

# 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

The logo for the 2nd World Conference on Research Integrity. It features the text '2<sup>ND</sup> WORLD CONFERENCE ON RESEARCH INTEGRITY' in a bold, sans-serif font. The word 'WORLD' is in blue, and 'CONFERENCE' is in a darker blue. 'ON RESEARCH INTEGRITY' is in green. A small globe icon is positioned between 'WORLD' and 'CONFERENCE'.

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