The pupils of a 9th grade wear the Seeing Glasses during the school lessons in one week. The Seeing Glasses are spectacles with an inbuilt digital, video and audio recording camera. It is a new way of collecting data about the contexts on which the wearers of the glasses set their gazes, as well as about reciprocating gazes – altogether constituting visual cultures. The pupils also edit the film material in order to create films about ‘our life in school’. A stationary camera and participating observations document the classroom context. In our qualitative empirical case studies we will…

1. follow the underexposed claim of youth studies to give adolescents the possibility to express their social relations, everyday life and individuality by gazes and by film editing.
2. investigate the effects of gazes of kids in school, creating pedagogically desirable relations like learning and positive social relations, or such that are undesirable as harassment and provocation.
3. explore and evaluate Seeing Glasses as a research instrument within Camera Ethnography in terms of its methodological and research-technical implications.

The project is part of the project DIGIT-M-ED / Global Perspectives on Learning and Development with Digital Video-Editing Media: A Qualitative Inquiry in Everyday Lives of Marginalized Young People funded by the Marie Curie Actions - International Research Staff Exchange Scheme (IRSES) that includes, I quote, “small-scale research which explored the employment of digital video-editing media by a small number of young people within the age group of 16-21 years from marginalized urban spaces” in different countries.

Here I am part of the Ethical Board surveying the following aspects of scientific ethics that arose in the first project phase (2012-2014):
1. general attitude towards research ethics in the participating countries;
2. the responsibility for the ethical review of research projects in these countries;
3. the question what counts as “sensitive” in the various countries and diverse ethical aspects of research and publication practices.

This work is seen as an answer to the desideratum that, I quote, “social science research has become increasingly global in the past 15 years, the ethics and standards of practice in conducting cross-cultural, trans-national and/or comparative research remain vague.”

The work of the Ethical Board analyzed the written and unwritten rules & ethical practices in youth research in Brazil, India, Russia and Germany, I concentrate on Germany and Greece. The report was handed in in July 2014.

Some of its results are:

**Regarding: General attitude towards research ethics**
For the most part the teams adhered to the deontological approach. This implies that researchers generally identify and use universal code(s) in conducting research. The
A researcher is responsible for adhering to the codes. The Greek team described their context as having certain universal and general guidelines in conducting social science research, yet in practice researchers do not usually follow strict codes and rules.

**Responsibility for the ethical review of research projects in the various countries**

The analysis of the information presented above reveals that in Germany researchers are primarily responsible for adhering to the universal guidelines. In Germany and Brazil there are university-based committees that review and approve research protocols and school boards or officials that review school-based research. In Greece there are national committees, university committees, and departmental committees that review and approve research protocols, but not at every university. There is a Ministry of Education committee that reviews research protocols that are conducted in schools. However, research has often been conducted without ethical review board approvals. There is no monitoring per se in any of the countries; the researchers interpret, apply, and balance the norms in different ways in light of their own values, priorities, exigencies, and experiences in the divergent research contexts where they work.

**What kinds of data are considered as “sensitive”? Is there a protection of sensitive data? In which law is this written?**

**Summary:** in most countries sensitive information includes: any identifying information such as a person’s name; information about sexual attitudes, preferences, and practices; information about the use of alcohol and other drugs or addictive substances; information that can damage the person’s standing or reputation within the community; information from the participant’s medical records that can lead to social stigmatization or discrimination; and/or information about the participant’s psychological well-being or mental health.

**What is a usual practice for a researcher or a research team to ensure that his or her/their study is ethical?**

**Summary:** Written informed consent is provided in some instances (e.g. in Germany and Greece) and verbal consent in others. This is obtained after the participant has had the opportunity to carefully consider the risks and benefits in participating in the study and to ask any pertinent questions. The researchers enumerate how privacy and confidentiality concerns will be approached. In Germany and Greece anonymity if very important and participants demand that it is carefully maintained. For the German team images should be altered and rendered not unidentifiable whereas the India and Brazil teams responded that consent is required and that participants often consent and want to be photographed or videotaped. In Greece there are no clear guidelines for consent in such research endeavors and it depends on the kind of research and who the research participants are if they would agree to take part in such research.