

CONCEPTIONS OF ETHICS IN RESEARCH IN EDUCATION WITH LGBTQIA+ POPULATION

CONCEPÇÕES DE ÉTICA EM PESQUISA NA EDUCAÇÃO COM POPULAÇÃO LGBTQIA+

CONCEPCIONES DE ÉTICA EN LA INVESTIGACIÓN EN EDUCACIÓN CON POBLACIÓN LGBTQIA+



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ABSTRACT: This article aims to analyze conceptions of ethics in research developed in the field of education with the LGBTQIA+ population between the years 2020 and 2022. The theoretical foundation is housed in the border area between Human Rights (HR) and Discourse Analysis (DA), of a French nature, as we believe that the theoretical confluence between the aforementioned knowledge is consistent with the most contemporary discussions in the field of Human Sciences. The research methodology is of the documental type, as we understand academic productions as documents subject to scientific treatment, as they represent ideologies and perceptions located within a cut of time and social space. The data that constitute the corpus of this article were extracted from the Google Scholar digital platform, a virtual space that aggregates scientific research from various academic sources. The results reveal a conception of universalist ethics, without much focus on the specifics of the LGBTQIA+ community in a generic way.

KEYWORDS: Discourse Analysis. Human rights. Research in Education.

RESUMO: *Este artigo tem como objetivo analisar as concepções de ética nas pesquisas desenvolvidas no âmbito da educação com a população LGBTQIA+ entre os anos de 2020 a 2022. A fundamentação teórica está alojada na zona fronteira entre Direitos Humanos (DH) e a Análise do Discurso (AD), de ordem francesa, pois acreditamos que a confluência teórica entre os referidos saberes condiz com as discussões mais contemporâneas no campo das Ciências Humanas. A metodologia de pesquisa é do tipo documental, pois estamos entendendo as produções acadêmicas como documentos passíveis de tratamento científico, pois representam ideologias e percepções localizadas dentro de um recorte de tempo e espaço social. Os dados que constituem o corpus deste artigo foram extraídos da plataforma digital Google Acadêmico, espaço virtual que agrega pesquisas científicas de várias procedências acadêmicas. Os resultados revelam uma concepção de ética universalista, sem muito foco nas especificidades da comunidade LGBTQIA+, sendo utilizada maneira genérica.*

PALAVRAS-CHAVE: *Análise do Discurso. Direitos Humanos. Pesquisa em Educação.*

RESUMEN: *Este artículo tiene como objetivo analizar las concepciones de la ética en investigaciones desarrolladas en el campo de la educación con población LGBTQIA+ entre los años 2020 a 2022. La fundamentación teórica se ubica en la zona fronteriza entre los Derechos Humanos (DH) y el Análisis del Discurso (AD), de carácter francés, ya que creemos que la confluencia teórica entre los saberes mencionados es consistente con las discusiones más contemporáneas en el campo de las Ciencias Humanas. La metodología de investigación es de tipo documental, ya que estamos entendiendo las producciones académicas como documentos sujetos a tratamiento científico, ya que representan ideologías y percepciones ubicadas dentro de un corte de tiempo y espacio social. Los datos que constituyen el corpus de este artículo fueron extraídos de la plataforma digital Google Scholar, un espacio virtual que agrega investigaciones científicas de diversas fuentes académicas. Los resultados revelan una concepción de la ética universalista, sin mucho foco en las especificidades de la comunidad LGBTQIA+, siendo utilizada de forma genérica.*

PALABRAS CLAVE: *Análisis del Discurso. Derechos humanos. Investigación en Educación.*

Introduction

The ethical approach in scientific research should be directly related to the research object and its thematic scope. In other words, it is a perspective of articulation between the design of scientific investigation itself and the epistemological aspects of the researcher's standpoint (NUNES, 2021; SAVI NETO; DE LA FARE; SILVA, 2020; BROOKS; TE RIELE; MAGUIRE, 2017; AMORIM, 2017; SCHNAIDER, 2008).

In this sense, it is valid to say that the perception of ethics, especially applied to research, is actually something flexible, considering that its perception tends to vary based on pragmatic influences, where the researcher's perspective acts as a kind of semiotizer of larger ideologies external to the investigation (NUNES, 2021; BROOKS; TE RIELE; MAGUIRE, 2017; AMORIM, 2017; SCHNAIDER, 2008).

In an attempt to complexify the discussions about the aforementioned theme, we have elaborated this article with the aim of analyzing conceptions of ethics in research conducted in the field of education with the LGBTQIA+ population between the years 2020 and 2022. It is, therefore, a proposal for re-signifying reflection, as we understand that the LGBTQIA+ population demands specific contours from the ethical perspective of human relations.

Based on this, we consider the following research problem: *What are the conceptions of ethics adopted in research conducted in the field of education with the LGBTQIA+ population between the years 2020 and 2022?*

To try to answer this question, we mobilized a theoretical framework from the border zone between Human Rights (HR) (SARTORI, 2022; SARTORI, 2020; ALTMANN, 2013; COMPARATO, 2008; CARVALHO, 2007; ABRAMOVAY; CASTRO; SILVA, 2004; CANDAU, 2003; CANÇADO, 1993) and French Discourse Analysis (DA) (PEREIRA, 2020; PEREIRA, 2016; BEZERRA, 2014; BLOMMAERT, 2014; BRAIT, 2014; CUNHA, 2011; FIORIN, 2011; DIAS, 2005; ORLANDI, 1996). This interdisciplinary perspective allows for the capture and analysis of discourse on research ethics in the research data, as well as helping us map ideologies that may contribute to a generalized representation of ethics in the context of homoaffective relationships in academic research.

The research methodology is documentary, as we understand academic productions as documents amenable to scientific treatment. The approach is qualitative, considering the subjective intertwining of ethics perception (PEREIRA; ANGELOCCI, 2021; LAKATOS;

MARCONI, 2013; SÁ-SILVA *et al.*, 2009; CELLARD, 2008; BORTONI-RICARDO, 2008, SEVERINO, 2007).

The data comprising the corpus of this article were obtained from the Google Scholar digital platform, using specific criteria such as thematic and temporal delimitation, as well as an approach focused on the theme of ethics in the investigative context involving LGBTQIA+ individuals.

Finally, the results reveal a conception of universalist ethics, with little focus on the specificities of the LGBTQIA+ community, often used in a generic manner. This converges with a vague discourse on ethics, especially when opting for a kind of erasure of the demands of the LGBTQIA+ community in Brazil.

Ethics in Research: Human Subjects and Data Preservation

Etymologically, the word "ethics" comes from the Latin "*ethos*" and means "way of being" (Ferreira, 2004). However, over time, various areas of the Human and Applied Sciences became interested in defining ethics, as well as its application in the context of human relations. In this scope, its meaning became directly associated with the term "morality," constituting almost a relationship of interdependence (ZALUAR, 2015; SOBOTTCK, 2015).

In Brazil, there is an attempt to standardize the discursive perception of ethics through public policies for scientific research, which systematize bureaucratic procedures aimed at preserving aspects of the scientific process and, thereby, ensuring what is understood as ethical (NUNES, 2021; SAVI NETO; DE LA FARE; SILVA, 2020).

In this sense, Schnaider (2008) argues that:

Research involving human subjects is only acceptable when it responds primarily to the needs of diagnosis and therapy of the subject being experimented on, in order to restore their health or alleviate their suffering. Any research that does not aim at these interests is condemnable. If human beings have a limited right to their body, the doctors' rights are even more limited, as their mission is to preserve life to the extent that their strength and science allow. As an irrevocable norm, the doctor must have a set of ethical and moral principles, leaning more towards life, preserving the species, and exaltation fundamental freedoms (p. 108, our translation).

From Schnaider's (2008) conception, the idea of ethics and research finds in the human being a kind of articulating element, which is constituted as something organic. In this sense,

the author understands that basic notions of health, in any context, are efficient in the process of ethics in scientific research.

In this regard, the Research Ethics Committee (CEP) constitutes itself as an entity responsible for safeguarding the ethical procedures involving the direct involvement of human beings as research subjects. In this sense, the CEP presents itself as an essential instrument in the implementation of indispensable public policies for the ethical treatment of the investigated data (NUNES, 2021; SAVI NETO; DE LA FARE; SILVA, 2020; BROOKS; TE RIELE; MAGUIRE, 2017; SCHNAIDER, 2008).

In the context of a more bureaucratic discussion of the relationship between ethics, research, and CEP, Amorim (2017) asserts that:

Ethics should be incorporated as an inseparable part of scientific knowledge. Thus, it is essential to be aware that it should be the cornerstone of the entire process for decision-making, choices, and actions of those involved in scientific activities. The aim is to seek a balance between the scientific research process and the protection of the people involved in it; thereby promoting the exercise of respect and responsibility for a better quality of life and dignity for all (p. 1035, our translation).

According to Amorim (2017), it is necessary to consider that scientific knowledge is systematized by specific research procedures and techniques. In this sense, the presence of the CEP is fundamental, as it acts as an intermediary between political and bureaucratic ethics procedures, ensuring the preservation of research subjects.

So far, we have presented a perception of ethics based on public policies that govern the procedures for collecting and processing research data, which directly involve human beings. We understand that the perspective of these public policies is of utmost importance to the progress of the discussions presented here. However, as we understand that ethics is something constructed and not merely internalized, we comprehend that it is not exhausted solely in Brazil's bureaucratized aspects of research policies. This is because we understand that ethics is related to the researcher's viewpoint, from the moment of delimitation of their research topic (ZALUAR, 2015; SOBOTTKA, 2015).

For this reason, in addition to the perception of ethics mentioned above, we are interested in the notion of ethics safeguarded within the realm of Human Rights (HR) studies and enunciative studies of language. This is because they are genuinely social theories and, as such, can contribute to a mapping of the meanings attributed to the perception of ethics in the data to be analyzed later. Regarding HR, the notion of ethics is directly related to the principles

of accessibility and respectability. In this sense, the idea of ethical human beings has its meaning inferred from relational aspects among people within the same pragmatic sphere (SARTORI, 2022; SARTORI, 2020; ALTMANN, 2013; COMPARATO, 2008).

Therefore, within the scope of HR, it is impossible to separate ethics from the real context of human integration practices, starting from the principle that human behavior will depend on their relationship with the environment in which they are situated, as well as with the other people who coexist there. In other words, we must take into consideration contextual aspects as motivating elements of ethical principles, which lead to conditions of social well-being (CARVALHO, 2007; ABRAMOVAY; CASTRO, 2004; CANDAU, 2003; CANÇADO, 1993).

From the perspective of AD, as an enunciative theory of language studies, ethics should be conceived as a set of attitudes that semiotize practices and discourses of respect. These, in turn, retrieve principles of relativization of social acts, thereby complicating ethics from a conceptual point of view (BLOMMAERT, 2014; BRAIT, 2014; CUNHA, 2011; FIORIN, 2011; DIAS, 2005; ORLANDI, 1996).

By understanding ethics as a socially and historically motivated stance by humans, according to an enunciative view, the preservation of the identities of the individuals involved in a research process is seen as a form of empowerment. This is because, ideologically, the individual inserted in a communicative situation has the autonomy to be present implicitly or explicitly. In other words, the voicing of the individual can occur through their naming or not, depending on the desire of the social subject (PEREIRA, 2020; PEREIRA, 2016; BEZERRA, 2014).

From this standpoint, it seems pertinent to revisit the initial idea of ethics outlined at the beginning of this topic. Considering the intersection between the bureaucratic conception of ethics, as delineated within the scope of public policies on scientific research, it becomes feasible to infer that, discursively, the preservation of the identity of those who have been the subject of investigation is equally a discursive right. This stems from the recognition that the notion of exposure can be perceived both by the research subject and by the public policies that encompass them.

Finally, the perception of ethics seems to take on different contours when understood as a constituent part of social practices. In this sense, the term "ethics" accompanied by other terms, such as "in research," or "for research," appears to acquire different yet complementary meanings. However, even in the face of this asymmetry between the theoretical and

philosophical conceptions that can be mobilized in this field, notions of respect and inclusion of diversity in their various semantic projections seem to be something of common agreement. This is because understanding ethical action is not limited to a single conception.

Materials and Methods

In this section, the process of developing the methodological proposal of this article is outlined. Information is provided about the type and approach of the research, as well as the procedures for data collection and definition of the data composing the investigative corpus.

Primarily, it is reinforced that the research process is of a complex nature, based on the assumption that the instruments for delineating research data pass through criteria of individual choices by researchers. In other words, it is something relativized, as we consider the intersubjective nature of the research process itself. This, in turn, is immersed in the chaos that has arisen amidst human practices in the postmodern context (MORIN, 2011; MORIN, 2005).

In an attempt to select methodological procedures that can enable satisfactory results from data treatment, we have chosen to develop documentary research with a qualitative approach. We understand that the aforementioned type and approach of investigation contribute to the identification of social practices that underpin the collected data, thus being represented by scientific pathways (PEREIRA; ANGELOCCI, 2021; LAKATOS; MARCONI, 2013; SÁ-SILVA *et al.*, 2009; CELLARD, 2008; BORTONI-RICARDO, 2008, SEVERINO, 2007).

Documentary research is defined as that which is based on the analysis and description of documents that have not yet been subjected to scientific treatment. Furthermore, it is characterized by the identification, in the documentary bases, of linguistic and ideological evidence that allows the understanding of the ideological projections of the social subject in a specific, temporal, and spatial context (PEREIRA; ANGELOCCI, 2021; SÁ-SILVA *et al.*, 2009; CELLARD, 2008).

In the context of this article, documentary research emerges from the analysis of the examined academic research. In this sense, the collected scientific texts are considered documents, as they contribute to the reflection on notions of ethics from a spatiotemporal perspective and provide insights from the epistemologies that shape the researcher's position.

On the other hand, the qualitative approach is characterized by its subjective nature in the interpretation of data, something quite common in the context of Applied Human and Social

Sciences. The qualitative perspective retrieves the internal principles of the researcher, who seeks to blend their worldview with the theoretical perspective employed for the treatment of the analyzed data (LAKATOS; MARCONI, 2013; BORTONI-RICARDO, 2008, SEVERINO, 2007). In this article, the qualitative approach helped us to establish certain criteria for the proper selection of data. In this context, we turned to the Google Scholar digital platform to assist us in mapping the research corpus.

Upon searching for the expressions "ethics in research" and "LGBTQIA+ population," a total of three hundred (300) results were obtained, which seems somewhat unrepresentative, considering the importance of this topic for understanding aspects related to human behavior and public policies.

From these results, we proceeded with screening. However, this time, based on qualitative criteria. In this context, we understand that not all of the research highlighted by the search are representative for the proposal raised in this article. This is because a significant portion of the identified productions merely mention the search expressions in strategic places in their writing, without necessarily developing them as guiding axes for their respective discussions.

Based on this, we selected the following criteria for the corpus selection: adherence of the research to the topic of ethics in research with the LGBTQIA+ population, as well as being published in the last two current years (2020-2022). Below, Table 01 lists, in descending order, the scientific productions that fit these parameters.

Table 01 - Selected Corpus

Author	Title	Location	Nature	Year
Hiury M. Cassimiro	<i>“A UnB Saiu do Armário?” Práticas Profissionais e de Gestã para a Permanência de Estudantes LGBTQIA+ na Educação Superior</i>	<i>Universidade de Brasília</i>	Dissertation	2022
João Victor G. de Farias	<i>População Trans e Educação: Uma Análise da Evasão Escolar de Pessoas Trans e Travestis em Natal - RN</i>	<i>Universidade Federal do Rio Grande do Norte</i>	Monograph	2021
Marcus Vinicius M. dos Santos and Leonardo L. de Souza	<i>Um estudo sobre as demandas e a qualidade de políticas e ações afirmativas de acordo com a população discente LGBTQIA+ da Universidade Estadual Paulista</i>	<i>Seminário Internacional de Gênero</i>	Article	2020
Hugo Tanizaka	<i>Do Armário para a Cidadania: Políticas Públicas e Qualidade de Vida na População LGBTQIA+</i>	<i>Universidade Metodista de São Paulo</i>	Dissertation	2020
Thiago C. de Oliveira and Margareth C. Moreira	<i>A Construção da Homofobia e sua Reprodução na Escola: Marcas Históricas que Inviabilizam a Educação Sexual</i>	<i>Revista Cadernos de Psicologia</i>	Article	2020

Source: From the Research.

In summary, Table 01 consists of five (05) academic productions, which were written in the form of academic articles, monographs, or master's dissertations. These, in turn, were produced and published between the years 2020 and 2022, as mentioned earlier. We understand that this time frame is pertinent to discussions about ethics, based on the principle that its conceptual developments tend to undergo constant changes.

Results and Discussion

In this section, we present a descriptive-analytical path of data treatment. Here, we seek to consider linguistic-valuative aspects of the academic productions analyzed, such as the influence of the nature of the production, as well as its guiding objective. We believe that this information can contribute to the choice of the conception of ethics mobilized in the subsequent research.

The first excerpt was extracted from Cassimiro's research (2022), a master's dissertation defended and published at the University of Brasília (UnB). The aim of the production is to

analyze relational practices, within the professional and managerial scope, directed towards LGBTQ+ academics, who experience the rupture of family ties, reinforcing a homophobic stance by these family members.

Excerpt 01

It is relevant to highlight, furthermore, that ethical issues require attention in research involving human beings, including the researching subject, as pointed out by Creswell (2010) (2010) (CASSIMIRO, 2022, p. 33, our translation).

Cassimiro's observation (2022) underscores the importance of considering ethical issues during research, especially when dealing with individuals. The researcher emphasizes the need for an ethical relationship between him and his object of study, grounded in scientific techniques.

In the context of Human Rights (HR), there is a commitment to the ethical principles governing research involving human beings. This encompasses respect and confidentiality issues, as the research subject's right to have their identity protected and kept confidential (BROOKS; TE RIELE; MAGUIRE, 2017; AMORIM, 2017; SCHNAIDER, 2008).

However, according to Discourse Analysis (DA), there is an exposure of a discourse already legitimized by public research policies in Brazil, which materializes without much articulation with the object of research of the analyzed production. The recurrence of a legitimized theoretical voice does not necessarily represent the voicing of the LGBTQIA+ population, but rather the presence of a common discourse among the political intricacies of research (BEZERRA, 2014; FIORIN, 2011; ORLANDI, 1996).

The second excerpt was extracted from Farias' research (2021), a monograph defended and published at the Federal University of Rio Grande do Norte (UFRN). The aim of the production is to understand and analyze the indicators that lead to the increase in school dropout rates among transgender and transsexual individuals in the school environment.

Excerpt 02

In this sense, all active and conscious activities that bring humans closer to sociability increasingly distance them from nature, as they establish more and more mediations in their process of relating to nature. However, while more mediations are established between humans and nature, humans can never wholly abolish their base connected to it, remaining, therefore, umbilically and dialectically linked to nature and social life (FARIAS, 2021, p. 59, our translation).

Farias' statement (2021) discusses relational aspects of ethical movement, semiotized in the excerpt as a dialectical movement. In this sense, there is a relationship of cause and consequence, considering the human being as a social being, thus subject to change, to the detriment of their constant recourse to issues already crystallized and internalized in some contexts of human practice.

In this argument, a potential gap is observed in Human Rights (HR), based on the premise that the persistence of the human being's connection with the natural structure of things can lead to manifestations of homophobic violence in specific circumstances. This interpretation, although implicit, prompts a reflection on the risks of violating the ethical principles that serve as the foundation for maintaining order in human interactions (SARTORI, 2020; COMPARATO, 2008; CARVALHO, 2007).

Ideologically, the transcribed statement appears to revisit the idea of ethics as a universal practice in human relations. On one hand, the dissemination of this generic discourse may assist in contextualizing the proposal of the analyzed research. However, on the other hand, it may represent a silencing of the LGBTQIA+ public, as there is no allusion to them in the researcher's speech (BRAIT, 2014; CUNHA, 2011; FIORIN, 2011).

The third excerpt was extracted from the research of Santos and Souza (2020), a scientific article published in the "International Gender Seminar". The objective of the production is to analyze the impacts of public policies on the access and retention of transgender individuals in a higher education institution in São Paulo.

Excerpt 03

Taking into account the participants' perspectives and their diversity, as well as the reflexivity of the researcher, means being open to paths of understanding the phenomenon under investigation. Likewise, it implies ethically and politically implicating research in the production of data and its effects in a broader context. The variability of approaches and methods also allows us to get closer to the complex phenomena that are generally the object of qualitative research (SANTOS; SOUZA, 2020, p. 04, our translation).

Santos and Souza's observation (2020) addresses the need to consider the perspective of research subjects for an ethical approach. The importance of understanding the broader context in which the LGBTQIA+ population is inserted is highlighted.

In light of HR, the authors' perspective seems to converge with more contemporary conceptions of ethics. This is because ethics is seen here as a consequence of the procedural integration between the researcher and the research, going far beyond the bureaucratic

procedures required by public policies for access and retention of transgender individuals in higher education (ALTMANN, 2013; ABRAMOVAY; CASTRO, 2004; CANÇADO, 1993).

According to the AC, unlike the other excerpts, fragment 03 leads us to perceive an attribution of voice to the LGBTQIA+ population by considering that qualitative aspects are necessary to understand ethical principles. In this case, it is possible to notice the notion of ethics from the standpoint of the research subjects as enunciators, not just as objects of investigation (PEREIRA, 2020; BEZERRA, 2014; CUNHA, 2011; ORLANDI, 1996).

The fourth excerpt was extracted from Tanizaka's (2020) research, a master's thesis defended and published at the Methodist University (UM). The objective of the production is to understand how the LGBTQIA+ community perceives health services specifically offered to them.

Excerpt 04

The study also made it possible to gauge the importance of qualitative engagement with the LGBTQIA+ population from the perspective of scientific research, as the subjective richness carried by this population, precisely because of their existence in a cis-heteronormative society that systematically constructs ways to undermine these existences and increase the cycle of social, psychological, and organic vulnerability, can only be heard in the care of ethical conduct (TANIZAKA, 2020, p. 102, our translation).

Tanizaka's (2020) statement acknowledges the importance of qualitative techniques in research, as they point out the subjective richness of the data. This, in turn, can contribute to understanding the increase in social vulnerability of the LGBTQIA+ community.

From the perspective of HR, this perception of ethics aligns with the notion of inclusion and recognition of diversity. In this case, especially in the domains of public policies, recognizing diversity as inherently humanized lends efficiency to the author's discourse regarding the insertion of the LGBTQIA+ community in all social domains (SARTORI, 2020; ALTMANN, 2013; COMPARATO, 2008; ABRAMOVAY; CASTRO, 2004).

In the same vein, from the perspective of AD, the conceived notion of ethics seems to combat segregating motivations as it understands that the LGBTQIA+ community struggles to survive in a society deemed cis-heteronormative. This discourse, in turn, confers ethical value based on what is socially attributed to homoaffective individuals, thus functioning as a relationship of cause and effect (PEREIRA, 2016; DIAS, 2005; ORLANDI, 1996).

The fifth excerpt was extracted from Oliveira and Moreira's (2020) research, a scientific article published in the journal "*Cadernos de Psicologia*." The objective of the production is to

analyze discourses of overcoming by LGBTQIA+ students who experienced oppression and homophobic violence, through school intervention.

Excerpt 05

In 1997, the National Curricular Parameters (PCN) offered guidelines for the construction of curricula anchored in relevant themes for citizenship, the so-called Transversal Themes, which included ethics, health, environment, sexual orientation, and cultural diversity. The themes encompassed various disciplines, not being specific subjects, but themes to be incorporated by the existing disciplines (OLIVEIRA; MOREIRA, 2020, p. 18, our translation).

Oliveira and Moreira's (2020) statement regards ethics as a cross-cutting theme, which should serve as a motivating element for teaching work. As a source of legitimation, the authors return to the National Curricular Parameters (PCN) as instruments of educational public policies that aid in the dissemination of the idea of ethics as something transversal.

According to HR, it must be taken into consideration that the PCN, especially the 1997 version, discussed gender diversity still in a very embryonic manner. This, in turn, allowed for a series of gaps in the interpretation of school managers and administrators, who, most of the time, did not value aspects related to the presence of homoaffective students in school (SARTORI, 2022; SARTORI, 2020; CANDAU, 2003).

Finally, discursively, it is possible to note the recurrence of the PCN as a strategy for legitimizing the information to be discussed. However, this resource lacks maturity, as there is no direct reference to the LGBTQIA+ community in the school environment at any point. This, in turn, contributes to a generic discourse of ethics, already crystallized by public policies, but without much pragmatic direction (BEZERRA, 2014; BLOMMAERT, 2014; BRAIT, 2014; CUNHA, 2011).

Final considerations

In this article, we sought to present an analytical journey concerning the conceptions of ethics in academic research developed in the context of investigation with the LGBTQIA+ audience. We understand that this focus plays an essential role in the analytical aspects proposed here, based on the premise that the homoaffective public presents specific social demands regarding its social integration into other relational domains (SARTORI, 2020). Thus, it is pertinent to return to the research question outlined in the introduction of this article, which

consists of asking: *What are the conceptions of ethics adopted in research developed in the field of education with the LGBTQIA+ population between the years 2020 and 2022?*

We understand that the aforementioned investigative problem was answered throughout the analytical-descriptive journey we developed, especially in the treatment we applied to the data in this research. From this, we understand that the conceptions of ethics found in the corpus are, most of the time, either generic or bureaucratized, presenting little reflective projection concerning the LGBTQIA+ community.

We say that a good part of these conceptions is of a generalist nature, as we do not notice an attempt by the researcher to identify the unfolding of meanings of the term once resized to the demands of the LGBTQIA+ community. In other words, they are universal notions about ethics, which do little to help visualize the problems faced by homoaffective individuals, such as homophobic violence, for example, which is a widely disseminated issue in scientific research (SARTORI, 2022; SARTORI, 2020; FIORIN, 2011; ORLANDI, 1996).

On the other hand, we also identify some bureaucratized conceptions of ethics. It is important to emphasize that this does not represent a problem, as we are not here disregarding the importance of this perspective. However, from a discursive point of view, bureaucratizing the idea of ethics alone may not be enough to ensure respectful and inclusive attitudes toward the LGBTQIA+ community (SAVI NETO; DE LA FARE; SILVA, 2020; BROOKS; TERIELE; MAGUIRE, 2017; SCHNAIDER, 2008).

In summary, this discussion can serve as an invitation for future moments of academic dialogue, in which various areas of knowledge can interact and develop new guidelines on the theme in question.

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