

Developing in Digital Worlds (Phase Two) - Parents/Caregivers Questionnaire (Children in Years 3-4)

Welcome to the *Developing in Digital Worlds* research project parents/caregivers questionnaire.

Thank you for taking part!

We would like your opinion on your child's digital skills and how you and your child can be better supported with these skills. There are no right or wrong answers. We welcome your honesty.

Our aim is to find out how your child reacts in social settings and goes about using digital devices (e.g., computers, Netbook, iPad, tablets) for learning.

Your feedback will help us understand how to promote children's cognitive and social skills.

Your answers are completely confidential. No personal information will be shared with any other persons or organisation outside the University of Auckland.

Your personal information will only be used for the purpose of the research and will be securely stored at the University of Auckland.

The survey will take approximately 30 minutes to complete.

There are 26 questions in this survey

Demographic Information

Parent/Caregiver First Name: *

Please write your answer here:

Parent/Caregiver Last Name: *

Please write your answer here:

Parent/Caregiver Ethnicity: *

Please write your answer here:

Child's First Name:

1. If you completed this questionnaire in 2016 or 2017, please nominate the same child to answer questions on so we can track their skills development.
2. If this is the first time you are completing this questionnaire, and if you have more than one child who has volunteered to participate in this study, please nominate only ONE child to answer questions on.

*

Please write your answer here:

Child Last Name: *

Please write your answer here:

Other names your child is known by (if any):

Please write your answer here:

Your relationship to your child: *

Please write your answer here:

i.e., mother, father, grandfather, etc

Child's School: *

Please write your answer here:

Child's Year Level: *

Please write your answer here:

e.g., Year 3; Year 4

Child's classroom name or room number:

Please write your answer here:

Child's Date of Birth: *

Please write your answer here:

Example: 15 December 2012

Part One

Below there are statements about how children react to situations.

There are no “correct” ways of reacting; children differ in their reactions, and it is these differences we are trying to learn about.

Please read each statement and decide how “true” or “untrue” the description is of your child (in relation to their behaviour within the past six months).

Please use the following scale to indicate how well a statement describes your child:

1. Please choose the appropriate response for each item *

Please choose the appropriate response for each item:

	1 = Extremely untrue	2	3	4	5 = Extremely true
1. Is sensitive to how others are feeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Seems upset when parents are in a bad mood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Seems upset when s/he sees a hurt animal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Becomes bothered when parents are upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Can tell at a glance how others are feeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Becomes upset when s/he thinks someone else has been hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is upset by stories in which the characters are hurt or die.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please choose the appropriate response for each item *

Please choose the appropriate response for each item:

	1 = Extremely untrue	2	3	4	5 = Extremely true
1. Does not seem to be very upset when parents are in a bad mood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Does not usually become distressed when other children are upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Is affected by people's facial expressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Looks pleased when other people act happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is not very sensitive to people's moods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Rarely cries or looks upset when watching a sad TV show.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Feels good when good things happen to characters on TV.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part Two

For each statement below, please indicate the degree to which the item describes your child by selecting 'Not True', 'Somewhat True' or 'Certainly True'.

It would help us if you answer all items as best you can even if you are not absolutely certain or the item seems silly!

Please give your answers on the basis of your child's behaviour over the last six months or this school year.

3. Please choose the appropriate response for each item *

Please choose the appropriate response for each item:

	Not true	Somewhat true	Certainly true
1. Considerate of other people's feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Shares readily with other children (treats, toys, pencils etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Helpful if someone is hurt, upset or feeling ill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Kind to younger children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Often volunteers to help others (parents, teachers, other children).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part Three

Below you will see a set of statements that describe children's reactions to a number of situations. We would like you to tell us what your child's reaction is likely to be in those situations.

There are no "correct" ways of reacting; children differ widely in their reactions, and it is these differences we are trying to learn about.

Please read each statement and decide how "true" or "untrue" the description is of your child (in relation to their behaviour within the past six months).

Please use the following scale to indicate how well a statement describes your child:

4. Please choose the appropriate response for each item *

Please choose the appropriate response for each item:

	1 = Extremely untrue	2	3	4	5 = Extremely true
1. When practicing an activity, has a hard time keeping her/his mind on it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Will move from one task to another without completing any of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. When drawing or colouring in a book, shows strong concentration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. When building or putting something together, becomes very involved in what s/he is doing, and works for long periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Is easily distracted when listening to a story.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Sometimes becomes absorbed in a picture book and looks at it for a long time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please choose the appropriate response for each item *

Please choose the appropriate response for each item:

	1 = Extremely untrue	2	3	4	5 = Extremely true
1. Can wait before entering into new activities if s/he is asked to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Prepares for trips and outings by planning things s/he will need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Has trouble sitting still when s/he is told to (at movies, church, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Is good at following instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Approaches places s/he has been told are dangerous slowly and cautiously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Can easily stop an activity when s/he is told "no".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Do you use computers or digital devices? *

Please choose **only one** of the following:

- Yes
- No

7. How would you rate your familiarity with computers, digital devices (e.g., smartphones, tablets, etc.) and the internet as a user? *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 6: Do you use computers or digital devices?

Please choose **only one** of the following:

- Not familiar
- Novice user
- Intermediate user
- Expert user

8. Where can you be seen using computers and the internet most often? *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 6: Do you use computers or digital devices?

Please choose **only one** of the following:

- At office
- At home
- At office and home equally
- Other

Part Four - Children's Social Skills Online

This section contains questions about your child's social behaviour and interactions online.

By social interaction we mean using online tools, such as email, game chat, blogging and the like.

Social interaction does not imply social media use with applications such as Facebook or Instagram.

9. Has using the internet had much effect on your child socially such as your child's interactions with friends or others online? The internet has been *

Please choose **only one** of the following:

- Very bad
- Slightly bad
- Made no difference
- A little positive
- Very positive

10. Please explain your rating to the above question: *

Please write your answer here:

11. What skills do you think your child needs to positively interact and communicate with others online? *

Please write your answer here:

12. How do you support your child to develop online social skills, such as 'thinking about others' feelings online' and 'being kind to others online' [Answer any that apply]:

12a. Do you support your child to develop these skills by monitoring? *

Please choose **only one** of the following:

- Yes
- No

If yes, how? When?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 12a: Do you support your child to develop these skills by monitoring?

Please write your answer here:

12b. Do you support your child to develop these skills by discussion? *

Please choose **only one** of the following:

- Yes
- No

If yes, how? When?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 12b: Do you support your child to develop these skills by discussion?

Please write your answer here:

12c. Do you support your child to develop these skills by teaching them strategies? *

Please choose **only one** of the following:

- Yes
- No

If yes, how? When?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 12c: Do you support your child to develop these skills by teaching them strategies?

Please write your answer here:

12d. Do you support your child to develop these skills by doing it with or alongside them? *

Please choose **only one** of the following:

Yes

No

If yes, how? When?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 12d: Do you support your child to develop these skills by doing it with or alongside them?

Please write your answer here:

12e. Other (Please describe any support not listed above):

Please write your answer here:

13. How often does your child need support with their online social skills (particularly those mentioned in Questions 11 & 12)? e.g., thinking about others' feelings online; being kind to others online *

Please choose **only one** of the following:

- Daily
- Weekly
- Monthly
- Hardly ever
- Not sure

14. Do you think your child can be better supported in developing positive social interactions online (at school or at home)? *

Please choose **only one** of the following:

- Yes
- No

If yes, then how?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 14: Do you think your child can be better supported in developing positive social interactions online (at school or at home)?

Please write your answer here:

15. Would you like further support to help your child's development of positive social interactions online at home or school? (e.g., written guidelines, training held at the school, community group, more frequent communication with the school or teacher) *

Please choose **only one** of the following:

- Yes
- No

If yes, then how?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 15: Would you like further support to help your child's development of positive social interactions online at home or school? (e.g., written guidelines, training held at the school, community group, more frequent communication with the school or teacher)

Please write your answer here:

Part Five - Children's Thinking Skills Online

16. Has using the internet at home had much effect on your child's ability to judge what to believe online? The internet has been: *

Please choose **only one** of the following:

- Very bad
- Slightly bad
- Made no difference
- A little positive
- Very positive

17. Please explain your rating to the above question: *

Please write your answer here:

18. What skills do you believe your child needs to think critically or carefully about what they read or view online? *

Please write your answer here:

19. How do you support your child to develop online thinking skills, such as 'refining online searches' and 'identifying bias or prejudice' [Answer any that apply]:

19a. Do you support your child to develop these skills by monitoring? *

Please choose **only one** of the following:

- Yes
- No

If yes, how? When?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 19a. Do you support your child to develop these skills by monitoring?

Please write your answer here:

19b. Do you support your child to develop these skills by discussion? *

Please choose **only one** of the following:

- Yes
- No

If yes, how? When?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 19b: Do you support your child to develop these skills by discussion?

Please write your answer here:

19c. Do you support your child to develop these skills by teaching them strategies? *

Please choose **only one** of the following:

Yes

No

If yes, how? When?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 19c: Do you support your child to develop these skills by teaching them strategies?

Please write your answer here:

19d. Do you support your child to develop these skills by doing it with or alongside them? *

Please choose **only one** of the following:

Yes

No

If yes, how? When?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 19d: Do you support your child to develop these skills by doing it with or alongside them?

Please write your answer here:

19e. Other? Please describe any support not listed above:

Please write your answer here:

20. How often does your child need support with their thinking skills whilst online (particularly those mentioned in Questions 18 & 19)? e.g., refining online searches; identifying bias or prejudice *

Please choose **only one** of the following:

- Daily
- Weekly
- Monthly
- Hardly ever
- Not sure

21. Do you think your child can be better supported in developing responsible and critical thinking online (at school or at home)? *

Please choose **only one** of the following:

- Yes
- No

If yes, then how?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 21: Do you think your child can be better supported in developing responsible and critical thinking online (at school or at home)?

Please write your answer here:

22. Could you be better helped to support your child to think critically or carefully about what they read or view online? *

Please choose **only one** of the following:

- Yes
- No

If yes, then how?

Only answer this question if the following conditions are met:

Answer was 'Yes' at question 22: Could you be better helped to support your child to think critically or carefully about what they read or view online?

Please write your answer here:

Part Six - Family/Whānau/Aiga Influences

23. Has your child's involvement in digital learning influenced the things you do as a family/whānau/aiga such as hui or church or other activities (e.g., picnic, movies, sport, etc)? *

Please choose **only one** of the following:

- No
- A bit
- A lot

Please explain your rating to the above question. *

Please write your answer here:

The following questions are taken from the New Zealand Census about people's qualification and occupation.

If you do not want to disclose such information, you can ignore these questions and submit the form without answering them.

24. What is your highest completed qualification?

Please choose **only one** of the following:

- No secondary school qualifications
- NZ School Certificate or NCEA (National Certificate of Educational Achievement) Level 1
- NZ Sixth Form Certificate or NCEA (National Certificate of Educational Achievement) Level 2
- NZ Higher School Certificate or Higher Leaving Certificate or NZ University Bursary/Scholarship or NZ Scholarship or University Entrance (UE)
- Diploma below bachelors level (e.g., teachers or nursing diploma), Trade Certificate or NZQF Levels 5 or 6
- Bachelor's degree (including honours or postgraduate diploma)
- Higher degree (e.g., Master's degree, PhD)
- Other

25. Are you attending, studying or enrolled at school or anywhere else?

Please choose **only one** of the following:

- Full-time (20 hours or more a week)
- Part-time (less than 20 hours a week)
- Neither of these

26. In the job that you spend the most time on, what is your occupation?

Please choose **only one** of the following:

- Managers (e.g., chief executives, sales managers, retail and service managers, etc.)
- Professionals (e.g., accountants, sales professionals, engineering professionals, teachers, doctors, nurses, business analysts, database administrators, lawyers, etc.)
- Technicians or Trades Workers (e.g., ICT/automotive/construction/food/horticultural workers, etc.)
- Community or Personal Service Workers (e.g., health and welfare support workers, carers, hospitality workers, sports and fitness workers)
- Clerical or Administrative Workers (e.g., office managers and programme administrators, personal assistants and secretaries, office support workers, etc.)
- Sales Workers (e.g., retail representatives and agents, sales assistants, checkout operators, etc.)
- Machinery Operators or Drivers (e.g., machine operators, bus and rail drivers, truck drivers, storepersons, etc.)
- Labourers (e.g., cleaners and laundry workers, construction and mining labourers, factory process workers, farm workers, food preparation assistants, etc.)
- Other

End of Questionnaire

Thank you for your participation!