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ADOLESCENCE & TECHNOLOGY

Growing Up in the Digital Age

29 May 2025

WEBINAR REPORT

ADOLESCENCE & TECHNOLOGY

Growing Up in the Digital Age

Thursday, 29 May 2025, 5 PM IST

Exploring how technology, digital culture, and shifting developmental milestones are reshaping adolescence—and what this means for learning, parenting, and education.



Poojan Sahil
Pallavan Learning Systems



Shyine Kundareaka
Student, The Royal Academy, Bhutan



Sanjana Mishra
Psychologist, Researcher



Ahana Kumar
Former student of
Shiv Nadar School, Noida



Amitabh Kumar
Activist, Technologist

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आपकी सीखना सीखें
LEARNING TO LEARN

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INTRODUCTION

On May 29th, 2025, Pallavan Learning Systems hosted its 19th webinar on the theme, *'Adolescence and Technology: Growing Up in the Digital Age,'* in association with Ritinjali and the Centre for Escalation of Peace. This timely and thought-provoking session brought together diverse voices—two students, a psychologist, a technologist—to explore the complex interplay between adolescence and digital culture. As technology continues to influence nearly every aspect of human experience, the impact on adolescents, who are navigating a critical phase of identity development and emotional growth, has become a subject of urgent reflection.

Adolescence today unfolds within a dramatically different context than it did even a decade ago. The digital world—once a separate realm—is now interwoven with the everyday experiences of young people. Social media, artificial intelligence, and algorithm-driven content are shaping how adolescents communicate, learn, relate to others, and construct their identities. The line between online and offline existence is increasingly blurred, and adolescents are growing up in an environment of continuous connectivity, constant feedback, and unprecedented exposure to global narratives and expectations.

The webinar set out to examine this reality in all its dimensions. It asked: How is technology reshaping the developmental milestones traditionally associated with adolescence? What psychological, cognitive, and emotional challenges does the digital landscape introduce? How do adolescents understand themselves in a world where peer validation, performative identities, and digital distractions are ever-present? And perhaps most critically, what role can and should adults—educators, parents, and policymakers—play in guiding adolescents through this rapidly evolving terrain?

Drawing from real-life experiences, classroom observations, psychological insights, and technological expertise, the conversation moved beyond simplistic views of technology as either wholly good or bad. Instead, it explored a middle path—acknowledging both the empowering possibilities and the deep vulnerabilities that digital life creates for young people. The discussion also highlighted a pressing need to equip adults with the understanding, empathy, and tools required to meaningfully support adolescents in their digital journeys.

This report captures the depth and nuance of the conversation, highlighting key themes such as identity formation in online spaces, the overstimulation of the adolescent brain, the limitations and ethical challenges of AI in education, and the urgent call for digital literacy, emotional safety, and collaborative mentorship. It also includes reflections on the responsibilities of schools and institutions in creating safe digital environments, the importance of involving adolescents in policy conversations, and the value of grounding practices that help young people stay present and resilient in an age of endless scrolling.

By illuminating these themes, the webinar aimed to foster not only awareness, but also action, encouraging all stakeholders in the adolescent ecosystem to reimagine how we nurture, guide, and stand beside young people as they grow up in the digital age.



ABOUT THE SPEAKERS

Moderator: **Poojan Sahil**
Pallavan Learning Systems



With over ten years of experience in education, Poojan Sahil has contributed significantly to teaching, teacher training, curriculum development, and EdTech. His career began with teaching Mathematics and Physics at Shiv Nadar and Vasant Valley Schools, where he focused on creating engaging learning experiences. Currently, at Pallavan Learning Systems, Poojan is involved in large-scale teacher training projects and has designed various professional development courses in both online and in-person formats. Leveraging his technology background, he led the development of the PLS Learning Portal and other digital learning solutions. Poojan is also a published columnist on education and a musician.

Panelist: **Amitabh Kumar**
Activist, Technologist



Amitabh Kumar (Ami) is a fourth-generation activist, technologist, and leading voice in the intersection of social justice and digital safety. Ami is the founder of Social & Media Matters and Contrails.ai, where he now focuses on building cutting-edge AI agents for trust and safety. He serves on the Safety Advisory Boards of Google, Meta, Netflix, Uber, and several other major tech platforms, working to ensure digital environments are inclusive, empathetic, and secure, especially for adolescents and marginalised communities.

Panelist: **Sanjana Mishra**
Psychologist, Researcher



Sanjana Mishra is a psychologist, researcher and narrative practitioner who has been working with children, adolescents, young adults and families for over six years. Her work includes psychotherapy with young people and families and qualitative research with a focus on gender, mental health, neurodiversity and narrative practices. She has published research work with a focus on adolescent mental health in India and gender, sexuality and mental health. Sanjana holds an MA in Applied Psychology (Clinical) from the Tata Institute of Social Sciences, Mumbai, and a Diploma in Narrative Therapy and Community Work from the Dulwich Centre, Adelaide.



Panelist: **Ahana Kumar**

Former student of Shiv Nadar School, Noida

Ahana is a recent high school graduate with a strong passion for psychology and a growing interest in sociology and political science. Throughout her academic journey, she has consistently sought to create a positive impact, whether within her school community or at home. She believes that even small acts can ripple outwards and make a real difference. Her subject choices in high school not only shaped her worldview but also deepened her engagement with social issues. She's driven by a desire to understand people and society better, and she looks forward to exploring these fields further in her higher education and beyond.



Panelist: **Shyine Kundareaka**

Student, The Royal Academy, Bhutan

Shyine Kundareaka is a 16-year-old student currently in Grade 11 at The Royal Academy. Born in Thimphu and raised in Paro, Bhutan, Shyine has a deep passion for astronomy and literature, and is always enthusiastic about engaging in thoughtful, meaningful conversations. At school, Shyine is an active member of the PANOPTES team, where they focus on the research of exoplanet transits by analysing light curves. Shyine is grateful for the opportunity to participate in this webinar and looks forward to connecting with a diverse and insightful community of peers.



WEBINAR SESSION



Redefining Adolescence in a Hyperconnected World

The webinar opened with a reflection on how a popular television show captured the essence of modern adolescence, depicted through a single continuous shot, symbolising the relentless flow of digital life. This metaphor set the tone for the session: adolescence today is a continuous stream of stimuli, devoid of pauses, where moments, notifications, and reactions blur into each other. There is little room to stop, reflect, or process experiences.

Adolescents are no longer simply going through puberty in a biological sense; they are simultaneously crafting identities in digital spaces where every action is visible and archived. Participants observed how the adolescent experience has become a performance—a constant curation of one's self-image through filters, posts, likes, and follows.

Psychologically, adolescence has always been a phase of questioning: Who am I? What do I want? Traditionally, these questions were supported by peers, parents, and schools. But in the digital age, these same questions are answered—and often distorted—by influencers, algorithms, and public feedback.

The Adolescent Brain and the Effects of Overstimulation

The session highlighted the neurodevelopmental vulnerability of adolescents. The prefrontal cortex, responsible for decision-making, impulse control, and critical thinking, is still developing. Meanwhile, adolescents are inundated with content that requires constant reactions and triggers immediate emotional responses.

This overstimulation affects attention spans and executive functioning. Adolescents are rarely engaged in single tasks. Multitasking with multiple tabs, devices, and platforms has become the norm, leading to reduced capacity for sustained focus, deep thinking, and planning.

Identity, Validation, and the Performance of Self

Panellists spoke about how social media can heighten the psychological pressure adolescents face. The concept of the ‘imaginary audience’—where adolescents feel as though they are always being watched—is no longer imaginary. On social media, every moment is indeed subject to real-time feedback and judgement. This can intensify feelings of self-consciousness and anxiety.

Online validation often becomes the metric by which adolescents measure their worth. Posts that receive attention reinforce certain behaviours, appearances, or opinions,

while silence can cause distress. Adolescents may begin to equate online popularity with personal value, leading to a fragile sense of self.

While social media can offer freedom to explore and express identity, it also comes with the pressure to conform to trends, maintain curated personas, and seek approval from peers and strangers alike.

Technology as Teacher: Human Versus AI

The conversation turned to the role of AI and technology in education. Participants noted the growing influence of platforms like YouTube, chatbots, and generative AI in learning. While these tools make knowledge accessible and personalised, there is growing concern over their impact on creativity and critical thinking.

AI delivers content based on predictive models, not pedagogical insight. It doesn't challenge biases, prompt reflective thought, or adapt to emotional nuances the way human teachers do. It is designed to engage, not necessarily to educate. As such, adolescents must be taught not only how to use AI tools, but how to question them.

The importance of human teachers was underscored repeatedly. Teachers do more than transmit information—they provide emotional support, observe non-verbal cues, and offer moral frameworks. Rather than being replaced, teachers should collaborate with technology to deliver a more holistic education.

Digital Literacy and Critical Reflection

A recurring theme in the discussion was the urgent need to incorporate digital literacy into school curricula. Many institutions only touch upon the basics, such as distinguishing between fake and real news. The panel advocated for a deeper

engagement with the digital world: teaching students to question algorithms, reflect on their emotional responses to content, and identify credible sources.

Teachers can foster this critical literacy through classroom discussions that invite reflection. Questions like ‘What did social media teach you this week?’ help adolescents unpack the content they consume and develop a more thoughtful relationship with technology.

Safety, Risk, and the Darker Side of the Internet

Though the internet is largely safe, the 10% that isn’t can be deeply harmful. The anonymity of digital spaces enables predators, criminal networks, and malicious actors to reach adolescents with ease. Children can be groomed over years without realising it.

The webinar stressed the need for parents and educators to take online safety seriously. Adolescents must be taught to recognise red flags, understand boundaries, and feel safe reporting uncomfortable experiences. Importantly, they must not be blamed for missteps but supported with compassion.

Adults often underestimate the severity of online threats or hesitate to set limits, fearing backlash or appearing uninformed. The panel insisted that setting boundaries is not censorship but a necessary act of care.

Collaboration Between Generations

Adolescents are digital natives; many adults are digital migrants. This generational divide can cause friction and misunderstanding. Young people often dismiss adult

concerns as outdated or irrelevant. To bridge this gap, adults must show a genuine willingness to understand the platforms and experiences their children are navigating. The panel advocated for more collaborative and participatory dialogue between adolescents and adults. Rather than lecturing, adults should invite adolescents into conversations about their digital lives, acknowledging their insights and involving them in decision-making, especially around policy and institutional responses.

Cultural Anchors and Grounding Practices

In a world that rarely pauses, the session also explored the importance of presence. Practices rooted in culture and mindfulness, such as the morning Ngondro at The Royal Academy in Bhutan, were cited as valuable tools to help adolescents ground themselves in the moment. These rituals, often simple and reflective, help counterbalance the overstimulation of the digital world.

Encouraging young people to focus, reflect, and simply be present is a powerful act of resistance in a culture of distraction. Being able to focus on one thing at a time, even briefly, is increasingly a superpower.



Q&A HIGHLIGHTS

Q1: What should parents, teachers, and institutions do to mentor adolescents effectively in the digital age?

A. Shyine Kundareaka: Schools must embed comprehensive digital literacy that goes beyond technical skills and encourages critical reflection. Even short weekly discussions on digital content can help students become more mindful.

A. Ahana Kumar: Institutions should also support and educate parents. Schools can host joint sessions for parents and students to discuss the emotional and cognitive impacts of digital life.

A. Amitabh Kumar: Adults must educate themselves about the internet, AI, and social media. Policy creation should be based on understanding, not fear. Collaboration between youth and adults is essential for relevance and inclusivity.

Q2: How can we ensure technology fosters inclusion and doesn't widen the digital divide?

A. Amitabh Kumar: Early, guided exposure to technology is key. Institutions should provide age-appropriate digital access with clear guardrails. Policies should be informed by the lived experiences of young people and developed in consultation with them.

Q3: How can schools and families address adolescents' emotional vulnerabilities in digital spaces?

A: Sanjana Mishra : It is important to understand that social media is not just about

technology—it's about identity, belonging, and relationships. Adolescents often feel isolated when things go wrong online. Schools and families must validate their emotional responses rather than dismiss them. Creating non-judgmental spaces for young people to talk about what they are experiencing online is critical.

Q4: What can teachers do in everyday classrooms to support digital awareness and mental wellbeing?

A. Sanjana Mishra: Teachers can integrate digital reflection activities into classroom routines, like journaling about their online habits or discussing how digital interactions make them feel. They should also pay attention to patterns of withdrawal or aggression, which may stem from digital experiences. Mental health and digital wellbeing should be seen as interconnected and addressed with equal seriousness.

Q5: What final message would you give to adults who feel unsure about how to guide adolescents in the digital age?

A. Ahana Kumar: Be open. Don't pretend to know everything—adolescents appreciate honesty and curiosity more than authority. Admit when you don't understand something and ask questions instead of making rules without dialogue.

A. Sanjana Mishra: Rather than being reactive, be proactive. Model the behaviours you want to see. Share your own struggles with technology, too—it creates space for authenticity and empathy.

A. Amitabh Kumar: The digital world is not going away. The best way to prepare adolescents for it is to prepare ourselves first. Learn with them. Walk beside them.



LEARNINGS FROM THE WEBINAR

Rigwang Choki Selden, Grade 10 B, Nganglam School, Bhutan

The webinar on Adolescence and Technology started around 5:30 PM. All the residential students, including me, gathered in the Multi-Purpose Hall, excited for the session to begin. The day scholars did not get an opportunity to attend this session. Everyone was looking forward to the program with great interest and smiles on their faces. The session began with Mr. Poojan from Pallavan Learning System, who was the moderator. He welcomed everyone and introduced the panelists: Amitabh Kumar, a technologist; Sanjana Mishra, a psychologist and researcher; Ahana Kuma, a former student of Shiv Nadar School, Noida; and Shyine Kundareaka, a student from The Royal Academy, Bhutan. I felt very proud to see a young girl from Bhutan as one of the speakers and panelists. She spoke with great confidence, and it made me inspired to see a student from the Royal Academy doing so well.

The webinar mainly talked about how technology affects teenagers today. The speakers shared both good and bad sides of using technology, especially during hard times like the pandemic. A student from the Royal Academy, Paro shared how important it is to understand what we see online and how to use the internet wisely. She said media literacy is very important for young people to know how to navigate things correctly.

In conclusion, the discussion showed how technology can help us learn and grow, but we need to use it carefully. It also talked about how parents, teachers, and schools can help guide teenagers during this time of change. The webinar helped us understand the advantages and disadvantages of technology and reminded us to use it in a smart and responsible way.

Sangay Wangdi, Grade 11 Science, Nganglam School, Bhutan

It was during our study hours that all the boarding students gathered in the Multi-Purpose Hall (MPH) to attend the webinar on Adolescence and Technology. I listened carefully to the moderator and the three panellists from outside Bhutan, along with a student panellist from the Royal Academy in Paro. The main topic of discussion was how technology is reshaping the lives of adolescents around the world. From what I understood, today's adolescents are growing up in a world surrounded by screens and digital tools. Our way of learning has changed a lot. Learning no longer happens only inside classrooms; it also happens through platforms like YouTube, Instagram, AI chatbots, and online communities. One important point I took away was that AI can make learning and working easier and help keep things updated.

However, the panellists also talked about the negative effects of AI. They said that if adolescents rely too much on AI, they may lose their creativity and original thinking. It could make young people lazy and too dependent on machines to do everything for them. This can be a serious threat in the future. They also shared thoughts about the role of AI in education. There is a possibility that AI might replace some teaching jobs in the future by directly teaching students. This raised concerns about potential job loss for teachers. However, a student from The Royal Academy shared an important point, saying that there is no need to fear losing the teaching profession if we use AI technology in a collaborative way. Another important topic discussed was media literacy. The panellists emphasised that it is very important to teach young people how to use digital platforms wisely and safely. Overall, the webinar helped me understand both the advantages and disadvantages of technology in our lives today.

Tenzin Dorji, Wangchu MSS, teacher

On 29th May 2025, I attended a highly insightful webinar titled "Adolescence and Technology: Growing Up in the Digital Age", organised by Pallavan Learning Systems. The session commenced at 5:30 PM and concluded at 6:45 PM. It was moderated by Mr. Poojan Sahil from Pallavan Learning Systems and featured four distinguished panellists from India and Bhutan. The webinar drew the attention of 159 participants, all eager to explore the intersection of adolescent development and technology in today's fast-evolving digital landscape.

The discussion emphasised the growing divide and interaction between real life and virtual life. While digital learning and online platforms are now an essential part of education—especially since the COVID-19 pandemic accelerated their use—there is a need to reflect on how they impact young minds. The panel noted that adolescents, being digital natives, are growing up differently than adults, who are considered digital migrants. This distinction influences how each group interacts with technology and highlights the importance of digital literacy for younger learners, which should be thoughtfully integrated into school curricula.

A key takeaway from the webinar was that adolescence is a period of rapid brain development, and this development is now being redefined by digital experiences. Although technology connects global communities and offers collaborative platforms like webinars for sharing knowledge, it also brings risks. Children under the age of 18 are particularly vulnerable to negative experiences online. Hence, educators and parents must prioritise children's safety in digital spaces, encouraging open communication where students share their challenges and experiences. The speakers emphasised the irreplaceable role of teachers in the digital era. While Artificial Intelligence can aid learning, it cannot replace the human element necessary for emotional, social, and spiritual development. Teachers must work alongside AI to

humanise the learning process and ensure that learners receive not just information but also guidance and support. The essence of learning still lies in human connection, and meaningful conversation remains a vital tool for nurturing young minds.

Finally, the session urged educators, parents, and students to constantly upgrade themselves in this fast-changing world. Technology should be used creatively and positively, encouraging learners to read more, know more, and understand more—especially about AI and its implications. Social media was described as a marketplace, shaping identity and behaviour, underscoring the need for self-awareness that begins at home and in schools. The webinar concluded with a powerful reminder that while AI can support, it is teachers who can truly change lives through conversation, empathy, and presence in the moment.

Karma Tshering, Principal, Gelephu MSS

It's illuminating, and many perspectives were shared, which has broadened my perspective as well. We had 156 participants at one point. Some of my takeaways are:

- Although the legal definition of adolescents remains the same yet leveraging AI and technology, youth attend that much earlier. So the stakeholders, such as parents, teachers, and caregivers, will have to be mindful of that.
- We have the fear of AI and Technology taking over human roles, which is not true. It was there when computers came up, but it didn't. Similarly, instead of usurping human roles, technology can supplement and support.
- Technology can personalise learning and teaching, yet it cannot humanise what is done by humans. The humane part is missing in AI and technology. AI and technology are all about marketing and branding.
- Teachers and AI, and technology may not necessarily compete but leverage each other and complement each other.

- Rather than blanket banning AI and technology in schools, integrating digital literacy as part of the core curriculum and empowering and educating students to navigate to leverage meaningfully is the call of the day.
- Since our youth are digital natives, they cannot help but be with AI and technology, for technology is here to stay, we, the older generation (digital Immigrants), may as well be abreast of the trend and be able to play our positive role
- The pressure of social media is so much that we are losing our real identity and real being, for we are mad to rush to be validated, liked, and followed by more and more can sometimes be detrimental to the youth to grow and develop well. We must play a positive role in helping them manage it.
- Technology empowers and enables much more, like the webinar that has been made possible to bring many people from different places, different time zones, virtually, is a wonder of technology.

Overall, it was a lively discussion, and I learnt a lot.

Thanks for the opportunity.



“INSIGHTS FROM THE CHAT

“I agree with Mr. Amitabh Kumar that the stereotyping which is ingrained in the AI also needs to be addressed” - Kreeti Goswami

“I feel two things are most important here: While technology is beneficial and we all resonate with the ease and convenience it has brought to learning as well as entertainment with regard to teenagers, I feel we need to be cognizant of the state (emotional and social) of the child engaging with the technology — a secured, connected child, high chances of productivity etc, but an insecure dysregulated child, chances of getting trapped are high.” – Priyanka Tandon

“Another point is about the kind of communication - As Amitabh mentioned, human touch in tech is important — I would like to bring in the importance of synchronous active engagement online instead of asynchronous passive engagement.” – Priyanka Tandon

“As a parent and now a grandparent, I feel that we need to inculcate a sense of self worth and self love in our young so that they don’t need to look for validation constantly.” – Savita Nagpal

“I agree with Sanjana. Multiple screens are huge distractors, definitely. Even in classrooms, we have to be constantly vigilant as to which task the students are focusing on while using their devices.” – Archana Mishra

"I really resonate with the idea that technology can personalise learning while teachers bring the human touch, especially for adolescents, we truly need both. It's wonderful to hear this perspective, and I completely agree with what's been shared. Having experienced digital and online learning myself, I see how it has impacted attention spans and critical thinking. That challenge definitely calls for thoughtful responses from educators and technologists alike." – Sangeeta Doraiswami

"I also feel that we need to emphasise the importance of enjoying the now and rush into adulting and NOT rush into adulting." – Savita Nagpal

"Rightly pointed out Ms. Shyine. Technology is good at doing jobs quickly, solving problems, and saving time. But it cannot feel emotions, be creative, or understand people like humans can." – Tashi Wangchuk

"Learning is beyond content — social , emotional and spiritual elements are all critical human needs." – Priyanka Tandon

"I agree with Amithabh about the tremendous power of tech to help people across the world to collaborate. Sharing and collaborating just take learning to a greater level." – Charu Rekha

"The point about parents and children collaborating and the parents learning with children is the crux to remain aware and also engaged with them." – Archana Mishra

"Regular conversations with adolescents, getting their views, addressing their concerns, openly discussing what is available out there and how to relate to and process all of it would probably help." – Charu Rekha

“Drawing strong boundaries is a very important responsibility of an adult.” – Priyanka Tandon

“The social media persona is what everyone is trying to project and has been the issue with the young people who tend to identify with them and therefore have anxiety and depression etc., if they feel they are not able to be like their idols on social media.” – Archana Mishra

“A child is not trained to handle or recognise dangerous online situations, yet many children themselves are active users, even on parts of the dark web. This shows how urgent and global this issue is. While it’s crucial to highlight the risks and dangers, it’s equally important to acknowledge the positives of technology and digital engagement. A balanced perspective helps us develop realistic and effective solutions.” – Sangeeta Doraiswami

“I truly endorse what Amitabh said about encouraging the”culture of conversation”.” – Savita Nagpal

“I think first and foremost, as an adult, show up with curiosity instead of analysis and judgements, and collaborate on troubleshooting rather than ‘helicoptering’.” – Priyanka Tandon

“I believe that training teachers to provide necessary guidance in combating this ever-evolving challenge is to become a mainstream curricular content in teacher training. It should also become a part of the curriculum for students.” – Vivek Kumar Mishra

“Rightly said Amitabh sir. In India, the role of parents and teachers in the use of technology by adolescents still needs to be improved.” – Bharati Mandal

“I think this is more of a systems approach - all stakeholders have equal responsibility; collective action will help.” - Priyanka Tandon

“It’s hard to make informed decisions or policies that will impact education, society, and the future of work.” – Sangeeta Doraiswami

“This was one of the most crucial topics that the 21st Century teachers dived deep into today for the benefit of the 21st Century learners. The need of the hour!! Thanks a lot.” – Vivek Kumar Mishra



CONCLUSION

The webinar offered a rich and multifaceted exploration of how digital culture is transforming the adolescent experience. It revealed that while technology opens new avenues for learning, connection, and self-expression, it also brings forth complex challenges around identity, mental health, attention, and safety. There was vibrant participation throughout the session, with a steady flow of insightful questions and comments in the chat. The audience actively engaged with the panellists, making the session dynamic, interactive, and deeply relevant to the concerns of educators, parents, and students alike with a steady flow of insightful questions in the chat and meaningful engagement between the panellists and attendees.

What emerged most powerfully was the need for empathy, critical engagement, and intergenerational dialogue. Adolescents are not passive consumers of technology; they are active participants in shaping its meaning. But they cannot, and should not, be left to navigate this world alone. The adults around them must evolve as well—learning with them, guiding them, and above all, listening to them.

As we move deeper into the digital age, it is this spirit of collaboration, compassion, and curiosity that will allow us to support adolescents not just to survive, but to thrive.



SUMMARY

On May 29th, 2025, Pallavan Learning Systems hosted its 19th webinar on the theme, 'Adolescence and Technology: Growing Up in the Digital Age' in association with Ritinjali and Centre for Escalation of Peace.

The webinar explored the profound ways in which digital culture is reshaping the adolescent experience. The session focused on the growing influence of technology on identity, learning, mental health, and relationships during adolescence, and what this shift means for educators, parents, and institutions.

The discussion highlighted how the boundaries between online and offline life have become increasingly blurred, with social media and AI playing a central role in how adolescents understand themselves and their world. Concerns were raised around the impact of algorithm-driven platforms on attention spans, emotional development, and self-image, especially as adolescents face constant stimulation and digital validation. At the same time, it was emphasised that technology offers significant learning opportunities—through tutorials, communities, and access to information—though the importance of human interaction and emotional support in education remains irreplaceable.

A strong emphasis was placed on the need for digital literacy education within schools, not only to equip students with the skills to safely navigate the online world, but also to help them critically assess digital content. The conversation called for a balanced approach to technology—one that avoids blanket restrictions but introduces thoughtful guardrails and encourages present, mindful engagement.

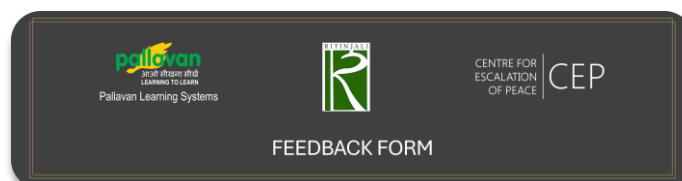
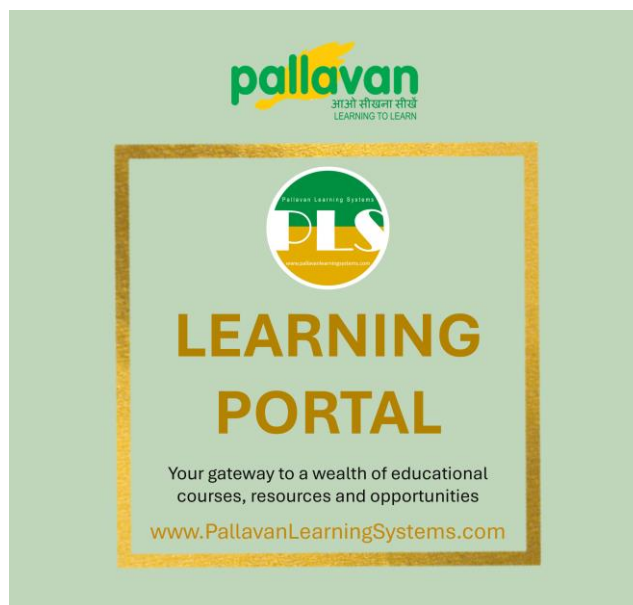
The session also emphasised the importance of open communication between adults and adolescents. Parents and teachers were encouraged to model responsible technology use, create space for honest conversations about digital experiences, and stay informed about emerging technological trends. It was recommended that schools provide resources for families, initiate classroom discussions on digital life, and involve students in shaping policies around technology use.

The webinar served as a reminder that adolescence in the digital age requires a collaborative and compassionate response. With the right tools, awareness, and support systems, it is possible to guide young people through this complex terrain while preserving their well-being, agency, and connection to the real world. The audience actively engaged with the panellists, making the session dynamic, interactive, and deeply relevant to the concerns of educators, parents, and students alike, with a steady flow of insightful questions in the chat and meaningful engagement between the panellists and attendees.





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