



INFORMATION AND CONSENT FORM FOR TEACHER PARTICIPANTS

Study Title: Promoting digital literacies for secondary students: A collaborative action research project

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You are being invited to participate in the research study mentioned above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please ask the researcher.

A. PURPOSE

This research project investigates how secondary teachers and students understand and engage in the evaluation of online information. The goals of this research project are to (a) identify teachers' pedagogical practices related to online information evaluation, (b) assess secondary students' online information evaluation practices, and, (c) to develop interventions aimed at improving students' ability to evaluate online information.

B. PROCEDURES

Between September 2020 and June 2023, you may be asked to participate in the following:

1. Participate in in-depth interviews with a researcher (either in person or via Zoom).
2. Have your class observed during a time when your class is learning about / doing online research.
3. Take a survey about your internet use. Also, you will administer a similar survey to your students.

4. Administer a diagnostic assessment of online evaluation skills to your students (one hour).
5. Submit feedback about the design of the instructional interventions.
6. Take training on how to implement the interventions (1 day; a substitute teacher will be provided).
7. Implement the interventions and record your observations (15 minutes at the end of each class).
8. Administer an assessment (post-test) once the interventions have been completed.
9. Participate in and perhaps lead professional development sessions with other teachers.

In detail

1. We will begin by inviting you to participate in an interview using Zoom. The purpose of the interview is to understand how you currently approach teaching students to evaluate information in online contexts. Moreover, we hope to uncover more detail regarding what barriers and facilitators that you experience when it comes to teaching students online credibility evaluation.
2. While the instructional intervention materials are being drafted, you will be invited to submit your feedback so that we can improve the instructional materials. You may choose to provide feedback on one or more of the modules.
3. If face-to-face classes resume and it is safe to do so, we will conduct classroom observation in person. If classes are online, we might observe your class remotely (during a Zoom session, for example). The purpose of this observation is to understand how you currently approach the teaching of online evaluation. Our researchers will not interfere with the way in which class activities would normally transpire. These sessions will be video and audio recorded to aid us in observation and subsequent analysis.
4. You will take a survey about your internet use. You will also administer a similar survey to your students. The teacher survey will have two parts. The first part will ask you for background/demographic information (gender, number of years teaching, etc.) while the second half of the survey will ask about how often you use particular internet applications (email, Facebook, etc.). The survey will be administered via an online, secure platform.

5. You will administer a diagnostic assessment (i.e., a pre-test) to your students before we implement the instructional interventions. During the assessment, in brief, students will be asked to compare websites and determine which are more or less credible. Then, they will be asked to write their conclusions. Student scores from this assessment will be used as a baseline against which their performance can be measured at the end of the intervention.
6. You will join other participating teachers to receive training on how to implement the interventions. A substitute teacher will be hired (and paid for by the grant) to teach your class while you participate in the training.
7. You will implement the interventions with your students. There will be 9 online modules that you can tailor according to your instructional goals. Ideally, you will integrate these modules into your regular instructional activities (e.g., when students are doing a project that requires online research). When you implement the instructional intervention, a researcher may observe your class, either remotely (via Zoom, for example) or in-person. After each class in which you implement an intervention, you will submit a report about your observations (e.g., what worked, what didn't, what might be improved, etc.).
8. Once you have implemented all of the interventions, you will administer a post-test to your students. This will be a similar assessment to the diagnostic assessment you already administered. The researchers will compare the students pre- and post-test scores.
9. You will be invited to share what you've learned with your colleagues. This might involve helping to lead professional development sessions so that other teachers can learn about how to implement the interventions in their own classrooms.

C. RISKS AND BENEFITS

Risks: It is possible that you may feel self-conscious when talking about your teaching practices with the researchers or while having your class observed. We would like to remind you that we (the researchers) are not there to judge your performance, but rather to learn more about how the students' learning of online evaluation skills can be best supported.

Benefits: You will benefit by receiving instructional materials that will help you teach students to evaluate the credibility of online information. These materials will be created by the research team in response to the teachers' needs in teaching online evaluation to their students. Your students will benefit from the opportunity to learn more about how to evaluate online information.

All participants will be given the option during the consent process to request study results. Any participant who requests study results will be provided with a short description of the findings electronically.

D. CONFIDENTIALITY

We will gather the following information as part of this research:

- Interview data
- Questionnaire data (background and demographic data, as well as internet use data)
- Student assessment data from the pre-/post-tests
- Feedback from you about the design of the interventions
- Artefacts from students created during the interventions (screen captures, audio/video recordings, written products)
- Report data (your observations after each intervention has been implemented)
- Student and teacher answers to the research questions

We will not allow anyone to access this data, except for people directly involved in conducting the research (e.g., researchers, research assistants). We will only use the information for the purposes of the research described in this form.

The information gathered will be coded. That means that the information will be identified by a code. The researcher will have a list that links the code to your name.

In the event that schools resume face to face instruction, we will protect the information by storing the hard copy data artifacts in a locked file cabinet in the researcher's locked research lab.

All data collected, whether digital or hard copy, will be properly secured and protected. Digital data (e.g., digital artifacts and Zoom recordings) will be stored in a password protected cloud storage account associated with the researcher's research lab. Hard copies of data will be kept in a locked cabinet in the research lab. Only members of the research team will have access to the hard copy and digital data.

After information from the hard copy artifacts has been de-identified and entered into spreadsheets, they will be destroyed. Digital artifacts will be de-identified and archived for possible secondary analysis. Zoom recordings will be converted into de-identified transcripts, after which the recordings will be deleted.

We intend to publish the results of this research. You will not be personally identifiable in these publications as your identity will be protected by the use of a pseudonym.

I accept that the data and research from this study will be published and that I will be represented in these publications, although my identity will be protected through the use of a pseudonym.

I do not accept the above.

We will destroy the information five years after the end of the study.

To make sure that research money is being spent properly, auditors from Concordia University or outside will have access to a coded list of participants. It will not be possible to identify you from this list.

F. CONDITIONS OF PARTICIPATION

You do not have to participate in this research. It is purely your decision. If you do participate, you can stop at any time. You can also ask that the information you provided not be used, and your choice will be respected. If you decide that you don't want us to use your information, you must tell the researcher up until four weeks after data collection has ended. To withdraw from this study, you may contact the researcher by emailing her at the email address listed on the first page of this consent form.

Teachers who participate in Phase 1 will receive \$100:

- sharing their current instructional materials related to how they teach students to evaluate online information with researchers (1 hour)
- being interviewed about their teaching practices that are connected to teaching online evaluation (1 hour)

Teachers who participate in providing feedback on the instructional modules will receive \$75 per module:

- for providing feedback on draft instructional materials of a module. Feedback is expected to take approximately 1.5 hours / module to complete.

Teachers who participate in Phase 2 will receive \$1,000:

- taking training on administering pre-tests (30 minutes)
- administering a pre-test to students to collect baseline data (1 hour)
- taking a questionnaire and administering a similar questionnaire to their students. The questionnaire will cover demographic and internet use items. (20 minutes)
- for receiving training on how to implement the instructional materials (1 day; a substitute teacher will be provided)
- for implementing the instructional materials with their classes over approximately six sessions, integrating these into their regular teaching
- for keeping a diary of their observations after each class session where the intervention was implemented (15 minutes at the end of each class)
- providing formative feedback to students regarding their learning on the interventions
- participating in ongoing interviews with researchers
- providing ongoing feedback to the research team about materials design and evaluation
- administering a post-test to evaluate any change in students' online evaluation skills over the intervention phase

The honorarium was determined based on the number of hours that participation will entail (approximately 20) and an hourly rate of \$50. If a teacher withdraws early from the study, they will still be compensated at the end of the semester.

There are no negative consequences for not participating, stopping in the middle, or asking us not to use your information.

You are asked to print and sign this consent form, and then either scan or photograph the signed consent form and return it to the researcher via email.

If you are not able to photograph or scan the consent form, you may provide oral consent via telephone. For oral consent by phone, the speaker function on the phone will be enabled and a digital audio-recorder will be used to record consent. A member of the research team will paraphrase the final statement from the consent form (i.e., You have read and understood this form. You have had the chance to ask

questions and any questions have been answers. You agree to allow your child to participate in the research under the conditions described) and the researcher will ask you if you agree and consent.

G. PARTICIPANT'S DECLARATION

I have read and understood this form. I have had the chance to ask questions and any questions have been answered. I agree to participate in this research under the conditions described.

NAME (please print)

SIGNATURE _____

DATE _____

If you have questions about the scientific or scholarly aspects of this research, please contact the researcher. Their contact information is on page 1.

If you have concerns about ethical issues in this research, please contact the Manager, Research Ethics, Concordia University, 514.848.2424 ex. 7481 or oor.ethics@concordia.ca.