



Mary-Ann Winkelmes <wink@brandeis.edu>

IRB Protocol #19096R Winkelmes - Modification #1 - Exempt Determination

Institutional Review Board <marissah@brandeis.edu>

Mon, Apr 22, 2019 at 10:26 AM

Reply-To: irb@brandeis.edu

To: Mary-Ann Winkelmes <wink@brandeis.edu>

Thursday, April 18, 2019

To: Mary-Ann Winkelmes, CTL

From: Marissa Hamilton, IRB Administrator

Re: IRB Protocol 19096R Winkelmes: *Transparency in Learning and Teaching in Higher Education project*

The Brandeis Committee for Protection of Human Subjects, operating under Federalwide Assurance #FWA00004408, has reviewed the above referenced modification to the protocol, which was deemed to be exempt from further IRB oversight in accordance with 45 CFR 46 (b)(2). This modification does not change the status of this protocol. This protocol continues to remain exempt from review in accordance with 45 CFR 46.101(b)(2) effective **April 18, 2019**.

With this action, the following modifications have been incorporated into the protocol:

1. Addition of 3 questions to survey

[Quoted text hidden]



Brandeis University

Human Research Protection Program



HRPP Office Use Only

Modification Request

All modifications to currently approved research require IRB review and approval prior to implementation. A modification is defined as a change that does not alter the overall character of the original research. Changes that do not adversely alter the overall risk-benefit profile may receive expedited review. Changes that may affect the willingness of enrolled subjects to continue participation and/or increase the risk to research subjects require full committee review.

IRB Protocol # #19096R

Transparency in Learning and Teaching in Higher Education project				
Project Title				
Winkelmes	Mary-Ann	CTL	781-736-4795	wink@brandeis.edu
PI Last Name	First Name	Dept.	Phone	E-mail
Student Researcher Last Name	First Name	Status	Phone	E-mail
Minimal				
Estimated Level of Risk	Original Start Date	Anticipated End Analysis Date	NIH Clinical Trials	
Unfunded				
Funding Status	Sponsor	Sponsor ID	Account #	Grant PI
Grant Title				

1. Changes in Risk Level

Yes No This modification changes the estimated level of risk.

2. Modification to Study Description

Describe and justify proposed modification. Include a discussion of the effects on the risks and benefits to the subjects and the procedures that will be taken to manage the risk(s).

- Yes No New or revised consent forms are attached, with changes highlighted. (Attach one additional master copy of each for file.)
- Yes No New or revised study instruments are attached, with changes highlighted.
- Yes No New or revised recruitment materials are attached, with changes highlighted.

3. Changes in Personnel

- Yes No New personnel will be added to this protocol.
- Yes No Personnel will be leaving this protocol.
- Yes No Principal investigator will be changing.

4. Changes in Agencies

- Yes No A new facility/agency will be involved in the research activities.
- Yes No A new funding agency will be involved in the research activities.

5. Signatures

By signing this form I certify that:

- The information I have provided on this form is true, complete, and accurate
- I am familiar with and agree to abide by all relevant Federal guidelines and Brandeis University policies relating to this research
- I will only perform research that is approved by the IRB and not deviate in any way from this protocol without prior approval

Principal Investigator: **Mary-Ann Winkelmes**

Date: **Apr 13, 2019**

Revised 1/21/2019

April 2019 Modification Request

Request to add 1 question to the beginning-of-term survey:

1. I feel that I am a member of my school's community

Request to add 2 questions to the end-of-term student survey:

1. When something bad happens, I feel that maybe I don't belong at this school.
2. Sometimes I feel that I belong at this school and sometimes I feel that I don't belong at this school.

Transparency in Learning and Teaching in Higher Education Pre-Survey and End-of-Term Survey Questions

A pilot version of the survey was written and tested at the University of Chicago (2008-2009) and tested/ revised at the University of Illinois at Urbana-Champaign (2010-2013, <https://illinois.edu/sb/sec/4282975> copyright The Board of Trustees of the University of Illinois. All rights reserved. For academic and research purposes only).

1. How well do you understand the content of this course?
2. How accurately does your submitted work for the course (including exams/quizzes) reflect your understanding of the course content?
3. Did the coursework and course activities benefit your learning?
4. How much has this course helped you in writing effectively?
5. How much has this course helped you in communicating your ideas effectively in your spoken statements?
6. How much has this course helped you in collaborating effectively with others?
8. How much has this course helped you in improving your ability to separate and examine the pieces of an idea, experience, or theory?
9. How much has this course helped you in learning how to connect information from a variety of sources?
10. How much has this course helped you in learning how to apply concepts to practical problems or in new situations?
11. How much has this course helped you in considering the ethical implications of your actions?
12. How much has this course helped you in improving your ability to learn effectively on your own?

Response options: Not at all, A little, A moderate amount, A lot, A great deal

The following 11 questions are asked at the beginning and end of term:

7. I can judge the reliability of information from various sources.
13. I can express my ideas effectively when I write.
14. I can communicate effectively when I speak.
15. I collaborate well with others on academic work.
16. I am good at breaking down theories, ideas and experiences into pieces so I can consider them. **NEW QUESTION: I feel that I am a member of my school's community**
17. When I am given information from multiple sources, I have an easy time making connections between them.
18. I am able to apply the things I have learned to new problems and situations.
19. I tend to consider the ethical implications of my actions.
20. I am capable of learning on my own.
Response options: Never, Sometimes, Often, Always
30. Please rate your confidence about your ability to succeed in school.
31. Please rate your confidence about your ability to succeed in this field.
Response options: Low, Moderate, High

21. As a result of taking this course are you more or less likely to consider opinions or points of view different from your own or has the course made no difference?
Response options: Much less likely, Somewhat less likely, No difference, Somewhat more likely, Much more likely
22. As a result of taking this course are you a better or worse judge of the strengths and weaknesses of ideas, or has the course made no difference?
23. As a result of taking this course are you a better or worse judge of how well a group discussion has met its goals, or has the course made no difference?
24. As a result of taking this course are you a better or worse judge of the reliability of information from various sources, or has the course made no difference?
Response options: Much worse, Somewhat worse, No difference, Somewhat Better, Much Better

25. As a result of taking this course are you more or less confident about your ability to succeed in school, or has the course made no difference?
26. As a result of taking this course are you more or less confident about your ability to succeed in this field, or has the course made no difference?
Response options: Much less confident, Somewhat less confident, No difference, Somewhat more confident, Much more confident
27. As a result of taking this course are you better or worse at recognizing when you need help with your academic work, or has the course made no difference?
Response options: Much worse, Somewhat worse, No difference, Somewhat Better, Much Better
28. As a result of taking this course are you more or less likely to discuss ideas from your courses, outside of class with others such as students, family members, or co-workers, or has the course made no difference?
29. As a result of taking this course are you more or less likely to ask future instructors about how coursework and course activities benefit your learning, or has the course made no difference?
Response options: Much less likely, Somewhat less likely, No difference, Somewhat more likely, Much more likely
32. Are you likely to apply knowledge and skills you gained from this course in contexts outside of this course?
Response options: Not likely, Slightly likely, Moderately likely, Very likely, Extremely likely
33. How well do you understand what constitutes successful work in this course?
Response options: Not well at all, Slightly well, Moderately well, Very well, Extremely well
34. How much did class meetings incorporate the students' suggestions and interests?
35. How much did the instructor value you as a student?
36. In this course, I knew the purpose of each assignment.
Response options: Not at all, A little, A moderate amount, A lot, A great deal
37. Each assignment included a section that explained how the assignment was related to the objectives of the course.
38. My instructor identified a specific learning goal for each assignment.
39. In this course, I knew the steps required to complete my assignments.
40. Each assignment included a detailed set of instructions for completing it.
41. My instructor provided detailed directions for each learning activity that was assigned.
42. In this course, I knew how my work would be evaluated.
43. My instructor provided students with annotated examples of past students' work.
44. My instructor provided tools I could use to assess the quality of my and others' work.
Response options: Never, Sometimes, Often, Always
45. How much has this course helped you in designing experiments or processes to address a problem?
46. How much has this course helped you in analyzing and interpreting data and/or problems?
47. How much has this course helped you in choosing methods appropriate to solving a problem?
Response options: Not at all, A little, A moderate amount, A lot, A great deal
48. I feel that I am a member of my school's community:
Response options: Never, Sometimes, Often, Always
49. How much has this course helped you to feel that you are a member of your school's community? Response options: Not at all, A little, A moderate amount, A lot, A great deal

NEW QUESTIONS: When something bad happens, I feel that maybe I don't belong at this school.
Sometimes I feel that I belong at this school and sometimes I feel that I don't belong at this school.

Next page: demographic questions

- What is your gender?
Response options: Male, Female, I prefer not to respond, Additional: Please describe how you identify your gender.
- Before taking this course, did you complete any other course(s) in this department or field?
- Before taking this course, did you take any course(s) that gave "transparent" or explicit attention to how coursework and course activities benefit your learning?
Response options: Yes, No, I don't know
- What is your primary reason for taking this course?
Response options: To fulfill a requirement or prerequisite, Interest in the subject, Another reason
- Are you a person of Hispanic, Latino, or Spanish origin?
 - No, not of Hispanic, Latino, or Spanish origin
 - Yes, Mexican, Mexican American, Chicano/a
 - Yes, Puerto Rican
 - Yes, Cuban
 - Yes, another Hispanic, Latino, or Spanish origin -- *for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* Please indicate:
- With which of the following racial/ethnic groups (from the US Census categories below) do you identify? Please select all that apply.
 - White
 - Black, or African American
 - American Indian or Alaska Native. Please enter the name of your enrolled or principal tribe:
 - Asian Indian
 - Chinese
 - Filipino
 - Other Asian -- *for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.* Please indicate:
 - Japanese
 - Korean
 - Vietnamese
 - Native Hawaiian
 - Guamanian or Chamorro
 - Samoan
 - Other Pacific Islander -- *for example, Fijian, Tongan, and so on.* Please indicate:
 - Middle Eastern / North African (MENA)
 - Some other race. *Please indicate:*
- Are you a citizen of the country in which this course is taught?
Response options: Yes, No, I prefer not to respond
- Which of the following types of schools have you attended other than the one you are attending now?
 - Vocational, technical or trade school
 - Community college, junior college or two-year college
 - University or college other than this one
 - None
 - Other

- Please select a category below that most closely matches your proposed major field of study.
 - Humanities
 - Social and Behavioral Sciences
 - Physical Sciences, Mathematics and Engineering
 - Life Sciences

- Are you a first-generation student (first in your family to attend):
 - College
 - Graduate school
 - I'm not a first generation student

- Are you a first-generation immigrant in the country where you are living?
- Are you a part-time student? Response options: Yes, No, Other

- Please identify the number of people in your household/family.

- Please choose the range that best represents your household/family's income.
 - 0- \$17,500
 - \$17,501- \$23,600
 - \$23,601- \$29,700
 - \$29,701- \$35,800
 - \$35,801- \$41,800
 - \$41,801- \$47,900
 - \$47,901- \$54,000
 - \$54,001- \$60,100
 - \$60,101- \$66,200
 - \$66,201-\$75,000
 - Above \$75,000

- Comments