

Responsible research conduct

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Who am I?

Who am I?

TOPICS

AUTHORS

GRAIN & CHAFF

the
WINNOWER

Do not trust science — verify it.

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Interact during the
workshop via
ethics.pwall.nl

What are your beliefs
about research
practice?

Future standards will
be set by our
generation of PhDs

Falsification
Fabrication
Plagiarism

R

C

R

F

F

P



Responsible Conduct of Research

R

C

R

F

F

P



Teach what's bad
practice

BUT
don't teach what's
good practice

For example

Plagiarism = not citing

Why do we cite?

RCR

Steneck, N. H. (2006). Fostering integrity in research: definitions, current knowledge, and future directions. *Science and Engineering Ethics*, 12(1), 53–74.



Steneck, N. H. (2006). Fostering integrity in research: definitions, current knowledge, and future directions. *Science and Engineering Ethics*, 12(1), 53–74.



Steneck, N. H. (2006). Fostering integrity in research: definitions, current knowledge, and future directions. *Science and Engineering Ethics*, 12(1), 53–74.

RCR



Research behavior viewed from
the perspectives of professional
standards

Research
integrity

Steneck, N. H. (2006). Fostering integrity in research: definitions, current knowledge, and future directions. *Science and Engineering Ethics*, 12(1), 53–74.

Fabrication

- ▶ Integrity: it goes against the standards
- ▶ Ethics (example): if everyone would do this, science would break. Hence, it is unethical to do this.

Integrity

- ▶ Setting clear standards for research practice
- ▶ Top-down system
- ▶ Matter of agreement at bureaucratic level
- ▶ Unambiguous once agreed
- ▶ Main question: HOW to determine?

Integrity

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Ethics

- ▶ Highly ambiguous
- ▶ Inspired by belief
- ▶ Bottom-up approach
- ▶ Normative
- ▶ Persistent discussion

Virtue ethics:
Build scientific
character

Character is defined in
daily operations

How to deal with
problems with
uncertain outcomes?

Prospective decisions,
but retrospective
evaluations

Evaluate and discuss
problems
prospectively

Discuss and document
WHY you make
decisions

Daily operations include

- ▶ Data sharing
- ▶ Negative results
- ▶ File drawer
- ▶ Researcher bias (e.g., confirmation bias)
- ▶ Sharing research materials
- ▶ Making mistakes
- ▶ Research documentation

Norm	Counternorm
Universalism	Particularism
Communality	Secrecy
Disinterestedness	Self-interestedness
Skepticism	Dogmatism
Governance	Administration
Quality	Quantity

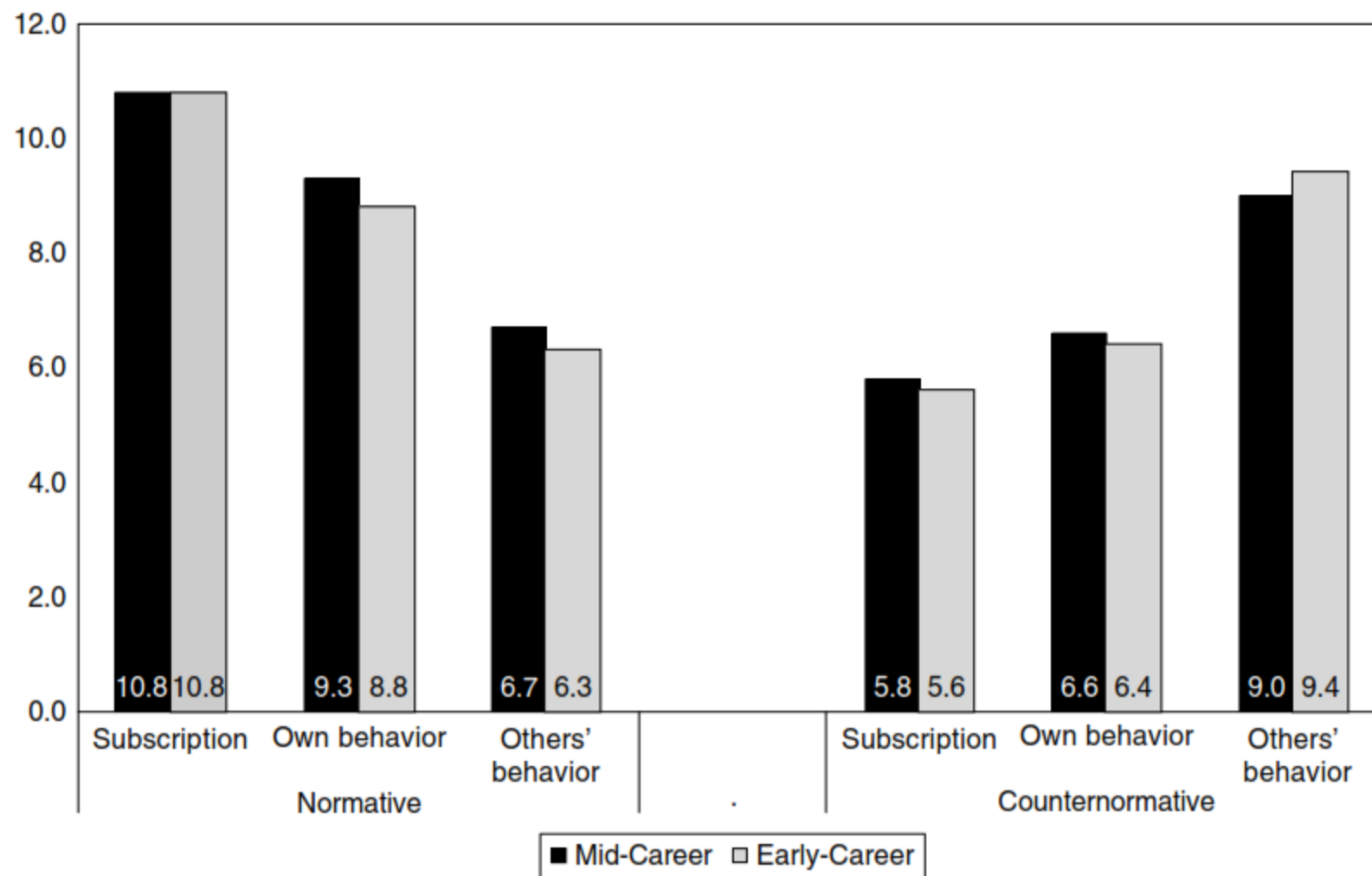


FIG. 2. Means of Normative and Counternormative Subscription and Behavior.

How do you
compare?

Norm
Universalism
Communality
Disinterestedness
Skepticism
Governance
Quality

Transparency!

Norm
Universalism
Communality
Disinterestedness
Skepticism
Governance
Quality

- Improved documentation

Norm
Universalism
Communality
Disinterestedness
Skepticism
Governance
Quality

- Publicly share all findings

Norm
Universalism
Communality
Disinterestedness
Skepticism
Governance
Quality

- Increased accountability

Norm
Universalism
Communality
Disinterestedness
Skepticism
Governance
Quality

- Sharing research promotes verification

Norm
Universalism
Communality
Disinterestedness
Skepticism
Governance
Quality

- Improved project management by researchers

Norm
Universalism
Communality
Disinterestedness
Skepticism
Governance
Quality

- Increased quality as a consequence of other norms

Open
Science
Framework



Dropbox
project
folder

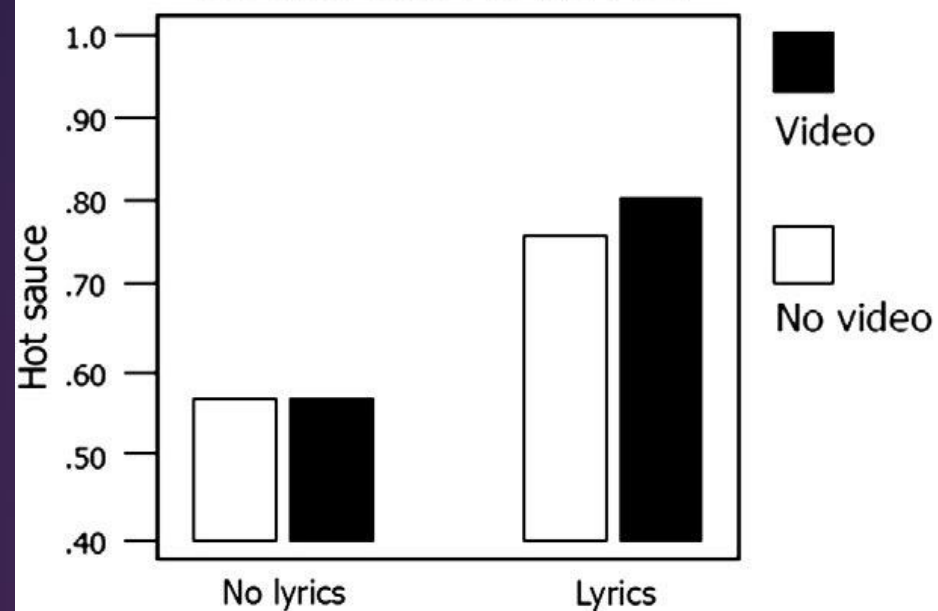
Open Dropbox
Scien Project
Framework folder

Example

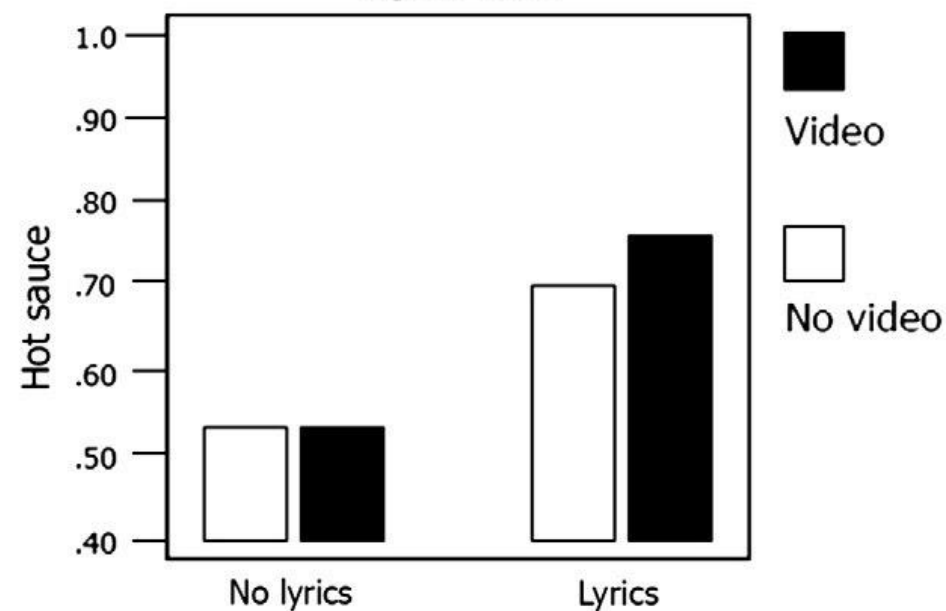
What to do when
confronted with
potential breaches?

Pubpeer example

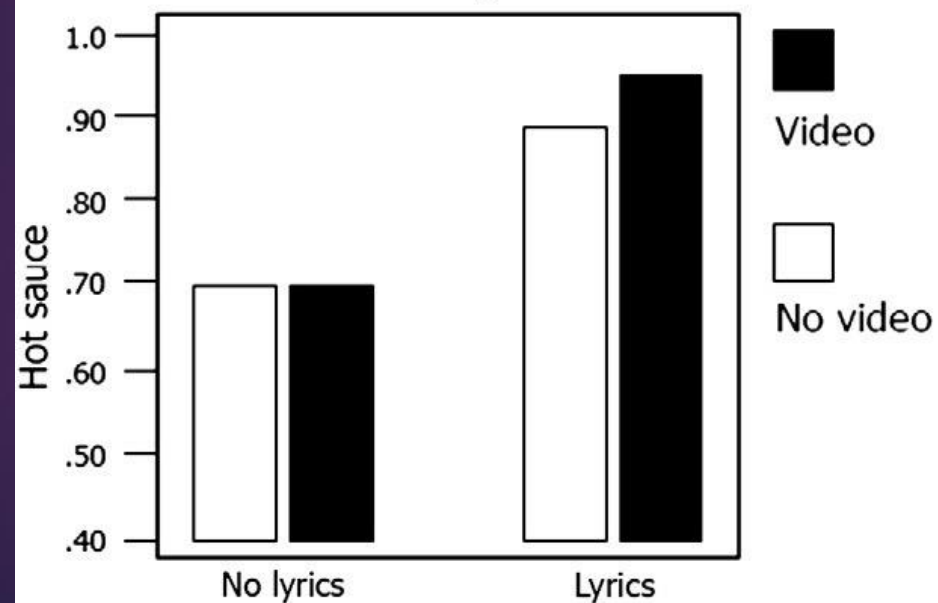
Let the Bodies Hit The Floor



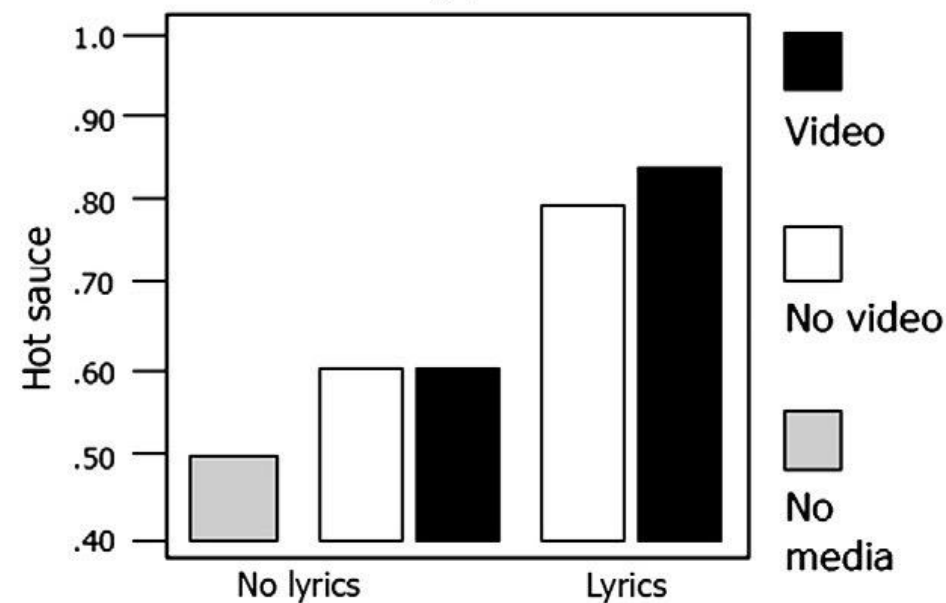
Fight Music



You Can't Bring Me Down



Across all songs, with baseline



"The effect of auditory versus visual violent media exposure on aggressive behaviour: The role of song lyrics, video clips and musical tone"

Heidi I. Brummert Lennings, Wayne A. Warburton, Journal of Experimental Social Psychology (2011)

Posted on June 6th, 2015

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Richard Gill: (June 6th, 2015 10:01am UTC)

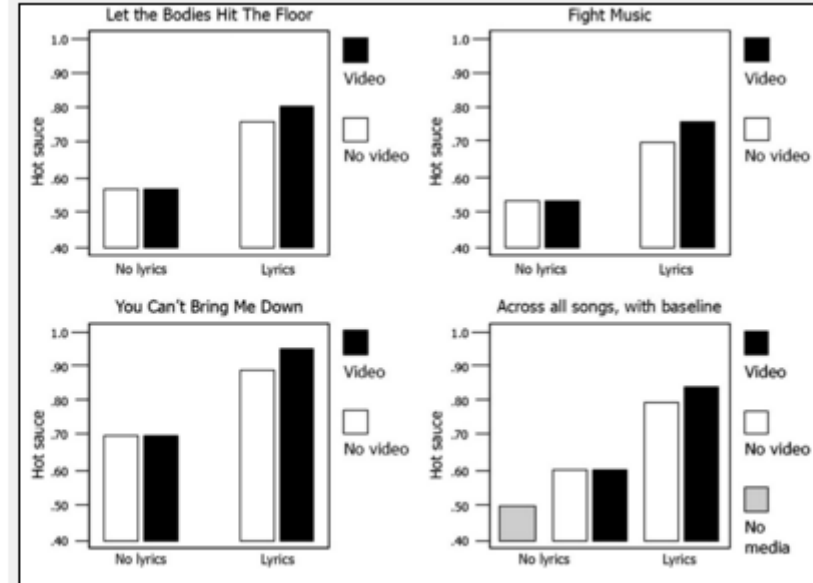


Figure 1 of this paper, on whether violent media exposure causes aggressive behaviour, has four panels, each panel being a simple bar chart. I discuss here the first three panels.

The figure can be seen here:
<http://imgur.com/5KvFAVy>

Each of the three charts (three songs) shows the average scores of (another) four groups of subjects. A higher score means more aggressive behaviour. If I have understood it correctly, the



Posted ~August 12, 2015

Corrigendum

Corrigendum to “Brummert Lennings, H. I., & Warburton, W. A. (2011). The effect of auditory versus visual violent media exposure on aggressive behaviour: The role of song lyrics, video clips and musical tone” [Journal of Experimental Social Psychology 47 794–799]

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doi:10.1016/j.jesp.2015.07.004


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Refers To

Heidi I. Brummert Lennings, Wayne A. Warburton

The effect of auditory versus visual violent media exposure on aggressive behaviour: The role of song lyrics, video clips and musical tone

Journal of Experimental Social Psychology, Volume 47, Issue 4, July 2011, Pages 794-799

 PDF (426 K)

Take aways

- ▶ Ethics and integrity are very different
- ▶ Ethics is a (daily!) struggle
- ▶ Being transparent about your research is the easiest way to take responsibility, improve accountability, but also increase credibility
- ▶ What is ethical is determined prospectively, taking into account potential outcomes, but not retrospectively. Decisions cannot and should not be evaluated purely on hindsight
- ▶ Ethics not universal, so continuous discussion important



MUCH DOCUMENTATION

MANY RESPONSIBLE

WOW

SUCH ETHICS

SO INTEGRITY

Cases

Anecdotes of your
own?