

Ethics And Research With Children A Case Based Approach

This international and multi-disciplinary edited collection unpacks some of the ethical

Page 1/234

complexities of conducting research with children and young people. The chapters in the volume offer an applied perspective to navigating contemporary and complicated ethical issues that can arise in the field of childhood and youth-centred research.

With his insightful and

Page 2/234

wide-ranging theory of recognition, Axel Honneth has decisively reshaped the Frankfurt School tradition of critical social theory. Combining insights from philosophy, sociology, psychology, history, political economy, and cultural critique, Honneth's work proposes nothing less

Page 3/234

than an account of the moral infrastructure of human sociality and its relation to the perils and promise of contemporary social life. This book provides an accessible overview of Honneth's main contributions across a variety of fields, assessing the strengths and weaknesses of his thought.

Page 4/234

Christopher Zurn
clearly
explains Honneth ' s
multi-faceted theory of
recognition and
its relation to diverse
topics: individual
identity, morality,
activist movements,
progress, social
pathologies, capitalism,
justice, freedom, and
critique. In so doing, he
places

Page 5/234

Honneth ' s theory in a broad intellectual context, encompassing classic social theorists such as Kant, Hegel, Marx, Freud, Dewey, Adorno and Habermas, as well as contemporary trends in social theory and political philosophy. Treating the full range of Honneth ' s corpus, including his major new work on social freedom

Page 6/234

and democratic ethical life, this book is the most up-to-date guide available. Axel Honneth will be invaluable to students and scholars working across the humanities and social sciences, as well as anyone seeking a clear guide to the work of one of the most influential theorists writing today.

Page 7/234

This book focuses on ethical and methodological issues faced by researchers working with young language learners in formal school contexts. It uncovers and explicitly discusses a range of ethical dilemmas, challenges and experiences that researchers have encountered and

Page 8/234

grappled with, in studies of all kinds from large scale, experimental studies to ethnographic studies focused on just a handful of children. The chapters are written by researchers working with children in different classroom contexts around the world and highlight how ethical dilemmas and tensions take on a

Page 9/234

complex form in child-focused research, requiring researchers to pay particular attention to the social and cultural norms of the different communities within which children are educated as well as their school-based experiences. The book comprises three sections, with the first part focused on involving

Page 10/234

children as active participants in research; part two on ethical challenges in multilingual contexts and part three on links between teacher education and researching children. The book includes a critical discussion of the opportunities and challenges associated with applying the

Page 11/234

UNCRC (1989)
document in second
language research with
children which will be of
use to any researcher
working in this area.
Studies involving
children with mental,
emotional, or behavioral
problems--or their
families--have to meet
certain standards of
research ethics. This
book contains chapters

Page 12/234

on the kinds of ethical dilemmas that typically occur in different types of studies of children, and then presents 65 real-world cases from experts who study children's mental health. These experts offer practical suggestions for how to handle these dilemmas. Chapters on the perspectives of parents, regulators, and

bioethicists provide additional points of view on these issues. Written in down-to-earth language, this book will be useful for professionals who study children, for those who train students in research methods, and for parents who are thinking about participating in research studies. In attempting to

bridge the apparent gap between ethics and science, the editors close this volume on a note commonly sounded by researchers: more research is needed. Yet in this area, a new kind of research is required. The science of scientific ethics must be developed and expanded, and better understanding of the

determinants and circumstances under which children can comprehend and evaluate risks and benefits is needed. Likewise, fuller knowledge of the contextual factors affecting children's and families' consent to participate in research is essential. In particular, development of scales to

assess children's ability to comprehend risk-benefit issues, studies of families' reactions to research procedures, and empirical data on the impact of various forms of participant reimbursement will advance both science and ethics. This volume should spur further research, serving as a guide for current

Page 17/234

investigators,
participating families,
institutional review
boards, and
policymakers who shape
the research enterprise.

The Ethics of Research
with Children and
Young People
Introducing Research in
Early Childhood
Understanding
Research with Children
and Young People

Page 18/234

Ethical Considerations
for Research on
Housing-Related Health
Hazards Involving
Children
Untold Narratives and
Taboos
Researching Young
Children's Perspectives
As researchers and
theorists, teachers and
teacher educators,
parents and
grandparents and

Page 19/234

advocates for children, the authors featured in *Ethics and Research with Young Children* share a common inclination to counter the idea of an ethics that is conventional-i.e., an ethics that reinforces existing models and discourses, which position children as irrational and incompetent; that de-

anonymize children's ways of working and being in the world; that reduces and distorts the social, cultural and political forces that shape children's everyday realities; and, that routinely subtracts from these realities the complex responsibilities that adults have (especially as researchers) to

Page 21/234

recognize ethics as situated, relational, intersectional, and provisional. Aligned with the interdisciplinary commitments of a Childhood Studies approach and informed by a range of theoretical and practical frameworks, the perspectives offered in this volume are

Page 22/234

grounded in relationships between and among adults and children, their shifting social, cultural, political and material realities, and a world of ideas and experiences that impel them to face and reorient their ethical commitments to each other.

Thought-provoking,
pertinent and engaging,

Page 23/234

this book provides an overview of every aspect of carrying out research with children. It is unique in its particular focus on vulnerable groups of children such as those with mental-health problems, physical health problems and learning disabilities, along with young offenders and looked

Page 24/234

after children. The book helpfully addresses each stage of the research process: -Part I introduces the main elements of doing research with children, including seeking ethical approval for sensitive research topics. -Part II guides the reader through the initial stages of the research project

Page 25/234

including recruitment issues and communicating with gatekeepers. -Part III outlines the data collection, data analysis, writing up and dissemination stages of research and covers both quantitative and qualitative methods. Filled with practical advice and useful activities for each

Page 26/234

chapter, this book is an essential resource for any student, academic or professional working with, or doing research with, children.

This handbook is a much-needed and in-depth review of the distinctive set of ethical considerations which accompanies qualitative research. This is particularly crucial

Page 27/234

given the emergent,
dynamic and
interactional nature of
most qualitative
research, which too
often allows little time
for reflection on the
important ethical
responsibilities and
obligations

Contributions from
leading international
researchers have been
carefully organised into

Page 28/234

six key thematic
sections: Part One:
Thick Descriptions Of
Qualitative Research
Ethics Part Two:
Qualitative Research
Ethics By Technique
Part Three: Ethics As
Politics Part Four:
Qualitative Research
Ethics With Vulnerable
Groups Part Five:
Relational Research
Ethics Part Six:

Page 29/234

Researching Digitally

This Handbook is a one-stop resource on qualitative research ethics across the social sciences that draws on the lessons learned and the successful methods for surmounting problems – the tried and true, and the new.

The imperative to include children and young people in

Page 30/234

educational research,
and in more
participative ways, is
educationally important
when exploring policy
and practice contexts. It
is also critical to
recognise that children
have the right to
contribute to debates,
and can express their
views through
educational research, on
matters that affect them.

Page 31/234

However, the freedom to research alongside young people is only afforded if we continue to unmask the illusion that well-intentioned research is always ethical. This book presents an international set of storied experiences, where researchers have been challenged and have changed the way they

think, incorporating and exploring ethics in research. The contributors highlight the ethical dilemmas that can arise when children and young people are included in research agendas, and their reflexive approaches to these dilemmas include being responsive to the cultural, political and

social contexts of the lives of the children and developing child-friendly research approaches to ensure their 'voice' is accessed in multiple ways. These solution-focused and local approaches facilitate a more ethical, deliberative process where the establishment of trust is central to an ethical engagement with

young people and their families and where the explication of ethical dilemmas can improve research practice. This book is a critical resource for researchers and practitioners researching with and alongside children and young people. This book was originally published as a special issue of the International

Page 35/234

Journal of Inclusive
Education.
Doing Research with
Children
Ethical Research with
Children
Ethics in Qualitative
Research
Ethics and Research in
Inclusive Education
Values Into Practice
Axel Honneth
Brings together

Page 36/234

international
scholars across
the social and
behavioural
sciences and
education to
address those
ethical issues that
arise in the theory
and practice of
research within the
technologically

Page 37/234

advancing and
culturally complex
world in which we
live.

This book focuses
on doing ethical
research with
children in today's
climate of
increased
globalization,
surveillance and

Page 38/234

awareness of
children as
competent
research
participants. It
covers a range of
conceptual,
methodological
and procedural
issues, and
provides a
framework for

Page 39/234

doing ethical
research with
children.

The important
issues of what
theory and
research on
human
development can
teach us about
adolescents'
vulnerability, how

Page 40/234

to reduce that
vulnerability and
under what
circumstances
parental consent
does not protect
children's rights
are considered in
this volume. The
editors skilfully
bridge the gap
between those

Page 41/234

volumes which set
out legal
requirements that
govern research
on minors and the
research
methodology
literature on
adolescent
psychology.
Part of the popular
BERA/SAGE

Page 42/234

Research Methods
in Education
series, this is the
first book to
specifically focus
on the ethics of
Education
research. Drawn
from the authors'
experiences in the
UK, Australia and
mainland Europe

Page 43/234

and with
contributions from
across the globe,
this clear and
accessible book
includes a wide
range of examples
The authors show
how to: identify
ethical issues
which may arise
with any research

Page 44/234

project gain
informed consent
provide information
in the right way to
participants
present and
disseminate
findings in line with
ethical guidelines
All researchers,
irrespective of
whether they are

Page 45/234

postgraduate students, practising teachers or seasoned academics, will find this book extremely valuable for its rigorous and critical discussion of theory and its strong practical focus. Rachel

Page 46/234

Brooks is
Professor of
Sociology and
Head of the
Sociology
Department at the
University of
Surrey, UK. Kitty te
Riele is Principal
Research Fellow in
the Victoria
Institute for

Page 47/234

Education,
Diversity and
Lifelong Learning,
at Victoria
University in
Australia. Meg
Maguire is
Professor of
Sociology of
Education at
King's College
London.

Page 48/234

Researching
Children's
Experience
Ethical Issues
The Handbook of
Social Research
Ethics
Ethical
Approaches to
Gathering
Information from
Children and

Page 49/234

Adolescents in
International
Settings
Specialty
Competencies in
Clinical Child and
Adolescent
Psychology
Social Research
on Children and
Adolescents
How do views about

Page 50/234

children shape research concerned with their lives? What different forms can research with children take? What ethical issues does it involve? How does it impact on policy and practice, and on the lives of children themselves? This book helps you to understand how research is designed and carried out to explore questions

Page 51/234

about the lives of children and young people. It tackles the methodological, practical and ethical challenges involved, and features examples of actual research that illustrate:

- Different strategies for carrying out research
- Common challenges that arise in the research process
- Varying modes of engagement that

Page 52/234

researchers can adopt with participants and audiences; and The impact that research can have on future studies, policy and practice.

This book addresses the pressing issues involved with the ethical conduct of research in one developing world region – the Arab Region.

Clinical research has soared in the developing

Page 53/234

world -as pharmaceutical companies continue their search for regions with large, treatment naive populations - including the Arab region, and has profound implications for the health and the economies for the area. The ethical issues involved with the conduct of such research, however, have so far not been adequately

Page 54/234

addressed. This volume presents the issues regarding research ethics and research governance that have relevance for health authorities, regulators, industry, and academia. As a multi-authored volume it includes both international and local experts on ethical issues in research, representing all stakeholders, thus

Page 55/234

presenting a balanced view on this timely topic. "Comprising more than 500 entries, the Encyclopedia of Research Design explains how to make decisions about research design, undertake research projects in an ethical manner, interpret and draw valid inferences from data, and evaluate experiment design

Page 56/234

strategies and results. Two additional features carry this encyclopedia far above other works in the field: bibliographic entries devoted to significant articles in the history of research design and reviews of contemporary tools, such as software and statistical procedures, used to analyze results. It covers the spectrum of research

Page 57/234

design strategies, from material presented in introductory classes to topics necessary in graduate research; it addresses cross- and multidisciplinary research needs, with many examples drawn from the social and behavioral sciences, neurosciences, and biomedical and life sciences; it provides

Page 58/234

summaries of advantages and disadvantages of often-used strategies; and it uses hundreds of sample tables, figures, and equations based on real-life cases." --Publisher's description.

“ What a useful book for the beginner researcher! Offering a grounding in the different kinds of research conducted in

Page 59/234

the field of early
childhood, this book 's
inviting and accessible
style will support the
novice researcher, and
the development of
criticality in relation to
research. ” Deborah
Albon, Senior Lecturer in
Early Childhood Studies,
University of
Roehampton What does
the term ‘ research ’ in
early childhood actually

Page 60/234

mean? What does research involve, and how do you go about doing it? This book explains exactly what 'research' is; it explores key ideas, themes and terminology to provide you with a clear understanding of its importance to your early years or early childhood studies degree. It will help you:

- Understand what

Page 61/234

it means to think
critically, and unpick
childhood research .
Learn how to analyse,
examine and understand
the importance of
others ' research . Get
to know how research is
designed and carried out
. Appreciate the
importance of ethics .
Get to grips with
translating research into
real life in an early

Page 62/234

childhood setting. Laying the foundations to develop your confidence in talking about research and making links between theory and practice, this book will support you as you begin your research journey into the world of early years. Polly Bolshaw is a Senior Lecturer in Early Childhood Studies at Canterbury Christ

Page 63/234

Church University. Jo
Josephidou is a Senior
Lecturer in Early
Childhood Studies at
Canterbury Christ
Church University.
Ethical Issues in
Community-based
Research with Children
and Youth
Encyclopedia of
Research Design
Safe and Effective
Medicines for Children

Page 64/234

Ethical and
Methodological Issues in
Researching Young
Language Learners in
School Contexts
New Perspectives
Research with Children
Written from
the standpoint
of inclusive
education,
rather than
'special

Page 65/234

education',
this Reader
will develop
the student's
ability to
identify and
respond to
ethical
dilemmas that
occur within
their
particular

Page 66/234

research
methodologies
and settings.
This volume of
the Research
in Global
Child Advocacy
Series
explores
participatory
methodologies
and tools that

Page 67/234

involve
children in
research.
Perspectives
on the role of
children have
transitioned
from viewing
children as
objects of
research, to
children as

Page 68/234

subjects of
research, to a
acknowledgement
of children as
competent
contributors
and agents
throughout the
inquiry
process.
Researchers
continue to

Page 69/234

explore
approaches
that honor the
capacity of
children,
drawing on
diverse
methodologies
to elevate
children's
voices and
actively

Page 70/234

engage them in the production of knowledge. Nonetheless, despite these developments, questions over the extent to which children can be free of adult filters and influence

merits
sustained
scholarly
attention. The
book includes
chapters that
critically
examine
methodological
approaches
that empower
children in

Page 72/234

the research
process.
Contributions
include
empirical or
practitioner
pieces that
operate from
an empowerment
paradigm and
demonstrate
the agenic

Page 73/234

capacity of
children to
contribute
their
perspectives
and voices to
our
understanding
of childhood
and children's
lives. The
text also

Page 74/234

features
conceptual
pieces that
challenge
existing
theoretical
frameworks,
critique
research
paradigms, and
analyze
dilemmas or

Page 75/234

tensions
related to
ethics, policy
and power
relations in
the research
process.

There has been
an increasing
interest in
research
ethics over

the last
decade given
the increasing
ethical
regulation of
social
research.

'Ethical
literacy'
encourages
researchers to
understand and

engage with
the ethical
issues that
emerge in the
process of
research. This
book provides
a short,
succinct and
accessible
overview of
the field,

Page 78/234

highlighting
the key issues
and everyday
ethical
dilemmas that
researchers
are likely to
face in
different
contexts.
Covering a
range of

methods, the
book provides
clear guidance
for
researchers on
how to
identify an
approach that
fits with
their moral
and
intellectual

Page 80/234

framework. It explores ethical issues relating to 'traditional' research methods as well as to new and emerging methods and approaches - particularly

Page 81/234

visual and
online
methods.
Illustrated
throughout
with real-
world
examples, this
book also
includes an
annotated
bibliography

Page 82/234

of key texts
and other
helpful
resources.
What are
Qualitative
Research
Ethics? will
be a vital
resource for
social science
researchers

Page 83/234

across a range
of
disciplines.

'This text
will be of
great use to
postgraduate
researchers in
education,
social work
and nursing,
and any

Page 84/234

practitioner
involved in
carrying out
research with
children and
young people'
- CPD Update
' [T]here is a
sense of
newness and
innovation
about the

Page 85/234

book, whereby
the reader is
treated to
insight into
the life and
work of
collaborators
who wrote each
case
study....[T]he
book is highly
accessible for

Page 86/234

students at
graduate and
undergraduate
level, for
example BA
(Hons) Early
Childhood
Studies
students' -
ESCalate
Researching
with Children

Page 87/234

and Young
People covers
every stage of
the process of
doing a
research
project, from
research
design and
data
collection,
through to

Page 88/234

analysis and writing up. The book is divided into three sections, in which the authors cover:

- Introducing research and consultation with children

Page 89/234

and young
people -
Collecting and
analysing data
- Whole-
project
issues. Each
chapter
includes
activities,
discussion
questions,

Page 90/234

tips and
extended case
studies to
help the
reader to
engage with
the material
and
investigate
the practical
implications.
This text will

Page 91/234

be of great
use to
postgraduate
researchers in
education,
social work
and nursing,
and any
practitioner
involved in
carrying out
research with

children and
young people.
Ethical
Conduct of
Clinical
Research
Involving
Children
The SAGE
Handbook of
Qualitative
Research

Page 93/234

Ethics
Ethical Issues
in Mental
Health
Research With
Children and
Adolescents
The Handbook
of Ethical
Research with
Ethnocultural
Populations

Page 94/234

and
Communities
A Practical
Guide
The Routledge
International
Handbook of
Young
Children's
Rights
An increasing
interest in

Page 95/234

children's
lives has
tested the
ethical and
practical
limits of
research.
Rather than
making tricky
ethical
decisions,
transparent

Page 96/234

researchers
tend to gloss
over stories
that do not
fit with
sanitized
narratives.
This book aims
to fill this
gap by making
explicit the
lived

Page 97/234

experiences of
research with
children.

The Handbook
of Ethical
Research With
Ethnocultural
Populations
and
Communities,
edited by
Joseph E.

Page 98/234

Trimble and
Celia B.
Fisher,
addressES key
questions in
the first
major work to
focus
specifically
on ethical
issues
involving work

Page 99/234

with
ethnocultural
populations.
Filling gaps
and questions
left
unanswered by
general rules
of scientific
conduct such
as those
embodied in

Page 100/234

federal
regulations
and
professional
codes, this
Handbook will
help guide
ethical
decision
making for
social and
behavioral

Page 101/234

science
research with
multicultural
groups for
years to come.
This fresh,
confident
second edition
expands its
focus on the
theoretical
and practical

Page 102/234

aspects of
doing
qualitative
research in
light of new
ethical
dilemmas
facing
researchers
today. In a
climate of
significant

Page 103/234

social and
technological
change,
researchers
must respond
to increased
ethical
regulation and
scrutiny of
research. New
sources, types
of data and

Page 104/234

modes of
accessing
participants
are all
challenging
and
reconfiguring
traditional
ideas of the
research
relationship.
This engaging

Page 105/234

textbook
explores key
ethical
dilemmas -
including
research
boundaries,
informed
consent,
participation,
rapport and
analysis -

Page 106/234

within the
context of a
rapidly
changing
research
environment.
The book
effectively
covers the
ethical issues
related to the
data

Page 107/234

collection
process,
helping
readers to
address the
ethical
considerations
relevant to
their
research. This
fully updated
new edition: -

Page 108/234

Maps the
changing and
increasingly t
echnology-
reliant
aspects of
research
relationships
and practices
- Provides
researchers
with guidance

Page 109/234

through
practical
examples,
enabling those
engaged in
qualitative
research to
question and
navigate in
ethical ways
This book is
essential

Page 110/234

reading for
all those
engaged in
qualitative
research
across the
social
sciences.
The specialty
of clinical
child and
adolescent

Page 111/234

psychology has a history that dates back to the turn of the century when the first psychological clinic for children was reportedly established.
As it is

Page 112/234

currently
applied, this
broad and wide-
ranging
specialty took
organizational
shape from the
1960s through
the 1990s, and
today child
and adolescent
psychology

Page 113/234

shares many characteristics and plays a collaborative role other specialties within professional psychology. These include clinical psychology,

cognitive and
behavioral
psychology,
school
psychology,
and clinical
health
psychology. In
this volume,
Dr. Finch and
his co-authors
provide a

Page 115/234

comprehensive
demonstration
of the
competencies
involved in
this
specialty,
extending far
beyond the
scope of the
age of its
identified

Page 116/234

patient
population.
Offering an
evidence-based
best practices
model of
intervention
informed by an
integration of
multiple
professional
competencies

Page 117/234

from a range
of other
specialty
areas, this
book is an
invaluable
resource for
all those
interested in
pursuing the
clinical child
and adolescent

Page 118/234

specialty
practice.
Series in
Specialty
Competencies
in
Professional
Psychology
Series Editors
Arthur M. Nezu
and Christine
Maguth Nezu As

Page 119/234

the field of
psychology
continues to
grow and new
specialty
areas emerge
and achieve
recognition,
it has become
increasingly
important to
define the

Page 120/234

standards of
professional
specialty
practice.
Developed and
conceived in
response to
this need for
practical
guidelines,
this series
presents

Page 121/234

methods,
strategies,
and techniques
for conducting
day-to-day
practice in
any given
psychology
specialty. The
topical
volumes
address best

Page 122/234

practices
across the
functional and
foundational
competencies
that
characterize
the various
psychology
specialties,
including
clinical

Page 123/234

psychology,
cognitive and
behavioral
psychology,
school
psychology, ge
ropsychology,
forensic
psychology,
clinical neuro
psychology,
couples and

family
psychology,
and more.
Functional
competencies
include common
practice
activities
like
assessment and
intervention,
while

foundational
competencies
represent core
knowledge
areas such as
ethical and
legal issues,
cultural
diversity, and
professional i
dentification.
In addition to

Page 126/234

describing
these
competencies,
each volume
provides a
definition,
description,
and
development
timeline of a
particular
specialty,

Page 127/234

including its essential and characteristic pattern of activities, as well as its distinctive and unique features.

Written by recognized experts in

Page 128/234

their
respective
fields,
volumes are
comprehensive,
up-to-date,
and
accessible.
These volumes
offer
invaluable
guidance to

Page 129/234

not only
practicing
mental health
professionals,
but those
training for
specialty
practice as
well.

Participatory
Methodologies
to Elevate

Page 130/234

Children's
Voice and
Agency
Ethics in
Light of
Childhood
Dilemmas,
Issues and
Solutions
Ethical
research with
children

Page 131/234

Debating the
Ethics and
Dilemmas of
Educational
Research with
Children

What are
Qualitative
Research
Ethics?

The Best Pharm
aceuticals for

Page 132/234

Children Act
(BPCA) and the
Pediatric
Research
Equity Act
(PREA) were
designed to
encourage more
pediatric
studies of
drugs used for
children. The

Page 133/234

FDA asked the IOM to review aspects of pediatric studies and changes in product labeling that resulted from BPCA and PREA and their predecessor

Page 134/234

policies, as well as assess the incentives for pediatric studies of biologics and the extent to which biologics have been studied in children.

The IOM

committee
concludes that
these policies
have helped
provide
clinicians who
care for
children with
better
information
about the
efficacy,

Page 136/234

safety, and appropriate prescribing of drugs. The IOM suggests that more can be done to increase knowledge about drugs used by children and

thereby
improve the
clinical care,
health, and
well-being of
the nation's
children.

Ethical
Considerations
for Research
on Housing-
Related Health

Page 138/234

Hazards
Involving
Children
explores the
ethical issues
posed when
conducting
research
designed to
identify,
understand, or
ameliorate hou

Page 139/234

sing-related
health hazards
among
children. Such
research
involves
children as
subjects and
is conducted
in the home
and in
communities.

Page 140/234

It is often
conducted with
children in
low-income
families given
the disproport
ionate
prevalence of
housing-
related
conditions
such as lead

poisoning,
asthma, and
fatal injuries
among these
children. This
book
emphasizes
five key
elements to
address the
particular
ethical

Page 142/234

concerns
raised by
these character-
istics:
involving the
affected
community in
the research
and responding
to their
concerns;
ensuring that

Page 143/234

parents
understand the
essential
elements of
the research;
adopting
uniform
federal
guidelines for
such research
by all
sponsors

Page 144/234

(Subpart D of
45 CFR 46);
providing
guidance on
key terms in
the
regulations;
and viewing
research
oversight as a
system with
important

Page 145/234

roles for
researchers,
IRBs and their
research
institutions,
sponsors and
regulators of
research, and
the community.
This book
focuses on
doing ethical

Page 146/234

research with
children in
today's
climate of
increased
globalization,
surveillance
and awareness
of children as
competent
research
participants.

Page 147/234

It covers a range of conceptual, methodological and procedural issues, and provides a framework for doing ethical research with children.

Written by

Page 148/234

international
experts in the
fields of
early
childhood
research and
ethics, this
book supports
students, prac
titioner-
researchers
and research

Page 149/234

gatekeepers
with resources
on how to
conduct and
evaluate
ethical
research with
children. The
contributors:
Use key
examples of
cutting-edge

Page 150/234

research from
a range of
countries to
examine
research
ethics with
children and
those around
them Provide
strategies for
planning,
conducting and

Page 151/234

evaluating
research in an
ethical way
Explore
theoretical
approaches to
children and
childhood that
are relevant
to ethical
research
Ethical

Page 152/234

Research with
Children is
key reading
for students
in childhood
studies,
teacher
education,
public health,
nursing, human
services,
legal studies,

Page 153/234

psychology and
social
sciences, as
well as practi-
tioner-
researchers in
these fields.
Written to
commemorate 30
years since
the United
Nations

Page 154/234

Convention on
the Rights of
the Child
(UNCRC), The
Routledge
International
Handbook of
Young
Children's
Rights
reflects upon
the status of

Page 155/234

children aged
0-8 years
around the
world, whether
they are
respected or
neglected, and
how we may
move forward.
With
contributions
from

Page 156/234

international
experts and
emerging
authorities on
children's
rights,
Murray, Blue
Swadener and
Smith have
produced this
highly
significant

Page 157/234

textbook on
young
children's
rights
globally.
Containing
sections on
policy, along
with rights to
protection,
provision and
participation

Page 158/234

for young
children, this
book combines
discussions of
children's
rights and
early
childhood
development,
and
investigates
the crucial

Page 159/234

yet frequently overlooked link between the two. The authors examine how policy, practice and research could be utilised to address the barriers to

universal
respect for
children, to
create a safer
and more
enriching
world for them
to live and
flourish in.

The Routledge
International
Handbook of

Page 161/234

Young
Children's
Rights is an
essential
resource for
students and
academics in
early
childhood
education,
social work
and

Page 162/234

paediatrics,
as well as for
researchers,
policymakers,
leaders and
practitioners
involved in
the provision
of children's
services and
paediatric
healthcare,

Page 163/234

and
international
organisations
with an
interest in or
ability to
influence
national or
global
policies on
children's
rights.

Page 164/234

Ethical
Research With
Children
A Practical
Handbook
Ethics and
Education
Research
Guidelines and
Resources
Ethics and
Research with

Page 165/234

Children
A Case-Based
Approach
A practical
guide to
carrying out
ethical
research with
children and
young people,
this practical
handbook

Page 166/234

examines the ethical questions that arise at each stage of research, from first plans to dissemination and impact.

Illustrated with case studies from international

Page 167/234

and inter-disciplinary research, it offers advice for addressing each ethical question, issue or uncertainty. Including: • A showcase of the best practice on a range of topics

Page 168/234

including data
protection •
Practical
guidance for
responding to
recent global
changes in
policy and
practice in
ethics and law
• Discussion of
the challenges
and

Page 169/234

opportunities
of digital
research with
children The
updated second
edition
continues to
provide an
excellent
resource for
those exploring
the old,
current and new

Page 170/234

consensuses on
the ethics of
researching
with children.

`Strongly
recommended as
it provides a
very useful
overview of a
range of
methods, mainly
textual, for
exploring

Page 171/234

children's
experiences.
These accounts
are placed well
in the broader
conceptual
frameworks
concerning both
methodologies
and ethical
considerations'

- Educational
Review How

Page 172/234

should the
researcher
approach the
sensitive
subject of the
child? What are
the ethical
issues involved
in researching
children's
experiences? In
essays written
by a collection

Page 173/234

of key,
international
authors,
Researching
Children's
Experience
addresses these
questions, and
examines up-to-
date
methodological
and conceptual
approaches to

Page 174/234

researching
children. This
book is a
practical,
comprehensive
and interdiscip
linary guide
for advanced
students and
researchers,
exploring a
range of
studies, and

Page 175/234

the theoretical
and ethical
motivations
behind them.
The book is
divided into
three coherent
sections: -
Conceptual,
methodological
and ethical
issues in
researching

Page 176/234

children's
experiences. -
Methods for
conducting
research with
children. - The
generation and
analysis of
text.

Researching
Children's
Experience
provides

Page 177/234

examples of how
researchers
from a variety
of social
science
perspectives
have set about
carrying out
research into
children's
experience.
Useful to
students

Page 178/234

embarking on a
research
project, and to
experienced
researchers
wishing to
explore new
methods, Greene
and Hogan's
book is an
essential
addition to
anyone doing

Page 179/234

research on
children. It
will be
especially
useful to those
in
developmental
psychology,
education,
nursing and
other
disciplines
interested in

Page 180/234

studying
children's
experience.
This Third
Edition of
Doing Research
with Children
is practical
introduction to
the process of
designing,
doing and
writing up

Page 181/234

research with
children and
young people.
At the centre
is a commitment
to engaging
with children
and young
people as
active research
participants
rather than as
passive

Page 182/234

subjects. In the new edition, you'll find up to date information on the fast-changing political and ethical debates around research with children and young people as well

Page 183/234

as guidance on
how to carry
out research
yourself.

Divided into
three sections,
the new edition
covers: -the
main theories
and approaches
of research
with children
and young

Page 184/234

people
-expanded
guidance on
research ethics
-techniques for
conducting both
qualitative and
quantitative
research -more
on analysing
your research
-a brand new
chapter on

Page 185/234

communicating
your research
findings. This
is a must-have
guide for
students and
practitioners
who are
engaging in
research with
children and
young people.
Doing Research

Page 186/234

with Children
and Young
People
introduces
researchers to
the key
considerations
involved in
working with
children and
young people.
Ethics and
Integrity in

Page 187/234

Research with
Children and
Young People
Research Ethics
in Criminology
Researching
with Children
and Young
People
Research Ethics
in the Arab
Region
Pediatric

Page 188/234

Studies
Conducted Under
the Best
Pharmaceuticals
for Children
Act and the
Pediatric
Research Equity
Act
Ethical and
Inclusive
Research with
Children

Page 189/234

Childhood faces
humanity with
its own deepest
and most
perplexing
questions. An
ethics that
truly includes
the world's
childhoods
would transcend
pre-modern
traditional

Page 190/234

communities and
modern rational
autonomy with a
postmodern aim
of growing
responsibility.
It would
understand
human relations
in a poetic
rather than
universalistic
sense as openly

Page 191/234

and interdependently creative. As a consequence, it would produce new understandings of moral being, time, and otherness, as well as of religion, rights,

Page 192/234

narrative,
families,
obligation, and
power. Ethics
in Light of
Childhood
fundamentally
reimagines
ethical thought
and practice in
light of the
experiences of
the third of

Page 193/234

humanity who
are children.
Much like
humanism,
feminism,
womanism, and e
nvironmentalism
, Wall argues,
a new childism
is required
that transforms
moral thinking,
relations, and

Page 194/234

societies in
fundamental
ways. Wall
explores
childhood's
varied impacts
on ethical
thinking
throughout
history,
advances the
emerging interd
isciplinary

Page 195/234

field of
childhood
studies, and
reexamines
basic
assumptions in
contemporary
moral theory
and practice.
In the process,
he does not
just apply
ethics to

Page 196/234

childhood but
applies
childhood to
ethics—in order
to imagine a
more expansive
humanity.

In recent
decades,
advances in
biomedical
research have
helped save or

lengthen the
lives of
children around
the world. With
improved
therapies,
child and
adolescent
mortality rates
have decreased
significantly
in the last
half century.

Page 198/234

Despite these advances, pediatricians and others argue that children have not shared equally with adults in biomedical advances. Even though we want children to

Page 199/234

benefit from
the dramatic
and
accelerating
rate of
progress in
medical care
that has been
fueled by
scientific
research, we do
not want to
place children

Page 200/234

at risk of
being harmed by
participating
in clinical
studies.

Ethical Conduct
of Clinical
Research
Involving
Children
considers the
necessities and
challenges of

Page 201/234

this type of research and reviews the ethical and legal standards for conducting it. It also considers problems with the interpretation and application of these

Page 202/234

standards and
conduct,
concluding that
while children
should not be
excluded from
potentially
beneficial
clinical
studies, some
research that
is ethically
permissible for

Page 203/234

adults is not acceptable for children, who usually do not have the legal capacity or maturity to make informed decisions about research participation. The book looks at the need for

appropriate
pediatric
expertise at
all stages of
the design,
review, and
conduct of a
research
project to
effectively
implement
policies to
protect

Page 205/234

children. It argues persuasively that a robust system for protecting human research participants in general is a necessary foundation for protecting child research

Page 206/234

participants in particular. Efforts to apply ethical guidelines and regulations to vulnerable populations are often problematic. Consequently, health and social

scientists
sometimes shy
away from the
challenges of
research,
particularly
when it means
addressing
value-laden
social problems
such as
sexuality,
drugs, and

racism. Ethical
Issues in
Community-Based
Research with
Children and
Youth is a
collection of
essays that
describe the
uniqueness of
community-based
research,
outlining

Page 209/234

several of the
ethical
concerns that
it engenders.
The
contributors
examine such
issues as the
scope of
informed
consent to
multiple
stakeholders,

determining
competence to
give consent in
marginalized
populations,
and managing
dual roles as
participant
researchers.
The collection
suggests that a
more
collaborative,

Page 211/234

ongoing, and
discursive
approach is
needed by
researchers and
by ethical
review boards
to ensure that
research on
sensitive
social problems
with high risk
populations is

Page 212/234

supported and
also conducted
with a clear
understanding
of the highest
ethical
standards
possible.
Ethical
principles and
concerns are at
the heart of
criminological

research and
can arise at
the planning,
implementation
and reporting
stages. It is
vital that
researchers are
aware of the
issues involved
so that they
can make
informed

Page 214/234

decisions about
the
implications of
certain
choices. This
cutting-edge
book charts the
changing
topography of
ethics,
governance and
accountability
for social

Page 215/234

science
research in
criminology,
contributes to
the developing
discourse on
research ethics
and
demonstrates
the importance
as to why
research ethics
should be taken

Page 216/234

seriously.
Bringing
together a
range of
experts who
consider both
quantitative
and qualitative
methodologies.
This book
examines the
key issues and
challenges of

Page 217/234

ethical
research.
Topics covered
include: the
measures in
place to ensure
ethical
research
practice for
social
scientists; the
relationship
between state

Page 218/234

funding and
research
findings; the
challenge of
researching
sensitive
areas; the
changing face
of governance
and
accountability
for academic
criminology.

Page 219/234

Research Ethics
in Criminology
is a
comprehensive
and accessible
text that is
ideal for
students
studying
criminological
research
methods.

Supplementary

Page 220/234

material
includes key
points, chapter
summaries,
critical
thinking
questions, key
definitions,
case examples,
and
recommendations
for further
reading. This

Page 221/234

book will
provide a
thorough
grounding in
the ethical
issues faced by
researchers, as
well as an
understanding
of the role and
purpose of
ethics
committees.

Page 222/234

Research
Design, Methods
and Analysis
Doing Research
with Children
and Young
People
Approaches and
Methods
Theory and
Practice
Ethics and
Research with

Page 223/234

Young Children
Fundamental
questions about
the morality of
pediatric
medical research
persist despite
years of debate
and the
establishment of
strict codes of
ethics. Is it
ever permissible
to use a child

Page 224/234

as a means to an end? How much authority should parents have over decisions about research involving their children? Should children or their parents be paid for participation in research? Most importantly, how

Page 225/234

can the twin
goals of access
to the benefits
of clinical
research and
protection from
research risk be
reconciled?

Promoting more
thoughtful
attention to the
complex ethical
problems that
arise when

Page 226/234

research
involves
children, this
fully updated
new edition of
Ethics and
Research with
Children
presents 14 case
studies
featuring some
of the most
challenging and
fascinating

Page 227/234

ethical dilemmas
in pediatric
research. Each
chapter begins
with a unique
case vignette,
followed by rich
discussion and
incisive ethical
analysis.

Chapters
represent a host
of current
controversies

Page 228/234

and are
contributed by
leading scholars
from a variety
of disciplines
that must
grapple with how
to best protect
children from
research risk
while driving
innovation in
the fight
against

Page 229/234

childhood
diseases.
Chapters end
with questions
for discussion,
providing
faculty and
students with
accessible
starting points
from which to
explore more in
depth the thorny
issues that are

Page 230/234

raised. In the final chapter, the editors provide a synthesis and summary that serve as a capstone and companion to the case-based chapters. Unique in its specific focus on research, Ethics

Page 231/234

and Research
with Children
provides a
balanced and
thorough account
of the enduring
dilemmas that
arise when
children become
research
subjects, and
will be
essential
reading for

Page 232/234

those involved
with pediatric
research in any
context.

This book is
designed to help
students face
the ethical,
methodological
and theoretical
challenges and
complexities
involved in
engaging

Page 233/234

children in
rights-based,
participatory
research.