DIGI-Story
Digital Storytellers: Empowering Youth Through Media Literacy and Transmedia

Co-funded by the European Union

DIGI-Story: Empowering Young People to Become Critical and Creative Digital Storytellers

Developed by: Neotalentway

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Abstract

Digital environments have become an essential part of young people's everyday lives. Social media, online platforms and digital content influence how they communicate, access information, learn and participate in society. However, being constantly connected does not necessarily mean having the skills needed to navigate the digital world critically, responsibly and creatively.

This is the starting point of DIGI-Story – Digital Storytellers: Empowering Youth Through Media Literacy and Transmedia, an Erasmus+ project that aims to strengthen media literacy among young Europeans and help them become more conscious digital citizens and content creators.

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From digital consumers to active prosumers

Young people are not simply consumers of online information. Every post, video, comment, story or shared piece of content can also turn them into creators and distributors of information. This dual role as consumers and producers — often described through the concept of "prosumers" — creates both opportunities and responsibilities.

DIGI-Story therefore focuses on helping young people better understand their own online behaviour while developing the knowledge and practical skills required to participate more responsibly in digital environments.

The project pays particular attention to areas such as social media habits, misinformation, responsible content consumption and production, data protection and online safety, algorithms and content personalisation, and digital footprints and privacy management. These areas were also identified as relevant through the research carried out during the project.

Understanding how young people behave online

An important first step in DIGI-Story has been to understand how young people actually interact with digital environments.

Research conducted in Spain, Portugal and the Czech Republic combined questionnaires with qualitative input to identify common trends, challenges and gaps in young people's online behaviour. The findings show high levels of digital engagement but also important areas for improvement in media literacy, responsible behaviour and content creation.

One particularly relevant finding is the gap between how digitally competent young people perceive themselves to be and some of their actual online practices, especially in relation to misinformation, algorithms and digital ethics. The research therefore reinforces the need to move beyond purely theoretical digital education and towards practical learning that can influence everyday online behaviour.

Turning research into practical learning

DIGI-Story uses these findings as the foundation for practical educational resources.

One of its main results is the Online Behavioural Guide, designed to help young people reflect on how they use the Internet and social media and develop more informed and responsible digital habits. The Guide addresses six interconnected areas: Internet and social network usage habits; information and disinformation; responsible content consumption and production; data protection and online safety; content personalisation and algorithms; and digital footprint and privacy management.

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But DIGI-Story does not stop with a conventional guide. The project also explores transmedia storytelling as an educational approach, transforming key learning content into different formats and narratives.

Through videos, podcasts, comics and infographics, young people can approach media literacy from different perspectives and through formats that are closer to the digital environments they already use.

A European collaboration

DIGI-Story brings together three organisations from the Czech Republic, Spain and Portugal: EduHive, Neotalentway and Storytellme.

This European cooperation makes it possible to combine different educational experiences and perspectives while addressing challenges that extend well beyond national borders. The project seeks not only to reach young people themselves, but also educators, youth workers and organisations interested in strengthening media literacy and responsible digital participation.

The ultimate ambition is therefore broader than teaching young people how to use digital tools. It is about supporting them in becoming critical, responsible and creative participants in the digital world.

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