

# CHANGING UNSAFE BEHAVIOUR ON SOCIAL NETWORK SITES: Collaborative Learning vs. Individual reflection.

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# SPION



@LLvdHoven

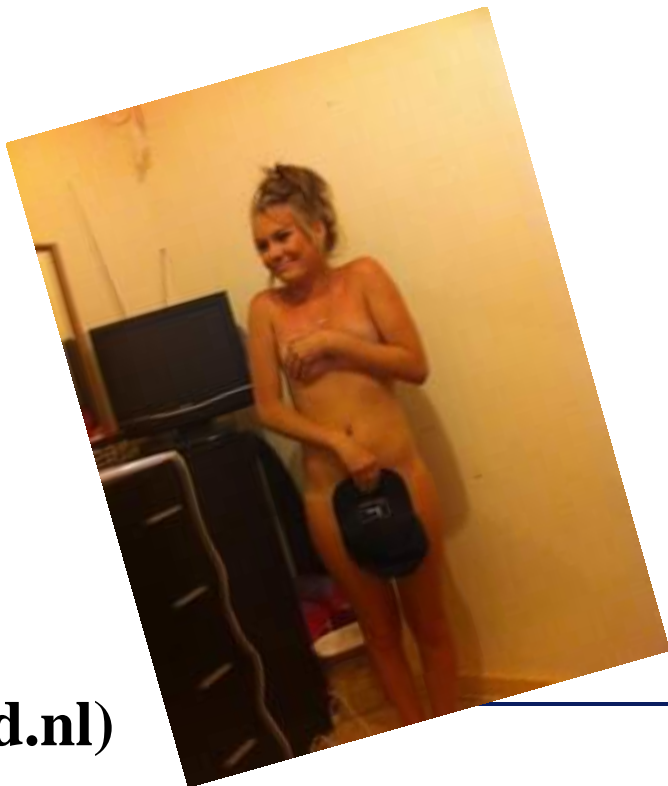
**CONTENT** – Introduction – Framework – Procedure – Results – Discussion

- Use of social network sites ↑
  - American teens (12-17): 73%  
(Lenhart, Purcell, Smith, & Zickuhr, 2010)
  - Flemish youngsters (12-18): 87%  
(Paulussen et al., 2010)

→ Concerns about privacy and security

Content – INTRODUCTION – Framework – Procedure – Results - Discussion

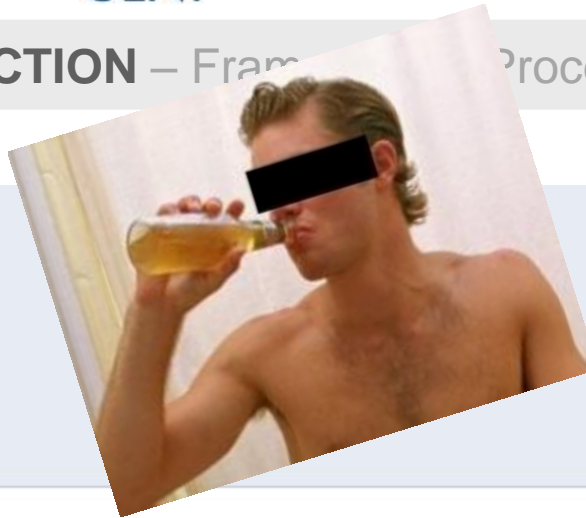
# ‘New sneaky hat-trend on Facebook is pedophile-paradise’



(ad.nl)



Content – **INTRODUCTION** – Fram – Procedure – Results - Discussion



**When im drunk i think so funny**

20 personen vinden dit leuk

 Vind ik leuk

Amke (18): “I think you’re better not posing with stupid things like beer. That is not ok if, for example, you’re boss is checking your profile”. (Apestaartjaren.be)



Amke (18), who was warning about employers checking profiles, appears to have a profile picture on which she is posing with two beers. “I’m young, so that’s not too inappropriate” she defends herself. (Apestaartjaren.be)

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## Students Confess Their Darkest Secrets on Facebook

*(Mashable.com)*





University of Oregon Confessions

March 15 

"I don't wear make up to appeal to men. I wear make up so that I can look at myself in the mirror and actually think that the stranger staring back at me is beautiful."

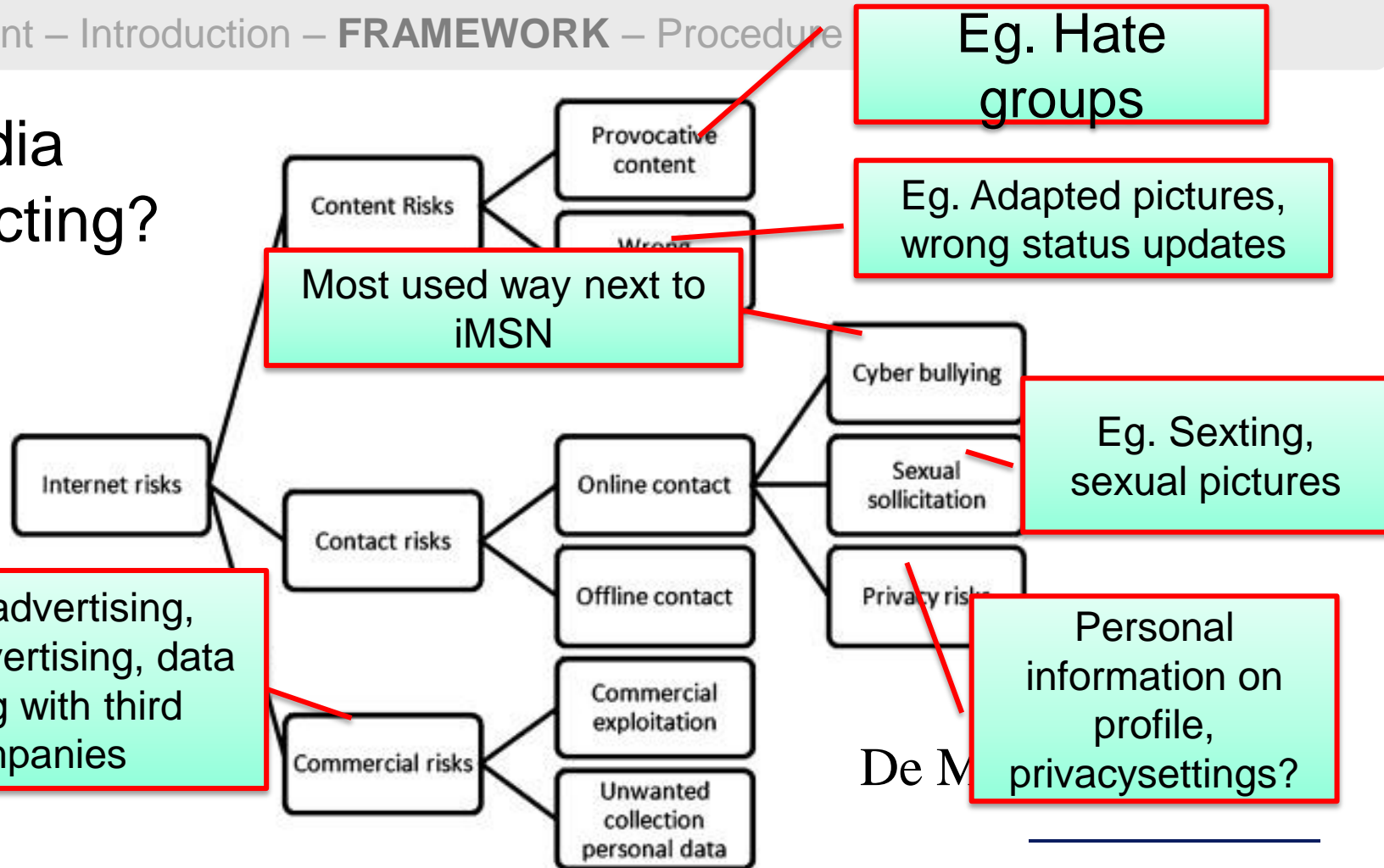
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Are media  
overreacting?





## The role of school education

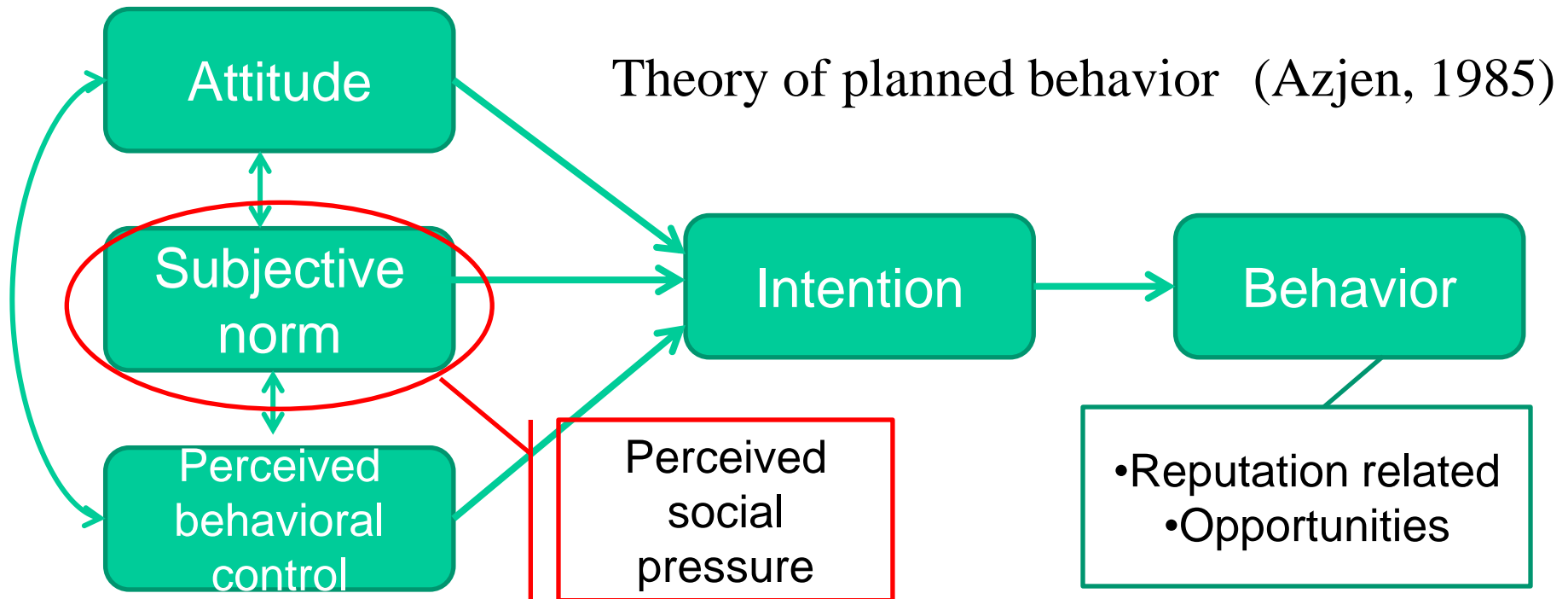
- Emphasized by many authors  
(Livingstone & Haddon, 2009; Marwick et al., 2010, Patchin & Hinduja, 2010,...)
- Topic formally included in curriculum in many countries
- **But inconsistent implementation!** (Safer Internet Forum, 2009; Sharples et al., 2009)
  - 42% of English teachers never lectures about online safety
  - Only 11% report to do so frequently
  - SNS often blocked in schools

## The role of school education

- Survey study showed indirect impact of school attention on unsafe behaviour (Vanderhoven, Schellens & Valcke, 2013)
- Few empirical intervention studies:
  - Impact on awareness
  - No impact on attitudes or behaviour

(Martens, 2010; Vanderhoven, Schellens & Valcke, submitted)

## How to change behaviour?



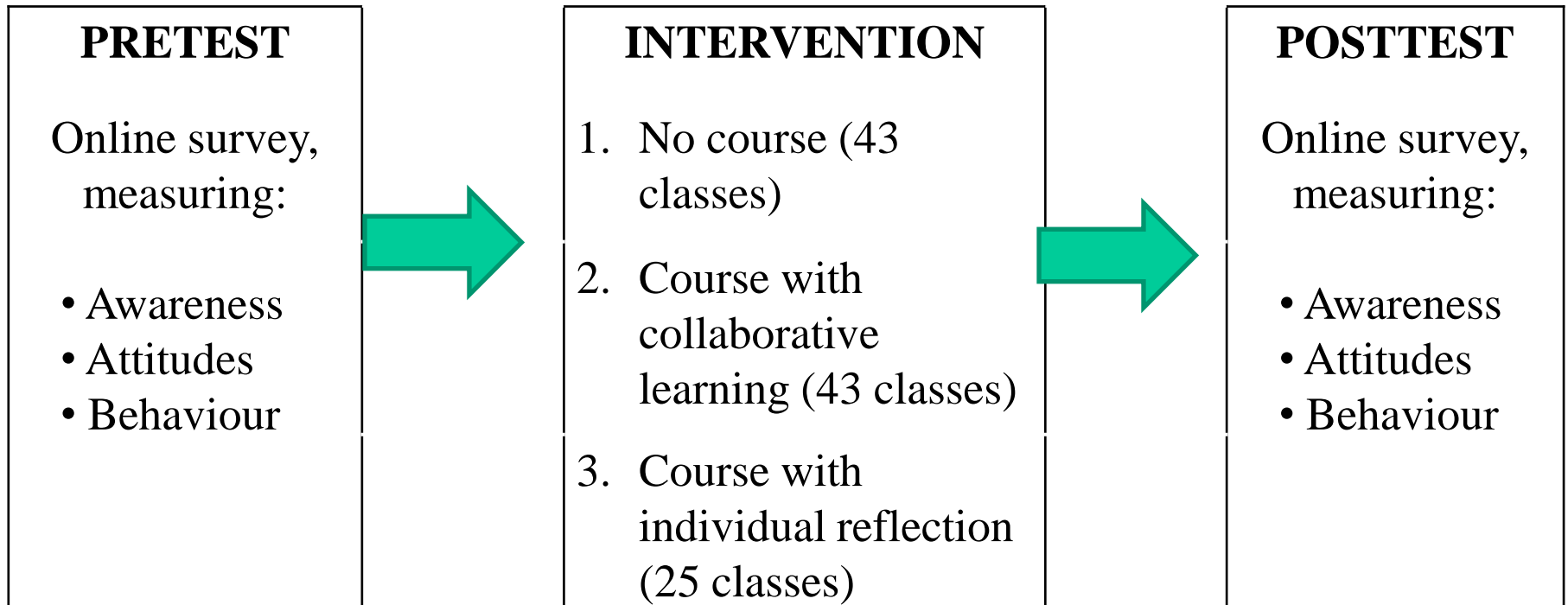
## How can we integrate this knowledge in education?

- 1) decrease the social desirability of unsafe behaviour with peers as well
- 2) decrease the impact of the opinion of teenagers' peers on their behaviour

- Collaborative learning: important instructional strategy (Duffy & Cunningham, 1996)
  - Counterproductive in this particular case?
- Collaborative learning decreased in materials
- Opportunities for individual reflection increased



**→ RQ: is there a difference in impact on awareness, attitudes and behaviour with regard to contact risks on SNS between a course with collaborative learning and a course with individual reflection?**



Content – Introduction – Framework – **PROCEDURE** – Results - Discussion

- 1497pupils
- 113 classes
- Aged 11 -19 years (M=14.90, SD=1.88)

Content – Introduction – Framework – **PROCEDURE** – Results - Discussion

**Collaborative  
learning**

**Individual  
reflection**

**Control**

1: Introduction

introduction of the subject

2: simulated  
profile

together with a peer ↔ alone

3: class  
discussion

guided by the teacher

4: voting game

green and red cards ↔ write down  
individually

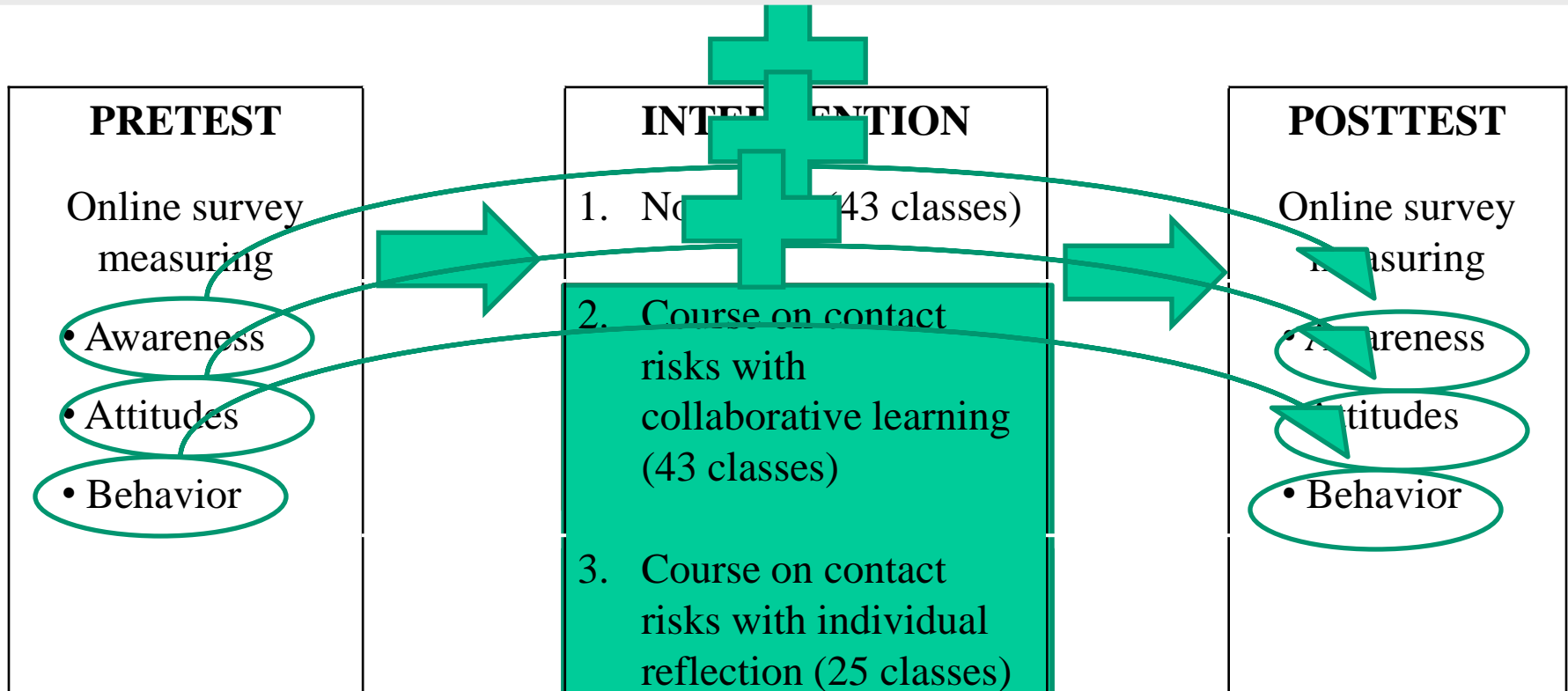
5: Theory

real-life examples + summary

No lesson

- Multilevel analyse: pupils in classes
  - Controlled for pretest scores
  - Impact of intervention on posttest scores:
    - Awareness
    - Attitudes
    - Behaviour
- Bonferroni correction ( $\alpha=.02$ )





**→ RQ: is there a difference in impact on awareness, attitudes and behaviour with regard to contact risks on SNS between a course with collaborative learning and a course with individual reflection?**

**→ YES**

- All courses obtain their goal with regard to raising awareness
- Only a course with individual reflection has an impact on attitudes and behaviour

## Implications

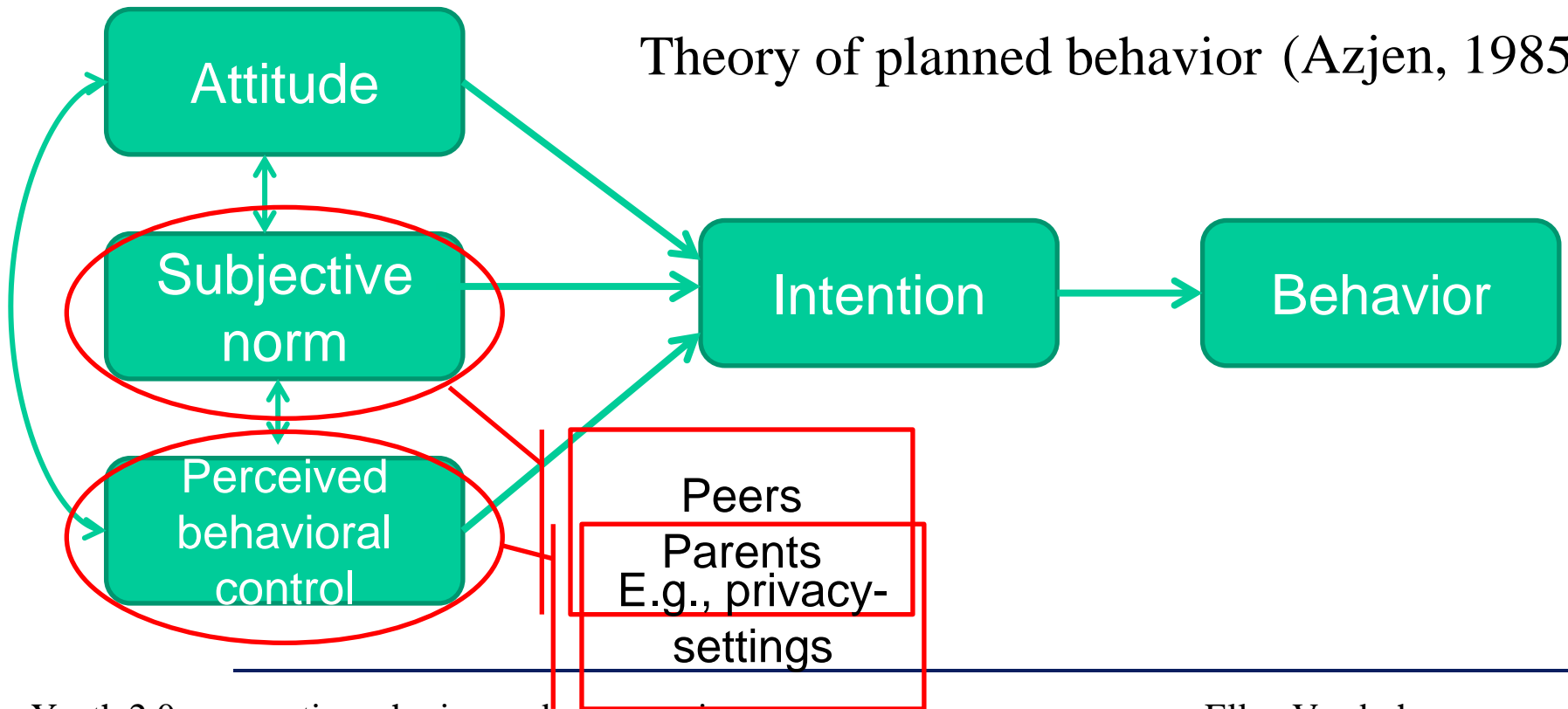
- For practice:
  - Interventions should not be developed without empirical and theoretical consideration
  - Individual reflection should be part of any intervention with regard to risks on SNS in secondary education

# Implications

- For research:
  - Importance of evaluation studies
    - Are existing materials effective?
    - Is our finding extendable to other interventions about reputation related behaviour?
  - Importance of defining critical design guidelines
    - Other important aspects of materials?



## Theory of planned behavior (Ajzen, 1985)



Thank you!  
Questions/remarks?

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