


A CASE OF ETHICS

MATERIALISING CONSENT WITH YOUNG PEOPLE

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THIS SESSION

- ❖ What are our understandings of the components of ethical research?
- ❖ My research and my approach to ethics
- ❖ Make your own mini- case of ethics
- ❖ How does it feel to be a participant?
- ❖ Dilemmas in my research
- ❖ The practicalities of using a creative approach

- 
- ❖ Take a piece of paper, write two things that you think are essential for an ethical encounter or research project involving children and young people
 - ❖ Pass the piece of paper to your left and keep going until you have been around your group at least once.



❖ Now, write down what you understand the following words

to mean:

❖ Consent

❖ Confidentiality

❖ Anonymity

❖ Try to remember when you first became familiar with those words. How old were you, can you remember the context?

TEEN GAMERS

Project overview

- Multi-site ethnographically informed study of young people's video gaming cultures
- On average 15 participants per week
- Four sites: Two special schools, one college and one mainstream school*
- All participants have some level of additional learning requirements, predominantly neurodiversity but also behavioural and emotional difficulties, psychiatric conditions and physical disabilities

Methods

- Whole school surveys
- 1:1 focus group workshops
- Used a range of visual and creative methods
- Gaming club
- Doll creation
- Video production
- Digital story telling
- T-shirt design
- Clay modelling
- Dance

* These young people received the majority of their education in the nurture

*'Ethics in this sense is completely situational. It's completely pragmatic. And it happens between people in social gaps...
The ethical value of an action is what it brings out in the situation, for its transformation, how it breaks sociality open.
Ethics is about how we inhabit uncertainty together.*

Massumi (2015, p.11)

LITERATURE

- 'Positive research ethics, instead of 'do no harm', 'do most good' (Moletsane et al. 2008)
- The concept of 'becoming-participant' which foregrounds the 'micro-ethical moments of complex and ambivalent engagements and dis-engagements' to map the complex terrain of consent as always in process and unfinished (Renold et al. 2008)
- People from marginalized groups can be forced to narrate their lives (Skeggs 2004)
- Mannay (2015) In what ways can creative methodologies assist us when introducing a new project? And what new ethical dilemmas accompany the creative and participatory?

THIS IS THE CASE

Second hand vintage travelling salesperson suitcase.

Capacious and filled with compartments

Every compartment contains a material object that connects to a core area of the consent process and research project

Enabled young people (and me) to foreground the always in-forma-tion nature of consent and to refer back to the ideas that we discussed, touch and felt.



Case contents

Voice changer

Tracing paper

Masks

Consent form

Felt game controller

Feelings cloud evaluation

Felt whefts

Magnifying glass

Audio recorder

Hand-held camcorder

Camera

Cardiff University
Logo Branded
bookmark

Image of host
school

One green
laminated A4
sheet

One red
laminated A4
sheet

Do you enjoy talking?

Who will hear your voice?

Will your voice be transcribed and what does that mean?

How can a voice be obscured?

Why do we alter voices?

What is anonymity?

Do you mind hearing your own voice?

Can things that have been said be taken back?

What is confidentiality?

When might it be necessary to break the confidentiality rule?



VOICE CHANGER

CAMERA

Why is the researcher taking photographs?

How do you feel about having your photograph taken?

Does it make a difference if your face is in the picture?

What happens to the photographs?

Who is allowed to see the photographs?

Can the photographs be deleted without having to give a reason?

Can I ask not to be photographed?



MASKS

Why do we protect your identity?

What is anonymity?

How is your identity protected when you are part of a research project?

What happens to the information that is collected about you?



AUDIO RECORDER



Why is your voice being recorded?

What is being recorded?

What happens to the recording afterwards?

Am I allowed to stop the audio recording?

Can the audio recording be deleted?

How will I know if the audio recorder is on?

How do I feel about being recorded?

What is confidentiality?

What is a
research
project?

What is a
university?

What
happens at a
university?



What is a PhD?

Who reads
University
publications?

CARDIFF UNIVERSITY LOGO

What will the researcher be filming?

Who will see the videos?

What will the video be used for?

Will you be allowed to watch the video footage?



Will the researcher be happy for me to use the video recorder?

Can you ask the researcher to turn the video camera off?

Can video footage be deleted?

VIDEO CAMERA



MAGNIFYING GLASS

What is a research project?

What is a researcher looking for?

What is this particular researcher interested in?

IMAGE OF YOUR SCHOOL



Why is it important that your school cannot be identified in any photographs taken?

What could we do to make sure that no one recognises your area or school?



TRACING PAPER

Why would we want to obscure an image in a research project?

What is anonymity?

Why won't the researcher identify your school?

In what other ways is my identity protected?

Who else will know that this is me?

Where are images kept?

How long are images kept?

Can I delete an image?

FELT FEELINGS

How easy is it to talk about our feelings?

How can we express our feelings in different ways?

Do feelings have colour?

Are some feelings more than one colour?

How do you feel about participating in the research?



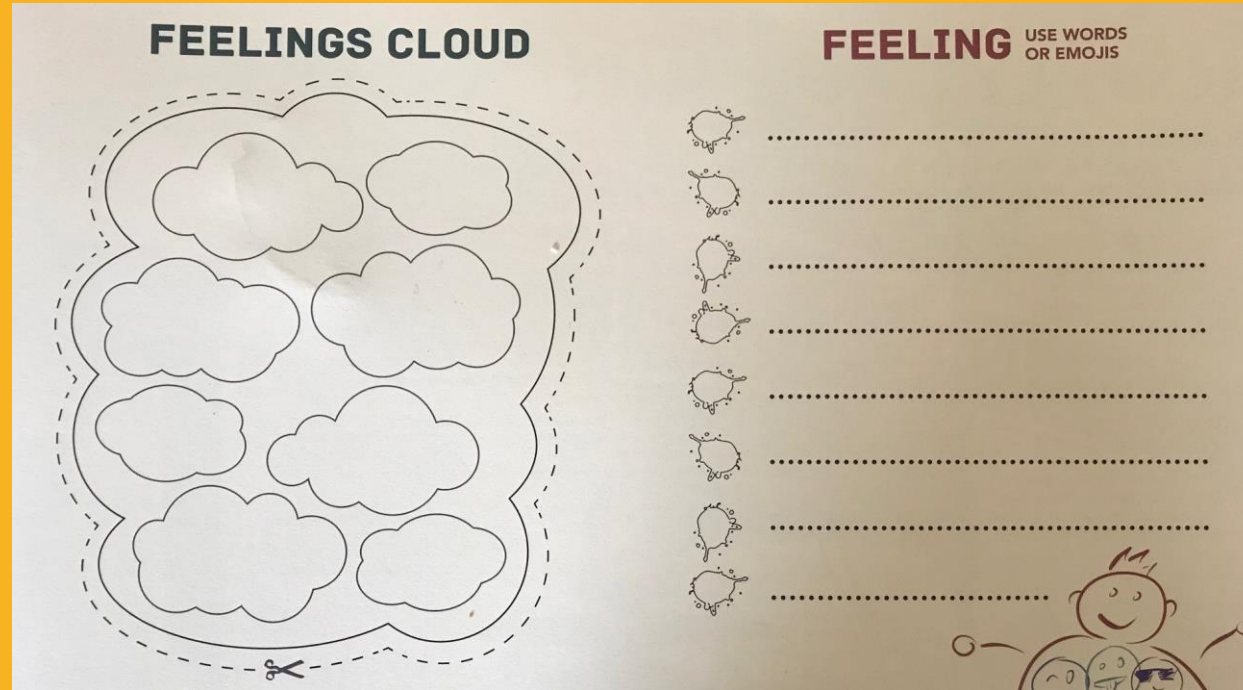
How do you feel about all the things we are discussing?

Is it always easy to say how you feel?

Who should I tell if I am worried about someone else who is taking part in the project?

What if I don't know how I feel?

What if I don't like colouring or talking?



Are you looking forward to taking part in the project?

Are there things you would like more information on?

Who should I tell if I am worried about something to do with the project?

Is it ok if I don't want to say how I feel?

FEELINGS CLOUD EVALUATION

CONSENT FORM

Do you know what consent means?

Why do researchers ask you to sign a consent form?

Are there others ways of showing consent?

What are ethics?

Would you read a long consent form?

Do you know what confidentiality means?

Do you know what anonymity means?

When might your confidentiality be broken?

Is consent an ongoing process between you and the researcher?

Can you change your mind at anytime without giving a reason?

My Consent

- I know what the project involves and how long it will take.
- I am happy to have what I say recorded.
- I understand that this data will be retained for 5 years post publication.
- I understand that any data collected will be anonymized to protect my identity and the identity of others in any reports or visual materials.
- If the researcher becomes aware of any information that suggests I might be at risk, the school's child protection procedures will be followed and the appropriate support put in place.
- I know that I can decide not to take part in the project at any time without giving a reason.

Name:.....

Signature:.....

This project will:

-  Explore friendships in online gaming
-  Explore how, when and where you game
-  Explore how your gaming is shaped by others (parents, friends)
-  Ask you the best way to go about researching these things

This research is funded by the Economic and Social Research Council and Cardiff University.

For more information please contact:

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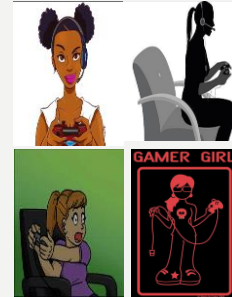
or

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Girls and Digital Gaming

A creative and participatory study with girls who play video games



What will we do?

We will think about the best way to express what it feels like to play online games. We will choose from a variety of activities, giving you the opportunity to say what the best ways exploring experiences of online gaming might be. We will talk about gaming friendships, favourite games, favourite characters and anything else you think is interesting about gaming.

How will we do it?

I would like us to think this through together. But I have some ideas:

-  Avatar creation
-  Mapping social networks
-  Video creation
-  Drawing favourite characters
-  Collage production
-  Interviewing
-  Skin creation (drawing)

Why girls and gaming?

The media rarely report positively on gaming. Often when girls and gaming are talked about it the focus is on harassment or bullying. I am interested in those things but I am also interested in other aspects of gaming. What is great about it? When does it matter and when doesn't it, to be a girl who games. Perhaps you never think about it all.

I am also interested in the types of characters you play as in online games and how important that is to you.

I am interested too in friendships in online games, who you play with and the things you talk about while you are gaming.

I would also like to talk about the influence of others on the way you game. Who offers opinions or restricts the amount of time you play or the games you play?



What happens to the things that we produce?

With your permission, I would like to record the process of talking about these things. This might involve audio-recording, taking photographs or film footage. Any 'data' that is produced will be anonymised to protect your identity.

What if I change my mind?

Taking part in this project is voluntary and you can withdraw at any time without giving a reason.

Keeping Safe

Your well-being is very important. If you tell me that you or someone you know is in immediate danger or harm, I will follow the school's child protection procedures and support will be put in place. If you have any concerns about the conduct of this project please contact Cardiff University's director of research ethics, Professor Emma Renold: renold@cf.ac.uk

FELT GAME CONTROLLER

This project is about experiences of video gaming

What do you think it is important for a researcher to know about video gaming?

What does holding this controller make you think about?

What questions would you ask about gaming?

Are there any questions you shouldn't ask?





RED LAMINATED A4 SHEET

The red sheet can be used to signal:

Change the topic please

I don't want to talk about this

You don't need to give a reason



GREEN LAMINATED A4 SHEET

The green sheet can be used in the following ways:

Touch the green sheet to stay on a topic

Write on the green sheet about things you would like to talk more about

TERRY

“NOT MY VOICE, NOT MY FACE”

- The Felt
- Terry **jumped** back from the table
- “I can’t touch that, I can’t touch that”
- Similar to my feelings about crockery being scraped
- The voice changer
- Most of the young people LOVE it
- Terry, **put his fingers in his ears and went to the other side of the room**
- “It’s horrible, turn it off”



IN YOUR CASE

- ❖ Take a piece of paper and draw a picture or write the name of an object (or objects) you could use to introduce your project or activity (don't tell anyone what it is)
- ❖ Put it in your mini suitcase
- ❖ Swap cases with the person next to you
- ❖ Open the case spend a few minutes thinking about what the project might be and list 5 questions you would have as a participant in this



IN YOUR CASE

- ❖ Take it in turns to explain what you thought the project was about and why and share the questions you had
- ❖ Now that you have more information about what the project involves what one key question do you have about the project
- ❖ Gift your reflections to each other



HOW DOES IT FEEL?

- ❖ Use the pipe cleaners to make a body or a shape that represents how participating in a research project might feel

Or

- ❖ Use the feelings cloud evaluation to reflect on how research participants might feel.

Or

- ❖ Write the words and feelings inside the paper body outline



IN EACH CASE

ON SMALL BITS OF PAPER

WRITE OR DRAW:

YOUR OBJECTS

YOUR ETHICAL INGREDIENT LIST

**YOUR ALTERNATIVE TERMINOLOGY OR
EXPLANATIONS FOR THE KEY WORDS**

**YOUR STRATEGY OR WAYS YOU MIGHT
INCLUDE THIS IN YOUR OWN WORK**

PERSONALISE AND DECORATE YOUR CASE

THINGS TO THINK ABOUT

THINKING AHEAD

- Ethics with young people needs to be a situated, ongoing, never finished project of negotiation.
- Consent forms and ethics boards are really important but we need to find ways to make explicit the micro ethical practices that comprise our research
- Treffry-Goatly et al (2017) The ethics of enforced anonymity and partial acquiescence for sharing data in group work.
- Lomax H. (2015) Ethics and Agency in Participatory Research
- Using objects to explore these themes might open up ways of communicating with young people about consent
- Critically reflexive (research) practice examines it's knowledge making productions rather than attempting to overcome ethical research dilemmas.



DIFFICULT CASES

ON YOUR GROUP FLIPCHART THINK ABOUT

- ❖ **WHAT ARE THE POTENTIAL BARRIERS TO ETHICAL ENCOUNTERS?**
- ❖ **CAN WE THINK OF ANY SOLUTIONS?**
- ❖ **PASS THE FLIPCHARTS TO THE RIGHT AFTER FIVE MINUTES**
- ❖ **GROUP DISCUSSION**

References

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**THANK YOU FOR
COMING!**

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