

Usage of Digital Resources in Chinese for Specific Purposes (CSP)

Blended Classroom

Introduction

In recent years, frequent international cooperation in China especially after China's "Belt and Road" which is a policy aimed at encouraging more cooperation between China and more countries have been executed. These exchanges and cooperation in economy, politics, and culture under the policy increase the demand for talent, especially Chinese language talents. As a special field of International Chinese Language Education, the development of Chinese for Specific Purposes (CSP) attracts people's eyes. CSP was proposed based on a general foreign language in English Language Education, for English, a similar term in English language is field of English for specific purposes (ESP). In this project, the range of CSP concentrates on "Mandarin and Specific Purpose", these specific industries can be divided into three industries: "Professional Chinese" studied in degree education such as science Chinese, medical Chinese, and non-degree language education "Occupational Chinese" in some special workplaces such as police Chinese, diplomatic Chinese, and "Chinese Plus" which stressed the Chinese language used in some daily workplaces (Li, 2023). Meanwhile, COVID-19 has changed the language education forms, a blended classroom with offline and online teaching and learning has been increasingly perceived as normal which arouses more digital educational resources to support international Chinese language education. However, compared to the substantial studies on general Mandarin, little attention has been paid to exploring the characteristics of CSP teaching involved with digital materials, especially in offline and online classrooms. To fill this research gap, the present project will conduct studies on practitioners and learners from Chinese universities, vocational colleges and Confucius Institutes that conduct CSP programs, to carry out comprehensive analyses based on which characteristics of digital resources in CSP hybrid classrooms. Then, another two longitudinal studies from practitioners' and learners' perspectives will be performed to examine the relationships between the teaching quality of technical-assisted and student outcomes. The project aims to contribute to the knowledge base of digital resources and CSP teaching practice in blended classrooms, providing new insights for

language and professional teachers to improve their teaching effectiveness.

Literature Review

Blended Classroom in International Chinese Language Education

The Internet brings transformation and revolution to traditional teaching modes for education. A new classroom form of blended classroom which integrated traditional offline classroom and online technologies has generated alongside and become prevalent in education. Blended learning in second language education is a learning format that involves a combination of face-to-face scenarios or digital elements online (Hamilton, 2018). In International Chinese Language education, some researchers explored the teaching mode design and innovation. Cao (2023) conducted teaching practice in a hybrid classroom for an advanced Mandarin comprehensive course. She pointed out that compared to traditional Mandarin classrooms in the preparation stage, except for focus on learners, teaching methods, and textbooks, a blended classroom should also make good use of online platforms such as online Confucius Institute, Google Classroom, etc. Li and Wan (2018) attempted to conduct a resource design based on blended teaching relative to learning and second language acquisition theories with five parts in learning content, activities, interaction, evaluation, and feedback respectively. These researchers focus on the teaching design and practice in general Mandarin teaching, but few studies conduct teaching practice in CSP blended classrooms.

Digital Resources in International Chinese Language Education

Creating digital resources in international Chinese language education aims to develop the discipline and promote the Chinese language and culture. By the end of 2020, the current teaching resources include 19,530 types of textbooks with over 80 languages, almost 4,000 kinds of digital coursebooks, 20,000 Massive Open Online Courses (MOOC) or micro-courses, and 1,000 digital software (Ma, et al. 2021). They concluded several achievements in digital resources for CSP. Firstly, there are amount of language textbooks in different professional and vocational fields, and business, tourism, technology, and medicine occupy the top four industries. Besides, digital educational resources have developed a lot during the past decades in a variety of scenarios, extensively used, higher technical level, etc. Some researchers attempted to take teaching practice by utilizing digital resources in

Mandarin classes. Ma (2023) found that the applications help participants get higher grades, while the elementary learners have the opposite results on the tests. It shows that digital resources have both two sides of impact on Mandarin education. Nowadays, most studies discuss the construction not application of digital resources in International Chinese Language Education, exploring how to make optimal use of digital resources is also very essential.

Chinese for Specific Purposes (CSP)

Some of the researchers provide an overview of past studies on CSP. Li (2011) presented that until 2011, CSP studies were approximately started in the 1980s, which took scientific Chinese and business Chinese as popular disciplines. In this period, CSP lacked attention, systematic teaching modes, standards, textbooks, professional teachers, etc. Chen (2021) reviewed articles from 2008 to 2021 and pointed out that CSP research is less than other fields of International Chinese language education, and the referring field is limited and centralized in several traditional areas such as business and medical Chinese. Besides, teaching and textbooks are core studies. Xiong (2023) focused on the teaching of CSP. He also mentioned the issue of restricted and unbalanced teaching content and teaching methods of CSP. Besides, major studies focus on CSP from a teachers' perspective not learners' and lack of empirical research. Moreover, he highlighted that Science Chinese and "The Belt and Road" have recently become high-frequency phrases in studies because of China's "The Belt and Road Initiative" proposed in 2013. Hu and Liu (2021) and Sun and Li (2022) focus on teachers of CSP, and they both propose the importance of CSP teachers. The lack of skilled and experienced CSP teachers to integrate language and professional knowledge is one of the major issues.

To date, the topics of digital resources of CSP have attracted ever-increasing scholarly attention, focusing on different forms of digital educational resources (e.g., digital textbooks, platforms, online courses, and many other multimodal materials). However, most of these studies end with the exploration of creating resources, a systematic and integrated analysis of the common CSP practices is lacking, leaving a big theoretical and practical gap for educational practitioners to guide their instruction in classrooms, especially blended classrooms. Whether educators and practitioners can well employ digital materials in classroom teaching and learning to effectively equip learners with

context-specific knowledge and skills necessary for authentic discourse goal achievement remains under-explored.

Theoretical Framework/Methodology

This study will discuss how digital approaches are integrated into CSP teaching in blended classrooms. From a research philosophical perspective, the ontology, epistemology, and research paradigm combine together and form a set of beliefs concerning the nature of reality (Bryman, 2012), which is the basis before conducting the study. Moon and Blackman (2017) indicated that ontology is a “study of being.” it can be divided into realist ontology and relativist ontology; the first relies more on “reality” while the second focuses more on “experience”. In this study, the existing presuppositions and assumptions are cores of ontology. Secondly, epistemology, which means “study of knowledge”, emphasizes the knowledge framework of the process of acquiring knowledge, including its effectiveness, range, and approaches such as objectivism, subjectivism, and constructivism (Moon and Blackman, 2017). Objectivism stresses acquiring knowledge by observing and experimenting rather than individual experience, while subjectivism highlights the importance of individual experience. Besides, constructivism underlines that knowledge and reality are constructed by the interaction among social members. Ontology and epistemology help the researchers to view the world and acquire knowledge, and the third research paradigm was used to guide them in constructing research questions.

This study will discuss how digital approaches are integrated into CSP teaching in blended classrooms. Indeed, it is a branch field of International Chinese Language Education. Wang and Shi (2023) analyzed the relationship of ontology, epistemology, and paradigm of International Chinese language education from the perspective of area studies. They believed there was a two-way loop system and a trilogy system. The ontology includes the educational practice, systems, and theories while the epistemology includes a system-wide view, a spatiotemporal connection view and a China position view. Referring to epistemology, some researchers studied from a macro scope. Zhu and Hao (2023) reviewed the past 70 years of the paradigm in International Chinese language education, and they found that the paradigm research has increased and become more diverse. Besides, empirical research has increased while non-empirical research has declined. Moreover, the

quantitative, qualitative, and mixed methods have also been frequently used in the academic world. They suggested the paradigm should be chosen according to actual conditions rather than choosing a “better” one. They proposed that the biggest issue and phenomenon nowadays in the area is the imbalance in quantitative and qualitative research. Specifically, there exists bias about qualitative research while over-trusting quantitative methods with a small number of samples in many students’ theses instead. Meanwhile, other authors focus on specific trends in this area. For example, Hu (2023) reflected on the issues of modernization of Mandarin teaching in a complex paradigm. She distinguished the different issues of modern education in China and in the international context. Then, she pointed out the complicated paradigm in international Chinese language education, which contains three principles by Edgar Morin: dual logic (tradition and modernity), recycling (artificiality and intelligence), and holographic (regulation and innovation). Dual logic here means the relationship of tradition and modernity both in the unity of opposites; recycling implies the organization of artificiality and intelligence are dynamic and would not be replaced by each other. The final holographic refers to the interacting relationship between parts in innovation and the whole in regulation.

All in all, for International Chinese language education, few studies focus on philosophical views. According to the existing literature review above, ontology and epistemology are steady but sometimes would be slightly adjusted because of different research angles. In the meantime, from a theoretical perspective, many authors preferred to conduct their research aiming to solve some specific problems in positivism, interpretivism and pragmatism with mixed methods. The studies inspired the idea that we should be more serious about choosing a suitable paradigm and not be stuck with a certain formalism. In this study, “digital resources”, “Chinese as Specific Purposes”, and “blended classrooms” are the key points. Firstly, in ontology, this study will be conducted based on relativist ontology, which believes that practitioners and learners will change their minds with their experience. As for epistemology, the process investigators and responders construct the knowledge according to their dynamic experience to construct questions or acquire the knowledge, which belongs to constructivism. Finally, from a theoretical perspective, a mixed method will be chosen based on Dewey’s pragmatism in education, which highlights that learners are the centre but not practitioners, and the research objective aims to complete educational resources to help

learners effectively acquire knowledge. When choosing the specific method, the ratio of quantitative and qualitative sampling, variables, and the relationship of various elements will be seriously considered.

Research Methods/Tools

Research Methods

This study will be conducted with a mixed method of exploring case studies. It depends on the research questions at first. In this project, the main question is how digital resources affect CSP blended classrooms. It can be divided into three perspectives: digital resources, practitioners' views, and learners' views. According to these three angles, three main questions can also be put forward: 1) What kind of digital resources in the CSP blended classroom currently exist or are used? 2) How do practitioners use digital resources, what impact do the resources have in CSP blended classrooms and what are their views? 3) Do digital resources used in blended classrooms benefit CSP learners? Some of the sub-questions are shown in the following part. The first question aims to collect data to describe the characteristics of the resources. To answer this question, many current multimodal digital resources used in the CSP hybrid classroom will be analyzed, which include many texts from textbooks or different kinds of resources with various themes and content. A qualitative method helps the researcher to analyze data from details to common topics and helps them to interpret and describe the data (Creswell, 2008). Thus, a qualitative method used here is more appropriate for analyzing the distinct information and describing the features. For the second question, on the one hand, to know the teaching practice and effectiveness of classes, classroom observation in an authentic classroom is necessary to acquire first-hand data. On the other hand, in order to acquire the different practitioner's ideas of the issue and analyze the categories and relationships among possible factors, massive data such as a quantitative questionnaire approach and qualitative interviews will increase the reliability of the study. Similarly, CSP learners from different schools are majoring in different professions or those in CSP programs are mostly engaged in a variety of work. Their evaluation and feedback about the digital resources involved should be collected in a mixed data collection approach. A mixed method here provides a more comprehensive and wider perspective rather than a single method, which may help the researchers to better understand the phenomenon (Cohen, Manion, and Morrison, 2017). However, it also is a time-consuming and

costly method. Meanwhile, the method has higher requirements for researchers' knowledge and multiple abilities.

Research Tools

For the tools of data Collection, there are some research tools will be used. 1) Questionnaire: Two kinds of questionnaires for practitioners and learners will be conducted in this project to gather data from all over the world who participate in CSP courses because it is a convenient research tool. Pandey and Pandey (2015) suggested that the questionnaire is an accessible tool that is easy to prepare for gaining amounts of data. Nevertheless, the questionnaire design must be seriously designed, which includes: the types of questions, the length, options, its reliability, and validity. The weakness of the questionnaire should be noticed. For example, in this study, extensive questionnaires will be distributed to many places by Internet, but the responders' authenticity, some invalid answers may be recorded. Therefore, the examination of reliability and validity by using small-scale samples in advance may help. 2) Interview: A semi-structured Interview will be built for practitioners with open-ended questions to collect qualitative data, a tool commonly employed by researchers. 3) Observation: A classroom of observations will be conducted in some institutes to observe the usage of digital resources, and teachers' and learners' behaviors and performances will be observed and recorded. For the data analysis, 1) Secondary data analysis will be used when doing the literature review; 2) SPSS and Excel will be used to mainly analyze quantitative data; 3) Content Analysis and Thematic analysis will be used to analyze the qualitative data.

Research Questions

Chinese for Specific Purposes (CSP) is concerned with the use of Chinese in specific academic or professional contexts. In this EdD project, the teaching of CSP will be explored in the context of blended classrooms. This study will combine three main studies with the three research objectives: Digital Resources, CSP practitioners and CSP learners. It will use a mixed methodological approach with diverse research techniques such as content analysis, multi-case study, interviews, classroom observation, etc. Firstly, the characteristics of CSP digital resources will be analyzed using a content analysis theoretical framework. Then, based on the findings, we will investigate how to facilitate

the effective teaching of CSP by digital resources in the blended classroom from practitioners' and learners' perspectives. To compare the conditions of usage of digital resources in different countries and professions and shed more light on the teaching of CSP in blended classrooms. The research questions, data collection, and data analysis will be introduced respectively in brief as follows.

Study 1: Digital Resources (cross-sectional qualitative)

Research question: What kind of digital resources in the CSP blended classroom currently exist or are used?

Research content: Deploying digital resources to facilitate CSP teaching: characteristics, integration.

RQ 1: What are the characteristics of digital resources used in CSP blended classrooms, especially digitalization, differentiation, and localization from an area study perspective?

RQ 2: How do the digital resources in the CSP blended classroom reflect the effective integration of Chinese language and professional knowledge? How do the digital resources show the authentic materials?

In recent years, several documents about constructing teaching resources were issued, and an increasing number of digital resources for CSP have been generated. However, these resources are the attempt for CSP; most of the new digital materials have not been used in the real classroom. Their content and knowledge have not been experimented. Besides, due to the nature of the subject, CSP shows its differentiation, localization in different districts and industries, and its integration of language and professional knowledge should also be focused. Therefore, analyzing the characteristics of existing digital resources based on discipline features is the first step. For the first study, a cross-sectional qualitative method content analysis and thematic analysis will be used. Specifically, a range of resources will be collected in a short time, and the content and data will be compared, classified, and organized by coding approach; then, several themes will be summarized and the final reports. The findings of the first study will help to review the teaching scenes, strengths, and limitations of the current digital resources of CSP in advance.

Study 2: Practitioners' Perspective (longitudinal mixed)

Research question: How do practitioners use digital resources, what impact do the resources have

in CSP blended classrooms and what are their views?

Research content: Effectiveness of digital resources in CSP blended classroom: motivation, actual performance in classrooms.

RQ 1: What factors motivate practitioners to seek support with digital resources? What is the relationship between these motivations?

RQ 2: What digital resources do practitioners utilize to assist CSP blended classrooms? What priority do practitioners give to the resources available? How frequently do CSP practitioners use digital resources in their teaching practices? Do practitioners create digital resources by themselves?

RQ 3: How are the digital resources viewed and/or valued by practitioners?

Practitioners here include the language teachers, professional lecturers, professors, and administrators of the CSP program with different educational and major backgrounds, varying in age and teaching experience. The second study aims to figure out how digital resources are integrated into CSP blended classrooms from practitioners' perspectives with longitudinal mixed methods such as classroom observation, interviews, and case studies. According to the previous findings of teaching scenes, multi-case studies will be conducted. Firstly, initially identify the cases' places, levels, industries, and typical CSP projects. Then, build a connection among these institutes where conduct the CSP projects. During the process, classroom observation, interviews, practitioners' self-reports and classroom performance will be compared. The process of recording will use multiple analytical tools and techniques, such as a class observation sheet, online and offline questionnaires, Likert Scale, interview outlines, etc.

Study 3: Learners' Perspective (longitudinal mixed)

Research question: Do digital resources used in blended classrooms benefit CSP learners?

Research content: Effects of digital resources in CSP blended classrooms for learners: self-study, short-term language acquisition, and building of professional competence, self-efficacy.

RQ 1: Do learners actively use digital resources by themselves? What kind of resources and why?

RQ 2: Do digital resources influence students' acquisition of targeted short-term language? Do digital resources benefit the development of learners' professional or vocational knowledge and

skills?

RQ 3: Do digital resources influence learners' self-efficacy? What do CSP learners think about digital resources?

CSP learners have many opportunities to contact digital resources in a blended classroom. Therefore, a single practitioner's perspective study will not be enough, and acquisition in class and self-study after class by learners are other focal points. The learners may be majoring in some professions in university, learning vocational skills in vocational colleges, or employees who attend local CSP language programs and online courses. The third study will focus on CSP learners, aiming to figure out the effectiveness of using digital materials and learners' opinions on the issue. A longitudinal mixed method will also be used to be involved, such as interviews and the General Self-Efficacy Scale (GSES), and tests. The collecting data will include some text data from interviews, radios from scaling questions, and scores from the tests.

Conclusion 100 字

In conclusion, in this study, exploring the efficiency of the usage of digital resources in CSP classrooms has become more and more significant not only for practitioners but also for CSP learners. Different groups have different ideas, therefore in this study, important mixed methods should be used to conduct data collection and data analysis.

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Usage of Digital Resources in Chinese for Specific Purposes (CSP)

Blended Classroom — Study 2

Introduction

To know the usage of digital resources in Chinese for Specific Purposes (CSP) blended classroom. There are three angles to explore for this study: digital resources, practitioners' views as well as learners' ideas. The second study will be specifically introduced in this paper. The main research questions are: How do practitioners use digital resources, what impact do the resources have in CSP blended classrooms and what are their views? The study aims to figure out the effects of digital resources involved in CSP blended classrooms from practitioners' perspectives, such as their motivation, teaching performance and views. For this question, the chosen method is the case study method which will use some quantitative, qualitative mixed methods approach. Then, the selection of sampling includes size, representativeness, strategies will be specifically introduced. Followed by some crucial ethical considerations during the study process will be analyzed. Finally, it shows the usage of three research tools questionnaires, observations, and semi-structured interviews approach, as well as their data analysis methods respectively.

Chosen method

Before choosing a method, it depends on the research questions and types of data in this case. Firstly, it is the research content, the objective is to know the effectiveness of digital resources in CSP blended classrooms such as motivation, and actual performance in classrooms. Besides, the research sites will be a set of Chinese universities, vocational colleges, and Confucius institutions overseas with CSP programs. Then the main question put forward can consist of three levels of questions. 1) Level 1: What factors motivate practitioners to seek support with digital resources? What is the relationship between these motivations? It talks more about teachers' motivation, reasons, and time to use the materials. 2) Level 2: What digital resources do practitioners utilise to assist CSP blended classrooms? What priority do practitioners give to the resources available? How frequently do CSP practitioners use digital resources in their teaching practices? Do practitioners create digital

resources by themselves? At this level, it is related to the practitioners' individual teaching experience as well as actual performance in the class. 3) Level 3: How are digital resources viewed and/or valued by practitioners? It will be discussed according to practitioners' ideas. In general, the study will divide into two parts with a macro perspective to know the practitioners' opinions all over the world to find out some classical types of CSP learning scenarios, also, several case studies in an authentic hybrid classroom to investigate the teaching practice involved technical element materials. Thereby, these data will be collected in a quantitative way such as by spreading questionnaires everywhere conducted in CSP projects, correspondingly, some quantitative data analysis methods will be used. In addition, several case studies will be taken, and go to schools to observe and gain more data so there will be some qualitative data. All in all, the study will conduct a mixed research method with some quantitative and qualitative data collection and data analysis approaches.

According to Cohen, Manion, and Morrison (2017), mixed methods with quantitative and qualitative methods have a lot of advantages and disadvantages. For example, in this case, compared to single qualitative and quantitative methods which may be affected by researchers' ideas, the mixed method will produce a large amount of data with diverse types, which can help researchers to comprehensively analyze these data on a wider horizon. Furthermore, it can also help to resolve multiple questions when using mixed methods. Nevertheless, the weakness of mixed methods should also be highlighted. For instance, in this case with two parts of the investigation and three levels of research questions. It is much more complicated than a single method, and needs will take a lot of time to get or analyze the different data from many channels. These limitations of a mixed method bring a great challenge for the researcher. Therefore, when conducting the mixed method, researchers should have higher and more comprehensive quality.

Sampling

For sampling, according to Cohen, Manion, and Morrison (2017), several key factors should be considered: sampling size, representativeness of sample, methods of obtaining samples, strategies, and methodology. For the question of study 2, to get the practitioners' various opinions on digital resources, a more extensive survey and a small number of individual depth interviews are both necessary. For the extensive survey, a larger size of the sample will help to collect more data to

analyze the correlation of elements based on the amount of data, especially through quantitative methods, such as conducting cross-analysis from questionnaire results. Therefore, in this study, practitioners will be investigated into two kinds of sample sizes, the first sample database of practitioners ($N > 100$) will come from a more widespread CSP educational environment, through the quantitative method to acquire more data. In qualitative research. The second sample of participants ($N > 10$) will be purposely selected to conduct deeper semi-structured interviews.

Besides, the representativeness of the sample in this case also is a crucial point. Due to the Implementation status of CSP programs, in this case, practitioners mainly come from three typical groups based on their positions and CSP conducting places. The first group of practitioners in these language programs are professional Chinese language practitioners with related language educational backgrounds. They may be interning Mandarin teachers, official lecturers, professors working in universities, vocational colleges, Confucius institutes or other language institutes. The second group of practitioners are the professional lecturers who have a cooperative relationship with language teachers in some programs. The third group of practitioners are managers or administrators of related programs. These intended respondents vary in age, sex, position, and teaching experience but have some representativeness to some extent. Moreover, access to the sample in this study is also an important factor. Based on individual experience in CSP teaching in Confucius institutes, language institutes, and academic experience in domestic universities where conducting CSP programs, access to some of the samples will be possibly feasible. However, there is an issue that should not be ignored, for the other typical participants from other schools, it is significant to pursue cooperation relationships in an appropriate way as well as avoid sensitive ethical issues (Cohen, Manion, and Morrison, 2017).

In addition, the sampling strategy in this study will use a non-probability sample approach. Because of the mixed method conducted in this study, I will use a combination or mixed purposeful sampling method to identify CSP practitioners (Suri, 2011). Firstly, I will utilize extensive sampling by probability way among the large of CSP practitioners who work in domestic state universities, vocational colleges, and Confucius institutions overseas or other language institutes. According to the results, summarize some typical cases and research objectives. Then, employ a typical case

sampling method to describe and compare some typical phenomena in three groups.

Ethics

Ethical issues related to a person should be seriously considered before conducting research. According to the British Educational Research Association (2018), ethical considerations are essential for educational research, which helps to ensure that research is conducted responsibly and respectfully, to minimize harm and maximize benefits to participants and society. By upholding ethical principles, educational researchers can conduct their work in a manner that is both scientifically rigorous and socially responsible. In this part, relative potential ethical issues, and preparations for the second study facing practitioners will be considered and introduced referring to some regulations of the British Educational Research Association (2018). The first step is integrating ethical considerations from related institutes such as reviewing the public information in my universities and intended language institutes about ethical considerations and consulting the specific regulations and materials from related individuals so that I can prepare some documents in advance. These information sheets may include the research topic, objectives, participants, investigating content, recording way, and the approach to data collection and reporting. Then, get in touch with the institutes through some appropriate and legal channels with no bribery or other illegal ways.

Secondly, obtaining informed consent from participants, ensuring they are fully informed about the research's purpose, risks, and their rights. In this study, some classroom observation will be conducted, therefore, it needs to contact the directors to get approval for the research at local places meanwhile prepare some paper consent forms to signed indicate their understanding and agreement to participate. These participants include administrators, teachers, and students. It is also worth noting that the students, in this case, are mostly adult learners attending CSP courses, therefore their rights and treatment can be similar to teachers here. More significantly, pay attention to anonymity and confidentiality. For instance, when starting the survey through questionnaires in border ranges, the notice about anonymity and confidentiality should be shown with a clear position in the introduction part at the beginning. It allows practitioners to withdraw from the study at any time

without facing any negative consequences, and these will also be told to participants in advance. Additionally, some recording methods such as using a recorder pen and camera and data storage function should also be told and get approval.

Thirdly, during the process of data collection, keeping a respectful manner and tones to all the people, and using non-intrusive methods to gather data, such as observing the classroom from a distance. Be sure of communication among different groups exists no power inequality between myself and potential study participants. Besides, during the process of the semi-structured interviews when inside schools, make sure to fully respect participants' autonomy and ensure that they are not threatened or pressured to participate in the study. Moreover, this study will collect data from questionnaires, these questionnaires will be divided into two forms: online and offline. Make sure that the designed questions are legal with no bias and avoid privacy issues as much as possible, especially if there are local language teachers with different nationalities, international culture is another important factor that should be considered when having interviews or questions design. Besides, whatever forms, preventing information leakage is another crucial point. Particularly, in the study, some digital resources will be used by teachers in blended classrooms, so there are much number of resources that will be downloaded or used online. For these diverse approaches access to data from technical materials such as videos, audio, and digital coursebooks, seriously consider that the legality of resource content, resource acquisition channels, digital platforms and other details may be easily ignored. Even for some internal materials created by individuals or cooperated with some enterprises, it is necessary to protect the copyright based on laws.

Then, there is another ethical point about the storage of data, clearly communicate to participants how their data will be stored and make sure that all data is securely stored with only authorized persons having access to it. When analyzing the data, some codes for the authentic participants' names can be used to protect their privacy. At the same time, provide a clear point of contact information for the researcher for the staff of related institutes, practitioners, and learners to ask questions or raise concerns about the study. For myself, constantly consider the process and reflect on the potential impact of the study on the practitioners, learners, and the educational communities in an international context. Last but not least, being flexible and preparing some anticipated risks

and strategies with Plan A and Plan B.

Research Tools

Questionnaires

To gather more opinions from different CSP practitioners' opinions on digital materials, a questionnaire will be designed for a range of CSP practitioners. The respondents worked for different Mandarin language institutes in China and other countries. The following stages of the study were inspired by Cohen, Manion, and Morrison (2017). The intended data collection information from the questionnaires includes the following key parts: the special disciplines of CSP in the local area; sorts of digital resources; usage of the resources, barriers of applications, suggestions, etc., therefore, the questions on the questionnaires should be designed to achieve collecting these data of answers. Furthermore, these data are generated from closed questions and open-ended questions and the collected data will be analyzed by mixed quantitative and qualitative analysis methods. Meanwhile, the length of the questionnaire, structures, orders, logic, various dimensionality, Likert scale tools, format, ethical issues, and other details need to be concentrated. Most importantly, make sure about the reliability and validity of questionnaires. The reliability of practitioners' questionnaires will be estimated through Cronbach's alpha coefficient by using SPSS, and the validity will be tested through CFA using Mplus. After designing the questionnaires, a pilot test in a small-scale sample to refine the questions such as some contradictory or repetitive questions, and unclear questions. Then, distribute the questionnaire through some online Google Forms Online Survey platforms, and if necessary, print some questionnaires when meeting some special conditions for offline questionnaires. Another significant point is to make sure the range of respondents selected are CSP practitioners who are engaging in the program or have teaching experience in CSP before, so it is better to use online recruiting or recommendations by official language departments or organizations to improve the efficiency of the questionnaire. After gathering the data for a while, regularly check the answers' quantity and quality of data collection through the background platforms, such as filling time, answer types and other factors, which helps to improve the validity of the data. Finally, analyze the data and form a report.

Observation

Classroom observation is a popular method in educational study such as in evaluating teaching practices, estimating teachers' teaching skills, and students' performance. In this study, the objective of classroom observation is to collect more detailed data on teaching and learning in CSP blended classrooms and observe the influence of digital resources. Specifically, the stages are as follows. Firstly, choose participants and prepare for the classroom observation. The participants in this study will be the language or professional teachers who are responsible for CSP courses. Before observing, identify the classical sites such as universities, vocational colleges, Confucius institutes, and other language institutes. 6-10 teachers will be observed in their classrooms, and with similar numbers of people from typical groups. Program directors will be first approached before recruiting participants from teachers. After information sheets are read and consent forms are signed, teachers will be surveyed on their motivation and personal and contextual factors. Meanwhile, prepare a classroom observation scale with specific information about the research questions, and some potential issues such as observations being stopped by some emergencies. Then, these teachers will be asked to deliver one lesson to achieve a certain teaching objective (e.g., training students to write to prospective customers) through some digital resources in the class. Then, the lesson will be observed and recorded about digital resource usage status such as resource types, usage frequency, and class interaction through digital resources. To be more specific, the observer's position and role in the class can be not too obvious or interrupt the class process. The observation objects do not only include teachers' behaviours but learners' performances as well, and the features and relationships of these participants can be considered. For example, for some CSP programs, the teacher may be the staff of the language institute while their learners are the colleagues even directors. There is another special condition in this study, due to some CSP courses being far away from China or having classes online in a hybrid teaching method, for me, some typical CSP blended classrooms may not be observed offline. Therefore, to deeply know the status of this study, a remote classroom observation online is also necessary to prepare, some technologies, recording techniques, and observing content need to be adjusted. Finally, teachers' actual treatment of digital resources will be analyzed and compared with their self-reports.

Semi-Structured Interview

Semi-structured interview approach will be used in the second study with practitioners, which aims to gather more detailed and individual opinions from practitioners based on classroom observation. According to Adams (2015), under semi-structured interviews, the researcher will communicate with one participant at a time, and the questions will be about “What” and “Why” questions. For the conducting process, he presented five stages of semi-structured interviews: identify the participants and arrange interviews; prepare outlines of interviews; start the interview; complete interview skills; compile and analyze data then deliver a report. For the first step, the interviewees are not only teachers who are involved in classroom observation but also some administrators in these institutes. For those CSP classroom teachers, there will be two times of interviews including a pre-interview and a post-interview arranged before and after class respectively. As for the outline, the pre-interview will be conducted in terms of teachers’ understanding of digital resources, their motivations about why chose these digital resources and how teachers will use these resources in classrooms to achieve teaching objectives. After the class, another post-interview will be about self-evaluation, feedback, and learners’ performance. During the procedure, some details should also be paid attention to such as the question types, language, private issues, interviewer's tone, and research equipment usage. In addition, a semi-structured interview is better to be processed in a relaxed and comfortable environment, therefore, the interviewer will guide a pace of communication to deepen or horizon the questions in an appropriate way (Adams, 2015). Finally, combine and analyze the data, especially the similarities, and differences among the answers given by CSP teachers and other key points in the final report.

Data analysis methods

For this study question, mixed data analysis methods will be used. According to Cohen, Manion, and Morrison (2017) introduction to data analysis, some methods may be considered to use integrated this study. Because the collected data have both quantitative data mostly from questionnaires and qualitative data from observation and interview, both data analysis methods should be used. For one thing, the questionnaires include some scale questions such as “satisfaction” from the Five-levels Likert Scale, these data need to be calculated and ranked. For another, this

study aims to know the practitioners' opinions and performance so that there will be much of the “comment” data. There are some qualitative analysis methods such as content analysis, narrative analysis, discourse analysis, thematic analysis, and grounded theory. According to the features of the data, the content analysis and theme analysis are more appropriate.

Specifically, first of all, for the data from questionnaires, some tools such as Excel and SPSS tools can be used to generate some graphs, charts, and tables. Based on the large of data collected through online questionnaires, some data analysis methods can be used. For example, descriptive statistics will be conducted to estimate the categories and characteristics of digital resources visually, and cross-analysis and regression analysis will be used to figure out the relationships, causality and connections between variables, such as distinguishing the usage status of digital resources the in different respondents with different occupations (e.g. language teachers, professional teachers, administrators), organizations, sex, ages, countries, or districts. Also, it can get a specific percentage of the satisfaction and frequency of current CSP digital resources in the market etc. Moreover, some open-ended questions such as “What is your opinion?”, “What are your suggestions” can acquire some specific and real thoughts anonymously filled by respondents. In addition, some qualitative data obtained through observation can give more information for the study, such as content analysis. It is used to analyze not only texts but also visual materials, it can code words by using the tool software VIVO, and then calculate the frequency of groups of words, which helps to know the frequency and concept of Mandarin words or phrases in the visual materials in this case. Meanwhile, the thematic analysis method helps to demonstrate the various themes by analyzing and concluding practitioners' individual opinions about digital materials used in CSP blended classrooms according to their experiences with digital resources in blended classrooms.

Conclusion

In conclusion, the questions in this study aim to figure out the effectiveness of digital resources used in current CSP programs. The mixed method with both quantitative and qualitative methods will be used during the whole process of studying some useful research tools. However, the measure has positive and negative impacts on the research, therefore, being flexible according to the actual

conditions.

References

Adams, W.C., (2015) 'Conducting semi-structured interviews. *Handbook of practical program evaluation*, pp.492-505. Available at: URL: https://www.researchgate.net/publication/301738442_Conducting_Semi-Structured_Interviews (Accessed: 13 January 2024).

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Suri, H., 2011. Purposeful sampling in qualitative research synthesis. *Qualitative research journal*, 11(2), pp.63-75. Available at: <https://www.emerald.com/insight/content/doi/10.3316/QRJ1102063/full/html>

British Educational Research Association. Available at: <https://www.bera.ac.uk/> (Accessed: 11 January 2024).

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:					
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:					
4	Campus:					
5	E-mail address:					
6	Contact Telephone Number:					
For students:						

7	Student Number:	
8	Programme of Study:	
9	Director of Studies/Supervisor:	

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)	☐		

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	[List any other relevant documents here] ☐

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	☐
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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:			
2	Proposed start date:		Proposed end date:	
	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>			
3	Purpose of Research Activity (this box should expand as you type)			
4	Research Question (this box should expand as you type)			
5	Aims of Research Activity (this box should expand as you type)			
6	Objectives of Research Activity (this box should expand as you type)			
	Proposed methods (maximum 600 words) 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	(this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	(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 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:	☐	☐
	(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?	(this box should expand as you type)
11	Who will the participants be?	(this box should expand as you type)
12	How will you identify the participants?	(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			

	<i>(this box should expand as you type)</i>
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	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			
	<i>(this box should expand as you type)</i>			

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: In this case, the research will conduct some research tools such as questionnaires, interviews, and classroom observations. The participants are mostly Chinese language teachers, professional lectures, and some managers, there may be some anticipated risks for participants as follows: 1) Privacy risks: the questionnaire may include some necessary but private information such as working places; 2) Biases risks: it may happen because some of the teachers in this case not only includes Chinese but there are several local teachers, therefore, the questions may include some national issues which brings some international biases and stereotype; 3) Technical risks: the questionnaires will spread to many countries, some of places may have technology and internet limitation. <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: Be serious when designing the questions in the questionnaires and consider them more comprehensively. <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		
	Adjust or withdraw some information immediately, and provide my email on the page to help participants connect with me in time.		

	<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) Stereotype Risks: some of the questions for interviews and questions will be designed by my individual experience which may bring some stereotypes; 2) Managing data risks: the data of questionnaires and interviews, recording have the risk of being lost because through the internet. 2) Technical and internet risks: some of the data may not be delivered overseas because of unstable internet. 3) Stress risks: when conducting this study, a full-time job will increase my stress on the study, therefore, some physical and mental issues may emerge. <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: 1) To be more subjective and consult others about the studies; 2) Backup the data; 3) Do exercise regularly during the process of research and evaluate mental and physical health regularly. <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) The copyright issue: some of the digital resources used by practitioners may be produced by institutes, and they are not publicly published therefore check the copyright issue in advance and double-check when reporting. <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: Keep in touch with the directors of these institutes, and get their permission about conducting research. <i>(this box should expand as you type)</i>	
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems		
	Risk to the environment: There are no environmental risks. <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: There are no environmental risks. <i>(this box should expand as you type)</i>	

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.	pending		

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? The most of feedback official reports and research results will be shown to participants after publicly published. <i>(this box should expand as you type)</i>
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.
	Contact institutes or practitioners and deliver my recommendation letter from the university and some other individual necessarily information. Before conducting the observation, prepare paper documents with adequate information about research content, and risks for participants to read and sign. If the study not be approved in one site, get some reasons and adjust objects flexibly. <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)The questionnaires will be filled out anonymously. However, some study sites need to conduct case studies in an authentic classroom, therefore, some data will not be always anonymous. 2) Delete some identifying information such as some institutes' names or titles which have some directional information. 3) The procedures for the treatment of data should be legal. <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.	☐ yes	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	2 Participants' titles need to be provided to analyse the relationship between digital resources and teaching experience but it will not be publicly presented. <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),	yes ☐	☐
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(a)The research will distinguish the differences status of usage of digital resources from an area study perspective, so the nationalities or living places of respondents need to be collected. <i>(this box should expand as you type)</i>		

	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:		
	1)The data will be security encrypted and set passwords with a higher security, which can protect some sensitive data. 2) Have data backups regularly, which helps to avoid some emergencies such as losing private equipment or equipment broken; 3) Use a rigid disk except for individual computers; 4) Control the number of people and identify their identities then when giving others access to the data. 5)The reports will not mention the participants' real names and will also not give some suggestive information. <i>(this box should expand as you type)</i>		

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:		
	Me and the Directors of the EdD programs. <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:		
	Me and the Directors of the EdD programs.		

	<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.		
	Yes. The data will be security encrypted and data backups regular in private equipment. <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>		
	Yes, for thesis. <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:		Date:

For STUDENT Submissions:

2	Director of Studies/Supervisor:		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

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.