

INTERNATIONAL RESEARCH ON YOUNGSTERS' SOCIAL MEDIA DEPENDENCY AND POSSIBLE SOLUTIONS



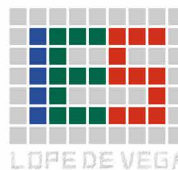


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INTRODUCTION

The Erasmus+ Strategic Partnerships for School Education named “*EMOTIONAL MANAGEMENT: Tool to Fight Social Media Dependency*” started in October 2019 and although it was originally planned to last 24 months, it got lengthened due to COVID-19, to 35 months. The project was created as the local and international cooperation of secondary schools, NGOs and local governments from Spain, Portugal and Romania in order to train teachers and parents in emotional management, to enable them to support high school age youth facing social media and internet caused addiction and other negative effects.

It is coordinated by the Youth Association from Transylvania who works in partnership with Liceul Teoretic “Orbán Balázs” and Orasul Cristuru Secuiesc from Romania, with Permacultura Cantabria, IES Lope De Vega and Ayuntamiento de Santa Maria de Cayon from Spain and with Aventura Marao Clube, Escola Secundária de Amarante and Município de Amarante from Portugal.

The innovative solution offered by this cooperation is that it will train the teachers and parents on how to realize the false images teenagers have, and its destructive nature. The training focused on emotional management at the schools as well as at home. We believe that emotional management can be the key to the success of reducing digital bullying, false need to belong, peer pressure, lack of confidence and depression.



To make sure that all our plans are achieved, we created and extensive research for finding out the state of affairs in the 3 countries. This publication presents the results of the research that set down the basis of all our further activities. Then we organized three job shadowing activities to understand how each of the 3 schools operate and a training course for the transfer of emotional management as a tool to fight social media dependency. Then, teachers tested out emotional management practic-

es in schools in order to create a Toolkit for teachers form across Europe and the world to use.

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THE PLAN OF THE RESEARCH

The analysis of the research was mainly overseen by the local governments' research teams. The teachers provided data and feedback on the answers of students, teachers and parents while, the NGOs helped collect data and organized focus groups and observations. All nine entities took part in developing and finalizing the output.

The research had 6 main phases and a preparation, as follows:

Preparation – December 2019: Developing the methodology and guidelines of the research

Phase 1-January-March 15, 2020: National and EU level research of realities and best practices relevant for the research

Phase 2 – March 15, 2020 - May 21, 2021: Local Research: questionnaires, consultations and observations for students, teachers and parents

Phase 3 – May 2021: Analyzing and compiling conclusions regarding the local, national and European research

Phase 4 – May 11 – June 10, 2021: Translating and presenting conclusions to all parties involved in the project

Phase 5 – May 21 – June 20, 2021: Putting together the whole research

Phase 6 – June 2021 – July 2022: Finalizing, designing and publishing the report

In more detail for each phase:

Preparation – December 2019: Developing the methodology and guidelines of the research.

- In this phase the coordinator team from Romania suggested a possible guideline which needed to be reviewed by all partners who then gave suggestions for finalizing the guideline.
- The working language was Hungarian, Portuguese and Spanish on national level, and English on international level.
- The end result of this phase was the final methodology and guideline in PDF format shared with all partners.

Phase 1 – January-March 15, 2020: National and EU level research of realities and best practices relevant for the research

- All 9 partners researched the national publications, statistics databases and other relevant sources of information related to internet and social media usage among youth, its effects as well as best practices related to the use of emotional management in school environment.
- All the researches were then compared on national level by the 3 entities in each country and drafted into a final MSWord document, which included references, graphs and interpretations of everything that was found. This document was done by one of the entities at the choice of the na-

tional group.

- The working language was Romanian, Hungarian, Portuguese, Spanish and English.
- The end result of this phase were 3 MSWord documents finalized in the three national languages.

Phase 2 – March 15, 2020 - May 21, 2021: Local Research: questionnaires, consultations and observations for students, teachers and parents

- In this phase we conducted the local research in the schools.
- In the first 2 weeks, the coordinator team from Romania defined the possible methods to be used and the partners offered their feedback on it, to create a final methodology.
- This included defining the final questions of the questionnaires, numbers and types of target groups who will answer, implementation committees and any other aspect related to the research.
- The final research types were:
 - » 3 Questionnaires which are similar in question type, done online or on paper form, depending on the target groups, with the ideal goal of having at least 300 students, 30 teachers and 60 parents in each country
 - » 6 focus groups, two for 6-10 students, two for 6-10 teachers and two for 6-10 parents in each country.
 - » 9 Observations of student-teacher interaction, 5-5 lessons in 2 different classrooms and one in the breaks between classes in each country.
- The working language was Hungarian, Portuguese and Spanish.
- The end result of this phase was the finalized and completed elements of the 3 research types described above.



Phase 3 – May 2021: Analysing and compiling conclusions regarding the local, national and European research

- In this phase the work done in Phase 1 and 2 was put together.
- This work was divided among various partners on national level, by choice, depending on the types of research.
- The conclusions were then unified and drafted in the already existing MSWord document from Phase 1, into an 8-10 page document which included references, graphs and interpretations of everything that was found.
 - » The working language will be Hungarian, Portuguese and Spanish.
 - » The end result of this phase will be the 3 MSWord documents finalized in the three national languages.

Phase 4 – May 11 – June 10 2021: Translating and presenting conclusions to all parties involved in the project

- In this phase all partners translated the conclusions done in national languages into English and send them to the other partners.
- Mainly English teachers and NGO staff did this task.
 - » The working language will be English.
 - » The end result of this phase was that we had a three English language conclusions in MSWord format sent to all partners.

Phase 5 – May 21 – June 20 2021: Putting together the whole research

- In this phase the coordinator team from Romania will compared the 3 researches, unified them in language and format and added introductions and global conclusions.
- Then they sent this unified research material to all partners to be reviewed who then gave suggestions for finalizing the research.
- The working language was Hungarian, Portuguese and Spanish on national level, and English on international level.
- The end result of this phase was the final report in PDF format shared with all partners.

Phase 6 – June 2021 – July 2022: Finalizing, designing and publishing the report

- In this phase the finalized PDF version of the research was checked again by all partners, to see if there are further errors and then it was given to the assigned designer of the book, who designed the document in a professional way.
- Once the first draft of the design was done, all partners checked the research and gave their opinion and feedback related to possible things that need to be changed.
- These changes were then done, and the process was repeated until the research was finalized.
- The working language was English.
- The final result of this phase is the finalized, designed report, ready to be published.



THE METHODOLOGY FOR NATIONAL RESEARCH, SURVEYS, FOCUS GROUPS AND OBSERVATIONS

Below we present the methodology and experience of doing the research, focusing on the specific methods, questions, templates and guidelines used for the surveys, focus groups and observations.

National Research

All 9 partners researched the national publications, statistics databases and other relevant sources of information related to internet and social media usage among youth, its effects as well as best practices related to the use of emotional management in school environment. They also researched European and worldwide data related to this.

These were the suggested keywords that should be searched for: emotional management, emotional intelligence, internet addiction, internet addiction among teenagers, internet addiction among youth, social media addiction, social media addiction among teenagers, social media addiction among youth, bullying, online bullying, school bullying. Adding the word 'data' or 'statistics' to all these yielded different results. Replacing the word 'addiction' with 'use' or 'usage' was also helpful. Using variations or synonyms of all these words or expressions in national languages was also advised. Lastly, the suggested keywords were just suggestions, if anyone had more ideas of keywords to search for related to the topic, they could do it.

In terms of what to use for searching, we recommended that besides the typical search engines (Google and Bing) to also try out Academic or Scholar search engines, <https://academic.microsoft.com/home>, <https://scholar.google.com/> or any national search engine if they exist. Also browsing the national and European statistics websites, dedicated internal school servers (to which only schools have access to), national and school forums was suggested. They could even try asking other colleagues and friends who might have more insight in these topics because maybe they work in the fields related to this topics or do research about them.

All the research was then compared on national level by the 3 entities and drafted into a final MSWord documents. This document should be done by one of the entities at the choice of the national group.

The working language was Hungarian, Portuguese and Spanish. The end result of this work were three MSWord documents finalized in the three national languages Which then got translated to English and compiled together in this report.

The experience of doing national research

All partners did the research until March 30th in 2020 before the COVID-19 Pandemic started according to the above described roadmap, so the research outcomes reflect the reality before restrictions, lockdowns and online or hybrid classes. During our meetings with partners we decided not to update the research to be able to compare the results of the surveys, focus groups and observations which reflect a during pandemic situation.

Surveys

The surveys were done with 3 Google surveys, one for students, one for parents and one for teachers. They were available in 3 languages, Hungarian, Spanish and Portuguese. There was the option for the partners to distribute some of the forms in printed format, not online, but afterwards the answers given in paper, must have been transcribed to the online questionnaires. Some of the questionnaires for parents were done like this in all 3 countries.

Here are the questions for all 3 types of target groups:

SURVEY FOR STUDENTS

Our survey focuses on the way young people in our school use the internet. By answering the questions you are helping us address the problems related to internet dependency. The survey is totally anonymous and it is extremely important for us that you answer as accurately and honestly as possible.

1. Your country:

.....

2. Your age:

.....

3. Your gender:

.....

4. On a weekday the number of the hours I spend online is:

- 10 minutes
- 30 minutes
- 1 hour
- 1.5 hours
- 2 hours
- 3 hours
- 4 hours
- 5 hours
- 6 hours
- 7 hours
- 8 hours
- More than 8 hours

5. On a weekend day the number of the hours I spend online is

- 10 minutes
- 30 minutes
- 1 hour
- 1.5 hours
- 2 hours
- 3 hours
- 4 hours
- 5 hours
- 6 hours
- 7 hours
- 8 hours
- More than 8 hours

6. What do you use the internet for? You can mark several answers!

- watch movies
- watch Youtube videos
- listen to music
- play games
- chat with people
- do homework or find information I need for school
- learning anything I am interested in
- browse webshops and do shopping online
- access adult content
- browse current events
- hang out on social media sites, like Instagram, Twitter, Facebook, TikTok, Snapchat, etc.
- other:

7. How many hours a week do you spend

	0	0-½	½-1	1-2	2-4	4-6	6-8	8-10	>10
watching movies									
watching Youtube videos									
listening to music									
playing games									
chatting with people									
doing homework or finding information I need for school									
learning anything I am interested in									
browsing webshops or shopping online									
accessing adult contents									
browsing current news and events									
hanging out on Instagram									
hanging out on Twitter									
hanging out on Facebook									
hanging out on TikTok									
hanging out on Snapchat									
hanging out on 9Gag									
hanging out on other social media sites									
other:									
other:									

8. Please choose which device you use mostly for accessing the internet:

	Always	Often	Sometimes	Never	I/we do not own this device
My own smartphone					
My own tablet					
My own laptop					
My own personal computer					
My parents/friends smartphone					
My parents/friends tablet					
My parents/friends laptop					
My parents/friends personal computer					
A computer in an internet café					

9. Are these statements true for you? Tick the correct box! (always, often, sometimes, never)

	Always	Often	Sometimes	Never
On my phone I have the internet turned on so as not to miss anything important or interesting.				
When I start using the internet I always know what I want and I do not allow myself to get carried away.				
My parents tell me off for spending too much time on the internet.				
I spend more time on the net than I have initially planned.				
I would rather communicate online than face to face.				
I would rather shop online than in a regular shop.				
I neglect my tasks at home or in school because of being on the internet.				
Friends/family members complain about me being a lot on the net?				
I think that life would be empty, boring and joyless without the internet.				
I sleep less because of being on the internet at night?				
I have been bullied online.				
I spend more time with my friends online than face to face.				
If I have to part with my phone for a longer period of time I get agitated.				
I find it hard to stop browsing on the internet.				

10. What do you think are the dangers of spending time on the internet?

- exposure to inappropriate content (porn, graphic violence, verbal obscenities)
- theft of identity
- hacking
- malware
- cyber-bullying
- unwarranted access to one's online accounts
- falling for scams
- other.....

11. Which of these situations have you been involved in? How?

.....

.....

.....

12. Finish the following sentence:

Without the internet my life would be

13. If I am in a group with friends and I am not interested in what is being talked about, most of the time, I...

- Continue paying attention and listening
- I start thinking about something else
- I find something more interesting on my smartphone
- Other

14. Can you resist not taking out your smartphone during one school class?

- Yes of course
- If I am not interested in the class, I will take it out for sure
- I will take it out at least once
- I take it out and use it as much as I want
- Other

SURVEY FOR TEACHERS

Our survey focuses on the way young people in our school -your students- use the internet. By answering the questions you are helping us address the problems related to internet dependency. The survey is totally anonymous and it is extremely important for us that you to answer as accurately and honestly as possible.

1. In your work how often do you come across problems caused by students's internet use?

- several times a day
- daily
- several times a week
- weekly
- several times a month
- monthly
- very rarely
- I haven't experienced such problems yet. (jump to question 7)

2. What kind of problems have your students had so far?

- unpermitted use of smartphone in class
- decline of academic performance
- decrease of attention and concentration power
- isolation, loss of friends
- issues with self-image or self-esteem
- problems with behaviour
- emotional disturbances
- cyberbullying
- internet fraud

- sexual harassment
- sharing obscene contents
- other:.....

3. How did you find out about these problems?

- through personal experience
- through a colleague
- through the student's parents
- through the student's peers
- form another source:.....

4. Did you take any measures after you had learnt about the problems? What did you do?

- Yes. → go to question 5.
- No. → go to question 6.

5. What did you do?

.....

6. Why not?

.....

7. Who do you think can be held responsible for a child's addiction to the internet?

- the child him/herself
- the child's parents/custodians
- the child's friends
- the child's teachers
- all of the above

8. Who do you think has a key role in overcoming the addiction?

- the child him/herself
- the child's parents/custodians
- the child's friends
- the child's teachers
- a counsellor
- all of the above

9. What is your view on using mobile devices in the classroom as part of the teaching process? How much do you agree with the statements below?

	I fully agree	I tend to agree	I tend to disagree	I totally disagree
The use of mobile phones/devices can make classes more engaging.				
Teachers should make more effort to incorporate smartphones in the learning process.				
It is difficult to monitor students' smartphone use in class.				
Incorporating smartphones does not have a positive impact on the learning process.				

10. Do you use smartphones or other similar devices for teaching in class

- Always
- Often
- Sometimes
- Never

11. Do you use your smartphone in front of students during the breaks or before classes start?

- Always
- Often
- Sometimes
- Never

12. Do you think the school is doing enough work to reduce the numbers of those teachers and students who are internet addicts?

- Yes
- A bit
- No
- I do not know

SURVEY FOR PARENTS

Our survey focuses on the way young people in our school -your children- use the internet. By answering the questions you are helping us address the problems related to internet dependency. The survey is totally anonymous and it is extremely important for us for you to answer as accurately and honestly as possible.

1. Your Country:

.....

2. Your child's age:

.....

3. **Your age:**

.....

4. **Your gender:**

.....

5. **On which of these devices does your child access the internet?**

- desktop computer
- laptop
- tablet
- smartphone

6. **How many hours do you think/know that your child spend on the internet per day?**

.....

7. **What's your attitude to your child's internet use?**

- It's entirely up to my child when, for how long and what he uses the internet for.
- I know how much time my child spends on the internet, but I have no idea what he/she does.
- I know how much time my child spends on the internet and I know what he/she does.
- It's up to me how long he/she can spend online and when.
- He/she can only access sites I approve of.
- Other

8. **Do you ever track your child's online activity (checking history, using digital apps, etc.) ?**

- regularly
- from time to time
- rarely
- never
- I do not know how to do that

9. **Do you talk to your child about the potential dangers the internet involves?**

- Yes.
- No.

10. **Has your child had any problems related to the use of the internet?**

- Yes → go to question 11.
- No → go to question 12.

11. **What kind of problem was it?**

- neglecting tasks at home or in school
- neglecting his/her friends

- behavior/ mental issues
- cyberbullying
- other:

12. How do you/would you handle such problems?

- I ('d) try to solve them myself
- I ('d) consult other parents
- I ('d) consult my child's teachers
- I ('d) consult a specialist
- other:

13. Have you tried to learn more about internet dependency?

- Yes.
- No.

14. What do you use the internet for in your spare time?

- watch movies
- watch Youtube videos
- listen to music
- play games
- chat with people
- work-related issues
- learning anything I am interested in
- browse webshops and do shopping online
- access adult content
- browse current events
- hang out on social media sites, like Instagram, Twitter, Facebook, TikTok, Snapchat, etc.
- other:

15. How many hours a week do you spend on the internet

	0	0-½	½-1	1-2	2-4	4-6	6-8	8-10	>10
watching movies									
watching Youtube videos									
listening to music									
playing games									
chatting with people									
working or finding information I need for work									
learning anything I am interested in									
browsing webshops or shopping online									
accessing adult contents									
browsing current news and events									
hanging out on Instagram									
hanging out on Twitter									
hanging out on Facebook									
hanging out on TikTok									
hanging out on Snapchat									
hanging out on 9Gag									
hanging out on other social media sites									
hanging out on social media sites like Instagram, Twitter, Facebook, TikTok, Snapchat, etc.									
other:									
other:									

The experience of doing surveys

The plan was to gather 300 answers from students, 30 from teachers and 60 from parents in each country, from the three schools Liceul Teoretic “Orbán Balázs” from Romania, IES Lope De Vega from Spain and Escola Secundária de Amarante from Portugal. and to spend 10 weeks for gathering results, starting in mid-March 2020. But that coincided with the COVID-19 pandemic reaching all of Europe and the onset of severe lockdowns. So this plan was put on hold and finally the process lasted until May 2021, the bulk of the answers having been gathered in November 2020 and the rest in March 2021.

In the case of students, we got 328 responses from Spain, 251 from Portugal and 203 from Romania, instead of at least 300 from each country. The main reason Spain managed to reach more students is that their student base is much larger than in the case of Portugal and Romania, and even though in these latter countries they are a bit over 300, it was difficult to motivate students to answer online forms mid pandemic when most if not all classes were done online.

In the case of teachers, we got 45 responses from Portugal, 36 from Spain and 32 from Romania, having agreed on at least 30 answers from each country. Teachers proved eager to take part in the research and although they had to be online quite a lot they all happily filled the online form to help us understand the realities in the 3 schools.

In the case of parents, we got 69 answers from Romania, 60 from Portugal and 58 from Spain, having agreed on at least 60 answers from each country. Here, not all parents were internet literate (only around 70% were) and those who were not filled the form either on paper or with the help of someone.

Overall we consider that although in case of Romanian and Portuguese students and Spanish parents,

we did not reach as many as we planned, considering the changed reality brought on by COVID-19, we were successful and managed to reach conclusive answers the analysis of which will be presented a few pages later.

Focus Groups

The plan was to do 6 focus groups, two for 6-10 students, two for 6-10 teachers and two for 6-10 parents in each country. In the context of our research, we defined a focus group as a conversation in a small group where it is possible to collect insights from participants regarding a certain topic, going deeper than when people answer to a questionnaire. The interaction among participants in the same group allows to understand the complexity of certain issues, better than when analysed separately. More precisely, a focus group was a small group of six to ten people led through an open discussion by a neutral and inclusive moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are not involved.

The moderator's goal was to generate a maximum number of different ideas and opinions from as many different people in the time allotted. Therefore they took care to ensure a safe and comfortable environment where all participants know that the conversation is confidential.

The ideal amount of time to set aside for a focus group is anywhere from 45 to 90 minutes (beyond this time it becomes ineffective)

Focus groups are structured around a set of carefully predetermined questions – usually no more than 6 – but the discussion is free-flowing. Ideally, participant comments will stimulate and influence the thinking and sharing of others.

It takes more than one focus group on any one topic to produce valid results – so we did 2 of each target group.

Understanding the design of focus group questions:

Questions:

- are short and to the point, avoiding different possible interpretations and ambiguous words
- should not be embarrassing or harmful for participants
- avoiding polarization of answers („yes” or „no” answers that don't give much information)

Focus group discussions should be recorded in audio or video, so the information collected can be accessed and analysed later on. It is advisable to have two different devices recording the same session to assure a better audio quality and avoid unexpected accidents. Always check the batteries of the devices prior to the sessions.

Along with the moderator, you can also have an observer that can take notes during the session related to non-verbal behaviours and advise the moderator about keys ideas to be explored further.

The focus group moderator has a responsibility to adequately cover all prepared questions within the time allotted. They also have a responsibility to get all participants to talk and fully explain their answers. Some helpful probes include:

“Can you talk about that more?”

“Help me understand what you mean”

“Can you give an example?”

It is good for a moderator to practice to paraphrase and summarize long, complex or ambiguous comments. It demonstrates active listening and clarifies the comment for everyone in the group.

A moderator must tactfully deal with challenging participants. Here are some appropriate strategies:

Self-appointed experts: “Thank you. What do other people think?”

The dominator: “Let’s have some other comments.”

- The rambler: Stop eye contact; look at your watch; jump in at their inhale.
- The shy participant: Make eye contact; call on them; smile at them.
- The participant who talks very quietly: Ask them to repeat their response more loudly.

When the focus groups ends, the moderator thanks everyone and after all participants leave the room, they check the tape to stop it and make notes to avoid memory losses.

Here are the suggested questions for the focus groups. These can be asked in all 6 focus groups, for students, teachers and parents.

- a) What do you know about internet dependency?
- b) What are the factors that play a role in developing this addiction? Who are the most vulnerable to this condition?
- c) Do you know anybody who’s been addicted to the internet?
- d) Which do you think are the most efficient ways to overcome this addiction?
- e) How do you think internet addiction can be prevented?
- f) Have you ever heard of emotional management?
- g) Do you talk with your peers/family members about daily issues and things that trouble you?



The experience of doing focus groups

Focus groups were planned to be done after the surveys so due to the delays connected to COVID-19, most of us did them in May 2021

In Romania the focus groups were done according to plan, face to face with 16 students, 17 teachers and 18 parents. It was a free-flowing conversation with lots of follow-up questions being asked by the moderator.

In Portugal the focus groups were also done according to plan only with slightly less participants than it was originally planned, especially parents. This was because of COVID-19 restrictions. 13 students, 8 teachers but only 5 parents took part in these. Also, non-formal education method was used for all 3 target groups.

In Spain the situation was the same, but only one round of focus groups were done and with 3 students, 3 teachers and 4 parents, again due to restrictions connected to COVID-19.

Observations

School observation demanded the observer's involvement in 5-5 classes in 2 different classrooms and one in the breaks between classes in each country. It included attending classes, observing breaks and various locations during the breaks, to enable them to observe people in their daily lives and to participate in their activities to facilitate a better understanding of those behaviours and activities.

What to observe?

In class:

Teacher:

Place: Date: Duration:

What is observed:	Yes/No	How?/What?	Comments
does he/she establish contact with the students			
does he/she involve the students? how many students does he/she involve?			
does he/she provide any feedback, how?			
does he/she handle unexpected/problem situations?			
is there any emotional charge in the way he/she communicates?			
to what extent does he/she manage to make things personal, tailored to the individual, not generalize?			
is he/she aware of students' individual needs?			
does he/she incorporate any mobile devices in the teaching process?			
does he/she restrict internet and smartphone usage?			
does she/she react to internet and smartphone usage? What does he/she do?			
does he/she use any approach, method, tactic to work on the emotional management of a student/students			

Students:

Place: Date: Duration:

What is observed:	Yes/No	How?/What?	Comments
do they relate to the teacher?			
do they react to the feedback they get from the teacher?			
do they contribute to class?			
Do they pay attention? What is their attention span, how long can they focus?			
do they cooperate with their peers?			
do they display any type of disruptive behaviour?			
do they try to use smartphones, smartwatches, etc.during the class without any authorization from their teacher? If yes, is this happening often?			

Overall:

Place: Date: Duration:

What is observed:	How?/What?	Comments
what was the general atmosphere in class?		
was there anything that stood out with relation to smartphone usage?		
was there anything that stood out with relation to internet addiction?		
was there anything that stood out with relation to emotional management of any sort?		
how can the teacher-student relationship be described?		
problem situations (what kind of problems were there?)		

During the breaks:

Place: Date: Duration:

What is observed:	How?/What?	Comments
how do students spend the break?		
what are the possibilities for students to do during the breaks?		
how do teachers spend the break?		
what are the possibilities for teachers to do during the breaks?		
what are the interactions between teachers and students?		
what are the interactions between teachers and teachers?		
what are the interactions between students and students?		
are the students and teacher using the smartphones, smartwatches, between them during the break? (For example: do they watch together some video or chats?)		
is somebody (teacher and students) spending time by themselves?		

The experience of doing observations

This task was the most straightforward of all four research types because COVID-19 restrictions or the danger of subjectivity was not present. Accordingly, all 3 countries managed to do the task of observing students in the classrooms, breaks and other spaces in the school's premises. It was quite engaging to observe how differently students behave with teachers and without teachers around them, but also to see what kind of interactions they have among themselves or online.



NATIONAL RESEARCH RESULTS

Portugal

From the research done by the Portuguese entities it has become clear that dependency on technology, a reality that has been increasing over time and occupies a large part of the lives of children, young people, teenagers and even adults.

According to Dr. José Romero¹, technology dependence is “defined as a psychological and behavioural disorder that leads the user to become continuously or increasingly entangled in information and communication technologies (ICT), regardless of the negative consequences it may have on their physical, social, mental or financial well-being.

Also according to the same author, adolescents are a part of the population, very susceptible to becoming dependent on technology. This dependence carries risks that can lead adolescents to feel affective neediness, personal dissatisfaction, low self-esteem, impulsiveness, anxiety, depression, isolation and communication difficulties.

According to a study by ISPA (Higher Institute of Applied Psychology)², in a sample of three thousand young people, a quarter admit that they spend more than 6 hours a day “online” and that they favour “online” contact over face-to-face contact and have no leisure activities in the real world.

The fact is that it is not possible to ignore the internet or forbid young people from using this method, since the internet, as a set of networks spread all over the world, allows the exchange of data, messages, thus becoming a facilitator for development, communication, among others. Thus, it is crucial to invest in training young people in the use of technologies in a moderate, controlled and responsible way.

Nowadays, young people are constantly “online”, on their facebook, instagram, making publications for their followers, viewing updates of their friends’, acquaintances’ and strangers’ profiles, i.e., they are always connected to the virtual world, but disconnected from the real world, causing consequences in terms of concentration in a classroom context, in the relationship with the world and people around them (parents, friends, teachers, family).

This virtual relationship can develop maladjusted behaviours, such as online violence which, according to APAV-Support for Victims³, “is any type of behaviour of aggression, threat or intimidation carried out by the internet and/or by new technologies, through sms, mms, email, chatroom, messenger, website,

1 Romero, José (2019, 20 de dezembro). Viciados em Internet, jogos e redes sociais? Acedido a 27 de janeiro de 2020, em: <https://www.cmjornal.pt/c-studio/especiais-c-studio/trofa-saude/detalhe/viciados-em-internet-jogos-e-redes-sociais>

2 Patrão, Ivone (2017, 9 de abril). Vício da Internet já atinge 25% dos jovens. Acedido a 13 de dezembro de 2019, em: <https://www.dn.pt/sociedade/vicio-da-internet-ja-atinge-25-dos-jovens-5783779.html>

3 APAV-Apoio à Vitima. Violência Online. Acedido a 17 de janeiro de 2020, em: <http://www.apavparajovens.pt/pt/go/o-que-e7>

youtube, social networks, with the intention of hurting, embarrassing, frightening or offending us.”

One of the most common forms of “online” violence is Cyberbullying, a form of bullying committed over the internet, where the intent of the person is to offend, embarrass and humiliate another person, through the publication of offensive and false information, (images, photos, texts).

As previously mentioned, it is important to empower young people so that dependence on technology does not control their lives, and one way of doing this is through emotional intelligence. According to Goleman (1995), quoted by Mafalda Moutinho⁴ our IQ (Intelligence Quotient) does not guarantee our success, but the EQ (Emotional Quotient) redefines the meaning of “being intelligent”. According to the same author, Goleman⁵, emotional intelligence consists of the capacity that a person has to recognise and identify their emotions and those of others. In other words, emotional intelligence is a “set of skills” that include self-motivation, social skills, empathy, and impulse control, among others.

Thus, emotional intelligence is not a personality trait, but rather skills that can be learned and trained.

The learning and training of emotions start in the family context, extending to the school context and, in the future, to the professional context. According to Sinead Smyth⁶, parents are key elements in the emotional management of their children, from childhood to adulthood.

Emotional intelligence increasingly plays a key role in society, to the extent that in some countries, such as Spain and the United Kingdom, there is the discipline of emotional education, in which tools are taught for the management of conflicts, adversities and unexpected situations, as well as school failure rates and knowledge assimilation.

Today’s young people are agents of change in the near future, so their preparation, their empowerment for adversities resulting from dependence on technologies, becomes increasingly crucial.

Romania

From the research of the Romanian entities, it became clear that internet addiction is a real, compulsive-impulsive disorder, similar to addictions such as gambling and that it is causing quite a lot of challenges in Romania also⁷. The use of the internet becomes a psychological or psychiatric problem when it starts to be abusive and causes the appearance of many addicts who will report negative consequences.

Adolescents are considered a group with higher vulnerability⁸. Indeed, adolescents have less impulse control, are poorer at long-term planning, and tend to minimize the risks of potentially dangerous behaviours. In addition, adolescence is a period in which individuals develop their personal independence from adults. Using the internet as a tool to get, or rather, to feel independent helps them overcome some specific psychological barriers typical for this period. Thus, they reach the state of psychological comfort, including access to social relationships that adolescents find particularly important.

4 Moutinho, Mafalda (2019, 20 de abril). A inteligência emocional e o futuro da educação. Acedido a 27 de dezembro de 2019, em:

<https://www.publico.pt/2019/04/20/p3/cronica/a-inteligencia-emocional-e-o-futuro-da-educacao-1869630>

5 Goleman, D. (1996). Emotional intelligence: Why it can matter more than IQ. BLOOMSBURY PUBLISHING PLC.

6 Sinead Smyth, LMFT, Empathy is Key to Raising an Emotionally Intelligent Teen

<https://www.gottman.com/blog/empathy-key-raising-emotionally-intelligent-teen/>

7 Oana Nicolau, De ce trebuie să luăm în serios dependența de internet? 2018,

<https://www.clinicoanicolau.ro/dependentia-de-internet/>

8 Ziare.com, Adolescentii de azi prefera sa vorbeasca cu prietenii prin SMS, mai degraba decat sa se intalneasca cu ei, 2018

<http://www.ziare.com/internet-si-tehnologie/smartphone/adolescentii-de-azi-prefera-sa-vorbeasca-cu-prietenii-prin-sms-mai-degraba-decat-sa-se-intalneasca-cu-ei-1529959>

According to the Romanian Journal of Psychiatry⁹, internet addiction covers a variety of behaviours and impulse control issues, which include:

- Cybersex addiction - compulsive use of pornography on the internet has a negative impact on real-life intimate relationships. Healthy sexuality is an integrated life experience, while virtual sexual behaviour is a means of overcoming negative emotions, boredom, anxiety, couple problems, relationship difficulties or the need to feel that you are important, wanted or strong.
- Cyber-Relationship addiction - addiction to social networks, chat rooms and messaging, to the point where virtual, online friends become more important than relationships with family and friends in real life, which ends up looking empty and devoid of joy. This false reality becomes particularly dangerous and causes a much more severe addiction than other types of internet-related behaviours. When used responsibly, the internet can be a great place to interact socially, meet new people and even initiate romantic relationships. However, online relationships can often be more intense than in real life and can exceed all realistic expectations.
- Compulsive Internet Behaviours (Net Compulsions) - pathological gambling, compulsive use of online shopping sites or auctions, which often lead to financial problems. People with such behaviours buy things most of the time they do not need and cannot afford, in order to experience the joy of placing the winning offer.
- Information overload - compulsive behaviour of searching in databases or browsing the internet (web surfing, browsing), having as an effect lower professional performance and reduced social interaction.
- Computer addiction - excessive use of offline computer games (Solitaire, Minesweeper) or computer programs. It entails emotional disorders and behavioural changes, such as: anxiety, depression, social phobia, school leaving / truancy, aggressive behaviour, social isolation and the integration of virtual experiences in life, which are outlined in all literature sources as adverse effects of internet abuse and social failure.

As with any other addiction, those who depend on the internet want to do nothing but spend time surfing the internet, becoming very inactive and antisocial, destroying certain aspects of their real life. Instead of talking to real friends, they prefer to communicate with strangers on the internet. According to the same Romanian Journal of Psychiatry, it was concluded that if you spend 6 hours on the internet every day, for 3 consecutive months, for purposes other than working or studying, you can be considered addicted to the internet, another criterion being the time spent on the internet.

The symptoms of internet addiction, according to Monica Bolocan¹⁰, a psychologist, can be the following: teenagers isolating in their own room, ignoring friends, family, some even forgetting about food or hygiene. These symptoms are also found in other addictions, such as dependence on heroin or alcohol.

Internet addiction was classified as a clinical condition by Chinese psychologists as early as 2008¹¹. According to the definition, based on a study of more than 1,300 problematic internet users, the symptoms of addiction include:

1. changing the lifestyle, in order to spend as much time on the net as possible;
2. decrease in physical activity;
3. disinterest in one's own health;

9 Romanian Journal of Psychiatry, 2015,
https://www.academia.edu/28561129/WPA_2015_Bucharest_IC_Abstract_Book

10 Monica Bolocan, Cat de periculoasa este dependenta de internet?,
<https://www.neuroaxis.ro/cat-de-periculoasa-este-dependenta-de-internet/>

11 Rachel Williams, China recognises internet addiction as new disease. 2008,
<https://www.theguardian.com/news/blog/2008/nov/11/china-internet>

4. giving up important activities, in order to stay longer on the net;
5. sleep deprivation or changes in sleep patterns, for the same purpose;
6. the drastic decrease of the socialization activity, the result being the alienation of friends;
7. gradual neglect of the family;
8. the desire to spend more and more time online;
9. neglect of work and personal obligations

Other symptoms include addiction to online shopping, over-accessed online games, excessive viewing of pornographic material on the internet, and spending ridiculously large sums on non-productive activities on the internet. Sleep problems, communication difficulties, anxiety, depression are just some of the symptoms of internet addiction, a pathology identified in 1995 by the American psychiatrist Ivan Goldberg¹², similar to drug or alcohol addiction.

Conclusions:

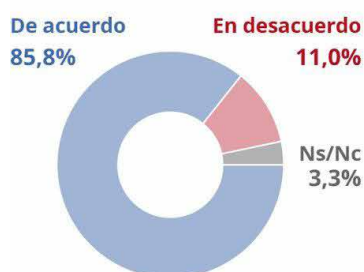
1. Internet addiction is a disorder of normal psychological function.
2. According to statistics, internet addiction affects a significant number of people, especially adolescents.
3. Disorders related to internet addiction can be considered as a serious threat to the health of the population in the near future.

Spain

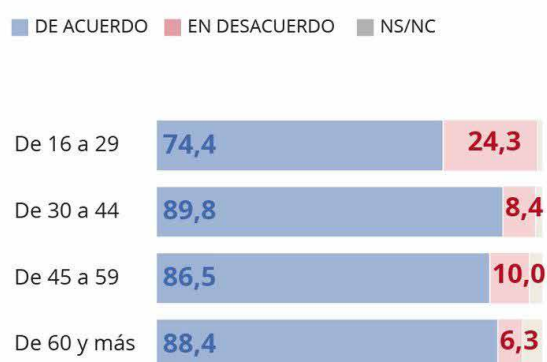
The debate at the beginning of each school year is whether to allow the use of mobile phones in the classroom. We know that nowadays the use of mobile phones goes beyond talking on the phone; nowadays we use mobile phones for all kinds of activities. It is a gateway to technology, a tool for the search of information, an addiction, a way to protect children or a defence of educational essentials¹³. According to data from the National Statistics Institute (INE), today, 9 out of 10 teenagers aged 15 have a mobile phone¹⁴.

LA ENCUESTA DEL GESOP ENTRADILLA

¿Estaría de acuerdo con que se prohíba el móvil en las aulas en la etapa de educación obligatoria, es decir, hasta terminar la ESO?



Por edad



@elperiodico / @EPGraficos

12 I. Goldberg, "Internet Addiction Disorder," 1995.

<http://www.cog.brown.edu/brochure/people/duchon/humor/internet.addiction.html>

13 Carlos Márquez Daniel, El Periodico, El móvil en las aulas, un debate por cerrar

<https://www.elperiodico.com/es/educacion/20190907/debate-uso-moviles-aulas-escuelas-7621568>

14 RTVE.es, Más del 88% de los niños de 10 años usa ordenadores y accede a internet

<https://www.rtve.es/noticias/20171005/mas-del-88-ninos-10-anos-usa-ordenadores-accede-internet/1626076.shtml>

The role of emotions is also very important in everyone's daily life, because they are a key factor in defining the nature of our feelings and the ways in which we handle situations in our day-to-day lives. Emotional management allows us to externalise the feelings we have, helping to regulate the hormonal world and to be able to correctly process the information in our brain. It is important to distinguish emotional discharges from the inherent feelings of human beings.

Emotional intelligence is the set of abilities to achieve success in studies and in the practical side of life. It is the ability to be able to motivate oneself, to assume a resilient attitude, to control impulses, to regulate moods, as well as to prevent upheavals from diminishing our ability to think properly. In addition, it is seen as the ability to read one's and others' feelings, to re-main calm, to esteem oneself and to be attentive to others. All in all, it is nothing more than the human capacity to feel, understand, control and modify our own and others' emotional states.

Many parents are concerned about their children. Surfing the Internet has its risks. It is full of unknown people, some of them malicious and others even perverse, shops, etc... But it is also full of cultural spectacles that we could never have imagined, spaces of knowledge, interesting people and many opportunities. We need our children to acquire skills on the net, because this is the "city" where they will live, where they will fall in love, learn, play and try to educate their own children, etc. Delaying access to this "city" could be critical to their personal and professional development. The internet is not a repository of content. It is a space of activity, a space of relationships and interactions, and the feeling of belonging is built more solidly where we have a greater number of relationships and interactions.

The relationship of children and teenagers with the digital world is very different from that of their parents. These are not only related to the skills in handling technological devices, but also to the new uses that are made of them and to the perception and understanding of the nature and function of the digital world. Understanding the link between children and the digital world is essential to mediate and ensure that they make good use of the technological tools available for them. Below, we break down the changes and possibilities that the irruption of digital could mean for children and teenagers in the areas of relationships, communication and connection, learning and play.

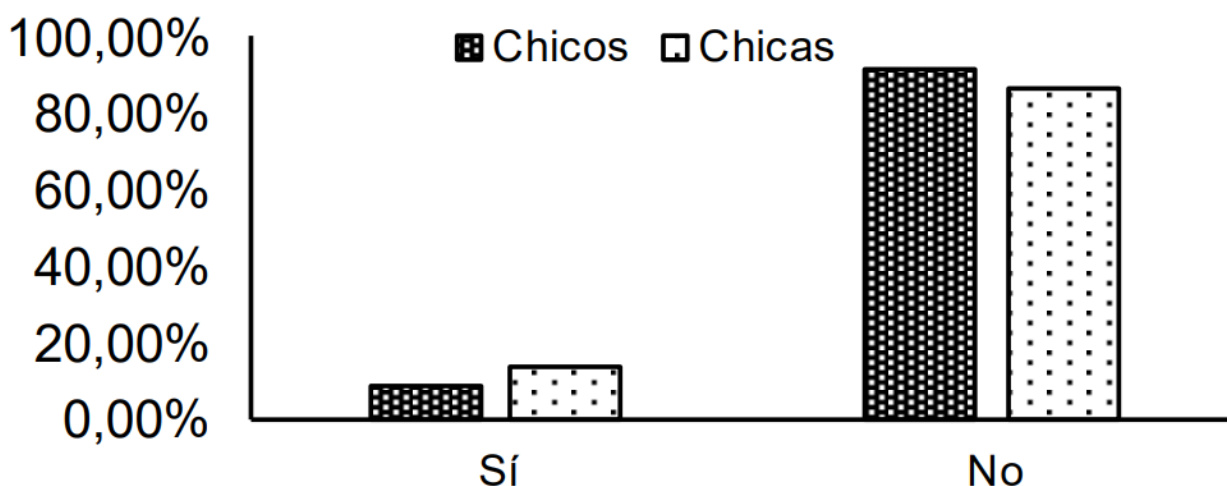
Teenagers live connected in a connected world. Connectedness is not a special characteristic of our children, but rather a manifestation that is in line with the social and cultural context in which they live: the Information and Communication Society.

The internet, as a tool, is adapted to the needs of young people. In addition to being a means of communication, offering information and entertainment, the internet offers young people a space for self-expression. And that fits very well with what young people need, with their evolutionary stage or life cycle.

The internet, and especially online social networks, offer adolescents the space to work productively on managing their identity, status and awareness of social rules. The internet and social networks or different messaging tools (such as WhatsApp or Snapchat) become a field of experimentation, an exceptional opportunity to explore their identity and intimacy, without the supervision of traditional agents of socialisation such as parents, schools or institutes.

When talking about the content control systems that teenagers have, according to a study carried out by the Telefónica Foundation and the Interactive Generations Forum¹⁵, only 17% of teenagers recognise that they have a filter on their Internet connection, which exposes them to an endless number of social networks that are not suitable for minors. It can also be observed that the percentage of boys who have a filter or control system is almost 5% higher than girls.

15 The interactive generation in Madrid, children and teenagers in front of screens. Interactive Generations Collection. Foundation Telefónica. Xavier Bringué, Charo Sábaba. 2011. <https://dadun.unav.edu/bitstream/10171/20593/1/GGII-Madrid-final.pdf>



In the study “Social Networking Habits of Teenagers: Gender Analysis”¹⁶, we can see that girls give more importance to social networks and that when it comes to accepting requests, girls accept fewer friend requests, even if they do not know who the person sending them is. In terms of monitoring social networks by gender, girls are the ones who are monitored the most.

In a study carried out by the University of Valencia, in 2012¹⁷, among 2,300 students aged between 12 and 18, the most important results were: most teenagers (95.2%) have a mobile phone and among teenagers over 16 years old, 98% have a mobile phone. Other relevant data shows how quickly these technologies become obsolete; the students surveyed indicated that they have had several mobiles. Between the ages of 12 and 14, they have had an average of two mobile phones, while those between 17 and 18 have had an average of 4 mobile phones. It is at the changeover from primary to compulsory secondary education that it is easiest for children to have a mobile phone, as it facilitates both parental control and the independence of the teenager. Another curious fact about this study is that 70% of children with their first phone have a “card” type, which is progressively being replaced by a “contract” type. Thus, 51% of teenagers between 17 and 18 years already have a “contract”. Girls are the ones who use mobile phones more for socialising, while boys use them mostly to play video games.

In 2017, a total of 1,054 cases of bullying were reported in Spain (according to data collected by the National Police Corps, Civil Guard and Local Police forces¹⁸), which implies an increase of 11.65%, compared to the immediately preceding year. In 2018, 5,557 cases were registered. Factors that contribute to bullying include: 1) age (the younger the child, the more likely he or she is to be bullied); 2) mental health; 3) mood; 4) social support. The study also looked at the number of reported cases of bullying.

16 Hábitos de uso en las Redes Sociales de los y las adolescentes: análisis de género. Patricia Alonso-Ruido, Yolanda Rodríguez-Castro, María Lameiras-Fernández, Ma Victoria Carrera-Fernández Facultad de Ciencias de la Educación, Universidad de Vigo.

<https://pdfs.semanticscholar.org/c106/e90b9ce6b4ec341fe24a07ae9adf87b901a5.pdf>

17 Guide for parents and educators to prevent or solve mobile phone abuse in teenagers. Foundation for the study, prevention and assistance to drug addictions. Action guides FEPAD. Generalitat Valenciana. <http://www.san.gva.es/documents/156344/1781089/Guia+de+Actuacion+Moviles.pdf>

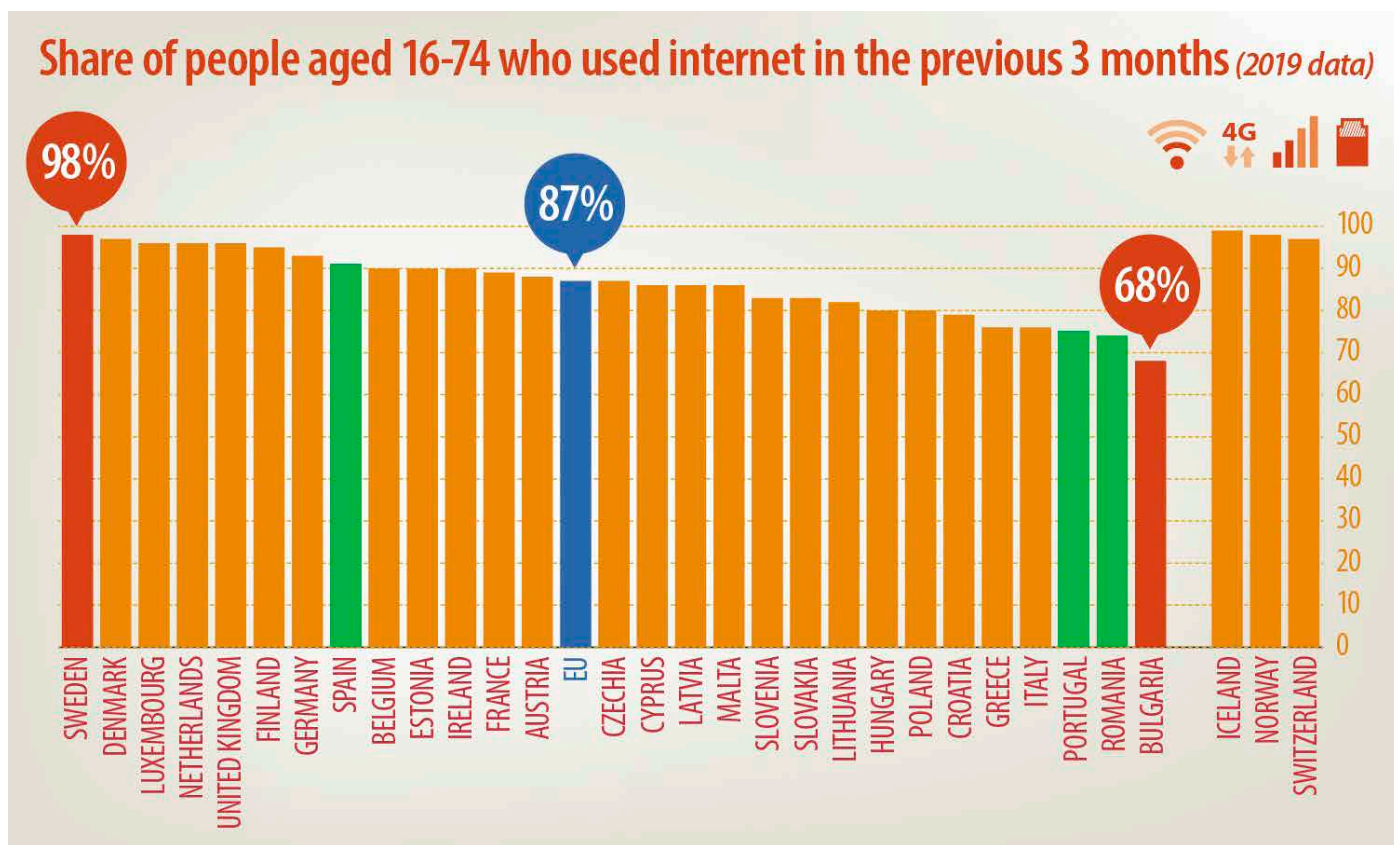
18 Education detects 5,557 possible cases of bullying in one year. Newspaper “El Mundo”. <https://www.elmundo.es/espana/2019/04/30/5cc7f1cdfc6c836f788b4665.html>

There are countries such as Spain, Switzerland, United Kingdom, Austria and the Netherlands, where speaking up and reporting being a victim of bullying does indeed take place. Unfortunately, this does not happen in France, Greece or Hungary, according to reported data¹⁹.

Comparative Analysis

Comparing the findings of the 9 entities from Portugal, Romania and Spain there are clear conclusions to be made. Mainly, that that internet, social media and mobile phone addiction is present and a great problem among adolescents in all three countries and that while the emotional literacy, intelligence or management of parents, teachers and teenagers is a key factor in preventing and overcoming it, it is unfortunately in its infancy in Romania and Portugal but has made some headway in Spain.

Dvelving more concretely into comparing the realities in these 3 countries and extending it to European level, we can see this reflected in a 2019 Eurostat statistic²⁰ that shows “that 87% of people aged 16-74 in the European Union reported they had used the internet during the previous three months. This share ranged from 98% in Sweden to 68% in Bulgaria.” And from the source of this data and the image below, we can see that Bulgaria is closely followed by Romania (74%) and Portugal (75%) while Spain is way ahead at 91%.



ec.europa.eu/eurostat

19 Baseline study on the state of art of bullying in Europe. From Peer to Peer. European Schools Cooperating to be Bullying Free 20161ES01KA201025501.

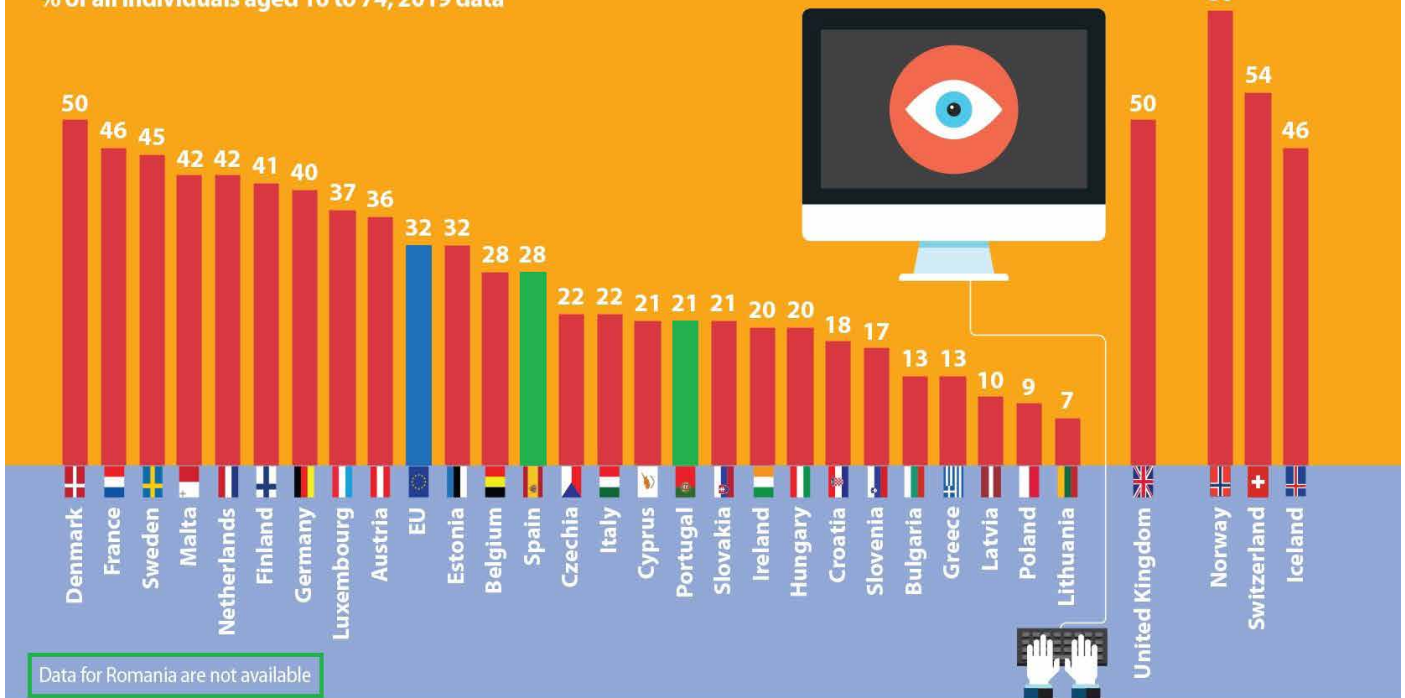
<https://ec.europa.eu/programmes/erasmus-plus/project-result-content/c30e4089-e975-4aa8-840a-a80944f4e486/O3%20-%20Baseline%20study%20on%20Bullying%20-%20v0.6.pdf>

20 What do you use the internet for?, 2020,

<https://ec.europa.eu/eurostat/en/web/products-eurostat-news/-/ddn-20200127-1>

Share of people experiencing security-related problems in private internet use in the EU in the last 12 months

% of all individuals aged 16 to 74, 2019 data



ec.europa.eu/eurostat

Further on, if we look at European level statistics to safety on the internet, we can see, again on Eurostat, in 2019²¹, that one third of the EU's population has had security safety and bullying issues on the internet, with Spain being at 28%, Portugal at 21% and while in typical Romanian fashion "data is not available" on this matter, if we are to see that we are always close to our neighbours, Bulgaria, most probably we are at around 15%.

With regards to cyberbullying and emotional management, statistics are scarce or non-existent, but from the data gathered on national level, the conclusion if this research is that there is a high necessity to implement this project to introduce teachers, students and parents to ways of fighting social media dependency with emotional management skills.

21 Is internet use safer today?, 2020, <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/EDN-20200211-1>

SURVEY RESULTS

Survey of students

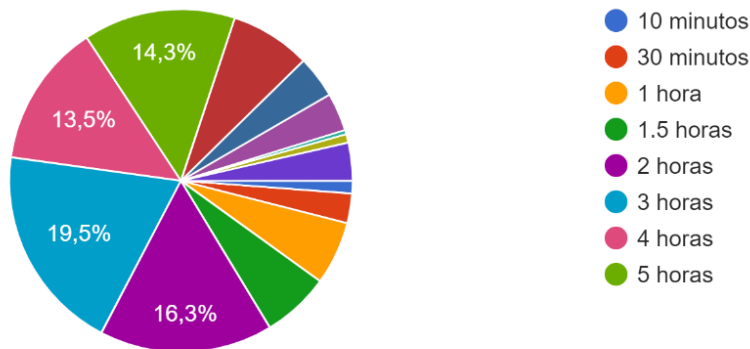
The survey was completed by 782 students from Spain (41,9%), Portugal (32,1%) and Romania (26%).

Portugal

The age of respondents ranges from 11 to 15 years. 57,4% are women and 42,6% are men.

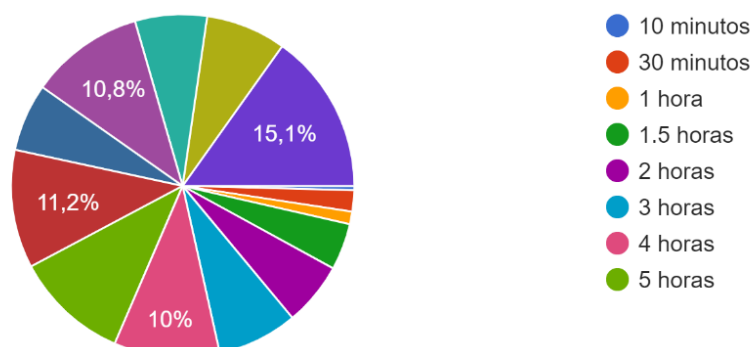
19,5% use the internet 3 hours on a weekday, 16,3% 2 hours, 14,3% 5 hours, 13,5% 4 hours, 7,6% 6 hours, 6,4% 1,5 hours.

On a weekday the number of hours I spend online is



On weekends 15,1% of students use the internet more than 10 hours, 11,2% 6 hours, 10,8% 8 hours, 10% 4 hours and 7,6% 3 hours.

On a weekend day the number of hours I spend online is...



92,8% use the internet for chatting with family and friends, 86,9% for using the social media platforms, 84,1% for listening music, 80,5% for watching videos on Youtube and 76,9% for home work.

As regarding weekly activity on internet: the majority watches 1-2 hours films, ½-1 hour videos on Youtube, listens 0-½ hour to music (followed by 1-2 hours), ½-1 hour playing (followed by 0-1/2), ½ - 1 hour chatting with people, 1-2 hours searching for information for school (followed by 0-1/2), 0-1/2 hour learning about something that interest them, 0 buying online, 0 watching adult content, almost equal percentage of 0 and 0-1/2 hour searching for actual events, ½-1 hour spending time on Instagram (followed by 0-1/2 and 1-2 in equal measure), 0 on Twitter, Facebook and other social pages and the use of TikTok is very diverse (0 followed by 0-1/2 and ½-1).

The Portuguese students always choose their phones for the using the internet, almost in the same proportion never, sometimes and do not have for tablet, frequently the laptop and the computer. They never use the gadgets of their friends and family members and the internet café is also not an option for them.

The students always have internet connection on their phones to not loose any important happening, the majority sometimes is warned by their parents that they use too much the internet, the biggest part spends sometimes more time on the internet than they initially planned, the majority never prefers to communicate online than in person, the biggest percentage would never choose to buy online in comparison with buying in shops, they were never affected by bullying, the majority would not feel stressed if they would spend time away from their phones (another big percentage sometimes would feel) and would not sleep less because using more the internet.

84,9% of the respondents consider scams as the most dangerous part of the internet, 82,1% hacking, 81,3% identity theft, 74,9% cyberbullying and 71,3% exposure to inappropriate content and unauthorized access to their online accounts.

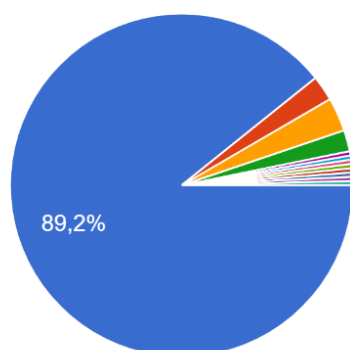
Some of them were affected by malware, unauthorized access to my online accounts., inappropriate content on a movie site, felling for a scheme that wanted to embezzle money from the credit card. One of the most concerning answer was: "I got cyber-bullying, they sent me audios talking bad about me, calling me bad names and telling me to kill me."

Without internet the life of Portuguese students would be boring/annoying/different/same.

If their friends speak about a subject which is not interesting for them, 35,9% of the students would think about something else, 30,7% would pay attention and 26,7% would search for something on their phones.

89,2% of the students would not take out the phone during the class, 3,2% would use it at least once and 2,4% would use it if they are not interested in the class.

Can you resist not using your cell phone during a class?

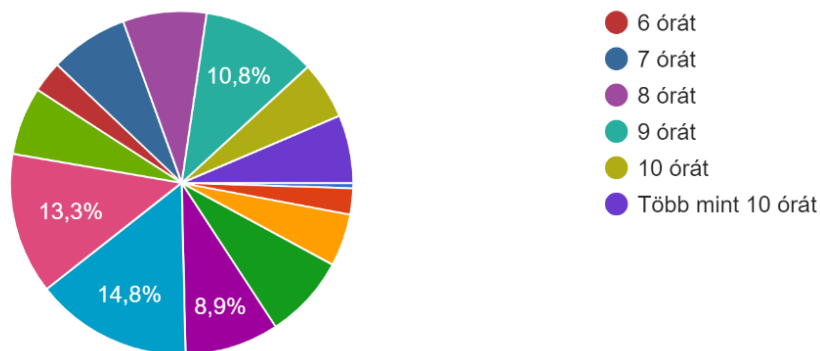


- Claro que sim.
- Se não estiver interessado (a) na aula...
- Uso-o uma vez, pelo menos.
- Uso o maior número de vezes possível.
- Se a profesora deixar uso o
- Uso só para ver as horas
- Não uso
- Não tenho 🤔 😞 😊

Romania

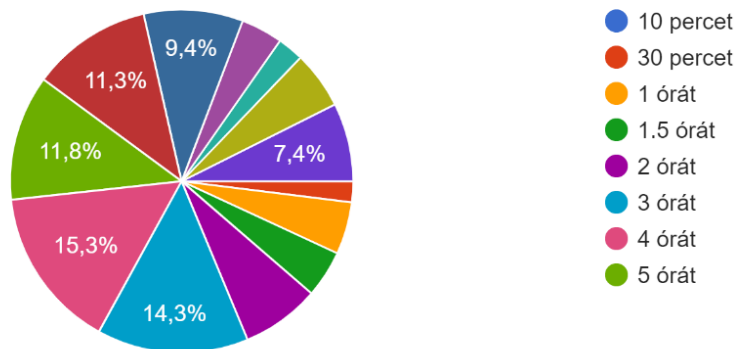
In Romania, the age of respondents ranges between 12 and 19, 61,6% were women and 38,4% men. During weekdays, the majority of respondents, 14,8% stay online around 3 hours a day, 13,3% 4 hours, 10,8% 9 hours, 8,9% 2 hours a day.

How much time do you spend online on an average weekday?



In week-ends 15,3% 4 hours, 14,3% 3 hours, 11,8% 5 hours, 11,3% 6 hours, 9,4% 7 hours and 7,4% more than 10 hours.

How much time do you spend online on an average weekend?



The majority of students use the internet for listening music (84,2%), for making the home work or searching for information needed for school work (83,7%), for talking with people (80,8%) and for staying on social media sites like Instagram, Twitter, Facebook, TikTok, Snapchat, etc. (80,3%).

Generally, watching films Romanian students are online 1-2 hours a week, watching Youtube videos 1-2 hours a week, listening music 1-2 hours a week, playing 0 hours a week, chatting 1-2 hours a week, making homework 1-2 hours a week, learning things that interest them 0-1/2 hour, 0 buying things online, 0 watching adult content, 0 following actual events (0-1/2 hour the second option), ½-1 hour on Instagram, 0 on Twitter, 0-1/2 on Facebook, 0 on TikTok, 0 on Snapchat, 0 on 9Gagen, 0 on other Social Media pages.

The Romanian students use always their personal smartphones to access the internet, the majority does not have tablet, often on personal laptop, the majority does not have personal computer, never on smart devices of parents or friends (phones, tablets, computers, etc.) and never from internet

cafés.

On their phones, the internet is **OFTEN** on so they don't miss anything important or interesting. They **SOMETIMES** know what they want and they won't let themselves wander, **SOMETIMES** their parents tell them they use too much the internet, they **SOMETIMES** spend more on the internet than planned, they **NEVER** would choose online communication in comparison with face-to-face communication, they had chosen in almost equal percentage the "never" and "sometimes" option when it comes to buying online than in shops. They would never neglect homeworks for using the internet. Their friends never complain that they use the internet too much. The majority never considers that without internet life would be less happy and does not sleep less for using the internet. The majority says that they were never harassed on the internet. They opted almost in equal percentage for never and sometimes becoming nervous when they are away from their phones and sometimes stop hardly using the internet.

88,7% of the respondents consider harassment and scams as the worst dangers of the internet, 75,4% encounters with inappropriate content (porn, violence, verbal obscenities) and hacking.

Internet bullying, hacking, ransomware, account theft, malware, fraud, scam, by influencers, encountering inappropriate content through advertisements, obscene words, inappropriate content pop ups were mentioned by Romanian students they had encountered while using the internet.

A big part of the respondents say that their life would be boring/strange/interesting without internet. If they are with friends who talk about subjects they are not interested in, the majority (54,7%) act as they are interested in the subject, 28,1% think about something else, 15,8% is looking for something on their phones.

The majority of students (54,7%) are able to not pick up their phones in class, 19,7% would pick it up if they are not interested in the subject of the class and 18,7% would take out at least once their gadget.

Can you stop not picking up your smartphone in class?



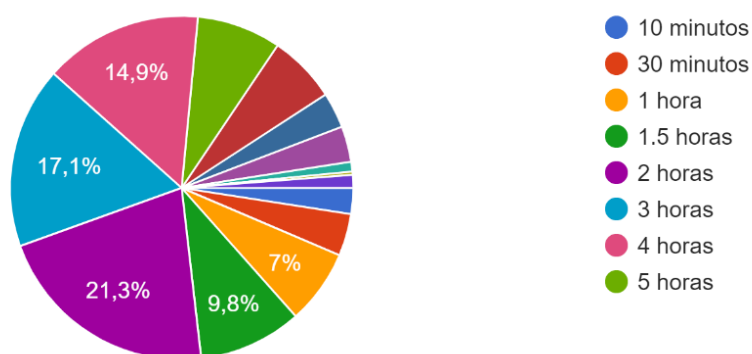
Spain

The age of respondents from Spain ranges from 11 to 18.

Almost the same percentage of the respondents are women and men: 51,2% women, 48,8% men.

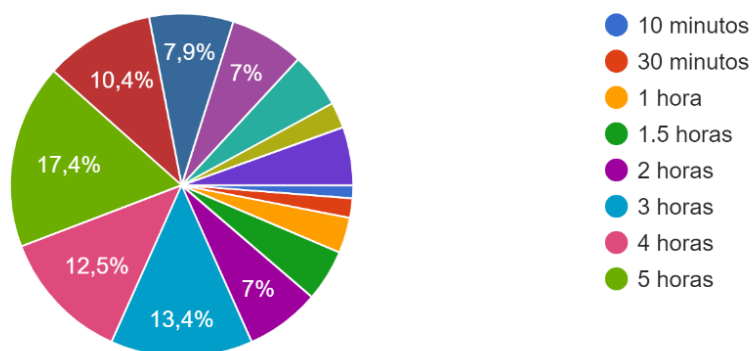
On weekdays, in Spain, 21,3% of the students spend 2 hours generally on the internet, 17,1% 3 hours, 14,9% 4 hours, 9,8% 1,5 hours, 7,9% 5 hours, 7% 1 hour, 6,4% 6 hours.

On a weekday, the number of hours I spend online is



On week-ends, 17,4% of Spanish students spend 5 hours online, 13,4% 3 hours, 12,5% 4 hours, 10,4% 6 hours, 7,9% 7 hours, & 8 hours, 7% 2 hours, 4,9% 1,5 hours.

On a weekend day, the number of hours I spend online is



84,1% of the students use the internet for chatting for other people, 80,8% for using social media pages, 77,4% for listening to music, 76,5% for searching for information for home work and school, 68,9% for watching videos on Youtube.

As regarding weekly activity on internet: the majority watches 0 hour films, 0-1/2 hour videos on Youtube, listens 1/2-1 hour to music, 0 hour playing, 1/2 - 1 hour chatting with people, almost equal percentage of 0-1/2, 1/2-1, 1-2 hours searching for information for school, 0-1/2 hour learning about something that interest them, 0 buying online, 0 watching adult content, almost equal percentage of 0 and 0-1/2 hour searching for actual events, 1/2-1 hour spending time on Instagram, 0 on Twitter, Facebook and other social pages and a big percentage had chosen equally 0 and 0-1/2 hour for using TikTok.

The Spanish students always opt for their phones for the using the internet, almost in the same proportion never and sometimes for tablet, almost the same percentage sometimes and often the laptop and never the computer. They never use the gadgets of their friends and family members and the internet café is also not an option for them.

The pupils always have internet connection on their phones to not lose any important happening, the majority sometimes is warned by their parents that they use too much the internet, the biggest part spends sometimes more time on the internet than they initially planned, the majority never prefers to communicate online than in person, the biggest percentage would never choose to buy online in comparison with buying in shops, they were never affected by bullying, the majority would not feel stressed if they would spend time away from their phones and would not sleep less because using more the internet.

79% of the respondents consider hacking as the most dangerous part of the internet, 70,7% scams, 67,7 identity theft, 65,5% cyberbullying and 54,3% exposure to inappropriate content.

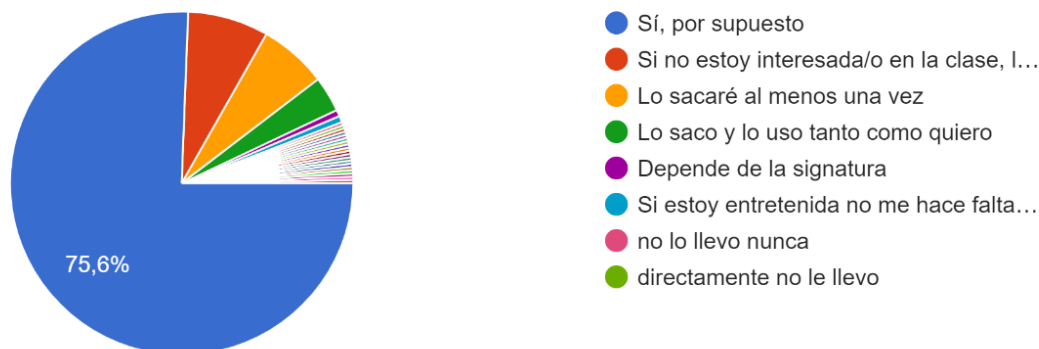
They were already affected by identity theft, login insecurity, exposure of inappropriate content, cyber bullying, looking for information and it directly takes you to an inappropriate, login insecurity.

The majority of the students say that their life would be boring/different/normal without internet.

If they are with their friends who speak about a subject they are not interested in, 42,1% would listen further, 26,5% would search for something on their phones and 24,4% would think on other things.

The big majority (75,6%) would resist without taking out their phones during the class, 7,6% would take it if they would not been interested in the subject of the class, 6,4% would take it at least once and 3,4% would use it as much as they want.

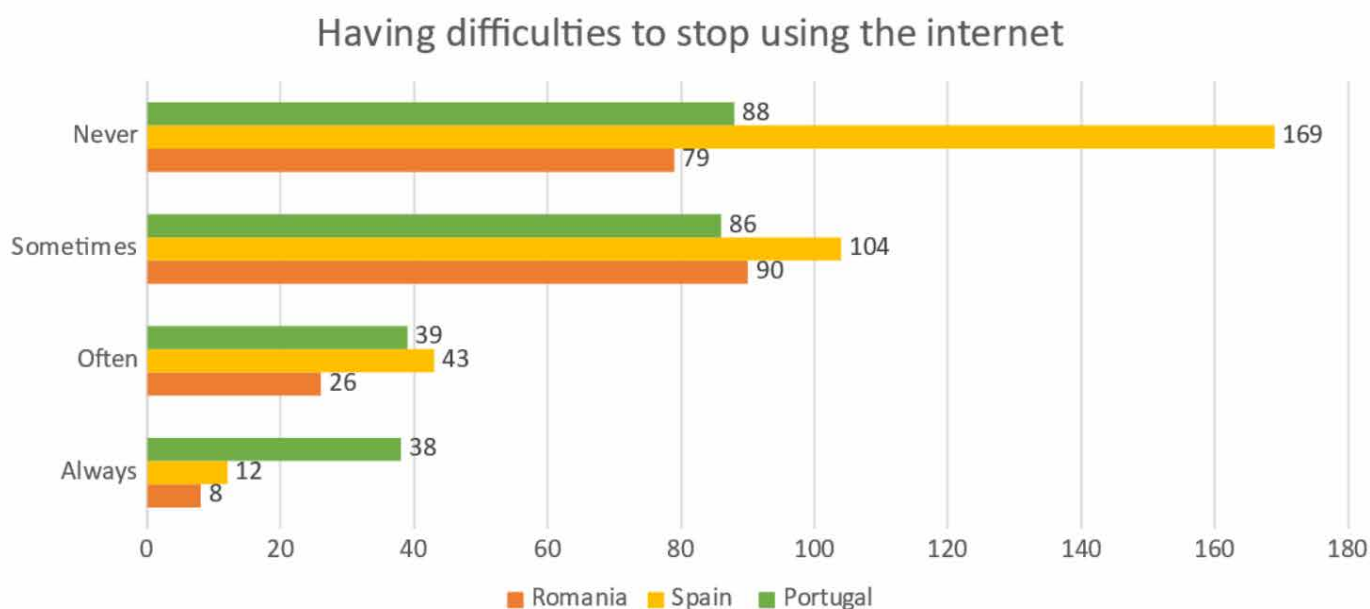
Can you resist without taking out your phone during a class?



Comparative analysis

Regarding weekly use, in Romania, the highest percentage of respondents, 14,8% stay online around 3 hours a day, in Spain 21,3% 2 hours and in Portugal 19,5% use the internet 3 hours.

Regarding week-ends, in Romania the highest percentage, respectively 15,3% spend 4 hours, in Spain 17,4% of students spend 5 hours online and in Portugal 15,1% of students use the internet more than 10 hours.



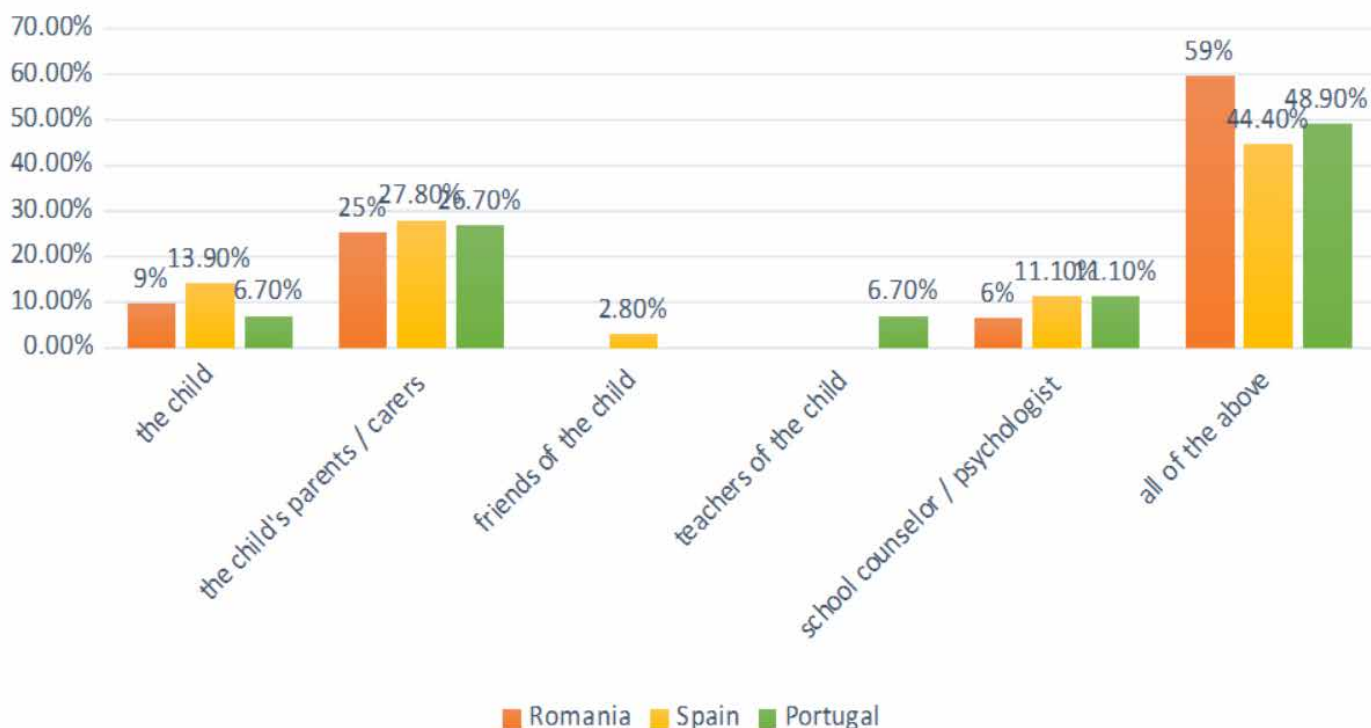
- Watching films Romanian students are online mainly 1-2 hours a week, Spanish youth 0 hour, Portuguese 1-2 hours.
- Watching Youtube videos Romanian pupils spend online mainly 1-2 hours a week, Spanish 0-1/2 hour, Portuguese ½-1 hour
- Listening music Romanians are online mainly 1-2 hours a week, Spanish ½-1 hour, Portuguese 0-½ hour (followed by 1-2 hours).
- Playing Romanian and Spanish pupils spend online mainly 0 hours a week, Portuguese ½-1 hour (followed by 0-1/2)
- Chatting Romanians are online 1-2 hours a week, Spanish students mainly ½ - 1 hour, Portuguese ½ - 1 hour.
- Making homework Romanians spend online mainly 1-2 hours a week, Spanish pupils almost equal percentage of 0-1/2, ½-1, 1-2 hours, Portuguese 1-2 hours (followed by 0-1/2)
- Learning things that interest them Romanians are online mainly 0-1/2 hour, Spanish the same amount, Portuguese 0-1/2 hour
- Buying things online Romanian, Portuguese and Spanish students spend mainly 0 hours a week
- Watching adult content Romanian, Portuguese and Spanish students spend mainly 0 hours a week
- Following actual events Romanians spend mainly 0 hours a week (0-1/2 hour the second option), Spanish and Portuguese almost equal percentage of 0 and 0-1/2 hour
- On Instagram Romanian and Spanish students spend mainly ½-1 hour
- On Facebook Romanians spend mainly 0-½ hour, Spanish and Portuguese pupils mainly 0
- On TikTok Romanians spend mainly 0 hour, Spanish opted equally for 0 and 0-1/2 hour, and in Portugal is very diverse (0 followed by 0-1/2 and ½-1).

The Romanian students use always their personal smartphones to access the internet, the majority does not have tablet, often on personal laptop, the majority does not have personal computer, never on smart devices of parents or friends (phones, tablets, computers, etc.) and never from internet cafés.

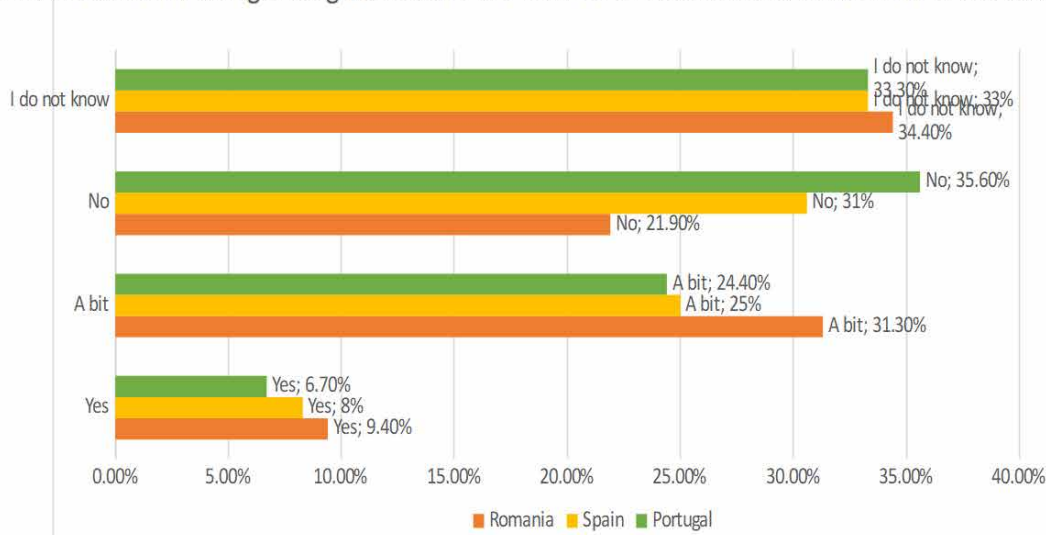
The Spanish students always opt for their phones for the using the internet, almost in the same proportion never and sometimes for tablet, almost the same percentage sometimes and often the laptop and never the computer. They never use the gadgets of their friends and family members and the internet café is also not an option for them.

The Portuguese students always choose their phones for using the internet, almost in the same proportion never, sometimes and do not have for tablet, frequently the laptop and the computer. They never use the gadgets of their friends and family members and the internet café is also not an option for them.

Role of involved parties in fighting the dependence



Do you think the school is doing enough to reduce the number of teachers and students who are addicted to the internet?



In Romania (88,7%) and Portugal (84,9%) scams are considered the biggest danger on the internet, while in Spain hacking (79%), scams being on the second place with 70,7%. In Romania on the second place are encounters with inappropriate content (75,4%), while in Portugal hacking (82,1%).

A part of the respondents from all countries were affected by scams, inappropriate content, cyber-bullying, but the most concerning answer came from Portugal: "One of the most concerning answer was: "I got cyber-bullying, they sent me audios talking bad about me, calling me bad names and telling me to kill me."

Students from all countries say the same about how life would be without internet: "boring/annoying/different/same/normal."

If the students are with friends who talk about subjects they are not interested in, the majority of Romanians (54,7%) and 42,1% from Spain take part in the conversation and 35,9% of the Portuguese students would think about something else.

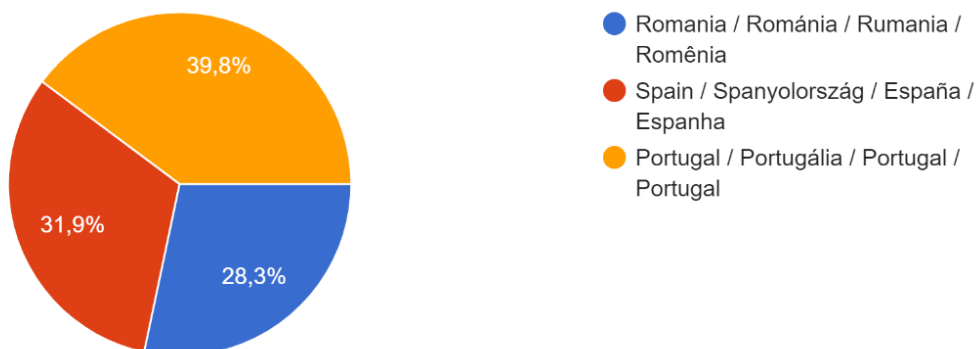
The majority of students from Romania (54,7%), Spain (75,6%) and Portugal (89,2%) would resist without taking out their phones during the class.

Survey of teachers

The 28,3% of respondents come from Romania, 31,9% from Spain and 39,8% from Portugal.

Country: / Ország: / País: / País:

113 válasz



Portugal

In Portugal answers came from teachers aged from 35 to 60.

The majority of respondents were women (62,2%) and the rest men (37,8%).

Regarding how often do you find yourself faced with problems caused by students' internet use, 31,1% daily, 24,4% several times a day, 17,8% rarely and 15,6% weekly.

According to the teachers, the main problems are the use of phone in the class (84,1%), 75% decrease in attention and concentration, 27,3% low academic results and behavioral problems.

68,2% of teachers found out about these through personal experience, 13,6% through the students' colleagues and 11,4% through the tutors of the pupils.

100% of the respondents took action after finding out about the problem.

- Measures taken by the teachers:

I spoke with the students in question.

Oral reprimand, guidance and counseling.

It is not allowed to have the cell phone on the table if not requested.

Alert to incorrect behavior.

I spoke with the Class and Parents Director

I tried to promote some activities where the mobile phone was essential for their achievement, so that the students realized that the mobile phone can be a very useful educational tool. It would be quite interesting if they didn't just use it for games or social networks, but that they understood it as a powerful work tool.

contacted the class director; I talked to the students in the classroom

I alerted the class director or after warning I ask the student to turn off and put the cell phone away

I contacted guardians.

Dialogue with students and guardians and secure internet sessions.

forwarded to the Student Support Office

I took the student's cell phone away.

I informed the Guardians

1 - I called your attention and informed that this behavior is not possible in the classroom. 2 - We reflected on this practice and came to the conclusion that only in special situations they will be able to use TLM. 3 - Allow the use of TLM in research and for calculations, when they do not have a calculator. 4 - Authoritatively manage the situation

Inform the DT,s

call of attention

I had the cell phone put away.

Chat with students and their guardians

I draw the attention of the student/s

I dialogued with students and showed them scientific evidence through articles by psychologists and the Faculty of Psychology.

He held conversations with the individual student and in front of the whole class without identifying the student.

Informing the DT of misuse and later informing that this is the cause of poor academic or behavioral results; and asking them to keep their cell phone, at least during lectures and class work. However, only 90% of students comply with the respective rules/guidelines.

Talk to the student individually

Dialogue with students alerting them to the dangers of the internet and their Guardians and sending the information to the Class Director.

The student's cell phone is on the teacher's desk

I called the students' attention to their behavior, informed the Guardians and sometimes the school board, and frequently referred the students to Psychology Services.

Warnings and dialogue with students.

In addition to the debate on the subject in the classroom, there was communication to the Class Directors about the occurrences

Referral to student support office.

Have the cell phones stored.

I asked to store the cell phone.

I called the attention of the students concerned.

I force the student to put the cell phone on my desk or put it in my backpack permanently.

I caught the student's attention.

I always spend some time raising students' awareness of responsible use of mobile phones and the internet.

I picked up the mobile phones; I do not allow mobile phones to be placed on the tables.

I contacted the Class Director

I dialogued with the students and, after detecting their difficulties, I carried out activities that would meet them, in order to help them to overcome them, simplifying the questionnaires.

Classroom discussion about the consequences of unconscious use of the internet

I warned the students in question, made the class director aware of the fact and in more serious and recurrent cases I marked the lack of disciplinary action for the students, I wrote the occurrence/s justifying the reasons that motivated my attitude. At GAA I exposed the situation, taking the opportunity to release my emotional stress.

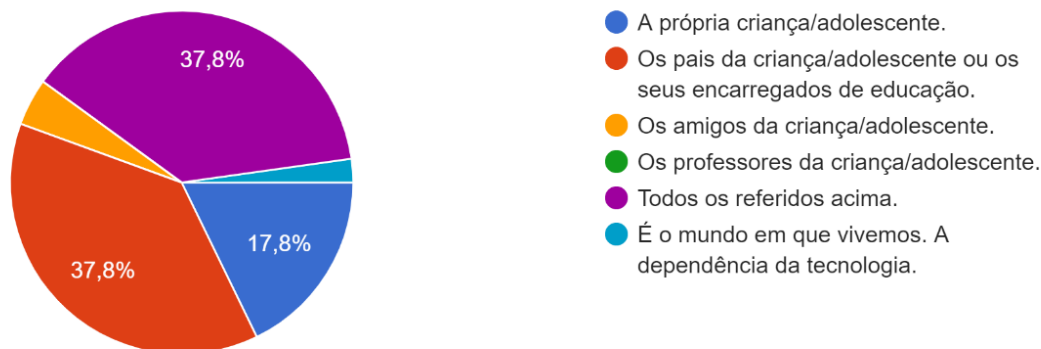
Do not allow excessive mobile phone use

I spoke with students, alerted them to the negative consequences of their behavior.

Inform the class director and request support from the school's psychology services.

The same percentage (37,8%) of teachers consider that the parents and all involved parties can be held responsible for the adolescent's dependence on the internet and 17,8% that the student.

In your opinion, who do you think can be held responsible for the child/adolescent's dependence on the internet?



48,9% of the teachers consider that the pupils can play a decisive role for themselves to overcome addiction, 26,7% that parents or tutors and 11,1% that a specialist.

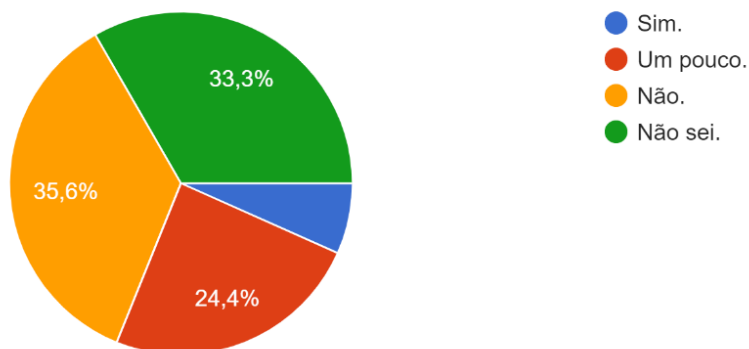
The majority (24) of respondents tend to agree with the fact that using mobile phones / devices can make classes more attractive. The majority of teachers (21) tend to agree with the effort teachers should make to include smartphones in the process of teaching. The teachers strongly agree with the fact that it is very hard to follow the use of phones in the class (20 totally agree). The majority tend to disagree with the fact that smartphones do not have positive effects on learning processes (18).

53,3% sometimes uses mobile phones or other similar devices in the teaching/learning process in a classroom context, 37,8% frequently and 8,9% never.

62,2% occasionally uses the cell phone in front of students during breaks or before class starts, but 35,6% never.

35,6% of the respondents the school is not doing enough work to reduce the number of students and teachers who are dependent on the internet, 33,3% does not know and 24,4% a little bit.

Do you think the school is doing enough work to reduce the number of students and teachers who are dependent on the internet?



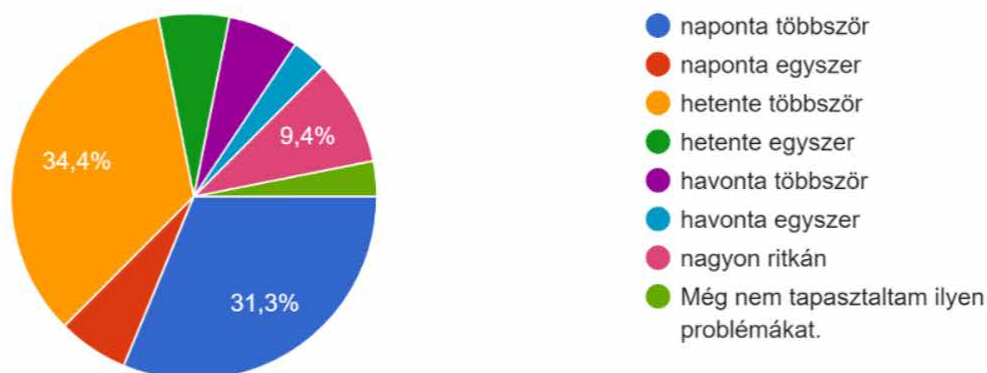
Romania

The age of the respondents is very wide, from 26 to 64. We received answers mainly from the age category between 40 and 60.

The 2/3 of the answers came from female respondents, only 28,1% of the answers were given by men.

A big part of the respondents (34,4%) encounters problems related to the use of internet several times a week, while another big part only one time per month (31,3%).

In your work, how often do you encounter problems caused by students' use of the Internet?



The main problems which were selected: the use of smartphone without permission (77,4%), a decrease in attention and ability to concentrate (64,5%) and behavior problems (61,3%).

The 2/3 of teachers found out about these problems through personal experience (77,4%) and 12,9% through the mates of the student. 93,5% of the teachers acted after founding out about the problems.

- The measures taken by the teachers were:

I talked to that student about the problem, occasionally reporting it to the parent and the school psychologist.

I took / put the phone away

I talked to the student, I informed the educator, the principal indirectly with the students what to do, who to turn to for help in cases when ... cyberbullying, pictures or asking for things that lead to delict but are intended as a good joke. ..exclusion from group ...

I diverted the student's attention to the learning activity.

I informed parents, organized a parent meeting, involved the education counselor, talked about the topic in a teacher class, and so on.

Convening a class council, involving a school psychologist

I drew the attention of the parents or class teacher to the problem. I tried to help the student.

I discussed the matter with the student (s).

I tried to discuss it with the class / student, depending on how common the problem was.

I had a conversation with those involved.

I talked to the student

I discussed with the student when to use the device.

I tried to talk to the person and suggest that this is not the way to go

I signaled it to the class teacher of that student

We have been talking about it

I tried to solve the situation by involving stakeholders (class teacher, principal, school psychologist).

I told him to put away the phone, otherwise he has to put it on the teachers' desk until the end of class.

Verbal warning, turning off smartphone

I spoke to the people involved and talked to them about the harmful effects of excessive phone use.

I would like to draw attention to the consequences of continuing to do so.

Personal conversation with the student

I talked to the class teacher of those students

I talked to the students concerned about the problem.

I temporarily took the student's phone.

I signaled to the class teacher.

I instructed the student one by one.

I talked to the kids about the dangers of internet addiction.

I warned the students.

- The answers of those who did not act:

I thought I wasn't the competent person, but I told the right person.

It leaves me cold

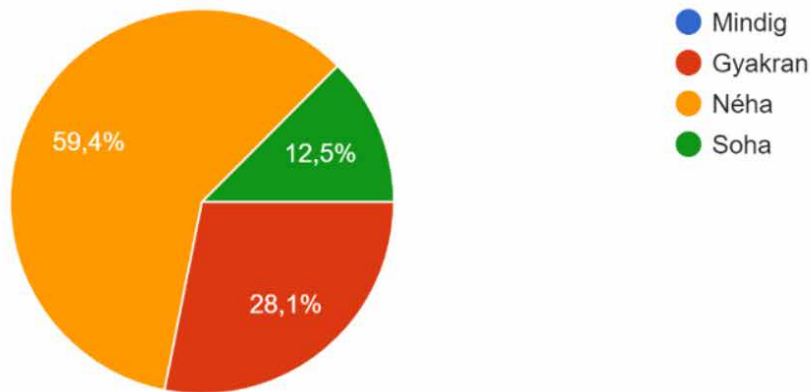
Almost the same percentage of respondents said that the fault belongs to the parents (46,9%) and all parties involved (40,6%).

59,4% opted for all parties involved when it comes to the solving of the dependence, but 25% of the respondents opted for the parents.

The majority of respondents tend to agree with the fact that using mobile phones / devices can make classes more attractive. There is not a very relevant answer when it comes to the effort teachers should make to include smartphones in the process of teaching (the tend to agree answer is slightly bigger - 11). The teachers agree with the fact that it is very hard to follow the use of phones in the class (12 totally agree, 15 tend to agree). The majority does not agree with the fact that smartphones do not have positive effects on learning processes (17).

The majority of teachers uses only sometimes the smartphone in class for teaching purposes (59,4%), 28,1% often and 12,5% often.

Do you use smartphones or other similar devices to teach in the classroom?



59,4% uses the phone sometimes in front of the students or before classes, 31,3% never and 9,4% often.

34,4% of the respondents do not know if the school makes efforts to decrease the number of internet addicts (teachers and students), 31,3% consider that only a bit and 21,9% that the institution does no efforts.

Do you think the school is doing enough to reduce the number of teachers and students who are addicted to the internet?



Spain

The answers from Spain came from people aged 31 to 60.

The 77,8% of respondents were female and 22,2% men.

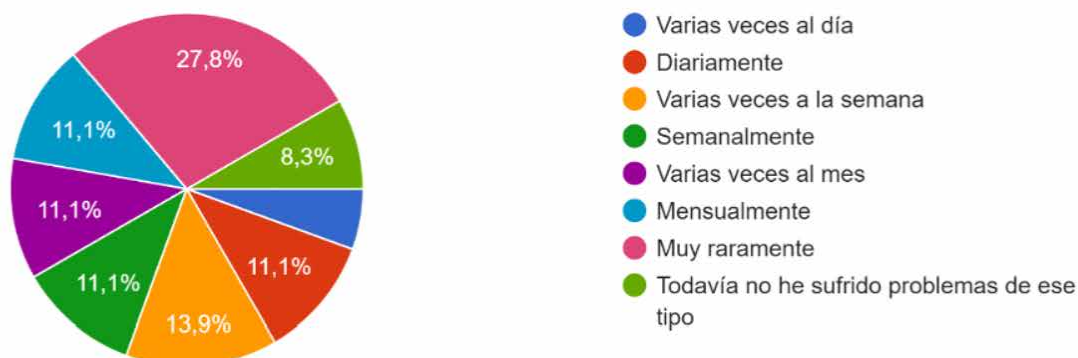
27,8% of the respondents come rarely across problems caused by the use of the internet among students, the other answers were quite equilibrated, about 10%.

The main problems which were selected: decrease in attention and ability to concentrate (57,6%) and decreased academic performance (54,5%) and that the use of mobile phones is not allowed in class (45,5%).

66,7% of teachers discovered these problems through personal experience, 12,1% through the parents of the pupils and 9,1% through the mates of the students.

90,9% of teachers took action after founding out the problem, only 9,1% did not act.

In your work, how often do you come across problems caused by the use of the internet among students?



- Actions taken by them:

Talk to students directly

Talk to the students

Get their attention.

Talk to the head of studies and the guidance department. Carry out tutoring sessions aimed at solving this problem.

Talk to the family

Advise parents to limit and monitor their child's use of devices.

We talk about it in tutoring time.

Talk to those involved and try to make them understand the correct use of technologies

Talk to the students.

Help as much as possible

Ask the family to unsubscribe from social networks and tutorials

Require him to put the phone in his backpack

Talk to students and families

Remove the mobile following the regulations of the center

Reinforce content

I can only speak to them, try to raise their awareness and give them examples so that they understand the abusive and sometimes wrong use that they make of the telephone.

Explain to the students the situation and the rules of the center.

Try to collaborate in the search for a viable solution

Report

Talk to your tutor and social services at the center.

On occasions I have called the attention of students for being confused with the mobile at a time that was not appropriate

Talk to members of the guidance department

Communicate it to the student tutors, to try to take joint measures with the rest of the teaching staff to limit the use of the mobile phone in the classes.

Remember the prohibition of the use of mobile phones in class

talk to the student

Allow as a teacher the occasional use of mobile phones to work

Forbid taking out the phone in class

to talk with her

I asked the students for a commitment to gradually drop their cell phones during study hours. I commented to the parents that it was not advisable to study with the mobile or the computer

- The teachers who did not act answered the following:

They didn't seem relevant to me

It was a specific case, I do not consider that this student has a mobile addiction

Parents call it meddling

55,6% of the respondents consider that parents can be held responsible for a child's internet addiction, 27,8% think that all involved parties and 8,3% that the student.

Who do you think can be held responsible for a child's internet addiction?



44,4% of teachers believe that the key role in overcoming addiction have all involved parts, 27,8% that parents and tutors and 13,9% that the pupil.

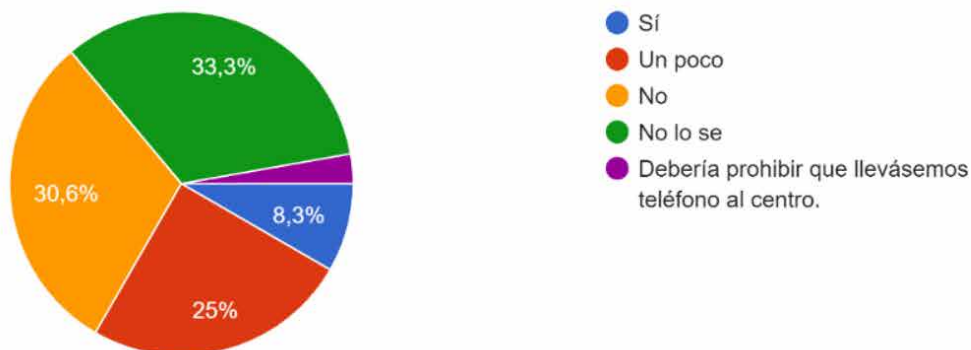
The majority (17) of respondents tend to agree with the fact that using mobile phones / devices can make classes more attractive. The majority of teachers tend to disagree with the effort teachers should make to include smartphones in the process of teaching. The teachers highly agree with the fact that it is very hard to follow the use of phones in the class (17 totally agree). The majority tend to disagree with the fact that smartphones do not have positive effects on learning processes (15).

66,7% of teachers uses sometimes the smartphone in class for teaching, 22,2% never and 11,1% often.

69,4% of teachers never use the smartphone in front of students or in breaks, 27,8% sometimes and 2,8% often.

33,3% of respondents do not know if the school is doing enough work to reduce the number of teachers and students who are addicted to the internet, 30,6% believe the institution does not make efforts to do something and 25% think the school is doing a little bit of efforts to change the situation.

Do you think the school is doing enough work to reduce the number of teachers and students who are addicted to the Internet?



Comparative analysis

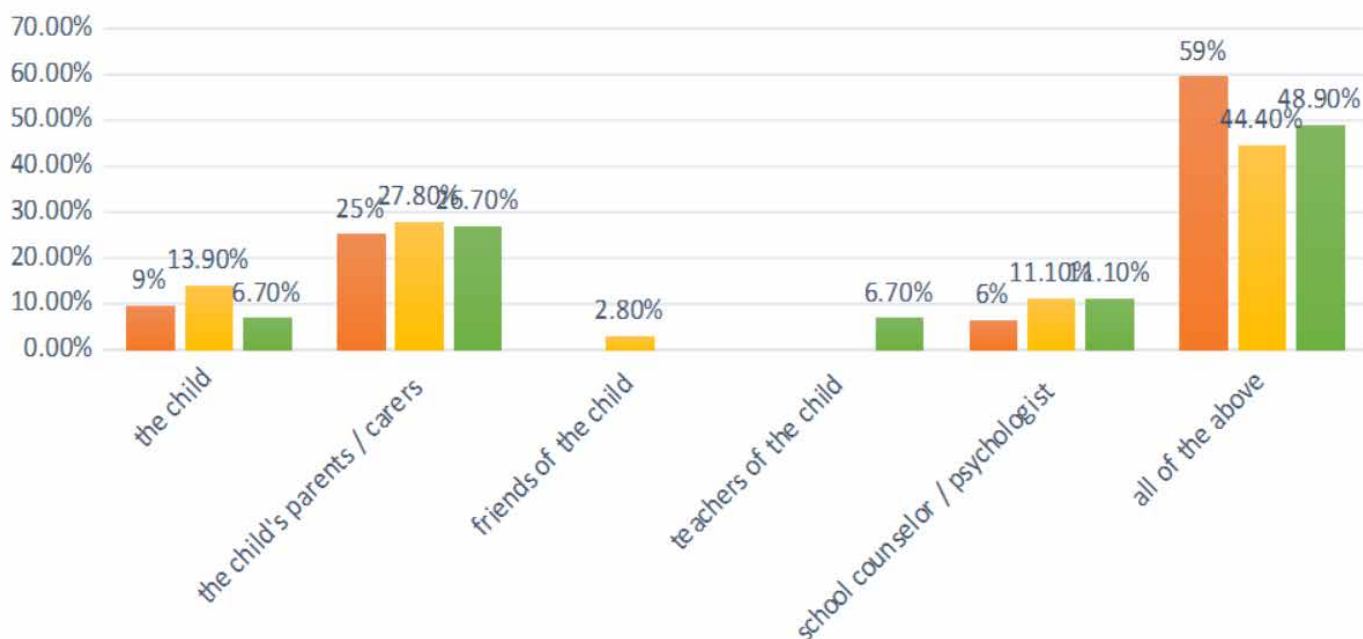
In all the participating countries the majority of respondents were women (above 60%).

In Romania the biggest part of the respondents (34,4%) encounter problems related to the use of internet several times a week, in Spain the majority come rarely across problems caused by its use (27,8%) and in Portugal 31,1% daily faces these kinds of issues.

The main problems which were selected in all 3 participating countries: the use of smartphone without permission, a decrease in attention and ability to concentrate, behavior problems and decreased academic performance.

In all countries, most teachers found out about these problems through personal experience, through the mates of the student and through the tutors of the pupils. Both in Spain and Romania, above 90% of teachers acted to solve the situation, this percentage in Portugal is 100%. In all countries, teachers acted by talking to the affected student, to his/her parents and tutor (head teacher of class).

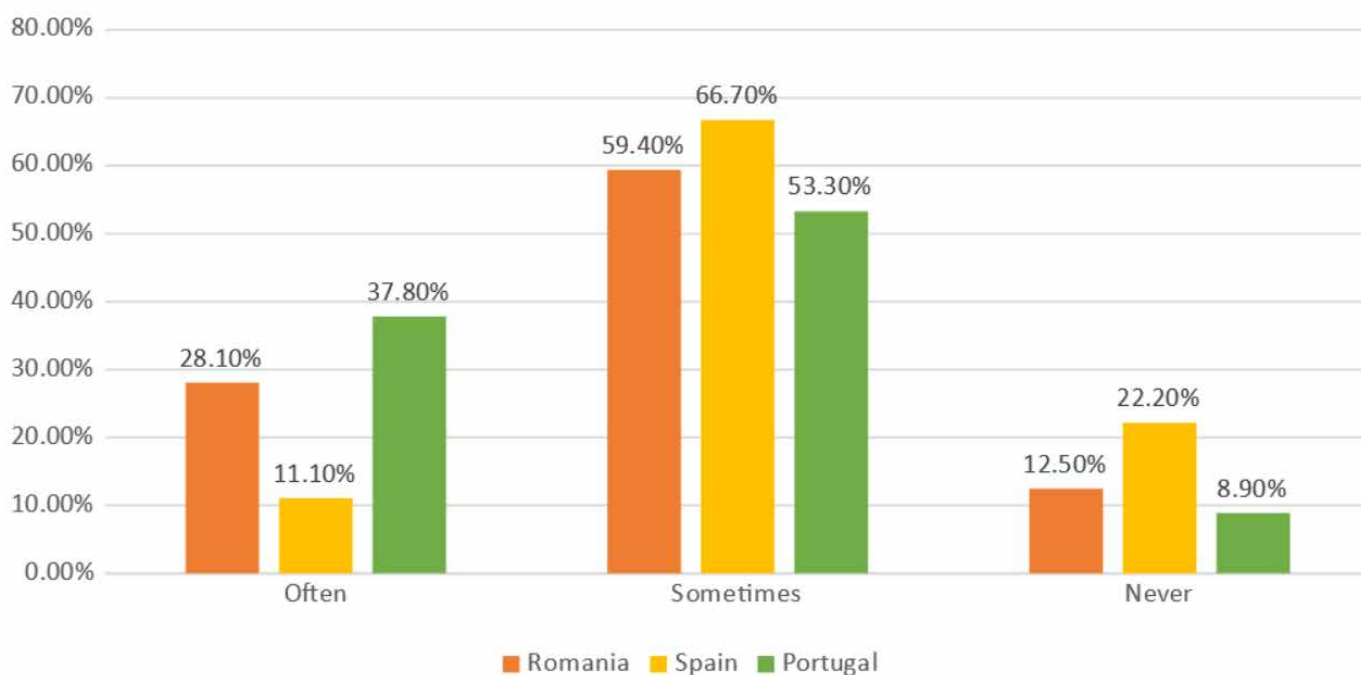
Role of involved parties in fighting the dependence



In all countries, most respondents said that parents can be held responsible for a child's internet addiction (in Spain and Romania around 50%, in Portugal less, around 35%) followed by the option "all parties involved".

Most respondents in all countries 'tend to agree' with the fact that using mobile phones / devices can make classes more attractive. In Romania and Portugal, the respondents 'tend to agree' that teachers should do efforts to include smartphones in the process of teaching, in Spain the majority 'tend to disagree'. The teachers in Romania 'tend to agree' with the fact that it is very hard to follow the use of phones in the classroom. In Portugal and Spain, they 'totally agree'. In all countries the majority 'tend to disagree' with the fact that smartphones do not have positive effects on learning processes.

Use of mobile devices in teaching by the teacher



59,4% of teachers in Romania and 62,2% in Portugal use the phone sometimes in front of the students or before classes, in Spain the majority - 69,4% - of teachers never use it in front of students or in breaks.

Survey of parents

The survey was completed by 187 respondents, 36,9% from Romania, 32,1% from Portugal and 31% from Spain.

Portugal

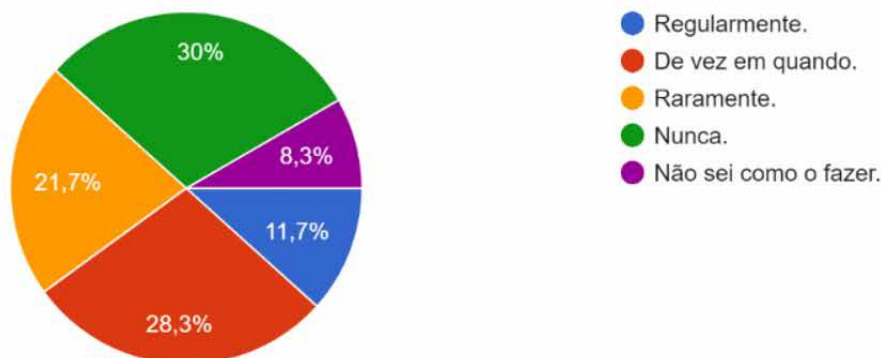
The age of the respondents' children ranges from 13 to 18 years and of the respondents from 36 to 54 years. Only 15% of the respondents were men.

88,3% of the respondents say that their kids are surfing on the net on smartphone and 65% on laptop. 23,3% of their children spend 2 hours on the internet, 10% 3,4,8 hours.

55% of the parents know how much their children spend on the internet and what they do, 23,3% say that it depends on their child how much he/she spends on internet and what he/she is doing and 13,3% says that he/she knows how much the child spends on the internet, but does not know with what.

30% never monitor his/her son/daughter's internet activity, 28,3% occasionally, 21,7% rarely.

Do you monitor your son/daughter's internet activity (checking history, using digital applications, etc.)?

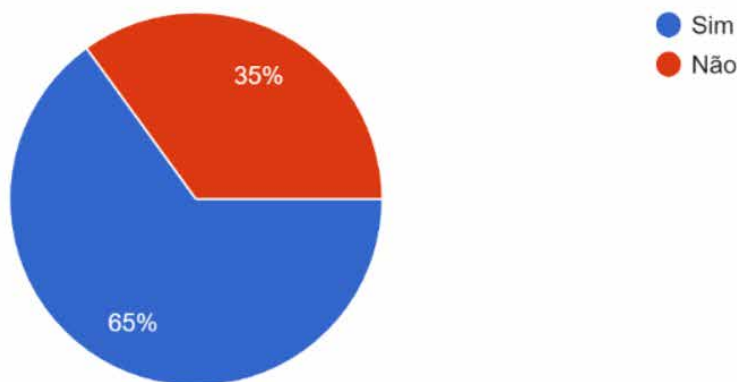


98,3% of the parents talk with their child about the dangers of using the internet. Only 5% of the parents state that their children encountered problems while using the internet. Problems mentioned: cyberbullying, neglect of tasks at home or at school, value added games.

65% of the parents try to solve these situations themselves, 20% try to consult a specialist and 13,3% try to consult the teacher.

65% of parents tried to know more about the addiction of internet.

Have you ever tried to learn more about internet addiction



73,3% of respondents use the internet for chat, 61,7% for using the social media, 60% for listening to music or for learning things they are interested in.

The parents use the internet ½-1 hour for chat, 1-2 hours for work, 0-1/2 for learning things they are interested in, 0-1/2 for online shopping, ½-1 for searching news about actual events, 0-1/2 for Facebook.

Romania

The age of the children of respondents varies from 2 to 23 years.

The age of the respondents is between 29 and 60 years. 2/3 of the respondents were women, and only 20,3% men.

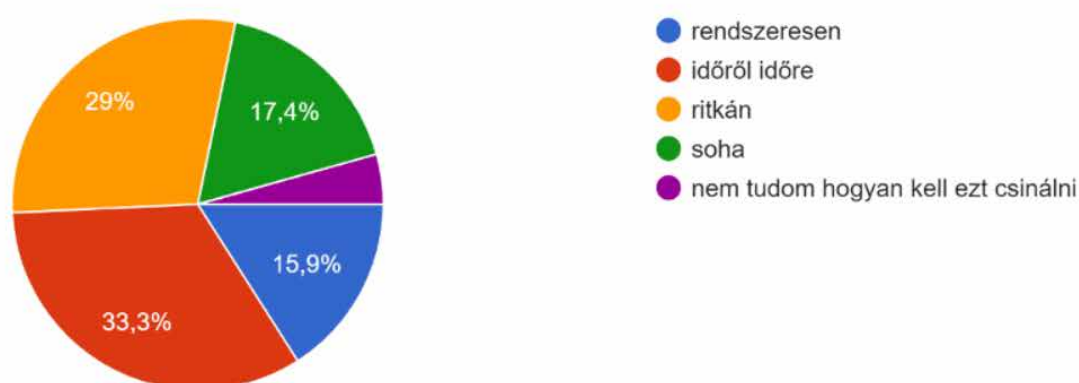
88,4% of the respondents say that their kids are surfing on the net on smartphone and 82,6% on laptop.

18,8% of their children spend 10 hours on the internet, 13% 3 hours, 11,6% 6 hours.

49,3% of the parents know how much their children spend on the internet and what they do, 18,8% say that it depends on their child how much he/she spends on internet and what he/she is doing and 14,5% says that he/she knows how much the child spends on the internet, but does not know with what.

33,3 of the parents follow from time to time the activity of their child on the internet, 29% rarely and 17,4% never. 85,5% of the parents talk with their child about the dangers of using the internet. Only 11,6% of the parents state that their children encountered problems while using the internet.

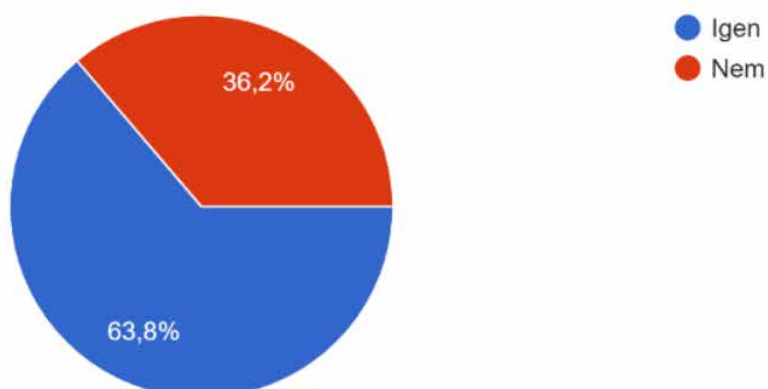
Do you keep track of your child's online activities (checking history, using tracking apps, etc.)?



Problems encountered:

- neglecting home or school assignments
- neglect of friends
- behavior / mental problems
- The internet was weak and the phone was slow, so he missed his class
- Distracted after the Games / distracted attention from education
- He was annoyed when he couldn't make a phone call, thinking about it regularly

Have you ever tried to learn more about internet addiction?



49,3% of the parents try to solve these situations themselves, 27,5% try to consult a specialist and 7,2% try to consult other parents.

63,8% of parents tried to know more about the dependence of internet.

65,2% use the internet for things related to work, 58% learns what they are interested in and 49,3% for listening to music.

The parents use the internet 0-1/2 hour a week for watching Youtube videos, 0-1/2 hour for chat, 0-1/2 for work, 0-1/2 hour for shopping, 0-1/2 for following the actual events, 0-1/2 hour for Facebook.

Spain

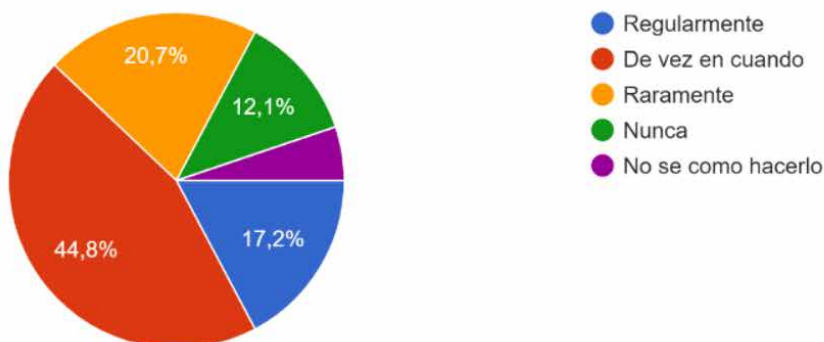
The age of the respondents' children ranges from 10 to 17 years and of the respondents from 32 to 80 years. Only 10,3% of the respondents were men.

89,7% of the respondents say that their kids are surfing on the net on smartphone and 50% on laptop.

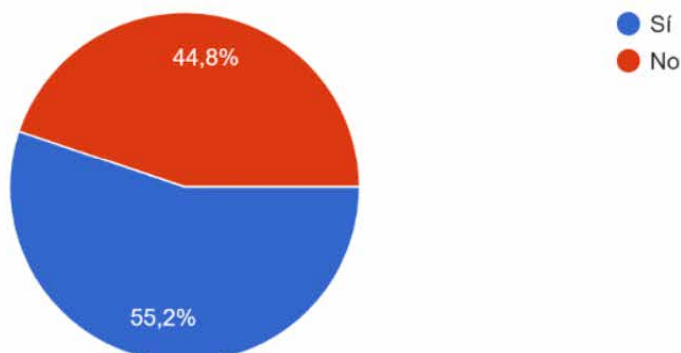
32,8% of their children spend 2 hours on the internet, 20,7% 3 hours, 15,5% 4 hours.

44,8% of the parents know how much their children spend on the internet and what they do, 20,7% says that he/she knows how much the child spends on the internet, but does not know with what, 10,3% say that it depends on their child how much he/she spends on internet and what he/she is doing and 10,3% say it is their decision how much time their child spends on the internet and when he / she accesses the network.

Have you ever tracked your child's activity on the internet (check history, use specific apps, etc.)?



Have you tried to learn more about internet addiction?



44,8% of the parents follow occasionally the activity of their child on the internet, 20,7% rarely and 17,2% regularly.

96,6% of the parents talk with their child about the dangers of using the internet. Only 6,9% of the parents state that their children encountered problems while using the internet. Problems mentioned: cyberbullying / harassment online, found pornography, too much time.

43,1% of the parents try to solve these situations themselves, 37,9% try to consult a specialist and 8,6% try to consult the teacher.

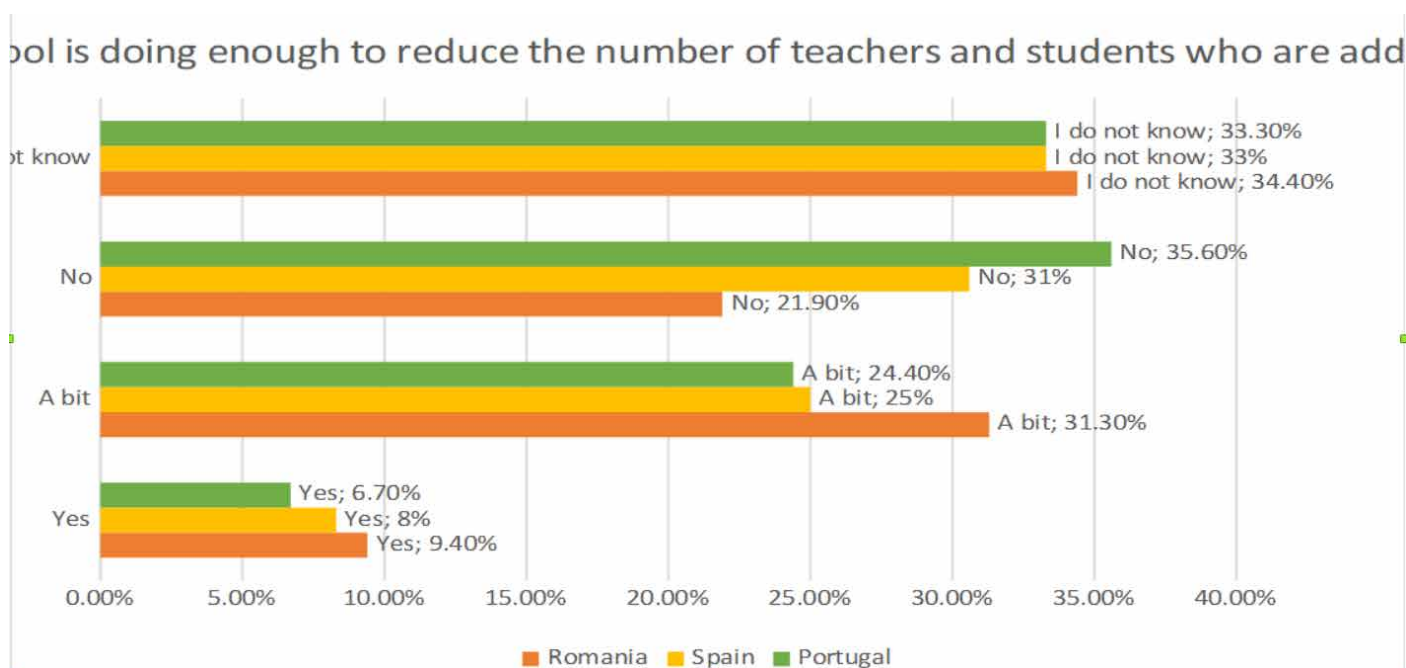
55,2% of parents tried to know more about the addiction of internet.

55,2% use the internet for online shopping, 53,4% for finding out something they are interested in and 51,7% for chat.

The parents use the internet 0-1/2 hour a week for chat, 0-1/2 for searching for something they are interested in, 0-1/2 hour for shopping, 0-1/2 for following the actual events, 0-1/2 hour for Facebook.

Comparative analysis

In Romania 88,4% of the respondents say that their kids are surfing on the net on smartphone and 82,6% on laptop, in Spain 89,7% of the respondents say that their kids are surfing on the net on smartphone and 50% on laptop and in Portugal 88,3% of the respondents say that their kids are surfing on the net on smartphone and 65% on laptop.



49,3% of the Romanian parents know how much their children spend on the internet and what they do, in Spain this percentage is 44,8% and in Portugal 55%.

18,8% of Romanian parents say that it depends on their child how much he/she spends on internet and what he/she is doing, in Spain 10,3% and in Portugal 23,3%.

13,3% of the Portuguese parents say that they know how much their child spends on the internet, but do not know with what, in Spain 20,7% and in Romania 14,5%.

33,3 of the Romanian parents follow from time to time the activity of their child on the internet, 44,8% in Spain and 28,3% in Portugal.

85,5% of the Romanian parents talk with their child about the dangers of using the internet, 96,6% in Spain and 98,3% in Portugal.

Only 11,6% of the Romanian parents state that their children encountered problems while using the internet, 6,9% in Spain and 5% in Portugal.

63,8% of Romanian parents tried to know more about the dependence of internet, 55,2% in Spain and 65% in Portugal.

65,2% of Romanian parents use the internet for things related to work, 58% learn what they are interested in and 49,3% for listening to music. In Spain, 55,2% of the respondent parents use the internet for online shopping, 53,4% for finding out something they are interested in and 51,7% for chat. In Portugal, 73,3% of the respondents use the internet for chat, 61,7% for surfing on the social media, 60% for listening to music or for learning things they are interested in.

In all countries, parents use the internet for chat, for shopping, for following the actual events, for Facebook (usually 0-1/2 hours a week).



FOCUS GROUP RESULTS

Portugal

Students

In this focus group session we used a non-formal education working methodology, Bingo. Bingo sentences were adapted with the themes of Emotional Management. After answering the questions, the participants were invited to reflect on the answers and answer the moderators' questions.

Have you heard of emotional management?

The answers showed that students consider that emotional management is a tool that helps us control our emotions in some situations. It allows us to think before we act, preventing our feelings from completely interfering with our attitudes. Thus avoiding that in moments of anger or jealousy we have an incorrect attitude. We can conclude that Emotional management in general is a concept familiar to all students. It is apparent that they understand its role in their daily lives and that it is emotional management that allows them to control their impulses in relationships with others.

Have you ever witnessed any kind of conflict in your school?

They have already evidenced conflicts at school, but about 1 month ago they evidenced a conflict that marked them due to its intensity, from aggression, voice changes, among others. It is visible that the presence of conflicts at school is "normal", but they are usually transient and unemotionally charged conflicts that are resolved on the spot, causing no disruption or influence in the lives of students. Now regarding the conflict that the youngsters had present, that had happened at least a month before the focus group, it is visible that this conflict is still present in their memory and that it caused a great impact in their lives.

Do I spend more than 2 hours a day connected to the internet?

Everyone spends more than two hours on the internet, taking into account time for study, social networks and games.

Do you know someone who you consider to be dependent on the internet?

They do not identify any family members or friends as internet dependent. It was then explained what number of hours are considered for a person to be analysed as internet dependent. Their surprise was visible, as well as the fact that they identified that nowadays anyone is "internet dependent", taking into account their work, their need to use the internet, their social life and even their school life. A person usually spends more than 40 to 60 hours a week connected to the internet.

Do I use more than 4 social networking apps a day? (facebook, instagram, tik tok...)

They use more than four social network applications a day, such as instagram, pinterest, tiktok, twitter, and others. Most use these social networks to keep in touch with people, but also to access world news, learn other languages. Taking into account that today all social and work life includes the use

of the internet and applications, in their view it is possible to verify that it is normal to use more than 4 applications per day. Out of curiosity they were told that, nowadays, all mobile phones allow the analysis of the use of each application where you can see, for example, the number of hours spent on each application per day.

Have you ever felt, at any time, that you have been influenced by social media to alter your image?

They don't question whether social networks influence their image, but they know that this sometimes happens and that sometimes it is positive and sometimes it is negative. Positive in the sense that it allows them to improve in some aspects such as communication, and negative in the sense that it can influence them to behave incorrectly towards others.

Do you know the concept of Cyberbullying?

Everyone knows or has an idea of what cyberbullying is. They have not witnessed any cyberbullying situations at any time. It was also mentioned to them that cyberbullying affects us everywhere, it is not like bullying that can happen at school but then we come home and we are in our safe environment. Cyberbullying is connected at any place and time because it occurs through mobile devices, social networks.

Have you ever felt the need to talk to parents or teachers about the influence of social networks on your life?

No students reported that they ever felt the need to talk or seek help because of social media. It was explained to them and they were encouraged to seek help any time they need it. They were also told that if they do not feel comfortable talking to their parents or teachers, the school has a psychologist who can help them in any situation.

Do you use social media to keep in touch with your teachers outside the classroom?

Students use social media to talk to teachers, but to resolve issues regarding class, or test preparation.

Do you use social media to participate in and/or develop social initiatives?

The class is doing a fundraising for food and other utensils for an animal association in the municipality of Amarante.

Do you play online games more than one hour a day?

Only one student reported that he spends or spent more than an hour a day playing. This same student mentioned that he has already had one day where he spent 24 hours connected to a game. It was explained to them how addiction to online games can interfere with their social and family life. It was also explained to them that attitudes such as detachment, irritability are some of the symptoms that those who are addicted feel.

Do you know anyone who, in a school context, would like to address the following topics: internet addiction, cyberbullying, self-concept?

The students know that they can seek help either from teachers or from the school psychologist to work on some problems they may have.

Teachers

In this focus group session we also used a non-formal education working methodology, Bingo. Bingo sentences were adapted with the themes of Emotional Management. After answering the questions the participants were invited to reflect on the answers and answer the moderators' questions.

Have you heard of emotional management?

Many of the professors had heard of the topic, but only a few gave a fairly correct definition of the concept. It became clear that most teachers feel powerless in the face of conflicts between teachers and students. Most of them would like to be trained in managing emotions to know how to act in certain circumstances.

Have you ever witnessed any kind of conflict in your school?

3 teachers shared moments of conflict experienced in the school. Many of them resulted in the discussion of bullying and cyberbullying. Not all teachers confess to being prepared to deal with bullying and cyberbullying situations.

Do you spend more than 2 hours a day connected to the internet?

All the professors shared that they spend more than 2 hours a day, apart from work, on the internet.

Do you know anyone, among teachers and students, that you consider internet dependent?

Professors shared that they know colleagues and students who are internet addicts. One teacher admitted to spending considerable hours online due to work and job responsibilities.

Do you use more than 4 social media applications per day? (facebook, instagram, tik tok...)

Many people were confused about this question. We first had to define what social media is and then the related apps. Most people don't use four apps a day. Some of them use more than 4 apps.

Have you ever felt, at any time, that you have been influenced by social media to change your image?

Many of them say no but from the first reaction of denial, we then looked at young people and their relationship with their own image and how it is conditioned by the internet. Since then, some professors have shared that they have made choices influenced by the internet.

Do you know the concept of Cyberbullying?

They know what cyberbullying is, yet they admit that they are not able to solve or help 100% a student who is a victim or bully in this context.

Have you ever felt the need to talk to parents of students about the influence of social media on students' lives?

Usually they don't use social networks in the classroom context, because students tend to disperse. That is, they use the social networks in class, but a few minutes later the teacher checks that the students are already playing, for example. They did not need to talk to any parents due to the influence of social media in the students' lives. In fact, when students are using social networks in class, their cell phones are usually confiscated by the teacher until the end of the lesson.



Do you use social media to keep in touch with your students outside the classroom context?

They use social networks to answer students' questions about a subject. Usually the students themselves create the chats between the class and the teachers. It was visible that they are completely open to the student's demand in a context outside the classroom. They even find it interesting, because it continues to involve the whole class and they sometimes help each other to solve their doubts.

Do you use social media to participate in and/or develop social initiatives?

They use social networks to spread the word about their initiatives, for example the library, and one of the teachers is currently helping a class in a campaign to collect food for an animal association in the municipality.

Do you use social media in classroom context?

They usually don't use social networks in class, one of the reasons being that students tend to use their cell phones afterwards for other purposes.

Do you think that the school's response to cyberbullying, internet addiction and emotional management is effective?

The school has both teachers and a psychologist available to support the students in this context. They also refer that the school could do much more for the students, more initiatives that combat some visible realities. In the sense that due to the generation to which these students belong it is visible that they are losing some basic skills important for the day to day, such as not knowing how to tighten the strings of a pair of sneakers, not taking time to read a book, not knowing how to be outdoors.

Parents

In this focus group session we used an online working methodology using a non-formal education tool: a quiz created in the SLI.DO platform. The questions of the quiz were adapted with the EM themes, especially the themes concerning internet addiction. After answering the questions the participants were invited to reflect on the answers and answer the moderators' questions, but in the case of parents this was a bit more complicated as there was not so much openness to answer follow-up questions.

How often do you notice that your child is online longer than you intended?

Often.

How often does your child neglect domestic chores in order to spend more time online?

Most of the parents said that this does not happen, only one mother shared that this happens often.

How often does your child prefer to be on the internet rather than with friends or family?

Not often. If it happens, parents say to get their children's attention. One mother shares that the group of parents in question has a very good relationship with their children and in general none of them had problems in this respect.

How often do you complain about the amount of time your child spends online?

Sometimes, especially when they have no plans and spend their time on the internet.

How often do your child's grades or schoolwork suffer due to the amount of time spent online?

Never.

How often does your child have a defensive or secretive attitude when someone asks them what they are doing online?

A mother shared that her son does not want to share information related to his internet profiles.

How often does your child nag, shout or get angry if someone bothers them while they are online?

Never.

How often does your child say "just a few more minutes" when he/she is online?

Often.

How often do you feel depressed, unstable or nervous when you are not online and does this disappear when you go back online?

Some parents admit that they spend more time online than their children and feel tired of this need to be online all the time.

What do you know about internet dependency?

Many parents share their opinion, and it seems more or less close to what internet addiction really is. Sharing with them a study on addiction among teenagers, many mothers were shocked. In giving real examples they gave examples of other people's children.

Do you know anybody who's been addicted to the internet?

Many parents are aware of other families who have children with internet addiction.

Which do you think are the most efficient ways to overcome this addiction?

Sport, contact with nature, friends, parental support, rules on using the internet at home and at school.

Do you talk with your peers/family members about daily issues and things that trouble you?

Many parents have a confidential relationship with their children and admit that they often talk about unpleasant problems and situations. One mother shares that it is becoming more difficult to talk to her daughter.

Have you ever heard of emotional management?

Many parents did not know about this concept. When presenting it, many of them were interested and agreed that it can be a good knowledge to deal with some problems related to raising children.

How do you think internet addiction can be prevented?

Not to abandon their children to the individual use of technology. Offer alternatives to the use of technology (football, music, dance, etc.)



Romania

Students

What does media/internet dependency mean?

If we set a limit as to how much time we are going to spend on it and we can't stick to it. Also, when someone spends more time on the net than they had originally intended. For example when someone spends too much time on social media, like Facebook, they live their life on it, looking to find endorsement there.

What kind of problems does it cause?

They are not interested in anything else. Their skills (communication, problem solving) and relationships are deteriorating. Their view of the world becomes distorted.

What are the consequences? How does this affect their lives?

Their expectations towards themselves and towards others change. They are only trying to show their good sides. Like posting photos which have been photoshopped. They think this is normal, that this should be the norm. They feel inferior. They also feel the life they are leading is not good enough. They try to look better than they actually are. So a vicious circle starts which is hard to escape from.

What causes the addiction?

Society itself brings about this kind of compulsive behaviour. That is, we have to communicate by phone all the time. Everything has to be done by phone. It has certain advantages, but it has its dangers as well.

What kind of people is prone to becoming dependent on their phones?

People who are withdrawn, who like to stay away from the others, they can't seem to fit in, they can't communicate, They can't handle interpersonal communication. This cannot be restricted to young people only.

Do you know any people who have similar problems?

Yes, we do.

Who could help them overcome these problems?

They need positive reinforcement in school and from friends. Without this, help is impossible. The solution lies with the respective person. They need to acknowledge the fact that they need help.

Who can help them most efficiently: their parents, teachers or friends?

Their friends. By organizing offline programs and trying to make them participate in these.

What can/should school do?

It depends on the student-teacher relationship. If a student doesn't trust their teacher, it's obvious that they can't talk. If they have a confidential relationship, they can speak more openly. Also, they can help by organizing different creative events. To shift focus from the internet to real life. So they don't have to look for comfort on the internet. By showing them that there is an alternative: doing real things in real life. Nonetheless, heavily addicted students are hard to deal with. Another idea is that instead of religious education, we could have classes related to handwork, for example how to make clothes. I think we should talk to the respective person about why they do what they do, how they became dependent on the net.

Who should talk to them?

The teacher they trust. If a teacher notices that there's something wrong with the student, then they should talk to the student in private. Being alone with the teacher, the student would open up. Also, I think teachers should be trained for this. When they were at university, technology was not so advanced. It should be included in the curriculum. But most teachers are not trained in psychology. The

older generation is not so attached to the internet. They can't talk about this topic like a psychologist can. A psychologist can handle people's reactions better and can understand why certain people do certain things, what's behind their actions. Integrity is also important. If a person can't find their place in society, they will try to find a way to escape, and that's usually the internet. This helps them find out who they really are. It could be anything. Games, social media..., drugs or cigarettes – these are also means of escape. I don't think you can find refuge in social media. What one finds in social media today is quite bad. I follow sports news. Lots of sportsmen say that they have no social media accounts. Because after a failure they used to get lots of negative comments, which later turned racist. In the past social media was an escape. Today it isn't.

Do you ever get negative comments on your posts?

They tend to do this in private. It's easier to criticize an unknown person than somebody you know. The internet provides a kind of shelter. If someone wanted to insult me, they probably wouldn't do it face to face, because I would know who they are, I would see their reactions and facial expressions, I could tell they were lying or didn't mean it, but on the internet you only see a photo. Communication is more impersonal.

Can addiction be categorized? Like social media addiction or addiction to gaming? Which is more absorbing?

Gaming. Gaming should be controlled by parents, as they are there, they can see what their child is doing. On the other hand, they buy the games for their children. They don't buy games to silence their children, they buy games to make the children feel well. Parents should not do this in excess.

What makes games so appealing?

High quality graphics. The excitement. That it takes you away from reality. It's an escape. You become part of that world and can forget about the real world and your problems. In this way we start neglecting reality and our relationships.

I know people who play a lot of games on the internet. If they do not progress as they had expected, they will think about it for days, they will be trying to win all the time. Then they will become obsessed.

How can school help?

It is my personal experience that the school has never been able to help me with my personal problems. This requires a close relationship with a teacher, and few teachers can build such a relationship with their students.

Can you share your problems with a teacher you trust?

Yes, I can.

If a teacher is open to dealing with your problem, how do you approach them?

Students are afraid that their problems will not be handled with discretion. It takes time for a student to open up. I have to prepare for it for days before I can talk to a teacher.

In this case, who do you turn to?

My elder sister. She is both family and friend. She is older and has more experience. It is not only students who should be open, but teachers as well. For example, it is quite obvious when a student plays games during class. Teachers confiscate the phone, but they give it back at the end of the lesson. Some teachers give it to the class master or the parents.

What should parents do?

Somehow motivate the student to put the phone down. Banning or taking away the phone is not a real solution. But they have to somehow reduce internet use. It shouldn't be a child's top priority. They could play boardgames at night. They could go away together at weekends. They should do things together, so prevent their child from being on the internet all the time. Confiscating a device does not help. Children will be more rebellious, and they won't turn to their parents. They will see them as their enemy. Parents have to change their attitude to their children as well, and they have to

acknowledge it when their children have a problem with the internet. They should not allow them to do whatever they want in order to stay quiet. It is often the parents who set a bad example. Instead of playing with their children, they are swiping their phones. They are posting everything on social media so others can see what a great life they have. And their children grow up seeing this, and they will learn to do so. They should set a good example. They should be aware of the importance of spending time with their children. It is not only peers who can have a bad influence on children. Parents can have a bad influence as well. The first seven years at home are of crucial importance. That's when a child's personality is formed. They will copy their parents. According to another student, however, peers play a much more important role in shaping a child's attitude. Children tend to copy their peers rather than their parents. You become like the rest of your friends. Parents will warn you if you end up being in bad company, but it also depends on your relationship with your parents.

Does your generation listen to the parents when they say that you are hanging out with the wrong people?

No. Everyone has to figure it out for themselves. Parents can't really know how we feel. They usually only have ears for gossip. Everyone has to find out at their own expense what's good for them or not.

Do you ever try to influence your peers?

Yes, this doesn't take a lot of effort. They copy your behaviour as well. It's mutual. For example, if 9 out of 10 people in a group are hanging on their phones, the one who isn't won't make the others change their minds.

What do you think about restricting phone use?

It works when we are at school. It's a temporary solution. Those, who are very addicted, will start using their phones as soon as they get them back. As soon as the bell rings, students take out their phones. I can watch them, because I don't bring my phone to school. This is what they want, this is what they got used to. Everyone is off to their own worlds on their phones during the break. It's quite tacky when we go out and everyone gets their phones out. It's like being in our homes, yet we aren't. It's very difficult to find a solution to this problem. I think we need to find some kind of motivation for



addicts. Like doing sports, for example. Something to get them out instead of sitting at home alone.

Who should do this?

The parents, friends and classmates. It makes a lot of difference if people reach out. It gives a boost to the withdrawn student. But they may find it unpleasant. They might be so absorbed in this world that they don't need the company of others. They will get irritated when someone tells them to stop being on their phone. Someone who is very addicted may not be aware of their dependency. If they are confronted, things could get worse. It depends on why someone became addicted. Would they like to belong somewhere, or are they fed up with people? If they are fed up, they won't want to go out. If they want to have friends, they will probably be willing to join their peers. Becoming addicted can have many causes. It is important that once they've been confronted they start thinking about it and be willing to escape.

The title of our project is: Emotional management: tool to fight social media dependency. What do you know about emotional management?

We analyse somebody's feelings. We help someone who has emotional problems. We are trying to help by addressing somebody's feelings.

Do you think this might be a solution?

People can only solve their problems if they are aware of their feelings and emotions and if they learn how to deal with those.

Teachers

We first discussed the question of internet dependency. According to some members, we are all dependent on the internet, as it is in our job description to check our emails on a daily basis. However, this cannot be regarded as an addiction; this is just daily internet use. Yet when we have to check our phones regardless of where we are, what we are doing, then we can speak of addiction. This is an inner need, which is different from daily use. We need to distinguish between using a device compulsively or out of a sense of duty.

We can take our phone with us wherever we go, and we tend to do so. However, communicating by phone while sitting next to each other around a table must be seen as a sign of addiction.

Do we become addicted to the device or the content?

It is primarily the content which is addictive, but the device also plays a role. Today we have more and more portable devices which are easy and convenient to use.

To what extent are our students affected by this?

It is quite common for our students to check their phones several times during class, and most of them spend the breaks with their phones in hand. Yet this does not only happen with students, adults do often fiddle with their phones while working, not minding the potential dangers. Some may suffer from compulsive communication disorder.

In some schools students have to put down their phones upon arrival, and can reclaim them when they go home. We don't think we should do the same, as phones can often be useful during class.

Several years ago, when cell phones were not as common, students who were not engaged in the learning process would stare out of the window. Now they have a device which provides more attractive content, and that's what makes phones so appealing. They absorb users. According to the findings of a survey we have conducted many of our students play games on the internet. Those, who admitted to this, spend about 7.5 hours a week playing games.

We need to teach our students that they have certain responsibilities. The world phones offer absorbs them. It provides them with an opportunity to stay active. They live in a world of their own, which is not good. Society needs to learn to deal with this phenomenon. Boundaries need to be set. And children have to observe them as well.

Children and adolescents have to reach a certain level of maturity to realize the drawbacks of being on the internet all the time. There were students who admitted breaking their own devices when the outcome of the game was not what they had expected. So one of the dangers of using the internet or playing games in excess is, that it may trigger aggressive behaviour.

Schools need to establish rules within the framework of ministry and government regulations. The students make use of the opportunities provided by mobile phones, and as teachers we must teach them how to use them wisely.

If there are well-established rules for class behaviour - and there should be - then the use of phones can be kept under control.

Do these rules solve the problem? Isn't it just a way of addressing the symptoms?

As teachers it is our duty and responsibility to teach students about how to use/how not to use their phones in class. They need to learn to abide by the rules.

In many schools (in other cities and counties), there are holders in each classroom with pockets for students' phones. Perhaps this could work for us as well.

From a teacher's perspective it is quite disturbing to see students hang on their phones during trips, sightseeing tours or even while sailing instead of looking at the sights. They can't seem to enjoy the moment, or perhaps they enjoy several moments at the same time, and it is important for them to record each of them. Family events like weddings or graduation ceremonies are also recorded instead of being experienced first-hand.

The younger students think they will become more popular if they share enviable things about themselves (like holidaying at Lake Balaton). The number of their followers or the likes they get will indicate how popular they are, whilst the lack of these means they don't even exist. This implies having problems with self-worth and self-image. The students who are posting all the time are waiting for positive feedback because they are not happy with what they see in the mirror. They need reinforcement from the outside world.

What makes us prone to becoming addicted?

Youtubers and the so-called influencers, who are working towards having more and more followers and viewers, so that they can make more money. There are some students who have problems getting integrated into groups, so they find refuge in a virtual world.

There are also lots of students who can communicate better in writing. It is a safer environment, it is more impersonal. They don't need to make any eye-contact. They don't have to assume their own identity, they can hide behind fake profiles.

In Romania you still don't need any identification to buy a SIM card for your phone. We are the only country in the EU where this thing is not regulated. And given its importance and impact, this thing needs to be addressed soon.

Apart from dealing with the symptoms by setting up rules, how can we help children overcome their addiction?

We need to organize programs and activities where they have no time to use their phones. However, this cannot guarantee total lack of phone use, and can only be done during school. We cannot do much to change their habits regarding their internet use at home. We should help them in a way that they don't feel the need for excessive phone-use at home.

E-SafetyLabel is a qualification aimed at safe internet use in schools. We should fill in the questionnaire related to this and look into the possibility of making our school a safer place in this regard.

The title of our project is Emotional management - a tool to fight social media dependency. What do you think of this approach?

This is the key. Every child needs to go through several stages of emotional development. The better the child's family and emotional background, the easier it is for them to go through these stages and the more chances they have to use these devices in a healthy way. If they are lacking in this, they will

find something to compensate for it. They will be absorbed by a segment of the internet like Youtube, for example. This is a necessary phase in everyone's life. It is difficult to regulate it, because they go through it at different times. For some it started 5 years ago, others are only at the start, while for others it is yet to come. But they are all necessary phases, like watching Youtube videos, gathering Likes or hanging out on TikTok. The question is how parents can deal with it. There are some parents, who do not deal with this at all. (the child is guarded by the 'electric fence').

School is about boundaries, we don't have the means that influencers have, but discipline and obeying rules are important. It is also important that teachers be authentic so they can set a good example.

Children themselves must be addressed, so they can withstand these influences. In these we need to cooperate with the parents

And we, teachers, must become more open. Lots of our students might have negative experiences while using the internet. If we were willing to talk to them about these, we could help them a lot. And harmful, dangerous or violent content can be reported. (Ora de net Ctrl_Ajutor, Esc_Abuz).

We need to make more efforts to improve their emotional intelligence.

Parents

What is media/internet dependency?

Even very young children have a fit or throw a tantrum when the device they are watching a cartoon on is taken away. Once they get it back, everything is OK, they calm down. These are withdrawal symptoms and can be experienced by children as young as three.

There are toddlers who can show their teachers how to start something on a device, while others can teach their peers how to skip ads. Young students (in primary school) are so turned-on that they find it difficult to follow someone reading them a story. In most families storytelling is missing, and it is replaced by watching cartoons.

One parent says her 11th grade daughter starts communicating online with her classmates on her way home from school. She does not understand what they have to say to each other, as they had spent the morning together in school. The daughter has a few chat-windows open even while doing homework. Some parents add that adults are also dependent on the internet, as no day goes by without us using our phones. We often use a phone app to write our to-do lists. Yet we can only speak about a problem if someone cannot seem to put the phone down.

What are the factors that play a role in developing an addiction? Are there any circumstances that predispose a child?

Bad examples. Too much free time. Lack of engagement. Parents often turn on the TV to use it as a babysitter. A phone is even more practical, as the child can skip ads, can find the desired content by clicking on a capital letter or an icon.

What does the child see?

That everyone in their surroundings are on their phones. If they saw people go outdoors, cycle or engage in creative activities, that's what they would like to do as well. We can speak about a kind of negligence as far as parenting is concerned, as parents don't spend sufficient time with their children. Raising children is first of all the responsibility of parents, they are in charge.

Parents have different schedules. Online teaching has made a lot of parents give in to this, who would otherwise have spent a lot more quality time with their children. Even young children have a Facebook account, though they could not have registered due to age restrictions.

It is common that parents understand the computer world less than their children do. There was a parent who asked her child for help to install the filter software on the child's device. We cannot prevent children from using the internet and computers, so there is a strong emphasis on building trust, we need to be able to trust our children, as we can't keep up with the kids.



There is a lot of information available on the internet, but there is also a lot of fake news. We should teach our children how to select. We can't prevent them from using the internet, but we need to teach them how to use it correctly.

A mom reports that her son, after sitting in front of a screen for 7 hours of daily online education, still played on the computer for 1 hour. He needed this in order to relax and unwind.

There are many advantages to using computers, there are also beneficial effects. Learn English e.g We need to learn to incorporate it into our lives in a way that has a positive impact on what we do. The focus is on children who have a problem as a result.

What problems might arise?

Children spend too much time online. Too many virtual friends instead of real ones. They break away from reality. They cannot distinguish between the virtual and the real world. They'd rather stick to a circle of friends made over the internet than make real friends or take an afternoon walk. Another warning sign is aggression and problems with behaviour. They become introverts, unable to express their thoughts. They will be stuck in a virtual world, unaware of what real life really is. The younger the child is, the more severe, and the more permanent the damage such an addiction can cause. Until the parent realizes the severity of the problem, the educator can do little or nothing. In the intervention, the parent must be the number one player. And they are the one in charge. The increasing speed of the internet results in a high degree of impatience. Compared to this increased speed, school lessons can seem very slow and boring.

Parental dilemma: when are you a good parent? If you give maximum confidence to your children and don't check on them, or if you check them from time to time? A "good parent" does not exist. There are parents who try to control their children, but don't know enough, so they are forced to trust them. If a child paddles into dangerous waters, engages in things that are not for him, there are other signs. You'll notice a change in their behaviour. If I saw signs like that, I would look into it and talk to my child about them.

Facebook groups, class groups - in addition to providing a good opportunity to build relationships, can also create a huge opportunity for harassment, an extra surface where the child can be hurt. Children are more confident on online interfaces, making it easier to make a statement. Content shared there can be viewed later, does not "fly away like a word". The solution may be to build a relationship

with our children so that they turn to us for help, they can talk to us about their qualms and worries. If, as a parent, I sensed that something went wrong, I would act.

Do bans make sense?

No. Now you have a lot of devices (phone, laptop, tablet, desktop PC) from which you can connect to the virtual world. You also have to use your phone for many things at school. Setting a time limit, though, makes sense. There are parents who support their children in playing sports just because they are not online during that time. The children need to feel that the parent is the person they can count on, even if they are angry. You need to feel confident that they can turn to their parents in any situation. Teaching them about self-knowledge also plays a big role. It is important in society, so that you can accept your own mistakes and shortcomings. We can help the children with this. Playing board games is good for developing self-knowledge. It helps self-expression, and self-assertion. Those who do not have adequate self-knowledge, are easily seized by the flow, they can easily go astray. This can be developed, differently, of course, in all ages.

It is important to have a relaxed conversation where the child can confess his problem, where they feel the warmth of the family, and approach them with confidence. In this, knowing oneself plays a key role. The child needs to realize that they are in big trouble, and the sooner they tell somebody, the sooner they will get help. The most important thing is that the child is never afraid of the parent. This is not to say that the parent can never be angry. But the child should also be aware that “I am angry with the act, not with you”.

There is a problem when a child is kept quiet with some smart device all day. Board games are a good idea, but you don't always have time for them. On the other hand, the parent can take the child along while they are cooking and gardening. We should not send them away, or hand them the phone, we should have some good conversation. When you participate in such conversation, you learn about life, about yourself.

The movie entitled “I hope you manage to die next time :)” is also mentioned. A boy starts courting a little girl on behalf of someone else... Watching the film as a parent, I started questioning where the parents were in that situation. No one notices what happens. This was not about internet addiction; the internet was just a tool. Trust is a very important issue. In this, the parent should also set an example. Be authentic. Never deceive your child, never want to look perfect. Then it can work the other way round as well. Of course, it's easier said than done, it's easier to talk about it from an outer perspective, than when we're in the situation. At times, it's harder to act calmly, not based on the patterns we've learnt from our parents.

What can we do as parents if we notice that there is something wrong?

Give greater attention, devote time to the problem. “I would look for the mistake in myself and try to fix that mistake. I hope that this will solve the problem.” We would have long conversations. I would break down the problem and decide what to do. I believe in the principle of small steps. We need to find the source of the problem; we need to move away from it, we must shift focus. I would try to bring other aspects to the fore. If I see that I can't solve it, I would ask for professional help.

For teachers, options are more limited. The parents should get more involved, but it is very difficult. Many parents strive to spend as little time as possible with their own children. It is easier with older children because they have received other stimuli. They did not grow up in this world.

The benefits of quarantine

The parent was given plenty of time to spend with their child. For young children, this is (could have been) a gift. Yet many parents could hardly wait for their child to go back to kindergarten or school. Often, parents take their children from kindergarten or school only to immediately rush them to a swimming class or some kind of and training. The child only comes home in the evening at bedtime. In fact, they are on the road from morning till night. Those who have returned home from the West also report that this is normal there.

But what is normal?

There are those who do it so that their child does not fall behind. That is why they send him to ballet, karate, or private lessons. A parent reports that she bought a phone for her small (elementary school) son so that she can reach him all the time. But sometimes they take it away from him. He plays much more freely then. In winter, when they get stuck in the apartment, the gadget is more appreciated. When devices are not available, he plays more in the yard. There was no need to ban it, it was enough to persuade him to go outside.

How can a teacher help a parent?

They are more objective, They know the child differently than the parent. The class teacher should be the first person to discuss this problem with children. It should work in such a way that the parent listens intently to the teachers, and not defy them.

If there's a problem, first they try to solve it themselves, together with the partner. The opinion of our parents (grandparents) is also important. The teacher can also help. And if we can't solve it ourselves, we turn to a specialist. It works well in our region, in our town. The benefits of a small town of ten thousand: more eyes see more, so help is more at hand. There is no such thing as alienation like in a big city. The community used to play a big role in raising children. The community watched over and educated children. Today we ended up not letting anyone tell our child off, only the parent can educate them. However, it is still better than elsewhere. In our town, we talk to the children, the little ones listen to us, and they even apologize. The older generation also speaks to the children. This also works for block houses, better than in big cities.

The name of the project: Emotional Management: a Tool to Fight Media and Internet Addiction, suggests that the problem needs to be treated from an emotional point of view. Do you believe this could be the key?

Yes, the key to everything. It is not just children who are affected by this problem. Adults are, too, it can be observed that most of us have the phone in our hands, some are already addicted. When the eighth grade went on a trip to a place where there was no signal, the parents were most outraged that they could not reach the child (although they were aware that there would be no signal in the camp). For many children, the only escape option is the phone, the virtual world. (School does not engage them with the curriculum; there is a conflict between parents, etc.)

If, as a teacher, I see that the child is very busy on their phone, I talk to them, get into their trust, listen. So they can see that we care. A minimal interest can change his attitude. But, to be honest, there is a game on our phone, on our device, that we use to play with, because we find it soothing and relaxing when we are tired.

There is too much curriculum focus in school, teachers spend little time dealing with children's emotions. They can give to students, but they can't make up for what's missing, what they didn't get from home. Parents look forward to the suggestions and ideas generated by the Erasmus + project on emotional management. Our school is Erasmus + accredited, which primarily supports individual mobility of students and teachers. It is worth taking advantage of.

Spain

Students

What do you know about internet dependency?

They know that people don't know how to live without it. They also define internet dependency happening when someone is checking internet all the time. Also nowadays, teenagers have their whole lives on the internet and, sometimes, we abuse its use and we don't know how to do anything else but be on our mobiles.

What are the factors that play a role in developing this addiction? Who is the most vulnerable to this condition?

Most think that people are affected deeply by the number of likes, comments or followers they have on social networks or games. Addiction also develops because quite a few teenagers have a lot of free time and to kill boredom, they go online. The most vulnerable people are teenagers and young children, but sometimes also older people.

Regarding the factors behind "internet addiction", interviewees mentioned boredom, lack of alternative leisure activities and loneliness as the main factors to become an internet addict. Other factors that they mentioned were the importance of digital resources for daily life, nowadays, bad family examples, the wish to be popular, an early exposure to digital devices and, lately, the lockdown.

Do you know anybody who's been addicted to the internet?

Most of the youth does not know anyone but one of them thinks that today, almost all young people are addicted.

Which do you think are the most efficient ways to overcome this addiction?

An option is to contact professionals who work on addictions. Another one is to find activities to have less free time like having other hobbies, doing sports to be entertained.

How do you think internet addiction can be prevented?

Making responsible use of the internet and being aware of what can happen if you do a bad use of the internet. Being stricter on the topic, from a younger age is another option, but a person thinks that over time this is becoming normal.

Have you ever heard of emotional management?

Most students have not heard about it but some think that many people are affected emotionally by the content found on the internet.

Do you talk with your peers/family members about daily issues and things that trouble you?

All of them do talk with peers and family members. They also share their worries with relatives and friends.

Teachers

What do you know about internet dependency?

They consider that it is a serious problem to be taken into account for the entire population. It affects many areas: compulsive shopping, gambling, excessive exposure to social networks, loss of privacy, etc. It can especially have negative consequences for young people, since they were born with it and do not consider the negative consequences. It is also a reality that is becoming more and more widespread but difficult to detect, as we find it difficult to recognise where the line between a regular and excessive use lies. Most get informed about it in the press and what they observe every day in teenagers and not only, also what they observe in themselves.

All people interviewed knew, with more or less accuracy what it means "internet dependency". They

mentioned concepts like: compulsive shopping, gaming, addiction to likes and mentions in social networks, loss of privacy, etc). One person mentioned how difficult it is to distinguish between normal and excessive use of the internet and digital devices.

What are the factors that play a role in developing this addiction? Who is the most vulnerable to this condition?

Some consider that it is emotional impact, advertising, stereotypes, wishes, illusions and so on usually affecting children and people with problems. Also it is too early access to mobile devices with internet access, lack of supervision, boredom, lack of alternative activities, lockdown. In the case of young people: poor parental control, lack of stimuli for other activities (sport, reading, etc.) and the multi-functionality of the mobile phone, which leads to many hours of use. All this has been greatly accentuated by the pandemic and of course the lockdown, young people and people who find themselves alone in isolation.

Do you know anybody who's been addicted to the internet?

One teacher does not know anybody but another knows a lot. In relation to pathological gambling, for example, it is a dramatic case and one teacher has experienced it. Lastly, one mentions that it has been mentioned in evaluation meetings that some of their students have this problem. It is also worrying for them how quickly, as soon as the bell rings, they take out their mobile phones and leave the classroom without saying goodbye or talking to each other, with their eyes fixed on the screen.

Everybody agreed that the most vulnerable population to become an internet addict were young people. They also mentioned people with certain social adaptation problems.

Which do you think are the most efficient ways to overcome this addiction?

Education and external support can be very important. Also, promoting other activities that are attractive to them and encouraging social interactions. A lot of support from their environment and greater parental control. There are students who fall asleep in class and recognise that although they went to bed at 10 o'clock, they were on their mobile phones until 2 o'clock. If they get used to it from the moment they receive their first mobile phone, they will switch it off, at a certain time at night, without question.

How do you think internet addiction can be prevented?

Education is a main factor. Promoting alternative activity programmes for young people that they find motivating and with parental control., banning internet access for children under a certain age, education about its dangers, etc.

Regarding the measures to prevent "internet addiction", most of the interviewees mentioned being strict when limiting digital exposure time and offering attractive leisure and sports alternatives. Other preventive measures mentioned were education in terms of the risks of the internet, the family giving good examples and role models and spending more time with kids.

Have you ever heard of emotional management?

All of them heard about it in the school environment as all of them attended workshops and sessions about it together with Permacultura Cantabria NGO, in fact, one of the teachers is the coordinator of the workshop on emotions and coexistence, at the Lope de Vega Secondary School.

Do you talk with your peers/family members about daily issues and things that trouble you?

Yes, all the time, some have children at a vulnerable age too, so they really need to, But with a certain filter for good emotional management. Sometimes, it is positive to discharge, but other times it is preferable to disconnect and not to relive anecdotes or unpleasant situations by talking about them and thinking about them all the time.

Parents

What do you know about internet dependency?

That it has increased in recent years and at younger ages. More with the lockdown. Also, internet dependency is a very common problem nowadays; it probably affects most children and adolescents in society. It can be considered as an abusive use of the internet through different systems. It affects mostly children and teenagers. They never acknowledge that they have a problem and justify it by saying that they are not isolated because they talk a lot with their friends on social networks.

What are the factors that play a role in developing this addiction? Who is the most vulnerable to this condition?

Being glued to mobile phones day and night. The great importance social networks have acquired is because children and teenagers are finding that they are having few leisure options nearby. The use of the internet, both at school and in personal life, is being implemented more and more intensively. Other factors that can influence are loneliness, seeking information, games etc. It is mainly influenced by the time they spend alone at home. In many cases within the family unity itself, everyone is on their own devices and there are no interactions or conversations. The most vulnerable people are children and young people.

Do you know anybody who's been addicted to the internet?

Most parents do not know anyone but some do have knowledge of some. One parent specifically knows a 14-year-old student who is addicted.

Which do you think are the most efficient ways to overcome this addiction?

One of the parents does not know and would like to know more about them. Some options are to learn how to use new technologies, having other hobbies and interests having a group of friends to do other things together offline, support from specialists. Another approach is to find more time to share as a family. Talk about the issue and look for real testimonies that make them think about their own situation. Consider other alternatives for the free time. During the pandemic, we have all sought entertainment on the internet, and this has increased cases of dependency. We must gradually return to normality.

Most people agreed to contact professionals and specialists. On the other hand, they mentioned that it could also help to have a wider offer of leisure activities, sports, hobbies, etc. to be entertained. Another solution that they mentioned was to spend more time with the family and reflect about this problem, talking about real cases and testimonies, and offering education on the potential risks of the internet.

How do you think internet addiction can be prevented?

One parent considers that training children is an important element: to be strict and control access, duration and contents. Offering alternatives and spending time with children, doing other kinds of activities offline is the other. Possible options are encouraging sports and leisure activities, which is difficult in a society that is subjected to the use of the internet, but manageable by maybe using positive role models. One should also manage the time of use of devices and not allow their use at an early age. Lastly, one should find specific times to allow the use of devices. Encourage group outings or family activities. Parents should set an example and not use devices excessively in front of their children.

Have you ever heard of emotional management?

One parent does not know what it is while the others define it as essential at any age, to know how to manage your emotions well, as a person's ability to recognise their feelings and the ability to manage adverse situations and look for the positive side of things.

Do you talk with your peers/family members about daily issues and things that trouble you?

Everyone does. One of the parents does it always and fears she is quite annoying to relatives living

with her. One parent talks to their children about the prejudices that video games can cause and, above all, the need to care for relationships and even to be bored.

Most of the interviewees thought they knew the existence and importance of emotional management and all of them expressed that they use to share their feelings and emotions with relatives and friends.

Overall, only half of the interviewees knew someone with internet addiction.



Comparative analysis

Analysing the conclusions of the three countries and comparing them by target group we come up with the following similarities and differences:

Students from all countries do use a lot of internet, social media, and platforms but they consider this to be normal in today's world. They are also aware of what addictions are; they have many ideas on how to prevent it or how to treat it. According to many, motivation and being busy and engaged in doing active outdoor activities is one of the solutions to prevent or treat it. They also consider the help of teachers, parents, and experts in the field crucial but in practice they usually turn to and depend on the help of parents, and siblings. Portuguese students are not allowed to use smartphones in class (unless some tasks are connected to it), while in Romania and Spain, there are no clear, school level rules connected to this. It is also their opinion that online gaming is the most dangerous for them as teenagers, that can turn them into addicts. Moreover, boredom and the lack of engaging activities is the main reason why they prefer to spend time on the internet. Portuguese youth who took part in the focus group are the ones who know the most about emotional management while the Romanians have some vague idea and the Spanish do not know what it is.

Most **teachers** from all three countries know what emotional management is and how it could be useful for themselves, students, and parents. They all also know what addictions are, why students tend to become addicted, and they know internet addicts in their school environment. Moreover, they see that the key for preventing addiction lies within the education system, both through awareness raising but more importantly by offering better alternatives and ways to deal with emotions. In the meantime, many teachers feel powerless to what the students are exposed to at home, with their parents. According to teachers from Romania, it is more important for students to use a smartphone wisely, while in Portugal, they prohibit its usage in the classroom. Another danger pointed at, mainly by the Portuguese, was cyberbullying, which -while mentioned briefly in other countries also- can be a really traumatic experience for some students. Lastly, some teachers, mainly from Romania, but not only, consider that there are many tools that schools can use to fight against internet addiction but currently these possibilities are not taken advantage of mainly because of work overload.

Parents also know what internet addictions are and the reasons their children get addicted, and they are more and more concerned about it. Also, they consider that them themselves and their children use internet more than they'd like to. Some of the reasons they bring up for their children turning to the internet is loneliness, being alone and boredom are some of the main ones. Only some countries' parents actually know addict personally and, in all cases, when they know it is always some other parent's child. All parents have a lot of ideas for preventing it and all of them agree that emotional management and awareness raising activities can be some of the main methods to achieve this. But while the Portuguese and Romanian parents know some ways of treating it, the Spanish have no idea, but accept the possibilities offered by the interviewer. Portuguese parents offer quite many solutions for fighting against internet addictions but are not as knowledgeable about emotional management as the Spanish and Romanian parents. Romanian parents agree in many aspects with the teachers and in their opinion, they should cooperate more with teachers to get better at emotional management which is the main tool to fight social media dependency.

Overall, we can conclude that all target groups know a lot about addictions among students, they see its reasons and even ways to prevent and treat it, focusing mainly on offering better, more active, outdoor alternatives for spending time, but while aware of this most student, teachers and parents also recognise the reality of spending more time on the internet than they would like to and some feel they lack the time, knowledge or will to support one another.



OBSERVATION RESULTS

Portugal

In Portugal, two different English classes were observed with two different teachers teaching and a break in Escola Secundária de Amarante. The observer was from the NGO from Portugal, Aventura Marao Clube. The classes lasted one hour each and the break was ten minutes long. The gender distribution in the two classes was tilted towards girls but not by much.

In the first English class, focusing on the teacher, she started with throwing challenges and questions to the whole class. It was notorious to see that some students tried to go unnoticed during class. Several questions were asked about the theme of the class and while the point of view of the whole class was needed, it was notorious that some students try not to participate, leading the teacher to reinforce the need for everyone's participation. The teacher even demonstrated to students that they were heard by repeating what they said. No unexpected problems or situations came up during the class. Considering the theme of the class, the teacher presented real everyday cases and allowed students to do the same and explained why. She was also constantly aware of students' individual needs and encouraged everyone's participation so that all difficulties were heard and overcome. Interactive whiteboard and a computer were used during class and there were no visible rules for using the smartphone in the classroom context.

Focusing on students, it was observed that they are active on the input given by the teacher and in discussions. All of them were willing to participate to the discussion and to the class but at the beginning of the class they were not so focused, after some minutes they started to focus more, some students participated, only after the indication of the teacher. Some students were a bit distracted, but nothing complicated to manage. Lastly, most of the students had smartphones on the table, also the teacher had her smartphone on the table

Overall, we can say that the general atmosphere in class was a collaborative one. The lesson was about new technologies and media. All the students were prepared about the topic, and they often defined themselves as native on this new technological era. They also generally think that new technologies and social media can support better the learning of a student. The teacher was always supportive also to those with low level of English. The teacher-student relationship can be described as a close one, she was able to stimulate the students to be active.

The second English class, done by another teacher, started in a similar way, with challenges and questions, some students trying to avoid engagement in the activities and the teacher reinforcing her attentiveness by demonstrating to students that they were heard by repeating what they said. Some students were visibly distracted and were talking to each other. The teacher warned of the need for attention and that this behaviour was not allowed. With regards to students' individual needs, the teacher encouraged everyone's participation so that all difficulties are heard and overcome. But there

was one student present in the class via videoconference. He was in a way set aside in the moments of response, either by the teacher or students. He had no participation in class, nor was he asked if he would have any doubts. Again, similarly to the other class, an interactive whiteboard and computer was used during teaching, internet and smartphones were not needed but there were no visible rules for using the smartphone in the classroom context.

The students related to the teacher only when the teacher called the name of the specific student. Most of the students raised the hands to ask to give feedback on the discussion of the class and this feedback was most of the time “Yes” and “No”. With relation to attention, the front part of the class was attentive, from the middle to the bottom of the class (far from the teacher) the attention went lower and one boy at the bottom of the class was all time out of focus. It was also noticeable that students did not cooperate with their peers. Some students were also disruptive, two of them laughed at another student while this was talking. The teacher after several time seeing this behaviour, called the attention to these two students. Also, two students were often looking at their smartphones during the class

Overall, we can say that the general atmosphere of the class was relaxed. But it stood out that some students looked often at their smartphones. A student was following the lesson online and initially students and teacher related to him, and after, for the whole lesson nobody talked to him or asked him to participate. One student was completely disconnected from the lesson. He was looking at his phone and drawing. The teacher did not notice or say anything. Despite this, the teacher-student relationship was generally a good one.

During the breaks, as they are short the students stayed in the classroom or in the space outside the main room. Their options are to stay in class, the halls, the bar or to be outdoors. Most students stayed inside the classroom were all at the smartphone, individually and in groups. It was clearly noticeable that the first thing that the students do when the class ends is to pick up the smartphone and join their group of friends. The teacher also ended up staying in the classroom and was trying to interact with the students, but they were not talking to the teacher, some of them were giving their back to her. Students interact in small and restricted groups, sometimes from the same classroom. Inside the classroom there were students in small groups or alone. The ones being in groups were sharing things from social medias. Students use their smartphones to exchange messages, view social networks, among others. It was visible that students sometimes even use the same phone, to see something. Another interesting aspect was that some students and the teacher spent their break time by themselves

To conclude, we can say that in this school in Portugal there are no visible or clear rules regarding smartphone usage, so students sometimes check their phones or very few even spend a lot of time on it, not focusing on the class. New technologies such as an interactive whiteboard and computer are used but internet or smartphone need was not observed. During breaks most if not all students spend their time online, updating themselves on the latest news or fads on social media.

Romania

In Romania a staff member of the NGO observed four classes and four breaks at the Orbán Balázs Highschool. The classes were Geography, Hungarian Literature, Informatics and Physics. Some classes lasted 50 minutes while others were only 45 minutes long. The breaks last 10 minutes each except the one a 10 AM which is 20 minutes long.

The first class was Geography. In this class the teacher was male and there were 26 students in class, 6 boys and 20 girls. After entering the class, the teacher greets the students, gives a brief summary of what is going to happen, discusses things related to class with students and receives their advice. More than half of the students are involved with the lesson taught and whenever asked questions related to the lesson, he gives answers to students, but there are not so many questions. Nothing unex-

pected or unusual happened in class. The teacher showed enthusiasm towards the topic and when a wrong answer was given, he showed slight disappointment. It was also interesting to observe that he managed to relate things he talks about to things boys and girls relate to equally or individually. Also, he clearly regards the class as a unit, not as 26 individuals: he mainly talks to the whole class of 26, not to individuals, there were no individual tasks or instances when their needs had to be addressed. Regarding the incorporation of new technologies, he does use Google Maps through a PC connected to projector screen and internet. Also, smartphones are on the table of each student, they are not prohibited or put away. No instances of smartphone usage not related to the class was observed

With regards to the students, they do answer to all his questions, remarks and they pay attention, but because they were not asked to do in depth analysis or specific individual or group tasks, their activeness and contribution to class was not able to be observed. It was more of a listen and take notes class. They do look at and follow the teacher's movements, react to his orders, and answer his questions, more people at once sometimes. With connection to disruptive behaviour, a sneeze usually creates a bit of a laughter chaos. Also, some boys try to make fun of the teacher if given the chance, but overall, all students paid attention and took notes.

To conclude, the teacher-student relationship in this class was friendly, but still, a clear distanced teacher-student approach was visible in class. The atmosphere was generally good and there were no signs that stood out with connection to smartphone usage, internet addiction or emotional management of any sort.

The second class was Hungarian Literature. In this one there are normally 20 students, one girl is absent, 9 are boys and 10 are girls. This class also starts with the usual hello and a summary of the things that will happen in class. Then she involves all students by giving group tasks for 2-3 students/group. Then, she gives feedback to all of the groups one by one. The feedback is slightly tailor made, but mainly general. The class is topic oriented with no emotional charge and nothing unexpected happens. If some student stands out with a positive performance, she praises and gives positive reinforcement. She goes one by one to the groups in group activity and attend to their questions and needs related to the task given. There is no activity for students that incorporates mobile devices or internet in the class itself, but she makes use of a laptop, projects contend on the whiteboard, they watch videos online and for homework the students are required to use the "Classroom" app. There was no need to restrict internet and smartphone usage, but it is starting to become apparent that a general rule is applied on school level because even though the smartphones are on the table, they are not used.

With regards to students, they are quite attentive answer all questions of the teachers and make remarks, give feedback to the teacher and one another. They again look and follow the teacher's movements, react to her orders and answer her questions, more people at once and they wholeheartedly cooperate with their peers. Connected to disruptions, some boys made noises to disrupt the class but were ignored both by others and the teacher. Some did not know how to do the group task but made as if they are working on it. Something that stood out was that Freud was brought up connected to a novel by two students, who analysed the novels' main character according to Freud's theories showing that they understand it. This stood out both in relation to emotional management but also because it showed a great level of interest and knowledge of some student in contrast with a few who were not at all interested in the activity. Connected to internet use, at least 2 students had their phones on and even though they did not pick them up, they checked the notifications and attended to them.

Overall, we can say that the general atmosphere was good, that the student teacher atmosphere was again friendly, but a distant one and besides the two students checking their notification without lifting their phones from the table, there was no other sign of internet addiction.

The third class observed was Informatics, where students learn basic programming. There were 25 students, 2 absent, 15 boys and 8 girls present. The class started with instructions to open Pascal, the

programming software and within that, the program they were working on in the previous class. All students have their own PC and work individually. The teacher provides feedback to students who ask for help, and it is noticeable that mainly girls do ask for help. She deals with all students' problems according to the personality of the students she is helping; she knows the needs of all according to their mood and personality. Some disruptive boys are reprimanded, threatened with being kicked out of class, if they do not behave. In many occasions the teacher feels that the students do not take the class seriously and she tries to offer gravity and seriousness to the tasks at hand, making parallels to the simple tasks in this programming language to other more advanced ones or situations in real life. Being an IT class, she uses internet, PCs, and software, but not smartphones. Lastly, because students are sitting in front of PCs and she approaches them from the back she does use physical gestures (pat on the shoulder, stroke on back, small hug), to offer encouragement and rewarding gestures.

Students mostly relate to the teacher but because all are doing the tasks individually, they sometimes do other things the teacher cannot see. They do react and pay attention, help each other and the variant ideas of students or those that do not work exactly well are discussed all together in plenary watching the screen in question. This attention is kept by all students throughout the whole class, or to be precise, until the last 2-3 minutes before it ends. Students are helpful to the other students next to or behind them. Disruptive behaviours were not noticed but it was hard to see everyone because of the layout of the class.

Overall, we can conclude that strict, clear result-oriented tasks were given, and it was required to follow these. The fact that the teacher was able to interact physically (with touch) to support the students was appreciated and well received by students. The teacher-student relationship was well defined on classroom level, but at one-on-one level it was much friendlier.

The last class observed was Physics, which was attended by the same students as before, so, 15 boys and 8 girls. In this class the students knew that it will be a review class where they go through everything taught until then. Most students answer teacher questions, the teacher praises correct answers,



and she is highly energetic and motivated towards the class. Everyone pays attention throughout the 45 minutes, they take notes and draw the graphs and they all pitch in their knowledge often, because the teacher asks a question to review knowledge after each of her sentences.

Overall, it is clear that the students and the teacher love this class the atmosphere is positive and enthusiastic, the teacher student relationship is more familial and friendly than in other classes. No disruptions or challenges were noticed. Also many students did not take out their smartphones and those few who did, did not attend to them at all.

The breaks were observed four times, and this included three shorter 10 minutes breaks and a long 20 minute one. The observations were made in class, in the hallways, in the yard and small park next to the school and the outdoor football pitch, all places where students spend time during the breaks. Students either chat face to face about what happened in the previous class what is to happen in the next one or about happenings around them, news fads, gossips or spend time on smartphones/ browsing or talking to someone online or go to bathroom, eat snacks. Some students are alone, either eating, or on smartphone or talking with someone by phone. What is striking is that as the bell rings all students take their phone and check their notifications, answer messages. Most talks are about daily things.

Teachers on the other hand spend most of their time in the teacher's room, talking, preparing classes, and taking bathroom breaks. Interactions between teachers and students is mostly non-existent. Some teachers talk about their students, specific instances, and behaviours of their students. Here also, one or 2 teachers are by themselves eating or on their smartphone.

Spain

Among the activities programmed in the school, there were different observations and a visit to the facilities (both the Baccalaureate area, as well as the middle and High School). The observations were carried out in the Mechanics, Sports, Language, Mathematics, English and Pastry classes. We were also in the corridors and the playground at break time. We have observed that the behaviour of the pupils varied according to the area they were in.

In Spanish Language class. When the bell rings the pupils enter the classroom before the teacher enters. They are teenagers and have a lot of energy, so until the teacher calls them to order, they don't shut up. The teacher summarises what was seen in the previous class, asking the pupils what they remember, there is no need to ask the pupils to speak, as they raise their hands to participate. The participation of the students is very high, so much that the participation of the students becomes chaotic, as many of them want to speak and start to raise their voices.

The class is fluid, and the pupils participate all the time and respond to the teacher's questions. By the middle of the class, the students are focused, and the noise stops. The gender division is clear, the girls sit in the middle row and the boys on the sides (some girls mix in between them). The use of mobile phones in class is not allowed, but even so, some girls are seen with mobile phones on the table; curiously enough, they are the ones sitting at the back of the class, where the teacher can hardly see them. It is worth noting that the pupil who was all the time with her mobile phone on the table was participating in class; once the class is over, the pupils leave quietly.

The behaviour of the students in the English class is almost perfect; the students are attentive from the beginning of the class; they all participate and show a positive attitude to every activity in the class. The level of the students in the English class, in the bilingual programme, is very high; they hardly show any accent when they speak in English; they are not embarrassed to speak in front of their classmates, and they all participate actively. It should be noted that there was only one boy in the class, but he was very well integrated in the group.

In the mechanics class, they work in teams. The teams are made up of girls and boys; the teacher

gives them a task and they do it, always talking but controlling their tone of voice. There is order and they get involved in the class. The teacher comments that his students are interested in the subject. There are no mobile phones on the tables. The students' conversations are about the subject they are dealing with in class.

We have also visited the Pastry class, at the Higher Education. The higher grades are technical and vocational careers. In higher education, 60% of the classes are practical, so it is important that they acquire "know-how", to be prepared for the labour market. Specifically, the pastry class takes place in a classroom, the class is carried out through collective interaction, the class is divided into working groups of 5-6 people and mixed. In this class, students are socially active, because they receive and share knowledge. In this specific class, they have learned to make puff pastry. The class is practical, so the pupils reproduce every step the teacher takes.

Also, in this class they have learnt how to make custard. To make the custard you must follow the recipe and instructions to the letter, because if you don't do it according to the recipe and the right temperatures, the result is not good. The teamwork for this activity was chaotic, the students did not take things seriously. They did not follow the instructions given by the teacher, they were on their mobile phones, talking about everything except the activity, the result was a badly made pastry cream that the teacher had to finish. This was not generalised because 2 of the 4 teams were working well and asked for help from the teacher for each step that had to be followed in the making of the custard.

Comparing the degree of involvement of the Higher Secondary Education students, with that of the Baccalaureate students, we can see that the level of involvement is much higher in the Baccalaureate students. For example, the Higher Secondary Education students reach a lower level than Baccalaureate students. There is no concentration in this class. We could observe that the Higher Secondary Education pupils play jokes with each other, even though the process taught during this class is meticulous and requires exact quantities of ingredients, in order to be able to make the pastry properly.

In the Breaks, between each class, there is an interval of 5 minutes, where students must collect their things, go to the toilet (if necessary) and go to the next class. Being in the corridors means a time for recreation, relaxation, and coexistence. Although the corridors are a bit narrow, there is a flow of students coming and going from one part of the building to another. It seems that they have coordinated with each other, as there are no clashes or misunderstandings about space. The students in the corridors talk louder, interact with each other, much more than in the classes, and boys and girls mix. You can hear them talking about class, about break time and more than anything they check mobiles and see and share what they have received or written to each other. Everyone has a lot of energy, they look happy and smile, and some have time to eat a sandwich and drink some water. They put their phones away, before entering the classroom.

At longer break time, all students go down to the playground to have a snack, drink water or soft drinks, chat with friends, play games or use their mobile phones. At this time of the day, you can see all kinds of personalities and attitudes. There are groups of boys who are only with their mobile phones, completely separated from the rest of students. The girls also form their groups of friends to be with their mobile phones. There is only interaction between them, by means of the mobile phone, it is worth mentioning that the attitude of these teenagers is rather indifferent, the groups are between 15-17 years old.

Other groups of students go out to play sports on the basketball/football court, in the playground, eat snacks, play games, laugh, and chat with friends. This group is the youngest, they are around 12-14 years old and tend to be more boys than girls. There is a big difference in the behaviour of the pupils, according to their age, the younger ones interact more with each other, than the older ones. This is relative to the number of children who have mobile phones, as at younger ages the percentage is lower than at older ages.

Comparative analysis

In the beginning of this comparative analysis, we need to make it clear that every school, every teacher, every subject, and every class is different. We say this because making a comparison from the observations made in Portugal, Romania and Spain is possible but still, it is important to remember that the conclusions that follow are only valid for this small pool of classes and breaks observed which are quite specific.

The first aspect that was similar in all countries, was that smartphones were mostly visible, on tables but these were not utilised by students for personal use. There were a few fringe cases where the students glanced at their notifications, but these were very few.

Then, in the classes where teachers were energetic, motivated, and positive, there the students were also more attentive, collaborative, and focused and conversely, in those classes where teachers were less energetic and engaging, difficulties or chaotic instances did arise, although not many, but noticeable from an outsider's perspective. Connected to this, the 'energetic' teachers worked more with individuals or small groups, and offered positive feedback to achievements of the students, while the others had the tendency to treat the class as a single unit and offered less individual attention or feedback. All in all, students were collaborative, attentive, responsive towards their peers and the teacher in all 3 countries in all 10 classes. While those who were less collaborative tended to be at the back of the classes.

All teachers integrated digital technologies in their classes, in some cases just to offer more interactive media to the students and in others also asking students to use their own devices in small groups, and from the reaction of students this is the norm, not an outstanding practice.

Each of the ten classes observed were unique, in some, the teachers had the freedom to create small workgroups, in others they could ask the classes individuals for their input, in others some groups could hide among chores and work processes, while in others physical touch could be used to offer direct feedback to students arranged in rows, with their backs to the teachers, staring at a screen.

All in all, we can conclude that when possible and if teachers are engaging, classes are a success for both sides.

Connected to the breaks, the most important behavioural aspect that stood out in all cases was that in the moment the 'bell rings,' all students, and sometimes also the teachers, jump to their smartphones, check their notifications, answer messages, and basically get sucked in the online world. The more social ones are online together while the less social ones are also alone while online. Of course, they do also eat their snacks go to the bathroom and the younger they are the more time they spend offline than online, some even playing sports and team games in the breaks.



CONCLUSIONS

The Portuguese partners conclude that emotional management is generally a concept familiar to the students. They understand its role in their daily lives and that it is emotional management that allows them to control their impulses in relationships with others. Also, conflicts at school are considered as a “normal” reality, but they are usually transient and unemotionally charged conflicts that are resolved on the spot, causing no disruption or influence in the lives of students. When conflict with deeper intensity occurs the youngsters emotionally shared that it’s difficult to move past these. The memory of the specific event stays and causes unsafe consequences (anxiety, stress, etc.) also to those who were not part of the conflict.

Generally, students spend more than two hours on the Internet every day but in the student’s opinion, nowadays, anyone is “internet dependent”, because everyone needs internet to work, for their social life and even their school life. Students use more than four social network applications a day, such as Instagram, Pinterest, Tiktok, Twitter, and others and in their opinion, nowadays all social and work life includes the use of the internet and applications, for this reason the use of so many applications is normal.

Students generally don’t question whether social networks influence their image, but they are conscious about some positive and negative influences in their self-image. Positive as it allows them to improve in some respects such as communication, and negative because it can influence them to behave incorrectly towards others. Cyberbullying is a concept known to all and from the students that where interacting in the research, few of them have experienced it and the students know that they can seek help either from teachers or from the school psychologist to work on some problems they may have.

After doing the research data gathering, the Portuguese partners concluded that the students are conscious on the topics of emotional management, conflicts, how much they are connected to the internet, internet addiction, the influence of social media on their self-image, cyberbullying and the support they can get for these from the school and their family and they believe that the majority of the students are able to cope with the digitalization, but they still need support in understanding how they can use media and digital tools for improve their and others lives.

The school and family context has to work carefully in balancing the improvement and comprehension of the digital world and also offer more real-life experiences such as visits, group activities, dialogue, etc. More work also needs to be done on the matters regarding bullying, cyberbullying, and conflict management. In this specific area students showed more uncertainty and fears. The family and school need to cooperate and find ways of offering some better coping methods to these situations. Emotional management could be one of the methods that can be implemented.

The Romanian partners consider that teachers dealing with students involved in various types of activities on a daily basis, they are often faced with the consequences of inappropriate internet use. At the same time, they are becoming more and more aware of their responsibility to teach students the skills that enable them to use the internet safely and the coping mechanisms that allow them to deal with the negative effects (exposure to inappropriate content, addiction, abuse, etc). The research was a good starting point to assess the current situation. We obtained information using different survey tools: questionnaires, focus groups and observations carried out by people outside school. All the parties concerned were involved: the students, the

teachers, and the parents. The fact that teachers from all the partner schools worked together on the questionnaires resulted in a more comprehensive survey, allowing for a thorough investigation into the various aspects of internet use. In consequence, we were able to discover deeper connections.

The research has made it obvious that besides applying questionnaires, focus groups are important as well, as they allow people to open up in order to share experiences, exchange ideas on relevant topics and draw important conclusions. An additional benefit was seeing the interactions happening in school through the eyes of an independent observer. We gained a more objective insight into the relationships between the students and the teachers. This also gave us, teachers, the chance to examine our own reactions and attitude to problems deriving from internet and social media dependency.

An extraordinary merit of the research is that it did not only highlight the online habits of a single school community, but by comparing and contrasting data from three different countries, it conferred the findings a European dimension. The information obtained through the research can be interpreted in a more complex way: we were able to see where each country stands and later on in the project, we were able to learn from each other about how we can become more efficient in helping our students to use the internet in a more suitable and much safer way. We do not only rely on our knowledge gained during the Emotional Management training course, but we can also use the good practices shared by our colleagues from Portugal and Spain.

The Spanish partners, made up of schoolteachers, experts in the emotional area from Permacultura Cantabria and municipal technicians from social services, have been debating and making different conclusions about the situation of internet and device dependency suffered by youth and whether they can develop an addition to it. After seeing the statistics collected in the research and our in-depth knowledge of young people, the first impression is that technology is here to stay and to change all the models of work, socialization and communication that existed in previous generations, and that being said, we need adults, reference persons, guardians and family members to adapt and better understand the universe in which the new generations are immersed in order to better support them.

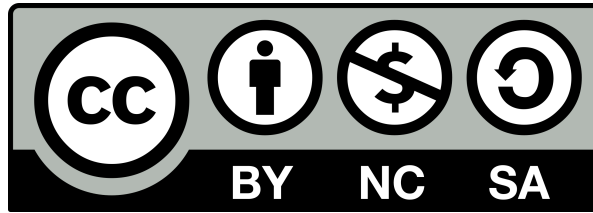
One of the keys or points on which we agree is that for young people the preference is relationships and not technologies. They mostly use their mobile phones, internet, and social networks with the aim of communicating with friends and possible future relationships. Once digital links have been made, these continue to develop, mixing with face-to-face relationships, which continue later digitally. This is where we believe that reference figures should support young people.

One of the first zones where we must pay more attention is how to offer youth quality spaces where they can interact face-to-face, feel human closeness and improve their relationship skills in person. Another of the lines to improve in our lives as adults is updating our knowledge about possibilities offered by the internet today, since we believe that approaching the world of young people from the platforms and strategies that they themselves use will give us more tools and links of union to relate to each other in the face-to-face environment.

The third point where some controversy has been generated among the people we have been debating with, but who have finally reached a mutual agreement, is the importance of anticipating possible issues that may arise from the relationship's digitization. Those issues include shame, communicating certain messages in person, hiding behind social networks to feel safe, carrying out individual or group attacks, receiving said attacks, learning how to interrupt them and supporting both the oppressors and the victims. The key to be successful in this area are the two previous points: having a close relationship with youth and knowing the digital tools they use.

Finally, we think that we should include and support our young people to further professionalize digital skills. We believe that the world that is coming, or that is already here, is going to need many people specialized in digital areas. We believe that a large part of the previous generations are holding back the use and digitization out of fear and ignorance, sometimes being too cautious, when in reality the drive and direction that young people are setting for us seems to have great potential. With the necessary support, what initially seems like a problem in the future can be a solution to many of today's social issues.

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