

LESSON

«THE ESSENCE AND FUNDAMENTAL VALUES OF ACADEMIC INTEGRITY»

Delegation team (Law Clinic of the State University of Economics and Technology)

LESSON GOAL:	Explain to students what academic integrity is and why it is important. Tell them about the fundamental values of academic integrity
AUDIENCE/NUMBER OF PARTICIPANTS:	students of grades 8-9/20-30 people
DURATION:	45 minutes.
FORMAT:	lesson (online or offline).
EQUIPMENT:	Wi-Fi, multimedia projector, presentation.
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LESSON PROGRESS.



LESSON PLAN:

- ✓ Getting acquainted with students;
- ✓ Relevance of the lesson topic;
- ✓ Presentation of the main material;
- ✓ Discussion;
- ✓ Reflection and the final part.

PRESENTATION FOR THE LESSON:



GETTING ACQUAINTED WITH STUDENTS

In order to ensure a positive and relaxed atmosphere, the lesson begins with a self-presentation of the speakers - the Delegation team. Students are informed about the goals and objectives of the team in the educational institution where the lesson is held. During the speech, the initiative Street Law is mentioned, due to which speakers come to the aforementioned institution.

«Street Law is a global legal and civic education program aimed at middle school students. Street Law is an approach to teaching practically relevant law to the grassroots population using interactive teaching methodologies.»

The time limit is 2 minutes.



RELEVANCE OF THE LESSON TOPIC

After completing the self-presentation, Delegation team encourages students to engage in an interaction, during which the relevance of the lesson topic will be confirmed. Interactive under the name of short, meaningful student's answers to the question: «What is «academic integrity» for you?»

This will allow you identify negative consequences in case of violation of academic integrity, which will automatically confirm the relevance of the topic for educational applicants.

The time limit is 5 minutes.



PRESENTATION OF THE MAIN MATERIAL

Upon completion of student responses, speakers proceed to the presentation of the main material of the lecture (appendix No. 1). The time limit is 5 minutes.

Upon completion of the presentation of the lecture material from the first appendix, the team proceeds to informal communication (time limit – up to 5 minutes without discussion), telling stories to students from their own experience, using jokes related to the topic (appendix No. 2).

At the end of informal communication, students are asked the question: «Have you experienced any manifestations of academic dishonesty?»

If so, what consequences did these cases bring you: positive or negative?». The estimated time for a mini-discussion is *5 minutes*.

At the end of the mini-discussion, applicants should pay attention to the screen with an interactive presentation on the topic «The Essence and Fundamental Values of Academic Integrity» (appendix No. 3).

When presenting the main material, interactive moments of interaction specified in appendix No. 4 are used.

The time limit is 10 minutes.

The total time spent on this block is 25 minutes.



DISCUSSION

After completing the oral presentation of the material and presenting the presentation to listeners, students will be given the opportunity to ask a number of questions to the speakers, creating conditions for discussion.

The estimated time is 5 minutes.



REFLECTION AND THE FINAL PART

At the end of the discussion, speakers will be given the opportunity to concisely repeat all the material they have read and worked out with students, express their personal thoughts and feelings. Students will be given the opportunity to express their own awareness of how academic integrity affects the quality of their own education and personal development. We will ask listeners about their own strategies that they will follow in the future to avoid plagiarism and cheating. Lesson assessment: what new things you've learned about academic integrity? Why, in your opinion, do students resort to dishonest methods? After reflection, the Delegation team thanks the students for the lesson, active participation in the discussion, and emphasizes the importance of observing all norms of academic integrity.

General structure of reflection:

Introduction: Why academic integrity is important to you.

Explaining the value of academic integrity: Your understanding.

The impact of academic integrity on the future: How it affects your career and personality.

Your personal commitments and plans: What will you do to maintain academic integrity.

Conclusion: Role of academic integrity in personal development.

APPENDIXES

APPENDIX N°1



«LEGAL DEFINITION OF ACADEMIC INTEGRITY»

The concept of «academic integrity», its content and forms of violation are defined by several types of regulatory acts. For example, the law of Ukraine «On Education» has a significant impact on the disclosure of the topic of academic integrity, which defines the principle of academic integrity as one of the fundamental principles of state policy in the field of education and educational activities. That is, the state through the law declares the fact that academically integrity is one of the foundations on which Goliath of Ukrainian education is based.

Article 6 paragraph 1 establishes the definition of the term that is considered (academic integrity is a set of ethical principles and rules defined by law, which should guide participants in the educational process during training, teaching and carrying out scientific (creative) activities in order to ensure trust in the results of training and/or scientific (creative) achievements (Article 42 paragraph 1)), warns of the onset of academic responsibility (Article 42 paragraph 5, 6, 7) in the case of academic plagiarism, self-plagiarism, fabrication, falsification, cheating, deception, bribery, biased assessment and providing students with assistance or obstacles that are not provided for in the conditions and/or procedures for passing such an assessment when they pass the assessment of learning outcomes.

A remarkable addition to the law of Ukraine «On Education» is made up of local normative legal acts of individual educational and scientific institutions (regulations of schools and universities «On Academic Integrity»), which are developed and approved by the Academic Council of the university or the Pedagogical Council of the school. Educational institutions that issue these regulations establish the procedure for identifying violations of academic integrity, establishing samples of special declarations on compliance by a student or researcher with the requirements of academic integrity, and so on.

Related to the problem of academic integrity is the law of Ukraine «On Copyright and Related Rights», which establishes that plagiarism is considered a violation of personal non-property and/or property copyright and related rights of a person (Article 53, paragraph 2).

An interesting fact from a legal point of view is that as of November 5, 2024, Verkhovna Rada of Ukraine has a draft law «On Academic Integrity», which is being prepared for the second reading.

The main values of academic integrity are: honesty, fairness, respect, trust and responsibility. Honesty is a key norm that requires openness about your own intellectual contribution.

The student must be truthful and open in their work, avoid plagiarism, and not attribute the results of other people's research to themselves. In addition, it is important to use information sources correctly and properly cite them in accordance with established standards.

Fairness is the second key value of academic integrity. Transparency, openness and elimination of all forms of discrimination or injustice must be guaranteed.

Respect manifests itself in recognizing diversity of views, intellectual property, formulating sound conclusions, and evaluating the contribution of others to scientific progress.

Recognition of the intellectual work of colleagues is the foundation of a healthy scientific environment that promotes the development of knowledge and new discoveries.

Trust. It is based on compliance with certain standards: information should be presented honestly and without distortion, and research results should not change in accordance with the author's desired conclusions. Trust promotes collaboration, which in turn facilitates the exchange of knowledge and experience between different organizations in different fields of activity.

Authors of scientific research should be responsible for the quality and reliability of their work, be aware of their responsibilities and understand the consequences of their actions. They are required to comply with the rules and requirements of academic integrity. The applicant must define a specific goal, develop an action plan, and work independently to achieve their goals.



APPENDIX N°2

«GRAPHIC MATERIALS OF A HUMOROUS NATURE. ANECDOTES, JOKES»



APPENDIX N°3

«PRESENTATION ON THE TOPIC: «THE ESSENCE AND FUNDAMENTAL VALUES OF ACADEMIC INTEGRITY»»



APPENDIX N°4

«INTERACTIVE ACTIVITIES DURING THE PRESENTATION OF THE MAIN MATERIAL OF THE LECTURE»

1. What is academic integrity?

We project the question «What is academic integrity?» on the screen and invite students to take turns expressing their thoughts. Each idea is written down and then discussed whether it is correct or needs to be clarified. After that, we present the interpretation of academic integrity provided by the law of Ukraine «On Education»: «Academic Integrity is a set of ethical principles and rules defined by law, which should guide participants in the educational process during training, teaching and carrying out scientific (creative) activities in order to ensure trust in the results of training and/or scientific (creative) achievements (Article 42, paragraph 1). This will allow us to engage all participants, and also helps to identify students' previous ideas and correct them during the lesson.

2. «Academic Court» 1 group of students – defense, 2 – prosecution.

We suggest a situation for discussion: «I use the Brainly app to prepare for a test paper.» Each group must prepare its own arguments and present them to the «judges», which may be other students or our team. We can also team up. After the debate is over, we will determine the penalty and will reward the winning team.

3. «Truth Hunters» or «Search for Truth»

We create fake news (we can choose several students who will serve as those who report this news) about violations of academic integrity (stories about plagiarism, cheating or false scientific research). We are divided into teams – the task is to identify violations. It is necessary to explain why such actions are unacceptable or, conversely, may look logical. Teams have a few minutes to find errors or violations in the text, and they can use phones to search for information. After that, the teams present their findings, and the winner is awarded. APPENDIX.

5 INTERACTION, DRAFT SCENARIO:



1. INTRODUCTION AND ANNOUNCEMENT OF THE TOPIC (1 MINUTE)

Presenter:

«Good afternoon, dear participants! Today we have a quick discussion on the topic: «I use the Brainly app to prepare for a test paper.»

Group 1 will defend the use of the app, and group 2 will accuse it. Each group has 2 minutes to present their arguments. After that, there will be one short question from each side. Upon completion, the judges will make their decision.».



2. PRESENTATION OF GROUP POSITIONS (2 MINUTES EACH)

Group 1 (Defense) – 2 minutes

Representative of group 1 (Defense):

Argument 1: Brainly is a useful tool for self-learning. It allows you to quickly get explanations and examples for complex topics, which helps students better prepare for test papers.

Argument 2: in Brainly, students can share knowledge and help each other, which contributes to the development of teamwork and support.

Argument 3: The app allows you to study at any convenient time, which allows you to take a more flexible approach to learning..

Group 2 (Prosecution) – 2 minutes

Representative of group 2 (Prosecution):

Argument 1: Using Brainly can lead to plagiarism. Students can simply rewrite the answers without understanding the material, which negatively affects their knowledge.

Argument 2: Brainly's answers are not always accurate or complete, so students may get false information.

Argument 3: This can encourage laziness and lack of independent work, because students are looking for «easy» ways instead of really learning the topic



3. QUESTIONS AND ANSWERS (2 MINUTES)

Presenter:

Each group has the opportunity to ask a short question to their opponents. Responses - up to 30 seconds.

Sample questions:

Defense:

«Don't you think that self-study of the topic is still more important than copying answers?»

Prosecution:

«How can you be sure that all the answers at Brainly are correct?»



4. MAKING A DECISION BY THE COURT (3 MINUTES).

Presenter:

«Now the floor is for the judges.

They will make a decision based on the arguments presented.»

Judges (can be selected from the audience or class):

The judges briefly summarize the main arguments of both groups (30 seconds per group).

After that, the judges decide who presented more convincing arguments.

Presenter:

«The decision has been made! The team that submitted the best arguments won (or lost). The winning team receives praise, and the defeated should share their findings about using the app in training.»

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5. FINAL WORD (1 MINUTE).

Presenter:

«Thank you to all participants for your activity! Both groups presented interesting and weighty arguments, but the decision is up to the judges. This was a great opportunity for all of us to reflect on how technology can affect learning. This concludes our hearing!»

Examples for the “Academic Court”:

Using Google Translate to write essays or translations in language lessons.

Use of neural networks to complete homework by first warning the teacher and getting their consent.

Using a classmate’s homework with their consent.

Using Google as the only source of information search for training.



END OF THE LESSON

Summing up everything we discussed today, it is important to remember that academic integrity is not just a set of rules or standards, but the foundation on which we build reputation, trust, and fairness in our studies. This applies not only to the results of our work, but also to how we treat others, how we evaluate their achievements, and how we strive to be responsible and honest. Each of us is part of this community, and our actions affect whether this community is healthy and strong. Adhering to the principles of academic integrity encompasses not only rules, but also mutual respect, development and a future in which we can all achieve our goals in an honest way.

Academic integrity is not only about grades, but also about who we strive to become, what impact we have on the world around us, and what example we set for others.

We sincerely thank you for your attention. Together, we can create an environment where honesty, trust and responsibility are valued, and where each of us has the opportunity to grow and develop in an environment of genuine academic integrity.

- Establishing contact was aimed at increasing the level of interaction, which contributes to better assimilation of information and creating a comfortable atmosphere for all participants. During the speech, the Delegation team adapted depending on the reaction of the audience, and additionally interpreted the information (if necessary). The team’s goal was to respond to the audience in a timely manner by paying attention to the questions received. As a team, we repeated the main moments (according to the points of the presentation) to consolidate the key ideas that we wanted to convey to the audience.

We express our gratitude to the audience for their attention and active participation in the discussion of the essence and fundamental values of academic integrity, emphasizing how important it is to apply personal unique knowledge.

We end with jokes and personal stories about the topic, in order to maintain a relaxed atmosphere among the participants.

LESSON ANNEXES:

