

CONCEPTUAL BASES OF ACADEMIC HONESTY FORMATION AT TEACHERS TRAINING

Dana Sopova

ORCID iD 0000-0002-0814-6667

PhD Student, Lecturer in the University College,

Borys Grinchenko Kyiv University,

16 Gagarina Ave., 02094 Kyiv, Ukraine,

d.sopova@kubg.edu.ua

<https://doi.org/10.28925/2518-7635.2018.3.10>

ABSTRACT

This paper highlights academic integrity in the system of the future teacher professional training; the essence of the academic honesty concept, its contents in relation to the formation of personal and professional characteristics of a competent specialist is researched; the attitude to the academic dishonesty manifestations among the students of the specialty “Preschool education” is determined. Author examines the growing cases of violations of the academic integrity principles in higher education. The European experience in shaping the moral and ethical behavior of a future educators is highlighted as a model for Ukraine in struggle with tolerance to academic dishonesty manifestations in the educational process. On the basis of systematic analysis, it was proved that academic honesty is the rules and moral and ethical principles that all educators should use to build an atmosphere of mutual trust in the academic environment, updating the education system. Understanding and adopting academic norms based on systematic work and motivation is a necessary phenomenon for future educators. Updating the system of higher education is possible only with the active participation of students in reforms, providing suggestions on ways to improve the educational process. Many institutions of higher education in Ukraine already have "Ethical Codes" that define the principles of academic honesty at the legislative level. The next step towards restoring the academic culture of our country will be the creation of ethical commissions that will clearly regulate sanctions for non-compliance with ethical norms in the educational environment. It is concluded that academic honesty has gained special significance for the educational environment, and only joint efforts of the entire academic community can build the corporate culture of the university. It is necessary to deal comprehensively with tolerant attitude of students towards negative phenomena of violation of ethical principles in educational activities.

Keywords: *academic integrity; students; student plagiarism; university.*

INTRODUCTION

For the modern educational community, the term “academic integrity” is

relatively new, which determines the versatility of its translation from a foreign language. This term is composed of two words – “academic” and “integrity”, which translates as “honesty”, “integrity”, “moral purity”. The basic definition of the term “academic integrity” is based on the main ethical qualities of future professionals: conscience, responsibility, courage, justice, respect, decency, trust and courage. We can state that in the context of the challenges faced by the modern academic community and the growth of the extent of the spread of unethical behavior, the development of all participants academic integrity in the educational process plays a major role.

ANALYSIS OF RELEVANT RESEARCHERS AND PUBLICATIONS

The conceptual and legal academic integrity foundations are reflected in the National Doctrine of Education Development (2002), the National Strategy for the Development of Education in Ukraine for the period up to 2021 (2013), the Law of Ukraine “On Copyright and Related Rights” (2015), the Law of Ukraine “On Education” (2017). We have the opportunity to highlight the work of Ukrainian and foreign scientists based on the study on the academic integrity formation in the future teachers training. The Ukrainian block of scientific works includes the work of such researchers: I. Kamenshchik, S. Melnychuk, N. Penkovska, V. Romakin, V. Sherstyuk, M. Zharikova, V. Kasadzhik, K. Vasilieva, V. Satsik, O. Korobkina, T. Yavorska, I. Zhilyaev, T. Finikov, who have studied the general theoretical aspects of academic integrity formation in the system of future teachers professional training. In particular, the problem of academic integrity as a factor and an important component of ensuring the quality of higher education is studied by I. Kamenshchik and V. Kasadzhik; N. Penkovska studying the level of academic integrity among students; T. Timochko, V. Sherstyuk, M. Zharikova investigate the system of academic integrity support in Ukrainian universities; V. Romakin considers persuasion, motivation and behavior of students in relation to the norms of academic culture; O. Korobkina investigates the internal system of ensuring academic integrity in a high school.

The problem of the academic integrity formation for future educators during training was reflected in the research of such foreign scientists as E. Abbott, B. Clark, D. Ben-David, M. Green, D. McCabe, R. Lapton, C. Chapman, D. Weiz, H. Ali, D. Andres, M. Moritz, V. Orestreicher, N. Bacha, R. Bachus, M. Nabhani, B. Barnhardt, P. Guinness, E. Bensal, E. Miraflores, N. Ten, A. Brandtner, T. Bretag. Particular attention was paid to such problems as: studying the norms of ethical behavior during the educational process by students and teachers (P. Bush, A. Bilgin); prevention of violations of the academic integrity rules (R. Vatermeier, D. Chabb). However, the academic integrity study in the system of the future teacher professional training was conducted quite fragmented, which substantiates the relevance of the topic in light of the challenges faced by modern Ukrainian society and the system of education in Ukraine.

The purpose of the article is to outline the conceptual foundations for the academic integrity formation of future educators during their professional training, to determine the attitude to the academic dishonesty manifestations among students of pedagogical specialties.

ACADEMIC INTEGRITY AS A COMPONENT OF QUALITY ASSURANCE IN HIGHER EDUCATION

In recent years, the educational world community has begun to pay close attention to the issue of academic integrity through the emergence of the need to adhere of moral and ethical principles in the scientific works writing. The Declaration on Ethical Values and Principles in the European Region was adopted in September 2004 at the Bucharest Conference with the support of the UNESCO European Center of Higher Education. The Declaration defines the main components of academic integrity: honesty, trust, justice, respect, responsibility, accountability. Mechanisms for ensuring academic integrity in organizing an educational process in a higher education institution are clearly regulated by the Law of Ukraine “On Higher Education” (2014) – the fight against bribery, plagiarism and other academic dishonesty manifestations has begun. In our country, society begins to perceive academic integrity in shaping the moral and ethical competence of future teachers as an educational rule, which is confirmed by the Law of Ukraine “On Scientific and Technical Activity” (2016).

Academic integrity emphasizes correct citation, reference to literary sources, providing correct information about the research results while writing scientific papers, respect for the work of other scientists. Penalties for academic integrity violations include retaking the exam, the final module control, re-passing discipline, dismissal from the university, deprivation awarded degrees. Academic integrity has a direct impact on the quality of higher education, because it focuses on many moral and ethical qualities of the individual, which predetermine the behavior of all participants in the educational process (Bretag, & Green, 2014).

CONTENT OF THE CONCEPT OF “ACADEMIC INTEGRITY”

The term “academic integrity” is quite complex, because it encompasses the general academic culture of the higher education institution, culture within human and spiritual culture, is systemic in respect of norms, values, rules and traditions of writing scientific papers, ethical responsibility for the consequences of research. Academic integrity is a complex interdisciplinary definition that combines the moral norms and ethical rules of conduct of all participants in the educational process. There is a set of moral factors that encourage higher education institutions to fight with different manifestations of academic insecurity (Bacha, Bahous, & Nabhani, 2012).

Academic integrity in the present day is the basis of the spiritual integrity and the individual moral image, the strength of the teachers character. It is based on the moral values with which the entrants come to higher educational institutions, multiplies them during the students study, improves during practical activities of specialists. Ability to be honest and responsible, to respect other people's opinions, to adhere to the academic behavior rules - these are the components that make up the notion of academic integrity and are included in the list of competences of the future teacher (Androshuk, 2015). Academic integrity in European universities serves as an ethical foundation for students,

faculty and administration of higher education institutions. (Chubb, & Watermeyer, 2016).

FORMATION OF FUTURE TEACHERS ACADEMIC INTEGRITY DURING PROFESSIONAL TRAINING

As part of the training “Compliance with the academic integrity in the scientific papers writing” to determine the attitude to academic dishonesty manifestations we conducted an anonymous survey of students II and III courses of specialty “Preschool education” educational level “junior specialist”. The number of respondents is 118 students. To conduct the survey, we applied the author's questionnaire, which included 7 questions about the students attitude to the academic insecurity manifestations. The first question was: “In what extent is permissible ready to buy a work or pay for performance essays, term papers, dissertations?”. Results for this question: for 8.5% of the respondents, this phenomenon is quite acceptable, 30.5% of respondents neutralized this issue, 35.1% of respondents disagreed, 25.9% of respondents answered that it is categorically not acceptable for them.

The second question was formulated as follows: “In what extent is it possible or unacceptable to use cheat sheets while studying at a higher education institution?” The answers were distributed as follows: for 19.6% of the respondents described the situation is quite possible; for 9.7% – sometimes it involves the use of cribs (time is low, non-standard situations), for 39% of the respondents this phenomenon is unacceptable, for 31.7% of respondents it is categorically not acceptable.

Our next question is: “Insofar as it is possible or inadmissible to protect the diploma work written by another person?” Results for this question: 3.5% of the respondents believe that it is possible in general, 12.1% – it is quite possible, for 36.4% of the respondents this is not acceptable, for 48% of respondents it is categorically not acceptable.

The fourth question: “Do you consider it acceptable practice to download works from the Internet and publishing them with your own name?” 23% of the respondents believe that this practice acceptable, 77% – do not.

According to the statement “Most examinations in the university could be passing with the help of cheating”, 20.3% of the respondents agreed, 25.9% – are neutral to this problem. Disagreed with this statement 44.8% of the respondents, strongly disagreed – 9% of the respondents.

The sixth question was formulated as follows: “Will you condemn your classmate, if he buy work written by someone other.” The responses were distributed as follows: 27% of the respondents said “yes”, 73% of the respondents said “no”.

Finally, with the latest statement «If a student has resorted to plagiarism, he should be deducted from the university», 20% of the respondents agreed, 19.8% – neutral on this problem, 24.2% – did not agree, and 36% – categorically disagreed.

The above results allow us to summarize: future professionals do not have clear standards of behavior in educational activities, not fully understand the academic principles and rules, so try to find the easy way in studying subjects. A crucial step in selecting a student committing misconduct is related to his

classmates violations of academic culture. Academically dishonest students use the results of other classmates excellent work during the examinations, which becomes a factor in demotivation for diligent students.

According to the results of the survey it can be concluded that the modern student tries to avoid personal responsibility for the committed actions, find justification, moral and ethical explanation for the dishonest behavior. Justifications and explanations are needed to avoid feelings of shame and guilt. Future education professionals should realize that any violation of the academic integrity principles leads to a large number of negative outcomes. The neglect of academic culture in education directly influences on the specialist's mentality formation. If a person is accustomed to plagiarized during the studying, what prevents him from acting unethically in his professional life and activities?

Comprehensive work to overcome academic dishonesty manifestations will only succeed if there is a system of actions, mechanisms for overcoming bad behavior, clear standards and moral principles (Barnhardt, 2016). European universities have a “Code of Ethics”, which clearly regulate the principles of educational activities. They set rules and standards for teachers and students ethical behavior. The discipline “Academic Writing” is taught in order to teach students to correctly execute scientific work. The discipline “Scientific Ethics” is taught for bringing to students moral and ethical values into educational and research activities. University libraries also play an important role in popularizing the postulates of academic integrity. European countries are characterized by the desire to create a united democratic and cultural educational space based on the following principles: professional training, multiculturalism, self-improvement, mobility, openness to the world. Corporate ethics, partnership between students, lecturers and administration are the main characteristics of the European University (Baird, & Dooley, 2014).

European scholars suggest concentrating on the higher education institutions characteristics that promote or hinder the academic insecurity manifestations. The number of violations of academic principles is much lower in those higher education institutions, where the relevant legal and regulatory framework has been developed: recommendations, rules, regulations, declarations, codes. Universities should send forces for creating an academic integrity culture and motivated students education (Bacha, Bahous, & Nabhani, 2012).

Foreign researchers emphasize academic values that are the basis for the educational environment and for society in general. Academic integrity is one of the most important academic values that forms a competitive specialist in the world labor market (Andres, Moritz, & Oestreicher, 2014).

Academic integrity has become especially important for the educational environment, and only joint efforts of the entire academic community can form the ultimate corporate culture of the university. It is necessary to fight with tolerant students attitude to the negative effects of ethical principles violation in educational and research activities (Androshuk, 2015).

CONCLUSIONS

Based on a systematic analysis we outlined the conceptual basis for the academic integrity formation of future teachers during the training, proved that this category - the rules and ethical principles that are used by all participants in

the educational process for building mutual trust among scholars and upgrading the education system. Understanding and adopting academic norms based on systematic work and motivation is a necessary phenomenon for future educators. Update system of higher education is possible only with the active participation of students in reforms offers ways to improve the educational process. Many institutions of higher education in Ukraine already have “Code of Ethics”, which prescribe the principles of academic integrity at the legislative level. The next step for rebuilding the academic culture of our country will be the creation of ethical commissions that will clearly regulate sanctions and penalties for non-compliance with ethical norms in the educational and scientific environment.

PROSPECTS

From the point of view of increasing cases of ethical norms violations in higher education institutions it will be appropriate to direct further scientific research in the way of the peculiarities studying of the academic integrity development as a component of the future specialists professional training.

REFERENCES

- Androshuk, G. (2015). Avtorske pravo i apropraciya u mistectvi: mezhi dostupnogo [Copyright and apportioning in art: the boundaries of the available]. *Intelektualna vlasnist v Ukrayini: naukovopraktichnij zhurnal*, 9, 13–20.
- Andres, D., Moritz, M., & Oestreicher, W. (2014). Gute Begleitung wissenschaftlicher Arbeiten als Ansatz zur Prävention akademischen Fehlverhaltens. *Information-Wissenschaft Und Praxis*, 65 (1), 3–8. DOI: 10.1515/iwp-2014-0002.
- Bacha, N. N., Bahous, R., & Nabhani, M. (2012). High schoolers' views on academic integrity. *Research Papers in Education*, 27 (3), 365–381. DOI: 10.1080/02671522.2010.550010.
- Baird, C., & Dooley, P. (2014). Ensuring effective student support in higher education alleged plagiarism cases. *Innovative Higher Education*, 39 (5), 1–14. DOI: 10.1007/s10755-014-9285-4 (eng).
- Barnhardt, B. (2016). The «Epidemic» of cheating depends on its definition: A critique of inferring the moral quality of «Cheating in any form». *Ethics and Behavior*, 26 (4), 330–343. DOI: 10.1080/10508422.2015.1026595.
- Brandtner, A. (2014). Auf den Schultern von Bibliotheken: Warum koordiniert die Universitätsbibliothek Mainz das Projekt «akademische Integrität» an der Johannes Gutenberg-Universität Mainz? *Information-Wissenschaft Und Praxis*, 65 (1), 33–39. DOI: 10.1515/iwp-20140013.
- Bretag, T., & Green, M. (2014). The role of virtue ethics principles in academic integrity breach decision-making. *Journal of Academic Ethics*, 12(3), 165–177. DOI: 10.1007/s10805-014-9209-z.
- Chubb, J., & Watermeyer, R. (2016). Artifice or integrity in the marketization of research impact?: investigating the moral economy of (pathways to) impact statements within research funding proposals in the UK and

Australia. *Studies in Higher Education*, 42 (12), 2360–2372. DOI: 10.1080/03075079.2016.1144182.

Fendler, R. J., & Godbey, J. M. (2016). Cheaters should never win: Eliminating the benefits of cheating. *Journal of Academic Ethics*, 14 (1), 71–85. DOI: 10.1007/s10805-015-9240-8.

КОНЦЕПТУАЛЬНІ ОСНОВИ ФОРМУВАННЯ АКАДЕМІЧНОЇ ЧЕСНОСТІ ПІД ЧАС НАВЧАННЯ МАЙБУТНІХ ПЕДАГОГІВ

Сопова Дана, аспірант, викладач циклової комісії з педагогічної освіти Університетського коледжу, Київський університет імені Бориса Грінченка, просп. Гагаріна, 16, 02094 Київ, Україна, d.sopova@kubg.edu.ua

У статті висвітлено концептуальні засади формування академічної чесності майбутніх педагогів під час професійної підготовки; досліджено суть поняття “академічна чесність”, його зміст щодо формування особистісних і професійних характеристик компетентного фахівця; визначено ставлення до випадків академічно нечесної поведінки майбутніх педагогів. Досліджено зростання кількості порушень етичної поведінки в університетах. Європейський досвід формування морально-етичної поведінки майбутнього фахівця в галузі освіти висвітлюється як модель для боротьби України з толерантністю до академічного нехтування етичними правилами під час навчання. На основі систематичного аналізу було доведено, що академічна чесність – це правила та морально-етичні принципи, які всі освітяни повинні використовувати для побудови атмосфери взаємної довіри в академічному середовищі, оновлення системи освіти. Розуміння та прийняття академічних норм на основі систематичної роботи та мотивації є необхідним явищем для майбутніх педагогів. Оновлення системи вищої освіти можливе лише за активної участі студентів у реформах, надання пропозицій щодо шляхів вдосконалення освітнього процесу. Багато закладів вищої освіти України вже мають «Етичні кодекси», які визначають принципи академічної чесності на законодавчому рівні. Наступним кроком до відновлення академічної культури нашої країни буде створення етичних комісій, які чітко регулюватимуть санкції за невиконання етичних норм в освітньому середовищі. Зроблено висновок, що академічна чесність набула особливого значення для освітнього середовища, і лише спільні зусилля всієї академічної спільноти можуть побудувати корпоративну культуру університету. Необхідно комплексно боротися з толерантним ставленням студентів до негативних явищ порушення етичних принципів в освітній діяльності.

Ключові слова: академічна чесність; академічно нечесні прояви; етичний кодекс; морально-етична поведінка; плагіат; студент; університет.

Received: 01.12.2018

Accepted: 21.12.2018