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Ethics for Teacher Research: Same as research ethics or different?



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Transforming lives, inspiring change

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**BERA Annual
Conference
Leeds 2016**

University of Leeds
13-15 September 2016



Ethics for Teacher Research: Same as research ethics or different?



Teachers and Researchers

Study Design

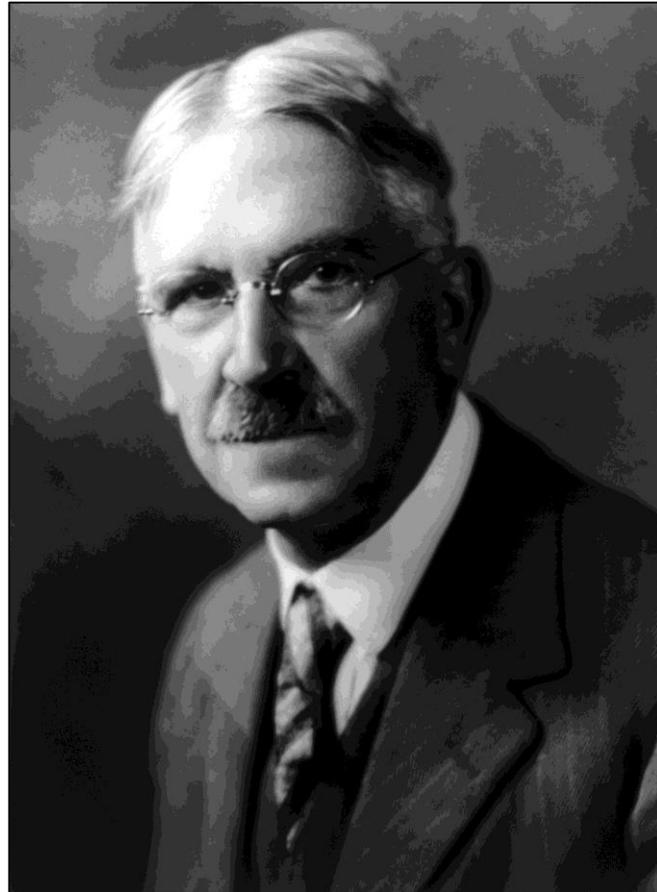
Findings

Conclusions

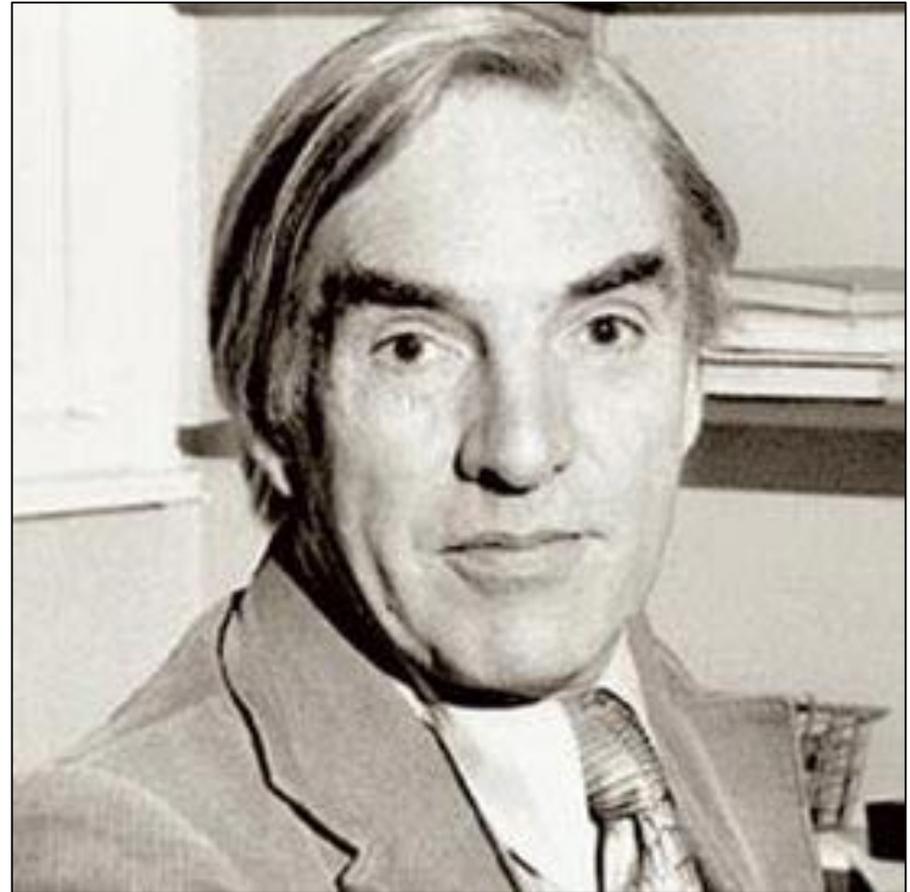
Limitations

Next steps

Teachers and researchers?



Dewey, 1933



Stenhouse, 1975

T·L·R·P
TEACHING
& LEARNING
RESEARCH
PROGRAMME

E·S·R·C
ECONOMIC
& SOCIAL
RESEARCH
COUNCIL

Effective teaching and learning
Evidence informed practice to guide policy and practice

The infographic is a circular diagram with 10 segments, each containing a numbered finding. The findings are:

- 1. Quality of teaching is the most important factor in explaining differences in student achievement.**
- 2. The quality of teaching is a function of the teacher's knowledge, skills, and motivation.**
- 3. The quality of teaching is a function of the school's leadership and culture.**
- 4. The quality of teaching is a function of the school's resources and context.**
- 5. The quality of teaching is a function of the school's history and tradition.**
- 6. The quality of teaching is a function of the school's location and community.**
- 7. The quality of teaching is a function of the school's size and structure.**
- 8. The quality of teaching is a function of the school's curriculum and assessment.**
- 9. The quality of teaching is a function of the school's professional development and support.**
- 10. The quality of teaching is a function of the school's leadership and culture.**

BUILDING EVIDENCE INTO EDUCATION

BIEN GOLDACRE

MARCH 2013

Bad Science

The book cover features a pink background with a small portrait of a man in the bottom right corner. The text is centered and reads: 'BUILDING EVIDENCE INTO EDUCATION', 'BIEN GOLDACRE', 'MARCH 2013', and 'Bad Science'.





ETHICAL GUIDELINES FOR EDUCATIONAL RESEARCH

2011

BERA 





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

Themes	Sub-themes	Practitioners	Academics
Definitions	Definitions: Reflection	√	√
	Definitions: Enquiry	√	√
	Definitions: Research	√	√
	Definitions: Practitioner research	√	√
	Definitions: Ethics		√
Distinctions	Distinctions between research and reflection	√	√
	Distinctions between research and enquiry		√
	Distinctions between practitioner research and practitioner enquiry		√
	Distinctions between research, enquiry and reflection		√
Value of ethics	Value of research ethics: for research	√	
	Value of ethics: for practitioners	√	√
	Value of research ethics: for practitioners	√	√
Circumstances in which teachers need research ethics		√	√
Teachers' understanding of ethics		√	
Knowledge production			√
Poor ethical practice			√

Conclusions (Interim findings)

Themes include

- Definitions
- Distinctions (relationships) between defined terms
- The value of ethics) *Including issues of*
- Teachers' understanding of ethics) *consent / assent*
- 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.

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