



Pandemic Prevention Debate Kit Evaluation Report

July 2023

Distributed: From January 2022

- We estimate that at least 262 Debate Kits have been used with students.
- 61% of teachers who reported using the Kit, had used the Kit more than once; and every teacher responding to the feedback survey reported that they intend to use the Kit again.
- Feedback from teachers who have used the Kit is consistently positive. Teachers value the ability of the Kit to stimulate discussion, and enrich curriculum teaching.

“Nice nuanced discussion for reinforcing our microbiology topic and making it relevant to pupils' recent lived experience.”

Tim Reid, Teacher

“Can discuss as a class something we have lived through and experienced.”

Dan Bryant, Teacher

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Background

The Pandemic Prevention Debate Kit was funded by The Royal Institution, UK Research and Innovation, and the Reckitt Global Hygiene Institute.



The Kit asks the question: ***Were all treated fairly?***



This question sets the groundwork for discussion of social, scientific, and economic issues surrounding the response to the COVID-19 pandemic. The Kit provides teachers with a resource to get their students to discuss the associated issues and to help them appreciate the powers and limitations of science. The structure shows students how to build a discussion and back up their opinions with facts.



The facts in the Kit were extensively researched and teachers were provided with a list of references and additional resources relating to the topic:

pandemicdk.imascientist.org.uk

Feedback data in this report looks at survey responses collected between June 2022 and July 2023.

Impact of COVID-19

The COVID-19 pandemic has had significant and ongoing impacts on schools and teaching. Teacher feedback across our projects indicates a need to focus on the core curriculum due to lost time from school closures, students isolating, and navigating changing restrictions.

This has naturally impacted the demand for, and usage of Debate Kits.

Feedback we have received indicates that many teachers have not yet had time to make use of the Kit, but that most intend to in the future. Feedback from teachers who have used the Kit moreover, is consistently positive. Teachers value the ability of the Pandemic Prevention Debate Kit to enrich the curriculum, and encourage development of students' discussion skills. Every teacher responding to the feedback survey reported that they intend to use the Kit again.

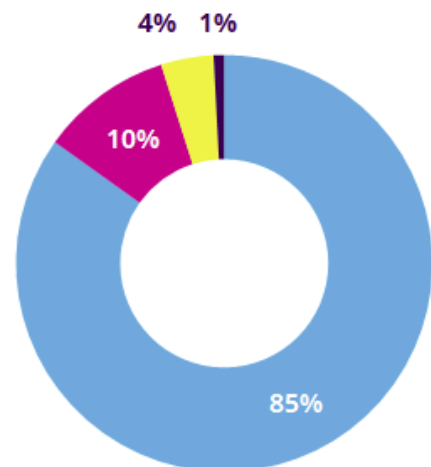
When asked for reasons for which they had not yet used the Kit, multiple teachers mentioned students experiencing anxiety around the pandemic, and decided the topic of the Kit was not yet appropriate for use at this time.

Distribution

1,000 Pandemic Prevention Debate Kits were printed in, and distributed from January 2022.

At time of writing distribution has ended, with just a few Kits remaining as file copies. Distribution routes were as follows:

● Teachers following direct requests	831 Kits
● Funders	100 Kits
● STEM Hubs	8 Kits
● Collaborators	40 Kits



Additionally, digital versions of the Debate Kit are available to download free-of charge from the Debate Kit website.¹

At time of writing, the Debate Kit has been downloaded from the site 75 times.²

¹ debate.imascientist.org.uk/the-kits/#pandemic%20prevention

² Combined downloads of the standard version and the large version of the Debate Kit PDFs to 21 June 2023.

Usage

How many Kits were used?

Follow up emails and usage reminders

Regular, automated follow up emails were sent to teachers, acting as reminders to use the Kit. An initial email was sent on despatch of the Kit to let teachers know it was on the way. Follow up emails were then sent 1, 3, and 6 months after despatch, asking if the Kit had been used, with a friendly reminder to do so if not. Teachers who had not used the Kit, were asked whether they intended to use it in the future.

After responding to say whether or not they had used the Kit, teachers were invited to complete a short feedback survey.

100 teachers used the emails to report having used the Kit. 226 said they had not used the Kit, though 148 of these teachers reported that they intended to use it in the future.

With relatively low response rates to these emails, they are not used to evaluate the usage of the Kit; the main purpose of these follow up emails is to serve as a reminder for teachers to use their Kits, and to direct teachers who had used the Kits to a feedback survey.

For a more accurate estimation of the number of Debate Kits used, a randomised sample of teachers was used.

Randomised sampling group

Total estimated usage of the Debate Kit was established using a random sample of 100 teachers who were sent the Kit. This sample was checked against teachers who had already told us they had used the Debate Kit and the remaining teachers were sent individual, simple emails asking for a simple “Yes” or “No” reply as to whether they had used the Kit.

At time of writing, 38 of the randomised sample of 100 teachers had responded to let us know whether they have used the Debate Kit: 11 (29%) said they had used it.

By extrapolating this figure to the 831 teachers to whom the Debate Kits were directly distributed, we estimate that 241 of these Kits have been used.

If we estimate that 14.5% of the 148 Kits sent out through other routes were used — half of the usage of the directly distributed Kits — we find a figure of 21 of these Kits being used.

Through this broad approximation then, we have an estimate of at least 262 Debate Kits having been used with students.

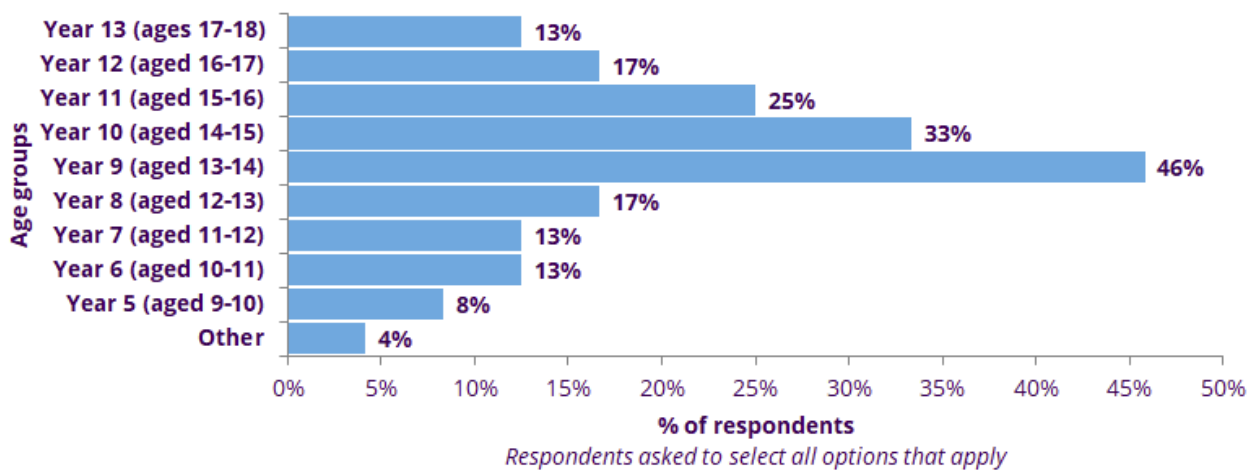
How Kits were used

Teachers who reported that they had used the Kit were asked to complete a short feedback survey including questions on how the Kit had been used, as well as their thoughts and impressions of the Kit.³

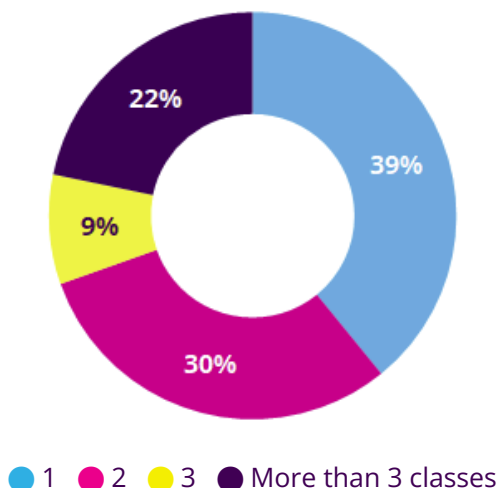
Usage of the Debate Kit

Teachers were asked with which age groups they had used the Kit. Most commonly, Kits were used with students aged 13 to 14. Additionally, one teacher used the Kit with PGCE cohorts.

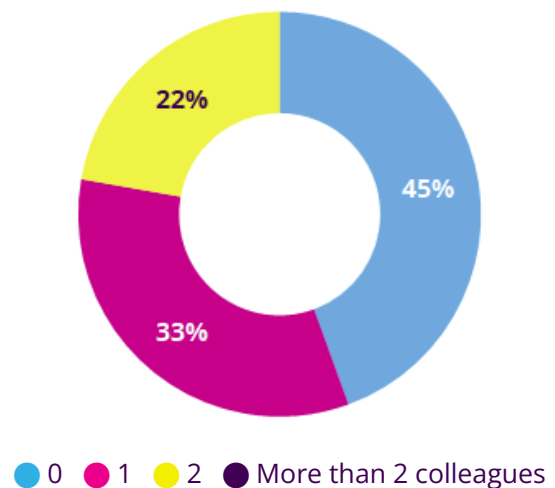
Which age group(s) have you used the Pandemic Prevention Debate Kit with?



How many classes or groups have you used the Pandemic Prevention Debate Kit with?



How many colleagues have you lent the Pandemic Prevention Debate Kit to?



61% of respondents had used the Kit with more than 1 class, 31% with more than 2, and 22% with more than 3. 56% of respondents had shared the Kit with other colleagues.

³ See also: *Aims and achievements*

Usage of additional resources

A website was created to accompany the Kit and provide teachers with references and additional resources for running the lesson: pandemicdk.imascientist.org.uk/

At time of writing, this site has been viewed 213 times.⁴

Teachers were asked how they had used this resource:

- 75% of respondents reported having used the site in general to display character paragraphs, facts, issues, and questions.
- 42% of respondents had used the additional resources including the news articles, videos, and further reading.

Future use of the Kit

When asked about using the Kit again in the future, every survey respondent (100%) said they intended to use the Kit again.

Reasons for not using the Debate Kit

Teachers who reported that they had not yet used the Kit with their students were asked the main reason.

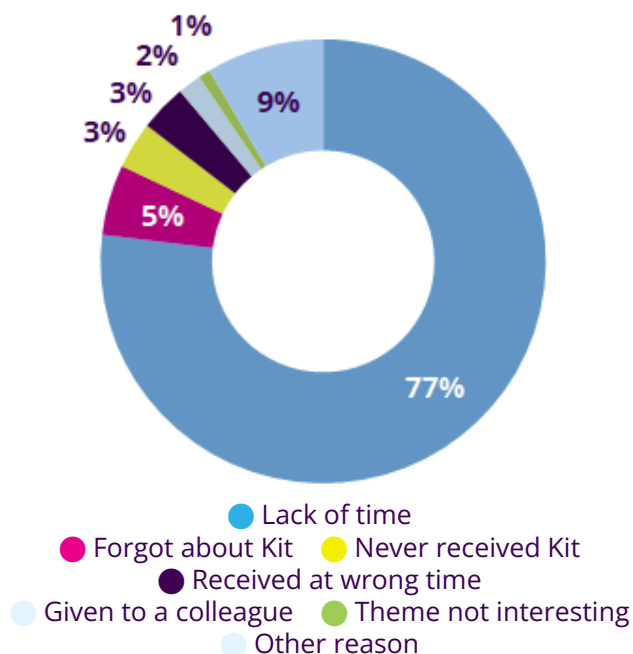
The majority of teachers (77%) reported not having had time to use the Kit.⁵ When asked for additional comments, many of the teachers who gave lack of time as the reason said they were planning to use the Kit in an upcoming lesson; that they were waiting for the appropriate point in the curriculum teaching.

“I am planning to use it when we get to the relevant point in the curriculum. The kit is perfect”

Teacher, Feedback survey

“It fits with a science topic being taught slightly later in the year. I try to tie in the kits to learning so children see the relevance.”

Teacher, Feedback survey



⁴ Page views to 21 June 2023.

⁵ Teachers who selected “Other reason” on the survey, but then described a lack of time in the additional information, were grouped together with those who selected the lack of time option.

A number of teachers reporting other reasons for not having used the Kit mentioned the ongoing impacts of COVID-19; both in terms of time, but also some feeling that the topic was not appropriate due to students' anxieties around the pandemic:

"Since returning from the pandemic, several of our learners have been struggling with anxiety so we have tried to work on other topic areas that would take their mind away from it.

We then had many staff and children who were ill with COVID in March this year, so the opportunity to look at it from a scientific [point of view] became even more in the future."

Teacher, Feedback survey

"Pupils were pandemic affected and loss of teaching time was too much. I may use it another time but we are still making up lost learning time."

Teacher, Feedback survey

"I didn't use it last school year as many of our learners had developed anxiety around the COVID-19 outbreak and the school suffered lots of absences to COVID again in March 2022."

Teacher, Feedback survey

Of those responding to the survey to give reasons for not having yet used the Kit, 92% reported that they have "not yet used the Kit"; only 8% reported that they do not intend to use the Kit at-all.

Aims and achievements

Value of the Debate Kit

After telling us they had used their Debate Kit, teachers were asked to fill in a feedback survey. Teachers were asked what they felt was the value of the Pandemic Prevention Debate Kit in terms of curriculum outcomes or other benefits to students.

A number of teachers commented on the value of the Kit in encouraging discussion:

“These kits are great and I'd love to have lots more of them as they really do help focus the debate and give support to those who can struggle to get going with the talking. Thank you.”

Teacher

“Debates are a powerful learning tool so it is always good to have something to help structure a lesson/series of lessons.”

Teacher

“Excellent tool for discussion and eye opening to some.”

Teacher, Darrick Wood Secondary School

“Reconsidering their own opinions.”

Teacher

“Students are encouraged to think outside the box.”

Teacher

Additionally, teachers commented on the enrichment value of the Kit in linking the curriculum to current events:

“Enriches the curriculum and gives links to the outside world. Motivates students.”

Teacher

“This added context to the delivery of [the] Infection Control unit in Health and Social Care.”

Teacher

“Nice nuanced discussion for reinforcing our microbiology topic and making it relevant to pupils' recent lived experience.”

Tim Reid, Teacher

“Can discuss as a class something we have lived through and experienced.

Making real life issues/scenarios tangible.”

Dan Bryant, Teacher

“Stimulates discussion/builds teamwork & confidence.

Works well within Health and Wellbeing outcomes but I used it with a biology class when learning about microorganisms & infection.”

David Ferguson, Teacher

One teacher reported the value of the Kit as a training tool for trainee teachers:

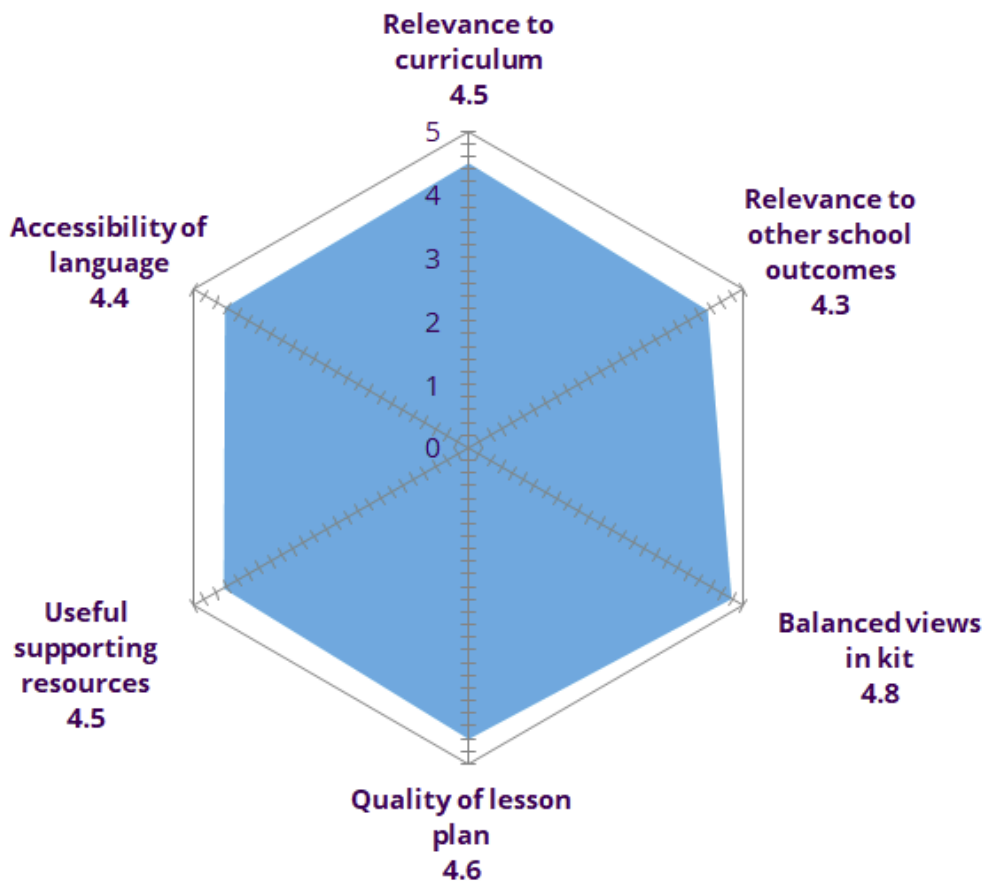
“Helped trainee teachers to develop knowledge about planning and delivering a structured debate with their classes.”

Janinne Delorenzo, Teacher

Ratings

Teachers were asked to give a rating (from 1 to 5 stars) for different aspects of the Kit: Relevance to the curriculum, relevance to other school outcomes, balance of the views in the Kit, quality of the lesson plan, usefulness of the supporting resources, and accessibility of language.

How would you rate the Pandemic Prevention Debate Kit for the following?



The Pandemic Prevention Debate Kit was highly rated across all aspects. **The chart above shows mean scores. The median score for every aspect was 5/5.**

Additional feedback

Teachers were asked what they liked about the Kit, how they thought the Kit could be better, as well as for any additional comments or feedback that they would like to share.

'Ease of use' was a common response when asked what teachers liked about the Kit.

"Ready made resource for a great lesson!"

Tim Reid, Teacher

"That it could be picked up and instantly used in lesson."

Teacher, Darrick Wood Secondary School

One teacher provided feedback about using the Kit in a SEND school:

"I teach in a SEND school so although I wasn't able to use the Kit as fully intended, I used parts of it and the information in a suitable way to support my students to have a structured discussion and the beginnings of a debate. It has benefited them in terms of real life/world experience."

S Bennett, Teacher

When asked how the Kit could be improved, this teacher — as well as one other — suggested producing versions of the Kit for different ability levels:

"Not better but for a variety of abilities so that students who may not understand as well or for who it may not be suitable to use all of the scientific facts, language or knowledge (for example due to anxieties), can all access the resources and information as well as debating skills."

S Bennett, Teacher

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