

**Nina Batechko**

ORCID iD 0000-0002-3772-4489

Doctor of Sciences in Pedagogy, Associate Professor,  
Head of the Department of Higher and Applied Mathematics,  
National University of Life and Environmental Sciences of Ukraine,  
13 Heroyiv Oborony Str., 03042 Kyiv, Ukraine,  
batechko\_n\_@ukr.net

**Alla Durdas**

ORCID iD 0000-0001-6456-6108

Post-Graduate Student of the Department  
of Theory and History of Pedagogy,  
Pedagogical Institute, Borys Grinchenko Kyiv University,  
13b Tymoshenko Str., 04211 Kyiv, Ukraine,  
a.durdas@kubg.edu.ua

**Tetyana Kishchak**

ORCID iD 0000-0003-1274-8182

Ph.D. (Agriculture),  
Director of the Scientific Library,  
National University of Life and Environmental Sciences of Ukraine,  
13 Heroyiv Oborony Str., 03042 Kyiv, Ukraine,

**Mykola Mykhailichenko**

ORCID iD 0000-0003-2714-7291

Ph.D. (Pedagogy),  
Professor of the Department of Management and Educational Technology,  
National University of Life and Environmental Sciences of Ukraine,  
13 Heroyiv Oborony Str., 03042 Kyiv, Ukraine

## **IMPLEMENTATION OF THE PRINCIPLES OF ACADEMIC INTEGRITY IN THE CONTEXT OF EUROPEAN PRACTICE**

*The article deals with the main challenges which the student community and teaching staff face towards building a European-style university based on the principles of academic integrity as a component of higher education quality. The basic universal norms, which should enter into the daily life of the university and ensure the improvement of the*

*quality of educational and scientific process, have been considered in the article; the basic manifestations of academic dishonesty have been highlighted; the experience of the EU and of France in particular, in implementation of academic integrity principles in the life and activities of students and teachers has been considered. The main method of overcoming academic dishonesty by the developed countries has been mentioned. The respect of academic integrity principles as a component of higher education quality has been stressed. The current state of the principles of academic integrity implementation in the Ukrainian university education has been noted. The notion and principles of academic integrity have been stated. The types of academic dishonesty have been revealed. Academic integrity as a set of ethical principles and rules defined by the Law of Ukraine «On Education» has been mentioned in the article. The initiatives taken in the world to overcome the problem, have been revealed. The chronology of the advances in this field has been provided in the article. The European Union-funded project on the «Comparison of policies for academic integrity in higher education across the European Union» has been revealed in the article as an important initiative of the EU countries in academic integrity principles implementation. The aim, the participants and the target group of this project have been highlighted. It was stressed that the establishment of the principles of academic integrity is quite a complicated process that involves not only the definition, fixation, but also the conscious and free adoption of these principles by all members of the academic community. The presence of goodwill, enlightenment of enthusiasm, confidence in one's rightness among adherents of academic integrity, combined with modern information technologies allow to accelerate this process in time and expand the circle of ideological supporters of these principles.*

**Keywords:** *academic integrity, academic dishonesty, quality of higher education, plagiarism, academic fraud, students.*

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**Introduction.** Academic integrity is a widely accepted concept in the developed countries of the modern world. Its generalized nature, on the one hand, allows it to extend into very diverse domains of academic life, with each actor playing a unique role and vested with respective rights, responsibilities, and commitments. On the other hand, its very scope is viewed as a threat in cultures where the academic rules of behaviour are still unshaped or were lost or destroyed. Ukraine falls into the second category, particularly in higher education, where due to distorted goals and twisted values the good name of a student or scholar, the prestige of academia, and institutional reputation have yielded precedence to rank, and the influence that rank helps to attain. (8).

Higher education has indeed its own particularities and potential risks, from the number of students, which has grown over the years, to the competition for resources and prestige places, which increases pressure on higher education institutions and staff.(1).

Today the quality of higher education is impossible without respect of academic integrity principles, providing a set of values in learning, teaching, scientific research. In modern conditions the observance of academic integrity provides for educational institutions competitive advantages in the educational market, positioning it as the responsible subject in this field. Throughout the civilized world, academic integrity and attitudes in the university is also an important factor for international cooperation and the formation of trust from foreign partners. (Artyukhov & Liuta, 2017, p. 34).

Nowadays the problem of academic integrity as an ethical component of modern science is actively discussed both by representatives of the national and world academic community. Academic integrity as a basis of a higher educational institution's development was investigated by T. Dobko, V. Banys, B. Buyak, T. Finikov, V. Turchynovsky, A. Melnychenko, O. Menshov, A. Artyukhov, N. Gapon, R. Belanova etc. As an educational phenomenon the issue of academic integrity was studied by scientists M. Gryneva, N. Gapon, D. Zagirnyak, V. Romakin, R. Belanova, O. Traverse, T. Yaroshenko, A. Syngayivska, O.Tsokur, L.Pivneva, L. Ryzhak, who at various times explored the general theoretical aspects of the formation of academic integrity in the European education. However, despite a significant number of publications in this area, the problem of identifying areas for overcoming the manifestations of academic dishonesty in higher educational institutions of Ukraine remains relevant.

**The purpose** of the article is to study the implementation of the principles of academic integrity in the European countries and in France, in particular.

**The notion and principles of academic integrity.** In the current state of development of the Ukrainian university education, the principles of academic integrity are either perceived as abstract, fashionable, often recalled in words, but not used in practice, or, at best, as a reason to prohibit students and teachers to use uncontrollably and irresponsibly others' thoughts, issuing them for their own, and determine the order of punishment for plagiarism and copying. In this sense, academic integrity comes down to

the rules of working with information. This understanding of the problem is too narrow, since the essence of its solution lies primarily in the worldview-value plane. In the world practice, the notion of «academic integrity» is used to determine honesty in teaching. (Artyukhov & Liuta, 2017, p. 35).

Translated from Latin, *integer* means «*perfect, complete, holistic*» and the noun *integrity* means «*perfection, completeness, integrity*» of a person's psychological state, which is noted by its internal harmony, stability, and consistency of moral character (Killinger 2010, p. 12). In combination with the connecting adjective academic, as a sign of belonging of a particular subject or subject to a school or university, learning and thinking processes, we obtain the category of academic integrity.

The category of academic integrity is noted for its multidimensionality, which means a combination of both relevant fundamental values, and the mechanisms and tools for their provision and promotion. The motivational component of multidimensionality includes student assessment, self-esteem, the functional component is control (student self-government), self-control (anti-plagiarism software) (Batechko, Durdas, 2019, p. 88–92). Academic integrity in modern discourse is opposed by the category of academic dishonesty (academic misconduct, dishonesty), the main manifestations of which are found in the following activities:

- fabrication of data – involves the artificial creation of fictitious data or facts in support of the provisions proposed by the author in scientific work;

- falsification of data - consists in a conscious change or modification of existing data to confirm certain scientific conclusions of the researcher;

- bribery in the academic field – an unlawful demand from a certain person for material or monetary values in exchange for academic gain (for example, a bribe for an exam or written work);

- academic sabotage (sabotage) – the commission by a researcher of such actions that give him the opportunity to obtain an illegitimate academic benefit, or reduce it for other members of the academic group or community (for example, by delaying the review process of the author's work to use the results for their own purposes, the destruction of certain data regarding other competing researchers)

- professorial misconduct;

- academic fraud (cheating) – this is students' behaviour when, in the course of performing educational tasks, they use unauthorized materials, information or other auxiliary means for personal gain;

- plagiarism – academic behaviour characterized by the following five cumulative attributes: when a certain person uses words, ideas or labour results belonging to another specific source or person without indicating references to the source from which it was borrowed in a situation in which the authorship of the original is legitimately expected in order to obtain certain benefits, respect, benefits, does not have to be monetary (Satsyk, 2017).

It should be noted that until recently the notion of «academic integrity» was not reflected in domestic regulatory and legislative acts. For the first time the term «academic integrity» is mentioned in the Law of Ukraine «On Higher Education» as a component of the internal quality assurance system. It is stated that «Academic Integrity is a set of ethical principles and rules defined by the Law of Ukraine «On Education», by this Law and other laws of Ukraine, which should guide the participants of the educational process during training, teaching and carrying out scientific (creative) activities in order to ensure confidence in the learning outcomes and / or scientific (creative) achievements» (7).

It should be mentioned that the establishment of academic integrity principles it is quite a complicated process that involves not only the definition, fixation, but also the conscious and free adoption of these principles by all members of the academic community. The presence of goodwill, enlightenment of enthusiasm, confidence in one's rightness among adherents of academic virtue, combined with modern information technologies allow to accelerate this process in time and expand the circle of ideological supporters of these principles (Artyukhov & Liuta, 2017, p. 35).

**Overcoming academic dishonesty.** The experience of the developed countries shows that in the vast majority of universities, considerable attention is paid to the struggle against academic dishonesty through the creation, of certain rules and regulations for students and teachers who have to form the code of honour, a written oath to the lack of

academic delusion, the Guidelines for the avoidance of plagiarism for students, guide for teachers to combat student plagiarism.

To overcome the problem, some initiatives were taken in the world. Here we provide a chronology of the advances in the field.

– 1974: the General Conference of Unesco adopts a recommendation concerning the social responsibility of the researcher. This recommendation is currently under review.

– 1992: the United States publishes a report entitled «Responsible Science: Ensuring the Integrity of the Research Process» detailing a set of recommendations for responsible research.

– 1999: Inserm was a pioneer in France when it created its Scientific Integrity Office (DIS) in 1999 (10).

– 2005: the European Charter for researchers was published.

– 2007: OECD (Organisation for Economic Co-operation and Development) publishes report on best research practices.

These various initiatives had had little effect, as did a first report on scientific integrity written in 2010 by Jean Pierre Alix, secretary of the University of Scientific Responsibility Movement. That same year 2010, the Singapore Statement on Research Integrity was published, and in 2011, The European Code of Conduct for Research Integrity. Finally, in 2015, the CNRS Ethics Committee (Comets) published a National Charter of ethics for research professions. This charter constitutes a kind of national variation of the international texts mentioned above (Haton, 2017). On June 29, 2016, Pierre Corvol submitted to Thierry Mandon, Secretary of State for Higher Education and Research, a report entitled «Assessment and proposals for the implementation of the national charter for scientific integrity». The text contains sixteen proposals intended to raise awareness in the scientific community and to strengthen mechanisms for protecting scientific integrity. Unlike many other reports, it was quickly taken into account and greatly contributed to changing the situation in France. Thierry Mandon declared on December 14, 2016 that scientific integrity was «at the heart of the nation's lasting commitment to support its research» and announced several measures.

Thus, a direct consequence of the Corvol report is the creation of the French Office of Scientific Integrity (Ofis). On March 20, 2017, the College of the High Council for the Evaluation of Research and Higher Education (HCERES) voted unanimously to create the French Office of Scientific Integrity. This new department of HCERES should be operational in the fall. Its missions are threefold:

Expertise in the field of scientific integrity to support universities and EPSTs in the implementation of their obligations in this area.

Observation: creation of an observatory to identify cases and account for actions carried out at French level.

Animation of the national policy on scientific integrity (in particular to avoid a dispersion between establishments in the treatment of breaches of scientific integrity) and contribution of our country at the international level (Haton, 2017).

As a result, around twenty French universities have established a referent or a project manager for scientific integrity. These people had to meet a certain number of criteria: scientific skills, objectivity, independence, respect for confidentiality. They are to be appointed by the school head and their identity and contact details are public. Following the Corvol report, a group of experts produced a vademecum of scientific integrity referents specifying the concept of scientific integrity and the mission of referents. They must assume the following missions: vigilance and monitoring; prevention and treatment of breaches; the promotion of scientific integrity within their establishments; a report to the head of the establishment on the files processed. The referents are organized into a national network, and also interact with their European counterparts via the Enrio network (European Network of Research Integrity Officers). The competition for a position and the criteria for evaluating researchers throughout their career may explain (without admitting them) certain breaches of integrity: plagiarism, replication of publications, etc.

Training is essential to prevent these failures. Since May 25, 2016, a national decree expressly provides that doctoral schools «ensure that each doctoral student receives training in research ethics and scientific integrity». In practice, only a few universities currently offer such training, but this must evolve rapidly.





Scientific integrity is now taken seriously into account in French universities and public research establishments, as evidenced by the establishment of referents or project managers and the creation of OFIS.

The situation in France is comparable to that of other countries. Training in scientific integrity integrated into higher education is essential to further improve the situation. It is reasonable to hope that the training will help reduce the number of deficiencies found (Haton, 2017).

An important initiation of the EU countries became the IPPHEAE European Union-funded project on the «Comparison of policies for academic integrity in higher education across the European Union». Based on the results of this project, which was restricted to EU countries, a further study could be extended to the 50 States Parties to the European Cultural Convention. The study would identify and analyse policies and practices used in different parts of Europe.

The IPPHEAE project (2010-2013) was part-funded by the European Union under Erasmus, Lifelong Learning Programme, Modernisation of Higher Education, Agreement 510321-LLP-1-2010-1-UK-ERASMUS-EMHE.

In Fig. 1 the participants of the IPPHEAE Project Consortium are represented.

<p style="text-align: center;"><b>Lead Partner:</b>  <b>Coventry University</b>, United Kingdom  Principal Investigator: Irene Glendinning  email: ireneg@coventry.ac.uk</p>			
<p style="text-align: center;"><b>Aleksandras Stulginskis</b>  <b>University</b>, Lithuania  Coordinator: Dr Linas  Stabingis  email: linas_lzuo@yahoo.com</p>		<p style="text-align: center;"><b>Mendel University</b>,  Czech Republic  Coordinator: Dr Tomáš  Foltýnek  email: foltynek@pef.mendelu.c  z</p>	
<p style="text-align: center;"><b>Technical University of</b></p>		<p style="text-align: center;"><b>University of Nicosia</b>,</p>	




<b>Lodz, Poland</b> Coordinator: Agnieszka Michałowska-Dutkiewicz email: agnieszka.michalowska -dutkiewicz@p.lodz.pl		Cyprus Coordinator: Dr Catherine Demoliou email: demoliou.c@unic.ac.cy	
<b>Oxford Brookes          University, United Kingdom</b> Project Consultant:Jude Carroll	Project Conference Sponsors: <b>Turnitin</b> and <b>IS4U</b> 		

Figure 1. IPPHEAE Project Consortium

**The project aims** were to:

- Identify what was being done to combat plagiarism in HE institutions across Europe;
- Capture case studies showing examples of good practice;
- Evaluate new interventions for preventing or detecting plagiarism;
- Recommend methods for discouraging plagiarism and for detecting and dealing with plagiarism cases effectively and consistently;
- Help to uphold and improve standards and quality in Higher Education institutions across Europe and beyond.

The research involved working with HEIs in 27 countries across Europe to compare and evaluate the different approaches to plagiarism and academic misconduct, specifically focusing on:

- Strategies for countering plagiarism (awareness, prevention, detection);
- Any policies and procedures implemented at institutional and national levels, how visible and effective they are;
- E-tools in use for detecting plagiarism and how they are deployed.

A mixed method approach was adopted comprising a survey of higher educational institutions, interviews with national representatives, cases studies disseminating good practice, development of resources and materials and evaluations of interventions. (5).

Several universities are already using specific programmes to build competences and skills for students and are fostering a positive approach towards academic integrity, and exchanges of best practices could be encouraged.

Another activity under this priority line would be the organisation of a specific seminar on plagiarism, which could be held in 2016. One possible aim of the seminar could be to show that different attitudes towards plagiarism coexist in Europe and that approaches differ from one Member State to another. (1).

The main expected outcomes include the following ones:

- Presentation of the concrete approaches taken by universities to address the challenge;

- Drafting of guidelines together with measurement indexes;

- Promotion of capacity building in higher education institutions to evaluate plagiarism.

- The main target group for this priority action would be academic staff, researchers and students. (1).

**Conclusions.** It is extremely important to understand the potential internal and external factors that cause academic dishonesty, especially moral, cultural, institutional and educational issues. Studying and understanding the nature of their background will enable them to develop and implement an effective academic integrity policy, both nationally and locally. It is important to understand that every participant in the educational process – student, teacher, scholar – must be adhering to the standards of academic integrity. The main objective of the further work is to create a culture for communities, which believe that honesty and integrity are fundamental values that define how we teach and learn.

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## РЕАЛІЗАЦІЯ ОСНОВ ПРИНЦИПІВ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ В КОНТЕКСТІ ЄВРОПЕЙСЬКИХ ПРАКТИК

**Ніна Батечко**, доктор педагогічних наук, доцент,  
завідувач кафедри вищої та прикладної математики,  
Національний університет біоресурсів та природокористування України,  
вул. Героїв Оборони, 15, Київ 03042 Україна, [batechko\\_n\\_@ukr.net](mailto:batechko_n_@ukr.net)

**Алла Дурдас**, аспірант кафедри теорії та історії педагогіки, Педагогічний інститут,  
Київський університет імені Бориса Грінченка,  
вул. Тимошенка 13б, 03042 Київ, Україна, [a.durdas@kubg.edu.ua](mailto:a.durdas@kubg.edu.ua)

**Тетяна Кішак**, кандидат сільськогосподарських наук,  
директор Наукової бібліотеки,  
Національний університет біоресурсів та природокористування України,  
вул. Героїв Оборони, 15, 03042 Київ, Україна

**Микола Михайліченко**, кандидат педагогічних наук,  
професор кафедри менеджменту та освітніх технологій,  
Національний університет біоресурсів та природокористування України,  
вул. Героїв Оборони, 15, 03042 Київ, Україна

*У статті розглядаються основні виклики, з якими стикається студентська спільнота та викладацький склад у напрямку створення університету*

європейського типу на основі принципів академічної доброчесності як складника якості вищої освіти. Розглянуто основні універсальні норми, які мають увійти в повсякденне життя університету та забезпечити підвищення якості навчального та наукового процесу. Висвітлено основні прояви академічної нечесності. Розглянуто досвід ЄС та Франції, зокрема, щодо впровадження принципів академічної доброчесності у життя та діяльність студентів та викладачів. Зазначено основні методи подолання академічної нечесності у розвинених країнах. Підкреслено дотримання принципів академічної доброчесності як компонента якості вищої освіти. Відзначено сучасний стан принципів впровадження академічної доброчесності в українській університетській освіті. У статті проаналізовано поняття та принципи академічної доброчесності. Виявлено типи академічної нечесності. Зазначено, що академічна доброчесність визначається як сукупність етичних принципів та правил у Законі України «Про освіту». Розкрито ініціативи, запровадженні у світі для подолання проблеми. У роботі подано хронологію прогресу в цій галузі. Проект, який фінансується Європейським Союзом «Порівняння політики щодо академічної доброчесності у вищій освіті по всьому Європейському Союзу», розкрито у статті як важливу ініціативу країн ЄС щодо впровадження принципів академічної доброчесності на їх території. Визначено мету, учасників та цільову групу цього проекту. Наголошено, що встановлення принципів академічної доброчесності є досить складним процесом, який передбачає не лише визначення, фіксацію, а й свідоме та вільне прийняття цих принципів усіма членами академічної спільноти. Наявність доброї волі, просвітлення ентузіазму, впевненості у своїй правоті серед прихильників академічної чесноти в поєднанні з сучасними інформаційними технологіями зазначаються як фактори прискорення цього процесу і розширення кола ідеологічних прихильників принципів академічної доброчесності.

**Ключові слова:** академічна доброчесність; академічна нечесність; академічне шахрайство; плагіат; студенти; якість вищої освіти.

## РЕАЛИЗАЦИЯ ОСНОВ ПРИНЦИПОВ АКАДЕМИЧЕСКОЙ ДОБРОДЕТЕЛИ В КОНТЕКСТЕ ЕВРОПЕЙСКИХ ПРАКТИК

**Нина Батечко**, доктор педагогических наук, доцент,  
заведующая кафедрой высшей и прикладной математики,  
Национальный университет биоресурсов и природопользования Украины,  
ул. Героев Оборона, 15, 03042 Киев, Украина, batechko\_n\_@ukr.net

**Алла Дурдас**, аспирант кафедры теории и истории педагогики,  
Киевский университет имени Бориса Гринченко,  
ул. Тимошенко 13-б, 04211 Киев, Украина, a.durdas@kubg.edu.ua

**Татьяна Кишак**, кандидат сельскохозяйственных наук,  
директор Научной библиотеки,  
Национальный университет биоресурсов и природопользования Украины,

ул. Героев Обороны, 15, 03042 Киев, Украина

**Николай Михайличенко**, кандидат педагогических наук,  
профессор кафедры менеджмента и образовательных технологий,  
Национальный университет биоресурсов и природопользования Украины  
ул. Героев Обороны, 15, 03042 Киев, Украина

*В статье рассматриваются основные проблемы, стоящие перед студенческим сообществом и преподавательским составом при построении университета в европейском стиле, основанного на принципах академической честности как компонента качества высшего образования. В работе рассмотрены основные универсальные нормы, которые должны войти в повседневную жизнь университета и обеспечить повышение качества образовательного и научного процесса; выделены основные проявления академической нечестности; рассматривается опыт ЕС и Франции, в частности, в реализации принципов академической честности в жизни и деятельности студентов и преподавателей. Изложены понятие, принципы академической целостности, а также типы академической нечестности. Рассмотрены инициативы, предпринятые в мире для преодоления проблемы. В статье представлена хронология достижений в этой области. Финансируемый Европейским Союзом проект «Сравнение политики академической честности в высшем образовании в Европейском союзе» рассмотрен в статье как важная инициатива стран ЕС в реализации принципов академической честности.*

**Ключевые слова:** академическая честность; академическая нечестность; академическое мошенничество; качество высшего образования; плагиат; студенты.

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