

## DIGITAL NATIVES AND NEW SOCIAL RELATIONSHIPS MEDIATED BY TECHNOLOGY

Augusto Sebastio  
University of Bari "Aldo Moro", Italy  
ausebas@tin.it

Michele Corleto  
Pegaso Telematic University, Italy  
michele.corleto@unipegaso.it

### **Abstract:**

The aim of this research is to envisage the role of online education for digital native and millennial generations and as it have to be re-designed in relation to the evolution of information and communication technologies. Internet security and safety, in terms of protection for new generations, have to be considered as a problem of culture and uniformity of laws considering technology as a unique language for the world for the generation of e-belongers. All the media become the new experimental territory with the construction of real personality and identity different from real life, based more related to I would be rather than I'm nowadays. This phenomenon has to be investigated reflecting the use of technological device the nature and space of this daily activity. The constant evolution of the world driven by globalization, cannot be separated from the identification of weaknesses in a system that relies on the network and on the possibilities offered by it, without considering the vulnerability of the main actors of this system in particular digital natives waiting to ripen without the typical analogical life changes exposed to the risks of life network globalized. If the world becomes analogically obsolete this can't happen with legislation that must take into account the State of the art technology without delay through a technological Constitution officially recognized without difference from the world.

*Keywords: Digital natives, Innovation, Information technologies, Digital legal issues, new social relationships mediated by technology*

## 1. INTRODUCTION

The aim of this research is to envisage the role of online education for digital native and millennial generations and as it have to be re-designed in relation to the evolution of information and communication technologies. Internet security and safety, in terms of protection for new generations, have to be considered as a problem of culture and uniformity of laws considering technology as a unique language for the world for the generation of e-belongers. The evolution of technology plays a role in determining reality but also in shaping its representation and appraisal. A different consideration about real life mediated by digital life. All the media become the new experimental territory with the construction of real personality and identity different from real life, based more related to I would be rather than I'm nowadays . This hypothesis takes into account the social revolution mediated by technology, it starts from the creation of a single internet code a single universal law with uncontestable principles, not intended to underestimate the analogical laws but a change in the approach of considering and focusing the problem determined by social internet evolution. In more appropriated terms human beings have to be considered as human digital beings this is the crucial key to approach this problem, the idea of a new building of new digital rights. This phenomenon has to be investigated reflecting the use of technological device the nature and space of this daily activity performed without considering the existence of rules, the difference in perception of reality, changes in institutional roles and representation of themselves with effects on personal identity multiple and fragmented in our digital exposed experience.

The constant evolution of the world driven by globalization, cannot be separated from the identification of weaknesses in a system that relies on the network and on the possibilities offered by it, without considering the vulnerability of the main actors of this system in particular digital natives waiting to ripen without the typical analogical life changes exposed to the risks of life network globalized. If the world becomes analogically obsolete this can't happen with legislation that must take into account the State of the art technology without delay through a technological Constitution officially recognized without difference from the world

## 2. THE NETWORK IS A PUBLIC SPACE FULL OF VULNERABILITIES

Different ways to view childhood and adolescence generate a distorted vision of the needs expressed by minors, hidden more and more immersed in technology that plays a role in their education regardless of actual control. The Internet is expanding their range of unresolved issues acting as a multiplier of loneliness, vulnerability and uncertainty, fragility and loneliness. a form of horizontal protection not only intended as world adult participation, it is the base of the harmonious development of the digital generation able to make autonomous and dynamics compared with the environment of interaction and interface in particular the virtual one.

This comparison with childhood and adolescence intended as stages in the development of participatory comes from general principles of the UN Convention on the rights of the child of 1989 that stating for the first time a series of rights of children and adolescents that have to be translated into the network in which they found legitimate affirmation and implementation.

Especially the rights to participation, to listen and to respect the best interests of the child are the cornerstones underpinning the network rights relating to childhood and adolescence. the promotion and the respect of such rights inevitably passes from the recognition of the role of the media as instruments of profound change of public and private social reality and constant comparison.

Promoting the development of knowledge and languages of the network to acquire competence and ability are fundamental instruments for the rights and protection by ensuring the dignity necessary to turn the Internet utilization in a profitable experience, an encompassing training, recognizing the child as a primary actor can be helped to understand the value of sharing understanding risks and acquiring the advantages. This process cannot be separated from the prevention and knowledge to build an equipment, offering perpetual rights citizenship even in the network.

The hypothesis proposed is that a common law generally recognized and applied it's a necessity without considering difference of geographic latitudes starting from the point that in the un-material world there are no borders but a single public space, the biggest public space of the world.

As it happen in any public space it requires protection and more rights in the case of minors and vulnerable people, not protected sufficiently in the analogical world even less in the digital one. A unique language a

single law for a unique digital world. It will have an autonomous and central role in representing reality, in providing a mediation which will enable to bridge the physical and the virtual reality, a world that will have in the digital native protection a convergence of interest a fundamental step for digital education.

Definition of the concept of age younger and less connected to a network. Certainly it's easy to refer to the concept of vulnerability and lack of malice in considering the conduct in network, innocent and not aware in implementing conducted far from reality in the analogical world in private public spaces on the net. Internet landscape appears without rules and full of fuzzy spaces in the same condition, crowded, uncertain, full of thousands of web sites and companies, sometimes false, constant fighting to find space and to catch the attention of customers, interested in improving their position and developing on-line activities.

These economic strategies and these networked approach techniques are independent from the age of the consumer, not following if there is someone fragile and vulnerable as a minor on the other side of the net, whether there is a person in full possession of its reasons and capacity and are followed by all those who tend to occupy the spaces for criminal conduct, such crimes that are the same in the real world and the digital. All companies that invest in the network, including search engines require the return-on-investment services, officially free of charge, these services and the possibility to citizens are never without a real price to be paid.

These marketing and production mechanisms of profits are unknown to the digital natives who have a light-hearted approach to network security-free, based on instinct and unconditional participation. The artificial atmosphere of the web offers membership virtual recognition and self-reference based on immateriality that generate unconscious reliance, indistinct participation without defenses, the virtual gym is populated without schedules looking for digital friends at all hours avoiding the analogical world where friendship is proved in a tangible way and not in bits. Different opinions point out in doctrine, case by case, the great or less attractiveness of the network, without considering the uniformity of rules for the same use in all over the world.

### **3. RISK AND OPPORTUNITY FOR CHILDREN ON THE NET**

The social-network represents an undocumented Status, without digital rules, flags, national anthems and colours, yet it represent membership for new generations a new nationality for omission, membership to the generational digital accreditation scheme, without codes, rules arising from the history of individual countries.

The new digital States have a recent history and sometimes do not have roots that makes the idea of accreditation and membership in something not well defined but which represents globalization and technology State participation, without historical mechanisms and growth, devoid of sociality and social pact between the citizen, consumers, digital natives and the State, a private social responsibility delegated by the State that undresses of his primary functions.

In this view, albeit with a series of consequences, the web is a great form of communication, rapid, short even if partly direct and an instrument of democratic distribution of information and services and cultural growth.

The progressive overlapping of virtual relations than real, changes the paradigm of communication and social relations in large part for the e-generation. Multiple forced interaction is made virtual relations characterized by the constant availability. Children are the target of this procedure, the weak and exposed parties, being the most sensitive technological cluster technology and at the same time the weakest without defense releases in involvement in the creation and the usability of the web services.

Interaction systems one-on-one provided from the web and the diffusive capacity one-to many undeniable advantages and drawbacks provide for invasiveness which is continually exposed the minor. The reduction of distances, anonymity and the absence of new social gradations borders, at the same time, breeding ground for the risks, breaches, irregularities, the solicitations and cyber-bullying.

Network characteristics involve the need for State intervention of families and parents and educators and the full knowledge of unique rules, shared, because the network is a mechanism for sharing that currently does is without sharing rules, reducing laws in fragments at various latitudes generating uncertainty.

Knowledge of the rules and the uniqueness of laws, knowledge of the mechanisms and risks is the optimal solution to the uncertainties that the web generates growth paths and training of new generations, brought to technical knowledge and less inclined to knowledge of social and technological rules.

The growth of the child takes place today through the network and its dynamics by shifting attention from the development to active passive creativity exposed to information shared, change individual experiences and emotional processes, cognitive and behavioral. Critical skills ability change and personal identity becomes manifold and thought autonomy.

The involvement and the certainty of the rules are the development tools needed to protect minors on the net, to make the internet a tool for growth and comparison. The perception of computer use, of smartphone and the Internet by minors changes depending on whether they are perceived the male or female world , are increasingly used as tools for finding information, virtual tutor always present,<sup>1</sup> which replace those questions to parents who have always been part of analogical and growth that today are relational dynamics of the web

It is highly necessary to raise awareness of families and the State through concerted development campaigns, workshop of network orientation in creating profiles on social networking, network rights recognition and rights of the network by means of advertising divided by age groups, as is the case used in marketing to sell. In this case the primary resource that is not possible to sell are human rights and compliance that network should not attack and destroy

#### **4. DIGITAL NATIVE AND WEB NETWORK APPROACH, BEHAVIOUR AND EFFECTS. ANALYSIS, SOLUTIONS AND BEST PRACTICES**

Despite the invention of the Internet is not easy to understand the potential of the web and we are not yet able to adjust it with a unique system of rules. The bigger public space of the world, even if analogical, can't be free from rules and the fact that they are born on the case without prevention makes problematic the use that becomes risky. Illegal conduct and all those in violation of the law in both position online and offline world are a mirror of reality.

The governance of the network, especially for the children protection is a mission that the globalized world cannot fail. The power redistribution and the new concentration of it operated by technology and globalization must take into account network management and the future of new technological generations, globalized and interconnected citizens who share knowledge and technology whose data are managed by individuals, private companies not by the public administration.

The virtual world population is higher than the real one because of the many virtual identity and accreditation systems created by social networking, new club where to explain social life, the new citizenship, the new membership which is responsible for the control of data and their management, it's a form of subcontracting from householder who empower third unknown parties his family role giving out children's education<sup>2</sup>. Communication in multiple modality one-to-many raises the idea of Group and the Group is synonymous of accreditation and membership, participatory selection, creating personal friendships and distinct shared group, with the latter managed principally online.

So it seems, this way, that there is a strengthening of relations through the digital online world of the analogical and not the contrary<sup>3</sup>.

The web replacing the primary social functions, without supervision and in particular without specialization. A virtual world with multiple identities and non-steerable undirected is not a safe world in which educate and raise children in unsafe mode attending virtual schools and parks not credited. Online behaviour are mirrors, are what we express in search engines without being seized by uncertainty.

The planet cannot be shared regardless of control through parental control mechanisms given the non-invasive propensity of children on the net to search only information that interest them or that relate to topics

---

<sup>1</sup> ISTAT (2006). Multi-purpose survey, availability aspects of daily life of families and new technologies and their use. Retrieved December 18, 2006, from <http://www3.istat.it/>

<sup>2</sup> Cohen, J. & Schmidt, E. (2013). *The new Digital Age . Reshaping the Future People*. Milan, Rizzoli.

<sup>3</sup> Castells, M. (2006). *Internet Galaxy*. Milan, Feltrinelli.

already shared or that strengthen their way of seeing things that often conflicts with parents' educational ideas<sup>4</sup>.

The absence of critical capacity with greater emphasis in the minors and in their ability to discern, uncritical, in a rarefied environment, artificial and proposed as friendly. The digital world accelerates growth mechanisms which do not result in the actual growth and maturity, even physical, educational dialogue has not yet moved on virtual plane with huge holes in training processes and behavioural capabilities. The digital planet cannot be shared regardless of control through parental control mechanisms following not invasive rules.

A part of the doctrine holds that the aggressiveness of the participation to the contents of information generated by web and unbridled use of content influence on the levels of attention of digital natives, facilitating multitasking but hacking on attention span and reduce hacking critical capabilities<sup>5</sup>.

It is still possible a comprehensive overview behavioural aspects of the evolution of continuous enjoyment of contents of new generations<sup>6</sup> improved capacity in learning more quickly but with greater aggressiveness in social and family relations. Virtual Friendships is so far from human relationship that are in any case considered residual by e-generation which considers such contacts just simply contacts, a form of sharing and not personal without depth.

From the other side there is the friendship delivered by worldwide not comparable with analogical one which has behind years of friendships and consolidate respect, they are on the same plane with the participation and digital sharing which is perceived as a tool of communication and reconstruction of the past.

Data from a study conducted by the United States in 2002 Cyberatlas reported the generational change in connections and sharing using the web as a form of communication. Today those figures appear obsolete considering that emails are scrapped tools such as analogical telephone without smart systems, social-network taking advantage of the technological capabilities of smart-phones reducing speed and the evolution of the app system increases the technological capabilities of virtual village where often there aren't parents, teachers, schools and mayors. The global Village without global rules<sup>7</sup>.

The data from the Office of the Guarantor for childhood and adolescence report a total trust in relationships and network friendship only for the 2% of children involved, a given absolutely comforting data, more credit towards real friendships and family relationships based on comparison and dialogue.<sup>8</sup>

Technologically mediated communication (CmT) produce their seductive charm creating personal virtual state of silence that satisfied the claims of the individual, the inclinations and desires more hidden in particular form in the age of development, often developing emergency situations and discomfort that escape to reality. The experimental size replaces the depth, speed, replaces the reflection<sup>9</sup>. The experiences are short, intense and immediately experienced and past, waiting for new emotions always reduced. New technologies facilitate the availability and extend private space and to the public space by multiplying it and making it accessible by shifting the communication in the public sphere. This concept is accompanied by comparison of space-free information that facilitates the speed of the short experience that accompanies the sharing prospect.

Internet represent an identity workshop, a rarefied environment where on one side there is the ability to express oneself more easily the other side there is the ability to hide easily the same way<sup>10</sup>.

There aren't still moments of constructive solitude, quiet reflection of real life, the ring by telephones, posts, email, sms, mms, selfie, the photographs are all instruments of participation and breaching of the being

---

<sup>4</sup> Paser, E. (2011). *The Filter Bubble. What the Internet is hiding from you*. New York, Penguin Press.

<sup>5</sup> Selwyn, N. (2003). *Schooling the mobile generation. The future for schools in the mobile networked society*. *British Journal of Sociology Education*, 24, 131-144.

<sup>6</sup> Ministry of Communication Gasparri, M. (2003). *Internet and Minor*. Retrieved November 20, 2003, from <http://www.interno.gov.it/it>

<sup>7</sup> Mathwes, R. (2004). *The psychosocial aspects of mobile use amongst adolescents*. *Psych*, 26, 16-19.

<sup>8</sup> Spadafora, V. (2014). *Annual Relation Data from the Report of the data from the Office of the Guarantor for childhood and adolescence*. Retrieved April 10, 2014, from [www.garanteinfanzia.org](http://www.garanteinfanzia.org)

<sup>9</sup> Lancini, M. & Turuani, L. (2009). *Always in Touch*, 28. Milan, FrancoAngeli.

<sup>10</sup> Wallace, P. (2000). *The Psychology of the Internet*. Milan, Cortina.

oneself<sup>11</sup>. The sharing of their mechanisms for reflection is replaced by fast moments of forgetfulness that cancel membership, which becomes a right precisely because it does not run correctly.

The stresses make certainly learning capabilities even if there are no certainties about the effects relating to detention and processing capabilities of content over time.

The primary requirement for digital natives is not necessarily acquainted with new people on the net how to maintain the immediate contact of those already known in real life by reducing the times, which also involves the vocabulary and punctuation upsetting even linguistic canons.<sup>12</sup>

The e-dependencies are one of the studied effects on multitasking generated learning capacity risk assessment and educational implications related to the impairment of significant relational development areas such as cyber-dependencies or Internet Addiction disorder (IAD). Compulsive use related diseases and increasing dependency levels with little interest in major developed interests in the analogical world<sup>13</sup>.

The same emulation issues must not be put aside. The constant repetition of a given conduct changes the actual meaning of the same behaviour which is perceived as legitimate even without being ordinary. This is one of the effects generated by playing video games, even the most violent. If the computer is a toy for boys and not for girls at the same time it's a gadget for parents.

Many times is used for video-games given to children without attention and responsibility because there are different kinds of videogames and many of them are full of violent scene, murders and pornographic images. Even if they are forbidden for a question of age, they are usually sold to parents without control from them about the meaning of the game or of the cartoon.

Its scientifically tested that the constant repetition of a bad behaviour for hours, even if in a videogame, can convince a young and un-experienced mind that the behaviour is allowed. Social dangerous phenomenon like car-surfing is directly taken from videogames, and young boys and usually repeat this behaviour without emotions putting themselves on life-risk. The impact of certain images on students minds, the impact of meeting-web-rooms, chat-rooms, blogs, communities, mailing list with unknown participants is devastating on minds trained not to danger perception in rarefied circles and faked with the presumption of being friendly and appealing.

The problem studied is not the time of connection but the quality of programs and software. Even five minutes are enough to see the wrong image or to reading the wrong message. The possibility to meet strange and dangerous people without control is the worst thing of internet system. With the development of mobile telephone technology through smart systems has become more difficult the control of minors, including through parental control systems are not always able to control the images and content in mobile operation away from the parents, taking into account the easy procedure of removing software of control and blocks from digital natives, more technologically literate than their parents.

Even the concept of exposure and use of network from the temporal point of view loses effectiveness in this capacity. The main fear that haunts families, schools and parents for what concerns the growth of e-generation is the cultural disinvestment and emptying the contents, concepts closer to the analogical world and education systems in their pre-technology era, with specific effects on the construction of the person and his human sensitivity according to the canons recognized evenly but never definitively consecrated, and today already failed.

Sharing the same technology and the same virtual languages raises membership, such as that of a tribe that confronts unique signals. This aspect seems to create a level playing field and safety of expression without connection with the real social sphere.

Reciprocal membership marks are unique and common and the perception of enslavement to technology generate a form of transfer of personal sovereignty to others whose identity is unknown and intentions, life in

---

<sup>11</sup> Foley, C., Holzman, C. & Wearing, S. (2007). Moving Beyond conspicuous leisure consumption: adolescent woman mobile phones and public space. *Leisure Studies*, 26, 179-192.

<sup>12</sup> Rivoltella, P.C. (2006). *Screen Generation. Teenagers and prospects of education in the age of digital media*. Milano, Vita e Pensiero.

<sup>13</sup> Drusian, M. (2006). *Acrobats of the magic mirror. The experience of teenagers chatting*. Milan: Guerini e Associati.

a group, a virtual community, appears easier with equal rules, conceals a different reality certainly more difficult to sustain<sup>14</sup>.

The technologies are tools of freedom and educational deliverance, while parents, less technology prepared, inventing virtual leashes through parental control software which make it safer network paths. Socialization is overthrown, and is the digital native generation able in transmitting knowledge to the generation of the parents, looking for reciprocal technological affective investment. In this party game everyone plays a role in parts swapped seeking a role in the life of the son and of your parent.

This situation creates zones of risk and absolute mutual collaboration areas. The intended use of the technology is a great tool for development and comparison but should never take the place of real social activities, family life, education and sport, to really keep the role of a growth-flying<sup>15</sup>.

Exchanging good practices, the result of shared educational experiences through technology, cross-border cooperation, the sharing of experiences and methods for and management of information is a decisive step towards educational globalization, focus of the deficiencies of the online security systems and sharing control tools, awareness of families to a sociable approach to the use of technologies, promotion secure virtual environments and digital sharing parks, fighting illegal content on cyberbullying and child pornography<sup>16</sup> are just some of the initiatives and preassi who must obtain in any form the international community's approval<sup>17</sup>. Around the concept of communications mediated by technology develop uncertainties discontent by purists who question the role of the family and the school highlighting the historical value at the expense of the evolution of the times<sup>18</sup>. A predominant role assumes the presence of parental alongside children in a new space of negotiation time, schedules and even of game modes, in order to avoid dependence facilitating affinity technology to create promoting policies to foster the use and targeted access to every kind of technologies<sup>19</sup>.

## 5. CONCLUSION

The true globalisation, the real future of technology passes through sharing rules, mutual approval of common laws for the common good. It's impossible to take part in the same game with different rules, this is the primary need of the virtual world, the affirmation and approval of unique mutual rules<sup>20</sup>.

The hope is to convince politicians of the importance of changing educational systems for the web, respecting privacy, involving in new policy of control and security the new natives, teachers and parents, in state program as cyber-parents in North of Europe, policy in schools about protecting data and photo from free tagging on social network. It could be at the same time an incredible instrument for education for e-generations, developing ecommerce, public administration, international policy, but it's not possible to use this web-toy without rules<sup>21</sup>. An international policy of information of web risks is necessary crossing all the international borders, starting from new teaching. Deciding before the approach on the subject, admitting criteria of the matter<sup>22</sup>.

---

<sup>14</sup> Lancini, M. & Turuani, L. (2009). Always in Touch, 28, 105-106. Milan, FrancoAngeli.

<sup>15</sup> Berson, I. & Berson, M. (2005). Challenging Online Behaviours of Youth. Social Signes Computer Review, 23.

<sup>16</sup> European Commission (2008). Communication from the Commission to the Council, the European Parliament and Social Committee and the Committee of the Regions - A Special Place for Children in EU External Action. Retrieved February 5, 2008, from [http://ec.europa.eu/anti-trafficking/eu-policy/special-place-children-eu-external-action\\_en](http://ec.europa.eu/anti-trafficking/eu-policy/special-place-children-eu-external-action_en)

<sup>17</sup> Notarstefano, C. (2008). LEGAL PROTECTION of the CHILD and CONSCIOUS USE of the Internet, 7-32. Bari, Cacucci.

<sup>18</sup> Lo, V-H. & Wei, R. (2006). Staying connected while on the move: Cell phone use and social connectedness. New Media & Society, 8 (1), 53-72.

<sup>19</sup> Peter, J., Schouten, A.P. & Valkenburg, P.M.(2005). Adolescents identity experiments on the Internet. New Media & Society, 7 (3), 383-402.

<sup>20</sup> Merchant, G. (2002). Teenagers in cyberspace: an investigation of language use and language change in internet chat-rooms. Journal of Research in Reading, 24, 293-306.

<sup>21</sup> Partridge, H.(2008). Redefining the digital divide: attitudes do matter!. Proceedings of the American society for information science and Technology, 44, 1-13.

<sup>22</sup> Underwood, J.D.M. (2007). Rethinking the Digital Divide: impacts on student-tutor relationship. European Journal of Education, 42, 213-222.

The creation of a universally recognized document, a paper web Constitution drawn up and signed at international level by the United Nations in recognition of world online un-material territory regulated network on the basis of fundamental human rights universally recognised human rights network becomes critical for healthy and safe development of new generations in the network not forgetting the protection of previous generations.

It must be specified by Government policies, network management and control function, which necessary have to belong to international authorities exercise pressure on private network players in any continent, mediating between the various legal systems in order to forecast and exchange of good practice, exchange of information and attention to customs and usage on the net that often have no reason to exist given the brevity of the invention of the web.

The Internet is different from other mediated communication tools, it has redefined the spaces between public and private sectors as a tool for participation in democratic processes<sup>23</sup>. The paper of rights of the network could represent the indispensable tool for the recognition of rights and universally recognized values that would receive the flag Foundation of its constitutional principles.

The recognition network security as a public interest in the integrity and confidentiality of communications, protection from external intrusions, network education understood as social life education in schools network in households and enterprises, transparency, accessibility, gender equality, recognition of collateral, neutrality, personal data protection, the inviolability of computer systems, the human and not automated treatment of sensitive and judicial data the right to the integrity and uniqueness of the network identity, anonymity and oblivion as civil liberties, education and literacy in basic information technology, governance of the network policy are shared.

These might be some shared principles recognized from the planet and inserted in the Bill of rights on the network. A uniqueness of intent to protect the world, of the evolution of information technologies as a resource, weaker individuals, of families, consumers and among them minors the weaker party of the conjunction and the real resource of the future of the planet.

The two civilizations, that physics developed over millennia and that booming virtual must co-exist and can do so only through the implementation and recognition of common rules to avoid contrast and not cancel each other.

The equilibrium between the two forms of parallel civilizations will determine the new social contract and new social practices that promote social inclusion and the improvement of general living conditions and security while fading some rights won over time. The network is the largest form of mediation which has placed the story, only giving up something we can get new.

Digital Natives will be best served by putting themselves in the role of the creator of digital media developing critical skills that will help them to overcome the overload and quality issues they will encounter throughout their life<sup>24</sup>.

The direct participation of digital natives that proceeding cannot be questioned, a direct and active contribution that reflects their creativity and their ability to technologically literate generation construction. The digital natives are the real weapons of mass construction of relationships.

## REFERENCE LIST

1. Berson, I. & Berson, M. (2005). Challenging Online Behaviours of Youth. *Social Signes Computer Review*, 23.
2. Castells, M. (2006). *Internet Galaxy*. Milan, Feltrinelli.
3. Cohen, J. & Schmidt, E. (2013). *The new Digital Age . Reshaping the Future People*. Milan, Rizzoli.
4. Drusian, M. (2006). *Acrobats of the magic mirror. The experience of teenagers chatting*. Milan: Guerini e Associati.

---

<sup>23</sup> Kurzweil, R. (1999). *The Age of Spiritual Machines: When Computers exceed human intelligence*. New York, Viking.

<sup>24</sup> Gasser, U. & Palfrey, J. (2008). *Born Digital. Understanding the first generation of digital natives*. New York, Basic Books.



5. European Commission (2008). Communication from the Commission to the Council, the European Parliament and Social Committee and the Committee of the Regions - A Special Place for Children in EU External Action. Retrieved February 5, 2008, from [http://ec.europa.eu/anti-trafficking/eu-policy/special-place-children-eu-external-action\\_en](http://ec.europa.eu/anti-trafficking/eu-policy/special-place-children-eu-external-action_en)
6. Foley, C., Holzman, C. & Wearing, S. (2007). Moving Beyond conspicuous leisure consumption: adolescent woman mobile phones and public space. *Leisure Studies*, 26, 179-192.
7. Gasser, U. & Palfrey, J. (2008). *Born Digital. Understanding the first generation of digital natives.* New York, Basic Books.
8. ISTAT (2006). Multi-purpose survey, availability aspects of daily life of families and new technologies and their use. Retrieved December 18, 2006, from <http://www3.istat.it/>
9. Kurzweil, R. (1999). *The Age of Spiritual Machines: When Computers exceed human intelligence.* New York, Viking.
10. Lancini, M. & Turuani, L. (2009). *Always in Touch*, 28. Milan, FrancoAngeli.
11. Lo, V-H. & Wei, R. (2006). Staying connected while on the move: Cell phone use and social connectedness. *New Media & Society*, 8 (1), 53-72.
12. Mathwes, R. (2004). The psychosocial aspects of mobile use amongst adolescents. *Psych*, 26, 16-19.
13. Ministry of Communication Gasparri, M. (2003). *Internet and Minor*. Retrieved November 20, 2003, from <http://www.interno.gov.it/it>
14. Merchant, G. (2002). Teenagers in cyberspace: an investigation of language use and language change in internet chat-rooms. *Journal of Research in Reading*, 24, 293-306.
15. Notarstefano, C. (2008). LEGAL PROTECTION of the CHILD and CONSCIOUS USE of the Internet, 7-32. Bari, Cacucci.
16. Partridge, H.(2008). Redefining the digital divide: attitudes do matter!. *Proceedings of the American society for information science and Technology*, 44, 1-13.
17. Paser, E. (2011). *The Filter Bubble. What the Internet is hiding from you.* New York, Penguin Press.
18. Peter, J., Schouten, A.P. & Valkenburg, P.M.(2005). Adolescents' identity experiments on the Internet. *New Media & Society*, 7 (3), 383-402.
19. Rivoltella, P.C. (2006). *Screen Generation. Teenagers and prospects of education in the age of digital media.* Milano, Vita e Pensiero.
20. Selwyn, N. (2003). Schooling the mobile generation. The future for schools in the mobile networked society. *British Journal of Sociology Education*, 24, 131-144.
21. Spadafora, V. (2014). Annual Relation Data from the Report of the data from the Office of the Guarantor for childhood and adolescence. Retrieved April 10, 2014, from [www.garanteinfanzia.org](http://www.garanteinfanzia.org)
22. Underwood, J.D.M. (2007). Rethinking the Digital Divide: impacts on student-tutor relationship. *European Journal of Education*, 42, 213-222.
23. Wallace, P. (2000). *The Psychology of the Internet.* Milan, Cortina.