

EXAMPLES OF SELF-STUDY PROPOSALS

Self-Study Proposal #1

Working Title: *Peace Education in the Fourth Grade Classroom*

Principal Investigator: (Student first and last name, phone, email)

Co-investigators: Professors Robin Leavitt and Leah Nillas

Self-Study Summary: (self-study focus, purpose, or questions, and significance)

During prior experience in the field, I've noticed how many students see and experience violence in their lives, from video games and movies to playground bullying. I've often wondered what is being done to teach students who either have already met or will meet violence at sometime in their lives an alternative to violence—peace. During my student teaching experience, I intend to pursue these questions: "What do children understand about peace? How can I teach them about peace?" Through systematic inquiry, I aim to develop an understanding of what my fourth grade students understand about peace, how I as a teacher can effectively teach peace in ways that are relevant to fourth grade students, and students' responsiveness to peace education initiatives. In a world of increasing social and political conflict, helping students to understand the meaning of peace is a significant goal of social justice education.

Procedures: My self-study is being conducted in an established accepted educational setting, involving normal educational practices, such as education instructional strategies, the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. The study involves the collection or study of existing data, documents, and records typically available to classroom teachers. Any additional documentation indicated below will be recorded in such a manner that children cannot be identified, directly or through identifiers linked to them.

Specifically, in consultation with my cooperating teacher, I will plan and teach peace education lessons which will engage students in classroom conversations about their understandings of peace and their responses to the lessons I plan and implement. For example, open-ended questions might include, "What does 'peace' mean to you? Tell me about a time in your life that you think was peaceful. How did you feel? Tell me about a time that you did not feel peaceful. What was going on? How did you feel? What do you think the opposite of peace is?" Students may choose to volunteer their answers, or remain quiet as they listen to the responses of their peers. Other questions will evolve and develop as the students share reactions and feelings over the course of the unit. I will record my observations and reflections on the learning and teaching experience. I will conduct assessments of student learning and use these documents to reflect on their understandings of peace, and the effectiveness of the lessons. For example, some questions that might be asked at these times include, "What did you like about this lesson? What didn't you like about this lesson? What did you learn?" These student-evaluations will serve the purpose of helping me determine which peace education lessons are most effective. I will analyze my field notes and reflections on the lessons I teach concurrent with analysis of student learning.

Documentation (data) (only those applicable to this specific self-study are checked):

- observational field notes of daily classroom activities *during our peace lessons*, or in the instance of a
- case study, observational field notes focused on an individual student and his or her journey

of learning

- journal reflections on daily teaching experiences and
 - narrative observations/evaluations completed by my IWU supervisor
 - notes from evaluation conferences with cooperating teacher and IWU supervisor
 - my lesson plans and reflections on the implementation of lessons
 - everyday classroom records, including children's academic work **specific to our peace lessons**, for which consent has been granted
 - photographs of children at work in the classroom or during lessons I teach for whom consent has been granted
 - audio recordings of classroom lessons, conversations, and discussions including those children for whom consent has been granted
 - video recordings of my own teaching in the classroom, which may include those children for whom consent has been granted
- I will adhere to the IRB/Ed Studies protocols established regarding the protection of students' identities, and for access to, retention and destruction of data.

Participants: Twenty-five students between the ages of nine and ten, both male and female with varied abilities, and primarily white in ethnicity.

The study involves no risk to children in my classroom. There is no deception involved in my study, nor are there any physical, psychological, or social risks of participating in the study. There are no technical aspects of equipment posing potential hazards to participants. **Potential benefits include an opportunity for students to learn conflict resolution skills. I will enhance my own understandings of ways to incorporate peace education into the curriculum.**

Consent process

I will follow the protocols and use the consent forms adopted by the Educational Studies department, included with the department proposal which includes this individual project description. Consent will be sought to include children enrolled in my classroom. Consent forms will be sent home with students to their parents with a SASE. I will also seek **verbal** consent from children in my classroom. I will maintain a record of who and who has not granted consent for the document collection indicated above, and use that to guide what documents I include in my self-study. Children and their parents will be invited to the Educational Studies Inquiry spring conference to view or hear the public presentation of my self-study.

Investigator Assurances

As principal investigator of this study, I assure IWU IRB that the following statements are true:

- The information provided in this form is correct.
- I will adhere to all protocols required by the Educational Studies department as described in this proposal, including signing a confidentiality agreement.
- I will seek and obtain prior written approval from the IRB (with my faculty supervisor's guidance) for any substantive modifications in the proposal or to the proposed study.
- I understand that students and their families are protected by legal and ethical practices of confidentiality. Thus, I am bound to keep confidential any and all personal and academic information that I learn about individuals during my field placement, and specifically, during the course of my self-study. Keeping information confidential means that I will not disclose any identifying information that I learn about individuals in the conduct of my self-study or senior portfolio. This means that I will not speak to my roommates, friends or family members (or anyone) about what I learn about specific students in my classroom. Further, no teachers, classrooms, or schools will be identified. I will use

pseudonyms in all written reports.

- I understand that there are two conditions when confidentiality must be broken. First, I must report any knowledge that I have that a minor is being neglected (e.g., lack of medical care, warm clothing, food) or abused (physically, emotionally, sexual). Second, I must report any suspicion or knowledge that I have about a minor who appears to be in danger of hurting him or herself or others (e.g., suicide, fighting, etc.). I have been told the proper protocols (incident reporting) to use to follow through with these reports.
- I will promptly report any unexpected or otherwise significant adverse events or unanticipated problems or incidents that may occur in the course of this study. Moreover, in the course of my student teaching and self-study and in the event that I perceive a child is likely to do harm to self or others, an immediate report will be made to school personnel and the supervising IWU faculty member. I will not leave the school building until a report has been made directly to school personnel. In cases where a decision is necessary for making a child abuse or neglect report, I will follow district policy regarding such reporting. I will not act independent of school or university protocols. I will contact my IWU professor within 24 hours of an incident to provide an account of (1) what I saw or heard that gave rise to my concern; (2) what action I took in response to my concern, and (3) to whom at the school I reported my concern. I will also write and submit the Educational Studies *Incident Report* form, which confidential record will be kept until deemed no longer necessary by the department chair.
- I will not begin my study until I have received IRB approval.
- I will maintain records of this study according to IRB guidelines.
- I understand that approval of this study could be suspended or terminated, if these conditions are not met.

Principal Investigator:

Date:

Certification of faculty supervisor:

Signatures certify that the research project described will be conducted in full compliance with the University regulations governing research with human participants.

Self-Study Proposal #2

Working Title: *Integrating Kinesthetic Learning in Social Studies Education*

Principal Investigator: (Student first and last name, phone, email)

Co-investigators: Professors Robin Leavitt and Leah Nillas

Self-Study Summary: (self-study focus, purpose, or questions, and significance)

I have observed students who may have difficulty concentrating during class lectures, but become excited and seem to excel when learning through hands-on activities. I also have learned that many students need to be engaged in physical activity (whether doodling or walking around the room) in order to concentrate and retain information. Such activity is often considered by teachers and other students to be distracting, and sometimes mistaken for misbehaving, not following directions, or being disrespectful. Consistent with the research evidence, I believe that incorporating hands-on activities in teaching will help kinesthetic learners become more confident and competent in the classroom. Two questions thus guide my inquiry: (1) How can I incorporate physical or kinesthetic activity into teaching and learning? (2) In what ways does incorporating hands-on learning experiences into the teaching of social studies support the confidence and competence of kinesthetic learners in the classroom? The significance of the study includes the ways in which it will help me be a better teacher with respect to planning and implementing lessons that are tailored to individual differences, so that all students may learn in ways that suit them, and in ways in which their learning experiences will be meaningful and memorable. In doing so I will establish the beginnings of a repertoire of lessons to adapt in the future for other classrooms of students, and an understanding of what lessons most support student learning.

Procedures: My self-study is being conducted in an established accepted educational setting, involving normal educational practices, such as education instructional strategies, the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. The study involves the collection or study of existing data, documents, and records typically available to classroom teachers. Any additional documentation indicated below will be recorded in such a manner that children cannot be identified, directly or through identifiers linked to them.

Specifically, I will first assess which students are kinesthetic learners by asking them open-ended questions which will reveal their learning preferences. I will then plan lessons that incorporate kinesthetic learning opportunities for all students, and collect the documentation indicated below in order to assess how well I have planned and implemented meaningful kinesthetic learning experiences. I will record students' responses to and perspectives about the hands-on learning experiences I will teach. For example, classroom discussions might include, "How did this lesson help you remember / understand the material in your textbook?" and "In what ways was it easier for you to concentrate and learn when you were active?"

Documentation (data) (only those applicable to this specific self-study are checked):

- observational field notes of students involved in the kinesthetic learning activities I have planned.
- case study, observational field notes focused on an individual student and his or her journey of learning
- journal reflections on daily teaching experiences and
- narrative observations/evaluations completed by my IWU supervisor, and notes from evaluation conferences with cooperating teacher and IWU supervisor

- my lesson plans and reflections on the implementation of lessons
 - everyday classroom records, including children's academic work **specific to the kinesthetic lessons, and** for which consent has been granted
 - photographs of children at work in the classroom or during lessons I teach for whom consent has been granted
 - audio recordings of classroom lessons, conversations, and discussions including those children for whom consent has been granted
 - video recordings of my own teaching in the classroom, which may include those children for whom consent has been granted
- I will adhere to the IRB/Ed Studies protocols established regarding the protection of students' identities, and for access to, retention and destruction of data.

Participants: Participating students are those twenty-five sixth grader enrolled in my social studies class. Students come from varied backgrounds and have varying abilities.

The study involves no risk to children in my classroom. There is no deception involved in my study, nor are there any physical, psychological, or social risks of participating in the study. There are no technical aspects of equipment posing potential hazards to participants. **Potential benefits:** students will gain a deeper understanding of their personal preferences in regards to learning and how their learning style influences their actual learning. They will also benefit from instruction that is tailored to their learning style.

Consent process

I will follow the protocols and use the consent forms adopted by the Educational Studies department, included with the department proposal which includes this individual project description. Consent will be sought to include children enrolled in my classroom. Consent forms will be sent home with students to their parents with a SASE. I will also seek **verbal** consent from children in my classroom. I will maintain a record of who and who has not granted consent for the document collection indicated above, and use that to guide what documents I include in my self-study. Children and their parents will be invited to the Educational Studies Inquiry spring conference to view or hear the public presentation of my self-study.

Investigator Assurances

As principal investigator of this study, I assure IWU IRB that the following statements are true:

- The information provided in this form is correct.
- I will adhere to all protocols required by the Educational Studies department as described in this proposal, including signing a confidentiality agreement.
- I will seek and obtain prior written approval from the IRB (with my faculty supervisor's guidance) for any substantive modifications in the proposal or to the proposed study.
- I understand that students and their families are protected by legal and ethical practices of confidentiality. Thus, I am bound to keep confidential any and all personal and academic information that I learn about individuals during my field placement, and specifically, during the course of my self-study. Keeping information confidential means that I will not disclose any identifying information that I learn about individuals in the conduct of my self-study or senior portfolio. This means that I will not speak to my roommates, friends or family members (or anyone) about what I learn about specific students in my classroom. Further, no teachers, classrooms, or schools will be identified. I will use pseudonyms in all written reports.
- I understand that there are two conditions when confidentiality must be broken. First, I must report

any knowledge that I have that a minor is being neglected (e.g., lack of medical care, warm clothing, food) or abused (physically, emotionally, sexual). Second, I must report any suspicion or knowledge that I have about a minor who appears to be in danger of hurting him or herself or others (e.g., suicide, fighting, etc.). I have been told the proper protocols (incident reporting) to use to follow through with these reports.

- I will promptly report any unexpected or otherwise significant adverse events or unanticipated problems or incidents that may occur in the course of this study. Moreover, in the course of my student teaching and self-study and in the event that I perceive a child is likely to do harm to self or others, an immediate report will be made to school personnel and the supervising IWU faculty member. I will not leave the school building until a report has been made directly to school personnel. In cases where a decision is necessary for making a child abuse or neglect report, I will follow district policy regarding such reporting. I will not act independent of school or university protocols. I will contact my IWU professor within 24 hours of an incident to provide an account of (1) what I saw or heard that gave rise to my concern; (2) what action I took in response to my concern, and (3) to whom at the school I reported my concern. I will also write and submit the Educational Studies *Incident Report* form, which confidential record will be kept until deemed no longer necessary by the department chair.
- I will not begin my study until I have received IRB approval.
- I will maintain records of this study according to IRB guidelines.
- I understand that approval of this study could be suspended or terminated, if these conditions are not met.

Principal Investigator:

Date:

Certification of faculty supervisor:

Signatures certify that the research project described will be conducted in full compliance with the University regulations governing research with human participants.

Self-Study Proposal Study #3

Working Title: *Turning Red Into A Rose: Making Shakespeare Meaningful To High School Students*

Principal Investigator: (Student first and last name, phone, email)

Co-investigators: Professors Robin Leavitt and Leah Nillas

Self-Study Summary: (self-study focus, purpose, or questions, and significance)

As a student teacher, one of the greatest challenges I struggle with is how to respond to students who do not feel the same way about a text as I do, and who are frustrated, bored, or challenged by the study of Shakespeare. The primary goal of this project is to learn how to support high school students' meaningful learning connections with the texts of Shakespeare. My main research question is *how can I make William Shakespeare's sixteenth century plays meaningful to twenty-first century students?*

Procedures: My self-study is being conducted in an established accepted educational setting, involving normal educational practices, such as education instructional strategies, the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. The study involves the collection or study of existing data, documents, and records typically available to classroom teachers. Any additional documentation indicated below will be recorded in such a manner that children cannot be identified, directly or through identifiers linked to them.

Specifically, lesson planning will focus on curricular and cultural relevance to students' lived experiences, and themes of social justice that appear in Shakespearean works. At the end of the unit, I will assess student learning and their beliefs about the relevance of and interest in the Shakespearean texts we will have studied.

Documentation (data) (only those applicable to this specific self-study are checked):

- observational field notes of daily classroom activities, or in the instance of a
 - case study, observational field notes focused on an individual student and his or her journey of learning
 - journal reflections on daily teaching experiences and
 - narrative observations/evaluations completed by my IWU supervisor notes from evaluation conferences with cooperating teacher and IWU supervisor
 - my lesson plans and reflections on the implementation of lessons
 - everyday classroom records, including children's academic work *specific to this unit* and for which consent has been granted
 - photographs of children at work in the classroom or during lessons I teach for whom consent has been granted
 - audio recordings of classroom lessons, conversations, and discussions including those children for whom consent has been granted
 - video recordings of my own teaching in the classroom, which may include those children for whom consent has been granted
- I will adhere to the IRB/Ed Studies protocols established regarding the protection of students' identities, and for access to, retention and destruction of data.

Participants: The participants are twenty-five junior year students of varied demographics and abilities currently enrolled in a literature and composition course studying *A Midsummer Night's Dream* over the course of the semester.

The study involves no risk to children in my classroom. There is no deception involved in my study, nor are there any physical, psychological, or social risks of participating in the study. There are no technical aspects of equipment posing potential hazards to participants. **Potential benefits from participation in the study are the greater involvement of students in their lessons and opportunities for dialogue between myself and students. Over the course of the study I hope to generate innovative and effective lessons on Shakespeare which take into account students' perspectives and their daily lived experience in the 21st century – thus creating contextually and culturally responsive curriculum attentive to issues of social justice.**

Consent process

I will follow the protocols and use the consent forms adopted by the Educational Studies department, included with the department proposal which includes this individual project description. Consent will be sought to include children enrolled in my classroom. Consent forms will be sent home with students to their parents with a SASE. I will also seek **written** consent from children in my classroom. I will maintain a record of who and who has not granted consent for the document collection indicated above, and use that to guide what documents I include in my self-study. Children and their parents will be invited to the Educational Studies Inquiry spring conference to view or hear the public presentation of my self-study.

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- I will not begin my study until I have received IRB approval.
- I will maintain records of this study according to IRB guidelines.
- I understand that approval of this study could be suspended or terminated, if these conditions are not met.

Principal Investigator:

Date:

Certification of faculty supervisor:

Signatures certify that the research project described will be conducted in full compliance with the University regulations governing research with human participants.