



Module Code: ECAD5014

Assignment Title: Design and conduct a small-scale research study, and critically evaluate the chosen research tools, and the impact of your findings on your professional practice.

Student Name: Lara Curtis

Student Number: 2206392

BA Primary Education (QTS)

Appendix

1. Student Questionnaire Link (Blank)
2. Teacher Questionnaire (Blank)
3. Teacher Semi-constructed Interview (Blank)
4. Consent forms
 - 4a) Headteacher consent form
 - 4b) Teacher interview consent form
5. Findings
 - 5a) Pie Chart -
 - 5b)
 - 5c)
 - 5d)
 - 5e)
 - 5f)
 - 5g)
 - 5h)
6. PG2 – Ethics form – Completed.

Appendix One – Student Questionnaire Link

<https://forms.office.com/Pages/ResponsePage.aspx?id=-REPTm4EBUWcuNshUjEeIStH6sTIBhIMpF4O1z6oyA5URVY3RTRGV1BUV084VzVVMzJKNTM5UDMyOC4u>

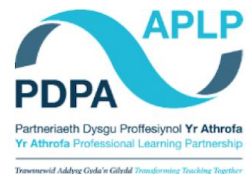
Appendix Two – Teacher Questionnaire Link

<https://forms.office.com/Pages/ResponsePage.aspx?id=-REPTm4EBUWcuNshUjEeIStH6sTIBhIMpF4O1z6oyA5UQIJOVktHSEVGVEq1MVhRN0tKUKIMVjIPUi4u>

Appendix Three – Teacher Semi-Constructed Questionnaire

1. How often do you use Kahoot in your lessons?
2. What are the main benefits of using Kahoot in the classroom?
3. How effective is Kahoot in providing formative feedback?
4. Does Kahoot influence student motivation and engagement?
5. Do you think Kahoot supports the principles of the Curriculum for Wales?
6. Have you encountered any challenges using Kahoot?
7. In what ways could Kahoot be improved for better classroom use?
8. Would you recommend Kahoot to other teachers? Why or why not?

Appendix Four (a.) - Teacher for student consent form



Research School Day

BA2

19/03/25

Rationale

Research Day in School is an important element of the **ECAD5014 Module – Researching the Learning – what, how and why am I teaching?** The aim of the module is to **develop student teachers' research skills** by providing opportunities for them to create a questionnaire and interview questions and to trial these research methods in a school (i.e., PTE2 school).

The overarching research question is *'What are learners and staff perceptions of AfL?'* For the assignment, the student teachers will have to choose a particular aspect of AfL (e.g., feedback, questioning) and then **design, trial and critically evaluate their research tools**.

Before the Research Day in School the student teachers will have already designed their research tools (questionnaire and interview questions) and submitted an ethics form.

During the Research Day in School the student teacher should be able to carry out the following tasks:

- Distribute and collect **questionnaires** (school staff and/or pupils)
- **Interview** a group of children (from PTE2 class) and possibly some of the staff.

Following the 'Research Day in School', the student teachers will **critically evaluate these research tools**. Their focus will not be on the data they collected but on the research design, i.e. the effectiveness of their research tools.

EWC Code of Conduct:

An expectation of professionalism as outlined in the EWC's code of conduct is expected from all stakeholder participants throughout the Research Day.

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html>

They are also expected to adhere to the **BERA Ethical Guidelines for Educational Research (2024)**

<https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online> and the **UWTSD UWTSD Research Ethics & Integrity Code of Practice**



ECAD5014 Consent Form

Student teachers must gain the following written consent of the head teacher/ senior-mentor/mentor before trialling their research tools.

To be completed by the school:

I agree to Lara Curtis as a representative of Yr Athrofa to:

(Tick accordingly)

- Interview
- Record an interview
- Quote school policy documents
- Questionnaires

Name of Senior Mentor – Teacher SR

Signed _____

Name of school – School X (BERA,2024)

To be completed by the student teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and BERA Ethical Guidelines (2024) and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher: L.Curtis

Signed:

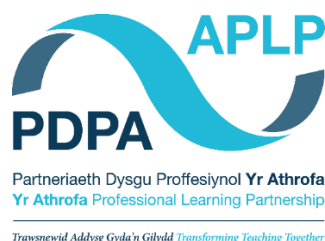
Student teacher UWTSD e-mail address:

Programme (BA Education QTS/ Primary):

Date:

Appendix Four (b.) - Teacher consent form for questionnaire/interview.

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



INFORMATION SHEET

PROJECT TITLE: How does gamified learning, specifically through Kahoot, enhance student engagement and support effective feedback as a form of Assessment for Learning (AfL) in Key Stage 2 classrooms?"

Dear Participant,

My name is Lara Curtis and I am studying for a BAED qualification at Yr Athrofa, University of Wales Trinity Saint David.

I would like to invite you to participate in my research project. The title of the project is "'How does gamified learning, specifically through Kahoot, enhance student engagement and support effective feedback as a form of Assessment for Learning (AfL) in Key Stage 2 classrooms?"

Through your participation, I hope to develop my research skills and professional practice.

The questionnaire will take no longer than 10 minutes and all names will be kept strictly confidential and will only be known by myself. Your participation in this study is completely voluntary so you can withdraw from the study at any stage.

After careful and precise analysis of the data obtained from the 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 BAED course. The results of this study will be stored on a Microsoft 360 cloud and all raw data will be destroyed once the assessment has been marked.

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

Yours sincerely,

Lara Curtis
BA2 – 2206392
(BAEd) Primary Education

CONSENT FORM (STAFF)
PROJECT TITLE: "How does gamified learning, specifically through Kahoot, enhance student engagement and support effective feedback as a form of Assessment for Learning (AfL) in Key Stage 2 classrooms?"

Name of Researcher: Lara Curtis

Please initial box

☐

1. I confirm that I have read and understand the information sheet dated 19/03/2025 for the above study.

☐

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

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

☐

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

☐

5. I understand that my name will not appear at any time.

☐

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

Name

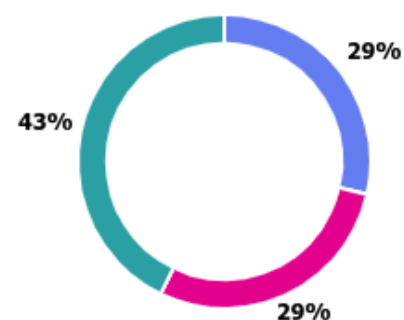
Signature

Date

Appendix Five (a.) - 'Focus of the learning is more on winning'

9. Do you think Kahoot helps students reflect on their learning and improve their understanding?

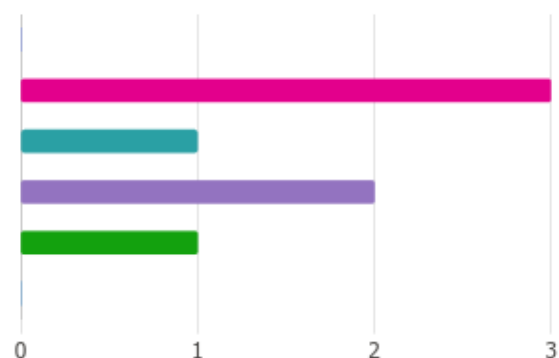
● Yes, students use the feedback to improve	2
● Somewhat, but it depends on the student	2
● No, students focus more on scores than learning	3
● I've never used Kahoot as a feedback tool.	0



Appendix Five (b.) - Highlights that Kahoot is already embedded in the classroom.

2. How often do you use Kahoot/Blooklet in the classroom?

● Every day	0
● A few times a week	3
● Once a week	1
● Once a month	2
● Rarely	1
● Never	0



Appendix Five (c.) - Clear student engagement;

How would you rate student engagement when using Kahoot compared to traditional teaching methods? (1 = Less Engaged, 5 = Highly Engaged) [N](#)



Appendix Five (d.) - Enjoyment over other worksheets – Students response.

When you hear "Kahoot time!", how do you feel? [N](#)



Appendix Five (e.)

5. Do you prefer to use Kahoot/Blooklet over other activities (e.g., worksheets, quizzes, discussions)?



Appendix Five (f)

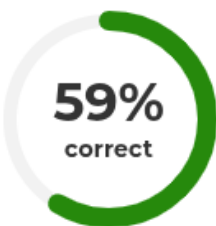
13. Would you recommend Kahoot/Blooklet to other teachers?



Appendix Five (g.)

3	anonymous	Children struggling with the competition aspect Internet issues
4	anonymous	Some pupils are always fastest- reading speeds account for the quickest readers always winning. Those with poor reading and processing can sometimes feel left out- pair with readers. Pupils are win focused, not learning focused- which I think is a good thing- learn without noticing. Lack of digital devices for whole group learning can be a difficulty to overcome.
5	anonymous	Focused on scores/leading rather than learning.
6	anonymous	Excitedness can cause fussiness in class with the pupils to begin with. They need lots of training on how to log in and play more calmly.
7	anonymous	It's great for getting our quiet pupils involved, but they often rush through questions without really thinking about their mistakes."

Appendix Five (h.) - In the morning before the lesson.



Well played!

Play again and let the same group improve their score or see if new players can beat this result.

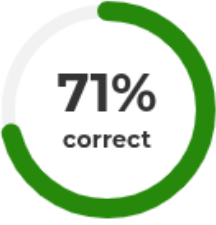
[Play again](#)

 **Players** **18**

 **Questions** **15**

 **Time** **18 min**

Appendix Five (i) - At the end of the week



Well played!

Play again and let the same group improve their score or see if new players can beat this result.

[Play again](#)

 **Players** **20**

 **Questions** **15**

 **Time** **11 min**

Advanced reports

Appendix Six

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:	Lara Curtis			
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:	Initial Teacher Education, Yr Athrofa			
4	Campus:	Carmarthen			
5	E-mail address:	2206392@student.uwtsd.ac.uk			
6	Contact Telephone Number:	07712570781			
For students:					
7	Student Number:	2206392			
8	Programme of Study:	BA Primary Education with QTS			
9	Director of Studies/Supervisor:	Dr Jingjing Ruan			

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) ECAD5014 Jingjing Ruan		☒	14.03.25		

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	<i>BERA (2024) Ethical Guidelines for Educational Research</i>	☒

SECTION D: External Collaborative Research Activity

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

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

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

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

SECTION E: Details of Research Activity

1	Indicative title:	Exploring the effectiveness of using gamified learning in a Key Stage 2 classroom			
2	Proposed start date:	19.03.24	Proposed end date:	04.04.25	
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 The purposes of this research are: • To gain a deeper understanding of whether student engagement is influenced by gamified learning. • Assess the educational value of gamified learning. • To explore if gamified learning helps students understand and retain lesson content. • To determine if the use of Kahoot encourages more students. This study is important because it will explore effective feedback further, using untraditional methods and improve student engagement with AFL, giving more meaningful feedback. (this box should expand as you type)
4	Research Question How can gamified learning enhance student engagement and support effective feedback from Key Stage 2 teachers' and pupils' perspectives?
5	Aims of Research Activity The aims of this research are: • To explore staff and learners' perceptions of gamified learning • To critically evaluate the use of gamified learning tools in a key stage 2 classroom • To Assess the Long-Term Impact of Gamified Learning on Student Motivation and Learning Retention. • To further develop my knowledge, enabling me to be able to design lessons that promote active learning through gamification while also meeting the requirements of the curriculum's cross-cutting themes, such as literacy, numeracy, and digital competence. • To further develop my knowledge making sure I am aligned with the Curriculum for Wales, which prioritizes active, student-centered learning and the development of a wide range of skills. (this box should expand as you type)
6	Objectives of Research Activity The objectives of this research are: • To explore how gamified learning impacts student engagement in Key Stage 2 classrooms. • To find out if students enjoy using game-based learning tools and whether they feel it helps them understand lessons better. • To investigate teachers' perspectives on using gamified learning—what works well, what challenges they face, and if they think it improves learning. • To collect data using questionnaires and interviews to get a mix of student and teacher opinions on gamified learning. • To compare student and teacher views to see if they align or if there are differences in how gamified learning is perceived. • To identify whether gamified learning can be a useful tool for making lessons more interactive and engaging. • To consider how gamified learning fits within the Curriculum for Wales and whether it supports key educational goals. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a 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.

Student Interviews

The students will be invited to take part in a semi-structured interview where I'll ask a few questions about their experience using gamified learning in class. I'll ask things like,

- "How do you feel about using Kahoot/Blooklet for learning?"
- "Do you think it makes the lesson more fun?"
- "Does it help you understand the subject better?"

These interviews will be informal, and I'll be taking notes and audio-recording the conversation with their permission, moving on to later transcription. They won't be forced to take part, and they can skip any questions they don't want to answer or stop the interview at any time. Before we start, I'll ask if they're comfortable being recorded and check in with them during the interview to make sure they're okay and if they have any questions or issues that I need to address. No names will be recorded, and their answers will stay anonymous to protect their privacy.

Teacher Interviews

The teachers will also take part in a semi-structured interview where I'll ask them some questions about their experience using Kahoot in their lessons. Some questions might include,

- "How do you think Kahoot helps with student engagement?"
- "What challenges have you faced when using it within your classroom?" (Engagement from children and assessing the quality of work)
- "Do you think it improves learning outcomes?"

Just like with the students, the interviews will be casual and informal, and I'll take notes and record the responses (with their consent which will be available at any time for view). Teachers won't be required to take part if they don't want to, and they can skip any questions or end the interview at any point. I'll ask them beforehand if they're okay with being recorded, and I'll check in with them during the interview to make sure they're comfortable. No personal details will be recorded, and all responses will be kept confidential.

Student Questionnaire

Students at the school will be invited to take part in an anonymous questionnaire about their experiences with gamified learning in the classroom. The questions will ask about whether they enjoy using games in lessons, if it helps them stay engaged, and whether they think it improves their understanding of the subject. The questionnaire will be given to a group of students, and I'm hoping at least half of key stage 2 (8 classes) will take the time to complete it.

Taking part is completely optional, students won't be pressured to participate, and they can skip any questions they don't feel comfortable answering. If at any point they change their mind, they can stop without giving a reason. The questionnaire will not ask for names or any personal details, ensuring that all responses remain completely anonymous. The answers will only be used for research purposes and will not be shared in a way that could identify any student. Confidentiality is a priority, and all data collected will be stored securely.

Teacher Questionnaire

Teachers at the school will also be invited to complete an anonymous questionnaire about their views on gamified learning and its impact on student engagement. The questions will focus on their experiences with using game-based learning strategies in the classroom, the benefits and challenges they've encountered, and whether they believe it makes a difference in student learning and motivation. I will be emailing the questionnaire to 8 different teachers across key stage 2, with the hope that at least 4 will have the time to complete it. - The ideal would be that these 4 are a teacher of each year group within Key Stage 2.

Participation is entirely voluntary, and teachers won't be expected to answer anything they're not comfortable with. They can choose to skip questions or stop at any point if they no longer wish to take part much a like the student, we will not force them for a reason as to why they don't want to participate. The questionnaire will not ask for any personal details, and all responses will remain strictly anonymous. To ensure confidentiality, no individual responses will be shared, and all data will be securely stored and only used for this research. This way, teachers can share their honest opinions without worrying about being identified.

	(this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	A primary school in South Wales, looking more specifically 8 x Key Stage 2 classes within the school. (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	N/A (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)		

	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 **TICK ALL RELEVANT BOXES HERE**

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?	8 x teachers 15 students per class = 120 <i>(this box should expand as you type)</i>
11	Who will the participants be?	2 x Year 3 teachers 2 x Year 4 teachers 2 x Year 5 teachers 2 x Year 6 teachers Children are aged between 7-11 – In Year 3 – Year 6 <i>(this box should expand as you type)</i>
12	How will you identify the participants?	Letter to the gatekeeper – Headteacher to obtain permission to complete the survey in their school. I will select participants from a primary school setting, specifically focusing on Key Stage 2 students and their teachers. Here's how I'll go about it: <u>Students</u> I will work with a selected class or year group within Key Stage 2. The students will be invited to take part in the study through their teacher, who will help distribute the questionnaire and explain that participation is voluntary. No personal information will be collected, and responses will remain anonymous. <u>Teachers</u> I will contact at least 8 teachers from the school via email, asking if they would be willing to complete a questionnaire about their experiences with gamified learning. If they agree, they will fill out the questionnaire anonymously. Additionally, I may conduct semi-structured interviews with a smaller number of teachers who are comfortable discussing their experiences in more detail. <u>Selection Process</u> Participation will be completely voluntary, and I will ensure that all individuals are given clear information about the study before they decide whether to take part. There will be no pressure to participate, and they can withdraw at any time. No names or identifying details will be collected to maintain confidentiality. Participants will be invited to attend this study on a voluntary basis, using convenience/purposive sampling strategy. <i>(this box should expand as you type)</i>

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

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

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.					
	If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
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:	How you will mitigate the risk to participants: 1. Participants will be informed that they can skip any question they don't want to				

	1. Some students or teachers may feel uncomfortable answering certain questions, especially if they have had negative experiences with gamified learning. 2. There is a risk that participants might feel their responses could be linked back to them, especially in a small school setting. 3. Students may feel pressured to take part because their teacher is involved in the study or because their classmates are participating 4. Teachers may feel that completing the questionnaire or participating in an interview takes up too much of their time. <i>(this box should expand as you type)</i>	answer and can stop at any time without giving a reason. Interviews will be informal, and I will check in regularly to ensure they feel comfortable. 2. No names or personal information will be collected in the questionnaires, and all interview responses will be anonymized. Any findings will be presented in a way that ensures individuals cannot be identified. 3. Participation will be completely voluntary, and students will be reminded that their decision will not affect their school experience in any way. The teacher will not be present during questionnaire completion to reduce pressure. 4. The questionnaire will be designed to be short and easy to complete (around 10 minutes max), and interviews will be scheduled at a convenient time to minimize disruption to their workload. <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	
	N/A <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. There is a risk of unintentionally causing distress to participants, especially if they feel pressured to respond. 2. There is a risk that my own opinions on gamified learning could affect how I interpret responses or conduct interviews. 3. If participant data is not handled properly, there is a risk of breaching confidentiality, which could have ethical and academic consequences as per BERA. 4. Some teachers or students may choose not to participate, leading to a smaller sample size and affecting the research outcome. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the investigator:</i> 1. I will ensure all participation is voluntary, provide clear information about the study, and allow participants to skip questions or withdraw at any time. I will also seek ethical approval before conducting the study. 2. I will remain as neutral as possible, ask open-ended questions, and analyze data objectively by considering multiple perspectives. 3. I will store all data in password-protected files, anonymize responses, and ensure no personal identifiers are recorded. Any sensitive data will be securely deleted after the study is complete. 4. I will invite more participants than needed to account for dropouts and send polite follow-up emails to remind teachers about the questionnaire. 5. I will follow the UWTSD and BERA ethical guidelines when conducting primary research in a school.

	<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. If my research does not follow ethical guidelines, the university could be seen as failing to ensure proper research practices, which might affect its reputation. 2. If participant data is not handled properly (stored insecurely, shared without consent), it could breach GDPR (General Data Protection Regulation) laws, putting the university at risk of legal action. 3. If my research is poorly conducted, misinterpreted, or leads to complaints from participants, it could negatively impact the university's academic credibility. 4. If students or teachers feel uncomfortable, misled, or pressured into participating, they might raise complaints to the school or university <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: 1. I will seek ethical approval before starting my research, follow all university guidelines, and ensure participants give informed consent. Following BERA guidelines, and those set out by the university. 2. I will ensure all data is anonymized, stored securely (password-protected files), and only used for research purposes. Any identifiable data will be deleted after the study is completed. 3. I will ensure my research is thorough, unbiased, and well-structured, follow academic guidelines, and handle participant concerns professionally. 4. I will make it very clear that participation is voluntary, allow participants to withdraw at any time, and ensure all questions are appropriate and respectful. <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: N/A <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: N/A <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.	Unsure		

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?
	N/A <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.

	Before I start collecting any data, I'll make sure that everyone involved fully understands what the research is about and what they're agreeing to. <u>Teachers</u> I'll first talk to my professional tutor and lecturer to make sure my research is ethical and follows the right guidelines. Then, I'll email the headteacher and the teachers I'd like to take part, explaining the purpose of the study, what they'll need to do, and how their responses will be used. They'll have plenty of time to ask questions before deciding if they want to take part. I'll get verbal or written consent from them before they complete the questionnaire or take part in an interview. I'll also check in with them throughout to make sure they're still happy to be involved and remind them that they can stop at any time, there is absolutely no pressure. <u>Students:</u> Because this research involves children, I'll make sure everything is explained in a simple and clear way, so they know exactly what's going on. It'll be made clear that they don't have to take part if they don't want to, and there's no consequence for saying no. To make sure they're comfortable throughout, I'll use a smiley/sad face system—if a student isn't happy or wants to stop, they can just show the sad face, and that's totally fine. They won't have to give a reason, and they can withdraw at any time. No personal details will be collected, and everything they share will stay anonymous. (this box should expand as you type)
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.
	- To make sure all participants stay anonymous and their responses remain confidential, I'll take the following steps: - No names or personal details will be recorded at any point. - All participants will be referred to as Pupil 1, 2, 3, / Teacher 1,2 3, etc. to ensure they can't be identified. - Any data collected (e.g., questionnaire responses and interview notes) will be stored securely in a password-protected file and only used for this research project. - No raw data, individual scores, or personal feedback will be shared with schools, parents, or anyone outside of the research. - When reporting findings, I'll group responses together rather than linking them to specific individuals to keep everything anonymous. (this box should expand as you type)

SECTION J: Data Protection and Storage **NO NEED TO COMPLETE SECTION J**

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☐	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	(this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin,	☐	☐

	(b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),		
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(this box should expand as you type)		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☐
6	University computers?	☐	☐
7	Private company computers?	☐	☐
8	Home or other personal computers?	☐	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
10	"Cloud" storage or websites?	☐	☐
11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	(this box should expand as you type)		

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☐
15	Sharing of data with other organisations?	☐	☐
16	Export of data outside the UK or importing of data from outside the UK?	☐	☐
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
18	Publication of data that might allow identification of individuals?	☐	☐
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☐
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	N/A		

	<i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	<i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	<i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	<i>(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>		
	N/A <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:	L.L.Curtis	Date: 14.03.2025

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Jingjing Ruan	Date: 14.3.25
3	Signature:	JJR	

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.