

SOCIAL SCIENCE HREC MINIMAL RISK APPLICATION

Important: Please send an electronic version of this form as a Word document along with all attachments to katherine.shaw@utas.edu.au.

A signed copy of this form also needs to be forwarded electronically.

If you have any questions, please call: 6226 2763

1. Title of proposed investigation

The Measurement of Student Learning: Outdoor Education Teachers' Perceptions

2. Expected commencement date:

April 2014

Expected completion date of project

October 2014

3. Investigators:

A. Chief Investigator (Note: This is the researcher with ultimate responsibility for the project. The CI may not be a student)

Given Name

Allen

Surname

Hill

Staff Position:

Lecturer

Qualifications: BPhEd, Dip Tchg, PGDip
OE, PhD

Staff ID:

XXXXXXXX

School &

Division:

University of Tasmania; Education

Contact

Address:

Faculty of Education
Locked Bag 1307, Newnham, 7248

Telephone:

3277

Email: Allen.hill@utas.edu.au

(Required)

B. Co-Investigator(s)

i) **Given Name**

Belinda

Surname

Hopwood

Staff Position: Lecturer

Qualifications: BA, BTech Hons

Staff ID: XXXXXXXXXXXX

Contact

Address: University of Tasmania, Locked Bag 66, Hobart 7000

Telephone: 6226 7679

Email: Belinda.Hopwood@utas.edu.au

(Required)

C. Student Investigator(s):

i) **Given Name**

Casey

Surname

Jones

Gender: Female

Date of Birth: 30/09/1992

Preferred Title:

Miss

Student Number: XXXXXXXXXXXX

Level:

Hons

School: University of
Tasmania

Contact Address: XXXXXXXXXXXX

Telephone: XXXXXXXXXXXX

Email: crjones@utas.edu.au

(Required)

4. Purpose

What is the main purpose of this project?

Research for Publication

Teaching

Research for Thesis

Quality Assurance/Audit

5. Brief Outline of Proposal

Aims:

This research aims to investigate teachers' perspectives about the measurement of student learning and achievement in outdoor education. Moreover, teachers' perceptions of the role

specific learning intentions and success criteria play in the measurement of student learning is of particular interest in this study. The proposed research will focus on inquiry into assessment practices that are taking place, rather than making judgement about what may be best practice for the measurement of student learning in outdoor education. Specifically this research is guided by the following questions:

1. How do outdoor education teachers perceive the measurement of student learning in outdoor education?
2. How do outdoor education teachers' perceive the role of learning intentions and success criteria in the measurement of student learning in outdoor education?

Justification:

Education is primarily concerned with the promotion of learning (Bailey, 2010). The measurement of student learning via some form of assessment is essential for establishing whether or not the promotion of learning has occurred. In a general educational context the measurement of student learning occurs via formative and summative assessment procedures. Formative assessment is utilised in the teaching and learning process to provide feedback on learning to both students and teachers whilst summative assessment provides a judgement of learning / achievement, often at the conclusion of the teaching (Hattie, 2012). Quality teaching and learning requires a delicate balance between formative and summative assessment practices. Successful summative results are an indicator that quality formative assessment and subsequent necessary modifications occurred during the teaching and learning process (Hattie, 2012).

These methods of assessment are further enhanced when clear learning intentions and success criteria correlate to the assessment task (Hattie, 2012). According to Killen (2009) it is essential to ensure that students understand what outcomes they are supposed to be achieving and what criteria will be used to assess their learning. Hattie (2012) explains that the clarity of learning intentions and success criteria is at the core of formative assessment. Developing good assessment of student learning can only occur if teachers are clear about what the intentions of the lesson are. Learning intentions and correlating success criteria that are clearly understood by students have the potential to enhance student learning and achievement (Blanchard, 2009).

Traditional learning areas such as English and Maths have well established learning intentions and success criteria in place to measure student learning (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2013). The Australian National Curriculum clearly details the intentions of each learning area and has correlating success criteria that explain what students will be able to do

when they achieve a particular level (ACARA, 2013). Outdoor education's inclusion in the Australian National Curriculum is at the margins of the Health and Physical Education learning area, which results in only vague descriptions of what students should be learning at various year levels. This can potentially impact on the way that student learning and achievement is effectively measured in relation to the National Curriculum. Despite the ample literature that discusses the benefits of measuring student achievement and implementing learning intentions and success criteria, there is a lack of literature available discussing the implementation of strategies for measuring student learning in outdoor education. Without such strategies in place, it may be fair to question the justification for the inclusion of outdoor education in schools.

Establishing whether learning has occurred, and if so to what level, is vital for teachers to recognise the effectiveness of their teaching and for students to understand the level of success they have attained in relation to success criteria. Hattie (2012) argues that if measurement of student achievement does not occur, the level of feedback students receive regarding their learning is significantly decreased, resulting in a lack of development towards a self-regulating learning process, which in Hattie's (2012) view is a primary aim of education. Furthermore, Hattie (2012) states that "The most powerful single influence enhancing student achievement is feedback" (p. 12). He furthers this statement by adding "The most important feature [is] the creation of situations in classrooms for the teachers to receive more feedback about their teaching" (p. 12). Therefore, the results which occur from assessment provide a valuable source of feedback to teachers about students' strengths and gaps, their own teaching effectiveness and any modifications they need to make to their teaching to increase student achievement.

In an outdoor education context, publications from various academics (Casson, 2009; Cosgriff & Gillespie, 2011; Hills, 2011) have highlighted the growing debate surrounding the use of assessment and achievement standards in outdoor education programs. Cosgriff and Gillespie (2011) emphasised the need for methods of measuring achievement to closely link to the goals of curriculum, and for teaching and learning practices that support these methods. They also raised the issue that there is a lack of research into the practice of OE in schools. Hills (2011) advocated for the inclusion of achievement standards to assess learning in school-based OE programs due to a number of possible benefits, one of which being the increased potential for OE to be viewed with greater academic credibility. Moreover, a research project conducted by Casson (2009) focused on an OE program at an independent school in Ontario. Casson's (2009) research concluded that the measurement of student achievement, particularly via student-centred assessment practices, fostered a community of learners, encouraged the development of self-confidence among students, and promoted transfer of learning.

The proposed research project aims to contribute to the field of outdoor education by inquiring

into assessment practices in Tasmanian school-based outdoor education programs. Discussion of research findings and analysis will seek to engage with teaching and learning theory and good practice whilst trying to avoid being overly critical or judgmental about current teacher perceptions of assessment in outdoor education. We hope this research might provide a pathway for further research into what pedagogical practices may be implemented most effectively in outdoor education to successfully measure student learning and therefore increase the quality of teaching and learning and overall credibility of the learning area.

6. Review of Ethical Considerations

Research is only considered to be Minimal Risk if you answer "No" to all the following questions. If you answer "Yes", you must complete a full application using the Social Sciences Full Application Form

Does your research involve the collection of human tissue samples?
Human tissue samples include blood and other bodily fluids.

Yes No

Does your research involve the deception of participants, including concealing the purposes of research, covert observation and/or audio or visual recording without consent?

Yes No

Does your research involve the participation of people without their prior consent?

Yes No

Does your research involve withholding from one group specific treatments or methods of learning from which they may benefit?

Yes No

Does your research involve the access or use of medical records where participants can be identified or linked to their records in some way?

Yes No

Does your research involve the use of ionising radiation?

Yes No

Does your research involve the use of personal data obtained from a Commonwealth or State Government Department/Agency without the consent of the participants e.g. getting a list of addresses from the Australian Electoral Commission?

Yes No

Does your research **specifically target** any of the following groups of people; (specifically target means they are the central group of participants, as opposed to potentially being incidentally recruited as part of the general population)

Yes No

- Women who are pregnant and the human foetus
- Children and young people
- Those highly dependent on medical care who are unable to give consent
- People with a cognitive impairment, intellectual disability or mental illness
- People who may be involved in illegal activities or residents of custodial institutions
- Aboriginal and Torres Strait Islander Peoples
- People in other countries
- People who are unable to give informed consent because of difficulties in understanding an information sheet (i.e. non English speakers etc)

Does your research pose any risks for participants under medical care beyond those of their routine care? (Risks include not only physical risks but also psychological, spiritual and social harm or distress eg stigmatisation or discrimination)

Yes No

Does your research involve the in depth discussion of any of the following topics whether by interview or as part of a questionnaire or survey;

- Parenting practices,
- Sensitive personal issues,
- Sensitive cultural issues,
- Grief death or serious traumatic loss,
- Depression mood states or anxiety,
- Gambling,
- Eating disorders,
- Illicit drug taking or substance abuse,
- Psychological disorders,
- Suicide,
- Gender identity and/or sexuality,
- Race and/or ethnic identity,
- Fertility and/or termination of pregnancy

Yes No

Does your research involve the potential disclosure of illegal activities or criminal behaviour?

Yes No

Are there any specific risks to the researcher (e.g., will the research involve the use of hazardous materials or be undertaken in a politically unstable area)?

Yes No

If your research will take place in an overseas setting do any of the following apply: is the research to be undertaken in a politically unstable area? Does it involve sensitive cultural issues? And/or: will the research take place in a country in which criticism of the government and institutions might put participants and/or researchers at risk?

Yes No

Does your research explore potentially confidential business practices or seek to elicit potentially confidential commercial information from participants?

Yes No

Does your research explore potentially divergent political views or involve the collection of politically sensitive information?

Yes No

7. FUNDING

Under the National Statement (2.2.6) a researcher must disclose:

- *the amount and sources or potential sources of funding for the research; and*
- *financial or other relevant declarations of interest of researchers, sponsors or institutions*

Is this research being funded? Yes No

If yes, please detail amount and source of funds (NS 5.2.7)

If this application relates to Grant(s) and/or Consultancies, please indicate the Title and Grant Number relating to it

If no external funding has been obtained, please indicate how any costs of research will be met:

Honours projects have \$250 available to help with research costs. In this instance there will be only minimal travel expenses to conduct interviews. If an unforeseen circumstance does arise which requires financing beyond this \$250, the Chief Investigator has research funding options to cover such circumstances.

Do the investigators have any financial interest in this project? Yes No

If yes, please provide details

8. Participants

Selection of Participants

The target population for this study is outdoor education teachers who are members of the Tasmanian Outdoor Education Teachers Association (TOETA) email list. There are currently approximately 70 people on this list which is a reasonably comprehensive coverage of outdoor education teachers in Tasmania. All outdoor education teachers on the TOETA email list will be invited to participate in the study.

We hope to gain agreement to participate from ten outdoor education teachers to ensure the collected data will include both breadth and depth of the topic of interest and saturation of data. We believe this is appropriate for the scope of an honours project and the research methods being employed. Should we receive more respondents than the required number, participants will be purposefully selected so that a breadth and depth of perspectives across different work contexts, experience levels, gender, and geographic locations. Any respondent who is not selected to be interviewed will be contacted via email thanking them for their interest (see Appendix Five).

Recruitment of Participants

The recruitment of participants will occur via email correspondence from David Witcomb of the Tasmanian Outdoor Education Teachers Association (TOETA). He has been contacted and is willing to assist in this process (see appendix 6) An information sheet and consent form will be attached to the recruitment email (see Appendices 1, 2 and 3).

If insufficient participant numbers have been recruited after one week, a follow-up email will be sent to all TOETA contacts by the researchers (see Appendix 4).

9. Data Identifiability

Which of the following best describes the identifiability of the data (including tissues) collected?

- a) Non-identifiable data is data which have never been labelled with individual identifiers or from which identifiers have been permanently removed, and by means of which no specific individual can be identified. A subset of non-identifiable data are those that can be linked with other data so it can be known that they are about the same data subject, but the person's identity remains unknown.
- b) Re-Identifiable data is data from which identifiers have been removed and replaced by a code, but it remains possible to re-identify a specific individual by, for example, using the code or linking different data sets

- c) Identifiable data is data where the identity of a specific individual can reasonable be ascertained. Examples of identifiers include the individuals name, image, date of birth or address, positions in some companies.

The information in this research will be Re-Identifiable due to the qualitative nature of the research. The researchers will know the name of each school and the name of each teacher because the method of data collection is via face-to-face individual interviews.

The proposed research will be presented using pseudonyms to ensure anonymity of participants. Pseudonyms will be substituted in the transcriptions for all names of participants, schools and cities. This method is utilised with the intention of effectively disguising each participant's identity and their respective school in any published materials or presentations.

10. Relevant Literature References

- Assessment Reform Group. (1999). *Assessment for learning: Beyond the black box*. Cambridge, England: University of Cambridge.
- Bellette, M. P. (2005). How are student approaches to learning navigation correlated with their assessment outcomes. *Australian Journal of Outdoor Education* 9(2), 31-43.
- Blanchard, J. (2009). *Teaching, learning and assessment* (1 ed.). Maidenhead: McGraw-Hill Education.
- Casson, A. (2009). *Assessment in Outdoor Education* (Master of Education), Queen's University, Kingston, Ontario, Canada.
- Cosgriff, M., & Gillespie, I. (2011). Assessment in outdoor education: A catalyst for change. *New Zealand Journal of Outdoor Education* 2(5), 7-22.
- Gough, A. (2007). Outdoor and Environmental Studies: More challenges to its place in the curriculum. *Australian Journal of Outdoor Education* 11(20), 19-28.
- Gray, T., & Martin, P. (2012). The role and place of outdoor education in the Australian National Curriculum *Australian Journal of Outdoor Education*, 16(1), 39-50.
- Harris, D. M. (2012). Varying teacher expectations and standards: Curriculum differentiation in the age of standards-based reform. *Education and Urban Society* 44(2), 128-150.
- Hattie, J. (2012). *Visible learning for teachers: Maximising impact on learning*. London: Routledge.
- Hills, C. (2011). Opportunities for using achievement standards for assessment in outdoor education within New Zealand secondary schools. *New Zealand Journal of Outdoor Education*, 2(5), 51-65.
- McLeod, B., & Allen-Craig, S. (2007). What outcomes are we trying to achieve in our outdoor education programs. *Australian Journal of Outdoor Education* 11(2), 41-49.
- Payne, P. G., & Wattchow, B. (2008). Slow pedagogy and placing education in post-traditional outdoor education. *Australian Journal of Outdoor Education*, 12(1), 25-38.

11. Procedures

The collection of data for the proposed research will occur via face-to-face interviews with individual Tasmanian outdoor education teachers. A semi-structured formal interview process will be utilised to ensure that the research questions are addressed, while allowing for emerging and unexpected themes to occur. The interview process will be implemented so that the interviewee has the freedom to express his/her thoughts comfortably without the influence of other outdoor educators (Creswell, 2012; O'Leary, 2010). An interview schedule containing open ended questions (Appendix 6) will be utilised to ensure some consistency in data collection to allow for comparative data analysis. Interview schedules will be sent to participants one week prior to the interview.

All interviews will be audio recorded with the permission of the interviewee. Audio recording allows for a verbatim transcription of each interview to occur subsequent to the interview. Data analysis will occur via a thematic approach whereby both deductive and inductive threads can be detected. Utilising verbatim transcription makes this process of data analysis effective and accurate (Ary, Jacobs, & Sorensen, 2010). Deductive themes will be informed by literature for example provision of learning intentions and / or success criteria. (Ary et al., 2010). An inductive approach allows for un-anticipated themes to emerge from the data thus adding further depth to the study. (Ary et al., 2010).

Where is this project to be conducted?

Interviews will be conducted in a public place, most likely a state or university library.

12. Monitoring

Researchers will meet once a fortnight during the initial stages of the research project. Once the project is well underway the researchers will meet monthly, apart from in the case of an urgent situation occurring which needs immediate attention from all researchers.

HREC annual and progress reports will be completed in due course.

In compliance with section 5.5 of the National Statement, the investigators will report to HREC any adverse events arising from this study upon becoming aware of them.

13. Data Storage

All raw data (including blood and/or tissue) must be held by the responsible institution (i.e. UTas, DHHS, AMC) for a period of at least five (5) years from the date of the first publication (this includes publication of the thesis). The data may be kept for longer than five (5) years but must eventually be destroyed, unless explicit consent is obtained from the participants to archive their data.

Where will the data be kept?

All interview data will be kept in an electronic folder on the password protected computers of the researchers and backed-up to the CI's password protected UTAS server based folder. Any paper data will be kept in a locked filing cabinet at the University of Tasmania.

How will the data be kept secure?

Electronic data will be password secured on the researcher's computer. All hard copy data will be filed securely in a locked filing cabinet at the University of Tasmania.

How and when will the data be destroyed?

All files will be held securely for a minimum of 5 years following the publication of reports or articles resulting from data generation and then securely destroyed. Electronic files will be deleted from computer hard-drives and servers, and electronic "rubbish bins" emptied. Hard copy documents will be shredded.

Will any personal information be collected from sources other than the subjects themselves (Please refer to Privacy Legislation Section 95A - National Privacy Principles)?

No Yes

If yes, please detail including a declaration of the sources of the Information i.e. medical records, databases, registries, lists of members from Associations, clubs etc:

Will data on individual subjects be obtained from any Commonwealth Government agency without seeking the consent of the individuals?

No Yes

If yes, please detail including a declaration concerning which agency and what information is being sought. If you wish to obtain data containing personal information from any Commonwealth Government agency state the names of these agencies, describe the nature of this data and explain the justification for obtaining this information. At the Commonwealth level the collection, storage, use and disclosure of personal information by Commonwealth agencies is regulated by the Privacy Act 1988. The NHMRC requires the HREC to provide information on the cases in which it has approved access to, and use of, data held by Commonwealth Government agencies.

14. Information Sheet

With few exceptions, it is essential that subjects are provided with an information sheet about the study in which they are being asked to participate. The Chair of the HREC will pay close attention to the information that is given.

A copy of the proposed information sheet must be attached to your application form.

(*Information Sheet Pro forma is available on our website at:*

http://www.research.utas.edu.au/human_ethics/social_science_forms.htm)

Is your proposed Information sheet attached to this application?

Yes No (please provide an explanation as to why)

15. Consent Form

Written evidence of consent is usually required for research involving human subjects. If written consent is to be obtained a copy of the actual consent form that you propose to use. In certain circumstances, the HREC may give approval for consent to be waived (see Chapter 2.3 of the *National Statement*). While written consent is the norm, there are various kinds of studies for which other procedures for obtaining consent are more appropriate (See Chapter 2.2 of *National Statement*).

If you consider that written consent is inappropriate for this project please state your reasons clearly referring to the appropriate sections of the National Statement.

(*Consent Form Pro forma is available on our website at:*

http://www.research.utas.edu.au/human_ethics/social_science_forms.htm)

Is a proposed consent form attached to this application?

Yes No

If no, please explain.

16. Approvals from other Departments / Institutions

Does this project need the approval of any institution other than the University of Tasmania and/or the Department of Health and Human Services (e.g., Department of Education, particular wards in hospitals, prisons, government institutions, or businesses)?

No Yes

If yes, Please indicate below the Institutions involved and the status of the Approval.

Does this project need the approval of any other HREC?

If yes, Please indicate below which HREC and the status of the application.

No Yes (please detail):

Other HREC(s):

Status:

17. Declarations

The Head of School or the Head of Department is required to sign the following statement of scientific merit:

“This proposal has been considered and is sound with regard to its merit and methodology.”

The Head of School or Head of Department’s signature on the application form indicates that he/she has read the application and confirms that it is sound with regard to:

- (i) educational and/or scientific merit and
- (ii) research design and methodology.

This does not preclude the Committee from questioning the research merit or methodology of any proposed project.

If the Head of School/Department is one of the investigators, this statement must be signed by an appropriate person. This may be the Head of School/Department in a related area or the Dean. The certification of scientific merit may not be given by an investigator on the project.

Name	Karen Swabey
Position	Faculty of Education, Head of School
Signature	
Date	16/4/14

Conformity with NHMRC Guidelines

The *Chief Investigator* is required to sign the following statement:

I have read and understood the *National Statement on Ethical Conduct in Human Research 2007* and the *Australian Code of Conduct for Responsible Research 2007*. I accept that I, as Chief Investigator, am responsible for ensuring that the investigation proposed in this form is conducted fully within the conditions laid down in the *National Statement* and any other conditions specified by the HREC.

Name of chief investigator	Dr Allen Hill
Signature	
Date	26/03/14

Signatures of Other Investigators

I acknowledge my involvement in the project and I accept the role of the above researcher as chief investigator of this study.

(Name)	(Signature)	(Date)
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Belinda Hopwood (Name)	(Signature)	28/03/14 (Date)
Casey Jones		27/03/14

CHECKLIST

Please ensure that the following documents are included with your application:

Information sheet/s (if not attached ensure you have explained why in Section 14)	<input checked="" type="checkbox"/>
Consent form/s (if not attached ensure you have explained why in Section 15)	<input checked="" type="checkbox"/>
Questionnaires (if applicable)	<input type="checkbox"/>
Interview schedules (if applicable)	<input checked="" type="checkbox"/>
A copy of any permissions obtained i.e. Other HREC, Other Institutions (if applicable)	<input checked="" type="checkbox"/>
All documents relevant to the study, including all information provided to subjects.	<input checked="" type="checkbox"/>
Telephone Preambles (if applicable)	<input checked="" type="checkbox"/>
Recruitment Advertisements (if applicable)	<input type="checkbox"/>
Email Contents (if applicable)	<input checked="" type="checkbox"/>

FINANCE AND ADMINISTRATION

Fee Schedule as of 1 July 2013

<input type="checkbox"/>	Researchers affiliated with the University of Tasmania or the Department of Health and Human Services for the purposes of the research	No charge to the Researcher
<input type="checkbox"/>	Minimal Risk Applications by External Researchers	\$300
	Invoice Details	
	Name:	
	Organisation/University:	
	ABN Number:	
	Address:	
	Phone:	

TO SUBMIT THIS APPLICATION:

1. You must email an electronic copy of this application form (may be unsigned) and all study documents to Katherine.Shaw@utas.edu.au (please submit all forms as Microsoft Word documents).

2. A signed copy of this form also needs to be forwarded electronically.

Has the Head of School/Department signed the form?

Have all investigators signed the form?

Appendix 1: Recruitment email to TOETA members

Dear <name of TOETA member>

Are you passionate about outdoor education and would like to take part in innovative research which will help to better inform quality teaching and learning in outdoor education?

This research project aims to collate information regarding how the measurement of student learning is perceived by outdoor education teachers in Tasmania. Learning intentions and success criteria are of specific interest as these provide insight into the objectives of various programs.

Your participation in this project would be appreciated and the researchers hope you are willing to partake. You are invited to participate in an interview in which you would be given the opportunity to discuss your perceptions regarding the measurement of student learning in Year 7 – 10 outdoor education. Your involvement is voluntary. Should you choose to participate your confidentiality and anonymity are ensured.

You can find further information about this research project in the attached information sheet attached.

You have the freedom to withdraw from this research project at any time without explanation up until August 2014 by which time data will have been included into a research dissertation which will not be feasible to remove.

Kind regards,

Casey Jones, Allen Hill, and Belinda Hopwood

Appendix 2: Information Sheet

The Measurement of Student Learning: Outdoor Education Teachers' Perceptions

This information sheet is for outdoor education teachers in Tasmania who are members of the TOETA email list.

1. Invitation:

You are invited to take part in a research study that is examining the perceptions of outdoor education teachers in regard to the measurement of student learning in outdoor education, with specific focus on learning intentions and success criteria.

2. What is the purpose of the study?

This research aims to advance knowledge about how various outdoor educators perceive the measurement of student learning in year 7 – 10 outdoor education. Specifically this research will examine the following questions:

1. How do outdoor education teachers perceive the measurement of student learning in outdoor education?
2. How do outdoor education teachers' perceive the role of learning intentions and success criteria in the measurement of student learning in outdoor education?

3. Why have I been asked to participate in this study?

This study requires the participation of a select number of Tasmanian outdoor education teachers from Independent and Government schools. It is intended that by selecting outdoor educators from various schools the data collected for analysis will be coming from a more representative sample. Your participation is voluntary and there is no consequence for declining this invitation.

4. What will I be asked to do?

This research requires a one-on-one face-to-face interview between you and the researcher at a public place of your choice (we would recommend a library to allow for a quiet space for

recording of an interview). The interview will be a semi-structured formal process with the inclusion of open and closed questions. The interview will last approximately 30-45 minutes, will be audio recorded on a handheld recording device and will later be transcribed. The interviews will be conducted in mid-2014.

5. Are there any possible benefits from participating in this study?

Participation in this study may increase your awareness about your personal perceptions regarding the measurement of student learning and how this is reflected in your teaching practices. In the broader context, it is hoped that this research may instigate a greater interest from outdoor education teachers and teachers from other curriculum areas into the benefits of including a well-executed outdoor education program in the school curriculum.

6. Are there any possible risks from participation in this study?

We do not foresee any risks from participation in this study, but please let us know if you have any concerns.

7. What if I change my mind during or after the study?

You are free to withdraw your consent to participate at any time, and can do so without providing an explanation. All data relevant to your participation will be destroyed. Specifically, electronic files will be deleted from computer hard-drives and servers, and electronic “rubbish bins” emptied and paper documented will be securely shredded.

You can choose to withdraw from the study until August 2014. After this point in time it is expected that analysis and publication will have been developed which would make it no longer practicable to isolate and remove your data.

8. What happens at the conclusion of the study?

This study will conclude by October, 2014.

All raw data will be held by the University of Tasmania, School of Education, for a period of five (5) years from the publication of the study results, and will then be securely destroyed.

Interview transcriptions will be stored within electronic files accessed via a password-protected computer within the School of Education at the University of Tasmania. Paper copies used for the qualitative analysis of interviews will be kept in a locked filing cabinet accessible only to the researchers. All data will be accessed only by the researchers.

The data will be treated in a confidential manner.

9. How will the results of this study be published?

This research will be published in the form of a Honours dissertation. It is also our intention to provide a brief report of findings to all members of the TOETA email list and to write and publish an article in the Australian Journal of Outdoor Education.

10. How will my confidentiality and anonymity be maintained?

The researchers will assign pseudonyms and/or research codes to data from these interviews to ensure the confidentiality and anonymity of individual participants/schools in the publication or dissemination of any findings from this research. No detailed demographic or information that might be able to identify schools will be used in the publication.

11. Who do I contact if I have questions about this study?

Our contact details are:

Casey Jones

- Email: crjones@utas.edu.au

Allen Hill

- Email: allen.hill@utas.edu.au
- Phone: 6324 3277

Belinda Hopwood

- Email: Belinda.hopwood@utas.edu.au

This study has been approved by the Tasmanian Social Sciences Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study, please contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. Please quote ethics reference number [H0014008].

This information sheet is for you to keep.

You will need to provide your consent to be involved.

Kind regards,

Casey Jones, Allen Hill, & Belinda Hopwood

Appendix 3: Consent Form

The Measurement of Student Learning: Outdoor Education Teachers' Perspectives

Interview

Consent form for TOETA members

1. I agree to take part in the research study named above.
2. I have read and understood the Information Sheet for this study.
3. The nature and possible effects of the study have been explained to me.
4. I understand that the study involves participation in an interview. I am aware that a copy of the interview schedule with semi-structured interview questions will be emailed one week prior to the interview. I understand that the interviews will last approximately 30 – 45 minutes, will be recorded on a handheld recording device and will later be transcribed. The interviews will be conducted in mid-2014.
5. I understand that participation involves no foreseeable risk(s).
6. I understand that all research data will be securely stored at the School of Education, University of Tasmania for five (5) years from the publication of the study results, and will then be securely destroyed.
7. Any questions that I have asked have been answered to my satisfaction.
8. I understand that the researcher(s) will maintain confidentiality and that any information I supply to the researcher(s) will be used only for the purposes of the research.
9. I understand that the results of the study will be published so that I cannot be identified as a participant.
10. I understand that my participation is voluntary and that I may withdraw at any time without any effect.

If I so wish, I may request that any data I have supplied be withdrawn from the research until 1st August, 2014.

Participant's name: _____

Participant's signature: _____

Date: _____

Statement by Investigator

I have explained the research project and the implications of participation to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation.

If the Investigator has not had an opportunity to talk to participants prior to them participating, the following must be ticked.

The participant has received the Information Sheet where my details have been provided so participants have had the opportunity to contact me prior to consenting to participate in this project.

Investigator's name: Casey Jones, Allen Hill, Belinda Hopwood (delete appropriate)

Investigator's signature: _____

Date: _____

Appendix 4: Follow-up email

Dear <insert name of TOETA member>

Approximately one week ago you would have receive an email from TOETA inviting your participation into our research project inquiring into the perceptions of outdoor education teachers in regard to the measurement of student learning in outdoor education. At this point in time we have <insert number of participants already recruited> participants recruited; however we need ten participants for this study to be optimally meaningful and worthwhile.

Your participation is voluntary; however it would be greatly appreciated if you would be willing to partake in the study. You will be invited to participate in an interview discussing your perceptions of the measurement of student learning in outdoor education. The researchers feel that this is an area of outdoor education currently under researched, but with the potential to significantly increase people's understanding of outdoor education and the vast benefits it can have on students who participate.

The information sheet about the research project and consent form is again attached to this email. Your participation in this study is invaluable to the research.

Kind regards,

Casey Jones, Allen Hill & Belinda Hopwood

Appendix five: Not able to include respondent in project email

Dear <respondent>,

Thank you for your interest to participate in our research project into the teaching of Outdoor Education within Tasmanian Secondary schools. We have been greatly enthused by the responses to our project and at this time we have more participants than required.

So that a breadth and depth of perspectives across different work contexts, experience levels, gender, and geographic locations can be considered by the researchers, it is with regret that we inform you at this time your involvement is not required.

We are very grateful for your willingness to take part and thank you for your time in responding. We will be sure to distribute a summary of our findings via the TOETA email list in late October / early November.

Kind Regards,

Casey Jones
crjones@utas.edu.au

Dr Allen Hill
Allen.Hill@utas.edu.au

Belinda Hopwood
belinda.hopwood@utas.edu.au

Appendix 6: Interview Schedule

This research project will utilise qualitative semi-structured interviews as the method of data collection. It is expected that exact interview questions will emerge and develop as the project advances. Any significant changes to this schedule will be notified by an ethics amendment.

Interview Schedule

1. Tell me about your thoughts in relation to outdoor education and student learning?
2. How does that relate to your understanding of the aims of outdoor education?
3. How do you measure that in terms of student learning?
 - i. How do you know those aims are being met?
 - ii. What importance do you place on measuring student learning?
4. How do you view the use of learning intentions and success criteria?
5. How do you put that into practice?
 - i. Are there certain assessment practices you feel are effective?
 - ii. How do you link learning intentions with success criteria?
6. What do you see are the benefits and challenges of implementing these practices?
7. Any other things you would like share?

Appendix 6 – Support from Tasmania Outdoor education Teachers Association (TOETA)

Allen Hill

Subject: FW: Honours research with TOETA OE teachers

From: Allen Hill
Sent: Friday, 21 March 2014 12:54 PM
To: 'David Witcomb'; Todd Blackhall (Todd.Blackhall@hutchins.tas.edu.au)
Subject: RE: Honours research with TOETA OE teachers

Hi David

Many thanks for your prompt reply and support for these research projects. I have been out of my office and have only just got back to this now.

Unfortunately, due to ethical requirements, I do have a couple of clarifications / questions.

1. Due to ethics we really need the head / chair of TOETA to send out the two emails (one for each study) to members of the TOETA list using the TOETA banner at the top of the email (We will provide the text for this email). Are you happy to do this?
 - a. This will happen in a few weeks once we get ethics approval from the Tasmanian Human Research Ethics Committee
2. For Sam and Casey's ethics applications it would be great if you could send us an email of support agreeing to point 1 above and include the TOETA banner/graphic in the email.

I realise you are busy and we are asking extra things of you. After these emails there should be nothing further for you to do (unless of course you would like to participate in the research interviews).

Thanks again for your time.

Kind regards

Allen

From: David Witcomb [mailto:david.witcomb@collegiate.tas.edu.au]
Sent: Tuesday, 18 March 2014 4:02 PM
To: Allen Hill; Todd Blackhall (Todd.Blackhall@hutchins.tas.edu.au)
Subject: RE: Honours research with TOETA OE teachers

Good afternoon Allen,

Casey Jones contacted me while I was on camp and alerted me to this.

Very happy to supply the 'current' list although I must highlight the fact that it is not exactly up to date.

Anyway, this is what I have thus far:

Regards, David

From: Allen Hill [mailto:Allen.Hill@utas.edu.au]
Sent: Tuesday, 18 March 2014 3:31 PM
To: David Witcomb; Todd Blackhall (Todd.Blackhall@hutchins.tas.edu.au)

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Allen Hill

From: Todd Blackhall <Todd.Blackhall@hutchins.tas.edu.au>
Sent: Tuesday, 18 March 2014 4:28 PM
To: Allen Hill
Subject: RE: Honours research with TOETA OE teachers

Hi Allen

Happy to support this. I see David has sent through an email list. Whilst it may be old, it would be worthwhile asking for additions and amendments. I too will do the same in an email re TOETA soon.

All the best with this.

Regards

Todd Blackhall
Director of Outdoor Education

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From: Allen Hill [<mailto:Allen.Hill@utas.edu.au>]
Sent: Tuesday, 18 March 2014 3:31 PM
To: David Witcomb (david.witcomb@collegiate.tas.edu.au); Todd Blackhall
Cc: Casey Jones; Samuel Cure
Subject: Honours research with TOETA OE teachers

Hi David and Todd

I hope you are both well.

I am writing to seek your support for utilising the TOETA email list / (membership?) to recruit outdoor education teachers for two honours project in 2014.

I have two 4th year honours students, Casey Jones and Sam Cure, who would like to recruit outdoor education teachers to interview for their research via the TOETA email list. I believe their projects are very interesting and worthwhile (and will be beneficial for teachers to be involved in). It is great that we have got 2 out of 10 or so honours students in the faculty working in the outdoor education area.

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