



ERASMEDIAH

Educational Reinforcement Against
the Social Media Hyperconnectivity

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

Archivio della Memoria



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Contents

1.	Introduction	3
1. 1.	Overview of the project	3
1. 2.	Project Objectives	3
1. 3.	Purpose of the document	3
	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.	4
2.	Methodology	4
2. 1.	Questionnaire Design and Distribution:	4
2. 2.	Final Evaluation and Reporting:	4
2. 3.	ERASMEDIAH Questionnaire	5
3.	Results	5
4.	Conclusion	6
	Annex – Erasmediah Questionnaire	7

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

A total of 36 participants took part in the Italian survey. Among them, 16 (44.4%) were teachers, 13 (36.1%) were parents, 3 (8.3%) were educators, 3 (8.3%) were psychologists, and 1 (2.8%) was a trainer.

The respondents reported having experience with children or students primarily in the age groups of 14-18 years and 14-20 years.

Most adults spend between 1 and 2 hours online each day, with 33.3% (12 respondents) falling into this category. Another 27.8% (10 respondents) spend 2 to 3 hours online daily. 16.7% (6 respondents) spend between 3 and 4 hours, while 13.9% (5 respondents) spend between 4 and 5 hours. Only 8.3% (3 respondents) spend more than 5 hours online each day.

Regarding the time adolescents spend on media, the data shows a fairly even distribution, with a slight concentration at both ends of the range. The most frequent categories are "1 to 2 hours" (25%, 9 respondents) and "more than 5 hours" (30.6%, 11 respondents).

The majority of respondents frequently use Instagram (25 responses), TikTok (24 responses), and YouTube (22 responses). Facebook, Snapchat, Twitch, and Spotify are less common, and some respondents do not use this social media at all.

63.9% of respondents (23 people) report a negative impact on their children's/students'/patients' lives or activities due to internet use:

- Decreased attention span: 8 responses
- Isolation and distraction: 7 responses
- Exclusion of other interests and activities: 5 responses
- Negative influence on interpersonal relationships: 5 responses
- Use of inappropriate language: 1 response
- Superficial behaviours and conditioning: 4 responses

Most responses indicate that difficulties in contacting children/students/patients due to their online time occur "sometimes" (41.7%, 15 respondents) or "never" (41.7%, 15 respondents), with a minority reporting "often" (11.1%, 4 respondents) or "regularly" (5.6%, 2 respondents).

Most respondents observe increased exposure to inappropriate content (23 respondents), followed by decreased physical activity (22 respondents) and poor academic performance (17 respondents). Cyberbullying is less common but reported by 8 respondents. Other noted effects include reduced concentration and disinterest in face-to-face interactions.

The majority of respondents (69.4%, 25 respondents) have felt overwhelmed by excessive internet use by their children/students/patients. The predominant feeling is one of helplessness (16 responses), followed by anger (13 responses), and to a lesser extent, guilt (7 responses) and shame (1 response).

Most respondents believe TikTok has the most negative impact (30 responses), with YouTube being less of a concern (4 responses). They also think their children/students/patients are poorly informed (50%, 18 respondents) or not informed at all (19.4%, 7 respondents) about social media risks, with fewer considering them moderately informed (22.2%, 8 respondents). Only a small number think they are very (5.6%, 2 respondents) or extremely informed (2.8%, 1 respondent).

The majority of respondents (69.4%, 25 respondents) believe their own internet usage habits can serve as a model for their children/students/patients.

The most requested solutions include professional advice on communication and setting limits, practical strategies for monitoring social media use, and promoting collaboration between parents and professionals. Helping manage the relationship with the child/adolescent and accessing counselling services and support groups are also considered important:

- Professional advice on how to communicate effectively and set boundaries with children/teenagers: 17 responses
- Access to practical strategies and tools for setting boundaries and monitoring social media use: 15 responses
- Strategies for fostering collaboration between parents and teachers/ youth workers/ therapists to address and manage excessive social media use: 14 responses

- Help in managing the relationship with the child/teenager by improving communication skills: 10 responses

Most respondents have not received training on social media awareness (22 respondents, 61.1%) and have not participated in community awareness campaigns on internet use (26 respondents, 62.2%).

Most respondents believe the appropriate age to start using social media is between 12 and 15 years, with a slight preference for ages 14-15. Some suggest older ages such as 16 or 18, while others recommend starting between 10-12 years with proper supervision.

In contrast, most respondents suggest the appropriate age to start using online gaming platforms is between 10 and 12 years, with some recommending ages 14-16. A few believe the decision should depend on the type of game and supervision methods.

Most respondents (88.9%, 32 respondents) believe schools should limit internet or smartphone access in classrooms or school buildings.

Regarding interest in training on proposed topics, respondents show significant interest in the following areas:

- Negative Effects of Social Media Over-exposure on children and teenagers.
- Strategies for Social Media Detox.
- Dangerous online challenges and hoax challenges.
- Understanding the consequences of the creation of a fake profile.
- Management of cyber-bullying, online body-shaming, and hate speech.
- Mental health support tailored to digital wellbeing.

Respondents believe the tools that could help understand the consequences of creating a fake profile are primarily:

- Educational videos explaining the legal, social, and psychological impacts of creating fake profiles (20 responses)
- Analysis and discussion on real-life case studies and scenarios (21 responses)
- Role-playing exercises that simulate the experience and repercussions of creating and managing a fake profile (19 responses)
- Testimonials from individuals who have experienced negative outcomes from fake profiles (22 responses)

Responses related to other training topics or specific needs do not highlight any notable requirements, except for cyberbullying: 3 responses.

4. Conclusion

The survey highlights significant concerns and trends regarding internet use among children and adolescents, as perceived by educators, parents, and other professionals. A notable portion of respondents (63.9%) has observed negative impacts on their children's or students' lives due to excessive internet use, including decreased attention spans, isolation, and negative influences on interpersonal relationships. This indicates a growing need for effective strategies to manage and mitigate these issues.

Most adults report spending a moderate amount of time online daily, with a noticeable number dedicating substantial hours, which might reflect their own habits and potential role in shaping the online behavior of younger individuals. This correlation underscores the importance of modelling healthy internet use.

Respondents express a high level of concern regarding the negative impacts of social media platforms, particularly TikTok, and emphasise the lack of sufficient awareness among children about the risks associated with social media. This concern is compounded by the belief that their own internet habits can influence younger generations, suggesting that personal behaviour plays a crucial role in addressing these issues.

Training and resources are deemed essential, with a strong interest in topics such as the negative effects of social media exposure, strategies for detox, and online grooming dangers. The preference for educational videos, case studies, and role-playing exercises indicates a need for practical and engaging approaches to address these concerns effectively.

Moreover, the survey reveals a consensus on the need for schools to impose restrictions on internet and smartphone use within educational settings. This highlights a broader call for integrated efforts involving parents, educators, and professionals to collaboratively manage and monitor internet use among children and adolescents.

In summary, the survey underscores the critical need for comprehensive education and practical strategies to address the challenges of excessive internet use and social media exposure. There is a clear demand for collaborative approaches and resources to better support children's digital well-being and mitigate the adverse effects observed by respondents.

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
2 1	How to collaborate with your colleagues to manage social media use among students.					
2 2	Negative Effects of Social Media Over-exposure on children and teenagers.					
2 3	How to change your internet and social media use habits so that you can set a positive example to your children/students/pupils.					
2 4	How to manage and educate on TikTok and Instagram use among teenagers.					
2 5	Strategies for Social Media Detox.					
2 6	How to educate on online gaming, social gaming, and gambling.					
2 7	Topic and dangers of online grooming.					
2 8	Dangerous online challenges and hoax challenges.					
2 9	Understanding the consequences of the creation of a fake profile.					
3 0	Management of cyber-bullying, online body-shaming, and hate speech.					
3 1	Fake news and reality checking.					
3 2	How to teach children and teenagers about digital footprint.					
3 3	Mindfulness and self-regulation as a strategy for a healthier tech use.					

3 4	Promotion of healthier off-line habits and activities.					
3 5	Practical ways and strategies to collectively manage screen time at home.					
3 6	Promotion of Responsible Online Behaviour.					
3 7	Mental health support tailored to digital wellbeing.					
3 8	Technological tools and skills for the management of digital use.					
3 9	Promotion of community building in real life among teenagers.					
4 0	Social-emotional education with the objective of digital wellbeing.					
4 1	Strategies for setting a constructive parents/ children dialogue about online use and interactions.					
4 2	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

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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.
