

**PLAIN LANGUAGE STATEMENT AND CONSENT
FORM**



TO: PARENTS or GUARDIANS of students in Grade 7 and Grade 9 at Merici College

Plain Language Statement

Date: 25 August, 2023

Full Project Title: Meaning in the middle years: how metacognition in curricula is translated in pedagogy and student perceptions

Principal Researcher: Professor Julianne Moss

Student Researcher: Ms Annie Termaat

Associate Researcher: Dr Kerri Garrard

Dear Parents and Guardians of a child/ren in Grade 7 and/or 9,

You have been forwarded this attachment because your School Head has approved the school's participation in the PhD research project described below.

Purpose

Metacognition is the ability to be aware of thinking and control performance. It involves a several thinking skills and self-regulatory behaviour. For most students, higher order metacognitive skills begin to emerge during early adolescence. It is fundamental for helping students enjoy meaningful learning and to develop their ability to transfer their knowledge to new contexts, such as their future study or careers.

The purpose of this study is to collect information about the teaching of metacognition based on guidance provided in a range of modern, global curriculums, self-reported teaching strategies by teachers who implement these curriculums, direct classroom observations of 21st century teaching practices in four subject areas and feedback from students about their ability to think about knowledge and learning in Australian Capital Territory schools. There has

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been little recent research on the development of metacognition in Australian contexts, including since the introduction of the Australian Curriculum, the embedding of information technologies in classrooms, and in ACT schools. This research can provide important assurances or recommend strategies that enhance the development of metacognition with current practice.

This research will be conducted in English, Mathematics, Science or Humanities classes of students in Year 7 and/or Year 9, during (August to December, 2023).

Research questions

Key question

How are the pedagogies of metacognition informed by curriculum framing?

Related questions (RQ)

RQ1. What is the global understanding of pedagogies of metacognition?

RQ2. How does the teacher's classroom practice during inquiry implicitly and explicitly foster metacognition?

RQ3. How does student feedback on their lessons capture their metacognitive understanding?

Methods

This project will use a mixed method approach, which means different types of data from different sources will be compared.

The data being collected by this component of the study will contribute answers to RQ2 and RQ3.

What the participation will involve

RQ2 is focussed on the actions of the teacher during normal teaching. Your child may be a student in a class that is being observed and audio recorded.

The teacher who has agreed to participate in the research will have nominated one or more 'inquiry' lessons for the study. An inquiry lesson is one in which students will be dealing with a 'problematic' task – that means, they will not be watching a video or completing a test. The number of lessons will be set by the teacher because occasionally, an inquiry activity may take

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more than one lesson. The entire study, involving up to six schools, aims to record 40 'inquiries' across the four subjects.

The student researcher will sit towards the back of the room and take notes about what is happening (for example, changes to seating arrangements) while the lesson is being audio-recorded close to the teacher (for example, towards the front of the room).

Lesson recordings can be analysed in different ways. Examples are, the precise time intervals needed for various activities, or whether the teacher's questions to students are closed or open-ended, and at what stage of the lesson these are asked. Although inevitably students will interact with the teacher, they will not be able to be identified in the audio recording and the details of their comments (if they are captured in the recording) are not relevant to answering RQ2.

There is no alternate activity for students because (a) this will disrupt their education, as planned by their teacher, (b) it would change the normal social dynamics of their class, impacting the research and (c) the students will not interact with the researcher.

RQ3 is focussed on student feedback. Towards the end of the inquiry session, all students will be invited to complete a one-page feedback form called a Pupil View Template (PVT), expected to take no more than 15 minutes. Providing feedback is not mandatory, but student feedback is always of interest to their teachers, and part of normal educational practice.

A PVT is a cartoon-like picture intended to remind students of the learning situation, to which they add responses to speech and thought bubbles, reflecting the comments and thoughts they have about their learning that subject. They may also add other details like facial expressions or background.

PVTs are useful tools for helping teachers reflect on their own practice and have a long history of being used for research on metacognition.

Note

- Only the PVTs of students whose parents have agreed their child can participate in the research can be collected for analysis.
- All PVTs will be deidentified (students' names removed/changed) prior to analysis.

I am very grateful to all parents who agree to their child(ren)/ ward(s)'s PVTs being included in this research. Please discuss with your child that their participation, although important, is voluntary. The Consent Form can be found after this statement.

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Risks and potential benefits to participants

Risks associated with this component of the project have been minimized. All schools, teachers and students participating in the study will be deidentified. Their data will be aggregated (grouped) to identify and report patterns and trends.

Benefits of this work include advancing the knowledge about the emphases of metacognition in curriculums, teacher awareness, classroom practice and student awareness.

Expected benefits to the wider community

This study is intended to provide a baseline for further research on metacognitive practice, for example, linkages between teacher knowledge, practice, and the school's curriculum. This rich data can be used to inform practice, for example, to better understand how students' cognitive skills and their ability to discuss their reasoning can be improved.

How privacy and confidentiality will be protected

This research investigates patterns, such as the emphasis of curriculums on metacognition and how this defines teacher practice.

All participants and schools will be deidentified prior to analysis.

PVTs collected for this research will be classed by date, subject, and year cohort, and the students' names replaced with pseudonyms (which will be consistent if the same student completes a PVT in more than one subject). The deidentified PVTs will be destroyed once they have been scanned or their text transcribed, to unlink the content of students' reflections to individuals.

To protect the identities of all participants (e.g., heads, teachers and parents), scanned copies of their signed Consent Forms will be securely stored in a separate Research Depository System (RDS) folder at Deakin University, accessible only by the research team. The original Forms will be securely deposited of.

How the research will be monitored

Throughout this project, regular virtual (Zoom) meetings are scheduled between the student researcher and her supervisors on the staff of Deakin University School of Education, Faculty of Arts and Education, Professor Julianne Moss and Dr Kerri Garrard.

Each participating school will require prior systemic approval (if relevant), the Head's approval, and the approval of participating teachers. The field work within each school will be conducted over approximately six weeks, comprising of a preparation period (e.g.,

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information meetings, organising permissions, and timetabling) followed by intensive observations and preparing data for analysis (e.g., interview and PVT transcriptions).

Withdrawal consequences

Schools/participants can withdraw from the research up until four weeks after all the data has been collected without consequence to their relationship with Deakin University.

Dissemination of research findings

Participating schools will receive copies of generic preliminary results, and a summary of the results or copy of the PhD thesis at the conclusion of the course. Should publications result within the timeframe of this research project, links to these will also be forwarded.

If requested, school-specific information that does not risk exposing individual participants, can be shared with the school and its community.

Data management

Deakin University complies with national Australian standards for data security from research projects. All data collected, observed, or created by researchers in the course of their work, for the purposes of analysis to produce original research results, will be securely stored electronically in a tiered structure of descriptive folders.

The data management platform for education research is the Deakin Research Data Store (RDS).

The lifespan of electronic data in a management cycle is typically five years. However, because components of this research project involve minors (children under the age of 18), access will be extended for 15 years after the subjects reach the age of 18. If this study involves students as young as 12 (Grade 7) the potential access period is 21 years from the completion date of the project, and it will be reset for 15 years from the date the repository being accessed for secondary research during this period.

Data sharing

RDS is a mediated access repository, which means data may be made available if journals/publishers require access during the publication process, and can be available for additional secondary research, beyond the life of this study. The 'extended' category attached to these data means it will be available for use in the same general area, i.e., education research.

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Additional secondary research means that the deidentified PVTs can be accessed for use by other researchers in their projects to answer questions that were not considered in this project.

If you wish to limit the use of your child(ren)/ward(s)' data, to this education project only, please check the box on the Consent form. The prefix 'LIM' will be added to the file names to identify relevant scans, and these scans will not be available to other researchers after the completion of this project.

If you agree for your child(ren)/ward(s)'s data to be available for future research, please leave the box on the consent form blank.

Contact details of the researchers

Please read the information about the project below carefully, before signing. If you have concerns or questions, do contact me using my university email, atermaat@deakin.edu.au.

Complaints

If you have any complaints about any aspect of the project, the way it is being conducted or any questions about your rights as a research participant, then you may contact: The Human Research Ethics Office, Deakin University, 221 Burwood Highway, Burwood Victoria 3125, Telephone: 9251 7129, research-ethics@deakin.edu.au. Please quote project number 2023-069.

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**PLAIN LANGUAGE STATEMENT AND CONSENT
FORM**



TO: PARENTS or GUARDIANS of students in Grade 7 and Grade 9 at Merici College

Third Party Consent Form

(To be used by parents/guardians of minor children, or carers/guardians consenting on behalf of adult participants who do not have the capacity to give informed consent)

Date:

Full Project Title: Meaning in the middle years: how metacognition in curricula is translated in pedagogy and student perceptions

Reference Number: 2023-069

I have read, and I understand the attached Plain Language Statement.

I have discussed the research with my child(ren)/ward(s). They understand their participation, in contributing their lesson feedback form(s) to the research, is voluntary.

I give my permission for the students listed below to participate in this project according to the conditions in the Plain Language Statement.

Name of participant	Grade (7 or 9)

Check this box if you do not want your child(ren)/ward(s) deidentified PVT scans to be used in future education research.

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I have been given a copy of the Plain Language Statement and Consent Form to keep.

The researcher has agreed not to reveal my identity and personal details or the identity and personal details of the person/s for whom I am providing consent, including where information about this project is published, or presented in any public form.

Participant’s Name (printed)

Name of Person giving Consent (printed)

Relationship to Participant:

Signature Date

Please post or email or return a hard copy of this form to Mrs Bianca Porcheddu, Merici College

Ms Annie Termaat
(Student researcher)
atermaat@deakin.edu.au

Faculty of Arts and Education, School of Education, Deakin University, Locked Bag 20000, Geelong VIC 3220Australia

Supervisor details:
[Prof Julianne Moss](#) (Principal researcher) and [Dr Kerri Garrard](#) (Associate researcher)

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TO: PARENTS or GUARDIANS of students in Grade 7 and Grade 9 at Merici College

Withdrawal of Consent Form

(To be used for participants who wish to withdraw from the project)

Date:

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Reference Number: 2023-069

I hereby wish to WITHDRAW my consent to participate in the above research project and understand that such withdrawal WILL NOT jeopardise my relationship with Deakin University.

Participant's Name (printed)

Signature Date

Please phone and/or post or email this form using the contact information below:

Ms Annie Termaat
(Student researcher)
atermaat@deakin.edu.au
Phone: 0481 486 407

Faculty of Arts and Education, School of Education, Deakin University, Locked Bag 20000, Geelong VIC 3220Australia

Supervisor details:
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