**Pilot school - educator evaluation EXAMPLE**

### **Project Information**

This page contains information about completing the Educator/Teacher Evaluation Questionnaire. Please read it carefully so you can ensure that you are happy to provide the requested information.

**Project Aims**

The questionnaire is part of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ [name of project], which seeks to improve understanding and approaches to young people’s experiences of online sexual bullying. The project aims to empower teachers and the wider community to effectively prevent and respond to online sexual bullying amongst young people. Your school has agreed to be involved in the piloting and evaluation of educational resources for young people addressing this issue. Through this survey we aim to find out your opinion of the content and impact of the resources used in the pilot, as well as your experience of delivering them. This will help us to further develop these materials and help to increase reporting of online sexual bullying among young people.

**Project Team**

The data is being collected by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as part of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Questionnaire Content**

The questionnaire asks about your evaluation of the content and impact of the teaching resources used during the pilot phase of the project. You do not need to answer every question. It should take approximately 15-20 minutes to complete.

**Data Access and Use**

The researchers will ask you to identify the school for which you are completing the questionnaire in order to ensure that all the data from the evaluation can be analysed at the school level. However, all responses are confidential and will be anonymised before any subsequent analysis and publication of reports arising from the evaluation. Only the project researchers will have access to the data, which will be stored securely on a password protected computer network.

The results from this questionnaire and other data collected will be analysed and included in a published briefing paper, as well as informing further development of educational materials and resources piloted for young people, parents/carers etc. The results will also be used to inform policy-makers and be disseminated using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [name of your organisation]’s communication channels (e.g., social media, website).

**Withdrawal**

Completing this questionnaire is voluntary. If you decide that you do not wish to complete this aspect of the research, please do not submit your responses. Once you have done this, you will be unable to withdraw your responses as all data is anonymous after submission and individual responses cannot be identified.

**If you are happy to complete the questionnaire, please click the ‘next button’.** If you have any questions, please contact \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Lesson 1: Ground rules**
   1. Did the ground rules activities help students to discuss the topic freely and respectfully?
   2. How did the pupils respond to the topic and activities?
   3. Did it reveal any concerns students have about talking about this topic with teachers?
   4. Did it help you to know how to approach the delivery of the other lessons?
2. **Lesson Two: “They would have just done it on purpose, try and embarrass or hurt them.”**

a. Were the students able to recognise what constitutes online sexual bullying and how it differs to cyberbullying?

b. Were the students able to recognise how online sexual bullying makes others feel and how to help them in this situation?

c. Did the scenarios used in the session generate high level discussion of complicated topics? (e.g., gender stereotypes, body shaming)?

d. Did you experience any challenges in trying to engage students in talking about these issues?

e. Did you feel that the Teaching Guide gave you enough background information to discuss online sexual bullying, gender stereotypes, body shaming and online behaviour?

f. Did students feel confident enough to voice their own opinions?

g. Were the scenarios used in the session realistic?

h. Do you think that the students will change their behaviour as a result of the session?

1. **Lesson 3: It was just a joke!**

a. Were the students able to identify the types of content and behaviour online that can be upsetting or worrying?

b. Were the students able to understand that content and behaviour online that some people find funny can be upsetting or worrying to others?

c. Were the scenarios used in the ‘snakes and ladders’ appropriate and realistic?

d. Did the students have different opinions in response to the issues covered?

e. Did you feel supported enough to discuss the issues covered in the session?

f. Do you think that the students will change their behaviour as a result of the session?

**General feedback questions**

These questions ask about your overall evaluation of the materials used in the pilot. Based on your experience of delivering the different components of the pilot:

1. Were you able to adapt the activities when you needed to?
2. Are the extension activities appropriate?
3. Are the timings suitable?
4. Are the instructions for delivering the sessions easy to follow?
5. Is the language accessible and helpful?
6. Are the activities engaging and realistic?
7. What age group do think these resources would work best with?

**Thank you for taking the time to complete this questionnaire. Your answers are very important in helping us to further develop the resources used during the pilot study.**