This file is copyrighted (2010) and a part of my Leadership Portfolio found at http://www.janinelim.com/leadportfolio. It is shared for your learning use only.

Application for Approval
Research Involving Human Subjects

Andrews University

Institutional Review Board
Office of Scholarly Research
Tel: 269-471-6360 ~ Fax: 269-471-6246

INSTRUCTIONS:
Your application will not be processed unless ALL the relevant documentation has been submitted and is legible.
Use this form as a cover sheet and attach to it the following items: **(1)** The appropriate ***Research Protocol***, **(2)** An ***Informed Consent Form*** (if required), **(3)** And ***Abstract*** and, **(4)** Other documentation as needed—***Cover Letter of Explanation. Question Sample. Written Copy of Verbal Instructions***, and/or ***Letters of Permission***. Submit the required number of full sets (**1 set** for **Exempt**; **5 sets** for **Expedited**; and **9 sets** for **Full Review**) to Andrews University, Office of Scholarly Research, Room 210 Administration Building, Berrien Springs, MI 49104-0355.

SUGGESTED CATEGORY OF IRB REVIEW
The investigator(s) should read carefully the ***Brief Guidelines for Human Subjects Research*** and discuss with his/her/their advisor and/or department chair the relationship of the present research project to the policies and procedures contained in the above document. After this consultation the investigator(s) should request that the research project be considered by the ***I.R.B.*** under one of the categories listed below. Final assignment of the review category is made by the ***I.R.B***. The frequency of ***I.R.B.*** review action is noted by the respective review category.

[X] ***Exempt from Full IRB Review*** *[Weekly Review]*
No risk/minimal risk research: fill out ***Exempt Category Checklist*** on page 2.

[ ] ***Expedited IRB Review*** *[Monthly Review]*

[ ] ***Full IRB Review*** *[Quarterly Review]*
Submit the appropriate documentation two weeks prior to the next Scheduled meeting of the IRB

DESCPRIPTION OF RESEARCH PROJECT

Project Title*: … An International Survey of Coordinators in K-12 Schools Implementing Curriculum Videoconferencing……*

……

***Academic Department of Researcher*:** …Leadership……..……..……..

***Beginning and Ending Dates of Human Subjects Involvement in Research*:** …May 1, 2008……..… to …August 30, 2008……

***Place/Location of Human Subject Involvement in Research*:** …Canada, the United States, and the United Kingdom (listservs)……

Target Population **(**Description and Age Range**):** …Videoconference coordinators (educators) in K12 schools, ages 23 through 65 ……

INVESTIGATOR(S) AGREEMENT
"I (we) hereby agree to abide by the terms and methodology as outlined in the attached research protocol. I (we) also agree to begin the implementation of this project—if not approved under the exempt category—only after written notification of its approval (valid for one year) has been received. Furthermore, I (we) agree that in cases involving research to be conducted at non-university site(s), such research will commence only after written authorization has been received from an officer of the organization at each site involved and filed with our Office of Scholarly Research. Notification of any alterations in the attached protocol will be submitted to the Director of the Office of Scholarly Research.

Name: *…Janine Lim ……..*	***Name:*** …….	***Name:*** ……
E-mail: *…janine@andrews.edu……*	***E-mail:*** ……	***E-mail:*** ……
Address: *…10745 Concord……..…..*	***Address:*** ……	***Address:*** ……
……Berrien Springs, MI 49303……	……	……
……	……	……
Tel: *…(269) 757-0616……*	***Tel:*** ……	***Tel:*** ……
…… ……..	…… ……	…… ……..
(Principle Investigator's Signature) (Date)	*(Principle Investigator's Signature) (Date)*	*Principle Investigator's Signature) (Date)*

SUPPORTING NAME AND SIGNATURE

"I have reviewed the above project with the investigator(s) and concur in the requested category of I.R.B. review."

…Dr. Erich Baumgartner……..	*……..*	*……..*
Name of Advisor—Block Letters	***Signature of Advisor Supervising Research***	***Date***

—ABSTRACT OF PROJECT—

Please attach a separate sheet with the heading: **Abstract**

– EXEMPT CATEGORY CHECKLIST –

If your proposed research project does not place the subjects at ***more*** than minimal risk and is included in one of six categories of research which are exempt from full review under the provisions of the Code of Federal Regulations for the protection of human subjects from research risk, indicate the category(s) that apply to the proposed project placing a check in the appropriate box below.

Even if exempt from full IRB review, all research projects must make provision for compliance with published guidelines for obtaining informed consent and maintaining confidentiality. Some research listed below, if involving prisoners and/or directed toward pregnant women or other vulnerable populations groups, is not exempt.

1	Research conducted in established or commonly accepted educational settings, involving normal educational practices such as: (a) Research on regular and special education instruction strategies, (or) (b) Research on the effectiveness of, or the comparison among, instructional techniques, curricula, or management only.
2	Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey or interview procedures, or observation of public behavior UNLESS ALL of the following conditions exist: (a) Responses are recorded in such a manner that the subjects can be identified directly or through identifying links, and– (b) The responses, if they become known outside the research, could reasonably place the subject at risk of criminal or civil liability, or be damaging to the subject's financial standing, employability, or reputation. **Note:** *The following types of Category 2 Exemptions do NOT apply to research where children (minors) are subjects: Survey Research, Interview Research, Observation of Public Behavior in which an investigator is a participant.*
3	Research of the type listed in Category 2 which under the above provisions is not exempt but qualifies for exemption if: (a) The human subjects are elected or appointed public officials or candidates for public office, or (b) Federal statue(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
4	Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens and these sources are publicly available, or if the information is recorded by the investigator in such a way that the subjects CANNOT be identified directly or through identifiers linked to the subjects.
5	Research and demonstration projects which are conducted by or subject to the approval of federal department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) Public Benefit or Service Programs (b) Procedures for obtaining benefits or services under those programs (c) Possible changes in or alternatives to those programs or procedures (d) Possible changes in methods or levels of payment for benefits or services under those programs.
6	Taste and food quality evaluation and consumer acceptance studies if wholesome foods without additives are consumed, or if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe or agricultural, chemical, or environmental contaminant at or below the level found to be safe by FDA or EPA or USDA determination.

"In signing this form requesting exempt status, I (we) assure the Institutional Review Board that the only involvement of human subjects will comply fully with the criteria for one of the above exemption categories."

…….	……	…….	……	…….	……
Principle Investigator's Signature	Date	Co-Principle Investigator's Signature	Date	Co-Principle Investigator's Signature	Date

Abstract

Purpose

This study aims to investigate the coordinator's ability to support videoconferencing, to integrate videoconferencing in the curriculum, to work with teachers, and the technical and administrative issues that may affect the coordinator's ability to support videoconferencing. This study will analyze how these factors may predict the utilization videoconferencing in the school.

Research Questions

The research questions center around the function and role of the videoconference coordinator, the technical aspects of videoconferencing, and the support structures for the coordinator and teachers using videoconferencing.

1. How does the coordinator's ability to support videoconferencing predict the utilization of videoconferencing in the school?
2. How does the coordinator's ability to integrate videoconferencing in the curriculum predict the utilization of videoconferencing in the school?
3. How does the coordinator's ability to work with and support the teachers in using videoconferencing predict the utilization of videoconferencing in the school?
4. How do the administrative, financial, and technology support structures predict the utilization of videoconferencing in the school?
5. Do any of the above variables or combinations of variables predict the utilization of videoconferencing?

Methods

This quantitative study will use a survey measuring the videoconferencing coordinator variables to discover if they can be used to predict the utilization of videoconferencing within the school. The variables to be examined are the location of the videoconferencing system, the level of technology support, the reliability and quality of the videoconference, the comfort level of the videoconference coordinator with technology, the coordinator's ability to manage the videoconferencing, the coordinator's perception of administrator support, the coordinator's ability to integrate videoconferencing in the curriculum, and the coordinator's understanding of the teachers' knowledge of how to integrate videoconferencing in the curriculum. This study will use four listservs as potential participant sources and the snowball sampling method to access approximately 5,500 videoconferencing coordinators. Videoconferencing coordinators can be the media specialist, librarian, instructional technology specialist, principal, teacher, paraprofessional, or even a school secretary. After the survey data is collected, a variety of appropriate statistical tools will be used to determine the characteristics most likely to predict the utilization of videoconferencing within the school.

Significance and Relationship to Research

Schools are implementing videoconferencing with varying levels of use. Factors centering around the coordinator's ability to support videoconferencing in the school may predict the utilization of videoconference. These factors may be important to the effective implementation of videoconferencing. Wakefield (1999) studied site facilitators in many roles, including supporting videoconferencing for full course delivery and meetings. The videoconference coordinator and factors affecting their ability to support videoconferencing are critical components that make for successful implementation (Currie, 2007; Keefe, 2003). A study specifically on the role and essential characteristics of the videoconference coordinator in K-12 schools is needed. This study will assist in clarifying the most important factors so that schools can effectively plan implementation of videoconferencing.

Research Protocol

Purpose of research
This study aims to investigate the coordinator's ability to support videoconferencing, to integrate videoconferencing in the curriculum, to work with teachers, and the technical and administrative issues that may affect the coordinator's ability to support videoconferencing. This study will analyze how these factors may predict the utilization videoconferencing in the school.

Methods of Research
This study will use a survey measuring the videoconferencing coordinator variables to discover if they can be used to predict the utilization of videoconferencing within the school. The variables to be examined are the location of the videoconferencing system, the level of technology support, the reliability and quality of the videoconference, the comfort level of the videoconference coordinator with technology, the coordinator's ability to manage the videoconferencing, the coordinator's perception of administrator support, the coordinator's ability to integrate videoconferencing in the curriculum, and the coordinator's understanding of the teachers' knowledge of how to integrate videoconferencing in the curriculum. A variety of appropriate statistical tools will be used to determine the characteristics most likely to predict the utilization of videoconferencing within the school.

Time Frame: The survey will be administered in May 2008.

Subjects
Videoconferencing coordinators can be the media specialist, librarian, instructional technology specialist, principal, teacher, paraprofessional, or even a school secretary. This study will use four potential participant sources and the snowball sampling method (O'Leary, 2005) to access approximately 5500 coordinators and therefore to achieve a wide response to the survey. None of the participants of the survey will be minors or members of a vulnerable population.

Recruiting
A link to the web survey will be sent to the listservs via email and participants will volunteer to complete the survey. The email invitation will include that completing the survey implies consent. The survey is completed online with Zoomerang and participants will be anonymous.

Benefits
Studying the videoconference coordinator and other factors within the school will provide the knowledge to increase the use of videoconferencing in low-use schools.

Welfare and Rights of Subjects: No subjects will be used whose competency to give informed consent is compromised.

Risks and Discomforts: The only potential discomfort for the study might be the time it takes for the subjects to complete the survey.

Privacy: The survey is anonymous and Zoomerang will make sure they cannot complete the survey again, so there is not an issue with personal privacy.

Informed Consent Form / Email Invitation

The following email will serve as the consent form and email invitation to participate in the research.

Dear Videoconferencing Colleague,

(This survey is being sent to multiple listservs. If you received it more than once, please consider this a reminder to participate or a thank you for already completing the survey.)

Please take a moment to complete this anonymous web based survey for videoconference coordinators at the district or school level. If you coordinate videoconferencing at a regional level, please forward this notice to your local videoconference coordinators.

The focus of this study is the videoconference coordinator and their influence on the utilization of videoconferencing in the school. The purpose of this research is to investigate the coordinator's support of videoconferencing, and the technical and administrative issues that may affect the school's use of videoconferencing. This study will analyze how these factors may predict the utilization videoconferencing in the school and will assist in providing knowledge on the most effective ways to support the implementation of curriculum videoconferencing in schools.

The survey is anonymous and your answers are confidential. Completion of the survey serves as a form of implied consent. Participation is voluntary, and refusal to participate involves no penalty. You may discontinue participation at any time without penalty.

I appreciate your time and support of this research. Please let me know if you have any questions or concerns.

Thank you,

Janine Lim
Instructional Technology Consultant
Read Around the Planet Coordinator 2006-2008
Berrien County ISD
(269) 471-7725x101
jlim@remc11.k12.mi.us
Graduate Student in the Leadership Program in the School of Education at Andrews University

If you have questions you wish to address to an impartial third party, you may contact the advisor for this research, Erich Baumgartner, baumgart@andrews.edu or (269) 471-2523.

Survey
The survey will be administered in the online survey tool Zoomerang, so this is a list of questions only.

Coordinator Demographic Questions

1. Gender: Male / Female
2. Ethnicity: Caucasian, African American, Hispanic, Asian, mixed
3. Age:
4. Level of education: High school, 2 years college, 4 years college, Masters Degree
5. Country:
6. State/province:
7. Please select the job title that most closely matches yours:
    - media specialist / librarian
    - media aide
    - paraprofessional
    - secretary
    - teacher
    - technology specialist
    - principal/administrator
    - district videoconference coordinator
    - regional videoconference coordinator
8. Years of experience in education:
9. Years of experience with videoconferencing:
10. Time commitment to support videoconferencing:
    - full time coordinator
    - part time coordinator
    - several hours a week
    - one or two hours a week
    - less than one or two hours a week
11. Hours of videoconference training received:
12. Type of videoconference training received:
    - mostly technical training
    - mostly technical training with some curriculum training
    - mostly curriculum training with some technical training
    - mostly curriculum training
13. How many hours a week do you spend supporting videoconferencing during your regular work hours?
14. How many hours a week do you spend supporting videoconferencing outside of your regular work hours?

School Demographic Questions

15. School level: Elementary, Middle School, Secondary
16. Number of Classroom Teachers:
17. Number of Students:
18. Population of the town or city where the school is located:
19. Do you know the National School Lunch Program score for your school? yes / no

20. Please enter the NSLP score or your best guess:
21. Ethnic makeup of the school:
    - predominantly Caucasian
    - predominantly African American
    - predominantly Hispanic
    - predominantly Asian
    - mixed
22. Do you receive videoconference support (technical, content and/or training) from a consortium or educational service agency (BOCES, BOE, DOE, ESC, IU, ISD, RESA, LEA, etc.)?
23. How much did your school spend on videoconference programming this past school year?
24. Did your school receive grant funding for videoconference programming? If so, how much?
25. If you have a problem with a videoconference, which of the following sources of technical support are available to you?
    - a technical support person in my school
    - a technical support person in my district
    - a technical support person at my educational service agency
    - a phone number for the vendor who sold or made the equipment
    - other
26. If you have a problem with a videoconference, how fast can you usually get support to help solve the problem?
    - within a few minutes
    - within an hour
    - within a day
    - within a week
    - other

Utilization for 2007-2008 School Year

27. Total videoconference events. Please include all videoconference events (content providers, expert interviews, connections to peer classrooms, professional development, meetings). This should not include test calls. It should not include every session where students participated in daily course delivery.
28. Total student videoconference events. Please include all videoconference events where students participated (content providers, author and expert interviews, connections to peer classrooms). It should not include daily course delivery.
29. Number of teachers who used videoconference with their students during this school year.
30. Does your educational service agency create and facilitate free programming for your school?
31. Does your educational service agency subsidize programming from content providers?
32. Estimate what percent of the student videoconference events this year were provided or facilitated by your educational service agency.

Location of Videoconference System

33. Where is the videoconference system located?
    - mobile within one school
    - mobile within more than one school
    - fixed classroom
    - media center/library
    - computer lab
    - conference room.
    - other

34. Location of the videoconference system.
    - The current location/mobility of the VC unit works well in our building.
    - The current location of our VC unit usually works but could be better.
    - The current location/mobility of our VC unit makes it hard to use.
    - We haven't decided yet which location is best for our VC unit.
    -

35. What is the primary reason the videoconference system is located where it is?
    - Technical reasons (wires, switches, networking, etc.)
    - Proximity to coordinator
    - Ease of use for teachers
    - Only available room
    - Other

Quality of the Videoconference

36. Quality of the video
    - The picture rarely freezes and is only occasionally fuzzy.
    - The picture freezes sometimes and is occasionally pixilated or blocky.
    - The picture freezes often and sometimes there are big blocks on the screen.
    - Usually the picture is frozen for a long time before it moves.

37. Quality of the audio
    - The audio rarely breaks up and is only occasionally hard to understand.
    - The audio breaks up sometimes and is occasionally hard to understand.
    - The audio breaks up often and sometimes is hard to understand.
    - Usually the sound is garbled and hard to understand.

Supporting Videoconferencing

38. Comfort level with technology
    - I love technology and learning new things.
    - I can figure out what I need to do with technology.
    - I'm ok using technology if I have assistance.
    - I am generally frustrated by technology.

39. Comfort level with videoconferencing
    - I enjoy VC as an instructional tool in the curriculum.
    - I am gaining a sense of confidence in using VC in the curriculum.
    - I am currently trying to learn the basics. I am sometimes frustrated with VC.
    - I am anxious about using videoconferencing.

40. Use of the videoconference controls.
    - I can mute the microphone, solve common audio problems, use camera presets, and use different video source inputs such as a document camera.
    - I can mute the microphone, change the volume, move the camera, and use camera presets.
    - I can mute the microphone and move the camera.
    - I do not know how to use the controls.

41. Scheduling
    - I schedule all the VC programs, and I have a good system for keeping track of them all.
    - I know how to schedule VC events, but do not have an adequate system for keeping track of everything.
    - I know that I have to reserve the VC equipment, the room, and the place I'm connecting to, but I don't know exactly how to do it.
    - I am unsure about how to schedule VCs.

42. Test Calls
    - I do almost all of the test calls and connections on my own.
    - I sometimes do my own test calls and connections.
    - Occasionally I do my own test call and connection, but usually I have help.
    - The tech staff do all the test calls and connections for me.

43. Making the connection work
    - I feel confident when connecting a videoconference and I know what to do when there are problems.
    - I sometimes need assistance when connecting to a videoconference.
    - I am hesitant to try to connect a VC but am willing to try even if I don't have technical support.
    - I will not connect a VC unless I have technical support.

44. Helping teachers with a connection
    - I usually stay and assist teachers during the whole videoconference.
    - I usually stay for about half the VC.
    - I usually connect at VC and stay for the first few minutes.
    - Teachers usually connect on their own.
    -

45. Getting students acquainted with technology.
    - I feel confident to explain VC to the students before a connection.
    - I can explain the basics of VC to the students.
    - I can repeat to the students what others have told me about how VC works.
    - I usually do not explain VC to the students before a connection.

Curriculum Integration

46. Knowledge of curriculum integration.
    - I know of programs appropriate for the curriculum and I persuade teachers to use VC.
    - Sometimes I can help teachers find VCs for their curriculum.
    - I have seen a few VCs that are good for our curriculum, but not enough to promote it.
    - I let the teachers decide what programs are appropriate for their curriculum.

47. Finding programs.
    - I can find VC programs and the accompanying teacher materials that align with the state curriculum.
    - I can navigate websites to find programs, but have difficulty knowing which programs are best for the teachers I support.
    - I find out about programs via emails and/or listservs. I don't know of any other way to know what is available.
    - I don't know of any resources that help me find VC programs.

48. Teacher recommendations.
    - I use more than one source to find programs other teachers recommended.
    - I can use at least one source to find programs other teachers have recommended.
    - I have a hard time remembering how to find teacher recommended programs.
    - I didn't know that teachers can recommend programs.

49. Student preparation.
    - I assist teachers in using the preparation materials for their program, or if none, I help them prepare the students.
    - I am able to assist teachers in using preparation materials for their program.
    - I forward teachers the preparation materials but I usually can't answer any questions about them.
    - I let the teachers take care of the student preparation for a videoconference.

Working with Teachers

50. Coordinator and Teacher attitudes
    - I actively motivate and strongly encourage the teachers to try videoconferences that meet their curriculum.
    - Sometimes I encourage the teachers to try videoconferences that meet their curriculum.
    - Occasionally I encourage teachers to try videoconferences.
    - I let the teachers take the initiative to ask for help with a videoconference.

51. Helping teachers with time
    - I actively help teachers see how to make time for videoconferencing in their curriculum.
    - Sometimes I help teachers see how to make time for videoconferencing in their curriculum.
    - Once in a while, I suggest ways to make time for videoconferencing in the curriculum.
    - I let the teachers decide if they have time to use videoconferencing.

52. Motivating and overcoming reticence
    - I feel confident and comfortable in helping all the teachers and students overcome reticence to using VC
    - I am able to help some teachers and students overcome reticence to using VC
    - Once in a while I try to help teachers and students overcome reticence to using VC
    - I do not usually talk to teachers or students about the reticence to use VC

Teachers

53. Teacher curriculum integration.
    - Most of the teachers can design their own activities using videoconferencing.
    - A few teachers are starting to design their own curriculum activities using VC.
    - Teachers need ideas and prompting to use VC in their curriculum.
    - Teachers don't have ideas or interest in using VC in their curriculum.

54. Teacher attitudes
    - Most of the teachers in my school are excited about using VC.
    - Some of the teachers in my school are interested in using VC.
    - A few teachers are trying VC because they have to, but most don't want to.
    - None of the teachers are interested in VC.

55. Experience
    - All of the teachers in my school have used videoconferencing.
    - Most of the teachers in my school have done at least one VC.
    - Only one or two of the same teachers use videoconferencing.
    - None of the teachers have tried a videoconference.

56. Time
    - Most of the teachers plan ahead to incorporate VC in their curriculum.
    - Some of the teachers plan ahead to incorporate VC in their curriculum.
    - A few of the teachers plan ahead to incorporate VC in their curriculum.
    - Most of the teachers plan ahead to incorporate VC in their curriculum.

57. Making time for VCs
    - Teachers scheduling time for VC experiences because they are a curriculum priority.
    - Teachers feel that the time to select and prepare for a videoconference is worth it.
    - Teachers struggle to find time to select and prepare for VCs and aren't sure that it's worth the effort.
    - Teachers feel they don't have time to use VC.

58. Using the videoconference system
    - Most of the teachers in my school are comfortable making the connection and operating the camera on their own.
    - Some of the teachers in my school are comfortable making the connection and operating the camera on their own.
    - A few of the teachers in my school can operate the camera on their own.
    - None of the teachers in my school can operate the camera on their own.

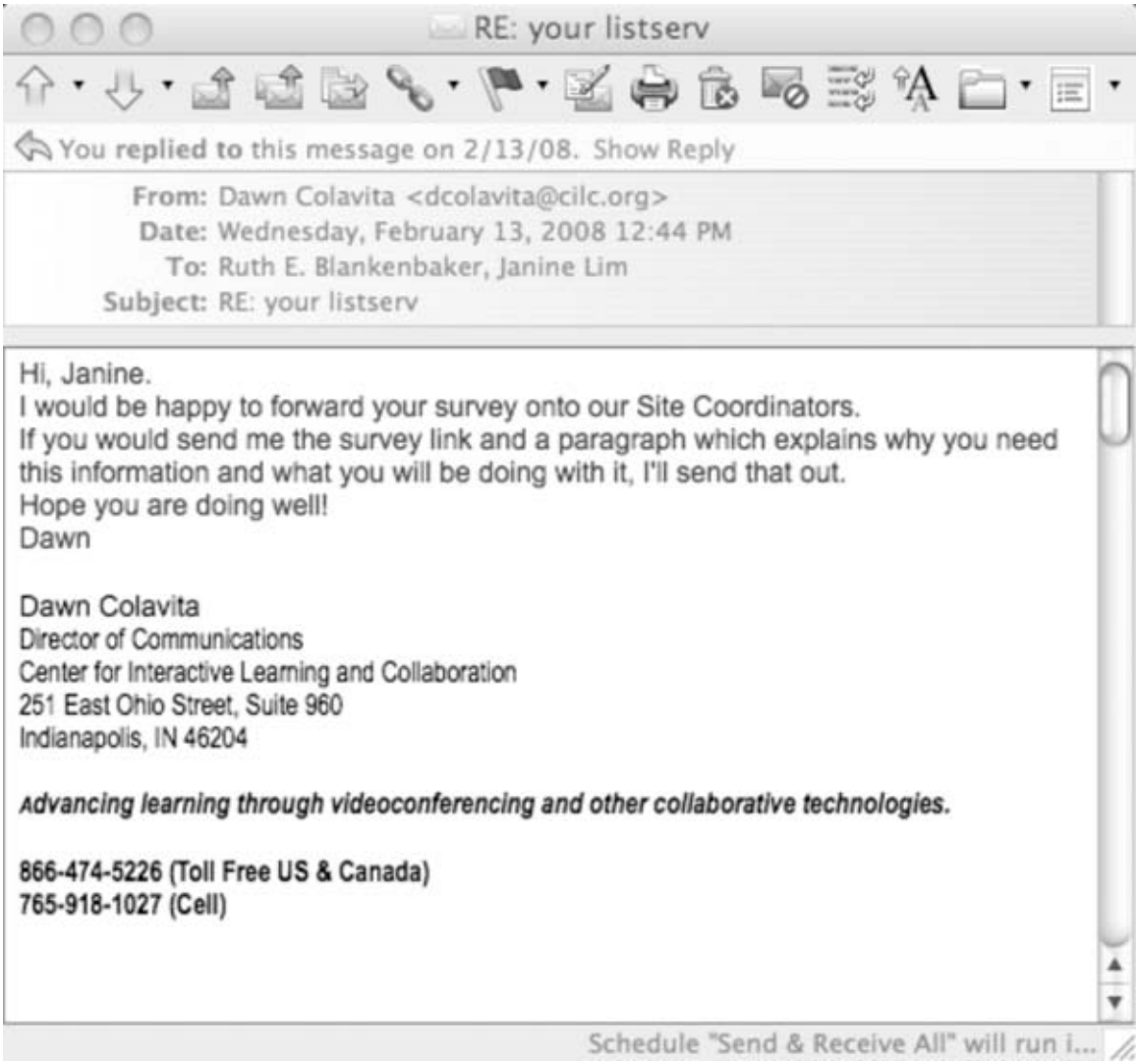
Principal

59. Principal experience with VC
    - My principal has had positive experiences seeing students engaged in VCs.
    - My principal has had at least one positive experience seeing students engaged in a VC.
    - My principal has seen professional development over videoconferencing, but not a student videoconference.
    - My principal has not experienced a videoconference.

60. Principal support
    - My principal sees the value of VC programs and strongly recommends that teachers participate in VCs.
    - My principal sees the value of VC and sometimes recommends that teachers use VC.
    - My principal is beginning to see the value of VC but leaves the decision to use VC to the teachers.
    - My principal doesn't see the value of videoconference programs and is not supportive of VC.

Thank you for your time in completing this survey. Your support of videoconferencing in your school is much appreciated!

Letters of Permission
Center for Interactive Learning and Collaboration (CILC) Listserv



RE: your listserv

You replied to this message on 2/13/08. Show Reply

From: Dawn Colavita <dcolavita@cilc.org>
Date: Wednesday, February 13, 2008 12:44 PM
To: Ruth E. Blankenbaker, Janine Lim
Subject: RE: your listserv

Hi, Janine.
I would be happy to forward your survey onto our Site Coordinators.
If you would send me the survey link and a paragraph which explains why you need this information and what you will be doing with it, I'll send that out.
Hope you are doing well!
Dawn

Dawn Colavita
Director of Communications
Center for Interactive Learning and Collaboration
251 East Ohio Street, Suite 960
Indianapolis, IN 46204

Advancing learning through videoconferencing and other collaborative technologies.

866-474-5226 (Toll Free US & Canada)
765-918-1027 (Cell)

Schedule "Send & Receive All" will run i...

Collaboration Collage Listserv (AT&T or Edvidconf1)

Linda this is for you

You **replied to** this message on 3/14/08. Show Reply

From: Linda Woods <lwhyman@pacbell.net>
Date: Thursday, March 13, 2008 1:14 PM
To: jlim@remc11.k12.mi.us
Subject: Linda this is for you

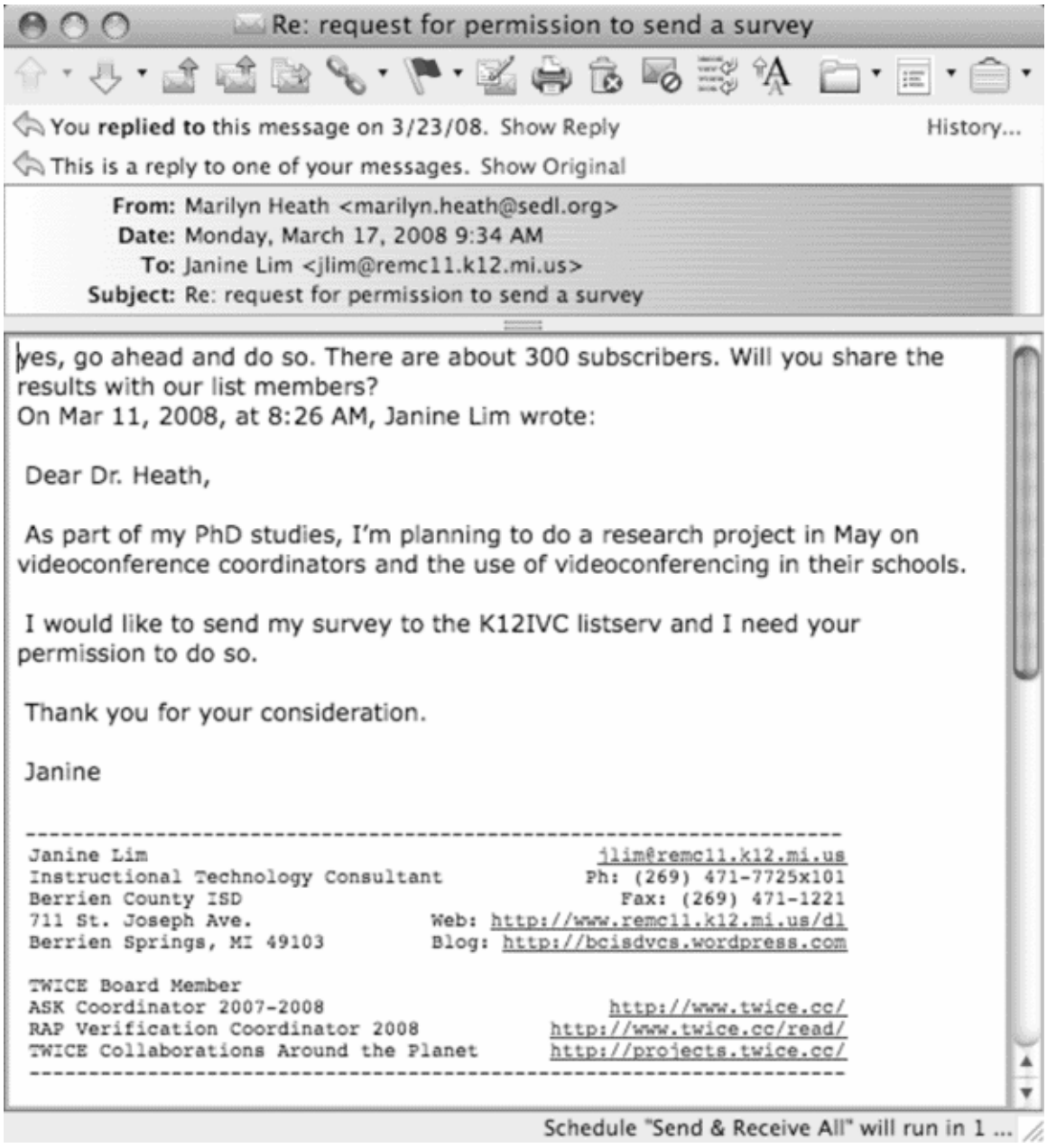
Hello Janine. Of course you may send your survey to the list or the URL of the online tool, whichever. This is from my personal email address. My work address is linda.woods@att.com

So, how are things going?

>> Date: Tue, 11 Mar 2008 09:29:57 -0400
>> Subject: Linda this is for you
>> From: Janine Lim <jlim@remc11.k12.mi.us>
>> To: <ed1vidconf@YAHOO.COM>
>>
>> Dear Linda,
>>
>> I couldn't find a direct email for you. Please don't
>> send this to the
>> listserv.
>>
>> As part of my PhD studies, I'm planning to do a
>> research project in May on
>> videoconference coordinators and the use of
>> videoconferencing in their
>> schools.
>>
>> I would like to send my survey to the Collaboration
>> Collage listserv and I
>> need your permission to do so.
>>
>> Thank you for your consideration.
>>
>> Janine
>>
>----------
>> Janine Lim
>> jlim@remc11.k12.mi.us
>> Instructional Technology Consultant Ph:
>> (269) 471-7725x101
>> Berrien County ISD
>> Fax: (269) 471-1221
>> 711 St. Joseph Ave. Web:
>> http://www.remc11.k12.mi.us/dl
>> Berrien Springs, MI 49103 Blog:
>> http://bcisdvcs.wordpress.com

Schedule "Send & Receive All" will run in...

K12 IVC Listserv



Re: request for permission to send a survey

You **replied to** this message on 3/23/08. Show Reply History...

This is a reply to one of your messages. Show Original

From: Marilyn Heath <marilyn.heath@sedl.org>
Date: Monday, March 17, 2008 9:34 AM
To: Janine Lim <jlim@remc11.k12.mi.us>
Subject: Re: request for permission to send a survey

yes, go ahead and do so. There are about 300 subscribers. Will you share the results with our list members?
On Mar 11, 2008, at 8:26 AM, Janine Lim wrote:

Dear Dr. Heath,

As part of my PhD studies, I'm planning to do a research project in May on videoconference coordinators and the use of videoconferencing in their schools.

I would like to send my survey to the K12IVC listserv and I need your permission to do so.

Thank you for your consideration.

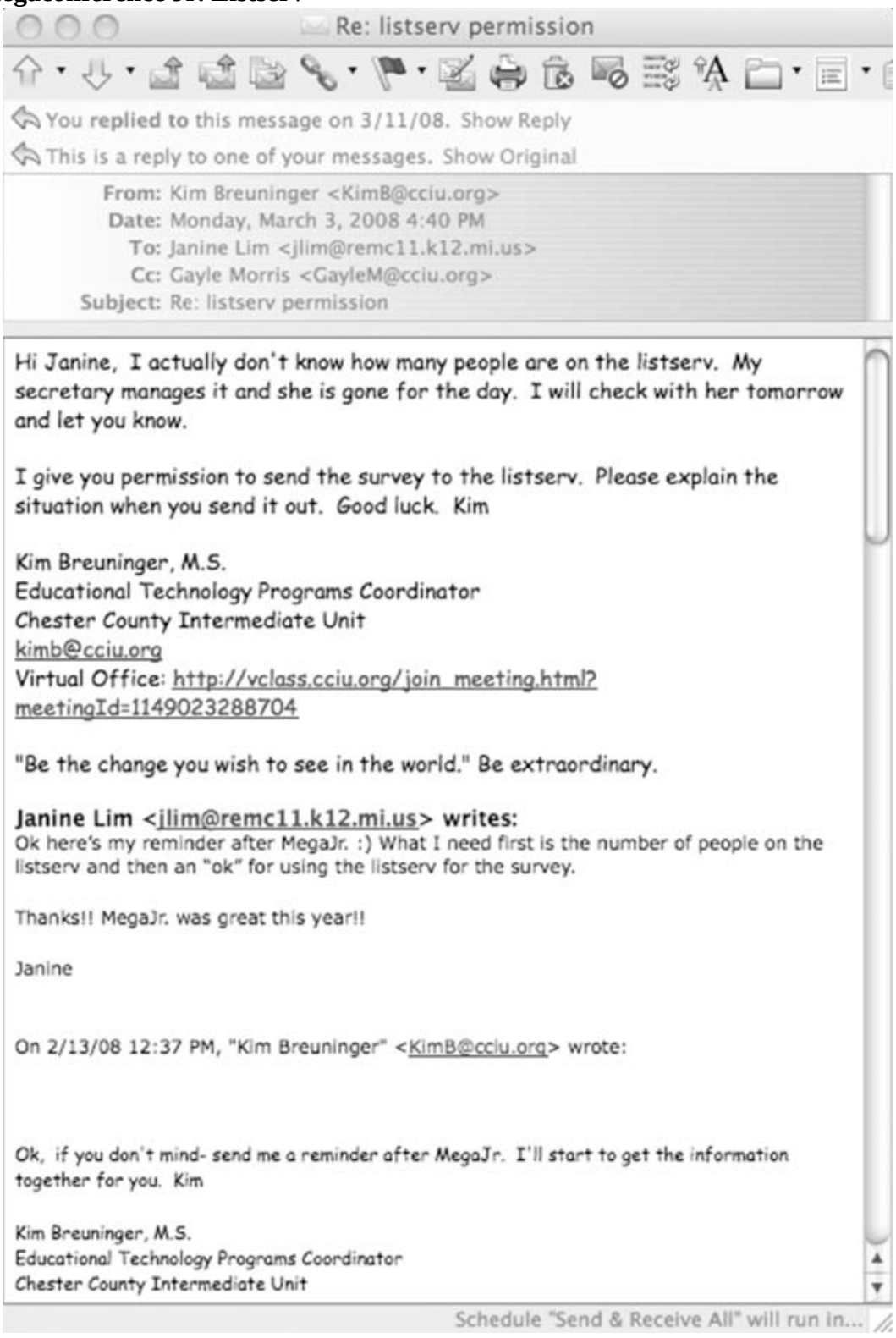
Janine

Janine Lim — jlim@remc11.k12.mi.us
Instructional Technology Consultant — Ph: (269) 471-7725x101
Berrien County ISD — Fax: (269) 471-1221
711 St. Joseph Ave. — Web: http://www.remc11.k12.mi.us/dl
Berrien Springs, MI 49103 — Blog: http://bcisdvcs.wordpress.com

TWICE Board Member
ASK Coordinator 2007-2008 — http://www.twice.cc/
RAP Verification Coordinator 2008 — http://www.twice.cc/read/
TWICE Collaborations Around the Planet — http://projects.twice.cc/

Schedule "Send & Receive All" will run in 1 ...

Megaconference Jr. Listserv



Re: listserv permission

You replied to this message on 3/11/08. Show Reply

This is a reply to one of your messages. Show Original

From: Kim Breuninger <KimB@cciu.org>
Date: Monday, March 3, 2008 4:40 PM
To: Janine Lim <jlim@remc11.k12.mi.us>
Cc: Gayle Morris <GayleM@cciu.org>
Subject: Re: listserv permission

Hi Janine, I actually don't know how many people are on the listserv. My secretary manages it and she is gone for the day. I will check with her tomorrow and let you know.

I give you permission to send the survey to the listserv. Please explain the situation when you send it out. Good luck. Kim

Kim Breuninger, M.S.
Educational Technology Programs Coordinator
Chester County Intermediate Unit
kimb@cciu.org
Virtual Office: http://vclass.cciu.org/join_meeting.html?meetingId=1149023288704

"Be the change you wish to see in the world." Be extraordinary.

Janine Lim <jlim@remc11.k12.mi.us> writes:
Ok here's my reminder after MegaJr. :) What I need first is the number of people on the listserv and then an "ok" for using the listserv for the survey.

Thanks!! MegaJr. was great this year!!

Janine

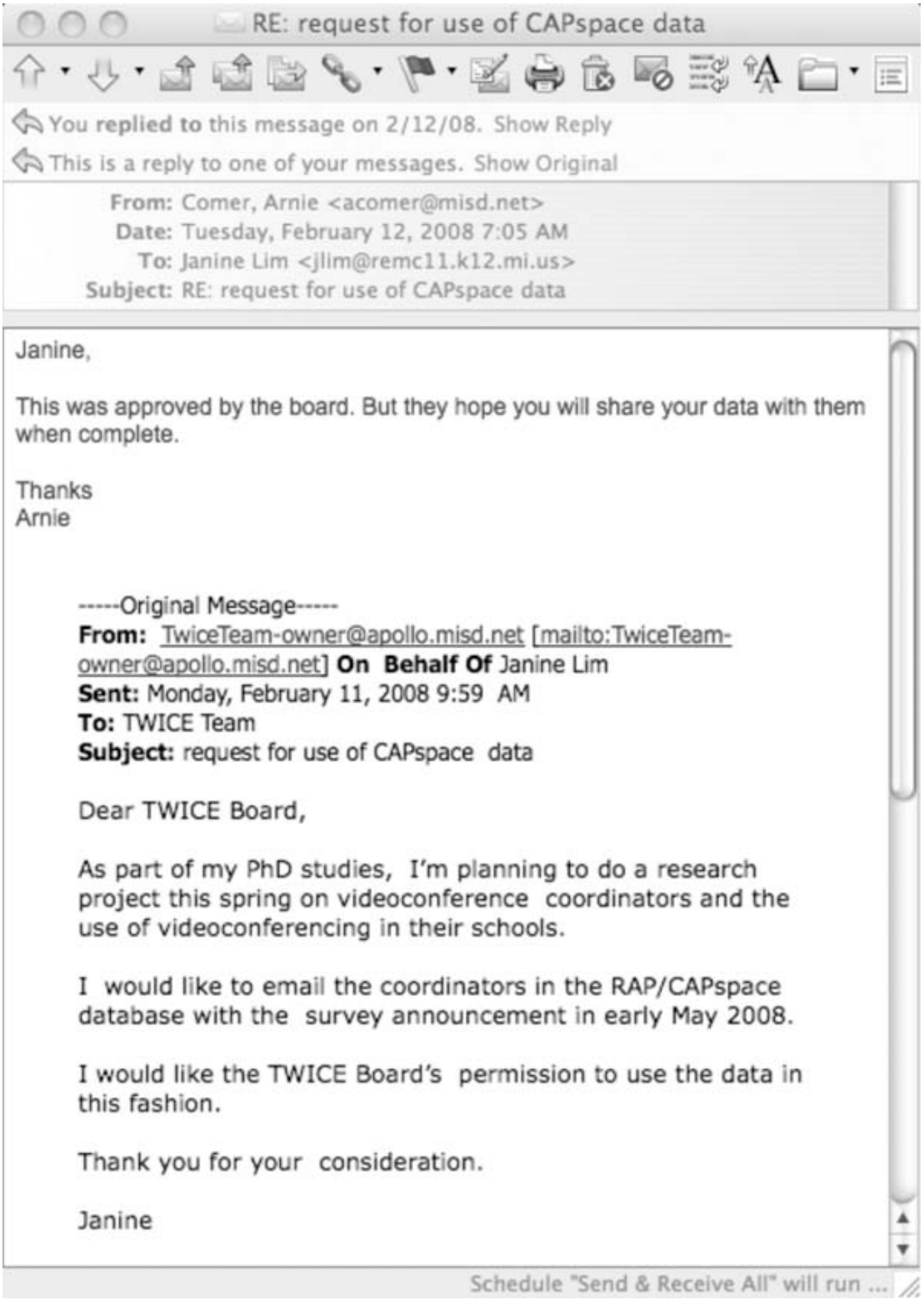
On 2/13/08 12:37 PM, "Kim Breuninger" <KimB@cciu.org> wrote:

Ok, if you don't mind- send me a reminder after MegaJr. I'll start to get the information together for you. Kim

Kim Breuninger, M.S.
Educational Technology Programs Coordinator
Chester County Intermediate Unit

Schedule "Send & Receive All" will run in...

TWICE (Two Way Interactive Connections in Education) Permission



RE: request for use of CAPspace data

You replied to this message on 2/12/08. Show Reply

This is a reply to one of your messages. Show Original

From: Comer, Arnie <acomer@misd.net>
Date: Tuesday, February 12, 2008 7:05 AM
To: Janine Lim <jlim@remc11.k12.mi.us>
Subject: RE: request for use of CAPspace data

Janine,

This was approved by the board. But they hope you will share your data with them when complete.

Thanks
Arnie

-----Original Message-----
From: TwiceTeam-owner@apollo.misd.net [mailto:TwiceTeam-owner@apollo.misd.net] **On Behalf Of** Janine Lim
Sent: Monday, February 11, 2008 9:59 AM
To: TWICE Team
Subject: request for use of CAPspace data

Dear TWICE Board,

As part of my PhD studies, I'm planning to do a research project this spring on videoconference coordinators and the use of videoconferencing in their schools.

I would like to email the coordinators in the RAP/CAPspace database with the survey announcement in early May 2008.

I would like the TWICE Board's permission to use the data in this fashion.

Thank you for your consideration.

Janine

Schedule "Send & Receive All" will run ...