

POSTER SUNUMLARI

- P2** Betül Ulukol*, Seda Topçu, Fikret Ari, Serdar Baltacı, Didem Gökçay
“Gençlerin görsel etkileniminin pupil yanıtı ile değerlendirilmesi”
- P5** Şerif İnanır, Yılmaz Yüce*
“Anne-Babanın Çocuklarının Bilgisayar Kullanımı ve İnternet Erişimi Karakteristiğini Tanımalarını Sağlayarak Denetlemeleri İçin Bir Yazılım”
- P6** Sibel Barın Özkan*
“Dijital Dünyanın Yeni Kavramı: Nomofobi ve Çocuklar Arasında Yaygınlık Nedenleri”
- P7** Hasan Celal Hasan, Mustafa Karaağaçlı*
“Öğretim İlkeleri Bağlamında Dijital Oyunların Hazırlanmasına Duyulan Gereksinim”
- P8** Müge Seval*, Eda Çiftçi
“Protecting From Cyberbullying: Digital Safety for Children”
- P10** Fatma Gizem Karaoğlan Yılmaz*, Ramazan Yılmaz, Ahmet Emre Kılıç
“Lise Öğrencilerinin Dijital Oyun Oynama Alışkanlarının İncelenmesi”
- P14** Demet Tas*
“The Importance of Intervention to the Problematic Gaming Behavior According to the Stage of Adolescence”
- P17** Esra Barut*, Özcan Özgür Dursun
“Dijital Oyunlarda Kimlik Arayışı”
- P18** Funda Erdoğdu*, Melek Atabay, Mürvet Şimşek
“Betimsel Tarama Çalışması: Ortaokul Öğrencilerinin Dijital Oyun Bağımlılık Düzeylerinin İncelenmesi”
- P19** Türker Bekar*
“Technology Related Addictions and Associated Factors in University Students”
- P20** Önder Demir*, Abdullah Bal, Kazım Yıldız, Buket Doğan
“Artırılmış Gerçeklik Teknolojisi İle Okul Öncesi Çocuklara Matematik Öğretimi”
- P21** Rüstem Mustafaoğlu*, Zeynal Yasacı
“Dijital Oyun Oynamanın Çocukların Sağlığı ve Gelişimi Üzerine Olumsuz Etkilerinin Araştırılması”
- P22** Ömür Uysal*, Süleyman Halil Temel,
“Sosyal Medya İle Gerçekten Sosyal miyiz?”

- P24** Ömer Faruk İslim*, Ebru Solmaz
“Bilişim Teknolojileri Öğretmen Adaylarının Oyun ve Oyunlaştırma ile ilgili Bilgi Düzeylerinin Belirlenmesi”
- P25** Meltem Akcaboy*, Esmâ Altinel Açoğlu, Melahat Melek Oğuz, Hüsnîye Yücel, Saliha Şenel, Betül Ulukol
“Çocuk Ve Adölesanların Çevrimiçi (Online) Oyun Oynarken Karşılaştıkları Riskler”
- P26** Mustafa Sırakaya*, Didem Alsancak Sırakaya
“Dijital Oyunlar ve Çocuk: Olumlu ve Olumsuz Örneklerle Bir Durum Analizi”
- P29** Sibel Barın Özkan*
“Dijital Kalabalıklar İçinde Yalnızlaşan Çocuklar”
- P31** Hasan Bülbül, Tarkan Tunç*, Fırat Aydil
“Dijital Oyun Bağımlılığı ile Kişisel Özellikler ve Başarı Arasındaki İlişki”
- P33** Ömer Atlı*, Ertuğrul Usta, Ağah Tuğrul Korucu
“Ortaokul Öğrencilerinin Oyun Tercihlerinin İncelenmesi”
- P34** Bilgen Işık Kardeşahin*, İhsan Dağ
“Ekranı Maruz Kalmanın Çocukların İyilik Hali Üzerindeki Etkisi: ÖzDüzenleme ve Duygu Düzenleme’nin Rolü”
- P35** Funda Erdoğan*, Burcu Berikan, Şahin Gökçearslan
“Bilgisayar Oyunları ile Öğrenci, Aile ve Okul İlişkileri Üzerine”
- P39** Ebuzer Coşkun*, Meltem Kürtüncü, Esin Sezgin, Nurten Arslan
“Digital Games or Traditional Games?”
- P41** Lale Toraman*, Ertuğrul Usta
“Ortaokul Öğrencilerinin Dijital Oyun Oynamalarına İlişkin Görüşleri”
- P42** Hasan Bülbül, Tarkan Tunç*, Fırat Aydil
“Akıllı Telefon Kullanımının Dijital Oyun Bağımlılığı ile İlişkisi ve Etkileri: Üniversite Öğrencilerinde Bir Araştırma”
- P45** Erkan Çalışkan*
“Oynamalı mı Yoksa Korkmalı mı? Chucky Gerçek Olur mu?”
- P46** Bülent Gürsel Emiroğlu*
“Cognitive Networks for Internet of Toys”
- P47** Abdullah Bedir Kaya*
“Dijital Oyunların Klasik Oyunlarla Kıyası”



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“Digital Games”
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- P48** Raziye Sancar*, Serhat Altıok
“Çocuğunu Dijitalleştiren Ebeveynler ve Kamera Önünde Yaşayan Çocuklar: YouTube Üzerine Bir Durum Çalışması”
- P50** Bülent Gürsel Emiroğlu*
“Digital Parentship for Keeping Children Safe Online”
- P51** Funda Özpulat*, Feza Anıl
“Internet Addiction, Child And Family Role”
- P52** Feza Anıl*
“Evaluation of the Impacts of Digital Games on Health”
- P54** Feza Anıl*
“Importance of Digital Games in Terms of Violence against Children”
- P55** Nilgün Kuru*, Ebru Öztürk Çopur
“Digital Games and Health Education”
- P58** Oğuz Ak*
“Effects of Games on Learners: Review of 29 Articles from ISI Web of Science Library Published in 2008-2018”
- P59** Seçil Aydın*
“Teknolojinin Çocuklar Üzerindeki Etkisi”

P2 - Gençlerin Görsel Etkileniminin Pupil Yanıtı İle Değerlendirilmesi

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Giriş

Pupil (göz bebeği) irisin orta kısmında, ışığın gözün içine girdiği yuvarlak bir açıklıktır. Pupil açıklığı göze yansıyan ışığın şiddetine bağlı olarak değişir. Aynı zamanda psikolojik stimülasyonun sonucu olarak otonom sinir sisteminin etkisiyle sürekli osilasyonlar da gösterir.

Pupil çapını etkileyen ilk ve öncelikli mekanizma parlaklığın etkisidir. Parasempatik sinir lifleri parlaklığın fazla olduğu durumlarda retina üzerine ışık akışını azaltmak için pupili daraltırken parlaklığın yüksek olduğu ortamlarda pupil çapını genişletir.

Pupil çapını artıran ikinci durum, yoğun duygusal uyarılardır. Görsel ya da işitsel yoğun duygusal uyarılar kişinin içsel uyarımı ile pupil çapını artırır. Pupil çapını artıran bir diğer durum kişinin zihinsel eforunun arttığı durumlardır. Ayrıca sürpriz gibi beklenmedik bir durumla karşılaşmak ve yukardan aşağı işleme (algılarımızın ve davranışlarımızın beklentilerimiz tarafından etkilenmesi) durumunda da pupil çapında artma görülür.

Pupil çapının duygusal uyarılar sonucunda değişiyor olması özellikle görsel ve işitsel şiddetle karşılaşan bireylerde pupil çapını etkileyebilir. Bu çalışmanın amacı gençlerin karşılaştıkları şiddet görüntülerinden etkilenme durumlarının pupil çaplarının ölçümü ile değerlendirilmesidir.

Materyal ve Metod

Çalışmaya 15 üniversite öğrencisi alınmıştır. Öğrencilere 20’si nötral özellikte (günlük hayatta rutin olarak karşılaştıkları) 20’si olumsuz duygular oluşturabilecek, içinde şiddet içeren ya da şiddetin sonucu olabilecek görüntüler de bulunan fotoğraf setleri Şekil 1’de görülen bir deney süreci içinde gösterilmiştir. Deneyde kullanılan tüm fotoğraflar International Affective Picture System’de (IAPS) kayıtlı fotoğraflar arasından seçilmiştir.

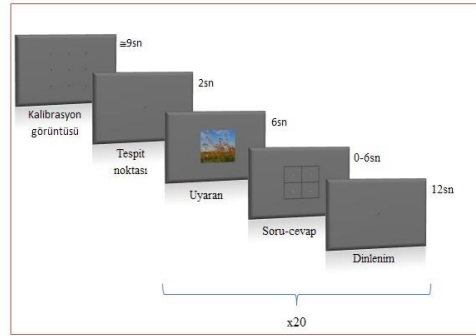


Nötral

Olumsuz

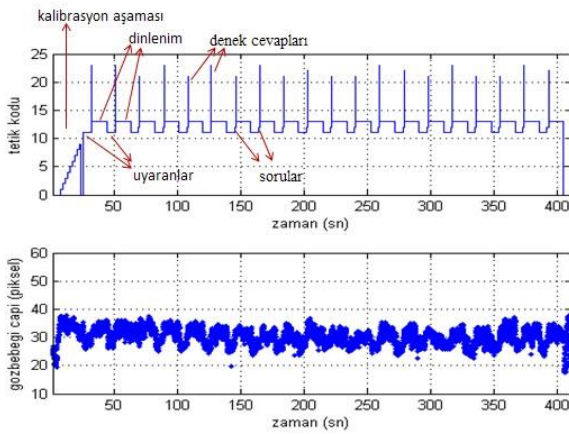
Fotoğraf seçiminde fotoğrafların IAPS de kayıtlı olan duyuşsal deęer, uyarılmıřlık ve baskınlık deęerleri dikkate alınmıřtır. Fotoğraflar bilgisayar ekranından gsterilmiřtir. Fotoğraflar arasındaki parlaklık farkının pupil apına etkisini ntralize etmek iin tm fotoğrafların parlaklık derecesi birbirine yakın deęerlerde olacak řekilde filtre uygulanmıřtır. ğrencilere ilk nce ntral fotoğraflardan oluřan 1. Set gsterilmiř daha sonra 120 saniyelik bir srede ğrencilerin anksiyete dzeylerini deęerlendirmek iin PANAS test uygulanmıřtır. Ardından olumsuz fotoğrafları ieren 2. Set fotoğraflar gsterilmiřtir.

Deney paradigması

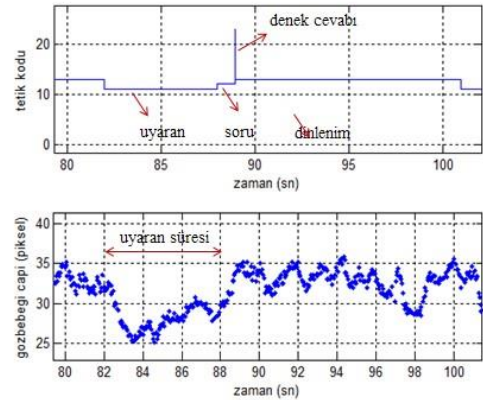


Deneyin gerekleřme srecinde pupil aplarındaki deęiřim, arařtırmacıardan biri tarafından geliřtirilen bir kamera tarafından kaydedilmiř ve bu kayıtların analizleri sonucu belirlenmiřtir.

DeneySEL lm verisi



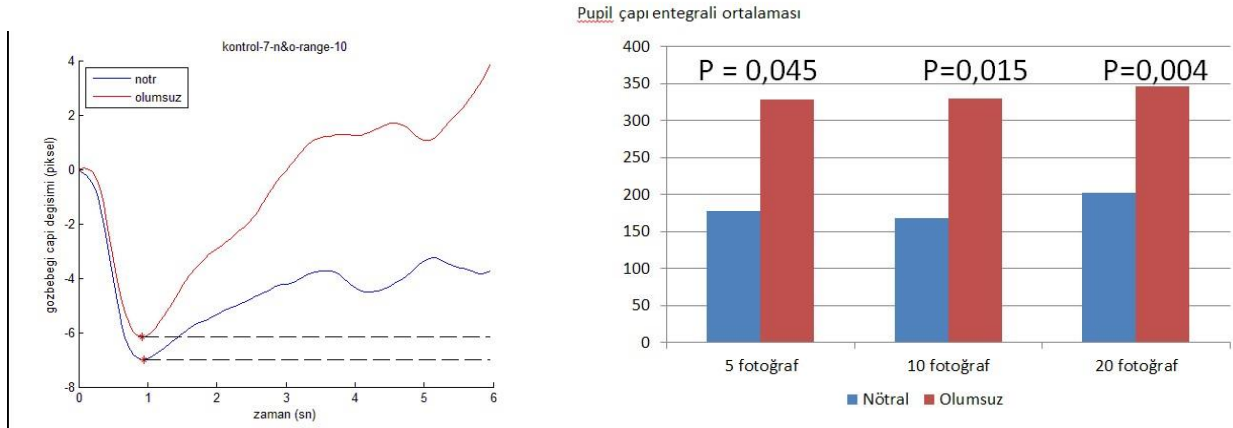
DeneySEL lm verisi (detay)



Elde edilen verilerin analizinde; pupil apının byklęn deęerlendirmek iin deney srecinde pupil apındaki deęiřimi gsteren eęrinin altında kalan alan hesaplanmıřtır. ğrencilerin farklı zelliklerdeki (1. Set ntral fotoğraflar, 2. Set olumsuz fotoğraflar) fotoğraflara verdikleri yanıtı karřılařtırmak iin bu veri kullanılmıřtır.

Sonuç

Bir öğrencinin nötr ve olumsuz fotoğrafa pupil yanıtı resim 2’de görülmektedir. Grafikte ilk düşüş değeri ışıkla karşılaşma sonu oluşan pupil çapındaki küçülmeyi göstermektedir. Daha sonraki artış pupil çapındaki ondulan artışın göstergesidir.



Tüm öğrencilerin 1. ve 2. Set fotoğraflardan ilk 5, ilk 10 ve 20 fotoğrafı izledikten sonraki pupil çapı integral değerlerinin ortalamaları grafikte görülmektedir.

Tartışma

Şiddet günümüzde yaygın ve kanıksanan bir form kazanmıştır, Üstelik keyif ve eğlenme amaçlı etkinliklerin de içine kadar işlemiştir. Bu bağlamda dijital oyunlardaki şiddet görüntülerinin otonom sinir sistemini etkileme ve buna bağlı nöronal değişiklikler oluşturma riski vardır.

Halen bir çok dijital oyunun artırılmış gerçeklik (augmented reality) teknikleri ile görüntüleniyor olması , animasyonun yerini gerçeğe çok yakın görüntülerin alması şiddeti gerçek hayatta olduğundan daha yoğun ve ağır şekilde algılamaya neden olabilir. Kişi oyun oynarken bir kurmacanın içinde olduğunu düşünse de gerçeğe çok yakın görüntüler otonom sistemin kişinin denetiminden bağımsız olarak etkilenmesine neden olabilir. Bu da oyunlardaki şiddet görüntülerinin özellikle çocuklarda ve gençlerde santral sinir sisteminin etkilenmesine ve henüz yapılanmasını tamamlamamış genç beyinlerin karşılaştığı stresten olumsuz şekilde etkilenmesine neden olur.

P5- Anne-Babanın Çocuklarının Bilgisayar Kullanımı ve İnternet Erişimi

Karakteristiğini

Tanımlarını Sağlayarak Denetlemeleri İçin Bir Yazılım

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Bilgisayarlar ve İnternet, sağladıkları imkanlar ve kolaylıklar ile pek çok alanda bireysel, toplumsal, hatta küresel boyutta yaşamı etkilemektedir. Bugün söz konusu imkanlar ve kolaylıklar sayesinde artık biz insanların yaşamlarını şekillendirmede önemli bir paya sahiplerdir. Yaşamlarımızı şekillendirirken, bilgisayar ve İnternet kullanımımızın olumlu etki ve çıktılarının yanında birçok olumsuz çıktılar olduğu da tespit edilmiştir. Araştırmalar, İnternet ve bilgisayar kullanım amacının ve kullanım süresinin yüksek olmasının, kullanıcıların biyolojik, fizyolojik, psikolojik ve sosyal gelişimlerini olumsuz etkiyebildiğini göstermektedir. Amaç dışı, kontrolsüz ve gereğinden fazla İnternet kullanımı literatürde İnternet bağımlılığı (İB) şeklinde isimlendirilmiştir. İB ve benzeri olumsuz çıktılar, özellikle mobil teknolojilerde son 10 yılda gerçekleşen ilerlemelerle birlikte, çocuklarda da gün geçtikçe artan sıklıkta görülmeye başlamıştır. Bazı araştırmalar, çocukların bilgisayar ve İnternet kullanımlarını, diğer bir ifadeyle ekran karşısında geçirdikleri süreyi (ekran zamanı - EZ) yaşa dayalı sınırlamanın çocuklarda bu ve benzeri olumsuz çıktılar önlemede etkili olduğunu tespit etmiştir. Bu sonuçlara dayalı olarak American Academy of Pediatrics (AAP) EZ ile ilgili kısıtları geçmişte yaş temelli belirlemiştir. Fakat AAP 2016 sonlarında yayımladığı kılavuzunda dizüstü, tablet ve akıllı telefonların farklı kullanım karakteristiğine sahip, dolayısıyla farklı bağlamlarda, farklı amaçlar için kullanılacak farklı karakterlerde aygıtlar olmalarını da dikkate alarak ekranla geçirilen her zamanın aynı nitelikte olmadığı sonucuna varmıştır. Buna göre; EZ'nin kullanım niteliklerine göre sınıflarını “pasif tüketim” (televizyon izlemek, müzik dinlemek, vb.), “interaktif tüketim” (Web’de gezmek, oyun oynamak), “iletişim” (görüntülü sohbet, sosyal medya) ve “içerik üretmek” (dijital sanat, örneğin; illüstrasyon yapmak) şeklinde tanımlamıştır. Kılavuzda aynı zamanda, anne-babalara çocukların bilgisayar ve İnternet kullanımına yönelik bu sınıflandırmayı hesaba katan ve bilimsel kanıta dayalı önerilerde bulunmuştur. Bu çalışmada, çocukları 2-5 ve 5-18 yaş gruplarına ayırarak ele alan bu önerilerin, anne-babalar tarafından gerçekleştirilebilmesine yardımcı olmak üzere bir uygulama yazılımı tasarlanmış ve geliştirilmiştir. Geliştirilen yazılım temel işlevleri itibariyle anne-babaya;

- Çocuklarının yaşına bağlı olarak AAP'nin önerilerini görüntüleme
- Çocuklarının bilgisayar kullanımı ve İnternet erişimini kısıtlarını ayarlamak amacıyla;
 - Çocuklarının bilgisayar ve İnternet kullanımı için bir günlük toplam ekran süresi tanımlama
 - Tanımladıkları toplam günlük sürenin kullanılabileceği haftanın her günü için kullanım izni verdikleri saatleri belirleme
 - İnternet erişim izni verilen saatleri haftanın her günü için belirleme,

- Çocuklarının, yukarıda bahsedilen ekran süresinin kullanım niteliklerine göre AAP'nin tanımladığı sınıflar üstünden belli bir aygıt için (örneğin; dizüstü) bilgisayar kullanım ve İnternet erişim izni profilini yaratmak amacıyla;
 - Mevcut uygulama yazılımları, dosyalar, klasörlerden istenenleri ve görev yöneticisini engelleme
 - Birörnek kaynak konumlayıcı ya da birörnek kaynak tanımlayıcıya dayalı erişmesi istenmeyen içeriği engelleme
- Çocuklarının günlük ya da haftalık bilgisayar kullanım ve İnternet erişim davranışlarının AAP'nin ekran süresinin kullanım niteliklerine göre tanımladığı sınıflar altında takibini sağlamak ve bilgisayar kullanım ve İnternet erişim izni profilini güncel tutmak amacıyla, o gün ya da hafta içinde;
 - İnternet'te eriştiği
 - İçerik ve kaynakları (örneğin; ziyaret ettiği siteler) ve indirdiği dosyaları listeleme
 - Belli içerik ya da indirdiği dosya üzerinde inceleme yapıp gerekiyorsa erişimini engelleme
 - Belli içerik ya da kaynağı beraber erişmek için işaretleme, hatırlatma ayarlama
 - Gün ya da hafta içinde kullandıkları uygulama yazılımları ve çocuğun bunları kullanım başlangıç ve bitiş tarih ve saatleri ile birlikte toplam kullanım sürelerini listeleme
 - Yasaklı uygulama yazılımı, dosya, klasör, URL ve URI erişim girişimlerinin frekansları ve tarih ve saatlerini listeleme
 - Belli içerik, uygulama yazılımı ya da dosyaya erişim ve inceleme önerileri yapma imkanları sağlar.

Temel işlevleri dikkate alındığında uygulama, AAP'nin anne-babaların çocukları için hazırlamalarını önerdiği “Aile Medya Kullanım Planı”nın hazırlanması için ihtiyaç duyulan bilgileri sağlamaktadır. Bu amaçla, 2-5 yaş grubu çocuklar için önerileri arasındaki “Önceden eriştiği içeriğe tekrar beraber erişerek çocuğa kılavuz olma”yı gerçekleştirebilirler. Uygulama yazılımı, Web-tabanlı bir mimaride Microsoft Visual Studio 15.3.0 versiyonu üzerinde, .NET Framework 4.7.02556 kullanılarak C# programlama dilinde gerçekleştirilmiştir. Prototip, anne-babaların Windows platformlu bilgisayarları kullanarak Web'den anlık takip ayarlarına ve çocuklarının kullanım istatistiklerine erişmelerine izin vermektedir.

P6- Dijital Dünyanın Yeni Kavramı: Nomofobi ve Çocuklar Arasında Yaygınlık Nedenleri

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*: Bülent Ecevit Üniversitesi

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Nomofobi, cep telefonu, tablet, kişisel bilgisayar gibi sanal haberleşme araçlarından yoksun olma durumundan kaynaklanan huzursuzluk ve endişe durumu şeklinde yakın zamanlarda görülmeye başlanan ve tanımlanmaya çalışılan modern zamanların bir rahatsızlığı olarak bilinmektedir. Bu çalışmanın amacı, ortaokul öğrencilerinin nomofobi düzeylerini ortaya çıkarmak ve nomofobi düzeylerinin altında yatan nedenleri incelemektir. Araştırmanın çalışma grubunu 2017-2018 öğretim yılında öğrenim görmekte olup çalışmaya gönüllü olarak katılmak isteyen 58 öğrenci (8.sınıf) oluşturmaktadır. Veri toplama aracı olarak Yıldırım ve Correia (2015) tarafından geliştirilip, Yıldırım, Şumuer, Adnan ve Yıldırım (2016) tarafından Türkçeye uyarlanan Nomofobi Ölçeği (NMP-Q) kullanılmıştır. Ölçek 7’li likert tipine göre maddelenmiş olup, toplam 20 maddeden oluşmaktadır. Ölçekten alınabilecek puanlar 20-140 arasındadır. Araştırmada veri toplama süreci, dijital ortamda gerçekleştirilmiş, analiz aşamasında betimsel istatistik kullanılacaktır. Araştırma sonuçları elde edilen verilere göre paylaşılacaktır.

Anahtar Sözcükler: nomofobi, yaygınlık, ortaokul öğrencileri

P7- Necessity For Dijital Game Making Within The Context of Teaching Principles

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Abstract

Problem Case: Target groups of digital games are the youth and children. For children groups, which are defined as the target groups in this work, ranging between 04-06 and 06-12, digital games create an entertaining process as they provide an educational support in terms of hand-eye coordination and learning. The conceptual frame of digital games in the studies about them, is about the application in the classroom; teacher and student point of view are often evaluated, the subjects such as; point of view, expectations from games and gaming habits of the target group and those who run the application are analyzed. However, teaching principles of games are mostly overlooked.

Even if there are visual, auidial stimulant elements and animations, there is a need for construction of basic teaching principles within a holistic approach. This requirement brings up the fact that the process of designing, planning, application, assessment and development of digital games should be prepared according to the basic principles of teaching for educational function. For that reason, in this study, “Necessity for digital game making within the context of teaching principles” is handled as the problem case.

Reason and Significance: The study, within the limits of its scope, is important as it could contribute in the following ways:

- The existent state related with digital games can be described scientifically.
- Educational functions of digital games based on early and middle childhood periods can be defined in a holistic approach.
- Fundamental teaching principles which should be taken into consideration during the preparation of digital games can be solidified.

Limitations: The study will be limited in terms of the following aspects:

Level, Early and mid-childhood level,

Scope of Subject, Fundamental teaching principles in digital games,

Tools to Collect Data, Related printed materials and statistic source of information found online,

Study Duration, is from 12 December 2017 to 10 March 2018.

Aims: Fundamental purpose of this study is to state the preparation principles and educational functions of digital games. There is utmost importance in answering the questions below to realize this fundamental aim:

1-What is the state of digital games?



- 2- What are the educational functions of digital games in terms of children capabilities?
- 3-What are the requirements for fundamental teaching principles in making digital games?
- 4-How should digital games be built within the context of fundamental teaching principles?

Method: The study done with the data based on descriptive literature, first define the cases then deals with the details due to its base required feature to handle the relevant conditions through an approach from general to particular. In the first phase of the study, the answer of the question of “What is the state of digital games” is revealed and in the second phase, how digital games should be built in accordance with fundamental teaching principles is explained.

Conclusions: The obvious results deduced with the data acquired in the study are the followings:

- 1-Educational functions of digital games are ignored while their types, application examples, their audial and visual aspects are stated in the studies about digital games.
- 2-Lack of approach in making digital games based on fundamental teaching principles stands out.
- 3-Digital games are mostly built disregarding the elements of acquisition, content and application in accordance with children level.
- 4-Digital games are not able to reflect the teaching principles of step by step; thus, known to unknown, concrete to abstract and near to afar in a holistic way.

Suggestions: According to the conclusions reached:

- 1-Digital games should include audial and visual messages which will improve the perception of children.
- 2-Digital games should be supportive in terms of social skill acquisition.
- 3-Digital games should contain schemas, graphics, examples, audio, story and animations which are suitable for the visual memory of children.
- 4-Digital games should be prepared in a design approach where children are able to use their hand-eye coordination properly.

Keywords: Digital games, teaching principles



P8 - Protecting From Cyberbullying: Digital Safety for Children

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INTRODUCTION

“Cyberbullying” or “electronic aggression” means deliberately using technology such as smartphones, the internet, social media, or gaming environments to harass, humiliate, badmouth, or threaten someone. It can poison someone’s joy in life, reputation, and well being. The only protection way is teaching digital safety to children. According to children rights one of then main task of the parent is protecting the child from negative effects of life which can be threatened the healthy growth and development. At this point the attitudes of parents for being a good role model is important. Not only in real life and also in digital world, the parents have to teach to children acting with respect, safety, and kindness towards yourself and others. The importance of protecting from harmful words and attitudes and staying mindful is exact way for protecting from digital harms like cyberbullying. Cyberbullying is unsafe and disrespectful behavior that can effect the physical, emotinal, social and sprituel integrity of the children. None of healthy the parents want to give harm to their child delebareately . In the changed role of pediatric nurse is advocay of child and the family. By this way The pediatric nurses can act as advocator and teach the strategies to parents for digital safety.

OBJECTIVE

So that in this perspective the aim of this study is highlighting active strategies for prevent and stop cyberbullying that can help to parents.

METHOD

The search was done by reviewing literature screening at Medline,Science Direct and Pub Med

RESULTS

According to literature review the main strategies for preventing and stopping cyberbullying are given below

1. Set a good example.
2. Stay connected with your children’s worlds online and everywhere else.
3. Treat kids’ freedom in the use of communication devices as a privilege, not an automatic right.
4. Teach kids not to do anything online that they wouldn’t want the world to see.
5. Teach young people how to take charge of their safety and well being, online and everywhere else.



CONCLUSIONS

Cyberbullying is unsafe and disrespectful behavior . But the children can be protect from it. The pediatric nurses can act as advocator and teach the strategies to parents for digital safety. By this way the parent make allert to this unwanted occurance

KEY WORDS

Cyberbullying, Digital safety, Pediatric nursing, Advocacy

P10- Examination of Digital Game Habits of High School Students

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Abstract: Digital games are becoming more and more popular among today’s students. Digital games are used directly or indirectly in many areas such as marketing and communication. In terms of of education, digital games allow students to socialize and also provides stundents with the development of motivation and self-regulation skills. Digital games have become an important pedogogical tool thanks to such benefits. It is important to know the habits and preferences of the students who play digital games to get the best benefit in education. Because the habits and preferences of individuals playing digital games are seen as a cultural phenomenon. So it is necessary to know the preferences and the habits of learners in the target culture. The aim of this research is to analyze the digital gaming habits of high school students. This study is based on survey model. It was conducted in a province in Western Black Sea Region. It was carried out an Anatolian High School students. Participants of this research consist of 418 high school students. The survey was conducted by means of a questionnaire developed by researchers. This questionnaire contains questions about the demographic information of students and determination of the habits of playing digital games. In the analysis phase the percentage, frequency, mean and standart deviation were used. 49.2% of male students and 50.8% of female students participated in the research. 97.3% of the students have a smartphone but 2.7% of the students do not have a smartphone. Also 81.8% of the students have the smartphones with internet connection. When it comes to the frequency of playing digital games 33.7% of the students play digital games everyday, 14.1% play digital games three or four days a week, 25.3% play digital games one day or two days a week, 16.2% play digital games a few times a month. When it comes to the frequency of daily digital gaming 20.5% of students play digital games less than an hour, 21.7% of students play one or two hours, 9.6% of students play three or four hours, 1.2% of students play for five or six hours and 1.2% of students play 7 hours and more. When students are asked where to play their digital games, 50% of students play their digital games on the smartphone, 3.3% of students play digital games on tablet, 3.3% of students play digital games on game console, 6.2% of students play digital games on PC, 34.4% of students play on their laptops. 72.2% students who play digital games say that they play single-user digital game. 27.3% of students say that they play multi-user digital games. When it comes to multi-user digital games, 0.7% of students say that they play with their parents, 23.4% of students say that they play with their friends, 75.9% of students say that they play with unfamiliar people on the internet. 19.1% of students say that they go to the internet cafe to play digital games. When the findings obtained from research are



examined, it is understood that the most majority of high school students have a smartphone with internet connection. Also half of the students play their digital games through the smartphones. These findings can be considered as an important opportunity for the applicability of mobile learning and mobile educational games. When the frequency of students playing digital games is examined, it is determined that one of every three students play a digital game everyday. While most of the students are playing single-user digital games, multi-user digital games are played with unfamiliar people on the internet. There is a possibility that students will be able to cope with unwanted situations and behaviors such as bullying while playing unfamiliar people on the internet. There is not a lot of students who play multi-user digital games with their family. This finding points to the inadequacy of parental control in multi-user digital gaming environments. As a result of research findings, it has been discussed what can be done about the digital game playing habits of students and various suggestions have been made to families, applicants and policy makers.

Keywords: High school students, Digital game playing, habits

P14- The Importance Of Intervention To The Problematic Gaming Behavior According To The Stage Of Adolescence

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A large proportion of young people spend their free time by playing computer games, watching a series or surfing among social media accounts. When this becomes a habit, academic success falls, sleep problems, posture disorders and weight problems arise. For some, playing online games is harder to stop, because there is someone alive on the other side and everything is much more realistic. As the pleasure of the player increases, he wants to play even more and this vicious cycle goes on. Problematic gaming behavior, which is not considered as a disease until recently, has been included in the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders) for the first time in 2013. Thus, gaming that disrupts functionality is considered pathological. Teachers, psychologists and physicians are consulted to correct this disease/problem. When an intervention is made to an adolescent's problematic game, the child's stage of adolescence should not be missed.

Adolescence is divided into three stages as early, middle and late adolescence. The physical and psychosocial development of each stage is different. Cognitive development occurs in the child between the ages of 10 / 12-14, which constitutes the early adolescence period, and the child passes from concrete thought into the abstract thought. The tendency of the game curiosity to turn into addiction frequently occurs in this period. In early adolescence, children prefer to play games with same-sex. In the past, when these games were played in school halls or in the neighborhood, they are now in the form of online games. On the online side, there is a friend he usually does not know. However, in these games, dependence can develop depending on the weakening of self-control and external control. In this stage the adolescent think more unrealistic and include the success of the online game in the future plan. Even dreaming of making lots of money through online games.

Between the ages of 14-17, which is defined as middle adolescence, the peer effect is highest. In this period, in addition to game and social media addiction, substance addiction like tobacco etc. may also arise. Impulsivity increased during middle adolescence. In this period, it is difficult to control the adolescent. It is a priority to be accepted among the peers and to be included in a group. This group may be an online gaming group or a sports team. Evidence suggests that friends are the primary source of influence on youths' behavior.

In this presentation, two male cases, one of which is early stage and the other is middle stage, will be discussed. The first case was 12 years old and was brought to the hospital by his parents due to overweight. It was determined that the main problem was the online



International Child and Information Safety Congress
“Digital Games”
April 11–13, 2018 – Ankara, TURKEY

game addiction. It was learned that he had a 17-year-old brother who was said to be addicted to the Internet. Mother and father were working parents. It is stated that there is no one at home when the child comes home after schooling, and that he is busy with the computer and plays game until the bedtime. The dinner time turned into a nightmare at home, and they usually do not eat together. Several attempts were made to shut down the Internet and set a limit on the child, but the parents failed. When the patient was interviewed it was learned that his future plan is purely gaming and his dream of becoming rich by playing games is very realistic from his point of view. Regarding this case, work was carried out within the scope of setting a limit, quality time with the child and creation of individual activities. In early adolescence, parents should set boundaries and organize social activities and sports activities that the child can love. In this period, the strong sides of the child should be supported by the family.

The other patient was a 15-year-old male with headache complaints. The patient could not go to the school the next day because he played as much as, and there was a problem of absenteeism with the school. This patient was aware that online gaming behavior was problematic. But he said he could not stop himself, but liked playing games at the same time. It was not possible to set a limit for our mid-adolescent patient. In this era of rising impulsivity, such an adolescent can do all kinds of risky behavior and harm himself. A motivational interview was conducted with our mid-adolescent patient to limit the gaming and the study was conducted in the context of the patient's future plan. Motivational interviewing and some behavioral suggestions were made to work on self-limiting issues.

Consequently, adolescents' age, pubertal stage and cognitive development should not be missed while intervention is being done to problematic gaming during adolescence. For this reason, it is considered that the appropriate treatment of such interventions in individual and adolescent stages will increase the success.



P17- Identity Seeking in Digital Games

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Abstract: Identity is a term that clearly or implicitly implies who the person is in general. Prior to today’s digital transformation, identity development was being built in a relatively restricted area based on existing physical realities and past experiences. The widespread use of social platforms has allowed individuals to interact more with other peoples. These social platforms can be real physical worlds as well as virtual. The boundaries between real and virtual are increasingly blurred with today’s technology. Thus, virtual world users can create new virtual identities by formatting their images (avatars and profiles etc.) according to their wishes. Virtual platforms with no limitations, such as physical facts, constraints or penalties, create an environment in which individuals can create their virtual identity as they desire.

The virtual identity has a wide range of effects on digital games as well as on virtual worlds. In digital games, players who creating their own virtual identity through avatars can use different symbolic materials as they wishes. Therefore, the virtual identities used mostly in children’s digital games have an undeniable precaution in the examination of children’s identities. For this reason, it is necessary to examine not only the physical identities that appear in the examination of children’s psycho-social developments but also the virtual identities in digital games. What is crucial here is how the virtual identity will hold the difference between the true-identity and the identity-represented to others. It is thought that the virtual identity created in digital games was created no to reflect the real physical characteristics of the individual, but to take steps in different worlds with different capacities and features. Virtual identities which used in digital games can be online or offline. Virtual identities created in offline games allow different identities to be created completely independent of the real world. In addition, in online games type of Massively Multiplayer Online Role-Playing (World of Warcraft etc.), players could found in share in connection with their real identity via online on social networks. This difference in online and offline virtual identities has also affected the ability of players to create avatars, depending on the connection between physical identities and virtual identities. On the basis of this situation, it is thought that the experience of interaction based on mutual-influence and influence in games is considered. The taking of experience as a basis for identity formation removes the differences of experience in the virtual world from the real world. In digital games, allowing players to manage their own avatar, determining new targets based on reactions from other players and moving towards this goal; provides players with the experience to gain experience and develop their identity depending on experience. It is stated that the identity



International Child and Information Safety Congress
“Digital Games”
April 11–13, 2018 – Ankara, TURKEY

that develops due to the interaction and experimentation in the digital games arises from the union between the individual and the avatar, not from the source but from the unification. In other words, choosing an avatar independent of their gender in a player’s digital vote does not reflect the tendency to be the other gender. The reason for this preference, the mission in the game may require such an avatar selection.

Another dimension to be examined for virtual identity in digital games is the ability to make the behaviors that they are away from their Daily lives through virtual identities due to freedom and anonymity in virtual worlds. Individuals who do not commit crimes in the real world are experiencing criminal activity with the freedom of their virtual identities and the gaming environment in games (GTA etc.) that have experienced criminal experiences. This experience helps people to reveal their repressed feelings and provide them with pleasure. It is thought that this situation normalizes the crime which can be easily processed in the virtual environment. Within this period, it is thought that the individual can internalize dangerous virtual identities in digital games and may lead to criminal experience in the real world. In sum, it is thought that the difference between the real identity, which keeps away from the crime in the real world, and the virtual identity that enjoys the crime in the digital games may lead to the division of identities of the players. In such a case, the players can manage the real identity and virtual identity according to the needs of the environment. Therefore, it is important to investigate the virtual identity that is influenced by experiences in digital games and how they reflect on the real identity of the players and it should be examined empirical studies.

P18- Investigation Of Digital Game Addiction Levels of Secondary School Students

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The ratio of played digital games through virtual environments reveals a dangerous over game addiction in children and adolescents. Evidence which are in the news of young people who commit suicide due to digital gaming consider this situation, nowadays (<http://www.milliyet.com.tr/mavi-balina-adli-oyun-14-yasindaki-teknoloji-haber-2517481/>), (<http://www.haberturk.com/gundem/haber/1586511-hakanin-olumu-intihar-cikti>). Digital game addiction as is known that the mind is constantly engaged with digital playing games on virtual environments, thus individuals neglected its daily life tasks and responsibilities during for hours (Akçayır, 2013). Many families and teachers said that the reasons of students reluctant to study lessons and their lack of academic achievement is mostly spend their time playing computer games. In addition to, computer games seem to be quite powerful in attracting children and increasing their engagement to the virtual digital games environment. These environments seem to motivate children and increase their desire to play games, too.

Thus, children who become addicted to the game become integrated into the game and start living it in their real life. The most important indicator of this situation is that children overly associate themselves with the characters in the games, resulting in events leading to death. This is why computer games, online and digital game addiction etc., it is most important to investigate the topics (Horzum, 2011). From this point of view; the purpose of study is determined the 6th grade students level of digital game addiction according to gender and playing time. The method of the study was descriptive research and participants of the study is 6th grade students who is 229 students included to the study (37% girls, 63% male). Data collection tool developed by Hazar, Hazar (2017) which is composed of 24 items and 5 likert types, 'Digital Game Addiction Scale for Children' were used in the study. On the other hand, through the personal information form which is developed by the researchers are collected descriptives data about the time of the using daily information and communication technologies of the students, parental education level, number of siblings, which information and communication technology tool preferred by the students playing digital games, how the students prefer digital play, descriptive information about what kind of game they preferred to play is obtained data. According to the study findings, 64% of the students were found to be at low risk, 25% were risky, 6.5% were addicted, and 2% were highly addicted. As a result of the scores obtained from the digital game addiction scale total score and the subscales of the scale, the students' genders ($t=-5.68$, $p<.05$) and daily information and communication technology usage times ($F=15.94$, $p<.05$) were found to be significantly difference. According to the digital game addiction total score, the average



score of the girls are 35.47 while the score of the men are 49.47. It is seen that with the significant difference between the genders, the average score of the digital game addiction scale of males are higher than female students. In addition, when the education level of the participant group's mothers was examined, it was found that 4,3% (n=10) did not complete any education institution, 27,9% (n=64) primary school, 25,3% (n=58) secondary school, 28.3% (n=65) high school and 13.9% (n=32) university. Students' fathers educational level was examined that 7.9% (n=17) did not complete any education institution, 17% (n=39) primary school, 18% (n=42) were secondary school, 39% (n=90) high school and 18% (n=41) were graduated from the universities. When the number of students' siblings is examined, there are with one (n=68), two (n=88), three (n=44), four and over (n=12) siblings but 17 students have no siblings. The students prefer to play digital games by using 31% (n=71) smartphones, 25% (n=57) laptops, 23% (n=52) desktop computers, 20% (n=46) tablets. Students explained that which games they prefer; 55% (n=115) via friends who played digital games, 40% (n = 84) via game sites, 4% (n = 8) from social media, 1% (n=3) were their own choices. The game type preferences of the students were 53% (n =115) of action / adventure, 15% (n=34) of sports, 11% (n=24) fight, 8% (n=17) educational, 7% (n=16) simulations, and 2% (n=8) strategy games.

As a result, it was determined that there was a significant difference in the level of digital game addiction level of 6th grade students between gender, time of the daily using information and communication technology. According to the digital game addiction scale, 25% of the students were found to be at risk and 6.5% were addicted and so the students in the risky and addictive group constitute more than one fourth of total students. Thus, the rapid increase in death news related to digital game addiction and the results obtained from this study emphasized that further study on children and digital game addiction necessity.

Keywords: Digital game addiction, Gender, Time of the using information communication technologies

P19- Technology Related Addictions and Associated Factors in University Students

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Technology-related addictions are non-substance addictions that are examined within behavioral addictions. There are basic components such as withdrawal, tolerance, conflict and unsuccessful quitting attempts. There are many negative effects, including loss of functioning of the person in work or school life, deterioration in social and family relationships. They may also be related to physical problems other than mental problems and the life effects in general.

Technology-related addictions are current and growing problem and this topic has also become frequently investigated. But there is a need to examine different risk factors for these addictions in different age groups such as university students. The aim of this study is to determine the level of technology-related addictions in university students and to investigate the factors that may be related to these addictions.

This cross-sectional study included 1352 students. A multistage sampling method was used to select the sample. Faculties and colleges of Pamukkale University are weighted according to the number of them in Kınıklı campus. 4 faculties and 1 college were randomly selected. All the classes were included in the research by randomly choosing sections from each faculty or college and also randomly choosing one branch if it's a section with multiple branches.

A questionnaire consisting of 69 questions was applied to participants in order to assess the status of addiction and related factors of them. In the study, internet addiction, smartphone addiction, Facebook addiction and digital game addiction were measured as technology related addictions. These measurement tools are valid and reliable in Turkish language and in university student population. The relationship between these addictions and socio-demographic factors, the chances that students have, amount of time spent in activities and the age of first use of the related technology were examined by analysis of variance, regression and correlation analysis.

The factor associated with each of the four addiction types in the study is low academic achievement. Poor health status perception has been associated with internet, smartphone and digital game addictions. While men were more risky for digital game and Facebook addiction, women were more at risk for smartphone addiction. The internet connection in the place of residence was related to internet, smartphone and Facebook addictions. Low paternal education was related to Facebook and digital game addictions. While being a



International Child and Information Safety Congress
“Digital Games”
April 11–13, 2018 – Ankara, TURKEY

Communication Faculty student has been associated with internet and smartphone addictions, being a student at the Faculty of Technology has been found to be a risk factor for digital game addiction. Apart from these common factors, several other independent risk factors were determined for these addictions. Alcohol use, spending less time in social activities, having a private room were found for Internet addiction; living in private residence and early ages of computer use initiation were found for smartphone addiction; low family income, spending less time in activities with family were found for Facebook addiction; age, television ownership and the age of first playing digital game were found to be independent risk factors for digital game addiction.

When the addiction levels are compared with other studies in the literature, the level of internet addiction in this study is lower than studies conducted at younger ages and higher than the abroad studies conducted in the general population. The levels of smartphone addiction are generally somewhat higher and Facebook addiction levels are slightly lower than those found in similar studies in previous years. Game addiction was found to be similar to the literature in our country, lower than some studies conducted in foreign countries. Most of the factors related to the addictions in this study are compatible with the literature. Similarly the correlations of technology-related addictions have shown once again. Although technology-related addictions correlate with each other and have some common risk factors, there are specific risk factors for each addiction. In the established models, the percentages of variance explained are low, which may mean that different variables could be related to these addictions. Taking these into consideration, new prospective studies can be planned or intervention programs can be developed.

Key words: technology, addiction, student

P20- Teaching Mathematics to Pre-school Education with Augmented Reality Technology

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In education, all processes are generally carried out in the form of literacy. Since the use of technology and information in the classroom, these concepts have not given the expected effect under the behavioral education approach. The literacy approach has gradually begun to decline in many stages. Graphic interface systems and web technology, especially developed with computer and mobile technologies, have enabled the creation of interactive digital media in education. Virtual reality applications, which have many usage areas in education, have created real-life experiences in three-dimensional virtual space created by computers. Using augmented reality technology, which is the virtual reality domain, it has begun to create environments where both computer-generated virtual objects and real-world objects can be used interactively. The use of both virtual reality and enhanced reality environments enables learners to engage in learning activities in a controlled environment and gain virtual learning experience. With the use of these technologies in the lessons, it becomes easy to teach, love and adapt the lessons to the students at all levels. From this point of view, it is very important to make the teaching of mathematics easier and fun for young people. Visual objects are used while basic mathematical operations are taught in primary school books. With the help of visual objects, the qualitative values of these can be taught to the students easily. For example, using basic visuals of objects such as apples, notebooks, and stars, basic mathematical operations are handled with a different perspective on the child's mind. Assume you have a basket picture and an apple inside. And there are three apples outside the basket, let's represent them with their pictures. In another picture, there is a basket with apples on the outside and you are asked how many apples are in the basket. As in the example, teaching is done by associating it with real life by a different method instead of just doing calculations by numbers. In real life, this kind of mathematical operations can be taught by treating these objects as singular, but it is not easy to find objects of different kinds. In addition, preparation and organization of such environments are both very troublesome and time consuming. Instead, we can do the same operations effortlessly in the virtual environment, and we can diversify it. This process can be accomplished using virtual objects of real life using augmented reality technology. With such designs, it is possible to improve that learning by playing with young children. The development of new approaches through the use of digital games in educational technologies, the increase of digital designs for future education, and the emergence of different platforms for mentally and physically disabled children. In this study, with the help of the augmented reality technology, it is thought that in addition to mathematics education



International Child and Information Safety Congress
“Digital Games”
April 11–13, 2018 – Ankara, TURKEY

for young people, it is important for them to use this technology and develop digital games in their educational activities related to vision, motor skills and analysis skills.

Keywords: Augmented Reality, digital game, game software development, mathematics

P21- The Negative Effects of Digital Gaming on Children's Health and Development

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Objectives: Today, digital technologies are used in many areas such as education, health and entertainment. One of the most common among digital technologies is digital games. Digital games are usually played for leisure, entertainment and pleasure. Digital games, which are quite common among children, have the benefits of entertainment, enjoyment and learning, but their damages such as digital play dependency are also a serious threat. Digital games can be played on consoles, tablets, smartphones and computers. It is discussed how digital games affect these developmental areas by considering the physical, emotional, language and cognitive development of this age group. The proliferation of digital gaming usage areas, and especially the increasingly restricted use of outdoor playgrounds, is becoming an indispensable part of children's daily lives and is thought to cause not only positive but also negative effects on children. In this context, it is believed that children's screen dependence and the prolonged time spent on digital games lead to reduced face-to-face communication with their peers, resulting in decreased group play and increased solo play. However, it is thought that children play digital games in inappropriate content, time, frequency and different posture positions, and they cause health risks such as developmental problems, musculoskeletal system problems, physical inactivity. For this reason, the aim of our study was to investigate the adverse effects of digital play on children's health and development.

Methods: The study was conducted between January 4 - March 4, 2018 on the basis of the opinions of 139 parents aged 7-15 years. A questionnaire prepared by the researchers was used to evaluate parents' potential adverse health effects of their children's digital gaming on 11 questions. Responses given by the parents to the questions were recorded and analyzed.

Results: The average age of the parents participating in the study was 40.6 ± 6.3 years. It was determined that 9,6% of the parents' education levels were at the level of the postgraduate, 50,4% at the bachelor level and 20,1% at the high school level. The average age at which children start playing digital games is 4.5 ± 1.6 years. It was determined that the digital play time of the children during the day was 112.9 ± 95.7 minutes. Children participating in the study, 65.7% of them played in the computer, 72.1% in the mobile phone, 85.2% in the tablet and 24.5% in the game console. According to parents, playing digital games negatively



International Child and Information Safety Congress
"Digital Games"
April 11–13, 2018 – Ankara, TURKEY

affects children's health and development; 87.1% said that playing digital games for a long time is addictive to children, 74.8% of violent games cause aggressive attitudes by affecting the mood of children, 72.5% affected spinal health in the negative direction due to postural disorders, 70.0% cause dryness, pain and redness in the eyes, 69.7% of them cause socialization and decrease in intra-family communication, 62.2% lead to sleep disorders such as late sleep, late waking and a decrease in sleep duration, 58.2% reduce physical activity and trigger obesity, 57.8% cause distractibility and impaired concentration in children, 45.2% cause head and neck pain, 41.3% of the children reported that their children had musculoskeletal problems on their shoulders, elbows, wrists and fingers, 37.1% reported that they were experiencing limping and developmental retardation in language development.

Conclusion: According to the findings of the study, it was seen that the children who play digital games have fallen as early as the preschool period and spend up to two hours in the day for this activity. According to parents, playing digital games is addictive as negative effects on children's health and development, causes aggressive attitudes, negatively affects spine health, causes dry eyes, causes pain and redness, causes sleep disorders, decreases physical activity level and triggers obesity have been reported as the most important problems. We think that it is important that the duration, frequency, and content of digital gaming are monitored by parents in order to improve healthy life in children.

Keywords: digital game, technology, child, health problems, parents

P22- Are We Really Social With Social Media?

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Abstract: In human history, the first wave is revolution of agriculture, the second wave industrial revolution, the information revolution or the transformation to information society are described as the "third wave" also (Toffler, 1980). The information revolution, described as the third wave, brings a new way of life in the economic, social, cultural and political areas. Information and Communication Technologies are regarded as one of the most important factors that provide this structural transformation in the process of transition from industrial society to information society. Besides use of laptop computers and pc's, with the widespread use of mobile devices and increased transfer speeds, access to online environments has become easier than all the time. Not only this situation makes online environments appealing for people of all ages, but also it increases the importance of necessity to digital competencies that must have been possessed of users. In that, misuse or excessive use that emerge in the case of lack of inadequate competencies that must have been possessed of users is interpreted as usage disorder or addiction in the literature. Evaluating internet addiction from a different point of view, Young mentions that the internet itself is not an addiction actually, instead, its interactive features and specific applications play an important role in the development of pathological internet usage. In parallel this, the diversity of research that is conducted on the psychological, social and physical problems caused by unconscious, excessive and uncontrolled use of the internet for the purpose is increasing. Today's children of "Z Generation" who are also called "digital natives" are growing up in online media environment, which contains social networks, gaming, sharing videos and text messages. According to survey which was conducted by TUIK in order to determine purpose of personal usage of internet on last three months in our country, the percentage of those who use internet for "social networks" was for males 86.9%, for females 79.5% and for totally 83.7%. Online environments have become a needed technology rather than arbitrary to be used by all age groups in almost every aspect of life. Becoming social is a fundamental for the development of new forms of life and being. But, in our school years, when we wanted to communicate with our friends, we talked with them or sent notes which were written with our own handwriting. Nowadays, adolescents use Facebook, Instagram, Twitter and Whatsapp etc. to communicate with each other while they are even sitting in the same classroom. Actually, these behaviours, which seem ordinary habits in everyday life, are not in only dimension of behaviour due to extreme and irregular social media uses in recent times, but it is obvious that they are turning into addictions without being noticed. Therefore, it is necessary to assess the risks carried by the results



which are generated by effects of applications that are developed in parallel with the technological advances that young people adapted quickly, rather than to qualify beneficial or harmful. Especially, investigating the purpose, frequency, duration and meaning of social media environments of the students in the school age according to their development periods is important on behalf of reducing risks that will be encountered. The fact that the individual spends an average of 3 hours a day in social media means that totally one and half month of the last year has been spent on social media environment incessantly. Nowadays it is an undeniable fact that social networks have been reshaping people's communication, business relations and even learning processes. Here is a double-edge sword: despite the fact that this sites and digital tools offer new portals for entertainment, communication, education, social interaction, on the other hand, it should be considered that their unbounded engagement with digital media has also raised serious issues. For this reason, it has been witnessed that the exponentially increase of researches which are conducted on excessive use of social media and its addiction. According to these studies results, excessive use of social media cause depression, anxiety, social anxiety, less life satisfaction, less selfesteem, social isolated, low academic performance, mental health problems, addiction and cyberbullying. Also in our schools, besides some positive results of increasing social networks usage among our students, we observe that it causes some behaviours like loneliness, decrease in face-to-face communication, addiction and digital bullying. These research results and problems that we encounter in school environment have motivated us for this project. In this context, the priorities of the project; developing the digital competencies to use the social media consciously, creating awareness about the disadvantages of social media, observing the efficiency of good practices conducted internationally and put forward innovative suggestions. Project is planned with three different European countries (Italy, Portugal, Romania) cooperation in to 2 years of Türkiye coordination. Studies will be carried out using the "Social Media Disorder Scale" which was developed by van den Eijnden et. al. (2016) and adapted to Turkish by Uysal et. al. (2017) to reveal the current situation and intercultural differences. The curriculum of partner countries will be examined and a draft curriculum will be prepared which including 21st Century skills. It is thought that the project will be carried out internationally and that project outputs will gain a global perspective. For this reason, awareness of the project is important in terms of dissemination and reaching of the project outputs to wider masses.

Keywords: Social Media, Disorder, Digital Competences

P24- Bilişim Teknolojileri Öğretmen Adaylarının Oyun ve Oyunlaştırma ile İlgili Bilgi Düzeylerinin Belirlenmesi

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Oyunlar, dünya üzerinde milyonlarca insanın önemsiz bazı görevleri yerine getirmek için saatlerini harcamasına neden olmaktadır. Bu durum, oyunların bu özelliğini farklı amaçlarla kullanmak amacıyla çeşitli yolların araştırılmasına yol açmış ve oyunlaştırma kavramı ortaya çıkmıştır. Oyunlaştırma, oyun olmayan bağlamlarda oyun bileşenlerinin kullanılması olarak tanımlanmaktadır. Oyun bileşenleri; hedefler, kurallar, anında geri bildirim, görevler, puan kazanma, zorluk seviyesi gibi öğeleri içermektedir.

Ticaret, pazarlama, yönetim, sağlık gibi sektörlerde yaygın bir şekilde kullanılmaya başlanan oyunlaştırma uygulamaları eğitim alanında da kendine yer bulmuştur. Öğrenciler tarafından sık sık sıkıcı ve etkisiz olarak nitelenen geleneksel öğretim yöntemleri öğretmenleri sürekli yeni öğretim yaklaşımları aramaya itmekte, özellikle öğrenci motivasyonu ve katılımı ile ilgili yaşanan büyük problemler, eğitimcileri oyunlara ve oyunlaştırmaya yönlendirmiştir. Eğitim açısından bakıldığında oyunların en önemli gücü insanları, herhangi bir konu hakkında bilgi edinme, beceri geliştirme ya da işbirlikli araştırmalara katılma konusunda saatlerini harcamaları için motive etme kabiliyetleridir ve bu tamamen gönüllü bir eylemdir. Eğitsel oyunların öğrenme araçları olarak kullanılması, oyunların öğretme yetenekleri ve sadece bilgiyi değil aynı zamanda problem çözme, işbirliği ve iletişim gibi önemli becerileri de desteklemesidir. Oyunların öğrenen ve öğretim üzerindeki bu katkıları oyun bileşenlerinin öğretim süreçlerinde kullanılmasını, dolayısıyla oyunlaştırma kavramının eğitim alanında yaygınlaşmasını sağlamıştır. Eğitsel anlamda oyunlaştırma, öğrenmenin etkinliğini arttırmak ve öğrencilerde istenen davranışları teşvik etmek için öğretim süreçlerinde oyun dinamikleri, mekaniği ve bileşenlerinin kullanılması olarak tanımlanabilir. Oyunlaştırma öğretim sürecinde değerlendirme, tekrar ve alıştırmaya, içeriğin sunumu gibi aşamalarda kullanılırken başarıyı, kalıcılığı ve motivasyonu arttırma, öğrenenlerin dikkatini konuya çekme, öğretimi eğlenceli hale getirme ve öğrenenlerin öğretime aktif katılımını sağlama gibi katkıları bulunmaktadır.

Oyunlar ve Oyunlaştırma metotları günümüzde okul öncesinden yüksek lisansa kadar her türlü eğitim kademesinde; fen, okul öncesi, bilgisayar, matematik, dil eğitimi gibi birçok farklı alt alanda kullanılmaktadır. Ayrıca lisans düzeyinde birçok bölümde bu kavramlar ile ilgili zorunlu ya da seçmeli derslerin açıldığı görülmektedir. Bu bölümlerden biri de teknoloji ile doğrudan ilişkili olan Bilgisayar ve Öğretim Teknolojileri Eğitimi (BÖTE) bölümüdür. Mezunlarının okullarda teknoloji lideri ve rehberi olarak görev aldığı bu bölümdeki öğrencilerin ilgili kavramlar hakkındaki bilgi düzeyleri öğrencinin alan yeterliliği için

önemlidir. Bu kapsamda BÖTE öğrencilerinin oyunlar ve oyunlaştırma kavramı ile ilgili ön bilgi düzeylerinin belirlenmesi araştırmanın genel amacı olarak belirlenmiştir.

Bu çalışma 2017-2018 akademik yılı bahar döneminde İç Anadolu Bölgesinde yer alan bir devlet üniversitesinin Eğitim fakültesi BÖTE Bölümü dördüncü sınıfında eğitim görmekte olan Bilişim Teknolojileri öğretmen adayları ile gerçekleştirilmiştir. Çalışmaya toplamda 42 öğretmen adayı katılmış olup, katılımcıların tamamı Milli Eğitim Bakanlığına bağlı orta okullarda öğretmenlik uygulamasına gitmektedir. Bu çalışma kapsamında öğretmen adaylarına kayıtlı oldukları seçmeli, dijital oyun tasarımı dersi kapsamında genel olarak oyun kavramının tanımı, oyunların kullanım amaçları, oyun bileşenleri ve aksiyonlarının neler olduğu, oyunların eğitsel kullanımı, eğitsel oyun kavramı, oyunlaştırma kavramı ile eğitsel oyun arasındaki farkların neler olduğu gibi sorular yöneltilmiştir. Okullarda bilişim teknolojileri derslerini vermenin yanında, okulun teknoloji lideri olarak öğrencilere, idarecilere, diğer öğretmenlere ve hatta velilere teknoloji konusunda rehber olması beklenen Bilişim Teknolojileri Öğretmen adaylarının dijital oyun, oyunlaştırma ve oyun temelli öğrenme konularında bilgi sahibi olmaları beklenmektedir. Ancak katılımcıların verdiği cevaplar incelendiğinde genel olarak bu konularda yeterli bilgi sahibi olmadıkları görülmüştür. İlk olarak oyun kavramını ve amaçlarının neler olduğunu tanımlamaları istenen öğretmen adaylarının genel olarak “vakit geçirmek” ve “eğlenmek” kelimelerini kullandıkları görülmüştür. Ardından oyun bileşenleri ve aksiyonlarının neler olduğu sorulan öğretmen adaylarından hiçbiri bu soruya doğru yanıt verememiştir. Öğretmen adaylarının bir kısmı sorunun cevabını bilmediklerini belirtirken, büyük bir kısmı ise yanlış cevaplar vermişlerdir. Öğretmen adaylarına yöneltilen bir diğer soru da oyunların eğitsel kullanımının nasıl olabileceğidir. Öğretmen adaylarının neredeyse tamamı oyunların öğrenmeyi eğlenceli bir hale getireceğini ve öğrenilen bilgilerin kalıcılığını arttıracaklarını belirtmişlerdir. Öğretmen adaylarının oyunlaştırma ve eğitsel oyun kavramlarının tanımı ile aralarındaki farkların neler olduğunun sorulduğu üç soruya verdikleri yanıtlarda bilgi karışıklığı yaşadıkları görülmektedir. Öğretmen adayları genel olarak oyunlaştırma ve eğitsel oyun kavramlarını birbirine karıştırmakta, bundan dolayı da aralarındaki farkları tam olarak belirtememektedir. Çalışma sonuçları genel olarak göstermektedir ki okulların teknoloji entegrasyonu, eğitimde teknolojinin etkili ve verimli kullanılması vb. pek çok görev ve sorumluluğu bulunan Bilişim Teknolojileri öğretmen adaylarının dijital oyunlar, oyunların eğitimde kullanımı, oyunlaştırma gibi konularda büyük bilgi eksiklikleri bulunmaktadır. Bu eksiklerin giderilebilmesi için BÖTE bölüm müfredatına dijital oyun tasarımı, oyunlaştırma ya da oyun temelli öğrenme gibi derslerin eklenmesinin faydalı olacağı düşünülmektedir.

P25- The Risks Of The Children And Adolescents That Encountered During Playing Online Games

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INTRODUCTION: Playing is a bridge between thinking and meaningful, active, joyful, voluntary and rule-based activities. Childhood plays are the roots of the next life of children. Nowadays, the trends in the games have changed after the easy internet access and usage of the digital tools. Computer games are integrated to the lives of today's children. Computer games have positive effects on development by the games supporting attention and cognitive development, motivation, sensory development, but also have negative affects like reducing sociability, increasing violence and brutality, and creating a risk for exploitation and peer bullying. In this study, it is aimed to evaluate the demographic data about the digital games and its environment and also the risks of the children that they encounter like disturbing images, wording, speech and advertisements when playing.

METHOD: The study was applied to the children and adolescents who admitted to Dr.Sami Ulus Maternity and Children Health and Diseases Training and Research Hospital, General Pediatric Out-Patient Clinics. A questionnaire was used. The survey results were evaluated by SPSS 21 packet application.

RESULTS: The hospital area where the work was done is located in a socio-cultural and economically disadvantaged area of Ankara. 58 children and adolescents [39 male (67.2%); 19 girls (32.8%)] participated in the study. The average age is 12.9 years (8-18 years). 65.5% of the children who participated in the survey had social media account; 55.2% had a mobile phone with internet access. Social media accounts were opened at an average age of 9.94 (6-13 years). The first social media account is Facebook with 92.1%. Other social media accounts they had were Instagram, Twitter, Snapchat and Pinterest. 89.47% of those who had social media accounts use their first and last name as their user name and 71% make their own photo profile picture. 65.5% had an e-mail account. 63.8% of respondents stated that they did not encounter disturbing expressions (such as profanity, insult, nickname and threat) on the internet. Online gamers play an average of 2.7 years (1-7 years) and play an average of 2 hours a day. Most of the games are played on their own or with familiar friends. 32.8% (19 children) reported that they made friends through internet or social media. 17.2% children play games with people they do not know. The most frequently played games are strategy, war, match games.



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46.6% of the participants told that they messaged during the game. The messengers have often communicated with friends about the game. 31% of the participants talked over the internet during the game. 6 children met in real life with the people they met during the game. These children have informed their family. One of these children was 8 years old. Twelve children stated that they saw disturbing images during play and that they were the most sexual images. Other disturbing images are described as terrible-frightening or commercial.

Twenty-five percent of the children were confronted with disturbing expressions during the game, of which 86.6% were defined as insults and the others were insulted and inappropriate. 81% of the children reported that they had encountered advertisements during the game and 10.6% of them had a sexual content.

DISCUSSION AND CONCLUSION: Children who play are online gamers, chat with strangers, and meet them in real life. Another negativity that children experience is that they encounter disturbing images and expressions. The majority of them are sexual images and profanity. They also often encounter advertisements during play. This shows that children living in a particularly risked socio-cultural environment are at risk of serious spoilage while playing online games. An effective awareness-raising activity must be carried out for all children and children who are able to reach this technology, regardless of socio-economic level, in order to make their environment safe.



P26- Digital Games and Child: A Case Analysis with Positive and Negative

Examples

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Games are important for children's development and plays a significant role in to be healthy individuals. Advances in technology have changed the game concept, and games have been moved from outside to digital. Digital games that can be played on desktop computers, portable computers and mobile devices have the ability to be played individually or together as they can be played online or offline. Especially the development in internet and mobile technologies has enabled digital games to turn into a bazaar used by billions of players in the world. Digital games played by individuals of all ages. Digital games are the most important entertainment source for children. Digital games, which are an indispensable tool for having fun, cause positive and negative effects on the development of children. For this reason, digital games are an important research topic for researchers. In literature, there are studies which determine the effects of digital games on situations such as cognitive, emotional, physical and psychological development of children. There are also studies which determine student and parent views about digital games. With this study, it was aimed to determine the positive and negative effects of digital games on children according to digital game researches carried out with children in our country. For this purpose, key words such as "digital game", "computer game", "digital game addiction", "educational computer game" have been searched in the Council of Higher Education thesis center and Google Academic database. The results of the studies are classified in the context of the positive and negative effects of digital games on the development of children. It is aimed to find out the situation in our country. In addition, it is aimed to make recommendations to teachers, parents and administrators.

In the studies pointed out that digital games have some positive effects on the development of children. It emphasizes the necessity of using digital games in education environments. Because children are interested in digital games. It is stated that digital games allow children to feel better by increasing their motivation and self-confidences. Results show that digital games allow children to become computer literacy and develop their visual spatial skills. It is stated that the use of educational digital games make learning easier and provide meaningful and better learning environments. One of the important contributions of digital games to educational environments is learning by amusing. In the courses conducted with educational computer games, it is stated that the students take more active role, use decision making and problem-solving skills more effectively. And studies have shown that educational computer games have improved academic achievement and retention. There



are also studies indicate that the negative effects of digital games on cognitive, emotional, physical and psychological development of children. In these studies, it is stated that digital games cause children to be trapped in the home. And these studies show that digital games prevent from face-to-face communication and socializing. It is also a result of the studies that children usually play violent games and that these games cause children to tend to violence. It is seen that the most mentioned issue on adverse effects is digital game addiction. There is no definite accepted definition of digital gaming addiction. Digital play addiction can be defined as been having trouble in school, business, academic and social life due to the desire to play continuously. It is stated in the studies that digital game addiction is seen among the children and it affects the lives of the children negatively. It is also seen that digital game addiction are investigated according to family situation. This situation reveals the importance of the concept of digital parenting.

Keywords: digital games, digital game addiction, educational computer game

P29- DİJİTAL KALABALIKLAR İÇİNDE YALNIZLAŞAN ÇOCUKLAR

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Dijital çağ olarak adlandırılan yeni zamanda, kişinin yeni sosyalleşme mekanları Facebook, Instagram, Twitter, Snapchat gibi sosyal medya platformlarıyla WhatsApp gibi yeni iletişim alanları olmuştur. Bu alanlar mobil iletişim sayesinde zaman ve mekandan bağımsız bir şekilde kullandıklarında kişinin sanal ortamlarda kendisini ifade etmesini ve sosyalleşmesini kolaylaştırmaktadır. Kişi, bütün hayatına etki edebilecek şekilde artan bir dijitalleşme içinde bulunmaktadır. Dijitalleşmenin gündelik hayatın tüm alanlarına etki etmesinin neticesinde dijital medyanın rolü oldukça artmıştır. Ancak dijitalleşmenin tüm yaşantılara etki etmesiyle birlikte, yabancılaşma, toplumsal izolasyon ve yalnızlaşma gibi kavramlar ortaya çıkmaktadır. Kişinin ruh halini ve davranışlarını olumsuz yönde etkileyen psikolojik ve sosyolojik durumlarla karşı karşıya kalınmasına neden olmaktadır. Özellikle çocukların önceki zamanlarda parklarda ve sokaklarda yaşadıkları oyun etkinliklerinin yerini, son yıllarda evlerde ya da internet/oyun salonlarında, bilgisayar başında gerçekleştirilen sanal etkinlikler almıştır. Bu bağlamda çalışmanın amacı: çocukların dijitalleşen dünya içinde hangi konumda oldukları konusunda yapılan uygulama ve çalışmaların incelenmesi amaçlanmıştır. Çocukların dijital kalabalık içinde yalnızlaşmamalarına ilişkin öneriler alan yazın ışığında tartışılmıştır. Çalışmanın gelecekteki çalışmalara ışık tutacağı beklenmektedir.

Anahtar Sözcükler: dijital çağ, çocuklar, sosyal medya

P31- The Relationship Between Digital Game Addiction and Personal Qualities and Achievement

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Abstract

Digital games are electronic games that people interact with through an interface. Gaming platforms (mobile phones, tablets, etc.), which have improved the portability and the ability to connect to the internet at any time and place, have become very popular. Starting from very young ages, research conducted on digital games played by all age groups shows that one out of every six people in the world plays these games. In Turkey, it is stated that the number of digital games played as of 2016, reaching 30 million of those.

Extremely devoted behavior to digital games by children or young people (parents, educators, policy makers, etc.) has become one of the major sources of concern. At the heart of this concern addiction and wrong play choices can affect both the psychological situation and the social behavior of children and adolescents negatively, regardless of the age. Psychosocial negativities such as aggressive behavior, showing tendency to violence, desensitization towards violence, loneliness and anxiety are the main causes of these negativities.

Although digital games are said to have positive aspects such as mutual sharing, goal setting, reasoning, concentration, decision making and encouraging desire for achievement, another important negative result of game dependence can be observed in the education life of the students. These negativities arise as behaviors such as unattendance in school, uncompleted homeworks, failed exams.

In this study, it is aimed to compare the individual characteristics of young people with and without gaming addiction to their success and to find new evidence on the subject. The survey was collected from 446 university students who are still attending their education. Data collected with a scale consisting of items including the behaviors and emotions before, during and after the game are statistically grouped with the help of clustering analysis. As a result of the conducted clustering analysis, the research sample is divided into three groups. These groups are; game addicts (addicts), tendencies to be addicted (candidates) and conscious actors (conscious). In terms of the items included in the scale, those who are in the dependency group have values well above the mean values, while those who are in the candidate group have values that are partially above the averages.

In the comparison analyzes carried out among the emerging groups, no difference was found in terms of income, age and weight problem. On the other hand, it was found that approximately two-thirds of the members of the addiction were men. It is also seen that



there is a difference between the groups in terms of the age of starting with the game in digital environment and the number of activities performed per week.

In addition, it is found out that, in terms of performance variables, as the game addiction statistically increases (study group of addicts and candidates), the study hours decreased and the general academic average decreased compared to the conscious group. Another important finding in the study is that digital gaming addicts and addicted candidates did not accept themselves as failing in terms of the course.

Key words: Digital game, Digital game addiction

P33- Examination of Game Preferences of Junior High School Students

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Abstract

Nowadays, there is a dizzying change and progress in the field of science and technology from day to day. Information technology also playing part in this changement and progress. Computer is the most beautiful and advanced mentioned products of this changement and progress. When we look at the historical process, it is seen that computer games has entered our lives in a short time with the emergence of computers. The purpose of this study is to determine the digital game preferences of junior high school students and to examine their habits of playing games. From this aim, the answers to the research questions that directed the study were searched and the relevant literature was done. The research questions that lead the study are; “What are the computer game preferences of junior high school students?”; “What are the reasons of junior high school students play computer games? Are there a significant relationship between junior high school students’ gender, socio-economic level and condition having a computer or not? This research contributes to other studies carried out in Turkey by supporting common themes and findings of this study are important in terms of strengthening. The study was carried out on a total of 58 junior high school students studying in Selcuk, Karatay and Kadinhani districts in the province of Konya in 2017 - 2018 academic years. 8 students did not answer open-ended questions full were removed from the study group and the study was continued over the remaining 50 students. The study group was 24 (48%) male and 26 (52%) female students. Participation in the study was based on volunteerism. Direct quotations were also made from participants. In order to examine the game preferences of middle school students, a mixed research method was used as a research model and survey and interview techniques were used for collecting the data. Descriptive study of survey method was used. The aim of the research is primarily determined to do the research and inventory to the test these objectives was found. In order to determine the student’s game preferences according to the research objectives an inventory in two parts was developed by the researchers. In the first part, there are the items to determine the demographic information (gender, socio-economic level etc.). In the second part, Orlick’s “Game Classification Model” application that has been transformed into “Game Preference Form” practice by Gazi Karabulut (2010) has been used. As result of the application, the data obtained were analyzed using mixed research techniques, interpreted in a scientific framework and the findings were used to answer the research question. Findings obtained from the research results showed similarity to the literature results. According to the results of the research, the views of the students are as follows; most of the 50 participants said that they played computer games. 42 participants (84%) were playing computer games while 8 participants (16%) did not play computer games. 24



(48%) boys and 18 (36%) girls were playing games; while no boys among those who play games 8 (16%) are girls. Gender differences were effective and boys were seen to play more game than girls. In addition, the data obtained from the literature show that there is a parallel between the socio-economic levels of students and the game play. The students with high socio-economic status are more likely to play computer games than the students with low socio-economic status. However, when one-way analysis of variance (ANOVA) was performed within the scope of study, it was found that the variances were not homogenous and “Tamhanes T2” test was used. The results showed that there is no significant difference between the socio-economic levels of students and playing status. Another factor the condition having computer or not, 42 participants who played games 29 (69%) of them had they own computer while 13 (31%) did not have they own computer. 31 students said that there had a computer, 2 (6.4%) did not play computer games, 13 students (68%) of 19 students who did not have a computer played computer games. The reason of these results we can think that the played computer games in internet cafes around their schools. According to the independent sample t-test, the variance were not homogeneous and there was a meaningful difference between students with who have his own computer or not and playing games, and it has determined that those have own computer are more likely to play computer games than those don’t have.

P34- Ekran Maruz Kalmanın Çocukların İyilik Hali Üzerindeki Etkisi: ÖzDüzenleme ve Duygu Düzenleme'nin Rolü

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Bu derlemede, ekrana maruz kalma süreleri artan çocukların ruhsal gelişimlerinin nasıl etkilenebileceği ile ilgili bilgi aktarılmaya çalışılmıştır. Bu doğrultuda, yetişkinlerin ve ergenlerin internet kullanımı ile ilgili faktörlere değinilmiştir. Ayrıca, bilgisayar ve internet kullanımının yetişkin ve ergenlerin ruh halini nasıl etkilediği aktarılmıştır. Ardından, gelişim çağında olan çocukların ekrana maruz kalma süresi arttıkça ruhsal yönden nasıl etkileneceği ile ilgili 3 kurama kısaca değinilmiştir. Bunlar Bandura'nın Sosyal Öğrenme Kuramı, Sosyalleşme Kuramı ve Caplan'ın sosyal etkileşim kuramıdır. Ekrana maruz kalmanın, çocukların iyilik halini etkilemesindeki bu yazıda ele alınan hipotetik olarak önemli faktörler, ekrana maruz kalmanın çocukların öz düzenleme ve duygu düzenleme becerilerindeki olumsuz etkileridir. Bunun da çocukların iyilik halini olumsuz etkilediği düşünülmektedir.

Günümüzde medya iletişim araçları, neredeyse her evde bulunmakta ve çocuklar, erken çocukluk döneminden itibaren bu araçlara maruz kalmaktadır. Medya araçları, sürekli farklı ses ve görüntülerle çocuklar için cazip bir oyuncak haline gelmesinin yanı sıra, anne ve babalar tarafından çocukları sakinleştirmek için kullanılan yardımcıya dönüşmüştür. Ancak bu araçların kullanım süresinin artmasının çocukların farklı gelişim alanlarını nasıl etkilediği bilimsel olarak bilinmemektedir.

Amerikan Pediatri Derneği, 2 yaş altındaki çocukların ekrana kesinlikle maruz kalmamasını önerirken, büyük çocuklar için maruz kalma süresinin çocuğun izlediği programın veya oynadığı oyunun/uygulamanın niteliğine göre 1-2 saatle sınırlı kalmasını önermektedir. Ancak, araştırma sonuçları bu açıdan değerlendirildiğinde çok çarpıcıdır. İki yaşından küçük çocukların ekrana maruz kalma süresinin 2 saatten fazla olduğu ve daha büyük çocukların ise 5 saat ve daha fazla ekran önünde vakit geçirdiği bulunmuştur. Ayrıca, 6 yaşından küçük çocukların % 36'sının yatak odasında televizyon bulunduğu belirtilmektedir. Türkiye'de bu tür medya araçlarının kullanım süresi ile ilgili çok sistematik bir araştırma olmasa da Radyo ve Televizyon Üst Kurulunun televizyon izleme ile ilgili yaptığı araştırmaya göre çocukların %65'i boş zamanını televizyon karşısında geçirmektedir. Ayrıca bu çocukların yaklaşık %30'u hafta sonlarında televizyonu 5 saat ve daha fazla izlediğini belirtmiştir. Türkiye İstatistik Kurumu tarafından gerçekleştirilen hane halkı bilişim teknolojileri kullanım araştırma sonuçlarına göre, kullanım 2015 yılının ilk yarısında %55.9' a yükselmiştir ve internet erişim imkanına sahip hane oranı da %69.5 olarak bildirilmiştir. Tüm bu veriler değerlendirildiğinde ve günümüzde yaygınlaşan diğer medya araçları düşünüldüğünde bu çarpıcı sonuçların çocukların ekran önünde geçirdikleri vakit açısından daha dramatik hale gelmiş olabileceği



söylenbilir. Televizyonun yanı sıra, her yere taşınabilen akıllı telefon ve tabletlerin çocukların ekrana maruz kalma süresini dramatik biçimde arttırdığı belirtilebilir.

Öz Düzenleme becerileri, sosyal ve günlük aktivitelerde karar verme, bunları planlama, uygulama, zamanını düzenleme, karşılaşılan sorunları çözme, gerektiğinde hareketi durdurma becerilerini kapsar. Öz Düzenleme becerilerinde başarısızlık madde kullanımı, saldırganlık, suça yönelik davranış, obezite gibi pek çok olumsuz durumla ilişkili bulunmuştur. Ayrıca, öz düzenleme becerilerinin sınırlı bir kaynak olduğunu belirten Baumeister ve arkadaşları, zor bir görevin ardından kişinin bu görev esnasında öz düzenleme becerilerini tükettiğini belirtmiştir ve ardından gerçekleşmesi beklenen performansın kötüleştiği bulunmuştur.

Duygu düzenleme, bir amaca ulaşmak için duygusal tepkilerin yoğunluğunu ve zamanlamasını denetleyen, değerlendiren ve uygun duruma getiren içsel ve dışsal süreçleri kapsar. Duygu düzenleme, duyguların kabul edilmesini ve iyi biçimde anlaşılmasını içerir. Duygu düzenleme becerisinin öğrenilmesi sürecinde çocuk yakın ilişkideki kişiyi kaynak olarak kullanır. Kopp'a göre öz düzenleme gelişiminde öncelik duygu düzenleme becerilerinin gelişmesine dayanır. Duygu düzenleme, çocuk ve birincil bakım veren kişi arasındaki etkileşim sürecinde belirlenir. Eisenberg ve arkadaşlarının araştırmasına göre, duygu düzenleme içeren öz düzenleme becerileri, küçük yaşlardan ergenliğe kadar olan dönemde dışsallaştırma ve içselleştirme sorunları ile ilişkili bulunmuştur. Öz düzenleme becerisi ile benzer şekilde, çocukların ekran önünde geçirdikleri vakit arttıkça, çocuklar duygu düzenleme becerisinin gelişmesi için gerekli sosyal ortamlardan uzak kalmaktadır. Böylelikle, bu çocuklarda duygu düzenleme becerisinin sınırlı kalacağı düşünülmektedir.

Ekrana maruz kalmanın, çocukların iyilik halini etkilemesindeki bu yazıda ele alınan hipotetik olarak önemli faktörler, ekrana maruz kalmanın çocukların öz düzenleme ve duygu düzenleme becerilerindeki olumsuz etkileridir. Öz düzenleme becerisi, kas güçlendirme sürecindeki gibi sürekli tekrarlarla kuvvetlenmektedir. Bu doğrultuda, çocukların ekran önünde geçirdikleri vakit arttıkça, bu becerinin kuvvetlenmesi için gereken sosyal durumlardan çocuk uzak kalmakta ve becerisini geliştirememektedir. Öz düzenleme becerisi ile benzer şekilde, çocukların ekran önünde geçirdikleri vakit arttıkça, çocuklar duygu düzenleme becerisinin gelişmesi için gerekli sosyal ortamlardan uzak kalmaktadır. Böylelikle, bu çocuklarda duygu düzenleme becerisinin sınırlı kalacağı düşünülmektedir. Bunun da çocukların iyilik halini olumsuz etkilediği düşünülmektedir.

P35- On the relationship between computer games and students, parents & school

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Dumlupınar University¹, Gazi University², Gazi University³

This is a review paper that aims to investigate the perceptions of students who play computer games before and/or after school regarding their teachers, success and parents' attitudes towards school activities; while doing so, it examines the education status of parents and the success of these students. The data used in the analysis come from the PISA (Programme for International Student Assessment) 2015 study conducted by the OECD (Organisation for Economic Co-operation and Development). The PISA 2015 study covers 87 schools and 5895 15-year-old students from 61 provinces of Turkey. 49% of these students consist of girls while the rest are boys. The data from PISA 2015 study have been preferred because it represents the country on the whole and is the most comprehensive source that provides the data required in this work.

According to study findings, 53% of students participated in the study played computer games and 65% of game players were boys.

When we look at academic success and failure status of students in the PISA 2015, we see that 2% of those playing computer games repeated at least a class in the first level of primary education, 1% in the second level and 10% in the secondary education. So, the increased class repetition rate may indicate a positive correlation between playing computer games and student failure in this age group in which peer influence is expected to be quite important.

61% students that play computer games feel like an outsider (or left out of things) at school; 58% feel awkward and out of place in school while 62% feel lonely at school. This finding can be interpreted as the students are unable to achieve in school environment the same level of success and enjoyment they attain while playing computer games in cyberspace. Only 40% of game players feel like they belong at school, which is consistent with the previous findings.

50% of students that play computer games maintain that they skipped at least a whole school day in the last two full weeks of school; 46% skipped at least a class and 51% arrived late for school no less than once. This finding may indicate a positive relationship between absence rate and alienation from school.

Considering game playing students' expectations of school success, 92% want top grades in most or all of their courses while 87% want to be one of the best students in their class. So,



contrary to the expectations, students who play computer games have been seen to have high expectations of success. There seems to be no correlation between playing computer games and low success expectations.

39% of game playing students think they make friends easily at school and 37% think other students like them. This finding can be interpreted as a weakness in the social interactions of students playing computer games.

45% of game playing students claim that their teachers gave them the impression at least few times a year that they think they are less smart than they really are. This is thought to cause students not to feel like they belong at school, make more absences, and increase the frequency of playing computer games.

Parents' education level is also analyzed in the study as it may be correlated with the behavior of computer game playing. The data in the PISA 2015 study indicate that 37% of the mothers of students playing computer games have primary education only, 21% secondary education, 16% associate degree, 14% undergraduate degree, and the remaining 12% have received no training at all. In addition, 78 of these mothers have a PhD degree while 250 have a master's degree. As for fathers, 30% have primary education only, 29% secondary education, 20% associate degree, 15% undergraduate degree, and the remaining 5% have received no training whatsoever. 102 fathers have a PhD degree and 388 have a master's degree.

The following may be concluded from the data on parents' attitudes towards school activities of students. First, 78% students that play computer games are in the opinion that their parents are interested in their school activities. Similarly, 89% think that their parents support their educational efforts and achievements. Likewise, 85% state that their parents support them when they are facing difficulties at school. Finally, 82% of students emphasize that their parents encourage them to be confident.

Keywords: PISA 2015, computer game

P39- Digital Games or Traditional Games?

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Abstract

Traditional games are the type of games that are generally played outside in groups, include social interaction of children and have certain rules. The children skills such as self-regulation, making friends, social skill development, perception of space, decision making, emphasizing and quick-thinking are supported via traditional games. However, rapid urbanization has reduced the number of spaces for children to play outside. In addition, existing spaces has effected the opinion of the parents negatively due to traffic, safety and alienation issues. The traditional games who has its origins in the past and survived to this day have evolved in many aspects and started to leave their places to digital games. Digital games have been in our lives for almost 40 years. The increase in the use of computers, tablets and cell phones has led to an increase in digital gaming. Another reason why digital games have become so popular is they are very easy to use. In recent years, the addiction towards digital games or applications started to hinder daily lives. Many negative aspects of digital addiction have been reported recently. Excessive and inappropriate use of technology limits the individuals' real life social interaction and interpersonal relationships. On the other side, it has been widely accepted that digital gaming is quite normal within reasonable proportions and digital games have positive sides such as helping achieve catharsis and relaxation.

The aim of this study is to reveal the perceptions of nurses with 3-6 age group children towards digital gaming and traditional gaming. The secondary purpose of the study is to determine the effect of independent variables like gender, education status, number of children, the age of children in pre-school period of the nurses who participated in the sampling on their perceptions of digital and traditional games. This study is conducted through metaphor analysis; which is one of the qualitative methods. The research was conducted with 56 nurses working in a hospital in Zonguldak province and the perceptions of these nurses on digital and traditional games were investigated through metaphor method. The sample of the study was determined by convenience sampling method. The nurses were required the following sentences: 'Digital gaming is like, because' and 'Traditional games are like, because' According to the data gathered, 46 metaphors have been generated about digital gaming and these metaphors were put under 10 conceptual categories in accordance with the view of three expert; 49 metaphors have



been generated about traditional gaming and these metaphors were put under 12 conceptual categories in accordance with the view of an expert. The results indicate that 30.3% of the nurses defined digital gaming with metaphors like cigarette and drugs which belong to ‘harmful substances’ category; 24.9 % with metaphors like dreams, black holes and destiny which belong to ‘abstract’ category; 10% with metaphors like fast food and chocolate which belong to ‘food’ category. The other categories in ‘digital gaming’ table have the following proportions: ‘other substances’ 10.7%; ‘action’ and ‘human’ categories 5.4%; ‘plant’, ‘addictive behavior’ and ‘abstinence’ categories 3.6%; ‘lost’ category 1.8%. When traditional games metaphors are put into categories, 26.7% of the nurses expressed ‘traditional games’ with the metaphors family, sibling, school which are in ‘communication’ category; 12.5% with walnuts, vegetables and breast milk which are in ‘food’ category. These categories are followed by ‘health’, ‘action’ and ‘time’ categories (10.7%), ‘valuable substances’ category (8.9%), ‘other objects’ and ‘abstract’ categories (5.4%), ‘emotion’ category (3.6%), and ‘plant’, ‘animal’ and ‘occupation’ categories (1.8%). When the relationship between these determined categories and independent variables of gender, age, education status, number of children and the age of pre-school children were examined, a statistically significant difference was found categorically. When the metaphors obtained from the nurses are evaluated, it was noted that the view that ‘digital gaming is both addictive and destructive; and it has negative physical, social and health effects on children’ was dominant. On the other hand, it may be possible to say that digital gaming has to be in our lives when the conditions of the current century is involved. The metaphors about traditional gaming coming from the nurses indicate that traditional games are a basic need for children and it forms a bridge between past and present. It was also expressed that traditional gaming has a vital role and is required for physical, cultural, social and intellectual development of children.

Key Words: Traditional games, Digital gaming, Nurse, Metaphor

P41- Views of Secondary School Students about Digital Play Game

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Abstract

The game is significant for the child and has a great place. Games can contribute to the development of the child positively, if they choose the games that constitute negative examples, they can be adversely affected emotionally or psychologically. Especially nowadays, with the development and progress of technology in every field the game sector is changing and developing. Traditional children’s games are replaced by digital games defined as computer games, video games, electronic games. In the age of information computer and the internet, which have a great place in the formation of the information society, have greatly affected our lives in recent years. In addition, it can be said that smart phones, which we can call the combination of computer and internet, affect and change our life considerably. The interaction and communication dimensions of these devices and the digital games that come with them show that the people meet their real communication need through virtual communication and interaction. Individuals have begun to become a part of this virtual world, regardless of age or gender. In digital games, many actions that cannot be done in the real world (such as war games, violence) and earning money can be done easily. The increase in the use of social networks and smartphones has also increased the use and popularity of digital games. Children's play preferences play an important role in children's development. There are many studies on the positive and negative effects of digital games on the development of children. However, it seems that the research on examining student opinions on why children prefer digital games and what they feel when playing digital games is limited. In this context, it is important to determine the opinions of secondary school students about digital game, reasons for choosing digital games, and what they feel while playing digital games. In this study, it was tried to determine the views of the secondary school students about digital game. The study was applied to 20 secondary school students consisting of 12 male and 8 female students studying in Konya Ereğli in the academic year of 2017-2018. Qualitative research method was used in the study. "Personal Information Form" and "Semi-structured Interview Form" were used as data collection tools. Descriptive analysis and content analysis methods in the analysis of the data were used. Categorizes and subcategories belonging to these categories were obtained by coding the answers given by the participants to the interview questions. According to the analysis result, Digital game, Age of starting digital game, Digital game types, Digital game playing frequency, The reasons of the digital game, Digital game effects, The positive - negative aspects of the digital games and these seven categories and subcategories belonging to



these categories were obtained. As a result of the research, it was found that most of the students who participated in the research (90%) stated that the majority of the students who knew the concept of digital game, stated that they started to play digital games at the age of 9-10 and played adventure action games the most, as the frequency of playing games; very frequent and continuous for 6 persons, 2-3 hours a day for 6 persons and 1-2 days a week for 8 persons. According to the students who participated in the research, it is seen that the biggest reason for preferring digital games is that they are entertaining, interesting and winning money and prizes. It was seen that more than half of the pupils felt that they were happy and entertained while playing digital games, and that some pupils felt excited, nervous and tense. A large majority of students stated that the positive aspects of digital games are to have fun. Another positive point is that they are developing English. The negative aspects of digital games are making addictions, eye injuries, exposure to radiation and prevent from studying.

Keywords: Digital game, Secondary school students, Students’ views

P42- The Relation and Effect of Smart Phone to Digital Game Addiction:

A Research in University Students

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Abstract

Mobile phones are one of the most important and modern communication devices of today. Mobile phones lift physical distances from the center, filling an important gap in both verbal and written communication. Along with evolving technology, the developments and variations in mobile applications have transformed mobile phones into smartphones and made them one of the most indispensable devices of our time. Smartphone technology is emerging as the mobile communication method that shows the greatest development in communication technologies.

The ability of the new generation mobile phones to connect to the internet makes it possible to carry out numerous transactions on a single platform, such as mobile data sharing, up-to-date development, taking photos, taking notes, banking transactions and executing transactions with government agencies. Thanks to the mobile applications, entertainment possibilities such as playing games are very wide, that is the reason why they have become a platform that is an alternative to computers.

Portability of smartphones, which is one of the most important gaming platforms, with its ability to connect to the internet at any moment and at anytime and to be a medium with extensive gaming applications, it offers the opportunity to play digital games anywhere and anytime for every age groups. In this study, the second part of a comprehensive research on digital gaming addiction (sequel to the relationship between digital gaming addiction and personal characteristics and success), the relationship between gaming addiction and smartphone usage and the effects of phone use were examined.

In order to determine the telephone usage habits in the study, a scale with four dimensions (called internet, withdrawal, communication, and freedom) was used which was found to be valid and reliable as a result of exploratory factor analysis conducted using data collected from 446 university students and explaining about three quarters of the variance. In order to determine the digital game dependencies of participants in the survey when mobile phone usage habits of groups called addictions (game addictions), candidates (tendency to dependence) and consciousness (conscious players), obtained from the clustering analysis were examined, it was seen that addicts had the highest use in all dimensions. However, there is a statistically significant difference between the groups for internet and deprivation dimensions, but this is not the case for communication and freedom dimensions. In other



words, for digital game addicts and addicted candidates, no connectivity to the internet and taking no advantage of the functions of the phone (except to not communicate with them) is an important problem.

Other results obtained in the analyzes carried out within the scope of the study revealed that internet and freedom dimensions of the mobile phone usage dimensions have a negative effect on the study time together with the deprivation dimension. Effect of communication dimension has not been found. In addition, the relationship between mobile phone use and some other personal characteristics such as gender, age, and income has also been investigated in the study.

Key words: Smartphone, Digital gaming, Digital gaming addiction

P45- Is It Playful or Scared? Will Chucky Be Real?

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The Internet of Toys is a part of the rapidly growing world of the Internet of Things. Internet-connected toys made a significant leap in 2015 and the diffusion of them is expected to grow significantly in the next few years. These toys have some features such as speech recognition and take action. They appear to react to the words of the user and incorporate Internet Technologies that respond to and interact with users. Most of these toys have cloud-based systems and they can provide more personalized or individualized responses to children with their artificial intelligence algorithm. Firms have developed these toys for interacting with children. They are equipped with sensors. They support Wireless and Bluetooth connections. They also have the feature of being programmable by the users. The most important benefits of these toys are the possibilities for personalized play and learning. At the same time, it is thought that the contributions provided by gamification will grow even more with these toys, and it is said that they will provide important contributions in order to gain new knowledge such as 3D printing and to the development of creativity and digital skills. However, there are also studies in the field that argue that there is no benefit in terms of learning processes and that it can only be used for fun. It is said that the positive aspects are not too much and that they are some behavioral risks. The American Academy of Pediatrics states that Internet-connected toys can cause cognitive problems. It is emphasized that these toys are also vulnerable to external threats due to the ability to remotely control them via web links and smartphones or tablet PCs connected to the same network. Some people have concerns about how children's personal information is stored, processed and shared. With regard to this, previous hacks, which have already experienced and echoed with Internet-connected toys, have been put forward.

It is natural that there may be negative aspects and approaches during the development and use of each new technology. Therefore, it is necessary to act cautiously on these negative opinions. The main purpose of this study is to give information about the Internet-connected toys within the scope of Internet of Toys, to introduce them with well-known examples and to inform them about possible risks and ways of protection. This study was conducted in the survey model. The nature and characteristics of the Internet of Toys are mentioned in the study. I presented some examples of popular Internet-connected toys around the World according to their features such as human interaction and programmable by the user. Some of them can be reached in Turkey. Concerns about toys are addressed in five dimensions, such as privacy, safety, health, development and social problems. These toys are open to all threats from outside if they cannot be protected as technologically. The fact that the property rights on toys are also uncertain is a different problem. The software and



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algorithms of Internet-connected toys can be updated and changed at any time by the manufacturer. According to the worst scenario, a hacker can lead to the use of toys for different purposes. In this case, the personal information, photographs and documents belonging to the children or the parents can be disgraced. At the same time, this situation can also be expressed as a secret agent, a spy and a stranger entity at home. Different programming and modification of the algorithms in dangerous hands may also cause these technological products to turn into harmful toys that can harm children psychologically or physically. These harmful events can be seen in the form of cyber bullying, pornographic and violent behavior, transmission of confidential messages and different marketing strategies. This reminds us of the killer baby Chucky we had seen on the cinema before. Can these Internet-connected toys really be Chucky? What can we do for children's safety? In relation to the problematic situations described, security measures for the Internet of Toys are being conveyed and the suggestions of the security agencies such as the FBI (Federal Bureau of Investigation) are also mentioned.

Keywords: Internet of Objects, Internet of Toys, Vulnerabilities, Child Safety



P46- Cognitive Networks for Internet of Toys

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Abstract

Cognitive networks use different cognitive processes to sense existing conditions, make decisions based on findings and then start to learn from those decisions in a data communication network. The term cognitive is related with the ability of a network aware of its operational status and adjust operational parameters to fulfill specific tasks, such as detecting changes in the environment and user requirements (Kliazovich & Granelli, 2010). They are called intelligent as they are aware of everything happening in devices and networks they are connected to. Using this awareness, they can adjust their operation to match current and upcoming network conditions. A cognitive network has its own point-to-point goal-based data flow and is designed to go beyond self-modification. Traditional networks work with wireless links using predetermined parameters. Cognitive networks should perform high level point-to-point task over time and provide improved quality of service, secured communication, control over access and other general networking goals. A cognitive network should be proactive for predicting usage cases before occurring and adapt to those previously. If can not predict, returns back to reactive method for finding optimal way of handling the new situation. It learns from every case encountered and uses gained information to increase network efficiency and performance. Main aim is to optimize data communication for whole network between the sender and the receiver to meet required point-to-point goals of users in the network. In a cognitive network, autonomous and adaptive radios select their operating parameters to achieve individual and network-wide goals (Komali et al. 2010). Network becomes cognitive if all operating components are self-adjusting and self-aware according to different unpredictable network conditions for optimizing data transmission performance. Network itself should find optimal ways of connecting devices and tuning network parameters to achieve best performance for data transfers. In a cognitive network, judgments are made to meet the requirements of the network as an entire system, rather than the individual network components. The main reason of the emergence of cognitive networks is to achieve the goal of building intelligent self-adjustable networks and in the same time improve the performance. Intelligent self-adjustable networks will be able to use intelligence to determine ideal network operating state for many tunable parameters. Technological developments have created new opportunities for toy developers in their innovation processes. While certain internet-connected toys are part of some children's everyday experiences, they are yet to become an everyday experience for most young children. A toy can be called "intelligent" if it has a



detailed profile on a child that it remembers and act on. An intelligent toy is a personal playmate that guides the child. Algorithms act on, inform and direct an intelligent toy's interaction with a child. Connected toys, on the other hand, incorporate Internet technologies that respond to and interact with children. The foundation of Internet connected toys is data exchange. Data exchanged between the child and the platform, between the child and the parent, etc. They are sometimes equipped with speech recognition and activation and appear to react to the words of the user. They may also be controlled remotely across network infrastructure, for example via smartphones or tablets connected to the same network. Internet of Toys can be defined as a part of Internet of Things concept. These toys often use sophisticated sensor-based technologies to collect information from children and cloud-based platforms to process this information through real-time interactions. This cloud-based processing relies on sophisticated algorithms that can simulate human intelligence and deliver more personalised or individualised responses to children. However, the diffusion of Internet-connected toys is expected to grow significantly in the next few years. The distinction between smart toys and connected toys is therefore important, since a smart toy is not necessarily connected to the Internet while a connected toy is not necessarily smart. The software and algorithms of these toys are not owned by the users, who only have licenses to use these in much the same way as social network sites or mobile apps. Software and algorithms can be updated and changed at any time by the manufacturer. This study aims to introduce a communication model for Internet of Toys based on a Cognitive Network infrastructure. In the suggested model, connected smart toys using adaptive connection and transmission modes are explained within the concept of Internet of Things. In this study, smart toys with adaptive wireless connection capabilities are configured to establish an Internet of Toys model for analyzing cognitive networking abilities of the components in the system.

Keywords: Internet of Toys, Cognitive Networks, Internet of Things, Adaptive Wireless Networks

P47- Dijital Oyunların Klasik Oyunlarla Kıyası

Abdullah Bedir Kaya

Teknolojinin gelişmeler günümüz dünyasında hemen her şeyi değiştirmiş ve dönüştürmüştür. Oyun kavramı da bu değişim ve dönüşümden nasibini almalıdır. Bu çalışmada klasik oyun tanımları detaylı bir şekilde incelenecek, dijital oyunlarla kıyaslanacaktır. Çalışmanın sonunda ise oyun kavramı dijital oyunları da kapsayacak şekilde yeniden tanımlanmaya çalışılacaktır.

Oyun tanımlarında genelde çocuklar ön plana çıkmaktadır. Oyun çocuğun doğal ve aktif bir öğrenme ortamı, çocuğu yaşadığı kültüre hazırlayan önemli bir alıştırmadır, çocukların boş bırakıldığında harcadıkları zaman, çocukların yetişkinlik hayatına hazırlık süreci olarak tanımlanmıştır. Hâlbuki oyun sadece çocukları değil yetişkinleri de kapsayan geniş bir kavramdır. Hatta Türk Dil Kurumu oyunu eğlenceden tiyatroya, müzikten yarışmaya, hileden kumara kadar geniş bir yelpazede tanımlar. Bu geniş yelpazeye dijital oyunlarında eklenmesi bir gerekliliktir.

Dijital oyunlar “monitör, fare, klavye ya da joystick gibi arabirimlerin bilgisayar yazılımları ile etkileşiminin sağlandığı, kuralları ve amaçları olan sistemler bütünü” olarak tanımlanmıştır. Bir başka tanımda ise çeşitli donanımlar sıralanmış ve bu donanımlarla oynanabilen oyunlar olarak tanımlanmıştır. İlk dijital oyun 1962 yılında üretilmiştir. O tarihten beri dijital oyunlarda gelişmektedir.

İki oyun türü tanımlar üzerinden karşılaştırılabilir. Klasik bir oyun tanımında oyunun hayal dünyasıyla gerçeklik arasındaki köprü rolü üzerinde durur ve resmi çizgilerle, müziği notalarla, şiiri kelimelerle, dans hareketlerle, tiyatroyu olaylarla oynanan bir oyun olarak tanımlar. Bu yorumu dikkate alarak dijital oyunları yapan yazılımcıların, hayal dünyalarını dijital oyunlara yansıtan birer sanatçı oldukları söylenebilir. Farklı bir tanım ise çocuk vurgusundan uzak bir şekilde oyun bireyin kendini bütünüyle kaptırdığı çok ciddi bir etkinlik tanımlanır. Bu tanım dijital oyunlarla çok uyumludur. Çünkü dijital oyunları hemen her yaş grubundan insan ciddi bir etkinlik olarak görmektedir. Bir başka tanım ise oyunun çocuğu yaşadığı kültüre hazırlayan önemli bir alıştırmadır. Dijital oyunlar sadece yaşanan kültürü değil diğer milletlere ait kültürlerin öğrenilmesi içinde önemli bir araçtır. Hatta basına sık sık dijital oyunların “kültür emperyalizmi” yaptığına dair haberler haklı olarak çıkmaktadır. Bir başka tanım oyunun dünyayı eğlenerek anlamının ve sıkılmadan öğrenmenin en iyi yolu olduğunu söyler. Ayrıca oyun kişilere ve gruplara sosyal statülerini kontrollü olarak değiştirme imkânı vermektedir. Bu tanım özellikle rol yapma oyunlarında en geniş karşılığını bulmaktadır. Normal oyunlarda çocuklar anne, baba, öğretmen olurken, dijital oyunlarda bir savaşçı, bir sporcu hatta bir tanrı dahi olabilmektedir. Oyunun başka bir işlevi bireyleri bir araya getirmesi, bütünleştirmesidir. Oyun topluluğu, farklı yollarla, farklı kesimlerden bir araya gelen bireylerden oluşabilir. Bu özellikte dijital oyunlarla uyumludur. Çevrimiçi



International Child and Information Safety Congress
“Digital Games”
April 11–13, 2018 – Ankara, TURKEY

oyunlarda farklı dillerden, dinlerden ve milletlerden binlerce insan bir araya gelmekte ve ortak bir hedef etrafında buluşmaktadır. Bu tanımların sayısı artırılabilir.

Klasik ve dijital oyunlar karşılaştırıldığında ortak ve farklı olan yönler ortaya çıkmaktadır. Oyunda her şey mümkündür şeklinde ifade edilen özellik dijital oyunları tam olarak yansıtmaktadır. Dijital oyunlarda fizik kanunlarına aykırı eylemlere ya da fantezi dünyasına ait öğelere kolaylıkla ulaşılabilir. Oyun ortamı, kullanılan araç gereçler, oyuna katılanlar ve davranışları oyunun kalitesini belirler şeklinde ifade edilen özellik; dijital oyunlar için birebir geçerlidir. Dijital oyunlarda mekânlar gün geçtikçe çok daha kaliteli olmakla birlikte sürekli olarak oyuncuya yeni mekânlar, oyunda kullanabileceği yeni araç gereçler (kılıçlar, büyüler, zırhlar vs.) ve dünyanın dört bir tarafından oyuna dâhil olan oyuncularla birlikte kaliteli oyun ortamları oluşturmaktadır. Oyun, çatışmadan özgür bir ortam teşkil eder ve çocuk oyunda güvendedir şeklinde ifade edilen özellik ise dijital oyunlar için tartışmalıdır. Dijital oyunların bir bölümü çatışma ve şiddet üzerine bina edilmiş oyunlardır. Bu yönüyle çatışma oyunun kendisi olmaktadır. Oyuncuysa fiziksel olarak güvendedir.

Sonuç olarak oyun kavramının değiştiği ortadadır. Sokaklarda oynanan pek çok oyun dijital ortamlara taşınmıştır. Eskiden sokaklarda maç yapan çocuklar artık dijital ortamlarda bu faaliyetlerini sürdürmektedir. Artırılmış ve sanal gerçeklik uygulamaları ile oyuncular bir mekâna sıkışıp kalmaktan kurtulmuşlardır. Hatta bu uygulamalar birçok ortopedik rahatsızlığın tedavi sürecinde dahi kullanılmaktadır. Tüm bahsi geçenler bir arada düşünüldüğünde oyun “bireylerin eğlenceli zaman geçirmek için istekli bir şekilde harekete geçtiği, gerçekliğin nispeten ya da tamamen değiştiği, bireysel ya da grupla gerçekleştirilebilen, analog ya da dijital araçların kullanıldığı amaçlı faaliyetler” olarak tanımlanabilir.

P48- Çocuğunu Dijitalleştiren Ebeveynler ve Kamera Önünde Yaşayan Çocuklar: YouTube Üzerine Bir Durum Çalışması

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ÖZET

Sosyal medya ve video denildiğinde akla ilk gelen platformlardan biri olan YouTube, izleyici konumunda olan bireylere video üreten ve paylaşan olma konusunda imkan sağlamakta ve onları çeşitli yollarla (ekonomik gelir sağlama, tanınmış olma vb.) teşvik etmektedir. Bu paylaşımlar bilimden sanata, eğitimden kültüre, sağlıktan spora ve hatta gündelik yaşama kadar geniş bir yelpazede yer almaktadır. Bu araştırmada, çocuklarının gündelik yaşamlarını YouTube’da paylaşan ebeveynler tarafından oluşturulmuş kanal ve kanal içeriklerinin incelenmesi amaçlanmaktadır. Bu amaç doğrultusunda tipik durum örnekleme yönteminden hareketle Türkiye bağlamında takipçi sayısı söz konusu özelliklere sahip kanallar arasında görece daha fazla olan bir YouTube kanalı araştırma kapsamında incelenecektir. Gerçekleştirilecek olan içerik analizinde kanal video içerikleri ve videolara gelen geribildirim/tepki/yorumlar dijital ebeveynlik bağlamında ele alınacaktır. Araştırma kapsamında dijital ebeveynlik kavramı, teknolojinin gelişimi ile birlikte dönüşen ve genişleyen ebeveyn rol ve sorumlulukları üzerine yapılandırılacaktır. Bulgular, betimsel istatistiklerin yanı sıra oluşturulan çeşitli grafikler yoluyla raporlanacak olup; durum tespitine dayalı olarak araştırmacılar, öğretmenler ve ailelere olası sorunlara yönelik bilgiler verilecek ve konu hakkında çeşitli öneriler getirilecektir.

Anahtar Kelimeler: Dijital Ebeveynlik, YouTube, YouTuber, Tipik Durum



P50- Digital Parentship for Keeping Children Safe Online

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Abstract

All around the world, children have an incredible opportunity to learn, create and communicate by using technology. The digital world is very complicated, risky and challenging as it has little respect for age. The digital parent is one who uses one or more of digital media applications and devices in his/her daily activities, especially for parenting. As we all in the digital age, digital natives having children turned into the digital parents. Digital parents are active partners in their child’s digital life and Internet usage. In addition to teaching computer usage to children, the digital parent is best suited to guide the child on issues of online safety, and digital citizenship. Digital parents play a key role in shaping how their children use the digital media, being perhaps the first and most important mediator of digital use of children. As parents, we cannot isolate them from the digital world around them but can make it a safer place. It is important that parents are confident in their understanding of digital devices, applications, games, and their ability to help guide their children at every age to ensure a positive experience online. Because so many online services and content providers are free, advertising has emerged as a way of funding the internet, which explains its ubiquity. But as is so often the case with new technology, mass marketing may have come into place before we fully understood its effects. Children might see something online that is intended for adults, which could confuse or upset them. This might be violent or sexual content, extreme opinion or anger, or inappropriate advertising. Inappropriate can mean different things to different people, from swear words to pornographic images or videos, and what is inappropriate for your child will also change as they grow and develop. Despite the risks that children face online, the internet remains one of the most wonderful resources humans have ever had. Too often we focus myopically on danger and risk, neglecting all the positives and opportunities the online world offers to children in the interest of keeping them safe. Internet service providers have rolled out free parental controls to all customers, age verification tools have become more advanced and, where risky content was also illegal, government and industry have worked together to have it removed. Filters and parental controls offer a partial solution to these issues, and few would argue against keeping graphic or disturbing content away from children. But technological and social realities mean filtering can only serve as one, limited part of a strategy to safeguard children. It is important to remember that parental controls and filters are just tools. They are not 100% accurate and are no substitute for open and honest conversations with your child. The role of parents and carers in protecting children and supporting their resilience is obvious. Digital parents should be aware of making children



International Child and Information Safety Congress
“Digital Games”
April 11–13, 2018 – Ankara, TURKEY

resilient enough to cope with the challenges of a digital world is the best way of keeping them safe. On the other hand, the internet can be fantastic for children with learning disabilities and autism. Safety is the main concern for all parents, but it’s just as important to help your child get the most from the digital world. For example, if your child has difficulty communicating in the offline world, they may find it easier to socialize online. The Internet can also be a valuable educational resource, especially for children who take longer to learn new things. Parents should talk to their children about the impact of seeking approval from the online world and comparing their lives to the edited versions of other people’s lives. Parents must help them mentally disconnect from the constructed identities they’ve created online and allow them to gain the freedom to know who they really are. Families must value their mental health as much as their physical wellbeing and help them learn to use social media as a tool for growth and development. In this study, being digital parents in the new digital era is questioned by means of different approaches for keeping children safe in online environments. Defining regulations and/or putting restrictions are not the solutions for keeping children safe. Within the study, opinions of parents having different socio-economic and educational backgrounds are queried and analysed for discovering how they behave in digital world to help and accompany with their children for their mental development. Results from different academic and field studies in the literature are summarized and presented for discussing new techniques for keeping children safe in different online applications and environments. Additionally, semantic analysis are suggested for effective protection of children in online environments.

Keywords: Digital Parentship, Internet Safety for Children, Online Safety for Children

P51- Internet Addiction, Child And Family Role

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ABSTRACT

With the developing technology, the use of computers and internet has become indispensable tools of life. Since the early 1990s, the public use of the internet has become widespread. In addition to being an innovation in the field of communication technology, it has also become the center of both academic and popular interest. Developments in Internet technology increase the rate of internet usage and become a part of our everyday life.

Developing technology brings new risks together with facilitating life on the one hand. One of these risks is internet dependency. Internet dependency is a term used to describe the uncontrolled and harmful use of the Internet. Although there are heated debates about the existence of "internet addiction" or "pathological internet use" in the academic world, it is clear that some people are starting to experience some problems in business, school and family life depending on internet usage. Internet addiction can provide a virtual content that produces escape from emotional difficulties (eg, stress, depression, anxiety), problematic situations or personal difficulties (eg burnout in work life, academic problems, unemployment, family incompetence). The use of the internet in the world and in our country is increasing rapidly, and internet addiction is closely related to psychological needs, parental attitude and social anxiety.

The family consists of sub-systems of husband and wife, parents, children and siblings that affect each other and are affected by each other. The role of the family in the development of the child and the attitude of the parents are important. Starting from the day of birth, the child's personality is shaped by the family, then the school, and the people around. The attitudes and behaviors of parents towards the child are highly influential in shaping the child's personality. The relationship between the family and the child can be decisive for intensive use of the Internet. The research revealed that family - child relationship and parent attitudes are important factors in internet dependence. Children who perceive their parents as more punitive, restrictive, less supportive, and affectionate individuals and have difficulty communicating with their families are more likely to be addicted to the Internet. Strong ties within the family, love environment and trust reduce risky internet use. Children who grow up in repressive families can not use the internet in an intentional way and can be dragged into dependence because they do not have a family environment to share their feelings with. They can also try to make sharing through social networks that they can not perform within the family. Taking place of Internet to family and friends can lead to negative



International Child and Information Safety Congress
“Digital Games”
April 11–13, 2018 – Ankara, TURKEY

consequences for the future life of young people and can cause the real world to learn from the wrong sources. The fact that the families do not implement a control and monitoring system in the internet use of the young people may increase the risk of being adversely affected and addicted from the internet.

The level of consciousness of the family is very effective in benefiting from the positive features of the internet, reducing problematic internet usage or internet dependency. It is necessary to use the internet to control the parents' children. It is the duty of the family to check how long the child is using the internet for what purpose. It is also important that family relations are not repressive, punitive, given the necessary social support, creating an environment of love and trust, able to talk to their family and problems freely, and to get professional support when necessary. In order to be able to provide all these, a certain level of consciousness should be given to the family. Educational programs to be organized in cooperation with school-family and health professionals may contribute to increasing parents' awareness and awareness. Such activities will also contribute to the sharing of families with similar problems. Educational programs to be organized from early childhood can contribute to the development of conscious internet users.

Keywords: Internet addiction, Child, Family, Communication

P52- Evaluation of the Impacts of Digital Games on Health

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Digital games are defined as games that are programmed with various technologies, enable users to log in with a visual environment, manipulate them within the environment that the game is presented and as the games which have become a popular culture for children. Today, the use of digital games are preferred by every age group gradually yet the usage in early childhood period has both positive and negative impacts on child’s development and health and on the other hand, the opportunities and facilities of the digital world have been used in many different areas. With the increase in the number of the games in the digital field, the game type that is described as serious games has also become popular. Serious games are regarded in the science world both as an entertaining and intervention type made via a computer.

A child who plays digital games spend more time inside instead of making sports outside, the risk of obesity increases, the risk of technological addiction emerges, the risk of being exposed to an inappropriate content appears. Excessive use of technology affects child’s physical development negatively. A correlation has been found between the situation of children between the ages of three and five to spend 4,5 hours in front of a screen and their developmental delay. %19 of children between two-five years old use smart phones yet their skills of swimming, lacing up their shoes and preparing their own food are not developed. There are studies which show that excessive use of internet has impacts on cardiological problems and diabetes. Movement, touching, human interaction and nature which are the main factors of healthy development and learning in early childhood are decreasing in a very serious extent with the intense indoor use of mobile devices. Many studies have been conducted on the impacts of cell phone radiation on the brain and memory. Especially, as the skulls of the young children are not fully developed, the impact of electronic magnetic radiation may have two times more impact on children. There are studies that demonstrate that the excessive and irregular use of technology causes sleeping disorders, postural and skeletal problems and visual impairments and also affects the brain negatively.

In the world, games and education are being used together. Gaming is an effective method of increasing perception and awareness of people. Serious games which have a purpose beyond entertainment have a gradually increasing impact in real life as they can be used in all spheres of life. In this way, an awareness can be raised in different areas as children’s education to health education via digital games. Digital games have positive impacts on healthy lifestyles and its determinants, particularly in the knowledge and clinical results.



There are studies which show that digital health games ease the patients’ experiences during the treatment period in psychotherapy and physiotherapy implementations and in the case of cancer and hospital care also for the patients with serious pain and in many different situations. Digital health games are used in terms medicine education, particularly in the surgical field with the purpose of acquiring skills and in addition, they are also used in diagnosis and treatment phase by uploading all the data of the patient. As a result, digital games improve health and provision of health care services.

As everything in life, a certain standard does not exist for digital games. Games which have low and high qualities are on the market. The important thing in terms of digital health, first of all, to protect child’s health, is to prefer games with a right choice/right amount (as time) and for right age and to provide a transformation from “exposure” to “controlling”. It is estimated that digital health games will be more effective in terms of improving health in the future. In this context, benefitting from the applications of digital health games accurately and effectively in Turkey seems possible with the collaboration of all stakeholders with multidisciplinary studies.

Key Words: Health, Digital Games, Health Care, Education, Medicine

P54- Importance of Digital Games in Terms of Violence against Children

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Summary

A game is the real life of a child and the child acquires important competencies against the realities of life in this process. In this context, games are regarded as the irreplaceable and most effective sources of life for children. A child learns about the social rules during a game in an easiest and harmless way. Behaviors such as; awaiting his/her turn, haring, respecting others rights, protecting his/her rights and belongings respecting rules and limitations, obtaining order and sanitation habits, listening, expressing himself/herself are all learned during games. The digital world which provides a playing environment as a tool of a game is very popular at the present time. When the studies conducted on the impact of computer games on people and children, it can be seen that there are different approaches to positive and negative impacts. For the question of “Do children who fulfil their need of playing games via internet forget how to play a game?” many experts, including the informatics group, give the answer that indicates the shape of form of playing is changed instead of forgetting.

At this point, the innocence of traditional children games has given their place to industrialized games and toys. Computer games expose children to violence indirectly. Children have problems with their siblings while they are playing computer games or, the more interestingly, they desire to be the only child in the home. In this way, communication is distorted starting from family. There are studies that show the relationship between the level of the content watched via digital tools and aggression. In addition, in terms of addiction factor, the time of exposure also increases the tendency of aggression. It has been observed that with the increasing amount of blood on screen, the level of aggressive behavior also increase proportionally while empathy decreases. Particularly for the young children who cannot differentiate between concrete and abstract and learn through observation and imitation, the violence on media is very effective. It is also evident that children are exposed to role models who are not from the inner circle and be affected. Again, in many studies, it has been seen that the games that contain violence affect children’s and young people’s mental health negatively, reduce positive social behaviors and helpfulness, increase antagonistic emotions, make them desensitized against victims and cause the emergence of serious hyperactivity.

The most important difference that separates digital games from books and movies is the provision of interaction and enabling children to try. Another interaction factor is the interaction between players in multiplayer games. This interaction is not only limited by the virtual environment but it is also transferred to the social sphere and has an impact on



International Child and Information Safety Congress
"Digital Games"
April 11–13, 2018 – Ankara, TURKEY

various behaviors of the child. This situation makes the child happy however when the child does this perpetually he/she learns to be happy only with that and cannot taste other happiness.

Children and young people have become the consumer subjects of the contents that may damage their nature and mental developments and they are loaded with messages that make them targets and actors of violence. It has been determined that children do not perceive if the game they play contains violence or not. It also draws the attention that the rules set by families about the computer playing on children are mostly related to the time and families do impose restrictions on type and content of computer games. In order to enable parents to be selective and supervisory on computer games their children play (appropriateness to age and level of development, whether it contains violence or not), their knowledge levels should be enhanced. However, most importantly, it will be beneficial to raise the awareness of children on this issue and provide them internal-control abilities. An informatics and media literacy course has been gaining importance in terms of social and personal perspectives. In addition, real playing opportunities can be provided for children by creating playing spaces. It is thought that children's availability to use the right of playing games through traditional and digital games together will make a significant contribution both to child's growth and development and to community health.

Key Words: Violence, Violence Against Child, Digital Games, Computer

P55- Digital Games and Health Education

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Digital games as refers sometimes “video games,” “electronic games,” or “interactive software”. There is no single term that everyone uses to collectively describe digital games. Mostly digital games refer to the application or devices of information technology like computers, play consoles, tablet devices and smartphones, which are used for playing and interactive entertainment. Digital games refer to software games also. This term is in use by some academics. Digital games have become very popular among children. The numbers of computer and video game players have increased significantly. Many researchers concentrate on the digital games effect on children health. There is a significant increase in the number of studies examining various aspects of digital games.

Some research has found several advantages of digital games in children’s health such as increasing physical inactiveness of children, influence on psychological, cognitive, social and health behavior related outcomes. Aggressive content in games may lead to increased aggression. Moreover, some content in digital media have been connected to changes in sexual behavior, substance use and body image. Moreover, social interaction through digital devices may compensate real life social connections, and thus, reduce engagement in real life social connections and participation. Internet addiction and a predictor of pathological internet use, has been lead loneliness in children.

On the other hands some research have found several limitation of digital games in children’s health such as, problematic sleep patterns, lower psychosocial wellbeing, personal function indicated lower academic achievement, active video games have been shown to have potential in promoting children’s light-to-moderate physical activity, and increase in energy expenditure, heart rate and oxygen consumption. Digital games can also develop different skills of the player, such as analytic that can be beneficial when solving health-related problems. Game play may support the player’s feeling of belonging in a group. Electronic games have several advantages over other instructional media, the main one being their extremely compelling and engaging nature and constitute potentially powerful learning environments for a number of reasons. In the literature, there is some research studies on electronic gaming in health education and physical education such as Disease awareness, prevention and management, Nutrition education, First-aid education, Injury awareness during sporting activities, Acquisition of motor skills, Improvement of fitness

It is believed that the self-motivation that young people show towards electronic games could be combined with educational content and objectives into what Prensky (2001) calls



‘digital game-based learning’. This learning mode can be more enjoyable, more interesting, and more effective than traditional learning modes. These games’ primary goal is education. When this video games achieve health benefits, they are called games for health. Healthy behavior has become very important and healthy habits should be formed as early as possible. Digital games can use as an intervention health behavior change in children. This review aims to raise awareness about the importance of digital games in children health education. In this context, in the light of the literature, the historical origins of health education with digital games, research findings that evaluates effect of digital games on children health education.

Key words: Digital games, Health education, Child.



P58-Effects of Games on Learners: Review of 29 Articles from ISI Web of Science Library Published in 2008-2018

Oğuz Ak

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Games are stated as interactive media tools that they provide fun. In the literature many studies stated that they have a potential of improving individuals' learning, their motivation. Related to this aim there are some meta-reviews that focus on the effects of game on learners. In general these reviews showed mixed results; while in some studies games result in positive effects in some of them they are not. This study is focusing on the recent state of effectiveness of games on learners. In the study, articles and book parts with the "Learning Game" keyword is searched on ISI web of science library (v5.27.2) which are published in last decade (2008-2018). Initially, 121 results are found. After analyzing abstracts of these articles, 29 of them are selected for review which are applied game studies that focus on concrete benefits of learning games. These articles are further analyzed and the level of learners in these studies (changing between kindergartens to higher education), learning fields (like medicine, science and English) and main findings of the studies are reported.

According to initial findings; while majority of the studies applied on higher education and primary school students, there are few studies applied in kindergarten and secondary school levels. As a subject area mainly science and language learning are selected but there are various studies from different areas like environmental sciences, engineering, learning science etc. Finally the studies reported different effects of games on students like learning gain, motivation and attitudes. Because the methodologies of the studies and their independent variables are different, it is hard to make general statements but it could be stated that: the selected (applied) game studies in last decade in general reported positive learning gains, motivational effects and attitudes. Moreover, the mostly studied variable is learning gain and in only a few cases negative or neutral effects of games on learning gains are reported. Many of the studies either reported better posttest scores than pretest scores, better scores on experiment group than control group, or better scores in a particular type of learning condition than regular learning condition. But in some cases neutral and even negative effects are reported as well. Similarly mainly positive results are reported in terms of motivation and attitude, but again not in all cases.

Depending on the review results; it could be said that “a learning game” is not always effective in any learning task. Some of their features, design elements or conditions have an impact of their effectiveness. Some of the reviewed researches studied such factors. For example some studies outlined the importance of the concepts like risk factor of games, playing collaboratively etc. Some of these concepts support positive effects of games but at



International Child and Information Safety Congress
“Digital Games”
April 11–13, 2018 – Ankara, TURKEY

the end of the studies, the authors still recommended to make more researchers to better understand the particular effects. So the relatively new medium’s effects on learning seems to be clearer than before and it seems to support learning in many cases but educators need to be careful when applying a game and there is still a need for further analyses.

P59- Teknolojinin Çocuklar Üzerindeki Etkisi

Seçil Aydın

Özet

Çağın ilerlemesiyle teknolojik araçlara olan ilgi de artış göstermektedir. İnternetin dünya çapında bir iletişim ağı olması ve insanlara kolaylık sağlaması internet kullanımını cazip hale getirmektedir. Yeni yazılımlar üretilip çok farklı bilgisayar oyunlarının geliştirilmesi büyük küçük herkesin dikkatini çekip dijital oyunları oynayanların sayısını artırmıştır. Bu artışın ilerleyen zamanlarda nasıl sonuçlar doğuracağı henüz netlik kazanmış değildir. Teknolojik araçların, dijital oyunların ve internetin yetişkin insanlara olumlu ve olumsuz etkilerinin olacağı gibi çocuklara da etkilerinin olabileceği düşünülmektedir. Bu yüzden Bilgisayar, televizyon, telefon, tablet pc gibi teknolojik araçların, dijital oyunların ve internetin kullanımının çocuklar üzerindeki etkilerine ait araştırmalar giderek çoğalmaktadır. Aileler, eğitimciler, akademisyenler ve psikologlar teknolojinin olumlu ve olumsuz etkileri konusunda henüz bir sonuca ulaşmış değiller. Teknolojik araçlar, dijital oyunlar ve internetin çocukların küçük yaşlarda teknoloji ile etkileşimine girmesinin zararlarına işaret eden görüşlere karşın, çocukların bu dijital teknolojiye ilgi duyması ve onların bu teknolojiyi kendilerine faydalı haliyle kullanmaları da önemlidir. Çocukların teknolojik araç ve internet kullanımı imkanlarını doğru, etkin ve verimli bir şekilde yararlanmaları sağlanırken, güvenlikleri de her zaman ön planda tutulmalıdır. Bu nedenle ebeveynlerin, eğitimcilerin bu konuya daha fazla önem vermesi, eğitimcilerin, anne ve babaların konuyla ilgili olarak bilgi sahibi olmaları, bunun yanında çocukların teknolojik araç, dijital oyun ve internet kullanımı ile ilgili eğitilmeleri ve takip edilmeleri gerekmektedir. Bu makalede teknoloji teriminin farklı tanımları yapılmıştır. Daha sonra dijital teknoloji, dijital oyun kavramlarının tanımları verilmiştir. Yeni binyılın öğrencilerinin nasıl olduğu belirtilmiştir. TÜİK verilerine göre çocukların bilgisayarı ve interneti kullanım yaşları, cep telefonu, bilgisayar, tablet pc, oyun konsoluna sahip olma oranları, bilgisayarı ve interneti kullanım amaçlarının oranlarından bahsedilmiştir. Yapılan diğer bir araştırmada çocukların televizyon izleme saati oranları verilmiştir. Dijital araçlar denildiğinde televizyon, telefon, bilgisayar ve tablet pc gibi araçların akla gelebileceği belirtilmiştir. Televizyonun çocuklar üzerinde etkilerinden söz edilip, bu etkilerin çocuklar üzerinde oluşturabilecek sağlık problemlerinden bahsedilmiştir. Telefon ve tablet pc lerin çocuklar üzerindeki olumlu ve olumsuz etkilerinden bahsedilip, bu konuda uzmanların yaptığı araştırmalara yer verilmiştir. Dijital oyun kavramının ortaya çıkışından ve tercih edilme nedenlerinden bahsedilmiştir. Bilgisayar oyunlarının etkileri hakkında uzman görüşleri ele alınarak olumlu ve olumsuz yönlerinden bahsedilmiştir. Bu oyunların bağımlılık haline gelmesinin çocuklarda nelere sebep olacağı hakkında bilgiler verilmiştir. Özellikle şiddet içerikli oyunların çocukların hayatını nasıl etkilediğinden bahsedilip, alınabilecek önlemler yer almaktadır. Büyük, küçük herkesin olmazsa olmazı internetin hangi amaçlarla kullanıldığı anlatılmıştır. İnternetin çocuklara yararları ve zararlarından bahsedilmiştir. Çocukları fiziksel



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ve psikolojik açıdan nasıl etkilediği hakkında bilgiler verilmiştir. İnternetteki tehlikelerden, bu tehlikelerin doğuracağı sonuçlardan ve bu tehlikelerden nasıl korunacaklarından söz edilmiştir. Bahsedilen teknolojik araçların kullanımı konusunda ebeveynlere düşen görevler anlatılarak çocuklarının hangi amaçla bu teknolojik araçları kullandıklarını bilmelerinin önemi belirtilmiştir. Ebeveynlerin bu konularda bilgili olmaları çocuklarına yarar sağlayarak, onlara yol göstermeleri konusunda bilgiler verilmiştir. Ailelerin dijital oyunlar konusundaki düşünceleri hakkında yapılan anket sonuçları paylaşılmıştır. Eğitimcilerin de çocukları teknoloji hakkında bilgilendirmeleri, dijital oyunlar ve internetten gelebilecek tehlikelere karşı dikkatli olmaları konusunda bilgilendirmelerinden bahsedilmiştir. Okul öncesi öğretmenlerinin yaptığı araştırmaların sonuçları belirtilmiştir. Genel olarak teknolojinin çocuklar üzerindeki etkilerinden bahsedilen bu makalede yapılan araştırmalar ve uzman görüşleri belirtilerek bu konunun gelecek nesiller için önemli olduğu, ebeveynlerin ve eğitimcilerin aydınlatılmasının çocukları bilgilendirme konusunda yararlı olacağı düşünülmektedir. Bu konuda özellikle eğitimcilere önemli görevler düşmektedir. Anahtar sözcükler: Teknoloji ve çocuk, dijital oyun, dijital nesil, yeni iletişim araçları, okul öncesi ve teknoloji, teknolojinin etkileri, internet ve çocuk