

## 1.0 General Information

### 1.1 \*Please enter the full title of your study:

The Effects of Student-Centered Pedagogy on Student Learning and Engagement

### 1.2 \*Please enter the Research ID Number. If not applicable, please put N/A.

N/A

## 2.0 Add Department(s)

### 2.1 List of Departments associated with this study:

Primary Dept? Department Name

- UCF - Sociology
- UCF - Women's Research Center

## 3.0 Assign key study personnel(KSP) access to the study

**\* The current study status does not allow for changes to the Key Study Personnel. If you wish to change the Key Study Personnel, please contact the IRB.**

### 3.1 \*Please add a Principal Investigator for the study:

Elizabeth Grauerholz

Select If applicable

- Student  Department Chair
- Resident
- Fellow

If the Principal Investigator is a Student, Resident, or Fellow, the name of the Faculty Advisor must be supplied below.

### 3.2 If applicable, please select the Protocol Staff personnel:

A) Additional Investigators

B) Research Support Staff

Barr, Deborah  
 Research Associate

### 3.3 \* Please add a Study Contact:

Grauerholz, Elizabeth

The Study Contact(s) will receive all important system notifications along with the Principal Investigator. (e.g. The study contact(s) are typically either the Study Coordinator or the Principal Investigator themselves).

### 3.4 If applicable, please add a Faculty Advisor:

## 4.0 UCF Protocol Application

### 4.1 \*This submission involves which of the following:

- Animal Subjects  
 Human Subjects

## 5.0 IRIS System Guidance and IRB Information

### 5.1 First Time Users Read UCF Help Links Below

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General Information for IRB Submission -Click Here-  
 Study Personnel and Training Requirements -Click Here-  
 Fast IRB Approval Helpful Hints -Click Here-

UCF Federalwide Assurance (FWA00000351)  
 - Terms of UCF's Federalwide Assurance -Click Here-  
 - UCF's Procedures Regarding Federalwide Assurance -Click Here-  
 Review Type Determination -Click Here-

5.2 For additional information regarding federal regulations please follow the links within the help balloons to the right.

## 6.0 Project Information

### 6.1 \*Provide the proposed dates of project:

Allow approximately two weeks for IRB approval process when determining dates. Allow two months for the start date if the study is greater than minimal risk and requires full board review.



Project may last more than one year, but IRB approval may NEVER be given for more than one year - renewal is required. The human subject portion of a project may not begin until official IRB approval has been granted.

From:

To:

01/07/2008

05/05/2008

Describe any scheduled events, activities or deadlines that the IRB should know about with regards to this submission.

This is a SoTL (Scholarship of Teaching and Learning) project that will be implemented during the spring 2008 semester.

### 6.2 \*Select the type(s) of research:

Check all that apply

- Undergraduate class project
- Undergraduate Honors thesis
- Master's class/other project
- Master's thesis
- Doctoral dissertation
- Doctoral class/other project
- Research - UCF faculty
- Research - UCF research assoc-staff
- Other:

If "Other", please describe (also note here if this is VA research):

### 6.3 \*Provide below a very brief description (2 to 3 sentences) of your study in everyday language.

Do NOT paste in your methodology section here. You will explain this in more depth later in the methodology section.

This study seeks to determine whether student-centered teaching techniques enhance student learning and engagement.

## 7.0 Collaborating Institutions and Researchers

### 7.1 \*Are there any collaborating institutions (companies, subcontractors or independent researchers) associated with this project?

To learn more about subcontract information for human subjects research -Click Here-

For more information on studies with activities outside the U.S -Click Here-

For additional information regarding federal regulations (OHRP guidance on engagement), please visit the help balloon.

Yes  No



### 8.0 Funding Information

#### 8.1 \*Provide project funding information:

If personal funds are being used, such as a graduate student paying for postage, check "Unfunded." Check "Funded" if ORC or department funds are used.

Grant Funding: You will be asked to upload your grant proposal later in the submission

Contract Funding: You will be asked to upload your scope of work later in the submission

- Unfunded
- Funded
- Funding application in process
- Funding source requires IRB approval

### 9.0 Research Study Elements

#### 9.1 \*Select all elements that apply

See the help balloon for definitions and additional requirements for each element. Note: Audio/Video Taping/Digital Imaging must be addressed in the consent form. Deception requires a debriefing statement that must be uploaded.



- Audio/Video Taping/Digital Imaging
- Clinical Trial/Safety Effectiveness Study
- Deception and/or Debriefing
- Dietary Supplements/Exercise/Weight Control
- DNA - Genetic Research/Recombinant DNA
- Ethnography/Oral History
- International Research
- Investigational Drugs - IND/New Use of Approved Drugs
- Investigational Devices - IDE/Medical Device Invention
- Forensic Science Research
- Medical Records which have been de-identified of all 18 HIPAA identifiers by the medical entity before being given to the UCF researcher.
- Medical Records/Database Use for Research on Decedents' Information Only - HIPAA applies, complete the HIPAA Research on Decedents' PHI section.
- Medical Records/Database Use (HIPAA probably applies, in data collection and methodology sections explain if retrospective or prospective.)
- Radiation Emitting Medical Devices
- School Research/Student Records - PPRA/FERPA - Action Research
- Tissue/Specimen Use or Collection
- Survey Research
- Virtual Environment Simulator Research
- Other
- None of the above apply

Describe "Other" or clarify selections as needed:

#### 9.2 \*Do you plan to use human embryonic stem cells or germ cells in this research study?

If YES, explain the proposed use:

Yes  No

### 10.0 HIPAA Protected Health Information

10.1 \*As part of this study, are you using or disclosing, sending or receiving any Protected Health Information to or from the UCF Health Services, the Communication Sciences and Disorders Department, or any medical entity(ies) off UCF campus?

To Learn more about HIPAA -Click Here-

The UCF Health Services and the Communication Sciences and Disorders Department are HIPAA components of UCF. HIPAA regulations also apply to tissue samples received from a medical entity if any of the 18 HIPAA identifiers are received with the samples.

See the help balloons for PHI identifiers, instructions, forms, etc.

Yes  No



### 11.0 Recruitment

11.1 \*Does this study involve the recruitment of participants by a UCF or VA researcher or a subcontractor?

This will usually be answered "Yes". (You are recruiting if you are asking people to participate in your study even if the study just involves surveys and even if you already know who your participants will be.)

Possible reasons this answer could be "NO":

Research using only observation

Research using secondary data analysis

Research using a tissue bank

Yes  No

### 12.0 Recruitment Information

12.1 Proposed enrollment:

Provide the total number and the planned percentages:

If you plan to enroll only one sex, supply rationale when completing information for inclusion/exclusion criteria

<b>Total Number</b>	<b>Male Percentage</b>	<b>Female Percentage</b>
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100

It is not necessary to differentiate by sex-gender

12.2 \*Age range of proposed population:

Check all that apply. In the "Recruitment - How and Where" section, you must specify the ages of child participants ( example, 12 and 13 year olds).

Newborn - 6 years of age (submit parental consent form)



- 7-17 years of age (submit child's assent form and parental consent form)
- 18-64 years of age
- 65+ years of age

Select one of the following **ONLY** if children will participate:

**Minimal Risk Definition** - The probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

- Research presenting NO greater than minimal risk
- Research involving greater than minimal risk but presenting the prospect of direct benefit to individual children
- Research involving greater than minimal risk and no prospect of direct benefit to individual children, but likely to yield generalizable knowledge about the child's disorder or condition
- Research not otherwise approvable which presents an opportunity to understand, prevent or alleviate a serious problem affecting the health or welfare of children

**12.3 \*What groups will you or a subcontractor be targeting as participants for this submission? Check all that apply:**

One selection is needed from both population types. **Elderly persons** may or may not be considered vulnerable depending on their individual cognitive ability to understand. Checking "Elderly persons" in the Vulnerable Populations list means that the whole group does not have the ability to understand, therefore, you should also check "Decisionally Impaired Persons", and the IRB would need to determine if surrogate consent is required and if assent should be waived for the group.

**Pregnant women** are not considered a vulnerable population in social science, behavioral or educational research which would not affect their emotional state, pregnancy or health of their unborn child. Pregnant women have the right to participate in such research. If pregnant women will be included in clinical trials or research which may affect their emotional state, pregnancy or health of their unborn child, check "Other" in the Vulnerable Populations list and explain in the text editor box. These risks must be explained in the consent form.

**\*Vulnerable Populations**

- Children - under age 18
- Critically or seriously ill persons (include HIV)
- Decisionally impaired persons
- Disadvantaged - economically, educationally, socially
- Drug or alcohol addicted persons
- Elderly persons
- Employees - in researcher's workforce
- Fetuses
- Juvenile Offenders
- Limited or non-English speaking persons
- Students - in researcher's class
- Prisoners - other persons detained by court order
- No vulnerable populations will be targeted (vulnerable populations may be included only incidentally as part of the general population)
- Other

**\*General Populations**

- Association, organization members
- Educators, teachers, principals, counselors
- Employees, employers, management
- Healthy or normal volunteers
- Military
- Parents
- Patients - Inpatient, outpatient
- Students - UCF or other college
- Students - preschool, elementary, junior high, high
- None of the above apply
- Other

Students will be from UCF



I will be testing the effect of a particular teaching approach in my own courses.

Note: Parental consent for a child to participate is required in most studies involving children and child assent (a verbal or signed agreement by the child that he/she wants to take part) is required for children ages 7-17. Child assent may be read to kindergarten or first grade classrooms, but it is not federally mandated.

### 13.0 Foster Children, Wards of the State and Emancipated Minors

#### 13.1 \*Which vulnerable minor populations, if any, will be included in the research study?

For guidance on Foster Children and Wards of the State -[Click Here](#)-  
For additional information on Emancipated Minor -[Click Here](#)-

- Foster Children
- Wards of the State
- Emancipated Minors
- None of the above will be targeted, but may be included in the general child population
- None will be included

#### 13.2 \*Which statement best fits the participation of wards of the state in this research study?

- The research is related to their status as wards
- The research is to be conducted in schools, camps, hospitals, institutions, or similar settings in which the majority of children involved as subjects are not wards.
- The research may include wards of the state only as part of the general population, not as a target group.
- The research will not include any wards of the state.

### 14.0 Recruitment - How and Where

#### 14.1 \*How will recruitment be done? Check all that apply:

Note: "Experimentrak" has been replaced with the SONA System, but the IRB cannot change "Experimentrak" at this time. Check "Experimentrak" if SONA is being used for recruitment.

- Announcement to class
- Announcement to group
- Email Initial contact
- Email generated by principal/teacher
- Email generated by employer
- Email generated by organization
- Email generated by CampusNews/Pegasus
- Experimentrak (Psychology pool)
- Flyer to be distributed
- Flyer to be posted
- Media - Newspaper, television, radio
- Word of mouth

Other - describe below:

**14.2 \*Where will enrollment and research activities take place? In the text box describe where you will post flyers if flyers will be used. Check all that apply:**

- UCF Campus  
 UCF Research Parkway  
 Hospital/Medical Facilities  
 Private/Public Schools  
 Other

\*Provide Specific Site(s) Below:

All recruitment will take place on the UCF main campus.

**14.3 \*Will you obtain names/contact information from another party for recruiting purposes?**

- Yes - Explain what you will receive and the source below  
 No

## 15.0 Recruitment Plan and Inclusion/Exclusion Criteria

**15.1 \*Describe the recruitment plan:**

### Process to find and enroll participants

Students in two sections of my undergraduate course (Women in Contemporary Society) will be invited to participate in the survey portions of the study.

**15.2 \*Describe any inclusion criteria for this study:**

**Physical, mental, health status; gender; occupation; diagnosis; or characteristics. Examples include college seniors, hispanic students, GPA of 3.0 or greater, healthy volunteers, normal volunteers, teachers, etc.**

Students must be enrolled in the course during the spring 2008 semester.

**15.3 Describe any characteristics you wish to exclude:**

**Examples: pregnant females, male and female volunteers taking medication to lower cholesterol, patients with a history of heart attack, etc.**

N/A

## 16.0 Compensation for Participation

### 16.1 \*Will participants be compensated or paid for their participation in the research study?

- Yes - Explain payment for full and/or partial participation
- No



### 16.2 \*Will participants receive extra credit for taking part in classroom research?

- Yes - State extra credit for full or partial participation
- No
- N/A



## 17.0 Alternative Assignments

### 17.1 \*Will alternative assignments be given to participants?

**In social/behavioral research such as that which might take place in a classroom, researchers should provide an alternative assignment or activity of equal time and effort for equal class/extra credit for those persons who elect not to participate or who are under the age of 18 if parental consent and assent are not being obtained. If there are multiple instructors and they will not all give extra credit, it must be clearly written in the consent form that decision to give extra credit will be made by individual instructors.**

- Yes - Consent form must include statement
- No - Explain why below

Students will not be receiving extra credit or class credit for participation. Therefore, if they do not wish to participate in the surveys, they simply will not fill out the survey.

Students will not be given the option to opt out of the class writing assignment or final exam, which will be used to measure learning outcomes, because these are part of the general course requirements.

## 18.0 Project Scientific Purpose / Methodology

### 18.1 \*Describe scientific purpose of the study:

Some researchers have suggested that student-centered teaching (conceptualized here as that which allows students significant input into topics covered) enhances learning. Others argue that having too many choices and what may be perceived as a lack of direction, actually inhibits action and learning. This study is designed to test whether such student-centered learning actually enhances or inhibits learning outcomes, including engagement in the course.

### 18.2 \*What methods apply to this research? Check all that apply:

- Interviews/Focus Groups
- Observation
- Pre-Post Testing/Other Test Instruments
- Secondary Data Analysis
- Surveys/Questionnaires
- Surveys, Telephone
- Surveys, Languages other than English
- Surveys, Online/Internet
- Other

Observations--The teaching/research assistant will be asked to take observation notes during classtime to document level and intensity of classroom discussions. The observation guidelines and checklist is attached.

Pre-Post tests--One of the objectives of this study is to determine whether student-centered learning is more conducive to attitude change concerning gender issues. A short pre-test will be given in both classes to determine students' gender role attitudes at the beginning of the course. These measures will be repeated during week 14 to determine whether significant changes occurs in students' attitudes over the course of the semester.

Surveys--One section of the course will be used as a control group. Thus, it is important to determine whether students in the two sections of the course (control and experimental) differ in any significant ways. To do this, I will include several demographic/background questions on the pre-test survey administered during week 1. During week 14, another survey will be administered. This one will contain the same items gender roles measures (post-test) and additional measures of student engagement.

### 18.3 \*Describe in detail the methodology in non-technical language:

Explain the Who, What, When, Where, Why and How of the procedures you wish to implement

#### Part I: Surveys.

During the first week of the semester, a short survey (henceforth referred to as survey 1) will be distributed to students enrolled in SYD4810 (Women in Contemporary Society). Surveys will be distributed at the end of the class period by the teaching assistant. The instructor will explain the project and answer questions but will leave before the survey is handed out or completed. The TA/RA will distribute informed consent forms after the instructor leaves and invite students to sign these. Students will be asked to place their survey--completed or uncompleted--in an envelope, seal it, and write only their last name on the seal. These will be collected and not opened until week 14. During week 14, another survey (henceforth referred to as survey 2) will be distributed. Survey 2 will contain the questions measuring gender role attitudes as well as questions concerning students' engagement in the course. Students will again be invited to participate in the study and informed consent will be obtained. These will be distributed by the teaching assistant; the instructor will not be present.

Survey 2 will be collected in the following manner: The sealed envelopes with survey 1 will be returned to students at the end of class during week 14. Students will be instructed to open the sealed envelopes and remove Survey 1, then insert Surveys 1 and 2 in a new envelope and seal these. They will not put their names anywhere on the surveys or envelopes. These envelopes will not be opened until grades are finalized. If students do not wish to participate in the survey(s), they will be asked to return the uncompleted survey. In this way, students' identities will remain anonymous but it will be possible to match responses (and measure change) from survey 1 and those on survey 2.

Informed consent forms will be collected separately. On these forms, it will be indicated (and this will be explained to participants) that if they do not consent, they should place the blank survey(s) in the envelopes, seal them, and return them. They will have the option of returning the informed consent or not. Because the informed consent forms and questionnaires will be separated, it will not be possible to determine who does or does not participate in the study.

#### Part II: Writing assignment

There are two writing samples used in this study to assess students' learning. The first will be given during the first class period and students will have one week to complete it. The second will be the final exam.

Writing assignment 1: Students will be given a writing assignment during the first week of class. Students will write a short (1-2 page) essay on the topic "Girls and women are treated just as well as boys and men in our society" (this topic is a modified statement from one of Zucker's "Cardinal Beliefs of Feminists" measures). Papers will be turned in during the 2<sup>nd</sup> week of classes. Students who add the course late will be required to write the essay. These will be graded and worth 5% of their grade. Grading criteria are those developed by Hudd and Bronson for this type of writing exercise. Students will receive their graded essays back, then these will be collected by the instructor for a future assignment.

Graded essays will be returned to the students on the last day of class and they will be asked to revisit the question posed in the original assignment for the final exam. Specifically, they will be asked to respond to 2 questions: Has your initial opinion changed, or remained the same? What evidence presented *in this course* has either confirmed or altered your views? Students will have 1 week to prepare for the exam. During the final exam period, students will write their essays (closed-book). Final exams will count towards 25% of their course grades. Grading criteria will be included with these exams and will consist of items developed by Grauerholz and Bouma-Holtrop (2003) to measure critical sociological thinking.

Informed consent will be obtained during the last class period by the teaching/research assistant. Students will be asked to sign informed consent forms and place these in an envelope, which will be sealed. After exams have been graded and course grades have been turned in, informed consent forms will be examined. Only the essays and final exams of those students consenting to have their writings analyzed will be used in the study.

#### Part III: Observations

The research/teaching assistant will attend all class periods and take qualitative notes concerning the level and intensity of discussion. These will serve as additional data on student engagement. Students will not be identified by name. The observer will use a form that breaks the class into 15 minute increments. Within each time period, she will note: 1) the primary teaching method(s) being used (e.g., lecture, media, discussion, group work, etc.); 2) the level of discussion (e.g., minimal, moderate, maximum); 3) intensity of discussion (e.g., polite, heated, etc.); 4) Number of individuals contributing to class (e.g., if 2 students ask instructor questions, note "3" or if 5 students are debating or presenting a topic, note "5"); 5) level of intra-student interaction (i.e., students interacting with/addressing each other) (e.g., high, medium, low); and 6) interesting dynamics (note: do not identify students by name). In addition, note what goes on after class. E.g., do students stay after to talk with instructor? Do they continue to talk with each other about the class material? How quickly do students leave the classroom?

#### 18.4 What specialized equipment, if any, will be used in this study? (Write "none" if only pens/pencils, audio/video equipment, or computers will be used)

Describe the use of the equipment and the qualifications users have. Examples: headgear, eye tracking equipment, a scope to view the larynx, a dexascan machine that produces radiation similar to that of x-rays. The scope and dexascan are examples of medical devices for which you must provide a letter or information from the manufacturer or the FDA verifying that the piece of equipment is FDA approved for the purpose for which it will be used in the study. State if the equipment is investigational and not approved for marketing through the FDA.

N/A

### 19.0 Data Use, Collection and Protection

#### 19.1 \*Which best describes your study?

- My entire study is anonymous (PI does not know identity of subjects and has no way to find out)
- My entire study is confidential (PI knows identity of subjects but does not divulge identity or private information to others without permission as was agreed upon when information was given)
- My study has components which are anonymous and components which are confidential (For example: In the same study interviews and focus groups may be confidential but surveys may be anonymous.)

#### 19.2 \*What sensitive information will be collected? Check all that apply:

- Alcohol use or abuse
- Illegal, criminal or self-incriminating behaviours
- Illegal drug use
- Medical information
- Psychological/mental health information
- Sexual behaviors
- Behaviors listed above about friends or family members
- Job/academic performance
- No sensitive information is being collected
- Other

\*Describe the use of sensitive information.

Students will be asked to provide their GPA, expected grade in SYD4810, along with some questions about how much time they spend in academic and extracurricular activities.

### 19.3 \*Select the processes involved in this study:

**To Learn More About Data Use, Collection and Protection -Click Here-  
Also pertains to data linked to biological samples.**

Check all that apply:

- Data will be gathered from public information sources. (Specify the source(s) below)
- Signed consent form(s) will be stored in a locked file cabinet separated from surveys and/or instruments.
- A numerical code/pseudonym will be used only as a means of keeping data together for analysis, but NOT as a link to identity.
- A numerical code/pseudonym system will be used to protect confidentiality of participants.
- A link to the numerical code/pseudonym or key to the identity of participants will be used. (Specify below when the link will be destroyed, who will have access, where it will be stored, and the security of storage)
- Identifiable information (names, addresses, telephone numbers, sensitive information, etc.) will be stored on a laptop computer with password protection or other security such as encryption.
- Identifiable data will be shared with another entity. (Describe below what data will be shared and with whom; include this information in the consent form)
- Researcher will receive payment for providing identifiable data to another entity to be used for a marketing or contact purpose. (Describe below how much compensation will be received, justify the reason to share information, and include a statement in the consent form describing the sharing of information and payment to the researcher)
- Student identifiers used in school research will be destroyed at the earliest possible time per PPRA/FERPA. (Describe below what information will be destroyed and when)
- Protected health information (PHI) will be destroyed at the earliest possible time and other study records will be kept for a minimum of 6 years per HIPAA regulations. (Describe below what information will be destroyed and when)
- Signed consent forms and other study records or data will be kept for a minimum of 3 years after the end of the study per IRB regulations unless the IRB advises to destroy at an earlier time.
- None of the above.

Explain below if needed:

### 19.4 \*Describe the security and confidentiality plan for identifiable data, and specify who will have access to the data.

Surveys will be anonymous.

Writing samples used in the study will be photocopied without students' names on them.

Only the researcher and research assistant will have access to these data.

**19.5 \*Was data previously collected for operations, institutional effectiveness or evaluation purposes only (not research) without IRB approval?**

Yes  No

## 20.0 Risks / Benefits

**20.1 \*Principal investigator's opinion of risk assessment:**

- Risks are no greater than those normally encountered in the daily lives of healthy persons  
 Risks are greater than those normally encountered in the daily lives of healthy persons

**20.2 \*Describe the potential risks. Risks may include physical, psychological, social and/or economic harm or potential for harm. These risks and how you plan to address them must be listed in the consent form.**

- Participation may bring back unpleasant memories for participant  
 Breach of confidentiality (This is always a risk when collecting identifiers)  
 Embarrassment, humiliation, discrimination, or stigmatization of a participant  
 Loss of employability or insurability  
 Criminal or civil litigation or imprisonment  
 Exercise may create physical symptoms (feeling dizzy, nauseous, etc.)  
 Situation involving risk to others (family members or others about whom information has been gathered)  
 Other

Describe other potential risks or provide explanation of why there is no risk:

The questions asked in the survey are not sensitive in nature and the writing assignments are part of normal course requirements that present no risk to students.

**20.3 \*Describe the potential direct benefits participants can expect from their enrollment in this study? How will participating in this study personally benefit the participant? Benefits should be indicated in the consent form.**

**Except in rare medical situations, risks cannot outweigh benefits.**

- Improving illness or abnormal condition  
 Providing a better understanding of subject's disorders  
 Providing diagnostic or therapeutic benefit  
 Increasing understanding or knowledge about human physiology and behavior  
 Increasing knowledge of the research process  
 No known benefit  
 Other

If Other, please describe:

**20.4 What potential indirect benefits to society may result from this research?**

There is a movement in higher education away from instructor-oriented approaches to teaching towards greater student-centered approaches. Much has been written about student-centered pedagogical approaches but little empirical research has been done. This study will help answer important questions about whether such strategies help students learn and increase their engagement in courses. Such information will be helpful to educators in designing future courses.

## 21.0 Consent Process Decision

### 21.1 \*Which consent process(es) do you wish to use in this study?

To learn about the consent processes -Click Here-

- Waiver of documentation of consent  
 Waiver of consent process or alteration of elements of consent  
 Informed consent with signatures  
 N/A

If N/A is chosen, please explain why:

### 21.2 \*Is this an investigational study the purpose of which is to determine the safety or effectiveness of a new drug or medical device? If "Yes", FDA regulations apply and no waiver of consent is allowed except in emergency research.

Answer "Yes" if you are developing, or testing for a safety and effectiveness purpose, an investigational drug, medical device, In Vitro diagnostic kit or process, a blood or biological product, or computer software to be used for a medical diagnostic or treatment purpose. See the help balloon for FDA website and guidance or call the IRB office.

Yes  No



## 22.0 Informed Consent

### 22.1 \*Describe the informed consent process (see examples in the hyperlink below):

Do NOT cut and paste your consent form here. You will be instructed to upload your consent documents in the submission portion at the end of this application. For examples of informed consent processes -click here-

Informed consent will be sought at 3 times: the survey at week 1, the survey at week 14, and the writing assignment at week 15. For each, the instructor will leave the classroom towards the end of class. For the surveys, the instructor will explain the purpose of the study and answer questions, then leave the classroom. The teaching/research assistant will distribute informed consent forms and the surveys. She will invite students to sign informed consent forms and place these in a separate envelope. Because the informed consent forms and surveys will be separated, it is assumed that students who complete the surveys are willing to participate in the study. The informed consent forms will be distributed so that students will be well informed about the nature of the study and its risks/benefits.

For the writing assignment, informed consent forms will be distributed during week 15. The instructor will explain the purpose of the study, answer questions, then leave the classroom. The teaching/research assistant will ask students to sign the informed consent form if they agree to have their writings analyzed. If students miss class during week 15, they will be asked to pick up their original essays from the teaching assistant, who will explain the study and hand them an informed consent form. These will be placed in a separate envelope and sealed. These forms will not be examined until after grades have been turned in.

## 23.0 Financial Disclosure

**23.1 \*Select any possible conflict of interest that may apply to this project from the list below. Significant financial or other interests may include (but are not limited to) any of the following.**

**If you or a family member, or a member of the research team, own a company which is being subcontracted for part of this study, check the second box. To learn more about financial disclosure -Click Here-**

- Non-UCF Income (e.g., salary, fees, honoraria, reimbursements, dividends, or other payments or considerations) which exceed \$10,000 per year when aggregated for the investigator and the investigator's spouse and dependent children or key study personnel on this project.
- Equity interests (e.g., stock, stock options, or other ownership interests) exceeding 5% interest when aggregated for the investigator, the investigator's spouse and dependent children or key study personnel on this project.
- A position (e.g., director, officer, partner, trustee, or member of the board of directors) for the investigator, the investigator's spouse and dependent children or key study personnel on this project.
- Intellectual property rights (e.g., patents, copyrights, or royalties) for the investigator, the investigator's spouse or dependent children or key study personnel on this project.
- No financial or other significant conflicts of interest exist for this project.

If a conflict of interest was noted above, please explain below and describe the management plan if there is one: