

Appendices

Appendices 1:

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:	Zhenyu Chen			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Yr Athrofa Institute of Education			
4	Campus:	Swansea			
5	E-mail address:	2300067@student.uwtsd.ac.uk			

6	Contact Telephone Number:	44+07421799157
For students:		
7	Student Number:	2300067
8	Programme of Study:	EdD (full time) Doctorate in Education programme
9	Director of Studies/Supervisor:	Dr. Catherine Morgan, Dr. Iain Jones and Dr. Julia Holloway

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) Dr. Catherine Morgan	☒	10 April, 2024	

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.				
1	UWTSD Research Ethics & Integrity Code of Practice				☒
2	UWTSD Research Data Management Policy				☒
3	British Educational Research Association [BERA] (2024) <i>Ethical Guidelines for Educational Research, fifth edition, London.</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	Voluntary	YES	☐	NO ☐

7	undertake this research in either a paid or voluntary capacity?	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:	Digital Literacy in the College English Reading Course in the Chinese University Context.		
2	Proposed start date:	June 19, 2024	Proposed end date:	September 30, 2024
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			
3	Purpose of Research Activity This study aims to systematically investigate and enhance the incorporation of digital literacy within the Chinese College English Reading Course, which integrates with many academic programmes in China. It seeks to advance the ability of non-native English-speaking students (typically 18-22 years old) to read and understand English at the university level. It is offered as an elective or required course and is frequently combined with the College English Listening Course for Chinese students. It focuses on expanding vocabulary with academic and specialised terms, refining critical reading strategies like skimming and analytical thinking, and improving comprehension of text content, intent, and nuances. Additionally, the course enhances cultural awareness by introducing students to a variety of perspectives found in English-speaking regions.			
4	Research Question What pedagogical approaches can be adopted for developing students’ digital literacy skills to meet the demands of the college English reading course in China?			
5	Aims of Research Activity This initiative strives to enrich the educational experiences of students by identifying and incorporating digital tools that significantly enhance reading comprehension and critical thinking skills. The research will assess the current state of digital literacy within English reading course across a southern Chinese university, develop effective practices for its integration into English reading curricula, and evaluate the impact of these strategies on			

	student outcomes.
6	Objectives of Research Activity This project addresses a notable gap in the research and application of digital literacy within Chinese university English reading courses. It seeks to provide empirical data on the efficacy of specific digital literacy strategies in China, aiming to improve teaching methods. This research is critical for informing educational policies, curriculum development, and instructional practices. Expected outcomes include contributions to academic discourse on digital education and the provision of actionable strategies for educators and policymakers, ultimately enhancing students' abilities to thrive in a global, information-dense environment. Future research, as guided by the outlined research questions, will need to delve deeper into effective strategies for integrating digital tools and overcoming the barriers to digital literacy to fully harness its potential in enhancing English language competence among college students.
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	To effectively address the objectives outlined in the study on 'Digital Literacy in English Reading Course in the Chinese University Context', the qualitative research method is proposed. This method is designed to explore the integration of digital literacy into college English instruction in China, evaluate the effectiveness of digital tools, and develop strategies to enhance digital literacy skills among educators and students. Qualitative Method: ● Interviews: In-depth interviews with 6 students will be conducted to gain qualitative insights into the challenges and opportunities of integrating digital literacy into Chinese English reading courses. These interviews will help understand the contextual nuances that surveys might overlook. In this study, selecting six students for in-depth interviews is a well-considered strategy. This sample size is manageable and allows for comprehensive analysis while ensuring high-quality data collection. The diverse makeup of the group promises to bring a range of insights, enhancing the likelihood of reaching data saturation and providing a deep understanding of digital literacy challenges and opportunities. Balancing practical constraints like time, budget, and expertise, this approach enables a focused exploration of digital literacy's impact on English reading courses, capturing essential perspectives and experiences from the student body. Research Design ● Objective: The impact of digital literacy tools will be evaluated on learning outcomes and user satisfaction. ● Method: Qualitative data collection methods. ● Qualitative: The interviews with six participants will be conducted to gather qualitative data on their perceptions of the use of digital tools. ● Data Analysis Qualitative Data: Thematic analysis (Braun & Clarke, 2006) will be implemented to identify common themes and narratives from interviews and focus groups. Reference: Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', <i>Qualitative Research in Psychology</i>, 3(2), pp. 77-101. Available at: https://doi.org/10.1191/1478088706qp0630a. Ethical Considerations ● It is necessary to ensure that all participants provide informed consent, understanding the nature of the study and their rights. ● Confidentiality and anonymity of participants' data should be maintained. ● Any potential adverse effects of digital tools will be addressed, ensuring equitable access and considering the digital divide. Expected Outcomes This research is expected to yield insights into the effective integration of digital literacy in English reading curricula, identify best practices, and highlight the necessary support structures needed for successful implementation. The findings will also help in designing policies and programs that enhance digital literacy

	among college students, ultimately contributing to improved educational outcomes in the Chinese university context.
	Location of research activity Identify all locations where research activity will take place.
8	The research activity will take place in a southern Chinese university.
	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	Given the context of the research activity on 'Digital Literacy in English Reading Course in the Chinese University Context', conducting this study outside of the UK, specifically in China, necessitates careful consideration of local ethical guidelines, permissions, and the cultural and legal sensitivities inherent to the local context. Specifically, compliance with the Standardization Administration of China [SAC] (2020), as outlined in the 'Information Security Technology - Personal Information Security Specification', is mandatory. In the context of this research, the standard has the following specific implications. As for data collection, I will need to ensure privacy, data security, and the risk of misinterpretation of consent. In the data storage process, I will need to ensure robust data protection measures and minimise technological risks. In terms of data usage, I will make sure participants comprehend the purpose of the study and the potential benefits of their participation with the utmost care to ensure participants' comfort and trust for any sensitive data. Additionally, I will limit data sharing to the research team and, if necessary, anonymize it before sharing it with external parties to avoid any risk of coercion or perceived pressure. Moreover, I will ensure secure data transfer protocols. Regarding data disclosure, I will make sure to fully inform participants about the study's findings and how their data contributed to these results, while also reminding them of their right to withdraw from the study at any time without facing any negative consequences. By adhering to these standards, the research will not only comply with data protection regulations but also respect and protect the participants' rights and well-being. This approach will help mitigate potential risks and foster a trustworthy and ethical research environment. Permissions Required: ● Institutional Permissions: For a research project involving online interviews, it is imperative to secure formal consent from relevant university faculty and administrative bodies. This ensures compliance with both institutional policies and broader academic ethical standards. Specific Ethical Issues Raised by the Local Context: ● Cultural Sensitivities: Understanding and respecting Chinese cultural norms and values are crucial. This includes sensitivity towards hierarchical relationships in educational settings, where students might feel compelled to participate in research due to perceived authority pressures. Ensuring voluntary participation and the anonymity of responses is essential. ● Legal Sensitivities: The legal context in China regarding freedom of speech and privacy rights might affect the willingness of participants to engage openly in research activities. It's important to design the study in a way that does not put participants at risk of legal repercussions. ● Vulnerabilities of Participants: Students in China may be considered a vulnerable population due to their status as learners and potential pressures from educational authorities. Special care must be taken to ensure their consent is informed, voluntary, and that they understand their rights within the research. ● Internet Regulations: Given the restrictions on internet use in China (e.g., the Great Firewall), the use of certain digital system (called Learn Through) that comply with local Chinese university permission can be an effective way to access necessary digital tools and databases for research purposes. Living in the Country: Since the researcher was born and has grown in China for over 37 years, this can be an advantage in understanding the local context, cultural nuances, and legal frameworks. It also implies a responsibility to be particularly vigilant about adhering to local norms and regulations due to a deeper familiarity with the context.

	In summary, conducting research in China on digital literacy in college English reading course requires a nuanced understanding of local ethical, cultural, and legal frameworks. Researchers must ensure that their study design and methodology are compliant with Chinese regulations, sensitive to cultural norms, and mindful of the rights and well-being of participants. Obtaining the necessary permissions and adhering to both local and international ethical standards are critical for the successful execution of the research activity. Reference: Standardization Administration of China [SAC] (2020) <i>Information security technology - Personal information security specification</i>. GB/T 35273-2020. Available at: https://www.tc260.org.cn/piss/files/zwb.pdf (Accessed: 16 May 2024).
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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. <i>(this box should expand as you type)</i>		

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

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☐	☒
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒

7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method:		

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

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

SECTION G: Intended Participants

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

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

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	There will be 6 participants in the interview.
11	Who will the participants be?	Current participants in a southern Chinese university will involve in the digital literacy in college English reading course research.
12	How will you identify the participants?	An email invitation will be dispatched to approximately 6-8 students to participate in the 'Digital Literacy in College English Reading Course in the Chinese University Context' program, aimed at enrolling them in the research interview process. The recruitment strategy will focus on gauging students' willingness to participate, aiming to select up to six individuals for the interview group based on their expressed interest. Once the participants have been identified, they will receive a comprehensive email briefing that meticulously details the ethical considerations, objectives of the research, and the expectations placed upon them. This briefing is designed to ensure participants are fully informed about the scope and significance of the research, fostering transparency. Following this initial communication, a subsequent email will formalize their involvement. This email will elaborate on their specific roles within the research framework and seek their informed consent. It will also outline the standards of professional behavior expected during the research interactions, particularly during focused discussions. This step is critical in establishing a clear understanding of the research process and securing the ethical engagement of all participants, thereby ensuring the integrity and success of the research initiative.

	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)
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	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☒	☐	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	The research centers on digital literacy, specifically within English reading courses at Chinese university. This inherently involves the use of digital tools and technologies, such as computer, or telephone, which are essential both for delivering content and for evaluating the impact of digital literacy initiatives.			

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 <table border="1"> <tr> <td> Risk to participants: Based on the research context provided on ‘Digital Literacy in College English Reading Course in the Chinese University Context’, several potential risks to participants can be identified. These risks mainly pertain to the use of digital tools and the nature of the study involving data collection among college students and faculty in China. Here are some key risks: 1. Privacy and Data Security Risks: Participants will likely interact with digital platforms and tools that collect personal data. There is a risk related to the security of the data collected and the potential for data breaches. The handling of sensitive information, especially in a digital format, requires strict adherence to data protection laws and regulations. 2. Risk of Coercion or Perceived Pressure: Given that participants are students from universities, there might be a perceived pressure to participate, especially if the invitation to participate comes from university administrators or instructors. Ensuring that participation is voluntary, and that consent is obtained without any form of coercion is crucial. </td> <td> How you will mitigate the risk to participants: I will implement several strategies to mitigate these risks as following: 1. Robust Data Protection Measures: It is important to ensure that all data collected is stored securely, with access limited to authorized personnel only. Encryption and secure data storage solutions will be used to protect participant data. 2. Clear and Comprehensive Consent Forms: Consent forms will be provided, which will clearly explain the purpose of the study, what participation involves, and the risks and benefits. All these will be translated into the native language of the participants and that terms are explained in layman’s terms. 3. Technical Support: Technical support will be provided during the use of digital tools to minimize frustration and ensure a smooth experience. 4. Clear Communication of Purpose and Benefits Clearly communicate the objectives of any reflective activity. Explain how these activities help in personal and professional development and how the feedback will be used to support their growth. Understanding </td> </tr> </table>	Risk to participants: Based on the research context provided on ‘Digital Literacy in College English Reading Course in the Chinese University Context’, several potential risks to participants can be identified. These risks mainly pertain to the use of digital tools and the nature of the study involving data collection among college students and faculty in China. Here are some key risks: 1. Privacy and Data Security Risks: Participants will likely interact with digital platforms and tools that collect personal data. There is a risk related to the security of the data collected and the potential for data breaches. The handling of sensitive information, especially in a digital format, requires strict adherence to data protection laws and regulations. 2. Risk of Coercion or Perceived Pressure: Given that participants are students from universities, there might be a perceived pressure to participate, especially if the invitation to participate comes from university administrators or instructors. Ensuring that participation is voluntary, and that consent is obtained without any form of coercion is crucial.	How you will mitigate the risk to participants: I will implement several strategies to mitigate these risks as following: 1. Robust Data Protection Measures: It is important to ensure that all data collected is stored securely, with access limited to authorized personnel only. Encryption and secure data storage solutions will be used to protect participant data. 2. Clear and Comprehensive Consent Forms: Consent forms will be provided, which will clearly explain the purpose of the study, what participation involves, and the risks and benefits. All these will be translated into the native language of the participants and that terms are explained in layman’s terms. 3. Technical Support: Technical support will be provided during the use of digital tools to minimize frustration and ensure a smooth experience. 4. Clear Communication of Purpose and Benefits Clearly communicate the objectives of any reflective activity. Explain how these activities help in personal and professional development and how the feedback will be used to support their growth. Understanding		
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	3. Technological Risks: The reliance on digital tools and internet connectivity may expose participants to technical issues, such as system failures or software glitches, which can lead to frustration or a negative experience during the participation process. 4. Psychological Risks: Engaging in activities that require reflection on one's competencies or academic practices could lead to discomfort or stress, particularly if participants feel their digital literacy skills are being judged or evaluated. 5. Risk of Misinterpretation of Consent: There is a risk that participants may not fully understand the nature of the research, what it involves, or the use of their data, despite the provision of informed consent forms. This is especially pertinent if there are language barriers or complex technical terms involved in the explanation of the study. 6. Cultural and Social Risks: Discussing and evaluating digital literacy may touch on sensitive areas related to educational inequities or personal limitations. Participants might feel uncomfortable or vulnerable discussing these topics, particularly in a focus group or interview setting.	the benefits can motivate participation and reduce resistance. 5. Option to Withdraw: It is necessary to ensure participants know that they can withdraw from the study at any time without any negative consequences. 6. Sensitive Handling of Discussions: Researchers and facilitators will be trained to handle potentially sensitive topics with care and respect, ensuring that participants feel safe and respected during discussions. By addressing these risks appropriately, the research can be conducted in a manner that protects and respects the rights and well-being of all participants.
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	
	No	
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: The following are some possible risks to the investigator: 1. Legal and Regulatory Risks: ● Researchers may face legal challenges if the research involves sensitive topics or data that are subject to strict regulations under Chinese laws, particularly those regarding data protection and internet governance. 2. Cultural and Political Sensitivities: ● It might be risky to discuss subjects that the local government or cultural norms may view as delicate, particularly if the results cast doubt on or criticise accepted procedures or policies. 3. Cyber Security Risks: ● When handling digital data, particularly in a country with stringent cyber control like China, researcher may be exposed to risks of	<i>How you will mitigate the risk to the investigator:</i> The researcher will employ the following strategies to mitigate potential risks: 1. Thorough Legal Compliance: ● All research activities should be ensured that comply with local laws and international standards. This may involve consulting legal experts familiar with Chinese regulations on research and data privacy. ● All necessary permissions and licenses ought to be obtained before beginning data collection. 2. Cultural Sensitivity Training: ● The research will undergo training on cultural sensitivity to ensure that their methods and interactions are respectful and considerate of local customs and practices. 3. Enhanced Cyber Security Measures: ● Robust cyber security protocols will be implemented, encrypted communication tools,

	cyber-attacks or unauthorized access to their research data. 4. Professional and Ethical Risks: - It can be difficult to navigate the ethical issues of conducting research in a foreign setting, especially when trying to adhere to both local and global ethical standards. 5. Inadequate Transparency and Accountability - Inadequate transparency and documentation in research processes can lead to a variety of ethical risks, including misinformed consent due to unclear communication of research goals and methods. Such opacity can erode trust between researchers and participants, which is essential for maintaining the integrity of the research. Furthermore, insufficient documentation hampers accountability for any deviations from protocols, undermining ethical oversight. The resulting perception of opaqueness can damage the research's credibility within the academic community and the public, emphasising the need for stringent transparency and accountability standards. 6. Ineffective Risk Management - Inadequate execution of risk assessments can lead to significant ethical concerns. Poorly identified or assessed risks may not be mitigated effectively, potentially causing harm to participants, environmental damage, or other adverse outcomes. Such oversight often results in a reactive approach to risk management, addressing problems only after they have occurred, rather than preventing them. This failure can erode trust among participants, funding bodies, and the academic community, damaging the reputation of the researcher and institution, and potentially leading to ethical breaches and legal consequences.	and secure data storage solutions to protect research data. - Security measures will be regularly updated, and cyber security audits will be conducted to respond to potential vulnerabilities. 4. Ethical Adherence: - The research will be aligned with ethical guidelines from reputable international bodies, as well as local ethical standards. - Regular consultations with an ethical review board can ensure ongoing compliance and address any emerging ethical concerns. 5. Transparency and Accountability: - Transparency will be maintained about the goals and methods of the research with all stakeholders, including participants, local institutions, and the broader academic community. - All research processes and decisions will be documented to ensure accountability and integrity of the research. 6. Risk Assessments: - Regular risk assessments will be conducted to identify new risks as the research progresses and develop strategies to address them effectively. By employing these mitigation strategies, the investigator can significantly reduce the risks associated with conducting research on digital literacy within the Chinese university context. These precautions help ensure that the research is conducted safely, ethically, and legally, protecting both the integrity of the research and the safety of the investigator.
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: The following are some possible risks to the university: 1. Reputational Risk: - If the research findings are controversial or criticize current educational practices or policies, especially in a sensitive geopolitical context like China, this could lead to reputational damage for both the university and its researchers. 2. Cyber Security Risks: - The risk of data breaches or cyber-attacks, particularly given the digital nature of the research, which might compromise both the research data and the university's broader data	<i>How you will mitigate the risk to the University:</i> The researcher will employ the following strategies to mitigate potential risks to the university: 1. Reputational Management: - Transparent communication with stakeholders will be conducted about the research's goals, methods, and potential impact, emphasizing the ethical considerations and benefits of the research. 2. Strengthen Cyber Security Measures: - State-of-the-art cyber security measures will be implemented to protect data involved in the research. This includes regular security audits, use of encryption, and secure data storage solutions.

	systems. 3. Legal and Compliance Risks: ● Non-compliance with local (Chinese) and international data protection laws (e.g., GDPR if applicable) could lead to legal repercussions for the university. ● Issues may arise from intellectual property rights, especially when collaborating internationally.	● Cyber security training will be conducted for all and relevant research participants to minimize the risk of data breaches through human error. 3. Robust Legal and Ethical Compliance Framework: ● All research activities will be ensured comply with the relevant local and international laws. Legal experts will participate to regularly review the research activities and compliance measures. ● Regular ethical reviews and audits will be conducted by the researcher to ensure ongoing adherence to ethical standards. 4. Ongoing Monitoring and Risk Assessment: ● The research activities and the external environment will be regularly monitored for any changes that could pose new risks. Adjust risk management strategies accordingly. ● Proactive scenario planning will be engaged to prepare for potential challenges that might arise from the research activities. By implementing these strategies, the researcher can effectively mitigate the risks associated with conducting research on digital literacy in the Chinese educational context. These measures not only protect the university but also enhance the integrity and impact of the research.
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: The following are some possible risks to the environment: 1. Energy Consumption: ● The use of digital technologies and devices, data servers, and computer systems for research, particularly in large-scale digital literacy studies, can lead to significant energy use, contributing indirectly to environmental impacts such as carbon emissions. 2. Electronic Waste: ● If the research involves hardware like tablets, computers, or other digital devices, improper disposal of these items at the end of their life cycle could contribute to electronic waste, which is harmful to the environment. 3. Compromised Data Integrity and Availability ● If the approach of excessively optimising data efficiency and reducing redundant data storage is to lessen the environmental impact of data management, an ethical risk that may emerge is the potential for data loss or inadequate data availability, which can compromise the integrity and reliability of research outcomes. 4. Technological Inequity and Exclusion ● The shift to virtual meetings and remote work may not be environmentally beneficial, if not all	<i>How you will mitigate the risk to environment:</i> The researcher will employ the following strategies to mitigate potential risks to the environment: 1. Energy Efficiency: ● More energy-efficient technologies and practices will be opted for. This includes selecting energy-efficient devices for the research and utilizing cloud services that are committed to renewable energy and sustainability practices. 2. Responsible Use and Disposal of Electronics: ● All electronic devices and equipment used in the research will be disposed of responsibly at the end of their life-cycle. Certified e-waste recycling services will be engaged to handle electronic waste properly. ● The potential for donating still-functional equipment will be conducted to educational or other organizations at the end of the project, extending the life of these devices. 3. Sustainable Data Management: ● The environmental impact of data storage and management will be reduced by optimizing data efficiency, reducing redundant data storage. 4. Virtual Meetings and Remote Work: ● Travel-related environmental impacts will be minimized by facilitating virtual meetings and remote work options for researchers when

	participants have equal access to reliable technology and internet services.	possible. This reduces transportation-related emissions, a significant component of many research projects' carbon footprints. While the direct environmental risks of a digital literacy research project may not be as pronounced as in other types of research, these strategies help mitigate any potential impacts and promote a sustainability-conscious approach to academic investigations. This not only benefits the environment but also aligns the research project with broader global sustainability goals, enhancing the project's overall ethical and social responsibility profile.
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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.			

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?
	After the research, an e-mail address will be set up for participants who will be able to contact for further details or results. Here is how this could be planned and implemented: Debriefing: ● Purpose: To inform participants about the study's purpose, the importance of their contributions, and to provide transparency about how their data will be used. This helps to alleviate any misconceptions or anxieties participants might have had during the study. ● Procedure: After participation, the researcher will make a brief explanation of the study's preliminary findings, the overall aims, and the expected impact before the interview one by one. This session can also serve as an opportunity to clarify any misunderstandings and to answer participants' questions. ● Format: Debriefing will be done online, ensuring that all parts of the debriefing session are documented appropriately, maintaining the anonymity of the participants. This includes questions raised by participants and the explanations provided. Regularly review and revise the debriefing procedure will also be conducted according to participant feedback and the evolving needs of the research to enhance understanding and ethical compliance. Feedback: ● Purpose: Feedback provides participants with insights into the research outcomes and how their contributions have helped advance knowledge in the field of digital literacy in English reading. It's also an opportunity to demonstrate appreciation for their time and effort. ● Procedure: Participants will be offered the option to receive a summary of the research findings once the study is completed. This summary will highlight key insights and any practical applications or policy recommendations derived from their input. Participants will also be given the researcher's university email address to request this

	feedback if they choose to do so. ● Format: Feedback will be provided in written form via email. Timing: ● Debriefing: Immediately following the end of participation, to ensure clarity and address any immediate concerns or questions from participants. ● Feedback: After the analysis and synthesis of the research data, likely several months post-participation. Exact timing will be communicated to participants during the debriefing sessions. Additional Considerations: ● Language and Accessibility: All communications, debriefings, and feedback will be provided in both English and Mandarin, ensuring that all participants can fully understand the information being presented. ● Continuous Contact: Participants will have the option to sign up for ongoing updates about the research project and any related studies in the future. This fosters a longer-term engagement and keeps participants informed of how their contributions are being used. By implementing a structured approach to debriefing and feedback, the researcher will ensure that participants are respected, informed, and appreciated throughout the research process, reinforcing ethical standards and enhancing participant satisfaction and trust in the research process.
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.
	To ensure ethical standards and adhere to prevailing data protection legislation, detailed arrangements will be made to inform potential participants about what is involved in participating in the study on 'Digital Literacy in College English Reading Course in the Chinese University Context', as well as to obtain their full consent before any data collection begins. Here's how these processes will be structured: Informing Potential Participants: ● Initial Contact: Potential participants (college students in a southern Chinese university) will be initially contacted via email or through university communication channels. This initial contact will include a brief overview of the study, its purpose, and the significance of their participation. ● Information Sessions: Information sessions will be organized both online and on campus to provide a detailed explanation of the research project. These sessions will cover the study's goals, what participation involves, the types of data to be collected, the expected duration of participation, potential risks, benefits, and measures taken to protect participant privacy and data security. ● Information Packet: A comprehensive information packet will be provided to all potential participants, either digitally or in print form. This packet will include: ➢ A detailed description of the research process. ➢ Information on confidentiality and data handling. ➢ Contact information for the researcher for any queries or concerns. ➢ An FAQ section addressing common concerns and procedural questions. ● Availability for Questions: The researcher will be available, via multiple channels (email, phone, and in-person meetings), to answer any questions participants might have after reviewing the information packet or attending information sessions. Consent Process: ● Written Consent Forms: Participants will be required to sign a written consent form that clearly outlines: ➢ Their voluntary participation. ➢ Their right to withdraw at any time without penalty. ➢ How their data will be used, stored, and protected. ➢ The benefits and risks of participating. ● Language and Understanding: Consent forms will be provided in both English and Mandarin to ensure that participants fully understand the terms of their participation. If needed, assistance will be provided to explain the consent form to ensure

	comprehensive understanding. ● Recording Consent: Signed consent forms will be collected and stored securely. A digital system may also be used where participants can give their consent online through a secure platform, which will automatically record the date and time of consent. This consent process will be designed to comply with the General Data Protection Regulation (GDPR) and local Chinese data protection laws by providing clear, accessible, and comprehensive information before obtaining consent. ● Consent Documentation: All consents will be documented and securely stored, with participants given a copy of their signed form. Electronic consents will be logged with time stamps and securely saved in compliance with data protection laws. These arrangements ensure that all potential participants are fully informed about what their participation involves and have given their informed consent before any data collection begins, aligning with ethical research practices and legal requirements regarding data protection and participant rights.
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.
	Here's how anonymity and confidentiality will be maintained in any research outputs: Anonymity: ● Use of Pseudonyms: All participants will be referred to using pseudonyms or participant numbers. This measure prevents the identification of individuals from the data presented. ● Data Aggregation: Data will be presented in aggregate form whenever possible, especially when reporting on sensitive topics. This helps to obscure any identifiers that could be linked back to individual participants. ● Redaction of Identifiable Information: Before analysis, data will be thoroughly reviewed to remove or redact any identifiable information. This includes names, specific locations, or any other details that could potentially reveal the identity of participants. Confidentiality: ● Secure Data Storage: All collected data will be stored on secure, encrypted servers with access limited. ● Confidential Handling of Data: During data collection, handling, and analysis, confidentiality protocols will be strictly followed. This involves using secure networks for data transmission, anonymizing datasets before analysis. By implementing these measures, the study will adhere to ethical standards and legal requirements, ensuring that the identities of participants remain confidential and that their data is handled with the utmost care throughout the research process. This not only protects the participants but also enhances the credibility and integrity of the research.

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☒	☐

	If YES, provide a description of the data and explain why this data needs to be collected:		
2	Here's a detailed description of the types of personal data that might be collected and the rationale behind their collection: ● Here are three types of Personal Data collected as follows: 1. Contact Information: - Data Elements: Email addresses, phone numbers. - Purpose: For ongoing communication regarding the study, including follow-up, debriefing, and dissemination of findings. 2. Academic and Digital Literacy Background: - Data Elements: Academic major, courses taken related to English and digital literacy, prior experience with digital tools. - Purpose: To assess the participants' digital literacy levels and relate them to their views on digital literacy interventions. 3. Audio and Video Recordings: - Data Elements: Recordings of focus group discussions, interviews, or interactions with digital tools. - Purpose: To capture verbal and non-verbal cues that provide deeper insights into user experiences and to facilitate qualitative analysis of discussions and interactions. ● Here are three rationales for collecting this data below: The collection of this personal data is critical to the research for several reasons: 1. Tailored Interventions: Information on participants' backgrounds and their interaction with digital tools enables the researcher to understand their perspectives more effectively. 2. Qualitative Insights: Audio and video recordings enrich the qualitative data pool with detailed, nuanced information that surveys and performance data might not capture, providing a fuller picture of the participants' experiences and perceptions. 3. Longitudinal Follow-up: Contact information is essential for follow-up studies or to provide participants with outcomes of the study, which can further validate the research findings and enhance participant engagement. All personal data collected will be handled according to stringent ethical guidelines and data protection regulations, ensuring that participants' privacy is safeguarded, their data is used appropriately, and confidentiality is maintained throughout the research process. This careful handling not only complies with legal standards but also fosters trust between the researchers and participants, enhancing the quality and reliability of the research outcomes.		
	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:		
	Here are seven detailed explanations of these measures: 1. Data Security and Confidentiality Measures: ● Encryption: All digital data, including audio and video recordings, will be encrypted using strong encryption protocols. Encryption will be applied during data transmission, ensuring that unauthorized access is prevented, and data integrity is maintained. ● Password Protection: Access to all digital systems used for storing and analysing data will be secured with strong, regularly updated passwords. Multi-factor authentication will be implemented where possible to add an additional layer of security. 2. Anonymization and Pseudonymization: ● Direct identifiers such as names and contact details will be removed from datasets used for analysis and replaced with pseudonyms to ensure that individual participants cannot be directly identified from the data. ● Complete anonymization will be applied to data as soon as the primary analysis phase is complete, ensuring that it cannot be linked back to individual participants without additional information that will be kept separately. 3. Backup Procedures: ● Data will be backed up regularly on secure, encrypted servers within UWTSD systems. Backups will be scheduled automatically to ensure data is not lost in case of hardware failure or other data loss scenarios. ● Backup files will also be encrypted and stored in a location separate from the primary data storage to protect against site-specific risks such as natural disasters or theft. 4. Data Access Controls: ● Access to data will be strictly controlled and limited to the researcher. ● Logs of data access and modifications will be maintained to ensure traceability of data handling and to audit data access and usage. 5. Legal Compliance and Training: ● All data handling procedures will comply with applicable data protection laws, such as the GDPR for European data subjects and local Chinese data protection laws for participants in China. 6. Data Retention and Disposal: ● Data will be retained only for as long as necessary for the purposes of the research, after which it will be securely deleted using methods that prevent data recovery (e.g., data wiping or physical destruction of storage media). ● Documentation of data retention and disposal procedures will be maintained to ensure compliance with ethical guidelines and legal requirements. These comprehensive security measures are designed to protect participant data from unauthorized access, loss, or breach, while also ensuring that the researcher can work effectively with the data to achieve the study's objectives. By implementing these practices, the research ensures the confidentiality and integrity of the data collected, fostering trust with participants and compliance with regulatory requirements.		

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): The research on involves several key aspects of data management that must comply with the General Data Protection Regulation (GDPR), the Data Protection Act (2018), and any international equivalents, particularly Chinese data protection laws. Here's how these two elements will be addressed: 1. Export of Data Outside the UK or Importing of Data from Outside the UK Procedure: When data needs to be transferred internationally, it will be done under the legal frameworks that provide adequate protection for the data, such as the EU-US Privacy Shield framework or by standard contractual clauses. Compliance: The GDPR's requirements for international data transfer will be strictly followed, ensuring that any country outside the EU to which data is transferred offers an adequate level of data protection, as per GDPR Articles 44-50. 2. Use of Personal Addresses, Postcodes, Faxes, Emails, or Telephone Numbers Procedure: Personal contact information will be collected only where necessary and will be used solely for the purposes stated in the study's participant information sheet and consent form. Access to this data will be restricted to authorized personnel only, and it will be stored securely with encryption. Compliance: This use of personal data will be conducted in compliance with GDPR principles, ensuring that data is processed lawfully, fairly, and transparently. Participants will be informed of the use of their contact information and consent will be obtained explicitly. By ensuring these procedures are in place and strictly adhered to, the research will remain compliant with GDPR, the Data Protection Act (2018), and any relevant international equivalents. These measures not only protect the privacy and integrity of participant data but also enhance the credibility and ethical standards of the research.		
22	List all who will have access to the data generated by the research activity:		
	Zhenyu Chen Supervisors - Iain Jones and Julia Holloway Each individual with access to the data will be trained on the importance of data protection and confidentiality. They will be required to adhere to strict protocols concerning data handling and will only be granted access as		

	necessary for the performance of their duties.		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	The Principal Investigator (Zhenyu Chen) will act as the primary custodian of the data. The PI holds overall responsibility for the data management, including its collection, use, storage, and disposal. The PI ensures that all aspects of the data handling comply with legal and ethical standards, research governance, and data protection regulations.		
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.		
	Here are detailed descriptions of these arrangements to ensure the security and integrity of the data collected, namely, data storage arrangements and data archiving. Data Storage Arrangements ● Where Data Will Be Stored: - Digital Data: All digital data will be stored on encrypted, secure servers hosted by the university cloud service provider specializing in secure data hosting for academic research. - Physical Data: Any physical records, such as consent forms, will be stored in locked filing cabinets in secure areas accessible only to the researcher. ● Security Measures: - Encryption: All stored data, whether digital or physical, will be encrypted. Digital data will use state-of-the-art encryption both at rest and during transmission. - Access Control: Access to the data will be strictly controlled by role-based access permissions, ensuring only the researcher has access to specific types of data. - Regular Audits: Security protocols and access controls will be regularly audited to ensure compliance with the latest security standards and data protection laws. - Physical Security: Secure facilities with controlled access will be used for storing physical data to prevent unauthorized access, theft, or damage. ● Data Retention Period: The data will be retained for a period that is compliant with university. This period allows for the analysis, re-analysis, and response to academic inquiries while respecting data minimization principles. ● Data Form: - Data will be stored in formats that ensure integrity and reusability. - Identifiable information will be separated from research data and stored under stricter security measures. These data storage and archiving arrangements ensure the protection and integrity of the data throughout its lifecycle, from initial collection through to final archiving or disposal. By implementing these measures, the research adheres to ethical standards, data protection laws, and best practices in data management.		
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>)		
	Not applicable.		
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:	Zhenyu Chen	Date: 25 April 2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dr. Catherine Morgan	Date:
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

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

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

RESEARCH STUDENTS ONLY

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.

Appendices 2: Information Sheet

Information sheet for Doctoral research project: June 19, 2024-September 30, 2024

I am conducting research for my Doctoral assignment (Module: ECDE7013) at the Institute of Education, University of Wales Trinity Saint David, under the supervision of Dr. Catherine Morgan, Dr. Iain Jones, and Dr. Julia Holloway.

Individual interviews constitute a fundamental component of the study I am undertaking. Semi-structured interviews are intended to span 45-60 minutes, with the initial phase scheduled between June 2024 and July 2014. They would investigate the incorporation of digital literacy into Chinese College English Reading Courses. Your participation in the research is acknowledged. The interviews will be conducted with you online.

Aims

This research aims to enhance students' educational experiences by identifying and integrating digital tools. At such, learners' reading comprehension and critical thinking skills could be substantially improved. The study will examine the existing level of digital literacy in English reading courses at a southern Chinese university, formulate effective methods for its incorporation into the English reading curriculum, and assess the effects of these techniques on student performance.

The overall research question asks

What pedagogical approaches can be adopted for developing students' digital literacy skills to meet the demands of the college English reading course in China?

The individual interviews will explore

- Your insights into the effective integration of digital literacy in English reading curricula.
- Your ideas on effective practices and necessary support structures for successful implementation of digital literacy in English reading curricula.
- Your reflections on academic discourse on digital education and the provision of actionable strategies for educators and policymakers, which will ultimately help enhance students' abilities to thrive in a global, information-dense environment.

The following ethical guidelines apply to the research:

Ground rules:

If you approve to participate, we will establish ground rules at the outset of the interview and determine what subjects you wish to include and exclude.

If you agree to join, you will be required to sign an Informed Consent Form, however you can withdraw from the study at any time.

How will you be informed about the research findings?

After the interview, you will be offered with a transcript of it. This will allow you to rectify any factual errors.

I respect your right as a participant to not have information included in the study if, in retrospect, that is your wish. Alternatively, you can agree to have information included; however, the method of anonymisation will be discussed with you prior to any information being included in the findings analysis.

The research has received ethical approval from the Faculty Research Ethics Committee at the Institute of Education, University of Wales Trinity Saint David, and the Ethics Panel of the University of Wales, Trinity Saint David.

Appendices 3: Consent Form

CONSENT FORM

PROJECT TITLE: Digital Literacy in the College English Reading Course in the Chinese University Context.

Name of Researcher: Zhenyu Chen

Please initial boxes.

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

2. I understand that 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 by 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.

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Zhenyu Chen

16/06/2024

Name of researcher

Signature of participant

Date

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

Thank you.

INFORMATION SHEET
PROJECT TITLE: Digital Literacy in the College English Reading Course in the Chinese University Context.

My name is Zhenyu Chen and I am studying for an EdD 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 'Digital Literacy in the College English Reading Course in the Chinese University Context' and the aim of the research strives to enrich the educational experiences of students by identifying and incorporating digital tools that significantly enhance reading comprehension and critical thinking skills. The research will assess the current state of digital literacy within English reading course across a southern Chinese university, develop effective practices for its integration into English reading curricula, and evaluate the impact of these strategies on student outcomes. Through your participation, I hope to contribute to academic discourse on digital education and the provision of actionable strategies for educators and policymakers, ultimately enhancing students' abilities to thrive in a global, information-dense environment.

Given the context of the research activity on 'Digital Literacy in English Reading Course in the Chinese University Context', compliance with the Standardization Administration of China [SAC] (2020), as outlined in the 'Information Security Technology - Personal Information Security Specification', is mandatory. This standard governs various facets of personal information management, including its collection, storage, usage, sharing, transfer, and disclosure. In the context of this research, the standard has the following specific implications:

Data Collection:

Privacy, data security, and consent are crucial. All personal data will be collected with explicit consent, and participants will receive clear explanations of what data is collected and its usage. Consent forms will be clear, jargon-free, and translated into participants' native language to avoid misunderstandings.

- **Interviews (Including Recording):** Interviews will be conducted with explicit consent from participants, who will be informed about the purpose of the interviews and how the recordings will be used. Recordings will be securely stored, and access will be restricted to authorized personnel only. Transcriptions will be anonymized to protect participant identities.

Data Storage:

Robust data protection and minimizing technological risks are essential. All data will be securely stored using encryption, accessible only to authorized personnel, and compliant with data protection regulations. Regular backups and reliable storage systems will prevent data loss from technical issues.

Data Usage:

Participants will be informed about how their data will be used, emphasizing the study's purpose and benefits. Sensitive data will be handled with care to ensure participant comfort and trust.

Data Sharing:

Data sharing will be limited to the research team and anonymized if shared externally. Participants will know who has access to their data and why. Participation will be explicitly voluntary, with no repercussions for non-participation, mitigating any perceived pressure from university authorities.

Data Transfer:

Secure transfer protocols will be used to prevent unauthorized access or breaches, including encrypted communication channels and ensuring that data recipients have adequate protection measures.

Data Disclosure:

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Name of researcher

林思銓

Signature of participant

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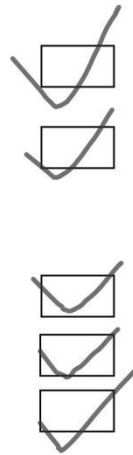
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Interview Guide

Research Questions:

What pedagogical approaches can be adopted for developing students' digital literacy skills to meet the demands of the college English reading course in China?

Interview Questions:

Part One: Understanding Digital Literacy

Personal Background

1. Can you introduce yourself and your academic background?
2. How long have you studied in the college English reading course?
3. Do you have a clear definition and understanding of digital literacy?
4. Do you know what digital literacy is?
5. What do you think is the role of digital literacy in the college English reading course?

General Awareness

6. Can you describe your experience using digital tools in the English reading course?
7. Can you give a specific example of when you used digital tools in your English reading class? When and where did this happen?
8. Who else was involved in this experience? Was it a group activity or an individual activity?
9. Can you provide more details about the digital tools you used? How do they work, and what are their main functions?
10. How did using these digital tools make you feel at the time? Did they help or hinder your learning?
11. Looking back on that experience, how do you feel now? Has it influenced how you currently use digital tools or your views on digital literacy?
12. Why do you think digital literacy is important for your college English reading skills?

Current Practices

13. Can you describe how digital tools are currently used in your English reading course?
14. What specific digital tools or resources have you found most helpful for your English reading assignments?
15. How do you think these tools affect your reading comprehension and critical thinking skills?

Effects and Feelings of Digital Tools

16. How did using these digital tools make you feel? Did they help or hinder your learning more?
17. Looking back on that experience, how do you feel now? Has it influenced how you currently use digital tools or your views on digital literacy?

Impact of Digital Literacy on Learning

18. Why do you think digital literacy is important for your English reading skills?
19. Have you found digital tools especially useful for certain types of reading materials or tasks? Please provide examples.
20. Have digital tools influenced how you understand and analyze English texts? If so, how specifically?

Part Two: Challenges and Barriers

Technology Integration

Are there specific digital tools or applications that you find particularly helpful? Why?

21. Have you encountered challenges when using digital tools? How did you overcome these challenges?
22. Do you have specific methods or strategies to share for reading with digital tools?
23. What challenges have you faced in using the digital tools required for your English reading course?
24. How has access to technology impacted your learning experience?

Digital Skills Gap

25. Do you feel you have sufficient digital skills to effectively use the digital tools provided in the course? Why?
26. What kind of support or training could help you improve your digital literacy skills?

Course Integration

- 27. How well do you think digital literacy is integrated into the current college English reading course?
- 28. What changes do you think are necessary to better incorporate digital literacy into the curriculum?

Outlook for the Future

- 29. What do you think the future of digital literacy will look like in college English reading courses?
- 30. What new digital tools or technologies would you like to use in your future studies?
- 31. Part Three: Impact and Effectiveness

Learning Outcomes

- 32. How do digital tools affect your comprehension and overall learning in college English reading?
- 33. Can you provide examples of specific digital tools that have helped or hindered your understanding of college English reading materials?

Engagement and Motivation

- 34. How do digital tools influence your motivation to participate in college English reading activities?
- 35. What digital features (e.g., multimedia, interactive elements) do you find most appealing?
- 36. Part Four: Opportunities for Improvement

Enhancing Digital Literacy

- 37. What strategies or resources do you think are most effective for improving students' digital literacy skills?
- 38. How can teachers more effectively support students in developing digital literacy skills?

Teacher Support

- 39. Have you noticed differences among teachers in their use of digital tools? How do these differences affect your learning?
- 40. What kind of training or resources do you think teachers need to effectively integrate digital literacy into their teaching practices?

Part Five: Future Directions

Suggestions

- 41. Based on your experience, what suggestions do you have for improving the integration of digital literacy in college English reading courses?
- 42. How do you think future research will help address the challenges you identified regarding digital literacy?

Part Six: Personal Experience

Personal Reflection

- 43. Can you share a specific example of how digital literacy significantly impacted your learning experience in an English reading course?
- 44. How has your view of digital literacy changed throughout your learning process?

Part Seven: Broader Impact

Cross-Cultural Competence and Critical Thinking

- 45. How have digital tools helped you develop cross-cultural competence and critical thinking skills?
- 46. Do you think these skills are important for your future career? Why or why not?

Conclusion

- 47. "We've reviewed your experiences using digital tools in the English reading course. This has been very interesting. Thank you! Do you have anything else to add?"

Ethical and Consent Considerations

- 48. Do you understand the purpose of this research and how your responses will be used?
- 49. Are you satisfied with the data protection measures and information handling?

Chinese Interview Questions:

面试问题

第一部分: 理解数位素养

个人背景

1. 请介绍一下自己和您的学术背景?
2. 您在大学英语阅读课程中学习了多长时间?
3. 你对数字素养的定义与理解清楚吗?
4. 你清楚什么是数字素养吗?
5. 您认为数字素养在大学英语阅读课程中的作用是什么?

一般认知

6. 您能否介绍一下自己以及您在英语阅读课程中使用数字工具的经历?
7. 你能描述一下你在英语阅读课上使用数字工具的具体例子吗? 这是什么时候、在哪里发生的?
8. 还有谁参与了这次体验? 是集体活动还是个人活动?
9. 您能否提供有关您使用的数字工具的更多细节? 它如何运作, 以及它的主要功能是什么?
10. 当时使用这种数字工具让你感觉如何? 它对你的学习有帮助还是有阻碍?
11. 回想那段经历, 你现在有什么感受? 它是否影响了你现在使用数字工具的方式或对数字素养的看法?
12. 为什么你认为数位素养对你的大学英语阅读能力很重要?

现行做法

13. 你能描述一下目前在你的英语阅读课程中是如何使用数字工具的吗?
14. 你发现哪些特定的数字工具或资源对你的英语阅读作业最有帮助?
15. 您认为这些工具对您的阅读理解和批判性思维能力有何影响?
16. 数字工具的效果与感受
17. 使用这些数字工具让您感觉如何? 它对您的学习是帮助更多还是阻碍更多?
18. 回想那段经历, 您现在有什么感受? 它是否影响了您现在使用数字工具的方式或对数字素养的看法?

数字素养对学习的影响

19. 为什么您认为数字素养对您的英语阅读能力很重要?
20. 您是否发现数字工具在某些特定类型的阅读材料或任务中特别有用? 请举例说明。
21. 数字工具是否影响了您理解和分析英语文本的方式? 如果有, 具体是如何影响的?

第二部分: 挑战和障碍

科技进入

22. 您是否有特定的数字工具或应用程序, 您觉得特别有帮助? 为什么?
23. 您是否遇到过使用数字工具时的挑战? 如何克服这些挑战?
24. 在使用数字工具进行阅读时, 您是否有特定的方法或策略可以分享?
25. 在使用英语阅读课程所需的数字工具方面, 您遇到了哪些挑战?
26. 获得技术对你的学习经验有什么影响?

数字技能差距

27. 你觉得你有足够的数字技能来有效地使用课程中提供的数字工具吗? 为什么?
28. 什么样的支持或培训可以帮助你提高数位素养技能?

课程整合

29. 你认为数位素养在现行大学英语阅读课程中的整合程度如何?
30. 你认为有哪些改变是必要的, 以便更好地将数位素养纳入课程?

对未来的展望

31. 您认为未来的大学英语阅读课程中, 数字素养会有怎样的发展?
32. 您希望在未来的学习中使用哪些新的数字工具或技术?

第三部分：影响和效力

学习成果

- 33. 数码工具如何影响你的大学英语阅读理解和整体学习？
- 34. 你能举例说明具体的数字工具如何帮助或阻碍了你对大学英语阅读材料的理解吗？

参与及动机

- 35. 数字化工具如何影响你参与大学英语阅读活动的积极性？
- 36. 你认为最吸引你的数字特性（例如，多媒体、互动元素）是什么？

第四部分：改进的机会

提升数位素养

- 37. 你认为哪些策略或资源对提高学生的数位素养技能最有效？
- 38. 教师如何更有效地支援学生发展数位素养技能？

教师支援

- 39. 你有没有注意到不同的教师在使用数字工具方面有什么不同？这些不同是如何影响你的学习的？
- 40. 你认为教师需要什么样的培训或资源才能有效地将数位素养融入教学实践？

第五部分：未来方向

建议

- 41. 根据你的经验，你有什么建议来改善大学英语阅读课程中数位素养的整合？
- 42. 你认为未来的研究将如何帮助解决你所确定的数位素养方面的挑战？

第六部分：个人经历

个人反思

- 43. 你能分享一个具体的例子吗？在一个英语阅读课程中，数位素养对你的学习经验有很大的影响？
- 44. 在学习过程中，你对数位素养的看法有何改变？

第七部分：更广泛的影响

跨文化竞争力和批判性思维

- 45. 数字工具是如何帮助你发展跨文化竞争力和批判性思维能力的？
- 46. 你认为这些技能对你未来的职业生涯重要吗？为什么？

总结

- 47. “我们回顾了您在英语阅读课程中使用数字工具的经历。这非常有趣。谢谢。您还有什么要补充的吗？”

道德和同意的考虑

- 48. 你明白这项研究的目的和你的回答的用途吗？
- 49. 您对数据保护措施和信息处理是否满意？