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Lesson No. 0. – How to use the online world safely? Questions and solutions for media education problems in our society?

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**LESSON No. 0. – HOW TO USE THE ONLINE WORLD
SAFELY? QUESTIONS AND SOLUTIONS FOR MEDIA
EDUCATION PROBLEMS IN OUR SOCIETY**

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Introduction

The actuality of the topic

In the 21st century, it is becoming increasingly important to teach people how to use the internet because the online world is now the main surface where they are communicating, also these platforms are the base of cybercrimes for example cyberbullying, blackmailing or data theft. People need to learn how to prevent themselves from these serious attacks, also they should instruct children about these topics.

Referring to the previous sentence, children are becoming internet users at an early age, which means they can become a target point for cybercriminals. These criminals know that these young kids do not know a lot about the internet and how to protect their data and themselves. Children are getting access to devices to connect to the internet earlier and earlier. What does earlier mean? It is impossible to say exactly, but they certainly start to use them before they learn to read.

This research is focused on three generations (generation Z, Y and X) because they are the main users of the media and the online world.

Scientific problems

As we see in the previous paragraphs this is a serious problem now. Nowadays education system does not provide the right quality education about media and media safety, also for the older generations there is no chance to learn about these topics because companies do not have enough resources to help media education between their walls. These people must pay for these educational programmes which cost approximately 34,55 euros (+VAT)¹, what they have is superficial knowledge, so it's not worth it to them.

As far as I can see children are not being prepared precisely on how to use the internet conscious and how to handle information from the mass media with awareness. What is the proof for this? We just must think about how much cybercrime has been committed against youngsters and committed by children and young adults. *“Kids text all sorts of things that you would never in a million years contemplate saying to anyone’s face,”* says Donna Wick, EdD, a clinical and developmental psychologist.”² They do not even think about what they say to others and do not know the consequences of this act. In the past it was common that children bullied each other in school, then a teacher or the parents solved the situation because it was natural to talk about

¹ According to the prices of Virtual College by Netex; Available: <https://www.virtual-college.co.uk/courses/safeguarding/e-safety>

² ‘Childmind.Org-How Using Social Media Affects Teenagers.Pdf’, n.d.

what happened to them in school, but now, in our rapid society where no one has time to talk about what happened in life that day, children cannot share their experiences what they got through social media platforms.

For example, we can use the case of Amanda Todd, where her curiosity ended up in a tragedy. This case started in 2012 when a young teenager ended her life because of online shaming and sexual abuse. On the 8th of August 2022, the court made delivered a judgment against Aydin Coban, who made several fake accounts and bullied the young girl through them. According to BBC Amanda was not the only one who was abused by him. At that time, Amanda was 15 years old and could not handle what happened around her, which was why she committed suicide.³ Through this story, we can see that children and teenagers should be aware of unknown befriends. It is not only the responsibility of the parents but the school too.

Also, recent research shows that parents do not have sufficient knowledge to educate their children about e-safety and media education, so they would want school's ICT teachers to help pupils to develop a safe internet user culture.⁴ The parents' generation has grown up in a different society and does not know how to cope with Internet and social media use. Older generations tend to use the internet to keep in touch with relatives, read the news, and get new pieces of information. This shows that the online world has a beneficial effect too, but it can be harmful if people do not pay attention to what they do online. Training children for awareness is a very important part of parenting and education too. But there is the fact that parents have no time to get to know these pages. According to the research of the Hungarian Central Statistical Office, it is difficult to arrange the daily life routine, and because of this people do not have time for different activities like sports, relaxation or culturalization.⁵

It is not only the responsibility of the parents but the responsibility of the National Government and the ICT teachers. What is the proof for this? Every Government have duties, which include educating people about basic literacy. "Information literacy is undoubtedly the basic literacy of the 21st century."⁶

³ BBC News: Amanda Todd: Dutch man convicted of sexually extorting teenager; 2022; Available at: <https://www.bbc.com/news/world-us-canada-62326780>

⁴ Václav Šimandl and Jiří Vaníček, 'Influences on ICT Teachers Knowledge and Routines in a Technical E-Safety Context', *Telematics and Informatics* 34, no. 8 (December 2017): 1488–1502, <https://doi.org/10.1016/j.tele.2017.06.012>.

⁵ Központi Statisztikai Hivatal, 'Kulturálódási szokásaink', June 2013, 40.

⁶ Nagy-Király Vivien and Pálfi Éva, eds., *Médiatudatosság az oktatásban: konferenciakötet : 2013. évi konferencia Média-Oktatás* (Budapest: Oktatókutató és Fejlesztő Intézet, 2013).

Research objectives

But the big question is: How should we teach people about these topics without losing their motivation about learning? In Hungary, everyone gets basic knowledge about ICT, but media education and safety are a whole different story. In primary schools, children get to know about the basic software and the build-up of the computer, because it is interesting and more practical than getting lectures about how to be aware of the dangers of the internet. If we think about it, we must create educational material focused on media and e-safety education which is more practical than lexical.

As I mentioned before the research is mainly focused on the How to question. I want to prove that in Hungary ICT education is mainly lexical, which results in children losing motivation about learning something new, and media education is based on practical learning.

What am I thinking when I write practical? For example, case studies, case modelling and simulations. From these, they can learn how to react to different kinds of online dangers. This applies not only to children but also to adults. The motivation behind this research is that I see how people get frustrated about the usage of the internet. Mostly they do not use it consciously, resulting in their media habits being in bad condition. They share too much about themselves through social media platforms. Here I am not thinking about the pictures (but it is also a problem), I am thinking about the personal data. If I check someone's Facebook page, I know almost everything. (This statement is true only for those who do not pay enough attention to the security settings.)

In this part, there are several questions, to which I want to find answers.

Hypothesis

In my research I formulated the following hypotheses:

H1: There is a lack of media and e-safety knowledge in our society.

H2: Children start using social media platforms at an early age.

H3: People do not know their opportunities to learn about media and e-safety.

H4: People spend at least 2-3 hours in front of the screen as a leisure activity.

H5: The educational system does not pay enough attention to this issue.

Methodology of the research

For the preparation of the research, I used Hungarian and international literature. Also, I created a survey which was analysed with the use of SPSS software. I have created several crosstabs and other descriptive statistics. These tables and answers helped me to produce concise and transparent research.

1 The media competence of three generations

Media can be found everywhere in our lives, and we cannot live without it. The reason is that our society develops fast, and we must keep up with it. Most of the time we use it for scrolling through media platforms to keep in contact or gather information about the world's happenings. But what do we know about how these sites work or how can we use them safely? In this chapter, I would like to answer this question and create a picture of the knowledge of Generation X, Y and Z.

1.1 What do people know about the online world?

The internet and its development have a great history. The worldwide web is only with us since 1991. In the past three decades, it has evolved to another level. At the beginning of the 2000s, the first social media platforms have been created. The main idea was that people can keep in touch with each other, and share pictures of their life, but through the years it transformed into something else.

Nowadays, people cannot live without the internet, which is why we should pay more attention to media and e-safety education. But what are these things? The first word that must be defined is media literacy. *“Knowledge, understanding, and experience of various media forms. In some definitions, the concept includes literacy and numeracy.”*⁷ Media literacy is the result of media education. So how can we sum up media education? *“Media education enables people to gain an understanding of the communication media used in their society and the way they operate and acquire skills using these media to communicate with others;”*⁸ Internet safety or e-safety is another thing. It means *“a way of educating, protecting, monitoring and supporting learners to use ICT in a responsible way that safeguards them from risks and harming others.”*⁹

Back then the internet was new to people, but time has flown away, and they had to learn how to use it. As far as I can see they have perfectly adapted to the changes. But the question is, have they learned how the online world works?

If we want to talk about the technical parts of it, I can rightfully say that yes, they learned how to use it. What do I mean by technical parts? How to use different types of search engines, how to use basic social media platforms, and so on. But what about safety? Social media platforms are regulated by privacy policies, but these regulations are not enough to keep personal data private and safe. Why e-safety is so important? Nowadays almost everything happens in the

⁷ Daniel Chandler and Rod Munday, *A Dictionary of Media and Communication*, 1. ed., 1. publ, Oxford Paperback Reference (Oxford: Oxford University Press, 2011).

⁸ Alexander Fedorov, 'MEDIA EDUCATION AND MEDIA LITERACY: EXPERTS' OPINIONS', n.d., 19.

⁹ Abel Moyo et al., 'An E-Safety Framework for Secondary Schools in Zimbabwe', *Technology, Knowledge and Learning*, 28 June 2021, <https://doi.org/10.1007/s10758-021-09545-y>.

online world, so the bad guys also moved to this place. Who are the bad guys? Those people who commit cybercrimes, like stealing personal data, stealing identities, bullying someone and there are much more cases.

Through the internet, people get information about what happens in the world even if they do not search on those topics. But they do not receive enough information about media consciousness and safety. These topics are important to speak about and educate people about. In my opinion, this percentage is high, because they should have heard about media education at least in school, where Information and Communication Technology (ICT) lessons are provided for these topics. What does ICT mean? Its definition is “*Information and Communication Technology (ICT) includes computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors among others, and is widely used in today’s education field.*”¹⁰ I can rightfully state that schools do not put enough effort into media education and safety in Hungary. This means people but how can they live without a basic education? As far as I can see they know media education and e-safety, but they do not know how to use this in practice.

1.2 What do people do online?

In the past few years, a lot of new social media platforms came alive. For Example, TikTok, Snapchat, BeReal, and so on. What are these applications? “*TikTok is a platform that features 15 s video streams in which are entertainment based.*”¹¹ The Snapchat platform „*Users can post their photo or video snaps to their own stories, public stories, or privately send them to other users,*”¹² But what do people do on these apps and sites? Most of them use it to keep in touch with their family and friends. Furthermore, “*the Internet can be beneficial for youth. It provides a vehicle to promote cognitive, social, and physical development.*”¹³ According to Prestige, people use it to keep up to date with the news and what is happening around the world and also for entertainment.¹⁴ If we think about TikTok, people just share 1-minute videos there to entertain others, but does it have a border? Right now, I can state that these platforms are not

¹⁰ Jo Shan Fu, ‘ICT in Education: A Critical Literature Review and Its Implications’, n.d., 14.

¹¹ Corey H. Basch, Grace C. Hillyer, and Christie Jaime, ‘COVID-19 on TikTok: Harnessing an Emerging Social Media Platform to Convey Important Public Health Messages’, *International Journal of Adolescent Medicine and Health* 34, no. 5 (10 October 2022): 367–69, <https://doi.org/10.1515/ijamh-2020-0111>.

¹² Saleem Alhabash and Mengyan Ma, ‘A Tale of Four Platforms: Motivations and Uses of Facebook, Twitter, Instagram, and Snapchat Among College Students?’, *Social Media + Society* 3, no. 1 (January 2017): 205630511769154, <https://doi.org/10.1177/2056305117691544>.

¹³ Shu-Sha Angie Guan and Kaveri Subrahmanyam, ‘Youth Internet Use: Risks and Opportunities’, *Current Opinion in Psychiatry* 22, no. 4 (July 2009): 351–56, <https://doi.org/10.1097/YCO.0b013e32832bd7e0>.

¹⁴ ‘The top 10 reasons people use social media’, *Prestige Online - Malaysia* (blog), 2 February 2021, <https://www.prestigeonline.com/my/pursuits/tech/10-reasons-people-use-social-media/>.

restricted. What do I mean? We saw several examples when these platforms badly influence people, exactly on children. Several DIY beauty hacks can cause bad health issues, like bleeding, infections, and sometimes death. As far as I can see children between the age of 15-17 are the ones who can be influenced by social media, but older generations can be too. What is Instagram and how it works? “Created in 2010, Instagram is a photo- and video-sharing social networking service. Users access the service via an app or a feature-limited web interface and can edit content with various filters.”¹⁵ On Instagram, people share pictures to document their life and to share them with others. For about 10 years now the number of influencers number has increased. People can follow them on different types of topics like studying, photography, cuisine and so on, but most of them are famous stars who show that their life is the etalon and people must adapt to it.

In the survey, I asked, “How many hours is your daily screen time? (In free time)” 44,8% of the people answered that they spend between 3-4 hours in front of the screen. Is this a problem or not? I am sure that this is only a problem when people do not use it consciously. When people use it for education purposes, to keep in touch with their relatives, or create something new it is not a bad thing, but most people have the bad habit of scrolling through social media platforms without any goal. What do I mean by the word goal? When someone has an idea of what they want to see on these platforms. For example, a medical student wants to study more efficiently but does not know how to start. The student will check Instagram where she/he will use tags which help to find these posts easier. Another student must write her/his thesis, but she/he is not in the mood so starts to scroll through first Instagram, then TikTok, without writing anything in the thesis. These examples help me to show that there is a difference between two people’s screen time, even if they choose the same options.

In this case, we cannot state that people only use social media platforms for entertainment, but there are only a few people who use them for education, even if these pages became popular at the time of the COVID-19 pandemic. On the other hand, there is the fact that these pages were not created for educational purposes, but it would be much better if people use them for this reason.

1.3 Generation Z on social media

What age groups belong to Gen Z? Those people were born between the years 1995 and 2009. In 2022 they are between the age of 13-27. These people can be separated into two other groups:

¹⁵ Jeffrey P. Carpenter et al., ‘How and Why Are Educators Using Instagram?’, *Teaching and Teacher Education* 96 (November 2020): 103149, <https://doi.org/10.1016/j.tate.2020.103149>.

one group is under 18 and the other is over 18. It is important because there are several differences in applied law. In Hungary, the law defines adults as people who are over 18 and there are other cases where people under 18 can be considered an adult. Furthermore, according to the Hungarian Civil Law there is a chance when minors can become adult. *“A minor becomes an adult on marriage.”*¹⁶ These underaged children who got married before the age of 18 are protected as an adult by the law.

So, what are the problems with their social media usage? We consider them as those who know everything about these platforms. They indeed have a base knowledge but do not know everything about these media sites. The problem is not with how much time they spend online but how they spend their time. *“New media offer incredible possibilities not available in the world of old media, however, they also bring a range of threats to which parents and guardians should be sensitive.”*¹⁷ In our society, many people hear about cyberbullying, sexting, or identity theft. But people do not know what exactly these words mean. *“For youth, the Internet presents a number of risks along with a multitude of opportunities. The research reviewed suggests that some of the online risks facing youth are addiction, exposure to inappropriate material, cyber bullying and sexual solicitation”*¹⁸ Cyberbullying is *“defined as bullying performed via electronic means such as mobile/cell phones or the internet”*¹⁹ But why is this thing so dangerous? *“Cyberbullying on social networking sites is an emerging societal issue that has drawn significant scholarly attention.”*²⁰ And what is the difference between the traditional bully and cyber? *“That sets cyberbullying apart from traditional bullying is that the bully has anonymity due to the technology they use”*²¹ In the past years, it became more and more harmful. People tend to bully each other until something serious happens, and they cannot turn back the consequences. What am I talking about? As I mentioned in the introduction part of my research the case of Amanda Todd, who committed suicide because of this type of bullying, but she was not the only one. But there is the question: who is responsible for this

¹⁶ Wolters Kluwer Hungary Kft, ‘2013. Évi V. Törvény a Polgári Törvénykönyvről - Hatályos Jogszabályok Gyűjteménye’, accessed 3 January 2023, <https://net.jogtar.hu/jogszabaly?docid=a1300005.tv>.

¹⁷ Łukasz Tomczyk and Kamil Kopecký, ‘Children and Youth Safety on the Internet: Experiences from Czech Republic and Poland’, *Telematics and Informatics* 33, no. 3 (August 2016): 822–33, <https://doi.org/10.1016/j.tele.2015.12.003>.

¹⁸ Guan and Subrahmanyam, ‘Youth Internet Use’.

¹⁹ Dan Olweus, ‘Cyberbullying: An Overrated Phenomenon?’, *European Journal of Developmental Psychology* 9, no. 5 (September 2012): 520–38, <https://doi.org/10.1080/17405629.2012.682358>.

²⁰ Tommy K.H. Chan, Christy M.K. Cheung, and Zach W.Y. Lee, ‘Cyberbullying on Social Networking Sites: A Literature Review and Future Research Directions’, *Information & Management* 58, no. 2 (March 2021): 103411, <https://doi.org/10.1016/j.im.2020.103411>.

²¹ Liezel Cilliers and Willie Chinyamurindi, ‘Perceptions of Cyber Bullying amongst Student Teachers in the Eastern Cape Province of South Africa’, *South African Computer Journal* 32, no. 1 (22 July 2020), <https://doi.org/10.18489/sacj.v32i1.737>.

tragedy? In the next part, I would like to explain this. Another serious problem is sexting which means “*the private exchange of self-produced sexual images via cell phone or the internet*”²² Young children meet with this at an early age, because of these platforms. Even if they have a strict policy, it can be easily dodged because these platforms do not have strong identity verification. Why is this considered a dangerous thing? Because children will learn a deformed sexual pattern, which can cause unwanted pregnancy and unhealthy relationships, which leads to mental health issues. Also, there is the fact that this makes the jobs of sexual predators easier which is a big problem because they use these kids to satisfy their mental health problems, which should be treated in hospitals and psychiatric institutes. There is the fact that not only sexting causes problems, but the thing that they are making friends through the online world and they do not know who is on the other side. According to a study “*online interactions with strangers, while not as common now as during the early years of the Internet, may have benefits, such as relieving social anxiety, as well as costs, such as sexual predation*”²³

Finally, there is the problem of identity theft. What does this mean? According to the study of Csaba Kollár, it means „An identity profile can be created, which can act like the original person by the given data.”²⁴ It can happen in offline life, but now the online database and social media give more opportunities to commit this crime because through these platforms people share more and more information about themselves and do not protect it, so I can state that they provide everything for this criminals, and this is a really serious issue amongst younger generations because they do not know how to use the safety setting consciously and also they do not pay attention to this. For example, in my survey, there was a question “Is your Instagram profile private or public?” Of 154 people 28 answered that their profile is public, and 23 of them are from Generation Z. It is only 15% of the people who answered, but if we think about it this could cause serious problems.

1.4 Older generations’ knowledge

What do older generations know about media education? Out of 32 people, 15 have heard about media education, but this does not mean that they exactly know what it is. Why am I considering this a problem? Because in my opinion the older generation should teach younger and share their own experiences. Why would be this so important? Children always have at least one role

²² Nicola Döring, ‘Consensual Sexting among Adolescents: Risk Prevention through Abstinence Education or Safer Sexting?’, *Cyberpsychology: Journal of Psychosocial Research on Cyberspace* 8, no. 1 (1 March 2014), <https://doi.org/10.5817/CP2014-1-9>.

²³ Kaveri Subrahmanyam and Patricia Greenfield, ‘Online Communication and Adolescent Relationships’, *The Future of Children* 18, no. 1 (2008): 119–46, <https://doi.org/10.1353/foc.0.0006>.

²⁴ Kollár Csaba, ‘Társadalom és információbiztonság. A humán információbiztonság a digitális korban’ (International Research Institute s.r.o., 2016), <https://doi.org/10.18427/IRI-2016-0023>.

model, most of the time this person is one of their parents, and because of this they would follow their actions, learn, and try to copy their behaviours. This is the reason why I can lawfully state that the older generations have a really important role in this type of education too, and if they do not have the base knowledge, it makes it harder to teach the younger generations.

What is the reason they do not have a base knowledge? As far as I can see the main problem is with our society. Nowadays we cannot show that we do not know about something, and most people fear asking for help if they do not know how to use something. Media is all around us, but not everyone knows how to use it safely. Gen X and Y had to adapt to the changes in the media and now must keep up with the latest updates which is not that easy. If we think about their situation most of them own a family and have a job and it is almost impossible to register for courses about media and media safety, or just read about these topics. In my survey, there was a question if they feel the need for media education. Of the 154 fills, there were only 28 people from the gen X and Y and 26 of them said that media education is needed. This shows that people are demanding to learn about media and e-safety.

But why they do not have the basic knowledge? The answer is easy. They have grown up in a society where schools did not have to provide this type of education because back then the internet was not that developed and was not used this much. Also, these pages did not even exist at that time. Referring to the previous paragraph they would like to gain knowledge, but they do not have the opportunity to get it, because of their life and the possibilities.

Conclusion

All people have different knowledge about the media and have different imagines about how to use it or what to use it for. Even though we think it is a basic thing to use social media we must realise it is not. Also, there is the fact that not all people know how to use it consciously. I can rightfully state that people know what they want to learn and what kind of knowledge could they use but they do not have enough information about their opportunities.

They use the online world for different activities like keeping in touch with others or getting to know about education. But we have to separate this from internet usage when they just scroll through social media platforms.

Also using social media platforms has several disadvantages. As I wrote earlier people think that famous stars' posts on social media platforms are valid and all true, but the sad truth is that these pictures are not showing reality. This affects the users in a bad way because this can cause several mental illnesses like depression or eating disorders. These problems need to be solved in the future and media education could help with this.

Generation Z on social media is a very difficult and long topic because there are more and more problems with their internet usage. It is because of the lack of attention paid to their education. If they get the proper training, there would be fewer cybercrimes committed by them like cyberbullying.

And what about the older generations like the X and the Y? These people did not have the opportunity to learn about these topics in school because back then they did not have problems like today's generation, but they had to adapt to the development of the internet and the media. The social media could be harmful for them too because they are not able to filter the content by the engines, so it shows them everything, maybe things that are not relevant for them. *"With increasing use of social media, older adults may become victims of cyberbullying as well."*²⁵ this sentence refers to the fact that cybercriminals not only attack youngsters but people from the older generations too and because of their lack of knowledge they cannot defend themselves and their children or grandchildren. This is not meaning they do not have any basics but to help the younger generation they need to gain a lot different and more knowledge about this. It is not their fault, and as my survey showed that they would be grateful if they could have the opportunity to learn. They have grown up in a different society and now they need to keep up with the latest trends to understand what happens in our world.

Moreover, parents are gaining information from the internet, which means they learn from it, but isn't it dangerous? Most of the people consider these information pieces trustworthy, but there are a lot of information through the internet, and chatrooms which could cause really bad issues. What do I mean under this statement? *According to a study "The British parental web site "Netmums" serves as a typical example of this virtual environment for parents. It provides links to web pages about everything from morning sickness remedies, information on vaccines, coughs and colds, to the Netmums own "coffeehouse" where members can chat with other parents and get support or advice"*²⁶

²⁵ Anja K. Leist, 'Social Media Use of Older Adults: A Mini-Review', *Gerontology* 59, no. 4 (2013): 378–84, <https://doi.org/10.1159/000346818>.

²⁶ Lars Plantin and Kristian Daneback, 'Parenthood, Information and Support on the Internet. A Literature Review of Research on Parents and Professionals Online', *BMC Family Practice* 10, no. 1 (December 2009): 34, <https://doi.org/10.1186/1471-2296-10-34>.

2 How can we motivate people to learn about media?

In the previous chapter I have written about the problems of media usage and in this part, I would like to write about the solutions. There are several methods to teach and train people about the conscious use of social media and how to keep their data safe. Also, I would like to find a way how people could be educated without losing motivation.

2.1 The importance of media education

Referring to the previous part of my research we can see that people do not use the internet consciously. But what can we do about this? And why this is so important? *“For over half a century, adults have sought to protect children from the perceived dangers of new media.”*²⁷ My motivation behind this research is that I would like to draw the attention of the government to this serious issue because I have read several articles about those victims of social media who did not use it consciously, and I would like to draw the attention of the people to keep themselves safe on the media sites because it can be dangerous, moreover children on social media is becoming more and more important because they sign up earlier and earlier to these platforms, where they can easily become victims because they do not know a lot about how to use it safely or did not gain the relevant education about the usage of it.

What kind of events show that media education is important? *“60% of the children who have been asked were bullied online, also 55% of the girls who have been asked experienced online harassment, amongst boys, it was 27%.”*²⁸ At first, we can think that this education would be useful only for children and youngsters, but it would be a great opportunity to teach the older generation. Most of them never heard of the word media sharenting. But what does it mean? It means *“a shorthand term denoting when parents share information about themselves and their children online”*²⁹ As we can see this is a habit that people do every day, but do they know that it is one of the most dangerous habits? It is not threatening to the parents or the ones who shared it, but to the toddlers, who do not know what others share about them and how others, in this case, criminals, paedophiles and other bad guys use these pictures and information.

In addition to the fact that in Hungary, Act C of 2012 on the Criminal Code regulates the sanctions for the crime committed, in my opinion, it is necessary to educate people aware of how these crimes can be prevented. Why am I saying this? Because prevention is the key. Even if there is a law for this, does not mean that people will not commit cybercrimes, and there is

²⁷ ‘Computer Assisted Learning - 2009 - Sharples - E-safety and Web 2.0 for Children Aged 11-16 (1).Pdf’, n.d.

²⁸ ‘Kéves gyerek fordul felhöz, ha a neten zaklatják’, UNICEF, 8 July 2020, <https://unicef.hu/igy-segitunk/hireink/keves-gyerek-fordul-felhoz-ha-a-neten-zaklatjak>.

²⁹ Alicia Blum-Ross and Sonia Livingstone, “Sharenting,” Parent Blogging, and the Boundaries of the Digital Self”, *Popular Communication* 15, no. 2 (3 April 2017): 110–25, <https://doi.org/10.1080/15405702.2016.1223300>.

the fact that it is a lot harder to get known about these. Also a research of the American Academy of Pediatrics shows that “*significant exposure to media violence increases the risk of aggressive behaviour in certain children and adolescents, desensitizes them to violence*”³⁰ According to UNICEF Hungary’s research, only a few children turn to an adult if they experience cyberbullying or online harassment.³¹ This means only a few cases end at the Police from the beginning of it.

2.2 What motivates people to study the media?

Motivating people to learn is not an easy task. The reason is that when we say the word must and learn the first thing that comes to others’ minds is that it is probably boring or useless. It is the effect of classical educational methods, which cannot be used by today’s generations. Why am I saying this? Children from Generation Z are a whole different story now, but older generations need to be trained differently too. In this society where people cannot live without their phones, cannot be taught in lectures and from books. They feel the need the use a new method.

For children, games can be interesting and can help them to learn. If we think about it right now there are several applications for children to use on the market. For example, Lingo Kids can learn a lot of new things interactively between the ages of 2 and 8. This kind of game can help them to improve and develop their knowledge. But what is gamification? Does Cambridge Dictionary define it as “*the practice of making activities more like games to make them more interesting or enjoyable*”³² Why is this method better? “*Increasing public awareness that can help to build the skills of the general public and catch the attention of future cybersecurity professionals*”³³ This means that gamification could help in the development of education. Most children love to play, and they learn a lot of things while playing games, also there is the fact that they get to know the info technological gadgets at an early age, so it can be really helpful too. Creating an application in which they can meet with new characters who help them to get the right kind of knowledge about safe internet use. In this kind of method, the target group could be those children who are between the age of 7 and 14. The reason is that most of them use the phone not only to stay connected with the world but to play. What about the people over 14? In my opinion, an e-learning system would be the solution. What is e-learning? In

³⁰ Committee on Public Education, ‘Media Education’, *Pediatrics* 104, no. 2 (1 August 1999): 341–43, <https://doi.org/10.1542/peds.104.2.341>.

³¹ ‘Kevés gyerek fordul felnőttöz, ha a neten zaklatják’.

³² ‘Gamification’, accessed 3 October 2022, <https://dictionary.cambridge.org/dictionary/english/gamification>.

³³ Merijke Coenraad et al., ‘Experiencing Cybersecurity One Game at a Time: A Systematic Review of Cybersecurity Digital Games’, *Simulation & Gaming* 51, no. 5 (October 2020): 586–611, <https://doi.org/10.1177/1046878120933312>.

Hungary, people learn the Road Traffic Rules through this kind of platform. It has several advantages it is easy to access, can be accessed anywhere with the usage of the internet and is efficient. This can be the base of the creation of an e-learning educational material. The different modules could help to develop a conscious media-using habits for people. In this material videos, and case studies can be used. After every module, a test can be found. After all successful tests, the user could get a certification, because for youngsters achieving something is one of the biggest motivations.

Furthermore, influencers have a big role to educate people about using media and keeping their data safe in the online world. Sharing their experience, creating campaigns about this topic and holding roundtable talks could be helpful and catch others' attention. In the circle of generation Z, these famous people could help to draw attention and to spread awareness.

2.3 The role of schools in media education

„ICTs can solve social problems require more dymystification before the integration of critical approaches can be seriously considered.”³⁴ Children spend a lot of time in school. If I want to be precise between the age of 7-10, they spend 8 hours, between the age of 11-18 they spend 6 to 8 hours in school. I have to declare that they not only have ICT lessons, but they do not spend enough time talking about media and e-safety. Why is this so important in school? Because the pressure of others can cause serious issues but also can help to raise awareness of these problems. *“The school's potential to deliver e-safety support to all children, including those who do not receive it at home”³⁵*

Right now, only 4 hours are provided for media education in ICT classes, in high schools there is a subject called digital culture, but there is no chance here to learn about the dangers of media even though this is more important than the little details of media history. I state that it is good to know about the media history, but it is better to get to know how to use it consciously. *„Effective media education requires that teachers have sufficient media literacy competencies as well as the competencies to promote media literacy in students”³⁶*

Also, there are several issues with how teachers act on social media platforms. *“Teachers should play a key role in ensuring children stay safe online.”³⁷* According to the Courthouse in 2015 a teacher got fired because she posted antisemitic and racist posts on her Facebook

³⁴ Alfonso Gutiérrez-Martín and Kathleen Tyner, 'Media Education, Media Literacy and Digital Competence', *Comunicar* 19, no. 38 (1 March 2012): 31–39, <https://doi.org/10.3916/C38-2012-02-03>.

³⁵ Šimandl and Vaníček, 'Influences on ICT Teachers Knowledge and Routines in a Technical E-Safety Context'.

³⁶ Mathea Simons, Wil Meeus, and Jan T'Sas, 'Measuring Media Literacy for Media Education: Development of a Questionnaire for Teachers' Competencies', *Journal of Media Literacy Education* 9, no. 1 (2017): 99–115, <https://doi.org/10.23860/JMLE-2017-9-1-7>.

³⁷ Šimandl and Vaníček, 'Influences on ICT Teachers Knowledge and Routines in a Technical E-Safety Context'.

timeline.³⁸ In this case, the teacher has not shown the right example, not only for the parents but for their children. If we think about it a teacher cannot show this kind of behaviour, because it is incompatible with her profession. A teacher can be a role model for the children and if they see this kind of post on social media, they may associate this with the right behaviour, but it is not. In this case, teachers should pay attention to what they post and what they share through their social media pages because it could affect the children whom they teach. Also, there is the ethical question if it is okay to befriend their students on social media sites. In the 21st century, it is considered an established practice, because at the time of the COVID-19 pandemic this was the only way to communicate with children. In my opinion, this could be maintained, but the teachers have to show that they are using the internet consciously and draw attention in classes to how to use it safely.

2.4 What should be taught in classrooms?

As I wrote in the previous part of this chapter there are several methods for these problems, which should be solved in classrooms too. The school and headteacher's classes are good for talking about issues and problems. As we saw before internet use is a serious problem that we are not talking about enough.

At first, students should gather a base knowledge about internet use. It is important because if they do not know basic definitions, pages, rules, and laws they will not understand different parts of education. This can be a priming lecture where they get to know about these topics.

In the classroom or in small groups teachers or other skilled professionals should talk about these things. Under professionals, I am thinking about psychologists, police officers or ICT professionals, who can make these talks more interesting and valuable. They can talk about their experience and how to handle different situations.

Also, it is important to raise awareness of cyberbullying and online harassment. In this case, teachers could help the students with interactive and situational games. If they play together, they can learn things easier and they will keep it as a memory, that they want to remember. Also, if they put themselves in a situation, they can see how much pain can be caused by words or acts.

Furthermore, they should be taught about law, because without this they will not take it seriously and they would want to escape from responsibility. Here I am not thinking about the exact teaching of law because children would not understand it, but in older generations, it

³⁸ 'Kúriai esetek: Kirekesztő bejegyzések a közösségi oldalon – jogszerű a pedagógus felmentése', n.d., 9.

should be taught like this. Games and other types of activities could help them realise, what they are doing is against the law and could have serious consequences.

Speaking about problems is the key. What am I thinking about? If someone got bullied through social media, it is a thing that they should talk about in the classroom exactly if the victim and the aggressor are in the same room. Why? Because it would set an example to others that all their actions have consequences and that they must take responsibility for them. It could be hard at first to talk about what happened, because the victim would feel ashamed, but sharing it with others can be helpful, because maybe later it would be easier to talk about these things.

Conclusion

In this part, I wanted to show that it is important to talk about these problems in schools and it is obligatory to teach about media and media safety in public education institutions. There are several opportunities to talk about and let others know about these problems and issues.

The target is to reduce this kind of crime, not only around children but in the circle of adults too. As I wrote in the previous chapter nowadays there are more and more cyber-crimes which are committed through social media platforms. If schools' teachers and professionals draw attention to this kind of problem there is a big chance of reducing the numbers.

The creation of an e-learning material could help children to improve and develop critical thinking about the online world. Also, this would be one of the best practices to use in education because this can be lexical and practical at the same time. In Hungarian Roads, Traffic Law education is a proven method. Choosing this over lecture is a better option because the child is only focusing on the material which is interesting and useful at the same time. With videos and case analysis they could see the consequences of their acts and realise that their actions could create serious situations, which they do not know how to handle, but these practices could help them in this too.

Moreover, in schools, there are several topics that they should speak about in the context of the internet. With the help of professionals, it could be more interesting and more valid because these professionals like psychologists or police officers would speak about their own experiences adapted to different age groups. These methods and roundtable talks could help how to handle different situations, and what should be done if someone became a victim of cyber-crimes.

The most important is to speak about the problems, and not bury them because they could turn into a worse problem, and maybe end up in a tragedy, which would not be good for anyone. In classes, children should feel safe to speak about this bullying and things that happened to them on social media, because sharing experiences could help the sharer and those who received the information.

3 The analysis of the survey

3.1 Methodology

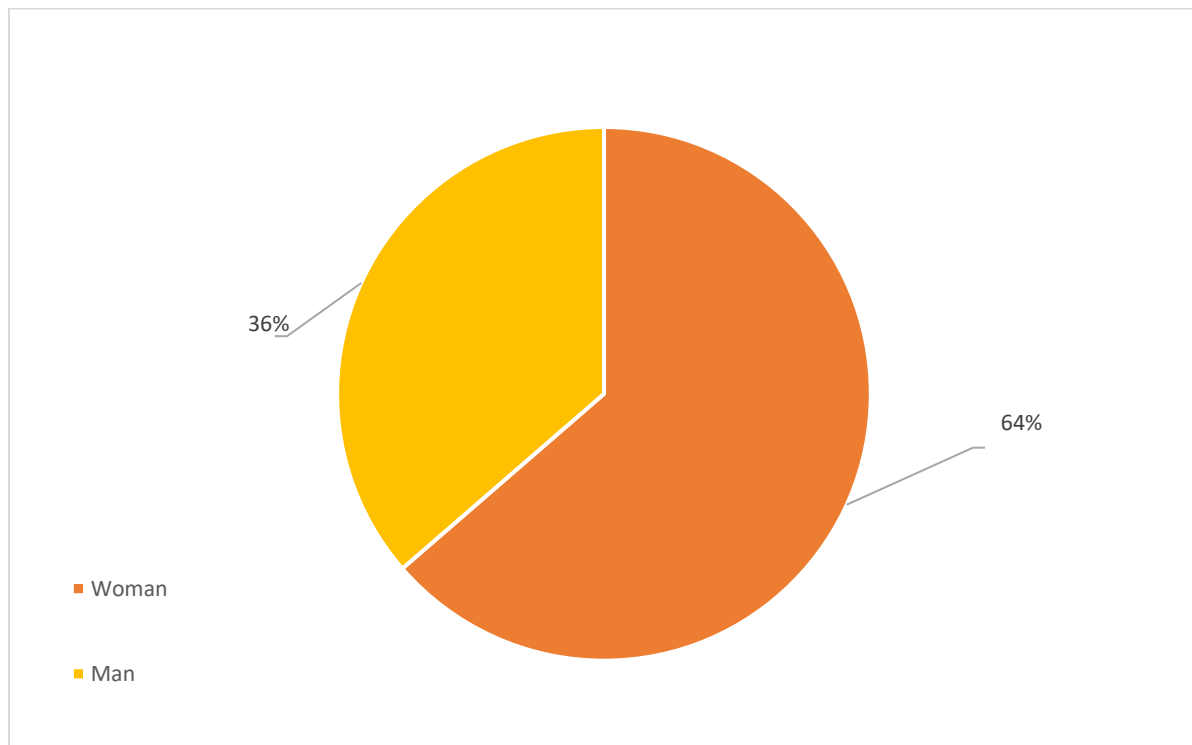
In the research, I used a survey to create specific statistics. The fill-out was completely anonym and voluntary. I only used the data for this research, and I handle the data secretly. I have shared it through different social media platforms, like Instagram and Facebook. 22 questions can be found in the sheet. 5 are demographic questions and 16 are topic specific. I used the Google Forms type of survey because it is the simplest, and easy to use and for those who filled out the form, it is a clear surface to use on any kind of gadget. I would like to prove with this survey people are not paying enough attention to e-safety and media education. Also, the statement grading part of the survey will hopefully show that people's screen time is over 5 hours. Why is this important for the research? I would like to show that even though they are spending so much time on the internet, they are not spending much time educating themselves about personal data security. Furthermore, I hope that people feel the need for media education programmes. There are several targeted questions about this. I collected 154 fills, and this is an acceptable number to create a quantitative measurement and statistics for my research.

I analyse the data with SPSS software. I created 3 different cross tables and descriptive statistics. Cross tables have been used to find the connection between two or more variables and then creating a statistic of it. These results help me to create trustful statistics about media education and safety.

3.2 Demographical analysis

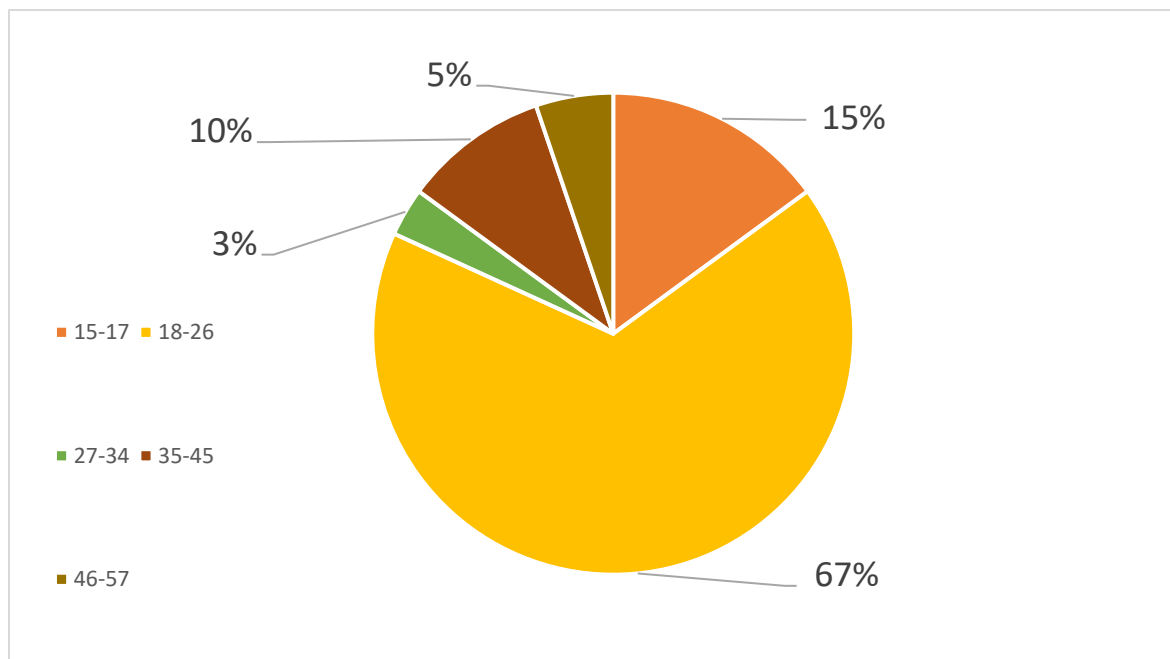
In my survey, there were 5 demographic questions, which helped me to analyse the other specific questions. As I wrote in the previous paragraphs, I have 154 fills. The first question was about the gender of the people. Out of 154 people, there were 98 women and 56 men.

This means that 63% of the people were women and 37% of the people were men. From this data, I created several cross tables which helped me to analyse the specific questions, which I will later introduce.



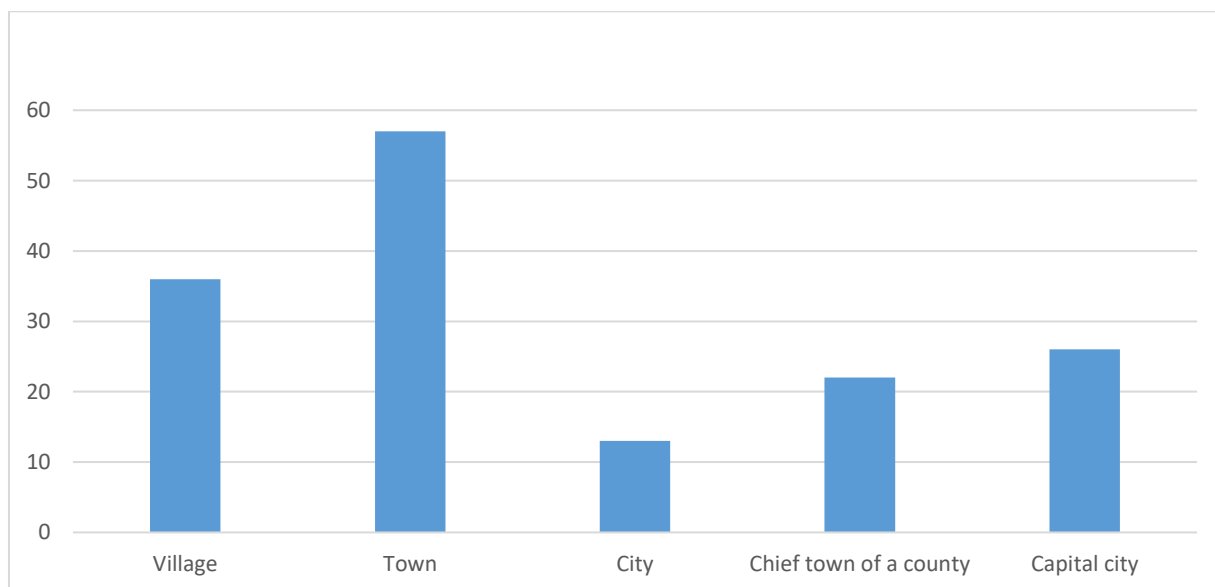
1. Figure - Distribution of Genders (own editing)

In the survey three generations and 5 age groups took part. As we can see on the 2. figure five age groups involved in the research. The biggest age group was the people between the age of 18-26. From this, I can conclude that this group use social media more because the survey has been shared through different kind of social media platforms.



2. figure - Distribution of Age groups (own editing)

It was also interesting that 60% of the fillers live in villages and towns. The reason is that why I found it interesting to talk about because this shows that social media use is growing in the countryside. This statistic is shown in the 3. figure.



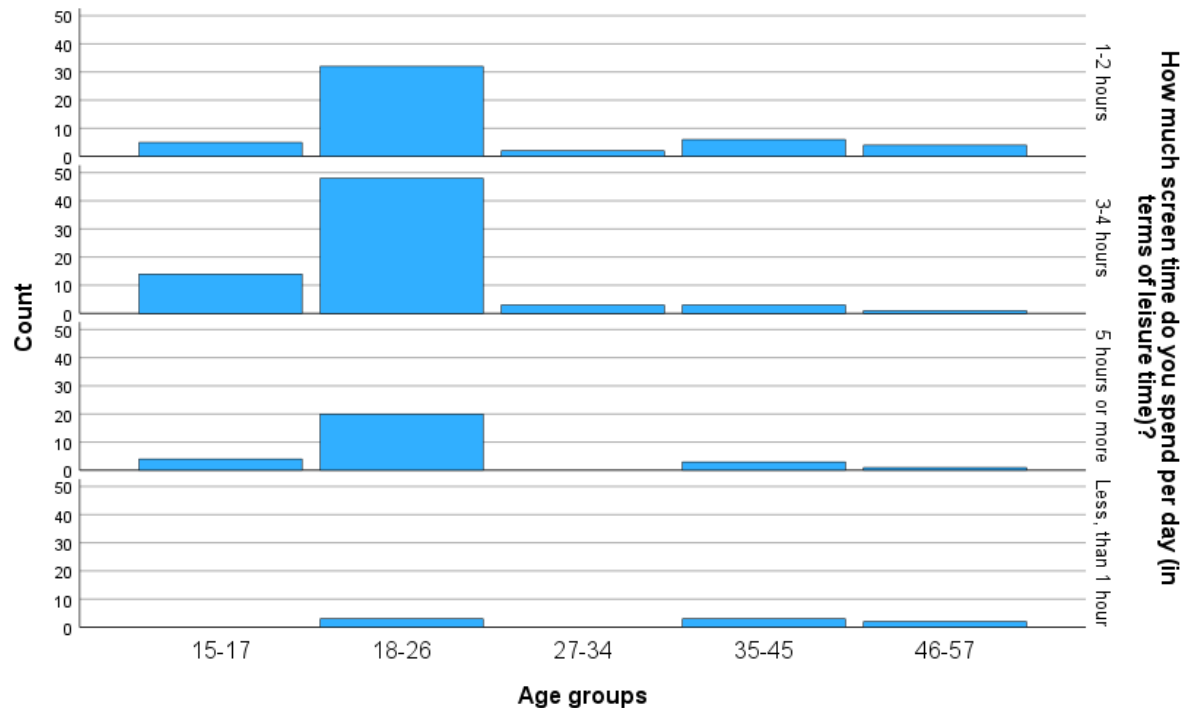
3. Figure- Distribution of Living Place (own editing)

These three demographical data were the ones that I used for the analysis of the thematical questions which are focused on the exact topic of this research.

3.3 Thematical analysis

In the next part of this chapter, I write about how things are connected in this research. This analysis is based on the most important questions of my survey.

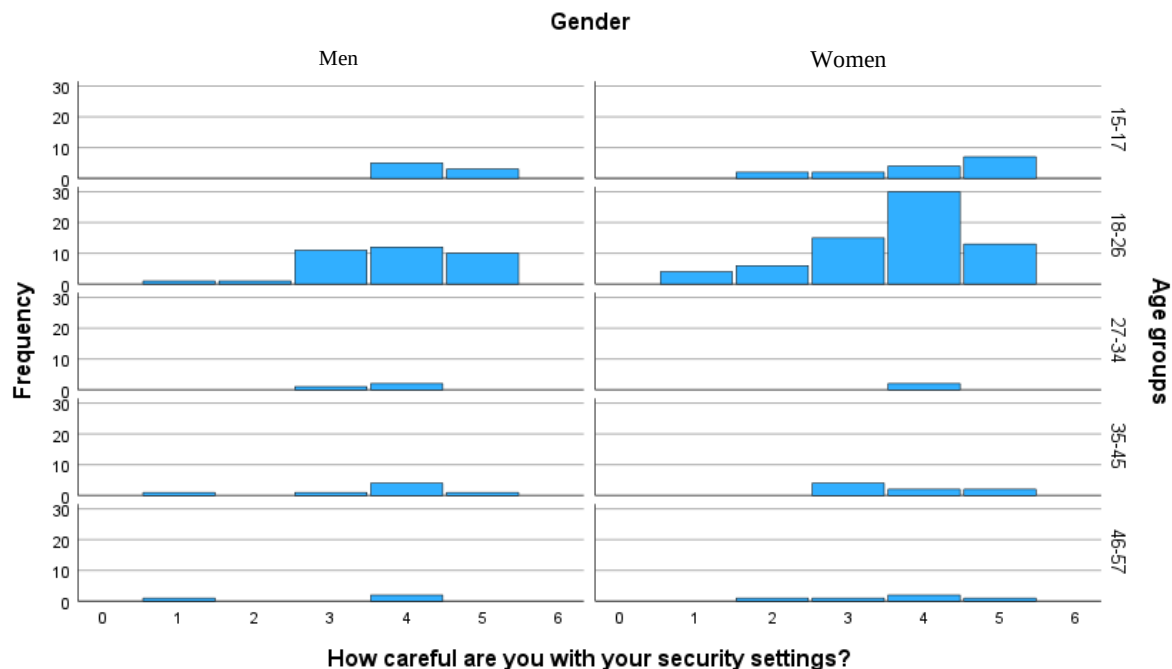
Time spent in front of a screen



4. Figure - Screen time in the context of age (own editing)

In this diagram, the distribution of screen time in the context of age can be seen. As we can see that most of the people in the age group between 18-26 spend 3-4 hours in front of the screen daily. This means they use their media gadgets 16% of their day. Of 103 people 48 people choose 3-4 hours which is 46% of that age group. It can be considered a big percentage, and it shows that Generation Z is overusing their mobile phones and PCs in their leisure time. But in the same age group, 19% of the people spend 5 hours or more of their free time in front of their monitors. Also, we can see that in the age groups over 35 screen time is proportionally distributed.

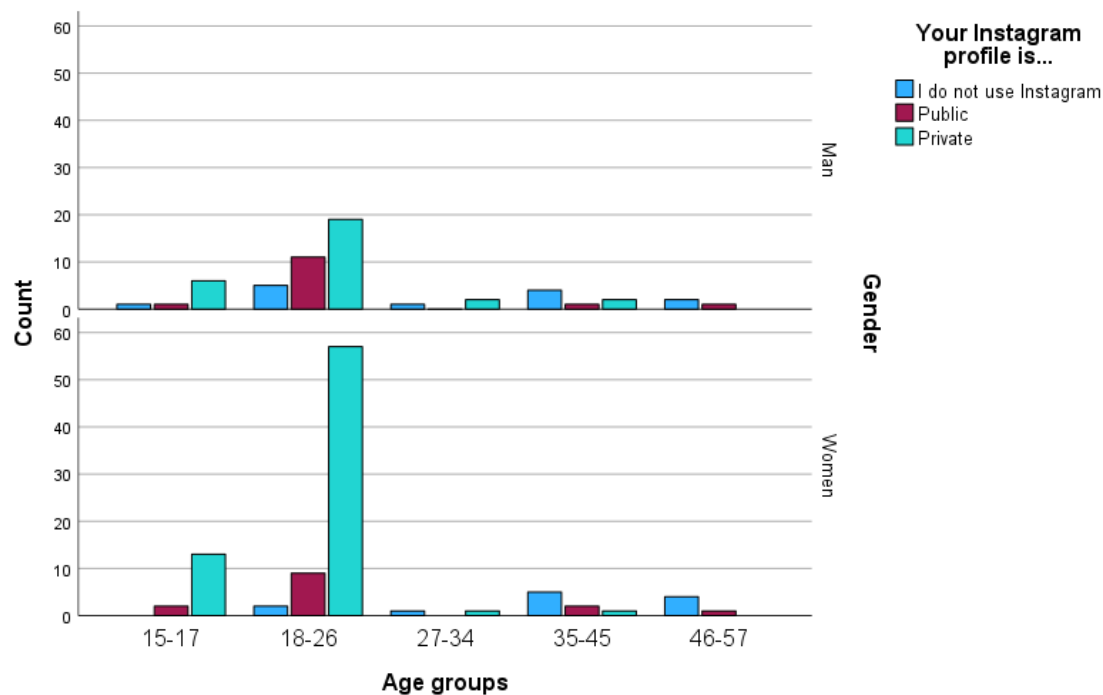
Security settings analysis in the context of age and gender



5. Figure - Security settings distribution in the context of age and gender (own edition)

This diagram shows how each gender and age group act in the case of their security settings. On Axis X we can see how much attention they pay to their security settings on a scale from 1 to 5. On the right-hand side, I have showcased the age groups and on the left the frequency of the answers. In every group, the most popular choice was 4, which means people pay attention to their security settings, but there are still some gaps in their knowledge of the issue. I would also like to mention that several individuals chose 3, which means that they feel neutral about this topic. I can either conclude that they do not care about their data security, or they do not have the proper knowledge about it.

The correlation between Instagram privacy settings, age groups and genders



6. Figure - Correlation between Instagram privacy, age and gender (own editing)

This diagram shows how each age group and gender thinks about their privacy on Instagram. Correlation means the connection between the privacy settings of Instagram, age and gender. As it is shown on the diagram people keep their profile private, but women pay more attention to it. This means that they would like to keep themselves safe and their data and pictures too. From this, I can conclude that people are conscious of their Instagram profiles, but I had another question connected to this one. “If your profile is public then please answer why?” From the answers, I can rightfully state that people who have a public profile, are not conscious of its use. Mostly they answered that they do not have any secrets, or it is easier for them to handle. From this, I infer that it seems easier because they do not put enough effort to get known about the settings of this social media site.

Conclusion

These diagrams helped me to show how people think about social media sites. As I wrote in the introduction part I wanted to prove that people are not conscious enough about their privacy and their setting, and also the use of the internet. As far as I can see these demographical and specific diagrams exactly supports what I wanted to prove in this research. Furthermore, in the future, I would like to reopen this survey again and add new questions which will be relevant at that time.

The sum up of the research

In this research, I wanted to draw attention to a serious problem in the 21st century. The internet and social media cannot be separated from our everyday life, so we have to learn how to use them consciously. Every part of the research concentrated on different parts of the issue.

From the start, my motivation was that I want to create something that could help people to improve in the future because without development life would stop. We consider social media as a safe place but it is as dangerous as our offline life, but the difference is that online people do not get damaged physically but mentally which is way more difficult to cope with.

In this research, I wrote about the case of a young girl who committed suicide because of a rash decision and a lack of knowledge. The media and e-safety education in schools could save lives and could prevent these kinds of crimes. Furthermore, kids would learn what kinds of actions are considered criminal offences. In several cases, children do not know that words have a strong effect on others. There is the fact that most of them do not pay enough attention to what they are sharing on social media sites, and because of this, they put themselves in danger.

The big question was how to motivate people to learn about these topics and how can they be pressured to learn. I mentioned e-learning materials or gamification, or another kind of practical learning where children can meet with professionals with experience, and they can get information first-hand.

The survey which was a part of my research showed that people feel the need for media education, so in the future, I would like to develop this research as a full study to help the improvement of education, because in the future this knowledge would help the people to accommodate to the newest features of the internet and handle it with care. Right now, the generations above Z are not always able to help them with these types of questions, but the people who have born after 1995 have to gain the knowledge to help the new generations in the future.

The findings of my research are as follows:

R1: The research showed that media education and e-safety knowledge low around the fillers of the survey.

R2: I pointed out that children start to use the internet around the age of 15.

R3: I did not find the proof for that people do not know about their opportunities.

R4: My research showed that most of the people who filled the survey use their media gadgets 2-3 hours per day in their leisure time.

R5: It pointed out for that the educational system does not pay enough attention to this issue.

Proposed uses of the results

I would recommend this research to those ones who work in the educational areas, more precisely to ICT teachers, and for the parents of the kids from generation Z. These results can be used to develop educational material for kids and for adults too.

This research could be used for creating new studies to try to find the solution for this problem, because in the future it will be more difficult to create studies which tries to point out for the weaknesses of media and security education.

Furthermore I would like to use it to create an education material, but before I start it I have to create and read more researches in this topic. The imagined education material would be useful for the educational institutions and also for the future generations.

Appendix

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Explications for shortened terms

The shortened version of the term	Term
ICT	Information and communication technology
SPSS	Statistical Package for the Social Sciences

Content of the Survey (in Hungarian)

1. Az Ön neve
 - a. Nő
 - b. Férfi
2. Az Ön életkora
 - a. 7-14
 - b. 15-17
 - c. 18-26
 - d. 27-34
 - e. 35-45
 - f. 46-57
 - g. 57+
3. Az Ön lakóhelye
 - a. Falu
 - b. Kisváros
 - c. Járásközpont
 - d. Megyeszékhely
 - e. Főváros
4. Az Ön foglalkozása
 - a. tanuló
 - b. munkanélküli
 - c. alkalmazott
 - d. egyéni vállalkozó
5. Az Ön legmagasabb iskolai végzettsége
 - a. általános iskola
 - b. középiskola, gimnázium
 - c. szakgimnázium
 - d. szakközépiskola
 - e. felsőoktatási szakképesítés
 - f. egyetem/főiskola
6. Hallotta-e a media edukáció fogalmát
 - a. Igen
 - b. Nem

7. Résztvett-e bármilyen médiaedukációval kapcsolatos oktatáson?
- a. Igen
 - b. Nem
8. Milyen közösségi média oldalakat használ?
- a. Facebook
 - b. Instagram
 - c. Twitter
 - d. Snapchat
 - e. Tumblr
 - f. Egyéb
9. Ha az előző kérdésnél az egyéb opciót jelölte meg, kérem írja le mi az!
10. Mennyi időt tölt képernyő előtt naponta?
- a. Kevesebb, mint egy óra
 - b. 1-2 óra
 - c. 3-4 óra
 - d. 5 óra vagy több
11. Befolyásolja Önt a közösségi média az offline életében?
- a. Igen
 - b. Nem
12. A következőkben kérem jelölje meg, mennyire ért egyet az alábbi állításokkal 1-től 5-ig terjedő skálán! (1=egyáltalán nem értek egyet, 5= teljesen egyetértek)
- a. A közösségi médiának sok előnye van.
 - b. A közösségi média káros a mentális egészségre.
 - c. A gyerekek egyre korábban férnek hozzá ezekhez a közösségi platformokhoz.
13. Kérem jelölje meg 1-től 5-ig terjedő skálán mennyire igazak Önre az alábbi állítások! (1=egyáltalán nem igaz rám, 5=teljesen igaz rám)
- a. Sokkal több időt töltök online, mint offline.
 - b. A munkámhoz felhasználható hasznos tartalmakat is találok a közösségi médiában.
 - c. Fontosnak tartom, hogy tájékozott legyek a média biztonsággal kapcsolatos alapfogalmakkal.
 - d. Mióta közösségi média applikációkat használok megnőtt a képernyőidőm is.
14. Mennyire figyel Ön a biztonsági beállításaira? (1-től 5-ig terjedő skálán)
15. Az Ön Instagram profilja
- a. Nyilvános
 - b. Privát
 - c. Nem használok Instagramot

16. Ha azt jelölte meg, hogy nyilvános, kérem indokolja meg miért!
17. Mennyire tartja fontosnak az adatvédelmi beállítások helyes, tudatos használatát?
Kérem jelölje meg az 1-től 5-ig terjedő skálán. (1=egyáltalán nem tartom fontosnak, 5=nagyon)
18. Megfelelő tájékoztatást kapnak ezekről a témákról az iskolában/munkahelyen Ön szerint?
- a. Igen
 - b. Nem
19. Érte már zaklatás az online térben?
- a. Igen
 - b. Nem
20. Véleménye szerint, szükség lenne több média tudatossággal és biztonsággal kapcsolatos előadásra/oktatásra?
21. Ha igennel válaszolt, Ön szerint kinek kellene ezt biztosítani és milyen formában?

Data analysis

Véleménye szerint, szükség lenne több média tudatossággal és biztonsággal kapcsolatos előadásra/oktatásra? * Az Ön életkora Crosstabulation

Count

		Az Ön életkora					Total
		15-17	18-26	27-34	35-45	46-57	
Véleménye szerint, szükség lenne több média tudatossággal és biztonsággal kapcsolatos előadásra/oktatásra?	Igen	16	85	5	13	8	127
	Nem	7	18	0	2	0	27
Total		23	103	5	15	8	154

Mennyi időt tölt képernyő előtt naponta? (szabadidő tekintetében) * Az Ön életkora Crosstabulation

Count

		Az Ön életkora					Total
		15-17	18-26	27-34	35-45	46-57	
Mennyi időt tölt képernyő előtt naponta? (szabadidő tekintetében)	1-2 óra	5	32	2	6	4	49
	3-4 óra	14	48	3	3	1	69
	5 óra vagy több	4	20	0	3	1	28
	Kevesebb, mint 1 óra	0	3	0	3	2	8
Total		23	103	5	15	8	154

Résztvett-e bármilyen médiaedukációval kapcsolatos oktatáson? * Mennyire figyel Ön a biztonsági beállításaira? Crosstabulation

Count

		Mennyire figyel Ön a biztonsági beállításaira?					Total
		1	2	3	4	5	
Résztvett-e bármilyen médiaedukációval kapcsolatos oktatáson?	Igen	0	3	11	23	12	49
	Nem	7	7	24	42	25	105
Total		7	10	35	65	37	154

Az Ön Instagram profilja * Az Ön életkora Crosstabulation

Count

		Az Ön életkora					Total
		15-17	18-26	27-34	35-45	46-57	
Az Ön Instagram profilja	Nem használok Instagramot	1	7	2	9	6	25
	Nyilvános	3	20	0	3	2	28
	Privát	19	76	3	3	0	101
Total		23	103	5	15	8	154

Résztvett-e bármilyen médiaedukációval kapcsolatos oktatáson? * Mennyire tartja fontosnak az adatvédelmi beállítások helyes, tudatos használatát? Kérem jelölje meg az 1-től 5-ig terjedő skálán. (1=egyáltalán nem tartom fontosnak, 5=nagyon fontosnak tartom) Crosstabulation

Count

		Mennyire tartja fontosnak az adatvédelmi beállítások helyes, tudatos használatát? Kérem jelölje meg az 1-től 5-ig terjedő skálán. (1=egyáltalán nem tartom fontosnak, 5=nagyon fontosnak tartom)					Total
		1	2	3	4	5	
Résztvett-e bármilyen médiaedukációval kapcsolatos oktatáson?	Igen	0	1	6	15	27	49
	Nem	1	4	15	30	55	105
	Total	1	5	21	45	82	154

Az Ön neme * Mennyire figyel Ön a biztonsági beállításaira? Crosstabulation

Count

		Mennyire figyel Ön a biztonsági beállításaira?					Total
		1	2	3	4	5	
Az Ön neme	Férfi	3	1	13	25	14	56
	Nő	4	9	22	40	23	98
Total		7	10	35	65	37	154