



Lesson 22: Research methods 7.7 Ethical guidelines

Learning objective	To gain knowledge and understanding of the importance of ethics in research
Lesson objectives	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • Explain why ethical guidelines exist • Describe the use of ethical guidelines in psychology • Define ethical guidelines
Vocabulary	<p>Ethical guidelines: general rules that researchers need to follow to protect the rights and wellbeing of the participants</p> <p>Consent: voluntary agreement to participate in research</p> <p>Debriefing: providing full information about the research to participants once data are collected; used to reduce any impacts of deception</p> <p>Confidentiality: protecting personal information of participants by keeping their data anonymous</p> <p>Avoiding deception: avoiding intentionally giving wrong or incomplete information to participants</p> <p>Right to withdraw: participants are aware they can leave the research at any time</p> <p>Privacy: respecting participants' personal space, refraining from making participants reveal unnecessary personal details</p> <p>Minimising harm: participants are not exposed to any greater physical or psychological risk than participants may experience in their daily life</p>
Previous learning	Learners have studied research methods, sampling, validity and reliability. They may be familiar with some named studies.

Plan

Activities	Resources
Beginning (5 mins)	Learners complete the starter activity stating whether they agree or disagree with the statements.

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Middle (50 mins)

- Discuss learner responses to the starter activity to assess prior knowledge of ethics and learners' understanding.
- Share the definition of ethical guidelines. Discuss as a class the purpose of the guidelines and psychologists' responsibility towards participants.
- Share the different ethical guidelines, explaining each one. Ask learners to write down definitions in notes or glossaries.
- Using the grid, model the definition and example for one or two ethical guidelines. Ask learners to complete the grids in pairs, supporting pairs during this task with question and answer.

End (5 mins)

Learners can check their understanding using the short-answer assessment. Review learner responses when preparing focus for next lesson.

Reflection and evaluation

Reflection:

Summary evaluation:


What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?



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