

these undergraduate students, but as they are not likely to have the same prior experience of research and gaining ethical approval, it may be necessary to scaffold their efforts more intensely. One vehicle for doing this could be to extend the contextual statement, currently required only of FLO students, to on-campus students. An unexpected outcome of the revised ethical procedures was that FLO students often used this statement to discuss what might be called their 'ethical journey', whereas on-campus students tended to use their peer presentations to cover the same aspect. The more structured approach incorporated in the contextual statement could provide the extra scaffolding likely to be required by undergraduate students.

So, did the students (particularly FLO students) understand and engage with the ethical requirements and responsibilities related to inquiry learning? We believe the answer is 'Yes'. Many students articulated a deep understanding of the purpose of the ethical requirements - they were not just 'ticking the boxes'. This was neatly expressed by one FLO student in his native Māori language. Ethical responsibility is '*kia pono me te tika ki te tangata i nga wā katoa*' - 'to be honest and transparent at all times'.

8. References

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