



ERASMEDIAH

Educational Reinforcement Against
the Social Media Hyperconnectivity

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

CWEP



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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

The questionnaire in Poland was answered by 30 participants where 18 were teachers/youth workers/educators and 12 were parents. The age group they have experience with is between 12 and 18.

Majority of adults (19 respondents) spend between 2 to 3 hours on the internet daily. One respondent spends less than that which is from 1 to 2 hours. The rest (10 respondents) spend between 4 to 5 hours. One of the respondents in that last group underlined that 4 to 5 hours is an average because there are days when the number of hours reaches 8 or 10 and there are days when the number of hours is 1.

When it comes to children / students / pupils, the numbers of hours is either 4 to 5 hours (21 respondents) or more than 5 hours (the remaining 9 respondents).

In reference to the social media platforms that are most frequently used by young people, the most popular are: YouTube (30 responses), Instagram (26 responses), TikTok (19 responses), Facebook (17 responses). The other social media are also used but they are less popular.

Several aspects of negative impact on the children / students / pupils were mentioned. They were the following:

- Isolation from peers (28 responses)
- Decreased interest in family matters / activities (17 responses)

- Decreased physical activity (11 responses)
- Poor / worse performance in school (9 responses)
- Increased exposure to inappropriate content (9 responses)

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 11. Taking into account that there were 12 parents answering the questionnaire, it gives almost 92% of the whole group. When it comes to teachers / youth workers / educators, half of them (9 respondents) stated that they have had overwhelming feelings about their students excessive internet use. As for the feelings they experienced it was mostly anger followed by guilt and then helplessness.

All respondents stated that the most negative impact has TikTok, followed by Instagram (11 respondents) and Facebook (6 respondents). The respondents don't feel that the young people are very knowledgeable when it comes to risks with social media use. 27 respondents said that the children / students / pupils are not knowledgeable at all and the rest of the respondents (3 answers) think that the children / students / pupils are slightly knowledgeable.

All respondents think that they could be an example for children when it comes to their using habits/frequency.

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 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 (26 responses)
- Help in managing the relationship with the child/teenager by improving communication skills (11 responses)
- Assistance in managing feelings of helplessness, shame, and powerlessness (18 responses)
- Access to practical strategies and tools for setting boundaries and monitoring social media use (12 responses)
- Strategies for fostering collaboration between parents and teachers/ youth workers/ therapists to address and manage excessive social media use (16 responses)
- Access to information about available counseling services and existing support groups for sharing experiences and gaining emotional support (9 responses)

Most of the respondents have never received training on social media awareness other than self-learning in the internet (26 respondents). Similarly, most of the respondents have never participated in any awareness campaigns on internet use (28 respondents).

The half of the respondents (15) believe that the appropriate age to start using social media is from 14 years old while the other half thinks that it should be later, in age between 15 and 16. The same

answers were obtained for the question about the age when the children should start using online gaming platforms.

All 30 respondents stated that schools should limit internet or smartphone access in classrooms or school buildings.

When it comes to training, the most interest was shown in the following areas:

- How to collaborate with your colleagues to manage social media use among students (20 responses)
- Negative Effects of Social Media Over-exposure on children and teenagers (15 responses)
- How to manage and educate on TikTok and Instagram use among teenagers (17 responses)
- Strategies for Social Media Detox (11 responses)
- How to educate on online gaming, social gaming, and gambling (23 responses)
- Dangerous online challenges and hoax challenges (24 responses)
- Understanding the consequences of the creation of a fake profile (26 responses)
- Management of cyber-bullying, online body-shaming, and hate speech (21 responses)
- Fake news and reality checking (29 responses)
- Mental health support tailored to digital wellbeing (19 responses)
- Promotion of community building in real life among teenagers (17 responses)

It is worth to underline that from the above listed topics, the one that received the most ‘extremely interested’ choice, was “Fake news and reality checking”.

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 (27 responses)
- Analysis and discussion on real-life case studies and scenarios (20 responses)
- Informational brochures, articles, and e-books detailing the consequences (26 responses)
- Testimonials from individuals who have experienced negative outcomes from fake profiles (19 responses)
- Online quizzes and games designed to educate on the consequences in an engaging way (23 responses)

The respondents didn’t indicate any other topics or particular training.

4. Conclusion

30 respondents took part in the survey in Poland. Among them there were 18 were teachers / youth workers / educators and 12 were parents. Despite differences in the provided answers in some areas, it can be summarized that both parents and teachers are considered about the internet use of their children / students and that all see the dangers of its inappropriate use.

Looking at the time spent at the internet by students it can be stated that it is rather high. At the same time, the hours spent by adults are also high which is especially interesting when looking at the adults' answers stating that they believe that should act as models for their children and students. It seems that even though they realise how important setting the example is, it is difficult for them to give up on their own behaviour. At the same time adults feel anger, guilt and helplessness.

When it comes to impact of the social media, the respondents are concerned with negative impact of YouTube, TikTok, Instagram and Facebook. Excessive usage of these platforms linked with little knowledge about risks and dangers can lead to even more negative effects of which the most frequently mentioned are: isolation from peers, decreased interest in family matters / activities, decreased physical activity, poor / worse performance in school and increased exposure to inappropriate content.

In order to improve the situation, the respondents recognize the importance of various training and resources and state that schools should impose restrictions on internet use in classrooms and school buildings.

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

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

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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?*

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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

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.
