

**“Socializing Signage and Technology Courtesy Zones:
A Community Socialization Project”**

School of Community Economic Development, Southern New Hampshire University

**Submitted in partial fulfillment of requirements for the M.S. in Community
Economic Development**

Authored by: Donald Pettit

Approved by: Balasubramanian Iyer

Submitted: December 3, 2013

Abstract

This project attempts to address the growing bullying problem in four schools in the Jeollanam-do region in South Korea through using students to create signage advertising against bullying and modeling appropriate behavior. Given the cultural and language barriers, the methodology chosen was to support the growth of social capital within the school community, as bullying and isolation were considered symptoms of a growing decline of social capital. Students were selected to participate in this program, which involved creating signage, monitoring bullying behavior and training stakeholders about bullying. The signage was intended to serve as the cornerstone of a larger marketing campaign done by the students to address social issues within the school and emphasized empowering students to make full use of their talents at addressing their own issues. The result of the three-month program was that observed bullying behavior did decline, although it was likely this reduction was through the increased training and awareness, rather than behavioral modification.

Contents

| | |
|---|-----------|
| SECTION I: COMMUNITY ANALYSIS..... | 4 |
| Part 1: Introduction | 4 |
| Part 2: Community Context..... | 5 |
| SECTION II: PROBLEM ANALYSIS..... | 7 |
| Part 1: Problem Statement..... | 7 |
| Part 2: Problem Analysis Chart..... | 8 |
| SECTION III: LITERATURE REVIEW | 9 |
| SECTION IV: LOGIC MODEL | 13 |
| Part 1: Problem & Underlying Causes..... | 13 |
| Part 2: Logic Model Charts..... | 14 |
| SECTION V: METHODOLOGY AND IMPLEMENTATION PLAN | 16 |
| Part 1: Introduction | 16 |
| Part 2: Budget..... | 17 |
| Part 3: Social Capital Signage Project Information Session..... | 18 |
| Part 4: Gantt Organizational Chart..... | 20 |
| Part 5: Organizational Flow Chart | 22 |
| SECTION VI: MONITORING | 22 |
| SECTION VII. EVALUATION..... | 27 |
| Part 1: Project Implementation Reflection | 27 |
| Part 2: Evaluation Methods | 27 |
| SECTION VIII: SUSTAINABILITY | 30 |
| SECTION IX: EVALUATION RESULTS..... | 32 |
| Measure 1 | 32 |
| Measure 2 | 33 |
| Measure 3 | 35 |
| Measure 4 | 37 |
| Measure 5 | 37 |
| SECTION X: CONCLUSIONS AND RECOMMENDATIONS | 39 |
| SECTION XI: BIBLIOGRAPHY | 44 |
| SECTION XII: APPENDICES..... | 45 |
| Appendix 1: Reporting Matrices..... | 45 |
| Appendix 2: Kickoff Session Presentation Slides..... | 47 |
| Appendix 3: Progress Report | 48 |

Section I: Community Analysis

Part 1: Introduction

Bullying is a social problem and it can be seen in every level of modern society. It is no longer limited to schools, especially with the advent and adoption of technology that widens our networks and blurs the lines between school, professional and home social life. Bullying as a social problem is severe and goes past physical violence or intimidation. Most large organizations are now acknowledging that practices such as hazing and bullying can establish a cycle of abuse that erodes organizational function, degrades social ties and ultimately reduces psychological well-being. With respect to the community's long-term interests, bullying is a severe threat: isolated, socially mal-adjusted individuals are harder to integrate and offer less to the community than those who have not suffered from bullying. The fact that bullying begins in schools does not mean it ends there, and in an era where interpersonal skills are degrading, it is a vital concern to address this type of behavior at the earliest occurrence.

Given the gravity of this concern worldwide, it is especially a concern for South Korea. Korea has undergone an unprecedented period of development, highlighted by a tide of social changes, each one more daunting than the last. Korean society is one of intense competition, Confucian ideals, and collectivist emphasis with a background of a developed and technologically savvy population. Some of the most vital concerns for Korea are the world-leading suicide rate, claiming the lives of former presidents, entertainers and hundreds of people each year and the educational system that places incredible pressure on students to achieve. The result is frequently adults with a host of social and psychological problems that are unaccustomed to forming strong social ties. As a symptom of this storm, social capital in Korea is eroding at an unprecedented rate. Measures of trust, social cohesion and cooperation are decreasing rapidly (Putnam, 2000). Inside the educational system, Korea has changed some fundamental elements

of policies and the participants are struggling to adjust. One of the core changes is the outright ban of corporal punishment in Korean schools, as a result of excessive violence. This, ironically has caused an increase in student violence, disciplinary problems and parental discontent. In an environment of intense pressure on students, some students adopt bullying behavior and with angry parents and teachers who are reluctant to address violence, the issue worsened after the reforms. This project attempts to address this issue at a social and community level, as opposed to a psychological or educational one.

Part 2: Community Context

This project can be considered part of a school improvement program, outreach program or even a community needs assessment, as it attempts to address problems with participation in the school system that can represent the larger elements. This project can also serve as a set of activities to address any number of social issues within the school system or community. The fundamental structure of this project is geared towards empowering students to address social ills that impact them in meaningful ways.

The aspects of the student community for this project can be defined as follows: a typical student body to not exceed 2000 students. More than this number and the impact of the project would become too difficult to measure given the parameters and measurement tools. There does not need to be a defined history or problem with bullying within the student community, rather it is more important that the students choose which social issue to address. Of note, bullying was decided for this project, however the project parameters allow for any other significant problem to be tackled.

The geography of this community should be considered optimal for a small to medium sized city that is not divided into smaller villages, districts, or boroughs. The community cannot be divided

into smaller, recognizable, administrative divisions. The geography should include a suitable meeting place, as well as targeted areas for programs and events.

The population and demographics of the community can and should be diverse. The goal for the project is to achieve a representative sample of the student population via the participants, estimated by a specific percentage of the target population. Demographic information regarding age, housing status, employment status and education should be considered important and voluntary. While voluntary collection might not be accurate, it would be unethical to compile information through other means.

The general economic landscape can and should be diverse. The general purpose should be to assist an organization in ensuring their participants are an accurate representation of the desires of the community. This purpose cannot be achieved through only one or two measures. A spectrum of opportunities to contribute and participate should be employed, with physical attendance and participation to be considered the most valuable, followed by written correspondence, and finally by electronic participation. The social landscape of the community can occur on a broad spectrum. This project should be successful in any school community that has undesired conditions and an element expressly dedicated to resolving those conditions.

Given that this project is executed in Korea, there is a significant concern regarding language and cultural barriers. While the majority of the project's documentation was translated, the methodology and foci for this project revolve around social capital, by preventing the decline and facilitating the growth within the school environment. Given these barriers, the emphasis was on empowerment, social capital and awareness rather than traditional anti-bullying techniques employed within an educational system, such as disciplinary measures or counselling.

This is also attributed to an international team of contributors, whose definitions of bullying differ. While some standards are asserted, the emphasis from the project staff was social capital, awareness and student empowerment.

Social Capital can be summarized as "social relationships within the community" and according to Robert Putnam; they have value to the community. The key parts of this project is identifying which element of the community does not have access to that value and thus are susceptible to bullying, isolation and anti-social behavior. Positive signs of progress in this area would be consensus building among "old participants" and increasing engagement among "new participants". To effectively measure the existing social capital in the community, the simplest measure is to inquire about levels of social trust, or to compile information about social groups that operate in the community. Also, surveys that indicate the number of community-level events someone has participated in, such as fairs, fund-raising, school events, informal markets (farmer's market), community meetings and volunteer organizations.

The goal for the project was to decrease bullying, isolating and anti-social behavior. The secondary goal was to increase awareness of what constitutes these behaviors and how to address it among stakeholders such as parents, teachers and administrators. The tertiary goal was to establish a project guideline that would allow for students to work on projects that address issues in their school or community alongside teachers or staff.

Section II: Problem Analysis

Part 1: Problem Statement

There has been a steep decline in the social capital in the school system in Korea, coinciding with the widespread public use of technology that serves to isolate the user from interacting with

others, such as smart phones and MP3 players and intensifying academic competition (Putnam, 2004). This problem has degraded the community structure, resulting in a host of social problems, chiefly bullying, suicide and violence. This project seeks to address these ills through student empowerment. This must begin with small steps, to reinforce the most basic underlying structures of the school community. Therefore, this project is designed to reinforce norms of casual interactions with students, through the use of humorous signage and specific public spaces where isolating technology is discouraged. If these problems continue unmitigated, in addition to the ills of suicide, violence and degrading social norms, then projects can expect a higher failure rate, more transaction costs, community disintegration and further issues with social trust and well-being.

Part 2: Problem Analysis Chart

| | |
|--------------------------|--|
| EFFECTS | <ul style="list-style-type: none"> -Low Trust -High Transaction Costs -High Number of Transactions settled in litigation -Low participation -Projects floundering due to lack of participation -General expression of discontent, dissatisfaction (especially parents) -Unusual criticisms for Education Ministry or associated organizations -High Isolation -High instances of depression, social anxiety, difficulty in networking |
| PROBLEM STATEMENT | <p>According to Putnam, Halpern and others there has been a steep decline in the social capital, coinciding with the widespread public use of technology that serves to isolate the user from interacting with others. This problem has drastically sapped the community structure, resulting in a host of social problems including higher incidence of depression, suicide, distrust, malevolent litigation, and the general degradation of communal spirit. This isolation is hazardous across a variety of social, psychological, educational and economic levels. Also, the cohorts of people who buck this trend are aging rapidly, with few rising to take their place. The time has come to restore a sense of community and “neighborliness” to communities. This massive social undertaking must begin with small steps, to reinforce the most basic underlying structures of the community. To begin, the problems of isolation, reluctance to interact with strangers and lack of trust must be addressed in basic ways. Therefore, this project is designed to reinforce norms of pro-social behavior and address bullying, through the use of humorous signage and</p> |

| | |
|---------------|---|
| | specific public spaces where isolating technology is discouraged. |
| CAUSES | <ul style="list-style-type: none"> -Culture -Age of participants -Social inactivity due to work/family constraints -Perceived lack of impact -Ease of litigation -Lack of active participation -High isolation, high individualism, focus on independence -Few social outlets, or highly stigmatized social outlets -General anxiety in dealing with strangers |

Within the school context, there are significant stakeholders that must be involved. This project treated the four groups independently: students, or the primary student body, and student participants are considered the same group. Following the students, the teachers should be included, both the Korean teachers and the Native English Teachers (NET's) who facilitated and supervised the project. Superior to the teachers was the school's administrators and the final group of stakeholders was the parents of the students.

The goals of this project are simple and straightforward: to empower the students, allow them to address bullying in their own terms in as professional a manner as they are capable of and to reduce the effects of the lapse in social capital. The primary targets were reducing bullying and isolation as a result of technology and the crossover effect of cyber-bullying. The desired result would be dramatic increases in student health and well-being, a reduced probability for student suicide and a generally safer school environment.

Section III: Literature Review

In the research on how to effectively generate social capital, several resources have been particularly enlightening. The research facilitates use in the community-driven development efforts, which go by an assortment of acronyms: LED (Local Economic Development), CDD

(Community Driven Development), and the simplistic ABCD (Asset Based Community Development) among others (Sharma, Lanum & Suarez-Balcazar, 2000). This school of thought, which is gaining in popularity around the world due to the emphasis on sustainability, communal ownership of projects and generally better results, depends exorbitantly on community assets to drive change and development efforts (Sen, 1999). One of the biggest challenges to this style of development is participation by the community (Pawar, 2006) and accurate representation of the community's varied interests (Gomez, 2000). There will perpetually be more community needs than resources, so it is vital that the projects' value is demonstrated by communal participation (Chambers & Blackburn 1996). Also, there is no greater predictor of success of a project in this field than active, consistent, and supportive participation in the development process (Bergdall, 2003). However, because this field is new, colored by frustratingly erratic practices and because it exists in a bewildering spectrum of cultural and situational differences, there is precious little scientifically rigorous examination (Sharma et al., 2000).

The most instructional materials are provided by a variety of institutes, practitioners and "how-to" guides. These are often manuals, collections of best practices, step-by-step guides or reflections of experienced and well-regarded contributors (Bergdall, 2003). They offer priceless insight to the practitioner, but little in the way of scientific reliability. Also, they don't specifically treat social capital as a manageable resource, despite enjoying the benefits associated with it (Halpern, 2005).

Three variants of social capital are commonly recognized: bonding, bridging and linking (Putnam, 2000). Bonding was highlighted by several resources as detrimental to development efforts, and considering that it mostly consisted of the social capital between family members or

very close friends, it would do little to enhance representation or participation (Sabatini, 2008). With that established, it was decided to focus on, whenever possible linking or bridging social capital which are related to positive development efforts (Sabatini, 2008).

Further study revealed challenges associated with social capital and development. For example, in many cases increasing social capital translates to a greater reluctance to change, reinforcement of social inequity, and the concentration of the benefits of social capital in few hands (Gomez, 2000). It was clearly established in the literature that manipulating social capital to an individual's benefits required significant effort, time and education (Richy, 2007). However, social capital was strongly associated with positive conditions in many accounts (Halpern, 2005). People who were considered to have much social capital were regarded as healthier, more educated, less likely to suffer from conditions of extreme poverty and more likely to contribute positively to society (via social programs, altruistic behaviors and volunteering)(Putnam, 2000). This is one of the primary motivations for focusing on this in a school system: it spills over into many aspects of the students' lives. In one study in particular, it was found that even the generation of social capital by a government agency is a worthwhile pursuit, if it confers no other direct benefits (Richy, 2007).

The key elements to usable social capital seem to focus on direct, face-to-face communication and relationship building (Putnam, 2004). Since social capital is often strongly correlated to trust, this stands to reason: face-to-face conversations lead to higher measures of trust among individuals. This becomes important when choosing a method of communication. It was repeated across several sources that electronic communication, even phones, do not confer the same benefits as physical, non-scripted, conversations (Higgins, 2012). This corresponds with

the hypothesis that increasing use of technology is damaging the social ties, especially within the school community.

However, it remains unclear if external social capital (between organizations) from an organizational standpoint is a net benefit. An analysis of firm's leadership suggested that the more social capital a leader has, the worse their firm is likely to perform (Lee, Choi & Kim, 2012). Also, it has been suggested that firms with high external social capital face increased obligations, have more difficulty controlling the flow of human resources and information, and generally operate in a more precarious state (Coleman, 1988). This combined with the emphasis on slowly building capital through face-to-face communication (Putnam, 2004) can drastically reduce the potential interest or benefit available to traditional, private enterprises. This could be interpreted as a clear sign that social capital between the schools would be vastly different and won't yield much benefit if the project is executed as a coalition effort. Internal social capital is requisite, external social capital can be construed as a series of liabilities, obligations and distractions, especially when not concerning direct partners such as suppliers (Macerinskiene & Aleknaviciute, 2011).

In terms of the measurement of social capital, there is still no clear consensus on the best method. In the research, there was no method of determining if high social capital is part of a self-selection bias (Higgins, 2012). However, there are strong correlating factors such as membership in groups, trust, political awareness, and generational cohort that lend themselves to high social capital. On the other hand, being born in the "wrong" generation (Boomers, Gen Xer's and possibly Gen Y'ers), high television watching, high measures of individualism, low political participation are all strongly correlated with low social capital (Putnam, 2004). These insights can translate into usable activities for the practitioner: data mined from TV viewership,

age, voter and military registration, newspaper readership, participation in local action groups can all give priceless information as to the existing social capital in an area without resorting to surveys (Voydanoff, 2005).

Section IV: Logic Model

Part 1: Problem & Underlying Causes

The reason bullying has become such a dramatic issue in Korean society is the rise of hyper-competitive practices that determine who goes to which university, which can often impact the rest of a student's life. As school behavior takes a more important role in the lives of not only children and their parents, but adults this project warrants additional consideration. The isolation, the high number of children without siblings, the incredible pressure to succeed academically (in a miniscule number of examinations that serve as opportunities to demonstrate prowess) and fewer opportunities for socialization are robbing Korean children of their social skills and thus, their social capital. The outcomes sought by this project are reduced instances and perceptions of bullying, reduced electronic isolation and student empowerment. At the root of this project is the idea that students can assert will over a laborious system and maintain positive social function through their own efforts. This will rely upon student leaders exerting control and setting the tone for not only how bullying is perceived, but the role bullying plays in the school culture. This project focused on qualitative changes in behavior, such as changing perceptions, as well as quantitative changes, such as the number of bullying incidents.

Part 2: Logic Model Charts

Chart 1: Problem Cause & Effects

| | | | |
|-------------------|--|---|--|
| Effect | Lack of Social Capital | | |
| Problem Statement | <p>According to Putnam, Halpern and others there has been a steep decline in the social capital, coinciding with the widespread public use of technology that serves to isolate the user from interacting with others. This problem has drastically sapped the community structure, resulting in a host of social problems including higher incidence of depression, suicide, distrust, malevolent litigation, and the general degradation of communal spirit. This isolation is hazardous across a variety of social, psychological, educational and economic levels. Also, the cohorts of people who buck this trend are aging rapidly, with few rising to take their place. The time has come to restore a sense of community and “neighborliness” to communities. This massive social undertaking must begin with small steps, to reinforce the most basic underlying structures of the community. To begin, the problems of isolation, reluctance to interact with strangers and lack of trust must be addressed in basic ways. Therefore, this project is designed to reinforce norms of pro-social behavior and address bullying, through the use of humorous signage and specific public spaces where isolating technology is discouraged.</p> | | |
| Causes | Increase in individualism | Decrease in the cohorts able to volunteer | Increasing isolation and insulation via technology |

Chart 2: Outcomes:

| | | | |
|-----------------------|--|--|--|
| Long-term Outcomes | Increase social capital, decrease isolation due to technology usage | | |
| Intermediate Outcomes | Discourage bullying behavior, increase awareness of bullying behavioral incidents and how to address bullying problems, decrease isolation by technology during school hours, improve cohesive efforts by parents, teachers, administrators and students to reduce bullying. | | |
| Short-term Outcomes | Establish and model appropriate responses to bullying behavior and how to address such behavior in positive ways. | Initiate community awareness campaign that encourages participation and membership regarding the elimination of bullying | Reduce the number of incidents of “cyber-bullying” and social isolation through internet, chat and mobile phone based channels |

Chart 3: Outputs and Activities

| | | | |
|---------------------|---|---|--|
| Short-term Outcomes | Establish and model appropriate responses to bullying behavior and how to address such behavior in positive ways. | Initiate community awareness campaign that encourages participation and membership regarding the elimination of bullying | Reduce the number of incidents of “cyber-bullying” and social isolation through internet, chat and mobile phone based channels |
| Outputs | Group-designed signage | Low-level marketing campaign, based on signage | Identified “Tech-Free” Zones in public spaces, with temporary charging stations, lockers, etc. |
| Activities | Facilitate small groups to individually design, print and install signage reinforcing social norms, etiquette, and trust-building activities. | Identify public spaces suitable for signage or tech-free zones, and coordinate with the appropriate office to ensure maximum effect | Measure foot traffic, competing advertisements and signage that will compete with “eye traffic” and identify prime locations, heights and adoption reinforcement measures. |

Chart 4: Indicators

| Outcomes | Indicators | Data Gathering Techniques | Data Sources |
|--|--|---|--|
| Establish and model appropriate responses to bullying behavior and how to address such behavior in positive ways. | Incident reporting, Observed Behavioral Change, Meetings held in public or open spaces, rather than private homes. | Direct measurement (sampling), query traffic office | Traffic office, direct sourced measurement, Observation, Surveys |
| Initiate community awareness campaign that encourages participation and membership regarding the elimination of bullying | Adoption rates, Meetings held in public or open spaces, rather than private homes, Observed Behavioral Change, Reduced Phone Traffic, Incident reporting | Observation, Surveying | Police, CCTV cameras, Phone companies, Surveys, Observation |
| Reduce the number of incidents of “cyber-bullying” and social isolation through internet, chat and mobile phone based channels | Incident reporting, Observed behavioral change, Survey responses, | Observation, Queries | Surveys, Direct Observation, Queries |

Section V: Methodology and Implementation Plan

Part 1: Introduction

This project was implemented in four separate groups, in four different schools. Each group featured one NET and one Korean teacher, and a student participant group that they selected. Given that each school has different student bodies in terms of size, economic status and age, each project group had a slightly different number of student participants, with the minimum number of students required set at ten, with equal representations of gender, where possible.

There are some commonalities to each group, however. For ethical purposes, each group notified the parents of the participants and later the entire student community of the participation in the project. Along with this notification, each parent received some basic information about bullying, the dimensions of this problem in Korea, and how it can be properly addressed. This information was from the Ministry of Education publications as well as from prominent educational resources and was exclusively in Korean.

This information, along with a list of the student participants and the raw results was distributed to the school's administration, primarily for records-keeping purposes. The administration knew that they have the right to demand any and all information regarding the project in order to justify their spending, but should not interfere with the project once it began: this specifically implies changing the materials the students produce, or interfering with the evaluation.

The teachers were also given training regarding how to deal with bullies, how to recognize bullying and how to guide the project process without manipulating the

students before the project commences. Finally, the participant students were given the same materials on how to plan, execute and evaluate the project. While much is left to their creativity, it is vital that the basic explanation and introduction to the project methodology is the same among all four groups. These common elements ensured that the adults are fully informed regarding this project and that each stakeholder was given access to the same information.

The student participants were given tasks like “canvassing”-scouting locations and observation points, designing the signage, building the signage and even reviewing the materials distributed to parents and other teachers. The students were given relatively complete creative control, with the teachers holding a “veto” power over any ill-advised decisions. The time dedicated to this varied depending on the school, but most students spent between 2-6 hours per week on project-related tasks, during “dead time”. “Dead time” refers to the period between final examinations and the end of the school terms. This time is typically occupied by make-up work or used to review for days lost due to inclement weather. Given that the student participants must maintain a relatively high grade for eligibility, these activities did not subtract from their normal course of studies, a fact clearly communicated and emphasized to the parents.

Part 2: Budget

| Social Capital Signage & Tech-Free Zoning Project Budget | | | | |
|---|------------------------|------------------------|----------------------------------|--|
| Expense Category | Planned Expense | Project Expense | Monthly Operating Expense | Contribution to Yearly Expenses (12 Week) |
| | | | | |

| | | | | Duration) | |
|--------------------------------|----------------|---------------------------|---|--|---------------------------------|
| Product / Material | | | | | |
| Coffee | \$150.00 | \$150.00 | \$0.00 | \$150.00 | |
| Other | \$100.00 | \$100.00 | \$0.00 | \$100.00 | |
| Marketing Expenses | | | | | |
| Brochure | \$0.00 | | \$0.00 | \$0.00 | |
| Website | \$350/annual | | \$30.00 | \$90.00 | |
| Signage | \$2,500.00 | \$2,500.00 | \$0.00 | \$2,500.00 | |
| Advertising | \$50.00 | \$50.00 | \$0.00 | \$50.00 | |
| Other | \$0.00 | | \$0.00 | \$0.00 | |
| Administrative Expenses | | | | | |
| Office Supplies | \$12000/annual | | \$1,000.00 | \$1,000.00 | |
| Other | \$300.00 | | \$300.00 | \$300.00 | |
| | | | | | |
| Research Costs | \$250.00 | \$250.00 | | \$250.00 | |
| Training | \$400.00 | \$400.00 | | \$400.00 | |
| Miscellaneous | \$0.00 | | \$0.00 | | |
| Total Expenses | | \$3,450.00 | \$1,330.00 | \$4,840.00 | \$4,840.00 |
| | | Project Only Costs | Operating Cost of 4-week Project | Operating Cost of 12 week Project | Total Project Cost (Max) |

Part 3: Social Capital Signage Project Information Session

Session Date: Various, E-presentation & Chat

Instructor Note: this style of communication was chosen to facilitate time and travel issues as well as a language barrier.

Objective: To inform interested parties about the steps, goals and details of this project, to establish realistic expectations of the project's success and to present an opportunity to participate as informed facilitators.

First: What is social capital? Social capital has lots of meanings. What we will consider to be the meaning of social capital is: the good things that result from social interactions, such as better opportunities, increased sense of community, and a more healthy social

life. It is quantified as the value of social networks to individuals. So what does all of this mean? It means that we need to increase how “together” we feel as a community or group. That’s why the second half of this project involves reducing the usage of isolating technology in public spaces and bullying.

Wait, what?

Yes, the problem that we will tackle is the problem that we are often not working together. This sense of isolation is new, real and needs to be confronted. The easy way is to change the rules for how we use phones and other devices like iPods that allow us to use headphones and isolate ourselves in public. The more ambitious part of this project is to reinforce the things that we already know about being a good citizen, a good neighbor and a good member of the student community. Things like how to be polite, or smile at people, or say hello to your neighbors and know their names. Problems with social capital can be bullying, social isolation, collapse of social norms, and even health problems!

The challenge

Here’s the difficult part: only you know what’s important to your community. So, this project has to come from what you want. You know the quote by Gandhi, “Be the change you want to see in the world.”? This is your chance to be the change you want to see in your school. What should we do differently? How should we get rid of bullies? What are the things we should do to be better classmates? How can we reduce isolation?

How this project can help

With this project, the students get to tackle the problems they have directly. There are five main benefits of this project for the students. First, they get to leave a lasting impression on their school during “dead time”. Second, they get valuable experience in a variety of roles, like art, finance, marketing, and even “engineering” a way to hang the signs. This is vital: the students determine everything. Third, most students know exactly how to confront the bullying problem, because at one point or another they have been victims of it. They also know how to ensure a close group of students, because they spend a lot of time developing their “clique” or group. This allows them a great way to use their knowledge. Fourth, this can show to parents and school administrators that student problems are being dealt with. Fifth, this is a way to avoid wasting time at the end of the school year.

The work

This project is very ambitious. However, it is important that a few things be clear. First, this project is limited to signage, hopefully humorous signage. This means that things like videos, speeches and other media won’t work. The reason for this is that we cannot be too invasive or direct. We want to inspire and motivate, not accuse or discourage. Another reason for this is cost effectiveness. What this means is that for the money spent, the effect is large. As the money spent increases, the effect received per won spent is not as large. Since the success of this project is hard to measure, maintaining costs low and effects high is very important.

How do we do this?

To begin, it is quite simple. Find some students and tell them to make some signs to help with the social problems at the school. You need to walk them through a creative process, so start with a brainstorming session, have them select a few good ideas and help bring them to life. It is important that you have veto power, so that you are sure the project will accomplish the social goals. The rest is up to the students: let them demonstrate their knowledge and skills in a positive direction.

What you need to remember during this project is that the goal is to reduce isolation, and to help everyone use the proper etiquette with phones in public and stop bullying. You have to keep your students on task, and you have to be the final judge of whether or not the proposed idea will deliver the maximum effect. It is also important for you to allow the creative process to go freely. Remember, the point of this project is to harness their abilities and knowledge. Try to avoid projecting what your thoughts are, because they might not be relevant to your students.

Who can help?

With this project, it is available to anyone by design. First, the students should decide if they are keeping this project within the school or if they will use it outside. If outside, then they should find outside collaborators, such as someone who will pay for signs or places they can be located. If inside, then the search for collaborators should be much smaller. The key to this project will be funding: how much money or resources you can spend on signs will determine how involved everyone is. Try to split each part of the project into a different role, that way more students will be involved. Also, if too many students are involved, then by all means, split the group into two or three parts. You can even change the project so that one group develops signs for each grade, or for different parts of the school. Let the students decide how they will proceed.

How do we know this is working?

Here is another challenge: since we don't know exactly how to define social capital, how will we know if it is working? There are a few measures, like bullying problems, fights, parents called and general problems with students. The idea is not that social capital will end conflicts, but that conflicts are less drastic and one-sided. Also, you will notice that the students' groups are stronger, they are more willing to help each other and they are not as quick to isolate or exploit one another.

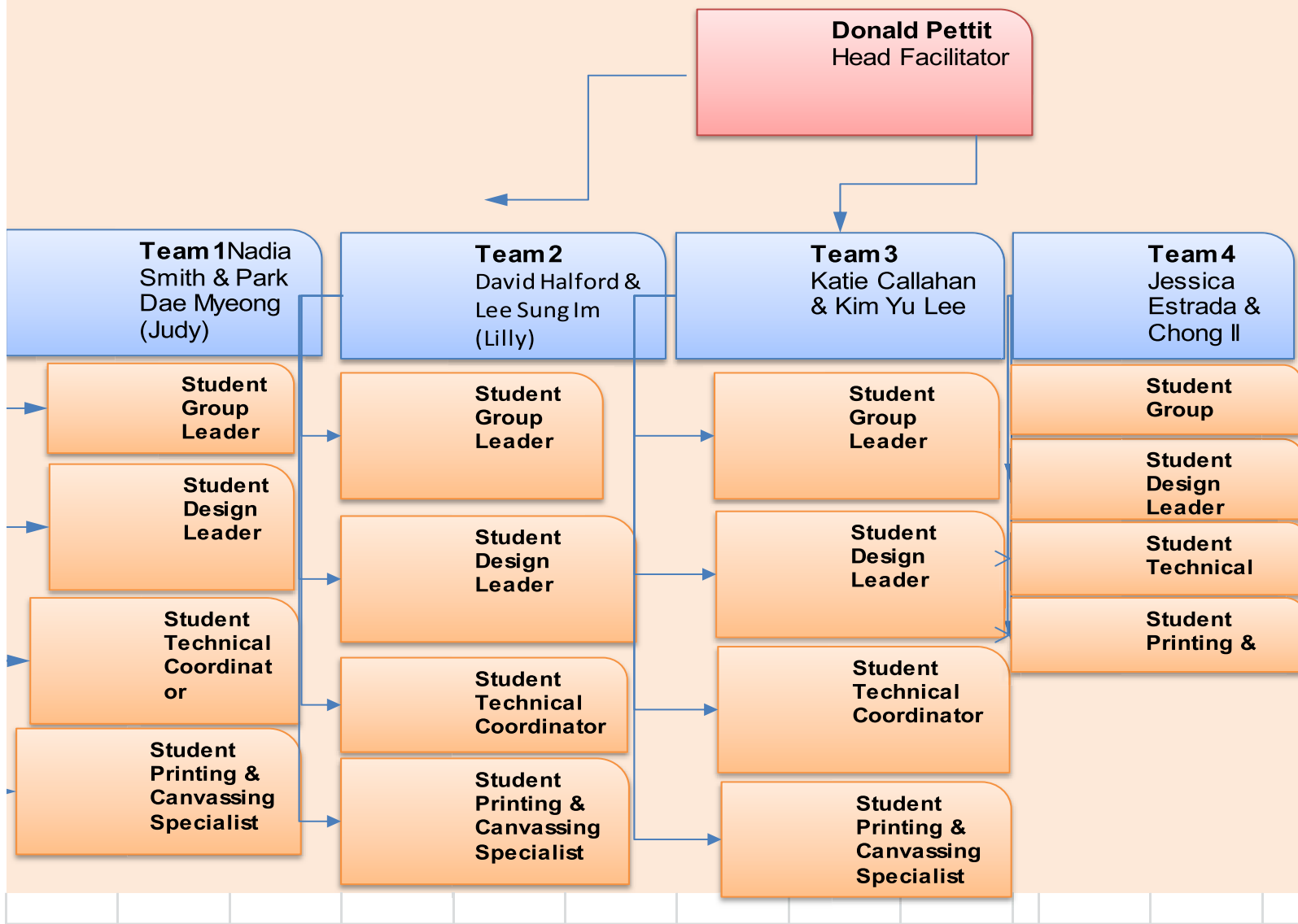
It is entirely possible that you don't notice any change at all, especially after the first few weeks. That's ok. Make sure that you ask the students their opinion. Allow them to provide you with feedback, and hopefully we will see some positive changes. Also, there will be forms that give you a clearer picture of how to evaluate if the project was successful or not. In closing, I hope you see the value in this project and choose to develop a group of students to participate. I will be in close communication for the next few weeks to support those of you who choose to do this project and I will email you our discussion shortly. Please don't hesitate to contact me, or the NET's with questions. Thank you.

Part 4: Gantt Organizational Chart

| Organizational Chart | | | | | | | | |
|----------------------|--|--|--|---|---|--|---|--|
| Role | Facilitator (Head) | Facilitator (Korean) | Facilitator (Local NET) | Financial & Technical Coordinator | Design Team | Research Team | Canvassing Team | Printing & Installation Team |
| Name | Donald Pettit | Lee Sung Im (Lilly), Park Dae Myeong (Judy), Kim Yu Lee, Chong Il So (Sunny) | Nadia Smith, Katie Callahan, Jessica Estrada, David Halford | Local NET's with senior student counterparts | Student Groups | Student Groups with NET's | Student Groups with Korean Facilitator | Student Groups with Korean Facilitator |
| Responsibilities | Coordinate all project activities | Coordinate student groups | Facilitate communication between Korean participants, across school activities and form student groups | Ensure technological capacity and financial obedience | Design effective signage | Conduct research activities regarding signage and their efficiency | Scout places to locate signs & assist other teams | Print, install & maintain signage |
| Deliverables | Training, Relevant information, Leadership | Provide student groups with relevant technical training & information, support | | Training on Applicable software | Design Themes | Learn research techniques | Coordinate with administration to locate ideal sites | Design & install signage packages |
| | | Form Student Groups | Guide student groups | Ensure financial obedience | Collaborate with facilitators to ensure marketable design | Collect data | Coordinate with research team to locate ideal sites for researchable location | Coordinate with printing & installation |
| | | Inform External Contributors | Facilitate language training | | | | | Coordinate with maintenance for installation |
| | Monitor Student Groups | | Ensure technical capacities | | | | | |

Part 5: Organizational Flow Chart

Social Capital Signage Project Organizational Flow Chart



Section VI: Monitoring

The project's monitoring took place over a period of 90 days. The monitoring strategy divided this into distinct segments to allow for improved examination. There were three distinct project groups responsible for the monitoring activities, which incorporated the majority of the information dissemination and training that was conducted for the project. The first group was

the project's Korean teachers. Their responsibility was to research, summarize and highlight information from the Ministry of Education regarding bullying, as well as to correlate that information with the situation known to exist in their schools, in order to craft a set of materials that were distributed to parents. This was a concerted effort, conducted largely via email, with the final document approved by two of the school principals and one vice principal. This document was exclusively in Korean, although a rough translation was provided.

The native English teacher's responsibility was to teach the student participants how to conduct the project's evaluation stages, as well as to train the native Korean teachers what they knew about managing bullies. This necessitated a training session with the director to establish how observation was to take place. By guiding the students through the period of control observation, or the first 30 days where no changes have been made and before the training sessions had taken place, the teachers were able to monitor the students effectively to ensure that the observations they recorded were accurate and scientifically valid.

It is at this point, the definition of bullying used by all four project groups be mentioned. Bullying is defined as a student in a superior position (either physically, academically or socially) coercing or forcing another student into an undesirable activity, or instilling in that student a sense of fear, discomfort or anxiety. This includes physical aggression, threats, taunting, teasing and blackmail. This definition was thoroughly explained, as well as translated so that all project participants were using the same methodology and had the same understanding of what bullying was at this level.

The student participants' responsibility in the evaluation phase was to absorb as much of the techniques as they could, then to critique the materials given to the other stakeholders. It was considered important that for the students to become empowered that they have access to all

elements of the project materials, including those distributed to teachers and parents. One element of evaluation that was necessary was for the project group (teachers and students) to define bullying behavior. The loose definition was decided to be “any behavior that is unwanted by a junior/smaller student done by a senior/larger student in order to make them uncomfortable or force them into unwanted behavior”. This definition is extremely vague, but allows for the widest interpretation by the students. The combination of teacher and student observation served as a central component to evaluative techniques. One particular item that teachers and students were asked to look for is an individual alone, absorbed in technology (phone or PED-portable electronic device) during group activity or play. This was key factor in the evaluation of isolation effects.

The evaluation of this project was divided into five separate sources of data. First, the incidents reported to the principal, Office of Education and the student’s permanent record. This project is concerned with both the number of recorded incidents and their severity. However, in previous monitoring periods, the number of incidents across each school was low enough to be considered statistically insignificant. The annual average of such incidents per school was 2.3. During the monitoring period, for each school there was only one such incident recorded, in which a student fell or was pushed down during an altercation and injured his wrist. Given that only one incident was recorded during the entire monitoring period, this element is statistically irrelevant. If evaluated during the course of an entire school year, it is unlikely that this data source would present relevant data. However, this measure was included because it is the most formal, reliable and comparable measure between other schools in the area.

The second source of data is the number of incidents recorded by teachers and administrators. While these incidents are not officially recorded, nor reported to higher institutions of any kind,

they retain some level of reliability, especially between teachers in response to an individual student or incident. The native teachers, foreign teacher and administrators were all asked to count instances of bullying behavior that they observed, incidents in which they intervened, instances that they heard about, and instances that they thought were bullying but unwilling to confirm and finally, incidents that involved a group against an isolated student, which could be considered bullying by nature. The difficulty with this data point is that it relied upon the subjective memory of individuals, over a 90-day span. The benefit of this data is that, when compiled, it provides a valuable viewpoint of the bullying situation from the authority figures present in the school environment.

The third source of data is from the student observations. Project team students were trained on how to observe and record the behavior of their fellow students. This training was supervised by the native English teachers and it included three hours of behavioral observation practice. The students were taught to look for incidences of physical violence, the isolation of students by larger groups, blatant theft, daring or taunting students into unwanted behaviors and specific profiles of body language associated with violent or threatening behavior. Part of the training emphasized that if they witnessed physical violence, it was to be reported to the supervising teacher immediately, for ethical reasons. Another significant part of the training emphasized the student's objectivity: their knowledge of the individuals involved was not to color their observation. For this purpose, as well as in the ethical interest of anonymity, the students were not allowed to record names. They were given specific "posts" from which to observe behavior during unsupervised active hours: for thirty minutes before and after school, during meal times and during physical education classes outside. Time was allotted for these students from their participation in a voluntary English class; otherwise class time was not permitted for this

activity. Also, the students were given forms, a clipboard and writing materials for their observation, to avoid any irrelevant or conflicting data. Supervision for this task began strongly, to ensure compliance, but in later periods lessened to allow the students to conduct the activity free of intervention. The purpose of this data source was the first-person perspective of bullying inside the school, an adult involved in the data collection would inhibit that.

The fourth source of data comes from the parents. Per ethical obligations, parents were informed of the project, the intended purpose and the nature of bullying. As a supplement to this, parents were also given information created by the Ministry of Education, a group of counselors for teenagers and prominent child psychologists to inform them of the bullying situation in Korea, what constitutes bullying behavior and what signs to look out for in their own child. Along with this information, 200 parents were given a voluntary survey that asked them if their child has shown any signs of bullying behavior or being bullied, any issues with other students and allowed them to express their perspective of the bullying situation. Of the 42 surveys returned, only eight indicated a concern that their child was the victim of bullying and of those eight; one had been involved in a reported incident the year before. The response rate for the surveys was low, however during parent/teacher meetings most parents expressed gratitude regarding the information distributed. According to one administrator, the parents were pleased the school was doing something about this situation, but were adamant that it not subtract from their child's study time and that it was largely the school's responsibility to resolve. The notion that it is the school's responsibility might partially explain the low return rate of the surveys.

The final data source came from the student surveys. There were two types of student surveys: one for project participant students and a shorter, simpler format for non-participant students.

The participant surveys were in an open-response format that asked the students to indicate their

opinions on bullying, the project, and how well they feel about the signs they created. The general student survey asked the students to quantify their answers in a 1-5 range regarding the bullying situation, their personal feelings about it, whether the signage made them more aware and how they would react when they encountered bullying.

Section VII. Evaluation

Part 1: Project Implementation Reflection

First, the communication strategy was developed out of necessity, rather than preference. How the message was delivered is almost as important as what it contained, and considering the language barriers between participants, as much correspondence as possible was conducted in Korean. Second, including the parents was necessary at each stage. Some parents may not have appreciated the effort, but it was vital to welcome their criticism and participation.

A third consideration for this project concerns restraint. The way to ensure this project worked was to allow the students themselves to do what they thought would work. The creative onus rested solely with them, the project staff's job was to select and motivate students based on their creativity and ability to succeed in novel situations.

Part 2: Evaluation Methods

The desired evaluation will seek to answer the following inquiries:

1. How are social norms regarding bullying established? Is bullying changing as a response to the project?
2. Is the use of technology isolating? Is this effect increasing or decreasing? Does the use of technology contribute to bullying?
3. Is the bullying situation, separated into perceptions, incidents, reported incidents and stakeholder perception, changing or constant? If it is changing, is the change positive or negative?
5. Are there more people aware of the bullying issue and how to deal with it?

These questions will be answered in a variety of ways, in descending order of formality. First, there are the official incident reports of bad behavior among students. Specifically, the evaluation will determine if the incident was related to bullying. Second are the reports of parents and administrators about bullying incidents that they observed and, hopefully intervened as well as what they know about bullying. Third are the teacher observations. Fourth are the student observations. Finally, the evaluation will examine the student surveys.

The numeric variables that were examined are straightforward. The evaluation was interested in the number of incidents, both reported and observed was increasing or decreasing. Given the relatively low number of incidents on record, qualitative investigation was also warranted. The evaluation was also concerned with the score of the student surveys.

The qualitative variables that were examined are more complex. The conditions and severity of each incident that was officially recorded are examined, again due to the low frequency. The teacher observations also included some qualitative analysis, such as factors they believe predispose a child to perpetrate bullying behavior or fall victim to it. The student observations included qualitative data such as location, whether the behavior was overt or pre-meditated and hidden from authority, and hopefully included a more complete portrait of the student's social life from the viewpoint of a peer.

It was not anticipated that the quantitative aspects of the evaluation would provide great deals of insight, for several reasons. Primarily among them is the tendency to avoid reporting problems or misrepresent them, so these issues do not reflect on a teacher or administrator poorly, and thus affect their chances for promotion. Also, the statistical impact was expected to be negligent.

Previously, some schools have only reported 4 instances of bullying in a semester, almost always

associated to some piece of property damage or injury. It was impossible to analyze the statistics with so few data points. Also, relying on the memory of teachers and administrators, even after training and specialized instruction, was suspect for the same reasons. In the dozens of interactions with students each day, it was considered unlikely a teacher would remember accurately a situation that they accurately identified as bullying and brought the situation to a satisfactory close. The purpose of this measure was for the teachers to recall incidents that are sufficiently damaging or report their own interventions. Misrepresentation was anticipated and was overcome through qualitative analysis and by spreading the effect out over a number of contributors.

The qualitative aspects of the evaluation detailed the severity of the incidents, how well the teachers and administrators dealt with the issue and most importantly the student perception. The qualitative part of the evaluation determined if the students felt safe from bullies at school. The power of anecdote becomes apparent here, because bullying behavior's capacity to damage is based on reputation and threat rather than incident. These interviews and reports provided a more colorful portrait of the effect of the project.

The evaluation was conducted in stages for a total period of 90 days. The first period served as a training period for the students and teachers to learn how to collect data and to acclimate the student body to being observed. This period served as the "control" period. The following period was the period in which signage is introduced, as well as when the desired training was completed, so this was the primary "active" period. Finally, the third period reflected the student surveys, the signage, the parent and administrator surveys as well as the training and bore the full weight of the project. Dividing the evaluation period into three months allowed for fluctuations

between school schedules, setbacks with any project rollout and for correcting problems with training or observation techniques.

Section VIII: Sustainability

The sustainability of this project depends in a large part upon the adoption by Korean administrators and teachers. This project could benefit the school systems as they struggle to combat growing school violence, diminishing respect for teachers and the world's highest suicide rate. It was clear that these problems warrant significant attention, but the question is how much can reasonably be done by teachers and administrators under heavy pressure to prepare a select few students for their "next step."

However, this project's sustainability is contingent on the adaptability. The core facets of this project rely upon the relatively open time available to foreign English teachers. For the moment, there is no centrally-directed curriculum for the English programs, so they are free to pursue whatever projects the Korean teachers support. This offers tremendous flexibility with student time that cannot be found in other areas of their education. While the signage might be valuable and susceptible to repetition with each class, from a budget perspective, precise duplication is unlikely, at least until maintaining the current signage is untenable. Part of the appeal is that this method is a durable means of communicating a message, thus funding for a repetition so soon after the initial outlay would be unlikely. What is more probable is a "service project" to be done by each senior or final class as a way of helping the younger students succeed and to make a better school. This fits nicely with the goals of preparing students for the next step as involvement in community projects reflects well on a school and looks becoming on a resume or application. It also allows some flexibility in terms of budgetary and time commitments, which

fluctuate yearly. Finally, it will allow each class to “leave their own mark” on the school, without fear that it will be erased by the incoming class.

It is likely that the schools will soon reach the point that parents and the central funding agency demand the bullying situation be addressed in some capacity or another. This project could be considered headway towards the inevitable training or regulations, and can potentially provide exemption or at least classification as “low risk”.

The sustainable aspects of this project are the core elements of: involving the administrators, relying on students for execution, informing the parents and requesting information from all potential stakeholders. The teachers are simply too busy to conduct many of these activities, so relying on the students for the time-consuming stages of design, brainstorming and implementation will be a boon for saving time. The parents are naturally concerned, but receiving even some basic information and correspondence helps assuage their worries and ensures better cooperation between parents and school representatives. Finally, this is a priceless opportunity to instill skills such as project management, division of labor, and group work management for students who don't receive many opportunities like this. Given the rote memorization and lecture-driven style of the Korean education system, this kind of project provides them with an opportunity to develop and showcase skills outside of the basic requirements of their classes.

Another valuable element of this project is the impact of training teachers and administrators how to observe student behavior and look for opportunities to intervene when they encounter bullying. By reinforcing this training through an annual or biannual project, teachers can significantly increase their impact. Too often, students encounter lip service paid to such high-

profile issues, but by conducting activities and continuing to improve their ability to recognize bullying they effectively communicate this as a priority.

In closing, while the signage element of the project was vital to the success of the endeavor, it is unlikely that this precise realization will be repeated, for a variety of concerns. However, if dedication to an unspecific project is maintained, with the same basic parameters, the benefits will likely be conferred and no significant loss will be encountered.

Section IX: Evaluation Results

The data was analyzed after the third monitoring period ended. The evaluation team of teachers compiled their results, distributed surveys and collected data from parents, teachers, administrators and students. The evaluation team consisted of the pair of teachers in each school; in addition to the student participants. The monitoring period was primarily focused on incident reporting and recording by the teachers and administrators. The parent surveys were distributed during the first monitoring period and were collected over the following six weeks. The student surveys were distributed as part of the final monitoring period, and serve as a standalone data source given after the signage was implemented. This was done to preserve the informational integrity. The results of the project are difficult to quantify, but paint an encouraging picture. In terms of each measure, the data reliability is suspect and there are serious questions regarding the reliability of evaluating such a nebulous concept as bullying. However, perhaps the most encouraging feature of this data is the noted change in attitudes on the part of not only teachers, but parents and administrators and crucially, the students.

Measure 1-Incident Reports

For the first measure, there was simply not enough data to develop a pattern. The number of incidents reported to the administration is intentionally kept low to preclude negative reviews for

teachers, identifying students as “problems”, and lowering the school’s reputation. The sole incident in all four schools that occurred involved a student who suffered a minor injury in a fall and had to be taken to a hospital. The injury was not intentional or considered to be part of a pattern of violence.

Measure 2-Teacher Observations

The second measure of data is determined by teachers. The teachers were asked to record and describe any instances of bullying over the course of the month that they recall. While this measure does rely on memories that can be overloaded, the intention was to allow for outliers that were not reported, and for consistent patterns that teachers are aware of, but unable to stop. This measure had the greatest amount of variation, both between individuals and between schools. It is at this point that the analysis should divert into each team specifically.

Team 1: Nadia Smith & Judy Myeong, Daein High School. This team seemed to have a long, detailed memory of incidents and students who perpetrated some sort of anti-social behavior. This group also represents the largest school, located directly near the nuclear power plant, so it is also home to the students with the best-off parents, generally. With this in mind, the incidents recorded by month averaged slightly more than 3 per week, as seen in the table below.

| Month | Week 1 | Week 2 | Week 3 | Week 4 | Total | Average |
|-------|--------|--------|--------|--------|-------|---------|
| 1 | 3 | 5 | 2 | 4 | 14 | 3.5 |
| 2 | 2 | 4 | 5 | 4 | 15 | 3.75 |
| 3 | 3 | 3 | 1 | 4 | 11 | 2.75 |

Team 2: David Halford & Lily Im, Hanpyeong High School. This team represented one of the smallest, most remote schools. Given the smaller class sizes and relatively constant teacher focus, this group reported the least instances of negative behaviors.

| Month | Week 1 | Week 2 | Week 3 | Week 4 | Total | Average |
|-------|--------|--------|--------|--------|-------|---------|
| 1 | 1 | 1 | 2 | 1 | 5 | 1.7 |
| 2 | 1 | 2 | 2 | 1 | 6 | 2 |
| 3 | 1 | 1 | 3 | 3 | 8 | 2.7 |

Team 3: Katie Callahan and Kim Yu Lee, Gu-Nam Community School. This group had a tally system and kept more diligent, if unofficial records. This school is located in a fishing village and the students tend to come from low income homes. It also includes a number of students from an orphanage. The school also has a poor reputation and is unpopular with transferring teachers.

| Month | Week 1 | Week 2 | Week 3 | Week 4 | Total | Average |
|-------|--------|--------|--------|--------|-------|---------|
| 1 | 5 | 4 | 7 | 8 | 24 | 6 |
| 2 | 7 | 3 | 4 | 6 | 20 | 5 |
| 3 | 4 | 6 | 3 | 2 | 15 | 3.75 |

Team 4: Jessica Estrada and Chong Il, Yeongwang Jeil School. This group also kept more

diligent records and was the school that suffered the injury. This school is also the most “urban”, serving the largest population, albeit with slightly fewer students than Team 1.

| Month | Week 1 | Week 2 | Week 3 | Week 4 | Total | Average |
|-------|--------|--------|--------|--------|-------|---------|
| 1 | 5 | 5 | 3 | 2 | 15 | 3.75 |
| 2 | 7 | 5 | 6 | 5 | 23 | 5.75 |
| 3 | 3 | 3 | 4 | 4 | 20 | 5 |

Given these trends, it would seem that after implementation, bullying observations did in fact decrease. However, during the implementation phase, there was little noticeable difference.

Measure 3-Student Observations

The student observations were conducted over a period of weeks, much in the same way the teacher evaluations were conducted. The simple number of incidents recorded showed some disparity between teams, and given the shorter time students were instructed to observe behavior can explain some of the differences between the teacher’s observations and the student’s.

Team 1:

| Month | Week 1 | Week 2 | Week 3 | Week 4 | Total | Average |
|-------|--------|--------|--------|--------|-------|---------|
| 1 | 5 | 8 | 3 | 8 | 24 | 6 |
| 2 | 6 | 5 | 2 | 4 | 17 | 4.25 |
| 3 | 6 | 6 | 4 | 7 | 23 | 5.75 |

Team 2:

| Month | Week 1 | Week 2 | Week 3 | Week 4 | Total | Average |
|-------|--------|--------|--------|--------|-------|---------|
| 1 | 1 | 3 | 1 | 4 | 9 | 2.25 |
| 2 | 0 | 1 | 1 | 1 | 3 | 0.75 |
| 3 | 0 | 0 | 1 | 2 | 3 | .75 |

Team 3:

| Month | Week 1 | Week 2 | Week 3 | Week 4 | Total | Average |
|-------|--------|--------|--------|--------|-------|---------|
| 1 | 4 | 8 | 3 | 6 | 23 | 5.75 |
| 2 | 3 | 3 | 5 | 6 | 17 | 4.25 |
| 3 | 6 | 2 | 1 | 5 | 14 | 3.5 |

Team 4

| Month | Week 1 | Week 2 | Week 3 | Week 4 | Total | Average |
|-------|--------|--------|--------|--------|-------|---------|
| 1 | 2 | 3 | 3 | 1 | 9 | 2.25 |
| 2 | 4 | 3 | 4 | 3 | 14 | 3.5 |
| 3 | 5 | 2 | 2 | 4 | 13 | 3.25 |

Given that these measures depended on the fallible memories of dozens of individuals, in-depth statistical analysis would be misleading. This measure is intended to provide a means of highlighting egregious offenses that stick out in the memories of the observers, to show wider trends. Among these measures, no extreme trends were found. Some schools showed consistent

decline, while others showed spikes. For the majority of these measures, a decline was shown and considering the reliability of this value, this was a satisfactory indication of some progress.

Measure 4-Parent Surveys

The parent surveys were distributed in Korean at the outset of the project, in an attempt to gather whatever information the parents had to offer on the issue. The return rate was significantly lower than expected. Out of 200 surveys distributed randomly to students in the English classes, 42 were returned. Of those 42, only 8 indicated they were concerned about their child as a victim of bullying.

The responses were open-ended, and the response was positive, but not concerned. For example, most parents indicated they were satisfied with the school's activities (25/42), not concerned about their child being bullied (30/42-however, this question's translation is a bit more like "should this be a school priority?"), and the primary concern they had was (loosely translated) "advancement, college entrance and exam scores" (roughly all). Only three responded they had talked with their children about bullies.

Measure 5-Student Surveys

The student surveys were the most reliable source of data in terms of the mental state of the participants and their fellow students. Two hundred students were randomly asked to take the survey, with 188 completed and usable surveys. The results are presented below:

Bullying

1. Did you or a friend of yours suffer from bullying? Y-57 N-128 NR-3
2. Do you know a bully? Y-134 N-51 NR-3
3. How would you stop bullying? Open response, analysis to follow
4. Are the adults aware of bullying in your school? Y-69 N-115 NR-4
5. Do the other students know how to stop bullying? Y-94 N-89 NR-5

Signage

1. Have you seen the signs other students created? Y-178 N-10
2. Are they located in a place where most students will see them? Y-155 N-27 NR-6
3. From 1 to 10 (1 is bad, 10 is fantastic), how good were the signs:
 - Design and Style? Average Score: 6.1
 - Location? Average Score 4.28
 - Humor? Average Score 4.61
 - Effectiveness? Average Score 6.83
 - Message? Average Score 5.42
4. Would you be interested in doing a similar project next year? Y-131 N-52 NR-5
5. Do you think the students did a “professional” job? Y-45 N-133 NR-10
6. What are some other things that signs can fix at school? Select one:
 Student Problems (28) Manners and Etiquette (85) Student Stress (43) Study Habits (17) NR (15)
7. Do the signs work better/worse because they are made by other students?
 Y-29 N-157 NR-2
8. Do you think these signs would work in other schools? Y-121 N-63 NR-4
9. How many times have you changed your behavior because of the signs?
 1-(58) 2-(45) 3-(35) 4-(26) More than 4-(12) NR-(12)
10. How many times have you changed your behavior since the signs were put up?
 1-(56) 2 (47) 3-(39) 4-(30) More than 4 (6) NR-(10)

Analysis of the open response questions.

In response to the prompt, “How would you stop bullying?” results were compiled into five categories, with the largest being “invalid response”. The number of invalid responses was about 38 of the 188 surveys collected, and the responses were invalidated for illegible writing, nonsensical response or advocating violent retribution. The four usable categories were divided into “student-centric”, “parent-centric”, “teacher/administrator centric”, and “policy-centric”. The most common response was “policy centric”, focusing on tougher rules for bullies the option for punitive or retributive action and educating about how bullying works. This category recorded 79 entries. The second most common response was “teacher/administrator centric” and primarily focused on making teachers hold bullies accountable and ensuring that school officials are responsible for the victimhood of students under their care. This category recorded 36 entries. The third most common response was “student centric”, advocating student groups or student leaders to deal with bullying problems. This category recorded 22 entries. The final

category was “parent centric” and dealt primarily with involving the parents directly when bullying occurs, possibly due to a landmark lawsuit that was settled recently. This category recorded 13 entries.

Whether these measures indicate a changed norm or behavioral modification are subject to a number of considerations. However, it is clear that increased awareness, attention and a shift in beliefs regarding bullying have altered the number of incidents, which can be surmised through the lack of reported incidents, as well as the observed incidents. Also, this can be surmised through a shift in belief that can be supported by evidence gleaned from the student surveys.

Section X: Conclusions and Recommendations

In this project, the reality of success or failure is part of a muddy picture. Given the high stress, social pressure and laborious hours that Korean students undergo, their lives are bound to be marked by significant stress and psychological problems. Also, given the conservative elements of the Korean education system and the administration, it is unlikely to fundamentally change in the near future. The lack of administrative support, transparency and the reluctance of junior teacher to involve supervisory staff in this project can point to a culture that is entrenched deeply and resistant to structural change.

To effectively and succinctly reduce bullying behavior, the simplest of structural changes could be applied to reduce the amount of time students spend with the same group, force students to change classrooms rather than the teachers, and encourage teacher supervision during non-class hours. In the current system, Korean students spend the entire working day with the same group, often in the same seat. While this minimizes time spent in transition from class to class, it also ensures that bullying and anti-social behavior carries more weight and does more damage,

because it can last for up to twelve hours per day, for six days a week. Forcing the students to remain in a classroom also changes the classroom dynamic significantly, from the space belonging to the teacher to “their” space and the teacher as a transient element. This transience erodes the supervisory authority of the teacher, because no matter what the student does, the teacher will disappear in a matter of hours. By changing this dynamic, the students are guests in the teacher’s environment, and thus can act under the assumption they are entering a supervised state. Finally, given that currently the teachers are a transient element they are not expected to intervene in student conflict when not in class. Much of their time spent outside the classroom is spent in clustered “teacher offices” that are far away from their charges. Teachers spending time together accomplishes little to nothing; time with students is what is needed, for a variety of reasons.

One of the initial concerns of this project was the prevalence of electronics use among students and the contribution to bullying. Over the course of the project, certain rule changes were adopted that effectively limited the possession of electronic devices during school hours to a minimum. While these changes almost certainly interfered with this element of the project, the changes were part of a wider change in the region to discourage teachers from displaying their phones in class and notifying students that their communication online was not entirely private if bullying or disruptive electronic behavior was suspected.

One of the concerns when beginning this project was that given the additional attention, bullying behavior would increase or reported instances would spike upwards. In this project, this was not the case because of an institutional reluctance to report bullying behavior. This is a symptom of the pressure placed on educational institutions: reporting something like bullying would reflect poorly on the teacher, thus hindering their ability to ensure a desirable post or promotion, and it

would reflect poorly on the school, thus damaging the ranking. This ranking might endanger college acceptance rates, funding and the quality of future teachers and students. In recent months, there has been no shortage of outrage promulgated by internet commentary regarding extreme cases of bullying, including scenes of robbery, victimization, injury and abuse. It is certain that by not reporting incidents, the administration can avoid this negative spotlight and minimize the exposure to criticism for extreme cases.

One of the reasons the teacher and student observations were conducted was precisely to overcome this institutional lapse and allow for some measure of “extreme cases” or incidents that were memorable and noticeable to teachers and students.

With these limitations in mind, the project achieved modest levels of success. The teacher and student observations recorded a slight decrease in incidents, there was no significant change in incidents officially reported and the student and parent surveys displayed no hint of increasing dissatisfaction with the bullying situation in the school. While eliminating bullying completely remains an overly ambitious goal, the additional awareness of the teachers, parents and administrators who underwent the training and reviewed the materials for the project can certainly be seen as an element of success. Also, the increased number of students who know what constitutes bullying, what violates the rules, and what they can do to address this behavior is considerably valuable. How much of this can be attributed to the signage itself is probably insignificant compared to the effects of research, observation and dissemination of information to the stakeholders. It is impossible to separate the effects of the signage on the population of students and the benefits of the process of researching, creating and evaluating the signage on the teachers and students. The general opinion from the surveys, evaluations and interviews suggest that the signage made the students more conscious of what bullying is and that there were people

in every part of the school who were acting to stop such behaviors. The total result could be summarized as such: the signage reflected the improved training, vigilance and awareness of teachers, senior students, and administrators and that effect helped reduce bullying behavior. One of the questions at the outset of the project can be closed: the process is just as important and perhaps more important than the physical product generated. If the signage were duplicated and placed in another school, the results simply would not be as powerful according to the evaluation. With this phenomenon in mind, it would stand to reason that repeating the exercise with another class of students next year might continue the improvement, but with a significantly lower rate of change.

To improve this project, one of the simplest and most fundamental changes would be to conduct the entire operation in Korean. The language barrier was significant, and the project could only be realized through the strenuous efforts of translation. Another possibility for improvement would be to set up an alternative means of reporting, such as an anonymous box or a student committee that could deal with incidents without interfering with the school's reputation.

One of the keys to this project was that it empowered students to address, evaluate and solve a problem that was specifically theirs, not some abstract obligation imposed upon them by adults. In the Korean education system, this posed a rare opportunity and it is vital that their efforts go recognized and credited. Under many other systems, this would be a noteworthy venture for a university application, in Korea it remains to be seen if this is applicable. Being able to successfully plan, execute and evaluate a project is a worthwhile skill at any age, and it must be perceived as such by parents and administrators for the time away from traditional studies to be justified. Endorsing this type of project in the future with some sort of certificate might be the key to the recognition that a hard-nosed parent or university admissions office is looking for.

Repeating this project in the exact same parameters would not likely yield positive results again, for several reasons. First, one of the selling points of this project is to give senior students a special opportunity to improve their school before moving on. By repeating it, this opportunity would not be unique and the next class would know it. This project should be modified to address any number of concerns by the students, teachers, administrators and community to make full use of the “dead time” between exams and graduation. Some proposed solutions were minor construction projects, a dance event and further art projects intended to address issues with student’s behavior such as littering, cleanliness and etiquette. If given the same attention to planning, execution and evaluation with the focus on improving the school or community, any one of these projects could successfully replace the current venture.

In conclusion, this project could be labeled a success more for the process than the product, and as such the value of repetition is suspect. However, by changing the focus to any of the pressing school and community concerns, providing an outlet for students to contribute and encouraging more social responsibility on their part, the subsequent projects can meet or exceed this level of success. Perhaps the greatest contribution of this project is the potential for an annual service project to help not only the students, but the school and the community for years to come. It is a small, but appreciated change to the school’s schedule.

Section XI: Bibliography

1. Lee, J.H., Choi, C., Kim, J. M. (2012) "Outside Director's Social Capital and Firm Performance: A Complex Network Approach." *Social Behavior and Personality*, 40(8)1319-1332.
2. Beilman, M. and Realo, A. (2012) "Individualism-Collectivism and Social Capital at the Individual Level." *Trames*. 6(61/66) 3, 205-217.
3. Higgins, S.S. (2012) "A Dificil Construcao Do Capital Social". *Latin American Research Review*. 47(3) 84-108.
4. Halpern, D. (2004). "Social Capital". Malden: Polity Press. New York.
5. Putnam, R., & Feldstein L. (2004). *Better Together: Restoring the American Community*. Simon & Schuster. New York.
6. Macerinskiene, I. & Aleknavičiute, G. (2011) "The Evaluation of Social Capital Benefits: Enterprise Level". *Business, Management and Education*. 9(1)109-126.
7. Rowe, G. & Frewer, L.J. (2005) "A Typology of Public Engagement Mechanisms." *Science, Technology & Human Values*. 30(2) 251-290.
8. Gomez, R. (2000) "The Effect of Social Capital, Salary Compression and Equity On Individual and Organizational Performance"(Doctoral Dissertation). Centre for Industrial relations, University of Toronto Library.
9. Mancini J. & Marek L. (2004). "Sustaining Community-Based Programs For Families: Conceptualization and Measurement". *Family Relations*. 53(4)339-347.
10. Voydanoff P. (2005). "The Effects of Community Demands, Resources, and Strategies on the Nature and Consequences of the Work-Family Interface: An Agenda for Future Research." *Family Relations*, 54(5) 583-595
11. social capital. (2006). In *Collins Dictionary of Sociology*. Retrieved from http://www.credoreference.com/entry/collinssoc/social_capital
12. Bergdall, T. (2003). "Reflections on the Catalytic Role of an Outsider". *Asset Based Community Development* p. 1-12.
13. Putnam, Robert. (2000), "Bowling Alone: The Collapse and Revival of American Community". Simon and Schuster. New York.
14. Sharma, A., Lanum, M. & Suarez-Balcazar, Y. (2000). "A Brief Guide On How To Conduct a Needs Assessment." *Community Needs Assessment Guide*. Loyola University Press. Chicago.
15. Pawar M. (2006). "Social Capital?" *The Social Science Journal* 43. 211-226.
16. Fukuyama, F. (2001). "Social Capital, Civil Society and Development". *Third World Quarterly* 22(1) 7-20.
17. Westlund, H., Rutten, R. & Boekama F. (2010). "Social Capital, Distance, Borders and Levels of Space: Conclusions and Further Issues." *European Planning Studies* 18(6) 965-970
18. Chambers, R. & Blackburn, J. (1996). "The Power of Participation: PRA and Policy". *Institute for Development Studies*. Issue 7, August 1996.
19. Sabatini, F. (2008). "Social Capital and the Quality of Economic Development." *KYKLOS*, 61(3) 466-499
20. Richy, S. (2007). "Manufacturing Trust: Community Currencies and the Creation of Social Capital." *Polit Behav*. (29)69-88.
21. Vyncke V., Peersman W., De Maeseneer J., Willems S. (2012). "Measuring the

- Immeasurable? Operationalising Social Capital in Health Research." Health. 4(9) 555-566.
22. Serra, R. (2011). "The Promises of a New Social Capital Agenda". Journal of Development Studies. 47(8) 1109-1127.
23. Coleman J.S. (1988). "Social Capital in the Creation of Human Capital." The American Journal of Sociology 94. S95-S120.
24. Fafchamps, M. (2006). "Development and Social Capital". Journal of Development Studies. 43(7) 1180-1198.

Section XII: Appendices

Appendix 1: Reporting Matrices

Reporting Matrix 1

| Evaluating & Reporting Matrix | Date Submitted | 25-Jun-13 | | | |
|--|---------------------|--|----------------------------------|---------------|---|
| Monitoring Activities | Conducted By: | Donald Pettit | | | |
| Activities | Date | Outcome | Engagement Method | Future Issues | |
| PART 1 Organization Phase | | | | | |
| Organizing Executive Team | 6/1/2013 | Organized, with 4 project teams | Email, Phone, Skype, Kakao, Text | | |
| Disseminate Project Requirements and Goals | 6/8/2013 | Successful | Email | | |
| Review & Relate Organizational Goals | 6/8/2013 | Successful | Kakao, Skype | | |
| Identify Execution Strategy | 6/8/2013 | Successful | Email, Phone, Kakao | | |
| Identify Funding & External Support | 6/13/2013 | 90% complete, only one group must identify signage locations | Email, Kakao | | |
| Evaluation Period 1 Begins (Conduct Preliminary Evaluation & Train Evaluation Methods) | 7/1/2013 | | | | |
| Form Project Groups (Students) | 7/5/2013 | | | | School Year ends for 3 schools on July 5th, so project management will begin with English Camps conducted from July 5 until August 2nd. |
| Review Student Proposals | 7/12/2013 | | | | |
| Approve or Modify Student Proposals | 7/19/2013 | | | | |
| Evaluation Period 1 Ends | 7/31/2013 | | | | |
| PART 2-Implementation Phase | | | | | |
| PROJECTED TIMES, DEPENDING ON SCHOOL/CAMP SCHEDULE | | | | | |
| Evaluation Period 2 Begins | 8/2/2013 | | | | |
| Signage Creation | 8/18/2013 | | | | |
| Signage Implementation | 8/23/2013 | | | | |
| Student Surveys Conducted | 8/26/2013 | | | | |
| Student Surveys Reviewed as Default Measures | 8/26/2013 (Week of) | | | | |
| Evaluation Period 2 Ends | 8/30/2013 | | | | |
| PART 3 Evaluation Phase | | | | | |
| Evaluation Period 3 Begins | 9/2/2013 | | | | |
| Signage maintenance | Continuous | | | | |
| Behavioral Observation | 9/2/2013-9/20/2013 | | | | |
| Conduct & Collect Reports | 9/23-9/28/2013 | | | | |
| Evaluation Period 3 Ends | 9/28/2013 | | | | |

Reporting Matrix 2

| | | | | | |
|--|---------------------|---|----------------------------------|--|--|
| PART 1 Organization Phase | | | | | |
| Organizing Executive Team | 6/1/2013 | Organized, with 4 project teams | Email, Phone, Skype, Kakao, Text | | |
| Disseminate Project Requirements and Goals | 6/8/2013 | Successful | Email | | |
| Review & Relate Organizational Goals | 6/8/2013 | Successful | Kakao, Skype | | |
| Identify Execution Strategy | 6/8/2013 | Successful | Email, Phone, Kakao | | |
| Identify Funding & External Support | 6/13/2013 | Successful, with one group completing later than expected | Email, Kakao | | |
| Evaluation Period 1 Begins (Conduct Preliminary Evaluation & Train Evaluation Methods) | 7/1/2013 | "Most" of the preliminary evals completed, Eval training complete | Email, YouTube, Kakao, | Completion Expected by 7/19, due to differing camp/school schedules | |
| Form Project Groups (Students) | 7/5/2013 | Successful | Email Name & Grade List from NET | School Year ends for 3 schools on July 5th, so project management will begin with English Camps conducted from July 5 until August 2nd. NET's managing camps have been positive and responsive to all training activities. | |
| Review Student Proposals | 7/12/2013 | In Progress | Email, Kakao, Facebook (photos) | | |
| Approve or Modify Student Proposals | 7/19/2013 | Not Yet Complete | | | |
| Evaluation Period 1 Ends | 7/31/2013 | Not Yet Complete | | | |
| PART 2-Implementation Phase | | | | | |
| PROJECTED TIMES, DEPENDING ON SCHOOL/CAMP SCHEDULE | | | | | |
| Evaluation Period 2 Begins | 8/2/2013 | Not Yet Complete | | | |
| Signage Creation | 8/18/2013 | Not Yet Complete | | | |
| Signage Implementation | 8/23/2013 | Not Yet Complete | | | |
| Student Surveys Conducted | 8/26/2013 | Not Yet Complete | | | |
| Student Surveys Reviewed as Default Measures | 8/26/2013 (Week of) | | | Surveys Completed & Distributed to teachers for Feedback 7-7 | |
| Evaluation Period 2 Ends | 8/30/2013 | Not Yet Complete | | Teachers have been asked to collect data/impressions on bullying situation ahead of student surveys 7-7 | |
| PART 3 Evaluation Phase | | | | | |
| Evaluation Period 3 Begins | 9/2/2013 | Not Yet Complete | | | |
| Signage maintenance | Continuous | Not Yet Complete | | | |
| Behavioral Observation | 9/2/2013-9/ | Not Yet Complete | | | |
| Conduct & Collect Reports | 9/23-9/28/2 | Not Yet Complete | | | |
| Evaluation Period 3 Ends | 9/28/2013 | Not Yet Complete | | | |

Reporting Matrix 3

| Evaluating & Reporting Matrix | Date Submitted | 22-Jul-13 | | | |
|--|---------------------|---|--|--|--|
| CED 623 Evaluate 6.1 | Conducted By: | Donald Pettit | | | |
| Activities | Date | Outcome | Engagement Method | Miscellaneous Concerns | |
| PART 1 Organization Phase | | | | | |
| Organizing Executive Team | 6/1/2013 | Organized, with 4 project teams | Email, Phone, Skype, Kakao, Text | School Year ends for 3 schools on July 5th, so project management will begin with English Camps conducted from July 5 until August 2nd. NET's managing camps have been positive and responsive to all training activities. | |
| Disseminate Project Requirements and Goals | 6/8/2013 | Successful | Email | | |
| Review & Relate Organizational Goals | 6/8/2013 | Successful | Kakao, Skype | | |
| Identify Execution Strategy | 6/8/2013 | Successful | Email, Phone, Kakao | | |
| Identify Funding & External Support | 6/13/2013 | Successful, with one group completing later than expected | Email, Kakao | Visit conducted July 17 & 18, with coffee shop meeting and student meet & greet. Positive response all around, preliminary data collection issues were discussed | |
| Evaluation Period 1 Begins (Conduct Preliminary Evaluation & Train Evaluation Methods) | 7/1/2013 | Preliminary evals completed, Eval training complete | Email, YouTube, Kakao, | | |
| Form Project Groups (Students) | 7/5/2013 | Successful | Email Name & Grade List from NET Correspondence | | |
| Review Student Proposals | 7/12/2013 | Successful | Email, Kakao, Facebook (photos) | | |
| Approve or Modify Student Proposals | 7/19/2013 | Successful | Personal Meeting, School Visit, Email, FB, Kakao | | |
| Evaluation Period 1 Ends | 7/31/2013 | Not Yet Complete | | Anticipating preliminary data by 8/1. If no data is received, we will revise data collection methods and review administrative records. If data is still insufficient, we will conduct random student interviews, in addition to surveys. | |
| PART 2-Implementation Phase | | | | | |
| PROJECTED TIMES, DEPENDING ON SCHOOL/CAMP SCHEDULE | | | | | |
| Evaluation Period 2 Begins | 8/2/2013 | Not Yet Complete | | | |
| Signage Creation | 8/18/2013 | Not Yet Complete | | If this phase is somehow delayed, there will be alternatives such as class presentations and student addresses. These options are not as popular, but can serve to build momentum and maintain active pace. | |
| Signage Implementation | 8/23/2013 | Not Yet Complete | | | |
| Student Surveys Conducted | 8/26/2013 | Not Yet Complete | | Surveys Completed & Distributed to teachers for Feedback 7-7 | |
| Student Surveys Reviewed as Default Measures | 8/26/2013 (Week of) | | | Teachers have been asked to collect data/impressions on bullying situation ahead of student surveys. Discussion of data held 7-19, formal write up to follow, anticipated by 8-1 | |
| Evaluation Period 2 Ends | 8/30/2013 | Not Yet Complete | | | |
| PART 3 Evaluation Phase | | | | | |
| Evaluation Period 3 Begins | 9/2/2013 | Not Yet Complete | | | |
| Signage maintenance | Continuous | Not Yet Complete | | | |
| Behavioral Observation | 9/2/2013-9/20/2013 | Not Yet Complete | | For at least one school, I will do the data collection and analysis myself. Given enough time and the correct amount of reports, I would prefer to do it all. However, if there is sensitive information or any difficulties with complaints, I will have to rely on teacher analysis. | |
| Conduct & Collect Reports | 9/23-9/28/2013 | Not Yet Complete | | | |
| Evaluation Period 3 Ends | 9/28/2013 | Not Yet Complete | | | |

Reporting Matrix 4

| Evaluating & Reporting Matrix | Date Submitted | 22-Jul-13 | | | |
|--|---------------------|---|--|---|--|
| CED 623 Evaluate 6.1 | Conducted By: | Donald Pettit | | | |
| Activities | Date | Outcome | Engagement Method | Miscellaneous Concerns | |
| PART 1 Organization Phase | | | | | |
| Organizing Executive Team | 6/1/2013 | Organized, with 4 project teams | Email, Phone, Skype, Kakao, Text | School Year ends for 3 schools on July 5th, so project management will begin with English Camps conducted from July 5 until August 2nd. NET's managing camps have been positive and responsive to all training activities. | |
| Disseminate Project Requirements and Goals | 6/8/2013 | Successful | Email | | |
| Review & Relate Organizational Goals | 6/8/2013 | Successful | Kakao, Skype | | |
| Identify Execution Strategy | 6/8/2013 | Successful | Email, Phone, Kakao | | |
| Identify Funding & External Support | 6/13/2013 | Successful, with one group completing later than expected | Email, Kakao | Visit conducted July 17 & 18, with coffee shop meeting and student meet & greet. Positive response all around, preliminary data collection issues were discussed | |
| Evaluation Period 1 Begins (Conduct Preliminary Evaluation & Train Evaluation Methods) | 7/1/2013 | Preliminary evals completed, Eval training complete | Email, YouTube, Kakao, | | |
| Form Project Groups (Students) | 7/5/2013 | Successful | Email Name & Grade List from NET Correspondence | | |
| Review Student Proposals | 7/12/2013 | Successful | Email, Kakao, Facebook (photos) | | |
| Approve or Modify Student Proposals | 7/19/2013 | Successful | Personal Meeting, School Visit, Email, FB, Kakao | | |
| Evaluation Period 1 Ends | 7/31/2013 | Successful | Email, Kakao | Preliminary data was received. The data is spotty, but it appears bullying is at least a concern for students. This area is not plagued by the suicide epidemic as in others, but it was expressed as an equal concern. Also, each school seems to have different policies on phone usage. The student surveys indicated a concern for bullying via the phones. | |
| PART 2-Implementation Phase | | | | | |
| PROJECTED TIMES, DEPENDING ON SCHOOL/CAMP SCHEDULE | | | | | |
| Evaluation Period 2 Begins | 8/2/2013 | In Progress | | | |
| Signage Creation | 8/18/2013 | In Progress | | If this phase is somehow delayed, there will be alternatives such as class presentations and student addresses. These options are not as popular, but can serve to build momentum and maintain active pace. | |
| Signage Implementation | 8/23/2013 | Not Yet Complete | | | |
| Student Surveys Conducted | 8/26/2013 | Not Yet Complete | | Surveys Completed & Distributed to teachers for Feedback 7-7 | |
| Student Surveys Reviewed as Default Measures | 8/26/2013 (Week of) | | | | |
| Evaluation Period 2 Ends | 8/30/2013 | Not Yet Complete | | | |
| PART 3 Evaluation Phase | | | | | |
| Evaluation Period 3 Begins | 9/2/2013 | Not Yet Complete | | | |
| Signage maintenance | Continuous | Not Yet Complete | | | |
| Behavioral Observation | 9/2/2013-9/20/2013 | Not Yet Complete | | For at least one school, I will do the data collection and analysis myself. Given enough time and the correct amount of reports, I would prefer to do it all. However, if there is sensitive information or any difficulties with complaints, I will have to rely on teacher analysis. | |
| Conduct & Collect Reports | 9/23-9/28/2013 | Not Yet Complete | | | |
| Evaluation Period 3 Ends | 9/28/2013 | Not Yet Complete | | | |

Final Reporting Matrix

| | | | | | |
|--|--|---|--|------------------------|---|
| Evaluating & Reporting Matrix | Date Submitted | 19-Aug-13 | | | |
| CED 623 Evaluate 10.1 | Conducted By: | Donald Pettit | | | |
| Activities | Date | Outcome | Engagement Method | Miscellaneous Concerns | |
| PART 1 Organization Phase | | | | | |
| Organizing Executive Team | 6/1/2013 | Organized, with 4 project teams | Email, Phone, Skype, Kakao, Text | | School Year ends for 3 schools on July 5th, so project management will begin with English Camps conducted from July 5 until August 2nd. NET's managing camps have been positive and responsive to all training activities. |
| Disseminate Project Requirements and Goals | 6/8/2013 | Successful | Email | | |
| Review & Relate Organizational Goals | 6/8/2013 | Successful | Kakao, Skype | | |
| Identify Execution Strategy | 6/8/2013 | Successful | Email, Phone, Kakao | | |
| Identify Funding & External Support | 6/13/2013 | Successful, with one group completing later than expected | Email, Kakao | | Visit conducted July 17 & 18, with coffee shop meeting and student meet & greet. Positive response all around, preliminary data collection issues were discussed |
| Evaluation Period 1 Begins (Conduct Preliminary Evaluation & Train Evaluation Methods) | 7/1/2013 | Preliminary evals completed, Eval training complete | Email, YouTube, Kakao, | | |
| Form Project Groups (Students) | 7/5/2013 | Successful | Email Name & Grade List from NET Correspondence | | |
| Review Student Proposals | 7/12/2013 | Successful | Email, Kakao, Facebook (photos) | | |
| Approve or Modify Student Proposals | 7/19/2013 | Successful | Personal Meeting, School Visit, Email, FB, Kakao | | |
| Evaluation Period 1 Ends | 7/31/2013 | Successful | Email, Kakao | | Preliminary data was received. The data is spotty, but it appears bullying is at least a concern for students. This area is not plagued by the suicide epidemic as in others, but it was expressed as an equal concern. Also, each school seems to have different policies on phone usage. The student surveys indicated a concern for bullying via the phones. |
| PART 2-Implementation Phase | PROJECTED TIMES, DEPENDING ON SCHOOL/CAMP SCHEDULE | | | | |
| Evaluation Period 2 Begins | 8/2/2013 | In Progress | | | |
| Signage Creation | 8/18/2013 | Complete | Personal Meeting, School Visit, Email, FB, K | | If this phase is somehow delayed, there will be alternatives such as class presentations and student addresses. These options are not as popular, but can serve to build momentum and maintain active pace. |
| Signage Implementation | 8/23/2013 | In Progress | Email, Facebook, & Kakao | | |
| Student Surveys Conducted | 8/26/2013 | In Progress | | | Surveys Completed & Distributed to teachers for Feedback 7-7 |
| Student Surveys Reviewed as Default Measures | 8/26/2013 (Week of) | | | | Signage Printing will be completed by the week of 8-26. Failing that, the designs will be revisited and hand-drawn the following week. School will be in session the first week of September. |
| Evaluation Period 2 Ends | 8/30/2013 | Not Yet Complete | | | |
| PART 3 Evaluation Phase | | | | | |
| Evaluation Period 3 Begins | 9/2/2013 | Not Yet Complete | | | |
| Signage maintenance | Continuous | Not Yet Complete | | | |
| Behavioral Observation | 9/2/2013-9/20/2013 | Not Yet Complete | | | |
| Conduct & Collect Reports | 9/23-9/28/2013 | Not Yet Complete | | | For at least one school, I will do the data collection and analysis myself. Given enough time and the correct amount of reports, I would prefer to do it all. However, if there is sensitive information or any difficulties with complaints, I will have to rely on teacher analysis. |
| Evaluation Period 3 Ends | 9/28/2013 | Not Yet Complete | | | |

Appendix 2: Kickoff Session Presentation Slides

WHAT CAN WE DO?

- ✦ This project is designed to be adapted to a variety of environments to support social-capital building ideas.
- ✦ We can make people aware of social capital and how to build it
- ✦ We can encourage people to be better neighbors, community members and citizens

Social Capital Project-Anti Bullying Project

INFORMATION SESSION 1

WHAT IS SOCIAL CAPITAL

- ✦ Social capital is the value of our social connections to help us
- ✦ Social capital is also how we think of the good things our social network does for us
- ✦ We are experiencing a drop in social capital and an increase in social isolation

| WHO, WHAT, WHEN, WHERE, HOW? | HOW DOES THIS WORK |
|---|---|
| <ul style="list-style-type: none"> ✦ Who: you, the NET and a group of students or volunteers ✦ What: Have a brainstorming session after exams on how to use signs to make a better neighborhood ✦ When: After exams, using the “dead time” ✦ Where: Class! ✦ How: Hold an open, fun session and inspire your students! | <ul style="list-style-type: none"> ✦ We form small groups, go through a creative process and design signs to encourage the behaviors that will work ✦ The behavior that we want people to adopt to be better community members ✦ This will encourage people to treat others better |

Appendix 3: Progress Report

Dear Valued Stakeholder:

It is my pleasure to report to you the progress made on our current projects related to social capital signage and technology moderation that are being conducted in South Jeolla Province, (Jeollanam-do) South Korea. As I hope you are aware, this project has been underway, in various forms, for about six months and you are due an update.

First of all, it bears repeating the goals of this project. It has come to our attention that bullying as a symptom of a lack of social capital, has become a tremendous problem in this region. Towards that end, we have followed many endeavors to redress this hurtful behavior among children and teenagers. This behavior is particularly troubling here, due to the long and strenuous hours that school children attend class, sometimes exceeding fourteen hours per day. It's also a potent challenge, as bullying is often an invisible killer, contributing to Korea's suicide rate, one of the world's highest and highest in the OECD. The cultural context makes this a specific challenge, due to the hierarchical nature of Korean society that begins to develop a rigid structure in elementary school. Therefore, the primary goal for this project is to reduce bullying, both in instances and as a practice.

The secondary goal for this project concerns the proliferation of smartphones and technology that can be used to isolate the user from normal social interaction. Most experts agree that this technology can have effects on bullying, and can contribute to “cyber-bullying.” What's a bit more worrisome for the auspices of this project is the lack of social norms concerning this behavior. When polled, most students did not agree on what “appropriate or polite” behavior is concerning the usage of smartphones, MP3 players or other handheld devices that serve a multitude of purposes. With that in mind, the secondary goal of the project is to establish those norms to shape and mold appropriate behavior.

The chosen method to reach these goals was to create signage as a cornerstone of a potentially larger marketing campaign and post this signage prominently inside the schools. This is accompanied by research, training and surveys.

Regarding the methodology of reaching these goals, this project took a novel approach. It was decided that rather than funding a solution generated by the parents, administrators and teachers, the students themselves would create their own solution, albeit with some oversight. This approach was preferred due to the prediction that it would lead to a more constructive dialog, provide better opportunities for student input and production and finally, that it would lead to better outcomes. Allowing the students to frame their solutions to this problem in their own words was the key to confront this problem at its epicenter.

The first challenge we faced was time itself: the majority of the active portion of this project has occurred during summer vacation, or during exams (a time in which most students and parents would have abjectly refused any work that wouldn't result in higher performance on exams). Regarding this issue, much progress has been made. With the combined efforts of the Native English Teachers (NET's) and Native Korean Teachers (NKT's), we have taken full advantage of the time allotted for summer English-language camps. Using this time, with close correspondence, student participant groups were formed and project execution moved forward.

The second challenge was faced was the immense language barrier. Most Koreans are merely students of English and are unaccustomed to following directions in a foreign language. With that in mind, the project groups were guided to follow a model that used a minimum of text: the Queensland rail project marketing campaign. This campaign used simple drawings, often humorous, and minimal text to communicate more effectively with a diverse population. By co-opting this design, it allows us the flexibility to incorporate designs in both languages. Instead of mandating this, we allowed the students to arrive at the best conclusion for their project groups. The majority of the groups did indeed choose bilingual signs, but we considered it an important distinction that the students were given this choice that had major impacts as to the efficacy of the project.

The third challenge we faced was the issue of the designs themselves. The project teams were given complete autonomy over the designs, with the stipulation that the teachers were given veto power and the designs were as professional as possible. The designs certainly exceed our expectations for creativity, usefulness and permanence. The students spent over two weeks chipping away at the stages of the design process: discussion, feedback, brainstorming, and finally, creation! The designs easily passed the teacher's veto powers and with their hearty endorsement have now proceeded to the production phase.

As you now are aware, the end of summer is quickly approaching, and with it comes the promise of a new school year. We have collected data about the bullying and technology situations for each school retroactively. We have trained the teachers, parents and administrators about what bullying behavior is and how it can be stopped on an individual basis. We have taught student groups how to conduct behavioral observation research. Further, we have given them a rare opportunity to contribute to their schools, classmates, and creative urges. Now, we are awaiting the first semester of the new school year to evaluate the efficacy of the method, design and implementation of the project.

Our aim is to reduce bullying behavior in the schools as a whole and to reduce individual instances of reported bullying. To illustrate the difference: if a child is bullied into a negative behavior, and this behavior gets reported, that would be an individual instance. If a behavior, such as hitting or smacking a victim in the chest (a commonly reported activity) is identified as a bullying tactic, then students are trained to observe and record the number of cases in various locations and circumstances in the school. Our aim is to reduce both of these numbers over the course of the semester.

We can claim some success, even at this intermediate stage, due to increased awareness and training given to the teachers and administrators, notifications and resources distributed to parents and establishing some student “cells” that are capable of reducing bullying independently. What we are hoping for over the course of the next few months is a substantial decrease in negative behaviors regarding bullying: school violence, isolation, and unfair treatment of students by other students.

As always, we welcome your continued support and thank you sincerely for your contributions thus far. Expect continued updates regarding this and other pertinent projects. Thank you.

Best regards,

Donald Pettit