Teaching and Training
Institutional Research Ethics.

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Background

- WCRI 2010. Track 3, 23/7, 14.00-16.00
- Professor of sociology. Sociology of science.
- Chaired one of the three Norwegian National Committees for Research Ethics
- Member of The National Commission for the Investigation of Scientific Misconduct
1. Research ethics (RE): external or internal requirements?

- RE: enforced by external units?
- Science: only explanation, not evaluation?
- Epistemology and ethics are interwoven
- RE-norms are not arbitrary conventions, based on emotions, habits or power
- Students and teachers should focus on the ethics in their own research
The internal connection epistemology-ethics. Continued.

- Researcher have the primary responsibility for research integrity in their project, not ethical commissions.
- Learn from theory of science. E.g. rationality of normative argumentation.
- Learn from history and sociology of science. E.g. Merton and “ethos of science”.
2. Teaching/training: only individuals, not institutions?

• Research ethics – an institutional phenomenon
• RE/RI embedded in practices of different kinds on different levels (from micro to macro).
• To learn from violation of norms. Cases.
• Sudboe case. System failure. The importance of social systems and routines for detecting and avoiding misconduct.
• Train supervisors and academic leaders
Concurrent Session (Track 3b)

Europe, Africa, Latin America, and Global Programmes