

THE DIGITAL LIFE OF JEWISH DAY SCHOOL STUDENTS DATA REPORT



Dr. Eli Shapiro, Ed.D, LCSW

Director, The Digital Citizenship Project

APRIL 2018

THE DIGITAL
#CITIZEN
SHIP PROJECT
www.thedigitalcitizenship.com

© 2018 The Digital Citizenship Project

www.thedigitalcitizenship.com

All rights reserved

Printed in the United States

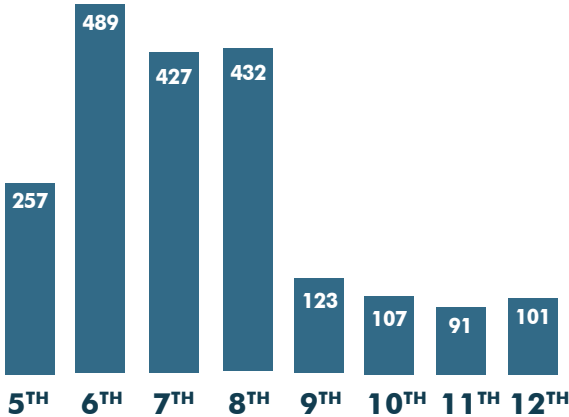
INTRODUCTION

The Digital Citizenship Project was founded in 2014 with a mission to teach digital responsibility in the age of technology. Drawing on current research, including our own data set on Jewish day schools, the team at The Digital Citizenship Project has developed resources for educators and parents that include parent lectures and workshops, professional development for educators, and a student curriculum that focuses on technology’s underlying impact on functioning.

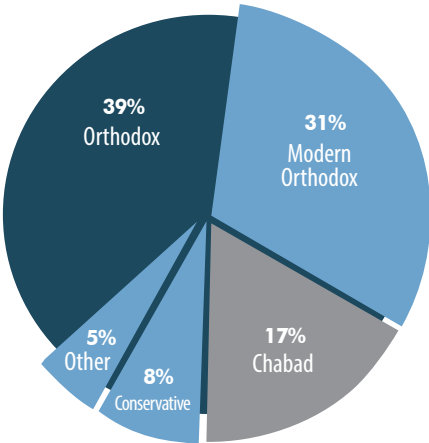
Working almost exclusively with Jewish Day Schools and with the understanding that each school possesses a unique technology profile, The Digital Citizenship Project team developed the Tech Smart Digital Life: Student Survey to serve as a formative assessment of technology ownership rates, attitudes, behaviors and individual self-concept of the student populations.

After two years of data collection (2015 – 2017) from school communities across North America, we are pleased to share a robust collection of descriptive statistics that informs our work and serves as the only data set of its kind for Jewish Day Schools. A total of 2027 student respondents are included in this report. There were 1004 male respondents and 1023 female respondents between grades 5 -12 who self-identified as either Orthodox, Modern Orthodox, Chabad or Conservative. This report offers insights into the Jewish Day School’s student experience in the digital world and can serve as a useful tool for educators and parents to help today’s children navigate the digital realm, enhance their well-being and productivity, and minimize technology’s inherent risks.

GRADE OF STUDENTS



AFFILIATION OF STUDENTS



SURVEY FINDINGS

Student data was collected from 17 Jewish Day Schools and Yeshivot to inform the programming of the Digital Citizenship Project. The student surveys were administered in a digital format on the school computers during the school day under the supervision of school faculty. Students were given the option to sit in front of any computer terminal, read instructions for survey completion and encouraged to answer honestly. The confidential nature of the survey was reinforced multiple times.

The average age that students got their first smartphone was at 11 years 7 months old.

Students were asked about personal device ownership and reported that smartphones were the most commonly owned devices at a rate of 46%, followed by tablet devices (43%), laptops (34%), iPod touch (33%) and desktop computers (2%). Nearly 20% of students reported owning “none of the above”. Device ownership was relatively consistent between genders with 80% of boys and 81% of girls owning an Internet capable device and 47% of boys and 44% of girls owning a smartphone.

The average age that students got their first smartphone was at 11 years 7 months old.¹ Girls received their first smartphones nearly a full year earlier than boys at 11 years 2 months, compared to 12 years 1 month.

The average age that students received a personal Internet capable device was 9 years 8 months old and there was no significant difference between boys and girls.

When asked about the presence of activated parental control settings on their personal devices only 24% reported having such settings activated. Just over 14%

reported that only some of their devices had activated parental control settings and 25% reporting that they did not know. Gender did not appear to have an impact on whether students reported having filters or parental control settings activated on their devices.

Students responded that the most common way in which they accessed the Internet for personal use was a computer at home (77%) followed by a smartphone (49%), tablet or other handheld device (33%). Approximately 13% accessed the Internet through public Wi-Fi. Gender did not appear to play a role in how students accessed the Internet.

More than 77% of students reported that they belong to a social networking site. The most popular social networking apps were Instagram and Snapchat (57%) closely followed by WhatsApp (56%). Snapchat and Instagram were slightly more popular amongst girls than boys (approximately 59% compared to 52%). Only 25% of students reported belonging to Facebook and only 43 students (23 boys, 20 girls) reported belonging to anonymous networks like YikYak, Secret or Whisper.

When asked about the presence of activated parental control settings on their personal devices only 24% reported having such settings activated.

Nearly 79% of students reported having a personal email account but nearly 37% reported that they did not use it. Only 15% reporting using email daily, indicating that email is not a preferred choice of digital communication amongst this student population.

Students reported using the Internet for school related activities daily or multiple times a day at rate of approximately 56%. Students using the Internet for

¹based on 948 surveys

non-school related activities daily or multiple times daily at a rate of 80%. There was no significant difference between boys and girls using the Internet for both school related and non-school related activities.

The most popular non-school related Internet activity was watching videos with 89% of students reporting doing so at least sometimes and 42% reporting doing so “frequently”. Other activities appeared at the following rates; playing games (74%), listening to and sharing music (70%), chatting with friends (68%) and sharing photos (55%).

About 82% of students reported using the Internet for homework at least sometimes with 34% of students reported doing so “frequently”. Boys were more likely to “play games” and “read the news” and watch videos online, while girls were more likely to “share photos”, “shop” and “chat with friends”. Boys were more likely to utilize technology for entertainment purposes and watching videos, while girls were more likely to use it for social purposes.

When asked if their parents were well informed about what they are doing online, 86% (83% of boys, 89% of girls) of students responded “yes”. This is well above a 2011 study published by the PEW research foundation that found that only 60% of teens say their parents are well informed about what they are doing online.

Approximately 25% of student respondents report looking up a website that their parents would disapprove of with about 13% doing so at least weekly. Nearly 47% of respondents report having accidentally ended up on a web site that their parents would disapprove of with approximately 10% reporting this as at least weekly occurrence. Boys were more likely than girls (33%, 18%) to report looking up a web site their parents would disapprove of as well as accidentally ending up on sites their parents would disapprove of (50%, 44%).

When asked, “Have you ever seen an image or video clip that disturbed you?”, more than 54% replied “yes”. Boys were slightly more likely than girls to have seen an image or video clip that disturbed them (56% to 52%).

Only 14% of students report having posted something online that they later regretted, but nearly 34% report having emailed or texted something they later regretted. There was no significant difference between genders.

When asked, “Have you ever seen an image or video clip that disturbed you?” more than 54% replied “yes.”

Nearly 18% of respondents report having online friends that they have never met in real life; there was no significant difference between boys and girls.

Nearly 67% of students owning Internet capable devices also reported sleeping with their phones or devices within reach. This presents the potential for late night use and sleep deprivation. Nearly 65% of students report going to bed late as a result of their technology.

Students were asked about their experiences with cyberbullying in the previous 12 months. The majority of students (64%) have witnessed at least once in a while, other people being mean or cruel online or through email, texting or social media and 13% of students report having experienced being the victim of mean or cruel behavior online. Nearly 7% report having acted mean or cruel toward someone else.

Of the 2027 respondents 118 (72 boys and 46 girls) reported sending a personal image that their parents would disapprove of and 311 (173 boys and 138 girls) reported having received an image that their parents would disapprove of.

Approximately 50% of students report that their parents have talked with them about ways to use the

Internet safely and 44% report having set rules in their house about technology like time limits, location limits, content limits and end of day shut off.

Approximately 47% of students have said they were older than they actually were in order to gain access to a web site or sign up for an online account. Boys were slightly more likely to do so than girls (49%, 45%).

Nearly 31% of students report that their friends act differently online than they do in school.

Students appeared to be somewhat dependent on their online activity with 53% reporting that they think about getting back online and 43% reporting feeling restless or irritable when they were not online. Boys report thinking about getting back online at a higher rate than girls (57% to 49%) and a slightly higher (44%, 42%) rate of feeling restless or irritable when they can't go online, suggesting that boys have a slightly higher degree of dependence on their technology. Nearly 54% of students have tried to reduce their online activity and over 65% of students reported playing games or staying online longer than they intended. More than 25% of students report concealing their Internet use from others, such as friends, parents and teachers. Boys were more likely than girls to report doing so (30%, 20%).

Students report some significant positive outcomes as a result of the Internet including, improving the quality of their homework (53%), spending more time connecting with family and friends (50%) and learning interesting facts that they would otherwise not have known (73%).

Students also report having moderate negative con-

sequences as a result of their Internet use such as not completing their homework (23%), not eating or skipping a meal (14%), or spending less time with family and friends (29%). Of concern is the high rate (65%) of students reporting going to bed late as a result of their online activity.

Nearly 15% of students report directly copying information from the Internet and presenting it as their own. Boys were significantly more likely to report doing so (20%, compared to 10%). Nearly 31% of students report that their friends act differently online than they do in school suggesting that online disinhibition may be an issue for some students. There was no significant difference between boys and girls.

About 48% of students state that their parents have been the biggest influence on what they think is appropriate or inappropriate behavior when using a cell phone or going online and 24% report that “no one” has influenced them. Girls were more likely than boys to report that their parents were the biggest influence (51%, 44%) and boys were slightly more likely than girls to report that “no one” has influenced them (26%, 22%).

Survey results suggest that students are cautious about the relative safety of the Internet with 54% (57% boys, 50% girls) disagreeing or strongly disagreeing with the statement “the Internet is a safe place” and 43% disagreeing or strongly disagreeing with the statement “people are mostly kind online”. There was no difference between boys and girls.

Student respondents appear to have moderate to high levels of subjective well-being and social satisfaction with 84% of students reporting being “happy” or “very happy” and 88% agreeing or strongly agreeing that they have good friends and 82% agreeing or strongly agreeing that on the whole they are satisfied with themselves. There was no significant difference between boys and girls.

CONCLUSION

The survey results paint a picture of a Jewish Day School student population that is engaged with technology and benefitting from the many personal and educational opportunities it has to offer. Students were overall happy with good friends, reported that their parents were overall well informed about their technology habits and served as a positive influence on what they think is appropriate and responsible when engaging with technology. However, the results also identify a variety of social, psychological and behavioral challenges that are not uncommon for children growing up in the iGeneration. Device dependence, exposure to unwanted graphic content, cyberbullying, online disinhibition and impulsivity appear to be issues that children are struggling with and require intervention.

The Digital Citizenship Project also surveyed 704 parents of the student respondents. While parents and students reported similar rates of device ownership and overall being well informed about what their children are doing online, there were a number of discrepancies. For example, students reported having parental control settings activated on their devices at a rate of 24%, while parents reported having activated parental controls on their children's devices at a rate of 55%. More than 77% of students reported that they belonged to a social networking site, but only 37% of parents reported that their children belonged to a social networking site, and while parents reported that their children accessed the Internet through public Wi-Fi at a rate of only 3%, students reported doing so at a rate of 13%. Also of concern is the discrepancy between the rate that parents report speaking with their children about ways to use the Internet responsibly (91%) and having set rules about technology in their house (76%), and what students report about those items (50% and 44% respectively). This inconsistency in the area of communication of parental expectations is further underscored by the finding that 18% of students state that they have online friends that they have never met, while only 4% of parents believe that to be the case. Additionally, more than 54% of students have been

“disturbed” by images and video clips they have seen, but only 21% of parents reported that about their children.

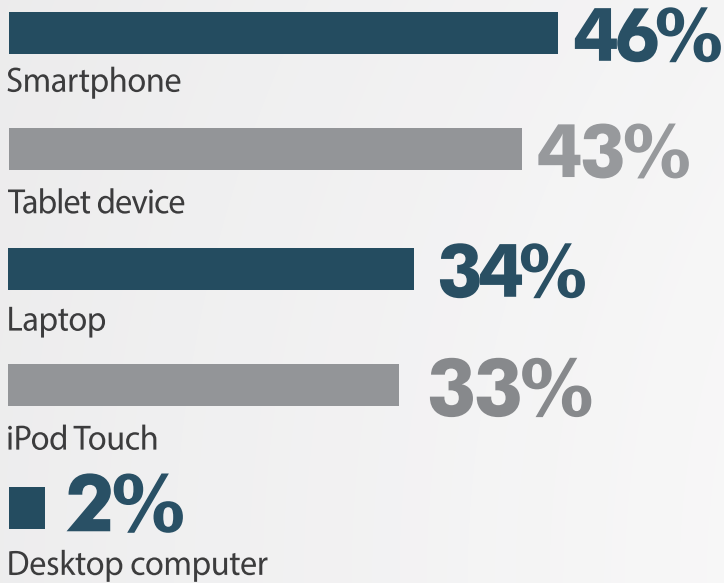
Although not within the scope of this publication, early analysis of the data suggests a strong relationship between parent engagement and communication, and healthy student technology habits and behaviors. Students who reported that their parents had spoken with them about appropriate and safe ways to use technology and who have clear rules and guidelines on technology use in their homes, also reported finding more positive value from technology and demonstrated significantly less maladaptive behaviors and consequences. For example, in looking at the 5th – 8th grade data, we saw a 17% decrease in students looking up a website their parents would disapprove of when the students also reported that their parents had spoken with them about safe ways of using the Internet, and a 23% decrease when the students reported that there were set rules and guidelines about technology use in the home.

For many parents, when it comes to technology, they feel ineffective in communicating their expectations and establishing realistic guidelines. A pre-lecture parent survey (n= 428) found that only 38% of parents felt confident in managing their children's technology and through numerous professional development workshops in Jewish Day Schools there emerged the sense that most teachers felt ill equipped to guide their student in digital responsibility.

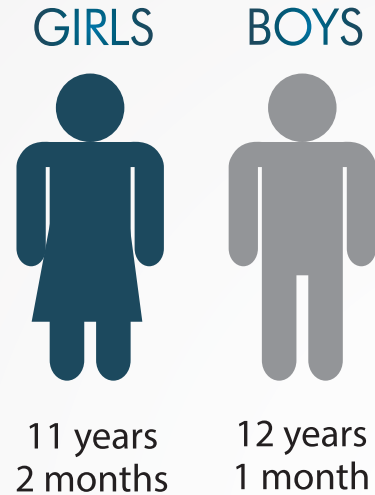
The findings in this study reinforce the importance of educating our children, parents and teachers in digital responsibility. As technology becomes more ubiquitous and a critical component of education today, our commitment to Jewish day school communities must include strategies to develop healthy technology habits. By preparing educators to teach digital citizenship to our students, and empowering parents to better manage technology at home we can create a community culture where technology serves as an enhancement as opposed to an intrusion. The Digital Citizenship Project is committed to the growth and development of our children, and helping to guide them to become the future ready adults we hope for them to be.

THE DIGITAL LIFE OF JEWIS

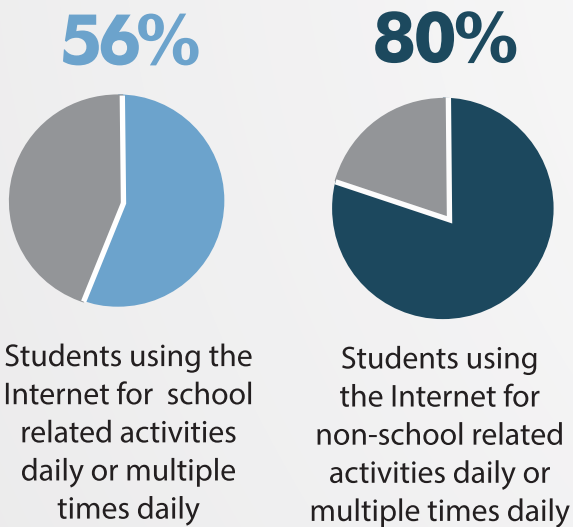
DEVICE OWNERSHIP



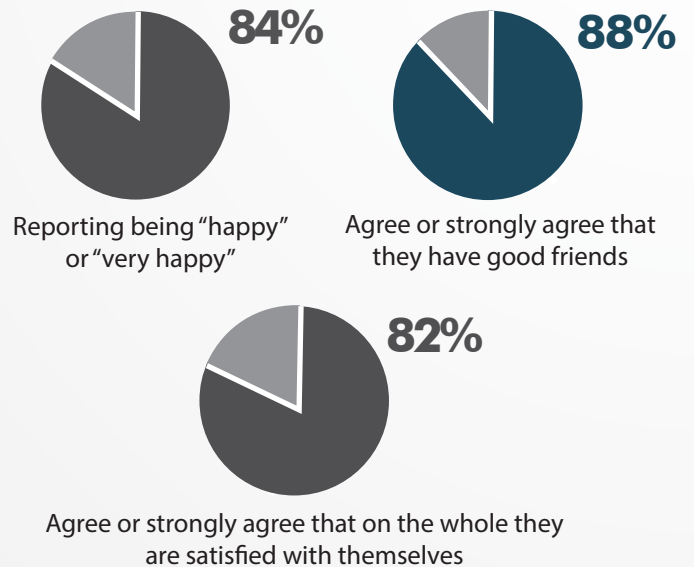
AGE OF RECEIVING FIRST SMARTPHONE



INTERNET USE



WELL BEING



JEWISH DAY SCHOOL STUDENTS

PARENTAL ENGAGEMENT



Students' parents have talked with them about ways to use the Internet safely.



Have set rules in their house about technology like time, location and content limits.



Parents have been the biggest influence on what they think is appropriate behavior when using a cell phone or going online.

SLEEP HABITS



67% SLEEP WITH THEIR DEVICES WITHIN REACH



65% STAY UP LATE AS A RESULT OF THEIR TECHNOLOGY

NEGATIVE INTERNET OUTCOMES

54%

Have seen an image or video clip that disturbed them

15%

Directly copy information from the Internet and presenting it as their own

POSITIVE INTERNET OUTCOMES

53%

Improved quality of homework

50%

Spent more time connecting with family and friends

73%

Learned interesting facts that they would otherwise not have known

THE DIGITAL
#CITIZEN
#SHIP PROJECT

4,700
STUDENTS

HAVE USED THE TECH SMART
CURRICULUM

1,400
EDUCATORS

RECEIVED PROFESSIONAL DEVELOPMENT

5,200
PARENTS

PARTICIPATED IN THE TECH SMART
PARENTING LECTURE

2,200
STUDENTS

HAVE COMPLETED THE TECH SMART
DIGITAL LIFE: STUDENT SURVEY

1,200
PARENTS

HAVE COMPLETED PARENT SURVEYS

Dr. Eli Shapiro would like to thank the following organizations and individuals for their support of and contributions to The Digital Citizenship Project.

Agudath Israel of America

Center for Initiatives in Jewish Education

Consortium of Jewish Day Schools

Mrs. Zelda Engles

Rabbi Eytan Feiner

Mrs. Temima Feldman

Rabbi Avi Feldman

Rabbi Heshy Glass

Hon. Phillip Goldfeder

The Jewish Education Project

Dr. Rona Novick

The Orthodox Union

Dr. David Pelcovitz

Prizmah: Center for Jewish Day Schools

Mrs. Chaya Shapiro

Torah Umesorah

Yeshiva University



THE DIGITAL #CITIZEN #SHIP PROJECT



Dr. Eli Shapiro is a licensed clinical social worker with a doctorate in education and specialists certificate in Jewish educational leadership. He is

the creator and director of The Digital Citizenship Project, an Adjunct Professor for the City University of New York and a Trustee of the Queens Borough Public Library. Dr. Shapiro is a graduate of the Azrieli school of Jewish Education and Administration, Wurzweiler School of Social Work, Touro College and holds two licenses in school administration through the Queens College post graduate Educational Leadership Program. Dr. Shapiro has presented to thousands of parents and school faculty in communities across the United States and Canada, and has lectured for internationally recognized organizations including, Agudath Israel of America, Consortium of Jewish Day Schools, International Conference of Chabad-Lubavitch Shluchim, Nefesh International, Prizmah - Center for Jewish Day Schools, Torah Umesorah and Yeshiva University.

516.319.7709

395 Pearsall Ave

Cedarhurst, NY 11516

eli@thedigitalcitizenship.com

www.thedigitalcitizenship.com