

Designing and making the case for a “bring your own device” (BYOD) initiative for a Bahamian library cadet program

Introduction and Purpose

This study is aimed at developing a *bring your own device* initiative for library cadet students who are interested in learning how to use their own mobile device technology appropriately and ethically for research and for personal learning in a formal, informal or non-academic setting. The researcher using convenience sampling wants to determine if library cadet students who frequently attend meetings own mobile devices such as iPads, iPods, iPhones, kindles, tablets, or smart phones. The researcher also wants to make the case that library cadet meetings can be used as training opportunities to help students to appropriately and ethically use mobile devices owned and to assist in improving their digital citizenship. BYOD enables a personal device owned by the student to become a tool that helps to accomplish a goal employed by the cadet trainers to create a 21st century teaching and learning environment (Donovan & Green, 2014). According to Schad (2014), BYOD itself will have no impact on student learning or engagement if the instruction is still based on a traditional pencil-and-paper model. Research by Schad further suggests that BYOD must meet a higher goal which is to change how cadet trainers incorporate technology to instruct cadet students (Schad, 2014). The literature review that follows will provide evidence for the success of such an initiative.

Literature Review

An Australian private school ran a pilot for a smart phone program applying the premise that it's more valuable to determine students' abilities to research information than their abilities to competently memorize information in our modern context (Devaney, 2008). Library cadet trainers who feel favorably disposed to this paradigm shift are able to help library cadet students explore various ways they can use smart phones and other mobile devices away from school to support 21st century learning through content production and information literacy. Onishi (2008) indicated in his research that there is “a long list of best-seller books in Japan that were composed using smart phones”; students are changing the landscape of writing and learning using mobile devices. Library cadets trainers ought to pursue and explore opportunities to get cadet students to view mobile devices such as their smart phones as tools and not toys (Colb, 2008), then they can introduce students to activities that are both engaging and promote positive learning.

Students can use their smart phone cameras to take photos and can use it to write essays, short stories or poetry to inspire their creative writing abilities. Even on field trips students can take photos and create digital albums documenting critical ideas or cultural literacies about libraries, schooling, or who they plan to become in college or the workforce.

In each of the research studies, it was suggested that students use technologies and should be encouraged to use technology outside of school (Devaney, 2008; Onishi, 2008) and that students want a learning environment where they can use technology to explore digital content (Donovan & Green, 2014). This makes it clearly reasonable for library cadet trainers to make a case to encourage students to bring their mobile devices to library cadet meetings to teach them appropriate and ethical use of such tools. Cadet trainers need to develop activities which encourage students to identify potential problems of inappropriate and unethical use of mobile devices and try to look for solutions before they happen both inside and outside their formal, informal or non-academic learning.

Other researchers such as Liz Colb (2008) assessed that youth don't show etiquette with their use of smart phones and the way such devices are used to exploit or bully themselves and other people. In the resource, *Security vs. Access*, the researchers highlight that students periodically add content online without seeking authorized permission, make inappropriate calls and resort to sending annoying text messages. These researchers also purport that students may visit websites that display inappropriate content and when such sites are blocked they may still make some attempt to gain access (Robinson, Brown & Green, 2010, Brooks-Young, 2010). Whether it is inside or outside of the classroom, students benefit from direct instruction in digital literacy and etiquette, even more so Olsen (2008) predicts that mobile device use will surpass desktop use for most teenagers. A technology study conducted by the Associated Press in 2012 also highlights the increased ownership of tablets and e-readers by users of all ages and essentially in non-academic settings. Therefore, it becomes necessary for trainers to establish and model positive digital citizenship in and out of the classroom as such traits can prepare students to adopt skills and positive traits for college and the workplace (Casner-Lotto & Benner, 2006).

Research questions:

- 1) What types of mobile devices are owned by library cadet students?
- 2) Do library cadet students practice positive digital citizenship with their use of mobile devices such as iPads, iPods, tablets or smartphones?
- 3) Would library cadet students want to use their smart phones for learning or academic purposes at cadet meetings?

The above research questions were created by the researcher to capture responses and data collected from the study and will be useful for reporting the findings or results to the reader. An explanation of qualitative data analysis and other techniques used will be discussed in the study.

Description of questions and instruments

The researcher used three instruments to collect data for this study: surveys to gather demographic information, interviewing of both students and cadet trainers to determine how the library cadet environment can be transitioned to mobile learning. An observation schedule instrument is used to collect data on how students interact at meetings; do cadet students use/not use devices for activities, and their behavior during meeting activities. This instrument has been used for studies on students and their use of technology (see the Appendices). According to Waxman and Pardon (2005), the instrument's format allows the researcher/observer to document student processes in a non-formal learning environment using accurate descriptions. A survey questionnaire will be administered to the student. The types of survey questions (not more than ten questions) that the researcher will require from students will range from the type of mobile devices owned to what they are doing with their technology devices. The format will be open- and closed-ended questions using clear, unbiased and appropriate language. The closed-ended questions will focus on what kinds of devices are owned and the type of device. The researcher would also like to determine whether these devices are used more by males or females, or whether there is no difference between the sexes. The researcher will also address through reliable interviewing of cadet trainers whether a BYOD initiative can be successfully implemented for this group of library cadet students within the Bahamian geographic area.

Sampling and Method

Setting and Participants

A convenience sample is a group of individuals who (conveniently) are available for study. Thus, the researcher will select Bahamian high school students (both male and female) in grades 7 through 12 who are active members of a library cadet program. At a tiny public library headquarters, where twenty (20) Bahamian cadet students, ages 11 to 16, which are enrolled in the library cadet program, will participate in this study. Students who are not affiliated with the cadet program are excluded from this study. Participants will be contacted by telephone and through email. Bahamas Library Services Director will provide the researcher with a master list of all library cadets with their contact information. If students have a presence on social media, the researcher may also consider contacting students via this medium. Permission letters for the parents of library cadets will be provided. See Appendices section.

Sample

The population for this study is defined as all high school students from public and private schools who are members of the library cadet program during the fall periods of 2014-2015. Participants included twenty (20) high school students, (70% girls) and (30% boys), who were originally enrolled as library cadet students since the fall of 2014. This is a case study of high school students who come from three different localities: public high schools, private high schools and a specialized institution for at-risk students. Data for the investigation were collected in the fall of this academic year, when students were available to actively participate in cadet sessions and attend meetings. Three sources of data were used for this investigation, all collected during a two-week period in the fall of this year: (a) questionnaires and interviews were completed by library cadet students, (b) demographic data gathered using the Qualtrics survey, and (c) observations were made of the library cadet students by the field researcher. To avoid possible data-collection problems, students without internet access will be provided with a paper questionnaire. The researcher selected the survey method because it is a productive way to get large numbers of responses in relatively short time frames for a reasonable cost; usually the participant taking the survey does not find it difficult, especially if it will not take long to complete (Luttrell, 2010; Remenyi & Bannister, 2013). According to Brewerton, obtaining a large portion of data is important when researchers want to make generalizations that are valid for the population being investigated (Brewerton & Millward, 2006). The researcher is also cognizant that surveying as a method has limitations, but it is equally one of the best approaches for a researcher to gain an understanding of people's attitudes, beliefs and practices (Hansen, 1998).

Research design

The qualitative research approach will be utilized to explore this study (Creswell, 2014). According to Patton (1990), the "purpose of surveying is to find out what is in and on someone else's mind" (p. 278). Patton further states that "the quality of the information obtained is largely dependent on the researcher" (p. 279). The researcher plans to gather data using face-to-face or telephone interviews, an observation schedule along with a survey questionnaire. As a result, the researcher will not rely solely on fixed responses from the participants; the researcher will combine data from three sources. The researcher hopes that responses given can be expanded upon to help the reader understand the phenomenon.

Issues

The researcher believes that if pertinent information is excluded from the analysis, then the validity of the conclusions or findings could be jeopardized. Problems that are associated with biases will be addressed as it will be necessary to discuss how techniques were applied and what the interpreted results will demonstrate. A potential threat to the study is if students choose not to participate or if the information

collected is biased or unreliable. To avoid bias, which affects validity and reliability and truthfulness, the researcher will avoid questions, answers and samples that lead to it. By avoiding leading questions, the researcher would not slant what student responses should be. If the study is replicated, with a similar sample (Fraenkl & Wallen, 2006; Brink 1993), then such threats can be diminished.

Validity/Reliability

This study will meet the rigorous standards of validity. “Validity refers to the accuracy or truthfulness of a measurement” (Walonick, 2005; Calabrese, 2006, p. 58). Qualitative researchers, as is the researcher for this study, may describe triangulation, member checking, repeated observations, peer scrutiny of the data, and collaboration within the research as a way of showing the study’s validity (Calabrese, 2006).

Trustworthiness will be proven through the triangulation of the data, which leads the researcher to provide evidence through the data. Trustworthiness is more appropriate in a qualitative context because it concerned with truthfulness and accuracy when the researcher presents her findings. Therefore, the survey questions in this proposal aims to reduce ambiguity and bias (Brink, 1993), does not ask leading questions and avoids emotive and stressful questions.

Survey questions

The survey questionnaire was administered using Qualtrics and conducted within the Bahamas by the researcher during the 20th throughout the 27th of November, 2015. One group or class of students was the targeted audience. Library cadet students, with a population of (n = 20), a subset of library cadet students from the population might also be users of mobile devices. Data will be examined for interactions among a community of Bahamian learners for evidence of preparedness, proficiency, and innovation with mobile or smart devices such as tablets, iPads/iPods, Kindles, tablets and smartphones. The survey is attempting to measure the theoretical construct: activity theory. Activity theory will help the researcher make sense of technology in learning environments—this construct is critically important for understanding human activity in the context of their interaction with mobile devices. At the core of research are four systematic goals, these are: (a) “attempts to describe behavior, (b) explain behavior, (c) predict behavior, and (d) determine the cause of behavior” (Cozby, 2009, Calabrese, 2006). The questions below were extracted from the literature. The primary resource consulted for devising the questions was Lenny Schad’s (2014) book, *Bring your own device: Transform instruction with any device*.

The Qualtrics survey is accessible using the following link (to access cut and paste in your browser):

https://njcu.co1.qualtrics.com/SE/?SID=SV_1SsGGETEokFRtLD

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Appendices

Questionnaire: Hi students,

Welcome to the 'bring your own device' (BYOD) student survey. The researcher is looking for your feedback as it pertains to establishing a BYOD initiative for our library cadet program. Your feedback will help the researcher to compile data needed to design this program and create a 21st century learning environment. There are ten questions and it will take you 10-12 minutes to complete. Thank you in advance for your participation and feedback. *The Qualtrics survey is accessible using the following URL:*

https://njcu.co1.qualtrics.com/SE/?SID=SV_1SsGGETEokFRtLD

1) What is your gender? Male or Female

2) I am a library cadet in:

Grade 7 -- Grade 8 -- Grade 9 -- Grade 10 -- Grade 11 -- Grade 12

3) Do you own a type of mobile device listed below: (iPad, iPad mini, iPhone, Galaxy tablet, Kindle, Android, cell phone, Smartphone, chromebook, netbook, digital camera, document camera)

4) Which best describes the mobile device that you use most often at the library? The device that the library owns OR it is the device I own.

5) Library Cadet Trainers and Librarians engage and enhance my learning experience when they use mobile technology? Strongly agree, agree, neither agree or disagree, disagree and strongly disagree.

6) For the mobile devices listed along the top, please select the statement that appropriately describes how you feel: (Select all that apply)

	Tablet/Kindle	iPad/iPad Mini	Smart phone/Cellphone
I would want to bring this to cadet meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would like to bring it to cadet meetings but I don't	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can bring it to meetings if I get permission to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can bring it to cadet meetings to use for research and other planned activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would feel comfortable using this device at cadet meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not own this device	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7) I might not bring a device I own to library cadet meetings for the following reasons: (Select all that apply)

- My parent or guardian will not allow me to bring it to meetings
- It may get damaged or stolen
- I don't see the need
- I don't own a device

8) Do you use your smart phone as a learning tool or for leisure? Explain.

9) I am already bringing my mobile device to cadet meetings to do the following activities: (Slide to show the activities performed most frequently)

	0	10	20	30	40	50	60	70	80	90	100	
Take notes												<input type="text"/>
Conduct research												<input type="text"/>
Participate in group work												<input type="text"/>
Access library databases and resources												

10) How do you think bringing your own device to cadet meetings would impact your learning? Select all that apply.

- I can access research more quickly and accurately
- I could learn to use digital resources
- I would be more engaged in learning

Interview questions (for students)

- a. What type of mobile technologies do you frequently use at library cadet meetings?
- b. For what purpose, would you want to use your mobile devices at library cadet meetings?
- c. How has your smart phone changed the way you communicate with others? Which features are most important to you and why?
- d. Digital citizenship involves respecting you, others and the law (i.e. rules and limitations set by those in authority). Have you ever bullied someone using technology?
- e. Do you practice positive digital citizenship when using your mobile devices?
- f. "Digital literacy is the ability to accurately locate, understand, analyze, and evaluate information using digital tools" (Brooks-Young, 2010). Based on this definition...are you digitally literate?

Observation schedule instrument (Adapted from Waxman & Pardon, 2005)

1. Library Cadet Trainer _____ Student Participant _____ Male/Female _____

2. Library Cadet Engagement and behaviors during meetings:

_____ using mobile device for learning _____ not using mobile device for learning _____ conducting library research _____ reviewing Demo _____ accessing internet _____ working in group _____ alone _____ observing a peer or cadet trainer _____ Q&A _____ observing activities _____ Listening



PERMISSION/CONSENT LETTER

Dear Parent or Guardian:

I am a doctoral candidate at New Jersey City University who is conducting a research project on making the case for developing a “bring your own device” library initiative for Bahamas Library Services Cadet Program. I request permission for your child(ren) to participate. His or her participation is completely “voluntary”.

Students are required to complete a ten-question survey and short interview. This survey will use language that your child can understand and your child will only participate if he or she is willing to do so. He/she can withdraw at any time.

As the primary researcher, I will be the only person with access to the information that your child provides. When the data is published, it will be reported as group results; all personal information will remain confidential. At the conclusion of this study, you will be provided with a copy of the results. The data will be collected using Qualtrics software. Data will not be publically accessible and will be disclosed only with your permission or as required by Bahamian law. Confidentiality will be maintained by the IRB and ethical board of New Jersey City University.

I will be happy to answer any questions or should you desire more information, please contact me at 242-3024601 or email me at apinderdarling@njcu.edu. Information regarding the faculty sponsor can be made available upon request.

If you have additional questions about your rights as a research subject, you may kindly contact the New Jersey City University Institutional Review Board (IRB) by mail at 2039 Kennedy Boulevard, Science 332, Jersey City, NJ 07306 or email to mlord@njcu.edu.

You can indicate whether or not you wish to allow your child to participate in this project by selecting one of the statements below by signing your name and returning this form to the Bahamas Library Services Headquarters. Sign both copies and retain one for your records.

_____ I grant permission for my child to participate in this study

_____ I do not grant permission for my child to participate in this study

_____ (Signature of Parent/Guardian) _____ (Printed Name)

_____ (Printed Name of Child) _____ (Date)

**NEW JERSEY CITY UNIVERSITY
INSTITUTIONAL REVIEW BOARD**

File # _____

APPLICATION FOR REVIEW OF RESEARCH

1. TYPE OF APPROVAL REVIEW REQUESTED (CHECK ONE):

FULL REVIEW EXPEDITED EXEMPT REVIEW

2. PRINCIPAL INVESTIGATOR: Antoinette Pinder-Darling

DEPARTMENT: Educational Technology

PHONE: 242-3024601

TITLE OF RESEARCH: Designing and making the case for a "bring your own device" BYOD initiative for a Bahamian library cadet program.

CO-INVESTIGATORS: _____

3. PURPOSE OF RESEARCH (INDEPENDENT PROJECT, MASTER'S THESIS, AND COURSE WHICH INCLUDES COURSE TITLE, SEMESTER AND INSTRUCTOR'S NAME.) ETC.

This is an independent project for EDTC 809.

4. IF YOU ARE A STUDENT RESEARCHER PLEASE PROVIDE THE FOLLOWING:

MAILING ADDRESS: #24 Quarry Mission Road

CITY/STATE/ZIP: Nassau, Bahamas [P. O. Box N-4491]

TELEPHONE: 242-3024601 EMAIL: apinderdarling@njcu.edu

FACULTY SPONSOR NAME: _____

DEPARTMENT OF SPONSORING FACULTY: Educational Technology

EXT. 201-200-2547

FAX : 201-200-2334

EMAIL: _____

FACULTY SPONSOR SIGNATURE: _____

DATE: _____

5. HAS THIS RESEARCH PROJECT BEEN CONSIDERED PREVIOUSLY BY THE IRB?

YES

NO

IF YES, GIVE LAST APPROVAL DATE: _____

6. SOURCE OF FUNDING (IF APPLICABLE):

UNIVERSITY GRANTS: PLEASE INDICATE WHICH GRANT PROGRAM: (FOUNDATION, SBR)

EXTRAMURAL FUNDS: PLEASE INDICATE AGENCY NAME: _____

TITLE: _____

AWARD NUMBER: _____

DATE : _____

7. ARE YOU WORKING WITH A RESEARCHER FROM ANOTHER INSTITUTION? IF SO, BE AWARE THAT YOUR CO-INVESTIGATOR MUST ALSO SUBMIT YOUR JOINT PROPOSAL TO THE IRB AT THE INSTITUTION THAT EMPLOYEES HIM/HER. YES NO

8. WHAT IS THE OBJECTIVE OF THE RESEARCH?

This study is aimed at developing a bring your own device initiative for library cadet students who are interested in learning how to use their own mobile device technology appropriately and ethically for research and for personal learning in a formal, informal or non-academic setting. The researcher using convenience sampling wants to investigate if library cadet students who frequently attend meetings own mobile devices such as iPads, iPods, kindles, tablets, or smart phones. The researcher also wants to make the case that library cadet meetings can be used as training opportunities to help students to appropriately and ethically use mobile devices owned or borrowed and to assist in improving their digital citizenship.

9. DOES YOUR RESEARCH INVOLVE ANY OF THE FOLLOWING (CHECK ALL THAT APPLY)?

- MINORS
- PRISONERS
- PREGNANT WOMEN
- USE OF THE INVESTIGATORS' CURRENT STUDENTS AS SUBJECTS DRUGS OR OTHER CONTROLLED SUBSTANCES
- PSYCHOLOGICAL OR PHYSIOLOGICAL STRESS ABOVE THE LEVEL OF NORMAL EVERYDAY ACTIVITIES MISLEADING OR DECEIVING SUBJECTS ABOUT ANY ASPECT OR PURPOSE OF THE RESEARCH
- COLLECTION OF INFORMATION WHICH DEALS WITH SENSITIVE ASPECTS OF THE PARTICIPANTS' BEHAVIOR (ILLEGAL ACTIVITY, DRUG OR ALCOHOL USE, SEXUAL BEHAVIOR, ETC.)
- COLLECTION OF INFORMATION WHICH WOULD PLACE SUBJECTS AT RISK OF CRIMINAL OR CIVIL LIABILITY IF IT BECAME KNOWN
- COLLECTION OF INFORMATION WHICH COULD AFFECT SUBJECTS' FINANCIAL STANDING, EMPLOYABILITY, OR REPUTATION
- EXAMINATION OF EXISTING DATA, RECORDS, DOCUMENTS, OR SPECIMENS THAT ARE NOT PART OF THE PUBLIC RECORD
- CHILDREN INVOLVED IN YOUR RESEARCH WITHOUT SENSITIVE INFORMATION ABOUT THEMSELVES OR THEIR FAMILIES.
- COLLECTING OR STUDYING EXISTING DATA, DOCUMENTS, RECORDS, PATHOLOGICAL SPECIMENS OR DIAGNOSTIC SPECIMENS WHICH ARE PUBLICLY AVAILABLE AND FROM WHICH PARTICIPANTS CANNOT BE IDENTIFIED BY ANYONE OTHER THAN THE INVESTIGATOR(S).

**IF ANY OF THE ABOVE ITEMS ARE CHECKED
YOUR PROPOSAL DOES NOT QUALIFY FOR AN EXEMPT REVIEW**

10. DESCRIBE THE DESIGN OF THE RESEARCH INCLUDING WHAT WILL BE REQUIRED OF SUBJECTS (ATTACH ADDITIONAL SHEET IF NECESSARY):

The qualitative research approach will be utilized to explore this study. According to Patton (1990), the “purpose of surveying is to find out what is in and on someone else’s mind” (p. 278). Patton further states that “the quality of the information obtained is largely dependent on the researcher” (p. 279). The researcher plans to gather data using both an observational and interview approach along with data gathered from surveys. As a result, the researcher will not rely solely on fixed interview responses from the participants; the researcher will combine this data along with the results of Qualtrics survey. The researcher will take observational notes, survey the participants using Qualtrics, and analyze the collected data from an interview to understand the phenomenon.

Participants once consent has been obtained will answer the Qualtrics survey, combined with in-person and phone interviews to answer the following research questions:

1. **What types of mobile devices are owned by library cadet students?**
2. **Do library cadet students practice positive digital citizenship with their use of mobile devices such as iPads, iPods, tablets or smartphones?**
3. **Would library cadet students want to use their smart phones for learning purposes at cadet meetings?**

11. UNDER WHICH OF THE FOLLOWING CATEGORIES ARE YOU APPLYING FOR EXEMPTION?

1. RESEARCH CONDUCTED IN ESTABLISHED OR COMMONLY ACCEPTED EDUCATIONAL SETTINGS, INVOLVING NORMAL EDUCATIONAL PRACTICES, SUCH AS (I) RESEARCH ON REGULAR AND SPECIAL EDUCATION INSTRUCTIONAL STRATEGIES, OR (II) RESEARCH ON THE EFFECTIVENESS OF THE COMPARISON AMONG INSTRUCTIONAL TECHNIQUES, CURRICULA, OR CLASSROOM MANAGEMENT METHODS.
2. RESEARCH INVOLVING THE USE OF SOCIAL SCIENCE OR EDUCATIONAL TESTS (COGNITIVE, DIAGNOSTIC, APTITUDE, ACHIEVEMENT), SURVEY PROCEDURES, INTERVIEW PROCEDURES, OR OBSERVATION OF PUBLIC BEHAVIOR UNLESS (I) INFORMATION IS OBTAINED IN SUCH A WAY AS THAT THE PARTICIPANTS CAN BE IDENTIFIED DIRECTLY OR INDIRECTLY OR (II) THE PARTICIPANTS' RESPONSES, IF THEY BECAME KNOWN, COULD PLACE THE PARTICIPANT AT RISK OF CRIMINAL OR CIVIL LIABILITY OR BE DAMAGING TO THE PARTICIPANTS' FINANCIAL STANDING, REPUTATION, OR EMPLOYABILITY. (ALL RESEARCH INVOLVING SURVEY AND INTERVIEW PROCEDURES IS EXEMPT WHEN THE PARTICIPANTS ARE ELECTED OR APPOINTED PUBLIC OFFICIALS OR CANDIDATES FOR PUBLIC OFFICE. HOWEVER, CONFIDENTIALITY MUST BE MAINTAINED WHEN REQUIRED BY FEDERAL STATUTE.)
3. RESEARCH INVOLVING THE COLLECTION OR STUDY OF EXISTING DATA, DOCUMENTS, RECORDS, PATHOLOGICAL SPECIMENS, OR DIAGNOSTIC SPECIMENS, IF THESE SOURCES ARE PUBLICLY AVAILABLE OR IF THE INFORMATION IS RECORDED BY THE INVESTIGATOR IN SUCH A MANNER THAT PARTICIPANTS CANNOT BE IDENTIFIED.
4. RESEARCH AND DEMONSTRATION PROJECTS WHICH ARE FUNDED BY A FEDERAL AGENCY AND DETERMINED TO BE EXEMPT BY THE AGENCY HEAD AND WHICH ARE DESIGNED TO STUDY, EVALUATE, OR OTHERWISE EXAMINE: (I) PUBLIC BENEFIT OR SERVICE PROGRAMS; (II) PROCEDURES FOR OBTAINING BENEFITS OR SERVICES UNDER THOSE PROGRAMS; (III) POSSIBLE CHANGES IN OR ALTERNATIVES TO THOSE PROGRAMS OR PROCEDURES; OR (IV) POSSIBLE CHANGES IN METHODS OR LEVELS OF PAYMENT FOR BENEFITS OR SERVICES UNDER THOSE PROGRAMS.
5. EXEMPTION FOR COLLECTION OR STUDY OF EXISTING DATA: RESEARCH INVOLVING COLLECTION OR STUDY OF EXISTING DATA, DOCUMENTS, RECORDS, IF THESE DATA ARE NON-IDENTIFIABLE AND PUBLICLY AVAILABLE OR INFORMATION IS RECORDED BY THE INVESTIGATOR IN SUCH A MANNER THAT SUBJECTS CANNOT BE IDENTIFIED DIRECTLY THROUGH IDENTIFIERS LINKED TO THE SUBJECT (CODES LINKING NAMES TO DATA ARE CONSIDERED INDIRECT IDENTIFIERS).
6. EXEMPTION FOR STUDY OF THE DEPARTMENT OF HEALTH AND HUMAN SERVICES: UNLESS SPECIFICALLY REQUIRED BY THE STATUTE, RESEARCH AND DEMONSTRATION PROJECTS WHICH ARE CONDUCTED BY OR SUBJECT TO THE APPROVAL OF THE DEPARTMENT OF HEALTH AND HUMAN SERVICES, AND WHICH ARE DESIGNED TO STUDY, EVALUATE, OR OTHERWISE EXAMINE:
- (A) _____ PROGRAMS UNDER THE SOCIAL SECURITY ACT OR OTHER 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.

IF YOUR RESEARCH IS GIVEN EXEMPTION STATUS, THE FOLLOWING MUST BE STATED ON A COVER LETTER ACCOMPANYING ANY SURVEY OR QUESTIONNAIRES.

1. A STATEMENT THAT ALL PARTICIPATION IS VOLUNTARY
2. A STATEMENT THAT YOU ARE CONDUCTING RESEARCH AND THE REASON FOR IT (MASTER'S THESIS, PUBLICATION, ETC.)
3. PURPOSE OF THE RESEARCH - WHAT YOU ARE INVESTIGATING
4. A STATEMENT THAT ALL RESPONSES WILL BE KEPT ANONYMOUS AND CONFIDENTIAL
5. A STATEMENT THAT PARTICIPANTS NEED NOT RESPOND TO ALL QUESTIONS
6. IF PARTICIPANTS ARE YOUR OWN STUDENTS, A STATEMENT THAT CLASS STANDING WILL NOT BE AFFECTED IN ANY WAY BASED ON PARTICIPATION
7. THE NAME AND TELEPHONE NUMBER OF THE PRINCIPAL INVESTIGATOR (PI) AND FACULTY SPONSOR (IF APPLICABLE)

CLAIMS FOR EXEMPTION MAY NOT BE MADE FOR (A) RESEARCH INVOLVING CHILDREN, (B) AIDS-RELATED RESEARCH, (C) RESEARCH INVOLVING SUBSTANCE OR CHILD ABUSE OR (D) RESEARCH TO BE CONDUCTED AT THE V.A. (RESEARCH UNDER THESE CATEGORIES IS SUBJECT TO SPECIAL FEDERAL GUIDELINES.)

ALL IRB APPLICANTS MUST COMPLETE QUESTIONS 12 – 18

12. DESCRIBE THE SUBJECTS WHO WILL BE PARTICIPATING (NUMBER, AGE, GENDER, ETC.)

The subjects to participate in the study are Bahamian high school students (both male and female) in grades 7 through 12 who are active members of a library cadet program. The ages range from 11 to 16.

13. HOW WILL SUBJECTS BE RECRUITED? IF STUDENTS, WILL THEY BE SOLICITED FROM CLASS?

Participants will be contacted by telephone and through email. The Bahamas Library Services Director will provide the researcher with a master list of all library cadets with their contact information. If students have a presence on social media, the researcher may also consider contacting students via this medium. Permission letters for the parents of library cadets will be provided.

14. WHAT RISKS TO SUBJECTS (PHYSIOLOGICAL AND/OR PSYCHOLOGICAL) ARE INVOLVED IN THE RESEARCH?

There will be no physiological or psychological risks involved with this research study.

15. IS DECEPTION INVOLVED IN THE RESEARCH? IF SO, WHAT IS IT AND WHY WILL IT BE USED?

This research study will not involve deception.

16. WHAT INFORMATION WILL BE GIVEN TO THE SUBJECTS AFTER THEIR PARTICIPATION? IF DECEPTION IS USED, IT MUST BE DISCLOSED AFTER PARTICIPATION.

At the conclusion of the study, the parents of participants and participants able to read the study will be provided with a copy of the results.

17. HOW WILL CONFIDENTIALITY BE MAINTAINED? WHO WILL KNOW THE IDENTITY OF THE SUBJECTS? IF A PRE AND POST TEST DESIGN IS USED HOW WILL THE SUBJECTS BE IDENTIFIED?

Qualtrics will be used to create participant surveys and will be used to access results. The researcher will be the only person to know the identity of each minor.

18. HOW WILL THE DATA BE RECORDED AND STORED? WHO WILL HAVE ACCESS TO THE DATA? WHERE WILL IT BE STORED? ALL DATA MUST BE KEPT FOR A MINIMUM OF THREE YEARS.

The results from the Qualtrics survey administered will be retained on the database which is only accessible by password protection to the researcher. Information gathered through interviews will be housed in a cabinet that can be locked.

APPENDIX

INSTITUTIONAL REVIEW CHECK LIST

Attach with your IRB Application

Institutional Review Board

Check List for Submitting a Complete IRB Application

1. That they will be participating in research; No
2. The purpose of the research; No
3. The expected duration of the participant's participation; No
4. The procedures to be followed; No
5. Any foreseeable risks or discomforts the participant may suffer; No
6. The benefits to the participant and others that may occur as a result of the research; No
7. Appropriate alternative procedures or courses of treatment that are open to the participant; No
8. The extent to which confidentiality and anonymity will be maintained; No
9. The amount of compensation or medical treatment that is available for research that involves more than minimal risk; Yes No
10. Whom to contact (principal investigator) with any questions they may have; No
11. All questions on the application have been completed. No
12. All supporting documents have been attached. This includes protocol, survey instruments, interview schedules and letters. No
13. If this study requires approval of another Committee or cooperating agency, documentation of approval or notice of application has been attached. No
14. Signatures of advisor for student research been secured. No
15. A copy of this application has been made for the investigator's records. *If this Application is approved, this copy must be maintained for 3 years after the completion of the study by the PI or faculty sponsor.* No
16. That participation is voluntary, and that the participant may withdraw at any time without suffering a penalty; and No
17. That participation does not imply that an employer-employee relationship exists between the participant and the State of New Jersey, New Jersey City University, the principal investigator or any other project facilitator. No

Consent is given by signing a written statement that includes the above elements. If participants are minors or unable to give consent (due to a mental disability, etc.) consent must be obtained from the legal guardian. A copy of the informed consent form must be included with each application and submitted to the IRB.