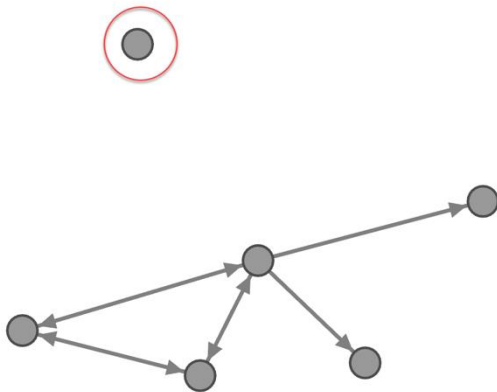


Working with the FRIEND-SHIP Digital Tool

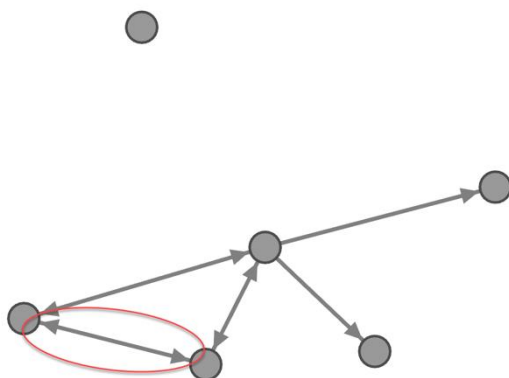
The FRIEND-SHIP digital tool is a user-friendly tool that allows teachers to understand the social dynamics of their class and, more importantly, it assists teachers in taking action to promote social participation within their class.

The following **key terms** can be found in social network analysis literature and can be very useful when interpreting the outputs generated by the FRIEND-SHIP digital tool:

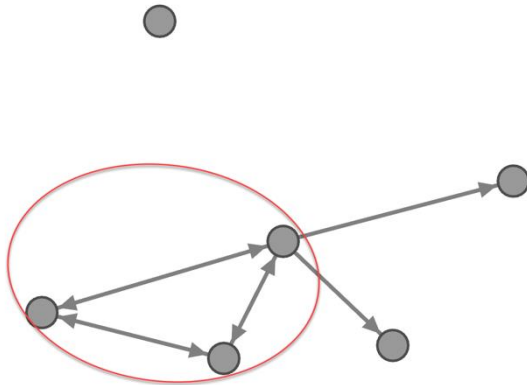
Isolates: This term refers to students who are detached from the rest of the network i.e. who have no ties with other students in the network.



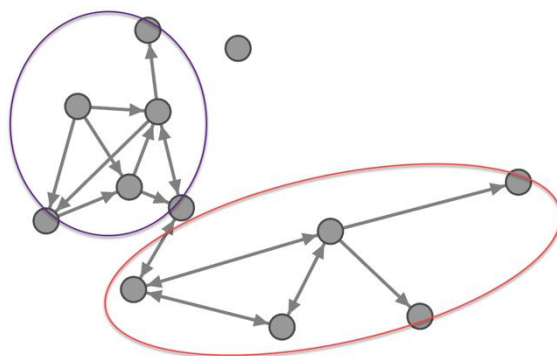
Dyad / Reciprocity: A dyad describes a structural constellation of two students in the network. A social relationship is reciprocal when it goes in both directions (from student A to student B and vice versa).



Triads: This term refers to structural constellations of three students in the network. The students can be networked with one another in different ways and thus assigned to a specific triad type.



Substructures: This term refers to students who form a noticeable subgroup within the social network. The most commonly used term is the term “clique”. A clique consists of at least three students who are fully (and reciprocally) networked with one another.



Centrality: This term refers to the position of a node within the network. The more important a node, the higher its centrality. There are various measures for this, such as the (absolute) number of connections (degree of centrality), the importance of the node for indirect connections (paths) in the network (between centrality), or the relative closeness to all other nodes in the network (closeness centrality). Between centrality, therefore, indicates how frequent the node emerges on the shortest path between two selected nodes.



Leading Interpreting Questions for Teachers

The FRIEND-SHIP Digital Tool generates a sociogram which depicts social relations within the social network of the class.

The following questions have been designed to help you understand the sociogram and to support you in designing appropriate forms of action to enhance social participation within your class.

- Can you detect any socially isolated students within your class? These are students who are detached from the rest of the network and, therefore, at risk of low social participation.
 - Considering such a student, are there any explanations for his/her isolation that come to your mind?
 - What practices could you employ to alter their isolated status?
- Which friendships can be discerned within the social network of your class? Friendships in sociometry are defined as reciprocal choices between two students in the network (i.e. student A has nominated student B and vice versa).
 - Are these well-known and long-standing friendships?
 - Are these single gender or mixed gender friendships?
- Are there any noticeable groups of students within your class network?
 - Are these large groups or small groups?
 - What makes these groups noticeable?
 - Do you have any explanations why these students form these groups?
- Are there any students who take a prominent position (i.e., they are at the centre) within your class network?
 - What is their role or importance in the network?
 - Do you have any explanations why these students have a prominent position in the class network?