



## View xForm - Human Subjects Review Protocol

Please use this Human Subjects Review Protocol form when submitting to the IUP IRB.

New protocol data entry

- Submitted 2/22/2018 9:53:22 AM ET by [REDACTED]

### Project Information

#### Saving Instructions

**Each time you click 'Next' or 'Previous' your work is saved. You may click 'Save for Later' to save where you are and leave the form. Finally, if you jump to another page, using the dropdown at the top of the form, your work on each page will be saved. You will not be able to 'Check and Submit' form until all required fields are entered.**

#### Submitter

[REDACTED]

Email: [REDACTED]@iup.edu

#### Project Title

Digital Storytelling to Promote Metacognition in the Development of Information Literacy Skills

#### Project Type

Faculty Research

*\*ALL STUDENT PROJECTS MUST BE ACCOMPANIED BY A HUMAN SUBJECTS CITI TRAINING COMPLETION REPORT. PROTOCOLS FROM STUDENTS WILL NOT BE APPROVED UNTIL THIS ITEM IS RECEIVED*

#### Please enter the email address of the Principal Investigator.

[REDACTED]

Email: [REDACTED]@iup.edu

You must enter your official university email address (for example: jdoe@iup.edu or wxyz@iup.edu) Do NOT enter an alias email address (for example Jane.Doe@iup.edu)

#### Department

Libraries

**Please add contact and then enter the email address for each Co-Investigator**

No answer provided.

You must enter the co-investigator's official university email address (for example: jdoe@iup.edu or wxyz@iup.edu). Do NOT enter an alias email address (for example Jane.Doe@iup.edu) **If the Co-investigator is not found and is a member of the IUP community**, please ask them to login into IRBManager at least once and that will allow you to complete this section. Otherwise click here to add non-IUP individuals to the system.

**Please click add contact and then enter the email address for each student research assistant**

No answer provided.

**If the student research assistant is not found and is a member of the IUP community**, please ask them to login into IRBManager at least once and that will allow you to complete this section. Otherwise click here to add non-IUP individuals to the system.

**Will students be added at a later date.**

No

**Estimated project start date**

3/9/2018

The project cannot start before IRB approval

**Estimated project end date**

7/27/2018

This date cannot be longer than a year from the start date. If you plan your project to go beyond one year you will need to submit a request for continuing review at the appropriate time.

**Funding Information**

**Project Funding Source**

Non-funded research

Please check all that apply

**Combined Funding Source**

Non-funded research

**Project Description**

## **Purpose of the study**

The purpose of the study is to examine the effectiveness of using a digital storytelling assignment to promote metacognition in the development of information literacy skills. The Association of College and Research Libraries' Framework for Information Literacy describes metacognition, or critical self-reflection, as a crucial skill in becoming information literate in the 21st-century information environment. The principal investigator will use student ratings of their own self-reflection during the assignment and evidence of metacognition found in students' digital stories to discover if digital storytelling encouraged students to be more reflective throughout their research process and practice metacognition.

*In a few sentences, describe the purpose of the study. This section need not be elaborate, but does need to clearly indicate the purpose of the study in a way that is clear to persons not familiar with the project.*

## Background of the study

Metacognition, also described as thinking-about-your-own-thinking or critical self-reflection, is recognized by educators as an important part of a successful learning experience. Metacognition is described by Hennessey (1999) as "awareness of one's own thinking, ... an active monitoring of one's cognitive processes, an attempt to regulate one's cognitive processes in relationship to further learning, and as an effective device for helping people organize their methods of attack on problems in general" (p. 3). In comparison, Dewey (1933) described reflection as "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it leads" (p. 118).

The Association of College and Research Libraries' Framework for Information Literacy for Higher Education (2016) describes metacognition as a crucial component in the progression toward becoming information literate in a rapidly changing information ecosystem.

However, this active monitoring and careful consideration of one's cognitive processes is not typically part of a student's search for information. Due to the familiarity students have with online search engines, a novice student researcher's common information search process involves a few minutes on Google, a quick browse through the first few results, and the selection of a result that seems to fill their information need at first glance. Librarians and expert researchers know, though, that information gathering is a problem solving activity that requires careful thought and reflection on what is being learned and discovered. Research suggests that metacognitive activities facilitate this kind of problem solving (Lin & Lehman, 2001, p. 51).

If librarians want to infuse metacognition into students' search processes, it is necessary to design activities to ensure that critical reflection is an outcome of the instructional experience. Research has found that structured reflection refines critical thinking skills that support being receptive to a variety of ideas and anticipating the significance of one's own actions (Brannon, 2013 and Ledoux and McHenry, 2008).

Librarians have provided examples of several methods for promoting students' critical self-reflection. Kymes (2005) used a think-aloud assignment in which students verbalize their thoughts, moment by moment, as they are

*This section should provide the reader with the administrative and/or scholarly context from which the project emerges. The section should contain enough information to provide Board members with no expertise in your discipline an understanding of how/why the use of human participants is warranted. This can often (but not always) be accomplished in one single spaced typed page or less. It is important to provide relevant citations and complete references so that the Board can conduct any necessary review of these foundations.*

engaged in the performance of an information seeking task. Glassman and Worsham (2017) employed reflective writing activities to help students recognize the development of their information literacy skills while McKinney and Sen (2012) used reflective writing prompts as a means of providing librarians with evidence of learning and an insight into students' thought processes. Nutefall (2005) describes the use of a "Paper Trail" assignment in which students created a reflective portfolio on the research process.

Digital storytelling is a pedagogical tool that librarians can use to engage students in self-reflection activities, record evidence of student learning, and promote digital literacy skills.

While there is not one single digital storytelling definition, Smeda, Dakich, & Sharda (2014) found that the majority of definitions "emphasize the use of multimedia tools including graphics, audio, video, and animation to tell a story" (p. 4).

Digital storytelling allows students to collect their reflections in a creative way by combining a variety of media to tell the story of their research process. Their thoughts and reflections as they move through the research process can be captured through text, images, video and audio. In addition to engaging in critical self-reflection through writing and verbalization throughout their story, students are also learning and practicing digital literacy skills. In a study of the self-reflection of pre-service teachers, Daniels (2013) found that digital storytelling brought "innovative and additional structure to the reflective process ... and utilized almost all of the skills that 21st century students are expected to have" (p. 4). This research aims to explore the effectiveness of a digital storytelling assignment to encourage metacognition in the development of information literacy skills through a mixed-methods approach using both quantitative results of a student survey and qualitative assessment of student work.

Association of College and Research Libraries. (2016). Framework for Information Literacy for Higher Education. Retrieved from <http://www.ala.org/acrl/standards/ilframework>

Brannon, D. (2013). Using service-learning to increase pre-service teachers' sense of self-efficacy regarding parent involvement. *Journal of Service-Learning in Higher Education*, 2, 24-36.

Daniels, K. (2013). Exploring the impact of critical reflection through the use of service-learning and digital storytelling. *I-manager's Journal on School Educational Technology*, 9(1), 1-9.

Dewey, J. (1933). How we think: A restatement of the relation of reflective thinking to the educative process. Boston, MA: D.C. Heath.

Glassman, J.A., & Worsham, D.M. (2017). Digital research notebook: A simple tool for reflective learning. Reference Services Review, 45(2), 179-200.

Hennessey, M.G. (1999, March). Probing the dimensions of metacognition: Implications for conceptual change teaching-learning. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Boston, MA.

Kymes, A. (2005). Teaching online comprehension strategies using think-alouds. Journal of Adolescent & Adult Literacy, 48(6), 492-500.

Ledoux, M., & McHenry, N. (2008). Pitfalls of school-university partnerships. Clearing House: A Journal of Educational Strategies, 81(4), 155-160.

Lin, X., & Lehman, J. (2001). Designing metacognitive activities. Educational Technology Research and Development, 49(2), 23-40.

McKinney, P.A., & Sen, B.A. (2012). Reflection for learning: Understanding the value of reflective writing for information literacy development. Journal of Information Literacy, 6(2), 110-129.

Nutefall, J. (2005). Paper trail: One method of information literacy assessment. Research Strategies, 20(1-2), 89-98.

Smeda, N., Dakich, E., & Sharda, N. (2014). The effectiveness of digital storytelling in the classrooms: A comprehensive study. Smart Learning Environments, 1(6), 1-21.

**What method(s) or design feature(s) do you plan to use in this study? Please choose all that apply**

Assessment  
Instruction  
Survey

*This information is used only for internal record keeping and quick identification. Simply mark those methods/design features you currently plan to use.*

**Subject Population**

**Age Range**

The subject population will be undergraduate students at IUP with an expected age range of 18-35.

*State the anticipated age range. If it is your intention to exclude minors (those 17 and under), please say so explicitly.*

**Gender**

All

### Inclusion Criteria

IUP students enrolled in [REDACTED] sections of LIBR 151 in Fall 2017 and Spring 2018.

### Exclusion Criteria

Anyone not enrolled in [REDACTED] LIBR 151 in Fall 2017 or Spring 2018.

### Protected population and sensitive subjects: Indicate if any Human Subjects from the following list will be involved in the proposed activity:

*No answer provided.*

### Vulnerable Subjects

Subject selection for this research does not specifically call for any vulnerable subjects. If any vulnerable subjects happen to fall within the inclusion criteria, they may choose to withdraw from the study at any time.

*If it is your intention to use vulnerable subjects, justify the importance of their use. Here and throughout the protocol discuss how their vulnerability will be matched with appropriate safeguards. The IRB web page discusses vulnerable subjects in more detail.]*

## Methods and Procedures

### Methods and Procedures

*This is arguably the most important section of the protocol. You should complete this section in such a way that all of the research procedures are clear. Do not assume that any parts of the procedure can be inferred, and compose this section as though you were writing instructions that someone else could follow to conduct the project.*

### Method of Subject Selection

Subjects will be included in the study based on the enrollment in one section of LIBR 151 in Fall 2017 and two sections of LIBR 151 during the Spring 2018 semester. A total of 80 students will be eligible to participate. They will be invited to participate via an email sent after the course has ended and grades have been submitted. Text of the invitation email is provided as an attachment.

*Provide complete information about how research subjects will be identified, recruited, invited to participate, etc. Indicate approximately how many research subjects you will contact and how many you will actually use in your research. Your description of recruitment and selection must include any letters, announcements, advertisements, or other related materials. Any materials used in any selection/recruitment context should be included in the "Attachments" section below. Please see the IRB website for more information regarding how to protect the privacy, dignity, and welfare of potential subjects.*

## Study Site

A survey will be administered online via Qualtrics and accessible through the link provided in the email to participants.

*Indicate where the study will be conducted. For sites other than IUP (and sometimes for various offices on the IUP campus), investigators must provide a site approval letter from the outside site. The site approval letter needs to come on the site's own letterhead (i.e., not a plain piece of paper or IUP letterhead for outside sites), contain language that indicates the site understands the nature of the research in question and what their involvement will entail, and be signed by a person from the site with the authority to provide such approval. If the site approval letter is included with the protocol, note this fact in this section, indicate it as one of the "Attachments" (later in this document), and append it to the protocol. If the site approval will arrive under separate cover, state that here.*

## Methods and Procedures Applied to Human Subjects

Students who were enrolled in one section of LIBR 151 in Fall 2017 and two sections of LIBR 151 in Spring 2018 will be invited to participate in the study via email sent after the semester has ended and grades have been submitted. The email will contain a link to the Qualtrics survey (see attachments). When participants click on the link, they will be directed to a landing page with the informed consent document (see attachments) which asks them to consent to participate in the research or exit the survey. If they choose to give consent, they will be directed into the questionnaire. If they do not give consent, they will be directed to an exit page for the survey. The participant may voluntarily answer any number of the 15 questions available on the survey. At the end of the survey, participants will be asked if they would allow the content of their assignment, including text and images, to be included in the study. If they answer no, they will exit the survey. If they select Yes, they will be taken to a new Qualtrics landing page for the additional informed consent (see attached). If the student chooses to give consent, they will be directed to a form (see attachments) where they will enter their name for the purposes of identifying their assignment. If they choose not to give consent, they will exit the survey.

*Describe exactly what will happen with the subjects from the time of their first contact until the time of their last contact. What will participants actually do while participating in the project?*

## Risks/Benefits



### Potential Risks

Because this study is being conducted by students' course instructor, some students may feel pressured to participate in the study due to a belief that their choice may impact the grade in the course.

*Describe the level of risk of the study to the participants, investigators, and any other group that might be impacted. You should compare the level of risk in your study and the federal definition of "minimal risk". "Minimal risk" is defined in 45 CFR46.1029(i) as "the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests." Visit the IRB website for more detail on this topic.*

### Protection Against Risks

To eliminate the risk that students will feel pressure to participate in the survey, the email inviting them to participate will be sent after the semester has ended and grades have been submitted.

*Discuss in detail how the investigators will provide safeguards against the identified risks.*

### Potential Benefits

None have been identified.

*Discuss any potential benefits to the human subjects in the research.*

### Compensation for Participation

None is provided.

*Discuss any and all forms of compensation for participation. This includes payment, extra credit, chances at winning a gift card, etc. Discuss also how the research subject will receive this compensation.*

### Alternatives Participation

Participants may choose to not open the email, may choose to not click on the Qualtrics link in the email, or may choose to opt out at any time while taking the survey.

### Information Withheld

No information will be withheld.

*If information will be intentionally withheld from research subjects, discuss this here along with the rationale for doing so.*

### Debriefing

No debriefing will occur.

*If any debriefing will be provided to the research subjects, please discuss it here.*

### Privacy/Consent/Nature of Risk

## Privacy/Confidentiality

The survey is anonymous. Confidentiality is adhered to by the ethical standards of the American Psychological Association.

If students consent to the content of their digital storytelling assignment to be included in the study, his or her name will be collected for the purposes of locating the assignment. Once the assignment has been located, all identifying information will be removed.

The collected data will be stored behind a password protected IUP server (H drive) and will be securely maintained for three years.

*Define the level of privacy that will be afforded the research subjects (i.e., anonymity, confidentiality, or no expectation of privacy). Indicate how the level of privacy that is defined by the researcher is consistent with the study procedures and how their privacy will be protected within that framework. Federal regulations require researchers to maintain data and consent documents for three years. Please indicate you will do that and where the data will be stored.*

## The Consent Process

The two attached consent forms will be included within Qualtrics.

When participants click on the link from the email, they will be directed to a landing page with the informed consent document which asks them to consent to participate in the survey or exit the survey. If they choose to give consent, they will be directed into the survey instrument. If they do not give consent, they will be directed to an exit page for the survey.

The last question of the survey asks participants to give consent to allow the content of their digital storytelling assignment to be included in the research study. If students choose no, they will exit the form. If students choose yes to this question, they will be directed to a new Qualtrics landing page with the additional informed consent document. If they choose to give consent, they will be directed to a form where they will enter their name for the purposes of locating the correct assignment. If they do not give consent, they will be directed to an exit page for the survey.

*Every process has some sort of Consent process, whether or not there is a written consent document. This section should describe the Consent Process in detail including, how Consent will be presented to the subjects, how subjects will indicate their Consent. Any relevant documents should be attached in the "Attachments" section of this form. Hard copy consent forms must be printed or copied onto IUP letterhead. If the consent document is provided electronically (e.g., Qualtrics survey), it must be sent from a valid IUP email address. NOTE: The IRB website discusses Informed Consent in detail.*

## Nature of Risk

No

*In your judgment, does your research involve more than minimal risk? Refer back to the definition of minimal risk provided above.*

## Exemption Qualification

### Exemption Instructions

*In your judgment, does your research fall under one of the six exempt categories? If you believe it does, indicate the category under which you are claiming an exemption by choosing yes next to the relevant category.*

**Will the research be conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods?**

Yes

**Will the research be involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.**

No

**Will the research be involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under (2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.**

Yes

**Will the research be involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.**

No

**Are these research and/or demonstration projects being conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs?**

No

**Will your research involve taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture?**

No

### **Expedited Review Qualification**

#### **Expedited Instructions**

*In your judgment, does your project fall under one of the nine (9) categories eligible for expedited review (listed below)? If you believe it does, indicate the category of which you are claiming expedited review by choosing yes next to the relevant category.*

**Clinical studies of drugs and medical devices only when condition (a) or (b) is met. a. Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.) b. Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.**

No

**Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows: a. from healthy, nonpregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or b. from other adults and children, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.**

No

**Prospective collection of biological specimens for research purposes by noninvasive means. Examples: (a) hair and nail clippings in a nondisfiguring manner; (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction; (c) permanent teeth if routine patient care indicates a need for extraction; (d) excreta and external secretions (including sweat); (e) uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue; (f) placenta removed at delivery; (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques; (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; (j) sputum collected after saline mist nebulization**

No

**Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.) Examples: (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subjects privacy; (b) weighing or testing sensory acuity; (c) magnetic resonance imaging; (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography; (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.**

No

**Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis).**

No

**Collection of data from voice, video, digital, or image recordings made for research purposes.**

No

**Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.**

Yes

**Continuing review of research previously approved by the convened IRB as follows: a. where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or b. where no subjects have been enrolled and no additional risks have been identified; or c. where the remaining research activities are limited to data analysis.**

No

**Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.**

No

**Attachments**

**Please attach all Informed Consent Documents if applicable**

Informed Consent Survey	Consent Form	<i>A sample consent form can be found by clicking this link <a href="#">Sample Consent Form</a></i>
Informed Consent Student Work	Consent Form	

**Please attach any site approval letters**

*No answer provided.*

*The site approval letter **must** be on the official letterhead of the site and endorsed by the person responsible for the site.*

**Please attach CITI Training Completion Certificates.**

*No answer provided.*

*All students submitting a protocol are required to attach their CITI Training Completion Certificate. Student protocols will not be approved without the certificate attached.*

**Please click 'Add Attachment' and add all relevant attachments (Questionnaire, Survey, Syllabi, Interview Guide, Focus Group Questions, Debriefing forms, Recruitment Materials)**

Recruitment email	Recruitment flyer
Survey	Survey
Student Name Entry Form	Survey

## Informed Consent Form

[will be on the landing page within the Qualtrics Survey]

You are invited to participate in this research study by completing a 15-question survey. The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask. You are eligible to participate because you were a student in [REDACTED] section of LIBR 151 Introduction to Information Literacy.

The purpose of this study is to examine the effectiveness of using a digital storytelling assignment to promote metacognition (critical self-reflection) in the development of information literacy skills. Through your responses, [REDACTED] will discover if the activities provided in the class were effective in meeting the course objectives.

Your participation in this study is voluntary and completion of the survey should take approximately 5 minutes. You will receive no benefit from participating in the study nor are there any risks to participation beyond what is typically experienced in everyday life.

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators or IUP. Your decision will not result in any loss of benefits to which you are otherwise entitled. If you choose to participate, you may withdraw at any time before your responses are submitted by exiting the survey. Once the survey has been submitted, your responses cannot be withdrawn due to the anonymity of the survey. If you choose to participate, all information will be held in strict confidence and will have no bearing on the services you receive from the University. Your response will be considered only in combination with those from other participants. The information obtained in the study may be published in scientific journals or presented at scientific meetings, but your identity will be kept strictly confidential.

By clicking on the link below, you attest to being at least 18 years of age and are consenting to voluntary participation in this project.

**Primary PI:**

[REDACTED]

**Librarian / Associate Professor**

**University Libraries**

**1012 Winslow Street**

**Punxsutawney, PA 15767**

**Phone:**

[REDACTED]

[REDACTED]

**@iup.edu**

**This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).**



## Informed Consent Form

[will be on the landing page within the Qualtrics Survey]

You are invited to participate in this research study by allowing the content of your Research Process Story to be assessed and analyzed. The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask. You are eligible to participate because you were a student in [REDACTED] section of LIBR 151 Introduction to Information Literacy and indicated on a survey that you would be willing to give consent.

The purpose of this study is to examine the effectiveness of using a digital storytelling assignment to promote metacognition (critical self-reflection) in the development of information literacy skills. By analyzing the content of your assignment, [REDACTED] [REDACTED] will discover if the activities provided in the class were effective in meeting the course objectives.

Your participation in this study is voluntary. You will receive no benefit from participating in the study nor are there any risks to participation beyond what is typically experienced in everyday life.

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators or IUP. Your decision will not result in any loss of benefits to which you are otherwise entitled. If you choose to participate, your name will be collected for the purposes of locating your assignment. Once your assignment has been located and saved, all of the personally identifiable information contained in the content will be removed. If you choose to participate, all information will be held in strict confidence and will have no bearing on the services you receive from the University. The information obtained in the study may be published in scientific journals or presented at scientific meetings, but your identity will be kept strictly confidential.

By clicking on the link below, you attest to being at least 18 years of age and are consenting to voluntary participation in this project.

**Primary PI:**

[REDACTED]

**Librarian / Associate Professor**

**University Libraries**

**1012 Winslow Street**

**Punxsutawney, PA 15767**

**Phone:**

[REDACTED]

[REDACTED]@iup.edu

**This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).**

Recruitment email to students

Dear Student,

I hope this email finds you well. I enjoyed having you in LIBR 151 Introduction to Information Literacy in the Fall (Spring). I hope you found the class interesting and useful in the development of your library research and information literacy skills.

One of the major assignments in the course was the creation of a Research Process Story using the digital storytelling software Microsoft Sway. I would like to hear your thoughts about the effectiveness of this assignment.

Would you be willing to complete a 15-question survey linked below? I expect this survey will take about 5 minutes to complete. Your responses will help me understand if the assignment helped you to achieve the course objectives and how it can be improved in the future.

Your participation is voluntary and your responses will be completely anonymous. If you have any questions or concerns please contact me at [REDACTED]@iup.edu.

If you are willing to participate in the survey, click here.

*THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF PENNSYLVANIA INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE 724.357.7730)*

Survey of student views on digital storytelling assignment in LIBR 151

Demographic

When you were enrolled in LIBR 151 Introduction to Information Literacy, what was your class standing?

Freshman

Sophomore

Junior

Senior

Before taking LIBR 151, how would you rate your ability to conduct research?

Beginner

Competent

Proficient

Expert

After taking LIBR 151, how would you rate your ability to conduct research?

Beginner

Competent

Proficient

Expert

In LIBR 151 Introduction to Information Literacy, you were asked to create a Research Process Story using digital storytelling software called Microsoft Sway. The following questions are designed to gather information on the value of this assignment for students.

The Research Process Story assignment

Required that I understood concepts taught by the professor

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Required me to continually think about the material I was being taught

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Helped me to retain the information/ideas better

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Allowed me to practice and gain new skills

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Enhanced my confidence level in conducting research

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Enhanced my confidence level in using unfamiliar technology

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Caused me to think over what I have been doing and consider alternative ways of doing it

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Caused me to reflect on my actions to see whether I could have improved on what I did

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Caused me to re-appraise my experience so I can learn from it and improve for my next performance

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Caused me to challenge some of my firmly held ideas

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Caused me to change my normal way of doing things

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

Caused me to discover faults in what I had previously believed to be right

Strongly Agree   Agree   Undecided   Disagree   Strongly Disagree

In addition to the feedback you've provided, would you be willing to allow the content of your Research Process Story in Microsoft Sway to be analyzed as part of this study? If you agree, you will be taken to a new form where you will give your consent.

Yes

No

Thank you for your participation in the survey.

I am aware that my name is being collected solely for the purpose of identifying my Research Process Story. I understand that once my assignment has been identified and saved, all personally identifiable information will be removed and my identity will be kept strictly confidential.

Please enter your name

(Text Entry Field)