Transforming our Learning Experiences through the Scholarship of Teaching and Learning
2014 STLHE pre-conference workshop
presented by: Bennett, Manarin, & Miller-Young, Mount Royal University

Ethical Considerations Handout

"The teacher's responsibility to hold students' educational interests paramount provides an important perspective when considering ethical issues for research in teaching and learning"
(MacLean & Poole, 2010).

The Ethical SoTL Matrix (Healey et al., 2013)

	ETHICAL TRADITIONS		
STAKEHOLDERS	**PRAGMATIC:** *To what extent do potential consequences of the SoTL inquiry help or hurt stakeholders in the short and long run?*	**EXTERNAL:** *To what extent are external factors considered?*	**DEONTOLOGICAL:** *To what extent does the SoTL inquiry demonstrate respect for person, autonomy, and choice?*
Students and the institutional community	What short- and long-term consequences can be expected for students and the institutional community as a result of the SoTL inquiry?	To what extent does the SoTL inquiry reflect external factors for students and the institutional community?	To what extent does the SoTL inquiry contribute to the intellectual development of students and the institutional community while at the same time demonstrating respect for person, autonomy, and choice?
EDUCATOR-scholar and the teaching community	What short- and long-term consequences can be expected for educators and the teaching community as a result of the SoTL inquiry?	To what extent does the SoTL inquiry promote efficient use of resources by the educator and the teaching community?	To what extent does the SoTL inquiry contribute to enhanced teaching and learning while respecting person, autonomy, and choice?
Educator-SCHOLAR and the research community	What short- and long-term consequences can be expected for scholars and the research community as a result of the SoTL inquiry?	To what extent does the SoTL inquiry meet the standards for credible evidence in the discipline where the SoTL inquiry is conducted?	To what extent does the SoTL inquiry provide credible evidence to scholars and the research community while respecting person, autonomy, and choice?

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Managing Dual Role

- Specify how much class time will be used for research purposes
- Get permission to use student data as research data
- Be clear about which forms of data originate from regular class activities and which data are generated for research purposes only
- Prepare strategy for handling any conflicts of interest that may arise
- Have someone else recruit
- Use neutral tone in recruitment and consent materials
- Assure participants they have the right to refuse to participate
- Keep participants' identities anonymous to the researcher until they are no longer the researcher's students
- Assure students that their participation or non-participation will have no effect on their course outcomes

Guidance Documents

Panel on Research Ethics. (2010). Tri-Council policy statement: Ethical conduct for research involving humans. Available at www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/

Mount Royal University Human Research Ethics Board (2012) Ethical Considerations for Dual-Role Research: Conducting Research with Students in your own Classroom. Available at http://www.mtroyal.ca/wcm/groups/public/documents/pdf/dualroleresearchers.pdf

Articles

Healey, R.L., Bass, T., Caulfield, J., Hoffman, A. McGinn, M.K., Miller-Young, J., Haigh, M. (2013) Being Ethically Minded: Practising the Scholarship of Teaching and Learning in an Ethical Manner. *Teaching and Learning Inquiry* 1(2), pp. 23-33. Available at http://www.jstor.org/stable/10.2979/teachlearninqu.1.issue-2

MacLean, M., & Poole, G. (2010). An introduction to ethical considerations for novices to research in teaching and learning in Canada. *The Canadian Journal for the Scholarship of Teaching and Learning* 1(2). Available at http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1016&context=cjsotl_rcacea