Digital Media Literacy **Report**

ITALY

Digital Media Literacy Report

Italy

2020

Overview

The questionnaire was administered in a digital format to 325 pupils, aged between 14 and 19 (8 pupils entered the age incorrectly).

The activity took place in February and involved students of first, second, third and fourth grades of our professional training center "Patronato San Vincenzo".

Our school is located in the city of Bergamo and welcomes young people from the city itself, but most of the students come from different areas of the district of Bergamo.

Country context

The Education and Vocational Training (IeFP) of Regione Lombardia connects organically all the secondary   level courses of Vocational Education and Training, as well as all Vocational Training actions of regional competence, including those relating to Continuing and Permanent Training. The second-cycle Vocational Education and Training system, according to art. 1, c. 2 and art. 11 of LR n. 19/2007 - "Norms on the education and training system of Regione Lombardia "-, respects the essential levels of performance (LEP) established by the State and the Minimum Educational Standards (SFM) formulated at national and regional level; the Italian law guarantees young people, up to the age of 18, the fundamental Right of Duty of Education and Training (DDIF). The whole VET system gives great importance to the centrality of the person and aims to enhance and to integrally develop the potential of each pupil, in an educational and vocational perspective, to be cultivated throughout their entire life. The peculiarity of the VET programs, in relation to the Educational, Cultural and Professional Profile (PECuP), is characterized by the following three main aspects:

- "full development of the human person" and "effective participation of all workers in the political, economic and social context of the country "(art. 3, paragraph 2 of the Constitution);

- theoretical and practical affirmation of equal dignity among technical-professional culture, scientific culture and humanistic culture;

- enhancement of the educational and cultural dimensions of work.

Patronato San Vincenzo Training Center organizes three-year and four-year courses with different professional profiles: car-repairing, body-car repairing, industrial mechanic, electrical, and multimedia graphic.
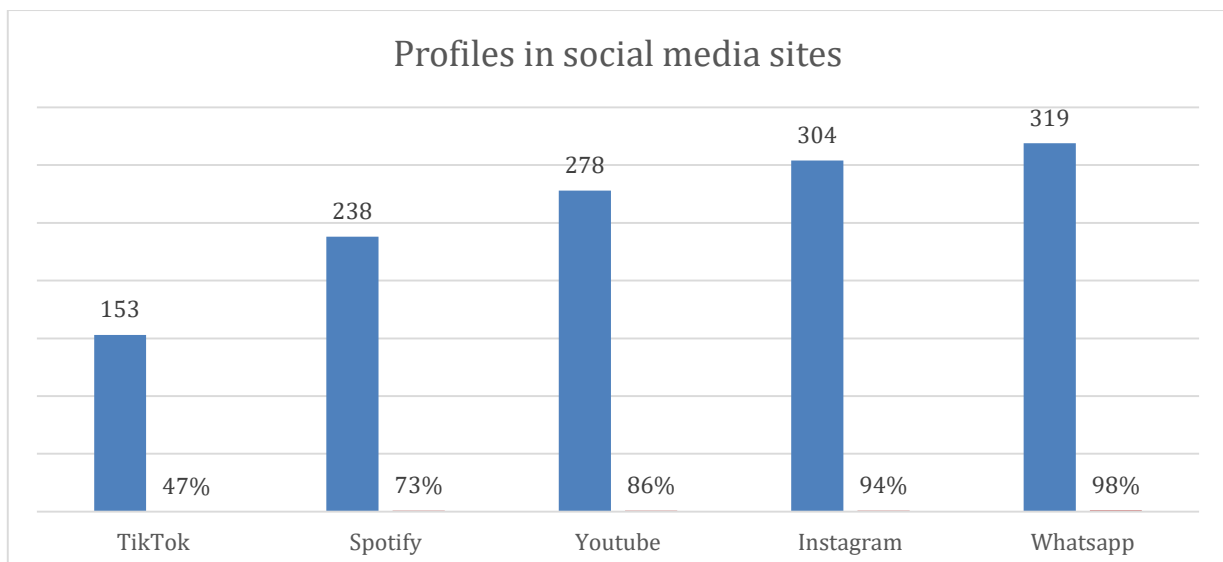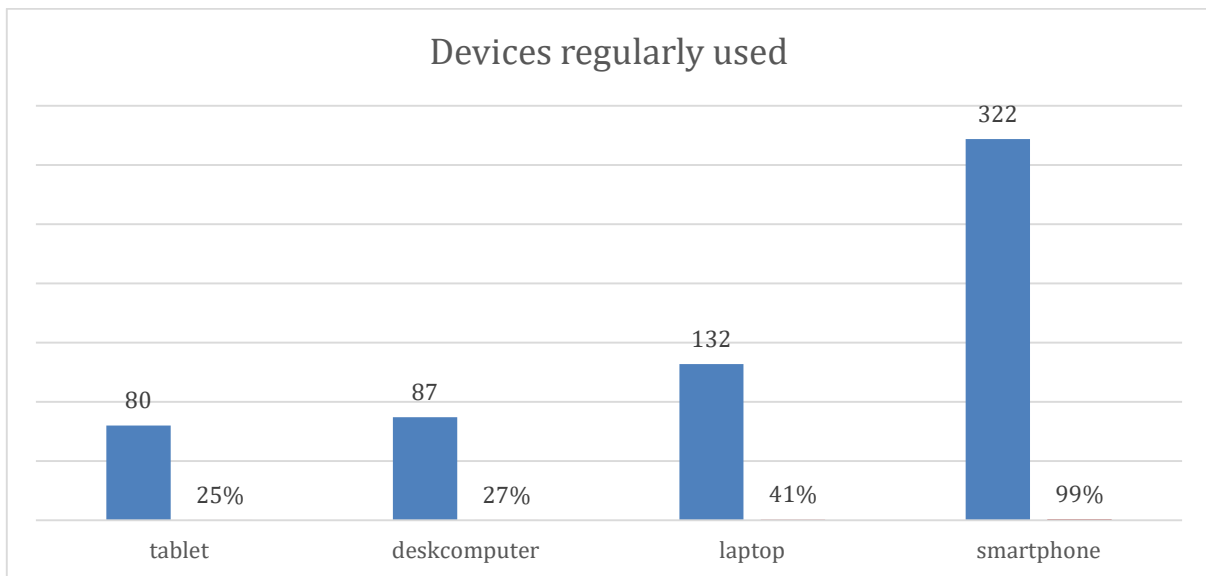
Almost all the students are of Italian nationality, but there are also many second generation Italian students. The percentage of foreign students is   28%. The most represented countries of origin are Marocco, Senegal, Albania, Romania and Bolivia. The language spoken in the family is often the language of origin and not Italian. The socio-economic situation in some cases is critical, due to the precariousness of employment contracts and low salaries of their parents. Despite this, the students' technological resources and computer skills are sufficient.
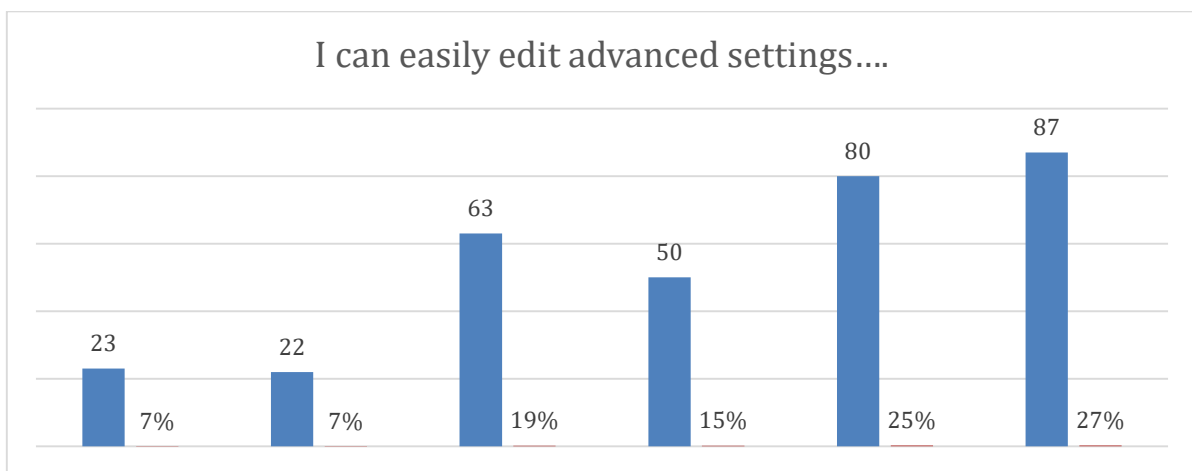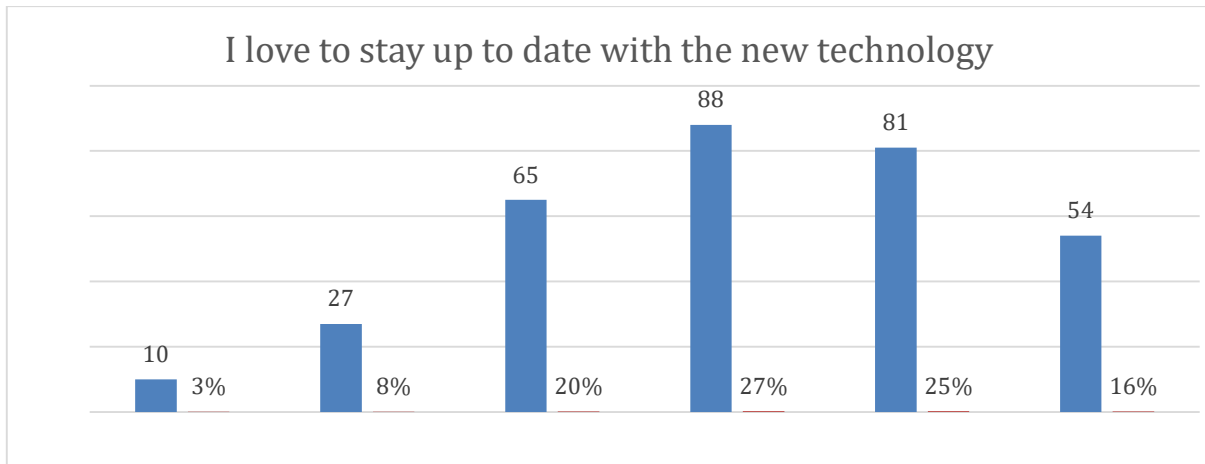
PRESENTATION OF THE RESULTS

Behavioural patterns (use of digital technology)

The questionnaire shows that 99% (322 students) possess a smartphone, 40.6% a laptop, 24.6% a tablet, 26.8% a desktop computer. Chromebook is used only by one student.
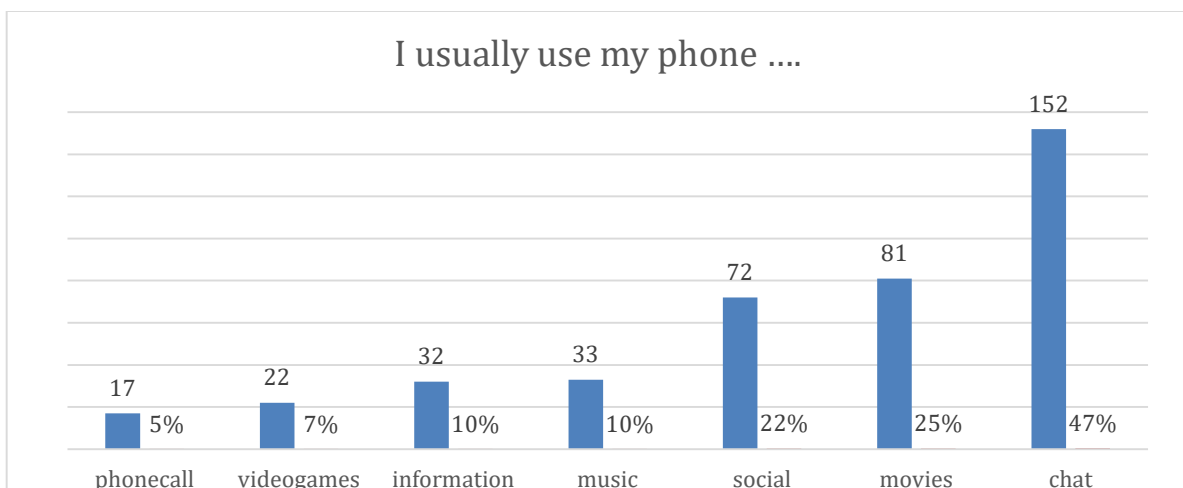
The use of a digital device is significantly high, as we can deduce from the following percentages Whatsapp 98%, Instagram 94%, Youtube 86%, Spotify 73%, Facebook 50%, TikTok 47%, Twitter 19%

Devices regularly used

tablet	deskcomputer	laptop	smartphone
80	87	132	322
25%	27%	41%	99%

Profiles in social media sites

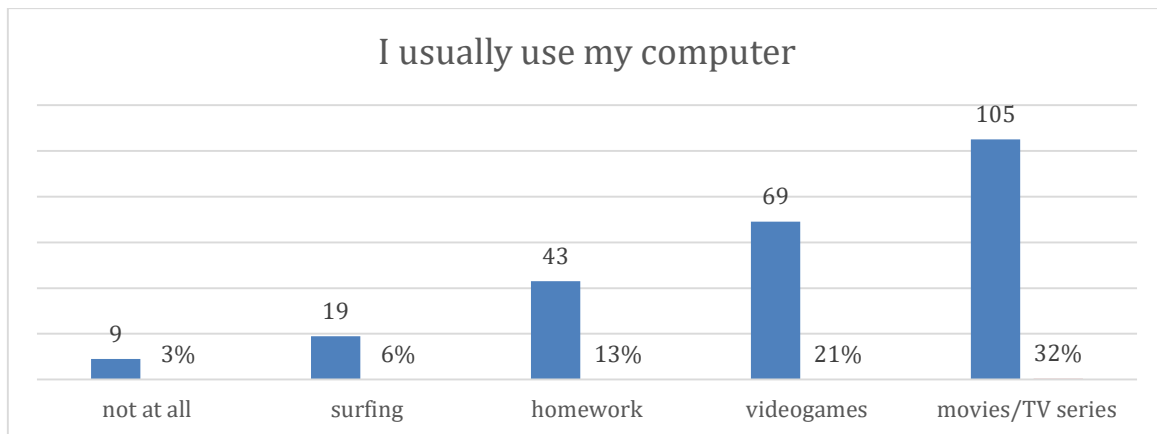| TikTok	Spotify	Youtube	Instagram	Whatsapp
153	238	278	304	319
47%	73%	86%	94%	98%

Most of the students regularly update on new technologies and they also claim to be able to easily edit advanced settings on digital devices.

I love to stay up to date with the new technology

10	27	65	88	81	54
3%	8%	20%	27%	25%	16%

I can easily edit advanced settings….

23	22	63	50	80	87
7%	7%	19%	15%	25%	27%

Mobile phone is used mainly for chat, while PC is used to play video games or to watch TV series and movies.

I usually use my phone ….

phonecall	videogames	information	music	social	movies	chat
17	22	32	33	72	81	152
5%	7%	10%	10%	22%	25%	47%

I usually use my computer

| not at all	surfing	homework	videogames	movies/TV series
9	19	43	69	105
3%	6%	13%	21%	32%

Most pupils keep in touch with friends by meeting them face-to-face or hanging around. They also claim to use phone calls a lot as well. The use of whatsapp is not relevant.

To get in touch with friends I usually .....

whatsapp	videochat	messenger	face-to-face	hang around	phone call
23	118	173	217	221	231
7%	36%	53%	67%	68%	71%
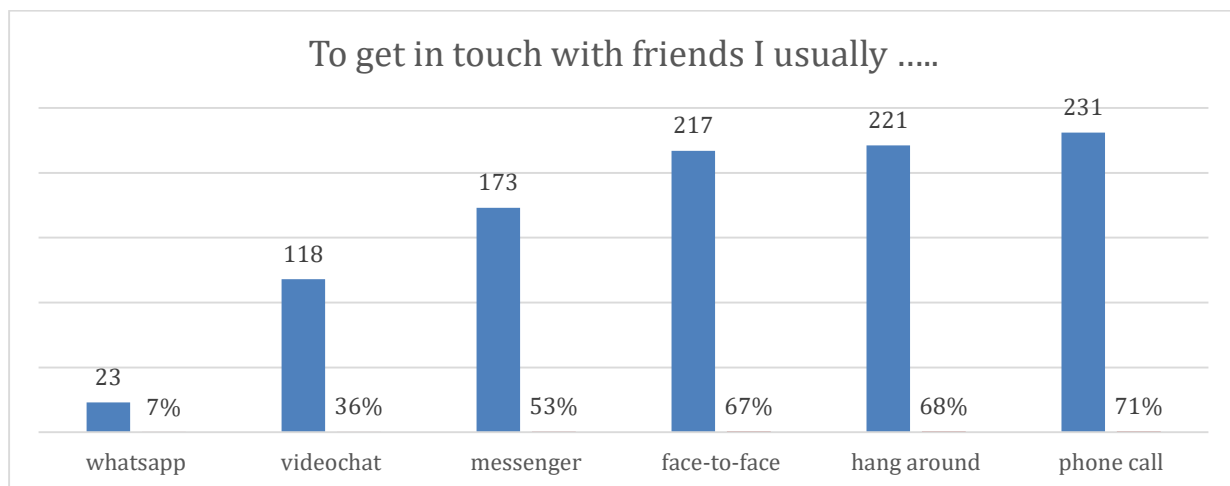
Communication (nettiquette, etc)

The answers of the students show that about 70% are suffiicient or quite good at choosing the most suitable type of media to achieve the desired result and understanding of the effects of the usage of different types of media for communicating. In addition to that, the 68% evaluate the recipients and carefully tailor their communication accordingly.
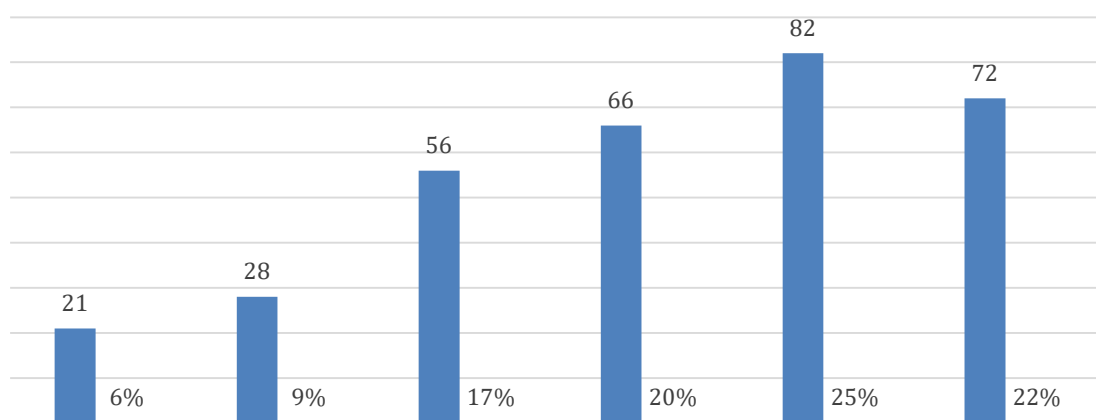
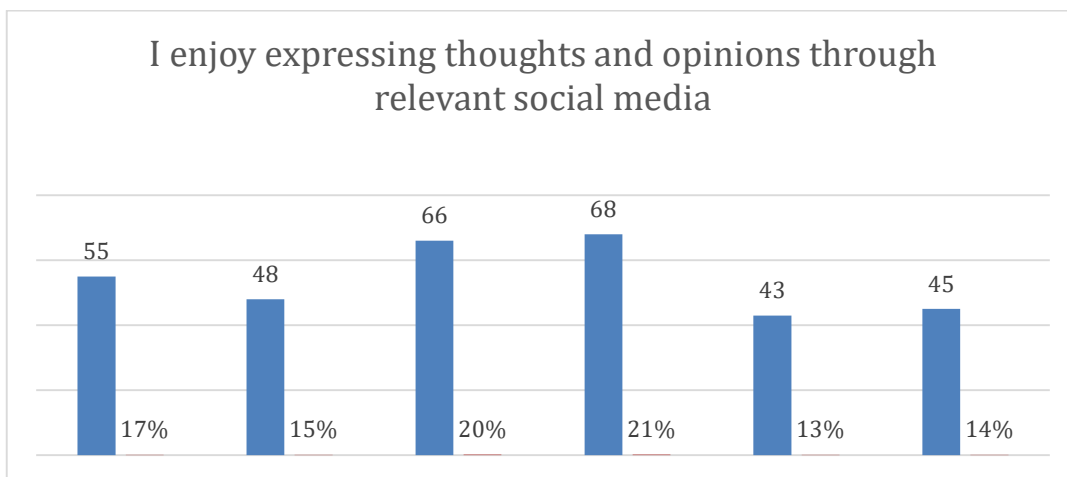## I am good at choosing the most suitable type of media

17	18	62	91	91	45
5%	5%	19%	28%	28%	14%
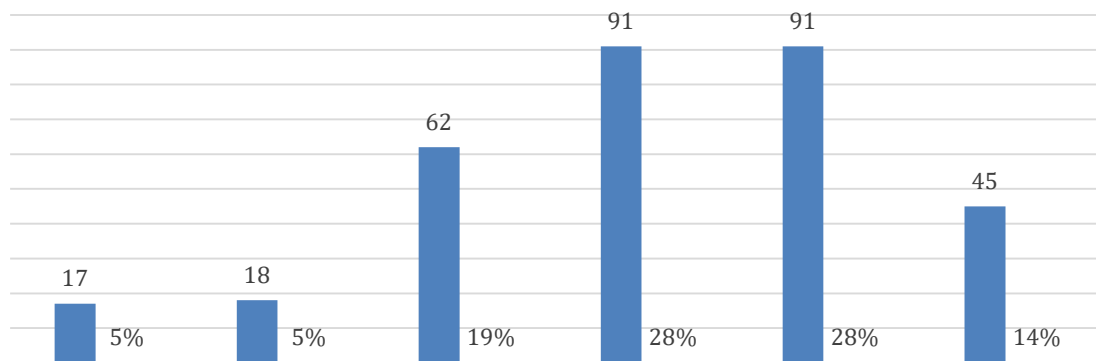
I have a good understanding of the effects of communicating through different types of media

5	27	58	92	78	65
2%	8%	18%	28%	24%	20%
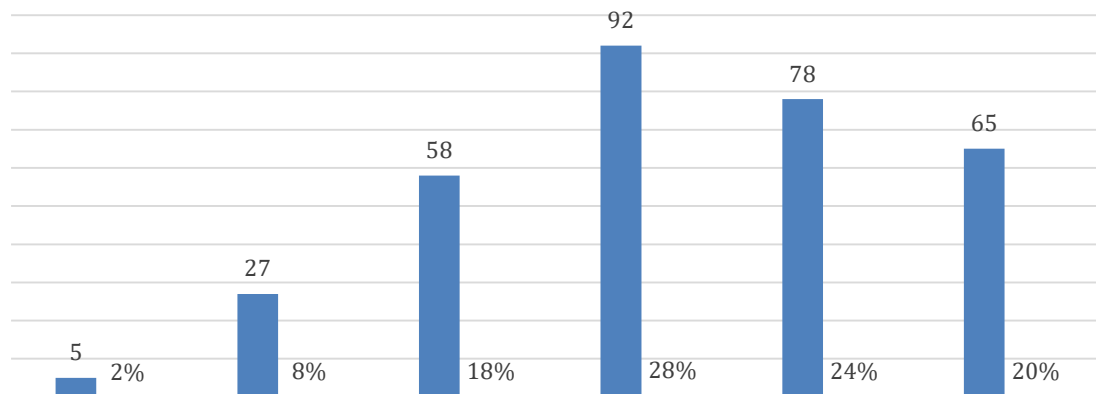
I always evaluate the recipients and carefully tailor my communication accordingly

21	28	56	66	82	72
6%	9%	17%	20%	25%	22%

More than half of the students state they have an important in-depth knowledge of how social media affects different forms of community and democracy. No significant data emerge regarding the expression of their opinions through social media.
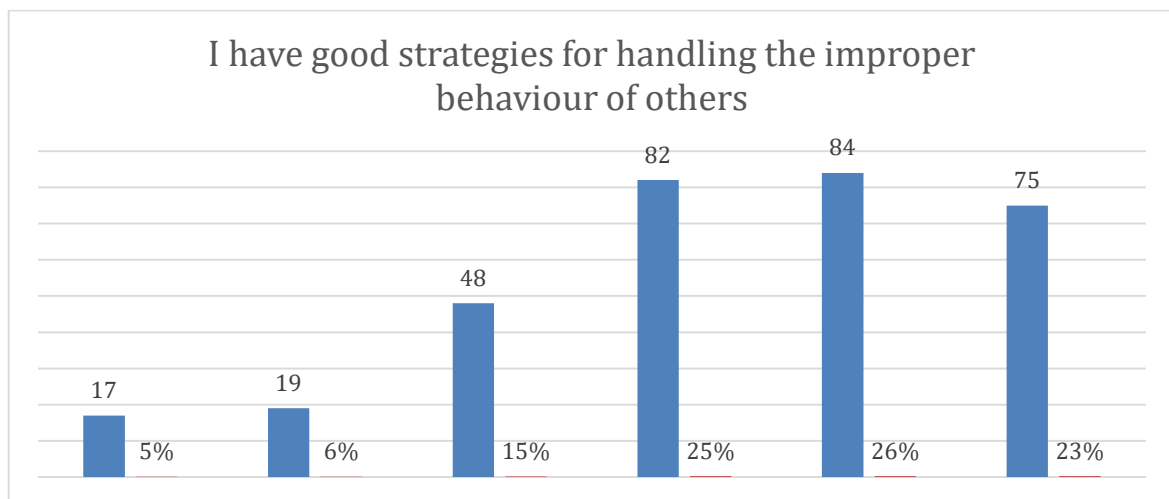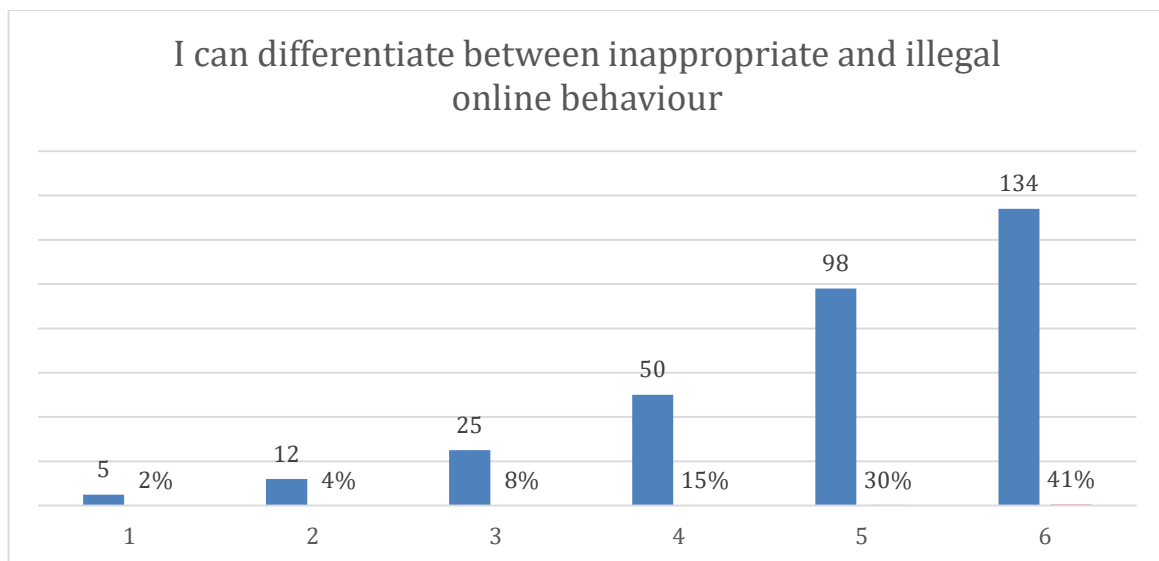
I have an
in-depht understanding of social media influence on
forms of communities and democracy

		74	75		
33	26			65	52
10%	8%	23%	23%	20%	16%

I enjoy expressing thoughts and opinions through
relevant social media

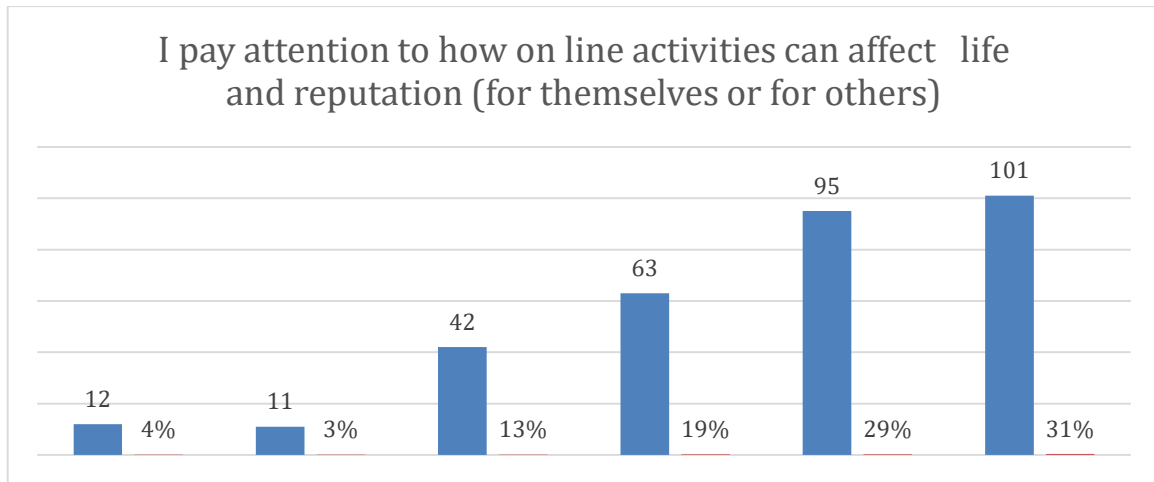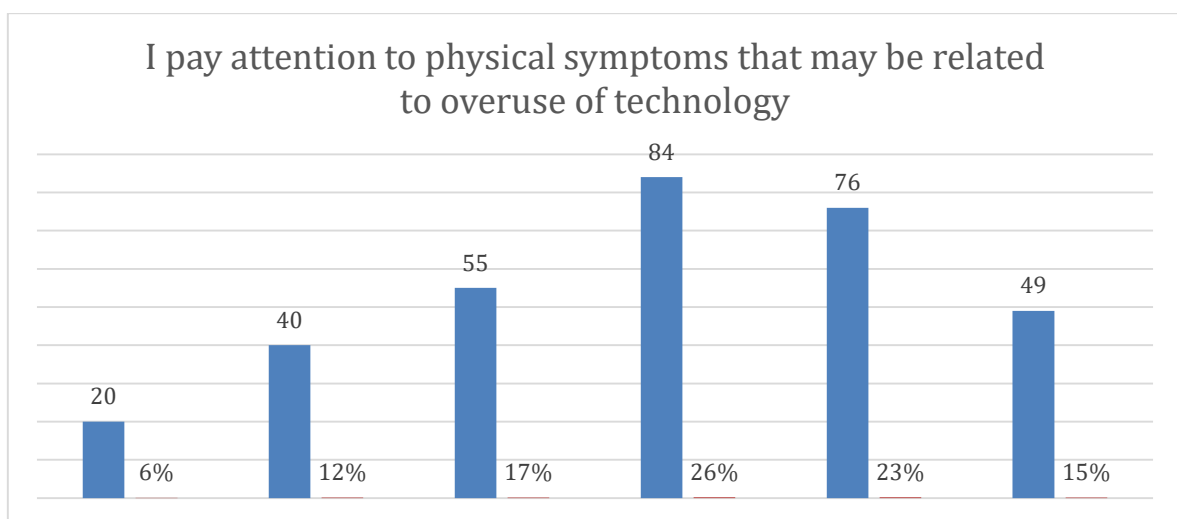|		66	68		
55	48			43	45
17%	15%	20%	21%	13%	14%
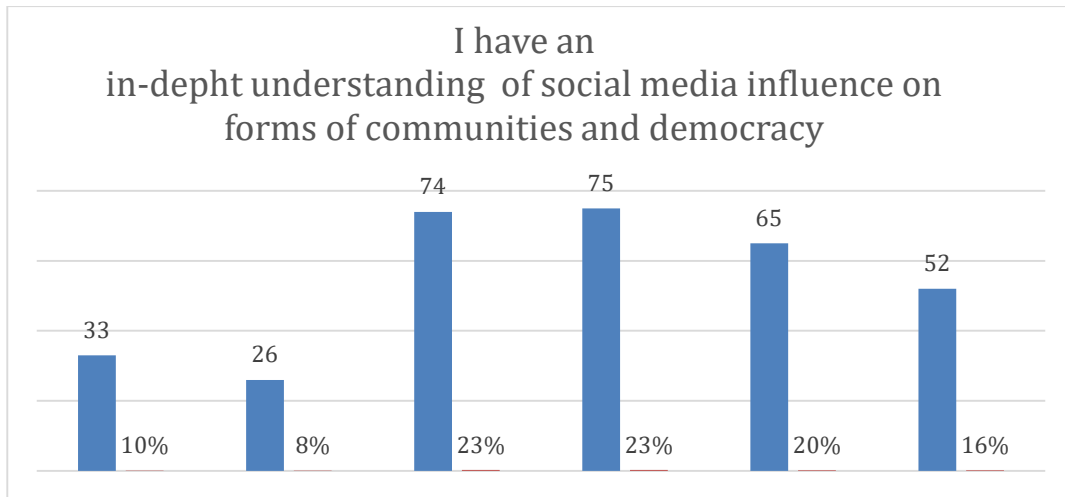
Responsible use of technologies & health

Most students (80%) pay attention to how on-line activities can affect their own lives and reputation as well as those of others. In addition they have a good understanding of how certain online behaviour can influence negatively person's digital identity. 86% can differentiate between inappropriate and illegal online behaviour.
Three students out of four have good strategies for handling the improper behaviour of others and they are good at showing empathy and creating communities with others through digital communication.
 64% state that they pay attention to physical symptoms related to overuse of technology

I pay attention to how on line activities can affect life and reputation (for themselves or for others)

12	11	42	63	95	101
4%	3%	13%	19%	29%	31%

I can differentiate between inappropriate and illegal online behaviour

1	2	3	4	5	6
5	12	25	50	98	134
2%	4%	8%	15%	30%	41%

I have good strategies for handling the improper behaviour of others

17	19	48	82	84	75
5%	6%	15%	25%	26%	23%

I am good at showing emphaty and creating communities with others through digital communication

14	17	52	77	107	58
4%	5%	16%	24%	33%	18%

I have a good understanding of how online behaviour can influence negatively person's digital identity

9	11	35	66	100	104
3%	3%	11%	20%	31%	32%

I pay attention to physical symptoms that may be related to overuse of technology

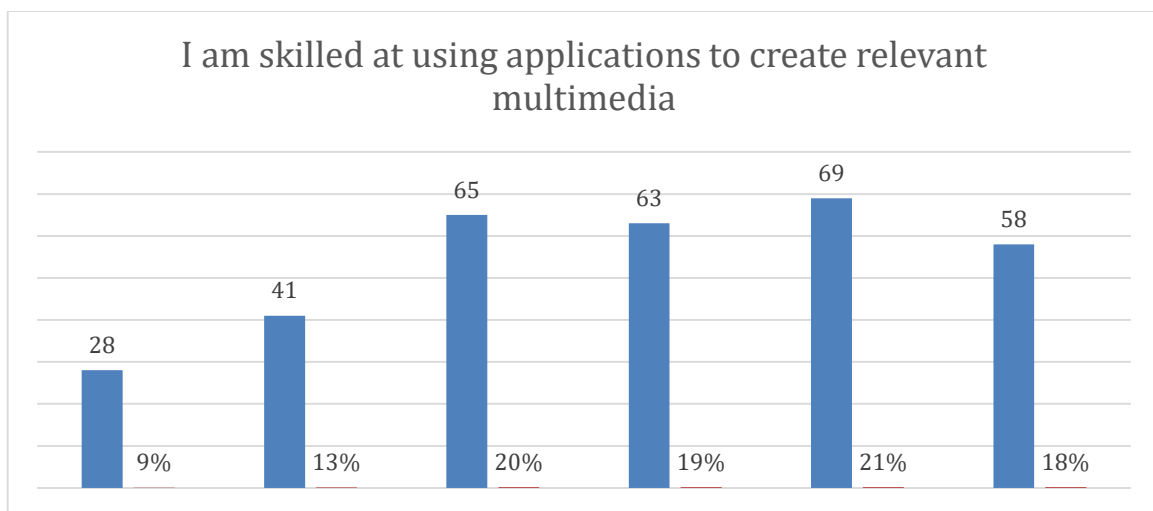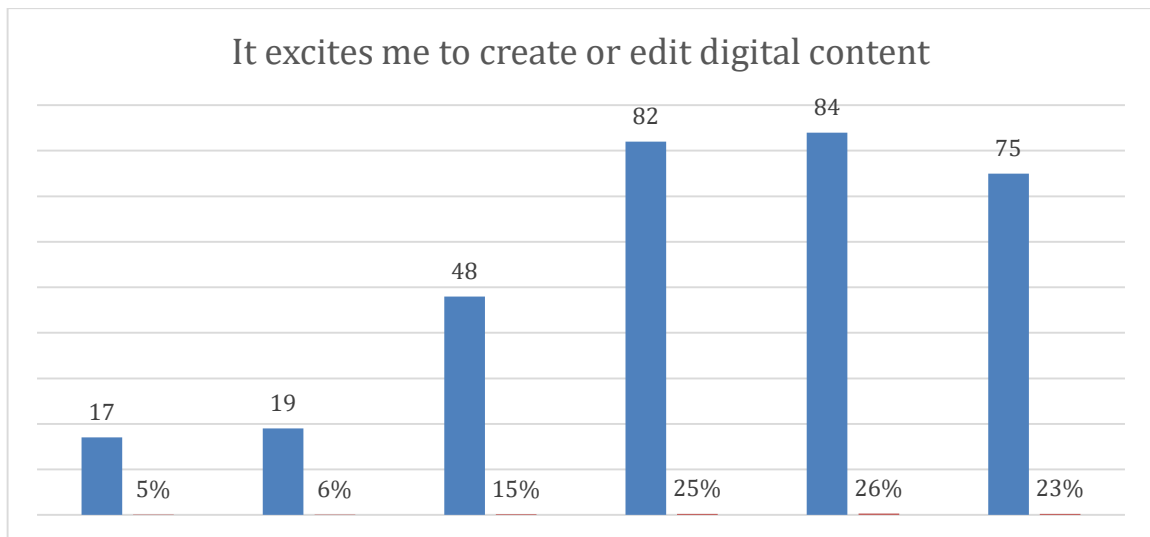|					
20	40	55	84	76	49
6%	12%	17%	26%	23%	15%

Attitude toward sources (critical thinking)

Questions related to critical thinking yielded that 57% of the students have a habit of evaluating information critically and 56% understand how serch engines operate, classify and display results. Nevertheless 68% have strategies to deal with fake news and 64% have a very proactive attitude towards finding and collecting information from the internet.

I have a habit of evaluating information critically

Value	Percentage
29	9%
33	10%
74	23%
79	24%
63	19%
46	14%

I know what fake news is and I have strategies how to deal with

Value	Percentage
19	6%
23	7%
61	19%
75	23%
93	29%
53	16%

I understand how search engines operate, classify and display results

88
66
60
54
36
21
7%   11%   27%   19%   20%   17%

I have a very proactive attitude towards finding and collecting information from the internet

79
71
61
58
39
17
5%   12%   19%   22%   24%   18%
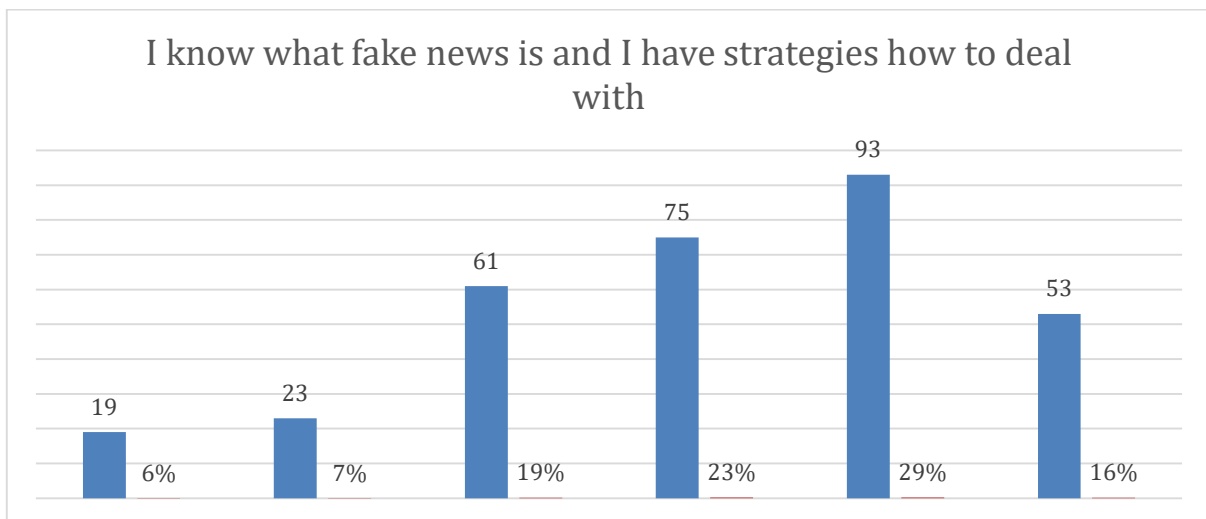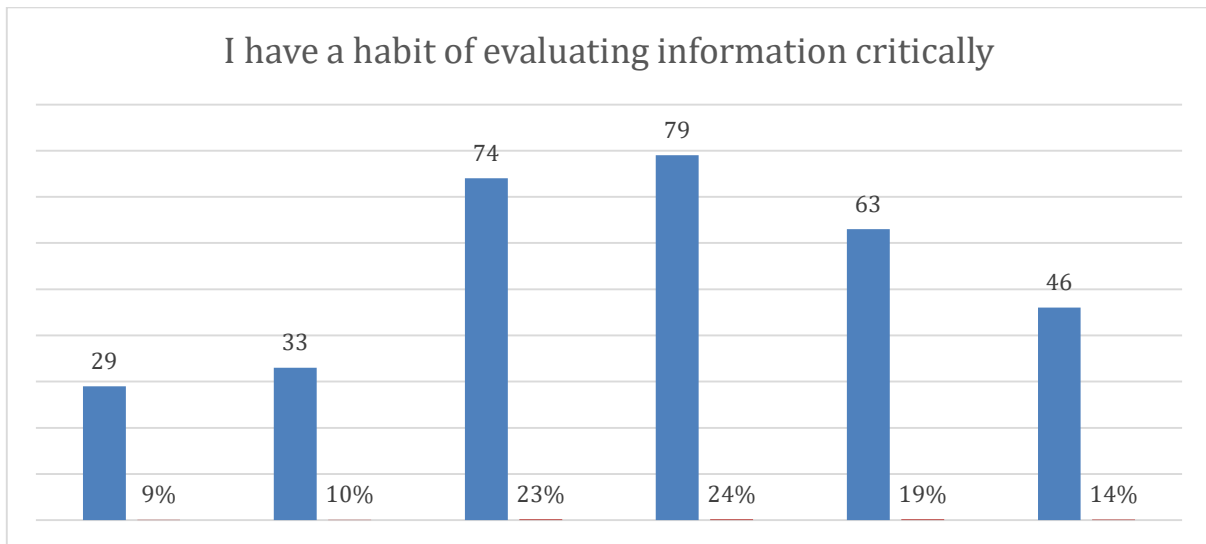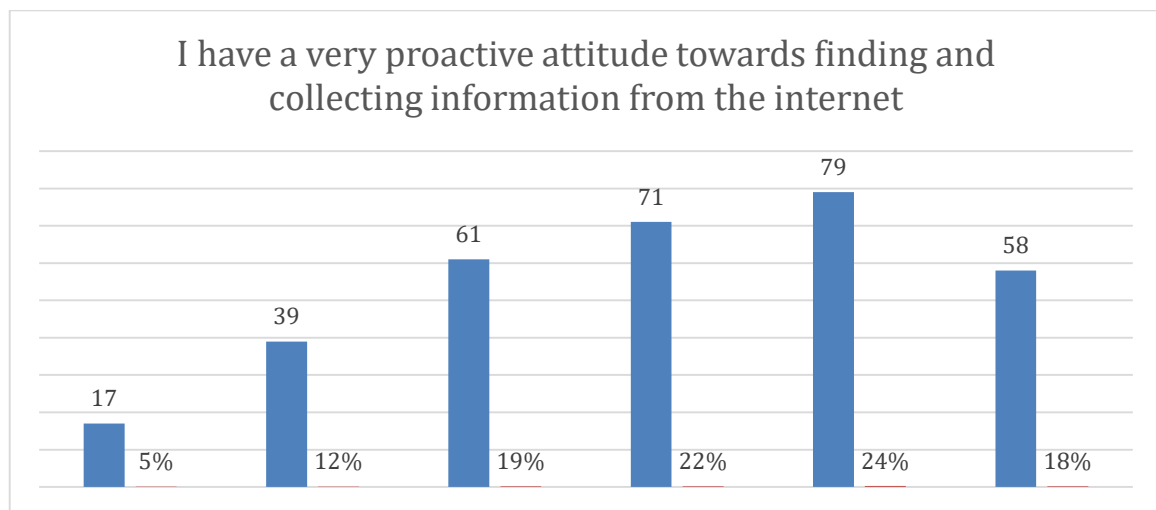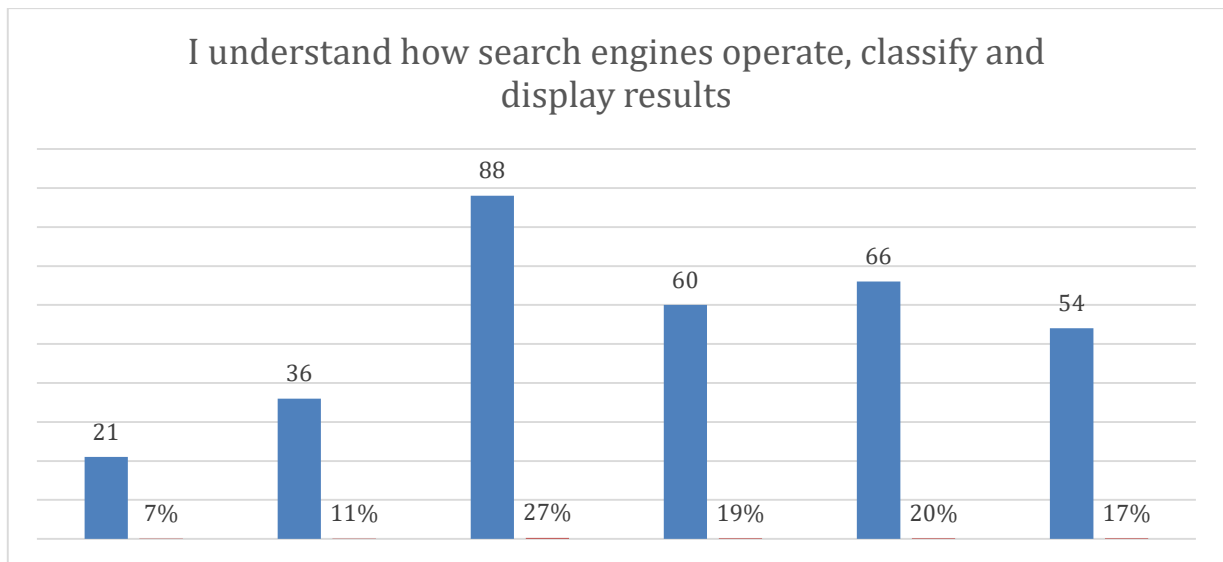
Creation of content

About 240 students (74%) declare that creating or editing digtal contents excite them and that they are skilled at using applications to create relevant multimedia. This is also evident from the question reported in the "communication" paragraph, in which 70% declared that they were able to identify the most suitable type of media.

It excites me to create or edit digital content

82 84 75 48 17 19

5%   6%   15%   25%   26%   23%

I am skilled at using applications to create relevant multimedia

69 65 63 58 41 28

9%   13%   20%   19%   21%   18%

Conclusion

The results of the questionnaires show there is a high use of technological devices among our students but, at the same time, we can state that they certainly need to acquire more skills for an increasingly effective use. In fact, technological devices are mostly used for social purposes, while educational purposes yielded a low percentage. It also emerges that half of the pupils say they do not have the tools to move consciously and safely in the various contexts of online communication.

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