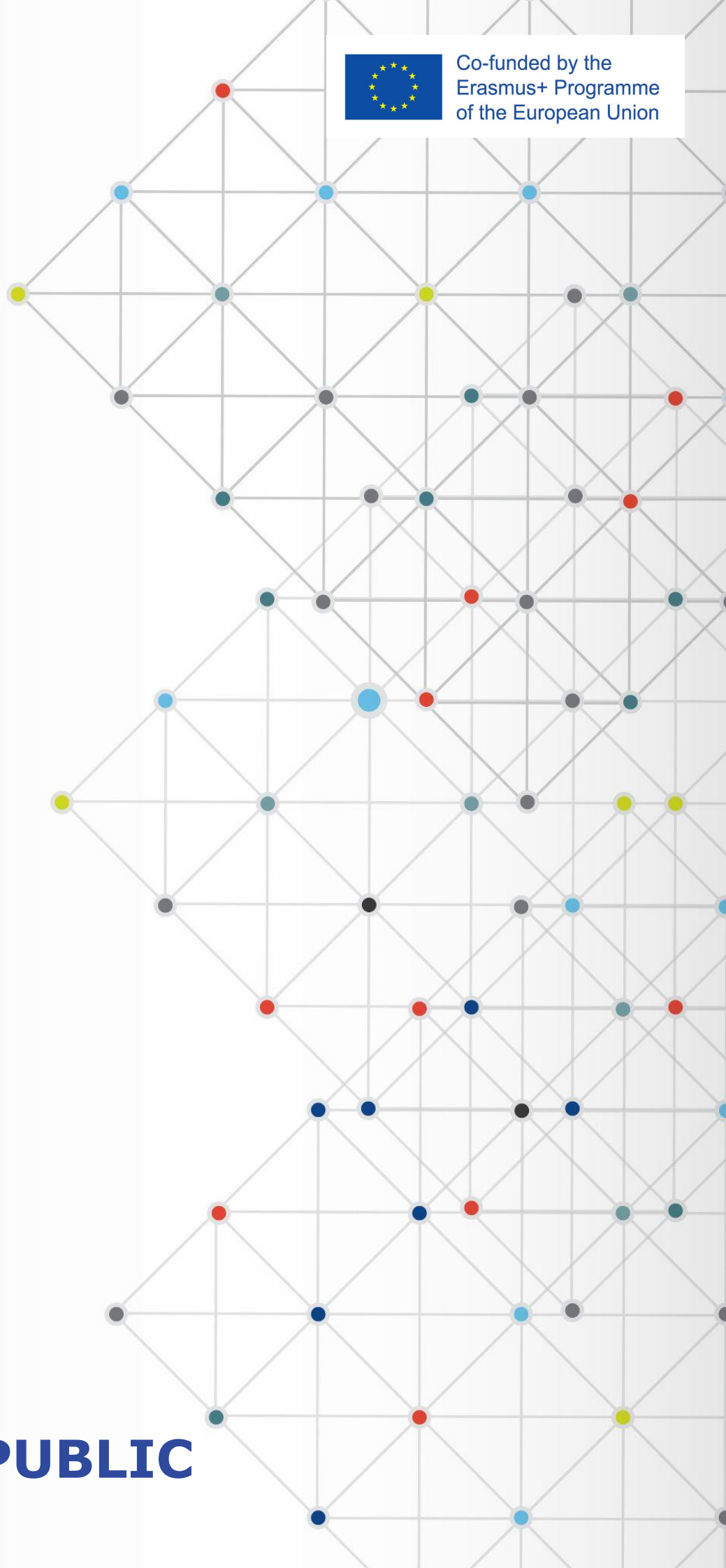DIGITAL
MEDIA
LITERACY

Digital
Media
Literacy
Report

CZECH REPUBLIC

Digital Media Literacy Report

Czech Republic

2020

Overview

The Digital Media Literacy inquiry was sent in digital format to primary and secondary schools from the central part of the Czech Republic - a developed region of the capital city of Prague and Central Bohemia. All students completed the questionnaire in Czech. The survey was attended by more than 500 students aged 11 to 22 (fig. 1).
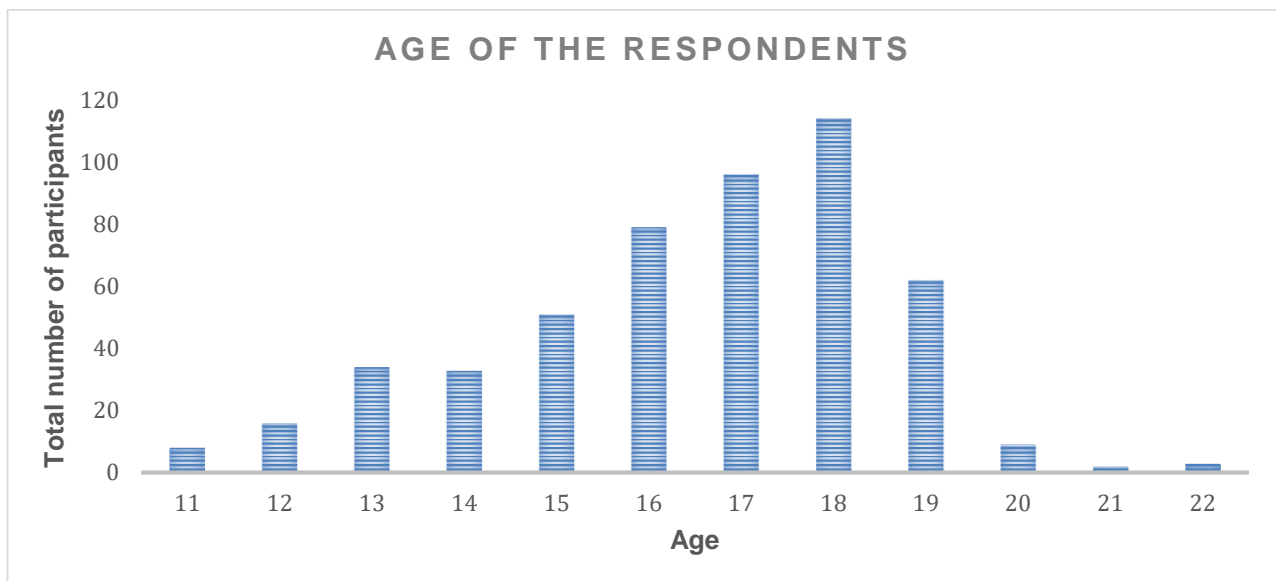

Figure 1: Age of the respondents from CR.

Country context

The Czech school system is based on the so-called Framework Educational Program (RVP), which is valid for all schools in the Czech Republic. Each school (primary and secondary) has its own curricular document School educational program (ŠVP), which is based on the RVP. Basic implementations and attempts to fit DML into the curriculum are underway. Since 2017, a new field of study has been piloted at secondary schools with a focus on cyber security. Media literacy and media education are also taught at selected primary and secondary schools. Although DML are not specifically listed in the RVP, schools can include them in their ŠVP as optional and complementary subjects, or involve them in regular teaching if the teacher at the school is able to do so. The government supports these new educational activities in the context of the new visions that are declared in the document The Strategy of the Educational Policy of the Czech Republic until 2030+.

Presentation of the results

Behavioural patterns (Use of digital technology)

Regarding the ownership of digital technologies, the results of the survey were not surprising. Respondents stated (fig. 2) that they most often use their smartphone (97,4%), classic computer (48%) or their own laptop (13,6%). The Czech Statistical Office states that 99% of students and young adults (16-24 years old) own a smartphone, which is confirmed by our findings, if we take into account that we also have younger students in the questionnaire. Only 4 students have a Chromebook (0,8%).
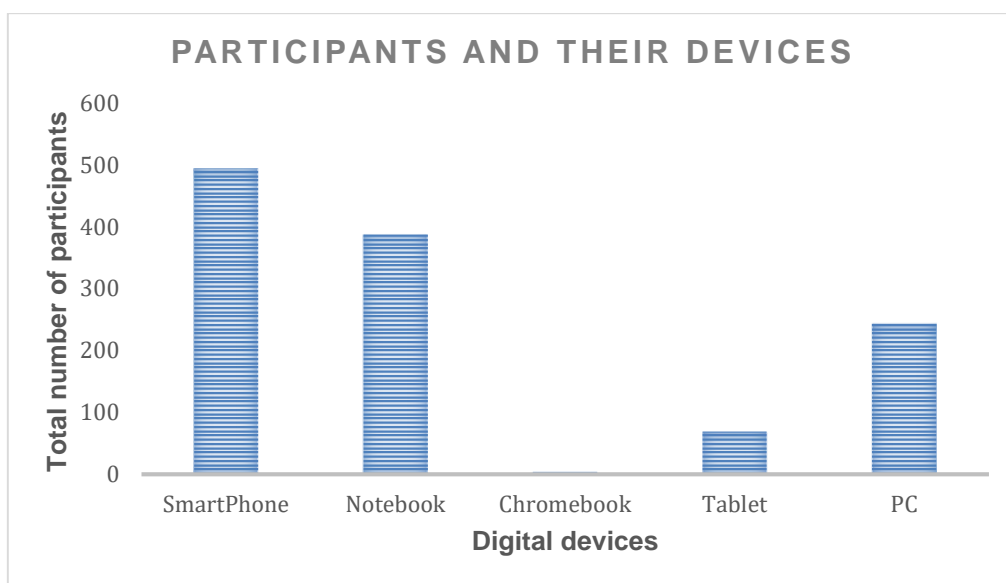

Figure 2: Participants from CR and their devices.

Their main activities on these devices are communication (almost everyone), watching videos and channels on Youtube and then spending time on social networks such as Facebook and Instagram.

Only one of all respondents said that hasn´t got account to social network. The most frequently used social networks among students in the Czech Republic are YouTube (98,2%), Facebook (89,4%) and Instagram (87,2%), but students stated 25 names of social media (fig. 3). One of the students even has an account on 16 networks!

They like work with technologies and new devices (73,4%), actively search for information and use the Internet (75,8%).
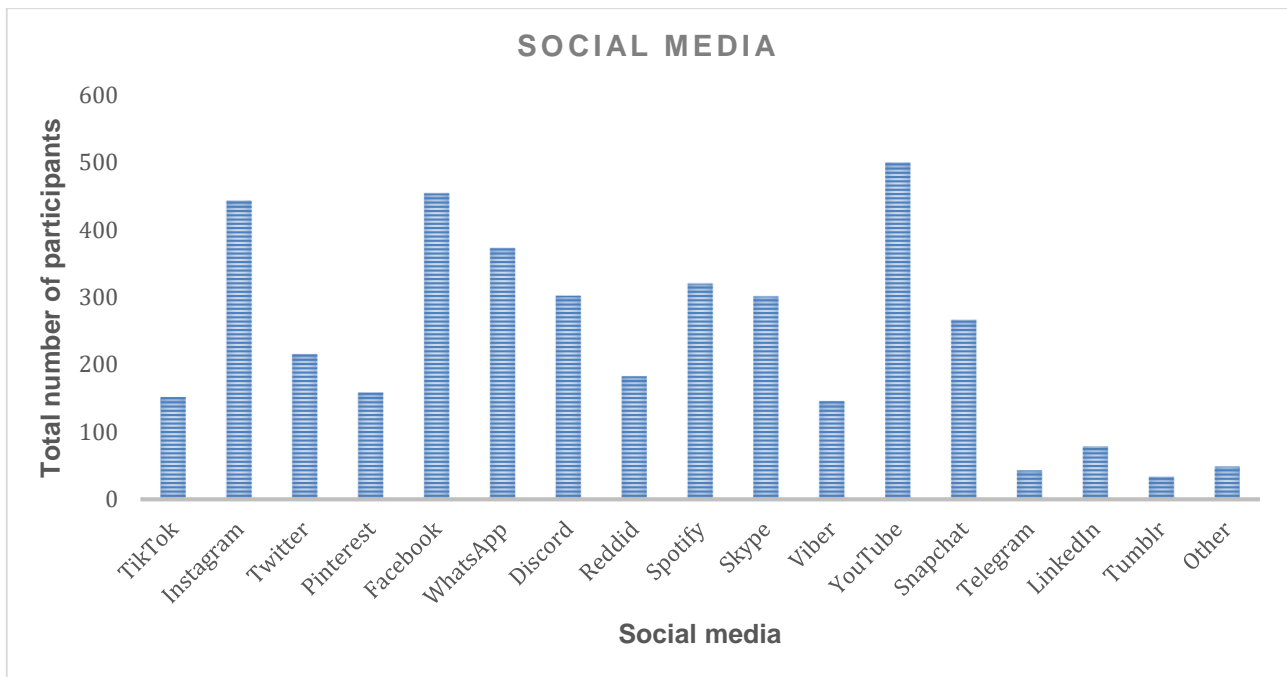
Figure 3: Respondents from CR and Social media.

Communication (Netiquette, etc.)

The results of the analysis showed that when students working with modern technologies on the Internet and devices, 45% of them are convinced that they can work almost perfectly with any media and next almost 27% think that they are good in it. 76% respondents are able to communicate well and estimate the situation in the online world. 86% stipulated that they evaluate the recipients and carefully tailor their communication accordingly. Also, 80% of the respondents acknowledged that they have an in-depth understanding of how social media influence different forms of communities and democracy. Thanks to in-depth understanding of the influence of social media, 95% of the respondents indicated that they evaluate their information which is obtained from the internet (fig. 4).

The caution of Czech students on social networks may be due to the situation where in recent years schools have been offered workshops for students focused on cyber security and behavior on social networks.
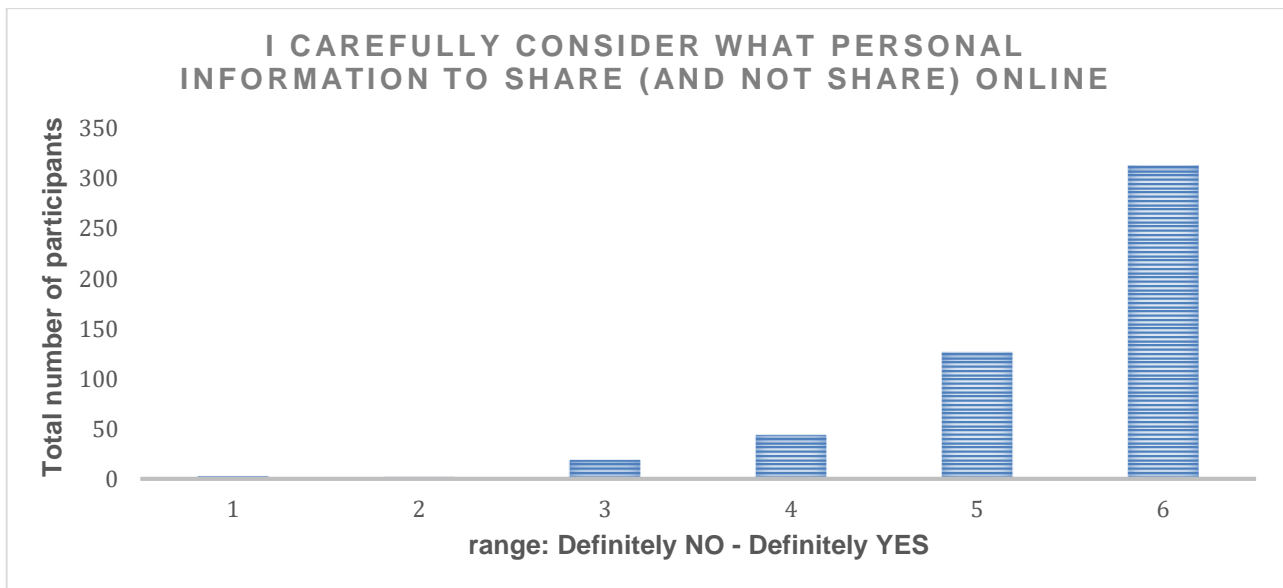
Figure 4: Students from CR carefully consider what personal information to share (and not share) online.

Responsible use of technologies & Health

According to research from 2020 [3], the average Czech spends 159 minutes on social networks. Social networks are used at least occasionally by 92% of Czech Internet users, and 79% of these users are on the networks on a daily basis. According the survey [4], 22% of children are online for seven or more hours a day on weekends. Psychologists claim that such behavior is not healthy, children should engage in other activities, such as going out, playing sports and the like. Why spend so much time online, may lie in the fact that the same level of activity on the Internet by watching their peers or family.

Almost all our respondents, to whom almost 80% correspond, stated that they are aware of what illegal and inappropriate behavior means on the Internet and have an idea of the applicable laws and rules of using the Internet (fig. 5).

I DIFFERENTIATE AND ASSESS MY ONLINE BEHAVIOUR AS TO WHAT THEY REGARD AS INAPPROPRIATE & ILLEGAL
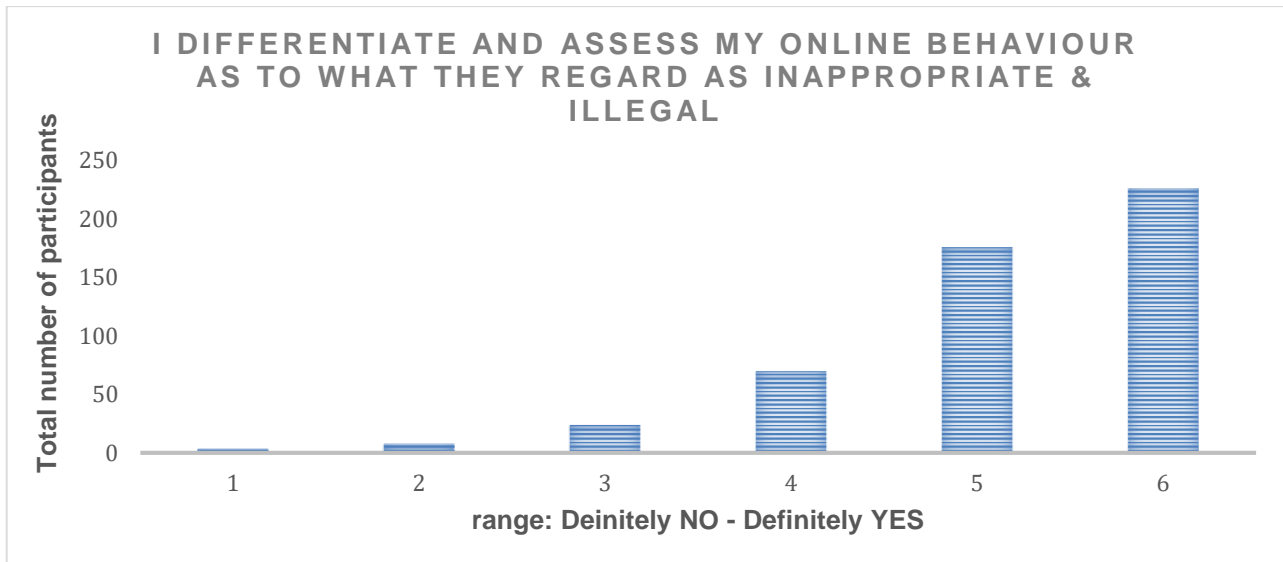
Figure 5: Students from CR differentiate and assess their online behaviour as to what they regard as inappropriate & illegal.

But almost 20 percentage of students don´t know how could cope with such inappropriate behaviour! Here we see a space where it is necessary to improve the knowledge of students. It's really important to know how to defend yourself or to help another who had social networking problems. This also implies the ability to be empathetic within the community in the online environment. 79% of the students are aware of this and are capable to do it (fig. 6).

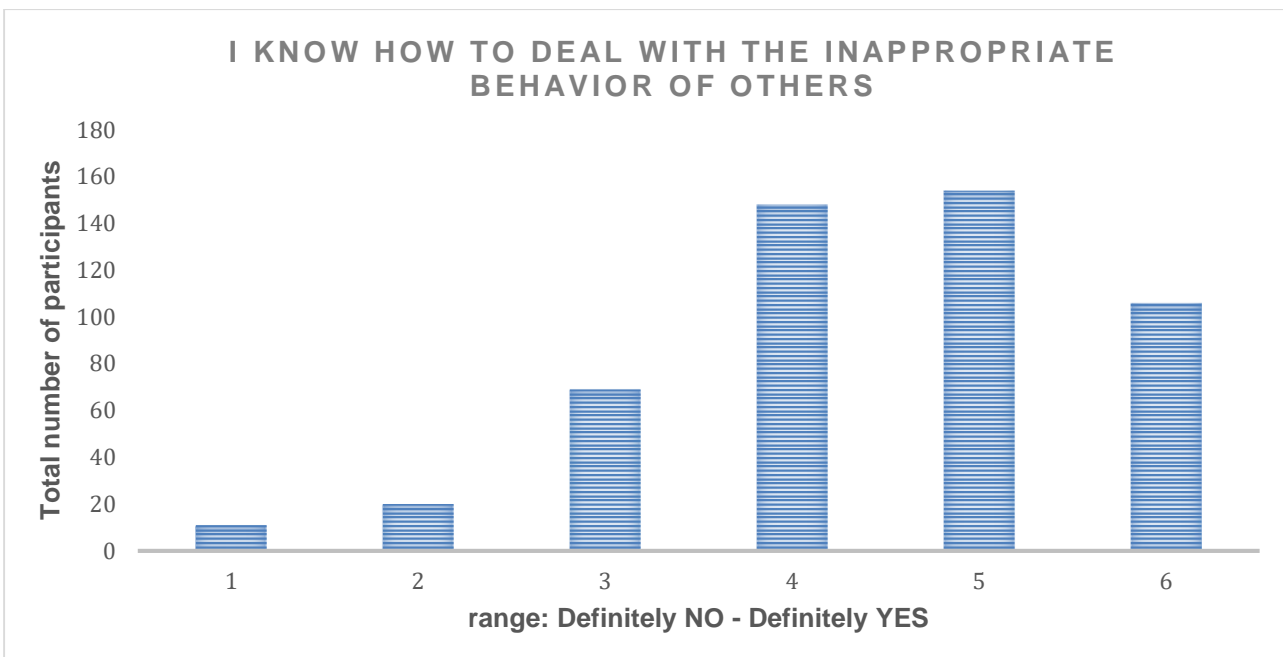**I KNOW HOW TO DEAL WITH THE INAPPROPRIATE BEHAVIOR OF OTHERS**

Figure 6: Do students from CR know how to deal with the inappropriate behavior of others?

The observation of the students on fig. 7 indicates that 95% of them have an understanding of how certain online behavior may impact their identity negatively.
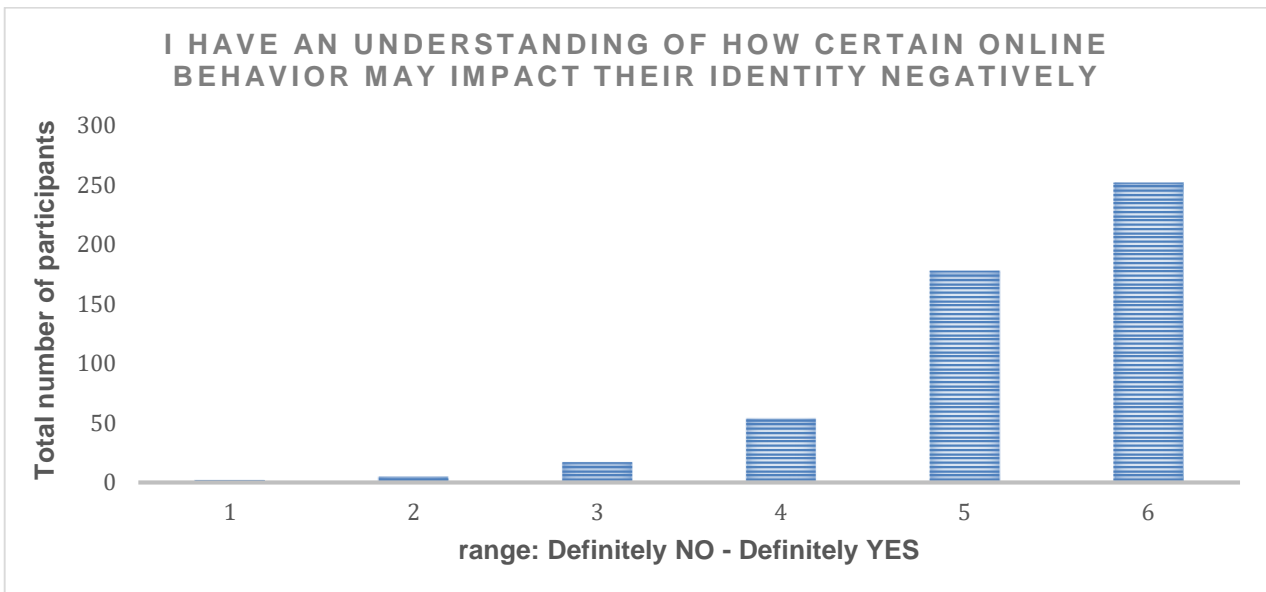

Figure 7: Have students from CR an understanding of how certain online behavior may impact their identity negatively?

On the issue of health and physical problems, 71% said that they were aware of the potential risks associated with the overuse of technology (fig. 8). The question is whether students know how to take care of their health, eg. how to exercise, if long sitting at the computer, how to care for your eyes, or what have overall posture. This is another topic that should be more   talk.
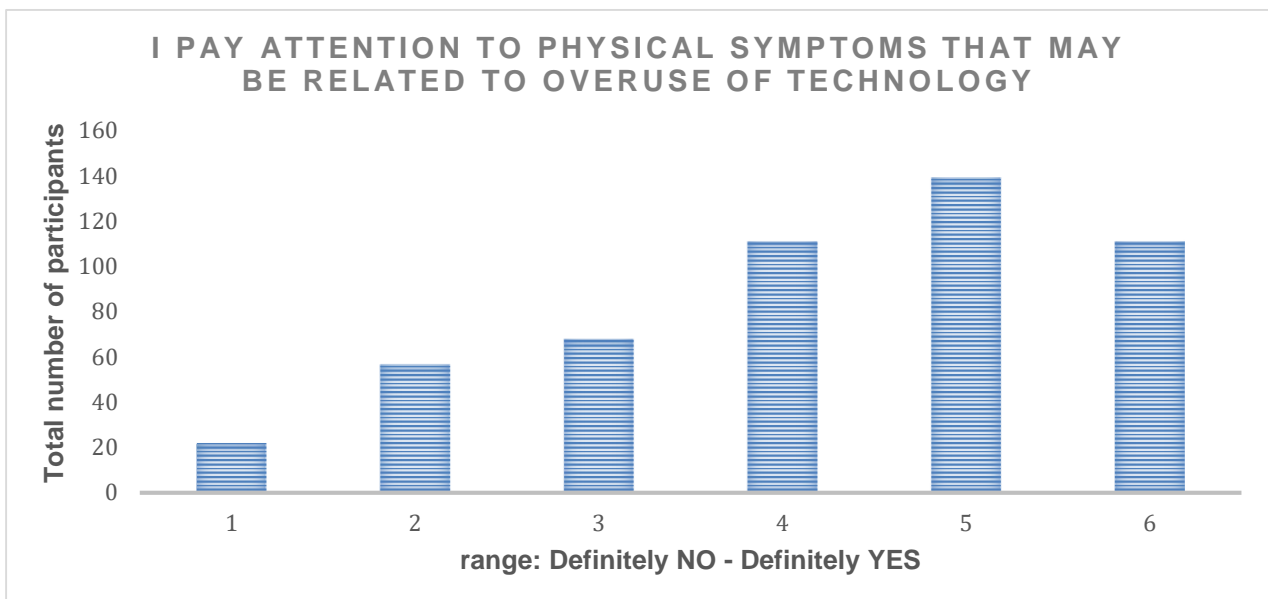

Figure 8: Do students from CR pay attention to physical symptoms that may be related to overuse of technology?

Attitude toward sources (Critical thinking)

The questionnaire indicated that 75,8% of the respondents have a proactive attitude towards finding and collecting information from the internet and 84,8% indicated they have a habit of evaluating sources on the internet (fig. 9), with a further 75% indicating that they have a good understanding of how a search engine operates. But still a small percentage of the respondents don´t evaluate the information which they obtain from the internet. If you consider how much is on the internet and in social media of inaccurate and false information, the need to put an even greater awareness of the problem.
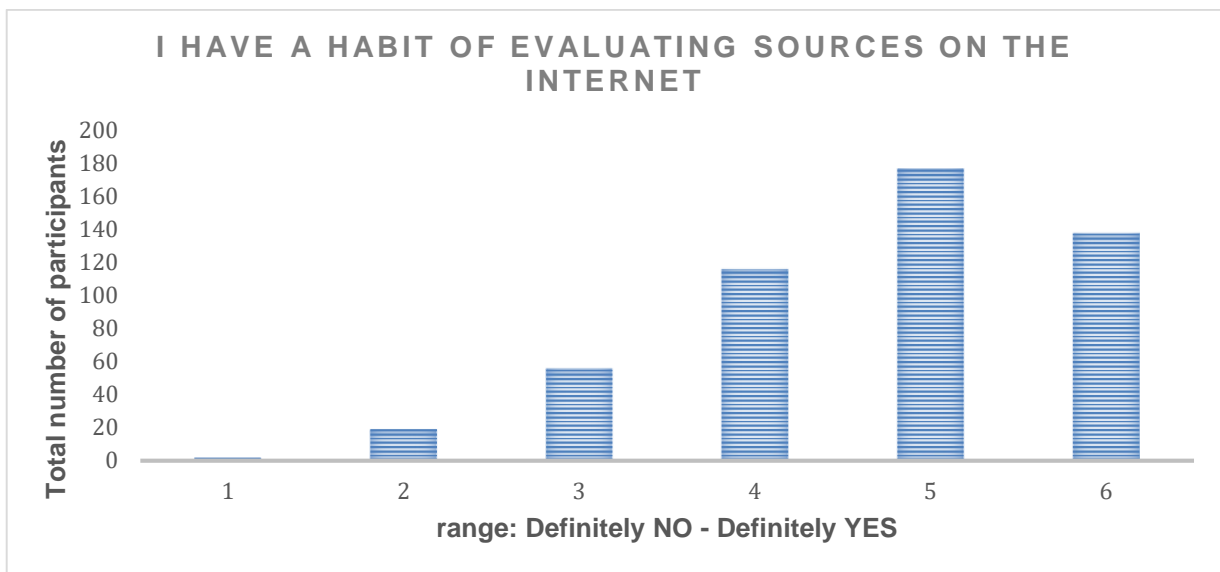

Figure 9: Have students from CR a habit of evaluating sources on the internet?

Good information is that 88% of students have indicated that they have strategies on how to deal with fake news (fig. 10).
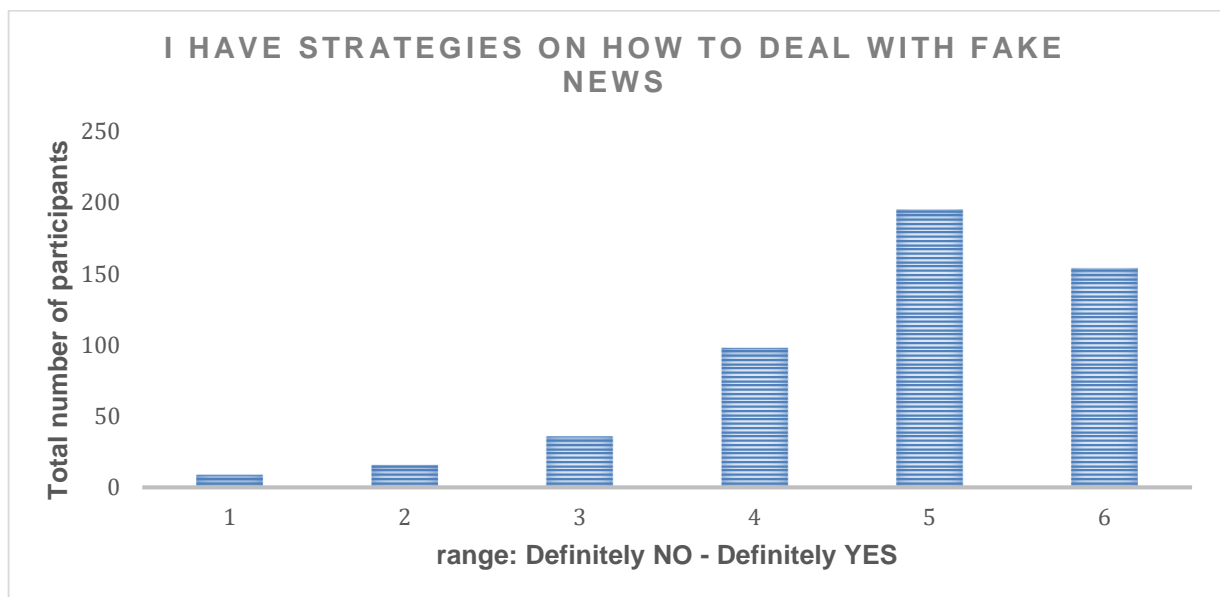

Figure 10: Have students from CR strategies on how to deal with fake news?

Creation of content

This section is not just about social media. Content creation and creativity have been part of student life from the youngest. In the 21st century. There is a strong emphasis on the use of digital technologies in the creation of content such as video recording, photography, but also the creation of text, music and graphics.

Almost 75% of respondents are convinced of how to use multimedia applications to create multimedia platforms (fig. 11) and they know how to choose the most suitable type of multimedia to achieve the desired result. This is naturally due to the fact that today's students are growing up with digital technologies. Using a smartphone to take photos or record videos, create presentations or even birthday wishes on a laptop is standard for them.
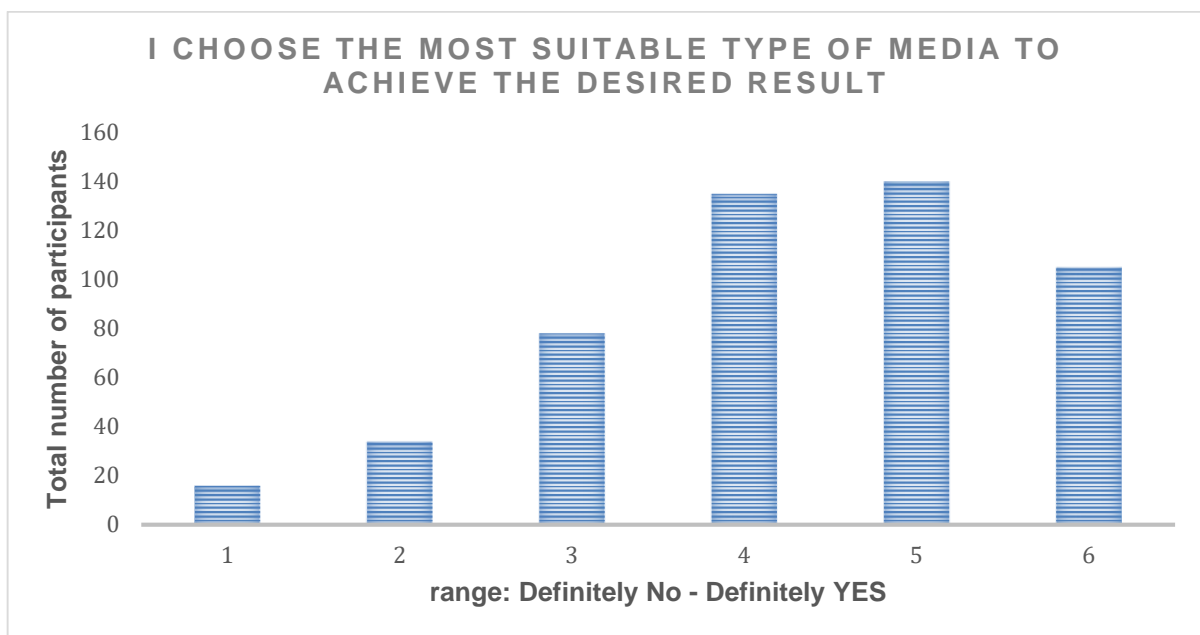

Figure 11: Do Czech students choose the most suitable type of media to achieve the desired result?

An interesting result of the survey came from the question of whether students enjoy creating or editing digital content. Creating content and therefore being creative is not as straightforward as it might seem. Although the positive attitude towards creation prevailed (65%), the results of taste or disgust created was very even (fig. 12). This is probably related to the fact that actively creating something is more difficult than passively receiving information.
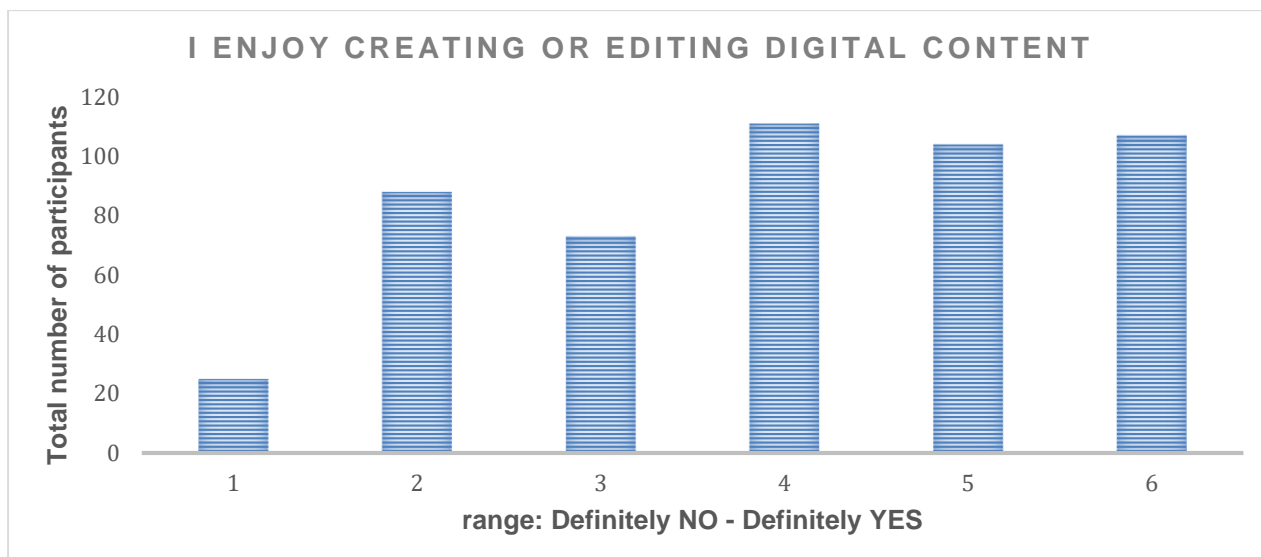
Figure 12: Do Czech students creating or editing digital content?

Conclusion

The results of the questionnaire did not bring anything surprising, students in the Czech Republic think they are generally proficient in the use of digital technologies and have good digital literacy and an overview of the laws.

The purpose of this project is to provide meaningful support to youth workers who engage in developing youngsters' skills and competences in the field of Digital Media Literacy. The DML questionnaire serves the purpose of providing the youth workers with relevant information relating to the varied competencies of the youth and therefore; base training scenarios accordingly and in relation to respondents contexts. The results yielded by the inquiry, in the context of Czech schools, it is evident that there is a need for learning scenarios that will educate the youth how to use their devices effectively. Many indicated that they use their devices for social purposes and few indicated that they actually use their devices for educational purposes.

References

[1] Hlavní směry vzdělávací politiky ČR 2030+ [online]. Pracovní verze k 11. 11. 2019, [cit. 2020-09-17], https://www.msmt.cz/file/51582/.

[2] Metodický portál RVP [online], [cit. 2020-09-17], https://rvp.cz/.

  Mediaguru [online], [cit. 2020-09-17], https://www.mediaguru.cz/clanky/2020/08/cesi-letos-travi-na-sitich-vic-casu-prilis-jim-ale-neduveruji/.

[4] Network news [online], [cit. 2020-09-17], https://www.sm-nn.com/pruzkum-deti-stravi-online-i-vic-nez-sedm-hodin-denne/.

DIGITAL
MEDIA
LITERACY