



## The Teaching-Research Nexus

A guide for academics and policy-makers  
in higher education

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### Examples from Australian universities

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## Teaching Ethics and Responsible Practice in Research

Dr Glen Hornby  
Associate Professor Gayle Jennings  
Dr Gary Allen  
Professor Kristine Toohey  
Dr Carl Cater  
Griffith University

### **Broad discipline area:**

Management and Commerce

- Tourism, Leisure, Hotel and Sport Management

### **Year level:**

- Third year undergraduate
- Postgraduate coursework

### **TRN strategy:**

- Infusing teaching with the values of researchers
- Teaching research methods, techniques and skills explicitly

### **Teaching and learning context:**

- Real world learning/work integrated learning
- Small group assignment

### **Brief description of the initiative:**

In the Tourism, Hotel and Event Management programs, third year and final semester postgraduate coursework students take a *Field Project* course. Typical enrollment numbers are 80 for the undergraduate course, and 40 for the postgraduate course. The courses are delivered in a seminar format, with around 20 students in each.

Students conduct a small applied research project working with an industry client as a work integrated learning experience. Before carrying out the project, students receive education and training to ensure they can carry out the project following ethical principles – including adhering to National Health and Medical Research Council guidelines and Australian Code for the Responsible Conduct of Research requirements.

This teaching team developed a suite of resources to assist academics in delivery of education and training on the principles of ethics and responsible research practice.

The resources which contribute to key attributes of graduate work readiness include:

- a framework for ethical thinking;
- principles of ethical conduct in human research;
- areas of ethical consideration and responsible practice in the design and conduct of research;
- strategies for how to conduct human research while adhering to the governing ethical and responsible practice principles.

The resources provided to academics include:

- a literature review on best practices in teaching research ethics to students;
- PowerPoint presentations on topics such as a background to ethical thinking and the need to be aware of cultural differences;
- a framework for constructing context-based scenarios, with a bank of references;
- examples of ethical and responsible practice issues, and strategies for dealing with these, including 19 context-based scenarios that outline ethical and responsible practice dilemmas. Students identify the major ethical and responsible practice issues associated with these hypothetical scenarios;
- a bank of test questions on ethics and responsible practices, to ensure that students understand the issues before conducting fieldwork. These include guidelines for Course Convenors on how to assess student understanding; and
- an 'accreditation' process for students conducting fieldwork, used to certify students before allowing them to conduct fieldwork.

The suite of ethics and responsible practice resources is also utilised in other courses in the undergraduate program that engage in research activities. Users of these resources are invited to adapt the materials to their own needs, and then add these adaptations to the resource bank for the benefit of other users.

**For further details:**

Glen Hornby  
Griffith University  
G.Hornby@griffith