Appendices

Appendix 1

Questionnaire A – tutor group

# Research project - classroom design

13 responses

Publish analytics

Copy

I am conducting research explore how classroom design, such as the displays and layout, can influence the way a learner experiences the space.

The research activity hopes to add to the the research surrounding classroom design and how it perhaps needs more attention in teacher practise.

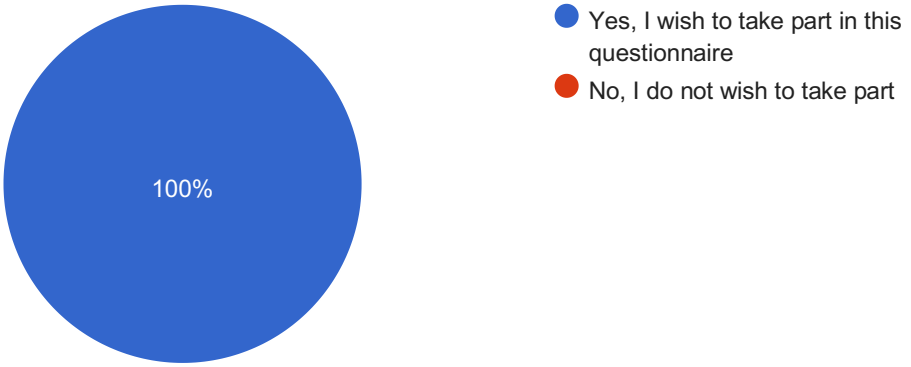
The survey should only take **5 minutes,** and your responses are completely anonymous.

If you have any questions about the survey, please email Miss Jones-Gammon; jones-gammons7@hwbcymru.net

I really appreciate your input!

**Please confirm you assent below to take part in this questionnaire:**

13 responses



## How does this classroom make you feel?

13 responses

Happy

Less stressed

Organised and not claustrophobic

Good

curious and interesting

joyful and curious.

It feels a bit like home because it is my form room

Happy...Ready for day ahead

it makes me feel happy and in a good mood because there is lots of different colours

I like is because it has nice decorations

Relaxed, calm

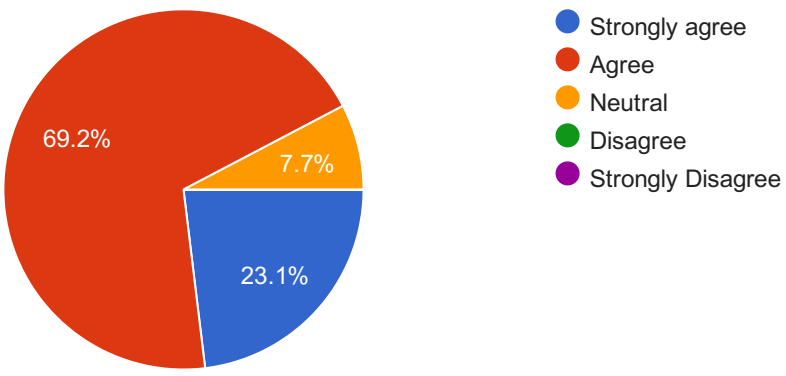
great about the form

happy

## How much do you agree with this statement "Seeing my work displayed in the classroom makes me feel valued"

Copy

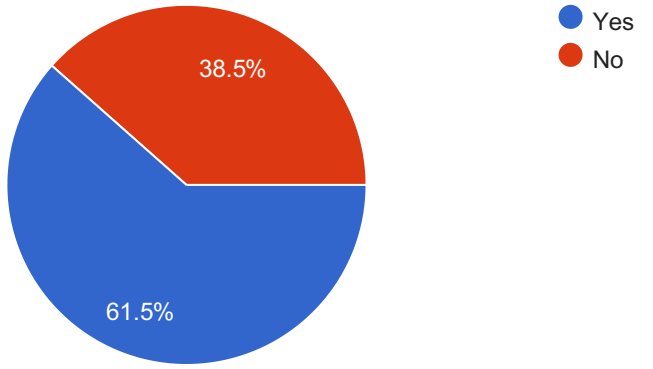
13 responses



Would you like to have more input into how your classroom is designed? For example, the table layout and what is displayed on the walls.

Copy

13 responses




Please give a reason **WHY.**

13 responses

because i think that everything is fine/nice the way it is

It makes me feel a lot less stressed during school work and tests

Because it would feel good to take part in design for something this important

Because teachers know what is best for their classroom

It would be nice to make people feel more valued in class

Because I like it the way it is.

because if i think there could be more comfitapl desins

You would feel happier, Unterstand where equipment

i think the tables and seating plan should be chosen by the children because if your sitting by your friends you might work better but if your on your own you feel a bit lonely and sad

i think we should sit by our friends because we also have fun at the same time as learning

Because at the moment the classroom has tables of small groups

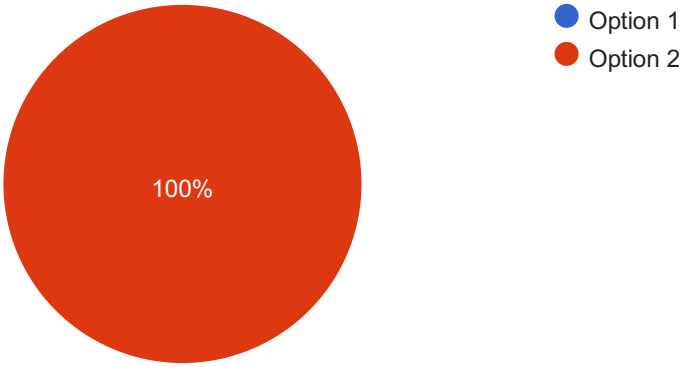
it looks nice

because it makes the layout more of a surprise

From the images below: please select which one you would **most** prefer to be in?

Copy

13 responses




**Why** did you choose this image?

13 responses

it looks more comfortable and easier to concentrate

Because it looks more happy and fun

Because there is more space and colour and makes me feel happier in general

Because its bright and colourful

Because the chairs are more comfy

Because it is more colourful and there can be more than one person on one desk, so you are not on your own.

because it is colourful

More colourful, Safer and Neat

because its is colourful and nice

because it looks happier and colourful

Because there are group tables and not singular tables.

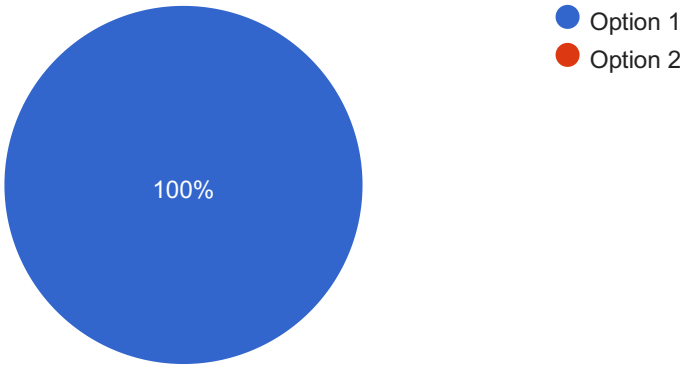
it looks better

because it is not as boring and just looks nicer

From the images below: please select which one you would **most** prefer to be in.

Copy

13 responses




**Why** did you choose this image?

13 responses

because it is easier to learn in

I like the design and the colour

Because there are chairs and colourful walls

Because there is displays on the wall and its not boring

Because it is more sociable

Because it is again more vibrant and has more people.

it is colourful

Happy, Noisy, Decorated

because it looks like everyone is enjoying but the other one is all plain and boring

beacuse i would be with my friends

Because the other one looks lonely.

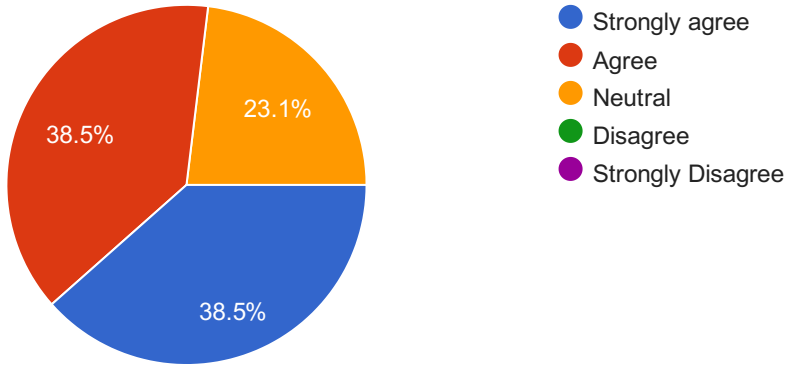
it will be more fun for people

there is more things on the walls and the people are in groups

How much do you agree with the statement below
"I feel a sense of belonging when I am in a classroom that displays my work on the wall"

Copy

13 responses

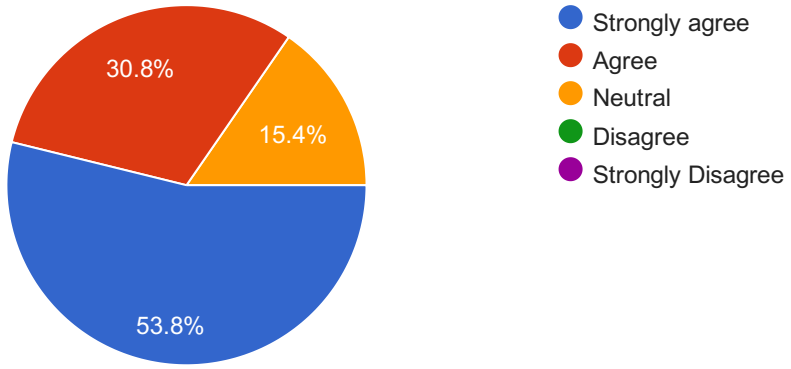



How much do you agree with the statement below:

"I enjoy being in a classroom which is designed to be flexible. For example, chairs can be moved and there is less of a boundary between the teacher and pupils'

Copy

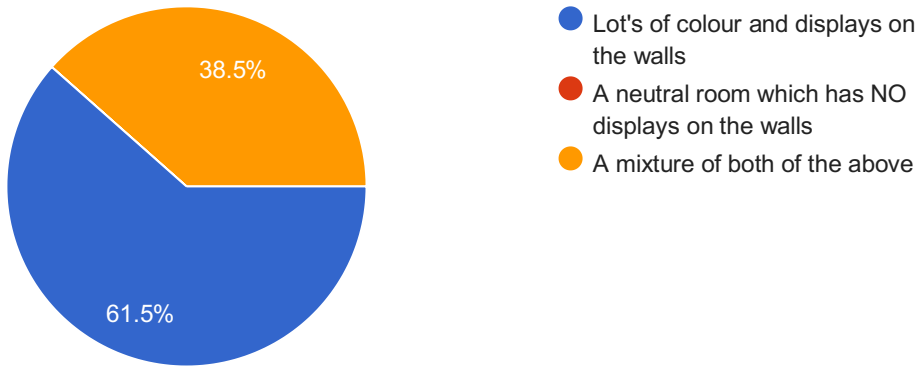
13 responses




Select below which classroom description you would **most** prefer to learn in:

Copy

13 responses



Please give a reason why you selected the previous answer;

- Lot's of colour and displays on the walls
- A neutral room which has NO displays on the walls
- A mixture of both of the above

13 responses

because it will be much more plesent in

It looks way more happycand friendly.

Because colour makes me feel enlightened

Because you can concentrate better with no displays but then you can be happy with the displays that there is

Beacuse too much colour is a bit babyish but i like displays on walls

Because iit is more kid friendly.

colours make you feel happy

Happy exciting and easier to concentrate

i chose it because i like to sit in a classroom with coulor for example in my welsh classroom we have stuff on the walls that we look at when were stuck

because its nice to see your work on the walls

Because it's the best of both worlds.

lots of colour

because there is more colour and that makes me happier

Is there anything else you would like to add?

13 responses

no

I like the soft chairs more than the hard ones

Space is important for a classroom

No

no

No, I love our form room! :)

Ability to change seating plan

nope

A comfortable seating plan.

i like the comfy chairs rather than the hard ones

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Questionnaire B – Geography class taught in two different rooms

# Research project - classroom design

11 responses

Publish analytics

Copy

I am conducting research explore how classroom design, such as the displays and layout, can influence the way a learner experiences the space.

The research activity hopes to add to the the research surrounding classroom design and how it perhaps needs more attention in teacher practise.

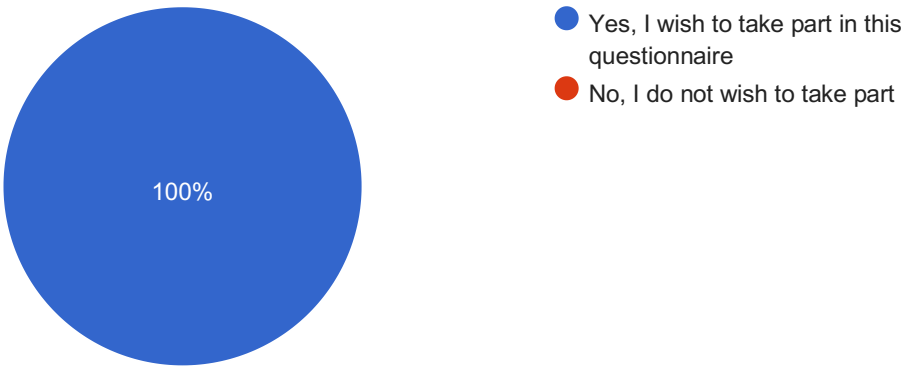
The survey should only take **5 minutes,** and your responses are completely anonymous.

If you have any questions about the survey, please email Miss Jones-Gammon; jones-gammons7@hwbcymru.net

I really appreciate your input!

**Please confirm you assent below to take part in this questionnaire:**

11 responses



## How does this classroom make you feel?

11 responses

bored

Happy

Sitting on the sides would strain your neck to look at the board, but overall the look and feel is quite nice

Makes me feel okay

Unorganized

i dont like classrooms they are too small and make me feel cramped

comfortable

sad

It makes me feel comfortable and I like the design

part of a team or community

team community

How does this classroom make you feel?

11 responses

basic

Very Basic

Same neck problem, a little bit blander than the other, carpet would make it feel a bit better

Makes me feel ok

Organized

it makes me feel plain because its not as decorated and colourful

calm

sad

It makes me feel like I'm in a more serious environment, as there are less posters.

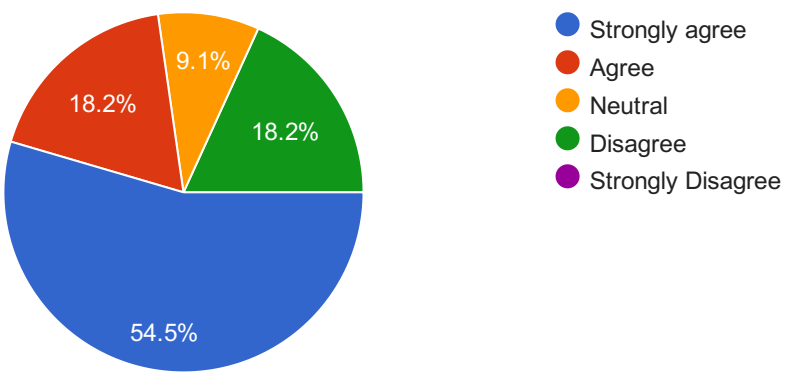
not distracted but it makes me feel more on my own

isolated

How much do you agree with this statement
"Seeing my work displayed in the classroom makes me feel valued"

Copy

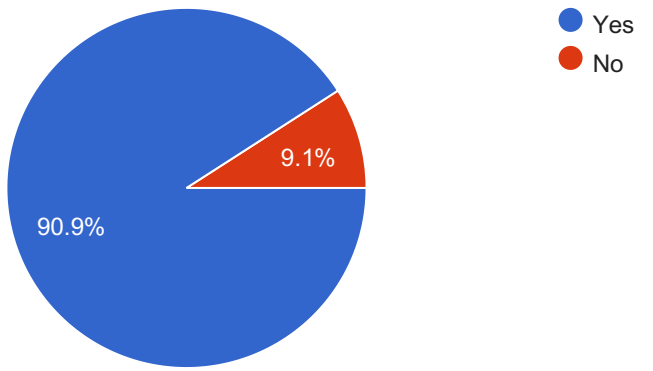
11 responses



Would you like to have more input into how your classroom is designed? For example, the table layout and what is displayed on the walls.

Copy

11 responses




Please give a reason **WHY**

11 responses

because the walls look plain

Because it should be the teachers choice of whats in their classroom but i do think the students should have somewhat of a input

The table layouts cause your neck to strain while looking at the board

I think it's fun to be able to decorate the environment you are going to study in.

It would be better to have a classroom with seperated chairs

Because i would feel more apart of the classroom and more comfortable to work in the room

because some classrooms can be quite plain

.

I think having more posters and decorations can make the environment less stressful and overall more fun.

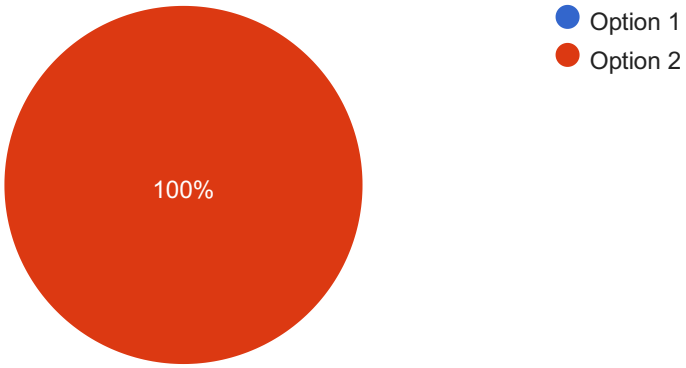
I would then feel a part of the room and more sense that I belonged there

valued and like I belong in the room like it's my second home

From the classroom images below: please select which one you would **most** prefer to be in?

Copy

11 responses




**Why** did you choose this image?

11 responses

because it looks comfy

It looks more comfortable to do work in

Because it looks a bit more fun and lively, and less like a prison

It's more dynamic

Gives more personal space

because i like sitting by people to do my work

because it looks quite welcoming

culafull

It looks more comfortable and has an overall more aesthetically pleasing look. It also makes me feel less stressed and more calm.

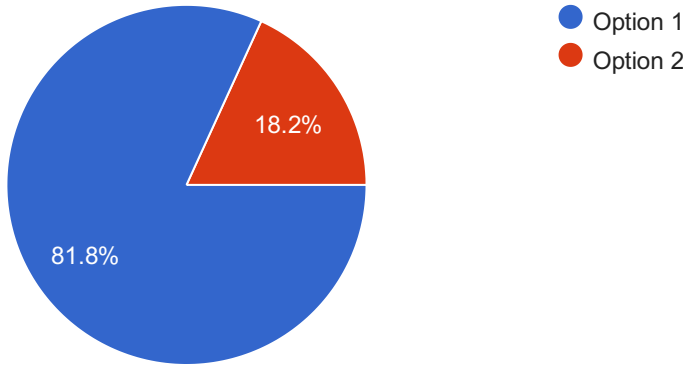
The space is more felxible and warm and inviting

flexible and warm and inviting

From the images below: please select which one you would **most** prefer to be in?

Copy

11 responses




**Why** did you choose this image?

11 responses

the other one looks boring

It looks more colorful

More interesting, more social interaction

I like the tables and it feels cozy

Has more images on the wall and looks funner

because it seems more modern

it looks comfortable

nice tabel

Option 1 looks more like a classroom for work and makes me more comfortable, as it looks familiar, where as option 2 looks less familiar so I prefer option 1.

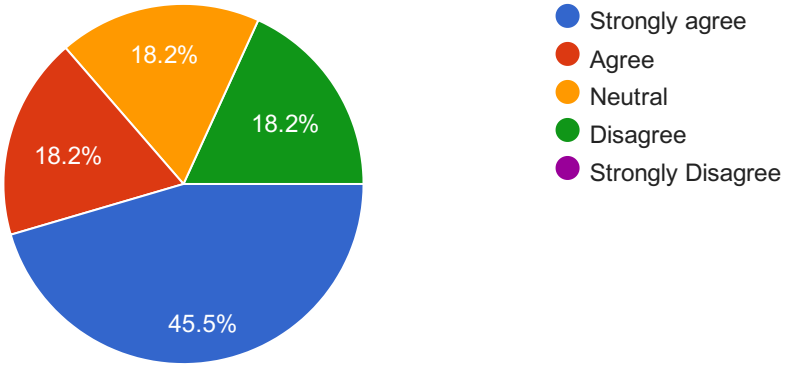
There are displays on the wall to help you learn and it looks more inviting

displays on the walls to help you and it's not as plain

How much do you agree with the statement below
"I feel a sense of belonging when I am in a classroom that displays my work on the wall"

Copy

11 responses

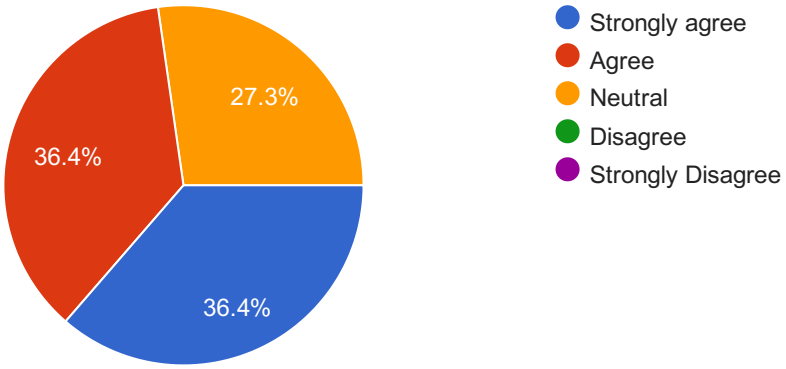



How much do you agree with the statement below:

"I enjoy being in a classroom which is designed to be flexible. For example, chairs can be moved and there is less of a boundary between the teacher and pupils'

Copy

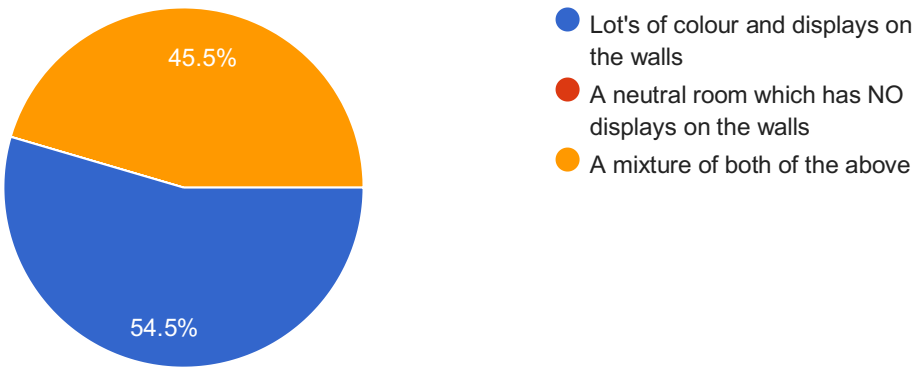
11 responses




Select below which classroom description you would **most** prefer to learn in:

Copy

11 responses



Please give a reason why you selected the previous answer;

- Lot's of colour and displays on the walls
- A neutral room which has NO displays on the walls
- A mixture of both of the above

11 responses

because if there is nothing it will look plain and if there is too much then it will look scruffyn

Because i do want somewhat color in the classroom but i don't want it to be too overloaded

Its not too distracting but still adds a pop of colour

Because I feel like too much color could be distracting but too little would be boring.

Looks funner

becuase it feels plain

it will feel more comfortable and welcoming

colour

I think overall having colour in a room is a good thing however having too much colour may be distracting to some.

it creates a nice atmosphere in the room and feels like a geography room

feels more meaninful and can allow you to connect with the outdoor world

## Is there anything else you would like to add?

11 responses

No

no

nope

Not really thank you

better ventilation

i dont mind the seating plans as long as its b y people you like

.

I enjoy seeing my work on the wall as it makes me feel like I've contributed to something

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Appendix 2

Photo documentation



*Figure 3*



*Figure 7 (not used in research)*



*Figure 1*




*Figure 6*




*Figure 9*

Appendix 3

Consent form

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

**CONSENT FORM**

PGCE student – research project 'Re-imagining the classroom'

Name of Researcher: Sophia Jones-Gammon

**Please initial box**

1.I confirm that I have read and understand the information sheet dated 20/4/24 for the above study. ☐

2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason. ☐

☐

3. I understand that my child can choose to withdraw at any time, without giving a reason.

4. I understand that the information given by my child will be used in a university assignment. ☐

5. I understand that my child's name will not appear at any time. ☐

6. I agree for my child to take part in the above study. ☐

---

| _____ | _____ | _____ |
|---|---|---|
| Child's name | Parent signature | Date |

**When completed, please return to *** School by the 1st of May**

**Thank you.**

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

# INFORMATION SHEET

PGCE student – research project 'Re-imagining the classroom'

Dear Parent / Guardian,

My name is Sophia Jones-Gammon and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within *** School and am teaching Geography in your child's class.

I would like to invite your child to participate in my research project. The purpose of this research activity is to explore how classroom design influences the learner's sense of belonging in the school setting. The research seeks to find out how classroom design, such as the displays and layout, can influence the way a learner experiences the space. The research activity seeks to add to the body of research surrounding classroom design and how it is perhaps a hidden pedagogy that needs more attention in teacher practise.

**The process would involve a short questionnaire for your child to complete, via google forms.**

All names will be kept strictly confidential and will only be known by myself. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the classroom design observation and pupil questionnaire I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on the University Cloud and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Sophia Jones-Gammon
20th April 2024

Appendix 4

Word cloud




*Figure 3 -"How does this classroom make you feel?" -'Word cloud'*




*Figure 2 - "How does this classroom make you feel?" - 'Word cloud'*




*Figure 7*

Appendix 5

Ethics form

# APPLICATION FOR ETHICAL APPROVAL

| |
|---|
| **RESEARCH STUDENTS**<br>This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.<br><br>Once complete, submit this form via the ***MyTSD Doctoral College Portal*** at (https://mytsd.uwtsd.ac.uk).<br><br>This document is also available in Welsh. |
| **RESEARCH STAFF ONLY**<br>All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name. |
| **STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES** should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader. |

**In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.**

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

**Please read the notes for guidance before completing ALL sections of the form.**

**This form must be completed and approved prior to undertaking any research activity.**
Please see Checklist for details of process for different categories of application.

**SECTION A: About You (Principal Researcher)**

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | Full Name: | | Sophia Jones-Gammon | | | |
| 2 | Tick all boxes that apply: | | Member of staff: | ☐ | Honorary research fellow: | ☐ |
| | Undergraduate Student | ☐ | Taught Postgraduate Student | ☒ | Postgraduate Research Student | ☐ |

| | | |
|---|---|---|
| 3 | Institute/Academic Discipline/Centre: | Yr Athrofa Centre for Teaching Education |
| 4 | Campus: | Swansea |
| 5 | E-mail address: | 2312333@student.uwtsd.ac.uk |
| 6 | Contact Telephone Number: | |
| | ***For students:*** | |
| 7 | Student Number: | 2312333 |
| 8 | Programme of Study: | PGCE Secondary Geography |
| 9 | Director of Studies/Supervisor: | Catherine Morgan |

**SECTION B: Approval for Research Activity**

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual) | | **YES** | ☒ | **NO** | ☐ |
| | | | | | ***Date*** | |
| 2 | If Yes, please indicate source of approval (and date where known): ***Approval in principle must be obtained from the relevant source prior to seeking ethical approval*** | Research Degrees Committee | | ☐ | | |
| | | Institute Research Committee | | ☐ | | |
| | | Other (write in) Catherine Morgan | | ☒ | 14/3/24 | |

**SECTION C: Internal and External Ethical Guidance Materials**

| | | |
|---|---|---|
| | Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed. | |
| 1 | **UWTSD Research Ethics & Integrity Code of Practice** | ☒ |
| 2 | **UWTSD Research Data Management Policy** | ☒ |
| 3 | British Educational Research Association (2018) *Ethical guidelines for educational research*. 4th edn. BERA. | ☒ |

**SECTION D: External Collaborative Research Activity**

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

| | | |
|---|---|---|
| 1 | Institution | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| 2 | Contact person name | | | | | |
| 3 | Contact person e-mail address | | | | | |
| 4 | Is your research externally funded? | | **YES** | ☐ | **NO** | ☐ |
| 5 | Are you in receipt of a KESS scholarship? | | **YES** | ☐ | **NO** | ☐ |
| 6 | Are you specifically employed to undertake this research in either a paid or voluntary capacity? | Voluntary | **YES** | ☐ | **NO** | ☐ |
| 7 | | Employed | **YES** | ☐ | **NO** | ☐ |
| 8 | Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)? | If YES then the permission question below does not need to be answered. | **YES** | ☐ | **NO** | ☐ |
| 9 | Has permission to undertake the research has been provided by the partner organisation? | (If YES attach copy) If NO the application cannot continue | **YES** | ☐ | **NO** | ☐ |

**Where research activity is carried out in collaboration with an external organisation**

| | | | | | |
|---|---|---|---|---|---|
| 10 | Does this organisation have its own ethics approval system? | **YES** | ☐ | **NO** | ☐ |
| | If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate). | | | | |

**SECTION E: Details of Research Activity**

| | | | | |
|---|---|---|---|---|
| 1 | Indicative title: | How does classroom design influence the learner's sense of belonging in the school setting? | | |
| 2 | Proposed start date: | 08/4/24 | Proposed end date: | 31/07/24 |
| | **Introduction to the Research (maximum 300 words per section)**<br>**Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:**<br>*Purpose of Research Activity*<br>*Proposed Research Question*<br>*Aims of Research Activity*<br>*Objectives of Research Activity*<br>Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain<br>*What the research activity will add to the body of knowledge*<br>*How it addresses an area of importance.* | | | |
| 3 | **Purpose of Research Activity** | | | |

| | |
|---|---|
| | The purpose of this research activity is to explore how classroom design influences the learner's sense of belonging in the school setting. The research seeks to find out how classroom design such as the displays and layout can influence the way a learner experiences the space in terms of their sense of belonging. The research activity seeks to add to the body of research surrounding classroom design and how it is perhaps a hidden pedagogy that needs more attention in teacher practise. There is a plethora of research on classroom design and it's impact on student engagement and attainment, however there are gaps in the literature and little research on the impact on sense of belonging. Mohanan (2002) suggests that classroom design is a 'built pedagogy' and my research activity seeks to add to this body of research and address its importance.<br><br>This research will also add to my own professional development and future teaching practise.<br><br>(this box should expand as you type) |
| 4 | **Research Question**<br><br>How does classroom design influence the learner's sense of belonging in the school setting?<br><br>(this box should expand as you type) |
| 5 | **Aims of Research Activity**<br><br>The aim of this research project is to explore how classroom design influences the learner's sense of belonging. The research will explore how classroom design acts as a tool to transform the *space* of the classroom into a *place* of meaning and how this impacts the learner's 'Cynefin'. Developing a learners 'Cynefin' is a cross-cutting theme throughout the Curriculum for Wales which encourages the learner to develop a strong sense of their own identity alongside an understanding of other people's identities, making connections with people and places in Wales and the wider world (Welsh Government, 2021).<br><br>(this box should expand as you type) |
| 6 | **Objectives of Research Activity**<br><br>In order to answer the research question, I will identify research tools which will allow me to collect and analyse data in order to explore the question. In addition to this I will also read literature to add context to my research, gain knowledge on literature that both supports and causes debate in my research and also to identify any gaps in the research.<br><br>(this box should expand as you type) |
| | **Proposed methods (maximum 600 words)**<br>Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project. |

| | |
|---|---|
| 7 | • **Observation**<br><br>The observation will be structured, and I will be a complete observer. I will be observing the physical room and not participants. For example, the classroom design such as wall displays and desk layout. A Broad focus: Holistic view of the activity or element or characteristic being observed and all of its elements is sought. I will create an observation schedule that will consider what I need to observe in order to answer the research question.<br><br>• **Questionnaires - qualitative**<br><br>I will give out questionnaires to the identified participants – this will either be in paper or online format. To write my questionnaire I will consult Youngman (1982) and use a mixture of open and closed questions. I will also use scaling/ranking questions. I will make sure to consider the questions and make sure they are appropriate and accessible.<br><br>• **Semi-structured interviews**<br><br>1) Group – I will conduct group interviews with the child participants to find out about their perceptions, opinions and attitudes relating to the research question.<br>2) Individual – I will conduct individual interviews with the adult teacher participants.<br><br>I will order the questions so that they make sense; Pilot the questions with another student.<br><br>I will audio record the interviews, transcribe them and then delete the recording.<br><br>• **Self-reflective journal**<br><br>I will keep my own self-reflective diary throughout the process to allow me to reflect 'in action' as well as 'on action'. Schon's (1991) reflective model will be used here to support this method.<br><br>Ethical considerations: Implications for power/ dominance in the voices being heard Ensure that the learner's voice is heard, valued and significant Assent and consent Anonymity, confidentiality, non-intrusion, honesty, respect, awareness.<br><br>**Data analysis:**<br><br>In order to analyse my data, I will use a Thematic Analysis approach, pioneered by Braun ad Clarke (2006). Based on theory and following the six-step process I will seek to find patterns in what people say. After transcribing the interviews and receiving back to questionnaires, I will use coding to 'chunk' data into themes that will help me answer my research question. Some quotes will be presented verbatim to allow accuracy and no error in misunderstanding. Pseudonyms will be used to refer to the |

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| | interviewees and the focus group participants in order to portray them as real people, as opposed to codes, helping to maintain a human element and allow the reader to engage in their beliefs and feelings<br><br>**I will gain consent and assent and participants will have the right to withdraw.**<br><br>**Gaining informed consent**<br>In order to gain consent I will send out consent forms using the school's 'Class Charts' system. This will activate a notification to parents to read the consent form and send their approval/denial back electronically via class charts.<br><br>(this box should expand as you type) |
| | **Location of research activity**<br>Identify all locations where research activity will take place. |
| 8 | Secondary school in South Wales area<br><br>(this box should expand as you type) |
| | **Research activity outside of the UK**<br>If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this. |
| 9 | *(this box should expand as you type)* |

| | | | |
|---|---|---|---|
| 10 | Use of documentation not in the public domain: Are any documents **NOT** publicly available? | **NO** | ☒ |
| | | **YES** | ☐ |
| 11 | If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales.<br><br>*(this box should expand as you type)* | | |

| | **Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?** | **YES** | **NO** |
|---|---|---|---|
| 12 | A prosperous Wales | ☐ | ☒ |
| 13 | A resilient Wales | ☐ | ☒ |
| 14 | A healthier Wales | ☐ | ☒ |

| | | | |
|---|---|---|---|
| 15 | A more equal Wales | ☐ | ☒ |
| 16 | A Wales of cohesive communities | ☒ | ☐ |
| 17 | A Wales of vibrant culture and thriving Welsh language | ☐ | ☒ |
| 18 | A globally responsible Wales | ☐ | ☒ |
| 19 | If YES to any of the above, please give details: | | |
| | My research will relate to cohesive communities as the theme of my research is investigating learner's sense of belonging and cynefin.<br><br>(this box should expand as you type) | | |

**SECTION F: Scope of Research Activity**

| | **Will the research activity include:** | **YES** | **NO** |
|---|---|---|---|
| 1 | Use of a questionnaire or similar research instrument? | ☒ | ☐ |
| 2 | Use of interviews? | ☒ | ☐ |
| 3 | Use of focus groups? | ☐ | ☒ |
| 4 | Use of participant diaries? | ☐ | ☒ |
| 5 | Use of video or audio recording? | ☐ | ☒ |
| 6 | Use of computer-generated log files? | ☐ | ☒ |
| 7 | Participant observation with their knowledge? | ☐ | ☒ |
| 8 | Participant observation without their knowledge? | ☐ | ☒ |
| 9 | Access to personal or confidential information without the participants' specific consent? | ☐ | ☒ |
| 10 | Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive? | ☐ | ☒ |
| 11 | Performance of any acts which may cause embarrassment or affect self-esteem? | ☐ | ☒ |
| 12 | Investigation of participants involved in illegal activities? | ☐ | ☒ |
| 13 | Use of procedures that involve deception? | ☐ | ☒ |
| 14 | Administration of any substance, agent or placebo? | ☐ | ☒ |
| 15 | Working with live vertebrate animals? | ☐ | ☒ |
| 16 | Procedures that may have a negative impact on the environment? | ☐ | ☒ |
| 17 | Other primary data collection methods. Please indicate the type of data collection method(s) below. | | |
| | Details of any other primary data collection method:<br><br>• Observation of physical classroom environment e.g wall displays, seating.<br>• My own Self-reflective journal | ☒ | ☐ |

| | | | |
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| | (this box should expand as you type) | | |

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

**SECTION G: Intended Participants**

If there are no participants then do not complete this section, but go directly to section H.

| | **Who are the intended participants:** | **YES** | **NO** |
|---|---|---|---|
| 1 | Students or staff at the University? | ☐ | ☒ |
| 2 | Adults (over the age of 18 and competent to give consent)? | ☒ | ☐ |
| 3 | Vulnerable adults? | ☐ | ☒ |
| 4 | Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required) | ☒ | ☐ |
| 5 | Prisoners? | ☐ | ☒ |
| 6 | Young offenders? | ☐ | ☒ |
| 7 | Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper? | ☐ | ☒ |
| 8 | People engaged in illegal activities? | ☐ | ☒ |
| 9 | Others. Please indicate the participants below, and specifically any group who may be unable to give consent. | | |
| | Details of any other participant groups:<br><br>(this box should expand as you type) | ☐ | ☒ |

| | **Participant numbers and source**<br>Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited? | |
|---|---|---|
| 10 | How many participants are expected? | There will be approximately 2 adult participants and a maximum of 30 child participants.<br><br>*(this box should expand as you type)* |
| 11 | Who will the participants be? | Learners in my class and class mentors (teachers).<br><br>*(this box should expand as you type)* |
| 12 | How will you identify the participants? | I will email an invitation to participate in the research semi-structured group interviews to around 30 students who are part of |

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| | | the research. A recruitment criterion for the maximum range for the widest diversity will be used to recruit up to 8 panel members. Between 4-8 participants will form the group interview and, for those who wish to participate, an email with a briefing will be sent that clearly explain the ethical aspects and purposes of the research. I will recruit only up to 8 panel members to make sure that each participant feels like they can speak in front of one another rather than having a large group whereby certain participants may feel nervous to express their opinion.<br><br>I will randomly select pupils using an electronic random select program. To manage expectations of those not selected, I will be transparent in the email invitation that up to 8 pupils will be randomly selected.<br><br>Once the student group is established, participants will be contacted by email with a briefing detailing their involvement in the research, seeking informed consent and providing information expectations of professional conduct for focus discussion. To form the staff interviews, an email will be sent to key staff in specific roles to invite them to an interview.<br><br>I will also follow the same process to identify participants for the questionnaire. However, the number of questionnaire participants will not be capped and can be the maximum number of children in the class.<br><br>*(this box should expand as you type)* |

| | **Information for participants:** | **YES** | **NO** | **N/A** |
|---|---|---|---|---|
| 13 | Will you describe the main research procedures to participants in advance, so that they are informed about what to expect? | ☒ | ☐ | ☐ |
| 14 | Will you tell participants that their participation is voluntary? | ☒ | ☐ | ☐ |
| 15 | Will you obtain written consent for participation? | ☒ | ☐ | ☐ |
| 16 | Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)? | ☒ | ☐ | ☐ |
| 17 | If the research is observational, will you ask participants for their consent to being observed? | ☐ | ☐ | ☒ |
| 18 | Will you tell participants that they may withdraw from the research at any time and for any reason? | ☒ | ☐ | ☐ |
| 19 | With questionnaires, will you give participants the option of omitting questions they do not want to answer? | ☒ | ☐ | ☐ |
| 20 | Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs? | ☒ | ☐ | ☐ |
| 21 | Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken? | ☒ | ☐ | ☐ |
| 22 | If NO to any of above questions, please give an explanation | | | |
| | G17 – I will only be observing the environment and not the students. | | | |

| | |
|---|---|
| | *(this box should expand as you type)* |

| | Information for participants: | YES | NO | N/A |
|---|---|---|---|---|
| 24 | Will participants be paid? | ☐ | ☒ | ☐ |
| 25 | Is specialist electrical or other equipment to be used with participants? | ☐ | ☒ | ☐ |
| 26 | Are there any financial or other interests to the investigator or University arising from this study? | ☐ | ☒ | ☐ |
| 27 | Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims? | ☐ | ☒ | ☐ |
| 28 | If YES to any question, please provide full details | | | |
| | *(this box should expand as you type)* | | | |

**SECTION H: Anticipated Risks**

| | | | |
|---|---|---|---|
| | **Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.**<br><br>If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form. | | |
| 1 | **Full risk assessment completed and appended?** | **Yes** | ☐ |
| | | **No** | ☒ |
| 2 | **Risks to participants**<br>For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information | | |
| | Risk to participants:<br><br>1) Emotional distress<br>2) Disturbance to relationships<br>3) Risk that participants may feel coerced into giving positive or biased responses to questions due to relationships and position in the organisation as an employee<br><br>*(this box should expand as you type)* | *How you will mitigate the risk to participants:*<br><br>1) I will ensure access to appropriate support should this become evident and reconsider/revise the approach being taken. I will ensure, as fully as possible, that participants understand the nature of the research, its purposes, and possible implications in order to avoid misunderstandings and manage expectations.<br><br>2) I will ensure clarity with all young people regarding the aims and focus of the research and minimise disturbance of day-to-day activities within the provision due to the research project. I will ensure | |

| | | |
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| | | confidentiality and anonymity of those participating in the research at all times and ensure appropriate and secure storage of data. I will reassure participants that the information that they provide will not be disclosed.<br>3) Prior to the group interview, participants will be provided with a participant information sheet with which informed consent will be sought. To avoid the risk of participants feeling coerced, a debrief and synopsised transcript of the discussion will be available to participants following the discussion.<br><br>*(this box should expand as you type)* |
| 3 | If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities | |
| | *(this box should expand as you type)* | |
| 4 | **Risks to the investigator**<br>For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest | |
| | Risk to the investigator:<br><br>1) Allegations while conducting interviews<br>2) Accusations of fabrication or falsification of data<br>3) Concerns of coercion<br>4) Participants may wish to withdraw<br>5) A confidentiality breach due to data being released accidentally<br>6) Risks relating to the possibility of unexpected negative emotions of the interviewees owing to, for example, an uncomfortable interview place, the anxiety for unintentional disclosure in reference to the participants or for any unintentional inappropriateness of conduct violating any possible document. | *How you will mitigate the risk to the investigator:*<br><br>1) I will ensure access to a suitable space that secures the confidentiality of the of the participant contributions, whilst also being visible to other colleagues.<br>2) I will clarify with participants regarding access to transcripts of interviews.<br>3) It will be made explicit that participants are free to disengage and that in that event, this will not impact on outcomes of their study.<br>4) In the case of withdrawal from the group interview, discussions would be conducted with the remaining participants and new participants will be recruited, if necessary, who will be fully briefed, and whose informed consent will be sought. |

| | | |
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| | *(this box should expand as you type)* | 5) The research will be stored on the UWTSD cloud and any recordings, data or transcript will be password protected in electronic folders on UWTSD systems and subject to university protocols. However, GDPR statements will be included in any participant information and consent and that the researcher has completed training on GDPR and will ensure that all records are kept in secure cloud locations as a precaution and not on any hard drive.<br>6) I will be cautious about the places to hold the interview and choose quiet, yet public, places. All the related regulations will be carefully studied before the research activities to avoid unintentional misconduct that arouse suspicion and antagonism from authorities.<br><br>*(this box should expand as you type)* |
| 5 | **University/institutional risks**<br>For example: adverse publicity, financial loss, data protection | |
| | Risk to the University:<br><br>Reputational damage (Potential complaint against the researcher for causing emotional distress or embarrassment that could cause reputational damage)<br><br>*(this box should expand as you type)* | *How you will mitigate the risk to the University:*<br><br>I will ensure adherence to the UWTSD code of ethics and research standards and commonly agreed standards of good practice and ensure compliance with data storage regulations and university guidelines and security procedures. I will ensure that research methodology is robust and that methods are appropriate and adhere to the UWTSD code of conduct (and also the EWC code of conduct).<br><br>*(this box should expand as you type)* |
| 6 | **Environmental risks**<br>For example: accidental spillage of pollutants, damage to local ecosystems | |
| | Risk to the environment:<br><br>1) Use of paper<br><br>2) Travel -carbon footprint<br><br>*(this box should expand as you type)* | *How you will mitigate the risk to environment:*<br><br>1 + 2) This research activity will mostly use electronic systems reducing the need for paper and the need for travel.<br><br>*(this box should expand as you type)* |

| | |
|---|---|
| | **Disclosure and Barring Service** |

| | | | | |
|---|---|---|---|---|
| | If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants. | **YES** | **NO** | **N/A** |
| 7 | Does your research require you to hold a current DBS Certificate? | ☒ | ☐ | ☐ |
| 8 | If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number. | **001840651927** | | |

**SECTION I: Feedback, Consent and Confidentiality**

| | |
|---|---|
| 1 | **Feedback**<br>What de-briefing and feedback will be provided to participants, how will this be done and when? |
| | On request, I will be able to share the headline findings from my research on competition of the final report via email.<br><br>*(this box should expand as you type)* |
| 2 | **Informed consent**<br>Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. |
| | Paper questionnaire = participants sign a consent form.<br>Online questionnaire = screen before the questions start that acts as a consent form, informing participants that by clicking on the NEXT button they are providing consent.<br>Semi-structured interviews (group and individual) = participants sign a consent form<br>Observation (physical classroom design) = consent of classroom teacher of the room.<br><br>(both paper and online questionnaire are listed to give participants the option if they do not have access to an electronic device.)<br><br>I will gain parental consent for children under 18 through sending out either a paper or electronic consent form detailing my proposed research, any risks to the participant and the benefits of the research.<br><br>*(this box should expand as you type)* |
| 3 | **Confidentiality / Anonymity**<br>Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. |
| | Yes, maintaining confidentiality and anonymity of participants throughout I will not put any identifiable reference in my work. I will instead label to pupils A, B, C or use pseudonyms to maintain a human element.<br><br>*(this box should expand as you type)* |

**SECTION J: Data Protection and Storage**

| | | | |
|---|---|---|---|
| | Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")? | **YES** | **NO** |

| | | | |
|---|---|---|---|
| 1 | ***"Personal data"*** *means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.* | X | ☐ |
| | If YES, provide a description of the data and explain why this data needs to be collected: | | |
| 2 | The interviews will be audio recorded to enable transcription afterwards. After I have transcribed the interview, I will delete the recording. Retain data until after the exam board<br><br>*(this box should expand as you type)* | | |
| | Does it involve special category data (as defined by the GDPR)? | **YES** | **NO** |
| **3** | ***"Special category data"*** *means sensitive personal data consisting of information as to the data subjects' –*<br>*(a) racial or ethnic origin,*<br>*(b) political opinions,*<br>*(c ) religious beliefs or other beliefs of a similar nature,*<br>*(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),*<br>*(e) physical or mental health or condition,*<br>*(f) sexual life,*<br>*(g) genetics,*<br>*(h) biometric data (as used for ID purposes),* | ☐ | X |
| | If YES, provide a description of the special category data and explain why this data needs to be collected: | | |
| 4 | <br><br>*(this box should expand as you type)* | | |

| | **Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?** | **YES** | **NO** |
|---|---|---|---|
| 5 | Manual files (i.e. in paper form)? | ☒ | ☐ |
| 6 | University computers? | ☐ | ☐ |
| 7 | Private company computers? | ☐ | ☐ |
| 8 | Home or other personal computers? | ☐ | ☐ |
| 9 | Laptop computers/ CDs/ Portable disk-drives/ memory sticks? | ☐ | ☐ |
| 10 | "Cloud" storage or websites? | ☒ | ☐ |
| 11 | Other – specify: | ☐ | ☐ |
| 12 | For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation: | | |
| | All participants will be given a unique identifier to ensure confidentiality and this list will be kept securely in the password protected folder. If any cloud storage is needed, the University Office 365 system will be used, which will be encrypted and the data in the cloud is anonymised. The data will be stored until receipt of the dissertation result and then | | |

| | |
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| | deleted. Participants will have the right to ask to see what data is held relating to them and these data will be deleted immediately if the participant requests this, in which case the data will not be used in the project.<br><br>*(this box should expand as you type)* |

| | **Data Protection** | | |
|---|---|---|---|
| | Will the research activity involve any of the following activities: | **YES** | **NO** |
| 13 | Electronic transfer of data in any form? | ☐ | ☒ |
| 14 | Sharing of data with others at the University outside of the immediate research team? | ☐ | ☒ |
| 15 | Sharing of data with other organisations? | ☐ | ☒ |
| 16 | Export of data outside the UK or importing of data from outside the UK? | ☐ | ☒ |
| 17 | Use of personal addresses, postcodes, faxes, emails or telephone numbers? | ☐ | ☒ |
| 18 | Publication of data that might allow identification of individuals? | ☐ | ☒ |
| 19 | Use of data management system? | ☐ | ☒ |
| 20 | Data archiving? | ☐ | ☒ |
| 21 | If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate): | | |
| | *(this box should expand as you type)* | | |
| 22 | List all who will have access to the data generated by the research activity: | | |
| | Myself (researcher)<br><br>*(this box should expand as you type)* | | |
| 23 | List who will have control of, and act as custodian(s) for, data generated by the research activity: | | |
| | Myself (researcher)<br><br>*(this box should expand as you type)* | | |
| 24 | Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not. | | |
| | Signed informed consent forms in paper form will be kept in a locked file cabinet and will be unavailable to anyone except the researcher. On receiving the feedback and mark for this piece of work, the signed informed consent forms will be destroyed and audio- and/or video-taped data will be deleted.<br><br>*(this box should expand as you type)* | | |
| 25 | Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/ ). If so please explain. (*Most relevant to academic staff)* | | |

| | | | |
|---|---|---|---|
| | No<br><br>*(this box should expand as you type)* | | |
| 26 | Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/) | **YES** | ☒ |
| 27 | Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding | **YES** | ☒ |

**SECTION K: Declaration**

| | | | |
|---|---|---|---|
| | The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.<br><br>In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/ | | |
| 1 | **Signature of applicant:** | S. Jones-Gammon | **Date:**<br><br>**14/03/24** |

***For STUDENT Submissions:***

| | | | |
|---|---|---|---|
| 2 | Director of Studies/Supervisor: | Catherine Morgan | **Date:** |
| 3 | Signature: | | |

***For STAFF Submissions:***

| | | | |
|---|---|---|---|
| 4 | Academic Director/ Assistant Dean: | | **Date:** |
| 5 | Signature: | | |

**Checklist:** Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

| | |
|---|---|
| ☒ | I have read the guidance notes supplied before completing the form. |
| ☒ | I have completed **ALL RELEVANT** sections of the form in full. |
| ☒ | I confirm that the research activity has received approval in principle |
| ☐ | I have attached a copy of final/interim approval from external organisation (**where appropriate**) |
| ☐ | I have attached a full risk assessment (where appropriate) *ONLY TICK IF YOU HAVE **ATTACHED A FULL RISK ASSESSMENT*** |
| ☒ | I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice. |
| ☒ | I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director. |

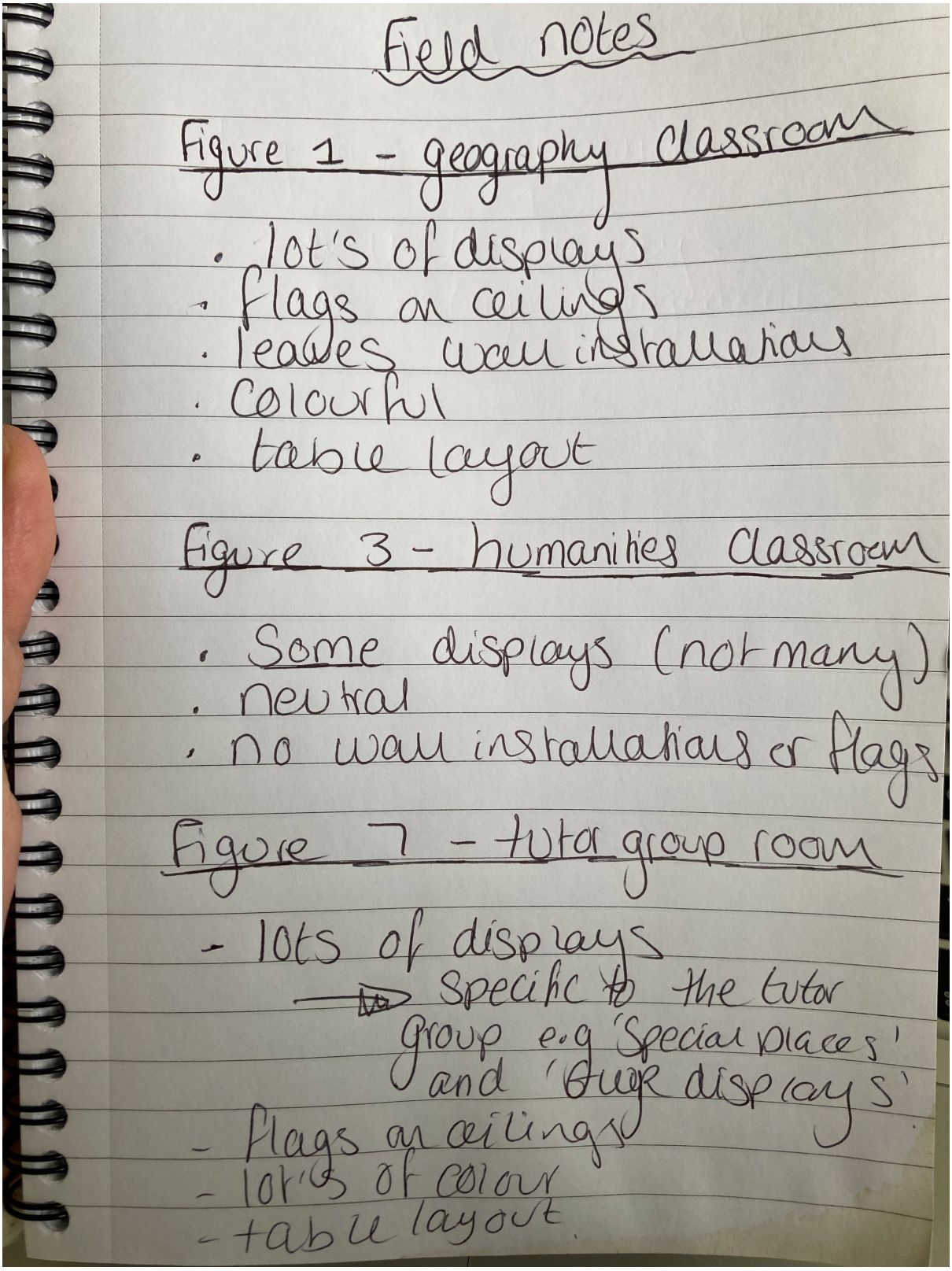
| |
|---|
| **RESEARCH STUDENTS ONLY**<br>Once complete, submit this form via the **MyTSD Doctoral College Portal** at (https://mytsd.uwtsd.ac.uk). |
| **RESEARCH STAFF ONLY** |

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

**STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES** should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix 6

Field notes



Field notes

Figure 1 - geography classroom

- lot's of displays
- flags on ceilings
- leaves wall installations
- colourful
- table layout

Figure 3 - humanities classroom

- Some displays (not many)
- neutral
- no wall installations or flags

Figure 7 - tutor group room

- lots of displays
  - → specific to the tutor group e.g 'special places' and 'our displays'
- flags on ceilings
- lots of colour
- table layout

Appendix 7:

Observation schedule

