Ethics Research Day

Spring Term 2015:

From theory to practice? The ethics of inclusive research

Wednesday 11th March 2015, 9.30am
10 Woodland Road, Room G4/5

SUMMARY

This seminar looks at the range of research from the highly theoretical to practice-based research and examines what influences decisions to decide on one approach above another. It takes as its focus, the ethics of inclusive research – from participatory research ethics to the ethics of inclusion

For event registration please go to:
http://www.bristol.ac.uk/education/events/2015/outputurl-153445-en.html

Please register by 4th March 2015
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 - 9.35</td>
<td>Welcome</td>
<td>Wan Ching Yee, GSoE Chair of GSOE Ethics Committee</td>
</tr>
<tr>
<td>9.35 - 10.15</td>
<td>Helen Knowler (GSOE, University of Bristol)</td>
<td>“The resisters who remain inside”: resistance, measuring up and the ethics of teachers’ continuing professional development (CPD)</td>
</tr>
<tr>
<td>10.20 - 10.50</td>
<td>Sana Rizvi (PhD Student GSoE, University of Bristol)</td>
<td>Ethical Challenges to Researching within a South Asian Context</td>
</tr>
<tr>
<td>10.50 - 11.10</td>
<td>Coffee/Tea (provided)</td>
<td></td>
</tr>
<tr>
<td>11.10 - 12.10</td>
<td>Professor Melanie Nind (University of Southampton)</td>
<td>The Ethics of Inclusive Research: Dialogue and Doing Better</td>
</tr>
<tr>
<td>12.15 - 12.45</td>
<td>Phil Bayliss, Honorary Fellow, (GSoE, University of Bristol)</td>
<td>Towards a relational ethics of encounter in inclusive research contexts</td>
</tr>
<tr>
<td>12.45 - 13.30</td>
<td>Lunch (provided)</td>
<td></td>
</tr>
<tr>
<td>13.30 - 15.30</td>
<td>Professor Mary Brydon-Miller (University of Cincinnati)</td>
<td>From Theory to Practice: Structured Ethical Reflection in Educational Research and Practice</td>
</tr>
<tr>
<td>15.30 - 16.30</td>
<td>Open Space Session</td>
<td>This session will conclude the day</td>
</tr>
</tbody>
</table>
Abstracts and Biographies

- Helen Knowler, Graduate School of Education, University of Bristol

“The resisters who remain inside”: resistance, measuring up and the ethics of teachers’ continuing professional development (CPD)

In this presentation I draw from a small scale research project (Done, Murphy & Knowler, 2014a, 2014b) looking at the ways that practising teachers learn to do their work. The teachers in the study were experienced practitioners and in their current roles supported children and young people identified as ‘having’ Special Educational Needs (SEN). I describe and critically reflect upon three substantive sites of educational discourse, namely UK research literature, UK educational policy documents and practising teachers’ spoken accounts of their own work in order to explore some of the ethical dilemmas they face in their daily practice. I argue that the ways in which teachers have been ‘trained’ and supported in England in relation to SEN, has often failed to take account of the relational and affective dimensions of teaching and that these aspects need to be incorporated into formal learning opportunities (often called ‘continuing professional development’). I engage with theoretical questions regarding the relationship between teacher learning, teacher identity and ethical practice drawing upon the theoretical and conceptual tools of Michel Foucault and Gilles Deleuze. I aim to show that this analysis of teachers’ experiences allows for a problematisation of the ways in which current models and approaches to ‘training’ in the context of SEN have become accepted practices. I will identify examples of ‘measuring up’ by the teachers I worked with and in investigating, acknowledging and troubling the power of these practices, new spaces for thinking differently about teacher learning in the context of SEN can emerge. From a personal perspective, I conclude by considering the role of teachers educators (like me) as ‘mediators of resistance’ in postgraduate professional development.


Done, E. J., Murphy, M. & Knowler, H. L. (2014b) Post-identitarian postgraduate pedagogy - Deleuzian mediation and resistance to 'measuring up' Power and Education Volume 6 (3) 2013 www.wwword.co.uk/POWER

Biography

Helen Knowler is an experienced and qualified teacher, and since 2006 has been a lecturer, teaching and researching in the field of Special and Inclusive Education. She is the Programme Coordinator for the MEd Special and Inclusive Education within the Graduate School of Education. Her specific research interests relate to the educational experiences of pupils identified as having Social, Emotional and Behavioural Difficulties (SEBD) and the role of teachers in supporting them. Her doctoral research (in progress)
Within a UK context, South Asian families of children with SEND are a minority within a minority. To date very little is known about the educational experiences of such families, and still less so about maternal perspectives on the schooling experiences of their children with SEND. In this paper I consider the role of gatekeepers, and the routes taken to access this largely hidden section of the community with regards to making research more inclusive and participatory. I discuss participant expectations of gatekeepers regarding maintaining confidentiality, and how this influences the process of generating authentic accounts by participants. Gatekeepers not only provide access to the research participants, but can also affect a researcher’s decisions about who is considered fit to be included within the research sample. Gatekeepers can also affect the extent to which participant consent is voluntary, as well as the eventual responses generated from the research participants. This influence is strengthened if gatekeepers maintain personal relationships outside of their line of service, which filters who participates in a research consequently giving a skewed picture. In this paper, I examine the ethical implications of using different types of gatekeepers, and their roles in making the research more inclusive. I do this by discussing three of my own research studies - one of which is my Doctoral research which is still in progress - and explore how ethical and participatory goals need to be embedded within the research design and why this is a continuous and negotiated process when researching a sensitive issue within a hidden population.

Biography

Sana Rizvi is a doctoral researcher at the Graduate School of Education at University of Bristol. She has an MA from University of Birmingham and an MPhil from University of Cambridge. Her PhD work focuses on South Asian maternal perspectives on their child’s SEND. Her research interests include parent empowerment, disability and ethnicity.
Melanie Nind, Professor of Education, University of Southampton

The Ethics of Inclusive Research: Dialogue and Doing Better

There is understood to be a global movement towards democratisation with increasing moves toward broader and greater consultation and participation in decision-making. Within this socio-political climate the power dynamics of research are also undergoing scrutiny. There is a flourishing movement towards more participatory, emancipatory, co-produced or inclusive research involving a stronger sense of dialogue between the researchers and the researched or even a more radical shift in these roles. While there are multiple drivers behind this movement - some pragmatic, even cynical - the major impetus is a concern with ethics. In this keynote presentation I examine inclusive research as an ethical response to research problems and contexts in which marginalised groups have been wronged by research in the past. Drawing on empirical work in the fields of disability and education I explore some difficult questions regarding how much inclusive research should aim to change the people with whom (not on whom) the research is conducted and how different ways of knowing can be brought into dialogue for the purposes of social transformation. I argue that critical reflection on the ethics of inclusive research helps us to envisage new research spaces and expands our notion of what it is we want research to do for us.

Biography

Melanie Nind is a Professor of Education at the University of Southampton. While she is best known for her work enhancing communication and social connectedness with people of all ages with profound intellectual impairments, her research interests lie in inclusive pedagogy and inclusive research more broadly. Recently she has also been exploring the nature of quality in inclusive research methods, published in What is Inclusive Research? (Bloomsbury Academic, 2014). Her current work focuses on the teaching and learning of research methods. She is a co-director of the National Centre for Research Methods (www.ncrm.ac.uk) and co-editor of the International Journal of Research and Method in Education.
Towards a relational ethics of encounter in inclusive research contexts

I am concerned with developing an ethics for research in special and inclusive education that addresses the concerns of educational practices for children with ‘special educational needs’ or ‘disabilities’. The designation of children *having* ‘special educational needs’ or ‘disabilities’ requires judgement. What if we can be done with judgement?

In the context of research, the research act starts with a question, which assumes judgement – the definition of a ‘case or problem or phenomenon to be studied’ requires knowledge to be able to disclose the object of research, then to pose the question. The answers to the question then add to knowledge, which then increases judgement.

The concern of ‘judgement’ is that of difference. There is a problem with the concept of ‘difference’. To enable ‘difference’, the person who exercises judgement must take a position, a standpoint, (the establishment of a boundary), which enables him or her, though claiming knowledge, to judge. This understanding of ‘judgement’ always places the researcher as ‘external’ to the ‘case or problem or phenomenon to be studied’. How do we reduce (remove) externality?

The presentation argues for an ‘ethics of encounter’ (Deleuze and Guattari, 1987) located in *Eudaimonia* (‘human flourishing’ Nussbaum, 2001), which does not lead to a normative or deontological ethics, in that an *eudiamonistic* encounter is an emergent system of knowledge creation and transformation, not the measurement of predictable hypotheses, external to the ‘case or problem’, but which is located in the experience of ‘persons’.


Biography

Dr. Phil Bayliss was appointed as an Honorary Fellow to the GSOE in September, 2014. He has taught people with learning disabilities since 1979, after a degree in Linguistics. In 1983, he established one of the early ‘integrated’ provisions within a single campus FE for students with learning disabilities. He gained his PhD in 1992 (‘integration of students with learning disabilities in an FE setting’) and subsequently joined the School of Education, Exeter where he taught UG, PGCE, Med (special and inclusive education) and the MSc Research Methods (ESCR, Mode B: discourse analysis). The later stages of his academic life have been heavily influenced by reading Foucault and Deleuze and Guattari. He has numerous publications, led numerous research programmes and has conducted international outreach work in schools and communities. He has worked abroad in Europe, Mongolia, Australia, Hong Kong, Bermuda and Turkey.

His final incarnation was as a full-time Key Expert 3 on year EU/Turkey Project to develop inclusive education in pilot 10 provinces in Turkey. The challenge of the Project was to effect change in Turkey, without mentioning Foucault or Deleuze!
Professor Mary Brydon-Miller, University of Cincinnati

From Theory to Practice: Structured Ethical Reflection in Educational Research and Practice

As educational researchers and practitioners, we share a deep and abiding commitment to providing rich and nurturing educational opportunities to all students. Educational action research offers us strategies for working in partnership with teachers, school leaders, students, parents, and community partners to create vibrant and engaging learning environments. But educational action research also presents unique ethical challenges that must be addressed if we are to conduct our work in ways that insure the well-being of participants and that lead to positive changes in educational practice. In this presentation we begin by considering the larger theoretical frameworks that serve as a basis for ethical practice in educational action research, focusing on the notion of covenantal ethics, “the unconditional responsibility and the ethical demand to act in the best interest of our fellow human beings” (Hilsen, 2006, p. 27). From here we consider how a re-examination of the fundamental values of research practice might reframe how we understand and enact ethical review processes. Finally, we will discuss the process Structured Ethical Reflection (SER), a new model designed to guide both individual and collaborative ethical decision making in the context of educational action research and educational practice.

Biography

Mary Brydon-Miller, Ph.D. directs the University of Cincinnati’s Action Research Center and is Professor of Educational and Community-based Action Research in the Educational Studies Program in the College of Education, Criminal Justice, and Human Services. She is currently serving as Benjamin Meaker Visiting Professor at the University of Bristol in the UK. She is a participatory action researcher who conducts work in both school and community settings. She recently completed work on the SAGE Encyclopedia of Action Research with co-editor David Coghlan. Other recent publications focus on the development of new frameworks for understanding research ethics in educational and community settings including chapters in the SAGE Handbook of Social Research Ethics and the SAGE Handbook of Action Research. She is a member of the editorial board of Action Research and has co-edited Special Issues of the journal on Ethics and Action Research and Arts-Based Action Research. She is also an active contributor to the new social media site, Action Research Plus, which is developing internet based strategies for disseminating research and building networks.