

The background is a complex, abstract pattern. It features a series of concentric circles, each composed of many small, multi-colored squares. The colors include red, blue, green, yellow, and brown. These circles are centered on the left side of the image and expand outwards. On the right side, the pattern transitions into a more chaotic arrangement of scattered, multi-colored squares and small rectangular fragments. A dark gray, semi-transparent rectangle is positioned on the left side, overlapping the concentric circle pattern. Inside this rectangle, the text "BEING AN ETHICAL PRACTITIONER" is written in white, bold, sans-serif capital letters. A thin white horizontal line is located below the text.

BEING AN ETHICAL PRACTITIONER

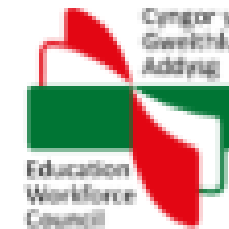
EWC REQUIREMENTS

EWC Code of
Professional Conduct
and Practice for
Registrants with the
Education Workforce
Council



CODE OF PROFESSIONAL CONDUCT AND PRACTICE

for registrants with the Education
Workforce Council (EWC)





REGISTERED TEACHERS MUST:

1.2 conduct relationships with learners professionally by communicating with learners respectfully, in a way which is appropriate for them;

1.4 have a duty of care for learners' safety, physical, social, moral and educational well-being:

1.6 demonstrate a commitment to equality and diversity

2.3 handle information and data appropriately, applying the necessary protocols to matters relating to confidentiality, sensitivity and disclosure;

3.1 respect, support and collaborate with colleagues, learners and others to achieve the best learning outcomes;



What is the meaning
of the word 'ethics'?

ETHICS?



WHY DO WE HAVE ETHICAL CODES?

Introduced after WWII atrocities in death camps

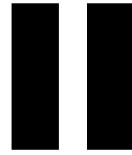
(the **Nuremberg Code** - a set of research ethics principles for human experimentation set as a result of the subsequent Nuremberg trials at the end of the Second World War)



e.g. how long a human can stay in ice cold water before they freeze.

Why would this information be useful?

PAUSE FOR THOUGHT:



How do we regard the data that were collected in the death camps?

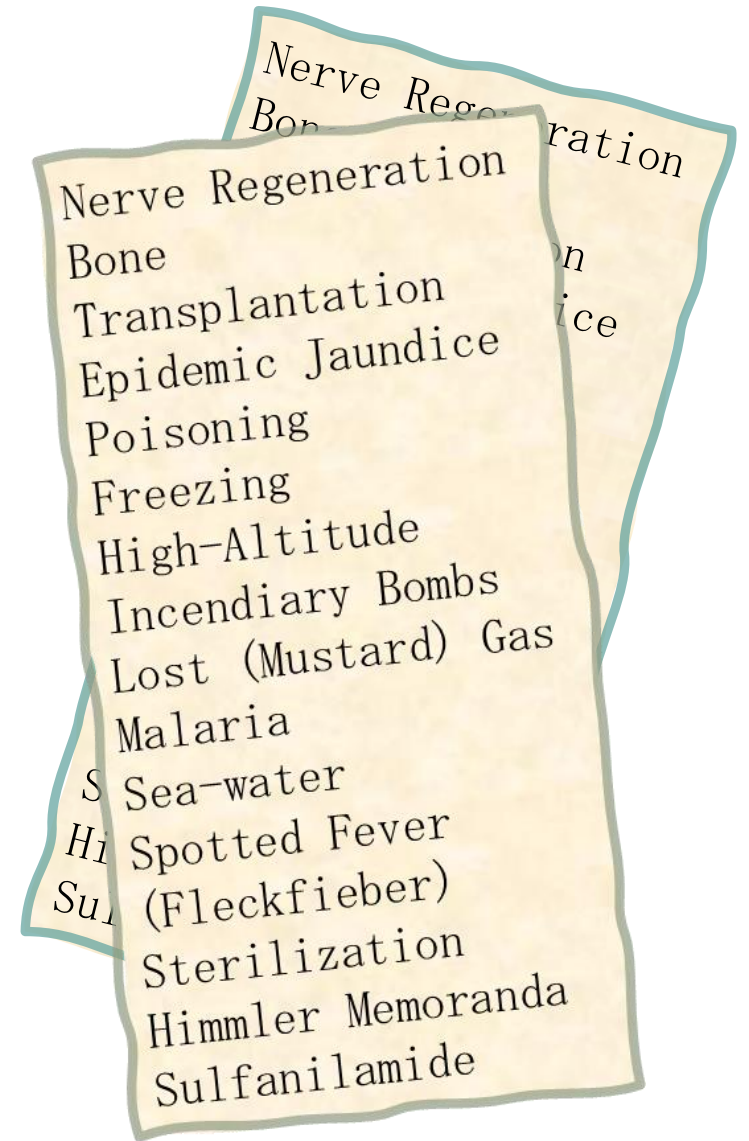
Data was rigorously collected

Data provided information that is highly useful to medical research.

- How is it useful?

Is it ethical to use this data?

Ethics is dealing with the dilemma of right or wrong.



BUT WERE THE DOCTORS EVIL OR WERE THEY BEING OBEDIENT?

This is the context of the Stanley Milgram Experiment



2007 - Derren Brown:

<https://www.youtube.com/watch?v=y6GxluljT3w>

Original Experiment

Note: it may be upsetting to watch

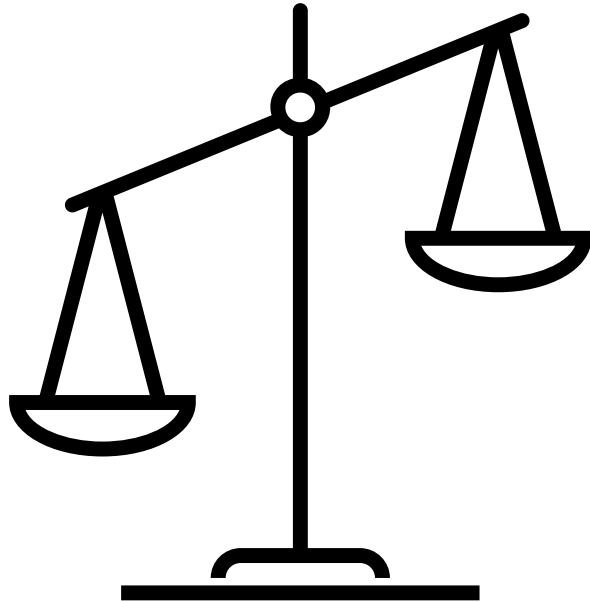
WHAT ARE ETHICS?

Ethics refers to rules of conduct; typically, to conformity to a code or set of principles (Robson, 2002:65).

In education, this code is set out by the British Education Research Association (BERA)



ARE 'ETHICS' ABSOLUTE?



Ethical decisions are usually **choices** related to the balance between benefit and risk

These choices are guided by:

- Ethical guidelines
- Ethics committees
- Ethics approval processes

ARE 'ETHICS' ABSOLUTE?



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"I've been getting annoying pangs of conscience when faced with ethical dilemmas. Got anything for that?"

Is there a 'right' and 'wrong' response to an ethical dilemma?

On the one hand, we want to improve a learning experience which is of benefit to learners; however, on the other hand, it can cause harm.

ETHICAL PRACTICE

IS IT STRAIGHTFORWARD?



The ethics of trust, honesty and integrity

concealing our purposes



Confidentiality

what is confidential knowledge

ETHICAL PRACTICE

... making (ethical) judgements about behaviour



DILEMMA

The mood at Swansea High School is tense with anticipation. For the first time in many, many years, the rugby team has made it to the county semi-finals. The community is excited too, and everyone is making plans to attend the big event next Saturday.



DILEMMA

Nathan, the coach, has been waiting for years to field such a team.

Only one more week to practice, he tells his team that not a rule can be broken.

Everyone must be at practice each night at the regularly scheduled time - NO exceptions.



DILEMMA

On Tuesday, Michael is late to the practice.

Michael is late because he had to take his little sister to the doctor as she is very ill.



DILEMMA

The rule says that anyone who breaks a rule should be suspended for one full week.

If Nathan follows the rule, Michael will not play in the semi-finals. But the whole team is depending on him.

What should Nathan do?



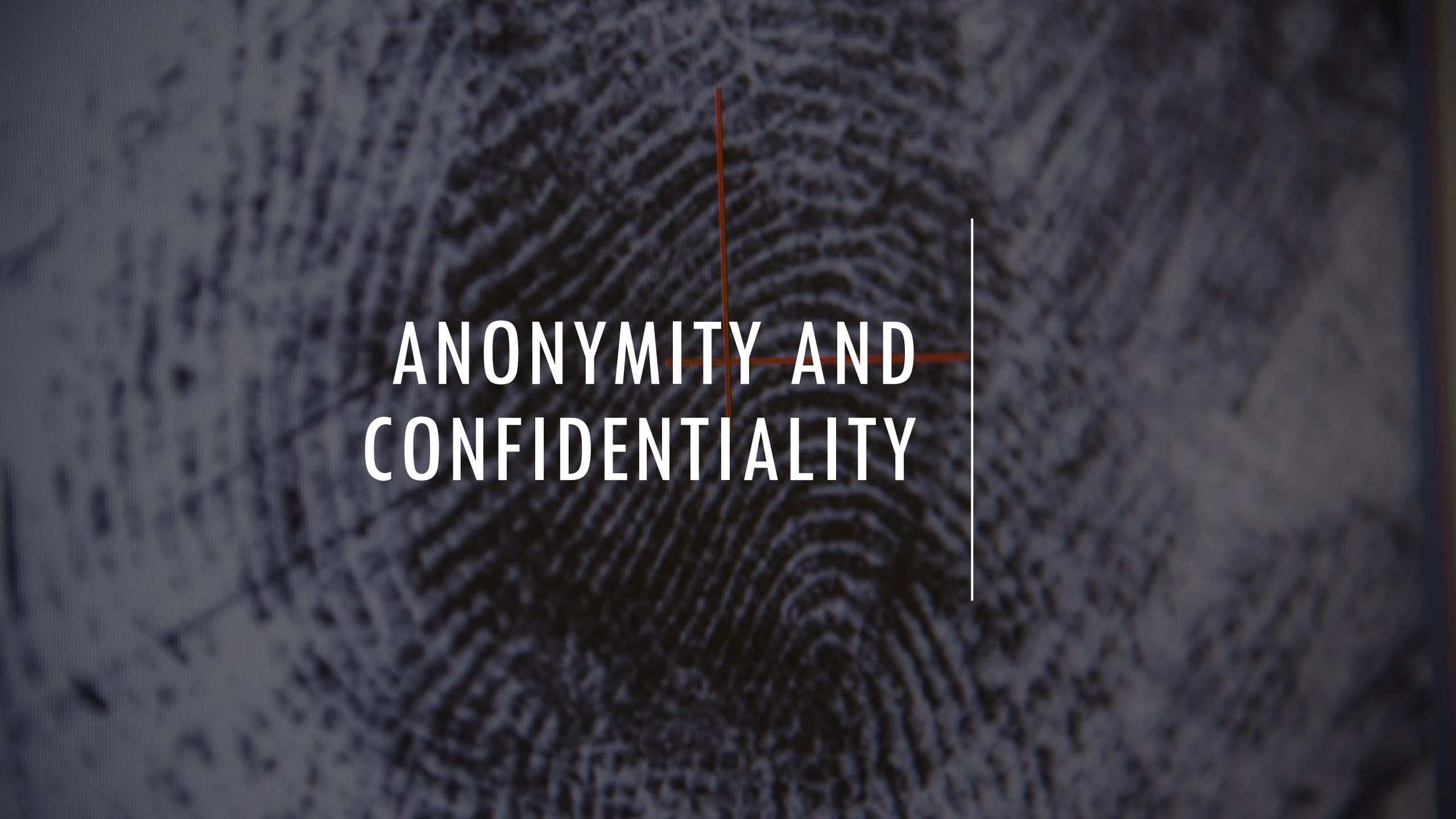
DILEMMA

On Wednesday, Ryan was late because he was given detention for not doing his homework.

Ryan is a brilliant rugby player. If he does not play, they are unlikely to win.

What should Nathan do now?



The background of the slide is a dark, textured surface featuring a large, detailed fingerprint pattern. A thin red crosshair is centered over the text, consisting of a vertical line and a horizontal line that intersect at the middle of the word 'AND'.

ANONYMITY AND CONFIDENTIALITY

ANONYMITY AND CONFIDENTIALITY

'The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research' (BERA, 2018:21)

A light blue downward-pointing arrow with a white outline, indicating a flow from the top box to the middle box.

The participants in your research have the right to privacy.

A light blue downward-pointing arrow with a white outline, indicating a flow from the middle box to the bottom box.

This is achieved through ensuring you manage your research data with confidentiality and anonymity in mind.

CONFIDENTIALITY / ANONYMITY

... are not the same.



Anonymous

All participants should be made fully aware of the degree of anonymity provided by the researcher.

Confidentiality means not disclosing information from a participant in any way that might identify that individual or allow them to be traced.

Anonymity means the researcher or another person cannot identify the participant from the information provided.

CONFIDENTIALITY



Confidentiality means that only the investigator(s) can identify the responses of individuals.



The researchers must make every effort to prevent anyone from outside of the study connecting individuals with their responses.



Anonymity is particularly tricky when using video and/or digital data.



The BERA guidelines are helpful and detailed in this regard (see p.21-25).



The implications of the General Data Protection Regulations (GDPR) are significant and researchers should be familiar with the implications of these for their research.

CONFIDENTIALITY / ANONYMITY



Being able to share your research is important. However, ethically we must protect our participants.



Wherever possible, you should not collect identifying information (such as name, address) for your participants.



You should anonymise your data at source.

ANONYMISATION OF DATA

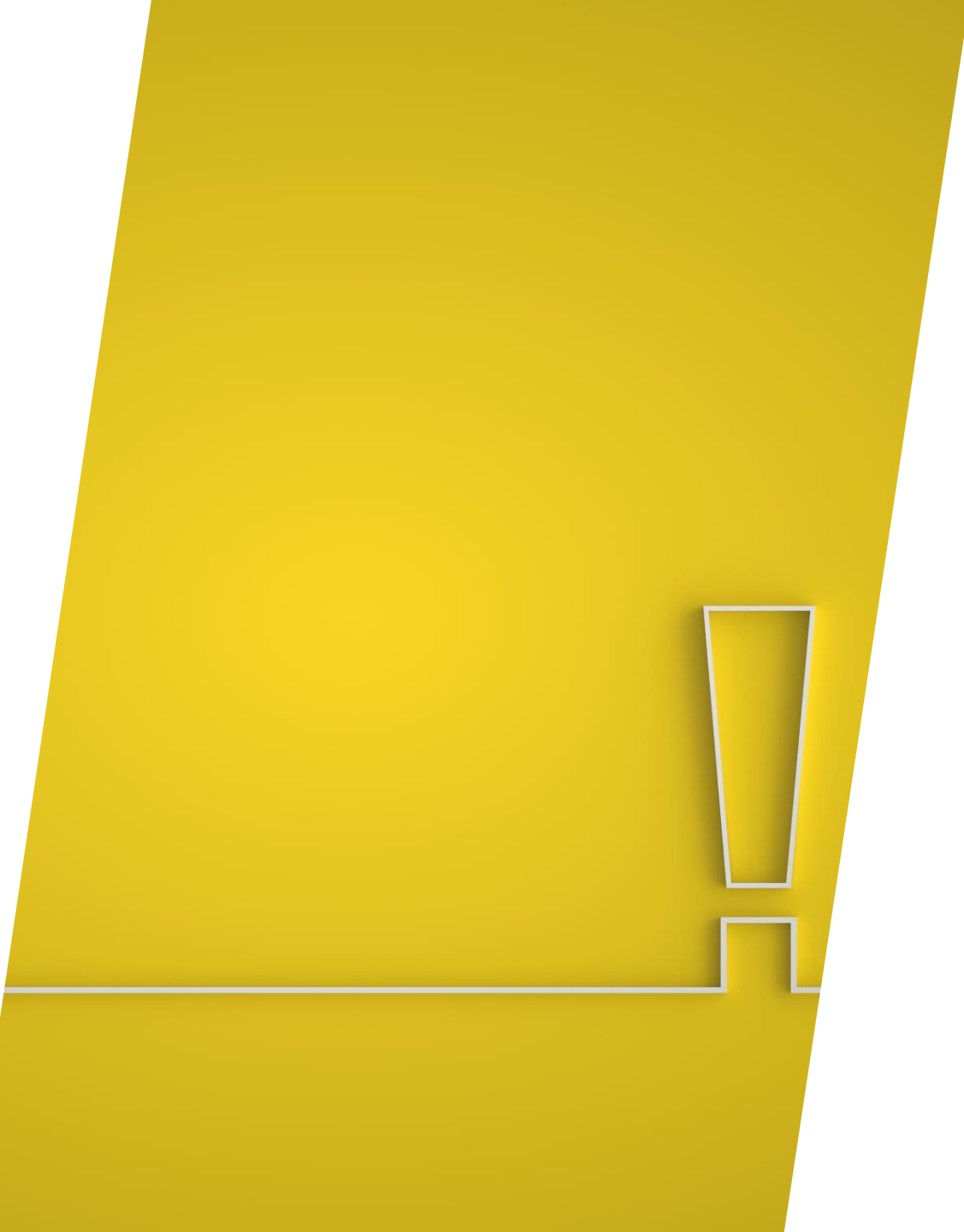
HOW CAN YOU ANONYMISE DATA?

The process of anonymising data requires that identifiers are changed in some way.

This might mean identifying information is removed, substituted or generalised.

Remember that a person's identity can be disclosed from:

- **Direct identifiers** such as names, postcode information or pictures.
- **Indirect identifiers** which, when linked with other available information, could identify someone, for example information on workplace, occupation, salary or age.



**BEHAVING
ETHICALLY**



VOLUNTARY INFORMED CONSENT

This is a fundamental tenet of ethical behaviour in research.

'It is normally expected that participants' voluntary informed consent to be involved in a study will be obtained at the start of the study, and that the researchers will remain sensitive and open to the possibility that participants may wish, for any reason and at any time, to withdraw their consent' (BERA, 2018, p9).

ASSENT

UNCRC Article 12:

- children should have a say in matters that affect them



YOU WILL NEED TO CONSIDER:

Who needs
to give
consent?

How will you
ask for it?

Participants'
right to
withdraw

BEHAVING ETHICALLY

Any children chosen to take part in research also need to understand their right:

- * to refuse to participate **without adverse consequences**;
- * not to answer specific questions without having to give a reason;
- * to withdraw from the research **at any point** without adverse consequences.





THE RIGHT TO WITHDRAW

How will you ensure that the participant has the right to withdraw from the research at **any point** without adverse consequences?

Is it sufficient to ask pupils to sign their name at the beginning of the research study and assume that they are happy to continue throughout?

IDEAS FOR ONGOING ASSENT

Some researchers use a smiley/sad-face or tick/cross system to ensure on-going assent. This can also be done with reversible statement cards.

By giving children a reversible card they can simply switch the card over to indicate that they are happy to continue or that they wish to leave.



I am happy to continue

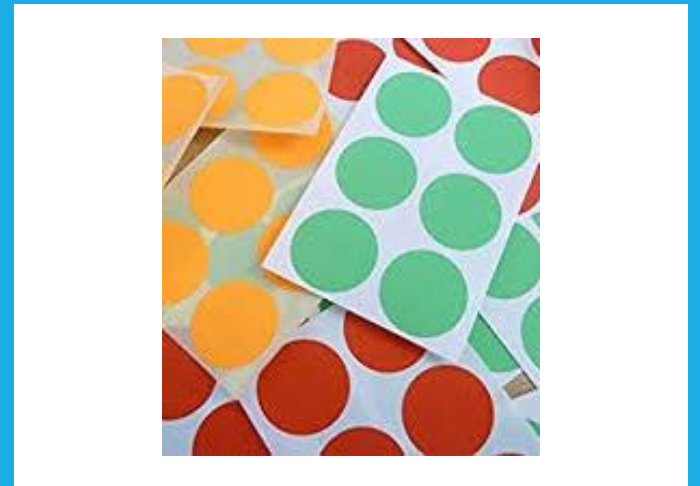
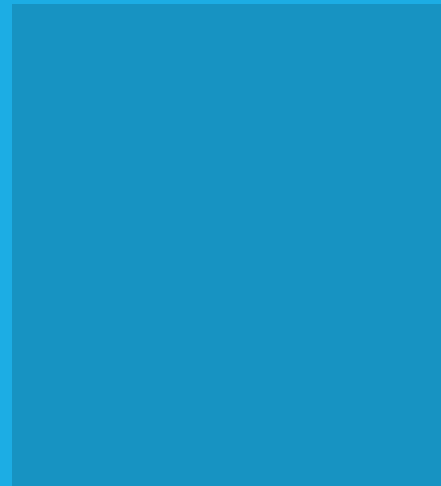
I would like to leave

ASSENT FROM YOUNG CHILDREN

Some researchers use different coloured badges, stickers or bands for children to wear to show if they are happy to be observed

e.g.; after explaining that there is a video recording of the Nursery session that will be watched later, children can choose yellow or green badges, stickers or bands to indicate if they are happy for their teachers to make notes about them later while watching the video. (They can't, in this case, choose not to be videoed).

Children have access to the badges, stickers or bands throughout the session so can change their minds at any point.



SCENARIO

Llinos is researching the extent to which the Nursery children choose a variety of playful activities over the period of a session or tend towards the same ones. She has decided that video-recording three sessions and tracking children's movements between play choices and time spent at each choice will provide her with some useful data.

How might Llinos:

- inform the children about what she is planning to do?
- decide whether children can opt out of the video? If so, how does she secure this option?
- seek children's assent to have their play choices tracked to help her research?
- secure ongoing assent from the children to be involved?

INFORMATION SHEETS FOR PARTICIPANTS (INCLUDING PUPILS AND THEIR PARENTS)



You will need to explain your research to **all participants** in order to gain consent or assent.



If your participants are under 18, you can decide if you wish to give a written explanation of the research (for those of an appropriate age or level of attainment) or if you wish to read out a statement before you start the research (for younger children or those who may be unable to read the information).



If you are reading a statement, the information sheet should consist of a script that you will read out to pupils.

INFORMATION SHEETS (FOR PARENTS AND PUPILS)

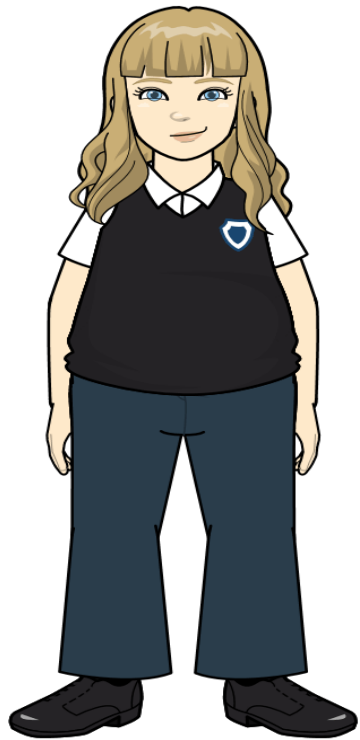
These should include:

- what the research is trying to find out;
- the purpose of the research;
- who is carrying it out;
- exactly what will be asked of participants;
- how the information they provide will be recorded;
- what will then happen to the data;
- what degree of confidentiality and anonymity is afforded;
- how the information will be analysed;
- how the findings will be reported;
- who will see the results of the study.

RESEARCHER POSITIONALITY: UNCONSCIOUS BIAS



WHO LIKES



Sophie



Jenny



Sanjeet



Jack

IMPORTANCE OF RECOGNISING RESEARCHER POSITIONALITY

Everybody brings a set of cultural norms and practices to their working environment which affects their attitudes and behaviour.

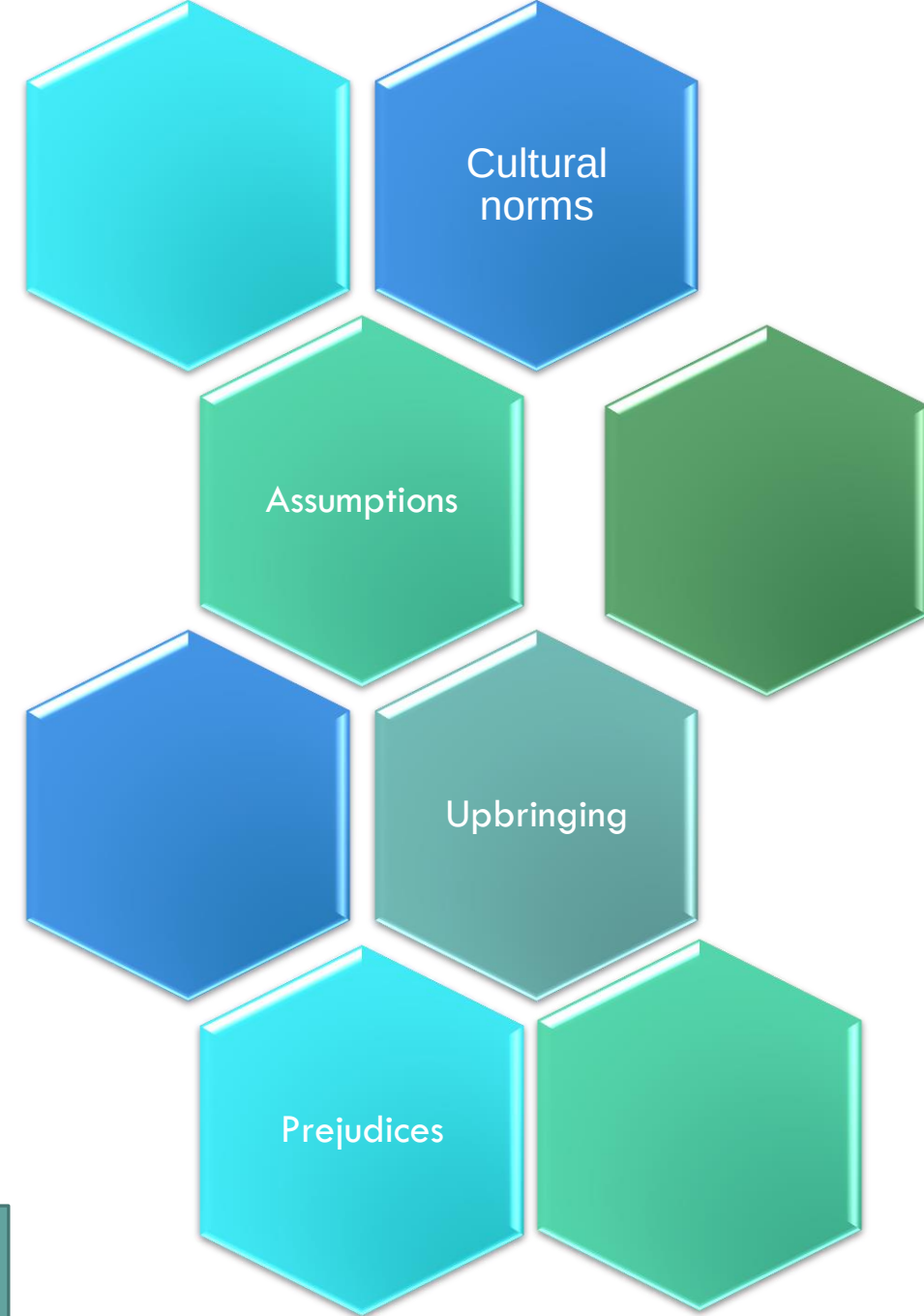
- In research, this can affect how you interpret situations

We all make assumptions which comes from a variety of sources:

Upbringing, media, work colleagues, neighbourhood, religion, experiences etc.

Many of these prejudices are so deep they are often sub-conscious.

We can do something about our prejudices by being aware of them and finding out more information to dispel them.



TYPES OF UNCONSCIOUS/ IMPLICIT BIAS

Like me/ Affinity

- Affinity bias is when we favour people who we share qualities with.

Beauty

- Beauty bias suggests we believe a more beautiful person complete a task better than someone less conventionally attractive.

Contrast

- Contrast effect is when we compare one thing to another rather than the whole piece of work on its merits

Gender

- Gender bias is when you think one gender may be better at a task than another. She has lovely writing.

Halo

- Halo bias is when you focus on one great positive while ignoring any flaws.

Horns

- This is the opposite to the Halo effect. They did one bad thing, now they can't shake it off.

HAVING UNCONSCIOUS BIAS IS NORMAL

Ignoring it is not ok.

It impacts how we value,
group, treat and engage with
people everyday.

**IT IS
INFLUENCED BY**

Stereotypes
Socialisation
Culture Media **Friends**
Family

STRATEGIES TO REDUCE EFFECT OF UNCONSCIOUS BIAS



Challenge
stereotypes



Notice in others



Be aware of own



Look for alternative
points of view



Spend time with people
different to yourself



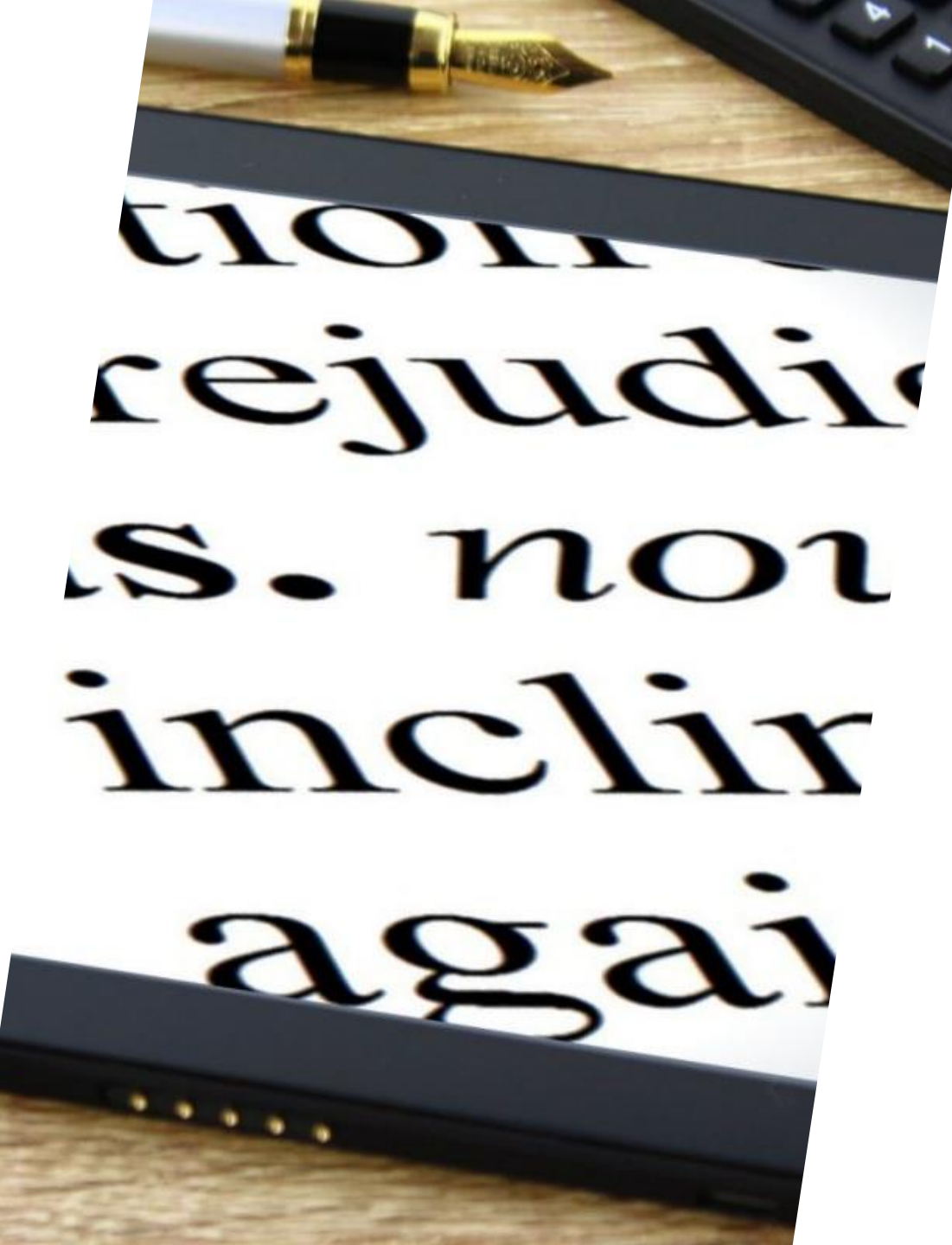
Challenge assumptions
Challenge traditions

HOW COULD YOUR IMPLICIT BIAS AFFECT WHAT YOU RECORD AS A NON-PARTICIPANT OBSERVER IN A RESEARCH STUDY?



Just like the children are preprogrammed with bias – we are too.

What effect might that have on the validity of your observations?

A close-up photograph of a wooden desk. In the upper left, a fountain pen with a black and gold nib is visible. To its right is a portion of a black calculator. Below these items is a document with large, bold, black serif text. The visible text includes 'tion', 'rejudic', 's. nor', 'inclir', and 'agai'.

RESEARCH POSITIONALITY

Your experiences shape your implicit bias and your positionality

It can affect how you interpret data.

To assume that we treat everyone the same and not see colour or differences has its limitations (Michael & Samuel, 2012)

By being aware of your position, it means you can look for alternative points of view and challenge assumptions.

WHAT HARM CAN RESEARCH CAUSE?



TASK

Read and compare the guidelines on ethical considerations for research:

- BERA guidelines
- UWTSD Research Ethics & Integrity Code of Practice

ASSIGNMENT

+ Ethical considerations Explain any ethical considerations that would be relevant to your study. You should include information about anonymity and confidentiality. You must discuss the process that you carried out in order to gain pupil assent. Remember to refer explicitly to your Ethics Form, which you will include in your appendices.	300
Results / Analysis of results / Discussion	700

DIRECTED TASK

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Researcher Positionality - A Consideration of Its Influence and Place in Qualitative Research - A New Researcher Guide

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Abstract

Masters and PhD student researchers in the social sciences are often required to explore and explain their positionality, as, in the social world, it is recognized that their ontological and epistemological beliefs influence their research. Yet novice researchers often struggle with identifying their positionality. This paper explores researcher positionality and its influence on and place in the research process. Its purpose is to help new postgraduate researchers better understand positionality so that they may incorporate a reflexive approach to their research and start to clarify their positionality.

Keywords: Researcher Positionality, Reflexivity, Epistemology, Ontology, Insider and Outsider research

