

# Institutional Review Board for the Protection of Human Subjects



Tourow University California • Graduate School of Education

## Research Proposal

Faculty: Email this form to: [coe@tu.edu](mailto:coe@tu.edu) Students: Your Advisor must forward this form for review. Forms submitted directly by students will not be processed.

Click all checkboxes that apply. Form fields will expand as needed.

- This proposal includes all consent forms and survey questions (if applicable) in the body of this document. Insert page/section breaks as necessary to place these on separate pages below the proposal section.
- This is a faculty proposal.
- This is a student proposal. **NOTE: All student proposals must be emailed by the faculty advisor who, by submission, indicates that (1) s/he has reviewed the proposal, (2) it has his/her full approval, and (3) affirms that the student has passed a Human Subjects course.**

<b>Principal Investigator:</b> Lisa Gottfried	<b>Program of Study:</b> <input type="checkbox"/> EdLeadership <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Educational Technology <input type="checkbox"/> Teaching Math <input type="checkbox"/> Special Ed <input type="checkbox"/> Teaching Science <input checked="" type="checkbox"/> Innovative Learning <input type="checkbox"/> Urban Education
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<b>Faculty Advisor:</b> Helen Hawley and Pamela Redmond	
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### Title of the Research

The affect of interactive digital response systems on reading engagement levels

**For exempt research only: Check the category of exemption (definitions below):**  1    2    3    4    5    6

**EXCEPTIONS: Research involving vulnerable populations such as the mentally or cognitively impaired, prisoners, parolees, pregnant women, and fetuses, cannot be exempt from review even though it meets the criteria of one of the categories below.**

**EXEMPTION CATEGORIES (45 CFR 46.101(b)):** Research activities in which the only involvement of human subjects will be in one or more of the following categories:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricular or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employment or reputation. **Research using survey procedures or interview procedures upon children cannot be exempt. Research involving observation of children's behavior cannot be exempt if the investigator is a participant in the behaviors observed.**
3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b) (2) of this section if (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter. Research which deals with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol, cannot be exempt from review.
4. Research involving the collection or study of **existing** ("in existence on the day the study is approved") data, documents, records, pathological specimens or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly, or through identifiers linked to the subjects.
5. Research and demonstration projects which are conducted by or subject to the approval of **federal** department or agency heads and which are designed to study, evaluate, or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.
6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the U.S. Food and Drug Administration or approved by the Environmental Protection Agency or the Food and Safety and Inspection Service of the U.S. Department of Agriculture.

### CONTINUING STUDIES:

Is this a continuation of or change to an existing TUC IRB approved study?     Yes    No

If yes, attach a copy of last year's approved exempt study and indicate the date of submission/approval.

## JUSTIFICATION AND PROJECT DESCRIPTION:

Type your answers in the boxes provided which will expand as needed. Describe your research study. If you are applying for exemption, you must justify how your study qualifies for exemption by addressing the **critical elements** of the exemption category you choose in item 7. To be sure you answer the issues typically examined by the reviewers, please review the "IRB Review Form" available at: [http://tws.tu.edu/webdocs/IRB/IRB\\_Review\\_form\\_.pdf](http://tws.tu.edu/webdocs/IRB/IRB_Review_form_.pdf)

### 1. Provide an Abstract or Summary for the proposed study. The boxes below will expand as you type.

Are we properly preparing students for college in a project-base learning environment? Are the reading expectations we set as teachers preparing students for college level reading? This study sets out to test an assumption that the use of an Interactive Digital Response System in conjunction with sustained silent reading allows students to engage in texts on a deeper level and motivates students continue working on developing reading stamina. The basic premise is that by engaging students more deeply in an interactive discussion after reading that they will find pleasure in the task and want to engage in reading more often and with more focus. Keywords include: students, silent sustained reading, multi-media, technology, interactive discussion, college, high school.

### 2. Describe the specific aims/purpose. What is your research question? State your hypothesis and research questions or project goals and objectives.

I am aiming to gain a better understanding of how to best engage my students in the Silent Sustained Reading process so that ultimately, they will be better readers and better prepared for college and career reading. My research question is, "What effect does using an interactive digital response system have on reading engagement?" My hypothesis is that using an Interactive Digital Response System for students will increase engagement with a book versus using a more traditional "read-and-answer-questions-in-written-format" process.

### 3. Describe background information and rationale for conducting the study and the importance of the knowledge to be gained. Provide references, if available.

According to the 2010 policy brief by the National Center for Public Policy and Higher Education and the Southern Regional Education Board, every year in the United States, nearly 60 percent of first-year college students discover that, despite being fully eligible to attend college, they are not academically ready for postsecondary studies. Less than half of all California students passed English tests aligned with the Common Core standards and considered indicators of college and career readiness, according to results reported in early September 2015.

Looking at this issue on a local level, at my Project-Based Learning school, students are required to take at least four college level classes at the community college or online before graduating high school. We do not offer AP courses at the high school, but do offer many college classes after school on campus that are open to high school students. Students who attend these classes often report that they are not prepared for the level and amount of reading required for these college classes and express a desire to better prepare for classes through more reading assignments that reflect a higher rigor.

### 4. Describe the research methods and procedures.

- a. **How do you plan to do it?** What kind of study is it? How will it answer your research question? Be **specific**. Who/what will be included/excluded and why? (What are recruitment/exclusion criteria? Be sure to include women, minorities, other groups if appropriate, and how they will be recruited). Randomization and/or controls? What data/artifacts will you collect? Is this the best, safest way to collect it? Who will perform the collections/analyze the data? Will any tests be involved? Will any remuneration be provided? Address confidentiality.

This is a Mixed Method Study that includes both quantitative and qualitative data collection. The quantitative study design includes a one-group pretest/post test model. To establish a baseline, students will self-assess their level of engagement, using a Likert scale, before reading a chapter from an already begun novel pertaining to class content. Students will then be asked to read and answer comprehension questions similar to traditional teaching techniques. After answering the questions, students will again be asked to self-assess levels of engagement.

This same self-assessment before reading will be done again in the next class, however this time students will be asked to answer comprehension questions through the use of an interactive digital response system. After using the digital format, they will self-assess their levels of engagement.

For the qualitative data, I will be keeping a journal of things the students say and do before, during and after the reading and question-answering session. I will use the constant comparative method to analyze the classroom observations to find patterns and trends in my journal.

Based on analyzing pre-existing SRI data, it has been established prior to this study that, of the 38 students in this survey who range from 10<sup>th</sup>-12<sup>th</sup> grade, 1 student reads at below basic level, 2 students read at basic level, 15 students read at the proficient level and 18 students read at the advanced level. There are 9 students who have

504's, EIP's, are English Language Learners or have other special needs. The student population includes all members of an elective class. No students are being singled out from this class and all students in the elective class are included in the study.

A brief survey taken at the beginning of the year allowed students to comment on whether they consider themselves readers, whether their parents consider themselves readers and the availability of books in the home. This helped to create clear profiles of each member of the study group before beginning the experiment.

By comparing data, I believe I will be able to see a difference between engagement levels from traditional teaching methods and engagement levels from those teaching methods that include the interactive digital response system.

Having students self assess is the best way to collect the data about levels of engagement since students are accustomed to use self-reflective techniques on a regular basis when working within the model of project-based learning. In this way, I will take advantage of methods students are comfortable with and are adept at using.

Engagement surveys will be administered through Google forms, a tool that all students in my class are familiar with. Data then populates a spreadsheet that allows for ease of use in analyzing data. I will collect levels of engagement using a 5 level Likert scale. Students will each refer to a digital link to fill out the Google form and use the same form each time they rate their level of engagement to provide for consistent data collection. No tests or remuneration will be involved. All data will be stored in a private folder only available to me. Any data that is shared in an action research paper will be stripped of identifying information including names.

- b. **What are the potential risks and benefits to your human subjects?** Be sure to be as specific as possible; include loss of time or other inconveniences to participants. Don't overstate benefits; if they are hypothetical benefits this must be clearly stated. How will you obtain consent? Provide for translation, reading for illiterate participants; whatever else may be necessary? (Be sure to address the risk to students and how you will keep data safe.)

There is no loss of time or inconvenience to the students because it's part of their regular education process. Students will spend 20-30 minutes of class time to read and answer questions. This is a part of normal everyday practice in my classroom. Benefits are unknown at this time. As we, as a school, ask students to reflect on ideas such as agency and engagement on a regular basis, there is nothing outside of pre-existing teaching practices in this study and no need for student or parent consent beyond showing up and doing what we do every day at school. Data will be kept in a private folder that only I have access to. School computer security provides appropriate district-wide firewall. SSL certificates are used for security purposes and all students must log onto Google documents through the SSL gateway and approved learning management system.

- c. **What will you do with the data?** Where and how will it be stored and for how long? Who will have access to it? How will it be analyzed? Will there be follow-up?

Qualitative and Quantitative Data collected through observation and journaling will be stored online in private files only accessible to me. I will store the data on the SSL certified google drive embedded in our learning management system until the end of my Masters program in December 2016. Data will be analyzed through the constant comparison method. Follow-up may occur, as this study is the beginning portion of a longer Master's capstone project.

- d. **Appendices.** Paste questionnaires, focus group questions, consent forms, parental handouts at the end of this document.

**5. List the specific location of the study (building, etc.).**

920 Yount St., Napa, CA New Technology High School Room 13

**6. Indicate the proposed duration of the study.**

1 week

**7. Indicate the exemption category above and provide justification for exempt review here.**

1 Any data collected will come from pre-existing databases, as well as student self-assessment and observation on my part. It is a normal part of the students' learning to regularly reflect or self-assess on agency and levels of engagement for each project in each of their classes.

**Student investigators only:** Once your IRB proposal has been approved by your advisor, email the document to them for submission along with proof that you completed a human subjects course. The Human Subjects course may be accessed at: <http://phrp.nihtraining.com/users/login.php>

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**Faculty PIs and Advisors:** Please email original .doc file and all appendices to: [coe@tu.edu](mailto:coe@tu.edu) A single all-inclusive file is preferred.  
GSOE IRB Administration: Lander Hall Room 122, Mare Island Campus.