GLOW: YOUNG PEOPLE’S VIEWS ON PROTECTING THEIR PRIVACY

PREPARED FOR THE SCOTTISH GOVERNMENT
Young Scot, the national youth information and citizenship charity for Scotland, and the Scottish Government have a long and established partnership. Young Scot, gathered young people’s views, experiences and insights in order for the ICT in Learning Team in Scottish Government to influence the development of the Privacy Impact Assessment (PIA) for GLOW, Scotland’s online community for learning and teaching.

Adopting a co-design methodology for this piece of work allowed Young Scot and Scottish Government to work directly with young people to explore digital privacy issues for Glow.

The project:

- Created a national survey of young people from across Scotland to gather quantitative data on young people’s views
- Established two Exploratory Workshops to conduct depth qualitative investigation
METHODOLOGY

Young Scot plays a key role in supporting partners to engage and consult young people across Scotland, helping them to influence the design and delivery of policy and services. Our co-design service involves young people systematically co-creating, co-producing, co-designing and co-delivering solutions.

Young people are involved much earlier in decision making processes through a highly participative approach, developing informed insights, ideas, recommendations and solutions for policy and practice.

The Young Scot Co-design process enables young people and organisations to explore insights and experiences and develop ideas together:

It is important to note this differs from formalised market and social research. Young people have ownership of what they have to say; relating their views and opinions on a particular subject or policy area to deliver ideas and solutions in a spirit of co-design and collaboration.
NATIONAL SURVEY

Working with the Scottish Government we devised a youth-friendly national survey to gauge the views and opinions of young people from across Scotland.

The survey was hosted online on Young Scot’s consultation platform – Young Scot Says Who (www.youngscotsayswho.org), and was promoted via the Young Scot websites, our social media sites, and offline via Young Scot’s Outreach team attending youth groups, schools and events. We also encouraged participation in the survey by circulating throughout our partnership networks.

The survey questions were devised by the SG team and cleared by a Young Scot panel to ensure that they were youth friendly.

The survey was live for five weeks and focused on participation from young people aged 11 – 18. Those outwith this age range were not prevented from completing the survey but their views have not been captured within this report. An incentive of 25 Young Scot Reward points was be made available to young people who complete the survey.
EXPLORATION WORKSHOPS

For this project, the methodology used exploratory insight sessions to gather key insights and experiences from the participants.

Young Scot recruited and supported two Exploration Workshops, each made up of six to twelve young people and from a variety of socio-economic backgrounds.

The locations for recruitment were agreed between the Scottish Government and Young Scot, to cover two separate geographical areas.

We devised a two-three hour youth led workshop in order to gain a qualitative rapid response. Hosted in a flexible space, we encouraged both visual and verbal exploration using dynamic tools such as experience mapping and story-playing. Using shared knowledge and the discussion questions agreed by Scottish Government and Young Scot, the groups engaged in debate to prioritise the main issues to develop their insights and ideas on the topic areas. We provided time for the groups to reflect on recommendations, evidence and ideas for reporting back.

The workshops were digitally recorded for internal use and scribed to ensure that all feedback was captured.
KEY FINDINGS

The following priority areas have been identified through the direct feedback provided by all participants of the National Survey and Exploration Workshops. All evidence to support the findings below is contained in this report.

OVERARCHING

- Digital technology plays a ‘very important’ role in young people’s learning
- ‘Offline’ relationships with peers can have an influence on how a young person may choose to engage online.
- Digital/Information literacy provision on privacy should be developed to ensure that young people have the skills to find robust, reliable information to make informed decisions online.
- Young people are aware of and expect there to be a difference between educational platforms and social platforms (and their associated privacy settings)

- Websites with educational content and video streaming sites are most useful to young people’s learning.
- There is inconsistency in teachers approach to using digital technology in the learning environment.
- Young people feel there needs to be a clear line between using learning platforms and social media.
- Learning on BBC Bitesize and My WOW is popular, but Wikipedia isn’t trusted
USE OF GLOW

• Young people reported that they use Glow primarily to access email and educational content.
• Young people have a split opinion on whether Glow should be set up to allow children and young people across Scotland to connect with each other.
• Young people are most concerned about the potential for personal information about a vulnerable young person to be shared in error through Glow.
• They are also concerned about Glow potentially being hacked. “If Xbox could be hacked then why can’t Glow?”
• Young people think that with more information, education and monitoring, Glow will be less likely to be misused.
• Issues around pupil Health and Wellbeing when using Glow should be shared by teachers and other pupils, particularly in response to instances of cyber bullying.
• There is a concern around potential plagiarism of content hosted on Glow, leading to the misuse of an individual or group’s work.
• Homework should be shared more on Glow and available out with school through remote access. However better security would need to be put in place in order to create confidence amongst pupils and teachers when submitting work.
WIDER PRIVACY IMPLICATIONS

- Young people consider themselves to be fairly aware of privacy issues, how to keep personal information private, potential privacy infringements and how to manage the situation if this does occur.
- Many know not to put specific personal information on Glow and on other websites. However, they did say hobbies and interests are important to share through social networks.
- Young people recognise that many of the same behaviours which are encouraged “offline” can also be applied “online”. “If you wouldn’t say it to a stranger don’t put it online”.
- Approximately a third of young people would speak to a teacher about online concerns.
- Teachers could be more aware of privacy implications from a young person’s perspective and young people from a teacher’s perspective.
NATIONAL SURVEY

Young Scot worked with the Scottish Government to prepare a survey covering key issues likely to be of relevance to the Privacy Impact Assessment on Glow. The survey was hosted on the Young Scot Says Who survey platform and paper versions delivered through face to face engagement. The survey was promoted through social media channels and on the ground at events, school visits and on the street.

The survey was structured in three sections:

- About You
- Your Thoughts on Digital Learning
- Using Glow

The number of useable survey responses totalled 380 which was higher than anticipated. Of the 380 respondents, 208 (59%) had used GLOW. This higher result had participants across the 11-18 age range, with the majority aged 13-16.

We should not necessarily assume that those engaged are wholly representative of the broader demographic, however this piece of work has provided a ‘snapshot’ of insight into young people’s attitudes and opinion. This is particularly evident with the qualitative responses to some questions, demonstrating a wider knowledge and capacity of the topic area.
RESPONDENT DEMOGRAPHIC.

Most respondents were aged 13-16 and currently attending school (82%). The majority of respondents were female (63% identified as female, 32% male, 1% transgender and 4% prefer not to say) and participation was particularly strong in Aberdeen, Glasgow, Falkirk, Edinburgh and North Ayrshire.
On the whole, the National Survey participants were fairly reflective of Scotland’s young people on several other demographic indicators provided. However on this occasion Scottish Government did not require information on other protected characteristics including religion, sexual orientation etc.

11.4% identified themselves as having a disability or medical condition that affects their everyday life. 81.5% of young people identified themselves as ‘Scottish’ with respondents also identifying as Other British (6.9%), Gypsy/Traveller (1%), Polish (0.8%), Other White ethnic group (0.2%) Pakistani (2.9%), Indian (1.8%), Chinese (0.5%), African (0.2%), Black (0.2%).
CORE QUESTIONS.

“Your thoughts on digital learning.”

This section of the survey was answered by all respondents, regardless if they had previously used Glow before or not.

QUESTION: How important a role do you think digital technology plays in young people’s learning?

The majority of respondents felt that digital technology played a very important role in their learning (61%), with a further 36% agreed that it had some importance.

While 63% of 15-18 age range felt digital technology played a very important role in their learning, this reduced slightly to 58% of 11-14 age range.
QUESTION: Which online tools/resources do you think are most useful to learners?

The majority of respondents (80.7%) felt that ‘websites with educational content’ and ‘YouTube and other video streaming sites’ (61.6%) are most useful to learners. Through the tools and resources identified in the question, Wiki’s (34.6%) and Blogs (26.2%) were least useful.

Analysis of the age specific data demonstrated that 15-18 year olds consider online tools to be between 5% and 10% more useful than 11-14 year olds. Young people age 15-18 found Blogs between 5% and 9% more useful than 11-14 year olds.
QUESTION: Do you regularly think about the consequences of sharing information about yourself online?

76.4 % of respondents answered ‘yes’, indicating that they regularly think about the consequences of sharing personal information. We cannot assume or determine what respondents identify and understand as ‘consequences’. However some evidence of knowledge and understanding is evident in the comment section in further questions.

The responses were in the same percentage for both 11-14 (76.9%) and 15-18 year olds (76.8%).
QUESTION: Do you know what to do if you are concerned about something you have seen online?

77.1% of respondents surveyed said that they would know what to do if they were concerned. This is evident in the comment section in further questions, though we cannot assume that the course of action would be appropriate. Instead this is their personal evaluation of their actions and may not be the preferred course of action from a teacher, parent or professional’s perspective.

A slight reduction (5%) of 15-18 year olds felt like they knew what to do if they were concerned about something they’d seen online.
QUESTION: Would you be happy to discuss a concern about something you have seen online with your teacher?

This question demonstrates a split response. 37% of young people would be happy to discuss a concern with a teacher, 34% wouldn’t be happy and 29% weren’t sure. From conversations with young people, it would depend who the individual teacher was and their previous trust and relationship (amongst other factors) that would ultimately determine whether they chose to approach them.

The 11-14 age range demonstrated an increase in willingness to share a concern with a teacher, with 39.6% indicating they would be happy to respond in this way, whilst 23.3% would not. Those who were unsure increased to 37%.

There was an increase to 42.5% of 15-18 year olds who would not be happy to discuss something of this nature with their teacher, whilst 34% would be happy to respond in this way.
USING GLOW.

This data has been segmented. Only those who have answered ‘yes’ to the question ‘Have you used Glow’ have been referenced.

The number of young people who had used Glow only dropped by 3% from 11-14 year olds to 15-18 year olds.

The map to the left visualises the geographic locations of the participants who do not use Glow.

The maps below visualise the use of Glow by 11-14 year olds (yellow) and 15-18 year olds (purple).

It is difficult to identify and evaluate key trends in this location data due to the sample size of the survey.
QUESTION: Which services within Glow have you used? (Tick as many as applies)

The majority of Glow users have used Emails (63.6%) and ‘Other Educational Content’ (50.8%). Through the tools and resources identified in the question, Wiki’s (12.3%) and Wikis (15.9%) were least used.

Analysis of the age specific data demonstrated a drop in usage amongst 15-18 year olds using ‘emails’ and ‘blogs’. 67.4% of the younger grouping used Emails, and 32.5% used Blogs, reducing to 60.5% (emails) and 25.0% (blogs) in the older grouping.
QUESTION: Glow could be (but isn’t currently) set up in a way which would allow for children and young people across Scotland to search for each other, potentially finding out information about where a person lives, what their interests are and what they look like. Would this concern you? If so why?

This question demonstrates a split response. 51% of young people would be concerned and 49% would not be concerned. From conversation with young people, it would depend on the individual’s own experience and that of their peers on their perception of privacy and sharing personal details. Those who have had potentially negative experiences may be more likely to express a heightened awareness or concern.

Segmenting the age ranges, for 11-14 year olds there was a slight increase to 58% who would be concerned. Comparatively, a reduction to 44% of 15-18 year olds would be concerned.

The comments below indicate reasons and opinions based on the answers to the above question. 37 comments were received and have been segmented based on their yes or no answer and by age range. Similar comments have been clustered.
Of those who answered yes, key reasons included fear of untrustworthy adults taking advantage of Glow logins, perception of lack of consent to get involved/share information, similarity to other social media platforms and the negative implication of cyber bullying on an individual and school basis.

Concerns of younger participants included, “People could find out where I lived” and “How would you know it was kids searching for each other? It could be untrustworthy adults”. For older participants, concerns included “This sounds more like a social networking site rather than an educational site” and “Because some might be bullied online for the way they look, or different tastes they might have”.

Of those who answered no, key reasons included trust that appropriate privacy settings and other safety mechanisms would be implemented within Glow. “As long as there were privacy settings” and “Well they’re not going to search for you if they don’t know your name”.

Selection of comments:
• How would you know it was kids searching for each other? It could be untrustworthy adults
• As an account is made without pupils consent within schools it is a violation of our privacy to just give away details about us. Though the government would know all about that with the open register trick that uses complicated language to hide the simple fact that you intend to sell, use and violate our privacy
• … the information could be used to hurt others and be misused
• Breach of privacy. Young children might not know what they are putting online.
• It could be used in malicious ways i.e. “Rival” schools finding students to target for bullying etc
• It would concern me because it should be your choice if you want people to know about you. I wouldn’t want a stranger looking at private information about me, unless it is someone I know

11-14 YEAR OLDS  “YES”

15-18 YEAR OLDS  “YES”

• As someone may be pretending to be a child
• Glow is awful, a lot of money has been wasted on something that is too difficult to use and, turning it into a social networking site would bring about the same issues found on all those sites
• Young children don’t know the potential risks of putting personal information on the internet
• This sounds more like a social networking site rather than an educational site
• It would promote cyber bullying
• Only need to know other folk in class or school, no need to search for others. Teachers can do this for you if it’s a specific topic being covered which means that you know it’s safe
• Glow is used as an educational website and people should have access to studying material, not important information on peers which could be potentially dangerous for everyone using the site
• Keep it for educational stuff, they have Facebook and other things for that
• Some teachers could be paedophile and its breach of privacy
• Because some might be bullied online for the way they look, or different tastes they might have
• Unless you have the option to block users from searching for you, it is potentially dangerous - who knows what they are finding out!
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<tr>
<th>11-14 YEAR OLDS</th>
<th>15-18 YEAR OLDS</th>
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<tbody>
<tr>
<td>“NO”</td>
<td>“NO”</td>
</tr>
</tbody>
</table>

- That can already be done using social networking anyway
- As long as there were privacy settings
- Well they’re not going to search for you if they don’t know your name
- Only people with GLOW can search for me, so as long as teachers and pupils can have access to GLOW then I am in no fear. I would like the feature to only be able to search for what school you go to though, as home address would be a little weird, though maybe allow that for teachers

- Because people can find these things out already due to social media
- Because it will allow children to contact each other and talk about their learning and education together they just have to be aware and responsible for themselves
- It’s only people who have a Glow account
QUESTION: Glow should not be used to store or share personal information about young people or other teachers. This means that information about, for example, a young person’s health, family, ethnic origin or cultural beliefs should not be held on the system.

What would you be most concerned about if that information were to be shared on Glow? (Order in terms of importance with 1 being the issue of most concern and 5 being of least concern).

The respondent’s first choice concern was ‘Personal information about a vulnerable young person being shared in error...” (49.7%) followed by “The Glow service being hacked and personal information being published on the internet” (37.7%). Both answers were used as second choice opinion in this question, again in the majority. The least concern was ‘Personal information being held about you after you have left school (4.4%).

In the segmented age ranges, the answers replicated the wider response above.
QUESTION: Each Glow user has an ‘about me’ page which includes their name, a space for a picture and an area for them to talk about their interests. In order to stay safe on Glow, what 3 pieces of advice would you give to other young people about what they should or should not put on their page?

149 comments were received and have been segmented based on their age range. Similar comments have been clustered and a representation of the responses provided under key themes below.

The comments cover advice on personal information (name, age, where you live, hobbies and interests etc.), appropriate photos, appropriate in ‘real life’ and other.
11-14 YEAR OLDS

• Be sensible

Personal Information
• That they should not put all their personal things on their page at all
• Personal information about themselves.
• Don’t put personal details like - where you live (a vague area is fine), how many parents you have (could lead to bullying) or other things that could potential lead to bullying
• Keep private info private, don’t share what you don’t want to

Appropriate Photos
• No pics of yourself

Appropriate in real life
• If you wouldn’t say it to someone then don’t put it on your page

Other
• Make sure someone you know sees what your posting
• There are people out looking for vulnerable young children
• Stay safe. If there is anything you’re not sure about ask your teacher

15-18 YEAR OLDS

• Watch what you say

Personal Information
• Never give out anything personal like mobile numbers and house addresses etc. But you should tell people a little about what you are interested in
• Don’t put your relationship status. Don’t put your location. Focus mainly on educational hobbies and interests when you post
• Do not put your address in, do not put a picture of you in school uniform, put a picture of a cartoon or something else

Appropriate Photos
• Ensure your profile picture is not inappropriate.

Appropriate in real life
• Don’t post things that you would regret your parents seeing.
• Do not write anything that you would not say to the people able to you’re your about me page face to face. Do not post a picture that you would be unhappy showing people in real life. Do not write rude or inappropriate or offensive content

Other
• Check your settings are on private.
• It’s an educational page
• Don’t do anything that may reflect badly in your future, perhaps when getting a job.
• Not to place links to their other social networks
QUESTION: Glow allows learners to contribute to websites, documents and newsfeeds (similar to twitter) which can be viewed by other users. Do you think these services are likely to be misused by young people and, if so, how?

The following comments are answers to the above question. 122 comments were received and have been segmented based on their age range. Similar comments with a clear related to ‘Yes or No’ have been clustered, and a representation of responses provided under key themes below.

This question did not provide quantitative data and to evaluate the comments would be subjective.
11-14 YEAR OLDS

- I don’t think that would be our biggest issue

  Educational tool

- Probably not because the site is mostly used inside of school and is monitored

  Understanding of use

- I think they will work fine as most young people have a social networking site and know the rules of them. They will treat them better at school as they might know the teacher can see what they do

  Monitoring and restrictions

- Not really, as long as the proper restrictions were put on. Some people would defiantly muck about, so make the restrictions at a reasonable level

  Other

15-18 YEAR OLDS

- No, many young people should be able to use these services properly

  Educational tool

- No, as this is an educational site that is likely to be used for study support etc

  Understanding of use

- I don’t think this is likely if users are educated properly

  Monitoring and restrictions

- I don’t think they will be as many young people are responsible and teachers keep an eye on these things

  Other

- No they are blocked by the council
- I’m not sure if this would be used by young people at all
- I don’t think so because hardly anybody even remembers their Glow password
Answers related to ‘Yes – think it’ll be misused’

11-14 YEAR OLDS

- Yes, because no matter what you do young people will ALWAYS find a way to misuse things.

15-18 YEAR OLDS

- There’s always a risk of the misuse of sites not just among young people but with adults too. Far too many people online see the fact that they are virtually taking part in something as a chance to be someone else, cause havoc or just do something they wouldn’t necessarily do in the real world.

Harmful messages and cyberbullying

- Yes it could as it could be a way to send harmful messages and comments
- They might use it for bullying, using the behind the screen as a shield
- Someone could misuse the site by saying mean things or spamming the site for e.g. doing this would be spam ‘Lololololol’

Inappropriate content

- Some students might misuse it by posting stuff which is inappropriate however it is a good idea
- Possibly as they could write incorrect information - someone’s work could be ruined. Or information about others that haven’t been informed
<table>
<thead>
<tr>
<th>11-14 YEAR OLDS - CONT.</th>
<th>15-18 YEAR OLDS - CONT.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socialising</strong></td>
<td><strong>Monitoring</strong></td>
</tr>
<tr>
<td>• Maybe young people will use it as a service to chat to other people instead of using it educationally.</td>
<td>• This may be misused by juniors to chat.</td>
</tr>
<tr>
<td><strong>Monitoring</strong></td>
<td><strong>Other</strong></td>
</tr>
<tr>
<td>• If these websites are checked regularly and the young people know this I don’t think it will be much of an issue. However I’m sure some people will try to do something anyway.</td>
<td>• I think this idea has to be closely monitored as otherwise it could present some serious issues.</td>
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<tr>
<td><strong>Other</strong></td>
<td></td>
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<tr>
<td>• Possibly. Someone used ours to create a Barrhead burn book.</td>
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</tbody>
</table>
QUESTION: What 2 steps could teachers take to stop this happening?

116 comments were received and to maintain continuity have also been segmented based on their age range. Similar comments have been clustered, and a representation of responses provided under key themes below.

<table>
<thead>
<tr>
<th>11-14 YEAR OLDS</th>
<th>15-18 YEAR OLDS</th>
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<tbody>
<tr>
<td><strong>Education</strong></td>
<td><strong>Education</strong></td>
</tr>
<tr>
<td>Have a class talk about it and random checks</td>
<td>Educate students on the risks of misusing these features. Educating and focusing students on their online safety</td>
</tr>
<tr>
<td>Educate us more</td>
<td>Informed and enforce</td>
</tr>
<tr>
<td>Speak to the pupils about it, show them what could happen</td>
<td>Regular Checking of the system and conducting lessons on computer misuse (including the Computer Misuse Act 1990)</td>
</tr>
<tr>
<td>Teachers could talk the person in real life (if possible) to sort out problems/issues they are causing on the site</td>
<td>Ensure the children know that the function of these items are for educational purposes only. Teach them that it is a fun thing and that there will be consequences for misconduct</td>
</tr>
<tr>
<td><strong>Monitoring</strong></td>
<td><strong>Monitoring</strong></td>
</tr>
<tr>
<td>Have a class talk about it and random checks</td>
<td>Monitor posts, control who can and cannot post stuff</td>
</tr>
<tr>
<td>Regularly checking glow users. Make them aware what to do and not to do</td>
<td>Read what their students are posting on glow regularly, disable trouble makers from contributing</td>
</tr>
<tr>
<td>Regularly warn them about not doing it and if they find someone who does it give them a punishment</td>
<td>Always monitor pupil’s use of Glow, ensure pupils are aware of what is and what is not acceptable, and provide information for pupils to learn about on the topic of internet safety</td>
</tr>
<tr>
<td>Random spot checks</td>
<td></td>
</tr>
</tbody>
</table>
11-14 YEAR OLDS - CONT.

Restrictions and Punishment

- They could physically stop the child or be able to set custom restrictions for each person in the class

Health and Wellbeing

- Look out for signs of depression, unwilling to join in and being left out. They could also look out for bullying in the playground

15-18 YEAR OLDS - CONT.

Restrictions and Punishment

- Add a monitoring the content added before it is made available to other users, make sure users are informed that teachers will know who posts what

Health and Wellbeing

- Add a monitoring the content added before it is made available to other users, make sure users are informed that teachers will know who posts what
EXPLORATORY WORKSHOPS
WHO TOOK PART?

GLASGOW – 11TH November 2014, 5pm – 8pm
The ARC, 340-342 Ashgill Road, Milton, Glasgow

The Ashgill Recreation Centre (The ARC) is a community centre that provides accessible, approachable and non-judgmental support, advice and information to lone parents in Fife.

12 young people attended the workshop, seven females and six males, ranging from 11 to 14 years old. Toni Mackay (Young Scot) led the delivery of the session. One Youth worker from the ARC was in attendance along with facilitation support from Susan Smith (Young Scot, sessional support worker).

STIRLING – 12TH November 2014, 6pm-8.30pm

The Information Station is open (for 16+) to gain information about attractions, sexual health, jobs, education, benefits or just to be listened to. This resource is supported by Stirling City Council.

Six young people attended the workshop, all female, ranging from 13 to 17 years old. Toni Mackay (Young Scot) led the delivery of the session. One Youth worker from Stirling Youth Services was in attendance along with facilitation support from Susan Smith (Young Scot, sessional support worker).
PROCESS OF DELIVERY

All groups were introduced to Young Scot and to the work of the Scottish Government and were provided an outline of the purpose of this project. Once the group had asked questions and felt comfortable with their participation, consent forms were completed. The sessions started with a couple of Icebreakers to let the group get to know each other and the facilitators better. This is vital to create a comfortable and inclusive atmosphere. We delivered a series of exploration activities as part of a flexible session plan. Some of the exercises are described below:

FACEBOOK PERSONA.
Each participant was asked to complete a personal persona in the format of a Facebook profile. This allowed us to find out more about the group. The participants provided basic information such as where they go to school and interests. This also helped to provide a map of the demographic.

The Facebook activity also enabled initial discussions around the types of information young people would, and would not, be happy to share online.
DIGITAL LANDSCAPE.

Each group was then asked to create a picture of what the digital landscape for young people looks like. On a landscape outline the group began to build this picture by adding any digital tool or platform they use on post-its, anything connected to the digital experiences of young people, either at home or in school.

The group was asked to think about:
- Platforms
- Websites
- Videos
- Apps
- Information & Education
- Socialising
- Phones/Tablets

Before defining what platforms were used, the group was asked about how they access information and the internet.

GLow.

Once the group had mapped the entire digital landscape of young people they were asked to create a visual representation of what their digital platforms and learning in school looked like. As most of the group hadn’t heard of or used Glow the group focused on discussing what digital support/platforms they do use in a learning environment.
REFLECT & FEEDBACK.

The young people were asked to split into two or three groups to discuss the dos and don’ts of using digital technology in a learning environment. They were asked to consider what information they would be comfortable sharing online, with their teachers or other pupils, what sort of support would be need within these platforms, and how they would ideally like to make use of such a platform. The groups made their recommendations by reflecting on the previous two stages.

EVALUATION.

Before leaving the workshop each of the young people were asked to complete evaluation forms to find out if they enjoyed the workshop, had the opportunity to share thoughts and ideas and their preferred activity.
It was unanimously clear in the Glasgow group that none of the participants had heard of or used Glow before. However the worker had commented that some of the participants should have had access to Glow in their schools. In the Stirling group some of the group had heard of the Glow platform but couldn’t remember using it in schools. Others had used/heard of Edmodo as an alternative to Glow.

Some of the Stirling group had been told in school that they used Edmodo specifically to avoid using the Glow platform. One of the young people recalled creating a Glow profile in school but has not made use of it since.

When the group described their use of Edmodo, they shared that the pupils can create their own profile pages with their name, photo, a quote, and a bit about them, for example their dream job. Once they have created a profile they are given a pass code by their teachers to join certain “groups”.

Using it regularly, the participants shared that teachers can add homework assignments, information from classes or reminders into the groups. The participants said through Edmodo they can send messages to other pupils or teachers that are in the same groups, but the messages aren’t private so very few use this function. The responses are varied depending on how often a teacher uses the platform.

The participants shared that the option to send in homework assignments is available but again the information wouldn’t be private which they didn’t agree with. They expressed concerns that this means other pupils can see what is being submitted and potentially plagiarise another pupil’s work. Alternatively the participants said there is a “backpack” function, a private folder that documents can be added into. If you are submitting homework through this function pupils must share your pass code with your teacher, who then has to retrieve each submission individually.

However, the Stirling participants shared that this is more often used as an excuse to avoid completing homework rather than a suitable tool. Most teachers prefer to have their pupils submit homework assignments by email if they are submitting it electronically. They commented that these functions are used differently depending on the teacher or class.

The group also raised that parents can also create a profile but would need a code to join the groups in order to see any information regarding their children or their classes which they weren’t very sure about.
WIDER PRIVACY IMPLICATIONS

The following privacy issues were raised in wider conversation, with some issues being more relevant to Glow than others.

Both groups agreed that neither teachers, youth workers or other pupils should be able to access personal or social information about them through this or other platforms, for example, relationship status or current whereabouts/activity. The group agreed that information about where they live or contact details are not appropriate to put online, but details about their interests or social life are fine to share.

The group from Stirling didn’t have any issue with posting images of themselves or their friends on social networks but agreed that they wouldn’t be happy to connect to their family or teachers on social networks. The group admitted that they’d looked up their teacher’s profiles on Facebook and Instagram out of curiosity but would never like their teachers to see their own private profiles.

Both groups agreed that anything they wouldn’t want to share with their parents online they equally wouldn’t want to share with teachers. These guidelines were agreed to be relevant to their personal social networks but also to the Stirling group on their profiles on the in-school platform Edmodo.

Stirling participants shared that there should be strict policies on swearing, bullying or rude comments between pupils or towards teachers. It is important that pupils are able to communicate with teachers (as they currently do on Edmodo) but privacy is an issue. The ability to communicate privately and submit work confidentially would encourage pupils to make better use of the platform.
ONLINE SAFETY

Participants in Glasgow suggested that personal information should not be held on the platform for fear of someone unknown hacking into the server. Furthermore they expressed concern that by providing social information about pupils this could open the possibility of cyber-bullying and increase social isolation of vulnerable young people.

Homework or course work tasks should be provided online, so the platform needs to be accessible from any location on any type of device which led to safety concerns in the Glasgow group. The ability to communicate online regarding either work from class or homework was seen as a vital support mechanism. They requested that the option to contact their teachers with questions or for clarification would greatly improve their ability to complete work.

Some of the participants considered other options to communicate with their teachers, but came to the conclusion that they wouldn’t be comfortable connecting with them on social media. They would rather keep their school life and social life separate.
USE OF DIGITAL TO SUPPORT LEARNING

In both groups every participant owned a smart phone and / or a tablet. When asked to consider any tools or platforms used specifically for learning and education the Glasgow group struggled to define any. If looking for information online, researching a topic, the search engine Google was agreed to be the first option. As about half of the group owned IPhones, the search engine pre-installed, Safari, was the most convenient resource to begin research from for a quick answer.

For the Stirling group, Twitter pages provide a platform for whole school information and news. Depending on which class or teacher runs the account, photos, updates and information from different classes, subjects or teams are shared. It was agreed that Twitter was an appropriate and valuable platform but it could be used more effectively. Glasgow agreed that some schools make use of Twitter to post information or photos, specifically of sporting achievements for their pupils, but this wasn’t seen as consistent.

Glasgow shared that they felt digital technology was rarely used in a classroom environment from their experience. The school website is used for information regarding school uniforms or homework, but too infrequently.
Access to platforms such as Facebook or YouTube isn’t allowed during school hours but they said most do so anyway.

For the younger participants, when researching homework assignments most identified the BBC website and specifically BBC Bitesize for course revision purposes. Other online resources identified included “Friv” which hosts maths games and Wikipedia, although this was trusted very little by the group as the information was seen to be “fake”.

At both locations, depending on their teachers, some of the young people were asked to hand in their phones at the beginning of the classes. This prevented them from making use of online resources on their smart phones. Glasgow participants reflected how teachers make use of the digital technology to learn by showing educational videos on YouTube, hosting tests online (Business Education), Wii games console in PE, and researching pieces of music. Some teachers were happy for pupils to access information using Google if they couldn’t provide an answer. The use of technology was agreed to be varied dependant on the class or teacher.

The Stirling group explained there was a clear line between in-school networks and social networks, this isn’t something they were comfortable mixing. Any platform used in school should be used for homework, revision or course work, with appropriate information and language, although it was agreed that the platforms need to be accessible on a variety of devices, notably smart phones, the information must be kept safe and secure.
USE OF DIGITAL TECHNOLOGY OUT OF SCHOOL

All participants owned a smart phone and / or a tablet, which connects to Wi-Fi at home and are on a contract with internet access included.

The groups agreed on information that they felt they would be comfortable sharing widely online, including the school they attend, when their birthday is or their age, their full name, photos or selfies but not showing any personal details about themselves, photos of achievements, and relationship status. Some of this more personal information is on their social networking accounts but isn’t something they’d be happy to share with parents or teachers.

The older participants said they would feel uncomfortable if discussion centred on embarrassing photos, or photos of them doing something their parents would find inappropriate, for example drinking or smoking. It was taken for granted by the group that no one shares their phone number, address or private information online, with most of their profiles being set to private on Facebook and Instagram.
Glasgow shared an extensive picture of their digital engagement, ranging from games, online and apps, to video and music streaming, shopping and social networking. See the following list for a selection of the younger groups preferred tools and platforms. Those specifically for out of school learning/education have been highlighted, though the rest could be considered around life learning in a wider sense.

The Stirling group considered what platform they would use on a regular basis when out and about. As they all own smart phone apps were their main focus. Social media was considered to be the most valued platform, specifically Twitter. Snapchat and Instagram were also considered to be widely used platforms, taking over from Facebook because of the instant access to socialising.

They said that websites are only accessed when they’re at home for shopping, gaming and to watch videos or TV online. There were a variety of channels used to do so, specifically designed for those purposes, for example BBC iPlayer, YouTube and ASOS.com.

Stirling also defined an extensive picture of their digital engagement. The older groups preferred tools and platforms for information and education included:

INFO & EDUCATION
Translating apps
BBC Bitesize
Google / Google Translate / Google Maps / Google Images
Wikipedia
Yahoo
Edmodo
My World of Work
SQA my study plan app
Google Scholar

Again those specifically for out of school learning/education have been highlighted, though the rest could be considered around life learning in a wider sense.
CONCLUSION

This exploration project has revealed a broad range of insights from the participating young people about their experiences, opinions and ideas. It is clear that the young people who participated took advantage of the opportunity to actively voice their opinions and ideas.

Before leaving the workshop each of the young people were asked to complete evaluation forms. All of the participants ‘enjoyed’ or ‘extremely enjoyed’ the workshop, with most feeling like they’d had the opportunity to share their ideas, and felt like they were listened to. The group identified the digital landscape map and the Facebook profiles as their preferred activities.

As previously stated we should not necessarily assume that those engaged are wholly representative of the broader demographic, however this piece of work has provided a ‘snapshot’ of insight into young people’s attitudes and opinion. This is particularly evident with the qualitative responses to some questions demonstrating a wider knowledge and capacity of the topic area.

This piece of work will be included in a suite of documents as part of the Scottish Government’s Glow Privacy Impact Assessment.
CONTACT

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