**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.

**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)

**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.