

How media literacy can improve the inclusion in society of people with a mild intellectual disability

Student Name: Daria Oghabi

Student Number: 579498

Supervisor: Prof. Dr. Jeroen Jansz

Second reader: Dr. Fred Lund

Media, Culture & Society (MCS)

Erasmus School of History, Culture and Communication

Erasmus University Rotterdam

Master Thesis

June 2021

Preface

Before you lies my MA thesis about how media literacy can improve the social inclusion of people with mild intellectual disabilities, written as a part of my graduation from the Media, Culture and Society program at Erasmus University Rotterdam, from November 2020 until June 2021. It has been written in cooperation with Netwerk Mediawijsheid.

I am very thankful that I got to finish my time as a student by writing this thesis. It combines multiple of the things I am passionate about: media and making the world a better place. The topic of this thesis is extra special to me personally, because my brother has an intellectual disability, which made me even more motivated to study this topic. I hope this thesis contributes to the position of people with a mild intellectual disability in society.

Sufficient to say that I would have preferred not to finish my time as a student during a pandemic. However, given the circumstances, I still think I managed to make the best of this thesis process.

I could not have written this thesis on my own, so I would like to show my gratefulness to the people who have helped me along the way. Concretely, my gratitude goes out to Jeroen Jansz for his excellent supervision and his ever positive yet pragmatic mindset. Furthermore, I would like to thank the experts that I have interviewed for taking the time to answer my questions. Additionally, I would like to thank all the participants that have taken the time to fill in the surveys and people who have made an effort to help me find respondents. Lastly, my appreciation goes out to all my friends who have helped me however they could during this thesis process, both in terms of informational and emotional support.

I hope you enjoy your reading.

Daria Oghabi

Tilburg, June 23, 2021

Abstract

In the Netherlands, media are a part of almost every aspect of society and are becoming more ubiquitous. Using media can bring benefits to its users, but can also have negative effects. In order to profit from its positive aspects and avoid the negative consequences, it is essential to have the skills to use media properly. This is referred to as media literacy. Vulnerable people are often relatively less media literate and can therefore benefit less from the positive aspects that media can offer. One of the positive aspects that can come along with media use is social inclusion. However, little is known about the relationship between media and inclusion.

Within this context, even less is known about the group of people with mild intellectual disabilities in particular. Therefore, the aim of this thesis is to study how media literacy can improve the social inclusion of people with mild intellectual disabilities. This was researched using a mixed-method approach. First, expert interviews with five experts on the field of media literacy among people with mild intellectual disabilities and inclusion were conducted. Then, in order to assess the topic from multiple perspectives, a survey for people with mild intellectual disabilities and people in their social environment was developed. The former version was a simplified version of the latter. The surveys contained questions about the media environment and media literacy of people with mild intellectual disabilities.

Furthermore, different possible negative aspects and challenges of media use and examples of the link between information provided during the expert interviews were empirically tested in these surveys. The literature review and expert interviews showed that media and social inclusion are linked in several ways: first of all, they enable more social (e.g. maintaining social contact through social media) and economic (e.g. looking for a job) capital.

Additionally, media can be used to search for (additional) information on difficult topics, such as filling taxes. Also, applications like notepads, reminders and agendas can have useful applications in everyday life and make the life of mildly disabled people easier. Furthermore, they allow people with intellectual disabilities to be more independent from others. Lastly, they allow access to for example financial or governmental services, that increasingly take place online. However, the survey, in which these examples were empirically validated, indicated that both mildly disabled people and people in their environment view this differently: the majority indicated that media did not help in making difficult things easier and in arranging financial and governmental affairs. Being media literate means that people with mild intellectual disabilities have the skills to use media properly and therefore are able

to benefit from these benefits that enable participation in society. Because the survey for people with a person with a mild intellectual disability in their social environment had a smaller sample size than initially intended, the results are not generalizable to a larger population. Despite the small sample, the results are still meaningful: this study can be viewed as a pilot project. This means that future research is needed in order to get a more profound understanding of the link between media literacy and social inclusion of people with mild intellectual disabilities.

Keywords: Media literacy, social inclusion, intellectual disability, digital divide, digitalization

Table of contents

Preface.....	2
Abstract.....	3
1. Introduction	7
1.1 Thesis outline	9
2. Theory and previous research.....	10
2.1 Media literacy.....	10
2.1.1 Digitalization of society.....	10
2.1.2 Positive and negative sides of using media	12
2.1.3 Media literacy competences	14
2.2 Inclusion.....	15
2.2.1 Defining inclusion	15
2.2.2 Link between media and inclusion	18
2.3 People with a mild intellectual disability	19
2.3.1 Defining mild intellectual disability	19
2.2.2 Perspectives on disability	20
2.2.3 Limitations and challenges of people with mild intellectual disabilities.....	21
2.2.4 Role of people in the social environment of people with intellectual disabilities...22	
3. Method.....	24
3.1 Expert interviews	24
3.1.1 Interviewees.....	26
3.1.2 Procedure	27
3.1.3 Data analysis.....	28
3.2 Survey research	29
3.2.1 Instrumentalization	32
3.2.2 Procedure	34

3.2.3 Data analysis.....	35
3.2.4 Population.....	35
4. Results	37
4.1 Expert interviews.....	37
4.2 Survey.....	44
4.2.1 Survey for people in the social environment of people with mild intellectual disabilities.....	44
4.2.2 Survey for people with a mild intellectual disability.....	51
5. Conclusion & discussion	60
5.1 Limitations	62
5.2 Implications & recommendations	64
6. Literature and references	67
7. Appendices	74
Appendix A: Informed consent form interviews	
Appendix B: Surveys	
Appendix C: Ways in which survey participants were approached	

1. Introduction

In the Netherlands, media are becoming increasingly ubiquitous in society and they are present in almost every facet of life (Deuze, 2011). Therefore, to ensure that everybody in society can profit from the possibilities that media have to offer, it is important that everyone can access them and possesses the skills to use them. These skills are also known as media literacy (Raad voor Cultuur, 2005). While for some it can be an easy task to develop the competences to use media properly for a diverse range of things and benefit from them, other groups may need some help (Van Deursen & Van Dijk, 2014). In previous research on improving media literacy among vulnerable groups in society, groups like young people and the elderly were often the main focus. However, less research has been done on how to improve media literacy among people with a mild intellectual disability. Therefore, it is relevant to assess how media literacy among this group can be improved, in order to ensure that they can benefit from media like everybody else. Furthermore, the previously mentioned ubiquity of media makes it increasingly relevant that media literacy among this group is properly researched.

Because of their vulnerability due to their disability, people with disabilities face substantial social and structural disadvantages, which has a significant impact on their ability to lead a dignified and meaningful life (De Wispelaere & Casassas, 2012). Because media are a part of many aspects of our society, being able to use them properly can enable the social inclusion (the ability to participate in society) of this group in multiple different ways. However, little is known about this relation, which makes it relevant to research.

Media literacy has been a subject of research since the late 1970s. Media literacy is complex and has numerous indicators and hence the field of media literacy research is multi-dimensional, and consists of various domains. Therefore, there are professionals in many different fields (Lemish, 2015). For example, one context in which media literacy is often researched is education, as nobody is born media literate and media literacy skills must be developed. Although skills should be continually improved and people never stop acquiring new knowledge, it is best most effective to start teaching media literacy from a young age (Potter, 2010). Furthermore, within the literature on media literacy, there is a lot of attention for interventions or specific strategies to make people more skilled in understanding and using media (Potter, 2010). Lastly, media literacy research often concentrates on vulnerable people, such as the elderly, children or in this case people with mild intellectual disabilities.

Because of their vulnerability, they are often relatively less media literate. Therefore, research on how to improve media literacy is important for the social inclusion of these groups.

This thesis is written in cooperation with Netwerk Mediawijsheid. This is a Dutch collective that is committed to improving media literacy. Netwerk Mediawijsheid has identified that it is important to deepen the insight on how to improve media literacy among people with intellectual disabilities. Commissioned by Netwerk Mediawijsheid, Vergeer and Nikken (2015) have analyzed what's already known about and what is needed to include children with mild intellectual disability in media literacy. One of their conclusions was that “[...] there is a clear need among professionals for knowledge about the media use of children with mild intellectual disabilities and what is normal, common or common, and what is different or disturbing. The desk research also showed that there is hardly any good and up-to-date research into the media use of children with mild intellectual disabilities and that there is therefore little information about the risks and benefits of media use. An important recommendation is therefore that much more research is needed, scientifically and practically. Only by gathering insights into what happens when children with mild intellectual disabilities use media and how parents or caretakers deal with it, well-founded advice can be given about 'normal' media use in children with mild intellectual disabilities” (p. 48). Furthermore, they have drawn up a manifest for better support of people with mild intellectual disabilities in media literacy. The research question of this thesis will thus be:

How can improving media literacy contribute to the inclusion in society of people with mild intellectual disabilities?

To research this, a mixed-method approach was chosen. First, literature research has been done in order to assess the state of the field and to create a framework for the rest of the research process. Although this thesis took place within the context of the Netherlands, international literature was used. Then, a series of expert interviews was conducted in order to explore the topic more and gain insight into the practical part of the link between media literacy and inclusion among people with mild intellectual disabilities. Subsequently, a survey was developed to gain more insight into the subject matter from the perspective of people with mild intellectual disabilities themselves and people in their social environment and to empirically test the findings from the experts interviews.

To be able to answer the main question, it has been divided into three sub questions:

- What is the connection between media and social inclusion?
This has been answered by researching literature and by interviewing experts on the field of social inclusion and media literacy among people with mild intellectual disabilities.
- What does the media environment of people with a mild intellectual disability look like?
This question has been addressed by four sources: literature research, interviewing experts on the field of people with mild intellectual disabilities' media literacy and with a survey among people with mild intellectual disabilities and people in their environment (e.g. parents or counselors).
- What does media literacy entail for people with a mild intellectual disability?
This will be assessed with literature research and a survey among people with mild intellectual disabilities and people in their environment (e.g. parents or counselors).

1.1 Thesis outline

The following chapter, chapter 2, will contain theory and previous research in order to create a theoretical framework for answering the research questions. First, the concept of media literacy, its relevance in our current society, the positive and negative sides of media use and media literacy competences will be discussed. Secondly, the notion of inclusion will be explained, followed by literature on the link between media and inclusion. Then, theoretical sources that provide insight in people with mild intellectual disabilities will be discussed. First, a definition of mild intellectual disability will be given, followed by various perspectives on disability within the academic literature. Then, common limitations and challenges faced by this group when using media will be described. Lastly, the role of the social environment of people with mild intellectual disabilities in their media use will be clarified. After that, in chapter 3, the method that was followed for conducting and analyzing both the interviews and two surveys will be explained in detail. In chapter 4, the results of the studies will be discussed. Then, in chapter 5, the conclusion to the main and sub research questions will be given. Lastly, various limitations of the research will be considered, along with suggestions for future research.

2. Theory and previous research

In this chapter, relevant theory and previous research regarding improving media literacy among people with mild intellectual disabilities to ensure their inclusion in society will be discussed to form a framework for answering the research question. The chapter is divided into three sections: First, the general concept of media literacy will be explained and its importance in today's society will be clarified. In the second paragraph, research about inclusion and the role of media within the inclusion in society of people with mild intellectual disability will be discussed. Lastly, literature on the definition of mild intellectual disability, the different academic perspectives on disability, the struggles and needs of specifically people with mild intellectual disabilities in terms of media literacy and the role of the people in their environment therein will be discussed.

2.1 Media literacy

Media literacy is defined as “The whole of knowledge, skills and mentality with which citizens can move consciously, critically and actively in a complex, changing and fundamentally mediatized world.” (Raad voor Cultuur, 2005, p. 2). Netwerk Mediawijsheid adds to this: “Media literacy is about the smart and therefore safe use of all available media to increase the quality of your life in all domains - income, social, cultural, personal” (p. 8-9). In the past, media literacy definitions focused more on protection against media's negative effects, but have recently shifted towards empowerment to engage with media in order to profit from its benefits (Hobbs, 2017; Bulger & Davison, 2018).

Netwerk Mediawijsheid is a Dutch collective of more than a thousand organizations that are committed to media literacy. It has been founded in 2008 on the initiative of the Dutch ministry of Education, Culture and Science. Because of the networked structure of the organization, input comes from many different perspectives and therefore tackling issues of media literacy is made easier and faster and the solutions are more creative. Their strength lies in sharing knowledge and collaborating (Over Netwerk Mediawijsheid, 2020).

2.1.1 Digitalization of society

The Dutch society is becoming increasingly digital through a process called digitalization. Digitalization is defined as “a societal transformation process that uses ubiquitous digital technologies to connect ever larger social spaces” (Trittin-Ulbrich, Scherer, Munro &

Whelan, 2020, p. 10). In the last decade, technological developments like the computer, the internet and more recently deep learning have succeeded each other in great succession. This has caused digitalization to become widespread and ubiquitous quickly (Trittin-Ulbrich et al., 2020). The quote “Our life is lived in, rather than with, media” by Deuze (2007, p. 242) illustrates this well. Consequently, media have become a part of many aspects of people’s daily lives. For instance, social media are used to connect with one another from the comfort of people’s homes. What’s more, the internet also has some practical appliances, like enabling people to file their taxes online. Lastly, a more recent example comes from the COVID-19 pandemic, when almost all education was given online via video conferencing software like Zoom or Teams.

2.1.2 Positive and negative sides of using media

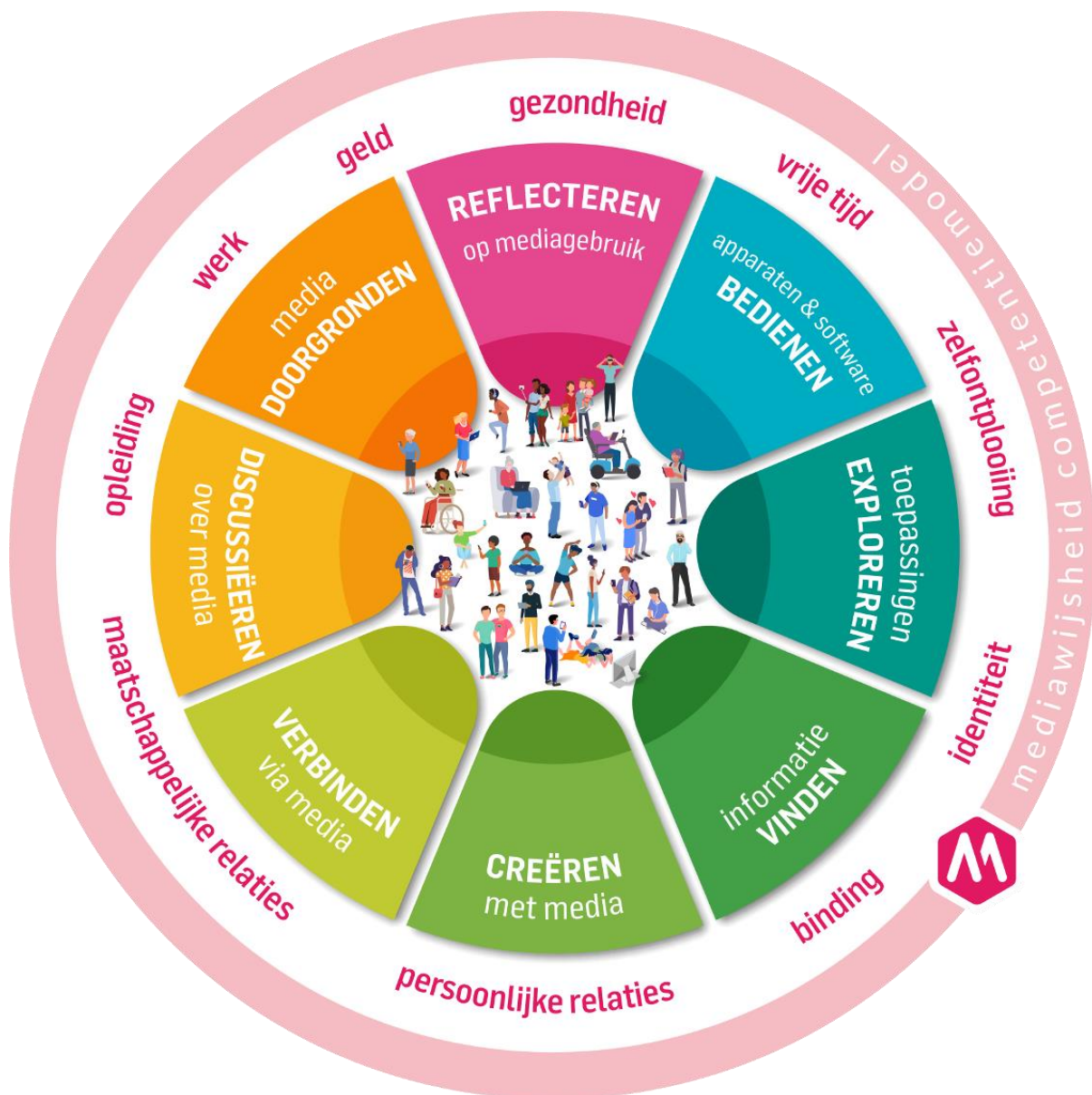


Figure 1. Netwerk Mediawijsheid's Media Competence Model 2021

Fortunately, the digitalization and mediatization of society comes with a lot of benefits. Netwerk Mediawijsheid's Media Literacy Competence Model (2021), shown in Figure 1, describes ten areas within which individuals can achieve goals using media. These areas have been inspired by a study by Helsper, Van Deursen and Eynon (2015). The round shape of the model implies that there is no hierarchical ranking of the different areas and competences ranked: they are all of equal importance and can happen simultaneously. The areas mentioned in the model are health, spare time, self-development, identity, bonding, personal

relationships, societal relationships, education, work and money. Media can for example offer a way to express one's identity, for instance by choosing a certain profile picture.

Additionally, through for example social media, people are able to create and maintain social relationship. Lastly, media can help with formal relations with for example companies, governments and institutions, as they enable people to apply for benefits, contact customer service or participate in the public debate. Including these areas in the model highlights that media literacy is not an abstract, academic matter, but instead concerns everyday things like enjoying one's free time, transferring money, finding a nice job and requesting a service from the local community.

However, it is essential to mention that the increased access to and importance of media in our daily lives also comes with several downsides. First of all, the positive sides of using media can cause one to use them too much, resulting in addiction, which can have a severe negative impact on people's mental and physical health (Kuss & Lopez-Fernandez, 2016). In addition, the internet is a place where everyone can post whatever they want. In contrast to traditional media, there are no gatekeepers that determine what information should and shouldn't be published. Therefore, it is the ideal place to spread fake news with the intention of spreading chaos or influencing the public opinion for political gain (Allcott & Gentzkow, 2017). This effect is further enhanced by filter bubbles, which are created by social media's algorithms. In these bubbles, people are exposed to information they already agree with and are less likely to encounter any opinions that refute their existing beliefs, which in turn can cause polarization (Pariser, 2011). Furthermore, because of the anonymity people have online, it is the ideal place for online harassment such as cyberbullying, but also more severe practices that fall under cybercrime, such as phishing, hacking, identity theft and banking fraud. What's more, the decentralized and international nature of cyberspace makes it hard to regulate these types of crimes, which aggravates the problem (Stalans & Finn, 2016). Lastly, because social media keep us connected with one another, they can cause a fear of missing out (FoMO). This is "a pervasive apprehension that others might be having rewarding experiences from which one is absent" and is characterized by "a desire to stay continually connected with what others are doing" (Przybylski, Murayama, DeHaan, & Gladwell, 2013, p. 1841).

Because of additional barriers faced by vulnerable groups in society like people with intellectual disabilities, they are especially susceptible to these negative aspects of media use.

Moreover, the increasing ubiquity of media in every aspect of people's lives can cause individuals who lack digital skills to be excluded from participating in society, because they lack the skills to for example use digital government services (Van Deursen & Helsper, 2015).

2.1.3 Media literacy competences

The previously mentioned Media Competence Model (displayed in Figure 1) also features eight media competences. The function of these competences is to provide concrete examples of the different possibilities of media and what media literacy entails. The first competence is 'control devices and software', which concerns being able to operate several devices and handle software programs and applications to optimally participate in the mediated society. Secondly, 'explore applications' is about having an open, curious and investigative attitude towards new media devices and applications. In order to profit from the countless opportunities media offer to make our lives easier, it is good to stay informed on new developments around media, try them out and see how they can enrich people's lives. Thirdly, in today's information society, it is important to be able to obtain, judge, filter and select useful and reliable information. Furthermore, one should be able to save, retrieve, share and present this information and recognize disinformation and fake news. Fourthly, people should not only be able to consume media, but also to create media content themselves. Examples of this are more simple things like taking and sharing a picture, but it also includes more complex tasks like having a personal blog or making and posting videos to YouTube. If someone is really invested in this, they can learn to code in a programming language. Fifthly, conversations nowadays take place increasingly online, for example (video)chatting with friends and family through WhatsApp or contacting a company's customer service. Therefore, the quality of someone's social life depends on how well they are able to connect with others through media. Accordingly, people who are not able to take advantages of these opportunities might feel unseen, unheard or even lonely. Sixthly, it is important to be able and willing to engage in critical and constructive discussions about media, one's media usage and the direction the media society is heading towards to gain new perspectives. Seventhly, to keep control over one's media usage, it is necessary to be informed about how media work and what techniques and technologies media makers use. For example, people need to be able to recognize what algorithms, design tricks and imagery companies use to maximize their

profits. Lastly, being able to recognize certain biases in media messages is a valuable skill to possess. Finally, although media have impacted our life in many positive ways, they can also limit our development and keep people trapped in unproductive behavior, such as procrastination by students. Therefore, it is important to be able to openly and critically reflect on and evaluate one's media usage and that of groups people are a part of (Netwerk Mediawijsheid, 2021).

Some tend to think about media literacy as a dichotomy: one is either media literate or not. However, in reality this is more of a gradation (Park, 2012). Within the group of people with mild intellectual disabilities, one person can possess a few of the abovementioned competences, but not the others. Although the focus of this thesis is to draw general conclusions about the media literacy of the group of people with mild intellectual disabilities as a whole, it is important to mention that the degree to which each individual competence is mastered can vary from person to person within any group, including the one of people with mild intellectual disabilities.

2.2 Inclusion

2.2.1 Defining inclusion

Media literacy is important to the durable inclusion of everybody in society in several ways. An early definition of digital inclusion or e-inclusion is “[T]he effective participation of individuals and communities in all dimensions of the knowledge-based society and economy through their access to ICT. (...) Further, e-Inclusion refers to the degree to which ICTs contribute to equalising and promoting participation in society at all levels.” (Kaplan, 2005, p. 4). However, more recently, it has been defined as “a strategy to ensure that all people have equal opportunities and appropriate skills to access and benefit from digital technologies. Digital inclusion practice encompasses a range of methods and approaches used to help individuals and communities to access and understand digital technologies.” (Pawluczuk, 2020, p. 2). In the past, unequal access to the internet could prevent including everybody in profiting from media, which created a so-called digital divide. This is defined as “inequalities in access to and use of Information and Communication Technologies (ICTs), mostly the Internet” (Scheerder, Van Deursen & Van Dijk, 2019, p. 1608). Those who had access to the internet could use it and therefore were able to reap the benefits media have to

offer. In 2020, however, 95,6% of people in the Netherlands had access to the world wide web at home (Centraal Bureau voor de Statistiek, 2020). Thus, nowadays, the focus of digital divide has shifted away from whether people have access to the internet and there is more interest in whether people are media literate and therefore have the right skills to use media properly. The group of people who do not possess the skills to use media to their full potential cannot profit from media to the same extent as people who do and can therefore face exclusion (Scheerder, Van Deursen & Van Dijk, 2019). This is called the second-level digital divide (Büchi, Just & Latzer, 2016).

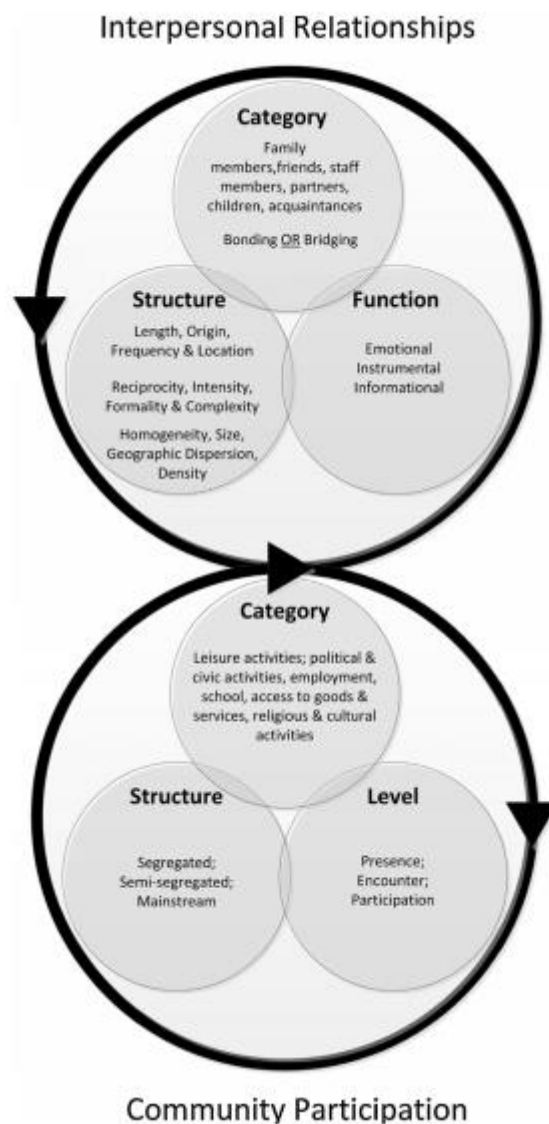


Figure 2. Simplican, Leader, Kosciulek and Leahy's (2015) model of social inclusion

To clarify the concept of social inclusion of people with intellectual disabilities, Simpican, Leader, Kosciulek and Leahy (2015) created the model of social inclusion, displayed in Figure 2. It focusses on two domains: interpersonal relationships and community participation. The two circulating arrows around each domain represent that the two domains overlap and mutually support one another. Within each of these domains, important categories that depict the structural and functional components behind social inclusion are identified. First of all, within the domain of interpersonal relations, category refers to the people in one's social network, for example family, friends and staff. These relationships facilitate bonding or bridging capital. Structure refers to the structural components of individual interpersonal relationships, such as length, origin, frequency, intensity and formality, or the entire social network, for example size, homogeneity and density. Lastly, the category function describes different functions of interpersonal relationships have for people with intellectual disabilities, namely emotional, instrumental and informational. Within the domain of community participation, category encompasses the type of activities that a community engages in, such as leisure activities, employment and access to goods and services. Structure refers to the setting of the activity, namely segregated, semi-segregated or mainstream. Finally, level of involvement refers to the degree of involvement within a community. It has three gradations: presence, encounter and participation.

However, in the case of people with disabilities, research has shown that they perform worse on almost every indicator of a person's level of well-being, such as employment, mobility, housing and wealth. These structural backlogs caused by exclusion have a substantial effect on their wellbeing and ability to live a life that is worthwhile living (De Wispelaere & Casasas, 2012). Furthermore, the social inclusion of people with disabilities can increase their social opportunities (McConkey, Dowling, Hassan & Menke, 2013). Because of the different benefits that come with being able to participate in society and negative consequences of exclusion, it is important that action is taken to ensure the durable inclusion of people with mild intellectual disabilities in society. What's more, this group's social inclusion is not only desirable, but from 2008 on, it was recognized at the United Nations Convention on the Rights of Persons with Disabilities as a general principle (article 3), a general obligation (article 4), and a right (articles 29 and 30) (United Nations, 2006). Hence, action is needed in order to ensure the social inclusion of people with intellectual

disabilities. Media are one of the tools with which this could be accomplished. In the next section, previous literature about this link will be discussed.

2.2.2 Link between media and inclusion

Media can contribute to social inclusion of certain groups in society in several ways: first, they offer access to information. If an individual is not media literate, they don't have the right skills to find this information. In the current information society, information is essential for participating in society. Therefore, if one is not able to access the information they need, one can be excluded from the group of people who do know how to access it (Park, 2012).

Furthermore, media enhance people's social capital, in the sense that they create a bridge between the online and offline world and enrich social relations by creating new and maintaining old relationships. Additionally, they contribute to the development of cultural capital of disadvantaged people and therefore facilitate user empowerment, as they offer opportunities which facilitate learning processes (Verdegem, 2011). Additionally, media can enhance a mildly disabled person's economic capital, for example by offering a platform to find a job and offer access to financial services (Park, 2012). If people with mild intellectual disabilities do not have the right skills to use media, they can miss out on this social and/or economic capital.

Moreover, nowadays, almost all services like banking, welfare systems and access to health and social care are accessed through the internet. If people with mild intellectual disabilities are not media literate enough, they might be excluded from gaining access to these services (Eynon & Geniets, 2012). Furthermore, media can offer people with mild intellectual disabilities a stepping stone to participate more in society, as they can for example be used to apply for jobs (Chadwick & Fullwood, 2018). Thus, in order to ensure that people with intellectual disabilities can profit from the abovementioned benefits provided by media, it is important that their media literacy is increased.

Hage, van Offenbeek and Boonstra (2020) argue that because the ubiquity of media in various aspects of our society, not having the proper skills to use them can lead to feelings of exclusion. According to the authors, this can result in three different problems: first of all, non-media literate individuals can feel excluded because they do not possess the same knowledge and ability regarding media use as people who are media literate. For example, they don't know the meaning of specific internet-related jargon. Secondly, the process of

becoming media literate can instill feelings like fear, frustration, stress, curiosity and enjoyment. Emotions with a negative valence can prevent a person from interacting with media. A third possible problem is the difference in norms between non-media literate and media literate people. For instance, a person who is not used to having mediated conversations can find them superficial and impersonal. Furthermore, non-media literate people can have a skeptical attitude towards media; they can for example feel like media companies' objectives are to gather and abuse their data.

2.3 People with a mild intellectual disability

2.3.1 Defining mild intellectual disability

Netwerk Mediawijsheid focusses on three target audiences: adults, young people and vulnerable people. The latter does not consist of one group, but a collection of all kinds of people who can be regarded as vulnerable in the media society in different ways, for example people in poverty, people with a mild intellectual or physical disability, low-literate people, digital illiterates or migrants (Wiegman & Berkhout, 2019). Because this target audience is so diverse, they differ from each other in terms of struggles when using media and therefore all have different needs. Therefore, almost every group requires a separate approach. This research will specifically focus on the target audience of people with a mild intellectual disability.

According to the American Psychological Association's Diagnostic and Statistical Manual of Mental Disorders (DSM-5) intellectual disability is a "disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains" (APA, 2013, p. 33). The disability can have different gradations: mild, moderate, severe and profound. The APA defines people with an intelligence quotient between 50 and 70 as mildly intellectually disabled (APA, 2013). However, a low intelligence level is not the only indication of an intellectual disability and because IQ-scores are not always a good representation of someone's actual intelligence level. Therefore, more recently, the focus has shifted more towards the level of social adaptability shown by a person (Ponsioen & Plas, 2014). The concrete limitations that are common among people with mild intellectual disabilities will be discussed in Section 2.2.3.

This research specifically concentrated on this group, because the functioning of people with a mild intellectual disability is least impaired compared to the other degrees of

intellectual disability. Therefore, they are most likely to interact with media and therefore most relevant to study. Furthermore, because 75 to 90% of people with an intellectual disability are classified as mild (APA, 2013), this group was chosen to be the focus of this research.

2.2.2 Perspectives on disability

In the literature on people with disabilities, different perspectives can be distinguished. First of all, the social model of disability, in which disability is viewed as the constraints put on people by societal attitudes. According to this view, the world is currently organized and structured in a way that excludes and discriminates against people who deviate from the norm in terms of for example cognitive functioning and therefore society is to blame for exclusion of intellectually disabled people. The world should adapt to their needs, instead of the other way around (Oliver, 2013). In contrast, the medical model views disability as the limitations a person faces due to the impairments they have. Therefore, it would be preferable to remove rather than accept impairment and difference. This perspective is hegemonic in society (Shakespeare, 2014). A third perspective, the interactionist model, incorporates the insights of the two aforementioned models: it recognizes that disabilities are triggered by a combination of both biological and environmental conditions. This mix of intrinsic and extrinsic factors that is to blame for the exclusion of people with disabilities from society. Therefore, both people with intellectual disabilities themselves should attempt to overcome their disability, while the rest of society should also try to take into account their special needs due to their disability (Shakespeare, 2014). Because of this nuanced approach, this perspective on disability has been adhered to throughout the thesis process.

Apart from science, there are also different perspectives on people with intellectual disabilities in society. A meta-analysis by Scior (2011), in which different papers researching attitudes towards people with intellectual disabilities were summarized, concluded that the public opinion of people on this group is predominantly positive. Concretely, a majority of people disagrees with the idea of excluding people with intellectual disabilities from society, but this consensus is only unanimous in Western countries (Scior, 2011). Furthermore, most people agree that individuals with intellectual disabilities have aspirations, feelings and needs that are comparable to their own (Morin et al., 2018).

2.2.3 Limitations and challenges of people with mild intellectual disabilities

Research has shown that having an intellectual disability comes along with several limitations on different aspects of life, which are co-dependent and can interrelate with one another (Carulla et al., 2012). However, it is important to mention that there are individual differences between mildly disabled people when it comes to these constraints and how much they impact their media use. Therefore, every person requires a tailored approach when it comes to improving media literacy. Nevertheless, there are some limitations in terms of functioning that are more common among this group than among the regular population. Because most of these limitations can impair the media use of people with mild intellectual disabilities, it is relevant to discuss them in this context.

First of all, people with intellectual disabilities are often limited in the cognitive domain. As a consequence, they have trouble comprehending, processing and remembering information. This affects their ability to understand and use language. Therefore, they can have difficulties in practical and academic learning and therefore learning how to properly use media can be complicated (Carulla et al., 2011).

Additionally, people with intellectual disabilities are often underdeveloped when it comes to the psychosocial domain. In terms of emotional ability, they can have trouble exhibiting affect that is appropriate to the circumstances or situation (Carulla et al., 2011). For example, they can find it hard to monitor their emotions. Furthermore, the social ability of people with intellectual abilities is often less developed. This results in a lessened capability to sustain friendships, develop healthy interpersonal relationships, establish and maintain mutually beneficial intimate relationships and to be altruistic. When it comes to media, this underdevelopment can affect the way they interact with others through for example social media (Pratt & Greydanus, 2007). Furthermore, because of their limited social development, they can find it difficult to make contact online (Bayor et al., 2018). This problem is magnified by the fact that communication via the internet is usually text-based and the linguistic development of people with intellectual disabilities is often limited. As a result, they can have trouble expressing themselves (Lee et al., 2011). Additionally, because communication on the internet relies on text, non-verbal cues that are usually present in face-to-face conversations like prosody or facial expressions are missing. This can make the comprehension of certain types information more difficult. Subsequently, irony or jokes are

not always understood (Luppicini, 2012). Furthermore, this text-based communication can make it impossible to understand for non-literate individuals. Lastly, using the internet requires that one understands that specific actions are required in order to lead to desired responses. For instance, because of their cognitive impairment, people with intellectual disabilities can struggle to distinguish actions that require a left, right, single or double mouse click (Lee et al., 2011).

2.2.4 Role of people in the social environment of people with intellectual disabilities

In the Netherlands, the main objective of care for people with intellectual disabilities is to enable them to function as independently as possible with the highest quality of life possible (Woittiez et al., 2018). More than half of people with an intellectual disability live in a specialized residential facility. The other half either lives with their parents or other family members or on their own, whether or not with some form of assistance. In terms of occupation, people with intellectual disabilities often have an indication for daytime activities or some form of work. These activities can be arranged within their residential facility or by an external so called day center. Furthermore, usually with either additional support and/or wage value it is also possible for them to work in a regular company (Maaskant, van Kerkhof-Willemsen & Sinnema, 2010).

In all of these places, people with intellectual abilities encounter others. For example, they are often guided by different counselors, either at work, school or at their residential facility. These counselors help by promoting increased competence in daily living skills and facilitating participation in a wide range of daily living and community activities and enable them to have choice and control over their own lives (Windley & Chapman, 2010). For example, they can play an important role in people with intellectual disabilities' media use, and therefore are an important point of engagement in assisting with media literacy. However, their struggle is that they are often insufficiently aware of the problems or missed opportunities in terms of media literacy among the people they supervise. As a result, they are not able to adequately guide these vulnerable groups and indicate that they require support in this area (Vergeer & Nikken, 2015; Versteegh, 2019). The same goes for other people in their close environment, such as parents or siblings: their role in mildly intellectually disabled people's media use is big, but they are often not media literate enough themselves in order to help others.

Thus, because people in the environment of people with mild intellectual disabilities play a major role in the media use of mildly disabled people, they are also important in the process of improving media literacy. However, the fact that they frequently struggles with using media themselves often forms an obstacle.

From the theory discussed in this chapter, I conclude that although there has been some research on the link between media literacy and the social inclusion of people with mild intellectual disabilities, still a lot is unknown. Especially compared to other vulnerable groups like young people or the elderly, there has been relatively little research done on this group (Wiegman & Berkhout, 2019; Oprea, Stam & Jansz, 2021). To get a broader understanding of this relationship in the specific case of mildly disabled people, I have conducted several interviews with experts on the field of media literacy and the social inclusion of vulnerable groups and a survey among people with intellectual disabilities and people in their social environment. In the next chapter, I will explain this mixed-method approach in detail.

3. Method

This chapter will discuss the methods that were used to collect the data, along with a justification for the chosen approach. The data in this study was gathered using a mixed methods approach, also referred to as triangulation. In this case, both qualitative and quantitative methods were used. This approach was chosen because it combines the advantages of both types of research, as both exploratory and confirmatory questions can be answered within a single study. Therefore, it reveals a fuller picture of media literacy among people with mild intellectual disabilities (Greene, 2007; Teddlie & Tashakkori, 2009). Furthermore, because the two methods gathered data from both experts on the field of media literacy and inclusion among people with mild intellectual disabilities, the target demographic itself and people in their environment, media literacy was highlighted from diverse perspectives. Combining data from experts, people with mild intellectual disabilities and people in their social environment provided a more complete and diverse overview of the phenomenon and offered contextual insights shaped by real life experiences and cultural influences (Creswell, Klassen, Plano Clark, & Smith, 2011; Morse, 2009). Moreover, when multiple research methods are utilized, the shortcomings of each method tend to cancel each other. Therefore, studies using mixed methods produce more valid results (Turner, Cardinal & Burton, 2017).

Early on in the research process, experts in the field of inclusion and media literacy among vulnerable people, in particular people with an intellectual disability were interviewed. The purpose of these interviews was to gain insight in the media environment of the target group and the link between inclusion and media literacy. Furthermore, because of the little research that has been done on this topic, the information gathered in these interviews was later used to develop a survey. The goal of this survey was to research what media literacy entails for people with mild intellectual disabilities and people in their environment. These two methods will be further explained in the following sections. Finally, it will be discussed how the data was analyzed.

3.1 Expert interviews

To explore what problems people with mild intellectual disabilities experience in terms of media literacy and social inclusion, experts on the field of media literacy and inclusion were interviewed. Although most experts were specialized in media literacy and inclusion among

mildly disabled people, they often had wider expertise with respect to other vulnerable groups like children. These experts provided insight in what media this group uses, why they use them, what challenges they encounter while using them and how these problems can be solved.

The interviews took place in the first few weeks of the research process. At that point, my knowledge was mainly based on the experiences I've had with my brother, and scholarly articles. Therefore, exploratory interviews with experts were conducted to deepen my knowledge about the specific area of research and enhance the insight with information from the professional field.

Concretely, there were some pre-determined question areas, but the direction of the interview was to a greater extent determined by where the participants wanted to take it. The flow of the interview was therefore more like a conversation than an pre-structured interview. This meant that according to the information given during the interview, I probed for additional information, for example with inductive follow-up questions. This approach was chosen because the goal of the interview was to explore the topic, so there were little to no a priori expectations (Gubrium, & Holstein, 2001). Furthermore, because the research was still at an early stage, the questions were more about the "what" and "how" concerning media literacy and inclusion of people with mild intellectual disabilities rather than about "why" (Gubrium et al., 2012).

Because of the COVID-19 pandemic, it was not possible to conduct the interviews in a face-to-face setting, so they took place via videoconferencing software, depending on the interviewee's preference either via Zoom, Microsoft Teams or Google Meet. Because the experts had their cameras and microphones on, some visual cues could be read from for example their facial expressions and tone of voice. However, the computer mediated setting caused a lack of other cues, such as eye contact and body language, which could have an effect on the results and some implications for the richness of the data that was gathered (Kendall, 2014). However, because this interview was concerned with gathering factual information rather than personal opinions or views, I don't believe the latter point affected the results too much.

3.1.1 Interviewees

The experts that were interviewed were selected based on a mix of probability and non-probability sampling. First of all, purposive sampling was used to select participants who were deemed most knowledgeable on the topic (Sarstedt, Bengart, Shaltoni & Lehmann, 2017). Furthermore, snowball sampling was employed, because some experts referred to other experts, which were then invited to be interviewed (Sarstedt et al., 2017). Additionally, to ensure a wide range of perspectives, both experts with practical as well as experts with theoretical and scientific knowledge were approached for interviewing. The total number of conducted interviews was five, because theoretical saturation was reached after the fifth interview. This entailed that no new information was uncovered after that point (Johnson, 2011).

One of the interviewees, Linda Vergouwen is the owner of a company called “Socialmedia Juf” in which she teaches children and parents how to responsibly use media and develops teaching materials for people with intellectual disabilities. She also works as a media coach and trainer at Gors, a healthcare facility. Lastly, she does some freelance work for Bureau Jeugd & Media (Youth & Media Agency), for whom she speaks at congresses or gives guest lectures. Linda is specialized in vulnerable groups, especially people with mild intellectual disabilities.

Mary Berkhout is the program director at Netwerk Mediawijsheid, and could therefore give more insight into the special needs of people with mild intellectual disabilities when it comes to using media and how the different initiatives that Netwerk Mediawijsheid organizes together with its partners to improve media literacy among this group have to account for these needs.

Janine van Loenen has been working as an advisor and trainer regarding inclusion at MEE, a cooperative which is committed to an inclusive society. She also has her own company called DigiWijz, in which she teaches media education.

Peter Nikken does research on media upbringing at the Nederlands Jeugd Instituut (NJI, Dutch Youth Intitution), teaches at the professorship Youth and Media at the university of applied sciences Windesheim and is professor at special appointment at Erasmus University, where he also specializes in children and media. Therefore, he had a lot of knowledge on media literacy of younger people with intellectual disabilities specifically.

Svenja Büttner has a PhD in remedial education and is a senior researcher at university of applied sciences Windesheim, at the professorship Youth and Media. In her research, she combines theory and practice, for example in a recent study, in which she interviewed both young people with disabilities and their environment about their media use.

3.1.2 Procedure

Most experts were approached via an email explaining the goal of the interview, its duration and a rough description about what type of questions they could expect. Both parties agreed on a time and date that fit their schedules.

Prior to the interview, the experts were sent an informed consent form via email. This form contained information about the topic and goal of the research and asked for consent to be interviewed and for the recording of said interview. The consent form is included in Appendix A. All participants gave oral consent at the very start of the interview.

For the sake of validity, the procedures followed during all interviews were kept as similar to each other as possible. However, this procedure entailed that the flow of the interview was determined by the direction in which the interviewee wanted to take it. This meant that the structure of the interviews was more like a conversation rather than a pre-structured interview. Therefore, although the topics of media literacy and inclusion were discussed within every interview, the flow of each interview was slightly different.

Because all experts and I were from the Netherlands, it was most convenient to conduct the interviews in Dutch. At the beginning of the interview, I welcomed the interviewee. We did some small talk to establish rapport and to break the ice (Johnson, 2011). After that, I asked for consent for recording and whether the interviewee had read the consent form and agreed with its contents. Subsequently, I introduced myself and explained the goal of the research again. Then, I asked the interviewee to tell me more about him or herself, especially about their job or research expertise. Usually, within this introduction, some information relevant to the topic of media literacy and inclusion of people with mild intellectual disabilities was given. When an expert gave interesting information that I wanted to know more about, probe questions like “Can you explain that further?” or “Could you give some concrete examples?” were asked. Further, depending on the flow of the interview, the experts were asked questions about the media environment of people with mild intellectual disabilities, for example what media they use, what motivations they have to use them, what

devices they use media on and what role people in their environment play in their media use. The experts were also asked questions about the link between media literacy and social inclusion and the obstacles and difficulties that people with mild intellectual disabilities face when it comes to using media and possible solutions for these challenges. Which exact questions and the order in which they were asked was dependent on the flow of the interview, which hinged on the interviewee's answers. Lastly, I asked whether the expert had any final comments, advice or questions. After the interview, the experts were thanked for their time and contribution and I told the interviewees they could always contact me. Then, the interview was finished. All interviews took around half an hour, except for the interview with Linda Vergouwen, which lasted for 17 minutes. Because this was the first interview, I was not as used to the interviewing process as during the later interviews. During all the other interviews, I gradually gained skill to come up with spontaneous probe questions and my confidence to interview grew, which resulted in longer interviews and more rich information.

3.1.3 Data analysis

The data of the interviews was transcribed manually using the tool oTranscribe. This was done right after every interview, when the conversation was still fresh in mind. The transcriptions of all interviews including summaries can be found in a separate file, available on demand. Soon after the last interview was conducted and transcribed, the transcriptions were analyzed. This was done using thematic content analysis, to identify, summarize and categorize the most important themes within the data. First, the data was segmented, whereafter it was reassembled in a meaningful and comprehensible way (Boeije, 2010). Because these interviews were of explorative nature, it was important to not have any prior expectations about the data, as these might result in a obstructed view. Therefore, an inductive approach was chosen, meaning that the coding categories were not based on theory, but rather on the data itself (Braun & Clarke, 2006). The tool ATLAS.ti was used to keep track of the coding.

The data was analyzed according to the three steps for thematic analysis identified by Boeije (2010): open, axial, and selective coding. First, the large amount of data was explored using open coding. The main purpose of this step was to get familiar with the data. The transcripts were carefully read and the data was divided into fragments. Each fragment was grouped into a category with the same subject and provided with a code.

After that, the data was reassembled using axial coding. First, it was assessed how the different identified fragments were related to one another. Furthermore, it was established which concepts were important and which ones were less relevant for answering the research questions. Less important categories were eliminated and some categories with overlapping contents were merged together to reduce the amount of data. If necessary, categories were divided into subcategories. Lastly, the different established categories were clearly described.

Finally, in order to create connections between the different identified categories, selective coding was used. The data was reassembled to create an overarching answer to the main and sub questions. The categories were ordered in a logical way, instead of in the order that they appeared in the data.

These steps were repeated until saturation, meaning that all relevant data was covered by the generated codes and their relationships were established (Boeije, 2010). This point was reached when no new themes emerged from the data and further analysis of the data did not result in any new insights (Lowe et al., 2018). This resulted in the following themes:

1. The connection between media and social inclusion
2. Media use
3. Challenges and negative sides of using media
4. Role of the environment in media use
5. Improving media literacy

Note that all identified themes involve people with intellectual disabilities in particular, but this was left out to keep the theme names concise. The themes will be elucidated in the results section.

3.2 Survey research

Next, a survey was developed to research the relation between media literacy and inclusion from a different viewpoint. This time, it was researched from the perspective of people with mild intellectual disabilities themselves and from people in their social environment. This approach was chosen because both the literature (Windley & Chapman, 2010) and the expert interviews showed that the people in the environment of people with a mild intellectual disability play an active role in these people's media environment and therefore have an indirect impact on their media literacy. Because of this, it is important to include their point of view in order to gain a proper understanding of media literacy among people with a mild

intellectual disability and the link with social including. Furthermore, by surveying both people with mild intellectual disabilities and people in their environment, different perspectives on media literacy among people with mild intellectual disability were assessed. This provided a more complete overview of the situation.

It was chosen to research this using a survey, because the main characteristic of questionnaires is that they can be filled in by many people at once, which make it easy to gather a lot of data. This in turn makes that it includes data from a wide range of people and experiences. Also, because the approach was highly standardized, these large amounts of data could be analyzed in a structured way. Lastly, this standardized and transparent approach makes the current research easily replicable, which ensures the reliability of the results of the survey (Matthews & Ross, 2010).

The previously conducted experts interviews provided leads for what types of questions could be asked in the survey and helped with developing answer categories, as there was little prior research on this exact topic. For instances, the examples of how media can contribute to social inclusion were created based on what was mentioned about this in the expert interview. The remainder of what parts of the survey were based on the expert interviews will be explained in detail in Section 3.2.1.

There were two versions of the survey: one that was filled in by people with a mild intellectual disability and one that was filled in by people in their environment, such as their counselors or parents. The majority of the questions in the survey for people in the social environment of people with mild intellectual disabilities concerned the media use of the person with a mild intellectual disability and thus not about the person filling out the survey themselves.

Self-report data on media use can be less accurate, because media use is often guided by automatic routines that one is often not conscious of and this makes it hard to accurately answer questions about it (Potter & Thai, 2016). Furthermore, it is possible that people give socially desirable answers, for example because they are ashamed of certain things (Gnambs & Kaspar, 2015). Therefore, because the data in the survey in for people with a mild intellectual disability is self-reported, the data may be less valid and in turn the conclusions drawn from this data may be less accurate. However, because both surveys gave similar results, there is no indication that this is the case. Furthermore, the results have also been

based on data gathered in the survey among people in the social environment in addition to the self-reported data, because they may more accurately portray media use.

First, the survey for people in the environment was developed, after which this version of the survey was modified in order to be understood by people with intellectual disabilities. This was among others done by substituting difficult words and confusing terms with more easy to understand counterparts and by avoiding using figures of speech. Furthermore, difficult or long sentence structures were altered to be more simple. Also, difficult question blocks were provided with prefaces, in which additional context or explanation was provided. Additionally, the original version contained some open questions in which the participants had to answer in the form of written text instead of being provided with answer options. However, the amount of those types of questions was kept to a minimum in this version of the survey. Lastly, some questions were altered to contain graphic elements, instead of written text (Nicolaidis et al., 2020). The exact images used can be found in the survey, which has been attached in Appendix B.

The questionnaire was created online using Qualtrics survey software. Because the survey was distributed digitally, it was easily accessible via all kinds of mobile devices. In turn, more participants were able to easily access the survey and fill it in, especially during a pandemic. This accessibility is important to ensure enough respondents.

The sample of participants was determined using quota sampling, to ensure that an equal amount of people with a mild intellectual disability as well as people in their environment had filled in the questionnaire (Sarstedt et al., 2017).

Participants were approached in a variety of different ways. Examples of this include emailing the link to the survey to institutions that work with people with mild intellectual disabilities, requesting them to send out the survey to people who qualify to fill it in. Furthermore, the link to the surveys was shared in Facebook groups for people with intellectual disabilities and parents with mild intellectual disabilities. All of the employed ways to gather participants have been listed in Appendix C.

Because people with mild intellectual disabilities are a vulnerable group, it was important that I constantly considered the ethical boundaries during the research process. Additionally, thesis supervisor Jeroen Jansz also kept an eye out for the crossing of any ethical guidelines. Participating in the survey did not result in any mental or physical damage. However, it did feature some questions about sensitive topics such as addiction, but

participants were always free to leave these blank or to quit the survey altogether if they preferred not to answer these questions. Furthermore, because the IP address of the respondents were not saved and only a minimal amount of demographic information was asked, the survey was completely anonymous. Therefore, the participants could share their personal experiences without being identified.

3.2.1 Instrumentalization

The questionnaire was divided into different question blocks, all with a different main subject within the overarching theme of media literacy among of people with mild intellectual disabilities. As advised by Marsden and Wright (2010), the survey was structured like a funnel: it started off with some general questions about media use to introduce the topic after which the questions became gradually more specific.

The first block of questions was about the media environment of people with mild intellectual disabilities. Its aim was to answer the sub question “What does the media environment of people with a mild intellectual disability look like?”. The block contained questions about mildly disabled people’s motivations to use media. These questions have been based on a set of previously validated scales by Pertegal, Oliva and Rodríguez-Meirinhos (2019) (Cronbach’s alpha was between .77 and .90, so the reliability was in order). The scales were partly based on the motivations for media use mentioned in the uses and gratifications theory, developed by Katz, Blumler and Gurevitch (1973). Initially, the scales used 3 items to measure each concept. However, the survey was already quite long and questionnaires that are too lengthy can result in respondents not completely finishing it. Furthermore, there is a chance that people will not fill in the questions seriously because a loss of interest, resulting in a loss in data quality (Lavrakas, 2008). To prevent this, each of the concepts was measured using one question. Examples of possible motivations were: for entertainment, for dating or to maintain existing contacts. Furthermore, the block contained questions about how actively the person was involved with the intellectually disabled individual’s media use. These questions were based on the findings from the literature reviews and the results of the expert interviews, in which it was highlighted that the milieu of people with intellectual disabilities plays an important role in their media use and that people in the environment should engage more actively in their media use, for example by discussing media, media use and their benefits and potential dangers more openly with one

another. These questions were aimed at empirically assessing these expert claims. There is no consensus on whether gathering data using single-item measures results in less reliable data than data gathered using multiple-item measures. On the one hand, a meta-analysis by Cheung and Lucas (2014), which assessed three large samples showed that single-item measures get virtually identical answers as multiple-item measures. On the other hand, a study by Babcock et al. (2014) concluded that data gathered using multiple-item scales was more reliable when compared to data collected with single-item measures.

The second and third block assessed the drawbacks of media use and possible challenges faced by people with intellectual disabilities during and after media use. Again, these questions were meant to answer the sub question “What does the media environment of people with a mild intellectual disability look like?”. The questions were based on the different possible negative aspects and challenges of media use typically faced by people with intellectual disabilities, according to the expert interviews. An example of a question was “Has the person with a light intellectual disability ever become aggressive because of media (For example verbal or physical aggression)?”. The aim of these questions was to assess whether these negative sides and challenges are experienced by the target group and people in their environment. Because later items in a survey can suffer from fatigue effects and in order to prevent question order bias (Marsden & Wright, 2010), the order of the questions within the third block was randomized.

The fourth block of questions concerned the media literacy of the person with a mild intellectual disability. The goal of these questions was to answer the sub question “What does media literacy entail for people with a mild intellectual disability?”. First, the media literacy of the person was assessed using a scale developed by Simons, Meeus and T’Sas (2017). This scale was chosen, because the original study was Flemish, so the context was similar to the current study. Furthermore, the scale was developed from the perspective that the questions would be answered by a third party, which is comparable to how this study was conducted. However, a downside of using this instrument is that it was not necessarily developed with people with intellectual disabilities in mind. In this scale, media literacy is split up into three concepts, namely using media, understanding media and contributing medially. These subscales each contained respectively 3, 6 and 3 questions. The reliability of these scales was in order ($\alpha > .633$). Again, the questions within each subscale were randomized. In the version of the survey meant to be filled in by people with intellectual disabilities themselves

this question block was substituted by a shorter version, which contained only 5 questions. Furthermore, the wording of these questions was highly simplified when compared to the original version. An example of one of these questions was “I understand that media can have good, but also bad sides”.

The fifth block of questions was aimed at gathering more information about people with mild intellectual abilities and people in their environments’ perspective on the link between media and social inclusion. There has been little research about this in the context of people with mild intellectual disabilities specifically. Therefore, there was no existing scale measuring this concept and a new scale had to be created. These items are based on the different examples of the relation between media and social inclusion mentioned by the experts during the interviews. For example, participants had to indicate to what extent they thought that media helped the mildly disabled person live a more independent life, meet new people or arrange financial affairs. The purpose of these questions was to empirically measure whether people with a mild intellectual disability and people in their environment actually experience the influence of media on their inclusion in society. These questions were also asked in a randomized order.

To help identify issues of validity or other possible problems with the questionnaire, the questionnaire was pre-tested (Matthews & Ross, 2010). I asked four of my friends to give feedback on for example the survey’s length, the answer options, the questions’ wording and order et cetera. All of them had prior experience with doing research using questionnaires. According to them, some questions were not clear enough and required more clarification. Furthermore, some minor critique in terms of grammar, question order and wording was given. According to this feedback, changes to the survey were made before the main research. The final two versions of the survey can be found in Appendix B.

3.2.2 Procedure

The survey could be filled in using either a desktop or a mobile device. Using a link, participants could open the survey in Qualtrics. The entire survey was in Dutch. First of all, they were thanked for their interest in the study. After that, extensive information about the goal and procedure, the duration of the survey, details about privacy and confidentiality and specifics about data processing and ethical approval was provided. Lastly, I provided my email address, so that people who had questions or remarks could contact me. By consenting,

participants declared that they had read the information and agreed to take part in the survey. In this case, they were sent to the first question. If participants did not consent, they left the survey. The order in which the question blocks occurred is the same as discussed in Section 3.2.1. After having answered all substantive questions, participants were asked for demographic information like their gender and age. Lastly, there was a space to leave any possible questions and/or remarks. After the participant was once again thanked for their time, the survey was completed.

3.2.3 Data analysis

The data was analyzed using the statistics program SPSS. The sample sizes of both surveys were relatively small, due to which the types of data analysis that could be employed were limited. Therefore, it was decided to calculate and report the results in the form of frequencies. Due to the small sample sizes, the percentages as well as absolute numbers were calculated. These were obtained using ‘Frequencies’ and ‘Descriptives’. In order to cross-compare the frequencies in an orderly manner, they were arranged in tables. Because the concept of media literacy was measured using a scale that had not been previously validated before, its reliability was calculated. Furthermore, because the scale consisted of multiple items the mean score of all items together was calculated using the function ‘Create new variable’, in order to obtain a single score that indicated media literacy. Lastly, the answers given to the open questions were analyzed manually using thematic analysis. This process was comparable to the procedure described for the thematic analysis of the interview data.

3.2.4 Population

The version of the survey for people who have a person with a mild intellectual disability in their environment was filled in by 53 people. The age distribution of the sample was diverse: the age of the participants varied from 19 to 59. Their mean age was 38.8. The sample contained slightly more women: 66% of participants was female, while 34% was male. Percentages regarding the relationship with the person with a mild intellectual disability can be found in Table 1.

Table 1

Percentages regarding the relationship of the participant with the person with a mild intellectual disability.

Relationship	Percentage
Parent	37.7%
Brother	9.4%
Sister	11.3%
Family member	5.7%
Counselor	30.2%
Other	5.7%

As can be gathered from the table, most participants were either a parent or counselor. In the category “Other” two people were media coaches and one person indicated that they were a mentor.

As previously discussed, people with intellectual disabilities can have special needs when compared to people without disabilities. This makes it relatively hard to approach people from this group for research purposes. Therefore, the version of the survey for people with mild intellectual disabilities had 23 participants. Again, the age of the participants varied widely: the youngest participant was 18 and the oldest was 52. The mean age of participants was 34.8. 39.1% of the sample was male, while 60.9% was female.

4. Results

In this chapter, first the results of the expert interviews will be discussed, followed by the findings drawn from the surveys among people with mild intellectual disabilities and people in their environment.

4.1 Expert interviews

In this section, the findings from the expert interviews will be discussed according to the most important identified themes.

The connection between media and social inclusion

Media are ubiquitous and used in almost all aspects of life. According to Svenja Büttner “[the physical society] is inextricably linked to the online society”. Therefore, learning how to properly use media ensures that people with mild intellectual disabilities are included in society in several ways.

First of all, through social media, people with mild intellectual disabilities can keep in touch with others and maintain social contacts in an accessible way. Linda Vergouwen said “[...] to keep in touch with each other, so also the social aspect of [media], especially now in this corona time, but before that too, you know. Expanding the network, but also being able to approach the people you love promptly through WhatsApp”. This was also mentioned by Svenja Büttner, who stated “keeping in touch with your family and your friends in COVID times, what about loneliness in youth care in COVID time and all those young people who are not doing so well. So yes, keeping in touch, but also strengthening the social-emotional development can of course be practiced very nicely”. Furthermore, she provided the example of dating sites specifically for people with mild intellectual disabilities, on which this group can search for a romantic partner.

Also, media can help people with mild intellectual disabilities live a more independent life. An example of this are apps that help plan travelling via public transport, which allows these people to travel without having to rely on others. Additionally, certain types of media can help people with mild intellectual disabilities with daily tasks. For instance, Janine van Loenen mentioned that “certain apps and certain tools can help enormously in for example being able to plan and organize. Digital agendas, reminders”.

Furthermore, media can provide additional information for intellectually disabled people who have trouble understanding certain things. Van Loenen gave the example of a

post on Instagram that explained the Dutch COVID-19 measures in clear and concise language after every press conference. Furthermore, she mentioned the example of “all kinds of apps that help explain things through pictograms”. Also, the internet offers videos or initiatives or other similar initiatives that explain how to arrange affairs that are important for participation in society, like for example how to use internet banking, DigiD or how to apply for benefits. An example of this is Steffie, which is a form of e-learning in the form of a character named Steffie. She is featured in short and concise videos, in which she explains various topics that are relevant to social inclusion, such as monetary or governmental affairs using graphics and easy language. This initiative is not only meant for people with intellectual disabilities, but also for among others newcomers, children and illiterate people. However, during the most recent Dutch elections, a special voting guide featuring Steffie that was meant specifically for people with mild intellectual disabilities was launched. She explained how to vote and helped with deciding who to vote for by providing different party’s statements accompanied the different statements by additional context and explaining difficult words like for instance “abortion”.

Mary Berkhout highlighted the importance of not excluding people with intellectual abilities in advance, but giving them a chance to learn media literacy skills through trial and error. Although some people with intellectual disabilities may never reach the same level of media literacy as non-disabled people, that is not the goal. It is more important to improve media literacy to the greatest extent possible, in line with the abilities of the person involved.

Media use

The experts mentioned that most people with mild intellectual disabilities want to use media in a similar fashion to people without an intellectual disability. This means that they also watch television, play games and use social media such as Facebook, Instagram, WhatsApp, YouTube and TikTok.

Similar to what’s the case for people without intellectual disabilities, the media use of mildly intellectually disabled individuals can have positive and negative aspects. On the one hand, this group uses media for instance to make and maintain social connections, for dating, online shopping, self-expression and for entertainment purposes like watching YouTube videos, TikToks or playing games.

Challenges and negative sides of using media

However, because of their disability, mildly intellectually disabled people can face some additional challenges during media use when compared to people without disabilities. Some of these challenges can result in negative scenarios.

For instance, Linda Vergouwen mentioned that people with intellectual disabilities often have trouble concentrating and therefore don't have a very long attention span. Therefore, social media that offer content short content are popular with this particular demographic. She for example mentioned that TikTok is popular among this group, as 15 second long clips that often mostly rely on visual and auditory cues can be posted on it.

Furthermore, all experts mentioned that people with mild intellectual disabilities often have trouble with language in media, both in terms of understanding and using language. Therefore, many of them prefer media that have a strong focus on visual or auditory cues, instead of largely text-based media. Additionally, both Linda Vergouwen and Janine van Loenen mentioned that when given the choice, people with mild intellectual disabilities prefer to communicate via images and sounds, for example using emojis or by sending voice memo's through WhatsApp instead of typing the message out. Linda Vergouwen mentioned an example from her job as a social media coach: "Most of my clients leave voice messages. That function is really nice, because it enables them to record. They don't have to type it all out."

In some instances, because of their cognitive and linguistic limitations, individuals with a mild intellectual disability can take advice regarding media use too literally. Peter Nikken mentioned an example of a person with a mild intellectual disability who was told not to send any pictures of them in swimwear, but they send a video in bathing costume anyway, because they had only specifically been warned about the dangers of sending images and therefore thought that sending a video of them in swimwear was okay.

Additionally, people with mild intellectual disabilities can find it hard to recognize false information, for example fake profiles on social media. Linda Vergouwen explained their train of thought with the quote "This profile is on Facebook, so it must be real". Furthermore, this makes them vulnerable to fake news that was created with the intent to mislead. "We see that they sometimes have more difficulty in properly assessing the things they encounter [in media] and that they also run more risks of unpleasant things", Peter Nikken stated. Furthermore, according to Svenja Büttner "They are too trusting and don't

know [...] how careful they should be, are gullible". As a result, "We often see a high prevalence of young people with a disability [in cybercrime practices], because they think that through those contacts that they have "well, it will go well and they take me seriously, so I really contribute to something"" says Peter Nikken. Examples of this include unwanted sexual harassment like grooming or sexting or (money) scams like phishing, identity theft or being used as a so-called money mule. What's more, they are also often the victims of cyberbullying. Moreover, this victimhood can in some cases result in becoming a perpetrator, meaning that they can turn into committers of cybercrime themselves when they have fallen victim to it. Also, because they can have trouble with controlling impulses, they are more prone to becoming addicted to certain kinds of media, and therefore for example gaming and internet addiction are more common among this group, according to expert Peter Nikken.

Furthermore, because of their limited cognitive ability, mildly disabled people can have trouble understanding media. Peter Nikken for instance mentioned that they "have more trouble understanding messages, what is said in media, to comprehend that properly and understand what it's about, what goals behind advertisements are". Lastly, it is hard for people with mild intellectual disabilities to grasp the scope of the internet. Janine van Loenen illustrated this well by saying "that the world wide web is truly world wide, that is still kind of hard to understand". When mildly intellectually disabled people post something on the internet, they might not be aware that that post is visible to everyone with an internet connection. Furthermore, it is hard to realize that once something is posted to the internet, it is thereafter hard to completely remove it. Therefore, they run the risk of sharing information that is not meant to be public because they are not aware of the consequences.

Yet, despite these common patterns among mildly disabled people, the experts highlighted that every person is different, so when it comes to improving their media literacy, an approach that is personalized and tailored to the specific abilities and challenges of each individual is needed. "Just like people without an intellectual disability, who also differ in terms of ability, it makes a difference what you can teach somebody very easily, and some people will never be able to learn", Mary Berkhout says.

Role of environment in media use

People in the environment of people with mild intellectual disabilities (e.g. counselors, parents, siblings) play a big role in their media use. The social environment has different ways of dealing with media use. First of all, they can take a restrictive approach after an

undesirable incident involving media has happened. Svenja Büttner mentioned “[...] that their phone is taken away or that they are being limited in the time, space and materials they can use”. She attributes this approach to the fact that a significant part of the people in the environment of people with intellectual disabilities is not media literate themselves. This is due to the fact that the society they grew up in was not as highly mediatized as our current society. Younger people with mild intellectual disabilities grew up using digital media and are therefore digital natives and their older counselors and parents are not. Consequently, there is a generational gap between these two groups in terms of attitudes towards media. More specifically, people in the social environment of mildly disabled people are not aware of the dangers and benefits of media. However, this restrictive approach is not the optimal solution, because, as stated before, media can also bring people with mild intellectual disabilities a lot of benefits and therefore limiting their access to them can enlarge their exclusion from society. Peter Nikken mentioned “[counselors] choose to limit and deprive such a person's autonomy and thereby actually unwittingly take away an enormous amount of access to daily life. [...] In this way, professionals in the health care sector, and sometimes also parents can contribute to extra exclusion of those people”. Moreover, Svenja Büttner argues this type of approach only exacerbates the problem, as it creates a taboo among disabled people to discuss their media use with their environment, because they are scared of possible punishment and don't want their access to media taken away, as they bring them a lot of enjoyment. As a result, they keep possible questions or problems about media use to themselves. Thus, “the counselors do not really know how to discuss it and young people don't really dare to bring it up as a topic of conversation”, Peter Nikken said. Svenja Büttner relativized this by stating that the majority of counselors are willing to improve their and their clients' media literacy, but are not sure what approach to take: “counselors have a need for tailor-made [media literacy] interventions [...] but they don't know where to find them and they would also like to know what exactly those interventions will bring about for which development area”.

On the other hand, other people in the social environment may have a more laissez-faire approach towards people with mild intellectual disability's media use, because they see media as a way to occupy them, so that they don't have to be taken care of. However, this approach is not very optimal either, because, as stated before, using media can encompass

several pitfalls for people with mild intellectual disabilities and the support of their environment can help them deal with or omit these dangers.

Another problem when it comes to the effect that the environment has on people with mild intellectual disabilities' media use in institutions specifically is that there is no fixed policy when it comes to media use. Consequently, the approach is highly individualistic and therefore wildly varies from institution to institution and even within institutions themselves, according to Mary Berkhout

In the case of parents specifically, depending on the situation, parents of people with mild intellectual disabilities can be intellectually disabled as well. In that case, a snowball effect takes place. Because of parents' limitations when it comes to using media due to their own disabilities, they are not able to help their intellectually disabled children improve their media literacy and the effects accumulate.

Improving media literacy

Expert Janine van Loenen stated that there are two ways to make people with mild intellectual disabilities more media literate: directly and indirectly. On the one hand, certain initiatives involving the target group itself directly can improve media literacy. First of all, they have a need for repetition. When trying to teach them, for example how to properly use media, it is important that they hear the information multiple times, according to Linda Vergouwen. Furthermore, she mentioned that it is essential that the received information about properly using media is consistent. It can be confusing for an intellectually disabled person if for example one counselor tells them that spending too much time on Facebook is bad and takes away the person's device, while another lets them browse endlessly. Not only is this consistency required between different institutions and counselors, but also between other people in their environment, such as family and teachers. However, it is important to note that people with mild intellectual disabilities have the tendency to exhibit certain behavior, even though they are aware of the dangers.

On the other hand, people in the environment of people with mild intellectual disabilities are often involved in their media use. Therefore, there should also be initiatives that improve their own media literacy, in order for them to help their intellectually disabled family member or client in their media use. The experts provided multiple examples of how this could be achieved.

First of all, the mindset of people in the social environment of people with mild intellectual disabilities around media should be focused more on its positive aspects. Media should be viewed as indispensable in this day and age and as something that can bring great benefits to people with mild intellectual disabilities if taught to use correctly. Also, Peter Nikken pleaded for more attention to media literacy during the counselors' education. If people in the environment learn how to be media literate themselves, their mindset regarding media will change and additionally they will be better able to help their clients with their media use. Furthermore, Svenja Büttner and Peter Nikken both indicated that according to the needs of counselors, there should be a central location where they can find information about media literacy. Here, they would be able to find advice on how to handle in specific situations.

Additionally, more open discussion about media between people in the environment and the target group itself is needed. This could reduce or even erase the current taboo that rests on discussing media use between disabled people and the environment because of the fear of possible repercussions. Furthermore, this approach could prevent undesirable incidents involving media such as sexual harassment or money scams, so that disadvantageous punishing afterwards is no longer needed.

Moreover, it is important that there is policy regarding media use of clients in institutions, Svenja Büttner says. Instead of restrictive rules that vary per individual, agreements involving people with intellectual disabilities themselves should be made. Because "people [with an intellectual disability] would also love to be involved. They know very well how to articulate what they need and what they would like", says Janine van Loenen. Subsequently, these agreements should be consistently applied within and throughout different institutions. This ensures equal treatment of all cases, so that everybody has equal access to media and therefore a chance to participate in society.

This section has shed light on people with mild intellectual disabilities' media use, its negative aspects, the role of the environment, recommendations on how to improve media literacy and its link with inclusion, according to experts. However, to get a more complete overview of the situation it is crucial to consider not only the viewpoint of experts, but also that of other parties involved. Therefore, in the next section, the results of a survey research among people with mild intellectual disabilities and people in their environment will be discussed.

4.2 Survey

The sample sizes of both survey versions were relatively small, but they demonstrate the experiences of a small group of people with mild intellectual disabilities and people in their social environment. Therefore, the results are still meaningful. However, the small amount of participants did not allow for extensive data analysis and the results have thus mainly been reported in the form of frequencies. Because of the small sample size, both the percentages and the absolute amounts have been reported. First, the results of the survey for people with a person with a mild intellectual disability will be discussed, followed by the results of the survey for people with an intellectual disability.

4.2.1 Survey for people in the social environment of people with mild intellectual disabilities

Part of assessing the media environment of people with mild intellectual disabilities was measuring which media they use. The percentages and absolute numbers can be found in Table 2.

Table 2

Percentages and number of participants who indicated that the person with a mild intellectual disability uses a certain form of media

Medium	Percentage	N
Television	90.6%	48
Games	77.4%	41
Social media	81.1%	43
Radio	56.6%	30
Newspapers	9.4%	5
Books	17.0%	9
Podcasts	3.8%	2
Online forums	15.1%	8
Magazines	11.3%	6
Movies/series	64.2%	34

This data shows that the most frequently used form of media was television, of which 90.6% of participants indicated that the person with a mild intellectual disability used it.

Furthermore, social media (81.1%), games (77.4%) and movies/series (64.2%) were used by a majority. Newspapers (9.4%) and podcasts (3.8%) were used least often by people with a mild intellectual disability. In addition to the predetermined answer options, participants also mentioned vlogs, sport apps and streaming services.

Because social media were the second most used type of media, it was assessed which specific social media people with mild intellectual disabilities use. This data can be found in Table 3.

Table 3

Percentages and number of participants who indicated that the person with a mild intellectual disability uses certain form of social media

Social medium	Percentage	N
Facebook	93.0%	40
YouTube	90.7%	39
Whatsapp	90.7%	39
Messenger	62.8%	27
Instagram	69.8%	30
TikTok	60.5%	26
Reddit	7.0%	3
Twitter	11.6%	5
Tumblr	0.0%	0
Pinterest	7.0%	3
LinkedIn	2.3%	1

Note. Because only 43 participants indicated that the person with a mild intellectual disability used social media, 10 people did not answer this question. Therefore, the ratios are slightly different.

All but three participants (93.0%) indicated that the person with a mild intellectual disability used Facebook. YouTube and Whatsapp were also frequently used (both 90.7%). Social media like Twitter (11.6%), Reddit (7.0%), Pinterest (7.0%) and LinkedIn (2.3%) were each

used by just a few people and nobody indicated that the person with a mild intellectual disability used Tumblr. In addition, Twitch and Strava were both mentioned once in the open answer field.

To get insight into the reasons why people with mild intellectual disabilities use media, the participants were presented with different possible motivations for media use. For each motivation, they had to indicate how much it applied to the person with a mild intellectual disability. The most frequently given answer for each motivation and the percentage of participants who gave this answer are visible in Table 4.

Table 4

Response to questions about motivations for media use

Motivation	Most frequently given answer	Percentage of people participant who gave most frequent answer
Maintain existing contacts	Often	37.7%
Make new contacts	Often	28.3%
To date	Never	58.5%
To find out what is happening in their social environment	Often	41.5%
To learn	Regularly	47.2%
To be entertained	Often	52.8%
To express themselves	Regularly	52.8%
To follow the news	Regularly	34.0%
To find out information	Regularly	43.4%

Note. The percentages were split between 5 answer options

As can be gathered from the table, participants indicated that media were most frequently used by people with mild intellectual disabilities to maintain existing contacts, make new contacts, to find out what is happening in their social environment and to be entertained. Furthermore, media were “regularly” utilized for learning, expressing themselves, following the news and finding out information. Media were least frequently employed for dating

purposes.

Participants were asked how important media was to the person with a mild intellectual disability. This grade was fairly high ($M=7.56$), but the scores varied quite a lot ($SD=1.79$). The lowest score was 2 and the highest score was 10. When asked about how important media were to themselves, the average grade was slightly lower ($M=7.40$). Furthermore, there was less variance between scores ($SD=1.44$).

A majority of people indicated that they were either “Somewhat involved” (24.5%), “Involved” (30.2%) or “Very involved” (35,8%) with the media use of the person with a mild intellectual disability. Most participants indicated that media use was discussed either “Once a month”(26.4%), “Once a week” (22.6%) or “Multiple times a day” (17.0%).

When asked about the most important reason to discuss media use with the person with a mild intellectual disability, most people answered they did it in order to avoid the risks that can come with media use. Concretely, fraud, scams, extensive media use, and abuse through media were mentioned. These risks were either discussed to prevent them from occurring in the first place or to stop them from happening again. Furthermore, a few people mentioned that media are so interwoven into their everyday life that discussing media use has become an inexplicit part of everyday conversations.

The participants were also asked whether the person with a mild intellectual disability had ever had any negative experiences during or after media use. The percentages according to these questions have been displayed in Table 5.

Table 5*Response to questions about negative experiences as a response to media in percentages*

Question	Percentage of participants who answered “Yes”	Percentage of people who answered “No”
Has the person with a mild intellectual disability ever been the victim of internet scams (for example and online order that never got delivered, somebody who pretends to be somebody you know and then requests to transfer money)?	30.2%	69.8%
Has the person with a mild intellectual disability ever become frightened as a response to media (for example, nightmares, bedwetting or getting nervous)?	47.2%	52.8%
Has the person with a mild intellectual disability ever become aggressive in response to media (for example, name-calling, kicking or hitting)?	37.7%	62.3%
Has the person with a mild intellectual disability ever been addicted to one or more forms of media (e.g. game or internet addiction)?	41.5%	58.5%

For each of the examples of negative consequences as a result of media use, a majority of people indicated that the person with a mild intellectual disability had not experienced them. Nevertheless, the percentage of people who did experience negative things during or after media use is fairly high. Additionally, participants were asked how they dealt with situations like those in the previous question. Most people indicated that they discussed the situation with the person with a mild intellectual disability. In addition, people mentioned that during these conversations, they tried to explain to the person with a mild intellectual disability how they can recognize warning signs of possibly negative situations, in order to prevent a similar situation from happening again. Furthermore, it was mentioned several times that devices

were taken away after negative experiences as a result of media use. Only one person mentioned that this was done in consultation with the person with a mild intellectual disability themselves. Additionally, multiple respondents mentioned that they enlisted professional help, for example from a media coach.

After that, participants were asked to indicate whether the person with a mild intellectual disability had difficulties with certain aspects of using media. The percentages according to these questions have been displayed in Table 6.

Table 6

Response to questions about difficult aspects of media use

Question	Most frequently given answer	Percentage of people participant who gave most frequent answer
To what extent does the person with a mild intellectual disability find it difficult to understand what is said in media?	Somewhat difficult	41.5%
To what extent does the person with a mild intellectual disability find it difficult to understand language in media?	Somewhat difficult	35.8%
To what extent does the person with a mild intellectual disability find it difficult to recognize false information in media?	Difficult	39.6%
To what extent does the person with a mild intellectual disability find it difficult to determine what to share and what not to share via social media?	Somewhat difficult	41.5%

Note. The percentages have been split between 7 answer options

Participants indicated that people with mild intellectual disabilities found almost all aspects “Somewhat difficult”. Only recognizing false information in media was even more difficult to them.

Then, 13 items were used to calculate the person with a mild intellectual disability’s

mean media literacy score. Because this scale had not been validated in previous research, the reliability was calculated. This statistic was in order ($\alpha = .827$), which meant that the scale was a reliable way to assess media literacy. The average media literacy score was not very high ($M = 3.58$, $SD = .078$) (Note: this was measured on a 7-point scale).

Moreover, participants were asked how important it was to them that the person with a mild intellectual disability is media literate. More than half of participants (54.7%) indicated that media literacy was “Important” to them. Then, they were asked why they had this opinion. The fact that media are increasingly important in everyday life was mentioned by the majority of people. Someone said “It is important for everyone and for [people with mild intellectual disabilities] no more or less”. Furthermore, multiple participants mentioned that being media literate can help the person with a mild intellectual disability evade the risks that can come with media use. Multiple concrete examples of these risks were given, for example online scams, cyberbullying, media addiction and deception. A few respondents also mentioned that knowing how to use media comes with good consequences and opportunities. One person mentioned “they can be of benefit to him and his world can also be expanded and enriched”. Furthermore, examples like maintaining contact with others, learning and apps that help with structure were given. Then, the participants were asked to grade their own media literacy. The average grade was quite high ($M = 7.79$, $SD = 1.35$).

Finally, people were asked to what extent media helped with the social inclusion the person with a mild intellectual disability. They had to indicate this for several different examples. The exact percentages can be found in Table 7.

Table 7

Cumulative percentages and number of participants who indicated to that media helped the person with a mild intellectual disability with certain aspects of social inclusion

Social inclusion aspect	Cumulative percentage of participants who answered “Somewhat agree”, “Agree” or “Completely agree”	Cumulative number of participants who answered “Somewhat agree”, “Agree” or “Completely agree”
Be more independent	66.0%	35
Meet new people	90.6%	48
Maintain contact with the people they know	94.3%	50
Carry out daily activities	60.4%	32
Make difficult things easy	58.5%	31
Arrange governmental affairs	5.7%	3
Arrange financial affairs	11.3%	6

When it comes to meeting new people and maintaining contact with the people they know, almost all participants agreed that media helped the individual with a mild intellectual disability. Although fewer, a majority of participants also indicated that media assisted the person with a mild intellectual disability with being more independent, carrying out daily activities and making difficult things more easy. However, only few participants agreed that media aided in arranging governmental or financial affairs.

4.2.2 Survey for people with a mild intellectual disability

In order to assess which media people with mild intellectual disabilities use, the percentages were calculated. The percentages and numbers per medium can be found in Table 8.

Table 8*Percentages and number of participants who indicated to use a certain form of media*

Medium	Percentage	N
Television	100%	23
Games	47.8%	11
Social media	91.3%	21
Radio	56.5%	13
Newspapers	34.8%	8
Books	39.8%	9
Podcasts	8.7%	2
Online forums	34.8%	8
Magazines	34.8%	8
Movies/series	65.2%	15

From the data, it can be gathered that every person in the sample watched television. Furthermore, with a percentage of 91.3, a majority of people were active on social media. Least people listed to podcasts: only 8.7% of participants.

Because the percentage of social media users was relatively high, it was also important to assess what types of social media are used by people with mild intellectual disabilities. The percentages of each type of social media used by participants can be found in Table 9.

Table 9

Percentages and number of participants who indicated to use a certain form of social media

Social medium	Percentage	N
Facebook	100%	21
YouTube	85.7%	18
Whatsapp	100%	21
Messenger	85.7%	18
Instagram	61.9%	13
TikTok	33.3%	7
Reddit	14.3%	3
Twitter	23.8%	5
Tumblr	61.9%	13
Pinterest	19.0%	4
LinkedIn	14.3%	3

Note. Because only 21 participants indicated that they used social media, two people did not answer this question. Therefore, the ratios are slightly different.

All participants who used social media, used both Facebook and Whatsapp. Furthermore, both YouTube and Messenger were used by a majority of participants. Reddit, Twitter, Pinterest and LinkedIn were only used by a few people.

Furthermore, for different possible motivations for media use, participants had to indicate how often they used them for a particular reason. The most frequently given answer for each motivation and the percentage of participants who gave this answer are visible in Table 10.

Table 10*Response to questions about motivations for media use*

Motivation	Most frequently given answer	Percentage of people participant who gave most frequent answer
Maintain existing contacts	Always	34.8%
Make new contacts	Regularly	39.1%
To date	Never	52.2%
To find out what the people you know are doing	Regularly	47.8%
To learn	Regularly	39.1%
To be entertained	Always	43.5%
To express yourself	Regularly	30.4%
To follow the news	Regularly	39.1%
To find out information	Regularly	39.1%

Note. The percentages were split between 5 answer options

This data shows that the main motivations for people with mild intellectual disabilities to use media are to maintain existing contacts and to be entertained. Furthermore, media are regularly used to make new contacts, to find out what people are doing, to learn, to express themselves, to follow the news and to find out information. The thing that people indicated they used media least for was dating.

Then, participants had to indicate how important media was to them. The average grade was relatively high ($M=7.75$, $SD=1.29$), with the lowest score being 6.

The response to the question about how often media use was discussed with people in the environment had ambiguous results: most participants either indicated that they never discussed it (26.7%) or that it was discussed multiple times a day (21.7%). However, neither of these percentages are high enough to draw any conclusions from.

When asked why they find it important to discuss media use with people in their environment, most people indicated that doing this is important in order to prevent risks in response to media, for instance deception through false information.

The participants were also asked whether they had ever had any negative experiences

during or after media use. The percentages according to these questions have been displayed in Table 11.

Table 11

Response to questions about negative experiences as a response to media in percentages

Question	Percentage of participants who answered “Yes”	Percentage of people who answered “No”
Have you ever been the victim of internet scams (for example and online order that never got delivered, somebody who pretends to be somebody you know and then requests to transfer money)?	34.8%	65.2%
Have you ever become frightened as a response to media (for example, nightmares, bedwetting or getting nervous)?	26.1%	73.9%
Have you ever become aggressive in response to media (for example, name-calling, kicking or hitting)?	26.1%	73.9%
Have you ever been addicted to one or more forms of media (e.g. game or internet addiction)?	26.1%	73.9%

These percentages indicate that a majority of people have not had bad experiences on the internet. However, the number of people who did have negative experiences as a result of media use is relatively high.

Furthermore, participants were asked to indicate whether they had any trouble with certain aspects of media use. The percentages according to these questions have been displayed in Table 12.

Table 12*Response to questions about difficult aspects of media use*

Question	Most frequently given answer	Percentage of people participant who gave most frequent answer
To what extent to you find it difficult to understand what is said in media?	Somewhat difficult & not easy, not difficult	Both 21.7% each
To what extent do you find it difficult to understand language in media?	Not easy, not difficult	30.4%
To what extent do you find it difficult to recognize false information in media?	Not easy, not difficult	34.8%
To what extent do you find it difficult to determine what to share and what not to share via social media?	Not easy, not difficult	26.1%

Note. The percentages have been split between 7 answer options

For all possibly difficult aspect, a majority of participants indicated that they neither found them difficult nor particularly easy. Only understanding what is said in media was slightly more difficult than the other aspects, according to the participants. Recognizing false information had the highest scored the highest percentage.

Then, 5 items were used to calculate the participants' mean media literacy score. Because this scale had not been validated in previous research, the reliability was calculated. This statistic was not in order ($\alpha = 0.266$), therefore, this scale turned out not to be an adequate instrument to measure media literacy with. The average self-assessed media literacy score was relatively high ($M = 5.05$) (Note: this was measured on a 7-point scale). However, because the scale was not adequate, these statistics should be taken with a grain of salt.

Moreover, participants had to indicate to what extent they found it important to be media literate. The majority of people (39.1%) indicated that media literacy was very important to them. Furthermore, they were asked why they thought it is important to be media literate. In response to this, the majority of participants mentioned the ubiquity of media. Also, the argument that media literacy skills can protect from potential dangers was

made several times. In two cases, concrete examples of these dangers were brought up: two people mentioned that being media literate would help them recognize false information. One person said that media can bring positive things, like making new contacts or maintain friendships.

Lastly, participants had to indicate how much they thought media helped them with specific aspects of social inclusion. The exact percentages per aspect can be found in Table 13.

Table 13

Cumulative percentages and number of participants who indicated to that media helped them with certain aspects of social inclusion

Social inclusion aspect	Cumulative percentage of participants who answered “Somewhat agree”, “Agree” or “Completely agree”	Cumulative number of participants who answered “Somewhat agree”, “Agree” or “Completely agree”
Be more independent	65.7%	15
Meet new people	82.6%	19
Maintain contact with the people I know	78.2%	18
Carry out daily activities	65.7%	15
Make difficult things easy	47.8%	11
Arrange governmental affairs	43.4%	10
Arrange financial affairs	39.0%	9

The table shows that people agreed most with the first few questions. However, in case of the last three questions, less than half of people agreed. In the second to last question, the majority of people (30.4%) even indicated that they totally disagreed that the statement that media helped them arrange governmental affairs.

When comparing the data from the survey for people with a mild intellectual disability and people in their environment, the results are quite similar. For example, both surveys show that the types of media that are most frequently used by people with mild

intellectual disabilities are television and social media. In terms of social media use, both surveys similarly show that people with mild intellectual disabilities most often make use of Facebook, YouTube and Whatsapp. Across both surveys, participants indicated that people with a mild intellectual disability's most important motivations to use media were to maintain existing contacts and to be entertained. Both surveys showed that media were very important to people with mild intellectual disabilities, though in the survey for people with mild intellectual disabilities, the grade for the importance of media was slightly higher than in the survey for people in their environment. While the survey for people in the environment of people with a mild intellectual disability unanimously showed that they were quite involved in media use, the results from the survey for people with a mild intellectual disability themselves varied. Similar reasons for discussing media use with others were mentioned in both surveys. Furthermore, in both surveys, a majority of participants reported that the person with a mild intellectual disability did not have negative experiences as a result of media use. However, the percentage of people who did have these negative experiences was relatively high in both surveys. Participants in the survey for people with a mild intellectual disability indicated that they found all presented aspects of media at least somewhat difficult. In comparison, people in their environment indicated that these aspects were even slightly more difficult. People with mild intellectual disabilities scored their own media literacy quite high (it has to be noted that the instrument used to measure this was not adequate, though), especially when compared to the average media literacy score from the survey for people in their social environment. People with mild intellectual disabilities found it slightly more important that they very media literate than people in their environment. When asked about why media literacy was important to them, participants from both surveys mentioned the ubiquity of media and that being media literate can help them avoid risks while and after using media. However, only people in the environment of individuals with a mild intellectual disability acknowledged that being media literate can bring opportunities and benefits. Finally, the results regarding the relationship between media and social inclusion were quite similar across both surveys: people indicated that media helped the person with mild intellectual disabilities be more independent, meet new people, maintain contact with the people they know, carry out daily activities and make difficult things easy. However, while few participants from either survey agreed that media provided help with arranging

governmental and financial affairs, this percentage was lower in the survey for people in the social environment.

5. Conclusion & discussion

The purpose of this study was to research how media literacy can improve the social inclusion of people with mild intellectual disabilities. In this chapter, I will discuss the conclusions I have drawn by combining insights gained from literature research, expert interviews and the two surveys. First, the different sub questions will be answered, followed by a concluding answer to the main question. After that, some limitations of the chosen approach will be considered, followed by practical and theoretical implications and recommendations for future research.

What is the connection between media and social inclusion?

Media can ensure the inclusion of people with mild intellectual disabilities in several ways. The following examples come from both the literature review, the expert interviews and the surveys. First of all, the Media Literacy Competence Model (Netwerk Mediawijdsheid, 2021) showed that media can offer people with mild intellectual disabilities social capital: they enable them to maintain social contact with their relatives, friends and acquaintances. Furthermore, they offer a way to meet new people and can facilitate dating. Additionally, media can simplify things that can otherwise be too difficult for people with mild intellectual disabilities to understand. For example, they can find videos on how to file their taxes on YouTube, or use Google to find how DigiD works. Media can also offer help when doing everyday tasks: agendas, reminders and notepad apps are examples of this, both of these examples were provided in the expert interviews. Also, because of media, people with intellectual disabilities are able to be more independent from other people. An example of this are public transport planning apps, which enable them to travel without having to rely on others. All of these examples have been empirically confirmed in the surveys. Moreover, both the Media Literacy Competence Model (Netwerk Mediawijdsheid, 2021), Park (2012) and the interviewed experts argued that media can bring intellectually disabled people economic capital, in the sense that media can be used to search for a job or to arrange financial affairs such as applying for a benefit. Also, services such as governmental and customer service increasingly take place online and media offer people with mild intellectual disabilities a way to access them, as argued in the Media Literacy Competence Model (Netwerk Mediawijdsheid, 2021) and by Eynon and Geniets (2012). However, participants from both surveys did not agree that media play a role in these latter two examples. An explanation for this could be

that people with mild intellectual disabilities do not use media to arrange financial and governmental affairs.

What does the media environment of people with a mild intellectual disability look like?

The survey results indicated that media is of high importance to people with intellectual disabilities. The main motivations to use them are to maintain social contacts and to be entertained. This is reflected in the types of media they use: both surveys showed that television and social media are the most commonly used media. Both the experts interviews and survey research indicated that this group mostly uses the same media as people without disabilities. In terms of social media, platforms that can be used in a way that involves little written language are popular: Facebook and Whatsapp are used most, because this group can have trouble with using and understanding language (Carulla et al., 2011). What's more, because of their disability, they are often underdeveloped in the social domain, which can result in not being able to exhibit behavior fitting for the situation (Carulla et al., 2011). Additionally, their disability can alter the ability to sustain social relationships with others, which has an influence on how they interact on social media (Pratt & Greydanus, 2007). Furthermore, the lesser degree of media literacy among this group due to their disability results in being more susceptible to the risks of media use, such as being involved in internet scams or becoming addicted to media (Kuss, & Lopez-Fernandez, 2016), according to Stalans and Finn (2016), Kuss and Lopez-Fernandez (2016) and the results of the expert interviews. The survey data showed that although a majority of people indicated that people with mild intellectual disabilities had not had any negative experiences as a result of media use, the percentage that did was relatively high. Furthermore, people with mild intellectual disabilities can encounter certain difficulties when using media, such as having trouble to recognizing false information or understanding what is said in media. However, media can also bring benefits and opportunities for people with mild intellectual disabilities, for example help them maintain social contact with people they know, make difficult things easier and help them with daily tasks.

People in the social environment of people with mild intellectual disabilities such as counselors, parents and siblings play a big role in their media use. Because of this, they could help them become more media literate (Vergeer & Nikken, 2015). However, experts indicated that people in the social environment of people with mild intellectual disabilities are often not very media literate, which was empirically validated by a low average media

literacy score in the survey for people with mild intellectual disabilities. When people in the social environment lack the skills to use media properly themselves, it can be difficult for them to help increase the media literacy of people with mild intellectual disabilities.

What does media literacy entail for people with a mild intellectual disability?

Both the experts and the participants from both surveys indicated that it is important for people with mild intellectual disabilities to become media literate. The most common reason for this is that they acknowledge the ubiquity of media in our society. Because media are a part of more and more aspects of our lives, people with mild intellectual disabilities who are not media literate can to a lesser extent partake in society. Furthermore, the experts and survey participants acknowledged that being media literate is important to prevent certain risks attached to using media. Moreover, the Media Competence Model, the interviewed experts and people in the social environment argued that being media literate comes with all kinds of different benefits and opportunities for people with mild intellectual disabilities.

The main question of this thesis was “How can improving media literacy contribute to the inclusion in society of people with mild intellectual disabilities?”. Using media can have certain benefits for its users, for example in the form of social inclusion, particularly in the examples mentioned in the conclusion to the first sub question. By improving the skills to use media and therefore the media literacy of people with mild intellectual disabilities, they are able to profit from the different social inclusion benefits that various types of media can offer. However, the surveys conducted in this thesis demonstrated that people with mild intellectual disabilities and people in their environment experience some of these forms more than others. For example, they indicated that media helped people with mild intellectual disabilities most with meeting new people and maintaining contact with people they already know and played lesser of a role in arranging financial and governmental affairs.

5.1 Limitations

Although the decisions made during the research process were made to ensure the methodology in this study was as sound as possible, there were still some limitations to the chosen approach. First of all, for the sake of validity and reliability, it is crucial to reflect on my positionality with regards to the research subject. In this light, it is important to mention that my brother has a mild intellectual disability and autism. Therefore, I am considered an ‘insider’ within this field. While I had not conducted any previous research on people with

intellectual disabilities before writing this thesis, the fact that I grew up with a brother with a mild intellectual disability means that I do have some practical knowledge about this group. This gave me a head start in knowledge about people with mild intellectual disabilities, which meant that I was more aware of what aspects of disability to address during both the interviews and surveys. Moreover, it made understanding and representing the information acquired during this research process easier, for example because I was aware of certain insider information and knew terminology used in the context of people with disabilities. However, there are some possible downsides to this insider position. For instance, during the interviews, I shared experiences about the media use of my brother with the experts. Disclosing this insider position might have had some effect on the information the interviewees provided (Berger, 2015), but based on the interviewees' non-verbal cues during the interviews, I do not think this influenced the results too much.

Furthermore, my previous knowledge might have brought some biases. Although I have tried to stay as unbiased as possible during this research process, it is almost impossible to be completely objective (Gubrium et al., 2012). Therefore, it is possible that my past knowledge and experience involving my brother have influenced the results of this study to some extent, which has an effect on the study's reliability. However, as mentioned before, I have done my best to stay as unbiased as possible during the research process.

Moreover, the sample size of people with mild intellectual disabilities in this study was low, because it was difficult to find people that belong to this specific demographic. Therefore, the results of the survey might not be generalizable to the entire population of people with mild intellectual disabilities. However, it does give an indication of the experiences regarding media use and media literacy of this small particular group of people.

Furthermore, the initial aim in terms of the number of participants for the survey for people in the social environment of individuals with mild intellectual disabilities was around 100. However, despite repeated attempts to gather respondents (see Appendix C), the number of respondents was lower than originally anticipated because ways to approach respondents were limited due to the COVID-19 pandemic. Consequently, the results of the survey are not generalizable to the entire population and are not as well substantiated as planned. Nevertheless, the results still provide meaningful insights into the link between media literacy and social inclusion of people with mild intellectual disabilities. Therefore, this study should be regarded as an explorative pilot study that can be used as a starting point for future

research.

Also, the reliability of the scale with which media literacy was measured in the survey for people with mild intellectual disabilities was not in order. Therefore, it was not an adequate measurement of media literacy and the data that resulted from it shouldn't be valued too much.

Lastly, because the different research methods all assessed different people, it resulted in different perspectives. Sometimes, these perspectives contradicted one another. For example, it became clear from previous research and the expert interviews that media could help people with intellectual disabilities with arranging financial and governmental affairs. However, participants in both surveys indicated that this is not the case. This might be explained by the fact that these different perspectives stem from a difference in practical experiences between the experts, researchers and participants of the surveys. Because they all have different backgrounds, they might think differently about the same phenomena.

Although it might be preferable to have unambiguous results in order to have a straightforward answer to the research question, I think that conflicting results are not bad per se, because they prove that there is no one universal truth, but rather different perspectives on it.

However, in this light, I do think it is a strong point that the results of the survey among people with mild intellectual disabilities and people in their social environment resulted in comparable results. Both surveys have been conducted separately from one another, and yet provided similar results. Therefore, these surveys cross-validate each other, which makes the results more reliable.

5.2 Implications & recommendations

In this thesis, several practical problems regarding media literacy have been identified. I will discuss some practical implications in the form of practical advice as possible solutions to these problems. First, based on the interactionist model of intellectual disability (Shakespeare, 2014), I think that in order to improve the media literacy of people with mild intellectual disabilities, a combination of adjustments by people with mild intellectual disabilities themselves and the world around them (predominantly people in their social environment) is needed. Concretely, I recommend the creation of institution policy surrounding media use of people with mild intellectual disabilities, as to achieve equality in

treatment between institutions and counselors. This policy should be created in consultation with all parties involved, like for instance with mild intellectual disabilities, their counselors and their parents. These set rules could prevent punishment as a result of risks after of during media use. The survey showed that people in the environment are eager to discuss media use, but people with mild intellectual disabilities themselves can be hesitant. Implementing policy ensures the equal treatment of cases, which could break this taboo on discussing media use, because people with mild intellectual disabilities will no longer fear repercussions if they discuss their media use with people in their environment.

Furthermore, in order to promote their clients' media literacy, counselors should become more media literate themselves. This could for example be done by creating a central source where concrete information about how to act when certain things involving media occur. This information could for example be presented in the form of an app, as suggested by Svenja Büttner. This application could be developed in cooperation with Netwerk Mediawijsheid, through which it could easily be promoted among its network's members. Moreover, counselors in training should receive more information about how to deal with media literacy during their education, as advised by Peter Nikken.

Lastly, a change in mindset among counselors is essential if the media literacy of people with mild intellectual disabilities is to be improved, so that they no longer view media use as something that can potentially bring danger to their clients, but can also have substantial benefits.

With regards to theoretical implications, this study has been unique in the fact that different research methods have been combined and perspectives have been considered. This resulted a thorough assessment of media literacy and inclusion of people with mild intellectual disability. Therefore, it has been a step in the right direction in more knowledge on the underresearched topic of media literacy of people with a mild intellectual disability and especially on its link with social inclusion. Despite, there is still a lot to be learned about media literacy among this group and its relationship with social inclusion. For that reason, more research on these subjects is needed. Although some parts of this thesis did not turn out to be as full-fledged as initially anticipated, it could be used as a pilot study for this future research.

Some of the findings in this study were contradictory with one another. For example, while the literature and expert interviews showed that media helped people with mild

intellectual disabilities arrange financial and governmental affairs, the survey showed contradictory results. Because most contradictions were between expert information, the literature and the experiences of people with mild intellectual disabilities, I recommend that researchers do more empirical research. This implies going to institutions and assessing the perspective of people with mild intellectual disabilities and people in their environment directly using research methods like surveys, interviews and focus groups on location. This gives a picture that is closer to reality. Furthermore, similar to the approach in this study, I advise that researchers take the perspectives of the people involved into account. In my opinion, combining the perspectives of people with mild intellectual disability, counselors and parents gives the most complete insight in the situation.

6. Literature and references

- Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. *Journal of Economic Perspectives*, 31(2), 211-236.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.
- Babcock, B., Marks, P. E., Crick, N. R., & Cillessen, A. H. (2014). Limited nomination reliability using single-and multiple-item measures. *Social Development*, 23(3), 518-536.
- Bayor, A., Bircanin, F., Sitbon, L., Ploderer, B., Koplick, S., & Brereton, M. (2018, December). Characterizing participation across social media sites amongst young adults with intellectual disability. In *Proceedings of the 30th Australian Conference on Computer-Human Interaction* (pp. 113-122).
- Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219-234.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Büchi, M., Just, N., & Latzer, M. (2016). Modeling the second-level digital divide: A five-country study of social differences in Internet use. *New Media & Society*, 18(11), 2703-2722.
- Bulger, M., & Davison, P. (2018). The promises, challenges, and futures of media literacy. *Journal of Media Literacy Education*, 10(1), 1-21.
- Carulla, L. S., Reed, G. M., Vaez-Azizi, L. M., Cooper, S. A., Leal, R. M., Bertelli, M., Adnams, C., Cooray, S., Deb, S., Dirani, L. A., Girimaji, S. C., Katz, G., Kwok, H., Luckasson, R., Simeonsson, R., Walsh, C., Munir, K. & Saxena, S. (2011). Intellectual developmental disorders: towards a new name, definition and framework for "mental retardation/intellectual disability" in ICD-11. *World Psychiatry*, 10(3), 175-180.
- Centraal Bureau voor de Statistiek. (2020, November). *Internettoegang en internetactiviteiten; persoonskenmerken*. <https://www.cbs.nl/nl-nl/cijfers/detail/84888NED>

- Chadwick, D. D., & Fullwood, C. (2018). An online life like any other: identity, self-determination, and social networking among adults with intellectual disabilities. *Cyberpsychology, Behavior, and Social Networking*, 21(1), 56-64.
- Cheung, F., & Lucas, R. E. (2014). Assessing the validity of single-item life satisfaction measures: Results from three large samples. *Quality of Life Research*, 23(10), 2809-2818.
- Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). *Best Practices for Mixed Methods Research in the Health Sciences*. OBSSR.
https://www.csun.edu/sites/default/files/best_prac_mixed_methods.pdf
- van Deursen, A. J. A. M., & Helsper, E. J. (2015). The Third-Level Digital Divide: Who Benefits Most from Being Online? *Communication and Information Technologies Annual*, 10, 29–52.
- Van Deursen, A. J., & Van Dijk, J. A. (2014). *Digital skills: Unlocking the information society*. Springer.
- Deuze, M. (2007) *Media Work*. Polity.
- Deuze, M. (2011). Media life. *Media, Culture & Society*, 33(1), 137-148.
- Eynon, R., & Geniets, A. (2012). On the periphery? Understanding low and discontinued Internet use amongst young people in Britain. *Understanding Low and Discontinued Internet Use Amongst Young People in Britain (August 16, 2012)*. Report for the Nominet Trust.
- Gnambs, T., & Kaspar, K. (2015). Disclosure of sensitive behaviors across self-administered survey modes: a meta-analysis. *Behavior Research Methods*, 47(4), 1237-1259.
- Greene, J. C. (2007). *Mixed methods in social inquiry*. John Wiley & Sons.
- Gubrium, J. F., & Holstein, J. A. (2001). *Handbook of interview research: Context and Method*. Sage Publications.
- Gubrium, J. F., Holstein, J. A., Marvasti, A. B., & McKinney, K. D. (Eds.). (2012). *The SAGE handbook of interview research: The complexity of the craft*. Sage Publications.
- Hage, E., van Offenbeek, M., & Boonstra, A. (2020). New Rules of Engagement: How Adaptation To Online Media Changes Older Adults' Social Connectedness. *Journal of Computer-Mediated Communication*, 25(2), 182-197.

- Helsper, E. J., van Deursen, A. J. A. M., & Eynon, R. (2015). *Tangible outcomes of internet use: from digital skills to tangible outcomes project report*. Oxford Internet Institute, University of Twente and London School of Economics and Political Science.
- Hobbs, R. (2017). Teaching and Learning in a Post-Truth World. *Educational Leadership*, 75(3), 26-31.
- Johnson, J. M. (2011). In-depth interviewing. In Jaber F. Gubrium & James A. Holstein (Eds.). *Handbook of Interview Research* (pp. 103-119). Thousand Oaks, CA: SAGE publications, Inc.
- Katz, E., Blumler, J. G., & Gurevitch, M. (1973). Uses and gratifications research. *The Public Opinion Quarterly*, 37(4), 509-523.
- Kaplan, D. (2005). *e-Inclusion: New challenges and policy recommendations* (Report prepared by the Expert Section of the eEurope Advisory Group, European Commission).
- Kendall, L. (2014). The conduct of qualitative interviews: Research questions, methodological issues, and researching online. In *Handbook of Research on New Literacies* (pp. 151-168). Routledge.
- Kuss, D. J., & Lopez-Fernandez, O. (2016). Internet addiction and problematic Internet use: A systematic review of clinical research. *World Journal of Psychiatry*, 6(1), 143-176.
- Lavrakas, P. J. (2008). *Encyclopedia of survey research methods*. Sage Publications.
- Lee, Y., Wehmeyer, M. L., Palmer, S. B., Williams-Diehm, K., Davies, D. K., & Stock, S. E. (2011). The effect of student-directed transition planning with a computer-based reading support program on the self-determination of students with disabilities. *The Journal of Special Education*, 45(2), 104-117.
- Lemish, D. (2015). *Children and media: A global perspective*. John Wiley & Sons.
- Lowe, A., Norris, A. C., Farris, A. J., & Babbage, D. R. (2018). Quantifying thematic saturation in qualitative data analysis. *Field Methods*, 30(3), 191-207.
- Luppicini, R. (Ed.). (2012). *Handbook of Research on Technoself: Identity in a Technological Society: Identity in a Technological Society*. IGI Global.
- Maaskant, M. A., van Kerkhof-Willemsen, G. H. P. M., & Sinnema, M. (2010). Verstandelijke handicap: definitie, classificaties en kenmerken. *Bijblijven*, 26(4), 9-17.

- Marsden, P. V., & Wright, J. D. (Eds.). (2010). *Handbook of Survey Research*. Emerald Group Publishing.
- Matthews, B. & Ross, L. (2010). Chapter 3: Questionnaires. In B. Matthews & L. Ross, *Research methods: A practical guide for the social sciences* (pp. 200-217). Pearson.
- McConkey, R., Dowling, S., Hassan, D., & Menke, S. (2013). Promoting social inclusion through unified sports for youth with intellectual disabilities: a five-nation study. *Journal of Intellectual Disability Research*, 57(10), 923-935.
- Morin, D., Valois, P., Crocker, A. G., Robitaille, C., & Lopes, T. (2018). Attitudes of health care professionals toward people with intellectual disability: a comparison with the general population. *Journal of Intellectual Disability Research*, 62(9), 746-758.
- Morse, J. M. (2009). Mixing qualitative methods. *Qualitative Health Research*, 19(11), 1523-1524.
- Netwerk Mediawijsheid. (2021). *Toelichting Mediawijsheid Competentiemodel 2021*. <https://www.mediawijzer.net/wp-content/uploads/sites/6/2020/11/Toelichting-Mediawijsheid-Competentiemodel-20211.pdf>
- Nicolaidis, C., Raymaker, D. M., McDonald, K. E., Lund, E. M., Leotti, S., Kapp, S. K., Katz, M., Beers, L. M., Kripke, C., Maslak, J., Hunter, M., & Zhen, K. Y. (2020). Creating accessible survey instruments for use with autistic adults and people with intellectual disability: Lessons learned and recommendations. *Autism in Adulthood*, 2(1), 61-76.
- Oliver, M. (2013). The social model of disability: Thirty years on. *Disability & Society*, 28(7), 1024-1026.
- Oprea, S. J., Stam, B., & Jansz, J. (2021). *Mediawijsheid onder de loep: de staat van het onderzoek naar mediawijsheid in Nederland (2013-2020)*. Over Netwerk Mediawijsheid. (2020, 5 november). Mediawijzer.net. <https://www.mediawijzer.net/over-netwerk-mediawijsheid/>
- Pariser, E. (2011). *The filter bubble: What the Internet is hiding from you*. Penguin UK.
- Park, S. (2012). Dimensions of digital media literacy and the relationship with social exclusion. *Media International Australia*, 142(1), 87-100.
- Pawluczuk, A. (2020). Digital youth inclusion and the big data divide: Examining the Scottish perspective. *Internet Policy Review*, 9(2), 1-18.

- Pertegal, M. Á., Oliva, A., & Rodríguez-Meirinhos, A. (2019). Development and validation of the Scale of Motives for Using Social Networking Sites (SMU-SNS) for adolescents and youths. *PloS one*, *14*(12), e0225781.
- Ponsioen, A., & Plas, J. (2014). Verstandelijke beperking. In *Handboek klinische ontwikkelingspsychologie* (pp. 393-417). Bohn Stafleu van Loghum, Houten.
- Potter, W. J. (2010). The state of media literacy. *Journal of Broadcasting & Electronic Media*, *54*(4), 675-696.
- Potter, W. J., & Thai, C. (2016). Conceptual Challenges in Designing Measures for Media Literacy Studies. *International Journal of Media and Information Literacy*, (1-1), 27-42.
- Pratt, H. D., & Greydanus, D. E. (2007). Intellectual disability (mental retardation) in children and adolescents. *Primary Care: Clinics in Office Practice*, *34*(2), 375-386.
- Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, *29*(4), 1841-1848.
- Raad voor Cultuur (2005). *Mediawijsheid. De ontwikkeling van een nieuw burgerschap*. Raad voor Cultuur.
- Sarstedt, M., Bengart, P., Shaltoni, A. M., & Lehmann, S. (2017). The use of sampling methods in advertising research: a gap between theory and practice. *International Journal of Advertising*, *37*(4), 650-663.
<https://doi.org/10.1080/02650487.2017.1348329>
- Scheerder, A. J., Van Deursen, A. J., & Van Dijk, J. A. (2019). Internet use in the home: Digital inequality from a domestication perspective. *New Media & Society*, *21*(10), 2099-2118.
- Scior, K. (2011). Public awareness, attitudes and beliefs regarding intellectual disability: A systematic review. *Research in Developmental Disabilities*, *32*(6), 2164-2182.
- Shakespeare, T. (2014). *Disability rights and wrongs revisited*. Routledge.
- Simons, M., Meeus, W., & T'Sas, J. (2017). Measuring Media Literacy for Media Education: Development of a Questionnaire for Teachers' Competencies. *Journal of Media Literacy Education*, *9*(1), 99-115.

- Sociaal en Cultureel Planbureau. (2017). *De staat van Nederland 2017*.
<https://www.scp.nl/publicaties/monitors/2017/12/12/de-sociale-staat-van-nederland-2017>
- Stalans, L. J., & Finn, M. A. (2016). Understanding how the internet facilitates crime and deviance. *Victims and Offenders, 11*(4), 501-508.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage.
- Trittin-Ulbrich, H., Scherer, A. G., Munro, I., & Whelan, G. (2020). Exploring the dark and unexpected sides of digitalization: Toward a critical agenda. *Organization, 28*(1), 8-25.
- Turner, S. F., Cardinal, L. B., & Burton, R. M. (2017). Research design for mixed methods: A triangulation-based framework and roadmap. *Organizational Research Methods, 20*(2), 243-267.
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities (CRPD)*. Geneva, Switzerland: United Nations.
- Verdegem, P. (2011). Social media for digital and social inclusion: challenges for information society 2.0 research & policies. *tripleC-Cognition, Communication, Cooperation, 9*(1), 28-38.
- Vergeer, M., & Nikken, P. (2015). *Media en kinderen met een LVB: een analyse van wat er al is en wat nog nodig is om kinderen met een LVB te includeren bij mediawijsheid*. Nederlands Jeugdinstituut.
- Versteegh, H. (2019). *Digivaardig sociaal werk: Handboek voor de digitale transitie*. Bohn Stafleu van Loghum.
- Wiegman, P. R. & Berkhout, M. (2019). *White paper Mediawijsheid anno 2018*. Netwerk Mediawijsheid
- Windley, D., & Chapman, M. (2010). Support workers within learning/intellectual disability services perception of their role, training and support needs. *British Journal of Learning Disabilities, 38*(4), 310-318.
- Wispelaere, J. de, & Casassas D. (2012). Handicap, vrijheid en overheersing. Een republikeins perspectief op het gehandicaptenbeleid. *Ethiek en Maatschappij, 13*(4), 53-78.

Woittiez, I., Eggink, E., Putman, L., & Ras, M. (2018). *An international comparison of care for people with intellectual disabilities*. The Netherlands Institute for Social Research. https://www.scp.nl/Publicaties/Alle_publicaties/Publicaties_2018/An_international_comparison_of_care_for_people_with_intellectual_disabilities

7. Appendices

Appendix A

Informed consent form interviews

VERZOEK OM TOESTEMMING VOOR DEELNAME AAN ONDERZOEK

Neem voor vragen over het onderzoek kunt u contact opnemen met:

Daria Oghabi, d.oghabi@student.eur.nl

OMSCHRIJVING

U bent uitgenodigd om deel te nemen aan een onderzoek naar mediawijsheid onder mensen met een licht verstandelijke beperking. Het doel van het onderzoek is om de mediawijsheid onder mensen met een licht verstandelijke beperking te helpen verbeteren, zodat ze kunnen worden meedoen in de samenleving.

Uw acceptatie om deel te nemen aan dit onderzoek betekent dat u ermee instemt om geïnterviewd te worden. In het algemeen zullen de vragen van het interview betrekking hebben op de mediaomgeving van mensen met een licht verstandelijke beperking, de relatie tussen mediawijsheid en inclusie in de maatschappij en wat qua mediagebruik de struikelpunten zijn voor mensen met een LVB.

Tenzij u er de voorkeur aan geeft dat er geen opnames worden gemaakt, neem ik het interview op.

Het staat u altijd vrij om vragen niet te beantwoorden en / of op elk moment te stoppen met deelnemen.

RISICO'S EN VOORDELEN

Voor zover ik weet, zijn er geen risico's verbonden aan deelname aan dit onderzoek. Toch bent u vrij om te beslissen of ik uw naam of andere identificerende informatie in het onderzoek moet gebruiken. Als u wilt, zorg ik ervoor dat u niet geïdentificeerd kunt worden door u een pseudoniem te geven of alleen uw leeftijd en geslacht te vermelden.

Het materiaal uit de interviews zal ik uitsluitend gebruiken voor wetenschappelijk werk, zoals nader onderzoek, wetenschappelijke bijeenkomsten en publicaties.

TIJD

Uw deelname aan dit onderzoek duurt ongeveer 30 minuten. U kunt uw deelname op elk moment onderbreken.

BETALINGEN

Er is geen monetaire vergoeding voor uw deelname.

RECHTEN VAN DE PARTICIPANTEN

Als u heeft besloten om deel te nemen aan dit project, begrijp dan dat uw deelname vrijwillig is en dat u het recht hebt om uw toestemming in te trekken of de deelname te allen tijde zonder consequenties te beëindigen. U heeft het recht om te weigeren bepaalde vragen te beantwoorden. Uw identiteit wordt desgewenst bekend gemaakt in alle schriftelijke gegevens die uit het onderzoek voortkomen. Anders wordt uw individuele privacy gewaarborgd in alle gepubliceerde en schriftelijke gegevens die het resultaat zijn van het onderzoek.

CONTACTEN EN VRAGEN

Als u vragen heeft over uw rechten als participant, of op enig moment ontevreden bent over enig aspect van deze studie, kunt u - desgewenst anoniem - contact opnemen met Jeroen Jansz (jansz@eshcc.eur.nl).

ONDERTEKENING VAN HET TOESTEMMINGSFORMULIER

Als u dit toestemmingsformulier ondertekent, is uw handtekening de enige documentatie van uw identiteit. U hoeft dit formulier dus NIET te ondertekenen. Om risico's te minimaliseren en uw identiteit te beschermen, geeft u er misschien de voorkeur aan mondeling toestemming te geven. Uw mondelinge toestemming is voldoende.

Ik geef toestemming opgenomen te worden tijdens deze studie:

Naam	Handtekening	Datum
------	--------------	-------

Ik geef er de voorkeur aan dat mijn identiteit wordt onthuld in alle schriftelijke gegevens die uit dit onderzoek komen:

Naam	Handtekening	Datum
------	--------------	-------

Deze kopie van het toestemmingsformulier is voor u.

Appendix B

Survey for people within the social environment of people with a mild intellectual disability

Thesis Survey Omgeving

Start van blok: Toestemmingsformulier

Q1

Vragenlijst naar mediawijsheid onder mensen met een licht verstandelijke beperking

VERZOEK OM TOESTEMMING VOOR DEELNAME AAN ONDERZOEK Heel erg bedankt voor je interesse in dit onderzoek! Ik ben Daria Oghabi, masterstudente Media, Culture & Society aan de Erasmus Universiteit en voor mijn afstudeerscriptie onderzoek ik hoe het verbeteren van mediawijsheid ervoor kan zorgen dat mensen met een licht verstandelijke beperking (LVB) beter mee kunnen doen in de maatschappij.

OMSCHRIJVING Deze vragenlijst zal gaan over mediawijsheid (de vaardigheden die men bezit om media goed te kunnen gebruiken) onder mensen met een licht verstandelijke beperking en is bedoeld voor mensen met een LVB'er in hun omgeving. Het doel van het onderzoek is om de mediawijsheid onder mensen met een licht verstandelijke beperking te helpen verbeteren, zodat ze beter kunnen meedoen in de samenleving.

Je acceptatie om deel te nemen aan dit onderzoek betekent dat je enkele vragen zal beantwoorden over het mediagebruik van de persoon met een licht verstandelijke beperking in je omgeving. In het algemeen zullen de vragen betrekking hebben op de mediaomgeving van mensen met een licht verstandelijke beperking, de relatie tussen mediawijsheid en inclusie in de maatschappij en wat qua mediagebruik de struikelpunten zijn voor mensen met een LVB. Het staat je altijd vrij om vragen niet te beantwoorden en / of op elk moment te stoppen met deelnemen.

RISICO'S EN VOORDELEN In deze vragenlijst zullen vragen gesteld worden over mediagebruik- en waardering en deelname eraan zal dus niet voor fysieke of mentale schade zorgen. Mocht je klachten of opmerkingen hebben, dan kun je contact opnemen met mijn scriptiebegeleider prof. dr. Jeroen Jansz via jansz@eshcc.eur.nl. Het materiaal uit de

vragenlijst zal uitsluitend gebruikt worden voor wetenschappelijk werk, zoals nader onderzoek, wetenschappelijke bijeenkomsten en publicaties. Je antwoorden zullen opgeslagen worden, maar niet tot jou als persoon terug te herleiden zijn, omdat je IP-adres niet opgeslagen wordt. De gegevens zullen worden verwijderd nadat ik afstudeer.

TIJD Je deelname aan dit onderzoek duurt ongeveer 12 minuten. Je kunt je deelname op elk moment onderbreken.

BETALING Er is geen financiële vergoeding voor je deelname.

RECHTEN VAN DE PARTICIPANTEN Als je heeft besloten om deel te nemen aan dit project, begrijp dan dat je deelname vrijwillig is en dat je het recht hebt om je toestemming in te trekken of de deelname te allen tijde zonder consequenties te beëindigen. Je hebt het recht om te weigeren bepaalde vragen te beantwoorden.

CONTACT EN VRAGEN Als je vragen heeft over je rechten als participant, of op enig moment ontevreden bent over enig aspect van deze studie, kunt je - desgewenst anoniem - contact opnemen met prof. dr. Jeroen Jansz (jansz@eshcc.eur.nl).

TOESTEMMING Indien je akkoord gaat met deelname, accepteer je de voorwaarden die beschreven staan in dit toestemmingsformulier. Indien je niet deel wil nemen, wordt de vragenlijst afgesloten en worden er geen gegevens opgeslagen.

Mocht je vragen of opmerkingen hebben over dit onderzoek, dan kun je contact opnemen met Daria Oghabi, d.oghabi@student.eur.nl

- Ja, ik ga akkoord (1)
- Nee, ik ga niet akkoord (2)

Ga naar: Einde enquête Als Vragenlijst naar mediawijsheid onder mensen met een licht verstandelijke beperking VERZOEK OM TOE... = Nee, ik ga niet akkoord

Einde blok: Toestemmingsformulier

Start van blok: Instructies

Q4 Instructies: In deze vragenlijst zult je een aantal vragen beantwoorden over hoe een persoon met een licht verstandelijke beperking in je omgeving media gebruikt. Indien je meerdere personen met een LVB kent, vraag ik je de vragenlijst in te vullen over degene waarvan je het meest bekend bent met zijn of haar mediagebruik. Met uitzondering van een enkele vraag gaat het dus **niet over je eigen mediagebruik**. Het gaat grotendeels om je mening, dus er zijn geen goede of foute antwoorden.

Start van blok: Media omgeving

Med_gebr Van welke media maakt de persoon met een LVB gebruik? (Je kunt meerdere opties aanvinken)

- Televisie (1)
 - Games (2)
 - Social media (3)
 - Radio (4)
 - Kranten (5)
 - Boeken (6)
 - Podcasts (7)
 - Online forums (8)
 - Magazines (9)
 - Films/series (10)
 - Anders, namelijk: (11)
-

Deze vraag weergeven:

If Van welke media maakt de persoon met een LVB gebruik? (Je kunt meerdere opties aanvinken) = Social media

Soc_Med Welke sociale media gebruikt de LVB'er? (Je kunt meerdere opties aanvinken)

- Facebook (1)
 - YouTube (2)
 - WhatsApp (3)
 - Messenger (4)
 - Instagram (5)
 - TikTok (6)
 - Reddit (7)
 - Twitter (8)
 - Tumblr (9)
 - Pinterest (10)
 - LinkedIn (11)
 - Anders, namelijk: (12)
-

Pagina-einde

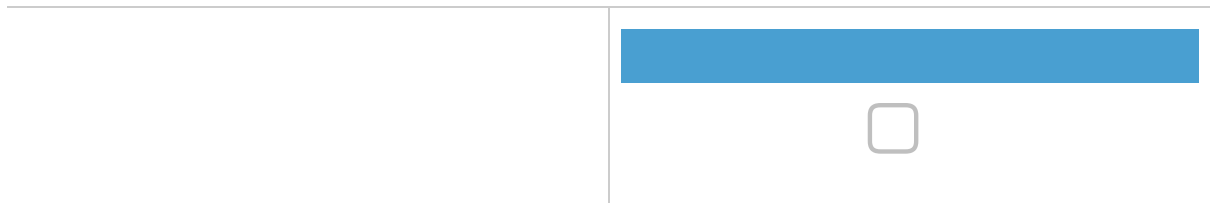
Motiv In hoeverre gebruikt de persoon met een LVB media om...

	Nooit (1)	Zelden (2)	Regelmatig (3)	Vaak (4)	Altijd (5)
Bestaande contacten te onderhouden? (Q6_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nieuwe contacten te leggen? (Q6_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te daten? (Q6_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Op de hoogte te blijven van wat er in hun sociale omgeving gebeurt? (Q6_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te kunnen leren? (Q6_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zich te vermaken? (Q6_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zichzelf uit te kunnen drukken? (Q6_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Op de hoogte te blijven van het nieuws? (Q6_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informatie te weten te komen? (Q6_9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



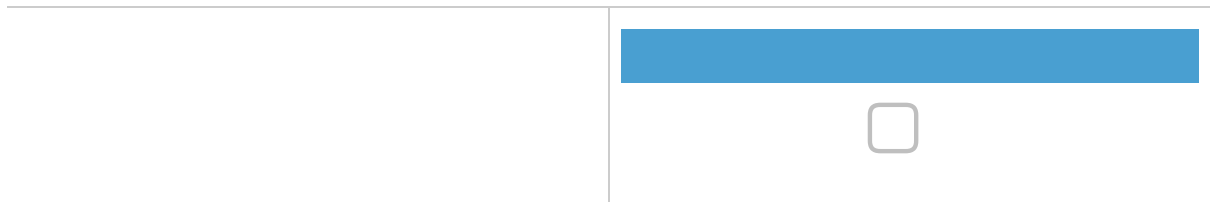
Belang_LVB Hoe belangrijk zijn media voor de persoon met een LVB?

0 1 2 3 4 5 6 7 8 9 10



Beland_particp Hoe belangrijk zijn media voor **jezelf**?

0 1 2 3 4 5 6 7 8 9 10



Pagina-einde

Betrokkenh Hoe betrokken ben je bij het mediagebruik van de persoon met een LVB?

- Helemaal niet betrokken (1)
 - Niet betrokken (2)
 - Enigszins niet betrokken (3)
 - Noch onbetrokken, noch betrokken (4)
 - Enigszins betrokken (5)
 - Betrokken (6)
 - Heel erg betrokken (7)
-

Bespreken Hoe vaak bespreek je mediagebruik met de persoon met een LVB?

- Nooit (1)
 - Eens per jaar (2)
 - Eens per half jaar (3)
 - Eens per maand (4)
 - Eens per week (5)
 - Eens per dag (6)
 - Meerdere keren per dag (7)
-

Reden_Mediagebr Wat is de belangrijkste reden om het mediagebruik te bespreken?

Einde blok: Media omgeving

Start van blok: Schaduwkanten

Schaduw_1 Mediagebruik kan ook minder leuke kanten hebben

Is de persoon met een LVB wel eens slachtoffer geweest van oplichting via het internet (bijvoorbeeld een online bestelling niet geleverd krijgen, iemand die zich voordoeft als een bekende en vervolgens vraagt geld over te maken, phishing, identiteitsfraude et cetera)?

- Ja (1)
- Nee (2)
-

Schaduw_2 Is de persoon met een LVB wel eens angstig geworden naar aanleiding van media (bijvoorbeeld nachtmerries, bedplassen of zenuwachtig gedrag vertonen)?

- Ja (1)
- Nee (2)
-

Schaduw_3 Is de persoon met een LVB wel eens agressief geworden naar aanleiding van media (bijvoorbeeld fysieke of verbale agressie)?

- Ja (1)
- Nee (2)
-

Schaduw_4 Is de persoon met een LVB volgens jou wel eens verslaafd geweest aan een of meerdere vormen van media (bijvoorbeeld game- of internetverslaving of binge watching)?

Ja (1)

Nee (2)

Schaduw_omg Hoe ga je ermee om wanneer dit soort vervelende dingen gebeuren naar aanleiding van het mediagebruik van de persoon met een LVB?

Einde blok: Schaduwkanten

Start van blok: Struikelblokken



Struikelbl Verstandelijk beperkten kunnen tijdens het mediagebruik tegen extra moeilijkheden aanlopen

	Ze er moeilij k (1)	Moeilij k (2)	Enigszi ns moeilijk (3)	Noch gemakkel ijk noch moeilijk (4)	Enigszi ns makkelij k (5)	Makke lijk (6)	Ze er Makke lijk (7)
In hoeverre vindt de persoon met een LVB het moeilijk de inhoud van mediaboodschappen te begrijpen? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In hoeverre vindt de persoon met een LVB het talige aspect van media moeilijk? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In hoeverre vindt de persoon met een LVB het moeilijk om onjuiste informatie in de media te herkennen? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In hoeverre vindt de persoon met een LVB het moeilijk om in te schatten wat wel en niet te delen via sociale media? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Einde blok: Struikelblokken

Start van blok: Mediawijsheid



Mediawijsh_1 In de volgende paar vragen dien je aan te geven in hoeverre je het eens bent met verschillende stellingen over de mediawijsheden van de persoon met een licht verstandelijke beperking. Mediawijsheden zijn de vaardigheden die men bezit om media goed te kunnen gebruiken.

Media gebruiken De persoon met een LVB kan...

	Helemaal niet mee eens (28)	Niet mee een s (29)	Enigszin s mee oneens (30)	Noch eens noch oneens (31)	Enigszin s mee eens (32)	Mee een s (33)	Helemaal mee eens (34)
Media-apparaten gebruiken in een technologische zin (bijvoorbeeld computers, tablets, smartphones, digibord) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bewust kiezen tussen media-apparaten, op basis van hun functie (bijvoorbeeld computers, smartphones of tablets) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doelbewust verschillende informatiebronnen en media-apparaten gebruiken (bijvoorbeeld zoeken naar informatie via sociale netwerksites en/of het internet) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Mediawijsh_2 **Media begrijpen**

De persoon met een LVB begrijpt...

	Helemaal niet mee eens (31)	Niet mee eens (32)	Enigszins mee oneens (33)	Noch eens noch oneens (34)	Enigszins mee eens (35)	Mee eens (36)	Helemaal mee eens (37)
Dat media informatie op een selectieve manier aanbieden en weet hoe mediaberichten geïnterpreteerd moeten worden (bijvoorbeeld impliciete versus expliciete mediataal, de structuur van een tekst / artikel / film / video) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hoe mediaproductie en -distributie werkt (bijvoorbeeld van bron tot artikel, het filteren van nieuws, de relatie tussen politiek, media en democratie) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hoe media-inhoud is afgestemd op de doelgroep (bijvoorbeeld gepersonaliseerd online aanbod via cookies, kranten / televisiekanalen / websites en hun doelgroep) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mediawijsh_3 De persoon met een LVB kan media-inhoud beoordelen aan de hand van met verschillende criteria (bijvoorbeeld nauwkeurigheid van informatie, vergelijking van informatie, waardering van esthetische aspecten)

- Helemaal niet mee eens (1)
- Niet mee eens (2)
- Enigszins mee oneens (3)
- Noch eens noch oneens (4)
- Enigszins mee eens (5)
- Mee eens (6)
- Helemaal mee eens (7)



Mediawijsh_4 De persoon met een LVB is zich bewust van...

	Helemaal niet mee eens (13)	Enigszins mee oneens (14)	Noch eens noch oneens (15)	Enigszins mee eens (16)	Helemaal mee eens (17)
De effecten van media (bijvoorbeeld positief zoals vermaak of kennis vergaren, of negatief zoals misleiding of verslaving) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zijn/haar eigen mediagedrag (bijvoorbeeld schenden van copyright, illegaal downloaden, cyberpesten) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Mediawijsh_5 **Bijdragen door middel van media** De persoon met een LVB is in staat om...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Media-inhoud te maken (bijvoorbeeld een foto of video maken, een blogpost schrijven) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te communiceren en inhoud te presenteren via media (bijvoorbeeld media-inhoud publiceren via een geschikt kanaal zoals blogs, YouTube) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deel te nemen aan het publieke debat via media (bijvoorbeeld betrokkenheid tonen via (sociale) media, een reactie achter laten op een (nieuws)artikel) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pagina-einde

Mediawijsh_belang Hoe belangrijk vind je het dat de persoon met een LVB mediawijs is?

- Zeer onbelangrijk (1)
 - Onbelangrijk (2)
 - Enigszins onbelangrijk (3)
 - Noch onbelangrijk noch belangrijk (4)
 - Enigszins belangrijk (5)
 - Belangrijk (6)
 - Zeer belangrijk (7)
-

Mediawijsh_toelicht Waarom wel/niet?

Pagina-einde

Mediawijsh_partic Hieronder zie je nogmaals de indicatoren van mediawijsheid uit de vorige vragen. Welk cijfer zou je **je eigen** mediawijsheid geven aan de hand van deze indicatoren?

Media gebruiken · Ik kan media-apparaten gebruiken in een technologische zin (bijvoorbeeld computers, tablets, smartphones, digibord) · Ik kan bewust kiezen tussen media-apparaten, op basis van hun functie (bijvoorbeeld computers, smartphones of tablets) · Ik kan doelbewust verschillende informatiebronnen en media-apparaten gebruiken (bijvoorbeeld zoeken naar informatie via sociale netwerksites en/of het internet)

Media begrijpen · Ik begrijp dat media informatie op een selectieve manier aanbieden en weten hoe ze mediaberichten moeten interpreteren (bijvoorbeeld impliciete versus expliciete mediataal, de structuur van een tekst / artikel / film / video) · Ik begrijp hoe mediaproductie en -distributie werkt (bijvoorbeeld van bron tot artikel, het filteren van nieuws, de relatie tussen politiek, media en democratie) · Ik begrijp hoe media-inhoud is afgestemd op de doelgroep (bijvoorbeeld gepersonaliseerd online aanbod via cookies, kranten / televisiekanalen / websites en hun doelgroep) · Ik kan media-inhoud beoordelen aan de hand van met verschillende criteria (bijvoorbeeld nauwkeurigheid van informatie, vergelijking van informatie, waardering van esthetische aspecten) · Ik ben me bewust van de effecten van media (bijvoorbeeld positief zoals vermaak of kennis vergaren, of negatief zoals misleiding of verslaving) · Ik ben me bewust van mijn eigen mediagedrag (bijvoorbeeld schenden van copyright, illegaal downloaden, cyberpesten)

Bijdragen door middel van media · Ik ben in staat media-inhoud te maken (bijvoorbeeld een foto of video maken, een blogpost schrijven) · Ik ben in staat te communiceren en inhoud te presenteren via media (bijvoorbeeld media-inhoud publiceren via een geschikt kanaal zoals blogs, YouTube) · Ik ben in staat deel te nemen aan het publieke debat via media (bijvoorbeeld betrokkenheid tonen via (sociale) media, een reactie achter laten op een (nieuws)artikel)

0 1 2 3 4 5 6 7 8 9 10



Einde blok: Mediawijsheid

Start van blok: Link mediawijsheid en sociale inclusie



Mediawijsh_incl Media kunnen mensen met een licht verstandelijke beperking op verschillende manieren helpen beter mee te kunnen doen in de maatschappij.

Ik vind dat media de persoon met een LVB helpen...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Noch eens noch oneens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Een zelfstandiger leven te leiden (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sociale contacten te leggen (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sociale contacten te onderhouden (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met het uitvoeren van dagelijkse bezigheden (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ingewikkelde zaken duidelijker te maken (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met het regelen van overheidszaken (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met het regelen van financiële zaken (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Start van blok: Demografische gegevens



Demo_1

Dit waren alle inhoudelijke vragen. Als laatste nog een aantal vragen over je demografische gegevens

Wat is je leeftijd?

Demo_2 Wat is je geslacht?

- Man (1)
 - Vrouw (2)
 - Anders (3)
-

Demo_3 Wat is je relatie tot de persoon met een LVB?

- Ouder (1)
 - Broer (2)
 - Zus (3)
 - Familielid (4)
 - Begeleider (5)
 - Anders, namelijk (6) _____
-

Opm In dit veld kun je eventuele vragen of opmerkingen achterlaten

Email Maar je kunt ook altijd contact opnemen met mij via e-mail: d.oghabi@student.eur.nl

Einde blok: Demografische gegevens

Thesis Survey LVB'ers

Start van blok: Toestemmingsformulier

Q1

Vragenlijst naar mediawijsheid onder mensen met een licht verstandelijke beperking

VERZOEK OM TOESTEMMING VOOR DEELNAME AAN ONDERZOEK Heel erg bedankt voor je interesse in dit onderzoek! Ik ben Daria Oghabi, masterstudente Media, Culture & Society aan de Erasmus Universiteit en ik onderzoek hoe het verbeteren van mediawijsheid ervoor kan zorgen dat mensen met een licht verstandelijke beperking (LVB) beter mee kunnen doen in de maatschappij.

OMSCHRIJVING Deze vragenlijst zal gaan over mediawijsheid (de vaardigheden die je bezit om media goed te kunnen gebruiken) onder mensen met een licht verstandelijke beperking en is bedoeld voor mensen met een LVB. Het doel van het onderzoek is om de mediawijsheid onder mensen met een licht verstandelijke beperking te helpen verbeteren, zodat ze beter kunnen meedoen in de samenleving.

Wanneer je akkoord gaat met deelname, zal je een aantal vragen over je mediagebruik en mediawijsheid beantwoorden. Je deelname is helemaal vrijwillig. Als je dat wil, mag je altijd stoppen en als je een vraag niet in wil vullen, hoeft dat niet.

RISICO'S EN VOORDELEN Het deelname aan deze vragenlijst zal geen slechte gevolgen op je gezondheid hebben. Mocht je klachten of opmerkingen hebben, dan kunt je een e-mail sturen naar mijn scriptiebegeleider prof. dr. Jeroen Jansz via jansz@eshcc.eur.nl. De gegevens uit de vragenlijst zullen alleen gebruikt worden voor wetenschappelijk onderzoek. Je antwoorden worden opgeslagen, maar ik kan niet zien wie welk antwoord heeft ingevuld, omdat je IP-adres niet opgeslagen wordt. De gegevens zullen worden verwijderd nadat ik afstudeer.

TIJD Je deelname aan dit onderzoek duurt ongeveer 7 minuten.

BETALING Je krijgt geen geld voor het invullen van deze vragenlijst.

CONTACT EN VRAGEN Als je vragen heeft of ontevreden bent over dit onderzoek dan

kan je - als je wil anoniem - contact opnemen met prof. dr. Jeroen Jansz (jansz@eshcc.eur.nl).

TOESTEMMING Als je akkoord gaat met deelname, accepteer je de voorwaarden die beschreven staan in dit toestemmingsformulier. Als je niet deel wil nemen, wordt de vragenlijst afgesloten en worden er geen gegevens opgeslagen.

Mocht je vragen of opmerkingen hebben over dit onderzoek, dan kunt je een email sturen naar Daria Oghabi, d.oghabi@student.eur.nl

- Ja, ik ga akkoord (1)
- Nee, ik ga niet akkoord (2)

Ga naar: Einde enquête Als Vragenlijst naar mediawijsheid onder mensen met een licht verstandelijke beperking VERZOEK OM TOE... = Nee, ik ga niet akkoord

Einde blok: Toestemmingsformulier

Start van blok: Instructies

Q4 Instructies: In deze vragenlijst zal je een aantal vragen beantwoorden over hoe je media gebruikt. Het gaat vooral om je mening, dus er zijn geen goede of foute antwoorden.

Einde blok: Instructies

Start van blok: Media omgeving











Med_gebr Welke media gebruik je? (Je kunt meerdere antwoorden aanvinken)

- Televisie (1) 
 - Games (2) 
 - Social media (3) 
 - Radio (4) 
 - Kranten (5) 
 - Boeken (6) 
 - Podcasts (7) 
 - Online forums (8) 
 - Magazines (9) 
 - Films/series (10) 
 - Anders, namelijk: (11)
-

Deze vraag weergeven:

If Welke media gebruik je? (Je kunt meerdere antwoorden aanvinken) = Social media

Soc_Med Welke sociale media gebruik je? (Je kunt meerdere antwoorden aanvinken)

- Facebook (1) 
- YouTube (2) 
- WhatsApp (3) 
- Messenger (4) 
- Instagram (5) 
- TikTok (6) 
- Reddit (7) 
- Twitter (8) 
- Tumblr (9) 
- Pinterest (10) 

LinkedIn (11)



Anders, namelijk: (12)

Pagina-einde

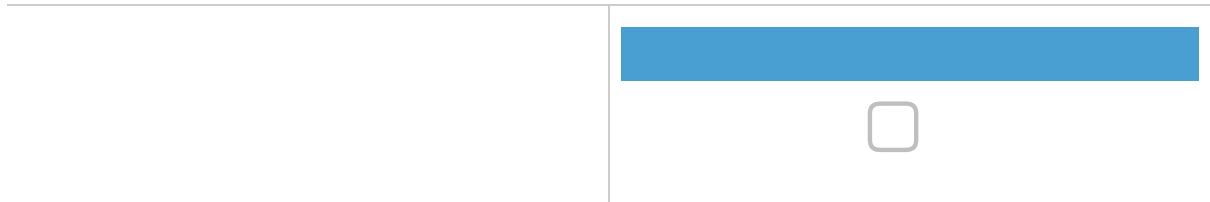
Motiv In hoeverre gebruik je media om...

	Nooit (1)	Zelden (2)	Regelmatig (3)	Vaak (4)	Altijd (5)
Bestaande contacten te onderhouden? (Q6_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nieuwe contacten te leggen? (Q6_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te daten? (Q6_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erachter te komen wat de mensen met wie je omgaat allemaal doen? (Q6_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te kunnen leren? (Q6_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je te vermaken? (Q6_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je uit te kunnen drukken? (Q6_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Het nieuws te volgen? (Q6_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informatie te weten te komen? (Q6_9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Belang_LVB Hoe belangrijk zijn media voor je?

0 1 2 3 4 5 6 7 8 9 10



Bespreken Hoe vaak bespreek je je mediagebruik met mensen in je omgeving?

- Nooit (1)
- Eens per jaar (2)
- Eens per half jaar (3)
- Eens per maand (4)
- Eens per week (5)
- Eens per dag (6)
- Meerdere keren per dag (7)

Pagina-einde

Reden_Mediagebr Waarom is het volgens jou belangrijk om mediagebruik te bespreken?

Einde blok: Media omgeving

Start van blok: Schaduwkanten

Schaduw_1 Mediagebruik kan ook minder leuk zijn

Ben je wel eens slachtoffer geweest van oplichting via het internet (bijvoorbeeld een online bestelling niet geleverd krijgen, iemand die zich voordoeft als een bekende en vervolgens vraagt geld over te maken)?

- Ja (1)
 - Nee (2)
-

Schaduw_2 Ben je wel eens bang geworden door het gebruik van media (bijvoorbeeld nachtmerries, bedplassen of zenuwachtig worden)?

- Ja (1)
 - Nee (2)
-

Schaduw_3 Ben je wel eens agressief geworden naar aanleiding van media (bijvoorbeeld schelden, schoppen of slaan)?

- Ja (1)
 - Nee (2)
-

Schaduw_4 Ben je wel eens verslaafd geweest aan een of meerdere vormen van media (bijvoorbeeld game- of internetverslaving)?

Ja (1)

Nee (2)

Einde blok: Schaduwkanten

Start van blok: Struikelblokken



Struikelbl Media gebruiken kan wel eens moeilijk zijn

	Zeermoeilijk (1)	Moeilijk (2)	Enigszin s moeilijk (3)	Niet gemakkelijk, niet moeilijk (4)	Enigszin s makkelijk (5)	Makkelijk (6)	Zeermakkelijk (7)
In hoeverre vind je het moeilijk te begrijpen wat er in media gezegd wordt? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In hoeverre vind je het moeilijk om het taalgebruik in media te begrijpen? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In hoeverre vind je het moeilijk om onjuiste informatie in de media te herkennen? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In hoeverre vind je het moeilijk om te bepalen wat je wel en niet deelt via sociale media? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Einde blok: Struikelblokken

Start van blok: Mediawijsheid



Mediawijsh_1 Geef aan hoe erg oneens of eens je het bent met de volgende stellingen over mediawijsheid (Mediawijsheid is hoe goed je media kan gebruiken)Ik snap wat er in media gezegd wordt

- Helemaal niet mee eens (1)
 - Niet mee eens (2)
 - Enigszins mee oneens (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee eens (5)
 - Mee eens (6)
 - Helemaal mee eens (7)
-

Mediawijsh_2 Ik kan kritisch naar media kijken

- Helemaal niet mee eens (1)
 - Niet mee eens (2)
 - Enigszins mee oneens (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee eens (5)
 - Mee eens (6)
 - Helemaal mee eens (7)
-



Mediawijsh_3

Ik snap dat media goede, maar ook slechte effecten op mij kunnen hebben

- Helemaal niet mee eens (1)
 - Niet mee eens (2)
 - Enigszins mee oneens (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee eens (5)
 - Mee eens (6)
 - Helemaal mee eens (7)
-



Mediawijsh_4

Ik weet hoe ik media-apparaten (bijvoorbeeld smartphone, tablet, TV, spelcomputer) moet gebruiken

- Helemaal niet mee eens (1)
 - Niet mee eens (2)
 - Enigszins mee oneens (3)
 - Niet eens, niet oneens (4)
 - Enigszins mee eens (5)
 - Mee eens (6)
 - Helemaal mee eens (7)
-



Mediawijs_5

Ik kan creëren met media (bijvoorbeeld een foto maken en die op Instagram plaatsen)

- Helemaal niet mee eens (1)
- Niet mee eens (2)
- Enigszins mee oneens (3)
- Niet eens, niet oneens (4)
- Enigszins mee eens (5)
- Mee eens (6)
- Helemaal mee eens (7)

Pagina-einde

Mediawijsh_belang Hoe belangrijk vind je het om mediawijs te zijn (goed met media om te kunnen gaan)?

- Zeer onbelangrijk (1)
 - Onbelangrijk (2)
 - Enigszins onbelangrijk (3)
 - Niet onbelangrijk, niet belangrijk (4)
 - Enigszins belangrijk (5)
 - Belangrijk (6)
 - Zeer belangrijk (7)
-

Mediawijsh_toelicht Waarom wel/niet?

Pagina-einde

Einde blok: Mediawijsheid

Start van blok: Link mediawijsheid en sociale inclusie



Mediawijsh_incl Media kunnen je op verschillende manieren helpen beter mee te kunnen doen in de maatschappij.

Ik vind dat media me helpen...

	Helemaal niet mee eens (1)	Niet mee eens (2)	Enigszins mee oneens (3)	Niet oneens, niet eens (4)	Enigszins mee eens (5)	Mee eens (6)	Helemaal mee eens (7)
Zelfstandiger te zijn (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nieuwe mensen te leren kennen (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact te blijven houden met de mensen die ik ken (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met het uitvoeren van dagelijkse bezigheden (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moeilijke dingen makkelijk te maken (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met het regelen van zaken met de overheid (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met het regelen van geldzaken (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Einde blok: Link mediawijsheid en sociale inclusie

Start van blok: Demografische gegevens



Demo_1

Dit waren alle vragen over mediawijsheid. Als laatste zou ik graag je leeftijd en geslacht willen weten.

Wat is je leeftijd?

Demo_2 Wat is je geslacht?

- Man (1)
- Vrouw (2)
- Anders (3)

Opm Als je nog vragen of opmerkingen hebt, kun je die hieronder achterlaten

Email Maar je kunt ook altijd contact opnemen met mij via e-mail: d.oghabi@student.eur.nl

Einde blok: Demografische gegevens

Appendix C

Ways in which survey participants were approached

- The link to the survey was emailed to 34 institutions that work with people with mild intellectual disabilities, along with a request to send out the survey to people who qualify to fill it in
 - Amarant
 - Ambiq
 - Amerpoort
 - Amsta
 - Careander
 - Cavent
 - Cello
 - Cordaan
 - Cosis
 - De Lichtenvoorde
 - De Passerel
 - De Schutse
 - De Zijlen
 - Elver
 - Elver
 - Frion
 - Gemiva-SVG groep
 - Lunet Zorg
 - Maeykehiem
 - Middin
 - Pluryn
 - Prisma
 - S&L zorg
 - SDW
 - Siloah
 - Siza
 - Sydion

- Talant
- Triade
- Vanboeijen
- VraagPlus
- Zideris
- Zozijn
- Zuidwester

Some of these organisations responded that they could not help me, some promised to pass on the link within their organisation, but most have never replied.

- The link to the surveys was shared in multiple Facebook groups for people with intellectual disabilities and parents with mild intellectual disabilities
- Shared the link on the forum “ouders.nl”
- Sent the link directly to my brother’s main counselor and asked whether he could share it within his organization
- Sent the link to two media coaches I interviewed with the request to fill it in and share it within their network
- Friends and family who fell into the target demographic but did not have any foreknowledge about the surveys were asked to fill them in and share the links with other possible participants.

- Shared the link to both surveys on my personal Facebook and LinkedIn accounts. On LinkedIn, it was shared by quite a few relevant people, such as media coaches.



Daria Oghabi

Masterstudente Media, Culture & Society

1 w • 🌐



Ter afsluiting van mijn master Media, Culture & Society aan de Erasmus Universiteit schrijf ik momenteel in samenwerking met **Netwerk Mediawijsheid** mijn scriptie over hoe het verhogen van mediawijsheid (de vaardigheden die nodig zijn om media te kunnen gebruiken) mensen met een licht verstandelijke beperking (LVB) beter kan laten meedraaien in de maatschappij.

Media spelen tegenwoordig in alle facetten van de samenleving een rol en daarom is het belangrijk dat kwetsbare groepen zoals LVB'ers leren er goed en veilig mee om te gaan. Op deze manier kunnen risico's voorkomen worden, maar ook vooral kansen die media bieden benut worden.

Voor mijn onderzoek heb ik mensen nodig met een LVB'er in hun sociale omgeving (dus ouders, broers, zussen, begeleiders, etc.) die een korte vragenlijst in willen vullen. Het kost u maar 10 minuutjes, maar u draagt enorm bij aan het verbeteren van de positie van LVB'ers in de maatschappij. Dit is de link naar de vragenlijst:

<https://lnkd.in/guQEVUu>

Alvast heel erg bedankt!

Mediawijsheid onder LVB'ers

erasmusuniversity.eu.qualtrics.com • Leestijd: 1 minuten

Vragenlijst over hoe het verbeteren van mediawijsheid onder LVB'ers kan bijdragen aan beter...

👍 15 • 10 commentaren

Reacties





Bamber Delver • Buiten uw netwerk 1 w (bijgewerkt) ...
Directeur Media&Maatschappij, Hoofddocent Nationale Opleiding Media...

#mediacoach We hebben jouw vraag doorgezet in onze Nationale Opleiding MediaCoach groepen. Succes gewenst!

Geweldig · ❤️ 1 | Reageren · 1 reactie



Daria Oghabi **Auteur** 1 w ...
Masterstudente Media, Culture & Society

Daar helpt u me enorm mee! Heel erg bedankt!

Interessant | Reageren



Kelly de Vries • Buiten uw netwerk 1 w ...
E-health | mediawijsheid & mediaopvoeding | trainer | adviseur | projectlei...

Sonja Heijkamp-Lammers Anke Donders van Breugel

Interessant · 🔄 3 | Reageren · 2 reacties

Vorige reacties laden



Sonja Heijkamp-Lammers • Buiten uw netwerk 1 w ...
Projectcoördinator Mediawijsheid Amerpoort

Bij **Amerpoort** op intranet laten zetten en op de site van de Special Media Awards heeft het ook een plek gekregen <https://special-media-awards.nl/leuk-online-leven/> en op de insta gezet

Leuk online leven

special-media-awards.nl

Cookies op de site Special Media Awards gebruikt alleen technische en functionele cookies. En analyt...

Interessant · 🔄 2 | Reageren



Gert Dozeman • Buiten uw netwerk 6 d ...
Vrolijke Verbinder Praktijk en Servicegericht* Dichterbij

Rosanne Husaarts Harm Wijgengangs Ans van den Berg Judith Spierings Alet van Dommelen Anuschka Creij, van

Interessant · 🔄 2 | Reageren



Melissa Jansma • Buiten uw netwerk 1 w ...
Schoolmaatschappelijk werker | KIES Coach | SOVA Trainer | Post HBO stu...

Leone Nijboer

Interessant · 🔄 2 | Reageren



Wendy van Deursen • Buiten uw netwerk 1 w ...
Mediamentor/Nationaal MediaCoach/procesbegeleider/MIEE in het iXperi...

Gert Dozeman

- Sonja Heijkamp from Amerpoort posted a link to both surveys on the website and Instagram page of Special Media Awards:

special-media-awards.nl/onderzoek-begeleiders/

HELP MEE MET ONDERZOEK

Beste Begeleider, Daria Oghabi studeert Media, Culture & Society aan de Erasmus Universiteit. Zij doet een afstudeerscriptie in samenwerking met het Netwerk Mediawijsheid. Zij doet onderzoek naar hoe mensen met een verstandelijke beperking internet en social media goed kunnen gebruiken. Daarom maakte zij een vragenlijst voor familie en/of begeleiders. Invullen duurt ongeveer 12 minuten. Doen jullie mee? Alvast bedankt.

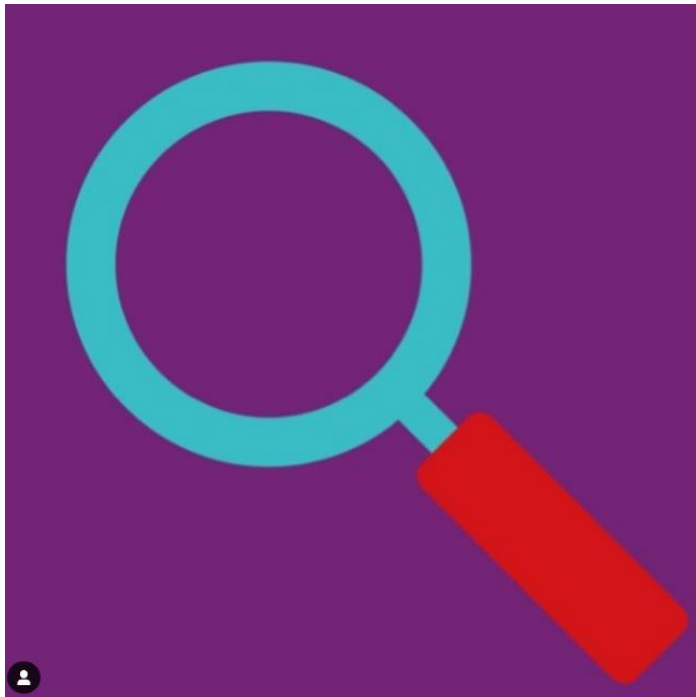
Vul hier de vragenlijst in



HELP MEE MET ONDERZOEK

Beste Deelnemer, Daria Oghabi studeert Media, Culture & Society aan de Erasmus Universiteit. Zij doet een afstudeerscriptie in samenwerking met het Netwerk Mediawijsheid. Zij doet onderzoek naar hoe mensen met een verstandelijke beperking internet en social media goed kunnen gebruiken. Daarom maakte zij een vragenlijst. Invullen duurt ongeveer 7 minuten

Vul hier de vragenlijst in



 specialmediaawards ...

 specialmediaawards Daria is onderzoeker bij de @erasmusuniversity. Zij doet onderzoek naar social media gebruik door mensen met een licht verstandelijke beperking. Het is een vragenlijst die je online kunt invullen. Doen jullie mee? #linkinbio 🖱️

2 w.

 puzzeln1983 Gedaan ik hoop dat er met mijn tips iets gedaan wordt groetjes en een fijne dag en goede nacht ♡

2 w. 2 vind-ik-leuks Reageren

— Antwoorden weergeven (1)

 [statistiek](#) [statistiek](#) [statistiek](#) [statistiek](#) [statistiek](#) [statistiek](#) [statistiek](#) [statistiek](#) [statistiek](#) [statistiek](#)

22 vind-ik-leuks

2 JUNI

 Een opmerking toevoegen... [Plaatsen](#)