

TEACHERS' MEDIATION PRACTICE: OPPORTUNITIES AND RISKS FOR YOUTH MEDIA BEHAVIOR

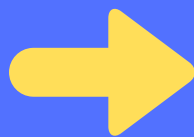
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INTRODUCTION



Teachers' mediation
practice /
Media educators



Maximizing opportunities
and minimizing risks in
youngsters'
media behavior

METHODOLOGY

Survey

315 teachers in Germany

The majority are female (72%)
and older than 50 (53%).
Half (50%) have over 25 years
of experience in the teaching
practice



- ICT use in class
- Importance of risks and opportunities
- Training
- Collaboration
- Private digital media use
- School subjects taught
- Type of school
- Age and gender

RESULTS

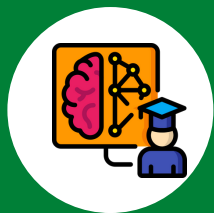
Table 3. Regression models of teachers' mediation of opportunities and mediation of risks

Predictors	Opportunities	Risks
	Standardized coefficients	
Use of ICT in class	.53***	.48***
Importance opportunities	.27***	.07 n.s.
Importance risks	.02 n.s.	.26***
Training	.16**	.08 n.s.
Collaboration	.15**	.12*
School type (Gymnasium=1)	-.12*	-.15**
Subject (STEM=1)	-.10*	-.13*
Private digital media use	-.03 n.s.	.03 n.s.
Age	-.06 n.s.	.21***
Gender (male=1)	-.03 n.s.	-.10 n.s.
N	231	231
R ²	0.52	0.51
F	23.77***	22.69***

Note. *** p<.001; **p<.01; *p<.05; n.s.=p > .05. Confidence level: 95%, margin of error: 5.5.

- Teachers are more engaged in maximizing opportunities and minimizing risks when they use information and communication technologies (ICT) more frequently
- Consider the respective competences important
- Engage in collaboration with colleagues, do not teach STEM subjects, and do not work in a Gymnasium

CONCLUSIONS



Having received ICT-related training was a significant predictor only of mediation of opportunities, while age was a significant predictor only of mediation of risks

Teachers must be conscious that online environments are dynamic and bring regularly new opportunities and risks, resulting in a big challenge for keeping curricula and training up to date



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