This document is intended to provide information for teachers (and school leaders) participating in research led by the Cambridge Mathematics Education Project (CMEP) Evaluation Team. Such participation may arise as the result of your involvement in the CMEP MEI CPD training. Before you decide to take part in this study it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. A member of the team can be contacted if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.
Introduction

The Cambridge Mathematics Education Project (CMEP) is a project run by the University of Cambridge, which aims to support and enhance Key Stage 5 mathematics education. Funded by a grant from the Department for Education (DfE), the project provides innovative resources to help support and inspire teachers and students of Key Stage 5 mathematics. The aim is to help to make Key Stage 5 mathematics a rich, coherent and stimulating experience for students and teachers. More information on CMEP is available on our website: http://www.maths.cam.ac.uk/about/community/cmep/

CMEP Internal Evaluation

Integral to the CMEP project is an internal evaluation process. The internal evaluation gathers data (such as classroom observations, video, audio, interviews, surveys, etc.) to assess the progress of the Project, the experience of users (teachers and students) who engage with CMEP, and the impact of CMEP use on users.

Findings from the internal evaluation are reported in several ways:

- internally to the CMEP team as part of a formative feedback process to improve project processes and outcomes,
- externally in summative reporting to the DfE,
- externally to the sector e.g. in publicly available academic journals and to schools and teachers delivering Key Stage 5 mathematics
- and at mathematics and education conferences in the UK and beyond.

All data collected will be treated in the strictest confidence and will only be reported in anonymised form. For more information see appendix.

CMEP MEI CPD Participants

The CMEP Evaluation Team would like to engage with CMEP MEI CPD (CMEP/MEI) course participants to learn more about how CMEP is used in their classrooms. To support this, your participation in the CPD includes potential involvement in research carried out by CMEP. The research is being carried out in accordance with the British Education Research Association’s Revised Ethical Guidelines (2011). The ethical guidelines are also provided in the section on Ethical information for schools and participating teachers in the appendix.

Ethical approval for all stages of the research, to ensure we provide participants with all information before requesting consent, has been sought and received by the University of Cambridge Research Services Office.

Throughout the academic year 2015/16, you may be requested to participate in the following activities:

- complete surveys and/or solicit survey responses from your students – questions will include teachers and students experiences of using CMEP; perceptions of the impact of CMEP on students’ learning; ways in which the resource works well; ways in which the resource can be improved; the influence (if any) of the resource on student attitudes to and confidence in mathematics; the influence of the resource on teacher learning, pedagogy and confidence in the teaching of mathematics
• engage in telephone or in-person interviews – questions will address similar areas to those outlined above with opportunity for more in-depth discussion. Interviews will last no more than 30 minutes and separate consent will be sought in advance.

In addition, you may be approached by the CMEP team to participate in further research activities, for example, becoming involved as a CMEP case study school. Your involvement in these activities is voluntary and you may opt out of the research at any time without loss or penalty now or in the future.

Informed consent

We hope you will be happy to take part. However, please email cmepeval@cam.ac.uk to express your wish not to take part in any or specific research activities. If you do not wish to participate, your wishes will be respected and you will not be approached by the research team. Alternatively, by not completing the CMEP/MEI end of training surveys (on Day 1 & Day 2) you will indicate to us that you do not wish to take part in the research. If you do not act in either of these ways: email or non-completion, we will understand that you give your “umbrella” consent to take part in the research.

If you are happy to take part in the research and you are contacted by the CMEP Evaluation team, you will be provided with consent forms before participation in different stages of the research. That is, for participation in telephone, face-to-face, or focus group interviews, or participation as a case study school, we will ask you to complete a separate consent form before participation. For participation in follow up surveys post-CMEP/MEI, you will be reminded of the information in this booklet when contacted to help you decide whether you wish to take part or not. At that point, your ‘umbrella’ consent will apply.

Personal Information

Registering for the CPD course involves sharing your personal and contact information with the CMEP team (housed at the University of Cambridge). This allows CMEP to register your school as a CMEP Affiliate school and provides log-in and access to the CMEP website during the two-day CMEP MEI CPD and thereafter. Your data may also be used to support the CMEP Evaluation Research outlined (see section ‘CMEP MEI CPD Participants’). However, if you choose to opt-out of the research, your details will only be used for the purpose of access to the website.

At all times, the way in which your data is stored and used is covered by sections of the Data Protection Act (1998). All information collected about you will be kept strictly confidential: all data will be stored on University of Cambridge secure servers and will be stored for the duration of the CMEP and any extensions to the Project. Access to the data will be by the immediate research team and the CMEP administrator (in order to set up log-ins and send out relevant communications e.g. by email). In addition we may disclose and share personal information with the third parties listed here:

a) with our service providers (including, for example, suppliers who develop or host CMEP sites, external evaluation companies contracted by us to evaluate the CMEP);

b) if required or permitted by law;

c) with other third parties with your consent.

Your name and details will never be used in any reporting.

CMEP case study schools: further information
CMEP case study schools will be recruited (on the school’s agreement) to work with the CMEP Evaluation Team in the academic year 2015/16 (January to July). Six schools will be recruited in total. The case study research aims to evaluate:

- how the CMEP resources is used in classrooms
- whether CMEP resources are effective by design in practice

The CMEP Evaluation Team will visit participating schools (2-3 times per term), to carry out classroom observations, interviews with teachers and students, as well as gathering information using surveys. Learning from the case studies will inform the development of hypotheses for future research and activities in the development and use of CMEP.

Participating teachers will work with the CMEP Evaluation Team to organise classroom observations based around teachers’ planned use of CMEP resources within normal timetabling. Whilst we acknowledge there may be a little inconvenience and extra work for teachers, such as familiarising themselves with the CMEP resources, we suggest there are benefits for teachers’ and students’ involvement in this research.

Risks and Benefits

The CMEP Internal Evaluation has identified no risks associated with participating in CMEP research activities, for example, end of CPD training surveys (developed in collaboration with the MEI), follow up surveys, telephone interviews and case studies.

There are no immediate benefits to individuals from participating in CMEP research activities as outlined above. Your participation will help to inform the CMEP team on possible improvements to the CMEP program. The results of the research will also inform policy recommendations made to the DfE. Finally, your participation will contribute to learning in the mathematics education sector.

Contact details

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Appendix
Ethical information for schools and participating teachers

This project is being carried out in accordance with the British Education Research Association’s Revised Ethical Guidelines (2011)\(^1\). In addition the way in which data is stored and used is covered by sections of the Data Protection Act (1998). This section gives some information about how these will be used to protect participants during the course of the research.

All data collection will require the agreement of the headteacher or principal. The purpose and the procedures of the research, as well as costs and benefits have to be fully explained – one of the aims of this document is to provide this information

All data collected will be treated in the strictest confidence and will only be reported in anonymised form, but we will be forced to consider disclosure of certain information where there are strong grounds for believing that not doing so will result in harm to research participants or others, or (the continuation of) illegal activity.

All potential participants will be asked to give their explicit, normally written consent to participating in the research, and, where consent is given, separate copies of this will be retained by both researcher and participant. The consent of the individuals concerned, the signed consent of a parent, guardian or ‘responsible other’ will be required to sanction the participation of minors (i.e. persons under 16 years of age) or those whose ‘intellectual capability or other vulnerable circumstance may limit the extent to which they can be expected to understand or agree voluntarily to undertake their role’.

Undue pressure will not be placed on individuals or institutions to participate in research activities. The treatment of potential research participants will in no way be prejudiced if they choose not to participate in the project.

Participants will be provided with the researchers’ contact details (see Contact details in the final section), in order that they are able to make contact in relation to any aspect of the research, should they wish to do so.

Participants will be made aware that they may freely withdraw from the project at any time without risk or prejudice.

Research will be carried out with regard for mutually convenient times and negotiated in a way that seeks to minimise disruption to schedules and burdens on participants.

At all times during the conduct of the research we will behave in an appropriate, professional manner and take steps to ensure that neither myself nor research participants are placed at risk.

The dignity and interests of research participants will be respected at all times, and steps will be taken to ensure that no harm will result from participating in the research.

The views of all participants in the research will be respected.

Special efforts will be made to be sensitive to differences relating to age, culture, disability, race, sex, religion and sexual orientation, amongst research participants, when planning, conducting and reporting on the research.

Data generated by the research (e.g. transcripts of research interviews) will be kept in a safe and secure location and will be used purely for the purposes of the research project (including

dissemination of findings). No-one other than research colleagues will have access to any of the data collected.

Research participants will have the right of access to any data kept on them.

All necessary steps will be taken to protect the privacy and ensure the anonymity and non-traceability of participants – e.g. by the use of pseudonyms, for both individual and institutional participants, in any written reports of the research and other forms of dissemination.

Where possible, research participants will be provided with a summary of research findings and an opportunity for debriefing after taking part in the research.