GESCHICKT GEKLICKT?! Zum Zusammenhang von Internetnutzungskompetenzen, Internetsucht und Cybermobbing bei Jugendlichen und jungen Erwachsenen

Engl. transl.: CLICKED CLEVERLY?! On the connection between internet use competencies, internet addiction and cyberbullying among adolescents and young adults

# Keywords

* Cyberbullying
* Internet Literacy
* Internet Usage
* Adolescents
* Young Adults
* Internet Addiction

# Details

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## Type

Report and working paper

## Topics

* Internet usage, practices and engagement
* Literacy and skills
* Risks and harms
* Wellbeing

## Sample

"For the questionnaires used in the studies, data from a total of 825 adolescents and young adults have been collected. This is a random, non-representative sample, which nevertheless represents the target group of the questionnaire well. The age of the participants ranged from 14 to 29 years. The average age was 20.09 years. The gender distribution was approximately even: 58.8 per cent of the participants were female and 41.2 per cent male. A closer look at the sample also shows that the majority of the sample is made up of pupils and students." (Stodt et al. 2015, 82).

[translated by the coder]

## Implications For Parents About

## Implications For Educators About

Digital citizenship

# Abstract

"Today, the internet is a central and natural tool for teenagers and young adults. Most of them functionally interact with the internet: they communicate with friends, inform themselves about current events or research shopping recommendations. However, dysfunctional ways of using the internet are increasing steadily. In particular, these include cyberbullying as well as addictive and uncontrolled use of the internet. In this context, media competence education – especially internet use competence – plays a major role as a possible preventive measure. Therefore, it is important to examine which internet use skills prevent or promote the risk of dysfunctional use.

This study provides figures on the internet use of adolescents and young adults as well as an overview of the current state of research in the field of cyberbullying and internet addiction and of various concepts of media competence. On the one hand, it examines the mechanisms of action and interactions between individual characteristics and self-perceived internet use skills as possible predictors of dysfunctional internet use. On the other hand, it states the connections between cyberbullying and internet addiction. From this, they derive practical implications and possible preventive measures." (Stodt et al. 2015, 164).

[translated by the coder]

# Outcome

"It can be shown that especially introverted, shy people who feel less well embedded and supported in a social environment are more likely to turn to the internet or social networking sites to experience the satisfaction of individual needs, which increases the risk of uncontrolled use." (Stodt et al. 2015, 127).

"The individual dimensions of internet use competence are relevant predictors of internet addiction. While self-regulatory and reflective skills reduce the risk of uncontrolled, excessive use, high involvement, expressed in active, engaged and creative participation online, seems to increase the risk." (Stodt et al. 2015, 127).

"When differentiating between perpetrators and non-perpetrators of cyberbullying, it becomes clear that especially people who are very precise, determined and structured, who are also interested in facing unknown situations, have less experience with cyberbullying compared to less open or conscientious people. In addition, it becomes clear that victims of cyberbullying are more likely to report psycho-pathological symptoms such as anxiety, depressiveness and insecurity in social interaction than non-victims." (Stodt et al. 2015, 127f.).

"Also in this area, the individual competencies interact with the described characteristics, so that people who are less active on the internet, regulate their behaviour and reflect on it, are exposed to a lower risk of coming into contact with cyberbullying than people with higher online participation. In particular, a higher level of technical expertise and productive skills seem to increase the risk." (Stodt et al. 2015, 128).

"It is important to emphasise that, in addition to individual characteristics, learned skills that facilitate dealing with the internet play a central role in both the tendency towards internet addiction and participation in cyberbullying. However, it is not only about imparting knowledge exclusively about technical skills or the engagement and active participation with content, but to declare so-called "soft" competencies such as a critical view or self-regulatory behaviour as enormously important components. These are capable of absorbing and reinforcing individual personal characteristics so that the focus should be placed particularly strongly on the corresponding teaching of competencies." (Stodt et al. 2015, 128).

[translated by the coder]