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THE HANDBOOK OF SOCIAL RESEARCH ETHICS



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Donna M. Mertens, Pauline E. Ginsberg : The Handbook of Social Research Ethics before purchasing it in order to gauge whether or not it would be worth my time, and all praised The Handbook of Social Research Ethics:

The Handbook of Social Research Ethics is the first comprehensive volume of its kind to offer a deeper understanding of the history, theory, philosophy, and implementation of applied social research ethics. Editors Donna M. Mertens and Pauline Ginsberg bring together eminent, international scholars across the social and behavioral sciences and education to address the ethical issues that arise in the theory and practice of research within the technologically advancing and culturally complex world in which we live. In addition, this volume examines the ethical dilemmas that arise in the relationship between research practice and social justice issues. Key Features Situates the ethical concerns in the practice of social science research in historical and epistemological contexts; Explores the philosophical

roots of ethics from the perspectives of Kant, J.S. Mill, Hegel, and others; Provides an overview and comparison of ethical regulations across disciplines, governments, and additional contexts such as IRBs, program evaluation, and more; Examines specific ethical issues that arise in traditional methods and methodologies; Addresses ethical concerns within a variety of diverse, cultural contexts

Intended Audience This reference is an invaluable resource for university faculty, researchers, ethicists, IRB members, social science practitioners, graduate students, and program evaluators throughout the social and behavioral sciences.

About the Author Donna M. Mertens is professor emerita at Gallaudet University in Washington, DC. She taught research methods and program evaluation to Deaf and hearing students at the MA and PhD levels for over 30 years. Her research and evaluation work includes studies on such topics as transformative mixed methods approaches that can contribute to improvement of environmental justice in Korea, economic development and child health in Indigenous communities in Guatemala, reducing violence and improving quality of life in Chile, improvement of special education services in many international settings, enhancing the educational experiences of students with disabilities, preventing sexual abuse in residential schools for Deaf students, improving access to the court systems for Deaf and hard-of-hearing people, and improving the preparation of teachers of the Deaf through appropriate use of instructional technology. Her research focuses on improving methods of inquiry by integrating the perspectives of those who have experienced oppression in our society. She draws on the writings of feminists, racial and ethnic minorities, people with disabilities, and Indigenous peoples who have addressed the issues of power and oppression and their implications for research methodology. Dr. Mertens has made numerous presentations at the meetings of the Mixed Methods International Research Association, American Evaluation Association, Association for College Educators of the Deaf and Hard of Hearing, International Sociological Association, Australasian Evaluation Society, American Psychological Association, African Evaluation Association, Canadian Evaluation Society, Visitors Studies Association, and other organizations that explore these themes. She served as president and board member of the American Evaluation Association from 1997 to 2002 and as a member of the Board of Trustees for the International Organization for Cooperation in Evaluation, 2002–2003. She was editor of the *Journal of Mixed Methods Research* from 2009 to 2014. She served as a visiting professor at La Universidad del Valle in Guatemala and a Fulbright specialist in Santiago Chile in 2016. Her publications include four edited volumes, *Indigenous Pathways to Social Research* (coedited with Fiona Cram and Bagele Chilisa, 2013), *Handbook of Social Research Ethics* (coedited with Pauline Ginsberg, 2009), *Creative Ideas for Teaching Evaluation* (1989), and *Research and Inequality* (coedited with Carole Truman and Beth Humphries, 2000), and several authored books, including *Research and Evaluation in Education and Psychology* (4th ed., 2015), *Program Evaluation: A Comprehensive Guide* (with Amy Wilson, 2012), *Transformative Research and Evaluation* (2009), *Research and Evaluation Methods in Special Education* (coauthored with John McLaughlin, 2004), and *Parents and Their Deaf Children* (coauthored with Kay Meadow-Orlans and Marilyn Sass Lehrer, 2003). She also publishes many chapters and articles in edited volumes, encyclopedias, handbooks, and journals, such as *Journal of Mixed Methods Research*, *Qualitative Social Work*, *Educational Researcher*, *International Journal of Mixed Methods Research*, *New Directions for Program Evaluation*, *American Journal of Evaluation*, *American Annals of the Deaf*, *Studies in Educational Evaluation*, and *Educational Evaluation and Policy Analysis*.

Pauline Ginsberg (PhD, Syracuse University, Social Psychology) is Professor of Psychology, Utica College, Utica, NY, and winner of the college's Clark Award, given to the faculty members at the rank of professor who have an outstanding record of professional activity. Over the past 23 years, she has taught undergraduate courses in introductory psychology, statistics, program evaluation, social psychology, group dynamics, and adolescent development, as well as a variety of seminars. In anthropology, she has taught culture and personality. As an adjunct, she taught a course in quasi-experimental design and program evaluation at the graduate level at Syracuse University. In 1989-90 she taught at the graduate level at the University of Nairobi's Department of Psychiatry and returned to the University of Nairobi in 2002 as a Fulbright lecturer to teach undergraduates in the Department of Psychology. In all of these courses, research ethics has been a substantive topic, particularly so in those that involved preparation of a research proposal and/or an actual research component. While the ethical practices of experimental psychology are connected to quantitative research methods, Ginsberg's own research and that of some of her students has also employed mixed and qualitative methods. Moreover, independent research and research undertaken with collaborators abroad has introduced a practical education in cross-cultural research practices. Ginsberg also served on the Utica College IRB for eleven years, including 10 years as chairperson. As a volunteer, she has assisted community agency formation of research policy. Ginsberg is a founding member and past co-president of the American Evaluation Association's International and Cross-Cultural Evaluation Topical Interest Group and past president of the Eastern Evaluation Research Society.