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METHODS OF TEACHING BA STUDENTS ACADEMIC INTEGRITY AT UNIVERSITY LIBRARIES

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This article is dedicated to the topic of instructing academic integrity in the university libraries. Nowadays this topic is very important among university librarians in Ukraine as the Academic Integrity Movement came to our country. A model of such possible course is presented in this article. This course can work for Ukrainian university libraries in terms of the project Strengthening Academic Integrity in Ukrainian Higher Education Program.

Keywords*: academic integrity, code of honor, higher educational establishment, American Councils, Ukraine, SAIUP, academic ethics, plagiarism, corruption, fair academic principles.*
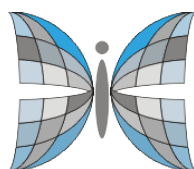
Introduction

Ethics is always relevant in any context, and questions of scholarly ethics are even more important in academic society. The concept of the academic integrity of our country is relatively new, although educational and scholarly process in the country is always controlled by the relevant state agencies, but with little success so had no control.

An important step towards academic integrity in Ukraine is participation in the project of American Councils for International Education - Strengthening Academic Integrity in Ukrainian Higher Education Program (SAIUP) (Promoting Academic Integrity in

Ukraine) (American Councils for International Education, 2017). This project is also supported by Ministry of Education and Science of Ukraine and US Embassy in Ukraine. This initiative is actively supported by Ukrainian Library Association.

For better understanding what exactly academic integrity is, we should regard it as a concept. Obviously, the Academic Integrity - a quality which must be inherent to the researchers, students, teachers and other participants in the educational and scholarly processes, as members of academic communication. Academic integrity policy can be launched at university or other educational institution; it comprises the code of honor, rules, and statutes, providing for compliance with strict requirements, the fight against cheating, plagiarism, and corruption.

It is necessary to remember that neglecting academic integrity principles affects the economic situation. It means that if you ignore cheating, systematic misconduct, bribery, and corruption, plagiarism, lack of punishment for violation of academic integrity, the future of the country will depend, as a result, on specialists who do not focus on the industry in general. This is dangerous not only for medicine, education, law, and economics - this list of industries can be continued.
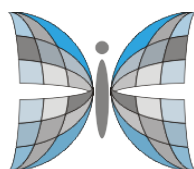
Academic integrity definition

The World and European academic society define the concept of academic integrity as awareness of cultural behavior in an academic environment and the ability to act honestly in accordance with established ethical standards and respect the scientific achievements of colleagues. The main components of academic integrity are respect and responsibility (Lo¨fstro¨m, Furnari & Shephard, 2015, pp. 435-448).

Since most media focused on the Internet, pays attention to the reliability of information sources, culture, information search, academic ethics of users. So, the main features of academic integrity are honesty, trust, fairness, respect, responsibility (Manly, Leonard & Riemenschneider, 2015, pp. 435-448). These virtues are of particular importance in the development of the Internet environment, where you should definitely pay attention to the

reliability of sources of information, culture, information search, academic ethics users.

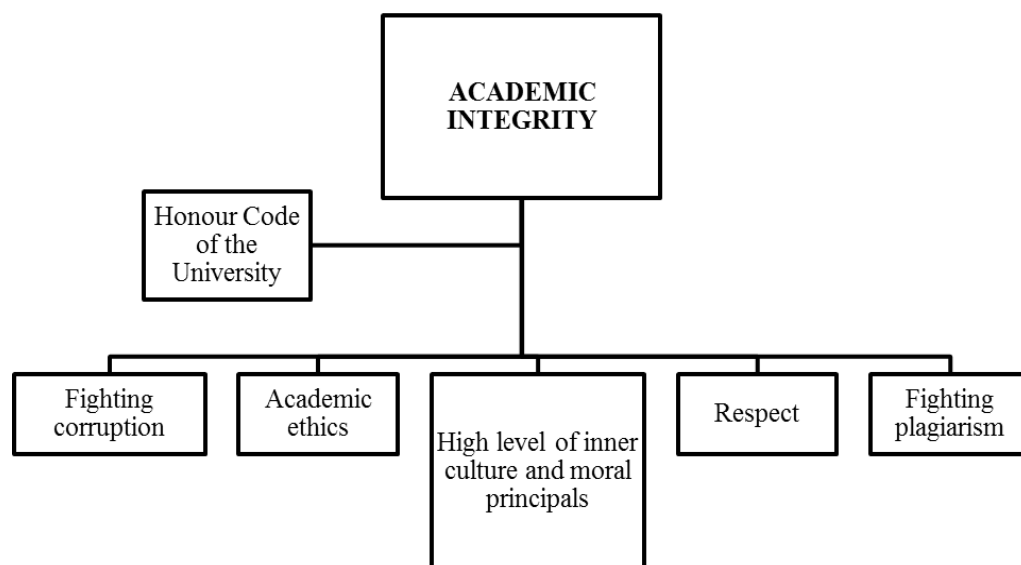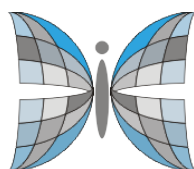We suggest the visualization of Academic integrity components on *figure 1.*

Figure 1. Components of Academic Integrity

As we can see from the figure the notion of Academic Integrity is wide and comprehensive. It relates to the not only corporate culture of the higher educational establishment but also to the inner moral culture of personality.

Nigerian economist and scholar who researches on Academic Integrity Olugbenro Oyekan in the introduction to his work "Academic Integrity: Study and Guide" remarks the following: *"It is a universal practice for scholars and students to reinforce their claims with the findings and conclusions of other people, but it is a requirement that they disclose sources of unique idea or information that they have used to support their work. This practice is based on very strict rules of honesty and total disclosure of sources of information (facts, figures, unique ideas or expressions, conclusions, and recommendations), which gives the academe its enviable integrity; it is, therefore, a sacrosanct*

practice. In reality, all academic institutions should have operational policies for upholding realistic academic integrity, which would usually include reasonable and equitable sanctions for defiance.'' (Oyekan, 2013, p.9).

As we can see this scholar pays great attention to the library aspects as he mentions the importance of working with credible sources. But the concept of academic integrity does not deal only with sources issues.

The problem of academic integrity includes: combating plagiarism, anti-corruption events, development of a code of honor of the institution, the issue of academic ethics and information literacy. In our view, the concept of academic integrity should be regarded not only in terms of higher education but also in schools. Of course, it is very important to discuss the issues of corruption, plagiarism, cheating, and code of honor. More than this, these topics should be discussed starting from school, because nowadays we observe the situation in Ukraine when school education does not pay enough attention to this problem.
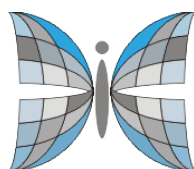
It is very important to remember that violation of Academic Integrity principles worsens economic situation of the country, as there will be no control on the quality of specialists, university graduates who will take their places on different jobs thus influencing Ukraine's economy.

Since Ukraine has chosen the European way of development, it is unacceptable to violate academic integrity principles, and it is the topic of which we should speak now, explain to students why it is so important, and tell students about academic integrity and teach them to use fair academic principles in life.

With this purpose, Ukrainian libraries may implement a course or set of events dedicated to the problem of Academic Integrity. A lot of events dedicated to this topic are successfully taking place in Window on America Centers in Ukraine, university libraries, some of them are initiated by Ukrainian Library Association. As we can see libraries and librarians are highly interested in this topic and do not afraid to participate in a role of educators. In this article, we will regard one of the possible examples of such a course which

can be provided in libraries for better understanding what academic integrity is.

The course "Introduction to the academic integrity" at the BA program

The first year should be dedicated to the topic "The notion of academic integrity". Students need to get acquainted with this notion and be able critically to think on its meaning. They need to know what constitutes academic integrity, how world researchers of this issue explain this notion. The topic is counted for 2 credit/hours (1 hour for lectures and 1 hour for workshops). It is very important to explain to the first year students what academic integrity is and why is it helpful for their development as professionals. The foundation of respect for others' work must be laid. Thus students will learn how to be responsible for their own work without pressure or control by the authorities but just by signing the Honor Code of the institution.
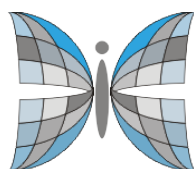
Suggested questions for the workshop:

1. Give your own definition of the notion "Academic Integrity".
2. What do you mean by the notion "respect to the research results"?
3. Write a short essay on the topic " Academic integrity in modern society"
4. How can academic integrity affect you future professional experience?
5. What benefits Academic Integrity policy gives to the students and professors?
6. Why is it important not tolerate plagiarism?
7. Provide a discussion on the topic: "What age is appropriate to talk about Academic Integrity issues".

All these topics and questions will help to launch the discussion which is very important for understanding and will help students build up their own associations with the concept of academic integrity. Students will learn about the importance of the respect to academic work of others.

The second topic of the first year is "Honor code of the university". Students need to regard several examples from higher educational establishments either world or Ukrainian which have their own code of honor (Ashesi University College, 2016). They have to analyze all components of this code and by the analogy work out and create the code of honor to their own university or college. This topic is counted for 3 credit/hours (1 hour – lectures, 2 hours of workshops and presentation of results). We suggest spending in the library 1 hour for self-study in groups.
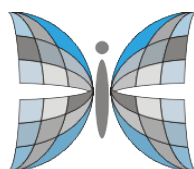
1. Analyze code of honor of any higher educational establishment (MIT, 2017).
2. Prepare a project of the honor code for your university in a group of 5-7 students.
3. Make a presentation of this code of honor.
4. What do you think, how the code of honor can support academic integrity?
5. What are the necessary elements of the honor code?
6. What may be the consequences of the honor code violation?
7. Why in some institutions the code of honor is just formal paper and does not work properly? What can be done to change the situation?
8. Compare several honor codes of different educational establishments and try to find common components.
9. Why are these components crucial for these documents? Explain your point of view.
10. Who can comprise the code of honor?

The point of control is writing a coursework on one of the suggested topics:

1. The development of the notion of Academic Integrity in the digital age.
2. Five virtues which are necessary for academic integrity and its interrelations.
3. Code of honor of the university in Europe and in the USA: comparative analyses.
4. Academic integrity as an instrument of fighting corruption.

5. Information culture and academic integrity: why cheating is harmful.
6. Plagiarism and how to find it.
7. Influence of plagiarism on the economic situation in a country.
8. The best solution for the Honor Code of my institution.
9. How the author's rights must be protected.

The second year of BA program must be dedicated to fighting plagiarism and special software for finding plagiarism in academic texts (Harris, 2001, pp. 132-141). It will be useful to apply test suggested by R. Harris (Harris, 2001). This test will help the instructor to know the attitude of the group to the plagiarism. It may be anonymous, so, the respondents are expected to give true statements.

The questions will be the following (but may be altered by the instructor according to the audience preferences):
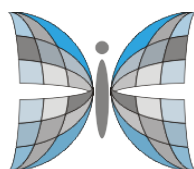
1. Sometimes I tempted to cheat because all students are doing this.
2. I am convinced that I know for sure what plagiarism is and what it is not considered as plagiarism.
3. Plagiarism - it's like stilling tickets before the test or exam and learning the answers by heart.
4. If my groupmate allows me to use his / her work for the workshop, I see nothing wrong in this.
5. Plagiarism can be justified in the case when the teacher/professor gives too many tasks and activities within their discipline.
6. Penalties for plagiarism in college should not be very strict because we just learn.
7. If a student downloads or buys someone else's work and publishes it as their own, that is - without any change puts his / her name, he/she must be expelled from the university/college.

The answers to these questions may be:

a. Agree completely.

    b.   I agree.
    c.   Neutrally treat it.
    d.   Disagree.
    e.   Strongly disagree.

This activity will act as an icebreaker and will help the instructor to learn the audience and its' preferences, so, it will be possible to make some changes in the training if necessary. It is good when the overall tendency will be such that students mostly do not tolerate plagiarism, but the approach will be different if the result of this test will appear not so optimistic.

For students will be interesting and useful to hear on how not only to avoid plagiarism but also how to cite or use quotations properly. It is important to understand the context of the used original text and whether it suits or not to the particular writing performed by the student. Neglecting these rules will lead to the manipulations with the original text which is also not academically honest behavior.

As Linda Stern mentions – it is important not to distort the original meaning while citing the text in your work, because the text cannot be drag out of the main context (Stern, 2007). We agree on this point because otherwise, it will look like the manipulation with the text and somehow even may be compared to plagiarism. It is prohibited to manipulate with the idea of the original text in order to fit it for your own writings and this is also necessary point students must be aware of. Stern also says: *"Moreover, any special tone that the original has – irony or sarcasm, for example – should be conveyed by the use of quotation."* (Stern, 2007).
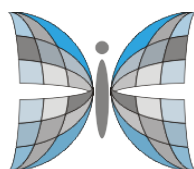
Students need to learn from the topic information about the notion of plagiarism (Wong, 2011) and kinds of plagiarism (Gilmore, 2009). Students have to be acquainted with software which helps to define academic plagiarism in texts (Gilmore, 2008). They need to test several online services for checking texts on plagiarism.

They may choose the following software products for this activity:
- AntiPlagiarism.NET http://antiplagiarism.net/ru/
- AdvegoPlagiatus http://advego.ru/plagiatus/
- CognitiveTextAnalyzer http://www.cognitivetpg.com/

- CompareSuite http://www.comparesuite.ru/
- Double Content Finder (DC Finder) http://progidarom.ru/soft/internet/DCFinder.exe
- eTXT Антиплагиат https://www.etxt.ru/antiplagiat/
- Plagiarism-Detector Personal http://plagiarism-detector.com/
- Turnitin http://turnitin.com/en_us/
- Viper http://www.scanmyessay.com/
- Unplag https://unplag.com/

Of course, if the library or institution where such training takes place subscribes software for defining plagiarism it also can be used in these activities. The more tools students use, the better they learn how to work with academic texts.
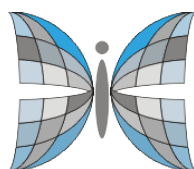
The topic is counted for 3 credit/hours (1hour for lectures, 1 hour for workshops dedicated to working with online software, and 1 hour for presentation of the results after checking texts on antiplagiarism soft). We suggest instructor conduct a short anonymous survey for students which will describe their attitude to the problem of plagiarism and its consequences also at the end of the topic/module and compare the results with the initial survey.

Suggested questions for the workshop:

1. Check one and the same fragment of any academic text on several online services for finding plagiarism.
2. Describe pros and cons of each service you used.
3. Make a short presentation about the results of your soft testing.
4. What can be done to avoid plagiarism in your research work?
5. What is the difference between intentional and unintentional plagiarism?
6. Should plagiarism be the ground for expelling a student from the university? Explain your point of view.
7. What penalties must be used for plagiarism?
8. Discuss a situation: "The researcher Chemist (name X) wrote the textbook on methods of teaching chemistry at university. After a short period of time, the other researcher (name N) Physicist wrote, basing on this textbook, the

similar material but dedicated to the methods of teaching physics at the university. Is it considered to be a plagiarism either from a legal point of view or ethical? Please explain your answer."

The point of control: a control work. Download from the Internet several works on a topic which is related to your specialty and check them on any online service for defining academic plagiarism. The results, please insert into a table for comparative analyses.

The topic for the third year is Fighting corruption in the universities (Rose-Ackerman, 2006). It is counted for 2 credit/hours (1hour for lectures and 1 hour for workshops). Students need to learn the notion of corruption in an academic environment and they need to be able to define features of corruptions, as well as can use mechanisms on fighting it. It should be mentioned that the topic of corruption, in general, is very complicated and multileveled. So, in terms of academic integrity, it will be necessary to focus on the corruption in an educational and academic environment which is also a complicated issue. As this course is meant to be used in libraries, librarians who will act as trainers can use entertaining forms of organizing such events, for example, theatrical plays, discussion clubs, brain rings, photo competition, opened lectures with invited specialists from respected organizations like Transparency International and similar.
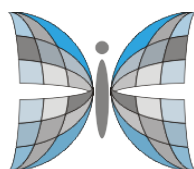
The main point of the trainer is to make this hard topic easier for comprehension. So, the students will accept it and actively participate in discussing it.

Suggested questions for the workshop:

1. Model a situation when corruption in the academic environment is shown and try to solve this problem by using different mechanisms to fight it.
2. What can be considered as corruption in academic society?
3. Is it possible to prevent the corruption in an academic environment and how this can be done in practice?

4. What do you think about the reasons of corruption in an academic environment?
5. Which mechanisms can be used in order to prevent and fight corruption in an academic environment?

The point of control: workshop – discussion on the topic: "How to fight corruption in the academic environment?"

The suggested topic for the fourth year is "Information search principles". The topic is counted for 4 credit/hours (2 for lectures and 2 for workshops).
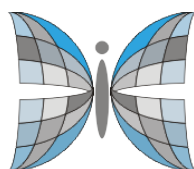
Students need to learn to analyze resources, define necessary sources for conducting their research, and supporting education process (Cox & Lindsay, 2008, pp. 187-198). The must learn how to perform information search by the relevance, use electronic databases of scholar information (open or subscribed by their university library), use basic and advanced search. Main open search mechanisms which are appropriate to use during studying this topic are Google scholar, DOAJ, WorldCat. Nowadays library users need constant information providing and analyses. Information in the digital age has a tendency to become outdated.

As we all very well know, today in the world, there are a lot of sources of information, especially on the Internet. Unfortunately, not all of them are trustworthy or credible. Each piece of information should be checked and reviewed on the subject of credibility. That means that we need to apply critical evaluation to the sources we are going to use in our research. First of all, we need to analyze the relevance of the information to our research topic, then we need to check the credibility of the source and author. The next step is to check the accuracy of the material and its currency. Linda Stern also suggests paying attention to the fact whether the source is primary or secondary (Stern, 2007, pp. 56-57).

Because of the importance of academic integrity all over the world, requirements to research papers are very high, so, the information used for them must be of high quality (Turabian, 2010, pp.44-62). Thus, we can observe the importance of information verification and citation rules. LIS specialists must know how to instruct their

clients on different search mechanisms. T.V. Gilson in his article "Reference Services Today and Tomorrow" defines the main competencies of modern librarian (Gilson, 2011, pp. 32-35):
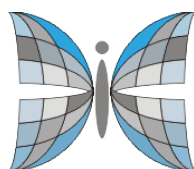
1. Ability to use social media and provide online communication with the users.
2. Orientation at specific information needs of each client.
3. Intention to exceed client's expectations in serving his / her information needs.
4. Ability to create genuine information content, act as an information provider.
5. High level of information competency.
6. High level of technological competency.
7. Strong knowledge of marketing and modern library services.

Suggested questions for the workshop:

1. Perform information search in reliable and any other internet resources on the particular topic. Compare the results.
2. How will you define a source as reliable?
3. What citation styles do you know?
4. Compare these styles; name their strong and weak sides.
5. What are sources primary?
6. What are sources secondary?
7. Name the difference between primary and secondary sources.
8. What search mechanisms do you know?
9. Describe the difference between Google, Google Scholar, and library catalog.
10. Comment on the figure below:

Figure 2. Scheme for students' comments

The point of control: practical workshop. Find in DOAJ, and Google Scholar articles from the topic of your specialty, sort them according to the relevance, made a list of at least 10 sources by using one of the citation styles.
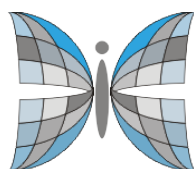
Conclusion

In a conclusion, it is worth to mention that this course is just a model which may be used by the librarians of academic libraries in the higher educational establishments (colleges and universities) in Ukraine in order to work out and implement training, discussions and other educational events, dedicated to the academic integrity. This material can be useful while training librarians on how to teach students academic integrity courses. Special attention must be paid on the training for librarians and academic integrity tutors as they will be responsible for the students' attitude to this topic.

Similar courses may be launched for MA students of different specialties. This particular model is neutral and does not depend on any specialty, thus, it may be considered as universal. It can be taught as a separate course or as a part of integrated course depending on the university administration policy. As we told in the introduction academic integrity must be taught even earlier, probably at schools, but in this article, we focused on the university libraries as platforms for teaching university students academic integrity course.

It is also will not be superfluous to say that the preference of this course to the library is that librarians who act as educators and trainers for this course will have a possibility to show all the resources necessary for the students. Students will also have an option to check the authors' credentials, the sources' credibility as they will have access to the subscribed databases of scientific information at the library. For the course of academic integrity, it is obligatory to have not only theoretical part but most important is to have the practical one because this knowledge and skills must be checked and developed in real life practice.

This course can be used as a basis for similar curricula. Each librarian and each tutor have his or her own vision of the course, so, some parts of it can be developed or altered in accordance with the tutor's vision. The main idea of this study is to give students a notion of academic integrity and of its importance. They need to understand the consequences of academic integrity principles violation and neglecting and first of all, they need to be aware of its' influence on the economy of Ukraine. As this topic is very difficult and serious it is suggested to include more fun, activities which will motivate students to learn more about honest behavior in the academic environment.
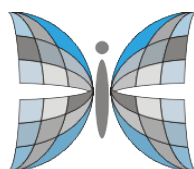
Similar training was held at Viktor Kytasty American Library at the National University of Kyiv-Mohyla Academy and showed positive results. These sessions were conducted for Ph.D. students of the first year and it is very important to mention that their attention was grabbed by the topic of plagiarism and the code of honor. During these training, students expressed their opinions on the importance of these issues. They mentioned that it is obligatory for students and the whole university community to participate in forming the honor code of the university, so, this document will not be just formal order from the administration but a product made by the diverse university community.

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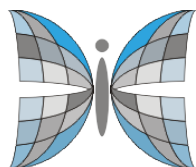
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