

ZEEKO

Báo cáo xu hướng kỹ thuật số



Trường tiểu học Techwell

2020

INTRODUCTION



of pupils in 6th class have spoken or chatted to a stranger online*

Children's digital footprints are being created before they even learn to walk. As parents and teachers we have the responsibility to teach our children how best to protect themselves online.

To truly master this we first must understand children's behaviours and attitudes online. Technology advances so quickly that online safety trends are constantly changing.

At Zeeko, we work with parents, children and teachers to stay at the forefront of these changes. **The aim of this Digital Trend Report is to help you decipher and understand your pupils' online world.** This information should highlight any areas of concern that you may need to delve into further with your pupils. We have findings and recommendations at the end of the report to guide teachers and parents.



of pupils in primary school have been cyberbullied*

* Zeeko, Everri, Marina; Park, Kirsty, 2018. Children's online behaviours in Irish primary and secondary schools

WHAT IS A DIGITAL TREND REPORT



In class, self-reported, survey

Objective, Up to Date, Insight

A Digital Trend Report is a set of data collected from the pupils at your school/ organisation via an online survey.

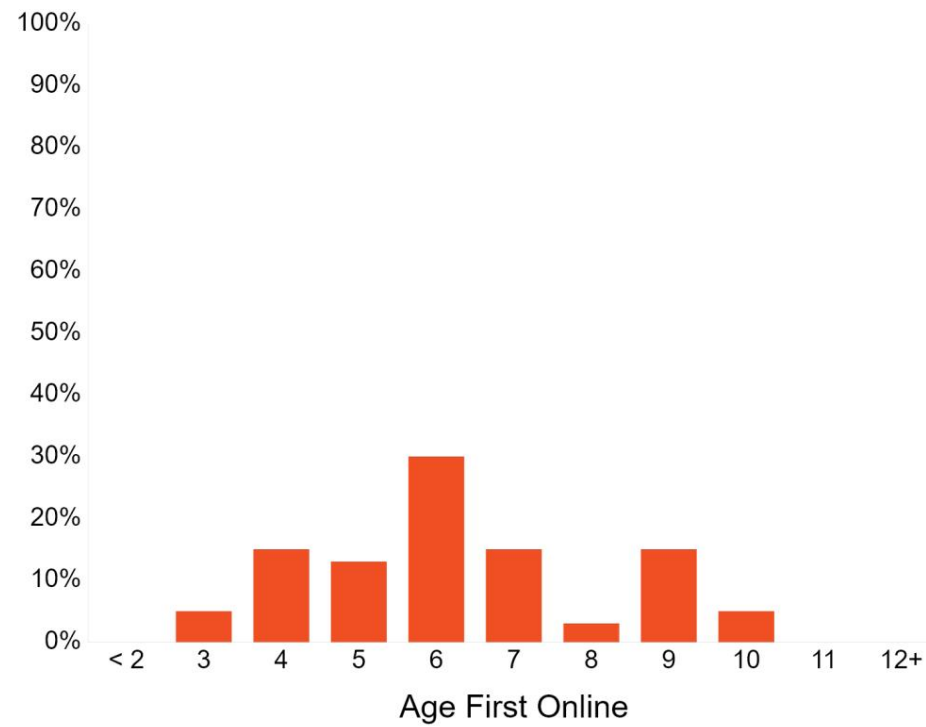
The survey is self-reported by means of a short online questionnaire (8 questions). This survey is anonymous. There are no names collected. Only gender and age are recorded. It is used to highlight to schools and families different areas that they may need to address with their pupils and any potential areas of concern.

The survey results from all the schools is collated into a general report called 'The Global Trend Report' on children's Internet usage. All the information remains anonymous, no school/ organisation names are disclosed (GDPR compliant). Only children's gender and age are used to decipher the data.

This full report is used to highlight trends in Internet and Digital technology use amongst children, globally.

AGE

Question 1: What age were you when you first started to use the Internet?



DEVICES

Question 2: What devices do you use to access the internet, play games online, use apps etc.?

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(School/ organisation statistics in navy)



Global Statistics
(Global statistics in yellow)

FINDINGS

Question 1: What age were you when you first started to use the internet?

Trong số trẻ được khảo sát, độ tuổi trung bình bắt đầu sử dụng Internet là 6,28 tuổi. 3% học sinh cho biết các em không sử dụng Internet.



Question 2: What devices do you use to access the Internet, play games online, use apps etc.?

Trẻ em là những người sử dụng nhiều thiết bị, với đại đa số học sinh có quyền truy cập vào nhiều thiết bị. Những thiết bị này bao gồm điện thoại thông minh, máy tính bảng, máy tính xách tay/ máy tính để bàn, máy chơi game, iPod, sách điện tử và TV thông minh. Máy tính bảng là thiết bị phổ biến nhất với tỷ lệ 53% học sinh sử dụng. Thiết bị ít phổ biến nhất là Sách điện tử với tỷ lệ thấp 0% học sinh sử dụng chúng.

APPS

Question 3: What are your top 3 favourite apps, websites, online games or social media sites?

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(Thống kê trường học/tổ chức trong hải quân)

30%



28%



23%



20%



18%



18%



33%



17%



15%



12%



12%



10%

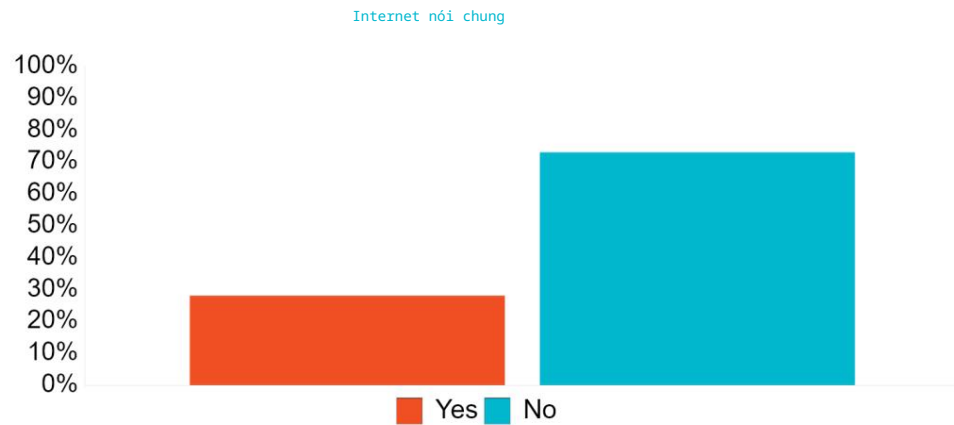
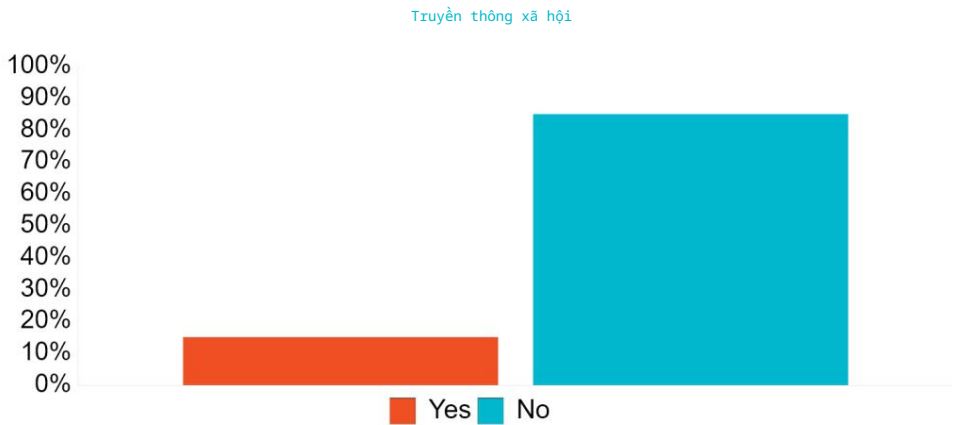
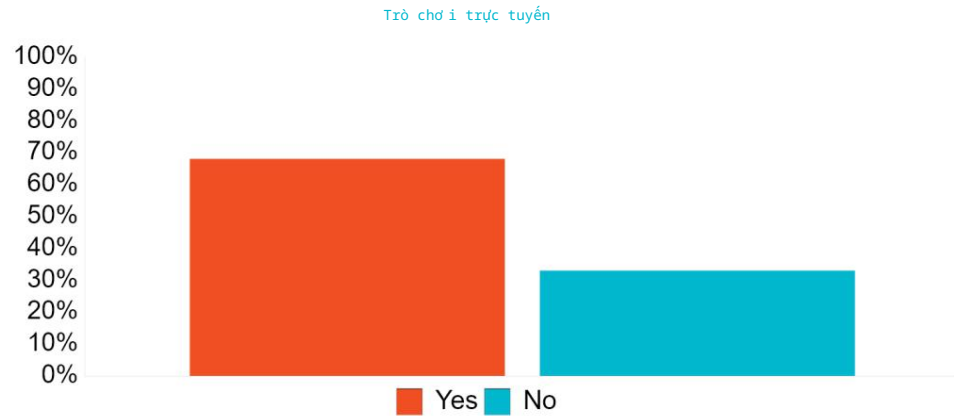
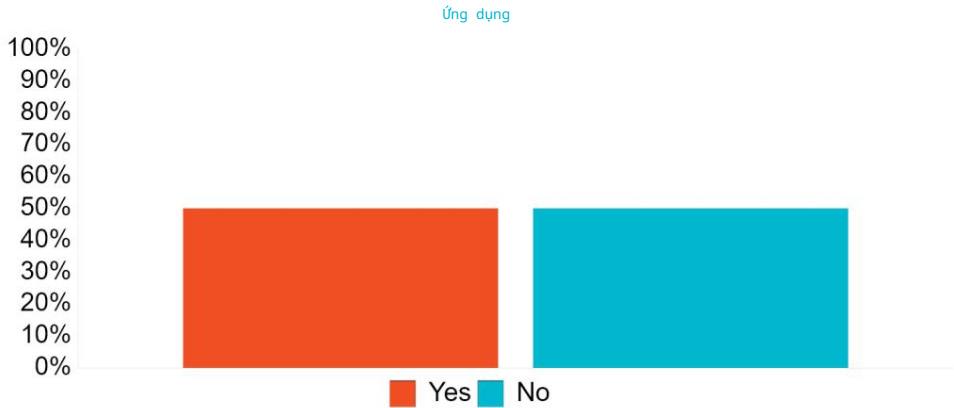


Global Statistics

(Global statistics in yellow)

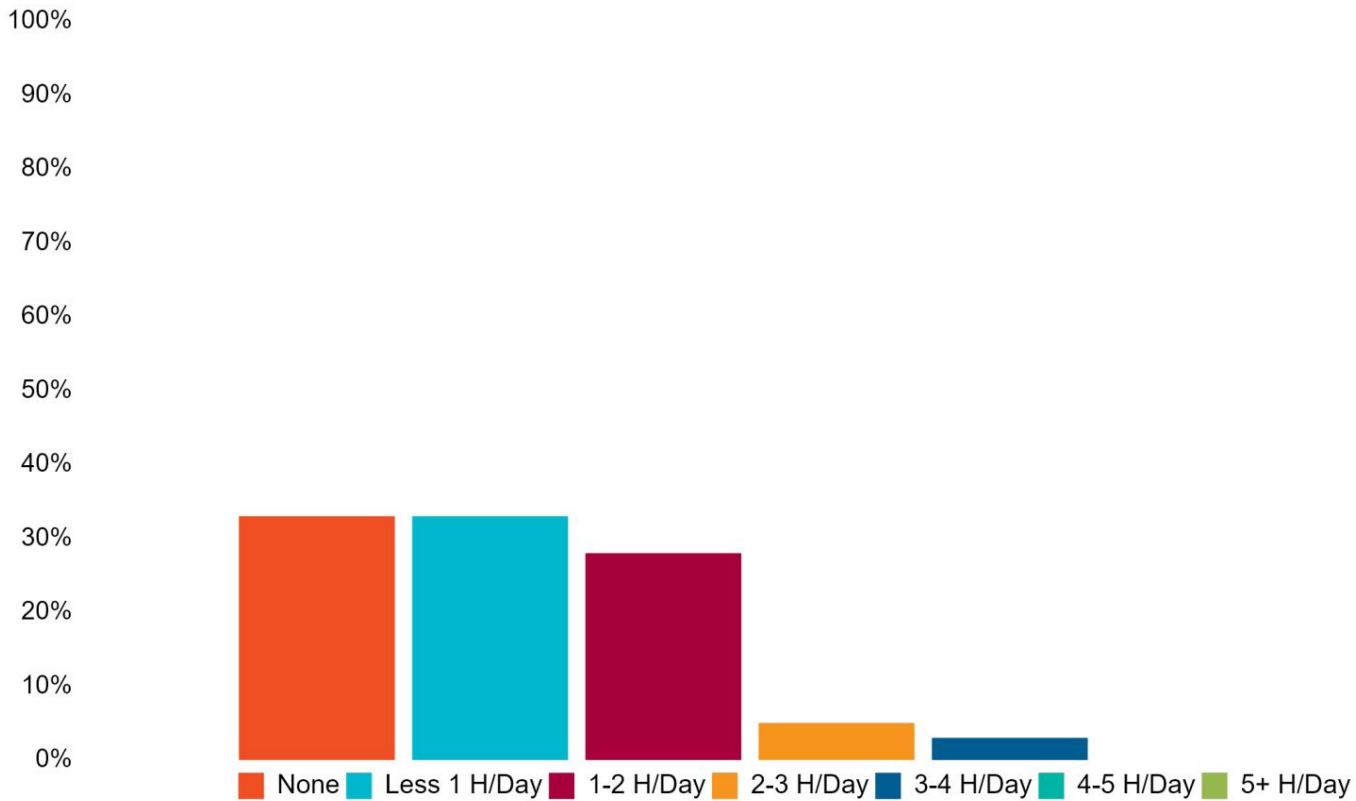
DO YOU KNOW MORE

Question 4: Do you think you know more than your parents about...?



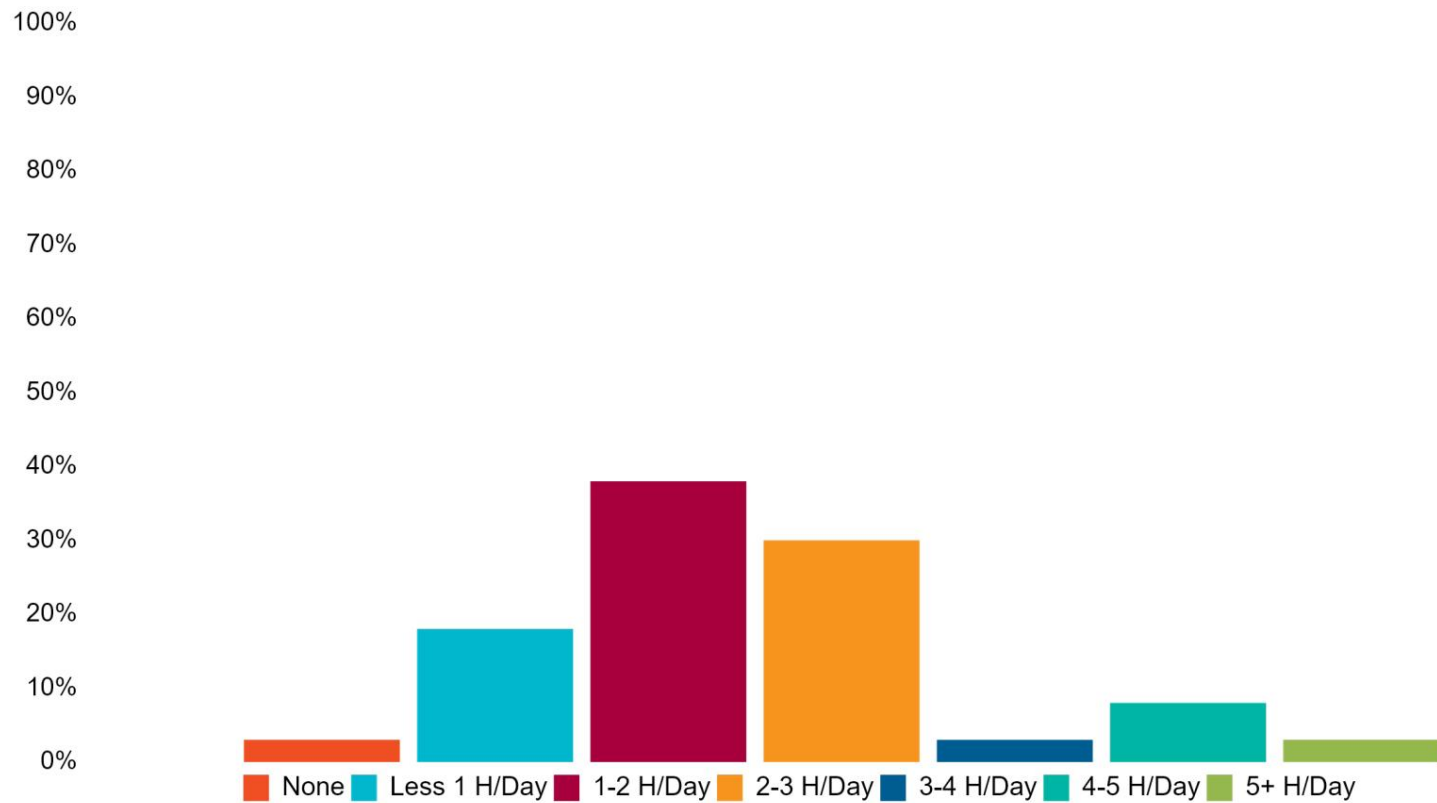
SCREEN TIME - WEEKDAYS

Question 5: How much screen time do you usually get on WEEKDAYS (e.g. TV, phone, computer, video games, etc.)?



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FINDINGS

Question 3: What are your top 3 favourite apps, websites, online games or social media sites?

Các em được khảo sát, cho biết các ứng dụng, trò chơi trực tuyến/ trang mạng xã hội yêu thích của các em là [Minecraft](#), [Youtube](#), [Netflix](#), [Farming Simulator](#), [Candy Crush](#) và [Google](#). Một số điểm chính cần lưu ý dưới đây:

- [Minecraft](#) là ứng dụng phổ biến nhất
- 28% học sinh sử dụng [Youtube](#)
- 23% học sinh sử dụng [Netflix](#)



Question 4: Do you think you know more than your parents about....?

[50%](#) học sinh cho biết biết nhiều về ứng dụng hơn cha mẹ, [68%](#) cho biết các em biết nhiều hơn về trò chơi trực tuyến, [15%](#) cho biết các em biết nhiều hơn về mạng xã hội và [28%](#) cho biết các em biết nhiều hơn về Internet nói chung.

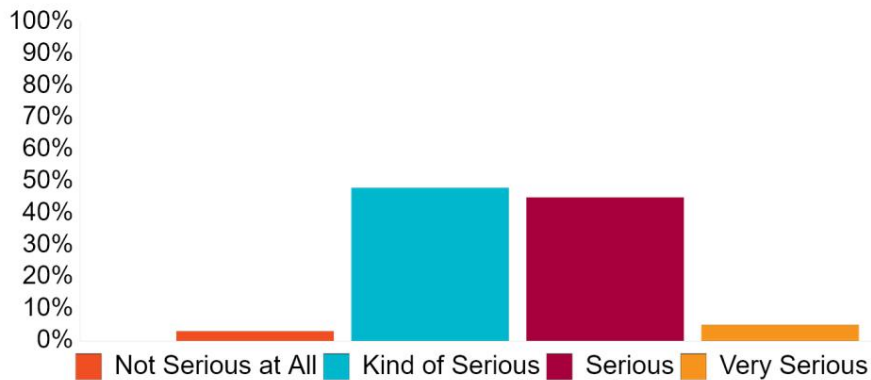
Question 5: How much screen time do you usually get, e.g. TV, phone, computer, video games etc.?

[0%](#) học sinh cho biết các em xem màn hình từ 5 giờ trở lên mỗi ngày trong tuần, trong khi tỷ lệ này tăng lên [3%](#) ở thời điểm hiện tại. ngày cuối tuần.

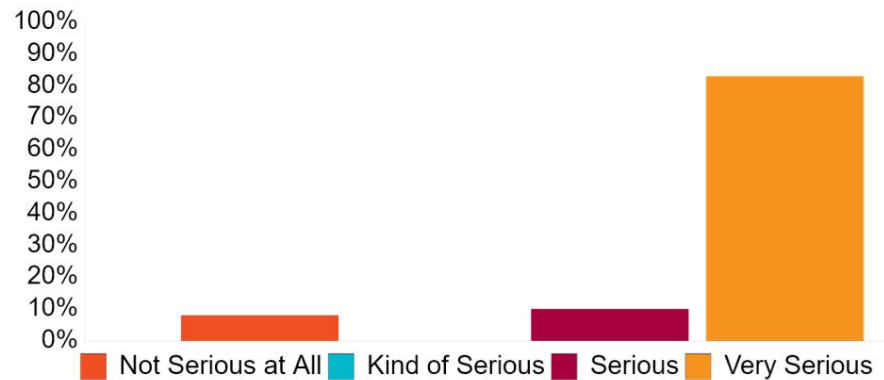
HOW SERIOUS

Question 6: How serious are the following?

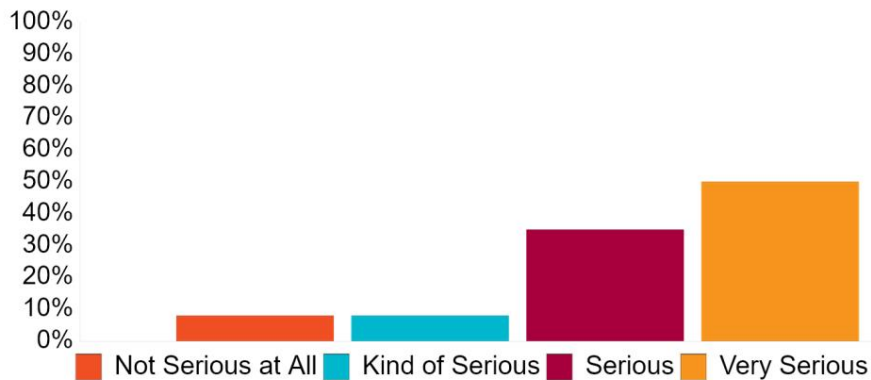
Chi tiêu trực tuyến quá lâu



Bắt nạt qua mạng

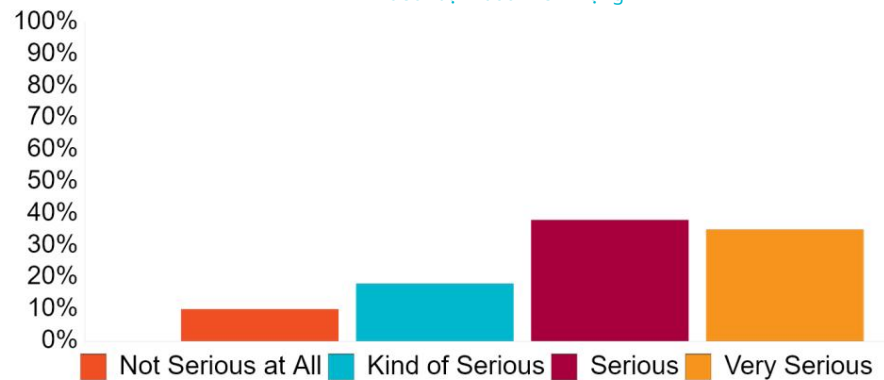


Nói chuyện với người bạn gặp lần đầu trên mạng



Hãy cẩn thận với những bài viết, hình ảnh và

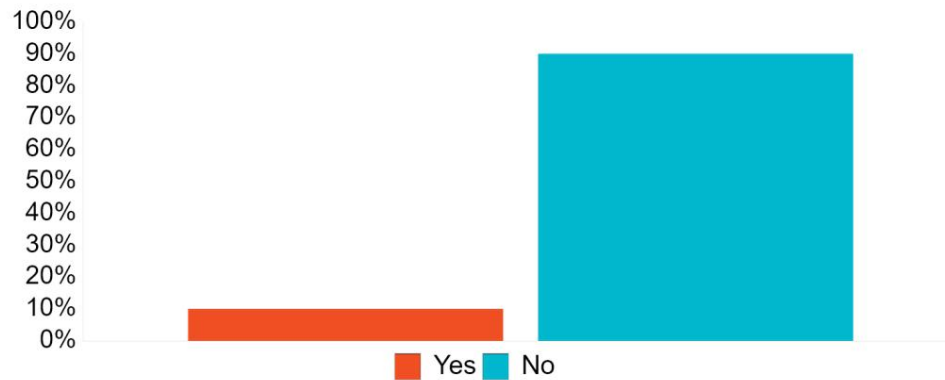
video bạn đưa lên mạng



HAVE YOU EVER

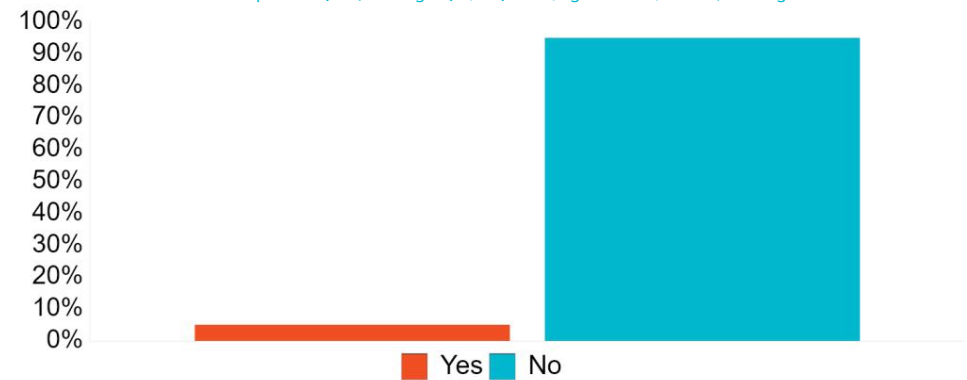
Question 7: Have you ever...

bị bắt nạt trên mạng?

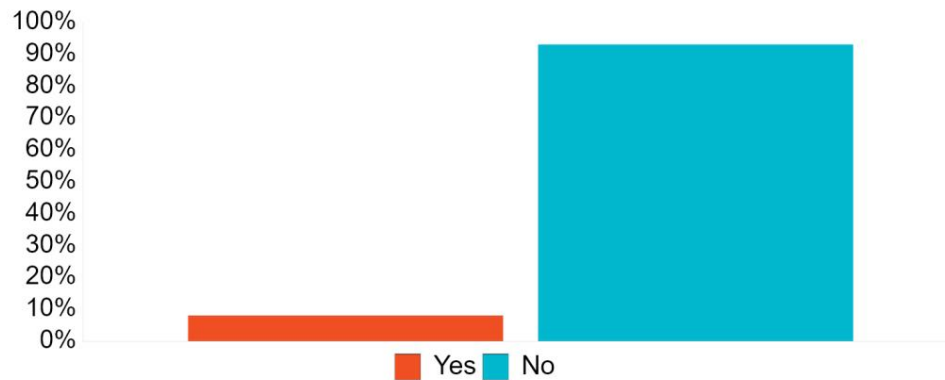


bạn có từng bị bắt nạt qua mạng xảy ra với những người xung

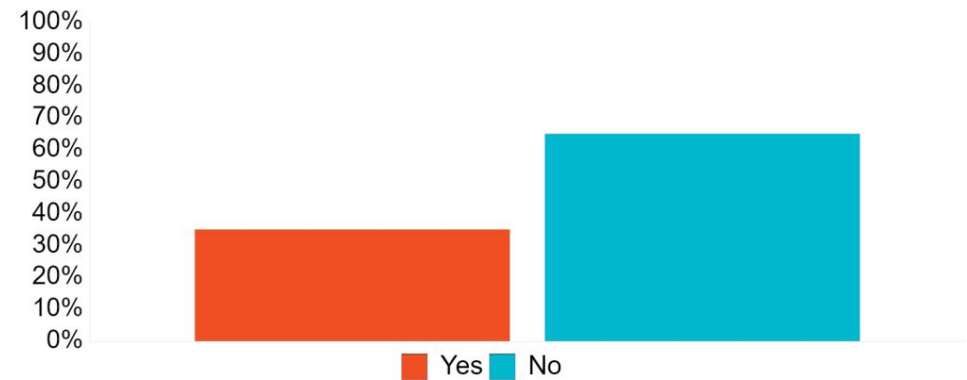
quanh bạn (trường học, bạn bè, gia đình, v.v.) không?



nói chuyện/trò chuyện trực tuyến với một người lạ?



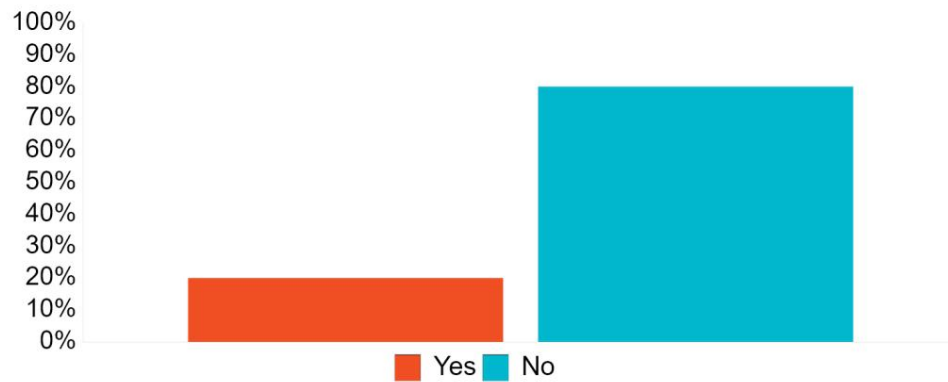
chơi cùng/với một stanger trực tuyến?



HAVE YOU EVER

Question 7: Have you ever...

đã chơi một trò chơi trên 18 tuổi?



DIGITAL FOOTPRINT

Question 8: What is a digital footprint?



A digital footprint is a track of everything you do online

45% học sinh xác định đúng

định nghĩa về Dấu chân kỹ thuật số

FINDINGS

Question 6: How serious are the following?

The pupils were asked to rate how serious they thought spending too long online; cyberbullying; talking to a person you first met online, and; to be careful with the posts, photos and videos you put online.

- The pupils rated the following issue as the most serious:

Bắt nạt qua mạng

- They rated the following issue as the least serious:

Hãy cẩn thận với các bài viết, hình ảnh và video bạn đưa lên mạng



Question 7: Have you ever...

10% học sinh đã từng bị bắt nạt trên mạng trước đây, trong khi 5% cho biết các em đã từng bị bắt nạt trên mạng với những người xung quanh. 8% trẻ em cho biết chúng đã nói chuyện hoặc trò chuyện trực tuyến với người lạ, trong khi 35% đã chơi cùng hoặc chống lại người lạ trực tuyến. 20% trẻ em khẳng định đã chơi game trên 18 tuổi
trò chơi.

Question 8: What is a Digital Footprint?

13% học sinh có thể xác định chính xác rằng dấu chân kỹ thuật số là dấu vết của mọi hoạt động trực tuyến của bạn.

FINDINGS SUMMARY

Truy cập Internet - độ tuổi trung bình học sinh bắt đầu sử dụng Internet là **6,28 tuổi**

Sử dụng thiết bị - **53%** học sinh sử dụng điện thoại thông minh

Ứng dụng yêu thích - **Minecraft** là ứng dụng phổ biến nhất

Kiến thức về Internet - **68%** học sinh cho biết các em **biết nhiều về trò chơi trực tuyến** hơn n cha mẹ

Thời gian sử dụng thiết bị - **3%** học sinh nói rằng họ có **5 giờ sử dụng thiết bị trở lên** mỗi ngày vào cuối tuần

Nhận thức về rủi ro trực tuyến - Học sinh đánh giá **Bắt nạt qua mạng** là vấn đề nghiêm trọng nhất

Trải qua hành vi nguy hiểm - **10%** học sinh từng bị **bắt nạt trên mạng**

Dấu chân kỹ thuật số - **13%** học sinh **xác định chính xác dấu chân kỹ thuật số** là dấu vết mọi hoạt động trực tuyến của bạn



RECOMMENDATIONS - TEACHERS

1

Schools should start from early an age (e.g., junior infants) to develop curricula in which children are encouraged to talk about the Internet, technologies, and their online practices. **Media literacy should become an integral part of STEM programs.** This will ensure children develop better skills to safely benefit from the online world.



2

Screen time, as well as cyberbullying and sexting, should be topics covered within the SPHE (Social, Personal and Health Education) curriculum in every school. This would ensure that children have the skills to cope with these risks.

3

Screen time (underestimated by children and overestimated by adults) can be tackled by supporting children to develop the skills to better organise their time and to coordinate their online and offline activities.

4

Online gaming, which is a popular activity among young children (especially boys) should be included in formal education programs instead of being marginalised as a leisure activity. Minecraft is an exemplar case of an educational game that can productively stimulate children's creativity, reasoning and problem solving.

5

The gender gap observed in the usage of technologies and the Internet can be reduced using online games. Girls can be assisted in playing with educational and action games that can stimulate their learning; boys can facilitate this process making girls more "expert" in the field. Peer-learning can make children more competent in the usage of today's technologies.

In summary, if schools start to educate children at an early age, they will be prepared to deal with the future digitalisation of society and cope with risks as well as understand and harness the opportunities in a safe way.

RECOMMENDATIONS - PARENTS

1

Parents and children should have more resources to learn and cope with the Internet and technology.

The lack of parental knowledge often drives parents to restrict (e.g. banning smartphone use) or disregard what children do online. As a consequence in either case, **children are left alone in coping with their online experiences.**

2

ZEEKO's research findings showed that adolescents experience aggressions, experiment with sexuality and look for connections with strangers. This is not new, since adolescents have always done this in the past. **These behaviours are part of developmental tasks which allow children to transit into adulthood.**

Therefore, the fact that children are living their lives and go through developmental tasks, also through the Internet, **should not be a cause for concern.** However, making sure that children understand the consequences and have the necessary tools to cope with these consequences is fundamental for their wellbeing and reputation.

3

4

Parents should be curious about their children's interests and activities in the online world (as well as offline world) and frequently take the opportunity to engage in conversations about their online activities, when it is possible. These conversations are a form of mediation that enable children to develop skills and to increase the quality of family communication.

5

Parents will never know everything and will never be able to control everything in their children's lives, particularly since children want to keep their own secrets and do not want parents to intrude into their private lives. This is part of the 'parent-child role game'. However, if **parents work to build a trusting relationship with their children when they are very young**, also relying on the support of educational agencies, children will be more confident in talking and sharing their experiences with adults.

FOCUS ON SCREEN TIME

1

Consider **quality screen time** – limits on screen time can directly reduce your children's opportunity to learn and participate online.

2

Restricting screen time does not protect children from harmful contact (e.g., cyberbullying) and may lead children to evade parental rules.

3

If you are worried about screen time, ask yourself these five questions:

- Is my child physically healthy and sleeping enough?
- Is my child connecting socially with family and friends online and offline?
- Is my child engaged with and achieving in school?
- Is my child pursuing interests and hobbies (in any form)?
- Is my child having fun and learning in their use of digital media?

Only when your answers are mostly "no" do you need to address problematic use.

4

Talk to your child be a Chatbudi. A Chatbudi is someone that your child trusts and will talk to about the good stuff they do online and also if something is worrying them online.

5

Talk to your child about the 5:1 rule. They should have 5 hours of real world activity for every hour they have in front of a screen. Talk to them about their other hobbies that they enjoy doing. The key point is balance vs the specific number of hours online and offline.

6

Encourage your child to take a break when they start to have negative feelings, even if its just for a snack or a 5 minute chat with you. **Sit down and talk to our children about the negative feelings** they get from being online for too long. Explain to them that taking a break does not mean that they won't be allowed back online, but its important to take a break to help stop those negative feelings from happening.

7

The American Academy of Paediatrics (AAP) suggests a personalised **family media plan** including rules for children and their parents, and designated 'media free' times.

FOCUS ON CYBERBULLYING

There are 3 main types of cyberbullies:

1

The Accidental Cyberbully

- Likes or shares abusive content
- Participates without being aware

2

The Angry Cyberbully

- Takes their anger out online, e.g. posting an embarrassing photo or a screen shot of a conversation online
- Acting on emotions without considering consequences

3

The Real Cyberbully

- Engages in antisocial behaviour online out of boredom, malice or entertainment

Children can have stressful experiences of cyberbullying when it happens to them or someone they know. Zeeko's research has shown they can get very stressed when they are involved in cyberbullying and do not know how to remove themselves from it or make amends.

4

Stop Block Tell

The Stop Block Tell rule is similar in principle to the Safe Cross Code. It is a rule to help guide young people when they come across digital threats.

The pupils have to **STOP** if anyone contacts them that they don't know, if they are cyberbullied or are involved in cyberbullying. They do not reply, they do not write anything back, just stop.

They then **BLOCK** Every Social Media App and Game has a blocking feature. If pupils do not know how to do this, they can ask their Chatbudi or contact the site administrator.

The last part is **TELL**. They need to tell their Chatbudi or someone they trust. Tell them the whole story so they can help.

RECOMMENDATIONS SUMMARY

1 Safety settings will help but **will not prevent issues** with technology and the Internet.

2 **Empower** your child to understand that they can talk to you.

3 **Foster co-use and conversations** around your children's use of technology and the Internet

4 **Agree** on sites and apps

5 **Be a Chatbudi**

6 Give children specific steps to follow if they come across negative content, such as: Turn over the device and walk away to find someone to tell.



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The project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 774928