

INFORMED CONSENT FORM FOR RESEARCH STUDY

The Influence of Grade Level of Entry to Beginning Band in a Split-School Configuration on Musical Knowledge, Performance Skill and Collaboration

Introduction

The purpose of this quantitative experimental-design study is to determine, with reference to previous studies, which grade level is the best grade level to begin concert band instruction when considering student-focused variables including the development of musical knowledge and performance skill and readiness for collaboration.

Background

Current research has focused heavily on the program-focused variable of retention, and only a small amount of research has examined the previously-mentioned student-focused variables. Even less research has been completed on split-school configurations, and no research has been completed comparing elementary grades to junior high grades as entry points.

Holy Spirit Academy in High River, Alberta has cancelled their beginning band program for the 2017/2018 School Year, presenting a perfect opportunity and motivation to engage in this research. Further, a recent report to the Superintendent of Christ the Redeemer Catholic School Division indicated that an examination of the value of Grade 6 band is needed. The Province of Alberta is also engaged in a curriculum review which may be prescriptive of the first year for beginning band, yet this research is required to help them produce an informed choice.

Description of Study

There are two groups of subjects that will be studied; students in Grade 7 at Notre Dame Collegiate in the 2017/2018 School Year, and students in Grade 7 at Notre Dame Collegiate in the 2018/2019 School Year. Study subjects (students) will be given four tests at the beginning and end of this school year. The first two tests are on musical knowledge; one written (wMKT) and one aural (aMKT). The second test is a standardized test on performance skill (WFT). The final test is a Likert-scale (1 to 5) examining attitudes toward group environments as reflective of readiness for collaboration (SAGE). None of the results from these tests will be used as assessment tools for the student in their instrumental music class, however students and families will be able to access the results at any time.

Risks

The predominant risk associated with any experimental-design study is to the students' anonymity. To that end, a web-based tool has been designed to protect the subjects' anonymity, called the "Anonymous Subject Tool", or AST. Subjects will receive anonymous codes that they will use in place of their names on the tests shown. The researcher will have access only to these anonymous codes, and will record data in AST based on these codes. At no time will the researcher have the capacity to link certain test results to any individual student; not even as the results are compiled and reported. Any written logs will also be devoid of identification outside the use of these codes. Subjects and their families will be able to log into AST using their school-based credentials (username and password) to observe the results of their activity in the study.

The wMKT, aMKT and SAGE will be completed during group-wide assigned time, namely during a maximum of three 80-minute periods throughout the school year. The WFT performance skill test will be completed individually in a sound-isolated room using a video of the researcher to administer the test anonymously, and will take place during assigned time as well. Barring attendance issues, all activities should take place within the regular schedule of the school year.

As in any research, there is some possibility that you may be subject to other risks that have not yet been identified. Once identified, those risks will be shared with you immediately using AST and a specialized website used for large-scale communication about the research.

Benefits

Subjects and their families will be able to observe the results of their participation in the study at any time. They can compare these results with their regular assessments from participation in concert band and other music classes to develop a clearer narrative of their progress in musical learning. This is an advantage over students who elect to not participate in the study. Instructional strategies used during this project will not differ between study subjects and students not participating in the study.

Confidentiality

It is imperative that the researcher, who is also the subjects' regular instructor in music, maintain the subjects' anonymity to ensure the results of the research are valid and not impacted by any anecdotal data that could emerge. Further, no personal identifying information shall be used in the compilation of or reporting of any data collected or analyzed for the purposes of this study.

The researcher agrees to maintain the confidentiality of subjects' personal information in excess of current legislation, including the Freedom of Information and Protection of Privacy Act in Alberta, the Personal Information Protection and Electronic Documents Act of Canada, and Canada's Anti-Spam Legislation.

Withdrawal Privilege

The subject may withdraw from participation in the study at any time up to the collection of all post-test data (in mid-June of the year of entry into the study) by submitting to the researcher a written request to be withdrawn from the study signed either by the subject or their guardian. Any data collected on that subject up until that time shall be used in accordance with this informed consent, however no further data shall be collected on that subject.

Costs and Payments

There is no cost for participation in the study, nor is there any remuneration.

Voluntary Consent

Any questions you have concerning the research study or your participation in the study, before or after your consent, will be answered by Joel Windsor, windyjmusic@gmail.com, 403-603-0930 as the independent researcher of this study. Further details can also be found at <http://research.windyjmusic.com>.

If you have questions about your rights as a subject/participant/guardian in this research, or if you feel you have been placed at undue risk, you can contact the researcher first, and subsequently the Principal of the School Paul Dunphy, pdunphy@redeemer.ab.ca, 403-652-2231. Please note that this research is not being conducted on behalf of Notre Dame Collegiate, Christ the Redeemer Catholic School Division, nor Alberta Education. I agree to hold harmless Alberta Education, the Christ the Redeemer Catholic School Division, Notre Dame Collegiate and their directors, officers, administrators, employees, representatives, agents and successors from and against any and all claims or liabilities arising from this research study.

This form explains the nature, demands, benefits and any risks of the project. By signing this form you agree knowingly to assume any risks involved. Remember, your participation is voluntary. You may choose not to participate or to withdraw your consent and discontinue participation at any time without penalty or loss of benefit. In signing this consent form, you are not waiving any legal claims, rights or remedies. A copy of this consent form will be made available to you at your request.

Your signature below indicates that you consent to participate in the above study. You are also granting the researcher the right to use your anonymously recorded performance and data for presenting or publishing this research.

Subject's Signature

Subject's Printed Name

Date

Guardian's Signature

Guardian's Printed Name

Date

Guardian's Email Address (for communication about the study)

PLEASE COMPLETE THIS SECTION FOR ORGANIZING THE STUDY

- I took Concert Band classes in Grade 6
- I did not do Concert Band in Grade 6, but had an elementary music specialist teach me in Grade 6.
- Indicate which school(s) you attended for Grade 6 below: I did not do Concert Band in Grade 6, and did not have specialist instruction in music in Grade 6.
- I have taken private lessons on an instrument.

RESEARCH STUDY USE ONLY

- AST Profile Created Copy of Consent Given to Principal Copy of Consent Digitized