

Institutional Review Board for the Protection of Human Subjects



Touro University California • Graduate School of Education

Research Proposal

Faculty: Email this form to: 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.

Principal Investigator: Panagiota Paula Sotiras Ayala	Program of Study:
Touro ID #: T00368161	<input type="checkbox"/> EdLeadership <input type="checkbox"/> Teaching & Learning
Email Address: paulasotiras@gmail.com	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Teaching Math
Faculty Advisor: Helen Hawley, Pamela Redmond	<input type="checkbox"/> Special Ed <input type="checkbox"/> Teaching Science
Email Address:	<input checked="" type="checkbox"/> Innovative Learning <input type="checkbox"/> Urban Education

Title of the Research

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

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

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

Purpose: The purpose of this research is to explore how students can set their own learning goals in elementary school and increase their comprehension and achieve their goals. My goal is to discover other ways to write and keep track of learning goals through technology. I want to research apps that might be available to support learning, and if young students would be more motivated to take ownership and keep track of their learning if technology was involved, and easily accessible, in and out of school.

Driving Question: "What are the effects of goal-setting and tracking on reading comprehension when using 21st century skills and technology?"

Needs to Know:

1. How do students set goals now?
2. Do students know their learning goals?
3. Are students able to set realistic and measurable goals?
4. How does collaboration help students increase their comprehension and reinforce goals?
5. What types of technological apps are available for goal setting?
6. How do students feel about being able to manage goals in and out of school through technology? Are they more likely to take ownership of their learning?

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 NAEP (www.nationsreportcard.gov), California's reading comprehension scores in 2015 were lower than the national average for reading comprehension in fourth grade: 6% advanced, 22% proficient, 31% basic, 41% below basic compared to the national average at: 8% advanced, 27% proficient, 33% basic, 32% below basic.

The 2016-2017 CAASPP (California Assessment of Student Progress and Performance) data for Napa Unified school district in ELA shows that third grade scored 21% proficient, fourth grade 22% proficient, fifth grade 29% proficient;

The 2016-2017 CAASPP data for Phillips Elementary in ELA shows that third grade scored 16% proficient, fourth grade 20% proficient, fifth grade 26% proficient;

Another research study titled "Goal Setting to Increase Student Academic Performance" by Ronnie Dotson (2016), Superintendent, compares reading comprehension data from 328 students when goal setting was applied one year over the previous year. Data analysis showed that 69% of students showed adequate growth in reading after goal setting compared to 60% of the students that did not make growth in reading the previous year without goals being set. The study indicates that if goal setting is implemented correctly, it can have a positive impact on learning.

A research study titled "Addressing Learning Disabilities with UDL and Technology: Strategic Reader"(2014) was a experimental study of 284 students evaluating the effectiveness of reading comprehension using two treatment conditions for measuring progress (online vs. offline). Using both quantitative and qualitative data analysis, strong evidence is found that students with learning disabilities using the online tool for reading

comprehension experienced significant growth in reading scores. The difference in online growth was significantly larger, 10% growth, compared to the offline , 6.58% growth. This study shows that online programs can have a positive impact on students with learning disabilities.

“Enhancing Reading Comprehension with Student Centered Ipad Applications”(2016) is an action study, of 18 fifth grade students. The study had student centered activities using Ipads with the goal of improving reading comprehension. Repeated measures showed that students scored statistically higher on the AIMSweb MAZE post assessment (M=26.167) than they did on the same preassessment (M=21.722). This study showed that using Ipads for reading comprehension has a positive impact on learning.

References

Dotson, Ronnie (2016), *Goal Setting to Increase Student Academic Performance*, Journal of School Administration research and Development Volume 1, Number 1, Summer 2016

Hall PhD1 ,T.; Cohen, EdD2 ; Vue, MEd1 G.; and Ganley, MEd P.; (2014), *Addressing Learning Disabilities With UDL and Technology: Strategic Reader* , Learning Disabilities Quarterly 2015, Vol. 38(2)

Moon, A. L.; Wold, C.; Francom, G.; (2016) *Enhancing Reading Comprehension with Student Centered Ipad Applications*, AECT, December 19, 2016

www.nationsreportcard.gov

<https://caaspp.cde.ca.gov/>

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 will be a mixed-method research study with both quantitative data (tests and student tracked data), and qualitative data (student reflections) in a quasi-experimental design. The school has 450 students, 87% receive free or reduced lunch, 90% latino, 8% white, 2% other, 67% are ELL. Two separate classes of the same reading level and similar student demographics will participate. One group was randomly selected to be the control group. They will participate in creating, tracking, and analyzing goals through the use of an online google classroom. Using the 21st century skills as a framework, students will use collaboration, communication, creativity and critical thinking. The other group of students will continue tracking their test scores on paper, as they have been, after they have completed a test. Both groups will take a pretest and posttest on reading comprehension. The tests will be the district adopted Reading Inventory. This the best, safest way to collect the data because it is within normal education practices. I will be the only one collecting and analyzing data. No remuneration will be provided. I will keep all student identities confidential in the study.

- 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?

There is no potential risk for this study. Benefits are uncertain at this time. There will be no loss of time or inconveniences to participants. No consent will be necessary.

- 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?

The data will be kept secured and anonymous by the teacher under a private google doc that will not be shared. The data will be stored until the end of the school trimester and then discarded. The quantitative data will be analyzed using descriptive and inferential statistics, and the qualitative data will analyzed through the constant comparative method. Follow-up is unknown at this time.

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.).

The study will be done in a 5th grade reading classroom at Phillips Elementary in Napa, California

6. Indicate the proposed duration of the study.

The study will take place the entire month of April.

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

Exemption 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.

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>

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