

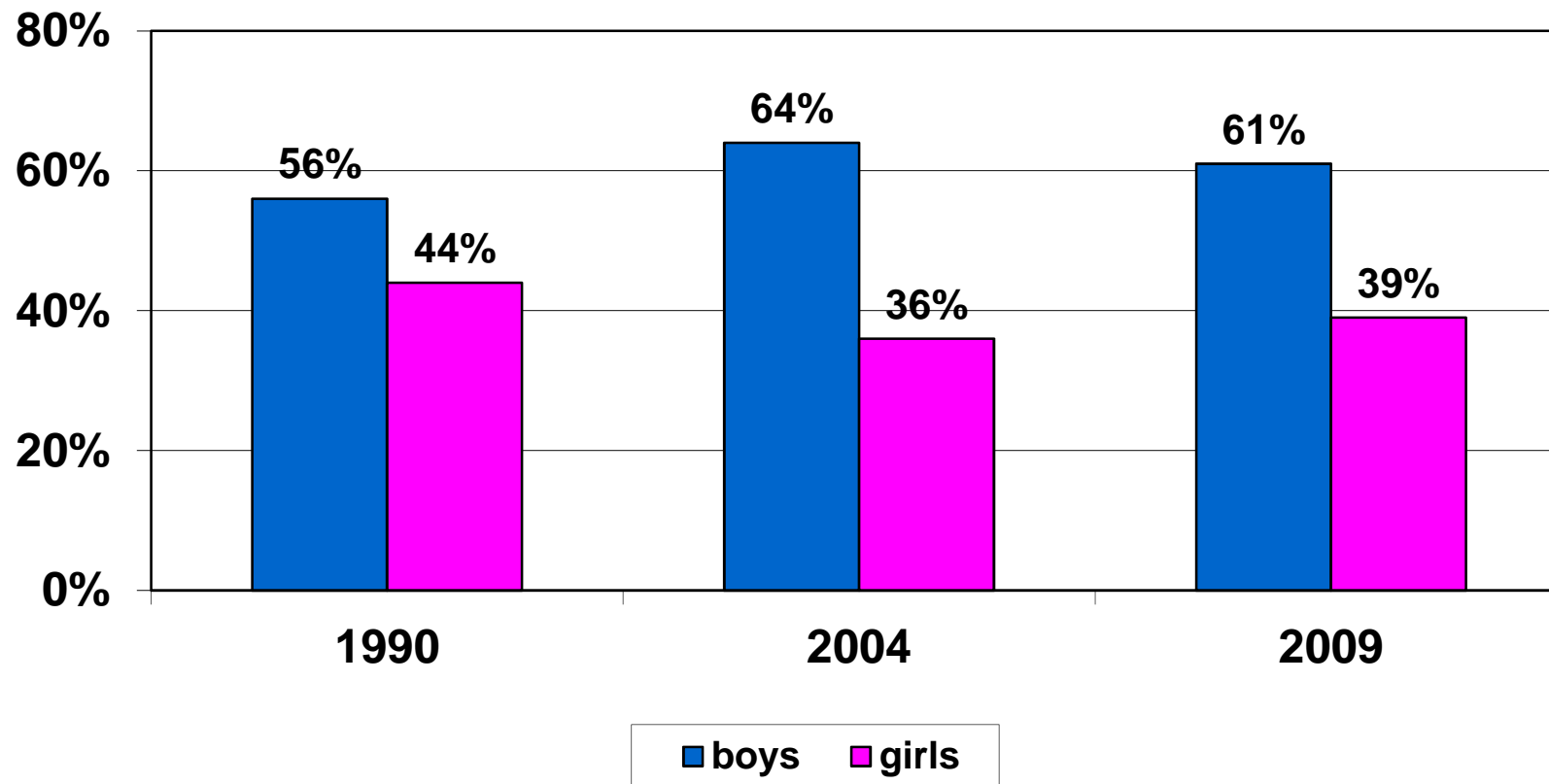
A black and white silhouette illustration of a group of children, possibly in a conflict zone, holding various weapons like swords, spears, and a scythe. The background is a light gray, suggesting a hazy or smoky environment.

Media Use, School Achievement and the Crisis in Boys' Performance





Premature School Leavers 1990 and 2004 by Gender



(Source: Federal Statistics Office)

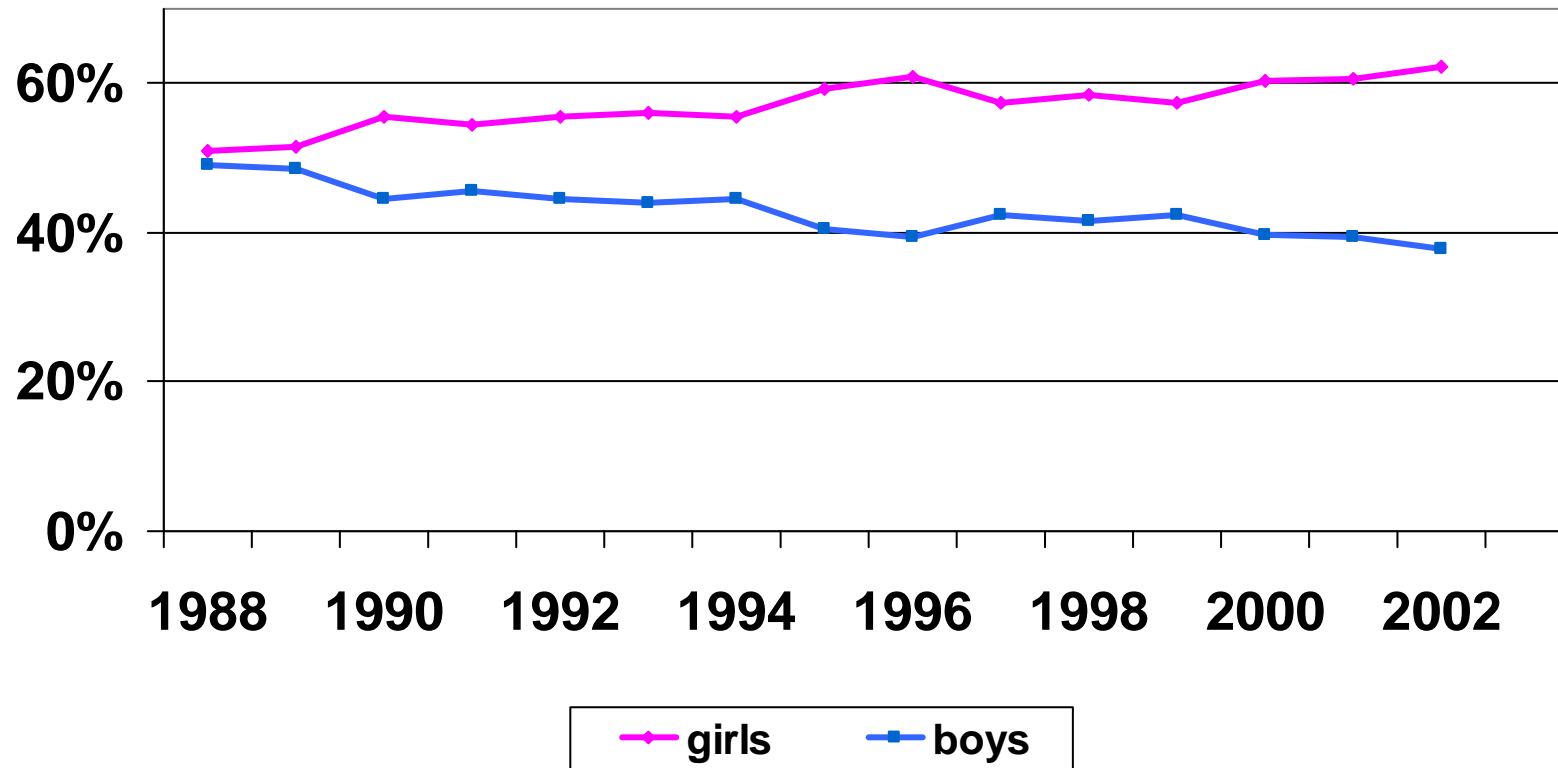


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Children in 11th Grade *Gymnasium* who switched from *Hauptschule*, *Realschule* and Vocational Colleges by Gender (Data for Lower Saxony)



(Source: Author's own calculations using data from the Lower Saxony Statistics Office)

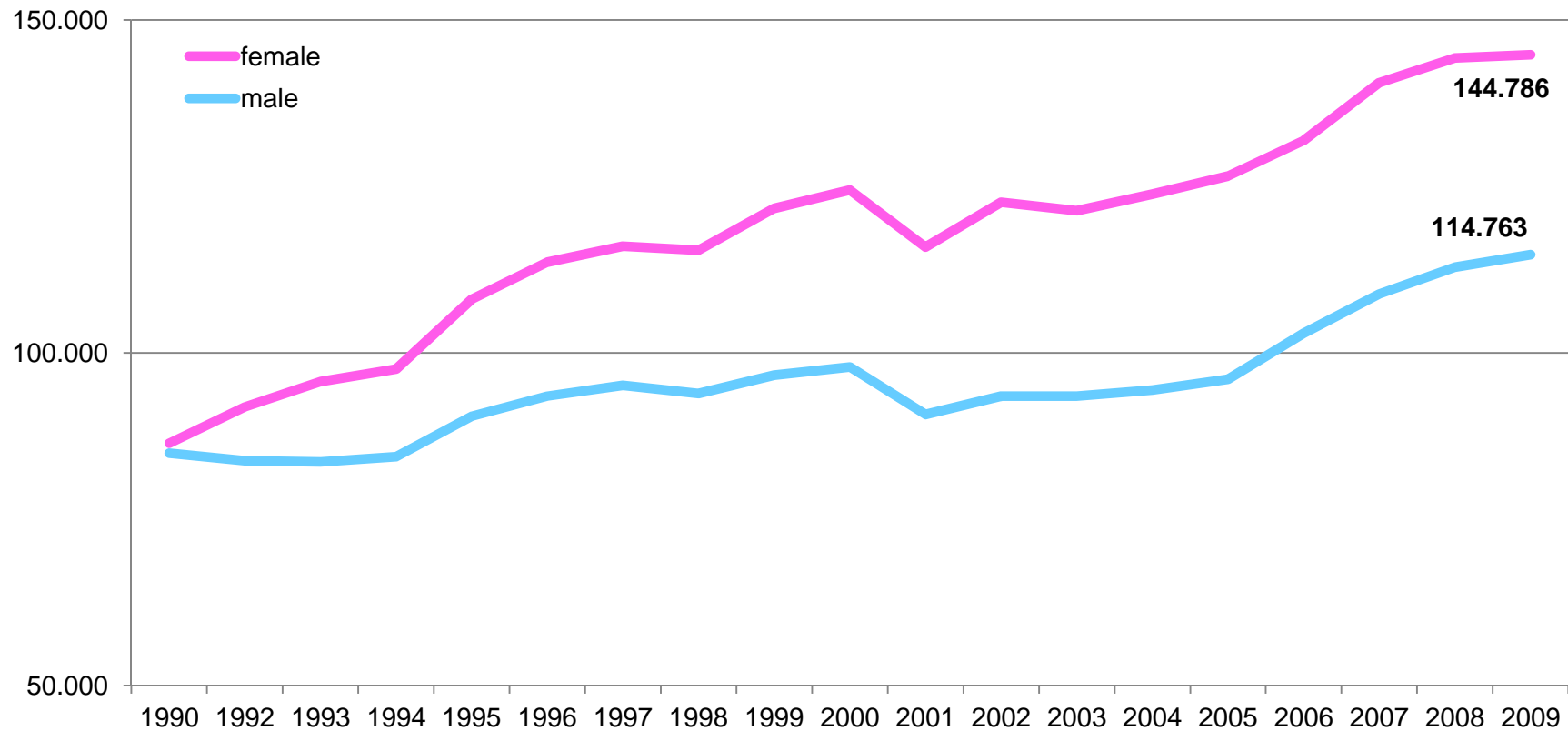


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Germany





Graduates from *Gymnasium* by Gender



(Source: Federal Statistics Office)

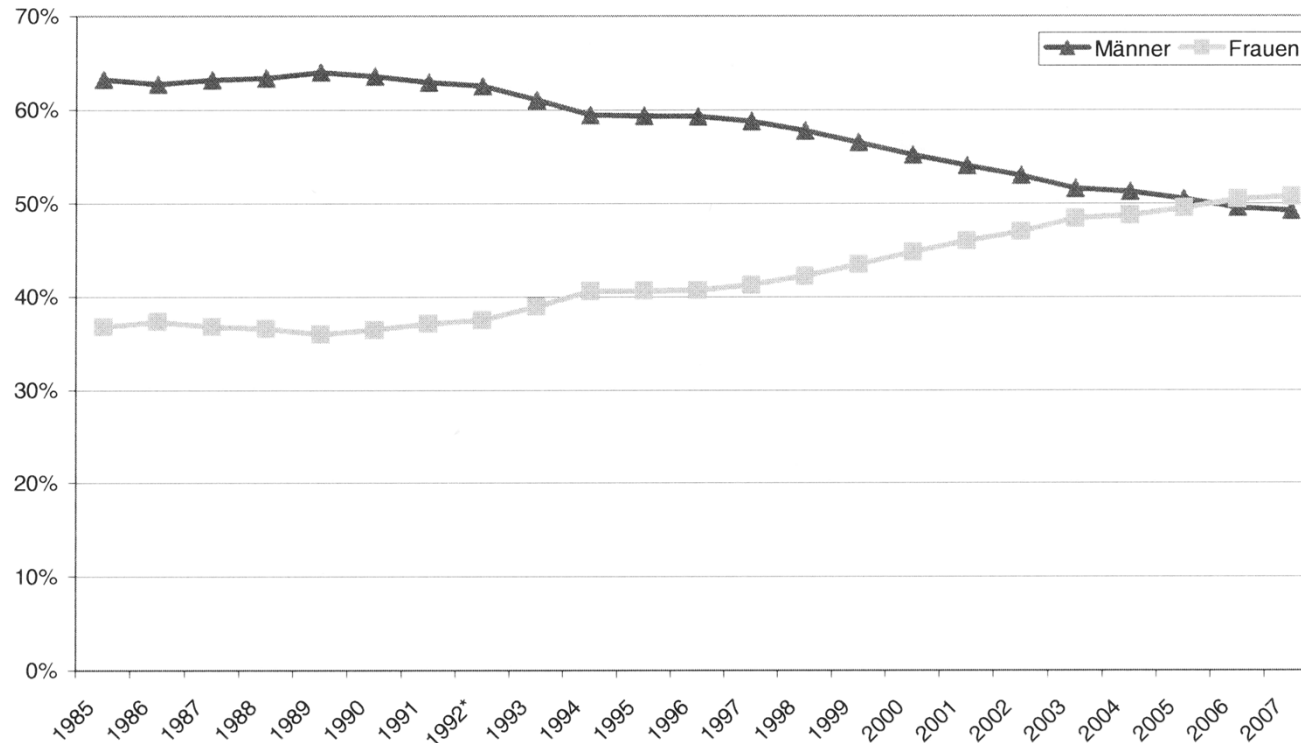


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Germany





Passed examinations – University (in %)



* bis 1992 nur früheres Bundesgebiet

Quelle: Statistisches Bundesamt

empirica

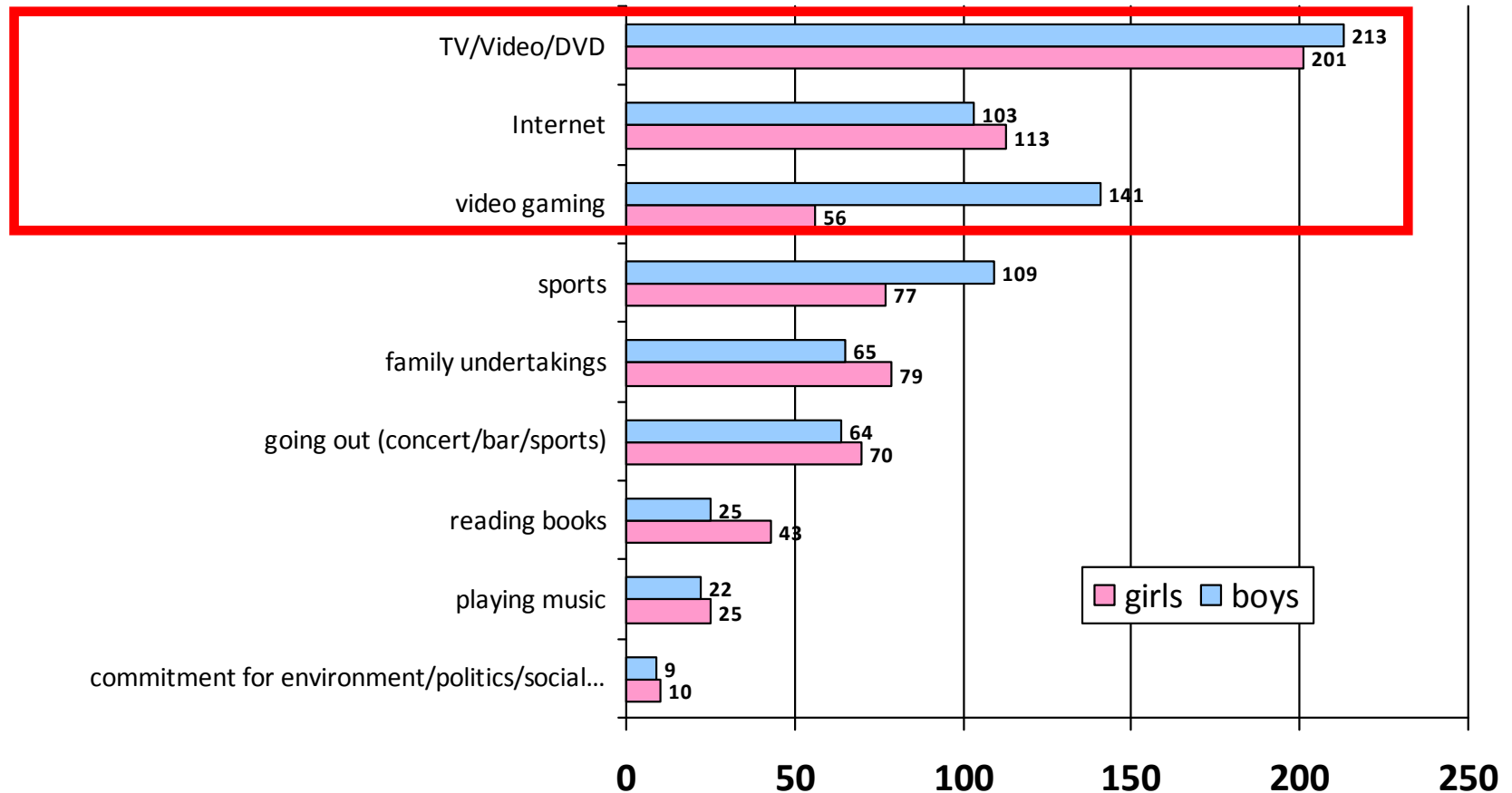


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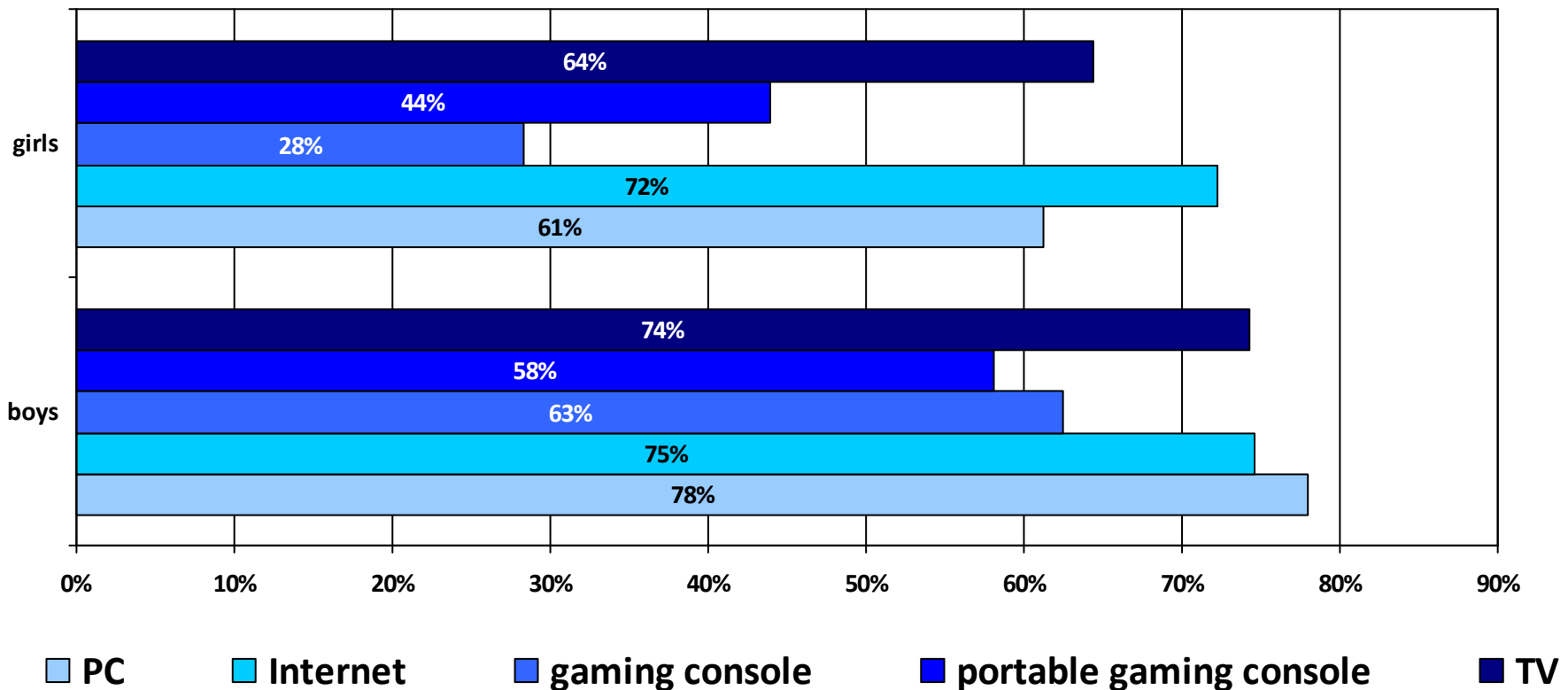


Time Budget of a typical Ninth-Grader (mean time of engagement in minutes)



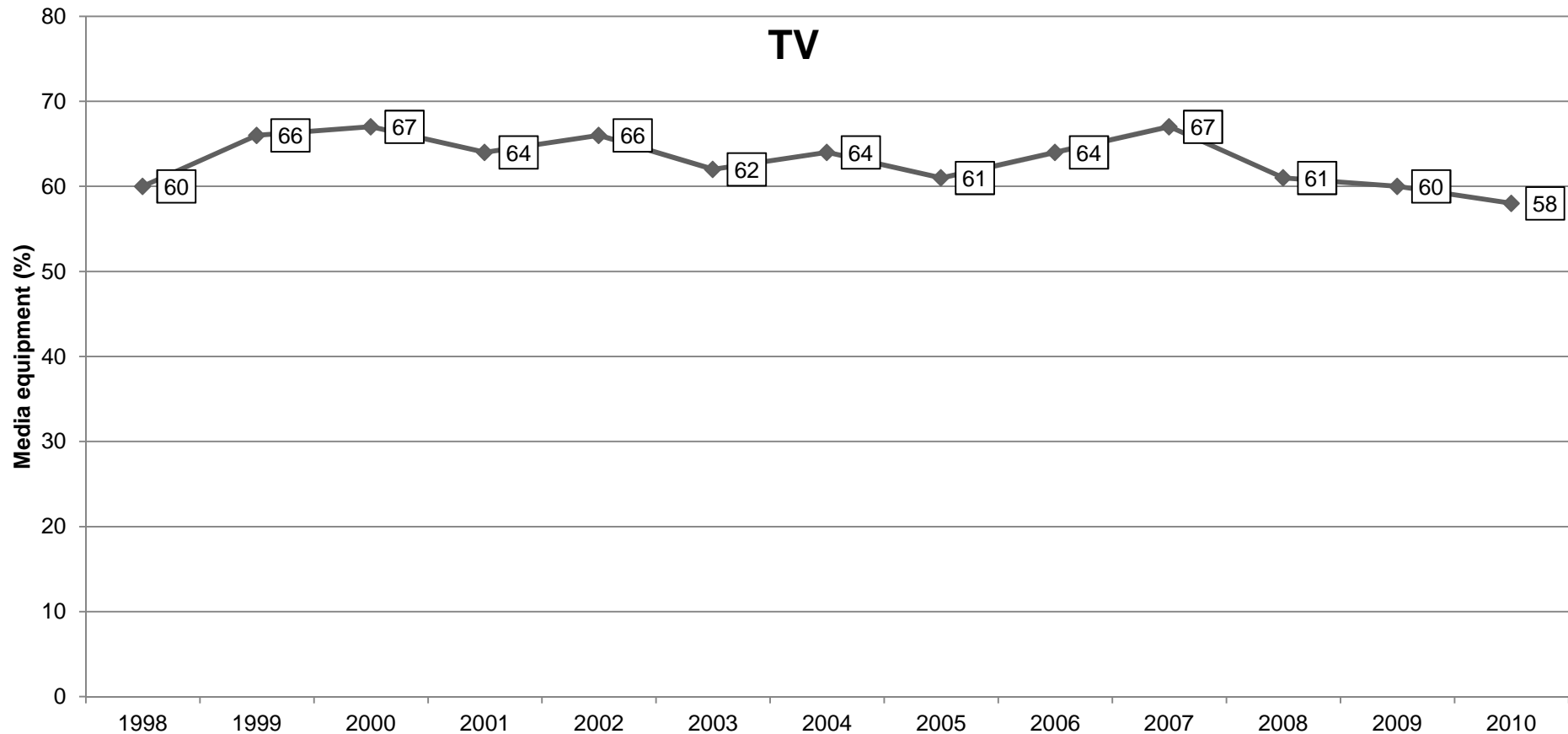


Media Equipment in Adolescent's Bedrooms (9th Grade) by Gender



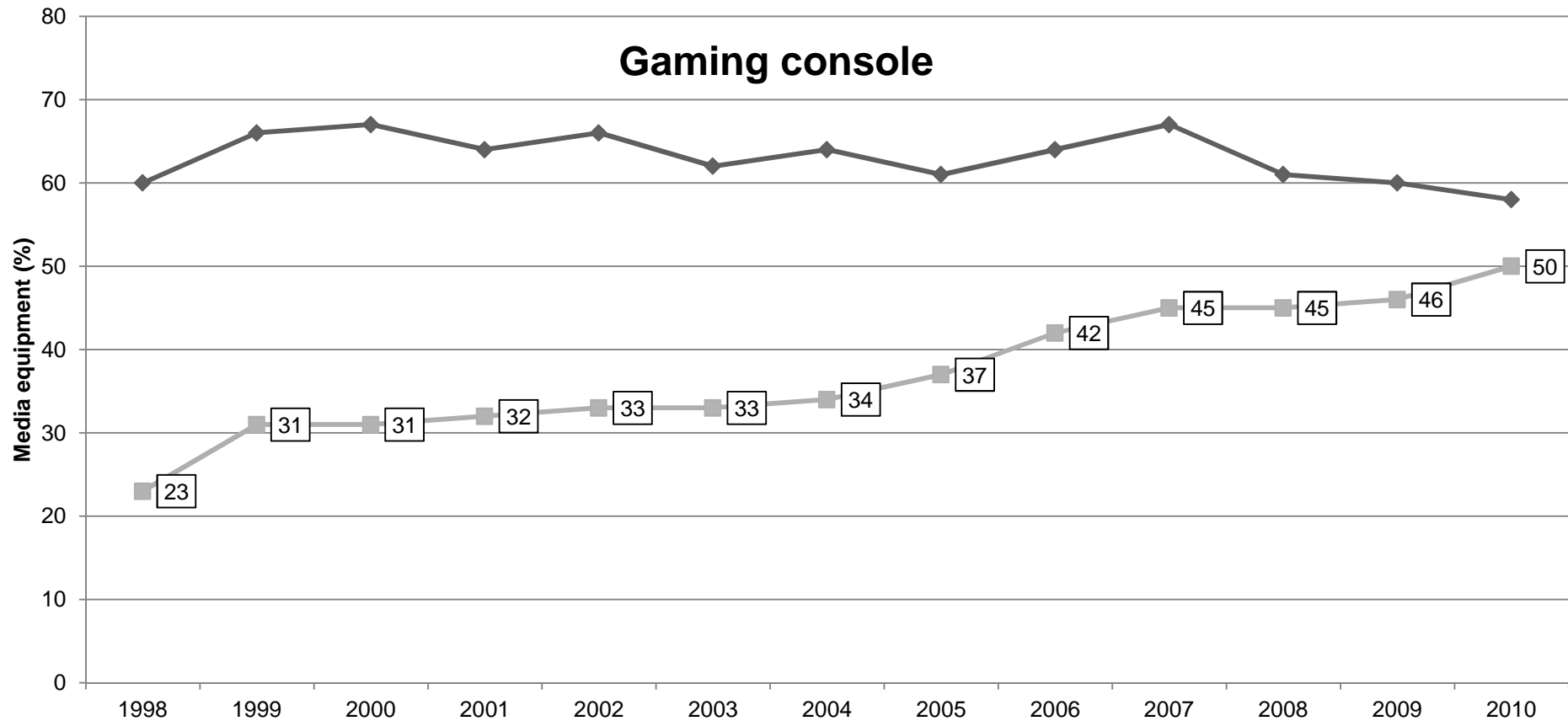


Media Equipment in Adolescent's Bedrooms (12-19): JIM



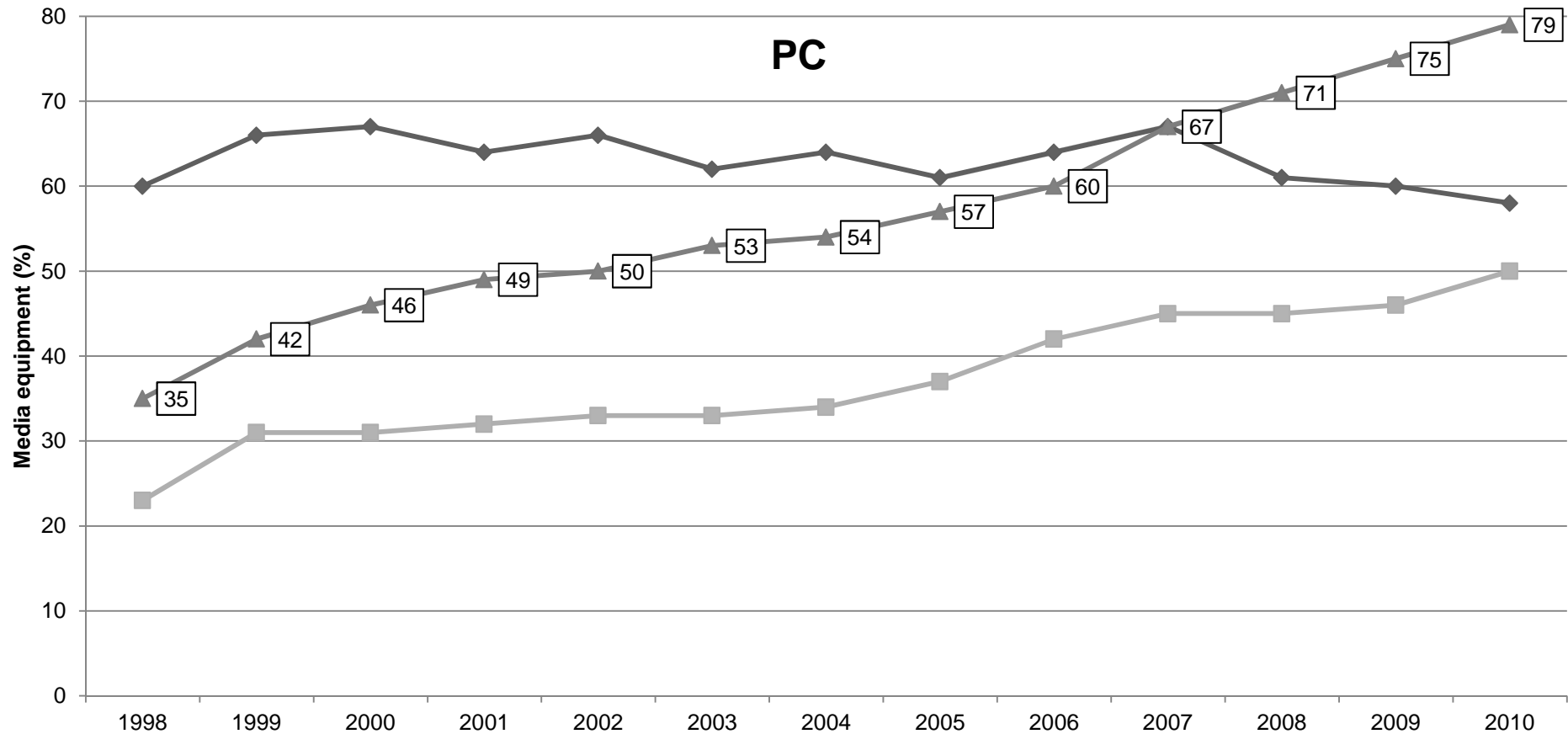


Media Equipment in Adolescent's Bedrooms (12-19): JIM



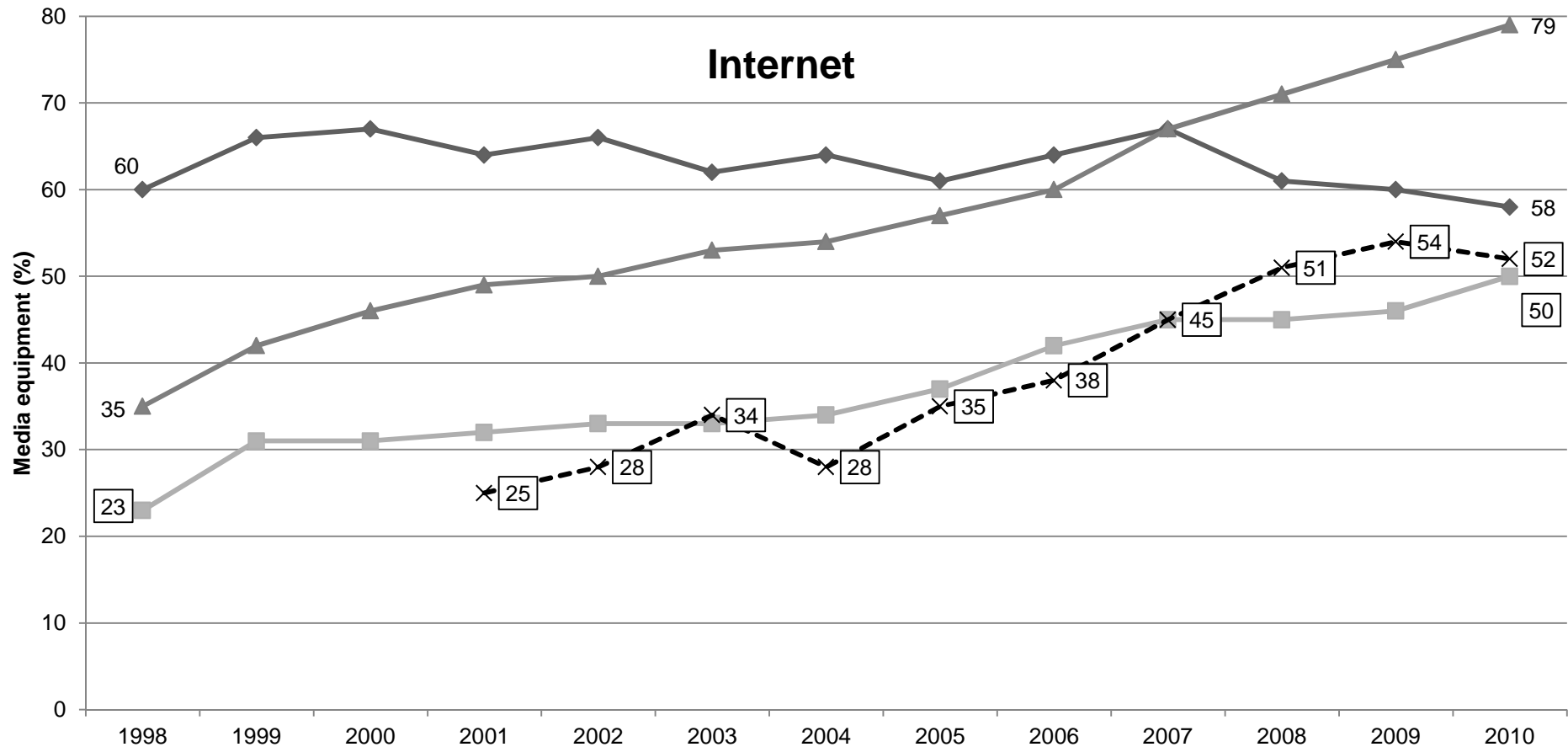


Media Equipment in Adolescent's Bedrooms (12-19): JIM



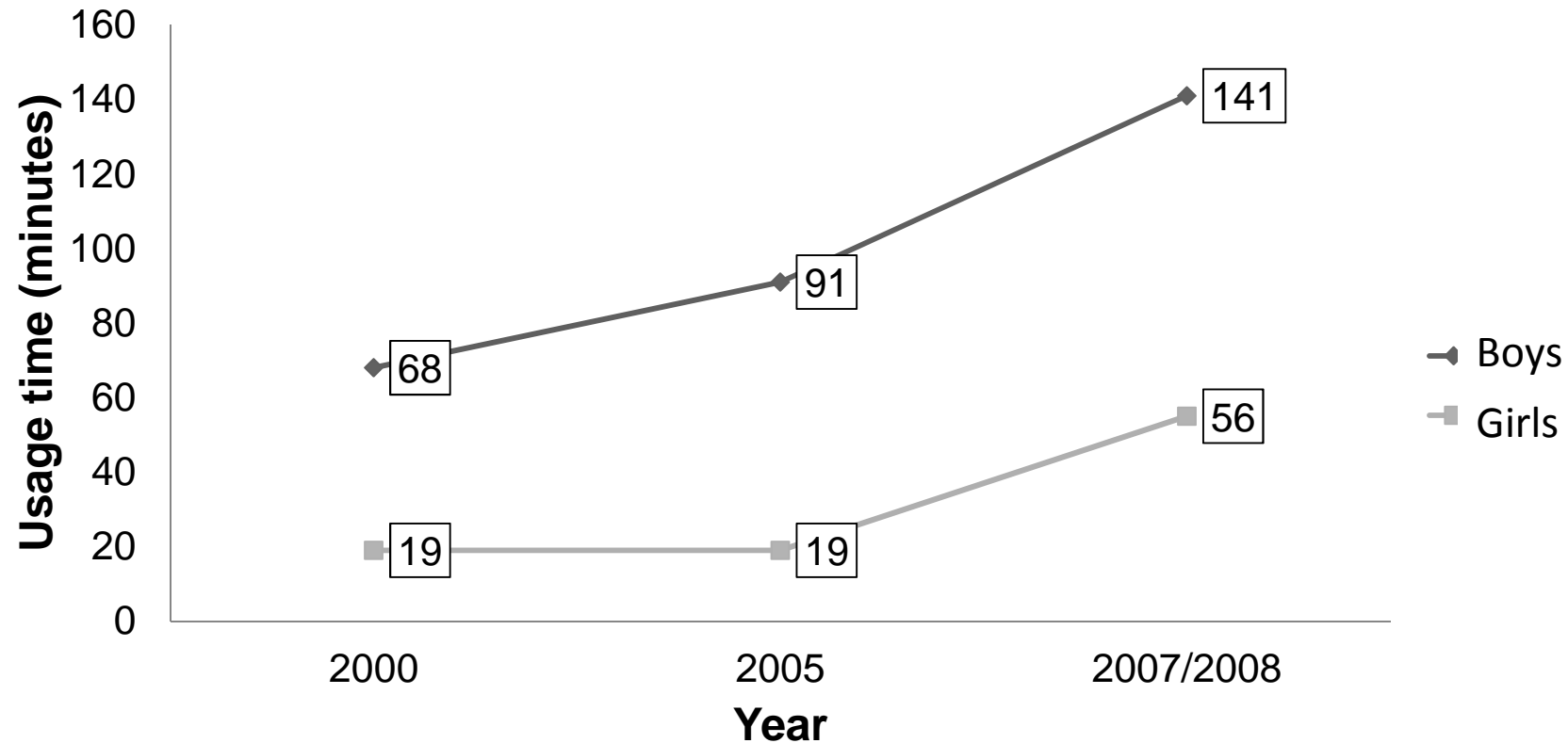


Media Equipment in Adolescent's Bedrooms (12-19): JIM





Video game usage time among adolescents (2000, 2005, 2007/2008)



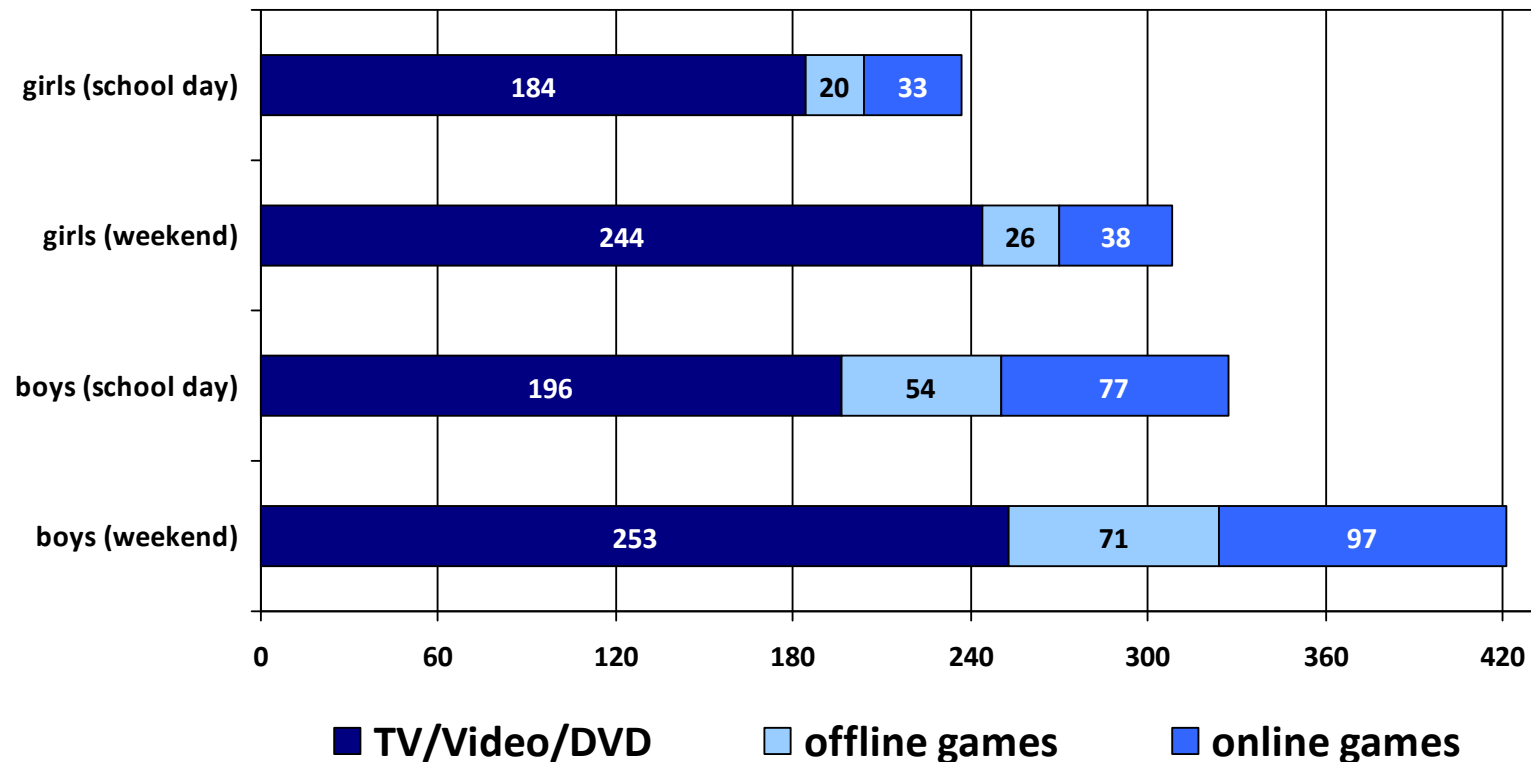
(vgl. Mößle et al. 2007, Rehbein et al., 2009, Rehbein, 2010)





Media Exposure on a Regular School Day vs. Weekend by Gender

(mean time of engagement in minutes, 9th grade)





Top 10 Games – boys (9th grade)

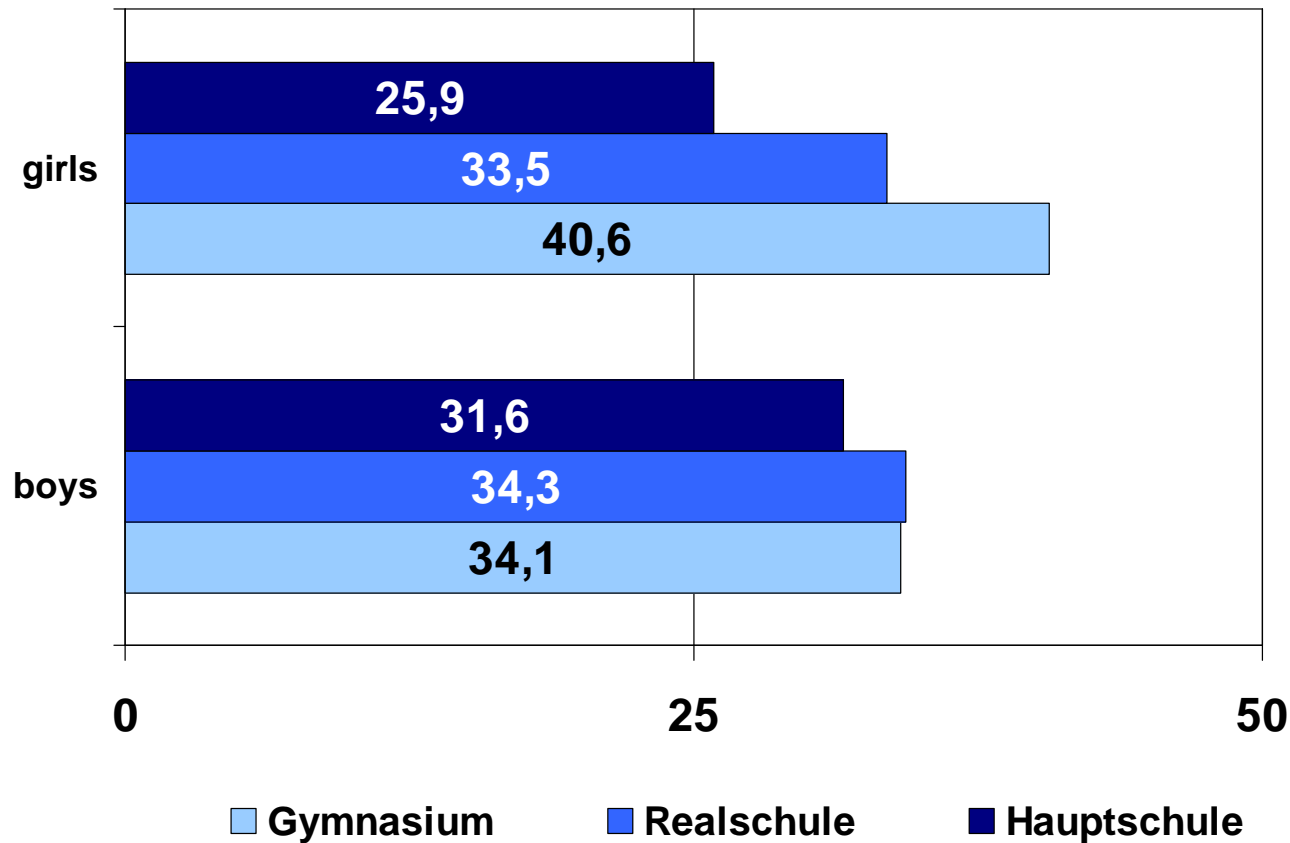
rank	games	genre	USK**	N	%
1	Counterstrike	Shooter	16 - 18	6110	27,0
2	FIFA (Fußball)	Sports	0	3647	16,1
3	Need for Speed	Racing	0 – 12	2581	11,4
4	Grand Theft Auto	Genre mix	16 – 18	2277	10,1
5	World of Warcraft	MMORPG	12	2222	9,8
6	Call of Duty	Shooter	18	1766	7,8
7	Battlefield	Shooter	16	1161	5,1
8	Warcraft	Strategy	12	1118	4,9
9	Pro Evolution Soccer	Sports	0	1092	4,8
10	Guild Wars	MMORPG	12	601	2,7





Secondary School Recommendations (4th Grade) by Gender

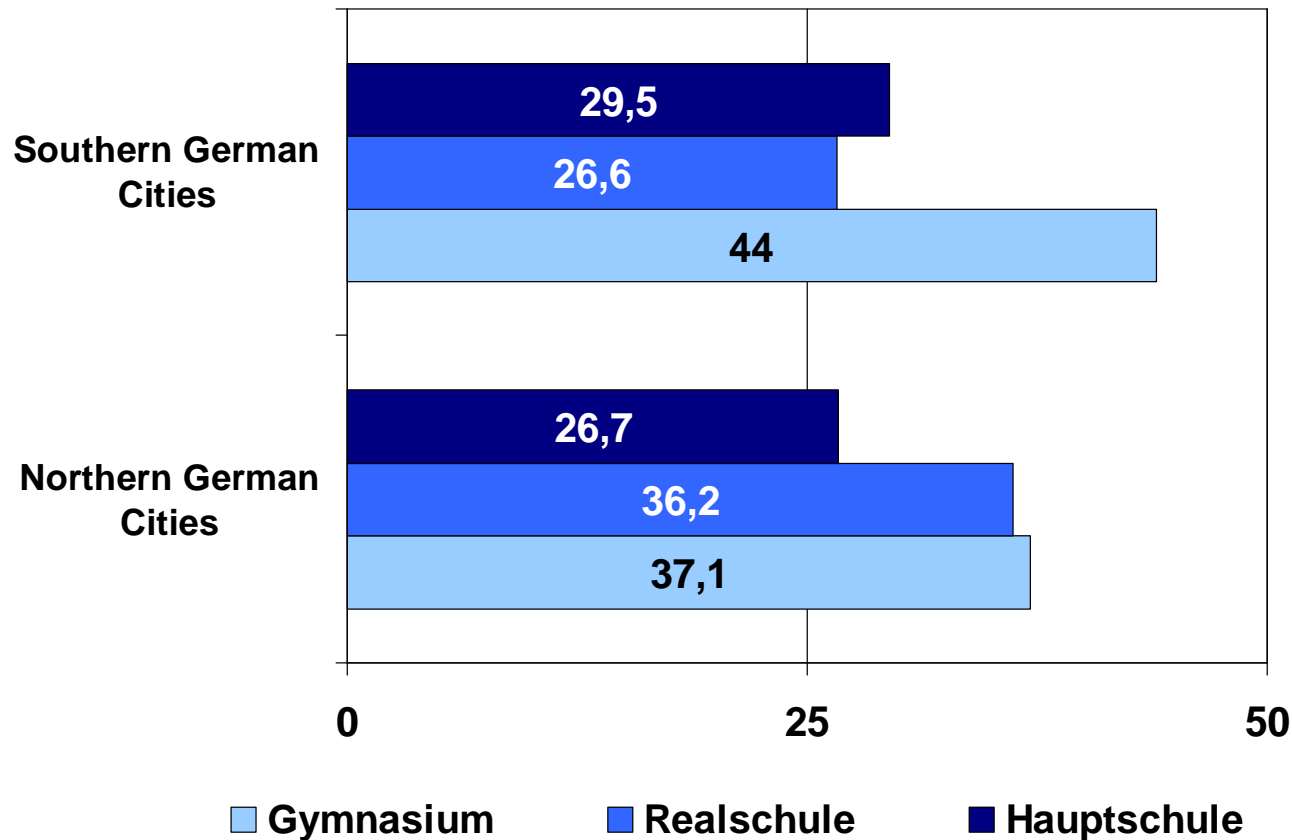
(in percent; source: KFN schools survey 2005)





Secondary School Recommendations (4th Grade) by Region

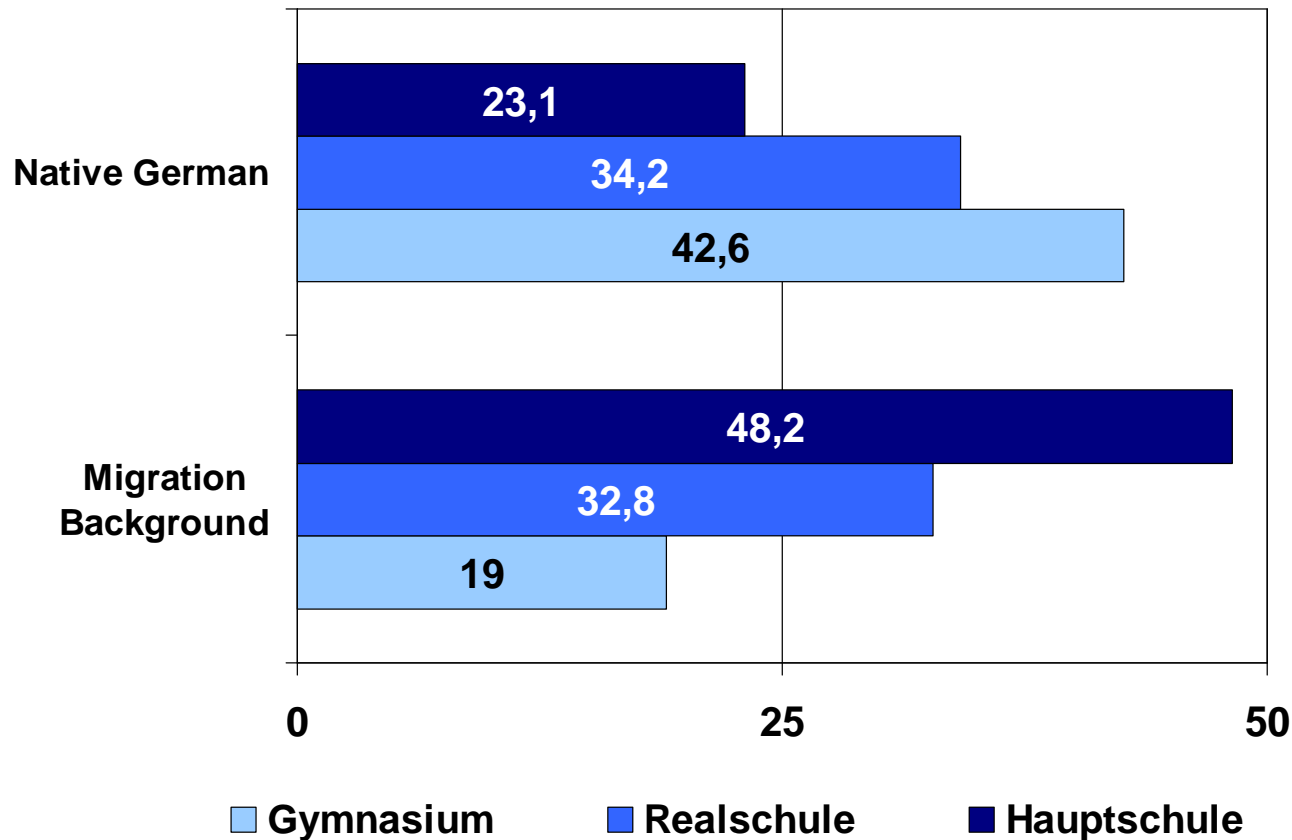
(in percent; source: KFN schools survey 2005)





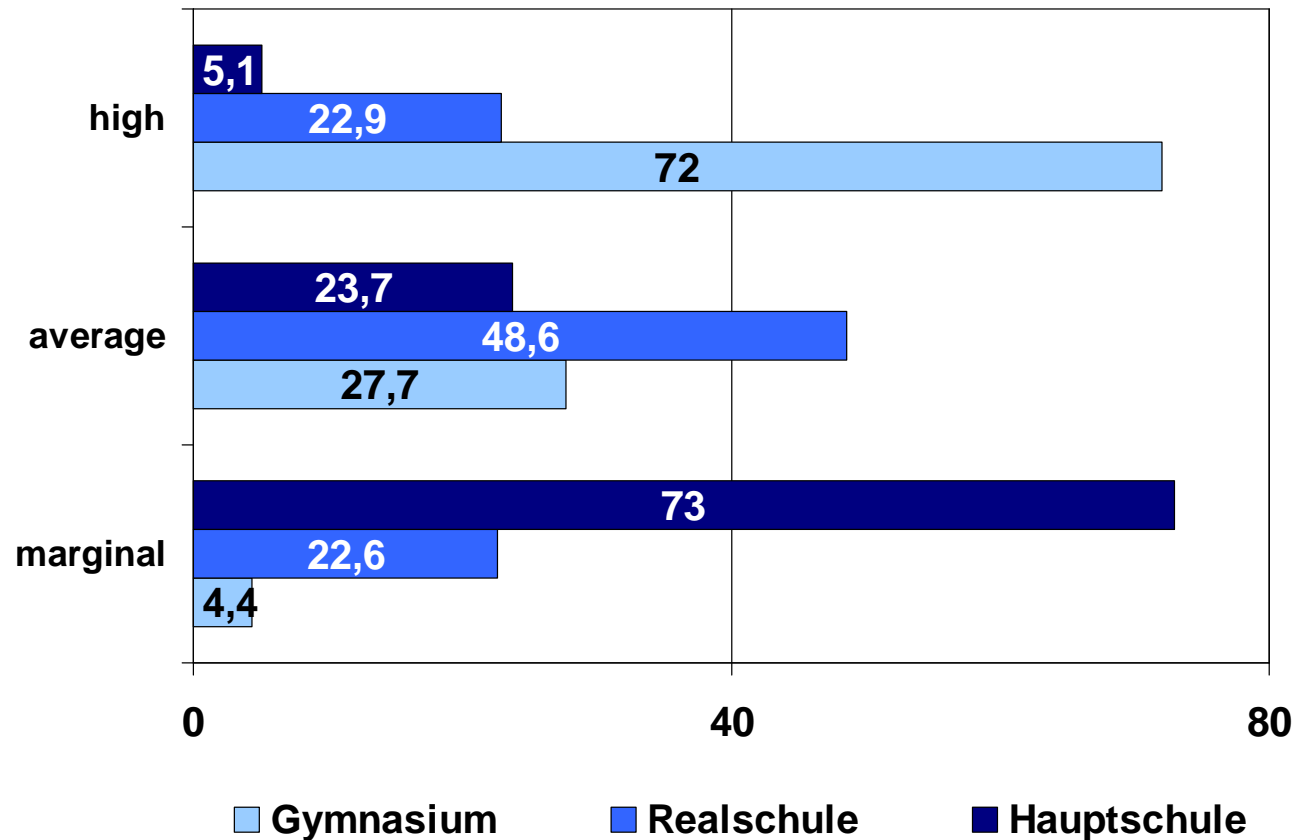
Secondary School Recommendations (4th Grade) by Migration Background

(in percent; source: KFN schools survey 2005)





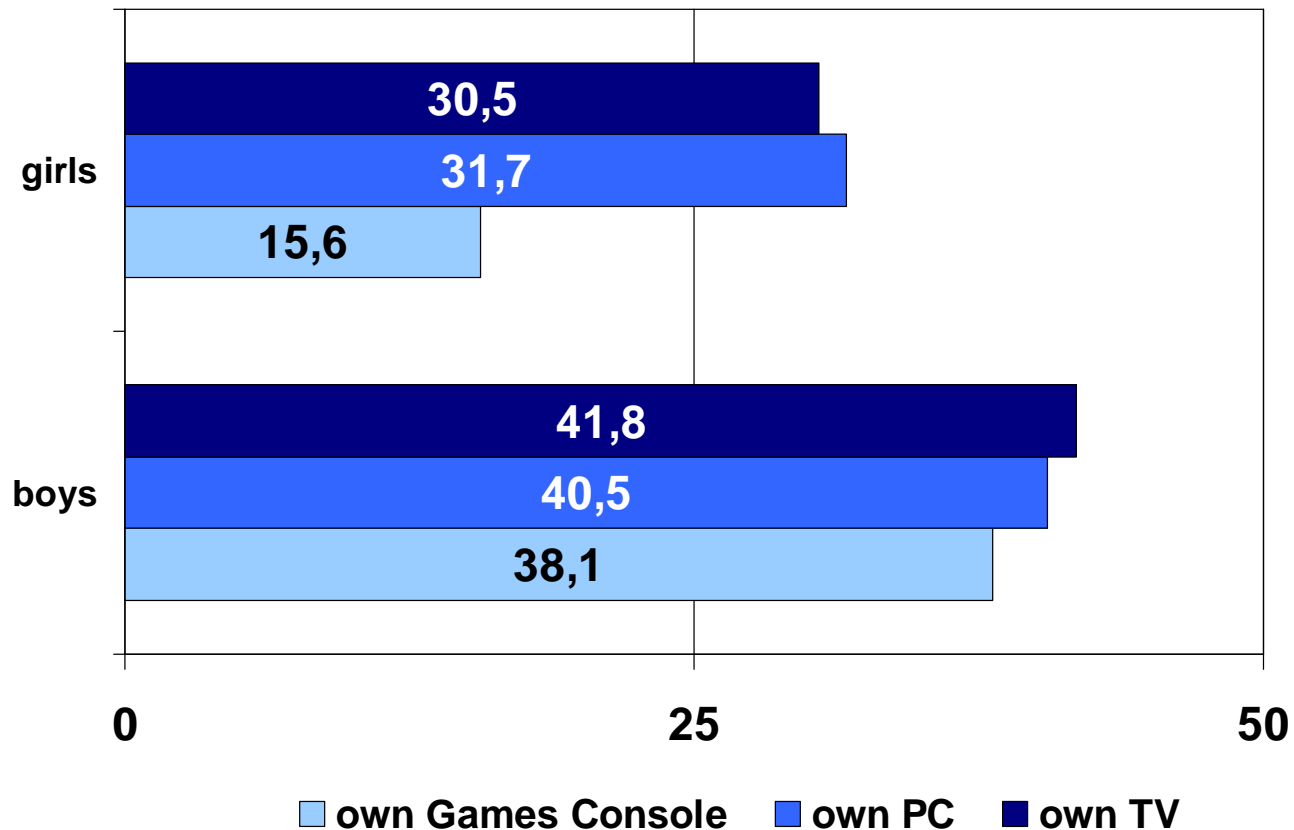
Secondary School Recommendations (4th Grade) by Parents' Educational Background (in percent; source: KFN schools survey 2005)





Media Equipment in Children's Bedrooms (4th Grade) by Gender

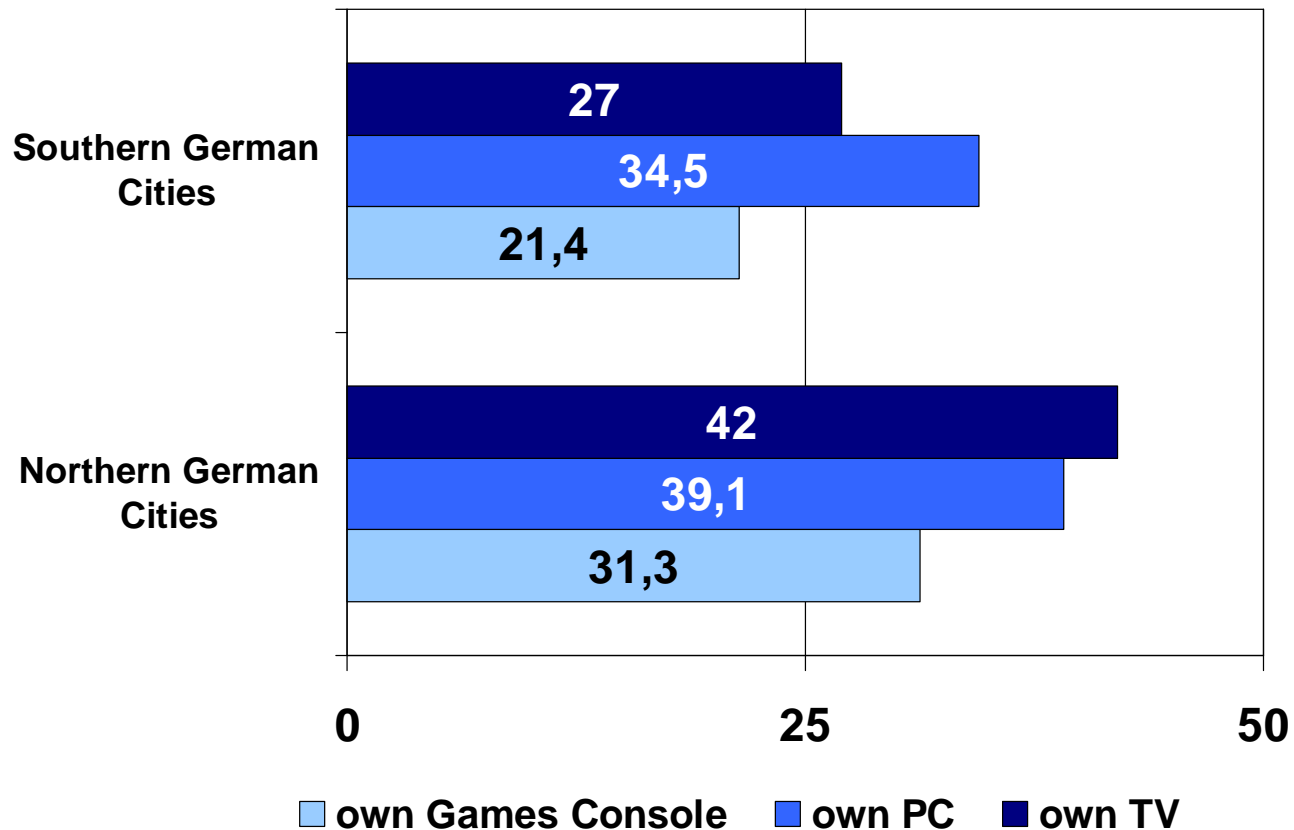
(in percent; source: KFN schools survey 2005)





Media Equipment in Children's Bedrooms (4th Grade) by Region

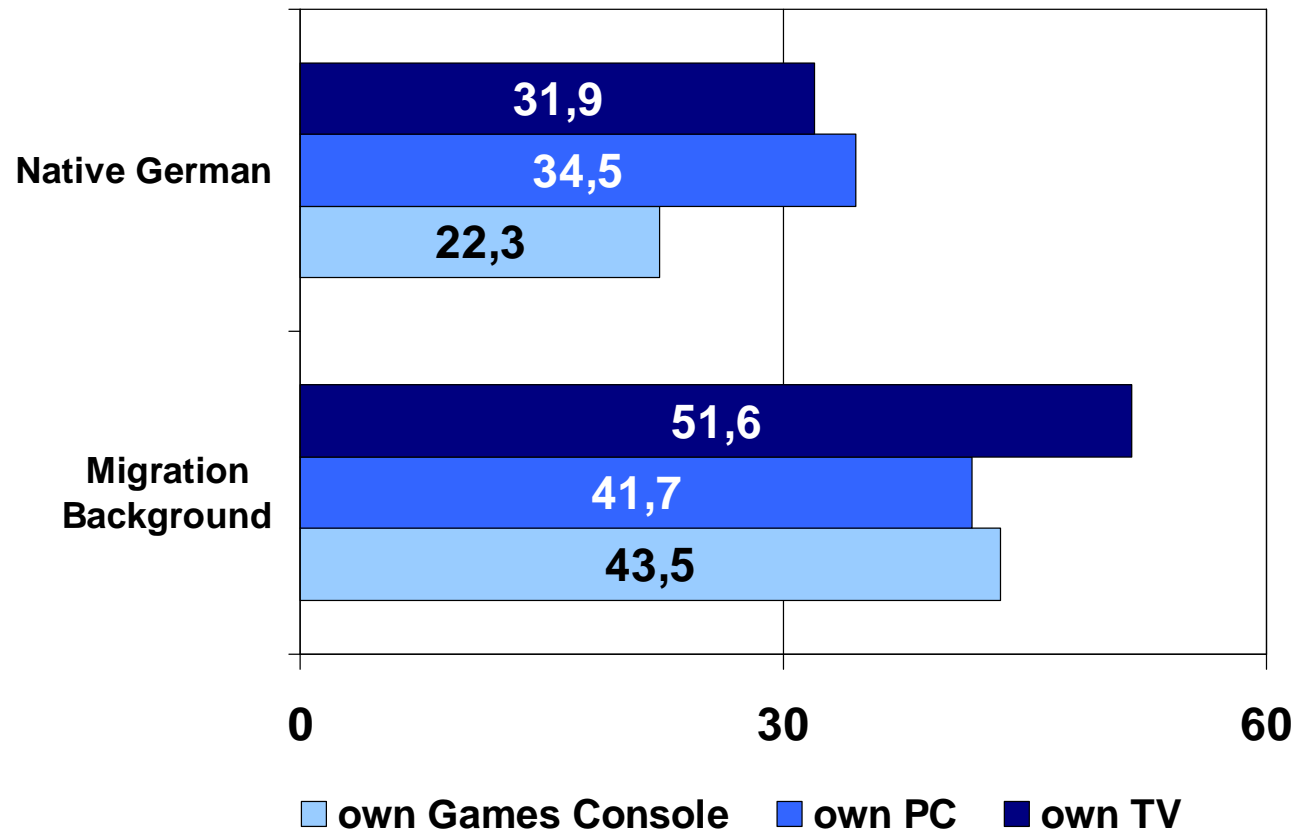
(in percent; source: KFN schools survey 2005)





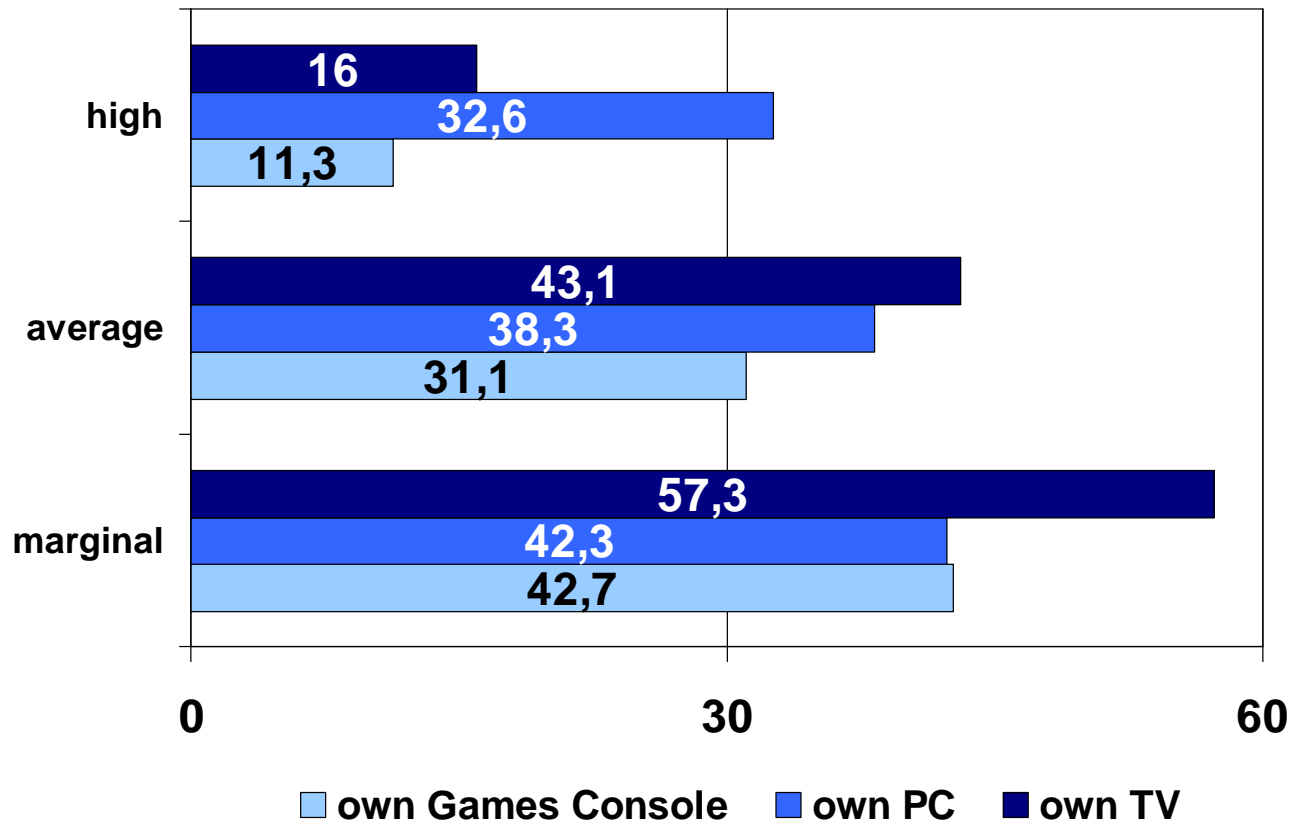
Media Equipment in Children's Bedrooms (4th Grade) by Migration Background

(in percent; source: KFN schools survey 2005)





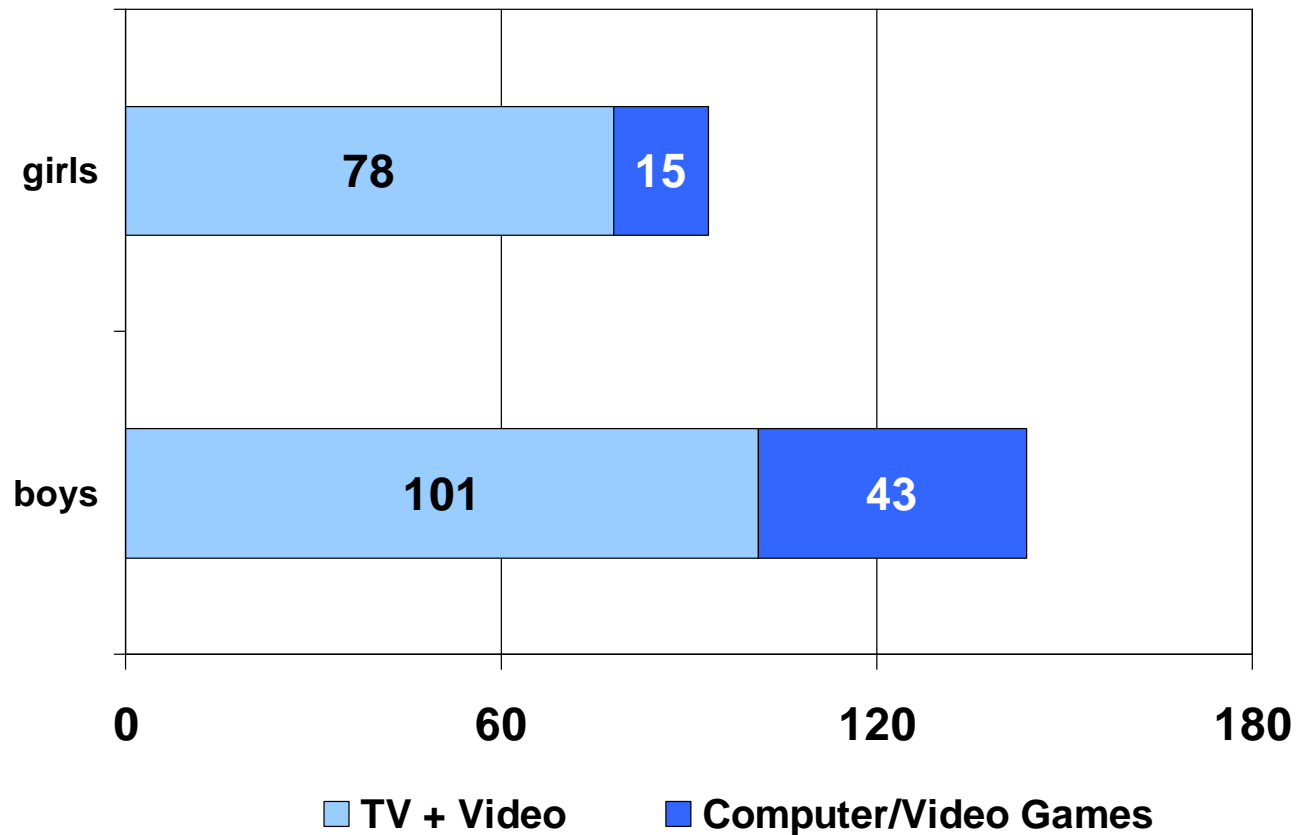
Media Equipment in Children's Bedrooms (4th Grade) by Parents' Educational Background (in percent; source: KFN schools survey 2005)





Media Exposure (4th Grade) by Gender

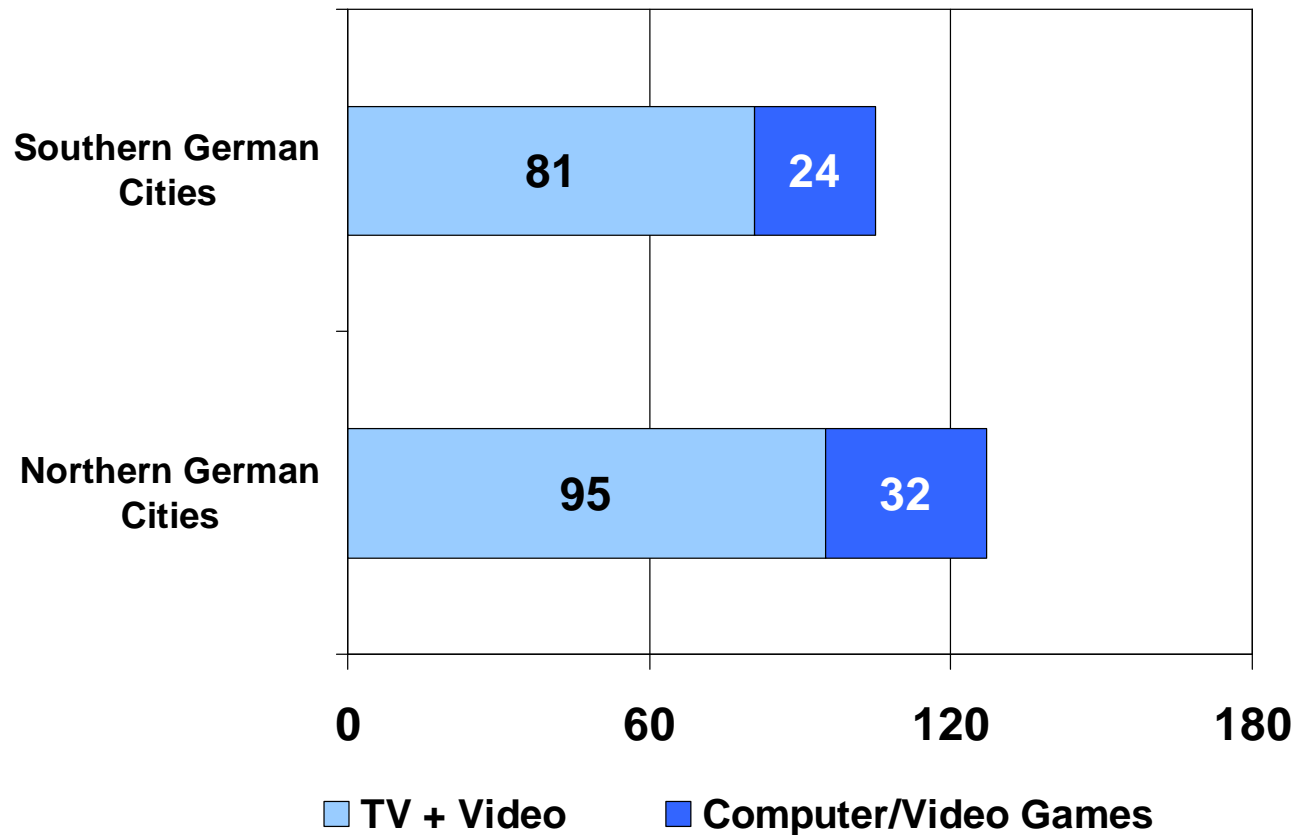
(in minutes; source: KFN schools survey 2005)





Media Exposure (4th Grade) by Region

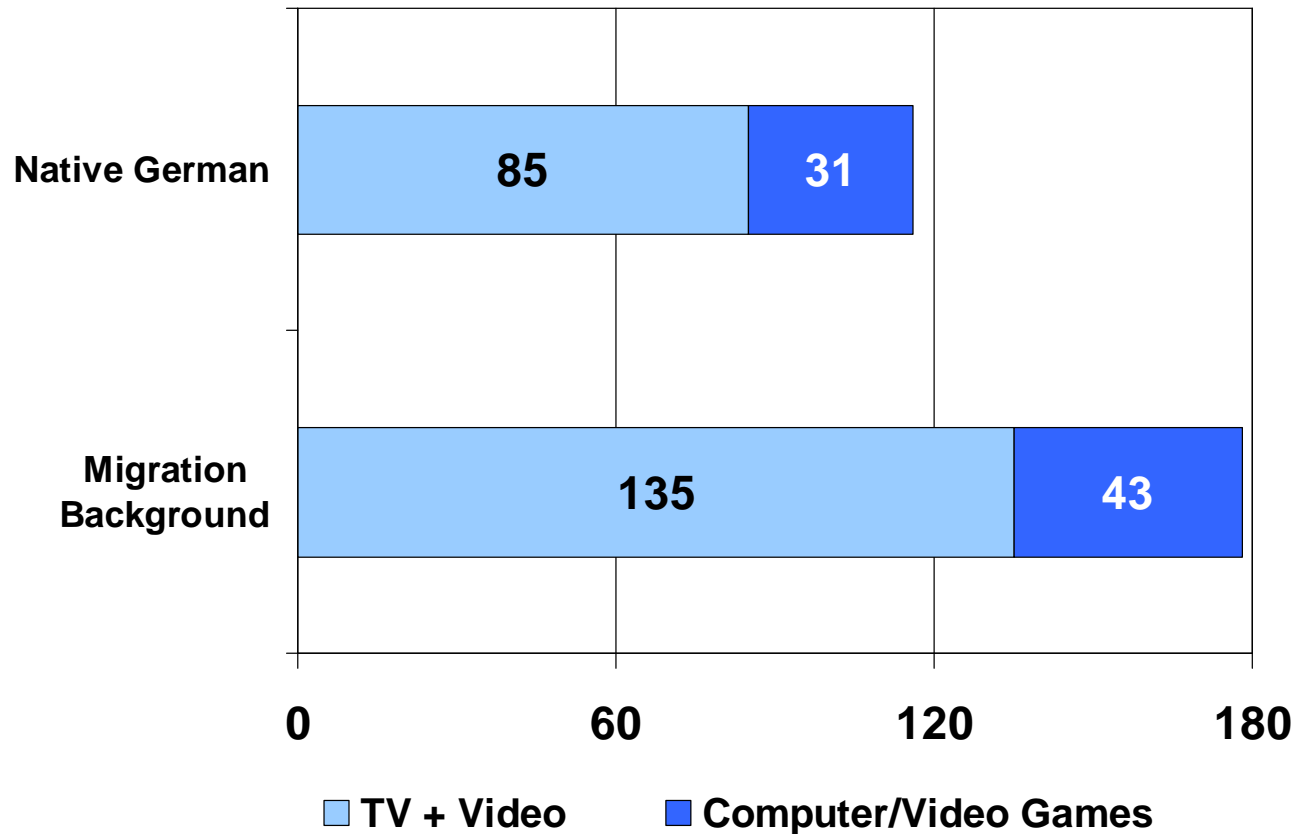
(in minutes; source: KFN schools survey 2005)





Media Exposure (4th Grade) by Migration Background

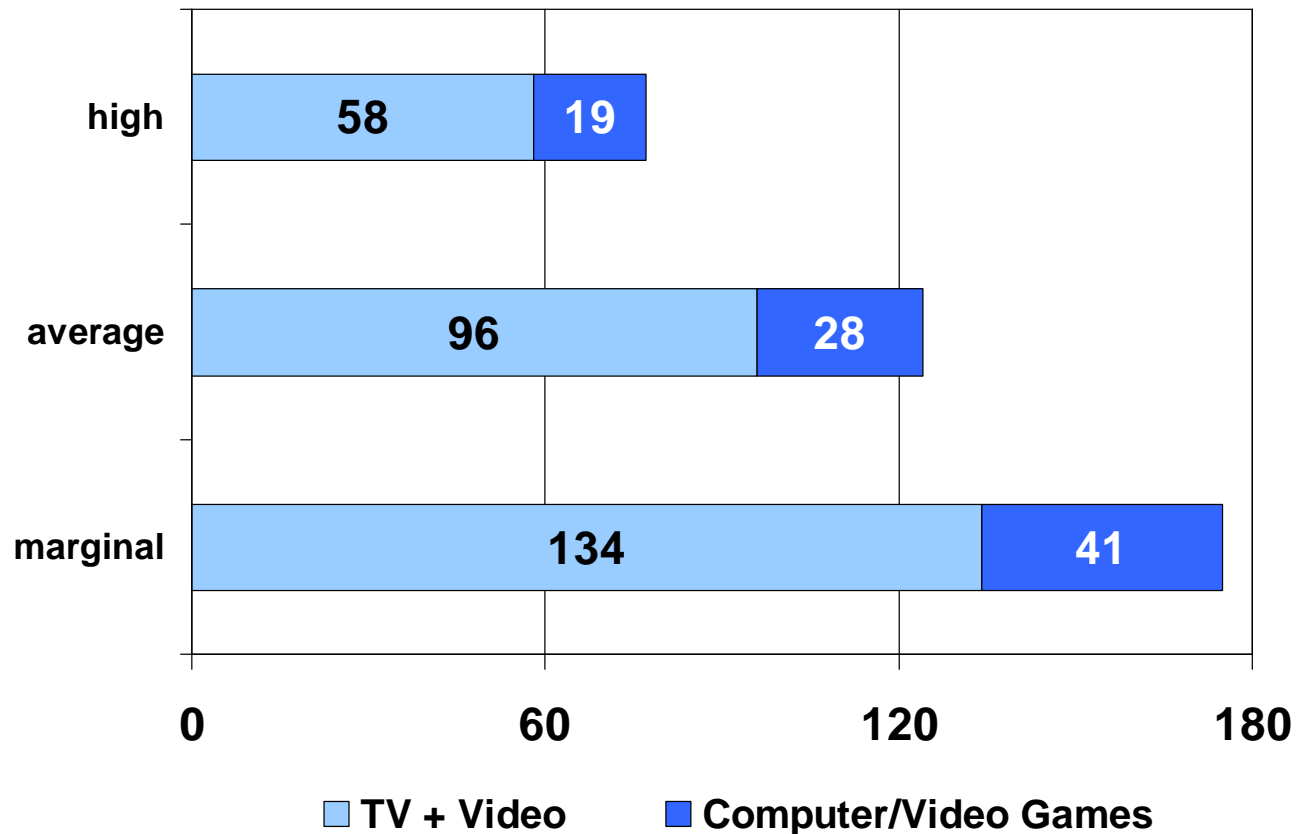
(in minutes; source: KFN schools survey 2005)





Media Exposure (4th Grade) by Parents' Educational Background

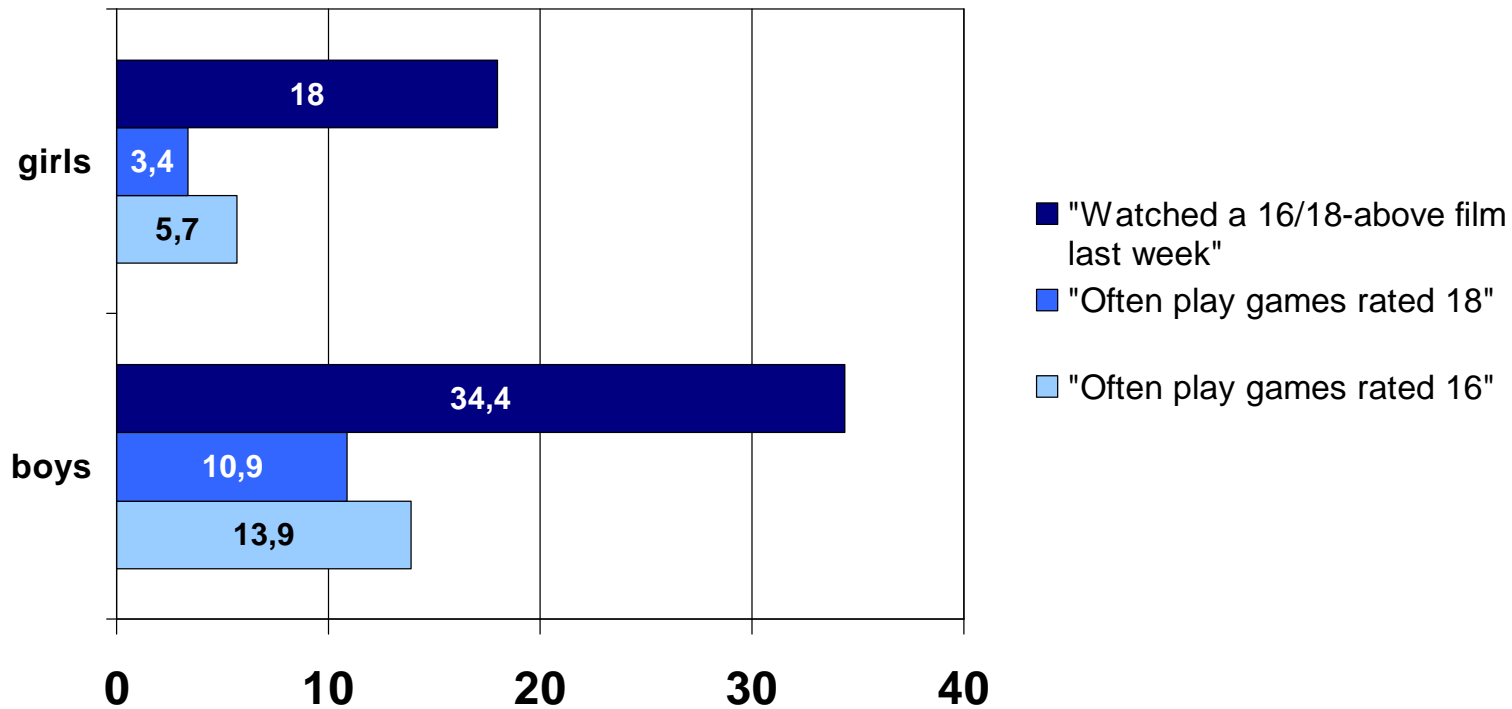
(in minutes; source: KFN schools survey 2005)





Use of Impairing Computer Games (4th Grade) by Gender

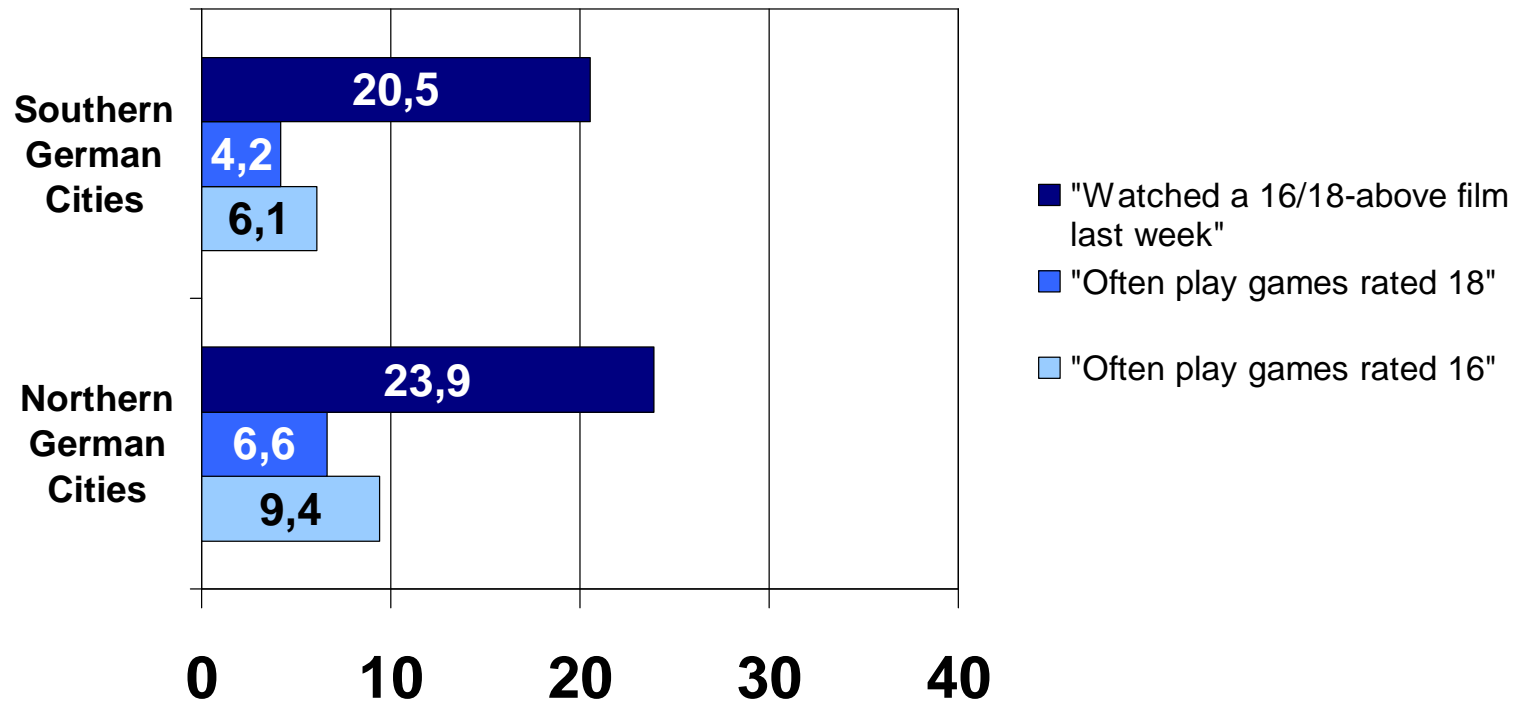
(in percent; source: KFN schools survey 2005)





Use of Impairing Computer Games (4th Grade) by Region

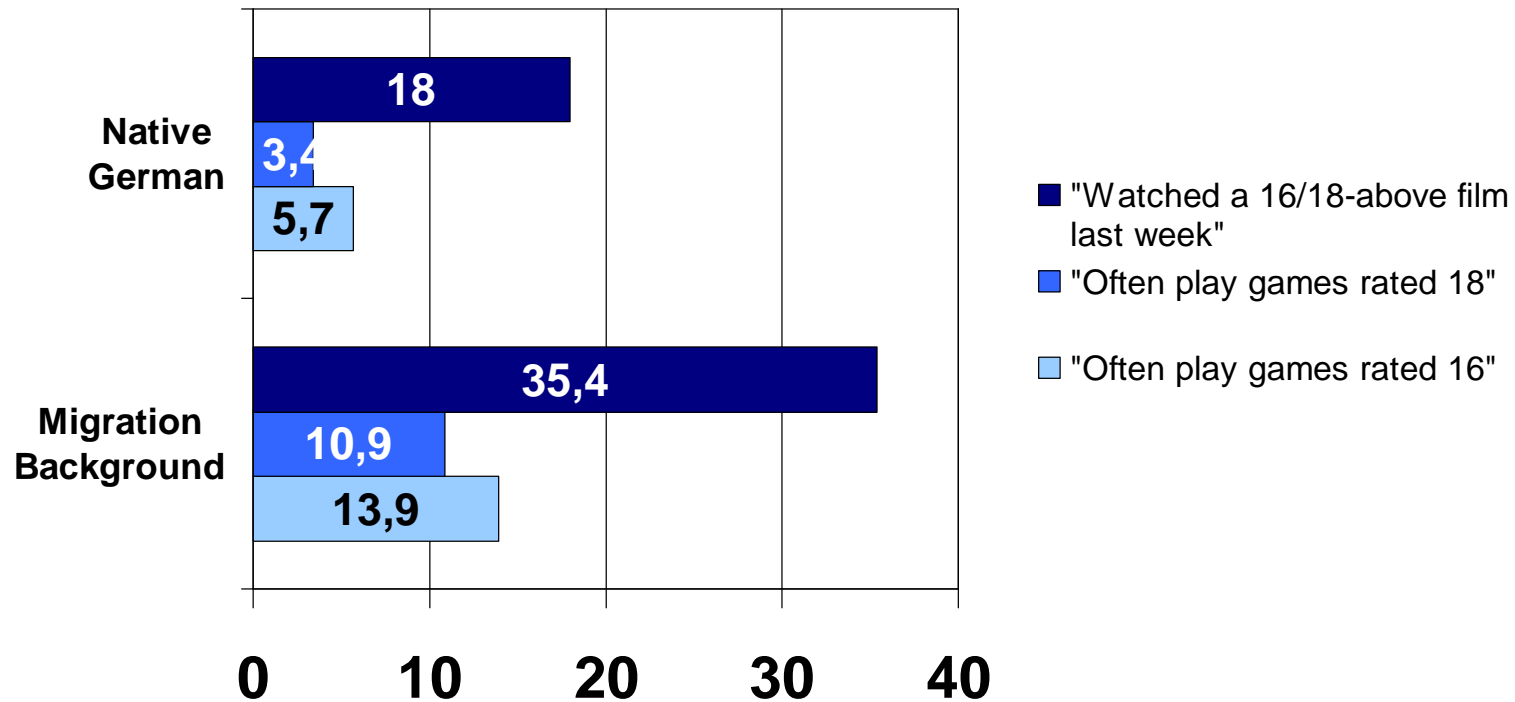
(in percent; source: KFN schools survey 2005)





Use of Impairing Computer Games (4th Grade) by Migration Background

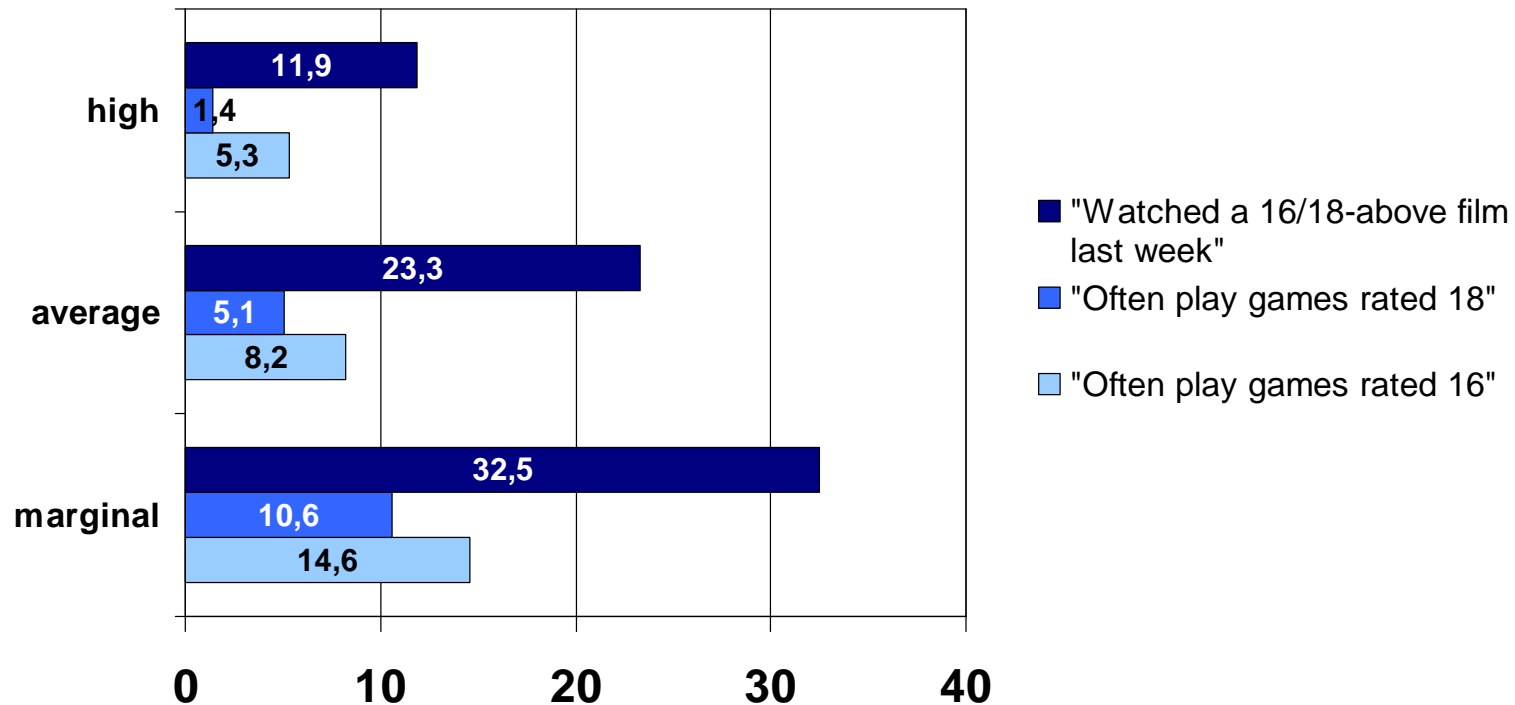
(in percent; source: KFN schools survey 2005)





Use of Impairing Computer Games (4th Grade) by Parents' Educational Background

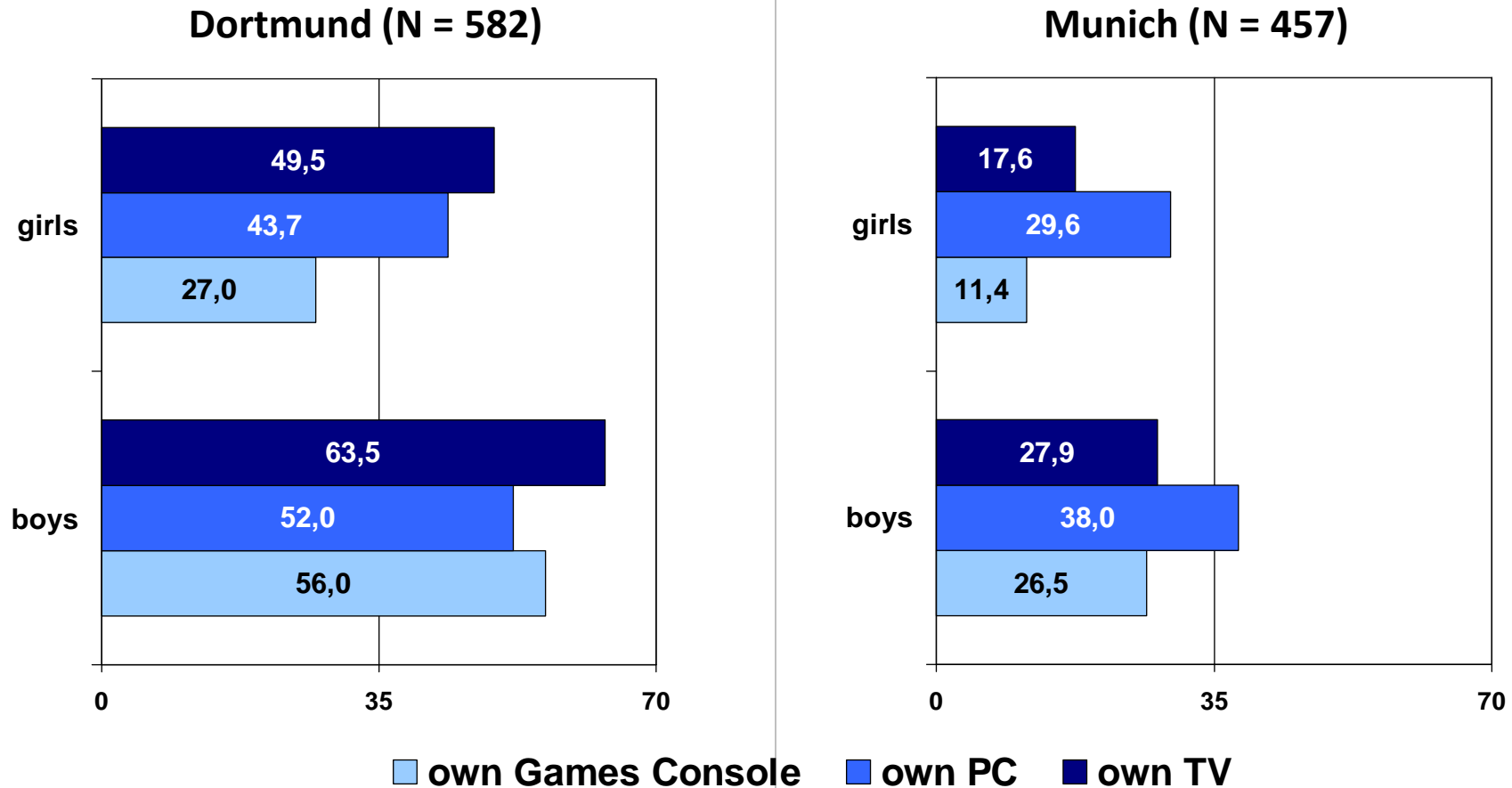
(in percent; source: KFN schools survey 2005)





Comparison Dortmund vs. Munich - Media Equipment in Children's Bedrooms (4th Grade) by Gender

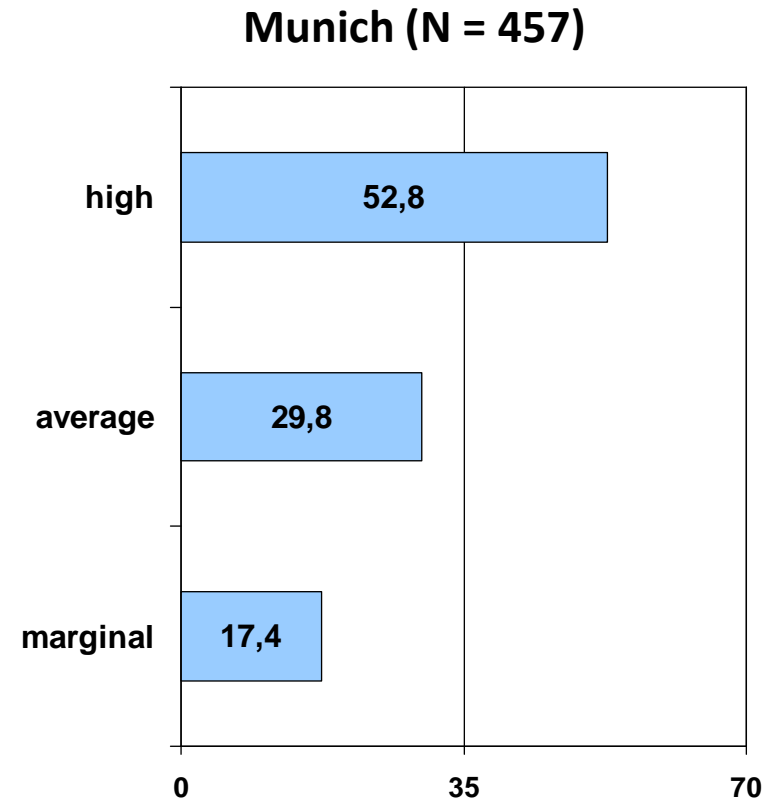
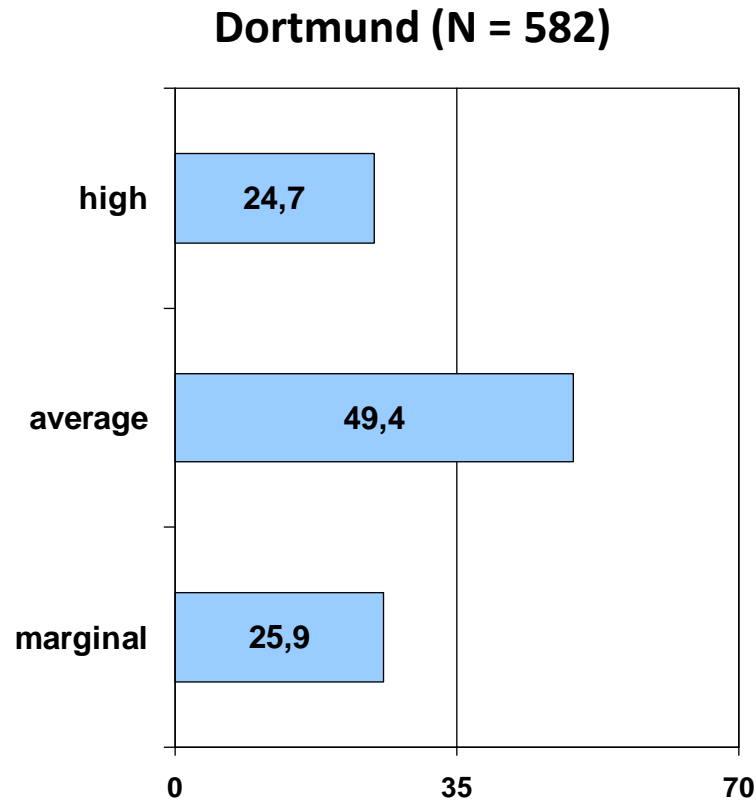
(in percent; source: KFN schools survey 2005)





Comparison Dortmund vs. Munich - Parents' Educational Background (4th Grade)

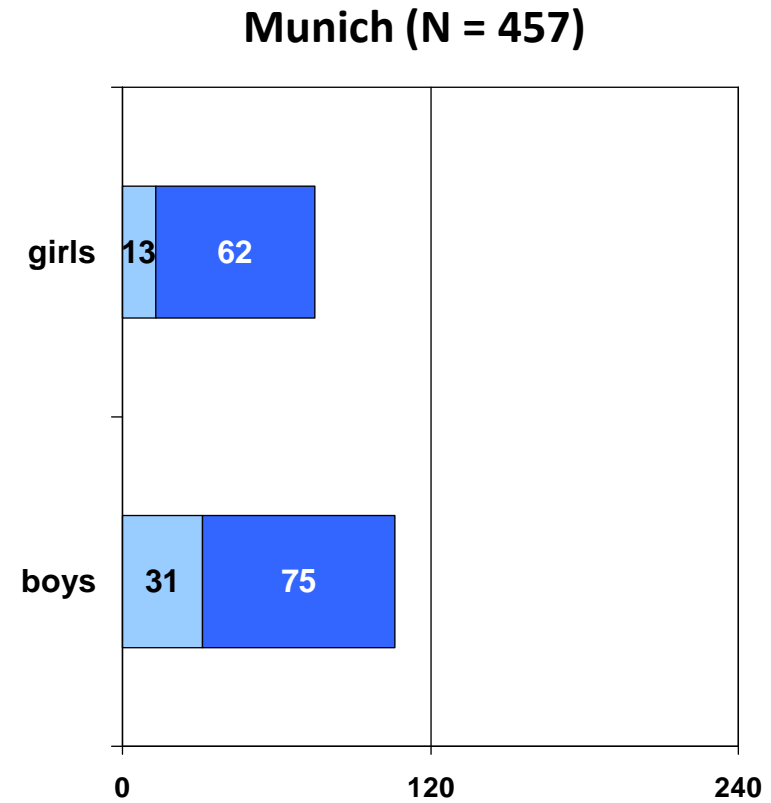
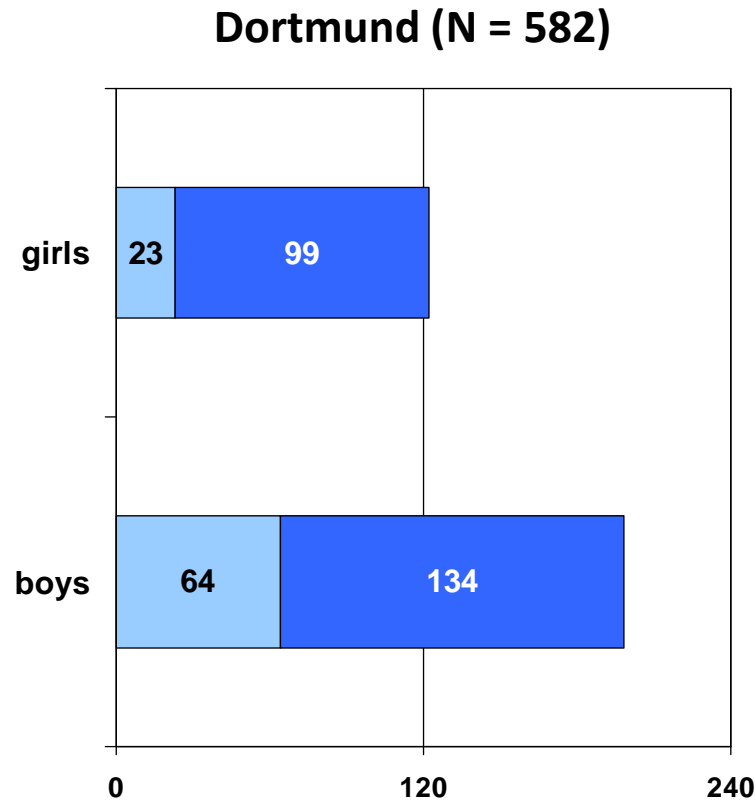
(in percent; source: KFN schools survey 2005)





Comparison Dortmund vs. Munich - Media Exposure (4th Grade) by Gender

(in minutes; source: KFN schools survey 2005)



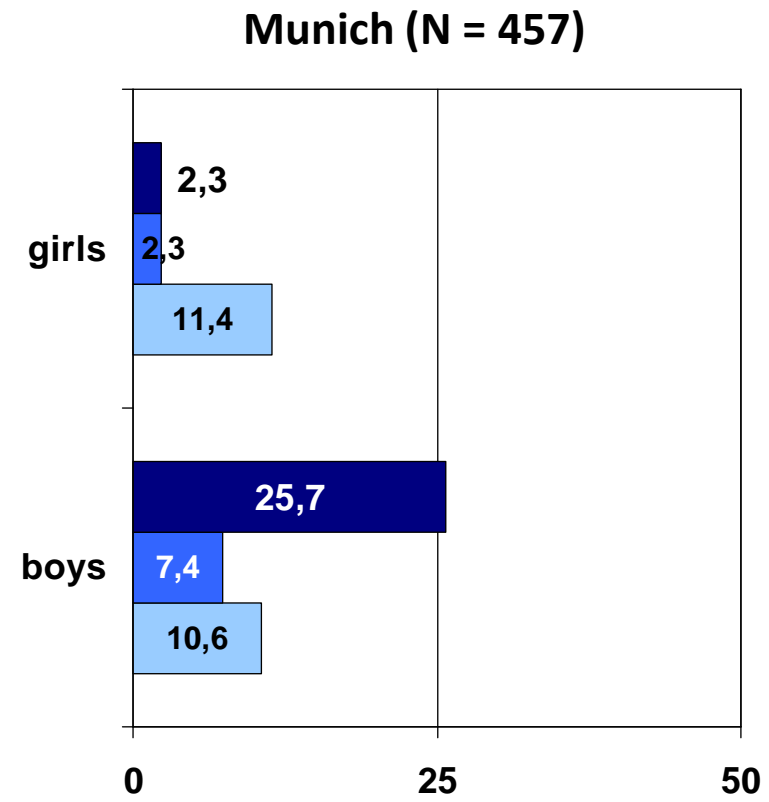
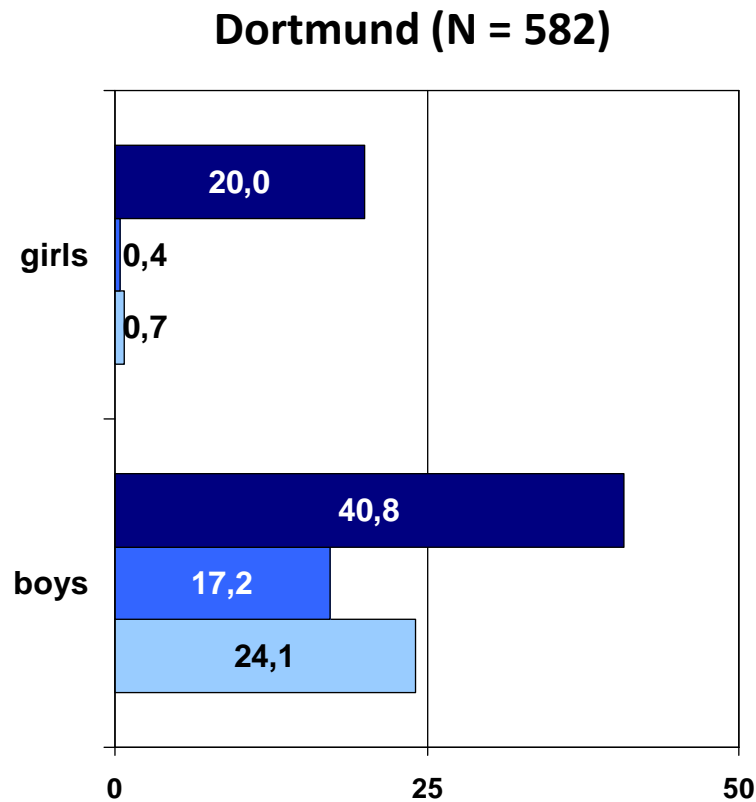
■ Computer/Video Games ■ TV + Video





Comparison Dortmund vs. Munich - Use of Impairing Media Content (4th Grade) by Gender

(in percent; source: KFN schools survey 2005)

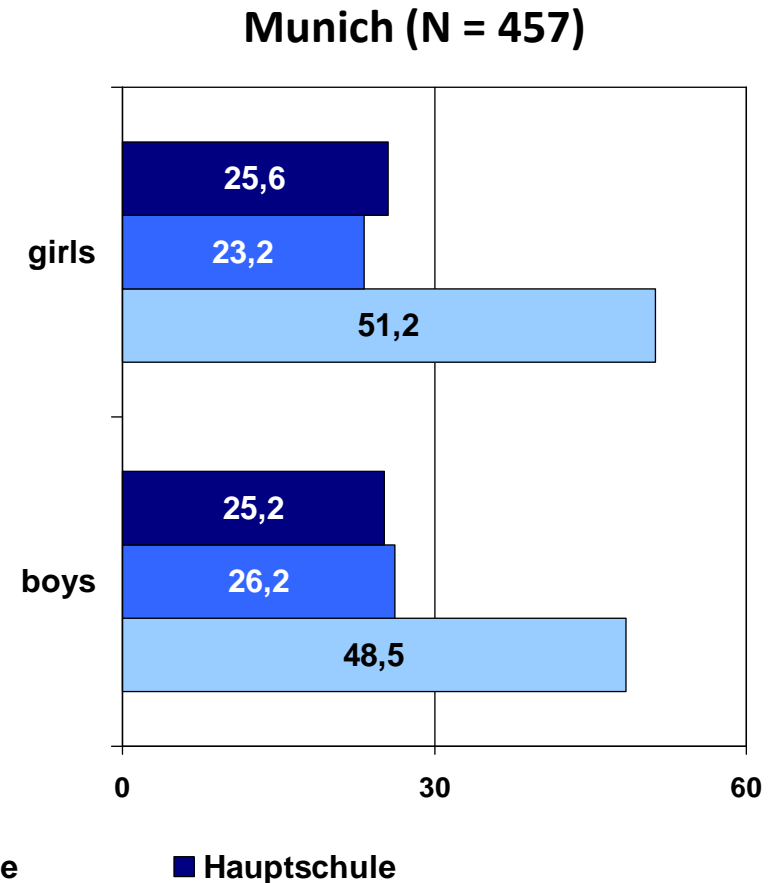
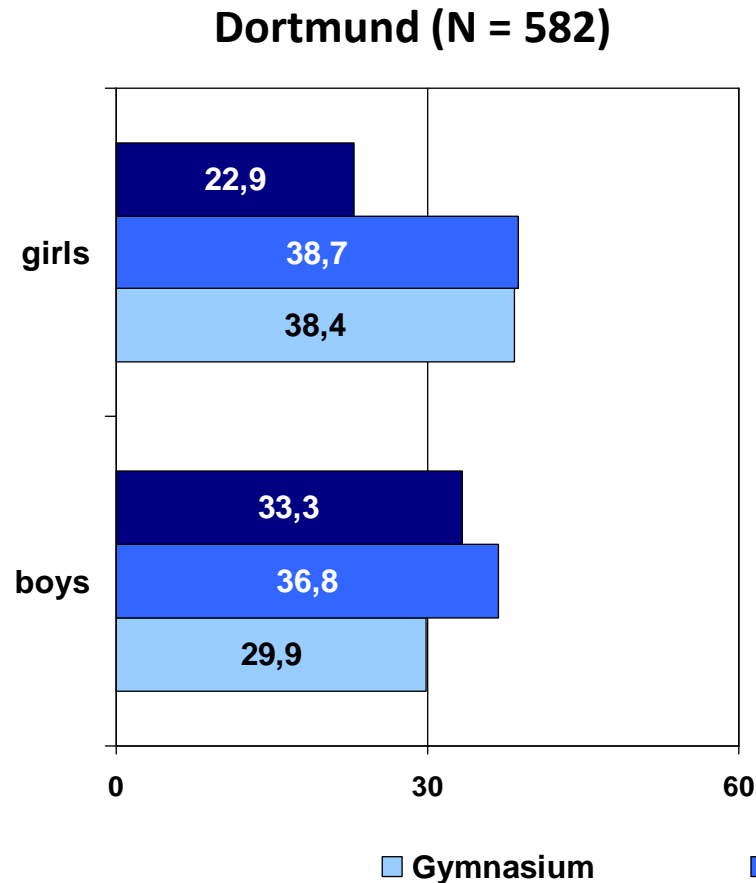


■ "Often play games rated 16" ■ "Often play games rated 18" ■ "Watched a 16/18-above film last week"





Comparison Dortmund vs. Munich - Secondary School Recommendations (4th Grade) by Gender (in percent; source: KFN schools survey 2005)





excessive media usage video game dependency

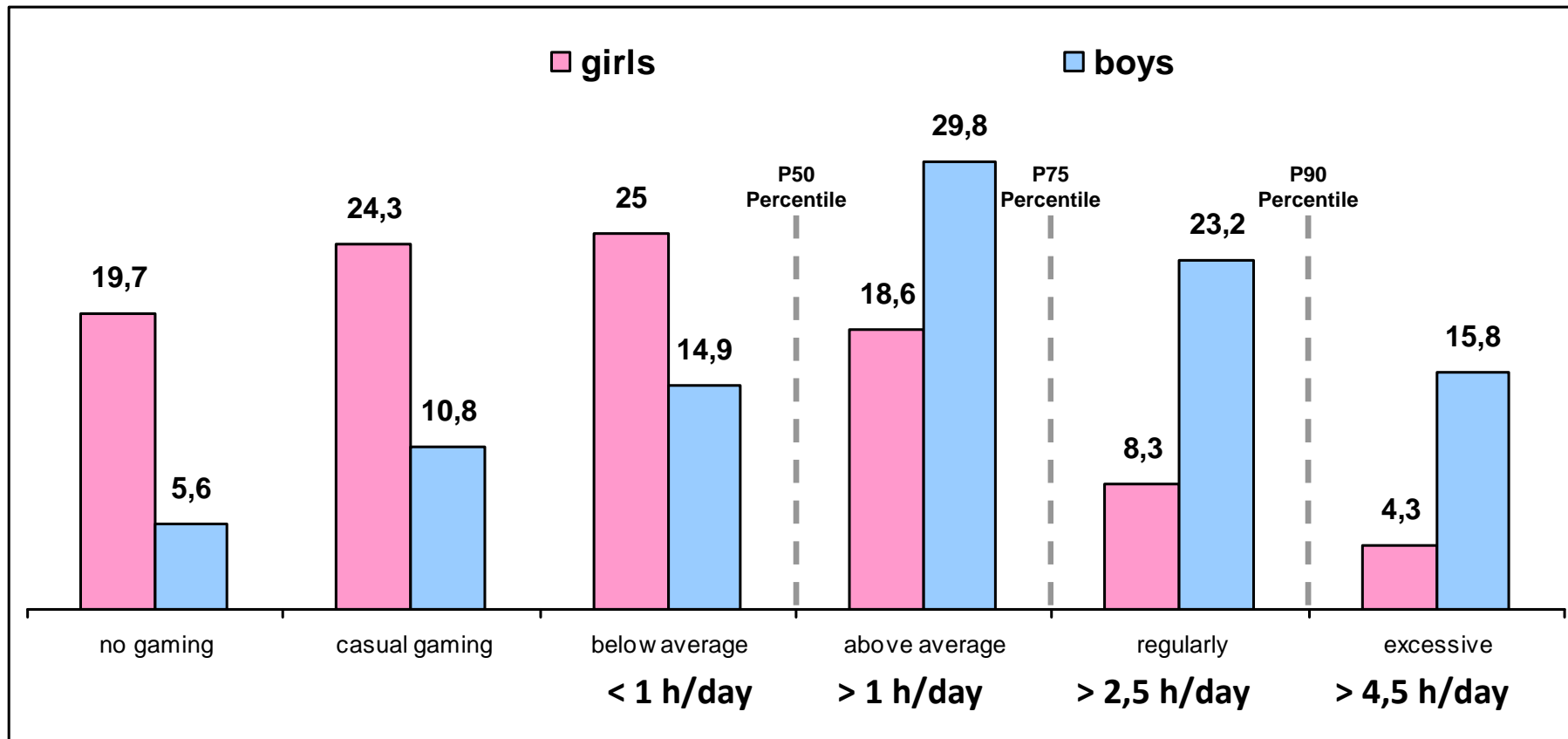


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Video game usage by gender (9th grade)





KFN-CSAS-II (Video Game Dependency Scale)

preoccupation/salience

conflict

loss of control

withdrawal symptoms

tolerance

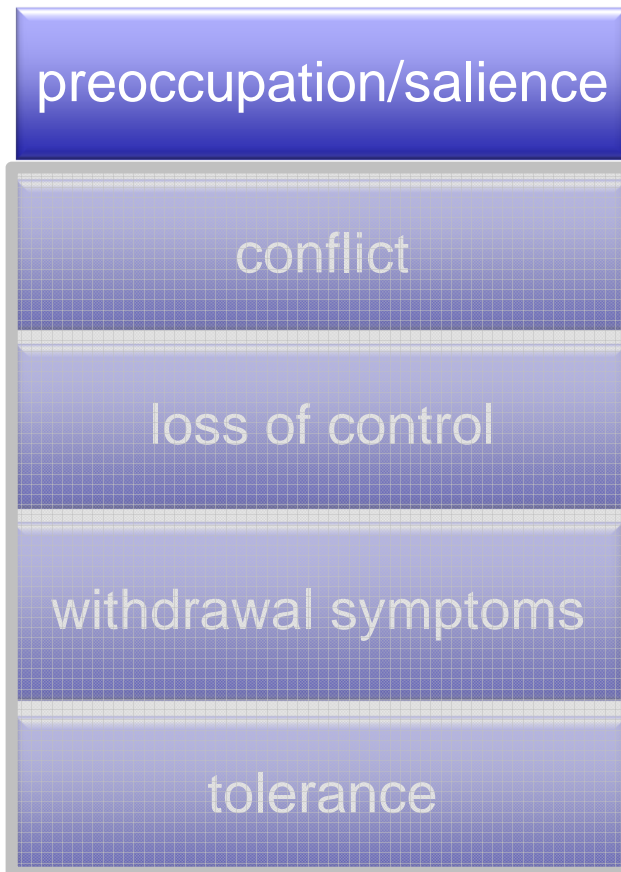
- 14 Items, 5 dimensions
- Four-stage response format (1 - 4)
- Range: 14 to 56
- Cut-off values:
 - „At Risk“: sum score 35 and above (2 SD)
 - „Dependent“: sum score 42 and above (3 SD)
- Item difficulties (1.23 - 1.64)
- Discriminatory power ($> r = .60$)
- Cronbachs Alpha = .92

Rehbein, F., Kleimann, M., & Mößle, T. (2010). Prevalence and Risk Factors of Video Game Dependency in Adolescence: Results of a German Nationwide Survey. *CyberPsychology & Behavior, in press.*





KFN-CSAS-II (Video Game Dependency Scale)



Example:

“During the time that I don’t play video games, in my thoughts I am very much occupied with games.”





KFN-CSAS-II (Video Game Dependency Scale)



Example:

“My school achievement suffers under my game habits.”





KFN-CSAS-II (Video Game Dependency Scale)



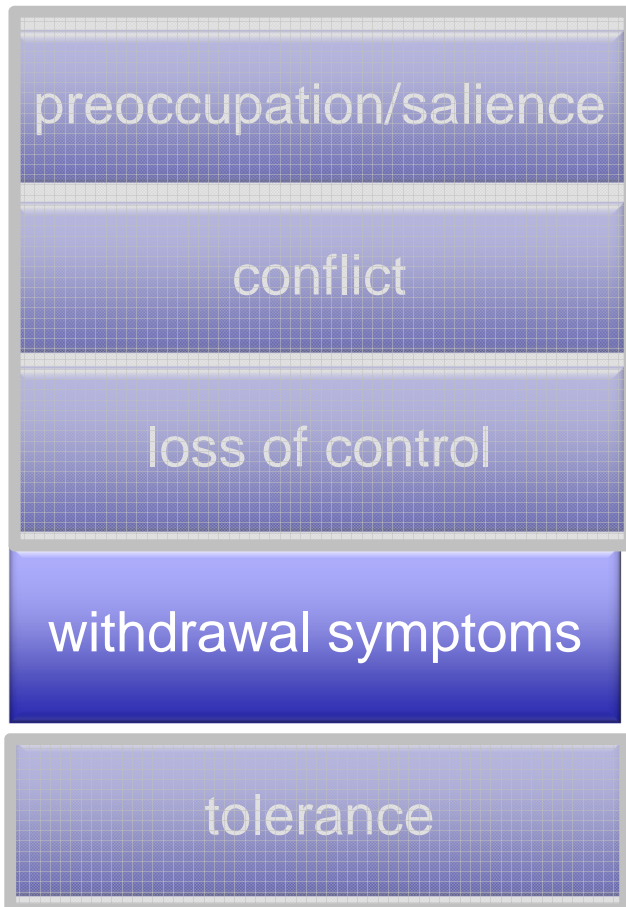
Example:

“I have a feeling that I cannot control my gaming time.”





KFN-CSAS-II (Video Game Dependency Scale)



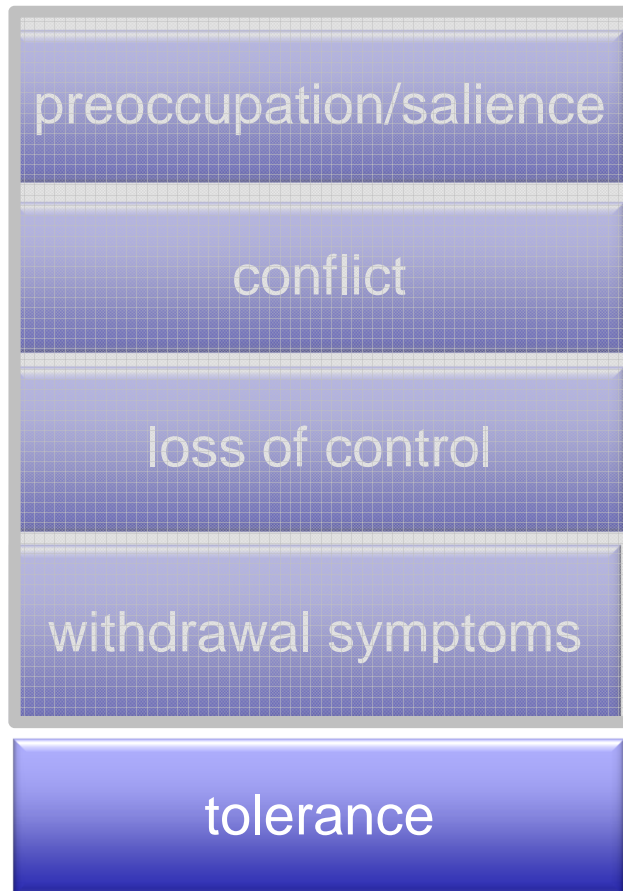
Example:

“If I don’t play for quite a while, I become restless and nervous.”





KFN-CSAS-II (Video Game Dependency Scale)



Example:

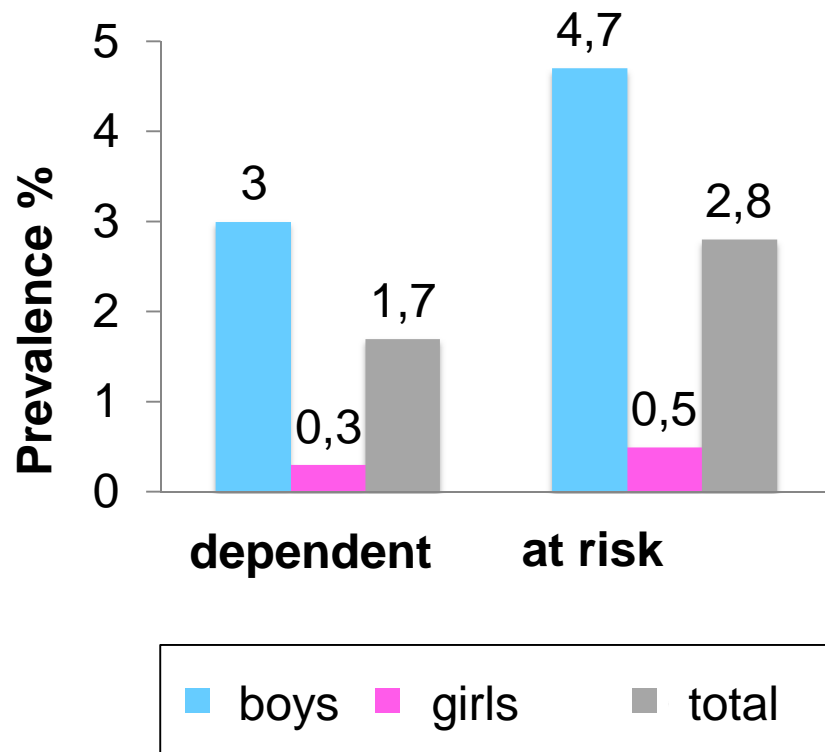
“I feel forced to play longer and longer to be satisfied.”





Prevalence of VGD in Germany

KFN-Survey 2007/08



Population (843.200)

At risk:
23.600

2.400 Girls (10%)
21.200 Boys (90%)

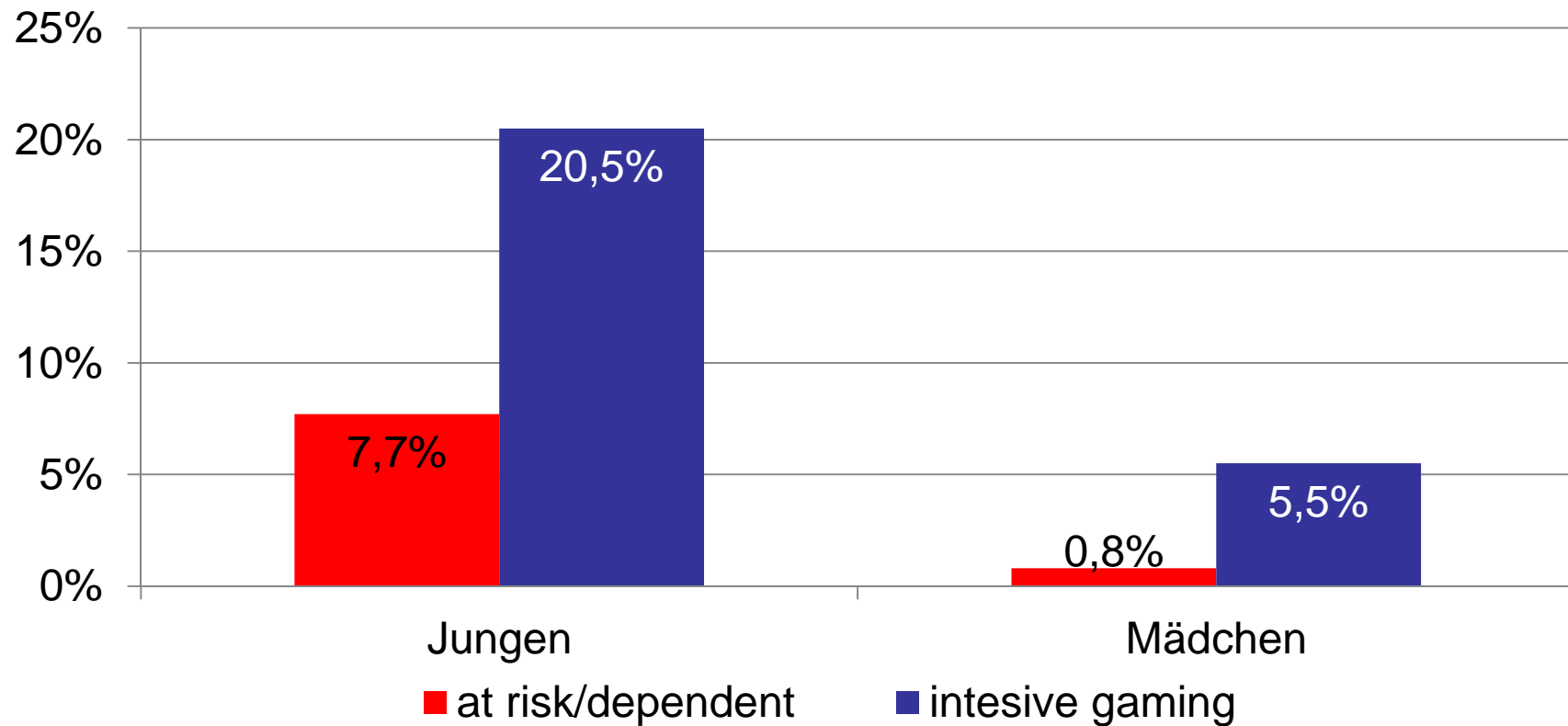
Dependent:
14.300

1.300 Girls (9%)
13.000 Boys (91%)





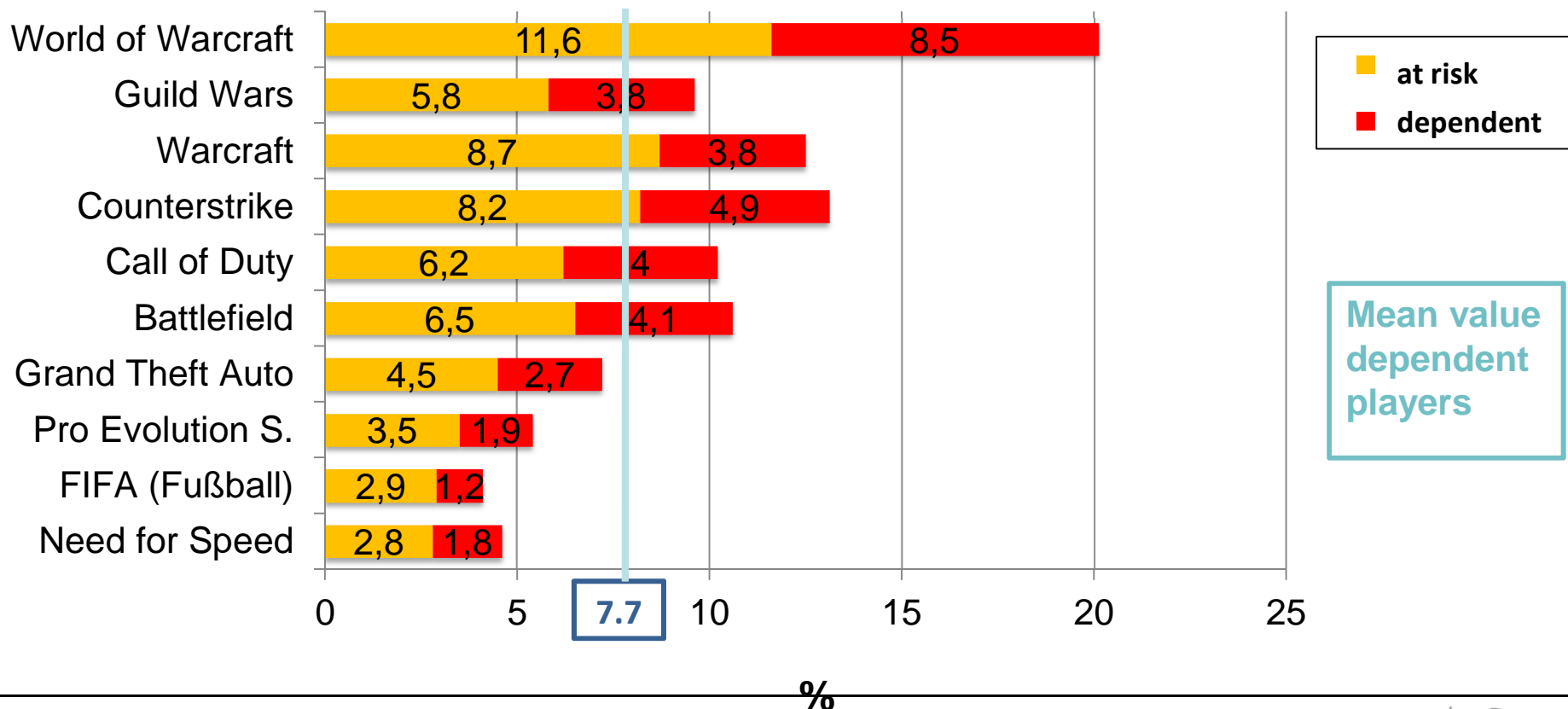
VGD vs. Intensive gaming (> 4 hours/day)





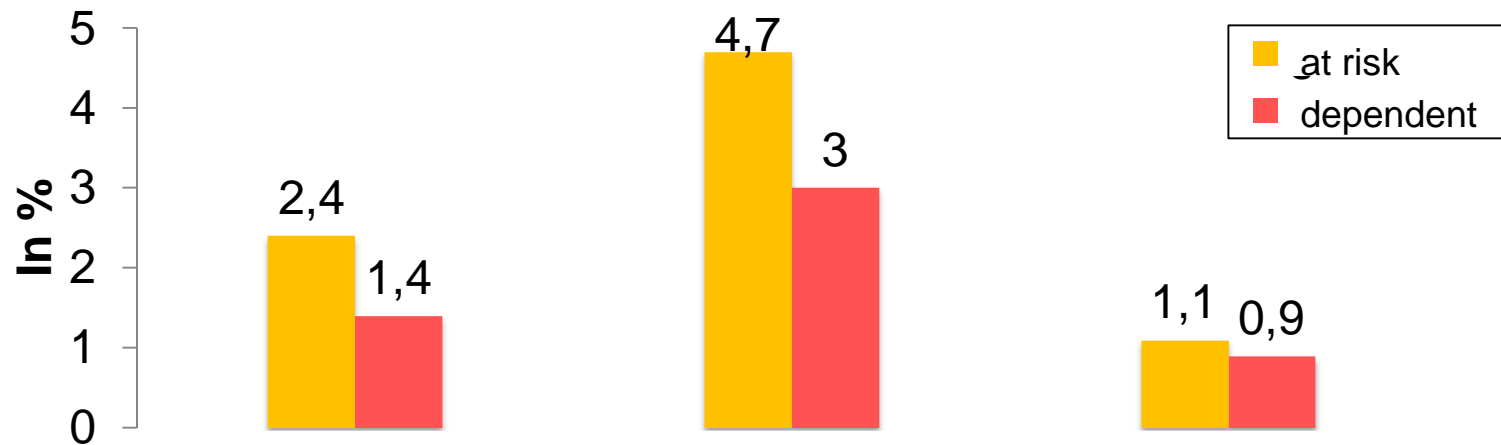
Risk factor: Preferred game

Imperiled and Dependent Persons among Players of the 10 Most Popular Games of Male Adolescents





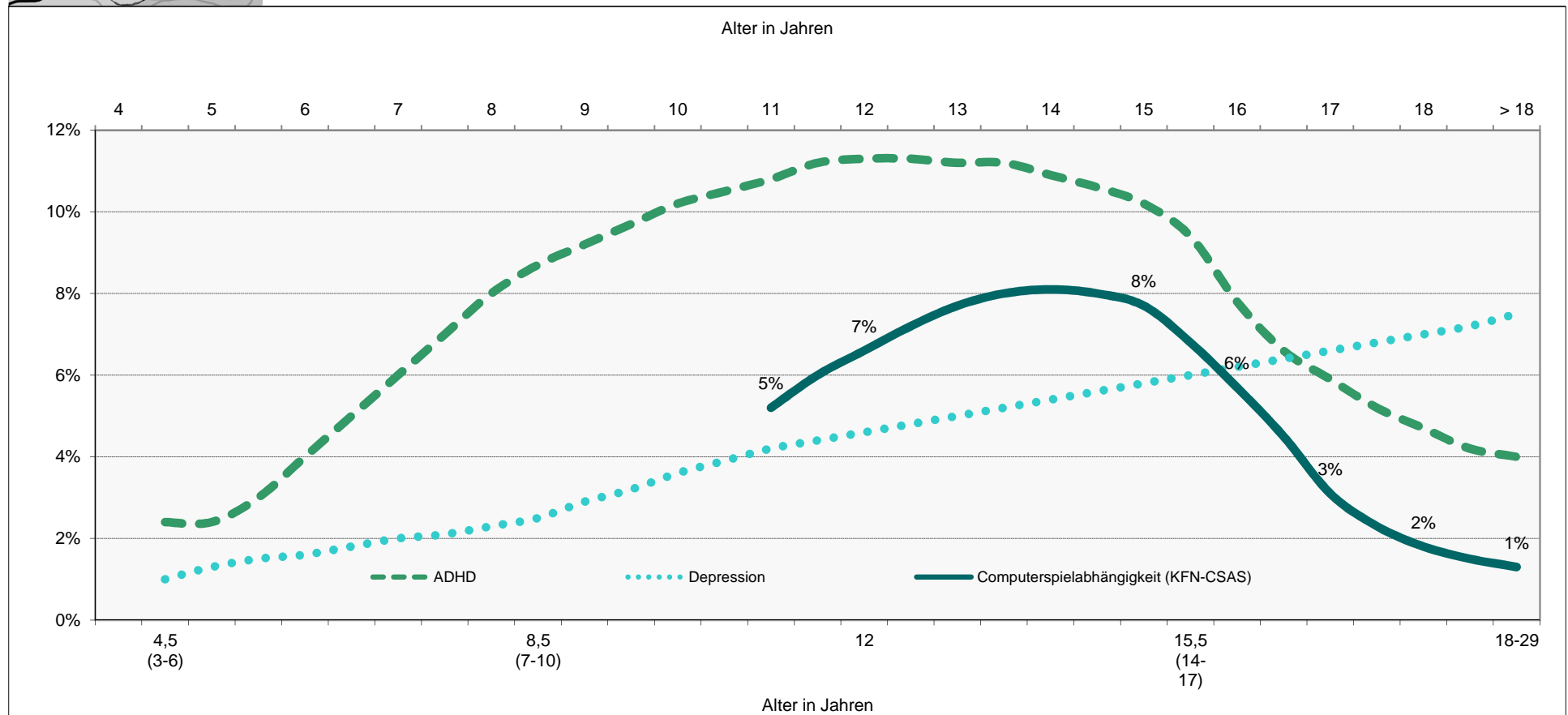
Prevalence of VGD among boys (11-19 Jahre)



	Berlin Longitudinal Study Media	Schools survey 2007/08	Schools survey Osnabrueck
age: <i>M</i> in years	11,5	15,6	19,2
grade	5.	9. & 10.	ca. 11. & 12.
sample	<i>N</i> = 1156	<i>N</i> = 15168	<i>N</i> = 3278



Pravalence (only boys and males) of ADHD, depression and VGD



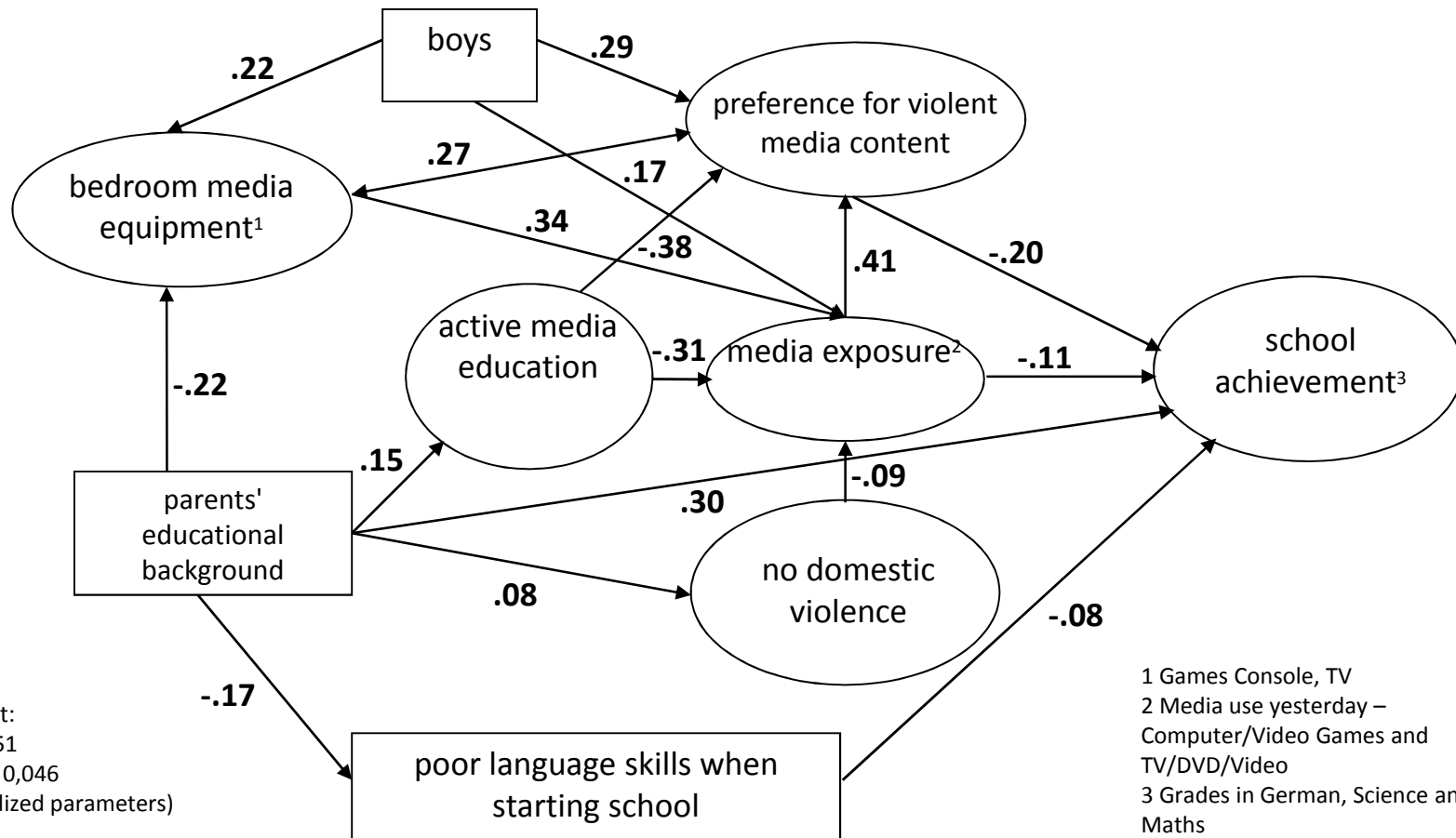
ADHD: vgl. Schlack et al. (2007) sowie Edel & Vollmoeller (2006). Depressive Störungen: vgl. Mehler-Wex (2008) sowie Wittchen & Jacobi (2006). Computerspielabhängigkeit: $N_{11\text{-Jährige}} = 827$; $N_{12\text{-Jährige}} = 806$; $N_{15\text{-Jährige}} = 15.168$ (vgl. Rehbein et al., 2009b, 2010); $N_{16\text{-Jährige}} = 89$; $N_{17\text{-Jährige}} = 400$; $N_{18\text{-Jährige}} = 502$; $N_{>18\text{-Jährige}} = 1.429$ (alle Rehbein et al., 2011).

Für ADHD und Depression gilt die unter X-Achse für Computerspielabhängigkeit die obere.



Pathways - Media Use on School Achievement (native German only)

(4th grade; source: KFN schools survey 2005)



Modell Fit:
CFI = 0,951
RMSEA = 0,046
(standardized parameters)

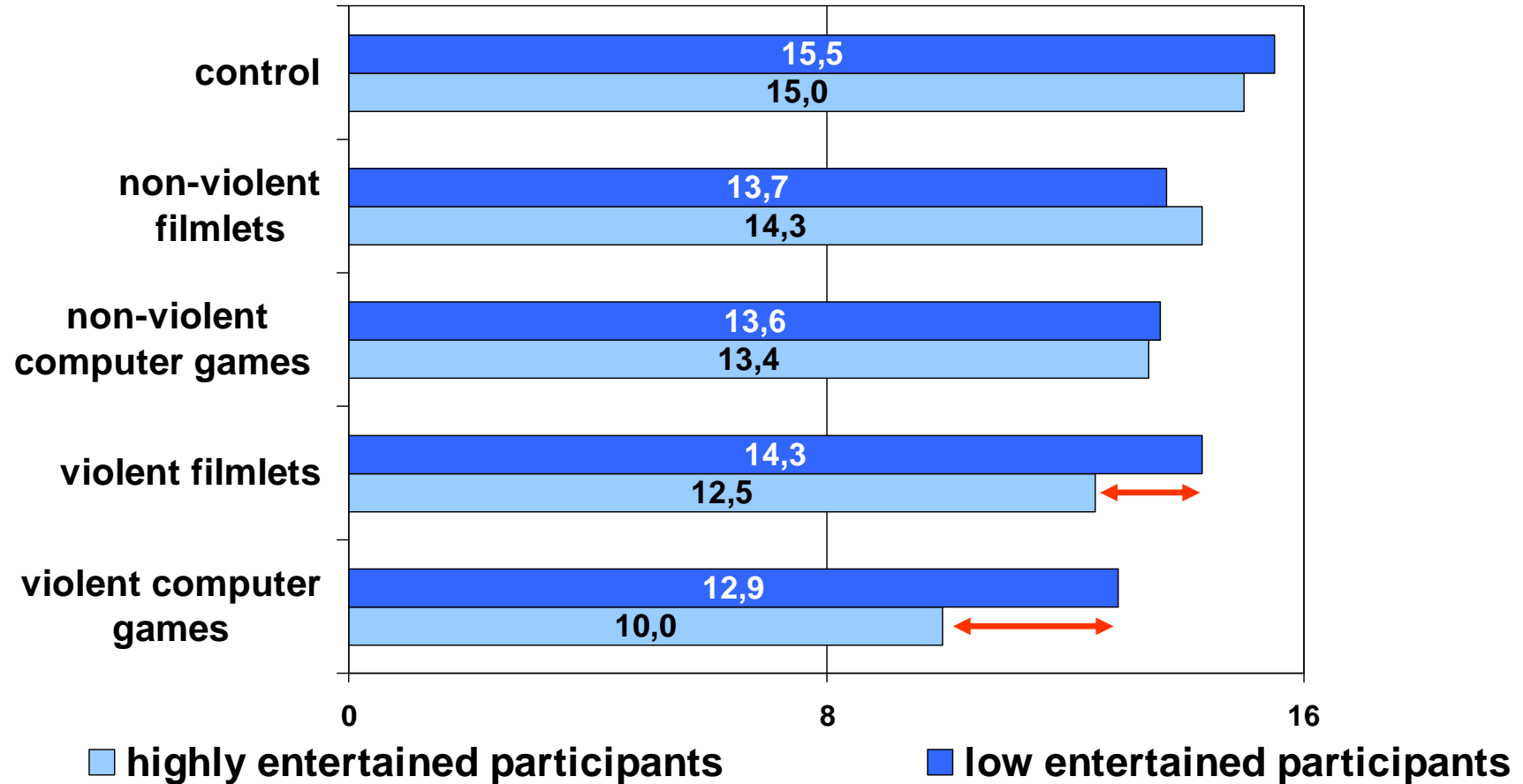
1 Games Console, TV
2 Media use yesterday –
Computer/Video Games and
TV/DVD/Video
3 Grades in German, Science and
Maths

Controlled for: children's age
and impact of gender on grades
in German and Maths.



Influence of Violent Media Content on Concentration Task Performance

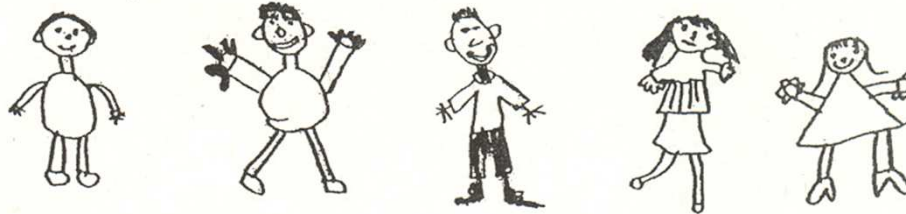
(Source: KFN Experiment 2007)



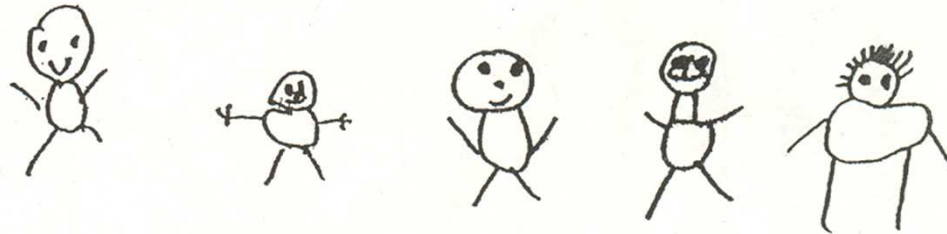


Typical drawings of human beings by preschoolers

Non-smoking family and TV less than 60 minutes a day



TV at least three hours a day



Parental smoking (more than 20 cigarettes a day)





Mößle, T., Kleimann, M., Rehbein, F., & Pfeiffer, C. (2010). Media Use and School Achievement - Boys at Risk? *British Journal of Developmental Psychology*, 28, 699-725.

Rehbein, F., Kleimann, M. & Mößle, T. (2010). Prevalence and Risk Factors of Video Game Dependency in Adolescence: Results of a German Nationwide Survey, *CyberPsychology & Behavior* (Bd. 13, S. 269-277).

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Dr. Florian Rehbein (Dipl.-Psych.)

frehbein@kfn.uni-hannover.de