ERASMEDIAH
NEWSLETTER

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ERASMEDIAH
Educational Reinforcement Against
the Social Media Hyperconnectivity

About the Project

ERASMEDIAH is a European cooperation initiative focused on understanding and addressing the effects of social media hyper-connectivity on young people, while equipping educators, families and youth workers with innovative digital well-being Educational Resources.

Activities Implemented so far:
- Desk Research in partner countries
- Focus groups
- Surveys
- Creation of Educational Materials
- Creation of a guide for educators
- Training activity among the partnership

Focus Groups Implementation
Key Conclusions

Digital overuse is normalised in families and school environments; rules are often inconsistent or unenforced.

Parents and teachers lack concrete tools to detect and manage digital addiction, and feel overwhelmed by the complexity of the issue.

Hyperconnectivity is strongly linked with anxiety, depression, sleep problems, loss of interpersonal skills and social isolation across all countries.

Adult behaviour directly influences youth digital behaviour (mirroring effect), making role modelling essential.

Printed learning materials are declining, but full smartphone bans are impractical given digital school registers.

Community support systems and more structured training for parents & educators are urgently needed.

Overall Focus Group Outcome:

Recognition that digital well-being cannot rely solely on restrictions; it requires education, dialogue, role modelling, community awareness, self-regulation skills, and structured offline alternatives.

Survey Implementation & Educational Content

Survey Implementation Key Conclusions

- Up to 80% of youth report spending 5–8+ hours online per day, many primarily on social platforms.
- Notifications are a central trigger of compulsive checking behaviour, causing loss of concentration.
- Less than 25% of total online time is dedicated to educational or constructive content; most is passive consumption.
- Early device access correlates with stronger hyperconnectivity signs; many children own devices before age 12.
- Parents felt unsure if the solutions they applied were effective, leading to calls for clearer management frameworks.
- Cyberbullying and body-shaming are the most reported harms, overtaking traditional bullying.
- Youth who engage in shared digital activities show healthier behaviour than those who use platforms alone.
- There is an overwhelming demand for school-supported digital literacy and digital-detox guidance.

Educational Content

Module 1- Developing self-awareness: understanding social media hyper-addiction and its effects

Module 2 - Building critical thinking and digital literacy skills

Module 3 - Responsible decision-making - managing social media use and overcoming hyperconnectivity

Module 4 - Promoting responsible online behaviour and socio-emotional learning

Module 5 - Cybersecurity and online safety

Module 6 - Social media detox and digital well-being

Module 7 - Collaboration and community support in preventing social media risks

Educators Manual

The Hyperconnectivity Education Teacher's Manual is a practical and theoretical resource for youth workers, educators, and facilitators. It provides tools and knowledge to address the challenges of excessive social media use among young people.

Training Activity Implementation

LTTA Info

The LTTA was organised in Athens by Asserted Knowledge from 4–6 March 2025.
Partners participated in 8 workshops, experiencing the Educational Content and evaluating it

Lessons Evaluation & Trainer Feedback

Participants confirmed that the agenda was well structured and logically planned, allowing progressive learning.

Trainers were evaluated as prepared, knowledgeable, inclusive and effective, creating a safe learning atmosphere.

The most useful parts were:
- Evaluating lessons
- General & thematic discussions
- Co-learning process development
- Piloting and adaptation strategies

Participants largely stated they intend to apply the lesson methodologies in both professional and community environments, especially in youth work.

Engagement and interaction were rated highly; group activities were validated as effective.

Training Activity and Partnership Co-Learning

Objectives Achieved

✅ Partners evaluate lessons → Implemented across 8 structured workshops

✅ Training on pilot workshop implementation → Reinforced through discussions and feedback

✅ Co-learning on facilitation methods → Highly valued by participants

✅ Manual development → Iterative process used

✅ Educator reinforcement strategy → Confirmed as needed across all countries

🚀 Next Steps & Future Plans

Piloting Educational Materials
- Workshops will be implemented in all participating countries to test the curriculum and gather real-world youth feedback.
- Local piloting will focus on:
    - Youth digital awareness
    - Parent/trainer capacity building
    - Lesson adaptability per cultural context

Final Project Meeting
- The final project meeting will take place in Istanbul, enabling evaluation of current tasks and structuring the final plans

Final Promotional Events
- Each country will host national promotional events to support dissemination and community adoption.

Key Impact So Far

Conducted 6 national focus groups, building strong cross-country understanding of social media hyperconnectivity challenges.

Implemented partner co-learning LTTA, achieving high trainer satisfaction and readiness to apply methodologies.

Co-created a trainer's manual (7 modules, 37 lessons, ages 11–18) and launched an interactive open lesson library.

Advanced awareness on:
- Cyberbullying, privacy, and digital-addiction stigma
- The importance of adult role modelling and guided dialogue
- Need for balanced online/offline engagement strategies
- Established a multilevel intervention vision spanning youth, families, schools, and communities.

🎯 Result: validated educational resources and trained partner organisations, ready for real-world piloting through workshops.

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Future Plans

&

Current Impact