cogitatio

ARTICLE

Young People's Diversity and Digital Media: A Systematic Review (2010–2022)

Ana Filipa Oliveira [1] [iD], **Maria João Leote de Carvalho** [2] [iD], and **Carla Sousa** [1] [iD]

[1] Centre for Research in Applied Communication, Culture, and New Technologies (CICANT), Lusófona University, Portugal
[2] Interdisciplinary Centre of Social Sciences (CICS.NOVA), NOVA School of Social Sciences and Humanities, Portugal

Correspondence: Ana Filipa Oliveira (ana.filipa.oliveira@ulusofona.pt)

Abstract

Youth is not a homogeneous group. With this motto in mind, YouNDigital aims to study youth, their engagement with news, and digital citizenship dynamics. One of the core elements of the project is a digital newsroom, a space for meeting and exploring digital citizenship and news, considering the significant disparities that characterise individuals in this group. In order to better understand the target groups and to support the decisions regarding the development of the youth-led digital newsroom, the research team carried out a systematic literature review focused on youth, digital citizenship, diversity, and different methodological approaches. This article explores the outcomes of the systematic literature review, particularly delving into the data gathered in one of the subclusters (Diversities). Findings underscore the challenges of inclusivity and diversity and the need for tailored media and digital literacy interventions that consider cultural differences, socioeconomic factors, and evolving technological landscapes. They also highlight the difficulties, as well as the positive results, of using digital tools and strategies to trigger learning and motivational processes for diverse audiences—digital tools that rely on media creation, creativity, critical thinking, and collaboration can promote the empowerment and inclusion of youth from distinct backgrounds, bridging the gap between their realities and citizenship experiences. For research teams, the findings point out that involvement in collaborative, immersive, and participatory processes anchored on sustained literature review processes can encourage distancing preconceptions while bringing them closer to research participants. The article contributes to discussions regarding the potential and the challenges of considering youth's diverse backgrounds through pillars such as co-creation or inclusive design, and the urgency of mitigating youth social and digital exclusion in order to enhance democratic participation.

Keywords

digital citizenship; digital media; diversity; media literacy; youth

---

1. Introduction

Digital media play a crucial role in young people's developmental and learning processes. They integrate professional, personal, and family routines, facilitating leisure activities, interpersonal communication, and expressing ideas. In today's highly mediated environment, young citizens are more than ever connected and equipped with accessible tools for information retrieval and usage. However, the impact of digital transformation on information dynamics is not consistently positive and does not uniformly affect all young lives. Consequently, instead of being inclusive spaces for citizenship, media can also become sources of exclusion, posing threats to democracy.

Studying younger generations' media usage, socialisation, and growth reveals significant differences from older generations—youth exhibit distinct behaviours and interactions, placing greater value on exploring and learning through new technologies and tools (Mude & Undale, 2023). But while literature shows us that leveraging the experiences of informal learning contexts can positively contribute to making connections, getting involved in causes, and engaging with digital participation dynamics (Dahlgren, 2013; Oliveira, 2022), it also uncovers persisting inequalities. Socially and digitally excluded young people (or those at risk) often lack media and information literacy (MIL) competencies and access to digital technologies, being overlooked by educational and technology research (Cranmer, 2013).

This article stems from a research project carried out in Portugal focused on youth, news, and digital citizenship. It understands media as participatory and educational spaces (Kahne et al., 2014) and digital media as aggregators of diverse communities and shapers of engaged civic consciences (Juris, 2012; Olson, 2016). Starting from an interpretative paradigm and analysing the media from the point of view of empowerment (Bulger & Davison, 2018), we recognise the integrative potential of media education to respond to inequalities and social exclusion and of digital media to reach scattered audiences.

This article presents an analysis of the findings of a systematic literature review (SLR) which aimed to identify the main theoretical frameworks linking young people, diversity, and digital citizenship since the beginning of the century, with special emphasis on the last 10 years. One of the subtopics of interest was the influence of gender, race, and socioeconomic, cultural, and educational backgrounds on this interaction as the diversity of these attributes often intersects, leading to compound disadvantages. Moreover, a holistic approach to inequalities provides solid ground to understand how these factors connect and shape an individual's experiences. Thus, the following section focuses on three crucial questions forming the basis for the subsequent work. We begin by addressing the concept of MIL and the relevance of the competencies associated with it for experiencing and expressing citizenship. Secondly, we debunk the myth of digital natives, addressing the biases that cloud the understanding of the relationship between young people and the media. Finally, we discuss social and digital exclusion, detailing its interconnections and influence on the ways the relationship between young people and the media is perceived and analysed.

2. MIL as an Expression of Citizenship

MIL stems from the idea that media literacy and information literacy complement each other (Lee & So, 2014). According to Lee and So (2014), while information literacy focuses on storing, processing, and using information, media literacy's main concerns are the media industry, the social impacts of the media, and the

content created and disseminated. Gallotti et al. (2015) stress that a clear distinction between them according to their different characteristics and practical perspectives is necessary—they are interdependent and compatible (p. 352). Furthermore, Gallotti et al. (2015, p. 355) consider that while information literacy skills ensure the ability to "identify, read, receive, interpret, decode and appropriate the message," it is through media literacy skills that individuals use and disseminate significant messages, according to a particular context and needs (Gallotti et al., 2015, p. 355). MIL can, therefore, be understood as a blend of different knowledge, attitudes, skills, and practices that are necessary to "access, retrieve, understand, evaluate and use, create, as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way" (UNESCO, 2013, p. 17)—all in all, to empower and support citizens' democratic engagement, fostering informed, inclusive, and resilient communities.

Contemporary MIL appears as a core competency that ensures freedom of expression, prevents violent behaviours and discourses, and fights inequalities (UNESCO, 2020). By encompassing these aspects, Hobbs advocates that MIL involves cognitive, emotional, and social skills (2013) crucial for citizenship in the 21st century. Hence, the concept closely relates to digital citizenship: While MIL pertains to critical thinking about the various media, digital citizenship refers to how people live and interact with the technology around them (Council of Europe, n.d.). As Pangrazio and Sefton-Green (2021) emphasise, digital citizenship entails being a citizen in digital contexts while also engaging in traditional models of citizenship through digital practices—the internet serves as both an extension and a facilitator for various social, political, economic, and cultural activities (Yue et al., 2019).

Through MIL, citizens become more informed and empowered to participate in the full extent of democratic processes and understand the different roles played by the media in shaping public opinion and influencing decision-making. Given the complexity of the current socio-technological context, affected by information disorder and the profound disparities in technology access and use, promoting MIL is determining for individuals from various generations and sociodemographic backgrounds. It relates to mastering fundamental skills to explore critical perspectives, communicate responsibly, and avoid aggressive discourses and information disorder (Frau-Meigs, 2019). More than a matter of competencies, MIL is a matter of diversity and empowerment—it is a human rights-based approach to media and societal development that values diversity, and equal and ethical opportunities to access, create, and disseminate content.

3. The Digital Natives Misconception

For today's youth, digital media presents new spaces for expression, integration, and community participation (Herrero-Diz et al., 2016). The close relationship built over time between younger generations and digital media has led to various theories that describe them based on their behaviour in the digital society—from Prensky's (2001) digital natives to Feixa's (2014) #Generation. These proposals—that define a generation by overlooking their particularities, contexts, and experiences—have been criticised for their excessive positivism and disregard for diversity. Pereira (2021) claims these concepts are anchored in technological determinism since they assume that young people are born or are imbued with the technical skills to master (all kinds of) technologies. This deterministic point of view places different generations in a position of inequality between them (Pereira, 2021)—it attributes biased traits, opportunities, or outcomes based on the age factor, promoting a partial view of individuals and their competencies. Furthermore, there is no guarantee that all young people have intrinsic attributes that make them more technologically capable

and savvy (Buckingham & De Block, 2010). Further criticism emphasises the importance of looking at youth and their media and democratic practices outside the prism of idealistic concepts, which, as boyd (2014) cautions, can make it difficult to reflect on the adversities and challenges that they face in the connected world. Moving beyond idealised notions, acknowledging the different socioeconomic conditions, cultural and educational backgrounds, and access to technology will clarify the disparities in how youth experience and participate in digital spaces to better support them in navigating these challenges.

4. Risks and Pitfalls of Social and Digital Exclusion

Digital and social exclusion are complex, multi-layered phenomena (Ragnedda et al., 2022) that encompass political, cultural, social, and economic dimensions. Worldwide, young people are among the most vulnerable groups at risk of social exclusion. The dynamic intersection between social and digital exclusion significantly influences youth's life opportunities, social mobility, and well-being, potentially reinforcing discrimination and stigmatisation (Ragnedda et al., 2022; Serban et al., 2020). This exclusion negatively impacts self-realisation, self-esteem, and resilience, reducing social and civic engagement (Arslan, 2018).

Concerns arise regarding socially and digitally excluded young people (or those at risk of exclusion), as they often lack access to digital technologies and remain absent from educational and technological research (Cranmer, 2013). This puts them in a position of greater risk and vulnerability when using ICTs and in even worse situations when it comes to social exclusion and inequalities. Ragnedda et al. (2022) describe an "inequality loop" resulting from the self-reinforcing effect of social and digital exclusion.

Facing today's rapid technological progress, digital exclusion may exacerbate social inequalities, strengthening social exclusion and affecting citizenship and democratic engagement. Consequently, disadvantaged youth miss the opportunity to use ICT for social inclusion, undermining democratic engagement due to limited access to resources, opportunities, and rights. Thus, two questions become fundamental: On the one hand, policies that address the (infra)structural and educational aspects of digital inclusion are essential to combat social exclusion and enhance democratic engagement (Celestino & Valente, 2022); on the other, MIL research and interventions based on the lens of existing inequalities can positively contribute to designing and promoting targeted actions that are highly focused on the real needs and expectations of these target audiences.

5. Context and Methodology

5.1. The Project

YouNDigital is a pioneering study into the link between young people, news, and their digital citizenship, seeking to understand these fluid dynamics in a deeply digitised society. The project is based on a participatory action-research approach combining traditional and digital methods. Focused on young people aged 15–24 from various backgrounds, the approach emphasises digital media as democratic, equitable, and participatory tools to engage multiple audiences, even those more distant and difficult to reach. We draw on Helbing et al. (2023) and their conception of digital media as instruments that, moored in education, pose opportunities for participation and facilitate civic involvement, collective decision-making, transparency, and the establishment of more inclusive and representative democratic contexts. Additionally, we turn to Andersen et al. (2020) and

Newman et al. (2019) and studies that stress younger generations' preference for digital technologies and tools for learning and digital media to engage with the news.

A SLR was conducted in the first stage of the project with the aim of providing a detailed knowledge of the literature published between January 2010 and September 2022, helping to build a theoretical framework on the scientific production of the last decade related to the focus of this project. It also contributed to identifying theoretical gaps in research on young people, news, and digital citizenship. At a later stage, the SLR's results supported the decisions made during the development of a youth-led digital newsroom (integrated into a web app). This article focuses on and debates the outcomes from one of the SLR's subclusters (Diversities) and its contributions to understanding young audiences and their diversity.

5.2. Methodology

5.2.1. SLR Process

To conduct the literature review, the team chose to follow the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis Methodology) guidelines (Page et al., 2021). The Web of Science Core Collection and SciELO were the selected databases to be searched. The PRISMA approach was chosen on the basis of its rigorous features: (a) the clarification of the research questions; (b) the use of precise metrics to define the eligibility criteria; and (c) the use of time-limiters for searching the databases (Moher et al., 2009).

The overarching research question that guides the YouNDigital project is: How does the digitally born generation relate to news nowadays? A set of 11 research sub-questions was used to guide the SLR, aiming to respond to the goals and all the thematic areas under study in this project (see Appendix 1—SLR Search strategy). To define the research equation, the team engaged in an active discussion and reflection process over four months to identify fixed categories and search words (see Appendix 1). The team's expertise, previous knowledge of the research topics, and the analysis of the terminology used in recent review papers were considered. The team opted to use the same set of broad search words (Appendix 1) for all the research sub-questions to ensure comprehensive coverage, facilitate identification of emerging themes, topics, and gaps in the literature, as well as to ensure flexibility and avoid possible initial bias.

In order to be included in the SLR, studies had to meet the following eligibility criteria:

- Be focused on the relationship between audiences (children and young people), news, and digital citizenship with the intersection of aspects related to the consumption of news/information and the production of news/information, namely: (a) attitudes and practices towards news and digital citizenship; (b) information about what, how, where, and why young people research, read, and talk about news and civic issues;(c) attitudes and practices regarding the consumption of news media, including behaviours of rejection, resistance, or disconnection; and (d) whether gender and socioeconomic and educational conditions influence this dynamic;
- Empirical journal articles or book chapters;
- Written in English, Portuguese, or Spanish;
- Published between 2010/01/01 and 2022/09/08;

- Having an abstract;
- Be part of selected areas of the Web of Science Core Collection and SciELO, as presented in Appendix 1.

Considering the upsurge of intense informational changes and emerging expressions such as "fake news," algorithms, post-truth-era, and digital citizenship in the last decade, the search focused on the period between 2010–2022. The team understood that tracing this field progression—from the recurring debates to the gaps and trends—would make it possible to update and consolidate the conceptual framework guiding the project and propose new research directions—theoretical and methodological.

The SLR was conducted in three stages—identification, screening, and inclusion (Figure 1). Firstly, a comprehensive search of Web of Science Core Collection and SciELO databases was conducted by a research team member (sociology), followed by title screening to identify duplicates and pinpoint the relevance of the topic addressed. The following data was extracted into a Microsoft Excel sheet: author(s), year of publication, article title, abstract, keywords, magazine, type of document (article or book chapter), research areas, language, count of cited references, country, ISBN/ISSN, DOI or URL link, and export date.

As a result, a total of 1,133 articles were found eligible for full-text review. Later, another researcher (journalism and communication sciences) conducted the initial full-text review of articles screening for non-empirical studies (e.g., editorials, reviews, working papers), which did not meet the inclusion criteria for this review. Articles were classified throughout the database with the aid of a predefined colour scheme: "included" (green), "excluded" (red), "in doubt" (orange), and duplicates (pink).

Afterwards, two reviewers from different scientific areas (communication sciences and educational technology sciences) independently and simultaneously screened the articles from the initial search by title and/or abstract and read and coded the ones included for final review according to a protocol drawing on the guidelines suggested by Belur et al. (2021). The researcher who did the first coding was involved in the process whenever necessary. The coding agreement between the reviewers was 93.9%. Disagreements were resolved through discussion.

The final database gathered 462 eligible articles. Three main clusters were identified as previewed in Table 1. This article focuses specifically on the subcluster Diversities ($n = 28$) included in Cluster C (Gaps). As any other generational category, youth are different in various personal and cultural attributes. Common attributes can lead to the aggregation of individuals or labelling them as a unit, i.e., a specific social group differentiated from other groups (Qin et al., 2013). Within the scope of this project, diversity is understood from a collective perspective, considering aspects such as cultural pluralism, representation, and intersectionality. Therefore, this subcluster congregates works that focus on youth media in cross-referencing with matters related to inclusion and representation of distinct individuals, ideas, beliefs, or elements within a group or context (e.g., religion, ethnic origin, cultural and social background, gender, sexual orientation, and other conditions of marginalisation).
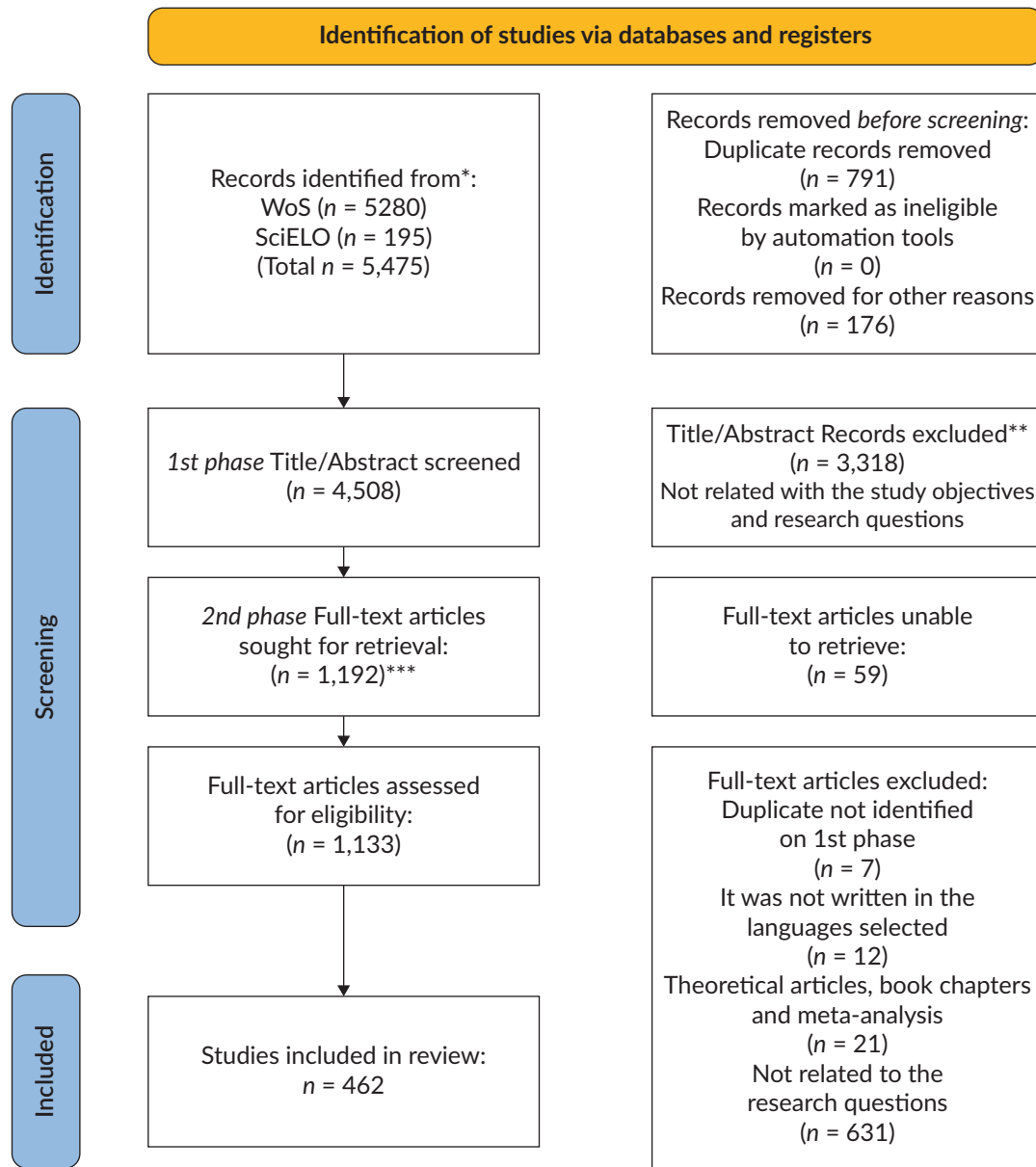
Identification of studies via databases and registers

Identification

Records identified from*:
WoS (*n* = 5280)
SciELO (*n* = 195)
(Total *n* = 5,475)

Records removed *before screening*:
Duplicate records removed
(*n* = 791)
Records marked as ineligible
by automation tools
(*n* = 0)
Records removed for other reasons
(*n* = 176)

Screening

1st phase Title/Abstract screened
(*n* = 4,508)

Title/Abstract Records excluded**
(*n* = 3,318)
Not related with the study objectives
and research questions

2nd phase Full-text articles
sought for retrieval:
(*n* = 1,192)***

Full-text articles unable
to retrieve:
(*n* = 59)

Full-text articles assessed
for eligibility:
(*n* = 1,133)

Full-text articles excluded:
Duplicate not identified
on 1st phase
(*n* = 7)
It was not written in the
languages selected
(*n* = 12)
Theoretical articles, book chapters
and meta-analysis
(*n* = 21)
Not related to the
research questions
(*n* = 631)

Included

Studies included in review:
n = 462

Figure 1. SLR flowchart, adapted from Page et al. (2021). Notes: WoS means Web of Science; * the number of records identified from each database or register searched; ** no automation tools were used; *** 1,190 from phase 1 + 2 added manually.

Table 1. SLR overview.

Cluster A: Traditional	Cluster B: Emergent	Cluster C: Gaps
Politics and the political (*n* = 114)	Algorithms and information disorders (*n* = 47)	Diversities (*n* = 28)
Literacies (*n* = 56)	Content production and activisms (*n* = 40)	Avoidances and resistances (*n* = 14)
Digital media (*n* = 75)		
Socialization (*n* = 5)	Towards business models (*n* = 7)	
(Dis)trust (*n* = 27)		

6. Results and Discussion

6.1. SLR

6.1.1. Overview of the Diversities Subcluster

Considering the 462 articles gathered in the project database, the Diversities subcluster represents 6.06% ($n = 28$) of the research interest. The annual distribution shows no upward or downward trend, with 2018 being the year with the most publications ($n = 5$; 17.86%), followed by 2020 and 2017, with three publications each (10.71% each). In the remaining years, only one or two publications were identified. Regarding geographical distribution, the map in Figure 2 shows that the sample concerns production from the broader international context, including countries in the so-called Global South. Even so, it should be noted that the country where most studies are carried out in this area is the United States ($n = 7$; 25%), followed by transnational studies ($n = 5$; 17.86%), Portugal ($n = 3$; 10.71%), and India ($n = 2$; 7.14%).

Of the 28 studies analysed in this subcluster, 25 indicated the size of the research sample—a total of 8,211 individuals were included in the review, with an average of 328.44 participants per study ($SD = 682.75$). As shown in Table 2, it covers young people from a wide range of age groups and backgrounds.

6.1.2. Operationalizing Diversity

This analysis adopted an intersectional lens to diversity, youth, and media research, an option that facilitated the exploration of inclusive strategies for representation, access, and participation (Tefera et al., 2018). In operationalising the diversity of media education and young people's digital creation, we identified
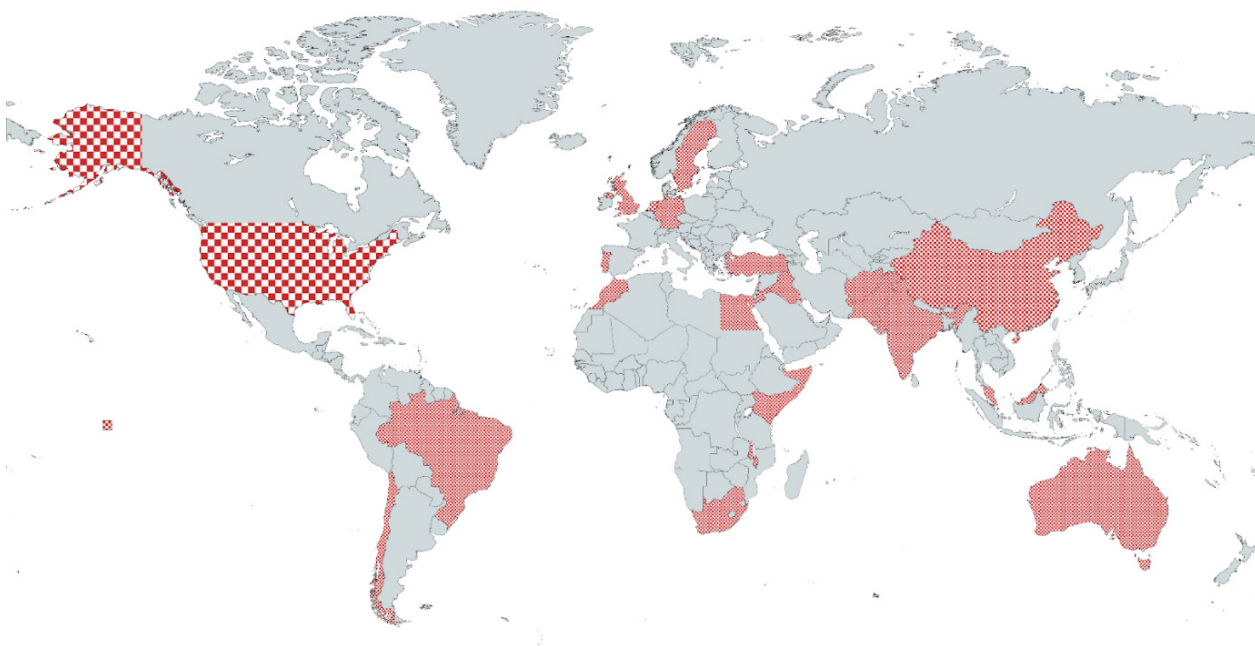

Figure 2. Map representing the distribution of the included studies. Notes: Countries marked in red are represented in the sample; made with Mapchart.

Table 2. Sample and characteristics for the various studies ($N = 28$).

Study No.	Citation	Sample Size	Individuals
1	(Gezduci & d'Haenens, 2010)	539	Youth aged 12–19, Morocco, Türkiye, and Germany
2	(Correa, 2010)	3,139	College students at two large public universities, Southwestern United States
3	(Cogo & Barsi Lopes, 2011)	3	Youth aged 14–20, Fortaleza, Brazil
4	(Tamani, 2011)	1,153	625 Malay, 416 Chinese, and 112 Indian youths (mean age: 19.5 years)
5	(Marchi, 2012)	30	Teenagers aged 14–18 who were participants in afterschool journalism (predominantly low-income, minority youth)
6	(Herrera, 2012)	28	Egyptians aged 16–30
7	(Bosch, 2013)	956	Youth aged 15–30 years, South Africa
8	(Ho & Baildon, 2013)	n/a	n/a
9	(Marôpo, 2014)	15	Children and youth aged 9–16 with families of African descent living in Portugal
10	(Santos et al., 2015)	101	University students, Portugal
11	(Baroutsis et al., 2015)	18	Young people from an alternative school, Australia
12	(Brites et al., 2017)	n/a	Young people at risk of exclusion, both in the field of education and employability, Portugal
13	(Marchi, 2016)	30	Latino youth living in East Boston
14	(Leurs, 2017)	16	Young refugees living in the Netherlands
15	(Jenzen, 2017)	n/a	Participants aged 16–26 who regularly attend a social safe space for gender-exploring youth in Brighton, United Kingdom
16	(Leurs et al., 2018)	30	Young people aged 15–20, Somalia, Iraq, Afghanistan, and Chile
17	(Malhotra et al., 2018)	2,835	General population
18	(Mchakulu, 2018)	98	University students
19	(Stornaiuolo & Thomas, 2018)	45	Students from the Collaborative Design School
20	(Khan et al., 2019)	504	Students from COMSATS University Islamabad and University Utara Malaysia
21	(Miconi, 2020)	44	Youth migrants from Syria, located in Türkiye, Lebanon, and Jordan
22	(Pham et al., 2020)	23	Transgender and gender nonconforming youth (13–19 years) from Seattle Children's Gender Clinic
23	(Bhatia & Pathak-Shelat, 2020)	49	23 males and 26 females, from grades 7 and 8, enrolled at a primary school in India
24	(Lindell, 2020)	56	Young people aged 17–20, Sweden
25	(Marchi & Clark, 2018)	14	A group of youth (aged 15–17) who were members of an Environmental Youth Crew
26	(Tallam, 2021)	755	University students, Kenya
27	(Pahore et al., 2021)	533	University students, Pakistan
28	(Wilf et al., 2022)	32	Racially and ethnically diverse immigrant-origin youth (18–23 years) living in the United States

different lines of research that took into account cultural differences, gender, race, ethnicity, class, age, LGBTQI+ issues, and religious differences.

Five emerging themes arise from the analysis of this subcluster (Braun & Clarke, 2022). Firstly, (a) media consumption and representation (Gezduci & d'Haenens, 2010; Marchi, 2012; Mchakulu, 2018; Santos et al., 2015) are intertwined dimensions that involve studying individuals' media content consumption and how that content represents multiple aspects of society, influencing perceptions and attitudes. The examples encompass various topics—e.g., news influencing attitudes, the portrayal of marginalised groups, and the impact of specific media outlets on local youth. (b) Digital media and online participation (Bosch, 2013; Correa, 2010; Khan et al., 2019; Marchi & Clark, 2018; Miconi, 2020; Pahore et al., 2021; Tallam, 2021; Wilf et al., 2022) is another emerging theme. It explores how factors, platforms, and contexts shape individuals' online content engagement and participation in activities based on diverse examples. For its part, (c) identity, citizenship, and cultural diversity (Bhatia & Pathak-Shelat, 2020; Cogo & Barsi Lopes, 2011; Herrera, 2012; Ho & Baildon, 2013; Marôpo, 2014) comprises studies exploring how communication technologies, especially digital media, influence society, including citizenship perceptions, identity construction, political engagement, and the discourse surrounding sensitive issues (e.g., immigration and religious diversity). Regarding (d) media literacy and educational impact (Brites et al., 2017; Leurs et al., 2018), the studies that relate to this theme mainly explore media education's transformative impact on educational outcomes, youth engagement, and the ability of specific demographic groups (e.g., migrants) to navigate and critically engage with media content. Finally, the theme of (e) diverse identities and news consumption (Pham et al., 2020; Wilf et al., 2022) emphasises the influence of diverse identities on news consumption patterns while exploring the unique dynamics at the intersection of identity and media engagement. This set of articles, divided into five emerging themes, highlights that diversity comprises a range of dimensions, such as cultural, social, and ideological differences. Therefore, and throughout the context of media production and consumption, diversity encompasses the inclusion of perspectives from marginalised or underrepresented communities, as well as the acknowledgement and validation of various points of view and experiences.

In methodological terms, and as systematised in Table 3, this subcluster demonstrates a significant presence of qualitative studies ($n = 21$) and a lower presence of quantitative studies ($n = 5$) and mixed-methods approaches ($n = 2$).

The lack of experimental research designs to explore the effects of MIL interventions or educational experiences identified in the subcluster suggests the academic urgency to study, both quantitatively and qualitatively, young people and their diversity profiles in media consumption and production in their daily contexts, adopting more interpretative models instead of purely positivist ones (Carragee, 1990). This view is corroborated by the need to foster subjectivity and the conceptual value of individual meanings in the educational context (Pervin & Mokhtar, 2022). Moreover, in the six articles identified in this selection where the research teams opted to collect data through processes based on media analysis (whether media creations by participants or not), it is noted the pivotal role of creation and self-expression in shaping discourse, promoting civic engagement, and empowering marginalised voices.

The data collection techniques adopted in the analysed sample of studies show a dominance of in-depth methods to approach the phenomena, including interviews and focus groups. This is aligned with the acknowledgement of the relevance of such approaches to exploring the complex contexts of children, youth, and families (Adler et al., 2019; Schelbe et al., 2015).

Table 3. Diversity axis, research design, and data collection techniques for the various studies ($n = 28$).

Study No.	Diversity Axis	Research Design	Data Collection
1	Cultural differences	Quantitative (between groups comparison)	Standardised scales
2	Gender, race, class, and age	Quantitative (cross-sectional study)	Standardised scales
3	Cultural differences and class	Qualitative	Interviews
4	Cultural differences and ethnicity	Quantitative (cross-sectional study)	Questionnaire
5	Race and class	Qualitative	Interviews
6	Cultural differences	Qualitative	Interviews and focus groups
7	Cultural differences	Mixed methods	Questionnaire and focus groups
8	Race and ethnicity, focusing on migration	Qualitative	Media analysis (web platforms)
9	Race and ethnicity	Qualitative	Interviews
10	Gender	Qualitative	Focus groups
11	Class and other conditions of marginalisation	Qualitative	Interviews
12	Class and other conditions of marginalisation	Qualitative	Interviews and focus groups
13	Race and ethnicity	Qualitative	Interviews
14	Race and ethnicity, focusing on migration	Qualitative	Ethnography
15	LGBTQI+ issues	Qualitative	Ethnography
16	Race and ethnicity, focusing on migration	Qualitative	Ethnography, interviews, and focus groups
17	Class and other conditions of marginalisation	Qualitative	Interviews and focus groups
18	Cultural differences	Qualitative	Media analysis (texts produced by youth)
19	Race and gender	Qualitative	Media analysis (artefacts produced by youth)
20	Cultural differences	Quantitative (cross-sectional study)	Questionnaire
21	Cultural differences, focusing on migration	Qualitative	Interviews
22	LGBTQI+ issues	Qualitative	Interviews
23	Religious differences	Qualitative	Media analysis (artefacts produced by youth) and interviews
24	Class	Qualitative	Focus groups
25	Cultural differences and other conditions of marginalisation	Qualitative	Media analysis (social media content) and interviews
26	Cultural differences	Mixed methods	Questionnaire and focus groups
27	Gender	Quantitative (cross-sectional study)	Questionnaire
28	Race and ethnicity, focusing on migration	Qualitative	Media analysis (social media content) and interviews

6.1.3. Key Findings

The SRL findings reveal valuable insights that align with the research objectives of examining the capacity to involve diverse young individuals in self-exploration and transformative learning experiences related to media production and news consumption through media production. Additionally, it investigates the difficulties of considering the attributes of youth from different backgrounds through co-creation or inclusive design. In the following paragraphs, we explore these ideas in more depth.

The results underscore the disparities in media participation practices among minority groups and groups at social and economic disadvantage, pointing to situations of digital exclusion. Correa (2010) highlights inequalities in content production within connected groups influenced by gender, race, and age traits—not only having access to a computer from an early age but also aspects related to confidence and motivation when there is a low self-perception of skills necessary for content creation. Moreover, Marchi (2012) mentions that the viewpoints and engagement of economically disadvantaged teenagers with journalism and democracy are greatly influenced by their socioeconomic conditions. Based on the point of view of young refugees, Leurs (2017) notes that while this group prioritises meeting its basic needs, it considers smartphone usage to be an essential part of the right to communicate—something that manifests in everyday practices in which the smartphone takes the place of a personal digital archive and alternative knowledge production tools. These findings highlight the necessity of further exploring digital media's potential to understand practices, experiences, and expectations, and incorporating inclusive design to tackle socioeconomic inequalities and guarantee fair access to opportunities for media engagement.

Other findings underline the ever-changing nature of civic participation and the necessity for comprehensive strategies that integrate conventional and digital methods. Cogo and Barsi Lopes (2011) reveal the simultaneous presence of conventional mass communication models and networked communication in the communication (and participation) practices of young people in the context of NGOs. In line with this, Bosch (2013) observes that youth's use of Facebook encompasses a subactivism aspect, which implies a manifestation of citizenship and democratic experiences. Likewise, Ho and Baildon (2013) emphasise the significance of education, specifically intercultural education, in equipping young individuals to actively participate in online civic spaces.

Research also sheds light on the multifaceted nature of youth's political participation. Khan et al. (2019) underscore that political factors, satisfaction with policies, interest in politics, and online incivility influence youth's online political participation. Other authors uncover discrepancies in social media usage among immigrants, indicating possible areas of limited awareness in digital social interaction (Miconi, 2020) and a correlation between disparities in social classes and in democratic engagement and awareness of current events (Lindell, 2020). While these results stress complex aspects of political involvement among young individuals, they also emphasise the relevance of addressing and further exploring the factors affecting their participation—such as the growing fragmentation of digital spaces and the avoidance of specific topics.

The review provides further insights related to youth representation and representativeness, such as prevailing stereotypes in media content and production. Santos et al. (2015) observe the continued presence of conventional gender portrayals in media while highlighting the insufficient examination of media's influence on the construction of gendered social norms. In a related context, Malhotra et al. (2018)

questioned idealised concepts of Indigenous communication, stressing the importance of employing so-called sophisticated communication tactics when engaging with marginalised communities—namely context- and evidence-based digital or mobile interventions. These aspects point out the significance of media literacy programmes that advocate for inclusive portrayals within diverse communities.

Furthermore, warning signs regarding technology's profound influence on consumption and engagement with news appear. For Marchi and Clark (2018), the transition from conventional to connective journalism prioritises developing personal and group identities. In turn, Tallam (2021) examines the impact of internet-enabled mobile devices on the conception of "news" and the timing of news events. The author argues that the impacts concern how the social world is formed, uncovering both the changing nature of media involvement and the need to adjust educational approaches to use technological advancements effectively.

Finally, the research highlights differences in the impact of news on young individuals from various cultural settings. Gezduci and d'Haenens (2010) emphasise that comparatively to Flemish youth, news holds greater significance in the lives of Moroccan and Turkish youth than native, evidencing e.g., different perspectives in terms of the perceived credibility of the information. In contrast, Tamani (2011) proposes that although Malaysian youth have a positive disposition towards their country, their local news consumption is comparatively limited—something the author possibly attributes to a lack of interest, minimal need for news information, or even a diminished perception of media credibility (pp. 77–78). These findings highlight the importance of employing sophisticated strategies when developing MIL interventions, considering cultural contexts, identities, antecedents, and preferences.

7. Final Notes, Future Perspectives, and Limitations

The SLR presented in this article accentuates the complex process of involving young people in educational experiences that promote change through digital, mobile, and internet-based tools and materials, and through media creation. It highlights the difficulties alongside the positive results of using digital tools to trigger learning and motivational processes across diverse audiences. On a positive note, digital tools centred on media creation, creativity, critical thinking, and collaboration are presented as drivers to promote the empowerment and inclusion of youth from distinct backgrounds. By doing so, they can bridge the gap between youth's realities and citizenship experiences while promoting opportunities for participation and encouraging ownership of learning and democratic processes. Additionally, they provide insights into the difficulties associated with inclusivity and diversity, underscoring the significance of customised interventions that consider cultural subtleties, socioeconomic variables, and changing technological environments. These understandings serve as a basis for creating targeted educational programmes and policies that capacitate youth to become active and knowledgeable citizens in an increasingly media-influenced world.

Regarding the subsequent phases of the project, the SLR's findings informed the design-thinking process in which the research team anchored the development of a digital newsroom. It aimed to engage young people from diverse socioeconomic backgrounds in the active process of participation through the creation of news. During the design-thinking process, researchers developed personas, scenarios for using the web app, and a set of functionalities for the digital newsroom. These tasks relied on and scaled up the SLR's major conclusions: firstly, the urgency of adopting inclusive design strategies to respond to vulnerable groups'

needs and expectations; secondly, the need to ensure different formats and possibilities for participation, promoting fair access and multiple opportunities; and finally, the advantages and opportunities that multimedia formats (e.g., digital narratives and other digital-based materials and tools) present when aiming to collect perceptions and experiences of specific target groups. Future research on particular target groups and contexts can draw on the example of this research work to tailor their approaches and design strategies aimed at achieving specific objectives and bridging needs.

The limitations identified in this SLR are combined with possibilities to further the research results. Firstly, it was conducted in two leading academic databases (though additional studies, i.e., "grey literature," that may have been conducted on the topic were not considered for feasibility purposes due to the amount of published data). As a result, relevant data may have been excluded from the review, although the intersectional nature of models for operationalising diversity in media and education research can be emphasised, there seem to be underexplored aspects and social structures, such as disability and ableism in line with previous studies (Sousa & Costa, 2022). Media creation tools still need to be explored at an operational level in research compared to their outcomes. Lastly, most of the review studies identified limitations that cannot be disregarded—e.g., the lack of longitudinal designs focused on specific target groups, as well as the lack of comparative approaches that could promote a better contextual and temporal understanding and consistently inform policies and educational materials.

As a final note, this research reinforces that efforts to mitigate youth social and digital exclusion are crucial for enhancing democratic participation. Understanding how youth think, behave, and feel and what they expect from news and citizenship is essential to comprehending democracies and contributing to fairer and more inclusive societies. Social and digital exclusion affects each individual's life and social cohesion. Stigmatisation, the increasing gap between those with access to technology and education and those who lack digital citizenship competencies, is evident. The results of this SLR can positively contribute to scholarship in the fields of youth, news, and digital citizenship, suggesting an urgent need for research to consider the particularities of the individuals who make up groups rather than solely attending to their unifying characteristics and traits. The idea of diversity is broad and challenging, but considering it contributes to understanding the cultural, social, and ideological forces that shape society, its groups, and individuals.

Funding

Conflict of Interests

The authors declare no conflict of interest.

References

Adler, K., Salanterä, S., & Zumstein-Shaha, M. (2019). Focus group interviews in child, youth, and parent research: An integrative literature review. *International Journal of Qualitative Methods*, *18*. https://doi.org/10.1177/1609406919887274

Andersen, K., Ohme, J., Bjarnøe, C., Bordacconi, M. J., Albæk, E., & de Vreese, C. (2020). *Generational gaps in political media use and civic engagement*. Routledge. https://doi.org/10.4324/9781003111498

Arslan, G. (2018). Social exclusion, social support and psychological wellbeing at school: A study of mediation and moderation effect. *Child Indicators Research*, *11*, 897–918. https://doi.org/10.1007/S12187-017-9451-1

Baroutsis, A., Mills, M., McGregor, G., te Riele, K., & Hayes, D. (2015). Student voice and the community forum: Finding ways of "being heard" at an alternative school for disenfranchised young people. *British Educational Research Journal*, *42*(3), 438–453. https://doi.org/10.1002/berj.3214

Belur, J., Tompson, L., Thornton, A., & Simon, M. (2021). Interrater reliability in systematic review methodology: Exploring variation in coder decision-making. *Sociological Methods & Research*, *50*(2), 837–865. https://doi.org/10.1177/0049124118799372

Bhatia, K. V., & Pathak-Shelat, M. (2020). Reimagining religiously segregated spaces: Building interfaith sites through participatory photography. *Journal of Communication Inquiry*, *44*(4), 321–353. https://doi.org/10.1177/0196859920918543

Bosch, T. (2013). Youth, Facebook and politics in South Africa. *Journal of African Media Studies*, *5*(2), 119–130. https://doi.org/10.1386/jams.5.2.119_1

boyd, d. (2014). *It's complicated: The social lives of networked teens*. Yale University Press.

Braun, V., & Clarke, V. (2022). Toward good practice in thematic analysis: Avoiding common problems and be(com)ing a knowing researcher. *International Journal of Transgender Health*, *24*(1), 1–6. https://doi.org/10.1080/26895269.2022.2129597

Brites, M. J., Santos, S. C., Jorge, A., & Catalão, D. (2017). Ferramentas jornalísticas na educação: Uma rádio online para jovens. *Sociologia, Problemas e Práticas*, *84*, 81–100.

Buckingham, D., & De Block, L. (2010). Finding a global voice? Migrant children, new media and the limits of empowerment. In P. Dahlgren (Ed.), *Young citizens and new media* (pp. 149–164). Routledge.

Bulger, M., & Davison, P. (2018). The promises, challenges, and futures of media literacy. *The Journal of Media Literacy Education*, *10*(1), 1–21. https://doi.org/10.23860/jmle-2018-10-1-1

Carragee, K. M. (1990). Interpretive media study and interpretive social science. *Critical Studies in Media Communication*, *7*(2), 81–96. https://doi.org/10.1080/15295039009360166

Celestino, M., & Valente, V. (2022). Digital exclusion: Nuances of a phenomenon which causes inequalities and compromises civic engagement in information society. *International Journal of Advanced Engineering Research and Science*, *9*(6), 421–431. https://doi.org/10.22161/ijaers.96.43

Cogo, D., & Barsi Lopes, D. (2011). Movimientos juveniles, medios digitales y prácticas de ciudadanía en la periferia de Fortaleza (Brasil). *Observatorio (OBS*)*, *5*(1), 35–57. https://obs.obercom.pt/index.php/obs/article/view/379

Correa, T. (2010). The participation divide among "online experts": Experience, skills and psychological factors as predictors of college students' web content creation. *Journal of Computer-Mediated Communication*, *16*(1), 71–92. https://doi.org/10.1111/j.1083-6101.2010.01532.x

Council of Europe. (n.d.). *Media and information literacy*. https://www.coe.int/en/web/education/media-and-information-literacy

Cranmer, S. (2013). Listening to excluded young people's experiences of e-safety and risk. *Learning, Media and Technology*, *38*(1), 72–85. https://doi.org/10.1080/17439884.2012.658405

Dahlgren, P. (2013). *The political web: Media, participation and alternative democracy*. Palgrave Macmillan. https://doi.org/10.1057/9781137326386

Feixa, C. (2014). *De la generación@ a la #generación: La juventud en la era digital*. Ned Ediciones.

Frau-Meigs, D. (2019). Information disorders: Risks and opportunities for digital media and information literacy? *Medijske Studije*, *10*(19), 10–28. https://doi.org/10.20901/ms.10.19.1

Gallotti, M. M. C., Santos, T. H. D. N., & De Souza, J. A. (2015). Convergência entre a literacia informacional e a literacia mediática. In S. Pereira & M. Toscano (Eds.), *Literacia, media e cidadania—Livro de atas do 3.º congresso* (pp. 345–357). CECS. http://www.lasics.uminho.pt/ojs/index.php/cecs_ebooks/article/view/2247/2164

Gezduci, H., & d'Haenens, L. (2010). The quest for credibility and other motives for news consumption among ethnically diverse youths in Flanders. *Journal of Children and Media*, *4*(3), 331–349. https://doi.org/10.1080/17482798.2010.486143

Helbing, D., Mahajan, S., Fricker, R. H., Musso, A., Hausladen, C. I., Carissimo, C., Carpentras, D., Stockinger, E., Sanchez-Vaquerizo, J. A., Yang, J. C., Ballandies, M. C., Korecki, M., Dubey, R. K., & Pournaras, E. (2023). Democracy by design: Perspectives for digitally assisted, participatory upgrades of society. *Journal of Computational Science*, *71*, Article 102061. https://doi.org/10.1016/j.jocs.2023.102061

Herrera, L. (2012). Youth and citizenship in the digital age: A view from Egypt. *Harvard Educational Review*, *82*(3), 333–352. https://doi.org/10.17763/haer.82.3.88267r117u710300

Herrero-Diz, P., Ramos-Serrano, M., & Nó, J. (2016). Minors as creators in the digital age: From prosumer to collaborative creator—Theoretical review 1972–2016. *Revista Latina de Comunicación Social*, *71*, 301–322.

Ho, L.-C., & Baildon, M. (2013). Geographies of online spaces and intercultural citizenship. *Intercultural Education*, *24*(4), 327–340. https://doi.org/10.1080/14675986.2013.809246

Hobbs, R. (2013). The blurring of art, journalism, and advocacy: Confronting 21st century propaganda in a world of online journalism. *Journal of Law and Policy*, *8*(3), 625–637.

Jenzen, O. (2017). Trans youth and social media: Moving between counterpublics and the wider web. *Gender, Place & Culture*, *24*(11), 1626–1641. https://doi.org/10.1080/0966369x.2017.1396204

Juris, J. S. (2012). Reflections on #Occupy Everywhere: Social media, public space, and emerging logics of aggregation. *American Ethnologist*, *39*(2), 259–279. https://doi.org/10.1111/j.1548-1425.2012.01362.x

Kahne, J., College, M., Middaugh, E., Allen, D., Cohen, C. J., Earl, J., Gardner, H., & Ito, M. (2014). *Youth, new media, and the rise of participatory politics*. Youth and Participatory Politics Research Network.

Khan, M. Y., Javeed, A., Khan, M. J., Din, S. U., Khurshid, A., & Noor, U. (2019). Political participation through social media: Comparison of Pakistani and Malaysian youth. *IEEE Access*, *7*, 35532–35543. https://doi.org/10.1109/access.2019.2904553

Lee, A. Y. L., & So, C. Y. K. (2014). Media literacy and information literacy: Similarities and differences. *Comunicar*, *21*(42), 137–146. https://doi.org/10.3916/c42-2014-13

Leurs, K. (2017). Communication rights from the margins: Politicising young refugees' smartphone pocket archives. *International Communication Gazette*, *79*(6/7), 674–698. https://doi.org/10.1177/1748048517727182

Leurs, K., Omerović, E., Bruinenberg, H., & Sprenger, S. (2018). Critical media literacy through making media: A key to participation for young migrants? *Communications*, *43*(3), 427–450. https://doi.org/10.1515/commun-2018-0017

Lindell, J. (2020). Battle of the classes: News consumption inequalities and symbolic boundary work. *Critical Studies in Media Communication*, *37*(5), 480–496. https://doi.org/10.1080/15295036.2020.1829670

Malhotra, A., Sharma, R., Srinivasan, R., & Mathew, N. (2018). Widening the arc of Indigenous communication: Examining potential for use of ICT in strengthening social and behavior change communication efforts with marginalized communities in India. *The Electronic Journal of Information Systems in Developing Countries*, *84*(4), Article e12032. https://doi.org/10.1002/isd2.12032

Marchi, R. (2012). From disillusion to engagement: Minority teen journalists and the news media. *Journalism*, *13*(6), 750–765. https://doi.org/10.1177/1464884911431379

Marchi, R. (2016). News translators: Latino immigrant youth, social media, and citizenship training. *Journalism & Mass Communication Quarterly*, *94*(1), 189–212. https://doi.org/10.1177/1077699016637119

Marchi, R., & Clark, L. S. (2018). Social media and connective journalism: The formation of counterpublics and youth civic participation. *Journalism*, *22*(2), 285–302. https://doi.org/10.1177/1464884918807811

Marôpo, L. (2014). Identidade e estigmatização: As notícias na perceção de crianças e jovens de um bairro de realojamento. *Análise Social*, *210*(1), 104–127.

Mchakulu, J. E. (2018). Mediating an alternative public sphere: Malawian readers attitudes and perceptions towards a tabloid. *Cogent Social Sciences*, *4*(1), Article 1452841. https://doi.org/10.1080/23311886.2018.1452841

Miconi, A. (2020). News from the Levant: A qualitative research on the role of social media in Syrian diaspora. *Social Media + Society*, *6*(1). https://doi.org/10.1177/2056305119900337

Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *PLoS Medicine*, *6*(7), Article e1000097. https://doi.org/10.1371/journal.pmed.1000097

Mude, G., & Undale, S. (2023). Social media usage: A comparison between Generation Y and Generation Z in India. *International Journal of E-business Research*, *19*(1). https://doi.org/10.4018/ijebr.317889

Newman, N., Fletcher, R., Kalogeropoulos, A., & Nielsen, R. K. (2019). *Reuters Institute digital news report 2019*. Reuters Institute.

Oliveira, A. F. (2022). Through the eyes of young people: What is the meaning, value and impact of citizenship and youth participation? *Observatorio (OBS*)*, *16*(Special Issue), 63–84.

Olson, C. S. C. (2016). #BringBackOurGirls: Digital communities supporting real-world change and influencing mainstream media agendas. *Feminist Media Studies*, *16*(5), 772–787. https://doi.org/10.1080/14680777.2016.1154887

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., . . . Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, *372*, Article n71. https://doi.org/10.1136/bmj.n71

Pahore, M. R., Memon, S., Hamid, N. A., & Ismail, A. B. (2021). Does gender differences exist in online newspaper consumption among Pakistani youth? *Jurnal The Messenger*, *13*(1), 81–93. https://doi.org/10.26623/themessenger.v13i1.2552

Pangrazio, L., & Sefton-Green, J. (2021). Digital rights, digital citizenship and digital literacy: What's the difference? *Journal of New Approaches in Educational Research*, *10*(1), 15–27. https://doi.org/10.7821/naer.2021.1.616

Pereira, S. (2021). *Crianças, jovens e media na era digital: Consumidores e produtores?* UMinho Editora. https://doi.org/10.21814/uminho.ed.45

Pervin, N., & Mokhtar, M. (2022). The interpretivist research paradigm: A subjective notion of a social context. *International Journal of Academic Research in Progressive Education and Development*, *11*(2), 419–428.

Pham, A., Morgan, A. R., Kerman, H., Albertson, K., Crouch, J. M., Inwards-Breland, D. J., Ahrens, K. R., & Salehi, P. (2020). How are transgender and gender nonconforming youth affected by the news? A qualitative study. *Journal of Adolescent Health*, *66*(4), 478–483. https://doi.org/10.1016/j.jadohealth.2019.11.304

Prensky, M. (2001). Digital natives, digital immigrants part 2: Do they really think differently? *On the Horizon*, *9*(6), 1–6. https://doi.org/10.1108/10748120110424843

Qin, J., Muenjohn, N., & Chhetri, P. (2013). A review of diversity conceptualizations: Variety, trends, and a framework. *Human Resource Development Review*, *13*(2), 133–157. https://doi.org/10.1177/1534484313492329

Ragnedda, M., Ruiu, M. L., & Addeo, F. (2022). The self-reinforcing effect of digital and social exclusion. The inequality loop. *Telematics and Informatics*, *72*, Article 101852. https://doi.org/10.1016/j.tele.2022.101852

Santos, A., Cabecinhas, R., & Cerqueira, C. (2015). Onde está o Wally? (In)visibilidades sobre mulheres e política nas práticas de receção jornalística. *Observatorio (OBS*)*, *9*(1), 17–42.

Schelbe, L., Chanmugam, A., Moses, T., Saltzburg, S., Williams, L. R., & Letendre, J. (2015). Youth participation in qualitative research: Challenges and possibilities. *Qualitative Social Work*, *14*(4), 504–521. https://doi.org/10.1177/1473325014556792

Serban, A., Stefan, V., Potocnik, D., & Moxon, D. (2020). *Social inclusion, digitalisation and young people*. European Commission; Council of Europe.

Sousa, C., & Costa, C. (2022). Mapping the inclusion of children and youth with disabilities in media literacy research. *Media and Communication*, *10*(4), 400–410. https://doi.org/10.17645/mac.v10i4.5769

Stornaiuolo, A., & Thomas, E. E. (2018). Restorying as political action: Authoring resistance through youth media arts. *Learning, Media and Technology*, *43*(4), 345–358. https://doi.org/10.1080/17439884.2018.1498354

Tallam, E. (2021). What is news? A young peoples' perspective in Kenya. *African Journalism Studies*, *42*(4), 65–81. https://doi.org/10.1080/23743670.2021.2011760

Tamani, E. (2011). Consumption of local news in television and newspapers and national pride among Malaysian youth. *Pertanika Journal of Social Science and Humanities*, *19*(1), 71–80.

Tefera, A. A., Powers, J. M., & Fischman, G. E. (2018). Intersectionality in education: A conceptual aspiration and research imperative. *Review of Research in Education*, *42*(1), vii–xvii. https://doi.org/10.3102/0091732X18768504

UNESCO. (2013). *Global media and information literacy assessment framework: Country readiness and competencies*. United Nations Educational, Scientific, and Cultural Organization.

UNESCO. (2020). *Seoul declaration on media and information literacy for everyone and by everyone: A defence against disinfodemics*.

Wilf, S., Maker Castro, E., Gupta, K. G., & Wray-Lake, L. (2022). Shifting culture and minds: Immigrant-origin youth building critical consciousness on social media. *Youth & Society*, *55*(8), 1589–1614. https://doi.org/10.1177/0044118x221103890

Yue, A., Nekmat, E., & Beta, A. R. (2019). Digital literacy through digital citizenship: Online civic participation and public opinion evaluation of youth minorities in Southeast Asia. *Media and Communication*, *7*(2), 100–114. https://doi.org/10.17645/mac.v7i2.1899

About the Authors

Ana Filipa Oliveira holds a PhD in communication studies from University of Minho, Portugal. She is an assistant professor at Lusófona University and an integrated researcher at the Centre for Research in Applied Communication, Culture, and New Technologies (CICANT). Her main research interests include youth citizenship and participation, media education, creative media production, participatory methodologies, and intergenerationality. Full CV: https://www.cienciavitae.pt/portal/3B15-DA17-49EE

Maria João Leote de Carvalho holds a PhD in sociology from the NOVA School of Social Sciences and Humanities, Portugal. Currently, she is an auxiliary researcher at NOVA FCSH—Interdisciplinary Centre of Social Sciences, Portugal. Her current main interests are child justice, children's rights, and the regulation of children and youth's digital practices and media uses. Full CV: https://www.cienciavitae.pt/EF13-1EAC-CEEF

Carla Sousa has a PhD in communication sciences with a background in psychology. Her main research targets are directed toward media studies, with a particular focus on games, inclusion, behaviour, learning, and human diversity. At Lusófona University (Portugal), Carla is part of CICANT, and also teaches in the degrees in Psychology and Videogames. Full CV: https://www.cienciavitae.pt/portal/en/1A13-60F1-0B45