

M3

“Researchers comply with codes and regulations relevant to their discipline.”
(ECoC 2017, p. 6)

Description and background

This learning unit:

Introduces (future) researchers to codes and regulations at their institution

Enables an understanding of compliance and of potential complications

Challenges (future) researchers to demand compliance in research codes both from themselves and others

Emphasises how to switch to help mechanisms when an open and transparent dialogue about research rules is not possible



An advocate for research integrity

Nanda Rea

Keywords

Openness and transparency; research codes and regulations; ombudsperson; research ethics committee; person of trust

This unit has been prepared for disciplinary learning groups.

Learning objectives

- 1** ***Refer to codes and regulations***
- 2** ***Realise that aggressive behaviour hinders research integrity***
- 3** ***Establish an environment for complying with research codes and regulations***
- 4** ***Switch to help mechanisms by contacting guardians of research integrity, if necessary***

Learning stages

- 1** ***Become familiar with the topic***
- 2** ***Immerse yourself in rules relevant to your discipline***
- 3** ***Engage in rotatory role play***
- 4** ***Find solutions at your institution***
- 5** ***Reflect on conditions and help mechanisms for an open and transparent dialogue***

“If research is not based on and governed by integrity and ethics, the outcome of research would be bad for society and its progress.”
(Nanda Rea, an advocate for research integrity)





1 Become familiar with the topic:

Homework (before the unit starts) or reading session

Read the paragraph on safeguards in “The European Code of Conduct for Research Integrity”

Find at least two codes or regulations that affect your discipline.

Read them and bring them to your class.

In class, discuss the meanings of any unknown words.

[European Code of Conduct for Research Integrity](#)



2 Immerse yourself in rules relevant to your discipline:

Working in pairs, discuss which codes and regulations from your discipline you brought with you and decide together which rule you value as most important.

Write your chosen rule on a chalk board or flip chart. As a class, agree on the most important rule relevant to your discipline out of all the recommendations. Write this rule in your notebook!

Together with your partner, recall or read Hannah’s protocol. Imagine meeting her; you have two minutes to tell her the rule within your discipline that you have decided on as a class.

3 Engage in rotatory role play:

Go through the next steps in pairs, choosing one student to play A and one to play B:

A has a conflict with their superior B, because B is not adhering to the rule (from your notebook); in fact they have instructed A to ignore this rule. *Flesh out your conflict with details.*

Write down a dialogue of your conflict in which A explains to B that it is both necessary and reasonable to follow this rule. Perform your dialogue in role play! *Refer to codes and regulations.*

Go through this dialogue at least four times with B using different forms of aggressive verbal behaviour to try to prevent A from following this rule. A should continue to address the conflict in an open and transparent way. *Rotate roles for every turn.*

Reflect on the differences between the four turns.

4 Find solutions at your institution:

Come together as a class. Discuss where A can find help in your institution in a situation in which an open and transparent dialogue is not possible.

5 Reflect on conditions and help mechanisms for an open and transparent dialogue:

Answer these questions together as a class, and copy them into your notebook:

- How should an open and transparent dialogue about research rules look like?
- At what point in a conflict is it necessary to stop attempting a dialogue and instead switch to help mechanisms and contact a research integrity guardian?
- What can happen when somebody seeks help from a research integrity guardian?
- Why should every student and researcher feel responsible for ensuring that research rules are complied with?

Guardians of research integrity are:

1. **Ombudspersons** are officially elected to represent the codes and regulations of research integrity at your institution;
2. **Research ethics committees** are elected to assess ethical issues in research projects;
3. **Persons of trust** are trustworthy and experienced in the field of research integrity, in some cases officially appointed by your institution.

