



FACULTY
OF ARTS
Masaryk University

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
 - Niemiérk´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 potion – 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 paired sample t-tests
 - Positive results – smile sheets
 - Feedback – questionnaire for one group from the school Nr. 3

Smilesheets - results

- Kids evaluation

| School- Nr | Positive | Neutral | Negative |
|---------------------|------------|-----------|----------|
| 1 | 42 | 22 | 0 |
| 2 | 64 | 7 | 1 |
| 3 | 15 | 2 | 0 |
| Kids - total | 121 | 31 | 1 |

TESTS - Results - total

| Paired Samples Test – ALL schools | | | | | | | | | |
|-----------------------------------|---------------------------|--------------------|----------------|-----------------|---|---------|--------|-----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | POINTS_PRE POINTS_POST | -0,3883 | 1,1595 | 0,0976 | -0,5814 | -0,1952 | -3,977 | 140 | 0,000 |

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

| QUESTION Nr. | Sensitivity |
|--------------|---------------|
| 1 | 0,9769 |
| 2 | 0,7276 |
| 3 | -0,6786 |
| 4 | -0,4674 |
| 5 | -0,9039 |
| 6 | -0,6260 |
| 7 | 0,9715 |
| 8 | -0,0101 |
| 9 | -0,7968 |

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.**

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