IRB Application for TYPE 1 Research (Exempt)  
FORM A  

Office of Sponsored Projects and Research Administration  
Wright Administration – Room 104  
812-465-5149 / RCR@USI.EDU

This form shall be used if there is minimal risk to human subjects and one or more of the exempt categories apply (on page 2). If there is more than minimal risk associated with the research (none of the categories on page 2 apply) or if the research utilizes a special population (children, prisoners, institutionalized individuals, etc.), please IRB FORM B.

Basic Protocol Information

Project Title: Second Language in Academic Settings and its Impact on Academic Learning

Principal Investigator
Name: [Redacted]
Title: Undergraduate Student at USI
Department: Liberal Arts
Email: [Redacted]
Phone: [Redacted]

College or Division:
☐ College of Business
☒ College of Liberal Arts
☐ College of Nursing & Health Professions
☐ College of Science, Engineering, & Education
☐ Academic Affairs
☐ Student Affairs
☐ Outreach & Engagement
☐ Other ________________

Role at USI:
☐ Faculty  ☒ Staff  ☒ Undergraduate Student  ☐ Graduate Student  ☐ Other - specify:

If there are additional Investigators, please attach list

Students only -- Name of Faculty Sponsor: [Redacted]

EXPECTED DATES OF RESEARCH
Start (month/date/year): October 20th, 2014 or upon IRB approval
End (month/date/year): December 17th, 2014

HUMAN SUBJECTS RESEARCH TRAINING
CITI Training Reference number: 12776515  
Date completed: 4/18/14

Collaborative Institution Training Initiative (CITI) training must be completed prior to requesting a review of your IRB protocol. CITI (Collaborative Institution Training Initiative) training certification is good for 3 years. To complete the CITI training – go to www.usi.edu/ospra. Please upload a copy of your CITI Training Certification to IRBNet.

DISSEMINATION OF RESULTS
How are you intending to disseminate the results of the research? (Check all that apply)
☐ Journal article  ☒ Conference presentation  ☐ Academic white paper  ☐ Thesis / Dissertation
☒ USI course paper or presentation  ☐ Other- specify:

FUNDING OF RESEARCH
Is your research part of an external grant or contract?
☐ Yes → Attach copy of the grant application or contract
☒ No
1a. Please read carefully the following categories and indicate which *category or categories* best describe your research by checking the appropriate box.

- [ ] Research in Educational Settings (Category 1)
  Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:
  (a) research on regular and special education instructional strategies; or
  (b) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.

- [x] Tests, Surveys, Interviews, Observation of Public Behavior – Part 1 (Category 2)
  Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior.

  ➔ *NOTE: If the information obtained is recorded in such a manner that the human participants can be identified, directly or through identifiers linked to the participants; and any disclosure of the human participants’ responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants’ financial standing, employability, or reputation. Please complete USI IRB FORM B for Type 2 instead.*

- [ ] Tests, Surveys, Interviews, Observation of Public Behavior - Part 2 (Category 3)
  Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under Category 2 above if:
  (a) the human participants are elected or appointed public officials or candidates for public office; or
  (b) federal statute requires without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

- [ ] Use of Existing Records (Category 4)
  Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the participants.

- [ ] Public Benefits/Service Programs (Category 5)
  Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine:
  (a) public benefit or service programs;
  (b) procedures for obtaining benefits or services under those programs;
  (c) possible changes in or alternatives to these programs or procedures; or
  (d) possible changes in methods or levels of payment for benefits or services under those programs.

- [ ] Consumer Acceptance (Category 6)
  Taste and food quality evaluation and consumer acceptance studies:
  (a) if wholesome foods without additives are consumed; or
  (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe by the Food and Drug Administration or approved by the Environment Protection Agency or the Food Safety and Inspection Service of the U. S. Department of Agriculture.
1b. Please explain in layman terms why you believe your research protocol meet(s) the categories you selected:

My data will be collected through the completion of 3 different surveys.
- A Motivation Scale created by Robert J. Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Brière, Caroline B. Senécal, and Évelyne F. Vallières, which assesses what kind of motivation brings the participant to college.
- The VARK Questionnaire assessing what is the Learning Style of the participant.
- A demographic and academic background survey created by myself.

**SECTION 2**

**RESEARCH QUESTION AND DESIGN**

2a. **RESEARCH QUESTION**

*In layman terms, state the research question to be answered by this project*

Does studying in a second language impact the learning ability in unrelated disciplines?

*Underlying questions will be answered as well:*

How does the type of motivation students have affect their learning ability?

How does students’ learning style affect their learning ability?

2b. **RESEARCH DESIGN**

*Provide a brief summary of the research design*

The research design of this study will include two groups. One group will be the second language speakers (the participants’ native language will be Spanish) and will consist of 20 to 25 USI students. The second group will be the first language speakers (the participants’ native language will be English) and will consist of 20 to 25 USI students. The total participants will be between 40 and 50 participants. Each group will be met at different place and time due to the different method of recruitment used for those two groups. For the Spanish speaking group, I will attend one of the Hispanic Union’s meeting occurring each Monday at 1:00 (recruitment script I will say to them is attached). I will recruit the English speaker participants through SONA (the psychology department’s online experiment management system, SONA template is attached). I will assign them with a time and location when they volunteer.

All participants will be asked to complete 3 surveys: The VARK Questionnaire, the Motivation Scale, and a demographic/academic background (all 3 attached as separate documents). The latter has been created by the P.I. (me). With the data from the three different surveys I will be able to conduct a Linear Regression which will show trends between the three variables (first language, learning style, and motivation style). I will be able to say to what extent language impacts learning ability.
2c. USE OF SECONDARY DATA

Conducting secondary data analysis, describe how the data was collected / the source of the data
Will you be using secondary data (i.e. data collected by someone else as part of medical or school records, information gathered from an existing database, or data that someone else has already collected via a survey, test, etc.)

☐ Yes → Describe how the data was collected, the source of the data, and how you plan to use the data
☒ No

IF YOU ARE ONLY USING SECONDARY DATA FOR THE RESEARCH – SKIP TO SECTION 7
CONFIDENTIALITY AND DATA SECURITY

SECTION 3
RESEARCH PROCEDURES

3. Describe in detail the research procedure.

If you are...
- Just observing participants, describe the setting.
- Asking participants to complete a survey, describe how you will distribute the survey. (Please attach the survey to this form)
- Interviewing participants, describe how you plan to interview the participants and the setting of the interviews. (Please attach the interview questions to this form).
- Audio or video recording participants, describe how the audio/video tapes will be used and how confidentiality will be maintained

Also include:
- Approximate dates and duration of research
- Approximate number of participants
- Total number of observations, surveys, interviews, visits, etc.
- Time commitment required per participant (ex. 10 minute interview x 3 interviews per participant)
- Location of research / data collection
- Explain participant withdrawal procedures (i.e. how a participant will allowed to stop out of the study)

Once we have decided when I will attend a Hispanic Union meeting, the President of the Hispanic Union of USI, will remind the group of my upcoming presence and she will ask the students to refresh their memory about their grades in previous years (including their GPA when they finished High School). is not considered a co-investigator in my study and she will not have access to the data at any given point. Having the students refreshing their memory about their previous grades will allow the students to be able to complete all three surveys the same day, instead of having to take them home.

The English speaking group will be recruited from the program SONA. As you can see in the attachment called SONA, those participants will be advised to review their previous grades as well before meeting with me.

The approximate moment of meeting with the two groups is between October 20th and November 17th (of 2014). From the moment I have all my data collected, they all should be analyzed and described into my Final Paper for my Research Methods and Statistics class before the end of this semester (December 17th, 2014).
The number of participants expected for each group is between 20 and 25 for a grand total of 40 to 50 participants. The number of surveys they will fill out is 3. The Motivation Scale has 28 items, the VARK Questionnaire has 16 items, and the demographic/academic questionnaire has 15 items. Filling those three surveys won’t require more than 30 minutes of the participants’ time. Those items all refer to who the participants are, their personality, how they would act in hypothetical situations, and information about their past.

The location of this project is at USI (on all levels: data collection, data analysis, etc.). Collection of data for the Spanish group will happen in UC 2206 and the collection of data for the English speaking group will happen in LA2010, the Psychology Lab. The withdrawal procedure is that if the participants do not want to participate, they do not have to sign the informed consent or pick up the surveys when I pass them. If, in the middle of the surveys, they do not want to continue, they can simply stop writing, raise their hand so I can pick up their surveys, and choose to stay or leave the room. This will all be explained in the informed consent as well as while I am introducing myself and my project (introduction letter and informed consent document attached).

4a. TARGET POPULATION

Describe the participant group to be studied

Include:

- Describe the group to be studied and why
- Describe the inclusion / exclusion criteria for participants.
  - Include the rationale for the involvement of any special groups including children, prisoners, pregnant women, or subjects with cognitive impairments.
  - Describe the characteristics of the targeted participants, including gender, age ranges, ethnic background, and health/treatment status.
  - If women or minorities are excluded, provide justification.
  - Give the number of participants you anticipate including from each targeted group listed above.

The Spanish speaking students group will be students from USI, 18 years and older, females and males will be accepted equally. Therefore, the only inclusion criteria for those participants is that their first language must be Spanish. The rationale behind my choice of studying a Spanish sample is that at USI, other than English, Spanish and Arabic are the two native language populations I could find in a big enough number to conduct my study. And the reason why I did not go with the Arabic speaking students is simply that they have a different dialect than English and it would have created an extraneous variable for this study. The ethnic background of this group will be that they are from a country in which Spanish is a prevailing spoken language. The Spanish speaking group will constitute of 20 to 25 participants. *In this situation, most of the Spanish students will be part of the Hispanic Union of USI since it is the way I will get in contact with my participants. However, they do not have to be a member to be part of my study, therefore it is not an inclusion criteria. Finally, I chose not to include Spanish written documents in my study (Informed consent, surveys) according to the following deduction: The participants are students in an English institution where they are taking classes in English, taking tests in English, writing papers in English. If they can achieve all of this, I assume they will be able to read the Informed Consent with all awareness as well as answering the surveys to the best of their knowledge.

The English speaking students group will be students from USI, 18 years and older, females and males will be accepted equally. The inclusion criteria for those participants is that their first language must be English. The reason why I chose to have a second group speaking English is to be able to compare first language speakers/learners to second language speakers/learners. Therefore, the reason why English is the spoken language is that the first official language in the United States is English. The English speaking group will consist of 20 to 25 participants.
The total anticipated number of participants is between 40 and 50.
4b. RECRUITMENT PROCEDURES

Describe how you will recruit participants for the study

Include:

- Describe participants will be recruited
- Describe how participants will be informed that their participation is voluntary
- Describe how participants can withdraw from the study

4b. 1 Will email, flyers, brochures, posters, letters, etc. be used to recruit participants?
☒ Yes → Attach the email language, brochures, posters, letters, etc. that will be used to recruit participants
☐ No

The Spanish speaking students group will be approached and recruited through the Hispanic Union of USI. I will attend one of their weekly meetings, introduce myself and offer them the opportunity to be part of my study. The participants will be informed that their participation is voluntary through my introduction (when I introduce myself and my project, script is attached) as well as on the informed consent (attached). They will also learn by both mediums how to withdraw from the study. The withdrawal procedure is that if the participants do not want to participate, they do not have to sign the informed consent or pick up the surveys when I pass them. If, in the middle of the surveys, they do not want to continue, they can simply stop writing, raise their hand so I can pick up their surveys, and choose to stay or to leave the room.

The English speaking students group will be approached and recruited through the SONA program of USI (SONA template attached). Students who wish to participate will sign up to my study, thus agree to meet with me and the rest of the group to fill out the surveys. This group will have the same introduction speech from me (introducing myself and my project) and so on every level (voluntary participation, withdrawal, etc.). Same process of withdrawal will be used and explained to this group.

4b. 2 Will the participants receive any type of compensation (i.e. money, t-shirt, extra credit, etc.) for participation?
☒ Yes → describe compensation
☐ No

Through SONA, there may be a higher rate of participation since some students can receive bonus points from their psychology instructor. In this case, since my two groups are recruited in two different manners, I could not offer the possibility of bonus points to both groups, so I will offer donuts to those who do not receive bonus points from their instructor.

4c. RESEARCH SITE

Describe all sites where this research will take place.

The meeting with the Spanish speaking students will occur in the University Center (West) Building at USI in the Room 2206. The meeting with the English speaking students will occur in Liberal Arts 2010.

Attach documentation of permission from the appropriate source if the study involves participants from places other than common public spaces or at USI. (Must be on the study site letterhead)
SECTION 5
INFORMED CONSENT

5a. INFORMED CONSENT PROCEDURE
Describe how (oral or written) and when voluntary consent will be obtained from participants.

Include:
• Who will be responsible for obtaining consent from participants
• Who will be providing consent? (ex. The participant, a parent, guardian, etc.)

NOTE: If individually identifiable information such as images (video or photos), audio recordings, names or notable descriptions of participants will be published, shared or otherwise disseminated, the consent form must make this explicit to the participant.

Once I enter the room to meet with the Spanish speaking participants I will introduce myself and my project. While discussing the project I will also explain all of its implications (time consumed, brief description of the three surveys) and informed consent matters such as voluntary participation, withdrawal process, confidentiality. Then I will give them the consent form to read. If questions arise, I will answer them. If participants agree to participate, they will sign and date the consent form and return it to me. All participants will be over 18 years of age and will be able to provide consent for themselves.

Once the English speaking participants enter the room, I will introduce myself and my project. While discussing the project I will also explain all of its implications (time consumed, brief description of the three surveys) and informed consent matters such as voluntary participation, withdrawal process, confidentiality. Then I will give them the consent form to read. If questions arise, I will answer them. If participants agree to participate, they will sign and date the consent form and return it to me. All participants will be over 18 years of age and will be able to provide consent for themselves.

Therefore, I [The P.I.] will be responsible for obtaining the consent from participants and the participants themselves (each of them being 18 years and older) will be providing consent. No images, videos, photos will be shown to the participants.
5b. INFORMED CONSENT DOCUMENTS

Attach copies of all written consent forms and/or the script language for oral consent.

- Please use the consent for templates available at [http://www.usi.edu/ospra](http://www.usi.edu/ospra) under Institutional Review Board

The informed consent (written forms or script language for oral consent) must include:

- Title of study (Title should match the title listed on this form – if not, explain why)
- The purpose of the research
- A description of the research procedure
- **Location where the research will take place**
- Length of time the participant is expected to participate
- A description of any potential risks to the subject, including physical, psychological, social harm, discomfort, or inconvenience
- Whether identifying information will be collected, and if so, how it will be kept confidential
- Benefits of the research to society and/or to the individual
- How confidentiality of records identifying the participant will be maintained (including where the data is stored, who has access to the data and how long the data will be kept)
- A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the participant is otherwise entitled
- A statement that the subject may withdraw from the study at any time without penalty
- Who to contact for answers to questions about the study, their rights as research subjects or in the event of a research-related injury or emergency (PI, Faculty Sponsor (if applicable) or USI Office of Sponsored Projects & Research Administration 812-465-1630 rcr@usi.edu)

See attachment- I used the USI template.

**SECTION 6**

**POTENTIAL RISKS AND BENEFITS**

6a. **Describe any potential risks to participants (physical, psychological, social, legal, etc.)**

Include:

- Description of risk
- Likelihood of risk
- Level of seriousness of risk
- Efforts / safeguards to minimize risk
- Justification for why risk is necessary for the research design
- Provision of medical or psychological resources for participants exposed to risks

The level of risk for the participants is minimal. There is a risk of loss of confidentiality if the participants identify their surveys with their own name - they will be asked to **not** put their names on the surveys. There is a risk of discomfort if they do not like filling surveys. There is a risk of irritation if they do not remember their grades from previous years. I am making efforts to keep their experience as enjoyable as possible by taking the minimal amount of time from their schedule (and choosing surveys that have a low number of items). I am making effort to safeguard their identity by asking them to not provide their name and I am making sure that I and my Faculty Sponsor will be the only people having access to those surveys. The participants will be offered donuts. In extreme cases there might have somebody having a reaction to high sugar intake or allergies. Therefore, I will make sure they are aware of the donut ingredients.
6b. Does the study design involve deception of participants?
☐ Yes → Explain why deception is necessary and how participants will be debriefed about the deception after the completion of their participation in the study.
☒ No

6c. BENEFITS OF THE RESEARCH

Describe how the results of this study will benefit society and/or the individual participant
If the results show that studying in a second language enhances the learning ability of students in unrelated topics/disciplines, it will be an incentive for the population to learn additional languages. According to my literature review, learning a second language increases the critical thinking of a person, therefore makes them more competent in any areas of their lives. If the results do not show this conclusion, it will still provide additional insights toward second language learning, motivation to go to college, and the learning style of a person.

What, if any, benefits will the participants receive from participating
Some of the Spanish speaking students might be discovering the Hispanic Union of USI and perhaps will feel comfortable in this group enough that they will want to join them. In other words, this project might be providing some students with a new social network. For all participants, this project might also bring a new experience as far as knowing how a research project works. I will not be using any deception, therefore I will be very open to answering any question the participants might have concerning the project. Last but not least, they will be offered donuts!
SECTION 7
CONFIDENTIALITY AND DATA SECURITY

7a. Outline the specific steps that will be taken (i.e. during study participation, after study participation and with the publication of study results) to ensure the subject’s participation will be confidential.

The three surveys will be stapled together so that I can associate each of them to one participant. Doing so will allow me to ask of all participants to **not** write their name on any survey. By requesting the participants to be aware of their previous grades allow that they can complete all three surveys at the same moment, without having to bring them home with them. When they are finished filling in the surveys I will ask of them to raise their hands so I can come pick up the documents (Informed Consent and the three surveys). I will keep all surveys in a file until I get home where I will be able to lock them in the cabinet located in the closet of my bedroom. Since I will never be aware of the participants’ names, no name will appear in my research paper (for my Research, Methods, and Statistics class). Again, the only people who will have access to those data will be myself and my Faculty Sponsor. The consent forms will be kept in a locked office.

7b. Describe how, where, and how long the data be kept so that the data remain confidential and secure.

The data will be kept in a lock file cabinet in the bedroom’s closet of my home (located in Evansville) for a maximal period of 3 years, and destroyed by December 2017. The consent forms will be kept in locked office, in a locked cabinet. Then, data and consent forms will all be destroyed with the help of a shredder machine. Surveys won’t be identified with names or ID numbers.

7c. List who will have access to the data

The Principal Investigator: [name]
The Faculty Sponsor: [name]

Attachments Included Check List (as appropriate):

- [ ] List of additional investigators include name and contact information
- [x] Data collection instruments (surveys, focus group guides, tests, observation guides, etc.)
- [ ] Research external funding proposal
- [x] Informed consent documents
- [x] Recruitment flyers ads, letters, emails, etc.
- [ ] Approval / verification letters from sites where research will be conducted (if not on USI property)
- [x] CITI Certification
- [ ] OPRA Memorandum of Understanding (if using USI Planning Research and Assessment Office for this project)

NOTE: If you are a student, you are required to have your faculty adviser review and sign off on your IRB proposal package in IRBNet prior to submitting it for review. To do this, your faculty adviser must have an account on IRBNet (they may need to create one – just like you did). You will then need to share your IRBNet proposal package by granting your faculty advisor Read access to it in IRBNet. This will allow your faculty advisor to review documents and electronically sign the proposal package prior to submission.