

For HREA panel use only:

Approved Change Refer Reject

Reference No:

The University of New South Wales
Human Research Ethics Advisory (HREA) Panels - APPLICATION FORM

Please download this application form (begin typing at ^^ the border will expand)
You may add rows if required, e.g for additional Supervisors
Please attach documentation where required. Please answer all questions.

1. Investigators:

School/Unit/Centre: Biotechnology and Biomolecular Sciences

Investigators	Title	Family Name	First Name	Phone/Mobile	Fax	email
First Investigator	Dr	Takayama	Kathy	9385-1592 0412-748-795	9385-1591	k.takayama@unsw.edu.au
Co-Investigator	Mr	Wilson	John	9385 1748	9385 1095	j.e.wilson@unsw.edu.au
Co-Investigator	Dr	March	Paul	9385 1199	9385 2956	p.march@unsw.edu.au
Co-Investigator	Dr	Netherton	Clare	9385-6219		c.netherton@unsw.edu.au

2. Status of Investigator: Academic

Takayama, Kathy (PhD)
Wilson (Msc.Hons)
March (PhD)
Netherton (PhD)

3. Project title:

Mapping student learning throughout the collaborative inquiry process: The progressive e-poster

4. Project description - aims, hypotheses/research questions, methods:

Please provide a description of the project (300 words max) on a **separate page**.
Please attach a copy of **questionnaires** and **interview schedules** if applicable.

5. Potential for harm to participants and/or Investigators:

Is there any potential for harm, either physical, psychological, social, cultural or financial?	NO
Are there potential risks to researchers?	NO
If you answered “ YES” to either of these questions, please describe the risk(s) and estimate their probability.	
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6. Recruitment of participants:

Are participants to be recruited to take part in the project?	YES
Is there any possibility of coercion of participants to enrol in the study?	NO
Are participants in a dependent relationship with the Investigator (eg teacher-student)?	YES
Will participants be offered an inducement to encourage their involvement?	NO
If you answered “ YES” to any of these questions, please describe fully how participants are to be recruited and how other issues are to be resolved. Please attach any recruitment advertisements and posters .	
Investigators Takayama, Wilson & March deliver lectures and/or tutorials throughout the course in which the student participants are enrolled (MICR2201 Fundamentals of Microbiology & Immunology). Student participation either by completion of questionnaires (which are anonymous) and small group interviews will be conducted post-assessment of enrolled course in which teacher/student relationship exists.	
The release of a student’s response to the investigators for inclusion in this study is voluntary. The questions (see attached) are not part of course assessment, and student participation in answering these questions is voluntary. Whether or not a student decides to participate in this project will have no effect on their grade in the course.	

7. Informed Consent

Will you seek written informed consent from participants?	YES
If you answered “NO”, please justify why not. If you answered “YES”, please attach a Participant Information Sheet and Consent Form prepared in close accordance with HREC proforma.	
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8. Observation and Records:

Is it necessary in your research to make recorded observations of participants (eg audiotapes, videotapes)?	YES
Is it necessary to use records or database information?	YES
If you answered “YES” to either question, please explain why and outline how this will be done.	
Student feedback on the project is to be collected through a series of formal and informal discussions. The informal discussions will be audiotaped during focus group interviews to collect students’ reflections and feedback on the course. Focus group interviews will be conducted by a neutral party, C. Netherton, from the Learning and Teaching Unit, who is an associate investigator on this project. C. Netherton is not involved in the teaching or assessment of the course, and the students have never met her. Data collected from questionnaires, formal and informal discussions will be collected and stored for statistical analysis.	

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9. Confidentiality, Privacy, Anonymity:

Is there a possibility of participants being inappropriately identified, or confidential data being divulged during or after the research has taken place?	NO
Please confirm that data will be stored for a minimum of 7 years in a secure location.	YES
If you answered "YES", please describe the measures you will take to ensure privacy, confidentiality and anonymity are preserved.	
All printed data will be stored in a locked file cabinet in the investigators' offices, to which only the investigators have sole access. All electronic data will be stored on password-locked computers to which only the investigators have access.	

10. Deception/Debriefing:

Is it necessary during your research to deceive participants?	NO
If you answered "YES", please explain why, and outline how this will be done. In addition, please attach a description of your de-briefing procedure for participants.	
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11. Conflict of interest, including financial involvement:

Is the research being funded by an agency outside the UNSW?	NO
Is there any conflict of interest (including financial gain) likely to result from this project?	NO
If you answered " YES" to either of these questions, please provide details and attach documentation .	

12. Organisations other than the University of New South Wales:

Are there organisations other than UNSW involved in this research?	NO
If you answered "YES", please provide details . Please attach a letter of support for the research from the organisation.	

13. Declaration of Investigators

I/we apply for approval to conduct the research. If approval is granted it will be undertaken in accordance with the protocol described in this application and other relevant guidelines, regulations and laws.

Investigator(s)	Name (Block Letters)	Signature	Date
First Investigator	KATHY TAKAYAMA		
Co-Investigator	JOHN WILSON		
Co-Investigator	PAUL MARCH		
Co-Investigator	CLARE NETHERTON		

CHECKLIST (to be filled in by the Applicant)

Question	Document/copies	Check
4	Project Description	<input checked="" type="checkbox"/> Needed

	Questionnaire	<input checked="" type="checkbox"/> Needed	<input type="checkbox"/> Not needed
	Interview Schedule	<input type="checkbox"/> Needed	<input checked="" type="checkbox"/> Not needed
6	Recruiting Advertisement	<input type="checkbox"/> Needed	<input checked="" type="checkbox"/> Not needed
	Recruiting Poster	<input type="checkbox"/> Needed	<input checked="" type="checkbox"/> Not needed
7	Subject Information Sheet	<input type="checkbox"/> Needed	<input checked="" type="checkbox"/> Not needed
	Consent Form	<input checked="" type="checkbox"/> Needed	<input type="checkbox"/> Not needed
10	De-briefing Procedure	<input type="checkbox"/> Needed	<input checked="" type="checkbox"/> Not needed
11	Funding Details	<input checked="" type="checkbox"/> Needed	<input type="checkbox"/> Not needed
12	Letter of support from organisations other than UNSW	<input type="checkbox"/> Needed	<input checked="" type="checkbox"/> Not needed
Other		<input type="checkbox"/> Needed	<input type="checkbox"/> Not needed
	Signatures of all Investigator(s) and Supervisor	<input checked="" type="checkbox"/> Needed	
	Original + 6 copies to panel administrator	<input checked="" type="checkbox"/> Needed	

PROJECT AIMS

This project transitions the research-teaching nexus from the periphery to mainstream science education through the development and evaluation of learning and teaching approaches that enhance student engagement by aligning desired learning outcomes with professional practice. We aim to shift the assessment-driven motivation of students toward intrinsic motivation by engaging them in problem-solving processes that encourage them to reflect on their own learning as they integrate theory with practice. Our approach centres on the creation of a collaborative inquiry-based learning community that is structured to facilitate students' metacognitive awareness of both individual and group learning processes. The integration of reflection, analysis and critique of process (as opposed to outcome) into a research-based e-poster project enhances student learning by reinforcing the iterative process of the scientific method. The strategic structure of the online and face-to-face components of the collaborative inquiry process acknowledges and builds upon the disciplinary, cultural, and social diversity of the class.

Our aim is to develop and evaluate the effectiveness of:

- Learning approaches that engage students in authentic scientific inquiry through progressive cycles of critical analysis of their own learning and thinking.
- Learning approaches that encourage multidisciplinary thinking to reflect current research and professional practice in the sciences.
- Assessment strategies that are aligned with contextual approaches to student learning, which reinforce inquiry and deep learning.
- Learning outcomes-based assessment strategies that promote collaborative inquiry in large classes.
- Integration of students' disciplinary understanding and research practice with the development of their communication skills, group work, and information literacy skills.

It is the intention of the investigators to collect data obtained from student questionnaires and student interviews.

Student questionnaires and interviews will be conducted post course assessment.

STUDENT QUESTIONNAIRE

Mapping student learning throughout the collaborative inquiry process: The progressive e-poster

(Tick applicable box)

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Q1	The e-poster project enabled me to understand concepts beyond those which were discussed in lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2	The e-poster project challenged me to apply my conceptual understanding of microbiology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3	The e-poster project facilitated the connection between lectures, tutorials and laboratories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4	The e-poster project encouraged me to investigate topics that were outside of those covered in lectures, tutorials and laboratories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	The e-poster project helped me to learn to work in a group environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	The e-poster project helped me to learn how to problem-solve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7	The e-poster project helped me to understand the process of scientific inquiry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8	The e-poster project prompted me to think about my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q9	The e-poster project enabled me to learn from my peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	The e-poster is a learning tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**THE UNIVERSITY OF NEW SOUTH WALES
PARTICIPANT INFORMATION STATEMENT AND CONSENT FORM**

Mapping student learning throughout the collaborative inquiry process: The progressive e-poster

[Participant selection and purpose of study]

You are invited to participate in a study of learning and teaching approaches in 2nd year microbiology at UNSW. We hope to learn about how the e-poster project has impacted on your learning in MICR2201. You were selected as a possible participant in this study because of your enrolment in and completion of MICR2201.

[Description of study and risks]

If you decide to participate, we will ask you a number of questions relating to your recently completed MICR2201 E-poster assignment.

Participation in this study will not result in either benefit or detriment to the participant.

[Confidentiality and disclosure of information]

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission, except as required by law. If you give us your permission by signing this document, we plan to present the results at Learning and Teaching Conferences and Discussion Forums at UNSW, nationally, and internationally. Outcomes of this work will also be submitted for publication in learning and teaching journals. In any publication, information will be provided in such a way that you cannot be identified.

[Complaints]

Complaints may be directed to the Ethics Secretariat, The University of New South Wales, SYDNEY 2052 AUSTRALIA (phone 9385 4234, fax 9385 6648, email ethics.sec@unsw.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome.

[Your consent]

Your decision whether or not to participate will not prejudice your future relations with The University of New South Wales. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without prejudice.

If you have any questions at the time of the survey or post-survey, please contact Dr. Kathy Takayama (k.takayama@unsw.edu.au).

You will be given a copy of this form to keep.

PARTICIPANT INFORMATION STATEMENT AND CONSENT FORM (continued)
Mapping student learning throughout the collaborative inquiry process: The progressive e-poster

You are making a decision whether or not to participate. Your signature indicates that, having read the Participant Information Statement, you have decided to take part in the study.

.....
Signature of Research Participant

.....
Signature of Witness

.....
(Please PRINT name)

.....
(Please PRINT name)

.....
Date

.....
Nature of Witness

.....
Signature(s) of Investigator(s)

.....
Please PRINT Name

REVOCATION OF CONSENT

Mapping student learning throughout the collaborative inquiry process: The progressive e-poster

I hereby wish to **WITHDRAW** my consent to participate in the research proposal described above and understand that such withdrawal **WILL NOT** jeopardise any treatment or my relationship with The University of New South Wales.

.....
Signature

.....
Date

.....
Please PRINT Name

The section for Revocation of Consent should be forwarded to Dr. Kathy Takayama, School of Biotechnology & Biomolecular Sciences, University of New South Wales)