



ERASMEDIAH

Educational Reinforcement Against
the Social Media Hyperconnectivity

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

LOKA Foundation, Hungary



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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 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 Italy 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 employs a multi-step methodology to evaluate, analyze, and describe the results obtained from questionnaires distributed across the partner countries, focusing on stakeholders involved with youth. The process is designed to ensure a comprehensive understanding of the risks associated with social media hyperconnectivity among young people, and to derive actionable insights that will inform the ERASMEDIAH project's subsequent phases.

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.

The questionnaires were distributed to a diverse group of 30 stakeholders in each partner country, ensuring representation across different professions including youth workers, educators, social media experts, and parents.

The responses from the distributed questionnaires were collected and organized by each partner country. The data collected encompasses qualitative and quantitative information related to the impact of social media hyperconnectivity, observed risks, and potential strategies to mitigate these risks.

Each partner country conducted an independent analysis of the collected data to produce the current national report. This analysis involved identifying key patterns, challenges, and opportunities related to social media use among young people in their specific national context. The analysis focused on extracting meaningful insights that reflect the unique experiences and concerns of stakeholders in each country.

2.2. Final Evaluation and Reporting:

The national reports from all six partner countries were then synthesised to produce a detailed consolidated report. This synthesis process involved comparing and contrasting findings across different contexts to identify common themes and significant variations. The consolidated report serves as a comprehensive overview of the risks and challenges associated with social media hyperconnectivity among youth across Europe.

The final step in WP3.A4 involved a thorough evaluation of the synthesized data to ensure its relevance and accuracy. This evaluation also aimed to identify the most critical issues and potential solutions that could be addressed in the project's subsequent phases.

All findings will be documented in a detailed report, which not only summarizes the results but also provides recommendations for the development of educational tools and resources. These resources are intended to empower educators, youth workers, and other stakeholders to effectively address the challenges posed by social media hyperconnectivity among young people.

This methodology provides a robust and data-driven foundation for the ERASMEDIAH project, facilitating the creation of impactful interventions to mitigate the risks associated with youth social media hyperconnectivity.

2.3.ERASMEDIAH Questionnaire

The questionnaire was distributed either through online surveys (created using Google Forms) or in printed format. A copy of the questionnaire is included in the Annex of this document.

3. Results

1. The questionnaire in Hungary was answered by 34 participants where 70,6% (24) were parents, 17,6 % (6) were psychologist/psychiatrist and 11,8% (4) teachers/youth workers/educators.
2. The most significant age group they have experience with is between 10 - 18.
3. 32,4 % of adults (11 respondents) spend between 3 to 4 hours on the internet, 23,5 % (8 respondents) spend more than 5 hours on the internet, 17,6% (6 respondents) spend between 4 to 5 hours on the internet, 17,6 % (6 respondents) spend between 2 to 3 hours on the internet and 8,8 % (3 respondents) spend between 1 to 2 hours on the internet daily.
4. Regarding the time adolescents and children spend on media, the data shows a totally different distribution. The most frequent categories are "more than 5 hours" (44,5 %, 15 respondents) and "4 to 5 hours"(23,5 %, 8 respondents). 14,7 % (5 respondents) spend between 2 to 3 hours on the internet, 11,8 % (4 respondents) spend between 3 to 4 hours on the internet and only 5,9 % (2 respondents) spend between 1 to 2 hours on the internet daily.
5. In reference to the social media platforms that are most frequently used by young people, the most popular are: YouTube (27 responses), TikTok (24 responses), Instagram (20 responses), Facebook and Twitter-X (9-9 responses each), Snapchat (5 responses). The other social media like Discord, Netflix, Duolingo, games, are also used but they are less popular.
6. 79,4 % (27 respondents) reported a negative impact on their children's/students'/patients' lives or activities due to internet use. Several aspects of negative impact on the children / students / pupils were mentioned. They were the following:

- Isolation and distraction: 15 responses
- Increasing aggression: 10 responses
- Poor / worse performance in school: 9 responses
- Negative influence on interpersonal relationships: 7 responses
- Decreased interest in family matters/Exclusion of other activities: 7 responses
- Increased exposure to inappropriate content: 3 responses
- Development of addiction: 2 responses
- Superficial behaviours and conditioning: 2 responses
- Viruses, data loss: 1 response

7. For the question “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?” 47,2 % (17 respondents) answered “Sometimes”, 22,2 % (8 respondents) answered “Not at all”, 16,7 % (6 respondents) answered “Often”, 8,3 % (3 respondents) answered “Once” and 5,6 % (2 respondents) answered “Regularly.”

8. Most respondents observe increased exposure to inappropriate content (47,2 % 17 respondents), followed by decreased physical activity (41,7 % 15 respondents), poor academic performance (33,3 % 12 respondents) and cyberbullying (22,2 % 8 respondents.) Other noted effects include distraction and endless connection to the internet.

9. The majority of respondents (parents) have had overwhelming feelings about their child excessive internet use. The number of respondents that said ‘yes’ to this question was 31 (86,1 %) As for the feelings they experienced it was mostly helplessness 52,9 %, 18 respondents, then anger 44,1 %, 15 responders, followed by guilt 41,2 %, 14 respondents and last but not least helplessness 29,4 %, 10 respondents.

10. Most of the respondents stated that the most negative impact has TikTok (61,8 %, 21 respondents), followed by Youtube and Snapchat (both 8,8 %, 3-3 respondents each) and Facebook (5,9 %, 2 respondents), the usage of other platforms was not significant.

11. 55,9 %, 19 respondents feel that the young people are moderately knowledgeable when it comes to risks with social media use. 17,6 %, 6 respondents said that the children / students / pupils are very knowledgeable, 14,7 %, 5 respondents think that the children / students / pupils are slightly knowledgeable, 8,3 %, 3 respondents think that adolescents are extremely knowledgeable and the rest 2,9 %, 1 respondent said that they are not knowledgeable at all.

12. The majority of respondents (85,3 %, 29 respondents) believe their own internet usage habits can serve as a model for their children/students/patients.

13. As for activities/solutions that could help young people to manage situation the following answers were received: The most requested solutions include professional advice on communication and setting boundaries by using practical strategies and tools, then access to

fostering collaboration practical strategies for monitoring social media use, and promoting collaboration between parents and professionals.

- Professional advice on how to communicate effectively and set boundaries with children/teenagers (21 responses)
- Help in managing the relationship with the child/teenager by improving communication skills (13 responses)
- Assistance in managing feelings of helplessness, shame, and powerlessness (6 responses)
- Access to practical strategies and tools for setting boundaries and monitoring social media use (20 responses)
- Strategies for fostering collaboration between parents and teachers/ youth workers/ therapists to address and manage excessive social media use (17 responses)
- Access to information about available counseling services and existing support groups for sharing experiences and gaining emotional support (10 responses)

14-15. Most of the respondents have never received training on social media awareness other than self-learning in the internet (61,8 %, 21 respondents). Similarly, most of the respondents have never participated in any awareness campaigns on internet use (70,6 %, 24 respondents).

16.-17. 4 respondents believe that the appropriate age to start using social media is from 12 years old, but other 4 respondents think that it should be later, in age 15. In contrast, 5 respondents suggest the appropriate age to start using online gaming platforms is 10 years, and 6 respondents recommending age 14.

18. 73,8 %, 25 respondents stated that schools should limit internet or smartphone access in classrooms or school buildings and 26,5 %, 9 respondent says no for this question.

19. Regarding interest in training on proposed topics,, the most interest was shown in the following areas (level of interest "Very interested" and "Extremely interested"):

- How to manage and educate on TikTok and Instagram use among teenagers (Rank 4: 6 responses, rank 5: 16 responses)
- Strategies for Social Media Detox (Rank 4: 9 responses, rank 5: 16 responses)
- How to educate on online gaming, social gaming, and gambling (Rank 4: 12 responses, rank 5: 13 responses)
- Management of cyber-bullying, online body-shaming, and hate speech (Rank 4: 8 responses, rank 5: 17 responses)
- Fake news and reality checking (Rank 4: 7 responses, rank 5: 17 responses)
- Mindfulness and self-regulation as a strategy for a healthier tech use. (Rank 4: 12 responses, rank 5: 16 responses)
- Promotion of healthier off-line habits and activities (Rank 4: 9 responses, rank 5: 18 responses)
- Promotion of Responsible Online Behaviour (Rank 4: 12 responses, rank 5: 14 responses)
- Mental health support tailored to digital wellbeing (Rank 4: 11 responses, rank 5: 15 responses)
- Promotion of community building in real life among teenagers (Rank 4: 10 responses, rank 5: 16 responses)
- Social-emotional education with the objective of digital wellbeing (Rank 4: 7 responses, rank 5: 17 responses)

- **Strategies for setting a constructive parents/ children dialogue about online use and interactions (Rank 4: 6 responses, rank 5: 21 responses)**
- 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 tutorials, etc.) (Rank 4: 8 responses, rank 5: 17 responses)

From the above listed topics, the one that received the most ‘extremely interested’ choice, was “Strategies for setting a constructive parents/ children dialogue about online use and interactions”.

As for the things that could help in understanding the consequences of creating a fake profile are the following:

- Educational videos explaining the legal, social, and psychological impacts of creating fake profiles (19 responses)
- Analysis and discussion on real-life case studies and scenarios (19 responses)
- Webinars and lectures from experts in cyber safety, law enforcement, and psychology (14 responses)
- Informational brochures, articles, and e-books detailing the consequences (11 responses)
- Role-playing exercises that simulate the experience and repercussions of creating and managing a fake profile (17 responses)
- Testimonials from individuals who have experienced negative outcomes from fake profiles (15 responses)
- Sessions providing detailed information on the legal ramifications of creating fake profiles (10 responses)
- Online quizzes and games designed to educate on the consequences in an engaging way (14 responses)

The respondents indicated many other topics such as:

- Protection from online adult content
- The impact of the internet and social media on emotional intelligence
- Digital detox camps for parents and children
- This topic should be included in school curriculums
- Educational videos for children
- Development of self-esteem
- The advantages and disadvantages of the internet for the 10-16 age group
- I’m interested in the similarities and differences between in-real-life (IRL) and online relationships. Both positive and negative aspects, because if we only focus on the negatives, we may lose credibility with the children.
- The use of social media in the longer term, over 10-15 years
- How can we maximize the potential of the internet in education today?
- It would be important to share content and videos for parents, informing them about social media use. Unfortunately, even the parents of my students are not aware of the dangers of the online world.
- Compensating for a lack of self-confidence and social anxiety with an online presence

- The punishment and consequences of internet crimes committed by children (harassment, fake profiles, etc.). Also, raising awareness among parents, as many do not take their children's online crimes seriously or understand their gravity.

4. Conclusion

The survey provides a comprehensive insight into the perceptions and concerns of parents, psychologists, educators, and youth workers regarding the impact of internet and social media use on children and adolescents in Hungary. The data clearly reflects a growing concern about the excessive time young people spend online, with many spending more than five hours daily on the internet. This prolonged exposure is associated with several negative consequences, including isolation, distraction, increased aggression, poor academic performance, and a deterioration in interpersonal relationships. Notably, TikTok, YouTube, and Snapchat are highlighted as the platforms with the most adverse effects, with TikTok being singled out as the most harmful.

A significant portion of respondents also noted the challenges of communicating with children who are online, with 47.2% admitting that they have sometimes been unable to reach their child due to their internet usage. Additionally, there is widespread acknowledgment of the role social media plays in exposing children to inappropriate content, decreasing their physical activity, and contributing to cyberbullying.

Most respondents feel that young people are moderately knowledgeable about the risks associated with social media use, but there is still a pressing need for more structured education and intervention. Respondents highlighted the importance of training, particularly in areas such as managing TikTok and Instagram use, social media detox strategies, addressing cyberbullying, and promoting responsible online behavior. The need for more collaboration between parents and professionals was also emphasized as crucial in managing excessive social media use.

The survey underscores the need for targeted educational programs, support for parents, and strategies to foster healthier online habits. It is evident that while parents are deeply concerned about their children's internet use, many feel overwhelmed and helpless, struggling to manage the situation effectively.

The findings also suggest that more formalized training and support, both for parents and professionals, could help address the growing issues associated with digital overuse, ensuring that young people are better equipped to navigate the online world safely and responsibly.

1. 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

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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/ Psychiatriste

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					

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.
