EHHS Endeavors

Research   Scholarship   Creative Activity

Kent State University

Message from your Associate Dean

This issue marks the end of our inaugural semester for the publication of *Endeavors*. It also marks the end of the EHHS Research Council's work for AY 2009-2010. We have accomplished some important tasks: providing input for the University's earmark projects, guiding the work of the Research Bureau, presenting three brown bag events, and beginning the plans for an internal research grant competition for tenure-track EHHS faculty who have not yet achieved tenure. Please stay tuned for the details of this competition as we begin to roll out the process. Best wishes for a productive summer.

Nancy Barbour
Associate Dean and Interim Director of Research

Pull up a chair, get comfy, and enjoy.

Inside this

Message from your Grants Coordinator

Thank you to Lyle Barton and Joanne Caniglia who were guest speakers at last month's Brown Bag event. Their presentation and Q&A session on all things IRB related was well attended. Because of the interest shown on that topic, this issue of Endeavors is dedicated primarily to IRB related topics. Although spring semester is nearly over and thoughts turn to summer break, it's not too early to begin thinking about the various tasks needing to be completed before any type of research project involving human subjects can get underway. The CITI training alone (see article on page 3) will take a bit of time … so perhaps you can do that in incremental sessions over the summer so it will be completed before fall semester. We also plan to dedicate our first issue of fall 2010 to more IRB related information. And to all reading this … have a great summer.

Cheers, Michelle

IMPORTANT UPDATE REGARDING IRB FORMS:

- New forms have been created and must be used; if departmental reviewers receive older forms, they will return them to you for revision. For the most current forms, visit the IRB webpage (http://www.kent.edu/research/researchsafetyandcompliance/index.cfm).
- Consent forms should reflect correct phone number, which is 330-672-2851. Please check your forms and update if appropriate.

INSTRUCTIONAL REVIEW BOARD (IRB)
Important Information for Faculty and Students

The IRB (Institutional Review Board) at KSU exists "to protect the rights, well-being, and personal privacy of individuals, to assure a favorable climate for the conduct of scientific inquiry, and to protect the interests of the university…" The KSU IRB exists as mandated by federal regulations and works to ensure that KSU students, faculty, and staff comply with all pertinent federal regulations and University policies.

WHO IS THE IRB?

The IRB is under the Office of Research Safety & Compliance within the Division of Research and Sponsored Programs. The Board is headed by the IRB Chair; is largely comprised of "departmental reviewers" representing disciplines from all areas of KSU; and includes, when appropriate, physicians and a prisoner advocate. For more detailed information, visit the IRB website:
http://www.kent.edu/research/researchsafetyandcompliance/irb/index.cfm

The following is a list of the current members of the IRB from EHHS.

Lyle Barton, Lifespan Development and Educ. Sciences

Betsy Page, Lifespan Development and Educ. Sciences

Anne Reynolds, Teaching, Learning and Curriculum Studies

Joanne Caniglia, Teaching, Learning & Curriculum Studies

John Hawks, Health Sciences

Angela Ridgel, Health Sciences

As your first step, IRB applications should be submitted to one of these reviewers. After departmental review and signatures, your application is forwarded to the Compliance Office for approval by the IRB Chair and placement on the IRB Board agenda for Board approval.

There are three levels of review:
Level I – Exempt (only a departmental reviewer can determine if your project falls within defined exemption categories, you must complete and submit an application)
Level II – Expedited (for studies involving minimal risk and which fit into a defined expedited research category)
Level III – Full-committee (for projects that pose greater than minimal risk, involves deception, involves children, or involves prisoners).

In general, no work may be done on your project prior to your application's Board approval. But of course there are exceptions (i.e., departmental reviewer may give permission to collect data for Level I research).

Alphabet Soup

Learning, or relearning, the details behind acronyms commonly used in the world of grants.

CITI = Collaborative Institutional Training Initiative

KSU subscribes to CITI to provide the training *required by all* KSU individuals conducting human research (this includes PI's and co-PI's, students, faculty advisors for students conducting research, faculty requiring students to conduct research for a course, and visiting scholars). For more information on CITI training, see article on page 3.

CITI TRAINING

CITI training is required for ALL researchers involved in projects with human subjects.

It is required not only for faculty researchers, but faculty advisors of students conducting research, and faculty who require students to conduct research for a course. Students conducting research must also complete this training (i.e., they are not covered under their advisor's or instructor's training certificate).

Once you complete the training, you will be able to print out a Certificate of Completion (a copy of which must be attached to applicable IRB applications). Certification is good for three years.

Training is provided on-line. In addition to a training module for Social & Behavioral Research investigators, there is a module for students conducting no more than minimal risk research (e.g., class projects). Per CITI's FAQ area, "the average learner spends approximately 4.5 hrs" to complete the training. Note: you do not have to complete the training in one sitting; you can access the training area as often as you'd like and pick up where you last left off.

For more information regarding the required CITI training, and a link to the CITI registration and login site, visit the IRB website.

STUDENT DIRECTED RESEARCH

(including class projects and course requirements)

Projects being done by students to complete a class project or fulfill a course requirement, and which involves human participants, must be submitted for IRB review. Note: both instructor and student(s) completing class projects must complete CITI training (see article above).

Instructor submitted projects: if student project(s) fit the following "class project" parameters, an instructor may submit one "Class Project Description Form" for IRB review and approval. If any project does not fit these parameters, the student must submit his/her own individual IRB application. Parameters for class projects: 1) no minors or other vulnerable populations, 2) no more than minimal risk, 3) no sensitive topics, 4) no deception, 5) no publication or presentation outside of the classroom, 6) no videotaping, and 7) audio taping for transcription purposes only.

A Class Project Description Form may also be submitted for "action research" projects. Action research is a way of looking at a teachers' own work to check that it is as they would like it to be.   The teacher is assessing the effectiveness of some action (i.e. intervention) he/she has taken to improve some dimension of his/her teaching. Action research is a combination of both practice and research which is designed to evaluate the efficacy of a teaching process. To qualify for an action research submission, the research must meet the following parameters: 1) focuses on improvement of teaching methods, 2) no publication or presentation outside of class, 3) video or audio taping of teacher only (no students), 4) projects deal with student teachers' class only (no additional classrooms or school systems), and 5) grades can be assessed only from those students and subjects that are part of the teachers' class.

Student submitted projects: students whose project will possibly be used for publication or presentation outside of the classroom, including thesis or dissertation, are required to submit an individual IRB application. An individual application must also be submitted if a student's project will include: 1) vulnerable subject populations; 2) sensitive research topics; 3) risk beyond that encountered in everyday life; 4) participant identifiable to anyone other than the researcher through records, responses, or identifiers; 5) videotaping of participants; 6) deception, or 7) data from sources not publicly available (e.g. school or medical records).

For more information on student directed research and submitting for IRB review and approval, visit the forms library on the IRB website.

External Funding Report: January—March 2010

Congratulations to all who have been successful in their quest
for externally sponsored funding of their scholarly activities.

FLA

(R)   Dale Cook   *Thinking with Data: A Cross-Disciplinary Approach*
        $189,667 from NSF

(R)   Rafa Kasim   *A Meta-Analysis of the Effectiveness of Small-group Instruction*
        $36,341 from Eastern Michigan Univ/NSF   *Compared to Lecture-based Instruction in STEM College Classes*

HS

(R)   Lisa Audet   *Hattie Larlham Austism Preschool*
        $35,400 from Hattie Larlham Foundation/
        US Dept of Ed

LDES

(R)   Kelly Cichy   *Daily Family Stressors and Health*
        $59,261from National Institute on Aging

(R)   Rick Ferdig   *OUTBREAK: Opportunities to Use Immersive Technologies to*
        $20,525 from Univ of FL/NSF   *Explore Biotechnology Resources, Career Education and*
                                                             Knowledge

(R)   Rick Ferdig   *HCC-Medium: Mixed Reality Virtual Humans for Training*
        $97,000 from Univ of FL/NSF

(I)   Mary Lou Holly   *Choose Ohio First Scholarship Program: Improving Retention*
        $23,500 from Hiram College/OBR   *and Learning of STEM Student Through Learning Communities*

TLC

(I)   Joanne Caniglia   *Building on a Foundation of Success:*
        $103,318 from OBR/US Dept of Ed   *Making Mathematics Accessible for all Students*

(PS)   Joanne Caniglia w/Michael Mikusa   *The Kent State University—Warren G. Harding High School*
        $34,673 from OH Dept of Ed/US Dept of Ed   *Mathematics Partnerships*

(I)   Lisa Donnelly w/Stan Christensen, Physics   *Operation Physics for Middle School Teachers*
        $110,565 from OBR/US Dept of Ed

Award categories: R=Research, I=Instructional, PS=Public Service

Proposal Submissions

The college remains active in proposal submissions! In the past two months (March and April), 11 proposals were submitted for new external funding. Additionally, one preliminary proposal was submitted (we still await word if we'll be invited to submit a full proposal).

Research and Evaluation Bureau

Transcription Service Information
EHHS Faculty and Graduate Students

Due to the high volume of transcription requests, we must delete audio files related to transcription every week!!! When a file is completed, we send the completed Word document to the individual. We will delete these Word documents after 30 days.

Always make sure you save your original files, in case you need them in the future.

General information on transcription projects

- The Bureau accepts audio recordings in electronic format (.wav) or on standard-size cassette tapes.
- Electronic audio files the Bureau receives are, on average, 40 minutes in length.
- Eight-to-ten minutes of a recorded file typically translates to an hour of transcribing labor. Thus, an hour of recording requires *approximately* 6-7 hours of transcribing labor. The average audio file of 40 minutes requires *approximately* 4-5 hours of transcribing labor.
- Most clients have multiple files they wish to be transcribed.
- To accommodate the volume of transcription requests, the Bureau will operate on a rotating policy: After appx. 20-22 hours of labor on a project, the staff will move to the next client in the queue, moving your project to the end of the queue. This will allow all projects to be worked on regularly.

Tips from the Data Lab:

Minimize background noise.

> Background noise makes it difficult to transcribe your recording accurately. If possible, choose a setting that is quiet and free of interruptions.

Discourage subjects from talking over one another.

> It is very difficult to transcribe audio when more than one person is talking at a time.

Remind subjects to speak clearly and at appropriate volumes.

> Transcribers want to hear the subjects! When we cannot hear the words clearly, we will indicate "inaudible" on the typed document.

Test your recorder.

> Sound quality is important to having a well-transcribed interview, lecture, or meeting. Test to make sure your recorder is working properly and is optimally positioned in the room to pick up audio from all your subjects.

Remember, the better the recording, the more accurate, timely, and cost-effective the transcription will be.