

Protocol and Compliance Management

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▼ Basic Info

Protocol ID:	EDIRC-2016-02-22-10965-kkim
Protocol Title:	Blogging and the Effect on Student Creativity
Overall Status:	active
Protocol Timeline:	Year 1 of 1
Committee(s):	EDIRC
Campus:	Main
CC Email Addresses:	jwwilson@email.wm.edu

► Comments

► Actions

► Status Info

► Date Info

► PI Info (jwwilson)

► PI Info (kkim)

► Emails

► Admin-Additional Information

► EDIRC-General Registration Information

▼ EDIRC-Protocol Description

Brief Rationale - Prepare a brief rationale. Include the full procedure and discuss statistical analysis.*	<p>The purpose of this study is to determine if blogging in a structured and instructor supported environment will promote an increase in student creativity as measured by the Torrance Tests of Creativity. Current research suggests that blogging, wiki-editing, and online collaborative experiences encourage creativity within high school age students. However, this research is limited to literature and science courses. This study is designed to determine if increases in creativity can be achieved through social studies courses, principally, a government class. The researcher is not instructing either class or participating students. The class is taught by a veteran teacher who has given his permission for the study to be conducted in his government classroom. Following the dispensation of parental release forms, the study will be conducted as follows: Two classes of senior students in a core government class will be given the TTOC. Both classes are to be taught by the same veteran teacher at the same high school. Both classes will be taught a unit on civil liberties and comparative government. Both classes will receive a traditional mode of instruction including lecture, classroom activities, and assessments as usually established by the educator. One class will receive the treatment which will include the following: Students participating in the treatment class will receive an online account to schoology.com; an online website that allows students to engage in discussions, post relevant content, and add illustrative and substantive examples to support their own ideas. For the first component of the course each student will read a variety of topics that will range from gun control to student protests. Each student will be expected to post at least three responses per week for the civil liberties component. One post will be the student's impression of the particular debate. The next post will be written from the perspective of someone who may be opposed to their original posting. The third post will simply be a response to another student's original posting. For the portion of the unit that covers comparative government, each student will represent a real person who is a representative in the national government of a country that will be studied in that particular portion of the course. The student will analyze a particular topic from the perspective of the national government that they've been assigned and each student will continue to post three times per week. One post will be from the perspective of the nation they've been assigned on a given topic, the next will be a response to another student's post from the perspective of the original student's assigned nation. The third post will consist of a student's original response as to whether they disagree or agree with the stance of their assigned nation and explain how others may feel about their country's position on the particular topic at hand. The website will be monitored by the teacher. After 4-6 weeks, the TTOC will be given again. Students will be able to leave the study at any time without penalty. The study will be approved by the IRB before it begins. All students in both the treatment and the non-treatment class will receive the Torrance Test of Creativity. Students who are not participating in the study will not receive the Torrance Test of Creativity, nor will their responses on Schoology be used for the purposes of the study. If they wish not to</p>
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	<p>participate in the study, they will receive the same instruction as other students in the treatment class, yet they will not participate in using the Schoology website. Further, students who elect not to participate in the study will not be interviewed following the conclusion of the study.</p>
<p>Participants - Describe the participants in your protocol and how they will be obtained.</p>	<p>Participants are two classes of high school students in two government classes. These are students who are in a colleague of mine's class at Grafton High School in Yorktown, Virginia. Participation forms will be distributed by the classroom teacher and collected prior to the beginning of the study.</p>
<p>Privacy and Confidentiality - Include any statements necessary about protecting the privacy or confidentiality of collected data. 'Anonymous' is used when subjects' identities are not known. 'Confidential' is used if even indirectly - i.e. coding system - it is possible to connect a subject's responses/data to his/her true identity. If confidentiality is used, proper security must be assured by keeping code key under 'lock and key' conditions with only the investigator having access to that key.</p>	<p>When distributed first, the TIOC will be coded for both the first and second distributions. A class roster will be obtained from the instructor of the government classes and the TIOC will be submitted to the researchers and scored confidentially. I will have the information confidential. I would like to randomly select a few students to interview about their experience and when doing so, I will keep their results private, and if including their responses in a final paper for submission to a journal, they will be assigned a pseudonym.</p>
<p>Results - Indicate how the results of your experiment will be communicated to the participants.</p>	<p>The results of the class will not be communicated to the participants as a whole. However, if the participants wish to find how their creativity may have improved, they may be able to communicate that desire to their instructor who would then contact me. I would then share that information with the student privately.</p>
<p>Consent Form - Include the text of the form to be used in obtaining informed consent. In certain circumstances where the signed informed consent form could link subjects to the data, the investigator may request waiving the requirement to obtain signed informed consent. If requesting such a waiver, please include justification. The investigator must still obtain informed consent, even if only verbally, after</p>	<p>Please see attachments.</p>
<p>▶EDIRC-Personnel Qualification</p>	
<p>▶EDIRC-General Protocol Information</p>	