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**TEACHERS' VIEWS ON METHODS TO INCREASE
TEACHING OF SOCIAL AND EMOTIONAL SKILLS
AND PREVENT DIGITAL DISTRACTION IN MIDDLE
SCHOOL**



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TIIVISTELMÄ

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Opettajien näkemykset menetelmistä, joilla voidaan lisätä sosiaalisten ja emotionaalisten taitojen opetusta ja ehkäistä digilaitteiden aiheuttamaa tarkkaamottomuutta yläkoulussa

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Viime vuosina oppilaiden opintomenestys ja hyvinvointi ovat heikentyneet Suomen yläkouluissa. Sosiaalisten ja emotionaalisten taitojen opetuksen lisääminen ja digilaitteiden aiheuttaman tarkkaamattomuuden vähentäminen voivat auttaa näiden ongelmien ratkaisemisessa. Sekä sosiaalisten ja emotionaalisten taitojen lisääminen että digilaitteiden aiheuttaman tarkkaamattomuuden ehkäiseminen on tutkittu tukevan oppilaiden opintomenestystä ja hyvinvointia. Tämä tutkimus tutkii suomalaisten opettajien näkemyksiä keinoista lisätä sosiaalisten ja emotionaalisten taitojen opetusta sekä vähentää digilaitteiden aiheuttamaa tarkkaamattomuutta yläkoulun opetuksessa. Päättökysymykset liittyvät niihin keinoihin, joita suomalaiset opettajat käyttäisivät lisätäkseen sosiaalisten ja emotionaalisten taitojen opetusta ja vähentääkseen digilaitteiden aiheuttamaa tarkkaamattomuutta yläkoulun opetuksessa. Tutkimuksessa käytettiin teemahaastatteluja ja teema-analyysia selvittämään, mitä keinoja opettajat käyttäisivät. Keinoja tutkittiin erikseen sekä sosiaalisten ja emotionaalisten taitojen että digilaitteiden aiheuttaman tarkkaamattomuuden suhteen seuraavien teemojen mukaan: opetus luokkahuone ympäristössä, Suomen opetussuunnitelma ja opetuksen sisältö, oppiminen koulun ulkopuolella sekä opettajien koulutus ja ohjaus. Yhteensä kahdeksaa opettajaa haastateltiin heidän näkemystensä keräämiseksi. Tulokset osoittavat, että opettajat tunnistivat erilaisia keinoja sosiaalisten ja emotionaalisten taitojen kehittämiseksi, kuten näiden taitojen harjoittaminen oppituntien aikana, oppilaiden kannustaminen harrastustoimintaan sekä koulutuksen ja ohjeiden tarjoaminen näiden taitojen integroimiseksi opetukseen. Digilaitteiden aiheuttaman tarkkaamattomuuden vähentämiseksi opettajat mainitsivat keinoja, kuten oppilaiden puhelimen käytön hallinta, oppilaiden sosiaalisten ja emotionaalisten taitojen lisääminen, keskustelut vanhempien kanssa sekä opettajien auktoriteetin lisääminen. Monien mainituista keinoista on tutkittu olevan hyödyllisiä myös aiemmissa tutkimuksissa. Tämä tutkimus lisää ymmärrystä opettajien näkemyksistä sosiaalisten ja emotionaalisten taitojen integroimisesta opetukseen ja digilaitteiden aiheuttaman tarkkaamattomuuden käsittelemisessä, tarjoten näkemyksiä siitä, mitä keinoja voitaisiin hyödyntää opetuksessa.

Asiasanat: tarkkaamattomuus, media multitasking, älypuhelin, sosioemotionaaliset taidot, opettajat

ABSTRACT

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In recent years, middle school students' academic success and well-being have been decreasing in Finland. Increasing the teaching of social and emotional skills and reducing digital distraction have the potential to address these issues. Both social and emotional skills, as well as preventing digital distraction, have been studied to support students' academic success and well-being. This study explores Finnish teachers' perspectives on methods to increase the teaching of social and emotional skills and prevent digital distraction in middle school education. The main research questions are related to the methods that Finnish teachers would use to increase the teaching of social and emotional skills and to prevent digital distraction in middle school education. The study used thematic interviews and thematic analysis to find out what methods teachers would use. Methods were explored separately for both social and emotional skills and digital distraction regarding the following themes: teaching in a classroom environment, Finnish curriculum and teaching content, learning outside of school, and teacher training and guidance. A total of eight teachers were interviewed to gather their views. The findings indicate that teachers identified various methods for increasing social and emotional skills, such as practicing these skills during class hours, encouraging students to engage in hobby activities, as well as providing training and guidelines on integrating these skills into teaching. For preventing digital distraction, teachers mentioned methods such as managing students' phone use, increasing students' social and emotional skills, holding discussions with parents, and increasing teachers' authority. Many of the mentioned methods have also been supported by previous research. This research contributes to the understanding of teachers' perspectives on integrating social and emotional skills into education and addressing digital distraction, providing insight on what methods could be beneficial to use in education.

Keywords: distraction, media multitasking, smartphone, social and emotional skills, teachers

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1 INTRODUCTION

This chapter first introduces the background and context of Finland's situation about the issues that teaching social and emotional skills, as well as preventing digital distraction, can help to deal with. After this the next section will go through the following study's research problem and research question. An overview of the study will also be looked into.

1.1 Background and context

In Finland inequalities between students (Helakorpi et al., 2023), increasing amount of mental health problems between citizens (Blomgren & Perhoniemi, 2022) and bad use of digital devices (Gorjón & Osés, 2023) are problems that have become common. In the OECD (Organisation for Economic Co-operation and Development) study by Fleischer and Stokenberga (2023) it is reported that in Finland the PISA (OECD's Programme for International Student Assessment scores) have been declining over the past decade and the inequalities between students have been widening. Notably, anxiety levels among students aged 14-20 have risen by 50% between 2019 and 2021 (Fleischer & Stokenberga, 2023). At the same time, digital devices like smartphones can be a risk for Finnish classroom education since they can distract students' learning (Saarinen, 2020). This confluence of challenges underscores the need for strategies within the Finnish education system to enhance students' well-being and academic success while proactively mitigating factors contributing to their decline.

Many problems related to poor social and emotional skills and distractive use of digital devices are common in Finnish middle school education. In Finland, social and emotional skills of 15-year-olds have been reported to be lower than those of 10-year-olds (OECD, 2022). The burden on Finnish students have been also found to intensify in middle school (Kämppe et al., 2012). In addition, in most of the countries that are members of OECD, teachers and parents promote significantly less social and emotional skills for 15-year-old students than for 10-year-

olds (OECD, 2023). Excessive use of digital devices is also a concern in Finland, as middle school students who use them too much tend to underperform academically compared to their peers who use them less (Gorjón & Osés, 2023). Over 50% of parents of middle school students in Finland are also worried about the amount of time their children spend on digital devices (Vanhempien barometri, 2018). This excessive use of digital devices can cause digital distraction, which negatively affects students' academic success (Demirbilek and Talan, 2018; Waite et al., 2018, Xu et al., 2022) and is a common phenomenon among students in classrooms across many countries (Kornhauser et al., 2016; Le Roux & Parry, 2018; Xu et al., 2022).

Focusing on teaching social and emotional skills and preventing digital distraction both include benefits that can help to deal with these problems. Ignoring developing social and emotional skills can lead to problems on educational attainment and health (Kankaraš & Suarez-Alvarez, 2019). Similarly, not preventing digital distraction can negatively affect both students' academic success and well-being (Xu et al., 2022).

An important factor of teaching social and emotional skills and preventing digital distraction is that they both support each other. Preventing digital distraction can help to prevent negative effects on students' social and emotional skills, such as decreasing self-regulation (Xu et al., 2022) and social interaction (Beuckels et al., 2021). Various social and emotional skills like, self-control and collaboration skills can also help to prevent digital distraction (Al-Saggaf & O'Donnell, 2019; May & Elder, 2018).

1.2 Research problem and overview

Increasing teaching of social and emotional skills and prevention of digital distraction in education is not simple and requires effective ways to implement the changes. According to Cefai et al. (2018), in order to find ways to make quality changes to the education system, it is important to gather opinions from teachers about what changes should be done. Opinions are needed, for example, for curriculum changes and teacher training. This study aims to examine the ways Finnish teachers would increase the teaching of social and emotional skills and the prevention of digital distraction.

The main research questions for the study are what are Finnish teachers' views on *“What methods should be used to increase the teaching of social and emotional skills in middle school education?”* and *“What methods would Finnish teachers use to increase the prevention of digital distraction in middle school education?”* Answers to these questions are collected through teacher interviews from the perspective of four themes, which are: teaching in a classroom environment, Finnish curriculum and teaching content, learning outside of school, and teacher training and guidance. Forming the themes is explained more in detail in chapter 4.3.1.

1. What are Finnish teachers' views on what methods should be used to increase the teaching of social and emotional skills in middle school education?
2. What methods would Finnish teachers use to increase the prevention of digital distraction in middle school education?

The literature review of the study examines how social and emotional skills and digital distraction are manifested in education. In both chapters, the concepts are reviewed by defining general definitions, beneficial methods related to them, and how they appear in Finnish middle school education. After the literature review, the methodology section describes the research method, interviews, and analysis used in the study. Next, the study's results are presented, and finally, in the discussion chapter, the research questions are answered by reflecting the findings against previous research. The discussion also addresses the reliability of the study and concludes by going through recommendations for future research.

2 SOCIAL AND EMOTIONAL SKILLS IN EDUCATION

This chapter explains social and emotional skills and how they are taught in education. The chapter starts with different definitions for social and emotional skills and how they are defined in this study. After this, the common methods for increasing social and emotional skills in education are examined. The last sub-chapter looks at the teaching of social and emotional skills in Finnish middle schools.

2.1 Social and emotional skills

Social and emotional skills have different definitions in literature, but the most commonly used definitions are fairly similar. In the field of education the research commonly refers to social emotional learning (SEL) which is a term used to describe social and emotional competences, non-cognitive or non-academic skills, behaviors and mindsets (Lippman et al., 2015). According to Lippman et al. (2015) social and emotional skills might sometimes also be referred with terms that have similar meanings like 21st century skills, life skills, essential skills, behavioral skills, non-cognitive skills, youth development assets, workplace or work readiness competencies and character skills or strengths. Many of these terms share similarities but may differ in definitions.

In this study, OECD's framework (Table 1) is used to define the social and emotional skills since it is recent, defined by many experts and is a result of previous research in the area of social and emotional skills (Kankaraš & Suarez-Alvarez, 2019). OECD also uses the term social and emotional skills to define these skills, which is used in this study as well. Finland is also a member of OECD and involved in some of the OECD studies. OECD defines social and emotional skills as individual capacities that can be manifested in constant patterns of thoughts, feelings, and behaviors, developed through formal and informal learning experiences, and are important drivers of socio-economic outcomes throughout the

individual's life (OECD, 2022). Another frequently referenced framework in this study is CASEL's framework of social and emotional learning, as it has been heavily referenced in previous research (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2024a).

For students, social and emotional skills are personal abilities, attributes, and characteristics that benefit academic success, employability, active citizenship, and well-being (OECD, 2022). According to Durlak (2011), numerous studies in mental development research have established that the acquisition of social-emotional competencies plays a crucial role in enhancing one's overall well-being and academic performance. In contrast, a lack of proficiency in these areas may result in a range of personal, social, and academic challenges.

TABLE 1 Assessment Framework of the Survey on Social and Emotional Skills (Kankaraš & Suarez-Alvarez, 2019)

Domains	Skills
Open-mindedness (openness to experience)	Curiosity Tolerance Creativity
Task performance (conscientiousness)	Responsibility Self-control Persistence
Engaging with others (extraversion)	Sociability Assertiveness Energy
Emotion regulation (Emotional stability)	Stress resistance Optimism Emotional control
Collaboration (agreeableness)	Empathy Trust Co-operation
Additional indices	Achievement Motivation Self-efficacy

2.2 Methods to increase the teaching of social and emotional skills

The teaching of social and emotional skills is usually defined in the country's education system, or countries may also use separate programs to integrate them into schools (Cefai et al., 2018). These programs are usually based on CASEL's social emotional learning framework, but they can also be defined by the country's education system. Because social emotional learning based programs are so common in literature, this section will first go through the common methods of social emotional learning. After that is a section that goes through other methods

for teaching social and emotional skills that are more centered in Europe than social emotional learning based studies. The final section will go over the potential of digital devices for teaching social and emotional skills, centering on what they can provide and how they should be used.

2.2.1 Social emotional learning

Social emotional learning can be described as a process where young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2024a). Social and emotional learning has emerged as a critical factor in students' academic, social, personal, and professional achievement, and research indicates that schools that foster this learning are crucial to student success (Durlak et al., 2011).

One of the benefits of SEL is that CASEL offers clear introductions and services how to implement it to different schools. In their schoolwide SEL guide, they assist schools in coordinating and enhancing SEL practices and programs to establish an environment that integrates SEL into every aspect of students' educational experience and fosters fair outcomes for all students (CASEL, 2024b). This includes good points like training teachers, integrating teaching of social and emotional skills to their school and classes, as well as promoting partnerships between teachers and students' families. The guide also promotes good classroom practices like a supportive classroom climate, merging SEL with teaching of school subjects and explicit classes for learning social and emotional skills.

The guides published by CASEL provide various SEL programs that meet CASEL standards and are considered evidence-based. (CASEL, 2024b). Evidence-based programs have been studied and proven to be beneficial, so they contain a lot of useful aspects for increasing social and emotional skills. Lawson et al. (2019) identified core components of successful SEL programs in their review, which include social skills, identifying others' feelings, identifying one's own feelings, and behavioral coping skills/relaxation. Many of these components are related to good cooperation skills like listening and understanding emotions, but also regulating own emotions and behavior. An interesting insight is the results of the least occurred components, which were mindfulness, valuing diversity, cognitive coping/self-talk, and goal setting and planning. It could be useful not to prioritize on these components and prioritize the most used ones instead.

One problem that many have with SEL is implementing it correctly in the curriculum (DePaoli et al., 2017). In order to make implementation easier, CASEL (2024b) has made many guides for different SEL implementations. According to DePaoli et al. (2017), schools' curriculums may vary, and their practices may differ too much from CASEL's guidelines. Teachers may not have been trained sufficiently to support social and emotional learning, and may lack understanding of how to implement it into their teaching. Schools and teachers may also not cooperate enough with parents, which sometimes leads to a lack of learning

social and emotional skills at home and parents not understanding their importance.

There is also some criticism about the terminology of social emotional learning being confusing and its practices varying too much in different programs (Jones & Doolittle, 2017). Teaching social emotional skills should have clear definitions of which skills are targeted and how they are taught in practice. One important point also is that no matter which kind of social emotional learning based program is implemented, there should be focus on that teachers understand adolescent social and emotional skills and know how to teach them.

2.2.2 Teaching methods of social and emotional skills in OECD countries

This subchapter goes through how social and emotional skills are taught in education in different OECD countries. The chapter mainly focuses on the results of the OECD (2023) recent study from viewpoints like local classroom learning, countries' curriculums, outside of school learning, and teacher training. Social emotional learning based programs are not as common in Europe as in US (Barry et al., 2017). Many of the programs also do not always fit to European countries education. Barry et al. (2017) mention in their study that in Europe, programs based on social and emotional learning have been used in some countries, but many countries have their own programs and systems for teaching social and emotional skills. In the UK for example there are many community-based programs that differ in some way from social and emotional learning programs, however these programs still need more comprehensive research to determine their effectiveness.

According to OECD's survey on social and emotional skills (SSES), the most common way to teach social and emotional skills in OECD countries is through approaches that incorporate the promotion of these skills into existing school practices (OECD, 2023). Teachers reported that for over or close to 80% of students in both age groups, students' social and emotional skills are promoted through their general school practices. Additionally, in most cities, at least 70% of students were in schools that had teachers giving feedback and advice to parents about their children's social and emotional skills and had them included as one of the objectives in the school educational plan. Furthermore, teachers are seen as essential across countries for impactful social and emotional education (Cefai et al., 2018; Jones et al., 2018).

In the case of countries' curriculums, most of the countries have mentioned social and emotional skills as one of their aims for education in their curriculum or through supplementary documents such as guidelines and constitutions (OECD, 2023). There, however, are often problems in that the practical implementation does not correspond to what is aimed for in the curriculum. According to OECD (2023), this requires views and information from school leaders and teachers on how they understand and strive to implement the curriculum goals.

When it comes to out of school activities, in general, participation among 15-year-olds is lower than among 10-year-olds (OECD, 2023). Addressing this gap could be achieved by expanding extracurricular offerings within schools, as

suggested by PISA 2018 findings linking creative activities to improved reading outcomes (OECD, 2020). In SSES many teachers also reported that it is important to feedback and guidance to parents on their children's progress as well as social and emotional skills (OECD, 2023).

One of the most important elements for teaching social and emotional skills effectively is training teachers to promote them in their teaching (OECD, 2023). For teachers to deliver enough attention to students' development of social and emotional skills, teachers need the required set of skills and knowledge (Cefai et al., 2018, Jones et al., 2018). To enhance their skills, teachers require sufficient training on relevant topics. For instance, findings from teaching and learning international survey (TALIS) 2018 indicate that initial teacher training focusing on cross-curricular skills, including social and emotional topics like creativity, correlates positively with teacher self-efficacy (OECD, 2019).

2.2.3 The methods of using digital devices for learning social and emotional skills

This section discusses how digital devices can support social and emotional skills, although they can also have various negative effects if not used correctly, which will be discussed more in detail in chapter 3.1. Technology use in teaching has the potential to support learning and prepare students for a digitalized society (Backfisch et al., 2021). Appropriate use of digital devices is also important, and efforts should be made to use them in a way that minimizes digital distraction (Beuckels et al., 2021; Xu et al., 2022).

Slovák and Fitzpatrick (2015) argue that teaching social and emotional skills together with digital devices has a lot of potential for providing novel technology for supporting social and emotional interactions. Benefits include that digital devices can help students use social and emotional skills in everyday life, encourage parental and community involvement, and help students reflect on their own learning experiences. One useful method for learning social and emotional skills is computer-supported collaborative learning (CSCL), which, according to Avry et al. (2020) as well as Slakmon and Schwarz (2019), has been found to be a beneficial approach for developing emotional support, perspective-taking, and meaning-making in collaborative groups. CSCL will be discussed in more detail in chapter 3.2.2.

Slovák and Fitzpatrick (2015) also discuss in their research how different technologies can support social and emotional skills and even help with challenges. They mention technologies like ubiquitous computing, emotional awareness and reflection, sensor-based tracking, social networks, design, and (serious) games. For example, physiological sensors can be used to track users' emotional changes. On the other hand, (serious) games and gamification can, according to Sailer and Homner (2020), provide engaging learning experiences for students, which can help them develop social and emotional skills through both cooperative and competitive engagement. Gamification will be discussed in more detail in chapter 3.2.2.

2.3 Social and emotional skills in Finnish middle school education

Chapter 2.2 discussed both how social emotional learning programs and OECD countries education systems teach social and emotional skills. This chapter reviews how social and emotional skills are taught in Finland. In the case of social emotional learning programs, they have the benefit of having a lot of research, but some of them can be difficult to integrate into Finland's education system. Most research has centered around USA (Cefai et al., 2018), which is a different culture from Finland. This means that social emotional learning programs might focus on different skills and methods than those that are more relevant for Finnish culture. According to Cefai et al. (2018) another challenge is that these programs are not always integrated successfully into curriculum, often due to insufficient involvement of teachers in the implementation. Successful integration requires to cooperate with teachers instead of using external practitioners.

In the report by OECD (2022), it is mentioned that social and emotional skills are not usually taught by individual courses in Finnish education, but teaching them has been included in the national curriculum for basic education (grades 1-9) since its introduction in 2016. Instead of dedicated courses, these skills are taught mainly in other school subjects. Religion classes for grades 3-6 address children's rights and responsibilities, forming personal views, friendship, positive class and school community formation, and preventing discrimination. Health education in grades 7-9 focuses on developing social and emotional skills to handle conflict situations, acknowledge personal values and attitudes, and express and regulate emotions in social interactions. Skills such as assertiveness, cooperation, empathy, responsibility, self-control, sociability, stress resistance, tolerance, and trust are emphasized. While Finnish education includes various social and emotional skills, teaching them with more direct approaches that have a clear focus on learning social and emotional skills could enhance students' well-being and academic success.

Social and emotional skills are mainly developed in other subjects and there are no formal subject for teaching them (OECD, 2022). This can result as lack of deeper understanding of social and emotional skills. Also emotional skills are taught in upper secondary education optionally, but middle school does not have the same option. Most of the social and emotional skills have also been reported to be lower for middle school students than for elementary school students. By increasing the teaching of social and emotional skills using effective methods, it may be possible to increase them for middle school students.

3 DIGITAL DISTRACTION IN EDUCATION

In this chapter it is explained how digital devices are used in education and ways it can be prevented. This study refers specifically to digital devices instead of technology. This is because according to Saariluoma et al. (2016) the term technology can refer to a specific artifact that is not always a device and can for example refer to a natural phenomenon like to a stone. Digital distraction's related concepts are explained and their negative effects are also went through. Different ways that prevent digital distraction are also went through with going through the common ways from the previous research and how teaching social and emotional skills can help. The last section will examine the issue of digital distraction in Finnish middle schools and suggest potential areas for improvement.

3.1 Common ways digital distraction occurs and their negative effects on students

While digital devices may have many negative effects on students, like decreased writing skills, cheating, cyber-bullying, and access to inappropriate content, this study concentrates on how digital distraction affects students since it is one of the most common problems related to digital devices in middle school education. When somebody is distracted by digital devices (smartphone, laptop, tablet etc.) the situation can be described as digital distraction (Colliot, 2022). Digital distraction commonly refers to a situation where the use a digital device (smartphone, laptop, tablet etc.) distracts the user. The existing literature on this subject primarily concentrates on how often and what kinds of digital distractions occur in educational and professional settings, and negative effects of these distractions on the performance of students and employees (Khansa et al., 2017; Seemiller, 2017; Wu et al., 2018).

Some of the common ways digital distraction occurs are *multitasking* and *technoference*. Multitasking can be seen as equivalent to distraction because dividing attention into multiple tasks always takes attention away from the other

(Aagaard, 2019). Similarly, technoference can include multitasking by having people concentrate on the discussion at the same time rather than using digital devices (McDaniel & Coyne, 2016). Technoference can, however, include also concentrating only on digital devices in social situations, which is not multitasking. Both multitasking and technoference are strongly affected by the *habitual use of digital devices*, which is why its effects are also discussed lastly in this section.

3.1.1 Multitasking

A rising number of studies investigate the effects of digital distraction by focusing on *multitasking*, which can be described as a process of simultaneously planning performing or supervising several tasks at the same time (Himi et al., 2019). Studies related to digital devices usually refer to *media multitasking*, where some of the tasks involve using some form of media at the same time (Ziegler et al., 2015). Because of this reason, this study mainly focuses on media multitasking.

Numerous studies suggest that frequent task-switching can cause an individual to lose the ability to concentrate on a single task or ignore distractions, and that excessive multitasking can hinder performance, learning, and concentration (Kirschner & Bruyckere, 2017). According to May and Elder (2018), media multitasking can disrupt attention and working memory, negatively impacting student learning and academic achievement. This is because according to information processing theory, attention is a limited resource, and diverting attention away from the primary task can disturb learning. Furthermore, van der Schuur et al. (2015) note that several studies also suggest that multitasking negatively impacts on three aspects of academic performance: academic outcomes, study-related attitudes and behaviors, and perceived academic learning.

According to Xu et al. (2022) the research on multitasking for students' well-being is somewhat mixed, but most of studies still have found negative effects. These negative effects for well-being can include lowered emotion regulation, increased stress and lowered self-esteem. According to van der Schuur et al. (2015) few studies have also found that media multitasking is negatively related to several subdomains of socioemotional functioning and can decrease emotional well-being and cause more sleep problems. Additionally, multitasking can negatively impact social interaction and the quality of face-to-face interaction (Beuckels et al., 2021). Overall multitasking's effects on well-being need more research and depend heavily on the situation where digital devices are used and the way they are used.

It is important to recognize that the negative effects of multitasking can vary depending on how heavy the multitasking is. According to Ophir et al. (2009), those who heavily multitask with media may find it more challenging to switch tasks, particularly when task requires focused attention to a specific information. Heavy media multitaskers often experience difficulty filtering out irrelevant information and instead tend to distribute their attention equally to both relevant and irrelevant details. In addition, Uncapher et al. (2017) found in their review that some studies have found that heavy multitaskers may have poorer memory

and more psychosocial problems, like lower self-control and more exposure to anxiety, compared to lighter media multitaskers.

3.1.2 Technoference and phubbing

Technoference occurs when technology use disrupts face-to-face interactions, such as conversations (McDaniel & Coyne, 2016). It is a common issue among students who may use digital devices during social interactions. One of the primary reasons for technoference is that individuals struggle to control their device usage and its potential impact on face-to-face communication (Jarvenpaa & Lang, 2005; Middleton & Cukier, 2006; Oulasvirta, et al., 2012). They feel compelled to use their devices and have a difficult time resisting the urge to check their devices.

One of the most common forms of technoference is *phubbing*, where using smartphone distracts social interaction (Al-Saggaf & O'Donnell, 2019). According to Al-Saggaf and O'Donnell (2019) using smartphones in face-to-face conversations has led to distractive use of digital devices, impacting the quality of social interaction. This phenomenon has become normalized in today's society and can have negative effects on students' academic success and well-being. For instance, phubbing can increase digital distraction in the classroom and lead to off-task use, ultimately hindering academic success. Generally, most studies indicate that smartphones are more disruptive than beneficial to the learning process (Amez & Baert, 2020, Dontre, 2021).

There is also a lot of evidence from cross-sectional, longitudinal and empirical studies that smartphones can affect well-being (Abi-Jaoude et al., 2020). Too much smartphone and social media use can for instance increase mental distress and self-injurious behavior among youth. The presence of smartphones have been found to also affect the quality of face-to-face social interactions by causing more distraction among participants and reducing engagement in conversations (Dwyer et al., 2018; Kushlev et al., 2017).

Since technoference and phubbing have become a very normal behavior in society, it is common for students to use smartphones because others use them too (Pedro et al., 2018). They also may feel that they miss relevant information that others may know about in social media, which can affect building a habit of using the phone regularly instead of interacting with people around them (Cheever et al., 2014; Hong et al., 2012; Lepp et al., 2014). The use of smartphones during learning can also potentially encourage other peers to use smartphones, leading to a social use of smartphones that can distract students from learning (Sana et al., 2013).

3.1.3 Habitual use of digital devices and screen time

Digital distraction is strongly influenced by the ways digital devices are used, especially when digital devices are used extensively for off-task purposes (Aagaard, 2015). Habitual use of digital devices is found to be one of the strongest factors for affecting the strength of digital distraction (Chen et al., 2020; Soror et al., 2015). Habitual use of mobile devices can, for example, make it difficult for

students to stay away from the phone in the classroom (Flanigan & Babchuk, 2022). Similarly, browsing websites with laptops for off-task purposes in the classroom may hinder learning (Aagaard, 2015).

These habitual and addictive behaviors are usually formed by an intensive amount of *screen time* spent with digital devices (Small et al., 2020). In addition to affecting digital device usage habits, large amounts of screen time have been found to be associated with depressive symptoms (Tang et al., 2021). Specifically, a large amount of recreational screen time has been found to result in lower psychological well-being among children and adolescents in many longitudinal studies (Allen & Vella, 2015; Babic et al., 2017; Hinkley et al., 2014; Kim, 2017). Recreational screen time can be defined as time spent using a device such as phone or computer to off-task activity that is not related to studies. Chen et al., (2008) also note that many individual/personality characteristics like low-esteem and external focus may also increase exposure to habitual and addictive use of digital devices.

3.2 Methods for preventing digital distraction

In order to teach responsible use of digital devices, teachers are required to know effective ways to prevent digital distraction, engage student on learning and know how social and emotional skills can help digital distraction. Learning to use digital devices is an important skill in society for the future citizen, which is why it is also important to teach it in schools (Van Laar et al., 2020). Technology has the potential to increase engagement and help make learning feel less boring (Vahedi et al., 2021). This is very dependent on how digital devices are used and requires educators to understand how they should be used correctly (Dontre, 2021). The learning environment also affects the students' habits, which may result bad usage of digital devices outside of the school. Teaching social and emotional skills can help students to control these habits (Olsson et al, 2020).

3.2.1 Common areas of education for preventing digital distraction

This subchapter will look into what are the general methods of reducing digital distraction in teaching. Similarly to subchapter 2.2.2 this subchapter focuses on common areas of education like local classroom learning, policies of controlling digital device usage, outside of school activities and teacher training. In the literature, the focus of preventing digital distraction is mainly on different policies and rules that are used in schools instead of curriculum, which is the reason why this chapter does not discuss digital distraction from a curriculum's point of view. While chapter 2.2.2 focused mainly on OECD's studies viewpoints, this chapter focuses on the same viewpoints from the perspectives of several well-known studies. The reason for this is because the OECD's viewpoints divide education into clear areas, for which it is good to go through different methods for preventing digital distraction.

According to Flanigan & Kiewra (2018) the ways for teachers to prevent digital distraction include not assuming that students are natural with technology, adopting and enforcing technology policies, raising consciousness, motivating students to relinquish their devices, incorporating active learning in the classroom, using mobile technology only as a teaching tool and teaching students to be self-regulated learners. Teachers also use various policies (like restricting the usage of digital devices in the class) and try to enforce these policies with strategies like public and private verbal warnings, removal from class, redirecting students' attention back into the class, and grade reduction (Berry & Westfall, 2015; Cheong et al., 2016)

In a study by Flanigan and Babchuk (2022), they mention that common challenges for teachers are related to getting students to follow these policies and methods. Many teachers see that creating engaging learning experiences by trying to engage and motivate students has been effective in supporting these methods (Flanigan & Babchuk, 2022). These engagement methods will be looked into in more detail in the next chapter. According to Flanigan and Babchuk (2022) one of the most important points for educators is not to ignore the issue of digital distraction in class in the first place. The challenge for educators is that they already have a lot of responsibilities regarding education and digital distraction might increase them (Flanigan & Babchuk, 2022). At the same time, digital distraction is a real problem for learning and requires prevention methods that are known to work in practice.

In the subchapter 3.1.3 it was reviewed the habitual use of digital devices' effects on digital distraction. Outside of school behavior strongly influences the formation of these habits. According to Aagaard (2021), in order to keep the habitual use of digital devices in control, there should be a focus on preventing bad habits and forming good habits. Managing habitual use of digital devices also requires managing the amount of screen time students spend with them. Various organizations have provided recommendations for managing screen time, like American Academy of Child and Adolescent Psychiatry (2023). These recommendations include for example information on what time it is not a good idea to use digital devices and using parental controls to manage to amount of use. In Finland organization that centers around well-being of children called Mannerheimin Lastensuojeluliitto (2024) has also given similar guidelines for managing screen time. It is important provide these recommendations for parents and also emphasize good ways of using devices.

Different methods for preventing digital distraction require teachers to understand how to use digital devices effectively. According to Spiteri and Rundgren (2020), teachers need training and guidelines on how digital devices should be used in teaching. In their literature review, they mention four areas affecting primary teachers' use of digital devices: school culture, teachers' knowledge, teachers' attitude, and teachers' skills. Teachers should know how school culture should support teachers' learning to use digital devices (Kim & Keller, 2011; Omwenga et al., 2016; Tezci, 2011). For teachers, it is essential to have knowledge of how to integrate technology in the classroom, including knowing how to use

digital devices and employing various strategies to meet the different needs of their students (Gu et al., 2013; Mishra & Koehler, 2006; Orlando & Attard, 2016). The teacher's attitude, on the other hand, is supported by teachers' confidence, beliefs, and self-efficacy (Al-awidi & Alghazo, 2012; Wastiau et al., 2013). Teachers' attitude is also greatly supported by school culture by providing trainings for teachers and by encouraging teachers to help each other. Additionally, teachers should also have the skills to use digital devices effectively, like good information management (Al-Qallaf & Al-Mutairi, 2016) and visual literacy (Wang et al., 2011).

3.2.2 Methods for engaging students for learning when using digital devices

When digital devices are used in education for teaching, one of the most important aspects for preventing digital distraction is to engage students to learn. The definition of engagement in literature varies, but it is often defined as active participation and involvement in learning (Bolden & Nahachewsky, 2015; Fukuzawa & Boyd, 2016). Good engagement usually consists of participation, achievement and positive interactions with peers and teachers (Bond et al., 2020). Bad engagement, on the other hand, consists of opposition, disappointment, as well as other affective disengagement. Social networking tools such as social media and messaging applications are usually the most disengaging and can lead to distraction. When using smartphones for example, one of the most common ways to notice if students are well engaged are speech and eye contact (Heflin et al., 2017).

In addition for allowing students to use digital devices too much for off-task purposes, not using digital devices in education can be disengaging for students too (McCoy, 2013; Santos et al., 2018; Vahedi et al., 2021). This can lead to students feeling classes becoming more boring than classes that use digital devices for academic use. Few studies have proven that using digital devices during classes for learning-related activities can lead to greater student engagement (Plump & LaRosa, 2017; Shon & Smith, 2011; Tessier, 2013). When integrated correctly this can lead to enhancing student learning (Vahedi et al., 2021). However, it is important to make sure that students do not use digital devices for off-task activities and instead only use them for academic purposes.

To enhance engagement among students, two effective methods are computer-supported collaborative learning (CSCL) and gamification. Few studies have found that computer-based collaborative tools promote emotional support, perspective-taking, and meaning-making in collaborative groups (Avry et al., 2020; Slakmon & Schwarz, 2019). However, most technologies used for daily collaboration are not designed to support collaborative learning as both a cognitive and socio-emotional process (Isohätälä et al., 2021). There is still a limited understanding of how technology supports collaborative learning, as most of the research has been driven by technology (Roschelle, 2013). Successful implementation of CSCL requires the use of its core concepts: collaboration, co-construction, knowledge building, and social interaction (Isohätälä et al., 2021). These

principles should be considered both when utilizing CSCL and when developing software for it.

Many studies indicate that gamification can support education, but it is important to pay attention that gamification benefits all the participating students (Dichev & Dicheva, 2017; Kalogiannakis et al., 2021). When used correctly, gamification has the potential to boost students' learning, motivation, and engagement. According to Sailer and Homner (2020) gamification also has the potential for learning social interaction and social and emotional skills, when participating cooperatively or competitively.

One common problem that gamification has is that most of the gamification is very reward-based and does not require users to find meaningful and personal connections in specific contexts (Nicholson, 2015). People are usually primarily motivated either by intrinsically or extrinsically (Ryan & Deci, 2000). Intrinsic motivation, as described by Harlen and Deakin (2003), refers to being driven by an interest in the learning process itself, while extrinsic motivation by a desire to achieve a particular outcome. Since gamification is mostly reward-based and uses rewards like grades and badges, it currently mostly benefits those who are extrinsically motivated (Hung, 2017). According to Nicholson (2015), this reward-based gamification is also most useful for short-term change and can reduce intrinsic motivation for long-term changes. Because of this, it can be a good idea for schools to use gamification mainly for short-term education to give variation to studies rather than using gamification for long-term use. This way, gamification can still help to boost both intrinsically and extrinsically motivated students' engagement without increasing the exposure to digital distraction too much.

3.2.3 Teaching social and emotional skills to prevent digital distraction

Even though digital devices might have the potential to support social and emotional skills, it is important to remember that if digital devices are not used correctly, they can also negatively affect social and emotional skills (Olsson et al., 2020). Olsson et al. (2020) identified two problems for digital device use in social interactions: (1) the use of current technology disrupting ongoing social situations, and (2) the lack of social interaction in collocated situations where it would be desirable. For the first problem, according to Olsson et al. (2020) there is research about technology use affecting the quality of communication, changes in attitudes, and communication evaluations. Olsson et al. (2020) also point out that there should be more focus on designing the technology that takes the quality of social interaction into account. For the second problem, the lack of social interaction can weaken cooperation, increase loneliness, and decrease sense of community (Cacioppo, 2009; Turkle, 2011). These two problems highlight the importance of teaching social and emotional skills. If social and emotional skills are not taught properly, then the use of digital devices might affect badly for students' development of social and emotional skills.

The negative effects of digital distraction on well-being and academic success also affect various social and emotional skills like self-control, emotional

control, and sociability, as mentioned in chapter 3.1. Teaching social and emotional skills has the possibility to prevent these negative effects, and they could even help control digital distraction. Teaching skills listed in the OECD's model (Table 1), like responsibility, self-control, and persistence, can help to control attention and prevent multitasking. Skills like sociability, assertiveness, and energy can help engage with others in social interactions, while skills like empathy, trust, and cooperation can promote collaboration. Studies by Al-Saggaf and O'Donnell (2019), as well as May and Elder (2018), also mention that various social and emotional skills, such as self-control and collaboration, can help prevent digital distraction.

3.3 Digital distraction in Finnish middle school education

Learning how to use digital devices is mentioned as one of the teaching objectives of the current Finnish curriculum (Opetushallitus, 2014). Students practice using devices, software, and services while learning the key principles of their operation. Gamification is also used to promote learning. The goal is to develop information and communication technology skills in four different sub-areas: 1) practical skills and own production, 2) responsible and safe operation, 3) information management and investigative and creative work, and 4) interaction and networking.

However, in terms of preventing digital distraction, there are no mentions in the curriculum (Opetushallitus, 2014) of how the use of devices could be controlled. There are also no mentions about how much digital devices should be used in teaching or what kind of device use by students is not allowed. Instead of mentioning these in the curriculum, the Board of Education has stated that while the school's rules of procedure cannot completely prohibit the bringing of mobile devices to school, the rules can limit the use of mobile devices during teaching (Francke et al., 2017). The use of devices related to teaching may be allowed during the lesson, but disruptive use may be prohibited in the rules of order.

According to the Vanhempien barometri (2018) questionnaire, which was held for 9842 Finnish parents, more than 50% of parents of middle school students are concerned about the amount of time their children spend on digital devices. Additionally, parents are worried about their children's physical activity levels and lack of sleep, which are often related to the high amount of time spent with digital devices. Half of the parents surveyed also reported that they had not agreed to their children using their own digital devices at school, which is concerning as one of the guidelines of the Board of Education requires such agreements to be made with parents (Francke et al., 2017).

Today, a significant portion of school assignments are executed via mobile phones and applications (Juvonen et al., 2019). The OECD reports that in Finland, middle school students who excessively utilize digital devices tend to underperform academically by an entire academic year compared to their peers who use

them less (Gorjón & Osés, 2023). Furthermore, according to Saarinen (2020), frequent digital device use at school has been linked to weaker performance in all cognitive learning outcomes, even when adjusted for factors such as age, gender, parental socioeconomic status, students' digital device competence, and digital device availability at school. Saarinen (2020) suggests that frequent task-switching by multitasking might be the main reasons for these problems. Similar problems regarding digital distraction have been reported to be common in many other countries as well (Demirbilek & Talan, 2018; Waite et al., 2018). Finnish education could, therefore, benefit from more emphasis on preventing digital distraction.

4 METHOD

This chapter goes through the research method. After this, the interviewed teachers are described. Furthermore, this chapter details the process of conducting and analyzing the interviews for the research.

4.1 Research method

According to Cefai et al. (2018) it is good to gather views from teachers when exploring changes in teaching methods. The aim of the research was to find what ways teachers would increase the teaching of social emotional skills and decrease the digital distraction in middle school education. This research was qualitative research, where the material was gathered through teacher interviews. The qualitative method is good to use when aiming to understand a particular phenomenon, and the participants have knowledge or experience of the phenomenon that is being studied (Tuomi, & Sarajärvi, 2009). In the case of this study, there is not a lot of research where teachers' views of both topics are explored at the same time, which is why qualitative research fits as a research method. There also are not many studies about teachers' opinions of either social and emotional skills or digital distraction in Finland. Interviews also allow for open answers, which helps gathering wide range of information about the subjects.

Answers were analyzed with thematic analysis, which is a method that enables to identify and organize different patterns in relation to defined themes (Braun & Clarke, 2012). Interviews and thematic analysis are also used in similar studies that study teachers' opinions about social and emotional skills (Blewitt et al., 2021) and digital distraction (Flanigan & Babchuk, 2022) in education. This helps when comparing the results of the study to similar studies. Thematic analysis suits the study because it helps to gather common opinions from teachers.

4.2 Interviewed teachers

The goal of the research was to hold interviews for 10-14 middle school teachers. This was because, according to Hirsjärvi & Hurme (2022), it is a good amount for studies where interview lasts a long time, and in this research, they lasted in average of 48 minutes. Overall, it was possible to hold the interviews for eight teachers, which is less than what was aimed for, but enough to get results from the thematic analysis.

The information of the interviewed teachers was held anonym and only years of experience age, gender, the school teachers work for and province. In addition to these, the profession and qualifications of the teachers were asked in order to make sure that all the teachers were subject teachers in the middle school. Province and school were asked because participants were contacted from all over Finland from schools in different provinces, and the goal was that no more than one teacher from the same school would participate in the study. This was done to avoid that interviewed teachers do not teach in same schools and give too similar answers.

The average age of the interviewed teachers was 42. Five of them were women, and three were men. All the teachers were from different provinces, with the exception of two teachers who were both from Uusimaa. They were all also subject teachers and from different middle schools.

The main method to gather teachers was to call different schools' principals and ask them to send their middle school teachers an email, which contained information about the study. If teachers after this contacted that they would like to participate in the study, they were sent a data protection extract and document that explained social and emotional skills as well as digital distraction as a concept. Some teachers were also contacted through acquaintances and conversations, which were sometimes done in WhatsApp software instead of an email.

4.3 Thematic interview

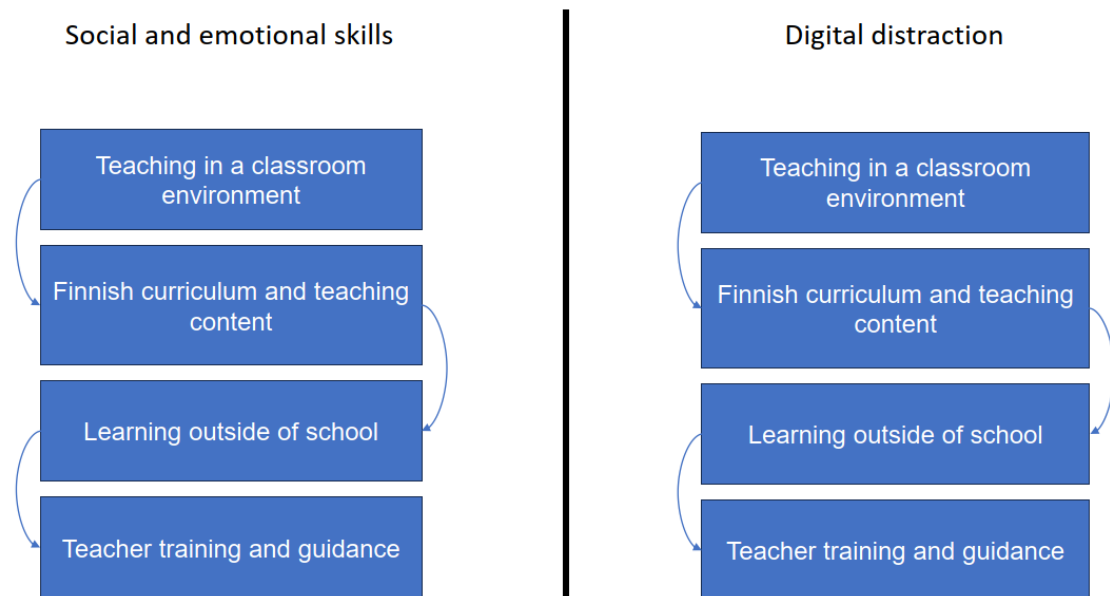
4.3.1 Themes

The themes for the interview were defined according to this research's literature review in chapter 2.2.2 for social and emotional skills and in chapter 3.2.1 for digital distraction. Themes were mainly based on OECD's (2023) study about social and emotional skills, but also some digital distraction related studies like the ones from Flanigan & Babchuk (2022) and Flanigan & Kiewra (2018) were referred to form the themes. Four themes were formed: teaching in a classroom environment, Finnish curriculum and teaching content, learning outside of school and teacher training and guidance. Questions from these themes will be from middle school point of view in the interview.

4.3.2 Teacher interviews

Teacher interviews were held as thematic interviews. The thematic interview is a semi-structured interview in which questions are based on pre-selected themes, and the form and order of the questions can vary (Hirsjärvi & Hurme, 2022). The interviews were recorded and held in Microsoft Teams. The interview consisted of two parts where the first part contained questions about social and emotional skills and the second part questions about digital distraction. Both parts shared the same themes, but the questions were different. Every other time the interviews started every with social and emotional skills and every other time with digital distraction section. Before the interview teachers were provided with a brief explanation of social and emotional skills and digital distraction, which was reviewed at the beginning of the interview if teachers were not able to read it before the interview. After this, the teachers were taken through the flow of the interview while simultaneously displaying the version of the PowerPoint slide written in Finnish containing both interview sections and their themes (Figure 1). Before the initial interviews were held, there were two pilot interviews which were held for two teacher participants.

FIGURE 1 The sections of the interview and the order of the themes



The interviews lasted an average of 48 minutes, with the shortest lasting 37 minutes and the longest lasting 57 minutes. Microsoft Teams transcribed the interviews, resulting in 306 transcribed pages to review. Each speech segment included the speaker's Microsoft Teams account name and timestamp, which likely affected the number of pages being more than manually transcribing the pages.

The research interview questions template that contained questions related to four themes was developed for the thematic interviews (Appendix 1). Since the interviews were held in Finnish, the template is also in Finnish. Questions about the themes were designed so that they try to get answers to how teachers

would increase the teaching of social and emotional skills and how to decrease digital distraction. Questions for the themes always started with introductory questions to the topic about teachers' experiences and moved toward more straightforward questions about different methods. There were also some introductory questions for the general opinions of teachers about social and emotional skills and digital distraction. In the research interview questions template, each theme also has a list of clarifying and additional questions, which were asked if the teachers had difficulties giving extensive answers. Different methods were not suggested in the questions as answers and the aim was to get teachers to provide the answers.

4.4 Analysis

Interviews were analyzed with deductive thematic analysis. In deductive thematic analysis, themes are formed from existing literature (Braun & Clarke, 2012). The used themes are explained more in detail in chapter 4.3.1. The analysis uses a bottom-up approach for data coding, where codes are formed according to the data. After this, categories are formed from the codes, and the categories are placed in the right themes.

Directed content analysis was used to form the codes from the data. In directed content analysis, previous research or theory helps the researchers in focusing on their research problem (Hsieh & Shannon, 2005). In directed content analysis, the data is first familiarized with and then used to form categories. Directed content analysis emphasizes the importance of examining both existing and new observations surrounding the phenomenon (Hsieh & Shannon, 2005). These are examined by reading transcriptions and highlighting passages that are deemed relevant for the social and emotional skills and digital distraction related methods. The next step was to mark these passages and form codes from them.

According to Mayring (2014), coding for the frequency of the codes can be a good idea when analyzing qualitative research interview transcriptions that contain a lot of data. In this study when forming the codes, the coding was done for the frequency of the methods mentioned by teachers. After the coding process, categories were formed from similar codes and moved into correct themes. In some cases, a particular code might have appeared so infrequently that it was included in a category where it would not necessarily be placed if it had been mentioned more often. The categories were named so that they describe the codes they contain.

Mayring (2014) also suggests that the most frequently appeared codes and categories should be listed in the tables. In this study, three answers per category were relatively common in the analysis, so when a category had three answers for separate teachers, it was included in the table. Overall, there are four to six categories in every table for each theme, as shown in chapter 5.

When analyzing the responses, social and emotional skills, and digital distraction sections were analyzed separately. However, responses related to a

specific theme sometimes included responses related to another theme in the section. In these cases, the response was sometimes added to both themes as a code.

Because qualitative research represents participants' own views or subjective experiences of their worlds, it is crucial to assess how accurately a qualitative research report represents the perspectives of participants (Fossey et al., 2002). For this purpose, the views of the teachers have been described with quotations because, according to Fossey et al. (2002), using the participants' own words with the description made by the researcher helps to evaluate the correctness of the statements. The quotations have also been translated from Finnish to English and most of the filler words have been left out. The teachers have also been part of the interpretation process, giving feedback or correcting the researcher's interpretation when needed.

5 RESULTS

The number of teachers per category and code was marked as n in each table. Sometimes, teachers also answered multiple codes in the same category. In these cases, the number of those who answered more than one code is indicated. The categories are listed from the ones that got the most responses to the ones that got the fewest in each table.

5.1 Social and emotional skills

5.1.1 Teaching in a classroom environment

The most common method in a classroom environment was related to practicing social and emotional skills during class hours. For this category, seven (7) teachers either mentioned that social and emotional skills like interaction should be practiced during class hours or that these skills should be brought up more as concepts. Teachers mentioned skills like self-control and said that it should be explained why these skills are important:

“These skills should be more discussed as a concept. Like what are interaction skills, why they are important and so on.” (interview 3)

“It seems that these skills are not brought out enough in teaching. Efforts should be made to emphasize them if they are not already emphasized enough.” (interview 5)

“I would probably say the presence among the students, group work and practicing self-control during tasks.” (interview 7)

There were also mentions from the four (4) teachers about the importance of equally noticing all kinds of students and students' peer support activities. Students' peer support activities are mainly related to Finnish peer mediation program VERSO activities, where students are trained to be mediators. In VERSO

activities, teachers are also trained, but because the main focus of the training is on the students, an associated category was also formed for this theme.

There were also mentions from four (4) teachers about the importance of controlling the use of students' digital devices in order to prevent them from negatively affecting social and emotional skills. The teachers for example mentioned that collecting smartphones could help:

“There should be ways to collect smartphones and maybe control their use so they would support the learning of social and emotional skills.” (interview 3)

“Different devices do interfere with that interaction. Very often in group work, when students should be working together, that's when the device is on display and you notice that they get too attached to it.” (interview 8)

Other categories were related to cooperating with professionals like school curators and discussing how they can help students, as well as class lessons with the class supervisor teacher. Even though the theme is centered around classroom teaching there were also some questions about general methods of school teaching social and emotional skills. For example, cooperation with professionals like school curator and school attendance coach was a category that was constructed based on the answers to questions about how schools should try to increase social and emotional skills in general.

TABLE 2 Categories and codes related to social and emotional skills for the theme “teaching in the classroom environment”

Categories	Codes
Integrating social and emotional skills into classroom teaching (n=7)	Practicing social and emotional skills during class hours (n=4) Bringing up social and emotional skills as a concept during class hours (n=3)
Equal treatment of students (n=4)	Equal consideration of different students (n=3) Teachers must adapt to students' individual characteristics (n=1)
Control students' digital device usage (n=4, 2 teachers' answers in several codes)	Control students' use of digital devices (n=4, 2 teachers' answers in several codes) Control students' use of smartphones (n=2, 2 teachers' answers in several codes)
Cooperation with professionals (n=4, 1 teacher's answer in several codes)	Cooperation with school curator (n=4, 1 teacher's answer in several codes) Cooperation with school attendance coach (n=1, 1 teacher's answer in several codes)
Students' peer support activities (n=4)	Students' peer support activities (n=4)
Class lessons of the class supervisor (n=3)	Class lessons of the class supervisor (n=3)

5.1.2 Finnish curriculum and teaching content

Even though the theme is about the Finnish curriculum, the questions centered around the Finnish education system and changes in the law related to teachers' rights. This may have influenced why there is only one category (comprehensive curriculum guidelines) that is related to the Finnish curriculum. This category was mentioned by five (5) teachers. Regarding this category, teachers' opinions mainly centered around wanting more concrete guidelines for curriculum in order to apply them more easily to teaching. Not a single category was mentioned too many times compared to other themes and the most mentioned categories were each mentioned only by five (5) different teachers.

A total of five (5) teachers thought that social and emotional skills should be emphasized more during lessons. For example in mathematics there should be more emphasis on self-control and in language related subjects social skills should be practiced:

“In language teaching, speaking is practiced in groups and also in pairs. (interview 6)

“In mathematics, at least self-control is practiced when doing tasks. It could be good to emphasize that perhaps more.” (interview 7)

Other categories go through the changes for Finnish education in general and its teaching content. There were mentions from four (4) teachers that there should be more emphasis on emotion regulation and explained that it is not practiced enough among students. Additionally, four (4) teachers mentioned that there should be separate lessons for social and emotional skills. According to one teacher, their school provides 1 hour lesson every week that is related to social and emotional skills, which has led to a reduction in bullying:

“We have an hour a week related to social and emotional skills teaching and it has been found to be good. In percentages, the amount of bullying has been reduced, for example.” (interview 8)

TABLE 3 Categories and codes related to social and emotional skills for the theme “Finnish curriculum and teaching content”

Categories	Codes
Different social and emotional skills should be emphasized in different subjects (n=5)	Different social and emotional skills should be emphasized in different subjects (n=5)
Comprehensive curriculum guidelines (n=5)	Clear practices, procedures, and rules for curriculum (n=3) Concrete ways include social and emotional skills from curriculum to teaching content (n=2)
More emphasis on the emotion regulation in the teaching content (n=4)	More emphasis on the emotion regulation in the teaching content (n=4)
Separate teaching for social and emotional skills (n=4)	Separate lessons for teaching social and emotional skills (n=2)

5.1.3 Learning outside of school

Most of the responses gained the category that is related to encouraging students to do hobby activities. From the seven (7) responses, five (5) teachers mentioned several activities like playing sports, participating in club activities, and visiting libraries. Second most of the responses teachers gave to helping and communicating actively with parents, which was mentioned by five (5) teachers. A few teachers mentioned both the importance of hobbies as well as spending time with family:

“Family relationships, sports, hobbies and in general the fact that the student interacts live with other people. I always try to advertise to our students if there is a hobby or library activities.” (interview 1)

“It is important to support other activities, such as sports hobbies, club activities, and others. Those, along with activities done together with family and so on, are usually good ways.” (interview 5)

“Yes, that is, doing everything like with everyone, and really interacting with people and sports hobbies, libraries and so on.” (interview 6)

Additionally, for the second most mentioned category, of the five (5) teachers four (4) mentioned good communication with parents (as mentioned in the quotes above), and 2 mentioned directing parents to contact the correct professionals. Few of these teachers mentioned the importance of hobbies as well. One teacher for example said the following:

“It is so important that parents see social skills and other skills as important and that their importance must be brought to their attention.” (interview 2)

Other categories were related to raising social and emotional skills as a topic in parent evenings and encouraging students to train them with people. Four (4) teachers mentioned methods related to both of these categories. Three (3) teachers also responded regarding cooperation with organizations that could advertise their free time activities in schools.

TABLE 4 Categories and codes related to social and emotional skills for the theme “learning outside of school”

Categories	Codes
Encouraging to hobby activities (n=7, 5 teachers' answers in several codes)	Encouraging to play sports (n=7, 5 teachers' answers in several codes)
	Encouraging to club activities (n=3, 3 teachers' answers in several codes)
	Encouraging to visit libraries (n=2, 2 teachers' answers in several codes)

Helping and communicating actively with parents (n=5, 1 teacher's answers in several codes)	Good communication between teachers and parents (n=4, 1 teacher's answers in several codes) Encouraging parents to contact professionals (n=2, 1 teacher's answers in several codes)
Discussing social and emotional skills in parent evenings (n=4, 2 teachers' answers in several codes)	Bringing up social and emotional skills as a topic in parent evenings (4, 2 teachers' answers in several codes) Bringing up social and emotional skills as a topic in parent evenings under the guidance of a professional (2, 2 teachers' answers in several codes)
Encouraging students to learn skills with people close to them (n=4, 2 teachers' answers in several codes)	Encouraging to train social and emotional skills with family (n=4, 2 teachers' answers in several codes) Encouraging to train social and emotional skills with people (n=2, 2 teachers' answers in several codes)
The school's cooperation with organizations that organize free time activities (3)	The school's cooperation with organizations that organize free time activities (3)

5.1.4 Teacher training and guidance

The methods that got six (6) and most of the responses from teachers were related to trainings that are related to social and emotional skills and guidelines of how to integrate them into teaching. Many teachers have had different trainings of which only VERSO activities were common among the teachers. Some trainings were related directly to teaching social and emotional skills like interaction trainings and other trainings included aspects related to social and emotional skills like Mieli ry organization's trainings:

"We had a three-part internal staff interaction training and I feel that it has had a positive effect on the classroom practices here as well." (interview 1)

"One training that was good was when you interact with the challenging group and go over with them which practices work. And then, of course, there is this VERSO activity." (interview 6)

"I would say these Mieli ry trainings, VERSO activities and all kinds of free trainings." (interview 8)

For guidelines, teachers mentioned that they should include how social and emotional skills should be implemented in teaching in practice, and they should be based on research and information. According to a few teachers, practical guidelines would help to implement social and emotional skills to teaching accordingly:

"It is about increasing teachers' awareness of these things and providing teachers with the methods to implement them in practice so that they could train social and emotional skills in the lessons." (interview 3)

“When planning such a practical activity, perhaps they should be held as much concrete as possible in those guidelines, which can be directly applied to that work, then they would be easy to understand, and you would know how to implement them to teaching.” (interview 5)

“Research information for teachers about how young people's social and emotional skills are, and how they can be developed in these areas and in this way.” (interview 6)

Related to guidelines, four (4) teachers also mentioned that there should be common guidelines and rules agreed upon between teachers in schools. They mentioned general practices and rules of order among different schools. Teachers also mentioned that projects like the KiVa Anti-bullying programme can support learning social and emotional skills.

TABLE 5 Categories and codes related to social and emotional skills for the theme “teacher training and guidance”

Categories	Codes
Trainings for social and emotional skills (n=6)	Trainings that focus on how social and emotional skills are taught (n=4) Trainings that include how social and emotional skills are taught (n=2)
Guidelines for integrating social and emotional skills into teaching (n=6, 2 teachers' answers in several codes)	Instructing teachers to include social and emotional skills to teaching (n=6, 2 teachers' answers in several codes) Instructions for teachers that are based on researched information (n=2, 2 teachers' answers in several codes)
Agreed standards among teachers about supporting the learning of social and emotional skills (n=4, 2 teachers' answers in several codes)	Common agreed rules among teachers regarding supporting the learning of social and emotional skills (4, 2 teachers' answers in several codes) Common agreed guidelines among teachers regarding supporting the learning of social and emotional skills (2, 2 teachers' answers in several codes)
Projects that support social and emotional skills (3)	Projects that support social and emotional skills (3)

5.2 Digital distraction

5.2.1 Teaching in a classroom environment

For the category that got the most amount of mentions, seven (7) teachers commented that teachers should focus on phone management during classroom teaching. The mentioned methods include gathering smartphones at the start of

the class lesson and controlling distractive use of smartphones, for example, by taking the phones away. Some teachers also highlighted that teachers should have more rights to control distractive phone usage, which will be covered in the *Finnish curriculum and teaching content* related theme. Regarding phone management in the classroom environment, a few teachers mentioned the following:

“One good method to use in schools is a policy for telephone parking. When you bring your phone in front of that class, park the phone and it has to stay there.” (interview 1)

“We have a method regarding the use of mobile phones that the teacher can take the mobile phone in the teacher's room and the student may have to go the whole day without a phone.” (interview 6)

“We have a line that if using the phone causes a disturbance, you can take it away, but it often requires a lot of interpretation.” (interview 7)

For the category that also got the most amount of mentions, seven (7) teachers mentioned different social and emotional skills. Some teachers mentioned that social and emotional skills should be in general practiced so they could help students to control digital distraction while others mentioned more specific skills like self-control and interaction skills:

“School should focus more on teaching ability to concentrate and self-control, then all subjects should commit to teaching accordingly.” (interview 2)

“Somehow, the students' fear to perform has increased a lot. There should be practices such as presenting a book in front of the class and having discussions in the group.” (interview 5)

“Before these digital devices, interaction and persistence were more emphasized. In that traditional teaching, there was more interaction between others, and in that you learned perseverance and concentration, and that difficulty to concentrate can be seen in today's studies.” (interview 8)

Six (6) teachers also said that they think it is important to use digital devices in teaching, but they should be practiced moderate amounts. In general, teachers thought that using digital devices in teaching is important for students' future work and study plans, but they should be used in a controlled manner. One of the teachers, for example, said the following:

“It is not a solution, that all digitization is slowed down or an attempt is made to reduce it and return to a time of pen and paper. In my opinion, technology gives much more, but yes, we should be able to intervene if we see that we have students who really can't look you in the eye or have their hands shaking because they miss using that phone so much.” (interview 1)

For other categories regarding using digital devices for teaching in the classroom, six (6) teachers mentioned methods for monitoring the use of digital devices, and five (5) mentioned creating engaging learning experiences with software.

TABLE 6 Categories and codes related to digital distraction for the theme “teaching in a classroom environment”

Categories	Codes
Phone management during classroom teaching (n=7)	Collecting phones at the beginning of the class lesson (n=4) Controlling distractive phone use (n=3)
Increasing students’ social and emotional skills (n=7, 1 teacher’s answers in several codes)	Social skills should be practiced (n=3) There should be a focus on improving students’ self-control (n=2, 1 teacher’s answers in several codes) Performing in front of the class should be practiced (n=1, 1 teacher’s answers in several codes) Students should be offered more interactive activities instead of using devices (n=1)
Moderate usage of digital devices (n=6, 2 teachers’ answers in several codes)	The use of devices should be practiced but in a controlled manner (n=6, 2 teachers’ answers in several codes) Teachers should neither completely accept the use of devices nor completely reject it (n=2, 2 teachers’ answers in several codes)
Monitoring the fluent use of digital devices (n=6, 2 teachers’ answers in several codes)	Moving around the classroom to ensure students are using digital devices for studying (n=5, 2 teachers’ answers in several codes) Using applications to ensure students are using digital devices for studying (n=3, 2 teachers’ answers in several codes)
Creating engaging learning experiences with software (n=5)	Engaging students with software that have gamification elements (n=3) Using software that supports students learning (n=2)

5.2.2 Finnish curriculum and teaching content

Similarly than in the same theme in social and emotional skills section, many of the methods that teachers mentioned are not centered around the Finnish curriculum, but rather on teacher rights and education changes in general. Regarding teachers’ rights, seven (7) teachers mentioned that they should have more authority to control students’ use of digital devices such as smartphones:

“The phone use is easy to control as long as you can take them away. So, in a way, it doesn't help even if all the other teachers agree that they can be taken away if the school administration doesn't support it.” (interview 2)

“A good instruction would be to collect those mobile phones. It has had positive effects, so it could be a nationwide practice, and we could even get a law or regulation for it.” (interview 3)

“Probably the easiest way of all would be that they come from the top legislature with clear instructions. They should give a clear line for the whole country, that it is possible for every teacher to control the use of devices with their own abilities and style.” (interview 4)

There were also five (5) teachers who mentioned that providing more information for students about how to manage the use of digital devices. Many of the teachers’ views were related to social media and how students should be provided with information on how to control their social media usage. Of the five (5) teachers, two (2) also thought that students need more information on the possible harmful effects of digital devices. One of them for example said the following:

“In general, you think about teaching or good habits for using digital devices and what would be good for young people to understand. I think students would perhaps need information about how it affects their sleep, concentration, or time use as a whole.” (interview 5)

Four (4) teachers also mentioned that there should be varying focus on digital devices in different school subjects. For example, subjects related to health information could use fewer digital devices than subjects related to language learning. The only category related to the Finnish curriculum was related to instructions that should include how to use digital devices in a controlled manner in teaching, which was mentioned by four (4) teachers.

TABLE 7 Categories and codes related to digital distraction for the theme “Finnish curriculum and teaching content”

Categories	Codes
The authority of teachers in digital device management (n=7)	More rights for teachers to control the use of digital devices (n=4) More rights for teachers to control the use of smartphones (n=3)
Teaching students digital device management (n=5, 2 teachers’ answers in several codes)	More information for students on how to control the use of digital devices (n=5, 2 v answers in several codes) More information for students on the negative effects of digital devices (n=2, 2 teachers’ answers in several codes)
Different emphasis on the use of digital devices in different school subjects (n=4)	Different emphasis on the use of digital devices in different school subjects (n=4)
In the curriculum, there should be instructions on how to use devices in teaching in a controlled manner (n=4)	In the curriculum, there should be instructions on how to use devices in teaching in a controlled manner (n=4)

5.2.3 Learning outside of school

For learning outside of school, seven (7) teachers mentioned that there should be discussions with parents about how to control the use of digital devices. Five (5)

teachers of the seven (7) mentioned that this should be discussed together with the parents and in parent evening meetings:

“There has been a lot of discussion in parent evenings and parent meetings about limiting screen time, and parents have been advised taking away phones from students who cannot be without them. It is also good to look at the digital well-being chart to determine an appropriate screen time for students per day.” (interview 1)

“There should be collectively agreed screen time rules in households, like discussions about some basic guidelines. Homes should establish a specific time when phones are put away or a certain limit on how much they can be used during the day.” (interview 5)

Of the seven (7) teachers who mentioned controlling the use of digital devices, three (3) mentioned that software applications could be used to monitor the students’ digital device usage. One of the three (3) teachers mentioned both the importance of discussing with parents and monitoring the use of digital devices:

“Schools could offer parents guidance or direct them to an entity that provides guidance on what kind of methods exist and what kind of applications can be installed on devices. If there is a possibility to monitor the use of devices at home with software, then they will not be able to use them in the middle of the night and they will feel refreshed at school and be able to concentrate.” (interview 7)

For the other methods, four (4) mentioned methods related to encouraging students to different hobby activities such as sports and club activities. Additionally, four (4) teachers mentioned methods related to going through with the students what are good habits of using digital devices in their free time. Some of the mentions were, for example, related to using audiobooks to learn instead of reading and software recommendations for controlling screen time amount.

TABLE 8 Categories and codes related to digital distraction for the theme “learning outside of school”

Categories	Codes
Discussions with parents about controlling the use of digital devices (n=7, 3 teachers’ answers in several codes)	Advice and guidance for parents on different ways to limit the use of devices (n=7, 3 teachers’ answers in several codes) Monitoring the use of digital devices with applications (n=3, 3 teachers’ answers in several codes)
Discussions in parent evenings about controlling the use of digital devices (n=5)	Discussions in parent evenings about controlling the use of digital devices (n=5)
Encouraging to hobby and club activities (n=4)	Encouraging to hobby activities (n=3) Encouraging to club activities (n=1)
Providing students with what are effective and what are harmful ways of using digital devices (n=4)	Providing students with what are effective and what are harmful ways of using devices (n=4)

5.2.4 Teacher training and guidance

Regarding teacher guidance, seven (7) teachers mentioned that they would like generally agreed standards about how digital devices should be used in teaching in the first place. Teachers said that methods related to schools' guidelines and rules should include what kind of use of digital devices is allowed. They mentioned methods like guidance on controlling the students' use of digital devices when multiple students are misusing digital devices at the same time:

"Among the whole school and the teachers, more clearer and detailed guidelines on what kind of use of digital devices is allowed." (interview 3)

"The first things are common rules and practices that you should think about whether there is a place for a smart device in the classroom at all." (interview 5)

"It would be good to have guidance on what to do if a student does not follow the instructions, and then the guidance should always be such that it does not unnecessarily cause more disruption to the class or create more work for the teacher. Because it is quite difficult if there are a lot of phone users, and the guidance is such that it makes taking a phone away from multiple students slow and challenging." (interview 7)

There were also six (6) teachers who said that there should be more emphasis on how digital devices should be integrated into teaching. Three (3) of these six (6) teachers mentioned that schools should be informed about how digital devices should be used in teaching in general, including how much and in what subjects. Also, three (3) out of six (6) teachers mentioned that teachers should be informed about how to use them effectively, such as which applications best support teaching. The teachers gave the following answers for the category regarding both methods:

"In terms of how concretely one can support the appropriate and students' proper use of digital devices, the school should be provided with methods and information about it." (interview 3)

"General instructions could be distributed among the teachers in groups and review their own experiences to see how things have gone and which methods have worked" (interview 4)

"I like to use applications that show the student's progress and activity. It would be good to introduce more such applications for teachers and how to use them in teaching." (interview 7)

Regarding teacher training, four (4) teachers mentioned that there should be more trainings for using digital devices effectively. In addition, three (3) teachers mentioned that there should be trainings related to how to use digital devices to

prevent their harmful effects. Few teachers, for example, mentioned social media related trainings that include how to prevent harmful effects of using digital devices.

TABLE 9 Categories and codes related to digital distraction for the theme “teacher training and guidance”

Categories	Codes
Agreed standards among teachers about the use of digital devices (n=7, 3 teachers’ answers in several codes)	Common agreed guidelines among teachers regarding how to control the use of digital devices (n=6, 3 teachers’ answers in several codes) Common agreed rules among teachers regarding how to control the use of digital devices (n=4, 3 teachers’ answers in several codes)
Guidelines for integrating digital devices into teaching (n=6)	Instructing teachers to how digital devices should be used in teaching in general (n=3) Instructing teachers to advanced ways of how digital devices can be used (n=3)
Training teachers to use digital devices effectively (n=4)	Training teachers to use digital devices effectively (n=4)
Trainings that address what are effective and what are harmful ways of using digital devices (n=3)	Trainings that address what are effective and what are harmful ways of using digital devices (n=3)

6 DISCUSSION

In the first section of this chapter, answers to the first research question “*What methods should be used to increase the teaching of social and emotional skills in middle school education?*” are examined from the point of view of four themes. After this, the methods mentioned by the teachers are reviewed for the second research question “*What methods would Finnish teachers use to increase the prevention of digital distraction in middle school education?*” from the perspective of the same themes. Lastly this chapter examines the key findings regarding the research questions, evaluates the reliability of the research as well as goes through the suggestions for future research.

6.1 Methods for increasing social and emotional skills

For the first theme, which was related to *teaching in the classroom environment*, seven teachers mentioned teaching social and emotional skills during class hours as a method, which is also common in other OECD countries’ education (OECD, 2023). All the other mentioned methods were mentioned by less than four teachers, but some of them are still common in previous literature. For example, considering equally different students is also suggested by CASEL (CASEL, 2024b) in their social and emotional learning framework, and controlling students’ use of digital devices has been mentioned to be effective for increasing social and emotional skills by Beuckels et al. (2021) and Xu et al. (2022).

The next theme was related to *curriculum and teaching content*. Each category where mentioned only four or five times by different teachers, which means that no single method was mentioned by the majority of teachers. Regarding curriculum, five teachers thought there should be clear practices, procedures, and rules for implementing social and emotional skills in teaching. Other formed categories were related to teaching content. One of them was related to having more emphasis on emotion regulation in teaching content, which was mentioned by four teachers. In previous research, Kokkonen (2012) has mentioned that

emotional skills are not taught as much as social skills in Finnish education, so it is possible that there is a need to increase emotional regulation in teaching. Separate lessons for teaching social and emotional skills were also mentioned by four teachers, which CASEL (2024b) also recommends as a method in their guide.

The third theme was about what methods schools should use to increase students' social and emotional skills when *learning outside of school*. The category that was mentioned by seven teachers and was related to encouraging students to play sports and participate in club activities. Other categories were mentioned fewer times by teachers and included methods that were related to communicating with parents, discussing social and emotional skills in parent evenings, encouraging students to train social and emotional skills with other people, and cooperating with organizations to organize free time activities. Outside of school activities related to hobby activities, such as extracurricular activities, are also recommended by the OECD (2023). They also recommend active communication and cooperation with parents.

The last theme was *teacher training and guidance*. For the most mentioned categories, there were mentions from six teachers for both trainings that include how social and emotional skills are taught and guidelines of how to include social and emotional skills in teaching. Both the importance of trainings and instructions have also been emphasized previously in OECD's (2023) study. Other categories got views from three to four teachers.

6.2 Methods for preventing digital distraction

In the whole analysis, the theme of *teaching in a classroom environment* in the digital distraction section got the most amount of the mentioned methods. Related to this theme, both controlling distractive phone use and increasing students' social and emotional skills got views from seven teachers. Flanigan and Kiewra (2018) also highlight the importance of controlling the distractive use of phones by preventing students from using them and checking that they only use them for learning purposes. Using digital devices a moderate amount in teaching and monitoring the students' use of digital distraction also both got views from six teachers. Using moderate amounts of digital devices is also suggested by Vahedi et al. (2021) by highlighting the importance of using digital devices for engaging learning and by avoiding overusing them. Five teachers mentioned methods like gamification to create engaging learning experiences, to which previous literature has emphasized that it would be good to use gamification to mainly bring variety to teaching (Nicholson, 2015). Because of this, not all teachers necessarily see it as worthwhile, which may also be the reason why more teachers have not mentioned it.

For the second theme, which was related to the *Finnish curriculum and teaching content*, seven teachers mentioned that teachers should have more rights to control the use of digital devices, like smartphones. In Finland, phones are increasingly being used for various school tasks (Juvonen et al., 2019). In this sense,

it is no surprise that many teachers mention controlling devices like smartphones as a method since they are much more than mute objects. Other changes and methods related categories got mentions from four to five teachers. Some of the questions in the thematic interview were more related to education system changes than the changes to the curriculum, which might explain why so many teachers mentioned more education related changes than curriculum changes.

The third theme was *learning outside of the school*. The most mentioned methods were related to discussions with parents and seven teachers mentioned giving advice and guidance for parents about controlling the use of digital devices. This is also suggested in Finland, for example, by Mannerheimin Lastensuojeluliitto (2024), that parents should be advised about controlling the screen time amount spent with devices. Of the seven teachers, three also mentioned monitoring the use of digital devices, which has been mentioned as an effective method by Slovák and Fitzpatrick (2015). Other categories got mentions about different methods from four to five teachers.

Teacher training and guidance was the fourth and last theme. Seven teachers mentioned that there should be guidelines and rules for controlling the use of digital devices, and six teachers stated that teachers should receive instructions on how digital devices can be integrated into teaching. Other categories got mentions from three to four teachers and were related to teacher trainings. Guidelines and training on how digital devices should be used in teaching are also recommended by Spiteri & Rundgren (2020) in their literature review.

6.3 Comparisons between methods for increasing social and emotional skills and preventing digital distraction

Some of the mentioned methods are also beneficial for both increasing social and emotional skills and preventing digital distraction. For example in *teaching in a classroom environment* theme four out of eight teachers mentioned that controlling student's use of digital devices can help learning social and emotional skills. In previous literature, preventing digital distraction has also been found to help in students' stress management, self-esteem (Xu et al., 2022), and social skills (Beuckels et al., 2021). However since only half of teachers mentioned this, it is not sure if other teachers believe it to be as effective for preventing digital distraction. It would be beneficial to further investigate if Finnish teachers believe that preventing digital distraction is a useful method for increasing the teaching of social and emotional skills. In the case of preventing digital distraction, seven out of eight teachers mentioned that learning social and emotional skills can help students deal with digital distraction. In previous studies, various social and emotional skills like self-control and collaboration skills have also been found to help prevent digital distraction (Al-Saggaf & O'Donnell, 2019; May & Elder, 2018).

There also are some similarities between the mentioned methods in the same themes of social and emotional skills and digital distraction sections. For

the *Finnish curriculum and teaching content theme* few teachers mentioned that there should be different emphasis on teaching social and emotional skills and using digital devices in different school subjects. For example, for language related studies, there could be more focus on social and emotional skills like interaction skills. In the case of digital devices, some teachers mentioned that using them could be more beneficial in language learning than, for example, for health sciences. For the *learning outside of school theme*, many teachers believed that encouraging students to hobby activities supports both social and emotional skills and preventing digital distraction. Teachers also thought for *teacher training and guidance theme* that clear instructions for integrating both social and emotional skills and digital devices into teaching would support teaching both correctly.

6.4 Key findings

This study aimed to find out what the teachers' views are on methods for increasing social and emotional skills and preventing digital distraction in Finnish middle schools. Methods were examined separately for both social and emotional skills and digital distraction from the perspective of four themes, which were teaching in a classroom environment, Finnish curriculum and teaching content, learning outside of school, and teacher training and guidance. In response, several methods were found, which have also been studied to be beneficial in previous research. However, the most mentioned methods can be considered indicative results, while the less mentioned ones cannot be classified as useful among the teachers based on this study's results. This chapter investigates which methods were mentioned most frequently and are, therefore, the most appropriate responses to the research questions.

The most mentioned methods that teachers mentioned to increase social and emotional skills were integrating social and emotional skills into classroom teaching, encouraging students to hobby activities, as well as providing training and guidelines on how these skills should be taught and integrated into teaching. Most of these methods are also recommended by the OECD (2023) as methods to increase the teaching of social and emotional skills.

For preventing digital distraction, the most mentioned methods by teachers for the theme *teaching in a classroom environment* were managing students' phone use, increasing students' social and emotional skills, using moderate amounts of devices in teaching, and monitoring how students use digital devices. In previous studies, controlling students' phone use is recommended by Flanigan and Kiewra (2018), while using devices in appropriate amounts in teaching is suggested by Vahedi et al. (2021).

For the other themes related to preventing digital distraction, the most mentioned methods by teachers were discussions with parents, increasing teacher rights, as well as standards like guidelines and rules for controlling the use of digital devices. Teachers also mentioned methods related to the instructions for integrating digital devices into teaching. Discussing with parents about

controlling the use of digital devices and recommendations for good use of digital devices are also suggested by Mannerheimin Lastensuojeluliitto (2024). Additionally, providing guidelines to teachers about controlling the use of digital devices and instructions on how they should be used in teaching are recommended by Spiteri and Rundgren (2020) in their literature review. In general, many teachers mentioned in the interviews that digital devices should be used in middle school education, but in a controlled manner. Especially regarding smartphones which many teachers feel hinders teaching if it is not possible to control their use.

This study provides insights into what methods for integrating social and emotional skills into teaching and dealing with digital distraction could be utilized in teaching. The most frequently mentioned methods offer insights into the types of methods favored by teachers, and they have been proven effective in previous studies as well. Emphasizing these methods may be beneficial when seeking ways to enhance students' academic success and well-being.

6.5 Validity and reliability of research

According to Eskola and Suoranta (1998) validity can be divided into internal and external validity. Internal validity refers to that the research's theoretical, conceptual and methodological definitions align logically with each other, and external validity refers to the accuracy of the relationship between the data and the interpretations and conclusions drawn from it. Reliability, on the other hand, means the consistency and stability of the results obtained from a study.

In the following *internal validity* is reviewed in relation to the research methods. In this study, it was beneficial that all of the teachers were middle school subject teachers and that they were from different provinces and schools. This allowed for a comprehensive collection of teachers' perspectives from various parts of Finland. Several methods were mentioned by more than five out of eight teachers, indicating that multiple teachers mentioned the same methods. The teachers' views were also reported in the results through quotes, which, according to Fossey et al. (2002), helps to evaluate the correctness of the statements.

The thematic interview also enabled the collection of broad perspectives from the teachers. In each theme, introductory questions were always asked to help the teachers gather thoughts for more concrete questions. Teachers also gave feedback or corrected the researcher's interpretation when necessary. The questions for the thematic interviews were always related to a specific theme, and prepared questions were included in the research interview questions template (Appendix 1). However, there were numerous questions asked, and it is possible that some of the questions used were not the best for gathering different methods as answers. Nevertheless, the two pilot interviews that were conducted before the actual interviews helped refine the template questions and understand the flow of the interview.

From the themes formed for the thematic interview, the Finnish curriculum and teaching content theme was somewhat inaccurate when compared to the

responses given by the teachers. The theme was based on the OECD's (2023) study, but it did not take into account that the teachers' views do not center around the curriculum but more on the education system and teaching. Instead of focusing on the curriculum, the theme could have been more generally centered on gathering perspectives on the education system.

In terms of *external validity*, the following will evaluate the factors affecting the study's results. It was beneficial that all the interviewed teachers were subject teachers at the middle school rather than, for example, elementary school teachers who also occasionally teach at the middle school. The interviews were also conducted in the spring rather than, for example, at the beginning of the school year in the fall, which allowed the teachers to easily reflect on their perspectives from the past school year.

The study's sample only included eight teachers, which is not enough to get comprehensive answers. With such a small sample size, some methods might not be mentioned at all, and the number of mentioned methods might vary compared to studies with more participants. Because of this the results can be seen as indicative and describe what views teachers may have regarding methods for increasing social and emotional skills or preventing digital distraction. With such a small number of teachers involved in the study, it would have been better to focus solely on either large or small schools. This way, the results would be more generalizable to one or the other. In schools of different sizes, teaching can differ greatly, which can affect which methods the teachers prefer.

In terms of *reliability*, the results of this study might vary if it were conducted again. In some interviews, the participant mentioned a method related to increasing social and emotional skills in the digital distraction section but did not mention it in the social and emotional skills section. This is an example of that the participants may not have remembered all the methods that they would have wanted to mention. Because of this, the counts of the mentioned methods could have been different if the participants had remembered all the methods that they wanted to say.

In qualitative research, it is also common that participants of the study may interpret interview questions differently and provide answers that do not accurately represent their true views. The researcher is also not a teacher and does not have experience in teaching related studies. Thematic analysis is also sometimes done with more than one person, but this study was only done by a single person, which might have affected the analysis of the data. Overall, if the research were to be conducted again, the teachers might mention different methods in varying amounts, and the mentioned methods might be analyzed differently.

6.6 Recommendations for future research

Since this study focused on investigating both social and emotional skills and digital distraction methods at the same time, future research could benefit from not including as many themes when both topics are addressed in the same study.

Having fewer themes could allow for gathering more insight about teachers' views and methods that teachers would use. Studies could also focus more on studying specific methods and how they should be used effectively.

The usefulness of some of the less mentioned methods could also be explored more. One of the less mentioned methods that have been supported in the previous literature was improving emotion regulation in teaching content, which has been noted by Kokkonen (2012) to be not taught enough in Finland. Another method that was mentioned less was separate lessons for teaching social and emotional skills, which CASEL (2024b) has recommended as a teaching method. Both increasing emotional control in teaching and teaching social and emotional skills in separate lessons should be investigated with a larger group of teachers to examine if most teachers view them as useful methods in teaching.

Finally, because only eight teachers participated in the study, more research is needed regarding the generalizability of the results. To gain a better understanding of which methods teachers prefer the most, the study should be conducted on a larger group of teachers. Future research should focus on investigating which methods teachers believe to have the most positive impact on social and emotional skills and which are best for reducing digital distraction.

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APPENDIX 1 RESEARCH INTERVIEW QUESTIONS TEMPLATE

Eri teemoissa olevat aiheeseen johdattelevat kysymykset on merkitty *-merkillä.

Sosiaaliset ja emotionaaliset taidot

Aloituskysymykset

*Millaisia vaikutuksia koet sosiaalisilla ja emotionaalisilla taidoilla olevan oppilaiden hyvinvointiin?

*Millaisia vaikutuksia koet sosiaalisilla ja emotionaalisilla taidoilla olevan oppilaiden opiskeluun esim. PISA-tuloksien suhteen?

*Miten sosiaaliset ja emotionaaliset taidot voivat vaikuttaa mielestäsi digilaitteiden aiheuttaman tarkkaamattomuuden vähentämiseen (kontrollointiin)?

Opetus luokkahuone ympäristössä

Alustavat kysymykset

*Miten sosiaalisten ja emotionaalisten taitojen opetus näkyy omassa luokkahuone opetuksessasi? Mitkä tavat olet kokenut toimivan sosiaalisten ja emotionaalisten taitojen oppimisen suhteen? (esim. oppilaiden itsehillinnän, vuorovaikutustaitojen tai tunteiden säätelyn suhteen)

Taitojen opetus oppiaineiden oppitunneilla

Miten sosiaalisten ja emotionaalisten taitojen opetusta saataisiin lisättyä omilla oppitunneillasi? Millä keinoilla ja muutoksilla sitä saataisiin lisättyä yleisesti opetuksessa?

Miten esimerkiksi itsehillintään, vuorovaikutustaitoihin tai tunteiden säätelyn liittyvien taitojen opetusta saataisiin lisättyä?

Taitojen opetus erillisillä oppitunneilla

Miten sosiaalisten ja emotionaalisten taitojen opetusta saataisiin lisättyä yleisesti koulun opetuksessa muuten kuin oppiaineiden oppitunneilla? Millaista opetuksen pitäisi olla? (esim. oppilaiden itsehillinnän, vuorovaikutustaitojen tai tunteiden säätelyn suhteen)

Millä muilla keinoilla sosiaalisten ja emotionaalisten taitojen opetusta saataisiin lisättyä nykyisten oppiaineiden oppituntien lisäksi? Millaista luokkahuone opetusta koulun pitäisi tarjota kokonaisuudessaan? (esim. oppilaiden itsehillinnän, vuorovaikutustaitojen tai tunteiden säätelyn suhteen)

Tarkentavat kysymykset

Mitä ongelmia olet tunnistanut taitojen opetuksen suhteen? Millä keinoilla näitä ongelmia voitaisiin ratkaista?

Mitkä keinot toimivat? Miten näiden keinojen käyttöä voisi lisätä tai edistää? Voitko kertoa keinosta tarkemmin? Voitko antaa keinosta esimerkin?

Hyvä kysyä lopussa:

Mitä muita keinoja tulee mieleen, miten sosiaalisten ja emotionaalisten taitojen oppimista olisi hyvä opettaa luokkahuone ympäristössä?

Mitä näiden mainitsemiesi keinojen käyttöönotossa on tärkeää huomioida?

Suomen opetussuunnitelma ja opetuksen sisältö

Käsitteiden avaus

Opetussuunnitelmalla tarkoitetaan tässä opetushallituksen laatimaa suunnitelmaa, jonka pohjalta opetuksen järjestäjän, eli esimerkiksi kunnan, opetussuunnitelma laaditaan. Eli nyt puhutaan siitä yleisestä opetussuunnitelmasta, jonka opetushallitus on laatinut. Opetussuunnitelman tehtävänä on siis tukea ja ohjata opetuksen järjestämistä.

Alustavat kysymykset

*Miten sosiaalisten ja emotionaalisten taitojen opetus huomioidaan Suomen opetusjärjestelmässä ja opetuksessa? Mitkä asiat opetussuunnitelmassa vaikuttavat sosiaalisten ja emotionaalisten taitojen lisäämiseen? (esimerkiksi oppilaiden itsehillinnän, vuorovaikutustaitojen tai tunteiden säätelyn suhteen)

Opintosuunnitelma

Mitä muutoksia pitäisi tehdä opetussuunnitelmaan tai opetusjärjestelmään, jotta sosiaalisen ja emotionaalisten taitojen opettamista saataisiin lisättyä (tai näkyvämmäksi) yläkouluissa? Mitä tavoitteita ja sisältöjä pitäisi muuttaa? Mitä olisi tärkeää painottaa? (esimerkiksi oppilaiden itsehillinnän, vuorovaikutustaitojen tai tunteiden säätelyn suhteen)

Opetus yleisesti

Mitä muutoksia pitäisi tehdä opetukseen, jotta sosiaalisen ja emotionaalisten taitojen opettamista saataisiin lisättyä (tai tuotua näkyvämmäksi) yläkouluissa? Mitä muutoksia oppiaineisiin tai oppiaineiden sisältöihin?

Tarkentavat kysymykset

Tärkeää kysyä näkemyksiä eri taitojen suhteen (oppilaiden itsehillinnän, vuorovaikutustaitojen tai tunteiden säätelyn suhteen)

Mitä ylä-koulusi pitäisi tehdä sosiaalisen ja emotionaalisten taitojen opettamisen lisäämiseksi? Millaisilla muutoksilla sosiaalista ja emotionaalisten taitojen opetusta saataisiin lisättyä?

Mitä keinoja tulee mieleen uutisista ja muiden maiden opetuksesta, joita voisi soveltaa Suomen opetukseen?

Hyvä kysyä lopussa:

Mitä muita keinoja tulee mieleen, miten sosiaalisten ja emotionaalisten taitojen oppimista olisi hyvä opettaa luokkahuone ympäristössä?

Mitä näiden mainitsemiesi keinojen käyttöönotossa on tärkeää huomioida?

Oppiminen koulun ulkopuolella

Alustavat kysymykset

*Mitkä ovat hyviä keinoja lisätä sosiaalisten ja emotionaalisten taitojen oppimista koulun ulkopuolella yleisesti?

Tavat oppia koulun ulkopuolella

Millaisilla keinoilla yläkoulu voisi vaikuttaa (saisi lisättyä) oppilaiden sosiaalisten ja emotionaalisten taitojen oppimiseen yläkoulun ulkopuolella? Miten näitä keinoja saataisiin otettua käyttöön koulun ulkopuolella? (esim. oppilaiden itsehillinnän, vuorovaikutustaitojen tai tunteiden säätelyn suhteen)

Vanhemmat

Mitä vanhempien ja koulun välisessä yhteistyössä voitaisiin edistää sosiaalisten ja emotionaalisten taitojen lisäämisen suhteen? Mitä vanhemmat voisivat tehdä paremmin? (esim. oppilaiden itsehillinnän, vuorovaikutustaitojen tai tunteiden säätelyn suhteen)

Tarkentavat kysymykset

Mitä ongelmia olet tunnistanut taitojen opetuksen suhteen? Millä keinoilla näitä ongelmia voitaisiin ratkaista?

Mitkä keinot toimivat? Miten näiden keinojen käyttöä voisi lisätä tai edistää?

Voitko kertoa keinosta tarkemmin? Voitko antaa keinosta esimerkin?

Hyvä kysyä lopussa:

Mitä muita keinoja tulee mieleen, miten sosiaalisten ja emotionaalisten taitojen oppimista olisi hyvä opettaa luokkahuone ympäristössä?

Mitä näiden mainitsemiesi keinojen käyttöönotossa on tärkeää huomioida?

Opettajien koulutus ja ohjeistus

Käsitteiden avaus

Opettajien koulutuksilla tässä tarkoitetaan opettajille järjestettyjä koulutuksia eikä esimerkiksi yliopisto tutkintoja. Ohjeistuksilla tarkoitetaan oppilaiden opetukseen liittyviä ohjeistuksia.

Alustavat kysymykset/Omat koulutus kokemukset

*Millaista ohjeistusta koet saaneesi sosiaalisten ja emotionaalisten taitojen opetuksen suhteen?

*Millaista opettajan koulutusta koet saaneesi sosiaalisten ja emotionaalisten taitojen opetuksen suhteen? Onko aihetta sivuttu joissain koulutuksissa?

*Miten eri koulutuksissa ja ohjeistuksissa opitut keinot näkyvät opetuksessasi?

Koulutuksen kehitys

Mitä opettajien koulutuksissa voisi kehittää sosiaalisten ja emotionaalisten taitojen opetuksen suhteen? Millaista koulutusta voisi lisätä?/Millaista koulutusta voisi olla? (esim. oppilaiden itsehillinnän, vuorovaikutustaitojen tai tunteiden säätelyn suhteen)

Ohjeistuksen kehitys

Mitä ohjeistuksissa voisi kehittää? Millaisia ohjeistuksia opettajille pitäisi antaa sosiaalisten ja emotionaalisten taitojen oppimisen suhteen oppitunneilla?

Tarkentavat kysymykset

Tärkeää kysyä näkemyksiä eri taitojen suhteen (oppilaiden itsehillinnän, vuorovaikutustaitojen tai tunteiden säätelyn suhteen)

Millaisesta opettajien koulutuksesta/ohjeistuksesta koet olevan hyötyä?

Millaisesta opettajien koulutuksesta/ohjeistuksesta et koe olevan hyötyä?
Mitä muuttaisit?

Hyvä kysyä lopussa:

Mitä muita keinoja tulee mieleen, miten sosiaalisten ja emotionaalisten taitojen oppimista olisi hyvä opettaa luokkahuone ympäristössä?

Mitä näiden mainitsemiesi keinojen käyttöönnotossa on tärkeää huomioida?

Lopuksi

Tuleeko enää mieleen mitään ajatuksia tai keinoja, sosiaalisten ja emotionaalisten taitojen suhteen? Tuleeko enää mieleen mitään ajatuksia tai keinoja kummankaan osion suhteen, mitä haluaisit lisätä tai tarkentaa?

Digilaitteiden aiheuttama tarkkaamattomuus

Aloituskysymykset

*Millaisia vaikutuksia koet digilaitteiden aiheuttamalla tarkkaamattomuudella olevan oppilaiden hyvinvointiin?

*Millaisia vaikutuksia koet digilaitteiden aiheuttamalla tarkkaamattomuudella olevan oppilaiden opiskeluun esim. PISA-tuloksien suhteen?

*Miten digilaitteiden aiheuttaman tarkkaavaisuuden vähentäminen voi vaikuttaa mielestäsi sosiaalisten ja emotionaalisten taitojen oppimiseen?

Opetus luokkahuone ympäristössä

*Miten digilaitteiden aiheuttama tarkkaamattomuus näkyy omassa luokkahuone opetuksessasi? Mitkä tavat olet kokenut toimiviksi digilaitteiden aiheuttaman tarkkaamattomuuden vähentämisessä? (esim. digilaitteiden aiheuttama tarkkaamattomuus älypuhelimia käytettäessä, vuorovaikutustilanteissa, opiskelutehtäviä tehdessä)

Taitojen opetus oppiaineiden oppitunneilla

Miten digilaitteiden aiheuttamaa tarkkaamattomuutta saataisiin vähennettyä opetuksessa omilla oppitunneillasi? Millä keinoilla ja muutoksilla sitä saataisiin vähennettyä yleisesti opetuksessa? (esim. digilaitteiden aiheuttama tarkkaamattomuus älypuhelimia käytettäessä, vuorovaikutustilanteissa, opiskelutehtäviä tehdessä)

Kun teknologiaa pitäisi käyttää: Miten oppilaat saadaan keskittymään opettajaan tarvittaessa digilaitteiden sijaan? Miten oppilaat saadaan motivoitumaan ja pysymään tehtävissä niin, että digilaitteita ei käytetä muihin asioihin?

Taitojen opetus erillisillä oppitunneilla

Millä muilla keinoilla digilaitteiden aiheuttamaa tarkkaamattomuutta saataisiin vähennettyä nykyisten oppiaineiden oppituntien lisäksi? (esim. digilaitteiden aiheuttama tarkkaamattomuus älypuhelimia käytettäessä,

vuorovaikutustilanteissa, opiskelutehtäviä tehdessä) Mitä koulun pitäisi tehdä kokonaisuudessaan?

Tarkentavat kysymykset

Mitä ongelmia olet tunnistanut taitojen opetuksen suhteen? Millä keinoilla näitä ongelmia voitaisiin ratkaista?

Mitkä tavat toimivat? Miten näiden keinojen käyttöä voisi lisätä tai edistää? Voitko kertoa keinosta tarkemmin? Voitko antaa keinosta esimerkin?

Hyvä kysyä lopussa:

Mitä muita keinoja tulee mieleen, miten digilaitteiden aiheuttamaa tarkkaamattomuutta saataisiin vähennettyä luokkahuone ympäristössä?

Mitä näiden mainitsemiesi keinojen käyttöönotossa on tärkeää huomioida?

Suomen opetussuunnitelma ja opetuksen sisältö

Käsitteiden avaus

Opetussuunnitelmalla tarkoitetaan tässä opetushallituksen laatimaa suunnitelmaa, jonka pohjalta opetuksen järjestäjän, eli esimerkiksi kunnan, opetussuunnitelma laaditaan. Eli nyt puhutaan siitä yleisestä opetussuunnitelmasta, jonka opetushallitus on laatinut. Opetussuunnitelman tehtävänä on siis tukea ja ohjata opetuksen järjestämistä.

Alustavat kysymykset

*Miten digilaitteiden aiheuttama tarkkaamattomuus huomioidaan Suomen opetusjärjestelmässä ja opetuksessa? Mitkä asiat opetussuunnitelmassa vaikuttavat digilaitteiden aiheuttama tarkkaamattomuuden vähentämiseen? (esim. digilaitteiden aiheuttama tarkkaamattomuus älypuhelimia käytettäessä, vuorovaikutustilanteissa, opiskelutehtäviä tehdessä)

Opintosuunnitelma

Mitä muutoksia pitäisi tehdä opetussuunnitelmaan tai opetusjärjestelmään, jotta oppilaiden digilaitteiden aiheuttamaa tarkkaamattomuutta saataisiin vähennettyä (tai ongelmaa näkyvämmäksi) yläkouluissa? Mitä tavoitteita ja sisältöjä pitäisi muuttaa? Mitä olisi tärkeää painottaa? (esim. digilaitteiden aiheuttama tarkkaamattomuus älypuhelimia käytettäessä, vuorovaikutustilanteissa, opiskelutehtäviä tehdessä)

Opetus yleisesti

Mitä muutoksia pitäisi tehdä opetukseen, jotta digilaitteiden aiheuttamaa tarkkaamattomuutta saataisiin vähennettyä (tai ongelmaa tuotua näkyvämmäksi) yläkouluissa? Mitä muutoksia tulisi tehdä oppiaineisiin ja oppiaineiden sisältöihin? Millaista opetuksen pitäisi olla jotta se tukisi opetusta?

Tarkentavat kysymykset

Tärkeää kysyä näkemyksiä eri tarkkaamattomuuden muotojen suhteen (esim. digilaitteiden aiheuttama tarkkaamattomuus älypuhelimia käytettäessä, vuorovaikutustilanteissa, opiskelutehtäviä tehdessä)

Mitä keinoja tulee mieleen uutisista ja muiden maiden opetuksesta, joita voisi soveltaa Suomen opetukseen opetusjärjestelmän suhteen?

Millaisilla muutoksilla sosiaalista ja emotionaalisten taitojen opetusta saataisiin lisättyä?

Hyvä kysyä lopussa:

Mitä muita keinoja tulee mieleen, miten digilaitteiden aiheuttamaa tarkkaamattomuutta saataisiin vähennettyä luokkahuone ympäristössä?

Mitä näiden mainitsemiesi keinojen käyttöönotossa on tärkeää huomioida?

Oppiminen koulun ulkopuolella

Alustavat kysymykset

*Mitkä ovat hyviä keinoja vähentää digilaitteiden aiheuttamaa tarkkaamattomuutta koulun ulkopuolella yleisesti? (esim. digilaitteiden aiheuttama tarkkaamattomuus älypuhelimia käytettäessä, vuorovaikutustilanteissa, opiskelutehtäviä tehdessä)

Tavat oppia koulun ulkopuolella

Millaisilla keinoilla yläkoulu voisi vaikuttaa oppilaiden digilaitteiden aiheuttaman tarkkaamattomuuden vähentämiseen yläkoulun ulkopuolella? Miten oppilaita saataisiin käyttämään näitä keinoja koulun ulkopuolella? (esim. digilaitteiden aiheuttama tarkkaamattomuus älypuhelimia käytettäessä, vuorovaikutustilanteissa, opiskelutehtäviä tehdessä)

Vanhemmat

*Millainen rooli vanhemmilla on digilaitteiden aiheuttaman tarkkaamattomuuden vähentämisen suhteen? Millaista yhteistyötä teillä tehdään?

Mitä vanhempien ja yläkoulun välisessä yhteistyössä voitaisiin edistää digilaitteiden aiheuttaman tarkkaamattomuuden vähentämisen suhteen? Mitä vanhemmat voisivat tehdä paremmin? (esim. digilaitteiden aiheuttama tarkkaamattomuus älypuhelimia käytettäessä, vuorovaikutustilanteissa, opiskelutehtäviä tehdessä)

Tarkentavat kysymykset

Mitä ongelmia olet tunnistanut taitojen opetuksen suhteen? Millä keinoilla näitä ongelmia voitaisiin ratkaista?

Mitkä keinot toimivat? Miten näiden keinojen käyttöä voisi lisätä tai edistää? Voitko kertoa keinosta tarkemmin? Voitko antaa keinosta esimerkin?

Hyvä kysyä lopussa:

Mitä muita keinoja tulee mieleen, miten digilaitteiden aiheuttamaa tarkkaamattomuutta saataisiin vähennettyä luokkahuone ympäristössä?

Mitä näiden mainitsemiesi keinojen käyttöönotossa on tärkeää huomioida?

Opettajien koulutus ja ohjeistus

Käsitteiden avaus

Opettajien koulutuksilla tässä tarkoitetaan opettajille järjestettyjä koulutuksia eikä esimerkiksi yliopisto tutkintoja. Ohjeistuksilla tarkoitetaan oppilaiden opetukseen liittyviä ohjeistuksia.

Alustavat kysymykset/Omat koulutus kokemukset

*Millaista ohjeistusta koet saaneesi digilaitteiden aiheuttaman tarkkaamattomuuden vähentämiseksi?

*Millaista opettajien koulutusta koet saaneesi digilaitteiden aiheuttaman tarkkaamattomuuden vähentämiseksi? Onko aihetta sivuttu joissain koulutuksissa?

*Miten eri koulutuksissa ja ohjeistuksissa opitut keinot näkyvät opetuksessasi?

Koulutuksen kehitys

Mitä koulutuksissa voisi kehittää? Millaista koulutuksen pitäisi olla digilaitteiden aiheuttaman tarkkaamattomuuden vähentämiseksi? Millaista koulutusta voisi lisätä? (esim. digilaitteiden aiheuttama tarkkaamattomuus älypuhelimia käytettäessä, vuorovaikutustilanteissa, opiskelutehtäviä tehdessä)

Ohjeistuksen kehitys

Mitä ohjeistuksissa voisi kehittää? Millaisia ohjeistuksia opettajille pitäisi antaa digilaitteiden aiheuttaman tarkkaamattomuuden vähentämiseksi oppitunneilla?

Tarkentavat kysymykset

Tärkeää kysyä näkemyksiä eri taitojen suhteen (esim. digilaitteiden aiheuttama tarkkaamattomuus älypuhelimia käytettäessä, vuorovaikutustilanteissa, opiskelutehtäviä tehdessä)

Millaisesta opettajien koulutuksesta/ohjeistuksesta koet olevan hyötyä?

Millaisesta opettajien koulutuksesta/ohjeistuksesta et koe olevan hyötyä?

Mitä muuttaisit?

Hyvä kysyä lopussa:

Mitä muita keinoja tulee mieleen, miten digilaitteiden aiheuttamaa tarkkaamattomuutta saataisiin vähennettyä luokkahuone ympäristössä?

Mitä näiden mainitsemiesi keinojen käyttöönotossa on tärkeää huomioida?

Lopuksi

Tuleeko enää mieleen mitään ajatuksia tai keinoja digilaitteiden aiheuttaman tarkkaamattomuuden suhteen? Tuleeko enää mieleen mitään ajatuksia tai keinoja kummankaan osion suhteen, mitä haluaisit lisätä tai tarkentaa?

Kun haastattelu ohi

-Onko vielä jotain kysyttävää tästä haastattelusta tai tämän tutkimuksen etenemisestä?

-Haastatteluun osallistumisesta kiittäminen