

HOMEWORK: EXPLORING THE STUDENTS' PERSPECTIVE

A Thesis

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By

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Approved by

Master's Examination Committee

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### ABSTRACT

This researcher explored the homework phenomenon from a students' perspective. This was a qualitative study which included an open-ended questionnaire completed by students of Belpre Middle School. The students were chosen to participate through theory or concept sampling. The findings of this research lead to suggestions for resolving homework issues.

This thesis is dedicated to my family.

Thank you for your support throughout this process.

## ACKNOWLEDGEMENTS

I wish to thank my advisor Dr. Bauer, my principal Bernie Boice, and the students who completed my questionnaire.

I would also like to acknowledge my student-teacher Mrs. Mowery who allowed me the time to finish this paper.

I am most grateful to the fourth grade team at BMS. They are always willing to listen to me think aloud. A few times I even took to their suggestions.

VITA

May 2, 1980 ..... Born Parkersburg, WV

December 2001 ..... B.A. Education,  
Marietta College.

2001 – present ..... Teacher,  
Belpre Middle School

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## CHAPTER 1

### INTRODUCTION

Spend any amount of time in a teacher's lounge and you will inevitably hear teachers complaining about students not completing their homework. Whether it is the faithful few who are always unprepared or the masses who seem to be revolting against the institution, homework can become a significant issue. Students may present a variety of explanations for not complying with the requirements. Some did not understand the assignment, some have no support at home, while others are making a conscience choice not to do the work. Where do teachers fit into this process? Research has shown that teacher behaviors such as assigning, collecting, and grading can also affect student outcomes when it comes to homework (Wiesenthal, Greenblatt, and Marcus, 1997).

For the purpose of this study, homework is defined as any assignment completed outside of the normal school day. This may include specific daily work, studying, and long-term or short-term projects. Teachers assign homework for a variety of reasons such as additional practice, preparation for an upcoming topic, or as a method of participation (VanVoorhis, 2004). Due to recent educational legislation such as the No Child Left Behind Act, teachers are being pressured to increase the rigor of their curriculum. Many are now assigning homework as an individual demonstration of understanding (VanVoorhis, 2004). Since teachers are using homework as an indicator of comprehension, its completion can be linked with achievement.

It seems that homework has always been seen as a natural result of a school system at work, a way to provide continuity from school to home. In the 1996 National

Assessment of Educational Progress for math and science, over two-thirds of students reported spending at least 30 minutes a night on their homework (Bursuck et al., 1999). Most school districts have adopted an operational homework policy. The National Parent Teacher Association (PTA) and the National Education Association (NEA) produce recommended guidelines for time spent on homework. They also provide homework tips for struggling families.

Many recent studies on homework have focused on outside influences such as parental involvement and after school programs. Specific homework designs such as TIPS, Teachers Involve Parents in Schoolwork have been developed to maintain the school to home connection (VanVoorhis, 2004). This study explored how student beliefs and attitudes influence the homework process. These findings benefited the faculty and administrators of schools striving to increase homework success.

### *Statement of the Problem*

Teachers feel that students are not completing their homework. Teachers often speculate about the causes for this problem but do not take the time ask the students.

### *Purpose and Research questions*

The purpose of this study was to explore the homework phenomenon by answering the following questions:

1. What reasons do students cite for not completing their homework?
2. According to students, do teacher behaviors such as collecting and grading affect their rate of homework completion?



3. According to students, how can teachers change their homework practices to encourage success from their students?

*Definition of Terms*

Homework – assignments completed outside of the school day

Trade and grade – a method teachers use for grading in which students trade papers and grade someone a paper that belongs to someone else

## CHAPTER 2

### REVIEW OF LITERATURE

The 1996 National Assessment of Education Progress reported that two thirds of all students spend at least 30 minutes completing homework each night (Bursuck et al., 1999). Homework is a common thread that weaves its way through the many households of America each night. Though many researchers disagree about the role homework plays in improving academic performance, teachers continue to assign the work (Kralovec & Buell, 2000). The amount and types of assignments often depends upon the child's level of schooling.

Teachers assign homework for many reasons including to reinforce previously taught skills (Wiesenthal, Cooper, Greenblatt, and Marcus, 1997). This is a "practice makes perfect" approach in which students are working to strengthen their abilities. In addition to the academic piece, homework provides non-instructional benefits. Time spent on assignments at home teaches kids to work independently and fosters good work habits (Wiesenthal et al.).

Researchers seem to agree that for homework to be truly beneficial students, teachers, and parents must work together. Teachers create appropriate assignments and provide feedback, students complete the work, and parents support the process (Cholden, Friedman, & Tiersky, 1998). Studies concerning the role of parents and teachers in the homework process are plentiful. Varying opinions can become confusing (Cooper and Valentine, 2001). There is a lack of research on homework from the students' perspective but let's examine teacher and parental responsibilities.

*Teacher/District Responsibilities*

In order to ensure students' homework success, school administrators and teacher should work together to create a positive homework environment (Wiesenthal, Cooper, Greenblatt, and Marcus, 1997). It is especially important that teachers, schools, and school districts produce a clear and concise homework policy (Cosden, Morrison, Albanese, and Macias, 2001). Consideration should be given to the community's beliefs about learners and the value it places on other aspects of school such as athletic programs (Kralovec and Buell, 2000). Homework is part of the school climate therefore the policy should be reviewed with parents and students alike. As study by Wiesenthal, Cooper, Greenblatt, and Marcus found that teachers who work in schools with a well defined homework policy are more likely to assign, collect, grade, and return homework. These teacher behaviors contributed to a positive attitude toward homework.

Even in districts with a well-designed homework policy. Most decisions about homework are still made on a teacher-by-teacher basis (Wiesenthal, Cooper, Greenblatt, and Marcus, 1997). Schools that want to promote quality in the homework experience should provide professional development in this area (Van Voorhis, 2004). Showing teachers the most effective and appropriate ways to use homework. For example, if teachers are going to require parental involvement, they must consider whether the families they work with have the means, motivation, and skill to help their child (Cooper, Lindsay, and Nye, 2000). Some families may not have the educational background to assist their child. They may lack basic materials such as pencils and paper or, may be "too busy" to provide support.

Even still, teachers must accept the difficult task of making parents aware of homework expectations (Bursuck et al., 1999). Specific homework designs including interactive assignments can help. Teachers Involve Parents in Schoolwork (TIPS) is a design that asks students to demonstrate what they've learned to someone at home (Kralovec and Buell, 2000). In a study conducted by Frances Van Voorhis (2001) students completing TIPS interactive assignments earned higher report card grades than those completing non-interactive work. Unfortunately, teachers are not always made aware of such homework designs. More attention should be devoted to this issue (Van Voorhis, 2004).

This information seems especially appropriate when discussing students with disabilities. With many of these students being included in the regular classroom, students with disabilities are often expected to perform at the same high standards as their peers (Bursuck et al., 1999). Teachers may not modify homework assignments and when given the same work load, these students are especially at risk for failure. Students with disabilities will spend more time than their non-disabled peers and will also require more parental help (Bursuck et al.).

There are ways that teachers can help students with disabilities realize success. When working with students with disabilities it is important to provide clear expectations for the homework including a purpose, specific directions, and format (Salend and Schliff, 1989). This will allow the students to ask questions and clarify directions. Teachers should offer guidance and allow students to begin the assignment in class under their direction (Salend and Schliff). Necessary corrections can be made before students leave the classroom.

*Parental Responsibilities*

Many studies have focus on homework as a link between home and school (Cholden, Friedman, and Tiersky, 1998). Discussion of the homework process often includes a review of parental involvement. A study by E.C. Brooks conducted in 1916 is the first known study linking parental involvement to academic achievement. Brooks observed 268 families and concluded that homes in which parents were willing and able to provide guidance housed students who were successful in school. This was a very simply designed study but the conclusions are still applicable. Depending of the students' abilities, parental support in the homework process can be a significant indicator of achievement. A study by researchers Cooper, Lindsay, and Nye (2000) established that active involvement by parents is most appropriate when students are young and are struggling in school. This is the time when parental involvement can be most effective. Students who are succeeding in school should complete homework on their own. This will encourage their independence (Cooper, Lindsay, and Nye, 2000).

The structure of American families has changed significantly in recent years. Students often live in single-parent households or, in cases of divorce, may split their time between two homes. With innovations in technology such as laptop computers and cell phones, parents who work outside the home now spend a greater portion of their day on work related activities (Kralovec and Buell, 2000). Families with working parents often rely on after-school care for their children. A quality after-school program will often offer a time for homework help. This can be an advantage for parents who do not have the time or skill to help their kids (Cosden, Morrison, Albanese, and Macias, 2001).

Recently, the government has acknowledged the need for extended day programs. State and federal funding has increased (De Kanter, 2001). These programs often focus on increasing academic achievement with students from low socio-economic families (Cosden, Morrison, Albanese, and Macias, 2001). This is good news for those who cannot afford after-school care.

One disadvantage to after-school care is that older students are less likely to attend these programs even though homework issues are more significant at this level (Cosden, Morrison, Albanese, and Macias, 2001). 66% of parents of middle school age children say their kids ask for help with homework ("New Study", 2007). Research has shown improved academic performance, behavior, and school attendance when middle and high school students are involved in quality after-school programs (De Kanter, 2001). It seems those who could most use the help are the least likely to receive it.

## CHAPTER 3

## METHODS

While the assignment of homework is an accepted practice for school age children, students do not always complete this work. A variety of research studies on homework have focused on outside influences such as parental involvement and after school programs. This researcher explored the homework phenomenon from a students' perspective.

A qualitative research study was conducted at Belpre Middle School. This is a small school in a rural school district. This building houses approximately 500 students in grades four through eight. Permission for this study was obtained from the human subjects review board, the superintendent of Belpre City Schools, and the principal of Belpre Middle School. Parental permission was required before any student could participate.

The students were chosen to participate in the study through theory or concept sampling. Students representing each grade level were selected. Each student was asked to complete a questionnaire which included basic demographic information and open-ended questions. The researcher was present and provided clarification to the students when necessary.

After collecting the data, a preliminary exploratory analysis provided a general sense of the data. Answers to the questionnaire were coded for similarities and themes were developed. The results of this study were made valid through triangulation.



## CHAPTER 4

## RESULTS

The purpose of this study was to explore the homework phenomenon from a students' perspective. In order to accomplish this, parents were approached at school events such as basketball games, after-school tutoring, parent-teacher conferences, etc. The research project was explained and a permission form was given. Most parents chose to sign the permission immediately. Two took the form home and sent it back to school with their child.

After permission was granted, students were pulled out of class to complete the questionnaire. Groups of three to four students completed the questionnaire at one time. Instructions were given to the small group. Students were told that the research was being conducted for a college class. They were encouraged to complete the survey honestly. Each student was assigned a number chosen at random by the researcher. Their number, not their name, appeared at the top of their survey. This system was used to achieve confidentiality. It also provided students with a sense of security in an effort to encourage their complete honesty.

On average, students took about 15 minutes to complete the questionnaire. If a specific question was asked, the researcher answered loud enough for the whole group to hear. Other clarification was provided as needed. Students handed their questionnaires as they finished and were thanked for their time.

The questionnaire was completed by 11 males and 15 females. Five 4<sup>th</sup> graders, five 5<sup>th</sup> graders, six 6<sup>th</sup> graders, four 7<sup>th</sup> graders, and six 8<sup>th</sup> graders completed the

questionnaire. Once all 26 questionnaires were completed, results were sorted by question. Answers were coded in order to identify recurring themes.

The questionnaire began by establishing how much time the students were spending on homework each night. Three students indicated that their time varied depending on the amount of homework they have. 50 % of the students reported spending less than 30 minutes each night. 31% said they spend 30 minutes to an hour. Only one student reported spending more than an hour.

One premise of this research was that teacher behaviors such as collecting, and grading affect students rate of completion. To that end, students were asked a variety of questions about these teacher behaviors. It is important to remember these are student perceptions.

According to the students, 88% of teachers usually explain the homework before assigning it. Two students responding to the questionnaire believed there was no explanation necessary. Only one child said teachers do not provide an explanation.

When asked how often their homework is collected by the teacher, 69% indicated that assignments are always collected. 19% said that their homework is not collected very often. One student explained that they sometimes check it themselves.

When students check their own work, it is often called trade and grade. Students are responsible for checking a classmate's paper as the teacher gives the answers to the class. The children responding to the questionnaire pointed out that use of the trade and grade method often depends on the teacher or subject. 31% said they trade and grade once in a while. 23% said they never trade and grade. 35% said they trade and grade very often.

Once the papers are graded, it is important that they be handed back in a timely fashion. According to those completing the questionnaire, this is not a problem. These students indicated that it normally takes less than a week to receive their graded homework back. Only 19% said that it takes more than a week.

There was no consensus amongst the students when asked if their teachers write comments or suggestions on their graded papers. 31% said yes and 27 % said no. 42 responded sometimes or occasionally.

Much research has been done to establish how outside influences affect the homework process. To that end, a few questions about those influences we included on the questionnaire. Students were asked about their involvement in activities outside of school. 85 % of the students indicated that they are involved in some type of extra-curricular activity. Only 15 % said they are not involved in anything outside of school. When asked if there is someone at home that helps them with their homework 62% of the students indicated there was. 23% said that no one helps them. Four students specified that they don't usually need help.

The students were asked to provide reasons they might not complete their homework. The most common response (38%) was that they forgot about it or left materials at school. Five students indicated that they are too busy and do not have the time. Three students admitted that they don't do it because they are lazy. One student explained that he gets frustrated and quits.

The questionnaire concluded with the students sharing their opinions of homework through sentence completion. Several themes emerged in the students' responses.

Students were asked to finish the sentence: I think homework is . . .

**Homework is necessary for learning.**

*a review of the work done in school.*

*great for kids to learn before they get in harder grades.*

*useful. It helps me understand what it is I am trying to learn.*

*necessary, and it gives you more practice on that topic.*

**Homework is not exciting.**

*boring.*

*fun and boring.*

*boring but it helps us so we get extra practice.*

*boring.*

*not much fun.*

*not cool.*

*not very fun, I'd rather go outside and play with my friends.*

**Homework can be difficult.**

*hard and simple sometimes.*

*sometimes hard.*

*not easy and can be fun.*

*fun but sometimes hard.*

*hard sometimes, easy other times.*

*hard sometimes.*

**Homework is ok.**

*sometimes easy.*

*fun.*

*pretty easy depending on the subject.*

*easy and pointless.*

*Normally pretty simple but I am lazy and don't always do it. Also, I don't like things if its not challenging.*

Students were asked to finish the sentence: Teachers think homework is . . .

**Teachers think homework is important to the learning process.**

*to see if the students paid attention in class.*

*also necessary.*

*very important so we can learn.*

*important.*

*important.*

*important.*

*meant to help us understand the subject further.*

**Teachers think homework is beneficial.**

*good for our knowledge.*

*good.*

*helpful.*

*good for our brains.*

*good for you.*

*good and helpful.*

*good for you and your brain.*

*valuable to us because it helps us learn stuff better.*

*going to help us in school.*

*a good thing for our education.*

**Teachers get pleasure from assigning homework.**

*fun to assign to us. (Just Kidding)*

*fun/cool.*

*fun but not fun to grade.*

*fun (some teachers do not think it is).*

Only one student indicated that teachers think homework is busy work “work and they think they should give it to us everyday”.

Students were asked to make suggestions to help the homework process by completing the following sentence: I would complete my homework more often if . . .

**Students' indicated their home environment is not conducive to the homework process.**

*I got off the bus earlier*

*I wasn't always leaving my house.*

*I had peace and quiet at home instead of my dog running all around the house and making noise.*

**Students expressed a desire to have homework be more interesting.**

*it was more fun.*

*it were more fun.*

*the assignments were more entertaining.*

*it was fun.*

**Many students felt they lacked the skills to complete the assignment.**

*if I knew it good.*

*if it was easier.*

*if it was less mind challenging.*

*if I had a new brain.*

*if I knew what I was doing.*

*if I had a lot of help.*

**Students indicated that homework takes too long.**

*there wasn't as much.*

*it was shorter.*

*we had to not write as much but maybe a little.*

**Several students expressed a need for more time to complete their homework.**

*we had more time in study hall.*

*(more study hall) I do complete my homework everyday.*

*I had more time.*

*I wasn't as busy in the afternoon.*

Students were given the opportunity to make suggestions to teachers by completing the sentence: When it comes to homework, teachers should . . .

**Teachers should not even assign homework.**

*not even give it out.*

*give it less often.*

*try not to make a lot of homework.*

*give us less.*

*not give us as much so we can "study" when we're done.*

*not give so much.*

*not give us homework from every teacher.*

*assign less.*

**Students said that they need help from their teachers.**



*explain it, then helps us, but not give us the answer!*

*tell us what it's about.*

*explain it more often than usual.*

*help us with it.*

*help if needed.*

*help people that need help.*

**Several students felt the amount of homework should be based upon need.**

*let us only do as many problems to let us understand the lessons.*

*consider whether or not everyone really needs it every night.*

*give you a fair amount.*

*give the amount of problems according to how the class understands the lesson.*

## CHAPTER 5

## DISCUSSION

While the assignment of homework is a widely accepted practice, more and more research is being conducted about its effectiveness. Students should be allowed to express their views of this phenomenon they deal with everyday.

At Belpre Middle School it is not uncommon to hear teachers complaining about students who “don’t do school”. This includes all of those kids who are not completing the assignments they are given each night. Given these comments, this researcher was surprised to learn that so many students have less than 30 minutes of homework each night. It would seem that the expectations are very low, and yet students are not achieving them.

When asked about teacher behaviors such as explaining, collecting, and grading the students’ responses were pretty positive. It would appear that teachers are doing their job but the students are may not be taking the work seriously.

Responses to the sentence completion portion of the questionnaire were very predictable. Students claimed they would do the homework more often if it was more interesting or “fun”. Many also believed homework should not even be assigned. There seemed to be split decision on whether the homework is too hard or too easy.

It was somewhat shocking that so many kids admitted that homework is part of the learning process. They also made the connection between what goes on in the classroom and the extension activities that become their homework. One suggestion that seemed popular was to assign work on an individual basis. This would allow teachers to give extra practice to those who need it.

*Future Implications*

While the results of this study were not incredibly revealing, some interesting information did come to light. Teachers should be made aware that students do participate in many activities outside of school. Finding time for homework is a factor. Also, the most common reason students provided for not completing their work was failing to remember. This generation of students may need some extra prompting. More time could be devoted to teaching organizational skills. Requiring the use of agendas at every grade level and posting reminders on classroom websites were be beneficial.

## APPENDIX

*Appendix A*

Dear Dr. Fleming,

As a graduate student at Marietta College, I am completing a research project this semester. I plan to explore the homework phenomenon from a students' perspective. This will be a qualitative study which will include an open-ended questionnaire completed by approximately 25 students of Belpre Middle School. I will obtain parental permission before speaking with any of the students. I hope that findings from my research will lead to some suggestions for resolving homework issues. A copy of the questionnaire is attached. If you have any questions or concerns please contact me at the middle school.

Thank you for your support,

Alexis Seebaugh

*Appendix B*

Dear Mr. Boice,

As a graduate student at Marietta College, I am completing a research project this semester. I plan to explore the homework phenomenon from a students' perspective. This will be a qualitative study which will include an open-ended questionnaire completed by approximately 25 students of Belpre Middle School. I will obtain parental permission before speaking with any of the students. I hope that findings from my research will lead to some suggestions for resolving homework issues. A copy of the questionnaire is attached. If you have any questions or concerns please contact me at the middle school.

Thank you for your support,

Alexis Seebaugh

*Appendix C*

Dear parent or guardian,

As a graduate student at Marietta College, I am completing a research project this semester. I plan to explore the homework phenomenon from a students' perspective. This will be a qualitative study which will include an open-ended questionnaire completed by approximately 25 students of Belpre Middle School. I hope that findings from my research will lead to some suggestions for resolving homework issues. The names of students completing the questionnaire will be kept completely confidential. I will be the only one to read your child's responses.

I am asking your permission to speak with your child. Once I have your permission, I will explain the process to your child and if at that time, they are not comfortable participating they may be excused from completing the questionnaire. If you have any questions or concerns please contact me at the middle school 423-3010.

Thank you in advance,  
Alexis Seebaugh

- ☐ I grant permission for my child to complete Miss Seebaugh's questionnaire.
- ☐ I do not grant permission for my child to complete Miss Seebaugh's questionnaire.

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Child's Name

---

Signature

---

Date

This research study has been approved by the Marietta College Human Subjects Committee.  
Information about whom to contact for answers to questions or concerns about research subjects' rights: Dr.  
Jennifer McCabe, Marietta College Human Subjects Committee Chair, 740-373-7894,  
[Jennifer.McCabe@marietta.edu](mailto:Jennifer.McCabe@marietta.edu)

*Appendix D*

Student ID # \_\_\_\_\_

Circle one:    male        female

Grade:    4        5        6        7        8

**Please answer the following questions.**

Approximately how much time do you spend completing homework each night?

How often do teachers collect your homework?

What activities are you involved in outside of school?

How long does it take to get your graded homework back?

Do your teachers write comments or suggestions on your paper?

Is there someone that helps you with your homework?



What are some reasons that you might not complete your homework?

How often are you asked to trade and grade?

Do your teachers explain the homework before assigning it?

**Finish these sentences.**

I think homework is . . .

Teachers think homework is . . .

I would complete my homework more often if . . .

When it comes to homework, teachers should . . .

## Appendix E

**LONG REVIEW FORM**

Send the completed, typed proposal to the Human Subjects Committee. Electronic submission of proposal materials (via e-mail attachment) is preferred (human.subjects@marietta.edu). Hard copies can be sent to Dr. Jennifer McCabe, HSC Chair, Psychology Department. Proposals from student investigators must be accompanied by an e-mail from a faculty or staff member stating that he or she has *read and approved* the HSC proposal. Each student investigator must have "Human Participant Protections Education for Research Teams" certification on file with the HSC (see [faculty.marietta.edu/humansubjects/](http://faculty.marietta.edu/humansubjects/) for all details of submission procedures).

**Project Title:** HOMEWORK: EXPLORING THE STUDENTS' PERSPECTIVE

**Date Submitted (MM/DD/YY):** HSC # (to be assigned):

**Contact Information**

Principal Investigator(s):	<b>Alexis Seebaugh</b>		
Phone Number(s):	<b>740-350-8809</b>	E-mail(s):	<b>ans001@marietta.edu</b>

**Project Status**

This research is for (check one):

<input type="checkbox"/>	Faculty Project	<input type="checkbox"/>	Undergraduate Student Project	<input checked="" type="checkbox"/>	Graduate Student Project
<input type="checkbox"/>	Class Project	<input type="checkbox"/>	Other (specify):		

If Student Project, name of faculty supervisor(s): **Dr. Bauer**

If Class Project, course name, number, and instructor:

This research proposal is (check one):

<input checked="" type="checkbox"/>	New	<input type="checkbox"/>	Renewal	<input type="checkbox"/>	Re-evaluation
<input type="checkbox"/>		[If Renewal or Re-evaluation, describe the changes in #15]			

Proposed start date (MM/DD/YY) (or, if renewal, original start date): **01-24-08**

[START DATE MUST BE AT LEAST TWO WEEKS FROM THE HSC REVIEW FORM SUBMISSION DATE]

Projected end date (MM/DD/YY) (or, if renewal, revised end date): **04-04-08**

1. Describe your project, including objectives, design, and what will be required of subjects (including a time frame). Include details regarding the types of procedures and tests to be used in the investigation, and the method(s) of data collection.

**This researcher plans to explore the homework phenomenon from a students' perspective. This will be a qualitative study which will include an open-ended questionnaire completed by students of Belpre Middle School. The students will be chosen to participate through theory or concept sampling. The findings of this research will lead to suggestions for resolving homework issues.**

2. Who will be your subjects and how many do you plan to include in your study?  
Are there any inclusion or exclusion criteria?

**Belpre Middle School houses approximately 500 students in grades four through eight. Five students from each grade level will be selected for this study. There will be no inclusion or exclusion criteria.**

3. How will your subjects be recruited? Specify whether recruitment and data collection will take place on or off the Marietta College campus. Include any specific requirements of the subjects, and criteria used for inclusion or exclusion of subjects.

**All data collection will take place at the middle school. Once I have obtained parental permission, the students will be asked to participate. They will be given the option to refuse.**

4. Describe how informed consent will be obtained or justify why it will not be obtained.

**Parental permission will be required before any student can participate. For the student, the completed questionnaire will serve as implied consent.**

5. Have previous research or pilot studies indicated any significant dangers or risks in the procedure being used? YES NO

If you answered 'YES' to the above question, identify and describe the potential dangers or risks (physical, psychological, ethical, social, economic, legal, etc.) of this type of study you have found in previous research. Cite sources in APA, AMA, or MLA style.

6. Regardless of your answer to Question 5, assess and describe the potential dangers or risks (physical, psychological, ethical, social, economic, legal, etc.) involved with your study.

**I do not believe there are any such risks involved with my study.**

Estimate their likelihood and seriousness.

7. Describe any procedures that will be employed to minimize potential hazards and give an assessment of their potential effectiveness.

**Student responses to the questionnaire will be kept confidential.**

8. Does your study involve any deception (i.e. misleading or false information) of subjects? YES NO

If you answered 'YES' to the above question, respond to the three statements below

- A. Explain the nature of the deception, and the rationale for including this deception in your study.
  - B. Describe the expected reaction or consequences (immediate or long-term) that the deception may have on subjects. Include positive or negative reactions.
  - C. Explain how and when the subjects will be informed of the deception, typically via a debriefing procedure.
9. If you answered 'NO' to Question 8, indicate how and when subjects will be informed of the purpose of the research, and how this feedback will be provided. **Students will be debriefed after all surveys have been analyzed and themes have been identified. The debriefing will be conducted in a large group with all the students that completed the survey. Results will be generalized and individual answers will not be discussed.**
10. Describe the methods by which you will maintain the confidentiality of information collected in the context of your study (e.g., store all documents with identifying information in a locked cabinet; destroy all documents with identifying information within a year of the study's completion; allow access to identifying information only to members of the research team; report the study's results in aggregate form, with no individuals identified; identify participants with a number). Be sure to specifically address the following three questions in your response.
- A. Who will have access to confidential information? **I will be the only one with access to the permission slips and surveys .**

B. How will confidential information be stored and protected? **Students completing the survey will be assigned a number. Their number (not a name) will appear at the top of the survey. A list which matches the students' name with their number will be kept in my locked desk drawer.**

C. What will happen to confidential information after the study? **All surveys and other confidential documents will be destroyed within 6 months of completing the study.**

11. For each of the following general requirements of Human Subjects research, place a check mark in the column for "YES," "NO," or, if the description is not applicable to your project, "N/A."

	YES	NO	N/A
1. Subjects will participate voluntarily.	✓		
2. Subjects will have the freedom to withdraw from the study at any time, and without consequence.	✓		
3. The data collected will not be used for any non-approved purpose.	✓		
4. Subjects will be guaranteed confidentiality.	✓		
5. Subjects will be informed about the nature of their participation in the study before they begin the study.	✓		
6. All reasonable attempts will be made to minimize physical and/or psychological harm to subjects.	✓		
7. Individual performances will not be disclosed to anyone other than the investigator(s).	✓		
8. Subjects are given the opportunity to ask questions, and all questions will be answered to the satisfaction of the subjects.	✓		
9. All subjects will provide consent with their signature on a consent form.	✓		
10. Appropriate debriefing procedures will explain the purpose(s) of the study following the subject's participation in the research.	✓		

- Explain any 'NO' answers below:

12. Describe the extent of your training on ethical guidelines for treating human subjects within this field or discipline. Cite, in APA, MLA, or AMA style, at least two sources you have consulted for research ethics guidelines in your field.

**I completed Dr. Bauer's Education 640 Research Methods class.**

**Creswell, J.W. (2005). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. New Jersey: Person Prentice Hall.**

**Thorndike, R.M. (2005). Measurement and Evaluation in Psychology and Education. New Jersey: Person Prentice Hall.**

13. Additional comments:

14. The following documents are appended to the end of this form (if applicable):

<input type="checkbox"/>	Informed consent form	<input checked="" type="checkbox"/>	Letters of permission	<input checked="" type="checkbox"/>	Tests/surveys/questionnaires
<input type="checkbox"/>	Recruiting ads	<input type="checkbox"/>	Human Subjects Training certificate(s)	<input type="checkbox"/>	Additional items (specify)

15. If this proposal is a “Renewal” or “Re-Evaluation” (see cover sheet), please specify the changes from the original submitted proposal. If not, leave this section blank.

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