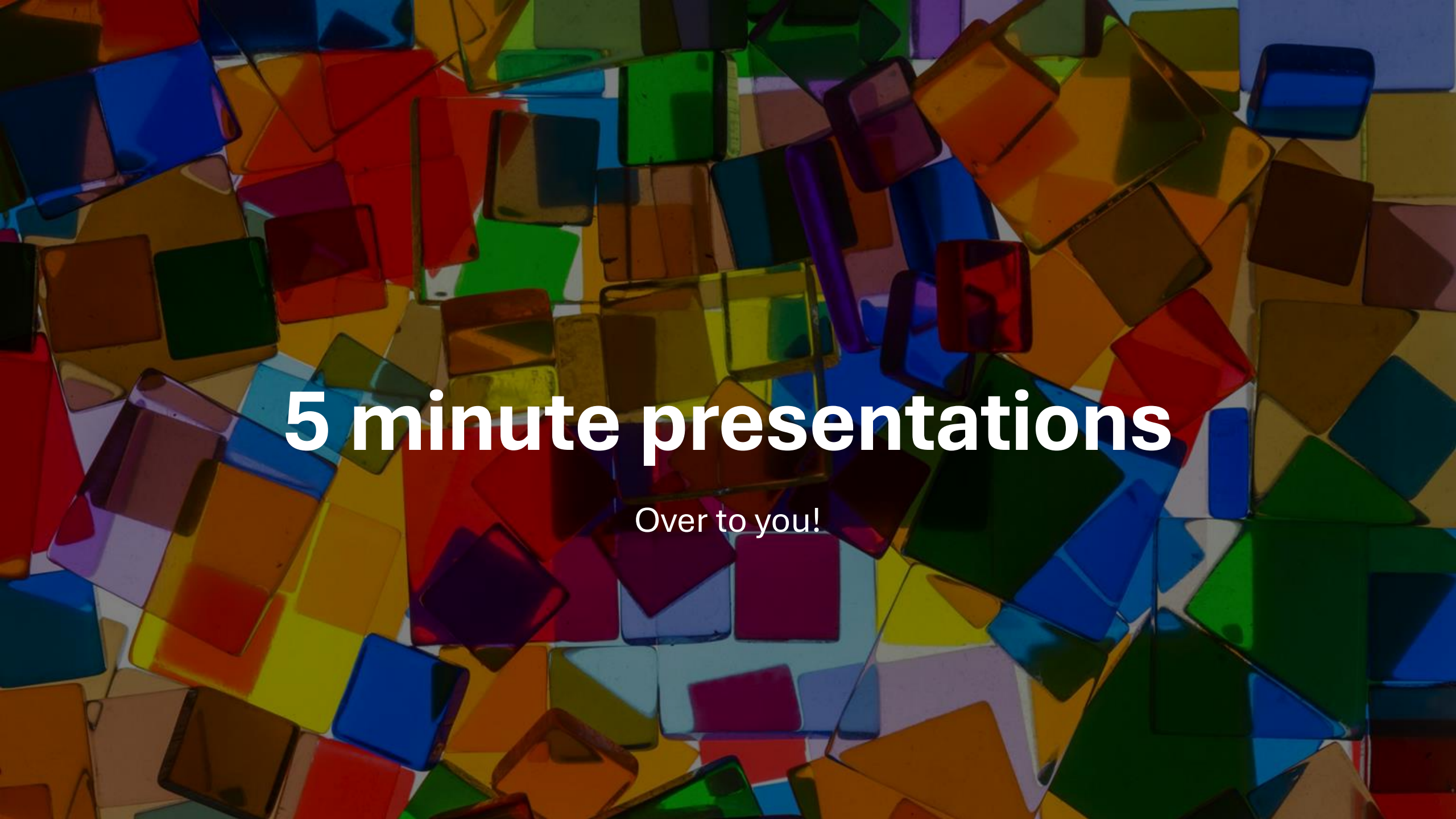




ECDE7018

Session 7

04/12/25



5 minute presentations

Over to you!

Investigating honesty

Some researchers believe that:

- * when we are being truthful, our eyes look to the left;
- * if we are not being honest, we look to the right;
- * this process is reversed for left-handed people.

Other researchers are not so sure.

Task: Design two ways in which this could be investigated.

Make sure that you:

- * Decide what you are researching in each study;
- * Write appropriate research questions.

Big Questions

- What is the definition and value of honesty? What are the behavioral and motivational requirements for being honest or exceptionally so?
- To what extent are people honest? How does this vary by culture?
- What contextual and internal factors encourage honesty and shape its development in individuals, groups, organizations, and institutions?
- What are the consequences of honesty and dishonesty for relationships, groups, organizations, and institutions?
- Under what conditions is dishonesty justified, if any? What factors lead people to be receptive to or offended by honesty?



FlashReport

Do groups lie more than individuals? Honesty and deception as a function of strategic self-interest

Taya R. Cohen , Brian C. Gunia, Sun Young Kim-Jun, J. Keith Murnighan

[Show more](#)

Add to Mendeley Share

<https://doi.org/10.1016/j.jesp.2009.08.007>

Abstract

An experiment tested whether groups of individuals when deception was given were relatively less than individuals who suggest that groups are more strategic. The course of action best serves their economic



Short Communication

Guilt-proneness is a marker of integrity and employment suitability

Taya R. Cohen ^a , Yeonjeong Kim ^a, Kenyon P. Jordan ^b, A.T. Panter ^c

[Show more](#)

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<https://doi.org/10.1016/j.j.paid.2015.12.026>

[Get rights and content](#)

Highlights

- The five-item guilt proneness scale (GP-5) is a brief measure of character.
- Law enforcement job candidates completed the GP-5 and other selection measures.

[Dev Sci.](#) 2014 Nov;17(6):977-83. doi: 10.1111/desc.12171. Epub 2014 Mar 17.

Follow the liar: the effects of adult lies on children's honesty

Chelsea Hays ¹, Leslie J Carver

Affiliations

PMID: 24636361 DOI: [10.1111/desc.12171](https://doi.org/10.1111/desc.12171)

Abstract

Recent research shows that most adults admit they lie to children. We also know that children learn through modeling and imitation. To date there are no published studies that examine whether lying to an effect on children's honesty. We aimed to bridge the gap in this literature by examining the effects of adults' lies on elementary and preschool-aged children's behavior using a temptation resistance paradigm, in which children are tempted to peek at a toy they have not been allowed to look at, and later given a chance to either admit peeking, or try to conceal their

by lying. Prior research has shown that children who are caught peeking or lying are more likely to lie again. The current study examined the effects of adult lies on children's honesty. Results showed that children who were told that peeking was allowed were more likely to peek and lie than children who were told that peeking was not allowed. These findings have implications for understanding the effects of adult lies on children's honesty.

[J Exp Psychol Gen.](#) 2020 Sep;149(9):1719-1735. doi: 10.1037/xge0000737. Epub 2020 Jan 30.

Lying to appear honest

Shoham Choshen-Hillel ¹, Alex Shaw ², Eugene M Caruso ³

Affiliations

PMID: 31999151 DOI: [10.1037/xge0000737](https://doi.org/10.1037/xge0000737)

Abstract

People try to avoid appearing dishonest. Although efforts to avoid appearing dishonest can often reduce lying, we argue that, at times, the desire to appear honest can actually lead people to lie. We hypothesize that people may lie to appear honest in cases where the truth is highly favorable to them, such that telling the truth might make them appear dishonest to others. A series of studies provided robust evidence for our hypothesis. Lawyers, university students, and MTurk and Prolific participants said that they would have underreported extremely favorable outcomes in real-world scenarios (Studies 1a-1d). They did so to avoid appearing dishonest. Furthermore, in a novel behavioral paradigm involving a chance game with monetary prizes, participants who received in private a very large number of wins reported fewer wins than they received; they lied and incurred a monetary cost to avoid looking like liars (Studies 2a-2c). Finally, we show that people who are told that others would

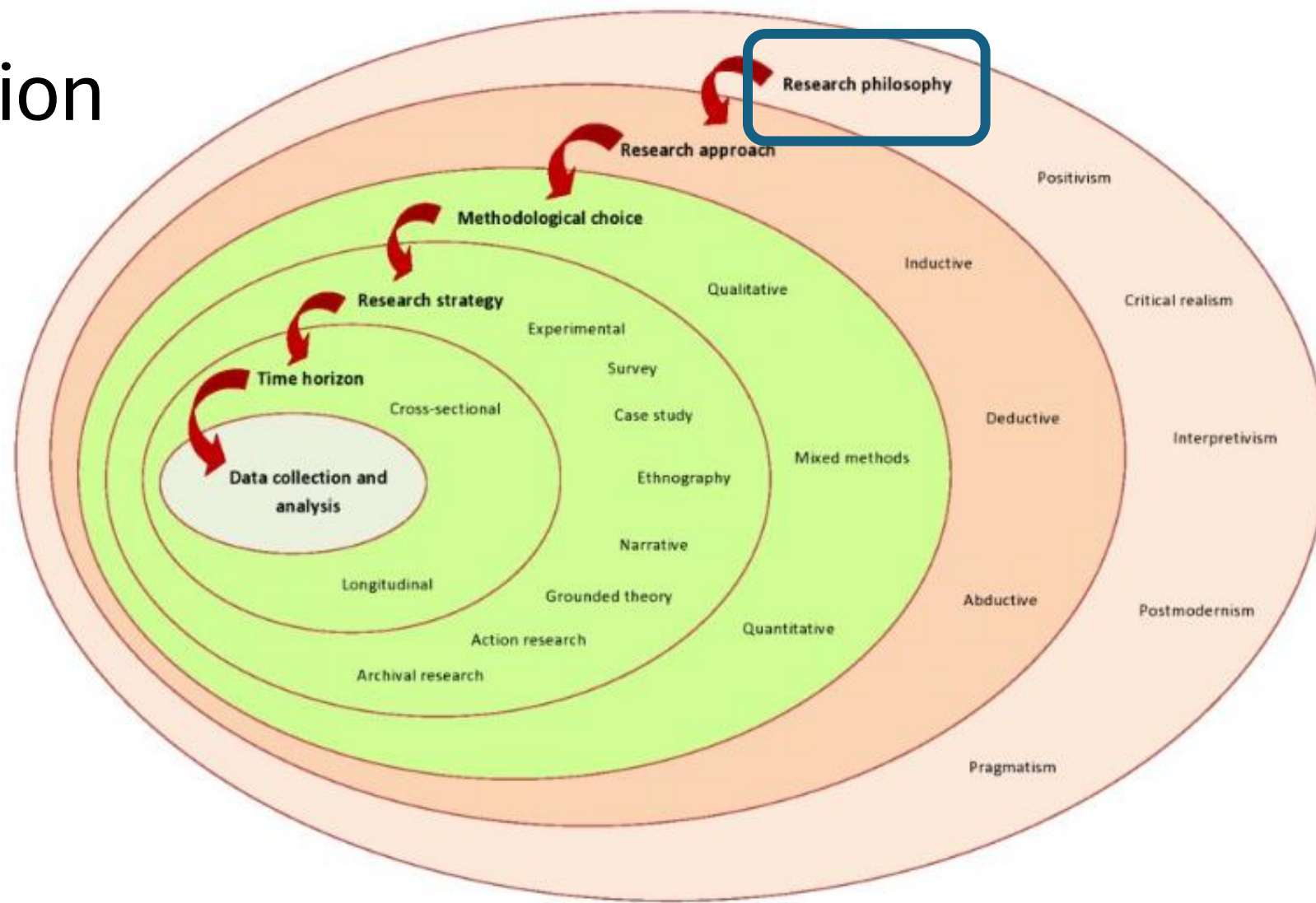


The Research Onion

Start from the outside and peel each layer away until you reach the core.

These layers are broken up into six main areas:

- research philosophy;
- research approach;
- research methodology choices;
- research strategy;
- time horizons;
- data collection techniques and analysis.



(Saunders *et al.*, 2007)

Research Philosophy

- Research philosophy refers to the set of beliefs concerning the nature of the reality being investigated (Bryman, 2012).
- The choice of research philosophy is defined by the type of knowledge being investigated in the research project (May, 2011).
- Knowing the nature of reality is crucial to understanding how you make meaning of the data you gather.
- These assumptions help to orientate your thinking about the research problem, its significance, and how you might approach it so that you can contribute to its solution.
- It is usually examined in terms of ontology and epistemology.

Definitions

www.youtube.com/watch?v=UHL0ThG2kNU



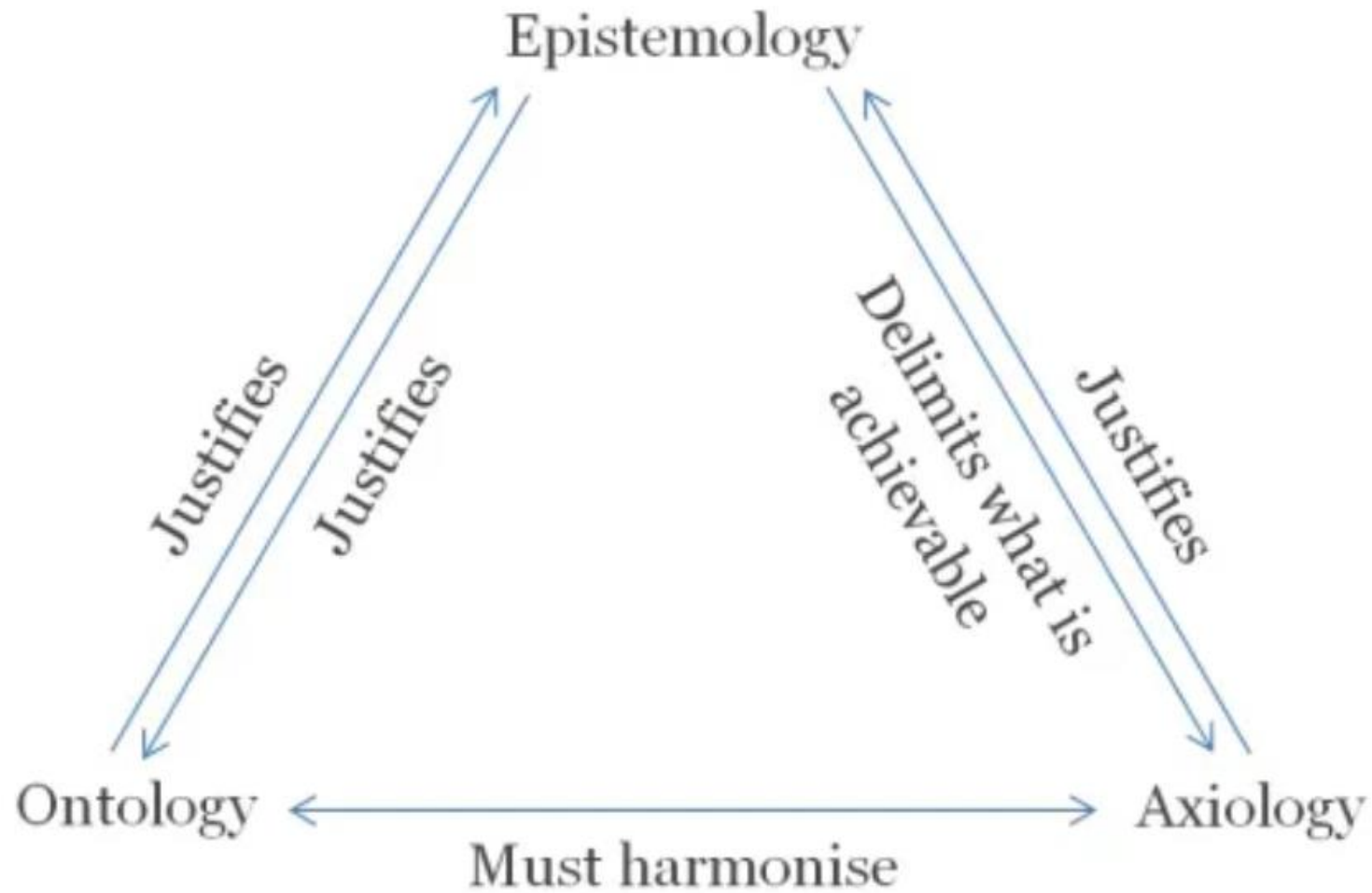
Ontology = the nature of reality and of what really exists



Epistemology = the relationship between the knower and what is known

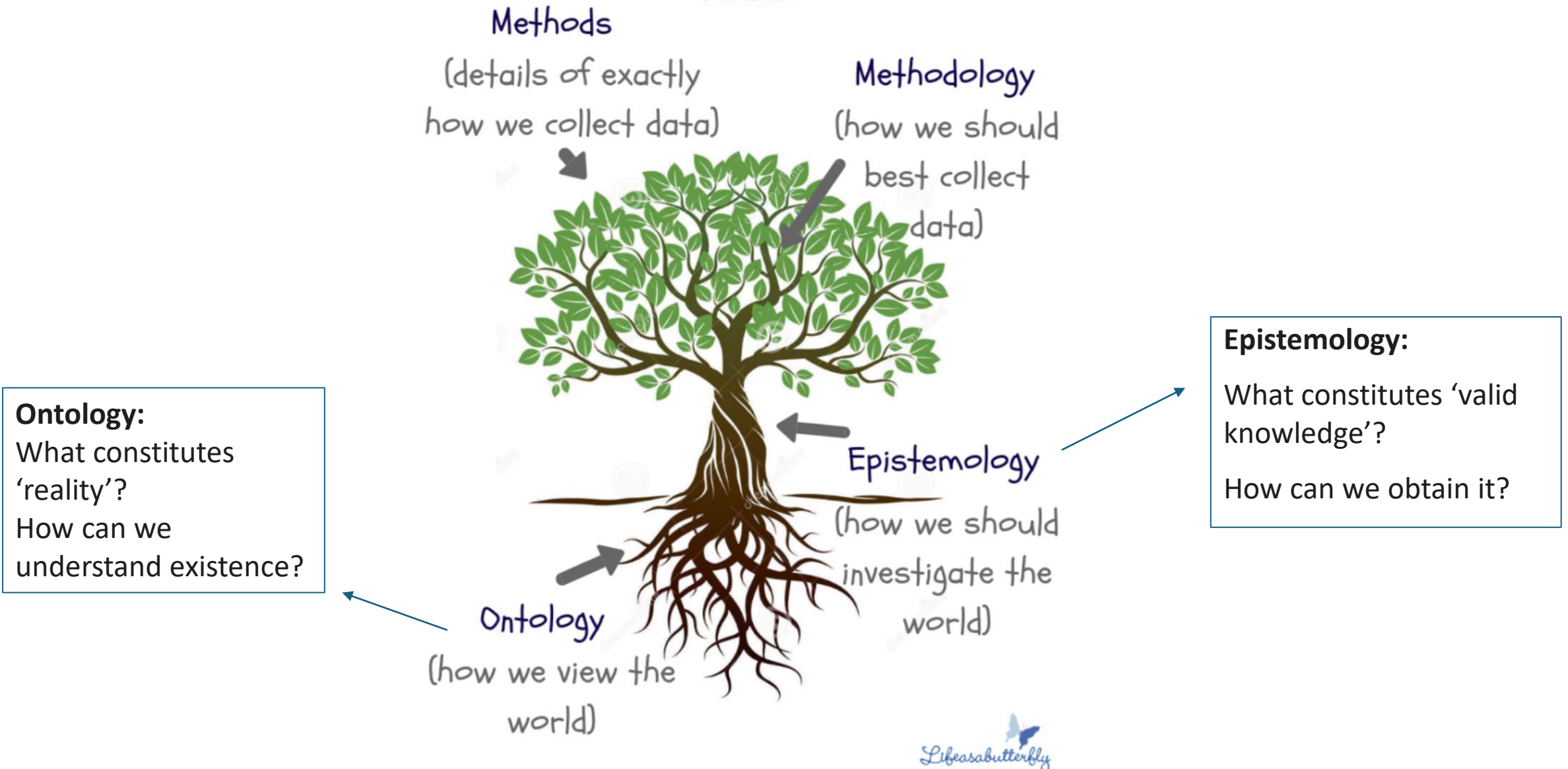


Axiology = the study of the nature of value



Paradigmatic commitments in the macrostructure of science (from Patterson and Williams 1998: 286, as adapted from Laudan 1984)

Research Methodology Tree



the nature of reality and
of what really exists

Ontology in real life



What is time?



Are my feelings real?



What is 'nothing' and
does it exist?

Ontology...

- is the study of **being** -
...of how we determine if things exist or not. It attempts to take things that are abstract and establish that they are, in fact, real.
- helps researchers to recognise how certain they can be about the nature and existence of objects they are researching.

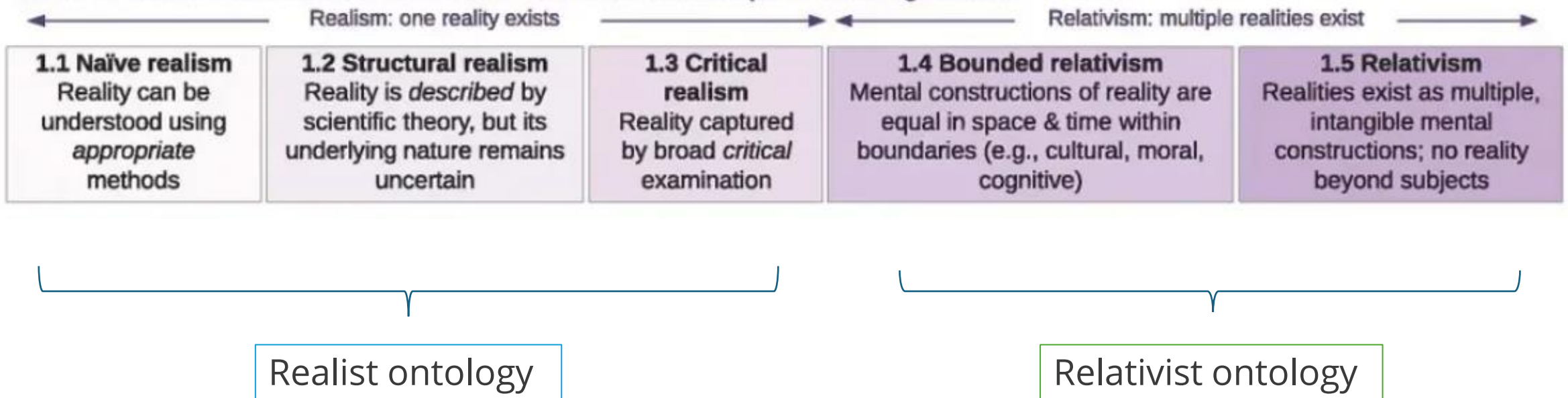
For example:

- what 'truth claims' can a researcher make about reality?
- who decides the legitimacy of what is 'real'?
- how do researchers deal with different and conflicting ideas of reality?

Ontology

Moon & Blackman (2017)
A guide to ontology, epistemology, and
philosophical perspectives for
interdisciplinary researchers – Integration
and Implementation Insights (i2insights.org)

1.0 ONTOLOGY: What exists in the human world that we can acquire knowledge about?



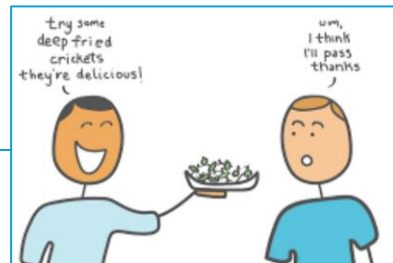
Realism v. Relativism

Realist ontology:

- relates to the existence of one single reality which can be studied, understood and experienced as a 'truth';

i.e. reality is independent of individual or cultural beliefs, and that truths exist, whether or not we perceive them.

Realists argue that reality is independent of our thinking.



Relativist ontology:

- based on the philosophy that reality is constructed within the human mind, such that no one 'true' reality exists.

i.e. reality is 'relative' according to how individuals experience it at any given time and place. Truth and meaning are context-dependent and can vary from one context or culture to another.

Relativists believe that what there is depends on our point of view.



the relationship between the
knower and what is known

Epistemology

Understanding how we come to know that something is the case,
whether or not it is a matter of fact;
e.g. 'the Earth is warming'.

Epistemology...

- is the study of **knowledge**.
- is concerned with all aspects of the validity, scope and methods of acquiring knowledge.

For example:

- a) what constitutes a knowledge claim;
- b) how can knowledge be acquired or produced;
- c) how the extent of its transferability can be assessed. Epistemology is important because it influences how researchers frame their research in their attempts to discover knowledge.

Epistemology

Subject = the researcher
Object = the thing being researched

By looking at the relationship between a 'subject' and an 'object', we can explore the idea of epistemology and how it influences research design.

2.0 EPISTEMOLOGY: How do we create knowledge?

2.1 Objectivism

Meaning exists within an object: an objective reality exists in an object independent of the subject

2.2 Constructionism*

Meaning created from interplay between the subject & object: subject *constructs* reality of object

2.3 Subjectivism

Meaning exists within the subject: subject imposes meaning on an object

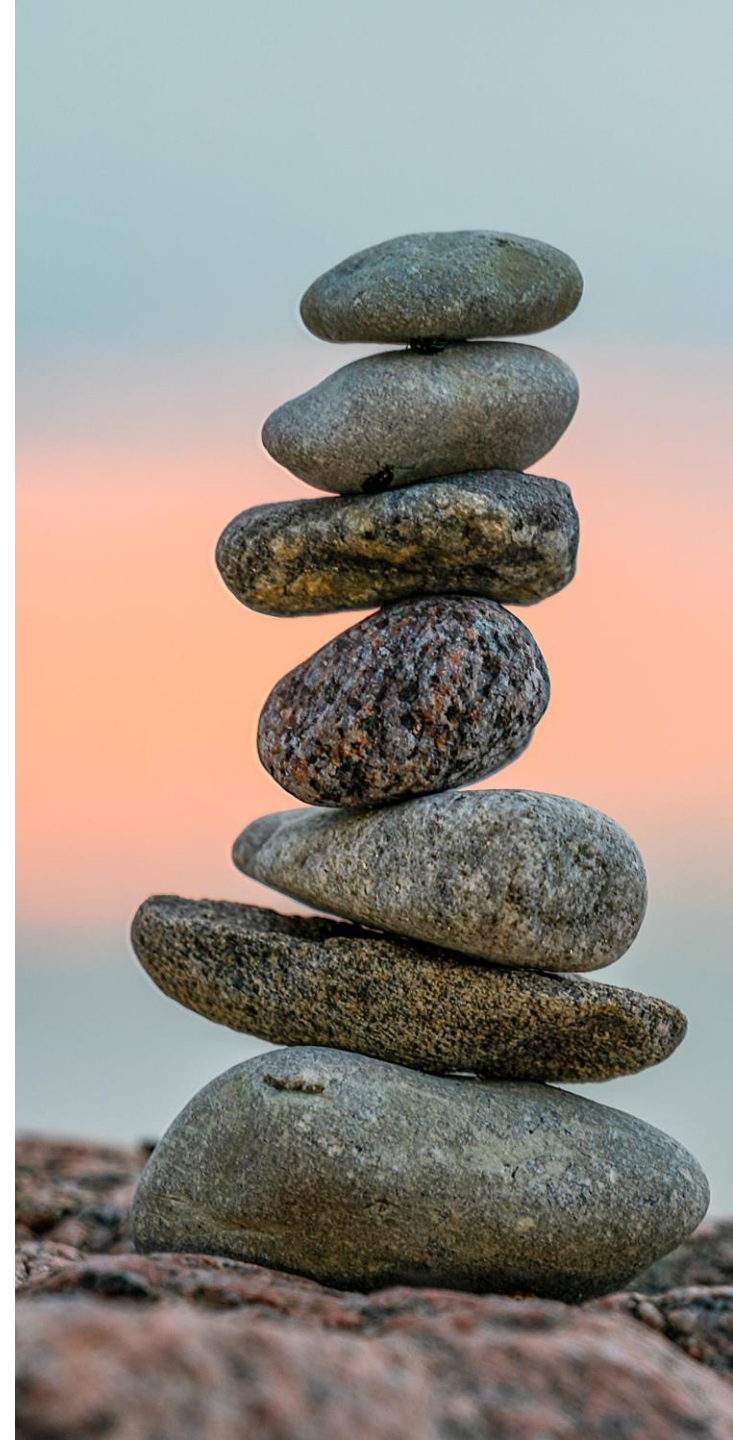


Objectivism

Objectivist epistemology assumes that reality exists outside, or independently, of the individual mind.

Objectivism holds that the world is full of facts - that each thing is itself; e.g. a chair is a chair, a rock is a rock.

This is a regardless of what we think about them or each person's experience with them.

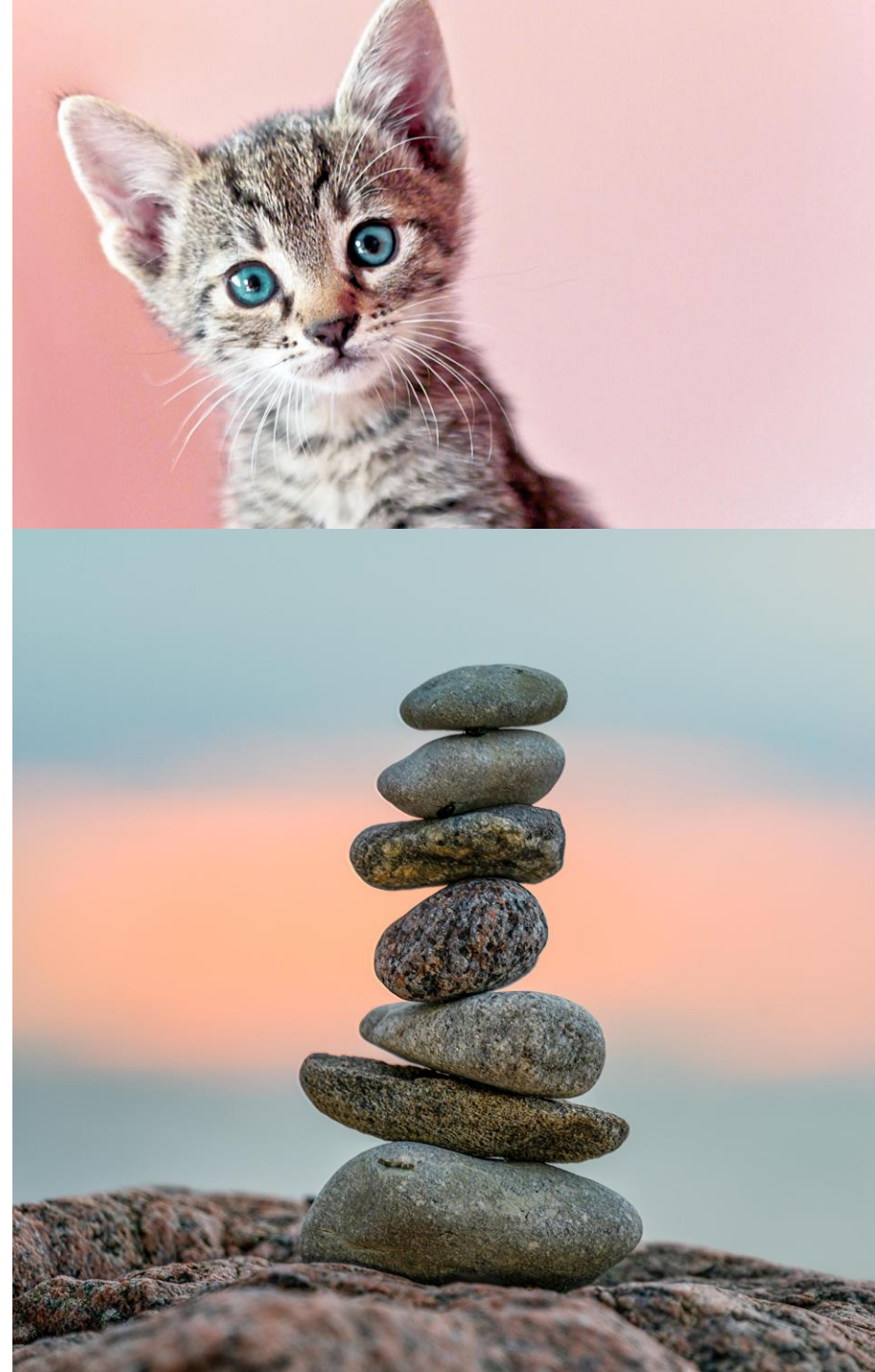


Objectivism

If I call a rock a cat, that does not change its fundamental nature. It is still a hard, grey lump of natural matter. I can only consider it in terms of its attributes.

Even if I want it to be a cat, there's no evidence that it is one so it cannot be one.

Objectivists believe that there is a reality to be observed and that observers who look at the same phenomenon will basically agree on its existence and its characteristics.



Objectivism – strengths and limitations?

Strength

- researchers put aside their personal opinions and subjective feelings in search of truth or facts.

Limitation

- does not take into account the influence of the subjective context on the subject under study.

Subjectivism

Subjectivist epistemology relates to the idea that reality is shaped to fit the purposes of individuals and interpret it in a way that makes sense to them.

The value of subjectivist research is in revealing **how an individual's experience shapes their perception of the world.**

Subjectivism = our existence does not have identity until I experience it; **knowledge is subjective**; there is no objective test of its truth.



Subjectivism

The rock you see is not necessarily the same rock that I see. It does not exist until we perceive it.

One person says: “Oh, look at that ugly rock.”

Another says: “Look at that wonderful specimen of sedimentary geology!”



Subjectivists would argue they are effectively looking at two different rocks.

Subjectivism - strengths and limitations?

Strength

- allows participants to openly use their own experiences and reflections in order for the researcher to uncover valuable meaning.

Limitations

- may lack consistency or reliability as it is influenced by individual biases, perspectives or emotions.
- if different researchers were to analyse the data, it could lead to slightly different conclusions because each researcher's own personal experiences impact which pieces of data are viewed as more or less important.

Constructionism

Constructionist epistemology assumes that knowledge is a human product and is socially and culturally constructed.

Individuals create meaning **through their interactions with each other and with the environment** in which they live.

The value of constructionist research is in generating contextual understandings of a defined topic or problem.

Constructionist = all knowledge builds upon prior knowledge and that people actively make their own knowledge.

Constructionism

The rock is a rock because we have learnt to see it as one.

www.youtube.com/watch?v=EbaOR8ahoSM&t=18s



Constructionism - strengths and limitations?

Strength

- focuses on the experiences of individual participants and on processes and experiences over time.

Limitations

- does not allow for conclusions that can be generalised to other populations.
- subjective nature of interpretations.

Axiology

Axiology is the philosophical study of value.

Axiological considerations help researchers decide what is valuable and ethical to research.

It helps you to understand that people's opinions matter while carrying out research (Silverman, 2013).

More information - Deane, 2018
[A guide for interdisciplinary researchers:
Adding axiology alongside ontology and
epistemology – Integration and
Implementation Insights \(i2insights.org\)](#)

Ontology, Epistemology and Axiology



Ontology discusses what you want to know about the theory of 'being'
= how the nature of the object being studied results in knowledge.



Epistemology discusses the process of acquiring knowledge.



Axiology discusses the value associated with the usefulness of the
knowledge gained.

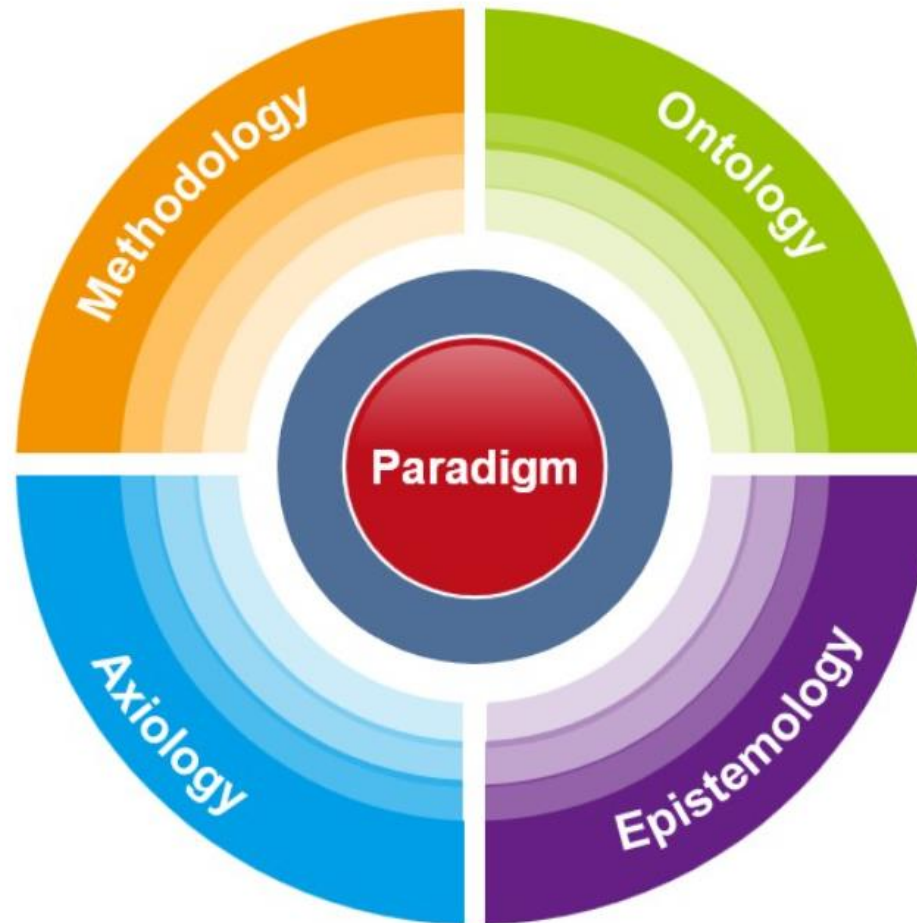
The Research paradigm

Methodology

The strategy and justifications in constructing a specific type of knowledge

Axiology

What we value: the ultimate worth of research



Ontology

The nature of reality and of what really exists

Epistemology

The relationship between the inquirer and what is known

Malau-Aduli & Alele, 2023

1.3 Research Paradigms and Philosophical Assumptions – An Introduction to Research Methods for Undergraduate Health Profession Students

A close-up photograph of a red pushpin with a black stem, pinned to a yellow and white map. The map shows some text, including 'FALCOY SQUARE' and 'ST. JAMES'. The image is partially obscured by a white curved shape on the right side of the slide.

Useful video

www.youtube.com/watch?v=hkcqGU7L_zU&t=97s

Theoretical Perspectives

3.0 THEORETICAL PERSPECTIVE: What is the philosophical orientation of the researcher that guides their action/research?

Knowledge acquisition is deductive, 'value-free', generalizable $\longleftrightarrow$ Knowledge acquisition is inductive, value-laden, contextually unique

Application: to predict

3.1 Positivism

Natural science methods (posit, observe, derive logical *truths*) can be applied to the social sciences

3.2 Post-positivism

Multiple methods are necessary to identify a *valid* belief because all methods are imperfect

3.3 Structuralism The source of meaning comes from the formal structure found in language & can apply to all aspects of human culture

Application: to understand

3.4 (Social) Constructivism Meaning making of reality is an activity of the individual mind

3.5 Interpretivism Natural science methods cannot apply to social science; interpretations of reality are culturally derived & historically situated

3.5a Hermeneutics

Hidden meaning (of language) exists in texts, practices, events & situations, beneath apparent ones

3.5b Phenomenology

The essence of human experience of phenomena is only understood when the researcher separates their own experiences

3.5c Symbolic interactionism

The researcher must take the position of those researched (interaction) by sharing language & other tools (symbols)

Application: to emancipate or liberate

3.6 Critical theory Research & theory should be used to change situations (focuses on power relations, critiques assumptions & evolves)

3.6a Emancipatory

The subjects of social inquiry should be empowered

3.6b Advocacy or participatory

Politics & political agendas should be accounted for

3.6c Feminism

The world is patriarchal & the culture it inherits is masculine

Application: to deconstruct

3.7 Post-structuralism Different languages & discourses divide the world & give it meaning

3.8 Post-modernism Truth claims are socially constructed to serve interests of particular groups, methods are equally distrusted; might not be possible to arrive at any conclusive definition of reality

Application: any or all

3.9 Pragmatism All necessary approaches should be used to understand research problem

Positivist Approach

Positivism comes up with research questions and hypotheses that can be evaluated and analysed.

Common knowledge of the world can be **measured** and explained using positivist approaches.

Positivism uses research questions **that can be tested**. It helps you find explanation by using the generally accepted knowledge of the people.

Positivism = if something is not measurable, it cannot be known for certain.

Positivists believe that, to be valid, research must be:

- Linear
- Objective
- Generalisable

www.youtube.com/watch?v=mbof5Fyiw8U

Positivist Approach

Do you think that research in education can be positivist?

<https://research-methodology.net/research-philosophy/>



**Qualitative
Methods**

Interpretivism,
Constructivism,
Exploratory Research



**Quantitative
Methods**

Positivism, Deductive
Logic, Confirmatory
Research

Interpretivist Approach

Interpretivism is based on the assumption that reality is **subjective, multiple and socially constructed**.

i.e. we can only understand someone's reality through their experience of that reality, which may be different from another person's reality that has been shaped by the individuals' historical or social perspective.

Interpretivist Approach

Do you think that research in education can be interpretivist?

More information:
www.youtube.com/watch?v=oULEWzJHc-I

Interpretive approaches rely on questioning and observation in order to discover or generate a rich and deep understanding of the phenomenon being investigated.

This is closely associated with qualitative methods of data collection.

Positivism versus Interpretivism - Limitations

Positivism

The data that it produces can be inflexible.

It fails to address aspects such as personal beliefs, experiences and motivations.

Interpretivism

The researcher's subjectivity in

- data collection
- analysis

i.e. what I think may not be what you think. I might observe somebody to be upset and you might see them to be fine. We all see things differently.

Pragmatist Approach

Attempts to find a 'middle ground' – focusing on the usefulness of research findings

This enables pragmatic researchers to conduct research in innovative ways to find solutions to research problems.

Pragmatic studies often seek to understand the multiple factors involved in people's actions in a given situation.

Pragmatists acknowledge that their inquiry **will not lead to certainty** because very little is certain.

More information:

www.youtube.com/watch?v=W_SDL07BmVo

Research Philosophy

Despite the inherent differences between these philosophical approaches, one philosophy is not inherently better than the other, although researchers may favour one over the other (Podsakoff *et al.*, 2012).

The philosophy simply provides the justification for the research methodology. The methodology should be informed by the nature of the phenomena being observed.

Research Philosophy –

So what does this look like in practice?

Positivism	Interpretivism	Pragmatism
Highly structured	Small samples	Mixed-method
Large samples	In-depth investigations	OR
Measurement		Multiple-method
Quantitative (but can use qualitative)	Qualitative	Quantitative and qualitative

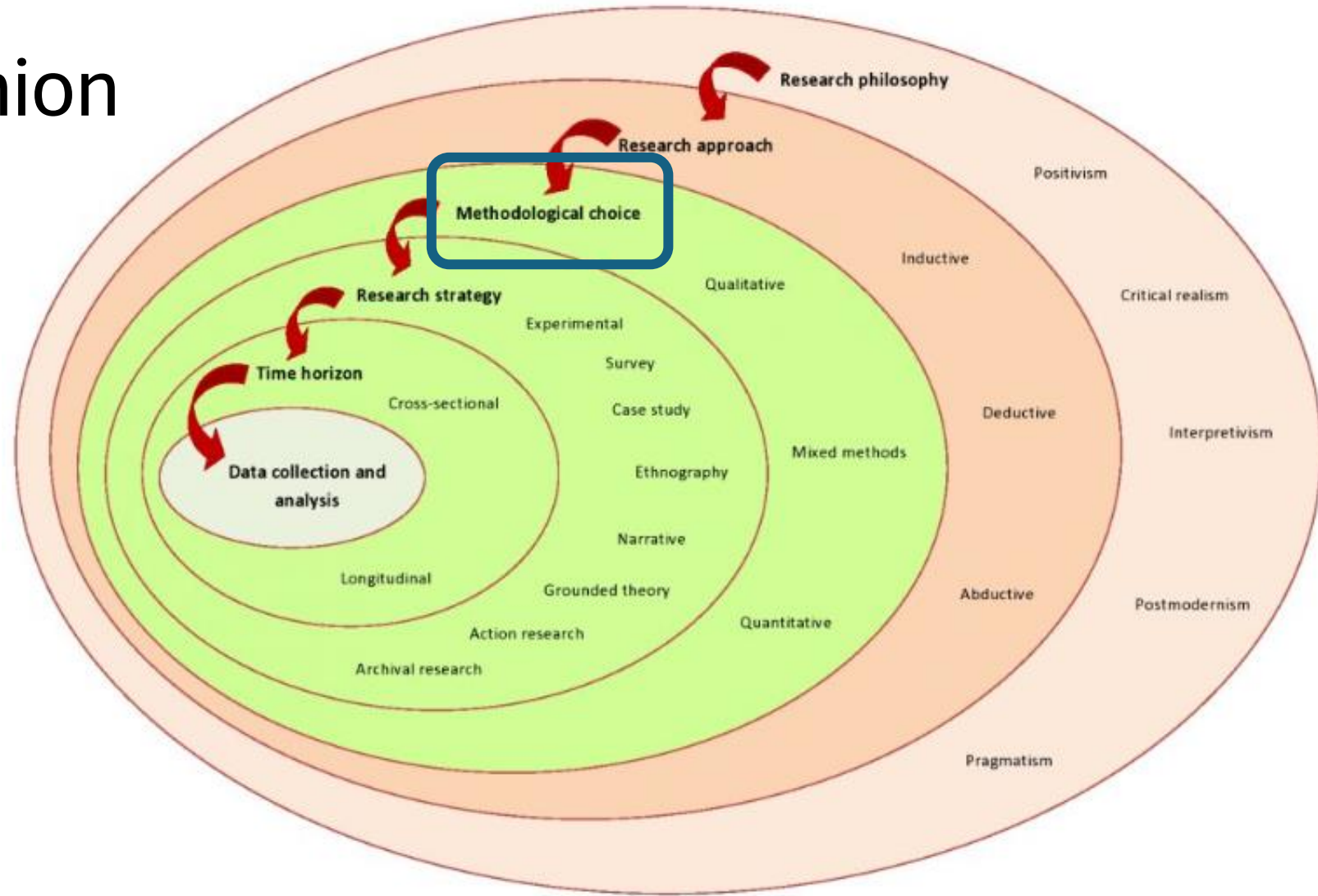


The Research Onion

Start from the outside and peel each layer away until you reach the core.

These layers are broken up into six main areas:

- research philosophy;
- research approach;
- research methodology choices;
- research strategy;
- time horizons;
- data collection techniques and analysis.



(Saunders *et al.*, 2007)

Methodological Choice



The diagram consists of three identical rectangular boxes arranged horizontally. Each box has a dark blue header and a light blue body. The word 'Mono' is centered in the light blue body of the first box. The word 'Mixed' is centered in the light blue body of the second box. The word 'Multi' is centered in the light blue body of the third box. The boxes are slightly offset to the right, creating a layered effect.

Mono

Mixed

Multi

Mono-method

When using this method, you are required to gather one type of information; that is using **either** quantitative or qualitative methodology.

You cannot combine the two.

Mixed-method

This method permits one to **combine quantitative and qualitative methodology** in a research to create a precise set of data.

The mixed method combines methods to create a single dataset.

(Flick, 2011)

Multi-method

This method is similar to the mixed method because the two combine quantitative and qualitative methodology.

Although they are similar, they have their differences.

While mixed method combines methodology to establish a particular set of data, multi-method does not.

The multi method is used where the research is divided into segments, with each producing a specific data set (Flick, 2011).

(i.e. one RQ uses one method, another RQ uses a different one.)

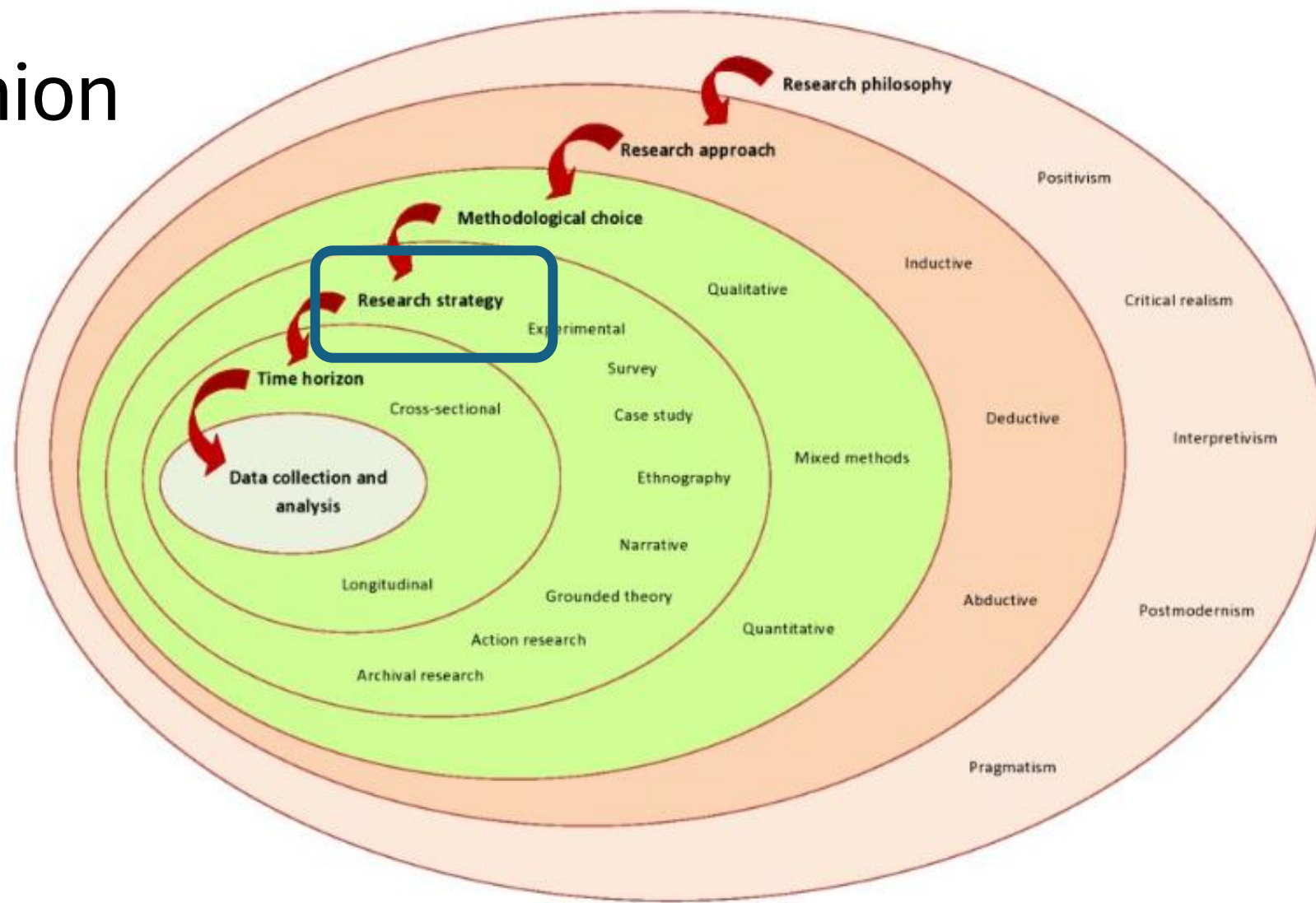


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- research strategy;
- time horizon;
- data collection techniques and analysis.



(Saunders *et al.*, 2007)

Research Strategy

The research strategy describes how the researcher intends to carry out the work (Saunders *et al.*, 2007).

The strategy can include a number of different approaches; e.g.

- experimental research;
- action research;
- case study research;
- surveys.



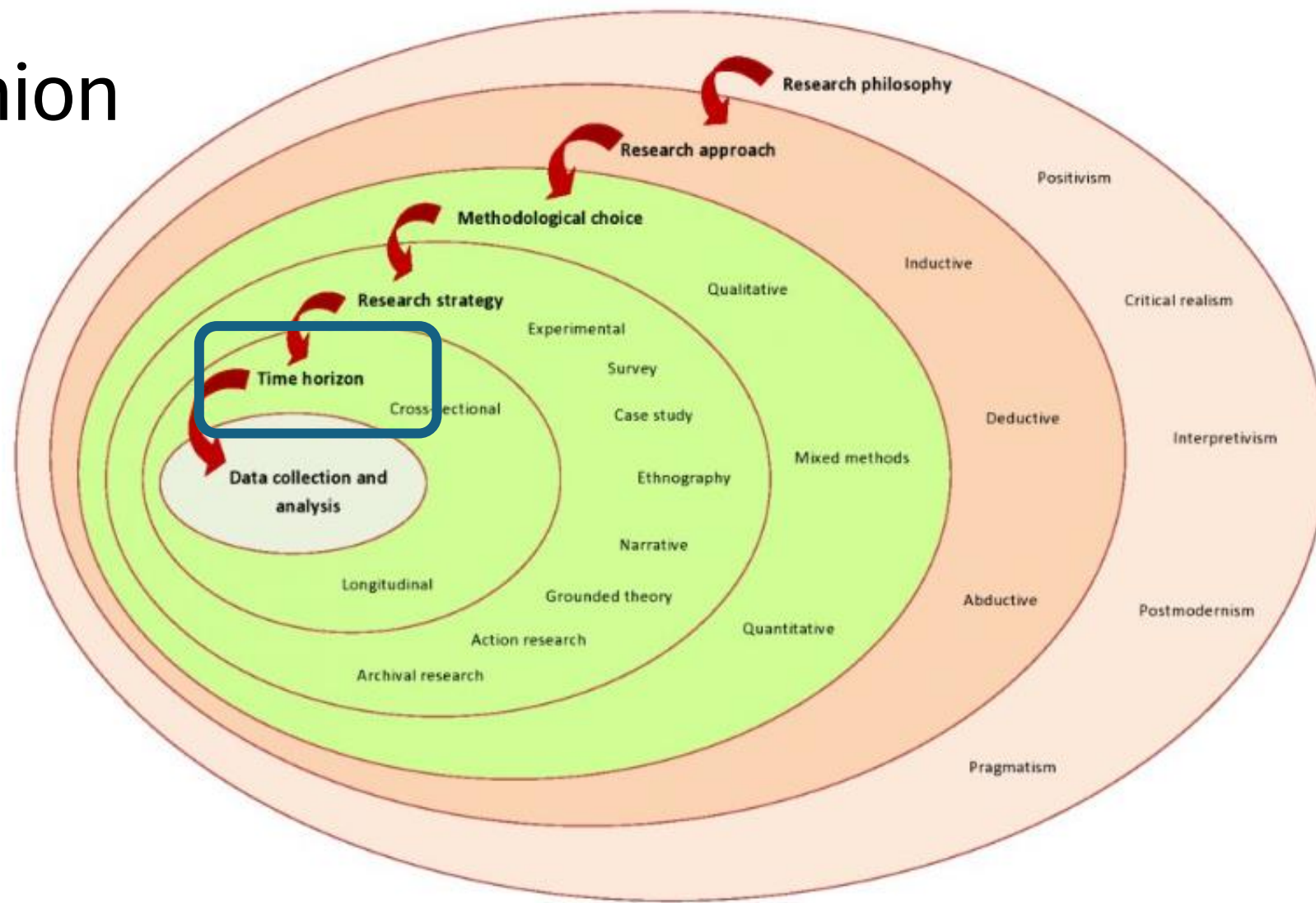


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- data collection techniques and analysis.



(Saunders *et al.*, 2007)

Time Horizon

Cross-sectional

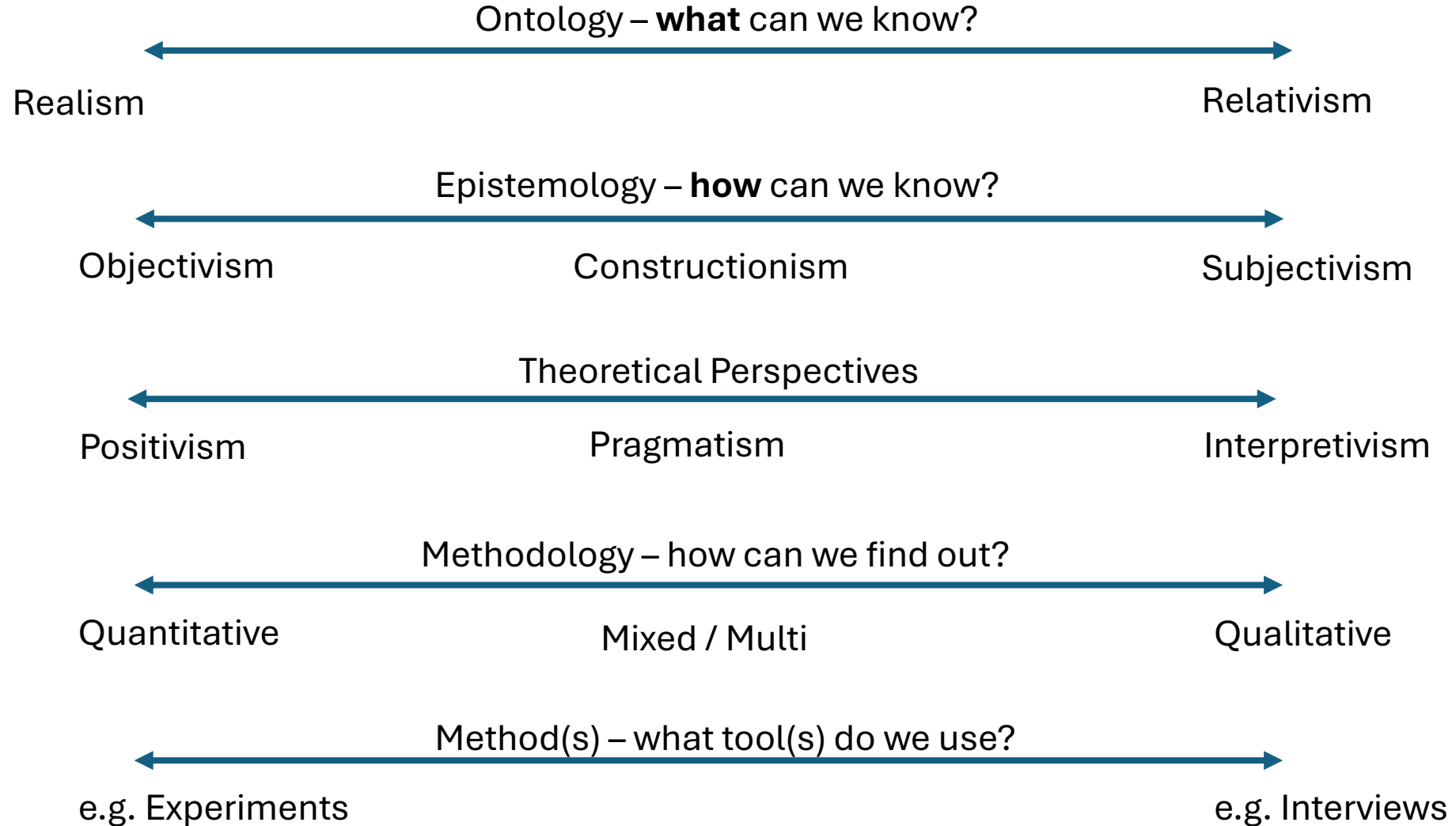
- Compares different population groups at a single point in time.

Longitudinal

- Collects data repeatedly over an extended period;
- Used where an important factor for the research is examining change over time (Goddard & Melville, 2004).



The Research Process – things to consider



Assignment Component 2

Section	Suggested content	Suggested word count
Introduction	Briefly introduce your topic and the research question that you have chosen to focus on in this part of the assignment. ~~What is the aim of your study?~~	200
Chosen method	What is/are your chosen method(s)? • Quantitative • Qualitative • Mixed-methods approach	1000
~~Sampling~~	~~What is/are your sampling method(s)?~~	~~600~~
Ethics	What are the ethical considerations that relate to your study?	500
Research tool(s)	What is/are the research tool(s) that you have selected?	1000
Data analysis method(s)	Which method(s) of data analysis have you chosen?	400
Conclusion	<u>Summarise</u> your intentions.	50

In preparation for Assessment Component 2, consider how the following elements have an impact on your study:

- Ontology
- Epistemology
- Research paradigms

Task 1:

Undertake further reading about ontology and epistemology and make notes.

Task 2:

Consider which research paradigm best suits the research that you intend carrying out.

Task 3:

Find some literature about your chosen paradigm so that you are able to refer to it to support your points.

Ontology, epistemology, methodology and methods:

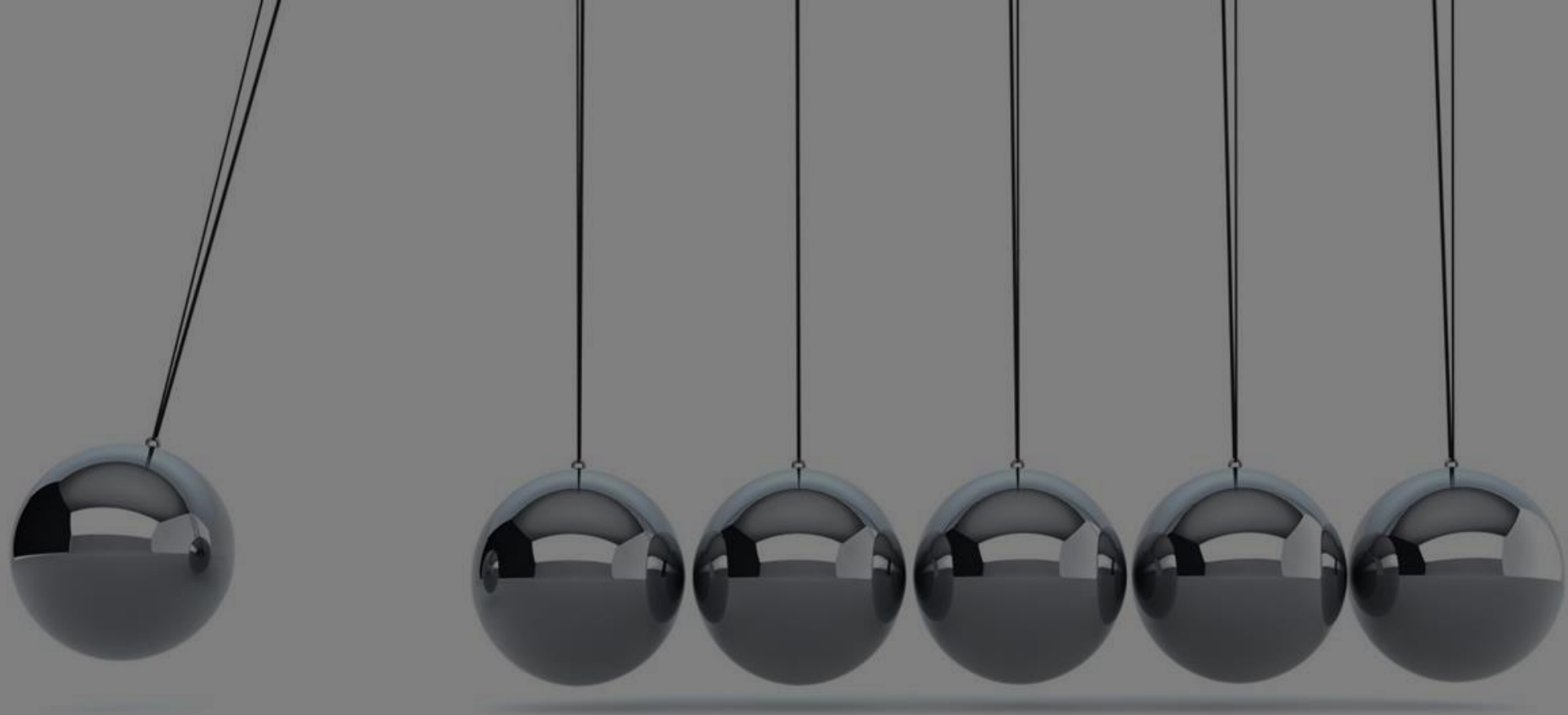
www.youtube.com/watch?v=F2mHeudP_GNI

Denscombe, M. (2010) Ground rules for social research guidelines for good practice.

Chapter 7, p.117-135.

Cohen, L., Manion, L. & Morrison, K. (2011) Research Methods in Education, 7th ed.; Routledge.

Pages 5-7: 1.3 Two conceptions of social reality



The Ethics Form

Assessment Component 3

- SECTION L: Types of Personal Data
- SECTION M: Participant Information and Consent
- SECTION Q: Risk Assessment

SECTION M: Participant Information and Consent

Information for participants

It is normally expected that those participating in research should do so having given their informed consent. If this is not appropriate or practical, explicit justification must be provided, in line with prevailing disciplinary conventions. Please note however, that informed consent to participate in the research is separate from consent to process (e.g. collect, analyse, store, reuse or share) personal data, as the University's lawful basis for processing personal data in research activities is part of its 'public task'.

		YES	NO	N/A
1	Will you obtain written consent for participation?	☐	☐	☐
2	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☐	☐	☐
3	Will you tell participants that their participation is voluntary?	☐	☐	☐
4	Will you explain to participants that refusal to participate in the research will not affect their participation (if relevant)?	☐	☐	☐
5	Will you tell participants that their refusal to participate in the research will not affect their participation (if relevant)?	☐	☐	☐
6	Will you tell participants that their refusal to participate in the research will not affect their participation (if relevant)?	☐	☐	☐
7	Will participants be made aware of the information that may be collected and how it will be used?	☐	☐	☐

SECTION L: Types of Personal Data

Personal Data

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 and the Data Protection Act 2018)?

		YES	NO
1	Personal data means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants and transcription of such are considered to be personal data. If you ticked YES, provide a description of the data and explain why this data needs to be collected:	☐	☐

SECTION Q: Risk Assessment

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

		YES	NO
1	Full risk assessment completed and appended?	☐	☐
2	Risks to participants, researchers, and the University <i>Social risks: disclosures that could affect participants standing in the community, in their family and their job.</i>	☐	☐

Legal risks: activities that could result in the participant, researchers and / or University committing an offence; activities that might lead to a participant disclosing criminal activity to a researcher which would necessitate reporting to enforcement authorities; activities that could result in a civil claim for compensation

		YES	NO
	How will you address any risks?	☐	☐
	How will you address any risks?	☐	☐
	How will you address any risks?	☐	☐



CONFIDENTIAL

Section M: Participant
Information and Consent

SECTION M: Participant Information and Consent



Information for participants		YES	NO	N/A
1	Will you obtain written consent for participation?	☐	☐	☐
2	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☐	☐	☐
3	Will you tell participants that their participation is voluntary?	☐	☐	☐
4	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☐
5	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☐
6	Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☐	☐
7	Will participants be made aware of how you will treat any information that may reasonably <u>by</u> considered as confidential?	☐	☐	☐
8	If your research requires your participants to sign up for a service provided by an external company or <u>organisation</u> will you inform them that their data may be stored and processed outside UWTSD?	☐	☐	☐
9	Will you give participants the UWTSD Privacy Notice for Research?	☐	☐	☐
If you have answered NO to any of questions M1-M8, please provide justification detailing why this is necessary for the research.				
10	(this box should expand as you type)			

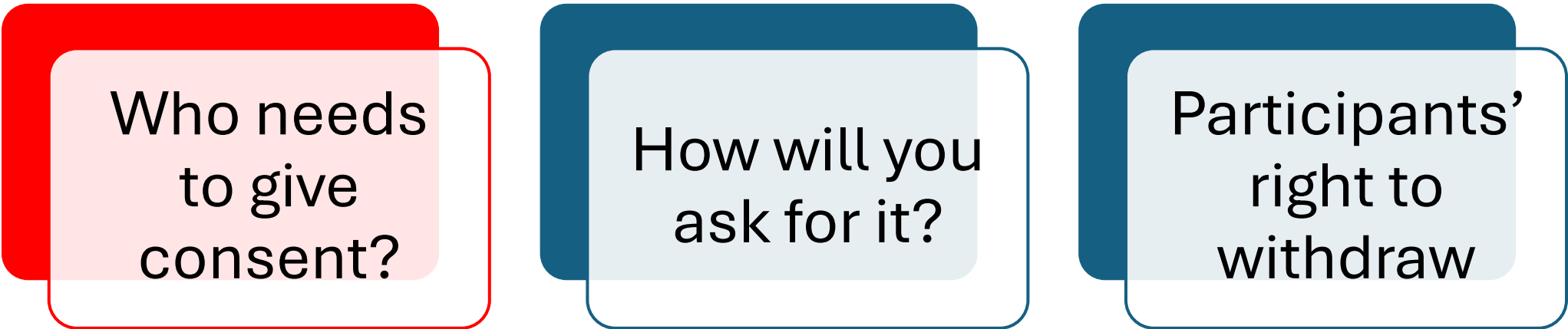
(this box should expand as you type)

Informed consent: Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before the research begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.

11

(this box should expand as you type)

You will need to consider:



Who needs
to give
consent?

How will you
ask for it?

Participants'
right to
withdraw



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).

Consent versus assent

Consent:

the voluntary, informed, and legally binding agreement given by a person who has the capacity and competence to make a decision.

Assent:

a form of agreement, but it is not a legally binding or fully informed consent. It is used when individuals lack the legal capacity to provide informed consent, e.g. those under 18 or those with cognitive impairments.

Assent involves seeking the individual's agreement in a manner appropriate to their age and cognitive level.

Voluntary informed consent

Applicability:

Consent is typically used with adults or individuals who are legally considered capable of making decisions, often referred to as 'competent' individuals.

It is legally and ethically required in many situations, such as medical treatments, research participation and contractual agreements.

Examples:

When a patient signs a consent form for a medical procedure.

When an adult participant in a research study provides written consent after understanding the study details.

Assent

Applicability:

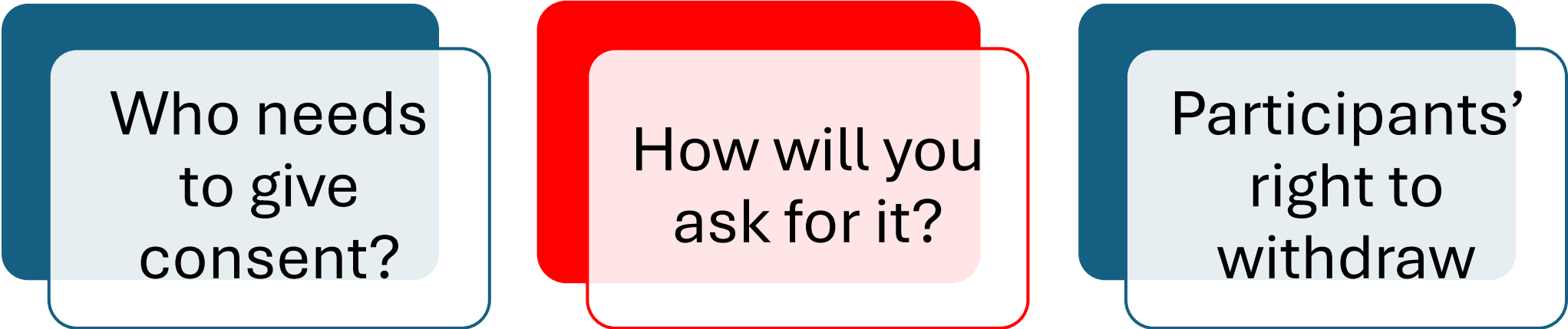
Assent is used with individuals who do not have the legal capacity to provide full consent.

In educational research, it is **always** accompanied by obtaining consent from a legally authorised representative (i.e. a parent or guardian).

Example:

When a child is asked if they agree to participate in a paediatric medical study, even though they may not fully understand the details, their assent (agreement) is sought along with the informed consent of their parent or legal guardian.

You will need to consider:



Who needs
to give
consent?

How will you
ask for it?

Participants'
right to
withdraw

TEMPLATE INFORMED CONSENT FORM FOR SUBJECTS ABLE TO GIVE CONSENT

Full Title of Project:

Name of Principal Investigator:

Please initial box

1. I confirm that I have read and understand the subject information sheet dated version for the above study and have had the opportunity to ask questions which have been answered fully. ☐
2. I understand that my participation is voluntary and I am free to withdraw at any time, without giving any reason, without my medical care or legal rights being affected. ☐
3. I understand that sections of any of my medical notes may be looked at by responsible individuals from [company/institution name] or from regulatory authorities where it is relevant to my taking part in this research. I give permission for these individuals to access my records that are relevant to this research. ☐
4. The compensation arrangements have been discussed with me. ☐
5. I agree to take part in the above study. ☐

Name of Patient/Participant _____ Signature _____ Date _____

Name of Person taking consent _____ Signature _____ Date _____
(if different from Principal Investigator)

Principal Investigator _____ Signature _____ Date _____

1 copy for patient/participant; 1 copy for Principal Investigator; 1 copy to be kept with hospital notes

OHIO SEA GRANT AND STONE LABORATORY

Consent Form 2018

Please sign and upload both pages of this form to your application.

1. CERTIFICATION IMPORTANT! READ STATEMENT AND SIGN BELOW.

I affirm that the information that I have provided on the 2018 Stone Lab Application and any other information that I have submitted or will submit to The Ohio State University in connection with the admission and financial aid process is complete and accurate and is my own work. I understand that submission of incomplete or inaccurate information is sufficient cause for revocation of admission or enrollment.

I authorize each academic institution I have attended to release my academic and personal information to The Ohio State University in connection with the admission and financial aid process. Pursuant to the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), I hereby authorize The Ohio State University to release the information provided by me, as well as other official and unofficial Ohio State information regarding my academic progress and status, to scholarship donors for the purpose of providing the donors with information concerning my eligibility as a scholarship recipient.

Applicant Name (please print)		Parent/Guardian Name (please print)	
Applicant Legal Signature	Date	Parent/Guardian Legal Signature (if applicant is under 18 years old)	Date
X		X	

2. PERSONAL (Describe any physical limitations or health problems. Use supplemental sheet if necessary)

Are you able to perform the duties/tasks associated with field excursions? "Field excursions" may include, but are not limited to, traveling and working on a large research vessel with limited seating, walking in streams, hiking on potentially rocky terrain, and wading in hip to chest deep water.

A. ☐ Yes ☐ No If no, please explain. Use supplemental sheet if necessary.

Do you need to request accommodations due to the impact of a disability? A disability can include a physical or mobility limitation, a sensory limitation with vision/hearing/touch/smell/taste, a learning disability, a psychiatric condition, a communication disorder such as Autism Spectrum Disorder, ADHD, etc.

B. ☐ Yes ☐ No If yes, you will be contacted with instructions on how to register with the Ohio State Office of Student Life Disability Services which will assess your request. (Office of Student Life Disability Services 614-292-3307 or slds@osu.edu)

3. PHOTO RELEASE

I give The Ohio State University permission to publish in print, electronic, or video format the likeness or image of myself. I release all claims against the University with respect to copyright ownership and publication, including any claim for compensation related to use of the materials. I CERTIFY THAT I AM AT LEAST 18 YEARS OLD, AND THAT I HAVE READ, UNDERSTAND AND AGREE TO BE BOUND BY THIS RELEASE.

Applicant Signature	Date
X	
Parent/Guardian Signature (if applicant is under 18 years old)	Date
X	

4. HOUSING & COMMUNITY STANDARDS OF CONDUCT

All applicants must sign the following statement: I agree to abide by the Community Standards of Conduct as published in the Stone Laboratory Handbook while participating in the program (go.osu.edu/SLconduct).

Applicant Signature	Date
X	
Parent/Guardian Signature (if applicant is under 18 years old)	Date
X	

Younger children

Child Consent Form

Tick or colour the box below:



Yes



No



Do you want to take part?

☐☐

Can I record the screen when you are playing on the tablet?

☐☐

Can I record your voice when we talk about the games?

☐☐

May I take your photo?

☐☐

Name: _____

Finding out about play

[Tick one box ✓]

I am happy to take part in this project

☐

I am not happy to take part in this project

☐

My name is: _____

To be completed by researcher:

Date: _____

Participant identification number for this project: _____

I understand that my teacher and the researchers are interested in videoing me playing at kindergarten. I understand that the researchers would like to talk to me about what I am doing when I am playing.

I would like to be videoed



I would not like to be videoed



I would like to talk to the researchers



I would not like to talk to the researchers



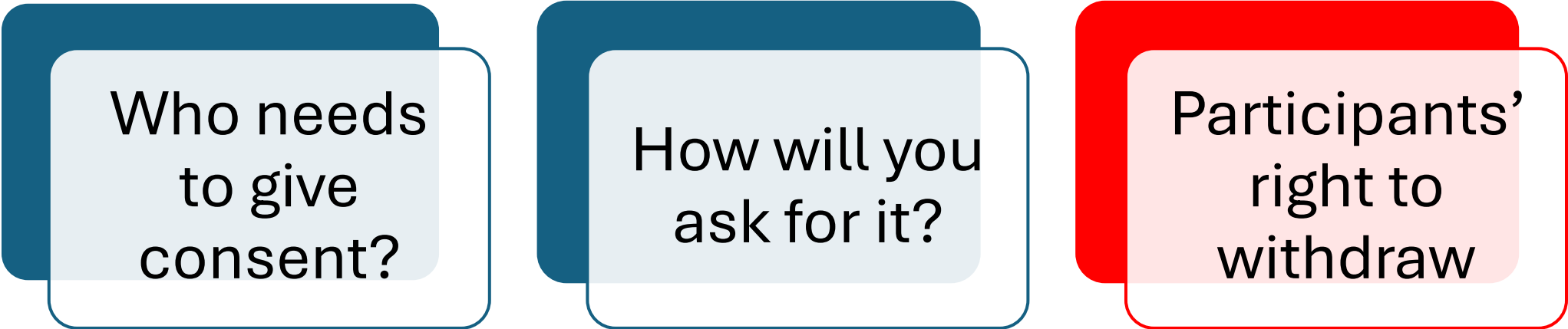
We have asked your parents if it is okay if we talk to you, and they have said yes. Now we want to know if you would like to talk to us about children's rights. If you would like to, please print your name here



Or, you could draw a circle around the face that shows us how you feel about talking to us.



You will need to consider:



Who needs
to give
consent?

How will you
ask for it?

Participants'
right to
withdraw

Behaving Ethically: Right to Withdraw

Any participant (adult or child) 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 without adverse consequences - during the data collection or after it.





Right to Withdraw

- How will you ensure that the participant has the right to withdraw from the research **during the data collection** without adverse consequences?
- Is it sufficient to ask participants to sign their name at the beginning of the research study and assume that they are happy to continue throughout?



Right to Withdraw

- How will you ensure that the participant has the right to withdraw from the research **after data collection**?
- Can they withdraw at **any** point?

Ideas for ongoing assent (children)

- 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 that they can simply switch 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

Example

Charlotte 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 Charlotte :

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

Confidentiality: Confidential information refers to information that can be related to an identifiable individual, whether living or deceased, which is not in the public domain and which is given with the expectation that it will be kept confidential. Under Common Law when an individual entrusts a researcher or research team with confidential information, the team must handle this in line with 'reasonable expectations'. In other words, confidential information should only normally be shared when there would be 'no surprises' for the individuals concerned. Where participants would not expect the researcher to be sharing their confidential information with others, researchers can manage their expectations by informing them of their intentions (e.g. in the participant information sheet or during discussions about participation) and asking them if they are happy with these plans. They should understand what is being proposed and what this might mean for them, before they decide whether the researcher can share their confidential information with others.

Please detail how you will treat confidential information:

12

(this box should expand as you type)

Copies of any written consent form, written information and all other explanatory material should accompany this application. If you have included these then please list the documents included here.

13

Sample information sheets and consent forms are available from the University ethical review intranet page at <https://intranet.uwtsd.ac.uk/research/research-integrity-and-ethics>

14

Consent form attached?

YES

☐

NO

☐

N/A

☐

Confidentiality and Anonymity



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



The participants in your research have the right to privacy.



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

Confidentiality and Anonymity



Anonymous

- ...are not the same.
- 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 that **neither the researcher** nor another person can identify the participant from the information provided.

Confidentiality



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



The researcher(s) 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.



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

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) of 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 that 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.

Confidentiality: Confidential information refers to information that can be related to an identifiable individual, whether living or deceased, which is not in the public domain and which is given with the expectation that it will be kept confidential. Under Common Law when an individual entrusts a researcher or research team with confidential information, the team must handle this in line with 'reasonable expectations'. In other words, confidential information should only normally be shared when there would be 'no surprises' for the individuals concerned. Where participants would not expect the researcher to be sharing their confidential information with others, researchers can manage their expectations by informing them of their intentions (e.g. in the participant information sheet or during discussions about participation) and asking them if they are happy with these plans. They should understand what is being proposed and what this might mean for them, before they decide whether the researcher can share their confidential information with others.

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(this box should expand as you type)

Copies of any written consent form, written information and all other explanatory material should accompany this application. If you have included these then please list the documents included here.

13

Sample information sheets and consent forms are available from the University ethical review intranet page at <https://intranet.uwtsd.ac.uk/research/research-integrity-and-ethics>

14

Consent form attached?

YES

☐

NO

☒

N/A

☐

Information Sheets

These **should/could** 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.



Section Q: Risk Assessment

SECTION Q: Risk Assessment



Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.			
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.			
1	Full risk assessment completed and appended?	YES ☐	NO ☐
Risks to participants, researchers, and the University			
2	Social risks: <i>disclosures that could affect participants standing in the community, in their family and their job.</i>	YES ☐	NO ☐
<i>Risk:</i> Put risks here. Number each one.. (this box should expand as you type)		<i>How will you address any risks?</i> Number each response. Begin with 'I will...'	
3	Legal risks: <i>activities that could result in the participant, researchers and / or University committing an offence; activities that might lead to a participant disclosing criminal activity to a researcher which would necessitate reporting to enforcement authorities; activities that could result in a civil claim for compensation</i>	YES ☐	NO ☐
<i>Risk:</i> (this box should expand as you type)		<i>How will you address any risks?</i>	
4	Economic harm: <i>financial harm to participant, researcher and / or University through disclosure or <u>other</u> event.</i>	YES ☐	NO ☐
<i>Risk:</i>		<i>How will you address any risks?</i>	

SECTION Q: Risk Assessment



Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.			
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.			
1	Full risk assessment completed and appended?	YES ☐	NO ☐
Risks to participants, researchers, and the University			
2	Social risks: <i>disclosures that could affect participants standing in the community, in their family and their job.</i>	YES ☐	NO ☐
Risk: <i>(this box should expand as you type)</i>		How will you address any risks?	
3	Legal risks: <i>activities that could result in the participant, researchers and / or University committing an offence; activities that might lead to a participant disclosing criminal activity to a researcher which would necessitate reporting to enforcement authorities; activities that could result in a civil claim for compensation</i>	YES ☐	NO ☐
Risk: <i>(this box should expand as you type)</i>		How will you address any risks?	
4	Economic harm: <i>financial harm to participant, researcher and / or University through disclosure or <u>other</u> event.</i>	YES ☐	NO ☐
Risk:		How will you address any risks?	

Social risks:
Participation can involve social risks, public embarrassment or stigma.

(this box should expand as you type)			
5	Reputational risk: <i>damage to public perception of University or the University / researchers' reputation in the eyes of funders, the research community and / or the general public.</i>	YES	NO
		☐	☐
Risk:		How will you address any risks?	
(this box should expand as you type)			
6	Safeguarding risks: <i>Risk to young people, vulnerable adults and / or researcher from improper behaviour, abuse or exploitation. Risk to researcher of being in a compromising situation, in which there might be accusations of improper behaviour.</i>	YES	NO
		☐	☐
Risk:		How will you address any risks?	
Allegations while conducting interviews			
(this box should expand as you type)			
7	Sensitive, embarrassing or upsetting topics. <i>If research activity may include sensitive, embarrassing or upsetting topics or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or <u>actually illegal</u> is discovered <u>in the course of</u> a project, it may need to be disclosed to the proper authorities.</i>	YES	NO
		☐	☐

Reputational risk – researcher & university:

i.e. a potential complaint against the researcher for causing emotional distress or embarrassment that could cause reputational damage to the university

e.g.

- * loss of data
- * non-compliance with relevant legislation
- * discrimination
- * workplace health and safety
- * inappropriate use of social media

Reputational risk - researcher:

Accusations of fabrication or falsification of data

Concerns of coercion

Possible conflict of interest between the researcher and participants

<i>(this box should expand as you type)</i>			
Health and safety risks			
8	Location hazards: for example: fire; visiting or working in participant's homes; working in remote locations and in high crime areas; overseas travel; hot, cold or extreme weather conditions; working on or by water. <u>Also</u> hazardous work locations, such as construction sites, confined spaces, roofs or laboratories. For overseas travel, researchers will need to check country / city specific information, travel health requirements and consider emergency arrangements as part of their research planning. In all cases the University's International Travel Policy must be followed.	YES	NO
		☐	☐
Risk: <i>(this box should expand as you type)</i>		How will you address any risks?	
9	Activity hazards: for example: potentially mentally harmful activities; distressing and stressful work and content; driving; <u>tripping, or slipping</u> ; falling from height; physically demanding work; lifting, carrying, pushing and pulling loads; <u>night time and weekend working</u> .	YES	NO
		☐	☐
Risk: <i>(this box should expand as you type)</i>		How will you address any risks?	
10	Machinery and equipment: for example: ergonomic hazards, including computer workstations and equipment; contact with electricity; contact with moving, rotating, ejecting or cutting parts in machinery and instruments; accidental release of energy from machines and instruments.	YES	NO
		☐	☐
Risk:		How will you address any risks?	

Physical harm:
Pain or injury could result from the study's procedures.

<i>(this box should expand as you type)</i>			
11	Chemicals and other hazardous substances: <i>the use, production, storage, waste, transportation and accidental release of chemicals and hazardous substances; flammable, dangerous and explosive substances; asphyxiating gases; allergens; biological agents, blood and blood products.</i>	YES ☐	NO ☐
Risk: <i>(this box should expand as you type)</i>		How will you address any risks?	
12	Physical agents: <i>for example: excessive noise exposure, hand-arm vibration and <u>whole body</u> vibration; ionising radiation; lasers; artificial optical radiation and electromagnetic fields</i>	YES ☐	NO ☐
Risk: <i>(this box should expand as you type)</i>		How will you address any risks?	
13	Environmental risks: <i>for example: accidental spillage of pollutants, damage to local ecosystems</i>	YES ☐	NO ☐
Risk: <i>(this box should expand as you type)</i>		How will you address any risks?	

Environmental Risks

Use of paper

Travel to interviews - carbon footprint

Environmental Risks

- The release of chemicals or organisms into the environment.
- The removal or damage of resources from the environment.
- The permanent leaving of detrimental or uncommon materials in an environment.
- Actions that impact on the workings of ecosystems.
- Actions that impact on the wellbeing or livelihoods of people, including the potential bringing of uncommon diseases with researchers into protected communities.
- Aesthetic damage, including visual, noise, and odour pollution.
- Actions that enhance indirect risks by others, for example the disclosure of the location of rare resources, nesting sites, or growing locations.
- Actions that impact on future environmental research, including oversampling, permanently changing an environmental system, and causing a deterioration in relationships with organisations or communities.
- Actions that have the potential to raise public concerns, even when those concerns are unjustified, for example, the obvious carrying of chemicals through public spaces.

Section L: Types of Personal Data





Personal Data		YES	NO
Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 and the Data Protection Act 2018)?			
1	Personal data means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants and transcription of such are considered to be personal data.	☐	☐
If you ticked YES, provide a description of the data and explain why this data needs to be collected:			

'Personal data' includes audio/video data of interview participants.

"to one or more factors specific to the physical...identity of that natural person"

Special Category Data		YES	NO
Does the research involve the processing of special category data (as defined by the General Data Protection Regulation 2016 and the Data Protection Act 2018)?			
2	Racial or ethnic origin	☐	☐
3	Political opinions	☐	☐
4	Religious or philosophical beliefs	☐	☐
5	Genetic, biometric or health data	☐	☐
6	Sex life or sexual orientation	☐	☐
7	Trade union membership	☐	☐
If you ticked YES to any of questions L2-L7, provide a description of the data and explain why this special category data needs to be collected to support the research and that it is in the public interest to do so:			
8	(this box should expand as you type)		
9	Please describe how the research has been designed to gather the minimum amount of personal data necessary for the specified research purpose:		
Example: Personal information will be limited to basic demographic details that are essential for contextualising classroom interaction. No names, student ID numbers, contact details, or other identifiable information will be recorded in the dataset. Interview recordings will be anonymised during transcription. Any data not directly relevant to the research objectives will be excluded from analysis.			

(this box should expand as you type)

10 Demonstrate that the processing is not likely to cause substantial damage or distress to individuals and that their interests will be safeguarded:

Example: The research is designed to minimise any risk of harm, distress, or discomfort to participants. Participation is entirely voluntary, and participants may withdraw before data has been anonymised or aggregated without providing a reason. Students who choose not to participate will not be recorded and their academic standing will not be affected. Similarly, teachers' professional standing will not be affected by their decision to participate or withdraw. Data will be securely stored on an encrypted, password-protected university device accessible only to the researcher and supervisors.

(this box should expand as you type)

11 Demonstrate that the data will not be used to take any action or make decisions in relation to the individuals concerned:

(this box should expand as you type)

12 Data should be anonymised wherever possible, either at point of capture or once collated. If the data cannot be anonymised, and if pseudonymisation is not possible, demonstrate why the that is possible. If special category data cannot be anonymised, explicit consent to share that data must normally be obtained.

Example: Wherever possible, data collected in this study will be anonymised, particularly interview transcripts and written analytical materials. Classroom video and audio recordings cannot be fully anonymised but will be treated as confidential and securely stored.

(this box should expand as you type)

13	If special category data cannot be anonymised, will you obtain explicit consent to share that data?	YES	NO	N/A
		☐	☐	☐



Nadolig Llawen a
Blwyddyn Newydd Dda

Merry Christmas and Happy New Year