
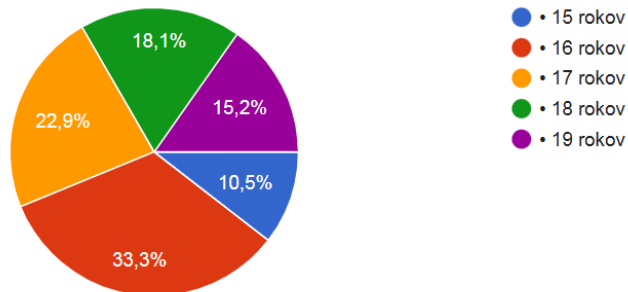


Vek:


 Kopírovat graf

105 odpovědí

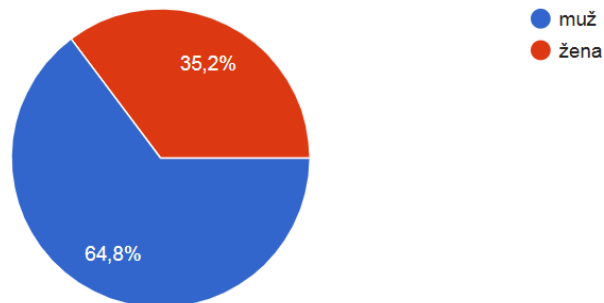


The survey included mostly 16-year-old students.

Pohlaví:

 Kopírovat graf

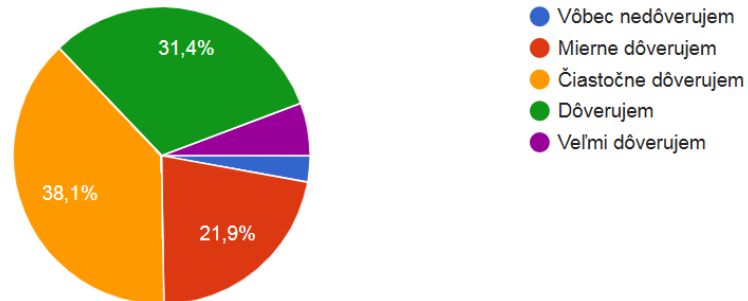
105 odpovědí



The respondents were predominantly male (64.8%).

Ako si dôverujete v tom, ako viete správne vyhodnotiť dôveryhodnosť online informácie?

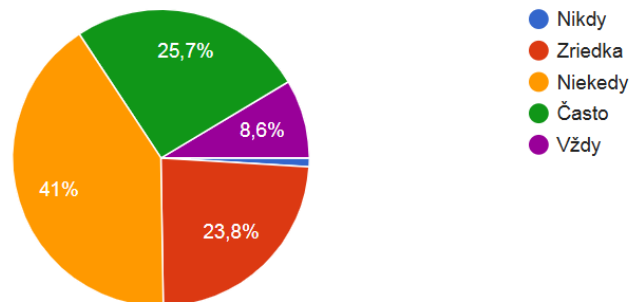
105 odpovedí



Only 5.7% of students are very confident in their ability to assess the credibility of online information, and 31.4% are somewhat confident.

Ako často kontrolujete viacero zdrojov pred tým, ako uveríte online správam?

105 odpovedí

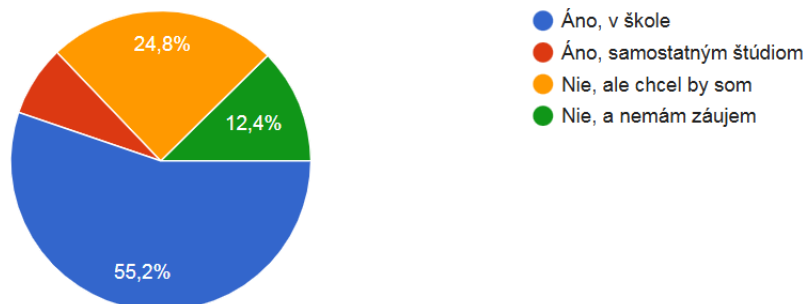


23.8% of students rarely check multiple sources before believing online news.

Zúčastnili ste sa niekedy školenia o digitálnej alebo mediálnej gramotnosti?

 Kopírovať graf

105 odpovedí

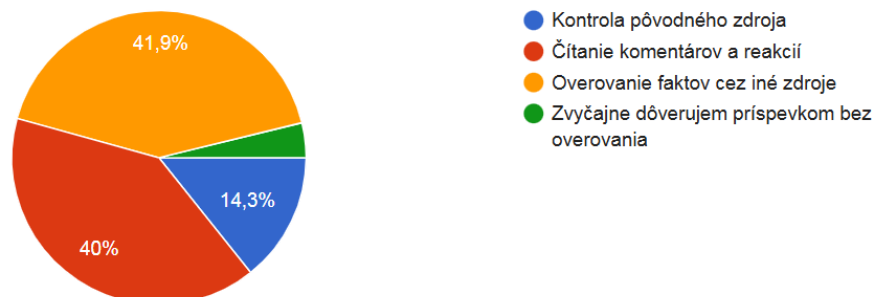


More than half (55.2%) of students reported that they had at some point participated in a school training on digital or media literacy.

Ako sa rozhodujete, či dôverujete informáciám zdieľaným na sociálnych médiách? (Vyberte, čo najviac platí.)

 Kopírovať graf

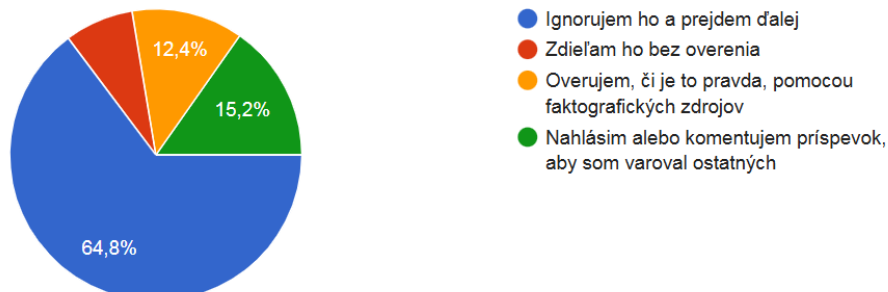
105 odpovedí



The majority of students (41.9%) verify facts using other sources when they want to determine the credibility of information shared on social media.

Ak narazíte na online príspevok, ktorý šíri nepravdivé alebo zavádzajúce informácie, čo zvyčajne urobíte?

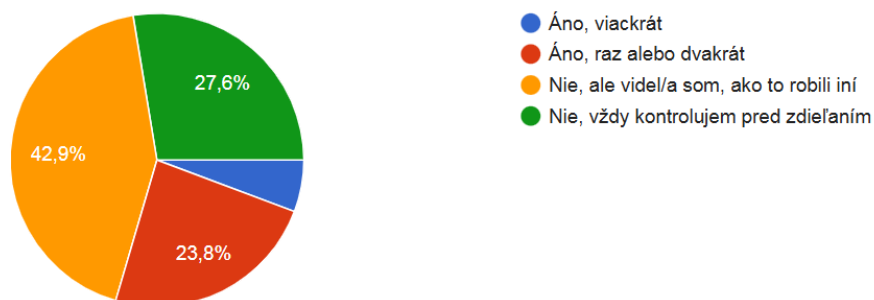
105 odpovedí



64.8% of students, when encountering an online post that spreads false or misleading information, ignore it and move on. Only 15.2% of students report or comment on the post to warn others.

Zdieľali ste niekedy online obsah, ktorý ste neskôr zistili, že bol nepravdivý alebo zavádzajúci?

105 odpovedí



5.7% of students have shared online content multiple times that they later found out was false or misleading.

Ako reagujete, keď vidíte, že niekto šíri nepravdivé alebo škodlivé informácie online? (Vyberte, čo najviac platí.)

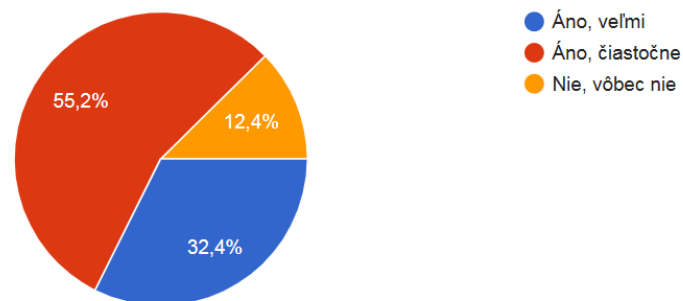
105 odpovedí



When students see someone spreading false or harmful information online, they most often ignore it to avoid conflict.


Myslíte si, že sociálne médiá ovplyvňujú vaše názory a presvedčenia?

105 odpovedí

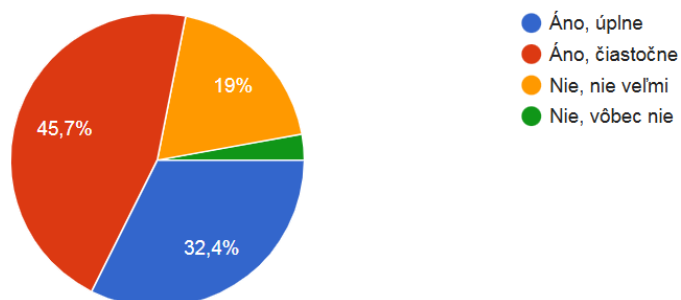


12.4% of students believe that social media does not influence their opinions and beliefs.

Chápete autorské práva pri používaní online obrázkov, videí a článkov?


 Kopírovať graf

105 odpovedí

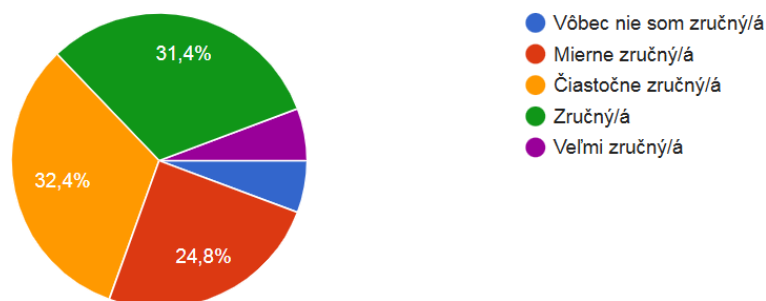


32.4% of students fully understand copyright laws when using online images, videos, and articles.

Ako ste zručný/á v používaní digitálnych nástrojov na výskum a školské projekty?

 Kopírovať graf

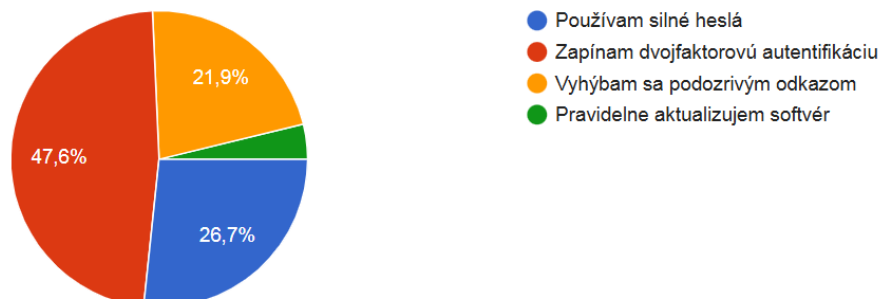
105 odpovedí



5.7% of students said they are skilled in using digital tools for research and school projects.

Aké kybernetické bezpečnostné opatrenia dodržiavate? (Vyberte, čo najviac platí.)

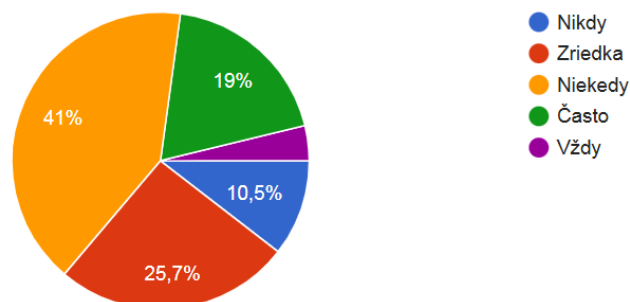
105 odpovedí



The largest proportion of students (47.6%) reported using two-factor authentication as their main cybersecurity measure.

Ako často kontrolujete a aktualizujete nastavenia ochrany osobných údajov na svojich sociálnych médiách?

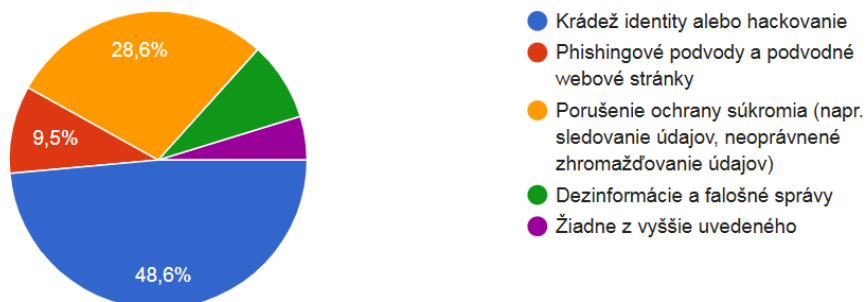
105 odpovedí



3.8% of students stated that they always check and update privacy settings on their social media accounts.

**Ktorých z nasledujúcich online bezpečnostných rizík sa najviac obávate?
(Vyberte, čo najviac platí.)**

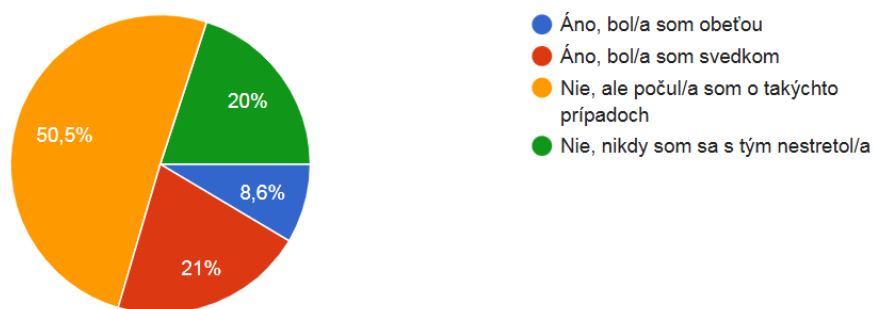
105 odpovedí



48.6% of students expressed the most concern about identity theft or hacking.

Zažili ste alebo boli ste svedkom online šikanovania, kybershikanovania alebo doxingu?

105 odpovedí

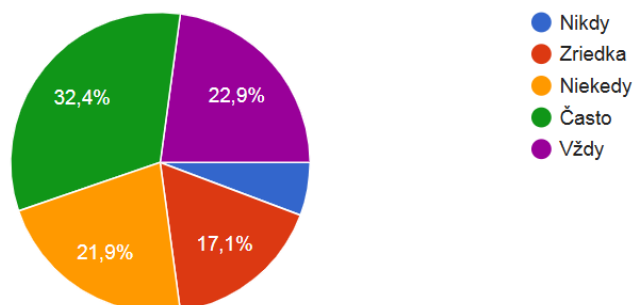


8.6% of students said they had been victims of bullying, and 21% said they had witnessed it.

Ako často používate dvojfaktorovú autentifikáciu na svojich online účtoch?

 Kopírovať graf

105 odpovedí

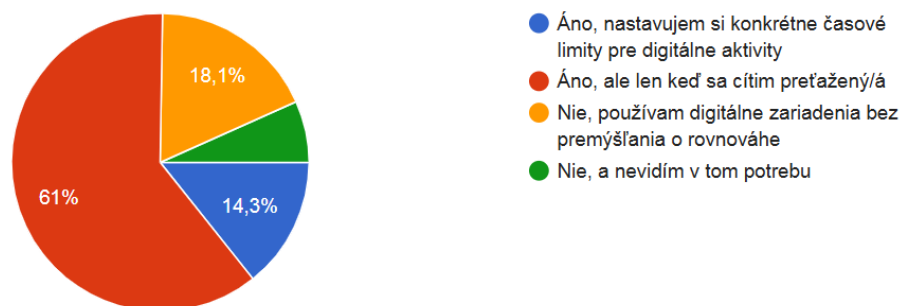


32.4% of students reported using two-factor authentication on their online accounts often, and 22.9% said they always use it.

Aktívne si robíte prestávky od obrazoviek, aby ste udržali zdravú rovnováhu medzi online a offline životom?

 Kopírovať graf

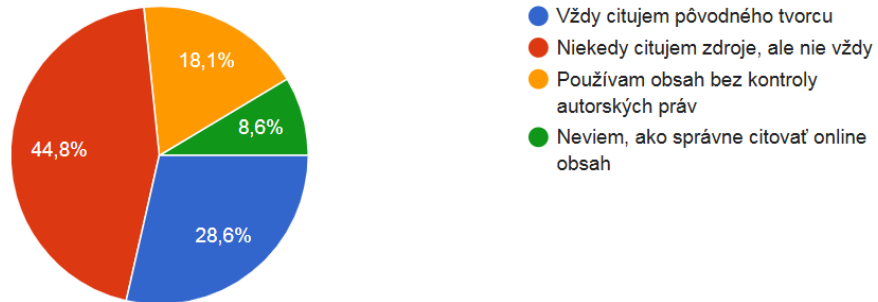
105 odpovedí



61% of students take active screen breaks only when they feel overwhelmed.

Ako zabezpečíte pri práci na školských projektoch správne citovanie online zdrojov?

105 odpovedí



28.6% of students stated that they always cite the original creator in school projects.

Myslíte si, že obsah generovaný umelou inteligenciou (napr. ChatGPT, Deepfake videá) by mal byť vždy označený ako umelý?

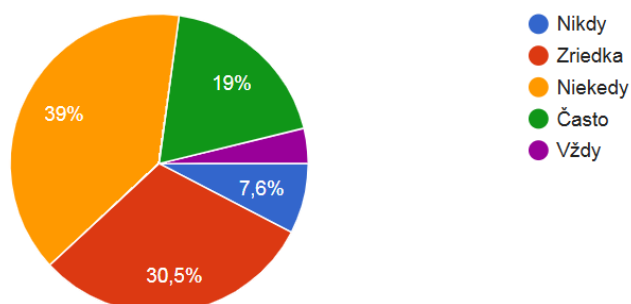
105 odpovedí



More than half of the students (55.2%) believe that AI-generated content should always be labeled as artificial.

Ako často kontrolujete pravosť online videí a obrázkov, s ktorými sa stretnete?

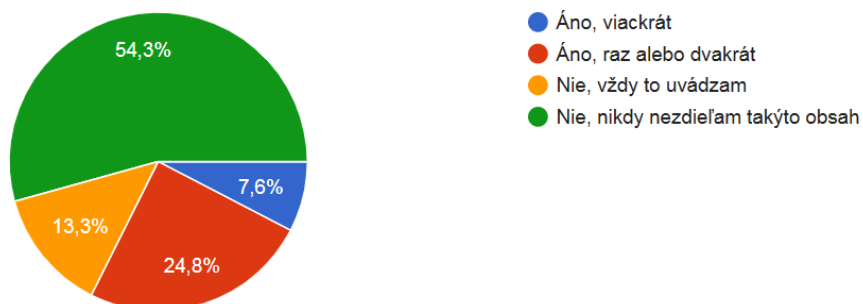
105 odpovedí



22.8% of students always or often verify the authenticity of online videos and images.

Zdieľali ste niekedy obsah, ktorý bol označený ako „sponzorovaný“ alebo „reklama“ bez toho, aby ste to uviedli?

105 odpovedí



54.3% of students reported that they never share content marked as sponsored or advertisement without first viewing it.

HYPOTHESIS 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.

(Verified by Questions 1 to 9)

Supporting findings:

- Only 5.7% of students are very confident in evaluating the trustworthiness of online information, and 31.4% are somewhat confident.
- Just 23.8% of students regularly verify multiple sources before trusting online news.
- 55.2% have participated in a digital/media literacy training at school.
- 41.9% verify facts through other sources when assessing credibility on social media.
- 64.8% ignore false or misleading posts rather than reacting to them, and only 15.2% report or comment to warn others.
- 5.7% admitted to sharing false or misleading content multiple times.
- When witnessing misinformation, most students choose to ignore it to avoid conflict.
- Only 12.4% believe that social media does not influence their opinions—meaning a majority acknowledges influence, which suggests media awareness.

Verification:

The data partly supports the hypothesis. While some students exhibit responsible behavior (fact-checking, training), a large portion still ignores misinformation and lacks confidence in assessing online content, indicating media and digital literacy is present but needs improvement for stronger online responsibility and critical thinking.

Hypothesis 2:

Students with stronger cybersecurity awareness and digital skills are more likely to follow online safety practices and manage their digital footprint.

(Verified by Questions 10 to 16)

Supporting findings:

- Only 5.7% of students consider themselves skilled in using digital tools for schoolwork and research.
- 47.6% reported using two-factor authentication.
- Only 3.8% always update privacy settings on social media.
- 48.6% are most concerned about identity theft or hacking.
- 32.4% use two-factor authentication frequently, while 22.9% always use it.
- 61% take breaks from screens only when feeling overwhelmed.

Verification:

This hypothesis is moderately supported. While many students take some cybersecurity steps (e.g., two-factor authentication), there is a lack of consistent action (like updating privacy settings). Also, low confidence in digital skills suggests that awareness exists, but actual safe behavior is not fully established across the group.

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.

(Verified by Questions 17 to 20)

Supporting findings:

- 28.6% of students always cite original creators in school work.
- 55.2% believe AI-generated content should always be labeled as artificial.
- 22.8% always or frequently check the authenticity of online videos and images.
- 54.3% never share sponsored/advertised content without first viewing it.

Verification:

This hypothesis is fairly well supported. The data shows that many students demonstrate ethical awareness, such as citation, AI content recognition, and caution with sponsored material. However, with only about one-third consistently following best practices, there's room to foster greater ethical engagement.

Summary

- Students show moderate levels of media and digital literacy, with over half attending training and verifying facts from multiple sources, but many still fail to respond to misinformation online.
- Regarding cybersecurity, practices like two-factor authentication are common, but active privacy management and digital skill confidence are low.
- Ethical behaviors around digital content creation—like citation, skepticism of media, and identifying sponsored content—are developing positively but not yet universal.

Conclusion

The data partially confirms all three hypotheses:

- There is a foundation of literacy, awareness, and responsibility, but most behaviors are not consistently practiced.
- Educational interventions—especially hands-on, skill-building, and ethics-oriented programs—could help students move from awareness to consistent action.
- Further emphasis on critical thinking, cybersecurity hygiene, and ethical content use will be crucial in raising the overall digital competence of students.

Why Netiquette, Media Literacy, and Digital Literacy Matter for Students

In today's digital world, students are constantly exposed to an overwhelming amount of online content—from social media posts and online news to school resources and entertainment. Navigating this environment requires more than just basic technical skills; it demands critical thinking, ethical awareness, and responsible online behavior.

1. Netiquette (Online Etiquette)

Netiquette helps students communicate respectfully and responsibly in digital spaces. It encourages empathy, discourages cyberbullying, and helps maintain positive online communities. With rising concerns about online harassment and misinformation, understanding digital manners is essential for both safety and mental well-being.

2. Media Literacy

Media literacy empowers students to analyse, evaluate, and interpret online information critically. It enables them to recognise bias, distinguish fact from opinion, and avoid falling for fake news or propaganda. As students increasingly turn to the internet for news and learning, media literacy is a key defense against manipulation.

3. Digital Literacy

Digital literacy includes technical skills, cybersecurity awareness, and the ability to use digital tools effectively. It allows students to manage their digital footprint, protect their privacy, and make the most of digital resources in both academic and personal settings. In the 21st-century job market, strong digital skills are also essential for employability.

Together, these competencies form the foundation of responsible, informed, and safe digital citizenship.