

**Fort Lewis College  
Institutional Review Board  
Application to Use Human Subjects in Research**

Submit this application by email attachment to [IRB@fortlewis.edu](mailto:IRB@fortlewis.edu)

I believe this research qualifies for a <input checked="" type="checkbox"/> <b>Full Review</b> <input type="checkbox"/> Expedited Review - Category _____		
Research Project Title/Question: <b>The Impact of Digital Art on 9th Grade Student Projects at Animas High School</b>		
Principal Investigator (must be a faculty member): <b>Kay Hensler Phelps</b>		
Department: <b>Assistant Professor of Education</b>	Telephone: <b>970-247-7669</b>	E-mail: <a href="mailto:khphelps@fortlewis.edu">khphelps@fortlewis.edu</a>
Brief description of PI's background relevant to research (particularly with regard to specialized procedures): <b>Dr. Kay Phelps earned her doctorate in Educational Leadership and Change from Fielding Graduate University, Santa Barbara, California. Her research examines culturally responsive family engagement and home/school/community partnerships. Her life-long exposure to native art coupled with a personal connection to the arts has prompted Dr. Phelps to become a vocal advocate for arts integration, working to promote the critical role that the arts play in stimulating creativity and in developing vital communities.</b>		
Co-Principal Investigator (student researcher): <b>Roxanne E. McKnight</b>		
Department: <b>Digital Art</b>	Telephone: <b>970-247-2474</b>	E-mail: <a href="mailto:remcknight@fortlewis.edu">remcknight@fortlewis.edu</a>
Date project activity to begin: <b>January 1st 2015</b>		
Site of Research: <b>Animas High School, Durango CO</b>		
Other Institutions/Non-Institutional Investigators (describe collaboration or use of records): <b>Fort Lewis College may inquire about project to better enhance the art department in preparing future art teachers.</b>		
Will this project be supported by funds? <b>NO</b>		
Funding Agency: <b>N/A</b>		

As the investigator submitting this proposed research and signing below, I agree to conduct the research involving human subjects as presented in the protocol or modifications to it and as approved by the Department and the Institutional Review Board; to obtain and document informed consent and provide a copy of the consent form to each subject unless this is waived by the IRB; to present any proposed modifications in the research to the IRB for review and approval prior to implementation; to retain records for the mandated lengths of time; and to report to the IRB any problems or injuries to subjects.

PI Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Co-PI Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Initials: \_\_\_\_\_ Date: \_\_\_\_\_

**Please type your answers to the questions directly below the questions. Please enter your answers in bold, a different font or color in order to make reading your application easier**

1. Succinctly describe the purpose and methods of the research. Include a brief description of all procedures to be conducted. Attach any survey or interview instruments that will be used. Applicants may attach a full written proposal, if one is available.

*Project-based learning at Animas High School is a direct approach of incorporating contemporary educational practices that value and recognize the student as an individual and emphasize creative learning processes by first learning and studying the core content and then reflecting upon that content to actually produce a conclusive product or real world project.*

*While there is quite a bit of research in the area of traditional arts integration, the gap lies within the area of 21<sup>st</sup> century digital arts integration and influence on overall student enhancement/engagement throughout their entire educational experience. The purpose of this research is to gauge the impact our current collaborative digital art curriculum has on student projects in their core classes as well throughout their high school educational journey. All students will receive the same lessons and project assignments regardless of their participation in this study.*

*I will be gathering verbal and/or written feedback from students and teachers directly through interviews, feedback circles, which are group feedback forums already in practice at Animas High School, and possibly surveys. Based on preliminary findings I will ask follow up questions in a follow-up interview if needed. All recordings and data collections including voice recordings throughout this research will be stored anonymously in my school records on my password-protected laptop.*

2. Describe the risks and benefits this research has for research subjects (include physical, psychological, social, legal and economic risks). If there appears to be no risks, write “no known risks.” Describe any measures taken to minimize risks. Explain how the risks are reasonable relative to the benefits. See the IRB website for further explanation of what the IRB is seeking with this question.

*Minimal Risks:*

*I will be asking teachers for final project grades/outcomes from Humanities/Math/and/or Science. Student scores will be AVERAGED (mean score reported, while noting outlier's) from one grade of students (the students only having a ½ year of Digital Art Curriculum) and compared to another grade of students (all other grades @ Animas have had digital Art for a full year). I will never actually see the final grades of these projects or know who got what. I will only see and report on the average of each class via request of that teacher averaging the scores for me. The student interviews will consist of their project feedback only. I will use their quotes without tying them to any specific student performance data, and label students generically. For example, a Student class of 2016 suggested “” or a Student from the class of 2017 remarked “”. All data presented in my study will contain class averages.*

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*When I transcribe the feedback from “Feedback Circles” I never record individual names. I only write what they say or ask on the “Roses and Thorns” handout I created. It is completely anonymous.*

***I will essentially only be identifying students generally by the year they graduate (i.e. Student class of 2015, 2016, or 2017, 2018).***

3. Describe if and how confidentiality will be maintained.

*Pseudonyms (Year of Graduation) will be used in all data collection, analysis, and reporting throughout this research. The individual names of research participants will not appear on any of the papers on which the data are recorded, nor will they appear in the final research document. The only place the names of participants will appear is on this signed informed consent form. The consent forms will be stored separately from the data.*

4. What are the characteristics of the subjects you are choosing? Offer some justification for selecting subjects with these characteristics.

*Past, current, and students who have never taken Digital Art at Animas High School. Additionally to the students, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade Animas teachers may be interviewed on their perception of the impact digital art has on their past and/or current student core projects.*

5. A selection of subjects is equitable if it does not systematically exclude or include people of a certain gender, race, age, religion, economic class or educational level, etc. See the IRB website for a full discussion of equitable selection of subjects. Although the selection of subjects will never be perfectly equitable given the parameters of experimental design, explain what steps you will take to increase the diversity of the subjects and to minimize inequities. Describe your recruitment procedures (use of flyers, newspaper advertisements, etc.) and explain how these procedures will help to increase diversity.

*All previous students from the 2013/2014 school year and any or all all current students from the 2014/2015 school year will have equal opportunity to be included in this study. I will make an announcement at the all school meeting Wednesday morning twice explaining the project logistics and basics before I personally hand out assent forms to my past and current students.*

*Additionally, I will create a website for students, parents, and peer teachers that provides this basic research information, links to important forms (IRB, Informed Consent Letter, Assent Letter, and any other forms created along the project), and updates on the research project.*

6. Do research subjects include any of following: minors, incarcerated persons, in vitro Fertilization, fetuses/fetal tissue, economically/educational disadvantaged, pregnant women, persons unable to give valid informed consent due to physical or mental condition, or does it target specific ethnic/cultural groups? If any of the vulnerable

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categories listed above are involved, address rationale, any additional safeguards for their protection, and explain why the research is minimal risk for those subjects.

*YES, Subjects will include minors as my research addresses high school age teenagers and their educational experience. My students will endure **minimal risk** throughout this entire project, as I will continue to teach my normal curriculum the same as I always have in the past. In the context of Animas school culture, students are used to reflection on their process and already give regular feedback to me, their teacher. Interview and Feedback questions asked during this research will be no different from questions asked to previous students in the past. Students will sign their own assent letter (example Assent Letter below\*) in addition to the parent signed informed consent.*

*\*Dear Animas High School Student,*

*Hello past and current students of mine. I have decided to become more reflective in my educational profession and get better at teaching 9<sup>th</sup> Grade Digital Arts. I am going to take a deeper look at the impact digital art may or may not have on your overall education at Animas High School. Researching this of course could include observation of your past or present projects for my class and your other core classes, such as 9<sup>th</sup> and/or 10<sup>th</sup> grade Humanities. I will also be sending out brief surveys and feedback forms and/or collecting data/grades from your core teachers throughout the current school year or requesting grades from past school years. Interviews will not be voice recorded throughout this research.*

*This letter is inform you personally that this school year (2014-2015) I may or may not directly approach you for artifacts/feedback/or access to your Digital Portfolio to use in my graduate research. ALL INFORMATION AND DATA COLLECTED WILL REMAIN COMPLETELY ANONYMOUS! This letter is also an open invitation to come speak with me at any time throughout this research with any questions or concerns you may have. Thank you for your time in reading this brief letter from me, and especially, thank you for allowing me to grow alongside you as a lifelong learner.*

*Please sign below on the appropriate line indicating whether you will agree or decline to be a participant my graduate research. Your decision to participate or not to participate will not affect your grade or any educational opportunities provided to you.*

I, \_\_\_\_\_, AGREE to fully participate in Roxanne E. McKnight's research study.

Or

I, \_\_\_\_\_, DECLINE to be a participant in Roxanne E. McKnight's research study.

Sincerely,  
**Roxy McKnight**  
Ms. Roxy McKnight

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7. Will subjects be compensated? How?

*No, subjects will not receive compensation.*

8. Will a written informed consent form be used and signed by participants?

*Yes, see the informed consent form on the next page*

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**Data Collection Methods:**

**9<sup>th</sup> Grade Core Humanities Teacher Interview Questions:**

1. *What do you know about the Digital Art Program?*
2. *What do you think about the Digital Art Program?*
3. *What Digital Art skills do you notice in your students' projects and/or artworks?*

The Elements of Design (the tools to make art)		The Principles of Design (how to use the tools to make art)	
Line		Horizontal, vertical, diagonal Straight, curved, dotted, broken Thick, thin	Pattern
Shape		2D (two dimensional)/ flat Geometric (square, circle, oval, triangle) Organic (all other shapes)	Contrast
Form		3D (three dimensional) Geometric (cube, sphere, cone) Organic (all other forms such as people, animals, tables, chairs, etc)	Emphasis
Colour		Refers to the wavelengths of light Refers to hue (name), value (lightness/darkness), intensity (saturation), or amount of pigment, and temperature (warm and cool) Relates to tint, tone and shade	Balance
Texture		The feel, appearance, thickness, or stickiness of a surface (for example: smooth, rough, silky, furry)	Proportion/Scale
Space		The area around, within, or between images or parts of an image Relates to perspective Positive and negative space	Harmony
Value		The darkness or lightness of a color. White added to a color makes it a tint. Black added to a color makes it a shade.	Rhythm/Movement

a. *Is there evidence of the Art Elements and Principles in every student's projects?*

b. *Is there evidence of rule of thirds in photography projects?*

c. *How often do students bring their digital art decomposition books to your class during project planning and work time?*

i. *Everyday vs. weekly or never?*

4. **Technology Art Education Specifically:** *What type of technology are students choosing when they have open-ended art projects in your Core Classroom?*

- |                                |                             |
|--------------------------------|-----------------------------|
| i. Adobe Photoshop Projects    | (_____ total/_____ project) |
| ii. Adobe Illustrator Posters  | (_____ total/_____ project) |
| iii. Adobe InDesign Brochures  | (_____ total/_____ project) |
| iv. Digital Photography        | (_____ total/_____ project) |
| v. Adobe Flash Animation       | (_____ total/_____ project) |
| vi. Web based Animation        | (_____ total/_____ project) |
| vii. Video Production          | (_____ total/_____ project) |
| viii. Combination of 1 or more | (_____ total/_____ project) |

**\*\*\*If you answered YES to any of the above please inquire and document as to where they gained these skills to be able to do this in your class (i.e self taught, middle school, digital art @ AHS, youtube tutorials, etc.)**

3. *It is possible that in addition to those interview questions above, I may need to ask core humanities teachers for grades on last year's comparative projects (like the Happiness Project from Spring of 2014) so that I may average scores, but as of now this is merely a slight anticipation.*

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## Collecting Student Perception of Digital Art's Impact on their Projects in Core Classes and Projects:

Past and Current Digital Art Student/Teacher Feedback Circle Notes and/or Student/Teacher Interviews -

1. Roses and Thorns Format. Students discuss the positive and negative aspects of past or current projects while I confidentially record (hand-written only) what they say, all the while neither defending nor explaining the project or my actions taken.
2. I may or may not reference my notes from previous feedback sessions (2009-current), but will not know until later down the road in this research project.

### Possible Student Interview Prompts:

- *What did you think about Digital Arts at first?*
- *What do you think about Digital Arts now?*
- *What did you learn in Digital Art?*
- *Did any of those things help you in Humanities or your other core classes?*
- *Can you explain a little more about that?*
- *Did you reference your artist sketchbook during the Happiness project?*
  - *How many times? \_\_\_\_\_*
- *Why did you choose to create/design the type of visual aide that you did?*
- *Do you feel you were able to get your point/mood across? Why or Why not?*
- *How did what you learned in Digital Art affect your approach and product in Humanities?*
- *How often this year do you think you used your Digital Art methodologies in your core classes?*

*\*\*\*I expect to ask follow up questions for clarification with all questions*

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**FORT LEWIS COLLEGE**  
**INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT**

**TITLE OF PROJECT:** Digital Art's Impact on Student Projects in Core Classes

**NAME OF PRINCIPAL INVESTIGATOR:** Kay Hensler Phelps

**CONTACT NAME AND PHONE NUMBER FOR QUESTIONS\PROBLEMS ABOUT RESEARCH:**

Kay Hensler Phelps, Education Department, Fort Lewis College, 970-247-7669 or [khphelps@fortlewis.edu](mailto:khphelps@fortlewis.edu)

Roxanne E. McKnight, Art Department, Animas High School, 970-247-2474 or <mailto:mcknightroxanne@gmail.com>

**CONTACT NAME AND PHONE NUMBER FOR QUESTIONS\PROBLEMS ABOUT RESEARCH-RELATED HEALTH PROBLEMS:**

Kay Hensler Phelps, Education Department, Fort Lewis College, 970-247-7669, [khphelps@fortlewis.edu](mailto:khphelps@fortlewis.edu)

Sarah Roberts-Cady, Political Science / Philosophy Department, Fort Lewis College, 970-247-7002, [roberts\\_s@fortlewis.edu](mailto:roberts_s@fortlewis.edu)

**CONTACT NAME AND PHONE NUMBER FOR QUESTIONS\PROBLEMS ABOUT PARTICIPANT RIGHTS OR ETHICAL CONSIDERATIONS:**

IRB representative: Sarah Roberts-Cady #: (970) 247-7002

**SPONSOR OF THE PROJECT:**

N/A, project receives zero funding.

**PURPOSE OF THE RESEARCH:**

Project-based learning at Animas High School is a direct approach of incorporating contemporary educational practices that value and recognize the student as an individual and emphasize creative learning processes by first learning and studying the core content and then reflecting upon that content to actually produce a conclusive product or real world project. While there is quite a bit of research in the area of traditional arts integration, the gap lies within the area of 21<sup>st</sup> century digital arts integration and influence on overall student enhancement/engagement throughout their entire educational experience. The purpose of this research is to gauge the impact our current collaborative digital art curriculum has on student projects in their core classes as well throughout their high school educational journey.

**PROCEDURES /METHODS TO BE USED:**

Students and or peer teachers may be directly asked to participate in online surveys, fill out questioners, and/or by interviewed by myself. Interviews will not be voice or video recorded throughout this research.

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Past and current art project grades from core 9<sup>th</sup> grade humanities teachers may be collected in this study, but all names and participants will be kept confidential.

**RISKS INHERENT IN THE PROCEDURES:** There are minimal risks due to collection of student grades. I will be asking teachers for final project grades/outcomes from Humanities/Math/and/or Science. Student scores will be AVERAGED (mean score reported, while noting outlier's) from one grade of students (the students only having a ½ year of Digital Art Curriculum) and compared to another grade of students (all other grades @ Animas have had digital Art for a full year). I will never actually see the final grades of these projects or know who got what. I will only see and report on the average of each class via request of that teacher averaging the scores for me.

The student interviews will consist of their project feedback only. I will use their quotes without tying them to any specific student performance data, and label students generically. For example, a Student from the class of 2016 suggested "" or a Student from the class of 2017 remarked "". All data presented in my study will contain class averages, never individual scores.

When I transcribe the feedback from "Feedback Circles" I never record individual names. I only write what they say or ask on the "Roses and Thorns" handout I created. It is completely anonymous.

**BENEFITS:** There are no known benefits, except the knowledge gained from this study itself.

**ALTERNATIVE PROCEDURES:** N/A

**COSTS/COMPENSATION:** N/A

**CONFIDENTIALITY:**

The year of the classes graduation will be used in all data collection, analysis, and reporting throughout this research. While one cannot ever guarantee complete confidentiality, steps will be taken to prevent anyone from associating participants' names with the data gathered. The individual names of research participants will not appear on any of the papers on which the data are recorded, nor will they appear in the final research document. The only place the names of participants will appear is on this signed informed consent form. The consent forms will be stored separately from the data. In addition to the researchers, the federal research regulatory bodies and the Fort Lewis College Institutional Review Board may have access to the research records.

**OTHER CONSIDERATIONS:**

There may be research procedures that conflict with the participant's beliefs or values, as always I will do my best to remain neutral and unbiased with my students/peer faculty and their projects at all

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times. All lessons and projects will be taught from the same curriculum as always, with or without research participation consent.

**LIABILITY:**

The Colorado Governmental Immunity Act determines and may limit Fort Lewis College's legal responsibility if an injury happens because of this study. Claims against the College must be filed within 180 days of the injury.

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**PARTICIPATION:**

Your participation in the research is **voluntary**. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled. If at some point during the research, there are new findings that may affect your willingness to participate in the study, you will be informed of those findings.

There may be unforeseen circumstances in which the subject's participation may be terminated by the investigator without the subject's consent. I will do my best to update you in a timely manner if this happens.

Your signature acknowledges that you have read or have had read to you the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing 2 pages.

\_\_\_\_\_  
Participant's Name (printed)

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Investigator or co-investigator

\_\_\_\_\_  
Date

**FILL IN *HERE* FOR MINOR:**

As parent of guardian you authorize \_\_\_\_\_ (print name) to become a participant for the described research. The nature and general purpose of the project have been satisfactorily explained to you by **Roxanne E. McKnight** and you are satisfied that proper precautions will be observed. Your decision to participate or not to participate will not affect your child's grade or any educational opportunities provided to your child.

\_\_\_\_\_  
Minor's date of birth

\_\_\_\_\_  
Parent\Guardian name (printed)

Parent\Guardian signature \_\_\_\_\_

DATE: \_\_\_\_\_

Subjects initials \_\_\_\_\_ DATE: \_\_\_\_\_

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## **Basic Elements of Informed Consent (from 45 CFR 46.116)**

In seeking informed consent, the following information shall be provided to each subject:

(1) A statement that the study involves research, an explanation of the purposes of the research and the expected duration of the subject's participation, a description of the procedures to be followed, and identification of any procedures which are experimental.

(2) A description of any reasonably foreseeable risks or discomforts to the subject. (NOTE: This includes any information about procedures that might make a subject hesitant to participate.)

(3) A description of any benefits to the subject or to others which may reasonably be expected from the research.

(4) A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject.

(5) A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained.

(6) For research involving more than minimal risk, an explanation as to whether any compensation and an explanation as to whether any medical treatments are available if injury occurs and, if so, what they consist of, or where further information may be obtained.

(7) An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject.

(8) A statement that participation is voluntary, that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and that the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.

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