APPLICATION FOR ETHICAL APPROVAL

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.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Bethan Hannah Phillips			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student	☐

Faculty/School/Centre:	Yr Athrofa (Initial Teacher Education/Training)
Campus:	Swansea
E-mail address:	1902994@student.uwtsd.ac.uk
Contact Telephone Number:	07496521449
For students:	
Student Number:	1902994
Programme of Study:	TAR Cynradd gyda SAC (PGCE Primary with QTS) (Wels-medium pathway)
Director of Studies/Supervisor:	Catherine Morgan

SECTION B: Approval for Research Activity

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	
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	☐		
	Faculty Research Committee	☐		
	Other: **Catherine Morgan**	☒	**17/12/19**	

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, 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.	
UWTSD Research Ethics & Integrity Code of Practice (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf)	☒
UWTSD Research Data Management Policy (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/strategies-policies/Research-Data-Management-Policy-27.01.16.pdf)	☒
BERA Ethical Guidelines for Educational Research (4th ed., 2018) (https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online)	☒
EWC Code of Professional Conduct and Practice (https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html)	☒
ESOMAR World Research Codes and Guidelines for Interviewing Children and Young People (https://www.esomar.org/uploads/public/knowledge-and-standards/codes-and-guidelines/ESOMAR_Codes-and-Guidelines_Interviewing-Children-and-Young-People.pdf)	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		**YES**	☐	**NO**	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared.as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		**YES**	☐	**NO**	☐
Are you in receipt of a KESS scholarship?		**YES**	☐	**NO**	☒
Is your research externally funded		**YES**	☐	**NO**	☒
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	**YES**	☐	**NO**	☒
	Employed	**YES**	☐	**NO**	☒
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**	☐
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

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				

SECTION E: Details of Research Activity

Indicative title:	The effects of visual and auditory resources on the learning experiences of Foundation Phase pupils (Reception and Years 1 and 2, ages 4-7)		
Proposed start date:	03/02/20	Proposed end date:	21/02/20

Introduction to the Research (maximum 300 words)

Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below:

- *Purpose of Research Activity*
- *Proposed Research Question*
- *Aims of Research Activity*
- *Objectives of Research Activity*

Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain

- *What the research activity will add to the body of knowledge*
- *How it addresses an area of importance.*

Purpose of Research Activity

The purpose of this research activity is to enhance the principal researcher's teaching knowledge to benefit the quality of educational experiences that children receive during the researcher's future career.

By conducting research to determine the effects of visual and auditory resources on the learning experiences of Reception, Year 1 and Year 2 pupils, and evaluating how further and consistent implementation of such resources would reap long-term benefits in their further education, the principal researcher will be able to understand and reflect upon how their teaching techniques can be further developed to provide a higher quality of education.

Research Question

The principal researcher's question will aim to evaluate and understand the effects – be they positive, neutral or negative – of visual and auditory resources on the learning experiences of Foundation Phase pupils in Reception, Year 1 and Year 2 during a lesson.

Aims of Research Activity

This research activity aims to:

- Target, test and evaluate whether visual and auditory resources, separate or combined, have a positive, negative or neutral effect on the learning experiences of children within the Reception, Year 1 and Year 2 classes.
- Expand the researcher's knowledge regarding such aids and how they may be further used and developed to promote effective practice and effective learning in the Foundation Phase.

Objectives of Research Activity

- To collaboratively plan a lesson where the principal researcher may determine which visual and auditory resources to test;
- To observe and evaluate the subjects' reactions to the resources employed in the lesson;
- To observe the same lesson taught to a different class of pupils, noting their reactions and behaviours;
- To gather feedback about the learning experiences of Foundation Phase pupils via a general whole-class observation;
- To gather **specific** feedback about the learning experiences of pre-selected student representatives following the lesson(s) during follow-up interviews;
- To compare the results of **three case studies** across three different Welsh-medium schools in the Lon Las network and evaluate the effects of these resources on children's learning experiences across the Foundation Phase, ultimately investigating which resources work best and why;
- To consider the future of the principal researcher's research and practice considering the results gathered from the evaluation of the case studies, including the feedback from the selected pupils (a total of **nine** across the three schools and case studies);

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.

This research activity will use the **lesson study** method, a **collaborative** method of action research that focuses on the development of teachers' practice. The Japanese-designed lesson study has become a widely used method in the West as an evaluative process in the improvement of classroom practice and pedagogy (Dudley, 2011). A lesson study is a cycle of **three elements**: Planning, Observation (of Teaching and Learning), and Reflecting (students and teachers). While planning, the

teachers target an aspect within their practice that they would like to improve and jointly plan a lesson that tests this aspect. During the observation, this lesson is taught while the other teachers observe (non-participatorily) the implementation of this aspect in practice, noting its effects on student learning and teacher practice. While reflecting, the teachers identify three 'case' students who represent three levels of ability within the class and interview them using prepared questions that gather data regarding the focus of the lesson study (Dudley, 2011). Using this information, the lesson is adapted and taught again by another teacher, and so on. In this study, the principal researcher will work and plan accordingly with two other researchers on the TAR pathway, and will plan a single lesson utilising visual and auditory resources to teach within three different classrooms: two Reception classes (ages 4-5) and a mixed Year 1/2 classroom (ages 5-7).

The **observations**, in which we may gather information on the children's learning preferences and abilities (WAG, 2008), will be conducted by the researchers and notes will be recorded on a pre-prepared sheet (see 'Cymorth: (Gweledol…)'), itself partially based on three questions designed by the researchers in relation to the aid(s) tested, and the Leuven Scale of Engagement (https://www.early-education.org.uk/sites/default/files/ExperientialEducationIntro%282016%29%20%287%29.docx).

The researchers will use **semi-structured, focus group interviews** in pre-determined spaces to interview the selected students**.** A focus group consists of a small number of participants involved in a discussion with a 'moderator' seeking to gain insight on a topic (Hennessy & Heary, 2005), and a semi-structured process allows the researcher(s) to pre-determine questions for the group whilst also allowing room for exploration into responses on a deeper level (Given, 2008). These methods are most appropriate for this study as it allows the participants to freely express their opinions about the topic, allowing the researchers to understand what to change and why.

Student participants will be between the ages of 4 and 7 (Reception to Year 2), and as noted by Dudley (2011), this research activity requires that **three students** be interviewed following each research lesson (total of **nine** students). Using a series of questions designed by the researchers (see 'Cwestiynau Arsylwi'). It is intended that specific comments and reactions regarding engagement as a result of the techniques employed are collected to enhance the observation notes. **Each interview will be recorded audially and transcribed,** as audio recording is a key method within focus group interviews (Stewart, Shamdasani, & Rook, 2007) and is most essential in ensuring that **all** data is collected and correct upon evaluation. Students will be reminded of their right to withdrawal during the study and their comfort will be ensured during the interview process, i.e. seating arrangements, icebreakers, etc.

Following each interview, the researchers will use the students' reflections to inform their own **reflections** (see 'Adfyfyriad'), which is based on the Kolb model (1984). The Kolb model is appropriate for this study as the four-stage model complements the lesson study process and will allow for authentic and detailed reflection on each stage.

Because the principal researcher's chosen pathway is Welsh-medium (TAR Cynradd), the research lesson, transcripts, lesson plans, and notes will be in Welsh.

References

Dudley, P. (2011) *Lesson Study: A Handbook* [PDF] Available at: https://lessonstudy.co.uk/wp-content/uploads/2012/03/Lesson_Study_Handbook_-_011011-1.pdf (Accessed: 17 December 2019)

Hennessy, E. & Heary, C. (2005). Exploring children's views through focus groups. In S. Greene and D.M. Hogan (Eds.), *Researching children's experiences: Approaches and methods* (pp. 236-252). London: Sage.

Stewart, D. W., Shamdasani, P. N., & Rook, D. W. (2007). Focus groups: Theory and practice. Thousand Oaks, CA: Sage Publications.

WAG. (2008) *Observing Children* [PDF] Available at: https://hwb.gov.wales/storage/74f7c7cc-d337-4fd0-9604-27b3d1a5746d/observing-children.pdf (Accessed: 17 December 2019)

Location of research activity
Identify all locations where research activity will take place.

This research will take place within **three UWTSD APLP partner schools** considered 'excellent' by the Estyn inspectorial body. These schools will be:

- A town school in the Neath Port Talbot LEA with an estimated 400 pupils (principal researcher's school) (School U);
- A city school within the Swansea LEA with an estimated 200 pupils (first research partner's school) (School W);
- A town school within the Swansea LEA with an estimated 600 pupils (second research partner's school) (School Y);

The research lessons will take place **exclusively** within the following classrooms:

- A mixed Year 1/2 class (principal researcher's school);
- Two Reception classes (research partners' schools);

The follow-up interviews will take place in a **reserved space** on school grounds following each lesson under the supervision of a member of school staff, preferably a senior member, to ensure that all aspects of the interview run according to the ethical standards outlined by BERA, ESOMAR, and the University, and to ensure decreased risk during each interview process. The reserved space will provide comfort to the participants to relieve any tension and apprehension. Should they still feel apprehension or an unwillingness to be interviewed, the researchers will kindly remind them of their right to withdraw and ensure that the correct steps are taken should they decide to opt-out.

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.

Not Applicable

Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**NO**	☒
	YES	☐

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 prevailing data protection law of the country in question and England and Wales.

SECTION F: Scope of Research Activity

Will the research activity include…?	**YES**	**NO**
Use of a questionnaire or similar research instrument?	☐	☒
Use of interviews? **(Focus group interviews)**	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording? **(Audio recording for interviews <u>only</u>)**	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups', etc. Please indicate the type of data collection method(s) in this box and tick the accompany box.		
Details of any other primary data collection method: • **Non-participant observation:** The researchers will undertake a non-participant observational approach to ensure that no intervention affects the findings collected during each lesson study. • **Focus group interviews:** Each set of interviews will be observed by a member of school staff to ensure that each group interview is performed ethically and within the child participants' rights) • **Lesson reflections (Kolb model):** The researchers will reflect on the lessons after each taught session using the Kolb model of reflection.	☒	☐

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

Who are the intended participants?	**YES**	**NO**
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☐	☒
Vulnerable adults?	☐	☒
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
Other – please indicate here:		

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	There are an <u>estimated</u>: • **30** pupils in the mixed Year 1/2 cohort; • and **30** pupils in each Reception cohort; Provided consent is given for all students, this research expects a **whole-class participation** during the lessons studied. While all students will participate in the research, **3** student representatives will be selected from each class for follow-up interviews following the lesson taught.
Who will the participants be?	The participation of the **whole class** will be determined following the written consent of parents and the **three** primary participants will be selected from both this process and through joint agreement with the classes' usual teacher (the researchers' class mentors). Following the return of formal consent from the parents for general participation, a **second consent form** will be dispatched to the **pre-selected participants'** parents/guardians for further consent. **Three participants** will be selected from each case study school for a total of **nine participants.**
How will you identify the participants?	In alignment with the expectations of the lesson study method, the pre-selected participants from each cohort will be selected to represent different levels of ability. For this study, this selection will ensure that the researchers target how the methods utilised in the research activity affected students, and how they may continue to

	effect Foundation Phase students at different levels of academic ability. In the event of illness or authorised absence, reserve pupils will be selected with input from the class teachers. At least **two reserve pupils** will be selected for each representative to ensure that each participant space will be filled in the event of absence. All students will be pre-determined in collaboration with the class teachers (the researchers' class mentors) to ensure an agreement between the school and the University. Once selected, written consent will be provided by the class teachers and further consent will be requested from the parents/guardians to secure ethical measures are taken at all levels.

Information for participants:	**YES**	**NO**	**N/A**
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation? **(Consent: Parental; Assent: Participants)**	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			

Information for participants:	**YES**	**NO**	**N/A**
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
Not Applicable			

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.		
Full risk assessment completed and appended?	**Yes**	☐
	No	☒

Risk(s) to participant(s)
For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk(s) to Participant(s):	*How you will mitigate the Risk(s) to Participant(s):*
1. Unpredictability of emotional responses during the interview (nervousness resulting in an unwillingness to respond); 2. Conducting the research without the written consent of the parents, students, school, etc.; 3. Data protection; 4. The effect of the research interviews on the unselected children's self-esteem; 5. Anonymity of participants.	1. Ensure that participants are aware that they are free to withdraw at any time or that a trusted member of staff is present for emotional support. The researchers will ensure participant comfort regarding interview space (safe and familiar) and questions. The purpose of the research will be explained to the child upon request or feelings of insecurity, and the researchers will maintain a relaxed and casual demeanour where appropriate due to the age and maturity of the participants involved. The participants will be reminded of their right to withdrawal at any time. 2. Ensure that **all** consent forms are provided and returned by the date explicitly given on the consent form (16/01/20) and that the research conducted and consent obtained aligns with GDPR regulations and guidelines (https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/) and the University's Data Management Policy. 3. Ensure that **all** data collected and collated during the research is uploaded to the safe and secure Cloud storage system as provided by the University. 4. The researchers will reward all participants, general and pre-selected, following the research activity. This reward will align with the partner schools' policies and current practices to ensure a degree of familiarity. 5. Ensure that all data is collected in accordance with the BERA, EWC and University policies regarding anonymity and that the anonymity of data is explained to the participant and their parent(s)/guardian(s) in advance and before the research is conducted. **Guidelines:** • **UWTSD Research Ethics & Integrity Code of Practice** (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf) • **UWTSD Research Data Management Policy** (https://www.uwtsd.ac.uk/media/uwtsd-

	website/content-assets/documents/strategies-policies/Research-Data-Management-Policy-27.01.16.pdf) • **BERA Ethical Guidelines for Educational Research** (https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online) • **EWC Code of Professional Conduct and Practice** (https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html) • **Guide to the General Data Protection Regulation (GDPR)** (https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/)
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 illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
Not Applicable	
Risk(s) to investigator(s) For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
Risk(s) to Investigator(s) could include: 1. The risk of accusation of impropriety by the students involved and/or misinterpretation of student comments to another adult. 2. Accusations of falsifying data; 3. Personal and irrelevant information revealed by the participant that puts them and the interviewer at risk; 4. Personal health and safety.	*How you will mitigate the Risk(s) to Investigator(s):* 1. To ensure that this risk is mitigated, the researcher would prefer that, in addition to the collaborative researchers' presence during the interview process, a senior member of school staff remain present. If this is not possible, the researchers will ensure that the interview room is close to the classroom or near a responsible and official member of staff. The researchers will also follow the BERA, ESOMAR and the University's guidelines to ensure that all codes of conduct and practice are followed accurately, and all interviews are performed ethically. 2. The researchers will ensure that all data is noted accurately, and no false information is included in the notes, transcriptions and all other forms of collected data. 3. In this scenario, the researchers will stop the research activity and follow the University's Code of Ethics, after which they will consult the University's Ethics Committee for advice on how to proceed further. 4. To avoid this, the researchers will conduct the interviews in a space near a classroom or a member of staff. **Guidelines** • **BERA Ethical Guidelines for Educational Research**

	(https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online) • **EWC Code of Professional Conduct and Practice** (https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html) • **UWTSD Research Ethics & Integrity Code of Practice** (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf) • **ESOMAR World Research Codes and Guidelines for Interviewing Children and Young People** (https://www.esomar.org/uploads/public/knowledge-and-standards/codes-and-guidelines/ESOMAR_Codes-and-Guidelines_Interviewing-Children-and-Young-People.pdf)
University/institutional risk(s) For example: adverse publicity, financial loss, data protection	
Risk to University: 1. Data protection. 2. Poor representation of the university by the researchers, resulting in a poor relationship between the partner school(s) and the University.	*How you will mitigate the Risk to University:* 1. The researcher and their partners will reach an agreement with the University over data protection and follow the University's data protection guidelines and requests accordingly to ensure that the University and the researcher retain their integrity. Using guidelines provided by the University, BERA and the GDPR, the researchers will ensure that all data is deleted when appropriate and that no data unrequired by the research is collected. 2. The researchers will ensure that they follow the guidelines provided by the EWC, BERA and the University, and ensure that they represent the University in a professional manner. **Guidelines:** • **UWTSD Research Ethics & Integrity Code of Practice** (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf) • **UWTSD Research Data Management Policy** (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/strategies-policies/Research-Data-Management-Policy-27.01.16.pdf) • **BERA Ethical Guidelines for Educational Research** (https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online) • **EWC Code of Professional Conduct and Practice** (https://www.ewc.wales/site/index.php/en/fitness-to-

	practise/code-of-professional-conduct-and-practice-pdf.html) • **Guide to the General Data Protection Regulation (GDPR)** (https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/)

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**
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback
What de-briefing and feedback will be provided to participants, how will this be done and when?

Student participants, despite their young age, will be de-briefed in a manner discussed with the researchers' class mentors. This could include providing stickers as a reward; however, this reward will not be discussed beforehand as this could lead to 'incentivisation', thus disrupting the flow of the lesson and producing erroneous results. All students, general and pre-selected participants, will be 'rewarded' and thanked for their co-operation.

Student participants will be reminded of the confidentiality of their answers in a mode most appropriate for their ages and understanding, determined collaboratively between the researchers and the class teachers.

Due to the participants' young age, it is unanticipated that they will request written or formal feedback at their own volition. However, if **parents/guardians** request feedback from their child's participation, copies of the observation notes on their child **only** will be shared. Notes on other children will be redacted to ensure the anonymity of others.

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.

As the principal researcher, I will prepare a letter to distribute to parents that I shall expect them to return within the week they are dispatched, i.e. dispatched on the Monday and returned on the Friday. This letter will explain to parents the requirements of the research, outline any potential risks and will allow them to remove their children from the research lesson if so desired. Informed consent by the parents is vital to ensure that the children's responses during the interviews may be recorded via audio so that transcripts of their responses may be created for evaluative purposes. The letter will also outline that the data will be destroyed following the result of the research paper.

Information provided to parents/guardians for informed consent will include:

- Project title;
- Principal researcher's name and contact information (university email address);
- Confirmation of information receipt and the permission to ask any questions about the research activity;
- Confirmation of voluntary participation or exclusion from the study, and acknowledgement of their right to withdraw at any time;
- Acknowledgement and confirmation of understanding regarding confidentiality and anonymity of data collected;

- Permission for child's participation;
- Signature box for informed consent;

Overall, consent will be provided by:

- The partner schools (general consent);
- The class teachers (researchers' class mentors for PTE1 Block 2) (general consent and interview participant approval);
- The student participants (continuous assent);
- The parents/guardians (informed consent);

The research will be discussed appropriately with the students, but measures will be taken to ensure that this knowledge does not affect the findings of the study. The student participants will be reminded of their right to withdraw from the study, in accordance with their rights as outlined by the UNCRC (Article 12) (https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf) and the International Charter for Ethical Research Involving Children (2013) (https://childethics.com/charter).

Continuous assent will be obtained from the students by way of colour-coded facial expression cards (smiley face/no expression/frowning face) or a traffic-light card system (green-yellow-red = happy-unsure-unhappy), to show their willingness or unwillingness to continue. These methods would be most appropriate for their ages (4-7).

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.

During the data collection process, the participants' names will be kept confidential and extreme measures will be followed to ensure that anonymity factor heavily in the retention of privacy for all participants, whole-class and pre-selected interviewees. The pre-selected participants will be labelled 'Child A' through 'Child Ff' (Welsh alphabet due to the medium of the partner schools and the researchers' PGCE pathway) and only forename-surname initials will be noted to track these students through the lessons. Whilst transcribing the audio recording, these pseudonyms will be used again. When collecting the data and evaluating in the body of the paper, no personal information will be used to identify these children personally, such as date of birth, physical appearance, etc. to ensure that the participants are protected at all levels of possible identification. If the participants should name any individuals during the interview process, these names will be redacted or replaced by alternative names to further ensure protection. Additionally, **no schools will be named** during the research activity and paper and will thus be replaced by appropriate **pseudonyms.**

Guidelines

- **UWTSD Research Data Management Policy** (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/strategies-policies/Research-Data-Management-Policy-27.01.16.pdf)
- **BERA Ethical Guidelines for Educational Research** (https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online)
- **EWC Code of Professional Conduct and Practice** (https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html)
- **Guide to the General Data Protection Regulation (GDPR)** (https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/)

This data will be protected online via the University's Cloud storage system and any paper-based notes will be: 1) scanned onto the Cloud system, and 2) kept in a safe and protected storage location to ensure that all data collected is kept private and confidential from the eyes of non-researchers.

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (http://uwtsd.ac.uk/library/research-data-management/).

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**
"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.*	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
Does it involve special category data (as defined by the GDPR)?	**YES**	**NO**
"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:		

Will the research activity involve storing personal data and/or special category data on one of the following:	**YES**	**NO**
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☒	☐
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
Manual files: Observation notes will be collected and collated on manual, paper-based sheets during the research activity. Following the research activity, these paper files will be digitized as		

appendices. The paper files will be stored in a safe place until the university mandates their destruction.

Laptop computers…memory sticks: The researcher will use their laptop computer to save the data prior to its transfer to the Cloud storage system. Following the transfer, the researcher will ensure that any sensitive data is deleted in the presence of another credible person, such as a colleague or a member of university staff.

Cloud storage: During the evaluation process, the digitized files and any additional information collected and collated during the research activity will be stored on the researcher's University-provided OneDrive cloud storage system. The researcher will password protect the file containing this information and the data will remain on the cloud storage system until the university mandates their destruction.

The researchers will perform the following to ensure data protection continuously:

- Replace all names with **pseudonyms,** i.e. Child A, B, C; School X, Y, Z…
- Store the paper-based data in a safe place;
- Store the digital data on the University-based One-Drive system within a password-protected or encrypted files;
- Password-protect or encrypt any files kept on a laptop computer;

Guidelines:

- **UWTSD Research Data Management Policy** (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/strategies-policies/Research-Data-Management-Policy-27.01.16.pdf)
- **EWC Code of Professional Conduct and Practice** (https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html)
- **Guide to the General Data Protection Regulation (GDPR)** (https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/)

All Data Storage

Will the research activity involve any of the following activities?	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☒	☐

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):

Electronic transfer of data: Digitized files will be encrypted and transferred to the University's Cloud storage system. All data transfers will align with the GDPR guidelines (https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/) and

the University's Data Management Policy (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/strategies-policies/Research-Data-Management-Policy-27.01.16.pdf).

Sharing of data with others at the University: Because of the collaborative nature of the study, the data collected during the research activity will be shared with the researcher's collaborators **only**. As per the nature of a research paper, this data will be shared anonymously through its evaluation in the body of the work. According to GDPR guidelines, this sharing of data aligns with **Category 1 (Sharing for joint purposes)** (https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/) (https://www.information-compliance.admin.cam.ac.uk/data-protection/guidance/data-sharing)

Data archiving: The data collected during the study will be archived until the result of the research paper. Once the grade is received, this data will be wiped from the Cloud system and all paper-based data will be shredded.

List all who will have access to the data generated by the research activity:

Access to the **raw** data will be granted to:

- Bethan Phillips (principal researcher) (Student number: 1902994)
- Carly Rees-Morgan (co-collaborator) (Student number: 1904429)
- Jasmine Collins (co-collaborator) (Student number: 1900793)
- Catherine Morgan (module leader) and associates (i.e. assignment markers)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

Custodians for the data will be:

- Bethan Phillips (principal researcher) (Student number: 1902994)

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.

The data collected during the research activity will be kept via:

- Paper-based data collection sheets designed by the researchers;
- Digitized copies of the data;

This data will be scanned and uploaded to the University's protected Cloud-based system, in partnership with Microsoft, and all paper-based items will be kept safe in a private and protected location (i.e. a locked cupboard or drawer) at the researcher's home until the destruction of this data is required (i.e. following the result of the research paper).

All digitized data will be backed up via an **encrypted memory stick** purchased specifically for the research project and a Data Management plan will be designed collaboratively between the researchers as required by GDPR guidelines (https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/)

Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)*

Not Applicable

Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	☒
	NO	☐
	YES	☒

Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	**NO**	☐

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

Signature of applicant:	Bethan Phillips	**Date:** 17/12/19

For STUDENT Submissions:

Director of Studies/Supervisor:	CATHERINE MORGAN	**Date:** 17/12/19
Signature:		

For STAFF Submissions:

Head of School/Assistant Dean:		**Date:**
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 (and have NOT completed Section H of this form) (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 Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND 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.
You will be informed of the outcome of your claim by email; therefore, it is important that you check your University and personal email accounts regularly**.**

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.

This form is available electronically from the Academic Office web pages:
http://www.uwtsd.ac.uk/academic-office/

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties.** Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval; this includes assignment work as well as dissertations.

PG2 / E1 FORM

Dyddiad: _____ Amser: _____ Dosb.: _____

Cymorth: (Gweledol / Clywedol) : _____

Plentyn A	Cadw sylw yn ystod y cyflwyniad				
	Defnyddio'r adnodd yn ystod yr ADC				
	Defnyddio'r adnodd yn ystod y cloi				
Plentyn B	Cadw sylw yn ystod y cyflwyniad				
	Defnyddio'r adnodd yn ystod yr ADC				
	Defnyddio'r adnodd yn ystod y cloi				
Plentyn C	Cadw sylw yn ystod y cyflwyniad				
	Defnyddio'r adnodd yn ystod yr ADC				
	Defnyddio'r adnodd yn ystod y cloi				
Holl Ddosb.	Cadw sylw yn ystod y cyflwyniad				
	Defnyddio'r adnodd yn ystod yr ADC				

Graddfa Leuven o ran Ymrwymiad

Plentyn A	Cyf.	1 2 3 4 5	
	ADC	1 2 3 4 5	
Plentyn B	Cyf.	1 2 3 4 5	
	ADC	1 2 3 4 5	
Plentyn C	Cyf.	1 2 3 4 5	
	ADC	1 2 3 4 5	
Holl Ddosb.	Cyf.	1 2 3 4 5	
	ADC	1 2 3 4 5	

Cwestiynau Arsylwi

Ysgol: _____ Dyddiad: _____ Amser: _____

Plant: _____ Dosbarth: Derbyn Blwyddyn 1/2

	Cwestiwn Ymchwil		Atebion
1.	Beth hoffoch chi am y wers heddiw? • Pam? • Pam nai?	___	
		___	
		___	

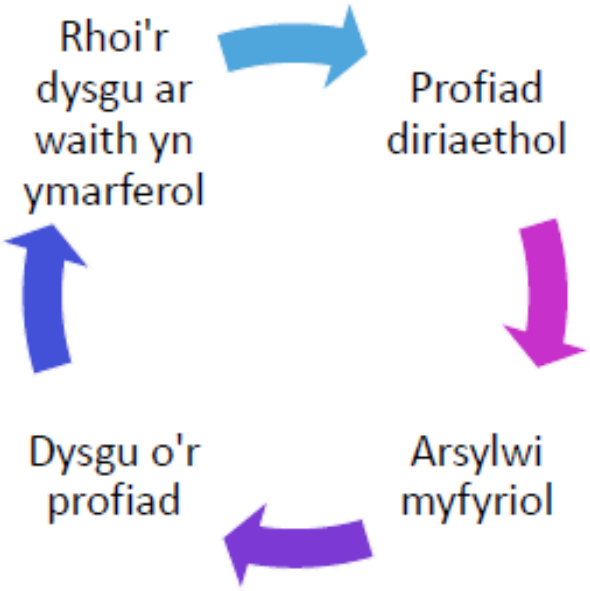
2.	Beth helpoch chi i gyflawni'r dasg? • Sut? • Beth helpoch chi'r fwyaf?	___	
		___	
		___	
3.	A wnaeth yr adnodd(au) yma helpu chi i ddeall? • Pam? • Pam nai?	___	
		___	

		|	
4.	Beth ydych chi'n hoffi defnyddio i helpu chi i ddysgu? • Pam?	|	
		|	
		|	

Atebion Ychwanegol

Adfyfyriad: _____

(Yn seiliedig ar fodel adfyfyrio Kolb)



Profiad diriaethol (Concrete Experiences) 1. Pwy? 2. Beth? 3. Pryd? 4. Ble?	

Arsylwi myfyriol (Reflective Observation) (Pam?) • Beth oeddwn i'n ceisio ei gyflawni? • Pam y gwnes i ymateb/adweithio fel hyn? • Beth oedd y canlyniadau/canlyniadau i'r cyfranogwyr a fi? • Beth oedd teimladau'r cyfranogwyr? Sut ydw i'n gwybod hyn? • Sut ac a allaf wella'r wers y tro nesaf? • Sut ac a allaf i benderfynu ar y camau nesaf? • Oes angen i mi wneud addasiadau i ddilyniant y wers? Adnoddau? Ayyb.	
Dysgu o'r profiad • A allwn i fod wedi rheoli'r sefyllfa'n well? Sut? • Canlyniadau camau amgen i'r cyfranogwyr? Cysondeb • Digwyddiadau parhaus neu dros dro? • Digwyddiadau canolog? • Ddwfn neu'n arwynebol? (Gofyn cwestiwn tebyg yn wahanol?) Cynnwys • Hunan-fyfyrio? Cysyniadau	

• Rhesymau dros y gweithredoedd; • Pam y gwnes hyn? Canlyniadau • Canlyniad yr hyn a ddigwyddodd;	
<u>Rhoi'r dysgu ar waith</u> • Beth ydw i eisiau? • Beth rwy'n meddwl y gallaf ei gyflawni? • Sut fydda i'n gwybod pan fydda i ar y ffordd?	

University of Wales Trinity Saint David

Technium 1

Kings Road

Swansea

SA1 8PH

Tel: 01792 481000

09.01.2020

RE: Student-teacher research project to be conducted at YGG Castell-nedd between 03/02/2020 and 04/02/2020.

Dear Parent / Guardian,

My name is Bethan Phillips and I am studying for my PGCE at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within your child's class at YGG Castell-nedd.

As part of my research project concerning improving teacher practice and student education, I would like to invite your child to participate. The title of the project is:

"The effect of visual and auditory aids on the learning experiences of Foundation Phase pupils (Reception and Years 1 and 2, ages 4-7)"

In this project, I aim to study how the teacher's inclusion of visual and auditory aids, such as pictures, songs, etc., can improve the learning experiences of pupils in your child's year group so that they and future Foundation Phase pupils may benefit from the results. Through your child's participation, I hope to ascertain whether the future of Foundation Phase education relies on the inclusion of these aids, and I hope to also understand where and how these aids currently and could help your child in their future development.

The research will be conducted through the study of a lesson which I will collaboratively plan a lesson with my research partners, Carly Rees-Morgan and Jasmine Collins, using selected visual and auditory aids. I will then teach this lesson, observe your children during the lesson to see how they react to, and use the aids, and I will then interview **three** pre-selected student representatives as a group following this lesson. **If your child is/are pre-selected by their usual class teacher, a second letter will be provided for your further consent.**

This interview will be <u>audio recorded</u>, not filmed. All names, notes, and recordings will be kept strictly confidential and will only be known by myself and my research partners. Your child's participation in this study is **<u>completely voluntary</u>** so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on my university's cloud data storage via OneDrive, and all raw data will be destroyed once the assessment has been marked. **No personal information will be collected during this research period.**

The consent form MUST be returned to Mrs Rees at the school reception by the 16th of January. If the form isn't returned by then, the school will make arrangements for you child during the research lesson.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience. My contact details are as followed:

Bethan Phillips

1902994@student.uwtsd.ac.uk

Or, if you prefer to contact my lead mentor, please contact Mr Richard Thomas (Year 4).

Yours sincerely,

Bethan Phillips

INFORMED CONSENT FORM

RE: Student-teacher research project to be conducted at YGG Castell-nedd between 03/02/2020 and 04/02/2020.

Researcher: Bethan Phillips

Research title: *"The effect of visual and auditory aids on the learning experiences of Foundation Phase pupils (Reception and Years 1 and 2, ages 4-7)"*

Please initial the boxes

1. I confirm that I have read and understand the information sheet dated **09.01.20** for the above study. ☐
2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason. ☐
3. I understand that my child can choose to withdraw at any time, without giving a reason. ☐
4. I understand that the information given by my child will be used in a university assignment. ☐
5. I understand that my child's name will not appear at any time. ☐
6. I agree for my child to take part in the above study. ☐

_____	_____	_____
Child's name	Parent signature	Date

When completed, please return in the envelope provided to Mrs Rees @ the Reception of YGG Castell-nedd by the 16th of January 2020.

Thank you.

Prifysgol Cymru, Y Drindod Dewi Sant

Technium 1

Heol y Brenin

Abertawe SA1 8PH

Rhif: 01792 481000

09.01.2020

Prosiect ymchwil gan ddarpar athrawes yn YGG Castell-nedd rhwng 03/02/2020 a 04/02/2020.

Annwyl Rhiant/Warcheidwad,

Fy enw i yw Bethan Phillips ac rwy'n astudio am gymhwyster TAR yn Yr Athrofa, Prifysgol Cymru, y Drindod Dewi Sant. Ar hyn o bryd, rydw i'n ddarpar athrawes yn nosbarth eich plentyn yn YGG Castell-nedd.

Fel rhan o'm mhrosiect ymchwil yn gysylltiedig â gwella arfer addysgol ac addysg disgyblion, hoffwn wahodd eich plentyn i gymryd rhan. Teitl y prosiect yw:

"Beth ydy effaith cymhorthion gweledol a chlywedol ar brofiadau dysgu disgyblion y Cyfnod Sylfaen (Derbyn a blynyddoedd 1 a 2, oedran 4-7)?"

Anelaf at astudio sut mae cynhwysiad yr athrawes o gymhorthion gweledol a chlywedol, fel lluniau, caneuon, ayyb, yn gallu gwella profiadau dysgu disgyblion ym mlwyddyn eich plentyn er buddiant addysg nhw a disgyblion eraill ar draws y Cyfnod Sylfaen.

Trwy gyfranogiad eich plentyn, gobeithiaf ganfod os ydy dyfodol addysg y Cyfnod Sylfaen yn dibynnu ar gynhwysiad y cymhorthion yma, a gobeithiaf hefyd i ddeall ble a sut y mae'r cymhorthion yma yn barod, ac yn gallu fod o gymorth i'ch plentyn yn eu datblygiad dros amser.

Cynhaliaf yr ymchwil trwy astudiaeth gwers lle byddaf yn cydweithio gyda fy mhartneriaid ymchwilio, Carly Rees-Morgan a Jasmine Collins, i gynllunio gwers gan ddefnyddio a chreu cymhorthion gweledol a chlywedol. Yna, byddaf yn dysgu'r wers yma, arsylwi sut mae eich plentyn yn ymateb i, ac yn defnyddio'r cymhorthion yma. Ar ôl y wers yma, byddwn ni'n cyfweld a **tair plentyn** a ddewisir yn flaenorol mewn cyfweliad grŵp o dan arsylwad aelod o staff ffurfiol. **Os yw'ch plentyn yn cael ei ddewis ymlaen llaw gan ei athro dosbarth arferol, darperir ail lythyr ar gyfer eich caniatâd pellach.**

Bydd y cyfweliad hwn yn cael ei recordio'n glywadwy ac ni fydd yn cael ei ffilmio'n weledol. Bydd yr holl enwau, nodiadau, a recordiadau yn cael eu cadw'n gwbl gyfrinachol a dim ond fi a fy mhartneriaid ymchwil fydd yn eu hadnabod. Mae cyfranogiad eich plentyn yn yr astudiaeth hon yn **gwbl wirfoddol** felly gallwch chi neu'ch plentyn dynnu'n ôl o'r astudiaeth ar unrhyw adeg. Bydd gofyn i'ch plentyn hefyd roi ei gydsyniad cyn dechrau'r astudiaeth. **Ni**

chasglir unrhyw wybodaeth bersonol yn ystod y cyfnod ymchwil hwn.

Ar ôl dadansoddi'r data a gafwyd o'r wers yn ofalus ac yn fanwl gywir, byddwn yn falch o roi copi o'r canfyddiadau i chi ar eich cais. Byddwn yn trafod canlyniadau'r ymchwil mewn aseiniad ar gyfer y Brifysgol a fydd yn cyfrannu at fy nghwrs TAR. Caiff canlyniadau'r astudiaeth hon eu storio ar storfa ddata cwmwl fy Mhrifysgol drwy OneDrive, a chaiff yr holl ddata crai eu dinistrio unwaith caiff yr asesiad ei farcio.

Diolch i chi ymlaen llaw am eich amser. Os oes gennych unrhyw gwestiynau, cysylltwch â mi. Dyma fy manylion cyswllt:

Bethan Phillips

1902994@student.uwtsd.ac.uk

Neu, os yw'n well gennych gysylltu â'm mentor arweiniol, cysylltwch â Mr Richard Thomas (Blwyddyn 4).

Yn gywir,

Bethan Phillips

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

PG2 / E1 FORM

FFURFLEN CANIATÂD GWYBODUS

Prosiect ymchwil gan ddarpar athrawes yn YGG Castell-nedd rhwng 03/02/2020 a 04/02/2020.

Ymchwiliwr: Bethan Phillips

Teitl yr ymchwil: *"Beth ydy effaith cymhorthion gweledol a chlywedol ar brofiadau dysgu disgyblion y Cyfnod Sylfaen (Derbyn a blynyddoedd 1 a 2, oedran 4-7)?"*

1. Cadarnhaf fy mod wedi darllen a deall y ffurflen wybodaeth sydd wedi ei dyddio **09.01.20** ar gyfer yr astudiaeth uchod. ☐
2. Deallaf fod cyfranogiad fy mhlentyn yn wirfoddol ac rwy'n rhydd i dynnu'r caniatâd yn ôl ar unrhyw adeg, heb roi rheswm. ☐
3. Rwy'n deall y gall fy mhlentyn ddewis tynnu'n ôl ar unrhyw adeg, heb roi rheswm. ☐
4. Rwy'n deall y bydd y wybodaeth a roddir gan fy mhlentyn yn cael ei defnyddio mewn aseiniad Prifysgol. ☐
5. Deallaf na fydd enw fy mhlentyn yn ymddangos ar unrhyw bryd. ☐
6. Cytunaf i fy mhlentyn gymryd rhan yn yr astudiaeth uchod. ☐

_____ _____ _____

Enw'r plentyn Llofnod y rhiant Dyddiad

Ar ôl ei llenwi, dychwelwch yn yr amlen a roddwyd i Mrs Rees yn y swyddfa erbyn yr 16th o Ionawr 2020.

Diolch.