

## **Parental Consent Form**

### *Math in a Cultural Context Project*

#### **Description of the Study:**

Your school district has agreed to include “Math in a Cultural Context”(MCC) as a part of their curriculum this year. To date this math program has been very successful in improving students’ math skills on project tests. Further, your district is allowing us to strengthen an already strong curriculum and to further develop one more math teaching module for this program.

There are three parts to this study. First, is to continue to study this successful math (MCC) program that connects with Alaskan themes for the purpose of making it even better. Second, is to study classes that make good progress on project math tests (either the new math project or regular math approach). Third, a limited number of students will participate in spatial reasoning tasks. The tasks involve students’ thinking spatial reasoning. One way to think of spatial reasoning is the ability to put together geometrical shapes into patterns. This skill relates to mathematical reasoning in general and more specifically to geometry. This will lead to a better understanding of how to improve elementary school math teaching. Please read this form and ask any questions you may have. (Our contact information is below).

As part of this study, observers will come to your child’s classroom to videotape classroom sessions. We are seeking your permission to:

1. Occasionally videotape and/or take photographs which may include your child, during regular classroom sessions for curriculum improvement purposes or publications and professional presentations.
2. Conduct and videotape the spatial reasoning task with your child.

Images of your child and your child’s identity will not be linked to any information gathered during the interview or data collection on the effectiveness of the new math program. This study is interested in how the class as a whole, not individual children, progresses. Project staff will analyze still pictures, videotapes or audiotapes of math classroom activities. It may be helpful to show carefully selected video footage or classroom photos for professional development purposes and curriculum improvement. After the study is completed videotapes, photos, and all project data will be stored in Dr. Jerry Lipka’s office in the School of Education at the University of Alaska, Fairbanks, in a locked cabinet.

#### **Risks and Benefits of Being in the Study:**

Some children may become nervous with video cameras and new people in the classroom. However, students seem to very quickly get used to the presence of the camera.

In earlier studies, children that have used the new math program have improved their math learning more than the regular math program. The improvement in math makes sense since the new program uses Alaskan themes and context that students relate well to. We do not guarantee that your child will benefit from taking part in this study like any other program; however, there is a very good chance that children will learn using this program.

Name of the teacher \_\_\_\_\_

**Confidentiality:**

Your child’s identity will be protected.

- Any information obtained about your child during the study will be kept strictly confidential and test scores will not be linked to any particular child. The purpose is to improve and evaluate the program.
- We will protect your child’s confidentiality by coding his/her information with a number so no one can trace his/her answers to his/her name.
- The data gathered in this study will be used in reports, presentations, and publications but your child will not be individually identified.

**Voluntary Nature of the Study:**

Your decision to allow your child to take part in the study is voluntary. The voluntary nature of the study refers to videotaping and photographing, as well as the spatial task and interview of your son or daughter. You are free to choose not to have your child take part in these activities or to stop taking part at any time without penalty to you or your child.

**Statement of Consent:**

I understand the study described above. My questions have been answered to my satisfaction, and I agree to have my child \_\_\_\_\_ participate in this study. My child is also given the choice to participate or not. I have been given a copy of this form to keep.

Please respond to the following questions by checking the appropriate box.

	<b>May</b>	<b>May Not</b>
You <b>may</b> or <b>may not</b> videotape my son or daughter during class sessions	<input type="checkbox"/>	<input type="checkbox"/>
You <b>may</b> or <b>may not</b> take pictures of my son or daughter during class	<input type="checkbox"/>	<input type="checkbox"/>
You <b>may</b> or <b>may not</b> interview (interviews will be videotaped) my son or daughter.	<input type="checkbox"/>	<input type="checkbox"/>
You <b>may</b> or <b>may not</b> use photographs of my child at a conference, in professional development materials, curriculum materials, in journal articles or books about this work.	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

Name of the teacher \_\_\_\_\_

## CHILD ASSENT FORM

I understand that staff from the university will be coming to my class. They might want to talk to me about the new math program and ask me questions that test my math skills. I can choose to do this or not, it is up to me and I can stop anytime I want to. They want to know how well the new math program works and what they can do to make it better. They might want to videotape or take my picture during class time or tests, but only if I agree to it. They will use what they learn to help other people teach math better.

	<b>Yes</b>	<b>No</b>
You can videotape me during class	<input type="checkbox"/>	<input type="checkbox"/>
You can take pictures of me during class	<input type="checkbox"/>	<input type="checkbox"/>
You can ask me questions and test my math skills	<input type="checkbox"/>	<input type="checkbox"/>
You can use pictures of me when you help other people learn to teach math better	<input type="checkbox"/>	<input type="checkbox"/>

Print Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Name of the teacher \_\_\_\_\_

## **Contacts and Questions:**

If you have questions now, feel free to ask us. If you have questions later, you may contact Dr. Jerry Lipka, study coordinator, at (907) 474-6439 (or email e-mail [jmlipka@alaska.edu](mailto:jmlipka@alaska.edu)) or Flor Banks, project manager, at (907) 474-6996 or ([fmbanks@alaska.edu](mailto:fmbanks@alaska.edu))

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Mailing address:

Math in a Cultural Context: Lessons  
Learned from Yup'ik Eskimo Elders Project  
University of Alaska Fairbanks  
2175 University Ave South Suite 101  
Fairbanks, AK 99709

## TEACHER CONSENT FORM

I, \_\_\_\_\_ (teacher) agree to participate in Math in a Cultural Context project. This means that I am willing to be interviewed concerning my teaching, particularly as it relates the teaching of mathematics and the participation of students in my class. I realize that my class and I may be videotaped, audiotaped, and photographed. Further, I give additional permission to use photographs of me for educational purposes such as at educational presentations at conferences or school districts, as part of the project curriculum materials, and to related educational publications (academic journals and/or curriculum materials).

If you do not want the project to use photographs or videotapes in the following ways please check the appropriate box.

Please respond to the following questions by checking the appropriate box.

	<b>May</b>	<b>May Not</b>
You <b>may</b> or <b>may not</b> videotape my teaching	<input type="checkbox"/>	<input type="checkbox"/>
You <b>may</b> or <b>may not</b> use photographs or videotape of my teaching at a, conference, in professional development materials, curriculum materials, in a journal article or book about this work.	<input type="checkbox"/>	<input type="checkbox"/>

Date \_\_\_\_\_

Signature of the teacher \_\_\_\_\_