

<b>James Madison University</b> <b>Office of Research Integrity and Institutional Review Board</b> <b>Standard Operating Procedures</b>			
<b>TITLE: Scholarship of Teaching and Learning</b>			
<b>SOP # 20</b>	<b>Revision # 3</b>	<b>Effective Date: 8/5/2024</b>	<b>Page 1 of 2</b>

## **OBJECTIVE**

To describe the policies and procedures for scholarship of teaching and learning (SoTL) and preexisting data.

## **GENERAL DESCRIPTION**

The scholarship of teaching and learning (SoTL) is a synthesis of teaching, learning, and research in post-secondary education bringing a scholarly lens to what happens when learning occurs (or doesn't) as a result of teaching practices. This type of research specifically begins with a question, is conducted deliberately and systematically, grounded in analysis of relevant evidence, and results in the research being shared with peers to be reviewed and to add to the extant literature.

SoTL research involves:

- examining inquiries about student learning, and about the teaching activities designed to facilitate student learning,
- making relevant student learning visible through gathering evidence of thinking and learning while systematically analyzing this evidence,
- sharing the research results publicly to include peer review, and to contribute to the larger literature on student learning, and
- aspiring to improve student learning by strengthening the practice of teaching.

## **DEFINITIONS**

### **Normal Educational Practices**

Research conducted in established or commonly accepted educational settings, that specifically involves normal educational practices (i.e., no experimental interventions) that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods (see [SOP #3](#) and [45 CFR 46](#)). Three exceptions would nullify an exempt protocol:

1. When normal educational practices generate sensitive data (see [SOP #4](#))
2. An intervention is presented<sup>1</sup>
3. If the data utilized for the project were collected specifically to answer the research question and would not have been collected in the course of the scheduled normal educational practice, the research will be considered experimental.

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<sup>1</sup> To determine if an activity is an intervention, please contact IRB.

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**Preexisting Data for SoTL Research**

When conducting SoTL research, data collected in the classroom for purposes of normal educational practices (e.g., classroom assignments) can be considered preexisting data once the semester has ended and would therefore qualify as an exempt protocol once the data has been de-identified.

**RESPONSIBILITY**

Execution of SOP: Principal Investigator (PI)/ Study Personnel, IRB Chair, IRB, Office of Research Integrity (ORI), Vice President for Research, Economic Development and Innovation (VPREDI)

**REVISION HISTORY**

Version No.	Brief Description of Changes	Created on Date
00	Creation of SOP	2/15/2023
01	Added flowchart	3/3/2023
02	Updated title of Vice Provost for Research, Economic Development and Innovation (VPREDI)	9/22/2023
03	Updated title of Vice President for Research, Economic Development and Innovation (VPREDI)	8/5/2024

**SIGNATURE HISTORY**

Name and Title	Signature	Date

**REFERENCES**

- [SOP #3](#)
- [SOP #4](#)
- [45 CFR 46](#)

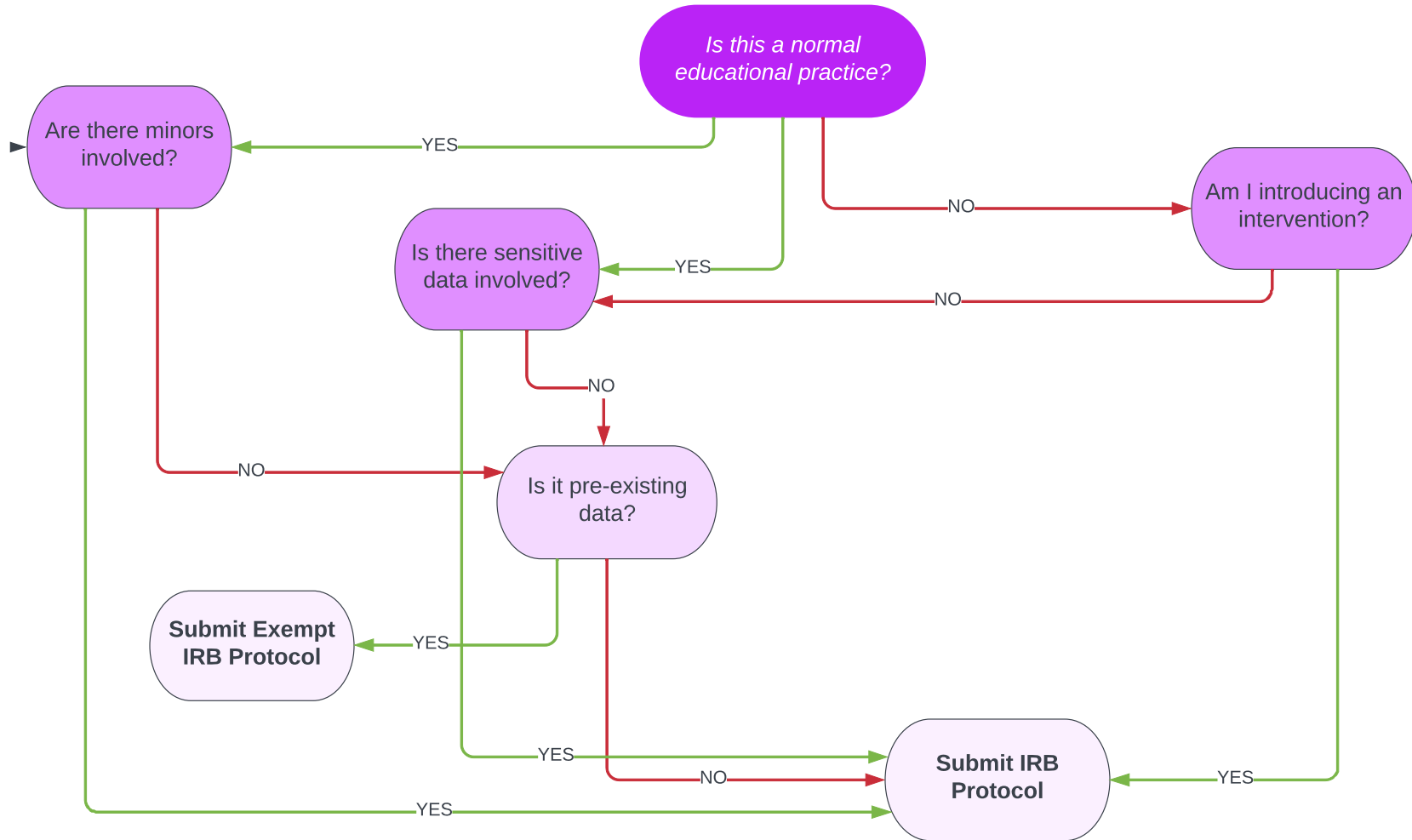
# I'm doing SoTL Research - do I need an IRB protocol?

James Madison University Institutional Review Board - March 3, 2023

## Diagram Key

● Yes

● No



1 Once the semester has ended, de-identified data (e.g., assignments, etc.) can be treated as existing data as an exempt protocol (LINK SOP)

2 All interventions must be approved by the IRB prior to data collection.