



## Chapter I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

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### АКАДЕМІЧНА ДОБРОЧЕСНІСТЬ ЯК СКЛАДОВА СИСТЕМИ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ

**Анотація.** У статті наголошено, що формування культури академічної доброчесності в системі вищої освіти України є одним із ключових завдань освітньої політики держави, від вирішення якого напряму залежить збільшення довіри до української академічної науки й підвищення якості вищої освіти в нашій державі. Підкреслено, що посиленої уваги сьогодні потребують питання імплементації норм академічної доброчесності до міжнародних практик, а також створення й реалізація комплексної стратегії формування культури академічної доброчесності здобувачів вищої освіти й освітянської спільноти на державному рівні та у рамках діяльності ЗВО. Зауважено, що означена проблема останнім часом стала предметом наукових пошуків і дискусій на різних академічних платформах, метою яких є окреслення найбільш ефективних шляхів імплементації й дотримання принципів академічної доброчесності у закладах вищої освіти, що безпосередньо відображає рівень розвитку культури і суспільних цінностей, визначає сприйняття системи вищої освіти в Україні, формування системи цінностей майбутніх фахівців. Зазначено, що практика впровадження академічної доброчесності набула широкого застосування у країнах Європи і США та законодавчо закріплена для її впровадження і дотримання у закладах вищої освіти України. Закцентовано увагу на тому, що відповідно до чинних норм освітнього законодавства, закладам вищої освіти надано право самостійно розробляти політику академічної доброчесності та проводити відповідні заходи щодо її впровадження в освітнє середовище ЗВО. Окреслено політику й механізми формування високої культури якості освіти та академічної доброчесності у ДВНЗ «Прикарпатський національний університет імені Василя Стефаника».

**Ключові слова:** доброчесність, академічна доброчесність, академічна недоброчесність, вища освіта, якість вищої освіти.

### ACADEMIC INTEGRITY AS A COMPONENT OF THE QUALITY ASSURANCE SYSTEM OF HIGHER EDUCATION

**Abstract.** The article emphasizes that the formation of a culture of academic integrity in the higher education system of Ukraine is one of the key tasks of the state educational policy, the solution of which directly depends on increasing confidence in Ukrainian academic science and improving the quality of higher education in our country. It is emphasized that the issues of implementation of academic integrity to international practices, as well as the creation and implementation of a comprehensive strategy for the formation of a culture of academic integrity of higher education and the educational community at the state level and within the free economic activities. It is noted that this problem has recently been the subject of scientific research and discussions on various academic platforms, which aim to outline the most effective ways to implement and adhere to the principles of academic integrity in higher education, which directly reflects the level of culture and social values education in Ukraine, the formation of a system of values of future professionals. It is noted that the practice of implementing academic integrity has been widely used in Europe and the United States and is enshrined in law for its implementation and observance in higher education institutions of Ukraine. Emphasis is placed on the fact that in accordance with the current norms of educational legislation, higher education institutions have the right to independently develop a policy of academic integrity and take appropriate measures to implement it in the educational environment of free educational institutions. The policy and mechanisms of formation of high culture of quality of education and academic integrity in Vasyl Stefanyk Precarpathian National University are outlined.

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

#### INTRODUCTION

**The problem formulation.** Virtue in the modern civilized world is the cornerstone that forms the foundation of the inner harmony of the individual, his moral image and stability of character. Higher education through teaching and research actually strengthens this foundation with elements of academic integrity, which are designed to cultivate



intellectual dignity and respect for the diversity of thoughts and ideas, thus realizing its social mission. However, modern university practice shows that higher education institutions do not always adhere to this imperative in their activities, allowing academic dishonesty or ignoring academic misconduct on the part of students, researchers and representatives of the administration. Thus, academic dishonesty significantly undermines the very value of education, contributes to the falsification of higher education and thus reduces its contribution to the socio-economic development of the state (Satsyk V., 2017).

The category of academic integrity is characterized by its multidimensionality, which means a combination of both relevant fundamental values and mechanisms and tools for their provision and functioning. Understanding one's own responsibility or irresponsibility for violating the norms of academic integrity from the point of view of teachers and students directly determines the perception of the higher education system in Ukraine and the formation of a system of values of future professionals while studying in educational institutions (Kolesnikov A., 2019, p. 123). Therefore, it is extremely important to identify potential internal and external factors that cause academic dishonesty, to create an effective policy to ensure academic integrity in higher education institutions of Ukraine.

**Analysis of recent research and publications.** In recent years in Ukraine, the subject of scientific research, discussions and debates on various academic platforms is the study of ways to implement and adhere to the principles of academic integrity in higher education institutions. Thus, the categorical content of academic integrity was substantiated by O. Chumak, A. Kolesnikov; N. Sorokina, A. Artiukhov, I. Dehtiarova study the problems of observance of the principles of academic integrity among young scientists; issues of academic honesty and academic culture as the basis for sustainable development of higher education are studied by T. Finikov, O. Semenoh; the legal field of counteraction to academic dishonesty was outlined by J. Tytska. The researches of V. Andrushchenko, A. Artiukhov, M. Zatkhei, T. Ishchenko, Y. Malohulko, V. Satsyk, L. Semenenko, I. Surai, S. Nikolaieva, I. Todorova, N. Chereneko, S. Chukanova, G. Shyshkina, which relate to the principles of academic integrity in the educational environment, both in the implementation of legislation and in the context of integration into the world educational community. At the same time, the issues of implementation of the norms of academic integrity to international practices, as well as the creation of a comprehensive strategy for the formation of a culture of academic integrity at the state level need further attention.

**AIM AND TASKS RESEARCH** – to explore the essence and features of the implementation of the principles of academic integrity in higher education institutions of Ukraine, to reveal the policy of forming a culture of academic integrity in Vasyl Stefanyk Precarpathian National University.

**RESEARCH METHODS:** study and analysis of normative documents, scientific sources and modern approaches to solving the problem of observance of the principles of academic integrity in the system of higher education of Ukraine; generalization of the experience of forming the culture of academic integrity in the educational environment of the Vasyl Stefanyk Precarpathian National University.

### RESULTS OF THE RESEARCH

Academic integrity reflects the level of development of culture and social values, is a determining indicator of the quality of education, the effectiveness of training, a reflection of the responsibilities of all actors in the educational process (Semenoh O., 2021, p. 153). The origins of modern academic integrity date back to 1960, when a poll initiated by several US academic institutions found that 75% of respondents admitted to writing off, after which most universities began declaring one of the main requirements for students – a fair attitude to learning (Surai I., 2011, p. 64).

Translated from Latin, the noun «integrity» means «perfection, completeness, integrity» of the psychological state of man, which is marked by its inner harmony, stability and consistency of moral image (Killinger B., 2010), which in combination with the adjective «academic» defines the category of «academic integrity». Academic integrity, on the one hand, is a complex interdisciplinary definition that combines ethical norms and rules of personal behavior in the educational and scientific environment, and the mechanisms and tools by which they are implemented in practice. On the other hand, there is a whole set of moral and cultural, institutional, educational factors that influence the institution of higher education from the outside or inside, determining its ability and desire to counteract academic dishonesty. This holistic system of norms, rules, devices requires significant resources, time, will and courage to assert oneself, and in no case can it appear at once or accidentally (Satsyk V., 2017).

The category of academic dishonesty is opposed to academic integrity in modern scientific discourse. The phenomenon of academic dishonesty is multifaceted and can take many forms. It is based on a deliberate violation of generally accepted moral and legal norms in the academic environment, usually in order to obtain certain benefits and advantages. In any case, the prevalence of such manifestations deals a devastating blow to the quality of higher education and the quality of scientific research, turning them into opposite phenomena – certified pseudo-education and dangerous pseudoscience (Academic integrity, 2017, p. 21).

The issue of academic decency and ethical behavior is the subject of international organizations, which define the priorities of academic decency and ethical behavior, the requirements of academic values, in particular, academic freedom, openness, tolerance, solidarity and dialogue. Such organizations include: the International Center for Academic Integrity (ICAI), the US Center for Academic Integrity (CAI), the International University Association (IAU), the European University Association (EUA), the Council of International Schools (CIS), and others. They identify six fundamental values of academic integrity, including:

- trust (a climate of mutual trust, which encourages and supports the free exchange of ideas, allows scientific research to be realized to the fullest);
- fairness (clear and transparent expectations, standards and practices of fairness in the relationship between students and teachers);



- respect (appreciation of the interactive, cooperative and participatory nature of learning and cognition, thoughts and ideas of all participants in the educational process);
- responsibility (compliance with the principles of personal responsibility, appropriate penalties in case of non-compliance with academic integrity);
- courage (transformation of the values of academic integrity from information to appropriate actions, their observance and promotion) (Fishman T., 2012).

International practice shows significant achievements in the direction of adherence to the principles of academic integrity in higher education institutions in Europe and the United States. In particular, it is the duty and effective tool to develop documents on the observance of academic integrity in the educational environment, which have different names (Code of Academic Integrity, Code of Academic or Scientific Ethics or Honor, Policy of Academic Integrity, etc.), but their content determines the order of recognition and observance academic behavior of applicants for higher education and the academic community during the implementation of educational activities and responsibility for its violation. As an example, the establishment of a consortium of twelve European higher education and research institutions to implement the European Academic Integrity Network (ENAI) project through the Erasmus + Strategic Partnership Scheme is appropriate for implementing and ensuring academic integrity (Chumak O., 2017).

There are also significant changes in Ukraine's participation in the global system of academic integrity. In particular, today there is a legal framework governing relations related to ensuring the principles of academic integrity and responsibility for their violation, we are talking primarily about such laws and regulations as the Law of Ukraine «On Education», the Law of Ukraine «On Copyright law and related rights», the Law of Ukraine «On Prevention of Corruption». Thus, the Law of Ukraine «On Education» to the principles of state policy in the field of education includes academic integrity, which is defined as a set of ethical principles and statutory rules that should guide participants in the educational process during training, teaching and scientific (creative) activities. in order to ensure confidence in learning outcomes and / or scientific (creative) achievements. The law defines the conditions of observance of academic integrity by pedagogical, scientific-pedagogical, scientific workers and students, types of violations and provides for liability for them (Law of Ukraine, 2019).

The driving force of quality assurance in higher education in Ukraine is the establishment and operation of the National Agency for Quality Assurance in Higher Education, whose activities are regulated by the Law of Ukraine «On Higher Education» (Law of Ukraine, 2014), Resolution of the Cabinet of Ministers of Ukraine education (On the formation of NAME, 2015). One of the important activities of the National Agency is to spread the policy of compliance with standards and requirements of academic integrity and intolerance to its violation. To this end, the National Agency has developed a number of documents, including the Code of Academic Integrity (Code of Academic Integrity, 2019), and established an Ethics Committee, which reviews all complaints received against it. Today, the National Agency is a member of the International Center for Academic Integrity (ICAI), which was founded to combat plagiarism and academic dishonesty in higher education, spreading a culture of integrity in academia around the world.

In order to improve the situation in Ukraine with academic integrity, the American Councils for International Education, with the assistance of the Ministry of Education and Science of Ukraine and the US Embassy in Ukraine, launched the Strengthening Academic Integrity in Ukraine Project (SAIUP) in 2016. Ten free economic zones of Ukraine took part in the project. The initiative was aimed at integrating the principles of academic integrity into the higher education system, disseminating best practices on academic integrity to Ukrainian realities, creating public support for academic integrity and a university base on academic integrity using international practices, enforcing academic integrity at the level of higher education institutions. higher education systems at the state level. In accordance with the purpose of this project, various events on the introduction of academic integrity were held in higher education institutions of Ukraine, including round tables and conferences with representatives of the US Embassy, education, employers and graduates, lectures on academic writing, teaching higher education students to use information sources, etc.

The American Councils for International Education continue to work to integrate the principles of academic integrity into Ukraine's education. Therefore, from 2020, with the assistance of the US Embassy in Ukraine, the Ministry of Education and Science of Ukraine and the National Agency for Quality Assurance in Higher Education, a new project «Academic Integrity and Quality Initiative» (Academic IQ) is being implemented. The project aims to institutionalize the principles of academic integrity in the educational process of higher education institutions. Sixty free economic zones of Ukraine take part in the project. The American Councils cooperate with the centers of internal quality assurance of free economic education by providing tools for interviewing students and teachers, providing advice on ways to improve the culture of academic integrity in higher education institutions.

Despite the fact that academic integrity is a fairly new concept for domestic higher education institutions, the legal regulation of the principles of its implementation and compliance requires the implementation of appropriate policies. In accordance with the current norms of educational legislation, higher education institutions have the right to independently develop a policy of academic integrity and take appropriate measures to implement it in the educational and scientific process.

The formation of a culture of academic integrity is an important area of activity of the Vasyl Stefanyk Precarpathian National University. Policies and procedures for ensuring academic integrity are determined by the Code of Honor of Vasyl Stefanyk Precarpathian National University, the Regulations on the Commission on Ethics and Academic Integrity of Vasyl Stefanyk Precarpathian National University, and the Regulations on Prevention of Other Academic Prevention and research work of students of Vasyl Stefanyk Precarpathian National University, Regulations on Prevention of Academic Plagiarism at Vasyl Stefanyk Precarpathian National University.



The University has a Commission on Ethics and Academic Integrity, which carries out general monitoring and control over the observance by members of the university community of the norms and principles of the Code of Honor of the Vasyl Stefanyk Precarpathian National University. The Commission consists of representatives of student self-government bodies, scientific and pedagogical workers from the university staff, representatives of the primary trade union organization of freelancers. The Commission on Ethics and Academic Integrity is the highest appellate body, which has the right to receive and consider applications for violation of the Code of Honor and make proposals to the university administration (faculties, institutes, colleges) to impose appropriate sanctions.

The academic community and higher education students participate in a variety of academic integrity activities, including a roundtable on «Academic Integrity in the Educational Environment: Challenges and Practices», and a webinar on «How to Build a Quality Assurance Center in Waterloo University», within the framework of the Academic IQ Initiative (Academic IQ) project, PRO Integrity: Implementation Tools in Higher Education Institutions, conducted by the President of the International Foundation for Educational Policy Research, Professor T. Finikov of the University of Warsaw and a member of the National Agency for Quality Assurance of higher education by A. Artiukhov, online seminars «Academic integrity and its tools», «Academic integrity and its requirements for qualifications (technological aspect)», initiated and conducted by members of the University Commission on Ethics and Academic Integrity and the employee we are the Scientific Library within the classes of the school of academic integrity, etc.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Summarizing the above, it should be noted that the practice of implementing academic integrity has become widely used in foreign countries and is enshrined in law for its implementation and compliance in higher education institutions of Ukraine. However, it should be noted that today the principles of academic integrity are not always observed in domestic higher education institutions, allowing for manifestations of academic dishonesty on the part of students, teachers, and the administration. Therefore, one of the important tasks of the state's educational policy is to develop and implement the most effective initiatives to adhere to the principles of academic integrity and overcome manifestations of academic dishonesty, which will undoubtedly increase confidence in Ukrainian academic science in general and improve higher education in particular.

Prospects for further research are associated with the study and implementation in the educational environment of IHE effective mechanisms for forming a culture of academic integrity of the academic community and higher education as a necessary condition for ensuring the quality of higher education in Ukraine.

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