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Educational Games for Safe Electronic Communication

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Abstract

The article focuses on intergenerational dialog and improvement of the safety of electronic communications. To strengthen intergenerational dialog about the safety of electronic communications, two educational games were provided to families of students of lower secondary level of elementary schools and to the general public via a web portal. Before and after the game the children were involved in a questionnaire survey and evaluation. Another part of the research was focused on automatic data acquisition and monitoring during the games in families. Research has confirmed the assumption that both educational games have improved the knowledge of dangerous phenomena in electronic communication and they also have had a positive effect on safe behavior.

Electronic negative phenomena

- cyberbullying
- cybergrooming
- cyberstalking
- sexting
- phishing
- netolism
- SMS Spoofing
- hoax

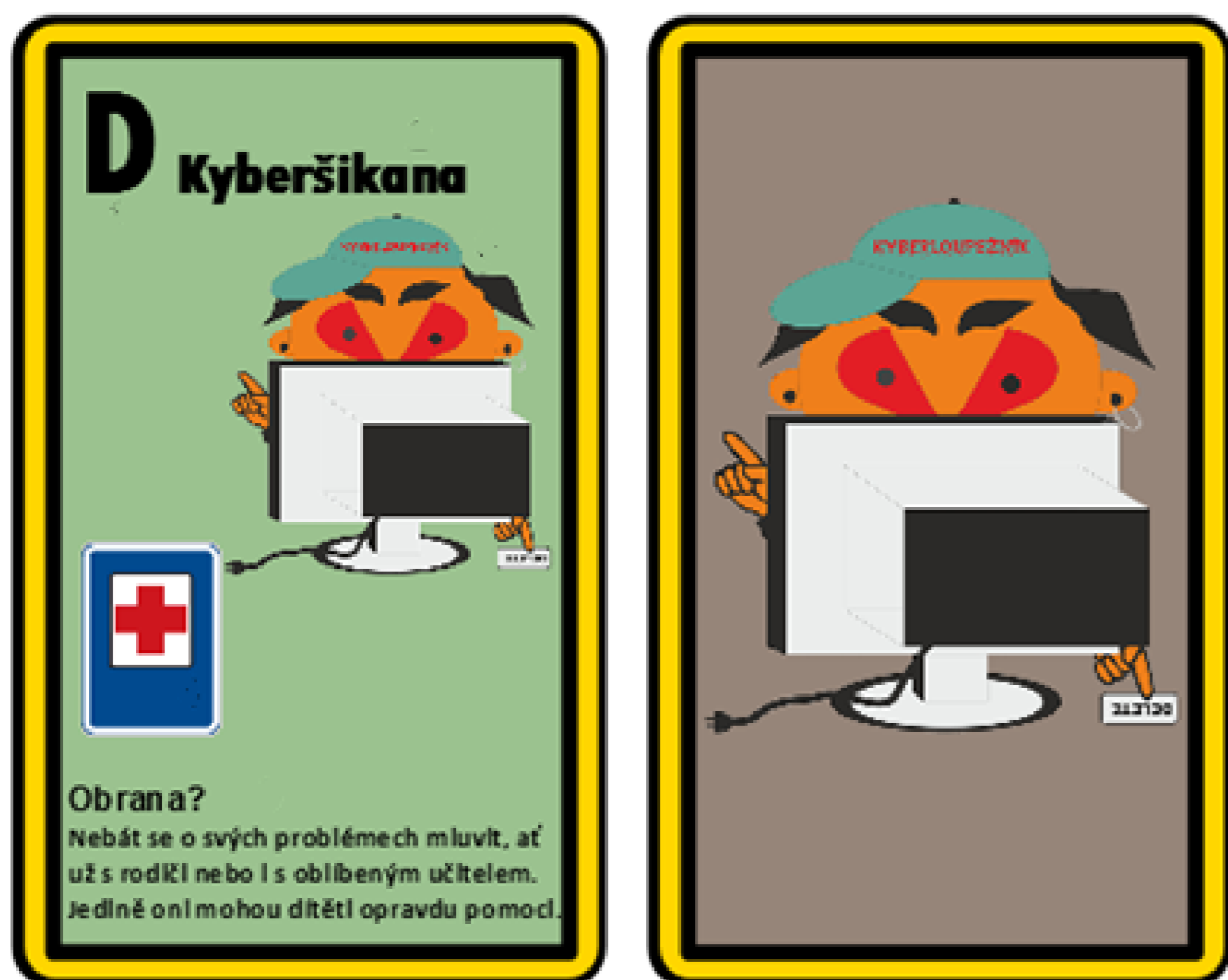
Types of games

- card game „kvarteto“
- online electronic game „Dopadni kyberloupežníka“

The games were tested in the research study.

Scope of games

- to increase a communication channel parents-children
- to inform about dangerous phenomena in an entertaining way
- preventive action



The front and back of the sample card



Game plan of online electronic game

<http://bezpecna-komunikace.budnet.eu/web/>

Conclusion

Based on the participation of adults (52 individuals older than 31 years in 67 games) and children (70 individuals in 67 games) it can be stated that parents were willing to be educated in the given topic. Furthermore, the assumption can be confirmed that intergenerational dialog was established both during and after the game. The games were played mostly in groups, but games played by one player (mostly parent) were recorded as well. It can be concluded that parents are greatly interested in the topic and also that they were able to establish an intergenerational dialog with their children thanks to the gained knowledge.

Parents scored mostly better in the game than their children. Nevertheless, we need to stress that in many games the children achieved the same ranks as their parents. The assumption that children will be more successful in the game cannot be perceived as accurate, but it cannot be fully dismissed either. To evaluate the given assumption in a better way, new research with a larger sample and with a different game concept would have to be conducted.