**Informed Consent**

**Student (K–12) Classroom Research**

*Western Governors University - Teachers College*

*Master of Science: Curriculum and Instruction*

*Calianne Dansie*

*Historical Literacy Skills Impact Students Understanding of The Past*

**Introduction**

Cali Dansie, a graduate student researcher in the Teachers College of Western Governors University, wishes to conducting a research study for the purpose of exploring the effect of teaching Historical Literacy skills on students understanding historical events. Permission from the principal of Timberline Middle School, Peter Glahn, was obtained prior to announcing this study. By signing this consent form, parents or legal guardians agree to allow their child to participate in this study. Names and individual identities will not be used in any way in this study. The data collected will show differences in pre and posttest scores without identifying individual students who participated. The data will be used to explore the impact of teaching historical literacy and students understanding of events leading to the American Revolution.

**Description of the Project**

The purpose of this study is to explore the impact of historical literacy skills in a 7-day unit that will be taught in class. The unit will start with a questionnaire about student perceptions of their ability to use historical literacy skills to understand historical events. They will also take a pre assessment on the core content of events leading to the American Revolution. Throughout the unit students will practice cause and affect relationships while discussing the events that lead to the American Revolution. They will be given primary sources of the accounts at the Boston Massacre and asked to analyze the sources and corroborate the facts to determine the truth about what happened in history. At the end of the unit a post test and questionnaire will again be administered to track any change in academic achievement. All students will be expected to participate fully in all routine classroom activities and tests even if they are not participating in the study. No instructional time will be lost in this study. If a student chooses not to participate in the study their test scores will not be included in the study.

**Benefits and Risks of the Study**

Participants can expect to experience normal test anxiety when taking the pre and posttests or filling in the questionnaire in this unit. All anticipated risks to participants in this study are no greater than the risks a student would typically encounter in the classroom on a normal basis. The researcher will seek to decrease the anxiety risks by providing materials and adequate instruction in order to prepare students for tests. The benefits of this study to participants may be an increase in confidence and motivation in US History. Their understanding of material and ability to apply historical literacy skills may increase. This study may help the researcher and other educators understand how applying historical literacy skills in the

classroom can strengthen students ability to understand historical events.

**Confidentiality**

The participants test data will be kept confidential and names will not be attached to participant scores. The researcher will be the only person that will know which names are associated with scores. This information will remain locked in a private file and will be destroyed when the study is complete. Your child’s nor the school’s name will appear on any report. Similarities and differences within research group will be identified as a whole and not by identifying individual scores. Data will be reported in the aggregate.

**Voluntary Participation**

Participants are expected to participate in all regular classroom instruction. This includes pre and post tests as well as the questionnaire. These data-collection instruments are designed to inform the teacher of student needs and better be able to select appropriate learning activities to help students. Students may choose to voluntarily participate or withdraw their data from the study. This does not mean they will not take the assessments but only that their scores will be withheld from the study.

**Withdrawal**

Participants are free to withdraw at any time from non-regular classroom instruction and will not be penalized for nonparticipation. To withdraw from the study the parent or student must simply notify the researcher. Consent from parents or legal guardians as well as the school principal is needed for the

researcher to gather data for the purposes of this study. Participants can request that their individual

results be excluded from the final report. Enrollment and grades will not be impacted in any way if a

student does not choose to participate or withdraws from this study.

**Questions, Rights, and Complaints**

Participants and their parents or legal guardians have the right to view the results of this study. If

you have questions about this study, feel free to contact me by calling 801 610-8765 or email [cdansi2@wgu.edu](mailto:cdansi2@wgu.edu).

If you have questions about your rights, unresolved questions or complains about the study, contact the

WGU IRB Chairperson by sending and email to: [irb@wgu.edu](mailto:irb@wgu.edu).

**Consent Statement**

By signing this document, the administrator grants permission for student data collection and all reporting necessary for this study.

By signing this document, the parent/legal guardian grants permission for their child to participate in the

study and has the opportunity to have his or her questions answered.

Student participants will be informed of the research purpose and activities and will be asked for their

assent to participate upon parent approval.

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School Administrator Signature Parental/Legal Guardian Signature

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Title of Administrator Typed/Printed Name

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Date Student Signature (Assent)

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Typed/Printed Name

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