

Student and Teacher Feedback Small Group, Meeting 3



Adapted Measure of Math Engagement Research Group,
October 11 or 12

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Agenda

- Team Building
- Ethics in Research
- Facilitating One-on-One Conversations and Group Conversation

Welcome



Norms and Expectations

Review norms and expectations.



Goals and Expectations

Review goals and expectations for the AM-ME Student and Teacher Feedback Small Group.

Today's Objectives

1

Learn about ethics in conducting research.

2

Learn how to facilitate one-on-one and group conversations to get feedback on AM-ME survey questions.

Group Norms



Goals of AM-ME Student and Teacher Feedback Small Group

- 1 Develop a protocol to collect feedback
- 2 Create plans and flyers to recruit students and teachers
- 3 Learn how to collect feedback
- 4 Collect feedback from students and teachers

Team Building

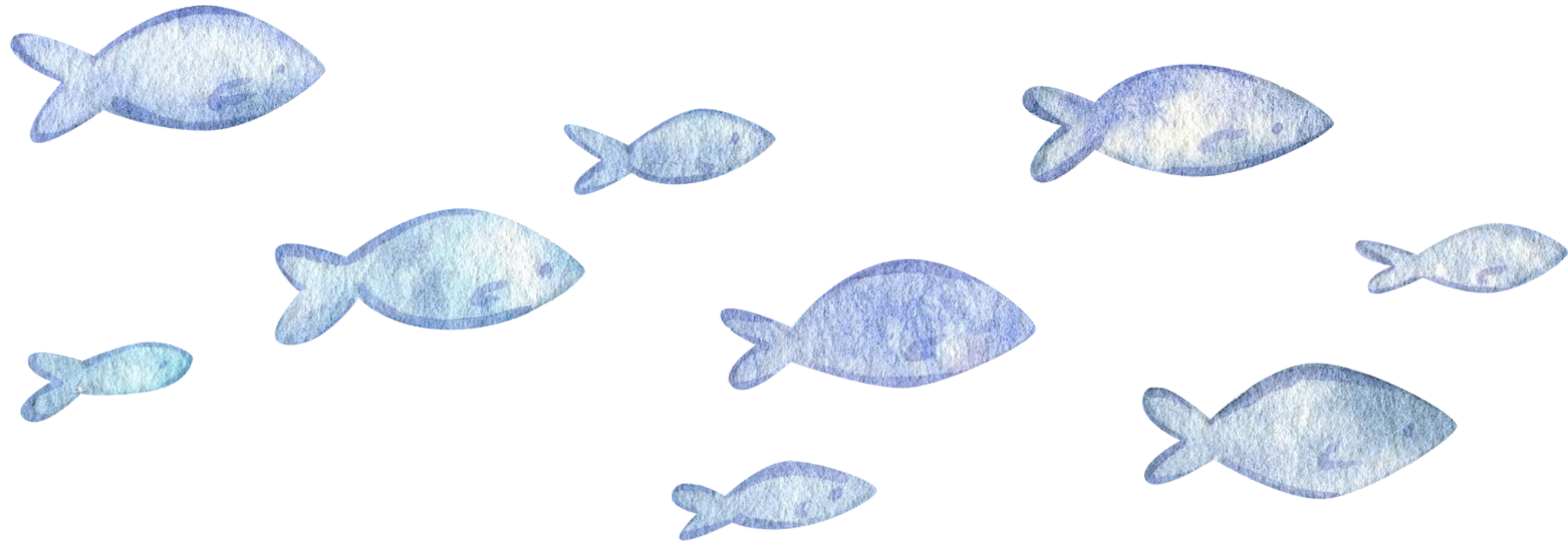


Get to know each other

Create space to get to know the members of the AM-ME Research Group.

Team Building Activity

Would you rather swim in the ocean or float in a lake? Why?



Ethics in Research



Learn how to ethically conduct
human subjects research

Learning about Human Subjects Research

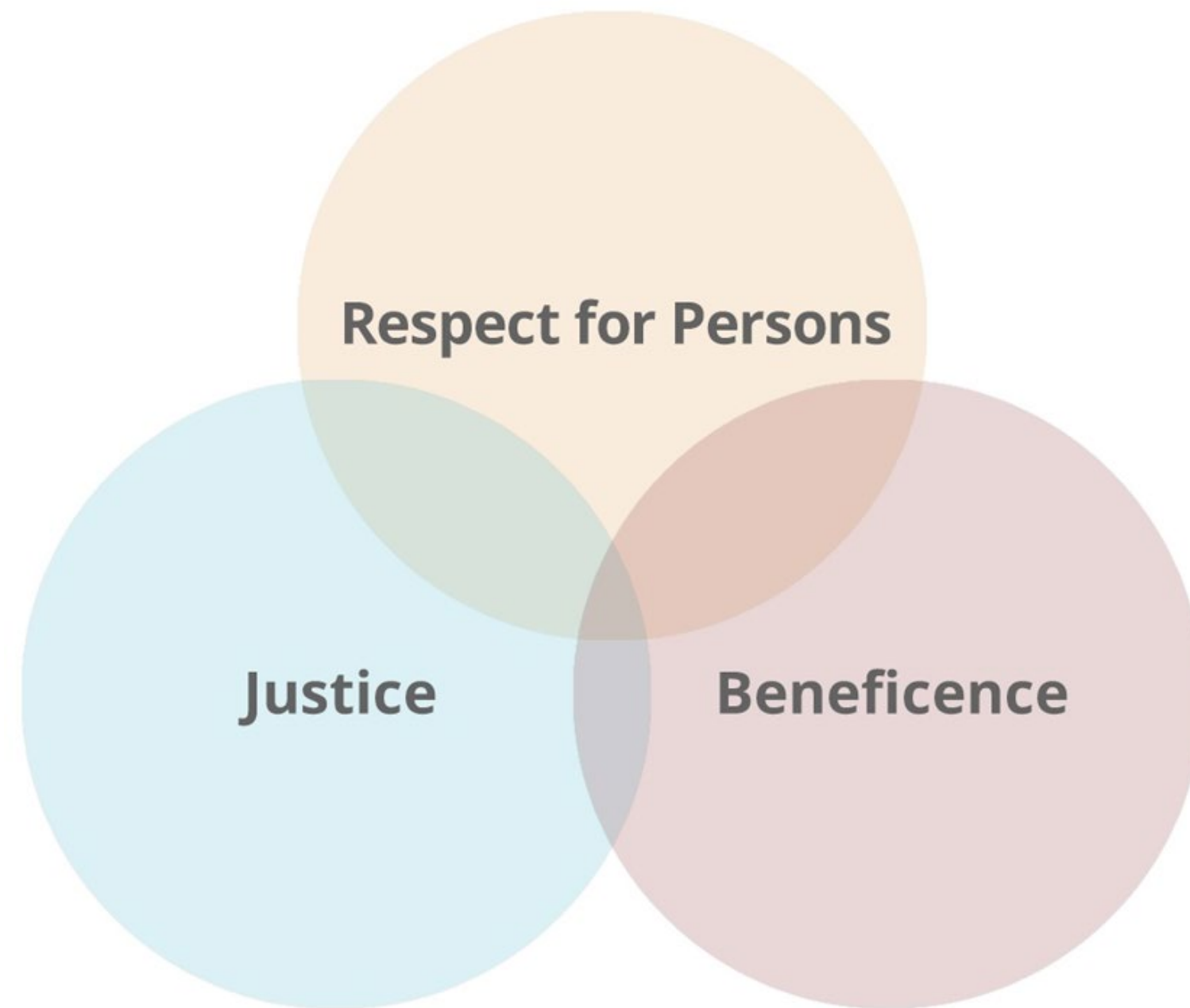


PARTICIPATING IN

**Social & Behavioral
Health Research**

Ethical Principles for Conducting Research

Ethical Principles for Conducting Research



Respect for Persons

- **Autonomy:** giving individuals the choice to participate.
- **Voluntariness:** freedom to opt in and out of participation.
- **Informed consent:** providing essential, understandable information about participation.

Beneficence

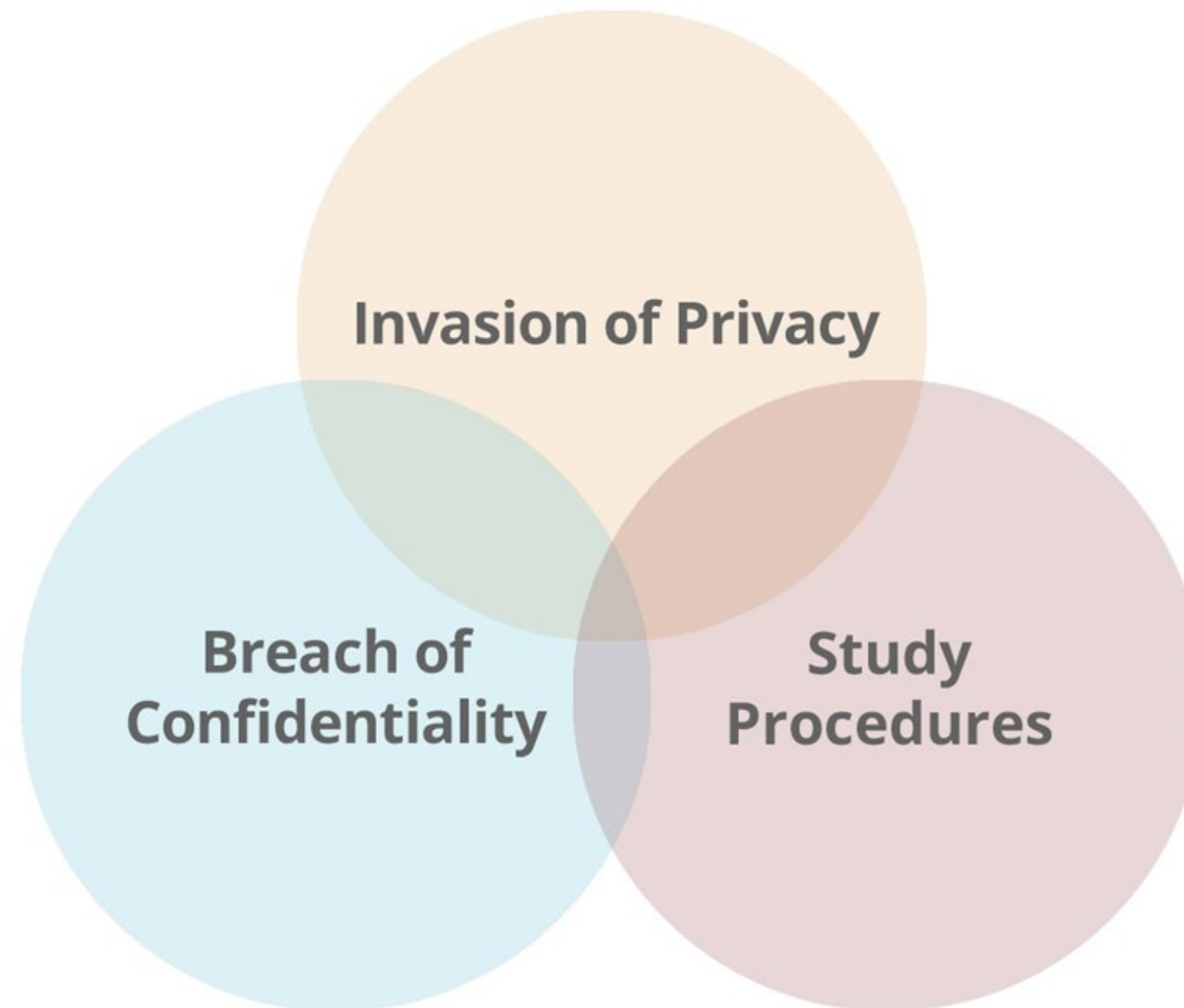
- Designing research to minimize the risks of harm, stress or discomfort to participants, and maximizing any benefits.
- Ensuring the safety and confidentiality of participants
- Benefits may be experienced by participants and the wider community.

Justice

- Fairness should be considered in all aspects of the research design including:
 - Recruitment of participants
 - Burdens on participants
 - Accurate reporting of results
 - Accessible reporting
- Benefits and burdens should be equitably distributed

Risk and Consent

Assessing Risk



Invasion of Privacy

- Invasion of privacy can occur if personal information is accessed or collected without the subjects' knowledge or consent.
- Can also occur if a subject's participation in a study is revealed despite assurances that this would not happen.

Breach of Confidentiality

- Information obtained by researchers could adversely affect participants if shared.
- Confidentiality can be compromised through unauthorized release of data.

Study Procedures

- Taking part in study may put participants at risk.
- The nature of research inquiry impacts risk.
- Risk of confidentiality higher in group settings.

Informed Consent

Informed consent is a process that begins with the recruitment and screening of a participant and continues throughout the involvement in the research. It includes:

1. Providing specific information about the study to participants in a way that is understandable to them.
2. Answering questions to ensure that participants understand the research and their role in it.
3. Giving participants sufficient time to consider their decisions.
4. Obtaining the voluntary agreement of participants to take part in the study. The agreement is only to enter the study, as participants may at any time withdraw, decline to answer specific questions, or complete specific tasks during the research.

Privacy and Confidentiality

Privacy and Confidentiality

- Researchers can encourage participants to be as honest and open as they can, but when the topic warrants, also should encourage them to remain mindful of their privacy.
- Invasions of privacy can occur if questions are perceived invasive if the questions unintentionally cause discomfort/harm.
 - Include disclosure about the possible sensitive nature of questions.
 - Allow participants to skip questions.
- Our role is to ensure confidentiality and data security.

Data Security

Data Security Procedures

- Researchers use several methods to keep participant's identity confidential when storing data online (e.g., use of password protected files and encryption).
- Names and other personal, identifying information should be de-identified or removed for analysis and publication in reports or papers.
- Only the research team should have access to the data.

Facilitating One-on-One Conversations and Group Conversation



Overview of conversations

Walking through each section step by step



Tips & Tricks

Ideas on what can make the process easier



Practicing our conversations

Taking time to go through the protocol

Overview of Conversations

There are four main components to our feedback interview protocol

1

Introduction & Informed Assent

2

Icebreaker

3

Interview Questions & Probes

4

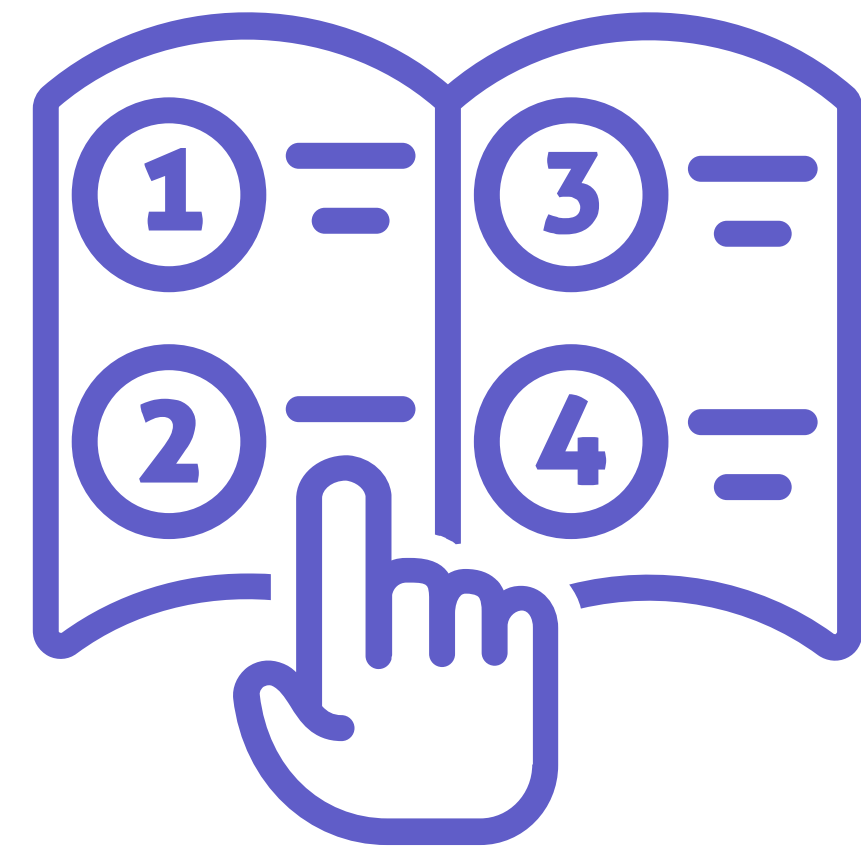
Conclusion

The Slides Ahead

In the upcoming slides, I included screenshots of our **student and teacher feedback protocol**. This is so you can easily see what section we're talking about.

The goal is to introduce us all to the different sections, not understand them fully!

We will practice these different sections and get more comfortable together.



Introduction



This is the first section of the protocol. It tells participants **what** they can expect in the time that we spend with them and **why** we're talking with them.

This section is on page
one.

Introduction

Welcome. Hello, my name is [SAY NAME] and I am [INSERT RELEVANT POSITION]. [Introduce other staff who are present.] Child Trends, Search Institute, and McREL International, which are non-profit education research organizations, are partnering to understand your experiences in math. This interview is part of a research study. TI

Informed Assent

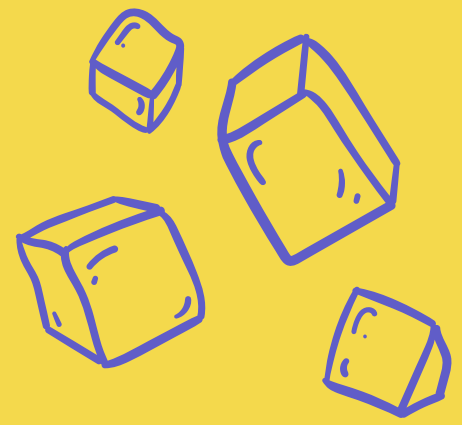


Like Sammy talked about earlier, one way we conduct ethical research is by sharing that they have control over their participation, and they **can leave at any time** without any consequences. When we get their verbal permission to move forward, this is **informed assent**.

Informed assent. Participation in today's conversation is voluntary. This means that you do not have to do it, and can quit at any time. Perspectives and experiences that you share today will be kept confidential. This means we will not tell anyone outside of the researchers on this study what was said in the interview, and we will not use your names in the written report for this study. You will not benefit personally from participating in the interview. You may feel uncomfortable answering certain questions, but you may skip or refuse to answer any questions you are not comfortable answering or leave the interview at any time. If you would like to leave the interview, please let me know. Your decision to participate will not have an impact on your experiences in school. You can skip any question you do not want to answer. We would like to record the conversation today for our records.

**This section is on pages
one and two.**

Icebreaker



The **icebreaker** is a way for us to help students and teachers to feel more comfortable with us and share some information that will help us understand their **background**.

This section is on page
two.

Ice Breaker

Use one of the two sets of questions detailed below based on participant type.

For Students

Let's start by getting to know each other. Feel free to share only to the extent you feel comfortable.

1. What made-up name would you like us to use when talking to you during this interview?
2. What are your preferred pronouns?
3. What grade you are in?
4. How do you identify in terms of gender?
5. How do you identify in terms of race/ethnicity?
6. Do you like math?

For Teachers

Let's start by getting to know each other. Feel free to share only to the extent you feel comfortable.

1. What made-up name would you like us to use when talking to you during this interview?
2. What are your preferred pronouns?
3. What grade do you teach?
4. How long have you been teaching?
5. How do you identify in terms of gender?
6. How do you identify in terms of race/ethnicity?
7. Why did you become a math teacher?

Interview Questions



For this feedback protocol, our interview questions are our **survey questions!** Our goal is to better understand how students and teachers **respond** to these questions and **identify changes** we can make.

Interview Questions

I want us to discuss the survey that we developed to capture your experiences in your math class and gain your feedback on it. I have some sample questions for you to try out. We're interested in how you get your answer more than what your actual answer is. So, for example, we want to know what you're thinking about when you hear the question, what pictures you see in your head, what examples you think of in your mind, and what the words mean to you.

As we go through each question, I'll ask you to read the question and think aloud about each question. I'll also ask you to identify any words that are difficult. Your feedback will help make sure these survey questions make sense to other students.

Let's start with an example. *Demonstrate reading the first question and thinking aloud about it.*
Any questions?

Once the participant's questions have been answered, proceed through the list of survey questions. Ask participants to read each question and think aloud. Encourage participants to identify any difficult words. Cover as many questions as possible.

Great! Let's start:

This section is on pages two and three.

Probes



The probes are questions we have on hand to help us **ask more specifically** about different parts of the survey item. These probes include:

- Think aloud
- Understanding
- Retrieval
- Judgment

This section is on pages three and four.

Probes for Questions

Think Aloud Probes

- In your own words, what do you think this question is asking?
- [*Students*] In your own words, how does this question help teachers understand your experiences in math class?
- [*Teachers*] In your own words, how does this question help you understand students' math engagement?

Understanding Probes

- Can you repeat the question I just asked in your own words?
- Was there anything confusing about this question?
 - How would you rewrite this question to make it easier to understand?
 - Would this question be easier to understand if it was phrased this way instead: <insert question>?
- What does the word <term> mean to you as it is used in the question?
 - How would you change <term> to make it easier to understand?

Retrieval Probes

- Before I asked you about <topic of question>, how much had you thought about it?
- You said <response option selected>. How sure are you of that?

Judgment Probes

- How comfortable did you feel answering this question?
- Did this question feel awkward?
- Did this question feel inappropriate?
- How well does this question apply to you?
- Is your answer always the same or would it vary?

Conclusion



The conclusion may seem simple, but it's a really big piece of the protocol! This section shares where they can turn to if they have more questions and make sure they leave feeling like they had a **positive experience**.

Conclusion

Thank you for your participation today. If you have any questions, concerns, or additional information you would like to share, email Samantha Holquist at sholquist@childtrends.org. Her name and contact information also are included on your consent form. *Stop recording.*
Hand out gift card.

This section is on page three.

Tips and Tricks



- This protocol should feel like a helpful map, not a strict checklist. Outside of informed assent, your conversations may feel a little different every time. **This is okay!**
- Research can feel really formal sometimes. Hopefully, this protocol can help shape a conversation that feels like you're talking to a **new friend.**
- **Practice**, like we'll do today, will really help you get the flow down!

Modeling a Conversation



Introduction



Interview
Questions



Conclusion



Icebreaker

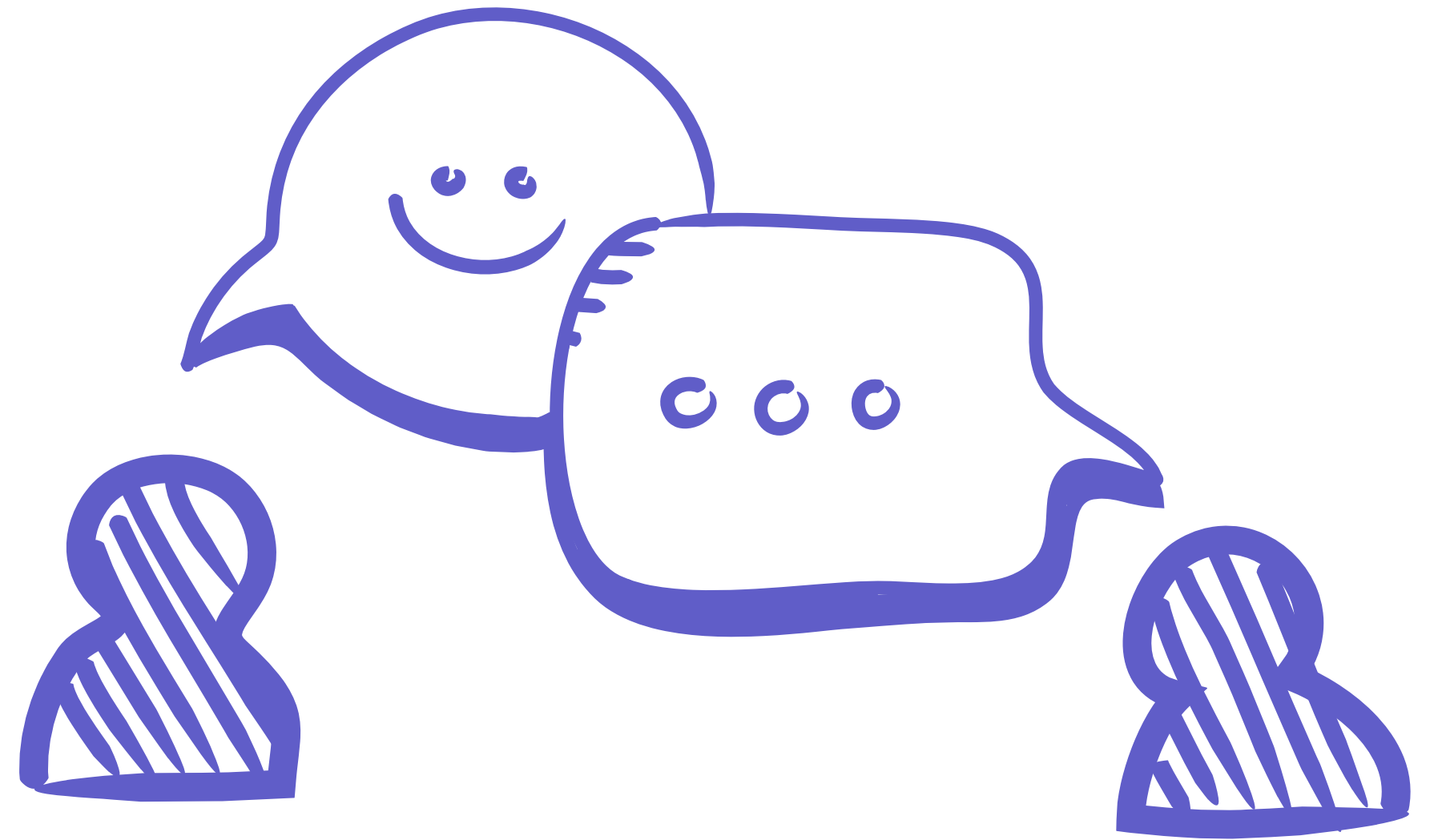


Probes

Let's practice!

In our practice, we're going to focus on the interview questions. For each question we've picked out, **let's walk through:**

- How to share the survey question
- How to use the probes
- When we know to move on



Closing



Overview of next steps

Discuss what you can expect from us for next steps.



Feedback for Us

Let us know what you liked and what you hope is changed for the next meeting.

Stay Connected



Diane Hsieh



Email



Instagram (DM)



Samantha Holquist



Email

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Instagram (DM)

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Learn more about the Adapted Measure of Math Engagement at <https://www.childtrends.org/project/adapted-measure-of-math-engagement>.