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JUMP ASSOCIATION REPORT ON

# ITALY'S STUDENTS SURVEY RESULTS

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# INTRODUCTION

The survey collected the answers from **102 Italian students** investigating their levels of **competence, knowledge** and **practice** regarding **Media and Digital Literacy (MDL)**.

Evaluating the students' awareness and behaviors is crucial to identify **future challenges and areas for educational interventions**.

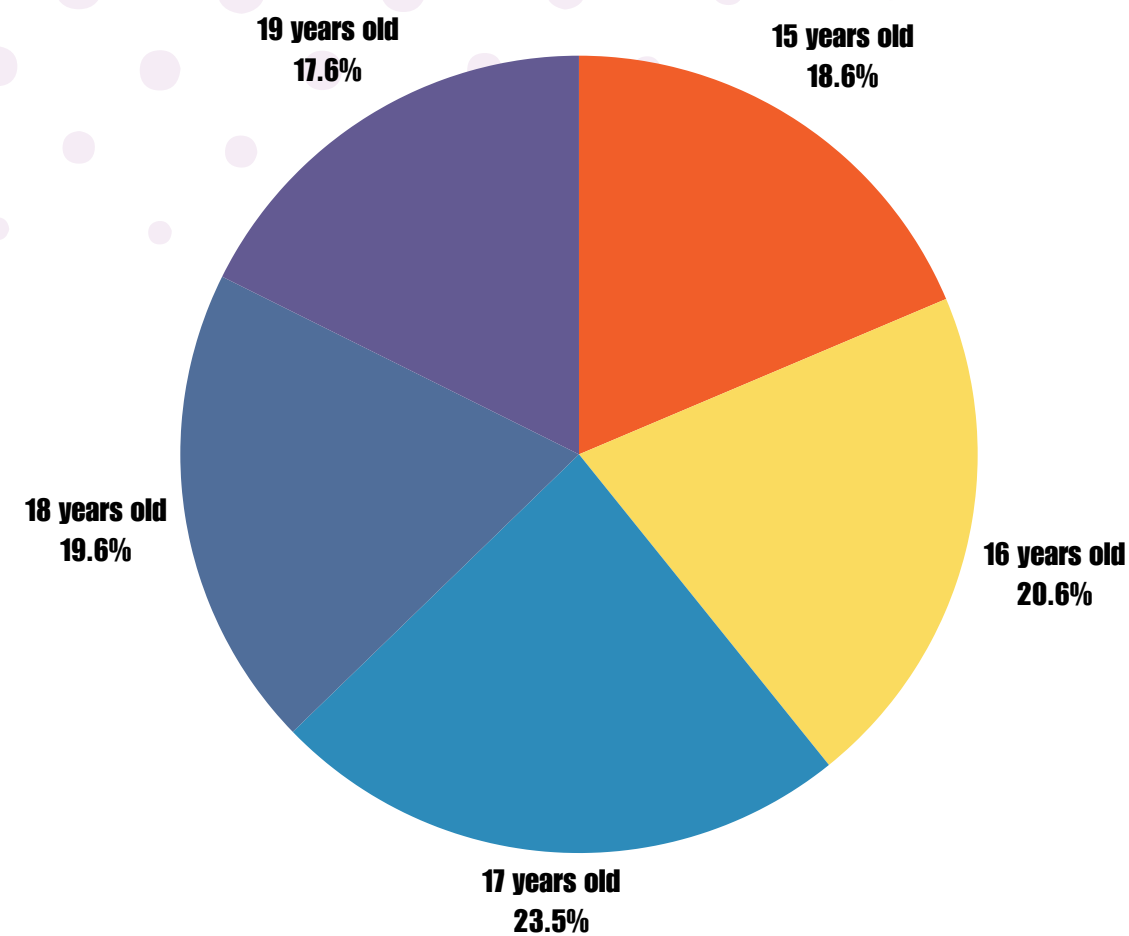




# SOCIODEMOGRAPHIC DATA

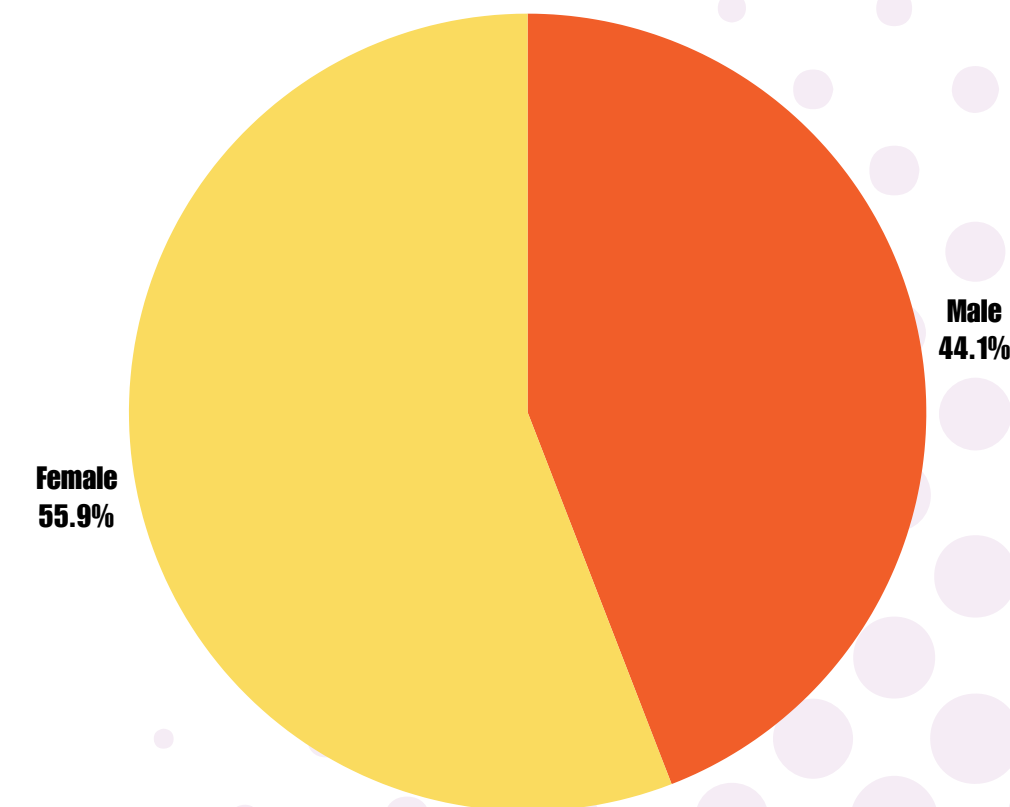
The survey first collected sociodemographic data, including students' sex and age to provide a comprehensive profile of the respondent group.

## AGE



The respondents' age was equally distributed

## SEX



There were more **female students (55,9%)** participating in the survey

# LEVELS OF COMPETENCE IN MEDIA AND DIGITAL LITERACY

## EVALUATING ONLINE INFORMATION

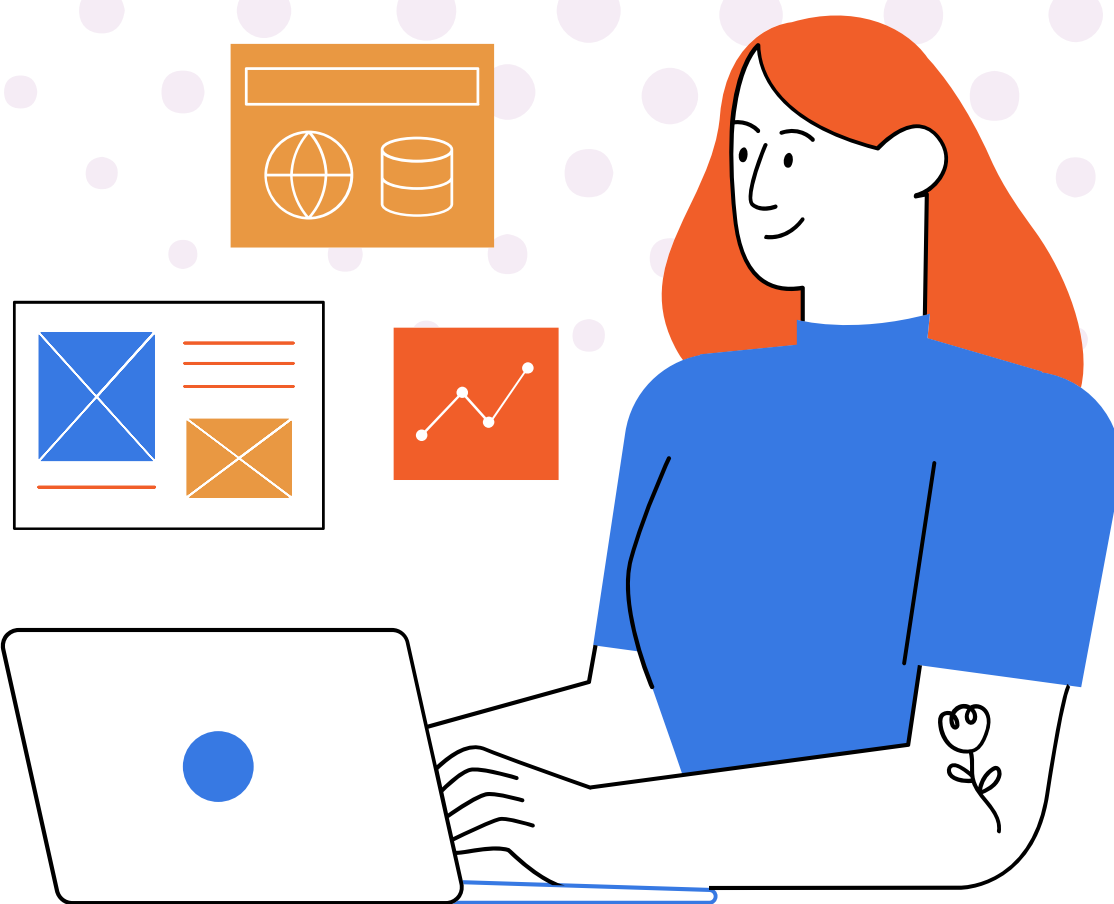


- Only the **6,9 %** of students feel **very confident** in evaluating the credibility of online information compared to **24,5%** who feel **not confident at all**;
- **34,3%** of students **rarely** check multiple sources before believing online news;
- Almost half of students (**41,2%**) **never took part** in a digital literacy training but they would like to;
- **38,2%** read comments and reactions to decide whether to trust information on social media.



# LEVELS OF COMPETENCE IN MEDIA AND DIGITAL LITERACY

## EVALUATING ONLINE INFORMATION



- The majority of students (**34,3%**) ignore online post spreading false or misleading information;
- More than half students have shared online content they later discovered being false or misleading (**35,3% multiple times and 29,4% once or twice**). **Only 12,7%** check before sharing;
- **Most of the students (34,3%)**, when seeing someone spreading false information online, ignore it to avoid conflict;
- **21,6%** of students think social media does not influence their opinions and beliefs.



## ANALYSIS & VERIFICATION

**HYPOTHESIS 1:**  
**STUDENTS WHO HAVE HIGHER LEVELS OF MEDIA**  
**AND DIGITAL LITERACY ARE MORE LIKELY TO**  
**ENGAGE IN RESPONSIBLE ONLINE BEHAVIOR AND**  
**CRITICAL THINKING.**

The survey findings partially support the hypothesis, highlighting both a digital literacy gap and its impact on online behavior.

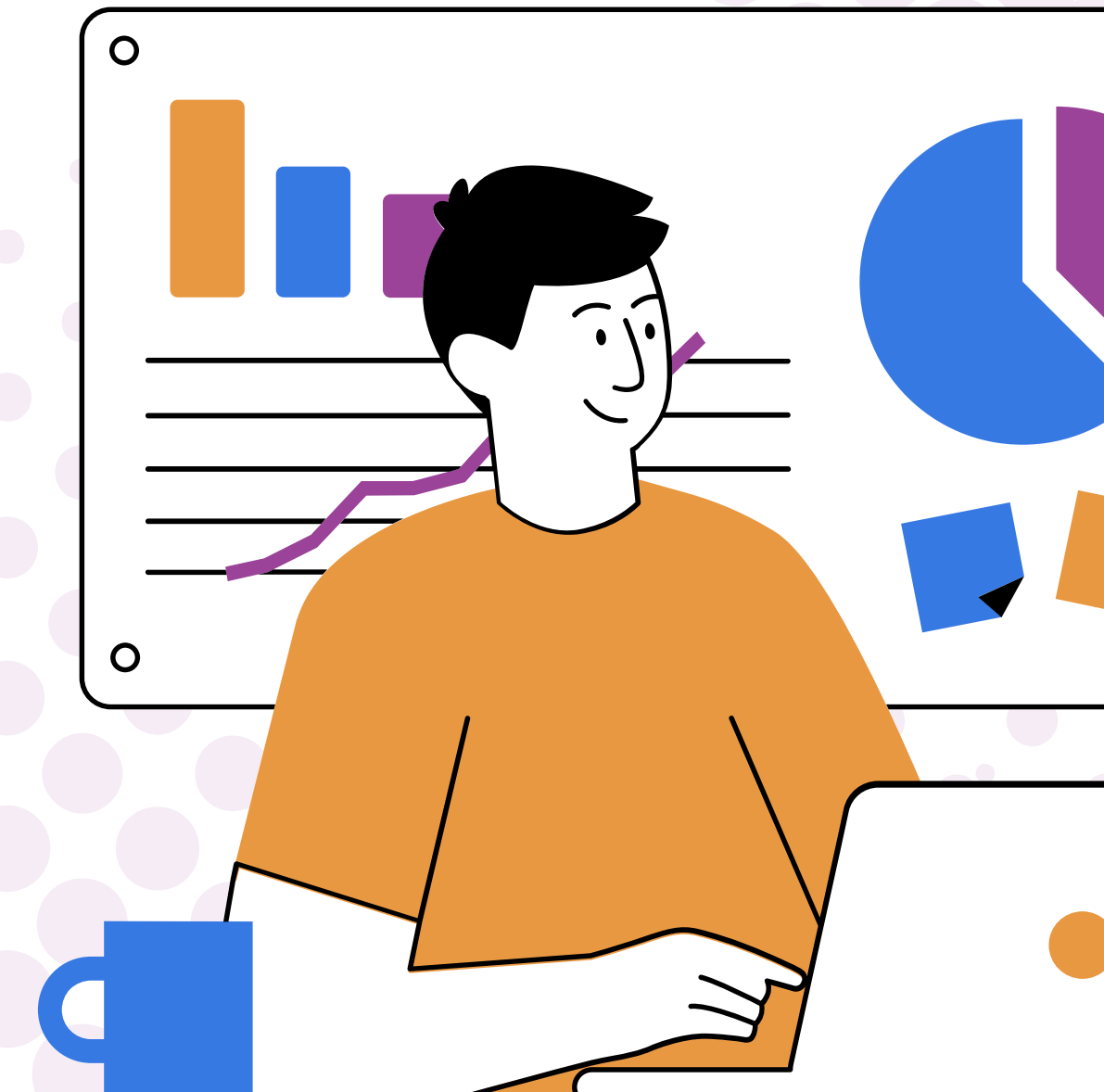
Most students lack confidence in evaluating online information and rarely verify sources.



# CYBERSECURITY AWARENESS AND DIGITAL SKILLS

## ONLINE SAFETY PRACTICES

- **Only 9,8% of students feel very proficient** in using digital tools for research and school projects. A great portion of students feel **slightly proficient (31,4%)** or **somewhat proficient (32,4%)**;
- The majority of students (**32,4%**) prefer using strong passwords as cybersecurity measure;
- **34,3%** of students rarely review and update privacy settings on their social media accounts.

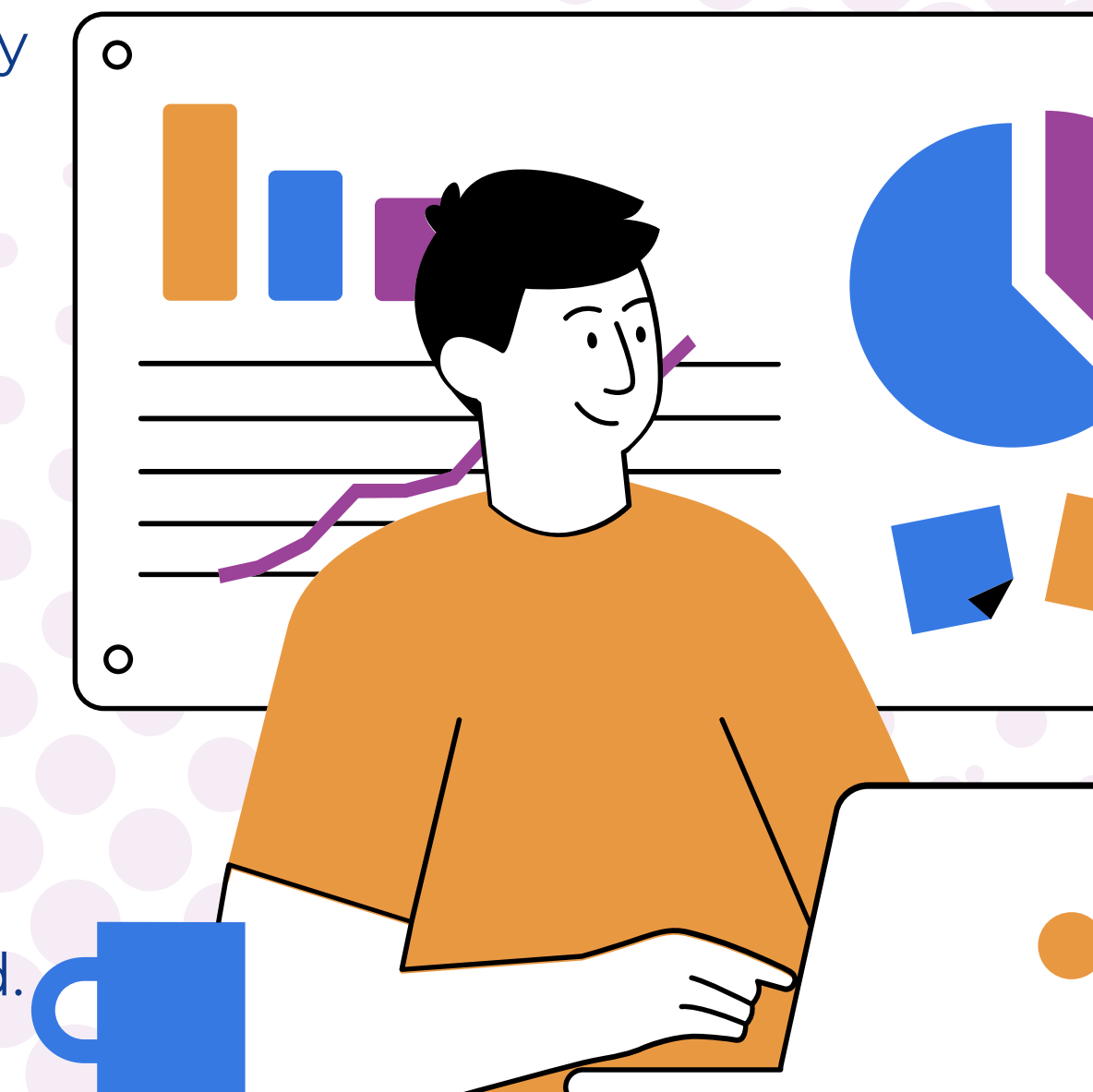




# CYBERSECURITY AWARENESS AND DIGITAL SKILLS

## ONLINE SAFETY PRACTICES

- **36,3%** of students expressed their concern about privacy violations, followed by the **33,3%** of students preoccupied about identity theft or hacking;
- **16,7%** of students have been victims of online harassment, cyberbullying or doxxing while a great number of students (**38,2%**) have witnessed it happening to others;
- **Most of students (34,3%)** rarely use two-factor authentication for their online accounts;
- **38,2 %** of students take breaks from screens only when they feel overwhelmed.





## ANALYSIS & VERIFICATION

**HYPOTHESIS 2:**  
**STUDENTS WITH STRONGER CYBERSECURITY**  
**AWARENESS AND DIGITAL SKILLS ARE MORE LIKELY**  
**TO FOLLOW ONLINE SAFETY PRACTICES AND**  
**MANAGE THEIR DIGITAL FOOTPRINT.**

The data show that students are aware of risks (e.g. concern about with privacy violations) but their behaviors suggest a need for more digital skills training to improve online safety practices (e.g. many students rarely use two-factor authentication or update their privacy settings). Therefore, the hypothesis is partially supported.



## DIGITAL LITERACY AND CONTENT CREATION

### ENGAGING WITH MEDIA

- **Only 14,7% of students** always cite and give credit to the original creator in their school projects. **26,5% of students** do not know how to properly credit online content;
- **34,3% of students are** not sure about the need of labeling AI-generating content as artificial;
- **34,3% of students** rarely check the authenticity of online videos and images they encounter;
- **The majority of students (34,3%)** once or twice have shared content labeled as “sponsored” or “advertisement” without disclosing it.





## ANALYSIS & VERIFICATION

### **HYPOTHESIS 3:**

**STUDENTS WHO ARE MORE ACTIVE IN CREATING  
DIGITAL CONTENT AND ENGAGING WITH MEDIA ARE  
MORE LIKELY TO UNDERSTAND ETHICAL ISSUES  
RELATED TO DIGITAL LITERACY AND CONTENT  
CREATION.**

- **Data shows a lack of understanding of ethical issues related to digital literacy and content creation.**
- **Even though students engage with digital content, there is a limited awareness of ethical practices (e.g. crediting sources).**
- **Therefore, the hypothesis is partially supported, stressing the need for more education on ethical digital practices.**



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# THANK YOU

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