

Do you have questions about **Ethics** and the **Scholarship of Teaching and Learning** at the University of Calgary?

START HERE

Are you conducting **research** involving the study of **people**?



If you're unsure, please see definitions according to the **Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans** (click [here](#) to view this document).

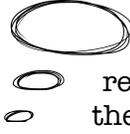
NO

YES

YES

Follow this map for resources that might help you along the way!

Do you have questions about the **ethics** of conducting research involving the study of people?



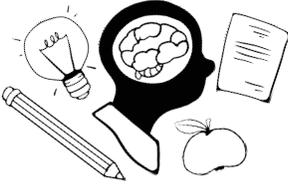
If you have questions unrelated to research involving the study of people, please see the **Ethics & Compliance** website (click [here](#)).

If you have questions about conducting ethical research involving people, but this research is not about teaching and learning, please visit the **CFREB's website** (click [here](#)).

NO

This probably isn't the document for you.

Is this research about **teaching and learning**?



NO

Is this research about teaching and learning at the **post secondary** level?



YES

Is this research carried out by students for course projects?

YES

It is possible that this project does not fall under the umbrella of SoTL research. Please visit the Taylor Institute's **SoTL Guide** to review how SoTL is understood (click [here](#)).

NO

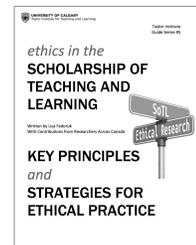
Research of this sort is normally reviewed by the Faculty or Department ethics committee and is not generally considered SoTL Research. Please visit the **CFREB's website** (click [here](#)).

YES

NO

Please check it out! (Click [here](#).)

Have you reviewed the Taylor Institute's Guide on **Ethics in the Scholarship of Teaching and Learning**?



NO

YES

NO

Please review them. See Table 2, on page 16. (Click [here](#).)

Have you reviewed the **Questions to Consider When Planning SoTL Research** in the TI's Ethics Guide? (In Table 2, on page 16.)

Table 2. Questions to Consider When Planning SoTL Research

Area of Potential Concern	Key Principles for Ethical Practice	Questions to Consider
Conflicts of Interest and Power Relationships	Minimize undue influence, coercion, or power imbalances by: <ol style="list-style-type: none"> being transparent and honest on an instructor's goals (which sometimes may be at odds with research goals), and being sensitive to the inherent power differential between instructor and student. 	<ol style="list-style-type: none"> "Could any part of the research design (including the location and availability of resources) or the instructor's relationship with students' influence or ability to teach?" "Are there any conflicts of interest participating in the research, or not, might be affecting our students that that we have not identified?" "Could a third party help with the consent and data collection process to ensure proper involvement?"
Consent Process	Ensure that students' decisions to participate in the research (or not) is informed and voluntary by: <ol style="list-style-type: none"> telling them about the purpose, benefits, risks, and consequences of the research before asking for their consent, and making sure they have the autonomy to freely and privately choose to participate, refuse to participate, or withdraw from participation at any time during the research. 	<ol style="list-style-type: none"> "What else would you want to know before making a decision about participating in the research?" "In what ways might students feel compelled to participate or compromised in their ability to withdraw from the study without consequence?"
Privacy and Confidentiality	Written the goals of the research project, be inclusive, fair, and equitable when selecting participants by: <ol style="list-style-type: none"> recognizing and respecting the vulnerability of individuals or groups and making the results available, accessible, and understandable to all participants upon completion of the study. 	<ol style="list-style-type: none"> "Are there any individuals or groups that the research might directly or indirectly exclude?" "How can we ensure that the results of the study can be accessible to all participants?"
Privacy and Confidentiality	Protect the participants' information and the integrity of the research project by: <ol style="list-style-type: none"> minimizing and securely storing the research data; implementing appropriate institutional safeguards and security measures to protect participants' information and data; and if the research involves identifiable secondary use of data (e.g., former students work on other identifiable materials without having IRB approval), making students' informed consent and using the data principles of informed consent to the secondary use of data. 	<ol style="list-style-type: none"> "Are there ways in which this research design might be in any way compromised by participants' information and data?" "Does the research design adequately protect participants' information and data?" "Does informed consent from all students who will be using the research, regardless of when and how data are collected?"

YES

Still have questions? Please reach out to the **SoTL Ethics Contact, Kiara Mikita** (click [here](#)).