



Information Letter / Consent Form

Date: Nov. 13, 2019

Project Title: Action Learning: Facilitating educational engagement and academic achievement for all learners

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Purpose of Project

This action learning project will explore what opportunities are available in Shoreline's Exploratory course on Sustainability to better facilitate a love of learning, academic achievement and successful transition to the next stage in life for all learners. As a teacher, I would like to explore in and through my own practice, the following questions:

1. What types of learning activities and sustainability topics do students prefer?
2. Can undertaking and sharing a personal learning project build a student's sense of identity, self-confidence, self-esteem and self-discipline?
3. Which Restorative Education classroom management strategies and instructional practices best improve students' academic achievement?

Restorative Education research suggests that learner-centered teaching practices that are inclusive, interactive, inquiry-driven, place-based, and focus on service learning foster educational engagement. This study will explore how teachers can design their courses, classrooms and lessons in a more responsible, reciprocal, respectful and relevant way, leading to better cooperation between educators, caregivers and students to improve academic success amongst all learners.

What will happen during the project?

Ms. Menzies' students will be invited to indicate their preferences for what they like to learn about, how they like to learn it, and how they prefer to demonstrate their learning. Students will be invited to exercise choice in their learning through taking part in surveys and personal learning projects during their exploratory course on Sustainability. More specifically, this Action Learning project will include the following options:

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1. With consent from parents/guardians, at the beginning of a course or program, students will be invited to indicate their learning preferences through a Kahoot survey, using self-selected pseudonyms. At the end of a course, students will be invited to fill in an anonymous survey to evaluate their teacher and the course.
2. During the course, students will be given an opportunity to choose the topic of a personal learning project related to the course that enables them to identify and use their strengths and passions to address their needs and concerns, and they will be supported in undertaking this project.
3. With consent from learners and their caregivers, these projects will be documented through photographs, videos, google slides, and/or other digital software of the students' choice to enable students to demonstrate their learning to their teacher via email.
4. Learners and their caregivers will decide if they are comfortable with their personal learning projects being shared with other learners through Google Classroom, the school community through "Celebrate Us" assemblies, and/or the wider global community through, for example, contributing to the school's submission to the BC Green Games contest.
5. With additional consent, some examples of these learning activities and resulting student projects will be shared with other educators through professional development workshops and a password-protected website to expand use of learner-centered, "Restorative Education" instructional strategies.

Risks or benefits to participating in the project

The benefits of participating in this study for parent/guardians and the students they care for include the opportunity to exercise choice in the educational practices that they are subject to. In addition, this is an opportunity to contribute to and shape the direction and decisions being made about how Ms. Menzies' courses are taught, with an additional benefit of having the opportunity to influence how other teachers and schools make decisions about their educational programs.

Potential risks such as exposure, embarrassment, and loss of social status will be reduced by use of a menu of multiple and explicit options for consent for the different project activities and ongoing opportunities for withdrawal of consent. Participating learners and their caregivers will have the option to preserve their anonymity or celebrate their accomplishments as desired through the choice to use pseudonyms, aliases and photographic filters if and when any results are shared publicly.

Confidentiality, Anonymity and Data Storage

Surveys

Data on learning preferences and course evaluations would be kept confidential and secure in a locked filing cabinet and/or password protected online school district filing system.

Confidentiality of Kahoot survey data would be ensured by instructing students to create an alias that does not reflect their name and to not share it with anyone other than the teacher. Anonymity of evaluations would be ensured through explicitly telling students not to put their names on paper surveys, and they would be assured that evaluations would in no way impact their relationship with their teacher or access to courses, support or learning opportunities.

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Personal Learning Projects

Learners and their caregivers will decide if and when they are comfortable with their personal learning projects being shared with other learners through Google Classroom, the school community through “Celebrate Us” assemblies, and/or the wider global community through, for example, contributing to the school’s submission to the BC Green Games contest. This work would not be shared anonymously; in fact, it offers an empowering opportunity for recognition of the achievements and contributions of the students, families and school involved.

Compensation

Students seem to enjoy participating in Kahoot surveys regardless of the topic and will get a “popcorn party” on the last day of class when they complete their course evaluation forms.

Students who share their personal projects with their peers, school and wider community through contributing to contest submissions will be recognized with “Celebrate Us” Certificates, an enameled pin and participation in the choice of how any prize money won is spent. If funding or donations for this project are secured, students who contribute to the school submission to the BC Green Games or other contests will be compensated for their extra effort through a choice of gift cards to locally accessible, preferred goods and services such as restaurants, grocery and clothing stores.

Study Results

Study results will take the form of decisions made in planning courses and lessons, a list of recommendations to teachers, as well as a list of tips for students and caregivers to use to self-advocate for more culturally-appropriate and reciprocal, respectful, relevant and responsible learning opportunities.

Questions or Concerns about the project

Any questions or concerns are very welcome, and may be directed to Emily Menzies, the principal researcher in the project, at emenzies@s61.bc.ca, her UNBC supervisor, Dr. Tina Fraser, at tfraser@unbc.ca or her SD61 supervisor, Micha Seaberg, at mseaberg@sd61.bc.ca.

In addition, there will be a meeting scheduled for students, caregivers and community members to voice their questions or concerns in person, which will be advertised on the school website.

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Participant Consent and Withdrawal: Action Learning in Shoreline's Sustainability Exploratory

Parent / Guardian CONSENT

I have read or have been read the information presented in the information letter about the project.

YES NO

I have had the opportunity to ask questions about my involvement in this project, the involvement of the child in my care, and to receive additional details I requested.

YES NO

I understand that if we agree to participate in this project, either of us may withdraw from the project at any time up until the report completion, with no consequences of any kind. I understand that even after projects or reports have been completed, requests from either of us for materials to be removed from future publications will be met as soon as possible. I have been given a copy of this form.

YES NO

I agree that the child in my care may complete a survey at the beginning and end of Ms. Menzies' course to indicate their learning preferences and help determine instructional practices.

YES NO

I agree that the child in my care may be asked to identify their strengths and passions to address their needs and concerns so they can choose a topic for their personal learning project that is relevant and meaningful for them (while also being related to the course objectives).

YES NO

I agree that the child in my care may document and demonstrate their learning through taking photographs, making videos, google slides, and/or other digital software and sending their learning projects to their teacher via email.

YES NO

I agree that learning projects created by the child in my care may be shared and worked on collaboratively with other students via Google Classroom.

YES NO

I agree that learning projects that my child has worked on may be shared online as part of a school submission to the BC Green Games.

YES NO

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I understand that the child in my care will be shown any photos or videos of themselves and given the opportunity to give or deny final consent before they are ever displayed or published publicly, such as during school assemblies or in a school project submission to the BC Green Games.

YES NO

I agree that the child in my care may be photographed.

YES NO

I agree that videos of the child in my care may be taken.

YES NO

I agree that student learning projects that include photos or videos of the child in my care may be shared with their school community via Assemblies.

YES NO

I agree that student learning projects that include photos or videos of my child may be shared online through a school project submission to the BC Green Games.

YES NO

I agree that photos, videos, or learning projects completed by the child in my care can be shared with other educators to serve as examples of learner-centered, “Restorative Education” instructional strategies and learning activities. I agree that these examples can be shared at professional development workshops and a password-protected website promoting the expansion of Restorative Education. I understand that I can gain free access to this website by contacting Ms. Menzies.

YES NO

In the case of examples of student success being described by Ms. Menzies to other educators, I agree that my chosen alias of _____ can be used for myself.

The child in my care has chosen the alias of: _____.
I understand that these aliases will be kept confidential.

YES NO

Follow-up information (e.g. a copy of a student project, photo or video) can be sent to me at the following e-mail or mailing address: _____

Name of Caregiver: _____ Signature: _____

Name of Student: _____ Signature: _____

Date: _____