

What's the difference?

PEDAGOGY.

PURPOSE: INSTRUCTIVE / ILLUSTRATIVE
(NORMAL EDUCATIONAL PRACTICES)
SETTING: IN-CLASS ONLY
RISKS: NONE
RESULTS: GATHERED FOR TEACHING PURPOSES
(RESULTS STAY WITHIN THE CLASSROOM)
IRB DOCUMENTATION NEEDED: NONE.

EXAMPLES:



(CLICK ICONS TO NAVIGATE TO EXAMPLES)

COURSE-BASED ASSIGNMENTS.

PURPOSE: STUDENTS CONDUCTING "RESEARCH" INVOLVING HUMAN INTERACTION (RELATED TO COURSE, ASSIGNED BY THE COURSE)
SETTING: GOES BEYOND CLASSROOM
RISKS: MINIMAL (NO SPECIAL POPULATIONS, NO SENSITIVE PERSONAL QUESTIONS/INFORMATION)
RESULTS: SHARED WITHIN CLASS CONTEXT ONLY (RESULTS NEVER PUBLISHED OR PRESENTED OUTSIDE THE CLASSROOM; RESULTS NOT GENERALIZABLE OR DISSEMINATED OUTSIDE CLASS)
IRB DOCUMENTATION NEEDED:

- IRB CLASS PROJECTS WAIVER OR
- IRB APPLICATION (EXEMPT/EXPEDITED/FULL)

EXAMPLES:



(CLICK ICONS TO NAVIGATE TO EXAMPLES)

DISSEMINATION OF GENERALIZABLE KNOWLEDGE.

PURPOSE: HUMAN-SUBJECTS INTERACTION AND DISSEMINATION OF RESEARCH (DATA, RESULTS, &/OR FINDINGS) OUTSIDE CLASS SETTING
SETTING: CAN GO BEYOND CLASSROOM
RISKS: MAY BE MORE THAN MINIMAL (SENSITIVE PERSONAL QUESTIONS / INFORMATION, SPECIAL POPULATIONS, ETC.)
RESULTS: FORMALLY PRESENTED TO AUDIENCE (BEYOND A COURSE-BASED SETTING)
IRB DOCUMENTATION NEEDED: IRB APPLICATION (EXEMPT/EXPEDITED/FULL; CANNOT BE RETROACTIVE)

Pedagogy examples

Pedagogy example 1: During lab, students measure blood glucose before and after drinking lemonade to share findings with the class.

Pedagogy example 2: Students measure classmate's blood pressure while sitting and standing and after two minutes of exercise to complete an assignment.

Pedagogy example 3: Students measure classmates' resting heart rate during a 3-minute step test to apply statistical techniques to answer questions about the data for an assignment.

Pedagogy example 4: The class completes a survey asking about study habits during a course survey project to be shared at the end of the semester as a class presentation.

Pedagogy example 5: A classmate interviews and records the interview to practice interview skills and provide peer feedback.

Pedagogy example 6: Students rank the five best and worst presidents using publicly available data. They share their results with the class.

Course-based assignment examples

Course example 1: Students survey psychology freshman about their transition to college life to be shared at the end of the semester as a class presentation.

Course example 2: Interviews of consumers' satisfaction with the use of food delivery services to be presented to the class.

Course example 3: Expert weightlifting performers compared to novice performers to identify provide feedback on best form recommendations to the class.

Course example 4: Students survey elected officials on how Grand Junction can stay economically competitive with communities on the Front Range. Results are shared in a presentation at the end of the semester.

Course example 5: Human resources students interview employees at a local company to determine better job advertisement options for that company. Information is presented to the class and to a company representative.

IRB – What's the Difference?

(Pedagogy vs. Course-Based Assignments vs. Dissemination of Generalizable Knowledge)

Pedagogy

- **Purpose:** Instructional or illustrative activity (normal educational practice).
- **Setting:** Conducted in-class only.
- **Risks:** None.
- **Results:** Gathered solely for teaching purposes and stay within the classroom.
- **IRB Documentation Needed:** None.

Examples of Pedagogy:

- Measuring blood glucose before and after drinking lemonade to share findings with classmates.
- Measuring blood pressure while sitting, standing, and post-exercise for an assignment.
- Measuring resting heart rate during a 3-minute step test to apply statistics.
- Completing a survey on study habits to share results at semester end.
- Interviewing a classmate and recording the conversation to practice interview skills.
- Ranking the five best and worst presidents using publicly available data and sharing with the class.

Course-Based Assignments

- **Purpose:** Students conducting “research” involving human interaction related to a course assignment.
- **Setting:** May go beyond the classroom but remains for course learning only.
- **Risks:** Minimal (no sensitive questions, no special populations).
- **Results:** Shared within the class context only (never published, presented outside class, or generalized).
- **IRB Documentation Needed:** IRB Class Projects Waiver or, in some cases, an application (Exempt/Expedited/Full Review).

Examples of Course-Based Assignments

- Surveying psychology freshmen about their transition to college life, results shared in a class presentation.
- Interviewing consumers on satisfaction with food delivery services, results shared in class.
- Comparing expert vs. novice weightlifters to provide feedback on proper form to the class.
- Surveying elected officials on ways Grand Junction can stay economically competitive; results presented to class.
- Interviewing employees at a local company to recommend better job advertisements, results shared in class and with a company representative.

Dissemination of Generalizable Knowledge

- **Purpose:** Human-subject interaction and dissemination of data, results, or findings outside the class setting.
- **Setting:** Can go beyond classroom and may involve more than minimal risk.
 - Could include sensitive personal information or special populations.
- **Results:** Formally presented to an audience beyond a course-based setting (e.g., publication, conference).
- **IRB Documentation Needed:** IRB Application (Exempt, Expedited, or Full Review).
 - Cannot be retroactive – must be approved before research begins.