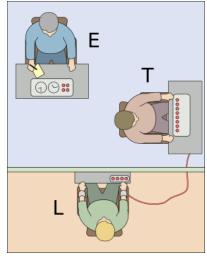
Ethics in CogSci

1. Human Participants in Experiments

- Informed consent to collect data from participants
- Participants receive appropriate debriefing
- Data Protection (GDPR)
- Requires approval from local Ethics Committee



The Stanford Prison Experiment
Philip Zimbardo
https://www.prisonexp.org/



The Milgram Experiment Stanley Milgram

https://en.wikipedia.org/wiki/Milgram_experiment

2. Animals in Experiments

- Comply with Home Office legislation
- Explain why there is no alternative to using animals
- Justify the number of animals they will use
- Requires approval from local Ethics Committee
- Meets 3Rs standards:
 - Replacement: development + use of models / tools to address important scientific questions without the use of animals.
 - Reduction: careful experimental design, experiments that add to the knowledge base.
 - Refinement: technology focussed on improved animal welfare



Animals in Research

UNDERSTANDING ANIMAL RESEARCH

Animal Research Statistics Great Britain, 2023

Research facilities in Great Britain record the number of scientific procedures carried out on animals each year. Procedures are categorised by severity, they can be as mild as an injection, or as severe as an organ transplant.

2,681,686

Total number of procedures on animals

1,468,570

55%

Number of experimental procedures

1,213,116

45%

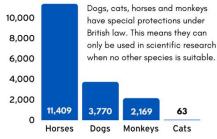
Number of procedures for the creation and breeding of genetically altered animals

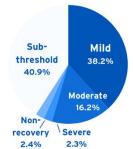
Most commonly used animals

Mice	Fish	Rats	Birds
1,926,079	368,836	148,189	115,466

Animals with special protection

Severity of experiments





3. Scientific Integrity

Guarding against all forms of research misconduct:

- Fabrication
- Falsification
- Plagiarism
- Failure to meet ethical, legal and professional obligations
- Misrepresentation of data, attribution, interests, qualifications or publications
- Improper dealing with allegations of misconduct

Early report

Ileal-lymphoid-nodular hyperplasia, non-specific colitis, and pervasive developmental disorder in children

A J Wakefield, S H Murch, A Anthony, J Linnell, D M Casson, M Malik, M Berelowitz, A P Dhillon, M A Thomson P Harvey, A Valentine, S E Davies, J A Walker-Smith

Summary

Background We investigated a consecutive series of children with chronic enterocolitis and regressive developmental disorder.

Methods 12 children (mean age 6 years (range 3-10), 14 boys) were referred to a paediatric gastroenterology unit with a history of normal development followed by loss of acquired skills, including language, together with diarrhoea and abdominal pain. Children underwent gastroenterological, neurological, and developmental records. Ileocolonoscopy and biopsy sampling, magnetic-resonance imaging (MRI), electroencephalography (EEG), and lumbar puncture were done under sedation. Barium follow-through andiography was done where possible. Biochemical, heemstological, and immunological profiles were examined.

Findings Onset of behavioural symptoms was associably the parents, with measles, mumps, and rub a vaccination in eight of the 12 children, with measle infection in one child, and otitis media in au 1. All 12-children had intestinal abnormalities origin from lymphoid nodular hyperplasia to controld ull viration. Histology showed patchy chronic inflam, blony in 1.1 children and reactive lies of mphono perplasia in seven, but no granulomas. Ber floural dison, is included autism (nine), disintegratury solv, alsi (one), all possible postviral or vaccinal epochalitis no). There were no focal meurological abs ministics and e.l. and EEG tests were normal. Abnor all laboratory results are significantly

Introduction

We saw several children who, after a period of apparen normality, lost acquired skills, includ g com. nication They all had gastrointestinal imptoms, bludin, abdominal pain, diarrhoea, and tating and, a som cases, food intolerance. We obscribe a clinical finings and gastrointestinal feature of these cheen.

Patients and meti

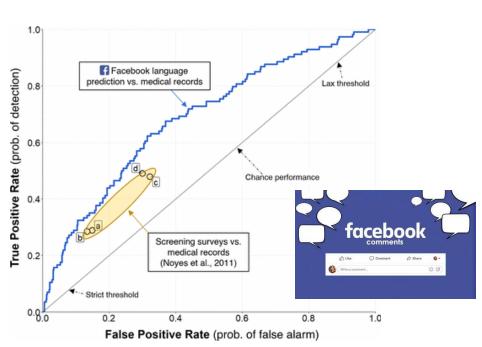
12 children, cons tivel, and to it department of pacdiatric gaster octology a high of a pervasive developmental der with loss and consideration of the support of the suppo

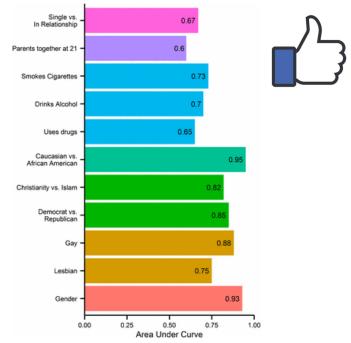
Inical investigations

After bowel preparation, ileocolonoscopy was performed by SIM or MAT under sedation with midazolam and pethidine. Paired frozen and formalin-fixed mucosal biopsy samples were taken from the terminal leum; ascending, transverse, descending, and sigmoid colons, and from the rectum. The comparation of the comparation o

https://retractionwatch.com/the-retraction-watch-leaderboard/top-10-most-highly-cited-retracted-papers/

4. Research and Society: Mental health





https://www.pnas.org/content/115/44/11203

Eichstaedt, J.C., Smith, R.J., Merchant, R.M., Ungar, L.H., Crutchley, P., Preoţiuc-Pietro, D., Asch, D.A. and Schwartz, H.A., 2018. Facebook language predicts depression in medical records. *Proceedings of the National Academy of Sciences*, 115(44), pp.11203-11208.

https://www.pnas.org/content/110/15/5802.full

Kosinski, M., Stillwell, D. and Graepel, T., 2013. Private traits and attributes are predictable from digital records of human behavior. *Proceedings of the national academy of sciences*, *110*(15), pp.5802-5805.

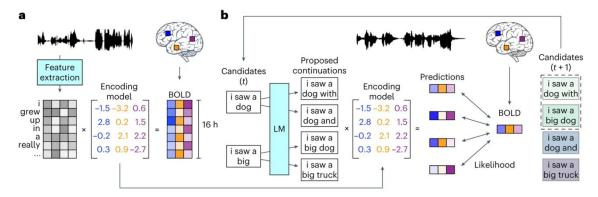
Article Published: 01 May 2023

Semantic reconstruction of continuous language from non-invasive brain recordings

Jerry Tang, Amanda LeBel, Shailee Jain & Alexander G. Huth □

Nature Neuroscience 26, 858–866 (2023) Cite this article

75k Accesses 4687 Altmetric Metrics



Actual stimulus

i got up from the air mattress and pressed my face against the glass of the bedroom window expecting to see eyes

Decoded stimulus

i just continued to walk up to the window and open the glass i stood on my toes and peered out i didn't see anything and looked up again i saw nothing

i didn't know whether to scream cry or run away instead i said leave me alone i don't need your help adam disappeared and i cleaned up alone crying

staring back at me but instead finding only darkness

started to scream and cry and then she just said i told you to leave me alone you can't hurt me anymore i'm sorry and then he stormed off i thought he had left i started to cry

that night i went upstairs to what had been our bedroom and not knowing what else to do i turned out the lights and lay down on the floor we got back to my dorm room i had no idea where my bed was i just assumed i would sleep on it but instead i lay down on the floor

Exact

Gist

Error

The Informatics Ethics Committee

https://uoe.sharepoint.com/sites/inf-researchservices/SitePages/Ethics.aspx

