**Research was conducted during the whole project duration. Research was done in two ways. More general research with a pre-test (Nov 2014) and a Post-test (June 2016) and a smaller scale research before and after each short term meeting (Austria, Norway, etc.).**

**Research serves as an intellectual output that is beyond plagiarism and upgrades the quality of the results, but it also serves as a tool for internal evaluation. We have defined the following research questions concerning 5 major problems/topics related to internet use (addiction, health, security, ethics, safety):**

**1st research question: Do students know what every problem (topic) is about? We will also check for awareness.**

**2nd research question: Have students experienced problem (the topic is about)?**

**3nd research question: Do students know what to do if they (or their friends) experience this?**

**Results at the main page of the SIFA site: <http://www.sifaplus.eu/en/>**

**Extra file:**

**Research conducted during SIFA implementation**

**General Research Results (presentation):**

<https://drive.google.com/file/d/0B6i1EVWz6r7mS1B6ZS15UUFsVDg/view?usp=sharing>

**Conclusions about general research results:**

•Research was conducted in all 5 SIFA countries.

•Pretest in November 2014 and post test in May 2016.

•Tool for internal evaluation of SIFA project.

•914 answers, Non-correlated tests because many students had already left the 5 schools.

•The results show us improvement in most questions answered by students, after the two year SIFA activities.

•SIFA had an important impact to students concerning the first Research Question and significant differences were found in the scores of students’ answers to Q2.3 (concerning internet addiction), to Q3.1 (concerning health problems), to Q4.2 (concerning personal data), to Q5.1 and Q5.2 (concerning copyright and plagiarism).

•Regarding the 2nd research question, SIFA students seem to be more aware about internet dangers and can distinguish them more easily (if combined with results from research Q1).

•Another strong indication was found about the impact of SIFA to matters related to the 3rd research question.

•Also, SIFA had an important impact to students regarding their knowledge of terms and situations related to internet dangers and also regarding the other project countries.

•These results are very satisfying, showing that SIFA project accomplished its goal, especially if combined with the results of the smaller scale research implemented before and after each short term meeting.

**Smaller scale research results before and after each short term meeting (Austria, Norway, etc.):**

Research results about **Internet Addiction (meeting in Austria)**.

Analysis of Pre-Questionnaire (before SIFA activities about Internet Addiction)

<https://drive.google.com/file/d/0B0n3HofP14YITnZLQjlwYzlqYzg/view?usp=sharing>

Analysis of Post-Questionnaire (after SIFA activities about Internet Addiction)

<https://drive.google.com/file/d/0B6i1EVWz6r7mX0kzLUtsV0RMb2M/view?usp=sharing>

Research results about **matters of Health (meeting in Norway)**.

Analysis of Pre-Questionnaire (before SIFA activities about matters related to Health)

<https://drive.google.com/file/d/0B6i1EVWz6r7mZVN5MDZDZ1g4NGs/view?usp=sharing>

Analysis of Post-Questionnaire (after SIFA activities about matters related to Health)

https://drive.google.com/file/d/0B6i1EVWz6r7mZDdRNmhManU0Z1U/view?usp=sharing

Research results about **Security (meeting in Sweden)**.

Analysis of Pre-Questionnaire (before SIFA activities about matters related to Security)

<https://drive.google.com/file/d/0B6i1EVWz6r7mOEc0V0Z2N1NjSlU/view?usp=sharing>

Analysis of Post-Questionnaire (after SIFA activities about matters related to Security)

<https://drive.google.com/file/d/0B6i1EVWz6r7mZ2dDTWRoM3hiQUk/view?usp=sharing>

Research results about **Ethics (meeting in Greece)**.

Analysis of Pre-Questionnaire (before SIFA activities about matters related to Ethics)

<https://drive.google.com/file/d/0B6i1EVWz6r7mSkRpcDRHLXBBSjQ/view?usp=sharing>

Analysis of Post-Questionnaire (after SIFA activities about matters related to Ethics)

<https://drive.google.com/file/d/0B6i1EVWz6r7mYXQ0X2NwZDhHcmM/view?usp=sharing>

Research results about **Safety (meeting in Poland)**.

Analysis of Pre-Questionnaire (before SIFA activities about matters related to Safety)

<https://drive.google.com/file/d/0B6i1EVWz6r7mQVc2dU4tVzJqUEE/view?usp=sharing>

Analysis of Post-Questionnaire (after SIFA activities about matters related to Safety)

https://drive.google.com/file/d/0B6i1EVWz6r7mSGU5M3BXYXhwR1k/view?usp=sharing

More detailed results about each small scale research activity have been presented during meetings and SIFA days organised at schools, even in conferences.

The following articles were created and presented:

**Safe Internet for All: Research concerning five European schools**

**Giorgos Hlapanis, Athina Minaidi, Pawel Posnik, Katharina Fahrenheim**

<https://docs.google.com/document/d/1L3LRAJ4vB_v0RDhQKoGzThWJ2carL8jZKHEBx1mBiZw/edit?usp=sharing> (under publication)

**Θέματα Υγείας που σχετίζονται με τη χρήση του Διαδικτύου: Έρευνα σε πέντε Ευρωπαϊκά Σχολεία**

**Giorgos Hlapanis, Athina Minaidi, Odysseas Hlapanis**

<https://drive.google.com/file/d/0B6i1EVWz6r7mdWlLa3gxWk5UYzQ/view?usp=sharing> (presented 26 April 2015 in Heraklion Crete 1st Hellenic Scientific Conference about “The modern school in light of social sciences”)

**Εθισμός στο διαδίκτυο: Έρευνα σε πέντε Ευρωπαϊκά σχολεία**

**Giorgos Hlapanis, Athina Minaidi, Maria Loumani**

<https://drive.google.com/file/d/0B6i1EVWz6r7mWkNSNTQ2TzNjaVU/view?usp=sharing> (presented )

Mostly quantitative methods were used. A questionnaire with appropriate questions was created with Google forms (SIFA Questionnaire, 2015) and answered by many students from all schools. Qualitative methods were also used during our effort to interpret the results.

The working language for SIFA is English and this was used for all questionnaires. For the Greek, Austrian and Polish students some assistance was given in some cases and in order to avoid misunderstandings. Likert-type scale questions were used (Cohen, Manion & Morrison 2008) giving multiple choices to students (SIFA Questionnaire, 2015). SPSS ver.22.0 was used during the analysis and especially Χ2 tests and correlated and non-correlated t-tests were used in order to check for correlations both on the 0.05 and the 0.01 levels.

The results found during the statistical analysis (by using SPSS software), **proved that SIFA meetings and follow up activities had an important impact on many students of all 5 schools participating in the project**.

For example, after SIFA activities related to Internet Addiction (and the meeting in Austria), through the statistical analysis (and correlated t-tests), it was shown that students give better answers about how to act when confronted with “Internet Addiction”:

–More will talk to their friends about it

–More will ask for advice from teachers/parents

Also, students give better answers about how to deal with “Internet Addiction”:

–More will try to figure out the causes

–More will ask for professional advice

As an example, a relevant t-test result result which led us to this conclusion was:

The average overall score of answers students gave about how to deal with “Internet Addiction” problems after SIFA activities (Μ=0,4113, SD=0,1776) is much more (differs greatly) (t=-2,322, df=194, 2-tailed p=0,021<0,05) than the average overall score of answers students gave before SIFA activities (Μ=0,3682, SD=0,1431). More such results were found during the analysis, as shown in previously mentioned links to presentations of the research results.

During the analysis some interesting correlations and differences were revealed concerning the independent variable of the country of origin. As an example, the degree of students’ internet use for students from Norway and Sweden is much more than average use for the 5 schools of SIFA, about average for students from Austria and less than average for Poland and Greece (X2 =181.103, df=12, p=.000), as shown in tables 1 and 2. By using qualitative methods, interviews and group discussions, some of the reasons for this difference were revealed, such as the much higher degree of integration of ICT in schools and society in Sweden and Norway, as compared to the other countries. For example, in these two northern countries most or all school work is done on a computer, using the internet, cloud technologies, rarely any hardcopies or books (in paper form). Environmental reasons and great distances may also influence this different behaviour, making the internet a tools for social integration which otherwise might not be possible. These results uncovered changes that had to be done in the questionnaires (for the smaller scale research activities) such as adding questions related to qualitative aspects of internet use (how much time is it used for work, games, communication, etc). It is also quite interesting that no important correlation or difference was shown when testing how other independent variables can influence the use of the internet, such as age or gender. This contradicts other studies such as the research conducted by Siomos et al. (2008). It seems that girls use ICT as much as boys nowadays and also the age gamut was narrow in this SIFA research (mostly between 15-16 or 17-18).

**Table 1.** Crosstabulation results: Q.1.2 “Country” \* “Q.1.6 How much do you use the internet daily?”

|  |  |  |
| --- | --- | --- |
|  | 1.6score | Total |
| ,0 | 1,0 | 2,0 | 3,0 |
| 1.2 Country: | Austria | Count | 1 | 19 | 35 | 12 | 67 |
| Expected\_Count | 4,2 | 17,6 | 31,1 | 14,1 | 67,0 |
| Greece | Count | 31 | 105 | 80 | 18 | 234 |
| Expected\_Count | 14,7 | 61,4 | 108,5 | 49,3 | 234,0 |
| Norway | Count | 4 | 19 | 85 | 49 | 157 |
| Expected\_Count | 9,9 | 41,2 | 72,8 | 33,1 | 157,0 |
| Poland | Count | 4 | 23 | 44 | 6 | 77 |
| Expected\_Count | 4,8 | 20,2 | 35,7 | 16,2 | 77,0 |
| Sweden | Count | 0 | 1 | 51 | 49 | 101 |
| Expected\_Count | 6,4 | 26,5 | 46,8 | 21,3 | 101,0 |
| Total | Count | 40 | 167 | 295 | 134 | 636 |
| Expected\_Count | 40,0 | 167,0 | 295,0 | 134,0 | 636,0 |

**Table 2.** Chi-Square Tests

|  |  |  |  |
| --- | --- | --- | --- |
|  | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 181,103a | 12 | ,000 |
| Likelihood Ratio | 200,898 | 12 | ,000 |
| N of Valid Cases | 636 |  |  |
| a. 2 cells (10,0%) have expected count less than 5. The minimum expected count is 4,21. |

*Results about the 1st Research Question*

In the questionnaires there were a few questions especially designed in order to test the first research question, whether students are aware of possible problems and hazards derived from misuse of the internet. Of all students, 414 (65.1%) answered that they know what “**internet** **addiction**” means, 162 (25.5%) that they have an idea, 32 (5%) that they probably do not know and only a small percentage (28 students, 4.4%) that they have no idea. Although these results could be considered quite encouraging and are consistent with similar results of the smaller scale research (Hlapanis, Minaidi & Loumani, 2015), this percentage (9.4%) of students that do not know or are not sure about the term can be seen as the “target group” of the project. They could face such a problem in the future and not even realize that the situation should be considered a problem. Although no significant correlation was shown when testing age or gender as independent variables, the differences were strongly correlated to each student's country (X2 =29.792, df=12, p=.003). Students from Greece and Austria seemed to know better about the term, Polish students knew about it on an average level, while answers of students from Sweden and Norway were below average, which was not so expected, considering their greater use of ICT and experience.

Less encouraging results were found concerning students’ answers related to their knowledge about matters of **health** related to excessive internet use, physical problems such as lack of sleep or mental such as depression, because 14.6% gave wrong answers, although 21.7% gave fairly right answers and 63.7% gave quite right or completely right answers (as shown in figure 1). Again the differences that were found were strongly correlated to each student's country (X2 =88.229, df=32, p=.000) and this time students from Sweden and Austria seemed to know better about these problems, students from Poland and Norway knew about them on an average level, while answers of students from Greece were below average. It is interesting to note that girls gave quite better answers than boys (X2 =17.589, df=8, p=.025) but no correlation related to age was found.

Some interesting results were also found about **security** matters (viruses, malware, hacking etc.) and 9.1% of them gave wrong answers, 20.6% gave fairly right answers and 70.1% gave quite right or completely right answers. Students from Norway and Austria knew better about such threats/problems, students from Poland and Sweden knew about them on an average level, while answers of Greek students were below average  (X2 =93.685, df=60, p=.004).

Even more interesting results were also found about matters of **ethics** (plagiarism, copyright laws, good and bad practices etc.) because only 2.7% gave wrong answers, 34.6% gave fairly right answers and 72.7% gave quite right or completely right answers. Students from Norway, Sweden and Poland knew better about **plagiarism** and students from Greece and Austria less (X2 =59.975, df=12, p=.000). Yet, when their knowledge was tested with the question “*You have found a nice photo on the internet and you want to use it in a presentation. What do you do?*” 31.4% of them gave quite wrong answers. This time students from Greece and Austria seemed to know better about this matter (choosing more answers such as “*I use it but I mention the source*” or even better “*I check the license rights of the source and use it accordingly but if I am not sure about the rights I do not use it*”), students from Poland knew about the matter on an average level, while answers of students from Sweden and Norway were below average giving more answers such as “*I just use it*” (X2 =25.044, df=12, p=.015).



**Figure 1.** Histogram showing frequencies of right answers to questions related to matters of health

Finally, some interesting results were also found about **safety** matters (such as cyberbullying, catfish, grooming etc.) because 16.2% of them answered “they never feel safe going on line”, 25.9% answered “sometimes”, 39.3% answered “most of the time” and 18.6% answered “always”.

*Results about the 2nd Research Question*

The second research question was about whether students had experienced problems and hazards derived from internet misuse. Some interesting results were found when a question of self awareness about the amount of time a student spends online was asked, which could also be indirectly considered some sign of addiction.  Only 5.7% of the students thought they do not spend enough time online and 22.3% less than enough, but 57.7% thought the spend more than enough and 14.3% that they spend too much. Students from Norway, Sweden spend more time online, students from Austria and Poland spend average time and students from Greece spend less (X2 =55.299, df=12, p=.000). The matter of **internet addiction** was further investigated during the meeting in Austria (Hlapanis, Minaidi & Loumani, 2015). A special questionnaire was used with 9 different questions based on psychological tests (*HealthyPlace.com*, n.d.; Young 1996). Some characteristic relevant questions were:

1. How often do you lose sleep due to late-night log-ins?

2. How often do you try to cut down the amount of time you spend on-line and fail?

3. How often do you choose to spend more time on-line over going out with friends?

4. How often do you try to hide how long you've been on-line?

5. How often do you feel depressed, moody or nervous when you are off-line, which goes away once you are back on-line?

The results, presenting the amount of students showing signs of internet addiction, were less than expected. More was expected because of the increase of internet use among youths and the degree of its penetration in everyday life activities. Most students rarely face situations that can be considered as signs of addiction. Nevertheless a substantial percentage quite often acts or feels in a way that could be related to internet addiction. Sixteen percent (16%) of students answered  “*frequently/often*” and 3% “*always*” to the above mentioned

question 1, 17% answered “*frequently/often*” and 3% “*always*” to question 2, correspondingly  6% and 3% to question 3, 5% and 1% to question 4 and 6% and 2% to question 5. This is quite close but a bit more than results of other previous studies (such as Siomos et al. 2008), but again less than expected. These results accent one of the basic goals of SIFA project: the need to inform and protect students and reduce the percentage of the above mentioned negative experiences.

Correlations regarding the internet addiction indicators (as dependent variables) and basic student characteristics (as independent variables) were examined during the analysis. Significant differences in the average rate of addiction indicators were found depending on the students’ country and students from Sweden and Poland have higher rates (1,66 and 1,65 respectively), students from Greece and Norway average rates (1,60 and 1,59 respectively) and students from Austria the least rate (1,47) (X2 = 2.277, df=4, p=.021). Another interesting significant country related was found concerning the number of times students lose their sleep due to night logins and it is more for Greece, Norway and Sweden and less for Austria and Poland (X2 =39.338, df=12, p=.003). Some interesting correlations related to gender were also found, such as students’ answers to questions 3 and 4. Boys more frequently than girls choose to spend more time online over going out with friends (X2 =11.520, df=3, p=.009) and girls more often than boys try to hide how long they've been online  (X2 =14.288, df=3, p=.003).

Interpretations about internet addiction results were were given through discussions that took place with teachers and students. For example, the greater number of Greek students with **sleeping disorders** due to night logins could be related to cultural differences and habit of sleeping late anyway. Matters such as culture, climate and physical conditions, geography were also considered important for some differences found in answers. Differences found between boys and girls were interpreted as related to the different way they use the internet. Boys mostly use it for gaming and boast about their accomplishments more; girls usually care more about social media and shopping. It seems to be (still) more interesting for girls to socialize in a physical manner than electronically, while they usually prefer to hide their e-shopping activities.

Some interesting results were found concerning questions related to **safety**, such as “What do you think are the biggest threats to you when you go online?” since 38,2% answered cyberbullying, 52% answered “someone using my photos in an inappropriate way”, 23% sexting and only 13,8% answered no threat (multiple answers were allowed). When students were asked if they feel safe when online, 18,6% answered *yes*, 39,3% *most of the time*, 25,9% *sometimes* and 16,2% *no*. When asked about their **actual experience,** 12,3% answered that they have been bullied or harassed, 9,3% that someone has used their photos in an inappropriate way, 11,6% that someone has taken and circulated their photos and 46,4% answered that they have not experience any threat. More students from Norway and Sweden have experienced cyberbullying (X2 =10.442, df=4, p=.034). More students from Sweden,

Norway and Austria have experienced someone taking unwanted photos of them and circulating them (X2 =14.924, df=4, p=.005).  More students from Sweden, Norway and Poland had threatening experiences (X2 =17.445, df=4, p=.002). Moreover, more girls experience threats related to sexting (X2 =14.005, df=1, p=.000), but no significant difference was found between girls and boys about other threats. Girls feel more threatened than boys (cyberbullying X2 =9.932, df=1, p=.002, sexting X2 =27.229, df=1, p=.000, someone using photos in inappropriate way X2 =20.890, df=1, p=.000), although their actual experience was not so much different.

*Results about the 3rd Research Question*

Finally the third research question was analyzed, whether students know how to deal with problems derived from the misuse of the internet.



**Figure 2.** Histogram showing frequencies of right answers of students to question related with internet addiction

When students were asked about ways to deal with internet addiction, many answered well, choosing answers like “t*ry to recognize the problem, talk about it with someone that can help/hotline*” (61%), or “*try to identify underlying problems that may be causing this*” (52%), yet a substantial percentage (18,4%) chose badly, receiving a negative overall score for their answers (marked in red in figure 2). Again SIFA aims in reducing this percentage of students that have a wrong perspective of how to deal with problems related to internet use. The results were confirmed during the meeting in Austria (Hlapanis, Minaidi & Loumani, 2015) and students from Greece and Austria choose better actions in order to deal with the internet addiction, students from Norway seem to choose less well and the rest choose somewhere in between (X2 = 114.119, df=32, p=.000).

When students were asked about ways to deal with internet safety problems (cyberbullying, grooming, sexting, etc.), many students answered well, choosing answers such as “*Talk to my friend*” (72%), or “*Persuade my friend to get help*” (44%), or “*report to a center/hotline*” (14%) and this time a much smaller percentage (5,5%) chose badly.

Correlations regarding the answers of students (as dependent variables) and basic student characteristics (as independent variables) were again examined during the analysis. Significant differences were found depending on the student's country and students from Greece and Austria seem to have higher scores than the rest (X2 = 100.563, df=52, p=.000). Moreover, girls gave better answers than boys (X2 = 34.448, df=13, p=.001).

*Conclusions*

Worrying signs of worsening relationships among peers due to their uncontrolled use of the internet seem to be all around. Sleeping disorders, problems with concentration and constant need to check electronic messages, are signs that they might be unable to control how long they should stay online. The research and its results described above aim at raising young people’s awareness on the symptoms of internet addiction as well as on how to deal properly with time management of internet use, so as not to cross some ‘safe border’. Additionally, hopefully youngsters will be encouraged to seek help should they need it. Internet addiction cannot be compared to any other addiction since it is almost impossible to imagine a young person being totally isolated from the internet, a source of education, information and entertainment. Many people need it in order to work and for school-work. Hence, emphasis should be put on **precautions** rather than cures, to an educational response in order to address the threats, as mentioned by Rampli (2011), Chou, Condron & Belland (2005). In SIFA, an effort was made to interpret the above mentioned research results. As seen (Hlapanis, Minaidi & Loumani, 2015), almost half of the teenage respondents (43%) spend 2-5 hours daily using the internet, which is longer than expected. However, thinking about reasons of its frequent use, one might be a bit confused about why that is so and about how far the reasonable usage goes, since internet has become part of everyday-life use, inseparable part of social life and entertainment, a tool used to broaden academic knowledge. This seems to be the case for Norway and Sweden mainly, where use of ICT has reached a very high level thanks to innovative programs and pioneering solutions being put into practice in a wide range of areas. A change that was revealed during the evolution of the project was that although at first Polish students were using the internet more than the rest for entertainment, later on they did not. This must have been the result of activities that took place in the Polish school, making the students more aware of the usefulness of the internet for more than just entertainment.

As for the number of students trying to cut down on internet use, is it surprising that more girls than boys try to do it? Not necessarily, if we realize how many online games appear yearly on the internet, and boys seem to play more online games. An interpretation given by psychologist Philip Zimbardo (as mentioned in Jeffries, 2015) is that boys do not try to limit their time spent online partly because of the fast pace of games which provides strong emotions and adrenaline, factors which can cause **internet addiction**. Girls are trying to cut down on the time spent using the net and more often try to hide their internet usage. They are probably more aware of the consequences of internet addiction or may feel a bit ashamed or stressed out. This shows a clear difference in attitude between boys and girls, as expected by researchers (Fisoun et al. 2012; Siomos et al. 2008). The choices girls make while answering the research questions (e.g. girls prefer going out to going online more often than boys) probably have to do with a difference in interests and in the way they use the net. Girls use the internet more for communication, social networks and shopping than boys. These results confirm the Swedish research results by Statens medieråd (Kids & Media 2012/13). Female teenagers feel more need to socialize and share information through the net. Boys, however, spend more time playing games.

Other interesting results were revealed about the number of times students **lose sleep** because of their internet usage. It turned out that Austrian and Polish students lose less sleep, while Greeks, Swedes and Norwegians lose the most. During the analysis it was confirmed that Greek and Norwegian students get more notifications during bed time. The reason might be that in Greece they go to sleep later than in the other countries and in Norway (and Sweden) they generally use social networks more widely. Privacy during sleep appears to be more respected in Poland, Sweden and Austria. Remembering that girls spend mor e time communicating than boys, it is not surprising that they are more often disturbed during their sleep by notifications. Does the inability to use the internet freely at school play a role (for example for Greece)? Or is it due to the fact that the day is definitely much longer some countries compared to others (for e.g. Greece vs. Norway)? What seems to matter is the introduction of awareness programs about these matters in the school curriculum, as is being done at Ybbs (Austria). The need to be more informed is also emphasized by the fact that students, who declare spending more time online, choose less correct actions. Also, girls seem to be more aware than boys since they give better answers. This might be because girls are generally more mature than boys at this age. This is also according to Lightfoot, Cole and Cole (2013) who claim that teenage boys are less likely to share emotional details with their friends.

Norwegian students seem to use the internet for entertainment, communication and social networks much more than the rest. Their internet access in public places is far more widespread than in Poland or Greece. Students from Poland, however, who use the internet for entertainment less than the others, might have to spend more time at home doing research and preparing things as part of their homework. When it comes to the use of the internet for shopping and reading magazines, it is the Greek students who do it more often than the others. This could be due to the fact that Kos, where the respondents come from, is an island with no access to large shopping malls. With so much time spent in front of a computer, the following question arises: what is the impact of this on health and to what extent are students aware of such **health problems**? Surprisingly, 20-30% of all students do not believe there are significant health problems related to internet use. Students from Austria are most aware of health issues. Greek students appear to be the least aware about health problems, which is quite surprising, since they are the most aware about internet addiction. Comparing girls’ and boys’ answers, girls seem to be more aware than boys about such health problems and more have declared to have experienced eye problems or headaches while working on a computer.

A significant psychological problem, **depression**, appears to be more common for Greek students. Researchers (Widyanto & Griffiths, 2006; Davis, Flett & Besser, 2002; Hur, 2006; Davies, 2001) have not found yet convincing evidence about what causes what: does internet addiction cause depression, or is it the other way round? Those who use the internet most widely, the Swedish and the Norwegians, seem to lose concentration most often. This might be caused by an excessive use of ICT and internet in particular, showing some implications expected according to Lightfoot, Cole and Cole (2013). Much more students from Austria are distracted by a computer or telephone during lessons, less from Sweden and Norway and even less from Greece and Poland, where rules concerning the use of modern devices are probably stricter than elsewhere.

Matters of **malnutrition** were examined and more students from Norway and Poland eat junk food while spending time online. An interesting correlation can be found between the number of students experiencing physical health problems (5% frequently and 25% occasionally) and the number of students choosing being online over exercise. This leads to the conclusion that more focus should be put on physical education at school and exercise and healthier nutrition in general. The high percentage (20%) of students who do not choose well about dealing with health problems are a strong motivation for teachers and school authorities to act more so as to inform them about such dangers. Most positive results found during the analysis can be related to activities that were implemented at school, such as at HAK Ybbs from Austria, showing the importance of awareness and the role of prevention, as mentioned by Teicher (1999), Emmans (2000), Chou, Condron & Belland (2005).

Matters referring to (systems’) **security** on the internet were also examined. An alarming number of students (28%) do not answer well about phenomena that might cause loss of data and slightly less (23%) about what causes unauthorized access. Security matters do not seem to be well known to students. Hence there is a serious need to deal with this issue. The Austrian students turn out to be better informed about these matters while the Greek students less informed. It could be lack of knowledge or skills that might have influenced these results but also more effort should be made in order to change indifferent attitudes. The fact that many (20%) respondents have suffered from some loss of data will hopefully make students be more aware and cautious, provided the school takes steps to extend their understanding/knowledge. SIFA project aims to become a means to improve the situation and make a wider community understand and implement security measures. The schools participating in SIFA are trying to help students (about 19%) who seem to behave in ways that do not ensure safety, to know about, respect and follow the appropriate security measures.

After studying some of the results mentioned above, all 5 schools participating in the Erasmus+ project SIFA and the research decided to adopt an **e-safety policy**. Adopting an e-safety policy provides a wonderful opportunity for schools to motivate their students to take steps toward a better understanding of what the common-sense use of the internet means and towards an increased knowledge and respect of security measures. ‘The eSafety Label Project’ (eSafety, 2011) was chosen as a way of gradually and efficiently introducing such a policy. In 2015 all 5 schools were awarded an eSafety bronze label, after taking some suggested steps in order to create a safer internet environment. Liceum Ogólnokształcące im. P. Skargi from Poland and the 2nd Lyceum of Kos from Greece even achieved a silver label and the latter furthermore achieved (later on) an eSafety golden label after following guidelines given by specialists and organizing many relevant activities.

*References*

Barke, A.,  Nyenhuis, N., Kröner-Herwig, B. (2012). The German version of the internet addiction test: a validation study. Cyberpsychology, Behavior, and Social Networking, 15(10): 534-542.

Chang, S. H. (2013). A Study on the Internet Addiction of the Junior High School Students. In The International Conference on E-Technologies and Business on the Web (EBW2013) (pp. 6-10).

Chou, C., Condron, L., & Belland, J.C. (2005). A review of the research on internet addiction. Educational Psychology Review, 17(4), 363-388.

Cohen, L., Manion, L., & Morrison, K., (2008). Research Methods in Education (6th Edition). Routledge, London.

Davies, Ρ., (2001). “Psychological Implications of Child and Adolescent Internet Use”. Retrieved January 10, 2015, from <http://www.internetaddiction.ca/teen_internet_use.htm>

Hlapanis, G.E., Minaidi, A., Hlapanis, S.O., (2015), [Matters of Health related to Internet use: Research conducted in 5 European Schools](https://drive.google.com/a/2lykko.gr/file/d/0B6i1EVWz6r7mdWlLa3gxWk5UYzQ/view). 1st Hellenic Conference titled: The new school viewed through humanitarian and social sciences, from theory to practice. IAKE, Iraklion, Crete, 24-26 April 2015.

Hur, M. (2006). Demographic, habitual, and socioeconomic determinants of internet addiction disorder: An empirical study of Korean teenagers. CyberPsychology and Behavior, 9 (5), 514–525.

Ito, M., Horst, H., Bittanti, M., Boyd, D., Herr-Stephenson, B., Lange, P. G., & Robinson, L. (2008). Living and Learning with New Media: Summary of Findings from the Digital Youth Project. John D. and Catherine T. MacArthur Foundation.

Jeffries, S. (2015). Psychologist Philip Zimbardo: ‘Boys risk becoming addicted to porn, video games and Ritalin’, the Guardian. Retrieved October 23 2015, from <http://www.theguardian.com/lifeandstyle/2015/may/09/philip-zimbardo-boys-are-a-mess>

Kids & Media 2012/13, a report on the media habits of Swedish children and young people presented at Statens medieråd. Retrieved March 08 2015, from <http://www.statensmedierad.se/download/18.1957a5a61500017241926d9e/1443448826956/Kids-and-media-2013.pdf>

Lightfoot, C., Cole, M., Cole, S. (2013). The Development of Children. Worth Publishers, New York.

Li, Y., Zhang, X., Lu, F., Zhang, Q. & Wang, Y. (2014). Internet addiction among elementary and middle school students in China: a nationally representative sample study. [Cyber Psychology, Behavior & Social Networking, 17(2), 111](http://www.ncbi.nlm.nih.gov/pubmed/23971432).

Livingstone, S., Haddon, L., Görzig, A., and Ólafsson, K. (2011). Risks and safety on the internet: The perspective of European children. Full Findings. LSE, London: EU Kids Online.

Marzano, G., Lubkina, V., Truskovska, Z. (2013). Cyberspace’s threats: a pedagogical perspective on Internet addiction, violence and abuse, Retrieved January 02, 2015 from<http://www.siped.it/wp-content/uploads/2013/12/Pagine-da-pedagogia_oggi_2-2013-26092013-13.pdf>

Moll, M., (2003). "Computers and kids: Pulling the plug can protect the planet”, Phi Delta, Volume 84 Number 8, 2003.

Piercey, D. (2001). “Students' psychological well-being and the Internet”, WWWise. Retrieved January 10, 2015, from <http://dtp.epsb.net/projects/wwwise2.htm>

Ramli, R., (2011). The internet, its social and ethical problem to the young and how curriculum can address the issue. World Academy of Science, Engineering and Technology 59: pp. 645-648.

Risks on the Internet. (n.d.). Retrieved April 17, 2015, from <https://ist.mit.edu/security/internet>Rubin, B., (2003). “A Story Worth Repeating”, Wall Street Journal Eastern Edition, Feb 11, 2003.

Safe Intenet for All - SIFA. Official website of SIFA project. (2015). Retrieved January 10, 2015, from <http://www.sifaplus.eu>

SIFA Questionnaire. (2015).  Retrieved January 10, 2015, from <https://docs.google.com/forms/d/1U1mAskgNr0fVxktoN6J5X04Lngq-6ZeQNHxeBAj47Bo/viewform>

Siomos, K., Dafouli, E., Braimiotis, D., Mouzas, O. & Angelopoulos, N. (2008). Internet addiction among Greek adolescent students. Cyberpsychology & Behavior, 11, 653-657.

Teicher, J., (1999). “An Action Plan For Smart Internet Use.” Educational Leadership, Volume 56 Number 5.

Teicher, J., (2002). “Teaching Cyberethics and Effective Technology Use: Expanded Definitions of Citizenship”, National School Boards association Technology Leadership News, Volume 6, Number 2.

Tsimtsiou, Z., Haidich, A., Kokkali, S., Dardavesis, T., Young, K.S., Arvanitidou M. (2013). Greek Version of the Internet Addiction Test: A Validation Study, Published online: 4 December 2013,  Springer Science+Business Media New York 2013.

Widyanto, L., Griffiths. M., ‘Internet Addiction’: A Critical Review, Published online: 1 March 2006, Springer Science + Business Media, Inc. 2006.

Yadav, P., Banwari, G., Parmar, C., & Maniar, R. (2013). Internet addiction and its correlates among high school students: A preliminary study from Ahmedabad, India. Asian journal of psychiatry, 6(6), 500-505.

Young,  K. S.,  (1996). Internet addiction: the emergence of a new clinical disorder, Published in Cyber Psychology and Behavior, Vol. 1 No. 3., pages 237-244, Paper presented at the 104th annual meeting of the American Psychological Association, Toronto, Canada, August 15, 1996.

Zuckerman, M.J., & Rodger, W., (2000). "Linking Online Kids With Real- World Ethics Education May Be The Way To Head Off Young Hackers", USA Today, Mar 16, 2000.

Licence Άδεια

Our SIFA project has officially ended. Yet, we relevant follow up activities will continue for at least two more years and especially dissemination activities for the results and products that have been created. We would like to thank all students, teachers, parents, organisations and scientists/guests that participated in some way and helped us during the project implementation.

The project is now under evaluation by the Greek National Agency and the products presented might be submitted to some change. Yet, meanwhile, we would like to present the Final Products of this 2 year collaboration, for which we are proud of and have been produced by all participants in SIFA. If they are submitted to changes, the current version will be updated by the revised versions.

Anybody can use the material produced during SIFA implementation, as long as they mention the Erasmus+ Project SIFA and that the products have been created by EU Erasmus+ funding.

 

The attachments (SIFA products) are licensed under a [Creative Commons Attribution 4.0 International License](http://creativecommons.org/licenses/by/4.0/) and have been created during the implementation of the Erasmus+ Safe Internet For All (2014‐1‐EL01‐KA201‐001294) project.

Τα προϊόντα που ακολουθούν έχουν άδεια  [Creative Commons Αναφορά Δημιουργού - Παρόμοια Διανομή 4.0 Διεθνές](http://creativecommons.org/licenses/by-sa/4.0/)και έχουν δημιουργηθεί στο πλαίσιο του  προγράμματος Erasmus+ Safe Internet For All (Ασφαλές Διαδίκτυο για όλους - Σύμπραξη αποκλειστικά μεταξύ σχολείων με κωδικό 2014‐1‐EL01‐KA201‐001294)