



Dobré ráno

早上好

Bore da

Good morning

ECDE7002

Session 5: Student Presentations & Ethics



ETHICS IN EDUCATIONAL RESEARCH

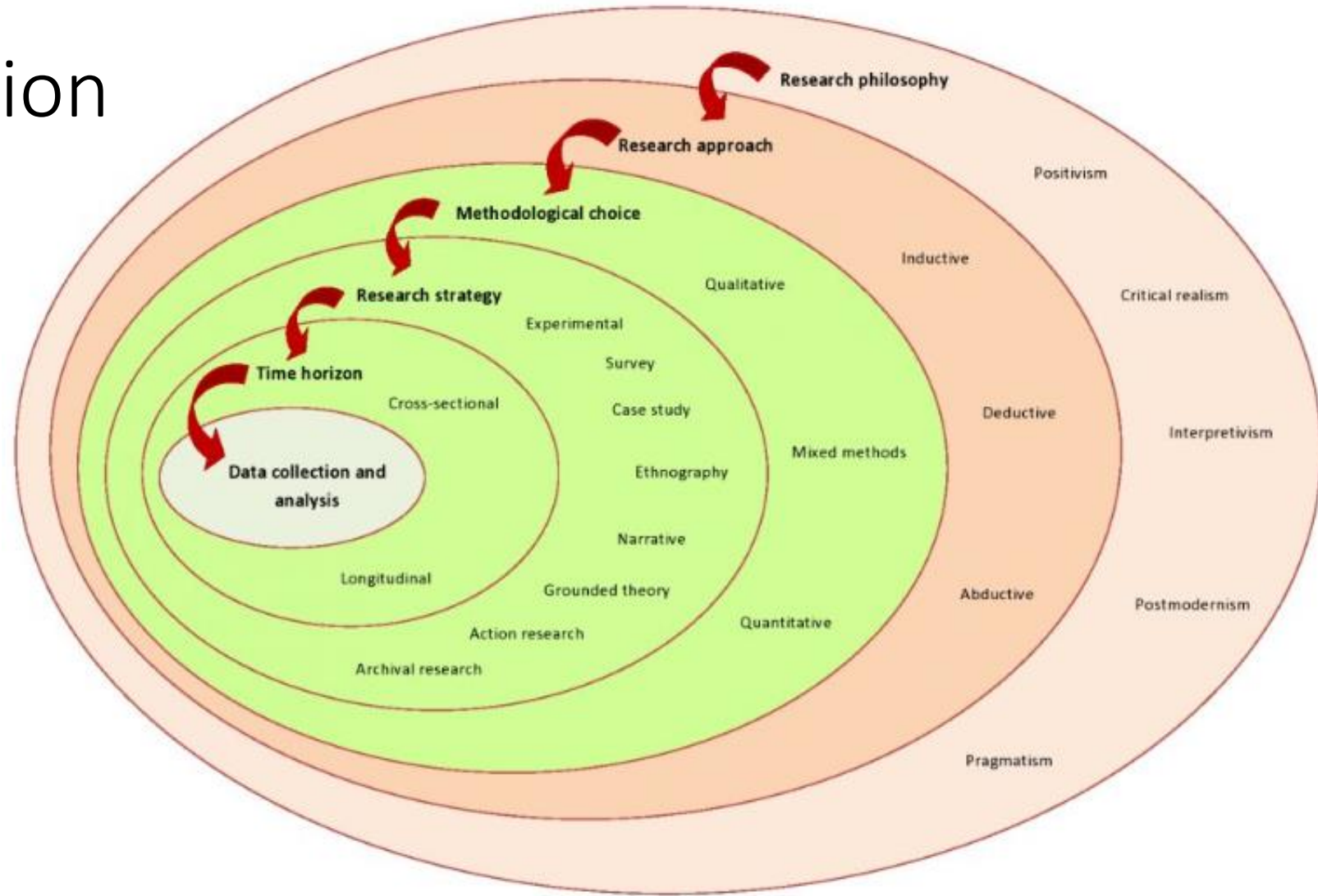


The Research Onion

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)

What is the meaning of
the word 'ethics'?

Write down some words.





What do we mean when we say 'behaving ethically'?

<https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>

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).



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.



The Little Albert Experiment

Watson & Rayner (1920)

www.youtube.com/watch?v=kGn_EoHiOvc

www.verywellmind.com/the-little-albert-experiment-2794994



Obedience Experiment (Milgram, 1963)

www.youtube.com/watch?v=cBDkJ-Nc3Ig

www.simplypsychology.org/milgram.html



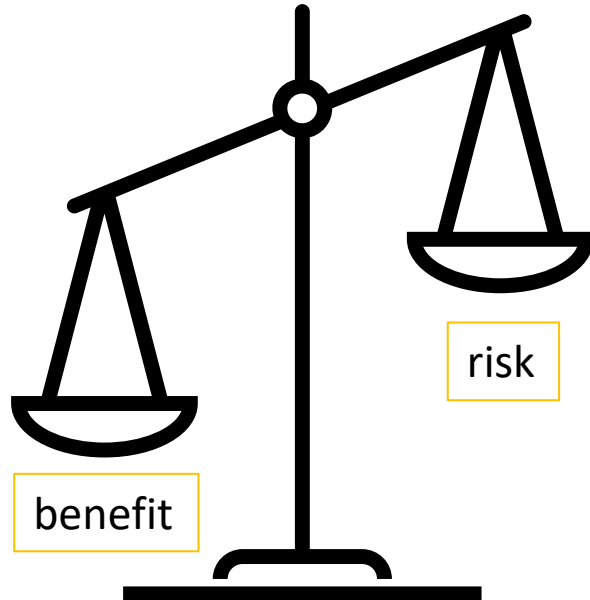
Stanford Prison Experiment (Zimbardo, 1971)

www.youtube.com/watch?v=oAX9b7agT9o

www.simplypsychology.org/zimbardo.html



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?



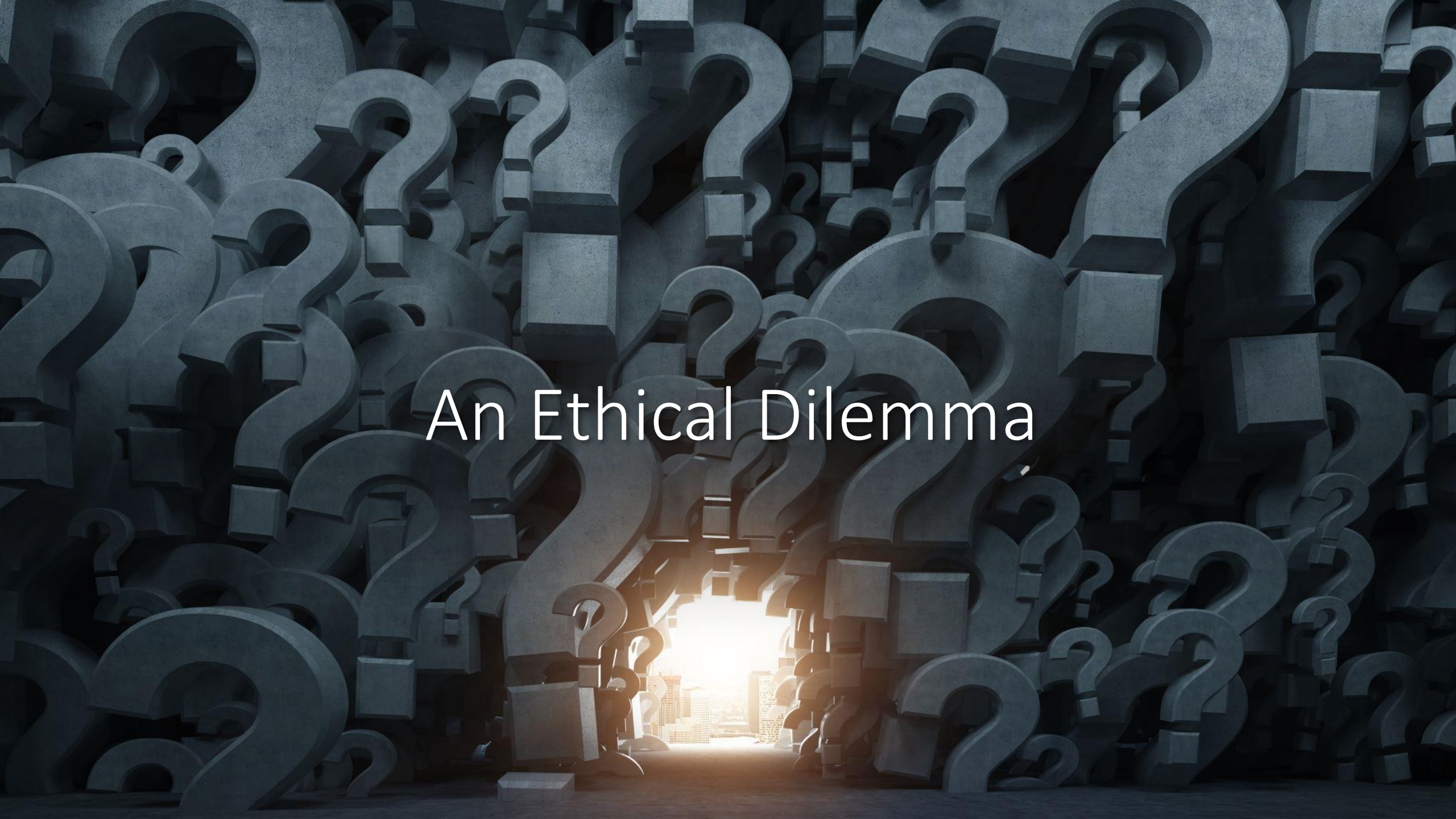
Copyright © 2011 R.J. Romero, www.hipacartoons.com

"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, teachers, other participants).

On the other hand, it could cause harm.

The image features a vast, dense field of three-dimensional question marks. These question marks are rendered in a dark, metallic, charcoal-grey color with a matte finish. They are scattered across the entire frame, creating a sense of depth and complexity. In the lower center of the image, there is a bright, glowing light source that appears to be a city skyline at sunrise or sunset, with tall buildings silhouetted against the light. This light source creates a strong contrast with the dark, shadowed question marks, casting a warm, golden glow that illuminates the surrounding area and highlights the textures of the question marks. The overall composition suggests a path through a maze of questions or a breakthrough in understanding.

An Ethical 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.



Victoria, the coach, has been waiting for years for her team to reach the semi-final.

With only one more week to practice, she tells the team that no-one can break the rules...



The Rules...

Everyone must be at practice each night at the scheduled time –
NO EXCEPTIONS.

Anyone who breaks the rules will be suspended for one full week.



On Tuesday, Cindy is late to the practice.

Cindy is late because she had to take her little sister to the doctor as she is very ill.



If Victoria follows the rules, Cindy will not play in the semi-finals.

But the whole team is depending on her.

What should Victoria do?



On Wednesday, Olga is late because she was given detention for not doing her homework.

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

What should Victoria do now?



Behaving ethically

'Ethical practice in research involves thoughtful reflection about how one ought to proceed in any given situation ... it is more than simply the avoidance of being unethical or conforming to regulations'

McGinn, 2014, p.159



Behaving Ethically: 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)



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 / Anonymity



- ...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 (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.

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.

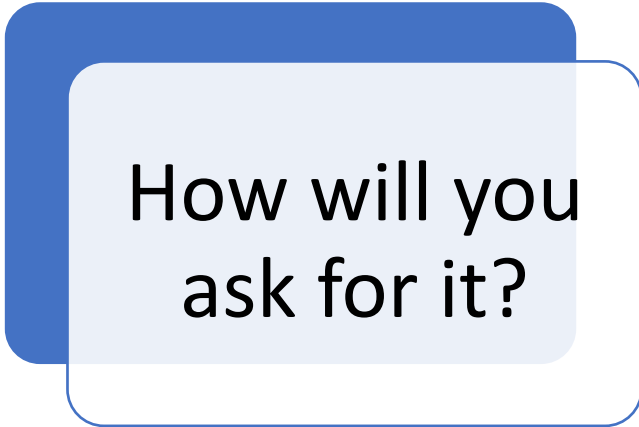
Behaving Ethically: Consent and Assent



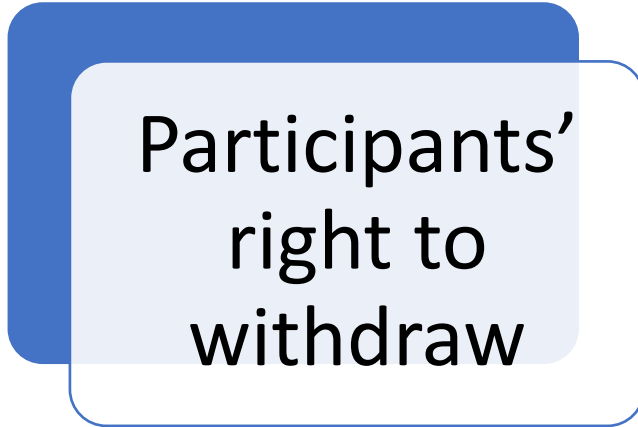
You will need to consider:

A red rectangular box with rounded corners and a white border. Inside, the text "Who needs to give consent?" is written in black.

Who needs
to give
consent?

A blue rectangular box with rounded corners and a white border. Inside, the text "How will you ask for it?" is written in black.

How will you
ask for it?

A blue rectangular box with rounded corners and a white border. Inside, the text "Participants' right to withdraw" is written in black.

Participants'
right to
withdraw

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.



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

Applicability:

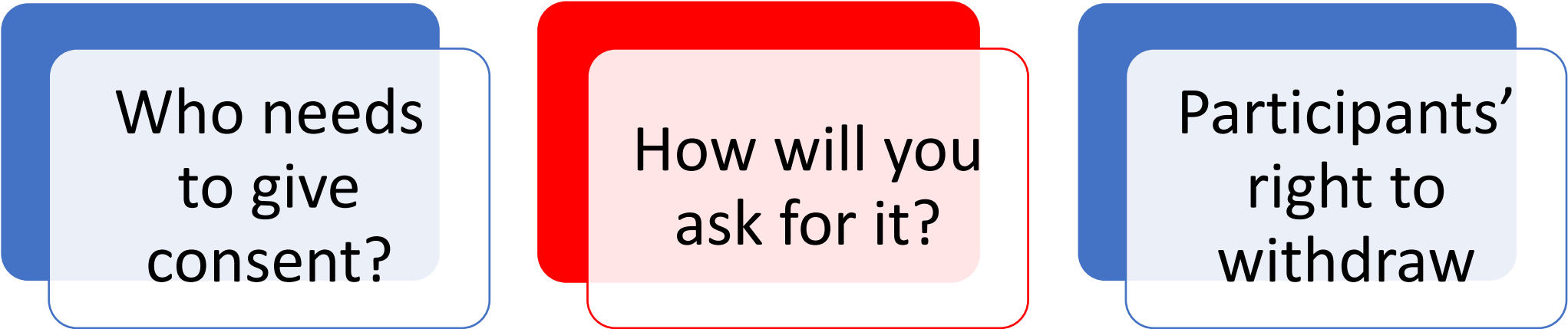
Assent is used with individuals who do not have the legal capacity to provide full consent.

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

- 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. ☐
- 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. ☐
- 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. ☐
- The compensation arrangements have been discussed with me. ☐
- I agree to take part in the above study. ☐

Name of Patient/Participant Signature Date

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

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 sls@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	



Information Sheets

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.

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



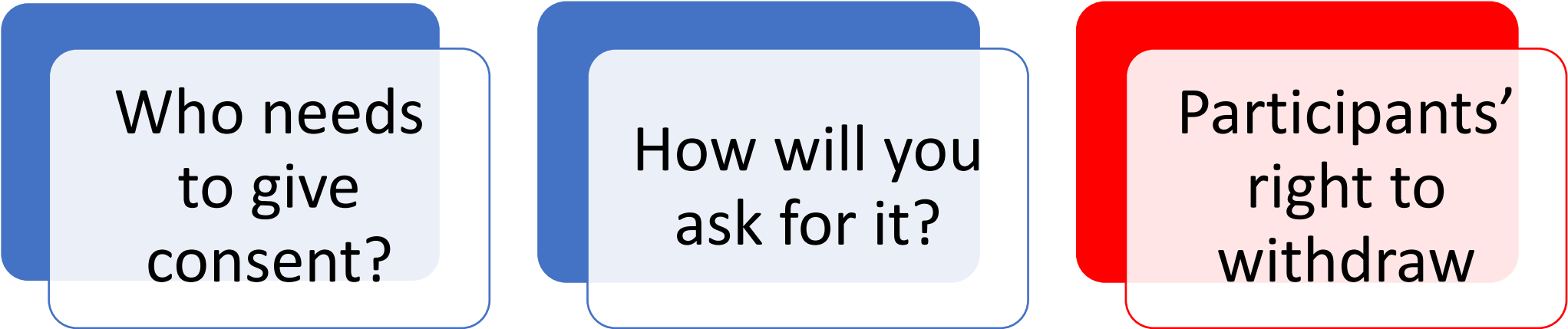
We have asked your parents if it is okay if we talk to you, and they have said yes. Now we want to know if you would like to talk to us about children's rights. If you would like to, please print your name here



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 **at any point** without adverse consequences.





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 participants to sign their name at the beginning of the research study and assume that they are happy to continue throughout?

Ideas for ongoing assent (children)

- Some researchers use a smiley/sad-face or tick/cross system to ensure ongoing 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? 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?

What harm can research cause?



Task



Ethics



Ethics



BERA (2018) Ethical Guidelines



UWTSD Ethics Form

Word 2007 document



UWTSD Ethical Code of Practice

PDF document

www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018

<https://www.uwtsd.ac.uk/research/research-ethics/>

Read and compare the guidelines on Ethical Considerations for research.

Use:

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



ETHICS COMMITTEE AND THE ETHICAL APPROVAL PROCESS

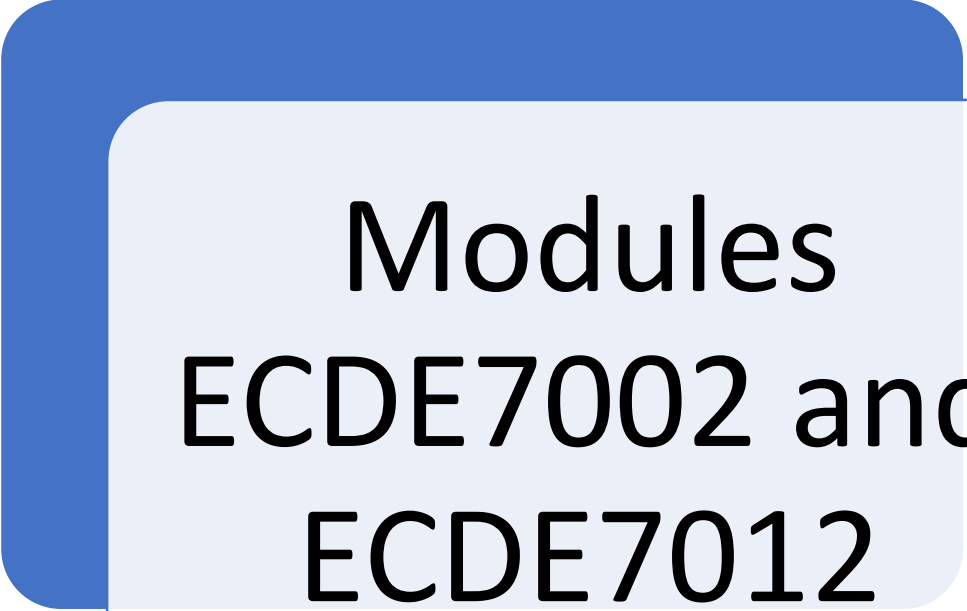
Do I need ethical approval?

All research requires you to consider the ethical implications.

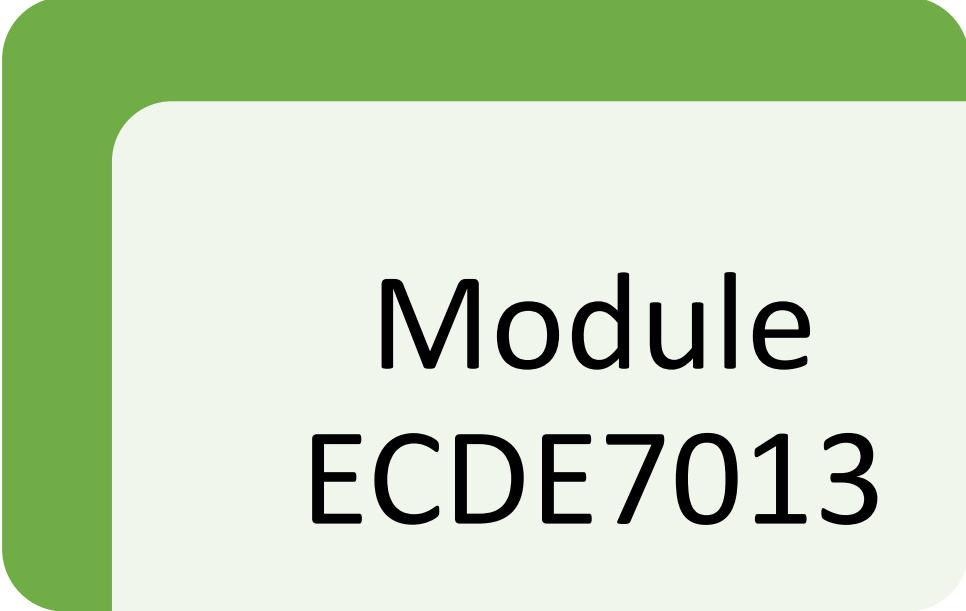
All students must submit an ethics form formally to the Ethics Committee **BEFORE** carrying out any data collection.



What does this mean for you?



Modules
ECDE7002 and
ECDE7012



Module
ECDE7013

ECDE7013

- An ethical approval panel or 'ethics committee' is a group of people, with good collective understanding of research ethics, who meet to discuss the ethical implications of research proposals.
- The ethics committee will consider the researcher's proposed actions in meeting the ethical implications.
- The panel will **approve**, **conditionally approve** or **reject** applications.

Ethics Form

- What can you offer in FULL confidence?
 - never promise what you cannot offer.
- Adults must be fully (and accurately) informed.
- Children must not be misled and should be informed as fully as appropriate for their age and level of attainment.



Where do ethical considerations
fit into this assignment?

Assessment Component 2: 3500 words

Outline your preferred approach (qualitative/quantitative/mixed methods) to this enquiry by focusing on ONE of your research questions. Plan an appropriate data collection process and associated analysis of the data, reflecting on its strengths and limitations. Critically reflect upon the ethical issues surrounding the research process.

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	600
Sampling	What is/are your sampling method(s)?	500
Ethics	What are the ethical considerations that relate to your study?	700
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.	100

Assessment Component 3: 800-word equivalent

Consider the ethical implications of your identified research question. Using the UWTSD Ethics form, outline the responses you would provide to address the research question in component 2. You will need to complete the following sections:

- **H** – Anticipated risks
- **I** - Feedback, consent and confidentiality
- **J** - Data protection and storage

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the [MyTSD Doctoral College Portal](https://mytsd.uwtsd.ac.uk) at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:				
2	Tick all boxes that apply:		Member of staff:	☐	Honorary research fellow:
	Undergraduate Student	☐	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:				
4	Campus:				
5	E-mail address:				
6	Contact Telephone Number:				
	For students:				

SECTION H: Anticipated Risks

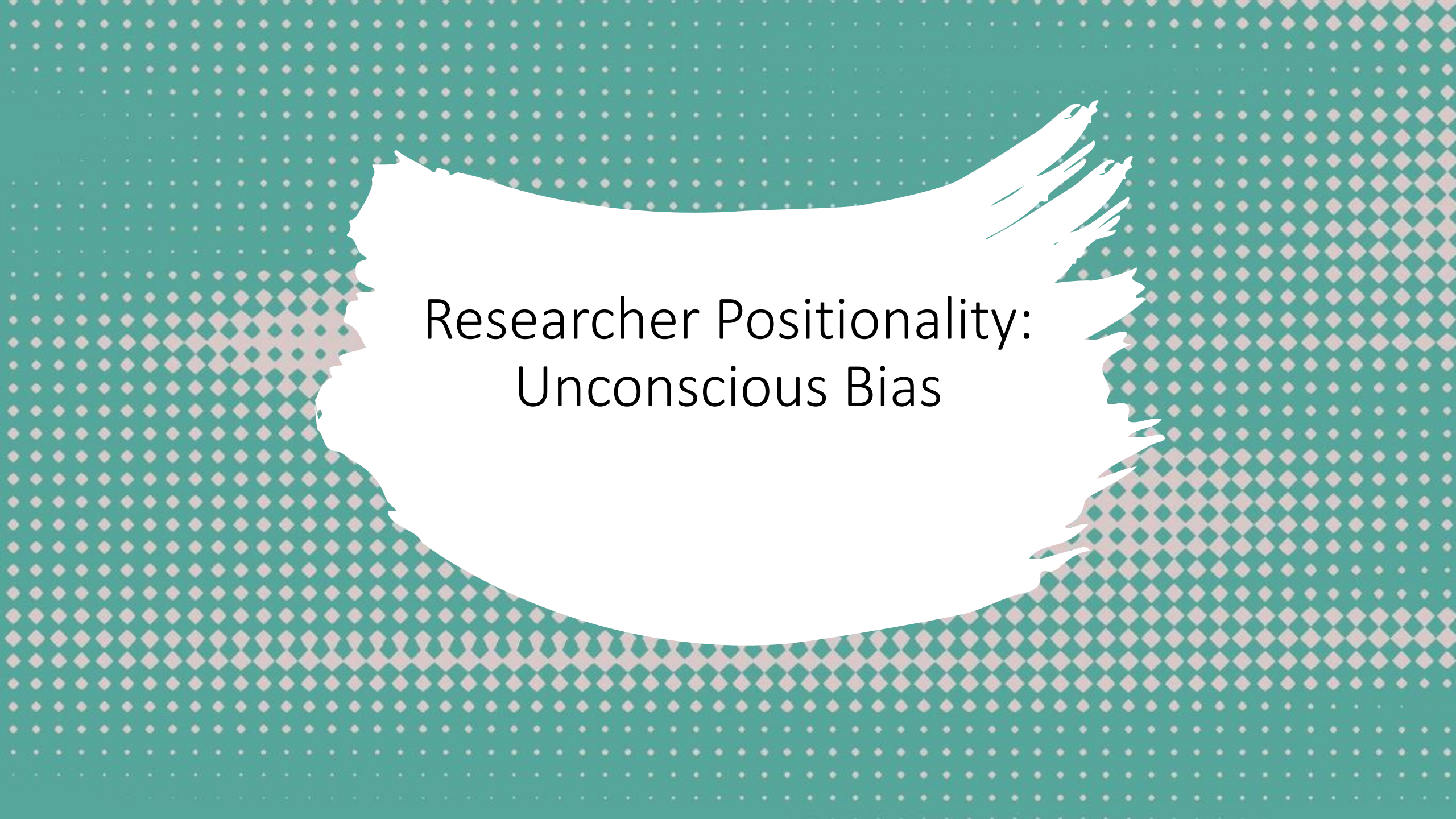
Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.	
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.	
1	Full risk assessment completed and appended?
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information Risk to participants: (this box should expand as you type)
3	If research activity may involve drug use or other potentially harmful substances: (this box should expand as you type)

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? (this box should expand as you type)
2	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 data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. (this box should expand as you type)

SECTION J: Data Protection and Storage

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	
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, by reference to information which is held by the University. YES

The background is a teal color with a repeating pattern of small, light pink diamonds. In the center, there is a white, irregular shape that resembles a piece of torn paper or a brushstroke. The text is centered within this white shape.

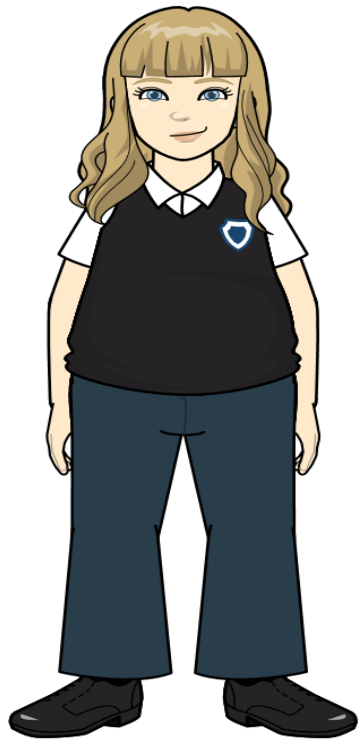
Researcher Positionality: Unconscious Bias

Ethical Practice

- making (ethical) judgements about behaviour

<http://www.youtube.com/watch?v=E3h-T3KQNxU>

Who likes



Sophie



Jenny



Sanje



Jack

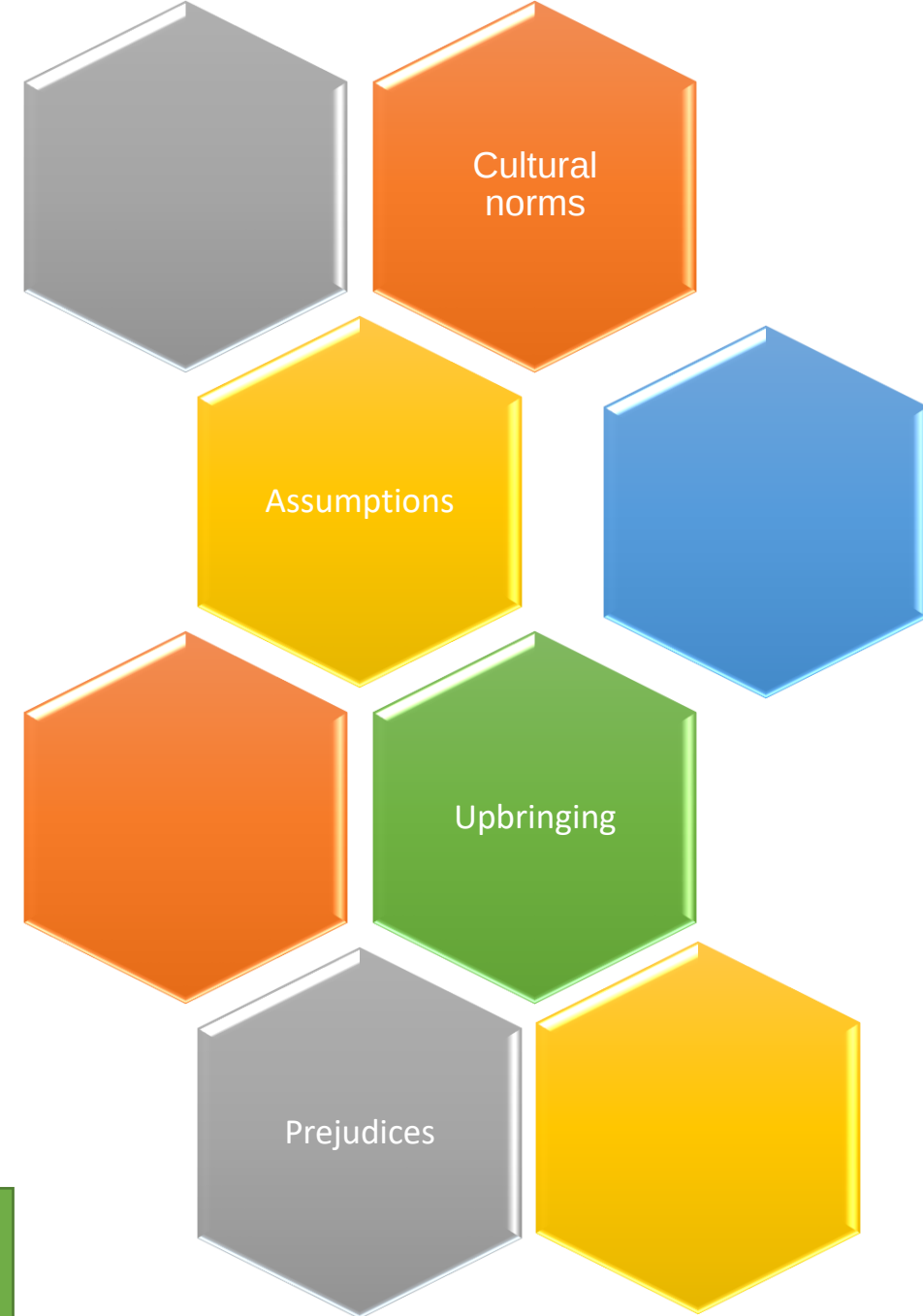
Importance of recognising researcher positionality

- 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 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. Someone did one bad thing, so there is an assumption that they will do more bad things.

Having unconscious bias is normal

- Ignoring it is not ok.
- It impacts how we value, group, treat and engage with people every day.



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

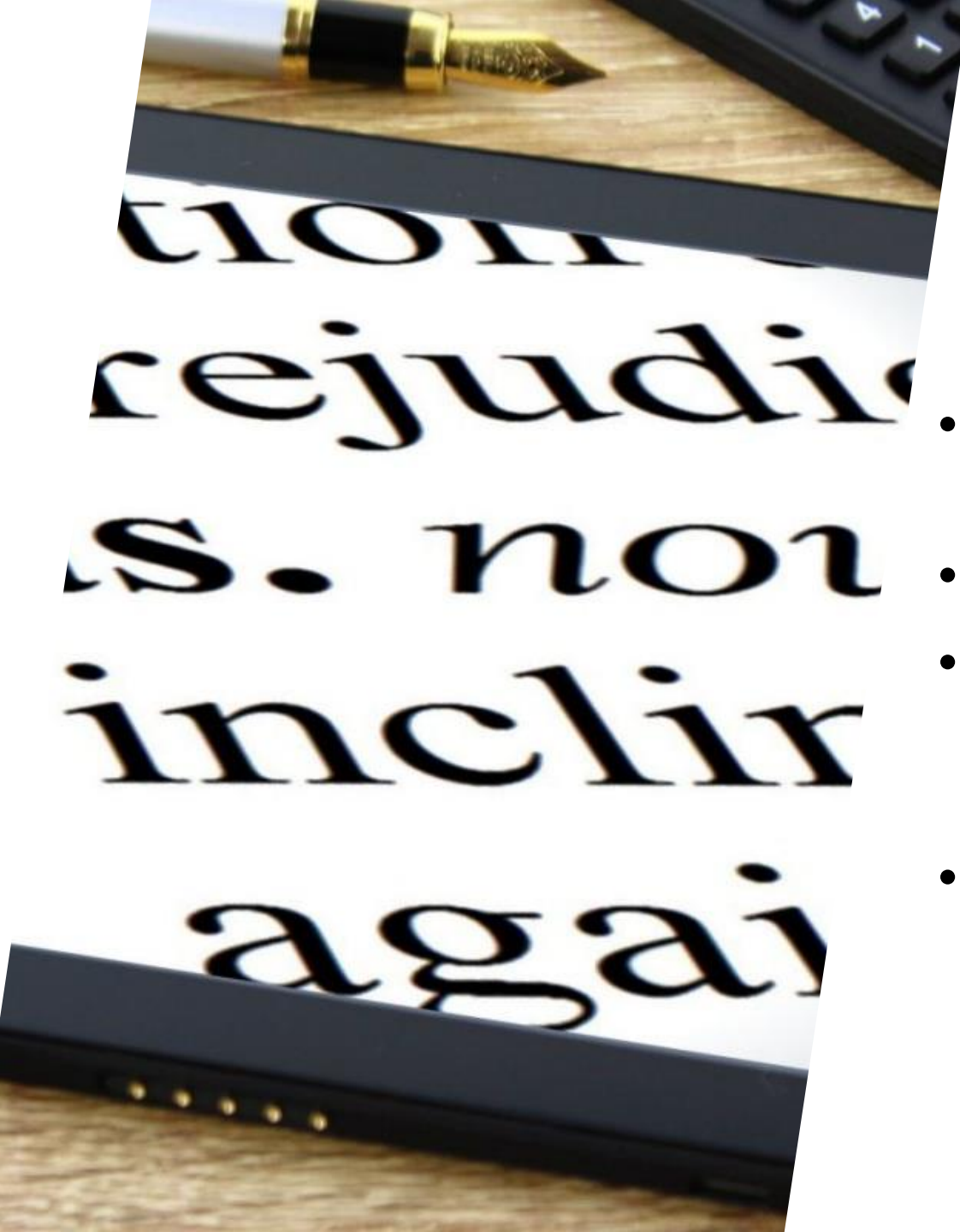
How could your implicit bias affect what you record as a non-participant observer in a research study?



- Just as children are pre-programmed with bias, adults are too.
- What effect might that have on the validity of your observations?

<https://youtu.be/MTYn1WRCuoU>

Another example:
www.youtube.com/watch?v=QRZPw-9sJtQ



Researcher 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.

Assessment Component 1: 3500 words

Critically reflect on research paradigms that would enable you to conduct a mixed methods enquiry that would meet identified research questions. With reference to relevant literature, identify an area of research you may want to explore. Create between 1 and 3 research questions that would be answerable through a mixed methods approach to data collection. Critically appraise qualitative and quantitative research paradigms which link to your research questions, justifying why they are appropriate.

Section	Suggested content	Suggested word count
Introduction & rationale	What is your research about? Why have you chosen this topic? Why is it important (to you/to others)? Refer to literature to support your decisions.	300
Literature review	What does the published literature say about your topic? Do authors agree or disagree? Are there studies available that are <u>similar to the study</u> that you are proposing?	800
Theoretical framework / methodology	What is your positionality <u>with regard to</u> your topic? How do the following elements have an impact on your study: • Ontology • Epistemology • Research paradigm (<u>e.g.</u> positivism, constructivism, pragmatism) Refer to literature to support your points.	700
Research methods/tools	~~Why might a mixed methods approach be useful in your study?~~ What are the strengths and limitations of this approach? (You could include a discussion of qualitative and quantitative data here.) Refer to literature to support your points.	700
Research Questions	What are your research questions? Why have you chosen them? Within which paradigm do they sit? What type of data would need to be collected <u>in order to</u> answer each one? You could introduce each research question separately here. Refer to literature to justify your decisions.	900
Conclusion	<u>Summarise</u> your intentions.	100

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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

Follow-up tasks

Follow-up tasks

In preparation for Assessment Component 2:

- Choose ONE of your research questions;
- Plan an appropriate data collection process to answer your question;
- Consider the ethical issues surrounding the research process;
- What is/are your sampling method(s)?

