

# MEDIA AND DIGITAL LITERACY REPORT TEMPLATE

## MEDIA AND DIGITAL LITERACY COUNTRY REPORT



MeLDE:

Media Literacy in the Digitalised Era: supporting teachers through a whole-school approach

Author (s): Emphasys Centre & ANT1 Limited

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## PROJECT INFORMATION

**PROJECT ACRONYM:**

MeLDE

**PROJECT TITLE:**

Media Literacy in the Digitalised Era: supporting teachers through a whole-school approach

**PROJECT NUMBER:**

2018-1-UK01-KA201-048041

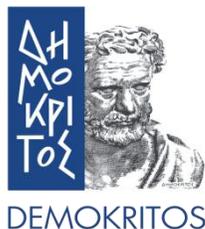
**SUB-PROGRAMME OR KA:**

KA2 Cooperation for Innovation and the Exchange of Good Practices

**WEBSITE:**

[www.meldeproject.eu](http://www.meldeproject.eu)

**CONSORTIUM:**



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## 1.MEDIA AND DIGITAL LITERACY – NATIONAL CONTEXT

In Europe of the 21st-century digital technology is evolving rapidly, and infiltrates in "almost aspect of our public, private or work life". The direct consequence of this technological innovation is the pursuit of new types of digital skills. Every individual is essential to have digital competence even from a very young age and eventually this ability will follow everyone throughout their entire life. In order to have digital competences, individual will need to be able to use ICT. Moreover, ICT plays a larger role in our private lives for leisure/entertainment, communication and social interaction, our health and wellbeing, as well as with respect to our participation in society.

The importance of digital competence was recognised by the European Parliament and the European Council in 2006 in its recommendation on key competences for lifelong learning when it identified digital competence as one of eight key competences essential for all individuals in a knowledge-based society. Digital competence was defined as follows: "Digital competence involves the confident and critical use of information Society technology (IST) for work, leisure, learning and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, access, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet."

The European Commission's 2010 Digital Agenda for Europe devoted a whole pillar to digital literacy, skills and inclusion. Recognising the need for indicators to measure the extent of digital competence in Europe, one of the actions of the Digital Agenda was to "propose by 2013 EU-wide indicators of digital competence and media literacy". It is crucial to analyse the definition of the terms digital and media literacy as the literature review presents different characteristics. Both terms are new concepts and it is difficult to have a precisely definition but they are closely related to each other. Specifically, digital literacy encompasses the personal, technological, and intellectual skills that are needed to live in a digital world. The term media literacy presents the critical engagement with mass media, which nowadays includes digital technologies. Competencies for media literacy now include a variety of critical thinking, communication and information management skills that reflect the demands and reality of digital culture.

The first national strategy for the information society, the Digital Strategy for Cyprus, was adopted in February, 2012 and it includes six main objectives:

- Objective 1: Connect Cyprus

Cyprus aims to achieve universal broadband access and ultra-high speed access until 2020 based on the targets of the Digital Agenda for Europe, namely: (i) By 2013, all households and businesses will have access to the Internet with at least 2Mbps. (ii) By 2013, 70% of the enterprises will have access to the Internet with at least 20Mbps. (iii) By 2020 all households and businesses will have access to the Internet with at least 30 Mbps. (iv) By 2020 50% or more of the households and businesses will have access to the Internet with at least 100 Mbps.

- Objective 2: Modernize public administration and provide public electronic services

By using ICT for its internal functioning, the Government aims to become paperless and therefore decrease bureaucracy and cost and increase civil servant productivity.

- Objective 3: Inclusion of all (including vulnerable groups) into digital Cyprus.

This objective includes the digital literacy of all businesses and unemployed people and the enrollment of all citizens in lifelong learning programs.

- Objective 4: Education and Learning

Promote the Digital Education by using ICT as a dynamic tool aiming at the upgrade, the enrichment and the reform of the educational process.

- Objective 5: Digital Entrepreneurship

It aims to help businesses use ICT extensively to support their functioning in order to increase their productivity and become more competitive in domestic and international markets.

- Objective 6: ICT for the environment

To use technologies and equipment or implement policies and practices that is environmentally friendly both in production cycles and operations

The official body for defining best practices but also regulating the media environment in Cyprus is the CRTA (Cyprus Radio Television Authority). It is an independent body that was established by the Radio and Television Stations Law of 1998. A whitepaper, released by the body in January 2017, adopts some of the definitions set by the European Commission, around media literacy, as follows: "the ability to access, analyse and evaluate the power of images, sounds and messages which we are now being confronted with on a daily basis and are an important part of our contemporary culture, as well as to communicate competently in media available on a personal basis. Media literacy relates to all media, including television and film, radio and recorded music, print media, the Internet and other new digital communication technologies".

The identified indicators for assessing media literacy are the following:

- Use Skills
- Critical thinking
- Communicative abilities
- Media availability
- Media Context

It is important to note that while the Radio Television Authority is the designated body to oversee media literacy and media education planning by the law; it has no clear jurisdiction over the internet. Further efforts are currently being done at the government level to increase regulations under the "1989 Press Law", by initially describing a better definition of digital media, freedom of speech in digital media, how the journalists' code of conduct applies to them as well as whether there could be instances where they could be fined by special committees.

Media education in Cyprus has been established and nowadays the students have it as a compulsory lesson in the curriculum of Modern Greek in secondary education. In particular, at the first grade of the secondary education, students have a topic "The world through the screen-image". During this topic, students will have the ability to create an electronic album which they will work in groups to demystify the fake news of many media today. At the second grade, students are learning about the topic "I am observing, I will be informed and entertained from different sources (mass media, internet etc). During this topic, students will discuss the information and the entertainment they receive from mass media and the internet. In addition, students have to choose an important event and to present it through the collection of different material from a variety of sources as well as evaluating the reliability and the validity of this material. The material can be from newspapers, the internet, television and radio broadcasts. Finally, another topic at the third grade named "Ahead of the future" aims for the students to understand what they have learned about the media literacy. They need to present all the advantages and disadvantages about the topic and as a consequence they will improve their critical thinking skill.

There are recent research findings regarding the use of ICT at schools in Cyprus. Especially, according to Eurydice's Key Data on Learning and Innovation through ICT at school in Europe, in Cyprus there are national strategies covering training measures in the areas of ICT in schools, and training and research projects in the area of digital/media literacy. There are central steering documents for ICT learning objectives at primary and secondary education level for using a computer, using office applications, and searching for information. According to official steering documents, both students and teachers at primary level are expected to use ICT in all subjects, both in class and for complementary activities, except for in natural sciences, social sciences and the arts at primary education level, where students are only expected to use ICT in class. There are no central recommendations on the use of ICT in student assessment. Furthermore, a workshop was applied by the CRTA (Cyprus Radio Television Authority) and the Pedagogical Institute of Cyprus, in which the media literacy was introduced as an extra-curricular project in the schools. The main goal of the workshop was to help students to develop critical thinking and to evaluate all the information they receive from the Internet and the media in general. The students were divided but three categories: level 1- 3 of primary school, level 4-6 primary school, and level 1-3 high school. Students at the first level were focused on food advertisement, the second group was focused on three key points such as the general advertisement, how to build the public opinion and the creation of stereotypes. The final group was introduced into the critical evaluation of the messages they receive from different forms of mass media.

Moreover, a recent research (Papaioannou, 2011) has presented some important information about the level of knowledge within the students and teachers regarding media and digital literacy. A study was conducted and the aim was to evaluate the digital media literacy through the use of Facebook among Cypriot high school students. The majority of the students were able to use efficient various features of Facebook and a few students had the desire to be more productive and more creative by creating their own blog. Some students had the ability to find and filter information with the appropriate keywords but they care less about the online safety on the Internet. It was pointed out that the students didn't know what was the government policy regarding media education but they suggested that a lesson would be very important. The results from the perspective of teachers showed that students have a less critical understanding and that the technology has negative effect on them, also, they suggested that media education is necessary.

In addition, a survey was conducted by The European schoonet (2012) in Cyprus regarding the ICT in education. The results showed that teachers in Cyprus have the highest confidence in their operational digital competence for grade 4 and 11 but for grade 8 and 11 they have the lowest percentages. It is necessary to mention that teachers have the lowest percentage at EU mean regarding their confidence in the usage of social media. Students have lowest percentage at EU for grade 11 but their percentage is higher for grade 8. Both grades have lower percentages of social media skills. Regarding the use of internet safety, students at any grade are on average below the EU average.

Below there are briefly demonstrated certain EU funded projects:

1. **CYberSafety** – A project co-funded by the European Union and managed by the Pedagogical Institute of Cyprus, aiming to bring together national actors to create a culture of safe web surfing. It aims to empower creative, innovative and critical thinking digital citizens in Cyprus. (<https://www.cybersafety.cy/>)
2. **MENTEP** – Another Erasmus+ project, with the Pedagogical Institute of Cyprus and the Ministry of Education and Cultural Affairs being partners in an initiative designed to test the impact of using a self-assessment tool on teachers' digital pedagogical competency development. It was designed to support and broaden teachers' reflection on their pedagogical practices using ICT in their teaching, their teaching skills and their own learning by providing access to an online self-assessment tool. (<https://mentep.pi.ac.cy/>)
3. **EU Kids Online** - The EU Kids Online project aimed to enhance knowledge of European children's and parents' experiences and practices regarding risky and safer use of the Internet and new online technologies, and thereby to inform the promotion of a safer online environment for children. Cyprus is a participant in the project that ran from 2014 – 2018.
4. **eTwinning-** is a pan-European teaching and learning community that promotes school cooperation in Europe through the use of Information and Communication Technologies (ICT). School Education Conference was organized by eTwinning on "Digital Citizenship through the Erasmus + Program". Participants in the Conference had the opportunity to be informed and educated on issues related to digital citizenship and how it is promoted through the implementation of European Programs. (<http://www.erasmusplus.cy/default.aspx?newsid=35674&t=160>)
5. **IDentifEYE** - The IDentifEYE partnership comprises two foundations dealing with issues related to new media, society and youth, a local government addiction prevention centre an NGO supporting youth and adults, a foundation comprising five schools and a

technical consultancy bridging the gap between research and actual market roll out.(  
<http://www.id-eye.eu/>)

It is crucial to mention the measurement of digital competence on ICT Usage in Households and by Individuals. According to in Cyprus 30% or more of the population have no digital skills (figure 1).

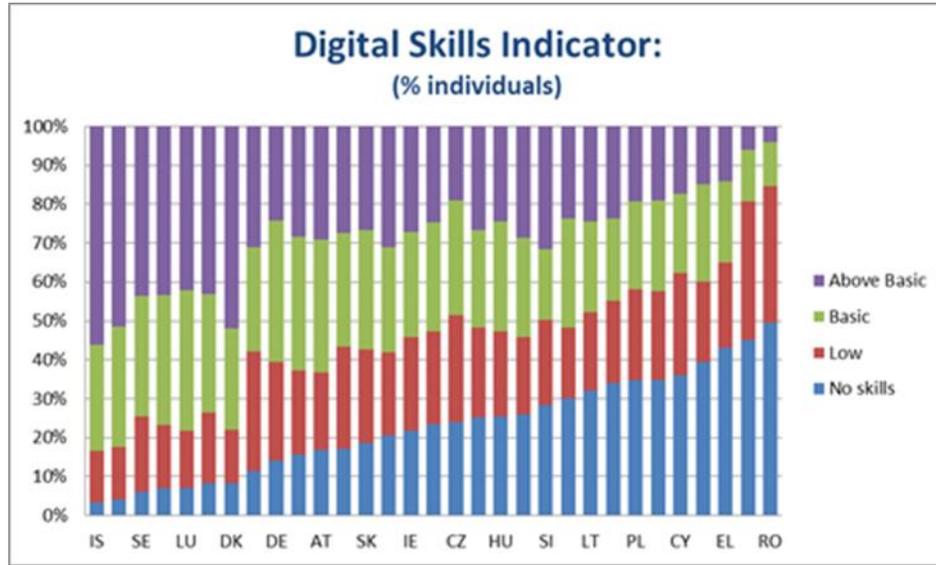


Figure 1: Rates of digital skills among the EU population

The Digital Economy and Society Index (DESI) is a composite index that summarises relevant indicators on Europe’s digital performance and tracks the progress of EU Member States in digital competitiveness. The Digital Economy and Society Index report 2018 for use of Internet services have indicated that Cyprus is above the EU average in a range of online activities (figure 2).

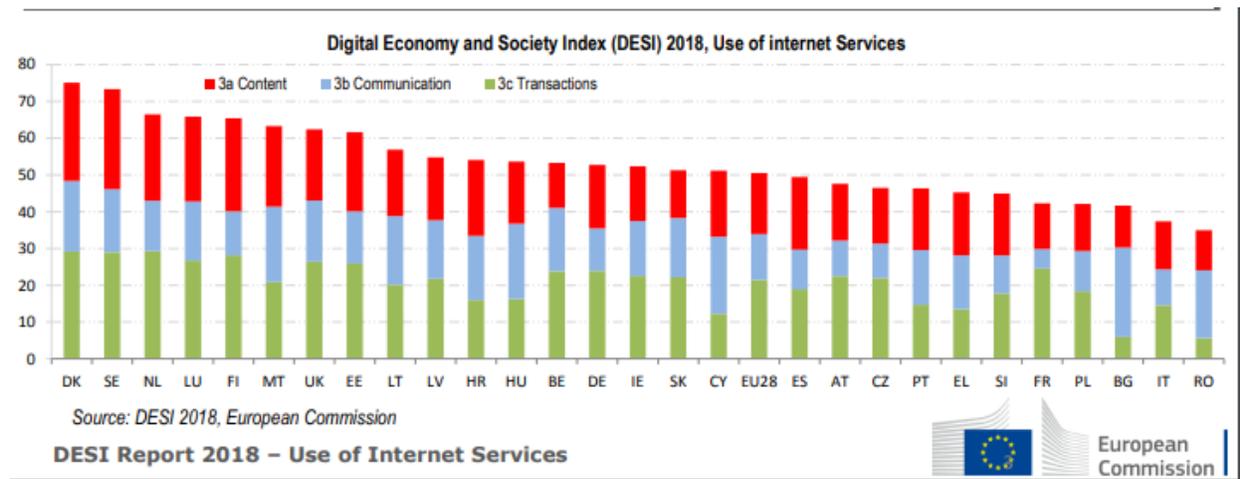


Figure 2: Rates of use Internet Services among the EU population

On the other hand Cyprus has the lowest scores in terms of connectivity, human capital, uses of Internet, integration of digital technology and digital public services (figure 3).

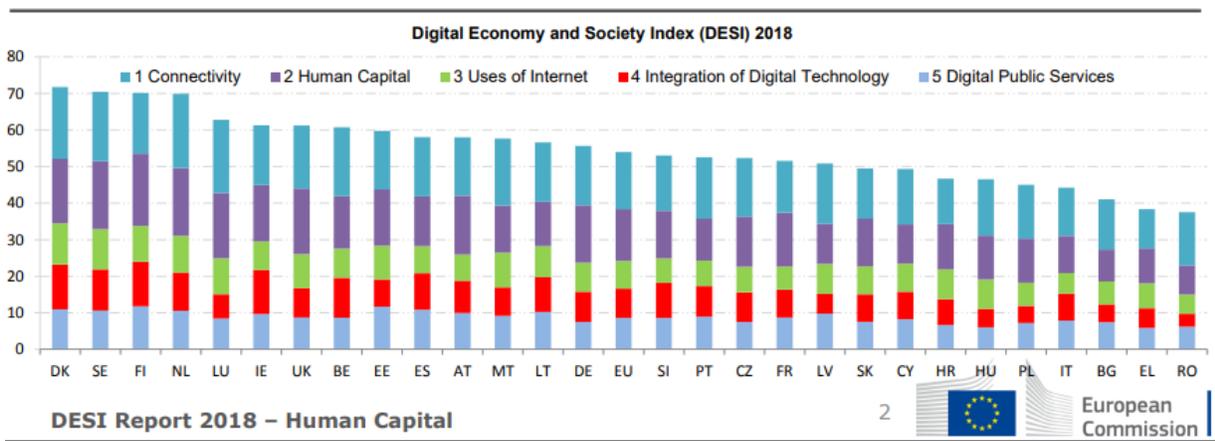


Figure 3: Rates of Human Capital among the EU population

The connectivity dimension looks at both the demand and the supply side of fixed and mobile broadband. Under fixed broadband, it assesses the availability as well as the take-up of basic, (fast) and ultrafast broadband and also considers the prices of retail offers. On mobile broadband, the availability of 4G and the take-up of mobile broadband are included. For fixed and mobile broadband, Cyprus presents to be below the EU average (figure 4).

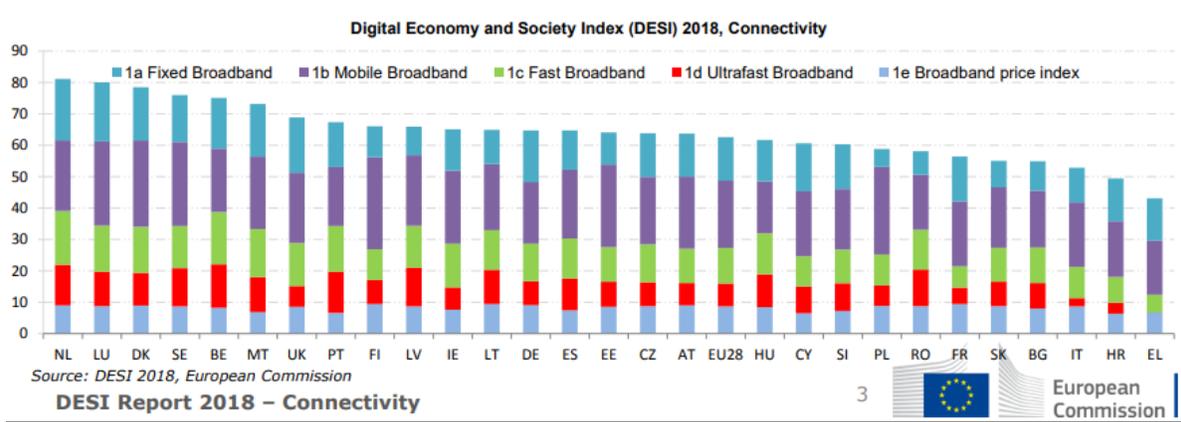


Figure 4: Rates of Connectivity among the EU population

The European Schoolnet (2012)) conducted a survey regarding the use of ICT in education. The survey was focused on the availability of computers for educational purposes, broadband in schools and Internet connection. Specifically, in Cyprus there are more computers available for students at all grades than the EU average. Also, in Cyprus there are among the lowest ratios in Europe of students to internet-connected desktop computers at most grades, however, the student to laptop ratio is above the EU average at all grades.(figure 5&6)

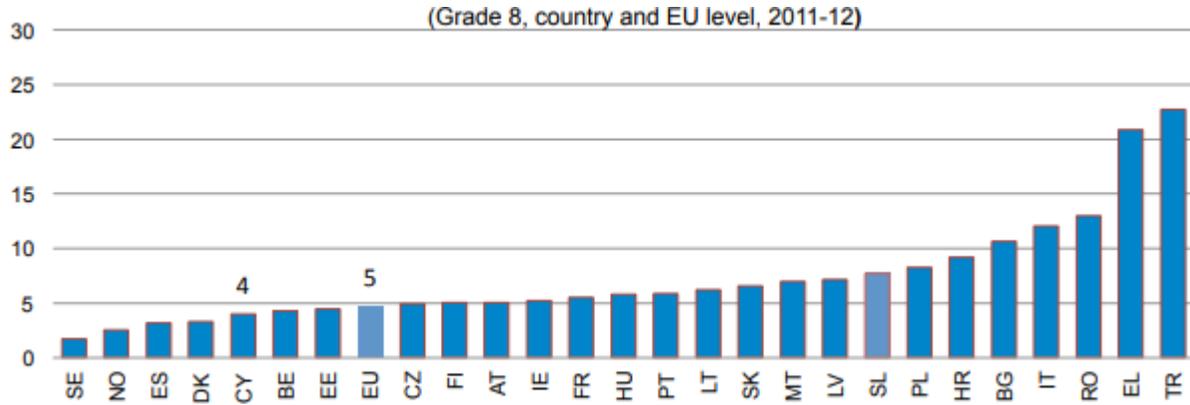


Figure 5: Students per computer

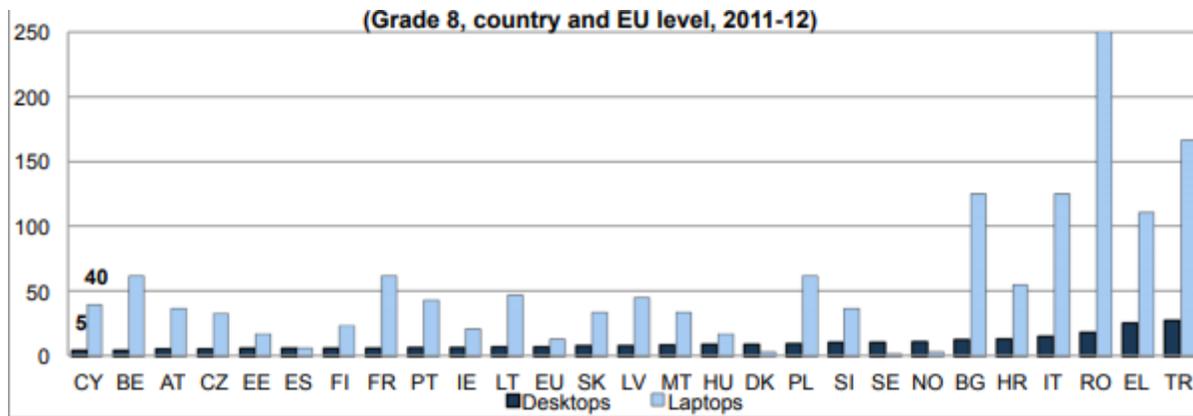


Figure 6: Students per Internet- connected desktop and laptop computer

In Cyprus, at all grades, the percentages of students in schools with broadband speeds faster than 10mbps is lower than the EU mean (figure 7). In addition, high numbers of students are in schools with ADSL broadband connectivity in Cyprus (over 85%), but speed in most schools is relatively slow compared to other countries, most students being in schools with under 5mbps.

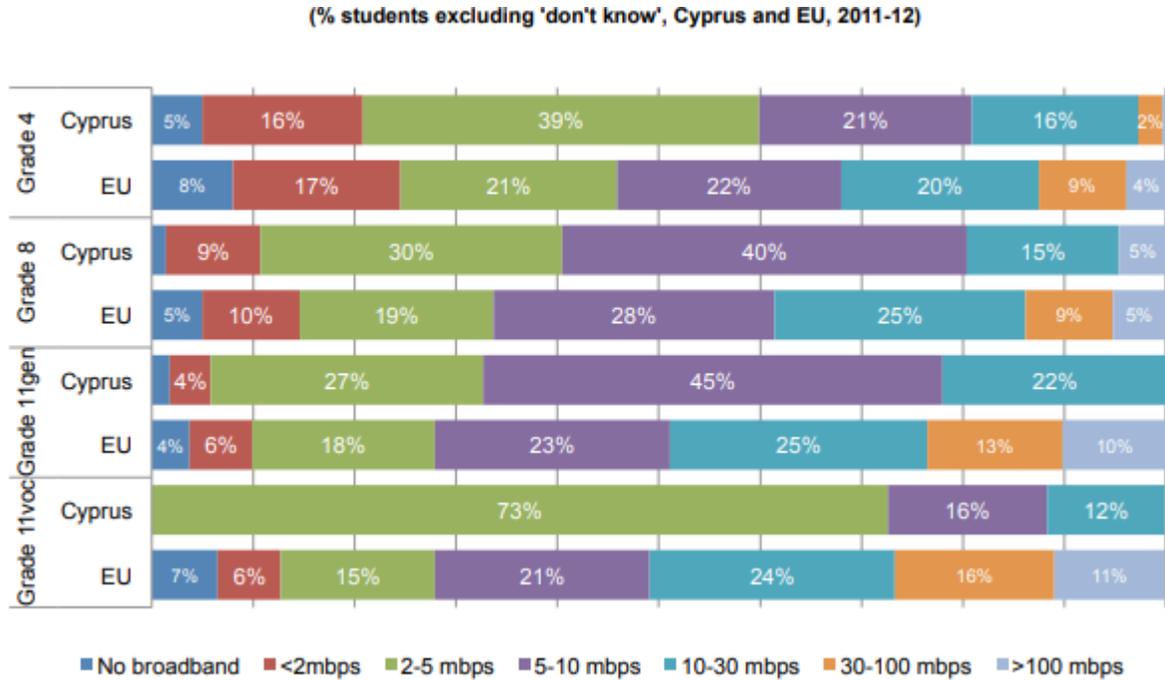


Figure 7: Broadband speed

Finally, the percentages of students in school that have 'connected' characteristics, is above the EU mean for website and lower for virtual learning environment (figure 8).

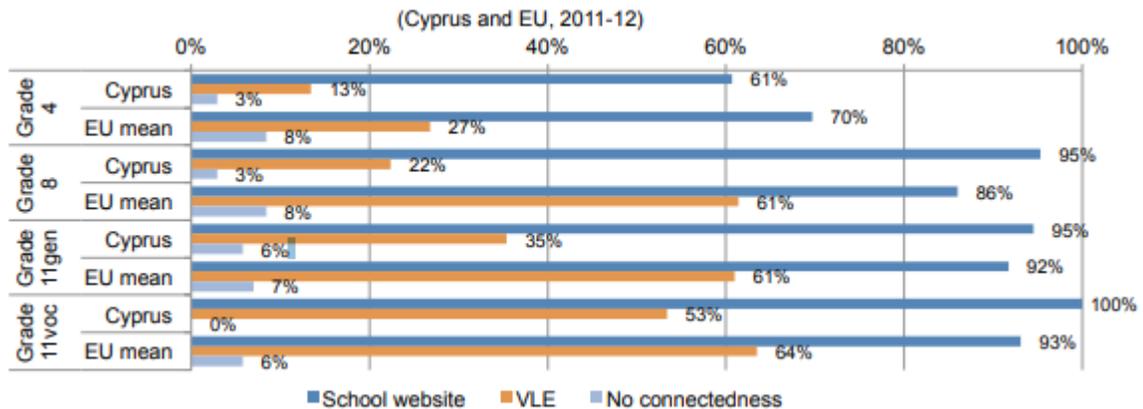


Figure 8: Percentages of students in schools with website, virtual learning environment, no connectedness

**STUDENTS**

The Ministry of Education and Culture has been implementing in the last 5 years an ICT integration plan and the aim of this program is to effectively use Information and Communication Technologies (ICTs) in the educational process and to enhance the digital literacy of students and teachers. As part of the Education Reform Programme the National Curriculum of all subjects as well as the timetable of all sectors of education (primary, secondary and VET) have been revised and new aspects have been introduced to meet the needs of the society. This in effect influenced the Curriculum of ICT.

In Cyprus, ICT course is introduced at the first grade of the secondary education, where the basic concepts of ICT is introduced, to help students (assuming that there are students with no or little knowledge on ICT) get familiarised them self with the concept. During the first three years of secondary education, students are obliged to attend the ICT course, for two hours per week. In particular, during the first year, students learn the basic computer operations and the importance of computers in the work environment. Moreover, they learn the hardware of computers and they are introduced to files, folders and Microsoft Word, as the basic word processor/editor software

In the second year, students learn about the computer's binary system architecture, about processing and presentation software applications, such as Microsoft Excel and Microsoft Power Point and to the concept of algorithms (pseudocode/logic diagram). This is an important introduction to coding, and it is meant to incorporate the students to the world of programming (Ministry of Education and Culture). During the third year of secondary education, students are involved more into programming, while they make their first attempt to 'convert' the logic diagrams into simple programs, with the use of the Scratch programming language.

## TEACHERS

The Cyprus Pedagogical Institute is responsible for the in-service training and the professional development of teachers at all levels and all posts. It organises and delivers in-service training for all subjects and cross subject areas, educational technology, educational research and also school based development.

The Pedagogical Institute is divided into three departments: the Department of Educational Training, the Department of Educational Documentation and the Department of Educational Technology. The third department is active in: a) in-service training for teachers in the use of Information and Communication Technologies, b) technological support for the running programs of the Pedagogical Institute, c) production and dissemination of multimedia material, d) promotion of projects in using ICT in education

Since 2004, the Educational System of Cyprus has been going through an Educational Reform Program, both in terms of educational curricula as well as through administrative and management. The radical improvement of the quality of teaching through teacher training is one of the key objectives of the Educational Reform Program. Within this context, the pre-service training of secondary school teachers, which was carried out by the Pedagogical Institute, has been upgraded and assigned to the University of Cyprus.

Furthermore, a comprehensive strategy for in-service training of teachers has been adopted, which provides for the systematic identification of training needs and planning of specific programs to address these needs for upgrading the skills of teachers at various stages of their career, keeping them at the fore front of technological and educational developments and compensating for any weaknesses they may exhibit. The strategy promulgates a combination of institutional and school-based training variety of forms of training aiming at a balance between theoretical and practical training.

The Department of Educational Technology implements programmes of continuing professional development in the areas of ICT research and practice, proposes new educational implementations and promotes innovations related to the use of new technologies in education.

At the same time, it provides pedagogical and technical support facilitating the effective use of ICT.

The Pedagogical Institute is responsible for the continuous professional development of all teaching staff. It offers three types of training to public school educators:

- a) Optional: Seminars are organized by the Pedagogical Institute (PI) throughout the year, most of the times during the afternoon.
- b) Compulsory: The subjects and topics of the seminars organized are according to the aims and objectives set by the Ministry of Education and Culture at the beginning of each academic year, as well as according to the needs of teachers as identified by each the inspectors and the directorate of primary, secondary or VET education. Compulsory courses are offered at the national level, usually in January for two days which are allocated to the 'professional development of secondary school teachers'.
- c) School based: This form of CPD is offered at the school level by the officers of the Pedagogical Institute or other selected professionals and is targeted to the specific needs of the teachers.

The Educational Technology Department projects include:

- Seminars and workshops on:
  - basic and specific skills in the use of Information and Communication Technologies (ICT),
  - the integration of Information and Communication Technologies in the teaching and learning process,
  - the design and production of educational films.
- Support of teacher coaches in the school unit for the use of ICT in the learning process.
- Online learning environments (synchronous and asynchronous)
- Educational software repository
- Learning Design and Educational material with the use of ICT in learning
- Case studies on the integration of ICT in the learning process
- Organisation of conferences, workshops and conventions to inform on the integration of ICT in education
- Web portals with educational material
- Safe Internet use
- Online environment for e-teachers' enrolment in the various programmes organised by the C.P.I.
- Provision of modern ICT equipment
- Production and distribution of educational films with supportive material to schools

- Collaboration with the Greek Educational TV, for the co-production and distribution of educational films
- Provision of educational and technical support to participants in the programmes organised by the Cyprus Pedagogical Institute (C.P.I.).

In the lifelong learning domain, the Cyprus Productivity Centre is operating an e-Gnosis web platform in cooperation with partners from Greece. It offers tools for self-learning, containing ECDL (European Computer Driving License) courses, free of charge.

The ECDL is the pan European and internationally recognized certification for end-user ICT (Information and Communication Technology) Skills. Interested individuals of all ages, social and economic background, and educational and professional status register and take the ECDL tests which cover the most common office applications at Approved ECDL Test Centres. The ECDL operates in all 28 EU countries and in more than 120 countries outside Europe, known as the IC DL – International Computer Driving Licence, covering the whole globe.

The first national strategy for the information society, the Digital Strategy for Cyprus, was adopted in February, 2012. The Digital Strategy relates to the Ministry of Education and Culture's (MoEC) ongoing efforts to modernise the country's education system. The Technology Integration Planning Programme aims to exploit the use of ICTs in the educational process and to enhance digital literacy of students and teachers by: providing schools with modern technology infrastructure and equipment; modernizing and enhancing teaching and learning in line with the current pedagogical methods; training teachers to keep up with the current technological developments; and reforming the curriculum and teaching/learning aids.

One of the three pillars of new curriculum is the development of the 21st century competences and skills, such as critical thinking, creativity, problem solving and the use of ICT. Moreover, ICT is embedded in all the subjects across the curriculum as a dynamic tool aiming to enhance teaching and learning process. Integration of ICT in primary and secondary education curricula has been on the agenda for a number of years. In order to assist the use of ICT in the educational process the Technology Integration Plan suggests the enrichment of the national curriculum and development of essential educational material like software and others. In the curriculum for secondary education, an ICT course is taught for two teaching periods per week in each of the three grades of all lower secondary schools. The main objective of these courses is to cover all seven ECDL modules. Additionally the courses cover also eSafety, algorithms and programming issues.

Nevertheless, Mrs Androulla Vassiliou was the Commissioner responsible for Education, Culture and Youth (2013) and in a two-day conference (Sept.2012) with a title "Literacy for All", she presented a report which included a series of recommendations, such as advice for parents on creating a culture of reading for pleasure to their children, age-specific recommendations and provides examples of good practices already in place in Member States. According to Mrs Vassiliou (2012), the educational system needs to focus into the reading and writing as the literacy skills are inadequate. Those skills are important into the context of our digital world. In practice, digital expertises co-exist with communicative skills and traditional literacy. In some cases, the digital competence is the least important aspect because if literacy and language skills are not present then digital skills cannot compensate.

Moreover, there are new strategies of the Ministry of education and culture on safe internet. More specifically:

- Parents and teachers can find seminars, conferences and specific material for children aged 5-11, youngsters aged 12-18 and teachers/parents. (In the "<https://internetsafety.pi.ac.cy/>").
  - As part of the International Safer Internet Day (February 5, 2019), a national conference is annually organized named "Together for a better internet". The Workshop is organized by MOEC, in cooperation with CYTA and MTN, and the support of CYberSafety partners and the National Strategy for a Better Internet for Children in Cyprus. The Seminar aims to shape the Internet to be a better and a safer space for communication, entertainment and learning for students.( <https://www.saferinternetday.org/>)
- The creation of the "Center for the exploitation of digital technologies and safe exploitation of the Internet". The "National Strategy for a Better Internet for Children in Cyprus", which is part of the broader Cyber Security Strategy of the Republic of Cyprus, is addressed not only to the recipients and users of the Internet but to all the organizations that contribute to the development of its content and services, with a view to providing guidelines for the development of actions to promote a better internet for children (<http://www.sigmalive.com/news/politics/476933/to-ypourgiko-enekrine-ethniki-stratigiki-gia-diadiktyo>)
- The creation of National Strategy for Internet Safety for Children, Teachers and Parents. The goal is to design a national strategy for information and education on digital security issues. This strategy should be addressed to children, teachers and parents in order to become critical, creative and responsible users of digital technologies and to develop a culture of safe exploitation of the potential of digital technologies (<https://www.esafecyprus.ac.cy/>)

## 2. METHODOLOGY

The consortium decided to use open source tools from Google for conducting and analyzing the survey (Google Forms, Google Spreadsheets). The target groups were:

- Direct target group: Secondary education teachers
- Indirect target group: Secondary education students

The aim of the survey is to assess the preparedness of teachers but also collect data that can help evaluate the environment in general, so that that MeLDE will be better suited to create tools that will help teachers evolve by enhancing their digital and media literacy skills.

A significant goal for the survey was to collect responses that would show a fair representation of the different target groups of people, meaning sourcing information for different genders and age groups.

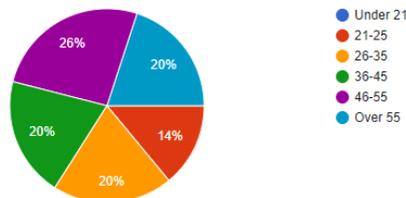
For the purposes of the national report for Cyprus, the MeLDE consortium approached 50 teachers with ages ranging from 21 to over 55 years old with even representation of the various age groups and 25 students with ages ranging from under 12 to over 18 years old, with focus (92%) on ages between 12 and 18 years old which comprise the student group attending secondary school institutions.

### Profile of responders

#### Teachers

What is your age group?

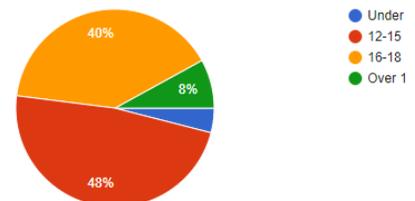
50 responses



#### Students

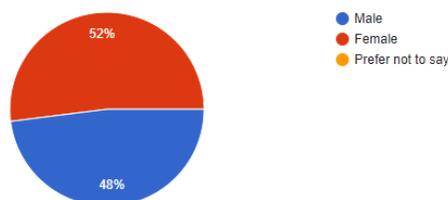
What is your age group?

25 responses



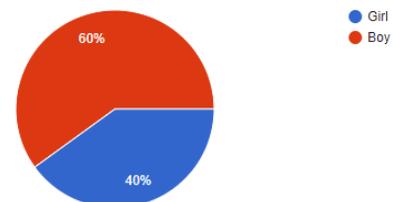
Gender

50 responses



Gender

25 responses



### 3. KEY FINDINGS: COUNTRY LEVEL ANALYSIS

#### Analysis of survey results

<https://drive.google.com/drive/folders/1w9g8qUdLUo9Q8TwWtVNskHOiruc9LQ5g?fbclid=IwAR1mcvvp8tFIXefNLFFHPuKQ3blArt5l6oGaXjiS7F5U5hGpgzOOXtT4hfQ>

#### DIGITAL TECHNOLOGIES USAGE

##### Teachers

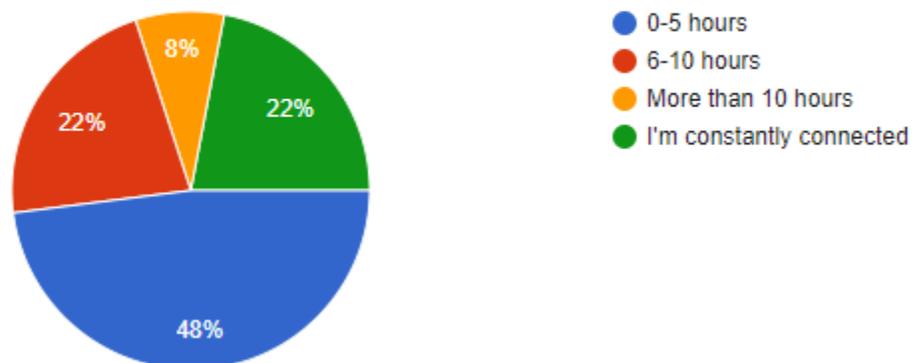
According to the data, in general, **teachers** seem to be quite familiar with digital technologies. Survey results show that while 20% of the participants are aged over 55 years old, at the same time we have 81.6% of the respondents saying that they had some education on digital tools.

Another metric is the fact that 56% of teachers have been using computers for more than 10 years. This is particularly important as the actual usage of computers leads to better literacy, than just let's say some basic education these teachers had.

Perhaps the most interesting metric is the fact that more than half of the survey participants (52%) said that they use the internet for more than 5 hours each day.

### How many hours do you use the internet every day?

50 responses



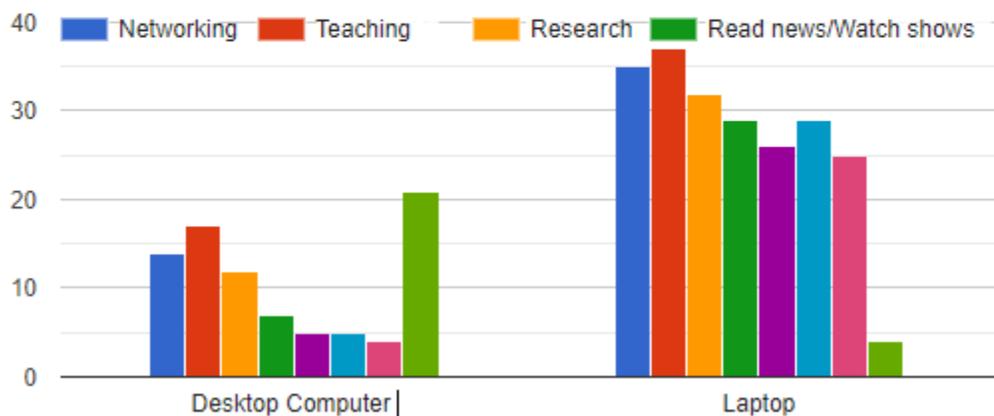
Cypriot teachers seem to be experienced with social media as well, which is significant to MeLDE's work with media literacy, as 92% of the survey participants say that they use social media, with 74% of them having at least 3-year experience in using them.

In regard to finding out about new technologies, through a multiple-choice question, over 62% of the participants say that their co-workers inform them about useful digital tools, 58% of them find about them through social media, 40% of them through professional networks and 32%-34% of them through friends and family.

The most popular devices among teachers are the smartphone and the laptop. All 50 survey participants mentioned that they own a smartphone and even 64% of them claim to be using it for teaching purposes as well.

Only 2% of the survey participants said that they do not own a laptop device and those who have it use it for various tasks ranging from shopping at a 52%, to networking at 73%, to teaching at a peak of 77%. This is very interesting as this is a device which is not normally offered as a means of preparing teaching material, though 77 out of 100 teachers tend to use it as a digital tool. In contrast, 42% of the participants say that they don't even own a desktop computer, which can lead us to the assumption that mobility is particularly important to them when preparing/teaching educational material.

## Which of the following devices do you possess and what do you use them for?



Additionally, teachers in Cyprus seem to be using lots of different applications for researching, creating and assessing teaching-related materials in their personal time. They use communication apps such as Viber, Whatsapp, Facebook and Skype (from 20% to 46%), but also other tools such as Dropbox (for potentially sharing documents with colleagues & students) at a 50% rate and of course Google at an 86% for work-related matters.

Finally, the survey brought on some interesting results regarding areas where there could be room for improvement. At around 20%, teachers are not confident whether they will be able to identify if one of their students has been bullied online. Interestingly enough, 20% has said that they couldn't identify if the information they found online is credible and again, 20% of them wouldn't know if it was legal to re-use information they found useful.

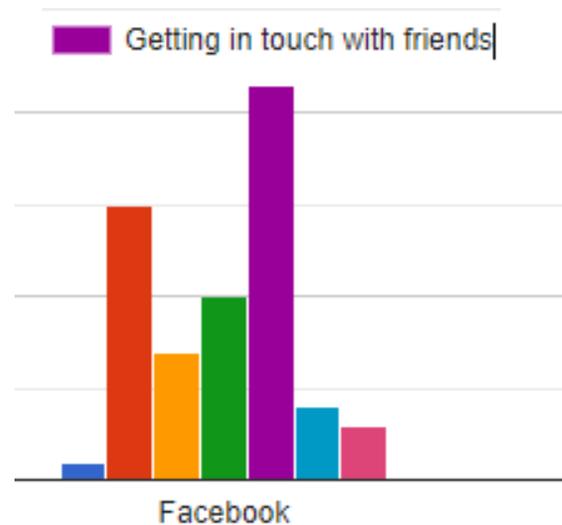
### Students

In terms of familiarity with digital tools and technologies, with **students** we see a slightly different, more positive picture. Even if the bulk of the ages that responded to the survey were kids between 12 and 15 years old, 76% of the responders said that they use computers for more than 6 years.

Contrary to the fact that 81.6% of the teachers had some education on digital technologies, with students we have a much lower rate, at 58.3%, which can be attributed to the fact that kids nowadays grow with computers, so they learn technologies natively without needing education for basic computer usage. At the same time, though, this can also be a negative thing, because some fundamental education about digital and media literacy can be important, so people can distinguish between “good” and “bad” information online.

In terms of how much time students spend on the internet, we see similar data with the teachers' survey as 60% of the students say they are connected for at least 6 hours per day, which is not far away from the 52% of the teachers' responses. What can be concluded by this statistic is that the gap between digital literacy and usage in general has been bridged in the past few years, as anyone, whether they are a student, or a teacher have their own reasons for being connected long periods of time.

A significant discrepancy between the different digital tools students and teachers use is found when assessing the tools students have and what they use it for. Students use social media such as Facebook for connecting and chatting with friends at a staggering 88%, where teachers use it for networking at a 62%, perhaps because they are used to using other forms of communication for keeping in touch with friends, such as calling or getting together.



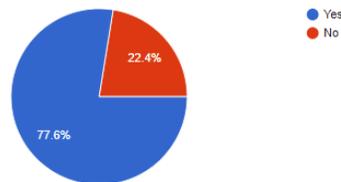
Another significant metric that comes out from students is that 96% of them would like their teachers to take advantage of digital technologies more, with the exact same percentage of them saying that they feel is important for them to enrich their digital skills. Three out of 25 participants wouldn't “agree” that they understand what it means to be a responsible digital citizen, which is not a very big percentage but at the same time shows that there is room for improvement.

Additionally, there is another discrepancy that it would be useful to analyze. Students, at a 72% rate find it “very easy” to find information online, whereas 44% of teachers feel the same. It is important to note that as mentioned previously, students are “growing up” in a digital era and this makes it easier for them to find information online, even if, as we mentioned above, they had less education on digital technologies compared to teachers.

## DIGITAL TECHNOLOGIES USAGE IN SCHOOLS

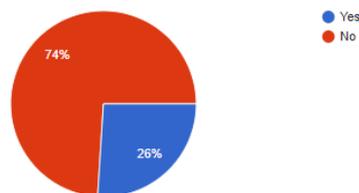
Starting from the fact that there is a statistical oddity, arising from the difference between how much does a school encourage teachers to use digital technologies for teaching and whether the same school provides regular staff development training (CPD) for them to be able to use those technologies to better support them, we can realize that there certainly is room for improvement in terms of increasing training opportunities for educators. Over 77% of the teachers say that they receive encouragement from the school for using digital technologies, but only 26% of them say that the school provides regular staff development training.

Does your school encourage the use of digital technologies in teaching?  
49 responses



At the same time, teachers responded at a 50% rate that one of the reasons that stop them from using digital technologies is the fact that they lack proper training. Also 29.2% claim that they have time pressure, so perhaps the local standardized training material might be overly described and does not fulfil the opportunity cost gap between training and doing other things.

Does your school/organisation provide regular staff development training (CPD) on how to use digital technologies to better support your teaching?  
50 responses



## 4. CONCLUSION – FUTURE

The role of ICT in raising productivity and living standards is critical as the major difficulty to utilising the power of ICT is the lack of digital skills. In order to address this problem the European Commission together with key stakeholders launched a Grand Coalition for Digital Jobs in March 2013. The Coalition is a multi-stakeholder partnership that aims to help business, education providers and the public sector to collaborate to attract young people into ICT education and increase the number of ICT practitioners in Europe. As a consequence, the Grand Coalition will achieve synergies and partnerships for creating an attractive environment that leverages the ICT to increase employment, particularly among young people, and ensuring digital literacy for all through lifelong learning programmes.

There are some recommendations for organisations and teachers can follow in order to improve their digital skills in their classrooms and in their everyday life. The ICT professional training programmes should include a clear structured syllabus, globally acceptable and topics based on e-Learning technologies. It is important to include a validation method within the training programmes to assess their knowledge and skills. Another recommendation is to provide questionnaires and statistics for ICT skills levels to public employees, teachers, and students at all education levels. In addition, the digital literacy framework should include modules such as e-Inclusion, e-Citizen, e-SME, e-Society and to take into consideration the dominance of social media.

In conclusion, in the 21st-century with the rapid technological changes, media literacy is significantly linked with digital literacy and promote the digital citizenship and critical thinking.

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