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FAR, FAR, BEYOND THE MOUNTAINS, BEYOND THE SEAS… PERCEPTION OF QUASI-INVOLUNTARY INTERNET DETOX BY YOUNG PARTICIPANTS IN A LONG SEA VOYAGE

A b s t r a c t . Research on digital detox focuses on voluntary, less often involuntary process. Meanwhile, there are situations where the disconnection is partly unforced and partly coercive. This is the case of long-distance travel, where the primary goal is to have unique experiences, digital detox being a secondary benefit. Such situations rarely involve young people, as they show a unique attachment to technology. This study focused on young users (15–18 years old), staying in the unusual conditions of almost complete cut-off from the internet during a 2-month long-haul voyage. The aim was to determine their perceptions of the quasi-voluntary internet detox and its effects in areas such as social relationships, education and wellbeing. To this end, individual, semi-structured in-depth interviews were conducted. The research showed that digital detox did not pose a major challenge for participants. They presented a high awareness of the influence of technology and digital disconnection on their lives.

Keywords: digital disconnection; young media users; long-haul sea voyage; internet non-usage; detox

INTRODUCTION

We live in an age where everyday life is heavily dependent on digital technologies. Somewhat paradoxically, this use of technology follows from the desire to be constantly part of social media and digital overload. Internet-free zones are gaining in popularity (Stäheli et al., 2022). They appear when individuals

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consciously decide not to use digital devices at a certain time, in a certain place. This can occur in a variety of settings, such as travel, outdoor excursions or social gatherings. The rise in popularity of digital retreats and wellness trends indicates a growing awareness of the need for such a disconnection (Floros et al., 2021; Pawłowska-Legwand and Matoga, 2021).

The aim of the present research was to determine how adolescents perceive the quasi-involuntary internet detox and its impact on their social interactions, education and wellbeing. In the course of qualitative research based on semi-structured in-depth individual interviews framed by our research on digital disconnection, we found that internet detox has a positive impact on respondents. They were aware of problematic, mindless use of the internet and the consequences this brings. At the same time, participants of the long-distance sea voyage represented an atypical cohort in their age population, for whom detox from the internet was not a major challenge, but rather an expected experience.

Young people in Poland use the internet mainly for social media, particularly to improve their mood, but also to share content. They also use websites for educational purposes. They are affected by pornography, risky sexual behaviour and so-called "challenges" (Bigaj et al., 2025; Lange et al., 2023). In their stage of psychosocial development, young people lack the necessary skills to meet the growing demands of the digital world (Agai, 2024; Jorge et al., 2024). Like no other, this population is extremely susceptible to peer pressure and addiction (Citko and Owsieniuk, 2020). These aspects increase the demands placed on young people in relation to technology, potentially making them more susceptible to technostress (Schmidt et al., 2021). This refers to negative emotions and tension resulting from difficulties in coping with digital technologies and an excess of information. According to Polańska (2010) technological stress can lead to social exclusion caused by the inability to cope with technologies that impose increasingly excessive expectations on users.

1. DIGITAL DISCONNECTION AND TEENAGERS

Digital disconnection is the conscious practice of separating from digital devices and content in order to ensure well-being and minimise external stimuli resulting from excessive internet use (Mirbabaie et al., 2022). It is an attempt to reduce the impact of the digital world on everyday life. Moreover, digital detox can have many beneficial effects on health and well-being (Przybylski et al., 2021).

The classic definition of digital disconnection refers to conscious voluntary non-usage. Non-voluntary non-usage fits in with research on the digital divide. Our work proposes to introduce the notion of *quasi-involuntary disconnection* for situations that are mixed, i.e. where both full voluntariness and full involuntariness of the digital experience are dubious.

Digital disconnection takes many forms. A less radical version is to limit screen time and enable time limits on the phone, turn off notifications or the internet when performing activities that require concentration. Giving up social media, deleting accounts or uninstalling applications is a much more radical and conspicuous step (Dias et al., 2023; Jorge et al., 2024). Moe and Madsen (2021) define five dimensions of disconnection: disconnection as a source of health, as concentration, as existentialism, as freedom, and as sustainable development. According to these authors, the most important thing is the ability to live with technology in such a way that it does not negatively affect mental health. They also raise the issue of concentration, which is constantly reduced by continuous participation in the virtual world. Another perspective is more existential. Disconnecting from the digital world promotes greater presence and awareness of life (Moe and Madsen, 2021). By disconnecting people can gain insight into the role of technology in their lives, although long-term changes are impossible or very difficult. The media limit one's independence. With new technologies, people stop exercising their brains and, as a result, rely heavily on the internet for various answers. Hence, according to researchers, digital disconnection helps to regain mental autonomy (Moe and Madsen, 2021).

The essence of digital disconnection among teenagers is to counteract the problematic effects of using devices, the internet, and especially social media (Dias et al., 2023). Teenagers undertake digital disconnection when the losses begin to outweigh the benefits (Dias et al., 2023). Most often, they become aware of the effects when they attempt a digital detox (Jorge et al., 2024). These attempts are often irregular, their effectiveness is variable, and radical disconnection is rare (Dias et al., 2023). Digital disconnection among teenagers is a process (Agai, 2024) that requires "affective labor" (Jorge et al., 2024), and peer support plays a key role in success (Dias et al., 2023).

According to the research, some of the most problematic online behaviours of adolescents are the use of social media, gaming and pornography (Lange et al., 2022). The term "digital hygiene", which is used in medical and psychological discourse, brings to mind associations with leading a proper, so-called hygienic lifestyle, which is supposed to enable maintaining a healthy balance and counter-

acting the effects of excessive use of technology. Focusing not only on threatening pathologies, but also on solutions, digital hygiene is intended to be a form of preventive healthcare (Matusiak, 2024).

It is worth looking at contexts in which digital disconnection is likely to succeed or becomes a key element of other activities, like travelling. According to research, digital disconnection while travelling allows for an authentic experience of time and place, greater relaxation, and deeper contact with the environment and other people. It also promotes mindfulness. However, it turns out to be a difficult challenge, sometimes uncomfortable and fraught with the loss of access to necessary information (Floros et al., 2021).

2. THE PROBLEMATIC NATURE OF USING DIGITAL DEVICES, THE INTERNET AND SOCIAL MEDIA

The problematic nature of device use concerns mainly smartphones. "Nomophobia refers to the discomfort or anxiety caused by the non-availability of a mobile phone, PC or any another virtual communication device" (King et al., 2013, p. 140). The name comes from the abbreviation "no mobile phobia". The results revealed that almost 53% of mobile phone users in the UK experience anxiety in situations such as losing their mobile phone, running out of battery power or having no network coverage (Majchrzyk, 2018). High levels of nomophobia are reported among teenagers, and smartphone use is mainly driven by the desire to use social media (Ramos-Soler et al., 2021). Shyness, loneliness and anxiety are the main predictors of nomophobia in teenagers (Dehghanian and Bordbara, 2024), as is low self-esteem (Zuhriyah, 2024).

Strong attachment to social media in particular is an equally strong threat to users and a hindrance to disconnection. Jakubik (2002) defines FOMO (Fear of Missing Out) as a feeling of anxiety resulting from the fear that we will not participate in important events or activities that other people are experiencing. It is a feeling of pressure and a need to keep up with what is happening in the lives of others, even if there is no real need or obligation to participate. FOMO can lead to constantly comparing oneself to others, monitoring social media and taking action to avoid feeling excluded (Jakubik, 2002). FOMO is closely related to the need for an emotional connection with a group or community (Jupowicz-Ginalska et al., 2018). Researchers believe that young adults and people living in large cities are the most susceptible to FOMO. They tend to

use mobile devices even in places such as school, theatre or church. Furthermore, FOMO-stricken individuals confirm that they are more prone to neglecting their tasks compared to others (Jupowicz-Ginalska et al., 2018). The frequency of social media use affects the level of FOMO in teenagers (Anjani and Widyatama, 2023). FOMO can lead to sleep disorders and mental disorders in teenagers, including addictions (Citko and Owsieniuk, 2020).

It should be noted that according to the research conducted so far, no studies have been carried out on internet disconnection in teenage users lasting at least two months, nor have any studies been conducted on internet disconnection in teenagers who are travelling. The third noticeable gap is the lack of research on partially voluntary and partially forced internet disconnection, especially in an extraordinary situation such as a long-term voyage. Given the importance of the risks of intensive digital use by young users, and the scant research on quasi-involuntary internet detox of young people, we decided to conduct a study of teenage participants on a long sea voyage. The aim of this exploratory, qualitative research was to determine how adolescents perceive quasi-involuntary internet detox and its impact on their social interaction, education and wellbeing.

3. THE QUASI-INVOLUNTARY INTERNET DETOX OF YOUNG PARTICIPANTS IN A LONG SEA VOYAGE

The analysis concerned young people's perceptions of internet detox and its effects, especially participants' views on their relationship with digital technologies before and after the voyage, detox during the voyage, and its relationship to social relationships, learning and wellbeing.

In order to answer the questions posed, in-depth, semi-structured individual interviews were conducted,[1] consisting of 17 in-depth questions. The interviews were transcribed and data were coded using spreadsheets. An inductive content analysis of the interviews identified the main thematic categories, patterns and contrasts present among the respondents.

The study was conducted with the prior consent of the legal guardians to conduct a free, voluntary and anonymous interview. Since it was vital to conduct

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[1] Interviews were the best tool for obtaining the data necessary to answer the questions posed. Other qualitative research methods were not feasible due to the unique conditions of the voyage. On the other hand, due to the small population of such people and the additional difficulties in recruiting respondents, quantitative research would not have been representative.

the interviews as soon as the voyage was over, they were conducted remotely using MS Teams (one was done by mobile phone).

The study involved a group of 10 high school students (6 girls and 4 boys), aged 15–18 years, and all participants in the cruise[2] who agreed to take part in the study. They belonged to the Blue School, which is an educational programme involving a 2-month-long sea voyage on the sailing ship STS Fryderyk Chopin. During the voyage, the pupils learn about issues related to marine life while following the didactic programme of their school. They also learn, among other things, the basics of navigation and become acquainted with different cultures and traditions. A strong emphasis is placed on capacity for team work and responsibility for themselves and their fellow travellers. Participants are also expected to maintain order on board, help prepare meals and perform watch duties. Due to limited luggage space, young people are required to equip themselves with digital textbooks. Learning takes place every day except on days when the crew is ashore. Qualified teaching staff are on board to provide tuition and one-on-one consultation.

4. INTERNET-FREE VOYAGE
AND SOCIAL RELATIONS, EDUCATION AND WELLBEING

4.1 BEFORE THE VOYAGE

The reasons for taking part in a voyage varied: the desire to have an adventure, to experience something new, to take a break from reality, to discover oneself, and to get out of the comfort zone:

It's a perfect opportunity to just discover yourself better, to put yourself in tough conditions, meet lots of great people and see a piece of the world. (Respondent 4)

It is worth noting that none of the respondents indicated a desire for digital disconnection as a reason for taking the voyage.

The daily screen time of pre-voyage respondents was 1–9 hours per day, with an average of 3.75 hours. The most common reason for using the internet was to entertain and relax, which was indicated by all participants. The next most common reasons were to communicate with relatives (7 respondents) and to learn (7).

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[2] From November 19, 2023, to January 11, 2024.

The most popular social media proved to be Instagram (9), followed by, respectively: Messenger (5), YouTube (3), Snapchat (2), TikTok (1) and Facebook (1).

The research showed that the biggest perceived problem associated with internet use before the voyage was loss of concentration (4). Respondents considered the following as reasons for this: information overload, being overwhelmed by too many notifications, overuse of technology and mental fatigue.

> I have observed that … when I stare at some videos for a long time, I feel terribly brain-dead. When I walk away from the screen, I feel all foggy, all … disoriented a bit. (Respondent 4)

Another problem was poor physical wellbeing, manifested by eye and headaches and giving up physical activity (2). Two respondents noted that they had difficulty falling asleep when spending too much time in front of the screen. Comparing themselves with people from the virtual world appeared to be an extremely important problem. Two girls indicated that by cutting themselves off they felt relieved – they no longer have a source to compare with, which eliminates the problem:

> We are overwhelmed by all this information and keep comparing ourselves a lot to others if we get drawn into it too much. (Respondent 1)

One person admitted that initially there were feelings of anxiety and FOMO on something important for two months away from home, but the desire for a new experience was dominant.

> When I was worried that, let's say, I would miss something…, I thought that 2 such months of my life I will remember forever, and 2 months … at home – well, they will be ordinary months. And yes, I'm gonna experience something amazing. (Respondent 1)

Four in ten respondents said they had never experienced a digital detox before.

4.2 DURING THE VOYAGE

The participants stayed for two months at sea, stopping eight times at island ports. Initially, they had easy access to the internet in Europe, but the only opportunity to use the internet outside the European Union was while staying in a port. Due to the high cost of the internet outside Europe, some people, over time, quit buying access. Wi-Fi in restaurants was available sporadically and the time spent using the internet ashore was between 1 and 2 hours, in which case everyone took the time to contact family and friends. The respondents

acknowledged that internet time was so limited that browsing social media was almost impossible.

During the voyage, they spent 8 hours daily doing schoolwork. They had mobile phones (10), laptops (7), tablets (3), containing all the necessary learning materials. Almost all of them used their devices for a minimum of 8 hours a day for educational purposes. Only one participant used mobile devices to watch pre-downloaded series or movies. Phone use ranged from five minutes to one hour per day and mainly included taking photos, using a calculator, writing notes and listening to music, which for all respondents was crucial for relaxation both during and after learning. During the watches, lasting sometimes several hours in a row, the respondents, out of boredom, often browsed the photo gallery:

> Everyone's favourite activity – to kill boredom – was looking through the photo gallery; well, that was the only thing we could do. I looked through my whole gallery a couple of times. (Respondent 1)

The lack of internet access bothered the participants the most due to their inability to contact relatives, especially parents. The Christmas period proved to be particularly difficult, with five participants feeling most overwhelmed and homesick. This was even more acute at difficult moments, like the stomach flu "epidemic" on the ship, which compounded the sense of isolation.

Four respondents indicated that the lack of internet access did not particularly affect them. Moreover, they highlighted the positive aspects of the situation, such as being able to focus on face-to-face interpersonal relationships:

> I didn't miss it at all and I was even happy to go and be able to get away from it like that. Because on a day-to-day basis like this, it gets me down a lot. (Respondent 9)

Participants noted that the lack of internet access had eliminated the urge to use social media. It was a very awareness-raising experience:

> I was just, so to speak, free, alert, living for the moment.… I broke free from these shackles of this internet and this … that I have to keep up to date with everything and I have to answer someone all the time and check something all the time. (Respondent 4)

4.2.1 Human interactions and relationships

Six participants noted that the lack of internet facilitated relationships, pointing out that face-to-face interactions were more valuable than online encounters. One person said even that internet access would have changed the

nature of relationships on board, as they would have spent most of their time on their mobile devices, rather than getting to know each other and nurturing real-life relationships. Once ashore, when internet access came back, the participants immediately started catching up. Once back on the ship, with no internet, they spent more time talking and playing games such as cards or chess.

One participant noticed an improvement in his concentration and attention, which had a positive impact on his interpersonal relationships. Conversations became more interesting and he was able to listen more attentively, paying attention to what the other person was saying and how they were feeling. On his return, the improvement in relationships continued.

One respondent who struggled with relationship difficulties due to Asperger's syndrome opened up about social relationships. He found that in-person contact was much more valuable than online communication. Before the voyage, he had many friends online, with whom he played games, but after his return he no longer maintained these contacts. In addition, he developed a closer friendship with one of his schoolmates:

> This contact is much more valuable…. We didn't even know each other before and now we have some relationships. I would even say they have formed … more than improved. (Respondent 10)

4.2.2 Wellbeing

According to participants, internet detox and wellbeing are linked, although other factors such as the intensity of life on board, fatigue and sleep deprivation also influenced the experience, making the responses ambivalent.

One participant stated that she did not notice any change in her wellbeing. She noted that before, during and after the voyage her life looked the same. Nine people reported improvements in physical and mental health. Among the responses about changes in mental health, the essential thing was an improvement in general wellbeing. One participant highlighted that limited internet access helped her to compare herself less with others. Others cited feelings of freedom, less overwhelm, improved relationships and an appreciation of time spent interacting "in the real world". One respondent felt less pressure to check messages and notifications. Another stated that after detox his mind is clearer, he is no longer experiencing "blackouts", has more ideas and has started writing. Another person found the detox experience very liberating:

Before detox I used the internet and all kinds of technology as a way to cope with the world and escape from all my responsibilities and problems. When I went into detox, I had no choice but to deal with all the problems and notice that they existed. (Respondent 4)

4.2.3 Education

Reduced internet usage had significantly impacted concentration and focus during learning. For some participants, the voyage made things worse, as it was difficult to concentrate in a small space with many people. Some said that looking at textbooks on the screen was very tiring. However, seven out of ten participants noticed an improvement in concentration. The internet detox made it easier for them to focus on their responsibilities, eliminating distractions. One participant said that the detox allowed him to start reading books.

The biggest challenge for eight respondents appeared to be limited access to information and learning support tools such as the Photomath app, which allowed them to check the results of mathematical tasks in real time:

This learning was different because I grew up before knowing that if I can't find something … in a book, I can always type in the internet and check. And here … I would look up some information in different textbooks … or I would ask someone. (Respondent 6)

One respondent indicated that, although having limited access to the internet was hard, it was an evolving experience that taught him to think more effectively and make simple calculations in his head and to remember better.

4.3 INTERNET DETOX AFTER THE VOYAGE

It is worth noting that some participants found it difficult to clearly assess whether the observed changes were due to the internet detox or to the general lifestyle change and effort that accompanied the two-month journey. Seven respondents said they noticed positive changes. One participant saw no difference, while another evaluated the experience negatively, indicating that he spent even more time on social media after the voyage. He said he would love to return to his pre-voyage state. At the same time, he noted:

I think I might not have got myself a phone if the society didn't force you to have one. (Respondent 2)

Long-term effects such as greater willingness to work, better motivation to do things, less irritability and a sense of calm resulting from the absence of

notifications and messages were visible in the participants, who also mentioned greater motivation to seek alternative leisure activities, including spending time meeting and talking to others:

> I started to get more out of life. It's because in this online life you're just hanging on this phone and your life runs its course by the way. (Respondent 10)

One respondent stated that the voyage experience taught her to instinctively turn on airplane mode when she grows tired of messages and notifications. Another respondent noted:

> I've realised that this time that I have now, which is just high school time … is one of the best times that I'm going to have in my life…, so it's better to make the most of the time that you have and enjoy it rather than waste it on things like this that don't really do much. (Respondent 5)

Two people have taken steps to use the internet more consciously. One of them uninstalled social media apps, the other found that the internet had turned from "pleasure to a tool", so she began to use it solely for educational purposes.

> Everything seems extremely important to us – that if we didn't write back, the world would collapse for that person.… On the other hand, it is precisely this kind of detox that lets us understand that … these messages that we get from friends are actually not that important.… We feel it would be the end of the world if we did not have access to these things, but in reality … we could do without them. (Respondent 4)

CONCLUSIONS

In the light of the findings presented, it can be concluded that the quasi-involuntary internet detox has had a positive impact on some aspects of the young people's life: interpersonal relationships, education and wellbeing.

All respondents stated that the voyage time had a big impact on their attitude to the internet. The key takeaway was greater appreciation of free time and personal contact with people. Respondents realised that live relationships were more valuable. They observed a qualitative difference in their social life. The relationships built without the internet were more valuable and conversations were easier. Our analysis shows that the biggest difficulty during the ongoing detox was the limited contact with relatives.

Respondents also valued time spent interacting in the offline world. Simultaneously, the research confirms that the active use of technology has proven

to be positive, as it fostered relationship building. Respondents indicated that after the voyage they kept in touch in that way with others.

Positive observations were also noted in the area of wellbeing. Respondents' physical and mental feelings improved. They indicated that, due to the internet disconnection, they felt less pressure, had a sense of freedom and their mood improved significantly. Another important benefit was perceived increased productivity and focus, as well as less irritability and overstimulation. Participants indicated that their learning was more effective.

Burhan and Moradzadeh (2020) indicated that social media usage is correlated with a range of mental and physical wellbeing problems. A lack of access to social media negated the sleep problems of the participants, although it should also be remembered that the stay on board was very intense, which may have made it easier to fall asleep and thus be one of the determinants of mental and physical wellbeing. It is worth emphasising that for some participants, it was difficult to distinguish between their perceptions of detox and the living conditions on the ship, which seems to be a natural situation where quite extraordinary technological, social, mental and physical conditions blend together. At the same time, every participant experienced them in their own special ways.

Respondents were aware of the negative effects of pre-voyage over-usage, including the relationship between wellbeing and screen time. Some of them compared themselves with people they follow on social media. This confirms similar findings by Verduyn and Ybarr (2017). However, our study participants formed a unique cohort of active, self-critical and self-disciplined individuals. They travelled frequently and developed their passions. They displayed an active social life and had a range of interests, such as scouting and sport.

The situational context in which the people function appears significant. Wood and Munoz (2020) showed that after 48 hours without electronic devices, students felt irritable and unable to cope with the absence of technology. They found life without devices less satisfying and more difficult. The voyage participants, on the other hand, coped very well with the detox experience and evaluated it positively, only information acquisition was harder. In both studies, for some participants the lack of access to online sources of knowledge was somewhat frustrating. However, for some it was an inspiration for development.

In conclusion, the quasi-involuntary digital detox experienced by such specific users undoubtedly changed their perception of internet use. The participants showed a high awareness of the impact of media on their social functioning, cognitive, emotional and physical spheres.

The presented research findings bring a new perspective to the discussion on digital disconnection. To date, research has not focused on quasi-involuntary internet detox. Our research demonstrates its generally positive effects. However, these outcomes should be contextualized within specific situation and the previous experiences of the participants. In the first case, the voluntary compulsion to disconnect forced them to take up other activities or change their form, while in the other case, previous experiences (scouting, sports, travelling) let them adapt to the detox more easily. Rather than seeing detox as a limitation, the respondents saw it as a valuable experience that made them realise that life without internet was possible, and in many cases beneficial.

However, the study has some limitations. One of them is the small cohort, which was due to the extremely limited population of respondents. The aim of the research was to explore a new phenomenon, rather than to test its parameters representatively.

Another limitation was the time lapse between the voyage and the interview, which, due to the winter school break, was sometimes longer, making memories more likely to be fleeting. Additionally, the interviews were conducted remotely, which may have affected the nature of the interaction between the researcher and the respondents and translated into the depth of the respondents' reflections. The remote conversations could potentially hinder the building of relationships of trust and openness; technical factors could also be an obstacle to free communication. It is recommended that other cruise participants, including teachers, are also included in the cohort, and, if possible, interviewed onsite.

As the study showed, the research cohort included people who declared they did not mind limiting technology in their lives. However, they reported other travellers having difficulties in this area. These did not agree to participate in the study. It would be worth to include this population in the studies. On the other hand, however, the majority of voyage participants were those who had demonstrated their effectiveness in regulating technology. They were people who had been "trained" in such attitudes and practices, helped by other previous life experiences. They were characterised by high self-awareness and the need to work on themselves.

In the future, it is suggested to repeat the study on a larger number of participants, also from other backgrounds. It would be worth considering using different research methods, such as a diary method or real-time surveys, which was not possible in this case. In addition, it would be important to carry out the study on a different age populations, both younger and older, and under different digital detox conditions, for example on an island without mobile coverage,

in order to make comparisons and determine the relevance of the age of the individuals and the circumstances of the detox.

Analysing the results from a practical perspective, it is important to use internet detox as a form of support in education or therapeutical interventions. It appears important to introduce young people to digital detachment practices through various activities such as scouting or sport. The study shows that respondents who have been introduced to disentanglement practices from an early age, cope more easily with the regulation of technology in older age and treat these circumstances as natural and relatively benign. Meanwhile, detox circumstances that mobilise action, structure time and responsibilities, and stimulate interaction increase the chances of young people positively evaluating periods of two months spent almost without internet access.

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DALEKO, DALEKO, ZA GÓRAMI, ZA MORZAMI…
POSTRZEGANIE QUASI-DOBROWOLNEGO DETOKSU INTERNETOWEGO
PRZEZ MŁODYCH UCZESTNIKÓW REJSU DALEKOMORSKIEGO

S t r e s z c z e n i e

Badania nad cyfrowym detoksem koncentrują się na procesie dobrowolnym, rzadziej przymusowym. Tymczasem istnieją sytuacje, w których odłączenie jest częściowo niewymuszone, a częściowo narzucone. Tak jest w przypadku podróży długodystansowych, gdzie głównym celem jest przeżycie wyjątkowych doświadczeń, a cyfrowy detoks jest elementem pobocznym. Takie sytuacje rzadko dotyczą młodych ludzi, ponieważ wykazują oni wyjątkowe przywiązanie do technologii. Niniejsze badanie koncentrowało się na młodych użytkownikach (w wieku 15–18 lat), przebywających w nietypowych warunkach niemal całkowitego odcięcia od internetu podczas 2-miesięcznego rejsu dalekomorskiego. Celem było określenie postrzegania przez nich quasi-dobrowolnego detoksu internetowego i jego skutków w obszarach takich, jak relacje społeczne, edukacja i dobrostan. W tym celu przeprowadzono indywidualne, częściowo ustrukturyzowane wywiady pogłębione. Badanie wykazało, że detoks nie stanowił dla uczestników większego wyzwania. Prezentowali oni wysoką świadomość oddziaływania technologii i cyfrowego odłączenia na ich życie.

Słowa kluczowe: cyfrowe odłączenie; młodzi użytkownicy mediów; podróż dalekomorska; niekorzystanie z internetu; detoks