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TRANSNATIONAL REPORT (WP2)

Based on the needs analysis



21st IMPACT

Prepared By :
OŠ Olge Meglič



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TRANSNATIONAL REPORT

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**Empowering young people's 21st century skills for improved digital
media literacy and AI understanding**

Project number: 2024-1-DK01-KA220-SCH-000244785

Prepared by OŠ Olge Meglič



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CEBANC:



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1. Introduction

This report compiles the results of the needs analysis from the four participating countries in the 21st IMPACT project.

The report is based on a study on the use of social media and artificial intelligence (AI) among students from four different European countries and their respective educational institutions; Romania (FEG), Spain (CEBANC), Denmark (Esbjerg Realskole and SOSU) and Slovenia (OŠ Olge Meglič) provides an intriguing insight into young people's habits and their perception of these technologies and an inside into their teachers' perspective on this subject. The findings reveal common trends across countries while highlighting differences that reflect local cultural and educational nuances. This report aims to present these commonalities and differences and propose guidelines for improving digital literacy and safe technology use.

2. Methodology

The main objective of WP2 was to detect, analyse and encode the data needed to understand which social media platforms are most used by young people in the four participating countries, combined with an identification of what purposes young people primarily use social media for.

In addition, the extent to which young people are aware of the challenges associated with, for example, sharing personal data and images. And to what extent do they feel able to distinguish valid news from fake news, or distinguish original image and video material from AI-generated or manipulated material?

Furthermore, we wanted to uncover which AI tools students are familiar with and to what extent they feel skilled to assess the opportunities and risks of AI tools?

Finally, a self-assessment of which learning tools would best support students' digital media literacy.

For teachers, an identification of the challenges they experience with their students in relation to the use of social media. In addition, an identification of which teaching materials are currently used in the participant institutions in relation to digital media literacy, what challenges they see with the increasing use of AI on social media and in general as well as what type of materials they think would best support the students' digital media literacy.

Sample size: The target group were students aged 12 – 18 years old and teachers who taught these students.

Survey for students and survey for teachers was provided in English by OŠ Olge Meglič after each partner school provided feedback from draft versions.

Surveys were uploaded to Google Forms by each partner. This online tool was also used for analysing gathered data.

Sample size (students): FEG (31), Esbjerg Realskole (23), SOSU (24), CEBANC (22), OŠ Olge Meglič (28) – total: **128 students**

Sample size (teachers): FEG (21), Esbjerg Realskole (10), SOSU (12), CEBANC (13), OŠ Olge Meglič (11) – total: **67 teachers**

Interview guide for students and interview guide for teachers were also be provided by OŠ Olge Meglič. Interviews was conducted in 2 focus groups. Interviews were drafted in a report.

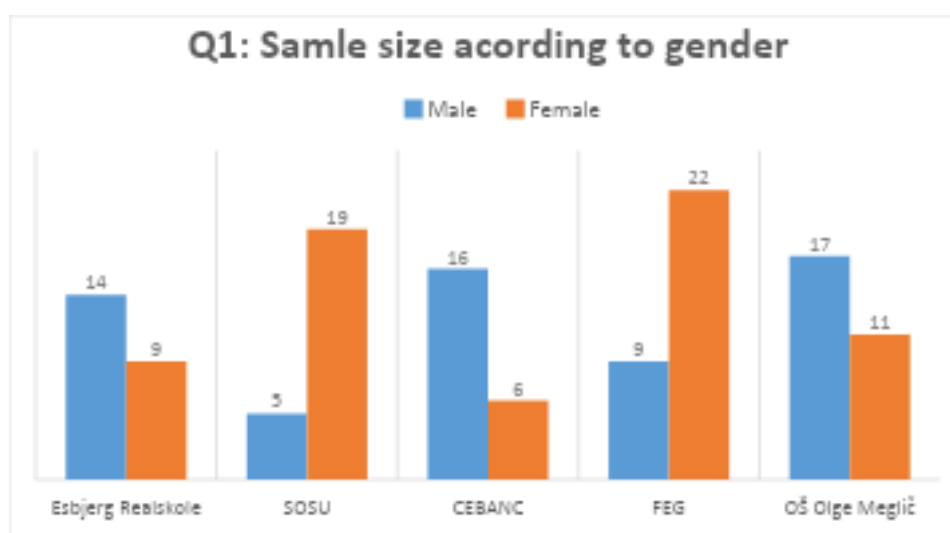
Each partner school gathered at least 5 students for focus group interview and 5 teachers for another focus group interview. All the data collected was analysed in a National Analysis in English by each partner organization. Quantitative data was reproduced numerically and / or in graphs. Qualitative data was reproduced in summary form by the partner school. National Analysis in English was sent to OŠ Olge Meglič to prepare Transnational Synthesis Report.

Sample size (students): FEG (6), Esbjerg Realskole (6), SOSU (5), CEBANC (5), OŠ Olge Meglič (5) – total: **27 students**

Sample size (teachers): FEG (5), Esbjerg Realskole (5), SOSU (5), CEBANC (5), OŠ Olge Meglič (5) – total: **25 teachers**

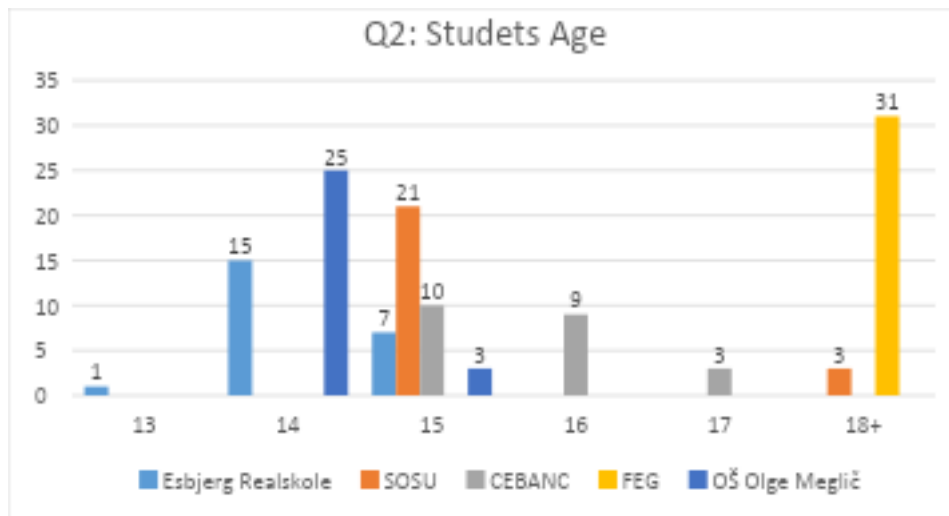
3. Social Media and Artificial Intelligence (AI) Among Students

1.



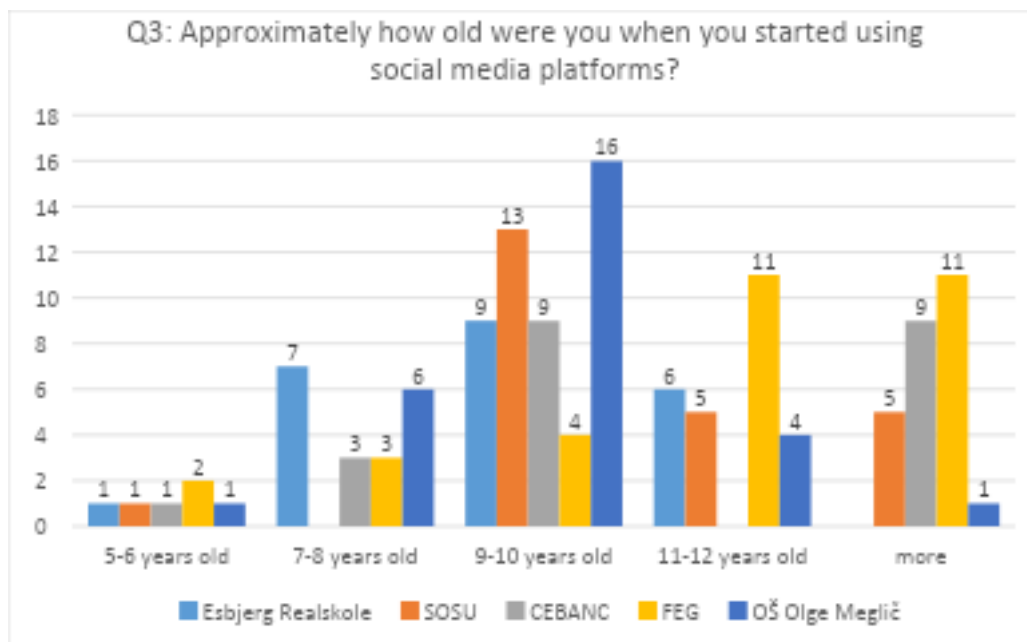
A total of 128 students completed the Survey. 61 were males and 67 females. On the Graph we can observe that in schools OŠ Olge Meglič, CEBANC and Esbjerg Realskole were more males and in SOSU and FEG there were more females.

2.



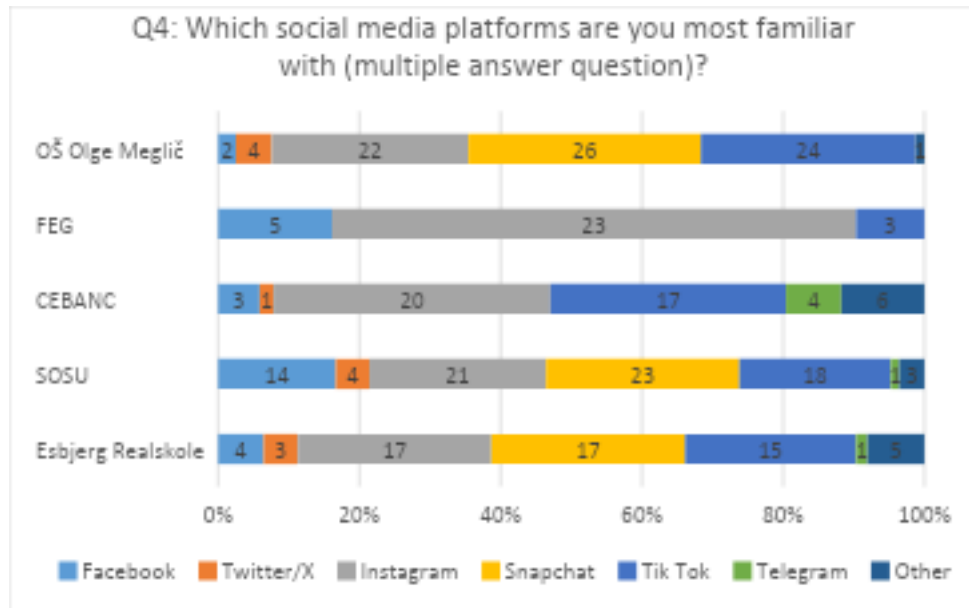
Most of the students were 14 and 15 years old when they took the Survey, followed by 18+ year olds. Some students were 13, 16 and 17 years old.

3.



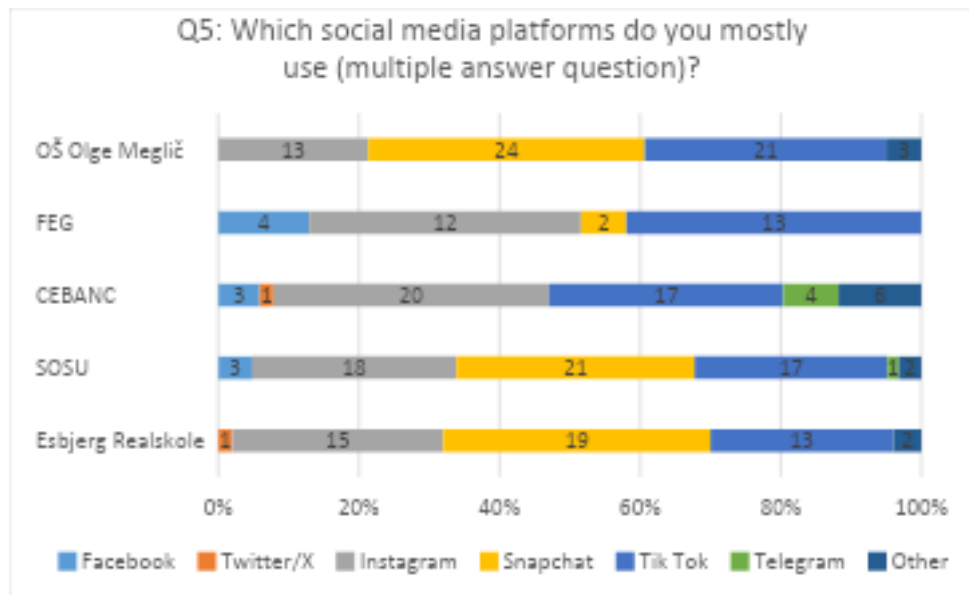
We can observe that most students were 9-10 years old when starting using social media platforms. In all organisations we can find students that were 5-6 years old. In all except Esbjerg Realskole we can find students that were more than 12 years old when they started using social media platforms.

4.



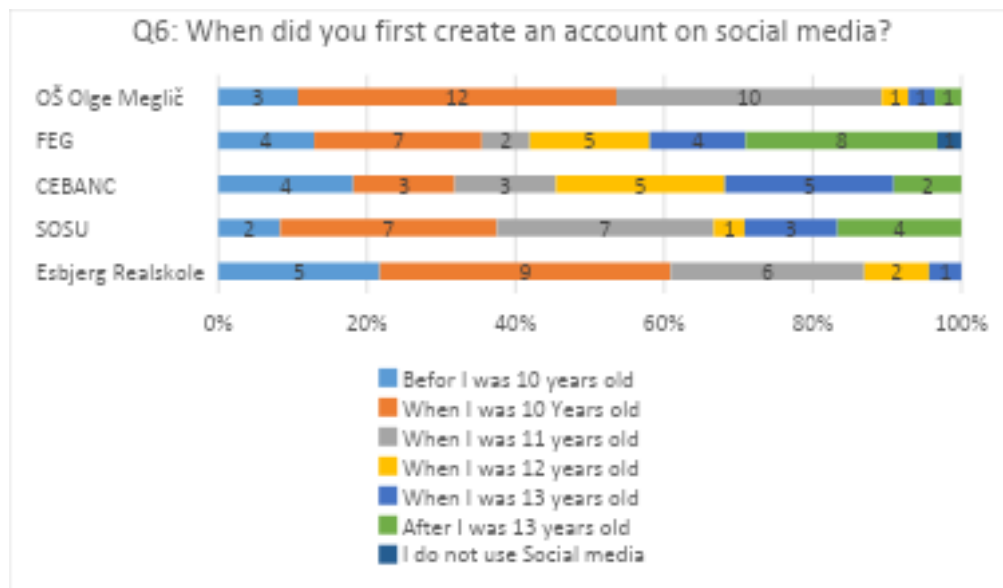
Students are most familiar with Instagram, followed by Tik Tok and Snapchat. Students in FEG and CEBANC are not familiar with Snapchat. They are all somewhat familiar with Facebook. CEBANC, SOSU and Esbjerg Realskole also mentioned Telegram.

5.



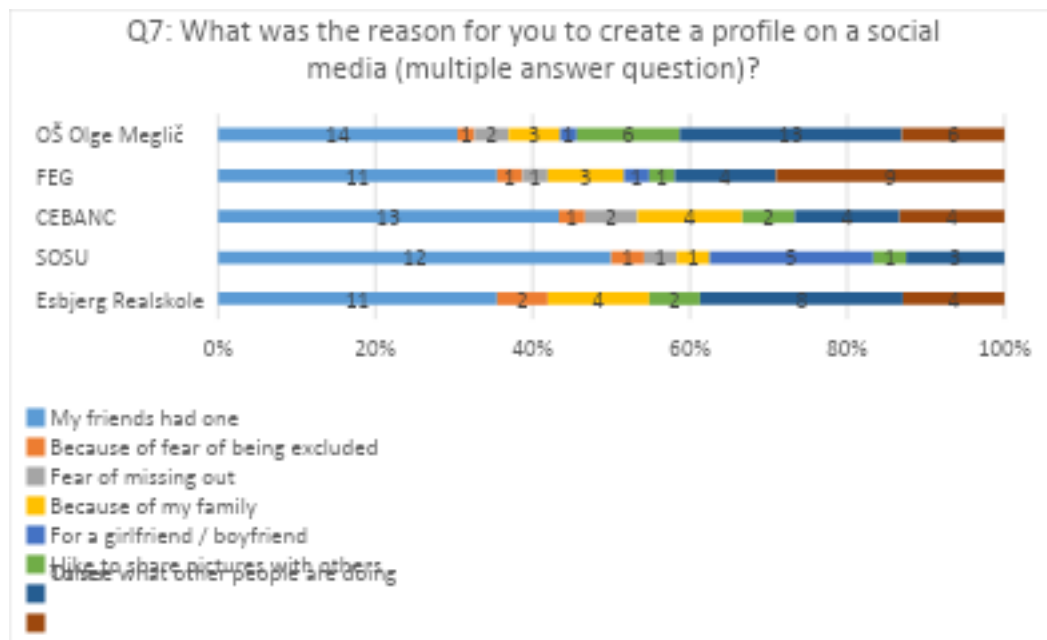
They mostly use Instagram, followed by TikTok. In OŠ Olge Meglič, SOSU and Esbjerg Realskole Snapchat is also very present.

6.



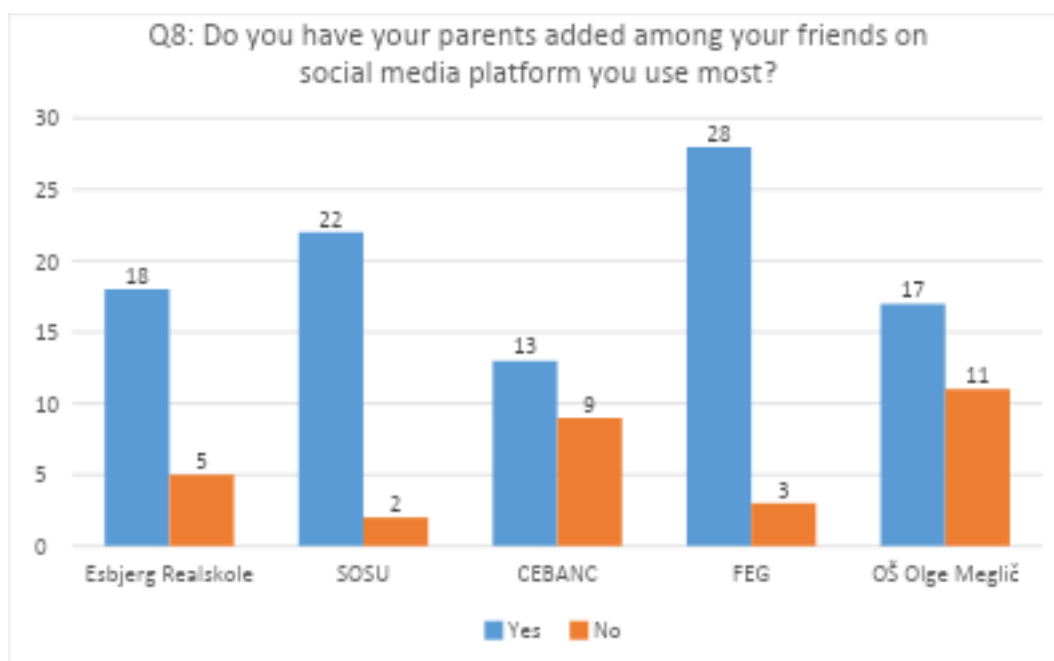
Most of the students were 10 years old when they first created social media account. Students from OŠ Olge Meglič and Esbjerg Realskole were generally younger than students from FEG, CEBANC and SOSU. This could be because they were younger than others.

7.



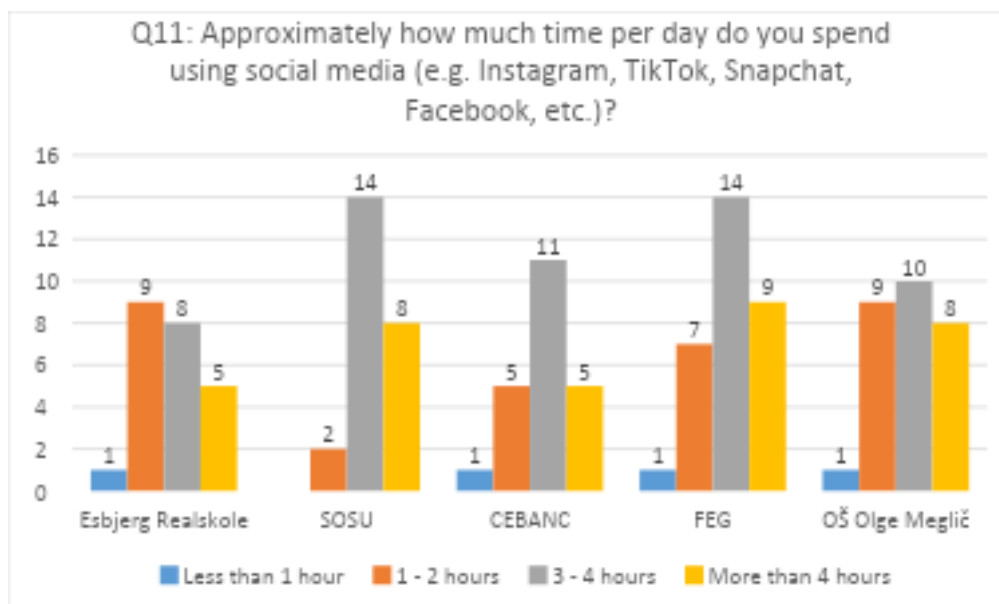
Students from all partner schools state that the main reason for creating a profile on social media account was “My friend had one”, followed by “To see what other people are doing” and “Other”. In SOSU students also added “For a girlfriend / boyfriend”.

8-10:



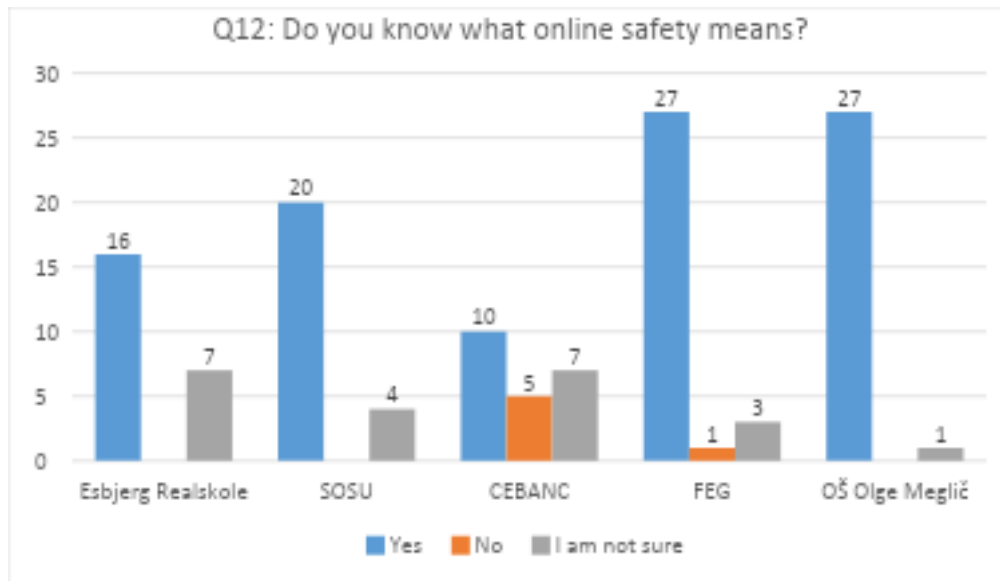
Most of the students from FEG and SOSU (around 90%) have their parents added as friends, followed by Esbjerg Realskole. As we come to OŠ Olge Meglič and CEBANC around 60% of students are online friends with their parents. The main reasons being that their parents don't use the same social media platform, or they don't want their parents to see what they are posting.

11.



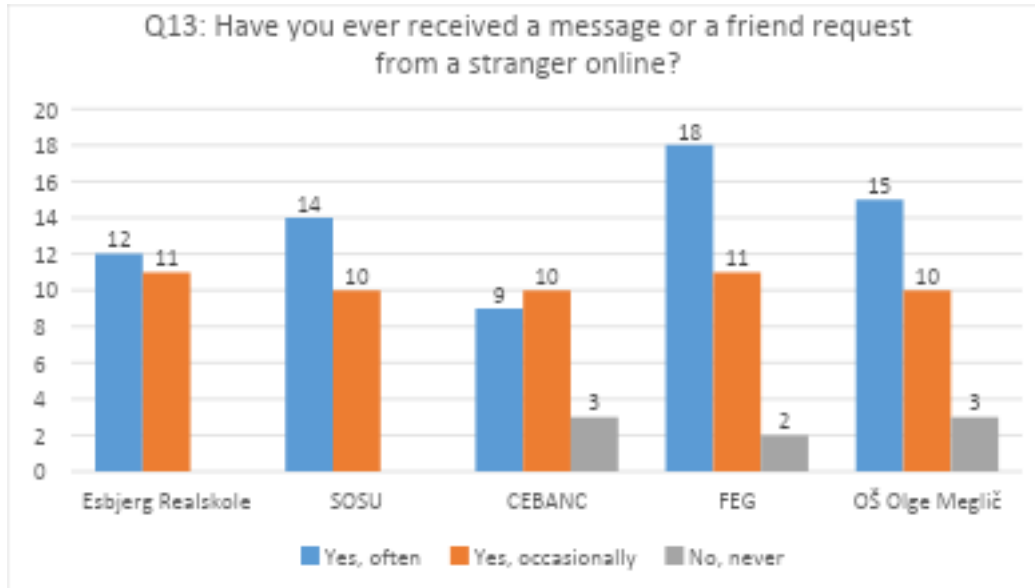
In all organisations with exception in Esbjerg Realskole, students mostly spend 3-4 hours using social media per day. In Esbjerg Realskole students mostly spend 1-2 hours per day. We can see that there are more students that spend more than 4 hours that there are students that spend less than 1 hour on social media per day, every day.

12.



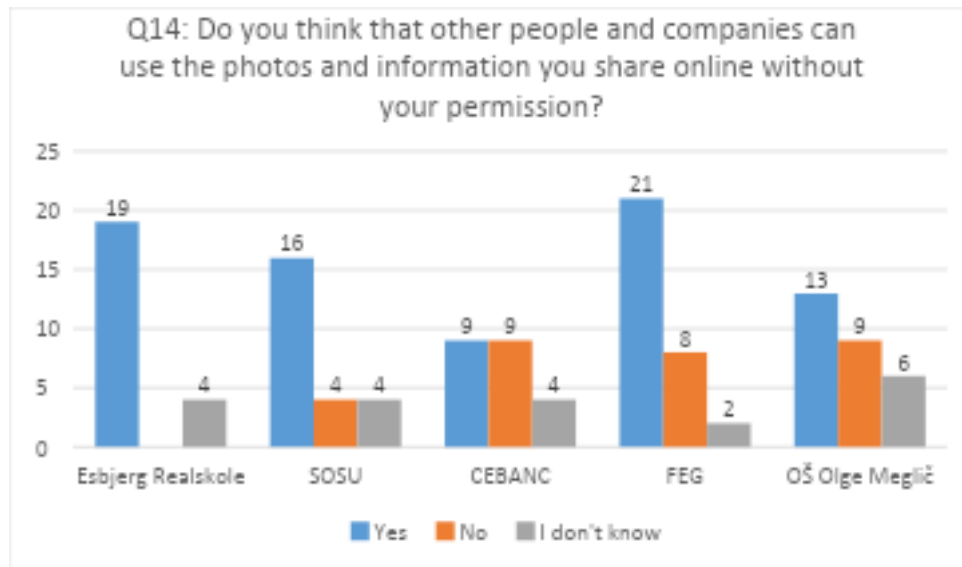
Most of the students know what online safety means except for students from CEBANC. Most of the students there answered that they don't know or that they are not sure what online safety means.

13.



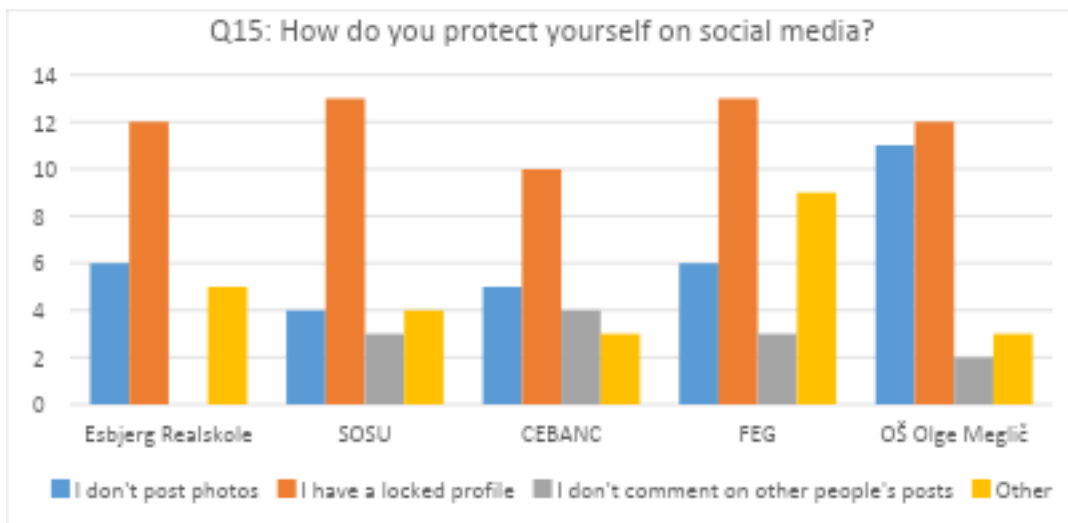
Most of the students from all organizations have received a message or a friend request from a stranger online. It is interesting that students from CEBANC have reported the least requests or messages from strangers.

14.



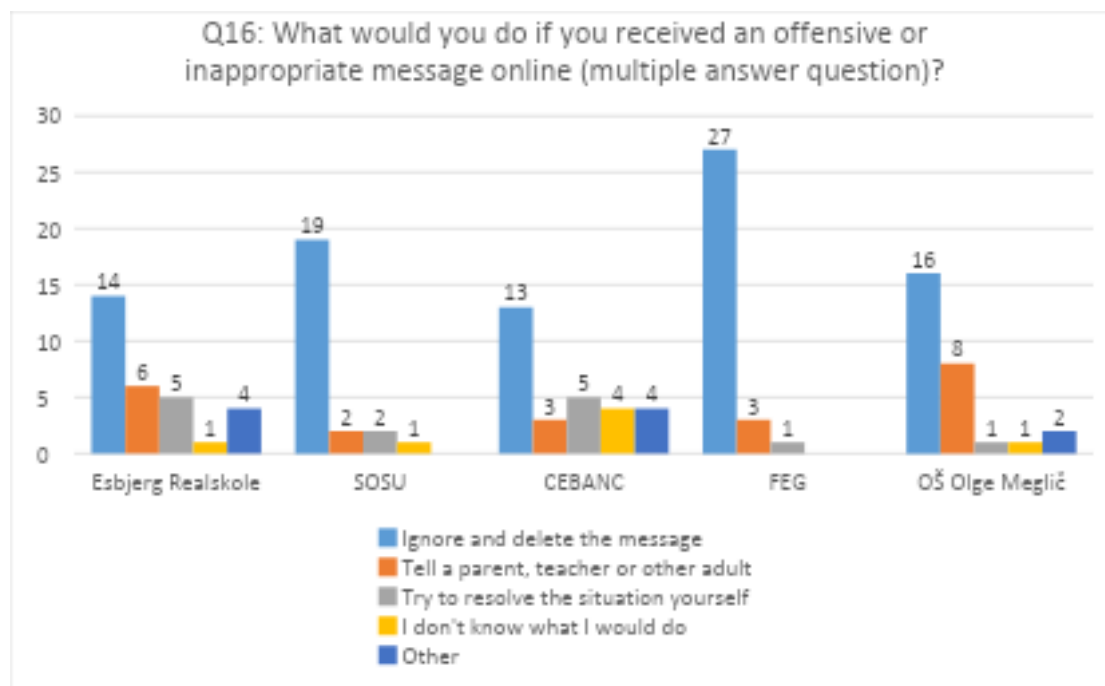
Students from FEG, SOSU and Esbjerg Realskole favoured the answer “Yes” so they think that other people and companies can use the photos and information they share online without their permission. Students from OŠ Olge Meglič and CEBANC think that other need your permission to do so or they don't know.

15.



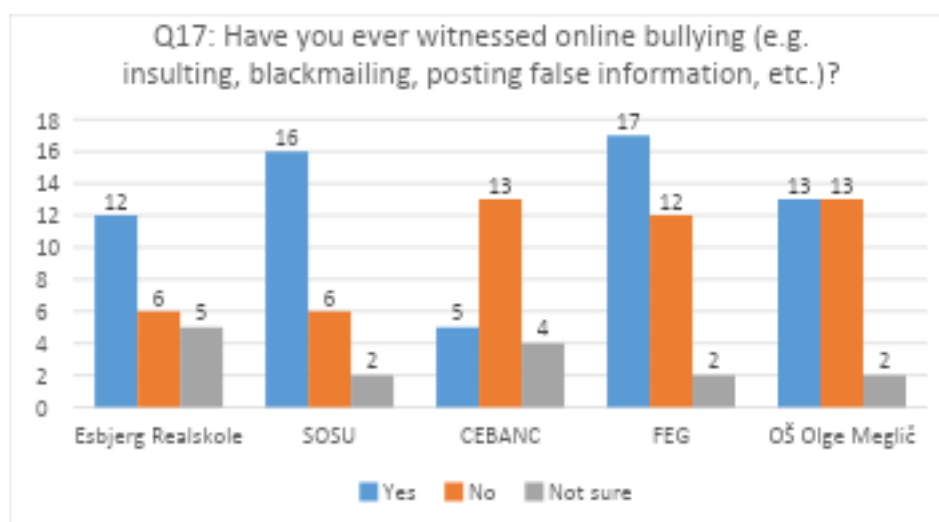
Students from all organizations protect themselves on social media by locking their profiles or they don't post photos.

16.



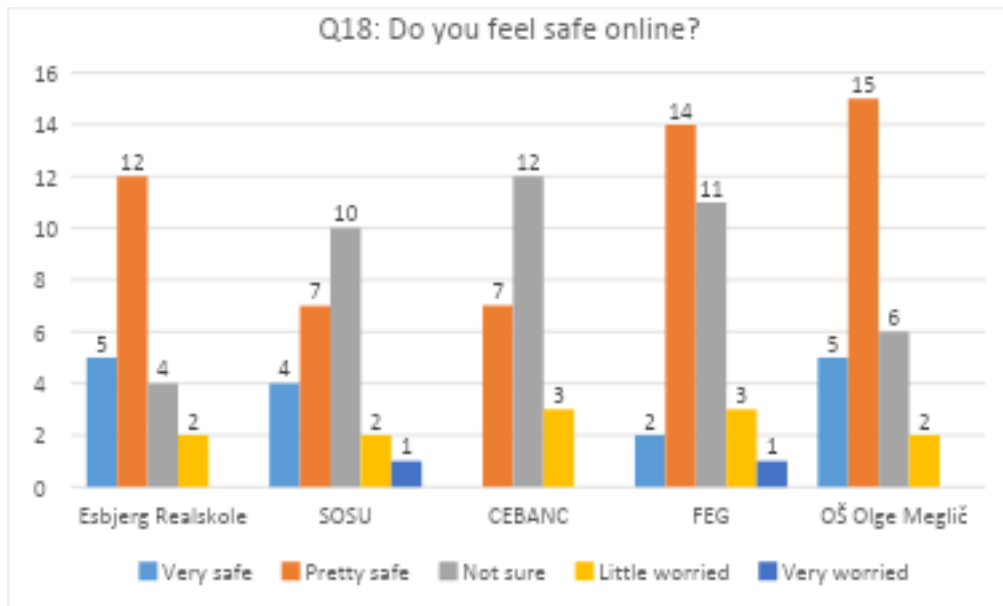
Most of the students would delete or ignore an offensive or inappropriate message if they would receive it. Younger students from Esbjerg Realskole and OŠ Olge Meglič would also tell a parent, teacher or other adult. Some of the students from Esbjerg and CEBANC would also try to resolve the situation themselves.

17.



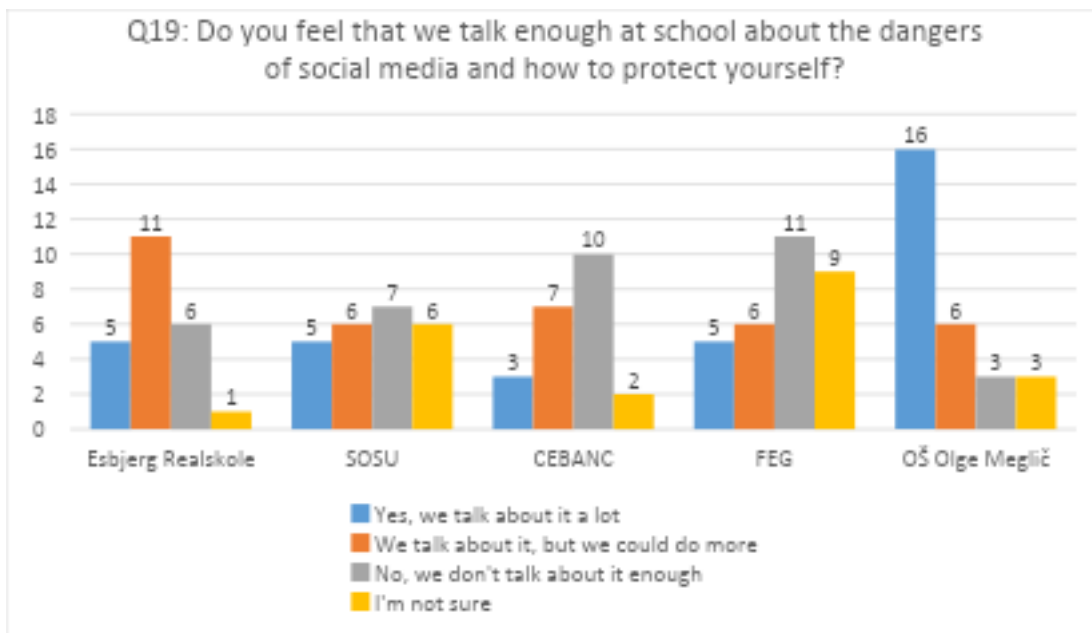
We can see on the Graf that a lot of students have witnessed online bullying. Most from SOSU and least CEBANC. Around 20% of students from Esbjerg Realskole and CEBANC were not sure if they ever witnessed online bullying such as insulting, blackmailing or posting false information.

18.



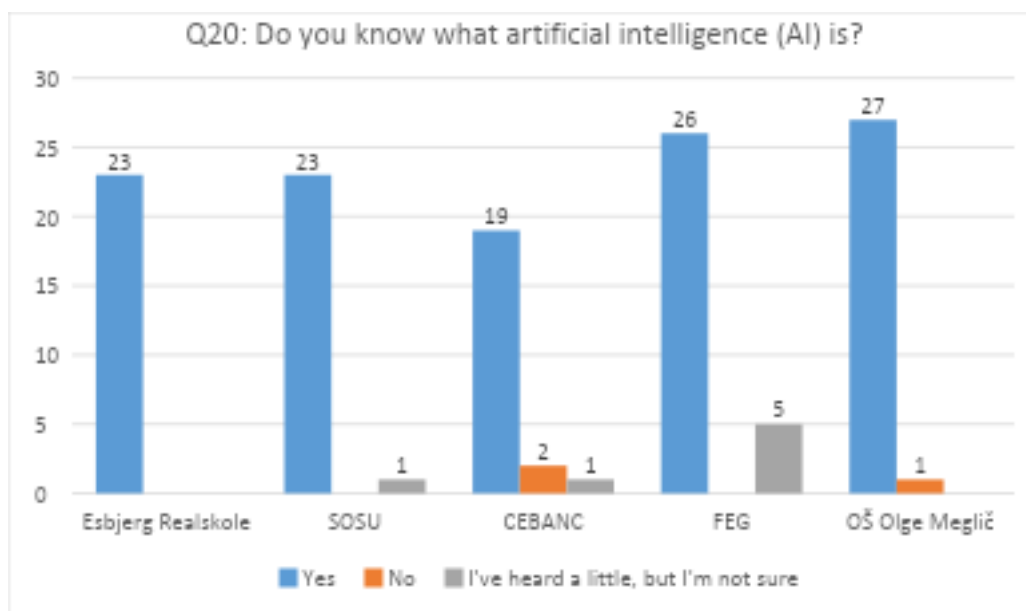
Younger students from Esbjerg Realskole and OŠ Olge Meglič feel safer online than older students from other organisations. Students from CEBANC feel most vulnerable online. A lot of students are not sure whether they feel safe online or not.

19.



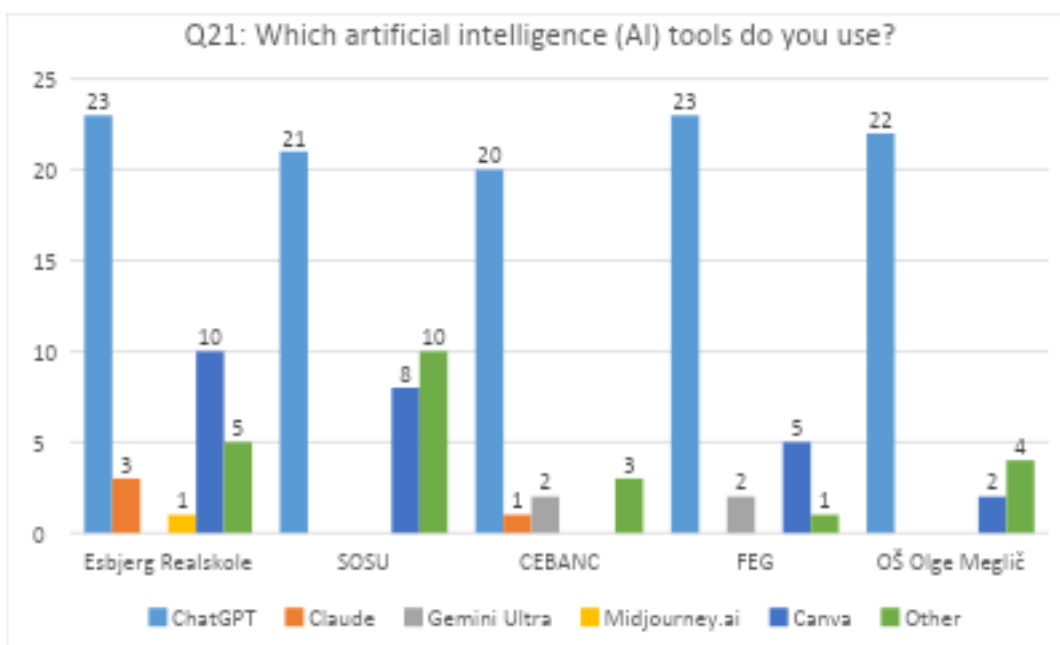
Students from OŠ Olge Meglič talk the most about the dangers of social media and how to protect themselves at school. Students from other organisations feel that they would need more talk about this subject.

20.



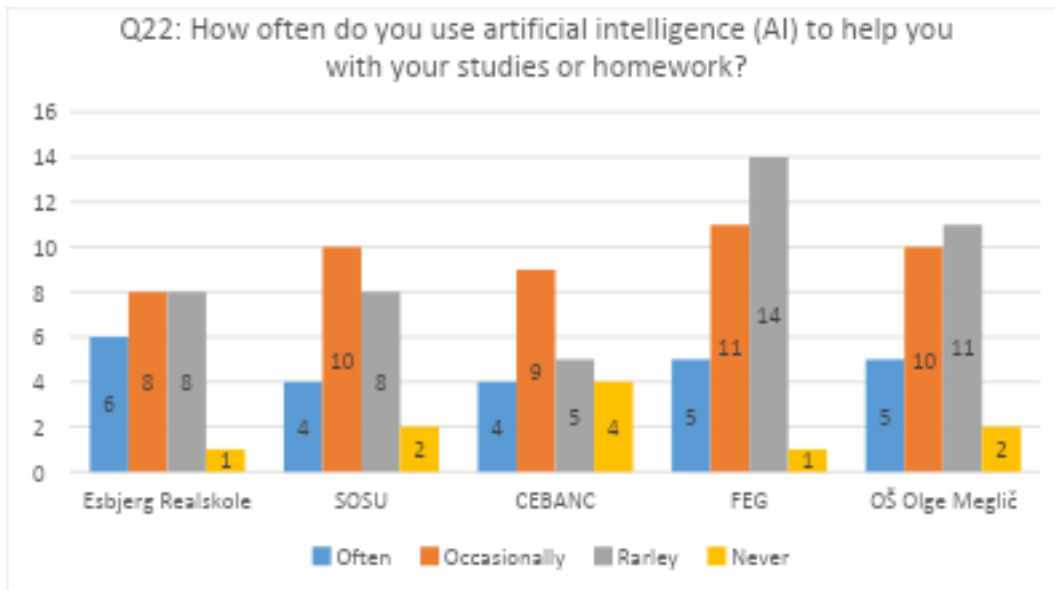
All the students from Esbjerg Realskole know what artificial intelligence (AI) is, followed by students from SOSU and OŠ Olge Meglič. Most students from FEG are not sure and a lot of students from CEBANC doesn't know what AI is.

21.



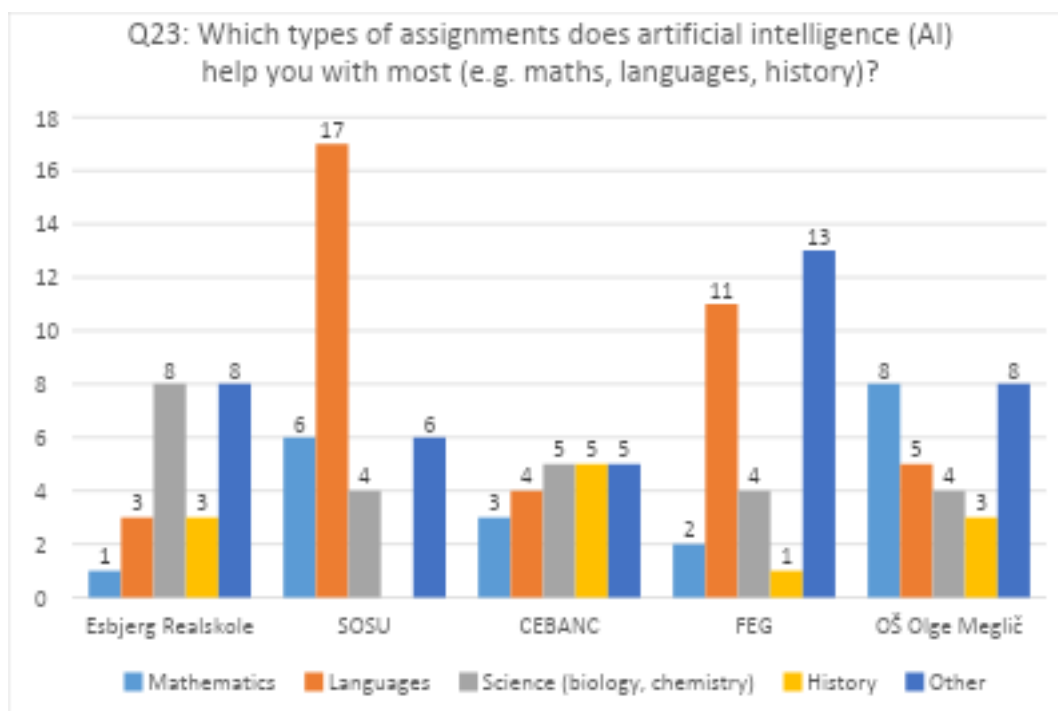
Most of the students from all organizations use ChatGPT. Except for CEBANC, students also use Canva. In CEBANC and Esbjerg Realskole they use Claude and in FEG and CEBANC they also use Gemini Ultra.

22.



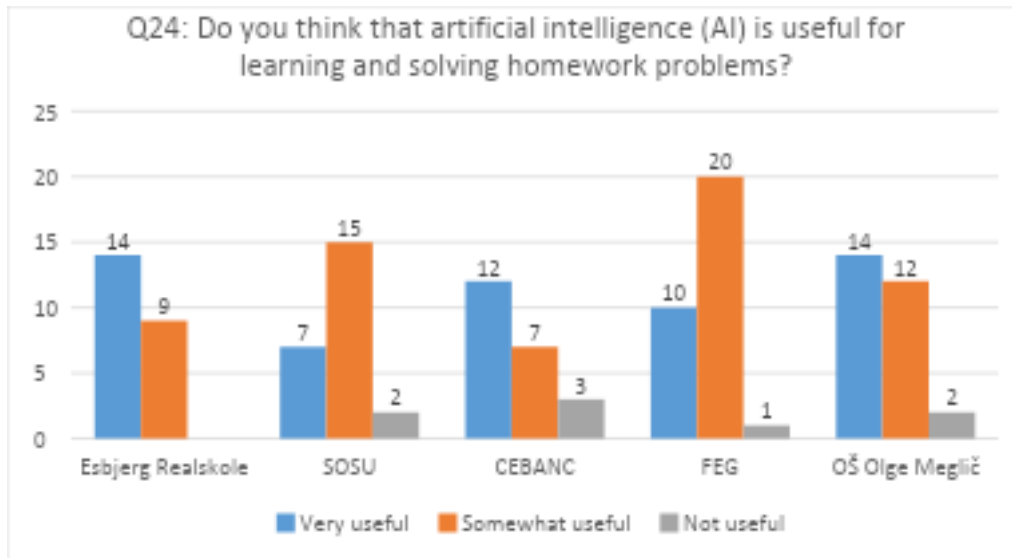
Most of the students use artificial intelligence (AI) to occasionally help themselves with their studies or homework, followed by students that rarely use AI and by students that often use AI for their schoolwork.

23.



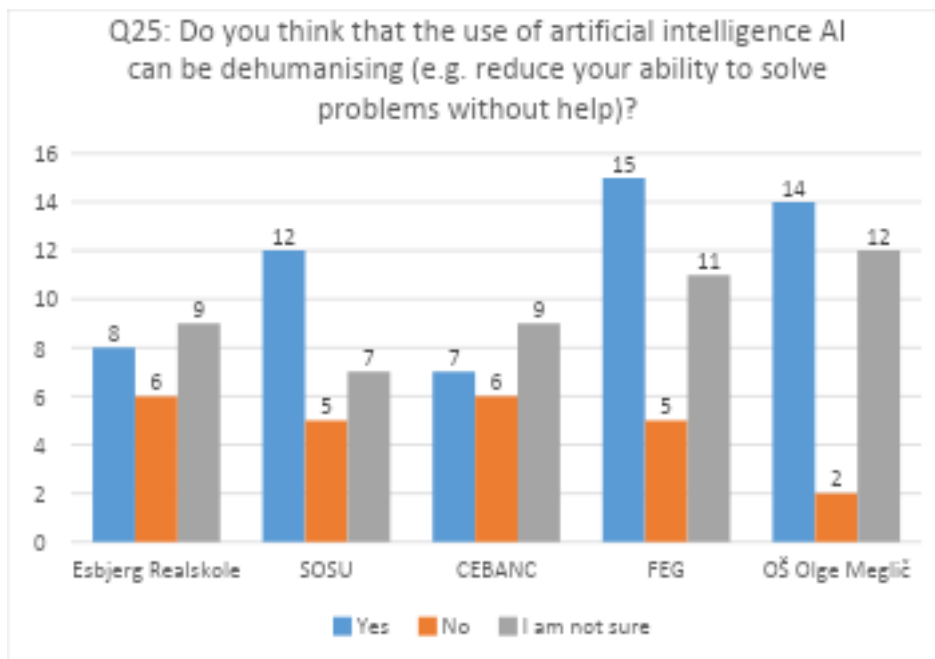
As we can observe on the Graf students use artificial intelligence for almost all school assignments within a lot of different subjects. Students from SOSU favour Languages, from Esbjerg Realskole Science, from FEG Languages and other subjects and from OŠ Olge Meglič

Mathematics and other subjects. Students from CEBANC voted almost equally for all



subjects.

24.



from

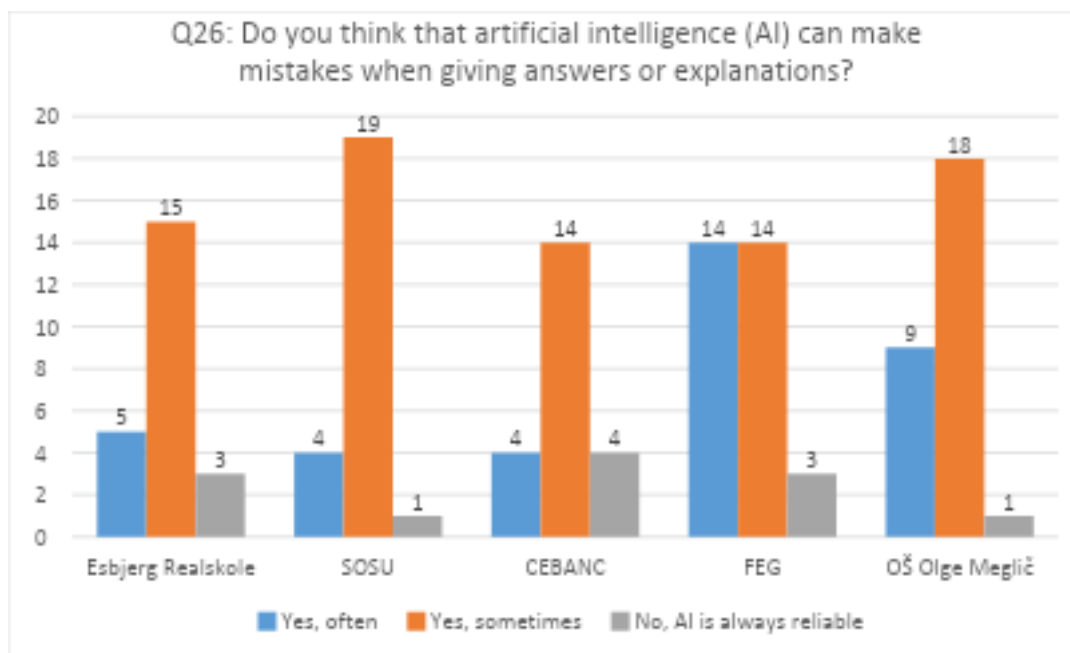
Students all

organizations think that artificial intelligence (AI) is useful for learning and solving homework problems. Only small percentage of students from OŠ Olge Meglič, FEG, CEBANC and SOSU think different.

25.

Students from FEG, OŠ Olge Meglič and SOSU mostly think that artificial intelligence (AI) can be dehumanising. Students from Esbjerg Realskole and CEBANC are mostly not sure. In all organizations there are students that think that AI is not dehumanising and can't reduce your ability to solve problems without help.

26.

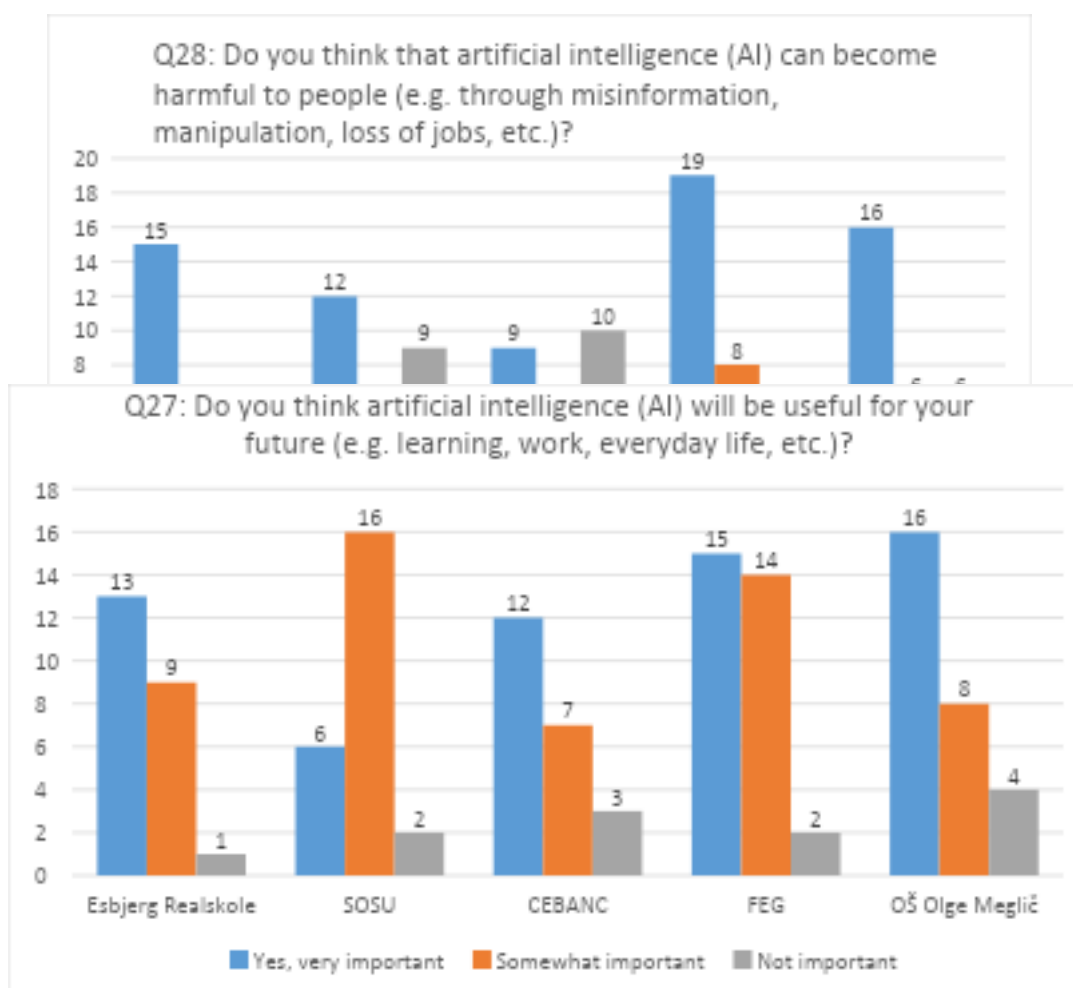


All the students, from all organizations think that artificial intelligence can make mistakes when giving answers or explanations. Less than 20% of students think different.

27.

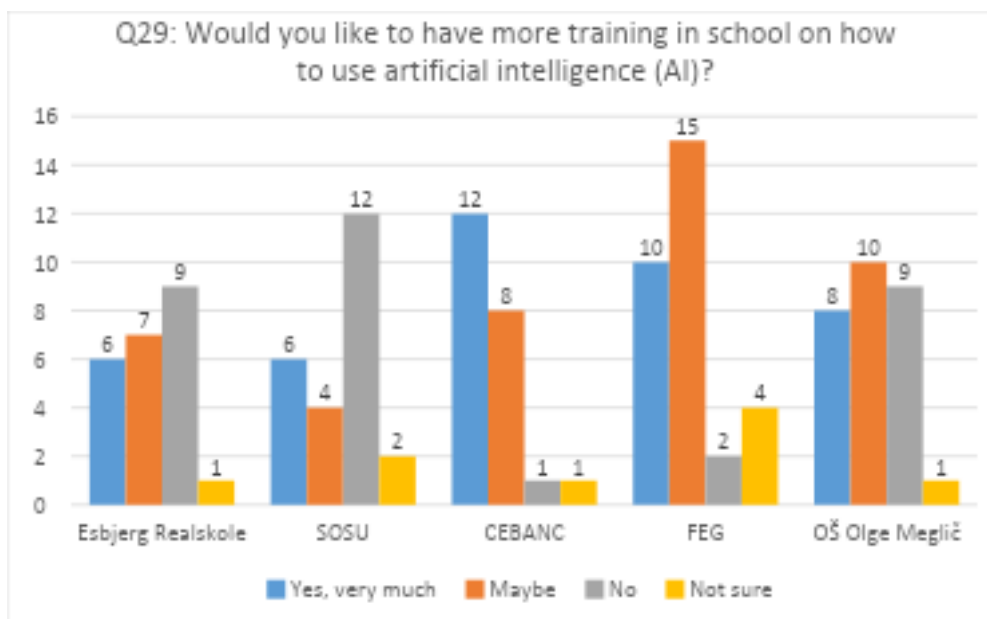
Students mostly think that artificial intelligence (AI) will be very or somewhat important in their future regarding learning, work or everyday life.

28.



Students from Esbjerg Realskole mostly think that artificial intelligence can become harmful to people through misinformation, manipulation, loss of jobs, etc. They are followed by students from FEG and OŠ Olge Meglič. In SOSU half of students think like that and in CEBANC even less (40%).

29.



Students from CEBANC would like to have more training in school on how to use artificial intelligence (AI). Students from OŠ Olge Meglič and FEG would maybe like more AI training and students from SOSU and Esbjerg Realskole wouldn't like more AI training in their schools.

Common Features

Social media plays a significant role in students' daily lives in all participating countries. Most students start using platforms like TikTok, Instagram, and Snapchat between the ages of 9 and 12. TikTok is especially popular because of its short videos and the chance it gives users to be creative. Instagram and Snapchat, on the other hand, are more focused on visual communication and are also used a lot. Besides being a source of entertainment, some students also turn to social media to access educational content, including study materials and resources for exam preparation.

AI, particularly tools like ChatGPT, is becoming an increasingly popular learning tool in all countries. Students often use AI for completing various school assignments, with subjects like languages, mathematics, and social sciences being the most common. While most students find AI to be helpful, they're also aware that it can sometimes provide inaccurate information.

Students are aware of the risks that come with using social media and AI, including cyberbullying, misinformation, and the negative impact of idealized content on self-image. Most students take basic steps to protect their privacy, like limiting who can view their profiles and being cautious about sharing personal information.

Students emphasize the importance of formal education on the use of AI and digital technologies. Students want to learn more about the benefits and drawbacks of AI, as well as how to critically evaluate the information they come across online.

Differences Between Countries

In Romania (FEG), students view AI primarily to reduce workload, often leading to differing opinions between students and teachers on its role in education. In Denmark (Esbjerg Realskole and SOSU), all students use AI, but opinions on the necessity of additional education are divided. In Slovenia (OŠ Olge Meglič), AI is mainly used for homework, while Spanish (CEBANC) students perceive it as helpful but remain cautious about its ethical implications.

Spanish students spend the most time on social media, averaging 3–4 hours daily. In addition to entertainment, many use these platforms for educational purposes. Slovenian and Spanish students tend to hide their social media activities from parents. In Romania the students use social media for communication, relaxation, and information sharing and in Denmark social media is deeply integrated into students' daily lives, influencing how they interact and access information.

In Spain, major concerns include cyberbullying, overexposure to idealized content, and its impact on self-esteem. Teachers also highlight issues related to excessive screen time, which affects sleep and academic performance. In Slovenia, students are generally more informed about online safety, although not all take adequate precautions to protect themselves. In Denmark students demonstrate a basic understanding of safety measures, such as maintaining privacy and being critical of content. In Romania students emphasized the importance of critical thinking and cross-referencing information to protect themselves online.

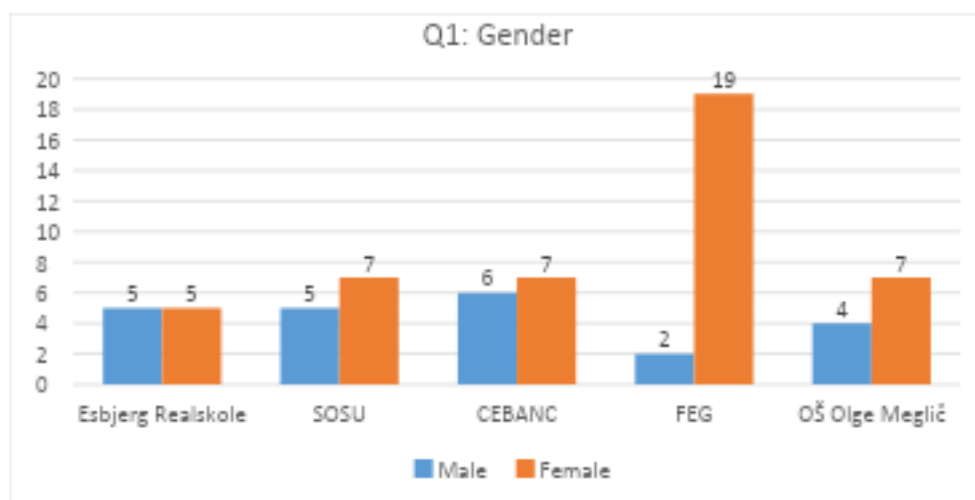
Conclusion

The use of social media and artificial intelligence is deeply integrated into students' lives across all participating countries. While technology offers numerous benefits it also presents risks that need to be addressed.

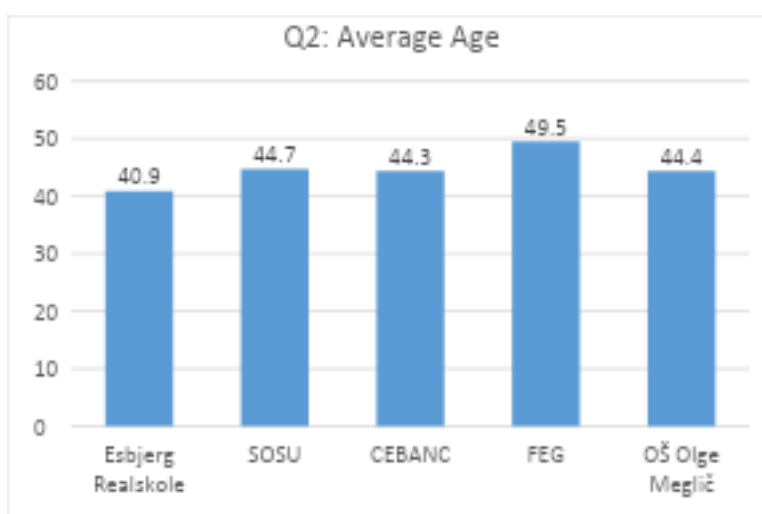
4. Social Media and Artificial Intelligence (AI) among Teachers

1.

Most of the teachers that took this survey were female, 45 in total. Males were 22. Together 67 teachers answered following questions.

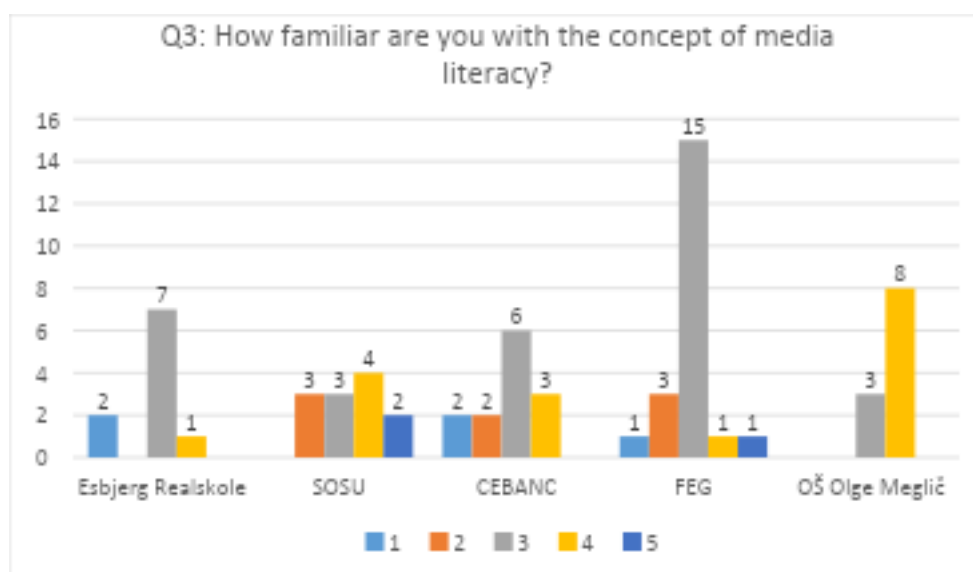


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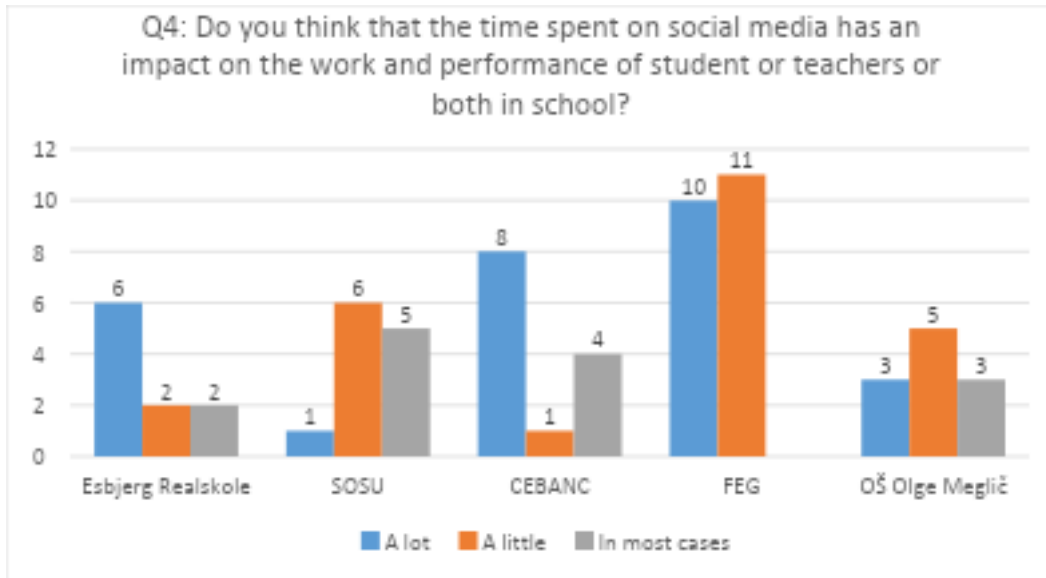
Teachers 44,7 years old. The oldest, averaging 49,5 years old, were from FEG and the youngest, averaging 40,9 years old, were from Esbjerg Realskole.

3.



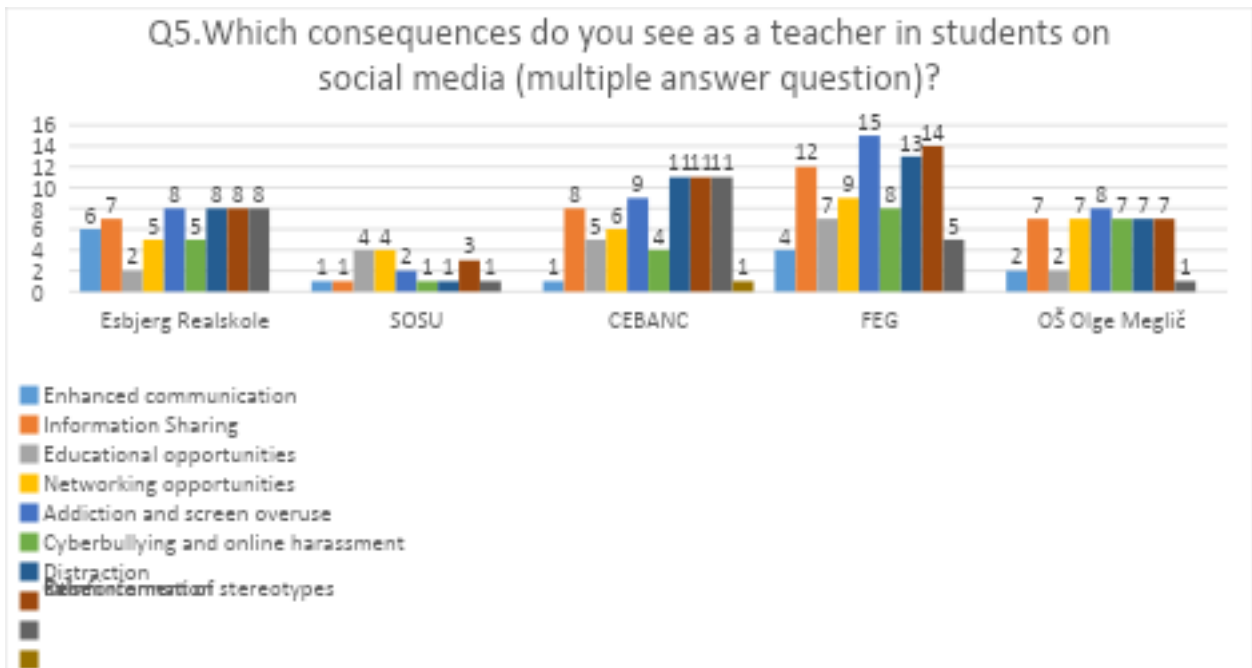
Teachers from OŠ Olge Meglič were very confident with their familiarity with the concept of media literacy followed by teachers from SOSU.

4.



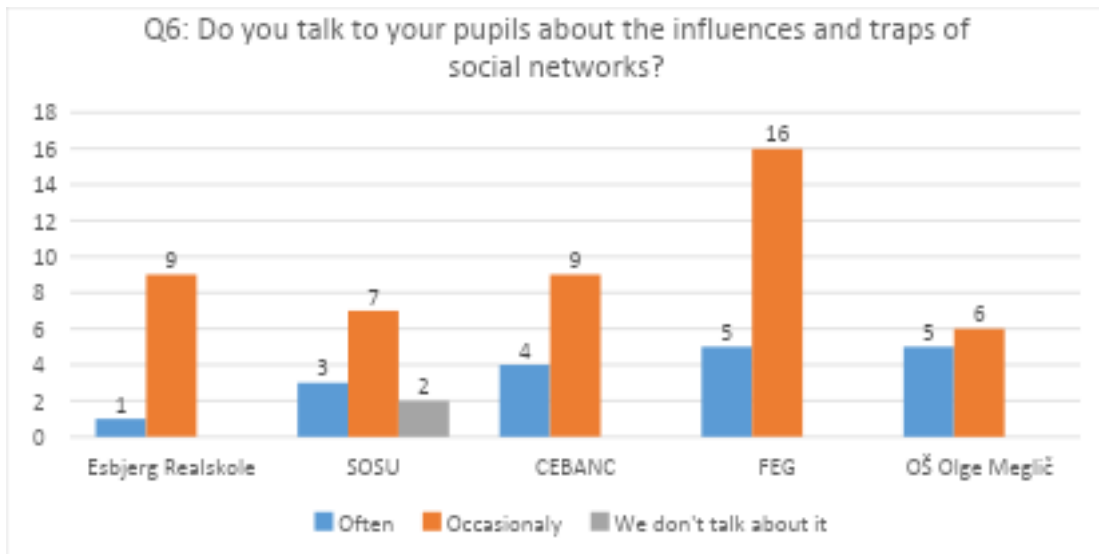
Teachers from CEBANC and Esbjerg Realskole mostly think that time spend on social media has a lot of an impact on the work and performance of students or teachers or both in school. Teachers from other organizations mostly answered, “a little”.

5.



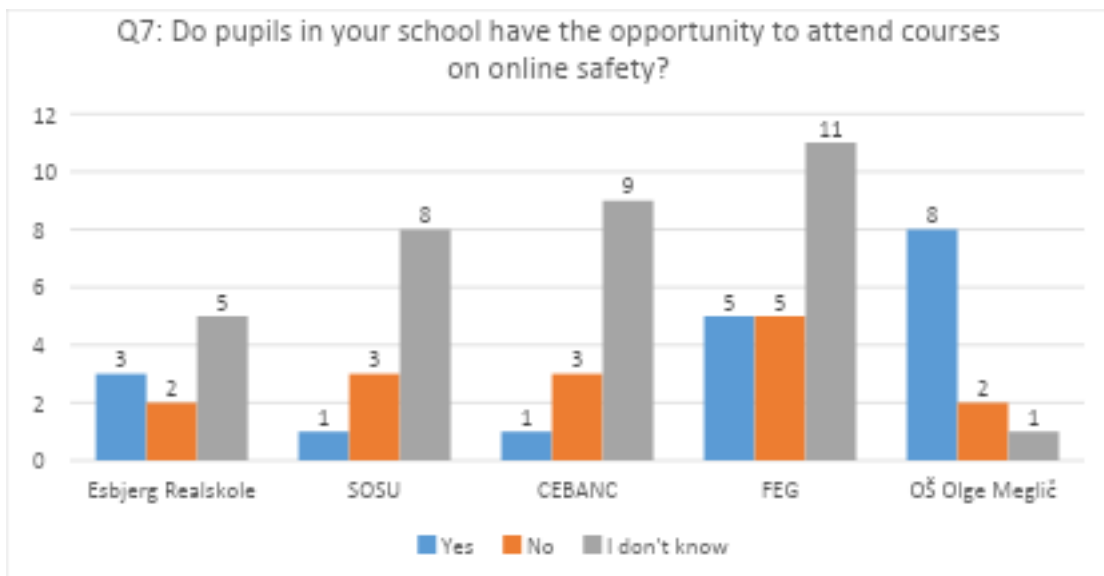
Teachers detect distraction, false information, reinforcement of stereotypes, addiction and screen overuse, cyberbullying and online harassment and others. But teachers also detect network opportunities and information sharing among students and teachers.

6.



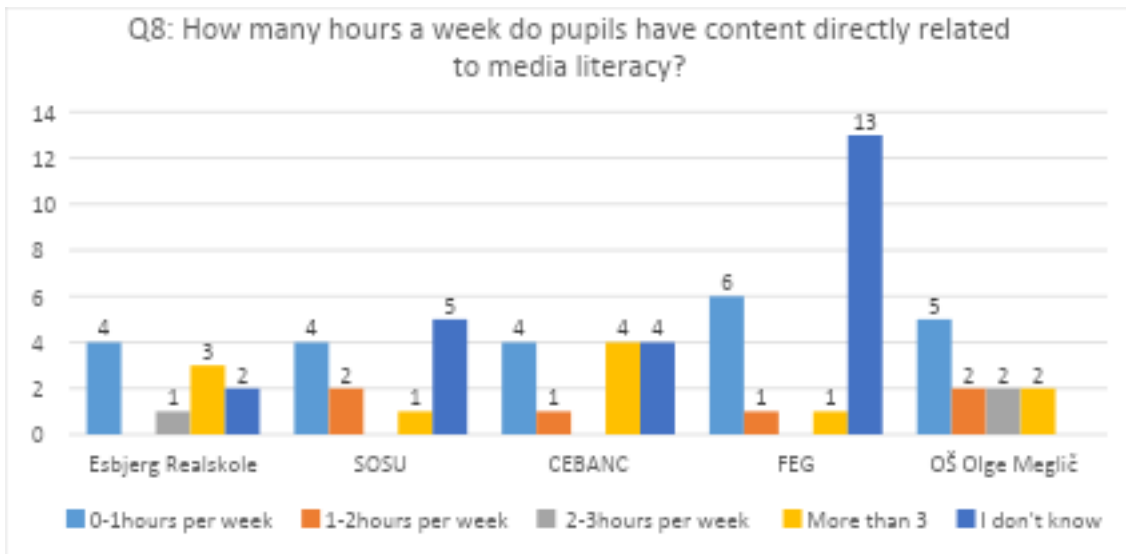
Only a few teachers from SOSU never talk about the influences and traps of social media, others do talk about it often or occasionally.

7.



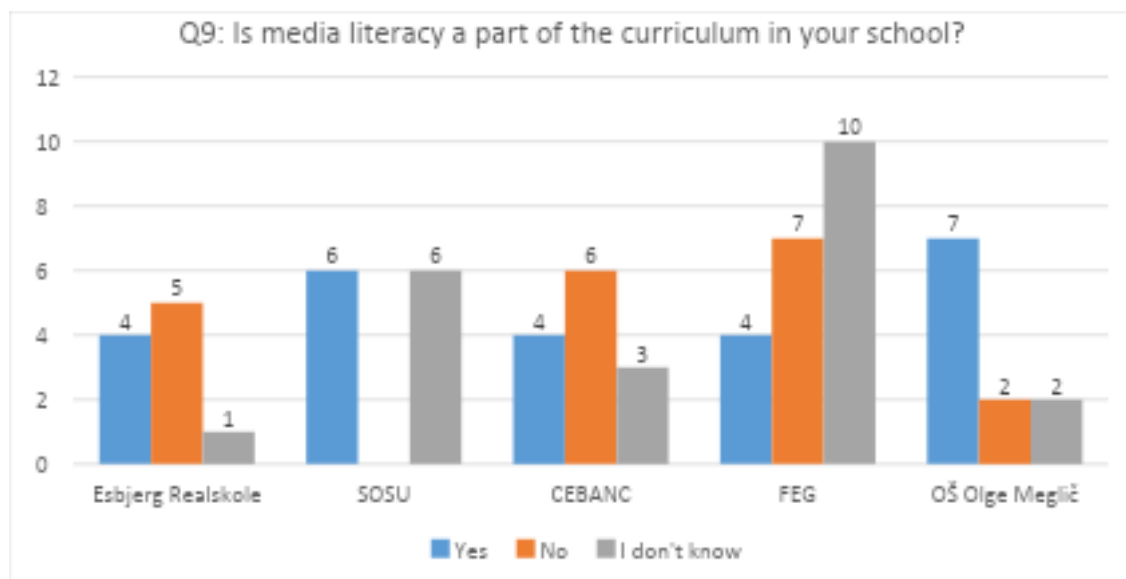
Students from OŠ Olge Meglič have most opportunities to attend courses on online safety. In SOSU and CEBANC have a lot less opportunities to attend such courses. A lot of teachers from all organizations except OŠ Olge Meglič do not know whether their pupils have that opportunity.

8.



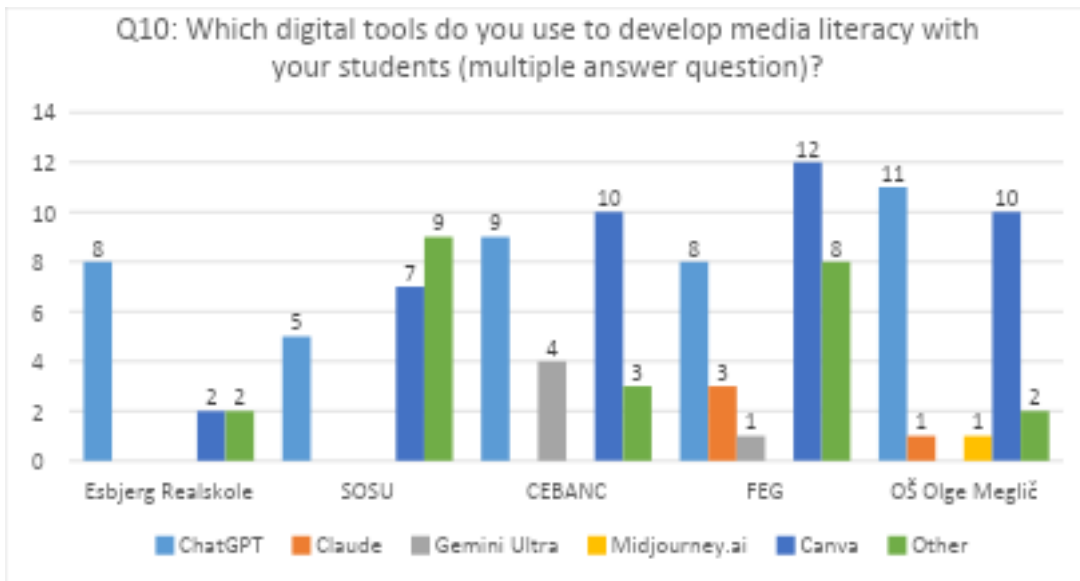
Pupils in all organizations have 0-3 or more hours per week of content directly related to media literacy. The most in Esbjerg Realskole and CEBANC, followed by OŠ Olge Meglič, SOSU and FEG. Especially in FEG and SOSU a lot of teachers didn't know the answer to that question.

9.



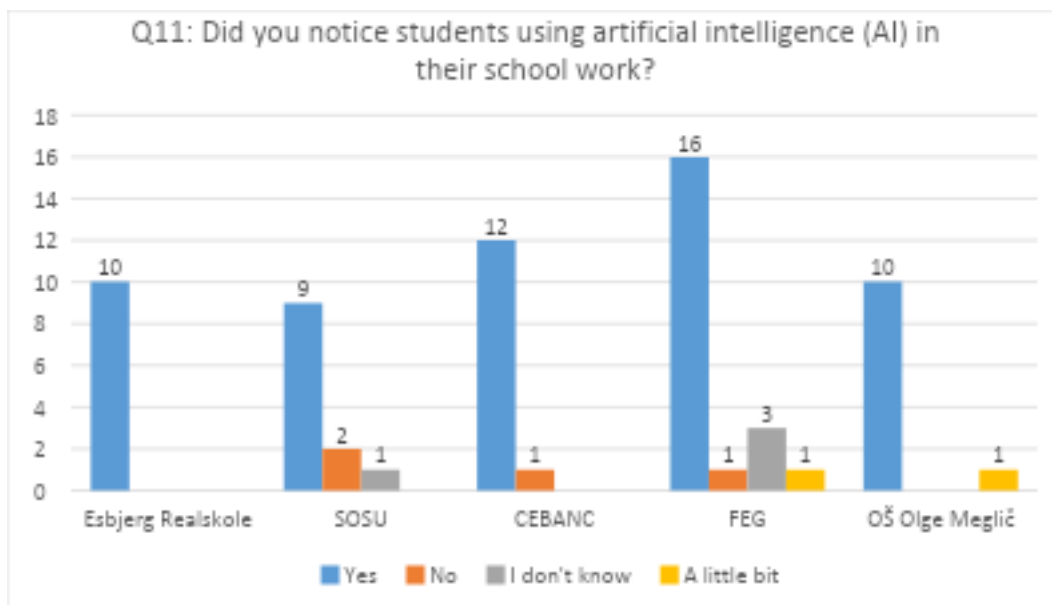
The answers regarding media literacy being part of the curriculum at their school are not reviling except for SOSU and OŠ Olge Meglič. In other organizations teachers are almost equally divided between "Yes" and "No".

10.



Chat GPT and Canva are favoured among partners for developing media literacy with their students. In SOSU they also use other digital tools.

11.



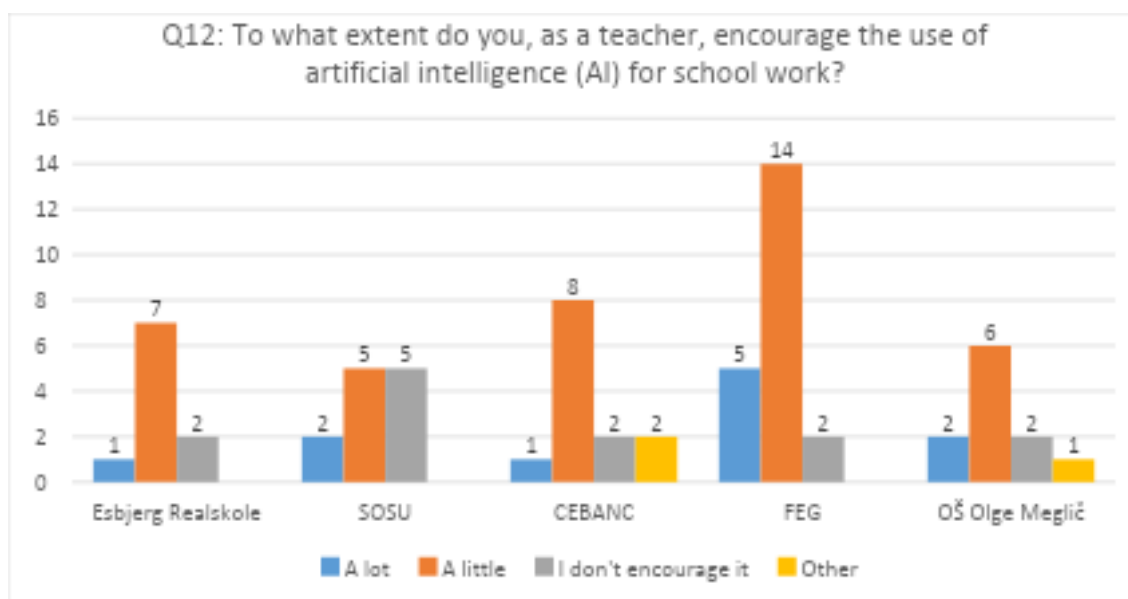
Almost all the teachers have noticed that students are using artificial intelligence (AI) in their schoolwork. Only a few teachers from FEG, CEBANC and SOSU didn't noticed the usage of AI for schoolwork among students.



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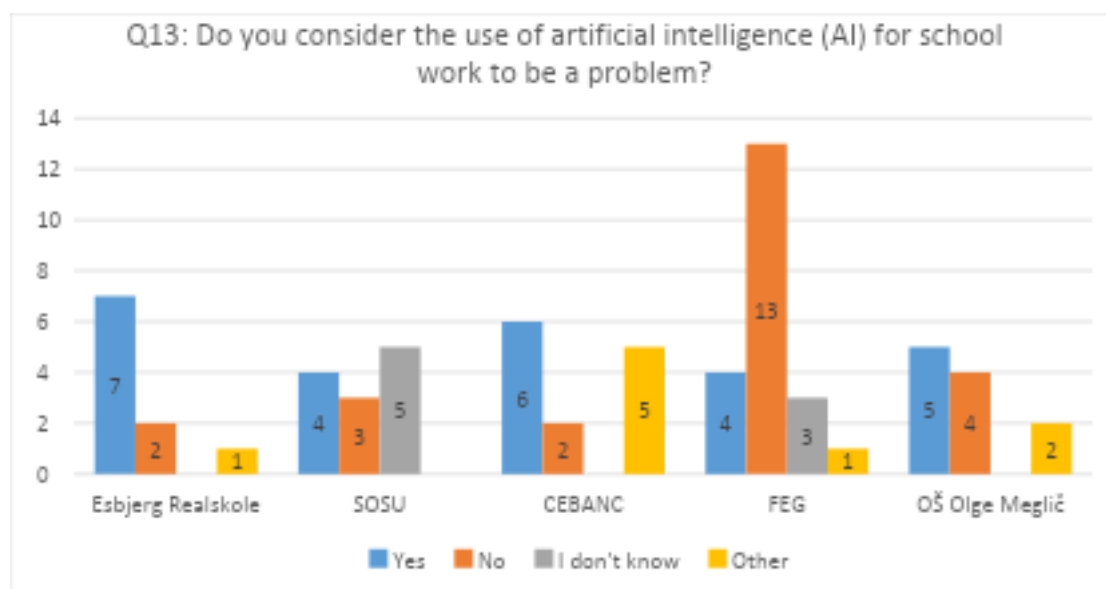


12.



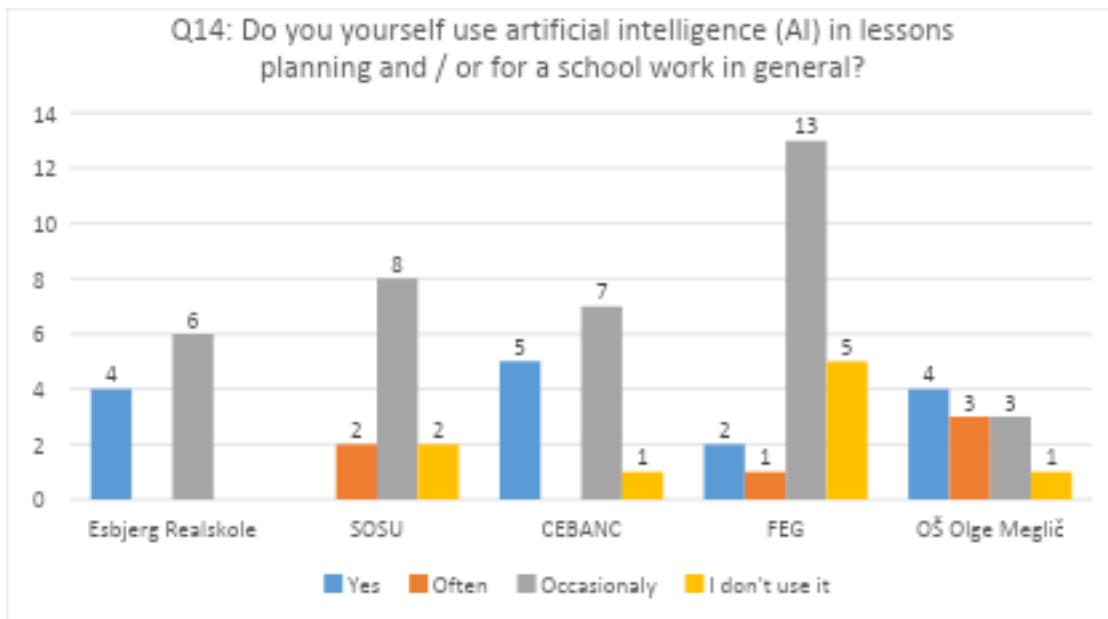
Most of the teachers from all organizations encourage the use of artificial intelligence (AI) a little for schoolwork. Some of them encourage it a lot. But there are also teachers who don't encourage the usage of AI for schoolwork. Especially in SOSU.

13.



Most of the teachers from Esbjerg Realskole consider using AI for schoolwork to be a problem, followed by CEBANC and OŠ Olge Meglič. Most of the teachers from FEG consider it not to be a problem and teachers from SOSU don't know what to consider.

14.



Most of the teachers from all organizations use artificial intelligence (AI) for their schoolwork and / or lessons planning. Some use it more often than others. Some of the teachers from FEG don't use it for that purpose or don't use it at all followed by teachers from SOSU, CEBANC and OŠ Olge Meglič. Interestingly all the teachers from Esbjerg Realskole use AI for their schoolwork in general.

Common Points

All teachers agree that social media has a negative effect on the learning process, primarily due to distractions, addiction, and exposure to false information. Some of the teachers see educational opportunities, such as networking and information sharing, but they warn of the risk of manipulation.

Most teachers note that there is insufficient discussion in classrooms about the dangers associated with social media.

Teachers like to use Canva, Chat GPT, and Gemini Ultra regarding AI tools for learning.

Differences Between Countries

Some teachers recognize AI as an important tool to improve learning experiences but warn that it may reduce students' critical thinking. On the other hand, AI tools are used for engaging students.

There is no standard approach to AI, as some teachers are only occasionally involved in training, while most do not have access to proper training for students. However, greater support for both teachers and students in AI usage education is needed.

Conclusion

Teachers from all countries agree on the fact that social media can have a significant negative impact on students. Especially when it comes to academic performance and mental health. They noticed issues like reduced concentration, addiction, anxiety, and stress among young students. To address these challenges, closer collaboration between teachers and parents is essential to monitor usage and establish clear boundaries for safe and balanced use. Teachers also need more training in social media to understand what is going on with their students.

Social media also presents opportunities for education, such as fostering collaboration, creativity, and digital skills, if it is used responsibly. Similarly, artificial intelligence has great potential to enhance learning if integrated effectively into the educational process. This requires proper training and education for both students and teachers to fully understand the benefits and limitations of these tools and to use them in ways that promote critical thinking and informed decision-making.

5. Interviews – students, on social media and Artificial Intelligence (AI)

All countries, Romania, Spain, Denmark, and Slovenia revealed that social media plays a significant role in the lives of young people, although the usage, perception of safety and risks on these platforms vary among partners.

Common Aspects

Use of Social Media

All students actively use social media, mainly for communication and entertainment. TikTok, Snapchat, and Instagram are the most popular platforms. Peer pressure and the desire to stay connected with friends are common reasons for joining social media.

Safety and Privacy

All groups of students are aware of basic safety practices, such as not accepting friend requests from strangers, setting private profiles, and being cautious when sharing personal information. However, there are differences in how safety is addressed. For example, in Romania, the focus is on the risk of losing critical thinking, while Danish students emphasize verifying content credibility.

Identifying Fake Content

All groups try to identify fake news, but their methods differ. Some students, like in Slovenia, verify information by using multiple sources, while Danish students focus more on checking the origin and recognizing fake images.

Differences Between Countries

In Romania, students are very focused on the risks of using artificial intelligence, especially regarding its potential to help students cheat in school. While students recognize the benefits of AI for gathering information, teachers are more concerned about its impact on learning and the possibility of cheating.

Danish students are highly engaged in using social media to find both entertaining and educational content, such as video recipes, and are aware of the risks and safety measures when using AI. They emphasize AI's speed and accuracy but remain critical of its reliability, especially when it comes to finding accurate information.

Slovenian students are more inclined to use AI tools, such as ChatGPT and PhotoMath, for schoolwork, particularly in subjects like Math and English, where AI is seen as useful. While some students view AI as a beneficial tool for the future, others express concerns, reflecting fears popularized in the media and fiction about AI surpassing human control.

In Spain students show high exposure to curated, idealized content on Instagram and TikTok, leading to feelings of inadequacy, body image issues, and anxiety.

Conclusion

Students across all countries understand that AI offers both opportunities and risks. While they see it as a helpful tool for learning and gathering information, they are cautious about potential downsides, such as losing basic skills or being exposed to false content. There is a strong need for better digital literacy education, focusing on the ethical use of AI, recognizing fake content, and developing critical thinking skills. Differences in how students perceive and use AI and social media, as well as their understanding of safety and reliability, underline the importance of a coordinated approach to digital education at school and at home.

6. Interviews – teachers, on social media and Artificial Intelligence (AI)

Common Features

All countries focused on the challenges posed using social media and artificial intelligence (AI) in education. Teachers from all four countries recognize the importance of educating students about safe internet and social media use and the need to involve parents in this process. They are also aware of the benefits and risks associated with AI. Teachers highlight issues such as decreased attention, addiction, and the difficulties in maintaining critical thinking among students.

Social Media

All countries note that students spend a significant amount of time on social networks, that can lead to addiction, fatigue, and reduced concentration. Teachers in all countries acknowledge the benefits of social media in education, such as access to materials, educational content (on YouTube, Instagram, Pinterest, etc.), and tools for analysing news.

Artificial Intelligence (AI)

AI is recognized in all countries as a powerful tool for enhancing teaching, but it also brings challenges, such as misuse (AI used for writing assignments), loss of creativity, and lack of critical thinking. Teachers use AI for creating assignments, analysing content, and helping with content creation.

Differences

Students in Romania seem more focused on the benefits of using AI but are aware of the risks to critical thinking if they rely too much on AI for tasks. Teachers are more concerned about the potential for cheating and are less prepared to integrate AI into the teaching process.

In Denmark Teachers identified specific problems with social media use, such as addiction and decreased concentration, but also actively included social media in their teaching process. Regarding AI, they warned about the loss of creativity and the reduction of independent thinking. They emphasize parental involvement and the development of critical thinking.

Teachers in Slovenia recognize the benefits of AI, mainly for simplifying information retrieval and enriching assignments, but they are aware that it can lead to over-reliance on technology. In Spain teachers do rarely discuss the danger of exposure on social media with 2/3 of teachers talking occasionally about it and only 1/3 are active about it.

Conclusions

All countries face similar challenges concerning the impact of social media and AI on education, but they are also striving to incorporate technology into teaching in a way that encourages critical thinking and responsible use. An important conclusion is that teachers in all countries are concerned about over-reliance on AI and social media and recognize the need to involve parents to ensure a balanced and responsible use of these tools in the educational process.

7. Final Conclusion

Students

Focus on Social Media Usage:

- The most used social media platforms among young people are Snapchat, Instagram and TikTok.
- Young people primarily use social media for connecting with friends or loved ones, to see what others are doing and posting online or they like to share pictures with others.

Awareness:

- Students know that other people and companies can use their photos and information they post online. They protect themselves mostly by locking social media accounts or not sharing personal information online. They feel confident detecting fake news online by checking other sources or comments.
- Students are confident in detecting AI-generated content online. Maybe too confident.

AI Familiarity:

- Students mostly use ChatGPT and Canva. Some also listed Gemini Ultra, Claude, Midjourney.ai, PhotoMath, MyAI and others. Students are aware of risks (false information) and benefits (help with schoolwork).

Teacher Perspective

- Teachers detect distraction, false information, reinforcement of stereotypes, addiction and screen overuse, cyberbullying and online harassment regarding social media use. But teachers also detect network opportunities and information sharing among students and teachers.

- Teachers believe effective and engaging **teaching materials** for social media and AI understanding should include interactive tools like e-textbooks, games, apps, innovative video guides, and platforms like Kahoot or Copilot. They highlight the need for practical and reflective resources, such as case studies, exercises comparing traditional and AI-supported research, and lessons on digital habits' social and cognitive impacts.

To engage students, materials should be relatable, avoid moralizing, and focus on real-life applications and consequences. Teachers also need access to technology (e.g., smart devices, apps, smart boards) and IT specialists. Key approaches include relatable communication, a non-judgmental tone, fostering critical thinking about algorithms, and providing practical tools for self-reflection and collaboration.

Key Recommendations

- Introduce AI and digital ethics in school curricula.
- Provide workshops on recognizing misinformation and ensuring safe online practices.
- Promote critical thinking when using AI tools.
- Educate students, teachers and parents about the impact of social media on mental health.

Conclusions

- Teachers recognize the risks posed by social media to students' academic success and mental health but also see its potential for enhancing education when used responsibly.
- There's a need to better integrate AI into education, with proper training for both students and teachers.
- Students across countries acknowledge the pros and cons of social media and AI, yet there's variation in their use and understanding of digital safety, content verification, and AI reliability.
- Across all partner countries, teachers share concerns about over-dependence on AI and social media, highlighting the importance of parental involvement to promote balanced and responsible technology use in education.



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