



Erasmus+



TWO FACES OF TECHNOLOGY: ISOLATION & OPPORTUNITIES

PARTNERZY:



CZAS REALIZACJI: 2019-2021

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Fundusze Europejskie



Rzeczpospolita
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THE REPORT FROM THE SURVEY

ABOUT ADDITION TO THE INTERNET AND OTHER TECHNOLOGY

NO OF THE PROJECT: 2019-1-PL01-KA201-064942

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I. THE INFORMATION ABOUT SCHOOLS TAKING PART IN THE PROJECT

THE NAME OF THE SCHOOL	COUNTRY
Zespół Szkół in Karlino	POLAND
Adiyaman Anadolu Lisesi	TURKEY
ITI 'G.B. Bosco Lucarelli'	ITALY
Colegio Marista 'La Merced-Fuensanta'	SPAIN
Stredni zdravotnicka skola a Vyssi odborná skola zdravotnicka	CZECH REPUBLIC

II. THE INFORMATION ABOUT THE PROJECT

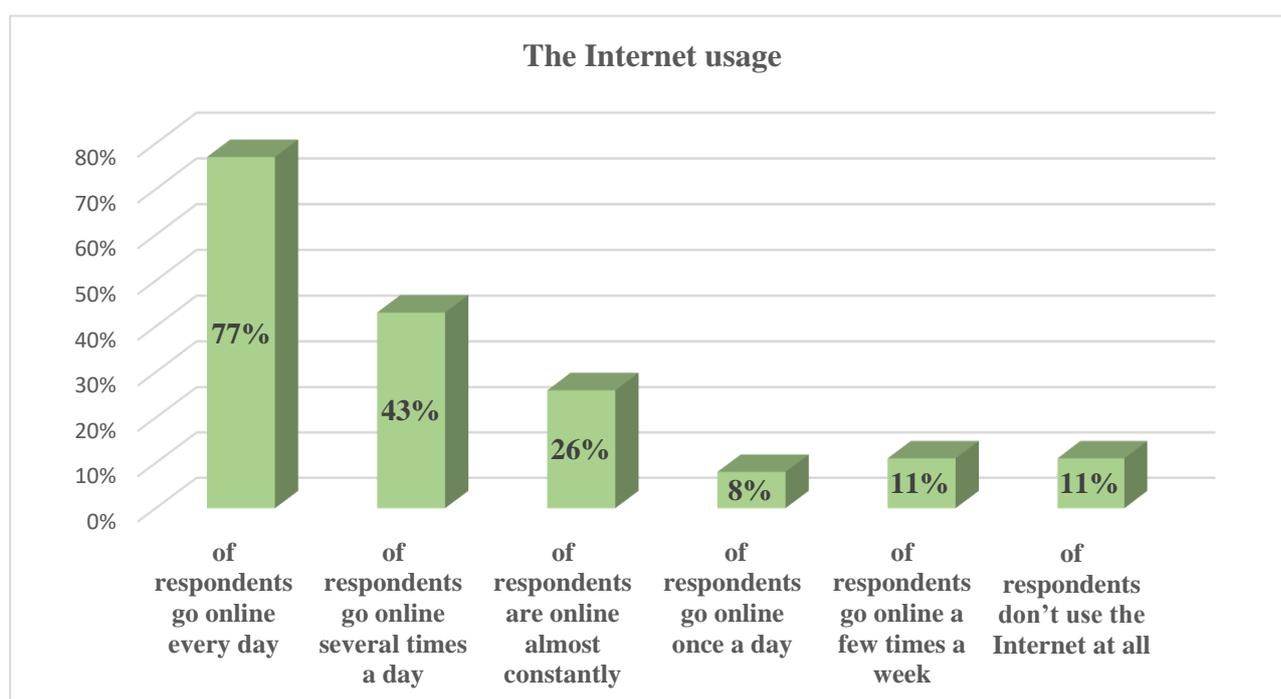
Project is realised from **01.09.2019** r. to **30.06.2021** r.

III. THE TOPIC OF THE PROJECT

The topic of the project is the technology and it's both: good and bad sides. Before writing a project in in June 2019, the coordinators from five countries, conducted a short survey in their schools to check, is it a problem of addiction to the Internet or not. The results of the project shown that the average person spends about 6 hours a day using the Internet.

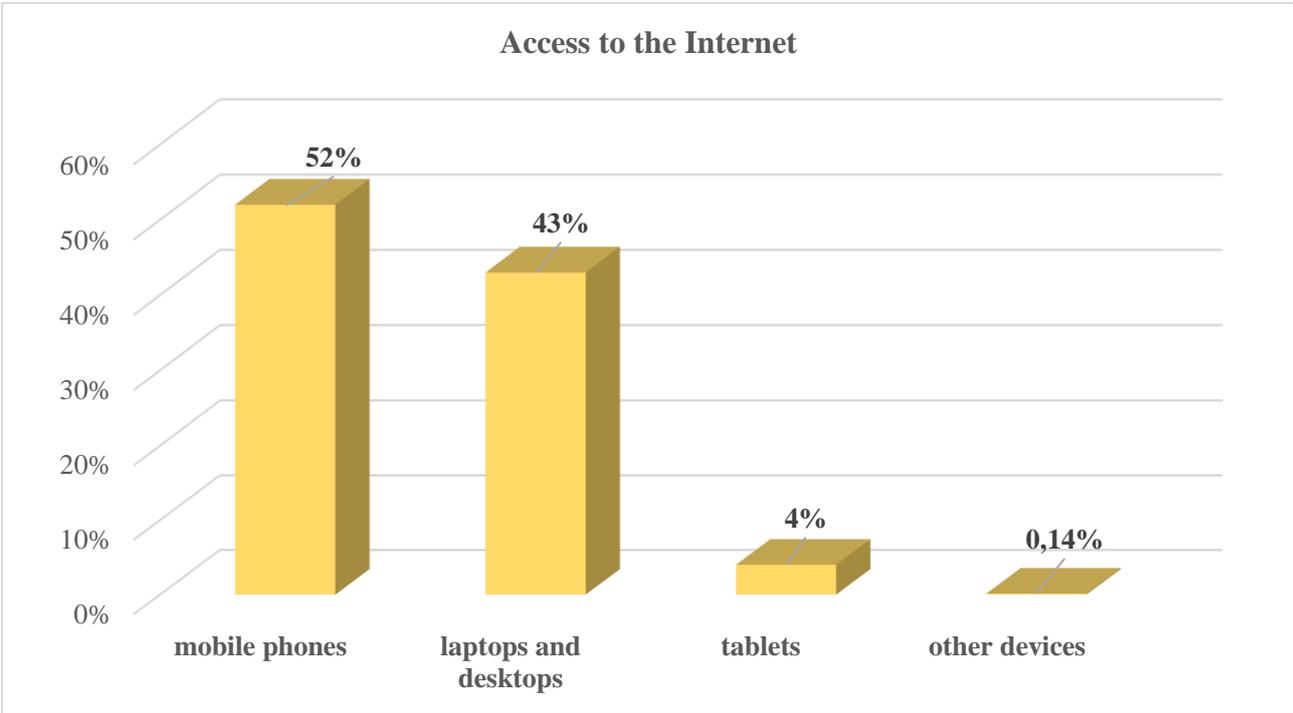
The first research showed that the Internet usage is a daily activity for most participants taking part in the project:

- 77% of respondents go online every day
- 43% of respondents go online several times a day
- 26% of respondents are online almost constantly
- 8% of respondents go online once a day
- 11% of respondents go online a few times a week
- 11% of respondents don't use the Internet at all



Students spend an average of 8 hours a day using various kinds of electronic media, with the Internet increasingly dominating that time. The effect of all this screen time on the developing brain is currently a topic of intense research in the whole world. Social media is the dominant Internet activity and it's growing fast. There are more than 11 new social media users per second, with the annual growth of the number of users as high as 90% in the whole world. A recent survey conducted by us - showed that 86% of our students use social media daily, with about 16% of them spending more than 5 hours a day on social media sites. Where do they access the Internet? Statistics show that young people access the Internet from a variety of devices, including:

- Mobile phones: 52%
- Laptops and desktops: 43%
- Tablets: 4%
- Other devices (such as gaming consoles): 0,14%



The report found that 56% of students use social media at school, 44% use it while eating at a home and 40% use it while using the bathroom.

Taking it into the consideration, the Internet certainly offers a lot of potentially addictive activities: shopping, gambling, chat discussions, online relationships, gaming, information-seeking, and pornography viewing; and the fact that most students know what it's like to get drawn into spending more time online than they had planned, but for some of them, it becomes a consuming addiction; we decided to write a project in which we try to show it to our students.

Internet addiction also intersects with many other process addictions, including internet gaming disorder and online gambling addiction. Overall, the concept is that someone cannot control their use of the Internet despite negative consequences. Some students even experience serious

withdrawal symptoms when they are away from the Internet, that is why, we need to show our students other way of spending time by playing outdoors games or doing sport together.

What is more, internet addiction has not been included in the standard of psychological and psychiatric disorders; therefore, it is not officially a mental health disorder and mental health professionals don't have a standard way to assess and diagnose it. Studies have given us an idea of the prevalence of other mental health disorders that co-occurring disorders with internet addiction. Some of the most common are: attention-deficit hyperactivity disorder (ADHD); hypomania; generalized anxiety disorder; social anxiety disorder; obsessive-compulsive disorder; borderline personality disorder and binge eating disorder. Students with internet video game addiction are especially likely to have underlying mental health disorders, such as depressive disorder; antisocial traits or antisocial personality disorder; other addictions; ADHD; social phobia (agoraphobia). However, statistic shows that internet addiction is a growing problem that needs to be addressed with comprehensive psychological care, that is why, we try to show our students, where they should look for help and to whom go for asking about these problems.

Moreover, Internet addiction can have a significant impact on people's social relationships. Students who spend excessive time online often develop virtual relationships through chat rooms, social networking, and blogging. They may even develop relationships with avatars and characters in video games. Many of them begin substituting these "virtual" relationships for real ones as they spend more and more time online and withdraw from real-life interpersonal relationships. Conversely, students with social phobia or who are socially awkward may be drawn into excessive internet usage as they find "virtual" relationships more rewarding and comfortable. Internet relationships are characterized by anonymity, disinhibition and instant gratification, which may foster dysfunctional social habits. The result of it is that the real relationship with real friends and families are broken, because students are sitting at their closed rooms and don't want to talk to anybody. That is why, we decided to introduce parents to our project to fix these relationships and show our students that real friends and family are in a reality.

The last thing to check and try to avoid by our project is causing that our students will not suffer from Internet Addiction Disorder, also commonly referred to as Compulsive Internet Use (CIU), Problematic Internet Use (PIU), or iDisorder. Because, it does not matter the fact what kind of equipment do they use, but how often do they do it because the Internet Addiction is only a subset of technology addiction in general. As the name states, its concentration is on compulsion with the Internet - as other areas of media addiction can be seen in television, radio, and other types of media. Due to the explosion of the digital age, Internet Addiction Disorder has taken the reigns as the top culprit is technology addiction as of late. The troubling thing about this disorder is that if you are suffering from it, you are endlessly surrounded by technology. Just because you use the Internet a lot - watch a lot of YouTube videos, shop online frequently, or like to check social media does not mean

you suffer from Internet Addiction Disorder. The trouble comes when these activities start to interfere with the daily life, when somebody starts gaming, social networking, email, blogging, online shopping, and inappropriate Internet pornography use all time and it breaks all relations with friends and family. What are the Symptoms? Signs and symptoms of Internet Addiction Disorder may present themselves in both physical and emotional manifestations. Some of the emotional symptoms of Internet Addiction Disorder may include: depression, dishonesty, feelings of guilt, anxiety, feelings of euphoria when using the computer or mobile phones, inability to keep schedules, isolation, no sense of time, fear, loneliness, avoidance of school, mood swings, boredom with routine tasks. Physical Symptoms of Internet Addiction Disorder may include: backache, headaches, insomnia, poor nutrition (failing to eat or eating in excessively to avoid being away from the computer), poor personal hygiene (e.g., not bathing to stay online), neck pain, dry eyes and other vision problems, weight gain or loss. What are the effects of Internet Addiction Disorder? If you are suffering from this disorder, it might be affecting your personal relationships or school life. Individuals suffering from this condition may be isolating themselves from others, spending a long time in social isolation and negatively impacting their personal relationships. Distrust and dishonesty issues may also arise due to Internet addicts trying to hide or deny the amount of time they spend online. In addition, these individuals may create alternate persons online in an attempt to mask their online behaviors. Serious troubles may also result from avoidance of school, online gaming, or online gambling. Internet addicts may also have trouble developing new relationships and socially withdraw - as they feel more at ease in an online.

So, taking these points into the consideration, we added some questions to our respondents in the survey to check if they are addicted or not.

IV. THE AIMS OF THE PROJECT

First aim of the project is to educate young people how to use the technological innovation carefully emphasizing the importance and advantages of it. We want to make them aware that technology can be resource of a good education, good career and a bright future. That's why, we would like to introduce some workshops connected with programs useful both in work and in a private life. Programms, like Excel, Word, Gimp, 3D printer and other programms connected with gamification. On the other side, our young generation is getting addicted to the technology and they are under attack of dangerous killing games, porn, cyberbullying and stalking which causes loneliness, depression, allienation, escaping from the real world and health problems such as obesity and heart attacks due to lack of physical activities or even a death. That is why, we prepared many workshops to show it, many outdoors and sport's game to change it and many clues when and where to go for help.

V. THE CHARACTERISTIC OF PEOPLE WHO TOOK PART IN THE SURVEY

The surveys was conducted in five schools from the five countries (Poland, Turkey, Italy, Czech Republic and Spain). The survey was conducted among accidentally choosen 50 members of the project - students form all countries.

VI. THE METHODS AND TOOLS USED IN THE EVALUATION

A survey and an interview

VII. THE COURSE OF THE EVALUATION

This report is the results of the survey conducted in five schools. Te main aim of the report is to show the results of the survey conducted in all schools. The information was collected among the students who took part in the project by the survey conducted in these schools. The first survey was conducted in June 2019 and the second one was conducted in November 2019. The survey were fulfilled in schools and sent to Polish school where they were counted and shown in Excel. The report and the program was prepared on the base of this Excel by Polish school. After finishing the project, we are going to conduct the third survey to check, if we changed something or not.

X. THE AIM AND THE CONTENTS OF THE SURVEY

The main aim of the evaluation of the project is the assessment of the problem connected with addiction of students to the technology like computer, mobile phone, the Internet and so on.

The questions used in the survey:

1) Put a cross for the equipment you have:

(a) smartphone (b) PC (c) laptop (d) tablet

2) Have you got internet connection, if yes, choose which ones?

(a) at home (b) at school (c) at mobile phone (d) other

3) In 24 hours how many hours do you spend on these communicative devices?

(a) 1-2 hours (b) 2-4 hours (c) 4-6 hours (d) more

Internet

Mobile phone.....

Tablet.....

Online games.....

PC

Social Media (Facebook, Twitter, etc).....

4) How many friends do you have on social media?

a) 0-100 (b) 100-500 (c) 500-1000 (d) 1000 - and more

- 5) How many of them do you know in person?.....

 6) Have you ever met a person in real life who you first met on social media? If yes, how many?

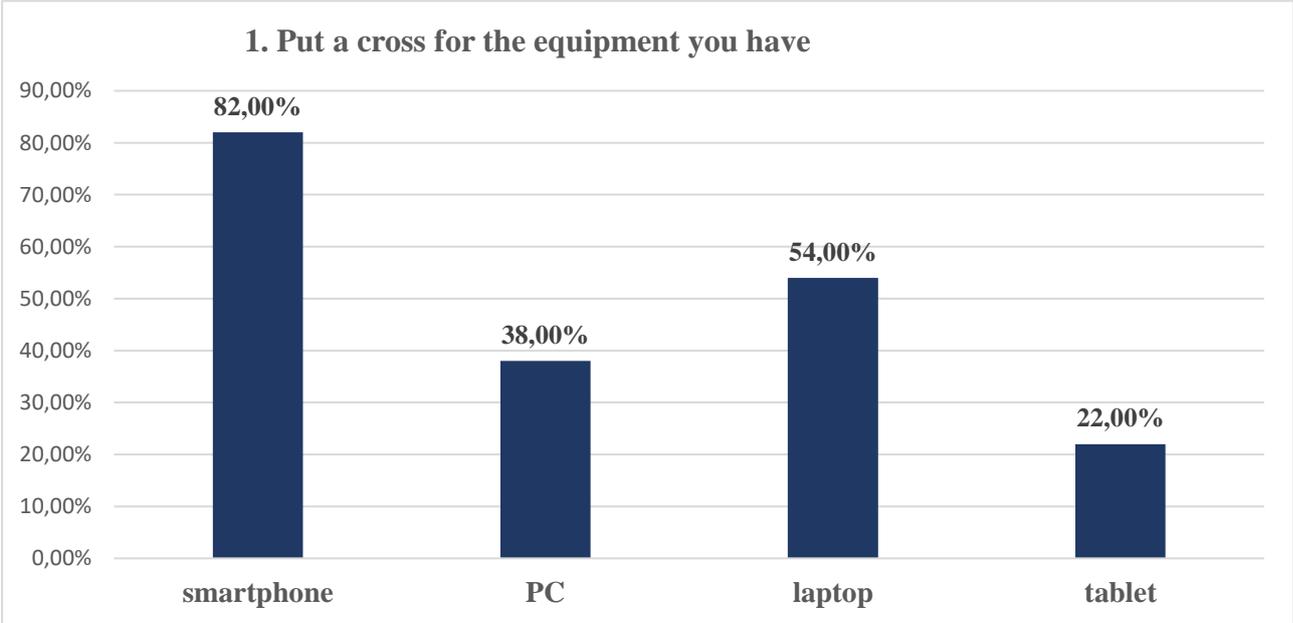
 7) If you have a problem in real life , who do you ask for help first?
 (a) my parents (b) my teachers (c) my real life friends (d) my social media friends

The data of making the raport: 19.12.2019r.

XI. THE DESCRIPTION OF THE RESULTS.

The questions 1.Put a cross for the equipment you have:

- (a) smartphone (b) PC (c) laptop (d) tablet

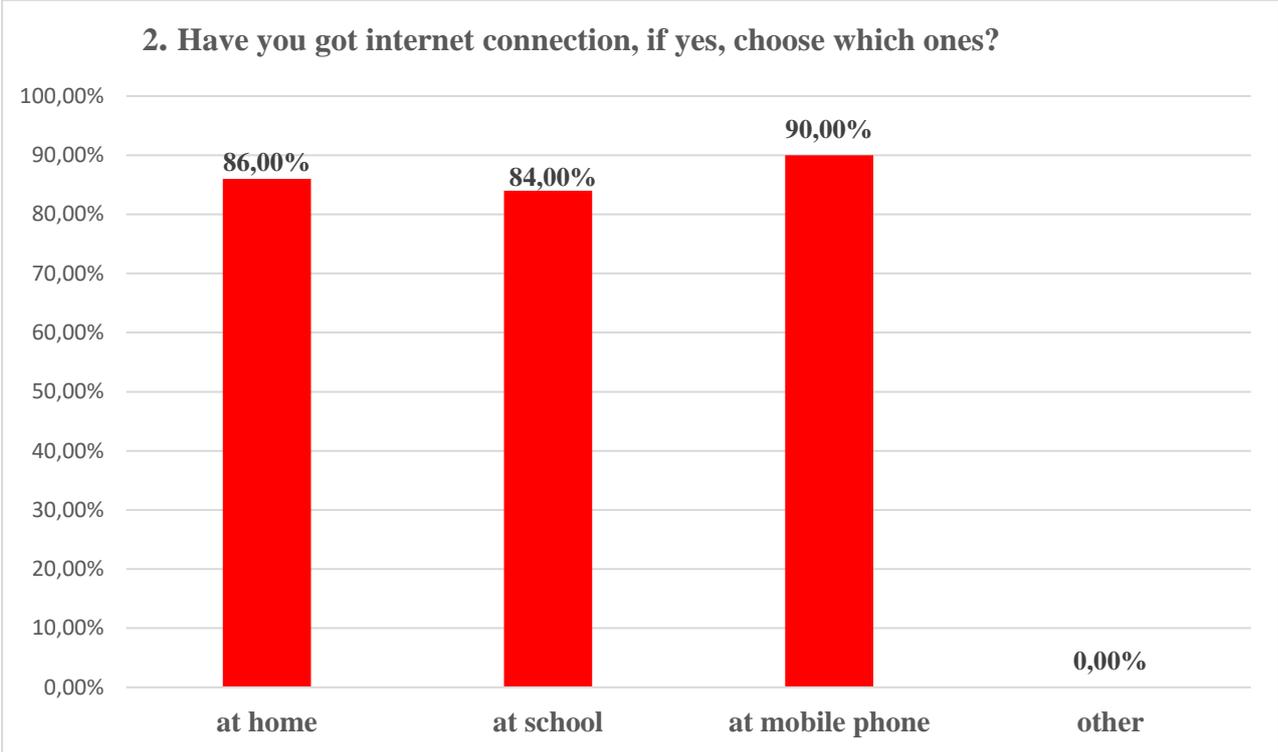


The results of the survey shows that both 82% of respondents use smartphones, 54% laptops, 38% use PC and 22% tablets. As we know, when people used their phones they showed reduced activity in the brain, which has been linked to a very broad range of cognitive processes. Our researchers found that individuals that used their phones often had reduced volume of grey matter in certain important areas of the brain. As we'd probably expect, most students use their phones in short bursts-sending a text or email and then picking it back up when they get a response. There's no denying the devices we keep in the pockets are incredible tools. It's an amazing feeling when they help people to navigate in an unfamiliar city, talk to the family and friends from across the planet, or teach to unclog a sink. The most important is also the fact that everything is online nowadays. It's hard to make a distinction between online and offline worlds. Everything is Internet-

based. From ordering food, interacting with friends, playing games, and even watching tv. Adding an additional layer of confusion and distinction is that other digital technology is taking over the world as well - make access to computers even easier. Now, we don't have to be physically sitting in front of the computer - we can do anything from anywhere with just our phones, tablets, or other electronic devices. Unfortunately, these devices are also used by young people more more to be in a contact on social media, push notifications, and always-available entertainment.

The questions 2. Have you got internet connection, if yes, choose which ones?

- (a) at home (b) at school (c) at mobile phone (d) other



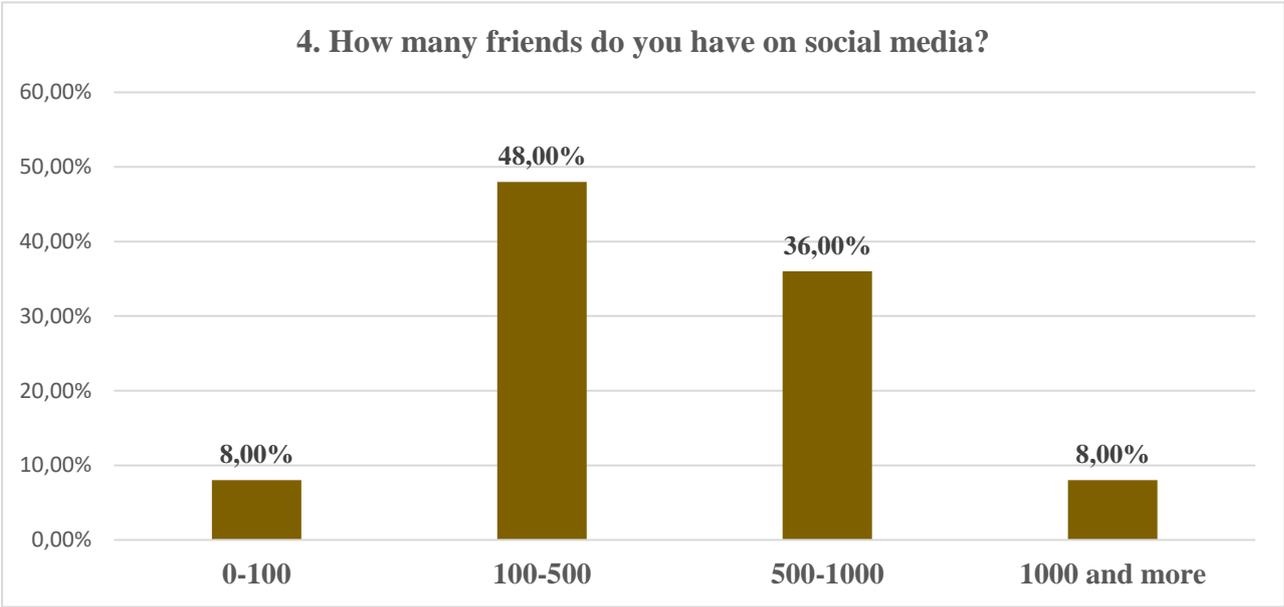
We should notice that almost all respondents pointed the use of the mobile phones in their local surroundings, which are homes and schools. It is weird that nobody use other equipment. The number of smartphone users today is 90% and is forecast to grow by several years, because there are more and more new applications for mobile phones and smartphones, thanks to which students not only can play, but also study and work. The problem is that students are using smartphones or other devices in a way that it causes them immense discomfort when they do not have a phone around them. They even become aggressive when somebody takes their phones or when they lost them. So, as we can see the smartphone addiction is real. Students think they touch their phone 100 times or less per day, the reality is that a typical user taps, touches, or swipes their phone a staggering more than 2,000 times per day. What is the most interesting, the smartphone is the last thing most people look at before going to bed at night.

Of the people who reported frustrations with downloading games, the prime frustrations were fairly evenly split between the length of time to download, when it doesn't work, and when the process is interrupted and has to be restarted.

What is more, the gamers are spending an average of one hour or two hours each week watching others players. As downloading of game files has become faster and updates are made available online more frequently, downloading has become the primary way games are acquired. The majority of students prefer to download games rather than purchase a physical copy, rent, or trade.

The questions 4. How many friends do you have on social media?

- a) 0-100 (b) 100-500 (c) 500-1000 (d) 1000 - and more)



The majority of members of the project said that they have from 100 to 500 friends on social media. 36% have from 500 to 1000 and only 8% have 1000 or more virtual friends or do not have them too much (0-100 people). Some students think that social media provide powerful and user-friendly tools to help them build a strong and interactive community. But, finding real friends, in general, is a really hard task. Some people are more prone to attract others around them and never have to wonder how they can make new friendships even if they move to a new city. They are just having an outgoing and fun personality. Others are more introverted and have trouble finding new friends even in the town they have grown up in, so they spend more time alone. As social media takes over the world we tend to communicate less in person and more on different social platforms. Students are less active in their community, neighborhood, places of worship or national political matters. So, teenagers are more individualistic and having less social ties, it is easier to stay home and be online.

The questions 5. How many of them do you know in person?

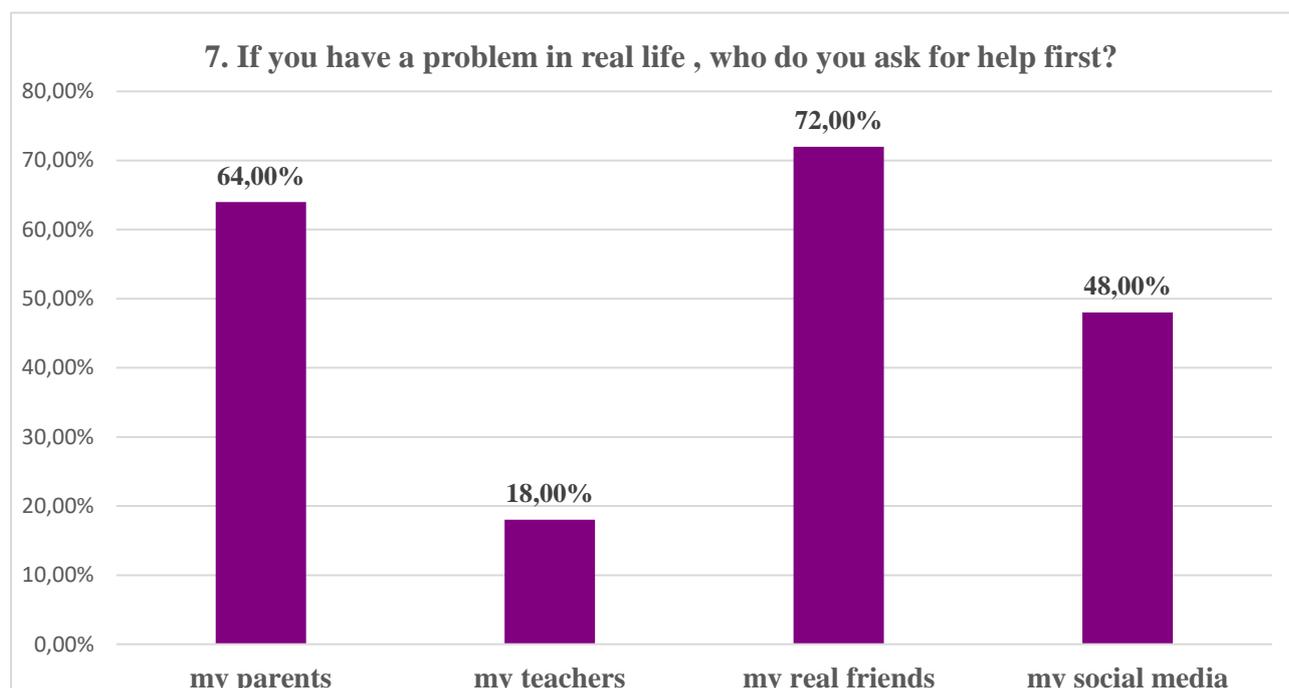
According to the result of our survey, students are used to be around a community of an estimate of 100-500 virtual friends. This is the magic number that comes to our subconscious to keep ties with and be satisfied with. They are sure that most of them do not have an active community (people they keep in touch with on a regular basis live) of 150 people in their lives, but they seek more friends. How many of them do they know personally? Their number was 20-30. Why? In order for a friendship to occur, it must be face to face. Spending time together, having mutual respect for each other and being around that person are few of the steps to make new friends. If we talk about friends. But high number of people on a social media are only fellows, with whom teens like talking to, share common interests and topics that they are passionate about. When they spend time with each other they can say that this was an awesome experience, because good vibes bounce off of they get amplified. Unexpected events test people's reactions and give signs whether that person is a real friend of theirs or not.

The questions 6. Have you ever met a person in real life who you first met on social media? If yes, how many?

It was expected answer that our students do not met a person get known on social media in their real life. Why? Because they did not think about such meeting. They put 'likes' under the post or picture, put their post or pic and waited for 'likes' from the followers. Nothing more. When they wanted to meet somebody, they call to their local friends, people get known from school or playground. Why? Because if they got their back in hard situations and care about their well-being means that they had a real friend by your side. They went to school for many years, spent a lot of time with themselves and traveled together. This a very intense time of sharing energy and experiences. During a vacation time, the spirits are very uplifted because they can finally let loose and stronger bonds happen with stronger situations. Remember the action movies, how at the end the main male character ends up with the main female character after surviving some hard situations, well no wonder.

The questions 7. If you have a problem in real life , who do you ask for help first?

- (a) my parents (b) my teachers (c) my real life friends (d) my social media friends



The people listed by the respondents are: real friends (72%) and parents (64%). What is more, they also listed the contact with their social media friends and with their teachers. A good thing is that our responders are aware of the fact that everyone has problems in life and that they can quickly solve them without much trouble. A bad thing is that they come up with a quick solution or look for help in their real friends, what means the teenagers at the same age. Problems become more difficult when there is no obvious solution and strategies that you have tried in the past don't work. These types of problems cause a great deal of stress and anxiety and require new and different strategies. That is why, they should at first ask for help somebody older, maybe parents, grandparents, aunts or teachers.

As a first step, it is important to realize that there is a problem. Because problems can cause anxiety, many people will try to avoid, ignore or procrastinate when dealing with difficult issues in their lives. So, they should talk to somebody they trust and try to help.

XII. CONCLUSIONS AND RECOMENDATIONS.

According to the survey, most of respondents are addicted to the Internet. Most of the students agree with the point that they are responsible for problems connected with it. They confirmed that the it's no secret that most of they spend too much time on their phones. And sure, it's not all bad. The phones are incredible tools for keeping us connecting, informed, and (sometimes) productive. However, study after study starts to show that their screen time habits can have a pretty negative impact on their focus and attention. Especially during the school day.

In the digital age, the Internet has taken over. Most of what we do, as a general population, can be done on the Internet. Feeling stressed about a project? Just check Instagram for a few minutes to get your mind off it. Inbox getting out of control? You can always get to it after replying to some tweets. Can't find that shirt you want in the store? No worries - the Internet has it! Need to place an order for pizza? Why call? Complete an online order! Can't call over a friend to play a video game at 3 am when you're suffering from insomnia and can't go back to sleep? No problem, there's someone across the globe that is awake and ready to play! That's, in essence, why this disorder can be so troubling - even treatment-wise. It's hard to live these days by getting rid of the Internet. We're always surrounded by it - and for most of us, we use it daily.

But just the same as our relationship with communication tools like email, the true impact of our screen time isn't just about how much time we spend on our devices. It's about how often we use them. Research has consistently found that context switching kills the productivity, by slowing students down and making them feel rushed, overworked, and susceptible to burn out. If somebody wants to do the best work, he or she needs to have control over how your screen time affects the rest of your work. So, just how much screen time are they actually using during the school day? On average, the students spend from 4 to 5 hours a day on their phones. In fact, we found that most students spend slightly more time on their phones during the week than on weekends. Most of them check their phones 58 times a day sometimes even without noticing what they're doing.

Our respondents were also asked questions on a variety of topics to determine playing games and how often they play, the devices they use, how they access content, and what they think is important for a successful gaming experience. Students who play video games spend an average of nearly six hours or sometimes more each week playing. What is more, gamers spend more time playing on mobile phones than on computers, tablets, or gaming consoles. Nearly 85 percent of gamers download free games multiple times each year. Gamers spend an average of one hour and 48 minutes each week watching other gamers play online on sites such as Twitch or Facebook. This compares to two hours and 27 minutes spent watching traditional sports on broadcast television. Nearly video games required dedicated consoles or a computer, which limited the access and audience to people who were willing to make the investment in gaming. The growth of mobile smartphones made it easy for anyone to download a game and play it whenever and wherever they want. This easy access to so many different games led to the growth of casual gaming. However, there is still a group of dedicated or "hard-core" gamers, and that segment is growing. Mobile phones are the primary gaming device for teens at schools, while computers are the preferred device for them at home. This data shows the growing usage of mobile phones by young consumers.

So, taking these results into the consideration, there is a big problem with addiction to young people to the Internet, computer, mobile phones and computer games. The results of our survey confirmed, that they our students are addictive and we have to change it by our project's activities to change their lives.

The report was written by the coordinator of the project: mgr Renata Piszak-Walczkowska