Comparison of Lessons in 4th Class of Primary School Children

Jana Skládaná
Goal of the presentation

- Goal: evaluation research of information safety lessons for 4th class
- Topics:
  - Content of the lesson
  - Research methodology and results
  - Practical findings
Information safety lessons in library

- Lesson – „Who is behind the monitor“

- Library in cooperation with local schools accepted and barriers of some schools in the topic
Division of Information and Library Studies

- Methodology
  - Kirkpatrick model
  - Niemierk’s taxonomy

- Working place
  - Library „On the Crossroad“
  - Municipal Library
Framework of the conception

- Primarily for the Libraries – other educational institutions after evaluation
- One class for 90 minutes, minimal technical equipment
- Prevention and problem solving according to needs and abilities
- Learning by doing – active learning
- Cooperation
Information safety - lesson

- E.U.R - methods
- Smilesheets – Kids evaluation
- PRE and POST tests
Information safety lesson

- **Evocation**
  - What do they know about the Information safety - which communication do they know and how they communicate - **Brainstorming**

- **Use**
  - Play the game – „Ask and answer“ (Polyjuice portion – according to Harry Potter books)

- **Reflection**
  - YES – I say    NO – I don´t say
Methodology

- Smile sheets – for children – immediately after the lesson

- PRE tests and POST tests – week ago, week after
Process

- 2 libraries and 3 schools
- 165 pupils
- 141 tested in both tests
Results

- Practical tasks – own solutions, in reflection generalized and compare with everyday life
- Statistical results
  - Positive improvement - test points in general and pared sample t-tests
  - Positive results – smile sheets
  - Feedback – questionnaire for one group from the school Nr. 3
Smilesheets - results

- Kids evaluation

<table>
<thead>
<tr>
<th>School- Nr</th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>42</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Kids - total</td>
<td>121</td>
<td>31</td>
<td>1</td>
</tr>
</tbody>
</table>
## TESTS - Results - total

### Paired Samples Test – ALL schools

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>POINTS_PRE</th>
<th>POINTS_POST</th>
<th>Paired Differences</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>-0.3883</td>
<td>1.1595</td>
<td>0.0976</td>
<td>-0.5814</td>
<td>-0.1952</td>
<td>-3.977</td>
<td>140</td>
<td></td>
<td>0.000</td>
</tr>
</tbody>
</table>
School results - separated

- School Nr. 1 – 57 kids – statistically non-significant  \( p=0.273 \)
- School Nr. 2 – 67 kids – statistically significant  \( p=0.001 \)
- School Nr. 3 – 17 kids – statistically significant  \( p=0.005 \)
## TESTS - results

<table>
<thead>
<tr>
<th>QUESTION Nr.</th>
<th>Sensitivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0,9769</td>
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<tr>
<td>2</td>
<td>0,7276</td>
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<tr>
<td>3</td>
<td>-0,6786</td>
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<tr>
<td>4</td>
<td>-0,4674</td>
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<td>5</td>
<td>-0,9039</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
<td>0,9715</td>
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<tr>
<td>8</td>
<td>-0,0101</td>
</tr>
<tr>
<td>9</td>
<td>-0,7968</td>
</tr>
</tbody>
</table>
Practical findings

- Important role of the lector
- Differences between schools
- Learning environment
- Teaching methods
- Topic connected with own life situations
- Lessons effectiveness – transfer to other libraries
- Rearrange of the tests
QUESTIONS?

jana.skladana@mail.muni.cz

THANK YOU FOR YOUR ATTENTION.
References