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European Network
for Academic
Integrity



From
student to
researcher

Bridging
academic and
research
integrity

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Uppsala university, Sweden

Vice-president of the European Network for Academic Integrity (ENAI)



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European Network for Academic Integrity

- Started as an Erasmus+ Strategic Partnership project with 12 institutions
- Today: 46 institutions... and counting.

<https://www.academicintegrity.eu>



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A decorative graphic consisting of several circles of various colors (red, orange, green, purple, blue) scattered around the text.

**Purpose of ENAI
(European Network for
Academic Integrity)**

A large blue circle that serves as a background for the text.

**to support
higher education
institutions
to work together
in the field of
academic
integrity**



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Web portal with resources

- Educational materials: <http://www.academicintegrity.eu/wp/wg-materials/>
- Guidelines

Raising awareness

- Regular newsletter (every 2 months)
- Facebook, twitter

Annual conferences

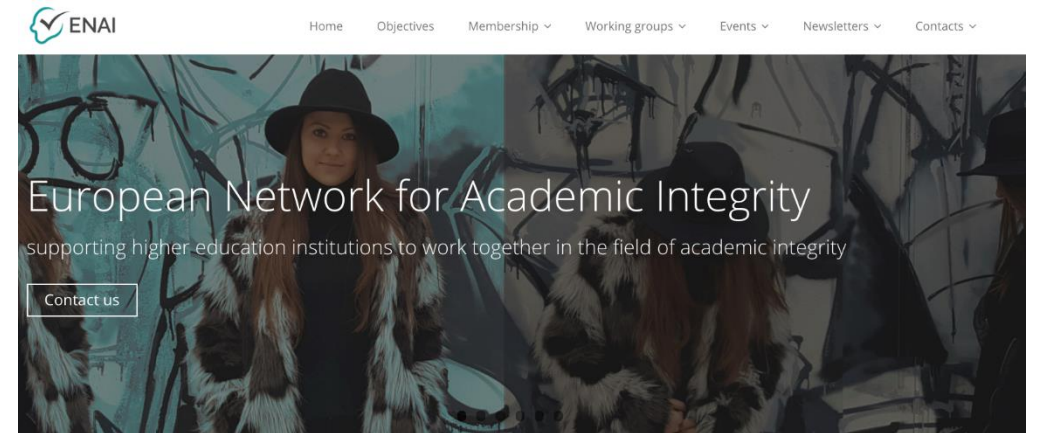
Training events and workshops

Research

Working groups

- <http://www.academicintegrity.eu/wp/working-groups/>

<http://www.academicintegrity.eu>



 Objectives	 Partners	 Education	 Cooperation	 Guidelines
The objectives of the association are to promote integrity in whole academia sector.	These academic institutions are involved in a partnership research and project.	Educational materials for HEI teachers and students are a part of the project outputs.	Toolkit for cross-sector cooperation in terms of academic integrity is a part of the outputs.	Handbook for improvements in academic integrity is a part of the project outputs.
Read more	Read more	Read more	Read more	Read more





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<https://academicintegrity.eu/conference/>



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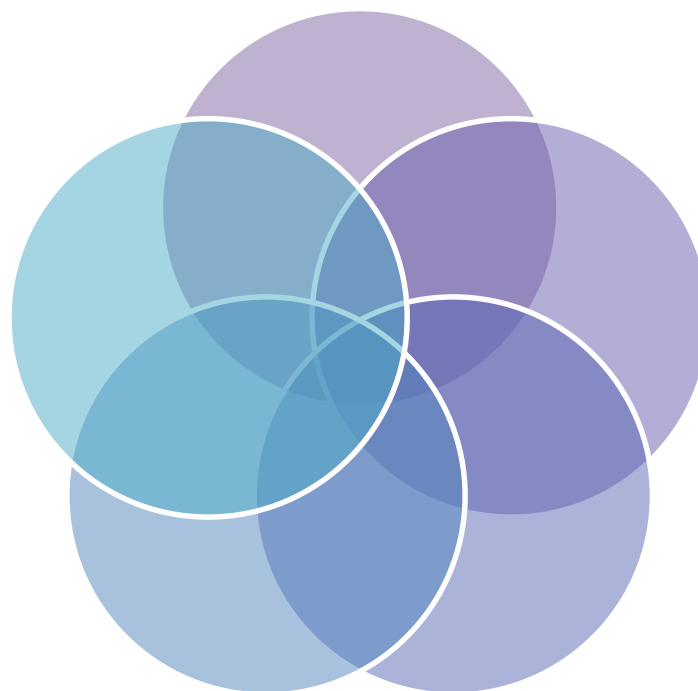
Personal
Ethics

Citizen
Science
Ethics

Academic
Integrity

Business
Ethics

Research
Ethics and
Research
Integrity





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ETHICS

- a moral compass that helps us make informed decisions in complex situations
- acceptable \leftrightarrow unacceptable behavior

LAW

- although laws can be used to enforce ethical standards, it is not the same!
 - ethical behaviour that is illegal
 - unethical behaviour that is legal



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Personal Ethics

Shaped by the family,
culture, philosophical
and religious beliefs



Academic Integrity

Often the first step
towards understanding
the difference between
personal and
professional ethics



Professional
Ethics

Shaped by professional
standards and codes



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Personal
Ethics



Academic
Integrity

Previous
Education

We expect students to be well-equipped to handle academic integrity by relying on their personal values and the ethical knowledge they have acquired through their **previous** education.



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WHAT IS ACADEMIC INTEGRITY?

No exam cheating

No plagiarism

No collusion

No falsification

No fabrication

No contract cheating

No AI (ChatGPT...)



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HOW DO WE TEACH ACADEMIC INTEGRITY?

No exam cheating

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As we expect students to already have the knowledge,
we tend to just tell them **what not to do** –
not to cheat, not to plagiarise etc.

We focus on prohibition and correction of **students'** behaviour.
We focus on detection, and punishment.

**BUT WE NEVER TEACH THEM
WHAT TO DO INSTEAD!**



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Master and PhD students?

How do we teach academic integrity?

- A policy?
- An honor code?
- A lecture on academic integrity?
- A short course?



How do we teach research ethics?

- A policy?
- A lecture for PhD students?
- A course for early career researchers?



Business ethics?

Do only business students need to know something about business ethics?



Citizen science ethics?

Is there even any information on that?



A SIMPLE SOLUTION IS NOT ENOUGH



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AVOID
EDUCATIONAL
GAPS

CONNECT
ACADEMIC
INTEGRITY WITH
OTHER ETHICS
TRAINING

TRANSFERABLE
ETHICAL SKILLS



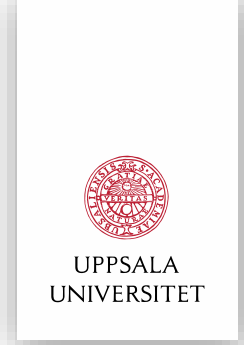
Master students



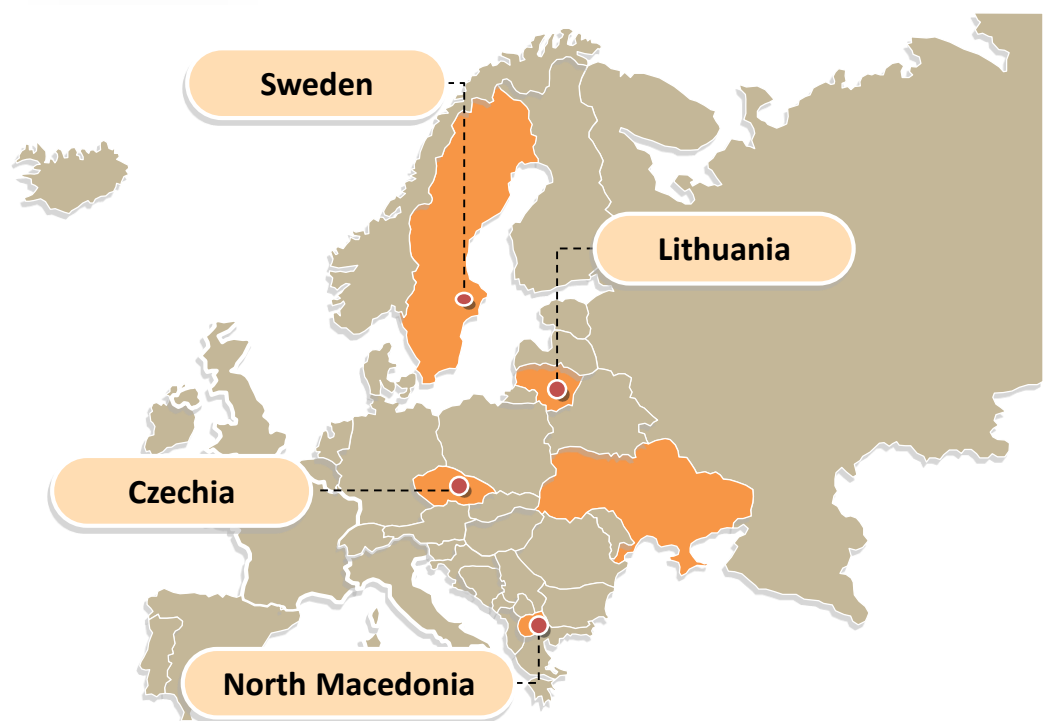
Doctoral students



Supervisors



BRIDGING INTEGRITY IN HIGHER EDUCATION, BUSINESS, AND SOCIETY (BRIDGE)



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UNIVERSITETI I EVROPËS JUGLINDORE
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА
SOUTH EAST EUROPEAN UNIVERSITY

Mendel
University
in Brno



Lithuanian
Centre
for Social
Sciences



OFFICE OF THE OMBUDSPERSON FOR
**ACADEMIC ETHICS
AND PROCEDURES**
OF THE REPUBLIC OF LITHUANIA

Map template: yourfreetemplates.com



2020-1-SE01-KA203-077973



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We seek to create a bridge between academic sphere, business and society in order to reach a broader understanding of interrelated aspects of integrity between these fields.



2020-1-SE01-KA203-077973



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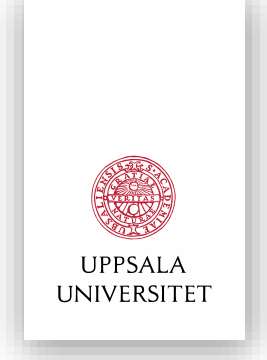
A HOLISTIC PERSPECTIVE

Three bridges

1: Academic Integrity and Research Integrity

2: Academic Integrity and Business Ethics

3: Academic Integrity and Citizen Science Ethics



Master students
Doctoral students



2020-1-SE01-KA203-077973



WHAT IS ACADEMIC INTEGRITY?

“Compliance with ethical and professional principles, standards and practices by **individuals or institutions** in education, research and scholarship.”



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WHAT IS ACADEMIC INTEGRITY?

→ It is not only about students!

ACADEMIC INTEGRITY IS INTEGRITY IN ACADEMIA

- Education
- Research
- Scholarship

→ BUILDING A CULTURE OF INTEGRITY MEANS CONNECTING
EDUCATION AND RESEARCH IN ACADEMIC INTEGRITY AND IN
RESEARCH ETHICS

“Compliance with ethical and professional principles, standards and practices by **individuals or institutions** in education, research and scholarship.”



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We need to focus on the preventive and pedagogical promotion of academic integrity.

**WE HAVE TO TEACH
STUDENTS WHAT TO DO
BEFORE THEY ENGAGE IN MISCONDUCT**



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If we want our
students to have
knowledge on
academic integrity
BEFORE they
come to the
university

- We need to start teaching **pre-service teachers** not only academic integrity
- But **HOW** to teach academic integrity in the secondary education



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WHAT IS ACADEMIC INTEGRITY?

“The International Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage.”

Source:

<https://academicintegrity.org/fundamental-values/>



THE EUROPEAN CODE OF CONDUCT FOR RESEARCH INTEGRITY (ECCRI)

- REALIBILITY
- HONESTY
- RESPECT
- ACCOUNTABILITY

PRINCIPLES

CONTEXTS

- RESEARCH ENVIRONMENT
- TRAINING, SUPERVISION, & MENTORING
- RESEARCH PROCEDURES
- SAFEGUARDS
- DATA PRACTICES & MANAGEMENT
- COLLABORATIVE WORKING
- PUBLICATION & DISSEMINATION
- REVIEWING, EVALUATING & EDITING



Fundamental principles of good research practice

- that one can be assured that research is of high quality
- that research is conducted and reported in a truthful way and with respect to important societal values
- that researchers take responsibility for their research and its consequences.



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Ethical values and
knowledge of the
law and regulations

Skills:

- Referencing, citation, paraphrasing
- Reading skills
- Digital literacy
- Analytical skills
- Critical thinking
- Research skills
- AI literacy
- Academic writing



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Why do we write in
academia?



WHY DO WE WRITE IN ACADEMIA?

It is an important learning strategy

- writing helps us think and reflect: academic language helps us conduct cognitive operations
- visualizes learning

It promotes the creation and the development of knowledge

Communication: the scientific knowledge may and should be reviewed



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We write a lot in the academia

Papers for courses

Journal papers

Books

Grant proposals

Peer-reviews

Administrative
documents

Feedback to students or peers

Adopting
identity as
a writer is
crucial!

Types of writing



Reflection

- Informal writing that you do for yourself, to explore and generate ideas and to recognize and clarify connections
- Not only description, the compilation of information or argumentation, but a way to make a meaning and to understand what you study

Types of writing



Reflection

- Informal writing that you do for yourself, to explore and generate ideas and to recognize and clarify connections
- Not only description, the compilation of information or argumentation, but a way to make a meaning and to understand what you study

ASSIGNMENT: 5 minutes reflective writing

- What does it take it to get me to write?
- What keeps me away from writing?
- What aspects of writing do I really enjoy?
- What aspects of writing do I especially dislike?

Copyrighted Material

..... second edition

Becoming an Academic Writer

.....
50 Exercises for
Paced, Productive,
and Powerful Writing
.....

Patricia Goodson
 Erasmus+

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Types of writing



Reflection

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- Not only description, the compilation of information or argumentation, but a way to make a meaning and to understand what you study

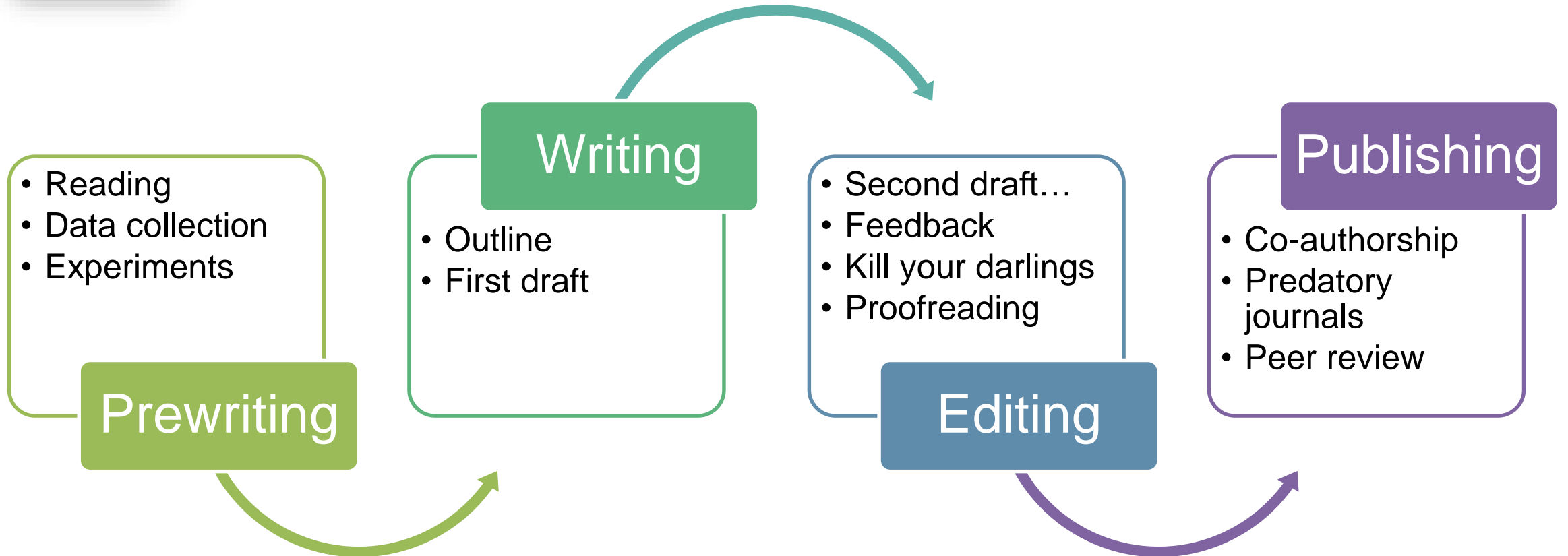


Presentation

- Writing aimed to communicate and present your text to the reader
- Genres:
 - Anything you write in the academia
 - Conference papers
 - Reports
 - Articles
 - Essays



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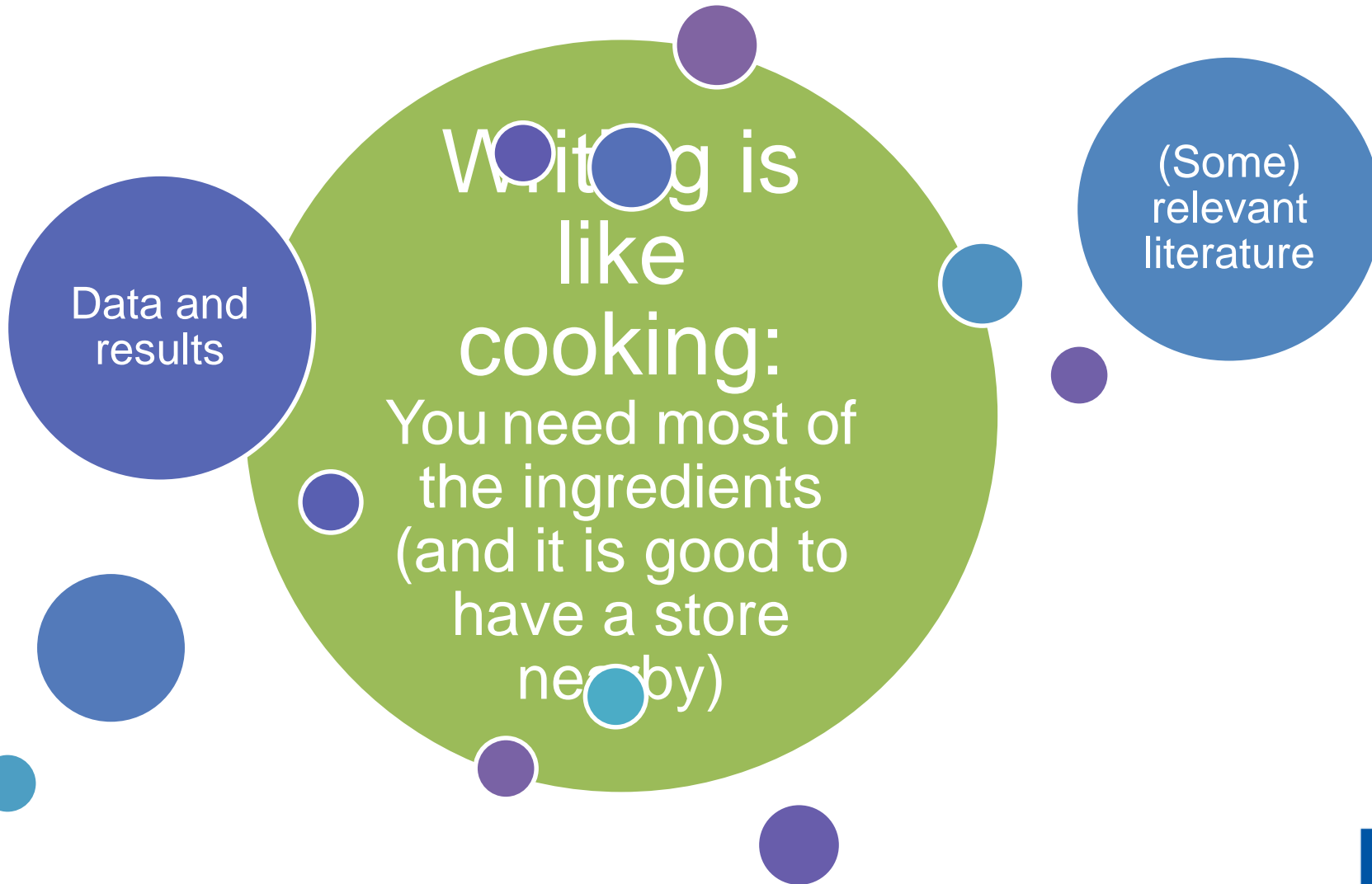
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PREWRITING





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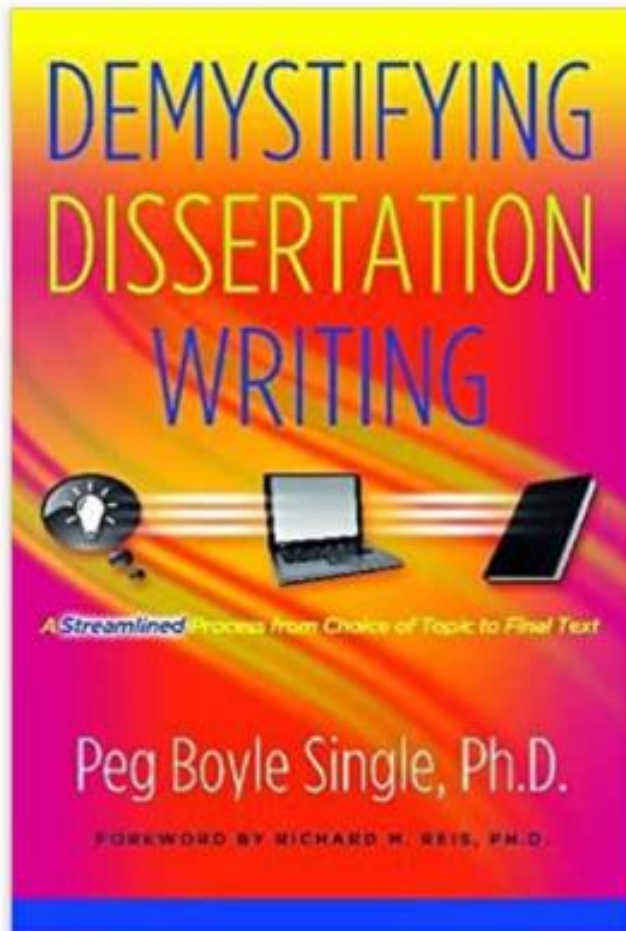
PREWRITING

COLLECT NOTES,
NOT PAPERS!

You have to work with
the material: it doesn't
suffice to bookmark
websites or just read
and annotate papers
and books

Good note
taking is
essential!

**ALWAYS WRITE THE WHOLE
BIBLIOGRAPHICAL INFORMATION
(author, year, title...)!**



Notetaking: Chapter 3 & 4 in Single (2009)

KEYWORDS

ABSTRACT

NOTES

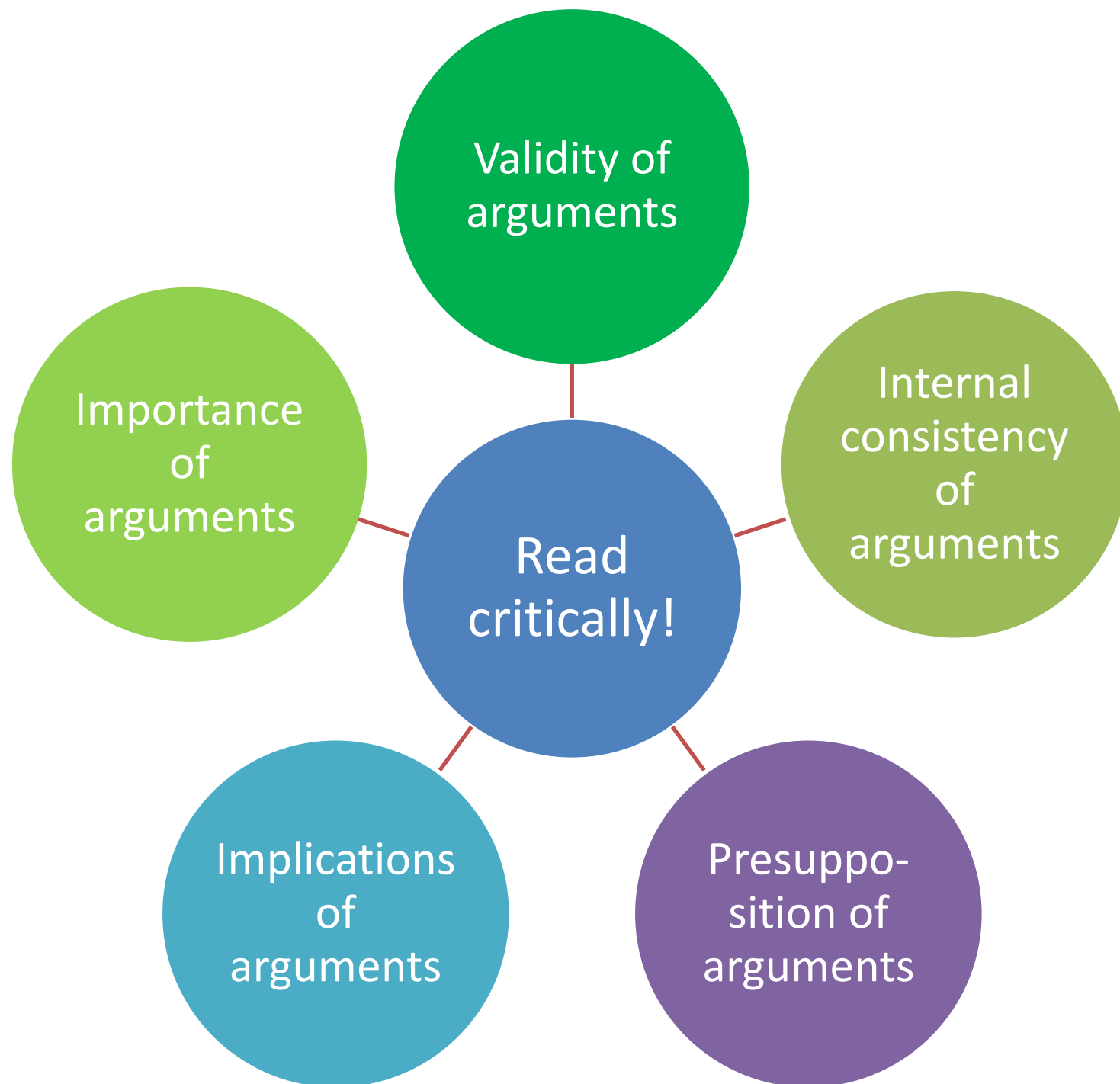
- THE BIG PICTURE, THE BIG POINT
- THE PREMISE OR HYPOTHESIS
- DATA, SOURCES, OR ARGUMENTS
- THEORIES OR CONCEPTUAL APPROACHES
- ANALYTICAL OR RESEARCH METHODS
- RESULTS OR ANALYSIS
- QUOTATIONS
- HOW THE RESEARCH INFLUENCES YOUR RESEARCH

CITEABLE NOTES

- Single (2009) stresses the importance of prewriting.
- Citeable notes is a useful concept discussed in Single (2009).



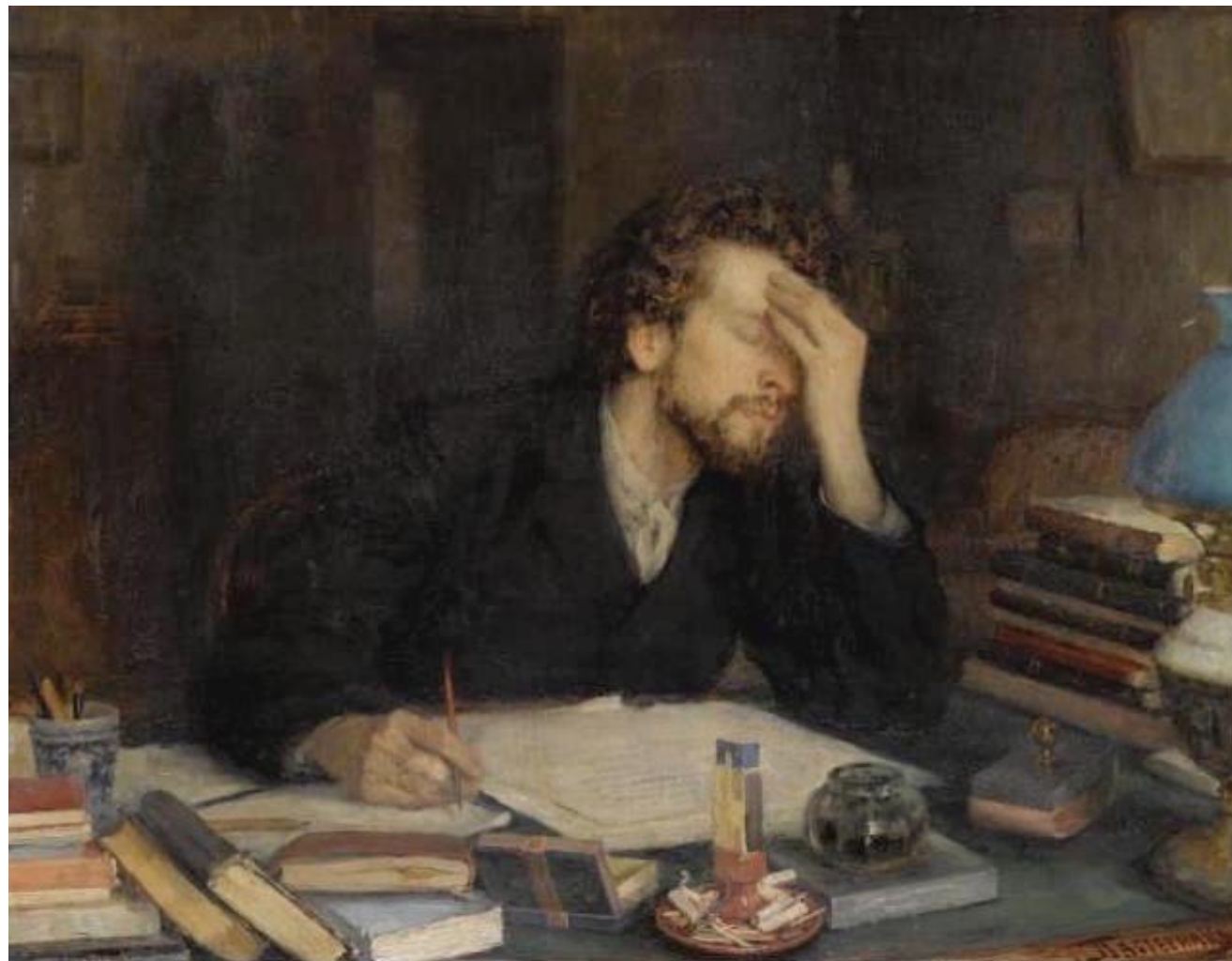
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WRITING



The Throes of Creation, by Leonid Pasternak (1862-1945)

Papers as stories

Fictional stories: a “story” sets up and then resolves an interesting question in the reader’s mind.

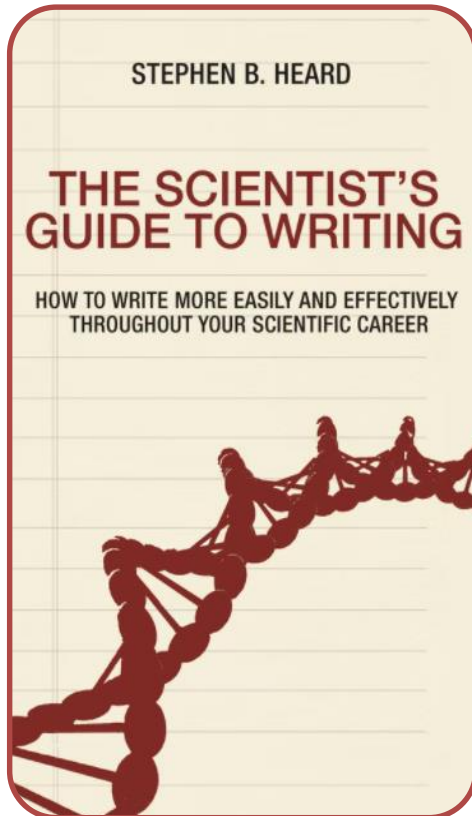
How? By exposing *characters* to a *plot*.

A paper does the same thing.

- **Question:** what is the aim of your paper?
- **Characters:** your data, methods
- **Plot:** experiments, data analysis, etc.

You do not write a paper for yourself – you write it for your readers

Outline



- What is your central question?
- Why is this question important?
- What data do you need to answer the question?
- What methods are you going to use to get that data?
- What analysis must be applied for the data to answer the question?
- What data were obtained?
- What were the results of the analysis?
- How did those results answer the central question?
- What does this answer tell us about the broader field?

Stephen B. Heard. (2016). *The Scientist's Guide to Writing: How to Write More Easily and Effectively Throughout Your Scientific Career*. Princeton University Press. p. 54-55



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Most papers today
have the same
structure



This makes
the job easier
for the
reviewers,
editors, and
readers

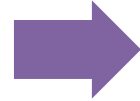
IMR(A)D



UAS

INTRODUCTION

- WHAT? WHY?
- Background information_ the problem, the importance
- The purpose of the study: research questions and hypothesis
- Do not include data and your conclusions!



METHODS

- HOW did you do it?
- Describe, define, illustrate material, procedures
- The justification of your methods – discuss!



RESULTS

- What did you found out?
- Point out only relevant data
- Summarize by using figures – but no discussion!



(AND) DISCUSSION

- What do your findings mean? Explain your results!
- New aspects? Implications for future research
- CONCLUSION – may be written as a separate part, do not repeat what has been said in Discussion!

Non-canonical structures



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Thesis

Several papers
(Kappa =
General
introduction –
Paper 1, 2, 3, 4
– General
discussion)

Monography
(usually divided
into chapters)

“Results AND discussion”

Easier to write,
but harder to
read

Can work for
theory papers

Review papers

Can be
organized
thematically,
temporally,
methodo-
logically

Notes and Comments

Very short
papers



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Subhead outline

Start with the subhead outline (IMRAD or other)

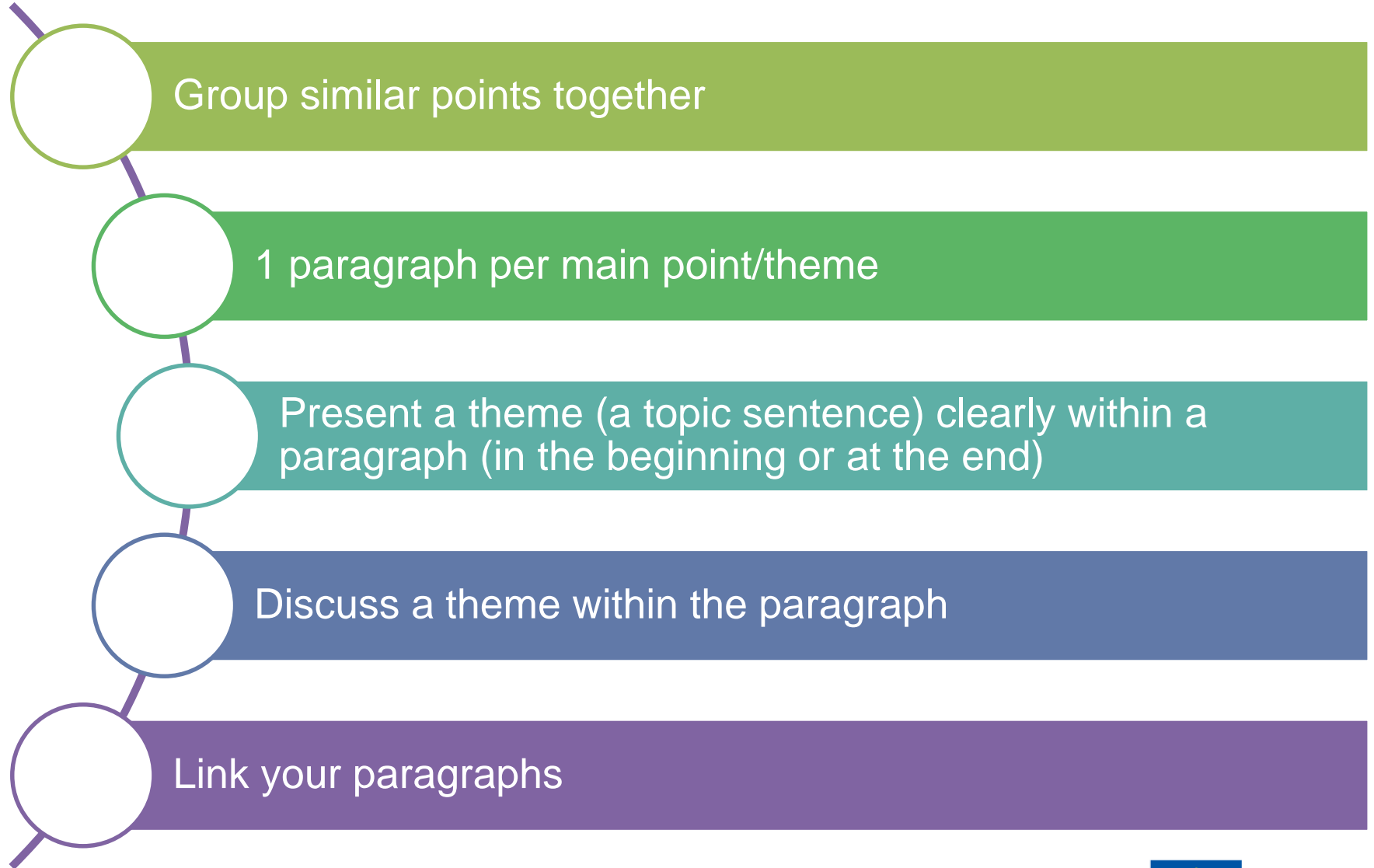
Fill in the citable notes that are relevant for that section

Are there sections where you need to do more reading? Go back and do that!



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P A R A G R A P H S





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Be clear

- Explain what you intend to do
- Define your key concepts
- Link the ideas in a logical manner
- Support your claims by evidence
- Make your position clear
- Be objective
- If you are not certain: indicate caution (probably, may...)



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What
characterizes
academic writing?



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What characterizes academic writing?

Analytical

Critical

Objective (often the third person: “This research shows that...”)

Logical structure: beginning, middle, end

Interpret and use sources

References to sources

A central problem

Well-founded and developed argument

Drew conclusions

Appropriate language



Referencing

QUOTATIONS

- Exactly identical to the source word by word
- Marked with the quotation marks and the in-text reference or a footnote
- Any changes: indicate with [...] or [word] – but make sure that the meaning is the same!
- Mistakes in the source [SIC!]
- Use reference markers

BLOCK QUOTATIONS

- Long quotation (block quotation): constitutes of 40 or more words.
- Introduce it with a full sentence.
- Do not place long quotations in quotation marks.
- Indent all lines from both sides.



Referencing

PARAPHRASING

- Restructure and reword
- Changing to a synonym is not sufficient
- Refer to the source by mentioning the surname of the author and date of publication
- Provide a reference

SUMMARIZING

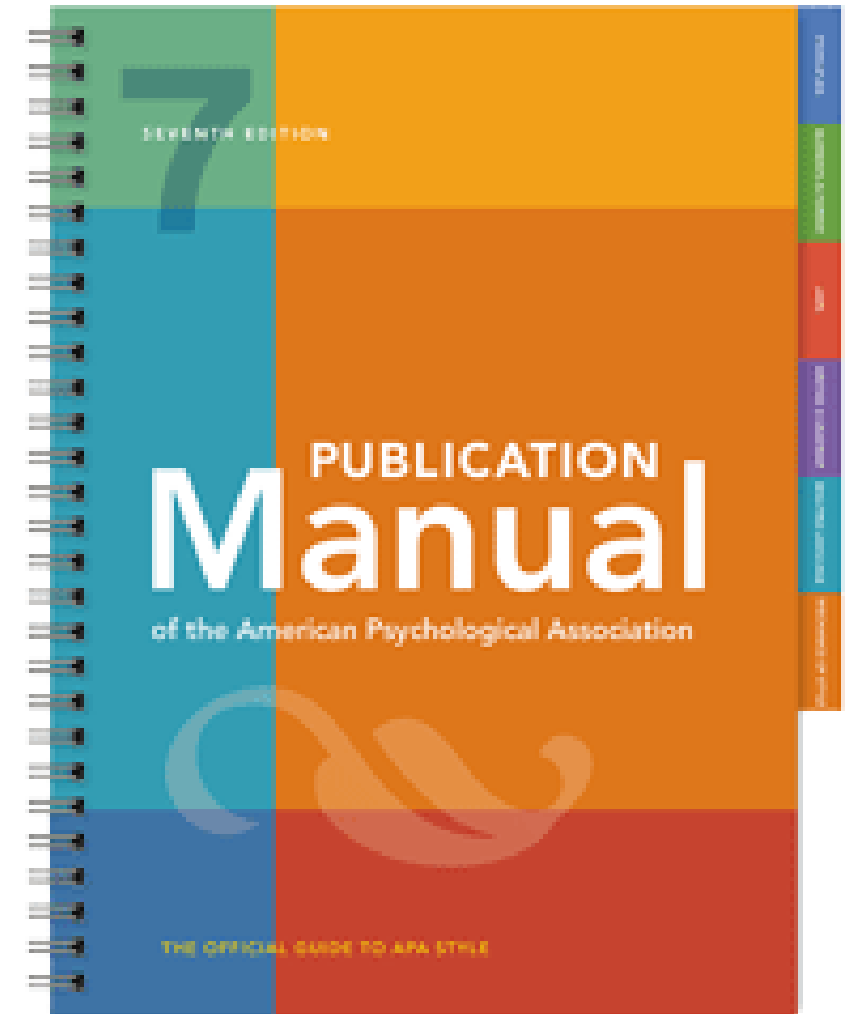
- Identifying the main ideas in the source
- Restructure and reword
- The summarized version is much shorter than the original - only main points and most fundamental ideas are included.
- Refer to the source by mentioning the surname of the author and date of publication
- Provide a reference



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Referencing styles

- Apa
- Harvard
- Vancouver
- Oxford
- ... and many more





zotero

EndNote™

citavi®

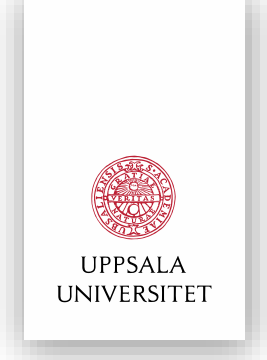


MENDELEY

Reference
management
software



WHY do we need references,
what is their function?



The function of the references

Standing on the shoulders of giants

Use references to support your idea

References give credibility to your own work

Transparency

To avoid plagiarism



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What is plagiarism?



Plagiarism occurs when someone

1. Uses words, ideas, or work products
2. Attributable to another identifiable person or source
3. Without attributing the work to the source from which it was obtained
4. In a situation in which there is a legitimate expectation of original authorship
5. In order to obtain some benefit, credit, or gain which need not be monetary

Fishman, T. (2009, September). "We know it when we see it" is not good enough: Toward a standard definition of plagiarism that transcends theft, fraud, and copyright. In *Proceedings of the Fourth Asia Pacific conference on educational integrity (4APCEI)*, University of Wollongong, NSW, Australia, p 5. <https://www.bmartin.cc/pubs/09-4apcei/4apcei-Fishman.pdf>



U

What does NOT need citation:

- General knowledge = claim that's widely accepted (*"all life on Earth has a single origin"*)
- Factual claim, easily checked (*"dolphins are mammals"*)
- Suggestion: If you yourself have been forced to check up on it, it is probably not general knowledge.

What DOES need citation:

- Claims readers might question
- Showing controversy
- Unfamiliar methods
- Value in offering readers more information



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Someone else's contribution that does not influence the content

- Proofreading
- Formating
- Typographic corrections



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PLAGIARISM \leftrightarrow ORIGINALITY DEPENDS ON **THE CONTEXT**





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Self-plagiarism?



REMBRANDT VAN RIJN, KUNSTHISTORISCHES MUSEUM, VIENNA



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Self-plagiarism?

Bjelobaba, S. (2019): Self-plagiarism in Academic Writing, *Best Higher Education Ever*, p. 110-120

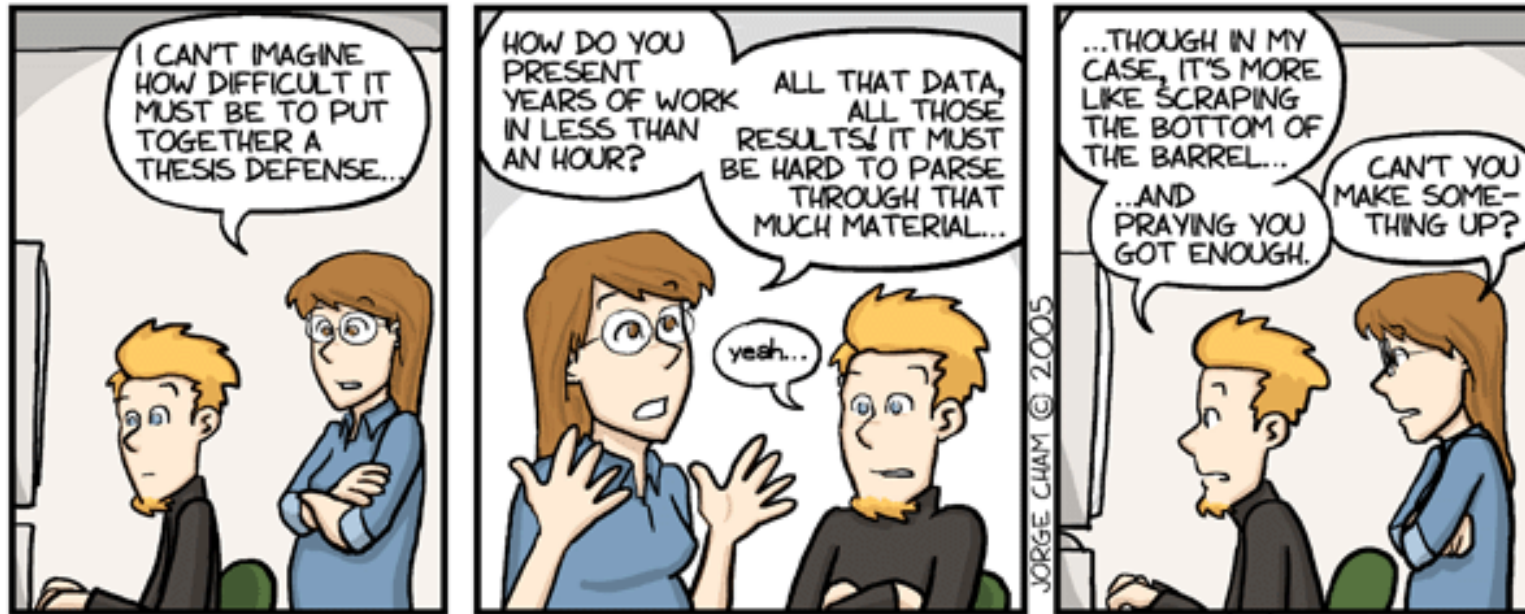
Bjelobaba, S. (2019): Självplagiering i akademiskt skrivande, *Akademisk integritet är bäst*, p. 20-30

Bjelobaba, S. (2019): Auto-plagiarism in Scientific Writing, *Very Famous Academic Integrity Journal*, p. 44-55

(note: these are not real papers!)



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Source: PhD Comics, <https://phdcomics.com/comics/archive.php?comid=568>

PLAGIARISM \leftrightarrow ORIGINALITY
DEPENDS ON **THE TIME PERIOD**



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PLAGIARISM \leftrightarrow ORIGINALITY IS **NOT ONLY ABOUT TEXTS**



- Ideas
- Computer code
- Music
- Art
- Design
- Choreography...

treatment which could explain the discrepant results. The differences in associations we found in subgroup analyses would be in agreement with the spectrum theory in which breast cancer is viewed as a heterogeneous disease; from tumors that remain localized throughout their entire life spans to those that already are disseminated at onset.³⁵ The theory states that many breast cancers fall in between these two extremities, being localized at first, but, if left untreated, at some time point acquiring the potential to spread.³⁵

Lymph node status is the single most significant prognostic factor of distant recurrence and death in women with breast cancer.³⁶ Women with lymph node metastases thus reflect the

36. Carter CL, Allen C, Henson DE. Relation of tumor size, lymph node status, and survival in 24,740 breast cancer cases. *Cancer* 1989;**63**:181–7.

[Wiley Online Library](#) | [CAS](#) | [PubMed](#) | [Web of Science®](#) | [Google Scholar](#) |

37. OECD. *OECD Reviews of Health Care Quality: Sweden*. OECD Publishing.

Eriksson, L., Bergh, J., Humphreys, K., Wärnberg, F., Törnberg, S., Czene, K.. (2018). Time from breast cancer diagnosis to therapeutic surgery and breast cancer prognosis: A population-based cohort study. *International Journal of Cancer*, 143(5), 1093-1104. <https://doi.org/10.1002/ijc.31411>

HOW CAN WE CITE A SECONDARY SOURCE?

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Wiley Online Library | CAS | PubMed |
Web of Science® | Google Scholar |

37. OECD. *OECD Reviews of Health Care Quality: Sweden*: OECD Publishing.

Eriksson, L., Bergh, J., Humphreys, K., Wärnberg, F., Törnberg, S., Czene, K.. (2018). Time from breast cancer diagnosis to therapeutic surgery and breast cancer prognosis: A population-based cohort study. *International Journal of Cancer*, 143(5), 1093-1104. <https://doi.org/10.1002/ijc.31411>

HOW CAN WE CITE A SECONDARY SOURCE?

- A. Eriksson et al (2018) states that the single most significant prognostic factor of... is the status of the lymph node
- B. Carter et al. (in Eriksson et al. (2018)) states that...
- C. I have to find Carter et al.
- D. Carter et al. (1989) states that the single most significant...



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A pedagogical
issue

INADVERTENT PLAGIARISM

To use someone
else's work without
giving the proper
due to ignorance
or carelessness



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Mosaic plagiarism = patchwriting

Changing a few words
to synonyms and
changing the word
order (Howard 1995)

Howard, R. M. (1995). Plagiarisms, Authorships,
and the Academic Death Penalty. *College
English*, 57(7), 788–806. doi:10.2307/378403





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Howard, R. M. (1995). Plagiarisms, Authorships, and the Academic Death Penalty. *College English*, 57(7), 788–806. doi:10.2307/378403

Reasons

- Ideas that it is not good to quote too much and that one cannot formulate it better oneself
- An early step in learning academic writing – education is needed
- Sometimes a mistake (caused by copying a text into one's own text with the intention of changing later, but then forgetting about it)



Gray area: Students' perspective

- "I always indicate references, but sometimes I take a lot from a certain article. Now when I think about it, I do not know the exact rules. How much can you reproduce (but of course, in your own words), how often do you have to refer to a specific source in the text if a longer piece is from the same article? There are things that I'm not sure of, that's why I do not know if I have plagiarized accidentally."
- a student answer, GU survey 2014



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A question of
ethics and law, but
also a pedagogical
issue

DELIBERATE PLAGIARISM

To deliberately
present someone
else's work as
one's own

Cheating



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Text matching software

- Teacher training is important
- Forget the percentage, it says nothing
- Increase the database by regularly using TMS (Ouriginal, Turnitin)
- Use it pedagogically (at lower levels) – have students submit their texts and then discuss their reference management



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- 
- 
- 

Modes: Standard Fluency Formal Simple Creative Expand Shorten

Synonyms: 

We have shown that even a few weeks delay from breast cancer diagnosis to therapeutic surgery is associated with an impaired prognosis. There may, however, be certain subgroups, such as women with lymph node metastases, for whom time to surgery might be of less importance. For women with large tumors it may be particularly crucial to keep this interval at a minimum. In conclusion, the time interval between diagnosis and therapeutic surgery should be kept as short as possible without hampering diagnostic work-up and preoperative, patient optimization

87 Words

Rephrase

Rephrase   

We have **demonstrated** that even a **brief delay of a few weeks between the diagnosis of breast cancer and the therapeutic surgery results in a worse prognosis**. However, **for some subgroups, such as women with lymph node metastases**, the **wait time before surgery may not be as critical**. It **can be especially important** for women with **big tumors to keep this interval** to a minimum. In conclusion, the **period** between a diagnosis and a **corrective procedure** should be as short as **feasible while yet allowing for adequate diagnostic testing and preoperative patient preparation**.

  1/4 Sentences • 93 Words

Tortured phrases found in computer-science papers

Scientific term	Tortured phrase
Big data	Colossal information
Artificial intelligence	Counterfeit consciousness
Deep neural network	Profound neural organization
Remaining energy	Leftover vitality
Cloud computing	Haze figuring
Signal to noise	Flag to commotion
Random value	Irregular esteem

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NEWS | 05 August 2021 | Correction [10 August 2021](#)

‘Tortured phrases’ give away fabricated research papers

Analysis reveals that strange turns of phrase may indicate foul play in science.

[Holly Else](#)



“Bosom peril” is not “breast cancer”: How weird computer-generated phrases help researchers find scientific publishing fraud

By Guillaume Cabanac, Cyril Labbé, Alexander Magazinov | January 13, 2022



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- CONTRACT CHEATING (Lancaster, T. & Clarke, R. 2006)
- ESSAY MILLS
- GHOST WRITING
- ACADEMIC OUTSOURCING

Clarke, R., Lancaster, T. (2006). Eliminating the successor to plagiarism? Identifying the usage of contract cheating sites. *Proceedings of the Second International Plagiarism Conference*. United Kingdom, Gateshead, <http://www.plagiarismadvice.org/research-papers/item/eliminating-the-successor-to-plagiarism-identifying-the-usage-of-contact-cheating-sites>

→ Students get others to complete their coursework for them by outsourcing it



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How many
students use
essay mills?

- 3.5% from 5 studies
- 62.5% several times

Curtis, G. and Clare, J. (2017) 'How Prevalent is Contract Cheating and to What Extent are Students Repeat Offenders', *Journal of Academic Ethics* (Vol 15, Issue 2) pp 115-124



- 3.52% from 65 studies

Newton, P (2018): How Common Is Commercial Contract Cheating in Higher Education and Is It Increasing? A Systematic Review, *Frontiers in Education*, <https://doi.org/10.3389/educ.2018.00067>





Examples

"Explain quantum computing in simple terms" →

"Got any creative ideas for a 10 year old's birthday?" →

"How do I make an HTTP request in Javascript?" →



Capabilities

Remembers what user said earlier in the conversation

Allows user to provide follow-up corrections

Trained to decline inappropriate requests



Limitations

May occasionally generate incorrect information

May occasionally produce harmful instructions or biased content

Limited knowledge of world and events after 2021



JE

What are the limitations of ChatGPT in writing academic texts? Write 100 words



While ChatGPT has the ability to generate coherent and grammatically correct text, there are several limitations to its use for writing academic texts. Firstly, ChatGPT lacks the domain-specific knowledge and expertise required to produce content that is accurate and well-researched. It may also struggle with properly citing sources and following established academic writing conventions. Additionally, it may not be able to understand the specific context or audience for a given piece of writing, which can lead to inappropriate or irrelevant content. Therefore, while ChatGPT can be a useful tool for generating initial ideas or drafts, it is not a substitute for the critical thinking and research skills required for academic writing.



Characteristics:

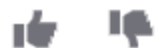
- Quality of the text: general texts without examples and references to the current context
- No, overly general, or fake references
- Data until 2021

What are the limitations of using large language models in academic writing?

PERPLEXITY

View Detailed

Large language models have some limitations when it comes to academic writing. For example, they may miss domain-specific knowledge that is required for a particular field of study^[1]. Additionally, they are not good at planning and reasoning tasks^[2]. Furthermore, their training data is limited to a specific time period and may not reflect the current state of the world^[3]. Finally, while language models can scale to superintelligence in theory, this is still a long way off in practice^[4].



4 SOURCES

View List

1



towardsdatascience

2



bdtechtalks

3



moveworks

4



lesswrong



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Welcome to the new Bing

Your AI-powered copilot for the web

What are the limitations of using large language models for writing academic texts? Write a 100 words text and include 3 references to scientific peer-reviewed papers.

- ✓ Searching for: **limitations of using large language models for writing academic texts**
- ✓ Generating answers for you...

Large language models have several limitations when it comes to writing academic texts. They may lack accuracy, enterprise context, controllability, and their training data may become stale ¹. They should not be relied upon for complex reasoning or crucial information ². However, they could be used to gain a deeper understanding of a text's content and context ². Here are some references to scientific peer-reviewed papers that discuss the limitations of large language models: ² ³ ⁴.

Learn more: [1. moveworks.com](#) [2. papers.ssrn.com](#) [3. deepai.org](#) [4. deepai.org](#)

1 of 8 ●



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GPTGO: ChatGPT combined with Google search

GPTGO

Language ▾

Results for "how can teachers use chat gpt in a positive way"

Webb Bild

Ungefär 2,230,000 resultat (0.29 sekunder)

Sortera efter: **Relevance** ▾

50 Ways Teachers can use Chat GPT to Save Time - YouTube

YouTube > watch



11 apr. 2023 ... 50 Genius Tips for Teachers to Save Time with ChatGPT Text to Audio Chat GPT ▾
<https://youtu.be/2PXZmFEnnVk> Patreon ...

How teachers can use Chat GPT? - YouTube

YouTube > watch

21 feb. 2023 ... Mr Long Teacher TIPS: What is Chat GPT? A new Artificial Intelligence technology that **uses** a chatbot to answers responses, create content ...

How Can Teachers use it #chatgptforteachers #chatgpt #aiforteachers

YouTube > watch



för 5 dagar sedan ... Chat GPT is an example of a creative tool that has gained popularity among teachers. This video explains different ways teachers can use ...

20 Ways Teachers Can Use ChatGPT to Make Their Lives Easier

We Are Teachers > chatgpt-for-teachers



13 mars 2023 ... Examples of ways teachers can use ChatGPT, including a child writing with writing prompts created. By now, you've probably heard all the hubbub ...

6 Ways ChatGPT Can Save Teachers Time | Edutopia

Edutopia > article > 6-ways-chatgpt-save-teachers-time



13 mars 2023 ... Using ChatGPT, teachers can streamline communication with parents, colleagues, and administrators via AI-composed welcome-to-class letters, ...

ChatGPT in the classroom. Step-by-step guide for educators

www.kinderpedia.co > English > Resources > Blog > Connected Education



6 feb. 2023 ... By using Chat GPT in the classroom, teachers can provide students with instant feedback and help them expand their knowledge on various subjects ...

ChatGPT

Teachers can use ChatGPT in a positive way in the following ways:

1. As an educational tool: Teachers can use ChatGPT to help students find answers to their questions on a wide variety of topics related to their coursework. This can help students learn faster and more efficiently.
2. To answer questions beyond the classroom: ChatGPT can be used by teachers to answer questions related to the subject matter but outside of what's being taught in the classroom. This will help students broaden their knowledge about the subject and develop a deeper understanding.
3. For personalized learning: ChatGPT can help teachers provide personalized learning to their students by answering their questions in real-time. This approach will help teachers deliver personalized education to the students and help them understand the subject conceptually.
4. To save time: ChatGPT can also help teachers save time by allowing them to focus on other aspects of teaching such as lesson planning and grading papers. This is because ChatGPT will be readily available to answer student questions.

Output Language

Default ▾

Download

Copy



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GPT

- "Generative Pre-training Transformer"
- GPT-1: 2018
- GPT-2: 2019
- GPT-3: 2020
- GPT-4: March 2023



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THE LARGEST AI TOOLS DIRECTORY, UPDATED DAILY



Tools Added Today

27



News Added Today

4

Search 3992 AI tools and 54 categories





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ChatGPT and LLMs

Google's Bard + Google Scholar

Microsoft: Co-Pilot

Presentations Text + visuals

Text to video and audio



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Source: <https://www.microsoft.com/en-us/microsoft-365/blog/2023/03/16/introducing-microsoft-365-copilot-a-whole-new-way-to-work/>

An advertisement for Google Workspace. It features a central image of a man in a light-colored trench coat smiling while looking at his smartphone. Surrounding the image are various UI elements: a "Compose" button with a pencil icon, a "New Message" window with a checkmark and the text "Convert my meeting notes", and a "Help me write" button with a pencil icon. The background is white with colorful starburst graphics.

Google Workspace

Harnessing the power of generative AI to create, connect, and collaborate like never before.

Source: <https://ai.google/>



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AI-based tools can be used to transform, produce or generate any kind of content, such as text, images, art, music, or programming code.

Authorised and declared usage of AI tools.

Undeclared and/or unauthorised usage of AI tools may be considered a form of academic misconduct.



Authorised content generation

- The use of AI in education is not automatically unethical. There can be differences between academic disciplines, education institutions, courses, types of assessment, cultures, regions, and countries as to what is considered acceptable use of AI and what is not.
- Authorised and declared usage of AI tools is usually acceptable



Unauthorised content generation (UCG)

- The production of academic work, in whole or part, for academic credit, progression or award, whether or not a payment or other favour is involved, using unapproved or undeclared human or technological assistance.



Large Language Models

- System trained to statistically predict word, character or sentence sequences in a given context
- Have been around since the 1980s (Rosenfeld, 2000)
- Used in machine translation, automatic speech recognition, for document classification...
- Datasets have become larger and larger

Limited multilingualism

- 7% trained in languages other than English (Brown et al., 2020)
- but: 90% of all languages used by a billion people have no language technology support – will widen technological inequality (Joshi et al., 2020)

Bias

- The technology is based on data from the internet that perpetuates dominant views, encodes bias and can harm marginalized groups (Bender et al., 2021).

Bender, E. M., Gebru, T., McMillan-Major, A., & Shmitchell, S. (2021). On the Dangers of Stochastic Parrots: Can Language Models Be Too Big?. *Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency*, 610–623. <https://doi.org/10.1145/3442188.3445922>

Brown, T. B., Mann, B., Ryder, N., Subbiah, M., Kaplan, J., Dhariwal, P., Neelakantan, A., Shyam, P., Sastry, G., Askell, A., Agarwal, S., Herbert-Voss, A., Krueger, G., Henighan, T., Child, R., Ramesh, A., Ziegler, D. M., Wu, J., Winter, C., ... Amodei, D. (2020). *Language Models are Few-Shot Learners* (arXiv:2005.14165). arXiv. <http://arxiv.org/abs/2005.14165>

Joshi, P., Santy, S., Budhiraja, A., Bali, K., & Choudhury, M. (2020). The State and Fate of Linguistic Diversity and Inclusion in the NLP World. *Proceedings of the 58th Annual Meeting of the Association for Computational Linguistics*, 6282–6293. <https://doi.org/10.18653/v1/2020.acl-main.560>



Sustainability

- Bad for the environment: LLM require a lot of energy, contribute to climate change (which affects more those who do not benefit from LLMs!)

(Bender et al., 2021)

Ethical training

- 400 words were filtered out - but this in itself may further marginalize LGBTQ

(Bender et al., 2021)

Other issues

- Transparency
- Security
- User privacy

(Borji, 2023)



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Is it possible to detect AI written texts with technical solutions

- Don't ask ChatGPT!
- Text-matching software (Ouriginal, Turnitin) does not detect AI-written texts
- Watermark (will probably be able to be washed away via paraphrasing services or other AI programs)
- Stylometry
- New applications are launched (e.g. Crossplag, OpenAI, Turnitin), but they do not work very well. The pre-print has been published on ArXiv: <https://arxiv.org/abs/2306.15666>
- False positives and false negatives



AI will not go away – the solution is not to ban

Using AI is not automatically cheating – it can be used ethically

AI can help students to learn

Individual exercises

Help for the teacher

Discuss the benefits and limitations of AI with students

AI will affect the job market – we need to prepare our students

Generic competencies are even more important:

- Academic literacy
- Critical thinking
- Argumentation analysis
- Reference management

Discuss with your students when AI can be used and how to state that it has been used



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Foltynek, T., Bjelobaba, S.,
Glendinning, I. et al. ENAI
Recommendations on the ethical
use of Artificial Intelligence in
Education. *International Journal of
Educational Integrity* 19, 12 (2023).
[https://doi.org/10.1007/s40979-
023-00133-4](https://doi.org/10.1007/s40979-023-00133-4)

“If students do not have the opportunity to learn about the ethical use of AI, they will be more susceptible to engaging in inappropriate use of AI, which may constitute academic misconduct.”

ENAI RECOMMENDATIONS ON THE ETHICAL USE OF AI



ACKNOWLEDGEMENT OF AI

AI tools should be acknowledged when used to influence ideas or generate content.

MISLEADING INFORMATION

Users should be aware that the outputs of AI tools can include biased, inaccurate, or incorrect content.



STUDENTS' LEARNING

Students should learn the purpose of the learning activities and assessment, and how to develop their skills.

TEACHERS' TRAINING IN AI

Teachers should receive training on ethical teaching and learning practices using AI.



NATIONAL GUIDANCE

National guidance should provide overarching advice on what institutions should include in their policies on AI.

INSTITUTIONAL POLICIES

Institutional policies should define when and how the use of AI is allowed and how it should be acknowledged.



Foltynek, T., Bjelobaba, S.,
Glendinning, I. et al. ENAI
Recommendations on the ethical
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(2023).

SCAN ME



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What should be acknowledged?

Ideas and content

- All persons, sources, and tools that influence the ideas or generate the content should be properly acknowledged → when an AI tool is used, it should be acknowledged.
- Form of acknowledgement may differ
- If possible, prompt should be provided

Form

- Appropriate use of services, sources, and tools that only influence the form is generally acceptable
- e.g. proofreaders, proofreading tools, spelling checkers, thesaurus

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Responsibility

Bias

- The outputs of AI tools can include biased, inaccurate, or incorrect content that users should be aware of

Responsibility

- Neither the AI tool, nor the provider of the AI tool take responsibility for the generated content
- Human (user) is always responsible!

Co-authorship

- An AI tool cannot be listed as a co-author in a publication
- AI cannot take responsibility for the content and findings reported.
- The person (human being or legal entity) is always accountable for the content, whether or not it was generated by AI (see COPE guidelines)

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Education

Students

- The purpose of all activities related to learning and assessment and why they should develop (e.g. write) their individual/group work assignments.
- How to develop their ethical writing and content production skills.

Teachers

- Teachers should receive training on ethical use of AI
- development of relevant learning outcomes, learning activities, and assessment strategies.

ENAI RECOMMENDATIONS ON THE ETHICAL USE OF AI



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Guidelines and policies

National guidelines

- National guidance should provide overarching advice on what institutions should include in their policies

Institutional policies

- Should define default rules on allowed use of AI
- There should be space for specific rules at course level
- The policy and the rules should be clearly communicated to all stakeholders
- Should guide the users on how to correctly and transparently acknowledge the use of AI tools in an assignment, dissertation, thesis, paper, article, book chapter, computer program, graphic, artwork and other types of artefact

ENAI RECOMMENDATIONS ON THE ETHICAL USE OF AI



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SUMMARY STATEMENT

There is no doubt that AI brings significant change to education

As with any other technology, it extends and enhances human abilities and may be used both in a positive and a negative way

ENAI urges national policymakers, institutions, and all individual members of the academic community to seek ways on the ethical use of AI and share best practices in order to benefit from the opportunities that AI brings to education and science.



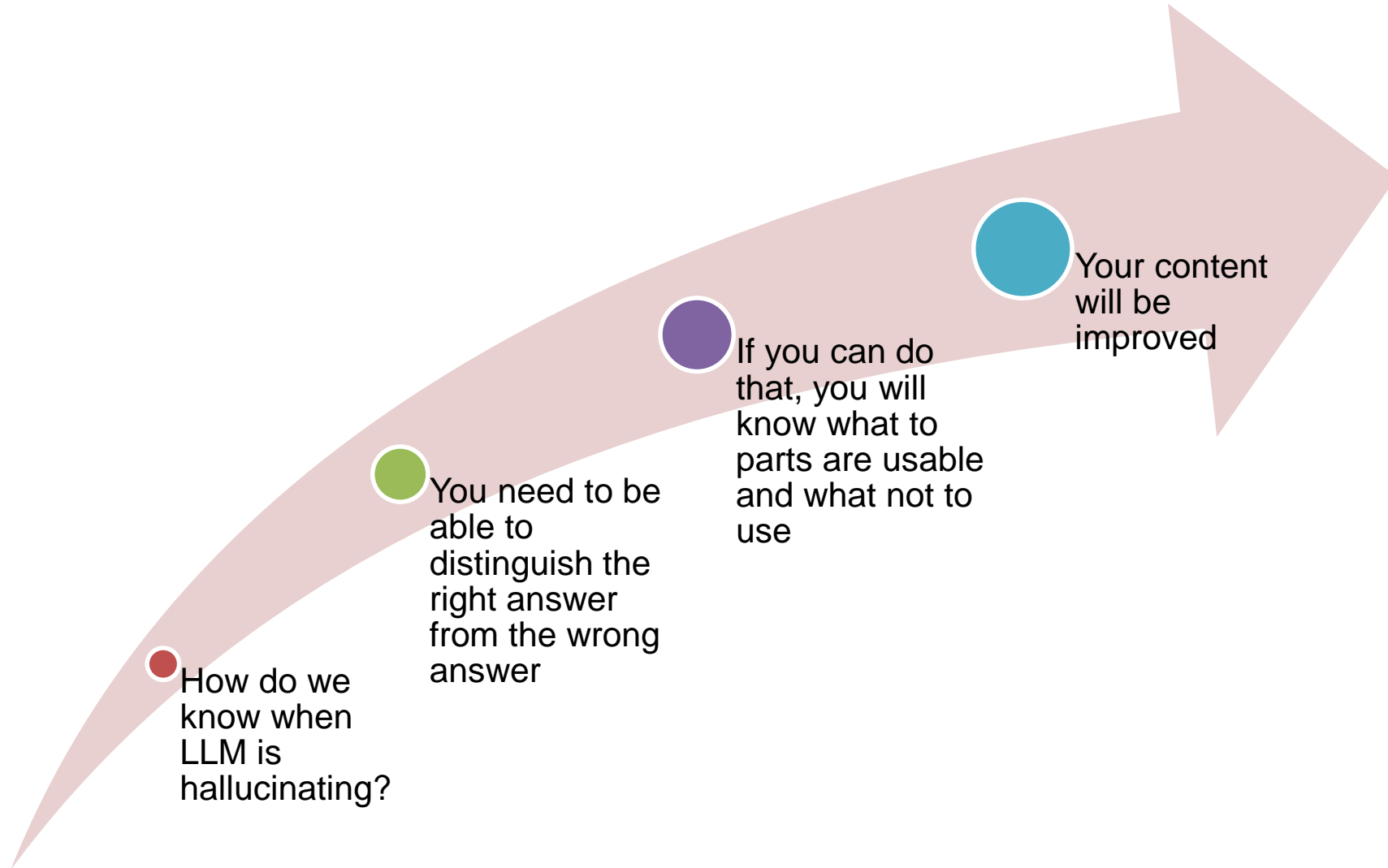
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AI = multiplier of users' abilities

- Both in good and in bad ways.

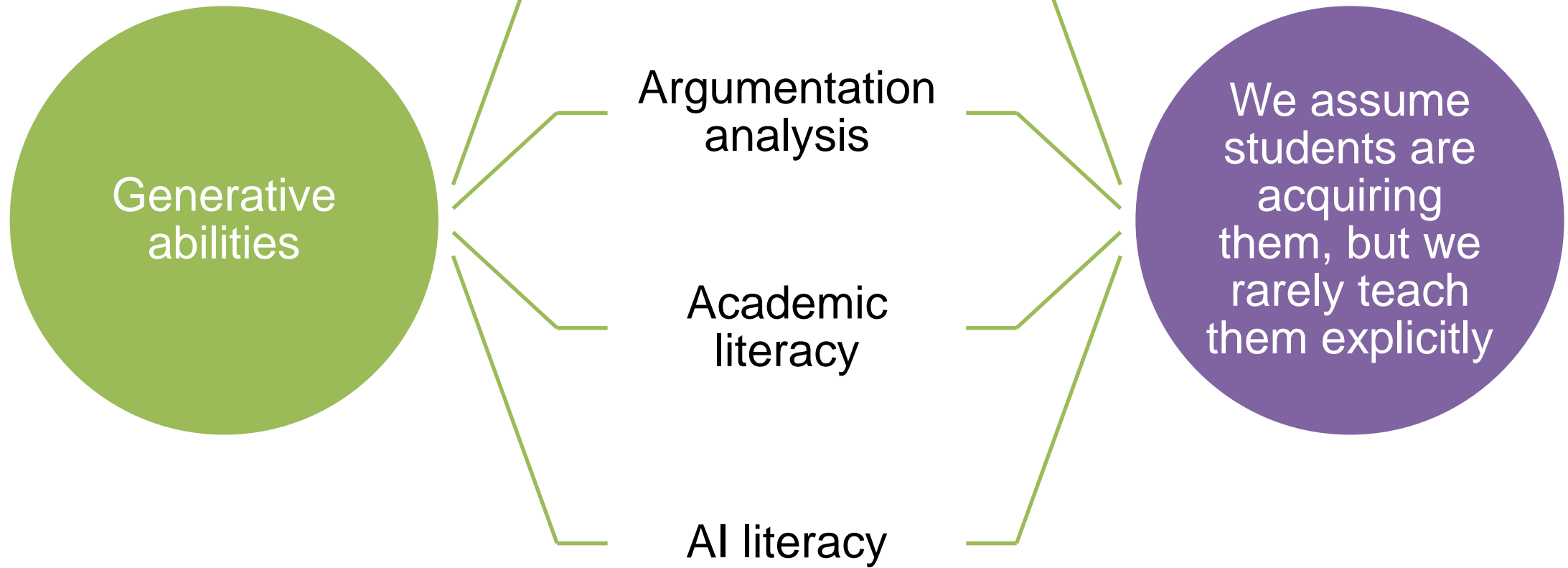


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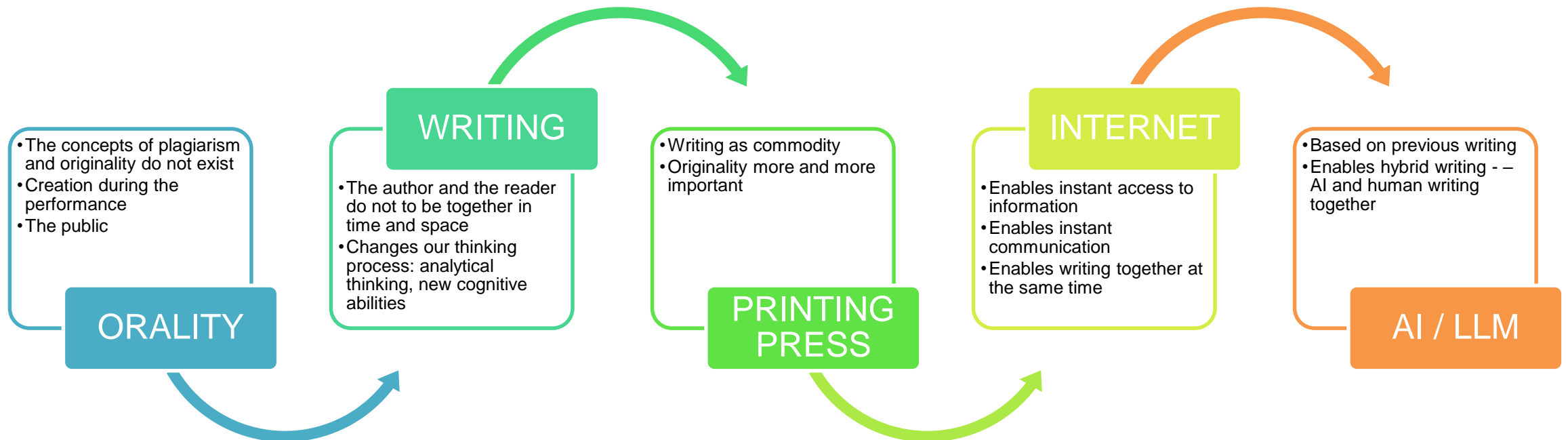
We have
been here
before:

- Radio, TV...
- Internet, Wikipedia...
- MOOCs, social media...
- ... will revolutionize the education
- But instead they got integrated in education

Is AI the
same?



PLAGIARISM ↔ ORIGINALITY DEPENDS ON THE TIME PERIOD AND THE DEVELOPMENT OF TECHNOLOGY





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PLAGIARISM \leftrightarrow ORIGINALITY DEPENDS ON **THE CONTEXT**





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PARADIGM SHIFT

Hybrid writing

Separate areas
for writing:
a) AI for
mundane writing
b) Human for
creative writing

Sarah Elaine
Eaton: POST
PLAGIARISM



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TIPS

Be honest if you use AI

- Make screen shots, describe what you have done

Do not write texts that are too tied to different sources

- sources should be used to help you in your argumentation

It can be difficult to reference correctly.

- One solution could be to insert information about the source itself or other information and divide the sentence into two or more: "As AI-Wer writes, the difference between sociolinguistics and other parts of linguistics... (AI-Wer, 2013)"
- Use two sources and compare them! (While AI-Wer claims Berg Bergs means that...)



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Always write down all the bibliographic information you need for the reference list as soon as you find the source.

Indicate the source not only of the text you use, but of everything that is not yours: tables, figures, diagrams and pictures.

Do not forget to mark quotes graphically.

If you translate something, you still need a reference!

If you are cutting and pasting something into your text, paste it in red so as not to forget that it is a quote from a source and that you are going to turn it into a summary.

Make double notes: quotes in one column, your comments in the other



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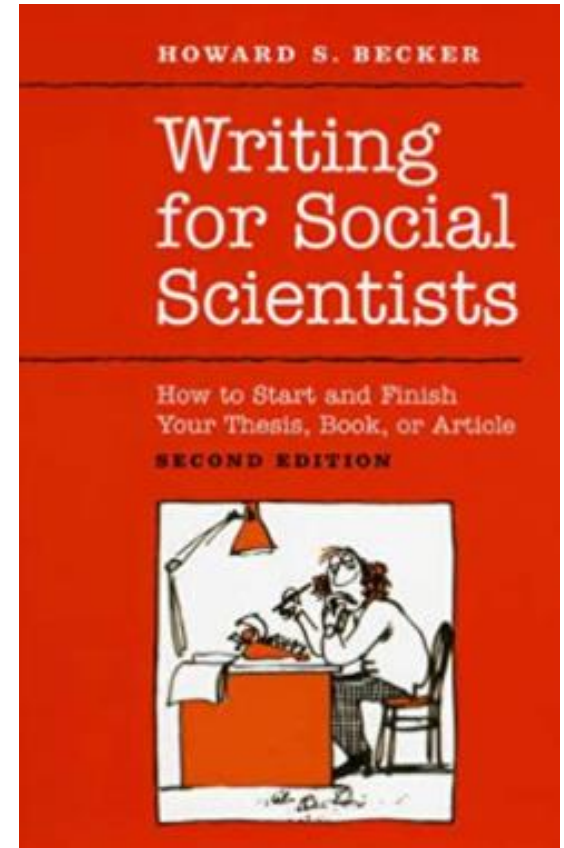
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First draft: written
just for you



The rest of
the writing
process:
cleaning up
the mess





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E D I T I N G

**WHEN NOT
TO DO IT**

While you're writing your first draft

Right after you finish your first draft

→ You need a distance: become a reader, not a writer

BE BOLD!

Be open to major changes

Was it hard to write? Doesn't matter. Delete (or change) it anyway!

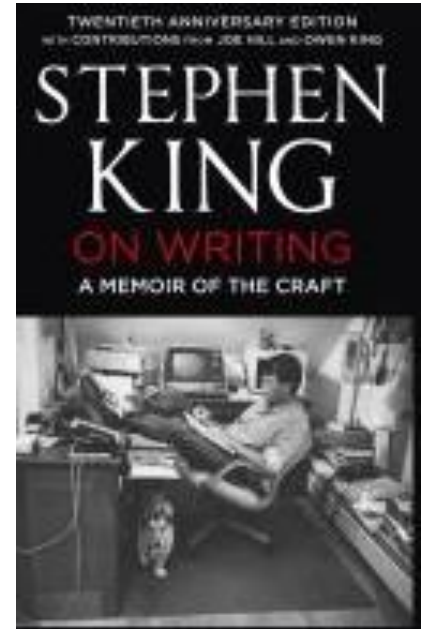


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EDITING

“Kill your darlings, kill your darlings, even when it breaks your egocentric little scribbler’s heart, kill your darlings.”

Stephen King (2012) *On Writing: A Memoir of the Craft*





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REVISION

Do it several times – focus on different aspects each time

- Content: what is needed? What is missing?
- Style
- Citations and references
- Proofreading – spelling, consistency



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Reverse outlining

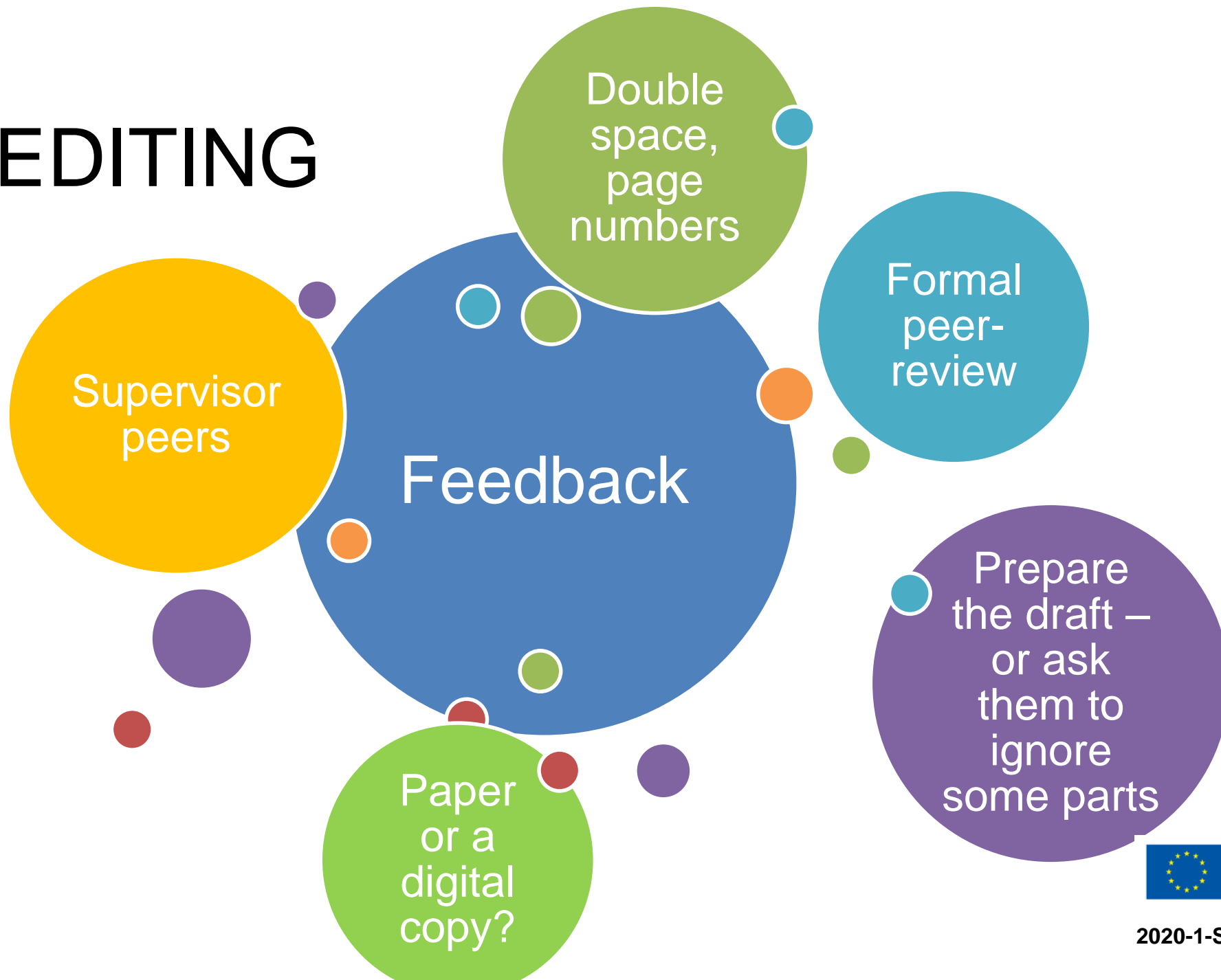
Outline: write in a margin or in a separate document all the paragraphs themes (topic sentences) to see if the structure is clear

Makes you distill complex arguments and ideas into simple statements and see the logic of the paper



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EDITING





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PUBLISHING

What does it take
to be a co-author?



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code: 2992 9868



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PRL 114, 191803 (2015)

 Selected for a Viewpoint in *Physics*
PHYSICAL REVIEW LETTERS

week ending
15 MAY 2015



Combined Measurement of the Higgs Boson Mass in pp Collisions at $\sqrt{s} = 7$ and 8 TeV with the ATLAS and CMS Experiments

G. Aad *et al.**

(ATLAS Collaboration)[†]

(CMS Collaboration)[‡]

(Received 25 March 2015; published 14 May 2015)

A measurement of the Higgs boson mass is presented based on the combined data samples of the ATLAS and CMS experiments at the CERN LHC in the $H \rightarrow \gamma\gamma$ and $H \rightarrow ZZ \rightarrow 4\ell$ decay channels. The results are obtained from a simultaneous fit to the reconstructed invariant mass peaks in the two channels and for the two experiments. The measured masses from the individual channels and the two experiments are found to be consistent among themselves. The combined measured mass of the Higgs boson is $m_H = 125.09 \pm 0.21$ (stat) ± 0.11 (syst) GeV.


DOI: 10.1103/PhysRevLett.114.191803

PACS numbers: 14.80.Bn, 13.85.Qk



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**The paper is on 9 pages,
while the list of co-authors takes 24 pages:**



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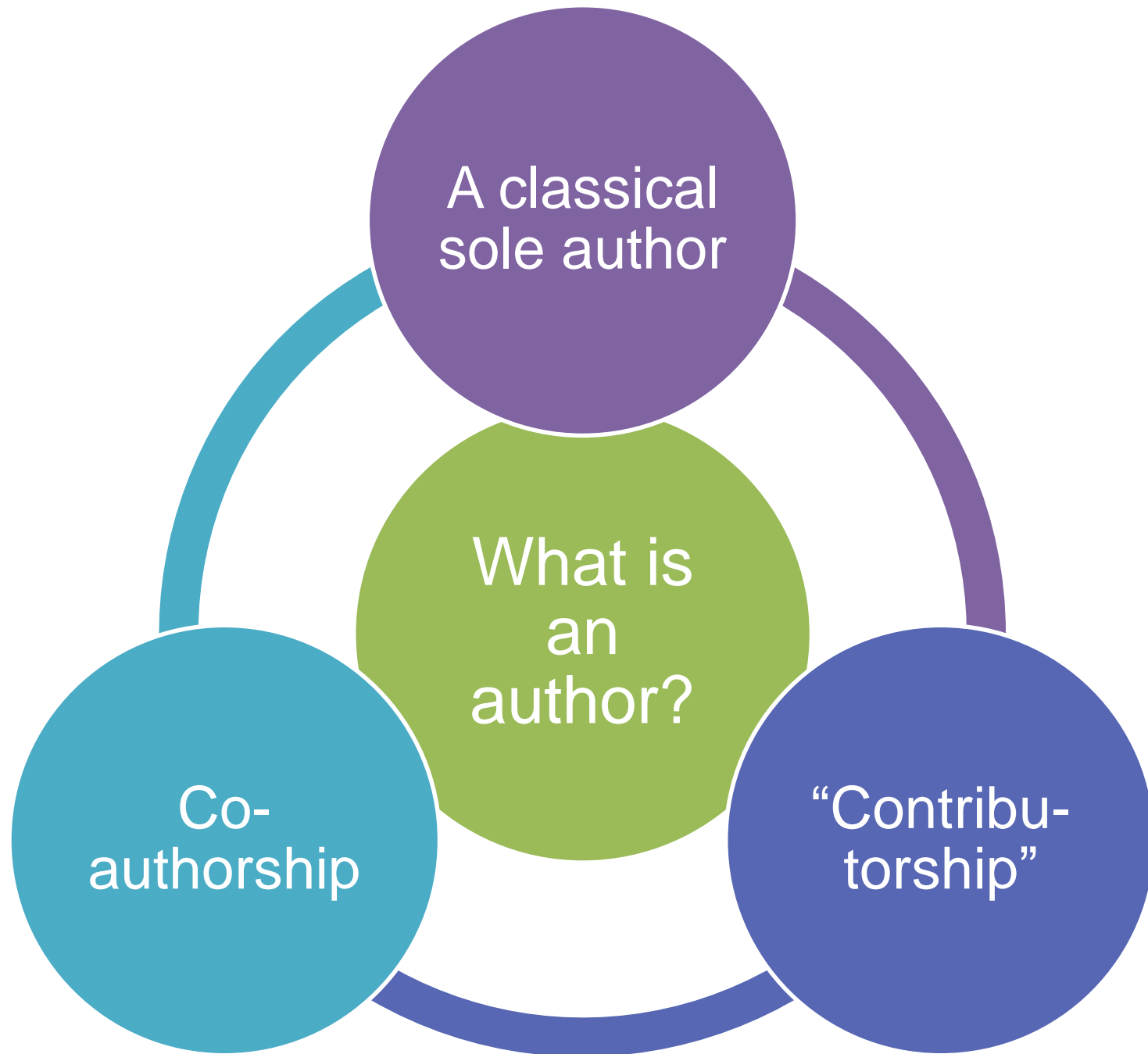
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**The paper is on 9 pages,
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5154 co-authors



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Co-authorship

1. Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; **AND**

2. Drafting the work or revising it critically for important intellectual content; **AND**

3. Final approval of the version to be published; **AND**

4. Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

All authors should meet all four criteria and everyone meeting all criteria should be included as author.

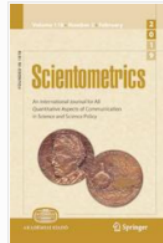
To lead a research group is not enough for co-authorship!

Supervision: different traditions in different fields!



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“Only 3.8% of the journals directly listed authorship definitions in the instructions for authors section [...] The current version of the ICMJE authorship criteria was abided by 32.9% of the journals.”



[Scientometrics](#)

February 2019, Volume 118, [Issue 2](#), pp 563–585 | [Cite as](#)

Definition of authorship in social science journals

Authors

[Authors and affiliations](#)

Yu-Wei Chang

Article

First Online: 19 December 2018

7

Shares

360

Downloads

Abstract

This study investigated authorship definitions listed on 1065 journal websites, representing



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Contributorship

Contributorship statement

- Providing details of who did what in planning, conducting, and reporting the work, commonly stated in the end of a research paper.
- Includes those contributing as authors as well as other contributors!

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#	Role	Definition
1	Conceptualization	Ideas; formulation or evolution of overarching research goals and aims.
2	Data curation	Management activities to annotate (produce metadata), scrub data and maintain research data (including software code, where it is necessary for interpreting the data itself) for initial use and later re-use.
3	Formal analysis	Application of statistical, mathematical, computational, or other formal techniques to analyze or synthesize study data.
4	Funding acquisition	Acquisition of the financial support for the project leading to this publication.
5	Investigation	Conducting a research and investigation process, specifically performing the experiments, or data/evidence collection.
6	Methodology	Development or design of methodology; creation of models.
7	Project administration	Management and coordination responsibility for the research activity planning and execution.
8	Resources	Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computing resources, or other analysis tools.
9	Software	Programming, software development; designing computer programs; implementation of the computer code and supporting algorithms; testing of existing code components.
10	Supervision	Oversight and leadership responsibility for the research activity planning and execution, including mentorship external to the core team.
11	Validation	Verification, whether as a part of the activity or separate, of the overall replication/reproducibility of results/experiments and other research outputs.
12	Visualization	Preparation, creation and/or presentation of the published work, specifically visualization/data presentation.
13	Writing – original draft	Preparation, creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation).
14	Writing – review & editing	Preparation, creation and/or presentation of the published work by those from the original research group, specifically critical review, commentary or revision – including pre- or post-publication stages.

CRedit



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RESEARCH ARTICLE



(wileyonlinelibrary.com) doi: 10.1002/leap.1191



The Association of
Learned & Professional
Society Publishers

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Authorship order

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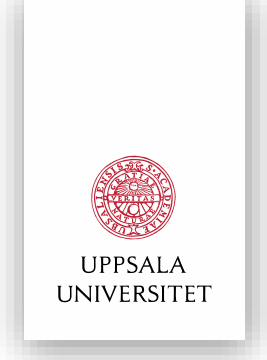
*Corresponding author: Gert Helgesson

E-mail: gert.helgesson@ki.se

Abstract

Considering the fact that authorship order plays such a significant role as a basis for scientific merit, this paper looks into the practices of authorship order from a research ethical perspective. We conclude that there is a wide variety of practices and no common understanding of what the different authorship positions signify. Authorship guidelines do not provide much help. We recognize that, regardless of what system for valuing authorship positions is used, it will be misleading and unfair in most applications because relative contributions vary in ways that are not captured by fixed value assignments to authorship positions. In theory, assigning percentage figures reflecting the relative contributions of the authors would solve that problem, but we argue that such a scheme is not likely to work in practice. It can also be questioned whether relative, rather than absolute, contributions should be the basis for scientific merit. Contributorship is discussed as an alternative, but is recognized to be insufficient both in communicating absolute and relative contributions, as standardly used. However, there may be a way forward with contributorship, but then, the level of detail needs to increase considerably and its application be standardized.





Publish or perish

Bibliometric data steer the funding:

- Pressure for an individual researcher
- Pressure for a department



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John P. A. Ioannidis,
Richard Klavans &
Kevin W. Boyack
(2018): “Thousands of
scientists publish a
paper every five days”

<https://www.nature.com/articles/d41586-018-06185-8?code=c6004b62-a952-4148-9f89-f73d157f8939>

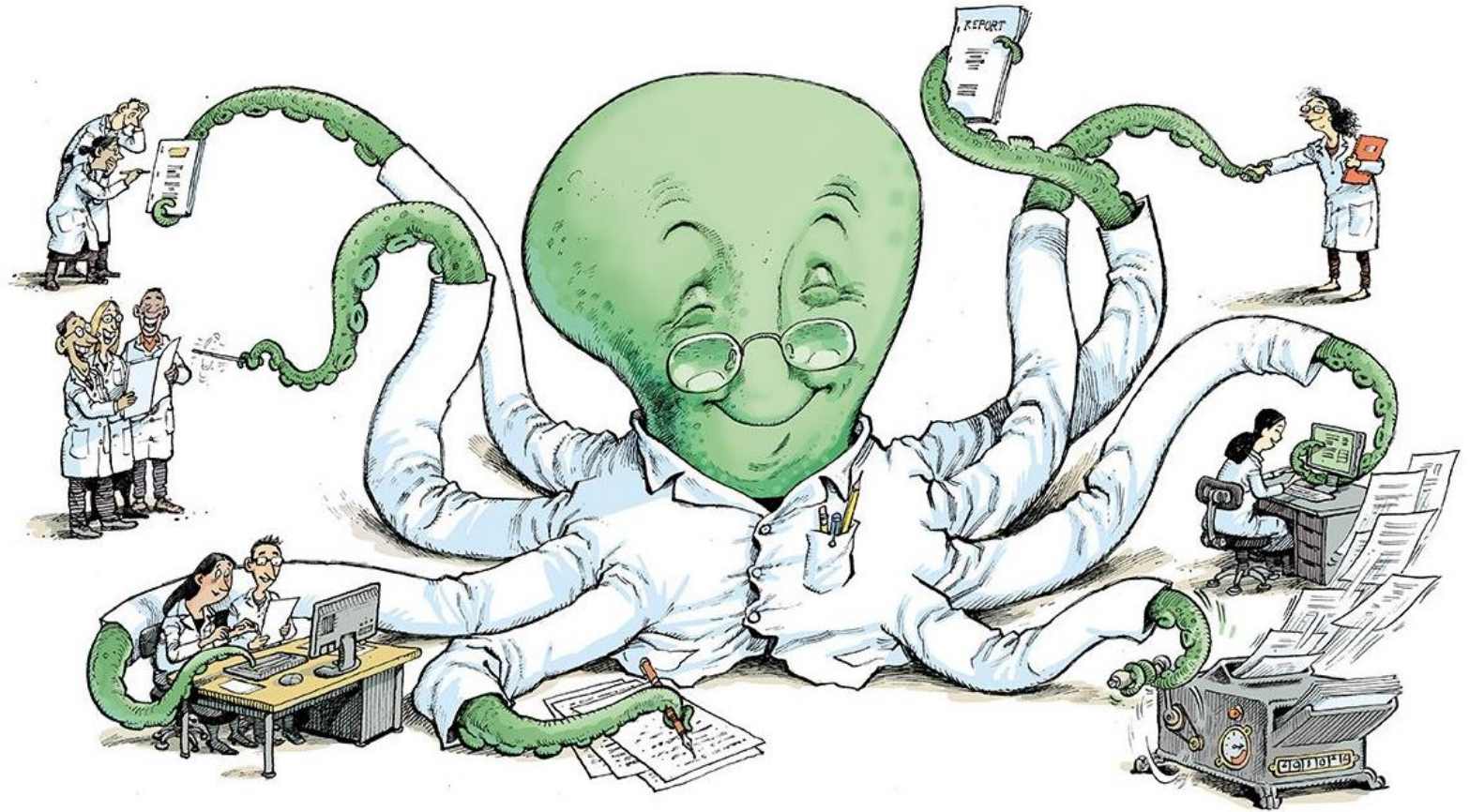
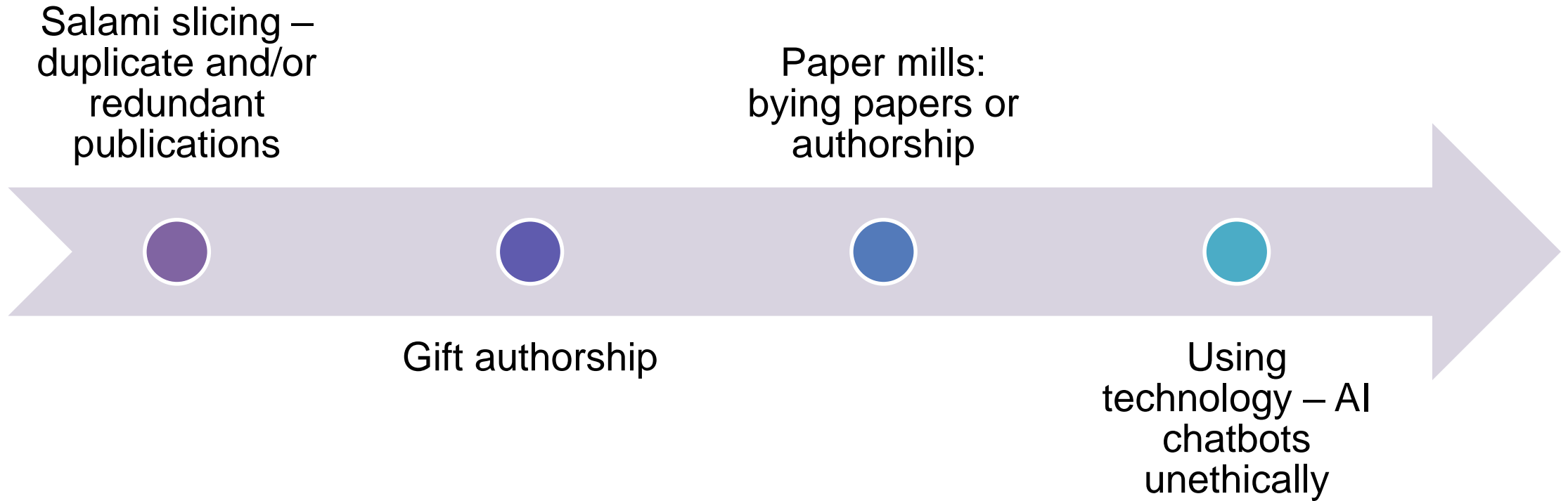


Illustration by David Parkins



Cutting corners





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Publish or perish

Bibliometric data steer the funding:

- Pressure for an individual researcher
- Pressure for a department

More journals, more conferences

Open access journals:

- Charge publishing fees
- Do not charge anything for access
 - The content is available without subscription



Basically a good and effective model for science publications





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Predatory journals

The aim is
to publish
as many
papers as
possible

Promise a
speedy
peer review
process

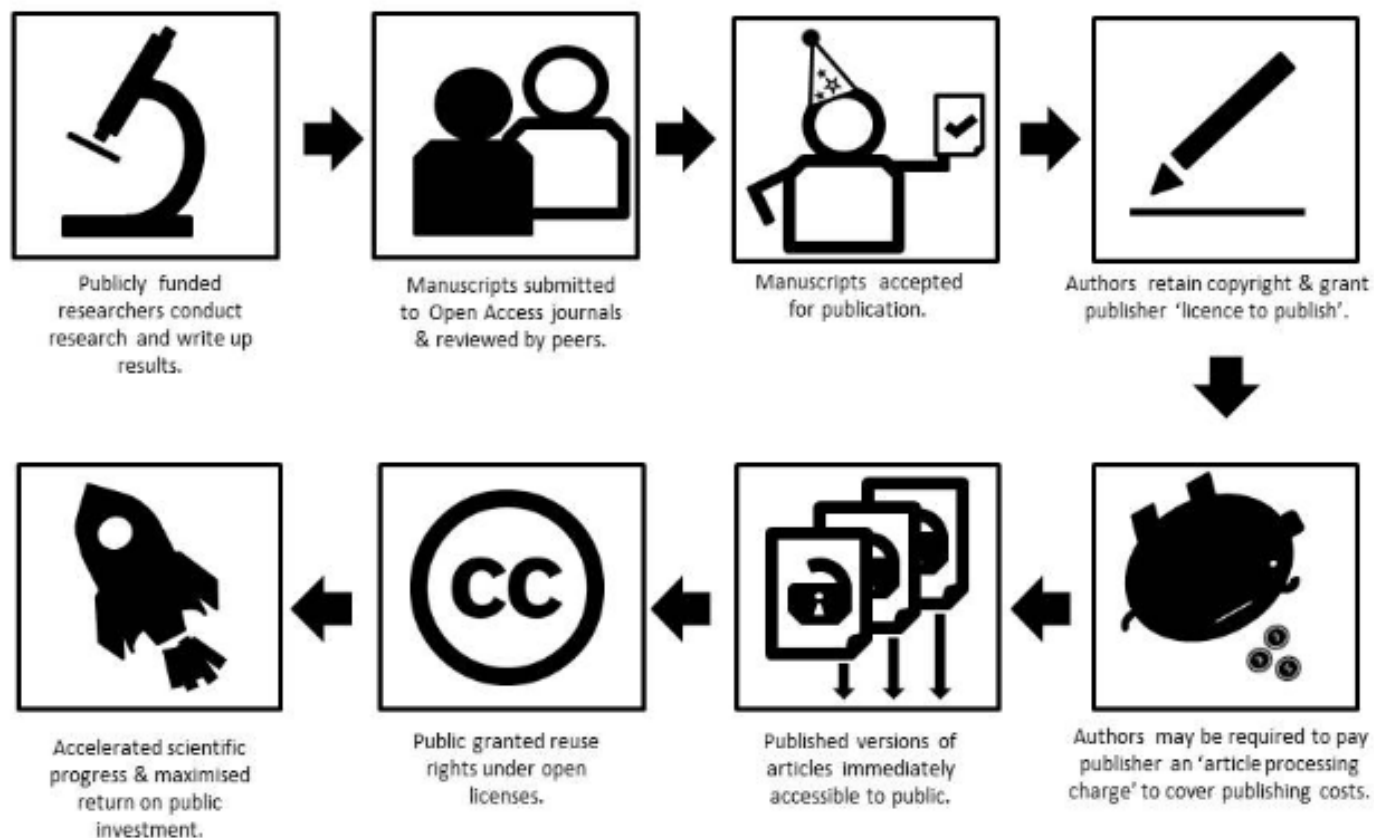
Have a high
acceptance
rate



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GOLD OPEN ACCESS

maximised dissemination, economic efficiency & social impact



Model and text adapted from Timothy Vollmer and Teresa Sempere Garcia "Research article cycles" http://wiki.creativecommons.org/File:Research_articles_cycles.jpg



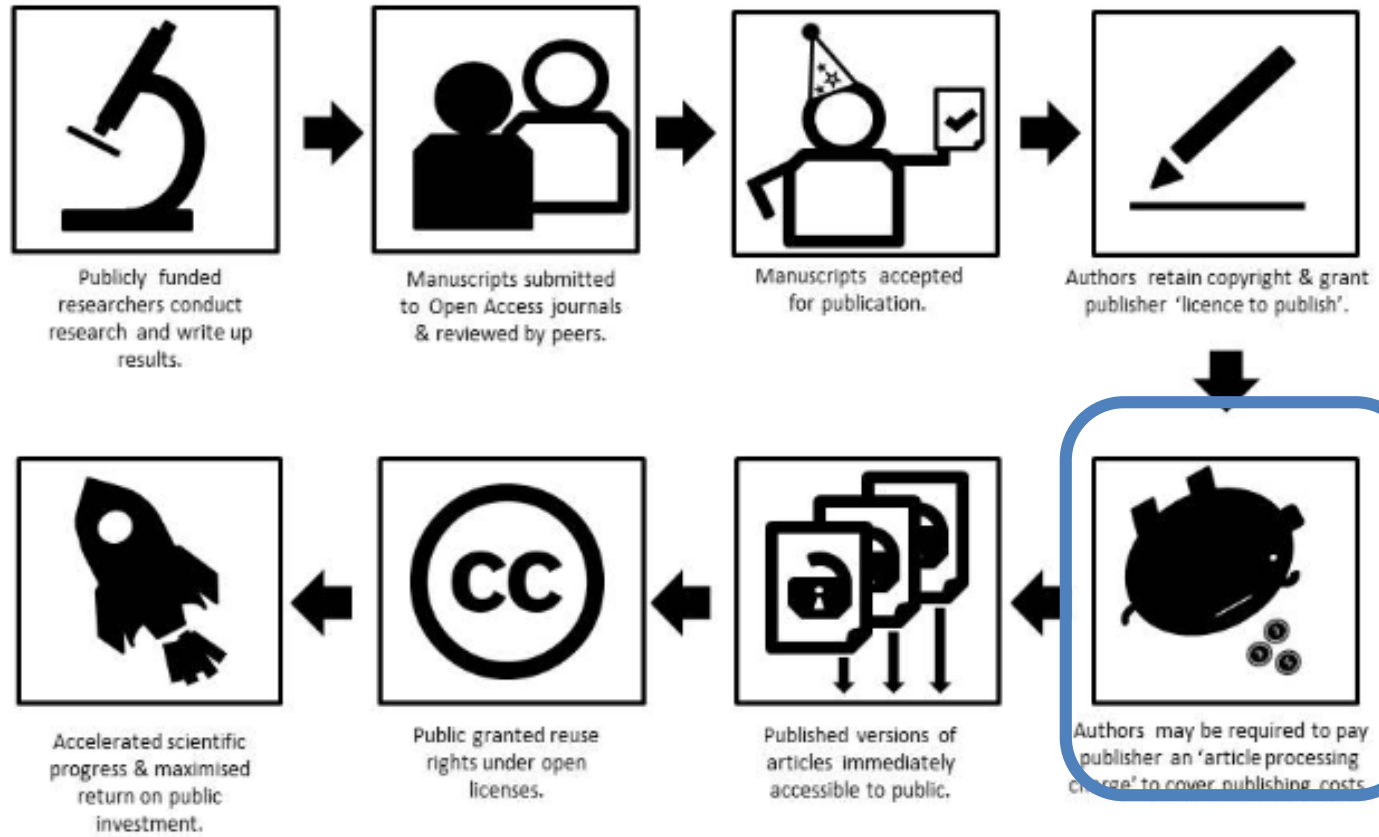
Paula Callan & Sarah Brown, QUT 2014 CC-BY 4.0



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maximised dissemination, economic efficiency & social impact



APC (Author Processing Charge)

Model and text adapted from Timothy Vollmer at http://wiki.creativecommons.org/File:Research_cycles



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Scholarly Open Access

Critical analysis of scholarly open-access publishing

Home About the Author Disclaimer LIST OF PUBLISHERS

LIST OF STANDALONE JOURNALS Other pages

LIST OF PUBLISHERS

Bealls List:

Potential, possible, or probable predatory scholarly open-access publishers

This is a list of questionable, scholarly open-access publishers. We recommend that scholars read the available reviews, assessments and descriptions provided here, and then decide for themselves whether they want to submit articles, serve as editors or on editorial boards. In a few cases, non-open access publishers whose practices match those of predatory publishers

 Search

RECENT POSTS

- o When Science and Education Go Bad
- o Standalone Journal is One of the Worst-Ever Open-Access Journals
- o Beall's List of Predatory Publishers 2017
- o Is It Time to Retire ResearcherID?
- o Conference-Organizer WASET Continues Copying Names of

 Stop Predatory Journals

CABELLS

SCHOLARLY ANALYTICS

DOAJ

 DIRECTORY OF OPEN ACCESS JOURNALS

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BUT...

- there may be journals not found in either whitelists or in blacklists
 - it might happen that a journal is incorrectly classified
-

Blacklists and Whitelists To Tackle Predatory Publishing: a Cross-Sectional Comparison and Thematic Analysis

Michaela Strinzel,^a Anna Severin,^{a,b} Katrin Milzow,^a Matthias Egger^{a,b}

72 journals and 42 publishers were included in both a blacklist and a whitelist
Criteria for the inclusion differ



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HOW TO SPOT A PREDATOR?

- **The publisher:** many journals, same editors...
- **Invitations:** clueless, flattery e-mails; strange mail account, poor language
- **Journal:** not indexed, “leading” although just started, no-one heard of, false location (Virginia), no editorial office
- **The title:** “international”, “American”, mimics another
- **The website:** unprofessional, editorial board?, location, schedule, advertisements
- **False impact figures:** IF although new, too high, alternative IF
- **Fees:** a submission/handling fee, not clearly stated
- **Peer-review:** unrealistic (days/weeks)
- **Ethics and copyright:** no policies for misconduct, copyright, archive
- **Quality of papers:** poor, fundamental errors, outside the stated scope of the journal



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Choose the right journal for your research

More information:

<https://thinkchecksubmit.org/>



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PUBLISHING

Peer-review?



Responding to a formal review

1. Easy fixes – fix it

2. Harder fixes – may need substantial work
(reading, rewriting, new analysis...)

3. Disagreeing with reviewers: explain to the
editor why you have chosen not to do anything



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Björk, L. A., & Räisänen, C. (1997). *Academic writing: A university writing course*. Lund: Studentlitteratur.

Bailey, S. (2015). *Academic Writing: A Handbook for International Students*. London: Routledge.

Redman, p. Maples, W. (2017). *Good Essay Writing. A Social Sciences Guide*.

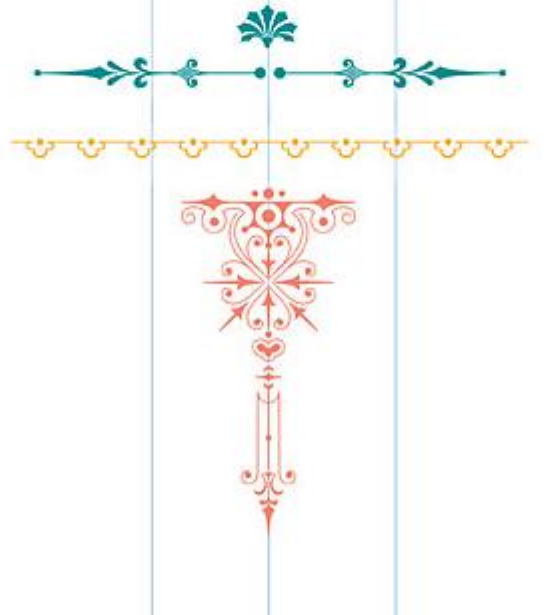
Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor: The University of Michigan Press.

Sword, H. (2012). *Stylish academic writing*. Harvard University Press.

Sword, H. (2009) Writing higher education differently: a manifesto on style, *Studies in Higher Education*, 34:3, 319-336, DOI: 10.1080/03075070802597101

Stylish Academic Writing

HELEN SWORD





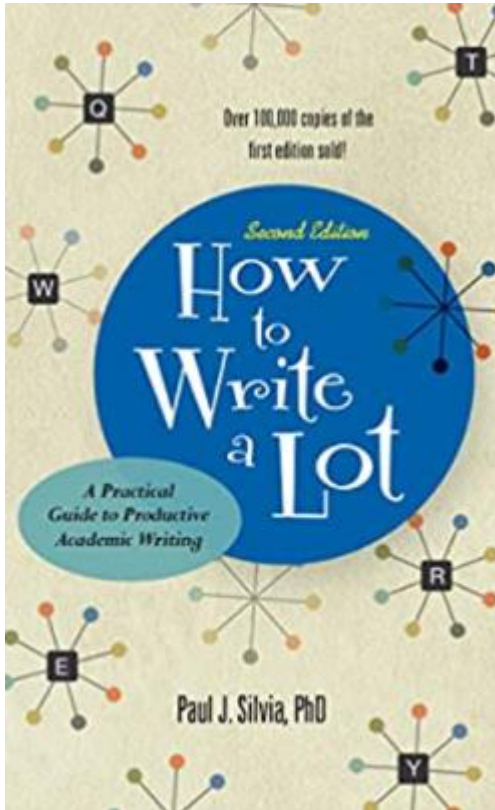
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How to become a better writer?

- To write you have to write
- You can find help in books
- Be conscious about your writing: style, content, behaviour
- Write during the whole process
- Write every day or have a writing period to write the (whole) text
- Know that much of what you write will not remain in the final product
- Start writing without worrying about the form
- Have a plan but are aware that it might be revised
- Ask for feedback



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Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing* (1st ed.). American Psychological Association.

Sword, H. (2017). *Air & light & time & space: How successful academics write*. Harvard University Press. <https://doi.org/10.2307/j.ctv24w65x8>



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Checklists for Doctoral Students

Publish your research work with academic and research integrity

Before you start

- ▶ The aim of this checklist is to assist doctoral students in writing their thesis and in publishing in accordance with the norms and values of academic and research integrity.
- ▶ The checklist helps guide students to prepare their thesis and research articles in line with the best research practices, uphold responsible research conduct, and avoid questionable research practices.
- ▶ The checklist is to be used throughout the process of thesis preparation and publication.
- ▶ Be aware that the list might need to be adapted to your own needs depending on the research field, your past experience, and in accordance with institutional research policies.

Name:

General tips

- ▶ Keep a research diary to help you save all important information.
- ▶ Use appropriate tools for working with literature sources, for example, reference management software.
- ▶ If possible, choose a topic that interests you and that you understand (or want to understand).
- ▶ It is advised that you share your experiences with fellow doctoral students, in both your own field of studies and those of others.
- ▶ It is important for you to enculturate yourself in your field of study.
- ▶ Be sure to interact with the research community, exchange ideas, and participate in academic events relevant to your work or field of study.
- ▶ Be aware of your limits and do not be afraid to say where they are to prevent burn-out.



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General preparations

Academic and research integrity

Preparations for the research work

In process:
• Formulating research questions and the study design

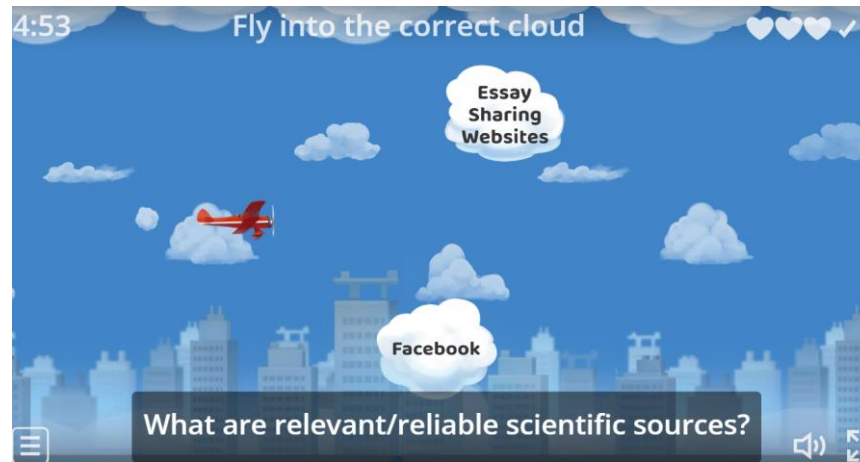
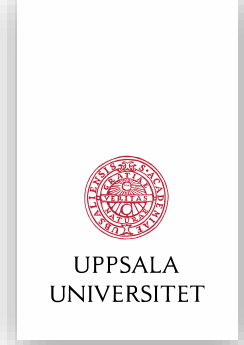
Research:
• Data collection
• Data processing and analysis

Academic reading and writing
• Academic reading
• Ethical work with sources
• Structure, form, and language

When your work is a part of a collaborative research project

Ethical publishing

Final considerations



Small word based games to learn the terminology in a fun way

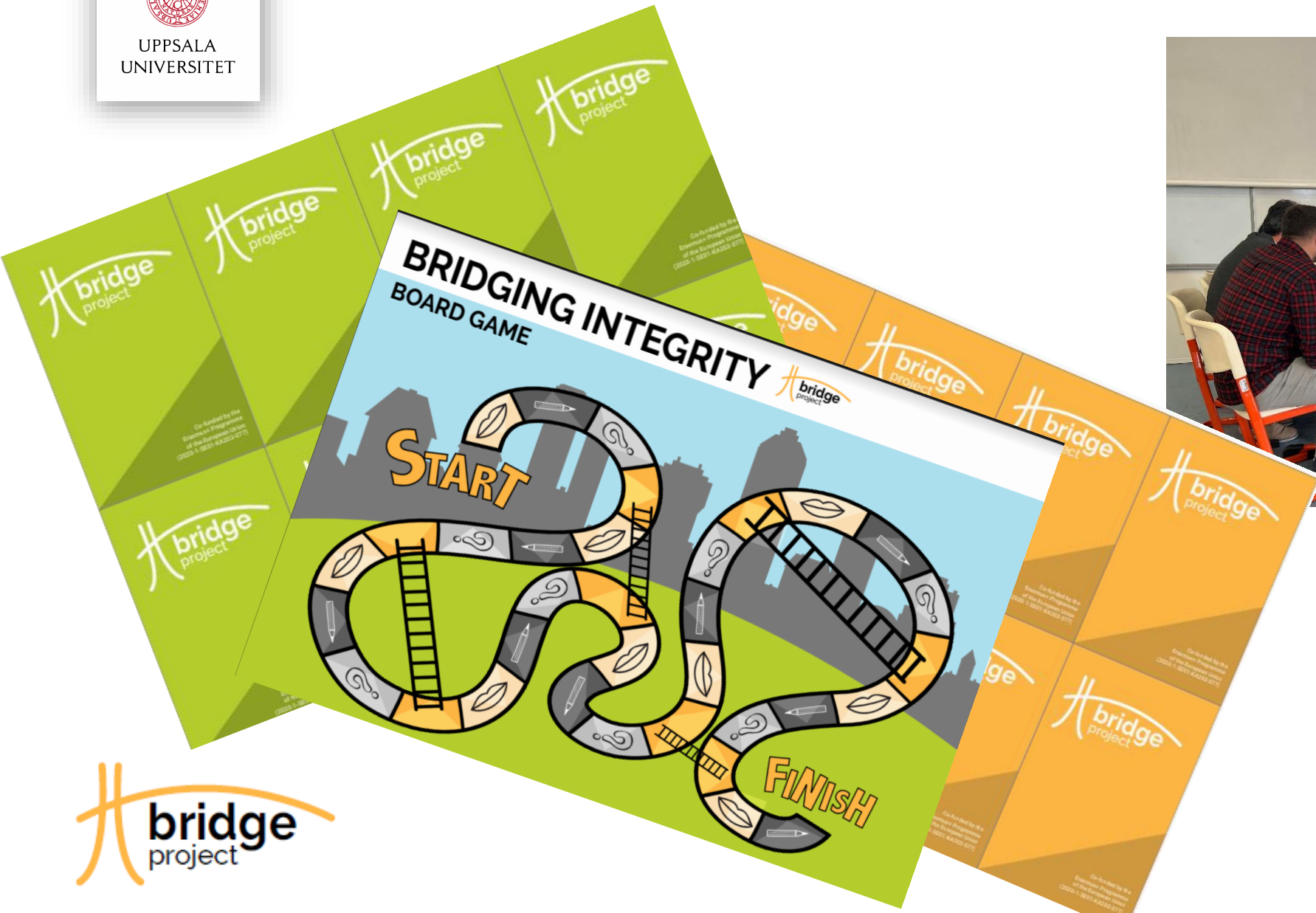


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Discussion starter: BOARD GAME



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    Twitter: @projectbridge
Facebook: @infobridgeproject



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Bridging academic integrity and research ethics in a game on fabrication

Alex, PhD student Alex's supervisor Tom, the Director of the Company Public Opinion Peter, Alex's friend

Workshop
at the European Conference on Academic Integrity and Plagiarism 2022
May 4-6, Porto, Portugal



 

There is a data analyst position in a project where my friend works. Would you like to join the project?

I'm interested in this opportunity!

Public Opinion
DIRECTOR

Okay, great! Tom, the director of the company Public Opinion, will contact you shortly.

Welcome to our team! We are happy to have you!

You will be responsible for the statistical analysis of the data and writing the study report.

Public Opinion
DIRECTOR

Multiple choice storytelling games: Developing ethical thinking and seeing the consequences of the decisions through dilemmas



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Modules – video, documents, quiz, games

bridge project

Promoting integrity in authorship and publication

Erasmus+
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Dubious practices final

Import Edit Export

clips) Effect Controls Audio Clip Mixer: Dubious authorship practices Metadata Text

Transcript Captions Graphics Dubious authorship practices

Search

For instance, some researchers

try to slice their papers

to publish

Program: Dubious authorship practices

00:02:35:02 FIT 1/2 00:07:02:06

Subtitles

Dubious authorship practices

bridge project

Data Ethics Checklist

Take responsibility at every stage of the data lifecycle

- The checklist should help students to work with the data according to the best research practices and avoid the risks of research misconduct and questionable research practices.
- Depending on the research field, your experience, institutional policies and rules, the list might need to be adapted to your needs.

Plan & Preparation

Reasons

- The reasons for collecting new data are clearly stated.
- It is clear what the potential impact is on the subjects and the environment.
- It is clear how the data will benefit people.
- It is clear whether sensitive data will be processed.

Consistency & Responsibility

- The project is built according to the best international standards.
- The project considers wider technical integration and harmonization.
- Data management plan is defined.
- The project identifies the leader, data controller and other relevant roles.
- The project team reflect diverse opinions, backgrounds and different kinds of thought.
- All people involved have the necessary knowledge and skills.

Consent

- The research has ethical approval.
- Informed consent requirements have been determined.
- There is clearly explained in the consent what users are consenting to.
- The consent considers rights of people unable to provide consent.
- Data subjects have explicitly provided consent (if humans are involved).
- Relevant authorities have explicitly provided consent if animals or environment is involved.
- If the data comes from a different project, original consent is documented.

Acquisition

Primary data

- Data reliability is ensured (we know who collected the data and how).
- Only necessary and relevant data is collected from respondents.
- An efficient and valid data collection method was used.
- The sample of respondents corresponds to the target group.
- If necessary, the data is anonymized.

Bridging Integrity in Higher Education, Business and Society

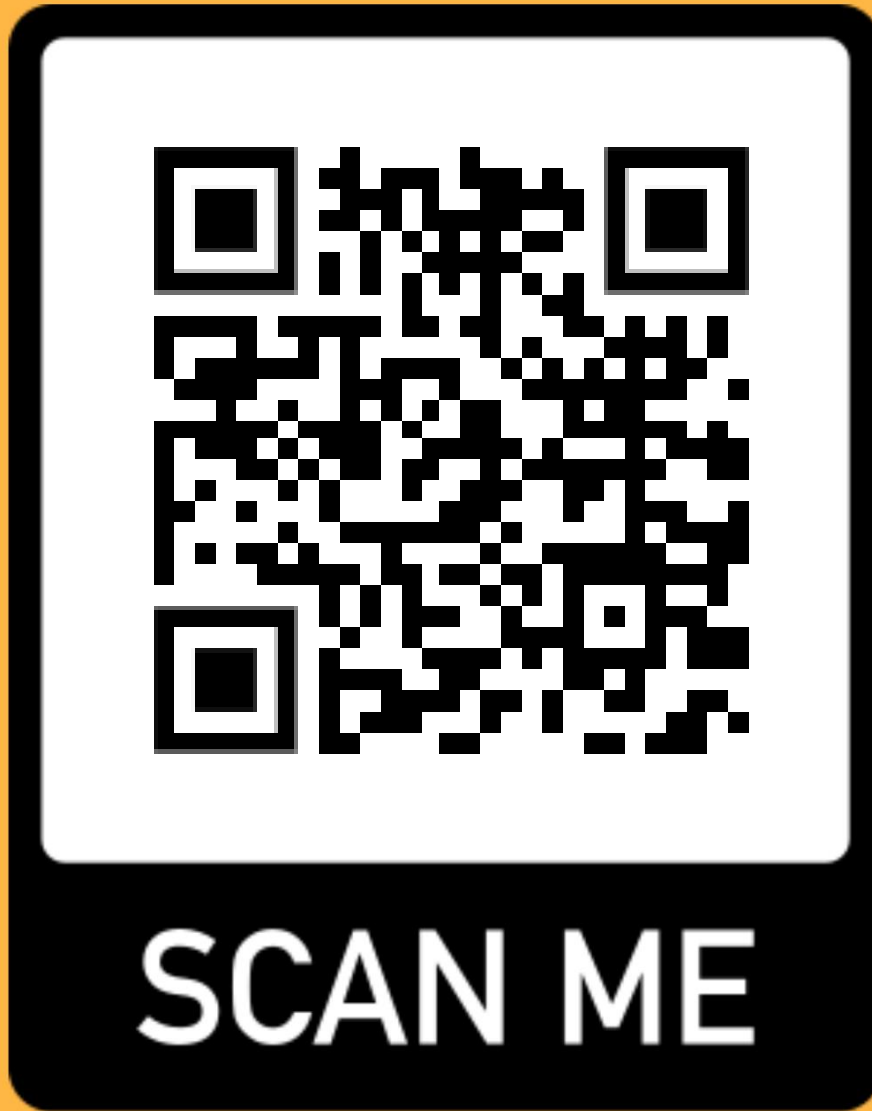
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PROJECT OUTPUTS



<https://dev.academicintegrity.eu/wp/bridge/>

- Checklists
- Guidelines
- Open educational resources
- Gamified cases
- Workshops
- Webinars



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THANK YOU!

e-mail: sonja.bjelobaba@crb.uu.se



Website: <http://www.academicintegrity.eu/wp/bridge/>

Twitter: [projectbridge_](https://twitter.com/projectbridge_)

Facebook: [infobridgeproject](https://www.facebook.com/infobridgeproject)



<https://www.academicintegrity.eu/>

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Education, Business and Society**



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