Appendix

Tentative Program and suggestion for content*:

	Day 1	Day 2	Day 3
		Module 1	Module 2*
9.00-9.15: Course information 9.15-10.00: Lecture and Q&A	**Introduction to Research Ethics** In this opening lecture, candidates learn what research ethics is and why it is important. They are exposed to a brief overview of major historical events that led to the establishment of formal research ethics guidelines and principles, such as the Nuremberg Code, the Declaration of Helsinki, and the Belmont Report and invited to reflect on potential consequences of conducting research unethically, both for the research subjects and the scientific community.	**Research and Social Responsibilities: global, national, and local contexts from the Arctic perspective** In this session, candidates reflect on their social responsibilities as researchers by placing a special emphasis on the impacts of their research, particularly focusing on vulnerable groups in the Arctic region. The session begins with an introduction to the Arctic's vulnerable populations, including indigenous communities, wildlife, and ecosystems that are disproportionately affected by environmental and societal changes. It will provide an overview of the challenges these groups face, setting the stage for a deeper discussion on the role of research in addressing or potentially exacerbating these challenges. A significant portion of the session will be dedicated to exploring how research activities in the Arctic impact indigenous communities. This includes discussions on consent, engagement, and the benefits and risks associated with research. The session will highlight case studies where research has either supported or undermined the rights and well-being of these communities, emphasizing the importance of ethical practices that prioritize the interests of indigenous populations.	Parallel sections: H: The Ethics of Categorization S: Consent, confidentiality, availability of results and impact of empirical research N: Protection of animals and natural environments in research M: Paying participants in medical and healthcare research

| 10.15-11.15: Lecture and Q&A | **The principles of research ethics: What are they and where they come from?**

In this session, candidates are presented with the basic principles of research ethics common to all disciplines in accordance with the general guidelines for research ethics in Norway and in the EU: Integrity, respect, reliability, honesty, accountability, fairness and learn how to apply these principles for evaluating concrete research practices.

Norway:
https://www.forskningsetikk.no/en/guidelines/general-guidelines/

EU 2023:
https://www.forskningsetikk.no/en/guidelines/general-guidelines/ | **Gender and diverse perspectives in research**

The session is particularly designed to explore the critical role of gender and diversity in shaping research processes and outcomes. It aims to deepen participants' understanding of how incorporating diverse perspectives can enhance the rigor, relevance, and impact of research across various disciplines.

It discusses the historical and actual contexts, highlighting how certain perspectives have been marginalized and the implications of this for knowledge production and application.

The session will cover how unconscious biases can influence research questions, methodologies, data collection, analysis, and interpretation, potentially leading to skewed or incomplete findings.

Candidates will learn strategies for integrating gender and diverse perspectives into research design as well as for acknowledging the relevance of different forms of knowledge. | H: The ethical implications of theoretical and methodological frameworks

S: Observations and ethnographic studies involving minors or vulnerable groups (Includes research in/on kindergarden and schools)

N: Commissioned research and conflict of interests.

M: Guidelines for genetic analysis of humans |
| 11.30-12.30: Lecture and Q&A | **Ethical theories**

In this session, candidates receive a brief introduction to the main ethical theories, aiming to enhance their autonomy in making ethical judgments across various contexts related to research and their careers.

Following a tailored outline of theories designed for the course's objectives, candidates are encouraged to apply these theories to find solutions for concrete ethical dilemmas that are relevant across all disciplines. | **The Ethics of Whistleblowing**

This session focuses on the sensitive topic of reporting research misconduct, aiming to equip candidates with strategies to manage the emotional and practical impact of uncovering and reporting such issues. It informs candidates about existing channels for reporting, and about existing institutional and legal protocols.

The session also highlights the crucial responsibility of institutions to establish clear, accessible, and confidential avenues for whistleblowing, ensuring that individuals can report misconduct without fear of backlash. | H: Interpretation, representation, and reference practices

S: What if my results do not conform to the expectation of the research subjects to whom I have collaborated with? A loyalty issue.

N: Impact of research and the precautionary principle

M: Do I need REK approval for conducting my study? |

		Candidates will learn not only how to respond effectively to observed misconduct but also how to actively foster a culture of transparency, integrity, and ethical diligence within the research community.	
12.30-13.30	Lunch		
13.30-15.30: Lecture, Q&A and interactive work	**From Principles and Theories to the core of Research Practices** In this session, building on the knowledge acquired from previous sessions, candidates explore the intricacies of the core steps in the research process. This session is designed to bridge theoretical knowledge with practical research applications, breaking them down into the day-to-day realities of conducting research. Candidates will examine the ethical considerations involved in securing funding, designing research studies, executing research plans, and disseminating findings. An integral part of the session is the interactive component, where candidates will engage with dilemma games tailored to research ethics. In these games, participants will confront real-world ethical dilemmas that researchers face. These games encourage candidates to think critically and make decisions in complex situations, mirroring challenges they might encounter in their professional lives. By comparing their approaches and solutions with those of their peers, candidates will gain diverse perspectives on ethical decision-making in research. This comparative analysis fosters a collaborative learning environment and enhances participants' ability to critically evaluate and respond to ethical challenges in research.	**Panel discussion and debate:** (Topic varies every year according to relevance) Suggestion for the first year: What to make of plagiarism in the era of AI? Research and Technology	Workshop: students are divided into 4 groups and present orally the ethical challenges implicated in their own research projects. They are invited to help each other to unpack some unseen dimensions. This will help then to acquire the ability to apply the knowledge that they acquired in various contexts throughout their research career.

	An example of a dilemma game in research ethics: https://www.eur.nl/en/media/2020-12-original-dilemma-card-game		

These four groups are indicated in the program as following: H: Humanities (Philosophy and theoretical disciplines); S: Social Sciences, empirical research; N: Natural Sciences: M: Medicine and Health Sciences. Students will be able to choose self the seminars they want to attend in the Module 2. The organization in thematic clusters is just meant to avoid that seminars with the same disciplinary background clashes with one another. It should be, for example, possible for a student from philosophy to attend all the H market seminars.

Time management:

3 ETCS = 90 study hours

-Mandatory readings: 1 hour per 5 pages: 160 pages, **35 hours**

-Course attendance: **21 hours**

-Preparations in advance for the oral presentation in class: **10 hours**

-Writing the exam: **24 hours**