

AM-ME Student and Teacher Feedback Small Group Meeting Agendas

Small Group Meeting 3

October 11, 2023 **OR** October 12, 2023

5:30 to 6:30pm (CST)

Remote: [Zoom link]

Meeting Objectives:

- Learn about ethics in conducting research.
- Learn how to facilitate one-on-one and group conversations to get feedback on AM-ME survey questions.

Pre-work:

- Review the feedback protocol.
- Complete finishing out the recruitment plan.

Post-work:

- Review the feedback protocol.
- Review the [human subjects research ethics field guide](#).

Meeting Documents:

- Norms and expectations
- Slides
- Practice Script
- Exit Ticket

Time	Item & Notes
5 minutes	<p>Welcome <i>Facilitated by:</i> Samantha Holquist <i>Timekeeper:</i> Alyssa Scott</p> <ul style="list-style-type: none"> • Review of norms and expectations. • Review goals of the AM-ME Student and Teacher Feedback Small Group: <ul style="list-style-type: none"> ○ Develop a protocol (i.e., how we are going to collect the feedback from

This project is funded by the National Science Foundation, grant #2200437. Any opinions, findings, and conclusions or recommendations expressed in these materials are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

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

Adapted Measure of Math Engagement

	<p>students and teachers).</p> <ul style="list-style-type: none"> ○ Create plans to recruit students and teachers. ○ Learn how to collect feedback. ○ Collect feedback from students and teachers. <ul style="list-style-type: none"> ● Review timeline for gathering feedback: <table border="0"> <thead> <tr> <th style="text-align: left;">Complete By</th> <th style="text-align: left;">Task</th> </tr> </thead> <tbody> <tr> <td>September 22</td> <td>Develop a protocol (i.e., how we are going to collect the feedback from students and teachers)</td> </tr> <tr> <td>October 6</td> <td>Create plans to recruit students and teachers</td> </tr> <tr> <td>October 13</td> <td>Learn how to collect feedback</td> </tr> <tr> <td>October 16 to October 20</td> <td>Recruit students and teachers for participation in feedback interviews and focus groups</td> </tr> <tr> <td>October 23 to November 17</td> <td>Collect feedback from students and teachers</td> </tr> <tr> <td>November 6 to November 17</td> <td>Incorporating feedback into AM-ME survey.</td> </tr> </tbody> </table>	Complete By	Task	September 22	Develop a protocol (i.e., how we are going to collect the feedback from students and teachers)	October 6	Create plans to recruit students and teachers	October 13	Learn how to collect feedback	October 16 to October 20	Recruit students and teachers for participation in feedback interviews and focus groups	October 23 to November 17	Collect feedback from students and teachers	November 6 to November 17	Incorporating feedback into AM-ME survey.
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<p>5 minutes</p>	<p>Team Building Activity <i>Facilitated by:</i> Alyssa Scott <i>Timekeeper:</i> Samantha Holquist</p> <p>Answer the following question either verbally or in the chat:</p> <ul style="list-style-type: none"> ● Would you rather swim in the ocean or float in a lake? Why? 														
<p>20 minutes</p>	<p>Ethics in Research <i>Facilitated by:</i> Samantha Holquist <i>Timekeeper:</i> Alyssa Scott</p> <p>We are going to learn about conducting human subjects research in an ethical manner.</p> <ul style="list-style-type: none"> ● Watch a video (6:06) on <i>how to ethically conduct human subjects research</i>. ● Discuss <i>ethical principles of conducting human subjects research</i>. These principles include: <ul style="list-style-type: none"> ○ Respect for persons, includes treating research participants as individuals with autonomy, meaning they can act and make decisions according to their needs and desires. ○ Beneficence, which is designing research to minimize the risks of harm, stress or discomfort to participants, and maximizing any benefits. ○ Justice, which is the obligation to treat people fairly and equitably. ● Review principles of <i>risk and consent</i> within human subjects research. These principles include: <ul style="list-style-type: none"> ○ Invasion of privacy ○ Breach of confidentiality ○ Study procedures ● Discuss <i>privacy and confidentiality</i> within human subjects research ● Discuss <i>data security</i> within human subjects research. 														

<p>20 minutes</p>	<p>Facilitating One-on-One Conversations and Group Conversations <i>Facilitated by: Alyssa Scott</i> <i>Timekeeper: Samantha Holquist</i></p> <p>Let's start by walking through each section of the protocol. There are four main sections:</p> <ul style="list-style-type: none">• Introduction<ul style="list-style-type: none">○ Informed Assent• Icebreaker• Interview Questions<ul style="list-style-type: none">○ Probes• Conclusion <p>Before we go into each one individually, I wanted to let you all know that 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.</p> <p>Introduction</p> <ul style="list-style-type: none">• 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.<ul style="list-style-type: none">○ This section is on page one. <p>Informed Assent</p> <ul style="list-style-type: none">• 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.<ul style="list-style-type: none">○ This section is on pages one and two. <p>Icebreaker</p> <ul style="list-style-type: none">• 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.<ul style="list-style-type: none">○ This section is on page two. <p>Interview Questions</p> <ul style="list-style-type: none">• For this feedback protocol, our interviews are focused on our survey questions! Our goal is to better understand how students and teachers respond to these questions and identify changes we can make.<ul style="list-style-type: none">○ This section is on pages two and three. <p>Probes</p> <ul style="list-style-type: none">• The probes are questions we have on hand to help us ask more specifically about different parts of the survey item. These probes include:<ul style="list-style-type: none">○ Think aloud○ Understanding○ Retrieval○ Judgment
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	<ul style="list-style-type: none"> • This section is on pages three and four. <p>Conclusion</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ This section is on page three. <p>Now, let's talk about some tips and tricks for conducting these conversations.</p> <ul style="list-style-type: none"> • 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! <p>We're going to transition into practicing our conversations. First, Sammy and I will model a conversation. We will specifically focus on the interview questions and probes. However, this slide has all of the components we've discussed so you can think about where this section "lives" in our conversation.</p> <p>I do just enough to get by → think aloud & understanding</p> <p>Finally, we're going to practice what Sammy and I just modeled. I've selected some survey questions we will be using. For each one, let's walk through:</p> <ul style="list-style-type: none"> • How to share the survey question • How to use the probes • When we know to move on <p>My math teacher yells → judgment It is too disruptive for me to learn → understanding</p>
<p>10 minutes</p>	<p>Closing <i>Facilitated by: Samantha Holquist</i> <i>Timekeeper: Alyssa Scott</i></p> <ul style="list-style-type: none"> • Post-work: <ul style="list-style-type: none"> ○ Review the feedback protocol. ○ Review the human subjects research ethics field guide. • Overview of next steps... <ul style="list-style-type: none"> ○ Collect feedback from students and teachers. • Complete the exit ticket

Small Group Meeting 2

September 28, 2023

5:30 to 6:30pm (CST)

Remote: [Zoom link]

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Meeting Objectives:

- Discuss the students and teachers we want to recruit to collect feedback from on the survey questions.
- Discuss how we want to recruit students and teachers.

Pre-work:

- Review the revised feedback protocol and provide feedback using the suggestion feature or directly editing.

Meeting Documents

- Norms and expectations
- Recruitment Plan Notes
- Exit Ticket

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<p>10 minutes</p>	<p>Team Building Activity <i>Facilitated by:</i> Alyssa Scott <i>Timekeeper:</i> Samantha Holquist Answer the following question either verbally or in the chat:</p> <ul style="list-style-type: none"> • Would you rather live in a world without music or a world without TV? Why? 																				

<p>10 minutes</p>	<p>Creating a Plan for Recruiting Students and Teachers to Gather Feedback From <i>Facilitated by: Samantha Holquist</i> <i>Timekeeper: Alyssa Scott</i></p> <p>The Ways in Which We Are Gathering Feedback We will gather feedback from 25 students (5 per school) and 10 of their math teachers (2 per school). We will collect data through:</p> <ul style="list-style-type: none">• One-on-one conversations• Group conversations <p>Students and teachers will receive a \$50 VISA gift card for their participation.</p> <p>Recruiting Students and Teachers to Gather Feedback From While we know how we are going to gather feedback, we do not know who we'll gather feedback from. For the remainder of this meeting, we are going to develop a plan for recruiting students and teachers to gather feedback from. We will discuss the following questions and capture our notes. <i>Some of these questions are interrelated, so we may not move in a linear way!</i></p> <ul style="list-style-type: none">• What are the “focus” characteristics of students and teachers that we want to gather feedback from?<ul style="list-style-type: none">○ We know we want to focus on students and their math teachers, but what other characteristics do we want to focus on?○ During Spring 2023 data collection, we tried to focus on students who were disengaged in their math classes. For teachers, we tried to get a range of teachers instructing different grades and levels (for example, honors, regular).○ <u><i>By focusing on a specific set of characteristics, we are hoping to better understand the experiences of the students and teachers that hold these characteristics.</i></u>○ We could focus on (a) highly engaged and/or highly disengaged students, (b) students in different grades, and/or (c) students who get As in math and/or students who get Fs in math.○ We could focus on (a) math teachers who instruct different grades, (b) math teachers who hold different social identities (for example, gender, race/ethnicity), and (c) math teachers who instruct different levels of classes (for example, honors, regular).• How do we want to recruit students and teachers to gather feedback from?<ul style="list-style-type: none">○ Secondary question: How do we want to ensure they can choose a one-on-one or group conversation?○ During Spring 2023 data collection, the AM-ME research group teachers directly reached out to students and teachers (in-person and via email) to ask them to participate in focus groups or interviews.○ We provided them with a flier that explained the study and a consent form to sign (and one for their parents/guardians if they were under the age of 18).<ul style="list-style-type: none">▪ A consent form is a document that details the research study and activities you will be participating in, the risks/benefits, and how your
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	<p>privacy will be protected.</p> <ul style="list-style-type: none"> ▪ Consent forms are signed by research participants (in this case students and teachers) and their parents/guardians if they are under the age of 18 to ensure they fully understand what is being asked of them in a research study. ○ There are also other ways in which we could recruit students. For example, we could (a) hang fliers in the school with a QR code for students and/or teachers to sign-up or (b) students could directly reach out to students and teachers instead of teachers. <ul style="list-style-type: none"> • How do we want to organize the one-on-one and the group conversations? <ul style="list-style-type: none"> ○ Secondary question: At what time of day do we want one-on-one and group conversations to occur? ○ During Spring 2024 data collection, the AM-ME research group teachers organized the focus groups with students to occur after school in the school building. The researchers organized the interviews with teachers to occur online via Zoom. • When do we want to begin recruiting students and teachers to provide feedback? <ul style="list-style-type: none"> ○ We want to begin recruiting students and teachers at least a week before we begin to gather feedback. ○ We are currently scheduled to begin gathering feedback on October 23. Would it make sense to begin recruitment on October 16? <ul style="list-style-type: none"> ▪ This gives students and teachers two weeks to indicate their interest and return consent forms.
<p>10 minutes</p>	<p>Closing <i>Facilitated by: Samantha Holquist</i> <i>Timekeeper: Alyssa Scott</i></p> <ul style="list-style-type: none"> • Overview of next steps... <ul style="list-style-type: none"> ○ Review plans to recruit students and teachers. ○ Learn how to collect feedback. ○ Collect feedback from students and teachers. • Overview of next meeting... <ul style="list-style-type: none"> ○ Thursday, October 5 to practice collecting feedback. • Complete the exit ticket

Small Group Meeting 1

September 14, 2023

5:30 to 6:30pm (CST)

Remote: [Zoom link]

Meeting Objectives:

- Discuss why and how we are collecting feedback from students and teachers on the survey.
- Determine the survey questions we want to collect feedback on.

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Pre-work:

- None!

Meeting Documents

- Norms and Expectations
- Slides
- Feedback Protocol Sample
- Survey Question Feedback Identification Activity
- Exit Ticket

Time	Item & Notes
<p>5 minutes</p>	<p>Welcome <i>Facilitated by:</i> Samantha Holquist <i>Timekeeper:</i> Alyssa Scott</p> <ul style="list-style-type: none"> • Review of norms and expectations. • Review goals of the AM-ME Student and Teacher Feedback Small Group: <ul style="list-style-type: none"> ○ Develop a protocol (i.e., how we are going to collect the feedback from students and teachers). ○ Create plans to recruit students and teachers. ○ Learn how to collect feedback. ○ Collect feedback from students and teachers. • Review time expectations (<i>be as involved as you want!</i>) <ul style="list-style-type: none"> ○ 3 one-hour small group meetings in September and October (<i>today is one of them!</i>) ○ 2 to 5 hours collecting feedback from students and teachers.
<p>10 minutes</p>	<p>Team Building Activity <i>Facilitated by:</i> Diane Hsieh <i>Timekeeper:</i> Samantha Holquist</p> <p>Answer the following question either verbally or in the chat:</p> <ul style="list-style-type: none"> • If you could be any type of dinosaur (or other non-human animal), what would you be and why?
<p>10 minutes</p>	<p>Gathering Feedback from Students and Teachers on Survey Items <i>Facilitated by:</i> Samantha Holquist <i>Timekeeper:</i> Alyssa Scott</p> <p>Why do we gather feedback? Since we drafted an initial set of questions for the AM-ME survey in our last meeting, we need to collect feedback to ensure the survey questions make sense to students and teachers. We typically collect feedback along four dimensions:</p> <ul style="list-style-type: none"> • Understanding: Does their understanding of the question align with our

	<p>understanding of the question? For example, do students understand the word “trust” the same way that we understand the word “trust.”</p> <ul style="list-style-type: none"> • Retrieval: How easy is it to answer the question? Does it take students a long time to answer? Do they know how they would answer the question? • Judgment: How comfortable is the question to answer? For example, do students feel uncomfortable sharing their opinions about their teachers’ personalities? Do teachers feel comfortable knowing students’ opinions? • Adequacy of Content: Does the survey cover all aspects of the topic of math engagement? Was there anything not included that is important to include? <p>How are we gathering feedback? During the last meeting, we decided that we will gather feedback from 25 students (5 per school) and 10 of their math teachers (2 per school). We will collect data through:</p> <ul style="list-style-type: none"> • One-on-one conversations • Group conversations <p>Students and teachers will receive a \$50 VISA gift card for their participation.</p> <p>Do you have an example of a protocol for collecting feedback? Yes! We have a sample feedback protocol we will revise and use for this project! The first step to revising the protocol is to determine what questions from the AM-ME survey we want to get feedback on. We will do that today!</p> <p>What is our timeline for gathering feedback?</p> <table border="1" data-bbox="321 1058 1479 1654"> <thead> <tr> <th>Complete By</th> <th>Task</th> </tr> </thead> <tbody> <tr> <td>September 22</td> <td>Develop a protocol (i.e., how we are going to collect the feedback from students and teachers)</td> </tr> <tr> <td>October 6</td> <td>Create plans to recruit students and teachers</td> </tr> <tr> <td>October 13</td> <td>Learn how to collect feedback</td> </tr> <tr> <td>October 16 to October 20</td> <td>Recruit students and teachers for participation in feedback interviews and focus groups</td> </tr> <tr> <td>October 23 to November 3</td> <td>Collect feedback from students and teachers</td> </tr> <tr> <td>November 6 to November 17</td> <td>Incorporating feedback into AM-ME survey.</td> </tr> </tbody> </table>	Complete By	Task	September 22	Develop a protocol (i.e., how we are going to collect the feedback from students and teachers)	October 6	Create plans to recruit students and teachers	October 13	Learn how to collect feedback	October 16 to October 20	Recruit students and teachers for participation in feedback interviews and focus groups	October 23 to November 3	Collect feedback from students and teachers	November 6 to November 17	Incorporating feedback into AM-ME survey.
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<p>30 minutes</p>	<p>Determining What Survey Questions to Collect Feedback On <i>Facilitated by:</i> Diane Hsieh <i>Timekeeper:</i> Samantha Holquist</p> <p>As previously mentioned, we will be revising the sample protocol to collect feedback from students and teachers. The first step to revising the protocol is to determine what questions from the AM-ME survey we want to get feedback on. Since there are around 70 questions</p>														

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	<p>currently, we will not be able to get feedback on all of them, so we will need to prioritize!</p> <p>Activity We will divide into two small groups to review 27 of the survey questions and determine which ones we should ask for feedback from students and teachers.</p> <p><i>Small group assignments:</i></p> <ul style="list-style-type: none">• <u>Group 1</u>: [RG member names] (Facilitated by: Samantha Holquist; Notetaker: Alyssa Scott)• <u>Group 2</u>: [RG member names] (Facilitated by: [Staff]; Notetaker: Diane Hsieh) <p>In your small groups, use the Survey Question Feedback Identification Activity spreadsheet to think through:</p> <ul style="list-style-type: none">• Are there any words in this question that might be confusing?• Is this question easy to answer?• Did this question feel uncomfortable to answer? <p>Afterwards, assign the question a color from the traffic light:</p> <ul style="list-style-type: none">• Red - This question is unclear and needs major changes. It is a priority for feedback.• Yellow - This question needs a few tweaks, but otherwise good. It is a secondary priority for feedback.• Green - This question is good to go! <p><i>Note:</i> Some questions are already assigned Yellow or Red because students and/or teachers identified them as confusing during the August 16 meeting. You can change these!</p> <p>Reflection, if we have time Think about the following in your small group:</p> <ul style="list-style-type: none">• For questions that you assigned Red, what did they have in common?• What made the questions you assigned Green easy to understand?
<p>10 minutes</p>	<p>Closing <i>Facilitated by:</i> Samantha Holquist <i>Timekeeper:</i> Alyssa Scott</p> <ul style="list-style-type: none">• Overview of next steps...<ul style="list-style-type: none">○ Review the protocol developed to collect feedback.○ Create plans to recruit students and teachers.○ Learn how to collect feedback.○ Collect feedback from students and teachers.• Schedule our next meeting for...<ul style="list-style-type: none">○ The week of September 25○ The week of October 9• Complete the exit ticket