Considerately developing e-safety interventions: a design based research approach

Ellen Vanderhoven
Tammy Schellens
Martin Valcke

Ghent University
Department of Educational Studies

@LLvdHoven
‘New sneaky hat-trend on Facebook is pedophile-paradise’
Design based research

- Iterative analysis, design, development, and implementation
- based on collaboration among researchers and practitioners
- in real world settings
- leading to contextually-sensitive design principles and theories
(Wang & Hannafin, 2005).
Revision

Analysis of problem

Developing

Testing

Output: tips & tricks

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Second phase: developing materials

- Based on results first stage
- Teacher manual + student syllabus
- Short-term: one hour
- Goal:
  - raising awareness
  - changing unsafe attitudes & behaviour
Do you think all information on this profile is reliable?

Do you have this information on your profile?

Do you see any ads? Is there anything special about them?

Is there much personal information on this profile?
Insulting someone offline is much worse than insulting someone online.

My name can be used in ads on the pages of my friends.

I like to post dirty pictures.

When I’m playing games, I sometimes buy extras to make the game more fun.
Developed materials

- Structure:
  1) Introduction
  2) Two-by-two exercise
     - Simulated profile
     - Scaffolding questions
  3) Class discussion
  4) Voting cards
  5) Examples + Theory

Facebook gives away school-skipping student (*DeStandaaard*)

12-year old loses 1,000 euros by playing Farmville (*DeStandaaard*)
Revision

Analysis of problem → Developing → Testing → Output: tips & tricks

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Third phase: Implementation & Evaluation

PRETEST
Online survey, measuring:
• Awareness
• Attitudes
• Behaviour

INTERVENTION
course

POSTTEST
Online survey, measuring:
• Awareness
• Attitudes
• Behaviour

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Results first study

- The course obtained its goal concerning raising awareness
- Impact on behavior is limited
Analysis of problem -> Developing -> Testing -> Output: tips & tricks
Design guidelines: what is important?

- Collaborative learning (working with peers)
- Authentic setting (e.g., real profile)
- Positive relationships (e.g., with parents)
- Sufficiently dosed (e.g., enough courses)

→ What do you think?
What is important?

- Collaborative learning

→ individual reflection!

- Authentic setting
- Positive relationships
- Sufficiently dosed
What is important?

• Collaborative learning

• Authentic setting
  → Simulated profile sufficient

• Positive relationships

• Sufficiently dosed
What is important?

• Collaborative learning

Authentic setting

• Positive relationships

→ parental evenings not sufficient
→ including parents using a homework task is beneficial for boys

• Sufficiently dosed
What is important?

• Collaborative learning
  Authentic setting
• Positive relationships
• Sufficiently dosed

→ One course is enough to have a short-term impact on awareness and behaviour
Design guidelines: tips & tricks

1) Importance of individual reflection!
2) Simulated settings are sufficient to obtain goals.
3) Positive relationship with parents needs to be stimulated, by actively including them in the intervention (e.g., with homework task).
4) A short-term intervention is sufficient.
Conclusion

• Importance of evaluation studies!
• Design based research results in both design guidelines and practical solutions
Questions/remarks?
Ellen.Vanderhoven@ugent.be