

Summaries

Beth Juncker & Gitte Balling: DYRN. Et visionært forskningsnetværk om digital ungdom (DYRN. A digital youth research network with a vision and a mission)

Page: 5-10

The article tells the story of the collaboration across universities, disciplines, languages, countries and continents which in Berlin March 2014 made it possible to establish a new iSchool Digital Youth Research Network - DYRN.

Beth Joy Patin: At overskride grænser. Eliza Dresangs bidrag til en gentænkning af digital ungdom i et kulturelt kompetenceperspektiv (Pushing Boundaries. Reforming the Digital Youth Agenda through Cultural Competence with Eliza T. Dresang)

Pages: 11-20

***This article is written in memory of
Dr. Eliza T. Dresang***

Cultural competence refers to the ability to know and respect one's own culture and that of others. Throughout her career Dr. Eliza T. Dresang worked diligently to help make children's library services and materials more inclusive and reflective of those children's cultures and communities. Though probably most well-known for her theory Radical Change (1999), as early as 1977 Dresang was championing for the rights of all children in libraries. This article serves as a reflection of Dresang's work in multicul-

tural literature and cultural competence, describes the creation of a course based on cultural competence foundations, and finally, summarizes the preliminary results of two research projects seeking to help demonstrate the value of cultural competence for both digital youth and the adults who engage with them.

Beth Juncker: Digital ungdom. En udfordring for kulturpolitik og kulturformidling i de nordiske lande (Digital Youth. A Challenge to Cultural Policy and Cultural Dissemination addressing Children and Young People in the Nordic Countries)

Pages: 21-28

The article examines the new cultural policies and strategies addressing children and young people in the Nordic countries from the beginning of the 21. century. Have the challenges from digital technologies, media and the young digital native generations influenced the basic understandings of the relations between art, culture, children and young people? Are the Nordic countries moving from an instrumental cultural policy rationale linking meetings with art, culture and artists to literacy and formal learning towards an expressive rationale focusing of the meaning of these meeting in their own right?

Marianne Martens: Legende læseoplevelser. Bogrelaterede sociale platforme for mindre børn (Gaming the Reading Experience. Book-related Social Spaces for Young Children)
Pages: 29-39

The article examines how books are marketed and disseminated across digital age channels that now target younger and younger readers. Two recently established sites on which young people can review media including books: *KidzVuz* and *BiblioNasium* are examined. These sites manage to conform to the Child Online Privacy Protection Act (COPPA) by requiring parental or educator consent via third party moderators, which allow younger readers broader opportunities to participate, while simultaneously benefitting from children's affective labor around books, as they promote books to peers, and especially in the case of *Kidzvuz*, connect with brands. On *Kidzvuz*, children aged 7-12 can make videos, connect with "friends," and join fan clubs as they review books and other items across media and interests, including television, movies, games, pets, and contests. *BiblioNasium* is a book-reviewing site for six to thirteen-year-olds. Overtly educational in scope, the site claims to be: "dedicated not only to encouraging your child to read, but also to making him or her a better reader" (BiblioNasium, 2014). While both *KidzVuz* and *BiblioNasium* strive to get younger children excited about books by getting them to participate socially in reading, there is a delicate balance between commercialism and altruism at play, particularly as participatory sites around reading set their sights on those younger than thirteen. This article will examine how online labor around books is increasingly being recruited from younger children in ways that are engaging and fun, while they push the limits of the law.

Anne-Katharina Weilenmann: Generation Y. Altid på, altid forbundet i en svingende verden? (Generation Y. Always connected and interlinked in a vibrant exciting world?)
Pages: 41-44

The article takes the point of departure in the rapid changing social environment due to digital technology and the development of social medias. It focusses on the young 'digital native' generations, the generation Y, and their ways to information literacy in an information overload situation. What do all these developments mean for young people, how can they

cope with the huge amount of information and data? How can librarians support Generation Y to meet its challenges? the article asks. Discussing the huge literature on this subject and taken inspiration from it, the article concludes, that librarians can create great knowledge spaces, inspiring physical and virtual environments where learning, working and leisure can exist side by side, where young people can meet and slow down. Librarians are paving the way for a networked and connected system where each part interacts with each other, a system where smart ideas can grow.

Lars Konzack: Nye former for berømmelse på nettet - internet-mem (Meme Fame)
Pages: 45-51

The article categorizes, describes and analyses the new types of fame created and developed on the internet. It focusses on a special type of fame - the internet - mem. In order to understand this phenomenon the article fetches special terms and notions from the research literature and uses them analyzing a range of concrete cases illustrating Meme Fame.

Niels-Peder Osmundsen Hjøllund: Fantasiens rolle for brugen af sociale medier. Et et lacansk' perspektiv på digital ungdom (The role of fantasy in social media use. A lacanian approach to digital youth)
Pages: 53-62

The main objective of this article is to ask how the use of social media influences the formation the formation of the subject and thereby to explore aspects of a psychoanalytical theoretical framework for analysis, that could point to transformational features in the formation of discourses and how these influences young people's way of appropriating information. This article framework is part of a larger research project which examines digital youth and their use of social media in everyday life and education. The article will investigate the following questions, "How does social media use and technological interfacing affect the formation of the subject?" And "What consequences does the use of social media and the technological interfacing have on how we as human subjects appropriate and disseminate information?" My analysis of the questions above are inspired by Jacques Lacan and his psychoanalytical theory of subjectivity and the phantasmatic framing of the subjects desire.