

Written evidence submitted by Ms Fatemeh Hajiali (NDC0018)

Submission to the UK Parliament
Science, Innovation and Technology Committee
Inquiry: Neuroscience and Digital Childhoods
Independent Educational Psychology Researcher

I am writing to contribute to Questions 4 and 3 of this inquiry, drawing on my academic background in educational psychology and my practical experience as a parent in a bilingual migrant context.

Regarding Question 4, although a growing body of research exists on digital device use among children, a significant gap remains in understanding how these effects differ across linguistic and cultural contexts. In particular, children from bilingual or migrant backgrounds may experience digital environments differently, especially where language proficiency, educational adjustment, and social integration intersect.

More research is needed on how digital exposure interacts with language development, especially in children who are still acquiring academic English. Digital tools may support learning, but they can also widen gaps where content is not adapted to the child's linguistic level.

Regarding Question 3, children's perspectives are often overlooked in policy discussions. In my observation, children are aware of both the benefits and pressures associated with digital devices. However, their voices are rarely systematically included in shaping guidelines or educational approaches.

It would be valuable for future policy to incorporate structured feedback from children themselves, particularly from diverse and underrepresented backgrounds, to reflect real-life experiences better.

Overall, a more nuanced and context-sensitive approach is needed when evaluating the impact of digital technologies on child development.

I would welcome the opportunity to contribute further to this inquiry if required.

Thank you for considering this contribution.

2 May 2026