



## COURSE SYLLABUS

# Ethical Research Design for a Postdigital and Globalized Era, 7.5 credits

*Etik och forskningsdesign för en postdigital och globaliserad tid, 7,5 högskolepoäng*

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<b>Course Code:</b> FLEFP33	<b>Education Cycle:</b> Third-cycle level
<b>Confirmed by:</b> Dean of Research (HLK) Nov 14, 2022	<b>Research subject:</b> Education
<b>Valid From:</b> Spring 2023	
<b>Version:</b> 1	

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### Intended Learning Outcomes (ILO)

The student shall meet the following learning outcomes, which cover knowledge and understanding, skills and abilities as well as judgement and approach. On completion of the course, the student should be able to:

Knowledge and understanding

- account for key notions within research ethics
- identify ethical dilemmas and challenges in relation to a research project and/or a research field of one's own
- describe and explain laws, rules and guidelines that govern research activities in general

Skills and abilities

- reflect on and motivate research ethical choices related to one's own research activities
- present relevant applications of ethical notions in one's own project
- discuss ethical issues and dilemmas in relation to a (post)digital era and a globalized world

Judgement and approach

- critically discuss research design with regards to research questions, theoretical, and methodological approaches
- critically reflect on consequences with a specific research design and its specific research questions
- review and discuss research quality and standards.

### Contents

- Research designs
- Laws, rules, and research codex
- Research practices and ethical implications
- Ethical complexities in (post)digital and globalized contexts
- Responsibilities and responsible conduct of research

### Type of instruction

Seminars.

The teaching is conducted in English.

### **Prerequisites**

To be admitted to the course, the applicant must meet the general entry requirements for doctoral programmes, i.e. have been rewarded a degree at second-cycle level, or have achieved at least 240 credits, of which a minimum of 60 credits must have been achieved at second-cycle level.

The applicant must be recruited or affiliated to the research school CuEEd-LL.

English proficiency corresponding to English 6, or English course B in the Swedish upper secondary school system, is required.

### **Examination and grades**

The course is graded Fail (U) or Pass (G).

Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

### **Course evaluation**

The instruction is followed up throughout the course, and a course evaluation is performed at the end of the course. The course coordinator collates and comments on the evaluation before submitting it to the associate dean of doctoral programmes at the School of Education and Communication. The evaluation is to function as a basis for future improvements to the course.

### **Other information**

See separate attachment for a detailed schedule and information about the application procedure.

### **Course literature**

#### **Reading list for scheduled sessions:**

Bodén, Linnéa (2021). On, to, with, for, by: Ethics and Children in Research, Children's Geographies, 1-16. DOI: 10.1080/14733285.2021.1891405

Engel, Flor (2023) To do no Harm: From Scientific Ambition and Extractivist Designs to Taking Research Participants into Account. In Badr, Hanan & Wilkins, Karin G. (Eds.) Critical Communication Research with Global Inclusivity. Routledge/Taylor & Francis. 20p.

Milani, Tommaso & Jonsson, Rickard (2011). Incomprehensible Language? Language, Ethnicity and Heterosexual Masculinity in a Swedish School, Gender and Language 5(2), 239–256.

Wästerfors, David (2019). Den etnografiskt okänsliga etikgranskningen. Statsvetenskaplig tidskrift, 122(2), 173–205.

Åkesson Lisa (2011). Remittances and Relationships: Exchange in Cape Verdean Transnational Families, *Ethnos*, 76(3), 326–347.

Åkesson, Lisa, Hellman, Anette, M. Raimundo, Inês & Matsinhe, Cesaltina (2022). Civilising the Ex-Colonisers? Counter-Hegemonic Discourses at Workplaces in Maputo, *Journal of Southern African Studies*, 48(3), 473–488. DOI: 10.1080/03057070.2022.2077016

Årman, Henning (2021) Political corrections : language activism and regimentation among high school youth. Stockholm : Department of Child and Youth Studies, Stockholm University. p 60-78. [Available online : <http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-195802>]

Total: 173p.

**Extended list for suggested individual reading (327 selected pages):**

Bourdieu, Pierre (2003). Participant Objectivation. *The Journal of the Royal Anthropological Institute* 9, p. 281–294.

Briggs, Charles L. (1986). *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge: Cambridge University Press. 155p.

Gunnarsson, Karin & Bodén, Linnéa (2021). *Introduktion till postkvalitativ metodologi*. Stockholm University Press [Open Access]. 113p.

Jaspers, Jürgen & Meeuwis, Michael (2013). Away with linguists! Normativity, inequality and metascientific reflexivity in sociolinguistic fieldwork, *Multilingua* 32(6), p.725–749.

Krehl Edward Thomas, Matthew & Bellingham, Robin (Eds.) (2021). *Post-Qualitative Research and Innovative Methodologies*. New York, London, Dublin: Bloomsbury. 202p.

Preece, Siân (Ed.). (2016). *The Routledge Handbook of Language and Identity* (1st ed.). Routledge [Available online through JU library]. 617p.

Slembrouck, Stef (2004). Reflexivity and the Research Interview. *Habitus and Social Class in Parents' Accounts of Children in Public Care*. *Critical Discourse Studies* 1(1), p. 91–112.

Zylinska, Joanna (2005). *The Ethics of Cultural Studies*. Continuum [Available online through JU library]. 191p.

Total: 500p.

**Other resources:**

The Interactive Anti-Plagiarism Guide - Jönköping University (will be available on the learning platform)

Search and write (n.d.). *Citing sources - how to create literature references*. University Library:

Jönköping University