Lonergan Research - Cool Australia's Social Impact Report

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What we'll cover

1. **Objectives and methodology**
   What we aimed to achieve and how we did it
2. **Key take outs**
   What we now know
3. **Respondent profile**
   From Cool Australia's database
4. **Website and resource usage**
   What happens with each resource
5. **Film-based resources**
   Use and impact
6. **Impact on teachers**
   Added value for teachers and their practices
7. **Impact on students**
   Does it drive students to take action?

1 Objectives and Methodology

Background and objectives

- Cool Australia (CA) develops online, curriculum-aligned resources for teachers on topics relating to social, environmental and economic sustainability. CA works both independently and in collaboration with leading social and environmental organisations to create high quality, useful and engaging material that reflects real world issues.

- This study was initiated by CA to understand the potential **social impact** its resources are having on both teachers and their students. Previous research had identified that CA's resources are working, are of high quality and are of high value to teachers. Looking deeper into whether these resources are also making a broader social contribution was of great interest to both CA and its partners.

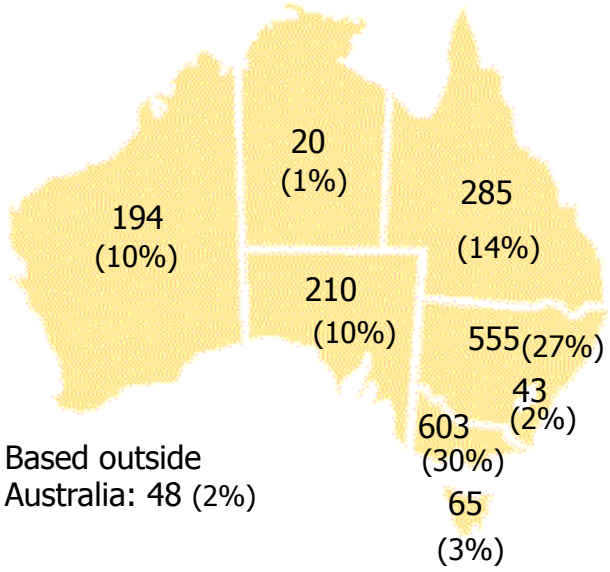
- The study was structured in two stages:
  - **Stage 1 (scope),** the **Stakeholder Consultation**, involved interviewing stakeholders to help inform the teacher survey structure and objectives.
  - **Stage 2 (measure),** the **Teacher Survey**, asked teachers to consider the effect of using CA's resources on them personally and on their students. The survey measured whether there was any marked difference in their knowledge of, attitudes towards and tendency to change behaviour as a result of teaching with CA resources.

- This report summarises the findings from the **Teacher Survey** (Stage 2).

Methodology

- This stage was conducted online amongst members of Cool Australia's (CA's) database.
- A total of **2,023 interviews were achieved.**
- All States & Territories are represented in the final sample, with most respondents based in VIC and NSW (making up 30% and 27% of the final sample size respectively).
- The fieldwork commenced on November 28, 2016 and closed on 16th December 2016.
- All members registered on CA's database were invited to participate in the online survey.
- This study provides an overview of the most recent profile and opinion of CA's members.
- This study was conducted in accordance with the ISO 20252 standards.
- *Analytical note: Please note that the sum of percentages in questions may not equal to 100% due to rounding effects.*

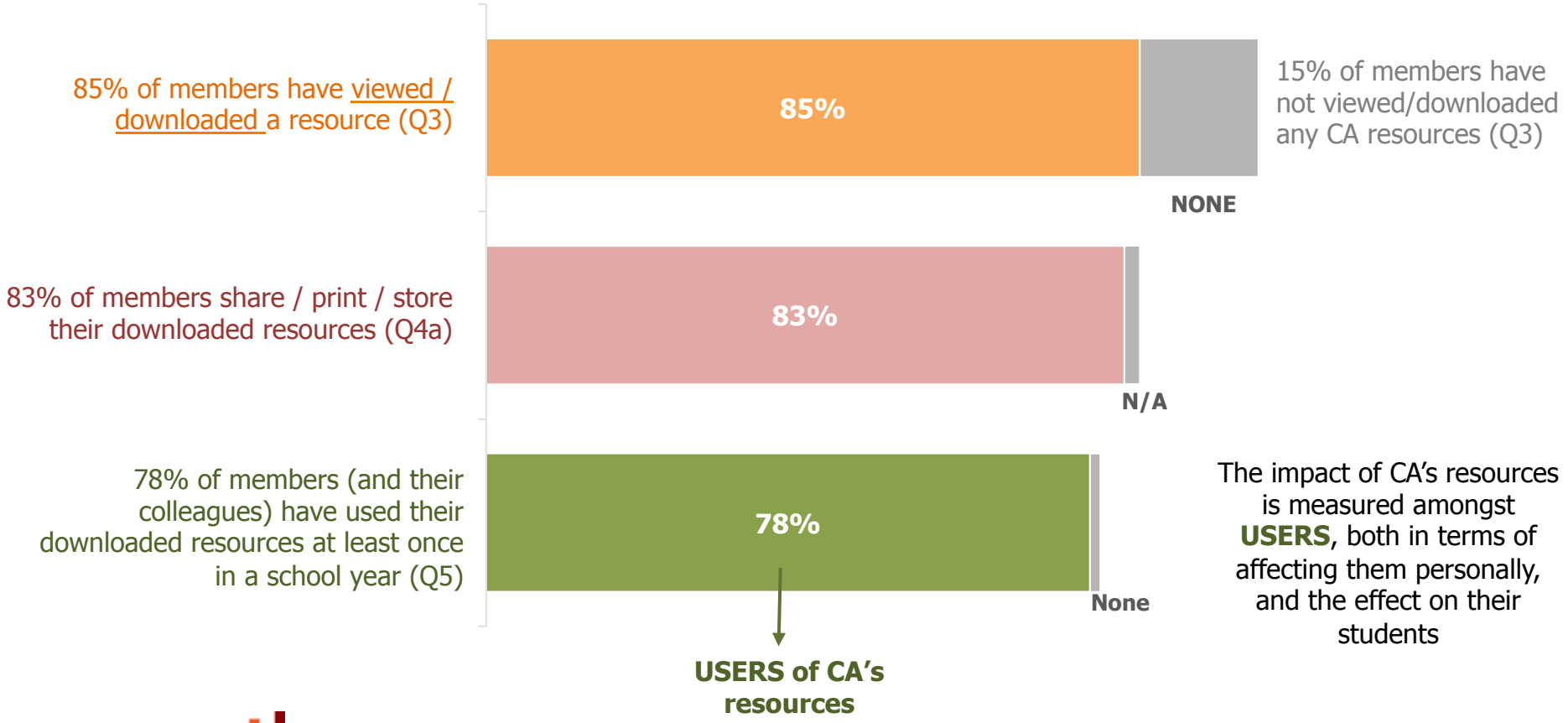
Geographical distribution of survey sample (n=2,023)



Analytical Notes

- For analysis purposes, the report refers to various segments:
  - **Member**: Any person on the Cool Australia (CA) database *(final sample n=2,023)*
  - **User**: A CA member who has used a resource at least once in the last 12 months *(final sample n=1,581)*
  - **Resources:** Units, lesson plans, digital libraries, and other material such as that from *Enviroweek* and Audits.

- A hierarchy of questions were used to identify **Users** of CA's resources as charted below. This would indicate a highly engaged audience.



2 Key take outs

Key take outs

1. SOCIAL IMPACT

Overall, 98% of **teachers** believe that using our resources had, to some extent, a positive social impact *on them personally* and 42% of frequent users rate this impact at least 8/10.

a. Personally:

- 86% of teachers expanded their perspective on the issues explored in the resources
- 81% changed their personal behaviour
- Teachers who have completed CA's Online Professional Development are most likely to think that the more lessons taught, the greater the positive social impact (75%)

b. Professionally:

- 91% of teachers report having increased their knowledge
- 87% feel more confident teaching these topics
- 84% consider themselves better teachers of social and environmental sustainability.

c. Impact on students:

Overall, 99% of teachers believe that our resources are having a positive social impact, to some extent, on their students, while 39% of frequent users rate this impact at least 8/10. Almost 1 in 3 teachers report that using CA's resources in the classroom has achieved a significant positive social impact on their students.

- 88% of teachers say that their students' awareness and knowledge improved
- 82% saw an improvement in critical thinking skills and a change in attitude
- 77% observed behaviour change in their students
- 72% report increased preparedness to act

Key take outs

2. INTEGRATION & ENGAGEMENT

- Cool Australia has an **engaged membership base** with 85% viewing/using their resources, and on average having visited the CA website 6.2 times last year (i.e. over the past 12 months).
- 83% of members **share, print or store** their downloaded resources.
- After a resource is downloaded, it is **used multiple times**, with the average staff member using it at least **4 times over** the course of a school year.
- In one school year, a Cool Australia resource is used to teach on average **46 students**, with Curriculum and Sustainability coordinators (along with their colleagues) likely to teach more than **60 students in one year**.

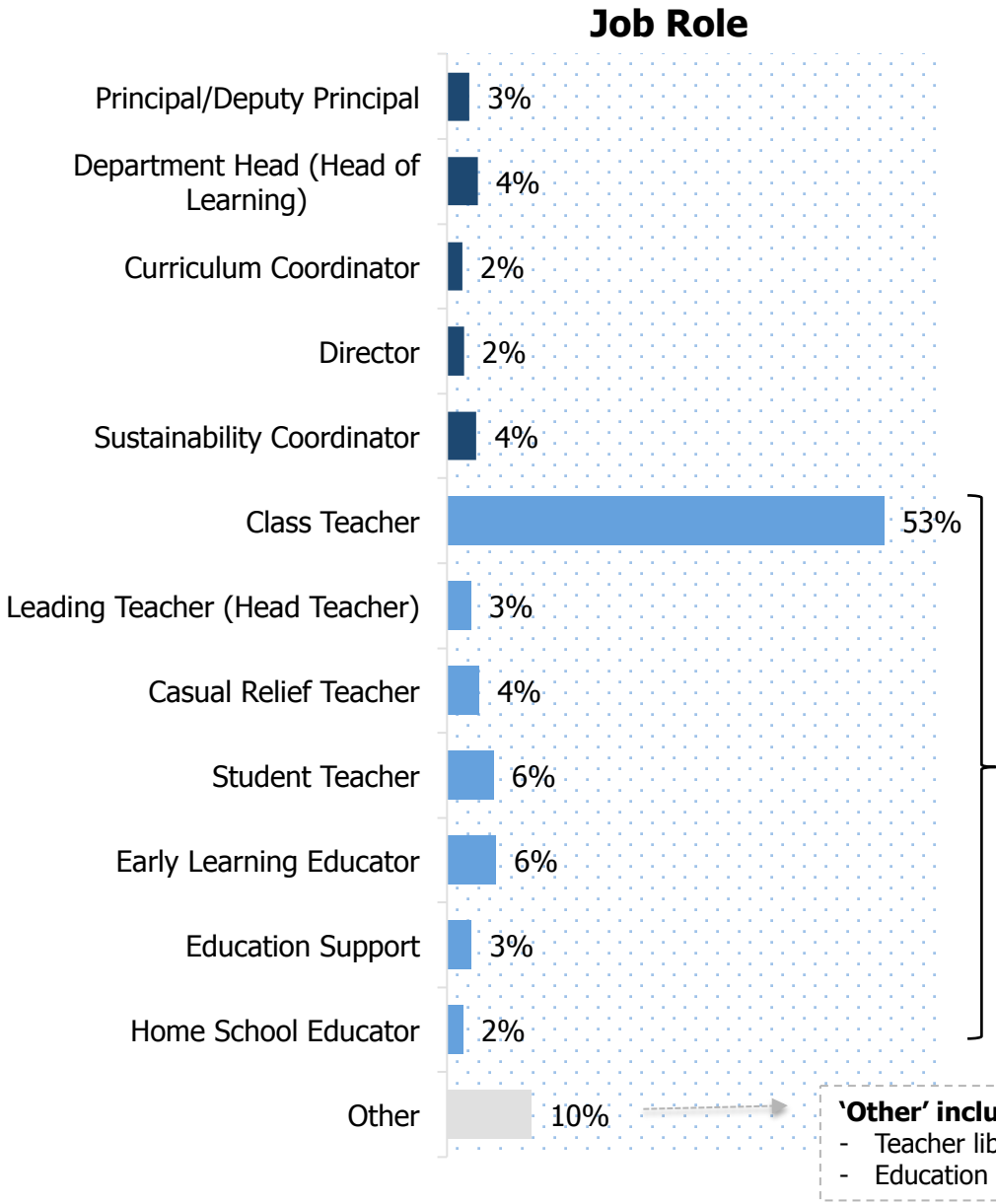
3. FILM RESOURCES

- Nearly all members (98%) who have used film-based lessons agree that they help with student engagement on social and environmental issues.
- 9 in 10 users of film-based resources agree that film vignettes (short clips) are easier to teach with than using the entire film.
- 80% who have used a film based resource would choose a film resource over another type of resource.

3 Respondents Profile

Respondent Profile

Breakdown of users of CA's resources



- The majority of members (76%) are in roles with teaching responsibilities.
- Of those with teaching responsibilities, half (54%) are teaching primary school settings.

Profile of teachers only across stages of learning

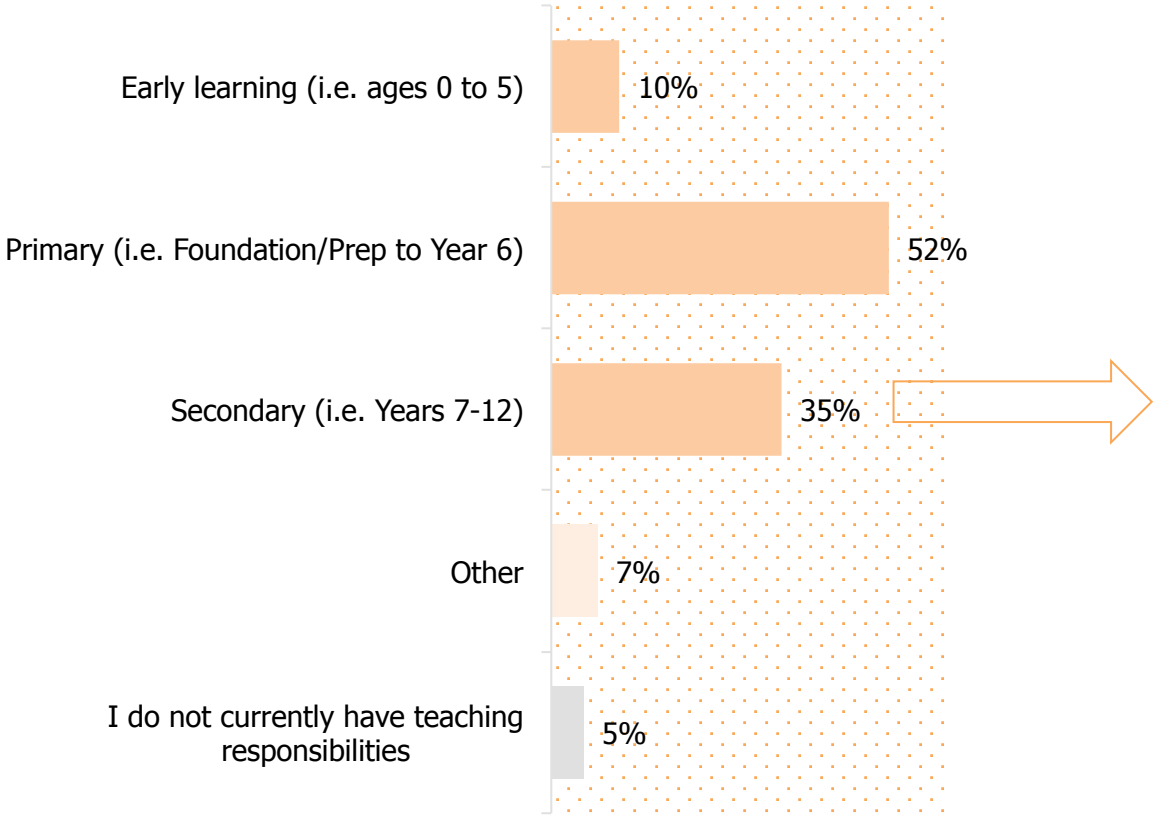
Members with teaching responsibilities	(n=1,536)
Early learning	11%
Primary	51%
Secondary	36%
Other	5%

Respondent Profile

Breakdown of users of CA's resources

- Users of CA's resources display a similar job profile to the broader CA membership base, with 78% of users in teaching roles. More than half (56%) are class teachers.
- Half (52%) of users are teaching primary levels, and approximately one third (35%) cover secondary year learning stages. The most popular secondary subjects being taught by users are Science (46%) and Humanities and Social Sciences (42%).

Users by teaching responsibilities

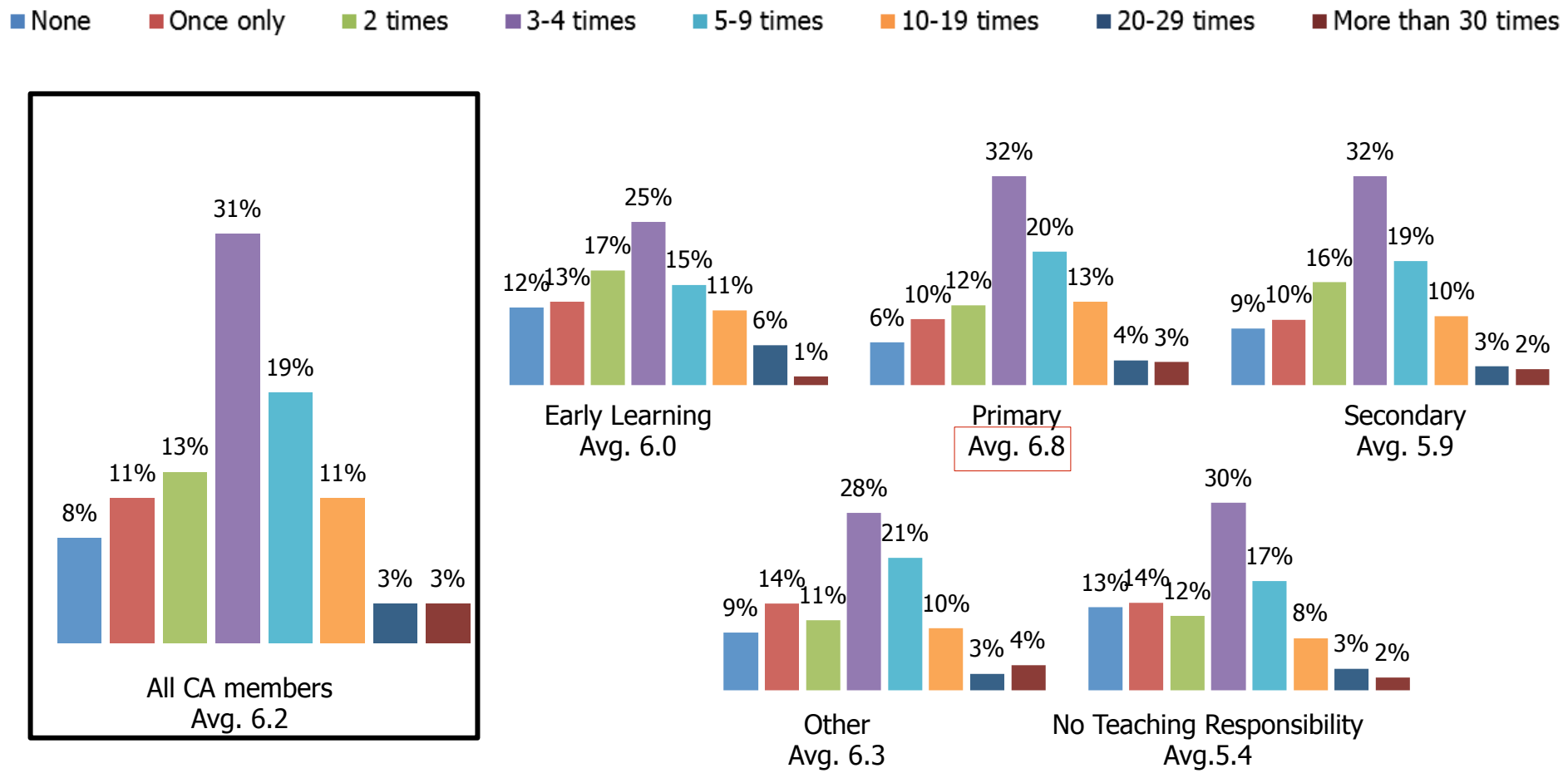


Secondary subjects	(n=557)
Science	46%
Humanities and Social Science	42%
Mathematics	29%
English	28%
Sustainability	17%
Technologies	16%
Health	12%
Physical Education	10%
The Arts	9%
Languages	5%
Music	4%
Other	11%

4 Website and Resource Usage

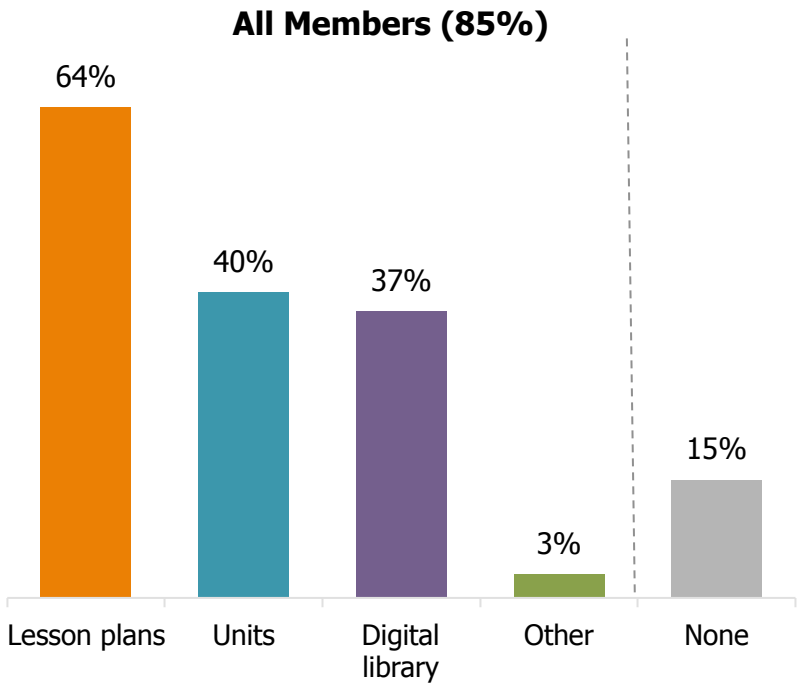
Members visit or use the CA website on average 6.2 times a year. Primary school staff are likely to visit the CA website more often (6.8 times) than early learning (6.0 times) or secondary school staff (5.9 times).

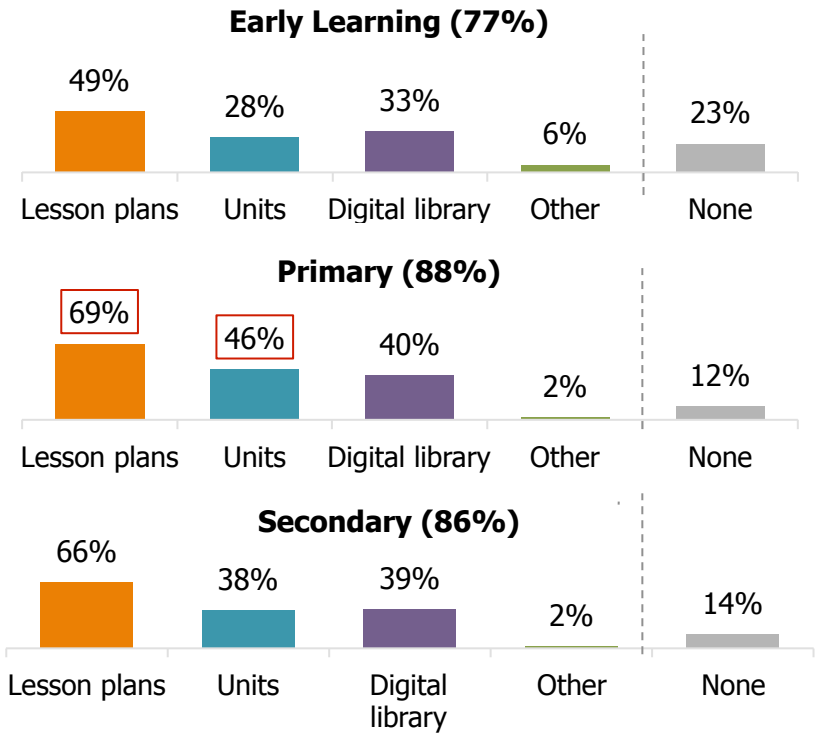
Frequency of visiting/using the Cool Australia website



Of the 85% of members who viewed or downloaded resources in the last 12 months, lesson plans are the most popular choice for educators.

Using the Cool Australia website

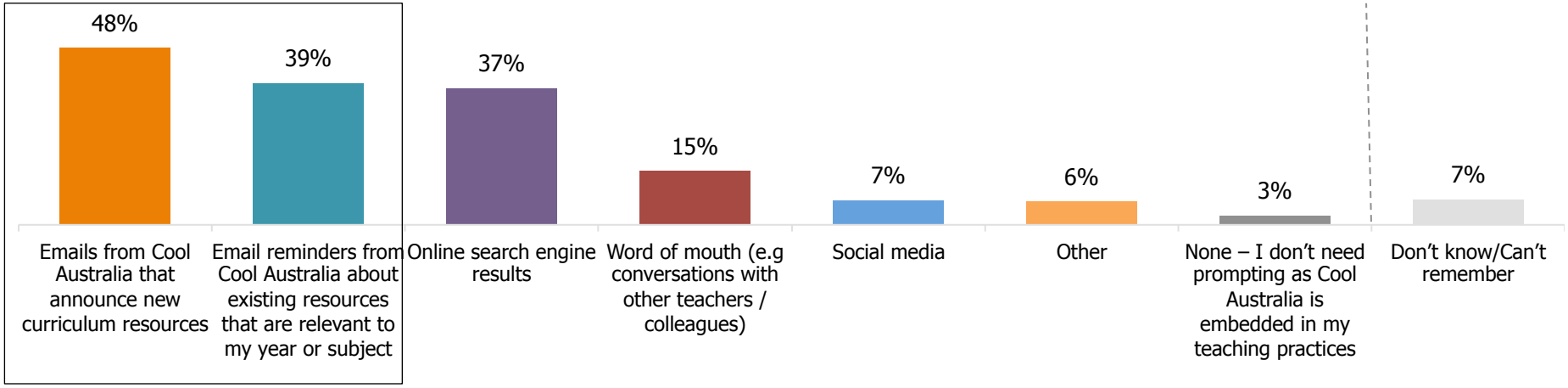




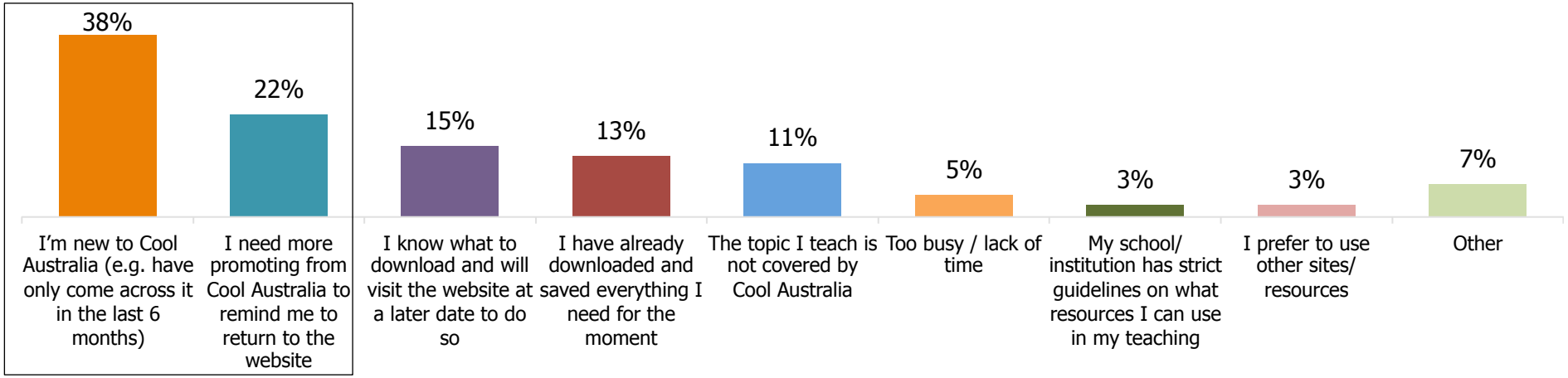
SECONDARY SUBJECT / RESOURCE	Science (n=326)	Humanities and Social Science (n=270)	Mathematics (n=211)	English (n=189)	Sustainability (n=117)	Technologies (n=107)	Health (n=83)	Physical Education (n=66)	The Arts (n=67)	Languages (n=37)	Music (n=30)*
Lesson plans	68%	70%	63%	68%	74%	68%	66%	65%	66%	70%	70%
Units	37%	41%	37%	41%	46%	39%	42%	47%	31%	54%	47%
Digital library	41%	45%	38%	42%	47%	48%	39%	41%	37%	35%	30%
Other	2%	1%	2%	3%	2%	1%	1%	2%	6%	3%	3%
None	*12%*	*9%*	*18%*	*12%*	*11%*	*12%*	*16%*	*14%*	*15%*	*14%*	*10%*

Emails from CA regarding new curriculum are the most effective triggers to prompt members to visit the website. 1 in 5 indicated they need to receive more promoting from CA to revisit the website.

Prompting to use the Cool Australia website

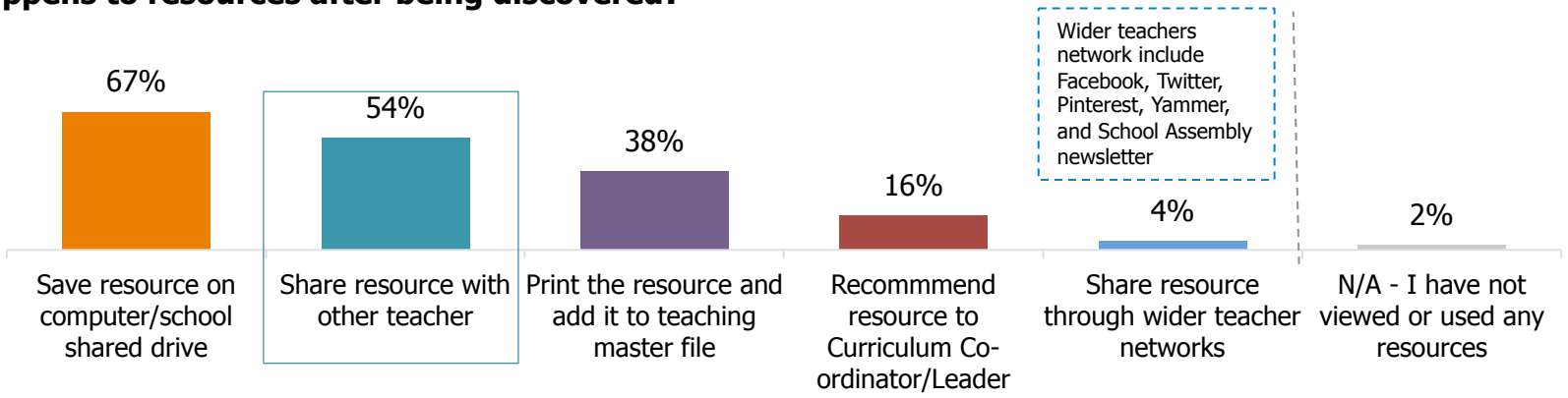


Reasons for not using the Cool Australia website more often (visited the site less than 5 times in past 12 months)



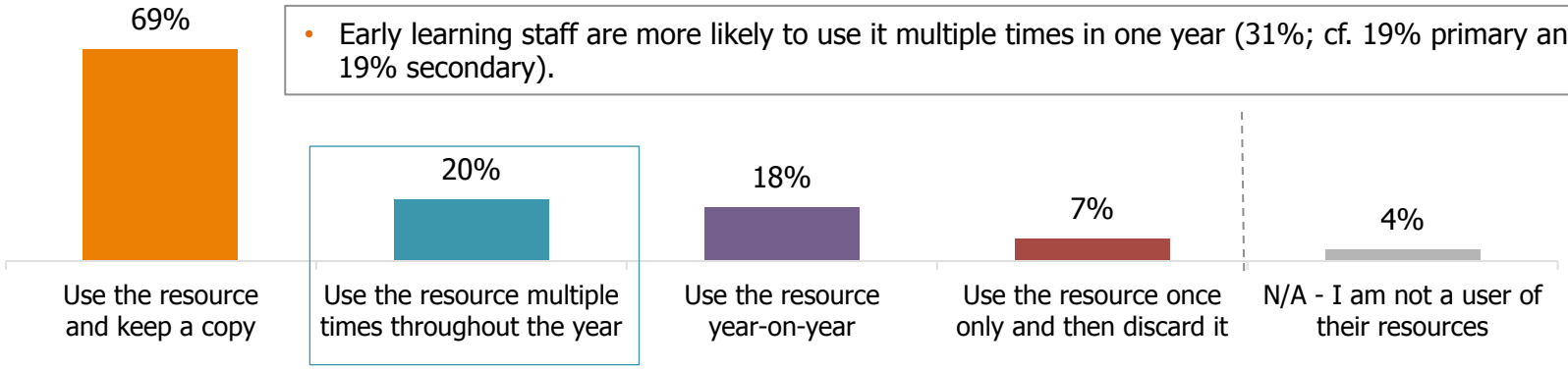
83% of members share, print or store CA's resources on their personal or school share drive.

What happens to resources after being discovered?



- 3 in 5 (59%) who print a CA resource and add it to their teaching master file also continue to save the resource on a computer/school shared drive.
- Secondary school staff are the most likely to save the resource on their computer or shared drive (71%; cf. 58% early learning, 69% primary).

How are resources used after being viewed/downloaded?



- Early learning staff are more likely to use it multiple times in one year (31%; cf. 19% primary and 19% secondary).

Q4a. When you discover a Cool Australia resource of interest, which of the following do you do? Base: Those who viewed/download any resource from the Cool Australia website (n=1,712)

Q4b. Considering a Cool Australia resource that you have viewed and/or downloaded, which of the following statements apply to you? Base: Those who stored/shared/recommended/printed resources (n=1,671)

After a resource is downloaded, it is used on average 4 times in a school year.

Number of times a resource is being used - in a school year

FREQUENCY / ROLE/ TEACHING RESPONSIBILITIES	*Avg. Times*	None	Once only	2 times	3-4 times	5-9 times	10-19 times	20-29 times	30 times or more
All	*4.0*	2%	24%	24%	31%	12%	5%	1%	1%
Principal/Deputy Principal (n=40)	*5.0*	-	18%	23%	38%	13%	3%	8%	-
Director (n=28)*	*5.6*	4%	18%	14%	36%	18%	4%	4%	4%
Depart. Head(Head of Learning)(n=59)	*3.7*	-	24%	19%	34%	20%	3%	-	-
Sustainability Coordinator (n=60)	*5.8*	-	12%	23%	38%	13%	7%	3%	3%
Curriculum Coordinator (n=31)	*5.8*	-	26%	19%	26%	13%	6%	10%	-
Leading Teacher (Head Teacher)(n=50)	*3.8*	2%	16%	22%	46%	8%	4%	2%	-
Class Teacher (n=889)	*4.0*	1%	24%	25%	31%	12%	5%	1%	1%
Early Learning Educator (n=94)	*3.7*	-	21%	23%	43%	7%	4%	-	1%
Casual Relief Teacher (n=58)	*2.5*	3%	31%	31%	28%	5%	2%	-	-
Student Teacher (n=90)	*2.3*	6%	46%	26%	17%	6%	-	-	1%
Education Support (n=41)	*3.5*	-	27%	27%	27%	15%	5%	-	-
Home School Educator (n=31)	*4.5*	-	35%	10%	23%	29%	-	-	3%
Other (n=137)	*4.5*	5%	18%	25%	31%	10%	8%	1%	1%
Early learning (n=137)	*4.1*	1%	22%	22%	38%	10%	4%	1%	2%
Primary (n=822)	*4.1*	1%	24%	25%	30%	12%	5%	2%	1%
Secondary (n=567)	*3.9*	2%	24%	24%	32%	12%	4%	1%	1%
Other (n=114)	*4.2*	2%	18%	28%	30%	13%	8%	-	1%
No Teaching Responsibilities (n=86)	*3.6*	9%	33%	19%	22%	8%	8%	-	1%

SECONDARY SUBJECT	Science (n=264)	Humanities and Social Science (n=236)	Mathematics (n=164)	English (n=158)	Sustainability (n=97)	Technologies (n=89)	Health (n=67)	Physical Education (n=55)	The Arts (n=52)	Languages (n=30)*	Music (n=26)*
Avg. Times Used	4.0	3.5	4.6	4.0	3.6	4.5	5.0	5.2	3.6	5.9	3.6

In one school year, a CA resource is used to teach on average 46 students, with Curriculum and Sustainability coordinators (along with their colleagues) likely to teach more than 60 students in one year.

Number of students have taught using a resource - in a school year

ROLE/ TEACHING RESPONSIBILITIES \ FREQUENCY	*Avg. No. of students*	None	<20	20-39	40-59	60-79	80-99	100 or more	Don't know
All	***46.0***	**3%**	**16%**	**33%**	**20%**	**10%**	**5%**	**11%**	**2%**
Principal/Deputy Principal (n=40)	*49.6*	-	13%	35%	18%	23%	-	13%	-
Director (n=27)*	*52.5*	-	11%	26%	26%	19%	11%	7%	-
Depart. Head(Head of learning)(n=59)	*54.0*	3%	7%	37%	17%	10%	5%	20%	-
Sustainability Coordinator (n=60)	*65.7*	-	5%	15%	32%	13%	5%	27%	3%
Curriculum Coordinator (n=31)	*60.5*	-	10%	19%	26%	16%	10%	19%	-
Leading Teacher (Head Teacher)(n=49)	*54.8*	-	8%	35%	20%	12%	8%	16%	-
Early Learning Educator (n=94)	*33.7*	1%	33%	32%	21%	5%	3%	3%	1%
Class Teacher (n=878)	*47.4*	2%	13%	36%	22%	10%	6%	11%	1%
Casual Relief Teacher (n=56)	*40.1*	4%	11%	45%	23%	9%	2%	5%	2%
Student Teacher (n=85)	*24.7*	20%	22%	32%	16%	6%	-	-	4%
Education Support (n=41)	*32.0*	7%	32%	32%	7%	10%	2%	5%	5%
Home School Educator (n=31)	*11.9*	-	97%	-	-	3%	-	-	-
Other (n=130)	*52.3*	7%	18%	22%	12%	8%	9%	20%	5%
Early learning (n=165)	*37.7*	2%	27%	33%	20%	9%	4%	4%	2%
Primary (n=816)	*47.4*	2%	14%	34%	21%	11%	6%	11%	2%
Secondary (n=557)	*47.6*	3%	16%	31%	20%	11%	4%	13%	2%
Other (n=112)	*45.8*	4%	21%	26%	17%	13%	4%	13%	1%
No Teaching Responsibilities (n=78)	*30.4*	17%	21%	32%	9%	4%	4%	5%	9%

SECONDARY SUBJECT	Science (n=254)	Humanities and Social Science (n=230)	Mathematics (n=159)	English (n=155)	Sustainability (n=94)	Technologies (n=89)	Health (n=66)	Physical Education (n=53)	The Arts (n=51)	Languages (n=29)	Music (n=24)
Avg. No. Students	49.1	44.3	45.4	40.4	41.4	40.0	38.0	42.7	30.1	34.6	33.9

With approximately 38,000 members using a CA resource to teach students, CA's classroom reach across Australia is up to 1.7 million students in a school year.

Number of students taught with resource vs. Number of times a resource is used

TIMES / STUDENTS	Once only	2 times	3-4 times	5-9 times	10-19 times	20-29 times	30 times or more
None	67%	15%	19%	-	-	-	-
Less than 20	42%	25%	21%	9%	2%	<1%	<1%
20-39	34%	30%	28%	6%	2%	<1%	<1%
40-59	11%	29%	41%	11%	5%	1%	1%
60-79	7%	22%	42%	19%	8%	1%	1%
80-99	6%	20%	44%	18%	12%	-	-
100 or more	6%	11%	33%	25%	13%	8%	4%
Don't Know	35%	15%	23%	15%	8%	0%	4%
Avg. No. of students	27.8	40.7	51.3	62.2	70.9	84.3	81.0
% of Users* (*excl. those who don't use resources with students)	24%	25%	32%	12%	5%	1%	1%
User Pop Estimate (Users=38,000)	9,120	9,500	12,160	4,560	1,900	380	380
Total No. of students reached	253,536	386,650	623,808	283,632	134,710	32,034	30,780

1,745,150 students

Interpretation: 41% of users who teach 40-59 students in one year with CA's resources use the resource between 3-4 times.

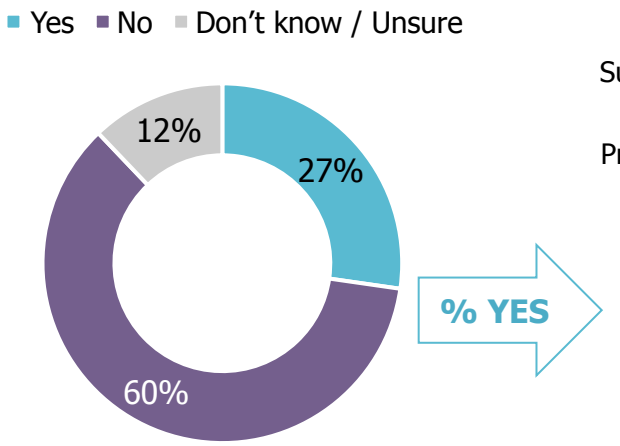
Interpretation: A resource that is used at least three times in one year will reach on average 51 students.

- 76% of members (and their colleagues) use CA's resources to teach students. This is equivalent to approximately 38,000 members.

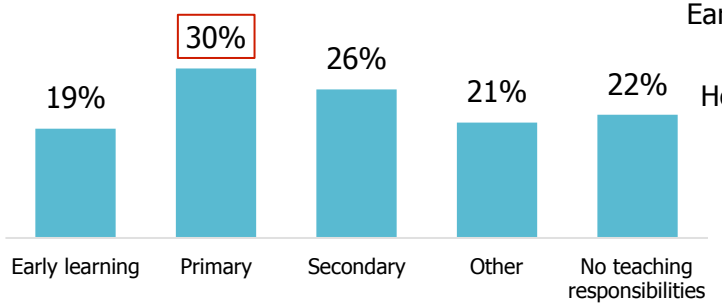
5 Film-based resources

More than a quarter (27%) of those using CA's resources have used a film-based resource. Regular visitors to the website are more likely to use film.

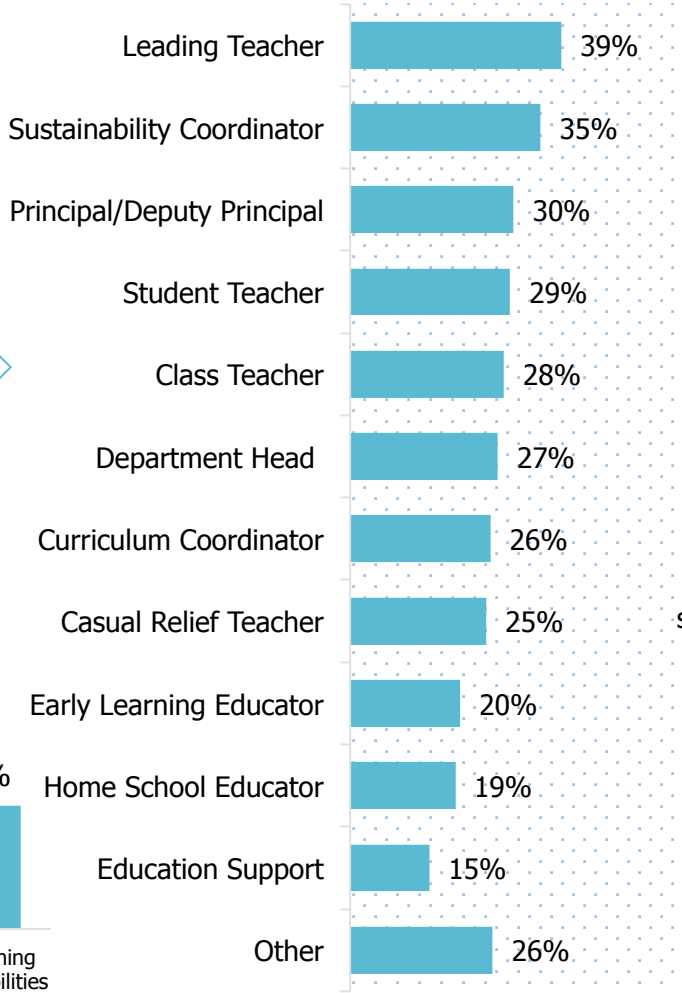
Use of film-based resources



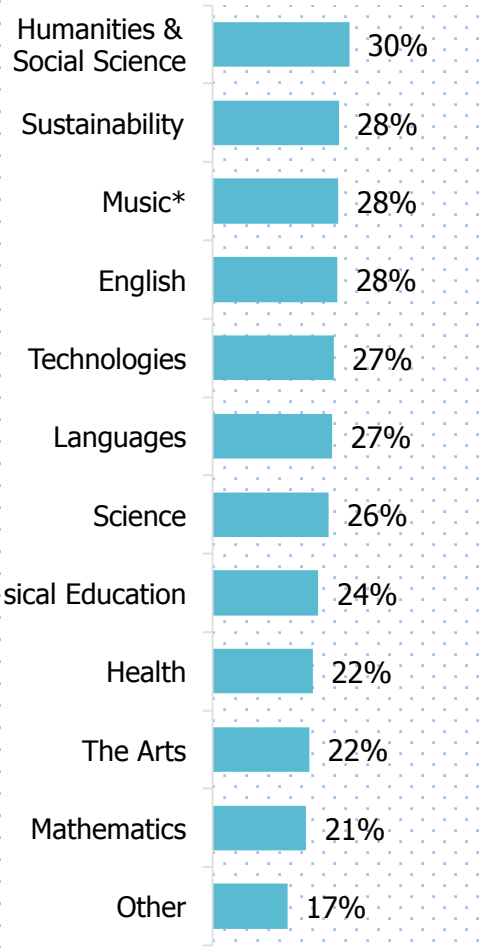
Teaching Responsibilities



Job Role

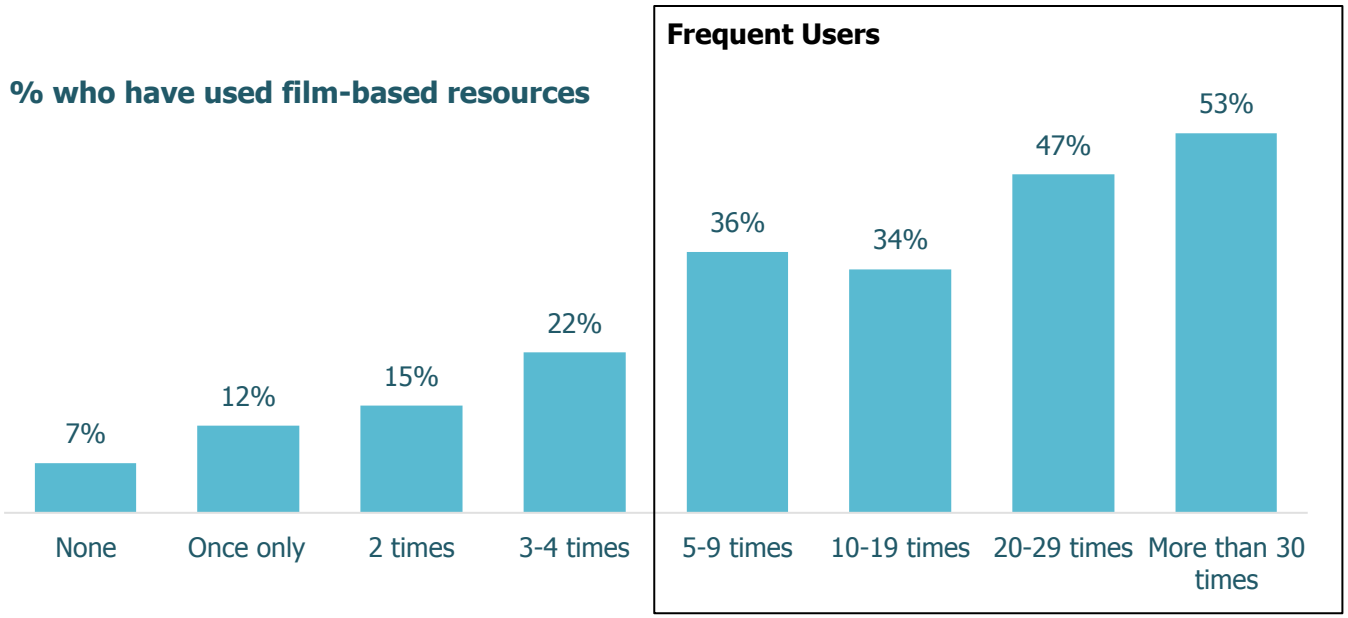


Secondary Subject



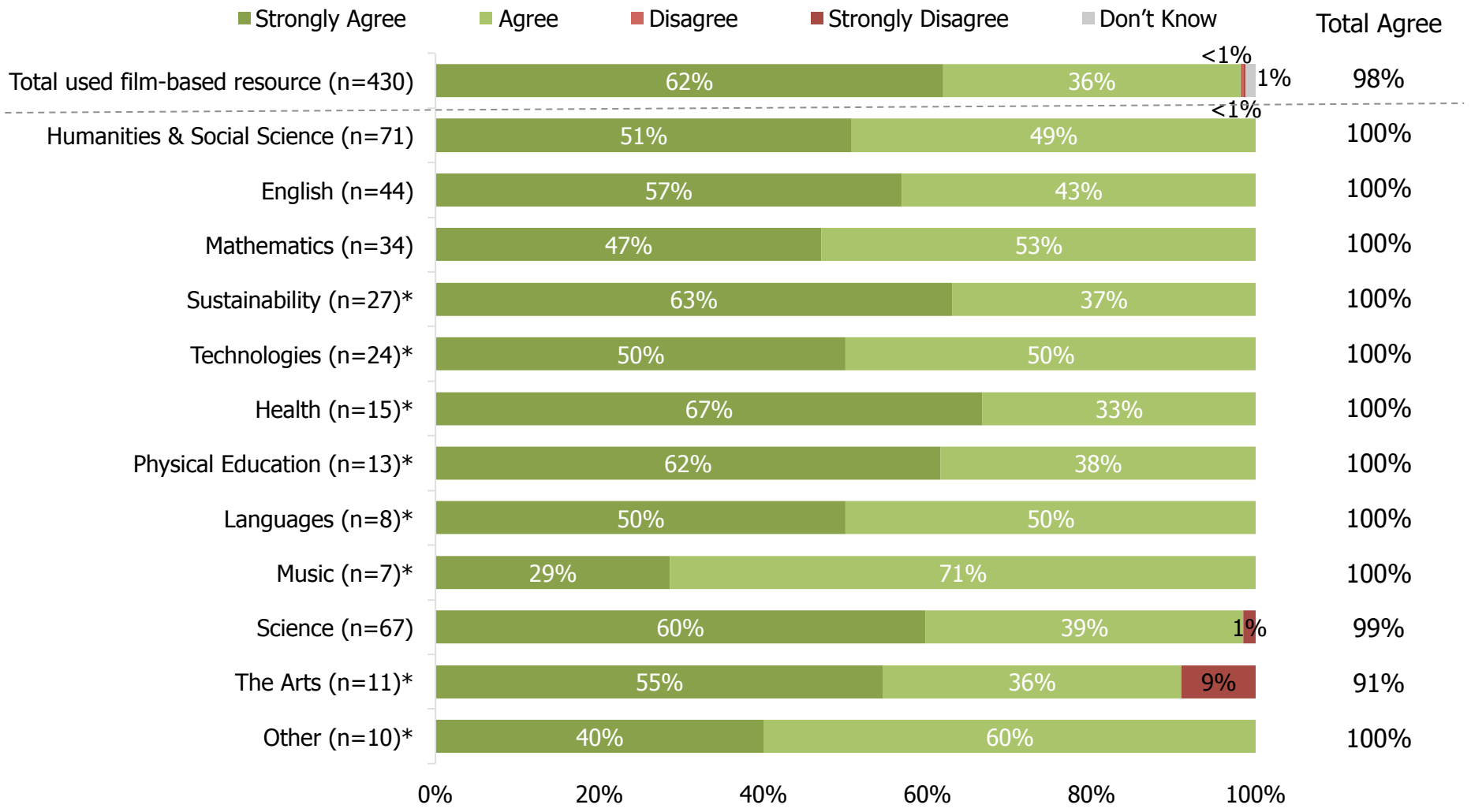
Regular visitors to the CA website are more inclined to use film-based resources in their teaching practices.

- Use of film-based resources increases with use of the CA website



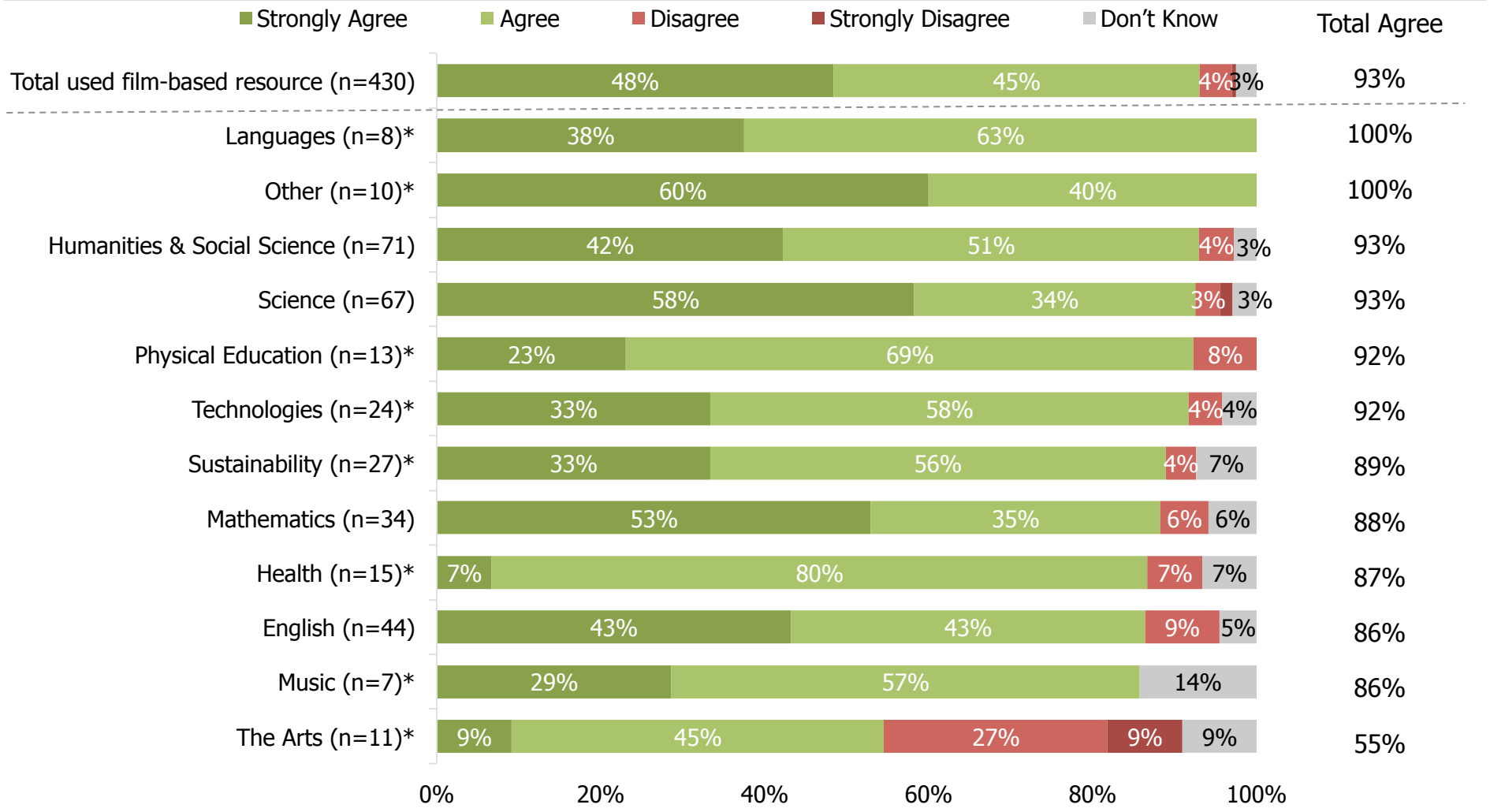
Nearly all members (98%) who have used film-based lessons agree that they help with student engagement on social and environmental issues.

- Primary school users are most likely to strongly agree with this statement (69%; cf. 38% early learning and 54% secondary).



9 in 10 users of film-based resources agree that film vignettes (short clips) are easier to teach with than using the entire film.

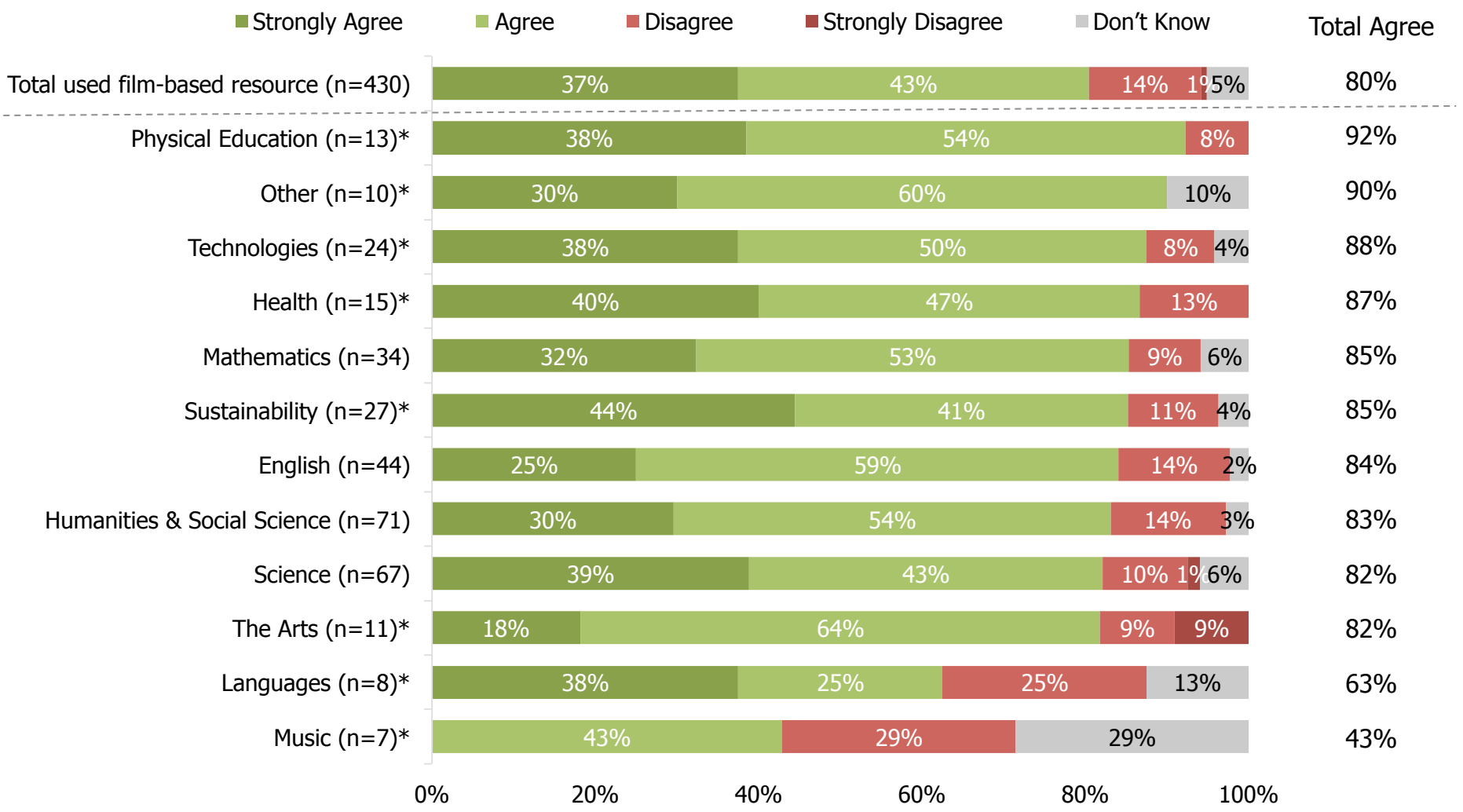
- A slightly higher proportion of primary school users agree with this statement (95%) than secondary school users (93%) and early learning users (81%) however the difference is not statistically significant.



*Q7b-3. Thinking about Cool Australia's documentary film-based resources. To what extent do you agree with the following statements? - Film vignettes (short clips) are easier to teach with than using the entire film. Caution: *Low sample size*

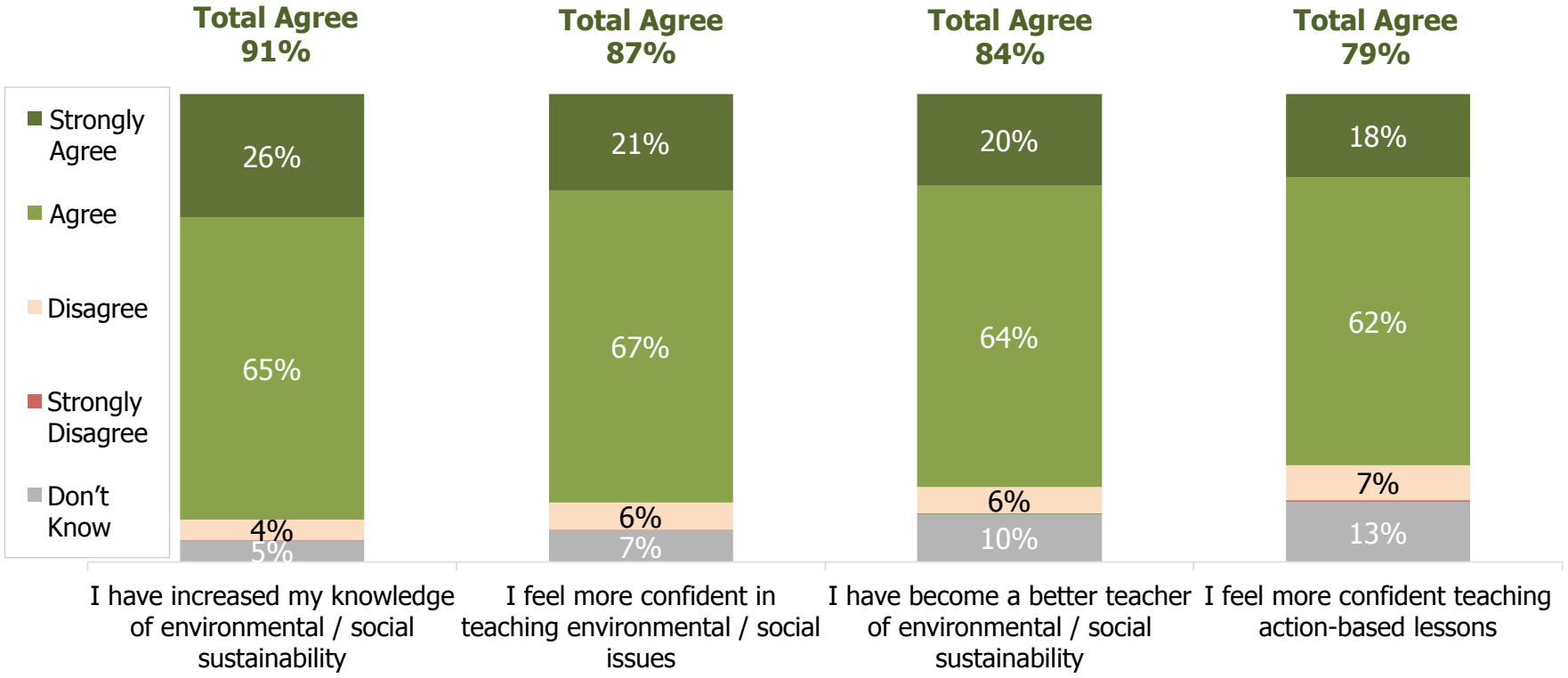
The majority of those who have used a film based resource would choose a film resource over another type of resource.

- Early learning users are the least likely to agree with this statement (50%; cf. 82% primary learning and 84% secondary).



6 Impact on Teachers

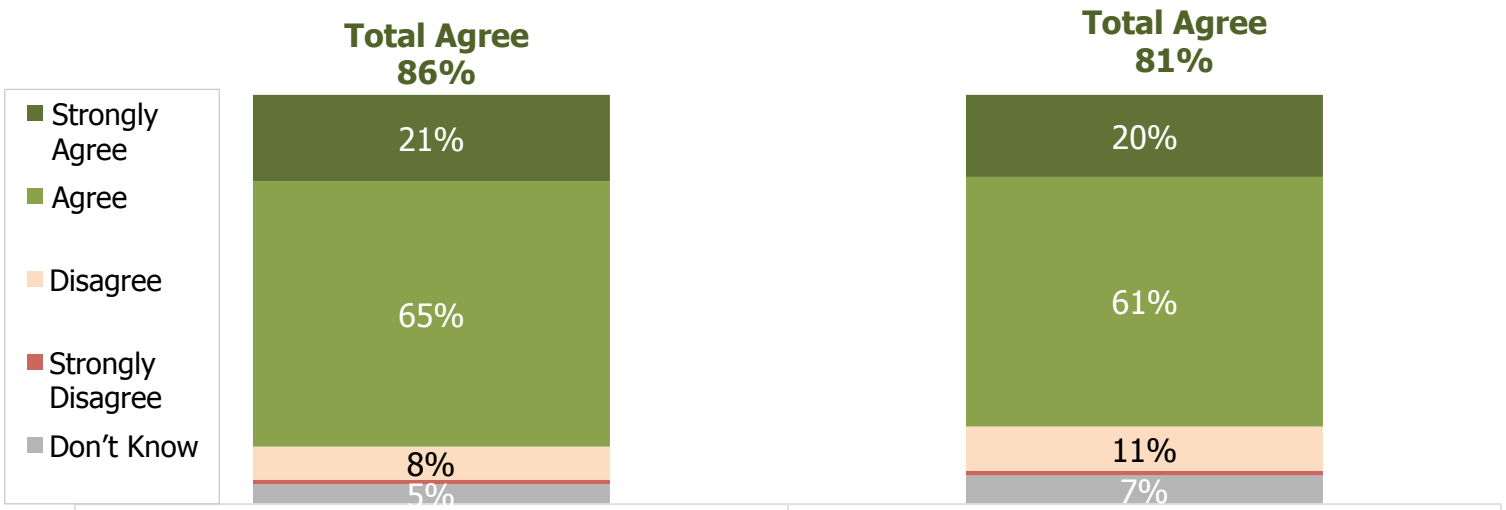
Using CA's resources has a positive professional impact on teachers – particularly on their knowledge and confidence in teaching environmental and or social issues. This impact is significantly higher for those that use CA's resources more regularly.



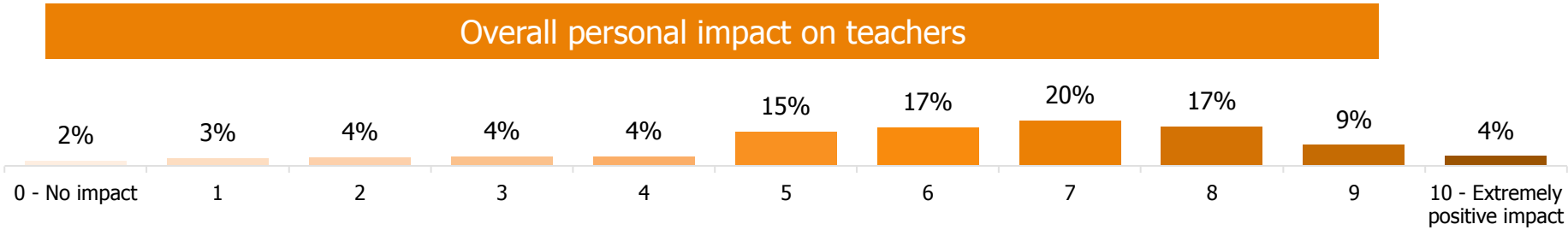
Teachers who frequently use the resources in their teaching practices are most likely to experience significant positive changes compared to those who use them less frequently (i.e. less than 5 times in one year)

Frequent user (use resource 5+ times in school year)	**96%**	**95%**	**93%**	**90%**
Non-Frequent user (use resource <5 times in school year)	**90%**	**86%**	**82%**	**77%**

The majority of teachers agree that using CA's resources have supported them to expand their perspective and make changes regarding environmental and social issues.



Frequent user (use resource 5+ times in school year)	**95%**	**92%**
Non-Frequent user (use resource <5 times in school year)	**85%**	**79%**



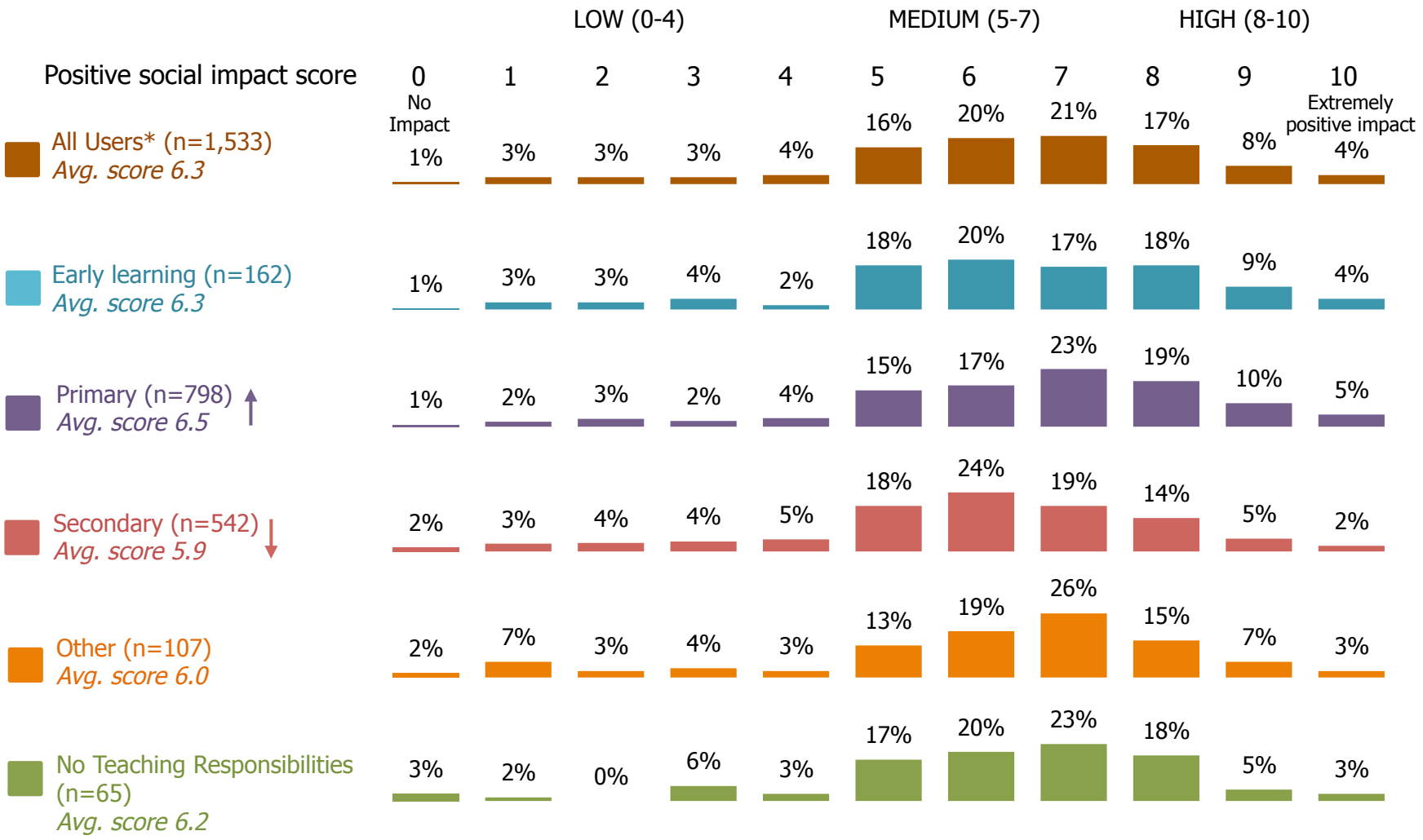
7 Impact on Students

In the classroom, teachers have reported positive impacts on their students across important learning categories, with 7 in 10 users (72%) agreeing that their students are now more ready to take action.

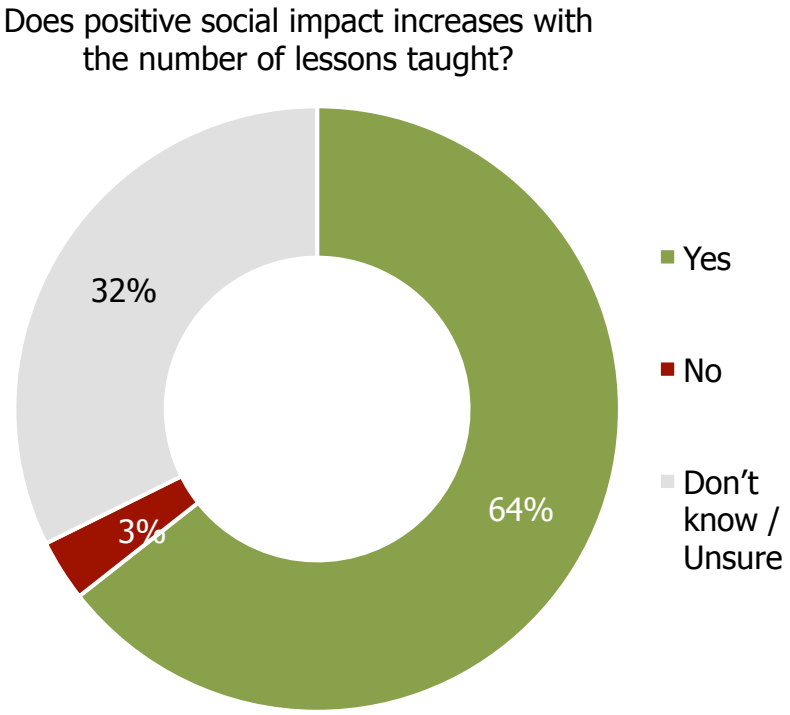
Environmental and social issues	Total Agree	Total Disagree	Don't Know	Total Agree by Learning Stage: Early	Primary	Secondary
➢ **awareness** and knowledge has significantly increased	88%	4%	8%	88%	89%	88%
➢ **critical thinking** skills has improved	82%	5%	13%	77%	84%	84%
➢ **attitudes** towards it has changed	82%	5%	13%	80%	86%	79%
➢ are **encouraged to participate** in positive teamwork	81%	6%	13%	82%	83%	78%
➢ **behaviour** towards it has changed	77%	7%	16%	83%	80%	73%
➢ preparedness to **take action** has increased	72%	8%	19%	75%	76%	70%

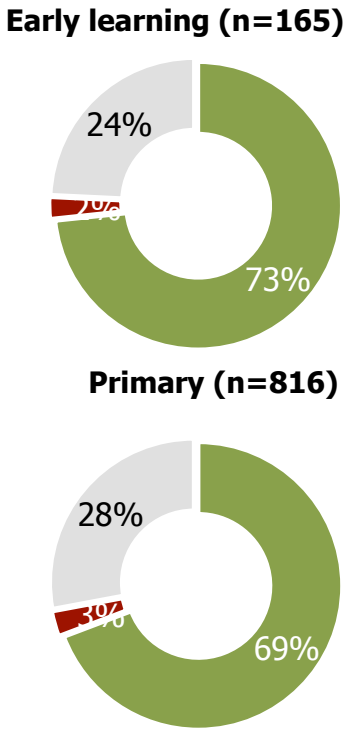
Almost 1 in 3 teachers report that using CA's resources in the classroom has achieved a significant positive social impact on their students (impact score of at least 8 out of 10)

Positive social impact of resources on students



2 out of 3 teachers agree that using CA's resources more often with students will increase the positive social impact achieved.





- Teachers are more likely to think this as they visit the CA website more often (visit CA website less than 5 times 60%, visit website 5-9 times 70%, visit website 10-29 times 72%, visit website more than 30 times 79%)
- Those who have completed the CA's Online Professional Development are most likely to think so (75%; cf. average 64%))
- Sustainability Coordinators and Early Learning Educators are most likely to think so (respectively 78% and 73%).

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