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THE MAIN FOUNDATIONS FOR ACADEMIC HONESTY FORMATION AMONG THE PARTICIPANTS OF EDUCATIONAL PROCESS IN HIGHER EDUCATIONAL ESTABLISHMENTS**S. Soshenko, A. Shmeleva**

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Purpose. To analyze the main foundations of academic culture formation among education process participants in higher educational establishments, to analyze historic conditions of academic honesty notion origin and development, to investigate the main control measures against academic dishonesty demonstration, to review formation of the main virtues that are the foundation for academic honesty notion. **Methodology.** By applying comparison method, difference between the processes of academic culture formation in Ukrainian and foreign higher educational establishments has been defined. By applying historic method, it has been defined how the formation of the notion of academic honesty depends on historic development stages of the country. With the help of analysis method, the necessity of creating of students' and teachers' codes of ethics as well as ethics panels has been confirmed. **Findings.** It has been shown that under the conditions of development of democratic independent state of law, much attention must be paid to the process of education of a citizen who will be politically adapted and endowed with legal culture. It has been proved that while studying in higher educational establishments students learn to abide by academic culture besides acquiring necessary skills and abilities for their further professional activity. By comparing foreign and native experience in fighting against academic dishonesty, main directions of educational process participants in preventing from academic culture violation have been defined. On the ground of the research made by Institute of Educational Analytics of Ministry of Education and Science of Ukraine it has been concluded that educational process participants are not well-informed about the main foundations of academic honesty. Main duties of educational process participants towards abiding by academic culture have been defined. It has been shown that under the conditions of providing with the mechanism of counter reaction to academic culture violation in higher educational establishments, the likelihood of abiding by the norms of ethics code by educational process participants rises. The reasonability of creating of codes of ethics, ethics panels as well as sanctions realization for academic honesty violation has been proved. **Originality.** The analysis of scientific works and research has proved the necessity of creating students' and teachers' codes of ethics as well as fixing in these codes the main rights and duties of educational process participants. On the ground of scientific research, it has been proved that it is necessary to look after abiding by academic honesty in higher educational establishments by creating ethics panels, defining their main tasks and establishing responsibility for academic honesty violation. The reasonability of introduction and execution of "Standards and Guidelines for Quality Assurance in the European Higher Education Area" has been proved. **Practical value.** The results of the research can be used by higher educational establishments in educational process as well as during ethics codes and panels creating and implementing of the controlling programs against academic dishonesty demonstration. **Conclusions.** The main foundations for academic culture formation among educational process participants in higher educational establishments have been defined. Historic aspects of academic honesty notion appearance have been researched. It has been proved that it is reasonable to create and implement students' and teachers' codes of ethics as a necessary condition for abiding by educational process participants by academic culture. It has been proposed to include to the codes of ethics the main duties and rights of educational process participants. It has been proved that it is reasonable to establish ethics panels in higher educational establishments and define their main tasks. It deserves attention to define clear sanctions for academic honesty violation and their realization that will lead to rising of the level of understanding by educational process participants the harm of such violation. The main virtues of academic honesty have been defined, and their main content has been disclosed.

The key words: academic culture, academic honesty, academic dishonesty, student code of ethics, teacher code of ethics, ethics panels.

ОСНОВИ ФОРМУВАННЯ АКАДЕМІЧНОЇ ЧЕСНОСТІ УЧАСНИКІВ ОСВІТЬНОГО ПРОЦЕСУ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ**С. М. Сошенко, А. С. Шмельова**

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Визначено основні засади формування академічної культури учасників освітнього процесу у вищих навчальних закладах. На основі вивчення вітчизняного і закордонного досвіду надано визначення основних понять: академічної культури, академічної чесності та нечесності. Доведено доцільність створення та запровадження етичного кодексу студента й викладача як необхідна умова дотримання учасниками освітнього процесу академічної культури. Запропоновано включення до кодексів честі основних обов'язків та прав учасників освітнього процесу. Обґрунтовано доцільність створення у вищих навчальних закладах етичних комісій та визначені їх основні завдання. Досліджено історичні аспекти виникнення поняття «академічна чесність». На основі досліджень вчених запропоноване визначення основних чеснот академічної доброчесності, розкритий їх основний зміст. Розглянуто питання необхідності відповідальності учасників освітнього процесу.

Ключові слова: академічна культура, академічна чесність, академічна нечесність, кодекс честі студента, етичний кодекс викладача, етичні комісії.

PROBLEM STATEMENT. The process of politically adapted and legal culture ended citizen education has to play an important role in the context of democratic, independent and legal state development. And higher educational establishments play important role in this process, as while studying, a student is acquiring skills necessary for his/her further professional activity and learning to abide academic culture.

Academic culture implies an aggregate of recognized by academic society and closely related behavior rules and guidelines that regulate moral and ethic aspects of relations among the participants of educational process (students, teaches, academics) in the sphere of copyright law abiding and intellectual property protection. Therefore, creation of favorable conditions for formation of future professional academic culture is considered to be an important component of higher educational establishment educational activity. It is exactly during educational process when the personality is being built, a student is learning to define for himself/herself what is considered to be a standard of social behavior and what is not. In this context the question of future professional academic honesty formation viability appears. Abiding by academic honesty main basics during education of a student will lead to science level increase, high qualified professionals' preparation and achievements in economics. Therefore, the aim of this work is to study an issue of academic honesty in higher educational establishments.

EXPERIMENTAL PART AND RESULTS OBTAINED. In order to learn the main foundations for the formation of academic honesty among the participants of educational process, it is important to find out what honesty means as a basic notion and philosophical category.

Honesty is defined as a moral trait of a personality, standard of behavior and condition for social and personal welfare. That person is honest who is defined by high moral features [1].

Here academic honesty can be defined as a system of formed, socially accepted, moral and ethic standards of behavior that meet the interests of all participants of educational process and rules of academic culture.

The issue of academic honesty has been studied by the following authors: T.Yaroshenko, Y.Kalinovskii, V.Romakin, A.Lyupina-Vegener.

Y. Kalinovskii mentions that academic honesty implies abiding by some moral and legal standards, rules, and principles by students as well as by teachers at educational establishment [2]

T. Yaroshenko defines the notion of academic honesty as a component of academic culture, as a formed system of student behavioral stereotypes that convey universal moral and ethic traditions in the sphere of assessment of his/here knowledge. A scientist remarks that academic honesty testifies about firm standards and relations in such dichotomic connections like "student-teacher", "student-student", "student-higher educational establishment". While getting specialization, an ethic position of a student is being formed depended on the character of higher education and the type of higher educational establishment. The rules of behavior are being gone down the line, beliefs and commitments

are being acquired, standards of value are being produced that will influence the future profession of a student [3].

T. Finikov mentions that the foundation of academic honesty notion consists of the joints of such functional virtues like honesty, trust, justice, respect, responsibility and courage [4].

Thus the notion of academic honesty in academic environment can be defined as conscious abiding by academic culture; it is a standard for behavior of educational process participant, and it defines his or her responsible attitude towards his or her duties.

Trust means that one participant of educational process is confident in decency and academic honesty of other educational process participants. Trust in academic environment has to be based on mutual confidence of each other. Only in such case trust will be full, comprehensive and active.

Justice means that all the participants of educational process have equal rights and duties. They equally abide by academic culture and are responsible for failure to abide by academic culture standards.

Respect means that participants of educational process acknowledge moral qualities of other participants of educational process as such that are not the subject of doubts, and are considered to be high and unbreakable. That means that one participant of academic environment is confident in that fact that moral qualities of other participant of academic environment do not allow him or her to violate academic culture.

Responsibility means conscious willed attitude of a person towards his or her behavior. In this case it means that participants of academic environment understand wrongfulness of academic culture violation, realize the possibility of punishment for such violation and can predict the negative consequences of such violation, and therefore, do not apply these mentioned actions. Courage in academic environment can be defined as ability of educational process participant to have a moral power for public disapproval of academic culture violation and academic dishonesty demonstration.

Also T. Finikov mentions that academic society has realized gradually this notion in a modern way, though this notion has been defined in the document of International Center for Academic Integrity in the USA that is a syndicate of more than 200 American colleges, universities, public organizations [4].

The process of forming of academic honesty notion and its implementation into academic environment in the USA was gradual and depended on the historic development stages of the country. In Ukraine one can also see the dependence of academic honesty notion on the historic periods of our state.

In particular, when literacy appeared in Kyivan Rus, the first books started to appear. The oldest dated book of Kyivan Rus is considered to be Ostromir Gospels [5]. But it was early to speak about the beginning of academic culture as books were mostly made in just one copy, were written by monastery monks and were made for church use. Later with the development of literacy and education, schools and collegiums started to appear. Kyiv-Mohyla Academy was the main center

of education and art in 17-18 century. Here books were printed; thousands of students studied, and with the development of education the necessity of academic honesty regulation appeared. However, this issue wasn't regulated with regulatory acts.

In modern National University of "Kyiv-Mohyla Academy" a Committee for Ethics Scientific Research has been created, and one of the tasks of this committee is to control abiding by the policy against plagiarism and unapproved use of other intellectual property.

Therefore, modern participants of academic environment regulate themselves the issues of abiding by academic culture by the way of creating corresponding controlling authorities and declaring local law regulatory acts for academic culture providing.

Thus, academic honesty is a behavior of the participants of educational process, and it is conveyed through abiding by academic culture standards, conscious attitude to individual conduction of the research or implementation of work without violation of academic honesty basic fundamentals.

Therefore, while studying a student has to understand the main principals and standards of academic culture by abiding by academic honesty.

It is viable to pay attention to such phenomenon like academic dishonesty. T. Yaroshenko mentions that problems of academic dishonesty are given much attention at American universities. Various documents testify about this saying about the necessity of constant fight against academic dishonesty and about the ways to overcome it. In particular, at University of Maryland a Code of Academic Honesty has been adopted and Academic Honesty Board of students has been created. There are several forms of academic dishonesty defined in this Code:

1) cheating implies deliberate use or try to use forbidden materials, information or textbooks, while doing some academic exercise;

2) fabrication implies a deliberate or forbidden falsification or invention of information and its quotation in academic work;

3) aiding and abetting implies a deliberate or conscious aiding or trying to aid others to commit a breach of academic honesty;

4) plagiarism is a deliberate or conscious representing in academic work of words and ideas of one person as one's own [3].

Therefore academic dishonesty is defined as an opposite to the notion of academic honesty; it is a violation of academic honesty foundations, conscious or indeliberate failing of abiding by academic culture standards and rules. In particular, V. Khmarskii mentions that after having conducted a poll about the rules of quotation among first year students in the USA, it appeared that half of them do it in improper way, and failing to frame quotation in a proper way may not exactly mean academic dishonesty but usually it may mean just a simple negligence [4].

V. Romakin also pays attention to classification of academic dishonesty types in the USA and mentions that this problem especially comes out during work of foreign professors in Ukrainian universities [5].

And this is not surprising as the issue of academic

dishonesty hasn't been researched in Ukraine almost at all; the quantity of student codes of honesty and teacher codes of ethics, that have been created and implemented in educational activity, isn't that large.

It is worth mentioning that Institute of educational analytics of the Ministry of Education and Science of Ukraine conducted the research on abiding academic honesty in higher educational establishments in Ukraine during the period of March-June, 2016.

The aim of this research was to gather and systemize statistic data as for already existing practice of academic honesty foundations implementation in higher educational establishments of Ukraine. One of the tasks of the research was to define the quantity and to make the list of those higher educational establishments, which have a developed and implemented honor code that has to be followed by students and teachers and that comprises the foundations of academic honesty.

According to the results of the research, 27 higher educational establishments have their code of honesty or its analogues (this is 15,5% from all higher educational establishments) and 19 higher educational establishments have put the teachers codes of ethics or its analogues at their websites with free access (11% from all quantity of studied higher educational establishments websites).

Part of these documents comprises ethic foundations for different categories of educational process participants, i.e. they are common for teachers and students. There have been unveiled 6 similar common codes of honesty and 4 analogues that have different names but are similar by the content. These documents have been counted as in the quantity of student codes of honesty as well as in the teacher codes of ethics [6].

Although it is necessary to underline that the fact, that the codes of honesty are available at university websites, doesn't mean at all that the participants of educational process are aware of these codes standards and they abide them. In our opinion, it is not enough just to declare the creation of the code; one has to create in higher educational establishment corresponding conditions for this code to operate and one has to motivate students and teachers to abide declared norms.

According to the research of Institute of educational analytics, the half of found student codes of honesty and its analogues have been presented in the form of a full regulatory document (14 from 27). Thus, only half of higher educational establishments that have codes of honesty or its analogues (and less than one tenth from the whole quantity) perceive the code as a regulatory document that actually can influence the standards of student education.

Teacher codes of ethics appeared to be even less – from 172 higher educational establishments only 5 (3%) have a specific document with the name "Teacher Code of Ethics" [6]. But even these documents can't be defined as a good sign. They are more of general and declarative character.

Therefore, the question of teacher ethics code creation remains very important. It is reasonable as a teacher is aimed at providing with effective and favorable conditions for a student to learn not just the above said

knowledge and skills but also to learn main moral, ethic, and academic culture foundations. A teacher has to be a role model and moral leader. In his/her professional activity a teacher has to look up to high moral guidelines, to continually improve oneself and raise his/her own legal culture.

Creation of student code of honesty and teacher code of ethics has to provide with rising as legal as well as academic culture of a student and a teacher.

In our opinion, these codes have to define main duties of educational process participants as for abiding academic culture:

1) abiding by the requirements of Ukrainian law in the sphere of copyright protection (The Constitution of Ukraine, Law of Ukraine “On Copyright and Related Rights”, Civil Code of Ukraine, other statutory acts that regulate the relations in the sphere of intellectual property protection);

2) abiding by ethic standards;

3) abiding by academic culture;

4) responsible attitude to one’s duties towards abiding by academic honesty;

5) individual and responsible doing of educational exercises;

6) avoiding of plagiarism;

7) respect to intellectual property of other participant of educational process;

8) prevention from cases of academic dishonesty.

One has to mention that operation of the mechanism against academic culture violation in higher educational establishment increase the probability of abiding by the standards of code of honesty by educational process participants.

Therefore, in order to control abiding by academic honesty in higher educational establishments, it is important to create panels for ethic issues or, in other words, ethic panels.

The tasks of these panels are the following:

1) to monitor whether the participants of educational process abide moral standards and academic honesty;

2) to administrate academic culture complaints;

3) to hold preventive events (seminars, trainings, consultations), so that educational process participants abide by academic honesty;

4) to record the cases of academic honesty violation;

5) to make the propositions to the administration of higher educational establishments as for applying of corresponding measures to people who are guilty for violation of main foundations of student code of honesty or higher educational establishment teacher code of ethics.

In our opinion, the main condition for operation of these panels in higher educational establishments is an opportunity of every participant of educational process to appeal to this panel in order to protect one’s violated rights and interests. It also worth mentioning that Law of Ukraine “On Higher Education” defines the system that provides higher education with quality, and this system consists of:

1) system, which ensures that higher educational establishments provide with quality of educational

activity and quality of higher education (internal quality assurance system);

2) system of external quality assurance of educational activity of higher educational establishments and quality of higher education;

3) system of quality assurance of activity of National Agency for providing higher education and independent assessment establishments with quality.

One of the internal measures for providing higher education with quality, as it is defined in the Law of Ukraine, is considered to be providing with effective system of prevention and disclosure of academic plagiarism in academic works of those who work in higher educational establishments or study there [8].

Thus, the fact that Law of Ukraine “On Higher Education” recognizes the importance of prevention of such academic dishonesty demonstration as plagiarism is considered to be a very important step of our state in the process of providing educational process with quality. Reasonability of providing higher education with quality is also defined in the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG).

Actually, the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” define the following standard: “Institutions should have a policy for quality assurance that is made public and forms part of their strategic management” [9].

One of the guideline of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” is considered to be abiding by the policy for quality assurance that supports academic honesty and freedom, and prevents academic fraud (plagiarism).

Thus, European standards defined already long ago the issues of abiding by academic culture and fight against academic dishonesty. In Ukrainian academic environment these issues are only in the process of development.

Flawed system of responsibility for academic culture violation, absence of experience when higher educational establishments themselves provide with the policy of abiding by academic honesty and fighting against academic dishonesty, make it reasonable for Ukraine to join international organizations, the activity of which is connected with regulation of the academic culture abiding issues in higher educational establishments and at the state level.

An important condition for academic culture development in Ukraine is considered to be introduction of international programs and projects in the sphere of academic honesty. For example, there is Strengthening Academic Integrity Ukraine Project – SAIUP in Ukraine. This is an initiative that is aimed at systematic changes in Ukrainian higher education, i.e. quality rising, creating of conditions for realization of the most talented students, improving of Ukrainian universities image.

This project is made by American Councils on International Education in Ukraine under support of the US Embassy and the Ministry of Education and Science of Ukraine.

The introduction of the mentioned project is very

important for Ukrainian academic culture development. Programs that are carried out within the frameworks of this project embrace many issues of abiding by academic honesty; they include exchange experience among Ukrainian and European professionals in this industry that is considered to be an important condition for implementation of European standards into Ukrainian academic culture development and education quality rising on the basis of European experience.

CONCLUSIONS. If to summarize the thoughts of local and foreign scientists, one can define that if codes of honesty exist, favorable conditions for their implementation are created, and the mechanisms of responsibility realization for academic honesty violation are provided, it will become possible to raise the level of academic legal culture of educational process participants in higher educational establishments.

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Ukrainian academic culture will be developed and improved at the condition of law culture rising of educational process participants, their wish to improve the reality of educational environment in the sphere of academic dishonesty prevention. Integration of native academic standards in accordance with European demands now make it necessary to adapt the standards of educational process participants academic honest behavior to European standards.

Studying and generalizing the experience of international universities in the sphere of abiding by academic honesty will allow Ukrainian higher educational establishment to use international experience and adapt it to existing realias of modern life for achieving of academic culture development and quality assurance of Ukrainian higher education.

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ОСНОВЫ ФОРМИРОВАНИЯ АКАДЕМИЧЕСКОЙ ЧЕСТНОСТИ

УЧАСТНИКОВ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Определены основы формирования академической честности участников образовательного процесса в высших учебных заведениях. На основании изучения отечественного и зарубежного опыта дано определение основных понятий: академической культуры, академической честности и академической нечестности. Доказана целесообразность создания и внедрения этического кодекса студента и преподавателя как необходимое условие соблюдения участниками образовательного процесса академической культуры. Предложено включение в кодексы чести основных обязанностей и прав участников образовательного процесса. Обосновано целесообразность создания в высших учебных заведениях этических комиссий и определены их основные задачи. Исследованы исторические аспекты возникновения понятия «академическая честность». На основании исследований ученых предложено определение основных добродетелей академической честности, раскрыта их основная суть. Рассмотрено вопрос необходимости реализации ответственности участников образовательного процесса.

Ключевые слова: академическая культура, академическая честность, академическая нечестность, кодекс чести студента, этический кодекс преподавателя, этические комиссии.

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