een smartphone van de ouders voor het kijken van filmpjes. Issues zijn onvoldoende vaardigheden en schermgewenning
- De meeste kinderen tussen 8 en 12 jaar zijn digitaal actief, op school en in sociale setting. Ervaren gevaren:
- Online-gedrag: pesten, uitsluiten en grof taalgebruik
- Privacy: mensen die meekijken of zich anders voordoen (hacken, phishing)
- Fysiek: Schermtijd en afstand tot de ogen
- Ouders zijn zoekende naar wat wijs is te doen als het gaat om instellingen (kanalen, apps, de apparaten, content) en het juiste gebruik (privacy, gezondheid, schermtijd).
- In het algemeen ervaren ouders een overvloed aan informatie en keuzes, dit werkt overweldigend.
- Ouders hebben voor hun gevoel onvoldoende zicht en grip op wat de kinderen doen en missen soms gevoel bij het weten hoe daar mee om te gaan.

Dit is een initiatief van



Ontwerpkansen

- Kinderen aanmoedigen van online leren, de interesse/het leervermogen op gezonde wijze.
- Ouders op weg helpen en up-to-date houden.
- Ouder en kind helpen hoe met elkaar en elkaars online gedrag om te gaan.

Ideeën 3 – 7 jaar

Help-poppetje

Een poppetje, die in de Ipad zit maar er ook uit kan stappen. Dit poppetje helpt met het vinden van het juiste filmpje.

Ipad-wekker

Een wekker op de Ipad die zegt dat het tijd is om van de Ipad af te gaan. "Dan hoeven papa en mama niet boos te worden."

Haar-app

Een spelletje waarbij je verschillende soorten "haar" kunt kiezen.

"Mijn oudste luistert wel als alles uit moet, maar mijn jongste niet, die wil altijd door."

Knipper-Ipad

Een Ipad die knippert met "zijn ogen", zodat je weet dat je ook moet knipperen met je ogen of van je scherm af moet gaan.

Telefoon hoesje

Een 3D monster / zombie hoesje voor je telefoon, zodat deze niet snel kapot kan gaan.

"Ik heb gehoord dat er bij youtube-kids toch dingen door heen glippen, is dat waar?"

Offline-kamperen

Een offline tentje, waar mensen samen kunnen zijn zonder mobiel. "Omdat het heel slecht is voor je hersenen om de hele tijd op je telefoon te zitten."

"Via Netflix for Kids zoeken we samen wat uit. Ik wil niet dat ze zelf gaan klikken en ik dan niet weet waar ze naar kijken."



De kinderen van **3 - 7 jaar**

Waar maken de volwassenen zich het meeste zorgen over?

Of zij de juiste instellingen hebben gebruikt bij het bekijken van filmpjes op Youtube of Netflix. De afstand van de ogen ten opzichte van het scherm schermtijd: "mijn kindje van 3 wordt heel boos als hij moet stoppen op de ipad" Zoveel informatie over privacy, leeromgevingen, plezier, dat ouders er soms niet doorheen komen. Zes van de acht ouders aanwezig gaven toe onvoldoende te weten over leeftijds grenzen, hoe die te controleren en handhaven.

Welke apparaten gebruiken jullie? Hebben jullie een eigen digitaal apparaat?

Veel kinderen hebben een Ipad of Tablet. Sommige kinderen hebben ook een eigen telefoon waar filmpjes op gekeken worden of spelletjes op worden gespeeld. De televisie is minder interessant dan de telefoon, want de telefoon kan je meer mee, is sneller en reageert op wat je wilt.

Weten de kinderen wat de gevaren zijn? Zelf iets engs meegemaakt?

Problemen met de Ipad zijn voornamelijk spelletjes die het niet goed doen, een filmpje wat niet goed laadt of dat het scherm kapot is gevallen op de grond. Ook zijn sommige spelletjes eng.



Ideeën 8 - 12 jaar

Tikstafachet (volwassenen) en tikstachet (kinderen, is namelijk zonder facebook)

Eén app die ervoor zorgt dat je veilig gebruik kunt maken van de apps Tiktok, Instagram, Facebook en Snapchat. Een speciale versie voor kinderen en een speciale versie voor volwassenen. Deze versie beveiligd je persoonlijke informatie en vraagt niet om overbodige informatie zoals je BSN nummer. Haatberichten worden automatisch weggehaald. Als iemand een schelwoord gebruikt, kun je dat tegen de baas van de app zeggen en dan wordt die persoon verwijderd.

Oudie

Een website voor oude mensen die niks weten van het internet. Ze kunnen op deze website vragen opzoeken, vragen stellen en filmpjes kijken over hoe ze het internet moeten gebruiken. "Bijvoorbeeld een uitleg filmpje over hoe Youtube werkt."

CBY – CyBerYou

Een app tegen cyberpesten. Als je online wordt gepest kan je de app openen. Het pest account kan je dan rapporteren, door het telefoonnummer deelt met de app. Als de pester gepakt wordt moet de pester een boete betalen en mag je een half jaar niet online.

Lampje

Bericht naar de e-mail van ouders 3 dagen geblokkeerd > langer als het een app is die je vaak gebruikt.

Oudie

Een website voor oude mensen die niks weten van het internet. Ze kunnen op deze website vragen opzoeken, vragen stellen en filmpjes kijken over hoe ze het internet moeten gebruiken. "Bijvoorbeeld een uitleg filmpje over hoe Youtube werkt."

Anti cyber-pesten software

Zorgt ervoor dat kinderen minder gepest worden. Als iemand iets naars schrijft wordt iemand gewaarschuwd.

Een spel om te leren uitvinder worden

Met video's en tips, leer je in dit spel hoe je dingen kan maken en bedenken. Ingenieur soort dingen bijvoorbeeld inspiratie voor het spel was Scratch waarin je leert programmeren. In deze omgeving leren je dingen maken.

Broccolistaaf

Een zelfbouwkit voor kinderen die teveel op hun telefoon zitten. Er zit een propellor op, die kan de boot voortbewegen op het water. Deze kun je als zelfbouwpakket kopen en zo ben je toch nog bezig met iets elektronisch.

Online schelden en schermtijd

Een app die verschillende dingen kan: Autocorrect voor grove taal: automatisch emoji's in plaats van de scheldwoorden. Een armbandje met een belletje die afgaat als je te lang op je telefoon of Ipad zit.

"Als mijn ouders op mijn telefoon kijken roep ik altijd 'Bemoei je met je eigen zaken'. Ik vind dat wij als kinderen ook recht hebben op onze eigen privacy. Ik heb bijvoorbeeld ook mijn dagboek op mijn telefoon."

"Je kan een appje krijgen met dat je een tikkie moet sturen naar 'je vader' en dat is dan iemand anders. Dus zo kun je opgelicht worden."

"Ja digitale apparaten zijn niet goed voor je. Door al die signalen die dan naar je hoofd gaan. Het is niet goed voor je brein, dat zegt mijn vader."

De kinderen van 8 - 12 jaar

Wat is 'digitaal' en 'online'?

"Online is als je met een vriend aan het praten bent via de tablet bijvoorbeeld." "Online, internet en digitaal is meestal iets met een beeldscherm." "Online is een filmpje kijken." "Digitaal is internet. "Op je computer, iets opzoeken." "Digitaal is een beetje hetzelfde als online."

Wat vinden jullie van "jezelf digitaal ontwikkelen", het goed hebben online?

"Leren met de computer doe je ook op school." "Ik maak wel eens dingen in Scratch op de computer." "Ik maak wel eens foto's en video's op de computer."

Vind je online mogelijkheden eng, interessant, iets anders?

Iedereen lijkt zich bewust van privacy, data-gegevens en hackers. "Het is eng, want wanneer ik bijvoorbeeld TikTok aan het kijken ben zonder t-shirt aan ben ik bang dat andere mensen mij via mijn camera kunnen bekijken/bespieden. Ik hou daarom altijd mijn duim op de camera."

Maak je veel of te veel gebruik van schermen, wat vind jezelf?

"Mijn oma vindt dat ik veel te veel op mijn telefoon zit, dan zegt ze steeds "doe die telefoon nou eens weg, je zit de hele tijd op dat ding". Maar als ik dan naar mijn schermtijd kijk dan zit ik maar 30 minuten per dag op mijn telefoon, wat echt heel weinig is voor een kind van mijn leeftijd." "Ouders zullen zeker wel zeggen dat we minder schermtijd moeten hebben zodat we meer gaan buiten spelen."

Wat zeggen kinderen over het internet en (hun eigen) online gebruik?

De meeste kinderen hebben een smartphone. Ze gebruiken daarop veel Instagram, bellen en gamen met de telefoon. Een enkeling doet ook aan Whatsapp (met een oudere neef bijvoorbeeld). Maar niet veel leeftijdsgenoten hebben dat nog. Ook een enkeling heeft al Snapchat. Gebruik maken van een computer gebeurt niet zo veel, behalve met de lockdown of op school. Gamers doen iedereen veel via de Playstation of hun Nintendo (waar ze ook Youtube op kunnen kijken). Een tablet wordt veel gebruikt voor het luisteren van muziek, spelen van spelletjes en maken van tekeningen. Anekdote: Jongen 1 tegen jongen 2 "Mag jij nou Snapchat?", J2: "Ja volgende week" J1: "Oh dan moet je mij echt toevoegen, heb al 75 volgers." (rest van de kinderen reageren jaloers dat zij op snapchat mogen).

Zijn er dingen die je zou willen kunnen of maken bv op het internet maar je weet niet hoe?

Veel van de kinderen gebruiken digitale apparaten voor het editen van filmpjes, tekenen of het spelen in Scratch en Minecraft. Dat de vaardigheden die daarbij geleerd worden bijdragen aan de ontwikkeling is niet bij alle ouders bekend.

Zijn er risico's online? Weet je hoe je ze kunt vermijden?

Niet elke ouder weet hoe een account op Social media geblokkeerd of gerapporteerd kan worden. Er zijn cursussen te volgen, maar de digitale wereld gaat zo snel dat zelfs die cursussen in content alweer achterlopen. Ouders zijn blij met de apps die schermtijd beperken. "Als iemand mij een raar bericht zou sturen dan zou ik dat account meteen blokkeren. Hoe ik dat moet doen weet ik niet, maar dan zou ik dat aan mijn ouders vragen." Kinderen zijn zich bewust van cyberpesten. Ze leggen uit dat digitaal pesten bijvoorbeeld nare reacties zijn onder een video die iemand heeft gepost op TikTok of Instagram. Hackers staan bekend als mensen die een spelletje kunnen verstoren. Phishing is iemand die zich voordoot als iemand anders om geld van je te krijgen.

Helpen je ouders je bij online gebruik of snappen ze er niks van?

Het idee leeft dat de ouders veel weten over het onderwerp, maar het meekijken door ouders willen veel van de kinderen niet. De kinderen vinden dat de ouders erg veel op hun eigen telefoon zitten.



De volgende stap

De beste ideeën worden meegenomen in ons verder onderzoek. Na dit onderzoek gaan we een prototype maken, net als jullie. Deze gaan we dan testen. En met die inzichten zullen we dan OBA.start verder vormgeven. Omdat we nog niet weten wat OBA.start precies gaat worden is het nu nog lastig om uit te leggen wat we precies mee gaan nemen van jullie ideeën. Maar we zijn jullie enorm dankbaar voor alle inzichten en ideeën.

Maakplaatsen 021

Heb je vragen en/of opmerkingen? Of wil je een bijdrage leveren aan de programma's? We horen graag van je! Stuur ons een e-mail op: maakplaats@oba.nl (020 523 0900) Wil je als eerste op de hoogte zijn van nieuwtjes en activiteiten? Schrijf je dan in voor onze nieuwsbrief!

Ontwerplab

Het ontwerplab is te volgen op deze website: www.oba.nl/ontwerplab

OBA en OBA Junior

Je kan je aanmelden voor de OBA nieuwsbrieven via OBA.nl. Hier staat o.a. de OBA Junior en de Maakplaats nieuwsbrief. Daarnaast sturen wij rondom campagnes, zoals nu met de Kinderboekenweek en herfstvakantie, nieuwsbrieven naar leden in de betreffende doelgroepcategorie (bv. 6-10 jaar). Voor vragen over events, of je bezoek aan de OBA kan je altijd vragen stellen aan onze klantenservice.



D interviews parents & children

01.

research guide

Research questions

1. How do parents and children perceive their digitising environment?
2. How do parents and children feel in relation to their hybrid lives?
3. How do parents deal with their children who are growing up digitally?

Testing assumptions

1. There is a divide between parents and children in perceiving their digitising environment.
2. Parents have the feeling they lack knowledge and skills about the digital space.
3. Children lack the critical knowledge about what they can trust on the internet and how they should behave towards each other in the digital environment.
4. When you want to participate in today's society, being able to participate digitally is a must.



recruitment & interview guide

Ik zoek ouders en kinderen die willen vertellen over hun online leven.

Ik wil de toekomst van ons online leven leuker en veiliger maken.

- Kinderen tussen de 4-18 jaar oud
- Het interview duurt 1.5 uur in totaal
- Ik kan bij jullie thuis langskomen
- Eerst zijn de ouders aan de beurt (zonder het kind)
- Daarna wil ik het kind graag apart spreken (ouders in zelfde ruimte)
- Interviews zullen tussen 9 oktober en 20 oktober 2021 plaatsvinden
- Lijkt jou dit leuk? Stuur mij dan een mailtje of whatsapp mij (gegevens rechts onder). Graag vermelden hoe oud je kind(eren) zijn en in welke stad je woont. Dan spreken we een datum af voor het interview.



Groetjes, Yade

TU Delft

Interview guide parents

Tijdslijn oefening

1. Kun je misschien vertellen en tekenen hoe een willekeurige dag er voor jou uitziet.
 - Wat doe je op een dag?
2. Kun je aangeven (met de gekleurde stickertjes) op welke momenten in deze dag je digitale apparaten gebruikt (computer, telefoon, tablet, smart watch)?
 - Wat voor apparaten gebruik je?
 - Waarvoor gebruik je deze apparaten nog meer? Kun je mij dat laten zien?

Vragen

1. Wat zijn de dingen die je het liefst doet op je digitale apparaten?
 - Positieve/negatieve gebeurtenissen
 - Frustraties/dingen die je blij maken
2. Hoe lang zit je ongeveer per dag op deze apparaten?
3. Hoe goed vind je dat je om kunt gaan met digitale apparaten? 1 tot 5 (helemaal niet goed, heel goed)
 - Zijn er dingen die je niet begrijpt op je telefoon/tablet/computer?
 - Zijn er dingen die je zou willen leren op je telefoon/tablet/computer?

Vragen over kinderen

1. Wat voor digitale apparaten gebruiken je kinderen?
 - Wat voor dingen doen ze daarop?
2. Hoe lang zitten je kinderen per dag op deze apparaten. (Meer of minder dan jij?)
3. Help je je kind wel eens met het gebruiken van hun digitale apparaten?
 - Waarbij help je ze?
4. Waar praat je met je kinderen over op het gebied van 'digitaal' & online?
5. Wat zijn je (positieve/negatieve) ervaringen van dat je kinderen volop in de digitale wereld opgroeien?

Vragen over vroeger

1. Kun je misschien vertellen hoe jouw (digitale) leven eruitzag voordat je kinderen had?
2. En toen je zelf kind was
3. Hoe is dat veranderd ten opzichte van nu?

Vragen over de toekomst

1. Hoe zou je willen dat je digitale leven er in de toekomst uit ziet?

Interview guide kinderen

Toestemmingsformulier (Google Forms)

<https://forms.gle/Kqf9oqTJc1FrnP6>

Tijdlijn oefening

1. Hoe ziet een doordeweekse dag er voor jou uit? Wat doe je? Je staat op, gaat naar school?
 - We lopen samen door de tijdlijn heen.
 - Wat doe je als je thuis komt van school?
2. Op welke momenten gebruik je digitale apparaten? (Daar plakken we stickers)
 - Wat voor dingen doe je op je apparaten? Kun je mij dat laten zien?
 - Wat doe je het liefst? Waarom? Wat zijn de leuke dingen die je meemaakt daardoor?
 - Heb je wel eens iets engs/stoms meegemaakt op je telefoon/ipad/computer?

Vragen

1. Hoeveel tijd zit jij op je ipad/telefoon/computer? Vind je dat te weinig of te veel?
2. Wie zit er meer op zijn telefoon, jij of je ouders? Of evenveel?
3. Wat voor dingen begrijp je niet als je je telefoon/ipad/computer gebruikt?
 - Helpen je ouders je wel eens? Of aan wie vraag je anders hulp?
 - Weten je ouders alles van je digitale apparaten? Wat voor dingen weten ze wel/niet?
4. Wat voor dingen zou je nog willen leren, op je telefoon/ipad/computer?
5. Praat je wel eens met je ouders over de dingen die je doet op je telefoon/ipad/computer?
 - Problemen?
 - Leuke dingen?
 - Wat je mee maakt?
 - Wat je maakt?

Vragen over vroeger

1. Wat deed je voordat je een telefoon/ipad/computer had het liefst?
 - Wat voor apparaten of voorwerpen gebruikte je toen het liefst?

Vragen over later

1. Hoe zou je willen dat jouw leven met digitale apparaten (smartphones, ipads, computers) er over een paar jaar uit ziet?
 - Is er iets waar je heel erg naar uit kijkt?
 - Zijn er dingen die je dan graag zou willen kunnen in de digitale wereld?

03.

participants & insights

Interviewees

Interviewee parent	Interviewee child	4-5 y	6-7 y	8-9 y	10-11 y	12-13 y	14-15 y	16-17 y	18 y	18+	Location
Mother (41)	Daughter (7.5)	5 (boy)	7 (girl)								Amsterdam
Mother (49)	Daughter (10)				10 (girl)	12 (boy)					Delft
Mother (38) + father (44)	Son (10) + Son (13)		7 (girl)		10 (boy)	13 (boy)					Delft
Mother (48)	Daughter (9)			9 (girl)						21 y	Amsterdam
Mother (45) + Father (45)	Daughter (13) + friend (13) + son (16)					13 (girl)		16 (boy)			Alblasserdam
Mother (54)	Son (17)							17 (boy)	18 (girl)	21 y	Leidschendam
Boy (18)									18 (boy)		Amsterdam
Girl (18)									18 (girl)		Amsterdam
Boy (17)								17 (boy)			Amsterdam
Mother (46) + Father (46)	Dughter (15)		7 (girl)			12 (boy)	15 (girl)				Pijnacker

A children's perspective

01. There is a divide between parents and children in perceiving their digitizing environment.

"I don't know what internet is." (Girl, 7)

"My parents never know something when I have a question about my phone or ipad." (Girl, 9)

"My mother always asks me to read things out loud to her on her phone, because the text is too small for her." (Girl, 10)

"My parents know something, but never know things better than me. I can never ask them something. They never understand what I am doing. I always have to explain it, which is very annoying. They can see what I am doing right?" (Girl, 13)

"I don't like it when my parents look behind me on my phone, what I am doing, my father is making fun of me when I receive a message from a boy or something. That is so annoying" (Girl, 13)

"When I don't know how to do things digitally, I ask my teacher at school or search for it on the internet. My mother asks a lot of how to do certain things, installing apps for example. I have to help my father way less." (Boy, 16)

"I often have to help them. I then help set up screen time, or set up other things. They don't know how to do that. And we often know it, because we have already done it. It's special that I have to explain it to my parents, it's weird that we know it better." (Girl, 15)

"My parents really only use it functionally, and I also use it for entertainment." (Boy, 17)

"I just understand everything. I hardly ever go to my parents with questions. I actually only go to my parents with questions about the computer, because my dad works in ICT. But I never really have any questions about my phone." (Boy, 17)

"I often tell my parents when I have an argument with someone. Kind of a third opinion. Advice. My parents don't really talk about what they do on their phone either. I do know that they often look up recipes or watch TV on the iPad." (Boy, 17)

"My parents say they don't sit on it much, but my parents wake up and then they both sit down to breakfast with their laptop/computer. The newspaper is thrown on it and they check e-mails. But, I believe that, during dinner and breakfast, it is important to talk to each other..." (Girl, 18)

02. Parents lack knowledge and skills about the digital space.

"I always have to help my mom when she is working or online shopping. She clicks on stuff but doesn't know what to do." (Girl, 9)

"I understand everything from my phone. When I have to block a number or someone I go to my parents. They know how to do that. Same goes for logging in on the computer." (Boy, 10)

"I am not that good with computers. I don't know how it works and I have to use it a lot for school now. These things I ask my parents." (Boy, 13)

"My parents always ask me how to send something or how to email stuff. They don't know things like that." (Girl, 13)

"My parents help me with installing things or updates. If my phone is full or if something doesn't work. My parents actually don't come to me with questions, but yesterday I had to explain my father how to save an image from pinterest. These small things my parents don't get." (Girl, 13)

"I use my phone for relaxing, my parents only use them functionally. My parents can only help me with saving images in the cloud. They are also better with twitter and facebook. I think that is a generation thing." (Boy, 16)

"My parents say they don't use their digital devices that much, but they are also spending a lot of time on it actually. They know a lot about the printer. But they don't know everything. Sometimes they can't figure it out and then my dad gets a little angry. Often these are things with the mail, for example" (Girl 15)

"I can do most things. I sometimes google things on how to do things. My mother also has a Samsung and then she comes to me with questions. She often comes up with questions about settings. Yes I do know a lot about that." (Boy, 17)

"In my spare time I think I spend a lot more time on my phone than my parents. They use it more

because it is really necessary.” (Boy, 17)

“My father also does a lot of graphic design, so he helps me with those things. My mom always comes to me with questions like “how do I click on this”, she often doesn’t get it. I don’t mind explaining things to her.” (Boy, 18)

“They mainly ask “how instagram works” or how she got to a certain account. So I have to explain things like that to them.” (Girl, 18)

03. Children lack the critical knowledge about what they can trust on the internet and how they should behave towards each other in the digital environment.

“I am not allowed to watch that much movies, especially not before going to school, because mama says the television makes you tired.” (Girl, 7)

“There was this scary thing on tiktok about doing some scary challenges.” (Girl, 9)

“I am very good in playing games. My parents have to give me permission for downloading games. Sometimes I ask them what a certain english word means. I don’t like it when my parents are behind me looking at what I am watching or doing, because they don’t approve what I am looking for example.” (Girl, 10)

“My parents have access to my phone, so they can see what I am doing. We don’t talk about it.” (Boy, 13)

“I never tell my parents about fights I have on my phone, because they wouldn’t understand. They don’t get it. I always discuss it with friends.” (Girl, 13)

“I always discuss things with my mom. She helps me to get a different perspective.” (Girl, 13)

“I discuss it with my parents when something happens digitally, but apart from that we don’t really talk about it.” (Boy 16)

“What I dont understand about Instagram is that everyone always posts things that are perfect. This also changes your self-image. We also talk about this on school.” (Girl, 15)

“I don’t talk to my parents about these little things that happen on Whatsapp. That is my life. They don’t need to know about that, they won’t understand.” (Boy, 17)

“I used to think quite often: “oh no, I’m not going to post this because then my parents will see that”. And I think that worked, that’s why I didn’t put anything weird on it.” Then I found that a bit annoying. Better correct.” (Boy, 17)

“I think I know the consequences of what I do on Instagram, for example: you see it a lot that a nude photo is distributed. So then I think “that shouldn’t happen to me”.” (Boy, 18)

“I also had a friend and you always had to send her messages with hearts and things, otherwise she would get mad. And then you had a fight with her again. My brother also posts very weird comments underneath things on instagram and then I read that. I sometimes say to him that he should not do that, but he says “whatever, it is funny.”” (Girl, 18)

04. When you want to participate in today's society, to participate digitally is a must.

"I know how to call with a phone, whatsapp and I know the blue app with white circle in it." (Girl, 7)

"I take my phone everywhere I go. To make tiktoks." (Girl, 9)

"I am not that good in making the decision to stop watching a movie." (Girl, 10)

"I didn't know what I did when I didn't have a telephone. Maybe play on the Ipad?" (Boy, 10)

"I use my laptop very often, also for school. We take them to class." (Girl, 13)

"My parents don't need to be on their phones all the time, but we have to! Otherwise you don't know what is going on in the world like if your friend broke up with her boyfriend for example." (Girl, 13)

"I think social contact is very important, that's what I am doing via Snapchat. I use whatsapp mainly to communicate with my parents. Snapchat is the channel I use most to communicate with my friends." (Boy, 16)

"I use my laptop a lot for school and at school. When you have a lot of free time, I spend a lot of time on my phone. Especially during the lockdown. School was more of an afterthought." (Girl, 15)

"In my internship we use a handheld to serve the guests." (Boy, 17)

"I got instagram on my 14th. I also had a phone quite late. Wasn't necessary for that time either. Always had an emergency phone, a nokia." (Boy, 18)

"Actually, I sit in front of a screen all day. On my phone I have 4 hours of screen time. And I'm on my computer all the time when I'm on an internship. 6 hours/8 hours." (Girl, 18)

Positive experiences digital world

"Me and my friends keep each other up to date about everything." (Girl, 10)

"I love that you can decide yourself what you are going to do or watch. I also really like playing soccer." (Boy, 10)

"I really like to see pieces of peoples lives through social media. I also like it when people comment on my strava posts, it makes me happy." (Boy, 16)

"Actually on instagram I don't really find things very special. But on youtube I sometimes think oh wow this is actually very cool what they are doing." (Boy, 17)

"My snapchat is now acting very strange and only now I notice that it is very unimportant. Damn I thought at first; I'm going to miss things. But now I actually notice that I'm not missing much. People share their lives in their stories. But you really won't miss it at all." (Boy, 17)

"For school, for example, I watch a lot of youtube tutorials. So that helped me a lot." (Boy, 18)

"I like to use snapchat to make memories. Photo's." (Girl, 18)

Negative experiences digital world

"I don't like it that people call me all the time when I am online." (Girl, 9)

"I don't like it that I always have to do everything because my brother is on his phone. I have to make his food. Also, my mother sometimes spends 30 min on her phone while we made plans to craft together. Then she actually lies to me." (Girl, 10)

"My sister shows my parents my tiktoks sometimes, I find that very annoying. They have a very different opinion and are always saying that they used to play outside..." (Girl, 13)

"That people then started sending apps that were less fun for people, for example. Quotes that were annoying, I did a little bit of that as well." (Boy, 17)

"I think it's a shame that everyone is on their phone all the time these days. Recently a friend of mine was busy getting ready for a long time, then we just went to his house. Now we actually find that very strange that you go to someone, but in the past that was much more normal. I think that is a pity. But I find it very useful for work, for example." (Boy, 17)

"I hid myself in my screen. I went to watch netflix to hide from all I had to do for school. Home situation, girlfriends, everything you have to do with as a puber and then I tried to escape that by watching netflix for example." (Girl, 18)

A parent's perspective

01. There is a divide between parents and children in perceiving their digitizing environment.

"My daughter (7) learned me how to put the bluetooth music box on. She also knows better how the smart TV works. When the children don't understand something, they always ask us to search for an image on the internet to explain it." (Mother, 41)

"My daughter (9) always helps me with the phone or ipad when I clicked something and don't know how to remove it." (Mother, 48)

"If I don't know how something works, I go to my son (12), he knows so much because his whole school environment is digital." (Mother, 49)

"I think I may be using 20% of the features on your phone. The kids really know about those tricks, but that just doesn't interest me. Don't have time for it." (Father, 45)

"We are almost at a point where we have to ask the children. Then they say: "Mom... you have to do it like this". They are also way faster in editing photo's. Sometimes I ask "what are you doing" and then they say "you won't understand" and we don't. Then I feel old." (Mother, 45)

"I have the feeling that young people make us wiser very quickly than I do. They also help each other. I am a bit conservative to do new things. The covid app also took me a long time before using it, it is that we need to now." (Father, 46)

"I do notice that our children are more handy than us. They also often give us tips. They know how to scan a QR code for WiFi. They know the shortcuts. I don't think about looking for new things. Just work with the familiar pattern. I like it when it is handed to me by my children." (Mother, 48)

"Well, my kids are really much more handy with their phones. They are so handy with it, and

sometimes I also get lessons from Martijn, he explains how I can take better photos. For me it should be really straight forward. But I also really like it when he takes me along.” (Mother, 54).

02. Parents have the feeling they lack knowledge and skills about the digital space.

“I understand very well how much time I should spend on my devices. I would like to learn some programmes like Illustrator, but I don’t actively take action to learn it.” (Mother, 41)

“If there is a malfunction in Outlook on my laptop I get really frustrated because I don’t know how to solve it. Sometimes my daughter comes to me with a question, then I also don’t know and we ask it to the ICT man of work.” (Mother, 48)

“I do not invent things myself, my son have to introduce me to new things. Only if I have to solve things I am interested. The tricks don’t interest me.” (Mother, 49)

“My dad knows more about computers; installing wifi. Installing phones I can do very well.” (Father, 44)

“I am good with my phone, but you don’t have to ask me to fill in certain data (phone numbers, install apps, etc). Chris (husband) is better with stuff like that. I think that has to do with his patience.” (Mother, 38)

“There are people who are much better at it than I am, so let’s leave it that way. Then I just call them if something is wrong.” (Father, 45)

“I don’t understand everything on my phone.” (Mother, 45)

“I have my hands full with the family. Keeping the balls up for the family. I am not really good in the office programs. For this I use the quick helpline from one of the kids.” (Father, 46)

“We do too little with it in practice, which is also due to our work.” (Mother, 48)

“The kids are much more skilled at it. When I see them typing with their fingers. For example, I still type with 1 finger. It is mainly about practical skills. My husband works in IT so I don’t interfere at all with some things.” (Mother, 54)

03. Children lack the critical knowledge about what they can trust on the internet and how they should behave towards each other in the digital environment.

“We don’t really talk about the digital world yet. Because it is not necessary yet. When I make an ugly photo of my child she always says: “don’t put it on the internet, mom!”.” (Mother, 41)

“I am really surprised by all the things my daughter (9) does and sees on her phone/ipad. Her games are full of aggression and scary things. She also already knew about Peter R de Vries. This frightens me. Together we talk about the impact influencers have on her life. The advantage is also that children no longer have nightmares.” (Mother, 48)

“The children only have substantive questions about their lessons or what a word means. They have media lessons at school, so we don’t really talk about it at home. My daughter (10) has a hard time with realistic subject talks, she is not ready yet for that.” (Mother, 49)

"During the lockdown we helped the children a lot with scanning documents or log-in to their school environment." (Father, 44)

"If the children get called by a weird number they always come to us. Or if they want to download something, or what an english word means. And we also talk about what they can or can't do on social media; don't use someone elses pictue." (Mother, 38)

"My daughter (13) sometimes says: if no one says that I have to stop watching, I just keep watching movies. We learn the kids that the phone is not everything, there is also a life around it." (Father, 45)

"We trust our children. The only thing we can do is warn about the things in the digital world. They sometimes come to us with messages, I always say you have to ask Erik (husband)." (Mother, 45)

"The children are spending a lot of time on their phones. It is even more than they even expected when looking at the screentime." (Father, 46)

"we try to coach our children. "Keep your phone down when you are studying", "don't share stupid things", "don't talk to people you don't know." (Mother, 48)

"We used to help the children, of course, but that was quickly turned around. Around 10 years old it turned around that they were going to teach me all kinds of things. We sometimes ask what they do on their phones. But we don't really talk about that. For example, I know that they are on Instagram for example. But, I don't know exactly what they do. I don't need to know that either, I trust them too." (Mother, 54)

04. When you want to participate in today's society, to participate digitally is a must.

"Using my digital devices became a habit. I use my phone or laptop for work but also for relaxation (as a busy mom)." (Mother, 41)

"I need to be available 24/7, for my work." (Mother, 48)

"I use my phone to arrange all sorts of things via whatsapp and mail. My mail is very structured to organise everything." (Mother, 49)

"I am constantly using my phone or laptop for work. At home I don't use it that often, I am busy with the kids." (Father, 44)

"Work gave me a laptop but I used it twice since the past two years. I am addicted to swiping and peeking on my phone." (Mother, 38)

"I mostly use my digital devices to come into contact with my clients." (Father, 45)

"I feel vulnerable in the digital world. Everything is connected and it comes at the expense of your freedom." (Father, 46)

"It took me a long time to use the banking app. Just have it for a month now. It just feels very unsafe." (Mother, 48)

"If I forget my phone, I feel displaced. Like I have no connection with the world. That I am going to miss things from my children." (Mother, 45)

Positive experiences digital world

"I met new people, it makes me happy to be in contact with everyone." (Mother, 45)

"I really love it that my daughter is dancing a lot because of Tiktok (also with her friends)." (Mother, 48)

"I think it is great to work with DigiD and DSW on my digital devices! I also love it when my children explain stuff to me, it shows their independence." (Mother, 49)

"Loves using apps that give him information about the childrens Hockey games, but also loves spreading information in the hockey team app with parents. (Father, 44)

"I love it that you can have a drink with friends via zoom. Also my children learn very good English because of their digital devices. It makes me a proud parent to see that my children facetime their sick best friend." (Mother, 38)

"You can be very attent in social contact. That works very well in my work." (Father, 45)

"It is a very useful medium, especially the family app. You send an app and your whole family is informed. Also with my brother in south africa. So that makes me happy with this cell phone." (Mother, 54)

Negative experiences digital world

"The digital devices let me do less with my hands, which makes me happy. I doesn't make me happy to scroll through my phone all the time. But it fits my lifestyle of a busy mom." (Mother, 41)

"I think we spend too much time on our digital devices, but in Corona it was also a way to keep in contact. But my screentime confronts me all the time" (Mother, 48)

"If I used my phone less, I would probably do some other stuff; drawing or knitting. But, whatsapp is controlling my life. Also my son (12) is having a hard time figuring out what to do if he is not on his phone." (Mother, 49)

"Sometimes I see my son googling some stuff and then I say, you should wait a little longer to search for that." (Father 44)

"Gets frustrated about other peoples posts, oh god they need attention." (Mother, 38)

"Your phone controls a large part of your life. The feeling you always have to be available." (Father, 45)

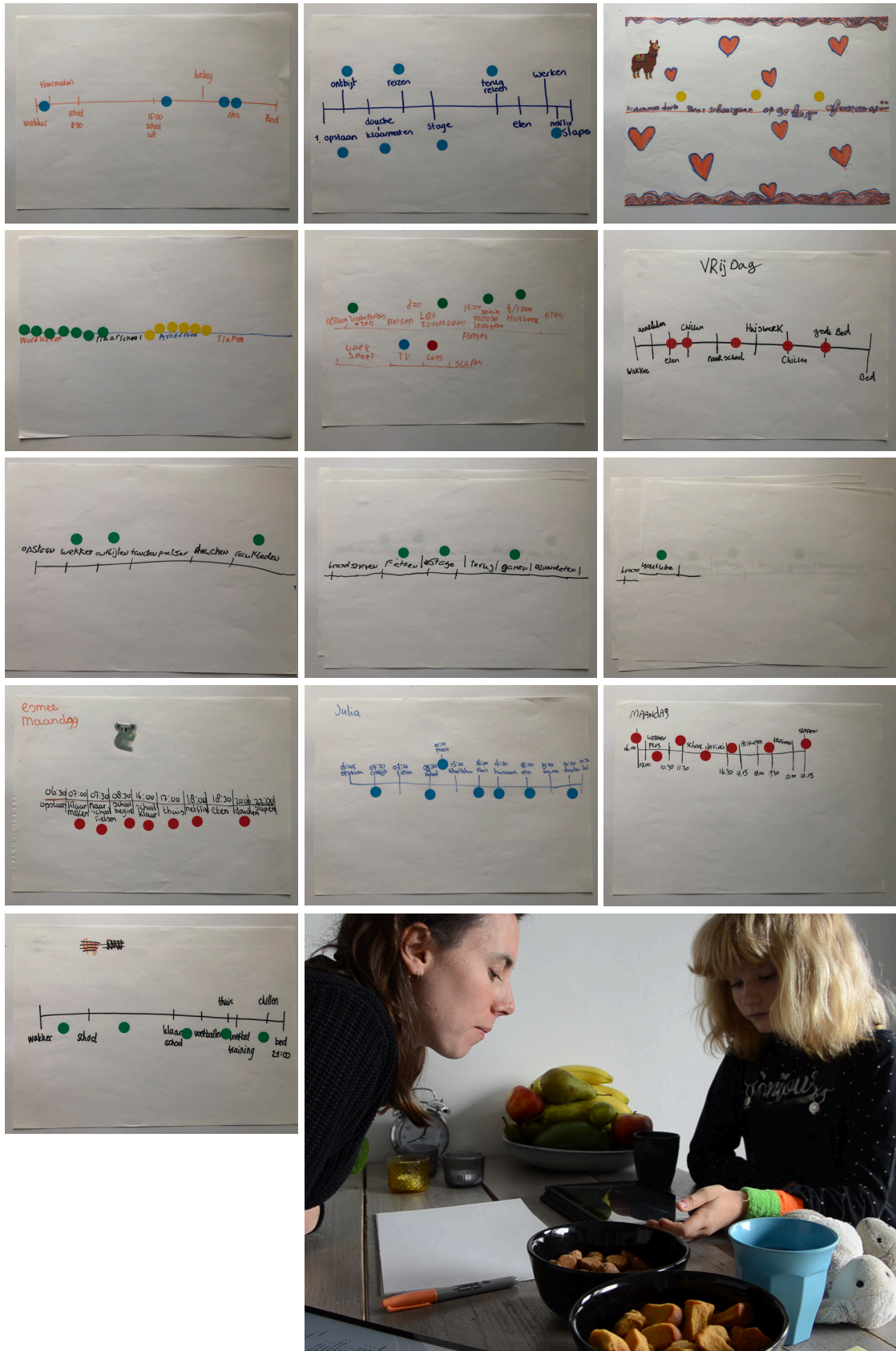
"There is a lot of social pressure, especially with the kids and their friends, to arrange certain appointments." (Mother, 45)

"I removed all the news sources from my phone, because it was very negative for me and it did something to my emotions and my mood." (Father, 46)

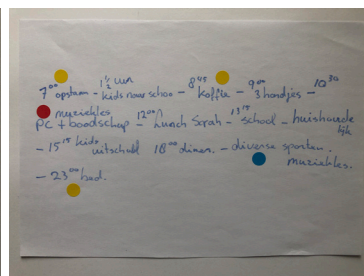
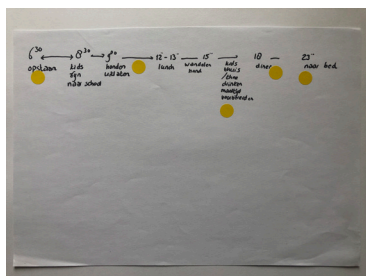
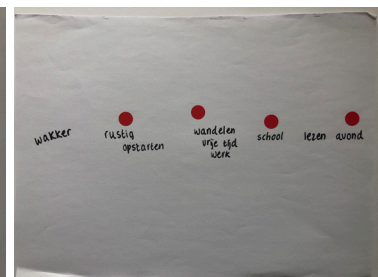
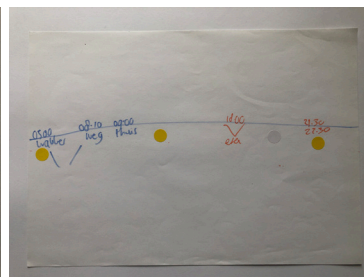
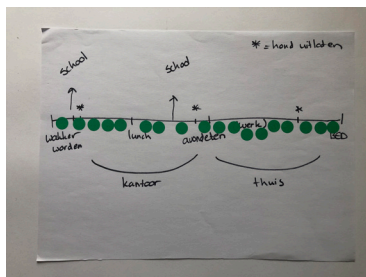
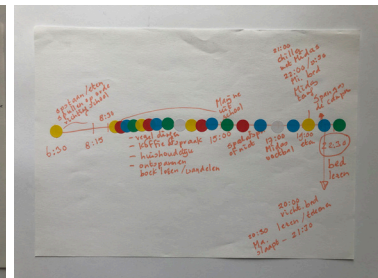
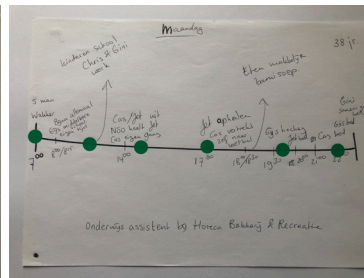
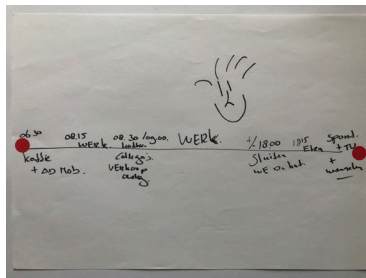
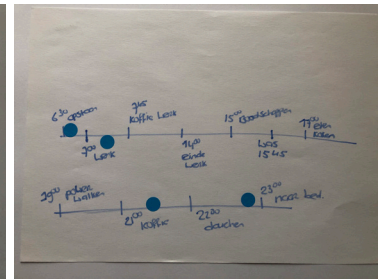
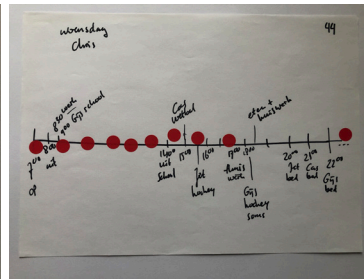
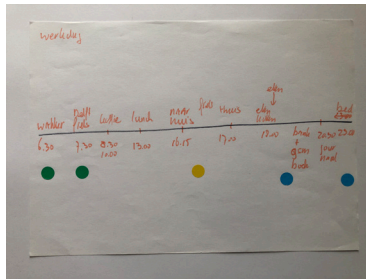
"When I was younger I was way more afraid for virusses. Now I don't experience that anymore, funny enough. I don't know why." (Mother, 48)

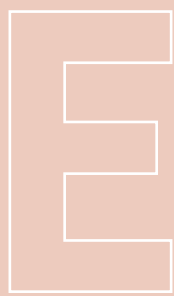
"It also has disadvantages that you always have to be online. Can give a certain amount of pressure. You can also see that on facebook. That people only share positive stories. I think that's the downside of facebook. Don't let me get carried away, but you notice it." (Mother 54)

A day in the life of a child (and the use of digital devices)



A day in the life of a parent (and the use of digital devices)





the context factors

The factors are categorised within clusters.

Fear of the unknown

Citizens are increasingly concerned about a government that is increasingly withdrawing. (Development, Political, Source: Van Algemene Zaken, M. (2019). Robotisering: waar begint het ongemak?-Trends voor overheidscommunicatie-CommunicatieRijk.)

We don't know how competent we are in the digital space around us. (State, Cultural, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

With every new technology we ever had in our history, we always first had a moral panic. (Principle, Evolutionair, Source: J. T. Piotrowski, personal communication (November 2, 2021))

Technological developments in the field of data, artificial intelligence and interfaces have an increasing impact on society. As a result, the focus on ethics is growing. (Development, Technological, Source: Van Algemene Zaken, M. (2019). Robotisering: waar begint het ongemak?-Trends voor overheidscommunicatie-CommunicatieRijk.)

Large American and Chinese tech companies in determining the way the digital revolution is going. (Development, Cultural, Technological, Source: Rathenau Institute. Work Programme 2021-2022.)

Citizens increasingly experience a loss of security, certainty and a lack of control over one's own life. (Trend, Cultural, Source: Van Algemene Zaken, M. (2019). Robotisering: waar begint het ongemak?-Trends voor overheidscommunicatie-CommunicatieRijk.)

Guided by expectations: trusting on your own confirmation bias

We like it when something gets confirmed about what we were already knowing. (Principle, Psychological, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

We are choosing things that are consistent with our value system. (Principle, Psychological, Sociological, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

The brain 'likes' the information it finds important. (Principle, Psychological, Source: Jolles, J. (2017). Het tienerbrein (1st ed.). Amsterdam University Press.)

There is a decline in trust in governments and institutions. (Development, Political, Source: Engbersen, G., van Bochove, M., de Boom, J., Burgers, J., Etienne, T., Krouwel, A., ... & Wentink, T. (2020). De verdeelde samenleving.)

Not everyone has access to quality news. More and more online news ends up behind a 'paywall'. (Development, Economic, Source: Van Algemene Zaken, M. (2019). Robotisering: waar begint het ongemak?-Trends voor overheidscommunicatie-CommunicatieRijk.)

The personalised use application of technology enables individuals to receive information about current affairs, knowledge and opinions in their own way. (Development, Cultural, Source: Rathenau Institute. Work Programme 2021-2022.)

Young people increasingly determine their own viewing behaviour. (Trend, Cultural, Source: J.W.J. Beentjes, personal communication (October 6, 2021).)

Disinformation is a threat to our democracy. (State, Technological, Source: Van Belkom, R. (2021,

July 21). Technologie Kieswijzer: 30.000 burgers over de digitale toekomst. <https://ibestuur.nl/magazine/technologie-kieswijzer-30000-burgers-over-de-digitale-toekomst>.)

People are starting to perceive digital media as a source of diverse and even contradictory information that requires a critical attitude in terms of weeding out fake news. (Trend, Cultural, Source: Milenkova, V., & Lendzhova, V. (2021). Digital Citizenship and Digital Literacy in the Conditions of Social Crisis. Computers, 10(4), 40.)

You can't try and app and return it when you don't like it. This makes the risk of buying it bigger. (Development, Cultural, Economic, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

Human behavior flows from three main sources: desire, emotion, and knowledge. (Principle, Psychological, Source: Plato)

Media provide a window to the world. (Principle, Sociological, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

People suffer from source confusion. That you no longer know where your source comes from. (Development, Psychological, Source: J.W.J. Beentjes, personal communication (October 6, 2021).)

As society we come to expect that everything digital should be free. (Trend, Cultural, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

People would rather spend money on entertainment (spotify and netflix) than on news. (Trend, Sociological, Source: Reuters Institute – Digital News Report, 2019.)

The range of digital content is very accessible and it is always accessible (day and night). (Development, Technological, Source: J.W.J. Beentjes, personal communication (October 6, 2021).)

A lot of people rely on freemium apps. (Trend, Cultural, Economic, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

Our rubbing up against each other is both what makes us feel connected and what teaches us how to connect. (Principle, Psychological, Source: Hertz, N. (2021). The Lonely Century: How to Restore Human Connection in a World That's Pulling Apart. Currency.)

Challenging parenting

The parent-child relationship is the foundation for a child's development. (Principle, Biological, Source: de Wolff, M. S., & Lanting, C. I. (2021). JGZ richtlijn ouder-kind relatie.)

Parenting is part of your identity: how you were brought up yourself, your temperament, your ideas, values, norms and your expectations about your child and the upbringing. (Principle, Cultural, Source: de Wolff, M. S., & Lanting, C. I. (2021). JGZ richtlijn ouder-kind relatie.)

Parents experience a lack of understanding or are learning in the digital space which makes it difficult for them to parent. (Development, Cultural, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

The assumption that children can help their parents to do online tasks ignores the fact that parents' own technological skills – or lack thereof – are essential in guiding children in online spaces. (Principle, Technological, Evolutionary, Source: Clark LS (2013) The Parent App - Understanding Families in the Digital Age. Oxford: Oxford University Press. & Source: Katz VS and

Gonzalez C (2016) Toward Meaningful Connectivity: Using Multilevel Communication Research to Reframe Digital Inequality. *Journal of Communication* 66(2): 236–249. DOI: 10.1111/jcom.12214.)

Brains of young people are highly susceptible to reward and social acceptance, but also to rejection and not belonging. (Principle, Psychological, Source: Crone, E. A., & Konijn, E. A. (2018). Media use and brain development during adolescence. *Nature communications*, 9(1), 1-10.)

The offline gender division of household tasks and childcare responsibilities also shapes access to digital devices and internet use. (State, Evolutionary, Source: Helsper EJ (2010) Gendered Internet Use Across Generations and Life Stages. *Communication Research* 37(3): 352–374. DOI: 10.1177/0093650209356439. & Source: Schwanen T, Kwan MP and Ren F (2014) The Internet and the gender division of household labour. *Geographical Journal* 180(1): 52–64. DOI: 10.1111/geoj.12014.)

Young people sometimes overestimate themselves and have a moderate self-insight. (Principle, Psychological, Source: Jolles, J. (2017). *Het tienerbrein* (1st ed.). Amsterdam University Press.)

The digital world is not growing simultaneously with the changing society (gender equality): About three quarters of the developers of AI systems like Siri, Amazon Alexa and Google Home, is a man. (Development, Sociological, Source: Bouman, J., & Labots, M. (2019, September 15). 'De digitale wereld moet gelijker'. *Het Parool*. <https://www.parool.nl/columns-opinie/de-digitale-wereld-moet-gelijker~b3c226fc/>.)

The Matthew effect: if someone has a higher socio-economic position, they can also take better advantage of the online world. (Development, Economic, Sociological, Source: Goedhart, N. S. (2021). Social inclusion in digitizing societies: Starting from the lifeworld of people with a low socioeconomic position.)

The difference between parents and children is experience. (Principle, Cultural, Source: J.W.J. Beentjes, personal communication (October 6, 2021).)

Child sitting on their own at lunch, or a group turning their backs on one of their peers – today many of these interactions are taking place in the virtual sphere. And because they are not witnessed, adults can't intervene, meaning that the excluded child is even more alone in their suffering. (Development, Sociological, Source: Hertz, N. (2021). *The Lonely Century: How to Restore Human Connection in a World That's Pulling Apart*. Currency.)

Images enter children very unfiltered. That is because they are very intrusive and children can hardly withdraw from them. (Technological, Psychological, Source: J.W.J. Beentjes, personal communication (October 6, 2021).)

Critical attitude of children is lower than that of adults. (Principle, Psychological, Source: J.W.J. Beentjes, personal communication (October 6, 2021).)

Your brain matures over a long period of time that can take up to fifteen years from the end of childhood, around the age of ten. (Principle, Psychological, Source: Jolles, J. (2017). *Het tienerbrein* (1st ed.). Amsterdam University Press.)

The part of the brain that reflects on the truthfulness of a message – the prefrontal cortex – is still developing in young people. They know that fake news exists, but they can't estimate it themselves. (Principle, Psychological, Source: Crone, E. A., & Konijn, E. A. (2018). Media use and brain development during adolescence. *Nature communications*, 9(1), 1-10.)

Children are more willing to try things. (Principle, Psychological, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

Children themselves are co-constructors of childhood and society. (State, Sociological, Source:

Qvortrup, J. (2014). Sociology: Societal structure, development of childhood, and the wellbeing of children. In B.-A. Asher, F. Casas Feran, I. Frønes Ivar & J. E. Korbin (eds.). Handbook of Child Wellbeing: Theories, Methods and Policies in Global Perspective (pp. 663-707.)

Kids can learn very easily from media content. They will learn about what is expected. (State, Sociological, Psychological, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

In the first thousand days of a child (from conception to two years), the foundation is laid for a child's physical, emotional and psychological health. (Principle, Biological, Source: de Wolff, M. S., & Lanting, C. I. (2021). JGZ richtlijn ouder-kind relatie.)

Impulse control in young people is still in the development stage which means they are extra sensitive to media expressions that arouse emotion. (Principle, Psychological, Source: Crone, E. A., & Konijn, E. A. (2018). Media use and brain development during adolescence. Nature communications, 9(1), 1-10.)

Almost half (47%) of young people (aged 10-15) overestimate their own digital level. The less digitally skilled youngsters recognise unsafe online behaviour less well and are skeptical about what they can learn from parents and teachers. (State, Technological, Source: KB de nationale bibliotheek. (2021, September 2). Helpt jongeren overschat eigen digitale vaardigheden. <https://www.kb.nl/nieuws/2021/helpt-jongeren-overschat-eigen-digitale-vaardigheden>.)

Media has an important socializing influence. (Principle, Sociological, J.W.J. Beentjes, personal communication (October 6, 2021).)

For humans, the family group is of great significance. (Principle, Evolutionary, Source: Jolles, J. (2017). Het tienerbrein (1st ed.). Amsterdam University Press.)

The quick-fix mentality

Parents don't know where their child is growing up in, using time and quantity as guided heuristic. (Development, Cultural, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

Parents want to select apps for their children where they can learn from, but also select apps where children can interact with independently. (State, Sociological, Evolutionary, Source: J.W.J. Beentjes, personal communication (October 6, 2021).)

Access is not the same as competence. (Principle, Psychological, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

There is subscription fatigue: people don't want a separate subscription for all the different online media. (Trend, Economic, Source: Van Algemene Zaken, M. (2019). Robotisering: waar begint het ongemak?-Trends voor overheidscommunicatie-CommunicatieRijk.)

A 'good' decision is not written down anywhere and cannot be found on the internet. (Principle, Sociological, Source: Jolles, J. (2017). Het tienerbrein (1st ed.). Amsterdam University Press.)

Constant scrolling distracts parents from interacting with their children and in turn prevents them from imparting vital communication skills. (State, Sociological, Source: Hertz, N. (2021). The Lonely Century: How to Restore Human Connection in a World That's Pulling Apart. Currency.)

The benefits of a hybrid identity

Context shapes the brain. (Principle, Psychological, Source: Jolles, J. (2017). *Het tienerbrein* (1st ed.). Amsterdam University Press.)

Media provide a mirror, how to look at yourself. (Principle, Sociological, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

Apps and smartphones can be seen as an extension of our human interaction: we live and experience a large part of our day through digital means. Our digital world becomes reality. (State, Technological, Source: Bouman, J., & Labots, M. (2019, September 15). 'De digitale wereld moet gelijker'. *Het Parool*. <https://www.parool.nl/columns-opinie/de-digitale-wereld-moet-gelijker~b3c226fc/>.)

The devices in our pockets are psychologically powerful, they don't only change what we do, they change who we are. (State, Psychological, Technological, Source: Turkle, S (2012, February). *Connected, but alone?* [Video]. TED Conferences. https://www.ted.com/talks/sherry_turkle_connected_but_alone#t-44899.)

The line between man and machine is blurring, which can feel uncomfortable. (Trend, Technological, Source: van Algemene Zaken, M. (2019). *Robotisering: waar begint het ongemak?*-Trends voor overheidscommunicatie-CommunicatieRijk.)

The technological possibilities to selectively present oneself online increase rapidly. (Development, Sociological, Source: de Vaate, N. A. B., Veldhuis, J., & Konijn, E. A. (2020). *How online self-presentation affects well-being and body image: A systematic review*. *Telematics and Informatics*, 47, 101316.)

The uses and gratification theory: People tend to select media as a function of their psychological needs. (Principle, Psychological, Source: Katz, E., Blumler, J. G., & Gurevitch, M. (1973). *Uses and gratifications research*. *The Public Opinion Quarterly*, 37(4), 509–523. & Source: Rubin, A. (2009). *Uses-and-gratifications perspective on media effects*. In J. Bryant, & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (pp. 165–184). New York, NY: Routledge.)

Young people, and adults, are sensitive to the opinions of others online, such as comments on their music choice or their outward appearance. (Principle, Psychological, Source: Crone, E. A., & Konijn, E. A. (2018). *Media use and brain development during adolescence*. *Nature communications*, 9(1), 1-10.)

There is more diversity in society. (Development, Cultural, Source: Van Algemene Zaken, M. (2019). *Robotisering: waar begint het ongemak?*-Trends voor overheidscommunicatie-CommunicatieRijk.)

With social media, games and the growing number of private AR platforms, people are starting to live more in their own hybrid worlds, which are part physical, part virtual. (Development, Cultural, Source: Rathenau Institute. *Work Programme 2021-2022*.)

Technology appeals to us most where we are most vulnerable. (Principle, Psychological, Technological, Source: Turkle, S (2012, February). *Connected, but alone?* [Video]. TED Conferences. https://www.ted.com/talks/sherry_turkle_connected_but_alone#t-44899.)

Tech as a warm single blanket

More and more smart and automated world. (Development, Technological, Source: Depoorter, D., Bartholl, A., Mager, K., Sjöln, B., Vasiliev, D., Schmieg, S., !Mediengruppe Bitnik, ., Lavigne, S., Goni, K., La Loma, ., & Tactical Tech, . (2021). Glass Room. Exhibited at Openbare Bibliotheek Amsterdam (OBA) November 5th.)

Tech as solution for everything, implying tech has superpowers. (Development, Technological, Source: Depoorter, D., Bartholl, A., Mager, K., Sjöln, B., Vasiliev, D., Schmieg, S., !Mediengruppe Bitnik, ., Lavigne, S., Goni, K., La Loma, ., & Tactical Tech, . (2021). Glass Room. Exhibited at Openbare Bibliotheek Amsterdam (OBA) November 5th.)

People don't have to stand still and think about themselves, they can just swipe and scroll it away (escapisme). (Trend, Cultural, Source: Schnitzler, H. (2021, October 29). 'Filosoof Hans Schnitzler: 'We vinden het best prettig om existentiële vragen uit te besteden aan technologie.''. Het Parool. [https://www.parool.nl/kunst-media/filosoof-hans-schnitzler-we-vinden-het-best-prettig-om-existentiele-vragen-uit-te-besteden-aan-technologie~ba6a1fed/.](https://www.parool.nl/kunst-media/filosoof-hans-schnitzler-we-vinden-het-best-prettig-om-existentiele-vragen-uit-te-besteden-aan-technologie~ba6a1fed/))

Teenagers can make far more decisions than their parents and grandparents did back then. (Development, Cultural, Source: Jolles, J. (2017). Het tienerbrein (1st ed.). Amsterdam University Press.)

The smartphone makes contact easier and makes people more involved in societal topics. (Development, Cultural, Source: Van Noort, W. (2019, June 13). 'Generatie Z is braver, gezonder, betrokkener, maar ook gestresster.' NRC.)

Borrels became Zorrels. (Trend, Cultural, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

We are tempted by machines that offer companionship. (State, Sociological, Source: Turkle, S (2012, February). Connected, but alone? [Video]. TED Conferences. https://www.ted.com/talks/sherry_turkle_connected_but_alone#t-44899.)

People have less real physical communication. (Development, Sociological, Source: Milenkova, V., & Lendzhova, V. (2021). Digital Citizenship and Digital Literacy in the Conditions of Social Crisis. Computers, 10(4), 40.)

We avoid difficult contacts, because we are in 'easy' contact with each other all the time via social media. (State, Sociological, Source: Turkle, S (2012, February). Connected, but alone? [Video]. TED Conferences. https://www.ted.com/talks/sherry_turkle_connected_but_alone#t-44899.)

Social media has an addictive effect. (Principle, Psychological, Source: Van Algemene Zaken, M. (2019). Robotisering: waar begint het ongemak?-Trends voor overheidscommunicatie-CommunicatieRijk.)

Apps and smartphones can be seen as an extension of our human interaction: we live and experience a large part of our day through digital means. Our digital world becomes reality. (State, Technological, Source: Bouman, J., & Labots, M. (2019, September 15). 'De digitale wereld moet gelijk'. Het Parool. [https://www.parool.nl/columns-opinie/de-digitale-wereld-moet-gelijk~b3c226fc/.](https://www.parool.nl/columns-opinie/de-digitale-wereld-moet-gelijk~b3c226fc/))

Parents are less available for their child, because they spend a lot of time with their heads in the phones. Parents are physically present, but not available. This affects the secure attachment relationship. (Development, Cultural, Source: A. A. Blitterswijk, personal communication (October 14, 2021).)

Strangers smile significantly less at each other when they have their smartphones with them. (State, Sociological, Source: Hertz, N. (2021). The Lonely Century: How to Restore Human Connection in a World That's Pulling Apart. Currency.)

Being connected to others is our natural and in fact desired state, whether this desire is conscious or not. (Principle, Psychological, Source: Hertz, N. (2021). The Lonely Century: How to Restore Human Connection in a World That's Pulling Apart. Currency.)

The passion for curiosity

Education is the kindling of a flame, not the filling of a vessel. (Principle, Cultural, Source: Socrates.)

If we want to learn the content should be active, engaging, moving and should have a social connection. (Principle, Psychological, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

Human behavior flows from three main sources: desire, emotion, and knowledge. (Principle, Psychological, Source: Plato)

Emotionally colored information or stimuli with motivational value are more likely to be remembered by teenagers. (Principle, Psychological, Source: Jolles, J. (2017). Het tienerbrein (1st ed.). Amsterdam University Press.)

Skills & Knowledge are crucial in order to be motivated on how to use them. (Principle, Psychological, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

Being open to new things is in the human genes. (Principle, Biological, Source: Jolles, J. (2017). Het tienerbrein (1st ed.). Amsterdam University Press.)

People like to believe things that are exciting. (Principle, Biological, Source: Jolles, J. (2017). Het tienerbrein (1st ed.). Amsterdam University Press.)

People love narratives. It is part of our human experience. (Principle, Biological, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

If you cannot see it, you don't understand it.

Data is not visible. (State, Technological)

Digital footprints are very abstract. (State, Technological)

People don't yet understand that the digital world is not free. That they are paying for it with their personal digital data. (Trend, Cultural, Source: J. T. Piotrowski, personal communication (November 2, 2021).)

The price of free apps is the information you share with them. (Development, Technological, Source: Van Algemene Zaken, M. (2019). Robotisering: waar begint het ongemak?–Trends voor overheidscommunicatie–CommunicatieRijk.)

Giving citizens more responsibilities also makes them vulnerable, because they cannot always estimate the consequences of their data. (Development, Cultural, Source: Jacobs – interview met Bart Jacobs, hoogleraar digital security, en Mariska Kleemans, universitair docent

communicatiewetenschap, Radboud Universiteit Nijmegen, 29 augustus 2019.)

We seem to accept the influence of technology with a shrug. Just like we accept the terms and conditions of mobile applications, without actually reading them. (Trend, Cultural, Van Belkom, R. (2021, July 21). Technologie Kieswijzer: 30.000 burgers over de digitale toekomst. <https://ibestuur.nl/magazine/technologie-kieswijzer-30000-burgers-over-de-digitale-toekomst>.)

The privacy paradox: Anecdotal and empirical evidence indicate that individuals are willing to trade their personal information for relatively small rewards. (Development, Cultural, Technological, Source: Kokolakis, S. (2017). Privacy attitudes and privacy behaviour: A review of current research on the privacy paradox phenomenon. *Computers & security*, 64, 122-134.)

More and more conflicts of interest are occurring in the field of algorithms. What is good for a company or what is good for people is the public. (Trend, Technological, Source: NOS - Klokkenluider zegt dat Facebook Capitoollen heeft gevoed, October 4 2021.)

More and more dance schools are offering Tik Tok dance. (Trend, Cultural, Source: NOS - Nieuwe trend bij dansscholen: TikTok-les, October 7 2021.)

Looking for self-confidence by competitively live long learning

A skills revolution is coming: The Netherlands is developing into a 'skills-driven economy', in which skills in all layers of society complement the classic diploma system. (Development, Economic, Source: Khaddari, R. (2021, October 22). Niet langer diploma's, maar vaardigheden zetten de toon op de arbeidsmarkt. *Het Parool*. <https://www.parool.nl/nederland/niet-langer-diploma-s-maar-vaardigheden-zetten-de-toon-op-de-arbeidsmarkt~bd1e1028/>.)

Knowledge and skills are not fixed in the genes. (Principle, Biological, Source: Jolles, J. (2017). *Het tienerbrein* (1st ed.). Amsterdam University Press.)

The 'skills economy' puts new pressure on young people. At the same time, the study period could become more of a discovery period. (Trend, Economic, Source: Khaddari, R. (2021, October 22). Niet langer diploma's, maar vaardigheden zetten de toon op de arbeidsmarkt. *Het Parool*. <https://www.parool.nl/nederland/niet-langer-diploma-s-maar-vaardigheden-zetten-de-toon-op-de-arbeidsmarkt~bd1e1028/>.)

No human is born digitally skilled. (Principle, Biological, Source: EPC. Alliantie Digitaal Samenleven. (2020) <https://ecp.nl/project/alliantie-digitaal-samenleven/>.)

Digital skills and access to information become a social regulator. (Development, Sociological, Source: Milenkova, V., & Lendzhova, V. (2021). Digital Citizenship and Digital Literacy in the Conditions of Social Crisis. *Computers*, 10(4), 40.)

A side job is no longer only important because of the money, it must also provide relevant knowledge and skills. (Trend, Economic, Source: Khaddari, R. (2021, October 22). Niet langer diploma's, maar vaardigheden zetten de toon op de arbeidsmarkt. *Het Parool*. <https://www.parool.nl/nederland/niet-langer-diploma-s-maar-vaardigheden-zetten-de-toon-op-de-arbeidsmarkt~bd1e1028/>.)

The normalization of ICT use impacts feelings of belonging and the self-confidence of those who are not connected yet. Confidence is needed to start using ICTs and develop digital skills. (State, Psychological, Cultural, Source: Gilchrist, K. (2018). Confidence gap? The impact of gender, class and age on adults' digital literacy. London School of Economics and Political Science. Available at:

<http://blogs.lse.ac.uk/parenting4digitalfuture/2018/09/26/confidence-gap-the-impact-of-gender-class-and-age/> (accessed 2 July 2021).)

People have digital splinter skills that have become obscure. It seems like people are more skilled than they are. (Trend, Cultural, Source: Goedhart, N. S., & Dedding, C. (2021, July). *Uit beeld geraakt: digitale ongelijkheid als maatschappelijke opgave.*)

Society is increasingly 'woke'. (Development, Cultural, Source: Van Algemene Zaken, M. (2019). *Robotisering: waar begint het ongemak?*-Trends voor overheidscommunicatie-CommunicatieRijk.)

Teenagers can make far more decisions than their parents and grandparents did back then. (Development, Cultural, Source: Jolles, J. (2017). *Het tienerbrein* (1st ed.). Amsterdam University Press.)

'Continuing to learn' becomes a precondition for a successful career because of digitization. (Development, Economic, Source: Khaddari, R. (2021, October 22). *Niet langer diploma's, maar vaardigheden zetten de toon op de arbeidsmarkt.* Het Parool. <https://www.parool.nl/nederland/niet-langer-diploma-s-maar-vaardigheden-zetten-de-toon-op-de-arbeidsmarkt~bd1e1028/>.)

Being digitally excluded has consequences for life domains such as education, employment, health, and social networks. (State, Cultural, Source: Baum F, Newman L and Biedrzycki K (2014) *Vicious cycles: Digital technologies and determinants of health in Australia.* Health Promotion International. Oxford University Press. DOI: 10.1093/heapro/das062.)

Empathy binds us together

Our fundamental needs are universal. (Principle, Psychological, Source: Desmet, P. M. A. (2020). *Thirteen Fundamental Psychological Needs.*)

Machines have no experience of the arc of the human life. The difference between human and machine is empathy. (Principle, Technological, Sociological, Source: Turkle, S (2012, February). *Connected, but alone?* [Video]. TED Conferences. https://www.ted.com/talks/sherry_turkle_connected_but_alone#t-44899.)

Shared laughter promotes relationship well-being, with increased perceptions of similarity most consistently driving this effect. [when sharing....] explanation: shared laughter may communicate to others that we have a similar worldview, which strengthens our relationship. (Principle, Psychological, Source: Kurtz, L. E., & Algoe, S. B. (2017). *When sharing a laugh means sharing more: Testing the role of shared laughter on short-term interpersonal consequences.* Journal of Nonverbal Behavior, 41(1), 45-65.)

Face to face interactions and non-verbal cues such as body language help people to experience empathy and practice reciprocity and cooperation. (Principle, Sociological, Source: Hertz, N. (2021). *The Lonely Century: How to Restore Human Connection in a World That's Pulling Apart.* Currency.)

Daily face-to-face interactions with people different from us make it easier to see what it is we have in common, rather than what sets us apart. (State, Sociological, Source: Hertz, N. (2021). *The Lonely Century: How to Restore Human Connection in a World That's Pulling Apart.* Currency.)

We use real conversations with others, to learn to have conversations with ourselves. (Principle, Sociological, Source: Turkle, S (2012, February). *Connected, but alone?* [Video]. TED Conferences. https://www.ted.com/talks/sherry_turkle_connected_but_alone#t-44899.)

A good attachment relationship positively contributes to the development of children's language, cognitive and social-emotional skills. (Principle, Biological, Source: Mesman et al. 2012; Prevoo et al., 2017; Washington et al. 2015.)

Helping others is good for our health. (Principle, Psychological, Source: Hertz, N. (2021). The Lonely Century: How to Restore Human Connection in a World That's Pulling Apart. Currency.)

Me in the iterative process of clustering and finding patterns...



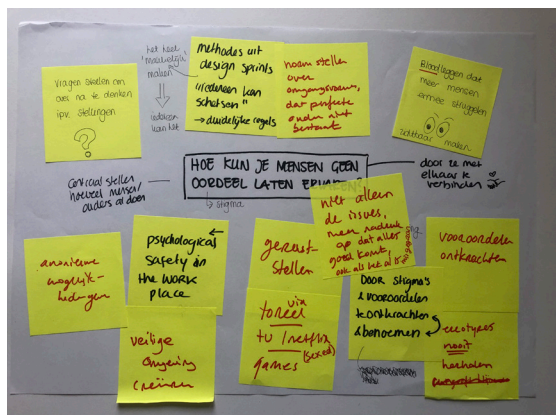
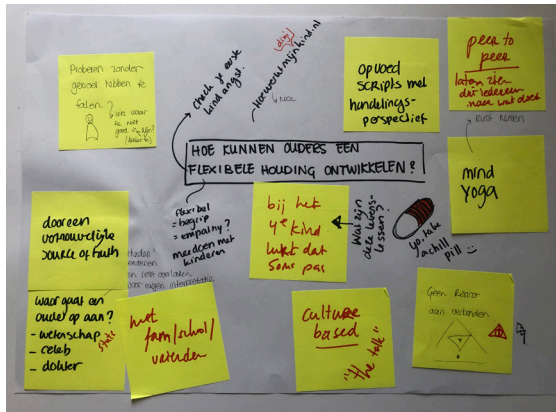
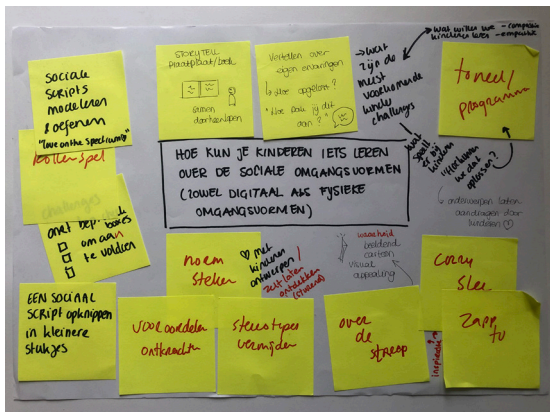
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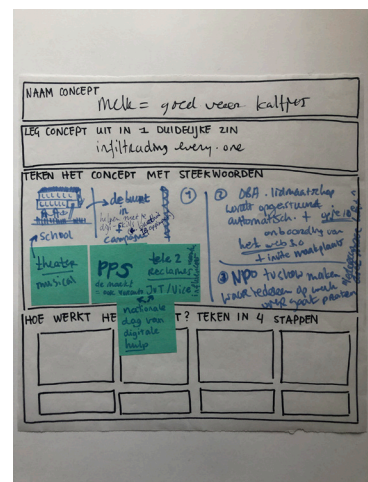
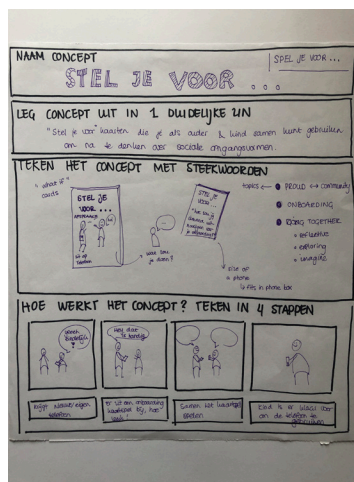
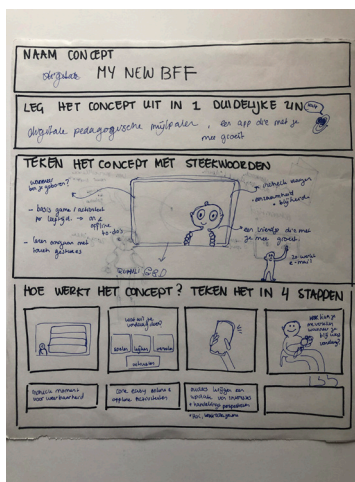
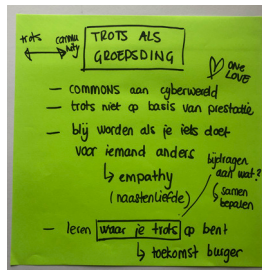
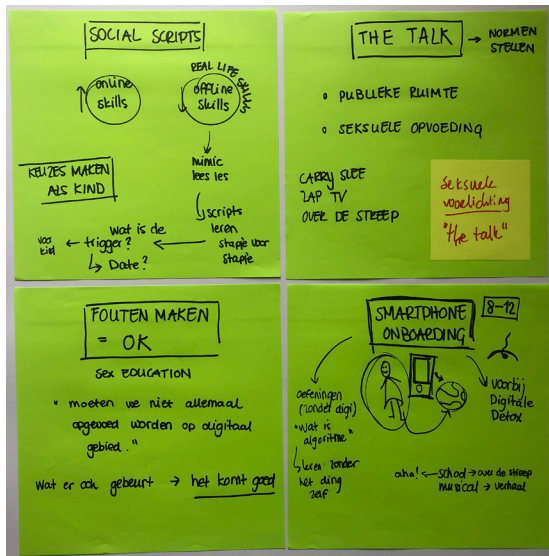
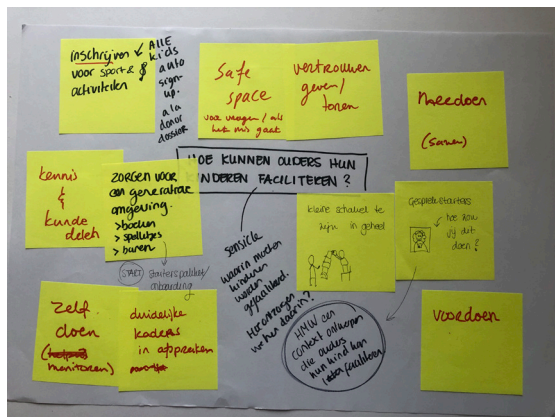
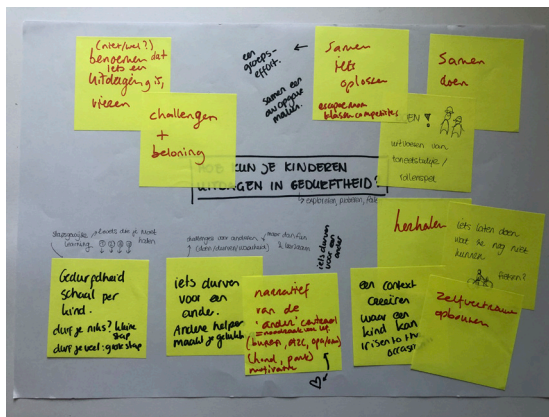
ideation

01.

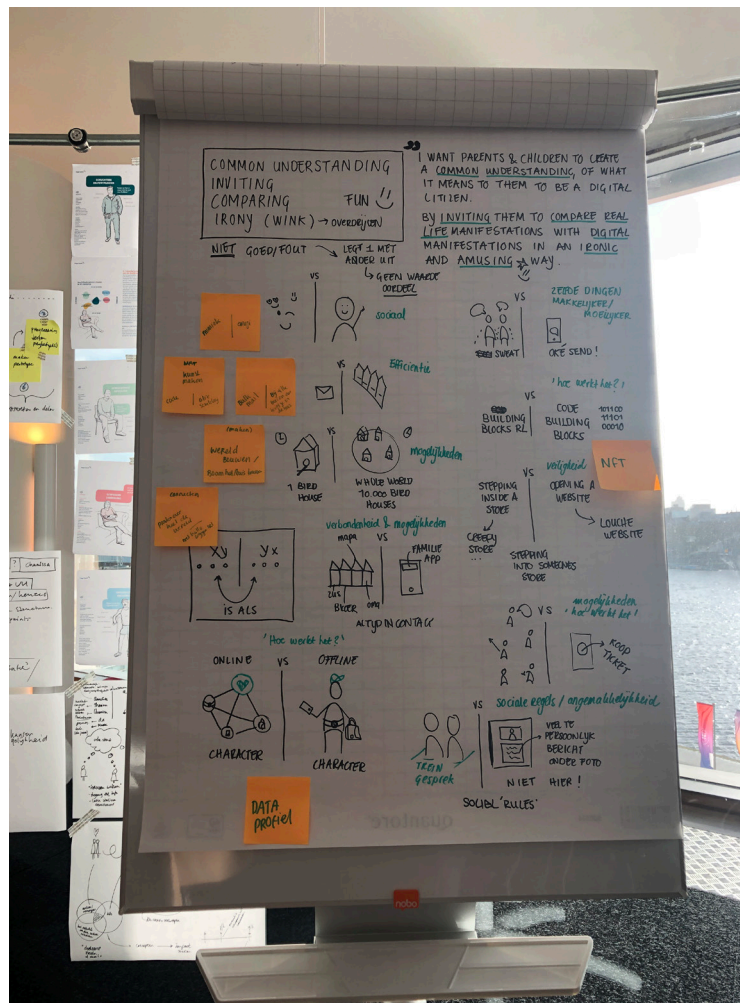
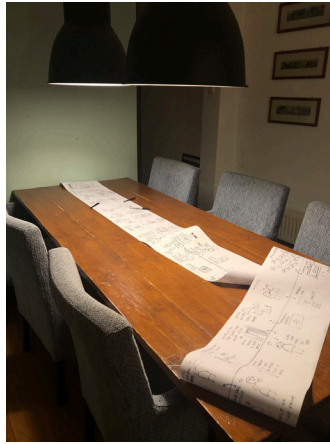
brainstorms

Brainstorms with fellow students and colleagues





Further ideation on concept



02.

list of events

	THEME	Real world	Digital world	Lens	Theme	Pos/ Neg	In deck?
1	Misinterpretation	Having a conversation with someone who is holding its hands on top of ones face	Interpreting the message "Ok" - how is this message ment?	Both	Communication	Neg	Yes
2	Trying to get attention	Being in front of a wall, trying to get attention of a brick wall	Being on your phone where someone wants your attention	Online	Communication	Neg	Yes
3	Showing affection	Showing that you care about someone (hug, or gesture); that you care about them	Sending emoji's to each other	Both	Communication	Pos	Yes
4	Nervous conversation	Having a lot of sweat when being confronted in real life by your crush	You can just send the message to someone, without immediate response, more "fuck it" mentality	Both	Communication	Pos	Yes
5	Bullying, stealing something of someone	Taking someones jacket and give it to someone else	Making a photo of someone (sneaky), and forwarding it; stealing someone's privacy	Both	Communication	Neg	Yes
6	Finding someone similar	Finding someone similar is hard. Not fitting in somewhere, being different than others, 1 out of 30; "I love dogs"	Finding one similar is easier, 1 out of 10000000; one will have similarities "finding your dog community"	Offline	Creation	Pos	Yes
7	Who is determining how our world looks?	Being an architect/construction worker; building the real world around us	Being a programmer; building the digital world around us	Both	Creation	Pos	Yes
8	Creating things	Building a birdhouse in 8 hours	Building a whole world of birdhouses in 10 minutes	Both	Creation	Pos	Yes
9	Who and what to trust?	Groenteboer, "is mijn arm gebroken?", "ik weet het niet, ik ben geen dokter"	Getting confirmed by what you already thought (fake news); elephants are blue?	Online	Information	Neg	Yes
10	Becoming an expert	Spending a lot of time and effort on learning something; cooking out of a cooking book	You can become a quick expert on specific topic; easy baking via youtube video's	Offline	Information	Pos	Yes
11	Shopping	Asking the lady of the store if there is a smaller size, getting a customized suit, service	Ordering something online and it is way too big "on the image it looked very different"	Both	Information	Neg	Yes
12	Game	Receiving a compliment (as a group)	Playing a game inside your house with friends via headsets, getting points for working together	Both	Operating	Pos	Yes
13	Pretend to be (filters)	Wearing a wig (blows off)	Using a filter to idealise yourself and your own identity	Both	Operating	Neg	Yes
14	No one is home	Putting a board on your house with "we are on a holiday"	Sharing holiday pictures on internet	Online	Operating	Neg	Yes
15	Selling your data	Paying in the store with your personal belongings, 1 bag of chlp in return for your id-card	Paying for an app with your personal data	Online	Operating	Neg	Yes
16	Finding a lover	A lover who is a whole village; best friend, best father, cool, colleague, minnaar, soulmate	Looking for the perfect match, eternal search for the person who has all the super top amazing qualities	Online	Communication	Neg	No
17	Doing groceries	You are getting only 10 minutes to ...	As a flits delivery person you have to deliver your groceries within 10 min	Online	Communication	Neg	No
18	Bullying and disrespecting someone	Everyone is pointing fingers at you at the schoolyard	People are posting mean comments underneath a picture	Both	Communication	Neg	No
19	Feeling ignored	Giving a presentation, but the audience is not replying	No one likes or comments your post	Online	Communication	Neg	No

	THEME	Real world	Digital world	Lens	Theme	Pos/ Neg	In deck?
20	Keep an eye on your children	Having a telescope outside your window looking for your child, following, making sure it's a life.	Checking a child's whatsapp status to see if it's still a life.	Online	Communication	Pos	No
21	Groupapp	Always being connected (having your own village with family) - community living	Always being connected by the family group app	Online	Communication	Pos	No
22	Sending an invitation to people	Putting a note in each physical mailbox (taking the whole day; postman)	Sending 1 message to a lot of people (whatsapp group) (1 click, 1 minute)	Both	Communication	Pos	No
23	Please... not here (awkward)	Having a very personal conversation in the train (everyone can listen with)	Having a way too personal message underneath your picture (mom underneath picture of instagram)	Offline	Communication	Neg	No
24	My identity	Your identity is based on how you look (clothes) and how you behave towards others.	Your identity is based on the things you buy (consumer behaviour). You are your data. Zalando, netflix, the google and the pictures you put on instagram; fragmented self. You are that romantic comedy	Both	Creation	Neg	No
25	You are what you bake	You become the food you bake yourself	Uploading all the food you bake on your instagram	Online	Creation	Neg	No
26	Show off	Running through the streets in your bikini	Making & posting photo's of you in a bikini on the internet	Online	Creation	Neg	No
27	Let me see all the details	Always walking around with a magnifying glass to observe everything with lots of detail	Zooming in with the phone, computer, camera (details are very visible); making it possible to see things our eyes are not capable of yet	Both	Information	Pos	No
28	Who do you trust?	Trusting on your own intuition; seasons, what should you wear? - stepping outside to feel the weather	Standing in your summer outfit but actually it is really cold, because the weather app told you it going to be very hot and sunny; listening to the app	Both	Information	Neg	No
29	Connection drama	Hearing the other with 10 seconds delay	Zoom meeting with bad WiFi	Online	Information	Neg	No
30	Involved in someone's life	Being grown attached to someone's body	Constantly updating friends via snapchat	Online	Information	Neg	No
31	Notify all the time	Lots of people asking things to you, pop up things in real life	Having 1000 of notifications popping up.	Online	Information	Neg	No
32	Sharing everything	Asking anyone on the street to see a photobook about your dog?	Making an instagram about your dog	Online	Information	Neg	No
33	Sport insecurities	Being the only thin one in the group with body builders	Doing body build challenges in your room privately	Offline	Information	Pos	No
34	Mukbang	Someone listening very close (with it's ear) to an eating mouth	Watching and listening to movies about people eating	Online	Information	Pos	No
35	Having school/ meetings at home	Being able to cooperate fully in the lesson; easier to focus and engage; focus on one thing	Being distracted by all the things at home; baking an egg, checking phone, mail, everything at the same time during the meeting; hard time focussing; facetime multitasking	Offline	Operating	Neg	No
36	Where are you?	Waiting for someone for 45 minutes. Ik sta bij die ene, eh rode boom, links van dat groene gebouw....	Sharing your location (easy to find each other)	Both	Operating	Pos	No
37	Social status	Having a lot of people (who you don't know), group of 'friends' following you around in real life	Having a lot of followers (the more the better) - because that is cool; social status	Online	Operating	Neg	No
38	FOMO	Seeing a group of friends play a game and you are standing on the side	Seeing all your friends at a party on instagram, and you are not there (fomo and loneliness)/being not part of the group app	Both	Operating	Neg	No
39	Catfish	Talking to someone who is pretending to be someone else (two children in a coat)	Pretending you are someone you are not, behind the computer sits a man (pretends to be a woman; catfish)	Both	Operating	Neg	No

	THEME	Real world	Digital world	Lens	Theme	Pos/ Neg	In deck?
40	Traveling	Having a boulder car for all your tickets when going to travel the world with your family	All family members are showing their tickets easily via a QR Code on their phone	Both	Operating	Pos	No
41	Witnessing an event	Being an eye witness; having no concrete proof	Making a screenshot of your screen, record a message, taking a photo; having proof	Both	Operating	Pos	No
42	Making an appointment	You have 11 people waiting in front of you; when calling	Arranging your appointment quickly and easily online (via calander)	Both	Operating	Pos	No
43	Going LIVE	Having al lot of people standing in the door of your room, staring at you & shouting things to you	Going LIVE on youtube	Online	Operating	Neg	No

Note: this list serves as an inspiration. The events and equivalentents should be iterated and be further specified when being implemented in the final design. The list shows brain dumps during brainstorm and during the whole ideation phase of the project. This means that not every comparison is as valuable or strong yet.

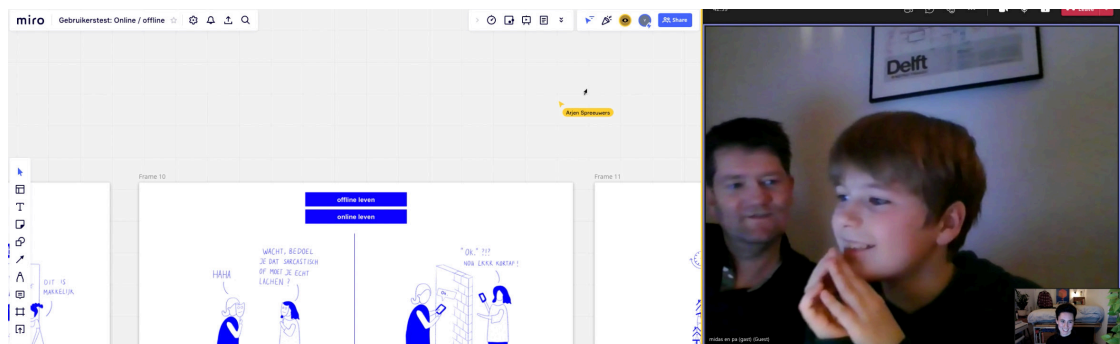
G design evaluation

01.

research guide

What to evaluate?

1. Do parents and children understand the illustrations?
2. Do the illustrations generate discussion between parent and child?
3. Are the underlying themes discussed?
4. Is the interaction of the concept in line with my intentions?
 - Does it create a shared understanding/shared value set about living on- & offline?
 - Focus on conflicting arguments → coming to an understanding
 - Do parents and children laugh about the events and recognize them?
 - Do they have fun?
5. What does the concept do to parents and children?
 - How do they interact with it?
 - How does it make them feel?
6. What is a logical call to action?



recruitment & interview guide

Recruitment flyer for participants (distributed digitally)

Doe mee, test & maak het ontwerp beter

**Samen ontdekken hoe het
is om zowel online als
offline te leven.**

- Voor ouders en kinderen (tot 18 jaar)
- Tussen 2 en 11 februari 2022
- Overdag? Avond? In het weekend?
- Het kan allemaal en bij jullie thuis
- Duur: 1.5 uur



groetjes
Yade

Interview guide

00. Elkaar leren kennen (15 min)

1. Eerst wat over mezelf vertellen
2. Kunnen jullie misschien iets over jezelf vertellen? Leeftijd, wat je doet (werk), hobby's
3. Wat is jouw eerste, leukste, mooiste, raarste, digitale herinnering?
 - Digitaal apparaat; computer, tablet, telefoon, gameboy, c-d speler, smart-, etc.

01. Praktische mededelingen

1. Dankwoord
2. Opnemen (spraak/video) & quotes/beelden gebruiken verslag en presentatie
3. Toestemmingsformulier invullen - <https://forms.gle/6iByX5dHEs4XBEC46>

02. Start opname - Wat te verwachten? (15 min)

1. Eerst gaan we het ontwerp testen
2. Daarna: wat kan er beter? Onze ideeën opschrijven (en tekenen)

03. Uitleg ontwerp

- Ik heb een serie kaarten ontworpen
- Deze kaarten gaan over gebeurtenissen uit ons dagelijks leven
- De gebeurtenissen heb ik vastgelegd in zowel een offline als online situatie
- Er horen bij iedere gebeurtenis steeds twee kaarten als set bij elkaar.
- Er zijn in totaal 12 sets

04. Hoe werkt het?

1. Ik geef jullie zo meteen steeds een set
2. Aan jullie de vraag om aan elkaar uit te leggen wat je op de kaarten ziet, hoe je dit herkent in je eigen leven en welke kaart bij online of offline hoort en waarom.
3. Denk hardop, praat met elkaar en luister goed naar elkaar: want misschien zie je allebei wel iets anders?
4. Er zijn geen goede of foute antwoorden

05. Test (1 uur) - 12 setjes

Aandachtspunten (45 minuten)

- Wat zie je?
 - Wat gebeurt er op dit kaartje?
 - Wat maak je uit het kaartje op?
 - Wat maak je op uit de twee kaartjes samen?
 - Wat herken je in deze kaartjes?
 - Wordt er gelachen?
-
- Wat hebben deze kaartjes jou/jullie bijgebracht?

Verbeterpunten (15 minuten)

1. Welke onderwerpen zijn voor jullie belangrijk? (Besproken of nieuwe onderwerpen)
2. Wat vinden jullie leuk aan het online leven?
3. Wat vinden jullie leuk aan het offline leven?
4. Wat vonden jullie van de manier hoe we net de kaartjes hebben besproken?
5. Wat zou het nog leuker kunnen maken?

Bonus

Zouden jullie zelf een online/offline vergelijking kunnen tekenen?

- Kies een onderwerp waar je het over zou willen hebben
- Hoe ziet dat er in het echte leven uit? En in het digitale leven?

Het kan een situatie zijn die er in het echte leven heel normaal uit ziet, maar in het digitale leven juist heel gek. Of andersom.

Prototype



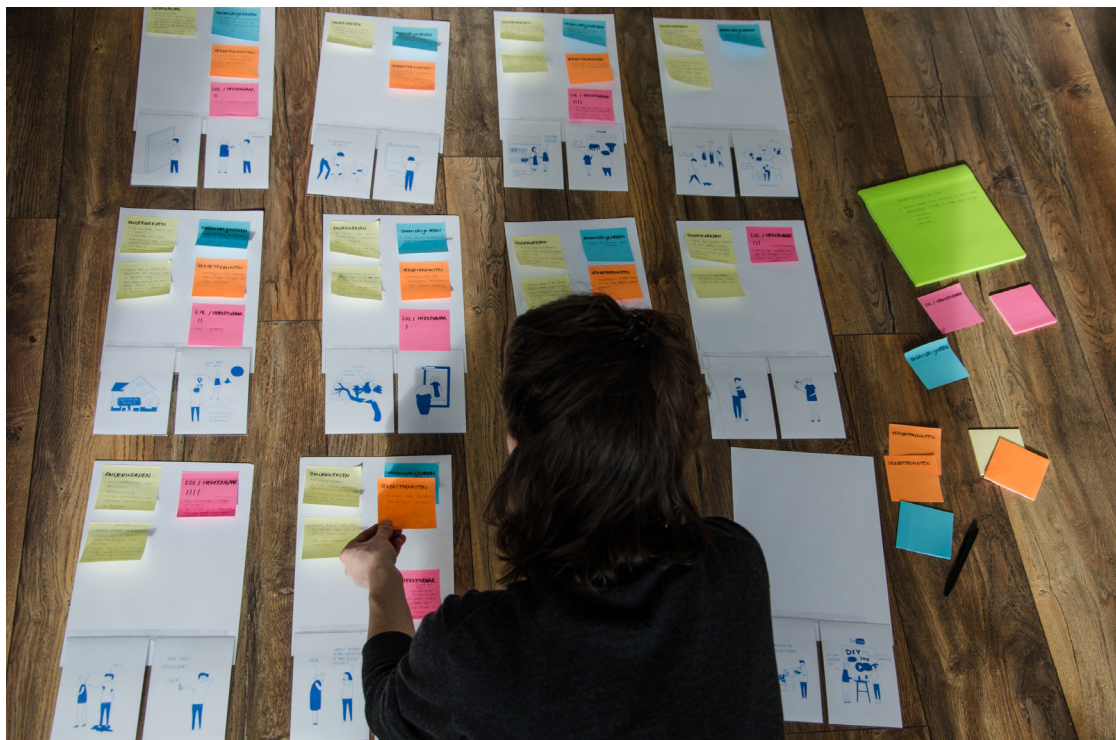
03.

participants and insights

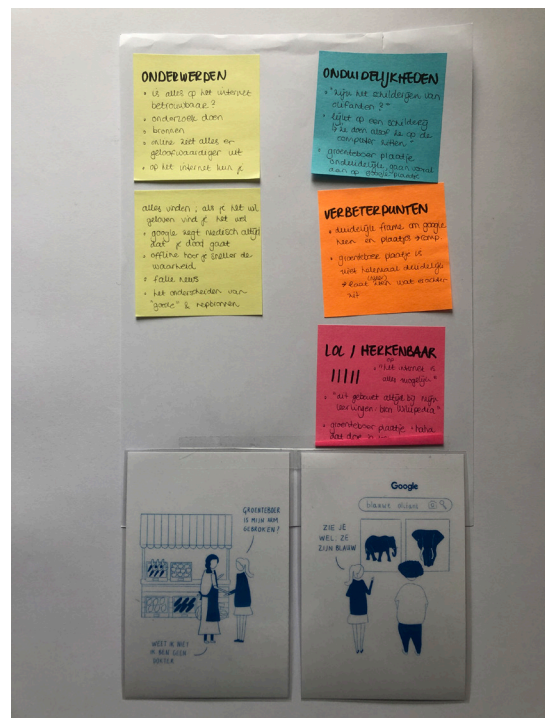
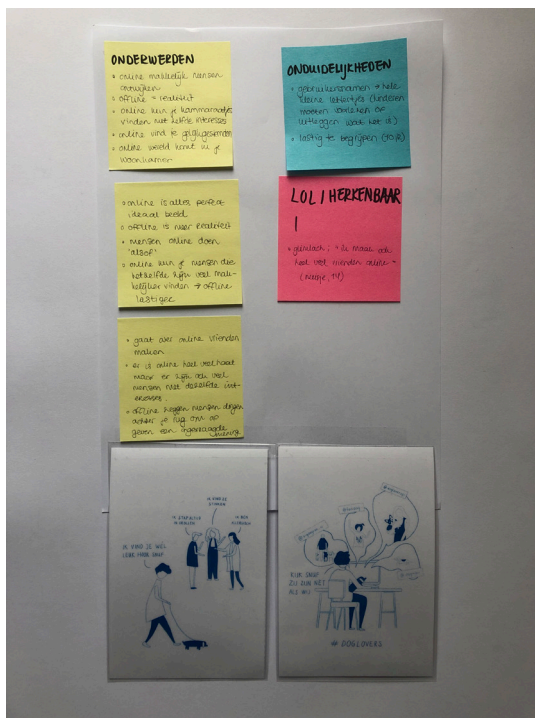
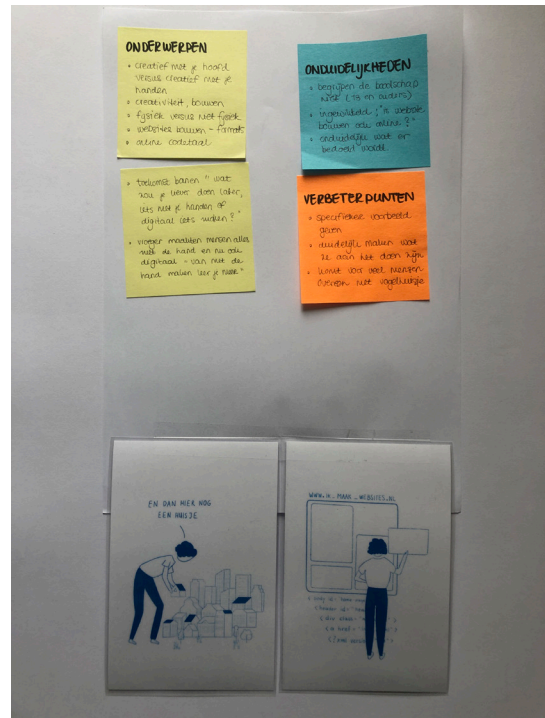
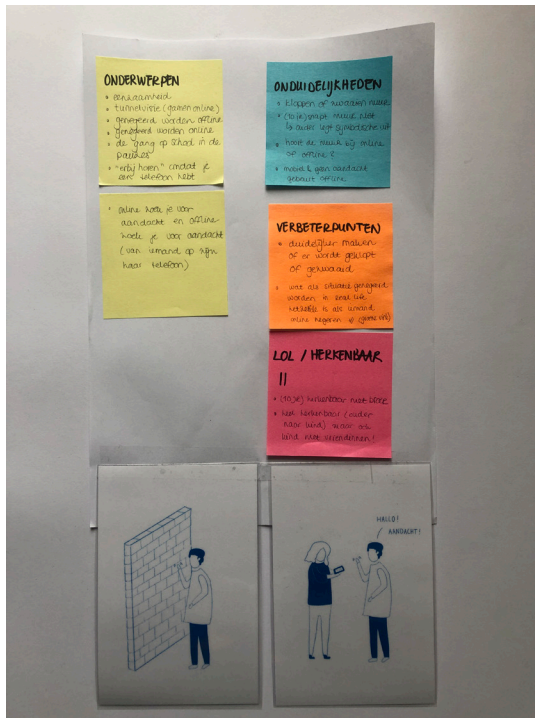
Participants

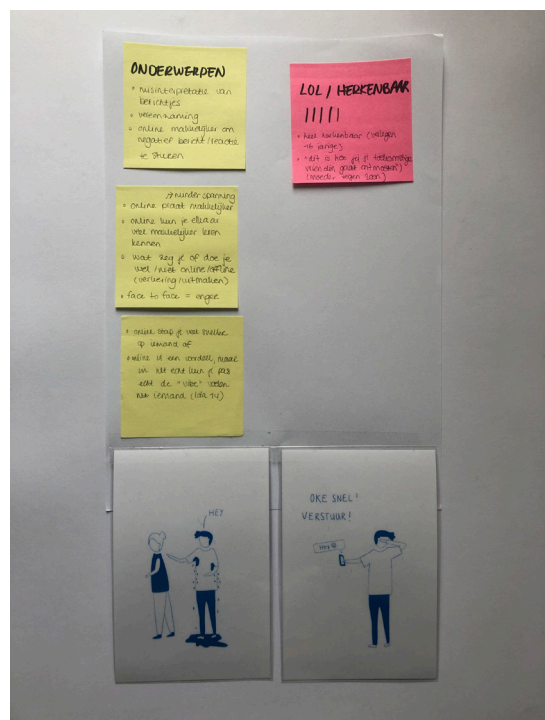
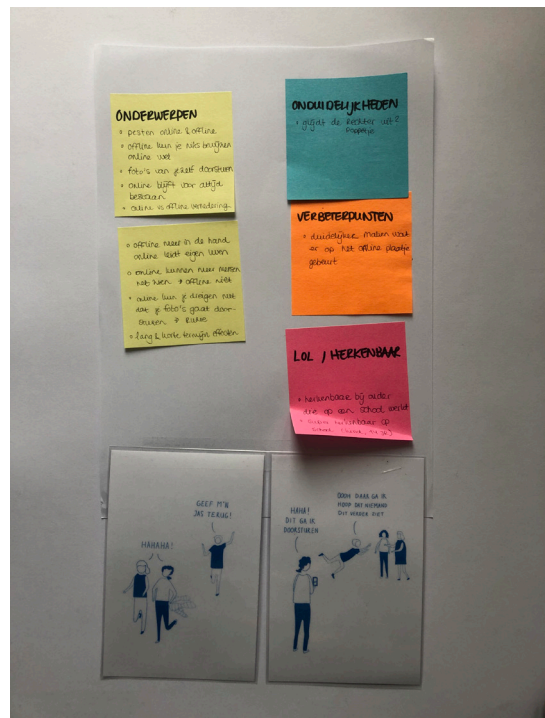
	Parent	Child	Also interviewed in research phase?	Location
1	Father (47)	Son (12)	No	Delft
2	Mother (49)	Daughter (10)	Yes	Delft
3	Mother (38)	Son (13)	Yes	Delft
4	Mother (45)	Daughter (14)	No	Amsterdam
5	Mother (45) + Father (45)	Daughter (13)	Yes	Alblasserdam
6	Father (48)	Daughter (16)	No	Amsterdam

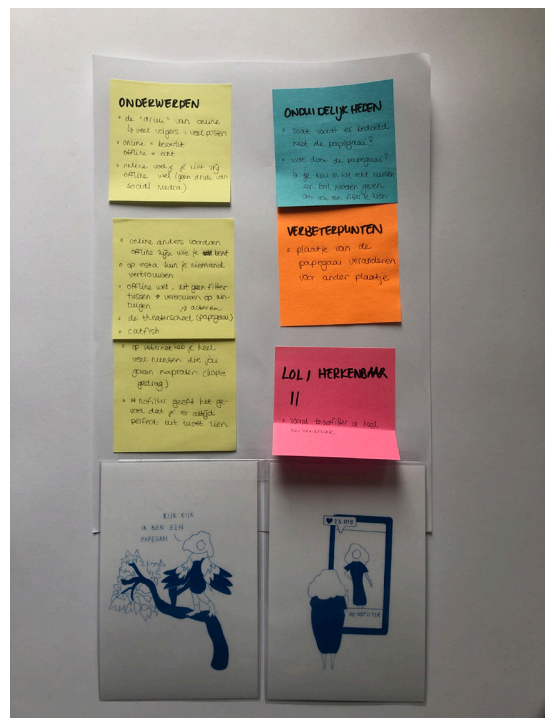
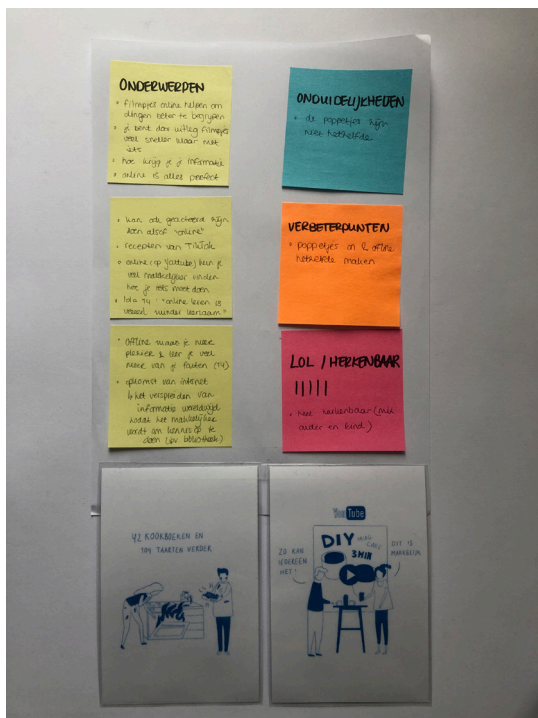
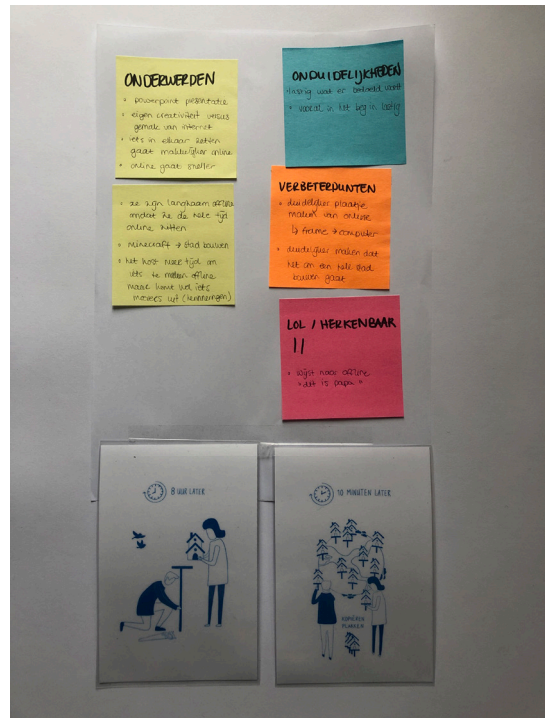
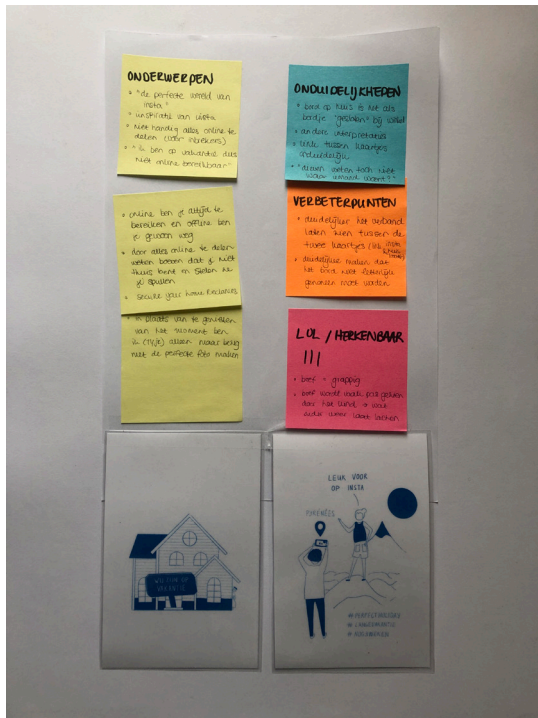
Evaluation illustrations

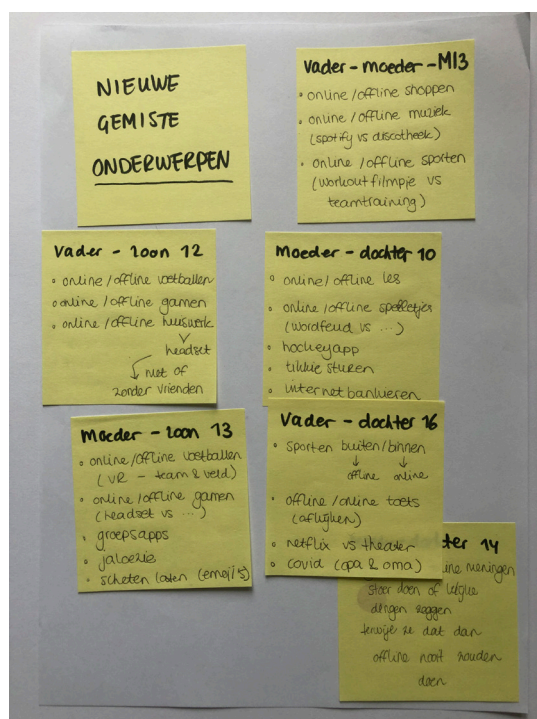
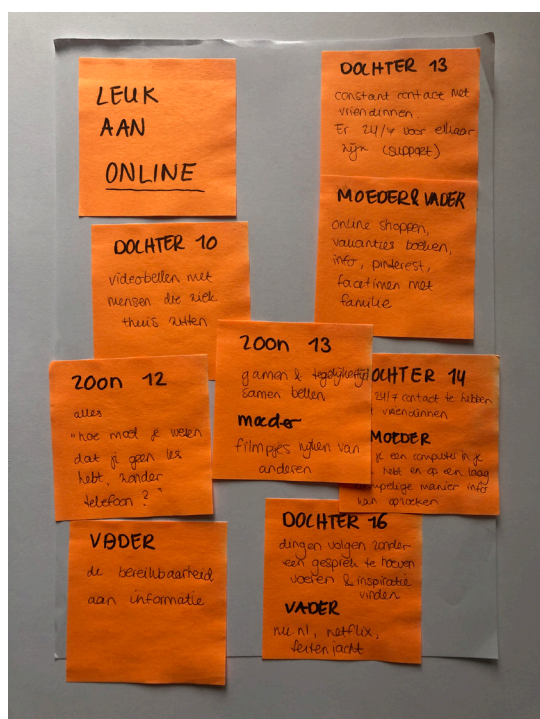
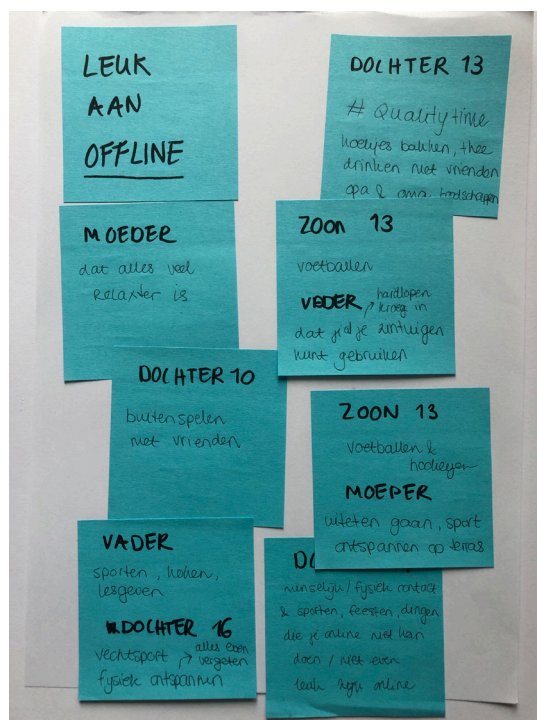
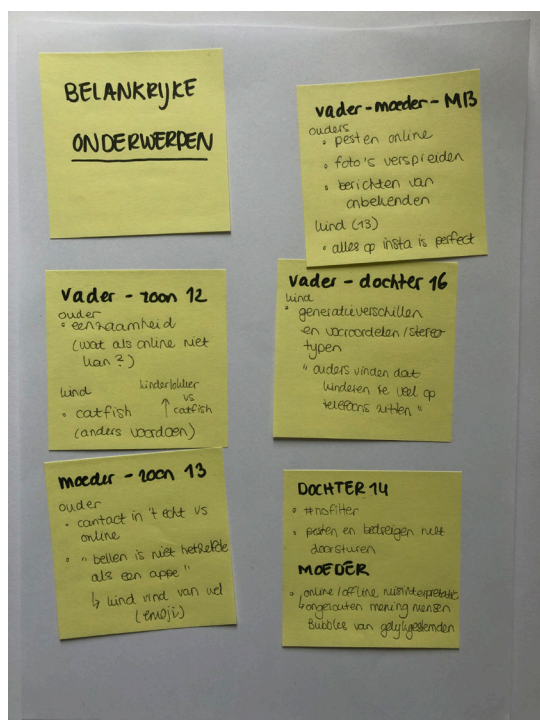


Evaluation per illustration









What does the concept do to parents and children?

- How do they interact with it?
- How does it make them feel?

"Helpt in een goede balans vinden tussen on- en offline." (Vader, 45)

"Heel leuk om te horen hoe onze dochter hier in staat. Kijk wij (ouders) denken vaak een beetje hetzelfde. Maar vond het heel leuk om de verhalen van haar te horen." (Moeder, 45)

"Ik leer over de verschillen en overeenkomsten tussen on- en offline. Online en offline lopen heel erg door elkaar heen. Dagelijkse dingen lopen heel erg in elkaar over. Soms heb je dat niet eens door. Dat on- en offline heel erg een verband met elkaar hebben." (Vader, 47)

"Ik vond het heel erg leuk om te doen. Wat ik heb geleerd is dat online eigenlijk alles beter is en perfecter maar dat is niet altijd de realiteit." (Zoon, 12)

"Soms begrijp je de leefwereld van het kind helemaal niet, en dit helpt om daar in te stappen." (Vader, 47)

"Het doel van de kaartjes is om met elkaar in gesprek te gaan en dingen die eigenlijk heel normaal zijn, dat je je gaat afvragen "zijn die eigenlijk wel normaal?". " (Vader, 47)

"Het is heel fijn dat de kaartjes niet belerend zijn. Het is leuk dat mijn zoon mij soms iets uitlegt en de andere keer ik hem." (Vader, 47)

"Ik heb geleerd over generatieverschillen. Mijn vader ziet het als "kinderen zitten de hele tijd op hun telefoon en spelen spelletjes", maar er gebeurt zo veel meer dan dat. Ik vond het leuk om dat aan hem te laten zien." (Dochter, 16)

"Soms herkende ik iets heel erg en ging ik daar iets over vertellen. Dat werkte heel goed." (Dochter, 16)

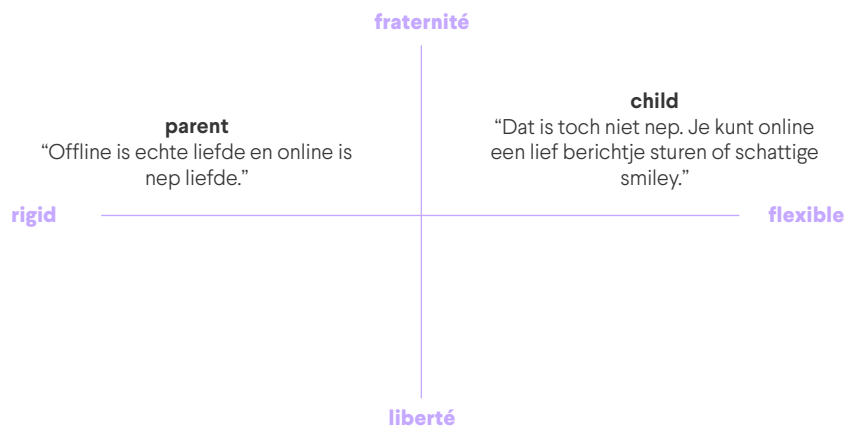
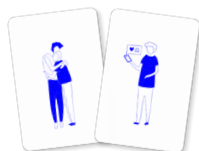
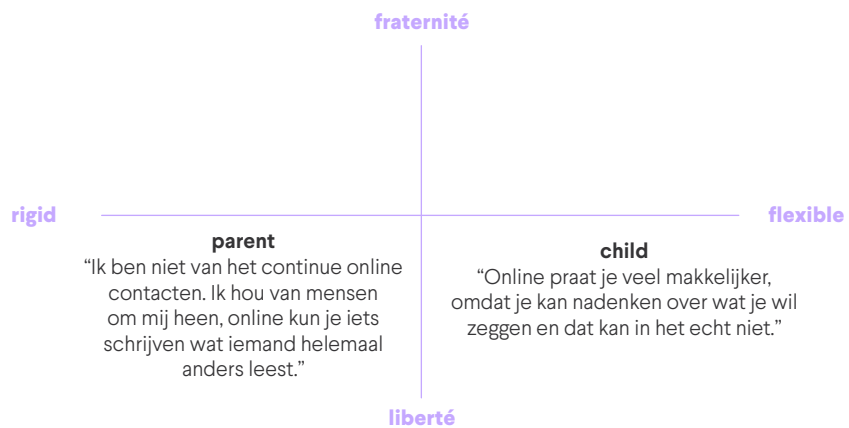
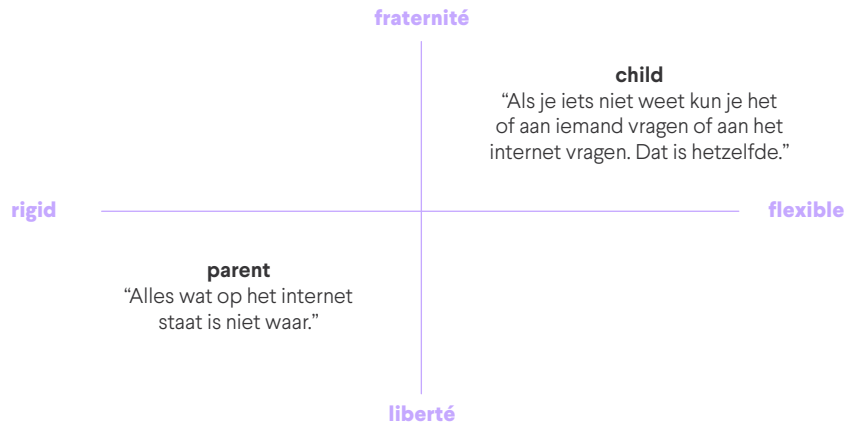
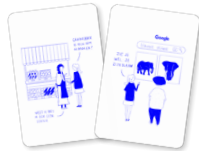
"Het is een goede manier om, tussen verschillende generaties, het over ons online leven te hebben. Er kwam steeds een vergelijkbare situatie. Dat biedt een makkelijke ingang om over bepaalde onderwerpen te praten." (Moeder, 45)

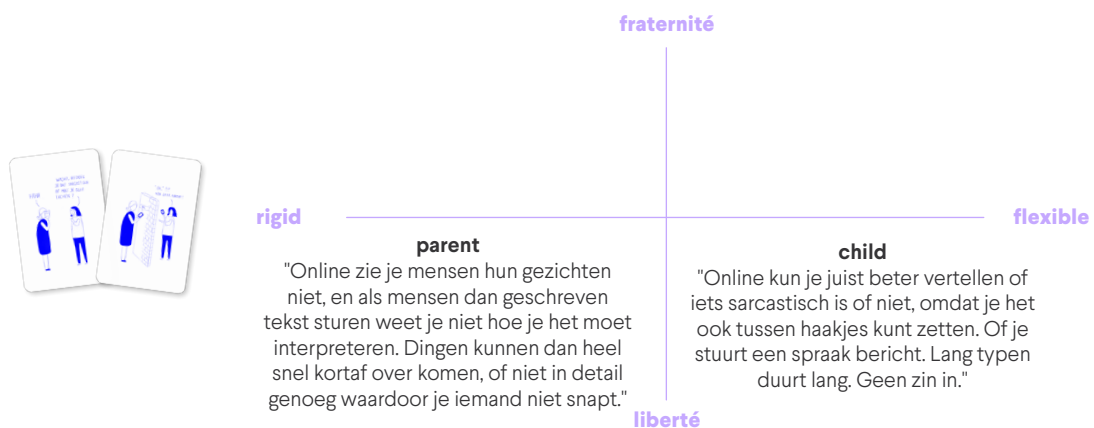
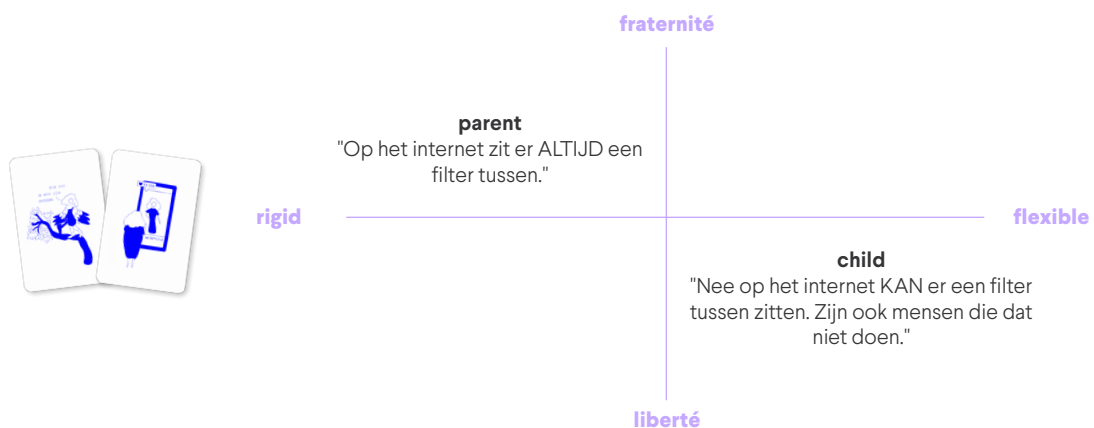
"Dit zorgt ervoor dat ik veel duidelijker het verschil zie tussen online en offline lieven. Het verschil is dat je online veel meer hoort van mensen enzo. Offline is het meer puur en daar leer je veel meer van." (Dochter, 14)

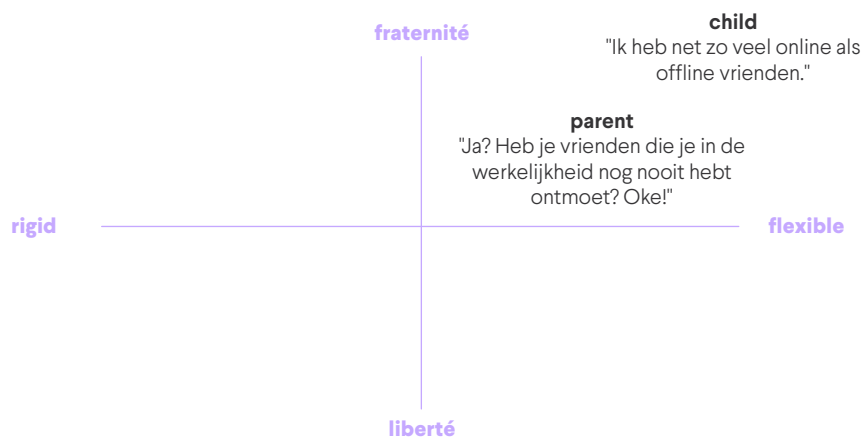
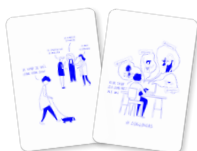
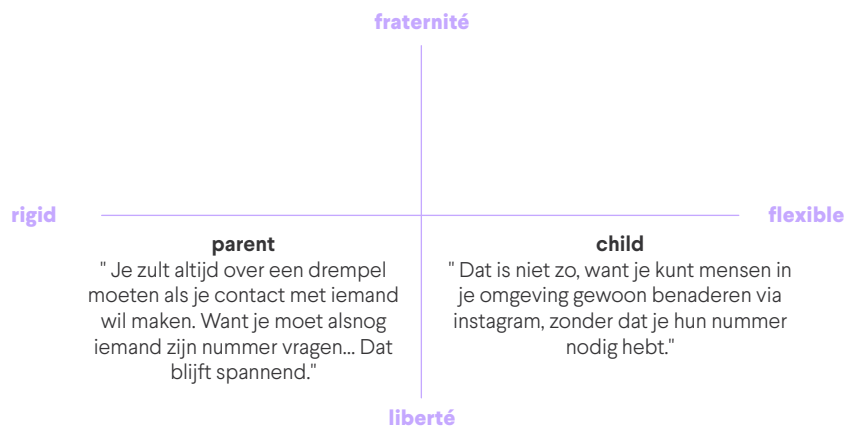
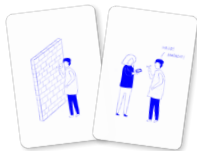
"Het is iets wat je ouders bij je introduceren om te gaan doen, of je mentor in de klas." (Dochter, 14)

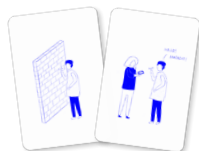
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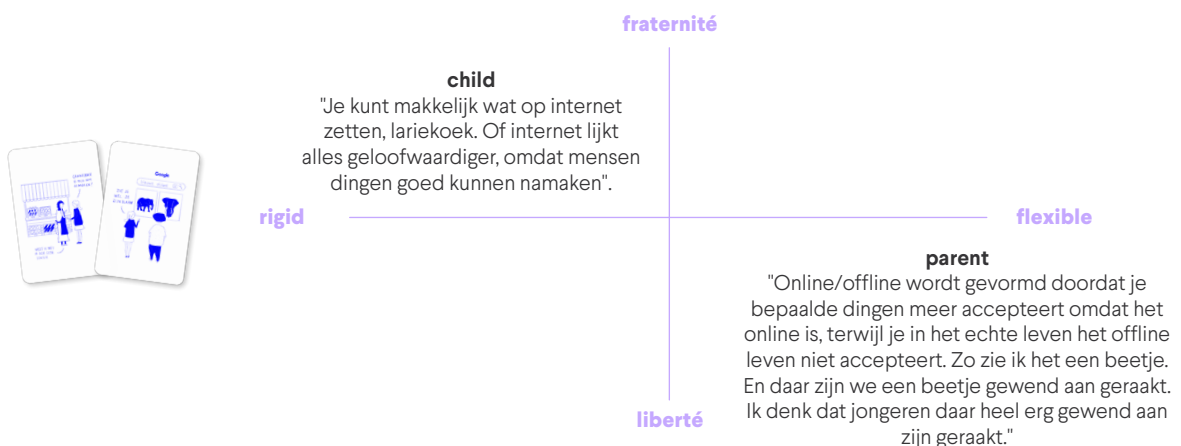
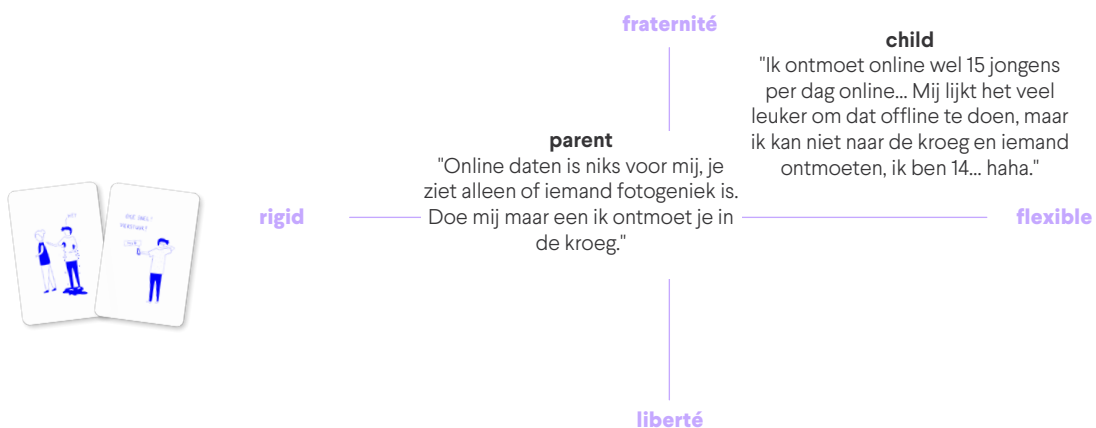
arguments parents VS children

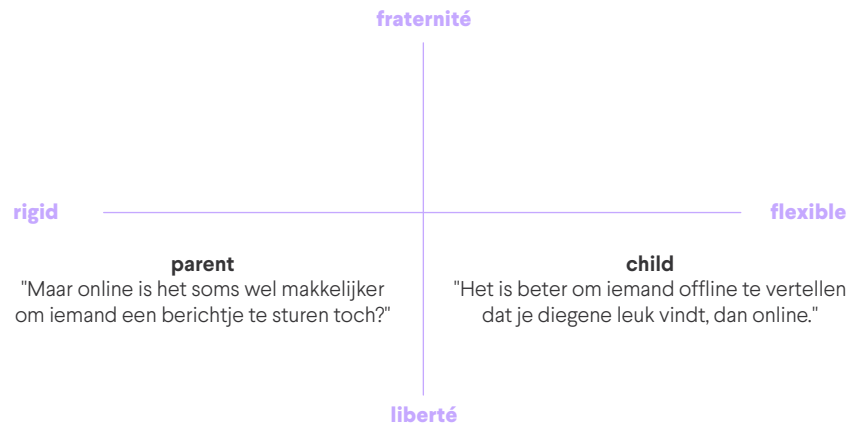




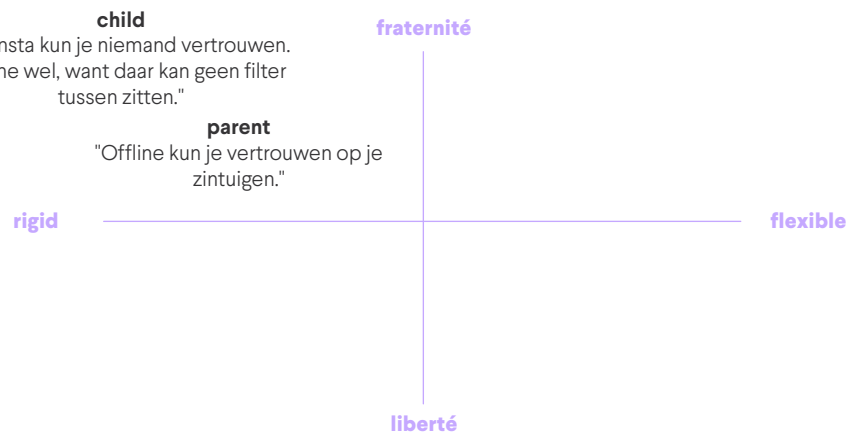




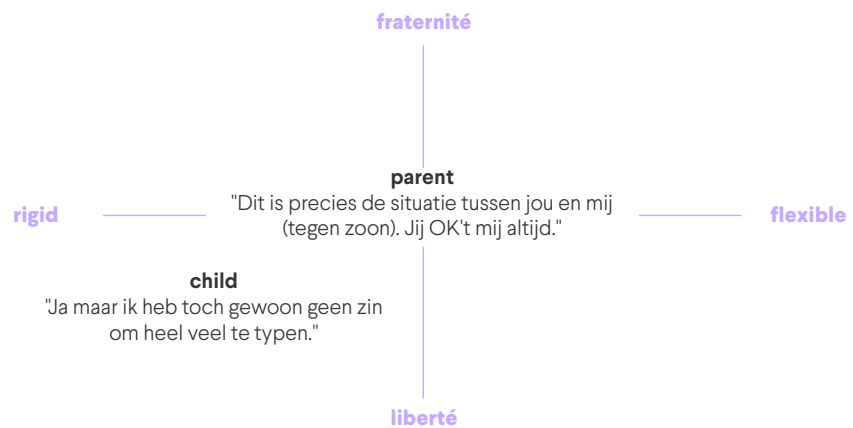
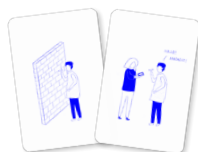


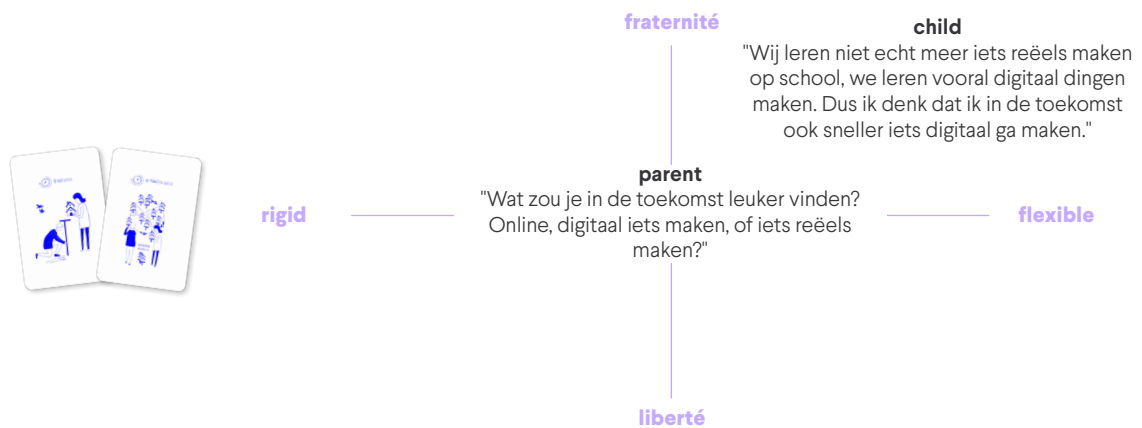
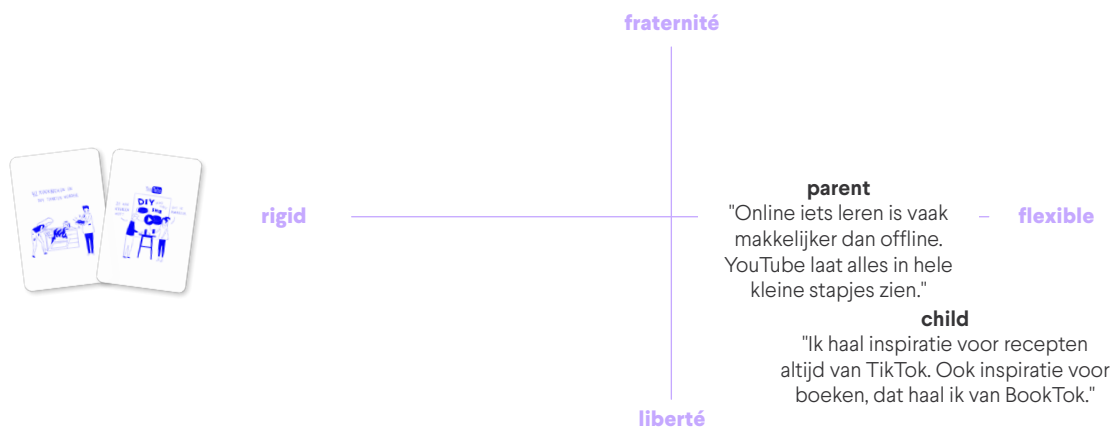
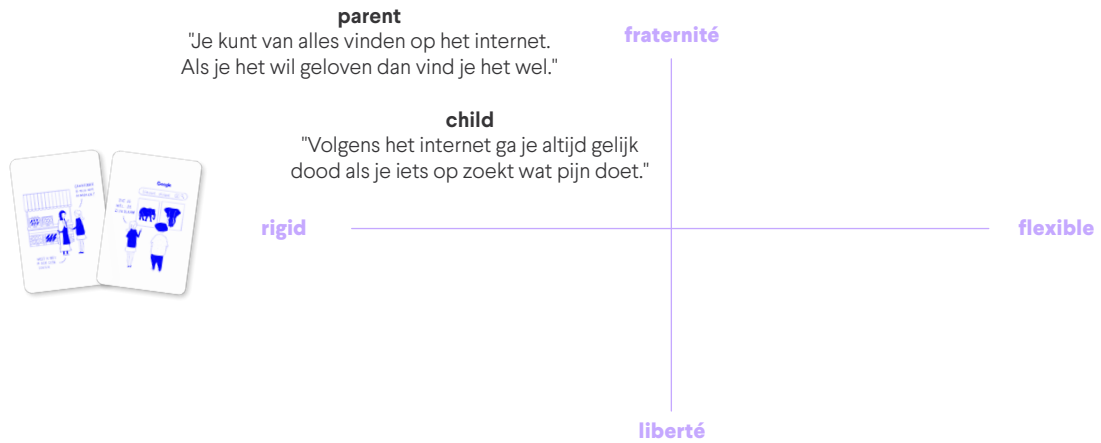


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Yade Heinen