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International Conference

«ACADEMIC INTEGRITY IN PUBLIC ADMINISTRATION AND EDUCATIONAL INSTITUTIONS»

March 26, 2020

Kyiv-Tallinn

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ACADEMIC INTEGRITY IN THE RELATIONSHIP BETWEEN THE SCIENTIFIC SUPERVISOR AND THE STUDENT IN THE WORK OF THE SCIENTIFIC CIRCLE

Abstract. Scientific academic integrity has many manifestations. In our view, the most important of them is the recognition of ownership of such scientific products as:

- ideas, logical constructs and reasoning, hypotheses of scientific research;
- methods of analysis of facts, scientific approaches, conclusions based on the results of scientific researches;
- ways of formalizing the obtained results, namely: graphs, diagrams, tables, equations;
- created databases (raw materials) of scientific activity which need further elaboration and development;
- generalization of the results of the study, including recommendations for taking management decisions.

There are reasons to believe that there is a need to distinguish and identify a special phenomenon, which is the scientific and academic integrity, in the communication between the supervisor and the student working in the scientific circle.

Scientific academic integrity in communicating with students in the course of the work of the scientific student circle has its special forms of manifestation and should be aligned with the creation of special competences. Such integrity applies to the various stages of the formation of scientific communication in the relationship between the scientific supervisor and the student. These steps are presented in Fig. 1.

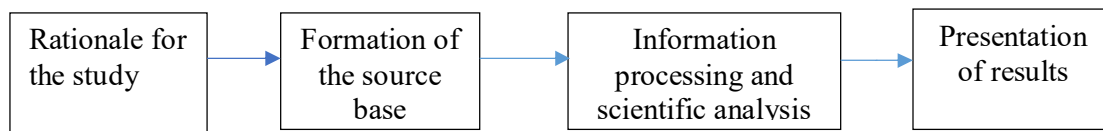


Fig. 1 Steps of scientific communication
(Source: created solely by the author)

The first stage of "Rationale for the study" requires more activity of the scientific supervisor, but implies taking into account the scientific interests of the student. At this stage the content of scientific integrity is related to balancing the interests of the supervisor and the student.

The second stage of "Formation of the source base" implies relatively more intensive student's activity. Performed under the guidance of the teacher, this activity should help develop the competencies as follows: correct reference

to the maximum possible number of sources, ability to distinguish groups of such sources and ability to correctly describe them (by existing standards).

The third stage of "Information processing and scientific analysis" involves transferring the skills and abilities to work with information in the following areas, including content analysis of texts, statistical analysis, historical analysis and the like from the supervisor to the student.

The fourth stage of "Presentation of results" means the acquisition of skills of

using different forms of presenting research results. Such forms may include:

- presentation given along with the speech at the conference or at meetings of the circle;
- presentation of the thesis statement (speech) at the conference;
- preparation of the research based article.

When determining the authorship of the article the actual contribution of both the supervisor and the student into the received results should be taken into account. If the article has been written by the student, the teacher is not to be a co-author of this work. If the contribution of the supervisor to the idea of the article, the logic of presenting the material, calculations, conclusions is obvious, then the article should be co-authored by both the student and the supervisor.

An important aspect of academic integrity, which requires attention of students and has to be focus on, is the exchange of information, ideas, knowledge about methods of analysis in the teamwork of students. In such an exchange, the leaders of the group should clearly differentiate the authorship of the students

and clearly define the contribution of individual co-authors into the final result of the teamwork.

Conclusions:

- research of the problem of scientific and academic integrity implies awareness of the features of the structural elements of the instruments in the field in which the scientific activity takes place;
- scientific and academic integrity in the work of the student circle has general and special features;
- as part of the special features of ensuring academic integrity in the relationship between the supervisor and the student, we point out to the following:

a) transmission of the true values of scientific activity from the supervisor to the student;

b) ensuring a clear delineation of the contribution of the supervisor and of the student into the final results and accurate determination of authorship, if it was a joint activity.

Keywords: scientific research, academic integrity, scientific communication, supervisor, student, presentation of results, university.

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