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 importantSomewhat importantNeither important nor unimportantSomewhat unimportantVery unimportant |  |
| 1. Knowing why the content was created
 | Very importantSomewhat importantNeither important nor unimportantSomewhat unimportantVery unimportant |  |
| 1. Knowing what the content is
 | Very importantSomewhat importantNeither important nor unimportantSomewhat unimportantVery unimportant |  |
| 1. Knowing when the content was created
 | Very importantSomewhat importantNeither important nor unimportantSomewhat unimportantVery 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 confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Misinformation
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Malinformation
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Doxxing
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Artificial intelligence
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Algorithm
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Online targeting
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery 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
 | AlwaysOftenSometimesRarelyNeverDon’t know |  |
| 1. Inaccurate
 | AlwaysOftenSometimesRarelyNeverDon’t know |  |
| 1. Presented in a misleading way
 | AlwaysOftenSometimesRarelyNeverDon’t know |  |
| 1. From an inauthentic account i.e. where people aren’t who they say they are
 | AlwaysOftenSometimesRarelyNeverDon’t know |  |
| 1. Amplified by an automated system e.g. going viral
 | AlwaysOftenSometimesRarelyNeverDon’t know |  |
| 1. Targeted to you personally based on your personal data
 | AlwaysOftenSometimesRarelyNeverDon’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 confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Inaccurate
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Presented in a misleading way
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. From an inauthentic account i.e. where people aren’t who they say they are
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Amplified by an automated system e.g. going viral
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Targeted to you personally based on your personal data
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery 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 confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Fact check a piece of information
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Write a news article
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Write a script for a video
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery unconfident |  |
| 1. Speak in front of an audience e.g. your class
 | Very confidentSomewhat confidentNeutralSomewhat unconfidentVery 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 likelySomewhat likelyNeutralSomewhat unlikelyVery unlikely |  |
| 1. Block other users on social media platforms
 | Very likelySomewhat likelyNeutralSomewhat unlikelyVery unlikely |  |
| 1. Mute certain kinds of content on social media platforms
 | Very likelySomewhat likelyNeutralSomewhat unlikelyVery unlikely |  |
| 1. Report a user to a social media platform
 | Very likelySomewhat likelyNeutralSomewhat unlikelyVery unlikely |  |
| 1. Discuss something you’ve seen on social media that you’re worried about with your teachers
 | Very likelySomewhat likelyNeutralSomewhat unlikelyVery unlikely |  |
| 1. Discuss something you’ve seen on social media that you’re worried about with your friends
 | Very likelySomewhat likelyNeutralSomewhat unlikelyVery unlikely |  |
| 1. Discuss something you’ve seen on social media that you’re worried about with your family or carers
 | Very likelySomewhat likelyNeutralSomewhat unlikelyVery 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 likelySomewhat likelyNeutralSomewhat unlikelyVery unlikely |  |

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

|  |  |
| --- | --- |
| Very interestedSomewhat interestedNeutralSomewhat uninterestedVery 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 helpfulSomewhat helpfulNeutralSomewhat unhelpfulVery 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 important2345 - The least important |  |
| 1. Using online spaces to learn new things
 | 1- The most important2345 - The least important |  |
| 1. Creating things to share online
 | 1- The most important2345 - The least important |  |
| 1. Standing up for others online
 | 1- The most important2345 - The least important |  |
| 1. Being kind to others online
 | 1- The most important2345 - 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 agreeAgreeNeutralDisagreeStrongly Disagree |  |
| 1. I understand how digital platforms use my personal data
 | Strongly agreeAgreeNeutralDisagreeStrongly Disagree |  |
| 1. I am worried about how digital platforms use my personal data
 | Strongly agreeAgreeNeutralDisagreeStrongly Disagree |  |
| 1. I understand how digital platforms shape the information I see online
 | Strongly agreeAgreeNeutralDisagreeStrongly Disagree |  |
| 1. I know what to do if I see something online that worries me
 | Strongly agreeAgreeNeutralDisagreeStrongly Disagree |  |