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The level of awareness that parents perceive they have of their child's Internet use and online behaviours do not necessarily correlate with the activities and impressions of the child. This study questions whether a failure of knowledge transfer exists from parent to child, child to parent or simply a lack of knowledge and education given to and shared by both parties. Parents want to ensure their child's safety and to teach them how to safely navigate the Internet but often they do not know what they need to know to enable this to happen. Digital literacy, both critical and technical, needs current and specific strategies for not only the children but also their parents. This parent/child dyadic qualitative study identified the ways in which the parents and children's knowledge were different. Parents had a far better understanding of the dangers and consequences of online activity, which the children developmentally had not acquired. Children had excellent skills but they were not accompanied by a cognitive understanding of consequences. Coupling a perception of a high level of confidence in both the parents and the children with a patchy level of knowledge about the children's activities meant that children indulge in online activities that their parents find difficult to monitor and moderate. Parent's lack of involvement in their children's online activities leads to a lack of awareness; a lack of awareness means a lack of realisation that they need an increased or targeted level of knowledge. With a disparity of skills come an inability to protect and ultimately an inability to empower the children.