

# GLITCH

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# MEMO DIGITAL CITIZENSHIP

## SPRING 2019



Glitch @GlitchUK\_ • 13:08

I will help fix the glitch to end  
online abuse #FixtheGlitch  
#DigitalCitizen



Data Analytics & Editorial  
Design by:

VISUALST

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## SUMMARY

This memo outlines both the evolution of Glitch's flagship Digital Citizenship Workshop and its impact on addressing online harms

## ABOUT GLITCH

We are a young and ambitious not-for-profit organisation that exists to end online abuse. We want to see an increase in digital citizenship across all online users and to instill the beliefs: that our online community is as real as our offline one and we should all be working together to make it a better place. As part of our work to address online harms such as online abuse, online hate speech and information disorders<sup>1</sup>, Glitch has developed and delivered its new Digital Citizenship Workshop to over 3,500 young people across the UK and Europe. Our Digital Citizenship Workshop is all about helping young people lead their best, most positive, responsible and engaging online lives. We deliver this to young people of all ages from primary school through university.

As reported by the Institute for Structured Dialogue in 2017, young people today are under-skilled and poorly supported across a range of vital digital skills. This makes them more vulnerable to manipulation, misdirection and malinformation online and thus more likely to display inappropriate behaviour. This includes sharing of non-consensual photography, online hate speech, sexual harassment and cyberbullying which is linked to increases in teen suicide. Emerging evidence shows that our Digital Citizenship Workshop and intervention style can begin to address online harms including online abuse and extremist ideology.

## STATS

**75%**

more student knew what 'digital citizenship' was and how to foster positive online engagement following the Glitch's workshop.

**40%**

of students who completed Glitch's workshop said they would help a friend that was experiencing cyberbullying.

**86%**

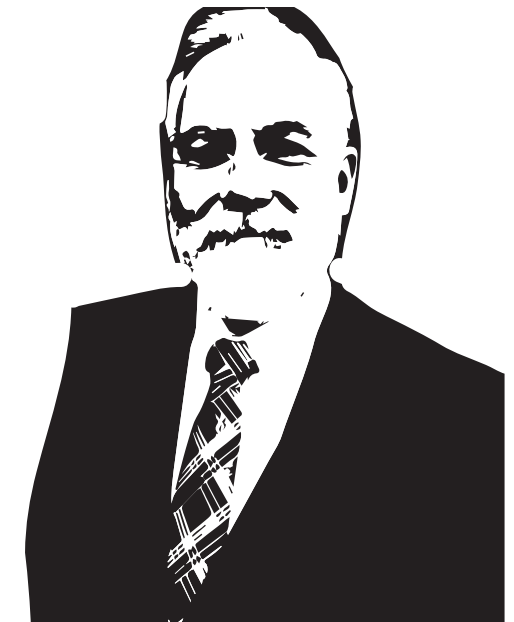
of young people surveyed in School 1 said they would behave differently online as a result of the information they learned during our workshop.

## NEXT STAGE

Our Digital Citizenship Workshop goes beyond digital literacy education. Our fun and impactful Digital Citizenship Workshops aim to educate young people on their digital rights and responsibilities online. Key findings from our pilot 2018 Digital Citizenship Workshops shows that from our one hour intervention alone, 86% of young people surveyed said they would behave differently online as a result of the information they learned during our Workshop. Young people also said they felt an increased sense of self-awareness and responsibility of how their behaviour could impact others. After attending our Workshop they have an increased understanding of positive online behaviours and know how to flag and report inappropriate content.

Our Workshops have supported young people into becoming responsible digital citizens with the requisite tools to navigate the online world and tackle the rise in online harms.

To ensure our Workshops continue to be as effective and relevant to young people we require long-term investment in our programme. This will enable us to expand delivery of our Workshops, reaching more young people, training diverse facilitators with lived experiences, investing in our content to include digital technology and our monitoring and evaluation framework.



To the left:  
Headteacher  
of participating  
school

“I strongly recommend the Glitch Digital Citizenship workshops with Seyi. Glitch really engaged with the students, made them think about what they do online and their input has changed how they behave.”



The data analytics and design of this report were done by Visualst (visualst.org)



# ABOUT GLITCH

*Glitch is a young and ambitious not-for-profit organisation that exists to end online abuse.*

We are a young and ambitious not-for-profit organisation that exists to end online abuse. We were founded in 2017 by Seyi Akiwowo, after she faced horrendous online abuse when a video of her speech at the European Parliament went viral. Our organisation has garnered international acclaim and has an Independent Trustee Board of expert professionals and dedicated advisors. We want to see an increase in digital citizenship across all online users and to instill the beliefs: that our online community is as real as our offline one and we should all be working together to make it a better place. Fix the glitch now for a safer web tomorrow.

The Cambridge Dictionary defines the word glitch as, “a small problem or fault that prevents something from being successful or working as well as it should.” We think that sums up the state of the Internet today; there are glitches that allow online abuse to proliferate, preventing the Internet from fulfilling its potential and we all have a part to play in fixing them. We believe that online abuse, in all its forms, is a vehicle to divide society and spread fear. When we look back on this period of time, we want to be able to say that the current surge was merely a ‘glitch’ in our history. This is why it’s crucial that we work together to fix the glitch and eradicate online abuse. To do this, all our work is upheld by three pillars: Awareness, Advocacy and Action.

The Cambridge Dictionary defines the word **glitch** as, “a small problem or fault that prevents something from being successful or working as well as it should.”

## GLITCH'S THREE PILLARS

All of our work is upheld by three pillars: Awareness, Advocacy and Action.



### AWARENESS

Through campaigning and provision of information and resources, we raise awareness of the scope of online abuse and its negative impact on individuals and society, and of how we can all help fix the glitch. We do this in collaboration with partners to amplify our voices and increase our impact.



### ADVOCACY

We advocate to social media companies on how to make their online platforms safer and to decision makers to ensure that rights are protected and access to justice is equal.



### ACTION

We cannot afford for any generation to become desensitised to online abuse. Nor can we allow women and girls to be driven out of and censored in our online spaces. Our programmatic work consists of Digital Citizenship Workshop and Digital Resilience Training. Our Digital Resilience training is tailored to any women with a public presence, political or otherwise. We have bespoke one-to-one consultations, small and large group training workshops.

Our Digital Citizenship Workshop helps young people lead their best, most positive, responsible and engaging online lives. We deliver this to young people of all ages from primary school through university.

Huge thanks to our sponsors Trust in SODA, Royal Society of the Arts, Tate and Lyle and Institute for Canadian Citizenship who help ensure we can continue to work with as many young people as possible.



# AN EVOLVING DEFINITION OF DIGITAL CITIZENSHIP

*As with all rights there comes responsibilities and as our digital rights evolve and expand so do our responsibilities.*

What started as a campaign and an anti-bullying message at a local school in 2017 has developed into an impactful workshop that has reached thousands of young people and is helping to raise a generation of digital citizens.

As with any human right, there are also responsibilities and as our digital rights evolve so do our digital responsibilities. There are various definitions of digital citizenship, from positive engagement with digital technology to utilising digital technology for engaging in society and politics<sup>2</sup> to the investment in e-democracy.

We have closely adopted the Australian Curriculum's **definition of digital citizenship**, which is defined as: "An acceptance and upholding of the norms of appropriate, responsible

behaviour with regard to the use of digital technologies. This involves using digital technologies effectively and not misusing them to disadvantage others. Digital citizenship includes appropriate online etiquette, literacy in how digital technologies work and how to use them, an understanding of ethics and related law, knowing how to stay safe online, and advice on related health and safety issues such as predators and the permanence of data."<sup>3</sup>

For us, digital citizenship is a sense of awareness and agency when navigating the online world in a positive, critical and respectful way. To see oneself as a conscientious digital citizen, applying the same civic and ethical perspectives online as you would offline.

## OUR PURPOSE

As reported by the Institute for Structured Dialogue in 2017, young people today are under-skilled and poorly supported across a range of vital digital skills. This makes them more vulnerable to online harms such as manipulation, misdirection and malinformation and thus more likely to display inappropriate behaviour. Such online harms have a profoundly negative impact upon community cohesion, mental health and wellbeing, as well as exacerbating social inequalities. This includes sharing of non-consensual photography, online hate speech, sexual harassment and cyberbullying. 1.5 million young people have been bullied online within the past year<sup>4</sup> and there has been a significant reported increase in teens taking their lives because of cyberbullying. This correlates with what young people told us they wanted to learn in the Workshop, the most popular answer was wanting to know how to stay safe online.

**1.5 MILLION**  
young people were bullied in the past year.

## OUR PHILOSOPHY

With human-centred design informed by growth-mindset theory and a creative learning approach, our Digital Citizenship Workshop guides young people towards strengthening their existing online relationships, creating new, sustainable bonds, and enabling online communities to realise their own goals. It also provides an opportunity for digital technology to be used more positively, encouraging digital democracy whilst simultaneously addressing existing inequalities.

Below:  
Students pledging to help fix the glitch to end online abuse



<sup>2</sup> Mossberger, Karen. "Digital Citizenship - The Internet, Society & Participation" By Karen Mossberger, Caroline J. Tolbert, and Ramona S. McNeal." 23 Nov. 2011.

<sup>3</sup> <http://www.australiancurriculum.edu.au/technologies/glossary>

<sup>4</sup> <https://www.ditchthelabel.org/wp-content/uploads/2018/06/The-Annual-Bullying-Survey-2018-2.pdf>

# GLITCH DIGITAL CITIZENSHIP WORKSHOP

*What started as a campaign and an anti-bullying message in a local school in 2017 has developed into an impactful workshop that has reached 1000s of young people and raised a generation of digital citizens.*

Our acclaimed Digital Citizenship Workshop is focused on an interactive educational solution that gives young people vital tools for navigating online spaces safely and respectfully, whilst encouraging them to think of themselves as conscientious digital citizens. Young people are one of the most vulnerable groups online but they are also the generation that can make the biggest difference. This is why we developed our Digital Citizenship Workshop, which has been commended in the All Party Parliamentary Group on Hate Crime's most recent Enquiry Report.

The Digital Citizenship workshop is an interactive educational solution that gives young people vital tools for navigating online spaces safely and respectfully whilst encouraging them to think of themselves as conscientious digital citizens.

We have delivered our Digital Citizenship workshop to:

**3,500**

young people  
from across the  
UK & Europe

**100**

young people in  
Cumbria in 2017

**100**

young European  
Leaders in  
Strasbourg in 2018

We can deliver our workshops to small form or subject class groups as well as a whole year 7 assembly. Our programme is also designed to support schools to help meet Ofsted's framework on Safeguarding and Citizenship. The objective of the workshop is for participants to leave with greater knowledge and understanding of the following concepts:

- ! Digital rights and digital responsibilities
- ! Online bullying, prejudice-based bullying and its impact
- ! Democracy and law as they pertain to online spaces and interaction
- ! How to be responsible digital citizens within society
- ! Digital health, wellbeing and critical thinking

# GLITCH EVOLUTION

## FIRST....

### 1

After Founder and Executive Director Seyi Akiwowo faced horrendous online abuse when a video of her speech at the European Parliament went viral, Seyi began speaking to young people in schools about cyberbullying and digital citizenship in 2017. It was found that digital literacy education and cyberbullying resources were important but with increases in new online harms there was a need to directly address online harms such as hate speech, non-consensual photography and malinformation. Interest in the Digital Citizenship content grew and was developed into a formal workshop.

## SUMMER 2017- SUMMER 2018

### 2

We spoke with 2,300 diverse young people in London, Wellington and Cumbria and held a focus group with students from School 2 to further develop content, ensuring it was relevant and engaging. Young people told us our Workshop was engaging and interactive and they enjoyed our use of case studies which brought an added personal touch. They appreciated understanding the power of social media and the choice to use it for either good or bad and how to remain safe. The young people recommend we provide definitions of citizenship and cyberbullying and we include additional social media apps such as WhatsApp and Snapchat. We also decided with new funding we should develop our monitoring and evaluation process.



“The Glitch Digital Citizenship Workshop left me questioning my behaviour.”

“The Glitch Digital Citizenship Workshop helped get in our subconscious to know what we are doing in our social media life.”



### 3

## AUTUMN 2018- JAN 2019

During Anti-Bullying Week 2018 we spoke with over 1000 young people and piloted our new monitoring and evaluation process. We learned a lot about the logistics of completing both pre- and post- workshops surveys as well as adapting content for older students. Delivering content to 14-16 year olds was more challenging as there seems to be a higher tolerance to cyberbullying in this group. One student said they had experienced cyberbullying and overcame it, they said, “It’s normal.” We’ve developed our Workshop to talk about the consequences of online harms for the victim and perpetrator.

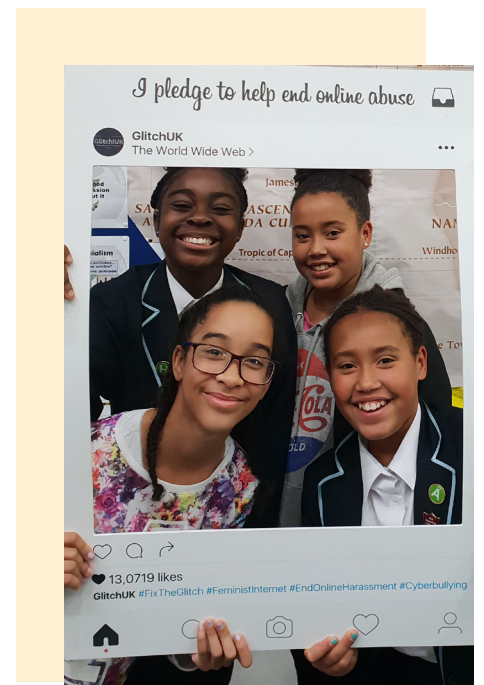
## FEB 2019- TO PRESENT

### 4

We have refined our monitoring and evaluation framework to reduce the number of questions and closely align to behavioural change. We have also developed content to feature case studies of positive uses of social media to inspire and encourage good behaviour. This also means content includes how to be a safe active-bystander. We have decided to focus on delivering workshops in one diverse borough and with only Year 7 students to measure impact of our intervention (see section 5).




“After the The Glitch Digital Citizenship Workshop I am more conscious about what I do on my social media.”



Above: Students pledging to help fix the glitch to end online abuse



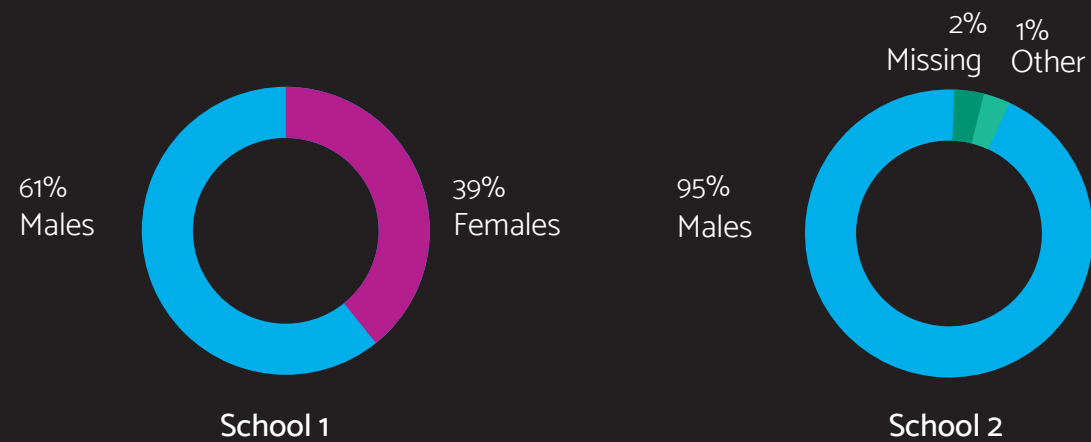
# KEY FINDINGS FROM PILOT WORKSHOPS

 Check out our impact metrics on page 22.

*This section highlights the key findings from two pilot Digital Citizenship Workshops. We conducted pre- and post-workshop surveys with participants.*

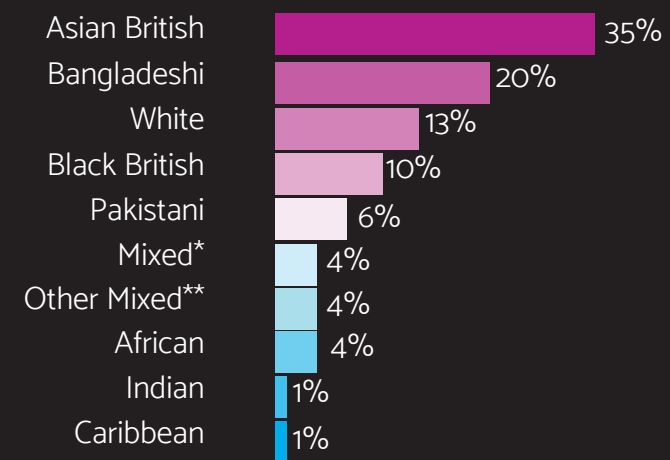
## GENDER

The two pilot schools differed in the gender of participants; School 1 is a mixed gender school and School 2 is all boys school.

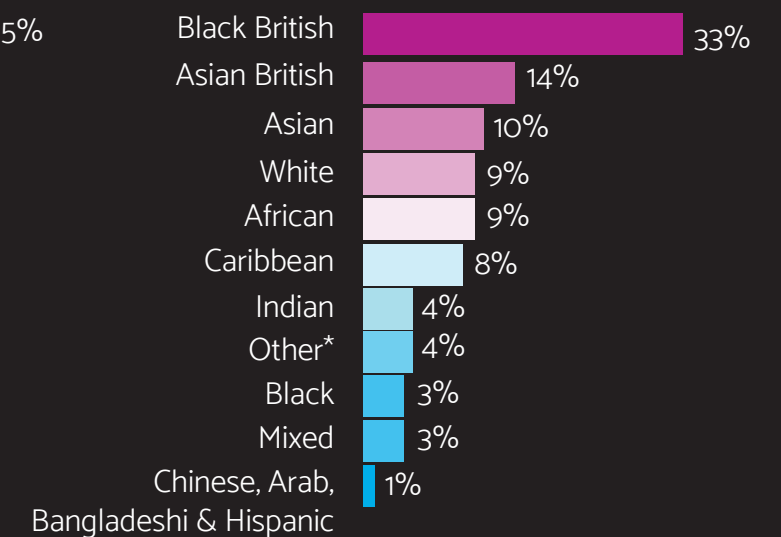


## ETHNICITY

### School 1



### School 2



### School 2

\*Mixed/ White and Black African OR Caribbean  
 \*\*Other Mixed/multiple ethnic background

\*Other ethnic background/mixed

At School 1, one third of the students identified as Asian British, with an additional 26% reporting a specific Asian ethnicity (Bangladeshi and Pakistani), resulting in over 50% of the student participants identifying ethnically as Asian or of Asian descent. At School 2, one third of participants self-reported their ethnicity as Black British, approximately a quarter of the participants reported Asian ethnicity (Asian British, 14%; Asian, 10%). There was a wider range of reported ethnicity at School 2, but with low numbers in most of the additional ethnic groups.

# 04

## A SHORT NOTE ON METHODS

Our monitoring and evaluation framework consists of pre- and post-workshop surveys to all students. This is to measure the impact of intervention and track trends pertaining to different demographics. School 1 completed 21 pre- and post-workshop surveys and School 2 completed x pre- and post-workshop surveys

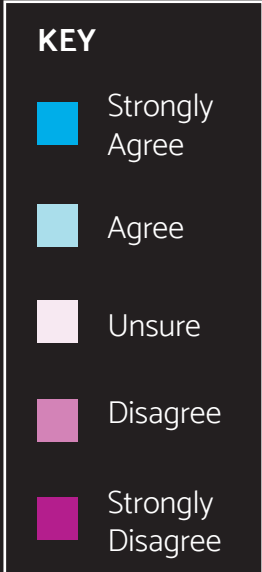
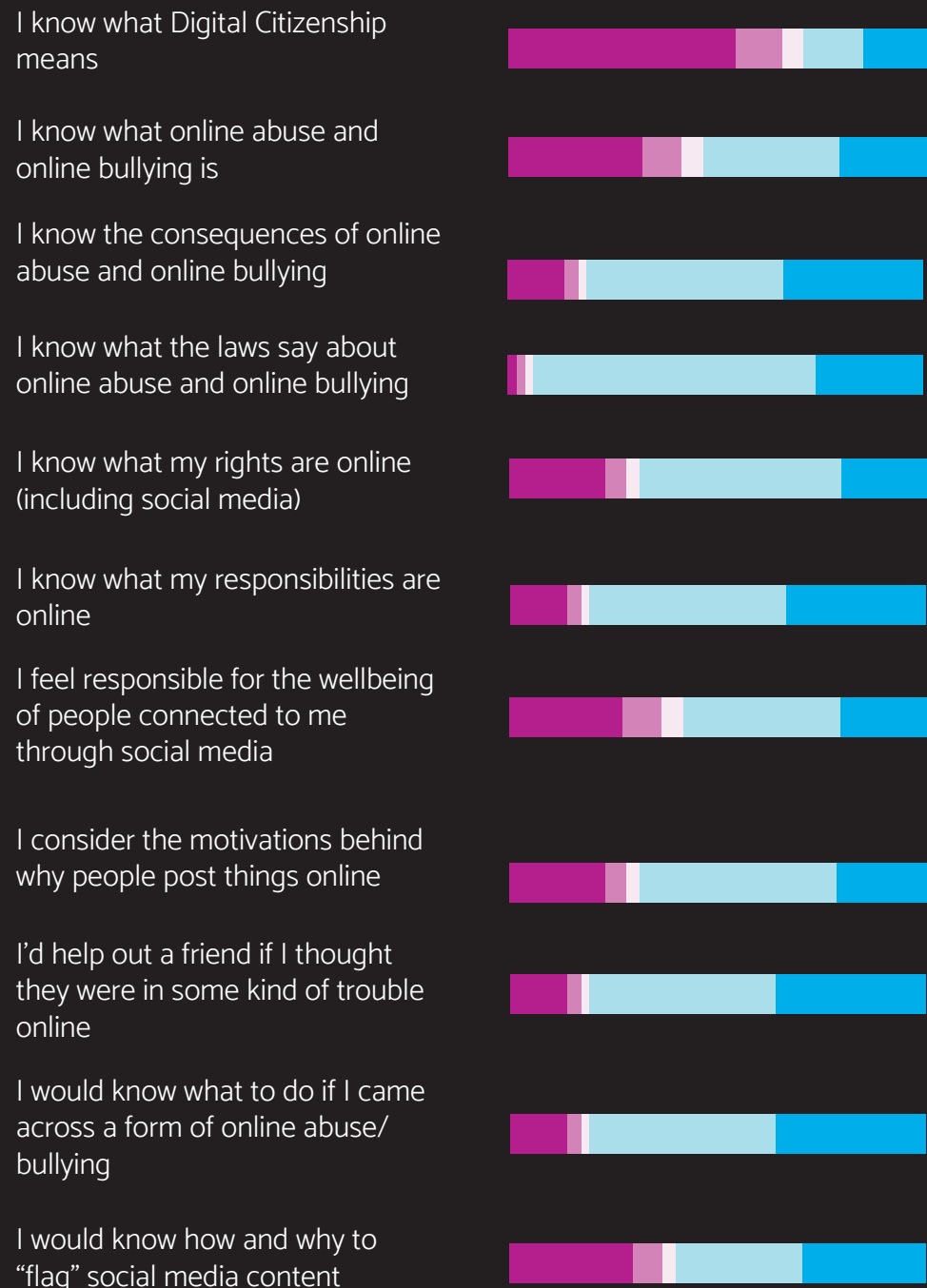


# SURVEY RESPONSES

Below are the percentages of responses on likert scale of 1-5 (1=strongly disagree; 5= strongly agree) about digital citizenship and online bullying from participants both pre- and post- the Glitch Digital Citizenship Workshop (N=69, pre-workshop; N= 51, post-workshop).

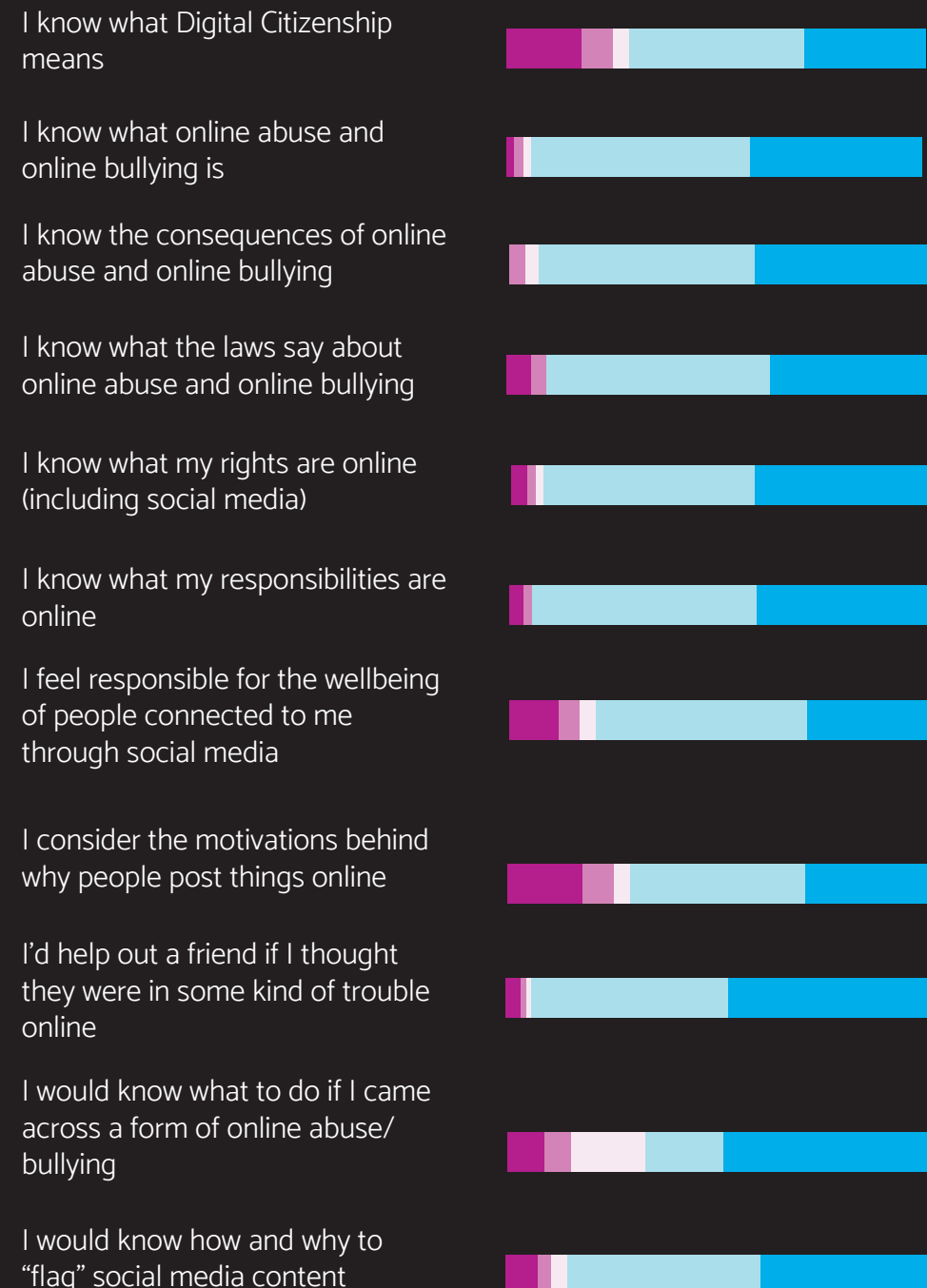
## Pre-workshop Survey Response from School 1

Average Score= 3.4



## Post-workshop Survey Response from School 1

Average Score= 3.9



### Key Findings (School 1)

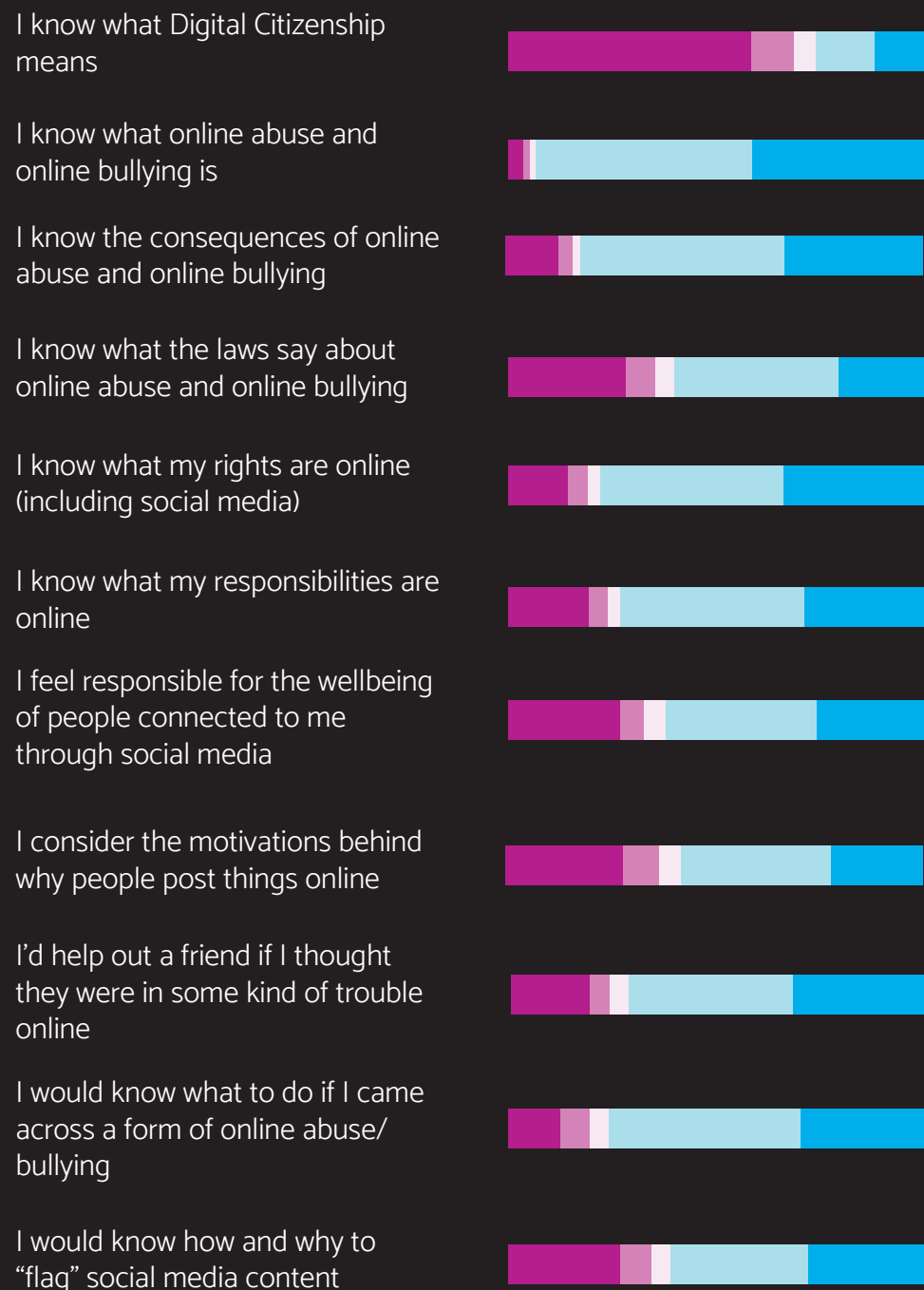
- On average, participants increased in score by 0.5 likert points towards affirming that they knew about and how to address online bullying.
- The knowledge around what digital citizenship means and what online abuse is were the two responses that showed the most improvement. Taking action like 'flagging' inappropriate content and knowing how to report online bullying or helping a friend also improved, with the largest improvement in "know how to 'flag' social media content."
- Students were still unsure about feeling responsible for the well-being of people connected to them.

# SURVEY RESPONSES

Below are the percentages of responses on likert scale of 1-5 (1=strongly disagree; 5= strongly agree) about digital citizenship and online bullying from participants both pre- and post- the Glitch Digital Citizenship Workshop (N=186, pre-workshop; N= 158, post-workshop).

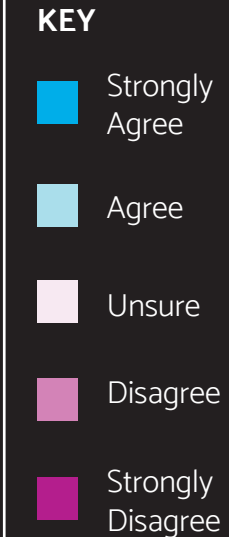
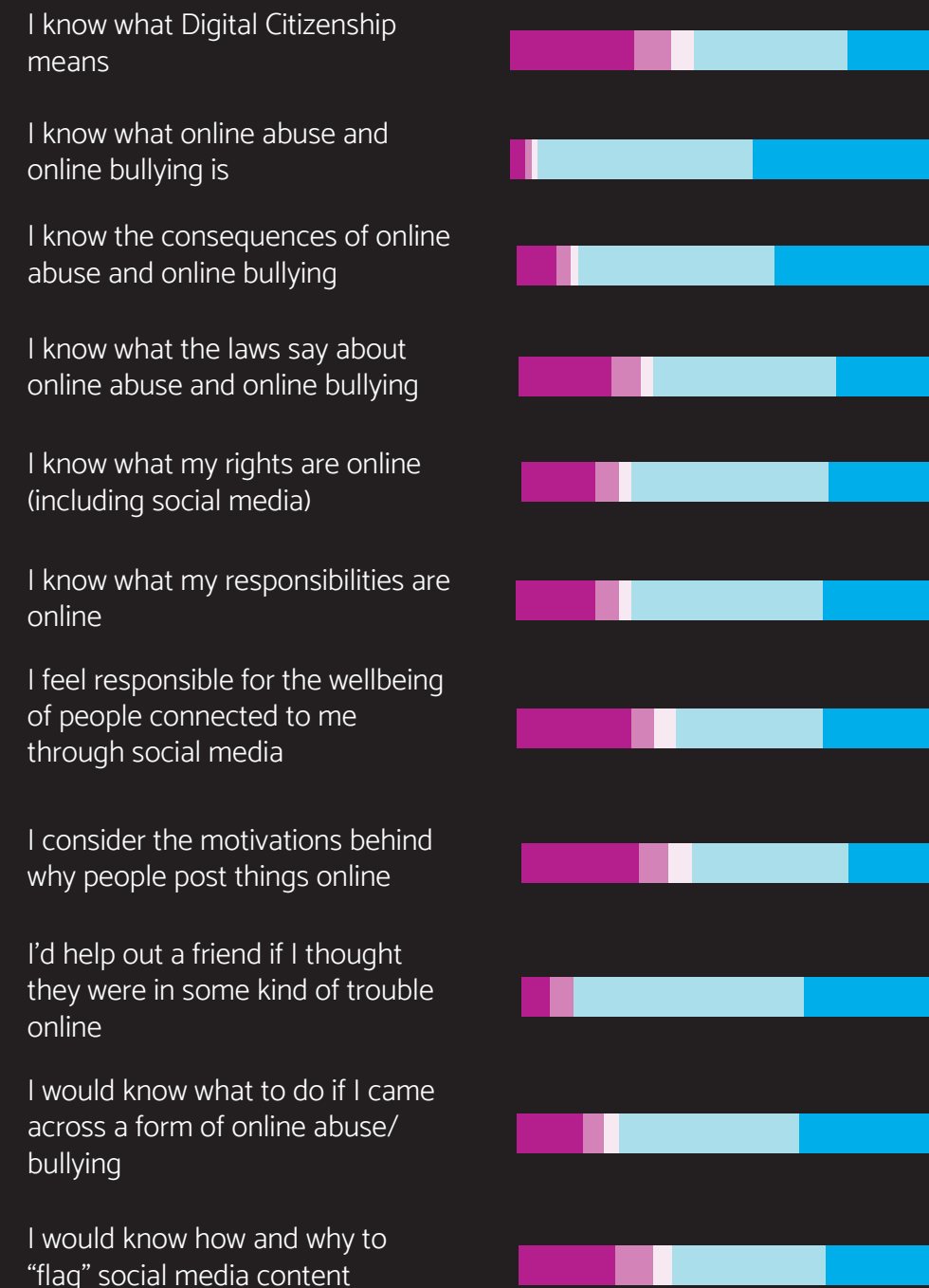
## Pre-workshop Survey Response from School 2

Average Score= 3.2



## Post-workshop Survey Response from School 1

Average Score= 3.7

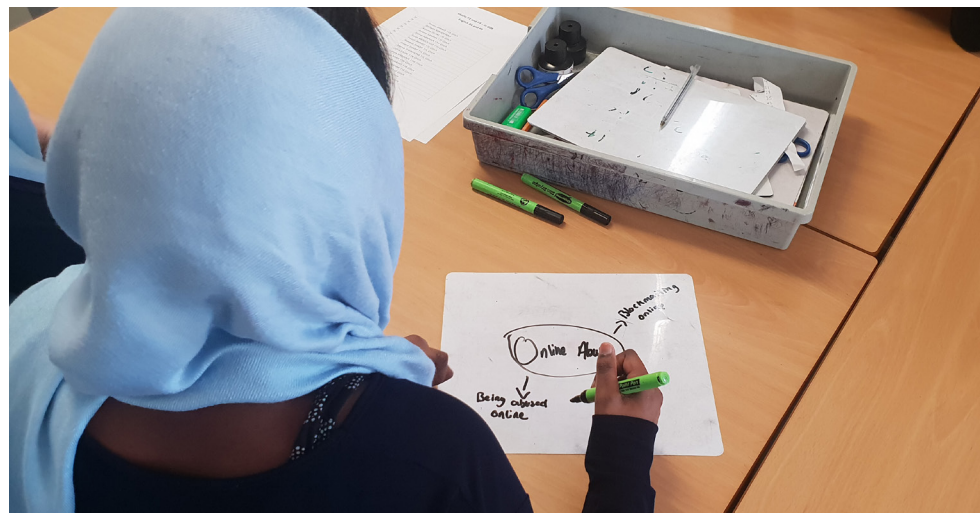


### Key Findings (School 2)

- On average, participants increased in score by 0.4 likert points towards affirming that they knew about digital citizenship and how to address online bullying.
- A large number of participants attending this workshop weren't as clear about the what digital citizenships meant, however participants were well informed about online bullying.
- More participants reported they would help a friend if they were experiencing online bullying but the self-efficacy around knowing what to do and how to 'flag' content improved only slightly compared to School 1.

# 777 DIGITAL CITIZENSHIP PROJECT: NEWHAM

*We would like to expand to all Newham Schools the chance to participate in our free 777 Digital Citizenship Project. From March to May we are offering our one hour workshop free of charge, to Year 7 students at 7 different Newham schools. Our content will focus on the positive uses of social media to inspire and dissuade students as well as on the rights and responsibilities of being a digital citizen.*



To the left:  
Student from  
a Digital  
Citizenship  
Workshop

## METHODOLOGY

Using the following sites to retrieve demographic information about Newham:

Newham Info<sup>5</sup>  
Datashine<sup>6</sup>  
Nomisweb<sup>7</sup>

The demographic information comes from the 2011 census and, given that one characteristic of this geographic area is the transience of a large percentage of the population, the data might already be very outdated. However, it is the most recent data available.

From the demographic information we have created seven groupings of wards with similar compositions. We are aware of challenges such as exams and school timetabling but, to get a representative sample of the greater population of Newham, we will aim to deliver one workshop in each of the seven groupings.



<sup>5</sup> Newham Info - Population - Map, Newham.info, URL: <https://www.newham.info/population/map/>

<sup>6</sup> DataShine Census, (2011), URL <http://datashine.org.uk/>

<sup>7</sup> Nomis- Official Labour Market Statistics, URL <https://www.nomisweb.co.uk/>

# HYPOTHESES OF DESIRED OUTCOMES

Given the effectiveness of our Digital Citizenship Workshops in equipping young people with the tools and knowledge to become digital citizens and be an active bystander, we have outlined our desired outcomes of the 777 Digital Citizenship Project.

**65%**

● of participants will plan to behave differently online after the workshop

**75%**

● of participants will believe they have the skills and tools needed to be a good digital citizen after the workshop

**80%**

● of participants will be able to list at least two legal rights of internet users after the workshop

● of participants will be able to name two examples of online harms after the workshop

● of participants will be able to name two responsibility of internet users after the workshop

● of participants will be able to name one way to be an active bystander online after the workshop

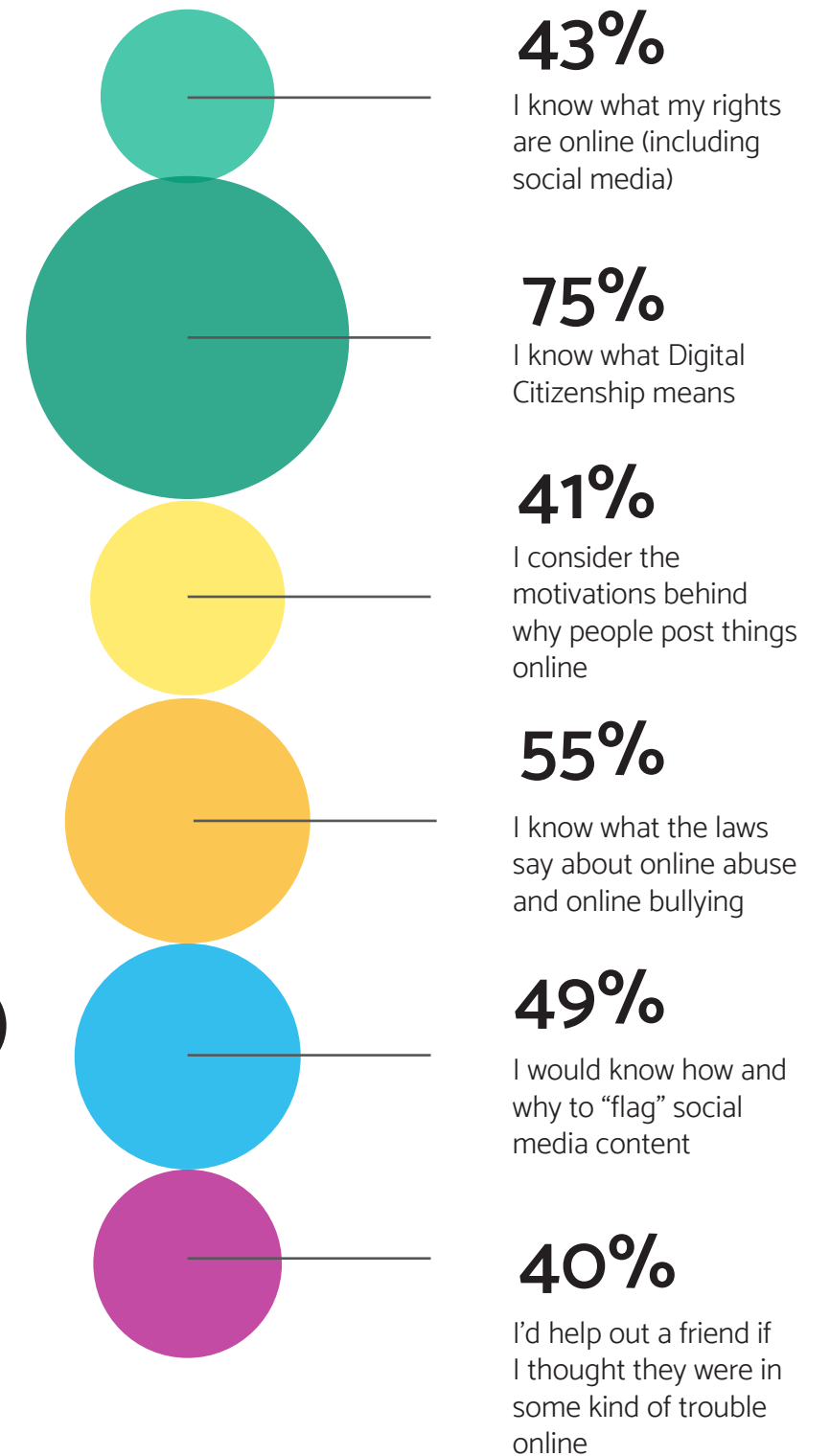
**90%**

● of participants will be able to define digital citizenship after the workshop

## Why is it important to continue expanding and iterating our Digital Citizenship Workshop?

Our Workshop is effective in equipping students with the tools and knowledge to become responsible, self aware digital citizens. There was a **40%** increase following the Workshop of young people's willingness to take positive action if they or someone they know is experiencing online harms (See visual on the right for our impact).

## Percentage of Participants With Higher Scores on Post-Workshop Survey Than On Pre-Workshop Survey





# CONCLUSION

*To ensure our workshops continues to be as effective and relevant to young people we require long-term investment in our programme.*

As the UK Government looks to introduce new laws to make the UK “the safest place to be online”, now is the time to invest in the generation that can make the biggest difference and that investment should be in digital citizenship education .

Our Digital Citizenship Workshop goes beyond digital literacy education. Our Workshops provide an understanding of positive online behaviours as well as the impact of users’ actions on them and others. Young people surveyed said they felt an increased sense of self-awareness and responsibility of how their behaviour could impact others and, after attending the workshop they felt reassured by now knowing how to flag and report inappropriate content.

Digital Citizenship Workshop is an evolving programme with insightful data to learn from as well as use to improve the effectiveness of our delivery. One interesting data is the average of the participants’ scores in the pre-workshop survey, particularly School 2 as this outlines both the needs and knowledge gap.

As shown in the tables on page 14 and 17, significant number of students responded that they already knew what online abuse and bullying is and they know the consequences of online abuse and bullying. This correlates with the responses shared during activities within workshops. Students from School 2 confidently defined online bullying as an online harm and they see self-harm or suicide as a consequence of this. However, students could not recall other online harms nor that some tactics of online bullying are in fact illegal; which have consequences for the perpetrator and those involved, including witnesses. Before the workshop students could not define digital citizenship and they wouldn’t help a friend out if they were in some kind of trouble. This also means content should continue to focus more on online harms and how to be an active-bystander in a safe way.



online abuse in public life is “a threat to democracy”



With 90% of participants recommending our Workshop, our fun and impactful Workshop is informing young people of their digital rights and responsibilities. Key findings from our pilot 2018 Digital Citizenship Workshops shows that from our one hour intervention alone, 86% of young people surveyed said they would behave differently online as a result of the information they learned during our workshop. 55% of young people surveyed also know what the law says around online harms and how to be responsible active bystander online. Young people have told us they would like to be ambassadors and help co-deliver the workshops to younger students. Investment in our Digital Citizenship Workshop will allow us to help create an eco-system within school and local communities.

Our Digital Citizenship Workshop has supported young people to become responsible digital citizens with the requisite tools to navigate the online world and tackle the rise in online harms.

Online harms like online bullying and abuse are on the rise, with cyberbullying making young people twice as likely to self-harm or attempt suicide. In 2018 the UK Prime Minister called online abuse in public life “a threat to democracy”. The UK Department for Culture, Media and Sports has announced plans to invest in digital literacy education and we await more information on this in the Government’s Online Harms White Paper. We therefore require investment to be “product-ready” in order to bid to deliver our Digital Citizenship Workshop as a key service to addressing online harms. Investment will enable us to expand delivery of our Workshops, reaching more young people, training diverse facilitators with lived experiences, investing in our content to include digital technology and our monitoring and evaluation framework. We also require long-term investment to ensure our Digital Citizenship workshops continue to be as effective and relevant.

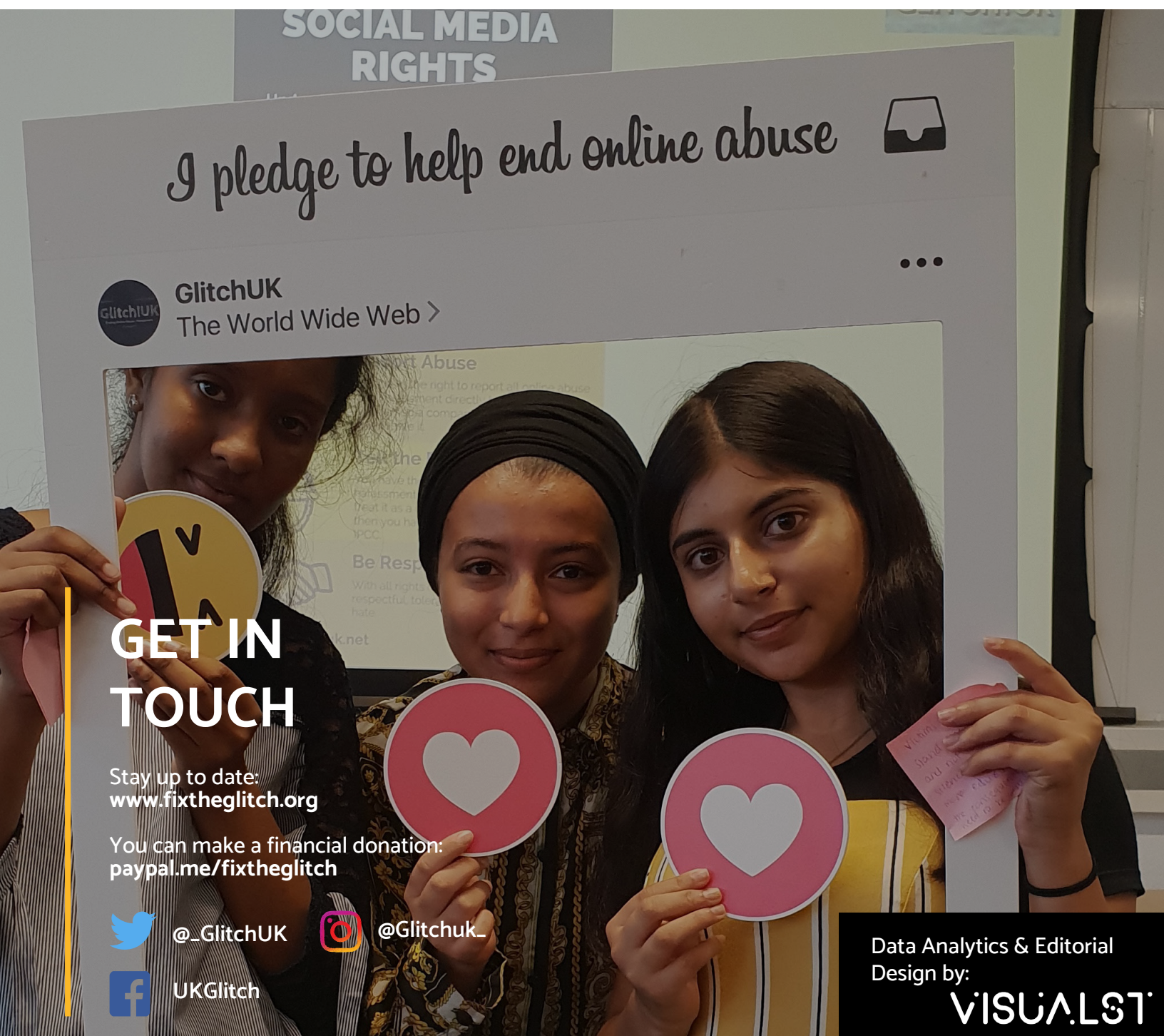
Picture below:  
Students attending  
a Digital Citizenship  
Workshop





# GLITCH

MEMO  
DIGITAL CITIZENSHIP  
SPRING 2019



I pledge to help end online abuse



GlitchUK  
The World Wide Web >



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Stay up to date:  
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