

**CRAFT HILLS COLLEGE
RESEARCH PROJECT APPROVAL FORM**

The following guidelines apply to all external research projects involving Crafton Hills College. An external research project is defined as any research project or study which is outside the normal day-to-day operations of Crafton Hills College (CHC) and/or is under the direction of someone other than an employee of the College. A typical example of an external research project is one conducted by a masters or doctoral student who wishes to ask CHC students or employees to participate in a study. Examples of normal day-to-day operations include program review, Student Learning Outcomes/Service Area Outcomes and projects which are part of a CHC course (e.g., research course).

1. Any individual, group or agency desiring to conduct research at CHC must obtain the written permission from the Faculty and Administrative Co-Chairs.
2. Before permission is granted, a written proposal must be submitted to the Dean of Institutional Effectiveness, Research and Planning. The proposal will include brief summaries of the rationale for the study, the methodology to be used, and the expected outcomes (see below).
3. Normally, the CHC IRB cannot provide facilities of any type for external research projects ([Click here to access the form to request the use of facilities](#)).
4. Unless the College feels that participation in a particular project is both educationally valuable and a natural part of the course content, class time will not be used for any project. In any event, the faculty member's permission must be obtained before class time can be used.
5. Participation in any project must be voluntary and all participants should be informed as to the purpose of the project and the scope of their involvement.
6. As a condition of approval of the research study, it should be noted that CHC students or employees involved in any research project will not be identified when the findings are published. The name of the College will not be identified in any publications.
7. Approval of external research projects is based on many aspects including time involved and whether the project relates to the College's mission, vision, core values and goals.

This *Research Project Approval Form* is to be completed and approval received before research begins. The completed form should be sent to the Institutional Effectiveness, Research and Planning Office. The IRB Committee and/or the IRB Committee Co-Chairs will review the study, discuss changes/implications with the author and make the final approval decision. If the study is approved and the research conducted, a copy of the results must be sent to the Institutional Effectiveness, Research and Planning Office.

PROJECT INFORMATION	
Project Title:	Applying the Component Display Theory to the Instructional Development and Design of an Educational Mobile Application
Principal Investigator:	Trelisa R. Glazatov
Educational Institution:	San Bernardino Community College District
Mailing Address:	401 W. 8th street, San Bernardino, CA 92401
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Faculty Advisor Mailing Address:	Nova Southeastern University - GSCIS 3301 College Avenue, Fort Lauderdale-Davie, Florida 33314-7796
Faculty Advisor Phone Number:	(954) 262-2074
Faculty Advisor Email:	smithmt@nova.edu

CRAFT HILLS COLLEGE
RESEARCH PROJECT APPROVAL FORM

Answer All of the Following Questions

1. What is the rationale or purpose of the study?

The purpose of the study is to identify key challenges and issues in using an instructional design model to guide the instructional development of a model app. This research will contribute to the field of instructional design and development by validating the efficiency of the Component Display Theory's use for a mobile learning environment and identifying the variables that will affect its usability. The application of the theory to a higher education setting and focus on faculty development allows the results to be generalized to similar learning settings and environment. The results will enable instructional design practitioners to have research-based results and a framework that can be adapted to their work and environment preferences.

2. What are the main goals or objectives or outcomes or research hypotheses of the study?

The prospect of learning through portable, personal devices is becoming a viable educational model as mobile tools and technologies continue to evolve. The tools and functions available on mobile devices, including communication, multimedia, and social tools, create an opportunity to examine how instruction can be developed for a mobile learning system. The questions for designers and educators are which instructional design (ID) theories are appropriate for the design and development of mobile learning and what limitations do current theories pose.

Specific ID and development recommendations for a mobile learning system are lacking. In addition, there is an absence of research that validates current ID theories for mobile learning systems. Therefore, research is needed to examine how underlying theories, principles, and frameworks can be applied to the design and development of mobile learning systems.

There are many established ID models that can be examined in their application to the design and development of a mobile learning app. To further the design and development knowledge base, the aim of this study is to consider an appropriate model, the Component Display Theory (CDT), and examine the applicability of CDT to the instructional development and design process of an educational mobile application. The goal will be to examine design and development issues, validate and extend the CDT to the development of mobile apps, and recommend guiding principles for mobile learning system development as it pertains to development of content, presentation, sequencing of information, and feedback.

3. Who will be the subjects/participants? How many? Will they be compensated? If so, how?

The participants for the workshop, the workshop survey, and the optional one-on-one interviews are adjunct and full-time faculty currently teaching at Valley and Crafton Hills Colleges. It is anticipated that 10-15 faculty members in total will participate. The 1-hour self-paced mobile workshop will be offered as part of the Distance Education department's professional development offering. Upon completion, the participant will have a record of completion that can be submitted to their campuses professional development departments for credit.

4. Describe in detail all procedures to be performed on the participants (e.g., recruitment, surveying, debriefing, exposure to stimuli, etc.)?

For faculty participants, targeted emails and written communication will be sent to potential faculty based on their teaching status, full-time or adjunct, to complete the workshop and survey.

The learners will complete the workshop and workshop survey. The workshop is a self-paced mobile module and should take approximately an hour in length to view the lectures, and complete the activities and assessment. The workshop will be delivered and completed by the participant using a mobile device, such as a mobile phone or tablet. The survey will take approximately 15 minutes to complete. The learners will have a 2 week time frame to complete the workshop and workshop survey.

**CRAFT HILLS COLLEGE
RESEARCH PROJECT APPROVAL FORM**

Learners Participants who complete the workshop can optionally participate in an one-on-one interview with the researcher. The interview will be audio-recorded. The researcher will explore the learner's experience in the mobile learning environment. The interview will be approximately 30-45 minutes. The researcher will revise the instructional instance based on data and feedback received from the survey and interviews.

5. What assessment instrument(s) (e.g., survey, focus group) will be used? Please provide the IRB with copies.

- Survey evaluation: A workshop survey will be used to gather learners' reactions to the design instance's appeal, usability, and perceived effectiveness.
- Optional one-on-one interviews: Semi-structured interviews with some of the participants will be conducted to identify strengths and weaknesses of the design instance and their experiences in the mobile learning environment. Interviews will be recorded, transcribed, and analyzed.
- An expert review will be used to validate the application of the CDT to the instructional design of the workshop.
- Work documents: Work logs and project management documents will be used to document the ID process and identify challenges for the instructional designers.

6. What are the potential risks to the participants?

Risk/Discomfort	Loss of time
Likelihood	Minimal
Magnitude/Duration	For faculty participant total loss of time is approx. 2 hours. For the expert reviewers total loss of time is approx. 4 hours.
Risk Minimization	A timeframe of 2 weeks is given for participants to complete the workshop and survey to allow for flexibility. The expert panel also has 2 weeks to complete the review of the instructional content. The optional interview will be schedule to accommodate the faculty participants' workload and other academic obligations.

7. Describe how you will deal with confidentiality and anonymity?

Risk/Discomfort	Confidentiality/Anonymity
Likelihood	Moderate
Magnitude/Duration	Data collected for the research will be kept for 3 years after the end of the study.
Risk Minimization	Personal identifiable data will be deleted and replaced with subject codes. Access to recorded audio and transcriptions will be encrypted on a hard drive and limited to the research team.

Research records will be kept for 36 months from the conclusion of the study. All information obtained in this study will be strictly confidential unless disclosure is required by law. Records will be destroyed after the 36-month retention period. Electronic documents such as forms, notes, and audio files will be deleted off the encrypted hard drive. Printed copies of information will be shredded and destroyed.

8. How will you document informed consent (Provide a copy of the informed consent form.)?

A written consent form is sent to potential participants and explains the purpose of the research, procedures, risks, benefits, and alternatives to participate. The form also contains contact information for the researcher and the site IRB offices to allow the potential participant to ask questions related to the study. Once a participant has had their questions answered, they will sign, date and forward the consent form back to the researcher. The researcher will sign the consent form and forward a copy back to the participant.

9. What are the suggested date(s) for the study?

**CRAFT HILLS COLLEGE
RESEARCH PROJECT APPROVAL FORM**

The workshop will be offered during the spring 2014, summer 2014, and potentially fall 2014 if further data is needed.

10. How will the data be reported (e.g.: articles, thesis, dissertation, presentations, etc.)?

Data will be reported as part of Trelisa Glazatov's dissertation. As this is a project of the DE department, progress reports and updates will be shared with the district's Distance Education Coordination Council, the campuses Education Technology Committees, and professional development committees. Results of the research will also be shared with the district and potentially professional organizations, conferences, journals, and other community constituents.

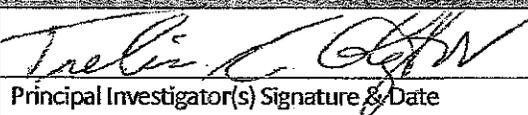
11. If class or work time is needed, do you have an internal contact person who is already willing to comply? Which employees of the college have expressed interest in helping you gather data? (Note: using class time is discouraged)

N/A. The workshop is self-paced and can be completed at the faculty's convenience. The optional interview will be scheduled to accommodate the faculty's schedule. In addition, both campuses presidents have written a letter of support of the research.

12. Which classes will be used in the study? Have the faculty given permission for the study to be done in class? N/A.

Also include a HARD copy of your approved full proposal. This copy should include both the signature page of approval (or electronic equivalent) from your IRB and all material reviewed by your IRB.

When the project is completed, a summary of the key findings should be sent to the Institutional Effectiveness, Research and Planning Office (kwurtz@craftonhills.edu).

SIGNATURE & DATE	APPROVAL
 2-18-14	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved
Administrative IRB Co-Chair	
Reason:	
 3/14/14	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved
Faculty IRB Co-Chair	
Reason:	
 February 18, 2014	
Principal Investigator(s) Signature & Date	
Other Notes:	

Source: Mt. San Antonio College, IRB Proposal Form.