

Stonehill College Institutional Review Board Application Form

Please return one typewritten, signed original and seven copies of this form to:
Bonnie L. Troupe
Director, Academic Development
Duffy 119

Basic Information:

Date submitted: August 15 2010 Date approved: _____

Name of researcher: Elizabeth Belanger and Amy Houston

Stonehill Faculty/Staff? Yes: No:

Contact Info (phone and email): ebelanger@stonehill.edu (ext. 1265)
ahouston@stonehill.edu (ext. 1234)

Faculty/Staff Sponsor if different: _____

Title of Research Project: “The Undergraduate Research Paper:
Assessing Student Learning and Research in
Introductory History Courses”

Nature of the Study: Scholarship of Teaching and Learning Study

Does the research involve:

	<i>Yes</i>	<i>No</i>
a. Drugs or other controlled substances?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Payment or other compensation for participation?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Access to participants through a cooperating institution?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Participants taking internally or having externally applied any substances?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Removing any fluids (e.g. saliva, blood) or tissues from participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. Participants experiencing stress (physical or psychological) above a level that would be associated with their normal, everyday activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Does the research involve:

	<i>Yes</i>	<i>No</i>
g. Misleading or deceiving participants about any aspect or purpose of the research?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h. Participants who would be judged to have limited freedom of consent (e.g. minors, mentally retarded or ill, aged)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i. Any procedures or activities that might place the participants at risk (psychological, physical or social)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
j. A written consent form?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
k. Data collection over a period longer than 6 months?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
l. Sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior, or alcohol use?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Lay Summary: Please attach to this form a description of your research so that the IRB may assess its risks and benefits. Describe your research project using lay language—language understood by a person unfamiliar with the area of research. The summary should address any ‘yes’ responses in items a-l above. In addition, address each of the following areas:

- A. Rationale and Aims—the research question; why this needs to be addressed
- B. Procedure and Protocols—include a detailed description of participant's experience
- C. Description of Participants—study population, inclusion criteria, how recruited
- D. Procedures for Obtaining Informed Consent
- E. Potential Risks and Benefits
- F. Safeguards Against Risk
- G. Debriefing Procedure

Additional Items:

Please attach additional items that may help the IRB committee fully understand the research project, if applicable. These may include:

- A. Grant proposal for the research, if applicable
- B. Informed consent form—required in most cases
- C. Debriefing statement—what participants will be told after completing the procedure
- D. Agreements from other participating institutions

Certification:

1. I am familiar with the policies and procedures of Stonehill College regarding human participants. I subscribe to the standards in the Stonehill College IRB document and will adhere to the policies and procedures explained therein.
2. I am familiar with the published guidelines for the ethical treatment of participants associated with my particular field of inquiry (e.g., as published by the American Psychological Association, American Sociological Association, NASW Code of Ethics).
3. I am familiar with and will adhere to official policies in my department concerning research activity (e.g., Psychology Department, Biology Department).
4. I understand that upon consideration of the nature of my project, the IRB may request a full application for review of my research at their discretion and convenience.
5. If changes in procedures involving human participants become necessary, I will submit these changes in writing to the IRB for review before initiating the changes.

SIGNATURE: _____ DATE: _____
Investigator(s)

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Investigator(s)

ALL STUDENT APPLICATIONS AND APPLICANTS FROM OUTSIDE THE
COLLEGE MUST HAVE A COLLEGE SPONSOR

SIGNATURE: _____ DATE: _____
Research Sponsor

“The Undergraduate Research Paper:
Assessing Student Learning and Research in Introductory History Courses”

Lay Summary:

Rationale and Aims

Last year, Stonehill’s History Department adopted a new assessment plan (to go into effect the 2011-2012 school year). A central element of the plan is a comparison of a required research paper assignment done in the student’s freshman year and their senior research thesis. To insure that the department has a freshman research paper from all of its majors, even those who are undeclared their freshman year, all GH100 students are being asked to write a research paper. The features of the department’s assessment plan are by no means unique. In fact many of our peer and aspirant institutions require their freshmen to complete a research paper. Despite the overwhelming acceptance of the freshman research paper as an assessment tool, scholars of teaching and learning have yet to address some of the key research questions associated with assessing student learning and research in introductory history courses. Our research study is designed to explore

1. The challenges students face when writing a research paper. This includes how pre-conceived notions about history as a discipline, information, and research may affect how a student approaches the research process. We are particularly interested in studying the role technology plays in shaping student attitudes about research and information in general.
2. The best methods for introducing recent high school graduates to the study of college level history including examining various ways to teach college level research to novice scholars.
3. The freshman research paper as an assessment tool, including an exploration of what constitutes mastery of the learning goals at the freshmen level.

Procedure and Protocols

Students who participate in the study will receive three surveys. An initial survey, given in the first few weeks of classes, will ask the student to comment on their high school history experience, their ideas about history and research, and any previous research paper experience. The second survey, given around the midpoint in the semester, will ask students to comment on their research experience thus far (what assignments were helpful/not helpful and why), what challenges they face, what challenges they anticipate facing. A final survey, given the last week of class, will ask students to reflect once more on their research paper experience. All of the surveys will be given in class. The surveys will be anonymous and students will have the option of not participating in the study.

Description of Participants and Procedure for Obtaining Informed Consent

During the first week of class, before administering the first survey, the professor will introduce the goals of the study and ask that students who are interested in participating in the study fill out an informed consent form.

Potential Risks and Benefits

We don't anticipate any risk to the student.

The proposed study would benefit both the department and its students. We hope our findings will help the department better understand its freshman students and the challenges they face when writing a research paper. Future students will benefit from a faculty who have thought carefully about the roadblocks to student learning and how to overcome them. We also feel that current students will be motivated to take a more active part in their learning by participating in a process in which their thoughts and opinions actively shape classroom assignments and activities.

Debriefing Procedure

During the final weeks of class, students will be debriefed. The debriefing will consist of a classroom discussion in which the professor will restate the goals of the study, discuss the preliminary findings, update the students on the continuing plans for the study-including publication and allow the students to answer any questions they might have about the study.