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Africa; Reserve Bank and the

homeland corruption; scandal of

large orders of school text books; a

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Definition. Narrative ethics explores the intersections between the domain of stories and storytelling and that of moral values. Narrative ethics regards moral values as an integral part of stories and storytelling because narratives themselves implicitly or explicitly ask the question, “ How should one think, judge, and act—as author, narrator, character, or audience—for the greater good? ”

~~Narrative Ethics | the living handbook of narratology~~

The book provides 21 living narratives, including: multinational companies bribery in Africa; Reserve

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Bank and the homeland corruption;
scandal of large orders of school text
books; a corrupt professor turned
politician; cyber corruption;
Nkandlagate scandal; sharks and
crocodiles in the industry; supply
chain under fire; lonely wife monkey
tricks; fronting; bribes come also in
refuse bags these days!; shenanigans
in state owned entities; military
airbase; top brass politician under
pressure ...

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This ethical dilemma also needs to be
addressed as a meta-analytical and
methodological question, by
theorising the relationship of the
layers of listening and subjective
hearing positions (proximity,
relationality), ... Ethical considerations

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~~Ethical considerations in Narrative
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An ethical dilemma is a conflict between alternatives, where choosing any of them will lead to a compromise of some ethical principle and lead to an ethical violation. A crucial feature of an ethical dilemma is that the person faced with it should do both the conflicting acts, based on a strong ethical compass, but cannot; he may only choose one.

~~What Is An Ethical Dilemma: Definition, Examples and ...~~

It is important to reflect upon ethical issues in conducting narrative research beyond what may be considered in Research Ethics Board

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applications. Ethical issues were identified in a dissertation study that utilized a narrative research approach to explore the process of lifelong learning for five women coaches. Using journal reflections and participant and researcher conversations, three ...

~~"Three Ethical Issues in Narrative Research of Women ...~~

On a day to day basis, nurses are facing more ethical dilemmas during end-of-life care resulting in not being able to actualize a good death for patients. Research objective: The purpose of this study was to explore how experienced hospice nurses resolve day to day ethical dilemmas during end-of-life care.

~~A good death: Narratives of~~

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~~experiential nursing ethics ...~~

The study was performed as a literature review following the matrix method allowing to synthesize literature across methodological approaches. A literature search was performed, including relevant studies published between 2011 and 2016. A total of 15 articles were included and analyzed focusing on their description of ethical dilemmas.

~~Nurses experiences of ethical
dilemmas: A review - Anita ...~~

1. Cancer Nurs. 2013 Mar-Apr;36(2):114-21. doi:
10.1097/NCC.0b013e31825f4dc8.

Oncology nurses' narratives about ethical dilemmas and prognosis-related communication in advanced cancer patients. McLennon SM(1), Uhrich M, Lasiter S, Chamness AR,

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Oncology nurses' narratives about
ethical dilemmas and ...

Methods: This was a content analysis
of narrative comments provided by
137 oncology nurses who completed
a mailed national survey of members
of the Oncology Nursing Society.

Results: The most frequently reported
ethical dilemmas encompassed
uncertainties and barriers to truth
telling, familial and cultural conflict,
and futility. Physician ...

Oncology Nurses ' Narratives About
Ethical Dilemmas and ...

Book Description. Ethics in Applied
Linguistics Research explores how
ethical issues are negotiated in
different areas of language research,
illustrating for graduate students in

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applied linguistics the ethical
dilemmas they might encounter in the
research methodology classroom and
how they might be addressed. This
volume serves to demystify the
complex ethical decision-making
process by its ...

Recording Oral History, now available
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clear, accessible style, Valerie Yow
builds on the foundations laid in prior

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editions of her widely used and highly regarded text to tackle not just the practicalities of interviewing but also the varied ethical, legal, and philosophical questions that can arise. The text—now twelve chapters—allows for dedicated discussion of both legalities and ethics. Other new material include recent research on how brain functions affect memory, more comprehensive demonstration of how to analyze an interview, and details on making the most of technology, both old and new. Each chapter concludes with updated and annotated Recommended Readings and tailored appendixes address new developments, such as institutional review boards and the Oral History Association 's new Principles and Best Practices.

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This book reflects and extends the great debates that schools, colleges, and universities are having in response to the profound moral conflicts and personal questions facing professionals today: What should we teach our students? What values should we communicate and nurture? What should be the role of the traditional liberal arts in professional education? How should schools and colleges respond to the demands of women and minorities for a more inclusive curriculum? The authors explore ongoing theoretical and practical considerations of graduate professional education through the ethical and social issues facing professionals in public service. Administrators, teachers, counselors, nurses, or lawyers are recognizing

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that they face similar questions about their personal and professional lives: Is it possible to sustain a set of fully human values as a practicing professional? As a member of a public organization, how does one deal with dilemmas involving conflicting priorities and ambiguous goals? The authors responses to these questions are presented as themes, describing connections between curriculum and pedagogy. They have designed an approach to ethical and social questions respectful of the contributions of adult learners and the need to provide diverse perspectives.

This book makes a fresh contribution to the field of research ethics by considering research issues through relatable autobiographical narratives. The book ' s core offers narratives by

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novice second language education researchers who are completing PhD degrees using data from international research participants. These narratives expose challenges regarding the ethical identity of researchers working across diverse value and belief systems. The narrative chapters are followed by four chapters of commentaries from a line-up of international scholars with various academic, linguistic, and cultural backgrounds. The case study approach reports the experiences and reflections of research students before, during, and after the data collection phase of their projects, and offers insights into the recruitment of participants; acquiring and maintaining access; interpretations of the notion of informed consent; incentivising participants; the

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Implications of ensuring anonymity and confidentiality; the right to withdraw participation and data; the positioning of the researcher as insider or outsider; potential conflicts of interest; the potential harm to participants and researcher; and the dissemination of findings. This practical and relatable book is aimed at research students and their supervisors in fields such as applied linguistics and education, as well as those following methods courses, to help illustrate the ethical challenges faced by researchers in the process of collecting qualitative data.

Students and the public routinely consult various published college rankings to assess the quality of colleges and universities and easily compare different schools. However,

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many institutions have responded to the rankings in ways that benefit neither the schools nor their students.

In *Engines of Anxiety*, sociologists Wendy Espeland and Michael Sauder delve deep into the mechanisms of law school rankings, which have become a top priority within legal education. Based on a wealth of observational data and over 200 in-depth interviews with law students, university deans, and other administrators, they show how the scramble for high rankings has affected the missions and practices of many law schools. *Engines of Anxiety* tracks how rankings, such as those published annually by the U.S. News & World Report, permeate every aspect of legal education, beginning with the admissions process. The authors find that prospective law students not only

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rely heavily on such rankings to evaluate school quality, but also internalize rankings as expressions of their own abilities and flaws. For example, they often view rejections from “ first-tier ” schools as a sign of personal failure. The rankings also affect the decisions of admissions officers, who try to balance admitting diverse classes with preserving the school ’ s ranking, which is dependent on factors such as the median LSAT score of the entering class. Espeland and Sauder find that law schools face pressure to admit applicants with high test scores over lower-scoring candidates who possess other favorable credentials. Engines of Anxiety also reveals how rankings have influenced law schools ’ career service departments. Because graduates ’ job placements play a

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major role in the rankings, many institutions have shifted their career-services resources toward tracking placements, and away from counseling and network-building. In turn, law firms regularly use school rankings to recruit and screen job candidates, perpetuating a cycle in which highly ranked schools enjoy increasing prestige. As a result, the rankings create and reinforce a rigid hierarchy that penalizes lower-tier schools that do not conform to the restrictive standards used in the rankings. The authors show that as law schools compete to improve their rankings, their programs become more homogenized and less accessible to non-traditional students. The ranking system is considered a valuable resource for learning about more than 200 law schools. Yet,

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Engines of Anxiety shows that the drive to increase a school 's rankings has negative consequences for students, educators, and administrators and has implications for all educational programs that are quantified in similar ways.

Cricket and the Law charts the inter-relationship between cricket - the law of the game, and legal theory - the law of our lives. Fraser draws connections and commonalities between these two seemingly disparate, complex sets of conventions. This study will be enjoyed by lawyers and students of law, sport, sociology and cultural studies, as well as cricket lovers everywhere.

This text confronts issues of equity and difference through the innovative

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use of narrative method, telling stories of difference that enable students, academics and professionals alike to engage both emotionally and cognitively with the subject.

Using Narrative in Research by Christine Bold provides an accessible, easy-to-understand guide to the theory and practice of the use of narrative in research. Written with those new to narrative in mind, this book will enable readers to understand the origins of narrative traditions and to plan and carry out a narrative study of their own. Christine Bold's book examines narrative approaches across a range of research contexts and disciplinary boundaries and will be of equal value to practitioners and academic students and researchers alike. Drawing on a

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range of real-life examples of narrative studies, Using Narrative in Research will enable readers to provide a sound justification for adopting a narrative-based approach and will help them to write about and write up narrative in research. This book examines:

- How we design research projects with a narrative approach
- Ethics
- Narrative thinking
- Collecting narrative data
- Analysing narrative data
- Representation in narrative analysis
- Reporting and writing up narrative research.

Narrative inquiry is being used more widely in the UK, the USA, Canada, Australia, New Zealand and Northern European countries to conduct research across a range of disciplines. It is gaining popularity in Hong Kong,

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Macao and Mainland China, but research in these contexts continues to be dominated by quantitative and more traditional qualitative approaches. Narrative inquirers in these areas can, therefore, find it problematic to have the value of their work acknowledged. This book demonstrates creatively, accessibly and rigorously the ways in which narrative inquiry as a methodological approach, already more firmly established in Australia and New Zealand, is gaining a foothold in other parts of the Asia Pacific region. Contributors to the book write about their use of narrative inquiry in, for example, the Confucian heritage cultures (CHC) of Hong Kong, Mainland China, Singapore, Macao and the Anglo-Celtic cultures of Australia and New Zealand. Chapters

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In the book include: Creative Non-Fiction Across Cultures in Asia Pacific Contexts Riding the Wave of Education Reform: Using a Reflecting Team to Explore the Professional Identities of School Counsellors in Hong Kong Is the Silent Mode On? Researching Teachers' Voices in Macao through Narrative Research Narrative Inquiry and the Exploration of Culture for Improving Teacher Education This book will appeal to researchers across all sectors of education, in particular those who are exploring, the use of qualitative research methods in their context. Those interested in comparative education and cross-cultural studies will also find this book valuable.

There are profound, extensive, and surprising universals in literature,

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which are bound up with universals in emotion. Hogan maintains that debates over the cultural specificity of emotion are misdirected because they have ignored a vast body of data that bear directly on the way different cultures imagine and experience emotion - literature. This is the first empirically and cognitively based discussion of narrative universals. Professor Hogan argues that, to a remarkable degree, the stories people admire in different cultures follow a limited number of patterns and that these patterns are determined by cross-culturally constant ideas about emotion. In formulating his argument, Professor Hogan draws on his extensive reading in world literature, experimental research treating emotion and emotion concepts, and methodological principles from the

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contemporary linguistics and the philosophy of science. He concludes with a discussion of the relations among narrative, emotion concepts, and the biological and social components of emotion.

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