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Title: Experiences of e-safety within primary school education

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Experiences of E-Safety within Primary School Education



E Safety: The aim of the project is to establish what the current e-safety teaching strategies are within primary schools in England and to assess what impact the current teaching strategies have on young children.



Children Online: Evolution of technology brings with it a rise in threats to young people and children need to be prepared and equipped to deal with these dangers. Ólafsson et al (2013) highlight how 'the rapidity with which children and young people are gaining access online is unprecedented in the history of technological innovation and diffusion.'

Statistics:

12% of children and 8% of their parents have been bothered or upset by something online in the past year (Livingstone et al, 2013).

Only 12% of research addresses children under 7 years old (Ólafsson et al, 2013).

A critical need for information about the internet-related behaviours of 0-8 year olds (Holloway et al, 2013).



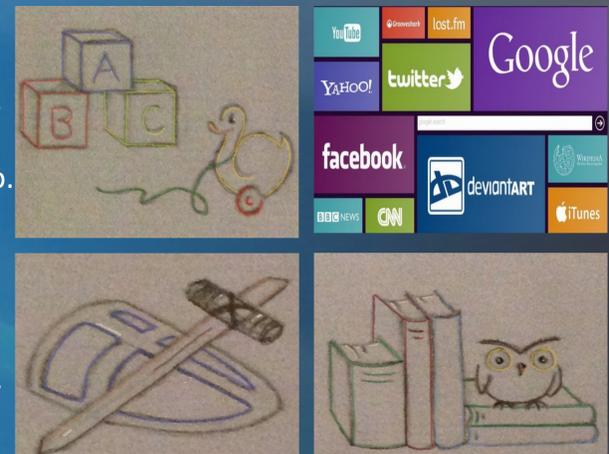
Primary Schools: E-safety is taught as part of the national curriculum for computing in England and advises that pupils are able to use technology safely, respectfully and responsibly and are able to recognise acceptable/unacceptable behaviour online. The office for standards in education (OFSTED), which inspect schools in England also offer guidelines on e-safety. However, some primary schools are struggling to identify a robust and effective e-safety teaching strategy. The rise in apps, mobile technology and gaming is creating a challenge for teachers today.



Project Focus: Primary schools in England
Stage 1 – One to one interviews with teachers and classroom observations.
Aim: To inform and direct subsequent research involving school children.
Stage 2 - Children aged between 4 -11 will be invited to participate in a focus group.
Aim: To establish impact of current e-safety teaching strategies.

Methods and Ethics:

- Multi-method, flexible approach with a range of age appropriate methods.
- Appropriate level and language that children can understand.
- Interactive, creative activities; drawing pictures, creating posters and storytelling.
- Short sessions in an informal and relaxed atmosphere (Tisdall, et al, 2009).



Success and Impact:

Determined by benefits to stakeholders; schools, teachers and parents evidence of quality and value provided

Impact:

- Assessment of current e-safety teaching practices and approaches.
- Policy formation.

Improve:

- Confidence in children's online experience .
- Teaching practices.
- Performance and outcomes in the future.

Future:

- ❖ Policy formation around an improved strategy and consistent approach to e-safety in primary schools in England.
- ❖ Developing a national curriculum for e-safety that reflects a young person's priorities and concerns.

Share:

- Findings with stakeholders; schools, teachers and parents.
- Develop support networks between researchers, policymakers and end-users.
- Provide:
- Evidence to support need for e-safety resources in primary schools.
- Support for schools to meet/exceed OFSTED guidelines.

References:

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