



University  
of Glasgow

## ***LEADS CPD Series: SoTL***

### ***Preparing to do scholarship: writing an ethics application***

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- The importance of preparation
- The ethics of educational research and SoTL enquiries;
- Ethics in your subject area.

Glassick's Framework for evaluating scholarship presents several 'stages'

1. Clear Goals
2. Adequate Preparation
3. Appropriate Methods
4. Significant Results
5. Reflective Critique
6. Effective Presentation

Adequate preparation refers to 'knowing the field'.

Have you read the literature, do you know the appropriate methods to collect data, are you building on the work of others?

A teacher's enquiry into their practice is a legitimate academic practice and therefore normally exempt from a requirement to get ethical approval.

**But, if such enquiries are to be made public, then ethical approval is required.**

## Teaching and Learning in Higher Education

Disciplinary Approaches to Educational Enquiry

Elizabeth Cleaver, Maxine Lintern and Mike McLinden

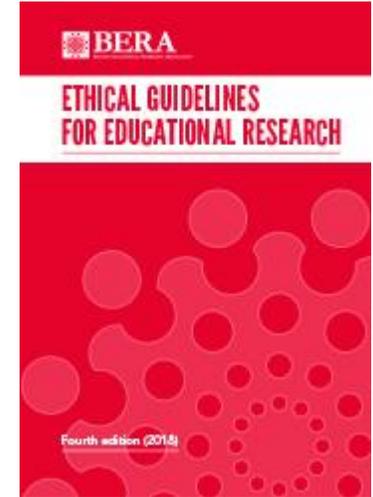


Cleaver, E., Lintern, M., McLinden, M., & Askews & Holts Library Services. (2014). *Teaching and learning in higher education: Disciplinary approaches to educational enquiry*. London: SAGE Publications Ltd, pp. 54 – 71.

In principle, research, scholarship and professional enquiry are *all* governed by the same standards of ethical practice.

If you think of ethics as 'ticking a box' then you are missing the point

Ethics and research design are not mutually exclusive. They impact on each other, and must be considered simultaneously





Issues of risk

Openness/disclosure

Voluntary informed  
consent

Right to withdraw

Children/vulnerable  
others

Incentives

Privacy/confidentiality/an  
onymity

Dependent relationships

Issues of risk

Minimising  
harm and  
maximising  
benefit

Openness/disclosure

Avoid  
deception  
*unless  
required*

Voluntary informed  
consent

Why me?  
What's the  
point and  
what do I  
have to do?

Right to withdraw

Withdrawal at  
any time, for  
any reason

Children/vulnerable  
others

Implications  
in gaining  
consent

Incentives

Commensurate  
and with good  
sense

Privacy/confidentiality/an  
onymity

Confidentiality  
and anonymity  
is the norm,  
but not always  
possible

Dependent relationships

Is participation  
influenced in  
any way?

Issues of risk

Unnecessary/  
uneven risks  
for  
participants

Openness/disclosure

Lack of  
details  
regarding  
potential  
involvement

Voluntary informed  
consent

*Sufficient*  
information  
including risks  
and benefits

Right to withdraw

Explicit, with  
details of  
process  
(contact  
details)

Children/vulnerable  
others

Not explicitly  
considered

Incentives

Implicit  
coercion;  
inappropriate  
incentives

Privacy/confidentiality/an  
onymity

Confidentiality  
and anonymity  
but what if you  
have  
concerns?

Dependent relationships

Is participation  
influenced in  
any way?



# liftupp



UofG  
MVLS



University of Glasgow

College of Social Sciences

College of Arts?



University of Glasgow

College of Science & Engineering

***What is the relationship between the amount of time level 1 History students' in my tutorial group report that they spend on tutorial preparation and the number and quality of comments they make in a tutorial?***

***An exploration of level 3 Pharmacology students' perceived engagement in response to a lecture with problem solving activities in comparison to lectures without such activities***

1: Applicant details	Who is making the application?
2: Ethical risks	What could go wrong?
3: Researchers with access to the data	Who will have access to the data (including transcription company)?
4: External funding details	Who funded the research? (Why is this important?)
5: Project detailed (start & end dates)	When will the study take place? (implications for how long the data should be retained)
6: Justification for the research	Why do this research at all?

7: Research methodology and data collection	Methods of data collection, why you chose these methods, time commitment for participants, how data will be analysed
8: Confidentiality & data handling	How will you protect the privacy of your participants? What degree of anonymity will you offer? How/where will you store the data? Who has access? Plans for retention and disposal of *personal* data? (relates to GDPR)
9: Dissemination of results	How will you report findings to participants, peers/colleagues? Will you store anonymised datasets for future research?
10: Recruitment of participants	How/who will you recruit? How many? What incentives? In a dependent relationship (e.g. teacher/student)?
11: Permission to access participants	If UofG staff/students, Head of School (if in one school), or Dean of Graduate Studies (if >1 school) or Clerk of Senate (if >1 college)
12: Informed consent	Have you included PLS/information sheet?

13: Monitoring	How will you ensure the research is progressing as planned?
14: Health and safety	Risks for you, the participants or other researchers?
15: Risk	Lone working? Minimising distress to participants, sensitive topics or vulnerable groups?
16: Insurance	Needed for e.g. work overseas, participants > 5000
17: Protection of Vulnerable Groups (PVG)	Children and protected adults (note students under 18 constitute a PVG group)
18: UK and Scottish Government Legislation	GDPR (2018)
19: Declarations by researchers (and supervisors)	Acceptance of code of conduct for research and responsibility for managing project risks

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Cohen, L. M., & Manion, L. (1979). L. & Morrison, K.(2011) *Research methods in education*. UK: Routledge.

Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship Assessed: Evaluation of the Professoriate. Special Report*. Jossey Bass Inc., Publishers, 989 Market Street, San Francisco, CA 94103.

College ethics guidance:

Arts: [www.gla.ac.uk/colleges/arts/research/ethics/](http://www.gla.ac.uk/colleges/arts/research/ethics/)

CoSE: [www.gla.ac.uk/colleges/scienceengineering/staff/committees/ethicscommittee/](http://www.gla.ac.uk/colleges/scienceengineering/staff/committees/ethicscommittee/)

CoSS: [www.gla.ac.uk/colleges/socialsciences/students/ethics/forms/](http://www.gla.ac.uk/colleges/socialsciences/students/ethics/forms/)

MVLS: [www.gla.ac.uk/colleges/mvls/informationforstaff/researchadministration/collegeethicscommittee/](http://www.gla.ac.uk/colleges/mvls/informationforstaff/researchadministration/collegeethicscommittee/)

If in any doubt, contact college ethics officers with your questions.