



Digital Parenting and Digital Childhood: Raising Gifted Children Born into the Digital Age

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ABSTRACT

In an age when technology is effective in many areas, it's unreasonable to keep kids away from it. Children born in the age of technology, who share their photos against their will from birth, do not hesitate to use technological devices and have the curiosity and ability to use multiple digital media at once. They use digital media and devices as creative, productive, and problem-solving tools. They need direction. Parents and teachers need skills and attitudes to help children use technology positively. Digital parenting and media guidance as new parent roles reflect this perspective. The digital parenting perspective says it's not true to keep kids away from media and devices by focusing on the negatives. Instead of focusing on the adverse effects of technology, he suggests teaching children how to use digital media and tools to solve daily problems. The digital parenting approach seems more stimulating for children and adults. We need children who understand digital tools better than us in today's world, where problems can't be solved without technology. The research focused on the positive effects of technology on children in terms of "being the parent of gifted children born in the digital age" It allows them to use this content rationally to create new content and share it with new social connections. This research may contribute to social sciences by shedding light on digitalization, gifted children, and related applications.

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1. Introduction

The shovel, which was invented to dig soil, is an extension of the human hand and foot, the microscope and telescope are extensions of the human eye, and the skin of clothing, the foot of the automobile, the telephone voice, and the global electronic network are extensions of the nervous system. In other words, technology extends human capabilities (McLuhan & Fiore, 1967). In their daily lives, children are frequently exposed to technological environments such as television, smartphone, tablet, computer, and online games, and these tools and environments influence their communication, entertainment, play, socialization, and learning styles. The first exposure to technology, which occurs before age two, causes children to view these technologies as indispensable to their lives and to perceive their digital devices as extensions of their bodies (Heitner, 2016). Even if they are not directly exposed, newborns are affected by the digital environment their parents are in, while as they get older, children begin to explore the digital environment that surrounds them with digital applications and media

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(UNICEF, 2017). In addition, digital environments provide them with limitless opportunities for socialization, learning, and expressing their opinions.

Children's playing and socialization habits have changed significantly due to the continuous development of information and communication technologies, urbanization, and a lack of playgrounds. This circumstance has made children's digital environments a playground in their lives. However, digital games, which have expanded their influence into new areas such as e-sports and virtual reality, bring with them a number of social, economic, and psychological issues, particularly security concerns. Therefore, it is recommended that the effects of digital games on child development and their educational use be studied in terms of multiple variables and that digital games be rated according to stereotypes, violence, and other potentially harmful content (Grant, 2019). Children and adolescents frequently play online games, but it remains debatable whether they promote psychological and physiological growth. Online games can be played in real-time with people from around the world using a computer, game console, tablet, or smartphone connected to the internet. OFCOM (2019) reports that one of the most popular online activities for children aged 5 to 16 is playing games on their mobile devices and game consoles. Griffith and Arnold (2019) discovered in a study that children aged two to four spend approximately twenty minutes per day playing digital games, while children ages five to eight spend approximately forty-two minutes per day playing digital games. According to the same study, two- to four-year-olds utilize digital devices for educational and non-educational games. At this point, parents exhibit digital parenting to protect these children, who have somehow interacted with a digital environment, from the harms of this environment and ensure that they make the most of it.

In the literature, terms such as "internet parenting" and "online parenting" are used to describe digital parenting due to the effects of internet technologies on digital experiences. Digital parents are those responsible for their children's access to digital media, their responsible use of digital environments, and their psychological, social, and physical well-being while using digital environments. Digital advancements impact every aspect of life. One of them is the family, and children, who are family members, are severely impacted by the dangers of the digital world. It is essential for parents who are responsible for the protection and supervision of their children to monitor the digital landscape. However, parents' roles and responsibilities in the digital world vary (Yaman, 2018). Mothers and fathers, who assume significant responsibility for the development of their children, have responsibilities in the digital age that go beyond merely introducing their children to environments such as the internet and computer (Canbek & Sağıroğlu, 2007). In terms of the digital world, it is possible to say that the present era marks the beginning of the intergenerational learning style. In fact, he stated that adults whose children are digital natives and whose parents are digital immigrants are socialized differently than children and are acquiring a new language (Prensky, 2001).

Multiple aspects of children's emotional, social, mental, psychological, and physical development are influenced by digital culture. Regarding this topic, parents must better guide children in the digital world and instruct them on adequately using technology. These circumstances have brought the concept of "digital parenting" to the forefront (Yay, 2019). Digital parents are individuals who have a minimum command of digital tools and act under the needs of the digital age, who can sense the opportunities in digital environments and protect their children from the risks in these environments, and who understand that people's rights must be respected in real life and teach this to their children, and who are always receptive to technological advancements (Yurdakul et al., 2013).

Talent is the systematic development of the inherent potential in a particular field. The general characteristics of these individuals are knowledge, memory, speed of information processing, and the ability to integrate diverse disciplines into their thinking (Thompson & Oehlert, 2010; Heyder et al., 2018). Society needs to meet the needs of individuals with these characteristics by recognizing their unique characteristics. For these individuals to benefit themselves and society, they require education programs and services that differ from those designed for individuals with average skill levels. Effective education planning requires separating gifted students and basing their curriculum on a customized process. While students with normal development should continue their education in non-formal

education institutions, gifted students are recommended to attend private education institutions. Emphasis is placed on developing thinking skills through practice and exercise in the education of gifted students. Creative and metacognitive thinking are among the advanced objectives these schools seek to instil in their students (Van Tassel-Baska & Stambaugh, 2005; Davis et al., 2011). At this point, the significance of gifted students' multitasking performance becomes apparent as a result of their ability to understand themselves and their environment, combine different disciplines, and be exposed to various materials and more learning content per unit of time.

Gifted individuals are beyond the use of multiple digital tools of the current generation. The gifted, as an audience, can use multiple media tools, enjoys them, and is unaffected by multimedia because they can simultaneously process multiple data types. In addition, gifted individuals with above-average intelligence have superior comprehension and problem-solving abilities (Kirschner & van Merriënboer, 2013). The performance of gifted students in the digital age is a topic of discussion in this context. Strong and distinct research topics are required to explain the digital performance of the new generation of individuals with extensive digital technology experience. In recent years, it has become necessary to question scientifically the commonly held beliefs regarding digital natives and the advantages attributed to them (Jaušovec, 2000). In this regard, it is beneficial to supplement relevant research with robust research topics that integrate multiple data sources. The purpose of this study is to present, within the context of digital parenting of families with gifted children, the effect of digitalization, which affects the entire world and is one of the primary factors that trigger social change, as one of the most critical factors that contribute to global social transformation. This literature review attempts to discuss the relationship between gifted students and digital parenting. In this context, the significance of the research lies in its consideration of the roles of digitalization, digital parenting, and giftedness.

2. Digital Age, Digital Parenting and Digital Children

2.1. Digitalization

Internet usage has significantly increased in Turkey and worldwide, particularly during the 2000s. Since then, technology and the internet have permeated every area of our life. Nowadays, technology is applied in every industry (Tel & Köksalan, 2009).

Millennial and post-Millennial generations found themselves in this technology, and they walked into life oblivious of the living conditions in the eras when technology and the internet were not available, or its usage was restricted, according to Eşgi (2013). For those who were born after this era, making use of technology's benefits is a natural process, and kids from this era use technology for all of their tasks. The situation is different for the generation born and raised before the 1980s, who afterwards attempted to adjust to technology and the internet. First, this generation must undergo an adaptation process and face some challenges along the way. These two generations have different perspectives on life and different ways of seeing the world (Bilgiç et al., 2011).

Prensky (2003) split these two generations—those born after 1980 and those born before 1980—into two categories based on their ages. These two groups—those born after 1980 and those born before 1980—who were afterwards included in this process—are referred to as "digital immigrants." (Eşgi, 2013). Studies by Marc Prensky on digital immigrants and natives are particularly notable in the literature. Prensky contrasted immigrants and digital natives from some angles. One of the glaring disparities it highlights is that, during the school years, teachers who are digital immigrants must instruct today's youngsters born into the digital age. He discussed the challenges that can come with teaching students who are born with technological devices like computers, the internet, television, mobile phones, or technological toys by teachers who acquire these skills later in life. He suggested that this is one of the most significant issues in education. He emphasized that the inability of digital immigrants or those attempting to acquire them later to use technology effectively would make it difficult for them to understand one another (Prensky, 2001; Bilgiç et al., 2011). Moreover, these digital immigrants should not be thought of as just teachers. It applies to any relationship between two generations, including parents.

Many studies have been conducted, and various findings have been made regarding the benefits and drawbacks of internet use, which is quickly gaining popularity, especially among young people and children in Turkey and around the world. In order to protect children from harm when using the internet and maximize benefits, it is crucial to be transparent about the advantages and disadvantages of utilizing it. Studies also place a particular emphasis on the need to educate parents about this problem. When the right programs are employed, research on the impact of internet use on digital natives has shown that the internet enhances kids' imagination and creativity (Haugland & Wright, 1997; Akbulut, 2013). Moreover, several advantages can be listed, including facilitating student information access, assisting with homework, offering a foundation for educational research, permitting resource diversity, and fostering a collaborative learning atmosphere. Additionally, a lot of online social networks let kids connect with old friends, make new ones, and mingle (Tuncer, 2000). Online networking and socializing help to lessen interpersonal disparities. When people introduce themselves as unique or as they aspire to be, their chances of being accepted by the group rise (King, 1996). It has been claimed in numerous studies that students with attention deficit or learning difficulties may benefit from using the internet, which includes many educational applications such as eye-catching graphics, 3D learning environments, and virtual reality applications (Bremer & Rauch, 1998; Tüzün, 2002). In addition to the advantages already described, many concerns are associated with youngsters using the internet, mainly when use is unsupervised.

Young people can live a different life from real life thanks to the popularity and choice of computer games, virtual friendships, and communication forged through social networking sites. A child who can express themselves freely online may struggle in real life or may be able to avoid the authentic game culture by playing online games all the time (Akbulut, 2013). The internet can also expose children to many dangers since it blurs geographical boundaries and makes it easy to speak with people on the other side of the globe (Tüzün, 2002; Çelen et al., 2011). While the internet offers unrestricted access to knowledge across various topics, it may also lead to information pollution. Unfiltered, damaging, or inaccurate information can be highly detrimental to children.

Along with these concerns, the internet exposes kids to several issues, including adverts, pornographic and violent content, viruses, and uninvited unlawful file downloads (Hasebrink, Livingstone, Haddon, & Ólafsson, 2009; Çelen et al., 2011; Akbulut, 2013). In addition, Tuncer (2000) said that children who use the internet might experience physical issues like visual impairment and psychological issues like addiction, loneliness and social isolation, which may encourage thievery or violent behavior. Today, it is impossible to shield digital native children raised in a technological world from the internet. Ceyhan & Ceyhan (2011) argue that this approach is also unwise. Technology should be used to the benefit of children. Parents should therefore be aware of the hazards and opportunities described, and they should urge their children to use the internet responsibly and profitably.

2.2. Gifted Children

The evaluation of the research findings will be guided by an explanation of the "gifted child" idea, which is the research's primary focus. The term "gifted intelligence/gifted talent", also known as "giftedness", has been defined in various ways throughout the literature. According to the American Psychological Association (APA), the concept of 'giftedness' is roughly defined as "the state of having a large amount of natural talent, ability, or intelligence that usually occurs at a very young age". Gagné's The Differentiated Model of Giftedness and Talent (1985) argues that there is a difference between giftedness and talent. In this model, giftedness means "having and using natural talents (spontaneously existent or expressed) that can place a child in the top 10% of peers without education in at least one area. In addition, the model has five skill areas. These are conceptualized as socio-affective, sensorimotor, creative, intellectual and others. Another explanation of the concept belongs to Renzulli (1978). According to Renzulli, giftedness occurs when there is an interaction between three basic sets of human behavior/characteristics. These include an above-average talent area, high motivation, and high creativity. Gifted and talented children possess or can develop these combinations of traits and apply them to any area of human performance. This model argues that for the concept of giftedness to exist, a

certain condition, time and person must exist. Şahin (2012) contends that defining this idea is intrinsically challenging and that assessing giftedness and skill is complicated by the lack of a clear definition for these concepts. According to the researchers, the definitions are crucial to choosing the course of study for talented students (Kaya et al., 2014). The terms "gifted intelligence and giftedness" are used interchangeably and have the same meaning when additional research on the issue is analyzed. However, some scholars assert that there is no clear distinction between these notions, while others stress that these concepts should be distinguished from one another since they are distinct from one another.

According to Winner (1996), it is impossible to draw a clear distinction between the ideas of genius, gifted, and child prodigy because they are interrelated and mutually beneficial. According to Ataman (2012), who argues against this theory, there are distinct disparities between bright, brilliant, and gifted youngsters. "Who is the gifted youngster," then? How does he respond to his query? Ataman (2012) claims that a gifted child is divided between belonging to two different groups, such as bright children and gifted children. Because a gifted child, according to Ataman (2012), is a child who is talented in practically every area that calls for linguistic, numerical, or creative skills and is ahead of his peers. He said that the children in the talented class are ahead of their counterparts in some of these areas and that they develop at the same rate as their peers in some of these areas. He also suggested that they could require support to advance in these areas. In addition, he said that compared to gifted children, the rate of gifted children is between 4% and 5%. He, therefore, made an effort to highlight the distinctions between these three ideas.

The following can be said about the usual traits of a gifted/talented person, based on the numerous studies stated above and others: He picks things up quickly, has an extensive vocabulary, has acquired linguistic skills, is curious, is good at observing things, and has a big imagination. is empathetic, has high moral sensitivity, is sensitive to others, is fair, has a developed sense of justice, is a perfectionist, enjoys reading, has high energy, respects people's opinions, can empathize, loves to form close friendships, self-esteem has anxiety, takes responsibility, thinks critically, is careful, has high self-confidence, reads early, and speaks early (Çağlar, 2004; Oğurlu & Yaman, 2010; Özbay & Palancı, 2011).

When it comes to identifying the gifted child, providing him with the proper guidance, and identifying his talents, an education curriculum designed to fulfil the needs of teachers and the child is crucial (Eraslan Çapan, 2010). Additionally, just as much as teachers and schooling, parents and teachers are responsible for identifying exceptional children and fostering their gifts. For the child to reveal his/her strength, the child's curiosity should be satisfied, his/her questions should be answered, and the child should be taken seriously. However, this situation is feasible to create people who are valuable to society with the correct education and collaboration between instructors and parents (Davashgil, 2004).

3. The Case of Gifted Children in Relation to Digital Parents and Digital Childs

In a world that is becoming increasingly globalized, access to information is becoming increasingly important, both for gifted people and for others. Nowadays, it is a given that we can access information at any time, irrespective of the place we happen to be. Within the context of this scenario, technology is an essential factor. Technology is described as "the entirety of materials developed for managing and modifying the material environment of people, as well as the related knowledge." In common parlance, equipment and materials are the two primary components of the term "technology" (Türk Dil Kurumu, 2011). After the end of the Middle Ages, namely during the "Industrial Revolution," new forms of technology began to emerge. This situation was significant regarding technology's nature and social consciousness's growth. At the turn of the 20th century, ideas began to expand to incorporate the transition to various vehicles and equipment. When we reached the middle of the 20th century, however, people started defining technology as any human behavior based on inquiry intended to affect the natural environment. This definition of technology remains to this day. The rapid advancement of technology in the current period, which is frequently referred to as the age of science and technology, was the impetus for the beginning of technology awareness. One cannot assume that the current

educational system is unaffected by this consciousness. Technology development is believed to affect the organizational framework of the educational system, and the educational practices carried out in educational settings (Pala, 2006). Because children are acquiring knowledge in the age of science and technology, it is essential for them to be aware of how technology might be utilized in instructional settings.

The skills that are required of children are constantly evolving to keep up with the rapid pace at which technology is advancing across the board in the 21st century. The capability of computational thinking (also known as CT) is one of these talents. An investigation into the research on computational thinking abilities finds that Papert(1996) was the first person to use the term "computational thinking". In Turkish literature, the concept is referred to by a variety of terms, including "computational thinking," "data processing thinking," "calculative thinking," "algorithmic thinking," and "thinking like a computer scientist." Other terms for the concept include "thinking like a computer scientist" and "thinking like a data processor." (Kirit, et al., 2018). According to Thomas et al. (2015), computational thinking "involves identifying and understanding a problem, articulating an algorithm or set of algorithms as a solution to the problem, implementing the solution in such a way that it solves the problem, and evaluating the solution". According to the definition provided by the International Society for Technology in Education (ISTE) (2015), computational thinking is a method of solving problems enabled by technology. The subskills that fall under the umbrella of "computational thinking" include "creative thinking," "problem-solving," "critical thinking," "algorithmic thinking," "collaborative learning", and "communication skills" (ISTE, 2015).

Recognizing the skills of exceptional persons and supporting their needs enables them to develop into more valuable members of society. To contribute to themselves and to society, these individuals need educational programs and services different from those designed for individuals of average intelligence, as well as different parenting attitudes and responsibilities. (Soltani & Morice , 2020). At this point, the parent supports the child's development by considering the child's uniqueness. Creative and metacognitive thinking are among the advanced goals they try to instil in their children using digitalization as a tool (Heitner, 2016). At this point, the significance of gifted kids' multitasking performance becomes apparent as a result of their capacity to understand themselves and their environment, to combine different disciplines, and to be exposed to a variety of materials and more learning content per unit of time (Livingstone et al., 2019). According to Graboyes (2007), the ability of gifted people to use numerous digital tools exceeds that of the current generation. The gifted is an audience that can use and enjoy multiple media tools unaffected by multimedia since they can simultaneously process multiple data types. In addition, gifted individuals with above-average intelligence have superior comprehension and problem-solving abilities (OFCOM, 2019). In this context, the performance of gifted and non-gifted students in learning contexts where many activities are performed concurrently or where the simultaneous usage of multiple media tools is experienced is discussed.

As a result of the influence of internet technologies on digital experiences, "internet parenting" and "online parenting" are terms used to describe digital parenting in the study context. Digital parents are accountable for their children's access to digital media, their appropriate use of digital environments, and their psychological, social, and physical well-being while utilizing digital settings (Yaman, 2018).

Digital advancements impact every part of life. One of them is the family, and children, who are members of the family, are severely impacted by the dangers of the digital world. It is essential for parents who are responsible for the protection and supervision of their children to monitor the digital landscape. However, it is also reasonable to state that parents' roles and duties in the digital world vary (Heitner, 2016). Mothers and fathers, who bear a significant responsibility for the development of their children, have responsibilities in the digital age that go beyond merely introducing their children to surroundings such as the internet and computer (Christensen, 2011).

Generally speaking, parents acquire and transmit behaviors in two ways. The first learn by intergenerational transmission, while the second learn by adding new lessons to those acquired through environmental interactions. The current era marks the beginning of intergenerational learning in the digital realm. In fact, according to Prensky (2001), who identifies the children of today as digital natives and their parents as digital immigrants, digital immigrants socialize differently than children and are in the process of learning a new language.

4. Discussion and Conclusion

As a virtual environment for education, information, entertainment, and socialization, the internet is becoming indispensable for adults and children. Children are also attracted to the new internet-based media, which has features such as the ability to share a large amount of information simultaneously and provide instant feedback to its users. Similar to adults, children typically satisfy their various needs via the internet. The internet, which provides a setting where children can enjoy themselves and positively spend their free time, is a companion. Determining the internet usage purposes of native digital children, who have been intertwined with the internet since birth, the gratifications they seek over the internet, and the factors that lead them to use the internet is becoming increasingly important. Researchers are motivated to study this topic due to the internet's many positive aspects for adults and children, its uncontrolled use, and its harmful effects.

The digital environment has added another layer of complexity to parenting. Parents had to manage multiple environments for themselves and their children amid relentless interconnections. This situation has caused both they and their children to worry about how they use digital media and how their family interactions may be affected. Because these technologies, which cover many opportunities for both themselves and their children, also bring many possible risks (Bleeker, 2020). At this point, the importance of parents being an upbeat digital media guide for children started to increase. Many parents may feel out of place when it comes to technology. On the other hand, we need to consider that children use up-to-date technologies and social media before their parents. However, a fundamental issue to remember is that children are more knowledgeable about technology than adults, and adults are more knowledgeable than children in social life.

Considering that socially experienced gifted parents are digital nomads as a feature of the age, their digital parenting role and responsibilities may seem quite complex, uncertain and worrisome for them. First, they must be motivated by what this role brings as they take it. That is, a gifted parent motivated to demonstrate digital parenting to their child should be open to learning about the innovations of the digital age. Moreover, even parents may see it as a way of healthy communication with their children. Asking what the language used by digital native children means and asking for help using a specific tool not only strengthens the communication between the child and parent but also helps ensure digital parenthood. At the same time, it helps parents to predict possible harm to their child in the digital environment. Thus, the gifted child is protected from possible harm without creating an adverse climate for the child. The way to protect children from the internet or any developing technological phenomenon should not be to keep them away from these phenomena. Regardless of age, children will be vulnerable to the possible harms of digitalization at the point they encounter. For this reason, the most prominent role of parents towards their children should be to teach them to protect themselves against possible harm. At this point, the parent should maintain a dynamic relationship with the digital and social environment.

Children's interactions with the digital environment may show similarities to the traditional environment's risks. For example, children can be bullied or exhibit bullying behaviors in digital environments. Of course, children can exhibit the behavioral patterns they exhibit in traditional and digital environments. Especially for gifted children studies have shown that gifted adolescents experience more bullying and cyberbullying than their non-gifted peers (Smith et al., 2012). In this case, the role of gifted parents becomes critical. Gifted parents need to guide their children towards digitalization. Orientation requires the parent to know the child very well. Providing them with a

horizontal learning environment specific to their strengths can be an excellent example of using digitization in the most beneficial way possible. For example, according to Gardner's Theory of Multiple Intelligences (2000), it may be an excellent direction to introduce foreign language content into the learning environment of a gifted child in terms of Linguistic Intelligence to prepare the ground for learning different languages. Parents can also be a tool for digital socialization as an example for their children in daily life. Observation, one of the child's most critical learning references, can also help him. Observing the truth, especially in protecting themselves from harm, can reinforce them to exhibit the correct behavior.

On the other hand, youngsters who are good at surfing the internet for information may not verify the authenticity of the information they find. In other words, whereas the number of children who claim to be adept at discovering and obtaining information is high, the number of children who claim to be adept at analyzing the material they find is lower (UNICEF, 2017). Therefore, it is evident that young children require encouragement and support, particularly from parents, schools, and digital service providers, to know how to act in the digital world, be media literate, and understand their rights. On the other hand, policymakers must also adopt and implement decisions encouraging the development of digital skills among parents and children.

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