Advice for Early Career Faculty Members and Graduate Students on SoTL

From the Society for the Teaching of Psychology Early Career Psychologists Committee

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http://teachpsych.org/ecp
Today’s Symposium

1. Getting students involved in SoTL work (Angela)

2. Institutional Review Board issues for SoTL
   • From the review board standpoint (Heather)
   • From the researcher standpoint (Bethany)

3. Publishing SoTL work and integrating discipline-specific research into one’s SoTL program of research (Jordan)
Getting Students Involved in Research – An ECP Perspective
Angela M. Legg, Pace University

What will your students work on?

Tips for recruiting/starting a lab

Who are your students?

What’s in it for me?
What’s in it for my students?
A Brief Introduction About Me

• Assistant Professor at Pace University
• Starting my 2\textsuperscript{nd} full year
• Social, Health, and Relational Positive Psychology (SHARPP) lab
  – 3-6 undergrads per semester
  – 1-2 Master’s level students
  – 1-2 Ph.D. students
• Research – main area + SoTL
What’s In It for Me?

Intrinsic rewards

Student research can count as teaching, research, or service

Teaching credit for running a lab?

Productivity, creativity, new ideas
What’s In It for My Students?

Rewards
- Intrinsic
- Academic
- Extrinsic
- Social

Mentored research is a high-impact educational practice

Resume/CV building

1.8-2.2x more likely to be engaged/satisfied in their future jobs (Gallup-Purdue Index, 2014)
Who are your students?

• Undergraduate Students
• Graduate Students

• How many?
• Time commitments?
• Lab location?
Recruiting Tips

• Undergraduates
  – Volunteers vs. Course/Grade Credit
  – Prof-selected vs. Student-selected
  – Applications and Interviews
  – Markers of conscientiousness

• Graduate students
  – Traditional doctoral programs
  – Master’s students
  – When the grad students are not in your specialty area
What will they work on?

• Professor-driven projects
  – Basic research
    • Balance your goals w/their level of understanding
  – Replication studies for students!

• Student-driven projects
  – An ECP Perspective
  – Balance their passions with your expertise

• SoTL is your ally!
Thank You for Attending!

- Feel free to contact me with any questions!
- Dr. Angela Legg at alegg@pace.edu
IRB: Reviewer Perspective

• Do you need IRB approval?
  • Is it research?
  • Does it involve human subjects?

• Categories
  • Exempt: lowest risk
  • Expedited: min risk, NOT vulnerable pop
  • Full Board: GTMR +/or vulnerable pop

• Office for Human Research Protections (OHRP)
  http://www.hhs.gov/ohrp/index.html

• Your school’s IRB
Belmont Report: Respect

Autonomy & informed consent

• Recruitment
  • Who: Instructor/TA, other person of “power”
  • Who: Duel role
  • What: Influential materials
  • How: Data access
Belmont Report: Respect

• Consent
• “Informed consent is a process, not just a form”-OHRP
  • Disclosure of info
  • Facilitating understanding
  • Promoting voluntariness
Belmont Report: Respect

- Research procedures
  - Design
- Where & how data are collected
  - Perceived coercion
  - Anonymity/confidentiality
Belmont Report: Beneficence

Do not harm; Maximize possible benefits & minimize possible harms

- Consent forms
- Conflicts of interest
  - Minimized
  - Clearly identified
- Research procedures?
Belmont Report: Justice

Burden & benefit

• Recruitment & selection

• Inclusion/exclusion
IRB: researcher perspective

- 3 ethical principles to follow:
  1. Respect for persons: autonomy and informed consent
  2. Beneficence (i.e. risk-benefit analysis)
  3. Justice
Major Issues: consent

Solutions

1. Leave the classroom and have a third party (e.g., a colleague) come in to recruit participants and obtain consent.

2. Make it clear that students’ grades in the course will not be affected by their decision to participate or not.

3. Make it clear that you will not know who consented or did not consent to participate.

4. Put the signed consent forms in a sealed envelope (Burman & Kleinsasse, 2004).

5. Do not find out how many students consented to participate until after grades are turned in.
Major Issues: timing

Solutions

1. If you are creating a radical change in teaching → obtain consent early.

2. If you are not changing how you normally teach → later is okay.

3. FERPA: consent must be obtained for all student work used in a research study.
Major Issues: course work vs. research

Solutions

1. If you are offering course credit or extra credit for the course for participation you must offer students another option for earning those points.

2. The alternative activity needs to be available for students as real and viable options.

3. Alternative assignments must be handled by the third party to protect anonymity of participation.
Major Issues: Anonymous

1. SoTL is more concerned with confidentiality (protecting information) than it is with attaining anonymous data.
   1. De-identify all data.
   2. Use numerical codes which are also helpful if you are going to track students over time.

2. Lock data in a file cabinet and you should wait until the course has closed before examining it.
Who the heck is this guy?

Consulting Editor for *Teaching of Psychology*

Attendee and presenter at 2-5 teaching conferences per year

5 first-author publications in SoTL outlets in the last 2 years
Publishing SoTL Work

The ballgame is changing. . .

In the past, SoTL has often been little more than sharing tips and techniques

Now it’s the big leagues

Fortunately, recently trained scholars are ready for the big leagues!
Publishing SoTL Work

- Novel questions or designs
- Build in theory in an intuitive way
- Meaningful, stringent control/comparison groups
- Use established material from basic and pedagogical research
- Large-scale studies
- Pressing, relevant, generalizable, and current topics
- Clear, logical writing
Integrating Discipline-Specific Research

Use all that recent training to your benefit!

Expect similar rigor as in your discipline
Draw From Your Discipline

**Cognitive**
Testing effects, metacognition, memory

**Clinical or Social**
Rapport, motivation

**Personality**
Individual differences in the classroom

**Developmental**
Longitudinal designs, intellectual/personal development