

Application for Ethical Approval of an Educational Research Project

(version March 2023; always check the [IREC website](#) for the latest version of this form)

INFORMATION FOR APPLICANTS

- Always check the [IREC website](#) for the latest version of this form and the rules of thumb for getting ethical and data management approval.
- This form can be used for individual research projects or a series of related research projects. Researchers are encouraged to submit a single ethics proposal if multiple research projects are proposed that have related content and/or make use of the same procedures and populations.
- This form is *not* meant for research by master's students or student teachers.
- This form should be submitted by the primary investigator (who will carry out the research). It should be signed by the primary investigator and, if applicable, the supervisor, and all co-investigators.
- Ethical approval of a research project or series of related projects is valid for:
 - 5 years, counted from the approval date; or,
 - until the information submitted in this application form changes.
- IREC must be informed of interim changes in the research project/s that may affect the ethical status. In case you plan to conduct a new study: submit a new application form; refer to the former application (registration number, date). In case of a changed plan: send an email to irec@iclon.leidenuniv.nl referring to the former application (registration number, date); provide a description of the changes; attach the former application form with changes clearly marked.
- Part of this Application is the requirement to fill in a Data Management Plan (Annex I). For the Data Management Template: Latest version of the template is available on Zenodo: <http://doi.org/10.5281/zenodo.3903267>
- Tips and tricks for writing a Data Management Plan Leiden University: <https://doi.org/10.5281/zenodo.3903307>. See the [IREC website](#) for specific DMP guidelines for ICLON research.

Before you send your application to IREC, check that all requirements have been fulfilled.

Action	YES / NO / Not applicable	Remarks
<input type="radio"/> DPIA completed	YES	
<input type="radio"/> DMP completed	YES	
<input type="radio"/> DMP attached to the application	YES	
<input type="radio"/> IREC application form discussed with supervisor(s) and/or all co-researchers	YES	
<input type="radio"/> IREC application signed by all (co)researchers	YES	
<input type="radio"/> Information and consent forms included in the application	YES	

Have *all actions* been marked as YES or N/A? Then you can submit the completed application to IREC: irec@iclon.leidenuniv.nl

Important – Using the form

- It is best to view this form in TEXT WIDTH or PAGE WIDTH.
- This form is set up as a series of tables and check boxes . The table will enlarge to the size you require when you type and by pressing the Enter key.
- Double click on the left mouse button and a “check box form fields” box will appear. Choose CHECKED and OK.
- If you want to uncheck it, double click on the left mouse button and a check box form fields box will appear. Choose NOT CHECKED and then click on OK.

Definitions and abbreviations

IREC	ICLON Research Ethics Committee
Project	The individual educational research project or series of related research projects that pertain to this application form
VOR	Vereniging voor Onderwijsresearch
VSNU	Vereniging van Samenwerkende Nederlandse Universiteiten

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Application for Ethical Approval of an Educational Research Project

Section 1 – Project details

1.1	Title of project
Establishing in-context learning of teacher and student during the school internship	

1.2	Is the present project part of a larger project (e.g. a sub-study of a PhD project)?
<i>Place x in box</i>	
<input checked="" type="checkbox"/>	NO
<input type="checkbox"/>	If YES, which project is it part of? (title, project number, ethical approval)

1.3	Researchers involved in the conduct of the project
Primary investigator involved in carrying out the research	
Title:	Name: [redacted]
Department:	
Email [redacted]	

	Employment primary investigator
<i>Please choose one x in box</i>	
<input type="checkbox"/>	Staff research (UD, UHD, Professor)
<input checked="" type="checkbox"/>	PhD candidate
<input type="checkbox"/>	Postdoc
<input type="checkbox"/>	Other, please specify:

Please copy, paste, and complete the table for each additional researcher involved in the project, if applicable.

Please choose one

<input checked="" type="checkbox"/>	Supervisor (e.g., Professor, Dr.)
<input type="checkbox"/>	Associate Supervisor (e.g., Professor, Dr.)
<input type="checkbox"/>	Other, please specify [redacted]
Title:	Name:
Affiliated Institutions (if not affiliated with Leiden University): [redacted]	
Department:	
Address	
Email:	

Please choose one

<input type="checkbox"/>	Supervisor (e.g., Professor, Dr.)
<input checked="" type="checkbox"/>	Associate Supervisor (e.g., Professor, Dr.)
<input type="checkbox"/>	Other, please specify <input type="text"/>
Title:	Name: <input type="text"/>
Affiliated Institutions (if not affiliated with Leiden University): <input type="text"/>	
Department: <input type="text"/>	
Address <input type="text"/>	
Email: <input type="text"/>	

Please choose one

<input type="checkbox"/>	Supervisor (e.g., Professor, Dr.)
<input checked="" type="checkbox"/>	Associate Supervisor (e.g., Professor, Dr.)
<input type="checkbox"/>	Other, please specify <input type="text"/>
Title:	Name: <input type="text"/>
Affiliated Institutions (if not affiliated with Leiden University): <input type="text"/>	
Department: <input type="text"/>	
Address <input type="text"/>	
Email: <input type="text"/>	

1.4	Proposed start and end dates of the project
	01/04/2024
	31/03/2029

1.5a	Project description
	Clearly state the Research Questions/ aims and/or hypotheses of the research project
<i>100 words max</i> The central research question of this project is: How can in-context learning of teacher and student during the school internship be established? First, we want to explore the existence and the characteristics of the in-context experience in the teacher-student relationships. Subsequently we want to establish in-context learning in teacher-student relationships of history teachers to support the development of both partners. Finally, based on the outcomes of the studies conducted and existing literature, we want to explore how we can organise in-context experiences in teacher-student relationships to boost teacher professional learning in secondary schools.	

1.5b	In plain language, give a short description that clarifies the RQs / aims and/or hypotheses in a way that is understandable for a broader audience
An important part of teacher learning takes place at internship schools where a student teacher is guided by a school-based teacher, who is a teacher in the same school subject. This relationship provides ample opportunities for subject-related learning of both teacher and student. However, it seems that these potential opportunities are not yet fully utilized and learning stays one-sidedly focused on the student. This research project aims to improve practices to deepen teacher learning in schools and will contribute to knowledge about subject-specific practice, organizing teacher-student relationships and the effects of in-context experience on teacher learning in schools.	

1.5c	What is the theoretical relevance of the research?
<i>100 words max; use references</i> This research project will contribute to knowledge about subject-specific teaching. In context experience of teacher-student relationships and the effects on teacher learning in schools. This project contributes to ongoing research about the development of teachers because it puts the outcomes of previous research in the context of teacher-student relationships, thereby providing insight into what these outcomes can mean in practice in specific contexts. In terms of methodology, this research provides insight into the practical applicability of goal system representations to spark and support the professional	

dialogue in initial and expert teacher training and as a Papers for the (self)measurement of development of teachers.

1.5d	What is the practical relevance of the research?
<i>100 words max</i> This research project brings to light how teacher-student relationships and activities can best be shaped to establish in-context learning of teacher and student. This research wants to bring the existing teacher-student relationship at a next level to enable both teacher and student to learn while executing practices. This research will provide insights on how to integrate initial and expert teacher training to boost professional learning of teachers. This research can contribute to more substantive cooperation between schools and training institutions so they can make better use of each other's expertise and (practical) knowledge.	

1.6a	By whom is your research project funded? e.g. NWO, Surf, Leiden University
	ICLON

1.6b	If you have a grant Number, please indicate this here. A grant number provides a unique identification for the grant

1.6c	Is there any possible conflict of interest for any of the researchers? E.g. because of financial, organizational, or other involvement in the research (apart from their research role).
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Place x in box

<input checked="" type="checkbox"/>	NO
<input type="checkbox"/>	If YES , please describe in further detail, including any possible conflicts of interest.

1.7	Submission of this project to other Research Ethics Committees
	Has this project been submitted or will it be submitted to other Research Ethics Committees?

Place x in box

<input checked="" type="checkbox"/>	NO
<input type="checkbox"/>	If YES , please provide the name of the Ethics committee and indicate if approval has been granted

Section 2 – Details about the participants of the proposed research project

2.1	Please describe the participants (in groups) involved in your research project		
	How many people	Group of people involved (e.g., teachers)	Age range
Group 1	32	16 pairs of student-teacher and school based teacher	Adult
Group 2	20	10 pairs of student-teacher and school based teacher	Adult
Group 3	50-100	Teachers with *** subscription	Adult
Group 4	20-40	Focus groups stakeholders teacher training and in-service learning	Adult
Group 5	20	10 pairs of student-teacher and school based teacher	Adult

If you need more rows please click on a row, go to TABLE on the menu bar, and then to INSERT on the drop-down menu. Click on ROWS BELOW.

2.2	In your research design, what are your criteria for inclusion for each participant group? (e.g., age, prior experience, qualifications, etc.)	
Group 1	Teacher/student pairs teaching in secondary education, different educational programs (minor/master), different educational institutes in the Netherland, of 8 pairs institute supervisors or teaching methodologists report teacher-student relationships	
Group 2	ICLON minor or master student-teachers and their teachers	
Group 3	Dutch teachers in secondary education	
Group 4	Stakeholder groups of: teacher, student, responsible staff at training schools, educators at teacher training institutes, linked to ICLON educational region	
Group 5	ICLON minor or master student-teachers and their teachers teaching different school subjects	

2.3	Describe how much time you are asking of participants in each group and when the time will be required. (e.g. within normal working hours, outside of working hours)	
Group 1	10 minutes to fill in an online questionnaire in own time, an individual interview of 1 hour during working hours at school	
Group 2	semi-structured interview 30 minutes, individual GSR assignment 1 hour, semi-structured conversation 45-60 minutes, create lesson plan, teach lesson, observe each other's lesson, write learner report 1 hour. All during working hours or in own time. These components of the research are simultaneously regular components of the relationship, so don't really require extra time of the participants.	
Group 3	5-15 minutes, own time	
Group 4	1 hour focus groups, during working hours	
Group 5	semi-structured interview 30 minutes, individual GSR assignment 1 hour, semi-structured conversation 45-60 minutes, create lesson plan, teach lesson, observe each other's lesson, write learner report 1 hour. All during working hours or in own time. These components of the research are simultaneously regular components of the relationship, so don't really require extra time of the participants.	

2.4	Will you be offering reimbursement or any other incentives to participants?	
<i>Place x in box</i>		
<input type="checkbox"/>	NO	
<input checked="" type="checkbox"/>	If YES, how much and in what form will the reimbursement or incentive take?	
	Group 1	No reimbursement
	Group 2	Assignments integrated in curriculum, students will comply with part of the assignments of the subject-related didactics course by taking part in this study. Participating teachers will be offered to participate as part of a professionalisation trajectory and schools will be asked to facilitate them with some extra time to participate in this process.
	Group 3	No reimbursement

Group 4	No reimbursement
Group 5	Assignments integrated in curriculum, students will comply with part of the assignments of the subject-related didactics course by taking part in this study. Participating teachers will receive an in-service training certificate with a specification of achieved learning objectives and schools will be asked to facilitate them with some extra time to participate in this process.

2.5	Recruitment
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2.5a	Please explain how you will recruit your participants and <u>invite</u> them to participate.
Group 1	Teacher-student pairs will be recruited from different educational programs (minor/master) of different academic teacher education institutes in The Netherlands (ICLON, Leiden University as well as other institutes). Subject teaching teachers and/or supervisors at the teacher training institutes will be asked to help select teacher-student pairs. To ensure the collection of data on the practice of reciprocal learning, they will be asked to nominate average teacher-student pairs.
Group 2	Teacher-student pairs will be recruited from the minor and master group of the initial teacher training of ICLON, Leiden University. Before the start of the semester, the teacher-student pairs are informed about the study and the intended learning outcome, the time investment it requires, the way in which it is embedded in the teacher training curriculum and the facilitation of the teacher by the school. Each duo will then be given the opportunity to participate or to decide not to. Whether or not they participate has no influence on the successful completion of the initial teacher training.
Group 3	an invitation in the journal for teachers **** and social media channel LinkedIn
Group 4	The different stakeholders are contacted through regular communication channels and are informed about the study and its objectives and invited to participate.
Group 5	Teacher-student pairs will be recruited from the minor and master group of the initial teacher training of ICLON, Leiden University. Before the start of the academic year, the teacher-student pairs are informed about the study and the intended learning outcome, the time investment it requires, the way in which it is embedded in the teacher training curriculum and the facilitation of the teacher by the school. Each duo will then be given the opportunity to participate or to decide not to. Whether or not they participate has no influence on the successful completion of the initial teacher training.

2.5b	Please explain in detail how you will <u>obtain the contact details</u> of the participants.
Group 1	Supervisors and subject teachers at the teacher training institutes have existing contacts to make the initial contact about this project, ask if the researcher can contact them, after which the researcher will be given the contact details
Group 2	ICLON already has the contact details of all school-based teachers who have a student in that year and the contact details of the student-teachers. The initial contact with the student teachers will be through the subject-didactics course.
Group 3	Not applicable, contact details not needed because participants respond to a call to participate in a professional journal for teachers
Group 4	ICLON already has the contact details of these stakeholders. The initial contact with stakeholders will be through regular communication channels.
Group 5	ICLON already has the contact details of all school-based teachers who have a student in that year and the contact details of the student-teachers. The initial contact with the student teachers will be through the PDH courses (pedagogy and didactics courses) and the institute supervisors that are in close contact with students as well as school-based teachers.

2.6	Does your project involve other organisations (e.g., a school)? Organisations that play a role in data collection, as bodies responsible for (procedures for) approaching respondents, collecting data, and for privacy issues. Authorized to permit to conduct research in that organisation.
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Place x in box

<input checked="" type="checkbox"/>	NO
<input type="checkbox"/>	If YES, the primary investigator is responsible for ensuring that all organisations are fully informed and permission is obtained before any data collection can occur at the specified organisation.

	Name of Organisation	Name of the person granting permission	Their role in the organisation	Is permission granted? <i>Place x in the appropriate box</i>		
				Yes	No	Pending
1				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.7	Are there any possible ethical issues involved in the <u>recruitment</u> of the participants? (e.g., a power relationship between a school principal and teachers)
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Place x in box

<input type="checkbox"/>	NO. Then explain convincingly why this is the case.
<input checked="" type="checkbox"/>	<p>YES. Then describe the nature of the relationship, and explain what special precautions will preserve the rights of such people to decline to participate or to withdraw from participation once the research has begun.</p> <p>Group 1: There is a power relationship between the teacher and the student because the teacher is partly responsible for the assessment of the student. It will be emphasized to all participants that participation in the research is voluntary and will have no impact on their assessment. Additionally, the teacher and student will be interviewed separately, and the researcher will not share the outcomes of the interview with the other partner of the interview.</p> <p>Group 2 and 5: There is a power relationship between the teacher and the student. The teacher is partly responsible for the evaluation of the student. It will be emphasized to all participants that participation in the research is voluntary and will have no impact on their evaluation. Additionally, to prevent the research to place too high demands on the relationship, the teacher and student will be asked to conduct a dialogue about certain topics, but won't be asked to design a joint lesson.</p> <p>Group 4: There are power relationships between the different groups of stakeholders. Therefore separate focus groups will be organized for each group.</p>

Section 3 – Procedures for explanation and gaining informed consent

	Procedures for providing the explanation to participants
3a.1	Will you use a written Explanatory Statement to inform each participant about the research project?

Place x in box

<input type="checkbox"/>	If NO , describe how and by whom the explanation will be given to participants. <div style="background-color: #cccccc; height: 15px; width: 100%; margin-top: 5px;"></div>
<input checked="" type="checkbox"/>	If YES , please attach a copy of the Explanatory Statement at the end of this document

3a.2	Will all participants, including organisations, be fully informed about the true nature of the research?
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<input type="checkbox"/>	NO , please describe the procedure and explain why the real purpose needs to be concealed <div style="background-color: #cccccc; height: 15px; width: 100%; margin-top: 5px;"></div>
<input checked="" type="checkbox"/>	YES

	Procedures for gaining informed consent
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3a.3	Please explain how you will obtain informed consent from your participants.
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<input checked="" type="checkbox"/>	Implied consent – the return of an anonymous survey implies consent
<input checked="" type="checkbox"/>	Consent form (please attach a copy of the consent form to this application)
<input type="checkbox"/>	Other, please specify <div style="background-color: #cccccc; height: 15px; width: 100%; margin-top: 5px;"></div>

3a.4	If the participants in your study are unable to consent for themselves, explain how you intend to obtain informed consent. How will adequate information be provided to those who will give consent on their behalf? (For example, parents will be informed via a newsletter from the school about the research and its activities.)
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Not applicable

Section 4 – Collection of data: risks and procedures

4.1	Are there any risks beyond the normal experience of everyday life, in either the short or long term, from participation in the project?
<input checked="" type="checkbox"/>	NO
<input type="checkbox"/>	If YES, please explain how you will manage this situation.

4.2	Have all of these risks been outlined to the participants? If NO, why not?
Yes	

4.3	Are there any risks for the researchers? Please outline the strategies you have in place to reduce this risk.
<p>The risk for the researcher is to find enough participants and to retain these participants.</p> <p>To find enough participants, the researcher will strongly focus on strengthening regional and national networks. These networks will be engaged to find participants for the different studies: In study 1, the national network of didactics specialists, in studies 2 and 5, the network of supervisors within ICLON, in study 3, the national network of teachers, and in study 5, the regional educational network of training schools.</p> <p>To retain participants during the research, careful consideration has been given to the feasibility of participation for the participants in terms of time investment. Apart from that, the design and methodology of the studies ensures that participation in the research process provides substantive benefits for the participants.</p>	

4.4	Some researchers are required by law to report certain findings – Is any person involved with the research project required by law to report? Please explain. <i>This information must be included in the Explanatory Statement.</i>
Not applicable to this research project	

Section 5 – Feedback and debriefing procedures

5.1a	In what form will you publish this research?
<input checked="" type="checkbox"/>	Thesis
<input checked="" type="checkbox"/>	Journal article / book / chapter
<input checked="" type="checkbox"/>	Conference presentation
<input checked="" type="checkbox"/>	Report to organisation
<input checked="" type="checkbox"/>	Online web-based
<input checked="" type="checkbox"/>	Oral presentation
<input type="checkbox"/>	Other, please specify █

5.1b	How will participants be provided with the results?
<input checked="" type="checkbox"/>	Participants will be provided with the researchers' contact details to request the results
<input type="checkbox"/>	Participants will be advised of the website on which the results will be available
<input checked="" type="checkbox"/>	Other, please specify

	The participants will receive the articles written based on the research data collected through their participation
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Section 6 – Other ethical issues

6.	Are there any other ethical issues raised by the proposed project? How will you manage them?
No	

DECLARATIONS AND SIGNATURES

I / We, the undersigned, declare the following

- I / We have described the research detailed above truthfully, with special attention to aspects of ethical conduct in research.
- I / We accept responsibility for the conduct of the research detailed above following the principles outlined in:
 - o Netherlands Educational Research Association (VOR): [Code of Conduct for Researchers](#), 1990/2009 (in Dutch only)
 - o Vereniging van Universiteiten VSNU: [Netherlands Code of Conduct for Research Integrity 2018](#)
 - o [Leiden University Data Management Regulation 2021](#)
 - o [Code of ethics for research in the social and behavioural sciences involving human participants](#) (2018)
 and I / we have read and understood the documents above.
- I / We undertake to conduct this research project following the protocols and procedures as approved by the Scientific Director of ICLON.
- I / We undertake to conduct this research following relevant laws and regulations.
- If any changes to the research are proposed that may affect the ethical status of the research project after the approval of the Committee has been obtained, then IREC will be informed. In case of a new study, I will submit a new application form; refer to the former application (registration number, date). In case of a changed plan, I will send an email to irec@iclon.leidenuniv.nl and refer to the former application (registration number, date); describe the changes; and I will attach the former application form with changes clearly marked.
- Together with this Application Form, I am sending the Data Management Plan (Annex I).

Signature of Primary Investigator	
Name	Date
Signature	

In addition to the above

- In the case of PhD student research, I will be the supervisor responsible for the research project

Signature of Supervisor	
Name	Date
Signature	

In addition to the above

- I also take responsibility for the ethical conduct of the research project

Signature/s of associate Supervisor	
Name	Date
Signature	

Signature/s of other	
Name	Date
Signature	

Please copy, paste, and complete the table for each additional researcher, if applicable.

Annex I Datamanagement Plan

- For the Data Management Template: Latest version of the template is available on Zenodo:
<http://doi.org/10.5281/zenodo.3903267>
- Tips and tricks for writing a Data Management Plan Leiden University: <https://doi.org/10.5281/zenodo.3903307>
- See the [IREC website](#) for specific DMP guidelines for ICLON research.



Universiteit
Leiden
ICLON

Uitleg- en instemmingsformulier onderzoek naar wederzijds leren van docent-in-opleiding en vakcoach tijdens de praktijkstage op school.

Het ICLON (Interfacultair Centrum voor Lerarenopleiding, Onderzoek en Nascholing) van de Universiteit Leiden doet onderzoek naar wederzijds leren van docent-in-opleiding en vakcoach tijdens de praktijkstage op school.

U heeft aangegeven te willen deelnemen aan dit onderzoek. In deze brief leggen wij uit wat deelname voor u betekent en vragen wij u vervolgens om uw instemming met onze werkwijze.

Waarom voeren we dit onderzoek uit?

In Nederland vindt een belangrijk deel van het leren van een docent-in-opleiding plaats op de stageschool, waar deze dagelijks wordt begeleid door een leraar die lesgeeft in hetzelfde vak. Deze relatie biedt veel mogelijkheden voor de vakdidactische ontwikkeling van zowel de docent-in-opleiding als de vakcoach. Toch is de begeleiding vaak alleen gericht op het leren van de docent-in-opleiding. Daarom onderzoeken wij de relatie tussen vakcoaches en docenten-in-opleiding tijdens de praktijkstage op school. Wij willen weten hoe deze relatie kan worden ingezet om de vakdidactische ontwikkeling van beiden te versterken.

Wat houdt het onderzoek in?

Voor dit onderzoek worden interviews gehouden met beide partners van 16 duo's van docenten-in-opleiding en de vakcoaches die hen begeleiden op hun stageschool. Hoewel beide partners worden geïnterviewd, zijn de interviews apart van elkaar.

Tijdens dit zogeheten *laddering-interview* wordt een doelsysteem gemaakt van de begeleidingsrelatie. Dit doelsysteem brengt zowel de praktijken als de daarmee beoogde doelen in beeld en hoe deze met elkaar samenhangen. Het interview duurt 60 minuten.

Om iedereen de gelegenheid te geven om vrijuit te spreken, wordt wat in een interview is besproken niet door de onderzoeker gedeeld met de duo-partner. Wel kunt u er, indien gewenst, achteraf zelf voor kiezen om de uitkomsten van het interview te gebruiken om samen te reflecteren op uw begeleidingsrelatie.

Welke gegevens verzamelen we en wat doen we met deze gegevens?

Tijdens het interview wordt dus op papier een doelsysteem gemaakt. Daarnaast wordt van het interview een audio-opname gemaakt. Deze audio-opname wordt na afloop omgezet in tekst zodat we het doelsysteem en datgene wat besproken is in het interview gedetailleerd kunnen analyseren om antwoord te vinden op onze onderzoeksvragen. Na de transcriptie wordt de audio-opname zelf niet meer gebruikt. Alle data (het papieren doelsysteem, de audio en de digitale transcriptie van de audio) wordt geanonimiseerd bewaard.

Alleen de 4 onderzoekers die betrokken zijn bij dit project hebben toegang tot de data. Deze informatie wordt vertrouwelijk bewaard en verwerkt. De data wordt 10 jaar na afloop van het onderzoek vernietigd. De gegevens worden niet voor andere doeleinden gebruikt dan voor dit specifieke onderzoek.

In presentaties of professional bijeenkomsten rondom dit onderzoek en in de wetenschappelijke verslaglegging over dit onderzoek zullen met zekere regelmaat uitspraken van de deelnemers uit de interviews worden gebruikt om bevindingen te illustreren. Uitgangspunt daarbij is dat gebruikte citaten nooit herleidbaar zijn tot specifieke deelnemers. Citaten bevatten daarom geen unieke deelnemerskenmerken.

Tot slot

Deelname aan dit onderzoek is volledig vrijwillig en zonder verplichting. U kunt uw toestemming om deel te nemen aan het onderzoek en om uw gegevens te gebruiken op elk moment intrekken, zonder opgave van reden. Dit kunt u doen door een email te sturen naar de onderzoeker. Op dit onderzoek is een privacyverklaring van toepassing. Zie hiervoor de bijlage.

Als u nog vragen heeft over dit onderzoek, kunt u contact opnemen met de onderzoeker via de onderstaande contactgegevens.

Met vriendelijke groet,

NAAM: ***

EMAIL: ***

voor verklaring en toelichting zie bijgaand formulier

Verklaring van instemming

Ik heb de bovenstaande informatie over het onderzoek gelezen en begrepen.

Ik neem vrijwillig deel aan het interview en geef toestemming aan de onderzoekers om de interviewgegevens te verwerken, te analyseren, op te slaan en te gebruiken zoals beschreven in de uitleg.

Naam:

Handtekening:

Datum: