

Thinking about internormativity to face the challenges surrounding the use of digital technologies in early childhood

Emerging Scholars Workshop (Spring-Summer 2026)

June 24, 2026, 1:30–3:30 p.m.



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General comment No. 25 (2021) on children's rights in relation to the digital environment

 UN. Committee on the Rights of the Child

 2021

Par. 15 The use of digital devices should not be harmful, nor should it be a substitute for in-person interactions among children or between children and parents or caregivers. States parties should pay specific attention to the effects of technology in the earliest years of life, when brain plasticity is maximal and the social environment, in particular relationships with parents and caregivers, is crucial to shaping children's cognitive, emotional and social development. In the early years, precautions may be required, depending on the design, purpose and uses of technologies. Training and advice on the appropriate use of digital devices should be given to parents, caregivers, educators and other relevant actors, taking into account the research on the effects of digital technologies on children's development, especially during the critical neurological growth spurts of early childhood and adolescence.

What digital technologies do to the toddlers (direct consequences)

Risks to vision development

(Haut Conseil de la Santé Publique, 2020, p. 35)

Decreased attentional capacity

(Harlé, B., & Desmurget, M., 2012, p. 773)

Musculoskeletal disorders

(INRS, 2023)

Impacts on sleep quality

(Canadian Paediatric Society, 2017)

What the toddlers don't do (indirect consequences)

Lower language skills

(Madigan S, McArthur BA, Anhorn C, Eirich R, Christakis DA, 2020)

Risk of overweight and obesity

(Haut Conseil de la Santé Publique, 2020, p. 51)

Impacts on sleep quantity

(Canadian Paediatric Society, 2017)

Developmental delays at cognitive, motor and social-emotional levels

(Fitzpatrick C. & Binet M-A. 2023)



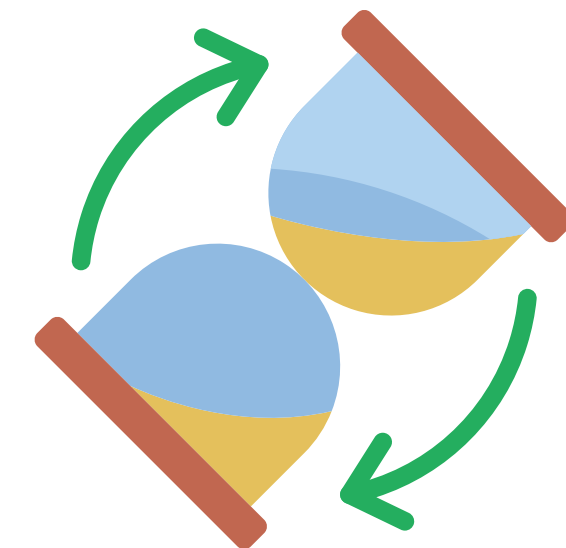
0-2 years: no screen time,
except for videoconferencing with a time limit.

2-5 years: maximum of one hour per day
(educational content and viewing preferred)

VS.

0-2 years: 52% of children spend an hour or more in front of
screens (age one) (Takahashi, Obara & al., 2023)

2-5 years: 64% of preschoolers (average age 3.5) exposed
to more than two hours of screen time per day
(Fitzpatrick, Binet & al., 2023)



Norms adopted to face this public health challenge

State norms (government and positive law)

Example :

Proposition de loi n° 757 de 2023 (France)

Institutional and official norms

Example :

*Norms from the Haut Conseil de la Santé Publique
(France, 2020)*

Social norms outside the family home

Example :

*« Avec nos enfants, sans écran » of the Conseil
québécois des services éducatifs à la Petite Enfance*

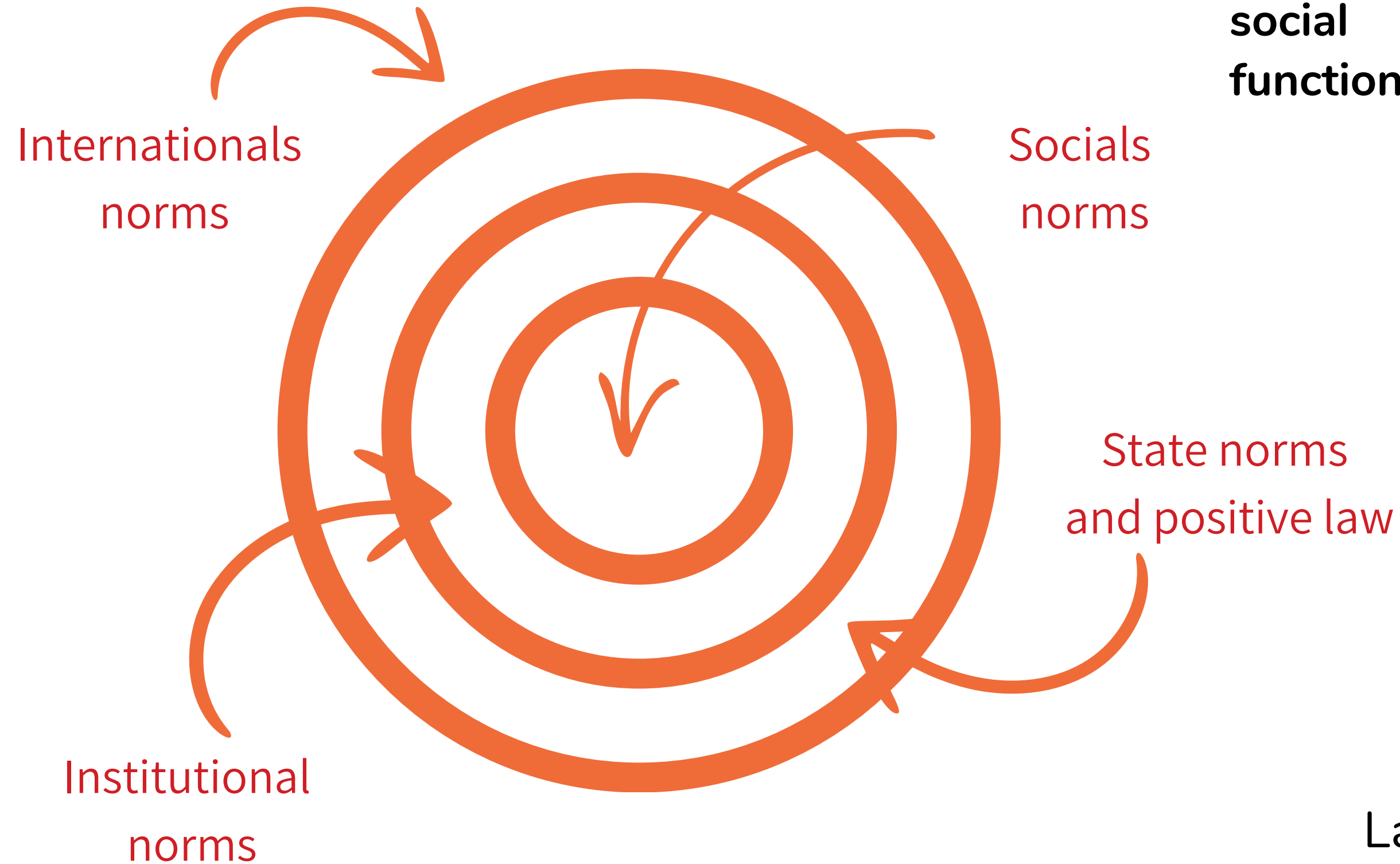
Social norms in the family home

Example :

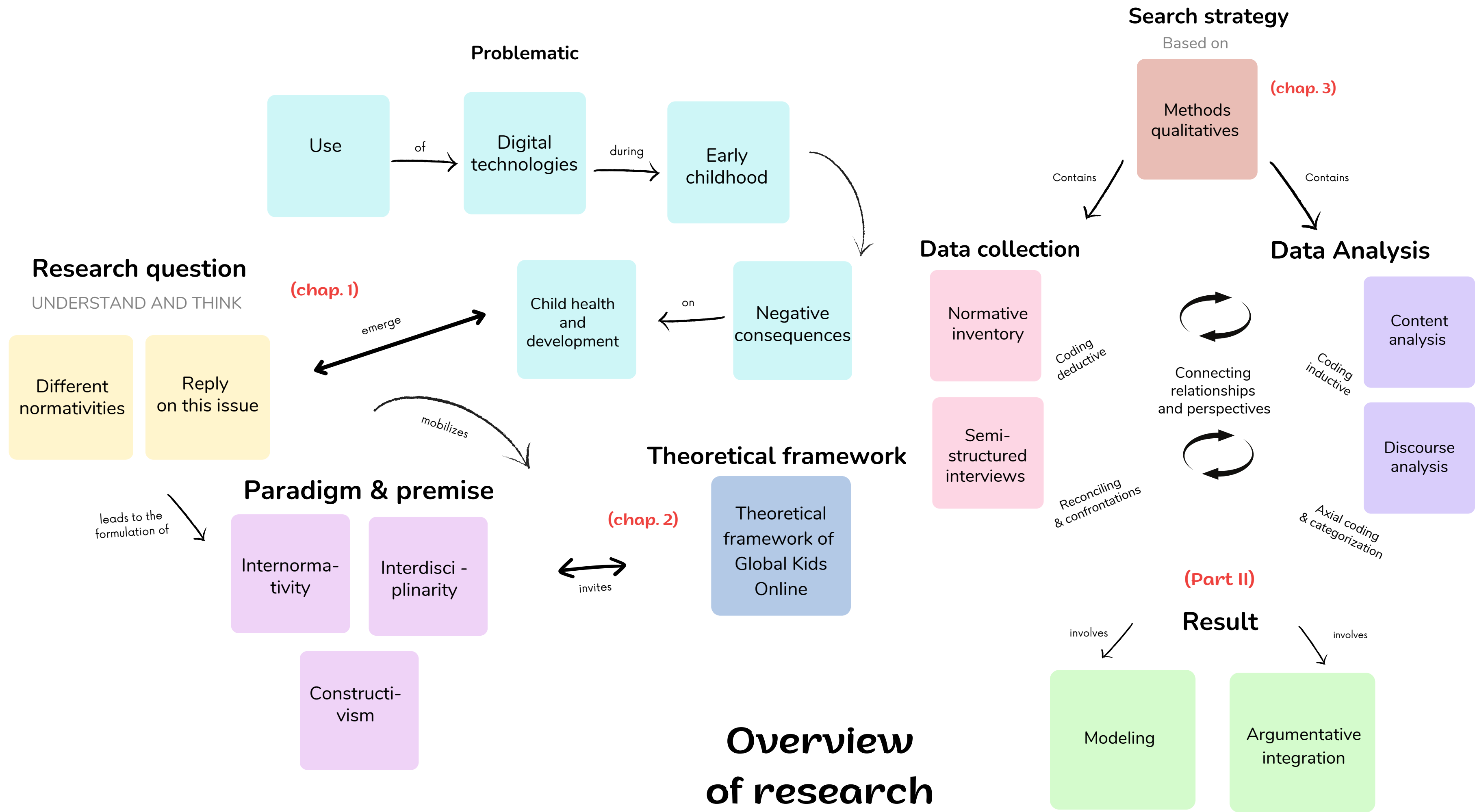
Modèle d'entente familiale de Pause (Capsara)

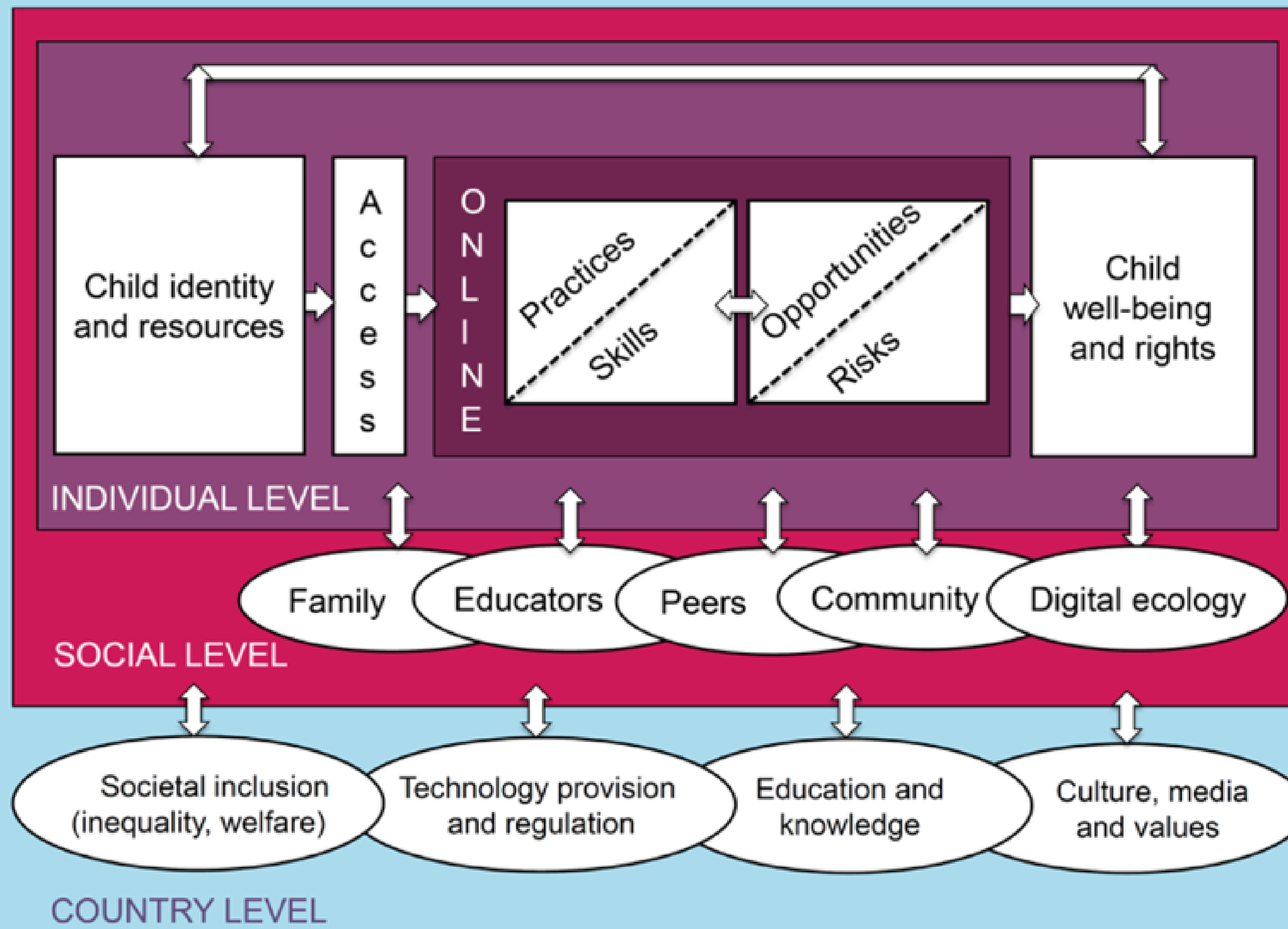
Internormativity

Multitude of dynamic exchanges between norms that have the **same social function = normative function** (Belley, 1996, p. 275)



Law is not only state law.
(Guy Rocher)





**Theoretical
framework :**
**Global Kids Online
model**

**The role of norms
"transmitters"**



Main research question

How do norms designed to prevent excessive use of digital technologies deploy in a toddler's ecology to ensure their healthy development and protect their health?





Thank you

Merci



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