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# **A Handbag?!**

A story of teaching research ethics to  
undergraduate students



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Learning & Teaching Fest 3 July 2019

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# Overview & Aims of Session

- Your expectations and experience
- Background to my challenge
- Share my experiences of teaching research ethics
- Explore how to creatively teach ethics
- Participate in a practical activity
- Review your experiences & compare with others

# Background to my challenge...

- Module lead for L5 research methods
- Module lead and dissertation supervisor for L6 independent study module, co-ordinate course ethics panel, collaborating with BSc Psychology
- Ethics proposal forms were proving challenging – time for something different

# My solution...

Discussed with colleagues:

- What did/do they do?
- What experiences and/or suggestions do they have?
- Reached out to a colleague, who shared their ideas, which they had got from someone else...
- Importance of collaboration, being open to asking for/giving support

# The solution... a handbag

Try for yourself

- Examine the contents of the bag
- Analyse the data by sorting into categories
- What does it tell you about its owner?



# Review & Compare

- Your experiences, comments, thoughts
- Your suggestions for further development, additional ideas
- Feedback from others – students and colleagues



# Potential research study...

My continuous T & L development – how can I do things better

- Better identify needs of WP / non-traditional students
- Bring ethics to life – applied to practice / real life situations
- How is research ethics taught elsewhere in UoC, partners and elsewhere?

This will complement my academic publications



# References / suggested reading

From abstract:

BERA (2018) *Ethical Guidelines for Educational Research, fourth edition*. London: British Educational Research Association.

Styring, K. (2007). *In Your Purse: Archaeology of the American Handbag*. Bloomington, US: AuthorHouse.

University of Cumbria (2017). *Learning, Teaching and Assessment Strategy 2017-22*.