STUDENT WORKSHEET

# TSV/ TEACHER VERSION

## 

## Introduction

Understanding the impact of our programme for your students is incredibly useful information for the whole programme team.

To support us to do this, please hand-out this [worksheet](https://thestudentview.org/document/student-survey/) to your students. Once they’ve completed it, please could you:

* Add up the totals for your whole class
* Fill in this ‘teacher version summarising the scores
* Scan/ photograph the form and email it to: hannah.perry@demos.co.uk.

If short on time, simply collect up the worksheets from your students and:

* Label at least one worksheet with the school name and year group. Scan and send them to us via email or post them to us at: Hannah Perry, Demos, 15 Whitehall, Westminster, London, SW1a 2DD

Please remind students that this is anonymous and ensure that there are no student names on any of the worksheets that could be used to identify the student themselves.

Please avoid asking students to call out their answers in front of others as this may influence the results.

Note that the square brackets refers to questions that we are also using for our Skills Builder assessment.

## Teacher version questions

1. What is the name of your school?
2. What Year Group does this sheet relate to?

* Year 7
* Year 8
* Year 9
* Year 10
* Year 11
* 6th Form

3. Where do your students find out what’s happening in the world? Please tick more than one?

|  |  |
| --- | --- |
|  | Number of students who gave this answer |
| 1. Watching live news channels on TV |  |
| 1. Paper newspapers |  |
| 1. Podcasts |  |
| 1. Online news sites e.g. BBC website, Mail Online, Buzzfeed |  |
| 1. Radio |  |
| 1. Local newspaper websites |  |
| 1. From conversations with friends and family |  |
| 1. From what I see shared via messenger or on social media by people I know e.g. friends (WhatsApp, TikTok, SnapChat) |  |
| 1. From what I see shared via messenger or on social media by people I don’t know i.e. strangers, influencers (WhatsApp, TikTok, YouTube) |  |
| 1. From what I see shared on social media by organisations e.g. football clubs, brands etc. |  |

4. When your students find information on social media, what helps them decide whether it is true?

*[Skills builder: I am aware of how speakers influence me through their language; I explore complex problems by building my understanding through research]*

|  |
| --- |
| Please give examples of their responses below. Please indicate the proportion of students who indicated certain perspectives e.g. minority, most, majority. |
|  |

5. When your students think about someone who is a ‘good digital citizen’ - what activities or actions do they expect them to take?

|  |
| --- |
| Please give examples of their responses below. Please indicate the proportion of students who indicated certain perspectives e.g. minority, most, majority. |
|  |

6. When looking at content on social media, how important or unimportant are each of the following to your students?

*[Skills builder: I am aware of how speakers influence me through their language; I explore complex problems by building my understanding through research]*

|  |  |  |
| --- | --- | --- |
|  | Number of students who gave this answer |  |
| 1. Knowing who created the content | Very important  Somewhat important  Neither important nor unimportant  Somewhat unimportant  Very unimportant |  |
| 1. Knowing why the content was created | Very important  Somewhat important  Neither important nor unimportant  Somewhat unimportant  Very unimportant |  |
| 1. Knowing what the content is | Very important  Somewhat important  Neither important nor unimportant  Somewhat unimportant  Very unimportant |  |
| 1. Knowing when the content was created | Very important  Somewhat important  Neither important nor unimportant  Somewhat unimportant  Very unimportant |  |

7. When content from an untrustworthy source is shared online, which of the following do your students think is the biggest problem? Students can only pick one.

*[Skills builder: I am aware of how speakers influence me through their language]*

|  |  |
| --- | --- |
|  | Number of students who gave this answer |
| 1. The information might be false |  |
| 1. The information be be deliberately misleading |  |
| 1. The information might be harmful to an individual |  |
| 1. The information might be harmful to society |  |
| 1. Other (write-in) |  |

8. How confident or unconfident are your students using the following terms?

|  |  |  |
| --- | --- | --- |
|  | Number of students who gave this answer. Please number next to specific option i.e. ‘v confident’. | |
| 1. Disinformation | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Misinformation | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Malinformation | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Doxxing | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Artificial intelligence | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Algorithm | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Online targeting | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |

9. Thinking about the information your students have seen online in the last month, how often do your students think about if the information might be…

*[Skills builder: I am aware of how speakers influence me through their language]*

|  |  |  |
| --- | --- | --- |
|  | Number of students who gave this answer. Please number next to specific option i.e. ‘v confident’. | |
| 1. Deliberately false or a fake image | Always  Often  Sometimes  Rarely  Never  Don’t know |  |
| 1. Inaccurate | Always  Often  Sometimes  Rarely  Never  Don’t know |  |
| 1. Presented in a misleading way | Always  Often  Sometimes  Rarely  Never  Don’t know |  |
| 1. From an inauthentic account i.e. where people aren’t who they say they are | Always  Often  Sometimes  Rarely  Never  Don’t know |  |
| 1. Amplified by an automated system e.g. going viral | Always  Often  Sometimes  Rarely  Never  Don’t know |  |
| 1. Targeted to you personally based on your personal data | Always  Often  Sometimes  Rarely  Never  Don’t know |  |

10. How confident or unconfident are your students that they could identify these online if they came across them?

*[Skills builder: I am aware of how speakers influence me through their language]*

|  |  |  |
| --- | --- | --- |
|  | Number of students who gave this answer. Please number next to specific option i.e. ‘v confident’. | |
| 1. Deliberately false or a fake image | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Inaccurate | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Presented in a misleading way | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. From an inauthentic account i.e. where people aren’t who they say they are | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Amplified by an automated system e.g. going viral | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Targeted to you personally based on your personal data | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |

11. How confident or unconfident would your students be if asked to do the following?

*[Skills builder: I explore complex problems by building my understanding through research; I develop ideas by considering different perspectives]*

|  |  |  |
| --- | --- | --- |
|  | Number of students who gave this answer. Please number next to specific option i.e. ‘v confident’. | |
| 1. Assess whether a piece of information is trustworthy and reliable | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Fact check a piece of information | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Write a news article | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Write a script for a video | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |
| 1. Speak in front of an audience e.g. your class | Very confident  Somewhat confident  Neutral  Somewhat unconfident  Very unconfident |  |

12. How likely or unlikely are your students to do the following?

*[Skills builder: I develop ideas by considering different perspectives]*

|  |  |  |
| --- | --- | --- |
| 1. Report a piece of content you’ve seen on social media to the platform e.g. to Snapchat or to Instagram | Very likely  Somewhat likely  Neutral  Somewhat unlikely  Very unlikely |  |
| 1. Block other users on social media platforms | Very likely  Somewhat likely  Neutral  Somewhat unlikely  Very unlikely |  |
| 1. Mute certain kinds of content on social media platforms | Very likely  Somewhat likely  Neutral  Somewhat unlikely  Very unlikely |  |
| 1. Report a user to a social media platform | Very likely  Somewhat likely  Neutral  Somewhat unlikely  Very unlikely |  |
| 1. Discuss something you’ve seen on social media that you’re worried about with your teachers | Very likely  Somewhat likely  Neutral  Somewhat unlikely  Very unlikely |  |
| 1. Discuss something you’ve seen on social media that you’re worried about with your friends | Very likely  Somewhat likely  Neutral  Somewhat unlikely  Very unlikely |  |
| 1. Discuss something you’ve seen on social media that you’re worried about with your family or carers | Very likely  Somewhat likely  Neutral  Somewhat unlikely  Very unlikely |  |
| 1. Try to influence what things you see on social media e.g. by liking, sharing certain content, muting/ blocking words, turning off personalisation | Very likely  Somewhat likely  Neutral  Somewhat unlikely  Very unlikely |  |

13. How interested or uninterested are your students in pursuing a career in journalism or media?

|  |  |
| --- | --- |
| Very interested  Somewhat interested  Neutral  Somewhat uninterested  Very uninterested |  |

14. How helpful or unhelpful do your students find discussing how to use social media with your teachers?

*[Skills builder: I develop ideas by considering different perspectives]*

|  |  |
| --- | --- |
| Very helpful  Somewhat helpful  Neutral  Somewhat unhelpful  Very unhelpful |  |

15. With 1 being the most important and 5 being the least important, how do your students rank the following in importance to them? They can only give the same ranking once.

|  |  |  |
| --- | --- | --- |
| 1. Participating in online spaces | 1- The most important  2  3  4  5 - The least important |  |
| 1. Using online spaces to learn new things | 1- The most important  2  3  4  5 - The least important |  |
| 1. Creating things to share online | 1- The most important  2  3  4  5 - The least important |  |
| 1. Standing up for others online | 1- The most important  2  3  4  5 - The least important |  |
| 1. Being kind to others online | 1- The most important  2  3  4  5 - The least important |  |

16. Do your students agree or disagree with any of these statements?

|  |  |  |
| --- | --- | --- |
| 1. I am comfortable using a wide variety of digital technologies | Strongly agree  Agree  Neutral  Disagree  Strongly Disagree |  |
| 1. I understand how digital platforms use my personal data | Strongly agree  Agree  Neutral  Disagree  Strongly Disagree |  |
| 1. I am worried about how digital platforms use my personal data | Strongly agree  Agree  Neutral  Disagree  Strongly Disagree |  |
| 1. I understand how digital platforms shape the information I see online | Strongly agree  Agree  Neutral  Disagree  Strongly Disagree |  |
| 1. I know what to do if I see something online that worries me | Strongly agree  Agree  Neutral  Disagree  Strongly Disagree |  |