University of
BRISTOL

Evaluation of the 'Getting to Know IT All' presentation as delivered in UK schools during November 2005

Dr Jocelyn Wishart

Dr Jane Andrews

Wan Ching Yee

Summary of Conclusions

- The 'Getting to Know IT All' e-safety campaign met its aims, it reached young people across the UK and raised both students' and teachers' awareness of e-safety issues.

- The volunteer model of delivery with different, complementary organisations working together to enable volunteers was well designed and successfully implemented.

- The training programme for volunteers also fulfilled its aims. The vast majority of volunteers felt confident that, with practice, they would be well equipped to deliver the presentation successfully to schools.

- The multimedia presentation itself was effective; it clearly amused and engaged students, raised their confidence in using the internet and resulted in learning about e-safety issues concerning computer security, personal safety online and of sources of further help.

- The presentation was easily delivered by the volunteers, all of whom would be happy to repeat the experience and was well received in schools with 98% of teachers willing to recommend it to others.

- The presentation acted as a call to initiate action. There was evidence of heightened teacher awareness of e-safety issues when using the internet throughout all the schools sampled; and of policy and curricular changes in some schools following the presentation.

- It is not clear to all teachers where the remit for teaching and reminding students about e-safety resides. Although there was an increase in downloads of teaching material from Childnet's 'Know IT All' website following the weeks when the presentation took place, the evaluation team found no clear evidence of the use of e-safety teaching materials associated with the presentation, such as the 'Know IT All' CD-ROM following the school visit. Thus, in terms of the empowerment of teachers, the data suggest that this objective was not entirely met.

- It appears that the presentation was a victim of its own success in that many teachers reported wanting to cover e-safety in school by having it delivered in the same way during the next school year. This seems to indicate that the volunteer model does not increase teachers' sense of ownership of the e-safety within schools.

Recommendations

Use of interactive activities and flexibility in response to audience need are essential to gaining and maintaining young people's attention:

•	The 'Getting to Know IT All' presentation could be made more engaging by involving the audience more in the learning activities and by the presenters differentiating the information where necessary to enable it to be accessed by a wider range of learners.

Teachers need to be clearer about who will teach e-safety, in which subject area, when it will be taught, and when and where it will be revised or reinforced:

•	The presentation was viewed by teachers as being effective at communicating to students about internet safety issues. However, teachers varied in their responses about how they or their school would take forward work with students in this area. The research showed that there remains an issue of responsibility; it is not clear whether the remit for teaching and reminding students about e-safety resides with all teachers.

The campaign could be better at signposting teachers to key resources for their own use:

•	Teachers should be more clearly signposted as to how they can use e-safety resources, such as the 'Know IT All CDROM' sent out in accompaniment to the presentations, Becta's policy guidance and advice sites, and the Grid Club website and resources in their own school.

Volunteers can make a very real positive impact:

•	Given that schools reported overwhelmingly that they appreciated volunteer experts from companies and the police coming into their school to run sessions on internet safety, the scheme could be extended with other volunteers from other companies in the IT sector being trained to support schools in this area in co-operation with the police.

Parents need specifically targeted activities for the information to reach them:

•	Reaching parents through the schools was one aspect of the programme that could have been more fully realised. Where schools held parents' sessions these tended to be successful. Teachers who watched the presentation reported its impact both on themselves in their work in school and as parents of young children.

Contents

Appendices

A. Report of Analysis of Student Evaluation Forms from the Getting to Know IT All presentation

B. Report of Analysis of Teachers' Evaluation Forms on their experience of the Getting to Know IT All presentation

C. Report of Analysis of Volunteers' Feedback on their experience in schools

D. Report of Analysis of Volunteers' Feedback on their training

E. Analysis of Interviews with a Sample of Volunteers on their experience of delivering the Getting to Know IT All Presentation

F. Follow-up Interviews with Teachers including evaluation of the longer term impact of the Getting to Know IT All presentation

1. Introduction

This report results from the independent evaluation of the Getting to Know IT All presentation as delivered in UK schools by volunteers from Microsoft and from local police forces. The evaluation was commissioned by Childnet and conducted by a team from the Graduate School of Education of the University of Bristol.

The Getting to Know IT All presentation was produced by Childnet International in partnership with Microsoft, MSN, and Virtual Global Taskforce, and presented as part of an e-safety campaign in UK schools in November and December 2005 to run in parallel with the Get Safe Online initiative.

The presentation itself is an interactive multimedia slide show for key stage 3 students aimed at empowering secondary school students, teachers, and parents to: keep their computer secure, keep themselves safe online and know where to go for help.

During conversations and telephone interviews with key stakeholders in the project from Childnet International and Microsoft UK as described in Section 2 of this report the following objectives for the Getting to Know IT All e-safety initiative were identified.

1. To develop an e-safety campaign that would:

   a. have an impact as a systematic way of reaching young people and raising their awareness of e-safety issues;
   b. raise parents', teachers' and schools' awareness of e-safety issues and
   c. result in teachers feeling empowered to deliver the e-safety message themselves and including the opportunity to

      • Download the presentation for their own future use;
      • Visit suggested websites;
      • Acquire other relevant materials such as the Kidsmart leaflets, the parents' seminar and/or the Know IT All CD-ROM
      • Make internet safety policy changes.

2. To create a multimedia presentation that was:

   a. awareness raising; for both teachers and pupils
   b. coherent;
   c. relevant to audience;
   d. engaging for students;
   e. of appropriate length;
   f. easily delivered by volunteers;
   g. easily understood by students and
   h. a call to action (e.g. visiting websites and/or using further resources).

3. To pilot a model of e-safety training whereby different organisations worked together to enable volunteers to deliver a presentation on e-safety in schools across the UK. In particular, the following key questions for the researchers to address were identified:

      a. Were the volunteers suitably knowledgeable?

      b. Were the volunteers suitably trained and enabled to deliver the presentation in schools?

      c. What quality control procedures would be necessary to ensure the success of the volunteer model?

In order to assess whether the project has met these objectives data were collected from three key audiences; the students who saw the presentation, the teachers with the students who also witnessed the presentation and the volunteers who gave the presentation.

2. Methods of Data Collection

The following table summarises the methods used in the four stages of the evaluation.

Stage of Project	Participants	Method used
Background Gathering stakeholders' perspectives	MLM, SCD, CR	Telephone interview
Stage I Training volunteers	Police and Microsoft volunteers	Paper based evaluation form
Stage II Delivering the presentation	Students' perspectives Teachers' perspectives Volunteers' perspectives	Paper based evaluation form " " Online evaluation survey
Stage III Reflecting back	Police and Microsoft volunteers; Teachers	Telephone interview " "

Data collection and analysis at each stage of the research project is described in the paragraphs below.

Background Stage

In order for us as researchers to ensure we had a full understanding of the stakeholders' perspectives on the GTKIA campaign we felt it was important to have talked first-hand to the stakeholders. We achieved this through asking a short number of open-ended questions as part of a tape-recorded telephone interview. Hand written notes were also made during the interview and the content of the conversations were reconstructed through the merging of notes and verbatim transcripts. A total of 3 interviews were conducted: 1 with Clare Riley from Microsoft's Education Department and 2 with staff from Childnet International: Mary Louise Morris and Stephen Carrick-Davies. A content analysis was carried out on the data from the interviews so that themes and issues emerging could be identified.

Stage I: Training the volunteers

The volunteers' training experience was evaluated on the same day through a paper-based evaluation form. The evaluators also observed one of the training days in process. The form contained sections focusing on differing aspects of the training experiences in relation to the

volunteers' perspectives and feelings of readiness. A combination of closed and open-ended questions were used to ensure both that volunteers felt able to express themselves freely and that the data obtained could be compared. The data were analysed using a combination of quantification and discussion of themes emerging. The data set consisted of 165 completed forms from volunteers.

Stage II: Delivering the presentation

Feedback was obtained from students (657) and teachers (52) using paper-based evaluation forms completed on the day of the presentation. Volunteer presenters (43 in total) provided their feedback on their delivery of the presentation using an online survey. Once again, a combination of closed and open-ended questions were used to ensure both that respondents felt able to express themselves freely and that the data obtained could be compared. The questions for the student evaluation forms focused specifically on students' responses to the content and any changes in their behaviour resulting from the presentation were also elicited. The data were analysed using a combination of quantification and discussion of themes emerging.

Stage III: Reflecting Back

A sample of 15 teachers was targeted for follow-up telephone interviews (representing a coverage of 10% of the total schools we were informed would be receiving the presentation) though only 13 were achieved within the allotted time frame three months after the presentation. The purpose of the interviews was to gather more detailed feedback on teachers' impressions of the presentation and on its impact on them, their students and school policies and practices. Additionally, a sample of 16 volunteers was targeted (10% of the total of volunteers who responded to the training evaluation) for follow-up telephone interviews, again three months after the presentation. The open-ended questions designed for these interviews sought to probe more deeply into issues raised already in the research and also to illuminate individual perspectives.

3. Discussion of Results

3.1 The campaign's impact as a systematic way of reaching young people

The chosen method of presenting to young people within the school environment appears to have been very successful in reaching a wide audience. According to information provided by Microsoft, 80 of the 134 schools in England who were offered the Getting to Know IT All Presentation participated, making for a take up of 60%. In Northern Ireland, the schools for participation were selected by the Department of Education and 18 out of 20 schools ran the programme.

The volunteers themselves reported facing a range of audience sizes, the most common method, reported by over 85% of those who completed the feedback questionnaire, was presenting several times during their visit to the school to different groups of supervised students. Within these groups the audience sizes ranged from less than 30 to over 200, as described in section C4.1, and charted in Figure 1.

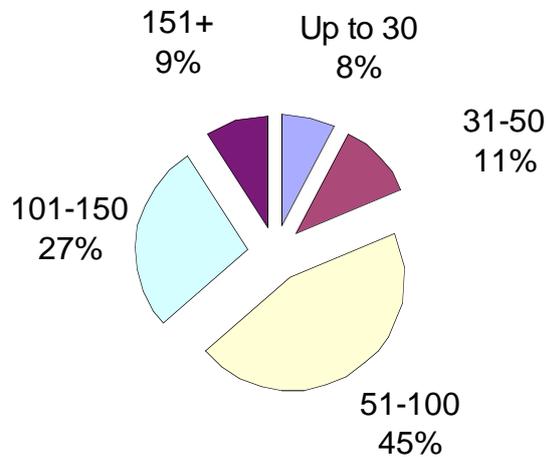**Figure 1. Audience sizes for the Getting to Know IT All presentation**

Figure 1 Source: Appendix C (C4.1)

Microsoft themselves calculated that, in this way, they reached over 50,000 young people face to face.

3.2 Raising young people's and their parents', teachers' and schools' awareness of e-safety issues

3.2a   Young people

It is clear that the presentation had considerable impact on young people's awareness of e – safety; the most frequently reported best thing about the presentation for students, as described in section A2.1 and shown in Figure 2 below, was the information learned from it; learning, information and advice were mentioned in 360 of the students' responses (46% of all comments made) whether about being safe on the internet and in chat, about sources of help or keeping your computer safe.

Figure 2.   Students' reports of the best thing about the Getting To Know It All presentation
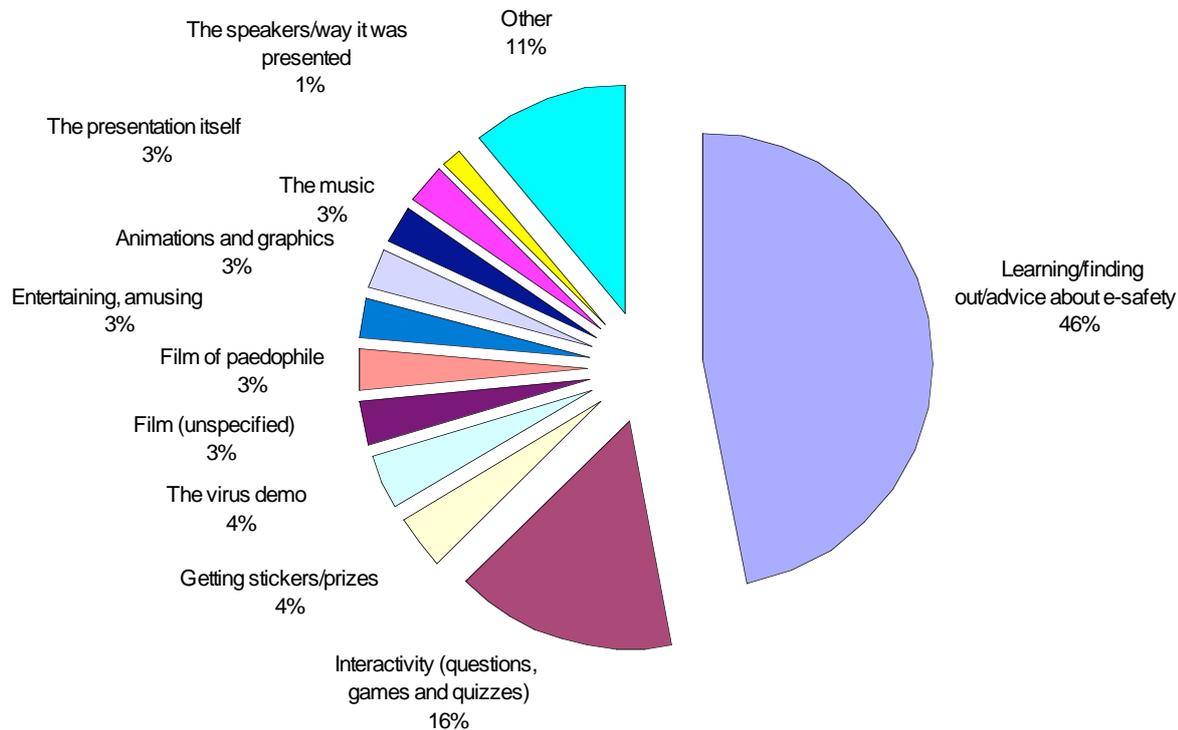

Figure 2 Source: Appendix A (Table A2.1)

This was confirmed by the students' teachers with over half of those completing evaluation forms following the presentation reporting that they believed the presentation improved their students' awareness of e-safety issues a lot and a further third of the respondents said students' knowledge had improved a little. Reasons given (shown in Section B2.2) appear to depend on how much students were aware of e-safety to start with, for instance ten respondents indicated their students had learned, in particular about safety in chat, however, another seven respondents indicated their students had only learned a little as they were already quite knowledgeable. Though one respondent made the point "many of them are more naïve than they let on about the internet".

The Getting to Know IT All intervention appears timely with nearly 90% of the students, reporting that they had access to the internet at home and, indeed, just over 80% of the students felt called to action and reported plans to follow up the presentation in some way as described in Section A6. Immediate plans reported by 20% of the students were to update or install computer security, and another 4% of students indicated the reason for not following up was that all suggested precautions were already taken. Other popular follow-ups were intentions not to give out personal details and not to chat with strangers, reported by 11% and 10% of students respectively. Plans to visit one or more of the websites featured in the presentation were reported by 7% of the students.

It is interesting to note that in their follow up plans, as shown in Figure 3 below (source Table A6.1), boys focused more than girls on computer security, with 81 boys' answers reporting an intention to check their anti-virus or firewall etc compared to 50 of the girls. Girls' thoughts were more focused on chat with nearly five times as many girls' responses (59 comments) as boys' (12 comments) concerning being more careful not to chat to strangers. Also girls were more concerned not to give out personal details or photos with 45 comments reporting this as opposed to 19 from boys. It is a concern that boys (56 comments) were more than twice as likely than girls (27 comments) to be not planning to do anything as a result of the presentation as figures[1] show that boys spend more time than girls using a home computer.

Figure 3.   Students' plans for their safety online resulting from attending the GTIA presentation
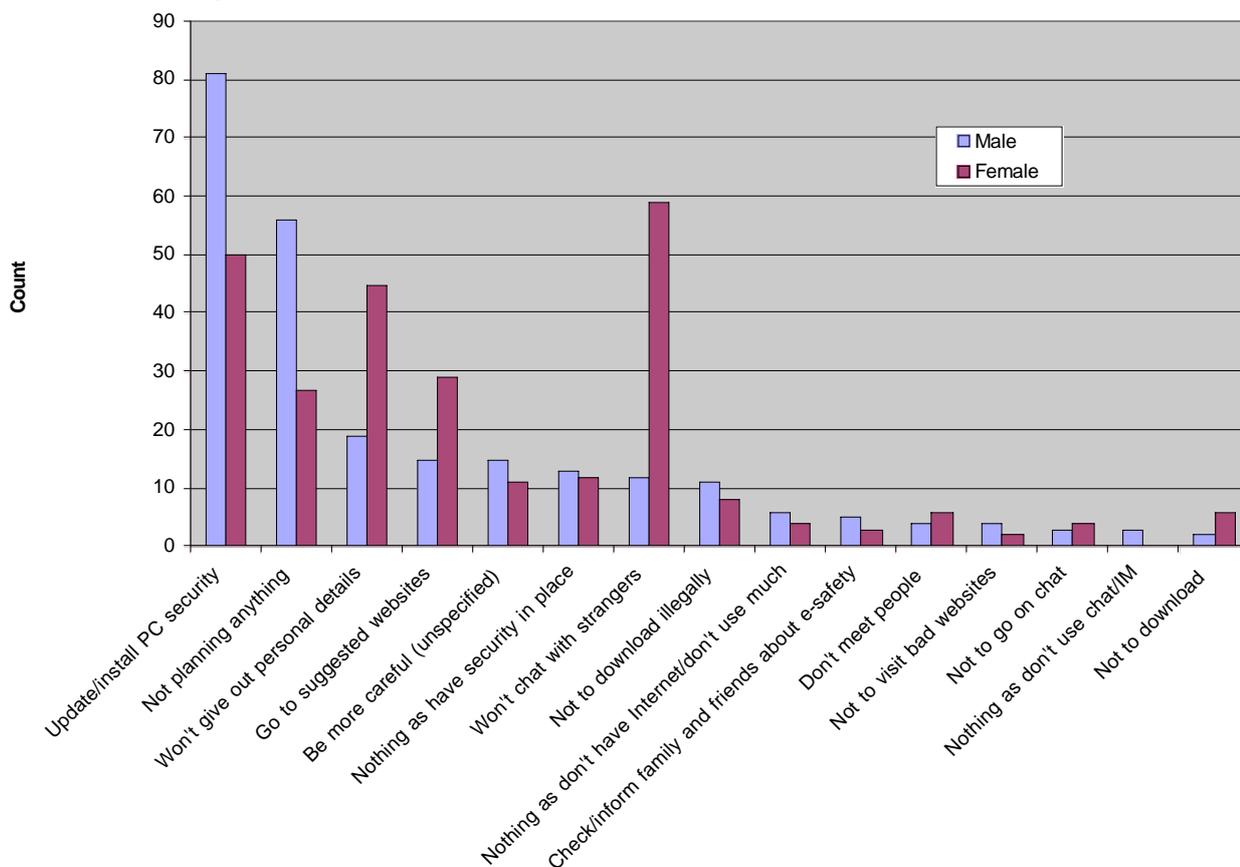

Figure 3 Source Appendix A (Table A6.1)

However, whereas 122 students were able to cite more than one 'best' thing about the presentation and 67 students reported they had learned more than one 'important thing' from the presentation, only 28 of the students cited plans to follow up more than one aspect of safety online. (Appendix A Sections A2.1, A4.1 and A6.1).

3.2b   Parents
Insofar as the students' parents are concerned, just over half of the sample of teachers questioned were confident that their students' parents knew of the internet safety event in school though, according the volunteers sampled, parents were present in only 4 (10%) of the

---

[1] Hayward, B., Alty, C., Pearson, S. and Martin, C. (2002) Young People and ICT 2002. DfES/Becta

schools. Another four volunteers stressed the need at interview to raise awareness in parents. Advice for parents on what to do was suggested. For example, "How to contact…their service provider…change passwords, they don't know what their kids are getting up to on it. …the leaflet for parents is excellent. But it just might need a line on it about who to contact". Another volunteer commented that parents also needed education because their roles as 'budget holders' required them to release the funds to acquire the pre-requisites for computer safety e.g. virus protection. In interview the teachers, themselves, tended to note that parents either were not invited into school for a presentation or when they were invited they did not come in large numbers with reasons such as "our parents work" being given. Where greater attempts were made to bring parents into school the benefits were seen to be great and one teacher reported that around fifty parents had come into school and that they had reported having learnt a great deal from the experience. (Sourced from Sections B3, C4.1, E5, F8.4).

One teacher pointed out, at interview described in Section F3, that parents were the people who needed to be targeted next with the message from the presentation. She did not however indicate that she felt schools had the remit to convey this message to parents and did not report any follow up presentations for parents.

3.2c   Teachers

Initial feedback following the presentation indicated that it certainly raised teachers' awareness of e-safety issues, the teachers most commonly reported that the information contained in the presentation was the most useful aspect of the event for them. They mentioned in particular the websites where further information could be found as, and when, needed with over 80% of the respondents felt moved to action saying that they planned to visit at least one.

Another aspect of the presentation commonly reported as most useful by 29% of the teachers, shown in Section B1.1, was learning about the internet dangers themselves and how to protect from them. This was confirmed at interview with the sample of teachers, as described in Section 5.1, who reported their appreciation at having their own knowledge updated in relation to internet safety. Interestingly, they then used this to pass on the messages to parents. Several schools used their own websites to achieve this and had made materials available or added new sections or links on the school's home page. Such schools reported parents being used to accessing information in this way.

In the questionnaire feedback a smaller but noticeable group of six teachers pointed out that finding out more about their students' own internet use had been most useful and, in interview, one teacher expressed his disappointment that as the presentation was given to large groups of students in his school the message tended not to reach many teachers. This teacher considered the opportunity for teachers to sit and listen and reflect on the message of the presentation as an important one.

3.2d   Schools

In interview following up the presentation (described in Sections F3) teachers reported the full range of impact on school's awareness of e-safety issues. These ranged from significant changes to school policy (such as a policy review) or to school advice on internet safety (adding new information and links onto the school website) to reporting that either no changes were made as a result of the presentation delivered in their school, or that the speaker

was unaware if there had been changes. The most extensive impact on school policy however, was noted by a teacher who also worked as a Key Stage 3 (KS3) moderator for the examination board in Northern Ireland. He reported that, as a result of attending the presentation, he had been involved in the development of a new scheme of work relating to internet safety for KS2 and KS3. Another teacher made the point that their school had already included internet safety in the guidelines for safety around the school linked into the DfES' "Every Child Matters" agenda.

A point to note is the variety within which schools view some of the issues raised as being in their domain. One teacher, for example, reported in interview that, although he wanted to recommend that future presentations should cover mobile phone technology more, this was not an issue for his school as children were not allowed to bring mobile phones in. Another teacher reported that his school was "pretty rigid" on what the children get access to: email and chat were not permitted to children at his school in that they are "too difficult to police". However, a third teacher took a converse position reporting that the presentation had "stimulated policy review" by changing the emphasis of policy from telling children not to use email or the internet because of safety concerns to advising both staff and students to be safe when using email and the internet.

3.3 Empowerment of teachers to deliver the e-safety message themselves

As described in Section B4, over 80% of teachers completing the feedback questionnaire immediately following the presentation felt called to action and said they planned to visit at least one of the websites cited and also 40% planned to use or apply for the resources highlighted in the presentation. The Know IT All CD-ROM and guidance notes were the most popular resources mentioned though applying for them was only mentioned by 17 out of the whole group of 52 teachers (32.5%).

Exactly half the teachers reported that they planned to follow up the presentation in their classes, mostly in ICT (17 teachers) though PSHE or Citizenship was also mentioned by four, with a further third of the teachers saying they wouldn't do so. Of the group, only one person mentioned that they would need support first in order to follow up the presentation in their teaching. However, several comments suggest that, though the presentation was extremely well received in schools and raised teachers' awareness, the perception remained that e-safety teaching remains external to the teacher's personal responsibility. Examples include "I assume the school will apply for resources" and "don't know - probably through ICT co-ordinator". However, when directly asked only four of the 52 respondents believed internet safety teaching was outside their remit and one believed they wouldn't have the opportunity when teaching science.

In the follow up interviews, as described in Section F4, all of the teachers interviewed referred to following up the messages communicated in the presentation and this was achieved in a range of ways: through the curriculum, in assemblies, in tutor time and individually. However, no teachers at this point mentioned the Know IT All CD-ROM which had been, immediately post presentation, the most frequently mentioned resource to acquire. Nor had many of them ordered any further internet safety materials with only 3 of the 13 teachers interviewed saying they had applied for or had already obtained further materials. It was unclear what e-safety materials the teachers were referring to, they did not distinguish between leaflets, cards, or CD-ROMs or whether they were brought by the volunteers or

obtained from another source. Most seemed to think that the supply distributed alongside the presentation was sufficient for their purposes. However, two volunteers did mention requests to "leave the CD-ROM" with the school.

Within the curriculum ICT and PHSE were both referred to as suitable subject areas for follow-up e-safety work and teachers mentioned both designs for units of work (which would cover internet safety issues with students producing leaflets, flyers and presentations about internet safety), and plans for future ways in which the internet safety message could be incorporated into school work. Another teacher referred to having conducted "follow-up assemblies" for the year groups who saw the presentation in which the messages were revisited. In another school follow up work was conducted in both PSHE, which was reported to be "interpreted in a 'diverse' way in the school", and therefore was able to accommodate issues such as internet safety, and form tutor time.

Also there were two examples of teachers reporting more individual changes to their practice. One teacher noted that as a result of attending the presentation he had changed the way in which he taught using the internet in class to be far more specific about the sites that students should visit. A second teacher reported that "it made me more aware of making sure I know where the children are going – on which sites" when she was teaching using the internet in class.

Website statistics given by Childnet and shown in Figure 1 below confirm that the teachers did at least visit one of the websites. They indicate obvious peaks for downloads of the 'Getting to Know IT All' presentation and its script. The highest was 170 downloads of the presentation file itself following the first two weeks in November when the presentations took place in schools, followed by a brief rise in mid-December and a second peak in the last week of January and first week of February. This latter period is when the evaluation follow up interviews were conducted though it seems far-fetched that pushing 15 teachers for interviews could be linked to a rise to between 80 and 90 downloads.

Some follow up e-safety work by teachers is indicated by the peak download of the 'Know IT All' leaflet; 75 in the second week of December which appears to indicate increased traffic on the 'Know It All' website three to five weeks after the 'Getting to Know IT All' presentations took place in NI and the UK respectively.

Figure 1. Download trends for the Getting to Know IT All presentation, its script and the Know IT All leaflet
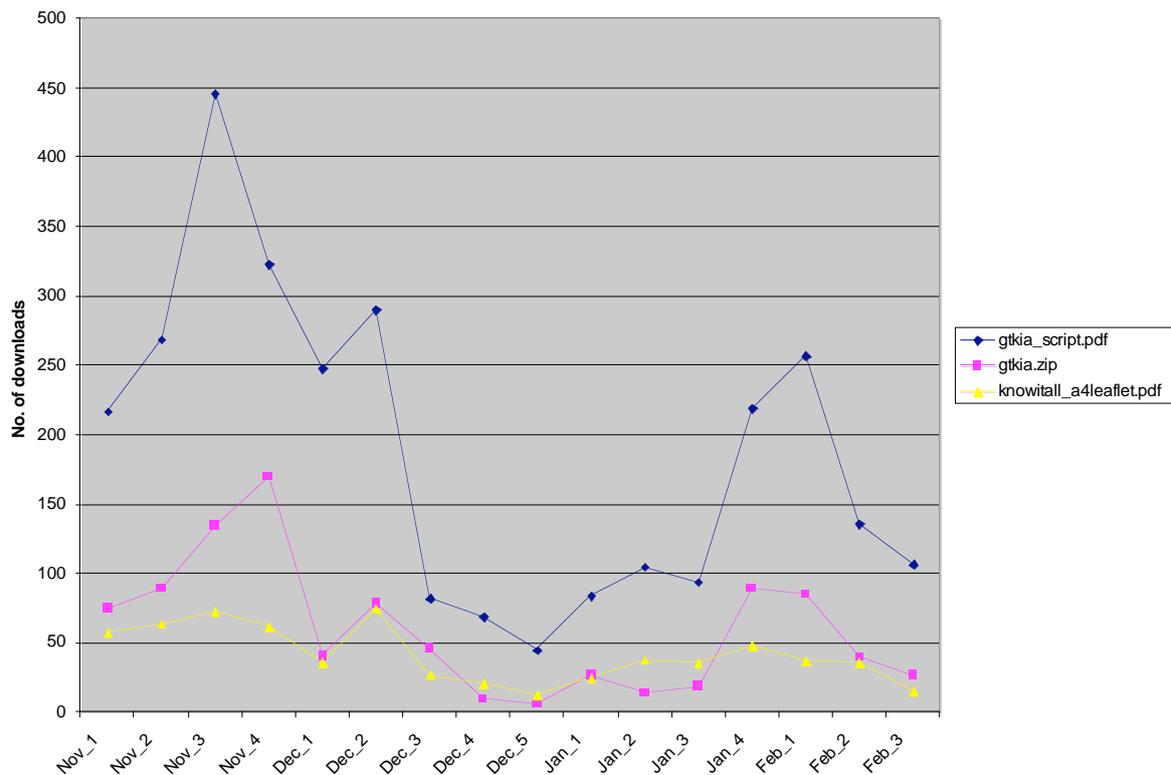
Looking more closely at the Know IT All resources shown in Figure 2 below the two peaks can be clearly seen in November and December. The highest number of Know IT All lesson plans downloaded is 40 for Year 8 in the last week of November. There is also a similar unexplained rise in the number of downloads towards the end of January.

Figure 2. Know IT All specific resources
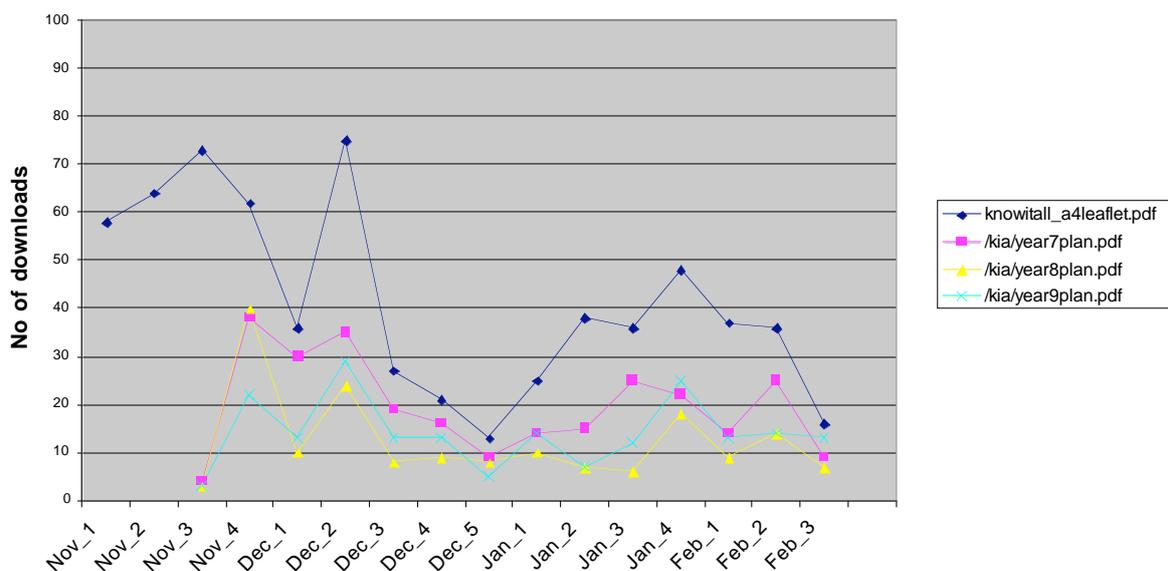
3.4 The presentation itself

3.4a Awareness raising, easily understood and coherent?

Analysis of feedback questionnaires from both students and teachers, described in Sections A1 to A6 and B1, B2 and B4 respectively, shows that the multimedia presentation fulfilled its objectives. It was awareness raising for students, teachers and some parents as concluded in section 3.2 above and presented a coherent e-safety message easily understood by the vast majority of students.

Stakeholders' concerns that including three components: knowing how to keep your computer secure, how to keep safe online and where to go for help, made for too complex a message were not seen in practice. Sixty-seven students reported that they learned more than one important thing about the presentation and all three areas were cited when students were asked for the most important thing they had learned from the presentation (shown in Section A4). Keeping yourself safe online was most prominent with 30% of students reporting learning not to give out personal information or photos and 24% focusing on taking precautions in chat sessions. Another 17% of the students reported the most important thing learned was computer security against viruses and hackers and, whilst only 9% of the students considered the website addresses to go to for help as being the most important thing learned, learning where to go for help was considered the best thing about the presentation for 15% of the entire group (source Table A2.1).

3.4b Relevance to audience?

The teachers reported that the presentation was largely relevant to its audience with over two-thirds of respondents, shown in Section B2.3 indicating that the presentation was very relevant to their students' needs and nearly all the rest indicating that it was quite relevant. Overwhelmingly they would recommend the presentation with a resounding 98% of the 52 respondents saying they would recommend the presentation to another teacher. The presentation was seen by teachers as most relevant to Years 7 and 8 (shown in Section B1.4) though there was no trend in the students' feedback linked to their age. The teachers' recommendation was supported by the students (shown in Section A1) with 88% of them saying they would recommend the presentation to similar students in other schools.

3.4c Engaging to students?

The presentation engaged its audience with over 90% of the teachers reporting that their students enjoyed the presentation, mostly, as shown in Figure 5 below, because of its interactive nature.

Figure 5. Students reasons for enjoying the presentation as reported by their teachers
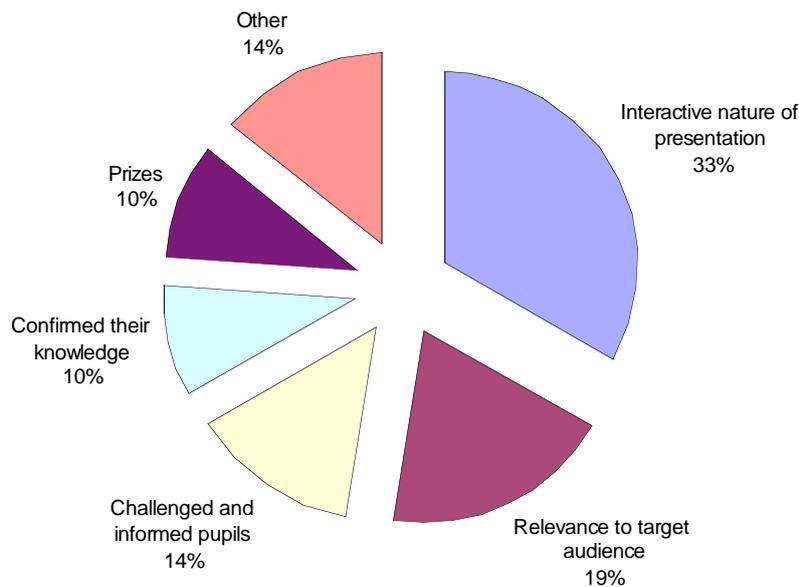

Figure 5 Source: Appendix B (Section B2.1)

This was confirmed by the students themselves. Figure 1 shows the second most commonly reported best thing about the presentation was its interactive nature and the need for even more audience participation was suggested by 12% of the students when asked what could be improved about the presentation (shown in Section A6). Some teachers also felt that there was room for improved audience interaction in their feedback given following the presentation itself, described in Section B1.2, five asked for a more interactive presentation with two also suggesting including an opportunity for role play.

3.4d Of appropriate length?

The other improvement frequently suggested by students is the need for the presentation to be shorter which was suggested by 5% of the students. It is interesting to note that the two suggested improvements clash; more audience participation may actually make the presentation longer but, seeing as 'too much talking' and 'sitting too long' both appeared in responses to what the students liked least (shown in Table A3.1), it seems that the issue is not so much total length of the presentation but length of periods of inactivity. In fact role play and group work were suggested by individuals as possible improvements as well as more time for questions and games.

3.4e Aspects of the presentation to note

Aspects of the multimedia presentation that were particularly noted by students include the virus demo and the film about the paedophile with a little boy's voice which were singled out as the best thing in 29 and 23 students' responses respectively (shown in Table A2.1). The virus demo appears to have been particularly successful, it was also cited in several of the comments praising the animation or graphics and how amusing and entertaining the presentation was. The film of the paedophile pretending to be a boy had considerable impact; it appears in Table A2.1 as one of the best things, in Table A3.1 as the thing least liked and was the most commonly reported aspect of the presentation that helped students learn about internet safety cited in 229 of their responses (32% of all the comments, shown in Table A5.1). Aspects of note reported by the teachers feeding back immediately following the

presentation were the sources of further information reported as most helpful by just over half the teachers and the Bill Gates interview which was felt to be unhelpful by three teachers (Source Section B1.2).

3.4f Easily delivered by volunteers?

Volunteers report, as described in Section C2, considerable ease of delivery of the presentation once initial concerns about setting up the event and meeting their 'buddy' were ironed out. For 95% of the volunteers their experience of presenting in school was good or very good, every single one of them was willing to repeat the experience and 97% would be willing to recommend the experience to others leaving one volunteer who reported they would give a qualified recommendation. This was the volunteer who reported that "owing to staff shortages we were not met by our host teacher with whom we'd been liaising. We were met instead by an 18 yr old technician who was unable to answer any questions. We were taken to a hall on the other side of the school to the entrance and found that it was double-booked. We were unsupported by teaching staff in the first session, when asked for help, I was told that the problem was that there was no senior staff present and that I was speaking with a supply teacher. I got the impression that he did not feel empowered and the children knew that they could behave badly and not suffer any consequences."

Over half the volunteers report that, for each of the three respects: technology, audience and teacher support, the schools managed the presentation very well (described in Section C4). Managing the audience was deemed most well managed with 81% of the volunteers reporting that the school had managed their audience(s) very well. For themselves, they were, in general, confident about their performance with two-thirds (66.7%) reporting that they and their buddy had managed both the technology and the audience very well. The teachers were even more positive about the technical management, reporting, as described in Section B1, that in 85 % of cases the volunteers had managed the technology very well. The teachers thought the volunteers had slightly more trouble with the audience than the technology, with half the teachers reporting that the audience was managed very well. Issues reported by the volunteers included student behaviour, especially in response to the freebies, and the age of the students. For example, comments from volunteers when asked for what did not go so well include:

"The stickers were plastered all over the school walls within a few minutes" and

"Giving the material out before we started the presentation; so we only did that once and afterward gave it out at the end for the next three.".

 The age of the audience also caused concern, for example;

"The presentations were harder to do or gain interactivity with the older age group - yr 9's."

The teachers confirmed the volunteers' self report, and in the follow up interviews, described in Section F2, positive observations were made about the enthusiasm and professionalism of the volunteers. However, in two cases teachers reported less satisfactory aspects of the delivery which can be seen to be by-products of the volunteer model of delivery. One example was when a teacher reported "technical hitches" which occurred during the presentation; however, this was not the fault of the presenters, just that the technology was unfamiliar to them. The second point related to management of the student groups in relation

to the prizes offered by Microsoft where a teacher reported that the handing out of prizes (or "throwing around" of pens etc.) was managed in a way that resulted in misbehaviour on the part of students who were characterised by the teacher as normally very well-behaved. Clearly, presenters from outside the school know less about the norms and practices of the schools they visit and may therefore be less able to handle large student groups in terms of behaviour.

The topic of diversity within student populations also came up when discussing audience issues in the teachers' interviews described in Section F6. One teacher characterised the student intake of her school as being "not truly comprehensive" in that there were very few "top ability" children. Her resulting feedback on the presentation was linked to the distinctive needs of the children in her school, some of whom have a reading age of 3 or 4 years below their actual age, and the need for presenters to be able to move away from the script they followed so that ideas and language could be "made simpler" as and when children needed this adjustment. This issue also appears in volunteers' concerns identified following their training and reported in Section D4.3 where two volunteers indicate that the fact they have learned that their audience is to be special needs children is of especial concern to them.

3.4f Acted as a call to action?

The presentation certainly appeared to motivate teachers, as described in Section B4, over 80% of teachers completing the feedback questionnaire immediately following the presentation planned to visit at least one of the websites cited. Also 40% of the teachers planned to use or apply for the resources highlighted in the presentation. Of these The Know IT All CD-ROM and guidance notes were the most popular resources mentioned being noted by 17 out of the 52 teachers (32.5%). Section 3.3 of this report describes how the teachers acted on these plans.

3.5 The volunteer model of e-safety training

3.5a Strengths

Teachers and volunteers were asked specifically about having volunteers present to students in school in the feedback questionnaires following the presentations in school. Results show that 89% of teachers (shown in Table B4.5a) and 100% of volunteers (shown in Table C2.1) reported that they thought having volunteers present in school was an effective way to teach about e-safety. Reasons given included the facts that students respond better to external speakers who tend to be perceived as more expert and believable and show genuine concern for the topic.

In the follow up interviews as described in Section F2 the teachers in the sample were universally appreciative of the volunteer model with these volunteers (Microsoft and Police Service employees) who were perceived as experts in the presentation's topic. One teacher noted that this approach "validated" what teachers were saying about internet safety and their presence gave that message "more weight". For another teacher the function and roles of the volunteers and the school were clearly delineated: the volunteers deliver the message and the school conducts follow-up work in PHSE.

Not for publication unless prior permission from Childnet has been obtained.

17

Further positive observations were made throughout the interviews about the enthusiasm and professionalism of the volunteers and, in only two cases, the teachers reported concerns: with the volunteers using unfamiliar presentation equipment and with managing over-excited students, as described in the previous section.

In interview, the volunteers themselves reported, as described in Section E1.2, that a particular success was the way the representatives of the different organisations worked together. Delivering the presentation jointly was an asset too – not least because the children had more than one specialist voice to listen to, but also because one volunteer is able to operate the technology whilst the other answers questions. Where Microsoft volunteers presented with a partner from their own field of work rather than the police, three out of four reported that a police presence would have assisted the delivery of the presentation in terms of portraying the seriousness of personal safety issues.

3.5b Concerns

Volunteers' main concerns with the model largely centred on the organisation of the event and communication with their partner or 'buddy'. These concerns appeared at an early stage, for instance in the feedback following their training, shown in Table D4.3a, 14 volunteers displayed uncertainty being unsure about where they were going, and who with, and about the organisation on the day. They were more forthcoming in the follow up interviews with 13 of the 16 volunteers interviewed stating, as reported in Section E2.1, that meeting their buddy beforehand would have assisted in their preparation. Only half of them had succeeded in contacting and meeting with their buddy prior to the actual day of the presentation though they had employed a range of strategies to achieve contact.

Concerns re schools' organisation of the visit were largely unjustified except for the school described earlier where the organising teacher was absent. However, as described in Section E3, three of the sixteen volunteers interviewed expressed some concerns over the quality of the communications between the volunteer organisations and the schools which had impacted upon their visit. Two of these concerned problems with making the right equipment available and one was a lack of communication about the length of the allotted session. Another issue was the distance from the school to the volunteers' home or place of work with two volunteers' final comments in the feedback questionnaire (described in Section C5) reporting concerns with the location of their schools meaning they had had difficulty achieving the visit within their preferred timescale.

3.5c Training the volunteers

The training programme for volunteers appears to have been effective and successful. Volunteers reported feeling happy with the information provided and confident with the presentation. The training appears to have been particularly successful in imparting information. As described in Section D3 100% of the 165 volunteers reported that after the training, they were clear about the aims and objectives of the presentation; 95.8% considered they had gained sufficient information about the organisations involved and 95.2% positively rated the clarity of the training they had received.

As reported in Table D4.4 the training session provided half of the volunteers with a solid foundation from which to immediately deliver the presentation and empowered a further third

to consolidate their presentation skills through practice and homework in their own time without further attendance at a training day.

It is notable that the vast majority of volunteers came equipped with prior experience and interest in the areas of computer safety and internet safety (79%) and some familiarity with presenting using a computer and data projector (82%) and to that extent, the prime purpose of the training day correctly focussed on explaining the content and modelling the delivery of the presentation. However, the profile of the volunteers varied by organisation and the Microsoft and police volunteers had very different prior experiences which impacted upon their confidence in delivering the presentation to young people. Whereas all but one of the Microsoft volunteers reported prior experience in using the presentation equipment overall, they reported less experience and confidence in working with young people. The police volunteers on the other hand were older and more likely to have had experience presenting to young people, and were less confident in the use of technology. Training for these groups of volunteers could usefully follow a model which targeted these gaps in their experience.

One theme recurring throughout the training evaluation was the expressed need of the volunteers to *practise* the presentation. It is to the credit of the trainers that, as shown in Table D4.1, a large number of volunteers (n= 46) consistently reported no concerns with delivering the whole presentation and over a third (n= 61) expressed a qualified confidence that after practising the presentation, they would experience no problems. Many volunteers reported that the part they felt most confident in presenting to schools was that aspect of the presentation they had rehearsed in front of colleagues. This was clearly an effective and valuable part of the training programme for many volunteers.

Much of the volunteers' confidence derived from the clarity and design of the presentation itself e.g. 92.1% reported that the presentation was easy to navigate (shown in Table D3.3). For other volunteers, it was the overall 'modelled' delivery of the presentation which inspired confidence.

When volunteers were asked to make comments on how their training could be improved, their most frequent response, as shown in Table D5.5a concerned time management – they needed a longer training session with more time to answer questions and practise the presentation. When training time is limited, it may be possible to action some other suggestions e.g. opportunities to view the materials prior to the training session, or perhaps training focussing on the particular skills deficit of one group e.g. presenting to young people.

3.5d Quality Control

Volunteers were not directly asked what quality control procedures they felt would be necessary to ensure the success of the volunteer model however, from observation by the evaluation team, the following factors ensured the success of the volunteer model in this case.

The presentation was well designed for its audience and piloted beforehand.

The volunteers were self selected and clearly apprised of the task beforehand. They were well motivated and went to considerable trouble to meet up with their 'buddy' and plan ahead.

The training for volunteers was led by presenters with school experience who addressed their needs concerning attitudes and roles in schools and to practise the presentation.

The pairing of volunteers from two organisations with different backgrounds and concerns – technological concerns of the police as compared to talking to children as a prime concern of the Microsoft volunteers led to a successful partnership.

3.6 Other issues of note

As described in Section E1.2, three of the police volunteers were of the opinion that the programme was so well constructed that it lent itself to delivery without the buddy model. These officers were confident that with practice and a thorough knowledge of the presentation, they could deliver the presentation on their own and two had already done so. One officer with considerable schools experience had already successfully delivered the presentation to two other secondary schools in his remit; another officer had delivered the presentation at a parents' evening.

Having the prizes and stickers was highly controversial, they appear to have generated excitement and added to the context in which the presentation was received by students but also brought about disappointment for those who did not receive one. There is nothing in the data to suggest they can be associated with learning from the presentation and at least one teacher was appalled by the way his or her students behaved when prizes were given out.

It is of some concern to the evaluation team that schools' response to the presentation may reflect the status of the organisations behind the e-safety initiative within their eyes. In some cases it was clear that teachers' desire to respond to the evaluation questions reflected their goal of maintaining their links with Microsoft which they stated explicitly in their responses e.g. "it meant that we've now got a relationship with Microsoft and we've already seen the benefits of this in terms of them sending us software to look at". We cannot be sure that other schools who did not receive such benefits felt the same about the presentation and delivery model. There are therefore implications for the ways in which the lessons learnt from this experience of the volunteer model are acted upon in future internet safety campaigns using different organisations and volunteers.

4. Conclusions

The Getting to Know IT All e-safety campaign was extremely successful in its aims.

• The volunteer model with different organisations working together to enable volunteers to deliver a presentation meant that a wide range of schools were visited, reaching young people across the UK and raising their awareness of e-safety issues concerning computer security, personal safety online and of sources of further help. A particular benefit was the way in which the skills of the volunteers from these two organisations complemented each other.

• It is less clear how many parents were reached. Not all schools organised a presentation for parents, however, where they did, these tended to be seen as successful. After the presentation, teachers also reported that they used means such as the school website and

parents' evenings to communicate about internet safety to parents. Teachers who watched the presentation reported its impact both on themselves in their work in school and as parents of young children.

- In some schools there was clear evidence of policy and curricular changes following the presentation but this was not the majority. There remains an issue of responsibility; it is not clear whether the remit for teaching and reminding students about e-safety resides with all teachers. Where teachers accepted that it did lie with them they were able to download the presentation and associated materials for future use. One teacher with influence with an exam board actually ensured e-safety was added to a new national scheme of work. It may be that those working to raise awareness of e-safety issues could usefully target people working in this field.

- In terms of the empowerment of teachers, the data suggest that this objective was not entirely met. The presentation was viewed by teachers as being effective at communicating to students about internet safety issues. However, teachers varied in their responses about how they or their school would take forward work with students in this area. Perhaps the presentation was a victim of its own success in that many teachers reported wanting to have it delivered in the same way during the next school year. Also teachers need to be more clearly signposted to available e-safety resources that they could then use in their school.

- The multimedia presentation itself was awareness raising and relevant to the vast majority of its audience. It clearly amused and engaged students, raised their confidence in using the internet and resulted in their learning about e-safety issues. It could be more engaging by involving the audience more in learning activities and by the presenters differentiating the information to enable it to be accessed by a wider range of learners. It was easily delivered by the volunteers, all of whom would be happy to repeat the experience and well received in schools with 98% of teachers willing to recommend it to others. It acted as a call to initiate action though this was not always followed through using the associated materials such as the Know IT All CD-ROM.

- Overall, the training programme for volunteers fulfilled its aims. The vast majority of volunteers felt confident that, with practice, they would be well equipped to successfully deliver the presentation to schools. The training environment and the clarity of the training was highly rated by over 90% of volunteers but organisational issues which may be outside the remit of the training programme, appear to have had a negative impact on the training for a small number of volunteers.

- In terms of the future development of the volunteer model, this pilot study suggests that police volunteers viewed presenting to schools on internet safety as an important additional aspect to their everyday work. This suggests that they would wish to be included in future uses of the volunteer model. Future uses of the model should also take into account the significance of the link between the backgrounds of the volunteer-presenters and the content of the presentation. For example, the technical expertise and knowledge of the Microsoft volunteers was particularly appreciated by students and teachers who attended the presentation.