IADliber – Raising competences of adult educators as a means for adults liberation from Internet Addiction Disorder

2022-1-RO01-KA220-ADU-000087209

FOCUS GROUP ON PUBLIC AWARENESS ON INTERNET ADDICTION DISORDER (IAD):

TURKISH COUNTRY REPORT

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1. GENERAL INFORMATION

1.1. Participant Selection

Kindly describe the process of selecting participants for your focus group. Briefly describe which criteria were used to identify target participants and any actions take in order to elicit their participation:
All of the participants were chosen according to the criteria of whether they have experience in the field of adult education, interest in and competence of the project context and content-IAD among adults. All participants were adult education providers working with adult learners (including disadvantaged people e.g migrates, PwDs, women with limited access to educational opportunities etc.) in official institutions of Ministry of National Education (MoNE).

1.2. Focus Group Event

Kindly provide some general information for the following items related to the focus group event:	
Partner Organising the Event:	*İstanbul Valiliği-Governorship of İstanbul*
Contact Person Responsible for the Event:	*Ümmühan ÖZBEK-Project Manager*
Date of the Focus Group Event:	*3 April 2023*
Approximate Length of the Discussion	*60 Minutes*

Brief description of the setting (face-to-face/online/hybrid):	*The meeting was held online via ZOOM at the request of the participants.*
	Prior to the meeting, all participants were provided <u>a pre-briefing document</u> (see Annex I in evidentiary documents) including information on:

*   *What is addiction?*
*   *What are the addiction types?*
*   *What is IAD?*
*   *What are the types of IAD?*
*   *Causes of IAD*
*   *Signs and Symptoms of IAD*
*   *IAD Prevention Methods*

Participants were also provided <u>a pre-informative document on Kirkpatrick 4 Levels of Evaluation</u> (see Annex II in evidentiary documents) to familiarize them with the focus group data collection method.

During the meeting, moderator made <u>a presentation</u> (see Annex III in evidentiary documents) on IADliber project, project products with a particular focus on the survival kit. Following the presentation on the introduction of the project and purpose of the activity, moderator refreshed participants' memories on IAD among adults and IAD prevention techniques.

1.3. Participant Profile

Summarise important details from the participant profile in this section by providing the following demographic information:	
Number of Participants:	*5*
Age (Mean):	*33*

Gender:	2 Males-3 Females
Participants' Levels of Education:	Master's Degree (2) Bachelor's Degree (3)
Occupations of Participants:	Adult Education Provider
Years of Experience of Participants (Mean):	9.4 (15, 13, 4, 8, 7)
Size of Participants' Class (Mean):	14.2 (18, 10, 8, 20, 15)
Types of Learners Participants are responsible for:	Adult Learners (including disadvantegeous people e.g migrates, PwDs, womans that has imited access to educational opportunities etc.)
List of Organisations represented by Participants:	All of the participants work in the official institutions of Ministry of National Education (MoNE).

1.4. Desk Research

Please include any material encountered when conducting desk research that was particularly relied on to inform participants, utilised to elicit responses during the focus group, or which can help provide additional insight to the results and the development of the survival kit:

With the widespread use of the internet in Türkiye, concerns about the prevalence of IAD have been growing in recent years. Therefore, there are many studies on this topic in the field.

In 2018, according to the study titled "Internet Addiction in University Students in Türkiye" conducted at Gaziantep University Faculty of Medicine, 15.7% of university students in Türkiye were found to have internet addiction. In 2018, another study conducted at Çukurova University titled "Internet Addiction and Gender Differences in Türkiye: A Meta-Analysis Study", the rate of internet addiction in Türkiye is 5.5%. The study also showed that men are more prone to internet addiction. In 2019, according to the study titled "Investigation of Internet Usage in Türkiye and a Research on Internet Addiction" conducted at Kırklareli University Institute of Health Sciences, the rate of internet usage in Türkiye was 58.3%, while the rate of internet addiction was 3.3%. According to another 2019 study by the Turkish Statistical Institute, 17% of internet users in Türkiye have IAD. Another study

conducted in 2018 reported that 36.7% of university students in Türkiye have IAD. In 2020, according to the "Ministry of Health Internet Addiction Report" conducted by the Ministry of Health, internet usage in Turkey was 58% in 2019. The report also includes factors that cause internet addiction and measures that can be taken. According to a study conducted in 2020 (https://l24.im/RP2FLB), internet addiction proportion in Türkiye was determined as 13%). When the regions were examined the proportions were respectively for Aegean and Central Anatolia regions 17%, the Black Sea 14%, Marmara 13%, Mediterranean 11%, Eastern Anatolia 5% and South eastern Anatolia 3%. According to 'We Are Social' global Internet Usage report published in 2021, the daily time spent on the internet in Türkiye is 7 hours and 57 minutes. According to a 2020 report by the Turkish Informatics Industry Association, the number of internet users in Türkiye reached 67 million, which corresponds to 80.7% of the country's population.

Although there is no official statistic on the prevalence of IAD in Türkiye, various research studies and reports suggest that it is a significant and increasing problem. Therefore, Türkiye has started to take measures to address the issue.

Preventing IAD in Türkiye requires a multi-faceted approach that involves education, awareness-raising, and intervention programs. The following prevention measures have been implemented in Türkiye:

The Ministry of Family, Labor and Social Services established the "Turkey Addiction Prevention and Rehabilitation Centers" to provide support and treatment for various types of addiction, including internet addiction.

Education programs: educational programs that aim to increase awareness about the risks and consequences of excessive internet use have been implemented in schools and universities in Türkiye.

National Strategy on the Information Society: In 2010, Turkey launched its National Strategy on the Information Society, which includes provisions for promoting responsible internet use and preventing cyberbullying and other online risks.

Public awareness campaigns: Various public awareness campaigns have been launched in Turkey to raise awareness about the risks of excessive internet use and to promote responsible internet use.

Intervention programs: Intervention programs, such as counseling and psychotherapy, have been developed in Turkey to help individuals with IAD overcome their addiction.

Familiarity with definitions

	Not at all	Not really	Maybe	Do not know	A little	A lot	Very much
	-3	-2	-1	0	1	2	3
Are you **familiar** with Internet Addiction Disorder (**IAD**)?							5
Are you **familiar** with **IAD prevention techniques**?						2	3
Are you **familiar** with **Mindfulness**?						3	2
Are you **familiar** with **Methods of Focus?**					1	2	2
Are you **familiar** with **Self-Awareness?**						2	3

Responses for the Introductory Questions

- What are your views on the public's awareness of Internet Addiction Disorder (IAD)?

  Participants state that many people are unaware that there is even an issue with internet addiction. Even though some of them show the symptoms/signs of addiction, they don't have enough knowledge or awareness to realize it. Although the society is dissatisfied with the recent habits and addiction related to the widespread use of technology/internet, it lacks the competence (including most adult education providers) to guide the clarification of this addiction and methods of coping with it.

- How well do you think current educational institutions and materials develop the public's ability to recognise and react to Internet addiction?

  Participants state that the existing content is insufficient and the existing content cannot be disseminated sufficiently. The abolition of the middle school information technology courses in the education system has affected the rate of awareness and reduced it. In Türkiye, educational institutions and authorities provide some online and free materials to guide individuals out of technology/internet addiction to a certain extend, however, the common awareness level of the society members are lower than

expected.

2.1. Topic 1: Mindfulness

Please provide below a detailed but concise analysis of the topics discussed, providing insight on the responses received and overall attitudes collected.

Summarised responses for Reaction	On the public's level of knowledge on this method:
	Although all the participants have the knowledge of this method, they find it worrying that the lack of knowledge about internet addiction and the prevention methods among adults has taken on a new negative dimension by affecting their children. They state that the present scenario does not look promising. Public methods and approaches are superficial compared to the potential damage that the technological / internet addiction possesses. Most people are not familiar with the "mindfulness" term, so the awareness on this method is not sufficient.
	On the public's engagement or involvement level in their learning activities of this method:
	Participants state that learners care about this issue once they're introduced to the subject and they are willing about having more detailed information, but they don't think there is a roadmap, a solution or proposal plan that specifies how they will proceed. Participants also state that as the level of people education increases, the time individuals spend on self-development increases, we cannot say the same for people with limited access to education. So as general, this topic needs more attention. The public notion of this method is inadequate; therefore it is not integrated in formal education environments at any level. Especially disadvantaged people do not know mindfulness and its

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techniques, so they are not involved in the learning processes of this subject.

On the information provided to the public about this method and its relation to the subject of IAD:

Participants state that this method is very useful in fighting against internet addiction, but they do not think that the knowledge and skills of adults at the local level on the subject are sufficient, as well as the information and documents provided on this subject are easily accessible. They reckon the public's knowledge about this method, internet addiction and any prevention methods of the similar sort limited. They also state that there are some mindfulness resources available but not specific to internet/technology addiction. Therefore, they are inadequate and not helpful.
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Summarised responses for Learning
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On the public's level of knowledge and grasp of skills in relation to this method:

Participants state that the level of knowledge and skills of the public about this method is insufficient because the information about IAD prevention methods or how to fight against internet addiction is generally integrated into family trainings and non-formal education activities, which they think does not create a sense of importance on the subject. There is an awareness to a certain level, however, coping skills and knowledge is not possessed by the individuals. They also state that especially disadvantaged adults are not competent about this topic.
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a. amount of material covered on this topic:

Although there are not enough publications, there are awareness-raising materials prepared by the state, NGOs, universities, and technology companies, but there is no platform where the person can collect and understand this scattered information. There are free and accessible resources on the IAD such as

https://yetiskin.tbm.org.tr/Teknoloji-Bagimliligi *however there are not enough resources on specific prevention methods. They state that IAD is a fresh subject in education at an institutional level. Therefore, educational materials of the sort are inadequate.*

b. balance between understanding of theoretical concepts and practical skills:

Unfortunately, it is obvious that if training activities do not respond to the needs of the learners and remain only theoretical and not applicable, they become incomprehensible and useless. Failure to create the content to be put into practice or not enriching the content sufficiently causes the application to remain superficial. Participants state that even though there are many resources on IAD in local context, they are mostly superficial, and they do not include a detailed roadmap. Therefore, there are not enough resources and detailed information on prevention methods - particularly for the adults since many resources on IAD only target young people and IAD itself is a relatively new phenomenon.

They also state that conceptual knowledge forms the proper basis and common ground for the practices and learning starts with theoretical knowledge and then it needs to be supported with practical knowledge.

	c. relevance of the knowledge and skills when applied to IAD:
	Participants state that knowledge and skills on mindfulness can be applied to IAD, with the development of sufficient information and materials and the emphasis on practice. They believe that the creation of environments where knowledge will be processed and transformed into skills will both make the subject comprehensible in essence and increase the individual's interest in the subject. They also state that It can be adapted, if they're developed by experts. Addiction is a notion of common concepts; however, it is internalized at an individual level. That's how the process and the progress differ in each story. This method will assist the process to become individualized and internalized. Adult learners can practice some techniques to prevent internet/technology addiction after some theoretical knowledge.
Summarised responses for Behaviour	On the desired behavioural changes or skills that are achieved from mastery or a clear understanding of this method: *Participants state that mindfulness can help and lead to some significant behavioural changes in terms of IAD such as:* *To stay away from the internet and be involved in social life, to engage in activities that increase internal motivation, to take up a hobby.* *With the benefits of this method, people are expected to transform knowledge into attitudes and experiences. Healthy internet and technology use is expected to be integrated into daily life.*

With the help of mindfulness method, people will realize their behaviours and their reasons. They accept and appreciate the problem and take a step to overcome it.

Mastery or a clear understanding of mindfulness can help achieve the following desired behavioural changes or skills in terms of internet addiction:

- Increased self-awareness: Mindfulness can help individuals become more aware of their thoughts, feelings, and behaviours, which can lead to better self-control and self-regulation.
- Improved impulse control: Mindfulness can help individuals develop the ability to resist urges to engage in impulsive or addictive behaviours, such as compulsive internet use.
- Reduced stress and anxiety: Mindfulness has been shown to be effective in reducing stress and anxiety, which can be significant factors in internet addiction.
- Enhanced emotional regulation: Mindfulness can help individuals develop the ability to regulate their emotions and respond to triggers in a more productive and adaptive way.
- Improved cognitive flexibility: Mindfulness can help individuals develop the ability to shift their attention and focus, which can be helpful in breaking patterns of addictive behaviour.
- Increased resilience: Mindfulness can help individuals develop resilience and the ability to bounce back from setbacks, which can be important in overcoming internet addiction.

On to what extent has the public's behaviour changed or can change because of their learning on this method:

Learning this method can change an individual's behavioural patterns to a great extent. This can help reduce problems such as internet and technology addiction. For example, if a person is constantly using social media, mindfulness can help to understand the reasons for this behaviour and provide appropriate alternatives. However, this method alone is not enough, and its success depends on many factors, such as the person's willingness, motivation, and the correct application of environmental factors.

Long as they observe the positive effects of knowledge converting into benefit, it would change their behaviours and habit gradually.

They will become more self-aware and it affects not only technology addiction but also every aspect of their lives.

On the public application level of the discussed skills above:

Participants state that public institutions or individuals can also practice these skills without realizing it. For example, an individual may practice by explaining the consequences of their undesirable behaviour. Similarly, a public institution can organize campaigns to get the public to reduce or stop a certain behaviour and provide rewards for doing so.

However, it is important for public institutions and individuals to knowingly and consciously apply the principles of behavioural learning to achieve more effective results. For this purpose, public institutions and individuals can apply

these skills more effectively by receiving trainings on the subject and receiving support from experts.

Participants also state that individual try to apply some IAD prevention methods for now but fail mostly. The more awareness and knowledge they acquire, the healthier habits they will develop in terms of internet/technology use. Some of the participants state that they do not practice these skills for the moment but when they learn the technique with suitable materials, they can.

On the achievement of the desired change in behaviour, as discussed above, with respect to changes from previous behaviour or the adoption of new behaviour:

Changes from previous behaviours can be used to reduce or control particularly heavy internet use. This method can be effectively implemented by learning about the causes, triggers and consequences of internet use and using appropriate environmental factors and rewards to eliminate or reduce these causes.

It can be used to adopt new behaviours, especially finding different activities or hobbies that replace internet use. This method can be effectively implemented by identifying activities that match the person's interests and providing appropriate rewards for practicing these activities.

However, in a situation such as internet addiction, simply changing previous behaviours may not be enough. Adopting new behaviours can help a person to gain new experiences in life and to recover from internet addiction. Therefore, depending on the type of behaviour change desired and the

	characteristics of the person, a combination of both methods can be effective.
	To summarize, the desired behaviour change for internet addiction can be achieved through changes from previous behaviours and/or the adoption of new behaviours. Which method to use will depend on the characteristics of the person and the level of addiction.
Summarised responses for Results	On the extent to which people's behavior has changed or could change because they have learned this method:
	Inadequate. Community needs to spend more time on thinking, analysing, and practising this. Increased awareness can help people to be more conscious about their internet use and prevent possible addictions.
	However, increased knowledge is not enough, people need to be willing to use this knowledge and change their behaviour. Therefore, in addition to the public learning about this method, training and campaigns are also necessary to raise awareness. Such trainings and campaigns on mindfulness can help prevent problems such as internet addiction by making people more aware of it.
	As a result, increasing the level of knowledge of the public about this method can contribute to the solution of problems such as internet addiction, but education and awareness campaigns also have an important role in this process.
	On the facilitating or hindering factors for increased public knowledge on this method?
	Participants state that people are always resistant to change, and the lack of educational materials on this subject is a major problem. That's why this project addresses exactly

what is needed. There is not enough material on this technique, or the current ones are just focused on some specific topics. This technique can be applied in various areas. They also state that among the factors that facilitate greater public information are the following:

- *Media: The media can increase public knowledge by reporting on issues such as internet addiction.*

- *Education: Institutions such as schools, universities and non-governmental organizations can help raise public awareness by organizing informative trainings on internet addiction.*

- *Internet providers: Internet providers can help their users by providing them with informative content and taking precautions against internet addiction.*

- *Health organizations: Healthcare organizations can provide counselling and therapy services to inform and help people about internet addiction.*

However, there are also factors that hinder increasing public knowledge. These include the following:

- *Information pollution: Inaccurate, incomplete, or contradictory information on the internet can make it difficult for people to access accurate information.*

- *Workload: Due to work and other priorities, people may not be able to take the time to learn enough about issues such as internet addiction.*

- *Apathy: Some people may be disinterested or misinformed about internet addiction.*

- *Economic interests: Some companies may prevent action on internet addiction because it could affect their revenue.*

On the accessibility level of information and training:

Participants state that there are not enough materials on this method particularly its effects on IAD and the current ones are not easily accessible.

On the environmental or cultural elements involved in the public's awareness of this method:

Environmental, or cultural factors may have an impact on public awareness of this method. For example, in some cultures, dependence on technology may be more prevalent and therefore it may be easier to raise awareness. Also, in some countries, internet access is more widespread, so it may be easier to learn about this method. However, in some countries, internet access and technology use are more limited, so it may be more difficult to raise awareness. In addition, some environmental factors may also influence awareness. For example, the transportation and communication facilities of the region where we live, and the prevalence of social media use may affect awareness.

On the contextual elements to the public's learning of this method:

Issues such as internet and technology addiction may differ according to the contextual factors that individuals experience. For example, a person may need to use the internet intensively for work or school. In this case, they may become vulnerable to internet addiction. Likewise, the prevalence of technology use in a person's environment may affect their susceptibility to technology addiction. In addition, the attitudes of family, friends and other people around them towards technology use can also affect awareness. For example, an individual whose family is very supportive of technology use may be more likely to become vulnerable to technology addiction.

Generalised overall viewpoint	*The participants believe that the public's knowledge and understanding of mindfulness as a prevention method for IAD is inadequate. There is a lack of detailed information and resources on specific prevention methods for IAD. Most of the available resources are not detailed since IAD itself is a relatively new phenomenon and only target young people. The participants suggest that educational materials on IAD prevention methods need to be developed by experts and made more accessible to the public. They believe that mastering mindfulness can lead to behavioural changes such as increased self-awareness, improved impulse control, and reduced stress and anxiety. However, there is a need to strike a balance between theoretical concepts and practical skills to ensure that the training activities are applicable and useful.*
	To explain in more detail:
	Although the public's level of knowledge about mindfulness is increasing, it is still not sufficient. In particular, the lack of knowledge about new problems that have emerged with the widespread use of the internet and technology makes it difficult to deal with these problems.
	However, in recent years, increased media coverage of issues such as internet and technology addiction has helped people to become more informed about these issues. In addition, civil society organizations and communities are running campaigns to raise awareness about the limits of internet and technology use.
	However, more efforts are needed. Educational institutions and the media can help raise people's awareness by providing more resources on internet and technology

	addiction. Families and community leaders also need to be more aware and support people to adopt responsible usage habits. *In conclusion, the public needs to know more about mindfulness and more efforts need to be made. However, current developments are promising and have a promising potential to raise more awareness in the future.*

2.2. Topic 2: Other Methods of Focus

Please provide below a detailed but concise analysis of the topics discussed, providing insight on the responses received and overall attitudes collected.	

Summarised responses for Reaction	On the public's level of knowledge on this method:
	
	Participants state that there are several methods of focus including:
	
	   • *Cognitive-behavioral therapy (CBT),*
	   • *The Pomodoro Technique,*
	   • *Single tasking (monotasking),*
	   • *Daily planning,*
	   • *Mind mapping,*
	   • *Time-blocking,*
	   • *A healthy and balanced lifestyle,*
	
	Participants state that they are aware of all these methods above and some educators are competent in these methods but they believe that the level of knowledge of the public about these methods is low and they state that it is necessary to contribute to the work to be done in this field.
	
	On the public's engagement or involvement level in their learning activities of this method:

	Some of the participants state that there is little or no participation in the aforementioned methods of focus as a prevention tool for IAD. However, the fact that there are prejudiced approaches to the content to be learned makes it difficult to provide training.
	However, they think that with the increase in awareness-raising activities, more masses will be reached and the awareness of people will be increased.
	They think that public's level of participation of IAD training the methods of focus as prevention tools for fighting against IAD- is inadequate. These methods are mostly included in the training of trainers but others are not aware of these methods.
	On the information provided to the public about this method and its relation to the subject of IAD:
	Participants state that aforementioned methods can be used in various areas to provide self-awareness and focus. But especially in IAD, these kinds of methods are not commonly used and applied by public yet they can be extremely helpful to prevent or fight against IAD and they can be improved with innovative and collaborative interpretations.
Summarised responses for Learning	On the public's level of knowledge and grasp of skills in relation to this method:
	Participants state that the level of knowledge and skills of the general public about these methods are inadequate or arguably low although it may vary in certain situations. Some people may be very knowledgeable and experienced, while others may not yet know enough about them or have sufficient skills to use them. Therefore, awareness-raising

	efforts are needed so that more people learn about and apply these methods.
	a. amount of material covered on this topic:
	No, the training materials on these methods are not enough and the current ones are just focused on some specific topics, not on IAD.
	b. balance between understanding of theoretical concepts and practical skills:
	Conteptual and theoretical knowledge will for sure provide a common ground for the practices.
	c. relevance of the knowledge and skills when applied to IAD:
	These methods are highly applicable to internet and technology addiction disorder. For example, the Pomodoro Technique has many applications and web browser plug-ins, and with these tools, people can use it to reduce distractions caused by the internet and technology and increase their work efficiency. Similarly, techniques such as mind mapping, daily planning and single-tasking can also be used to fight against internet and technology addiction, and acquiring these skills can be a suitable method to reduce internet and technology addiction.
Summarised responses for Behaviour	On the desired behavioural changes or skills that are achieved from mastery or a clear understanding of this method:
	These methods mostly contribute to develop better time management skills and improve focus and concentration skills by increasing attention span.
	On the extent to which people's behavior has changed or could change because they have learned this method:

	Techniques such as the Pomodoro Technique can help learners achieve better time management and enable them to work more efficiently. Methods such as Mind Mapping or Creating a Daily Plan can help learners focus better on their goals and enable them to work more efficiently. Single Tasking can help learners work in a less distributed and more efficient way. However, how effective these methods are can vary from person to person and positive results cannot always be guaranteed. *To sum up, learners can control their time spent on the Internet and control their technology usage behaviors as long as they learn and put these methods into practice. They can also convert this addiction into a benefit and hobby within the lines of a healthy approach.* On the public application level of the discussed skills above: *Public can apply these methods as a prevention tool for IAD. Applying these skills requires learning, practice and time. However, practicing these skills can increase people's productivity and help them reduce negative behaviors such as internet addiction. For now, they are not fully aware of these methods. When they have a detailed knowledge of these techniques, they can practice and benefit from these methods.*
Summarised responses for Results	On the achievement of an increased knowledge on this method of the majority of the public: *As resources and expertise on these methods in preventing IAD increase, more people will learn and apply them, leading to increased awareness and adoption in the field. This could help people to be more effective in time management and*

manage their work and spend quality time with their family more efficiently.

On the facilitating or hindering factors for increased public knowledge on this method:

Facilitators can be the following:

- *Availability of well-prepared training materials, e.g. online video lessons, books, seminars or workshops.*
- *Discussion of the topic on various platforms and sharing by users of these methods, e.g. blogs, forums, social media, etc.*
- *Sharing personal success stories or feedback using these methods can help people to show more interest.*

Hindering factors may include:

- *Lack of adequate training materials or resources.*
- *The topic is not sufficiently publicized or presented in an engaging way.*
- *Few people adopting these methods or not publicizing their successes enough.*
- *It may be difficult to understand that these methods are used to develop a specific skill or ability, which may cause people to lose interest in it.*

On the accessibility level of information and training:

There are extra-curricular trainings on this issue for the ones interested. However, trainings on these methods particularly on the field of IAD prevention are not sufficient.

On the environmental or cultural elements involved in the public's awareness of this method:

The influence of environmental or cultural factors may vary. However, environmental factors are not expected to hinder

	the use of these methods, as the tools and resources required for its use are usually easily accessible.
	However, some cultural factors (e.g. work culture or family structure) may encourage or discourage its use.
	On the contextual elements to the public's learning of this method:
	It is closely linked to environmental and cultural factors. For example, there may be different opinions about the appropriateness of these methods in a particular context, such as work or education. Moreover, factors such as the types of activities that individuals perform in their daily lives, where they live, their socio-economic status, their level of education and cultural values can also play an important role in the learning process. Therefore, it can be said that these factors should be taken into account when learning these methods.
Generalised overall viewpoint	*The participants stated that the public's knowledge of methods such as cognitive-behavioural therapy, the Pomodoro Technique, mind mapping, time-blocking, among others, for preventing internet addiction disorder (IAD) is low. Some educators are competent in these methods, but the level of knowledge of the public about them is inadequate. There is little participation in the methods as a prevention tool for IAD. Still, with an increase in awareness-raising activities, more people can be reached, and their awareness can be increased. The methods are highly applicable to IAD, and acquiring the necessary skills can be a suitable method to reduce internet and technology addiction. These methods contribute to developing better*

time management skills, improving focus and concentration skills, and increasing attention span. The public can apply these methods as a prevention tool for IAD, but practicing these skills can increase people's productivity and help them reduce negative behaviours. The facilitators for achieving an increased public knowledge of these methods include availability of well-prepared training materials, discussion of the topic on various platforms, and sharing personal success stories. Hindering factors include the lack of adequate training materials or resources and the topic not being sufficiently publicized or presented in an engaging way. Overall, there is a need for awareness-raising efforts so that more people learn about and apply these methods.

2.3. Topic 3: Self-Awareness & Reliable Assessment of the Situation

Please provide below a detailed but concise analysis of the topics discussed, providing insight on the responses received and overall attitudes collected.

Summarised responses for Reaction	On the public's level of knowledge on this method: *Participants generally believed that there is a lack of public awareness and information on this issue. People do not have adequate knowledge about these techniques so they can not evaluate the situation. Therefore, it is important to raise more awareness and share information.* On the public's engagement or involvement level in their learning activities of this method: *The method of self-awareness and reliable assessment of the situation is usually a technique that can be applied individually. They also state that These kinds of methods are not commonly included in trainings. Therefore, people do not*

have a chance to learn about these techniques. Therefore, the extent to which individuals participate or get involved will depend on their personal preferences and the level of information around them. However, in order to learn more about these methods, it is thought that awareness-raising activities should be carried out in the community. Such studies can make the method of self-awareness and reliable assessment of the situation more widespread and enable people in the community to become more involved.

On the information provided to the public about this method and its relation to the subject of IAD:

These techniques may be used in different topics, however, they are not used in internet/technology addiction trainings. There are digital-hardcopy resources on this topic for the ones interested. Yet they are not enlightening on how to prevent IAD by applying self-awareness or reliable assessment of the situation. However, tech/net addiction is more common than it looks for which each individual should be addiction-informed with proper guidance. They can raise the awareness of people and they can benefit from them. These methods help people to understand themselves better and to manage their own thoughts and behaviours more consciously. Therefore, applying them can help prevent and treat problems such as internet and technology addiction.

However, it is also important to provide detailed information about internet and technology addiction. It is necessary to be conscious in order to use the opportunities provided by technology in the right way and to adopt a healthy digital lifestyle.

Summarised responses for Learning	On the public's level of knowledge and grasp of skills in relation to this method:
	Informative background and skills are not acquired enough by the society on this matter. It is thought that the level of knowledge and skills of the public is not sufficient. Therefore, individuals mostly learn about the method of self-awareness and reliable assessment of the situation on their own or awareness-raising activities are conducted in the community. If more studies are conducted about how to apply these techniques on IAD, such studies may help to increase the knowledge and skills required for the implementation and dissemination of this method.
	a.amount of material covered on this topic:
	Although training materials are available, it cannot be said that these materials are of sufficient quantity and quality. There are extra-curricular resources and materials which are not integrated to formal education at any institutional level and these resources on self-awareness and reliable assessment of the situation are not particularly in the field of IAD. Therefore, more training materials need to be produced and disseminated.
	b.balance between understanding of theoretical concepts and practical skills:
	There needs to be a balance between understanding theoretical concepts and developing practical skills. Theoretical concepts help to understand and gain knowledge of issues such as self-awareness and reliable assessment of the situation. However, this theoretical knowledge needs to be combined with practical skills. Theoretical knowledge will definitely foster practical knowledge.

There is neither enough theoretical concepts nor practical skills resources or materials in order to get help from these techniques on how to prevent internet addiction or how to fight internet addiction.

Practical skills include understanding the tools and techniques used during the application of self-awareness and reliable assessment of the situation. Therefore, materials providing training on the method of self-awareness and reliable assessment of the situation need to cover both theoretical concepts and practical skills. In this way, people can translate theoretical knowledge into practice and use this method correctly.

c. relevance of the knowledge and skills when applied to IAD:

Definitely, this method is relevant to IAD. This method helps people to better understand the causes and consequences of their own behaviour. Thus, a better awareness of the causes and effects of problems such as internet addiction can be developed and appropriate strategies for preventing or managing these problems can be identified.

For example, if a person is overusing the internet, self-awareness and reliable assessment of the situation can be used to better understand the causes and effects of this behaviour and the person's needs. In this way, the person can better control their own internet use or develop different strategies to deal with problems such as internet addiction.

However, self-awareness and reliable assessment of the situation alone are not enough to prevent

	internet/technology addiction. Other treatment and management methods should also be used to deal with these problems.
Summarised responses for Behaviour	On the desired behavioural changes or skills that are achieved from mastery or a clear understanding of this method:
	The behavioural changes and skills to be achieved through this method can be as follows.
	Increased self-awareness: This method enables people to know more about themselves. It helps people to better understand their own feelings, thoughts and behaviors.
	Promoting positive thoughts and behaviors: The method of self-awareness and reliable assessment of the situation helps people to promote positive thoughts and behaviors. This helps people to become more self-confident and make positive changes.
	Stress management: This method helps people to cope with stress. It helps people to identify stress, identify its sources and develop effective stress management strategies.
	Development of relationship skills: This method of self-awareness and reliable assessment of the situation helps people to be more successful in their relationships. It provides an opportunity for people to learn more about themselves, understand their emotional needs and develop effective communication skills.

Performance enhancement: This method helps people to improve their performance. It provides an opportunity for people to learn more about themselves, set goals and develop effective strategies.

On the extent to which people's behavior has changed or could change because they have learned this method:

It helps people learn more about themselves and develop certain skills. However, learning this method alone is not enough to change behaviour.

Behavioural changes depend on many factors, such as how well the person understands the method, how much they invest in themselves, whether they practice it in a disciplined way, and their intention and effort towards specific goals. Therefore, people who are interested in the method of self-awareness and reliable assessment of the situation need not only to learn the method, but also to be willing to apply it and make an effort.

However, research on this method shows that increasing self-awareness helps people to cope with stress, reduce depression and anxiety, and perform better in their work and personal lives. Therefore, people who learn this method have the potential to achieve positive results in behavioral changes.

On the public application level of the discussed skills above:

The public as a whole does not practice these skills, but it could. The method of self-awareness and reliable assessment of the situation can be used by those interested in personal

	development, mental health professionals and those working in fields such as leadership, business or education.
	While some members of the public are trying to better understand and improve themselves by practicing this method, others may not yet have discovered or started practicing it. However, those who realize the benefits of this method and start practicing it have the potential to make positive changes in their lives.
	Furthermore, dissemination of knowledge and skills related to this method can help people to learn and apply this method. Therefore, it is important to prepare and disseminate training materials that provide more information about the method of self-awareness and reliable assessment of the situation and make it easier to learn this method.
Summarised responses for Results	On the achievement of the increased knowledge on this method of the majority of the public: *Participants state that majority of the public do not have enough knowledge about these techniques. It needs to be raised with suitable materials and trainings. For the reasons below:* *It helps people to better understand themselves and the situations around them. Therefore, increasing public knowledge of this method can have a positive impact overall.* *On an individual level, more people learning and practicing this method can help to make better decisions and cope better with stressful situations. Also, on a societal level,*

adopting the method can help build healthier and more functional societies.

However, it is important to learn and apply the method correctly. If applied incorrectly, there may be unintended consequences. Therefore, it is important for the public to utilize the right resources and receive qualified trainings to learn this method.

On the facilitating or hindering factors for increased public knowledge on this method:

Factors that facilitate greater public knowledge can be the following:

Widespread information campaigns through the internet and other media: Media such as the internet, television and radio can help the public learn about this method. Information campaigns can be designed and accessible to a broad cross-section of society.

Qualified trainings: In order to learn and apply this method correctly, it is important to provide quality trainings. These trainings can be organized at an academic level or targeted at different segments of society.

Provision of informative materials: Informative materials such as books, brochures, posters, etc. can help inform the public about this method.

Factors that may cause the public to be less informed about this method include:

Lack of communication: Failure to provide adequate information about this method or deficiencies in the provision of information may prevent the public from accessing sufficient information.

Misinformation: Inaccurate information or information pollution about this method may cause the public to have inaccurate information about the method.

Inadequate resources: Inadequate quality trainings, informational materials or information campaigns may prevent the public from receiving adequate information about this method.

On the accessibility level of information and training:

There are not many training options in this area; public can not reach training or knowledge about these techniques, especially on internet addiction. There may also be some barriers to access to information, such as regional or socio-economic factors. Therefore, some supportive policies may need to be put in place to provide greater public access to information and education.

On the environmental or cultural elements involved in the public's awareness of this method:

Environmental and cultural factors can influence public awareness of this method. For example, in some societies, emotional awareness and mental awareness issues may be more prevalent and important, while in other societies they may be less important. In addition, certain environmental factors may also influence awareness. For example, natural disasters or societal events can increase risks to people's mental health and well-being, which creates greater sensitization. However, the impact of these factors may vary according to regional and cultural differences.

On the contextual elements to the public's learning of this method:

	Contextual elements can have an impact on learning this method. For example, educational materials and programs are an important contextual element in learning this method. It is important that training materials are easy to understand and accessible. It is also important that training programs are customized for different societies and cultures. Regional or cultural differences can also influence the learning of this method. For example, in some societies, mindfulness techniques such as meditation or yoga may be common, while in other societies they may be less common. It is therefore important that training programs are designed to suit the needs and cultural differences of communities.
Generalised overall viewpoint	*To sum up the answers for self-awareness and reliable assessment of the situation in relation to internet addiction disorder (IAD):* *The responses received suggest that there is a lack of public awareness and information about these techniques. The public's engagement or involvement in learning activities of this method is low, as these techniques are not commonly included in trainings. However, awareness-raising activities can help to make this method more widespread and enable people in the community to become more involved.* *The level of knowledge and skills of the public on this topic is not sufficient. There needs to be a balance between theoretical concepts and practical skills in the training materials, and more training materials need to be produced and disseminated. Self-awareness and reliable assessment of the situation are relevant to IAD and can help to identify*

	appropriate strategies for preventing or managing these problems. However, other treatment and management methods should also be used to deal with these problems.
	The desired behavioural changes or skills that can be achieved through this method include increased self-awareness, promoting positive thoughts and behaviours, stress management, and development of relationship skills. This method can help people to understand themselves better and manage their own thoughts and behaviours more consciously, which can prevent and treat problems such as internet and technology addiction.

2.4. Topic 4: IAD Prevention Among Adults

Please provide below a detailed but concise analysis of the topics discussed, providing insight on the responses received and overall attitudes collected.	
Summarised responses for Reaction	On the public's level of knowledge on this method:
	Participants mention that they were aware of some of the methods to prevent internet addiction in adults. These include setting boundaries for internet use, increasing self-care, identifying triggers, building a support system, seeking professional help etc.
	It is recommended that adults combine these strategies to prevent internet addiction. They also state that research and surveys are needed to determine the exact level of public awareness level with these methods. However, they don't think the adults they work with are aware enough of these methods in general so they are not satisfied with the public's awareness. People may know some of these techniques but

	they are not collected in training materials, and they are not presented in a planned way in order to prevent internet addiction.
	On the public's engagement or involvement level in their learning activities of this method:
	The awareness of these methods and the limited number of resources and materials have a negative impact on public engagement. Therefore, people can not include these methods in their learning since there are not enough or suitable training materials or sessions that include these techniques on internet addiction, However, it can be argued that the awareness of this method should be increased in order to further disseminate its benefits and impacts.
	On the information provided to the public about this method and its relation to the subject of IAD:
	Participants think the strategies and methods for IAD prevention among adults is useful. With the widespread use of the internet and technology, problems such as IAD are on the rise among people. Therefore, it is extremely important to disseminate knowledge and skills related to internet/technology addiction. These methods can help individuals gain self-awareness, increase their intrinsic motivation and help them learn the necessary skills to avoid internet/technology addiction. Therefore, they think that the information provided about these methods can contribute to the issue of internet/technology addiction.
Summarised responses for Learning	On the public's level of knowledge and grasp of skills in relation to this method:

Generally hearsay information. There should be awareness-raising trainings on IAD among adults and the methods and strategies for IAD prevention.

Some people have a good understanding of the method and are successful in applying it, while others do not yet know enough about it or do not even know that it exists.

They feel that more training materials and opportunities to practice should be provided.

a.amount of material covered on this topic:

Although there are not enough publications, there are awareness-raising materials on IAD prepared by the state, NGOs, universities and technology companies, but there is no platform where the person can collect and understand this scattered information. However, the lack of the ability to use the technology that individuals can access to these places and the inability to transfer it to their environment and family also emerges as an undeniable situation.

b.balance between understanding of theoretical concepts and practical skills:

Learning these methods and strategies on IAD among adults requires both an understanding of theoretical concepts and practical skills. Without theoretical knowledge, practical application can be difficult. However, a detailed teaching and understanding of theoretical knowledge may also delay the acquisition of practical skills. Therefore, it is important that training materials cover both theoretical and practical aspects to achieve balance. Furthermore, theoretical and practical skills need to complement each other during the training process.

c. relevance of the knowledge and skills when applied to IAD:

	These methods can be applied to many different types of addiction, such as internet addiction. They can help the person to recognize and change their habits through cognitive behavioural therapy, setting boundaries for internet use, increasing self-care, identifying triggers, building a support system, seeking professional help etc. Therefore, they can be applied to internet/technology addiction and can be seen as a suitable method to prevent this addiction. However, the success rate depends on individual factors and the degree of addiction.
Summarised responses for Behaviour	On the desired behavioural changes or skills that are achieved from mastery or a clear understanding of this method: *In particular, it is aimed to improve people's stress coping and emotional regulation skills. Other skills such as problem solving skills, self-awareness, understanding others and empathy, communication skills and decision making can also be developed. These methods can also help develop skills such as self-attention, focus, clarity of mind and mental strengthening.* On the extent to which people's behavior has changed or could change because they have learned this method: *Once the public raise awareness about these methods, their behaviour may change significantly. However, the degree of this change will depend on the individual's priorities, effort and frequency of application. The impact of the method also depends on how important the learned skill is. For example, if a person learns stress management, this skill can be used in different areas of their life and reduce their overall stress*

	level. For another person, however, the impact of a particular skill may be more limited.
	On the public application level of the discussed skills above:
	The public could apply these skills if more resources and expertise on these methods and strategies were developed. However, each individual's learning speed, learning style and previous experiences are different. Therefore, the application of these skills may differ for everyone. Some people learn these skills more quickly and easily, while others may have to practice more or try different learning methods.
Summarised responses for Results	**On the achievement of the increased knowledge on this method of the majority of the public:**
	The knowledge and awareness of public are not sufficient neither on IAD nor the prevention methods. Their awareness must be raised and they should be supported to adopt these techniques. People who have more knowledge about these methods can be better equipped against internet/technology addiction and can prevent this addiction by changing their behaviour when necessary. In addition, raising public awareness on this issue may contribute to the healthy use of the internet and technology.
	On the facilitating or hindering factors for increased public knowledge on this method:
	Social isolation, pandemic, cost effectiveness are the main reasons and obstacles in the struggle against technology and internet addiction.
	Factors that may facilitate the public to learn more about this method include
	Training opportunities: The availability of training materials, especially the availability of free training resources available

online, can facilitate greater public knowledge about this method.

Community support: Community support can make it easier for the public to learn about this method. This can be provided by different groups such as civil society organizations, media and government agencies.

Communication and promotion: Communication and publicity campaigns can help the public to learn more about this method. These campaigns can be conducted through different media such as social media, television, radio and newspapers.

Personal experience: One of the factors that make it easier for the public to learn about this method is personal experience. People can learn more about the method by listening to and observing the experiences of those who have used it.

Factors that make it less likely that the public will learn about the method include

Insufficient publicity: Insufficient publicity about the method may prevent the public from learning about it.

Prejudice: Some people may have prejudices against learning this method. For example, some people may value traditional methods of education more and therefore oppose new methods.

Limited access: Limited access to materials about the method may prevent the public from learning about it.

On the accessibility level of information and training:

There are resources online for the ones interested on IAD however they are not tailor-made in accordance with specific needs or methods and age groups. It is also not sufficiently

accessible due to the lack of resources, materials and expertise. However, nowadays, thanks to the internet and other technological tools, many people can easily access information. Online educational platforms, blogs, videos, social media and other resources can help those who want to learn about this method. In addition, institutions such as local governments, schools and non-governmental organizations can provide more information about this method to the public by organizing training and information programs.

On the environmental or cultural elements involved in the public's awareness of this method:

Environmental and cultural factors may play a role in public awareness of these methods. For example, in some societies there are no openly expressed emotions or behaviors, while in other societies more open and direct behaviors are expected. Such cultural differences may play an important role in implementing the method and raising people's awareness of it. Similarly, environmental factors can also influence people's access to and implementation of this method. For example, internet access may be limited or slow in some areas, which may make it difficult to implement this method.

On the contextual elements to the public's learning of this method:

Yes, there may be contextual elements in the public's learning of this method. These can be factors such as the learning environment, teaching materials, learner characteristics, learning objectives, teacher experiences and learning styles. For example, factors such as the area in

	which the method will be applied, the age and educational level of the students, the learning objectives and the presentation of the materials can influence the effectiveness of learning. It is also important that students have opportunities to practice and receive feedback as part of the learning process. Therefore, contextual elements need to be taken into account for successful learning of the method.
Generalised overall viewpoint	*The responses collected on IAD prevention among adults indicate that the public's level of knowledge on this method is limited. However, participants mentioned that there are some strategies to prevent internet addiction among adults, such as setting boundaries for internet use, building a support system, and seeking professional help. The lack of awareness-raising training materials and limited resources negatively impact the public's engagement and involvement in learning about these methods. It is suggested that more training materials and opportunities to practice should be provided. The theoretical and practical aspects need to complement each other during the training process. Once the public raises awareness about these methods, their behaviour may change significantly. However, the impact of the method depends on individual factors and the degree of addiction. These methods can help individuals develop various skills such as stress coping, emotional regulation, problem-solving, communication, self-awareness, and decision making. Finally, the public's knowledge and awareness of these methods are not sufficient, and there is a need to raise awareness and provide support to adopt these techniques.*

2.5. Conclusion

Summarise the findings of your focus group by providing a brief overview of the collected responses, together with the overall attitude or viewpoints of the group taken in response to the topics discussed:

The four collections of responses on internet addiction disorder (IAD) prevention methods, including 1-mindfulness, 2-other methods, such as cognitive-behavioural therapy, the Pomodoro Technique, mind mapping, and time-blocking, 3-self-awareness and the reliable assessment of the situation, 4-other methods on IAD prevention among adults such as setting boundaries for internet use, increasing self-care, identifying triggers, building a support system, seeking professional help etc. suggest that the public's knowledge and understanding of these prevention methods are inadequate, and there is a need for more detailed information and resources on specific prevention methods for IAD. All participants agree that the public's knowledge of various methods for preventing internet addiction disorder (IAD) is insufficient. There is a lack of detailed information and resources on specific prevention methods, and most available resources only target young people. However, awareness-raising activities and media coverage have helped to increase public knowledge about IAD these issues.

The lack of awareness-raising training materials, limited resources, and inadequate public participation negatively impact the engagement and involvement of the public in learning about these methods. More training materials and opportunities to practice need to be provided to help raise awareness about these methods. To achieve an increased public knowledge of these methods, well-prepared training materials need to be made more accessible, the topic should be discussed on various platforms, and personal success stories should be shared. Theoretical and practical aspects should complement each other during the training process to ensure that the training activities are applicable and useful. The desired behaviour changes or skills that can be achieved through these methods include increased and improved impulse control, stress management, development of relationship skills, time management, focus, concentration, attention span, stress coping, emotional regulation, problem-solving, communication, self-awareness, and decision-making. Finally, there is a need to strike a balance between theoretical concepts and practical skills to ensure that the training activities are applicable and useful, and to provide more resources on IAD prevention methods to the public.

To sum up, the responses suggest that the public's level of knowledge on IAD prevention methods is limited, and there is a need for awareness-raising efforts to increase public knowledge and adoption of these methods.

Draw conclusions based on the insight produced by the focus group. Conclusions should reflect the overall consensus of the participant group's opinions:

The focus group's consensus is that the public's knowledge and understanding of Internet Addiction Disorder (IAD) prevention methods are inadequate. There is a lack of detailed information and resources on specific prevention methods for IAD, and most available resources are not detailed since IAD is a relatively new phenomenon and mostly-only target young people. The participants suggest that educational materials on IAD prevention methods need to be developed by experts and made more accessible to the public.

The participants also believe that there is a need to strike a balance between theoretical concepts and practical skills to ensure that the training activities are applicable and useful. The public's engagement or involvement in learning activities on self-awareness and reliable assessment of the situation related to IAD is low, as these techniques are not commonly included in training. However, awareness-raising activities can help to make these methods more widespread and enable people in the community to become more involved.

The participants mention some strategies to prevent internet addiction among adults, such as setting boundaries for internet use, building a support system, and seeking professional help. The lack of awareness-raising training materials and limited resources negatively impact the public's engagement and involvement in learning about these methods. It is suggested that more training materials and opportunities to practice should be provided.

In conclusion, the public's knowledge and awareness of IAD prevention methods need to be raised, and more training materials should be provided to make these methods more accessible to the public. There is a need to strike a balance between theoretical concepts and practical skills to ensure that the training activities are applicable and useful. Awareness-raising activities can help to make these methods more widespread, and there should be more support for adopting these techniques.

2.6. Recommendations

Based on the findings and conclusions drawn from the focus group, the following recommendations can be made:

Develop and disseminate educational materials: There is a need to develop and disseminate educational materials that provide detailed information on specific prevention methods for IAD, including mindfulness, self-awareness, reliable assessment of the situation cognitive-behavioral therapy, the Pomodoro Technique, mind mapping, and time-blocking etc. While designing the materials on these methods, the fact that these materials should strike a balance between theoretical concepts and practical skills should be taken into account to ensure that the training activities are applicable and useful.

Increase awareness-raising efforts: More efforts are needed to raise awareness about IAD prevention among the general public. Educational institutions, the media, civil society organizations, families, and community leaders should all be involved in these efforts. This can be achieved through campaigns, seminars, workshops, and online resources.

Provide more training opportunities: There is a need to provide more training opportunities for the public to learn and practice IAD prevention methods. The training should be designed to provide a balance between theoretical and practical aspects to ensure that people can apply these skills in their daily lives.

Include IAD prevention in education: IAD prevention methods should be included in school curricula and other educational programs. This will help young people learn about responsible internet and technology use and develop good habits from an early age.

Foster a supportive environment: Building a supportive environment for individuals struggling with IAD can be crucial in preventing and managing the problem. This can be

achieved by building a support system for individuals, encouraging open communication, and providing professional help when needed.

Conduct further research: Further research is needed to understand the causes and consequences of IAD, and to develop more effective prevention and treatment methods.

IADliber – Raising competences of adult educators as a means for adults liberation from Internet Addiction Disorder

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