



ERASMEDIAH

Educational Reinforcement Against
the Social Media Hyperconnectivity

WP3.A4 Evaluation, Analysis and description of the results from the Italian questionnaires application

Country Report: Greece

AKNOW



**Co-funded by
the European Union**

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1. Introduction

1.1. Overview of the project

ERASMEDIAH is a project funded by the Erasmus Plus Program, that aims at addressing, in the next two years, the Youth Sector through collective research work and the design and testing of a comprehensive, highly interactive Training Course for Educational Reinforcement against Young People's Social Media Hyperconnectivity. The course will be used by professionals working with youth (youth workers, facilitators, educators). The Training Course will be created thanks to the cooperative work of various professionals and different individuals involved in the education of young people aged 11-18 (sociologists, psychologists, teachers, professors, parents, youth workers); it will become a powerful instrument for youth workers and educators to deal with the issues related to social media hyperconnectivity.

1.2. Project Objectives

The main objectives of the project ERASMEDIAH are:

- To provide youth workers, educators and facilitators with specific training and theoretical and practical tools to improve their educational reinforcement skills against social media hyper-connectivity among young people (11-18 years).
- To improve youth workers' capacities and skills in handling problematic situations and preventing the risks of social media over-exposure by young people.
- To improve young people's knowledge of the risks and issues of social media hyperconnectivity, providing tools and knowledge to prevent such risks.

1.3. Purpose of the document

ERASMEDIAH aims to address the significant impact of increased screen time and social media hyperconnectivity on young people aged 11-18. As part of this broader effort, the work detailed in this document focuses on a comprehensive, three-tiered research investigation into the risks linked to youth social media hyperconnectivity and the exploration of strategies to mitigate these risks. This research is vital to fulfilling the overall goals of the ERASMEDIAH project by providing data-driven insights that will guide the development of targeted interventions for educators, youth workers, and other relevant stakeholders.

This document specifically addresses the evaluation, analysis, and description of results gathered in Greece through questionnaires distributed to stakeholders working with youth across the country. Similar national reports have been prepared in all six partner countries. These reports will be synthesized to create a detailed consolidated report that will guide the project's subsequent phases. Through systematic analysis of the responses, this document aims to identify patterns, challenges, and potential solutions related to the dangers of social media hyperconnectivity, ultimately contributing to the development of educational tools and resources to tackle this pressing issue.

The successful completion of this phase will not only provide valuable insights into the current state of social media use among young people in different European contexts but will also lay the groundwork for the project's next steps, particularly the development of practical and theoretical tools for youth education and empowerment in the digital age.

2. Methodology

The project utilizes a multi-step approach to assess, analyze, and interpret the results gathered from questionnaires distributed across the partner countries, targeting stakeholders involved with youth. This process aims to ensure a thorough understanding of the risks linked to social media hyperconnectivity among young people and to generate actionable insights that will guide the next phases of the ERASMEDIAH project.

2.1. Questionnaire Design and Distribution

Each partner country developed a tailored questionnaire based on the outcomes of prior focus group discussions held with experts in various fields (e.g., psychologists, sociologists, educators). These questionnaires were designed to capture data on the perceptions, experiences, and challenges faced by stakeholders working with youth aged 11-18 in relation to social media use.

Each partner was tasked with securing 30 participants, either directly or indirectly connected to the project's target groups, to provide the necessary feedback. To achieve this, AKNOW utilized its network of associated partners and also established new connections while promoting the project at social events. The questionnaires were distributed to a diverse group of 30 stakeholders, ensuring representation from various professions such as youth workers, educators, social media experts, and parents.

The responses from the distributed questionnaires were gathered and analyzed by each partner country. Each country conducted its analysis independently, resulting in six distinct national reports. The collected data includes both qualitative and quantitative information regarding the impact of social media hyperconnectivity, identified risks, and possible strategies to address these risks. This process involved identifying key patterns, challenges, and opportunities associated with social media use among young people within their respective national contexts. The analysis aimed to extract valuable insights that capture the unique experiences and concerns of stakeholders in each country.

2.2. Final Evaluation and Reporting

The final stage of WP3 activity A4. *Evaluation, Analysis and description of the results from the questionnaires' application* included a rigorous evaluation of the synthesized data to ensure its accuracy and relevance. This evaluation will also aim to pinpoint the most pressing issues and potential solutions for the next phases of the project.

In detail the national reports from all six partner countries will be synthesized, in the next project phase, into a comprehensive consolidated report. The process will involve comparing and contrasting findings across different contexts to highlight common themes and notable differences.

The consolidated report will provide an in-depth overview of the risks and challenges related to social media hyperconnectivity among youth across Europe. All national findings will be documented in this detailed report, which will not only summarize the results but also offer recommendations for developing educational tools and resources. These resources will support educators, youth workers, and other stakeholders with the means to effectively tackle the challenges of social media hyperconnectivity among young people.

This methodology establishes a solid, data-driven foundation for the ERASMEDIAH project, enabling the development of impactful interventions to reduce the risks associated with youth social media hyperconnectivity.

2.3. ERASMEDIAH Questionnaire

The ERASMEDIAH questionnaire was a collaborative effort involving all project partners, resulting in a comprehensive tool designed to shed light on the hyperconnectivity issues affecting the project's target group. The development of the questionnaire was strongly informed by insights from the focus groups conducted in earlier phases of the project. Experts from these focus groups provided valuable input on the key issues that needed to be identified and addressed, and even contributed specific questions that were incorporated into the final questionnaire.

Great care was taken to ensure that the questions reflected the most relevant concerns regarding social media hyperconnectivity among young people. Once all partners reviewed and finalized the questionnaire, it was made available as an online survey using Google Forms, with printed versions provided for special cases where necessary. A copy of the questionnaire is included in the Annex of this document, ensuring transparency and accessibility for future reference.

This collaborative and data-driven approach ensured the questionnaire was not only comprehensive but also tailored to accurately capture the perspectives and concerns of those directly affected by the challenges of social media hyperconnectivity.

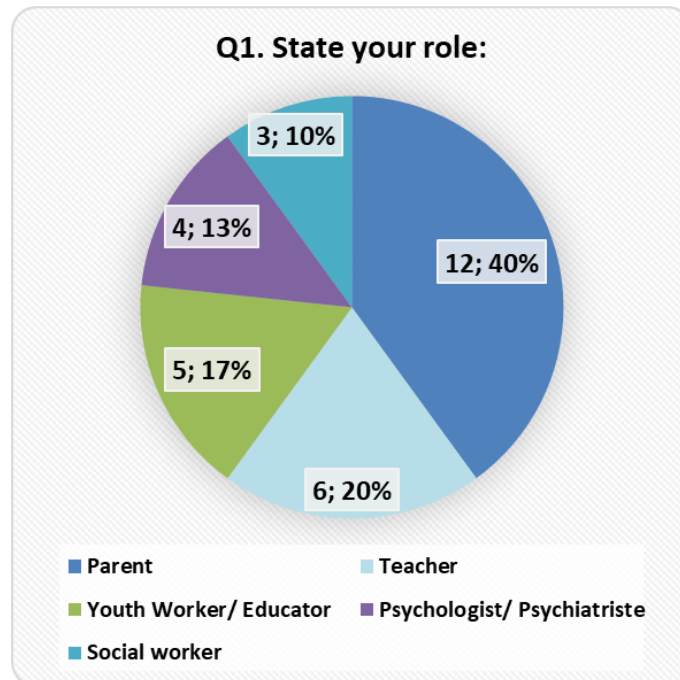
3. Results

3.1. ERASMEDIAH Questionnaire

In this section, we provide an analysis of the feedback gathered from participants. Each question's results are presented graphically, accompanied by a concise summary of the responses. The complete questionnaire is included in the Annex of this report for detailed reference and transparency.

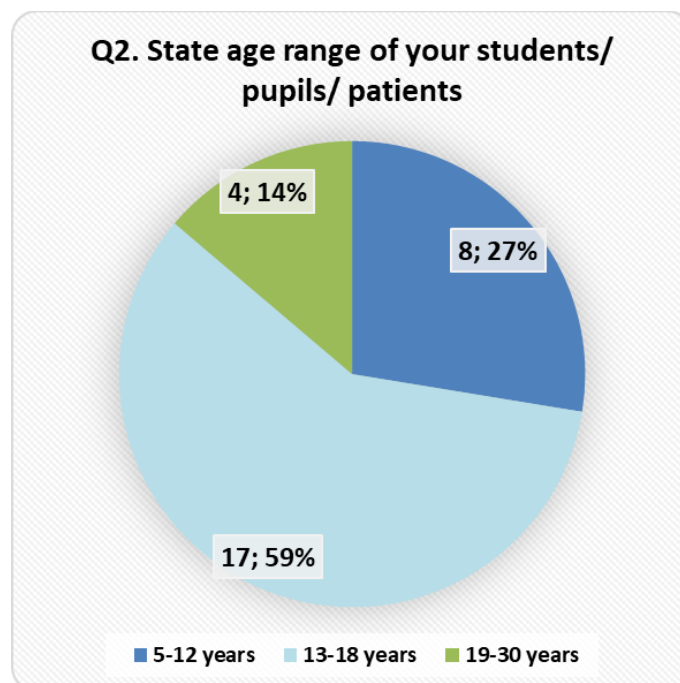
3.1.1. State your role

In this section we will present all data collected for the ERASMEDIAH questionnaires collected in Greece. The first figure presents the participants role/profession. The survey gathered responses from a diverse group of stakeholders, each playing a significant role in youth development and support. The group of respondents identifying as parents (12), followed by youth workers/educators (5), teachers (6), psychologists/psychiatrists (4), and social workers (3). This range of participants ensures a comprehensive understanding of social media hyperconnectivity from both familial, educational, and professional perspectives.



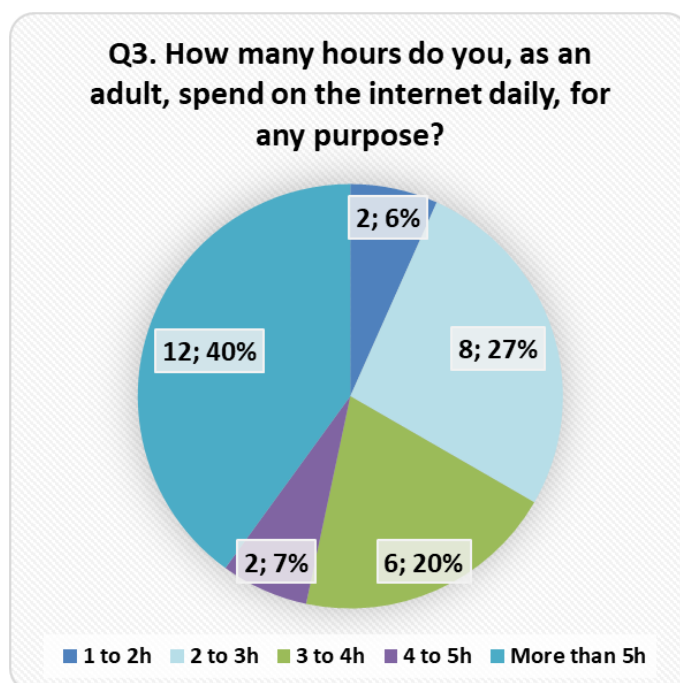
3.1.2. State age range of your students/ pupils/ patients (if you are a parent, state age and number of your children).

Regarding the age ranges that participant are related to, the largest group consists of 17 individuals in the 13-18 years category, highlighting a strong emphasis on adolescents. This segment represents the primary target group for the project, encompassing high school students and young people on the verge of adulthood. Additionally, there are 8 individuals related to the 5-12 years age range, which typically represents elementary school-aged children. Finally, the 19-30 years age group has the smallest representation, with only 4 individuals included.



3.1.3. How many hours do you, as an adult, spend on the internet daily, for any purpose?

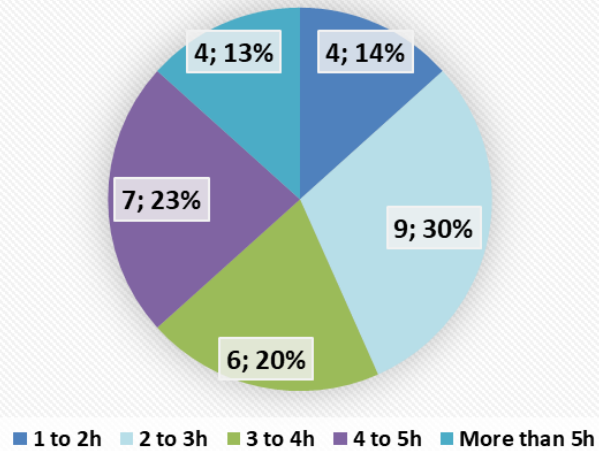
The responses to the question on daily internet usage among adults show a clear pattern of significant online activity. A majority of respondents (12 individuals or 40% of total) report spending more than 5 hours a day on the internet, indicating heavy internet use. Overall, most participants spend a significant amount of time on the internet, with the majority falling into the maximum category, showing a tendency toward heavy usage. Only a few spend less than 2 hours online respondents (2 individuals or 7% of total).



3.1.4. How many hours do your children/ students/ pupils usually spend on the internet daily, for any purpose?

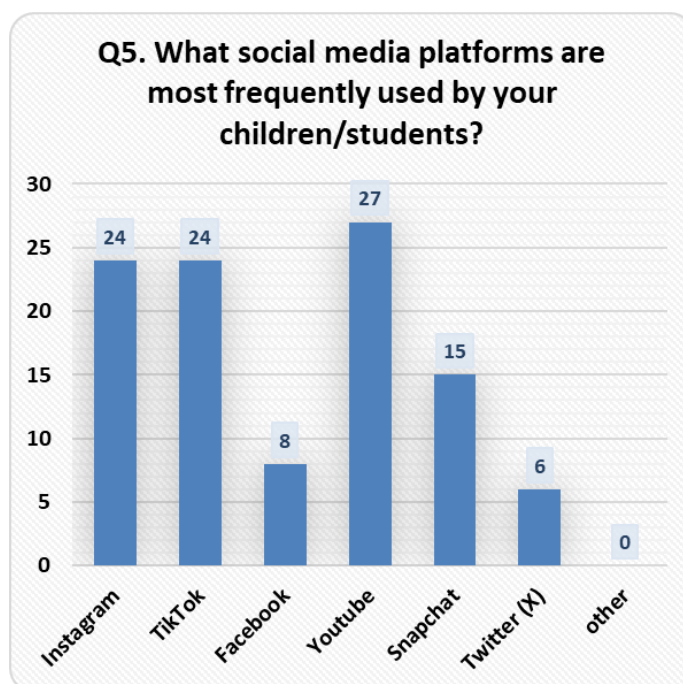
The responses indicate that children, students, or pupils typically spend varying amounts of time online each day. Most respondents (9) report that their children or students spend 2 to 3 hours daily on the internet, suggesting moderate usage. However, many also fall into heavier usage categories, with 7 indicating 4 to 5 hours, another 6 individuals reporting 3 to 4 hours, another 4 mentioning more than 5 hours daily. On the lower end, 4 respondents state that their children or students spend only 1 to 2 hours online. Overall, while moderate usage is most common, a significant number of children or students engage in substantial daily internet activity.

Q4. How many hours do your children/ students/ pupils usually spend on the internet daily, for any purpose?



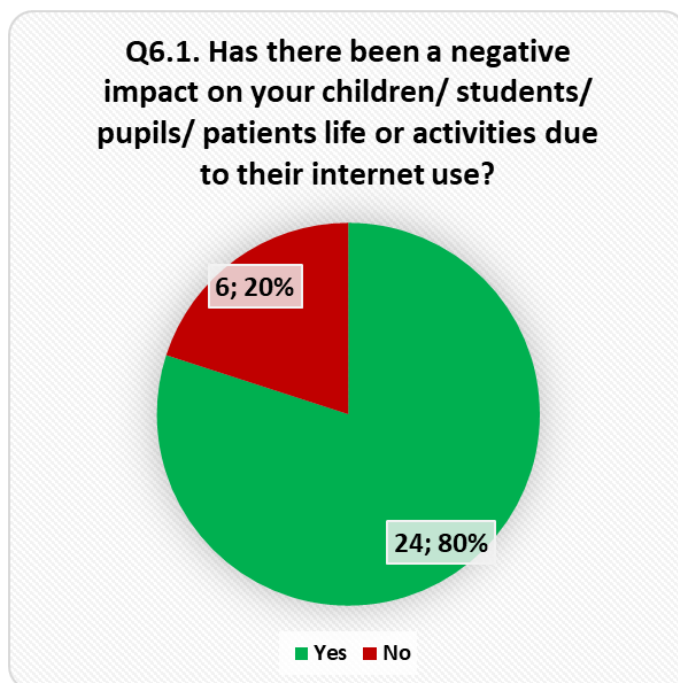
3.1.5. What social media platforms are most frequently used by your children/students? (Select all that apply)

The most frequently used social media platforms among children and students, based on the survey responses, include a mix of Instagram, TikTok, YouTube, Snapchat, and Twitter (X). Instagram, TikTok, and YouTube are the most commonly mentioned, appearing in nearly every response. Snapchat is also frequently used, though slightly less common than the other three platforms, while Twitter (X) and Facebook are mentioned less frequently, but still included in some responses. Several respondents mentioned that their children or students use a mix of all these platforms, while only one person reported no social media usage at all. Overall, YouTube was the most popular with 27 votes, followed by TikTok and Instagram with 24 votes each.



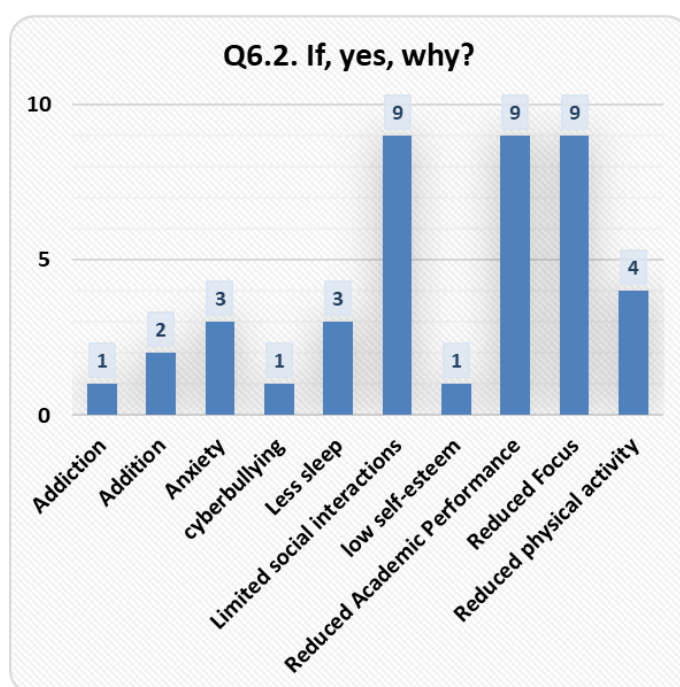
3.1.6. Has there been a negative impact on your children/ students/ pupils/ patients life or activities due to their internet use?

The majority of respondents (24 out of 30 or 80%) report that their children, students, or patients have experienced a negative impact on their lives or activities due to internet use. Only 6 respondents stated that there has been no negative impact. This indicates a prevalent concern regarding the adverse effects of internet use, with most individuals observing some level of disruption or harm related to online activities.



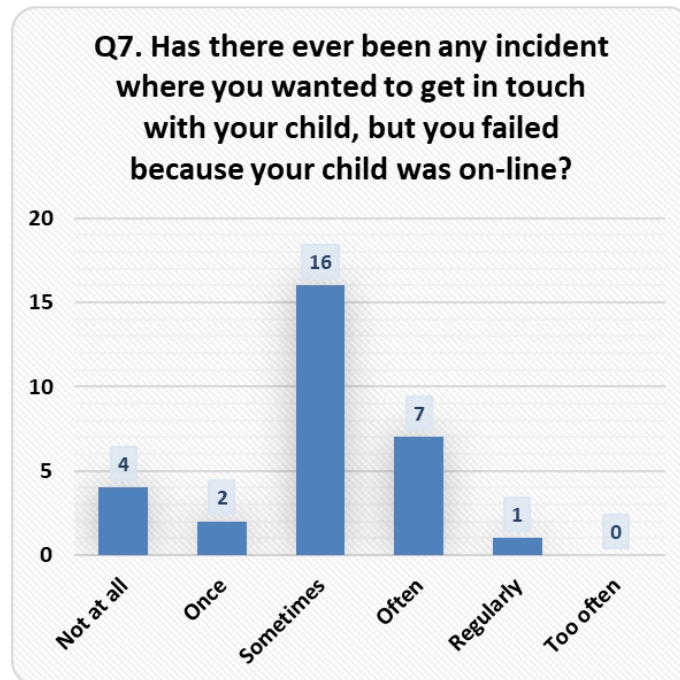
If, yes, why?

The reasons provided for the negative impacts of internet use on children and students center around several key areas. Many respondents mention reduced focus, distractions, and poor academic performance as major issues, with some specifically noting that children prioritize internet use over studying, resulting in academic decline. A common concern is the decrease in social skills and interpersonal interactions, as excessive online engagement replaces real-life connections, leading to social isolation and withdrawal. Physical health is also affected, with multiple reports of reduced physical activity and sleep disturbances. Other issues include addictive behavior, increased anxiety, and social comparison, contributing to low self-esteem and further emotional challenges. Overall, the overuse of the internet appears to have a broad range of negative effects, from academic setbacks to mental and physical health concerns. This question was open-ended, and the subsequent figure organizes the responses into specific categories.



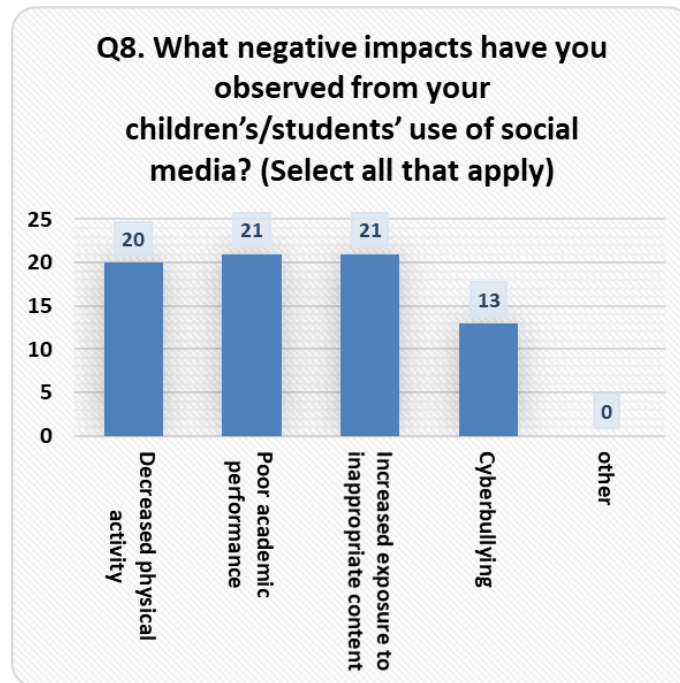
3.1.7. Has there ever been any incident where you wanted to get in touch with your child, but you failed because your child was on-line?

The survey results indicate a varied experience regarding incidents where parents wished to contact their children but were unable to due to the children being online. While some respondents reported never facing such issues, many indicated experiencing this situation occasionally or often. The responses suggest that the challenge of reaching children during their online activities is a common concern among parents, with "sometimes" being the most frequent answer, followed by a notable number of "often" responses.



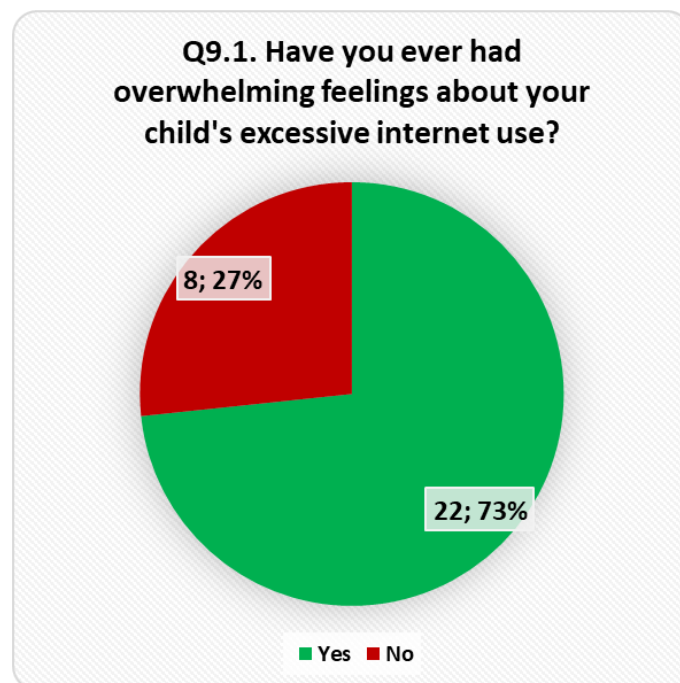
3.1.8. What negative impacts have you observed from your children's/students' use of social media? (Select all that apply)

The survey highlights several negative impacts observed by parents and educators regarding children's use of social media. A significant number of respondents reported decreased physical activity as a prevalent concern. Additionally, many indicated that social media usage has led to poor academic performance and increased exposure to inappropriate content. Cyberbullying was also frequently mentioned as a negative consequence. Overall, these findings reflect a widespread apprehension about the adverse effects of social media on children's well-being and development, with the combination of decreased activity and academic challenges being particularly alarming. Although this question is similar to Q6.2, participants were asked, this time, to select from provided answers rather than express their thoughts in their own words.



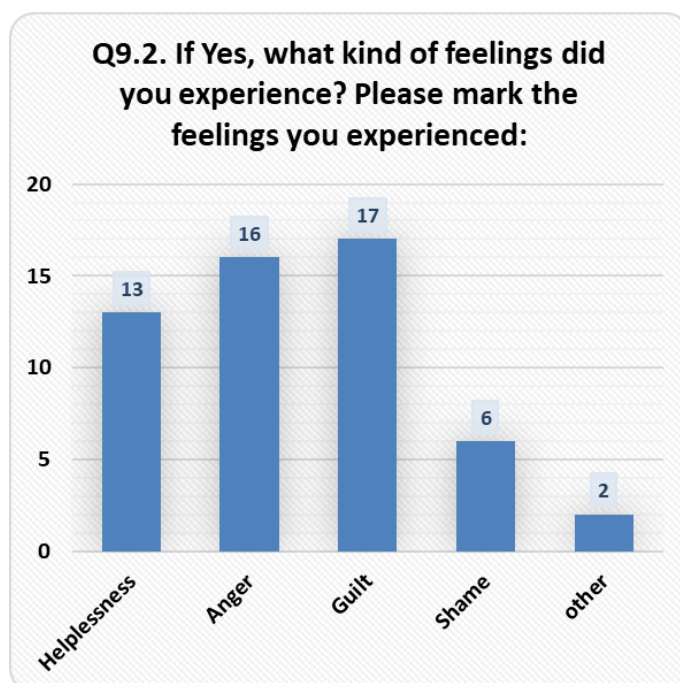
3.1.9. Have you ever had overwhelming feelings about your child's excessive internet use?

The survey results reveal that a majority of respondents have experienced overwhelming feelings regarding their child's excessive internet use. Specifically, most participants answered "yes," indicating a strong concern about this issue.



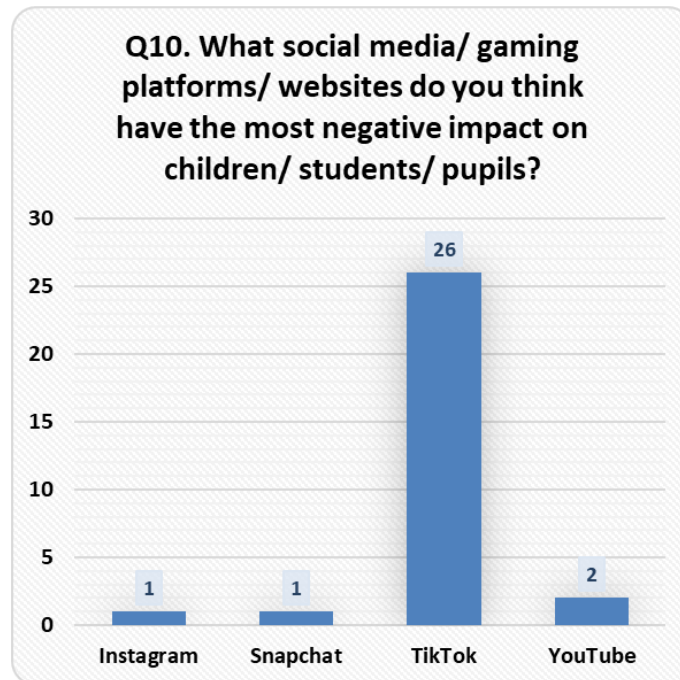
If Yes, what kind of feelings did you experience? Please mark the feelings you experienced:

The responses indicate a range of intense feelings experienced by participants regarding their child's excessive internet use. The most frequently reported emotions include anger, guilt, and helplessness, often appearing in various combinations. Many respondents expressed feelings of concern about the future, along with shame. This suggests that parents are not only frustrated but also deeply worried about the long-term implications of their children's internet habits, highlighting a significant emotional burden associated with this issue.

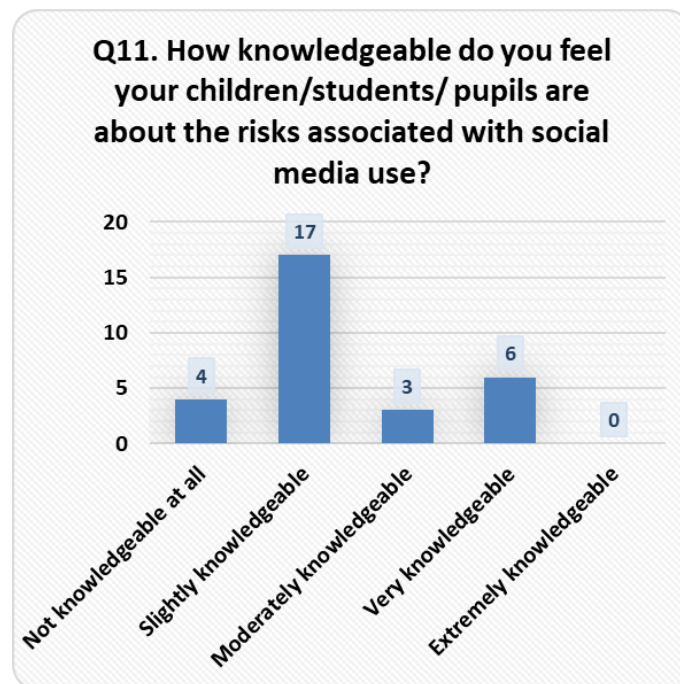


3.1.10. What social media/ gaming platforms/ websites do you think have the most negative impact on children/ students/ pupils?

The survey results show that TikTok is overwhelmingly perceived as the platform with the most negative impact on children, students, and pupils. The vast majority of respondents identified TikTok as the primary concern, with a few also mentioning platforms like Snapchat, Instagram, and YouTube. However, TikTok stands out as the dominant platform of concern for most participants, reflecting widespread apprehension about its influence on young users.



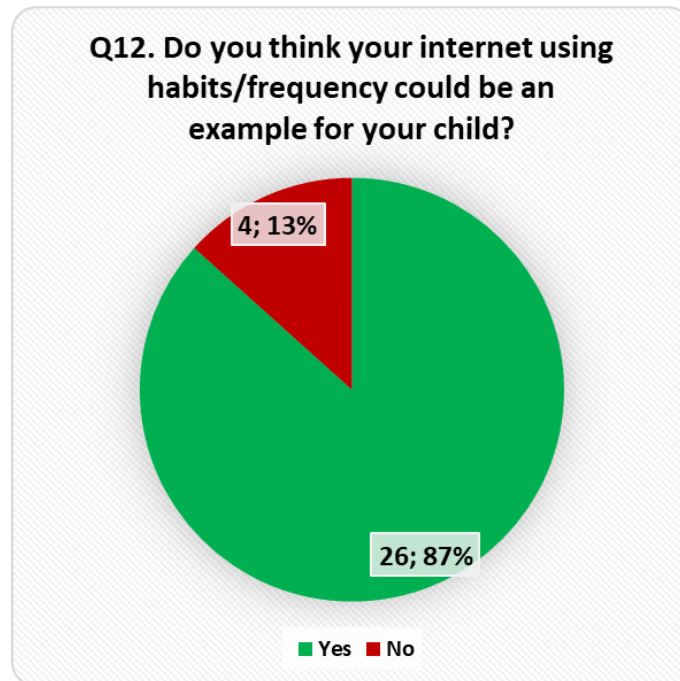
3.1.11. How knowledgeable do you feel your children/students/ pupils are about the risks associated with social media use?



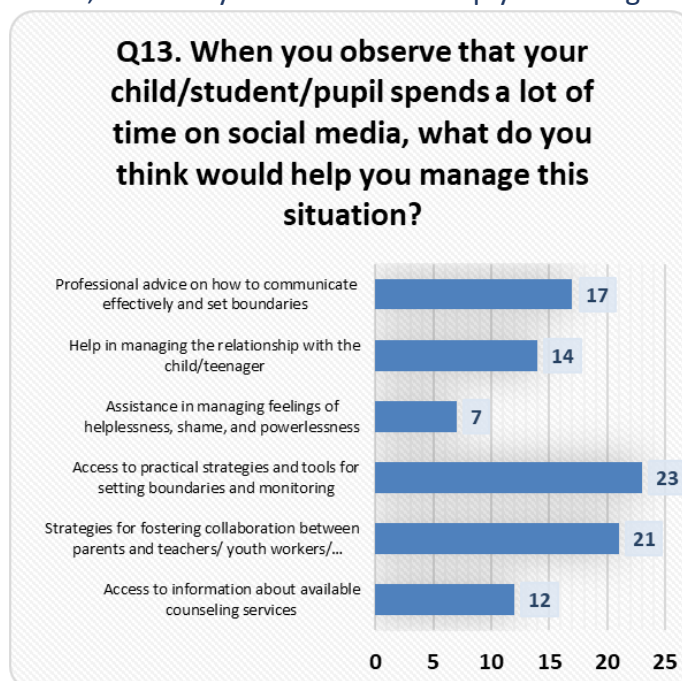
The responses to this question suggest that most participants view their children, students, or pupils as only slightly knowledgeable about the risks associated with social media use. A smaller number consider them very knowledgeable, while a few believe they are not knowledgeable at all. There is also a moderate segment that feels their children have a fair understanding of the risks, but overall, the majority lean towards slight awareness.

3.1.12. Do you think your internet using habits/frequency could be an example for your child?

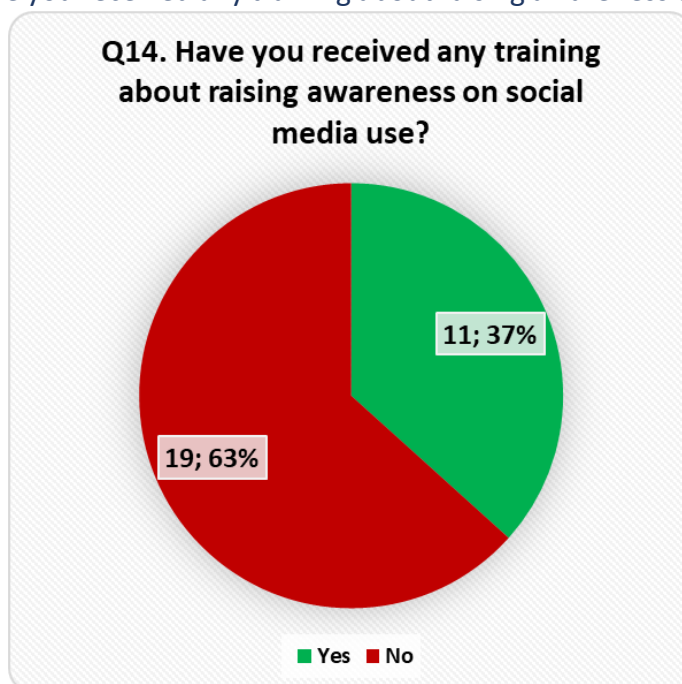
The survey results indicate that most participants believe their internet usage habits or frequency could serve as an example for their children, with the majority answering "yes." Only a few respondents indicated "no," suggesting that most parents are aware of their own internet behavior and recognize its potential influence on their children.



3.1.13. When you observe that your child/student/pupil spends a lot of time on social media, what do you think would help you manage this situation?



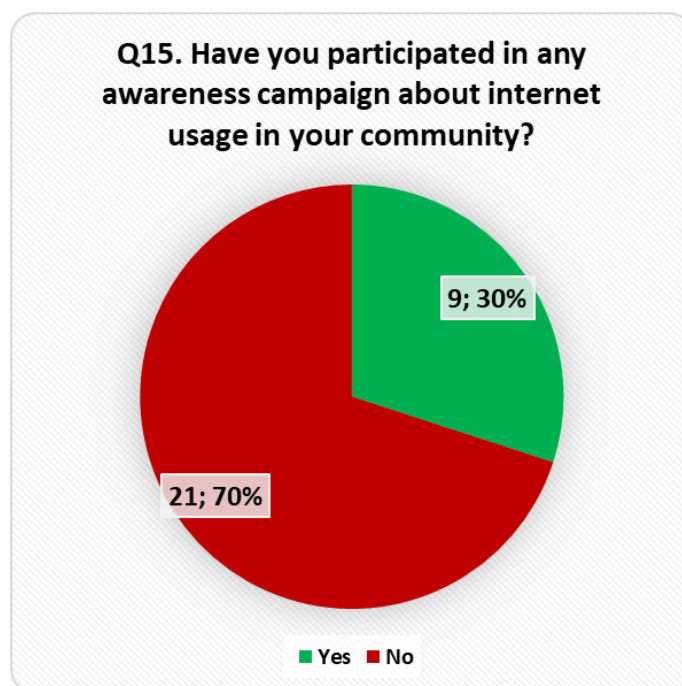
3.1.14. Have you received any training about raising awareness on social media use?



The majority of participants reported that they have not received any training related to raising awareness about social media use. However, a smaller portion of respondents indicated that they have undergone such training, highlighting a divide in exposure to awareness education on social media use.

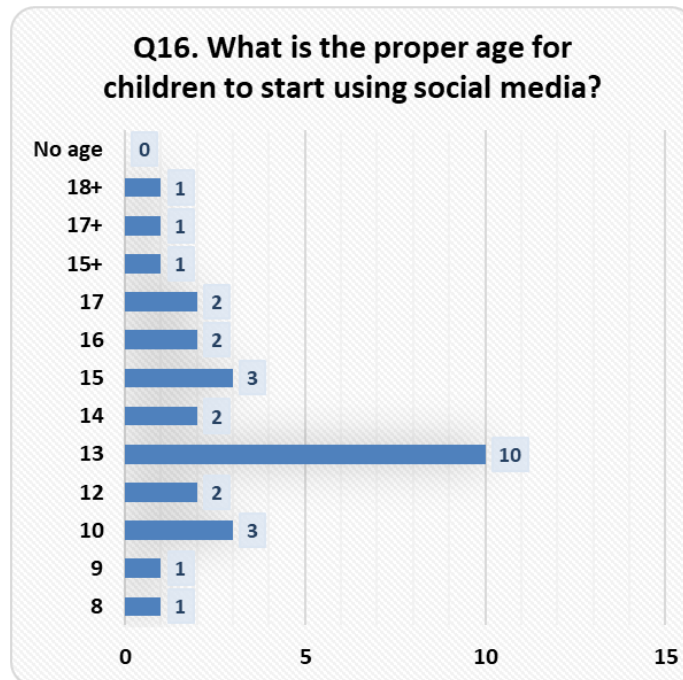
3.1.15. Have you participated in any awareness campaign about internet usage in your community?

The responses reveal that the majority of participants have not taken part in any awareness campaigns regarding internet usage within their community. A smaller portion indicated they have participated, but overall, the results show limited engagement in such campaigns.

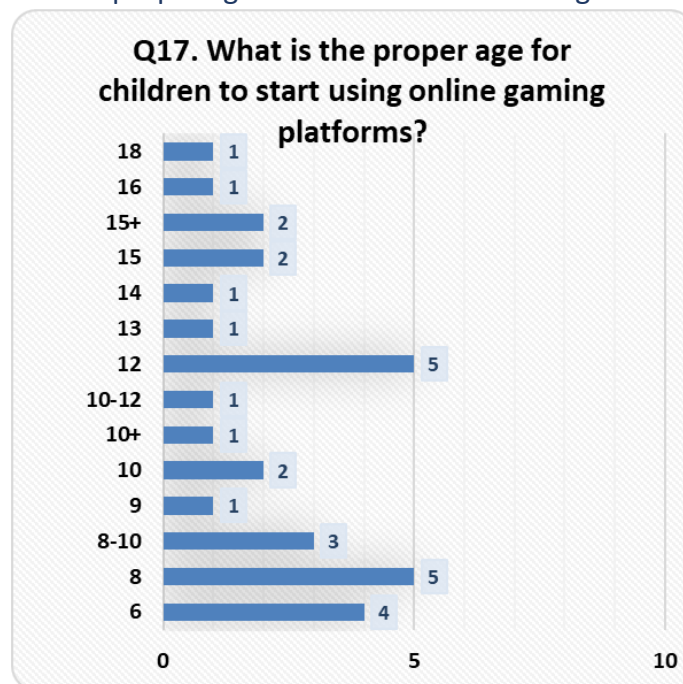


3.1.16. What is the proper age for children to start using social media?

Most respondents believe the appropriate age for children to start using social media is around 13 to 15 years old, with 13 being the most commonly mentioned. A few participants suggested ages younger than 13, while others advocated for older ages, with some recommending 17 or 18 and even expressing opposition to social media entirely for their families. This shows a range of perspectives on the ideal starting age for social media use, with a general consensus leaning towards early adolescence.



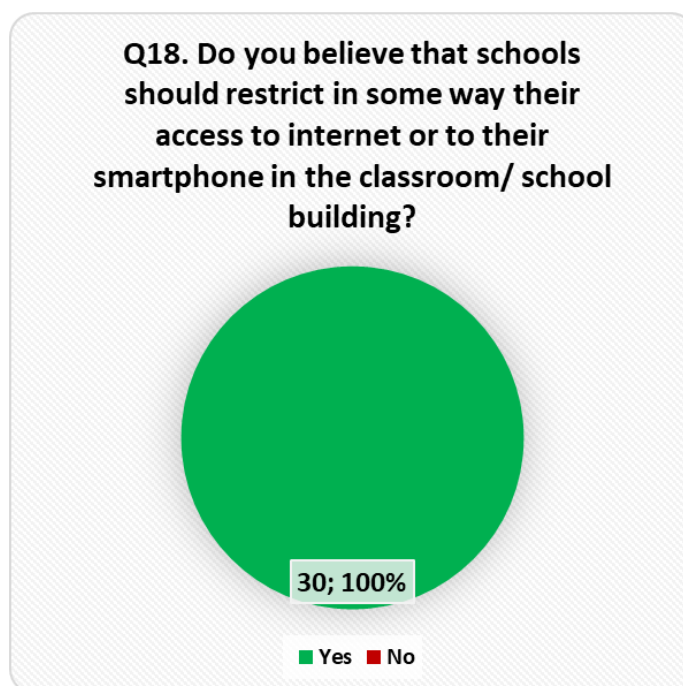
3.1.17. What is the proper age for children to start using online gaming platforms?



The responses regarding the appropriate age for children to start using online gaming platforms varied widely. Most answers suggest ages between 8 and 12 years old, with 10 being mentioned frequently. A few participants suggested younger ages, such as 6, while others advocated for older ages like 15 or 18. Some responses indicated a preference for children to begin gaming at a similar age to starting social media use, with an emphasis on parental discretion and maturity level.

3.1.18. Do you believe that schools should restrict in some way their access to internet or to their smartphone in the classroom/ school building?

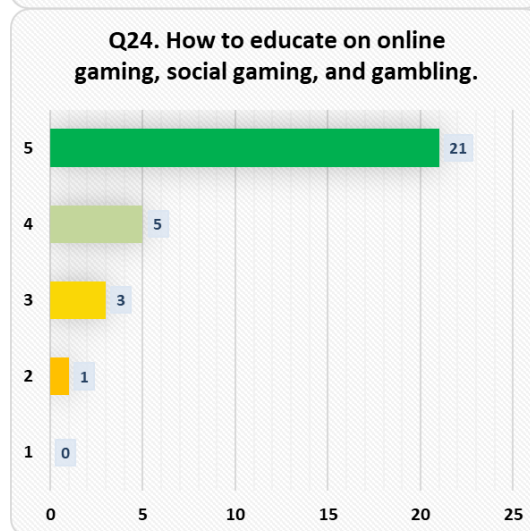
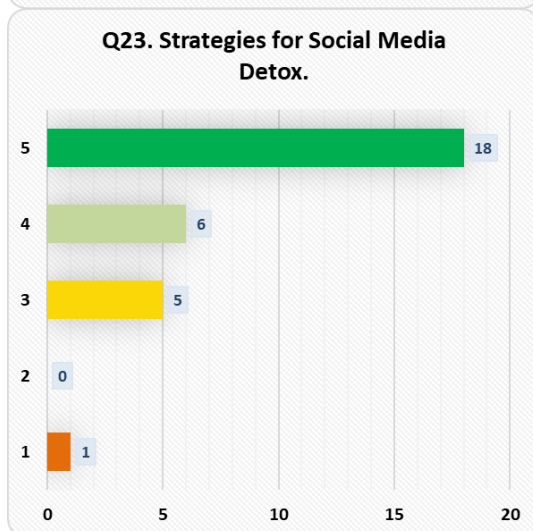
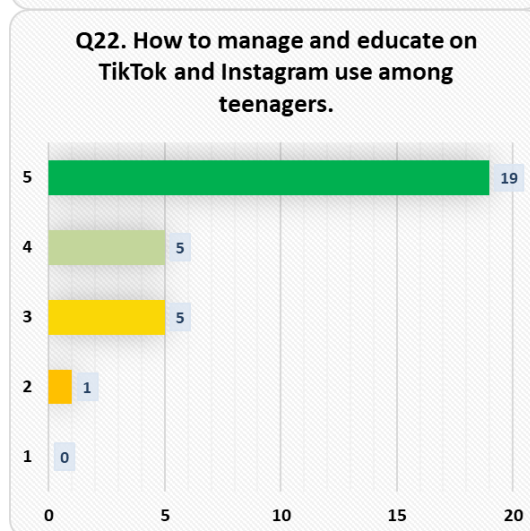
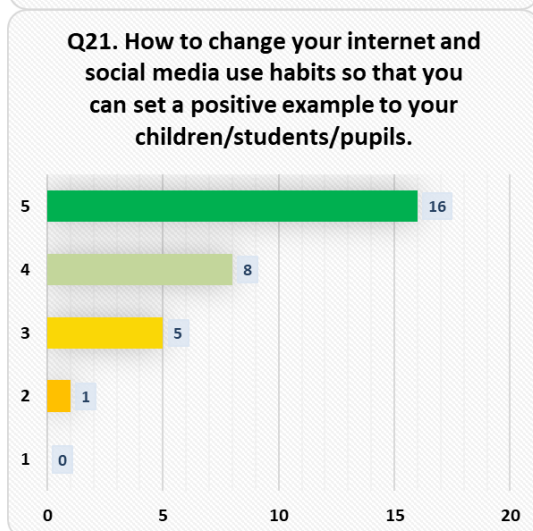
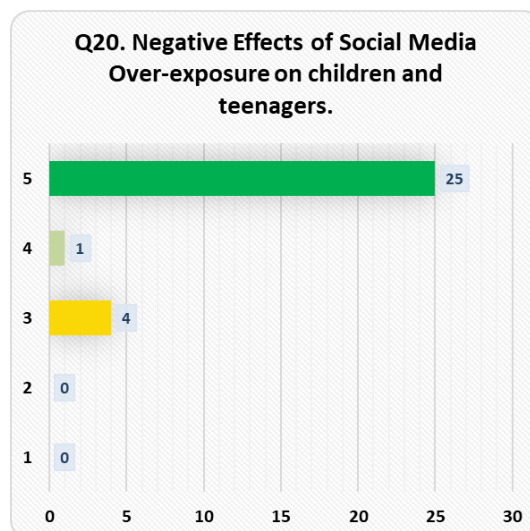
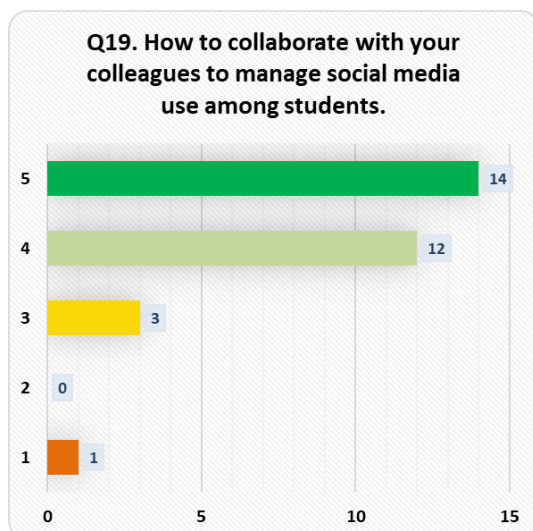
The responses show unanimous agreement on the belief that schools should implement some form of restriction on students' access to the internet or smartphones within the classroom or school building. All participants answered "Yes" to this question.

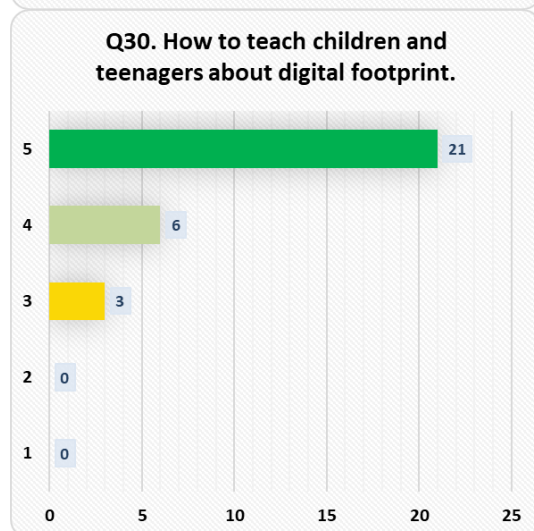
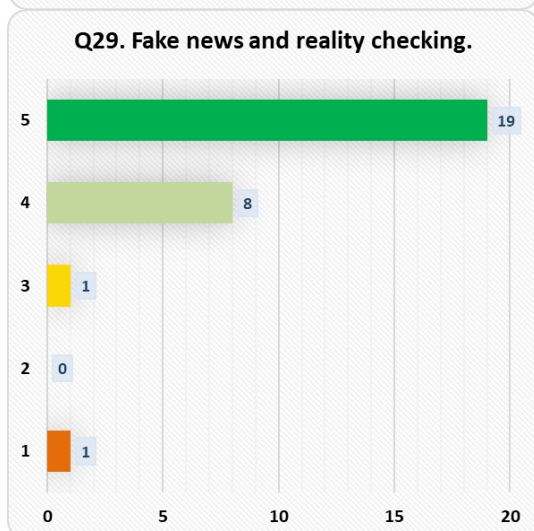
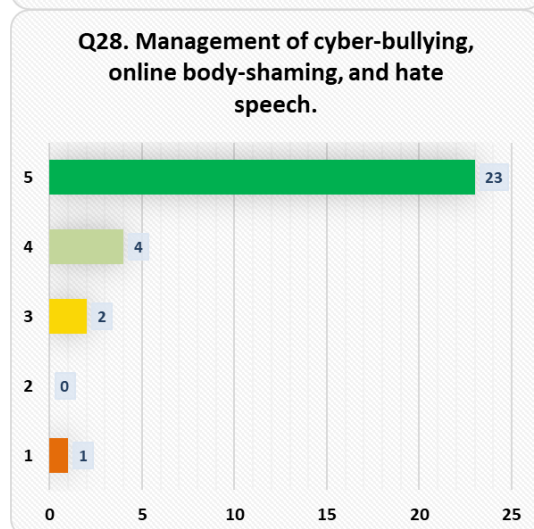
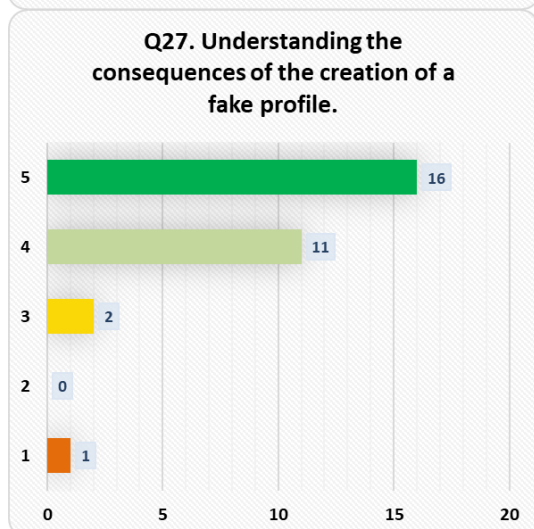
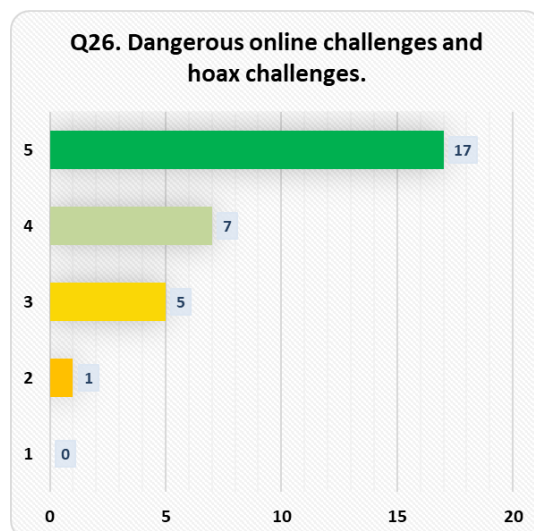
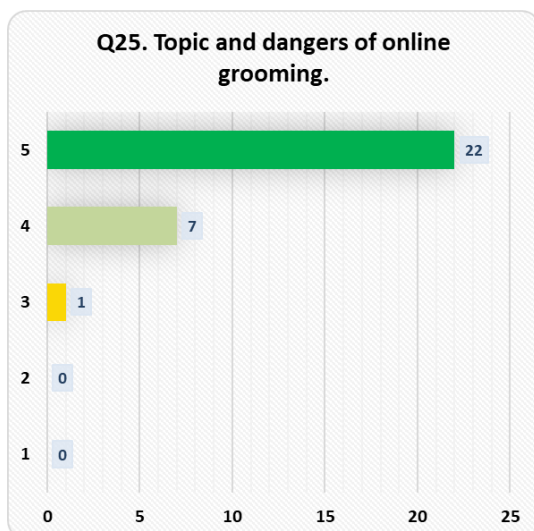


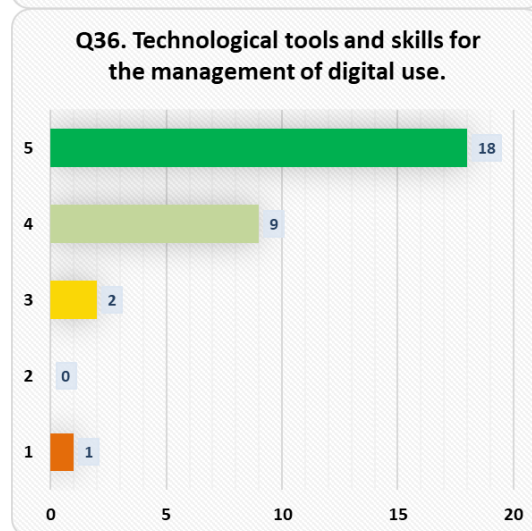
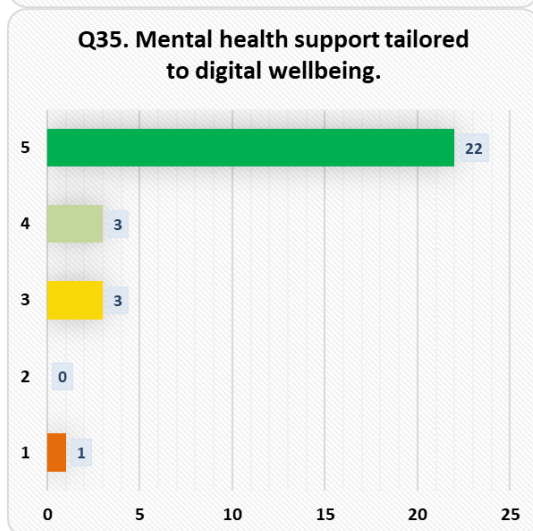
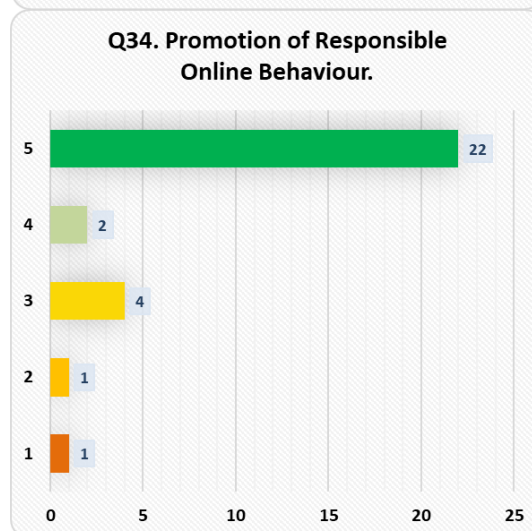
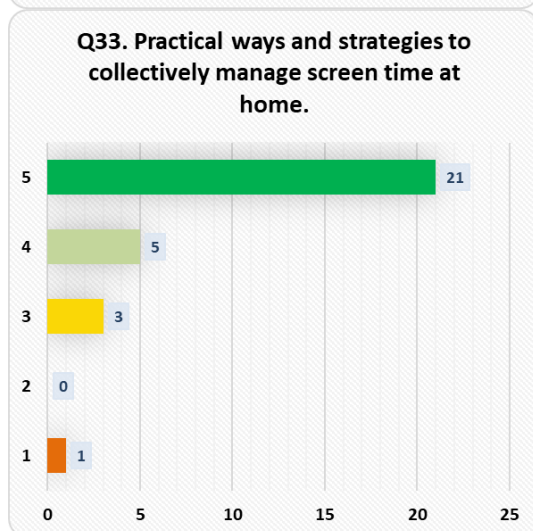
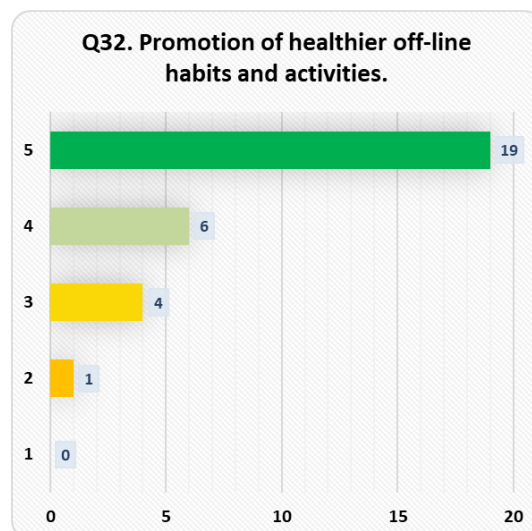
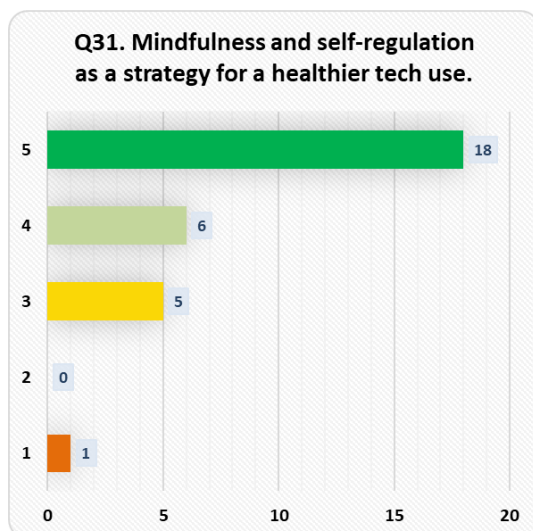
3.1.19. – 3.1.40 For each statement, please indicate your level of interest in receiving training on that topic

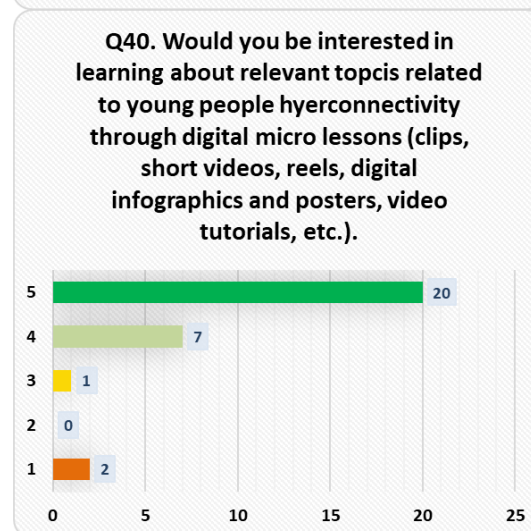
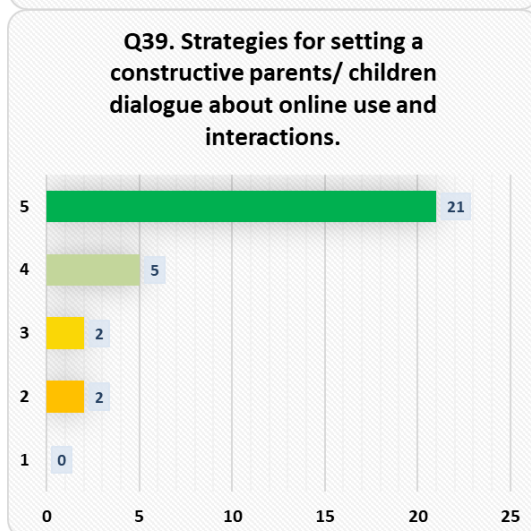
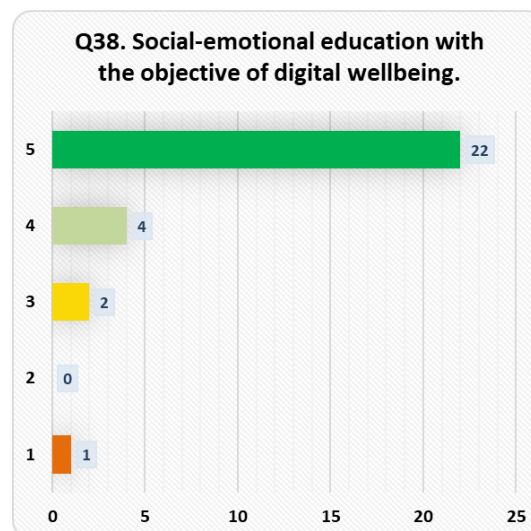
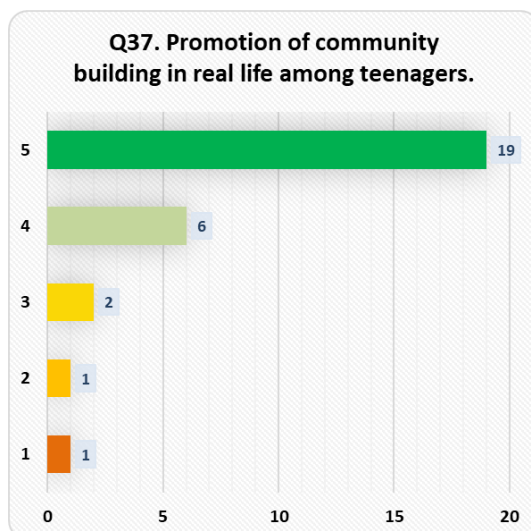
All responses to the following questions will be provided on a 5-point scale, where:

- 1 indicates "Not at all interested,"
- 2 indicates "Slightly interested,"
- 3 indicates "Moderately interested,"
- 4 indicates "Very interested," and
- 5 indicates "Extremely interested."









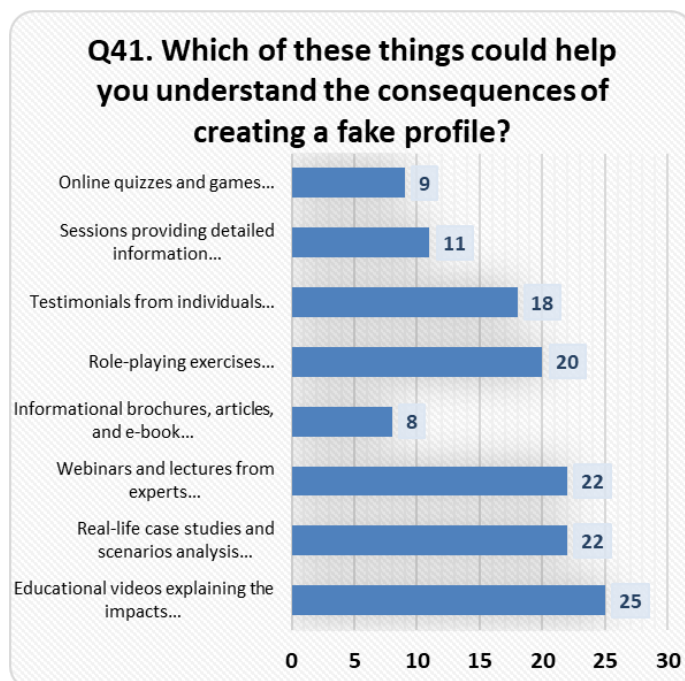
The responses indicate a high level of interest across the board for topics related to managing digital wellbeing among students and young people. Key findings include:

- **Strong Interest (Predominantly rated 5):** The majority of respondents are highly interested in topics such as the negative effects of social media over-exposure, management of online grooming, responsible online behavior, and mental health support tailored to digital wellbeing. Topics like educating on online gaming, dangerous challenges, and digital footprint also received high levels of interest.
- **Moderate to High Interest (Rated 4 and 5):** There is significant interest in strategies for social media detox, managing TikTok/Instagram use among teens, educating on cyberbullying and hate speech, and promoting offline activities and healthier tech use.
- **Slight to Moderate Interest (Rated 3 and below):** A few topics such as collaboration with colleagues to manage social media use, promoting responsible online behavior, and community-building offline had more moderate or mixed interest, though still leaning towards the higher end of the scale.

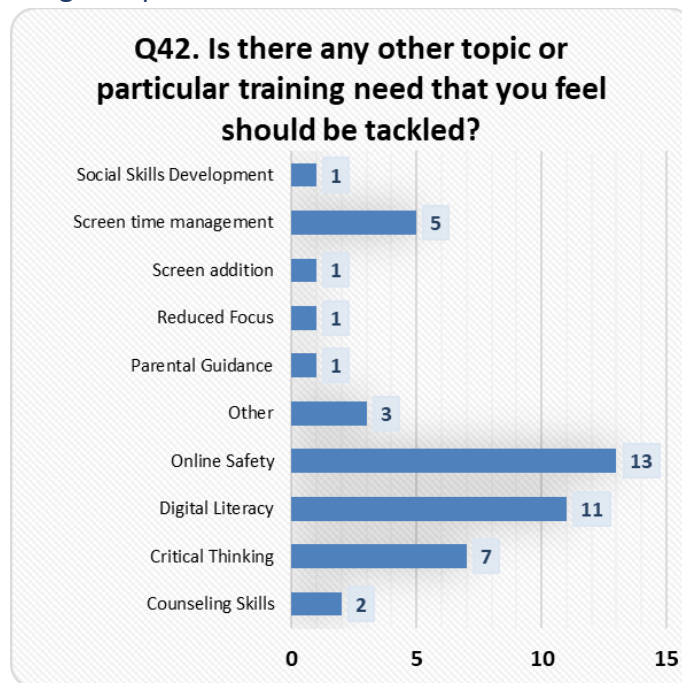
Overall, the majority of respondents expressed a strong desire to engage in discussions and learn about managing social media and digital use among children and teenagers, with a specific interest in practical strategies, digital wellbeing, and managing the negative consequences of hyperconnectivity.

3.1.41. Which of these things could help you understand the consequences of creating a fake profile?

The responses indicate a variety of methods that could help people understand the consequences of creating fake profiles. The results show that participants believe educational videos (25), real-life case studies (22), and expert webinars (22) are the most effective methods for understanding the consequences of creating a fake profile. Role-playing exercises (20) and testimonials (18) are also valued, while informational brochures (8), detailed sessions (11), and online quizzes (9) are seen as less impactful. These responses highlight that a combination of educational, experiential, and interactive tools can be effective in raising awareness of the consequences of creating fake profiles.



3.1.42. Is there any other topic or particular training need that you feel should be tackled by a training course aiming at supporting youth workers, parents, teachers and other individuals in managing issues and preventing dangers related to children and youngsters hyperconnectivity, Internet, and social media usage? Explain.



The responses indicate that participants prioritize training on online safety (13), digital literacy (11), and critical thinking (7) for courses aimed at addressing hyperconnectivity and social media issues among youth. Other topics such as screen time management (5), social skills development (1), and counseling skills (2) are mentioned but less emphasized. Parental guidance (1), reduced focus (1), screen addiction (1), and other topics (3) are also noted.

4. Conclusion and Recommendations

The findings from the ERASMEDIAH questionnaire highlight a growing concern about the impact of internet use and social media hyperconnectivity on children and adolescents, as perceived by a diverse group of stakeholders including parents, educators, youth workers, and professionals. The majority of respondents report significant negative impacts on youth, such as reduced academic performance, social isolation, and physical and mental health issues, linked to excessive internet use. The platforms TikTok, Instagram, and YouTube are seen as having the most detrimental effects, with parents expressing overwhelming feelings of frustration, helplessness, and concern about their children's online habits. Most participants also acknowledge their own internet use as a potential model for their children's behavior.

There is a strong interest in learning strategies to manage these challenges, particularly on topics like responsible social media use, online safety, digital literacy, and mental health support tailored to digital well-being. Respondents show a desire for educational materials, case studies, and interactive tools to better understand and mitigate the dangers associated with hyperconnectivity.

Based on the findings, it is recommended to prioritize the development of comprehensive education and awareness programs focusing on online safety, digital literacy, and responsible social media use. These programs should be tailored for parents, educators, and youth workers to equip them with the necessary tools to guide children and adolescents effectively in navigating the digital landscape.

Furthermore, efforts should be made to encourage parents to actively engage in discussions with their children about their online activities and to set positive examples through their own internet usage habits. Schools should consider implementing clear guidelines and restrictions on internet and smartphone use to create focused learning environments conducive to academic and social development.

Community-wide awareness campaigns and support networks should also be established to address the emotional and educational challenges associated with excessive internet and social media use among youth. Additionally, ongoing research is essential to monitor trends and inform strategies that remain relevant and effective in promoting healthy digital behaviors and mitigating potential risks.

Annex – ERASMEDIAH Questionnaire

Erasmediah – Educational Reinforcement Against the Social Media Hyperconnectivity

This questionnaire is addressed to all parents, teachers, and young people who are interested in developing digital competences and aims to collect information about experiences and current practices regarding the use of smartphones, the internet, and social networks, the level of awareness among participants, and the strategies applied to promote responsible and correct use of digital technologies.

Please provide us with your insights to help us understand current practices in managing and utilizing digital technologies at any level. Your responses will contribute to the development of open educational resources for parents, teachers, and young people.

Please answer the questions as accurately and thoughtfully as possible. The questionnaire is anonymous.

Your participation is greatly appreciated, and we thank you for taking the time to complete this questionnaire!

Project website: erasmediah.eu

Project number: 2023-1-HU01-KA220-YOU-000161173

Introduction

1. Your country

Mark only one

Hungary
Italy
Poland
Turkey
Greece
Spain

2. For updates on the Erasmediah project, please write your email here:

Erasmediah questionnaire

3. State your role: *

Mark only one

- Parent
- Teacher
- Youth Worker/ Educator
- Social worker
- Psychologist/ Psychiatrist

4. State age range of your students/ pupils/ patients (if you are a parent, state age and number of your children)*:

5. How many hours do you, as an adult, spend on the internet daily, for any purpose?*

Mark only one

- 1 to 2h
- 2 to 3h
- 3 to 4h
- 4 to 5h
- More than 5h

6. How many hours do your children/ students/ pupils usually spend on the internet daily, for any purpose? *

Mark only one

- 1 to 2h
- 2 to 3h
- 3 to 4h
- 4 to 5h
- More than 5h

7. What social media platforms are most frequently used by your children/students?*

Select all that apply.

- Instagram
- TikTok
- Facebook
- YouTube
- Snapchat
- Twitter (X)

Other:

8. Has there been a negative impact on your children/ students/ pupils/ patients life or activities due to their internet use?*

Mark only one

Yes

No

If, yes, why?

9. Has there ever been any incident where you wanted to get in touch with your child, but you failed because your child was on-line?*

Mark only one

Not at all

Once

Sometimes

Often

Regularly

Too often

10. What negative impacts have you observed from your children's/students' use of social media?*

Select all that apply

Decreased physical activity

Poor academic performance

Increased exposure to inappropriate content

Cyberbullying

Other:

11. Have you ever had overwhelming feelings about your child's excessive internet use?*

Mark only one

Yes

No

If, yes, what kind of feelings did you experience? Please mark the feelings you experienced:

Select all that apply.

Helplessness

Anger

Guilt

Shame

Other:

12.What social media/ gaming platforms/ websites do you think have the most negative impact on children/ students/ pupils?*

Mark only one

Instagram

TikTok

Facebook

YouTube

Snapchat

Twitter (X)

Other:

13.How knowledgeable do you feel your children/students/ pupils are about the risks associated with social media use?*

Mark only one

Not knowledgeable at all

Slightly knowledgeable

Moderately knowledgeable

Very knowledgeable

Extremely knowledgeable

14.Do you think your internet using habits/frequency could be an example for your child?*

Mark only one

Yes

No

15.When you observe that your child/student/pupil spends a lot of time on social media, what do you think would help you manage this situation?*

Select all that apply.

Professional advice on how to communicate effectively and set boundaries with children/ teenagers

Help in managing the relationship with the child/teenager by improving communication skills.

Assistance in managing feelings of helplessness, shame, and powerlessness

Access to practical strategies and tools for setting boundaries and monitoring social media use

Strategies for fostering collaboration between parents and teachers/ youth workers/ therapists to address and manage excessive social media use.

Access to information about available counseling services and existing support groups for sharing experiences and gaining emotional support.

16. Have you received any training about raising awareness on social media use?*

Mark only one

Yes

No

17. Have you participated in any awareness campaign about internet usage in your community?*

Mark only one

Yes

No

18. What is the proper age for children to start using social media?*

19. What is the proper age for children to start using online gaming platforms?*

20. Do you believe that schools should restrict in some way their access to internet or to their smartphone in the classroom/ school building?*

Mark only one

Yes

No

For each statement, please indicate your level of interest in receiving training on that topic by selecting a number from 1 to 5, where: 1 means "Not at all interested" 2 means "Slightly interested" 3 means "Moderately interested" 4 means "Very interested" 5 means "Extremely interested"

Mark only one per row

		1	2	3	4	5
21	How to collaborate with your colleagues to manage social media use among students.					
22	Negative Effects of Social Media Over-exposure on children and teenagers.					
23	How to change your internet and social media use habits so that you can set a positive example to your children/students/pupils.					
24	How to manage and educate on TikTok and Instagram use among teenagers.					
25	Strategies for Social Media Detox.					
26	How to educate on online gaming, social gaming, and gambling.					
27	Topic and dangers of online grooming.					
28	Dangerous online challenges and hoax challenges.					
29	Understanding the consequences of the creation of a fake profile.					

30	Management of cyber-bullying, online body-shaming, and hate speech.					
31	Fake news and reality checking.					
32	How to teach children and teenagers about digital footprint.					
33	Mindfulness and self-regulation as a strategy for a healthier tech use.					
34	Promotion of healthier off-line habits and activities.					
35	Practical ways and strategies to collectively manage screen time at home.					
36	Promotion of Responsible Online Behaviour.					
37	Mental health support tailored to digital wellbeing.					
38	Technological tools and skills for the management of digital use.					
39	Promotion of community building in real life among teenagers.					
40	Social-emotional education with the objective of digital wellbeing.					
41	Strategies for setting a constructive parents/ children dialogue about online use and interactions.					

42	Would you be interested in learning about relevant topics related to young people hyperconnectivity through digital micro lessons (clips, short videos, reels, digital infographics and posters, video tu					
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43. Which of these things could help you understand the consequences of creating a fake profile?

Select all that apply.

Educational videos explaining the legal, social, and psychological impacts of creating fake profiles

Analysis and discussion on real-life case studies and scenarios

Webinars and lectures from experts in cyber safety, law enforcement, and psychology

Informational brochures, articles, and e-books detailing the consequences

Role-playing exercises that simulate the experience and repercussions of creating and managing a fake profile

Testimonials from individuals who have experienced negative outcomes from fake profiles

Sessions providing detailed information on the legal ramifications of creating fake profiles

Online quizzes and games designed to educate on the consequences in an engaging way.

44. Is there any other topic or particular training need that you feel should be tackled by a training course aiming at supporting youth workers, parents, teachers and other individuals in managing issues and preventing dangers related to children and youngsters hyperconnectivity, Internet, and social media usage? Explain.
