



# O1 – A4: Specifications for the design of the Genie

[Non public]

## in SCREEN MODE

MODERation strategies of SCREEN abuse for Generation Y(outh)

**Lead Organisation:**

**CIVIC, CCS**

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environment)					
1.2					

(\*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

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## 0. Executive summary

The project aims at empowering young people (16-25 years old) to deal effectively with situations concerning excessive preoccupation with Internet or screen abuse, equipping them with the skills and the methodological and engineering tools to modify maladaptive computer behaviour for healthy computer use. Internet addictive behaviour (IAB) or screen abuse is defined as a behavioural pattern characterized by loss of control over Internet use, which potentially leads to isolation and neglect of social, academic, occupational and recreational activities, and personal health.

In order to achieve its goal in SCREEN MODE will create a personal eLearning environment integrating easily use tools (i.e. an Internet Addiction or Problematic Internet Use Genie) that will offer personalized Internet withdrawal or screen reduction plans for each specific user. These plans will be based on personalized user models populated with demographics/situational (i.e. age, educational level, occupation, locality, etc.) and behavioural data (i.e. current Internet or screen use and other coexisting factors responsible for triggering binge behaviour over Internet).

### 0.1 Introduction

In this deliverable we define, based on the user models and the informal classification of young individuals identified under O1-A1 and the personalised withdrawal plans elaborated under O1-A3 the main functionalities of the Genie. These specifications will be used by CIVIC for the development of the online tool that will make the profiling of the users, will provide them with reporting for their current state and based on this reporting will recommend them a number of personalised withdrawal/moderation plans including separate actions to improve their current problematic use of Internet.

The Genie at a later stage of the project will be integrated with the learningenvironment (O2-A2) where the users will be able to follow and implement the recommended actions, receive personalised messages according to their engagement with certain online applications, participate in discussions using a blog to be created for helping them to reflect on their problematic behaviour over Internet, their progress, etc., and/or receiving personalised news/messages (based on their engagement with certain online applications) maintained by the project consortium. When the full environment will be functional the young individuals and trainers will also be able to get statistics for their progress and also get informed about the profiles of all users that have been registered and used the online tools.

## 0.3 General overview of the Genie facilities & components

- **Registration:** We will need to have some sort of user registration and login/logout facility for the Genie tool.
  1. Set of fields that we need to hold for each registered user, such as:
    1. email
    2. username
    3. password
    4. age
    5. allow each user to process their submission
  2. Identify the different type of users that will be able to log into the tool:
    1. young adult (genie user)
    2. underage (genie user)
    3. genie maintainer (maintains/modifies the questionnaire - reviews the submissions),
    4. administrators (full backend access).
  3. Open registration for all users but there will be an account verification step (i.e. genie maintainers will review all registration requests and decline spammers).
  
- **User Dashboard**

Assuming the user logs in the genie application, we will need to display some sort of personalized information:

  1. Button for completing a new genie form.
  2. Review previous submissions and scores but only one will be allowed to be editable.
  3. Edit personal information.
  
- **Genie components:** The genie tool will be composed of the following elements:
  1. **Drupal 8:** the core of the Genie tool will provide all the login/logout functionality, content editing, blogging and form implementation.
  2. **Profiling:** This is composed of four submodules/forms that collect information for each user:
    1. Sociodemographic data
    2. Time spent on online activities
    3. Negative urges for online activities
    4. Behaviours and feeling experienced due to internet excessive use

3. **Sectional Score Calculation:** After completing each of the profiling forms (2, 3, 4) a step of score calculation based on user responses follows.
4. **Sectional Visual Reporting:** After completing each of profiling forms (2, 3, 4) the calculated scores are displayed to the user using some graph representation:
  - Graph of responses in time spent on online activities form
  - Graph of responses in negative urges for online activities form
  - Graph of responses in behaviours and feelings experienced due to internet excessive use form
5. **User classification based on combination of sectional scoring:**
  - a. **Combination of profiling scoring information (2, 4): Frequent and excessive users** engaged with online activities with a higher and lower potential for addicted behaviours who are identified **with at least one of negative consequence in their academic/work and family context, as well as to their personal and social life due to Internet overuse** (i.e. loss of control, sacrificing other activities, neglect of daily obligations & of sport or recreational activities, persistence - Internet use despite the loss of an important friendship or relationship, impairment or distress [i.e. worried, nervous, panicky, tense), keyed up or anxious, bored, fatigued, low in energy, hard to get motivated]).
  - b. **Combination of profiling scoring (2, 4): Occasional users** engaged with online activities with a higher potential for addicted behaviours who are identified with **at least one of negative consequence in their academic/work and family context, as well as to their personal and social life due to Internet overuse** (i.e. loss of control, sacrificing other activities, neglect of daily obligations & of sport or recreational activities, persistence - Internet use despite the loss of an important friendship or relationship, impairment or distress [i.e. worried, nervous, panicky, tense), keyed up or anxious, bored, fatigued, low in energy, hard to get motivated].
  - c. **Combination of profiling scoring (2, 3, 4): Both of the aboved mentioned users** who are identified that they experience **at least one of negative coexisting factors responsible for triggering binge behaviour over Internet.**
6. **Withdrawal strategies/plans:** Based on the combination of the subsection will suggest some actions for the user to optimize his score in the tool. There will be two withdrawal/moderation strategies:
  - **Time management, and**



- **Coping with negative urges**

**7. Evaluation:** There should be user's performance after the implementation of each withdrawal/moderation plan.

# 1 Section A - Profiling information

## 1.1 Sociodemographic data

Age: a. 16-18 b. 19-21 c. 22-15
Occupational status: a. Student at school/university b. Employee c. Unemployed
Country of residence: a. UK b. Cyprus c. Greece d. Poland e. Romania f. Other: Please specify:_____

**Questions 1 and 2** won't be used for reporting. No trigger for reporting. This info should be taken into consideration when we provide statistics for the users' progress and participation in the suggested actions. Information about **country** will be used either for specific actions that will provide info for "help centers" and "ask for help" to recommend national – based information for users from each one of the project countries.

## 2 Section B - Time spent on specific online activities

### 2.1 Questions for profiling information

<p>1. <b>How much time on average do you regularly spend per day on social media pages for non-academic or non job-related purposes?</b></p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>2. <b>How much time on average do you regularly spend per day on chatting (including instant messaging (i.e. Whatsapp) for non-academic or non job-related purposes?</b></p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>3. <b>How much time on average do you regularly spend per day on online gaming?</b></p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>4. <b>How much time on average do you regularly spend per day on online gambling?</b></p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p>5. <b>How much time on average do you regularly spend per day on online shopping for non-academic or non job-related purposes?</b></p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>

<p><b>6. How much time on average do you regularly spend per day on online pornography?</b></p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p><b>7. How much time on average do you regularly spend per day on accessing online general information and news (including sports and politics) &amp; administration (e.g., banking, paying bills, booking, travel) for non-academic or non job-related purposes?</b></p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p><b>8. How much time on average do you regularly spend per day on emailing for non-academic or non job-related purposes?</b></p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p><b>9. How much time on average do you regularly spend per day on online video watching or video streaming for non-academic or non job-related purposes?</b></p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p><b>10. How much time on average do you regularly spend per day on listening to online music for non-academic or non job-related purposes?</b></p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>
<p><b>11. How much time on average do you regularly spend per day on online dating activities?</b></p> <p>a. 0 hours b. 0,5 – 2 hours c. 2,5 -5 hours d. more than 5 hours</p>

12. Please specify which of your devices you use more frequently when you are engaged with online activities.

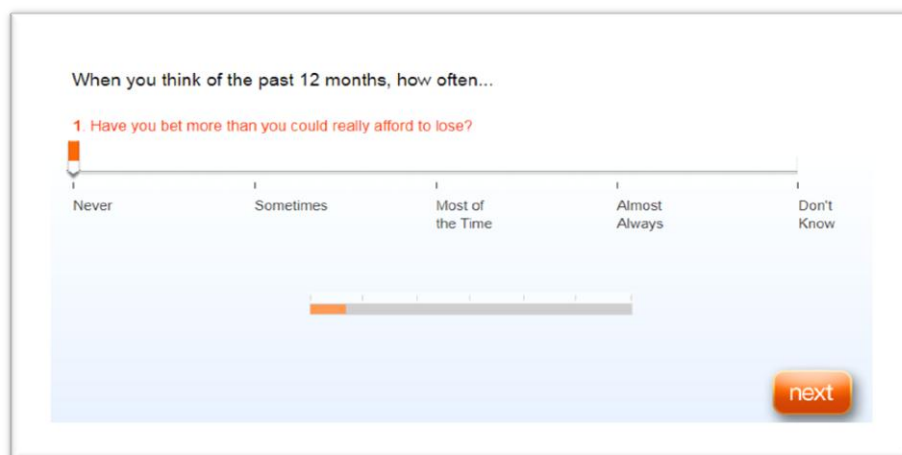
- a. desktop or laptop
- b. smartphone or tablet
- c. both

**Questions from 1-11** will be used to identify for each user if the time that they spend on specific online activities may or may not entail a risk for problematic Internet Use: entailment of risk or non-risk for problematic use will be a trigger for recommended or optional consultation of the 1st category of actions under “Time management” action plan/strategy.

**Question 12** will be used to identify which device(s) are used more frequently by the user when they are online. No trigger for reporting. This info should be taken into consideration when we suggest relevant actions for the category “Time Management”. Actions will address users depending on the answers a, b c.

## 2.2 Visualisation of questions

The questions could be visualized as shown in the image: The question is presented in bold and the answers in a continuum where the user is able to move the cursor over each one of the answer possibilities.



When you think of the past 12 months, how often...

1. Have you bet more than you could really afford to lose?

Never      Sometimes      Most of the Time      Almost Always      Don't Know

next

## 2.3 Calculation of the score

The calculation of the score for assessing risk for problematic online use and no risk for problematic online use will be made as follows:

### 1. User models

1. Non-user (answer a--> value 0),
2. Occasional user (answer b --> point 1 for each answer),
3. Frequent user answer c --> points 2 for each answer) and
4. Excessive user (answer d--> points 3 for each answer)

### 2. Type of activities

- **Higher- risk applications** for problematic/excessive use are those set by the questions 1-6: (Q1. **Social media**, Q2. **Chatting (including instant messaging)**, Q3. **Online gaming**, Q4. **Online gambling**, 5. **Online shopping**, 6. **Online pornography**)
- **Lower- risk applications** for problematic/excessive use are those set by questions 7-11. (Q7: **Accessing general information, news & administration**), Q8. **Emailing**, Q9. **Video streaming**, Q10. **Listening to online music**, Q11. **Online dating**)

User category	Score in points for Section B
1	0 in all questions from 1-11
1	0 in all questions from 1-11
1	0 in all questions from 1-11
	<b>For questions 1-6</b>
2.1.	1-2 in question b
2.1.	1-2 in question b
2.1.	1-2 in question b
2.1.	1-2 in question b
2.2.	3-6 in question b
2.2.	3-6 in question b
2.2.	3-6 in question b
2.2.	3-6 in question b
2.3	2-4 in question c
2.3	2-4 in question c

2.3	2-4 in question c
2.3	2-4 in question c
2.4.	6-12 in question c
2.4.	6-12 in question c
2.4	6-12 in question c
2.4	6-12 in question c
2.5.	3-6 in question d
2.5.	3-6 in question d
2.5.	3-6 in question d
2.5.	3-6 in question d
2.6.	9-18 in question d
2.6.	9-18 in question d
2.6.	9-18 in question d
2.6.	9-18 in question d
	<b>For questions 7-11</b>
3.1	1-2 in question b
3.1	1-2 in question b
3.1	1-2 in question b
3.1	1-2 in question b
3.2	3-5 in question b
3.2	3-5 in question b
3.2	3-5 in question b
3.2	3-5 in question b
3.3	2-10 in question c
3.3	2-10 in question c
3.3	2-10 in question c
3.3	2-10 in question c
3.4	3-15 in question d
3.4	3-15 in question d
3.4	3-15 in question d
3.4	3-15 in question d

## 2.4. Sectional visual reporting

A general visualisation will be provided for the entire set of questions (1-11): e.g. a circle (Online use of specific activities) whose circumference is divided into two pieces:

- **Higher risk applications:** (Q1= social media, Q2 =chatting, Q3=online gaming, Q4=online gambling, Q5=online shopping, Q6 =online pornography) and
- **Lower risk Applications:** (Q7= Accessing general information or administration, Q8 =emailing, Q9=listening to online music, Q10=video streaming, Q11=online dating).

Short texts will be provided for each of the two categories of applications (Higher risk applications and Lower risk Applications). These will be in the form of pop-up explanation or in other format.

### Higher risk applications:

Online gaming
For a minority of gamers, online gaming worlds may become a substitute for the lack of offline social contexts and may draw them to gaming. Research suggests that specific types of online games have a relatively high addictive potential for some players. For instance, it has been noted that Massively Multiplayer Online Role-Playing Games can become addictive to a minority of gamers as they require significant investments in terms of time and energy, and offer players the possibility to escape their offline problems. Twenty years of research on technology use-related problems have indicated that technology overuse may result in problems that are traditionally associated with substance-related addictions, including addiction symptoms, such as salience, mood modification, withdrawal, tolerance, conflict, and relapse.
Online gambling
Research suggests a combination of individual, situational, and structural characteristics determines whether and to what extent individuals engage in online gambling. There are more problematic gamblers on the Internet than there are in land-based venues, and this may be due to the structural characteristics of the Internet, namely its availability, ease of access, anonymity and convenience, making online gambling an attractive activity, which in some instances can lead to the engagement in addictive behaviours.
Online social networking



There is a growing scientific evidence base to suggest excessive SNS use may lead to symptoms traditionally associated with substance-related addictions. These symptoms have been described as salience, mood modification, tolerance, withdrawal, relapse, and conflict with regards to behavioural addictions, and have been validated in scientific studies. For a small minority of individuals, their use of social networking sites may become the single most important activity that they engage in, leading to a preoccupation with SNS use (salience). The activities on these sites are then being used in order to induce mood alterations, pleasurable feelings or a numbing effect (mood modification). Increased amounts of time and energy are required to be put into engaging with SNS activities in order to achieve the same feelings and state of mind that occurred in the initial phases of usage (tolerance). When SNS use is discontinued, addicted individuals will experience negative psychological and sometimes physiological symptoms (withdrawal), often leading to a reinstatement of the problematic behaviour (relapse). Problems arise as a consequence of the engagement in the problematic behaviour, leading to intrapsychic (conflicts within the individual often including a subjective loss of control) and interpersonal conflicts (i.e., problems with the immediate social environment including relationship problems and work and/or education being compromised).

#### Online shopping

Students shop online because of convenience, price, and larger selection of products, customer service, anonymity and pleasure. Anonymity and pleasure have strong correlations with compulsive buying, indicating that the absence of social interaction and the possibility to buy unobserved may facilitate compulsive shopping behaviours online. Online procrastination may potentially lead to shopping excess. Individuals may devote large amounts of time to researching the best deal, which will reward them with a pleasurable experience that is just one click away.

#### Online pornography

The advent of the Internet has added another medium which people can use to engage in sexual behaviours. This ranges from the passive consumption of online pornography to the interactive exchange of sexual content in cybersex chat rooms. Access, affordability, and anonymity are factors that make the Internet a convenient tool to acquire, develop and maintain online sexuality. For some, sexual behaviours online are used as a complement to their offline sexuality, whereas for others, they serve as a substitute, which for some can result in the development of compulsive and addictive behaviours.

#### Lower-risk applications:



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<b>Emails</b>
Emails are being used increasingly in the educational and professional contexts. There is little research out there currently suggesting that individuals may become addicted to using their emails. However, reports suggest that excessive email checking both on desktop computers and hand-held devices such as smartphones may result in the engagement in compulsive behaviours.
<b>Video streaming and listening to music</b>
Video streaming sites such as Netflix and music streaming sites including Spotify have become increasingly popular in recent years. There are case study reports suggesting a number of individuals spend increasing amounts of time binge-watching their favourite series, with some suggesting this may be compulsive. However, to date, there is no empirical research showing that video streaming and listening to music online may result in the development of addictive behaviours.
<b>Information search and administration</b>
Currently, there is no scientific research available suggesting information search and online administration may result in the development of addictive behaviours, making this low-risk activities.
<b>Online dating</b>
In recent years, online dating has become a convenient tool to find romantic partners online. Usage statistics are growing worldwide, with the industry booming. Although individuals tend to spend increasing amounts of time on online dating sites, including match.com and Tinder, there is no research evidence to date that would suggest online dating may become addictive.

Higher - risk applications and Lower- risk applications are then divided into slices/pieces inside the circle each one representing one of the activities 1-6 and 7-11 respectively (i.e. writing either the whole word or representing the activity by a symbol/icon).

Depending on the answers of each individual, for each activity the **following colors** and **the respective explanations will be provided (as done in excel charts)** will appear in each slice/piece:

User category	Score in points for Section B	Colour	Explanation
1	0 in all questions from 1-11		Non-activity user
<b>For questions 1-6</b>			
2.1.	1-2 in question b		Occasional engagement with up to 2 higher-risk activities.
2.2.	3-6 in question b		Occasional engagement with 3 and more higher-risk activities.
2.3	2-4 in question c		Frequent engagement with up to 2 higher-risk activities.
2.4.	6-12 in question c		Frequent engagement with 3 and more higher-risk activities.
2.5.	3-6 in question d	Blinking	Excessive engagement with up to 2 higher-risk activities.
2.6.	9-18 in question d	Blinking	Excessive engagement with 3 and more higher-risk activities.
<b>For questions 7-11</b>			
3.1	1-2 in question b		Occasional engagement with up to 2 lower-risk activities.
3.2	3-5 in question b		Occasional engagement with 3 or more lower-risk activities
3.3	2-10 in question c	Light pink	Frequent engagement with one or more lower-risk activities.
3.5	3-15 in question d	Light red	Excessive engagement with one or more lower-risk activities.

### 3. Section C: Negative urges for online use

#### 3.1 Questions for profiling information

	<b>0. Never</b>	<b>1. Sometimes</b>	<b>2. Almost always</b>
13. How often do you experience <b>anxiety</b> before you are engaged with online activities?			
14. How often do you experience <b>aggression</b> before you are engaged with online activities?			
15. How often do you experience <b>boredom</b> before you are engaged with online activities?			
16. How often do you experience <b>stress</b> before you are engaged with online activities?			
17. How often do you experience <b>lack of confidence</b> before you are engaged with online activities?			
18. How often do you experience <b>sadness</b> before you are engaged with online activities?			
19. How often do you experience <b>loneliness</b> before you are engaged with online activities?			

#### 3.2 Visualisation of questions

The questions could be visualized as shown in the image: The question is presented in bold and the answers in a continuum where the user is able to move the cursor over each one of the answer possibilities.



### 3.3 Calculation of the score

**Never** gets a 0 point.

**Sometimes** gets 1 point.

**Almost always** gets 2 points.

### 3.4 Sectional visual reporting

For the visualisation of the negative feelings experienced by the user before being engaged with the Internet could be used either representative emoticons or icons for each feeling (anxiety, aggression, boredom, stress, lack of confidence, sadness, loneliness):

- For 0 **Never** – No emoticon or an emoticon representing the opposite (positive) feeling, e.g. for anxiety → calm, for loneliness → an outgoing face/icon, etc.
- For 1 **Sometimes** – A blurred emoticon or a smaller one for each feeling
- For 2 **Almost always** –The emoticon is stressed or is presented bigger for each feeling

When a user gets the following score, the respective description is provided as indicated in the table:

Score in Section C	Description
0 in Never	No negative urges for using the Internet.
1-2 in Sometimes	Occasionally, you are experiencing some negative urges for online use.
3-7 in Sometimes	Occasionally, you are experiencing a lot of negative urges for online use.
2-14 in Almost always	You are experiencing a substantial level of negative urges.

## 4 Section D - Behaviours and feelings due to Internet use

### 4.1 Questions for profiling information

	0.Never	1.Sometimes	2. Almost always
20. <b>Have you had any serious conflict with your partner, friends, family because of your Internet use?</b>			
21. <b>Do you neglect your daily obligations (work, school, or family life) because you prefer to go on the Internet?</b>			
22. <b>Do you prefer to go on the Internet instead participating in sport or recreational activities?</b>			
23. <b>Do you continue to use the Internet despite serious performance problems experienced at school or at work as a result of spending too much time on Internet?</b>			
24. <b>Do you feel worried, nervous, panicky, tense, keyed up or anxious when you cannot use the Internet?</b>			
25. <b>Do you feel bored, fatigued, low in energy, hard to get motivated, or lie down a lot when you cannot use the Internet?</b>			

### 4.2 Visualisation of questions

The questions could be visualized as shown in the image: The question is presented in bold and the answers in a continuum where the user is able to move the cursor over each one of the answer possibilities.

When you think of the past 12 months, how often...

1. Have you bet more than you could really afford to lose?

The image shows a digital survey interface. At the top, it asks 'When you think of the past 12 months, how often...'. Below this is question 1: 'Have you bet more than you could really afford to lose?'. A horizontal scale is provided with five tick marks labeled 'Never', 'Sometimes', 'Most of the Time', 'Almost Always', and 'Don't Know'. A slider is positioned at the 'Never' mark. Below the scale, there is a smaller version of the same scale with a slider positioned between 'Sometimes' and 'Most of the Time'. In the bottom right corner, there is an orange button labeled 'next'.

### 4.3 Calculation of the score

- **Never** gets a 0 point.
- **Sometimes** gets 1 point.
- **Almost always** gets 2 points.

### 4.4 Sectional visual reporting

For the visualisation of the symptoms/behaviours experienced by the user due to Internet use, representative images could be used. Each image will be explained using the following phrases: (20. Serious conflict, 21. Neglect of daily obligations, 22. Lack of exercise and recreation, 23. Persistence in using the Internet, 24. Emotional difficulties, 25. Physical problems).

- For 0. **Never** – An image representing an opposite condition
- For 1 **Sometimes** – A faint image or smaller for each symptom
- For 2 **Almost always** – An image which is stressed or presented bigger for each symptom

A short reporting can be provided according to the score of the user based on the following:

Score in Section D	Explanation
0 in Never	You are not experiencing any problems due to Internet use
1-2 in Sometimes	Occasionally, you are experiencing

	some minor problems due to Internet use.
3-6 in Sometimes	Occasionally, you are experiencing a few problems due to Internet use.
2-12 in Almost always	You are experiencing a substantial level of problems due to Internet use.



## 5 Reporting based on the sectional scoring and Action Plans

Following the user's sectional reporting and the triggering (to follow obligatorily or optionally) or no-triggering of Action plans as depicted in the Table 1 and Table 2 in [5.1 Actions](#) plans the following types of reporting will be provided to the user:

<p>Based on your scoring in all sections you are a <b>Non-Problem user</b> and there are no recommended actions for you.</p>	<p>This statement is based on the Table1 <b>Table 1: Triggers for the Action Plan “Time management”, Column D with the description Non-trigger</b> and Table 2: <b>Triggers for the Action Plan “ Copying with negative urges for online use for online Use”, Column D with the description Non-trigger</b> below that depict for which users in combined sections their score can be used as a non-trigger to follow an Action Plan.</p>
<p>Based on your scoring in the sections B &amp; D you are recommended to follow obligatorily follow the Action Plan “Time management” which will help you through certain actions to moderate the time you spend online adopting more real life activities instead of online use. A successful outcome of these actions will be to reduce your time online and eliminate some negative feelings and behaviours you experience due to the Internet use.</p>	<p>This statement is based on the <b>Table 1: Triggers for the Action Plan “Time management”, Column D with the description Obligatory</b></p>
<p>Based on your scoring sections B &amp; D you are not a <b>High-risk user</b> and you are suggested to optionally follow the Action Plan “Time management”. Certain actions under this Action plan will help you moderate the time you spend online and to adopt more real life activities instead of online use.</p>	<p>This statement is based on the <b>Table 1: Triggers for the Action Plan “Time management”, Column D with the description Optional</b></p>
<p>Based on your scoring in the sections B, C &amp; D you are recommended to follow obligatorily the suggested Action plan “ Copying with negative urges for online</p>	<p>This statement is based on the <b>Table 1: Triggers for the Action Plan “ Copying with negative urges for online use”, Column D with the description Obligatory</b></p>

<p>use” which will help you through certain actions customised to your needs to develop your coping mechanisms and eliminate your negative feelings that may induce frequent or excessive use of the Internet.</p> <p>Apart from a better and healthier life, a successful outcome of these actions will be to reduce your time online and adopt more productive activities in your real life.</p>	
<p>Based on your scoring in the sections B, C &amp; D you are not a <b>High-risk user</b> and you are suggested to optionally follow the Action Plan “ Copying with negative urges for online use. Certain actions customised to your needs may help you to develop your coping mechanisms and eliminate your negative feelings that may induce occasional engagement with Internet.</p>	<p>This statement is based on the <b>Table 1: Triggers for the Action Plan “ Copying with negative urges for online use”, Column D with the description Optional</b></p>

## 5.1 Actions plans

There are two action plans: **Time management** and **Copying with negative urges for online use**

- **“Time management”**: is suggested for users based on combination of the indicated scores got in questions under Section B and under Section D. No trigger and trigger (to follow optionally or obligatory) the Action plan is depicted in the table below.

**Table 1: Triggers for the Action Plan “Time management”**

User category	Score in points for Section B	Score in points for Section D	Trigger for the Action plan “Time management”
1	0 in all questions from 1-11	0 in Never for all 6 six questions	Non-trigger
1	0 in all questions from 1-11	1-6 in Sometimes	Non-trigger
1	0 in all questions from 1-11	1-6 in Almost always	Non-trigger
	<b>For questions 1-6</b>		
2.1.	1-2 in question b	0 in Never	Optional
2.1.	1-2 in question b	1-2 in Sometimes	Obligatory
2.1.	1-2 in question b	3-6 in Sometimes	Obligatory
2.1.	1-2 in question b	1-6 in Almost always	Obligatory
2.2.	3-6 in question b	0 in Never	Obligatory
2.2.	3-6 in question b	1-2 in Sometimes	Obligatory
2.2.	3-6 in question b	3-6 in Sometimes	Obligatory
2.2.	3-6 in question b	1-6 in Almost always	Obligatory
2.3	2-4 in question c	0 in Never	Obligatory
2.3	2-4 in question c	1-2 in Sometimes	Obligatory
2.3	2-4 in question c	3-6 in Sometimes	Obligatory
2.3	2-4 in question c	1-6 in Almost always	Obligatory
2.4.	6-12 in question c	0 in Never	Obligatory
2.4.	6-12 in question c	1-2 in Sometimes	Obligatory
2.4	6-12 in question c	3-6 in Sometimes	Obligatory
2.4	6-12 in question c	1-6 in Almost always	Obligatory
2.5.	3-6 in question d	0 in Never	Obligatory
2.5.	3-6 in question d	1-2 in Sometimes	Obligatory

2.5.	3-6 in question d	3-6 in Sometimes	Obligatory
2.5.	3-6 in question d	1-6 in Almost always	Obligatory
2.6.	9-18 in question d	0 in Never	Obligatory
2.6.	9-18 in question d	1-2 in Sometimes	Obligatory
2.6.	9-18 in question d	3-6 in Sometimes	Obligatory
2.6.	9-18 in question d	1-6 in Almost always	Obligatory
	<b>For questions 7-11</b>		
3.1	1-2 in question b	0 in Never	Optional
3.1	1-2 in question b	1-2 in Sometimes	Optional
3.1	1-2 in question b	3-6 in Sometimes	Obligatory
3.1	1-2 in question b	1-6 in Almost always	Obligatory
3.2	3-5 in question b	0 in Never	Optional
3.2	3-5 in question b	1-2 in Sometimes	Obligatory
3.2	3-5 in question b	3-6 in Sometimes	Obligatory
3.2	3-5 in question b	1-6 in Almost always	Obligatory
3.3	2-10 in question c	0 in Never	Obligatory
3.3	2-10 in question c	1-2 in Sometimes	Obligatory
3.3	2-10 in question c	3-6 in Sometimes	Obligatory
3.3	2-10 in question c	1-6 in Almost always	Obligatory
3.4	3-15 in question d	0 in Never	Obligatory
3.4	3-15 in question d	1-2 in Sometimes	Obligatory
3.4	3-15 in question d	3-6 in Sometimes	Obligatory
3.4	3-15 in question d	1-6 in Almost always	Obligatory

- **“Coping with negative urges for online use”**: it is suggested for users based on combination of the indicated scores got in questions under Section B, C & D. No trigger and trigger (to follow optionally or obligatory) the Action plan is depicted in the table below.

**Table 2: Triggers for the Action Plan “Coping with negative urges for online use”**

User category	Score in points for Section C	Score in points for Section D	Trigger for Action plan “Coping with negative urges for online use”
1	0 in Never	0 in Never for all 6 six questions	Non-trigger
1	1-2 in Sometimes	1-6 in Sometimes	Non-trigger

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1	3-7 in Sometimes	1-6 in Almost always	Non-trigger
1	2-14 in Almost always		Non-trigger
2.1.	0 in Never	0 in Never	Non-trigger
2.1.	1-2 in Sometimes	0 in Never	Optional
2.1.	1-2 in Sometimes	1-2 in Sometimes	Optional
2.1.	3-7 in Sometimes	3-6 in Sometimes	Obligatory
2.1.	2-14 in Almost always	1-6 in Almost always	Obligatory
2.2-2.6	0 in Never	0 in Never	Non-trigger
2.2-2.6	1-2 in Sometimes	0 in Never	Optional
2.2-2.6	1-2 in Sometimes	1-2 in Sometimes	Obligatory
2.2-2.6	3-7 in Sometimes	3-6 in Sometimes	Obligatory
2.2 -2.6	2-14 in Almost always	1-6 in Almost always	Obligatory
3.1	0 in Never	0 in Never	Non-trigger
3.1	1-2 in Sometimes	0 in Never	Optional
3.1	1-2 in Sometimes	1-2 in Sometimes	Optional
3.1	3-7 in Sometimes	3-6 in Sometimes	Obligatory
3.1	2-14 in Almost always	1-6 in Almost always	Obligatory
3.2	0 in Never	0 in Never	Non-trigger
3.2	1-2 in Sometimes	0 in Never	Optional
3.2	1-2 in Sometimes	1-2 in Sometimes	Optional
3.2	3-7 in Sometimes	3-6 in Sometimes	Obligatory
3.2	2-14 in Almost always	1-6 in Almost always	Obligatory
3.3	0 in never	0 in Never	Non-trigger
3.3	1-2 in Sometimes	1-2 in Sometimes	Obligatory
3.3	3-7 in Sometimes	3-6 in Sometimes	Obligatory
3.3	2-14 in Almost always	1-6 in Almost always	Obligatory
3.4	0 in never	0 in Never	Non-trigger
3.4	1-2 in Sometimes	1-2 in Sometimes	Optional
3.4	3-7 in Sometimes	3-6 in Sometimes	Obligatory
3.4	2-14 in Almost always	1-6 in Almost always	Obligatory

## 6 Action plans and actions' prioritization suggested by the Genie

With regards to **the strategy suggested (either optionally or obligatorily)** for each user priority gets the Action plan "Time management" over the Action Plan "Coping with negative urges for online use". Inside each one of the 2 Action plans priority get the following general Groups/topics of Actions:

### 6.1 Time management prioritization

**First - "Recognise the Internet usage routines and set moderation goals"**

**Second - "Use external constraints to regulate online use"**

**Third - "Adopt alternative offline activities instead of online use"**

Each of the above mentioned subgroup of actions will include separate simple actions that will target users based on specific characteristics.

Under each sub-group actions are presented with the priority order as described in the table below:

The Action title will be taken from the column "Action Title".

Sub-group	Action Title	File Name	Priority Order of presenting actions to the user	Other restrictions for target groups
<p><b>Recognise your Internet use and set moderation goals</b></p>	<p><b>Track your actual time on Internet (for desktop and/or laptop users)</b></p>	<p>TM-RIU_Track your actual time on Internet (desktop or laptop)</p>	<ul style="list-style-type: none"> <li>• 1 (for desktop and laptop users- Question 12 – answer a)</li> <li>• 1 (for users that use both desktop and smartphone Question 12 – answer c)</li> </ul>	
	<p><b>Track your actual time on Internet (for smartphone and/or tablet users)</b></p>	<p>TM-RIU-Track your actual time on Internet (smartphone or tablet)</p>	<ul style="list-style-type: none"> <li>• 1 (for smartphone or tablet users only- Question 12 – answer b)</li> <li>• 2 (for users that use both desktop and smartphone - Question 12 – answer c)</li> </ul>	
	<p><b>Set up your personal goal on how much you would like to reduce the time spent online</b></p>	<p>TM-RIU-Set up your personal goal</p>	<ul style="list-style-type: none"> <li>• 2 (if the user is either a desktop or a smartphone user- Question 12 – answer a or b )</li> </ul>	

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			<ul style="list-style-type: none"> <li>• 3 (if the user is both a desktop and a smartphone user- Question 12 – answer c)</li> </ul>	
	<b>Take short breaks away from the screen</b>	TM-RIU-Take short breaks away from the screen	<ul style="list-style-type: none"> <li>• 3 (if the user is either a desktop or a smartphone user - Question 12 – answer a or b)</li> <li>• 4 (if the user is both a desktop and a smartphone user - Question 12 – answer c)</li> </ul>	
	<b>Play the “phone stack” game when meeting with others</b>	TM-RIU-Play the “phone stack” game	<ul style="list-style-type: none"> <li>• 4 (if the user is only a smartphone user Question 12 – answer b)</li> <li>• 5 (if the user is both a desktop and a smartphone user Question 12 – answer c)</li> </ul>	For users answered c or d in Question 1 – Section 2
	<b>Use software to ban sites or applications that you frequently</b>	TM-UEC-Use software to ban sites or applications_desktop	<ul style="list-style-type: none"> <li>• 1 (for desktop and laptop users- Question 12 – answer</li> </ul>	



<b>Use external constraints to regulate online use</b>	<b>use (for desktop and/or laptop users)</b>		<p>a)</p> <ul style="list-style-type: none"> <li>• 1 (for users that use both desktop and smartphone - Question 12 – answer c)</li> </ul>	
	<b>Limit your time online or ban applications and websites (for smartphone and tablet users)</b>	TM-UEC-Limit your time online_smartphone	<ul style="list-style-type: none"> <li>• 1 (for smartphone or tablet users only- Question 12 – answer b)</li> <li>• 2 (for users that use both desktop and smartphone - Question 12 – answer c)</li> </ul>	
	<b>Use software to help you stay focused</b>	TM-UEC-Use software to help you stay focused	<ul style="list-style-type: none"> <li>• 2 (for desktop and laptop users- Question 12 – answer a)</li> <li>• 3 (for users that use both desktop and smartphone - Question 12 – answer c)</li> </ul>	
	<b>Turn off push notifications so that they don't disturb</b>	TM-UEC-Turn off push notifications so that they don't disturb you	<ul style="list-style-type: none"> <li>• 2 (for smartphone or tablet users only Question 12 – answer</li> </ul>	

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	<b>you</b>		<ul style="list-style-type: none"> <li>b)</li> <li>• 4 (for users that use both desktop and smartphone - Question 12 – answer c)</li> </ul>	
	<b>Delete doorways to online use (for desktop or laptop users)</b>	TM-UEC-Delete doorways to online use_desktop	<ul style="list-style-type: none"> <li>• 3 (for desktop and laptop users - Question 12 – answer a)</li> <li>• 5 (for users that use both desktop and smartphone- Question 12 – answer c)</li> </ul>	
	<b>Delete apps most frequently used (for smartphones or tablet users)</b>	TM-UEC-Delete apps most frequently used_smartphone	<ul style="list-style-type: none"> <li>• 3 (for smartphone users - Question 12 – answer b)</li> <li>• 6 (for users that use both desktop and smartphone - Question 12 – answer c)</li> </ul>	
	<b>Remove/Unsubscribe from social media accounts most frequently used</b>	TM-UEC-Remove/Unsubscribe from social media accounts	<ul style="list-style-type: none"> <li>• 4 (for smartphone users - Question 12 – answer b)</li> <li>• 4 (for desktop users -</li> </ul>	For users answered c or d in Question 1 - Section2

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			<p>Question 12 – answer a)</p> <ul style="list-style-type: none"> <li>• 7 (for users that use both desktop and smartphone -</li> </ul> <p>Question 12 – answer c)</p>	
	<p><b>Give someone else control of your money (bank account or credit card)</b></p>	<p>TM-UEC-Give someone else control of your money</p>	<ul style="list-style-type: none"> <li>• 5 (for smartphone users- Question 12 – answer b)</li> <li>• 5 (for desktop users- Question 12 – answer a)</li> <li>• 8 (for users that use both desktop and smartphone- Question 12 – answer c)</li> </ul>	<p>For users answered b, c or d in Question 4- Section 2</p>
<p><b>Adopt alternative online activities</b></p>	<p><b>Force yourself to spend equal screen time with active time</b></p>	<p>TM-AOA-Force yourself to spend equal screen time with active time</p>	<ul style="list-style-type: none"> <li>• 1 (for desktop users )</li> <li>• 1 (for smartphone users)</li> <li>• 1 (for both smartphone users and smartphone users )</li> </ul>	

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	<p><b>Take a technology break and schedule an alternative activity</b></p>	<p>TM-AOA-Take a technology break and schedule an alternative activity</p>	<ul style="list-style-type: none"> <li>• 2 (for desktop users )</li> <li>• 2 (for smartphone users)</li> <li>• 2 (for both smartphone users and smartphone users )</li> </ul>	
	<p><b>Practice a forgotten or a new skill</b></p>	<p>TM-AOA-Practice a forgotten or a new skill</p>	<ul style="list-style-type: none"> <li>• 3 (for desktop users )</li> <li>• 3 (for smartphone users)</li> <li>• 3 (for both smartphone users and smartphone users )</li> </ul>	
	<p><b>Plan a get-together on a standard day of the week</b></p>	<p>TM-AOA-Plan a get-together on a standard day of the week</p>	<ul style="list-style-type: none"> <li>• 4 (for desktop users )</li> <li>• 4 (for smartphone users)</li> <li>• 4 (for both smartphone users and smartphone users )</li> </ul>	

## 6.2 Coping with negative urges prioritization

Prioritization of the subgroups of actions:

1. ***Subgroup of actions “Cope with boredom”***
2. ***Subgroup of actions “Cope with anxiety and stress”***
3. ***Subgroup of actions “Cope with loneliness”:***
4. ***Subgroup of actions “Cope with sadness”:***
5. ***Subgroup of actions “Build self-confidence”:***
6. ***Subgroup of actions “Cope with aggression”:***

Each of the above mentioned subgroup of actions will include separate simple actions that will target users based on specific characteristics, drawn by their answers on the Section 2 as shown in the table.

Under each sub-group actions are presented with the priority order as described in the table:

The Action title will be taken from the column “Action Title”.

For each subgroup an introduction will be presented before presenting each separate action. The file name of the introduction is provided in the table column “Introduction file name”.

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Sub-group Actions	Action Title	Action File Name	Priority Order of presenting actions to the user	Introduction file name	Target group
<b>Cope with boredom</b>				Intro_Cope with boredom	for users who answered b, c, d in certain questions of Section b ( 1. Social media or 2. Chatting, 3. Online gaming, or 5. Online shopping or 7. Accessing general info or 9. Video streaming or 10. listening to music).
	<b>Play games, read books</b>	CNU_CWB_Play games, read books-Action1	1		
	<b>Practice your creativity</b>	CNU_CWB_Practice your creativity_Action2	2		
	<b>Practice your hobby or learn something new</b>	CNU_CWB_Practice your hobby or learn something new_Action3	3		
	<b>Invite your friends and family for a dinner</b>	CNU_CWB_Invite your friends and family for a dinner_Action4	4		
	<b>Join a youth organization</b>	CNU_CWB_Join a youth organization_Action5	5		
<b>Cope with anxiety and stress</b>				Intro_Cope with anxiety and stress	for users who answered b, c, d in questions of Section b ( 1. Social media or 2. Chatting, 3. Online gaming, or
	<b>Identify your patterns of anxiety and stress</b>	CNU-CAS-Action 1_Identify your patterns of anxiety and stress	1		
	<b>Identify negative</b>	CNU-CAS-Action	2		

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	<b>thinking and change it into positive</b>	2_ Identify negative thinking and change it into positive			5. Online shopping, or 7. Accessing general info or 9. Video streaming or 10. Listening to online music)
	<b>Try relaxation exercises that reduce anxiety</b>	CNU-CAS-Action 3_Try relaxation exercises that reduce anxiety	3		
	<b>Try physical exercises to reduce anxiety</b>	CNU-CAS-Action 4_Try physical exercises to reduce anxiety	4		
	<b>Identify your dietary patterns and change food habits to reduce anxiety</b>	CNU-CAS-Action 5_ Identify your dietary patterns and change food habits to reduce anxiety	5		
	<b>Talk it out: Share your anxiety feelings with others</b>	CNU-CAS-Action 6_Talk it out Share your anxiety feelings with others	6		
				Intro_Cope with loneliness	
<b>Cope with loneliness</b>	<b>Understanding your feelings and thoughts of loneliness</b>	CNU-CWL- Understanding your feelings and thoughts of loneliness_Action1	1		for users who answered b, c, d in certain questions of Section b (1. Social media or 2. Chatting, 3. Online gaming, or
	<b>Cut down on social media use when you are lonely</b>	CNU-CWL-Cut down on social media use when you are lonely_Action2	2		

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	<b>Comfort yourself being alone</b>	CNU-CWL-Comfort yourself being alone _Action3	3		5. Online shopping, or 6. Online pornography or 7. Accessing general info or 9. Video streaming or 10. Listening to online music or 11. Online dating).
	<b>Direct compassion and tenderness toward yourself</b>	CNU-CWL-Direct compassion and tenderness toward yourself _Action4	4		
	<b>Getting back to real life connections</b>	CNU-CWL-Getting back to real life connections _Action5	5		
<b>Cope with sadness</b>				Intro_Cope with sadness	
	<b>Recognise symptoms of sadness</b>	CNU_CWS_ Recognise symptoms of sadness _Action1	1		for users who answered b, c, d in certain questions of Section 2 (1. Social media or 2. Chatting, 3. Online gaming, or 5. Online shopping, or 6. Online pornography or 7. Accessing general info or 9. Video streaming or 10.
	<b>Set goals for daily activity and set positive goals for yourself</b>	CNU_CWS_ Set goals for daily activity and set positive goals for yourself _Action2	2		
	<b>Accept bad experiences as learning opportunities and practice the activities that make you feel better</b>	CNU_CWS_ Accept bad experiences as learning opportunities _Action3	3		



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	<b>Make small events into appreciated experiences and practice gratitude</b>	CNU_CWS_ Make small events into appreciated experiences _Action4	4		Listening to online music or 11. Online dating)
	<b>Show self-compassion</b>	CNU_CWS_Show self-compassion _Action5	5		
	<b>Put care into your health and appearance and take exercise regularly</b>	CNU_CWS_Put care into your health and appearance _Action6	6		
				Intro_Build self-confidence	
<b>Build self-confidence</b>	<b>Identify your talents, your weaknesses and your insecurities. Measures to cope with and address your perceived areas of improvement</b>	CNU-BSC-Identify your talents, your weaknesses and your insecurities_Action1	1		for users who answered b, c, d in certain questions of Section 2 (1. Social media and/or 2. Chatting, and/or 3. Online gaming, and/or 4. Online gaming and/or 5. Online shopping,
	<b>Set manageable objectives and</b>	CNU-BSC-Set manageable objectives and learn from	2		

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	<b>learn from your mistakes</b>	your mistakes_Action2			and/or 6. Online pornography and/or 7. Accessing general info and/or 9. Video streaming and/or 10. Listening to online music or 11. Online dating).
	<b>Be comfortable with fear and find ways to feel fearless</b>	CNU-BSC-Be comfortable with fear and find ways to feel fearless_Action3	3		
	<b>Accept compliments</b>	CNU-BSC-Accept compliments_Action4	4		
	<b>Avoid perfectionism</b>	CNU-BSC-Avoid perfectionism_Action5	5		
	<b>Make new friends outside the web and discover the fun to be a volunteer</b>	CNU-BSC-Make new friends outside the web and discover the fun to be a volunteer_Action6	6		
	<b>Exercise regularly and take care of your health</b>	CNU-BSC-Exercise regularly and take care of your health_Action7	7		
<b>Cope with aggression</b>				Introduction_Cope with aggression	for users who answered b, c, d in certain questions of Section 2 (1. Social media and/or 2.
	<b>Recognize and avoid triggers of aggression</b>	CNU-CWA-Recognize and avoid triggers of aggression_Action1	1		
	<b>Make a plan to cope with</b>	CNU-CWA-Make a plan to cope with	2		

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<b>aggression</b>	aggression_Action2			Chatting, and/or 3. Online gaming, and/or Online gambling and/or 5. Online shopping, and/or 6. Online pornography and/or 7. Accessing general info and/or 9. Video streaming and/or 10. Listening to online music).
<b>Adopt an assertive style for interaction</b>	CNU-CWA- Adopt an assertive style for interaction_Action3	3		
<b>Develop empathetic understanding</b>	CNU-CWA-Develop empathetic understanding_Action4	4		
<b>Assume the positive intention of other people</b>	CNU-CWA- Assume the positive intentions of other people_Action5	5		
<b>Wait before react</b>	CNU-CWA-Wait before react_Action6	6		
<b>Accept reality and forgive. Choose happiness instead of anger</b>	CNU-CWA-Accept reality and forgive- Choose happiness instead of anger_Action7	7		
<b>Practice exercises helping you to relax and ask for help from professionals</b>	Practice exercises helping you to relax and ask for help from professionals_Action8	8		

## 7 Assessment of user's performance

Assessment of user's performance will be carried out in two phases:

### 7.1 After having implemented the actions under the withdrawal strategy "Time management"

The users are asked to answer the following questions:

1. How much did you reduce the time that you spend per day on each of the activities you are engaged with after consultation of the above actions?
  - a. less than half an hour
  - b. more than half an hour
  - c. more than one hour
  - d. more than two hours
  - e. no reduction at all

In order to achieve more personalization on these questions, we need to provide the user with only the activities that was engaged with as extracted from the answers given in the initial questions (as described in Section [2](#)).

2. Are you satisfied with the time you are spending online now?
  - a. Yes
  - b. Somehow
  3. No

If answer is "YES" in question 2, users will be suggested to skip next strategy "Coping with negative urges if they want and if they are eligible for this strategy, since the moderation goals were fulfilled, and are asked to reflect:

3. What actions helped you the most to reduce your online time on each of the activities you are engaged with?  
**[the user will be provided with the list of actions completed to choose]**

1. ... (How: .....)
2. ... (How: .....)
3. ... (How:.....)
4. ... (How:.....)

If answer is “somehow” in question 2, they will be suggested to try again some actions of “Time management (those that have been chosen as helpful for a little progress based on their answers in the Question 4) and then they can move on to the strategy “Coping with negative urges for online use”.

4. What actions helped you to make at least a little progress on each of the activities you are engaged with and what was missing?

**[the user will be provided with the list of actions completed to choose]**

1. ... (What is missing:.....)
2. ... (What is missing:.....)
3. ... (What is missing:.....)
4. ... (What is missing:.....)

If answer is “NO” in question 2, they will be suggested to move on the strategy “Coping with negative urges” and try the suggested actions. Also, they will be asked to reflect on the reasons that did not allow them to reduce their time being online.

5. Please, reflect for yourself on the main reasons that did not allow you to reduce your time of being online on the activities you are engaged with?

**[the user will be provided with the list of actions completed to choose]**

1. ... (Provide short comments about the reasons ):.....)
2. ... (Provide short comments about the reasons):.....)
3. ... (Provide short comments about the reasons):.....)
4. ... (Provide short comments about the reasons):.....)

## 7.2 After having implemented the actions under the withdrawal strategy “Coping with negative urges for online use”

The users are asked to answer the following questions:

1. How much did you reduce the time that you spend per day on each of the activities you are engaged with after consultation of the above actions?
  - a. less than half an hour
  - b. more than half an hour
  - c. more than one hour
  - d. more than two hours
  - e. no reduction at all

In order to achieve more personalization on these questions, we need to provide the user with only the actions per sub-group of actions (e.g. Cope with aggression - Action1 : ....., Action 2..... that was engaged with as extracted from the answers given in the initial questions (as described in Section [3](#)).

2. Are you satisfied with the time you are spending online now?
  - a. Yes
  - b. Somehow
  3. No

If answer is “YES” in question 2, users will be suggested to keep implementing the actions helped them to reduce their online time.

3. What actions helped you the most to reduce your online time on each of the activities you are engaged with?  
**[the user will be provided with the list of actions completed to choose]**
  1. ... (How:.....)
  2. ... (How:.....)
  3. ... (How:.....)
  4. ... (How:.....)

If answer is “somehow” in question 2, they will be suggested to try again some actions of thiw Strategy (those that have been chosen as helpful for a little progress based on their answers in the Question 4).

Suggestion-statement: “In any case, you may ask help from experts in your country”.

A list of help centers will be provided based on the info of the country of residence of the user.

4. What actions helped you to make at least a little progress on each of the activities you are engaged with and what was missing?

**[the user will be provided with the list of actions completed to choose]**

1. ... (What is missing:.....)
2. ... (What is missing:.....)
3. ... (What is missing:.....)
4. ... (What is missing:.....)

If answer is “NO” in question 2, they will be asked to reflect on the reasons that did not allow them to reduce their time of being online.

“You may ask help from experts in your country”. [A list of help centers will be provided based on the info of the country of residence of the user].

5. Please, reflect for yourself on the main reasons that did not allow you to reduce your time of being online on the activities you are engaged with?

**[the user will be provided with the list of actions that has completed to choose]**

1. ... (Provide short comments about the reasons):.....)
2. ... (Provide short comments about the reasons):.....)
3. ... (Provide short comments about the reasons):.....)
4. ... (Provide short comments about the reasons):.....)

## 8 Structure of the actions' content

- **Abstract**
- **General description**
- **Duration**
- **Links and further reading**

The above mentioned sections of each action could be accompanied by an icon indicative of the content presented by each section, e.g. for the duration a timer image.

Note: videos in the links could appear as images the way it is done in Youtube, where the user may click on the video screenshot to run it.

**To be completed by the specifications concerning the integration with the learning environment.**

## 9 General statistics about the users and the actions completed, and their final performance

There will a section where users will be kept noted about general statistics concerning indicatively the following:

- How many users (with certain individual characteristics: age, occupational status, country) are engaged occasional, frequent or excessive users with specific online activities?
- How many users (with certain individual characteristics: age, occupational status, country) have reduced the time being online by a certain amount of time as specified in the evaluation questions)
- ....

**To be completed by the specifications concerning the integration with the learning environment.**



## **10 Development of a blog where users can communicate, interact and provide comments**

**To be completed by the specifications concerning the integration with the learning environment.**



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