



BRIDGE

**Bridging Integrity in
Higher Education, Business, and Society**

Presentation ECAIP2021



2020-1-SE01-KA203-077973



Sonja Bjelobaba, Uppsala University,
Sweden



Veli Kreci, SEEU, North Macedonia



Hajrulla Hajrullaji, SEEU, North
Macedonia



Sandra Krutulienė, LCSS, Lithuania



Project Information

- Erasmus+ Strategic Partnership 2020-1-SE01-KA203-077973
- Start Date: Sep 1, 2020
- End Date: Aug 31, 2023
- Multidisciplinary project



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УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА
SOUTH EAST EUROPEAN UNIVERSITY



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



LITHUANIAN
SOCIAL RESEARCH
CENTRE





Three
bridges

1: Academic Integrity and Research Integrity

2: Academic Integrity and Business Ethics

3: Academic Integrity and Citizen Science

TARGET GROUP

- ❖ Master students
- ❖ Doctoral students
- ❖ The supervisors

A HOLISTIC PERSPECTIVE



Ljubljana, Slovenia: Tromostovje

Although several ethical problems are similar, AI/RI/BE/CSE are usually treated separately

Links regarding ethics and integrity between undergraduate studies and graduate studies are weak

The connection between AI/RI and BE is underdeveloped

Citizen science – a new field with new ethical problems students need to know more about

What is the connection between these fields? How can we create smoother transition for our students to move from one field to another?

The objectives and products

- the **checklists** and the **guidelines** for bridging academic integrity in research, business, and society;
- A collection of open access **educational resources** that include **gamified cases** and modules based on the checklists and the guidelines representing real-life situations;
- The modules can be adapted to different disciplines or subject areas, and can be the means of linking academic integrity and ethics in research, business, and society.

O1

The analyses of good practices in partner countries

Reports the relationships between AI and research integrity, business, and society

O2

Checklists and open educational materials including gamified cases to bridge **academic and research integrity**

O3

Guidelines and open educational materials including gamified cases aimed at bridging academic integrity, research integrity, and integrity in **business**.

O4

Guidelines and open educational materials including gamified cases bridging Academic Integrity and **Citizen Science**.

O5

Open educational resources: flexible game-based **modules** based on gamified cases developed within O2-O4

Workshops, webinars

O1

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O1a

- Bridge 1: From Academic Integrity to Research Ethics

O1b

- Bridge 2: From Academic Integrity and Research Ethics to Business Ethics

O1c

- Bridge 3: From Academic Integrity and Research Ethics to Citizen Science Ethics

O1d

- A report on these connections

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AND NOW SOME
QUESTIONS FOR YOU:

Go to www.menti.com and use the code **2888 6376**

01

The analyses of
good practices in
partner countries

Reports the
relationships
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Courses

- In academic integrity, research ethics, business ethics, citizen science
- Different levels: undergraduates, master, PhD, supervisors

Documents

- Policy documents, codes of conduct
- Rules and guidelines
- Institutional, national, international level (mostly EU)

Previous research

- Connection between academic integrity and research integrity/ethics

01

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Findings from courses

- There are courses in academic integrity and research integrity, but usually there is no connection and progression – they are taught as two separate fields
- When do you teach AI/RI? Who teaches it? What education do teachers have?
- Can we assume that master/PhD students have the knowledge on academic integrity when starting their RI courses?
- How can we ensure the progression between these courses?

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Findings from courses-research ethics dilemmas

- Ethics cannot be thought. “Students either have moral principles or they do not”
- Suggestions for teaching ethics:
 - *data and record keeping*
 - *authorship*
 - *peer review*
 - *collegiality*
 - *ethical treatment of human and animal subjects*
 - *conflict of interest*

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Findings from documents

- Concepts gain importance-integrity, ethics, responsible conduct in research, quality assurance
- Lack of documents on the national level-various approaches to AI & RI concepts; the concepts dominated by rules than principles; challenges in designing where and how academic integrity shall be treated
- Lack of definitions of academic integrity and research ethics/research integrity-dominant definition is interpreted within “ethics review committee” either within structure of academic institution or national/central institution
- AI/RI are mentioned together with principles of integrity, trust, honesty, truth, respect, transparency etc. as well as plagiarism prevention and the breaches

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Findings from documents-taxonomy of AI concepts

- academic ethics
- questionable research practices
- academic dishonesty
- research ethics
- research integrity
- responsible conduct of research
- scientific ethics
- scientific integrity
- scientific dishonesty
- research misconduct
- research compliance

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Findings from documents (cont)

- Strong orientation towards negative detection and reaction strategies-leaving out the pedagogical approach of learning and teaching for responsible conduct.
- Positive prevention measures: guidelines, recommendations, codes of ethics, **plagiarism** prevention measures, accreditation of educational programs, education and information measures, etc.-awareness raising educational materials and tools for better understanding concepts
- Many initiatives on institutional level (policy documents, education initiatives...)-institutions are taking proactive approach in dealing with misconduct by applying innovative approaches to prevent misconduct.

01

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Findings from previous research

- There are courses in academic integrity and research integrity, but usually there is no connection and progression – they are taught as two separate fields
- Can we assume that master/PhD students have the knowledge on academic integrity when starting their RI courses?
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Findings from courses

- Teaching and modelling are crucial for ethics training
 - - *responsibility for research integrity and ethics training*
 - - *explicit and implicit strategies in teaching-research integrity and ethics*
 - - *proactive and reactive approaches to integrity and misconduct*

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Findings from previous research

- issues and approaches to fostering academic integrity skills development is of essence for researchers
- research focused on best possible approaches to achieve greater understanding of AI and RI in students work performance
- supervisor/mentor effective communication can substantially improve understanding of AI & RI concepts in masters and PhD students

01

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Findings from previous research (cont)

- bottom-up approach based on pedagogical solutions for AI & RI: designing of courses which will translate “academic integrity issues in learning outcomes”
- divergence in perspectives by group of doctoral students and academics and findings related to accommodate these perspectives on content, role, responsibility in promoting AI, and handling misconduct
- the impact of CURE (course-based undergraduate research experience) into cognitive and non-cognitive outcomes in students

01

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Findings from previous research (cont)

- Suggested methods for teaching academic integrity:
- Theoretical lectures (moral behaviour, academic integrity, research integrity, concepts, principles, values, glossary of terms etc.)
- Workshops
- Training
- Seminars
- Forums
- Instructions
- Discussion
- Modelling/ Role-play methods

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Workshops, webinars



Welcome to our second Bridge
presentation:

Friday 15 CET

FROM ACADEMIC AND RESEARCH
INTEGRITY TOWARDS INTEGRITY
IN BUSINESS AND SOCIETY



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

https://twitter.com/projectbridge_

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THANK YOU

bridge@academicintegrity.eu

Project coordinator: sonja.bjelobaba@crb.uu.se