

Summary of key findings from May, 2018 Survey of Digital Citizenship, Media Literacy, and Internet Safety Education in Washington K-12 Schools

District-level summary of survey results (Responses from 249 of 295 districts)

Status of district policies/procedures, scope and sequence:

- 54.2% of the districts have a school board policy or district procedure that defines Digital Citizenship, with 22.1% under active consideration or revision;
- 34.9% of the districts have a school board policy or district procedure that defines Media Literacy, with 22.9% under active consideration or revision; and
- 34.9% of the district have a formally-adopted scope and sequence for Internet Safety education, with 24.9% under active consideration or revision.

When was your district's Electronic Resources board policy (usually 2022, sometimes called Internet Safety Policy or Acceptable/Responsible Use Policy) most recently updated?

- 21.1% updated in 2018
- 40.6% currently being reviewed for possible update(s)
- 8 districts reported that their policy was last updated between 2000 and 2009

How effectively do you feel that you prepare your students in the area of Digital Citizenship, Media Literacy, and Internet Safety?

- 51.0% Somewhat effectively
- 45.0% Needs improvement
- 2.0% Very effectively

What is your district's highest priority needs in terms of support for Digital Citizenship, Media Literacy, and Internet Safety?

- 37.5% Professional development
- 20.7% curricular materials
- 20.3% staff support

Building-level summary of survey results

(Responses from 1,111 of approximately 2,250 buildings)

Does your building provide instruction on Digital Citizenship (e.g., digital footprint and reputation), Media Literacy (e.g., determining authenticity of online resources), or Internet safety (e.g., not revealing personal information online, online safety) as part of the regular curriculum?

93.5% Yes

How often do students typically receive instruction in Digital Citizenship, Media Literacy, or Internet Safety?

- 43.2% Multiple times each year
- 25.6% Once or twice a year
- 15.2% Regularly as part of the curriculum
- 5.4% Once or twice during the time a student is enrolled at this school

Prioritization of critical topics is aligned with those topics covered most often:

- Internet Safety: Personal safety and privacy
- Internet Safety: Cyberbullying and predation
- Media Literacy: copyright, fair use, and intellectual property
- Media Literacy: analyzing and evaluating media sources
- Digital Citizenship: Online identity, personal brand, and digital footprint
- Digital Citizenship: fairness and civil discourse
- Media Literacy: producing effective media
- Digital Citizenship: hacking, malware, and network disruptions

Key findings:

- Internet Safety (Personal safety and privacy, cyberbullying and prevention) was addressed most often at the elementary level (89.1% and 82.1%, respectively) and least often at the high school level (64.8% and 61.9%, respectively)
- Media Literacy (copyright, fair use, and intellectual property; analyzing and evaluating media sources) was addressed fairly uniformly at all grade levels (68.9% and 67.4% overall, respectively)
- Digital Citizenship (Online identity, personal brand, and digital footprint; fairness and civil discourse) was addressed most often at the elementary level (69.6% and 52.4%, respectively) and least often at the high school level (56% and 42.1%, respectively)
- Teacher-librarians play a particularly important role in teaching Digital Citizenship, Media Literacy and Internet Safety at the elementary level, providing over 50% of the instruction overall individually or in partnership with classroom teachers or technology specialists

How do you integrate Digital Citizenship, Media Literacy and Internet Safety into your existing school subjects (check all that apply)?

- 47.5% Within a library curriculum (61.3% elementary, 27.2% MS, 19.4% HS)
- 38.3% As part of technology-focused studies
- 34.9% Focus lessons within a traditional academic subject area
- 24.4% Intentionally integrated across the curriculum
- 18.5% School-wide behavior or advisory program
- 9.7% Unit within a health and wellness curriculum

How effective do you think your Digital Citizenship, Media Literacy, and Internet Safety Education has been?

- 71.4% Somewhat effective
- 11.9% Not very effective
- 8% Very effective

Do you feel like your staff has the requisite expertise to address these topics?

- 75.7% No
- 24.3% Yes

Identified gaps in staff expertise (check all that apply):

- 67.6% Training Needed
- 48.8% Curricular Resources
- 32.9% Coaching
- 26.6% Technical Assistance

How does your school measure the effectiveness of this instruction (check all that apply)?

- 35.1% None of the above
- 32% Student assessments
- 23% Discipline data
- 13.2% Surveys completed by students, staff, and parents

What has your school done in the way of family outreach efforts on Digital Citizenship, Media Literacy or Internet Safety topics (check all that apply)?

- 37% None of the above
- 35.4% Newsletters
- 22.3% Informational evenings
- 19.4% Other: Website, social media
- 13.4% PTA/PTSA meetings