Our Lady Good Counsel GNS

EDUCATIONAL TECHNOLOGY USAGE POLICY

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1 EXECUTIVE SUMMARY

Smartphones and tablets are now an "integral part" of the lives of young people. Technology can increase engagement with subjects and allow for high quality, creative and interactive learning. It is necessary for education to support the development of digital literacy skills to help young people grow into engaged thinkers, active learners and global citizens. The Department of Education and Skills, "Consultation with the School Community including teachers, students and parents on the use of smart phones and tablet devices in schools" (Circular 0038/2018) has requested schools to develop a whole-school policy on the use of smart phones, tablets and video recording devices to support teaching, learning and assessment. The circular requires schools to consult with teachers, parents and students, and to update/ develop a policy. An analysis of this consultation and what it means to Our Lady of Good Counsel GNS is discussed under the following main sections;

1.1 Consultation process

The parents, school staff members and students of Our Lady of Good Counsel GNS were consulted on their opinions and suggestions for using educational technology in school. **Online questionnaires** were distributed to the school community and there was a high response rate overall; **299 students**, **15 staff** members and **105 parents**. With regards to the students in 1st and 2nd class, there answers were taken collectively and submitted on a paper based survey. Their answers were then collated with the online student responses.

1.2 Consultation results

The survey responses were analysed and the results are broken down into

- I. Views
- II. Suggestions
- III. Concerns
- IV. Opinions on age restrictions

With **99% of parents and 93% of Teachers believing in the need to educate children on the safe and correct use of digital devices**; both groups are particularly concerned with **inappropriate content**, **Cyberbullying** and issues around **social media** (which happen outside school hours spilling back into the classroom/school environment). Results of the student survey show that the students are aware of online risks but still engage in risky behaviour (e.g. **26%** have received a message/picture/video that made them uncomfortable). All three groups agree there are benefits and opportunities to be gained from the use of Technology Devices in teaching and learning, with a preference to use Tablets and Computers and restrict Smartphones within the school environment

1.3 Why is technology good for teaching, learning and assessment?

Information communication technology has the potential to support **transformation in teaching, learning and assessment** practices in schools and it can connect educational policy with economic and social development. Research suggests that educational technology can improve students' **higher-order thinking**, **creativity**, **independence**, **collaborating and ownership of learning**. Incorporating smart devices into the classroom can help teachers increase productivity and engage their students more in class. These digital literacy skills can also be transferred into the home environment and in this way benefit parents also.

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1.4 Teacher suggestions when using digital technology for teaching, learning and assessment

The **Technological Pedagogical and Content Knowledge Model** (TPACK), provides a solution to obstacles teachers might face when implementing ICT in the classroom. Effective use of digital technology is associated primarily with **constructivist** approaches in teaching. Constructivism encourages independent, **self-motivated learning**, approaches that are already built into the post-primary curriculum.

1.5 Smartphone and tablet use outside of class time

Our Lady of Good Counsel GNS currently has an Acceptable Use Policy which states pupils are not allowed personal devices (such as Phones or Tablets)to be on their person or turned on during school hours. Anyone found using same has it confiscated and has to be collected by their parents/ guardians. This includes recreational times. **100%** of staff and **90%** of parents believe that **students should not be allowed to use their phones for personal use during school time.**

1.6 Parent suggestions to support learning using smartphones and tablets in the home

Parents can successfully incorporate digital technology into the home in a safe, appropriate and responsible way if they; **feel empowered** to take responsibility, **understand the issues and opportunities** facing children online and have **actionable insights** to use in the home environment. An **active mediation** approach to parenting, where active discussions are had between family members about online activity, can help reduce risky behaviour. **Social media** allows users to express themselves and interact with friends. Social media can also lead to social comparison, a damaged digital footprint and expose children/teens to other risks. **Communication** in the home environment is essential for understanding if a child is at risk.

1.7 Sanctions

Technology offers people and society huge benefits, but there are also potential risks. An effective **balance** needs to be struck between **access** to technology for teaching, learning and assessment and **sanctions** for misuse. The risk of denying young people experiential technology learning is they may not be equipped with the **knowledge** and **skills** for their lives and careers in the 21st century. A misuse of the information technology equipment and internet access as well as any other use deemed inappropriate or unauthorised by Our Lady of Good Counsel GNS may **result in disciplinary action** as set out in the **School Code of Behaviour/ Anti-Bullying policy** for pupils, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion.

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2   EDUCATIONAL TECHNOLOGY USAGE POLICY

2.1   Background

The Department of Education and Skills (Circular 0038/2018) states there is "potential of digital technologies to enhance teaching, learning and assessment" (The Department of Education, 2018). Smart devices like smartphones and tablets are now an "integral part" of the lives of young people. Smart technology can increase engagement with subjects and allow for high quality, creative and interactive learning. It is necessary for education to support the need for digital literacy to help young people grow into "engaged thinkers, active learners… and global citizens" (Department of Education, 2018).

The Department of Education (Circular 0038/2018) also mentions that there are potential risks associated with these kinds of technologies including "misuse, abuse and possible overuse". The use of this kind of technology in school requires careful management and mediation by teachers. An analysis of the parent and teacher **Digital Usage Policy** survey results shows a majority agreement in with both groups that there is a need for a policy regarding digital devices in schools to be put in place and **90% of parents** and **93% of teachers** acknowledging that a consultation is required.

2.2   Policy requirements

The Department of Education and Skills (Circular 0038/2018) calls for a policy regarding the use of digital devices in schools to be developed or reviewed as soon as possible. Policy should be reviewed on a regular basis. Zeeko note the rate of innovation and the evolving risks online as the rationale to review this policy every 1-2 years.

The introduction of an Educational Technology Usage Policy may have an impact on and require updating of the following policies already held by Our Lady of Good Counsel GNS

- Anti-Bullying Policy (2014)
- Code of Behaviour
- Child Safeguarding Statement (2019)
- Data Protection Policy

Child Protection Procedures for Primary and Post-Primary Schools (2017)

The last few years have seen a number of changes regarding child protection and safeguarding standards. The *Children First Act* (2015) and the *Children First, National Guidance* (2017) publications place statutory and non-statutory obligations, respectively, on all organisations and individuals that work with young people. These came into effect in December 2017.

In response to these publications, the Department of Education and Skills has developed the *Child Protection Procedures for Primary and Post-Primary Schools* (2017). These procedures outline the responsibilities of school personnel and the arrangements that schools must have in place to ensure that they are operating in full compliance with the *Children First Act* (2015).

The Child Protection Procedures recognise the internet and social media as environmental factors that could make children vulnerable to abuse and neglect. They also highlight that children can fall victims to "non-contact bullying, via mobile phones, the internet and other personal devices."

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Child Protection and Safeguarding Inspections have been put in place to ensure that schools are complying with these procedures. Among their duties, inspectors will be engaging with students about their learning in Social Personal and Health Education (SPHE) in primary schools. They will also be administering online parent questionnaires that explore issues related to the school climate and parents' awareness of the school's child protection procedures.

By having an Educational Technology Usage Policy (ETUP) in place, Our Lady of Good Counsel GNS is demonstrating that they take the protection and safeguarding of their students in the online world very seriously.

- o The ETUP outlines the risks associated with digital technology usage (including cyberbullying) and ways of mediating these risks.
- o By administering an online questionnaire to parents discussing the school's policy in relation to responsible and safe technology usage in school, Our Lady of Good Counsel GNS is increasing parental involvement and awareness of the school's child protection procedures.

2.2.1 Consultation requirements

The Department of Education and Skills (Circular 0038/2018) calls for each school to consult with Teachers, Parents and Pupils on their:

- **Views** on the appropriate use of tablets and smartphones within school and during the school day
- **Suggestions** on the appropriate use of tablets and smartphones within school and during the school day
- **Concerns** on the use of tablets and smartphones within school and during the school day. With specific reference to recording videos and taking photos
- **Views on Age Restrictions:** What age restriction should there be on the use of technology on teaching, learning and assessment

2.3 Consultation process

Table 1: Survey details

Participants	Name of Questionnaire	No. of respondents	Date created	Date closed
Children	Internet Safety Questionnaire	299 (194 Online 105 Paper)	05/06/2019	14/06/2019
Teachers	Educational Technology Usage Policy Survey	15	22/05/2019	14/06/2019
Parents	Educational Technology Usage Policy Survey	105	22/05/2019	17/06/2019

2.3.1 Method

The following procedure was used for the consultation with children, teachers and parents.

- **Creation**: Individual ETUP surveys were created by Zeeko on *surveymonkey.com* for parents, teachers and students. All surveys were anonymised. The surveys consulted the community about their views, concerns and suggestions regarding digital device usage in the school and at home.
- **Distribution:** Our Lady of Good Counsel GNS distributed the online questionnaires to the school community. The students completed the questionnaire during school time. The teachers and parents completed them in their own time.
- **Analysis:** Once the surveys were completed, the data was collated and analysed by Zeeko (see Appendices for raw data of the 3 surveys).

- **Generation:** Guided by the data from the questionnaires, Zeeko generated an ETUP for Our Lady of Good Council GNS.

2.4 Consultation Results

2.4.1 <u>Views on appropriate use of tablets and smartphones</u>

Children
When asked What Devices would you like to use to for learning in class 73% chose a computer or Laptop

- **32%** of students chose **"tablet"**
- **41%** chose **"laptop/desktop."**
- **17%** chose "**smartphone**."

Figure 1: Preferred Devices for learning - Students
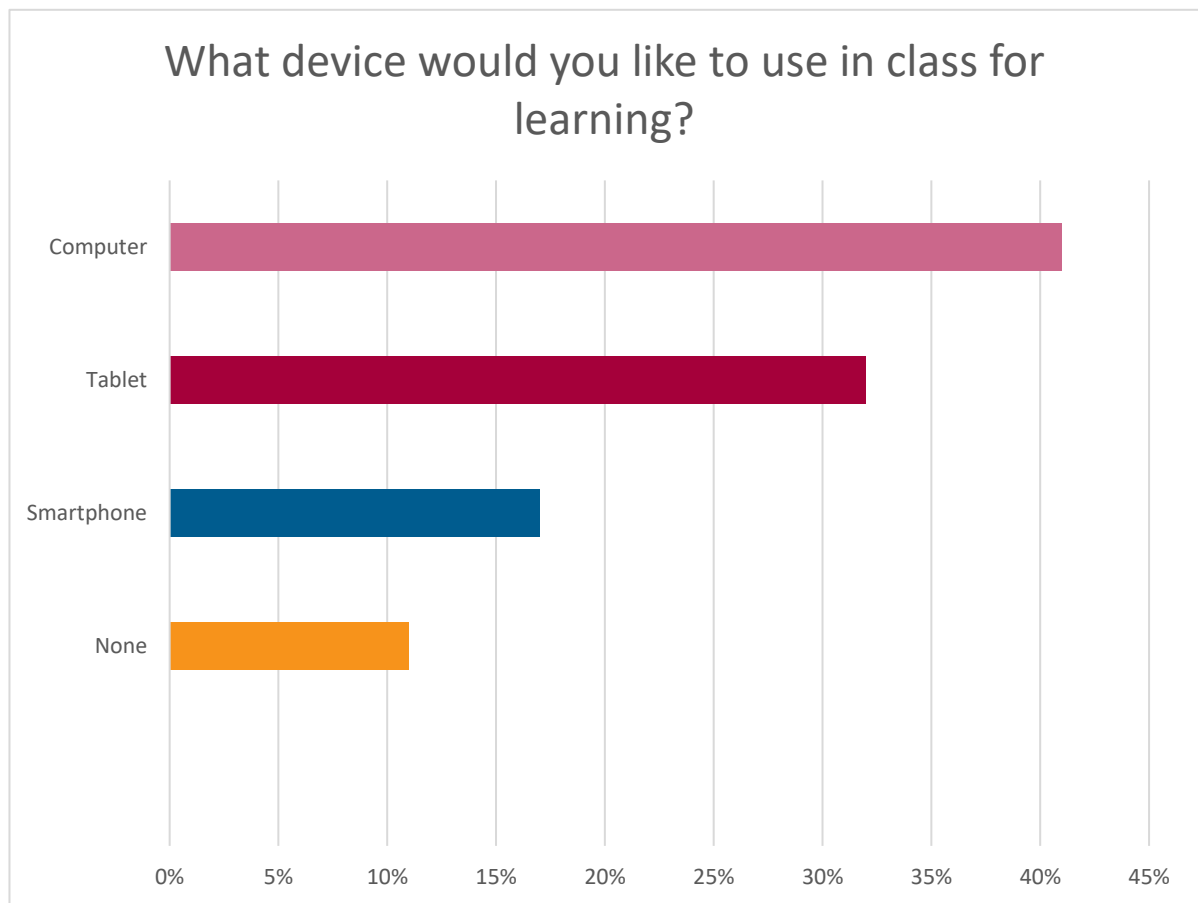
- Students reported using a number of educational apps including
  - Maths Playground
  - Google
  - YouTube
  - DuoLingo
  - Starfall.

Only **3%** of students would like to **have free access to phones or tablets in school.**

These results could imply that students could easily adopt these devices for learning in a school environment in a responsible manner.

Teachers

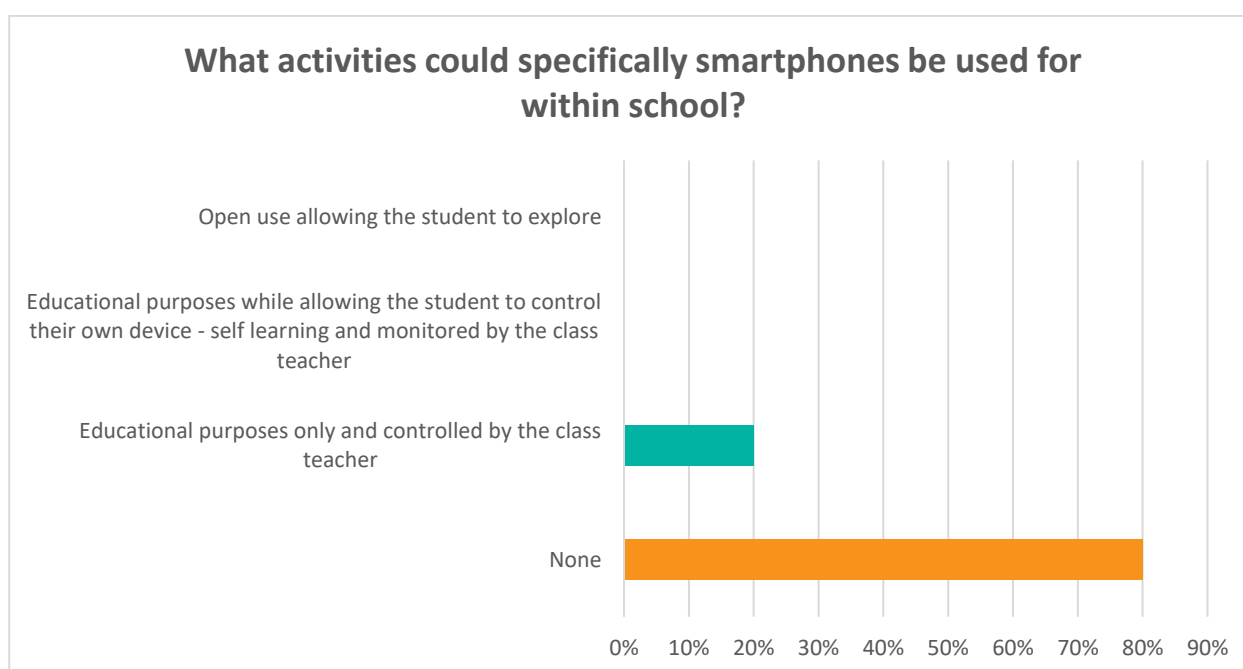- Analyses of the results show a strong response from teachers in favour of consulting and putting a policy regarding digital devices in place; **53%** of teachers responded "**Definitely needed**." **40%** of teachers responded "**Probably needed**."
- Analyses of the results show a strong response from teachers in favour of educating pupils in safe and correct use of smartphones and tablets with **93 %** in agreement
- There was a **100%** consensus from teachers that students should **not** be allowed to bring their **phones** to school.
- **20%** of teachers believe **Smartphones could be used for Educational Purposes**, whereas **100%** believe **Tablets could be used for Educational purposes**.

Figure 2: Educational Value of Smartphones – Teachers

Parents

- Analyses of the results show a strong response from parents in favour of consulting and putting a policy regarding digital devices in place; **61%** of parents responded "**Definitely needed**." **29%** of parents responded "**Probably needed**."
- **84%** of parents said their children **do not own a Smartphone**.
- **93%** of parents stated that they **do not allow their child bring a smart phone to school**
- **90%** of parents **do not think** that students should have access to their **phones for personal use ** during school times.
- **64%** of parents believe **Smartphones have no educational purpose**, whereas **91%** of parents **agree that Tablets offer** some level of **educational value.**

  In summary parents are concerned about the risks leading to reluctance to engage the opportunities. i.e. 99% of parents want their children educated in safe and correct use of smartphones and it is inferred that 36% of parents believe smartphones have an educational use. Parents also mentioned the need to teach Typing skills and Coding skills as well as the requirement to help educate the parents themselves. Parents want themselves and their children to be **digitally skilled**.

2.4.2   Suggestions for appropriate use of tablets and smartphones

Students
Pupils are currently using Tech Apps for educational purposes such as Maths, languages and research. The students have shown a preference to using computers and tablets for this purpose.

Teachers
- There was 100% consensus amongst teachers that tablets should be used for **educational purposes only** in schools; either "**controlled by class teacher**" (**73%**) and/or "**allowing the student to control their own device - self learning and monitored by the class teacher**" (**33%**)
- **93%** of teachers agree that students should be **educated on safe and correct use** of smart phones and tablets.
  - One teacher commented that Typing skills is an essential skill which should be taught
  - Another suggested that Smartphones and Tablets should be viewed differently, with Smartphones used for Social Media and Tablets used for Apps. In fact both have the same functionality in relation to access to both Apps and Social Media.
  - The need for Technology Training for Teachers was also mentioned.

- The top **opportunities** highlighted by teachers for using smart devices, like tablets, in school included:
  - **Educational** resources.
  - Increased **engagement/interactivity** with subjects.
  - Helping the students see digital devices as **more than just a tool for entertainment**
  - **Research** tools.

This would indicate that the use of Tablets for teaching and learning purposes would be embraced by Teachers. This would lead towards educating pupils in the correct means of using Technology for education and learning.

Parents
- Majority of parents believe the tablets should be used for **educational purposes only**, either "**controlled by class teacher**" (**71%**) and/or "**allowing the student to control their own device - self learning and monitored by the class teacher**" (**19%**). Only **9%** (9 respondents) stated that the tablets should **not be used** at all (see Figure 3).

Figure3: Activities for tablets in school.

What activities could specifically tablets be used for within school?
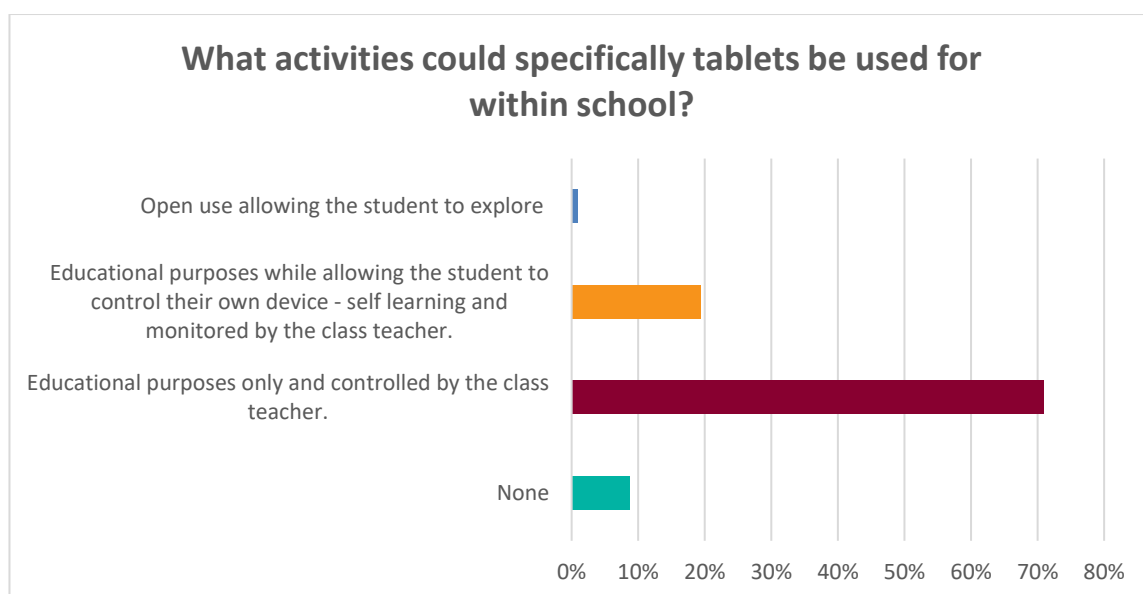
- The top **opportunities** highlighted by Parents for using smart devices, like tablets, in school included:

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o   **Educational** resources/applications.
o   **Research** tools.
o   Develop their **digital literacy skills**.
- 97% of parents believe that students should not be allowed to use their smartphones during break time in school.

These results are in line with those of the teachers and of the students showing a preference for the use of Tablets for Teaching and Learning purposes in order to ensure the education of students in the correct use of these devices and assure the development of their **digital literacy skills**.

2.4.3   Concerns on the use of tablets and smartphones

Children

11% of students admitted to taking a **picture of someone without consent** and then **sharing** it and 26% feeling **uncomfortable with content** they had **received.** This indicates that some students are engaging with risky or inappropriate behaviour in relation to their use of Technology. This further emphasises the need for appropriate education at home and in school.

Students identified the main ill effects of using Technology for learning as being 1) a distraction from Learning and 2). Fear of finding inappropriate content. These risks can be mitigated by education on appropriate use and behaviours with online activities.

Teachers and parents

The top **risks** highlighted by both teachers and parents for using smart devices, like tablets, in school included:
o   Access to **inappropriate content**
o   **Generation of inappropriate** content (pictures, recordings etc.).
o   **Cyberbulying**.

Figure 4 Risks ranked in order of concern – Teachers
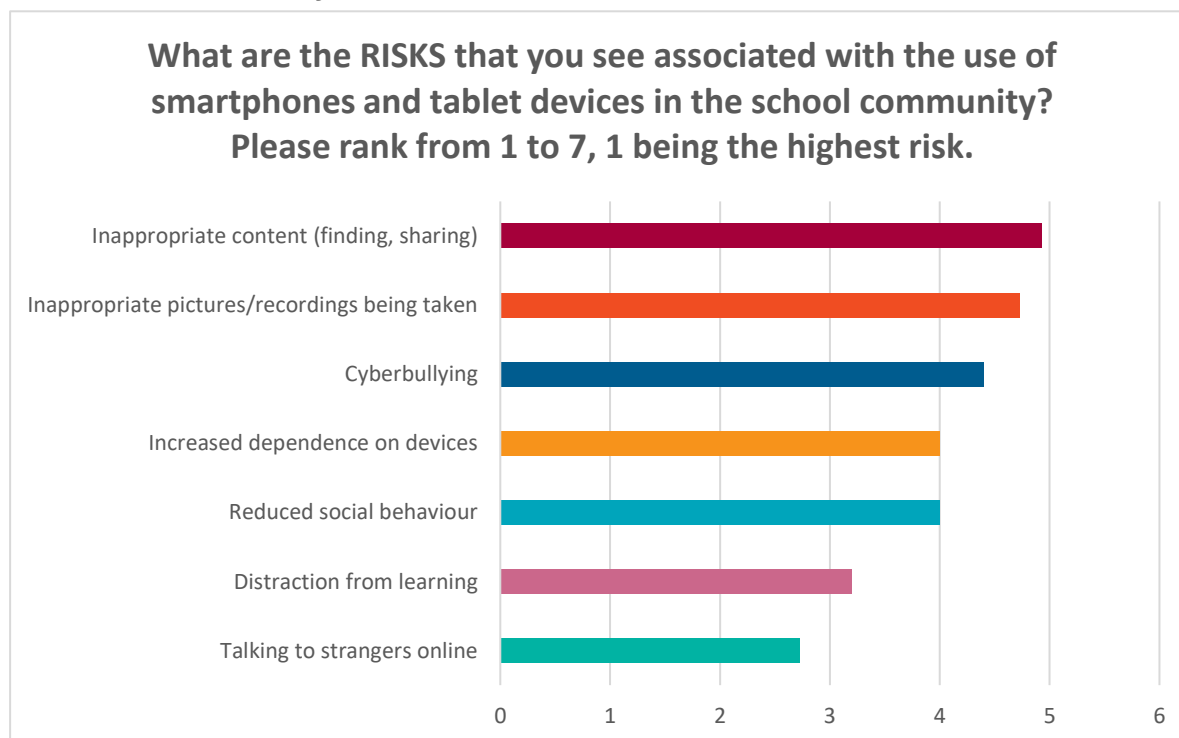

What are the RISKS that you see associated with the use of smartphones and tablet devices in the school community? Please rank from 1 to 7, 1 being the highest risk.

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Figure 5 Risks ranked in order of concern – Parents

What are the RISKS that you see associated with the use of smartphones and tablet devices in the school community? Please rank from 1 to 7, with 1 being the highest risk.
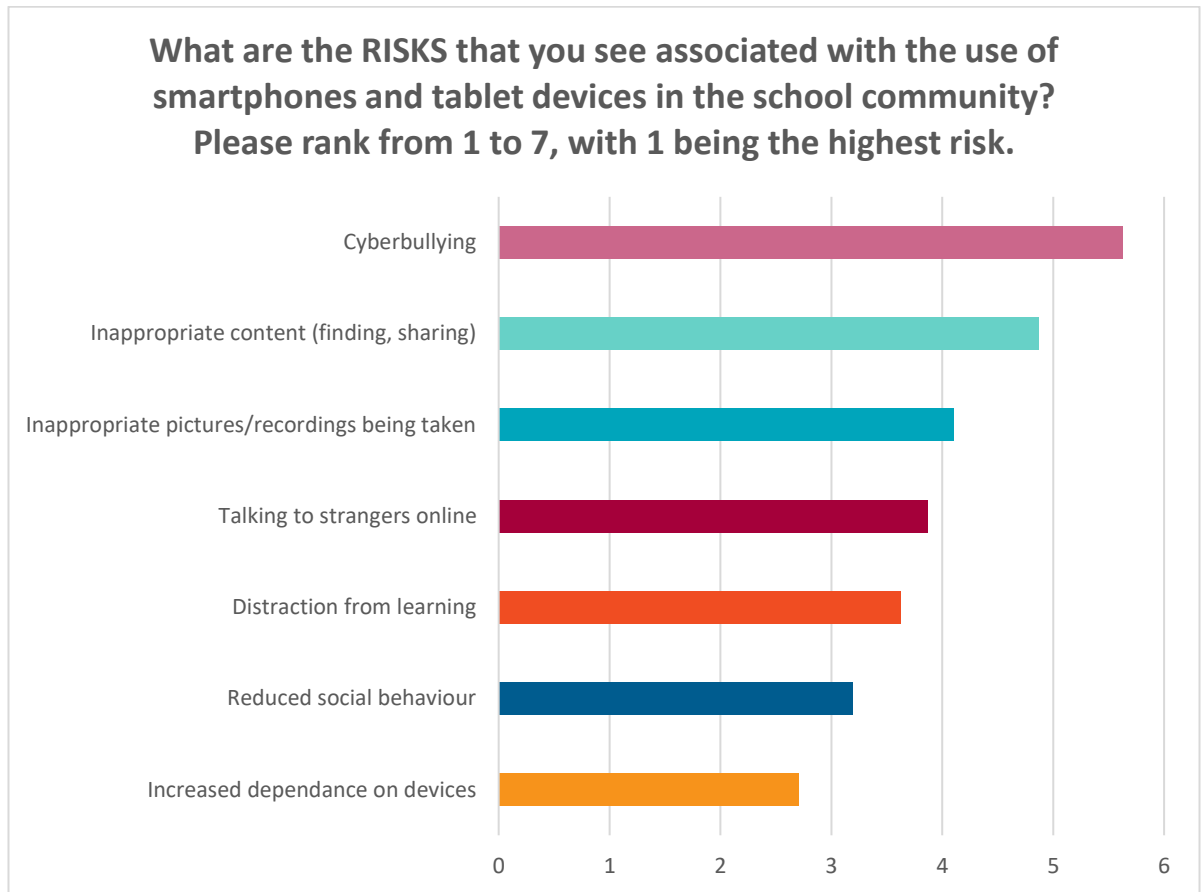
2.4.4   What age restriction should there be?

Teachers and parents

- There is no general consensus among parents with regards what **class** the school should start using tablets for educational purposes (see Figure 6). The responses are **moderately balanced** across each class.

Figure 6: What class can you start using tablets. Parents

At which class level do you think digital devices should start being incorported into learning/teaching activities?

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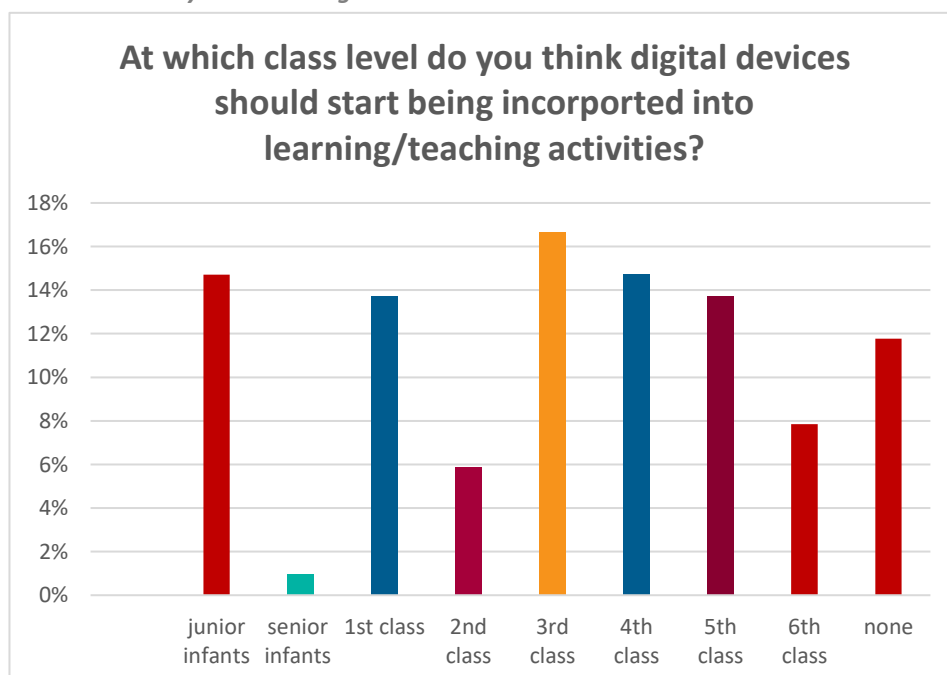
However, **80%** of Teachers believe that education on digital devices should begin from Junior Infants.

Figure 7: What class can you start using tablets. Teachers

At which class level do you think digital devices should start being incorported into learning/teaching activities?
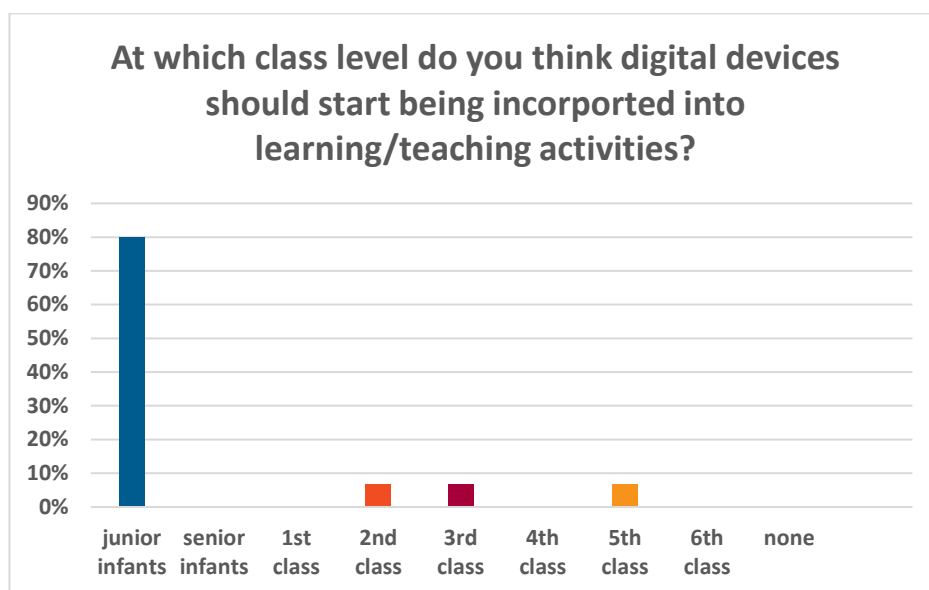
2.5   Why is technology good for teaching, learning and assessment?

The Digital Strategy for Schools 2015-2020 (2015), states, **ICT (information communication technology) integration is a priority for our learners to be equipped and prepared to live and work in today's complex society**. The availability of abundant information, advanced technology, a rapidly changing society, greater convenience in daily lives and keener international competition are impacting on education systems and on how we educate young people and learners of all ages to live and work in this digitally connected world. ICT is changing "job profiles and skills, while offering possibilities for accelerated learning" (The World Bank Group, 2011; p.7). All countries are now facing challenges to prepare young people "for the world of work and the jobs available in today's 21st century" (The World Bank, 2011; p.38).

ICT has the potential to support transformation in teaching, learning and assessment practises in schools and it can connect educational policy with economic and social development (Butler et al., 2013). Students need more open-ended learning experiences that develop their **higher-order thinking, creativity, independence, collaborating and ownership of learning**" (Butler et al., 2013; p.20).

Benefits for teachers

Students require digital literacy skills to be active citizens and members of the workforce in today's society. The Digital Strategy for Schools (2015) notes that teachers have different knowledge and skill levels in relation to using technology to design and develop effective learning experiences. Addressing this competency gap will allow teachers to obtain a set of **key skills** that are essential for the **digital-empowered society and educational system.**

Teachers, along with principals, will be instrumental in ensuring that ICT integration is achieved. This will provide multiple **opportunities for teachers, across the continuum of teacher education, to become more knowledgeable and confident in achieving ICT integration**. The Teaching Council's policies on teacher education should recognise the role and potential of ICT to enhance teaching and learning in schools. The Digital Strategy notes that the creative application of ICT in education can allow students at risk of early school leaving to connect with learning in new ways, resulting in **improved motivation, attendance and**

application across subject areas. It has the potential to create a more inclusive education system for all types of learners.

Benefits for parents

In using technology for teaching, learning and assessment, students learn to use digital technology, communication tools and the internet **to engage in self-directed enquiry.** As students develop their digital literacy, it allows them to i**mprove their capacity to know what they are looking for and what information to ignore or discard.** They also learn how to **create, collaborate and communicate effectively and ethically**.

Figure 8: Digital Literacy Framework
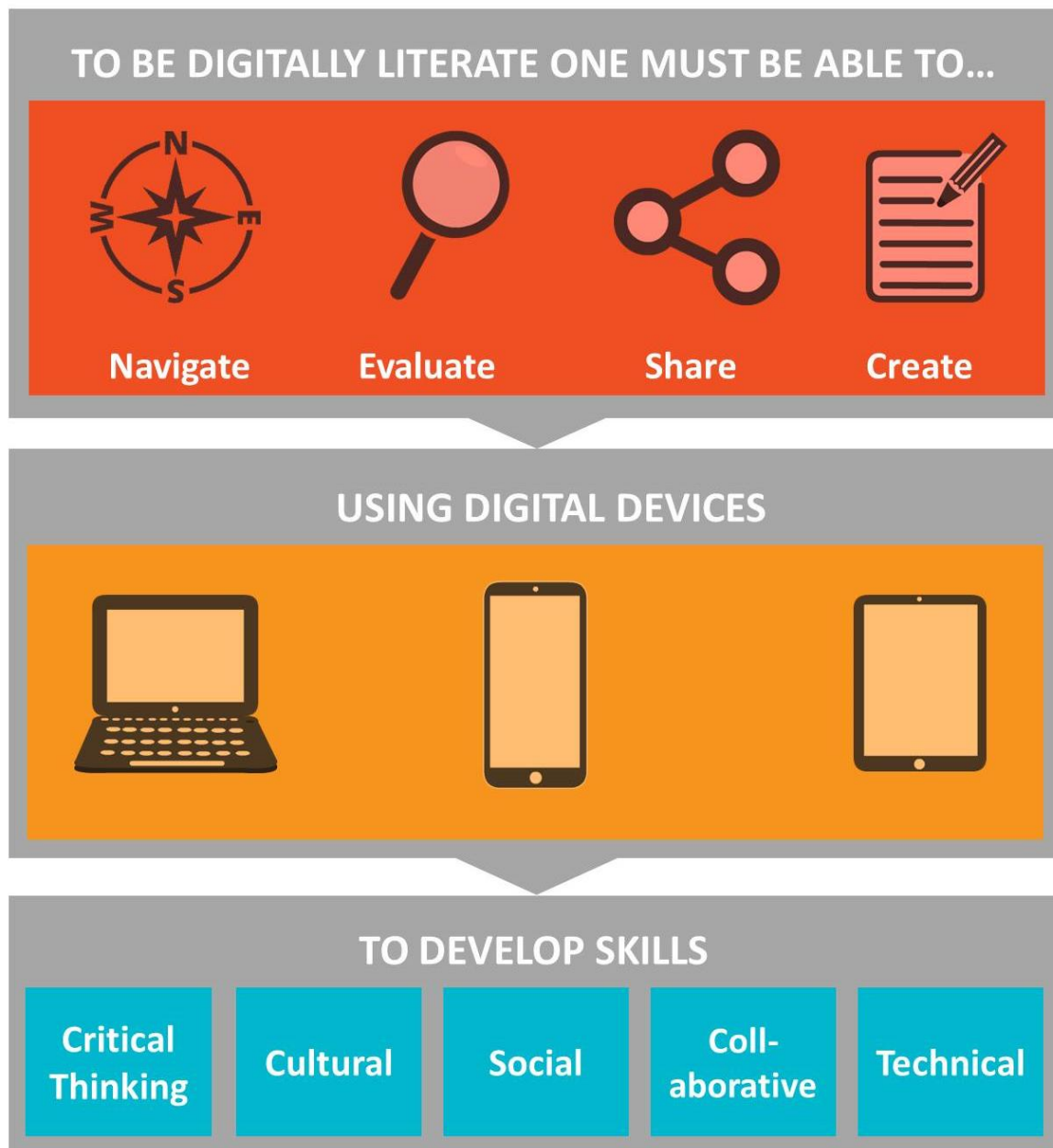
As children become more proficient using digital devices in school for educational and research purposes, they will see digital devices as more than just a tool for entertainment. This new perception could stay with the children as they interact with technology outside of school, **helping parents to foster creativity and learning with digital devices in the home**.

Benefits for children

ICT offers engaging and fast-evolving learning environments, enabling students to learn[1]. Children who are **more digitally literate have more positive online interactions and experience less risks**[2].

The Digital Strategy for Schools links with other government policies, such as, the National Digital Strategy (launched in 2013), with improved broadband connectivity as its main aim. The Digital Strategy for Schools aligns with, and supports the ICT Skills Action Plan (2014 – 2018), which aims to ensure our **young people** have the **necessary knowledge** and **skills** to contribute to and participate in **modern society.**

ICT has a central role in the provision of **better and more effective services in the Irish educational system.** It can enable students to **learn in new and exciting ways, encouraging their engagement and making communication easier.**

2.6 Teacher suggestions when using digital technology for teaching, learning and assessment

The Census Report 2016 (Central Statistics Office, 2017) supports the idea that many teachers need to further build their knowledge and skills and develop greater confidence with teaching, learning and assessment through the use of technology. The Digital Strategy for Schools recommends teachers consider the following when using technology for teaching, learning and assessment.

- **Facilitation**: Taking a more facilitative role, providing student-centred guidance and feedback, and engaging more frequently in exploratory and team-building activities with students.
- **ICT Facilitated Learning**: Using ICT to "support an enquiry process and enable their students to work on solving complex real-world problems" by engaging in "collaborative project-based learning activities that go beyond the classroom" (Butlers et al., 2013; p.8).
- **Support**: Supporting students to create and innovate so that they are engaged in managing their own learning goals and activities.

2.6.1 The TPACK framework

The Technological Pedagogical and Content Knowledge Model (TPACK; Mishra & Koehler, 2006) provides a solution to obstacles teachers might face when implementing ICT in the classroom. TPACK outlines how content (what is being taught) and pedagogy (how it is taught) form the foundation for successful ICT integration. The technology being used must communicate the content and support the pedagogy in order to enhance the student's learning experience.

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[1] UNESCO ICT Competency Framework for Teachers, 2011;pp.1
[2] A study of European children online by the London School of Economics (2012).

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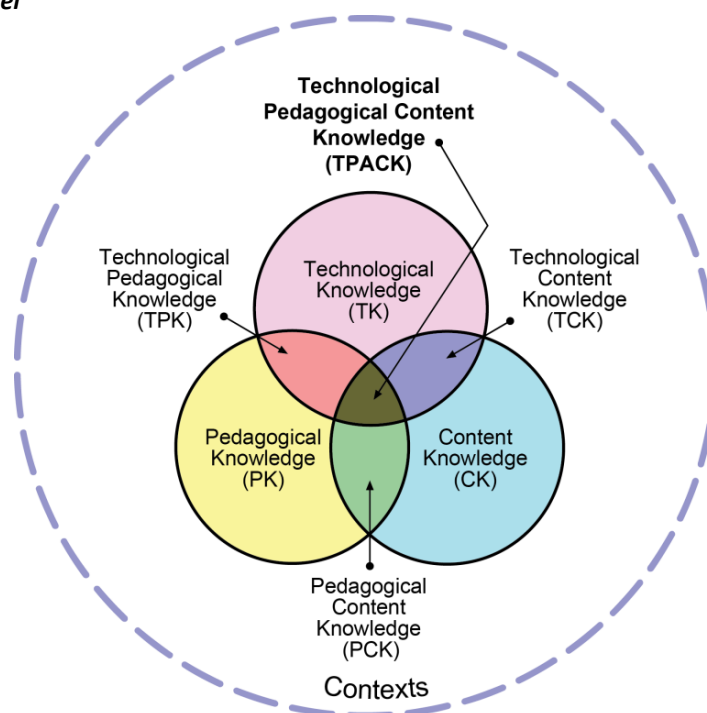
The Digital Strategy for Schools (2015-2020) recognises a pedagogical orientation that supports an active use of technology by teachers and students in schools, such as the TPACK model, increases the likelihood of ICT being used effectively in teaching and learning.

2.6.2 ICT and constructivist teaching approaches

Constructivist teaching approaches aim **to foster critical thinking and create motivated and independent learners.** Effective use of digital technology is associated primarily with constructivist approaches in teaching. Constructivist teaching approaches are advocated in the curricula and syllabi used in primary and post-primary schools in Ireland[3].

> **"Learning for life: we want an education and training system that provides all learners with the knowledge and skills they need to participate fully in society and the economy, one that enables learners to learn how to learn"**

Actions for effective implementation of ICT into the school:

The Digital Strategy for Schools (2015) mentions that schools need to upgrade their ICT equipment and the Office of Government Procurement (OGP) and the School Procurement Unit (SPU), will continue to ensure the provision of frameworks and advice for the purchase of equipment such as printers, desktop PC's and notebooks. Schools can apply for grants that could help them purchase such equipment

- Utilise whole-school planning and self-evaluation to support provision for ICT learning. PDST offers a lot of support for school self-evaluation (http://www.pdst.ie/sse/p).
- Have students self-evaluate their digital learning experiences through ePortfolio (www.portfoliogen.com).
- Showcase how digital technologies can enhance communication between the school and the home through home activities incorporating smart devices.

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[3] Education and Training Sector Integrated Reform and Delivery Plan (Department of Education and Skills, 2014a; p.3)

- Raise awareness of responsible and appropriate use of the internet by having outside specialists give presentations to the school community.
- Connect with other schools and engage in joint projects to offer new learning opportunities.
- Allow extra support and guidance for [students with special education needs](http://ncse.ie/for-schools) (http://ncse.ie/for-schools.
- The [European Schoolnet Academy](#) and [PDST](#) provide a number of ICT related online courses for schools.
- Encourage teachers who are tech-shy to develop computer and other digital skills through community based classes and online courses.

2.6.3   Ideas for introducing digital technology into the classroom
Projects:

- Whole-school participation in [Safer Internet Day](#) (4th February, 2020).
- Students keep a journal of their online and offline activities for a whole month (page could be split into Offline/Online) – encourages a 5:1 balance (5 hours offline activities for every 1 hour of online activity).
- Utilise the school website for uploading pictures of school activities – have one or two students be the dedicated "photographer," and express their artistic skills through photography.
- Students could have a recurring blog on the school website on a topic of their choice – helps them gain experience in digital content creation and publishing.
- Have students draw what they think a computer looks like inside. Then explore together the actual mechanics.

Apps/Programmes:

Table 2: Reccommended apps/programmes.

App	Class	Description
KidloLand	Junior/Senior Infants	Nursery rhymes, songs, and phonics, combining education and entertainment.
Rory's Story Cubes	1st, 2nd	Emotional and imaginative development through language.
Math Training for Kids	2nd – 6th	Provides MCQs that are colourful, fun and easy to use.
Leafsnap	All	Identifies leaves and plants through image recognition technology.
Microsoft Word	3rd – 6th	Easy to use, good for writing up any story/poem or project development, an application they use in the future.
Dyslexia Quest	2nd – 6th	A fun way of helping teach children with special educational needs.
Audiobooks	3rd – 6th	Another way of getting students to read and develop literacy skills.
Byki Irish	3rd + 4th	Helps make reading as Gaeilge more interactive.
Greann Gaeilge	5th + 6th	A new way of learning how to write as Gaeilge.
IXL Learning	4th – 6th	Has dozens of questions linked to the Irish primary school curriculum.

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Websites:

Table 3: Recommended websites.

Site Address	Description
https://kids.nationalgeographic.com/	Games, videos, photos and lots more to inspire children to respect their planet.
https://www.mathsisfun.com/	Suitable for junior infants to 6th class, full of puzzles and quizzes.
https://www.commonsensemedia.org/	Lots of information regarding popular apps and current internet trends and advice for dealing with risky behaviour.
https://www.seomraranga.com/	Great for educators, has blogs, filmstrips and provides a wide range of resources categorised by class, subject and holidays.
http://www.bbc.co.uk/skillswise/topic/typing	For developing typing skills.
https://www.scholastic.com/teachers/student-activities/	A wide range of different activities including games, quizzes, contests, lab activities and interactive whiteboard activities.

2.6.4 What are the concerns for using technology for teaching learning and assessment

The following table identifies common risks associated with internet usage and the statistics are taken from actual online behaviours identified in the Zeeko Trend Report 2016 – 2018.

Table 4: Technology concerns.

Risk	Statistics	Impact
Cyberbullying	**10%-13%** (1st-6th) been cyberbullied **20%-30%** (1st-6th) witnessed	Low Self-Esteem High anxiety Poor school adjustment
Excessive Use	Spending too long online – **38%** "Kind of serious." 1 – 2 hours per weekday Increase on weekends	Interrupted sleeping pattern Eye-strain Inability to focus Distraction from learning
Inappropriate Content	**31%** played 18+ games **18%** use Snapchat, **11%** use Instagram – 13+ apps	Exposure to violence / sexual innuendo / adult content Cause upset / anxiety Desensitization
Digital Stranger Danger	**21%** spoken with a stranger online **44%** played with a stranger online	Exposure to inappropriate content Harmful manipulation Grooming
Negative Digital Footprint	Seriousness of online posts – **36%** "Kind of serious"	Unable to permanently delete Negative impact on future jobs

You can find more information on the behaviour of primary/post-primary students online on the latest ***Zeeko Trend Report 2016-2018***.

2.6.5   How can teachers reduce the risks of using technology for teaching, learning and assessment?

Cyberbullying

Educational Solutions:

- **Motivate** bystanders to take action.
- **Ensure** students know support is available – encourage them to have a CHATBUDI in their life (see below).
- **Urge** no retaliation
- **Follow** your anti-bullying policy

Technical Solutions:

- **Encourage** screenshots and don't delete messages
- **Promote** in-app reporting for online abuse

Excessive use

Educational Solutions

- **Include** digital health advice for families in your newsletters. See the Zeeko blog for helpful tips and ideas.
- **Encourage** students to leave their phone/ tablet off or in another room when doing homework
- **Get** students to create digital health top tips or a digital contract (see Section 5.1, Family Digital Contract).
- **Promote** the 5:1 balance rule; 5 hours of offline activities for every 1 hour of online activity.

Technical Solutions

- **Apps** like Twilight can reduce the amount of blue light (which reduces melatonin and interrupts sleeping patterns) emitted by the phone.
- **Screen-free bedrooms** will help remove the temptation of using devices before going to sleep.

> ### CHATBUDI
> **Most importantly, all adults have a young person in their life that they can be a CHATBUDI for. A CHATBUDI is an adult, who they know very well, get along with and see a lot of. The CHATBUDI is their point of contact when it comes to all things internet related.**

Inappropriate content

Educational Solutions

- **Talk** to the students about what apps/websites/games they like using.
- **Encourage** them to talk to their parents/guardians about inappropriate content they might see or have already seen.
- **Provide i**nformation on age ratings on games and apps, and the importance of respecting them.
- **Inform** students of sanctions in place if they are caught taking inappropriate pictures / videos.

Technical Solutions

- **Protect** the school internet system with a firewall in place to block inappropriate sites and check what type of content filtering level is currently in place.

Digital stranger danger

Educational Solutions

- **Educate** the students in the risks of communicating with strangers online.
- **Remind** students that their friends online should only be friends they know in real life.

Technical Solutions

- **Encourage** students to use the [block setting when contacted by a stranger](#).
- **Emphasise** the importance of keeping all accounts on private.

Negative digital footprint

Educational

- **Discuss** with the students about their [digital footprint and the importance of protecting it](#).
- **Encourage** students to use the internet to express their hobbies/creativity online (e.g., art).
- **Teach** the students about the terms and conditions of free apps like Snap Chat, and how these companies can make money by sharing, editing and using your information. More information can be found on [the Zeeko Internet Safety Guide](#).
- **Teach** them about [the T – Shirt rule](#): only post things that you would proudly wear on a T-Shirt.

2.7 Smartphone and tablet use outside of class time

The use of smartphones should only happen once the children are off the school grounds. Children should not use smart phones or devices to take photos or go on social media when on the school grounds. It is a polarising topic, with schools tending to have an all or nothing policy with regards to using smartphones in the school. Our Lady of Good Counsel GNS current policy allows for devices in school where the devices are left in the school bags and are switched off until school is over and the child is off the school grounds. Special allowances will be given where the smart phone or device is needed for medical reasons- a medical certificate should be given to the school in advance and agreements can be made.

There was a 96% consensus from parents and 100% teachers in the Our Lady of Good Counsel GNS Digital Policy Survey that students should not be allowed use their smartphones during break time. It is worth noting Dr. Mary Aiken, argues that no child **under the age of 14** should own a smartphone, as it can "facilitate the remote, covert, deviant targeting and grooming of the child" (The Cyber Effect, 2017).

Benefits

- **Learning**: Promotes experiential and self-directed learning.
- **Empowerment**: Shows confidence in the students that they can handle devices appropriately outside of class.
- **Transferable skills:** Teaching students to be responsible smart device users inside the classroom will encourage them to be responsible with their home usage as well.
- **Safety**: Allows students to have contact with their parents/guardian whenever needed.

Risks

- Inappropriate video/audio recordings or pictures of other students/teachers in and outside of the classroom.
- Sexually explicit pictures/videos of minors being taken.
- Cyberbullying during school time.
- Anti-social behaviour, with students spending time on their phones instead of engaging in social activities with each other.
- Distraction from learning or from participating in group activities.

How to extenuate the opportunities

- Nature / Geography topics can be made more interesting by having the students use class time to take pictures of nature. This should always be done under the supervision of a staff member.
- Incorporate smartphones into sporting activities e.g. taking photographs of at matches. This should be done by staff members.
- Utilise smartphones to document school excursions or field trips. This should be done by staff members. Staff members should use the class iPad as much as possible to take photos. If they are using their own device they should erase all images afterwards.

How to reduce the risk

- Promotion of offline social activities within the school, e.g. sport teams, music groups, art clubs, so that there are other resources available to students during break time or outside of school.
- Educate the children on online risks so that they are aware of what can happen with irresponsible use. This can be done by the class teacher or by bringing in an external expert to talk to them.
- Develop their digital literacy skills so that they have the tools to navigate the internet safely.
- Work with parents, so that the same internet safety rules are in place in the home as well.

2.8 Parent suggestions to support learning using smartphones and tablets in the home.

> **The main aim for parents would be to engage with their children's learning through the use of digital technologies and collaborate with the school in activities and programmes using ICT.**

Parents can successfully incorporate digital technology into the home in a safe, appropriate and responsible way if they…

- Feel **empowered** to take responsibility.
- **Understand** the issues and opportunities facing children online.
- Have **actionable insights** to use in the home environment.
  (Zeeko, 2018)

2.8.1 Actionable insights for parents when using technology in the home:

How to extenuate the opportunities

- Allow children to use smart devices in moderation to help them with their homework.
- Incorporate smart devices into family activities and excursions e.g. give a child the task of taking photos of the family on holiday and have them create a slide show of the pictures.
- Be a good role model of responsible technology use e.g. spending more free time on offline activities.
- Talk to children about the games they play, the apps they use, the profiles they keep on social media.
- Be familiar with the many educational and social opportunities that the internet provides.
- Promote the internet as a tool to express creativity and develop interest in hobbies.
- Parents should model good online behaviour.
- Parents will only allow children to use age appropriate apps and social media. This is the responsibility of the parent.

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Active mediation:

Active mediation refers broadly to the guidance and advice that parents provide through active discussions over children's online activities. It is a bidirectional process whereby active communication over online issues can shape children to be more critical of online content (Padilla-Walker & Coyne, 2011).

By creating a non-judgemental, open environment in the home, children will feel comfortable discussing their online activity. This can help protect them from getting involved in risky online behaviour and offer them support if they have an online challenge.

How to reduce the risks:

Screen-time:

- Implement a device curfew e.g. no more devices after 8pm.
- A wind-down routine for bedtime that does not involve interactive screen-media.
- It has been recommended that parents should limit screen time in the period leading up to bedtime, ideally for 2 hours but at least for the last hour before bedtime.
- The American Academy of Paediatrics (AAP) recommends that families devise a Family Digital Contract (reference 5.1 below) and have also developed a Screen Time Calculator.
- Their latest recommendations of screen time for different age groups are:
    - 18 months or less: avoid use of screen media where possible, but video chatting is OK.
    - 18-24 months: high-quality programming only, and they must be accompanied.
    - 2-5 years: 1 hour per day of high quality programming.
    - 6 years +: a consistent limit should be placed on the time spent using screens and types of media.

Gaming:

- **Take an interest** in the games children play and play with them to encourage open communication.
- **Know their friends**; ensure the "friends" their kids play online games with are friends they know in real life.
- **Set a daily limit** as to how long children can play games. For example, Fortnite, and similar action style games, they can be very addictive. Users want to keep playing in order to unlock new levels and prizes.
- **Be aware of In-App purchases** when downloading "free" games. Make sure there is a password on the App Store account, so that the children cannot make a purchase without you knowing about it first.

Inappropriate content

- Make sure that there are firewalls / privacy settings on all home broadband devices so that inappropriate websites can be blocked. Reference Zeeko's Youtube Video on Blocking
- Devices like iKidz can set timers on home broadband system so that it is automatically switched off at a certain time. This device also allows you to manage your child's online activity by applying filters and internet schedules to their devices.
- Have an open, non-judgemental approach to your child's online curiosity so that if they do come across something that upsets or confuses them, they feel comfortable talking to you about it.

Communicating online

- Make sure that all of the child's online profiles, whether it's games or social media, are set to private.
- Over see who the child's friends or followers are and make sure that they are people they know in real life.
- Turn location settings off on social media profiles, so that the child's location is not on display.
- Teach your child about the importance of never sending or posting personal information (e.g. phone number) on the internet or information about others.
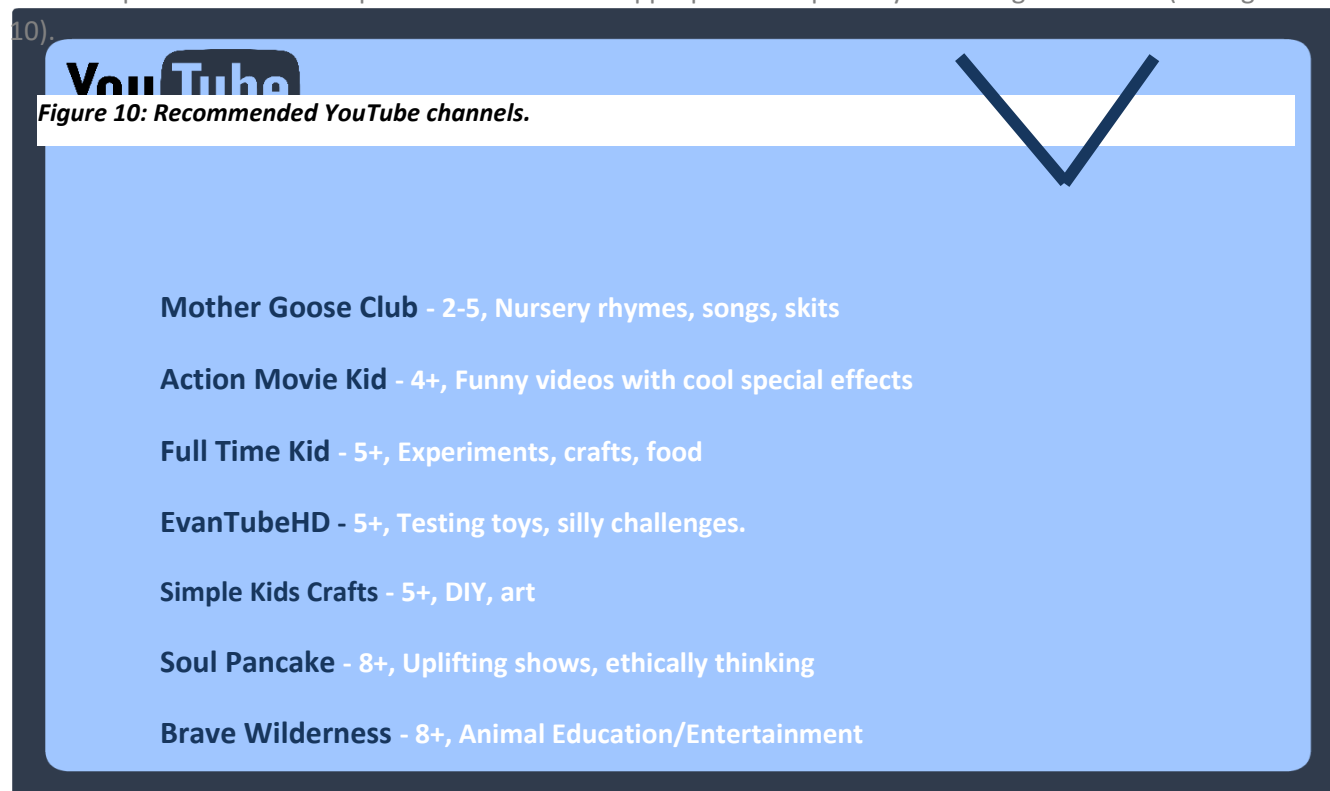
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- Emphasize the T-Shirt rule – that you only post things that you would proudly wear on a T-Shirt – to protect your child's digital footprint.
- Teach them the "Stop, Block, Tell" rule, if they are contacted by a stranger – Stop talking to them. Block them. Tell someone you trust
- Parents should not upload content containing images or footage of any school event which shows other children other than their own, without permission.
- Parents should not share content or images sent to them by the child's teacher via social media including what's app; eg: content from seesaw.
- Parents should not discuss any individual staff member on social media, including what's app groups.

2.8.2 YouTube

YouTube is extremely popular with adults and children alike. **36% of primary school aged children cited it as their most favourite app** (Zeeko Research Report 2016-2018). There is a lot of fun and educational content on YouTube that would be good for families to enjoy together. However, YouTube also contains a lot of inappropriate and/or adult content that is not suitable for primary school aged children. There are some channels on YouTube that look like they are aimed at children, because they use characters popular in child media, like Elsa from Frozen or Spiderman. But these channels actually contain parody/satirical content that is not appropriate for young viewers.

Many YouTubers have become extremely popular and wealthy, with millions of subscribers and views on their videos. They are indeed the new type of celebrity. Children will want to copy them, and try to make their own videos. This is good in one sense, as it develops their creativity skills. However, there is a danger of personal information being publicly shared. It is therefore necessary to supervise and review any and all video content being uploaded to YouTube or any other video sharing platform. Parents and guardians need to double check what their child is watching and to make sure that it is suitable. It can be helpful to have an agreed list of YouTube channels that you have identified as appropriate and are happy for your child to watch. There is also a separate YouTube Kids app which has content specifically curated for 3 – 13 year olds. It also provides parental control features so that you can have your own filtering system.

We have provided some sample channels that are appropriate for primary school aged children (see figure 10).

Figure 10: Recommended YouTube channels.

Mother Goose Club - 2-5, Nursery rhymes, songs, skits

Action Movie Kid - 4+, Funny videos with cool special effects

Full Time Kid - 5+, Experiments, crafts, food

EvanTubeHD - 5+, Testing toys, silly challenges.

Simple Kids Crafts - 5+, DIY, art

Soul Pancake - 8+, Uplifting shows, ethically thinking

Brave Wilderness - 8+, Animal Education/Entertainment

2.9   Sanctions

It is important to ensure that any sanctions put in place should not result in students' reluctance to disclose the discovery of inappropriate content or any other risky behaviour which they need help in processing. At the forefront should be the assurance for a student to be able to address any negative impact they experience through the use of digital devices within the school and home environment.

Our Lady of Good Counsel GNS currently has a number of sanctions in place relating to inappropriate use of digital devices. Procedures around these sanctions are covered in the following Policy Documents

- [NEW Anti Bullying Doc](#) which covers their Cyberbullying Policy
- [Code of Behaviour](#). which also covers the schools Mobile Phone Policy

The current school procedures regarding the use of mobile phones and all other digital recording devices are as follows;

- The use of mobile phones and electronic equipment and games by children is not permitted without the permission of the teacher. Breaches of this rule will lead to confiscation of the device by the class teacher, which must then be collected in the school by a parent/guardian.

These guidelines could be updated to include:

- Students will not send or receive by any means any material that is **illegal, obscene, defamatory**, or that is intended to **annoy or intimidate** another person at any time or on school devices.
- Students accept that sending and receiving any documents, attachments etc. on school devices is subject to the **inspection** by their teacher.
- Students are not permitted to take or send pictures/videos of other students or teachers without their **consent.**
- Students are not allowed to send test/voice messages of a **threatening** or **hurtful** nature to another person. Both in and out of school.
- Any intimidation, harassment, cyber-stalking, vilification, rejection, impersonation or exclusion over technology will be considered as cyberbullying and will be subject to **disciplinary action**.
- Students will be made aware that any usage, including sharing or receiving information that occurs within the school network may be **monitored** for unusual activity, security and/or network management reasons.
- The use of USB sticks, CD-ROMs or other **digital storage devices** in school requires permission of the teacher.
- Staff should restrict the use of personal devices to break times only and not during contact time. Unless relevant to school business, eg: Aladdin.

The generation of images and recordings of students should be made only on school owned devices and with the consent of all involved parties.

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3   ONLINE COMMUNICATION

3.1   Who is this section relevant to

The adult school community to include but not limited to staff, parents, guardians, parents association members, board of management members and school leaders.

3.2   Online communication

Online communication is a collective term that refers to the sharing of content online, such as but not limited to:

- Messages written and spoken (e.g. voice recording.
- Pictures
- Videos
- Music

Sharing online can be done by various means, such as but not limited to:

- Social and professional networking sites (for example Facebook, LinkedIn, Twitter) once permission is granted.
- Messenger groups (for example WhatsApp etc)
- Blogs, wikis, boards
- Text messages
- Aladdin

Communication between parents and the school will be through the online Aladdin system. This should take place between the hours of 8am and 4pm. If parents need a response during school hours they should contact the school office.

This policy extends to all such sites and incorporates any future developments of online communication.

3.3   Guiding principals

It is good practice to resolve any issues face to face with the other parties.

Be respectful at all times, in both the content and tone of what you say. Show respect to others. Do not post or publish any comments or content relating to the school or school community, which would be seen as unacceptable to the school or in conflict with the school's website. Make sure it is clear that the views and opinions you express are your own.

If you make a mistake, be the first to point it out and correct it quickly. You may factually point out misrepresentations, but do not create an argument.

3.3.1   In general

In addition to the above rules, there are a number of key guiding principles that the school community should note when communicating online:

- **Limited privacy:** always remember on-line content is never completely private
- **Check settings:** regularly review your privacy settings on accounts to ensure they provide you with sufficient personal protection and limit access by others
- **Fake content:** consider all online information with caution as there is no quality control process on the internet and a considerable amount of information may be inaccurate or misleading

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- **Intellectual property**: at all times respect copyright and intellectual property rights of information you encounter on the internet. This may require obtaining appropriate permission to make use of information. You must always give proper credit to the source of the information used

3.4   Publishing

Once in the public domain, content cannot be retracted. Therefore, always take time to review your content in an objective manner before uploading it. If in doubt, ask someone to review it for you. If you would not put it on your T-Shirt do not put it online.

All members of the adult school community are requested to refrain from online communication, where such use has the potential to negatively affect the school community. Examples of such behaviour include, but are not limited to:

- Adults in the school will not send or receive any digital content that is defamatory, illegal or obscene or intended to annoy/ bully another person
- Publishing sensitive or confidential information about other members of the school community
- Communicating online digital content that might reasonably be expected to have a damaging effect on the reputation of the school or school community

All members of the school community must adhere to the following when communicating online.

- Consideration should be given to sharing information through group chats and the ability to control sensitive information in such group chats
- Be aware of your association with the school when using online communication. You must always identify yourself if you mention or comment on the school or other members of the school community. Where you identify yourself as a member of the school community ensure your profile and related content is consistent with how you would present yourself with family and friends in face to face communication. You must write in the first person and state clearly that the views expressed are your own and not those of the school. Wherever practical, you must use a disclaimer saying that while you are a member of the school community, anything you publish is your personal opinion and not necessarily the opinions of the school.
- You are personally responsible for what you communicate online.
- It is very important that members of the school community immediately report any inappropriate activity or behaviour regarding the school or school community. All allegations made in good faith will be fully and confidentially investigated. You are required to cooperate with all investigations of alleged policy violations.

3.5   Privacy

Be aware of data protection rules and GDPR – you must not post other people's details or pictures without their individual permission.

Staff must not provide or use their school password in response to any internet request for a password. Remember simple passwords (for example "123456", "password", "qwerty") have a high chance of being hacked. Use a password that uses a combination of lower case letters, upper case letters, numbers and include at least one special character e.g @ ! ? #

Consideration should be given to biometric information e.g. a picture of a person's face. Pictures tagged with the person's name can be recognised automatically by computer programmes.

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3.6   Security

Staff members are advised to maintain the security of their personal online accounts. This includes, but is not limited to:

- using secure passwords
- changing passwords regularly
- not disclosing your passwords to third parties
- logging out of accounts when leaving your computer/devices unattended

3.7   Specific **board of management and school leaders** responsibilities

By virtue of their position, the board of management and schools leaders have particular obligations with respect to general online communication. The board of management and schools leaders should consider whether or not personal thoughts they publish may be misunderstood as expressing the school's opinions or positions even where disclaimers are used. They should err on the side of caution and should assume that other members of the school community will read what is written. A public online forum is not the place to communicate school policies, strategies or opinions to other members of the school community.

3.8   Staff

You are prohibited from participating in social networking websites whilst at work or using the school's equipment and are not permitted to:

- access any personal account you may have on such sites
- access other people's accounts on such sites
- post, share, like
- use the school's name, logos, images or comment on other members of the school community

All staff should be aware that the school regularly monitors the internet and social media in reference to its work. The school does not specifically monitor social media sites for staff content, however staff members should not expect privacy in this regard.

Update 2022

This document is reviewed and updated September 2022 and ratified by the Board of Management.

Notable changes are the use of the Aladdin system which is recently installed in the school, all communication with parents will be through the Aladdin system.

5   APPENDIX

Educational Technology Usage Policy - Permission Form

Dear Parent/Guardian,

Please review Our Lady of Good Counsel GNS Educational Technology Usage Policy, sign and return this permission form to the Office.

Name of Student: _____

Class/Year: _____

Parent/Guardian

As the parent or legal guardian of the above student, I have read the Educational Technology Usage Policy and grant permission for my son/daughter/child in my care to access the Internet. I understand that Internet access is intended for educational purposes. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if students access unsuitable content.

I agree as their legal guardian to monitor their internet usage and ensure the appropriateness of their online activities.

I accept the above paragraph □

I do not accept the above paragraph □ (Please tick as appropriate)

Signature: _____   **Date:** _____

Address: _____   **Telephone**: _____

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Educational Technology Usage Policy:

The Board of Management of Our Lady of Good Counsel approved and revised the Acceptable Use Policy on: 14th September 2022

Signed:

Keenaghan

_____

Chairperson

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Sample Educational Technology Usage Policy User Agreement Form

Educational Technology Usage Policy User Agreement

As a school user of the network and internet at Our Lady of Good Counsel, I have read and understood the Educational Technology Usage Policy for the safe use of the internet in Our Lady of Good Counsel GNS, and by signing it, I agree to abide by the policy as stated and to accept any sanctions which may be imposed due to misuse of the internet and non-adherence to the policy.

I agree to follow the school rules on its use. I will use the network in a responsible way and observe all the restrictions explained in the Educational Technology Usage Policy. I agree to report any misuse of the network to the school Principal or the ICT Coordinator. If I do not follow the rules, I understand that this may result in loss of access to the internet/computer network as well as other disciplinary action.

Name: _____

Pupils Signature: _____

Date: _____

5.1 Family Digital Contract

CONTRACT

Tick off with your child, sign & leave in a common area

- I will sit together with my parent to show them my favourite apps\games\YouTubers.

- I will respect my own & other's privacy by not sharing personal information or my password, except with my parents / guardians.

- I will remember that all devices stay downstairs at night and I will stick to the agreed screen time limit so it doesn't interfere with sleep, school work and face-to-face, real relationships.

- I will treat others online as I would like to be treated and never engage in any form of cyberbullying, and as a bystander, I will watch out for others.

- I will tell my parents or my chatbudi straight away if I see something online that scares me or makes me feel uncomfortable.

Sign _____ _____
              Child   **Parent**
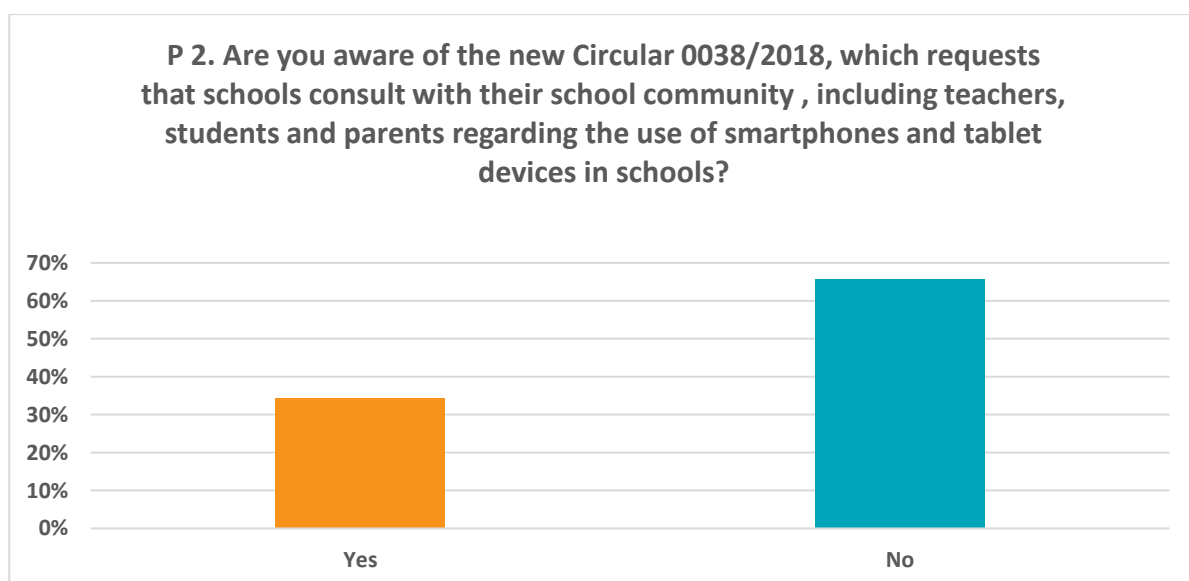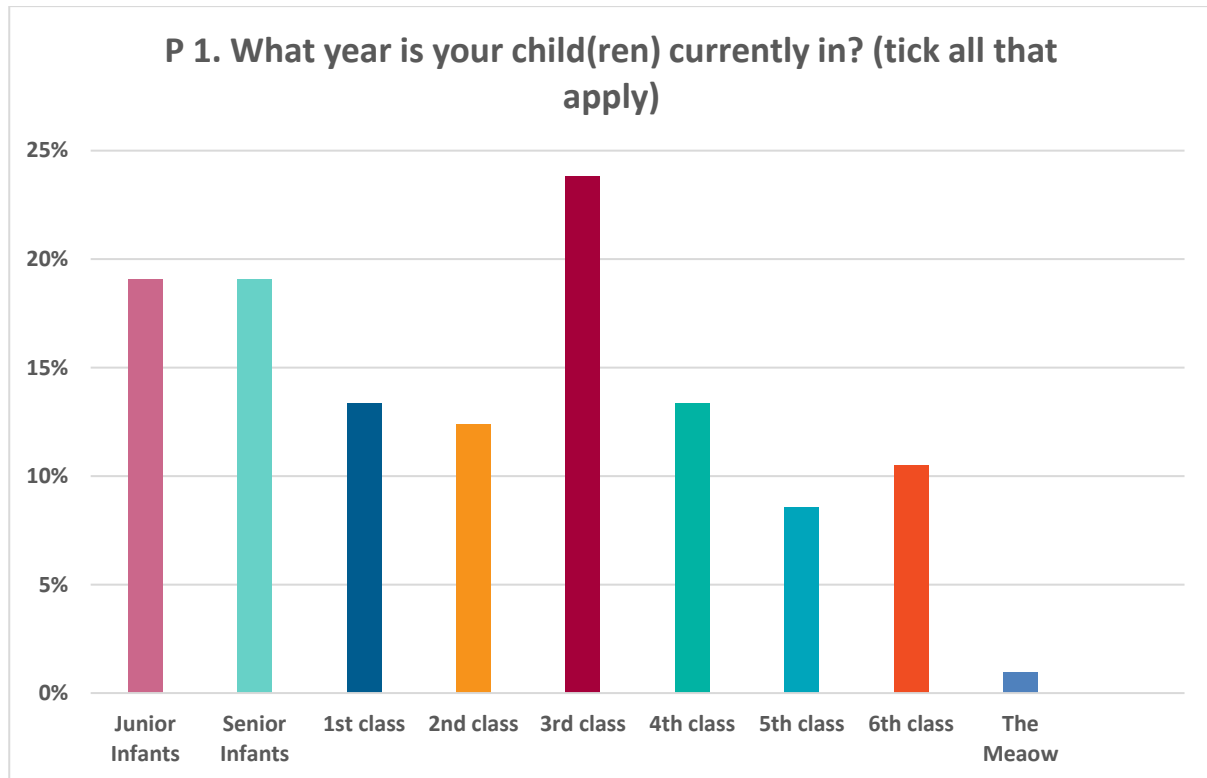
Parents – read and tick each item

- I will talk to my children about their digital footprint, what to post and not post and how to behave kindly, responsibly and appropriately online.

- I will learn about and set up parental controls and privacy setting on all apps. I will review these regularly. (Try YouTube for great tips – example "risks of playing roblox").

- With my children, I will set reasonable rules and guidelines for screen use, two hours max per day, and ensuring devices are left downstairs at night. I will post these in the kitchen as a reminder & I will review them regularly.

- I will get to know the apps, games & sites my children use by spending time with them, talking to them and learning from them. We recommend www.commonsensemedia.org to find out recommendations on all games, sites, movies and apps.

- I will be calm and not overreact if my child tells me about something inappropriate that he has seen or done online. We will work together to solve the problem to keep my child safe.

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5.2 Consultation Analysis

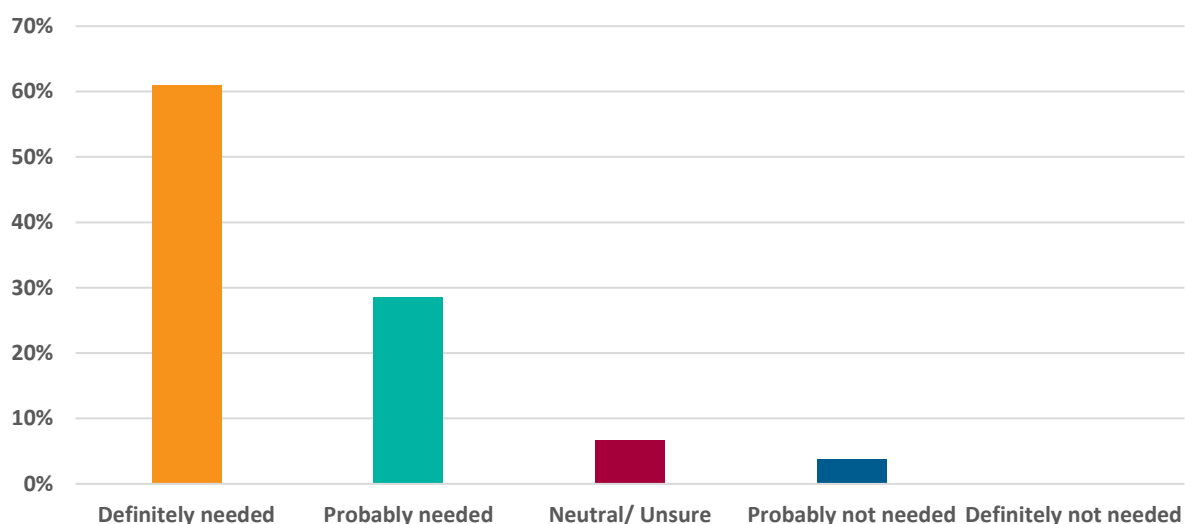### 5.2.1 Results of Educational Technology Usage Policy Survey for Our Lady of Good Counsel GNS - Parental Survey

Created on: Wednesday, June 6th, 2019

Total Responses: 105

P 1. What year is your child(ren) currently in? (tick all that apply)

P 2. Are you aware of the new Circular 0038/2018, which requests that schools consult with their school community , including teachers, students and parents regarding the use of smartphones and tablet devices in schools?

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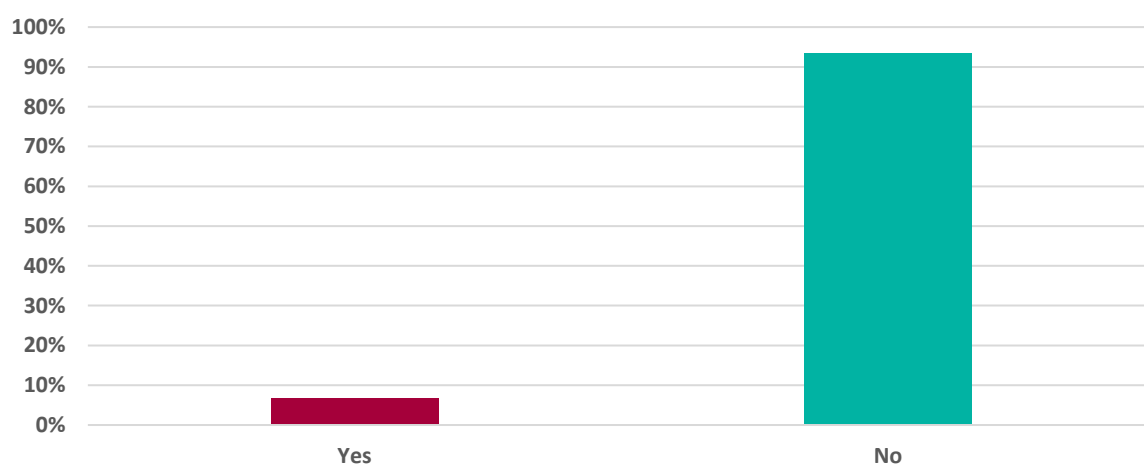## P 3. Do you think that this consultation is necessary?

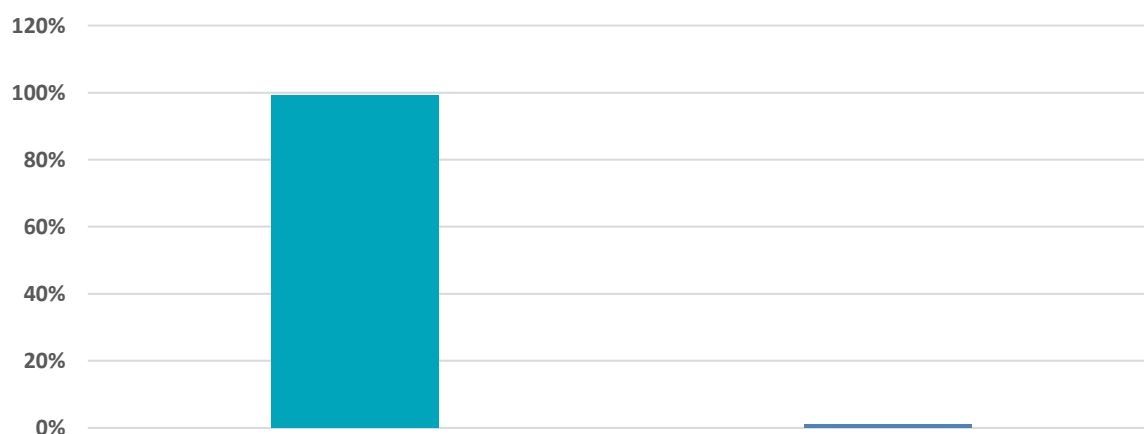## P 4. Are you familiar with the schools current policies in relation to?
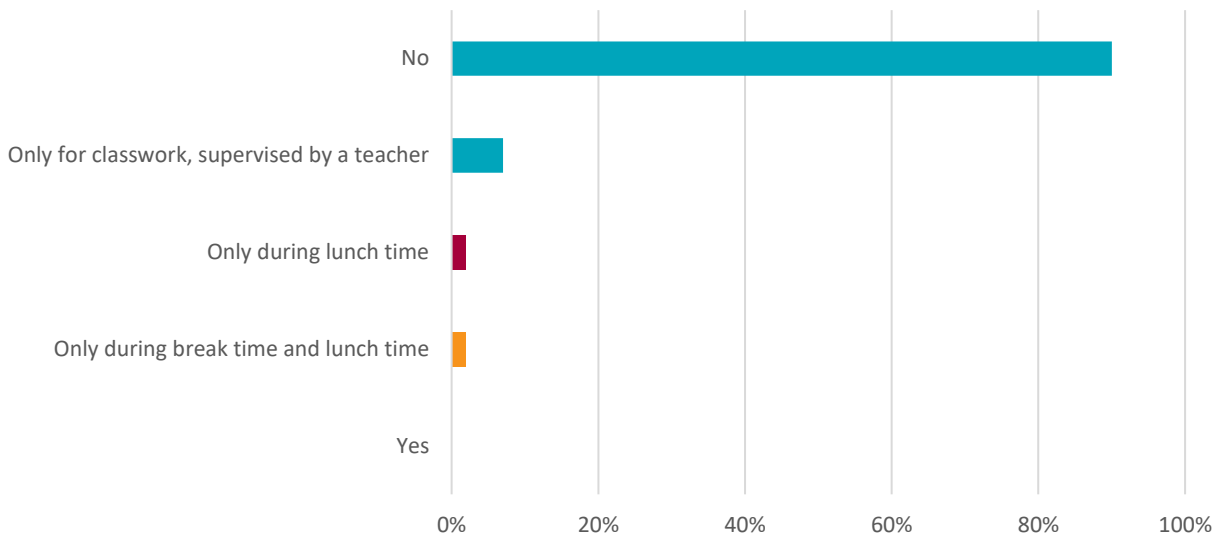
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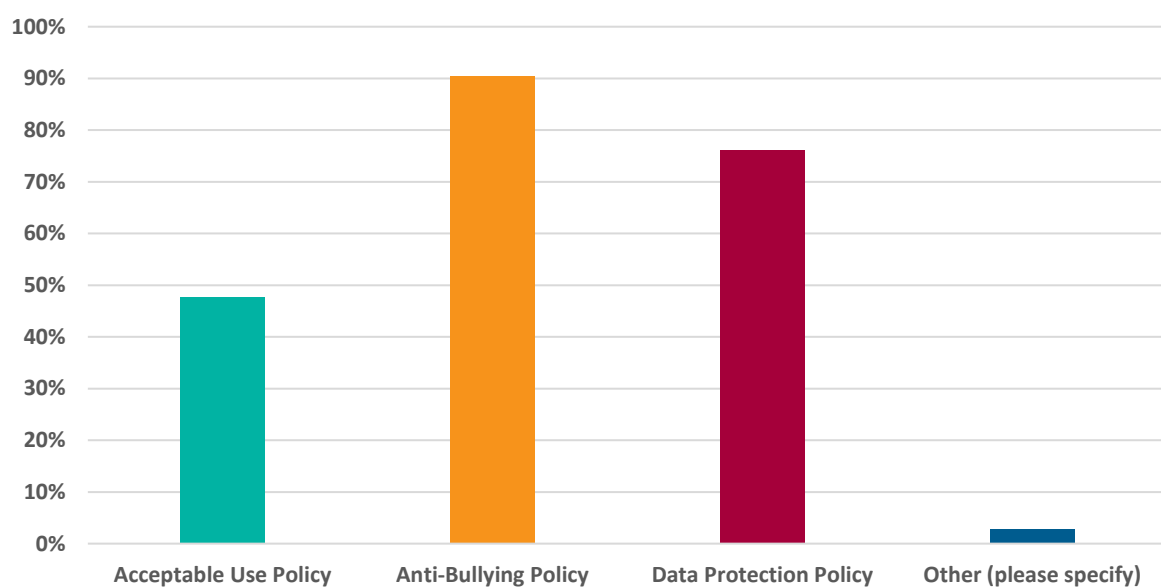
P 5. Does your child have a smartphone?
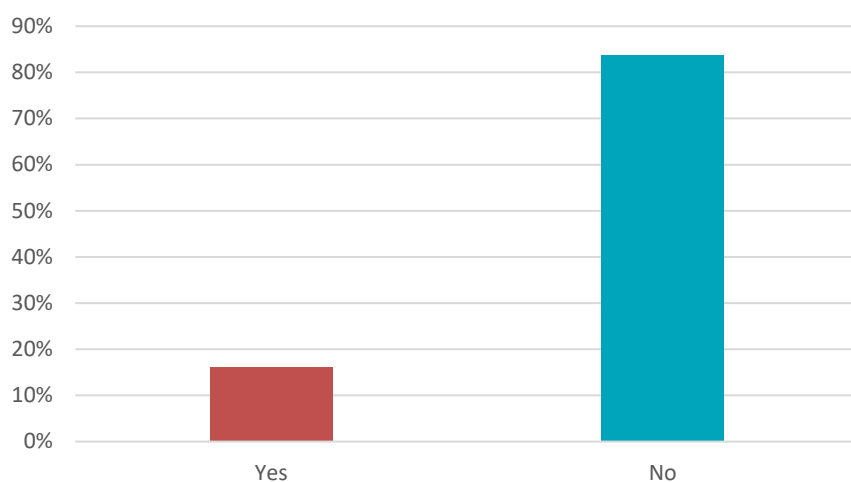
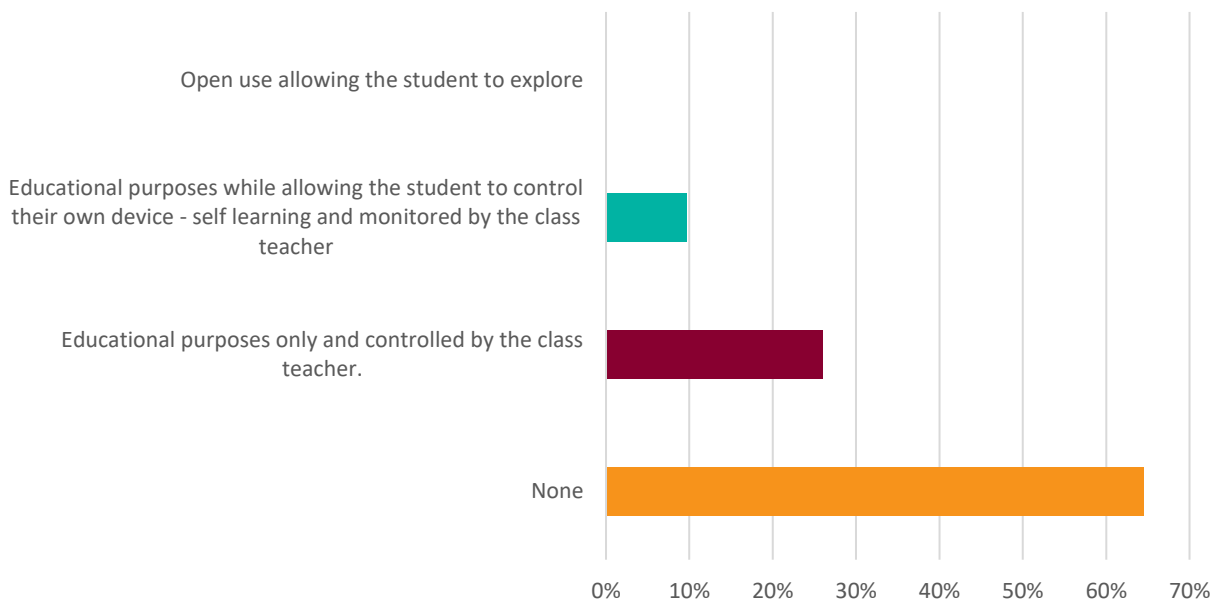## P 6. Does your child bring their phone to school?

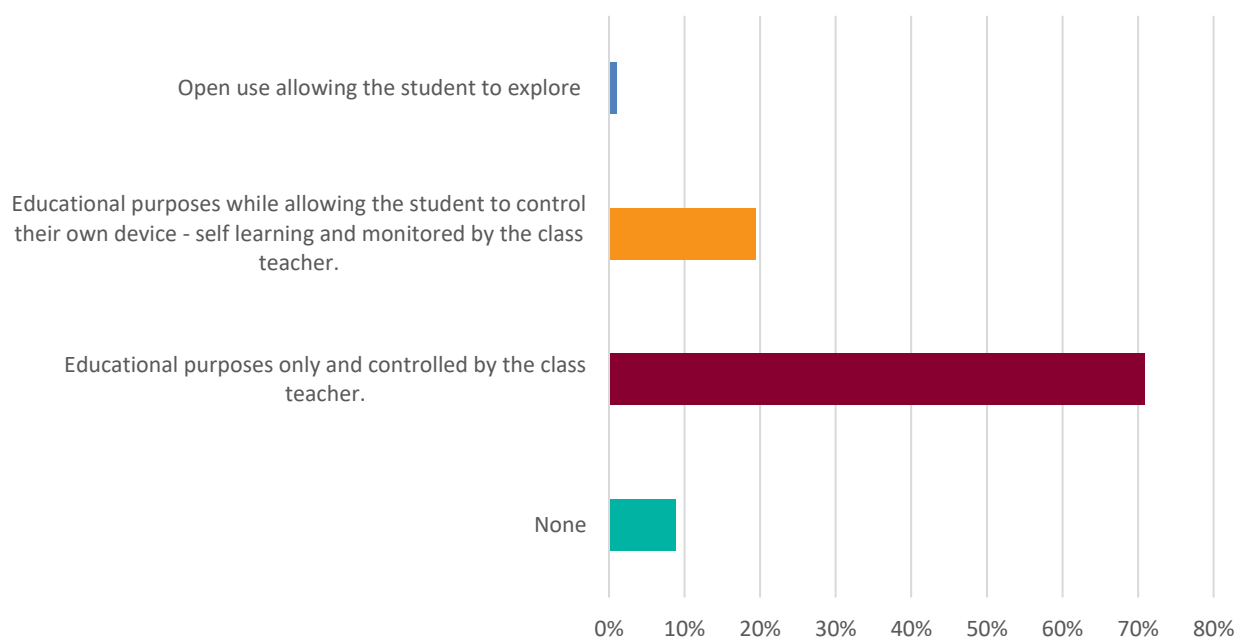## P 7. Should we educate children on the safe and correct use of smartphones, tablets and all other digital devices?

P. 8 In your opinion, should students be permitted to have access to their phones for personal use (e.g. messaging, gaming, social media) during school time?
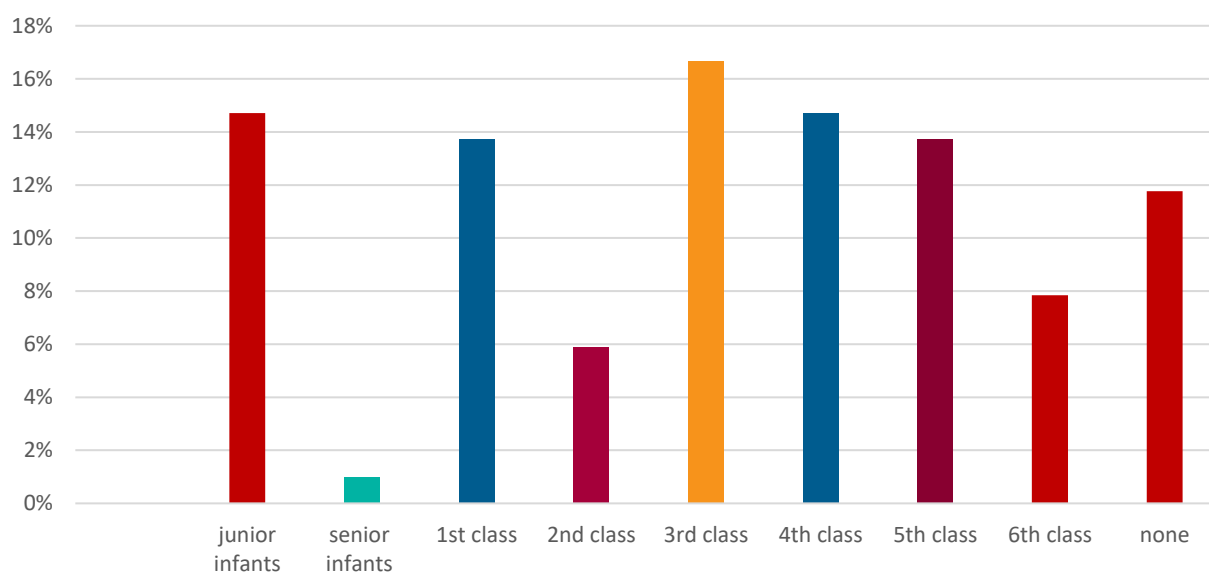
Category	Value
No	~90%
Only for classwork, supervised by a teacher	~7%
Only during lunch time	~2%
Only during break time and lunch time	~2%
Yes	0%

P 9. What activities could specifically smartphones be used for within school?

Category	Value
Open use allowing the student to explore	0%
Educational purposes while allowing the student to control their own device - self learning and monitored by the class teacher	~10%
Educational purposes only and controlled by the class teacher.	~26%
None	~64%

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P 10. What activities could specifically tablets be used for within school?

Horizontal bar chart with categories:
- Open use allowing the student to explore
- Educational purposes while allowing the student to control their own device - self learning and monitored by the class teacher.
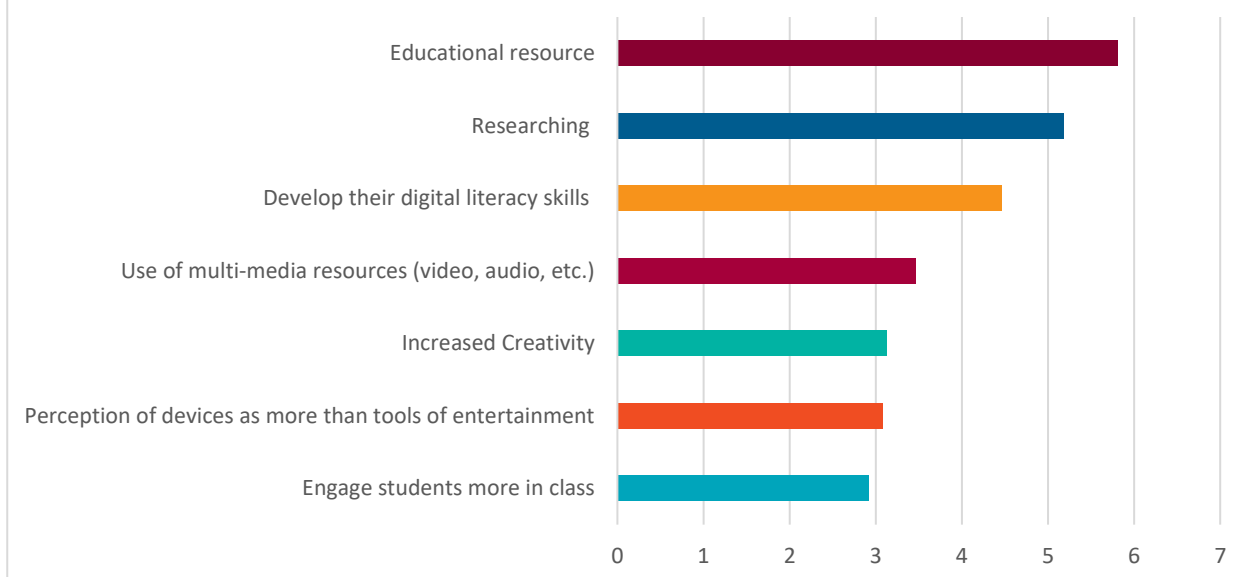- Educational purposes only and controlled by the class teacher.
- None

X-axis: 0% to 80%

P 11. At which class level do you think digital devices should start being incorporated into learning/teaching activities?

Bar chart with categories: junior infants, senior infants, 1st class, 2nd class, 3rd class, 4th class, 5th class, 6th class, none

Y-axis: 0% to 18%

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P 12. What are the RISKS that you see associated with the use of smartphones and tablet devices in the school community? Please rank from 1 to 7, with 1 being the highest risk.
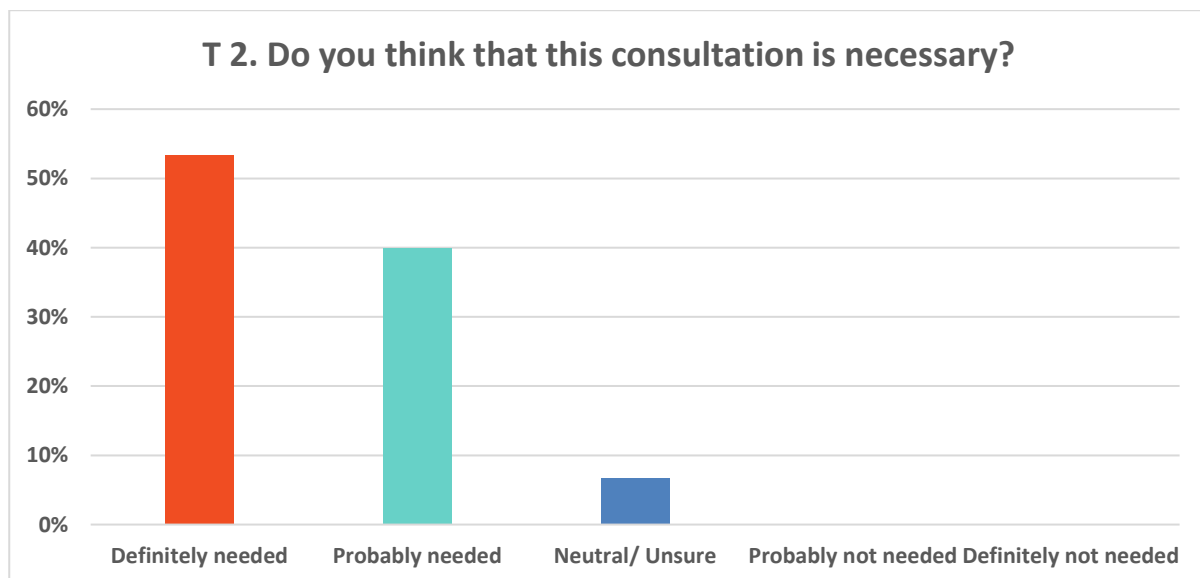
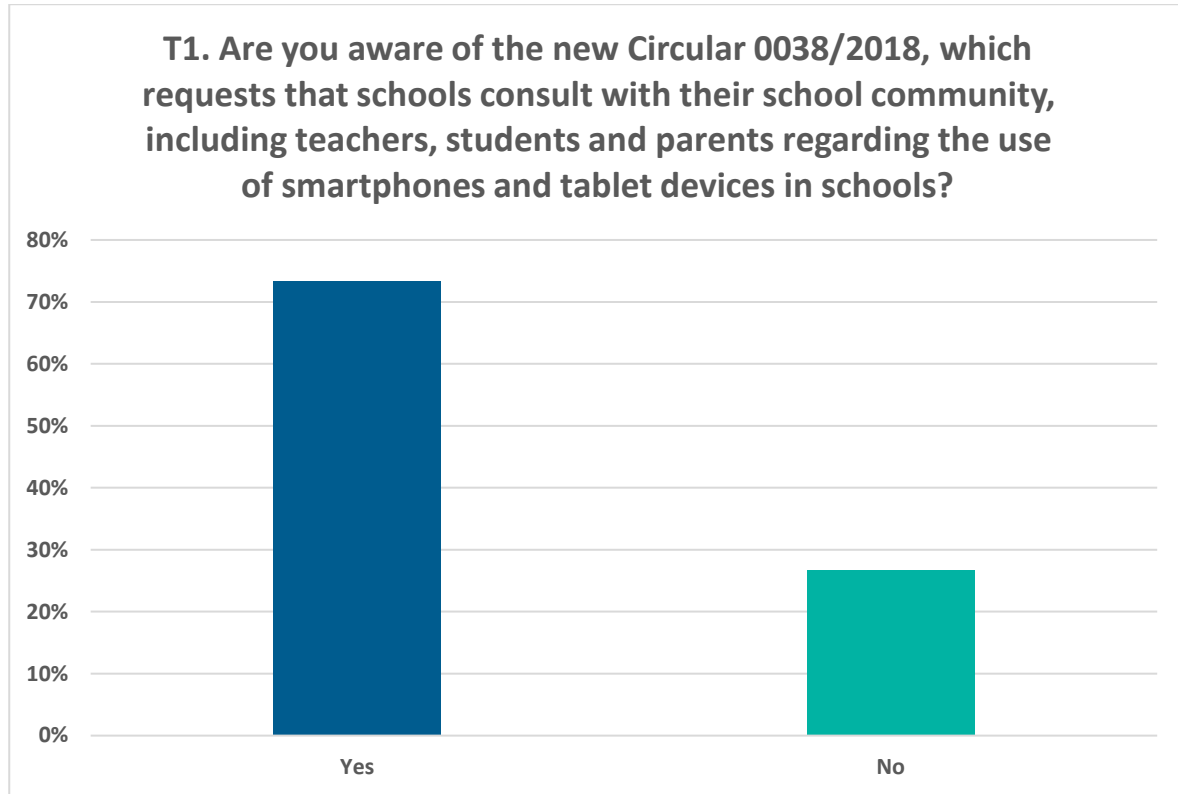| Risk	Value
Cyberbullying	~5.6
Inappropriate content (finding, sharing)	~4.9
Inappropriate pictures/recordings being taken	~4.1
Talking to strangers online	~3.9
Distraction from learning	~3.6
Reduced social behaviour	~3.2
Increased dependance on devices	~2.7

P 14. What are the OPPORTUNITIES that you see associated with the use of smartphones and tablet devices in the school community? Please rank from 1 to 7, with 1 being the highest opportunity.

| Opportunity	Value
Educational resource	~5.8
Researching	~5.2
Develop their digital literacy skills	~4.4
Use of multi-media resources (video, audio, etc.)	~3.4
Increased Creativity	~3.1
Perception of devices as more than tools of entertainment	~3.0
Engage students more in class	~2.9

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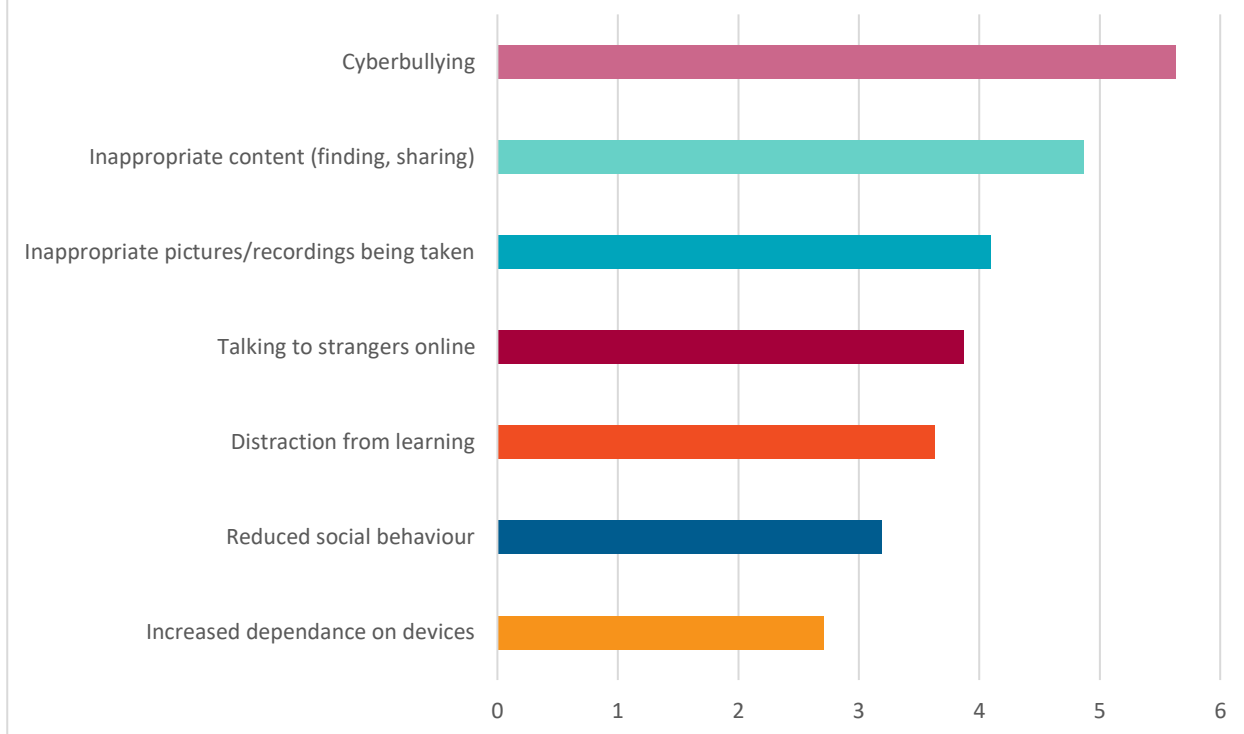
5.2.2 Results of Educational Technology Usage Policy Survey for Our Lady of Good Counsel GNS - Teacher Survey

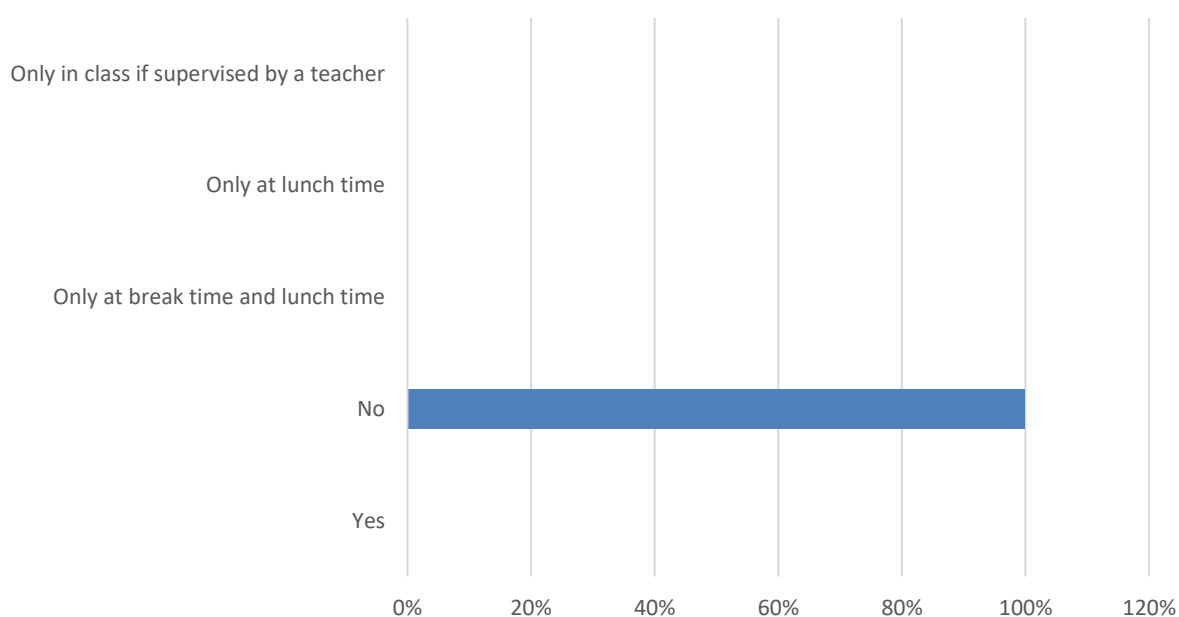Date Created: Monday, May 22nd 2019
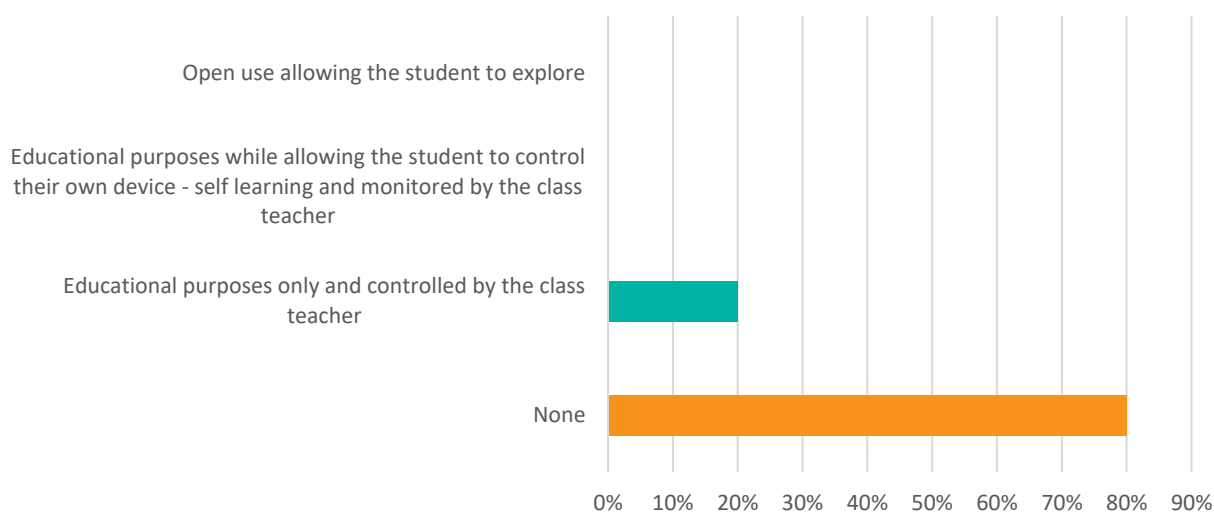
Total Responses: 15

T1. Are you aware of the new Circular 0038/2018, which requests that schools consult with their school community, including teachers, students and parents regarding the use of smartphones and tablet devices in schools?

T 2. Do you think that this consultation is necessary?

ZEEKO

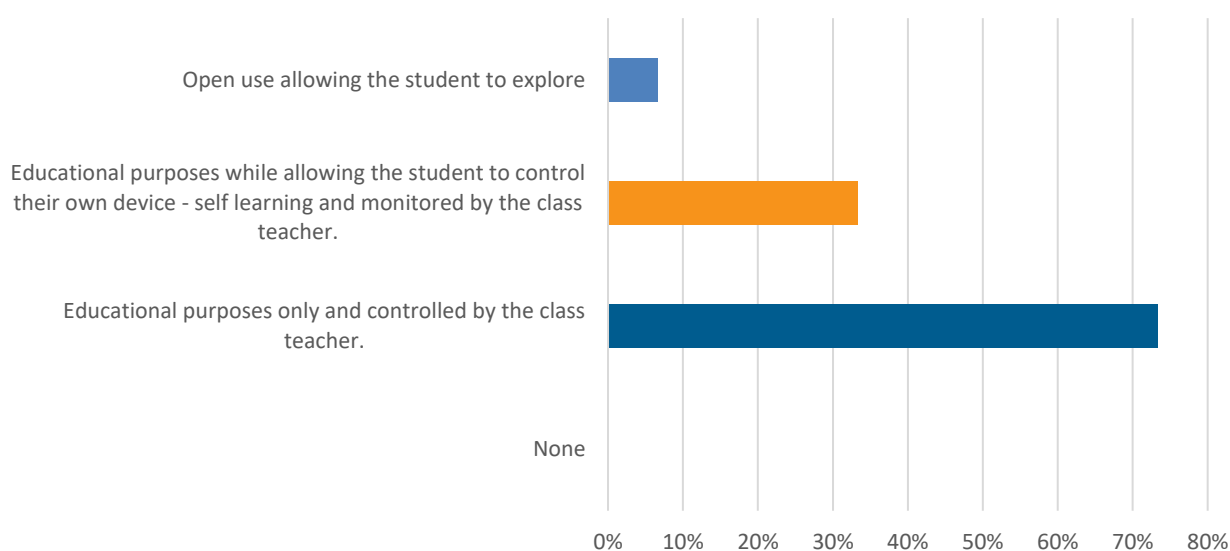## T 3. Should we educate pupils in the safe and correct use of smartphones and tablets?
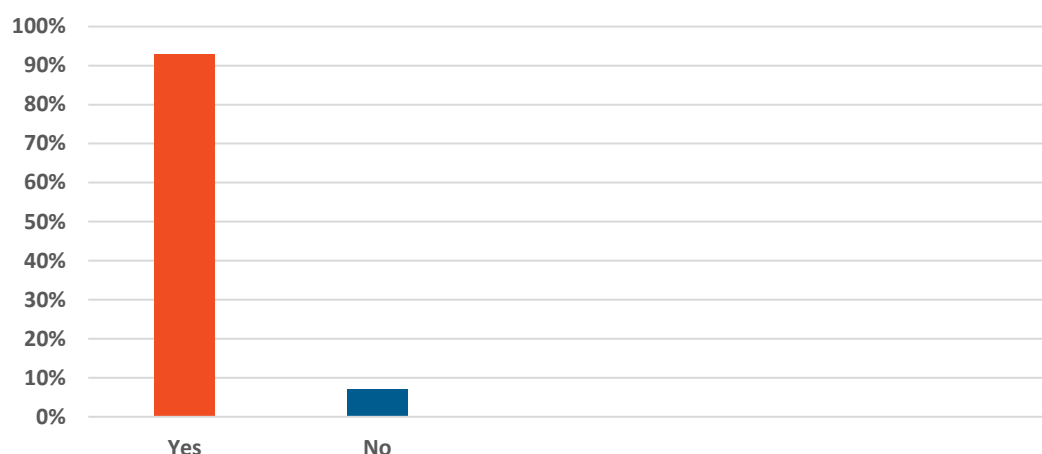
T 4. In your opinion, should students be allowed to use their phones in school for personal use (e.g. messaging, social media, games etc.)

ZEEKO

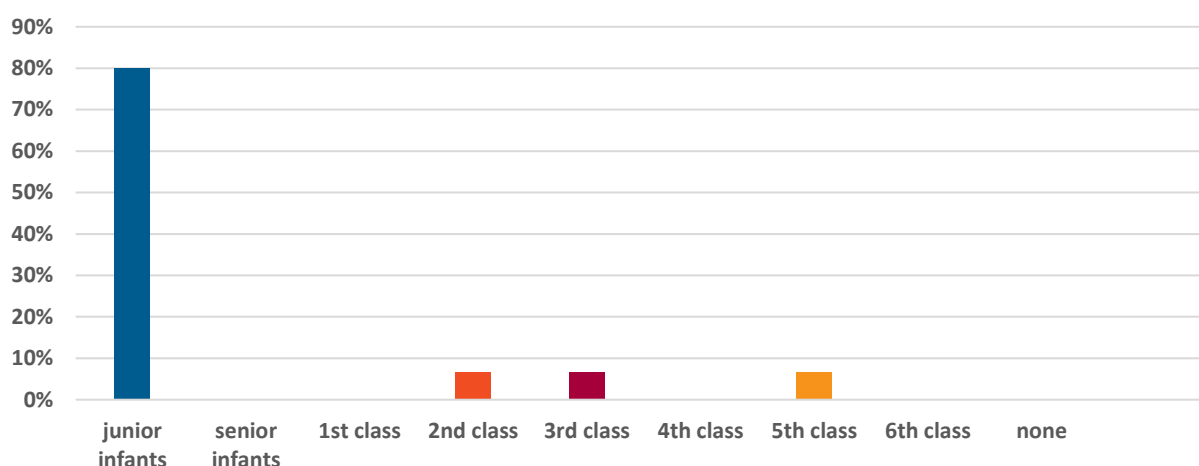## T 5. What activities could specifically smartphones be used for within school?

Open use allowing the student to explore

Educational purposes while allowing the student to control their own device - self learning and monitored by the class teacher

Educational purposes only and controlled by the class teacher

None

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

T 6. What activities could tablets be used for within school?

Open use allowing the student to explore

Educational purposes while allowing the student to control their own device - self learning and monitored by the class teacher.

Educational purposes only and controlled by the class teacher.

None

0% 10% 20% 30% 40% 50% 60% 70% 80%

ZEEKO
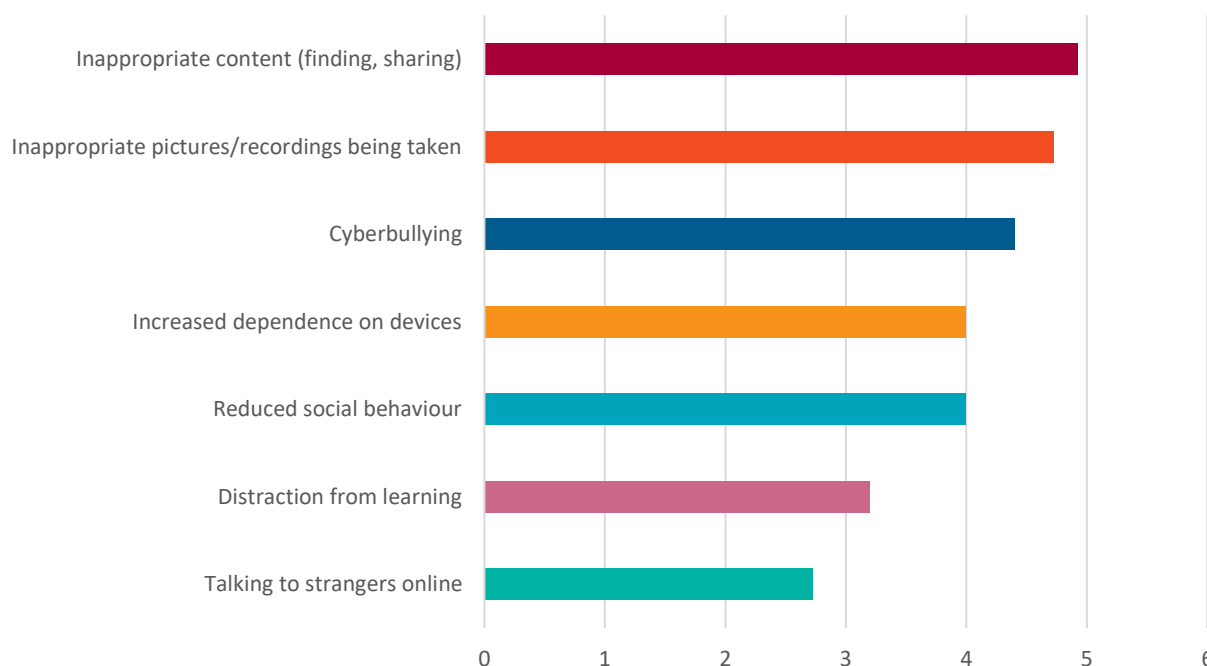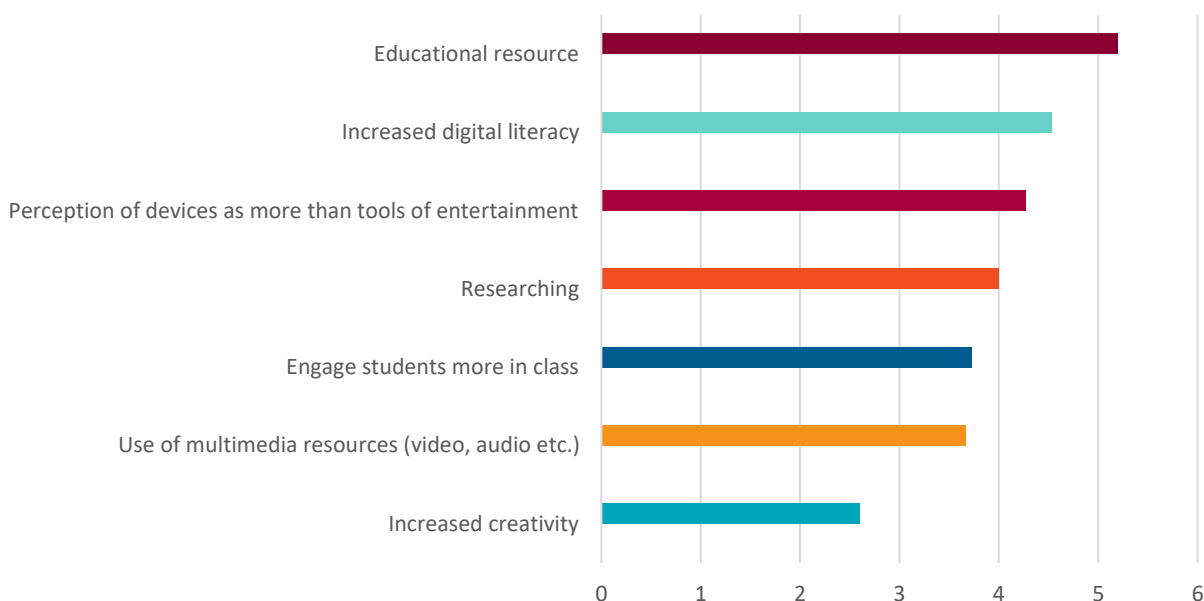
T 7. At which class level do you think digital devices should start being incorported into learning/teaching activities?


T 8. What are the RISKS that you see associated with the use of smartphones and tablet devices in the school community? Please rank from 1 to 7, 1 being the highest risk.

ZEEKO

T 10. What are the OPPORTUNITIES that you see associated with the use of smartphones and tablet devices in the school community? Please rank from 1 to 7, with 1 being the highest opportunity.

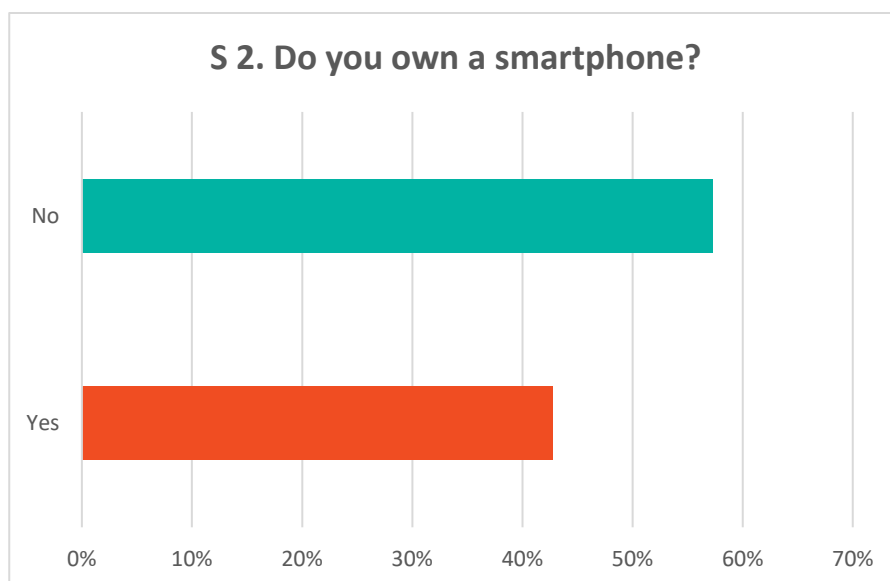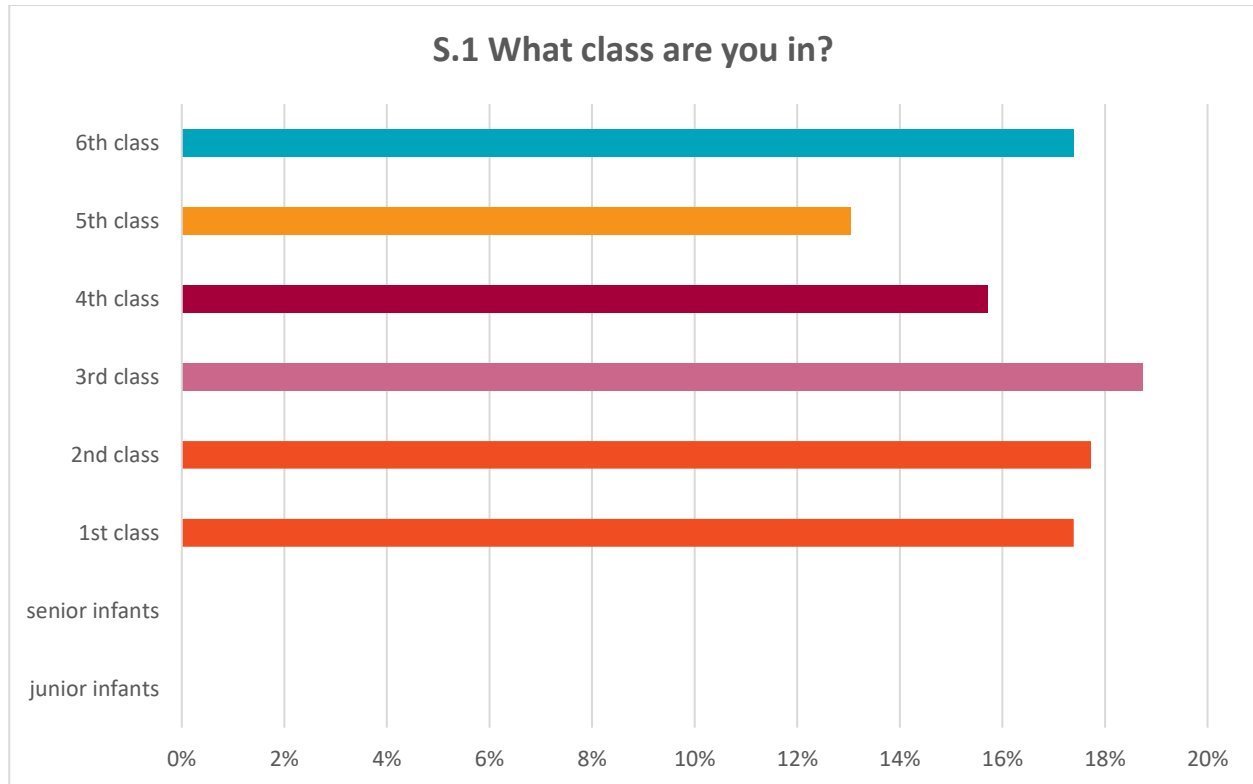| Category	Value
Educational resource	~5.2
Increased digital literacy	~4.5
Perception of devices as more than tools of entertainment	~4.3
Researching	~4.0
Engage students more in class	~3.7
Use of multimedia resources (video, audio etc.)	~3.6
Increased creativity	~2.6

T 14. Are you prepared to implement the Internet and Technology Digital Usage Policy that will be compiled as a result of this consultation process?

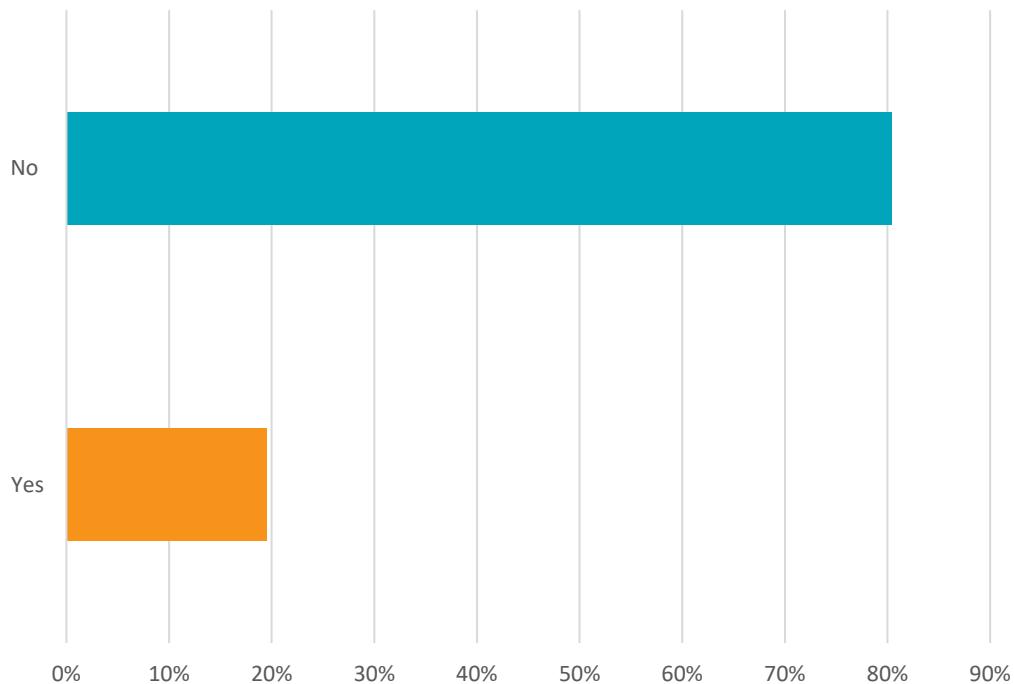| Response	Value
Yes, I will implement	100%
No, I will not implement	0%

ZEEKO
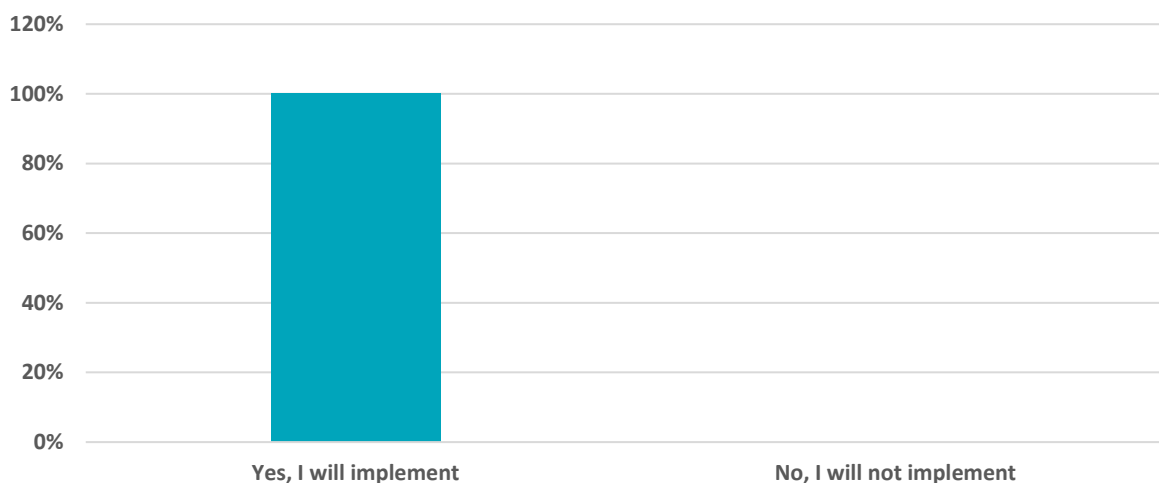
5.2.3 Results of Educational Technology Usage Policy Survey for Our Lady of Good Counsel GNS – Student Survey
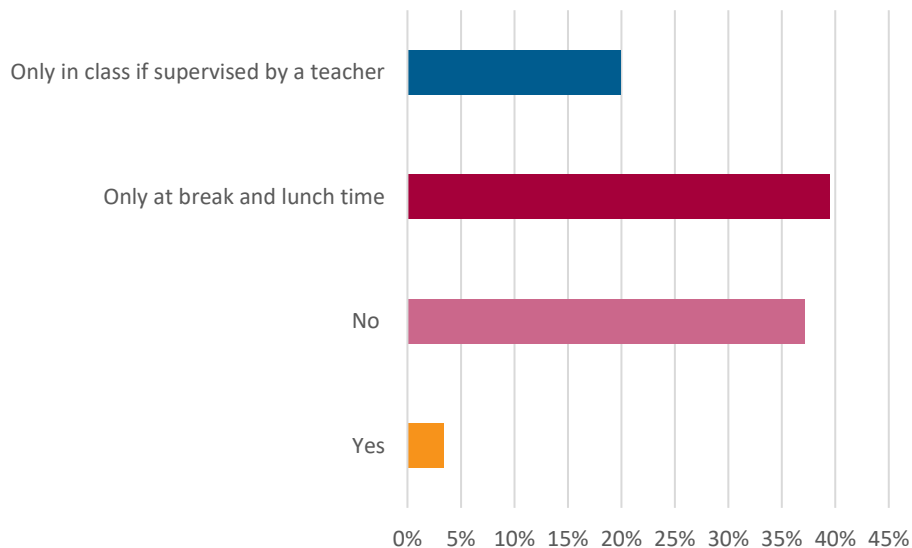
Date Created: Monday, May 22nd 2019
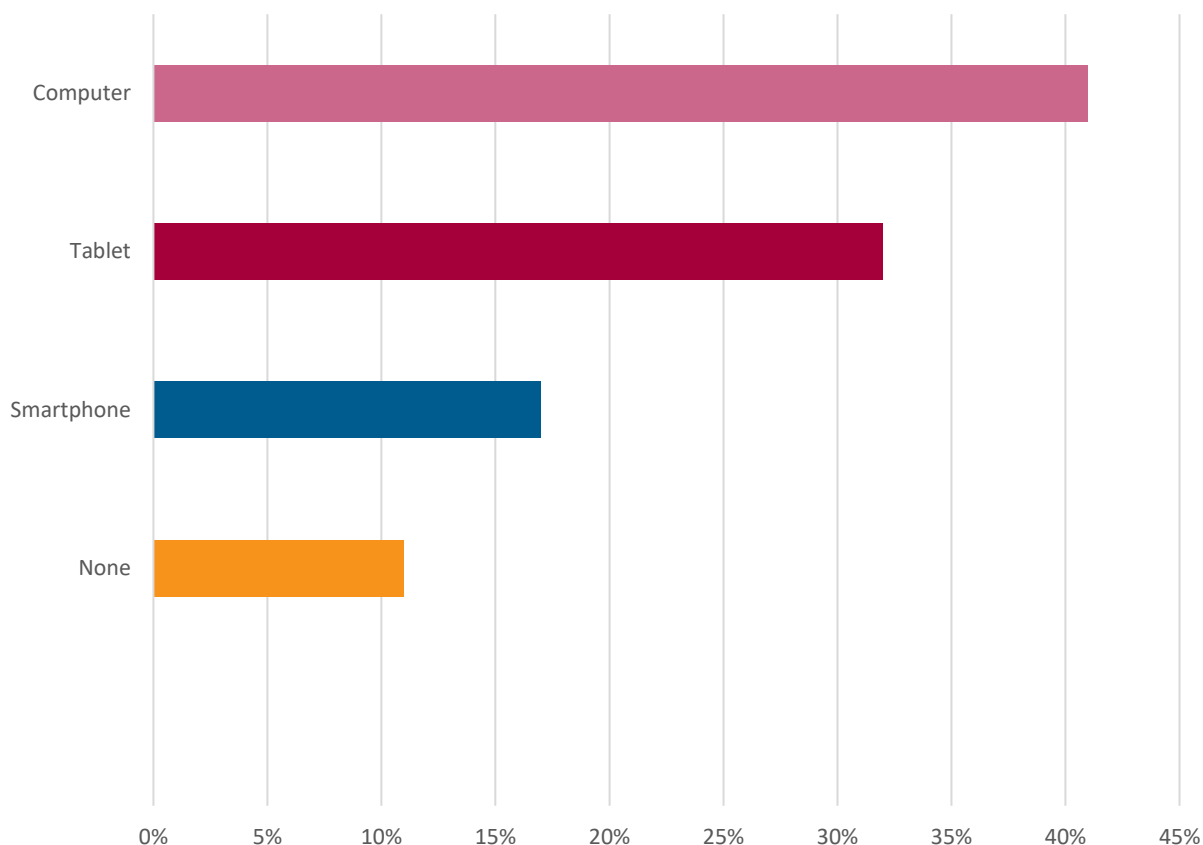
Total Responses: 299 (194 Online and 105 Paper Based)

S.1 What class are you in?

Class	Percentage
6th class	~17.5%
5th class	~13%
4th class	~15.5%
3rd class	~18.5%
2nd class	~17.5%
1st class	~17.5%
senior infants	0%
junior infants	0%

S 2. Do you own a smartphone?

Answer	Percentage
No	~57%
Yes	~43%

ZEEKO

S 3. Do you ever bring your phone to school?

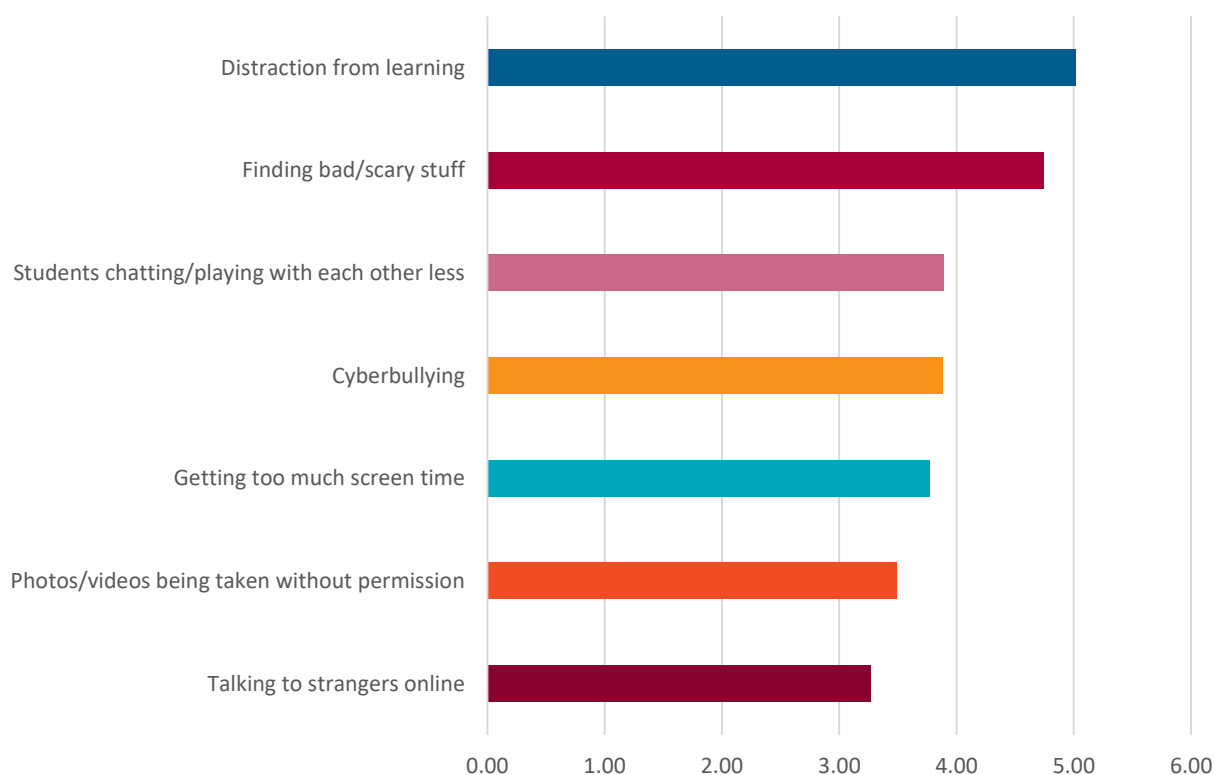## S 5. Do you think you should be allowed to use your phone or tablet in school for whatever you like? E.g. Messaging, gaming.

S 6. What device would you like to use in class for learning?

Bar chart showing device preferences:
- Computer: ~41%
- Tablet: ~32%
- Smartphone: ~17%
- None: ~11%

S. 8 What BAD things might happen from using smartphones and tablet devices in the school? Please rank from 1 to 7, with 1 being the most likely to happen.

Bar chart showing ranked concerns:
- Distraction from learning: ~5.1
- Finding bad/scary stuff: ~4.8
- Students chatting/playing with each other less: ~3.9
- Cyberbullying: ~3.9
- Getting too much screen time: ~3.8
- Photos/videos being taken without permission: ~3.5
- Talking to strangers online: ~3.3

ZEEKO

S 9. What are the OPPORTUNITIES that you see associated with the use of smartphones and tablet devices in the school community? Please rank from 1 to 7, with 1 being the highest OPPORTUNITY.
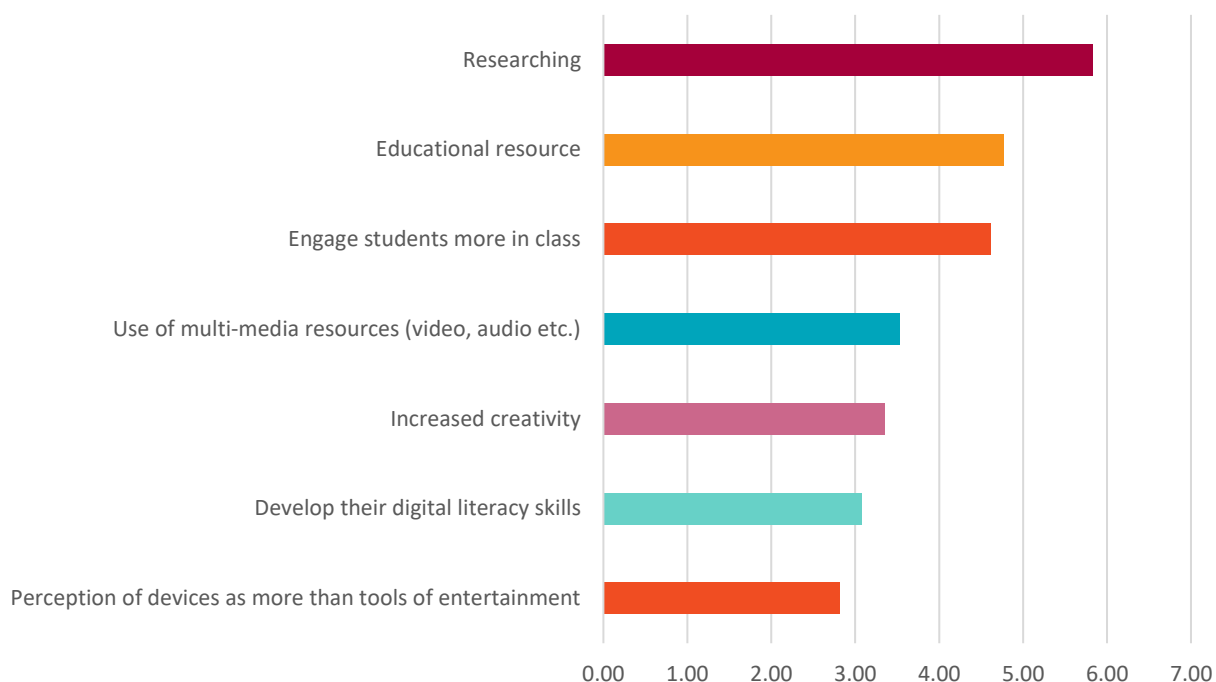
S 11. Have you ever...
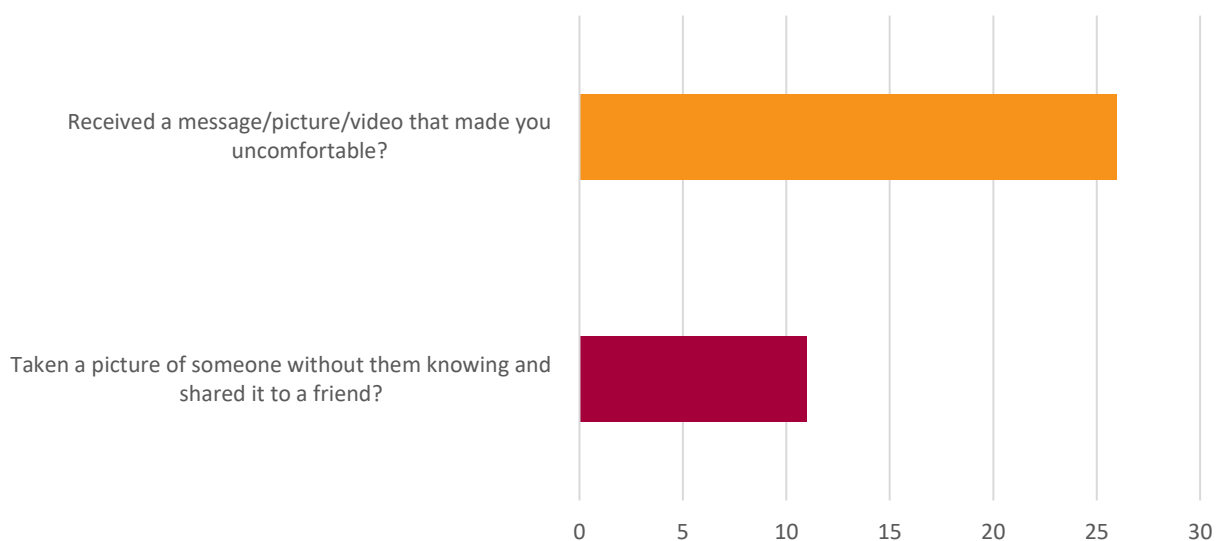
5.3 Resources for Students, Parents and Teachers

6   REFERENCES

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