GENERAL INFORMATION	Principle Investigators Credentials	Lori Jones BSc BEd,MET in progress Eva Somogyi, BSN, MET (c) Erica Hargreave, BSc, BEd, MET (in progress)
	Contact Details	TBA
	Title of Project	As educators, we think we are inclusive…but are we?
	Type	Behavioural – defined as interviews, focus groups, questionnaires
	Dates Conducted	October 21, 2020 then ongoing
	For Degree?	Not for undergrad or graduate degree
	Where will it be conducted?	Online only
	Minimal Risk?	Minimal Risk ● Participant vulnerability is a potential issue ● Justification – Perceptions of disability and accessibility needs to change. Educators and educational decision makers need to better understand and recognize ableism. To instill change in an ableist educational system the thoughts and experiences of learners with disabilities need to be shared, helping to build respect and understanding. *(the probability and magnitude of possible harms implied by participation is no greater than those encountered by participants in those aspects of their everyday life that relate to the research)*
	Commercialization Conflict of Interest Financial Interest	● No commercialization ● No conflict of interest ● No financial interest

CO-INVESTIGATORS and STUDENTS	Creators Qualifications - relevant training, experience, or courses	ETEC 565 ETEC 500 ETEC 580 BEd Erica manages a company and speaks around the world on digital strategy, storytelling, and niche community engagement. She also teaches this online at a post-secondary level. All of which we will need for this project, along with her documentary storytelling work. In addition, she has recently built a teaching platform, to make our courses available on, and manages a digital magazine targeted to media, technology, and education. Some of her niche community building has been for the disability arts, meaning that she is already connected online with our target niche community. Erica (who is now a professional writer and editor) has dyslexia, so has life long experience navigating education with a disability, both as a student and an educator. She has also been navigating her Masters, while at the same time teaching post-secondary courses, with newer disabilities as a result of two car accidents. These have given her new and different experiences with disability in online learning, and a deeper connection with the disability community through the various medical group classes she has attended. Lori has 17 years of experience in K-12 educational system,having worked closely with many students with various disabilities. She also has

		a physical disability and spends a portion of her time in a wheelchair. She has multiple years of offering professional development to educators in technology integration. She currently teaches junior and senior courses in programming, 3d animation,broadcasting and digital arts. She has technical certificates from BCIT to train entry level technicians.
SUMMARY of OBJECTIVES and DETAILS	Purpose, Objectives, and Procedures	To transform adult online learning by connecting, empowering, and inspiring educators and adult learners with disabilities to work collaboratively to improve the accessibility and inclusivity of online learning. This project aims to create a community of collaboration between educators and learners with disabilities. We aim to target and create accessible, online educational experiences and address systemic ableism in education for adult learners with disabilities. As a part of this project, a variety of educator-focused resources will be developed. We aim to create the opportunity for Universal Design that incorporates the thoughts and experiences of adult learners with disabilities with online learning.
	How will the purpose and objectives be accomplished?	A vlogcast/podcast series sharing the thoughts of adult learners with disability around their accessibility issues with online education, solutions they have found to those accessibility issues, and their hopes and desires for the future of online education.

		- A case study series, in the form of blog posts, developed from the vlogcast/podcast series. - A series of open educational courses for educators, helping them to build accessibility for all via universal design into their online educational materials, starting with a course on ableism. - An open educational course for learners with disabilities about advocating for themselves and their needs in online learning environments and working with educators to meet those needs. - A forum or community group for further dialogue between educators and learners with disabilities on accessibility and systemic ableism in education and online learning.
	Attachments Questionnaires Tests Interview Observations Screening/Data Collection forms	Interview Questions Consent Invitation to Participate
	Deception used?	No deception
DESCRIPTION of POPULATION	How many participants? Minimum needed.	A minimum of 10 interviews for Stage 1 of a vlogcast and written case study series. Unlimited participation in the community forum.
	Inclusion Criteria	Educators, Educational Designers, Learning Technologists, Educational Decision Makers Adults who identify as learners with disabilities.

		(shall not exclude individuals from the opportunity to participate in research on the basis of attributes such as culture, language, religion, race, disability, sexual orientation, ethnicity, linguistic proficiency, gender or age, unless there is a valid reason for the exclusion)
	Exclusion Criteria	Exclude minors from the research and interviews. However, as minors attend post-secondary schools, we will open the community forum and access to the course in advocacy to them.
	How recruiting participants?	Invite members of the disability community to participate in the project and to our community forum, via social networking and online niche communities, as well as by contacting disability community groups and asking them to distribute our invitation to participate in the project and to our community forum. *3rd parties cannot provide contact info* Who contacts? *The third party has to send out intro letter and information* Members of the disability community will be invited by us, via online networking and niche community engagement, and via invitations from disability community groups that we have reached out to
	Control Group	No
PROJECT DETAILS	Will the study use any of the following? Long list	Autobiography Focus groups Videotaping / Audio Recording
	Consent: How and Where?	Online - via email or video consent. Sent upon agreement to participate in the interviews.

	Require approval from other groups / communities? If so, provide how and from whom, attach copy.	At this stage, no, as we will be conducting the interviews directly. At later stages of this project, if we wish to have particular groups conduct interviews with their members, then we will need their approval.
	Risk to participants Physical, social, psychological discomfort, and incapacity.	Participants are sharing personal stories, images, and thoughts over the internet. *(social stigmatization, threats to reputation, the creation of unfair stereotypes, and/or psychological harms such as anxiety, regret, or guilt feelings. Describe strategies to be used to minimize or manage the study impacts for participants and other affected individuals)*
	Benefits to Participants	Participants that partake in the interviews will be given an honorarium in thanks. Other benefits include contributing to positive change around accessibility and inclusivity in online education. Participants will also be invited to a course in advocating for their accessibility needs in online education, but as this course will be open to all learners with disabilities, it is not dependent on their participation in the interviews. *(participant may or may not benefit from participation in the study)*
	Impact on Community or Organization	Plan is for a positive impact on the disability community and online education community, by creating improved relationships in collaboration between online educators and learners with disabilities.

		(REB cautions against analyses that may contribute to stereotyping of groups on the basis of age, gender, ethnic or cultural background, sexual orientation, etc. Therefore, when the study includes specific groups or a range of groups and asks participants to categorize themselves according to age, gender, ethnicity, colour, etc., the researcher must describe the nature of the analysis to be undertaken. Groupings in surveys should be inclusive and at minim allow for a choice of "other.")
	How much time is required of the participant?	Initial contact Consent Interview Follow up questions Review video and case study for any edits before it is publicly posted.. *(Include this information on consent form)*
	Compensation to participants Effects of withdrawal	Honoraria for participation. No negative effects if participant withdraws part way through, honorariums still honoured if they invested time in being interviewed. If they withdraw before the interview, then no honorarium will be granted.
CLINICAL RESEARCH	Side Effects	N/A
	Diagnostic Findings	N/A
	Difference from Standard Care	N/A
	Double Blind Code	N/A
	Medical devices, Drugs, Health products	N/A
DATA	Storage of data	Interviews will be stored in a dropbox folder. All email and questionnaires must use encryption.
	How is confidentiality maintained?	This is a publicly available documentary project, so participants

		will have the choice as to whether they wish their name, image, and voice to be shared as a part of the vlogcast, podcast, and case studies. For those who do not wish their name shared, they can specify a fake first name to be used in the interviews and this will be identified in the interview as a fake first name. In the saved files for this person's interviews, where a name would exist, they will be identified with a number instead. Identities will not be blinded to researchers. Names, contact information, consent forms and interviews will be kept in secure, password protected folders not visible or accessible by the public or participants.
	Data Access	As mentioned above, this is a publicly available documentary project, so participants will have the choice as to whether they wish their name, image, and voice to be shared as a part of the vlogcast, podcast, and case studies. Names, contact information, consent forms and interviews will be kept in secure, password protected folders not visible or accessible by the public or participants.
	Future Use of Raw data	Participants' stories and videos will be publicly available on a project YouTube Channel and website.
	Will data be available to outside institutions?	Yes - project YouTube Channel, website, community forum, and open educational courses.

	Participant opportunity to review, correct, or withdraw their responses?	Yes
	Feedback and Communication plan to participants	Participants will be shown the final product and have a final decision on whether to share their story, and in what form - vlogcast, podcast, case study article, or all three..
FUNDING INFORMATION	From whom, dates	TBA
CONFLICT of INTEREST DECLARATION	How avoid or manage conflict?	How are participants made aware of conflict of interest? On consent form
	Patent Rights or Intellectual Property Rights	Ensure participants have rights to their own stories. Can withdraw and remove at any time.
	Personal Benefits from study (researchers)	Raising funds to pay for the time that they are investing in conducting the interviews, processing and sharing the interviews, and building the open educational courses.
	Non-financial relationship with sponsor?	Dependant on funding request. I.e. If BCIT, then Eva and Erica are employed there.
	Direct financial relationship with sponsor	No
CONSENT CHECKLISTS	Consent Checklist	See addendum
QUESTIONNAIRES to be COMPLETED by PARTICIPANTS	Introductory letter	See addendum
	Consent	See addendum
	Demographics	Basic demographics and participant information.
	Interview Questions	See addendum

REQUIRED ATTACHMENTS	Introductory Letter	See addendum
	Consent	See addendum
	Interview Questions	See addendum