

**Digital Thumbprint  
Evaluation Report  
2013 - 2016**

4e8

## Introducing Karrikins Group

Karrikins Group exists to inspire positive change. They grow business, transform communities, and change behaviour. For the last 10 years, They've supported companies to solve their higher order problems in two ways: to foster growth and transformation in the face of external disruption and to maximise the business value and social impact of their community investments.

In the Community Investment Solutions practice area, they help companies with three things. To develop strategies and partnerships that maximise the return on community investment. To create face-to-face and digital experiences that drive real and lasting behaviour change, and finally, to evaluate impact and help tell the story in an inspiring way.

Karrikins Group has partnered with Optus for the last three years on the Digital Thumbprint program. They take great pride in the quality and scale of the program and the impact it has had, helping students, teachers and families all over Australia.



**Those who enjoy  
our sessions report  
higher levels of  
active learning**

Yes

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## Foreword

Optus' digital citizenship mission is to create empowered and responsible digital citizens who thrive in today's world of technology. To help us achieve our mission, Optus launched its Digital Thumbprint program in 2013 with the aim of educating young people on how to be digitally safe and savvy, while encouraging them to build a positive online presence.

Today, Australians spend an average of 10 hours a day online, and we spend more time on our smartphones than talking to our family or friends. With our world now being 'everything digital', our focus is to give young people the confidence and competence to manage their digital presence in the best possible way, while avoiding the perils and pitfalls that are becoming all too common for youth online.

In the last three years, Optus has delivered our award winning and government accredited Digital Thumbprint workshops to over 100,000 secondary aged students in New South Wales, Victoria and Queensland. With the assistance of education experts, content was developed for three, age-appropriate workshops, which are delivered by trained facilitators in classroom sessions.

This is not only a growing issue in Australia, it is a global one. As part of the Singtel Group, Optus and Singtel have joined forces to reach half a million students by 2020. We recognise that it takes a holistic approach, and a range of solutions to create positive change in the way people interact online.

Along with Singtel, our associate companies and key stakeholders such as Globe Telecom, government, educators, youth counsellors, law enforcement agencies and community partners, we are collaborating to improve the digital wellbeing and safety of youth and adults alike.

Through our Digital Thumbprint program, we aim to ensure we are delivering a highly impactful program. To that end, we have undertaken quantitative and qualitative research with over 5,000 students and 2,000 teachers who participated in the program.

Evaluation results confirm students are learning new skills and knowledge, and the topics covered in the three workshops are engaging and highly effective. The report demonstrates the validation from thousands of teachers who have assessed the program, and are very satisfied with the content and delivery.

I'd like to thank those involved in developing this report; the schools who participated, the teachers who gave us their time and feedback, our Digital Thumbprint facilitators and the students who showed their enthusiasm and energy for this important issue.

I hope you will find this evaluation report interesting and informative, as I have. I look forward to seeing the Optus Digital Thumbprint program expand and evolve as we continue to help improve the digital world.

**Paul O'Sullivan**  
Chairman

**OPTUS**

# Executive Summary

During the period 2013 – 2016, Digital Thumbprint has primarily been delivered as a highly interactive, face-to-face, workshop-based, behaviour change intervention designed to build competence and confidence in the area of digital citizenship amongst young people. The curriculum aligned program works with secondary students in three areas:

1. Personal privacy and information management,
2. Constructive digital relationships and interactions, and
3. Maximising digital productivity in a world of digital distractions.

Embedded in the program is an evaluation process designed to measure outcomes and impact. More than 5,000 students and 2,000 teachers over the last three years were surveyed after participating in a workshop. Survey questions were designed to measure the impact of the program on four target domains that influence behaviour: attitude, knowledge, self-efficacy and behavioural intention.

In addition to the surveys, focus groups were conducted with students who had participated in the workshops to allow for deeper analysis of the longer-term impact on students.

The results provide evidence that Digital Thumbprint is having a positive impact across the target domains. Further, it is clear that both teachers and students have very high levels of satisfaction with the program and see it as being valuable, useful and relevant. The data also reveals clear program strengths, as well as exciting opportunities to improve the impact of the program in the future.

## Key quantitative findings

### **The workshops teach both important content and useable skills:**

96% of students agree that the workshop taught them something that they could use; 98% of teachers agree that their students learned something important in the workshops. Focus groups confirm students are able to identify which things they learnt and applied.

### **The workshop content is well tailored to the needs and abilities of the students:**

91% of students agreed that the workshop was relevant to them; 98% of teachers agreed that the workshops were pitched at the appropriate level. Qualitative responses confirm students are connecting with and remembering the most important themes and content in the workshops.

### **The workshop content and delivery is engaging:**

98% of students agreed the workshop and facilitator were both engaging; 98% of teachers agreed that their students were engaged.

### **Teachers and students have high levels of satisfaction with the program:**

97% of students indicated that they enjoyed the workshop; the workshop earned a net promotor score amongst teachers of 89 out of 100.

## Themes of impact

Analysis of teacher and student surveys, as well as focus groups which delved deeper into the way students were experiencing the program, give insight into how Digital Thumbprint is having an impact.

Some common themes of impact emerge from the data, including:

### **Digital Thumbprint builds awareness of the issues surrounding digital citizenship:**

Participants in the program recognise the relevance of the content delivered in the workshops, and understand a number of issues they personally face as digital citizens and how they can build empathy and build a positive online presence.

### **Digital Thumbprint workshops create emotional, engaging catalyst experiences:**

One of the clearest themes to arise from the data is the overwhelming positive experience the program creates for students (and also for teachers). Facilitators build rapport with the students, present content in a fun and engaging way, and are highly trusted by the students.

### **Digital Thumbprint effectively builds student capability in the digital domain:**

Program participants don't only increase their knowledge; they also report learning techniques that they can use and apply. This suggests that Digital Thumbprint is more than an education program, it is giving students a toolkit to change their behaviour and empower them to ensure they can stay safe.

**On average,  
teenagers spend  
33 hours online  
each week outside  
of the school  
environment**

# About Digital Thumbprint

## Why digital citizenship

Today, almost every child in Australian schools is a 'digital native' – a person brought up using digital technology from an early age. 96% of Australian households with children under 15 years of age has access to the Internet at home<sup>1</sup>, and 90% of children aged 5-14 years have accessed the Internet in the previous year<sup>2</sup>.

The use of such technology is becoming increasingly prevalent. According to one study, on average, children as young as four and five spend 16 hours a week on screen time activities. By the time they are 12-13 this number has increased to 25.1 hours<sup>3</sup>. Another has estimated that teens spend on average 33 hours per week online outside of the school environment<sup>4</sup>.

While the increasing use of technology has the potential to deliver huge benefits to individuals – providing opportunities for learning, socialising, creativity and entertainment – it also comes with new challenges. Students using the internet face a number of risks including:

- Exposure to offensive or illegal content
- Cyberbullying
- Fraud and scams
- Sexting
- Unwanted contact
- Procrastination and poor time management

These issues are significant. For instance, research into cyberbullying revealed that for Australian teens aged 14 to 17: 43% were socially excluded; 39% were called names; 38% received repeated unwanted online messages; and 36% had lies or rumours spread about them<sup>5</sup>. Almost 20% of teens experienced cyberbullying in the 12 months to June 2016<sup>6</sup>. One in four undergraduate students indicated that technology was a distraction when working, describing iPhones as "perfect procrastination tools" and the internet as a "great procrastination enabler"<sup>7</sup>.

Given the above, Optus believes it is vitally important that we play a leadership role in educating, protecting and building social norms in what is acceptable behaviour in the digital world. It is also important that we support students in developing confidence and competence to navigate this environment. We refer to people developing the right attitude, knowledge, skills and behaviours to have a positive online experience as Digital Citizenship.

<sup>1</sup>Australian Bureau of Statistics, 2014

<sup>2</sup>Australian Bureau of Statistics, 2012

<sup>3</sup>Australian Institute of Family Studies (2016). Growing up in Australia: The Longitudinal Study of Australian Children, Annual statistical report 2015.

<sup>4</sup>Office of the Children's eSafety Commissioner (2016). Quarterly report, July – September 2016, Commonwealth of Australia, Canberra.

<sup>5</sup>Office of the Children's eSafety Commissioner (2016). Quarterly report, October – December 2016, Commonwealth of Australia, Canberra.

<sup>6</sup>Office of the Children's eSafety Commissioner (2016). Twelve month report card, July 2015 – June 2016, Commonwealth of Australia, Canberra.

<sup>7</sup>Selwyn, N. (2016) Digital downsides: exploring university students' negative engagements with digital technology, Teaching in Higher Education, 21:8, 1006-1021. Selwyn, N. (2016) Digital downsides: exploring university students' negative engagements with digital technology, Teaching in Higher Education, 21:8, 1006-1021.



### Program snapshot

Digital Thumbprint was commissioned by Optus in 2012 to address the growing need for education and support in the area of digital citizenship. Designed in collaboration with subject matter experts in education and behavioural change, Digital Thumbprint was created to support students' knowledge and capability in areas of personal cyber security and interpersonal relationships mediated by the internet. Beyond that, the program exists to help students harness technology to support their study and careers in a discerning, responsible and safe manner.

It covers topics from information security, cyber safety and positive online behaviour to productivity in a technology-heavy environment.

Digital Thumbprint stands apart from many in-school change programs because it employs a theory of positive behaviour change. Underpinning the design and delivery of the program is the belief that addressing issues of digital citizenship in an empowering, positive and realistic way will equip students with the confidence and competence to use technology appropriately, while still making them aware of the risks that technology use entails. The theory of change makes clear and measurable links between the activities and outcomes of the program.

Students who participate in the program are taken through interactive and engaging workshops, with each covering a different aspect of digital citizenship:

1. **Digital Insight (Years 7-8)**  
Covers information privacy and safety online, specifically, effective personal security practices, terms of service and online business models.
2. **Digital Impact (Years 9-10)**  
Covers the impact students' choices have on themselves and others, including the concept that there is no distinction between the consequences of actions done online compared to those done "in real life".
3. **Digital Ambition (Years 11-12)**  
Covers the concept that technology can facilitate both productivity and also procrastination, giving students a toolkit to identify and change unproductive behaviours.

All Digital Thumbprint workshops are facilitated by rigorously trained, world-class, engaging and energetic full-time facilitators. Our people live and breathe this program all day, every day in schools.

To date, the program has delivered cyber safety and digital citizenship workshops to 132,331 high school students across years 7-12, from 265 schools in New South Wales, Victoria and Queensland.

# Program outcomes and impact

## Digital Thumbprint builds awareness of the issues surrounding digital citizenship

*"I think we all are more aware of cyber safety and how to be safe online."*  
 Student, Year 9, Wellington Secondary College

*"There was a story about this girl posting something about her boss and how she got fired. That you could get fired from doing that, or you know your boss could see it and get offended. I feel like I needed to be more aware of what I am saying online."*  
 Student, Year 10, Glen Waverly Secondary College

### Student evaluation

In immediate post-session surveys, 98% of students who have participated in a Digital Thumbprint workshop "Agree" or "Strongly Agree" with the statement "The workshop was relevant to me." This suggests that both the content of the workshop was targeted at the right level, and that students recognised the applicability of the content to their own situations, either through their participation in the workshop, or their previous experience.

Students also demonstrated their awareness of workshop-specific issues when answering the survey question "What do you think was the most important or relevant thing you learnt today?" Students were able to identify the key content areas of the workshops, typically highlighting the relevance of that content to themselves.

### Student takeaways from the program

#### Digital Insight (Years 7-8)

*"Everything you say or do is saved."*

*"My password isn't good."*

*"How to make yourself safe when using Social Media."*

#### Digital Impact (Years 9-10)

*"How what you do online effects everyone."*

*"What you post online can impact your future job."*

*"Every time you interact you impact."*

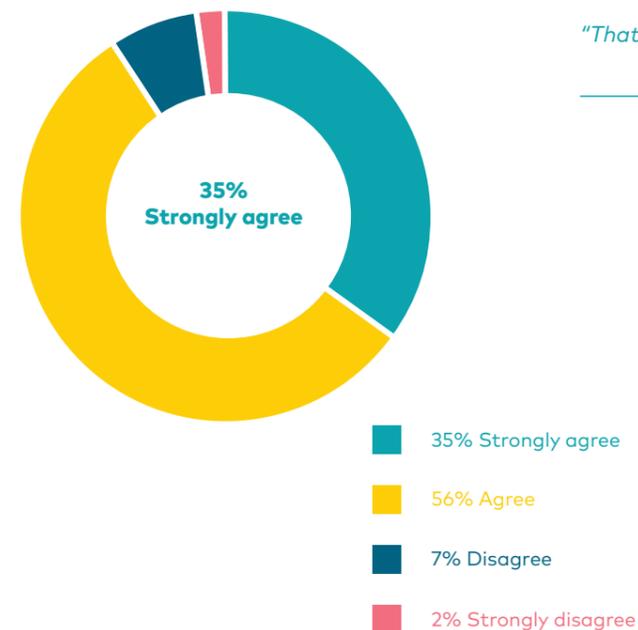
#### Digital Ambition (Years 11-12)

*"How multitasking and technology affects study."*

*"How much technology can affect your health."*

*"That if i multitask I take twice the time."*

The workshop was relevant to me



Teacher evaluation

In post-session surveys, the overwhelming majority of teachers indicated that students who had participated in Digital Thumbprint were aware of the specific topics raised in the workshop they had seen. Specifically:

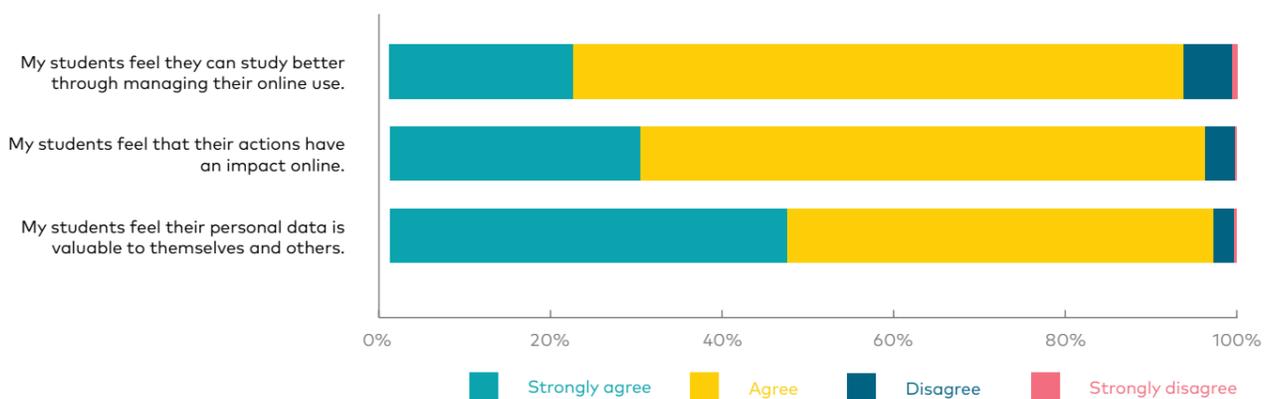
- 97% of teachers whose students watched the Digital Insight workshop "Agreed" or "Strongly agreed" with the statement "My students feel their personal data is valuable to themselves and others."
- 97% of teachers whose students watched the Digital Impact workshop "Agreed" or "Strongly agreed" with the statement "My students feel that their actions have an impact online."
- 94% of teachers whose students watched the Digital Ambition workshop "Agreed" or "Strongly agreed" with the statement "My students feel they can study better through managing their online use."

While the phraseology of this question does not suggest the workshop itself was directly or exclusively responsible for creating this sense of awareness, when placed beside the student answers about their experience of the workshop it is plausible to infer the workshop is playing at least some role in this regard.

Quantifying the precise contribution of the workshop to this area would be an excellent area for further evaluation.

**97% of teachers say their students feel their actions have an impact online**

Teacher rating of student awareness (workshop specific)



## Digital Thumbprint creates emotional, engaging catalyst experiences

*"I think the presentation was very good. Because it was engaging, personally the guy was funny and the most importantly it made most people, especially in terms of jobs, it made most people think about what their name means in the internet. So it was very successful."*  
 Student, Year 10, Glen Waverly Secondary College

### Student evaluation

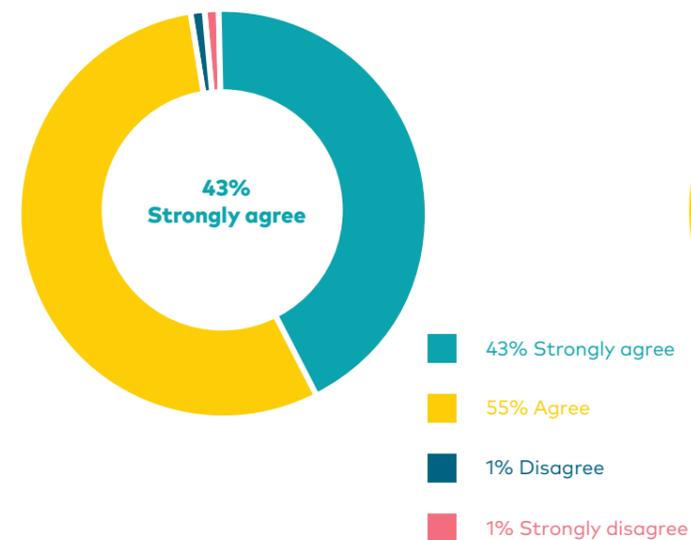
Students also indicated their positive response to the workshop in their comments. When answering the survey question "Do you have any other comments you would like to share?" many students commented specifically about their enjoyment of the workshop or the quality of the facilitator.

#### Student comments on enjoyment of workshop and quality of facilitator:

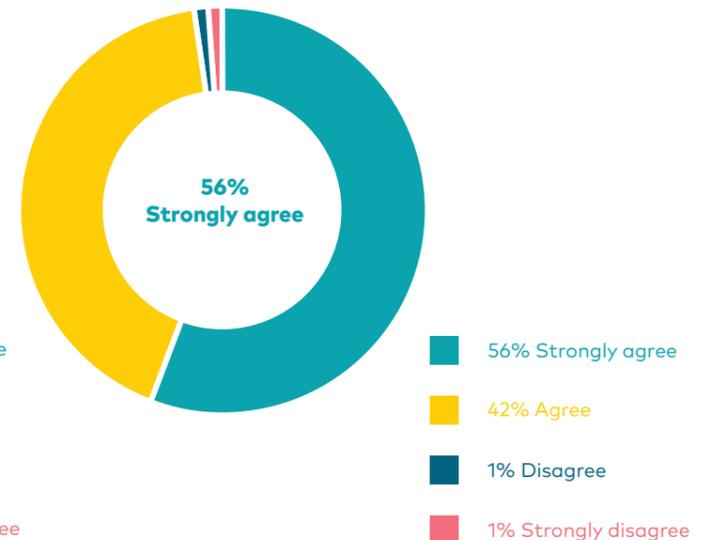
- "It was great. Lucy was awesome."*
- "Tears of laughter. Jason was so funny."*
- "Roxy was very kind and fun and good at conveying the messages. She is fabulous."*
- "Enjoyable and best thing today."*
- "I thought it was amazing."*
- "I liked how it wasn't like everything that other workshops say "don't do this don't do that". It was more to say be careful but in a fun way. Not too boring."*

Post session surveys also showed: 98% of students "Agreed" or "Strongly agreed" with the statement "the workshop was engaging."; 98% also "Agreed" or "Strongly agreed" that "the facilitator was engaging."; and 97% of students "Agreed" or "Strongly agreed" with the statement "I enjoyed the workshop." This indicates that students found both the workshop content and its presentation interesting and enjoyable. These data suggest that the program creates a positive experience for its participants.

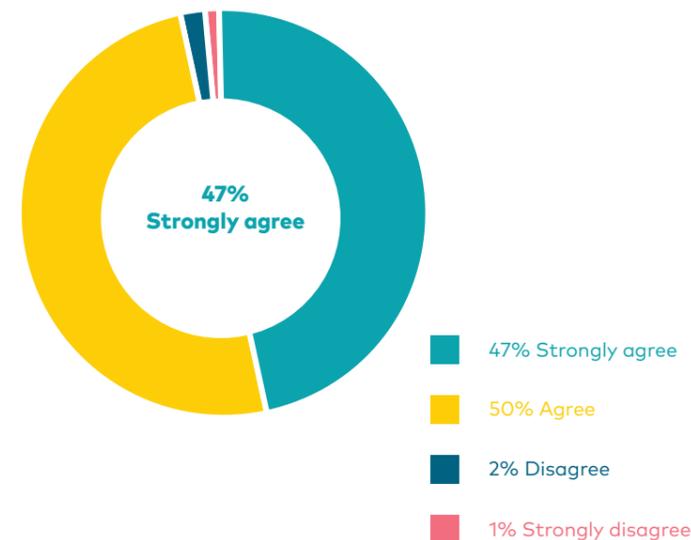
The workshop was engaging



The facilitator was engaging



I enjoyed the workshop



# Digital Thumbprint builds awareness of the issues surrounding digital citizenship

## Teacher evaluation

Comments and feedback provided in the post-session surveys further highlighted the teacher assessment that the workshops were successful at providing engaging, positive experiences for their students.

In the 1,600 teacher surveys, the most commonly used words by teachers regarding the program were "Great" and "Engaging". Almost 400 teachers provided overwhelmingly positive feedback on facilitators' presentation skills. There were approximately 30 mentions of the rapport facilitators created with students.

### Teacher comments on enjoyment of workshop and quality of facilitator:

*"Thankyou... you hooked them. They came in saying 'they'll just tell us not to use the internet' They were pleasantly surprised."*

*"Fabulous presenter, students really enjoyed Dom's presentation and I found him very personable and easy to deal with. Very worthwhile program for students to undertake and most highly recommended."*

*"Excellent, engaging facilitator who built rapport with students very quickly."*

*"Very good. Engaging and students loved it. Presenter was fantastic."*

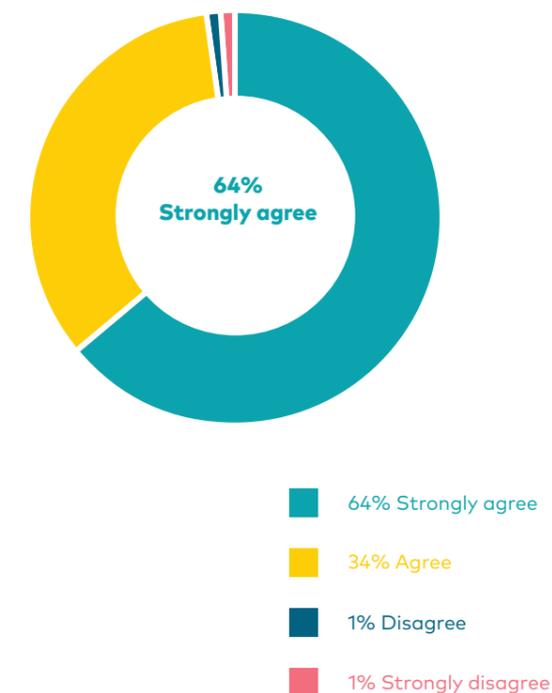
*"Tania had the student's attention from the first minute. She was engaging and entertaining and the content was highly relevant to the students."*

*"Most engaging presentation! He connected with the students with ease, the manner in which he communicated was accessible to these kids, the information."*

*"This program is the best ever!"*

Furthermore, teacher evaluation also indicated that the workshops were highly engaging for students. 98% of teachers stated they "Agree" or "Strongly agree" with the statement that "Students were engaged during the workshop."

My students were engaged during the workshop



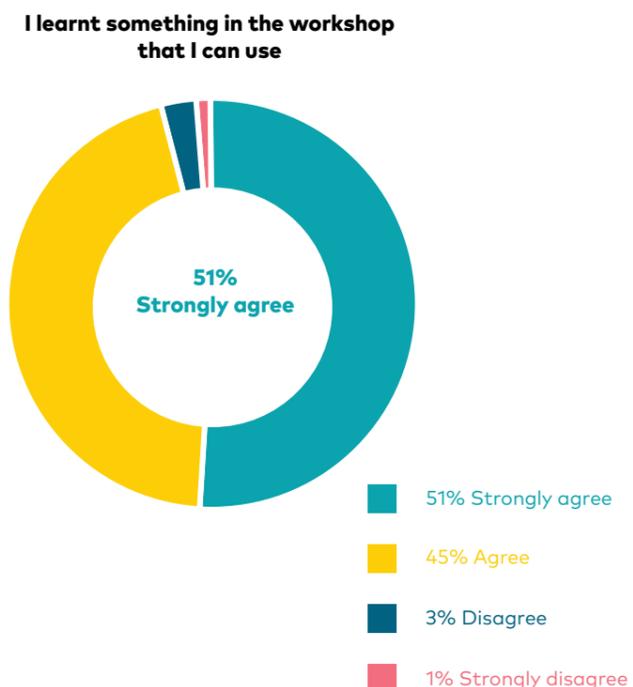
## Digital Thumbprint effectively builds student capability in the digital domain

*"... as soon as the workshop finished, everyone went onto the website as they were walking to the next class. They were checking their passwords and all that sort of stuff. It sort of showed us how little we care about that sort of stuff, and how little we realise what it can do. One password can get you in so many things if you use the same one. So many people sort of changed it after that."*  
Student, Year 7, Glen Waverly Secondary College

### Student evaluation

96% of students indicated that they "Agree" or "Strongly agree" with the statement "I learnt something in the workshop that I can use."

This suggests that the workshops were building not only knowledge, but skills that students believed would be suitable for their use.



# 96% of students say they can use something they learnt from Digital Thumbprint



# More student takeaways

## Digital Insight (Years 7-8)

*"Finding out more on the terms and conditions. Also learning the websites to go to for help."*

*"That my password needs to be long, safety wise."*

*"To keep all my accounts safe without locations and with a safe password."*

## Digital Impact (Years 9-10)

*"Don't send nudes."*

*"Think before you send."*

*"Be careful what you post and only let people you know follow you."*

## Digital Ambition (Years 11-12)

*"To stay focused.com."*

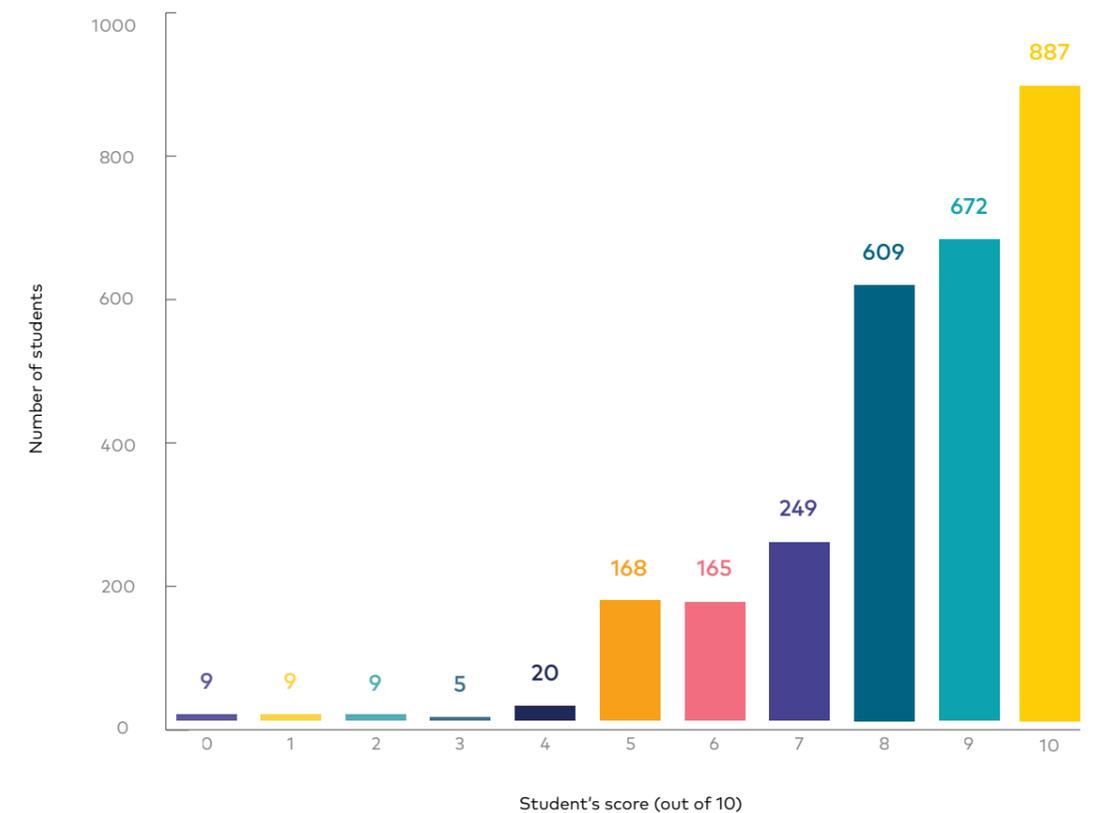
*"It is a good idea to study for 25 mins at a time then have a 5 min break."*

*"New skills I can use to study with."*

Students were also able to demonstrate that the workshops had built specific capability. When answering the survey question "What do you think was the most important or relevant thing you learnt today?" students provided clear behavioural statements about steps they could take to mitigate their risks when online and on social media.

Students were also asked to rate their level of trust in the advice provided by the Digital Thumbprint program. In general, students expressed high levels of trust in the advice provided, with 77% of students scoring their level of trust in the program an eight or higher, and less than eight percent rating their trust as a five or lower. This suggests that students felt that the information they had learned was credible, which may indicate that they are more likely to use the skills and information taught in the workshop.

I (student) trust in the advice provided by the Digital Thumbprint program



# 99% of teachers say their students learnt tactics to better secure their data



## Teacher evaluation

98% of teachers stated they "Agree" or "Strongly agree" that their students learnt something important during the workshop. This suggests that the program is having a positive impact on students' knowledge in areas considered important by teachers.

Teacher post-workshop comments also highlighted that teachers felt that their students had learned useable and applicable skills.

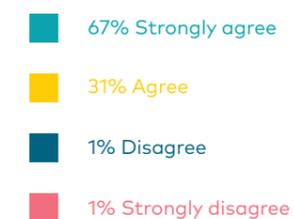
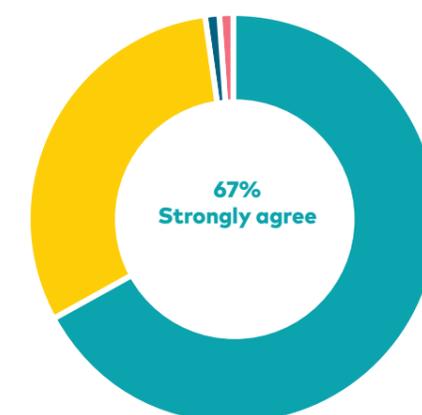
## Teacher comments on students' learning capability and skills:

*"Relevant presentations with an enthusiastic presenter who really got the students involved. I believe our students will be able to take what they have learned and easily apply it to their lives."*

*"Students who sat in the first session came back again as they thought it was very useful. Thank you."*

*"The information is essential and most worthwhile. The students were receptive and genuinely interested. They related to the info presented and learnt about the impact of their online behaviour."*

## My students learnt something important during the workshop



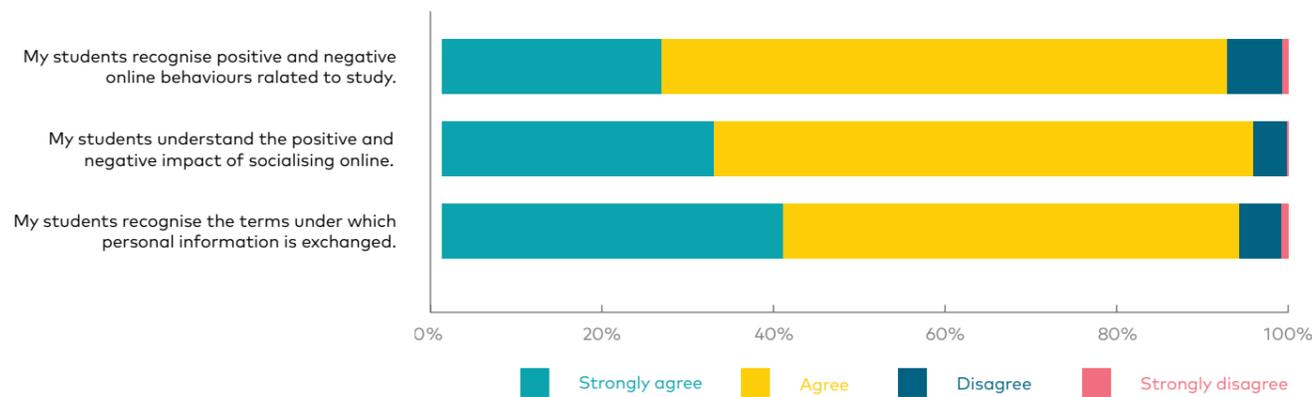
In post-session surveys, teachers strongly indicated that students who had participated in the workshops had both high levels of workshop-specific knowledge, and had learned skills that they could apply. Specifically:

- 94% of teachers whose students watched the Digital Insight workshop "Agreed" or "Strongly agreed" with the statement "My students recognise the terms under which personal information is exchanged."
- 99% of teachers whose students watched the Digital Insight workshop "Agreed" or "Strongly agreed" with the statement "My students have learned tactics to better secure their data."
- 96% of teachers whose students watched the Digital Impact workshop "Agreed" or "Strongly agreed" with the statement "My students understand the positive and negative impact of socialising online."
- 94% of teachers whose students watched the Digital Impact workshop "Agreed" or "Strongly agreed" with the statement "My students have learned strategies to positively impact their friends online."
- 93% of teachers whose students watched the Digital Ambition workshop "Agreed" or "Strongly agreed" with the statement "My students recognise positive and negative online behaviours related to study."
- 97% of teachers whose students watched the Digital Ambition workshop "Agreed" or "Strongly agreed" with the statement "My students have learned skills to better manage their study time."

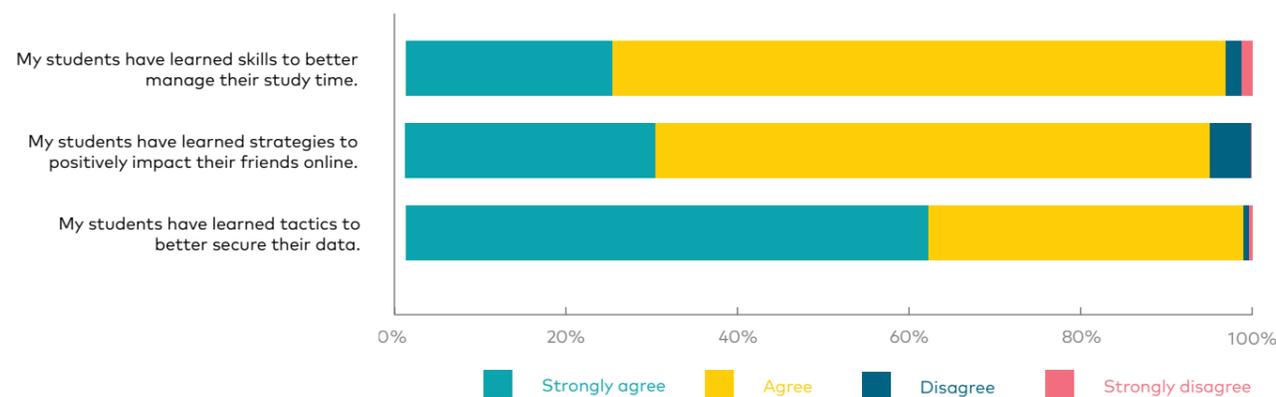
These data suggests that professional educators feel that the workshop is having a positive impact on both their students' knowledge and their capability as digital citizens.

98% of teachers also "Agreed" or "Strongly agreed" that the workshop was pitched at the appropriate level for their students, providing further evidence that they felt that the workshop content was appropriately targeted for their students to learn.

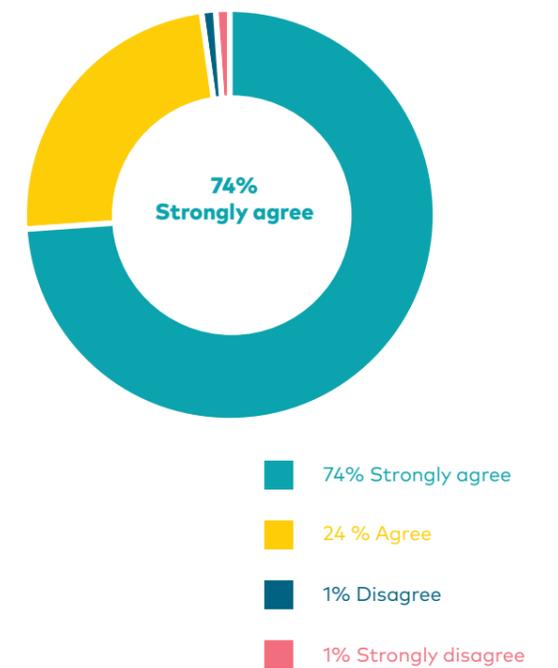
Teacher rating of student knowledge (workshop specific)



Teacher rating of student skills (workshop specific)



The workshop was pitched at the appropriate level for my students





## Teachers are highly satisfied with Digital Thumbprint

We believe that teachers, as professional educators, are uniquely positioned to assess the overall quality of an educational program.

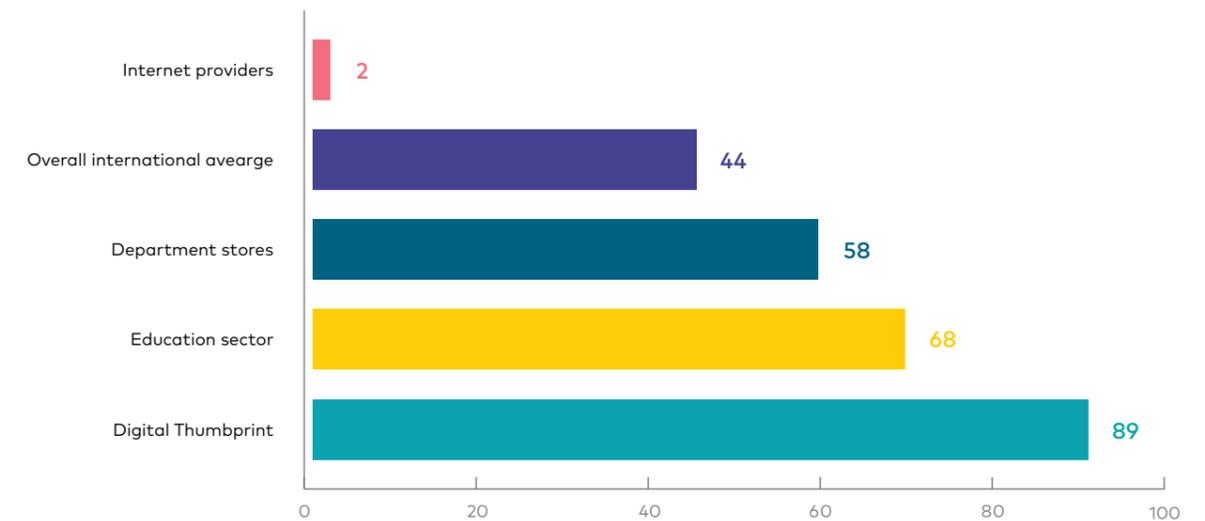
Net Promoter Score (NPS) is a measure (between -100 and +100) developed to help benchmark client satisfaction across products, programs, companies and industries. It functions by asking users how likely they would be to recommend the product in question to a friend or colleague.

Teachers clearly value the Digital Thumbprint program and the program consistently receives high NPS from teachers at secondary schools we visit.

Teachers' NPS were very high (NPS = 89) in comparison to the overall average international NPS of 44. The NPS of 89 was well above the "all industry" average and the education sector NPS of 68.

For comparison, the hotel industry average NPS is 39, internet providers average NPS is 2 and department stores average NPS is 58.

Net Promoter Score



<sup>1</sup>NPS Benchmarks 2016 Report <https://npsbenchmarks.com/>

# Possibilities for future impact

While the intent of the current evaluation process was not to identify areas for increasing the future impact of the program, analysis of teacher and student comments and feedback identified several areas that participants felt would extend the impact of the program.

## A) Provide post-workshop support

The vast majority of teacher suggestions indicated that providing digital resources to support student learning after a workshop would be valuable to complement and reinforce the lessons that were taught. The most commonly requested addition was a hand-out given to students during the session containing important FAQ's, websites and information. However, other teachers suggested ensuring that there were repeat workshop sessions to reinforce the learning, or the provision of teacher resources for them to use in class. Students also expressed a desire to be directed to more information and videos.

## B) Keep workshops up-to-date

Several teachers and students indicated that some of the examples and content were not as relevant as they could be. Comments mention that the exclusion of specific social media platforms, student study resources, mentions of popular social media personalities and changes in laws affected the relevance and value of the workshops. Regular content reviews should be conducted with reference to student and teacher comments regarding the content they feel is missing

## C) Make workshops even more interactive and personalised

While the overwhelming feedback from teachers and students was that the workshops were fun and engaging, many nonetheless requested more interactivity, group work and activities. Teachers also requested that workshop examples be able to be better personalised for the students participating in them.

## D) Start younger

Several teachers indicated that they would like some of the content delivered to secondary students to be available to primary aged students as well. Some commented that their young students already needed information about staying safe online. This feedback arose very strongly in one of the student focus groups conducted after a workshop. Students mentioned the need to start younger repeatedly.

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*"The audience is getting younger and younger but people are getting younger and younger and less and less of these people are being educated before they even have these accounts. So we need to start targeting the younger audience because there is no point you try to change the mind of year 7 that already had they account for 2 or 3 years."*

*"... all I want to point out is that the younger the audience is, the more success rate you will have."*

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## E) Integrate more technology

A number of teachers and students requested more technology be integrated into the workshops. Common requests included more videos, apps that students could use, more 'hands-on' tutorials about where to find information on specific sites (such as Terms and Conditions pages on Facebook).

## F) Deepen evaluation

There is an opportunity to embed more rigorous pre- and post-session evaluation to quantify the precise extent of the behavioural change in a more experimental and controlled environment.

# Conclusion

Digital Thumbprint is a program designed to promote safety and positive behaviours in the digital space through the provision of engaging, interactive and informative workshops.

In general, both students and teachers seem highly satisfied with the quality of the program, and are positive about the impact it creates.

This report highlights that participants in the workshop recognise the relevance and importance of the content presented, and have built skills and learned information that they can use to be good digital citizens. It further suggests the workshops are effective at building emotional and catalytic experiences, which we believe are critical to increasing learning and driving behavioural change.

By collecting data from the students – the individuals the workshops are designed to impact and their teachers – professional educators with in-depth understanding of the students participating in the workshops, we believe that the data presented in this report provides a holistic representation of the impact of the program.

Despite these promising data, it should be noted that, in some instances, the use of only post-session surveys precludes clear conclusions being drawn about the direct impact of the workshops. As the program grows and evolves, it will be important that the methods for evaluation evolve with it, to provide deeper and richer insight into what works, what doesn't work and how to improve.

In particular, it would be useful to complement these data with pre-session data so that changes in student attitudes, knowledge and awareness can be directly attributed to the program delivery. It would also be useful to ask specific knowledge and behavioural questions of students to precisely characterise the behavioural changes that are driven by the program.

Overall, the sentiment of Australian teachers and students is that Digital Thumbprint plays a vital and valuable role in providing students with the skills and knowledge they require to safely and productively navigate the digital space.

We look forward to continuing to build Digital Thumbprint further and expanding the program reach by working with teachers, students and parents to make the digital world a safer place.

**Digital Thumbprint  
uses newly crafted  
material to  
help breakdown  
misconceptions of  
online behaviour  
versus real life  
behaviour**

# Appendix: Methodology

Digital Thumbprint used a mixed-methods approach where we surveyed a large sample of students and teachers and complemented these data with in-depth qualitative analysis on a smaller student sample in focus groups.

Convenience sampling is utilised in order to ensure evaluation did not reduce the reach or impact of the program. We stratified the sample across Australian states where possible and we have procedures in place to maximise the randomness of those who participate.

The sample size of the evaluation, broken down by instrument is below:

Evaluation instrument	Sample size (n=)
Teacher immediate post session survey	2,196
Student immediate post session survey	5,069
Student participants in focus groups	30

When reporting percentages in this report we have used rounding. This means some graphs may not total 100%.

Evaluation is embedded in the program design and part of our facilitators' daily workflow. This ensures we collect data regularly and allows us to maintain strong relationships with one of our most important stakeholders, the schools we deliver in.

We want to understand:

- How our program works,
- The impact it has for students, and
- How we can improve the program to have even more impact.

We report on an aggregate level which means we do not track individual students or facilitators who deliver the program. This not only provides data privacy for students, but allows our facilitators to feel like part of the evaluation team. Our approach ensures evaluation, not performance management and that our data collection adheres to the guidelines set out in the Australian Guidance on Ethics.

**Both students and teachers are highly satisfied with the quality of Digital Thumbprint and the impact the program creates**



Use