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| **An Exploratory Study of Digital Device Engagement, Social Media, and Wellbeing Among Young Children** |
| **Background/Objectives:** Digital technology has altered our access to information, services, and support across diverse settings and sectors. However research on young children’s experiences with digital technologies have received limited research attention. Understanding how children interact with digital devices and social media may have important implications for their health, social, and educational development. This exploratory study investigated young children’s self-reported engagement with digital devices and social media at home and school.  **Methods:** A cross-sectional survey with children 6 to 10 years of age was conducted. Open and closed-ended questions inquired about the nature and frequency of children’s digital technology use; the personal information they shared within the online social networks and participants’ perception of who had access to information posted online. All study participants were enrolled in an after-school health promotion program aimed to foster early literacy, numeracy, and healthy lifestyle skills through play.  **Results:** Descriptive analyses were conducted on 42 participants who had a mean age of 7.5 years. Key findings indicated that most children 78.6% (*n* = 33) had knowledge of the Internet. Over half of the children (52.4%, n = 22) knew of social media by the term itself, or by a proprietary name such as Facebook. Preferred digital devices included tablets (N=30, 71.4%) and smartphones (N=25, 59.5%), and over half of the children (N=24, 57.1%) reported active social media use. Those active online reported the Internet as an educational space but predominant use was for entertainment. Over half of children (N = 13, 54.2%) reported sharing their name; 50.0% (N = 12) shared images of themselves; and 37.5% (N = 9) shared their birth date.  **Discussion:** While young children appear to be engaged technology users, our results contribute to implications for health promotion practice and policy within the digital health context; online safety, information sharing, information privacy practices, and policy regarding educational curriculum. Our findings support the need for the early childhood digital health literacy education to maximize their success in the digital age. Planned research will continue to explore the relationships between digital technology use and its impact on children’s health and the many factors that determine health.  **Keywords: digital health literacy, social media, children** |