

## **UWP IRB Guidelines for Teaching & Research Interconnected Projects: Student Research, Classroom Research, Community Based Learning & Research, Scholarship of Teaching and Learning**

- All individuals involved with conducting research on human subjects must go through CITI Human Subject Research training. This includes faculty and staff as well as students. With respect to students, the following apply:
  - Students acting as principal investigators (under the supervision of a faculty sponsor)
  - Students who are research assistants
  - Students in classes where research on humans is taught (suggested)

### **Research in the Classroom: Does research that takes place in the classroom, conducted by students to learn about how to do research, have to go through IRB review?**

- Because the primary purpose of this form of research is instructional, students do not need to submit their projects for IRB review. These projects would be considered exempt from IRB review as they would not qualify as 'research' under federal guidelines given that the intention of the projects is not to contribute to generalizable knowledge per se, but for student learning. However, the following conditions and stipulations apply:
  - It is the instructor's responsibility to supervise student research projects to ensure that they comply with guidelines for the ethical conduct of research involving people as research subjects.
  - Instructors should submit their assignment descriptions to the IRB for review for official exemption at the start of, if not before, the semester of the class research project.
  - If there are plans or the possibility for the presentation or publication of student research projects, those projects should be submitted for IRB review before the collection of data.

### **Research and Community-Based Learning**

- If instructors are conducting research on a community partner or on student learning in a CBL course with the intention to disseminate and publish the **results** of the CBL project, this is considered research and must go through IRB review.
- If an instructor is presenting or writing about the **process** of a CBL project, this does NOT need to go through IRB review since the instructor is presenting on a pedagogical process rather than on research per se.
- If the results of a CBL project are being presented to the community partner because the partners are considered co-researchers, this does not need to go through an IRB review.

### **Conducting Research on Students or Classroom Learning**

- If an instructor examines student learning in her or her classroom for the sole purpose of learning how to improve instruction, this work does NOT need to go through IRB review.
- However, research conducted on student learning with the intention of disseminating the results constitutes research and must go through IRB review. In addition, based on prior experience, the IRB has the following general recommendations:
  - Because participation in a research project should always be voluntary, students must be given the option of whether or not to participate.

- If the nature of ‘participation’ involves completing an assignment for the class, rather than being given the option of not doing the assignment, the student instead can be given the option of whether or not to have his/her information included in the data.
- If alternative work can be done if a student does not wish to participate, that work should be the ‘equivalent’ in terms of duration, effort, and ease as participating in the research project.
- Students should indicate consent through a third party (not the instructor) so that students will not feel indirect pressure to participate (e.g., another faculty member could distribute and collect consent forms while the researcher faculty member/instructor is outside of the room; the researcher faculty member does not know during the semester of data gathering what students in his/her class have agreed to participate).

### **IRB and CBL**

Meeting a community need is crucial to the definition of community-based learning and is considered a best practice. In some courses, CBL students are conducting research to provide information to a community agency/organization that will help the agency advocate for their constituents, create or improve programming, or otherwise inform the agency’s work. The research performed by the students must be shared with the community agency, and possibly a larger audience, to be meaningful. This is often done via an oral presentation at the end of the semester and/or a written summary or report.

Examples:

- Sociology students interview clients at a social service agency to collect information about homelessness that can be used by the agency to inform programming that meets the needs of their clients
- PSYC 492: Psychology Research Seminar students will conduct a “research” project for an organization in Racine. They will interview single moms to learn about how they define success and what can be done to help them achieve success. The agency will use this information to better align policy and programming to the women’s needs.
- ANTH 300 students will be conducting ethnographic interviews with members of the Kenosha arts community. The partner agency has suggested the final presentation of findings be hosted at a community location and include a community “talk-back” discussion.
- Business students interview clients/community members on behalf of both nonprofits and small businesses for marketing research and include this information in a presentation given back to the sponsoring organization

### **Faculty Consultant and/or Faculty Researcher?**

- Sometimes faculty members may use their expertise to provide consultation services to a community organization that is doing research. Does this need to go through an IRB review? It depends:
  - If a faculty member is providing her or his expertise to advise an organization on how to conduct research, but is not actually analyzing data or shaping the research project, then this does not need to go through IRB review as this would not be considered research that the faculty member is doing.

- However, if the faculty member is involved in shaping the research project and/or analyzing data, then the faculty member would be considered a researcher for the project and should submit the project for IRB review.

**Level of Review**

- Whether a given study that involves students and/or community-based learning is eligible for exempt, expedited, or full review depends on what the project is about and its methods. In other words, just because a project involves students or CBL work does not automatically qualify it for a particular level of review.