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Conference or Workshop Item

Title: Ethics for teacher research: same as research ethics or different?

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Version: Presented version

http://nectar.northampton.ac.uk/9262/
Ethics for Teacher Research:
Same as research ethics or different?

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Teachers and Researchers
Study Design
Findings
Conclusions
Limitations
Next steps
Teachers and researchers?

Dewey, 1933

Stenhouse, 1975
Being a Teacher Researcher

Session 1: The Foundations

Teachers Building Evidence into Quality Learning

THE UNIVERSITY OF NORTHAMPTON
School of Education
Study Design

• **Aim:** To investigate teachers' and research engaged university academics' perceptions of ethical processes for teachers engaging in practitioner research.

• **Methodology:** Instrumental case study (Stake, 1988)

• **Research instrument:** 2 Focus Group interviews (Kitzinger, 1994; Patton, 2002)

• **Sample:** Teachers (n=8) and academics (n=7)

• **Analysis:** Inductive
## Findings – themes and sub-themes

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-themes</th>
<th>Practitioners</th>
<th>Academics</th>
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<tbody>
<tr>
<td><strong>Definitions</strong></td>
<td>Definitions: Reflection</td>
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<td>Definitions: Enquiry</td>
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<td>Definitions: Research</td>
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<td>Definitions: Practitioner research</td>
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<td>Definitions: Ethics</td>
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<td><strong>Distinctions</strong></td>
<td>Distinctions between research and reflection</td>
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<td>Distinctions between research and enquiry</td>
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<td>Distinctions between practitioner research and practitioner enquiry</td>
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<td>Distinctions between research, enquiry and reflection</td>
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<td><strong>Value of ethics</strong></td>
<td>Value of research ethics: for research</td>
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<td>Value of ethics: for practitioners</td>
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<td><strong>Circumstances in which teachers need research ethics</strong></td>
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<td><strong>Teachers’ understanding of ethics</strong></td>
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<td><strong>Knowledge production</strong></td>
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<td><strong>Poor ethical practice</strong></td>
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</table>
Conclusions (Interim findings)

Themes include

• Definitions

• Distinctions (relationships) between defined terms

• The value of ethics
  Including issues of consent / assent

• Teachers’ understanding of ethics

• Circumstances in which teachers need research ethics
  (including deontological, teleological and consequentialist arguments)
Limitations

• Small scale
• 2 single sites
• Lack of meta-analysis with participants
• Single method
Next steps...

Complete inter-rater reliability process and adjust findings if necessary

Larger-scale study with a wider sample is indicated to identify...

• If views and beliefs are more widely shared by teachers and academics
• If new ethical guidelines for teachers researching in schools might be useful
• If collection, storage and reporting of school assessment data requires a new ethical framework and what the implications may be for teacher education, teachers and school leaders.
References


Kitzinger J. (1994) The methodology of focus groups: the importance of interaction between research participants. Sociology of Health. 16 (1): 103-21.


