



**cable in the
classroom**
Kids. Cable. Learning.

Executive Summary

During 2012 Cable in the Classroom undertook two research projects to measure the views of parents and educators about digital citizenship. The results of these surveys were released during a webinar on February 7, 2013. A recording of the webinar can be found at www.ciconline.org/2012survey. Please see the recording for details on the findings and methodologies used.

Summary of Results from the *Parent Views on Digital Citizenship Survey* conducted by Harris Interactive in November, 2012.

- Teaching their children to be good digital citizens is extremely important to parents – and most parents consider themselves knowledgeable about the three elements of digital citizenship.
 - However, there are considerable gaps between how important internet safety, online ethics and responsibility, and critical thinking are to parents and how knowledgeable they feel they are about them.
- Eight in ten parents would like to have more information and guidance about one or more of the elements of digital citizenship.
- Online websites and videos are the most common sources of information about digital citizenship. Government agencies become more common as sources of information, once the child enters grades 6 – 10.
- While a majority of parents believe that schools and law enforcement/government agencies have at least some responsibility for teaching children to be good digital citizens, they are much more likely to say that it is they themselves – the parents – who have the primary responsibility in this area.
- Parents of elementary and middle school students are most concerned with their child learning the principles of internet safety and security, compared to other aspects of digital citizenship. Getting more information about online ethics and critical thinking becomes more important as the child approaches the middle grades (grades 6 – 10), but levels off as the child becomes a junior or senior in high school.
- The more active the parent is in terms of internet usage, the more important teaching the child to be a good digital citizen becomes.
- Parents who are more active on the internet are also more active when it comes to monitoring their child's online behaviors. Activity in monitoring online behaviors also increases by the number of children that the parent has in grades 3 – 12.

- Parents of elementary and middle school students are more likely than parents of high school students to believe that schools have a responsibility for teaching their children to be good digital citizens.

The *Parent Views on Digital Citizenship* survey was conducted online within the United States by Harris Interactive on behalf of Cable in the Classroom. Interviews took place between November 8 – 15, 2012, among 999 parents of children 8-18 years old who are in grades 3 – 12; this included 297 elementary school parents, 305 middle school parents and 397 high school parents. Figures for age, sex, geographic region, household income and race/ethnicity were weighted where necessary to bring them into line with their actual proportions in the U.S. population. Propensity score weighting was also used to adjust for respondents' propensity to be online. No estimates of theoretical sampling error can be calculated.

Summary of Results from the *Educator Views on Digital Citizenship Survey* conducted by Cable in the Classroom in June, 2012.

- A majority of educators think their schools or districts do not emphasize the elements of digital citizenship enough. Librarians and technology directors are noticeably more apt to believe this. Educators are also more likely to think it is not emphasized enough the higher the grade level (elementary, middle, high) that they teach.
- Responsibility for teaching digital citizenship is shared by many positions.
- Overall, less than 40% of educators feel very well prepared to teach digital citizenship. Librarians and technology directors (45% each) are more likely to feel very well prepared than are teachers (38%) or administrators (33%).
- Educators feel they need more help with teaching ethics and responsibility (1.22 on a scale of 0 to 2) and digital literacy (1.17) than with internet safety and security (1.04).
- Educators learn about media literacy from a wide variety of sources, from professional development (29%), workshops (56%), and the International Society for Technology in Education (ISTE) (50%) to learning on their own (81%). [We do not know their exact sources, nor do we know if the information and training they receive are accurate and reflect current knowledge and best practice.]
- Curricula, lesson plans and teaching materials (3.85 on a scale of 1-5), as well as professional development (3.75) are most helpful to educators. Administrative support (3.34), legal clarity (3.49), and research (3.24) are less useful.

The *Educator Views on Digital Citizenship* survey was conducted online by Cable in the Classroom during June, 2012. The survey was taken by 2,294 educators, including 1,284 teachers, 201 library media specialists, 527 technology directors, and 225 administrators. Respondents overly represent technology-using educators are not necessarily a representative sampling of all educators. No estimates of theoretical sampling error can be calculated.