

Special Issue

Online Safety among Children and Adolescents: Aiming towards More Tailored Delivery and Support

Message from the Guest Editor

Online safety education faces a significant challenge in keeping up with the diverse and ever-evolving online risks and potential harms, while also acknowledging the benefits of online experiences for children and adolescents. Moving away from “rule-based” and “one-size-fits-all” approaches is essential. Individual differences, psychological, social and educational factors may play significant parts in improving current practices, while the style of delivery and offline factors may influence the effectiveness of the message. This Special Issue is particularly focused on exploring the following topics:

- New Understandings of Online Risks and Harms
- Old Versus New Approaches to Online Safety Education
- Role of Social Isolation, Emotional Distress, or Psychological Factors
- Parental Practices in Promoting Safer Internet Use
- Individual Differences in Online Safety Practices
- Children’s Services and Practitioners’ Understanding of Online Risks/Harms
- Improving Resilience and Help-Seeking Behaviour

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Message from the Editor-in-Chief

Social Sciences is an international, open access, peer-reviewed journal publishing the latest research across all disciplines of the social sciences, including anthropology, economics, law, linguistics, education, geography, history, political science, psychology, sociology, and other related areas. The journal is especially interested in interdisciplinary research, and aims to encourage creative, innovative, and critical reflections across social science disciplines. The journal welcomes conventional length articles, shorter Research Notes or articles, as well as Special Issue submissions, as long as they meet the journal's standards of quality and originality.

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