

National Projects - Application to Conduct Research in Schools

1. Overview of Research Project

1.1 Title

ELLA – Evaluation of Early Learning Languages Australia Foundation to Year 2

1.2 Summary (Please provide a brief outline of your research)

The Early Learning Languages Australia (ELLA) program provides language-learning applications (apps) that support interest in language learning and cultural awareness amongst children in primary schools. This Australian Government program was established as part of an investment in supporting language learning in the early years, and aligns with the Early Years Learning Framework (EYLF) and the Australian Curriculum. This project is the evaluation of the Early Learning Languages Australia Foundation to Year 2 trial (ELLA F-2) in primary schools, led by Dr Hilary Davis and Associate Professor Jordy Kaufman, provides a comprehensive mixed methods approach. This approach comprises online surveys, classroom observations, after-school digital storytelling workshops and interviews. The team is formed by experts in different domains, including education, cognitive neuroscience, social science and linguistics.

1.3 Content Keywords (Indicate one to three areas from the attached list: [Content Keywords](#)):

1. Curriculum - Languages
2. ICT Education
3. Early Childhood Education

2. Details of Researcher(s)

2.1 Lead Researcher Contact Details

(this should be the student if the research is being conducted as part of a qualification)

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Role in the research (if student, please indicate for which degree) Graphic Designer

Add More Researchers +

2.4 Please provide information regarding potential conflicts of interest either real or perceived in relation to this research (e.g. a researcher conducting research at the school at which they are employed)

There are no real or perceived conflict of interest in relation to this research. The Social Innovation Research Institute was commissioned by the Department of Education and Training as an independent research institute to conduct an evaluation of the Early Learning Languages Australia (ELLA) program.

3. Methodology and Data Collection

3.1 What is the purpose of your research? How will it build on what is already known and address problems or gaps in existing literature?

The aim of this project is to evaluate the use of the ELLA F-2 apps and classroom and teacher resources in Foundation (Prep) to Year 2 (i.e. with children aged between approximately 5 to 8 years). Input will be sought from students, educators (including teacher assistants), school contacts for ELLA, parents and relevant stakeholders i.e. experts working in the early childhood education sector.

This evaluation project builds on previous stages of the ELLA program and the accompanying evaluations. In 2015, ELLA was trialed with children in 41 preschool services. The evaluation focused on how the ELLA program was delivered, as well as children's participation and use of the apps. The program evaluation concluded that ELLA provides a strong tool for achieving language exposure in preschool services without the need for a proficient language teacher.

In 2016, the ELLA trial was expanded to 300 preschool services across Australia. A follow-up evaluation was undertaken. The 2016 trial evaluation resulted in five recommendations, including:

- 1) Continued support for ELLA implementation in a broader range of early childhood contexts, including in primary schools.
- 2) Support for parents and educators in managing digital devices, (i.e. on- and off-screen engagement),
- 3) Further research is to explore sustained engagement with the tools,

- 4) Development of further ELLA apps such as the addition of an ELLA app for Indigenous languages, or an English app to improve English literacy, and
- 5) Development of age appropriate apps to expand ELLA to the early years of schooling (e.g. F-2).

The current evaluation of the Early Learning Languages Australia Foundation to Year 2 trial (ELLA F-2) in primary schools, co-led by Dr Hilary Davis and Associate Professor Jordy Kaufman, uses a comprehensive mixed methods approach. Mixed methods approach includes online surveys, classroom observations, after-school digital storytelling workshops and interviews. The team is formed by experts in different domains, including education, cognitive neuroscience, social science and linguistics.

3.2 Please explain your research methodology/research design and procedure?

This evaluation aims to use a mixed methods approach. Qualitative methods include qualitative analysis of content of in-class observations, face to face interviews with educators, telephone interviews with relevant stakeholders, and student co-design workshops and digital story method. Only schools who decide to take part in the evaluation of ELLA F-2 Trial will participate in the qualitative part of the evaluation.

In-class observations will take part during ELLA classes. Research team will collect data about the type of school, class level, educators (i.e language teacher, general educator, substitute teacher etc.), language app used in the school/classroom, feeder preschool, demographics, number of students, educators and helpers, number of devices, and accompanying materials used in ELLA classroom. Observation will further focus on how students interact with ELLA applications, learning materials, other students in the class, type of engagement, if students are sedentary or moving, where are they located (on a mat, own desk, small group around a table, larger table), and type of interaction.

Face to face interviews with educators - interviews will be held after ELLA classes or in time suitable for educators. Topics refer to teachers education and years of experience, school's experience with teaching languages other than English, and teachers experience with ELLA in the classroom.

Telephone interviews with relevant stakeholders i.e. experts working in the early childhood education sector, involves questions around ELLA use in Foundation to Year 2 context, and their understanding of ELLA as an educational program.

Co-design workshops and digital story method with students - Digital stories as a method are collaborative approach in which students and researchers co-design video and audio material about ELLA. Workshops will be held on school premises after school hours, and students will have to obtain written permission (consent forms) from their parents to be able to participate. Consent forms will be collected before workshop. Students who do not have consent forms signed will not be able to participate in the workshop. In case they are present in the room we will use hats on-hats off approach to distinguish between students with/without consent forms. ELLA educators and parents will be present in the workshops however they are not main participants. In the workshop research team will ask students about the language they are learning, what they like or dislike about it, if they remember some words from the language they are learning, how are they using it in the classroom with their classmates etc.

Quantitative methods proposed for the evaluation are online surveys targeting ELLA schools contacts, ELLA educators, and parents of children participating the ELLA F-2 trial. The surveys will be distributed to all participating schools in ELLA F-2 Trial via an online platform Qualtrics.

School contacts - questions for school contacts include type of school - public, private, independent, school classification - metropolitan, regional, rural, remote, use of ELLA, year levels that use ELLA, language learnt through ELLA, numbers of students, teachers involved in ELLA, time spent on ELLA, context of use, devices, barriers for use, and their comment about ELLA. School contacts will also be asked if their school wants to participate in the observation.

ELLA educators - questions refer to educators years of experience, knowledge of foreign language, years of teaching a foreign language, ELLA language in their school, their experience with ELLA in the classroom, if ELLA is used in some other setting except language learning, meeting curriculum outcomes through ELLA, use of technology for learning in classroom, and their comment about ELLA.

Parents of children participating in the ELLA F-2 trial - questions refer to languages spoken at home, role of

technology/tablets in learning setting, which language their child learns at school, what are the benefits of their child participating in ELLA, and their comment on ELLA program.

3.3 Please list your research participants (e.g. students, teachers, principals), the selection criteria for participants (e.g. Year 5 students studying English), and what data will be collected from each participant (e.g. survey data).

Research Participant	Selection Criteria	Data to be Collected
School contacts	<p>ELLA is a Department of Education and Training opt-in program. When schools opted in to participate in the program, they agreed to evaluation procedures including that external evaluators conduct classroom observations and other evaluation activities. Schools participating in ELLA, including school Principals and school contacts are aware of the evaluation as outlined in the Education Services Australia document "As well as implementing the trial at the school, school staff involved in the trial will be expected to participate in survey and evaluation activities that form part of the trial" (please see document attached Schools trial information p.4). Workshops and webinars have been delivered by Education Services Australia, outlining the evaluation activities in detail. We have obtained the list of participating schools and will distribute surveys to all participating schools.</p>	<p>Data will be collected via a Qualtrics survey. Questionnaire will refer to information about the ELLA program in the school.</p>
Educators	<p>Schools that respond to our survey will be invited to take part in ELLA observations. A maximum of 72 observations (10 per state or territory) will take place. Participating schools will nominate educators working with the ELLA program to take part in evaluation activities. Please note that we may revisit some schools, therefore more than one educator may be involved in the evaluation activities.</p>	<p>Data will be collected through online surveys distributed to educators taking part in the ELLA program (estimated 300 total). Of those, a maximum of 72 educators may opt-in for additional participation involving in-class observations, face to face interview proceeding the classroom observation, and optional after school hours digital story-telling workshops. Data about years of teaching experience, language expertise, the ELLA program, student's involvement with ELLA, curriculum outcomes and cross curriculum capabilities will be collected.</p>

Students	Some students opting into the ELLA F-2 program may be included in classroom observations, and/or after school hours digital storytelling workshops.	Some schools participating in the ELLA F-2 program, will opt-in to in-class observations via online surveys. Of those, a maximum 72 classroom observations will take place (2020-2022). Students may participate in classroom observations and after school hours digital storytelling workshops. Researchers will observe student engagement and interaction with the ELLA apps and ask students what they like/don't like about them, what they learned through the ELLA apps.
Parents/carers	Participating schools will distribute surveys to parents or carers of children who have opted into the ELLA program. For the workshops, schools will distribute posters and consent forms to parents of students participating in the ELLA F-2 program. Individual schools will decide if they wish to distribute poster and consent forms via Online platforms (e.g. Compass), email, school newsletter, or give them to students to take them home.	Data from parents/carers will be collected via Qualtrics survey. Information about their child's experience with ELLA, their understanding of technology in education, and their child's experience with learning a language will be gathered. Please note that parents may observe digital storytelling workshops, but are not the focus of the workshop activity.
Other stakeholders - State and territory departments and non-government education authorities.	Other stakeholders will be selected based on their expertise relevant to early childhood education.	Data will be collected via telephone or face to face interviews. Opinion about ELLA program will be sought from relevant experts in the field.

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3.4 Please attach a copy of your research instruments (interview questions, surveys, observation protocols etc.) with the heading: '3.4 Research Instruments'. Please label the documents so that they relate to the above table (e.g. Year 5 Student English Survey).

3.5 Will your research also use existing administrative data? If so, precisely what administrative data will be requested? (Include a full definition of the data fields, unit of analysis, period of time required, geographic or other categorisations required, groups under consideration etc.)

Depending on how the analytics data are individualised, we might also examine the analytics data extracted from the ELLA F-2 app. This will provide insight in three major areas:

A) The usability of the apps – that is, whether the apps are appealing to the students and how particular aspects of the apps help or hinder this. For example, some “puzzles” in the apps might be more difficult to use, consequently they might give up on them and not hear the words from those parts of the apps.

B) How engaging the apps are - whether the students are engaged in app use, whether some activities or individual components are less engaging than others. For example, if a puzzle is too easy, they may not play with it as much and thus have little exposure to the words associated with it.

C) The extent of the time the students spend on the Apps, what they are likely to be learning, and which words they are listening to.

3.6 What is your research question(s)? How will the collected information be used to answer each research question?

As this project is an evaluation it does not have a research question. The aim of this project is to evaluate the use of the ELLA F-2 program. This program includes a suite of materials including the ELLA apps, and classroom and teacher resources for students in Foundation (Prep) to Year 2 (students aged between approximately 5 to 8 years). The collected information will allow for the triangulation of evidence and will provide detailed analysis of the efficacy of the ELLA F-2 program.

3.7 Will your research collect any personal information (e.g. [Privacy and Personal Information Protection Act 1998](#) for an example definition of personal information)? If so, please specify what information, why and what measures will be taken to protect privacy and security?

Information collected through this evaluation will not be personally identifiable - for instance we will not ask for names, address or any other personal details. Surveys, interviews and observations can be potentially linked to specific school and/or educators, school contacts. For that reason, all collected data will be completely de-identify and only collated information will be available for the publication. Please note that only members of the research team will have access to raw data.

Digital stories will be the only output that is identifiable and for that reason we are seeking parental approval for both their children participation in the digital story workshop and for media release of the digital stories. In addition, if a student wants to participate (with their parents permission) but they do not wish to appear on the video researchers will adopt additional techniques such as voice over, filming only student's hands, or using animation where appropriate.

3.8 Will you be data-linking any data or information you collect or receive to other data? If so, please specify what information, why, what data linkage process will be used, and how privacy and security issues for the linked datasets will be managed?

There will be no data-linking and all information will be de-identified as per the Swinburne University of Technology Human Research Ethics requirements.

3.9 How will you analyse your data to answer your research question(s)? Be specific about any statistical analysis techniques (ANOVAs, t-tests, chi square, etc.) and comparisons that will be used

Data collected via qualitative methods will be analysed thematically using NVivo, a qualitative data analysis computer software package. Both deductive and inductive principle will be used in thematic analysis. Observation and interviews data will be analysed to understand how ELLA is utilised in the classroom environment. In addition, survey data will be analysed using quantitative approach including statistical analysis and data visualisation.

Lastly, the evaluation team will seek permission from Education Services Australia to access back end data from ELLA applications. This will help understand for instance how long are students spending on each app and/or activity. If a student is accessing an app only for few seconds that means they are not engaging with it, while if they are spending more time on the app that means that students are engaging with the material. This data is completely de-identified and will be accessed by the evaluation team in the aggregated form. Please refer to the section 3.5 for explanation

3.10 Please outline dates for key activities or milestones (e.g. participant recruitment and consent collection, data collection periods, feedback points, interim and final reports, and completion):

Key Milestones	When?
Project initiation, Ethics approval, Literature review, Interim report	
School contact surveys, start data collection	
In-class observations and digital storytelling workshops	

3.11 Is your proposed research project funded? If so, what is the source of the funds and what is the amount of funding?

Source	Department of Education and Training
Amount	\$ 440,000

3.12 What strategies will you use to disseminate the findings of your research?

Our main dissemination strategy is the final report to the DET and schools (short version) with all relevant findings outlined. In addition, research will be disseminated through academic conferences and peer reviewed journal papers/ book chapters. Digital stories will be shared via a password protected link with the Department of Education and Training. All data used in publications will be completely de-identified. Please note that only students with signed consent form and media release form will be able to take part in digital storytelling workshops. In addition, evaluation team will de-identify through editing elements like school insignia from students clothes (hat or jumper), signs from classrooms, and other visible identifiers.

4. Location of Research and Recruiting Participants

4.1 Please indicate where the research will take place:

The research will take place in: Please tick

Primary Schools	<input checked="" type="checkbox"/>
Secondary Schools	<input type="checkbox"/>
Education support schools	<input type="checkbox"/>
Other education support schools	<input type="checkbox"/>
Administrative offices	<input type="checkbox"/>

Please complete as 'Other' in Tables 4.3 and 4.4

4.2 Please explain how you will choose the schools you invite to participate in the research.

Some examples might be:

- Schools have expressed interest in participating in the project (please provide information about this)
- Schools will be chosen based on ICEA or SES (please provide information about ICEA or SES criteria)
- Schools are already involved in a program, and the purpose of the project is to evaluate the program in those schools (please provide an overview of the program)

The Early Learning Languages Australia (ELLA) program provides language-learning touchscreen applications (apps) that support interest in language learning amongst children in preschool services. This Federal Government program was established as part of an investment in supporting language learning in the early years, and was implemented in alignment with the Early Years Learning Framework (EYLF). The program was initially created in five languages—Arabic, Chinese (Mandarin), French, Indonesian and Japanese—and consists of seven apps which feature characters called 'polyglots', so named because each character is multilingual. Each polyglot character is involved in four to six language-learning activities. The program now provides eleven languages to choose from, including Hindi, Spanish, Modern Greek, Italian, Vietnamese and German, with Korean and Turkish to soon be integrated in the suite of languages. Up to 300 schools have opted in to participate in the ELLA F-2 trial. Of these, some will participate in classroom observation and digital storytelling workshops. Evaluation will include up to 72 schools - a mixture of metro, regional, rural and remote schools for each state and territory will be evaluated (approximately 6 metro and 4 regional, rural or remote). Government, independent, and catholic schools will be included in this sample.

ELLA is an opt in program. When opting in, schools have agreed to participate in an evaluation of the program.

Schools participating in ELLA, including school Principals and school contacts are aware of the evaluation as outlined in the Education Services Australia document "As well as implementing the trial at the school, school staff involved in the trial will be expected to participate in survey and evaluation activities that form part of the trial" (please see document attached Schools Trial Information p.4). Workshops and webinars have been delivered by Education Services Australia, outlining the evaluation activities in detail. A webinar for Principals of schools participating in ELLA program was delivered by Education Services Australia and Swinburne in early February 2020 where a detailed evaluation plan was outlined. Therefore, this application does not contain a "Letter to Principals" document.

Additionally, we have obtained the list of all participating schools and will invite them to take part in the evaluation of the ELLA program. The invitation to participate in evaluation will be sent via Qualtrics. We will conduct follow-up phone calls to schools completing the online survey, and who agree to classroom observations. Participating schools will further notify educators and parents about participation in the ELLA program evaluation. In addition, for the digital storytelling workshop we will ask parents of students participating in ELLA classes to sign consent form and media release form. Students without parent's permission will not be allowed to participate. If however there is a student without parental permission we will adopt a 'hats on hats off' approach, and students without permission will not be audio/video recorded.

4.3 In which states/territories and jurisdictions do you propose to conduct your research?
 (Please indicate numbers of schools or education sites you propose to approach in each jurisdiction)
 Use the Table 4.4 for Catholic diocese

		Government	Independent
Australian Capital Territory	Primary	6	4
	Secondary		
	Other		
New South Wales	Primary	6	4
	Secondary		
	Other		
Northern Territory	Primary	3	0
	Secondary		
	Other		
Queensland	Primary	6	4
	Secondary		
	Other		
South Australia	Primary	6	4
	Secondary		
	Other		
Tasmania	Primary	6	4
	Secondary		
	Other		
Victoria	Primary	6	4
	Secondary		
	Other		
Western Australia	Primary	6	4
	Secondary		
	Other		
TOTAL EDUCATION SITES	Primary	45	28
	Secondary		
	Other		
	TOTAL	45	28

4.4 Please complete the following table if your research involves Catholic schools

(Please indicate numbers of schools or education sites you propose to approach in each diocese/office)

Note that not all Catholic dioceses/offices accept the NAF.

See the [guidelines](#) for a current list of Catholic diocese that accept the NAF or contact individual diocese:

		Primary	Secondary	Other
Australian Capital Territory	Canberra-Goulburn	/		
New South Wales	Armidale			
	Bathurst			
	Broken Bay			
	Lismore	2		
	Maitland-Newcastle			
	Parramatta			
	Sydney	2		
	Wagga Wagga			
	Wilcannia-Forbes			
	Wollongong			
Northern Territory	Darwin	/		
Queensland	Brisbane	2		
	Cairns			
	Rockhampton			
	Toowoomba			
	Townsville			
South Australia	Adelaide			
	Port Pirie			
Tasmania	Hobart	2		
Victoria	Ballarat			
	Melbourne	2		
	Sale	2		
	Sandhurst			
Western Australia	Broome			
	Bunbury	1		
	Geraldton			
	Perth	3		
TOTAL CATHOLIC SITES		16		

4.5 Please list the total number of each type of participant (students, teachers, principals, parents/guardians, other school staff) to be involved in the research project, by each jurisdiction and sector.

Participant Type		ACT	NSW	NT	QLD	SA	TAS	VIC	WA
Schools	Government	6		2	6	6	6	6	6
	Catholic	0			2	2	2	2	2
	Independent	0		1	2	2	2	2	2

Add More +

4.6 Please list the total number of participants across the whole project and justify why this many participants are required.

Total number of participants:

Justification: To be determined - The total number of participants will depend on the numbers of schools responding to the Qualtrics Online survey. The school Online survey will be distributed to 300 schools which have opted into the ELLA program. Participating educators, parents/guardians, and students will be contacted by individual schools through relevant communication systems e.g. Compass.

4.7 Please explain your recruitment and consent process in detail.

Make clear which research recruitment documents will be used for each participant

E.g. Principals will be mailed an information sheet. Once the Principal returns their consent form indicating they agree for the school to participate, the Principal will be emailed teacher information sheets to distribute to all English teachers. Interested teachers will liaise directly with the research team and can email or post a consent form back to the researcher. Following this, a suitable time for the telephone interview will be negotiated.

ELLA is an opt in program by the DET. When opting in, schools were notified that this will involve evaluation of the program. We have obtained the list of participating schools from DET. Researchers will invite School contacts for ELLA to take part in the survey where they will have an opportunity to choose whether they want to participate in the evaluation. Schools that choose to participate will then notify educators, and parents/carers and will disseminate surveys for these two groups. Researchers will then decide which schools are the most feasible for the in-class observations, and schedule visits in coordination with the ELLA school contacts and educators. ELLA educators will also be notified about the interview and after school hours digital storytelling workshop. Individual schools will share the digital storytelling workshop poster with parents/carers of students participating in ELLA F-2. Please note that Consent for the observation was already obtained when schools have opted in to the ELLA program. For all other activities there will be accompanying Information Statement and Consent Form which will be distributed prior to the activity with enough time for consent to be signed and returned to schools/researchers. Consent will be obtained for surveys, interviews and after school hours workshops. Consent for surveys will be obtained via Qualtrics, for the interviews in person or prior to commencing telephone interview. Consent for the after school hours digital story workshop will be obtained prior to workshops and parents/carers will have to sign the form on behalf of their child. They will also be asked to sign the media release form on behalf of their child. Please note that digital story will be shared via private links only with DET and participating schools.

5. Impact

- Please indicate the activities staff, teachers, students, children, young people and parents/carers will participate in.
- Use one line for each activity and add extra rows as needed.

- If applicable, describe and justify any limitations to targeting potential participants in other settings where the research can be targeted and research aims achieved.

a) Research participants in each school

Type of activity	Participants in each site	Amount of time activity will take	When activity will take place	Participation strategy
(e.g. survey, interview, video observation)	(number & type) (e.g. 50 Year 15 children, 2 teachers)	(e.g. 30 mins)	(e.g. in class time, Term 2 2008)	(e.g. whole class, students withdrawn from class, in waiting room)
School Contacts Survey	Up to 300 schools that opted in for the ELLA F-2	15 minutes	In a time suitable for them	ELLA F-2 program school contacts
Educator survey	The number will depend on a number of Educators teaching the ELLA program at the 300 schools that agree to take part in the evaluation Students, educators	15 minutes	In time suitable for them	Educators working in the ELLA classrooms
In-class observations	The number will depend on a number of schools that agree to take part in the evaluation - max of 72 observations	One school period	During the ELLA classes, Terms 1-4 2020-2022	Whole class and educators working in the ELLA classrooms
Digital Storytelling Workshops	Students, parents/ carers, educators. The number will depend on a number of schools that agree to take part in the evaluation	Workshops will be approximately one hour long	After school hours, on school's premises	Only students who have obtained parent's/ carer's permissions will take part in the workshops. Parents/ carers and educators are not expected to take part in the digital storytelling workshops they will be present as guardians only. Schools that agree to take part in the evaluation will invite parents/carers to participate in the survey.
Parents/carers survey	Parents/carers. The number will depend on a number of schools that agree to take part in the evaluation	15 minutes	In time suitable for them	Schools that agree to take part in the evaluation will invite parents/carers to participate in the survey.
Educators interview	ELLA educators. The number will depend on a number of educators teaching the ELLA program in schools that agree to take part in the evaluation	Approximately 30 minutes	After ELLA classes	Educators that participate in the in-class observation will be interviewed.
Other stakeholders interview	State and territory departments and non-government education authorities. (we need number of participants)	Approximately 30 minutes	In time suitable for them	Stakeholders will be contacted via phone in a time suitable for them

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b) Administrative and other support expected from each school

Administrative activity or other type of support required	Personnel to be involved	Amount of time administrative activity will take
(e.g. distribute and collect consent forms, administer survey)		
Distribute educators and parents/carers surveys	ELLA school contacts	15 minutes
Notify educators, students and parents and carers that school will be participating in the observation	Ella school contacts	15 minutes
Invite students who participate in ELLA program and their parents/carers to the digital storytelling workshop by sharing the poster, info statement, and consent forms via Online platforms or giving them to students to take them home. Collect consent forms prior to workshops	Ella school contacts/educators	30 minutes

6. Benefits

6.1 What are the direct potential benefits of your research?

(Including to the participants, students, teachers, their schools and communities, education systems, the wider public and the field of education)

There are multiple benefits of this evaluation:

- DET will gain a deeper understanding of the usability and impact of ELLA F-2 with students learning a language in the early years of primary school. The ELLA apps (some under development at this time) will align with the Australian curriculum.
- This evaluation will provide insight into ELLA's contribution to the Australian curriculum: languages general capabilities for instance, ICT capability, literacy, critical and creative thinking, personal and social capability and intercultural understanding.
- Schools will have an insight into: how ELLA F-2 is being implemented in schools, the experiences of educators and students, and the impact of ELLA in providing language learning and cultural awareness through online survey, interview and workshop participation).
- Educators will gain insight into the use of ELLA apps and 'off app' resources in the primary school setting and contribute to further improvement in ELLA teaching practices and establishing a primary school community of practice.
- Students will have the opportunity to inform understandings of learning a new language and increased awareness of other cultures, by participating in feedback via digital stories.
- Parents will gain insights into children's learning of language, and will have an opportunity to provide feedback and inform findings about the usefulness of the ELLA apps via Online surveys and workshops.

The major planned outcome for this project is the final report to the Department of Education and Training on the effectiveness of ELLA for early language acquisition. In addition, some aspects of the research may be published in journals, or presented at conferences. For this, the team will seek approval from the DET.

6.2 Please identify any alignment of your research proposal with the [Melbourne Declaration on Educational Goals for Young Australians](#)

Not Applicable

6.3 List the planned products of the project. Consider what can be fed back to the school, participants, students, teachers etc.

Two products might be very useful for schools, participants, students and teachers, digital stories and the final report.

Digital stories:

We will conduct workshops within each state and territory. Students are the primary participants in the workshop, but Educators and parents of participating students may attend. These workshops will take place after school hours, onsite. During these workshops, the students will become active participants rather than informers or testers of ELLA F-2. The workshops will generate important information about the school community, and families' broader perceptions of the trial through a variety of playful age-appropriate activities, which will include interacting and playing with ELLA F-2, and may include other digital storytelling engagement techniques.

These activities will inform a series of short audio-visual digital stories. We envisage a maximum of 12 stories, two per state or territory, one representing metropolitan experiences; and one representing regional/rural experiences. In effect these digital stories showcase ELLA F-2 use 'around here'. This important feedback will provide context and time-specific visual data about the experiences of both children and adults with ELLA F-2. We imagine that this powerful and informative audio-visual data will inform continual improvement of the program, allowing it to be better tailored to diverse community settings.

These audio-visual vignettes about ELLA F-2 use, will illustrate how the program makes learning about culture and language fun, engaging and interesting at school and home e.g. whether this app use impacts or informs everyday familial activities including intergenerational learning and play, and whether ELLA F-2 enriches or sustains language use in the home.

Final report:

Final report of the evaluation will be sent as a short, comprehensive 4 page summary of all relevant findings to participating schools. The report may include data visualisation useful for school's presentation and reports. Summary of the report may help schools to have more informed decisions about using technology in learning processes or participating in future ELLA programs.

7. Ethics

7.1 Please complete the following request in an attached document using the title: 7.1 Letter to Principal

Please attach a letter to the principal seeking permission for their schools' participation in the research. This letter must include information outlining the nature of the research, what is required of school resources, school personnel and participants, the amount of time research activities will require and the timeline for the research. The letter must also inform principals of their right to withdraw from part, or all, of the project at any time, and incorporate a principal consent form.

7.2 Please complete the following request in an attached document using the title: 7.2 Letters to participants

Please attach a copy of information sheets for each category of participant. The information should seek to ensure that a person's decision to participate in research is voluntary and based on sufficient information and adequate understanding of both the proposed research and the implications of participation in it. It should include information listed in Section 2.2.6 and 2.1.8 of the National Statement on Ethical Conduct in Human Research. Please also attach a corresponding consent form for each participant.

7.3 Please attach a copy of Human Research Ethics Committee application and approval (or a signed statement on Ethical Conduct of Research)

Indicate the type of approval applied for/obtained:

- Full ethical clearance from National Health and Medical Research Council (NHMRC) endorsed organisation
- Low risk ethical clearance from NHMRC-endorsed organisation
- In-house or external ethical clearance from organisation not endorsed by NHMRC
- No ethical clearance

7.4 Please indicate whether the conduct of the research involves risks of harm to students or staff. If so, please indicate how you will manage these risks.

Although there are no perceived risks for the participants in this project the team will ensure that all personal information collected (i.e. during interviews and online surveys) will be de-identified. In addition, although consent will be obtained from parents we will ensure that students who do not want to appear in digital stories are not filmed. If students feel upset or distressed after participating in this project Swinburne University team strongly encourages them to contact their school's psychological support or wellbeing office. In addition, they may wish to contact Kids Helpline Australia. Kids Helpline is free, private and confidential 24/7 phone and Online counselling service for young people aged 5-25 years.

For adult participants, Swinburne University of Technology team strongly encourages them to contact their local General Practitioner (GP), as they are trained to provide mental health support, or the GP can refer them to appropriate mental health services.

7.5 Will collected data be retained for potential use in future research or for use by other researchers? Yes No

7.6 Will you be offering any incentives or compensation to participants in this research? Yes No

8. Sensitivities

Does the proposed research cover the following in any way?

- Illegal behaviour? (e.g. hitting others, damaging or stealing property) Yes No
- Bullying or anti-social/inappropriate behaviour? Yes No
- Violence, abuse or neglect Yes No
- Domestic and family violence Yes No
- Grief, trauma and/or death Yes No
- Use of alcohol or other drugs Yes No
- Gambling-like behaviour Yes No
- Depression and/or anxiety Yes No

- | | | |
|--|---------------------------|-------------------------------------|
| Indigenous matters | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Other topics related to race, cultural or ethnic relations | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Sexuality | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Gender diversity | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Religious matters | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Radicalisation to violent extremism | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Students from refugee backgrounds | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Children in out-of-home care | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Behaviour support | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Other | <input type="radio"/> Yes | <input checked="" type="radio"/> No |

Does the proposed research include any of the following methods?

- Non-curriculum related assessment or intervention (e.g. psychological measurement or assessment) Yes No
- Deception, concealment or withholding information from participants at ANY stage of the project Yes No
- Questionnaire items with negative wording or valence (e.g. "I feel sad when I wake up in the morning" or "Over the past week, I couldn't seem to experience any positive feeling at all") Yes No
- Use of procedures, activities or equipment, which may involve body contact, physical risk or emotional distress Yes No
- Passive rather than active consent Yes No
- Children whose parents/caregivers are unable to give informed consent because of language or other difficulties in understanding information Yes No
- Testing methods which are adjusted for people with disability Yes No
- Audio or visual recording (photographs and video recording) Yes No

Describe the mitigation strategies that will be employed to address the risks associated with this sensitivity.

The workshops are opt-in only. Students without permissions will not attend the workshop. If any students without permission arrive un-expectedly (for example with a sibling who has permission), researchers will employ a hats-on-hats-off approach to ensure those students do not appear in video footage. We are not actively recruiting parents/carers or school community members. However, we recognise that they may wish to attend with their child and participate. Adult attendees will be given an information sheet and will sign a consent form at the beginning of the workshop.

- Interaction with children individually or outside the classroom environment Yes No

Describe the mitigation strategies that will be employed to address the risks associated with this sensitivity.

Digital storytelling workshops will be held outside of school hours but on the school premises. To maintain safe conditions for students involved in the workshop researchers are inviting parents/guardians and ELLA educators to join the workshops. In addition, while on school premises researchers will abide by school's safety rules and regulations.

- Incentives or compensation (financial and/or non-financial) Yes No
- Development of a commercial product and/or service Yes No
- Evaluation of departmental interventions, programs or policies Yes No

Describe the mitigation strategies that will be employed to address the risks associated with this sensitivity.

There are no perceived risks in evaluating ELLA program. ELLA is an opt in program and schools that have chosen to participate in the program were notified that external evaluators will conduct evaluation. Please note that there is no penalty or consequences for schools that choose to not participate in the evaluation.

- A control group without the option to receive the intervention or treatment after the project Yes No
- Use of social media or online collaborative tools Yes No
- Other Yes No

Are any of the following groups the focus or used as an analytical category in the research?

- | | | |
|---|---------------------------|-------------------------------------|
| People who identify as Aboriginal or Torres Strait Islander | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| People with a diagnosed disability (as defined by the Disability Discrimination Act) | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| People with other difficulties (e.g. learning, social, emotional or physical) | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Minority cultural or ethnic groups | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Sexuality or gender identity | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Religious identity | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Comparison of state (public) schooling with Catholic and/or Independent schooling | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Comparison of one state/territory (or a state/territory schooling system) with other states, territories or nations | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Possible identification of participants, classes or schools in reports | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| Other | <input type="radio"/> Yes | <input checked="" type="radio"/> No |

Do you anticipate any media interest in the proposed research study? Yes No

9. Public Liability Insurance

Please provide evidence of your institution's or organisation's public liability insurance by attaching a copy of the Insurance policy

Please note: jurisdictions have different insurance requirements for researchers. For additional information about individual jurisdictional requirements, please access the [guidelines](#) or contact the relevant jurisdictions. Not adhering to the requirements of jurisdictions you submit an application to will delay the approval of your application.

10. Working with Children Registration

Each state and territory requires everyone who works with children to be approved by their respective authority. Respective authorising body issues Working With Children registration.

For you and each person on your research project, please provide evidence of your current Working With Children registration by attaching a scanned copy of your registration card to this application.

Please note: jurisdictions may have different Working With Children Registration requirements for researchers. For additional information about individual jurisdictional requirements, please access the [guidelines](#) or contact relevant jurisdictions. Not adhering to the requirements of jurisdictions you submit an application to will delay the approval of your application.

11. Other Supporting Documents

Please attach any additional supporting documents.

Please note: jurisdictions may require the submission of additional documentation. This may include: a list of the schools in the specific jurisdiction; a statement of benefit to schools; or how the research aligns to a specific jurisdiction's goals/strategic plan. Please consult the [guidelines](#) and submit the additional supporting documents where necessary. Not adhering to the requirements of jurisdictions you submit an application to will delay the approval of your application.

12. Researcher's Declaration

The Organisation and principal researcher indemnify participating education jurisdictions (including its officers, employees, agents and contractors) against all losses, liabilities, damages, costs and expenses of any kind arising from any claim it incurs that relates to:

- **personal injury, death, or property loss or damage:** the personal injury or death or property loss or damage caused or contributed to by the principal researcher and or researchers
- **the Project:** the principal researcher's conduct of the Project including its materials and publications
- **Project Materials:** Project Materials created by the principal researcher and or researchers infringing anyone's intellectual property rights and
- **negligent, unlawful or wilful act or omission:** the principal researchers and or researchers negligent, unlawful or wilful acts or omissions
- it is understood that the data will not be used for any purposes other than the stated research without the written approval of the relevant data custodians.

Approval to approach school principals in research is granted conditionally upon the terms and conditions of jurisdictions being met. By signing and submitting your research application, you agree to abide by these terms or conditions.

I accept the terms and conditions for conducting research in schools in each of the jurisdictions.

- Optional - I consent to a short summary of my research and the lead researcher's email address being included in a national research repository, to be published on the Australian Association for Educational Research (AARE) website at the discretion of education jurisdictions. Should my research be identified as suitable for inclusion on the national research repository, I may be contacted to confirm the details of my research findings.

Signature(s) of researcher(s):

Signature of Organisation representative:

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Content Keywords

[Return to section 1.3](#)

Aboriginal Education	Early Childhood Care	Music
Accountability	Early Childhood Development	Non-English Speaking Background Issues
Achievement/Assessment	Early Childhood Education	Numeracy
Assessment	Educational Psychology	Organisation Issues
Attitudes	Ecological Sustainability	Other
Autism Spectrum Disorder	E-Learning	Parent-Teacher Interactions
Behaviour/Social	Employment	Participation
Boys Issues	Engagement	Partnerships
Child Development Issues	Equity/Access	Personnel Issues
Children's Learning	Essential Learning	Policy Issues
Children's Memory and Suggestibility	Family Day Care	Post-School
Classroom Issues	Gender Issues	Poverty/Disadvantage Issues
Cognitive Ability Test	Gifted Students	Pre-Schools
Comparative Education	Girls Issues	Professional Development
Country/Isolation Issues	Health Issues	Psychology
Criminology	Health Management	Resources
Curriculum	History of Education	School Learning Environment
Curriculum - Health	ICT Education	School Reform
Curriculum - Civics and Citizenship	Inclusion	School Violence
Curriculum Issues - General	Indigenous	School-Community Relations
Curriculum - English	Information Technology	School - Industry
Curriculum - Health and PE	International	Small Business
Curriculum - Languages	Inter-Personal Aggression	Speech Sound Skills
Curriculum - LOTE	Labour Force	Speed of Processing/Cognitive Abilities
Curriculum - Mathematics	Leadership	Standards/Benchmarks
Curriculum - Pre-Schools	Learning Strategies	Student Learning
Curriculum - Science	Learning Technologies	Student Management/Support
Curriculum - Society/Environment	Literacy	Teacher Development
Curriculum - Technology	Mathematics	Teaching English As a Second Language
Curriculum - The Arts	Mental Health	Technology
Disability	Middle Schooling	Transitions
Disadvantage Issues	Multicultural	Work Health & Safety