



Parent /Student Information Form

A Student-Initiated Approach for Supporting Students and Teachers in Inclusive Classrooms

Purpose of the Study

The purpose of this study is to develop a technology-based student-initiated assessment for learning process to enable students to directly communicate to their teachers the student's strengths, needs, interests and learning preferences so teachers can support students earlier by teaching students the way they learn best. A second objective is to help students become more involved in and accountable for their learning and the choices they make to achieve their learning goals.

The following research questions guide this study:

- How does the implementation of a student-initiated learning assessment process impact student engagement and motivation?

Inclusion Criteria:

- Attending a public, private or charter English or French language school in Ontario, PEI, or New Brunswick. However, all research and research materials will be conducted in English so the participants require satisfactory proficiency of the English language.
- In grades 6-9 in the 2023-2024 school year.
- Have at least one formal or informal learning challenge or from a marginalized demographic population.
- Has access to either a computer, tablet or phone mobile device through a Wifi internet connection.
- Has been invited to participate in the study by their teacher who is also participating in the study.

Voluntary Participation

The parent/guardian of the participant will review the information letter and consent form and provide consent of students to participate in the study. An assent form will be completed by students under the age of 18 and the participation of the student is voluntary.

Study Details

This study will be conducted over a 2 week period and includes:

- Completion of an online holistic learning assessment of the student's academic skills, learning strengths and needs, interests, learning preferences and motivational tendencies.
- Completion of the assessment will be at home using a mobile phone, tablet, laptop or desktop computer. The assessment is designed for the student to be able to complete independently however, the student can seek support from a parent/guardian or the researcher.

- Upon completion of the assessment, the student will have the opportunity to select instructional strategies that may work best for them from a list of strategies recommended by the assessment and learning tool.

Time Commitment

The total time for participation in the study will be approx. 1.75 hours as follows:

- Online learning assessment will take approximately 1.5 hours in total to complete. However, the assessment includes twelve short quizzes of approx. 5-10 minute each allowing the assessment to be completed in incremental periods over a 2 week time frame.
- Prior to starting the online assessment, the researcher will arrange a 15 minute zoom call with the student and parent/guardian to get the student started on the assessment and answer any questions the student or parent/guardian may have about the process.

Compensation

Each child who participates in this study will be provided with a package of assessment for learning resources to help them become successful learners. This package of resources includes:

- A \$25 Amazon gift certificate
- An online holistic learning assessment to help the student and student's teacher have a better understanding of the student's strengths, interests, needs, and learning preferences.
- A learning plan with recommended strategies to help the student's teacher support the student the way they learn best and help the student become more accountable for their own learning.
- Complimentary access to the assessment for learning tool.

Possible Risks and Benefits

The results of this study will test the feasibility of a new technology based student-initiated assessment for learning process and tool to help teachers support all students in inclusive classrooms. This poses minimal risk to students as they are asked to complete an online self assessment about their learning. Completing the tool might result in surprises for some students as they learn about themselves. Students will benefit from their participation by having the opportunity to directly communicate their needs and also have choice in the instructional strategies that will help them.

Withdrawal from Research

Participants have the opportunity to withdraw their participation any time before the final analysis of the study which is estimated to be (2 months after the end of data collection period). A request to withdraw from the study can be made by emailing the researcher at dpmontgomery@upei.ca.

Confidentiality & Storage of Data

Live Communication

In this study, the student will have contact with the researcher and teacher. The researcher will require contact with the student and parent/guardian through Zoom to start the student with the ALP and as needed for additional support through the assessment for learning tool process. All information communicated through this channel will remain confidential. Pseudonyms will also be used in the reporting of all data at the end of the study.

Other Data Collection

Research data will be stored with a password on each single document and with password protection on the University of PEI's secured Google drive cloud storage system. Data from the assessment for learning process will be collected and stored using pseudonyms with password protection on a secured Learn Dash Learning Management System solely administered and owned by the researcher. Pseudonyms will be used throughout the data collection process with only the researcher and teacher aware of the identity of the student participant from which the data was collected.

Data must be retained for at least five years, as per the 'Procedures for Stewardship of Research Records and Materials' at the University of Prince Edward Island'. The data will be destroyed after a period of 5 years.

Reporting of Results

The results of the study will be used for a doctoral dissertation and may also be used in academic journal publications.

Questions

This project has been reviewed by the UPEI Research Ethics Board and it complies with Tri-Council guidelines for research involving human participants. If you have any questions concerning the study, please direct your inquiries to Diane Montgomery (researcher) at 416-562-0359 or diane@montgomery.ca or Dr. Kathy Snow (supervisor) at 902-620-5152 or ksnow@upei.ca. Any concerns regarding your involvement in this study may be directed to the UPEI Research Ethics Board, researchcompliance@upei.ca. or (902) 620-5104.