

Vaccinations Debate Kit

Evaluation Report

Distributed Mar – Nov 2015

Evaluated Jan – Feb 2016

- We estimate that at least 721 kits have already been used by teachers.
- All the teachers who fill in our feedback survey said that their students are now more aware of the issues surrounding vaccination public health policies.

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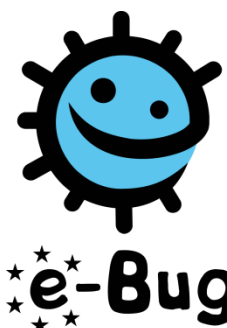
1. Introduction

This debate kit was funded by [e-Bug](#) (a project operated by Public Health England) and [Science Foundation Ireland](#). Gallomanor collaborated with E-Bug to research the kit, and asked for advice from teachers to ensure its educational suitability.

The kit does not debate whether vaccines are safe or a good idea. Plenty of resources on that topic exist already, and the science comes down heavily on the side of vaccines being safer than catching communicable diseases. The kit **discusses whether children should be required to have all their vaccinations before they can go to school**. This question sets ground for the students to explore and think about what the best vaccinations public health policy is, to protect the public, balancing individual freedoms.

All the facts in the kit were researched and we linked teachers to a page with references and additional information relating to it: debate.imascientist.org.uk/vaccinations/

This kit included yet one additional feature: we developed an **online tool to track how each class changes its views**. It is an online survey that teachers should fill at three different stages during the activity and it gives results at the end.



2. Distribution

3,000 kits were printed in March 2015: 1,000 were distributed by e-Bug and 2,000 by Gallomanor.

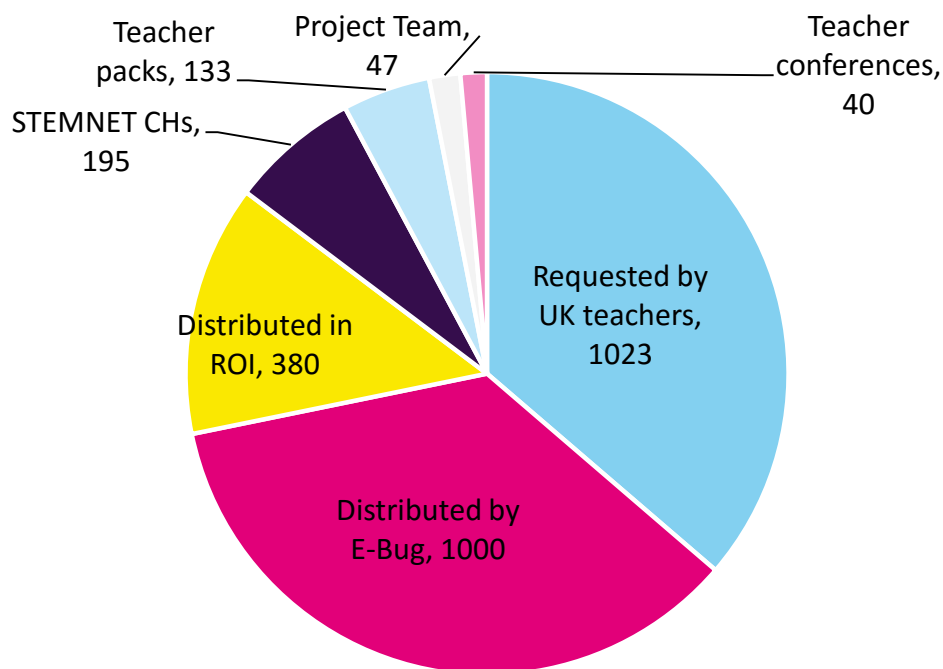
Of the 2,000 kits distributed by Gallomanor:

- 1,023 were posted out to teachers in the United Kingdom (UK) who requested them,
- 380 were posted to the heads of science of half of the schools in the Republic of Ireland (ROI) and some Irish teachers who requested them,
- 133 were distributed among teachers who took part in *I'm a Scientist, Get me out of here* in June 2015,
- 195 kits sent to STEMNET Contract holders to distribute them in their region,
- 47 were distributed among the project team,
- 40 given away in teacher conferences.

See distribution graph below.

There are 182 remaining kits. Around 130 of them will be distributed in future teacher conferences.

A PDF version of the debate kit is also available to download from our website and e-Bugs website: Up to date, the Vaccinations Kit has been **downloaded 366 times** between both websites.



3. Usage

3.1 Usage – how many kits were used?

In order to get an accurate report of how many kits were used we asked a random sample of 100 teachers who'd requested a Vaccinations Debate Kit if they had used it. We then followed up non-responders with reminder emails.

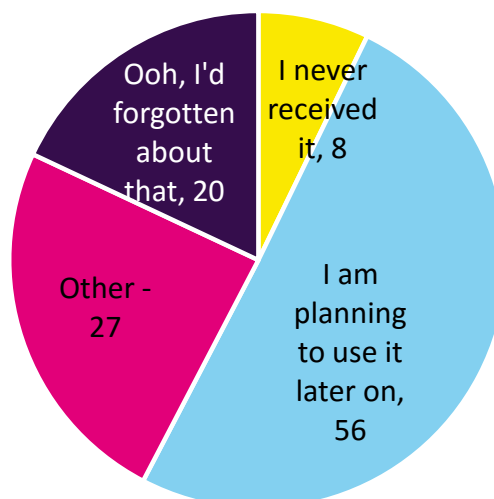
At the time of writing, **62 out of the randomised sample of 100 teachers have responded** to tell us if they've used the debate kit: **25 (37%) of them said they had used it.**

By extrapolating the percentage of randomly selected responders who'd used the kit up to the 1023 UK teachers who requested kits, 37% of 1023 gives an estimate of 379 kits used by the teachers who requested them. If we estimate that at least 19% of the other kits distributed to different teachers by us and e-Bug were used (half of the usage of requested kits), 19% of 1,795 is 342. Therefore, this very broad approximation gives an estimate of at least 721 kits used.

We estimate that at least 721 kits have been already used by teachers.

3.2 Usage – why some of the kits didn't get used?

All teachers who requested a Vaccinations Debate Kit – not only the randomised control group – were sent the email in appendix 1 to ask them if they had used it. Teachers who clicked on the NO link were taken to a survey asking them why they hadn't used the Kit. Here are the responses from the 111 teachers told us why they hadn't used the Kit:



27 teachers said they hadn't used the kit due to other reasons, such as "Doesn't fit in with the units of work that we're doing this term (or last term)", "I don't teach Biology anymore", "Not teaching Y8 this year", "very little time this school year", or "They took it off the curriculum!".

We will send teachers an email during World Immunisation Week in April 2016 to remind them about it and ask if they have used it already.

We will send reminders about the kits 6 months after posting them to decrease the number of teachers who forget to use the resource. We will also leave a shorter gap between the promotion and production of the kit, so that teachers get the resource as soon as possible after they request it and it is fresh in their minds.

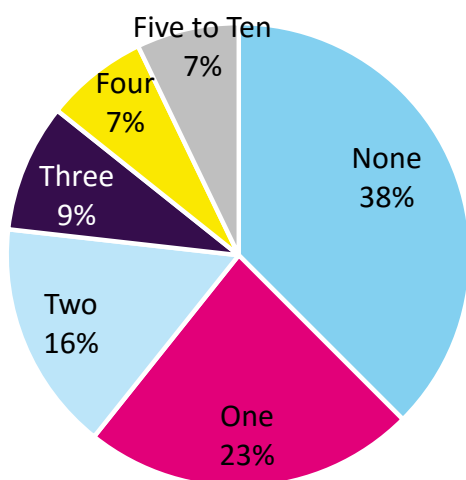
51% (56 out of 111) of the teachers that told us they hadn't used the kit, plan to use it later.

3.3. Usage – how were the kits used?

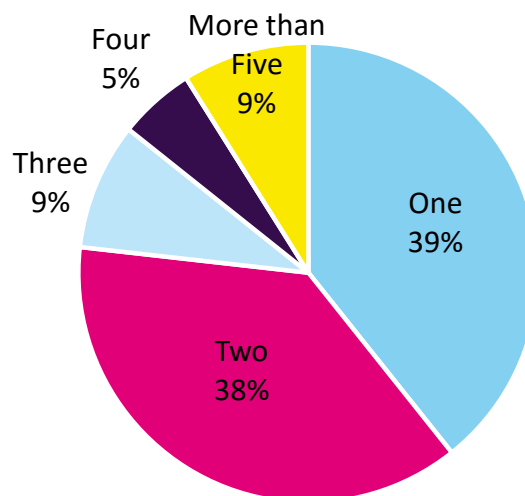
56 teachers who said they'd used the Vaccinations Debate Kit filled out the feedback survey about it and responded to certain questions on how they had used the kit.

The responses were very positive: 63% of them had already lent the kit to at least one colleague. More than half of the teachers (61%) said they had used the kit more than once, **93% of them plan to use it again, and none said they don't intend to use it again in the future.**

Colleagues they've lent the kit to



Times they've used the kit



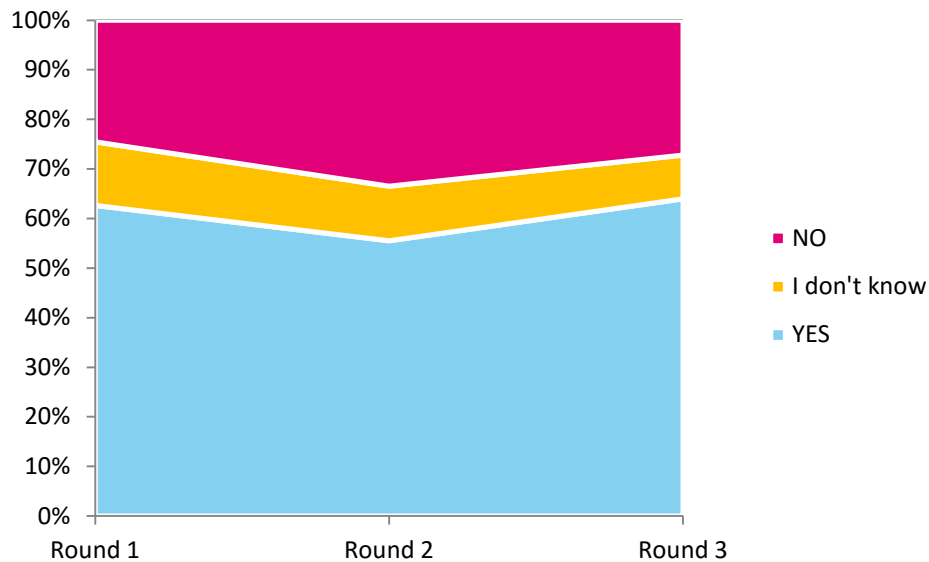
We know that teachers tend to use the kits year after year. We recently evaluated the repeated usage of the Drugs and Sport and Food Security debate kits. We emailed teachers who had told us they had used each of these kits and asked them if they had used them since. The Drugs and Sport Debate Kit discussed doping in sport and was very popular; 70% of teachers said they had used it for several years. The Food Security Debate Kit discussed if schools should only buy food produced in the UK. It wasn't as popular as the Drugs and Sport one, but still 30% of teachers replied to say they had used it again since we last asked in 2014.

65% of teachers used the kit several times and 73% lent it to their colleagues.

Usage of online resources and tools

We linked teachers to a page with references and additional information relating to it. **The references page was visited by 79 different users.**

We developed an **online tool to track how each class changes its views**. It is an online survey that teachers should fill at three different stages during the activity and it gives results at the end. This tool was used by **16 classes** to monitor how their students changed their views as they discussed the topic.



Teachers asked their students if they thought the children should be required to get their vaccinations before going to school. They asked this before starting the debate (round 1), half way in (round 2), and at the end of the activity (round 3). There is no right or wrong answer, the only point of this survey is analysing whether the students change their minds throughout the debate. This is extremely important, since it proves that **the students reflected on the issues surrounding antibiotic resistance during the debate.**

It should be noted that the students' opinion changes might be under-represented in these data, as only the overall opinion of the class was recorded, not the individual opinion changes of each particular student.

4. Aims and achievements

In the same feedback survey, we asked teachers if they agreed with certain outcomes of using the debate kit. We also asked them to rate the kit's content and design.

The kit received many positive comments and praise from the teachers:

| | Excellent | Pretty good | OK | Not great | Rubbish |
|----------------------------|-----------|-------------|----|-----------|---------|
| Overall | 61% | 36% | 4% | 0 % | 0 % |
| Content | 62% | 36% | 2% | 0 % | 0 % |
| Design & format | 66% | 33% | 2% | 0 % | 0 % |



I feel the debate kits are good because they encourage the students to think about other points of view, which they can struggle to do for controversial topics.



It was great to use a free resource of such high quality that produced such good learning outcomes from the pupils



Excellent, topical and essential everyday knowledge for even non biologists for the future.

61% of teachers thought the kit is overall "excellent".

4.1 Specific outcomes related to Vaccinations

In the feedback survey, we asked the teachers to what extent they agree with a number of specific outcomes of using the Vaccinations Debate Kit.

All the teachers said that their students know more about how vaccines work, and 42% strongly agreed with this. **Over 90% of them confirmed that their students had learnt about the types of vaccines, their history and the concept of herd immunity.**

All the teachers stated that using the debate kit allowed their students to develop higher thinking skills around Vaccinations, getting to be more aware of the issues surrounding vaccination health policies.

100% of the teachers said that their students are now aware of the issues surrounding vaccination public health policies.

Appendix 1: Evaluation methodology

All teachers who had requested a Vaccinations Debate Kit were sent the **email** below in January 2016, to ask them if they had used the debate kit. The clicks on the YES and NO links were then tracked and counted.

Teachers who clicked on the NO link were taken to a survey asking them why they hadn't used the Vaccinations debate kit and inviting them to make any comments or suggestions. Teachers who clicked on the YES link were taken to an online survey about their use and opinion of the Vaccinations Debate Kit.

The **survey** mainly asked about the usage of the kits: if they have been used more widely than just one debate with one class, whether the teachers lent the kit to any colleagues, how many times have they used the debate kit... And what were the main outcomes of the kit of their students and for them as teachers.

Last spring we sent you the Vaccinations Debate Kit you requested, which I hope you received.

Have you used the Vaccinations Debate Kit yet?

YES - I have used the kit

NO - I haven't used the kit yet

You can help us continue to provide free kits for schools by clicking YES or NO above... and **you could win a £50 M&S voucher!**

Thank you for your feedback.

All the best,
Angela

I'm a Scientist, Get me out of here
01225 326 892 | angela@gallomanor.com



Thank you for letting us know you used the Vaccinations Debate Kit.

If you have a few more minutes, we'd really appreciate if you could answer this survey. It will help us measure what you and your students gained from the kit, and will help us make future kits as useful for teachers as possible.

It will take less than 5 minutes. Don't feel you have to write lots, brief answers are fine.

Don't forget to leave your email address at the end so we can let you know if you've won a £50 voucher!

1. How many times have you used the Vaccinations Debate Kit?

- 1
- 2
- 3
- 4
- 5+

2. Do you intend to use the Vaccinations Debate Kit again, in the future?

- Yes
- No
- Haven't decided

3. How many teachers have you lent the Vaccinations Debate Kit to?

- 0
- 1
- 2
- 3
- 4
- 5-10
- 11+

4. How would you rate the Debate Kit?

| 4. How would you rate the Debate Kit? | Excellent | Pretty good | OK | Not great | Rubbish |
|---------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Design & format | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. To what extent do you agree with the following outcomes of using the Vaccinations Debate Kit?

| 5. To what extent do you agree with the following outcomes of using the Vaccinations Debate Kit? | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My students are more aware of the issues surrounding vaccination health policies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My students know more about how vaccines work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My students know more about the types of vaccines. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My students know more about the history of vaccines. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My students know more about the concept of herd immunity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. The main outcomes from using the Debate Kit, for you as a teacher, were... (please tick all that apply)

- It offers a new teaching approach
- It improves team/group work
- It promotes the engagement of all the students
- It introduces certain bioethical issues
- It contains recent and up to date information
- It requires little preparation and planning time

- I am now more confident at running a debate.
- My students are better at seeing all sides of an issue and sharing them with the rest of the group.
- Other (please specify) Please enter an 'other' value for this selection.

7. Do you have any comments on the *content* of the debate kit?

8. Is there anything else you would like to add, such as things you particularly liked or disliked about the Debate Kit, or what you would change about it?

9. Leave your email so we can let you know if you've won a £50 voucher!

Submit