PILOT TESTING REPORT

1. INTRODUCTION

This document presents a fully integrated and comprehensive narrative report of the pilot testing activities implemented within the PeerCo project by all participating partner organisations. The report consolidates quantitative findings, qualitative observations, implementation experiences, methodological reflections, educational impact analysis, participant feedback, and recommendations for future development.

The pilot testing phase represented one of the most important implementation stages of the project, as it enabled the consortium to evaluate the educational relevance, applicability, and effectiveness of the developed methodologies and activities in real educational environments. Through direct implementation with students and teachers, the partnership gained valuable insight into the strengths of the educational approach, participant engagement levels, and opportunities for further development.

The activities implemented during the pilot phase focused on several highly relevant topics connected to contemporary digital realities experienced by young people and educators. These topics included digital well-being, responsible social media use, media literacy, misinformation, manipulation of online content, cyberbullying, critical thinking, online influence, teamwork, communication, and creative digital engagement.

One of the key objectives of the pilot implementation was to assess whether the activities could successfully stimulate critical reflection, active participation, collaboration, and awareness regarding the impact of digital environments on everyday life. At the same time, the pilot aimed to evaluate how adaptable the methodology was within different educational systems, classroom structures, and participant profiles.

2. PARTICIPATING PARTNER ORGANISATIONS

The pilot activities were implemented by a diverse consortium of partner organisations representing different educational environments, national contexts, and methodological approaches. Despite these differences, all organisations shared a common objective: to support the development of critical digital competencies among students and teachers.

The following organisations participated in the pilot implementation:

- TARSUS BORSA İSTANBUL ŞEHİT UMUT SAMİ ŞENSOY ANADOLU LİSESİ
- Srednja škola za informacione tehnologije
- KSDSGG



- Liceo James Joyce – Ariccia
- National Talent Centre
- Regina
- VDR

The diversity of the consortium significantly enriched the pilot phase, as activities were tested in a wide variety of educational settings, including general secondary education, human sciences programmes, information technology schools, mathematical gymnasium environments, inclusive educational contexts, and interdisciplinary learning environments.

This diversity allowed the partnership to assess the adaptability of the methodology across different participant profiles, school structures, teaching cultures, and classroom realities.

3. OVERALL IMPLEMENTATION PROCESS

The pilot implementation phase involved extensive preparation, coordination, adaptation, and communication among all partner organisations. Each partner adapted the activities to its own local educational context while maintaining the core objectives and methodological principles of the PeerCo project.

The pilot activities were implemented through a combination of workshops, classroom sessions, group discussions, collaborative exercises, role-play activities, media analysis tasks, campaign creation exercises, reflective discussions, and interactive presentations.

Student implementation formats varied depending on organisational possibilities and school schedules. Some organisations implemented intensive one-day workshops, while others conducted the pilot over several days or multiple classroom sessions. Despite these structural differences, all organisations successfully completed the implementation process and covered the planned educational content.

Teacher training activities were also implemented in multiple formats, including onsite workshops, interdisciplinary discussions, collaborative reflection sessions, and online meetings. The flexibility of the methodology enabled teachers from different disciplines and educational backgrounds to participate actively and contribute meaningfully to discussions.

Across all organisations, the implementation process was characterised by strong organisational commitment, positive cooperation with schools, and a shared motivation to address important issues related to digital environments and young people's online experiences.

4. STUDENT PARTICIPATION AND ENGAGEMENT

The pilot implementation involved more than 260 students from different educational and social backgrounds. Participants included lower and upper secondary school students between approximately 13 and 18 years of age.

The diversity of the student groups represented one of the strongest aspects of the implementation process. Some organisations worked with students from highly academic educational environments, while others involved mixed classroom groups with different levels of prior knowledge, communication styles, and digital experiences.

Several organisations also included participants with fewer opportunities, including students with learning difficulties, students from single-parent families, students facing cultural or economic barriers, and students with special educational needs. This inclusion further demonstrated the flexibility and accessibility of the PeerCo methodology.

Across all organisations, student engagement was consistently identified as one of the strongest outcomes of the pilot phase. Students participated actively in discussions, group tasks, role-play activities, campaign development exercises, and media analysis tasks. Many organisations reported that students demonstrated genuine interest in the topics and willingly connected workshop discussions with their own everyday experiences in digital environments.

Students especially appreciated activities that encouraged active participation, creativity, self-expression, and teamwork. Interactive methodologies proved significantly more engaging than traditional lecture-based approaches. Participants responded positively to opportunities to share opinions, analyse real-life online situations, discuss social media experiences, and collaborate with peers.

A particularly important observation across organisations was that students often extended discussions beyond the planned time limits. Topics such as misinformation, online pressure, influencer culture, digital overload, cyberbullying, and unrealistic online representations generated spontaneous conversations and strong emotional engagement.

This level of participation indicates that the themes addressed by the PeerCo project are highly relevant and meaningful for young people today.

5. IMPLEMENTATION OF STUDENT ACTIVITIES

The implementation of student activities demonstrated that the methodology developed within the PeerCo project is both adaptable and highly effective in promoting active learning and critical reflection.

The activities most frequently identified by students as engaging and meaningful included:

- Role-play activities
- Creating social media campaigns
- Identifying manipulated or fake images
- Poster creation
- Group discussions
- Scenario-based exercises
- Presentations and teamwork activities
- Discussions about digital overload and online pressure

Role-play activities were especially successful because they enabled students to explore realistic digital situations, analyse emotional reactions, and understand the consequences of online behaviour from different perspectives.

Activities focused on fake images and manipulated content were also highly appreciated. Students demonstrated strong interest in understanding how online content can be altered, framed, or presented in misleading ways. Many participants reported that these activities increased their awareness regarding the credibility of online information and encouraged them to reflect more critically before trusting digital content.

Creative campaign development tasks also proved highly effective. These activities enabled students to collaborate, express creativity, discuss values, and develop communication strategies connected to social impact and responsible digital behaviour.

Another important finding was the positive impact of group work. Students repeatedly reported that collaboration with peers helped them better understand the topics and increased their confidence in expressing ideas and opinions.

The implementation also highlighted the importance of practical examples connected to students' everyday online experiences. Activities that directly reflected real social media environments, influencer culture, online communication, and digital habits generated the highest level of participation and reflection.

6. TEACHER PARTICIPATION AND TRAINING

More than 45 teachers participated in the pilot teacher training activities. Participants represented a broad interdisciplinary profile, including teachers of literature, biology, history, chemistry, English, Italian language, visual arts, physical education, and special education.

Teacher participation was highly positive across all organisations. The training sessions created opportunities for educators to discuss contemporary digital challenges faced by students, exchange experiences, and reflect on their own educational practices.

Teachers consistently emphasised the relevance of the topics addressed during the training. Participants recognised that issues such as media literacy, misinformation, online manipulation, cyberbullying, and digital well-being are becoming increasingly important within contemporary educational contexts.

The training sessions were also highly valued because of their practical orientation. Teachers appreciated receiving ready-to-use activities, structured methodologies, and examples that could be directly adapted to classroom practice.

One of the most valuable aspects repeatedly highlighted by participants was the opportunity for interdisciplinary collaboration. Teachers from different subject areas exchanged perspectives and discussed how the PeerCo activities could be integrated into various educational contexts.

Many teachers also reported increased confidence in discussing digital topics with students after participating in the training. Participants indicated that the pilot activities strengthened their understanding of media literacy education and encouraged them to address digital well-being and online influence more actively in their future teaching practice.

7. METHODOLOGICAL STRENGTHS

The pilot implementation clearly demonstrated several methodological strengths of the PeerCo educational approach.

First, the methodology successfully combined critical thinking with creativity and collaboration. Students were not only passive recipients of information but active participants engaged in analysis, discussion, reflection, and creative production.

Second, the activities encouraged emotional engagement and personal reflection. Discussions about digital overload, online pressure, cyberbullying, and manipulation frequently generated meaningful conversations connected to students' real-life experiences.

Third, the methodology supported inclusive participation. Different types of learners were able to engage through multiple formats, including discussion, visual analysis, teamwork, role-play, creative production, and presentation.

Fourth, the activities successfully promoted collaborative learning. Group work was repeatedly identified as one of the most effective elements of the implementation process. Students and teachers alike appreciated the opportunity to exchange perspectives and learn through interaction.

Another important methodological strength was flexibility. The activities proved adaptable across different educational systems, classroom structures, participant profiles, and organisational realities.

Finally, the methodology effectively connected abstract concepts such as misinformation, manipulation, and digital influence with concrete examples from everyday online life. This practical orientation significantly increased participant motivation and understanding.

8. IMPLEMENTATION CHALLENGES

Although the pilot implementation was highly successful overall, partner organisations identified several minor challenges and areas requiring future attention.

The most frequently mentioned challenge was limited classroom time. Many participants expressed a desire for longer sessions, particularly because discussions often developed naturally and generated significant engagement.

Several organisations also reported that some media literacy topics would benefit from deeper exploration and additional practical examples. Activities related to misinformation, manipulation mechanisms, and influencer culture were identified as areas where students demonstrated strong curiosity and interest.

Technical challenges were minimal but included occasional issues with projected links, unclear visual examples, and management of larger participant groups. Some organisations also had institutional restrictions regarding filming activities.

Teachers expressed interest in receiving additional supporting materials, including:
- More case studies
- Ready-to-use classroom examples
- Adaptation guidelines
- Additional media literacy resources
- Extended practical exercises

Students suggested including:
- More interactive activities
- More realistic digital scenarios
- More opportunities for discussion
- Less emphasis on written tasks
- Additional examples connected to social media trends

Despite these observations, all organisations confirmed that the activities were successfully implemented and that the educational objectives were achieved.

9. QUANTITATIVE AND QUALITATIVE RESULTS

The quantitative results collected through pre- and post-questionnaires demonstrated clear positive development across all participating organisations.

Students reported improved confidence and awareness in areas such as:
- Recognising digital overload
- Identifying manipulated content
- Understanding online risks
- Evaluating credibility of online information
- Reflecting on social media influence
- Collaborating with peers
- Planning social campaigns

The greatest improvements were consistently connected to critical media literacy skills and awareness regarding digital influence.

Teacher evaluation results were also exceptionally positive. Many organisations reported average scores close to or equal to the maximum rating in categories such as:
- Clarity of objectives
- Organisation of activities
- Relevance of the training
- Applicability in classroom contexts
- Methodological quality
- Professional usefulness

Qualitative feedback further confirmed these findings. Students repeatedly described the workshops as engaging, interactive, useful, and thought-provoking. Teachers described the training as relevant, practical, motivating, and professionally valuable.

The combination of quantitative and qualitative data strongly confirms the effectiveness and educational relevance of the PeerCo pilot activities.

10. EDUCATIONAL IMPACT

The pilot activities generated significant educational impact for both students and teachers.

For students, the implementation contributed to:
- Increased digital awareness
- Improved critical thinking
- Greater reflection regarding online behaviour
- Better understanding of misinformation
- Increased awareness of social media influence

• Improved teamwork and communication skills
• Stronger confidence in expressing opinions

Students also demonstrated increased awareness regarding the emotional and psychological dimensions of digital environments, including online pressure, comparison culture, digital overload, and cyberbullying.

For teachers, the pilot activities strengthened:
• Professional confidence
• Understanding of media literacy methodologies
• Readiness to address digital topics in classrooms
• Interdisciplinary cooperation
• Access to practical educational tools

An important broader impact of the pilot implementation was the creation of open dialogue regarding digital experiences and online realities. Both students and teachers appreciated the opportunity to discuss issues that are highly present in everyday life but not always sufficiently addressed in formal education.

11. RECOMMENDATIONS FOR FUTURE DEVELOPMENT

Based on the integrated findings from all partner organisations, several recommendations can be proposed for future implementation and dissemination of the PeerCo methodology.

Future implementation should:
• Further strengthen media literacy components
• Include additional practical examples and case studies
• Expand activities focused on misinformation and online influence
• Provide more ready-to-use classroom resources
• Allow additional time for discussion and reflection
• Increase opportunities for teacher collaboration and peer exchange
• Continue using interactive and student-centred methodologies
• Expand activities involving creativity and teamwork

The findings also suggest that activities addressing digital well-being and responsible social media use should become more strongly integrated within educational systems, as both students and teachers clearly recognise their importance and relevance.

Teachers would particularly benefit from continued professional support, additional implementation guidance, and access to adaptable educational resources.

Students would benefit from continued opportunities to discuss real-life digital experiences, analyse online content critically, and explore the emotional and social dimensions of digital environments.

12. OVERALL CONCLUSION

The consolidated pilot implementation across all partner organisations can be considered highly successful and educationally valuable.

The activities successfully achieved their primary objectives by promoting critical thinking, digital awareness, media literacy, collaboration, and responsible reflection regarding social media and online environments.

One of the strongest outcomes of the pilot phase was the consistently high level of engagement demonstrated by both students and teachers. Participants clearly recognised the relevance of the topics and responded positively to the interactive and collaborative methodologies used during implementation.

The findings confirm that the PeerCo project materials and methodologies are:
- Relevant
- Practical
- Adaptable
- Inclusive
- Methodologically effective
- Suitable for wider implementation

The pilot implementation also demonstrated that contemporary educational environments strongly need structured opportunities for discussing digital well-being, misinformation, online influence, cyberbullying, and responsible social media use.

Overall, the PeerCo pilot activities created a strong foundation for future dissemination, curriculum integration, methodological development, and long-term educational impact in the field of digital citizenship education.