

**Kyohei Sakai,** <sup>(1)</sup> **Shingo SHIOTA** <sup>(2)</sup>  
Graduate School of Education, Shizuoka University<sup>(1)</sup>  
Shizuoka University, Faculty of Education<sup>(2)</sup>  
*qq9a5uf9knew@gmail.com*

**PRACTICE AND EVALUATION OF A WORKSHOP  
ON INTERNET ADDICTION DISORDER  
- THROUGH THE PROCESS OF BEING MADE A CRITERION  
BY JUNIOR HIGH SCHOOL STUDENTS THEMSELVES -**

**Abstract**

Personal information devices such as smart phones and tablets have become popular worldwide, and preoccupation with a mobile phone or the Internet that is excessive enough to qualify as „Internet addiction disorder” is increasing. Guidance concerning „information ethics” is also incorporated in the schools. However, no clear teaching method has been established, but merely to give the knowledge of such issues and cases risk of the Internet just for children. Therefore, as a theme is becoming a serious currently in this study „net dependency” as a method of information ethics education proactive in order to aim the transformation of action against junior high school students, workshops to raise awareness about the problem behavior it is an object of the research that you review the course content type, developed, consider the effect in the practice, is discussed. [Remark 1]

**Introduction**

According to a survey of the Internet environments for young people in 2013, „33.6% of elementary school students, 51.9% of junior high school students, and 97.2% of high school students have their mobile phone or smart phone” (Japanese Cabinet Office, 2014). Opportunities to have and use these devices go on increasing for adults and students. Therefore, mobile phones and smart phones are beginning to be introduced at Japanese schools to develop information literacy of students.

In contrast, „Internet Addiction Disorder” (IAD)—life-hindering preoccupations with Internet and mobile phone use—is increasing. According to the Ministry of Health (2012), 520,000 teenagers in Japan are strongly suspected of IAD. Psychologist Young defines the following symptoms corresponding to IAD (2012).

- ① Do you feel your attention is absorbed in the Internet? (e.g., Are you always looking forward to using the Internet?)
- ② Do you need to use the Internet more and more often to be satisfied?
- ③ Have you ever have the experience of being unable to stop using the Internet even if you try repeatedly to shorten the time?
- ④ When you attempted to cut down on Internet use, did you lose your presence of mind or feel bad?

- ⑤ Do you stay online longer than you realize?
- ⑥ Have you ever almost lost opportunities for success in your life, job, and important relationships because of the Internet?
- ⑦ Have you ever lied to your family or therapists about how much time you devote to the Internet?
- ⑧ Do you use the Internet to escape problems or to be in a good mood?

Research investigating how to measure IAD has been initiated. Examples include preparing a scale of measurement of IAD for high school students (Tsuruta, 2012), a class devoted to the activities of the R-PDCA cycle (Tsuruta, 2012), and measurements of IAD among university students based on new criteria and definitions. However, Hishiyama (2009) says there is little Japanese research into IAD, especially definitional research. Definitions of IAD do not conclusively demonstrate its degree. **Even more, it is hard to say there is precise means against IAD for children. [Remark 1]**

Teachers in Japanese schools report excessive of Internet use among students who have different devices and Internet situations. It is possible to show the risk of Internet with such teaching methods. At the same time, it is difficult to recognize connections between everyday life and IAD. **Students cannot act with care on the Internet environments although they have sufficient knowledge about that. To reflect life with the recognition of the dangers of the Internet, first of all, there is a need to make children recognize that their behavior ties to IAD. [Remark 1]**

We decided to design a workshop to make students, especially junior high school students, **remind that they toward to IAD before knowing, through comparison with others. And more, we gave careful consideration to that result during the practice. [Remark 1]**

## Research Methods

The following three points apply to conducting a workshop about methods of teaching about Internet dependence.

First, IAD is complex. There are so many cases, and the scale of dependence ranges from small to large. **For example, one situation is „doing a game with charges on a site,” the other is „using a smart phone during a meal.” Moreover, it really depends on person how he feels IAD. [Remark 1]**

The second point is the necessity for awareness. The contents of IAD vary and cases of Internet dependence vary with each person. **In other words, even if others think him as a man with IAD, he would not notice its depth. [Remark 1]**

The third point is to improve one's life with the Internet. Even if you understand the dangers of Internet dependence, it is difficult to disengage from its symptoms. In addition, advising others about IAD may present the chance to change one's own behavior regarding the Internet.

In sum, we designed the workshop based on these three points. First, students think situations of the Internet dependence and make them in order from the one seems to be highly dependence, through discussion. Next, according to the order, they divide it to three levels of group follow a depth of the dependences.

It is intended to last, and thought-provoking advice to people that apply to the extent of each in the measure of their own have created. It is thought-provoking also

specifically about the measures by this activity, and also to realize the difference of recognition with others and diversity of „net dependent” on the children themselves, consider the advice of depending on the degree of each was thought to be able to have. I went in the educational activities of the net to target the junior high school students, NPO e-Lunch in Shizuoka. [Remark 1]

Yaizu Prefecture sponsored workshops. The workshop spanned two days and was conducted as a target volunteers of junior high school 1–3 grade in Shizuoka City (Table 1). Participants of junior high school students on the first day in 17 patients, and distributed so as not to be friends with each other as much as possible, a group of junior high school students to make five groups a group of three or four. In addition, I was allowed to participate as a facilitator one university students in each group. After (Figure 1) first, it was a simple ice break and self-introduction, entered the workshop. I was carried out in 60 min time of the workshop on the first day. For junior high school participants of the second day was 10 people, and a workshop in the four groups as not to change the group members on the first day as much as possible, was carried out in 60 min. [Remark 1]

*Table 1: Contents of the workshop*

	Content
August 6 First round of workshop (60 min)	<input type="checkbox"/> After watching a video of an example of „net dependency,” The discussion of whether it believes what advice <input type="checkbox"/> Thinking the case of „net dependency” <input type="checkbox"/> Sort of the case, I classified as „high,” „medium,” and „low” [Remark 1]
August 24 Second round of workshop (60 min)	<input type="checkbox"/> Recap of previous <input type="checkbox"/> Thinking the advice to cases sorted



*Figure 1: Photos of the workshop*

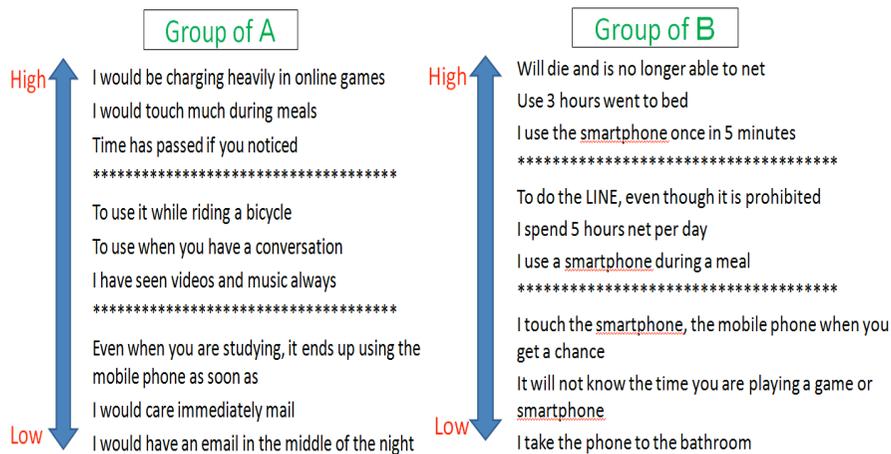


Figure 2: Measure of junior high school students have created [Remark 1]

### Evaluation and Discussion

The evaluation of the workshop of the present study, first pre-workshop (first survey), post (second survey), and a total of three times post the second workshop of the (third survey) I went aggregate.

The contents of the evaluation, in addition consciousness plane seen in the conventional evaluation method, the knowledge plane, and was also measured behavioral and choice questions that ask the decision in the context set. The measurement of the behavioral, and was used „descriptive evaluation.”

„This descriptive evaluation” is, those that advise action to friends imaginary, by being descriptive Unlike the problem of the selection formula and check test, rather than the ability to choose the right ones, students it need to address the challenges did on comprehensive existing capabilities in light of such judgment knowledge and ability that we have learned to come out. It is believed that can be added by this knowledge, it was measured by choice question and check test, to determine, measure the ability to apply them.

Results of these measurements, of 17 people, the number of people you have answered „I think that depends on the net” was a four but nine in the investigation of the second times in the first survey for changes in consciousness it was increased (Figure 3). In addition, „workshop You was fun,” „Did you actively participate in the workshop,” „thinking about” net dependency „Did deepened” You can talk firmly the opinion of „I, it is possible to listen was investigated for five items of „Do you think think Did” and „the problem of „net.” As a result, more than 90% had become an affirmative answer in all items.

Average point of the measurement surface knowledge, judgment surface, the surface action has resulted as shown in Table 2 in each survey. It can be seen that the average score has risen slightly for all items in the survey for the second time and the investigation of the first round. However, I showed no significant difference in the results of these tests. Also, in the description expression evaluation, 2.88 points against was the (6-point scale), the average score at the time of performing a survey to junior high school students previously, was 2.78 points in the investigation of the first times for behavioral. However, when it is investigated workshop immediately after the first time, it was increased to 3.00 points. It is believed that from the results of these, through this workshop, it is possible to objectively view the status of the net dependence of their own, children and appeared subjective that „may have been dependent on the net.” In addition, it is believed that a technique called workshop also leads to recognition of the values possessed by the others and communication of children with each other by passing it through a discussion by the study of consciousness, and likely to lead to motivation and fun. [Remark 1]

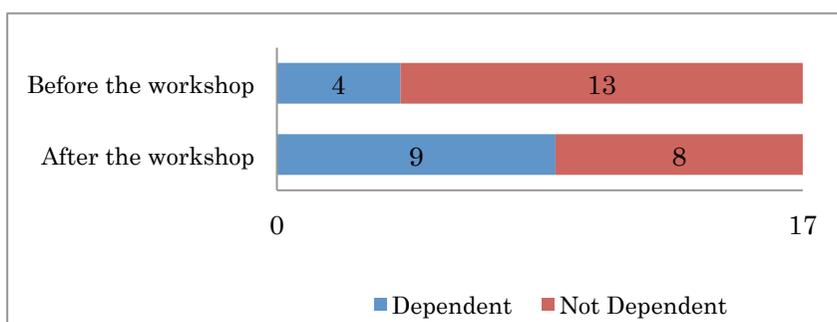


Figure 3: Responses to the question „Do you think you are dependent on the Internet?”

### Future Development

At the time of the workshop, middle school students who participated is small can be mentioned as a problem. This time, there was no significant difference correlation and knowledge, judgment, the action, but likely middle school students of interest, the more significant effect is observed than this also mean points of each knowledge, judgment, and behavior I have a. Consider the future, while also conscious practice in the schools, we would like to in class package that does not require a lot of facilitator. Also, it is considered that there is necessary to increase the accuracy still also endpoints were used in performing the evaluation of this survey. [Remark 1]

In addition, we created an application based on this measure created by junior high school students (Figure 4). The application had been downloaded 7,331 times by February 18, 2014, in Apple store and Google Play. Through these opportunities, we would like to examine measures how to Internet trouble by bringing into awareness in the future. [Remark 1]



Figure 4: Applications that have been created

## References

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