



Ethics and Academic Freedom in Educational Research

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Formal ethical review of research proposals is now almost the default requirement for all – staff and students – planning research under the auspices of colleges and universities in many parts of the world. With notable exceptions, the extant literature discussing educational research ethics takes a meta-ethical overview, is negatively critical about the ethics review process per se, or comes from America and focuses specifically on the workings of the Institutional Review Boards (IRBs) there.

This book, however, contains stories of lived experience from the UK, Spain, New Zealand, Bangladesh, and Australia dealing with, inter alia: dissatisfactions with criteria against which research proposals and designs and, by extension, researchers themselves, are judged to be ethical; problems encountered in obtaining ethical clearance; changes which have had to be made to plans which are believed to have affected the ensuing research process and outcomes; cases where ethical issues and difficulties arose and required considered responses despite permission to undertake the research in question being granted; and benefits perceived to accrue from ethical review procedures.

Ethics and Academic Freedom in Educational Research will be of interest to researchers, students, members of ethics review boards and those teaching research ethics, primarily at postgraduate but also at undergraduate level.

This book was originally published as a special issue of the International Journal of Research and Method in Education.



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