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Research Ethics in Educational Sciences in Slovenia between 1991 and 2021

Abstract: Research ethics are a mandatory consideration for every study engaging human subjects, although their ethical stipulations are rarely without dilemmas. It is customary in education that we work with children and other vulnerable groups, and because of this, ethical reflection should be a continuous and comprehensive procedure. Taking the approach of a systematic review, this paper aims to uncover how research ethics were discussed in the educational sciences in Slovenia between 1991 and 2021. The review was executed by adhering to the *Preferred Reporting Items for Systematic Reviews (PRISMA)* guidelines, and we searched for literature across three databases, namely those of SCOPUS, the Web of Science (WoS) Core Collection and COBISS. An advanced search located 149 records, yet upon administering inclusion/exclusion criteria and verifying eligibility, only three articles were ultimately included in the review. Further analysis revealed that although there was a lack of overall attention given to research ethics in education, the subject has been commonly approached from the perspective of norms and potential issues with regard to participants, while less scrutiny has been given to, for example, the researcher, committees and the philosophical background. Therefore, the systematic review provides several areas for future enhancement and suggestions for development.

Keywords: educational sciences, ethical dilemma, ethical norm, PRISMA, research ethics

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Introduction

The vast majority of investigations pertaining to research endeavours in the social sciences incorporate human subjects as source material from which empirical data is gathered, and because of this, the removal of ethical considerations cannot be easily substantiated (Richardson and McMullan 2007, p. 1115). This, by extension, also applies to education, in which any study that depends on, for example, respondents' perspectives and evaluations and practically any disclosure of private information has the potential of causing harm (Sikes 2006, p. 105). Harm is customarily understood as any type of pressing, prodding or provoking that could cause either physical or emotional pain on the part of the participant by the researcher's (over)active, imprudent examination of something subjectively considered personal, if not intimate (Bogdan and Biklen 2007, pp. 49–50; Cohen et al. 2007, p. 59; Dickson-Swift et al. 2009, p. 74; Fraenkel et al. 2011, p. 63). However, Liamputtong (2007) warned that the adverse effects on participants' welfare must not be surmised under a mere acknowledgement that manner of interaction between all involved, study's content and execution inflicted no damage, as this would be insufficient. Researchers must extend their reflexion to how they shall report their findings, i.e., how will they manage to present their conclusions to the target audience without marking, labelling, or perhaps even stigmatising the sample group (*ibid.,* p. 37). Several other authors (Schenk and Williamson 2005, p. iv; Einarsdóttir 2007, p. 207; Bell 2008, p. 17) have emphasised that although ensuring a continuous process of averting harm is paramount, whenever children – or any other vulnerable group – are present, this obligation must be even more rigorously guaranteed, because of the power difference and unequal access to resources.

The purpose of this illustration is to explain how something initially as obvious and discernible as *protection from harm,* being self-evident and logical, can suddenly transform into an ethical dilemma, and this is without including any philosophical dimension about the admissible degree of maleficence, which would require a detailed interpretation with regard to, for example, Kantian deontological theory, utilitarianism and aretaic ethics. Other concepts, or rather principles,

that would somehow delineate the core of research ethics include *data confidentiality*, *informed consent*, *voluntarism* and *competence* (Sieber 2004, pp. 399–400; Piper and Simons 2005, pp. 56–57; Cohen et al. 2007, p. 52–53), although the classification provided cannot be construed as universal, since different authors utilise different categorisations. However, throughout this plethora of explanations, the constant is clear; that is, researchers should be careful to follow ethical regulations during all research phases as an ongoing process (Brown et al. 2020, p. 752; Head 2020, pp. 75, 77) and accept that working with people cannot be comprehensively predetermined but rather dependent on specific contexts (Mcareavey and Muir 2011, pp. 398–399). Admittedly, there are various other phenomena or aspects that could be addressed with regard to research ethics, such as its history, which dates back to the Nuremburg Trials; the role of research ethics committees; critiquing its administrative component; and the relationship between ethics and legal frameworks, which corroborate the notion that research ethics are an important element of conducting any kind of exploration with human subjects. Furthermore, as Ferguson and Clark (2018) stated: »Research ethics has become an immense field of study within the past 10 years due to advances in the medical and social sciences as well as increased focus on participant empowerment, justice, inclusivity, and opportunity«. (ibid. p. 354)

Within this atmosphere, embracing research ethics and its norms coincides with an execution that respects the social implications of experiments, studies and trials. Therefore, doing so will establish an environment in which scientists assume responsibility for their work and reflect on how it might have an impact on society (Resnik and Elliott 2016, p. 32). With research ethics being such an essential area of concern, the principal rationale of this paper is to review the pertinent research on the subject published in the Slovene language in Slovenian peer-reviewed journals between 1991 and 2021. The reasoning behind this work is to ascertain how and to what degree the Slovenian academic space recognises the significance of research ethics in educational science and whether or not it provides enough referential material of sufficient quality for researchers (both students and distinguished academics) to conduct their own research while consciously acknowledging ethical stipulations. In explicit terms, since there are no extant review articles that have addressed this theme, the main objective of this paper is as follows: »To determine the contributions on research ethics in the Slovene language between 1991 and 2021, how these have approached research ethics in education (i.e. focally or peripherally) and the subjects of their focus (i.e. norms, committees, philosophical bases)«.

Method

To meet the stated objectives, namely to analyse the field of research ethics in education in Slovenia between its independence in 1991 and the year of its thirtieth anniversary (i.e. 2021), we have employed and adhered to the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)*, and spe-

cifically, its updated 2020 guidelines (Page et al. 2021). As its authors have stated, the purpose of the 27-item checklist and further recommendations is to »help systematic reviewers transparently report why the review was done, what the authors did, and what they found« (*ibid.*). In doing so, we have adopted the definition proposed by PRISMA's authors, which is that in undertaking a systematic review, the scientist should use »explicit, systematic methods to collate and synthesise findings of studies that address a clearly formulated question« (*ibid.*). The latter has been carried out in this paper.

Information sources and search strategy

The systematic review relied on searching two databases widely recognized for their extensive, curated and peer-reviewed records, these being: SCOPUS and the Web of Science (WoS) Core Collection databases. In addition to these, a somewhat more regional database was also utilised, that being Co-operative Online Bibliographic Systems and Services (COBISS), which contains not only Slovenian publications but also those from the libraries of most Balkan countries. Whilst SCOPUS and WoS need no further justification, COBISS was selected predominantly as a contingency against the potential scarcity of Slovenian texts in the other two databases. Its advanced search can be accessed using a platform in English and manipulated with Boolean operators; thus, the syntax is comparable. Its major disadvantage, in contrast to SCOPUS and WoS, is that it offers no way to search abstracts. The preliminary searches began in June 2022, and the final enquiries transpired in August of the same year.

To obtain the results, the following search phrases were entered: »research ethics«, »ethics in research«, ethic* dilemma*, norm*, principle*, standard*, issue*, »education* science*, pedagog*. The quotation marks indicated an approximate or loose phrase, while the asterisks were used whenever all word endings were sought. Acknowledging the PRISMA guidelines, the specification of the search is provided in Table 1.

Database	Syntax (with explanations)
SCOPUS	(TITLE-ABS-KEY (»Research ethics« OR »Ethics in pedagog* research«) OR TITLE-ABS-KEY (ethic* AND dilemma* OR norm* OR principle* OR standard* OR issue*) OR TITLE-ABS-KEY (»education* science«)) AND PUBYEAR > 1990 AND PUBYEAR < 2022 AND (LIMIT-TO (LANGUAGE, »Slovenian«) AND (LIMIT-TO (DOCTYPE, »ar«) OR LIMIT-TO (DOCTYPE, »re«)) AND (LIMIT-TO (SUBJAREA, »SOCI«)) The document type was set to either *article* or *review*, while the subject area was defined as *social sciences*.
WoS	(»research ethics« OR »ethics in research« (TOPIC) or ethic* dilemma* OR norm* OR principle* OR standard* OR issue* (TOPIC) or »education science« OR pedagog* (TOPIC) AND Article or Review Article (DOCUMENT TYPES) AND Slovenian (LANGUAGES) AND *Education Educational Research* (WEB OF SCIENCE CATEGORIES) Timespan: 1991-01-01 to 2021-12-31 (PUBLICATION DATE) Under *TOPIC,* WoS searches title, abstract, author keywords and keywords plus.
COBISS	(TI=(»raziskovalna etika« OR »etika pedagoškega raziskovanja«) OR KW=(»raziskovalna etika« OR »etika pedagoškega raziskovanja«)) OR (TI=(etična načela OR etične norme OR etične dileme OR etični problemi) OR KW=(etična načela OR etične norme OR etične dileme OR etični problemi)) OR (TI=(»edukacij* raziskovanj*«) OR KW=(»edukacij* raziskovanj*«)) Language: Slovenian Type of material: Article, component part Subject: education, education science Publication year: 1991–2021 The queries were translated into Slovene to facilitate the searching procedure.

Table 1: The databases used and the syntax entered

Eligibility criteria

The results had to be screened to ensure both the relevance and suitability of the examined items. This was accomplished by establishing the inclusion criteria (IC) and exclusion criteria (EC), as per the PRISMA guidelines. These were as follows:

IC1: The contribution was written in Slovene.
IC2: The contribution was published between 1991 and 2021.
IC3: The contribution was either an article or a review article.

IC4: The contribution was related to the field of social sciences within the branch of education.

IC5: The publication referred to research ethics or any of its subcomponents.

IC6: Access to the study was either open or available via institutional login.

EC1: The contribution was written in a language other than Slovene.

EC2: The contribution was published prior to 1991 or after 2021.

EC3: The contribution was a conference piece, book chapter, editorial or preface or fell under any other typology than an article.

EC4: The publication was not linked to the social sciences and did not correspond to the subject area of education.

EC5: The contribution did not address research ethics or any of its possible dimensions, facets or aspects.

EC6: Access to the article required a subscription that was within the institutional reach.

Data collection process

To identify articles on research ethics in education, the phrases, expressions and keywords mentioned earlier were selected. These were consequently entered into the »document search« of the selected databases by applying Boolean operators and completing the search terms of the designated fields. The limitations related to IC1–IC4 were automated in all three databases, resulting in the succeeding number of results: *SCOPUS (n = 66), WoS (n = 67),* and *COBISS (n = 16).* A total of 149 items were exported to Microsoft Excel spreadsheets by means of the databases' user interface commands to check for duplicates. First, the distinct outputs had to be merged into one list, using the »author full names«, »article title« and »source title« columns (according to the terms used by WoS). Next, Excel's Conditional Formatting function was applied to highlight duplicate values, which fills in cells with a chosen colour to indicate items that are repeated. This identified nine duplicates, which were also verified manually. These duplicate entries were deleted, leaving 140 results for further analysis. Of these, 128 were excluded due to EC4 and 5, and a further three due to EC3. Using our institutional access, we were able to retrieve the nine remaining reports. In the next phase, the full texts of these nine items were thoroughly screened to assess eligibility, and six items were discarded because they failed to address any element of research ethics or merely mentioned the subject without elaboration beyond a passing note or a mention of some vague notion. The three texts that remained were included in the review. The entire process is presented in Figure 1 in a PRISMA flow diagram, which is recommended for visually displaying the results.
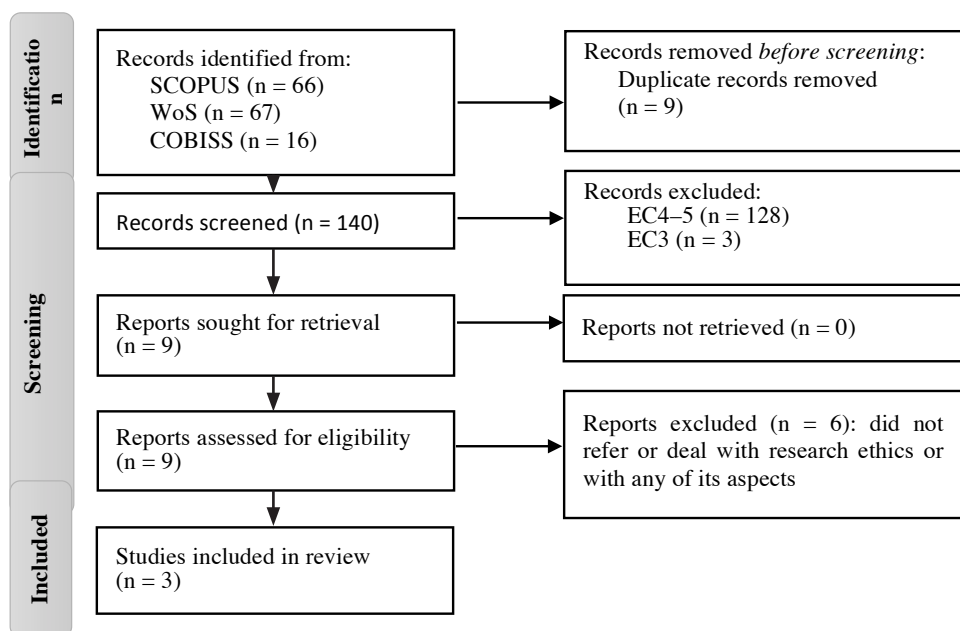
Figure 1: PRISMA 2020 flow diagram (Page et al. 2021)

Risk of bias assessment

In terms of reporting bias, the systematic literature review was performed solely by the author; therefore, the possibility of there being a subjective appraisal cannot be negated. However, every stage was double-checked, commencing with the syntax editing and progressing to the data extraction and removal of duplicates. Each result was uniformly scrutinised in accordance with the inclusion and exclusion criteria that had been set out at the start. For the sake of transparency, the stipulation of language, permissible chronological emplacement, subject matter and document format were wholly automatised; however, a supplementary human inspection was considered appropriate. Additional remarks are vital in the thematic field. As can be seen in Table 1, SCOPUS can only be limited to »social sciences«, a category far broader than »education« or »educational sciences«; that is to say, SCOPUS returned an ostensibly high number of illegible results, which were discarded. An additional difference between the databases was that in manipulating COBISS, an internationally inconsequential and relatively miniscule bibliographic catalogue, searches were run in the Slovene language. This is because in COBISS's titles, (uncontrolled) subject terms and topics often lack English equivalents, especially in older documents, which would render this part of a review somewhat unproductive, seeing that our period of interest stretches well into the 1990s, during which time tagging in English was not as common as it is today.

Tabulation of the data

In light of the aforementioned search strategy, eligibility criteria, data collection process and bias reflection, we present the corresponding items accepted into the systematic literature review (see Table 2). Seeing that the number of documents was manageable, there was no need to present them in the form of an appendix, and they could therefore be inserted into the text. As can be seen, Table 2 is organised in a way that features the following information: article number, authors, title, journal name, volume and number, publication year and pages. Wherever applicable and possible, English translations were acquired.

No.	Authors	Title	Journal	Volume & Number	Year	Pages
1	Kodelja, Zdenko	Etika edukacijskega raziskovanja [Ethics of educational research]	*Šolsko polje: Revija za teorijo in raziskave vzgoje in izobraževanja* [*School Field*]	28 (1–2)	2017	73–85 (13)
2	Maksimović, Jelena and Boris Kožuh	Etična načela v akcijskem raziskovanju [Ethical principles in action research]	*Sodobna pedagogika* [*Journal of Contemporary Educational Studies*]	71 (1)	2020	32–46 (15)
3	Štemberger, Tina	Fokusne skupine v pedagoškem raziskovanju [Focus groups in educational research]	*Sodobna pedagogika* [*Journal of Contemporary Educational Studies*]	72 (3)	2021	10–24 (15)

Table 2: Articles satisfying all inclusion and exclusion criteria and incorporated into the systematic review

Results

After having decided on the search criteria, we had expected that the number of records would not be in hundreds of cases, rather than in a few dozen; nonetheless, dearth of articles caused worry. As argued by Bearman et al. (2012, p. 635), the methodology of systematic reviews stems from the tenets of positivist paradigm that favour quantifiable, large-scale, objectively acquired conclusions that with its rhetoric suggests an inclination towards generalisation (*ibid.*). However, these principles for systematic reviews do not provide the researcher guidance on the minimum number of studies to be included, since that would largely depend on the topic and whether or not there was an abundant corpus of existing literature. What can be argued is that even systematic reviews are to a certain extent

context specific; for instance, since only three articles could be found that met the search criteria, it was relatively safe to assume that the Slovenian academic space had not given the utmost prominence to research ethics in education from 1991 onwards. Therefore, we cannot speak of traditions that would affirm research ethics, seeing that articles dealing exclusively or predominantly with research ethics in education are a somewhat recent phenomena. We use the term »assume« deliberately, as it would be unwise to make any claims based solely on the examination of articles. To transcend this limitation, monographs, book chapters and conference proceedings, for example, would have to be at least screened, while also acknowledging foreign languages. Although this issue will be further elaborated on in paragraphs reserved for the Discussion, we cannot speak of a cornucopia of sources, which induces an entire assortment of potential vexations.

General characteristics of the studies

Considering that the span of our interest encompasses the last three decades (i.e. 1991–2021), all the reviewed papers can be classed as *recent*, since they had been published within the last five years (i.e. 2017–2022). We found no concentration of values nor peak or mode concerning publication dates, since each result was distributed in its own year. Moving on to the journals' gravity and merit, both *Sodobna pedagogika* (Engl. *Journal of Contemporary Educational Studies*) and *Šolsko polje* (Engl. *School Field*) are published in both Slovenian and English, are peer-reviewed and have established editorial boards with renowned experts from the field of education. The former publication is managed by the *Slovenian Association of Educationalists* (slo. *Zveza društev pedagoških delavcev Slovenije*) and the latter by the *Slovenian Association of School Field Researchers* (slo. *Slovensko društvo raziskovalcev šolskega polja*). Since there are (only) three articles, we discuss each one at length.

Results and interpretations of the individual studies

In terms of content, the article written by Kodelja (2017) focuses explicitly on research ethics and devotes the entire contribution to the topic. The author begins by positioning research ethics into the broader field of applied ethics and then proceeds to contrast it with ethic codices, thereby providing a basis for the forthcoming assertions. In doing so, the author promptly ties their contentions with the area of education, immediately introducing the principal deficit that researchers of Slovenian education researchers have no discipline-specific codex to which they can adhere, forcing them to comply with foreign policies or documents that correspond to broader areas and might not be best suited for pedagogical investigations. We must caution that this article largely refers to higher education and does not attempt to present issues that might be directly relevant, for example, for preschool teachers, in-service primary teachers and special pedagogues, namely,

for those who can be regarded as education practitioners. Nevertheless, the paper introduces frequently occurring ethical dilemmas pertaining to educational settings, namely, those that coincide with the norms of informed consent and the proper manner of publishing research results while simultaneously acknowledging the local milieu. However, it was highlighted in the Introduction that authors appropriate different typologies to present ethical norms. For example, in Kodelja's (2017) segment on informed consent and affiliated perplexities, the notions of voluntariness and competence are discussed. Although philosophical theories are mentioned (deontological ethics, ethics of responsibility, utilitarianism), this is only done to provide context for ways of enacting principles in praxis, de facto, to illustrate meaning that researchers cannot be granted unambiguous, univocal solutions for how to react in the field, since most ethical decisions should be a consequence of reflection and consist of multifaceted, continuous contemplation. An additional characteristic of this article is that it introduces the duality between legality and legitimacy, referring to both international and domestic legislation while also presenting a formal framework to introduce impasses emanating from interpretations from which a particular research step could be construed as entirely ethical but would fail to meet legal standards. This is of course a problematic domain in its own right, necessitating broader and independent investigation. To conclude, what this article exhibits, besides research ethics, is the relationship between ethics and academic freedom. If previous ethical notions had addressed the researcher's responsibilities towards the participant, the concept of academic freedom would circumscribe the scientist's status, whether they are actually free to decide what to research and how to do so, how to disseminate the results and how the proverbial *free choice* is transformed into compulsion (e.g. selecting fashionable topics, avoiding risky and controversial projects and refining the style to satisfy a review board). Academic freedom is a key research principle that is becoming gradually more regulated and has also instituted a pattern present in research ethics. However, although we can address research ethics and academic freedom under one heading, seeing that they constitute a kind of juxtaposition between the participant-centred and the researcher-centred, academic freedom was not in our initial focus. That being said, as Hammersley (2009) explained: »A great deal of emphasis has been placed in the literature of research ethics on respecting the autonomy and integrity of those being researched, for example in upholding the principle of informed consent. Do we not need to give similar attention to the case of researchers?« (ibid., p. 217)

Kodelja (2017) introduced several issues that pertain to ethical conduct, even if we cannot subsume them under their chosen designations. Hence, we cannot label »academic freedom« as a notion peripheral to research ethics; rather, it is a concept that runs parallel with it, exposing the other side of those involved. If we now refer back to Hammersley (2009), Kodelja (2017) perceived several issues that not only concern the subject but also greatly affect the researcher, shining light on issues such as financing, the profitability of research and the non-disclosure of data.

Proceeding to the second article on our agenda, that of Maksimović and

Kožuh (2020), the authors did not present research ethics exclusively, but through the prism of action research, how ethics are intertwined in doing that kind of studies. The paper positions research ethics into a wider referential zone, stressing that increasing attention has been devoted to questions germane to the discussion of ethics. Yet although they proffered some information about historical development, this was conferred at a superficial level and only as an introduction. Even so, the paper tackles ethics committees, which we consider to be an essential subject for any aspiring, budding, existing or meritorious researcher. Foreign literature (see Van den Hoonaard 2001; Lewis 2008; Mcareavey and Muir 2011; Brown et al. 2020; Head 2020; Madalińska-Michalak 2020; Raykov 2020) has dealt extensively with the jurisdiction and function of review boards or committees, casting doubt on their efficacy and worrying about their inhibiting charge. What critics have exposed is that review boards tend to limit academic freedom by retracting their consent for projects that may not be directly beneficial for the establishment, thereby causing those studies in particular that have low risk margins. Additionally, committees have been blamed for having transferred ethical responsibility from the researcher to an institutional body that now has to supervise, instead of them entering into a tantamount relationship. Maksimović and Kožuh (2020) touched upon these predicaments, opening up space for future discussions that could be culture- and environment-specific. After focusing on the properties of action research as a form of study, into which we do not immerse ourselves in this work, the authors addressed norms in ethics in the following order: consent (where they concurrently committed themselves to explaining the components of being informed, voluntariness and competence), the confidentiality of data and the power relationship between different roles and provided a risk and benefits assessment (under this heading, the paper concentrates on the avoidance of or protection from harm). Since the paper refers to research ethics from the viewpoint of action research, it is somewhat tailored in terms of dilemmas that might occur, such as how to maintain equilibrium between the researcher and the practitioner (i.e. teacher) so that neither feels inferior or subordinate. Moreover, Maksimović and Kožuh (2020) explained that the distinction between the researcher and those who are researched is often blurred in action research, because of which, consent should be verified in an open discussion throughout the entire research process. This, however, is something often demanded for educational sciences, even though it differs from the established practice for which consent is formally confirmed in the initial stages (see Sieber 2004; Schenk and Williamson 2005; Doyle and Buckley 2014). To reiterate, Maksimović and Kožuh (2020) delved into research norms, which is indubitably of imperative importance; yet, on the whole, they focused more on what should be provided for the participant (e.g. the child, pupil, student) than for the researcher. Be that as it may, they concluded with the following: »[A]ll participants of action research are equal and full members of the research procedure, because of which relations of democracy, altruism, tolerance and empathy exist between them. (ibid., p. 42).«

Advancing to our last contribution, the paper written by Štemberger (2020); if the previous works concentrated on research ethics – be it comprehensively,

as in Kodelja (2017), or via a specific research type, as in Maksimović and Kožuh (2020) – Štemberger (2020) incorporated research ethics in the scope of one chapter. Here too, we found inscriptions devoted to norms of ethics norms that progress from general descriptions that could be applied to any research to problems that are likely to transpire when organising focus groups. Research ethics have a peripheral role in this article, which otherwise fixates its gaze on a specific technique of acquiring data in the educational sciences. We would add that this article also exposes the lack of attention given to research ethics, exhibiting that certain factors have been underrepresented [in Slovenia], yet the brief discussion provided only a select few handholds, again leaving much to be addressed.

Discussion with conclusion

The systematic review was executed for the purpose of ascertaining the attention given to research ethics in educational sciences during the 30 years since Slovenia's independence. As can be seen from the results, only research from recent years could be identified, hinting that it is progressively becoming a topic in which the scientific community is interested. Historically, research ethics were instituted after the Nuremburg Trials to prevent the atrocities of experimentation on human subjects and were later amended with new documents, codices and conventions (Rawlinson 2013, p. 73), mostly after scandals had befallen the scientific community. This would indicate that research ethics can be considered a topic in which academic involvement comes in waves, acknowledging global and local trends. That is one option for explaining the introductory quote by Ferguson and Clark (2018), who contended that currently, »the field has begun to focus on contextual, population and disciplinary factors that might render universal ethics codes and principles ineffective, or in some cases harmful to participants and the research process« (*ibid.* p. 354). Nevertheless, Slovenian education researchers do not operate with a mass of literature that would aid them in answering such dilemmas and are predominantly restricted by that which exists under more general designations, such as within social sciences or cognate disciplines. Naturally, we are referring to works issued and published in the Slovene language that would be paramount for development in the field. The logic we are trying to conceptualise is that if Slovenian authors refrain from writing in Slovene, and perhaps publish only in international journals that operate on the basis of subscription, such material would be less likely to seep into national libraries, repositories and databases and be ultimately available to end-users (i.e., students, pre-service teachers, in-service teachers, special pedagogues). By way of explanation, if there were no discussion on the matter, no open channels, no volition to disseminate information within one's own environment, hoping for research ethics to manifest in practice would be wishful thinking. Nevertheless, by opting for the Slovene language as an inclusion criterion, we *de facto* limited our research and can therefore only speculate about other viable samples, currently remaining rather restrained in terms of data sources. It might therefore be wise to explore this in forthcoming

studies, in which we could, for example, offer ratios, improved comprehension of trends and differences pertaining to specific contexts.

Having repeatedly commented on the paucity of articles, we should expound on their content. As we observed, the collective element is that they featured ethic norms, or rather stipulations that the researcher must guarantee and uphold throughout the study. The alternative side, and therefore what advancements are being made towards by the researcher, was discussed as well, and additional concepts such as academic freedom, social responsibility and power relations were incorporated, signalling that ethics in research can be construed by acknowledging various aspects and not just norms that are often presented in codices as universal. Further empirical research about such matters could prove essential to ensuring an open forum for tackling ethical dilemmas, not in isolation or by merely following a prescriptive approach but in a mode tailored to individual settings, which in education, would not be hard to locate.

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ETIČNOST V RAZISKOVANJU NA PEDAGOŠKEM PODROČJU V SLOVENIJI MED LETOMA 1991 IN 2021

Povzetek: Raziskovalna etika je obvezen dejavnik vsake študije, ki vključuje ljudi, pri čemer pa se njeno celostno upoštevanje poredko odvije brez dilem. V izobraževanju je običajno, da delamo z otroki in drugimi ranljivimi skupinami, zaradi česar mora biti etična refleksija kontinuiran in celovit postopek. Prispevek želi s sistematičnim pregledom odkriti, kako se je v Sloveniji med letoma 1991 in 2021 razpravljalo o raziskovalni etiki na pedagoškem področju. Slednje smo izvedli z upoštevanjem smernic *Preferred Reporting Items for Systematic Reviews (PRISMA),* pri čemer smo literaturo črpali iz treh baz podatkov, in sicer *SCOPUS*, *Web of Science (WoS) Core Collection* in *COBISS*. Preko naprednega iskanja smo locirali 149 zapisov, vendar so po uveljavitvi vključujočih oz. izključujočih kriterijev in preverjanju primernosti ostali le trije prispevki. Nadaljnja analiza je poleg pomanjkanja pozornosti v relaciji do raziskovalne etike v izobraževanju pokazala, da se do nje običajno pristopa z vidika norm in potencialnih vprašanj v zvezi z udeležencem, medtem ko je manj pozora, namenjenega raziskovalcu, komisijam, filozofskemu ozadju itd. Sistematični pregled pokazal več področij, ki bi jih lahko v prihodnosti izboljšali, in ponudil nekaj predlogov za razvoj.

Ključne besede: pedagogika, etična dilema, etična norma, PRISMA, raziskovalna etika

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