

Caribbean Educational Research Journal
Call for Papers
Special Issue

Theme: A Multi-Dimensional Account- Ethics in research for social justice

Research as a practice is concerned with finding solutions or responding to social issues to enhance the well-being of individuals and communities. Principles of well-being and doing no harm are pivotal to research ethics deliberations and managing power imbalances (Correia, 2023; Hildt et al., 2019); from conceptualisation, to design, into implementation, data management, authorship, working out how best to exit the field, and dissemination. While the Tuskegee study serves as a reminder to do no harm, in contexts seeded with historical legacies of subjugation and where the outcomes of research were used to rationalise economic, social and political regimes of hegemony, segregation and access, the concept for doing no harm takes on new meaning.

This is made more problematic given contemporary imperatives around living *in* and *through* crises (economic, social and environmental). With wars and conflict in every major area of the world, research is inherently caught up in “asymmetries in power and privilege” and if not carefully attended to may “exacerbate epistemic injustices” (Pratt, 2023, p. 624). If research is to influence epistemic, axiological and praxis virtues, it is necessary to re-examine the taken for granted in research ethics practices, policies and experiences that go beyond the Institutional Review Board (IRB) application particularly where “regulatory requirement and ethical requirements can conflict” (Rhodes, 2018, p. 489).

Importantly as well, we know that research in times of crises influences changes to research practices (Otto & Haase, 2022) and can come to challenge ethical blind spots. This is decisively so for experienced researchers, but more so for research students. It is then important that researchers collectively navigate these blind spots if the appropriate mechanisms are to be developed to address the ethical dilemmas that are encountered in the field (Hildt et al., 2019).

This special issue in ethics in research seeks to create the opportunity for a multi-dimensional account of research ethics for social justice. The articles respond to the question of ‘how should researchers ethically engage with the field in order to articulate responses oriented towards social justice?’ In this context we draw on Iris Marion-Youngs’ notion of social justice. That is

Social justice concerns the degree to which a society contains and supports the institutional conditions necessary for the realisation of ... the good life... developing and exercising one’s capacities and expressing one’s experience and... participating in determining one’s actions and the conditions for one’s action (Young, 2011, p.37).

Through this special issue we invite researchers to consider ethics in research from the perspective of social justice. Questions such as:

1. What are the ethical challenges in research for social justice at the point of conceptualising the inquiry?
2. How are choices around methodology and research design influenced in the nexus of ethical considerations and concerns for social justice research?
3. How does the need to exercise capacities (IRB, researcher or subjects), express experience (IRB, researcher or subjects) and participate (researcher or subjects) influence ethical decisions and practices around entering and exiting the research field?
4. How do concerns with research for social justice get mediated in the nexus between ethics and data management and/ dissemination of findings?

These questions are not exhaustive, but they provide a starting point for the interrogation of the interconnections between agendas for research, the institutionalisation of research, people and sites for research and the cultural impact of the researcher, and the research on subjects (noting that the ‘subject’ of research can also influence the field of research ethics). We invite submissions from a range of disciplines and sectors which can shed light on the implications for teaching research ethics. Submission types can range from empirical to philosophical forms. In the conclusion or discussion sections authors are asked to provide concrete examples of implications for practice.

Important Dates:

Abstract Proposal Submission: **25th June, 2024**

Notification of Acceptance: **31 July, 2024**

Full Drafts (Accepted Applicants): **31 October, 2024**

Review: **01- 30 November, 2025**

Authors Revise and Re-submit Final Draft (Accepted Applicants): **13 December, 2024**

Publication: **February, 2025**

Guidelines:

Abstracts should be submitted to The Caribbean Educational Research Journal @ cerj@cavehill.uwi.edu. The subject line of the email should read [**Author/s- Special Issue Ethics in research for social justice**]. Abstract submissions should be no more than 150 words. Please refer to [Submission Guidelines](#) when submitting your full drafts.

References

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- Otto, D. & Haase, A. (2022). How the COVID-19 pandemic impacts social scientific research on sustainability: questions of methodology, ethics and justice: comment on Santana et al. 2021. *Sustainability Science*, 17, 315-318. <https://doi.org/10.1007/s11625-021-01066-y>
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