

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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Early Career Psychologists Committee
SOCIETY FOR THE TEACHING OF PSYCHOLOGY

<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's in it for me?
What's in it for my students?

Who are your students?

What will your students work on?

Tips for recruiting/
starting a lab

A Brief Introduction About Me



- Assistant Professor at Pace University
- Starting my 2nd 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: Dual 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

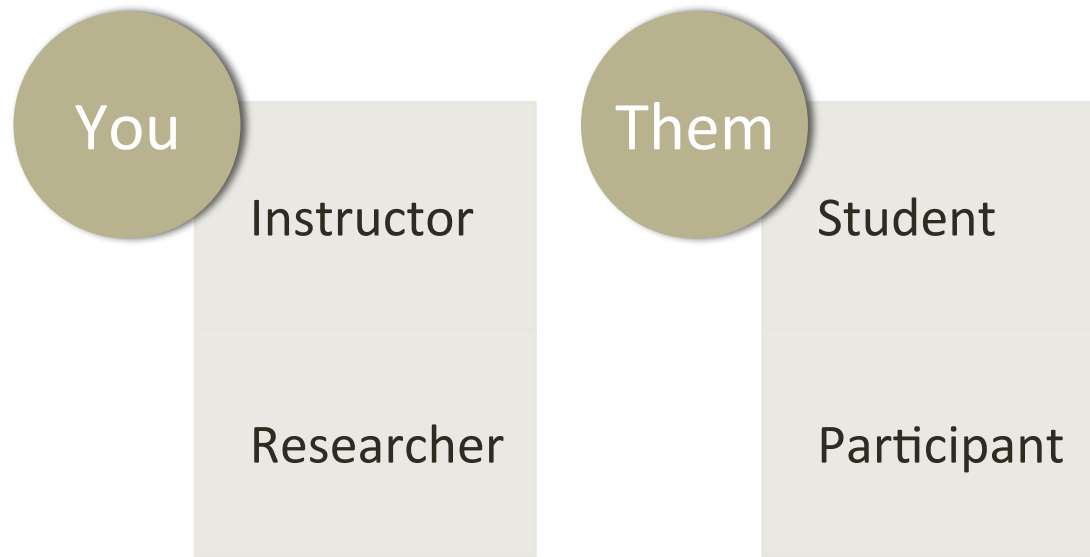
Burden & benefit

- 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