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Please use this Human Subjects Review Protocol form when submitting to the IUP IRB.

New protocol data entry

- Submitted 3/31/2018 7:50:02 AM ET by [REDACTED]

Project Information

Saving Instructions

Each time you click 'Next' or 'Previous' your work is saved. You may click 'Save for Later' to save where you are and leave the form. Finally, if you jump to another page, using the dropdown at the top of the form, your work on each page will be saved. You will not be able to 'Check and Submit' form until all required fields are entered.

Submitter

[REDACTED]

Email: [REDACTED]@iup.edu

Project Title

Embedded Librarian in Online Researched Writing Courses

Project Type

Faculty Research

**ALL STUDENT PROJECTS MUST BE ACCOMPANIED BY A HUMAN SUBJECTS CITI TRAINING COMPLETION REPORT. PROTOCOLS FROM STUDENTS WILL NOT BE APPROVED UNTIL THIS ITEM IS RECEIVED*

Please enter the email address of the Principal Investigator.

[REDACTED]

Email: [REDACTED]@iup.edu

You must enter your official university email address (for example: jdoe@iup.edu or wxyz@iup.edu) Do NOT enter an alias email address (for example Jane.Doe@iup.edu)

Department

English

Please add contact and then enter the email address for each Co-Investigator

██████████
Email: ██████████@iup.edu

██████████
Email: ██████████@iup.edu

You must enter the co-investigator's official university email address (for example: jdoe@iup.edu or wxyz@iup.edu). Do NOT enter an alias email address (for example Jane.Doe@iup.edu) **If the Co-investigator is not found and is a member of the IUP community**, please ask them to login into IRBManager at least once and that will allow you to complete this section. Otherwise click [here](#) to add non-IUP individuals to the system.

Please click add contact and then enter the email address for each student research assistant

No answer provided.

If the student research assistant is not found and is a member of the IUP community, please ask them to login into IRBManager at least once and that will allow you to complete this section. Otherwise click [here](#) to add non-IUP individuals to the system.

Will students be added at a later date.

No

Estimated project start date

3/30/2018

The project cannot start before IRB approval

Estimated project end date

3/29/2019

This date cannot be longer than a year from the start date. If you plan your project to go beyond one year you will need to submit a request for continuing review at the appropriate time.

Funding Information

Project Funding Source

Non-funded research

Please check all that apply

Combined Funding Source

Non-funded research

Project Description

Purpose of the study

The purpose of the study is to understand the opportunities and challenges that arise in researched writing courses when a faculty librarian is embedded as part of the course. The embedded librarian does not co-teach the course, but does provide resources specifically related to information literacy, which might include responding to student questions, facilitating an information literacy discussion board, responding to specific assignments, and developing specialized resources (such as videos or instructional materials) for ENGL 202 sections as needed.

In a few sentences, describe the purpose of the study. This section need not be elaborate, but does need to clearly indicate the purpose of the study in a way that is clear to persons not familiar with the project.

Background of the study

In the disciplines of writing studies and library science, there is interest in how students gain information literacy skills in writing courses, especially when those courses are taught online. For instance, Haber and Mitchell (2017) have studied ways to use formative and summative assessment to identify information literacy skills learned in online writing courses. As a librarian (Haber) and writing instructor (Mitchell), they explore how their co-teaching of the allows them to map writing outcomes with Association of College and Research Libraries (ACRL) frameworks for information literacy to enhance student learning. Tumbleson (2016) similarly found that guidance from a librarian embedded in an online course was more valuable to student learning than the ample electronic resources they had available at their fingertips. In our study, we will look across multiple sections of a researched writing course to see how students experienced the different practices used by the embedded librarian and the ways instructors worked with the librarian to enhance their pedagogy.

Natalie Haber & Tiffany N. Mitchell (2017) Using Formative & Summative Assessment to Evaluate Library Instruction in an Online First Year Writing Course, *Journal of Library & Information Services in Distance Learning*, 11:3-4, 300-313, DOI: 10.1080/1533290X.2017.1324549

Tumbleson, B. E. (2016). Collaborating in Research: Embedded Librarianship in the Learning Management System. *Reference Librarian*, 57(3), 224-234.

This section should provide the reader with the administrative and/or scholarly context from which the project emerges. The section should contain enough information to provide Board members with no expertise in your discipline an understanding of how/why the use of human participants is warranted. This can often (but not always) be accomplished in one single spaced typed page or less. It is important to provide relevant citations and complete references so that the Board can conduct any necessary review of these foundations.

What method(s) or design feature(s) do you plan to use in this study? Please choose all that apply

Survey

This information is used only for internal record keeping and quick identification. Simply mark those methods/design features you currently plan to use.

Subject Population

Age Range

Only students over the age of 18 will be recruited.

State the anticipated age range. If it is your intention to exclude minors (those 17 and under), please say so explicitly.

Gender

All

Inclusion Criteria

Students enrolled in ENGL 202 sections with an embedded librarian spring 2018, age 18 and over.

Exclusion Criteria

Only students who do not sign the consent form will be excluded.

Protected population and sensitive subjects: Indicate if any Human Subjects from the following list will be involved in the proposed activity:

No answer provided.

Vulnerable Subjects

No vulnerable subjects are targeted in this subject.

If it is your intention to use vulnerable subjects, justify the importance of their use. Here and throughout the protocol discuss how their vulnerability will be matched with appropriate safeguards. The IRB web page discusses vulnerable subjects in more detail.]

Methods and Procedures

Methods and Procedures

This is arguably the most important section of the protocol. You should complete this section in such a way that all of the research procedures are clear. Do not assume that any parts of the procedure can be inferred, and compose this section as though you were writing instructions that someone else could follow to conduct the project.

Method of Subject Selection

All students enrolled in ENGL 202 sections with an embedded librarian (nine sections, approximately 252 students) will submit their course assignments through D2L throughout the semester as per usual. In the last week of class, all students enrolled will receive an email (attached as Appendix A) from the embedded librarian (who does not grade their work) asking for participation in completing a survey and informed consent (attached as Appendix B). Only students who give consent will be the participants.

Provide complete information about how research subjects will be identified, recruited, invited to participate, etc. Indicate approximately how many research subjects you will contact and how many you will actually use in your research. Your description of recruitment and selection must include any letters, announcements, advertisements, or other related materials. Any materials used in any selection/recruitment context should be included in the "Attachments" section below. Please see the IRB website for more information regarding how to protect the privacy, dignity, and welfare of potential subjects.

Study Site

Documents will be collected through D2L for the following courses, which are taught online:
ENGL 202.815 Bryna Siegel Finer
ENGL 202.805 and 812 Katie Miller
ENGL 202.801 and 802 Resa Bizarro
ENGL 202.813 and 819 Mary Stewart
ENGL 202.816 and 817 Emily Wender

Indicate where the study will be conducted. For sites other than IUP (and sometimes for various offices on the IUP campus), investigators must provide a site approval letter from the outside site. The site approval letter needs to come on the site's own letterhead (i.e., not a plain piece of paper or IUP letterhead for outside sites), contain language that indicates the site understands the nature of the research in question and what their involvement will entail, and be signed by a person from the site with the authority to provide such approval. If the site approval letter is included with the protocol, note this fact in this section, indicate it as one of the "Attachments" (later in this document), and append it to the protocol. If the site approval will arrive under separate cover, state that here.

Methods and Procedures Applied to Human Subjects

Students will participate in class as normal. They will receive instruction, materials, and assignments as normal and in accordance with the syllabus of record. In the last week of class, their only participation will be in giving consent through the online consent form and taking the survey. The survey results will be anonymous. The survey will include a box for their name, which if they complete it, will give us permission to look at their writing from their 202 course. Their names will remain confidential (in a Qualtrics survey accessible only by the researchers, and later anonymized by pseudonyms).

Student writing will be analyzed looking for themes and trends that demonstrate evidence of information literacy. Writing will be coded according to a set of information literacy threshold concepts that are most typically taught in ENGL 202, as defined by the ACRL. These concepts may be evidenced in particular phrases, sentences, or in overall approaches to the assignments and discussions.

Describe exactly will happen with the subjects from the time of their first contact until the time of their last contact. What will participants actually do while participating in the project?

Risks/Benefits

Potential Risks

No risks to participants are anticipated. The embedded librarian does not give course grades.

Describe the level of risk of the study to the participants, investigators, and any other group that might be impacted. You should compare the level of risk in your study and the federal definition of "minimal risk". "Minimal risk" is defined in 45 CFR 46.1029(i) as "the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests." Visit the IRB website for more detail on this topic.

Protection Against Risks

Only the librarian will have access to the survey responses until after grades are filed. Instructors will not know if their students have taken the survey until after grades are filed. (we want them to get the survey during the last week of class while we might still have their attention, as opposed to waiting until grades are filed)

Discuss in detail how the investigators will provide safeguards against the identified risks.

Potential Benefits

No benefits to participants are anticipated. Future students in these courses may benefit from instructors' greater understanding of how embedded librarians can increase their understanding of information literacy and overall quality of researched projects.

Discuss any potential benefits to the human subjects in the research.

Compensation for Participation

No compensation will be provided.

Discuss any and all forms of compensation for participation. This includes payment, extra credit, chances at winning a gift card, etc. Discuss also how the research subject will receive this compensation.

Alternatives Participation

Students may opt not to sign the consent form. They will receive all course instruction as normal.

Information Withheld

No information will be withheld from participants.

If information will be intentionally withheld from research subjects, discuss this here along with the rationale for doing so.

Debriefing

No debriefing is planned.

If any debriefing will be provided to the research subjects, please discuss it here.

Privacy/Consent/Nature of Risk

Privacy/Confidentiality

Surveys will be anonymous unless they provide their name for us to analyze their course writing. In those cases, all student names will be removed from all documents before they are saved to a password protected dropbox folder. Only the 3 researchers will have access to the dropbox folder (instructors will not have access until after course grades have been filed). All data will be retained for at least three years in compliance with federal regulations. Any printed materials will be stored in a locked file cabinet in the principal investigator's locked office on campus.

Define the level of privacy that will be afforded the research subjects (i.e., anonymity, confidentiality, or no expectation of privacy). Indicate how the level of privacy that is defined by the researcher is consistent with the study procedures and how their privacy will be protected within that framework. Federal regulations require researchers to maintain data and consent documents for three years. Please indicate you will do that and where the data will be stored.

The Consent Process

All students enrolled in the ENGL 202 sections listed above will submit their course assignments through D2L throughout the semester as per usual. In the final week of classes, all students enrolled will receive an email (attached as Appendix A) from the embedded librarian asking for participation and informed consent (attached as Appendix B). Only students who give consent will be the participants.

Every process has some sort of Consent process, whether or not there is a written consent document. This section should describe the Consent Process in detail including, how Consent will be presented to the subjects, how subjects will indicate their Consent. Any relevant documents should be attached in the "Attachments" section of this form. Hard copy consent forms must be printed or copied onto IUP letterhead. If the consent document is provided electronically (e.g., Qualtrics survey), it must be sent from a valid IUP email address. NOTE: The IRB website discusses Informed Consent in detail.

Nature of Risk

No

In your judgment, does your research involve more than minimal risk? Refer back to the definition of minimal risk provided above.

Exemption Qualification

Exemption Instructions

In your judgment, does your research fall under one of the six exempt categories? If you believe it does, indicate the category under which you are claiming an exemption by choosing yes next to the relevant category.

Will the research be 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 or the comparison among instructional techniques, curricula, or classroom management methods?

Yes

Will the research be involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

No

Will the research be involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under (2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

No

Will the research be 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 subjects cannot be identified, directly or through identifiers linked to the subjects.

No

Are these research and/or demonstration projects being conducted by or subject to the approval of department or agency heads, 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?

No

Will your research involve taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) 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 the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture?

No

Expedited Review Qualification

Expedited Instructions

In your judgment, does your project fall under one of the nine (9) categories eligible for expedited review (listed below)? If you believe it does, indicate the category of which your claiming expedited review by choosing yes next to the relevant category.

Clinical studies of drugs and medical devices only when condition (a) or (b) is met. a. Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.) b. Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.

No

Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows: a. from healthy, nonpregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or b. from other adults and children, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.

No

Prospective collection of biological specimens for research purposes by noninvasive means. Examples: (a) hair and nail clippings in a nondisfiguring manner; (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction; (c) permanent teeth if routine patient care indicates a need for extraction; (d) excreta and external secretions (including sweat); (e) uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue; (f) placenta removed at delivery; (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques; (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; (j) sputum collected after saline mist nebulization

No

Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.) Examples: (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subjects privacy; (b) weighing or testing sensory acuity; (c) magnetic resonance imaging; (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography; (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.

No

Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis).

No

Collection of data from voice, video, digital, or image recordings made for research purposes.

No

Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Yes

Continuing review of research previously approved by the convened IRB as follows: a. where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or b. where no subjects have been enrolled and no additional risks have been identified; or c. where the remaining research activities are limited to data analysis.

No

Continuing review of research, not conducted under an investigational new drug application or investigational device exemption where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.

No

Attachments

Please attach all Informed Consent Documents if applicable

Appendix B.docx Consent Form

A sample consent form can be found by clicking this link [Sample Consent Form](#)

Please attach any site approval letters

No answer provided.

*The site approval letter **must** be on the official letterhead of the site and endorsed by the person responsible for the site.*

Please attach CITI Training Completion Certificates.

No answer provided.

All students submitting a protocol are required to attach their CITI Training Completion Certificate. Student protocols will not be approved without the certificate attached.

Please click 'Add Attachment' and add all relevant attachments (Questionnaire, Survey, Syllabi, Interview Guide, Focus Group Questions, Debriefing forms, Recruitment Materials)

Survey Questions.docx Survey
Appendix A.docx Recruitment flyer

Appendix B: Informed Consent

The following text will be on the first screen of the survey after a student clicks on the link in the email.

Overview

You are invited to participate in a research study being performed by me and a team of English department instructors here at IUP. This survey should take no more than fifteen minutes of your time. The study will look at how students in ENGL 202 experienced my role as the embedded librarian in your online class. The following information is provided in order to help you make an informed decision about whether to participate. You must be 18 years or older to participate. You have the right to ask questions at any time. Please feel free to contact me using the information provided below.

Purpose of the study

The purpose of this study is to understand how students experience the embedded librarian in their English 202 course. We are interested in knowing how useful the librarian is, the variety of ways students were helped or not helped, and the ways instructors worked with the librarian. If you give us permission, we will look at your writing anonymously and analyze how it demonstrates your understanding of important concepts in information literacy.

Confidentiality

Your participation in the survey is completely anonymous. We cannot identify you by your responses to the questions. At the end of the survey, you may choose to include your name, which would give us permission to use your course writing. If you make that choice, your responses would no longer remain anonymous, but we would make sure they remain confidential. No one other than us would know who you are. Your name will be removed from all of your writing, and then it will be uploaded to a password-protected database that only we have access to. If you put your name in the box, we might use your writing in scholarly journals or present it at academic meetings, but you will not be identifiable in any way. You can also choose to leave the box empty, and we would only use your survey responses; you would remain completely anonymous.

Risks and Benefits

There are no anticipated risks associated with this study. I do not assign grades in your English 202 course, and your instructor will not know if you have chosen to participate until after grades are filed. Your course grade cannot be affected by your decision to participate or not participate in this study. While there might be no direct benefit to you by participating, we hope to learn more about student researched writing through this study, which will in turn help many student writers who follow you in IUP classes and elsewhere.

Voluntary Participation

Your participation in this study is completely voluntary, and you have the right to withdraw at any time. You may choose to opt out right now by closing this browser window and deleting the email that was sent to you. At that time, the link that was sent to you will no longer work, and you will no longer be associated with the study. We cannot track who has not opened the email or clicked on the link.

If you agree to participate in this study, please click "continue" below. Clicking on "continue" means that you consent to us using your anonymous survey data. You certify that you are at least 18 years old, you have read and understood this information, and you consent to volunteer to be a participant in this study. You understand that if you give us permission to use your class work, your documents will remain completely confidential and that you have the right to withdraw at any time.

[REDACTED]
Indiana University of PA
[REDACTED], [REDACTED]@iup.edu

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).

Survey Questions – Embedded Librarian Project

Your Major

Your Class Year at the end of beginning of the spring 2018 semester (first-year, sophomore, junior, senior)

Are you repeating English 202 this semester? (yes, no)

Choose your instructor – Katie Miller, Bryna Siegel Finer, Emily Wender, Resa Bizarro, Mary Stewart

This semester, [REDACTED] served as an “embedded librarian” in your English 202 course; an embedded librarian has access to your online course, responds to your questions about library resources, provides instruction in some cases, and assists the course instructor with teaching information literacy concepts (such as how to locate sources and evaluate them for credibility and relevance to your research project).

Were you aware that there was a librarian added to your course this semester?

Yes/no

Did you use the embedded librarian in your class?

Yes / maybe / no

To answer the following questions consider both the librarian and the resources and instruction posted by the librarian as the “embedded librarian service.” Please rate your agreement with the following statements:

Scale = Strongly Agree, Agree, Disagree, Strongly Disagree, No Opinion

1. I felt confident/comfortable using library databases when I began this course
2. I feel confident/comfortable using library databases at the end of this course
3. I felt confident/comfortable locating sources for research when I began this course
4. I feel confident/comfortable locating sources for research at the end of this course
5. The embedded librarian service helped me feel more confident/comfortable about doing research
6. The embedded librarian service made library resources feel more accessible (or, less scary)
7. The embedded librarian service was a beneficial part of the class
8. The embedded librarian enhanced my learning
9. The embedded librarian service helped me submit a higher quality final assignment.
10. The embedded librarian service helped me improve my search strategies.
11. The embedded librarian service helped me find information and resources appropriate to my assignment

How did you use the embedded librarian?

I looked at discussion board posts they made.

I read emails or announcements that they sent.

I read the feedback they gave on assignments.

I had a research consultation with the librarian (in person or video chat).

I emailed the librarian.

I used the resources posted or included by the librarian (videos, tutorials, handouts).

Rate how you felt about connecting with [REDACTED]:

Scale = helped a lot, helped somewhat, didn't help, didn't connect this way

1. Email
2. Her feedback on required discussion threads
3. Her feedback in an optional library-questions-only discussion thread
4. Assignment feedback
5. Visit her in the library
6. Announcements she posted
7. Other

From whom did you learn the most about the following topics:

(for each, select either [REDACTED], My course instructor or materials she provided in my class, both [REDACTED] and my Course Instructor, I didn't learn this, or other)

1. Choosing a research topic
2. Narrowing a research topic
3. Developing a research question
4. Developing key words and search terms
5. Finding sources
6. Determining how many sources I need
7. Evaluating sources
8. Analyzing sources
9. How to use my sources to suit my purpose
10. Using library databases
11. Using other means of finding sources (e.g. Google scholar, CREDO, etc)
12. Integrating sources into my writing (e.g., signal phrases, paraphrasing)
13. Citation format
14. Organizing your ideas and evidence
15. Grammar, sentence-style, proofreading

Appendix A: Email to Students
Email asking for participants

Dear Student-

It has been a pleasure working with you this semester as the embedded librarian in your English 202 course. I hope I've been a help as you've navigated the ever-expanding world of research resources.

I am always learning from my students, hoping to improve my own practice as a librarian and teacher. To that end, I am hoping you'll take the survey linked below that will provide feedback on how you've experienced library instruction in English 202. The survey is anonymous, however, at the end of the survey, there is a box where you can type your name. If you choose to do so, that would allow me and my research team to keep confidential copies of the work you did this semester in English 202 so that we can understand even more about how you learned library research.

Below is a link to take the anonymous survey. If you choose to click on it, you'll see a few paragraphs of text explaining how my research team and I will use your responses.

CLICK HERE: *****(link to Qualtics form)

As the course librarian, I have nothing to do with your course grade, so be assured that your English 202 grade cannot be affected by your decision to participate or not participate.

Thank you,

A black rectangular redaction box covering the signature of the sender.

THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF PENNSYLVANIA INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE 724.357.7730)

