

教育学术研究中的伦理问题

ETHICAL ISSUES AND CHALLENGES IN EDUCATIONAL SCHOLARSHIP

李赛强

国家级教师教学发展中心
山东大学教学促进与教师发展中心
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案例分析：

Adv Physiol Educ 42: 704–710, 2018;
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HOW WE TEACH | *Classroom and Laboratory Research Projects*

Evaluation of a virtual neurophysiology laboratory as a new pedagogical tool for medical undergraduate students in China

Rong Wang,¹ Chuanyong Liu,^{1,2} and Tian Ma³

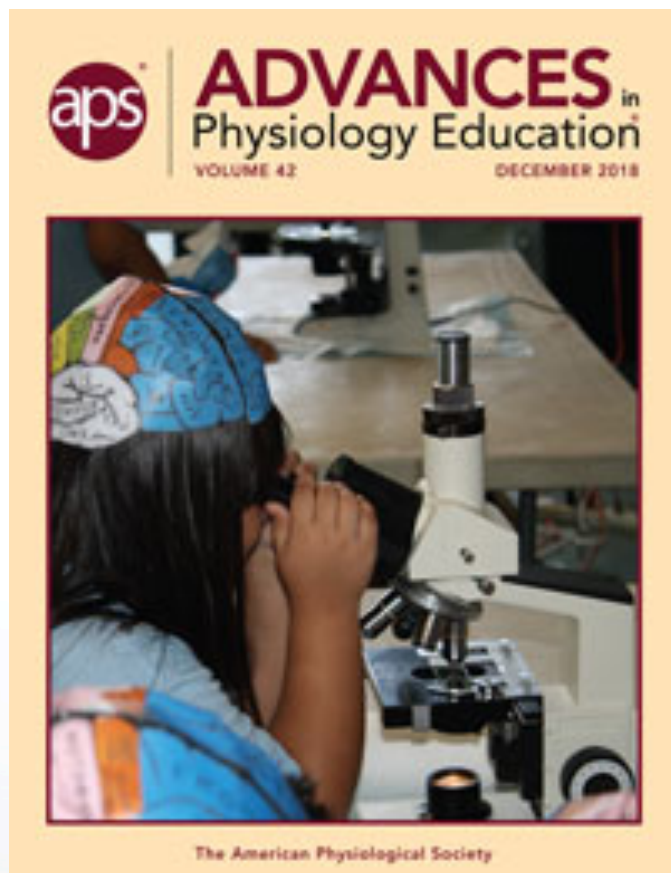
¹Department of Physiology and Pathophysiology, Shandong University, Cheeloo College of Medicine, Jinan, Shandong, China; ²Key Laboratory of Mental Disease, Shandong Province, Jinan, Shandong, China; and ³Teaching Laboratory of Function, Cheeloo College of Medicine, Jinan, Shandong, China

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For the past few years, virtual physiology laboratories have gained increasing popularity within the physiology classroom (9, 19, 22). There have been some studies reporting many



作者的思考：

How to use virtual lab in our teaching practice to have best effect?

中国医学专业学生应用神经生理学虚拟仿真实验：一种新教学工具的效果评价

- 1 虚拟仿真实验显而易见的优势可以完全取代实际操作实验吗？
- 2 如果能，为什么？如果不能，为什么？怎么用最合理？
- 3 目前使用的教学软件完美吗？待改进之处？

研究方法

实验设计：问卷调查，访谈和成绩分析；比较设计。

Methods: Sixty-three second-year medical students were randomly assigned to one of three groups (living-tissue laboratory, virtual laboratory and blended group) and they conducted the practical activity and then they were given a post-lab quiz and an attitude survey.

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这个研究设计会有什么伦理风险？

分享内容

- 1、了解高校教学学术活动伦理考量的重要性和迫切性；
- 2、分析教师在高校教学学术活动中可能面对的伦理挑战；
- 3、初步掌握教学学术活动中的伦理原则和伦理实践策略；
- 4、提高教学发展中心在推动伦理文化建设的义务和责任。



DART模型

Kern, B., Mettetal, G., Dixon, M., & Morgan, R. (2015). The Role of SoTL in the Academy: Upon the 25th Anniversary of Boyer's Scholarship Reconsidered. *Journal of the Scholarship of Teaching and Learning*, 15(3), 1-14.

高校教学学术的范围

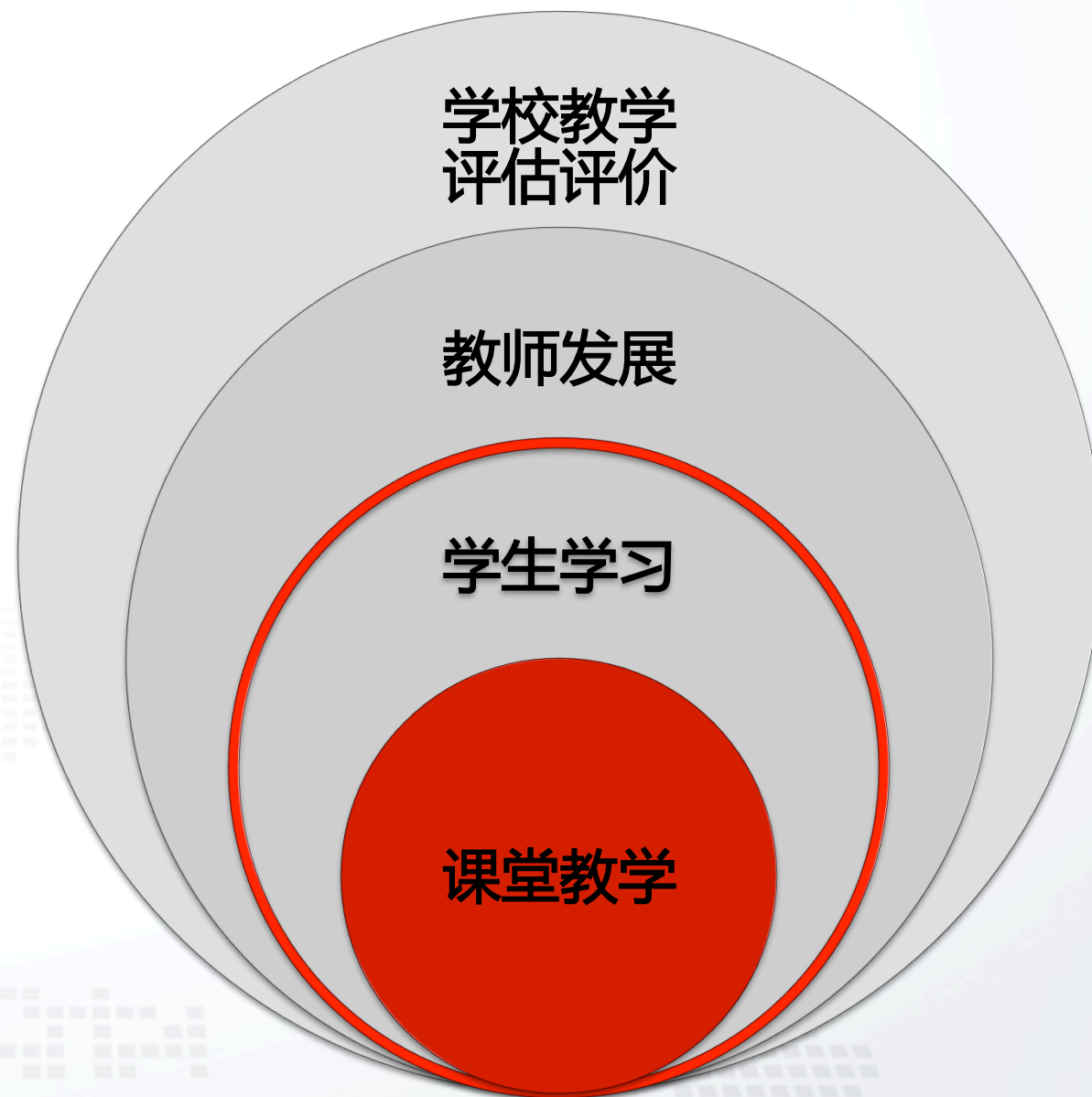
评估评价：本科教育审核评估

教师发展：教师教学投入

学生学习：学生学习动机

课堂教学：教与学成效

course-based research



高校教学学术活动中伦理问题的独特性

- 师生关系——权力不对等

对教师和学生之间固有的权力差异保持敏感态度

- 双重角色——利益冲突

教师有责任将学生的教育利益放在首位，这为教学研究中的伦理问题提供了一个重要的视角。（麦克林和普尔，2010）

- 学科背景——跨界困难

教师来自不同的学科背景，对于教与学研究领域常用的概念和方法不了解。



教学学术活动中的需要考量的主要伦理问题

- 关于学生的作业 / 作品和数据的使用，做到真正的知情同意；
- 研究方法和研究策略选择，避免因研究设计可能导致的伤害；
- 研究结果的使用，公开发表后可能造成的伤害、或有损学校或专业声望、或引起决策上的争议。

From Pat Hutchings, Carnegie Foundation

研究伦理

- 美国IRB（ Institutional Review Boards ）
- 联邦政府寻求确保以伦理方式开展其资助的研究的机制。
- 进行联邦资助研究的校园必须建立并维护IRB，以符合联邦法规来监督伦理问题。
- 大约75%的美国研究型大学已将IRB系统自愿扩展到所有人类受试者研究（ AAUP， 2001： 3 ）

涉及人类研究伦理原则（以加拿大TCPS2为例）

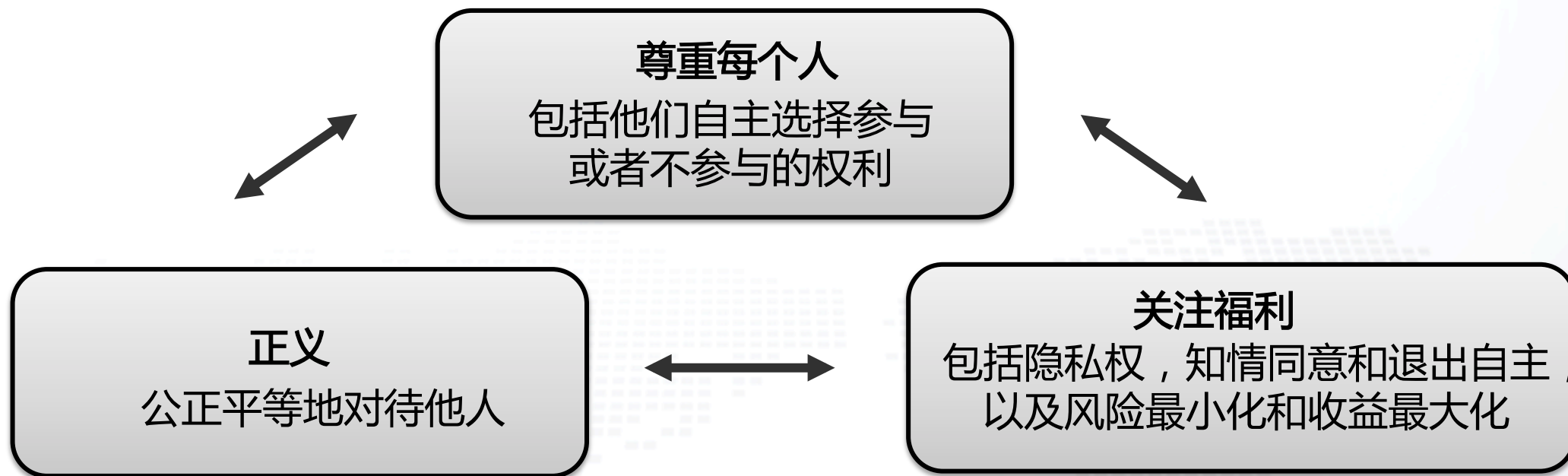
- 1998年，加拿大自然科学和工程研究委员会(NSERC)、
加拿大卫生研究院(CIHR)
加拿大社会科学和人类研究委员会(SSHRC)
- 联合发布《涉及人类研究伦理的政策声明》
(The Tri-Council Policy Statement: Ethical Conduct for research Involving Humans)

谅解备忘录（MOU）
研究伦理委员会（REBs）



2010年12月，三机构公布修订
第二版《政策声明》(TCPS2)
(the value of respect for human dignity)

TCPS2政策声明中三个核心原则



教学学术活动中三项主要伦理原则及应对策略

- 知情同意
- 公正平等
- 隐私保密

包括知情和同意两个内容。

- 1、知情就是要提供足够的信息。要提供足够的信息：研究的性质、风险、目的、隐私保护、和研究结果的使用；
- 2、同意就是无论开始前或过程中都有权利拒绝参加或退出。

教学学术活动中三项主要伦理原则及应对策略

- 知情同意
- 公正平等
- 隐私保密

- 明确地告诉学生他们拒绝或同意参加都没有任何影响，并允许对此不感兴趣的学生秘密拒绝参与，邀请助理或同事收集知情同意书，公布成绩后再提交；
- 进行调查时，采用匿名参与网络调查；
- 在提供激励措施时，将其保持在最低限度以避免受到不适当的影响。

教学学术活动中三项主要伦理原则及应对策略

- 知情同意
- 公正平等
- 隐私保密

- 选择参与者时尽可能做到包容、公平和平等；
- 确保参与者获得公平的收益；
- 研究项目完成后，让所有参与者都能获得和理解研究结果。

教学学术活动中三项主要伦理原则及应对策略

- 知情同意
- 公正平等
- 隐私保密

- 选择加入或排除参与者要有明确的理由，这些标准与项目的目标和特定的研究问题相关；
- 保障研究利益公平分配；
- 分享研究成果。

教学学术活动中三项主要伦理原则及应对策略

- 知情同意
- 公正平等
- 隐私保密

- 保护参与者的信息和研究项目的诚信；
- 在数据收集和分析过程中，始终使用适当的保护措施和安全措施来保护参与者的信息和数据。

教学学术活动中三项主要伦理原则及应对策略

- 知情同意
- 公正平等
- 隐私保密

- 签署保密协议；
- 保护参与者的信息；
- 保持研究项目的诚信。

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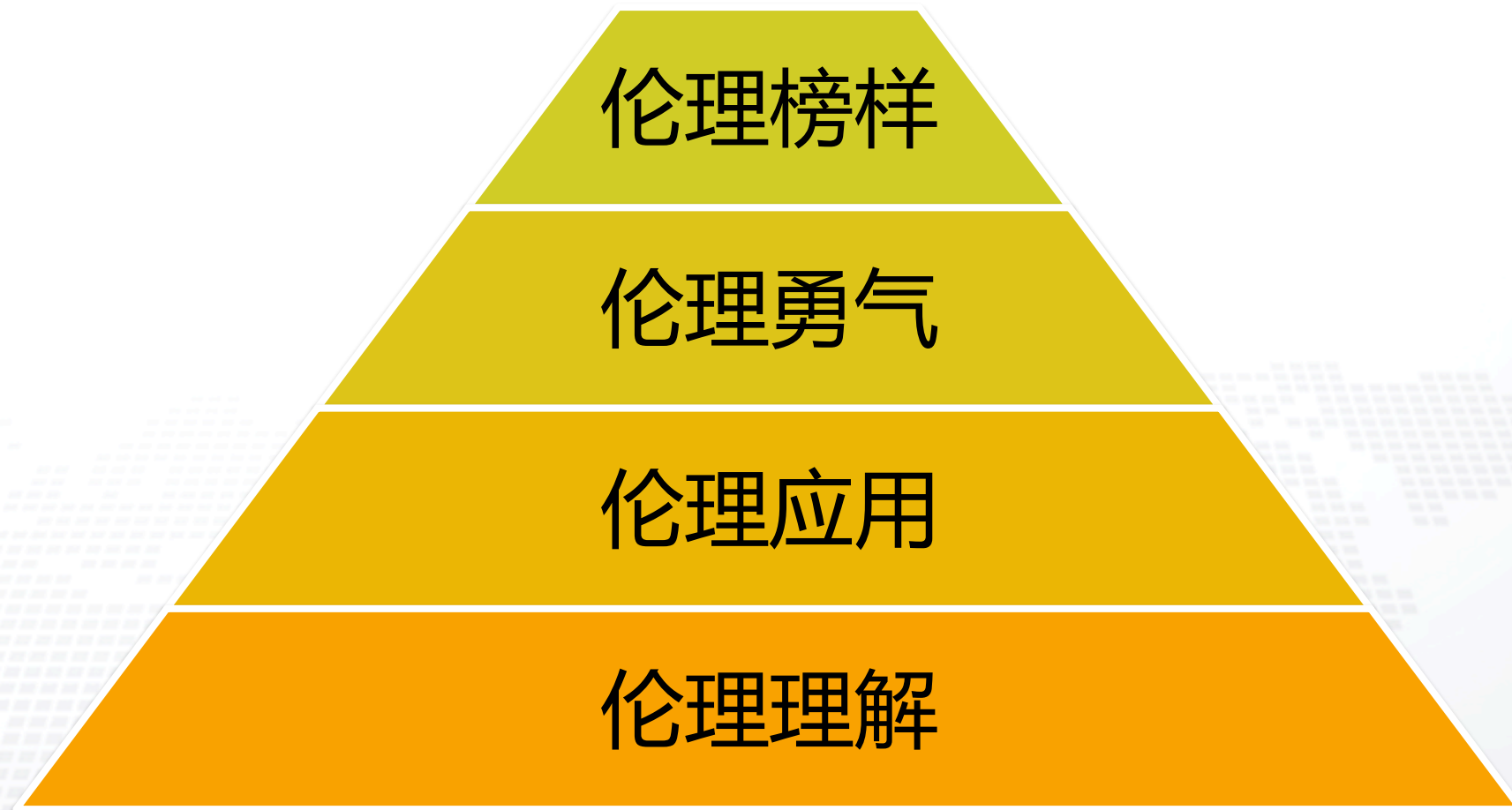
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忽视研究伦理的后果

- 许多期刊不会发表未经研究伦理委员会批准的研究
- 如果在学习期间发生了一些影响参与者福利的事情，不会得到所在学校的批准或保护。
- 违反研究伦理可能会对获得参与研究候选资格、基金、晋升或终身教职的资格产生负面影响。
- 如果被指控在没有得到REB批准的情况下进行一项研究，不仅会损害个人的声誉，还有学校和同事的声誉。

伦理发展模型



启示——伦理意识

- 科研求真，教学求善，教学研究是求真求善
- The choices researchers make are not between good and evil, but between two goods. This creates dilemmas of fidelity.

(Helen Dale 2000)

- 没有唯一的正确方法来解决研究课堂实践时出现的伦理困境，也没有符合所有情况的规则；
- 教学学术的伦理维度是由学科、环境和目的决定的；
- 我们最需要的不是一套规则，而是一个反思、自我质疑和讨论的过程。

启示——伦理决策能力



教育实践特征：

- 情境性
- 特殊性
- 不确定性
- 不稳定性
- 价值冲突性 等

“择宜”

启示——校园伦理文化建设

- 管理：伦理审查机构和机制的建立
- 培训：讨论、对话，伦理意识和伦理决策能力提升



Guide for Institutional Assessment of Cognitive Skills

Queen's University
2018

Natalie Simper, Research Project Manager, Office of the Provost
Sue Fostaty Young, Director, Centre for Teaching and Learning
Brian Frank, Associate Dean, Engineering and Applied Science
Jill Scott, Vice Provost (Teaching and Learning)

Funded by the Higher Education
Quality Council of Ontario



启示——教师教学发展中心



- 教师教学发展中心
- 教师发展师 先行、推动、示范

主要参考文献

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提问与讨论

李赛强

saiqianglee@sdu.edu.cn

山东大学

教学促进与教师发展中心

