Developing in Digital Worlds (Phase Two) - Parent Questionnaire (Children in Years 10-12)

Welcome to the *Developing in Digital Worlds* research project parents/caregivers questionnaire.

Thank you for taking part!

We would like your opinion on your child's digital skills and how you and your child can be better supported with these skills. There are no right or wrong answers. We welcome your honesty.

Our aim is to find out how your child reacts in social settings and goes about using digital devices (e.g., computers, Netbook, iPad, tablets) for learning.

Your feedback will help us understand how to promote children's cognitive and social skills.

Your answers are completely confidential. No personal information will be shared with any other persons or organisation outside the University of Auckland.

Your personal information will only be used for the purpose of the research and will be securely stored at the University of Auckland.

The survey will take approximately 30 minutes to complete.

Demographic Information

Parent/Caregiver First Name: *

Parent/Caregiver Last Name: *

Parent/Caregiver Ethnicity: *

Child's First Name: *

[?] Note: If you have more than one child who has volunteered to participate in this study, please nominate only ONE child to answer on.

Child Last Name: *

Other names your child is known by (if any):

Your relationship to your child: *

[?] i.e., mother, father, grandfather, etc

Child's School: *

Child's Year Level: *

Child's classroom name or room number:

Child's Date of Birth: *

[?] Example: 15 December 2012

Do you use computers or digital devices? *

Yes   No

Part One - Children's Social Skills Online

This section contains questions about your child's social behaviour and interactions online. By social interaction we mean using online tools, such as email, game chat, blogging and the like.

Social interaction does not imply social media use with applications such Facebook or Instagram.

1. Has using the internet had much effect on your child socially such as your child's interactions with friends or others online? The internet has been *
Choose one of the following answers

Very bad

Slightly bad

Made no difference

A little positive

Very positive

2. Please explain your rating to the above question: *

3. What skills do you think your child needs to positively interact and communicate with others online? *

4. Please rate the four online skills listed below as 1st, 2nd, 3rd or 4th, with 4th being the skill your child needs the most support with and 1st being the skill needing the least support.

Type in your rating next to each of the 4 statements: (Note: none of the statements should have the same number rating next to it e.g. 'Being kind....' and 'Thinking about other's feelings' cannot both be rated as 1st.)

4a. Deciding what to post online (about themselves and family) *

4b. Thinking about others' feelings online *

4c. Consideration of other people's points of view online *

4d. Being kind to others online *

5. Please explain why you rated the skills in the above order: *

6. How do you support your child to develop the social skills listed in questions 3 and 4, such as 'thinking about others feelings online' and 'being kind to others online [Answer any that apply]:

6a. Do you support your child to develop these skills by monitoring? *

Yes   No

6b. Do you support your child to develop these skills by discussion? *

Yes   No

6c. Do you support your child to develop these skills by teaching them strategies? *

Yes   No

6d. Do you support your child to develop these skills by doing it with or alongside them? *

Yes   No

6e. Other (Please describe any support not listed above):

7. How often does your child need support with their online social skills (mentioned in Question 3 & 4)? e.g., thinking about others' feelings online; being kind to others online *
Choose one of the following answers

Daily

Weekly

Monthly

Hardly ever

Not sure

8. Do you think your child can be better supported in developing positive social interactions online (at school or at home)? *

Yes   No

9. Would you like further support to help your child's development of positive social interactions online at home or school? (e.g., written guidelines, training held at the school, community group, more frequent communication with the school or teacher) *

Yes   No

Part Two - Children's Thinking Skills Online

10. Has using the internet at home had much effect on your child's ability to judge what to believe online? The internet has been: *

Choose one of the following answers

Very bad

Slightly bad

Made no difference

A little positive

Very positive

11. Please explain your rating to the above question: *

12. What skills do you think your child needs to think critically or carefully about what they read or view online? *

13. Please rate the four online skills listed below as 1st, 2nd, 3rd or 4th, with 4th being the skill your child needs the most support with and 1st being the skill needing the least support.

Type in your rating next to each of the 4 statements: (Note: none of the statements should have the same number rating next to it e.g. 'Refining online searches' and 'Weighing up the truthfulness' cannot both be rated as 1st.)

13a. Refining online searches *

13b. Weighing up the truthfulness of online information *

13c. Identifying bias or prejudice *

13d. Awareness of hidden online dangers *

14. Please explain why you rated the skills in the above order: *

15. How do you support your child to develop the thinking skills listed in questions 12 and 13, such as 'refining online searches' and ' identifying bias or prejudice' [Answer any that apply]:

15a. Do you support your child to develop these skills by monitoring? *

   Yes   No

15b. Do you support your child to develop these skills by discussion? *

   Yes   No

15c. Do you support your child to develop these skills by teaching them strategies? *

   Yes   No

15d. Do you support your child to develop these skills by doing it with or along side them? *

   Yes   No

15e. Other? Please describe any support not listed above:

16. How often does your child need support with these skills (mentioned in Question 12 & 13)? e.g., refining online searches; identifying bias or prejudice *

Choose one of the following answers

   Daily

Weekly

Monthly

Hardly ever

Not sure

17. Do you think your child can be better supported in developing responsible and critical thinking online (at school or at home)? *

Yes   No

18. Could you be better helped to support your child to think critically or carefully about what they read or view online? *

Yes   No

Part Three - Family/Whānau/Aiga Influences

19. Has your child's involvement in digital learning influenced the things you do as a family/whānau/aiga such as hui or church or other activities (picnic, movies, sport)? *
Choose one of the following answers

No

A bit

A lot

Please explain your rating to the above question. *

The following questions are taken from the New Zealand Census about people's qualification and occupation. If you do not want to disclose such information, please ignore them and submit the form without answering them.

20. What is your highest completed qualification?
Choose one of the following answers

No secondary school qualifications

NZ School Certificate or NCEA levels 1-4

Diploma below bachelors level (e.g., teachers or nursing diploma), Trade Certificate or NCEA levels 5 or 6

Bachelor's degree (including honours or postgraduate diploma)

Higher degree (e.g., Master's degree, PhD)

Other:

21. In the job that you spend the most time on, what is your occupation?

Choose one of the following answers

Managers (e.g., chief executives, sales managers, retail and service managers, etc.)

Professionals (e.g., accountants, sales professionals, engineering professionals, teachers, doctors, nurses, business analysts, database administrators, lawyers, etc.)

Technicians or Trades Workers (e.g., ICT/automotive/construction/food/horticultural workers, etc.)

Community or Personal Service Workers (e.g., health and welfare support workers, carers, hospitality workers, sports and fitness workers)

Clerical or Administrative Workers (e.g., office managers and programme administrators, personal assistants and secretaries, office support workers, etc.)

Sales Workers (e.g., retail representatives and agents, sales assistants, checkout operators, etc.)

Machinery Operators or Drivers (e.g., machine operators, bus and rail drivers, truck drivers, storepersons, etc.)

Labourers (e.g., cleaners and laundry workers, construction and mining labourers, factory process workers, farm workers, food preparation assistants, etc.)

Other:

Submit