

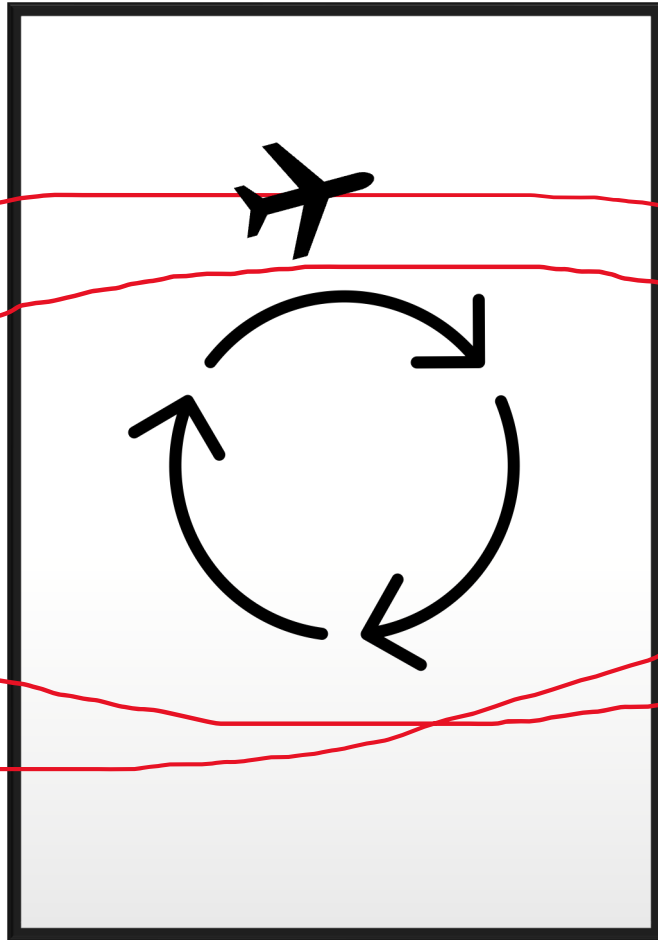
Navigating ethical research around playful teaching in South African autism schools: stories from the field

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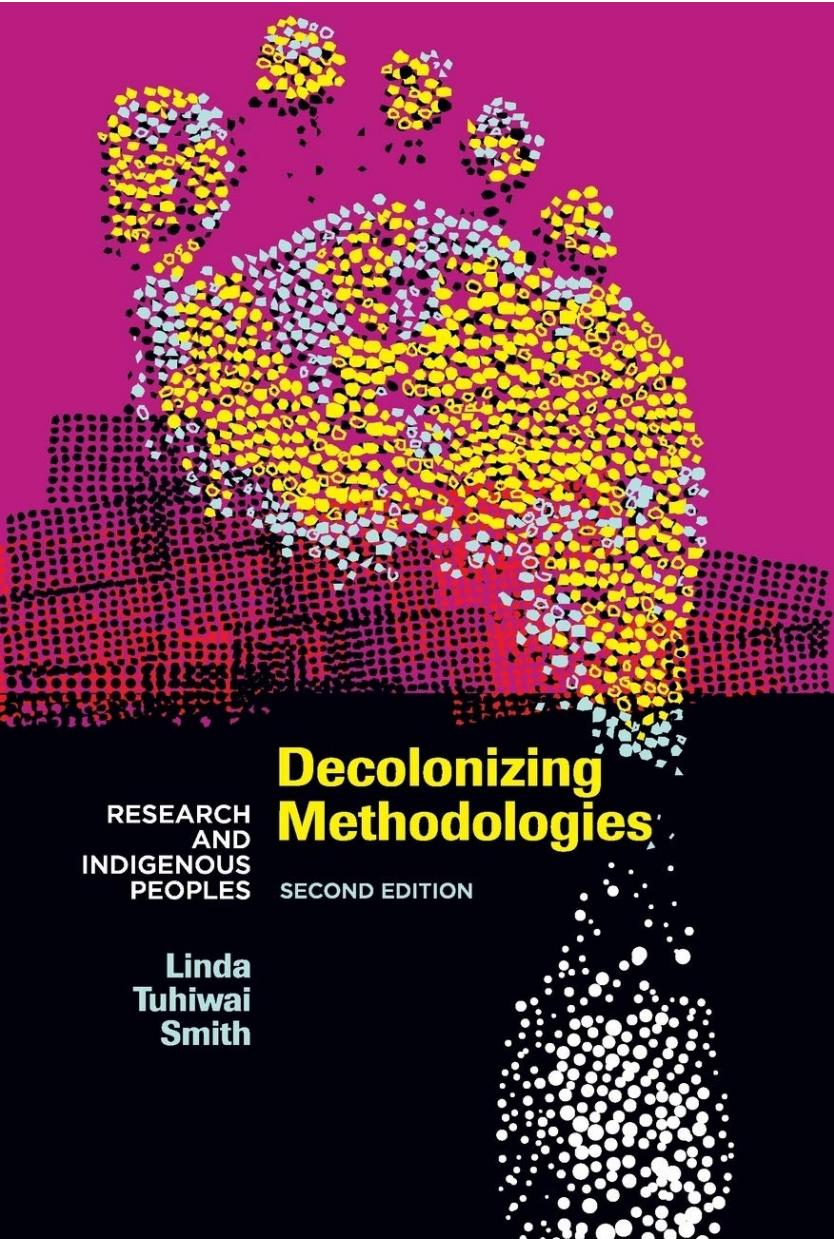
Supervisors: Prof Nidhi Singal, Prof Jenny Gibson, Dr Dawson-Squibb

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What is the first
thing that comes
to mind when you
think about ethics?



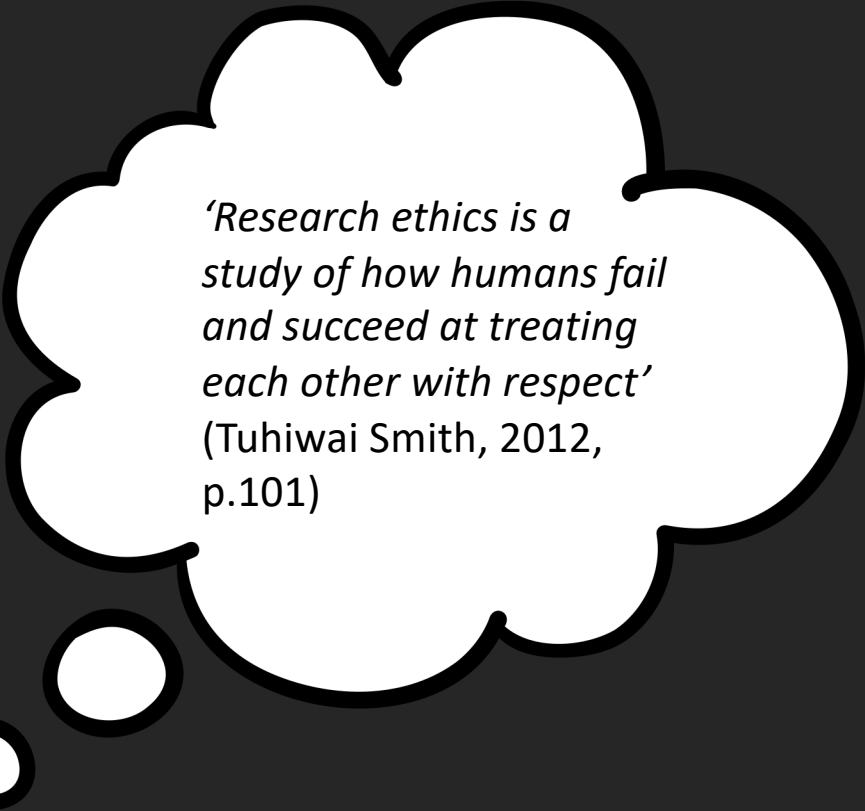


RESEARCH
AND
INDIGENOUS
PEOPLES

**Decolonizing
Methodologies**

SECOND EDITION

Linda
Tuhiwai
Smith

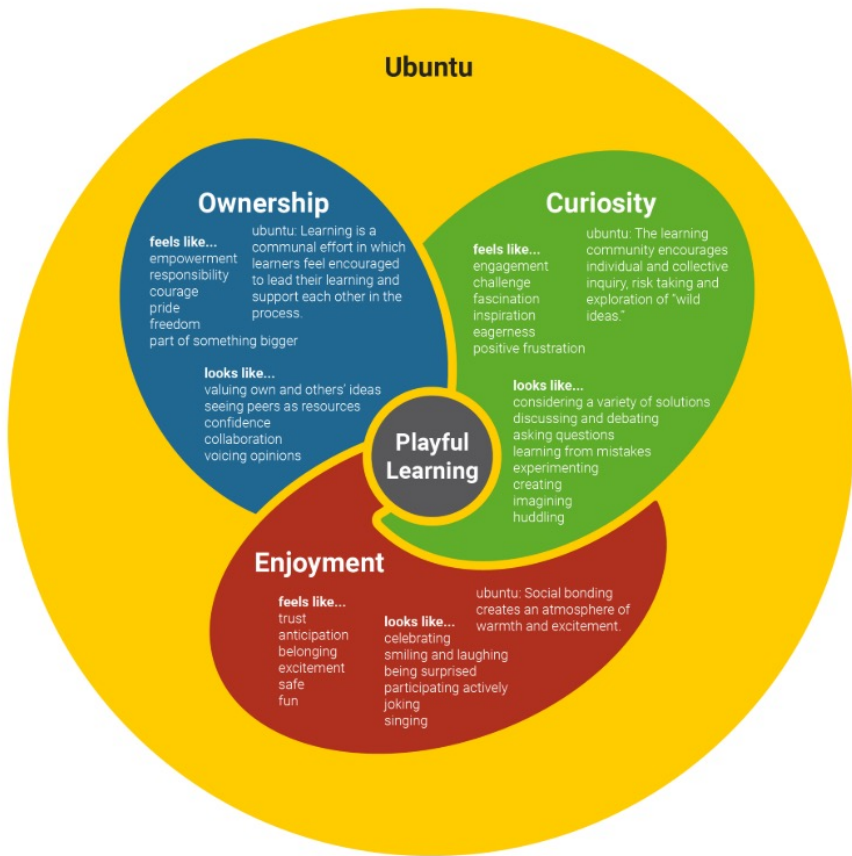


*'Research ethics is a
study of how humans fail
and succeed at treating
each other with respect'*
(Tuhiwai Smith, 2012,
p.101)



Research context: South Africa

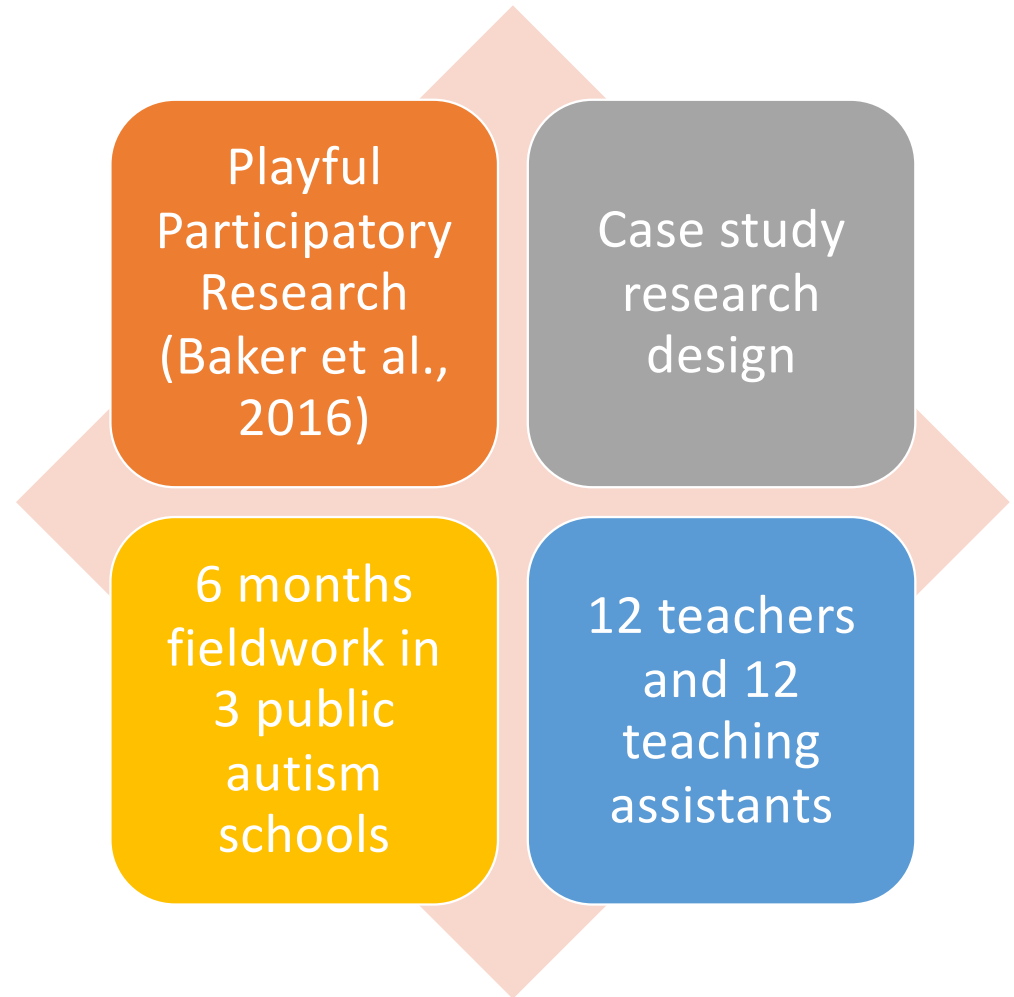
- South Africa's current state of inclusive education cannot be understood without engaging with the legacy of the apartheid regime (Kalinnikova Magnusson & Walton, 2021).
- 'International promises' (Singal et al., 2019)... but still most unequal country in the world....
- 89% of South African autistic children in special schools (Pillay et al., 2020)
- South African policies on play are aligned with the Right to Play as enshrined in Article 31 of UN Convention on the Rights of the Child (1989)



Play in schools

- Play has long been recognized as a central way children learn (Zosh et al., 2018)
- Although children in all cultures play, such play may be accepted, cultivated, or curtailed (Whitebread & Basilo, 2013).
- 'Towards a South African Pedagogy of Play' (Solis et al., 2019)
- Geo-political contexts of children's play by considering cultural, socio-economic, and **neurodivergent manifestations** (Murriss et al., 2022)

Looking and listening (and then maybe speaking) –
Tuhiwai Smith (2005)



'Ethics of parallax perspectives' (Swartz, 2011)

Such a *feminist and emancipatory position* not only accepts *responsibility* for the protection and fair *representation* of participants, but also attempts to engage in research that offers a 'parallax of perspectives' (Ginsburg, 1995; Sameshima, 2007). These '*different angles of vision*' (Ginsburg, 1995: 65) ensure research participants (and the topic under scrutiny) are not misrepresented through shallow, monocled gazes, but instead take every opportunity to consider participants' perspectives in ways that allow a reader to change position as the subject is viewed from changing perspectives. This is what I term the '*going deep*' part of *emancipatory research ethics* or '*an ethics of parallax perspectives*'. (Swartz, 2011)

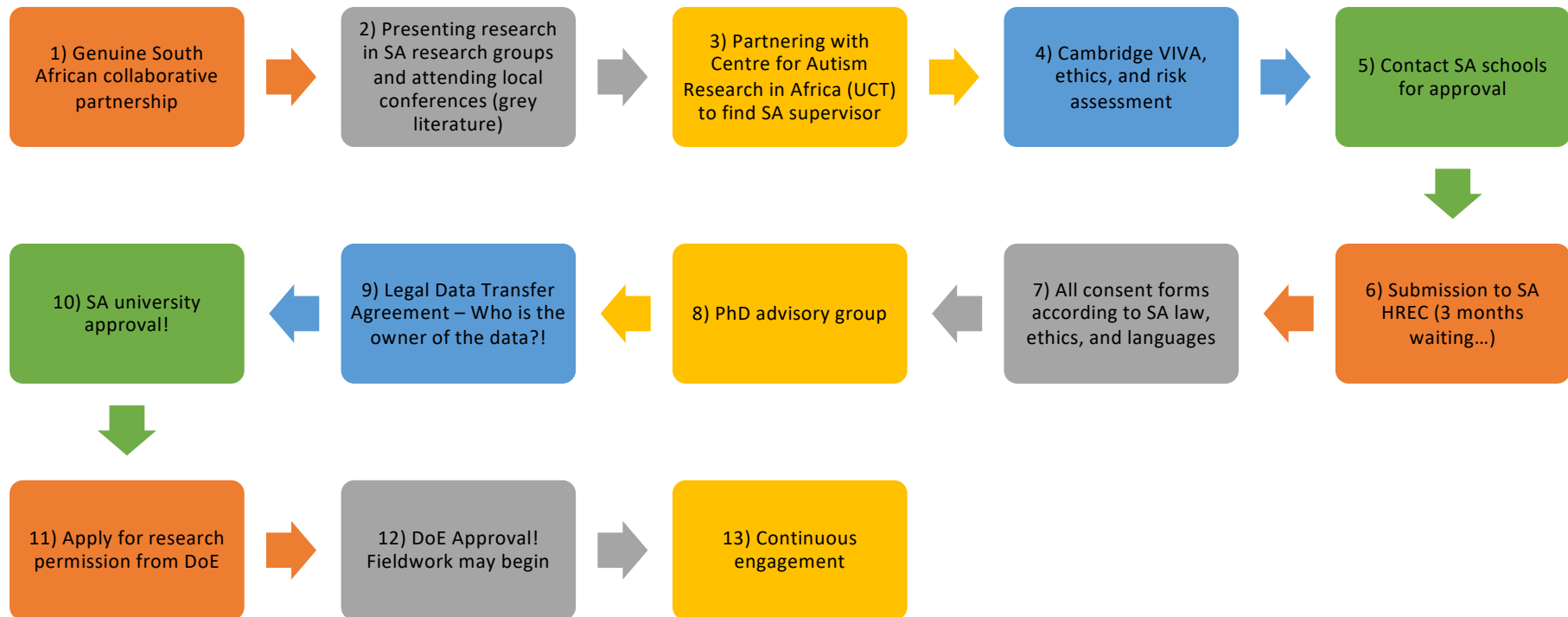
Emancipatory framework of 'going deep' (Swartz, 2011) – Choosing multiple methods



Strengthening research through South African ethics

The rigour of all research conducted in South Africa must be scientifically and ethically reviewed by a **South African-based** research ethics committee

Key steps towards South African ethics



Thank you!

- Please reach out for further discussions or questions
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