## What's the difference?

# PEDAGOGY.

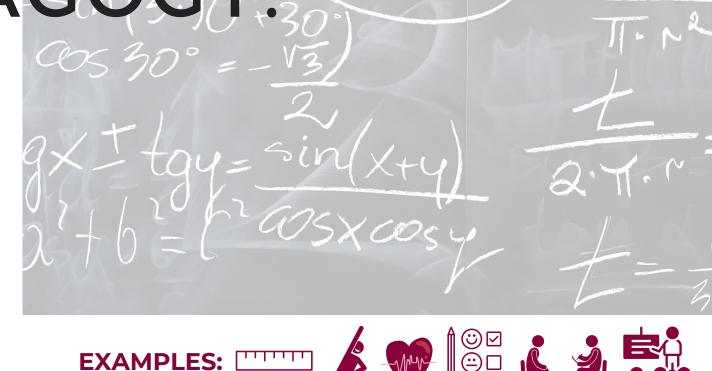
PURPOSE: INSTRUCTIVE / ILLUSTRATIVE (NORMAL EDUCATIONAL PRACTICES)

**SETTING: IN-CLASS ONLY** 

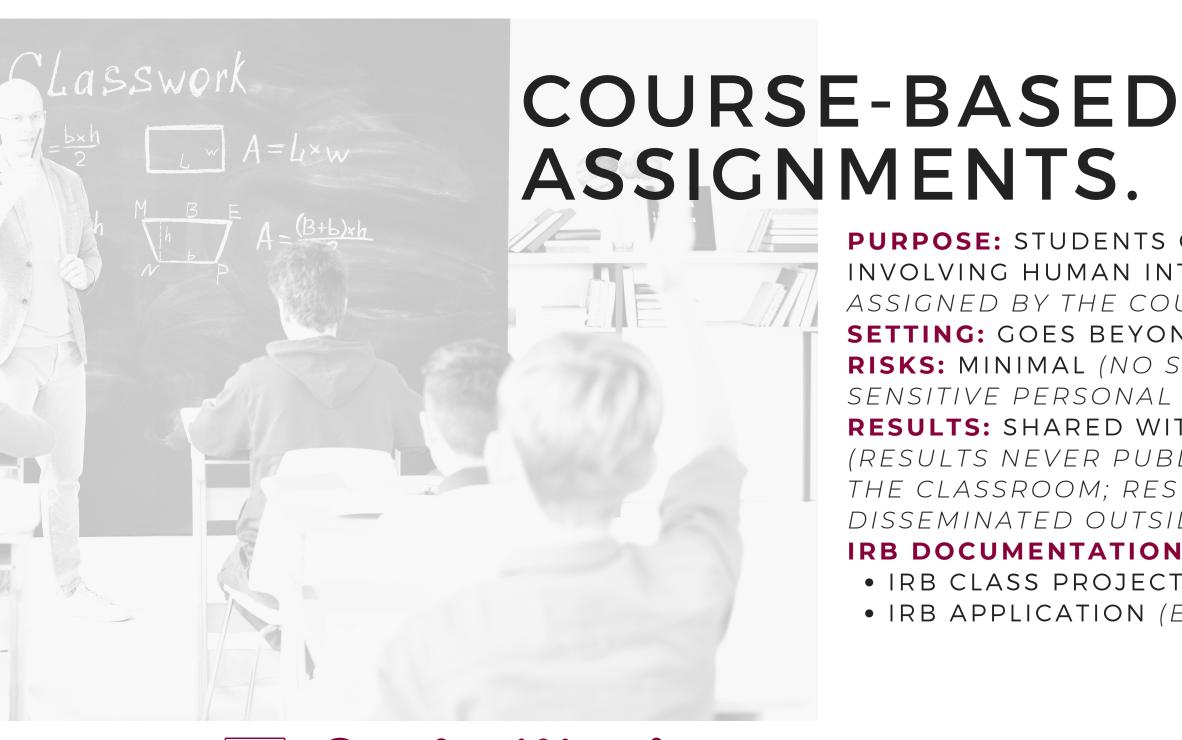
RISKS: NONE

RESULTS: GATHERED FOR TEACHING PURPOSES (RESULTS STAY WITHIN THE CLASSROOM)

IRB DOCUMENTATION NEEDED: NONE.



(CLICK ICONS TO NAVIGATE TO EXAMPLES)



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)











(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).
  - o Cannot be retroactive must be approved before research begins.