

Doctorate in Education (EdD)

Exploring Contemporary Issues in Education 2: applying critical skills, contributing to knowledge: leading improvement

Module: ECDE7013

Assessment Component 2 – (75%)

Appendices

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Student ID: **2242601**

UWTSD

Swansea, SA1 Campus, IQ Building

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Appendix 1

Pilot Plan for Semi-Structured Interview

Purpose

The purpose of this pilot in-person interview is to test and refine the interview process and questions to gather effective data for the main study.

Participants

- **Interviewer:** Lifeng Chen
- **Interviewee:** Two primary school students from the study group

Interview Preparation

- **Draft Initial Questions:** Prepare initial review questions focusing on multimodal teaching strategies such as drawing, singing, and hands-on activities, and children's experiences and engagement with these teaching methods. Ensure that questions are clear, relevant, and cover key areas of the research topic.
- **Follow-up Probes:** Prepare follow-up questions to probe into students' experiences, engagement, and understanding of the teaching contents.
- **Interview Materials:**
 - Headteacher consent form/ Parents' consent forms
 - Printed assent form
 - Recording devices
 - Small gifts

Interview Procedure

- **Test Recording Devices:** Ensure all recording devices (audio recorders, Microsoft Teams, laptops) are working well before the interview.
- **Location:** Interview in a designated quiet school classroom.
- **Duration:** Schedule the pilot interview in 15-30 minutes.

Pilot Interview Steps

1. **Greet the Participant and Explain the Purpose:**
 - Sign the Student Assent Form
 - Briefly introduce the study and explain the purpose of the pilot interview.
 - Inform the student of their right to withdraw from the interview at any time for any reason.
 - Explain the signal they can use if they want to skip a question.
2. **Conduct the Interview:**
 - Follow the prepared interview guide, asking the initial questions and using follow-up probes as necessary.
 - Observe the student's body language and facial expressions to understand their comfort and engagement.

3. Reflect on Improvements:

- After the interview, review the entire interview process and write down any points that need improvement.
- Based on these reflections, continue to refine the interview process and questions.

Review and Reflection

- **Question Clarity and Relevance:**
 - Assess whether the questions are easily understood by the student and directly related to the research topic.
- **Timing:**
 - Verify that the interview time is appropriate, adjusting the length of each section if necessary.
- **Technical Issues:**
 - Identify and resolve any technical problems on recording devices or other equipment during the interview.

Feedback Collection

- **Gather Feedback from the Participant:**
 - Ask the student for feedback on the interview experience, focusing on their understanding of the questions and overall comfort.
- **Reflect on the Interview Process:**
 - Reflect on my own experience conducting the interview, noting any difficulties or areas for improvement.

Adjustments

- **Modify the Interview questions:**
- **Finalize the Procedures and questions**

This pilot plan ensures that I can thoroughly test and refine the interview process, allowing for effective data collection in the main study.

Appendix 2

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

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.

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

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.

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:	Lifeng Chen			
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			
4	Campus:	Swansea			
5	E-mail address:	2242601@student.uwtsd.ac.uk			
6	Contact Telephone Number:				

For students:		
7	Student Number:	2242601
8	Programme of Study:	Doctorate in Education
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): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐		
Institute Research Committee		☐			
Other (write in) Catherine Morgan		☒	19/04/2024		

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	BERA (2024) BERA Ethical Guidelines for Educational Research Fifth Edition ☒

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~~ <i>athrofa</i> permission question	YES	☐	NO	☐	

	Professional Learning Partnership (APLP)?	below does not need to be answered.				
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:	An Exploration of Multimodal Strategies in Teaching Chinese 24 Solar Terms in a Welsh Primary School		
2	Proposed start date:	20/05/2024	Proposed end date:	30/09/2024
3	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			
	Purpose of Research Activity This study aligns with the Welsh Government's Global Futures strategy, aiming to enhance the learning experiences of modern languages and foster a deeper cultural understanding among students (Welsh Government, 2020). It focuses on teaching the Chinese 24 Solar Terms at a Welsh primary school, investigating the use of diverse modes in multimodal teaching to enrich the learning experience. The solar terms divide the year into 24 distinct periods, each reflecting the Earth's orbit around the Sun and marking the subtle changes in the seasons (UNESCO, 2016). These terms represent a critical component of China's rich cultural and historical heritage, encompassing an ancient understanding of time and seasonal changes that are essential for agricultural practices (Wang, Zhou and Wang, 2023). Within the structure of these solar units, the students will actively engage in understanding related Chinese culture and how it connects to the four seasons through diversely designed activities, such as reading poems, singing songs, drawing pictures, and participating in hands-on and festival activities. The purpose is to explore practical approaches to teaching foreign languages and culture in Welsh educational settings, contributing to the discussion on multimodal educational strategies. The findings aim to benefit educators in Wales, the UK, and beyond, who seek to enhance their teaching practices and more effectively engage students in learning foreign languages and cultures. References:			

	United Nations Educational, Scientific and Cultural Organization [UNESCO] (2016) <i>The 24 Solar Terms</i>. Available at: https://ich.unesco.org/en/RL/the-twenty-four-solar-terms-01068 (Accessed: 15 March 2024). Wang, YF., Zhou, L. and Wang, H. (2023). 'A Probe into the Path of Integrating "24 Solar Terms" into International Chinese Language Education from the Perspective of Cultural Communication', <i>International Journal of New Developments in Education</i>, 5(12), pp.21-27. Available at: DOI: 10.25236/IJNDE.2023.051204 Welsh Government (2015) <i>Global Futures: A plan to improve and promote modern foreign languages in Wales 2015–2020</i>. [Online]. Available at: https://www.gov.wales/sites/default/files/publications/2022-07/global-futures-a-plan-to-improve-and-promote-modern-foreign-languages.pdf (Accessed: 31 March 2024). (this box should expand as you type)
4	Research Question RQ: How can multimodal teaching strategies be effectively applied to teach the Chinese Twenty-Four Solar Terms in a Welsh Primary School setting? Sub-Question: How do children interpret the effective practices for employing multimodal strategies to teach Chinese and the Chinese Twenty-Four Solar Terms in a Welsh Primary School? (this box should expand as you type)
5	Aims of Research Activity 1. To identify and evaluate the effectiveness of diverse multimodal strategies within cultural education. 2. To boost student engagement and enrich their cultural understanding and linguistic skills. (this box should expand as you type)
6	Objectives of Research Activity Objective 1: Investigate the effectiveness of multimodal methods in teaching Chinese and the Chinese 24 Solar Terms in a Welsh primary school setting. Objective 2: Provide actionable insights for educators on the application of multimodal methods, with the goal of boosting student engagement and comprehension of foreign languages and cultures. Objective 3: Explore the challenges and opportunities in applying multimodal approaches to cultural education, with a specific focus on teaching the Chinese 24 Solar Terms. (this box should expand as you type)
Proposed methods (maximum 600 words)	
7	This study is underpinned by pragmatism, an approach that aligns with the study's needs by acknowledging that students' perceptions and interpretations of the Chinese Twenty-Four Solar Terms are dynamic, actively shaping their learning experience. The core principle of pragmatism is the belief that thought should lead to action, thus enabling prediction and facilitating problem-solving. The research is designed to last for a period of two weeks, during which it will explore one Chinese Solar Term in two lessons, through the design and experience of the multimodal strategies and

activities themed around the seasonal changes and Chinese culture associated with the term. During the lessons, I will focus on one or two modes such as singing a song, drawing a picture, or using a visually facilitated teaching approach for delivering the content. The students will finish their paperwork in the classrooms. Following the activity, selected students will be interviewed either during or after the activity to provide qualitative insights.

Before the start of the research, I will obtain a consent form approved by the school headteacher as the gatekeeper. Then, I will obtain the consent forms from the parents, as well as assent forms from the interviewed students. I will discuss the details in Section I, the informed consent section.

The research will collect qualitative data through semi-structured interviews with students to understand the world from the perspective of the children themselves (Prior, 2016). The interviews will be conducted in the familiar setting of the school classroom, which is also convenient and practical as I am teaching in the school. Both Parker (1984) and Prior (2016) discuss the value of integrating activities into interviews with children. Parker argues that inviting children to bring some works they have made, can serve as a conversation starter, thereby encouraging them to freely express their views and describe subsequent topics introduced by the interviewer. Similarly, Prior (2016) emphasizes the importance of children's drawings during interviews, as these can provide meaningful insights. Accordingly, I will use students' classwork as a source of data and stimulus for discussion within the interviews. According to Prior (2016) and Bricher (1999), interview questions with children should be clear and concise, not overly long or complicated, and written in clear and straightforward language. Prior (2016) points out that there is not one particular blueprint for how many children to include, or how long to interview them for, but he suggests that typically interviews with young children will last under an hour. Considering the students' age, I will set the length of an interview to about half an hour. The interview design aims to foster a sense of security and comfort, encouraging students to express their thoughts and feelings freely.

In this research, all interviews will be recorded using Teams for its auto-transcription function, with subsequent manual verification. In this research, I will employ the six-step thematic analysis process as outlined by Braun and Clarke's (2006) for the analysis of interview data. Thematic analysis is a recognized method within qualitative research, defined as a technique for 'identifying, analysing, and reporting themes within data' (Braun and Clarke, 2006, p. 79). Terry et al. (2017) highlight its widespread use across diverse research questions and subjects. This method provides a profound exploration of teaching and learning contexts, offering an in-depth analysis of interview transcripts. The process includes transcribing interview data, generating initial codes, searching for themes among those codes, reviewing themes, defining and naming themes, and producing the report. This approach is particularly suitable for this study as it allows for a profound analysis of complex interactions in multimodal education, enabling the drawing of meaningful insights and themes from the data.

The study will prioritize verbatim transcription, following Poland (1995), to include every sound and nonverbal cue, ensuring a comprehensive representation of the interactions. Pseudonyms and numerical codes will be used to maintain participant anonymity. For instance, student interviewees will be referred to as Participant 1, Participant 2, and so on. I will also include detailed descriptions of the classrooms' physical surroundings during the interviews, such as Chinese posters on the walls or Chinese handicrafts displayed on cabinets, as these elements may be relevant.

References:

Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3(2), pp.77-101.

	Bricher, G. (1999) 'Children and qualitative research methods: A review of the literature related to interview and interpretive processes', <i>Nurse Researcher</i>, 6, pp.65-77. Parker, W.C. (1984) 'Interviewing children: Problems and promise', <i>The Journal of Negro Education</i>, 53(1), pp.18-28. Poland, B.D. (1995) 'Transcription quality as an aspect of rigor in qualitative research', <i>Qualitative Inquiry</i>, 1(3), pp.290-310. Prior, J. (2016) <i>The use of semi-structured interviews with young children</i>, Practical Research with Children, p.109. Terry, G., Hayfield, N., Clarke, V. and Braun, V. (2017) 'Thematic analysis', in <i>The SAGE Handbook of Qualitative Research in Psychology</i>, 2(17-37), p.25. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	The research activity will be conducted at a primary school in South Wales. (this box should expand as you type)
	Research activity outside of the UK 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. (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:		

	This study aims to enhance the learning experiences of the Chinese language and foster a deeper cultural understanding among students at a Welsh primary school about the Chinese Twenty-four Solar Terms, which reflect the deep interconnection between human life and the natural environment. It aligns closely with the Welsh Government's Global Futures strategy. Introduced in 2015, this strategy aims to enhance modern languages as a crucial area of study and aims to create more engaging and enriching learning experiences that captivate and inspire students. (Welsh Government, 2020). (this box should expand as you type)
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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: Copies of the children's work will be used as a stimulus in the interviews. (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:	☐	☒
(this box should expand as you type)			

Participant numbers and source		
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?	The research expects to involve 4-8 participants in total. This number includes 2-3 students from year 6, aged 10-11, with two years of experience in learning Chinese, and 2-3 students from year 5, aged 9-10, with one year of experience in learning Chinese. (this box should expand as you type)
11	Who will the participants be?	The participants will consist of 4-8 primary school students. Specifically, the students will be from year groups 5 and 6, who have been learning Chinese as part of their curriculum. (this box should expand as you type)
12	How will you identify the participants?	Since I teach Chinese courses at the school weekly, the students are readily accessible to me. I will employ purposive non-probability sampling to select interview participants who are likely to provide deep, detailed, and varied insights during the interviews. (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			
(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. 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 For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: 1. Transfer of Personal Data	How you will mitigate the risk to participants: 1. I will safeguard interview data and storage records on UWTSD "Cloud" storage.	

	They might experience physical discomfort or tiredness during long interview sessions. <i>(this box should expand as you type)</i>	interviews, I will obtain permission from the school headteacher to use this place. This approach also helps minimize disruption to the school's daily operations. I will conduct interviews in short, manageable sessions. During the interviews, I will pay attention to the children's body and facial expressions for signs of fatigue and suggest a break if needed. References: Aldgate, J. and Bradley, M. (2004) 'Children's experiences of short-term accommodation', in V. Lewis, M. Kellest, C. Robinson, S. Fraser and S. Ding (eds.) <i>The Reality of Research with Children and Young People</i>. London: Sage, pp. 67-93. British Educational Research Association [BERA] (2024) <i>Ethical Guidelines for Educational Research, fifth edition</i>. Available at: https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024 (Accessed: 19 April 2024). <i>(this box should expand as you type)</i>
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 research does not encompass any sensitive, embarrassing, or upsetting topics. However, in the event that any such issues inadvertently arise during the study, I would reassure participants that their responses are confidential and affirm their right to choose whether or not to answer the questions. <i>(this box should expand as you type)</i>	
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: 1. Child safeguarding issue before and while conducting interviews in the primary school.	<i>How you will mitigate the risk to the investigator:</i> 1. To address child safeguarding concerns during interviews, I will take the following steps: 1.1 I will first supply the head teacher with an information sheet outlining the research and confirmation of research procedures. I will ask for their feedback and an opportunity to meet with them prior to research being conducted. 1.2 Interview sessions will be conducted in a school classroom equipped with a glass door. This measure ensures visibility while maintaining a safe environment. 1.3 In line with the safeguarding policies recommended by BERA (2024), I will strictly adhere to the school's child safeguarding

	2. Participants may wish to withdraw during any period of the research. 3. Since my dual role of the teacher and the researcher at the same time, there might be a risk that participants might tell me what they think I want to hear. <i>(this box should expand as you type)</i>	procedures and policies, given that the research is set in a primary school. I will keep a copy of the school's safeguarding policies and strictly follow the school's established protocol for reporting any safeguarding concerns. 2. Participants have the right to withdraw from the research at any time, for any or no reason BERA(2024). I will communicate this option clearly at the beginning and throughout the research process. Should a participant choose to withdraw, I will respect their decision promptly and without inquiry, and ensure that data from participants who withdraw is not used in the study. 3. Participants should be fully informed about the research's purpose, methods, and potential impact in the consent form. A week before an interview, I will reiterate the study's goals and the voluntary nature of their participation, emphasizing that their involvement or feedback will not influence their relationship with me as their teacher. <i>(this box should expand as you type)</i>
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: 1.Reputational risk 2. Plagiarism risk 3. Non-compliance with relevant UWTSD guidelines <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the University:</i> 1. To safeguard the university's reputation, I will adhere strictly to data protection policies to prevent any breaches that could damage the university's public image. This includes employing secure data storage methods and ensuring that all personal and sensitive information is handled with the utmost confidentiality. 2. I will ensure that all resources are correctly cited following the UWTSD Harvard Referencing Handbook and that appropriate credit is given to the authors. 3. In conducting the research, I will strictly comply with the UWTSD Research Ethics & Integrity Code of Practice, ensuring that all activities are carried out in accordance with the UWTSD established ethical guidelines and policies. For example, I will maintain honesty in all aspects of the research, ensure transparency and open communication in the research information sheet and findings communication, and show care and respect for the student participants (Section 4.1, p.4). Regarding child protection, I have obtained a current enhanced Disclosure and Barring Service (DBS) check (Section 9, p.11).

	(this box should expand as you type)	
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: Travel to the school for the research may increase carbon footprint. (this box should expand as you type)	How you will mitigate the risk to environment: I will schedule interviews on my teaching days since I will already be at the school, minimizing additional travel and thereby reducing the environmental impact. (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.	001851628504		

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	Debriefing and feedback to participants will be structured as follows: 1. After completing the research activities, such as interviews, I will provide a debriefing session to the participants to explain the purpose of the study again and how their contributions were valuable. 2. I will share the study's findings through a short presentation to students in an engaging and understandable way. 3. Participants will be sincerely thanked for their time and contribution, emphasizing the crucial role they played in the research. 4. I will provide my university email address so that the participants can ask follow up inquiries or concerns regarding the study. 5. The debriefing and feedback sessions will be carefully designed to uphold the confidentiality and privacy of all participants. Individual information will not be disclosed; instead, the focus will be directly on the learning objectives and findings of the study. (this box should expand as you type)
2	Informed consent 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.
	1. Preliminary discussions have been conducted in March with the headteacher of the school where the research is planned. These discussions included the research's topic, objectives, how and why the school students will be involved, and the potential impacts on them. These

	discussions have been positive, indicating that the school is generally supportive of the study pending formal approval. 2. Before the commencement of the research, I will obtain a consent form approved by the school administration, as the study will be conducted within the school setting. 3. Since the participants are primary school students, I will prepare a consent form for parents that clearly explains the study's objectives, how and why their child is involved, and any potential impacts on them. Parental consent will be a prerequisite for student participation, ensuring that guardians are fully informed and agreeable to their child's involvement. 4. In addition to parental consent, I will seek assent from the students themselves. A simplified version of the consent form, employing child-friendly language, will be used to explain the study to the students, ensuring they can understand. Their agreement to participate will be documented via an assent form with their signatures, underscoring the voluntary nature of their involvement in the study. This assent process will be tailored to each research tool used, with clear explanations provided to students about their participation in the interviews. 5. I will carefully document all consent and assent forms, ensuring they are securely stored in a locked location to maintain confidentiality. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity 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.
	1. In the study, I will assign codes to all participants to keep them anonymous in any research outputs. 2. I will clearly communicate to the participants that all data collected will be kept confidential. I will tell them that I may share the research data with my supervisors, but I will keep their personal details confidential. 4. I will ensure that all data is encrypted and stored securely. I will keep all physical data, such as consent forms in a locked and secure location. 5. <i>(this box should expand as you type)</i>

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.	☒	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	Interviews will be conducted in this research to understand the feedback from students. These interviews will be recorded, with both audio and video recordings utilized for data analysis. Participants' names will be collected but will be replaced with codes, such as Participant 1, Participant 2, etc., to ensure anonymity. All such data will be stored securely. <i>(this box should expand as you type)</i>		

	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' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes).	☐	☒
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(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: Several measures will be implemented to ensure the security and confidentiality of the data collected. 1. All participants' names will be replaced with unique codes (pseudonyms) to maintain participant anonymity. This process ensures that the data can be analysed without revealing the identities of the participants. 2. All digital data, including audio and video recordings and interview transcripts, will be encrypted. 3. Physical data, such as consent forms, will be stored in a locked filing cabinet located in a secure office at the university, accessible only by me. Digital data will be stored on UWTSU "Cloud" storage. 4. Regular backups of the research data will be performed to prevent data loss. These backups will be stored on UWTSU "Cloud" storage. 5. Participants will be informed that only anonymized or pseudonymized data will be shared with my supervisor for research analysis, ensuring their personal information remains confidential. For digital research data, including interview transcriptions and the data analysis report, these will be stored on UWTSU "Cloud" storage. (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): <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity: My supervisors, including Dr Iain Jones and Dr Julia Holloway, will have access to the data generated by the research. <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity: I will be the only person who will have control and act as the custodian for data generated in the research. <i>(this box should expand as you type)</i>		
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. I will securely store physical data, such as consent forms, in a locked filing cabinet located in a secure office at the university. I will store all digital research data on UWTSD "Cloud" storage. If I need to share data with my supervisors, I will use Teams through the UWTSD system. I will regularly back up the research data on UWTSD "Cloud" storage. According to UWTSD Research Ethics & Integrity Code of Practice, research data will be archived and held in a secure place (UWTSD Cloud storage for digital and locked cabinet for paper-based data) in such a way that it will be accessible for future audit purposes. <i>(this box should expand as you type)</i>		



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. <i>(Most relevant to academic staff)</i>		
	<i>(this box should expand as you type)</i>		
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. 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:	Lifeng Chen Date: 24/04/2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Catherine Morgan (on behalf of the ECDE7013 module team)	Date: 24/04/24
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 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 MASTER'S PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix 3

INFORMATION SHEET
PROJECT TITLE: An Exploration of Multimodal Strategies in Teaching Chinese and Chinese Culture in a Welsh Primary School

Dear Headteacher/Parents/Guardians,

My name is Lifeng Chen, and I am a Chinese teacher at the Confucius Institute, teaching weekly at Gellionnen, as well as a doctoral student at Yr Athrofa, University of Wales Trinity Saint David, working towards my EdD qualification. I am conducting a research project titled "An Exploration of Multimodal Strategies in Teaching Chinese and Chinese Culture in a Welsh Primary School."

Purpose of the Study: This study aims to enhance the learning experiences of primary school students by using different teaching methods, such as songs, drawings, hands on activities and cultural activities, to teach Chinese and Chinese culture, such as Chinese 24 Solar Terms. The goal is to see how these methods help students understand and enjoy learning about Chinese culture and language.

What Will Your Child Be Asked to Do?

- Participate in the weekly Chinese class and related activities, such as hand on activities, cultural activities, singing songs and drawing pictures.
- Take part in a short interview where I will ask them about their thoughts and experiences with the activities. These interviews will be recorded for accuracy.

Confidentiality:

- All information collected will be kept strictly confidential. Your child's name will not be used in any reports or presentations.
- The data will be stored securely, and all personal information will be anonymized.

Voluntary Participation: Participation in this study is entirely voluntary. Your child can withdraw from the study at any time without any consequences. You will be asked to give your consent before the beginning of the study.

Findings: After careful and precise analysis of the data obtained from the student interviews, I would be happy to provide you with a copy of the findings upon your request. The results of the research will be discussed in a university assignment that will contribute to my EdD course. The findings will be stored on the UWTSd cloud, and all raw data will be destroyed once the assessment has been marked.

If you have any questions or need more information, please feel free to contact me at c.chen@uwtsd.ac.uk.

Thank you for your time and consideration.

Yours sincerely,

Lifeng Chen
16/06/2024

Appendix 4

CONSENT FORM

PROJECT TITLE: An Exploration of Multimodal Strategies in Teaching Chinese and Chinese Culture in a Welsh Primary School

Name of Researcher: Lifeng Chen

Please initial boxes.

1. I confirm that I have read and understand the information sheet dated 16/06/2024 for the above study.

☐

2. I understand that the participation of the school in this study is voluntary and that the school is free to withdraw at any time without giving any reason.

☐

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

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

☐

5. I understand that no identifiable information of the school or participants will appear in any reports or presentations.

☐

6. I agree to allow the school to take part in the above study.

☐

Name of Researcher

Signature of Headteacher

Date

When completed, please return to me by Monday 24/06/2024.

Thank you.

Appendix 5

CONSENT FORM

PROJECT TITLE: An Exploration of Multimodal Strategies in Teaching Chinese and Chinese Culture in a Welsh Primary School

Name of Researcher: Lifeng Chen

Please initial boxes.

1. I confirm that I have read and understand the information sheet dated 16/08/2024 for the above study. ☐
2. I understand that my child's participation is voluntary and that they are free to withdraw from the study at any time without giving any reason. ☐
3. I understand that the information given by will be used in a university assignment. ☐
4. I understand that my child's name will not appear in any reports or presentations. ☐
6. I agree to allow my child to take part in the above study. ☐

Name of Research

Signature of Parent/Guardian

Date

When completed, please return to the school head teacher or myself by Monday 24/06/2024.

Thank you.

Appendix 6

Assent Form for Children

Hello,

I'm your Chinese teacher, Lifeng Chen. I'm doing a fun research project to see how we can learn Chinese and Chinese culture using activities like:

- Drawing pictures
- Singing songs
- Watching videos
- Making crafts
- Joining Chinese cultural activities

I would love for you to help me with this!

Here's what you need to know:

- You will join in normal teaching sessions or Mandarin choir.
- After the class, I will ask you some questions about what you think about your drawing, posters, singing in the class. This will be like a chat, and it will be recorded, but no one will know it was you because I won't use your real name.
- You can stop helping at any time if you want to, and you don't have to give a reason.

Do you want to help me with my project?   

Yes, I want to help: Please write your name and the date below.

No: That's okay! You can let me know if you change your mind.

Your Name:

Date:

Thank you so much for thinking about it!

Appendix 7 Interview Introduction and Questions

Introduction

Interviewer (Cindy):

Hello. Good morning, _____. Thank you for joining this interview. My name is Cindy, I'm your Mandarin teacher, and I'm also a doctoral student at the University of Wales Trinity Saint David.

I am currently doing a research study to understand how learning Chinese songs, participating in the choir, and performing on stage can help you learn Chinese better, understand Chinese culture, and feel more motivated and engaged in learning.

During the interview, I will be recording because I need to review it later, but your name will not be shared in my research report. You can skip any questions you don't want to answer, and you have the right to withdraw from the interview at any time.

Since you are part of the choir, have performed on stage many times, and enjoy singing Chinese songs, I am very interested in hearing your thoughts and experiences.

Interview Questions:

1. Introduction and Background:

- Can you tell me your name and which grade you are in? How long have you learned Mandarin?

2. Learning Methods Comparison:

- Do you still remember the first Mandarin song you learned? Can you sing it?
<你好歌>
- What do you think about learning Chinese by singing songs compared to other ways like writing, reading? Which way do you like the most and why?

3. Motivation to Join the Choir:

- Why did you decide to join the choir? Was there something special that made you want to join?

4. Performing and Self-Recognition:

- How do you feel when you perform Chinese songs on stage? Can you tell me how you feel before, during, and after the performance?

-
- How does performing on stage make you feel about your ability to learn Chinese? Can you share a time when you felt proud of your performance?

5. Cultural Understanding through Songs:

- Can you share a song that helped you understand Chinese culture better? How did learning this song change how you think about Chinese culture?

6. Song-Specific Experiences:

- Which song is your favourite Chinese song?
- For example, how did learning the Jasmine Flower song help you understand Chinese tea traditions? What did you learn from this song?
- How did singing Gongxi Gongxi during Chinese New Year help you understand the Spring festival and what it means?

7. Impact on Motivation and Engagement:

- Do you think singing Chinese songs makes you want to learn more Chinese?
- How does it make you feel about learning Mandarin?
- Can you tell me about a time when you felt really motivated or excited while learning or singing a Chinese song?

8. Language Learning through Songs:

- How do you think learning Chinese songs has helped you with speaking, listening, or understanding Chinese better?

9. Open Feedback:

- Do you have any other thoughts or ideas about learning Chinese by singing songs?
- Are there any parts of this way of learning that you really like or find hard?

Semi-Structured Interview Questions: Exploring the Impact of Drawing and Poster Design on Language Learning and Cultural Understanding

Interview Questions

1. Introduction and Background:

- Can you tell me your name and which grade you are in?

2. Feelings about the Activity:

- How did you feel about the activity where you designed posters of Chinese and Welsh dragons? Did you enjoy it? Why or why not?

3. Understanding of Dragons:

- What did you learn about Chinese dragons from the lesson and video? How are Chinese dragons different from Welsh dragons?
- Can you explain what Chinese dragons symbolize in Chinese culture? How about the Welsh dragon in Welsh culture?

4. Poster Design Experience:

- Can you show me your poster and explain what you drew?
- Why did you choose to draw the Chinese dragon and Welsh dragon the way you did?
- What details did you include to show the differences and similarities between the Chinese and Welsh dragons?

5. Learning Methods Comparison:

- How do you think learning about dragons through designing posters compares to other methods like watching videos or writing?
- Which method do you find most enjoyable and why?

6. Cultural Understanding through Art:

- Do you think drawing and designing posters helped you understand Chinese culture better?
- Can you give an example of something new you learned about Chinese culture from this activity?

- How did learning about the Welsh dragon help you understand your own culture better?

7. Impact on Motivation and Engagement:

- Did designing the posters make you more interested in learning about Chinese culture and language?
- How did it affect your motivation and engagement in the lesson?
- Can you describe a moment during the activity when you felt particularly excited or motivated?

8. Language Learning through Art:

- How do you think drawing and designing posters has helped you with learning Chinese words and phrases related to dragons and the Dragon Boat Festival?

9. Comparing Different Teaching Methods:

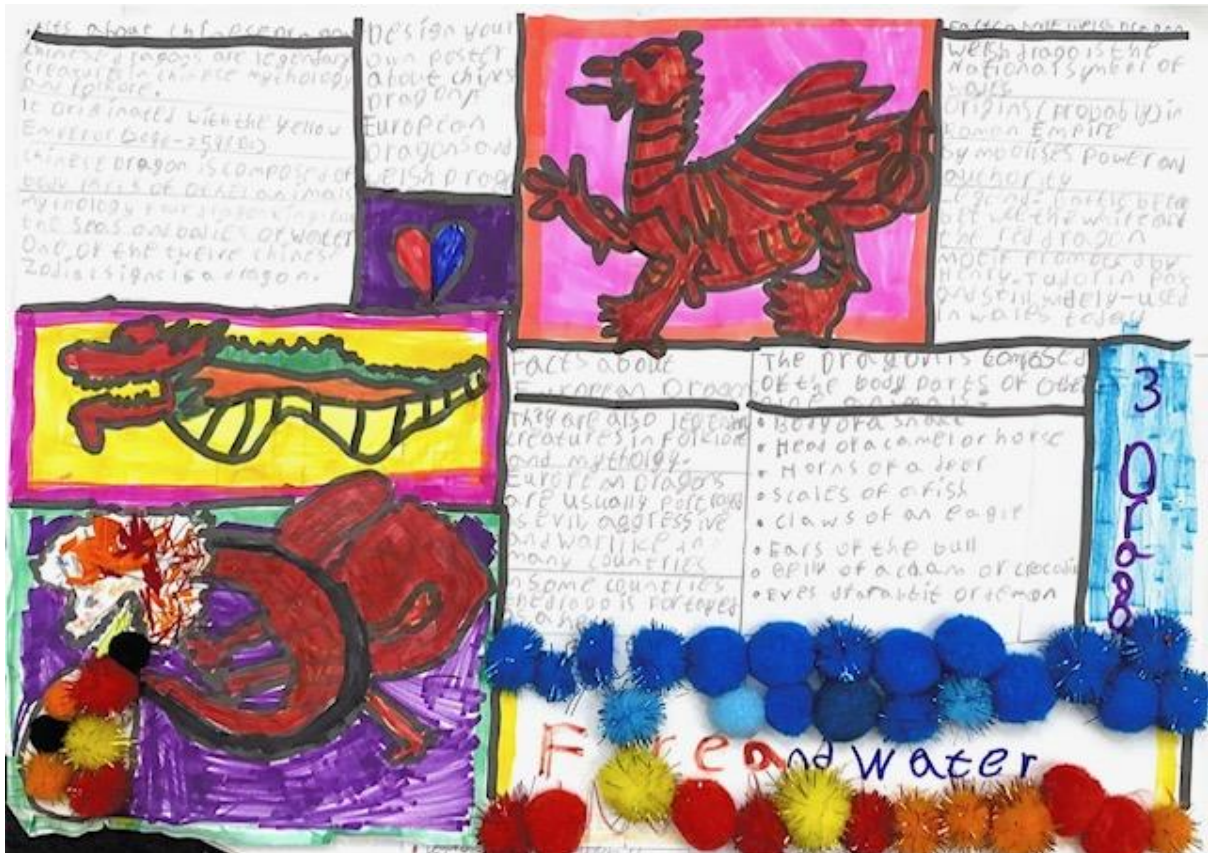
- We have used different ways to learn about dragons and festivals, like watching videos, drawing posters, and writing. Which method did you enjoy the most and why?
- Do you think using different methods together helped you learn better than using just one method? Why or why not?

10. Open Feedback:

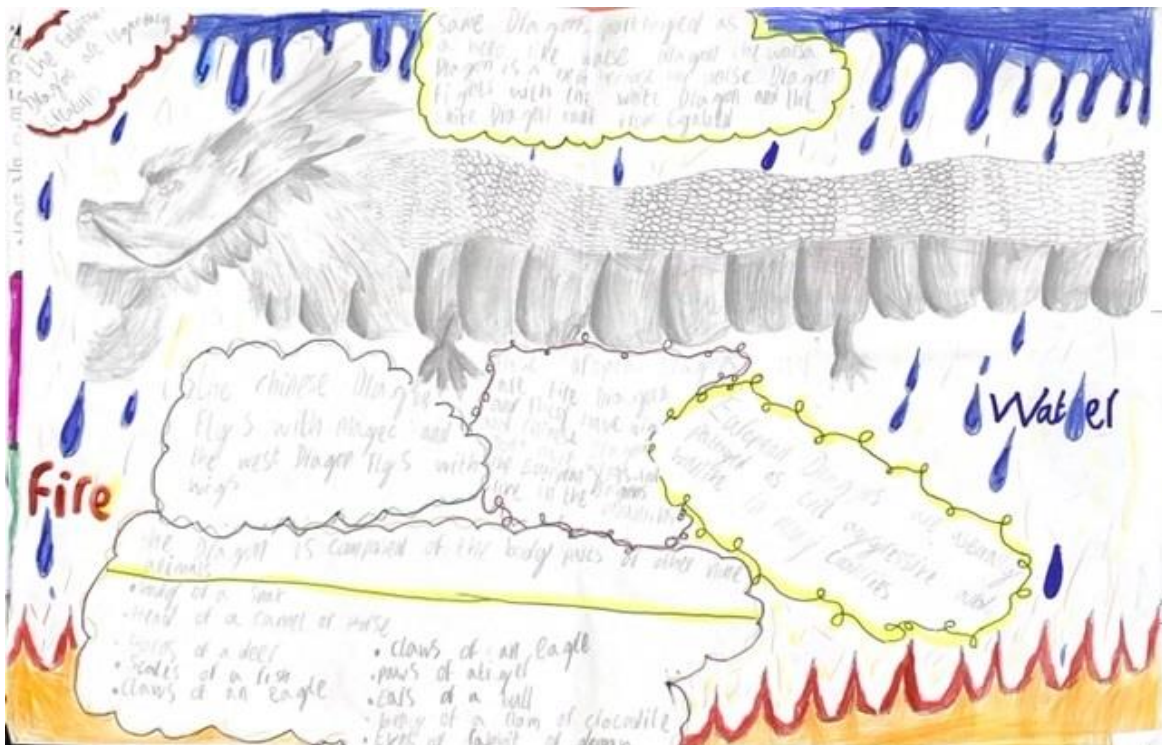
- Do you have any other thoughts or ideas about learning about dragons and festivals through drawing and designing posters?
- Are there any parts of this method that you really liked or found difficult?

Appendix 8 Students' Classwork

Poster1



Poster2



Poster 3

