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JUMP ASSOCIATION REPORT ON

# ITALY'S TEACHERS SURVEY RESULTS

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# INTRODUCTION

The survey collected the answers from **30 Italian teachers** investigating their levels of **competence, knowledge** and **practice** regarding **Media and Digital Literacy (MDL)** and its integration in their teaching.

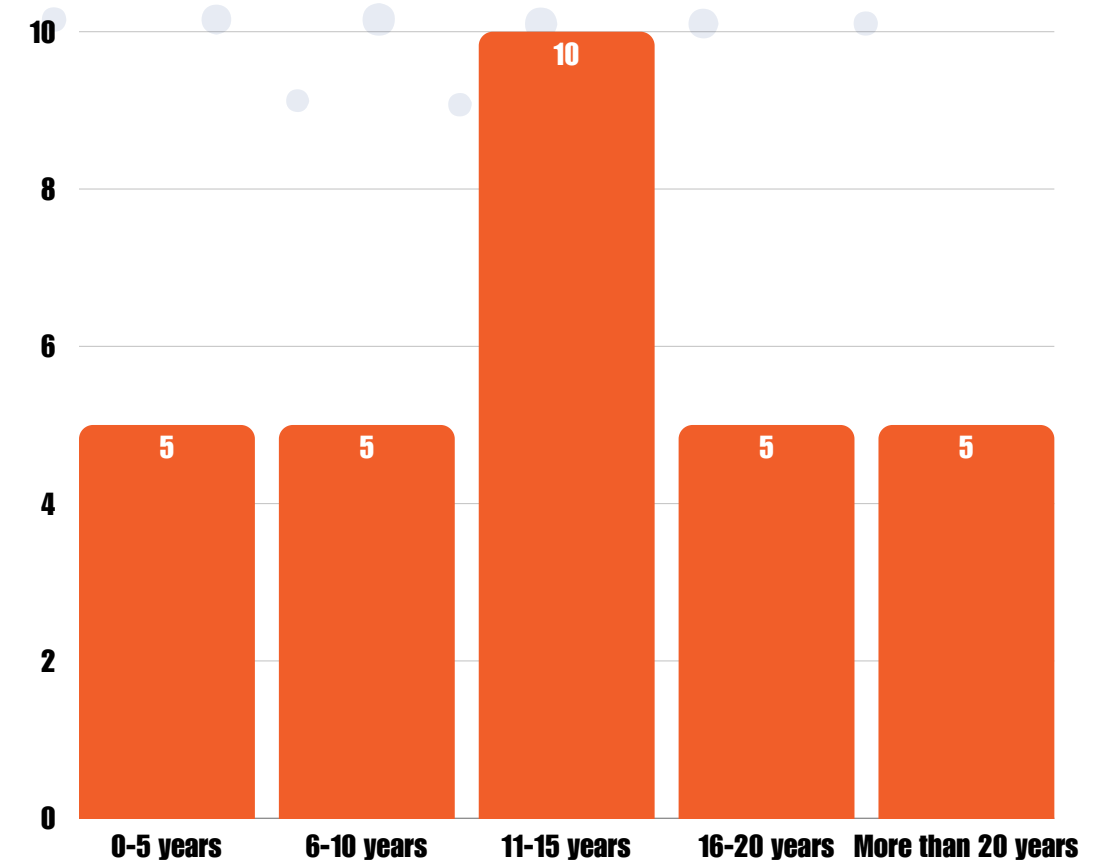
Evaluating the teachers' **attitudes** and **needs** is important to identify **future challenges and areas of improvement**.



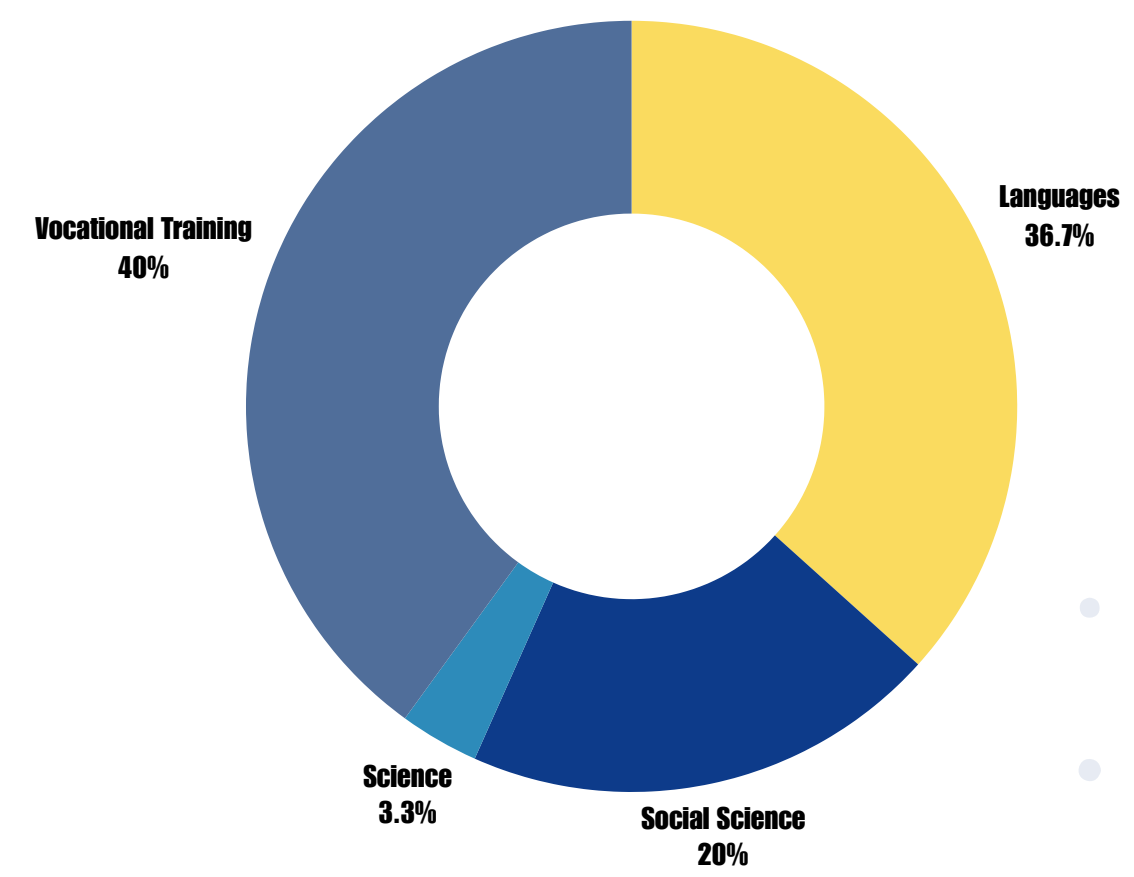
# SOCIODEMOGRAPHIC DATA

The survey first collected sociodemographic data, including participants' sex, subject taught, and years of teaching experience, to provide a comprehensive profile of the respondent group.

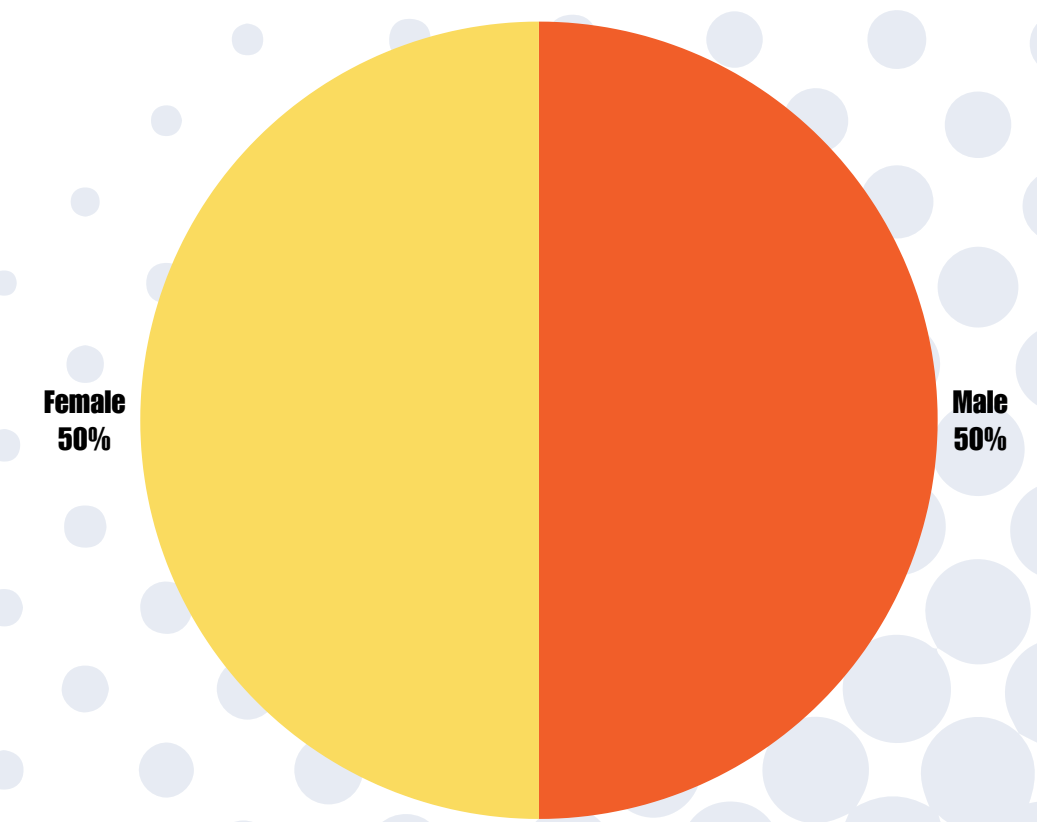
## TEACHING EXPERIENCE



## SUBJECTS TAUGHT



## SEX





# LEVELS OF COMPETENCE IN MEDIA AND DIGITAL LITERACY

## INTEGRATING MDL INTO TEACHING

- **More than half (76,7%)** of teachers affirm being very confident, confident and somewhat confident in integrating media and digital skills into their teaching;
- **56,7%** of respondents do not teach MDL as a separate subject in their school;
- **43,3%** of teachers have never received MDL formal training but they are interested in.



# LEVELS OF COMPETENCE IN MEDIA AND DIGITAL LITERACY

## INTEGRATING MDL INTO TEACHING

- **Less than half (46,7%)** of the teachers correctly understand Media Literacy;
- **The majority of teachers (83,3%)** always or often verify the credibility of online resources before using them in the class;
- **Almost all teachers (96,7%)** expressed the need for more training on media and digital literacy topics.





## ANALYSIS & VERIFICATION

**HYPOTHESIS 1:**  
**TEACHERS WITH HIGHER LEVELS OF COMPETENCE**  
**IN MEDIA AND DIGITAL LITERACY ARE MORE LIKELY**  
**TO INTEGRATE THESE SKILLS INTO THEIR TEACHING**  
**EFFECTIVELY.**

Even though more than half of the teachers reported feeling confident or somewhat confident in integrating media and digital literacy (MDL) into their teaching, there is still a lack of MDL knowledge. This gap is reflected in the absence of MDL being taught as a distinct subject in schools. Many respondents expressed the need for more formal training on these topics.



# SOCIAL MEDIA AND ONLINE COMMUNICATION

## FAMILIARITY WITH SOCIAL MEDIA

- **The majority of teachers (83,3%)** use social media in their personal life;
- **Half of teachers (50%)** use social media for teaching purposes;
- **53,3% of teachers do not use social media** for teaching purposes, while **40% use WhatsApp**. Other social media platforms used to a lesser extent include Facebook, Instagram and Youtube.





# SOCIAL MEDIA AND ONLINE COMMUNICATION

## FAMILIARITY WITH SOCIAL MEDIA

- **Just 50% of teachers** always or often discuss the impact of social media on student's perception of reality;
- **Only 26,7% of teachers** feel confident in guiding students on recognising misinformation or fake news on social media.





# ANALYSIS & VERIFICATION

## HYPOTHESIS 2:

**TEACHERS WHO ARE FAMILIAR WITH AND USE  
SOCIAL MEDIA IN THEIR PERSONAL AND  
PROFESSIONAL LIFE ARE MORE CONFIDENT IN  
TEACHING DIGITAL LITERACY SKILLS TO STUDENTS.**

**The majority of teachers use social media in their private life but they are less likely to use it for teaching purposes. Moreover, many of them do not feel confident doing so.**



# ONLINE MISINFORMATION, CYBERSECURITY, AND ETHICAL USE OF DIGITAL CONTENT

## DIGITAL EDUCATION

- **63,3% of teachers** do not teach students how to recognize fake news because it's not part of the teaching program;
- **33,3% of teachers** always and often educate students about online privacy and digital security, while **40%** do it sometimes;
- **Only 13,3% of teachers** regularly teach students about copyright laws and ethical use of digital content;
- **Almost all respondents (96,7%)** use digital tools in their teaching like Google Classroom or Canva.





# ONLINE MISINFORMATION, CYBERSECURITY, AND ETHICAL USE OF DIGITAL CONTENT

## DIGITAL EDUCATION

- **80% of teachers** teach students how to use digital tools for research and content creation;
- **50% of teachers** encountered multiple times students facing issues related to digital privacy and online harassments;
- **More than half teachers (53,4%) always and often** encourage student to reflect on digital consumption habits;
- **All respondents (100%)** think teachers need to be trained in MDL;
- The majority of teachers **(93,3%)** use electronic questionnaire for their surveys.





# ANALYSIS & VERIFICATION

## HYPOTHESIS 3:

**TEACHERS WHO ACTIVELY TEACH ABOUT ONLINE MISINFORMATION, CYBERSECURITY, AND ETHICAL USE OF DIGITAL CONTENT ARE MORE LIKELY TO HAVE STUDENTS WHO PRACTICE RESPONSIBLE DIGITAL BEHAVIORS.**

Only a small percentage of teachers address topics such as online safety, digital privacy, and the ethical use of digital content in their teaching. At the same time, issues like digital privacy breaches and online harassment continue to affect students.



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# THANK YOU

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