



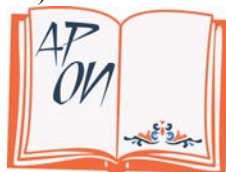
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International Conference

«ACADEMIC INTEGRITY IN PUBLIC ADMINISTRATION AND EDUCATIONAL INSTITUTIONS»

March 26, 2020

Kyiv-Tallinn

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PROBLEMS OF STATE REGULATION OF ENSURING ACADEMIC INTEGRITY IN THE FIELD OF GENERAL SECONDARY EDUCATION

Abstract. Until 2017 the issues related to academic integrity in education have not been regulated at the legislative level. For a long time, academic integrity in Ukrainian educational discourse served as a slogan rather than as the basis of activities of educational institutions. At the same time understanding that this phenomenon applies exclusively to the field of science and higher education has formed in the society.

Significant contributions to the institutionalization of academic integrity in Ukraine, including the study of principles, values, ethical standards, the formation of culture of integrity and its impact on the quality of education have been made by researchers under international projects and with the participation of a wide community of public activists of educational staff. One of the first and most important was the collective monograph "Academic Integrity as the Basis for Sustainable Development of the University" (2016) [1].

The major novelties for updating the educational legislation have been worked out on the basis of these scientific researches and results of active work of the academic environment.

For the first time in the Law of Ukraine *On Education* (2017) [2], Article 42, a new standard of "Academic Integrity" was introduced in the education system. The article defines the basic concepts in the field of academic integrity, the rules of its observance and the degree of responsibility for its violation. An extended glossary of the terms and concepts of Art. 42 "Academic Integrity" of the Law of Ukraine *On Education* has been created for

a thorough interpretation [3]. However, one of the problems with the implementation of this article is that the mechanism of implementation of the principles of academic integrity and responsibility for its violation by applicants to higher education is insufficiently specified and should be implemented in the by-laws and regulations of a lower level as well as local acts of educational institutions. The absence of rules on legal liability for failure to comply with academic integrity for applicants to higher education makes it impossible to apply it, since legal liability cannot be established by by-laws and regulations of a lower level. Therefore, there is a need to improve the legal regulation of the institution of responsibility for applicants to higher education for violations of academic integrity.

Currently the phenomenon of academic integrity is actively researched and implemented in the practice of national education under international Strengthening Academic Integrity in Ukraine Project (SAIUP) implemented by the American Councils for International Education with the assistance of the Ministry of Education and Science of Ukraine and the support of the US Embassy in Ukraine. The project aims at using the joint experience of the US and Ukraine to develop and implement a four-year action plan, the content of which is to educate students, teachers and administrators of Ukrainian educational institutions in terms of practical value and importance of academic integrity, provide resources and an action plan for their close involvement in strengthening academic

integrity in the educational environment. Significant achievements posted on the website of the project help create a new academic culture based on trust, honesty, transparency, true learning, proper scientific work, implementation of systemic changes, which will become beneficial for all participants of the academic process including students and pupils, teachers and lectures, universities and schools [4]. The concepts of academic integrity were updated for general secondary education after the adoption of the Law *On Education*.

A separate study was conducted in 2018 as part of Strengthening Academic Integrity in Secondary Schools Project (SAISS) aimed at familiarizing high school pupils and teachers with the basic principles of academic integrity, with the functioning of the academic integrity system and its introduction in Ukrainian educational institutions. The objective of the study is to identify the features of the educational process that affect the state of academic integrity in Ukrainian secondary education institutions of Ukraine. According to the interviews, teachers and parents are not familiar with the concept of academic integrity, and it is not discussed at schools. Teachers associated academic integrity more with higher than secondary education, and did not quite distinguish between academic malpractice and unethical behaviour. Among the forms of academic malpractice of pupilship, copying and cheating were often called by teachers, and biased evaluation was mentioned as a form of academic malpractice of teachership [5].

It should be noted that parents did not fully understand the concept of academic malpractice and what it has to do with studies of children at schools. Most of the respondents connected this concept in secondary education with teachers rather than with pupils. Among the forms of academic malpractice of pupils, parents often named copying and cheating, and parents most often referred to biased evaluation as a form of academic

malpractice of teachers; cheating connected with wants of teachers to attract pupils to attend additional classes for extra pay went second [6].

The aforementioned problematic issues have been taken into account when working on updating legislation on general secondary education.

The new Law *On Complete General Secondary Education*, adopted by the Verkhovna Rada on January 16, 2020, for the first time contains a rule on the obligation to ensure academic integrity in the field of general secondary education. Article 43 states that every participant of the educational process shall be bound to observe academic integrity. The violations of academic integrity in the general secondary education system include academic plagiarism, fabrication, falsification, copying, fraud, bribery, biased evaluation, as defined by the Law of Ukraine *On Education*, as well as such forms of fraud as:

- providing assistance to pupils during their final assessment (semester and annual ones), state final certification, external independent assessment, not provided for by the conditions and / or procedures for their completion by teaching staff and other persons;
- using not allowed additional materials and / or technical means by the student during control activities;
- undergoing through a procedure for evaluating learning outcomes instead of other persons;
- biased evaluation of the competence of teaching staff during certification. [7].

It is important that Art. 43 gives details about responsibility of pedagogical staff in respect of whom there has been a finding of violation of academic integrity and of the general secondary education applicants.

In particular, teachers are not allowed to be involved in procedures and events of ensuring and improving the education quality, pupil olympiads and other contests; may not be admitted to unscheduled attestation for the purpose of upgrading a qualification category or

conferring a pedagogical title; cannot receive any type of promotion and incentivation (bonuses, other incentive payments, awards, etc.) for one year; may be deprived of the pedagogical title. These are sufficient levers for adherence to academic integrity standards.

The following types of academic responsibility may also be applied to pupils for violation of academic integrity: reprimand; re-taking the final assessment; re-taking the state final certification; re-taking the relevant educational component of the educational program; deprivation of academic scholarship, award-winning places in pupil competitions, tournaments, olympiads, contests received with violation of academic integrity.

The law states that the types of academic responsibility applied to pupils and teaching staff should be proportionate to the violations committed. And the decision to bringing the guilty ones to academic responsibility may be appealed in accordance with the procedure stipulated by the regulation on internal quality assurance system of the educational institution. [7].

Therefore, the Regulation on quality assurance in the general secondary education institution should be supplemented and contain provisions in accordance with Article 43 of the Law.

Conclusions. At the legislative level, the regulation of the introduction of academic integrity in the school education system is ensured. The Law *On General Secondary*

Education establishes the obligation of pupils and teachers to adhere to academic integrity, defines the types of responsibility for the revealed facts of its violation. Heads in charge and other pedagogical staff of the educational establishment are responsible for ensuring the principles of academic integrity in the general secondary education institution.

The formation of academic culture in general and of academic integrity as its component is an important component of the transformation of the Ukrainian educational system, in particular of general secondary education. In recent years thanks to the cooperation of international and national experts and scholars, a database of methodological developments for different subjects of the educational process on the culture of academic integrity has been created. It needs to be popularized and disseminated.

Further research needs to be conducted on the problem of making amendments to the adopted laws on establishing the responsibility of institutions of higher and secondary education for violation of academic integrity, mechanisms of personal responsibility of the director of the general secondary education institution for forming a culture of academic integrity.

Keywords: personal peculiarities of a teacher, personal qualities, academic integrity, scientific and pedagogical activity, professional activity, professional success, value position.

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