



Stockholms  
universitet

2023-12-19

**Ethics in Educational Research, 7,5 ECTS**

**Forskningsetik, 7,5 hp**

**Spring 2024**

## Course overview and literature

### Course Leaders

Klas Roth

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Rebecca Adami

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### Course administrator

Erika Södersten

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Course schedule timeedit:

<https://cloud.timeedit.net/su/web/stud1/ri167XQQ668Z50Qv27053gZ6y3Y7403Q5Y61Y7.html>

### *Overall aim*

The aim of the course is to give doctoral students the opportunity to develop their ability to take an ethical position in relation to their own research, as well as the ability to formulate, analyse, and critically reflect on issues pertaining to research ethics based on regulations and relevant literature. The course also raises participants' awareness of ethical questions, and developing a deeper understanding of both the wide-range of possibilities and limitations of research, and the role society and individual responsibility plays in relation to pedagogical and didactical phenomena and questions.

### Course Content

This course focuses on ethical dilemmas and considerations in research on educational phenomena. During the course we will analyse dissertations in relation to the ethical guidelines and laws governing research involving individuals and groups. We will also reflect on moral and ethical dilemmas in current educational research. Moreover, the course will focus on how the research design in terms of theoretical perspectives, data construction, analytical premises and instruments used in many existing research traditions influence ethical issues. Finally, the course will focus on how research based knowledge is received on different arenas and how it may influence different groups, social practices and potential areas of conflict with other forms of knowledge and experiences in society.

## **Course Activities**

The course is offered in the form of seven compulsory seminars (13.00-16.00). In preparation for each session, the doctoral students are required to write up a short reflective paper (1 page) based on the literature assigned for that session with questions raised during the reading, which should be uploaded onto the Athena 'forum' no later than 2 days before the seminar for co-students to read and comment. Please also bring printed version of this summary. The maximum number of course participants is limited to 20. Students from the Department of Education are given priority in this course.

1. Tuesday 13<sup>th</sup> February 1- 4 PM: Introduction. Legal dimension of research ethics, with Roth, & Adami
2. Friday 23<sup>rd</sup> February 1- 4 PM: Ethical aspects in method and analysis, with Schiratzki
3. Friday 15<sup>th</sup> March 1- 4 PM: Writing an application for the Ethics Board, with Max Scheja
4. Monday 25<sup>th</sup> March 1-4 PM: Ethical perspectives in educational research, with Roth
5. Monday 8<sup>th</sup> April 1 - 4 PM: Moral dimensions of research ethics, with Adami
6. Monday 22<sup>nd</sup> April 1 – 4 PM: Analyzing ethical issues in dissertations, with Roth & Adami
7. Monday 6<sup>th</sup> May 1- 4 PM: Presentation and discussion of PM drafts, with Roth & Adami

## **Compensation in the case of absence**

If a student is absent during a seminar session, the student is required to email the course leaders a written compensation which amounts to 3-4 pages summary of the assigned literature for the missed session.

## **Examination**

The course is assessed through an individual paper that should include, on the one hand, at least two themes brought to the fore during the course, for example the legal, moral, political dimensions of research ethics and on the other hand, offer a critical reflection on these two themes. Each paper (ca. 10-max 12 pages, formatted using the current PhD dissertation template) will be discussed, in depth, during the final seminar on May 6<sup>th</sup>. The doctoral students will have the week following the seminar to edit and amend their text based on the feedback provided at the final seminar session, and then turn it in for grading on Athena on May 10<sup>th</sup> at the latest. The grades used are G (pass) or U (fail). Students will be notified of their grade within 15 working days. Possible re-examinations are submitted upon consultation with the course leaders.

## **Learning Outcomes**

### **Upon completing the course, the doctoral student will be able to:**

- take an ethical position in relation to their own research, and formulate, analyse, and question research ethics based on current regulations and relevant literature.
- demonstrate an awareness of ethical questions, and an in-depth understanding of both the wide-range of possibilities and limitations of research, and the role that society and individual responsibility plays in relation to pedagogical and didactical phenomena and questions.

## **Examination**

To demonstrate fulfillment of the learning outcomes of the course, the individual final paper should include an adequate overview of the various themes presented in the course literature and also offer a

critical, comparative reflection on these themes. The discussion should also include reflections about the doctoral student's own thesis project in relation to selected relevant themes in the literature. The grades used are G (pass) or U (fail). Possible re-examinations may only be submitted after consulting the examiners Klas Roth and Rebecca Adami.

### **Grading Criteria**

In order to receive a passing grade, the doctoral student must demonstrate in their final paper that they have fulfilled the learning outcomes of the course through:

- Present, analyse, and critically reflect on at least two of the themes of the course and the course literature; this should be done in a coherent manner and in relation to the doctoral student's own thesis project.
- Demonstrate understanding of differences and similarities between the original hypotheses and methodologies as well as the analytical premises presented in the course concerning perspective, ethical considerations and different research traditions.
- Produce concise and coherent arguments in a grammatically correct fashion in order to demonstrate such attention to detail that is expected of scholarly work.
- Demonstrate precision in writing correctly citing and referencing in accordance with the American Psychological Association (A.P.A.) System.

### ***Plagiarism and self-plagiarism***

Needless to say, one is allowed to cite other sources, but both direct and indirect quotes must always be referenced using correct and full references. Copying or extracting shorter or longer sections of text with the intention to present this text as one's own work is prohibited. Such copying without referencing is considered plagiarism. Also, doctoral students' are not allowed to cut and paste from previously submitted and graded texts. Re-using identical passages of text cut from previous graded work amounts to self-plagiarism.

Plagiarism is regarded a violation of established ethical regulations. It also involves a moral breach of the general approach towards one's own and others' texts. Plagiarism is cheating and may provide sufficient ground for suspension from an educational program. All course papers are submitted to Athena and checked by software to ensure their originality.

### ***Assigned readings for seminars:***

#### **In preparation for the seminar on February 13<sup>th</sup>**

Research Ethics at Stockholm University, Good Practice and misconduct in research:

<https://www.su.se/english/research/research-ethics/good-practice-and-misconduct-in-research-1.332325>

All European Academics. (2017). *The European Code of Conduct for Research Integrity*. Berlin (11 pages)

### **In preparation for the seminar on February 23<sup>rd</sup>**

GDPR, Privacy and data protection at Stockholm University:

<https://www.su.se/english/staff/organisation-governance/legal-information>

### **In preparation for the seminar on March 15<sup>th</sup>**

<https://docs.google.com/forms/d/e/1FAIpQLSdiAMkGMfJz0k53W9Azt4mIxJJA9HcnYMc0kULlhiRG7Opacg/viewform>

See above form

### **In preparation for the seminar on March 25<sup>th</sup>**

Hammersley, M. & Traianou, A. (2012). *Ethics in qualitative research: controversies and contexts*. London: SAGE. Chapter 1

### **In preparation for the seminar on April 8<sup>th</sup>**

Hammersley, M. & Traianou, A. (2012). *Ethics in qualitative research: controversies and contexts*. London: SAGE. Chapter 2 and the section on moralism.

Mietola, Reetta et.al. (2017). Voiceless subjects? Research ethics and persons with profound intellectual disabilities. *International Journal of Social Research Methodology* Vol.20 (3) 263-274

True, Jacqui. (2008). Reflexivity in Practice: Power and Ethics in Feminist Research on International Relations. *International Studies Review* Vol. 10 693-707

### **In preparation for the seminar on April 22<sup>nd</sup>**

You will work together in small groups with a comparative analysis of ethical issues in four recent (maximum 10 years) dissertations in education. You choose the dissertations that the group members find most interesting in relation to your own research topics. Try to find contrasting examples with different designs, data and theoretical perspectives. Summarize the ethical consideration sections of the chosen dissertations in short abstracts and upload these group forums in Athena.

### **In preparation for the Presentation and discussion of PM drafts on May 6<sup>th</sup>**

We will discuss the PM draft using a so-called critical-friend round, meaning that in preparation for the seminar you will read and prepare to provide constructive criticisms to the PM written by another group member. The discussion is organized in form of ‘chain’, that is, you will read the work of another student that cannot be your critical friend. The organization, who reads whom, will be freely organized by the group members. You are expected to write your comments as critical friend in 1 page A4 and upload it in Athena. During the seminar, you are required to give printed copy of your comments to the author of the PM you are reading.

The presentation and discussion is started by the critical friend who first makes a short presentation of the PM (max 5 min), the author of the PM is given possibility to add if he/she wishes to do so, then start the dialog critical friend and author based on the questions/remarks from the critical friend. Concluded this part, the session is open to questions or comments from other group members. More information during the course introduction February 13<sup>th</sup>.

Important: you are expected to send your PM by email to your critical friend and upload it in Athena at least **5 days before the last seminar**.

## Course literature

Gray, Ben et.al. (2017). Are research ethics guidelines culturally competent? *Research Ethics* Vol.13(1) 23-41

Hammersley, M. & Traianou, A. (2012). *Ethics in qualitative research: controversies and contexts*. London: SAGE.

Helgesson, Gert & Stefan Eriksson. (2015). Plagiarism in research. *Med Health Care and Philos.* 18:91-101

Kjellman, Ulrika. (2013). A whiter shade of pale: Visuality and race in the work of the Swedish State Institute for Race Biology. *Scandinavian Journal of History.* 38(2): 180-201

Mietola, Reetta et.al. (2017). Voiceless subjects? Research ethics and persons with profound intellectual disabilities. *International Journal of Social Research Methodology* Vol.20 (3) 263-274

True, Jacqui. (2008). Reflexivity in Practice: Power and Ethics in Feminist Research on International Relations. *International Studies Review* Vol. 10 693-707

### Further readings:

Caeymaex, Florence, Carole Wenger, Félicien de Heusch, & Jean-Michel Lafleur. (2023). "Ethics ready"? Governing research through informed consent procedures. *International Journal of Qualitative Methods.* 22: 1-11

Crossen-White, Holly L. (2015). Using digital archives in historical research: What are the ethical concerns for a 'forgotten' individual? *Research Ethics.* 11(2): 108-119

Francett-Hermes, Michelle & Helena Pennanen. (2019). Relational ethics in Indigenous research – A reflective navigation of whiteness and ally positionality. *Dutkansearvi.* 3(2): 125-148

Hammett, Daniel, Lucy Jackson & Ryan Bramley. (2022). Beyond 'do no harm'? On the need for a dynamic approach to research ethics. *Area.* 54: 582-590

### Other sources:

All European Academics. (2017). *The European Code of Conduct for Research Integrity*. Berlin (11 pages)

GDPR, Privacy and data protection at Stockholm University:

<https://www.su.se/english/staff/organisation-governance/legal-information>

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