

# Mapping the Risks and the Impact of the Use and Exploitation of the Internet by the Students of the Educational Units

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**Abstract:** *One of the many and diverse issues that have concerned the educational community in recent years, are the risks posed by the ever intensifying engagement of school students with the internet. In this sense, it is recognized that the use and utilization of the internet by students, either during their school work or in their life outside of school, serves the realization of their various purposes and goals and generally facilitates the completion of the course of their daily obligations and needs. The method chosen for the preparation of the specific paper/work is the critical - interpretative approach of reviewing domestic and international researches and proceedings in relation to the subject and thematics in question. The findings and result of the continuous researches, by implication, highlight the adoption and use of the internet as a non - statutory condition on the part of the students, on the other hand, however, it is found that on the internet, indecent extremists develop and cultivate risks, even for their very existence.*

**Keywords:** internet, risks, proper use, efficient utilization, sharing, well - being

## 1. Introduction

Under the logic of the constant reduction of the average age of internet users, it becomes clear that it is henceforth an integral part, particularly of the school –scientific - educational and pedagogical - didactic– everyday life of students of standard/general schools. Certainly, the organization and teaching of the safe use of the internet to students must be carried out scientifically and methodologically strategically. Informing them, also, about relevant issues and situations (EUNet ADB, 2012) must take place in a very distinct way and form and be relevant to their cognitive background and level, as their future identity and behavior is determined and shaped by the corresponding training in this subject (eMarketer, 2013).

In the World Wide Web, in other words, any user – student of the internet, discovers his/her micro - society, since it is a means and a tool that simultaneously provides knowledge, entertainment and access to data and information in real time and response. In particular for students, he finds that the internet appears in their unconscious as a contemporary techno - miracle and achievement, which functions as a solution to all kinds of problems that arise during their daily lives. Despite this, it is considered a necessary condition for minimizing the risks of exposure of students to the internet, informing them about the way and form of dealing with the nature of the risks, through taking corresponding measures to protect and avoid them (Mustafa et al., 2020; Vagelatos et al., 2015).

In this case, it is noted that the evaluation of the material, the search for the best techniques and practices and the best possible and objective adoption and use of online sources, constitute for the students the most basic requirement of the in - depth useful operation of the internet (Livingstone, 2013). The internet, therefore, provides the opportunity for students to search for and acquire information and knowledge multimodally and pleomorphically, to expand and reorganize the horizons of their educational choices and activities, to develop synthetic, analytical and metacognitive

abilities and skills to solve difficult problems and issues and to reformulate pre - existing knowledge through alternative educational - didactic and pedagogical methods and tests (Mavridou & Rouvas, 2018).

The various statistical studies and investigations, as well as the increase in incidents of online deception and taunting of young people, on the other hand, demonstrate the immediate and pressing necessity of educating the users – students regarding their tight rope and careful information about the correct and rational daily use of the internet in all aspects of school and, not only social science and becoming (Kondaxi et al., 2013). In the light of this logic, it is deemed necessary in order to overcome online risks, for students to learn to safely navigate the vast web of the internet so that this specific auxiliary tool and means can act as a true compass and beacon in the educational process and act. In this way, more search filters for online data and information should be passed, so as to form a list of criteria for their essential use (Lips et al., 2017).

### The role of students' digital culture in the correct use of the internet

Certainly the most common and easy to use artifact for school students has been the internet in recent decades. In this sense, there is a strong and inescapable interweaving of the internet with the cognitive, psycho - emotional, behavioral and social development, evolution and promotion of all students. Taking the foregoing into account, it appears that the internet is not only a medium that is used exclusively and only passively for entertainment purposes, but also a methodological tool that is utilized for educational purposes on a daily basis for students of all ages. Therefore, it is observed and found to be (internet) an inexhaustible source of information, data and knowledge, the adoption and use of which imposes above all prudence, fairness and rationality (Hellenic Internet Security Center, 2022; Paakkari et al., 2021).

The achievement of the above is achieved through the creation of favorable conditions, where students have the ability and a clear mind to choose, analyze and use that

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information, which has been formed based on some tested standards and specifications (Panagiotakopoulos, 2018). This implies the cultivation, development and transmission of correct online culture not only by the family, but especially by the school. However, it must be emphasized that culture is a very vague and abstractly defined concept, which is a completely dystopian project to be applied on a practical level. In this light, it is considered that it often underpins family and school efforts to forge an online culture –the curiosity of human nature– which here plays a prominent role in the co - shaping of this skill. In addition, it is recognized that the transformations that take place at the socio - cultural, economic and political level have a catalytic effect on the use of the internet by all individuals as a whole (Mohammadsalehi et al., 2015).

In the life, especially of young students/children, it can be seen that their access to the internet through the use of the computer plays an important role. Apparently at the ages of nine to eleven, a fascination that the internet exerts on these age groups begins to be noticed. Among other things, the "dependence" of most students on this source is highlighted, as the performance and processing of all activities during teaching and learning is assisted by this medium and at the same time tool (Montag et al., 2019). The speed and frequency of the changes that occur at a dizzying pace on the Internet, therefore, in turn shape the values and attitudes of students regarding the development of their online culture. In short, it becomes apparent that the online culture of each student echoes the way and form of organization and utilization of the information and data they draw from the vast reservoir of the internet, particularly for individual educational and pedagogical use (Ostendorf et al., 2020).

#### **The digital and technological education of students as a means of safeguarding online risk**

It has now been established that the modern school creates pedagogical - teaching obligations and needs for students during the educational process, the implementation of which can be achieved through the use of the internet, which provides a wide range of scientific - educational solutions and applications. The students, therefore, for their own purposes and goals, are trained in a covert way to adopt the computing technology of the internet, in order to use it in turn in all phases and stages of the teaching process. In this way, they acquire digital online literacy, which is used to their advantage in teaching and learning (Jöckel & Wilhelm, 2018; Starkey et al., 2017).

In the years of the internet's technological revolution, students encapsulate and use this tool at unimaginable rates in the events of their daily school life. The development of the internet, however, provides its users –who in this case are the students– with ideal conditions of freedom of movement and speech thanks to the characteristic of anonymity. On the contrary, however, through the explosion of this phenomenon, dangers arise that work in a misleading way of the valuable offer of the internet, especially in the field of education (Xi & Karan, 2019). In this light, it is necessary to protect the online medium and at the same time as an auxiliary tool for extracting and exploiting knowledge and information, in all aspects and levels of the educational scientist. The upgraded role of each student through the

adoption and inclusion of the internet in the educational practice, therefore, rearranges and restructures the teaching and learning landscape, creating on the one hand, uncontrollable risks, and on the other hand, unprecedented scientific challenges (Cudo et al., 2020).

The building of students' information and digital literacy –in the correct use and exploitation of the internet– requires cultivation, formation, training and experience of abilities and skills on their part. With free access to educational and teaching applications, offered completely free of charge over the internet, among others, online risks and frauds are skyrocketing (Kuss et al., 2017). The students, in other words, must be capable and skillful in understanding and effectively transferring the educational data they receive, so that they can carry out the most original and essential digital transformation of these data, in cognitive projects and actions. In essence, the safe navigation of students in the inexhaustible and endless online ocean of information and data requires digital explorer students who deftly counter all the risks and obstacles that arise during the course of their mission (Brand et al., 2019; Wartberg et al., 2020).

The paradox, however, is that while the students accept and use on a daily basis the applications of the internet, on the other hand, it is ascertained that this medium turns thanks to the poor knowledge they have about its essential use into an obstacle, with the result that they are sometimes at serious risk (Pertegal - Vega et al., 2019). From this point of view, it is recognized that those in charge of the operation of the various internet navigation platforms, understand that it plays an important and weighty role and position in the safety and psycho - emotional balance of the students, their substantial education and awareness in matters and issues related to violations of their personal life and identity (Graham & Dutton, 2019). Over interpreted, it is considered an indisputable and non - negotiable statutory condition on the part of the leaders of this sector, to plan and constantly prepare education, safety and protection programs for students, in order to know and recognize the dangers of the internet while navigating the web (Fintech, 2020; INFOCOM, 2021).

#### **Ways to safely supervise and control the risks of internet use by students**

Due attention and weighty importance cannot be given to the risks of using the internet by students, even though it is considered and it is more obvious that it actually provides countless benefits and benefits to its users. The glaring online "cheats", obviously, raise and shape in their turn, questions related to the risks faced by students when using this resource for active educational purposes and reasons. In this sense, it is found that it is necessary on the part of the experts who are responsible for this field, to design and develop constantly and continuously, programs and practices –aware of the use and exploitation of the Internet– in the learning process and practice (Berber, 2017; Potembska et al., 2019).

Therefore, it is perceived that raising students' awareness of issues and issues of digital risks and security is considered as necessary and necessary as never before, thanks to the increasing use of computing technology and digital tools in

their everyday lives (Pertegal et al., 2019). In other words, it is considered correct that students should train, learn and familiarize themselves with effectively and effectively dealing with potential risks they encounter in relation to the use of the internet. Based on the above, it should be noted that educating students about the dangers of the internet is an unenviable duty of the decision - makers who have undertaken this task (Alzougool, 2018).

The academic educational community, in other words, must detect, identify and analyze the risks that arise from the constant use of this phenomenon. With regard to the exploitation and consolidation of the safe adoption and use of new digital media and trust in them, it has been observed in recent years that programs, actions and practices, information and training of students/three and their educators/teachers in relation to the essential integration and use of computing technology in teaching and learning (Chang et al., 2019; Smahel et al., 2020).

Depending on the case of the message to be communicated and the existing infrastructures of each institution/service (Mitsoula et al., 2020) to strengthen digital trust and security, they are implemented particularly in international (O'Neill et al., 2013) level a series of interventions such as: a) security websites, b) newsletters, c) teleconference sessions, d) distance courses (synchronous and asynchronous), e) live seminars in schools, f) virtual classrooms and g) cybersecurity and safety day, week and month. Unfortunately, these interventions and their realization through actions, are hampered by the following: a) the minimum time for analyzing the issues, resulting in the inability to understand them by the trainees, b) the absence of pedagogical training and formation by the experts who are responsible for the online security, c) in the passivity of the approaches, which lacks the interactivity of the user with all the processes and d) in the manifestations of all forms within a minimum of time, since they cannot have an effect in terms of changing attitudes, mindsets and student behavior (Khazaei et al., 2017; Shi et al., 2021).

## 2. Conclusions – Suggestions

In the most obvious and active way and form, it is demonstrated and proven that when using the internet, students become vulnerable and vulnerable to all kinds of disturbances, interferences and intrusions. In short, it is clear that in general electronic and digital security remains even today –despite the measures that are constantly taken– the weak link in the adoption and use of the internet by all people, especially by minors such as students. In particular, in school, the use of the internet by students for the extraction/retrieval of data, knowledge and information must pass through the supervision/crisis and control of the teachers, so that –as far as possible this is avoided– the worse. After all, it is well known that the flow of information on the internet, for any use and exploitation, is controlled and processed by people who do not have the best intentions.

Unfortunately, as computer technology evolves, it is found that young people/students need more controlled protection, as they are considered dependent, vulnerable and addicted

people on the internet. Therefore, it must be emphasized that from now on it is a fundamental and urgent priority and need for all governments, the competent bodies/organizations/services and the scientific educational communities, especially in the current era, the protection and safety of minors/students, through targeted practical interventions regarding the rational and efficient use and exploitation of the internet. After all, it is a well - established statutory condition that students use the internet at school more for social interaction than as an auxiliary tool and means of facilitating the teaching and learning processes. Consequently, it appears that there is a need for the constant awareness and vigilance of students about the dangers of the Internet, through the organization and preparation of programs and speeches by experts (IT, police, psychologists, social workers, etc.) since the prudent use of the internet, is an issue determined more by the family dynamics and psyche of the individual minor and less by the nature of the internet.

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