The Ethics of Evidence

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Abstract

In the contemporary era of evidence-based practices in education-related fields it is essential to examine how we operationalize the concept of evidence, what constitutes evidence, how the quality of evidence is measured and valued, and how it is used to support or refute practice. Qualitative research has been particularly vulnerable to current definitions of evidence that manifest in narrow interpretations of what makes good research. Yet, this body of methodologies has much to offer the expansion of the construct of evidence in ways that can augment our collective ability to solve education’s most enduring and challenging problems. The consideration of evidence is framed here in a discussion of ethics, focusing on the key constructs of reciprocity, reflexivity, and rigor. Qualitative contributions to evidence-based education research, as well as inner tensions that contribute to limiting potential contributions are identified.
References


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