

REFERENCES

- Anderson, W., & Grace, K. (2015). "Taking mama steps" toward authority, alternatives, and advocacy: Feminist consciousness-raising within a digital motherhood community. *Feminist Media Studies*, 15(6), 942–959. <https://doi.org/10.1080/14680777.2015.1061033>
- Archer, C. (2019). Social media influencers, post-feminism and neoliberalism: How mum bloggers 'playbour' is reshaping public relations. *Public Relations Inquiry*, 8(2), 149–166.
- Ash, A. (2016). *Wish lanterns: Young lives in new China*. Pan Macmillan.
- Bandyopadhyay, K. (2017, April 26). *Parents who are obsessed with social media are giving their kids an unhealthy complex*. Quartz. <https://qz.com/761953/parents-who-are-obsessed-with-social-media-are-giving-their-kids-an-unhealthy-complex/>
- Bray, M., & Lykins, C. (2012). *Shadow education: Private supplementary tutoring and its implications for policy makers in Asia*. Asian Development Bank.
- Budden, B. (2018, September 16). *Parents: Stop misusing class messaging apps*. *Tes News*. <https://www.tes.com/news/parents-stop-misusing-class-messaging-apps>
- Butler, J. (1997). *Bodies that matter*. Routledge.
- Bylieva, D., Lobatyuk, V., & Novikov, M. (2023). Parent chats in education system: During and after the pandemic outbreak. *Education Sciences*, 13(8), 778.
- Chae, J. (2022). Comparison, competition, and consumption: The 3Cs of contemporary motherhood in the context of children's education. *Sex Roles*, 87(11–12), 550–564.
- Chen, L. Y. (2022). *Influence empire: The story of Tencent and China's tech ambition*. Hachette.

- Chen, T. M. (2021a, February 5). *Don't outsource your parenting to a spy lamp: ByteDance's new Dali childminder misses the mark*. TechNode. <https://technode.com/2021/02/05/bytedance-dali-spy-lamp/>
- Chen, T. M. (2021b, August 31). *Edtech will survive China's crackdown, but it won't be the same*. TechNode. <https://technode.com/2021/08/31/edtech-survive-chinas-crackdown-but-it-wont-be-the-same/>
- Chen, Y., Mao, Z., & Qiu, J. L. (2018). *Super-sticky WeChat and Chinese society*. Emerald.
- Cheng, C.-T. (2015). The technologicalisation of education in China: A case study of the home–school communication system. In J. Vincent, S. Taipale, B. Sapio, G. Lugano, & L. Fortunati (Eds.), *Social robots from a human perspective* (pp. 117–127). Springer.
- Cheung, R. (2023, March 2). *The Chinese market is crazy about ChatGPT. But the government, not so much*. Vice. <https://www.vice.com/en/article/pkg7jm/chatgpt-china-openai-baidu-ernie-censorship>
- Chi, W., & Qian, X. (2016). Human capital investment in children: An empirical study of household child education expenditure in China, 2007 and 2011. *China Economic Review*, 37, 52–65.
- China Internet Network Information Centre (CNNIC). (2023). *52nd statistical report on China's internet development*. <https://www.cnnic.com.cn/IDR/ReportDownloads/202311/P020231121355042476714.pdf>
- Chu, F. (2022, September 15). *Why Douyin's growth is soaring in China*. SmartBrief. <https://www.smartbrief.com/original/why-douyins-growth-is-soaring-in-china>
- Chu, L. (2017). *Little soldiers: An American boy, a Chinese school and the global race to achieve*. Hachette UK.
- Clark, L. S. (2013). *The parent app: Understanding families in the digital age*. Oxford University Press.
- Coyne, S. M., McDaniel, B. T., & Stockdale, L. A. (2017). “Do you dare to compare?” Associations between maternal social comparisons on social networking sites and parenting, mental health, and romantic relationship outcomes. *Computers in Human Behaviour*, 70(5), 335–340. <https://doi.org/10.1016/j.chb.2016.12.081>
- Cuthbertson, A. (2020, March 9). Coronavirus: Quarantined school children in China spam homework app with 1-star reviews to get it kicked off app

store. *The Independent*. <https://www.independent.co.uk/tech/coronavirus-quarantine-children-china-homework-app-dingtalk-a9387741.html>

Davis, J. L., & Jurgenson, N. (2014). Context collapse: Theorizing context collusions and collisions. *Information, communication & society*, 17(4), 476–485.

Davis, K. (2022). *Technology's child*. MIT Press.

Douglas, S., & Michaels, M. (2004). *The mommy myth: The idealisation of motherhood and how it has undermined women*. Free Press.

Dworkin, J., Rudi, J. H., & Hessel, H. (2018). The state of family research and social media. *Journal of Family Theory & Review*, 10(4), 796–813. <https://doi.org/10.1111/jftr.12295>

EdTechReview. (2016). Teno App – Changing the Way Schools in India Communicate with Parents. *EdTechReview*, June 20. Accessed on May 30, 2018 from <http://edtechreview.in/trends-insights/trends/2412-teno-app-schools-india-communicate-parents>

Faircloth, C. (2014). Intensive parenting and the expansion of parenting. In E. Lee, J. Bristow, C. Faircloth, & J. Macvarish (Eds.), *Parenting culture studies* (pp. 25–50). Palgrave Macmillan.

Feijóo, C., Fernández, J., Arenal, A., Armuña, C., & Ramos, S. (2021). *Educational technologies in China* (edited by M. Cabrera Giraldez, I. Maghiros, Y. Punie, & R. Vuorikari). Publications Office of the European Union. ISBN 978-92-76-32626-7. <https://doi.org/10.2760/604641>

Frischmann, B., & Selinger, E. (2018). *Re-engineering humanity*. Cambridge University Press.

Furedi, F. (2002). *Culture of Fear: Risk-taking and the Morality of Low Expectation*. Continuum. Revised edition published.

Furedi, F. (2008). *Paranoid parenting: Why ignoring the experts may be best for your child*. Continuum.

Germic, E., Eckert, S., & Vultee, F. (2021). The impact of Instagram mommy blogger content on the perceived self-efficacy of mothers. *Social Media + Society*, 7(3), 1–19. <https://doi.org/10.1177/205630512111041649>

Ghatol, S. D. (2017). Academic stress among higher secondary school students: A review. *International Journal of Advanced Research in Education & Technology*, 4(1), 38–41.

- GMA. (2023, April 20). *Baidu Tibe explained*. GMA. <https://ecommerce.chinaagency.com/baidu-tieba-explained/>
- GMA. (2023, September 8). *Douyin statistics and trends shaping China's social eCommerce market*. GMA. <https://marketingtochina.com/douyin-statistics-and-trends/>
- Goffman, E. (1969). *The presentation of self in everyday life*. Allen Lane.
- Gong, J., Yao, Z., Lu, Z., Ding, Q., Zhang, Y., Zhang, L., & Wang, Q. (2021, May). All in one group: Current practices, lessons and challenges of Chinese home-school communication in IM Group Chat. In *Proceedings of the 2021 CHI conference on human factors in computing systems* (pp. 1–12).
- Gu, X. (2021). Introduction: The value of children and social transformations in Asia. *Child Indicators Research*, 14(2), 477–486.
- Guo, J. (2022). The postfeminist entrepreneurial self and the platformisation of labour: A case study of Yesheng female lifestyle bloggers on Xiaohongshu. *Global Media and China*, 7(3), 303–318. <https://doi.org/10.1177/20594364221095896>
- Han, X., Poblete-Cazenave, M., Pelz, S., & Pachauri, S. (2022). Household energy service and home appliance choices in urban China. *Energy for Sustainable Development*, 71, 263–278.
- Hays, S. (1996). *The cultural contradictions of motherhood*. Yale University Press.
- He, G., Leurs, K., & Li, Y. (2022). Researching motherhood in the age of short videos: Stay-at-home mothers in China performing labor on Douyin. *Media and Communication*, 10(3), 273–289.
- Heiman, R., Liechty, M., & Freeman, C. (2012). Introduction: Charting an anthropology of the middle-classes. In R. Heiman, C. Freeman, & M. Liechty (Eds.), *The global middle classes: Theorising through ethnography* (pp. 3–29). SAR Press.
- Henderson, A., Harmon, S., & Newman, H. (2016). The price mothers pay, even when they are not buying it: Mental health consequences of idealised motherhood. *Sex Roles*, 74(11–12), 512–526. <https://doi.org/10.1007/s11199-015-0534-5>

- Henderson, F. (2018, September 24). *WhatsApp? Parents are drowning in school info*. Tes News. <https://www.tes.com/news/whatsapp-parents-are-drowning-school-info>
- Hendley, S. (2023, August 2). Help! My school WhatsApp group is making me hate other parents. *Sydney Morning Herald*. <https://www.smh.com.au/lifestyle/life-and-relationships/help-my-school-whatsapp-group-is-making-me-hate-other-parents-20230802-p5dtey.html>
- Hessler, P. (2023, June 26). The double education of my twins' Chinese school. *New Yorker*. <https://www.newyorker.com/magazine/2023/07/03/the-double-education-of-my-twins-chinese-school>
- Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. University of California Press.
- Horgan, J. (2021, August 31). Playground politics: The truth of parents' WhatsApp groups. *The Irish Times*. <https://www.irishtimes.com/news/education/playground-politics-the-truth-of-parents-whatsapp-groups-1.4651913>
- Hou, Y., & Yu, Z. (2023). The unified theory of acceptance and use of DingTalk for educational purposes in China: An extended structural equation model. *Humanities and Social Sciences Communications*, 10(1), 1–12. <https://www.chinahighlights.com/travelguide/article-qq.htm>
- Huang, R., Liu, D. J., Tlili, A., Yang, J., & Wang, H. (2020). *Handbook on facilitating flexible learning during educational disruption: The Chinese experience in maintaining uninterrupted learning in COVID-19 outbreak*. Smart Learning Institute of Beijing Normal University.
- Jacobs, E. (2019, May 21). The playground politics of the parents' chat group. *Financial Times*. <https://www.ft.com/content/7a0034ce-7590-11e9-be7d-6d846537acab>
- Jankowiak, W. R., & Moore, R. L. (2017). *Family life in China*. Polity Press.
- Jarrett, M. (2023, June 8). *Brands wish China's gaokao-takers good luck*. Dao Insights. <https://daoinsights.com/news/brands-wish-chinas-gaokao-takers-good-luck/>
- Kaur, D. (2024, February 1). *China unleashes AI wave, approves 14 LLMs for commercial use*. Techwire Asia. <https://techwireasia.com/02/2024/ai-breakthrough-china-approves-first-wave-of-llms-in-2023/>
- Kipnis, A. B. (1997). *Producing guanxi: Sentiment, self, and subculture in a north China village*. Duke University Press.

- Kuan, T. (2015). *Love's uncertainty: The politics and ethics of child rearing in contemporary China*. University of California Press.
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. University of California Press.
- Lee, E. (2014). Introduction. In E. Lee, J. Bristow, C. Faircloth, & J. Macvarish (Eds.), *Parenting culture studies* (pp. 1–24). Palgrave Macmillan.
- Lee, K. F. (2018). *AI superpowers: China, Silicon Valley, and the new world order*. Houghton Mifflin.
- Lim, S. S. (2020). *Transcendent parenting: Raising children in the digital age*. Oxford University Press.
- Lim, S. S. (2021, July 8). Shedding light on children's digital rights. *Asia Global Online*. https://www.asiaglobalonline.hku.hk/shedding-light-childrens-digital-rights?fbclid=IwAR3LMGK7XxR32l2eKbZvH4TanxJRxL12xbWeS WNfg9lXNfe3y81X_HniIbc
- Lim, S. S. (2024). Super apps in mobile first societies: Contemplating 'transactionalism creep'. In G. Goggin & L. Hjorth (Eds.), *Routledge companion to mobile media*. Routledge.
- Lim, S. S., & Wang, Y. (2021a, September 23). In China, the state is regulating children's work and play – To what end? *Asia Global Online*. https://www.asiaglobalonline.hku.hk/china-state-regulating-childrens-work-and-play-what-end?fbclid=IwAR1wrt42z7pBmKB8DdWCCkJe_a5U2QIUHxEc2iiYQDoXkOmzoc67t_EbxPQ
- Lim, S. S., & Wang, Y. (2021b). Lessons from our living rooms: Illuminating lockdowns with technology domestication insights. *Journal of Children and Media*, 15(1), 17–20.
- Lim, S. S., & Wang, Y. (2024). Social media and performative parenting. In M. M. Skoric & N. Pang (Eds.), *Research handbook on social media and society* (pp. 2–11). Edward Elgar Publishing.
- Ling, R. (2012). *Taken for grantedness: The embedding of mobile communication into society*. MIT Press.
- Liu, Y., & Wang, W. (2023). Discipline and resistance in the representation of motherhood: Postpartum recovery discussion on Xiaohongshu. *Feminist Media Studies*, 23(5), 2286–2302.
- Livingstone, S., & Blum-Ross, A. (2020). *Parenting for a digital future*. Oxford University Press.

- Long, Q., Rothenberg, W. A., Liu, Q., & Chang, L. (2021). Four domains of parenting in China. In J. E. Lansford, W. A. Rothenberg, M. H. Bornstein, & V. Gubbins (Eds.), *Parenting across cultures from childhood to adolescence* (pp. 22–40). Routledge.
- Loo, B. P., & Wang, B. (2018). Factors associated with home-based e-working and e-shopping in Nanjing, China. *Transportation, 45*(2), 365–384.
- Lyons, A. (2020). Negotiating the expertise paradox in new mothers' WhatsApp group interactions. *Discourse, Context & Media, 37*, 100427. <https://doi.org/10.1016/j.dcm.2020.100427>
- Lyu, K., & Zhong, C. (2023). Self-selection or self-disqualification? Chinese rural-to-urban migrant parents' involvement imaginaries in home–school interaction. *International Journal of Educational Research, 122*, 102266.
- Mackenzie, J. (2018). *Language, gender and parenthood online: Negotiating motherhood in Mumsnet talk*. Routledge.
- Mackler, J. S., Kelleher, R. T., Shanahan, L., Calkins, S. D., Keane, S. P., & O'Brien, M. (2015). Parenting stress, parental reactions, and externalising behaviour from ages 4 to 10. *Journal of Marriage and Family, 77*(2), 388–406. <https://doi.org/10.1111/jomf.12163>
- Margolis, R., & Myrskylä, M. (2015). Parental wellbeing surrounding first birth as a determinant of further parity progression. *Demography, 52*(4), 1147–1166. <https://doi.org/10.1007/s13524-015-0413-2>
- Mayangsari, I. D., & Aprianti, A. (2017). Understanding communication among parents and teachers in WhatsApp. Case study in Bandung, Indonesia. *Malaysian Journal of Social Sciences and Humanities, 2*(2), 18–23.
- Meng, B. (2020). When anxious mothers meet social media: WeChat, motherhood and the imaginary of the good life. *Javnost-The Public, 27*(2), 171–185.
- Milledge, T. (2023, August 24). “They made me physically sick”: An educator on the problem with parent class WhatsApp groups. Mamamia. <https://www.mamamia.com.au/toxic-parent-whatsapp-groups/>
- Musick, K., Meier, A., & Flood, S. (2016). How parents fare: Mothers' and fathers' subjective wellbeing in time with children. *American Sociological Review, 81*(5), 1069–1095. <https://doi.org/10.1177/0003122416663917>

- Moyano Dávila, C., Rojas-Navarro, S., & Domenech, R. (2023). Silenced conflict: Surveillance and normalisation using WhatsApp groups at school. *Family Relations*, 72(2), 547–564.
- Na, Q. (2023, June 8). *How does China's Gen Z make pregnancy more self-fulfilling and less about sacrifice?* Dao Insights. <https://daoinsights.com/opinions/how-does-chinas-gen-z-make-pregnancy-more-self-fulfilling-and-less-about-sacrifice/>
- Naftali, O. (2016). *Children in China*. Polity Press.
- Nelson, M. K. (2010). *Parenting out of control: Anxious parents in uncertain times*. NYU Press.
- Nomaguchi, K., & Milkie, M. A. (2020). Parenthood and well-being: A decade in review. *Journal of Marriage and Family*, 82(1), 198–223.
- Orton-Johnson, K. (2017). Mummy blogs and representations of motherhood: “Bad mummies” and their readers. *Social Media+ Society*, 3(2), 1–10. <https://doi-org/10.1177/2056305117707186>
- Pang, K. (2022, August 21). *How to use WeChat and QQ in China*. China Highlights. <https://www.chinahighlights.com/travelguide/article-qq.htm>
- Park, S., Lim, H., & Choi, H. (2015). Gangnam moms: A qualitative study on the information behaviours of Korean helicopter mothers. In *iConference 2015 proceedings*.
- Pearlin, L. I. (1989). The sociological study of stress. *Journal of Health and Social Behaviour*, 30(3), 241–256. <https://doi.org/10.2307/2136956>
- Peng, P. (1997). *China family planning encyclopaedia* (Zhong guo ji hua sheng yu quan shu). China Population Press (Zhong guo ren kou chu ban she) (in Chinese).
- Peng, Y. (2022). Gendered division of digital labour in parenting: A qualitative study in urban China. *Sex Roles*, 86(5–6), 283–304.
- Peng, Y. (2023, April 8). For China's mothers, Big Tech can be a burden. *Sixth Tone*. <https://www.sixthtone.com/news/1012669>
- Rocca, J.-L. (2015). *A sociology of modern China*. Oxford University Press.
- Ryan, J. (2019). *Education in China*. Polity Press.
- Schweller, L. (2014). *Motherhood 2.0: Digital motherhood as visual culture*. University of California.

- Shen, B., Zhou, Z., & Xia, C. (2022). *More than a wife and a mom: A study of mom vlogging practices in China*. arXiv preprint arXiv:2206.11843
- Short, S. E., Fengying, Z., Siyuan, X., & Mingliang, Y. (2001). China's one-child policy and the care of children: An analysis of qualitative and quantitative data. *Social Forces*, 79(3), 913–943.
- Shu, X. (2023, October 27). How a red-haired chatbot became China's new favourite English tutor. *Sixth Tone*. <https://www.sixthtone.com/news/1013961>
- Straits Times*. (2023, March 8). China's students leap over 'Great Firewall' to get homework help from ChatGPT. *Straits Times*. <https://www.straitstimes.com/asia/east-asia/chinas-students-leap-great-firewall-to-get-homework-help-from-chatgpt>
- Stright, A. D., & Yeo, K. L. (2014). Maternal parenting styles, school involvement, and children's school achievement and conduct in Singapore. *Journal of Educational Psychology*, 106(1), 301–314. <https://doi.org/10.1037/a0033821>
- Sun, Y. (2016, March 8). WeChat is extending China's school days well into the night. *MIT Technology Review*. <https://www.technologyreview.com/s/600943/wechat-is-extending-chinas-school-days-well-into-the-night/>
- Tencent Cloud. (2023) *Get more with Tencent Cloud*. <https://cloud.tencent.com/?mobile&lang=en>
- Thomala, L. L. (2023a, January 24). *Market share of short video service providers in China as of March 2022*. Statista. <https://www.statista.com/statistics/250546/leading-social-network-sites-in-china/>
- Thomala, L. L. (2023b, November 6). *Most popular social media in China Q3 2022*. Statista. <https://www.statista.com/statistics/250546/leading-social-network-sites-in-china/>
- Thomala, L. L. (2023c, November 22). *MAUs of QQ messenger Q4 2019-Q3 2023*. Statista. <https://www.statista.com/statistics/1318070/china-tencent-number-of-monthly-active-accounts-of-qq/>
- Turkle, S. (2011) *Alone together: Why we expect more from technology and less from each other*. Basic Books.
- Ungar, M. (2009). Overprotective parenting: Helping parents provide children the right amount of risk and responsibility. *The American Journal of Family Therapy*, 37(3), 258–271.

- Ungar, M. (2009). *Too safe for their own good: How risk and responsibility help teens thrive*. McClelland & Stewart.
- Villano, M. (2020, March 16). How 'regular school' parents can homeschool their kids. CNN. <https://edition.cnn.com/2020/03/16/health/homeschooling-during-coronavirus-wellness/index.html>
- Vitak, J., Blasiola, S., Patil, S., & Litt, E. (2015) Balancing audience and privacy tensions on social network sites. *International Journal of Communication*, 9, 1485–1504.
- Wang, Y., & Lim, S. S. (2020). Digital asymmetries in transnational communication: Expectation, autonomy and gender positioning in the household. *Journal of Computer-Mediated Communication*, 25(6), 365–381.
- Wang, Y., & Lim, S. S. (2021). Nomadic life archiving across platforms: Hyperlinked storage and compartmentalised sharing. *New Media & Society*, 23(4), 796–815. <https://doi.org/10.1177/1461444820953507>
- Wasserman, E., & Zwebner, Y. (2017). Communication between teachers and parents using the WhatsApp application. *International Journal of Learning, Teaching and Educational Research*, 16(12), 1–12.
- White Night Workshop. (2023, December 30). Learning curve: Young teachers strive as class leaders. *Sixth Tone*. <https://www.sixthtone.com/news/1014351>
- Wu, Q. L., Liu, X., & Yuan, E. J. (2021). Debating the two-child policy on Sina Weibo: A study of social media as symbolic space in China. *Journal of Broadcasting & Electronic Media*, 65(5), 699–723.
- Xiaohongshu. (2023). *About us*. <https://www.xiaohongshu.com/protocols/about>
- Xiong, B. (2023, December 13). 'Mompertition' reflects burden on mothers. China Daily. <https://global.chinadaily.com.cn/a/201811/21/WS5bf493dca310eff303289f57.html>
- Xu, J. (2017). *The good child: Moral development in a Chinese preschool*. Stanford University Press.
- Xue, E., & Li, J. (2023). What is the value essence of “double reduction”(Shuang Jian) policy in China? A policy narrative perspective. *Educational Philosophy and Theory*, 55(7), 787–796.
- Yan, A. (2023, March 23). 'Parents have homework again': Father in China expelled from chat group by teacher for saying assignment for child means work for him, prompting official probe. *South China Morning Post*. <https://>

mcdn.i-scmp.com/news/people-culture/trending-china/article/3214265/parents-have-homework-again-father-china-expelled-chat-group-teacher-saying-assignment-child-means

Ye, Z. (2022, December 14). China is cracking down on 'hidden' tutoring schools. *Sixth Tone*. <https://www.sixthtone.com/news/1011889>

Yochim, L. G. (2018). *Navigating the aspirational city: Urban educational culture and the revolutionary path to socialism with Chinese characteristics*. Brill.

Yu, L. (2014). *Consumption in China*. Polity Press.

Yuan, C. (2020, November 2). *Trending in China: The 'Tyranny' of parent teacher social media chat groups*. Caixin Global. <https://www.caixinglobal.com/2020-11-02/trending-in-china-the-tyranny-of-parent-teacher-social-media-chat-groups-101622054.html>

Zelizer, V. A. (1994). *Pricing the priceless child: The changing social value of children*. Princeton University Press.

Zhai, Z., Zhang, X., & Jin, Y. (2014). Demographic consequences of an immediate transition to a universal two-child policy (Li ji quan mian fang kai er tai zheng ce de ren kou xue hou guo fen xi). *Population Research (Ren kou yan jiu)*, 2, 3–17 (in Chinese).

Zhang, M. (2018, July 2). Hangzhou, China's answer to 'Silicon Valley', is a hit with returning graduates, study finds. *South China Morning Post*. <https://www.scmp.com/business/companies/article/2152935/hangzhou-chinas-answer-silicon-valley-hit-returning-graduates>

Zhang, M., Xu, P., & Ye, Y. (2021). Trust in social media brands and perceived media values: A survey study in China. *Computers in Human Behaviour*, 127, 107024. <https://doi.org/10.1016/j.chb.2021.107024>

Zhang, T. (2021). Chinese parents' perception of emergency remote K-12 teaching-learning in China during the COVID-19 pandemic. *Asian Journal of Distance Education*, 16(1), 16.

Zhao, R., & Ju, G. (2022). How do Internet moms raise children? The reshaping of Chinese urban women's parenting psychology by COVID-19 online practices. *Frontiers in Psychology*, 13, 933582.

Zhao, X., Lim, S. S., Yang, C., & Huang, H. (2024). Navigating paradoxes: Uneven digital domestication under the double reduction policy in China [Paper presentation]. 74th annual conference of the International Communication Association, Gold Coast, Australia.

Zhao, Z. (2021). Analysis on the “Douyin (TikTok) Mania” phenomenon based on recommendation algorithms. In *E3S web of conferences* (Vol. 235, p. 03029). EDP Sciences.

Zhu, J. (2023, September 11). In China, pricey teachers' day presents spark debate on gift-giving. *Sixth Tone*. <https://www.sixthtone.com/news/1013709>

Zhu, W., Liu, Q., & Hong, X. (2022). Implementation and challenges of online education during the COVID-19 outbreak: A national survey of children and parents in China. *Early Childhood Research Quarterly*, 61, 209–219.