

Sample Human Subjects Research Narratives for Fulbright-Hays DDRA Grants

Each DDRA applicant must prepare a narrative regarding human subjects research. The Project Director compiles all applicants' narratives and submits them to the Department of Education as part of SF 424. **Applicants should submit Exempt or Non-Exempt Research Narrative to the Project Director via email as a Word document (not PDF) by the deadline listed in the DDRA timeline.**

The sample human subjects narratives below are shared as examples from past MSU applicants. **Please do not share any of these samples;** the Project Director will share them as necessary with candidates at the appropriate stage of their application process.

Sample Exempt Research Narratives

Crafting Savanna Identity: Leatherwork as Everyday Technology in the Volta Basin, 1896-1969

██████████ [applicant name]

As part of my research project, I plan to interview adults who live in neighborhoods in Burkina Faso and Ghana where leatherworking continues to be practiced. These neighborhoods are in the city of Ouagadougou in Burkina Faso and the cities of Accra, Bolgatanga, Kumasi, and Tamale in Ghana. The male and female interviewees will be selected for their knowledge of the history of the neighborhood and the impact of leatherworking on the material culture of the neighborhood and surrounding city. Other interviewees will be selected as professional leatherworkers or having parents or grandparents who tanned leather during the colonial or independence period. All participants will be adults who consent to participate in the interview. Before beginning the interview, I plan to inform the participants of my research objectives and to ask them if they would like their names attached to the interviews. If they would not like their names attached to the interviews, I will ensure they are not identified in the interview recording or in my notes of the interview. The disclosure of a participant's identity, however, would not place the participant "at risk of criminal or civil liability or be damaging to the participant's financial standing, employability, or reputation" as stated in the second exemption category. For this reason, I contend that my research is exempt under 45 CFR 97.101(b) 2.

Chineseness in Mexico - Transpacific Discourses in Tijuana

██████████ [applicant name]

This research project titled, "Chineseness in Mexico: Transpacific Discourses" qualifies as exempt research under 45 CFR 46.101 (b) 2. I have already gotten exempt status under MSU Study ID: STUDY0000 ██████████ for my pilot fieldwork in Tijuana, Mexico and Lima, Peru. It is placed in the Exempt 2 category since it is research involving the use of educational tests, survey procedures, interview procedures or observation of public behavior and disclosure of subjects' responses outside research would not reasonably place the subjects at risk. For my dissertation research, I will submit a modification to the study because the research site will only be in Tijuana now and the hypothesis has changed. However, the methodology of participant observation, semi-structured interviews and informal conversations and storage protocol which were all approved under the exempt status will remain the same. This study does not include vulnerable populations and presents minimal risk to the subjects.

Cameroonian Citizen Diplomats and the PRC: Navigating Friendship, Producing Knowledge, 1954-1977

██████████ [applicant name]

In Yaoundé, Cameroon, I plan to conduct oral history interviews with male and female Cameroonians who traveled to the People's Republic of China on people-to-people citizen diplomacy visits from the 1950s to the late-1970s. I will use three main avenues to locate interviewees: information in the Cameroon National Archives and in Chinese archival sources, my colleagues at both the Heritage Higher Institute for Peace and Development Studies and at the University of Yaoundé I, and my contacts with current Cameroonian students in the PRC whose teachers participated in these delegations. All participants will be adults who voluntarily consent to participate in the interviews. At the beginning of each interview, I will begin by explaining my research objectives and asking whether the interviewee would like their name recorded in my notes and on the audio recording of the interview, and if they decline then I will not use their name in any of my research notes or recordings. However, I believe my research is exempt under 34 CFR 97.101(b) 2 because, as stated in the second exemption category, the research involves "interview procedures" for which the disclosure of a participant's identity would not "reasonably place the participant at risk of criminal or civil liability or be damaging to the participant's financial standing, employability, or reputation."

In the Aftermath of Hunger: Coming to Terms with Famine in Soviet Ukraine, 1933-1988

[redacted] [applicant name]

This serves as my official notification that my proposed research project, "In the Aftermath of Hunger: Coming to Terms with Famine in Soviet Ukraine, 1933-1988," qualifies as exempt under Exemption Category 2. My dissertation research project will make use of oral history interviews with survivors of famine in Ukraine. I have received an approved exempt status from the IRB office at Michigan State University for my project. My project number, 0000 [redacted], was determined to be exempt under 45 CFR 46.104(d) 2ii.

Willing participants who agree to be interviewed will be presented with a consent form where they will be able to receive details about my project. Here, they will be able to determine what identifying information they would like to provide. They can agree to share their name if they wish, but they may also consent to remain anonymous. Famine survivors can also share their age as a way to determine how old they were during the time of the famine, if they wish to do so. All personal and identifying information will be listed on the consent form, and in some cases, in audio recordings. Participants will have the choice whether they want their interview to be recorded with an audio recording device or not. Personal and identifying information collected during the oral history interview process will be kept in a locked filing cabinet in my home upon the completion of the project as to keep personal information secure and private.

Sample Non-Exempt Research Narratives

Language learner and teacher investment: Second language literacy practices in Japan

[redacted] [applicant name]

Human Subjects Involvement and Characteristics

There will be various samples used in the proposed investigation. Students studying Japanese at a university and their instructors make up the Study 1 sample. University English language students and their instructors make up the Study 2 sample. In this project, participants will self-enroll. In addition to (1) giving informed consent and (2) agreeing to participate in given study tasks, students and teachers will participate in a range of activities from completing language assessments, undergoing language teaching and learning interventions while being observed, taking part in focus groups

and interviews, taking part in professional development activities, watching video recordings of classroom observations, and having their writing analyzed. Every piece of information will be gathered especially for the suggested project. Each student and teacher will receive an identification number and pseudonym at the start of the study, which will be used on all research materials whenever possible in place of other identifying information. Only the researcher will have access to the secure password-protected computer where participant information, digital files and video recordings will be kept.

Recruitment and Informed Consent

The recruitment of students and teachers complies with MSU and federal laws pertaining to the protection of human subjects for recruitment and subject consent in each of these programs. Participants will sign informed consent papers, receive a copy, and have their signatures recorded. If suitable for a given activity, teachers and students could both receive rewards for taking part in learning activities (for example, \$20 for a student who completes evaluations). These rewards are in line with other ones mentioned in educational research and with cultural norms.

Potential Risks

The proposed research may potentially involve three potential risks. First, the confidentiality of teacher, family, and child information may be compromised. Second, teachers may become distressed at the prospect of video recorded classroom lessons or observations. Third, students may become distressed when completing assessment batteries.

Protection Against Risks

Participants will be given the assurance that the information captured on video in the classroom will only be seen by project employees and won't be sent to the administrations of their programs. Instructors will also be made aware that the video data will be saved and coded on certain computers in a secure coding room and that their names won't be associated with it. There are no known dangers beyond those connected with normal life linked with the questionnaires and tasks employed in this study, which have been widely utilized with adults and/or students. If a student is having trouble during the direct student assessments, they will be gently encouraged to keep going. The assessment session will end if any students exhibit genuine distress. Depending on the needs of each student, tasks may also be given out during many evaluation sessions.

Importance of the Knowledge to be Gained

This study fits into a theoretical and empirical body of work that suggests students' linguistic abilities have an impact on their future success. Using a variety of techniques, including experimental ones, this body of work will create a comprehension model that depicts the relationships between language and literacy abilities and comprehension results. The study's findings will be crucial for understanding how we might increase reading comprehension outcomes and lessen comprehension-specific challenges for educational researchers, legislators, and administrators.

Collaborating Sites

The project will be conducted at the Japan Center of Michigan Universities (JCMU) in collaboration with researchers at Michigan State University. At the JCMU site, researchers will partner with the teachers and students, and may partner with surrounding educational institutions.

Emerging Adulthood: Gender and Development in Rural Guatemala

■■■■■■■■■■ [applicant name]

Human Subjects Involvement and Characteristics

The purpose of this study is to examine the lived experiences of indigenous women as they transition from adolescence into emerging adulthood. Therefore, the human subjects that will be involved will be indigenous women who are ages between 17-25 years old. Some of my participants will be minors (17 years old) and therefore will require consent forms from their parent or guardian to participate in my study. Minors will be involved due to my study's focus on how young women transition out of adolescence. Additionally, it is possible that some of the participants may include pregnant women given that it is quite normal for young women between 17 to 25 to begin their families in the specific community context I will be conducting my ethnography in. There is no specific health status that will be required for the participation of my study. The target number of participants will be around 50 women.

Sources of Materials

This ethnographic study will be comprised of individual interviews, focus groups, and participant observation. All interviews and focus groups will be transcribed and translated into English. Field notes will be used during participant observations. Pseudonyms will be assigned during data transcription and translation so that there will

be no identifying data. All data will be stored in my personal laptop and will not be shared with anyone else.

Recruitment and Informed Consent

The study will use a snowball sampling approach to recruit subjects for the individual interviews and focus groups. After introducing and explaining the purpose of the study, the subject will be asked to decide whether she would like to participate. If she agrees, I will give her an informed consent form in Spanish, and I will make sure to read it out loud before she signs the form. A copy of the signed consent form will be given to her. After that is done, we will proceed with the interview. If the subject is a minor, a parental consent form in Spanish and Kaq'chikel (indigenous language) will be given and once the appropriate signature is received, we will proceed with the interview. Participants in focus groups will be asked to read and sign the informed consent form as well. Participant observations will take place only in public spaces and if there is a direct quote that I would like to include in my data analysis, I will make sure to receive the individual's consent.

Potential Risks & Protection Against Risk:

There are low risks pertaining to the human subjects of this study. However, that said, participants will be asked to share their upbringing specifically as young girls, which may potentially trigger psychological stress if they disclose any past experiences of gender discrimination or harassment. Additionally, they will be asked to share their thoughts on how women are treated in the community and how they perceive their own societal positions as women, which could lead to discomfort as it may go against local customs and beliefs. It will be heavily reiterated prior to the interviews and focus groups that they have the right to not answer any questions that they feel uncomfortable with. Additionally, all interview questions will be reviewed by the IRB at Michigan State University prior to the start of data collection. The other risk to this study is that confidentiality may be breached if participants disclose content from the focus groups to outsiders. Effort will be made to ensure participants understand the rules of confidentiality by reminding participants before and after the focus group session.

Importance of the Knowledge to be Gained:

There have been very few research studies conducted to understand the developmental transition of women from adolescence to emerging adulthood particularly within the indigenous context in Guatemala. The field of international development has continued to emphasize the importance of women's participation and empowerment as part of

the global effort to challenge profound gender inequalities. By collecting substantive data of the lives experiences of indigenous women as they transition from their adolescence into adulthood, it can provide important insights to social policy and intervention work that hope to engage and empower young women in Guatemala. Additionally, given the sustained border crisis between the United States and Central America, research focusing on marginalized youth in Guatemala is pertinent and critical.

Collaborating Site(s):

There are two collaborating sites in this proposed study. First are the local schools in the Panajachel area (i.e., Panajachel International School & Atitlan Multicultural Academy). With the school leadership team's approval, I plan to see if I can recruit girls who are about to transition out of high school to be a part of my study. Second, I plan to approach local NGO (i.e., Pueblo a Pueblo) as another site to recruit more participants for my study.