



The research environment constitutes itself through clear infrastructure, policies and procedures! (cf. ECoC 2017, p. 5)

Description and background

This learning unit:

- Introduces researchers to the research environment*
- Enables an understanding of the relationship between research environment and good research practices*
- Challenges researchers to reflect on roles and responsibilities in the research environment*
- Emphasises the importance of infrastructure, policies and procedures supporting responsible conduct of research*



An advocate for research integrity

Justyna Olko

Keywords

Research codes and regulations; good research practice; structural violence; respect; openness and transparency

This unit has been prepared for interdisciplinary learning groups.

Learning objectives

- 1 Identify and actively use research infrastructure, policies and procedures*
- 2 Depict roles and responsibilities on an individual, interpersonal and institutional level*
- 3 Explain and justify important norms from your research environment*

Learning stages

- 1 Become familiar with the topic*
- 2 Dive into an interesting story*
- 3 Do a classroom walkabout*
- 4 Engage in storytelling*
- 5 Reflect on the research environment*

**“A university or research centre should offer freedom of research as a basic condition, which will have a positive effect on the quality, reliability and importance of the research carried out.”
(Justyna Olko, an advocate for research integrity)**





1 Become familiar with the topic:

Homework (before the unit starts) or reading session

Read the paragraph on research environment in “The European Code of Conduct for Research Integrity”.

Take a few minutes to think about your own research environment and try to relate to the research integrity issues mentioned in the paragraph. Is there a lack of clear infrastructure, policies or procedures in your discipline?



2 Dive into an interesting story:

Read or recall Hannah’s protocol and briefly flesh out what happened in the conference.

The members of the conference represent various groups of interest. Among them are early-career researchers, faculty chairpersons, reviewers of journals, heads of research foundations, whistleblowers and others.

3 Do a class room walkabout:

Make further associations with the following five statements:

1. As a researcher, I can generate reliable research results by...
2. Our institution should foster a culture of research integrity by...
3. Scientific journals and reviewers should evaluate submissions by...
4. Funding agencies can help ensure excellence in research by...
5. To promote good research practice, whistleblowers should raise awareness of...

Write the statements on pieces of paper and distribute them on tables. Spread out in the room and do a classroom walkabout. Leave your comments on the statements given on the sheets.

4 Engage in storytelling:

Now place yourself in five groups and evaluate one of the posters each.

Summarise the statements and corresponding remarks by bringing them together in a story. Ascribe the statements and comments to Hannah and tell how she addresses the topic from your poster. Imagine that Hannah takes the floor in the conference meeting and states for example: “As a young researcher from the faculty of x, I generate reliable research results by...”. Include all comments and embellish the story with details.

Read your stories aloud!

5 Reflect on the research environment:

Put all the posters on the wall and meet in front of them as a class.

Review the comments and reflect on terms for each poster that are especially important to you. Agree on the three most important ones and write them in your notebook.

Which other individuals and institutions are responsible for maintaining research integrity in the research environment? What is their role and how can they contribute to achieve this goal? Together, collect more information and discuss.

