

Risks arising from online working



Dr Renata Matusiak
pedagogue at the Psychological-Pedagogical Counselling
Centre
in Tarnobrzeg
The University of Opole

Prawa autorskie : Renata Matusiak.

ACTORS IN THE CONTINUOUS ART UNDER THE TITLE : ONLINE LEARNING AND TEACHING

Children:

- problems with concentration,
- aggression irritability
- cyber disorders
- lowering of mood,
- inability to build interpersonal relationships,
- Safety risks,
- risky behaviour.

Teachers:

- frustration with too much work, exhaustion,
- lack of time to relax,
 - stress,
- professional burnout
- depression, reduced quality of life ,
- longing for contact with pupils.

Parents:

- exhaustion,
- lack of balance in family life,
- lack of time for yourself,
- stress, lack of personal space,
- new educational problems,
- a sense of inefficiency in the education system.

CBOS Report (Centre for Social Opinion Research), PARENTS' OPINIONS ON REMOTE/ONLINE EDUCATION, 7/2021



Parents were also asked whether, based on their own experiences, they perceive any problems resulting from online learning and not attending school. 83% indicated a lack or limitation of contact with peers, 82% a too much time spent on the computer, on the Internet, 75% not enough physical activity. 42% of parents perceive a deterioration of well-being in their children due to non-school attendance - lowered mood, irritability, outbursts of anger, aggressive behaviour. 36 per cent of parents perceive difficulties in learning and acquiring knowledge, and 31 per cent perceive inhibited or regressed development. - 31% see inhibition or regression, loss of previously acquired skills. According to 25% of parents, remote learning contributes to unhealthy eating habits. According to 37 percent of respondents, online learning leads to excessive involvement and burden for parents. 10% refer in this context to the deterioration of relationships within the family. 2% of parents do not see any negative consequences of online learning.

Well-being of pupils, parents and teachers during online education

Magdalena Bigaj
Maciej Dębski

- **Students, parents and teachers** report that their current sense of well-being mentally and physically worse compared to the time before the pandemic.
- **Reduced mental and physical well-being and physical well-being** affects first of all teachers, followed by parents.
- **17.2% of the students surveyed** said that their mental and physical health has improved compared to the time before the pandemic.
- **Time spent in front of a screen and on the Internet** during the remote learning period has generally increased among the surveyed students and teachers surveyed. This applies not only to weekdays This applies not only to weekdays but also to weekends.

source

Źródło: Zdalna edukacja, gdzie byliśmy i dokąd zmierzamy, raport z badań,
https://zdalnenauczanie.org/wp-content/uploads/2020/06/Badanie-zdalnenauczanie_org_prezentacja.pdf

What happened to the relationships of students, parents and teachers during the pandemic?

Jacek Pyżalski
Grzegorz Stunża

- **More than half of the pupils** feel that their peer relationships in class before the pandemic were better.
- **Every fifth pupil** feels that relations with the teacher / form tutor were better before the pandemic
- **Teachers** often indicate in open questions open questions that they miss the direct offline relationships with students.
- **Online education** negatively affects on the personal/domestic relationships of many teachers.

source

Źródło: Zdalna edukacja, gdzie byliśmy i dokąd zmierzamy, raport z badań,
https://zdalnenauczanie.org/wp-content/uploads/2020/06/Badanie-zdalnenauczanie_org_prezentacja.pdf

Educational problems caused by excessive Internet surfing

Help ! 12-year-old at the computer

Justka079

Hello everyone,

I have no strength left for my 12 year old son. He sits at the computer all day long, when it was summer holidays he sat from morning until almost evening and even longer. I go to work at 6 a.m. I come back at 5 p.m., he spends his time at the computer during that time. Now it is the first day of school and he hasn't gone. It was the same last year. He didn't go to school and played all the time. He became nervous, mouthy and put on a lot of weight. Even at Physical Education class he doesn't want to practice. He barely passed the 6th grade. He doesn't get anywhere with threats or requests. Sometimes he says he knows he's doing wrong, apologizes and then does it again. I am bringing him up alone, my husband works on business and comes to visit every fortnight on weekends. I have taken the cables away, blocked the computer, but he always come up with something. I can't take away his computer because it's school related, some subject require internet access to do homework. He ignores everything, he doesn't care about anything, he has no ambition. For me, this is a huge blow because I have not had problems with learning and I still...

Forum eChild echild Older child Change

10 year old how much time in front of the computer?

Panekd

Well, how much time in front of the computer can a 10-year old child spend not to get addicted? My son loves to play Minecraft online with his peers, but then he gets temperamental and irritable. Also, he only talks about the game and waits when he can play it. He is ready to give up the yard, extra-curricular activities or going to a party for the sake of playing. The game is the most important thing. I don't want to forbid him from playing at all, but I Wonder whether I shouldn't strongly restrict him. At present, he plays for about 1 hour a day during the week and even 4 hours on weekends.

Reply Link Report Follow the topic

He asked a question? In the neighbours of Rzeszów group.
1 hour.

Good morning.

How to block youtube because my child spends all day on it. I am helpless because either games or youtubers. I know Opendns, but there is no such possibility.

NetGear R6220 router.

Thank you for your help.

source

Źródło: grupa „sąsiedzi Rzeszów” , www.facebook.com

https://forum.gazeta.pl/forum/w,46,148575859,148575859,10_latek_ile_czasu_przed_komputerem_.html

ONLINE LEARNING AS PART OF THE VIRTUAL WORLD

- distance learning = time spent online,
- children and young people are not necessarily engaged in tasks or listening during remote activities,
- during online activities it is more difficult for the teacher to control the child's actions,
- online learning + free time spent online has significantly increased the online activities of young people, just being with limited alternatives to spend time can lead to risky behaviours,
- no one was prepared for this scale of online learning, so neither the devices nor the trainers had a proper remote working workshop,
- the risks associated with online learning vary depending on
- the age of children and young people.

ONLINE LEARNING - A NECESSITY AFFECTING THE MENTAL STATE AND BEHAVIOURAL DISORDERS OF CHILDREN AND YOUNG PEOPLE

- feelings of isolation, depression, suicidal thoughts,
- problems concentrating,
- feelings of loneliness,
- longing for face-to-face contact,
- cyberbullying (constant online presence),
- reluctance to use the computer,
- feeling lost,
- emotions that explode online- increase in online aggression (e.g. towards random people),
- aggression attacks - reactions to loved ones, or apathy,

- stress, feelings of insecurity,
- searching for entertainment and contacts in the network,
- increased exposure to domestic violence especially in families where violence was pre-pandemic,
- Difficulty in asking for help in crisis situations,
- insufficient understanding of the content communicated by the teacher

CYBER DISORDERS

Prof. Mariusz Jędrzejko

" Cyber disorders are a risk of being absorbed into the network".

The brain says:



Coronavirus has increased the activity of children and young people online.

Dopamine + serotonin
= strong neurotransmitter stimulation.

Cyber disorders are not only excessive online adventuring, Internet addictions, but also addictions to games, smartphones, social networks, etc.

Spending time online

```
graph TD; A[Spending time online] --> B[Strong emotions-  
strong stimulation.]; A --> C[A feeling of  
happiness induced  
by the production of  
serotonin.]; A --> D[In principle, there  
are no restrictions  
on access to  
content.]; A --> E[A space for play,  
activity and contact.];
```

Strong emotions-
strong stimulation.

A feeling of
happiness induced
by the production of
serotonin.

In principle, there
are no restrictions
on access to
content.

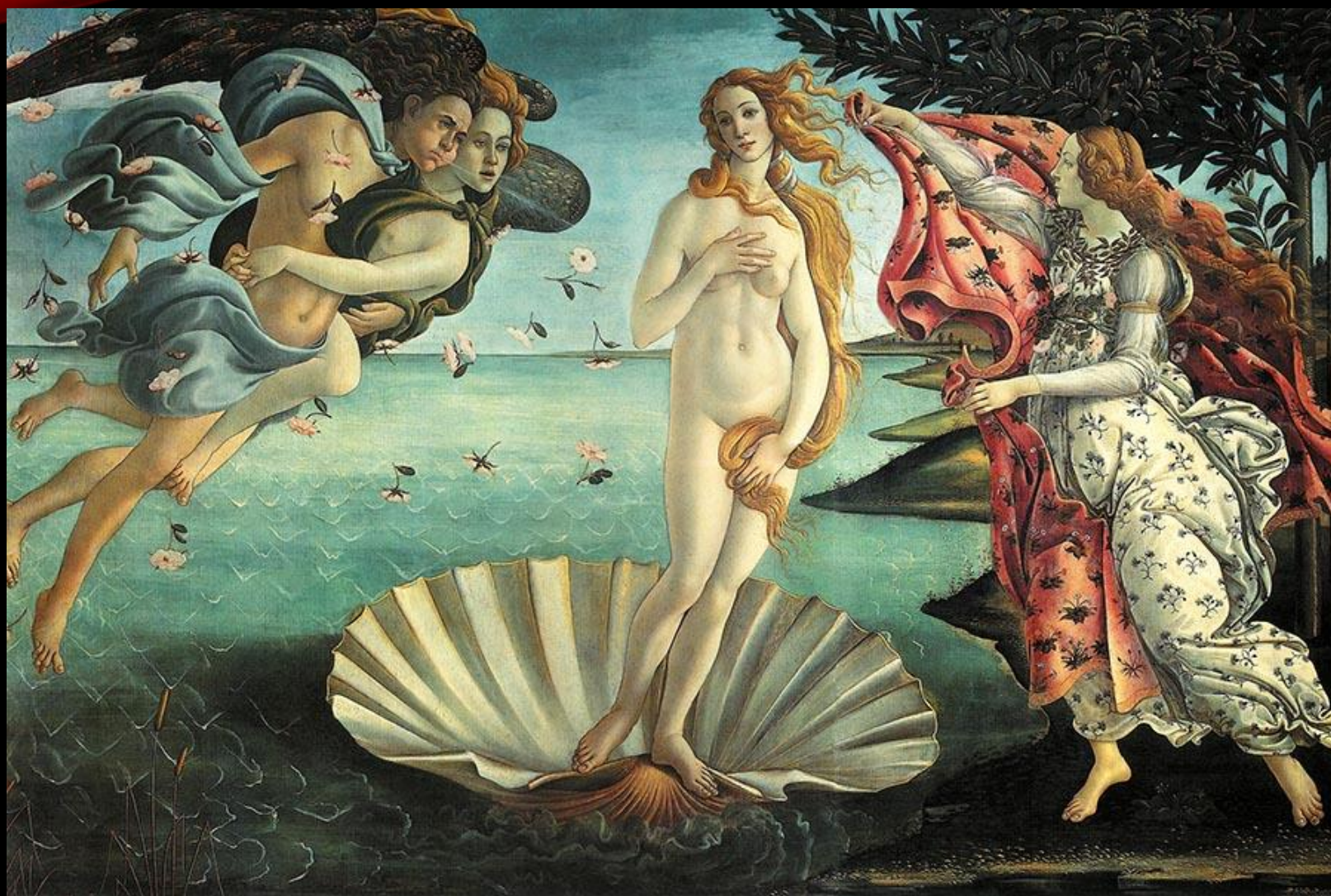
A space for play,
activity and contact.



WHAT ATTRACTS, THAT IS, UNDERSTANDING THE POWER OF STIMULI IN CYBERSPACE

I CAN SEE, BUT DO I REMEMBER?

Experiment - how different stimuli influence perception.



Reproduction of the painting on canvas The Birth of Venus by Sandro Botticelli



Three levels of cyber disorders

ATTENTION!

Physical activity of the child, child and parents,
spending free time together e.g. visiting, walking etc.
Reduces vulnerability to cyber disorders.

**The family shows alternative
ways of spending time.
Joint activity helps to build
relationships within the family.**



DIGITAL HYGIENE LIKE ORAL HYGIENE

**Digital hygiene as a new challenge of mental health prevention.
Students' mental and physical health as a basis for student well-being.**

DIGITAL HYGIENE

A set of actions and activities aimed at optimising individual somatic, mental and social health in the use of information and communication technologies. Its level depends on self-regulation and control related to the use of Internet and digital screen tools, an alternative to the digital world, as well as a developed social support network. Digital hygiene can be understood as a life attitude resulting from creative and responsible use of network resources.



A PANACEA FOR THE "EVILS" OF REMOTE LEARNING - NOTHING REVOLUTIONARY!

Boundaries

Love, family,
relationships

Multidimensional
support

PEDAGOGICAL SEMINARS IN TARNOBRZEG

CONFERENCE:

***RISKY BEHAVIOUR OF CHILDREN AND TEENAGERS - PROBLEMS AND
PREVENTION***

ORGANISER

PSYCHOLOGICAL AND PEDAGOGICAL COUNSELLING CENTRE IN
TARNOBRZEG

DATE: 29.03.2021, TIME 10.00- OPENING.

ONLINE CONFERENCE

Materials used (books, images, quotations, publications):

- How to Keep Safe in Cyberspace, <https://securitytoday.com/articles/2018/09/10/how-to-keep-safe-in-cyberspace.aspx>
- J. Miner, Smartfonowe dzieciaki, Oświęcim 2020.
- Grzegorz Ptaszek m Grzegorz D. Stunża, Jacek Pyżalski Maciej Dębski , Magdalena Bigaj, Edukacja zdalna: co stało się z uczniami, ich rodzicami i nauczycielami. Publikacja z badań, https://zdalnenauczanie.org/wp-content/uploads/2020/10/ZDALNA-EDUKACJA_FINAL.pdf
- J. Shapiro, Nowe cyfrowe dzieciństwo, Warszawa 2018.
- A. Domagała- Kręcioch, Pedagog szkolny Homo viator w labiryncie życia szkolnego, Kraków 2020.
- Zdalna edukacja, gdzie byliśmy i dokąd zmierzamy, raport z badań, https://zdalnenauczanie.org/wp-content/uploads/2020/06/Badanie-zdalnenauczanie_org_prezentacja.pdf
- Korzystanie z sieci-obrazy, <https://www.google.com/search?q=KORZYSTANIE+Z+SIECI&client=firefox-b-d&sxsrf=ALeKk00tusIqLsw6nWVvRmi2U94jtvOJxg:1615807812530&source=lnms&tbm=isch&biw=1299&bih=638>
- Pozostałe materiały podane w przypisach pod slajdami.

NOTE MORE INTERESTING INFORMATION ON CYBER DISORDERS :

Centre for social prevention, https://cps.edu.pl/prezentacje_ppt-139.html

E-mail:

r.matusiak@poradnia.tarnobrzeg.pl

renatamatusiak@poczta.onet.eu