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S1- Relationship between Online Game Addiction and Peer Bullying

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ABSTRACT

Computer game addiction is a growing health problem all over the world. Today, many family homes have computers and internet, mobile phones and tablet computers. Because of this, children have the opportunity to access computer games more easily. The fact that computer games are playable via the internet can cause children to move away from face-to-face communication with friends, limit social skills and cause social anxiety. In addition, the majority of online games are violent, which creates other problems.

In this study, we aimed to investigate the relationship between online game addiction and peer bullying in the adolescent age group.

Materials and Methods: 400 adolescents between the ages of 12 and 18 who applied to the children's polyclinic for various reasons were included in the study. Twelve cases that did not return scales and eight cases with incomplete scales were excluded from the study group and a total of 380 cases were completed.

A questionnaire consisting of 22 questions about sociodemographic data, an online game addiction scale and peer bullying (adolescent form) were given to the cases. The online game addiction scale consists of 21 questions; the peer bullying scale consists of 53 questions evaluating the subgroups of physical bullying (15 questions), verbal bullying (7 questions), exclusion (6 questions), rumor (5 questions), harm to personal belongings (10 questions) and sexual bullying (10 questions). Individuals who bully others are referred to as bully and individuals who are victims of bullying are referred to as victim on the scale. In evaluating these scales; the minimum score is 21 and the maximum score is 105 for the online game addiction scale. For the peer bullying scale, possible scores are between minimum 53 and maximum 265 points. In both scales, as the score increases, game addiction and peer bullying increase.

Findings: The mean age of the study group was 17 years (12-18) and 63.7% (n = 242) was female. 89.5% of the adolescents went to school, and 61.3% stated that their school success was good. 97.4% (n = 370) of adolescents had their own cell phone and 86.3% (n = 328) had their own computer. Facebook membership was 55%, Instagram membership was 83.7% and twitter membership was 30.5%. 54.2% of the adolescents preferred to watch comedy movies, 28.7% preferred war movies and 17.1% liked to watch drama movies.

The study group's online game addiction scale mean score was 52.9 ± 18.2, the peer bullying-victim scale mean score was 148.8 ± 79.6, and the peer bullying-bullying scale score was 150 ± 83.1. 88.4% of the adolescents said they played online games. The average game addiction scale for girls was 50 ± 17.6 and 56.4 ± 18.5 for males and this score was statistically higher in males (p = 0.004). There was no significant difference between peer bullying scale point average and gender. There was no significant relationship between

online game addiction scale and peer bullying scale point average, school attendance and school achievement (p> 0.05). The average score of online game dependency score of war movie watching was higher than the average score of comedy and drama movie viewing (p = 0.001). There was no significant relationship between the mean score of the peer bullying scale and the type of film watched (p> 0.05).

No significant relationship was found between the average score of the online game addiction scale and the score average of the peer bullying-victim scale and the average score of the peer bullying-bullying scale (p = 0.727 r = 0.020, p = 0.500 r = 0.038)

Conclusion: Adolescents were found to have a high frequency of online gaming and males were found to have a higher frequency than females. In addition, the average score of the online gaming addiction scale was higher for violent movie viewers. There was no correlation between peer bullying and online game addiction. This is thought to be due to the fact that the group, which does not play online games, is small. More studies are needed in this area.

Key words: Adolescent, online game addiction, Peer Bullying

S2- The Impact Of Digital Games And Visual Media
On The Defecation Habits Of The Children

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Abstract

Aim:

The children spend their spare times after school with digital games and video watching which effect their vital and social functions. In this study, the relationship between the characteristics of defecation, stool holding behavior and time spent on digital games and video watching were evaluated.

Material- methods:

A questionnaire form was composed for the following characteristics of the participants; age, gender, characteristics of defecation, time spent at school in a day, presence of computer, tablet, smart phone and/or internet at home, the total time spent on digital games and/or video watching at weekdays and weekends, whether they had eating habit or stool holding behavior while spending time on digital games and/or video watching, playing motion sensitive games, spending time on digital gaming after midnight, spending time on watching television at weekdays and weekends. The children 6-18 years of age were recruited to the study. Both the children and their parents were asked whether they would like to participate in a questionnaire that assessed the relationship between characteristics of defecation and the time that the children spend on digital gaming and video watching in our outpatient policlinic. 118 subjects who agreed to participate in the survey were included in the study. The children who had a previously known bowel disease such as chronic diarrhea or constipation, or any other bowel disease such as chronic inflammatory bowel disease were excluded from the study. The body weight, height, body mass index (BMI) and BMI z-scores were recorded. Stool shape and consistency were assessed according to the Bristol stool scale.

Results:

The mean age of the 118 children (71 females, 60.2%) was 12.3 ± 3.3 years. There was no difference for age in gender. Two children (1.7%) were malnutrated, 17 (14,4%) were overweight, 25 (21.2%) were obese according to BMI z- score. The frequency of defecation was once a day in 103 (87.2%) children, every other day in 13 (%11) children, once in 3 days in 2 (1.7%) children. The stool shape and consistency was normal in 108 (91.5%) children, hard and like pebbles in 9 (7.6%) children, soft and shapeless in 1 (0.8%) child. Fourty-nine (41.5%) children had stool holding behavior at least in one of the following conditions; at school (65%), digital gaming/video watching (51%), social gaming (8.1%). The 64% of the children who had stool holding behavior while digital gaming/video watching weren't stool holders at other times. There was no relation between stool frequency and stool holding behavior. Of the 118 children, 103 (87.3%) had computer/tablet, 111 (94%) had smartphone

at home. Out of 118 children, 103 (87.3%) were spending time on digital gaming and/or video watching at home, via computer/tablet and/or smartphone during the weekdays/weekend. Of the 103 children, 49 (47.5%) were spending time on digital gaming and/or video watching more than 2 hours on weekdays and 71 (68.9%), on weekends. The stool holding behavior wasn't related to the duration of digital gaming/video watching.

Conclusion:

Stool-holding behaviour is found to be common in children during digital game/video watching; 64% of children with stool-holding behaviour was holding their stools only during digital game/video watching. Considering the close relationship between stool-holding behavior and constipation, the impact of digital world is inevitable on the bowel habits.

Keywords: Digital gaming, defecation habit, stoolholding behaviour, children.

S3- Evaluation of The Relationship Between Digital Games Involving Violence and Negative Perception Effects on Adolescents

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ABSTRACT:

AIM:

Information and communication technologies represent as essential components of current daily life. Utilization of digital (video) games is steadily increasing especially amongst adolescents and young adults.Despite many positive effects of digital gaming, digital game addiction and digital games with violent content have been associated with many detrimental effects. Primary aim of this study is evaluation of the relationship between digital games involving violence and perception of violence on adolescents. Secondary aim is assigned as comparison of feeling of discomfort caused by photograph and digital game images involving violence.

METHODS: Adolescents, aged 15-18 years, who admitted to the pediatric outpatient clinic of Ankara University Children's Hospital,were requested to fill a survey instrument questioning sociodemographic characteristics, use of internet and digital gaming. Evaluation of violent content of digital games was based on a digital game content rating system called PEGI (Pan European Game Information). Participants were shown 6 digital game and 4 photograph images comprising violence; along with 3 non-violent digital game and 3 photograph images. They were asked to remark the degree of discomfort created by each image on themselves (1-5). Participants were divided into three groups: Group 1 (non-digital gamers), Group 2 (digital gamers), Group 3 (digital gamers including violent content). Comparison of the mean discomfort scores of violent and non-violent images and photos was made for each participant. Mean discomfort scores created by video game and photograph images involving violence were compared between groups. In addition, discomfort scores created by violent content were compared between digital game images and photographic images for each group.

RESULTS: A total of 53 adolescents with a mean age of 16.43 ± 1.42 years [31 (58.5%) female, 22 (41.5%) male)] were included to the preliminary data of this pilot study. 15 participants (28.3%) signified no digital gaming (Group 1). The number of participants declaring digital gaming not involving violence (Group 2) was 19 (35.8%) and 19 (35.8%) participants reported that they played dijital games involving violence (Group 3). When the whole group was taken into account, mean discomfort score was higher for violent images (5.67±1.89) when compared with non-violent images (2.40±0.54) (p<0.001). Mean discomfort score evoked by violent content indicated similar results for Group 1 and Group2 (p=0.825) while Group 2 indicated higher scores in comparison with Group 3 (p<0.001).

Mean discomfort score of Group 3 considering violent photos was higher than violent digital game images ($p<0.001$). Group 1 and Group 2 were noticed to have similar discomfort scores as regards of both photos ($p=0.646$) and digital game images involving violence ($p=0.427$). Moreover, Group 2 appeared to have higher discomfort scores for both violent photo ($p<0.001$) and digital game ($p<0.001$) images when compared with Group 3.

CONCLUSIONS: Preliminary data of this ongoing study indicate that digital games involving violent content may effect adolescents in terms of decreased sensitivity to violence perception. It must be considered that these effects may also relate to real life violence. We think that increasing the sample size of this pilot study will provide much more reliable data. We also believe that increasing number of well-designed preventive studies on this issue of concern should be conducted in the future.

Key words: adolescents,digital gaming, violent content, insensitivity to violence

S4- Digital World's Bringing Innovation to the Children
with Autism Spectrum Disorder

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Abstract: Autism Spectrum Disorder (ASD) is a pervasive developmental disorder, which affects children with varyingdegrees of impairment in different areas. It is not only a problem of families effected by the autism, but also a social problem, as the number of children diagnosed with ASD increases. One of the main problems seen in this field is a limited access to a support system, especially with respect to early diagnosis, but also therapy. Currently, there has been research donein serious game for autism children. Developing digital games for autistic children includes studying the associated technology andpaying attention to aspects related to interaction with the game. Digital games for ASDinvolvesissues related to education, therapyfor communication, psychomotor treatment and social behaviorenhancement.

"Serious Games" is defined as digital games and tool with a schedule of educational base and beyond entertainment. For 40 years, the term serious game has commonly been used in many research. In 1968 Clark Abt'sdefinition of serious games is that they:"have an explicit and carefully thought-out educational aim and are not developed to be played primarily for fun. The technologies applied in serious games development for children with ASD includes 2D and 3D stand-alone and online computer game, virtual reality, mobile devices, touch screen computer and tabletop and interaction games. The serious games for the children with ASD are thought to beintended for twopurposes, first is for therapy and secondly for education(include learning and training). By combining other forms of conventional assessmentwith modern digital methods, video games can be used on aregular basis.It's mentioned that the idea of a child performing typical tablet-based activities like playing educational games, supplies a number of objective measurements of tablet and game use. Each action on the touch screen, tap, fling or swipe could be recorded and then analyzed. Furthermore a lot of data are available from the gyroscope and accelerometer when an autistic child holds a tablet and moves it. Children with ASD are usually more than enthusiasticto use tablets and digital games. According to the therapists'opinion, using a digital form of therapy increases motivation of a child to start and follow an educational activity.Parameters representing behavioral patterns might identify the level of selected skills trained during the therapy sessions. It's indicated that some characteristics based on the games' flow could reflect the ability to understand instructions, focus attention, perseverance, self-control. Others might indicate motor skills, e.g. smoothness and precision of the moves while dragging objects or drawing, the sense of balance and direction changes while flipping a tablet to roll a ball. Computer games applied to children with ASD should be flexible toadapt to the characteristics of each child and integrate the personal information of

the child's own world and the beliefs attached. In this review the lines ofdevelopment and research currently being conducted into digital games which purpose some form of benefit in the field of ASD will be discussed.

Key words: video game, digital play, child, autism spectrum disorder

S5- Screen exposure among children with language delay:
Preliminary results

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Abstract

Introduction: echnological innovations have started to take an important place in our daily life. Numerous different factors can influence language development. The cognitive-motor-language development of children matureby physical and emotional contact with the caregiver or parent and by establishing social relations. Nowadays, children at all ages have both foreground and background television (TV) exposure than expected. However, it is also emphasized that in early childhood, they can learn less by watching television than by life experience. The aim of this study was to investigate the role of screen-TV exposure in children 18 -36 months of age identified with language delay during well child visits.

Method: The files of all children (n=187) between 18-months and 3-years of age who came to İstanbul Medical Faculty Social Pediatrics outpatient clinic between 1 January 2018 and 1 March 2018 were reviewed retrospectively. The health records of children with the diagnosis of language delay were investigated in detail. The age, the duration of exclusively breastfeeding time, and total breastfeeding time, the results of 9th, 12th, 15th, 18th, 24th month language developmental status, the results of The Social Communication Area Screening Test (SİATT) at 9th, 15th and 24th month and of Modified Check List of Autism in Toddlers (M-CHAT) at 18th and 24th month were evaluated. All children routinely underwent developmental evaluation during their visits at certain ages in the unit. Children identified to have isolated language delay were followed-up by the child development specialist. Family counselling about playing with children and avoiding screen exposure was given. All children were examined by a pediatrician..The study was conducted in accordance with Helsinki rules.

Results: Language delay was noted in the health records of 28 (14.7%) children. One child was diagnosed as Down Syndrome and excluded from the study. 77.7 % of the children identified with language delay had screen exposure. Of these children 14.8% had also background TV noise beside watching screen directly. All children had been followed-up for at least 6 months after family counselling. Of 27 children 13 had improvement. The final evaluation was not completed in 11 children. Three children did not show any improvement.

Conclusion: Our findings led us to think that language delay may be related with the screen exposure. At the evaluation of language delay detailed family history about media using should be questioned beside the differential diagnosis work-up for organic pathologies. Media diet of the family should be the part of the control during well-child visits.

S6- Technological Device Usage Habits and Participation in Physical Activity of School Age Children

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Abstract

Research has shown that children use technology devices at least as much as adult individuals.Evidence that the use of technological devices has altered physical activity is inadequate, but the level of participation in physical activity decreases as children increase sedentary behaviors.In literature, it is reported that 37% of children aged 4-11 years have a low level of active playing (football, basketball, etc.) and 65% have a high screening time (television, computer, tablet, etc.).In a study on children aged 6-17 years, it was determined that those who have low physical activity level and those who use long time technological devices are two times more likely to be obese. In our country, it is seen that there are a limited number of studies investigating the effects of school children on technological device usage habits and physical activity.For this reason, the purpose of our study was to examine the habits of technological device use by school age children (6-12 years) and their participation in physical activity.The study was conducted between January 15 - March 4, 2018 based on the views of 112 parents aged 6-12 years. A questionnaire prepared by the researchers was used to ask parents about the length of time their children spent on technological devices, their frequency, and their participation in physical activity.It was determined that the usage time of technological devices (television, computer, mobile phone, etc.) during the day was 164.3 ± 112.6 minutes.It was found that television viewing time 66.8 ± 57.5 minutes, 32.9 ± 47.6 minutes of telephone useage time, 29.9 ± 55.6 minutes of computer useage time, 27.5 ± 41.5 minutes of tablet usage time, the playing time with the game console was 6.1 ± 15.9 minutes.When the frequency of use of technological devices by the children is examined, the rate of more than one time in a day watching TVs is 48,2%, 33.0% of telephone users, 20.5% of tablet users and and 15.2% for computer users.When children's purposes of using technological devices were examined,76.2% of the television viewers were watching the TV for cartoon film, 51.5% of computer users for education reason and 48.3% of students play games, 50.1% of telephone users play games and 34.0% for communication, 71.6% of the users of tablets play games and 32.4% of them use tablets for education.When the participation of children participating in the study is examined in the physical activity,this age group is 42.8% of children meeting guidelines for participation in moderate physical activity for at least 5 days/1 hour or more per week in the guidelines for children,and 19.2% of children did not spend any time in parks or playgrounds outside school.However, when we examined the incidence of high intensity physical activities such as football and basketball, it was found that 29.8% of the children complied with the

guidelines stated in the guidelines and 16.1% of those who never participated in high intensity physical activities.The duration of participation of children in high intensity physical activity was 46.5 ± 39.1 minutes. According to the findings obtained during the study, it was seen that children aged 6-12 years used more than 2,5 hours of technological devices during the day.It was determined that the children spent the most time during the day and that the most frequently used technological devices were televisions and telephones, respectively.According to parents, children use television to watch cartoons, computer to education, phone and tablet to play games.It has been determined that six out of every ten children participating in the study do not comply with the recommendation that children in this age group should participate in moderate or severe physical activity for at least 5 days /1 hour or more per week as indicated in the guidelines. Parents should strive to ensure that children are able to participate in adequate physical activity for their healthy growth and development by making plans according to their age and level of development.

Key words: technological device usage, physical activity, television, child, mobile phone

S7- Examination of Relation Between High School Students' Online Game Addiction and Loneliness, Aggression, Depression Tendency

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Abstract: Playing online games is one of the most popular Internet activities of our time. With the widespread use of the Internet, interest in online games has also increased. While it is formerly mostly limited to game centers, online gaming habits can now be maintained at any time of day thanks to the smartphones. One of the reasons why interest in online games increased is online games of nowadays render the possibility of playing with multi-player. Apart from online game playing, this interest also proceeds on virtual social groups through social network activities such as sharing videos of games they play, discussion of them, learning new strategies. Although online games have cognitive, emotional, motivational and social benefits, they also lead to undesirable situations like game addiction. Therefore, it should be taken into account that online game addiction can bring about many physical, mental and psychological problems. In the researches carried out, online game addiction leads excessive anxiety, intolerance, hasty behavior, anger, mood swings, and behavioral changes. For this reason, determining the factors associated with online gaming addiction may be a guide to preventing addiction. The aim of this research is to examine the online game addiction status of high school students and to examine the relationship of online game addiction and feeling of loneliness, aggression and depression tendencies. The research was carried out according to the correlational research model and was conducted on the students of an Anatolian High School located in a province center in the Western Black Sea Region. Participants of this study consist of 276 high school students. Data of study; Online Game Addiction Scale that is to determine addiction status of high school students, the UCLA Loneliness Scale that is to determine students' loneliness status, BUSS-PERRY Aggression Scale that is to determine students' aggression tendencies, BECK Depression Scale that is to determine students' depression tendencies. It has been questioned whether the data obtained within the scope of the study can meet the normal assumptions; as a result it has been seen data is normally distributed. Findings from the researches are; there is a low positive significant correlation (r = .26; p <.01) between high school students' online game addiction and their feeling loneliness, there is a moderately positive significant correlation (r = .44; p <.01) between online game addiction and aggression tendencies, there is a low positive significant correlation (r = .28; p <.01) between online game addiction and depression tendencies. When the relations of other scales are examined; it has been seen, there is a moderately positive significant correlation between feeling loneliness and aggression tendencies (r = .47; p <.01), there is a low significant positive correlation between depressive tendencies and feelings of loneliness

(r=.15; p<.01), there is moderately positive significant relation between depression tendency and aggression tendency (r=.34; p<.01). According to findings obtained from the research, due to the increase of online gaming addiction it can be said, students' feeling loneliness increased a bit, their aggression behaviour increased and depression tendency an increased a bit. In reducing online game addiction; taking preventative measures can be taken to decrease online game playing addiction and to reduce addicted user's feelings of loneliness, their tendency to engage in depression and aggression tendencies. It was discussed what can be done in order to decrease the game addiction of the students in the direction of the findings obtained from the research. Various suggestions have been given to teachers, parents and policy makers.

Keywords: High school students, Online game addiction, Loneliness, Aggression, Depression

S8- Classification of internet addiction in children and examination of association with psychological and social problems

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Abstract:

In recent years, the internet has become the most important educational and entertainment tool for adolescents and adults. Accessing information via the Internet and communicating with other people around the world is easy and fast. However, loss of control of internet use can affect daily life, family relationships and emotional relationships negatively. Internet addiction or problematic internet use is defined as a type of behavioral addiction (1). Depression is the psychological disorder most commonly associated with internet addiction. However, the studies that have been conducted support a bilateral relationship between internet addiction and psychiatric symptoms (2).

The purpose of the study is to identify, categorize, and evaluate the coexistence of psychological and social problems with the addiction status of internet use in children.

S9- The Digital Game Addiction Status of the Students
in High School Institutions

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The goal of the present research is to investigate the digital game addiction status of the students in high school institutions. The research was conducted in a relational screening model. The universe of the research is composed of high school students in nine, ten and eleventh grades of public schools in Yeşilyurt and Battalgazi, Malatya districts in the academic year of 2017-2018.

Layered sampling method was used in the selection of the sample. The sample of 342 students includes 152 students at general high school education institutions and 190 at vocational and technical high school education institutions.

 In order to determine the digital game addictions of the students; Lemmens and his/her colleagues used the Game Addiction Scale translated into Turkish by Irmak and Erdoğan to determine the problematic digital gaming behaviors of adolescents aged between 12 and 18 and by validity and reliability studies. The scale is a seven-item short form of the GAS (Game Addiction Scale) -21, consisting of seven sub dimensions and a total of 21 items. To determine whether a person is addicted to a game, two monothetical and polythetical formats are used. According to the monothetical form, if the person gives 7 points to 3 (sometimes) and over, the risk is defined as high-risk game addict, if he/she gives a rating of at least 4 to 3 (sometimes) and over according to the polythetical form.

The hypothesis of normality for difference analysis was examined in all subgroups; the data were found to carry the normal distribution feature (skewness and kurtosis coefficients $\pm$ 1). For this reason, parametric tests were used in the analyzes. Data obtained in the study were analyzed using independent sample t-test, one-way analysis of variance (ANOVA). Significance level was taken as 0.05.

According to the newly obtained results in the research; 19.6% of the students who participated in the survey are digital game addicts.

There was no significant difference in the level of digital game addiction among the students according to the sex, the school they attended, the class they were learning, the games their families played and the time they controlled the playing time.

There was a significant difference in the level of digital game addiction among the students in terms of the degree of dependence of digital game relative to having computer, having fixed internet connection, having mobile phone, internet on mobile phone, mother education, parent education, family income situation and digital game playing time.

According to the possession of a computer; the average score of the digital game addiction of students who have a computer is higher than the average of students who do not have a computer.

According to the situation of having fixed internet connection; students with a fixed internet connection at home had a higher average score of digital game addiction than students who did not have a fixed internet connection.

According to the possession of mobile phone; students with mobile phones have higher average scores of digital game addiction than students who do not have a mobile phone.

According to the situation of internet in the mobile phone; the average scores of digital game addiction scores of students with internet on mobile phone were higher than those of non-internet students on mobile phone.

According to mother education status; the average score of the digital game addiction scores of the students whose mothers having high education level was higher than the students whose mothers having low education level.

According to father's educational status; the average scores of the digital game addiction scores of the students whose father having high education level were higher than those of the students whose father education level was low.

According to family income situation; the average scores of digital game addiction scores of the students having high family income were higher than those of family having low and middle students.

According to playing time; as the duration of playing increases, the average score of the students' digital game addiction scores also increases.

Keywords: Addiction, Digital Game, Digital Game Addiction, High School Education