Plain Language Statement for Pre-Service Teachers

Melbourne Graduate School of Education

Project: Teaching How to Learn: Designing learning environments to promote student engagement self-agency (Professional Learning Workshop)

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Introduction

Thank you for your interest in participating in this research project. The following few pages will provide you with further information about the project, so that you can decide if you would like to take part in this research.

Please take the time to read this information carefully. You may ask questions about anything you don't understand or want to know more about. Your participation is voluntary. If you don't wish to take part, you don't have to. If you begin participating, you can also stop at any time.

Description of the study

The online unit is addressed to pre-service teachers. It will provide the participants with research-based information about how to design instruction that promotes student engagement and agency. The participants will have the possibility to apply this information first by viewing, scoring and discussing two video-observations of classroom teaching, and second by revising their own lesson plans. The project is funded by a grant from the Australian Research Council (ARC) and will take place in South Australia (Flinders University, College of Education, Psychology and Social Work) and Victoria (University of Melbourne, Graduate School of Education).

Purpose of the study

The research project investigates the effectiveness of professional development workshops that can help pre-service teachers learn how to design learning environments that promote student engagement and agency. We hope to be able to find effective ways to communicate

helpful information to pre-service teachers about specific practices that can promote student learning, have an impact on how they design their own lesson plans, and have a long-term effect on their knowledge and beliefs about learning and teaching.

What will the participants be asked to do?

The research team is inviting enrolled pre-service teachers to participate in the study. You will be asked to:

- complete a consent form and a short online pre-test (20- 30 minutes).
- upload one of your lesson plans, complete 2 short online modules, watch a powerpoint presentation, then participate in a collaborate session on Zoom (approx. 2.5 hours)
- learn more about ICAP coding and scoring and revise your lesson plan (approx. 2 hours)
- carry out a post-test (20-30 minutes)
- carry out the delayed test around 8 weeks after completion of the program (20-30 minutes)

You will have just over two weeks to complete approximately 6 hours of reading, viewing and responding.

What benefit will the participants gain from being involved in this study?

The online modules will provide research-based information about teacher practices that increase student cognitive engagement and agency. Participation in the study will assist you to:

- integrate frameworks like Self-Regulated Learning (SRL) and ICAP which link cognitive engagement and active learning into your teaching
- develop language and experience that will help you stand out in jobs interviews later in the year and to apply for AITSL/VIT full accreditation
- have concrete examples of AITSL standards 1.2 (Understand how students learn); 3.2 (Plan, structure and sequence learning programs); 3.6 (Use effective classroom communication) and 6.4 (Apply professional learning and improve student learning)

A certificate acknowledging your participation and aligning the expected learning outcomes with the Australian Professional Standards for Teachers will be provided to the participants who are successful in completing the study. The Certificate and first eVoucher ($20) will be provided on completion of the online program. A second eVoucher ($10) will be provided on submission of the delayed test.

Will the participants be identifiable by being involved in this study?

Other participants in the collaborate meetings will be aware of your involvement in the study as they will be conducted via Zoom. All data concerning you will be de-identified so that others cannot identify you. Your name and other personal details will always be kept confidential. No part of the reports on this project will allow identification of any participant. The information we collect will be stored in a secure database at the University for 7 years and then it will be

destroyed. Project information will not be available for use by people outside of the research team.

Are there any risks or discomforts for the participants involved?

We don't anticipate any risks will arise from your involvement in this study. You do not have to answer any questions that you don't want to. There will be a commitment of time for the completion of modules, coding and questionnaires.

How do I agree to participate?

Participation is voluntary. You may answer 'no comment' or refuse to answer any questions and you are free to withdraw from any project activity at any time. A consent form accompanies this information sheet. If you agree to participate, please read and mark the box acknowledging your consent on the consent form. The consent form is available online at: Teaching How to Learn Online Program Consent Form.

How will I receive feedback?

Information about the project will be provided at the end of the study. Once the results of the project are finalised, outcomes of the project will be provided to all participants via email.

Where can I get further information?

If you would like more information about the project, please contact the researchers; Professor Lorraine Graham [lorraine.graham@unimelb.edu.au], or Dr Wendy Scott [wendy.scott@unimelb.edu.au]. You may also contact the other principal researchers, Professor Stella Vosniadou [stella.vosniadou@flinders.edu.au] and Emeritus Professor Michael Lawson [mike.lawson@flinders.edu.au].

Thank you for taking the time to read this information sheet, and we hope that you will accept our invitation to be involved.