

**S04**

## Academic integrity is a safeguard for collaborative work!

### Description and background

This learning unit:

*Introduces citizens to codes and regulations in academia*

*Encourages citizens to argue for an open, transparent, logical and reasonable dialogue*

*Requires citizens to persist in an open, transparent, logical and reasonable dialogue*

*Emphasises that aggressive behaviour hinders academic integrity*



*An advocate for research integrity*

*Kristina Bliznakova*

### Keywords

*Academic integrity; implicit and explicit codes and regulations; reliability in group work*

*This unit has been prepared for non-disciplinary learning groups.*

### Learning objectives

- 1** *Refer to implicit and explicit codes and regulations*
- 2** *Realise that fraudulent behaviour hinders academic work*
- 3** *Establish an open, transparent, logical and reasonable dialogue*

### Learning stages

- 1** *Become familiar with the topic*
- 2** *Dive into an interesting story*
- 3** *Engage in rotatory role play*
- 4** *Discuss academic integrity*
- 5** *Establish guidelines for future work groups*

**“Research integrity guarantees collaborations with notable scientific institutions and renowned universities. It also opens doors to work with big industries, but most importantly, research integrity can help transform ideas into products beneficial to society.”**

**(Kristina Bliznakova, an advocate for research integrity)**





## 1 Become familiar with the topic:

*Homework (before the unit starts) or reading session*

Look up the comic “Building a Foundation”.

Building a  
Foundation  
(Path2Integrity):



## 2 Dive into an interesting story:

Review or look up the story from LONA Science Centre (video or text).

In your opinion, how do Emma, David and Rebecca assess the work between Prof. Weis and her colleague?

What challenges does Prof. Weis have in her team?

## 3 Engage in rotatory role play:

### Build groups of three people.

Put all the tables and chairs aside and spread out in the room. Now expand a dialogue between the following three characters.

### Character descriptions:

Emma: open and transparent, persists in excellence

David: distracted, tries to find his way

Rebecca: self-confident, works as little as possible

### Situation:

Emma, David and Rebecca are back in school working on a group assignment for another class to conduct their own research. Emma can feel that their meeting is going south and that she faces similar challenges as Prof. Weis at LONA Science Centre. Think about what Emma, David and Rebecca talk to each other, and embellish the dialogue with details.

### Play round 1:

Start your freestyle dialogue. Emma (1) steps in last.

### Play round 2:

Switch roles. Start your dialogue again. Emma (2) steps in last referring to implicit and explicit codes and regulations for collaborative group work.

### Play round 3:

Switch roles. Start your dialogue again. Emma (3) steps in last using the words “open”, “transparent”, “logical” and “reasonable”.

## 4 Discuss academic integrity:

Put all the tables and chairs back in place. Discuss in class:

- What hinders collaborative work, and why?
- What are your experiences with collaborative work?
- How can somebody ask for and establish academic integrity in collaborations?

## 5 Establish guidelines for future work groups:

To learn how research is done and how to gain knowledge collaboratively, students should

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Write these guidelines into your notebook.



Academic integrity means “[c]ompliance with ethical and professional principles, standards and practices by individuals or institutions in education, research and scholarship”. (Tauginienè, L. et al. (2018) Glossary for Academic Integrity. ENAI Report 3G, online.)

