

Y3

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

Description and background

This learning unit:

- Introduces researchers to codes and regulations in their discipline*
- Enables an understanding of compliance and of potential complications*
- Challenges researchers to demand compliance in research*
- Emphasises how to switch to help mechanisms when an open and transparent dialogue about rules is not possible*



An advocate for research integrity

Kristina Bliznakova

Keywords

Research codes and regulations; openness and transparency; ombudsperson; safeguards; impartiality, objectivity, confidentiality

This unit has been prepared for interdisciplinary learning groups.

Learning objectives

- 1** *Refer to codes and regulations*
- 2** *Discuss the rules of your discipline in an open and transparent manner*
- 3** *Realise conditions for a research integrity dialogue*

Learning stages

- 1** *Become familiar with the topic*
- 2** *Immerse yourself in rules relevant to your discipline*
- 3** *Engage in role play*
- 4** *Reflect*

“As a scientist, it is important to follow the principles of research integrity because with their help, cooperation with partners can be improved.”
(Kristina Bliznakova, an advocate for research integrity)

Y3 Path 2 Integrity



1 Become familiar with the topic:

Homework (before the unit starts) or reading session

Find what you view to be the most important code of research conduct within your discipline. Read it and bring it with you. Find a case of misconduct that happened in your discipline and bring a short description of it with you.

2 Immerse yourself in rules relevant to your discipline:

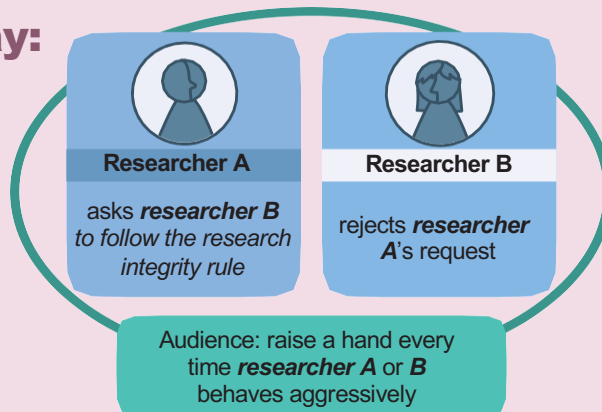
Read or recall Hannah's protocol and briefly flesh out what happened in the conference meeting. In pairs, take out the research rule that you chose from your code of research conduct. Imagine that your partner is Hannah. Explain the rule that you have chosen, and why it is the most important research integrity rule within your discipline.

Switch roles!



3 Engage in role play:

Come together in a plenum, greet everyone and introduce yourself. Pick two volunteers to engage in an improvised rotatory role play in which researcher A uses their important research integrity rule.



Every time someone from the audience raises a hand, the actor should stop and ask the audience for a rational argument for why they should follow the research integrity rule. The actor should then continue the play using the argument from the audience. If two others are voluntarily up for this task, play again!



Research integrity office

Research integrity offices handle allegations of misconduct by obtaining expert opinions, statements and hearings. They are an impartial and confidential body to evaluate responsible conduct of research in a professional manner.

Divide your class into five groups. Assign each group a position in the play.

Person Z's group decides which misconduct case will be discussed in the upcoming role play and outlines the case in bullet points on the chalk board or flip-chart. Each group should take 15 minutes to prepare its role and to decide who will act in the play. Send your actor into the play with the bullet points or a written text!

Individual or institution
played by one person
presents a short, detailed case of Person Z's research misconduct

Person Z
played by one person
makes a statement defending their action to ignore the rules of research integrity

Research integrity safeguard

represented by three independent experts from different disciplines (if possible, *ombudsperson 1* should be in the same discipline as *person Z* and *ombudsperson 2* should be in an affiliated discipline. *Ombudsperson 3* may be from another discipline).

Ombudsperson 1
makes a statement about why this case is a misconduct case; refers to rules, regulations and codes of conduct.*

Ombudsperson 2
makes a statement about the severity of the case

Ombudsperson 3
makes a statement about the importance of research integrity; outlines possible impacts of the case.

* If this statement receives no approval from the audience, discuss in the plenum why objectivity is difficult in this case and then move on to the next case.

4 Reflect:

Come together as a class.

Discuss when to reach out for help from people and entities in charge of enforcing research integrity such as data management officers, ombudspersons and/or ethics committees. Together come up with three rules on when it is time to seek help!

Write the rules into your notebook.

Seven Reasons to Care about Integrity in Research

A policy paper by Science Europe lists the following key reasons for integrity in research:

- 1 Research integrity safeguards the foundations of science and scholarship
- 2 Research integrity maintains public confidence in researchers and research evidence
- 3 Research integrity underpins continued public investment in research
- 4 Research integrity protects the reputation and careers of researchers
- 5 Research integrity prevents adverse impact on patients and the public
- 6 Research integrity promotes economic advancement
- 7 Research integrity prevents avoidable waste of resources

(cf. Science Europe Working Group on Research Integrity – Task Group 'Knowledge Growth' 2015, *Seven Reasons to Care about Integrity in Research*)

