Types of questions

Category / Subcategory	Question	Type	What is being asked	Variables to be measured	Statistics to be reported
Demographic data / Age	1. State your age	Open-ended question / numerical answer (short answer — numeric)	Measures the respondent's chronological age in years (demographic/numeric variable).	Age (integer)	Mean; median; standard deviation; range (min–max); frequencies and % per range (e.g., 18–24; 25–34; 35–44; 45+); valid n and missing responses.
Demographic data / Gender	2. State your gender. Select all that apply. Male, Female, Other, Prefer not to say	Multiple response	Captures the respondent's self-declared gender identity (allowing them to select one or more categories: Male, Female, Other).	Gender (multi: male, female, other, prefer not to say). Treat as a multiple-choice item	n valid; n and % per option (percentage of total N). Totals may exceed 100% if participants selected more than one option; missing responses
Demographic data/Nationality	3. State your nationality (as it appears in your passport)	Open-ended question/short answer (text)	Record the respondent's legal nationality as it appears on their passport (citizenship/country variable).	Nationality (text) Check for cases of dual nationality, if applicable, or write the country; consider including "I prefer not to say."	Valid N; frequencies and % per country (list countries with n and %); grouping by region (e.g., Latin America, Europe, Asia) for tables; number of unique responses; missing responses
Academic data / Master's degree-academic area / University	4. State the name of the Master's degree you are studying and the University	Open question / short answer (short answer — text)	Current educational program, name of the Master's degree + university	Master's_name; master's_university (two variables: text)	Valid n; list of programs (frequency and % per master's degree); list of universities (frequency and % per institution);

	where you are studying it.				group by subject area if applicable (e.g., Education, Humanities, Social Sciences); number of unique responses; missing.
Academic data/Bachelor's degree-area / University / City-country	5. Where did you study your Bachelor's Degree? State where you completed the university studies which was the basis for accessing this Master's Degree (University, School, Faculty, city, country...).	Open question / short answer [Short answer — text]	Previous educational background, undergraduate studies (university/school/faculty and location: city, country)	Degree_institution; degree_faculty; degree_city; degree_country (separate into 4 text variables)	Valid n; frequencies and % by institution (university); frequencies and % by faculty/school if applicable; frequencies and % by city; frequencies and % by country; number of unique responses (different institutions); grouping by region (optional: e.g., Latin America, Europe); missing responses.
Academic data / Name of degree	6. What is the name of the degree, bachelor's degree, or diploma you have completed? (the one that was the basis for accessing this Master's degree). Also state, if applicable, whether your studies had any specialization.	Open-ended/short answer [Short answer — text]	Identify the degree/bachelor's degree/diploma held by the respondent and, if applicable, the associated specialization or mention	Degreetitle; degree_specialization (two variables: text)	Valid n; frequencies and % per degree (e.g., Bachelor's Degree in Psychology, Master's Degree in History); grouping by subject area (e.g., Education, Humanities, Social Sciences, STEM) with n and %; frequencies and % of specializations/minors; number of unique

					responses; missing responses.
Digital literacy / Content evaluation / Ability to identify how trustworthy news is.	7. Do you have a social media profile? If so, indicate which social media platforms you actively use. *Select all that apply*. Facebook X (Twitter) Instagram TikTok WhatsApp Telegram I don't use social media Other:	Multiple response	Determines whether the respondent has a social media profile and which ones they actively use (presence/use by platform)	Active_social_media_profiles (multi: facebook, twitter, instagram, tiktok, whatsapp, telegram, no_use, other_text)	Valid n; n and % per option (percentage of total N); number and % of participants who selected more than one platform; frequency and % of No social media use; indicate at the bottom of the table that it is a multiple response (totals may exceed 100%); missing responses.
Digital literacy / Content evaluation / Ability to identify how trustworthy news is.	8. Do you receive news through these social networks? If so, indicate which ones. Select all thatapply. Facebook X (Twitter) Instagram TikTok WhatsApp Telegram	Multiple response	Identify whether the respondent receives news via social media and on which specific platforms they receive news content.	news_via_social_media (multi: news_facebook, news_x_twitter, news_instagram, news_tiktok, news_whatsapp, news_telegram, news_no_receive, news_other_text)	Valid n; n and % per option (percentage of total N); number and % of participants who selected more than one platform; frequency; number and % of those who do not receive news via social media; indicate at the bottom of the table that it is a multiple response (totals may exceed

	I don't receive news through social media Other.				100%); missing responses.
Digital literacy / Content evaluation / Ability to identify how trustworthy news is.	9. Would you say that social media in general is your main source of news (more than the press, radio, or TV)? Tick one box only. Strongly agree Somewhat agree Somewhat disagree Strongly disagree	Single choice — Likert 4-point scale	Measures the degree to which respondents agree with the statement that social media is their main source of news (priority of social media over other media)	rrss_main_source	Valid n; n and % for each category (Strongly agree; Somewhat agree; Somewhat disagree; Strongly disagree); grouped % (Agree = Strongly agree + Somewhat agree; Disagree = Somewhat disagree + Strongly disagree); missing responses.
Digital literacy / Content evaluation / Ability to identify how trustworthy news is	10. How often would you say you encounter fake news on social media? Tick one box only. Always Often Sometimes Rarely Never	Single choice — Likert 5-point scale	Measures how often the respondent perceives encountering fake news on social media (perceived frequency of exposure to disinformation) It would have been a good idea to set a time frame (e.g., "in the last month") for greater comparability.	freq_encounter_fake_news	Valid n; n and % per category (Always; Often; Sometimes; Rarely; Never); median and mode (as it is an ordinal variable); grouping option for presentation: Frequent = (Always + Often) and Infrequent = (Rarely + Never); missing responses.
Digital literacy / Content evaluation / Ability to identify how trustworthy news is	11. How easy is it for you to distinguish between reliable news and fake news on social media?	Single choice — Likert 5-point scale	Measures the respondent's self-perception of their ability to distinguish trustworthy news from	perception_ease_distinguishing_reliable_fake	Valid n; n and % by category (Very difficult; Difficult; Somewhat easy; Easy; Very easy); median and mode

	Tick one box only. Very difficult Difficult Somewhat easy Easy Very easy		fake news on social media (confidence in their ability to discern). This is a self-assessment item; it may reflect confidence rather than actual ability.		(ordinal variable); missing responses; grouping option for presentation: Easy = (Easy + Very easy), Neutral = (Somewhat easy), Difficult = (Difficult + Very difficult).
Digital literacy / Content evaluation / Ability to identify how trustworthy news is.	12. What factors do you consider when determining whether a news story is trustworthy? * Select all that apply. Prestige of the original source (media outlet) Identity of the person or page sharing it with you Verifiable citations or references Confirms what you already thought about it Objective writing style Consistency with other reliable sources Other:	Multiple response	Identify the criteria that respondents use to judge how trustworthy a news item is (verification sources and credibility indicators). Multiple-choice item that captures practices and cognitive shortcuts; "Other (specify)" could have been included to allow for unlisted criteria.	Suggested variable: news_validity_factors (multi: prestige_source_val, sharer_identity_val, citations_references_val, confirms_beliefs_val, objective_style_val, matches_other_sources_val, other_text_val)	n valid; n and % per option (percentage of total N); sums may exceed 100%; frequency and examples of val_other_text; missing responses.

Digital literacy / Content evaluation / Ability to identify how trustworthy news is	13. When you read a news story online, how often do you check the information source? Tick one box only. Always Often Sometimes Rarely Never	Single choice / 5-point Likert scale	Measures how often the respondent verifies the source of information when reading online news (specific verification behavior). It would also have been a good idea to specify a time frame for consistency (e.g., "when I have read news in the last month").	frequency_verification_source	Valid n; n and % by category (Always; Often; Sometimes; Rarely; Never); median and mode; grouped presentation option: Frequent = (Always + Often); Neutral = (Sometimes); Infrequent = (Rarely + Never); missing responses.
Digital literacy / Content evaluation / Ability to analyze and evaluate the arguments presented in fake news and hate speech	14. When you encounter an important claim in an online news story, do you try to identify evidence to back it up? Tick one box only. Always Often Sometimes Rarely Never	Single choice / 5-point frequency scale [Single choice — Likert 5-point]	Measures how often the respondent attempts to identify evidence to back up important claims in an online news article (evidence-seeking/support-checking practice). This item assesses a supplementary specific verification procedure, for the item on verifying the source (previous question #13).	frequency_attempts_to_identify_evidence	n valid; n and % per category (Always; Often; Sometimes; Rarely; Never); median and mode (as it is an ordinal variable); suggested grouped presentation option: Frequent = (Always + Often), Neutral = (Sometimes), Infrequent = (Rarely + Never); missing responses.
Digital literacy / Content evaluation / Ability to analyze and evaluate the arguments given in fake news and hate speech	15. How often do you question the logic behind the arguments given in the news or opinion articles you find online? Tick one box only. Always	Single choice / 5-point frequency scale [Single choice — Likert 5-point]	Measures how often the respondent questions the logic of arguments in online news/articles (degree of argument analysis practice). It would have been a good idea to specify a	frequency_questions_logic	Valid n; n and % per category (Always; Often; Sometimes; Rarely; Never); median and mode (ordinal variable); suggested numerical coding: 5 = Always; 4 = Often; 3 = Sometimes; 2 = Rarely;

	Often Sometimes Rarely Never		time frame (e.g., "last month").		1 = Never; grouped presentation option: Frequent = (Always + Often), Neutral = (Sometimes), Infrequent = (Rarely + Never); missing responses.
Digital literacy / Content evaluation / Ability to analyze and evaluate the arguments given in fake news and hate speech	16. When you read a news story online, are you interested in knowing whether the argument is backed up by verifiable facts? Tick one box only. Always Often Sometimes Rarely Never	Single choice / 5-point interest scale [Single choice — Likert 5-point]	Measures the respondent's interest in knowing whether an argument is backed up by verifiable facts (priority for evidence when reading news).	interest_verifiable_evidence_ord Measures degree of interest (assessment/attitude)	n valid; n and % per category (Always; Often; Sometimes; Rarely; Never); median and mode (ordinal variable); suggested numerical coding: 5 = Always; 4 = Often; 3 = Sometimes; 2 = Rarely; 1 = Never; grouped presentation option: High interest = (Always + Often), Neutral = (Sometimes), Low interest = (Rarely + Never); missing responses.
Critical thinking/skepticism	17. How often do you wonder if the information you receive may be biased or manipulated? Tick one box only. Always Often Sometimes	Type: Single choice / 5-point frequency scale [Single choice — Likert 5-point]	Measures how often the respondent suspects bias or manipulation in the information received (critical vigilance against bias).	frequency_question_bias_manipulated	n valid; n and % per category (Always; Often; Sometimes; Rarely; Never); median and mode; suggested numerical coding: 5 = Always; 4 = Often; 3 = Sometimes; 2 = Rarely; 1 = Never; suggested grouped presentation

	Rarely Never				option: Frequent = (Always + Often), Neutral = (Sometimes), Infrequent = (Rarely + Never); missing responses.
Critical thinking/Skepticism	18. To what extent do you think you can detect manipulation or hidden intentions in a news story on social media? Tick one box only. Very capable Capable Relatively capable Not very capable Not capable at all	Single choice / 5-point self-assessment scale [Single choice — Likert 5-point]	Measures the respondent's self-perception of their ability to detect manipulation or hidden intentions in social media news (confidence in the ability to detect). This is a subjective self-assessment and does not necessarily mean there is an ability to be objective.	perception_ability_detect_manipulation	Valid n; n and % by category (Very capable; Capable; Relatively capable; Not very capable; Not at all capable); median and mode (ordinal variable); suggested numerical coding: 5 = Very capable; 4 = Capable; 3 = Relatively capable; 2 = Not very capable; 1 = Not at all capable; suggested grouped presentation option: Capable = (Very capable + Capable), Neutral = (Relatively capable), Not very capable = (Not very capable + Not at all capable); missing responses.
Critical thinking/skepticism	19. Do you consider yourself skeptical when you receive information from new information or media sources?	Single choice — Likert 5-point scale	Measures the degree to which the respondent considers themselves skeptical of information from new sources	perception_skepticism_new_sources	Valid; n and % per category (Very skeptical; Quite skeptical; Relatively skeptical; Somewhat skeptical; Not at all

	Tick one box only. Very skeptical Quite skeptical Relatively skeptical Not very skeptical Not skeptical at all		(attitudinal trait of skepticism).		skeptical); median and mode; suggested numerical coding: 5 = Very skeptical; 4 = Quite skeptical; 3 = Relatively skeptical; 2 = Somewhat skeptical; 1 = Not at all skeptical; suggested grouped presentation option: Skeptical = (Very + Quite), Neutral = (Relatively), Not skeptical = (Not very + Not at all); missing responses.
Critical thinking/Skepticism	20. Would you say that online information finds you, rather than you actively searching for it? Tick one box only. Strongly agree Somewhat agree Somewhat disagree Strongly disagree	Type: Single choice / 4-point Likert scale	Measures whether information reception is mostly passive (information "finds you") or active (deliberate search) in terms of information behavior.	info_online_te_encuentra Measures perception/degree of agreement	Valid n; n and % by category (Strongly agree; Somewhat agree; Somewhat disagree; Strongly disagree); % grouped (Agreement = Strongly agree + Somewhat agree; Disagreement = Somewhat disagree + Strongly disagree); missing responses.
Critical thinking/skepticism	21. Do you feel that the information you receive through social media confirms your pre-existing beliefs, rather than	Single choice — Likert 4-point scale	Measures the respondent's perceived tendency to receive information that confirms their pre-existing beliefs	perception_info_confirms_beliefs	Valid n; n and % by category (Strongly agree; Somewhat agree; Somewhat disagree; Strongly disagree); grouped % (Agree = Strongly agree

	contradicting them? Tick one box only. Strongly agree Somewhat agree Somewhat disagree Strongly disagree		(subjective experience of confirmation bias).		+ Somewhat agree; Disagree = Somewhat disagree + Strongly disagree); median and mode; missing responses.
Critical thinking / Verification and responsible use of information	22. Do you usually share news that you find or receive on social media? * Tick one box only. Always Often Sometimes Rarely Never	Type: Single choice / 5-point frequency scale [Single choice — Likert 5-point]	Measures how often the respondent shares news found or received on social media (sharing behavior).	frequency_of_sharing_news	Valid n; n and % per category (Always; Often; Sometimes; Rarely; Never); median and mode; suggested numerical coding (5 = Always; 4 = Often; 3 = Sometimes; 2 = Rarely; 1 = Never); suggested grouped presentation option: Frequent = (Always + Often), Neutral = (Sometimes), Infrequent = (Rarely + Never); missing responses.
Critical thinking / Verification and responsible use of information	23. What factors influence your decision to share news online? Select all that apply. Objective writing style Confirms your pre-existing belief Matches other reliable sources	Multiple response	Identify the factors that influence the respondent's decision to share a news item online (sharing criteria).	sharing_factors (multi: factor_style_objective, factor_confirms_beliefs, factor_matches_other_sources, factor_sharer_identity, factor_source_authority, factor_citations_references, factor_other_text)	Valid n; n and % per option (percentage of total N); indicate that it is a multiple response (totals may exceed 100%); number and % of participants who selected more than one option; frequency and examples of other_text_factor; missing responses.

	Identity of the person or page sharing it with you Prestige source has (media outlet) Verifiable citations or references Other:				
Critical thinking / Verification and responsible use of information	24. How often do you verify facts in order to make informed decisions in your daily life (such as sharing news or forming opinions)? Tick one box only. Always Often Sometimes Rarely Never	Single choice / 5-point frequency scale	Measures how often the respondent checks facts before making informed decisions (fact-checking practice in daily life). It would have been a good idea to specify a period (e.g., "last month") for greater consistency.	frequency_fact_checking	Valid n; n and % per category (Always; Often; Sometimes; Rarely; Never); median and mode (ordinal variable); suggested numerical coding: 5 = Always; 4 = Often; 3 = Sometimes; 2 = Rarely; 1 = Never; suggested grouped presentation: Frequent = (Always + Often), Neutral = (Sometimes), Infrequent = (Rarely + Never); missing responses.
Critical thinking/Ethics-Values	25. What do you think is the most likely reason why fake news is shared on social media? Tick one box only. Those who share them think they are real	Single choice	Find out what, according to the respondent, is the most likely reason why fake news is shared on social media (perception of motivations/reasons for dissemination).	cause_sharing_fake_news	Valid n; n and % for each option (all three); median not applicable (nominal variable); absolute and relative frequency; missing responses; suggested numerical coding: 1 = thinks they are real; 2 = knows/suspects but

	Those who share them know or suspect that they are fake, but do so anyway Those who share them are not influenced on whether they are real or not: it catches their attention, amuses them, or elicits surprise or indignation				shares; 3 = shares based on emotional reaction (does not verify).
Critical thinking / Verification and responsible use of information	26. When discussing news topics (of any kind) with other people, how often do you look for more information to back up your point of view? Tick one box only. Always Often Sometimes Rarely Never	Single choice / 5-point Likert scale	Measures how often the respondent looks for more information to back up their argument when discussing news (verification behavior in debates). It would have been advisable to specify the period (e.g., "in the last month").	frequency_seeks_info_reinforce	Valid n and % by category (Always; Often; Sometimes; Rarely; Never); median and mode; suggested numerical coding (5=Always … 1=Never); grouping option for presentation: Frequent = (Always + Often), Neutral = (Sometimes), Infrequent = (Rarely + Never); missing responses.
Critical thinking / Verification and responsible use of information	27. Do you tend to change your mind when given information that contradicts what	Single choice / 5-point Likert scale	Measures the respondent's willingness to change their opinión when they encounter contradictory	frequency_changes_opinion	Valid n; n and % by category (Always; Often; Sometimes; Rarely; Never); median and mode; suggested numerical coding

	you initially believed? Tick one box only. Always Often Sometimes Rarely Never		information (openness to revising beliefs). Self-report item on reflective behavior.		(5=Always ... 1=Never); suggested grouped presentation: Frequent = (Always + Often), Neutral = (Sometimes), Infrequent = (Rarely + Never); missing responses.
Critical thinking / Verification and responsible use of information	28. To what extent does the reaction of other users (number of views, likes, shares and comments) affect your decision to share a news item on social media? Tick one box only. Significant impact Some impact Little impact No impact	Single choice / 4-point impact scale	Assess to what extent social metrics (views, likes, shares, comments) influence the decision to share a news item (impact of social proof on sharing).	impact_reaction_others_share	n valid; n and % per category (High impact; Some impact; Low impact; No impact); suggested grouped %: Impact = (High + Some) vs Low/None = (Low + None); median and mode (ordinal); missing responses.
Digital literacy / Socioeconomic background	29. To what extent do you think large technology companies (Google, Facebook, X, etc.) influence the information you see online? Tick one box only. A lot Moderately A little	Single choice / 4-point Likert scale	Measures respondents' perceptions of the influence large technology companies have on the information they receive online (attribution of power/algorithms).	perception_influence_tech_companies	Valid n; n and % by category (A lot; Moderately; A little; Not at all); Suggested grouping: High impact = (A lot + Moderately) vs. Low impact = (A little + Not at all); median and mode; missing responses.

	Not at all				
Digital literacy / Content evaluation / Ability to identify how trustworthy information is	30. Do you consider yourself to be well-informed? Tick one box only. Strongly agree Somewhat agree Somewhat disagree Strongly disagree	Single choice — Likert 4-point scale Question about **self-perception.** Self-perception of being well informed is an attitudinal indicator for verification practices and the degree of confidence in one's own information routines. In the *Verification and Responsible Use* subscale, it enriches this metric by combining habit (behavior) and disposition (attitude). It enables us to explore discrepancies between what people say they do (or believe themselves to be) and what they actually report doing (checks, use of sources). It is particularly useful for discussing social desirability bias or self-perception vs. practice.	It captures the respondent's self-perception of being well-informed (overall assessment of how well-informed they are).	well_informed_perception	Valid n; n and % by category (Strongly agree; Somewhat agree; Somewhat disagree; Strongly disagree); Grouped %: Agreement = (Strongly agree + Somewhat agree) vs. Disagreement = (Somewhat disagree + Strongly disagree); median and mode; missing responses.
Digital literacy / Socioeconomic background	31. Do you believe it is important to know who owns the	Single choice — Likert 4-point scale	Measures the importance that respondents attach to	importance_knowing_owners	Valid n; n and % by category (Strongly agree; Somewhat

	technology platforms and media outlets you use to stay informed? Tick one box only. Strongly agree Somewhat agree Somewhat disagree Strongly disagree		knowing the ownership (who owns) of the platforms and media they use to obtain information (interest in transparency/ownership).		agree; Somewhat disagree; Strongly disagree); Grouped %: Agreement = (Strongly agree + Somewhat agree) vs. Disagreement = (Somewhat disagree + Strongly disagree); median and mode; missing responses.
Digital literacy / Socioeconomic background	32. To what extent do you think the commercial interests of social media platform owners affect how accurate the news they share is? Tick one box only. Strongly Often Sometimes Rarely Never	Single choice / 5-point Likert scale	Asks to what extent the respondent believes that the commercial interests of platform owners affect the accuracy of the news shared on them (perception of conflict of interest).	perception_economic_interests_affect_accuracy	Valid n; n and % by category (Totally; Often; Sometimes; Rarely; Never); median and mode; suggested grouped presentation option: High impact = (Totally + Often), Neutral = (Sometimes), Low impact = (Rarely + Never); missing responses.
Digital literacy / Socioeconomic background	33. How aware are you of the business models that support social media (such as data sales or advertising)? Tick one box only. Very aware Somewhat aware	Single choice / 4-point awareness scale [Single choice — Likert 4-point]	Measures how aware respondent is of the business models that support social media (data sales, advertising, monetization). Knowledge/self-perception item (subjective).	awareness_social_media_business_models	Valid n; n and % by category (Very aware; Moderately aware; Not very aware; Not at all aware); Suggested grouped %: Aware = (Very + Moderately) vs Not very/Not at all = (Not very + Not at all);

	Not very aware Not at all aware				median and mode; missing responses.
Digital literacy / Socioeconomic background	34. Do you think the fact that some media outlets are funded by large corporations makes them biased? Tick one box only. Strongly agree Somewhat agree Somewhat disagree Strongly disagree	Single choice — Likert 4-point scale	Assess whether the respondent believes that corporate media funding affects impartiality when giving the news (perception of bias due to funding).	perception_funding_affects_impartiality	Valid n; n and % by category (Strongly agree; Somewhat agree; Somewhat disagree; Strongly disagree); Grouped %: Agree vs. Disagree; median and mode; missing responses.
Digital literacy / Socio-historical framework	35. How important do you think it is to understand the historical changes that have shaped the way we receive information today (e.g., the development of the Internet, social media...)? Tick one box only. Very important Moderately important Not important Not important	Single choice / 4-point scale [Single choice — Likert 4-point]	Measures how important respondents perceive understanding historical changes (e.g., the internet, social media) that have shaped the reception of news today are (assessment of historical context).	importance_understanding_historical_changes	Valid n; n and % by category (Very important; Moderately important; Of little importance; Not important at all); Suggested grouped %: Important = (Very + Moderately) vs Not very/Not at all = (Not very + Not at all); median and mode; missing responses.
Digital literacy / Socio-historical framework	36. To what extent are you aware of how changes in society and the economy have influenced the	Single choice / 4-point Likert scale	Captures the degree to which respondent consider themselves informed about how changes in society and	knowledge_social_economic_transformations	Valid n; n and % per category (Very informed; Moderately informed; Not very informed; Not at all

	creation of the main media and social networking platforms ( )? Tick one box only. Very informed Moderately informed Not very informed Not at all informed		the economy influenced the creation of platforms and media (self-perception of historical-sociotechnical knowledge). Self-report item; may differ from objective knowledge.		informed); Suggested grouped %: Informed = (Very + Moderately) vs. Not very/Not at all = (Not very + Not at all); median and mode; missing responses.
Digital literacy / Socio-historical framework	37. Do you think the history of media and information control has changed with the dawn of new technologies? Tick one box only. Strongly agree Somewhat agree Somewhat disagree Strongly disagree	Single choice — Likert 4-point scale	Measures the extent to which the respondent agrees with the notion that control of the media and information has changed with the dawn of new technologies (perception of historical change in information governance).	perception_change_control_media_technology	Valid n; n and % by category (Strongly agree; Somewhat agree; Somewhat disagree; Strongly disagree); grouped % (Agree vs. Disagree); median and mode; missing responses.
Digital literacy / Socio-historical framework	38. How do you think technology has affected the power dynamics between governments, businesses, and the general public over time? Tick one box only. Deeply Moderately Slightly No impact	Single choice — Likert 4-point scale	Asks respondents about their perception of the extent to which technology has changed the power dynamics between governments, companies, and the general public over time.	perception_impact_technology_power_dynamics	Valid n; n and % per category (Deeply; Moderately; Slightly; No impact); suggested grouped % (High impact = Deeply + Moderately vs. Low/No impact = Slightly + No impact); median and mode; missing responses.

Digital literacy / Socio-historical framework	39. How important do you think it is to understand the historical relationships the media has with political or social change? Tick one box only. Very important Moderately important Not very importantt Not important	Single choice / 4-point relevance scale [Single choice — Likert 4-point]	Measures the importance respondents perceive it is to understand the historical relationships the media has with political/social change (assessment of the interrelationship between history, the media, and politics).	perception_relevance_historical_relationships_media	Valid n; n and % by category (Very relevant; Moderately relevant; Not very relevant; Not relevant); grouped % (Relevant vs. Not relevant); median and mode; missing responses.
Digital literacy / Sociotechnical framework	40. To what extent are you aware of how platform design (such as Facebook or X) influences the type of content you consume? Tick one box only. Very aware Moderately aware Not very aware Not at all aware	Single choice / 4-point awareness scale	Assesses the extent to which the respondent is to aware of how platform design (e.g., algorithms, formats) influences the type of content they consume (perception the effect design has on information exposure).	awareness_platform_design_influence	Valid n; n and % per category (Very aware; Moderately aware; Not very aware; Not at all aware); Suggested grouped % (Aware vs. Not very/Not at all); median and mode; missing responses.
Digital literacy / Sociotechnical framework	41. Do you think digital platforms (social media, search engines) promote certain types of content above others? Tick one box only. Strongly agree	Single choice — Likert 4-point scale	Measures the extent to which respondents agree on whether digital platforms promote certain types of content above others (perception of bias/curation).	perception_platforms_promote_content	Valid n; n and % by category (Strongly agree; Somewhat agree; Somewhat disagree; Strongly disagree); grouped % (Agree vs. Disagree); median and mode; missing responses.

	Somewhat agree Strongly disagree Strongly disagree				
Digital literacy / Sociotechnical framework	42. To what extent do you feel you are influenced by the algorithms that select the content you see on social media? Tick one box only. Very influenced Moderately influenced Not very influenced Not influenced at all	Single choice — 4-point Likert scale	Assesses the extent to which the respondent feels influenced by the algorithms that select content on social media (perception of algorithmic influence).	perception_of_algorithm_influence	Valid n; n and % by category (Very influenced; Moderately influenced; Somewhat influenced; Not at all influenced); grouped % (High vs. Low influence); median and mode; missing responses.
Digital literacy / Sociotechnical framework	43. In your opinion, does the relationship between users and technology help or hinder the development of critical thinking? Express your answer on a scale of 1 to 5, where 1 represents greatest difficulty and 5 represents greatest ease. Tick one box only. Hinders 1 2 3 4 5 Helps	Single choice / 5-point scale (bipolar continuum)	Measures the perception of whether the user–technology relationship hinders or helps development of critical thinking (positioning on a difficulty–easy continuum).	user_technology_relationship_critical_thinking_scale	Valid n; n and % for each point (1…5); median and mode; mean only if justified; suggested grouping for tables: Hinders = (1+2), Neutral = (3), Helps = (4+5); missing responses.

Digital literacy / Sociotechnical framework	44. To what extent do you think users have control over the content they consume on digital platforms? Tick one box only. A lot Some Little None	Single choice / 4-point control scale	Measures the degree to which the respondent believes that users have control over the content they consume on digital platforms (perceived control)	perception_of_user_control_over_content	Valid n; n and % by category (A lot of control; Some control; Little control; No control); grouped % (High vs. Low control); median and mode; missing responses.
Digital literacy / Sociotechnical framework	45. To what extent do you think users should be more aware of how digital technologies affect their decisions and opinions? Tick one box only. Much more Somewhat more A little more They don't need to be more aware at all	Single choice / 4-point awareness scale [Single choice — Likert 4-point]	Estimate the extent to which the respondent believes that users should be more aware of how digital technologies influence their decisions and opinions (normative assessment of digital awareness).	perception_need_awareness_digital_impact	Valid n; n and % by category (Very aware; Moderately aware; Not very aware; Not at all aware); grouped % (High vs. Low need for awareness); median and mode; missing responses.
Critical thinking / Ethics-Values	46. State whether you agree or disagree with this statement: "Fake news and misinformation in general on social media are closely related to hate speech." Tick one box only. Strongly agree	Single choice — Likert 4-point scale	Measures the extent to which respondents agree on the relationship between fake news/misinformation and hate speech (perception of causal or correlational link)	perception_relationship_fake_news_hate_speech	Valid n; n and % per category (Strongly agree; Somewhat agree; Somewhat disagree; Strongly disagree); grouped % (Agree vs. Disagree); median and mode; missing responses.

	Somewhat agree Somewhat disagree Strongly disagree				
Critical thinking / Ethics-Values	47. In terms of content moderation on social media, if 1 represents highest freedom of speech and 7 represents highest information accuracy, where would the optimum point be? Tick one box only. Freedom of speech 1 2 3 4 5 6 7 Information accuracy	Single choice / 7-point scale **Bipolar/numerical rating item** (asks respondents to choose a point between two conceptual poles: *Freedom — Truthfulness*). In technical terminology, it would be more accurate to call it **a "7-point bipolar scale"** or **"semantic differential/rating 1–7"** rather than "Likert," because it does not concern agreeing with a statement but rather stating a preference on a continuum between two opposite values.	It measures the respondent's preference on a continuum between prioritizing freedom of speech and the truthfulness of information (desired balance).	preference_balance_freedom_truthfulness_1_7	Valid n; n and % for each point (1…7); median and mode; mean only if justified; possible grouping for presentation: More freedom (1–3), Balance (4), More truthfulness (5–7); missing responses.
Critical thinking / Ethics-Values	48. In terms of content moderation on social media, if 1 represents highest freedom of speech and 7 represents highest respect for	Single choice — 7-point scale	Measures the respondent's preference on a continuum between prioritizing freedom of speech and respect for	preference_moderation_freedom_truthfulness_1_7	Valid n; n and % for each point (1…7); median and mode; possible grouping for presentation (1–3 = More freedom; 4 = Balance; 5–7 = More

	dignity and self-image, where would the optimum point be ? Tick one box only. Freedom of speech 1 2 3 4 5 6 7 Respect for dignity and self-image		dignity/self-image (desired balance).		respect/dignity); missing responses.
Critical thinking / Definition	49. In your opinion, what does critical thinking mean? Tick one box only. A kind of reflection that helps people judge easily and correctly. It is a cognitive ability used for problem solving and decision making. It means questioning, independent thought, truthfulness, and aimed at influencing knowledge, as well as political and social development. It is using one's cognitive power to	Single choice	Asks which of the proposed definitions of critical thinking best reflects the respondent's conception (conceptual understanding/conception).	definition_critical_thinking	Valid n; n and % for each option; absolute and relative frequency; analysis of dominant option and content notes (if there are many responses in "other," consider it); missing responses.

	address an issue logically, applying rigorous criteria.				
Post-truth and news verification / Post-truth and *fake news*	50. For you, post-truth: Tick one box only. does not exist and is something made up by philosophers, educators, or politicians. Is a deliberate distortion of reality to manipulate beliefs and emotions in order to influence public opinion and social attitudes. is a set of prejudices or unchallenged thoughts, assimilated as being one's own, that render the subjective into absolute truths even though these do not really exist. means "after the truth" and refers to all the narratives that compete in an arena in which everyone chooses	Single choice	Asks which of the proposed definitions of post-truth best reflects the respondent's understanding (conceptual understanding/conception).	post-truth_definition	Valid n; n and % per option; identify conceptual predominance (e.g., post-truth = deliberate manipulation vs. post-truth = competitive narrative); missing responses.

	the one that suits them best. it's a buzzword: it's a fancy way of saying "lie".				
Post-truth and news verification / Post-truth and *fake news*	51. For you, fake news: Tick one box only. does not exist and is something the media made up to promote professional journalism. Is disinformation intentionally fabricated for political or commercial purposes, thinly veiled as real news. are parodies or send ups that distort real news, believed by those who are less politically savvy or lacking social media skills. are the weapon post-truth uses to prevent false or distorted information from being challenged. That is, inews	Single choice	Find out which of the proposed definitions of "fake news" best reflects the respondent's understanding (conceptual understanding/conception).	definition_fake_news	Valid n; n and % for each option; group similar definitions for analysis (e.g., political/commercial intent; satire/parody; post-truth tool; bot tactic); frequency of the "other" option, if applicable; missing responses.

	stories that present falsehoods as truth. is how politicians evaluate the discourse of their opponents. are false or misleading headlines created by bots to make clickbait because there are commercial interests involved.				
Post-truth and news verification / *Fact-checking*	52. Do you know of any fact-checkers? If so, please state which ones.	Open-ended question / short answer [Short answer — text]	Measures whether the respondent knows any fact-checkers and, if so, which ones they can name (awareness and recognition).	know_factchecker (derived binary YES-No); factchecker_which (text)	Valid responses; number and percentage who know at least one fact-checker (derive know_factchecker = yes/no); list and frequency of names of fact-checkers cited (e.g., Maldita, FactCheck.org, etc.); number of unique responses; missing responses.
Post-truth and news verification / *Fact-checking*	53. Do you think digital technology should provide more tools for users to critically evaluate	Single choice — Likert 4-point scale	Measures the degree to which respondents agree with the notion that digital technology should provide more tools for users to	support_digital_evaluation_tools	Valid n; n and % per category; grouped % (Agree vs Disagree); median and mode; missing responses.

	the content they consume? Tick one box only. Strongly agree Somewhat agree Somewhat disagree Strongly disagree		critically evaluate the content they consume (support for technological solutions).		