

A photograph of four people lying on their backs on a grassy field, arranged in a circle. Each person has their hands near their face, with fingers spread, creating a frame around their eyes. The person at the top left is wearing a dark shirt. The person at the top right is wearing a light-colored shirt. The person at the bottom left is wearing a white t-shirt with a graphic of a person's face. The person at the bottom right is wearing a dark shirt and glasses. The background is a field of dry grass.

Session 3: Researcher Positionality





Loves
science/painting?



Has neat
handwriting/always asks
questions





TA/Teacher?

How might your implicit bias affect what you record as a non-participant observer



- Just as the children are pre-programmed with biases, so too might we be.
- What effect might this have on the validity of your observations?

Having unconscious bias is normal

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



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



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The importance of recognising researcher positionality

- Everybody brings a set of cultural norms or practices to their working environment which affects their attitudes and behaviour
- These can impact on the whole research process from identifying the focus of your research to interpreting and presenting the data.

Consider:

What kinds of assumptions might you bring to your work or research?

Where might these assumptions originate from?

Types of unconscious/ implicit bias

- There are many different types of bias, these are a few:

Like me/ Affinity

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

Beauty

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

Contrast

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

Gender

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

Halo

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

Horns

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

A photograph of a woman with long dark hair, wearing a white shirt, sitting on the floor and reading a colorful picture book to a group of young children. The children are gathered around her, looking at the book. One girl on the left is looking towards the camera. The background shows a classroom setting with shelves, a blue toy car, and educational posters on the wall, including one that says 'Listening Ears' and another that says 'Kind, share Hands'.

Locate yourself about the subject or object

Acknowledge personal positions that have the potential to influence the research



Locate yourself about the participant

- How researchers and individuals view themselves as well as how others view them, but acknowledge that individuals may or may not be fully aware of how they and others have constructed their identities.



Locate yourself about research context and process

Research will be influenced by themselves and by research context and process



Empathetic Neutrality —Ormston et al. 2014)

Strive to avoid obvious, conscious, or systematic bias and to be as neutral as possible including the collection, interpretation and presentation of data...[whilst reflecting that] this aspiration can never be fully attained — all research will be influenced by the researcher and there is no completely 'neutral' or 'subjective' knowledge.'

(Holmes, 2020, p.4)



Insider-Outsider Debate

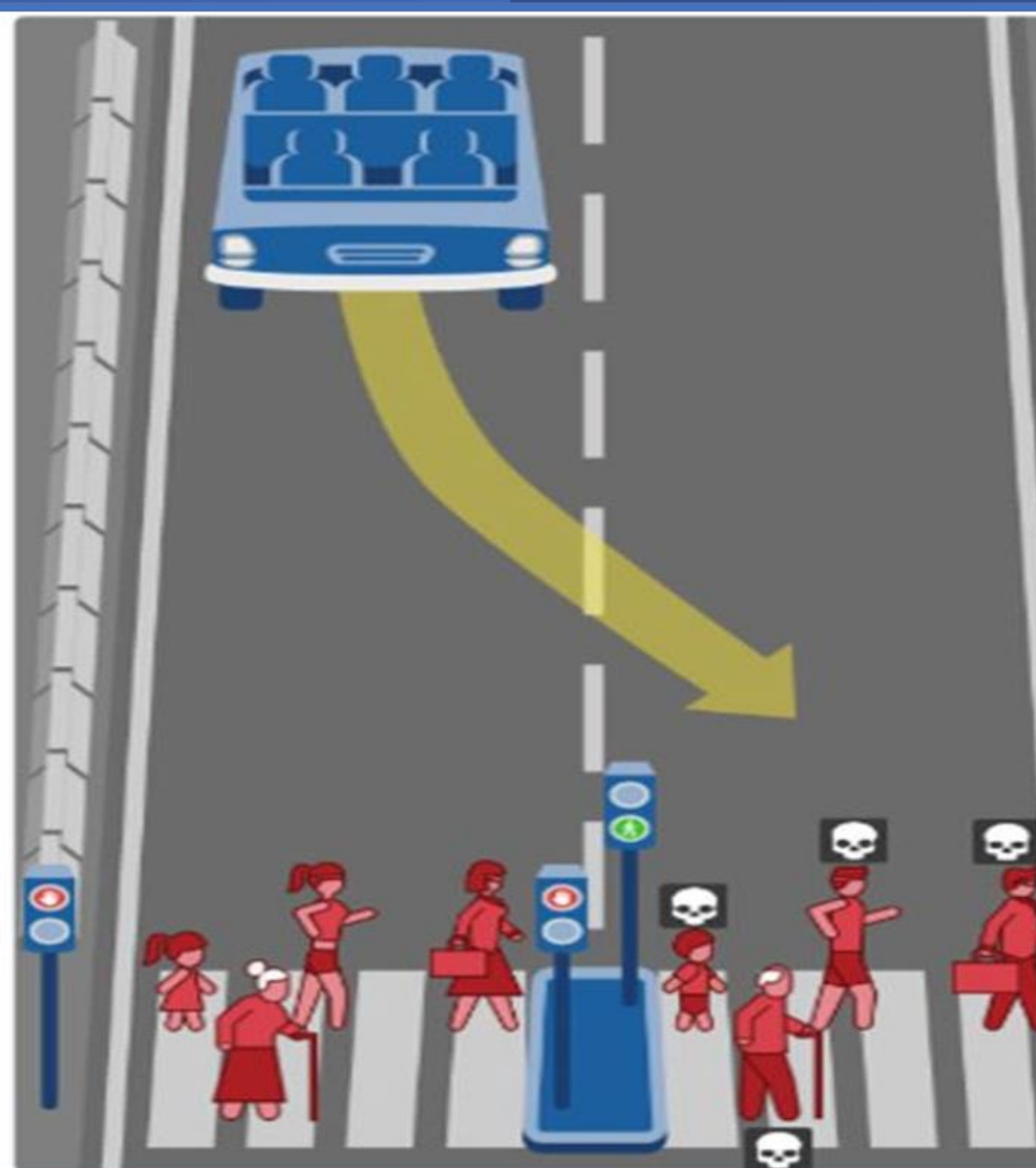
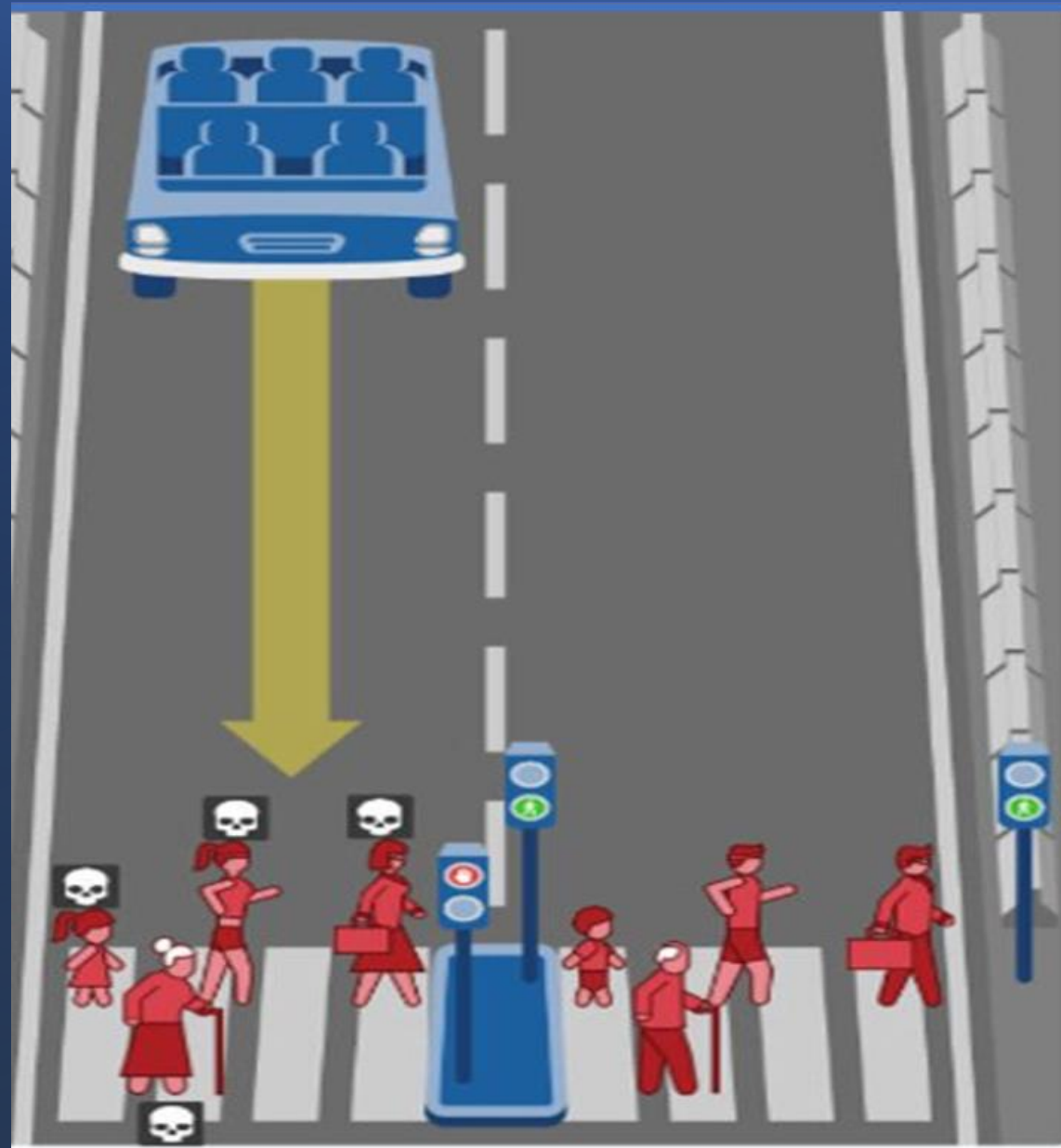


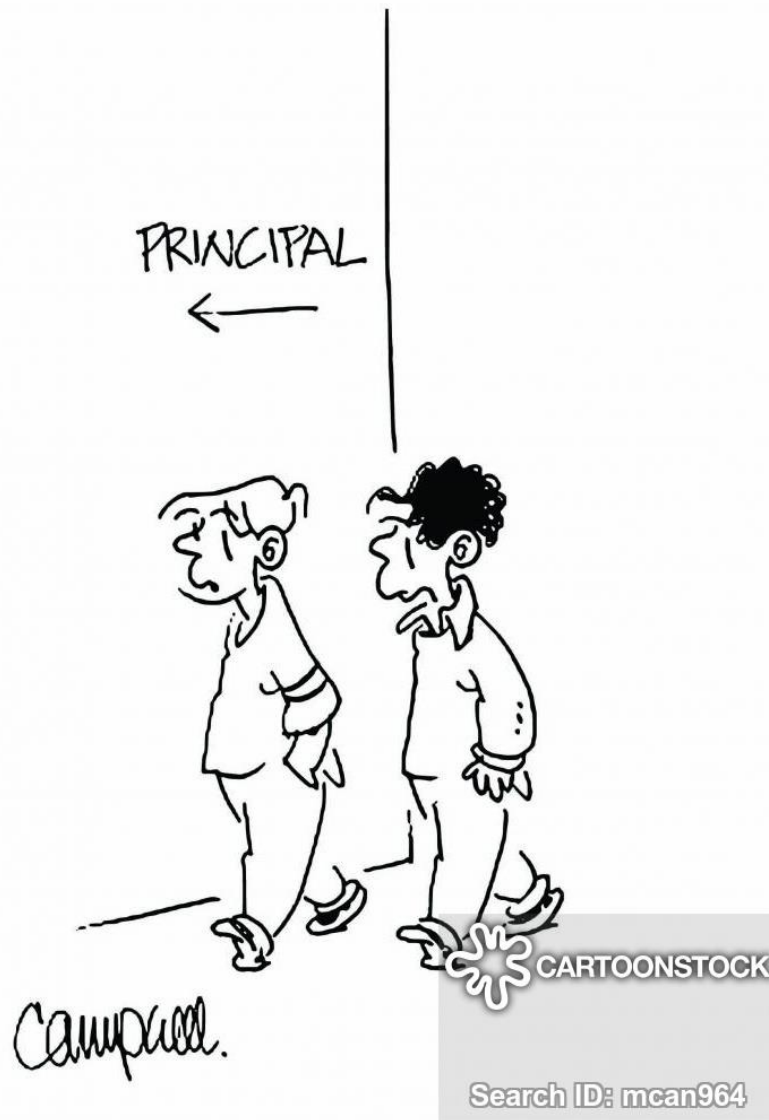
In pairs discuss:

Which provides the greatest advantage – insider or outsider researcher?



Revisiting Ethics





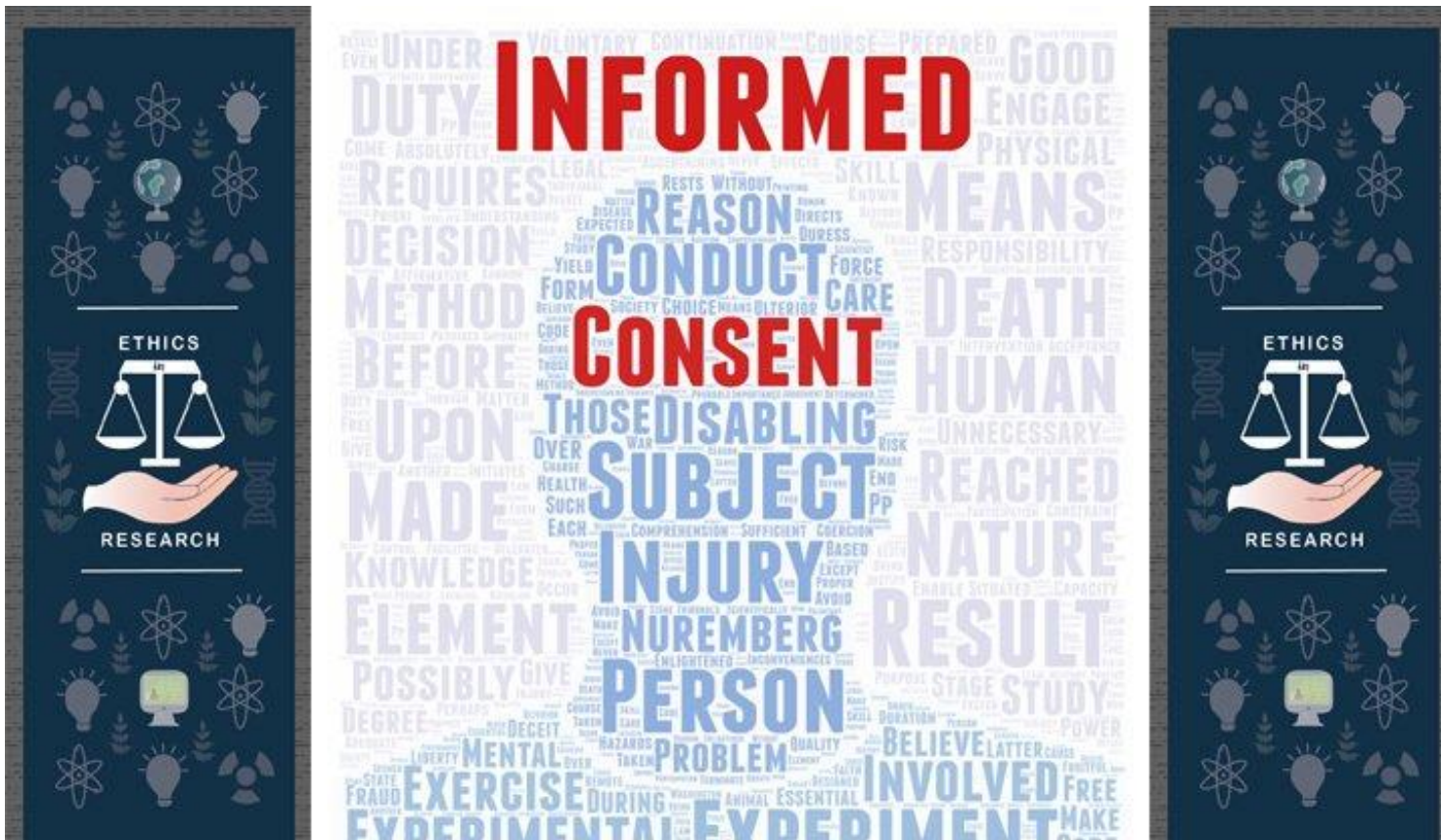
"Who would've thought Ms. Kent was following our tweets?"



Ethical behaviours and teachers

Voluntary, informed consent – 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, 2018:9).



Assent vs Consent

Comparison Table

Characteristics	Assent	Consent
Meaning	Agreeing with something, a request, or to participate in an activity	Giving permission to be involved in an activity
Age	Obtained from people who are not of legal age to give a consent	Obtained from adults (people above the legal age)
In research	Willingness to participate in a study	Legally entered agreement for a subject to participate in a study
In law	Not a legally binding permission	Legally binding permission

Things to consider:



- Who needs to give consent?
- How will you ask for it?
- Participants' right to withdraw

Ideas for ongoing consent

- Some researchers use a smiley/sad-face or tick/cross system to ensure on-going assent. This can also be done with reversible statement cards.
- By giving children a reversible card they can simply switch the card over to indicate that they are happy to continue or that they wish to leave.



I am happy to continue

Anonymity and confidentiality



CONFIDENTIALITY VERSUS ANONYMITY

CONFIDENTIALITY

The researcher knows the personal data of the participants, but their identities are not revealed to those outside the study

Identity of the participants can be traced by the researcher

Used in both qualitative and quantitative research studies

Used in interviews, questionnaires, over the phone research studies, medical research studies, etc.

ANONYMITY

No one, not even the researcher, knows the personal data of the participants

Not even the researcher can trace any identity of the participants

Used mostly in quantitative studies

Used in online surveys (not all), general comment studies and interviews

Visit www.PEDIAA.com

Anonymity/confidentiality



- 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.

The process of anonymising data will require changing identifiers.



- What identifiers might you need to consider?

Directed Tasks:

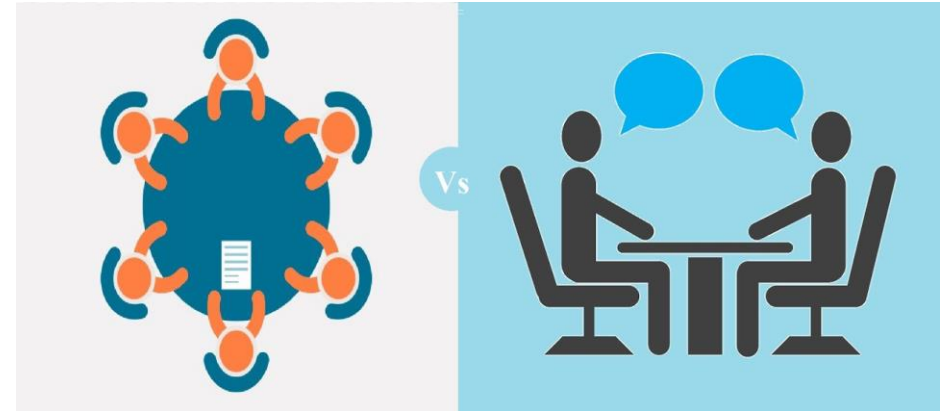
1. Watch: https://www.youtube.com/watch?v=9pCfq5QH_v4
2. Read Blackburn, C. (2015) Researching with young and developmentally young children: Ethical considerations, dilemmas and compromises. In *BERA Bites: Early Childhood*, Issue 1.
3. Read David, M., Edwards, R. & Aldred, P. (2001) Children and School-based Research: 'informed consent' or 'educated consent'? In *British Educational Research Journal*, Vol. 27 (3), pp.347-365.
4. Read Kirby, P. (2020), It's never OK to say no to teachers': Children's research consent and dissent in conforming schools contexts, *British Educational Research Journal*, Vol 46 (4), pp. 811-828

Ethical Considerations

Drawing on the knowledge gained from sessions thus far, in pairs, prepare a slide outlining the ethical considerations needed to undertake lesson study.

You should refer to:

- The directed reading tasks
- The video presentation
- BERA guidelines; UWTSD Research Ethics & Integrity Code of Practice



Any Questions?

References:

Blackburn, C. (2015) Researching with young and developmentally young children: Ethical considerations, dilemmas and compromises. In *BERA Bites: Early Childhood*, Issue 1.

David, M., Edwards, R. & Alldred, P. (2001) Children and School-based Research: 'informed consent' or 'educated consent'? In *British Educational Research Journal*, Vol. 27 (3), pp.347-365.

Holmes, A.G.D. (2020) Researcher Positionality – A Consideration of its Influence and Place in Qualitative Research – A New Researcher Guide, *International Journal of Education*, 8(4), pp.1-10.

Kirby, P. (2020), It's never OK to say no to teachers': Children's research consent and dissent in conforming schools contexts, *British Educational Research Journal*, Vol 46 (4), pp. 811-828

Ormston, R. et al. (2014) The Foundations of Qualitative Research. *Qualitative Research Practice: A guide for Social Science Students and Researchers*, (Ritchie, J. et al. Eds), Sage.