University of Edinburgh

MORAY HOUSE SCHOOL OF EDUCATION ETHICS COMMITTEE

Application Form
(This form is for completion electronically)

This form should be used for all research carried out under the auspices of Moray House School of Education. A four-tier system of ethical approval has been developed, administered by the Ethics Sub-committee and the Research Support Office. The levels within the system are explained below. Please tick the appropriate box to indicate which level applies to your research.

All applications should be submitted well in advance of a required date of approval, particularly in the case of Level 3. Applications will normally be processed within 2-4 weeks, but this cannot be guaranteed.

Level 0: If your research project is completely desk-based, i.e. does not involve participants you are not obliged to apply for ethical approval. However, you may find it useful to do so to ensure that you are conforming to confidentiality guidelines.

Level 1: applies to 'straightforward' non-intervention, observational research (e.g. analysis of archived data, classroom observation, use of standardised questionnaires).

Level 2: covers novel procedures or the use of atypical participant groups – usually projects in which ethical issues might require more detailed consideration but were unlikely to prove problematic.

Level 3: applies to research which is potentially problematic in that it may incorporate an inherent physical or emotional risk to participants.

Colleagues are reminded that all researchers working directly with children and other groups as listed in 4.3 in the application form should ensure they have prior Disclosure Scotland clearance (formerly Scottish Criminal Record Office). This is a confidential process and forms are available from hr.hss@ed.ac.uk. Members of staff who have current clearance through GTC membership are already covered.

Applicants must indicate their commitment to following the ethical guidelines appropriate to their research (e.g. BERA, BSA, BPS, BASES).

Name...Andrew Manley.......................... Department ...PESLS..................

Ethical guidelines followed...BPS..............................

Has your Head of Department/Supervisor approved this application  Yes

You may find it helpful to copy and paste this symbol beside the relevant box when answering: ✓

26/1/09
**SECTION 1: PROJECT DETAILS**

1.1 Title of Project: AN EXPLORATION OF THE INFORMATIONAL CUES STUDENTS UTILISE TO FORM AN INITIAL IMPRESSION OF A LECTURER

1.2 Proposed start date: IMMEDIATELY

1.3 Duration of the project: THREE MONTHS

1.4 List the following details of the Principal Investigator, and any Co-Investigator(s)

<table>
<thead>
<tr>
<th>Principal Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Andrew Manley</td>
</tr>
<tr>
<td>Title: Lecturer in Sport Psychology</td>
</tr>
<tr>
<td>Department: PESLS</td>
</tr>
<tr>
<td>Address: The University of Edinburgh, St Leonard's Land, Holyrood Rd, Edinburgh, EH6 6HU</td>
</tr>
<tr>
<td>Tel: 0131 651 6643</td>
</tr>
<tr>
<td>Email: <a href="mailto:Andrew.Manley@ed.ac.uk">Andrew.Manley@ed.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: John Batten</td>
</tr>
<tr>
<td>Title: Lecturer in Sport and Exercise Psychology</td>
</tr>
<tr>
<td>Department:</td>
</tr>
<tr>
<td>Address: The University of Winchester, Winchester, Hampshire, SO22 4NR</td>
</tr>
<tr>
<td>Tel: 01962 827289</td>
</tr>
<tr>
<td>Email: <a href="mailto:John.Batten@winchester.ac.uk">John.Batten@winchester.ac.uk</a></td>
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<table>
<thead>
<tr>
<th>Co-Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Matthew Smith</td>
</tr>
<tr>
<td>Title: Lecturer in Sport and Exercise Psychology</td>
</tr>
<tr>
<td>Department: School of Sport, Exercise &amp; Health Sciences</td>
</tr>
<tr>
<td>Address: The University of Chichester, Bishop Otter Campus, College Lane, Chichester, PO19 6PE</td>
</tr>
<tr>
<td>Tel: 01243 816341</td>
</tr>
<tr>
<td>Email: <a href="mailto:Matt.Smith@chi.ac.uk">Matt.Smith@chi.ac.uk</a></td>
</tr>
</tbody>
</table>

1.5 If funding is necessary to proceed with the study, has it been secured?  

YES ☑ NO ☐ N/A

If YES, give details of the agency/agencies supporting the project. If a funding submission is planned, give details of the agency/agencies to which a funding application(s) has been made.

1.6 Does the project require the approval of any other institution and/or ethics committee?  

YES ☑ NO ☐

If YES, give details and indicate the status of the application at each other institution or ethics committee (i.e. submitted, approved, deferred, rejected). INSTITUTIONAL ETHICS APPROVAL ACCEPTED BY THE UNIVERSITY OF CHICHESTER, WHERE SIMILAR DATA COLLECTION WILL BE CONDUCTED.

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SECTION 2: DESCRIPTION OF THE RESEARCH

Please attach a brief description (no more than 500 words) of your proposal. This should include, as appropriate, the aims and objectives of the study, the research question and/or hypothesis to be investigated, details of the sample, and data collection methods.

First impressions have the potential to influence perceivers’ expectancies of a target, which may subsequently dictate the behaviour of both parties (Miller & Turnbull, 1986: Annual Review of Psychology, 37, 233-256). In the context of coach-athlete relationships, findings suggest that certain sources of information (e.g., dynamic cues and third party reports) influence athletes’ expectancies of a coach’s competence and ability (Manley et al., 2008: The Sport Psychologist, 22, 73-89). However, the information that University students in the UK use to form expectancies of lecturers and teaching staff has not been examined. This study aims to identify the cues that UK higher education students from a range of academic courses use to initially evaluate the ability of their lecturers.

The investigation intends to recruit at least 500 native English speaking students (undergraduate and postgraduate) currently enrolled on a degree programme at the University of Edinburgh. This will form half of the population sample, with a further 500 participants expected to be recruited from the University of Chichester and the University of Winchester. Pending institutional ethics approval and the consent of relevant course organisers/teaching staff, participants will be recruited immediately prior to or following lecture classes and asked to complete a brief survey related to the informational cues that students may use when forming initial impressions and expectancies of lecturing staff (attached).

In line with previous findings (Manley et al., 2008), it is hypothesised that students will perceive static cues (e.g., gender, race/ethnicity) to be relatively unimportant during impression formation, while dynamic cues (e.g., facial expressions, body language) and third-party reports (e.g., reputation) will be viewed as influential factors in the formation of expectancies about lecturers. It is expected that the findings will not only have implications for teaching guidelines, but also inform and direct future research in the area of expectancy formation and expectancy effects in education.
SECTION 3: POTENTIAL RISKS TO PARTICIPANTS

3.1 Could the research induce any psychological stress or discomfort in the participants? YES YES NO

If YES, state the nature of the risk and what measures will be taken to deal with such problems. THE POTENTIAL RISKS AND DISCOMFORTS OF THE PRESENT PROJECT ARE LIKELY TO BE MINIMAL. HOWEVER, EVERY POSSIBLE EFFORT WILL BE MADE TO MINIMISE ANY PSYCHOLOGICAL RISK TO THE PARTICIPANT (E.G., ANXIETY). FOR EXAMPLE, CONFIDENTIALITY AND ANONYMITY WILL BE MAINTAINED AT ALL TIMES AND PARTICIPANTS WILL BE ENCOURAGED TO CONTACT THE RESEARCHER AT ANY POINT SHOULD THEY WISH TO DISCUSS ANY ISSUES OR CONCERNS ASSOCIATED WITH THEIR PARTICIPATION IN THE PROJECT.

3.2 Does the research require any physically invasive or potentially physically harmful procedures? YES YES NO

If YES, give details and outline procedures to be put in place to deal with potential problems.

3.3 Does the research involve the investigation of any illegal behaviours? YES YES NO

If YES, give details.

3.4 Is it possible that this research will lead to the disclosure of information about child abuse or neglect? YES YES NO

If YES, indicate the likelihood of such disclosure and your proposed response to this. If there is a real risk of such disclosure triggering an obligation to make a report to Police, Social Work or other authorities, a warning to this effect must be included in the Information and Consent documents.

3.5 Is there any purpose to which the research findings could be put that could adversely affect participants? YES YES NO

If YES, describe the potential risk for participants of this use of the data. Outline any steps that will be taken to protect participants.

3.6 Could this research adversely affect participants in any other way? YES YES NO

If YES, give details and outline procedures to be put in place to deal with such problems.

3.7 Could this research adversely affect members of particular groups of people? YES YES NO

If YES, describe these possible adverse effects and the protection to be put in place against them.

3.8 Is this research expected to benefit the participants, directly or indirectly? YES YES NO

If YES, give details.

26/1/09
3.9 Will the true purpose of the research be concealed from the participants?

   YES ☐    NO ☐

If YES, explain what information will be concealed and why. Will participants be debriefed at the conclusion of the study? If not, why not?

3.10 At any stage in this research could researchers' safety be compromised or could the research induce emotional distress in the researchers?

   YES ☐    NO ☐

If YES, to either or both, give details and outline procedures to be put in place to deal with potential problems.

SECTION 4: PARTICIPANTS

4.1 How many participants is it hoped to include in the research?: 500

4.2 What criteria will be used in deciding on the inclusion and exclusion of participants in the study?:
   ANYONE CURRENTLY ENROLLED ON A DEGREE PROGRAMME (UNDERGRADUATE OR POSTGRADUATE) AT THE UNIVERSITY OF EDINBURGH.

4.3 Are any of the participants likely to:
   be under 16 years of age?    YES ☐    NO ☐
   children in the care of a Local Authority?    YES ☐    NO ☐
   known to have special educational needs    YES ☐    NO ☐
   physically or mentally ill?    YES ☐    NO ☐
   vulnerable in other ways    YES ☐    NO ☐
   members of a racial or ethnic minority?    YES ☐    NO ☐
   unlikely to be proficient in English?    YES ☐    NO ☐
   in a client or professional relationship with the researchers?    YES ☐    NO ☐
   in a student-teacher relationship with the researchers?    YES ☐    NO ☐
   in any other dependent relationship with the researchers?    YES ☐    NO ☐
   have difficulty in reading and/or comprehending any printed material distributed as part of the study?    YES ☐    NO ☐

If YES to any of the above, explain and describe the measures that will be used to protect and/or inform participants.

THE PROJECT AND ITS AIMS WILL BE DESCRIBED TO PARTICIPANTS VERBALLY. INFORMATION SHEETS EXPLAINING THE STUDY WILL ALSO BE PROVIDED, ENSURING THAT PARTICIPANTS ARE AWARE THAT ALL INFORMATION WILL BE TREATED IN THE STRICTEST OF CONFIDENCE AND THAT THERE WILL BE NO PENALTY INCURRED FOR WITHDRAWING FROM/NOT COMPLETING THE SURVEY.

26/1/09
4.4 How will the sample be recruited? 
STUDENTS WILL BE INFORMED OF THE PURPOSE OF THE STUDY AND ASKED TO COMPLETE THE SURVEY PRIOR TO OR FOLLOWING LECTURES/CLASSES.

4.5 Will participants receive any financial or other material benefits because of participation? 
YES [] NO []

If YES, what benefits will be offered to participants and why?

Before completing Sections 5 & 6 please refer to the University Data Protection Policy to ensure that the relevant conditions relating to the processing of personal data under Schedule 2 and Schedule 3 are satisfied. Details are available at:

http://www.dataprotection.ed.ac.uk/principles.html
http://www.dataprotection.ed.ac.uk/activities/DPPolicyFINAL.htm

SECTION 5: CONFIDENTIALITY AND HANDLING OF DATA

5.1 Will the research require the collection of personal information from e.g. universities, schools, employers, or other agencies about individuals without their direct consent? 
YES [] NO []

If YES, state what information will be sought and why written consent for access to this information will not be obtained from the participants themselves.

5.2 Will any part of the research involving participants be audio/film/video taped or recorded using any other electronic medium? 
YES [] NO []

If YES, what medium is to be used and how will the recordings be used?

5.3 Who will have access to the raw data?: ONLY THE RESEARCHERS LISTED ABOVE.

5.4 How will the confidentiality of data, including the identity of participants, be ensured?: NAMES OF PARTICIPANTS WILL NOT BE RECORDED. IN ADDITION, THE CONSENT FORM WILL INCLUDE CLAUSES STATING THAT RESEARCHERS WILL NOT RELEASE PERSONAL INFORMATION TO ANY THIRD PARTIES, AND THAT ALL INFORMATION WILL BE USED SOLELY FOR ACADEMIC RESEARCH PURPOSES.

5.5 Specify where the datafiles/audio/video tapes, etc. will be retained after the study, how long they will be retained and how they will eventually be disposed of. ALL DATA WILL BE RETAINED AT THE OFFICE OF THE PRINCIPAL RESEARCHER, AND WILL BE DESTROYED AS SOON AS IT HAS BEEN CODED FOR ANALYSIS (I.E., WITHIN ONE MONTH OF COMPLETION OF THE STUDY).

5.6 How do you intend for the results of the research to be used? RESULTS WILL BE USED FOR THE PURPOSES OF ACADEMIC PUBLICATION AND POSSIBLE CONFERENCE PRESENTATION.

5.7 Will feedback of findings be given to participants? 
YES [] NO []

26/1/09
If YES, how and when will this feedback be provided?
FEEDBACK WILL BE PROVIDED VIA EMAIL ON REQUEST

SECTION 6: PARTICIPANT INFORMATION AND CONSENT

6.1 Will written consent be obtained from participants?  

YES []  NO []

If YES, attach a copy of the information sheet and consent forms (covering project details, confidentiality, freedom to withdraw at any stage of the project).

If NO, explain why not.

Administrative consent may be deemed sufficient:

a) for studies where the data collection involves aggregated (not individual) statistical information and where the collection of data presents:
   (i) no invasion of privacy;
   (ii) no potential social or emotional risks;

b) for studies which focus on the development and evaluation of curriculum materials, resources, guidelines, test items, or programme evaluations rather than the study, observation, and evaluation of individuals.

6.2 Will administrative consent (eg. from a headteacher) be obtained in lieu of participants' consent?  

YES []  NO []

If YES, explain why individual consent is not considered necessary.

6.3 In the case of minors participating in the research on an individual basis, will the consent or assent of parents be obtained?  

YES []  NO []

N/A

If YES, explain how this consent or assent will be obtained.

If NO, give reasons.

NO MINORS WILL BE INCLUDED AS PARTICIPANTS IN THE CURRENT STUDY.

6.4 Will the consent or assent (at least verbal) of minors participating in the research on an individual basis be obtained?  

YES []  NO []

N/A

If YES, explain how this consent or assent will be obtained.

If NO, give reasons.

NO MINORS WILL BE INCLUDED AS PARTICIPANTS IN THE CURRENT STUDY.

6.5 In the case of participants whose first language is not English, will arrangements be made to ensure informed consent?  

YES []  NO []

N/A

If YES, what arrangements will be made?

If NO, give reasons.

26/1/09
6.6 In the case of participants with special educational needs will arrangements be made to ensure informed consent?  

YES □  NO □

If YES, what arrangements will be made?  
IN ADDITION TO THE DISTRIBUTION OF INFORMATION SHEETS, DETAILS OF THE STUDY/CONSENT FORM WILL BE EXPLAINED VERBALLY TO PARTICIPANTS PRIOR TO EACH DATA COLLECTION SESSION. THE PRINCIPAL RESEARCHER WILL ALSO BE ON HAND TO ANSWER ANY QUERIES THAT PARTICIPANTS MAY HAVE WHEN COMPLETING THE SURVEY.

If NO, give reasons.

SECTION 7: CONFLICT OF INTEREST

The University has a draft 'Policy on the Conflict of Interest' (copies available from the Research Support Office). Regarding research the draft states that a conflict of interest would arise in cases where an employee of the University might be

"compromising research objectivity or independence in return for financial or non-financial benefit for him/herself or for a relative or friend."

The draft policy also states that the responsibility for avoiding a conflict of interest, in the first instance, lies with the individual, but that potential conflicts of interest should always be disclosed, normally to the line manager or Head of Department. Failure to disclose a conflict of interest or to cease involvement until the conflict has been resolved may result in disciplinary action and in serious cases could result in dismissal.

7.1 Does your research involve a conflict of interest as outlined above  YES □  NO □

If YES, give details.

N.B. Have you included copies of participants information sheet(s) and consent sheet(s) if appropriate?

Please take time to check through your application to ensure that you have answered all relevant questions.

Electronically completed forms should be submitted to Sandra.Orr@ed.ac.uk Research Support Office, Old Moray House, School of Education

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Consent Form

An exploration of the informational cues students utilise to form an initial impression of a lecturer

I, ........................................................................................................................................ (PRINT NAME)

hereby give my consent to participate in the above named test/activity that examines the informational sources students deem influential when forming an initial impression of a lecturer.

By signing this form I confirm that:

• the purpose of the test/activity has been explained to me;

• I am satisfied that I understand the procedures involved;

• the possible benefits and risks of the test/activity have been explained to me;

• any questions which I have asked about the test/activity have been answered to my satisfaction;

• I understand that, during the course of the test/activity, I have the right to ask further questions about it;

• the information which I have supplied to the University of Edinburgh prior to taking part in the test/activity is true and accurate to the best of my knowledge and belief and I understand that I must notify the researcher promptly of any changes to the information;

• I understand that my personal information will not be released to any third parties without my permission;

• I understand that my participation in the test/activity is voluntary and I am therefore free to withdraw my involvement at any stage;

• I understand that, if there is any concern about the appropriateness of my continuing in the test/activity, I may be asked to withdraw my involvement at any stage;

• I understand that once the test/activity has been completed, the information gained as a result of it will be used for the following purposes only: Publication in academic journals or presented at conferences.

SIGNATURE
........................................................................................................................................

DATE
........................................................................................................................................
AN EXPLORATION OF THE INFORMATIONAL CUES STUDENTS UTILISE TO FORM AN INITIAL IMPRESSION OF A LECTURER
## Demographic Questionnaire

Please fill in your details in the spaces provided.

**Age**  
(Years)

**Gender**  
(Please Tick)

- Male □
- Female □

**Ethnicity**  
(Please Tick)  
Ethnic Origin is not about Nationality, Place of Birth or Citizenship.  
It is about Colour and Broad Ethnic Group.

- Asian/Asian British - Bangladeshi □
- Asian/Asian British - Pakistani □
- Asian/Asian British - Indian □
- Chinese □
- Other Asian Background □
- Mixed - White & Black Caribbean □
- Mixed - White & Black African □
- Mixed - White & Asian □
- Black/Black British - African □
- Black/Black British - Caribbean □
- Other Black Background □
- White - British □
- White - Irish □
- Other White Background □
- Other Mixed Background □
- Other Ethnic Background □

**Nationality**  
(e.g. British, Irish)

**Native language**  
(e.g. English, French)
Degree Programme
(e.g. BSc Sports Science)

Single Honours ☐
Combined Honours ☐

Full Time Study ☐
Part Time Study ☐

Year of Study
(e.g. 1, 2, 3)

Number of Years in Higher Education

Do you have a Learning Agreement?
(e.g. Dyslexia)

Yes ☐ No ☐

If yes, please provide details
# Information Sources Scale

**Directions**
Below is a list of cues that may influence a student’s *initial* impression of a lecturer. Please complete the sentence highlighted below by filling in each source of information and then circle the response that reflects how much you consider each cue when forming an initial impression of a lecturer.

When forming an initial impression of a lecturer, _____________ is a major source of information that influences my impressions.

<table>
<thead>
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<th>Source of Information</th>
<th>Very Strongly Disagree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Very Strongly Agree</th>
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<td>4</td>
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<td>3</td>
<td>4</td>
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<td>3</td>
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<td>6</td>
<td>7</td>
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<td>2</td>
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<td>4</td>
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<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Uncertain</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Very Strongly Agree</td>
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<td>Facial Hair</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Level of Preparation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Tattoos/Piercings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Consultancy/Applied Experience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Speed of Speech</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Please provide details of any additional sources of information [not mentioned above] that you consider important when forming an initial impression of a lecturer.


THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY!
Information Sheet for Participants

An exploration of the informational cues students utilise to form an initial impression of a lecturer

Thank you for expressing an interest in this project. The present project is being undertaken as part of a Research Informed Teaching project at The University of Edinburgh. Please read the following information sheet carefully before deciding whether or not to participate in the project. If you choose to participate in the project, we thank you. If you do not decide to participate in the project there will be no disadvantage to you of any kind and we thank you for considering our request.

What are the aims of the project?

The aim of the present project is to explore the informational cues students deem influential when forming expectancies of a lecturer.

The secondary aim of the present project is to explore the impact of programme of study on the informational cues processed by students when forming expectancies of a lecturer.

What type of participants does the project require?

The present project hopes to recruit an approximate total of 500 students across various programmes of study from The University of Edinburgh.

What will participants be asked to do?

Individuals who agree to participate in the present project will be asked to complete a battery of questionnaires provided by the researcher. The Demographic Questionnaire will be used to examine participant information and the Information Sources Scale will be utilised to explore the cues that students perceive to be most important when forming an initial impression of a lecturer.

What are the potential risks and discomforts of the project?

The potential risks and discomforts of the present project are likely to be minimal. However, it is common for participants to experience anxiety associated with completing surveys and disclosing information as part of a research project. Every possible effort will therefore be made to minimise any risks to the participant. Confidentiality and anonymity will be maintained at all times and you may contact the researchers at any point should you wish to discuss any issues or concerns associated with your participation in the project. Please also be aware that you may decide not to participate in the project and there will be no disadvantage to you of any kind.
Can participants change their mind and withdraw from the project?

Individuals may withdraw from participation in the project at any time and without any disadvantage of any kind.

What data will be collected and how will the data be used?

The aims of the present project require the completion of two questionnaires:

- Demographic Information – Age, Sex, Ethnicity, Nationality, Programme of Study, Year of Study, Number of Years in Higher Education, etc.
- Information Sources Scale – Perceived Importance of Informational Sources in the formation of student expectancies of a lecturer.

Collection of the above data will enable the researchers to explore the informational cues students deem influential when forming expectancies of a lecturer. Moreover, collection of the above data will allow the researchers to explore the impact of programme of study on the informational cues processed by students when forming expectancies of a lecturer.

The data will be used solely to examine the aims of the present project. Access to participant data will be restricted to the researchers detailed at the end of this document. The results of this project may be published but any data utilised will in no way be linked to any specific participant. You are most welcome to request a copy of the results of the project should you wish. All personal information will be immediately destroyed at the end of the project.

What if participants have any questions?

If you have any questions about the project or would like to be informed of the findings of the project following its conclusion, please contact:

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