Path 2 Integrity

path2integrity.eu

Collaborative Methods to Teach Research Integrity

2021 EUA-CDE THEMATIC WORKSHOP - Session IV

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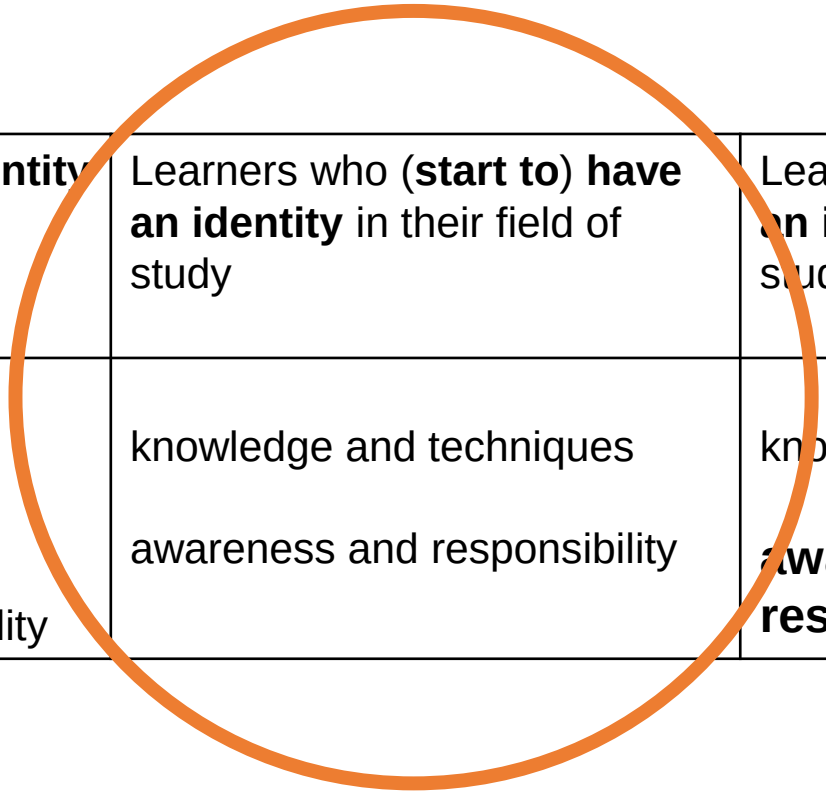
This project receives funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 824488.

COBURG UNIVERSITY of applied sciences and arts

Who do we teach research integrity?

Learners who have **no identity** in their field of study yet	Learners who (**start to**) **have an identity** in their field of study	Learners who (start to) **have an identity** in their field of study
knowledge and techniques awareness and responsibility	knowledge and techniques awareness and responsibility	knowledge and techniques **awareness and responsibility**



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A closer look: graduate students in Germany

First results on graduate students in Germany. They

- do not have a collective pattern for research integrity
- do not identify themselves as researchers
- have not incorporated research practices
- reject unreliable behavior in research

There is a big difference between their reflexive and tacit knowledge

- **WHAT**: They think they know a lot and are even annoyed by lectures on research methods
- **HOW**: They have little knowledge on how to conduct responsible research.

(Pilot study: group discussion, 4 groups with 6-7 participants, duration 1-1,5h, objective: to find the best impulse to create narrations of the participants about research and research integrity)

How to teach and learn research integrity

Insufficient evidence on how to teach research integrity

- → *Steneck* (2013) points out that we still have **no idea** on what works and what doesn't regarding the change of research behaviour
- → *Marusic et al.* (2016) point out the very **low quality of evidence** in the field of teaching research integrity
- → *Löfström* (2015) points out, in reference to *Godecharle et al.* (2013), that there is **no consensus** "about key concepts in ethics and integrity guidance nor about content, level, timing, and frequency of ethics training and the qualifications of trainers" (p. 9)

How to teach and learn research integrity

Nevertheless, some indications as to what works

→ Student engagement, play and other learner-focused techniques (*Fishman 2015*)

→ Tailored interventions, a student-centered approach and group discussion (*Rissanen & Löfström 2014*)

→ Role play (*Mastroianni & Kahn 1998*)

Collaborative Method: Role play

Role play improves or increases …

- Classroom participation
- Awareness of the complexities of ethics
- Critical/reflexive thinking
- Creative thinking
- Application of concepts
- Emotional engagement
- Personal accountability

DeNeve & Heppner 1997; Grose-Fifer 2017; Löfström 2016; McCarthy & Anderson 2000; McWilliams & Nahavandi 2006; Poling & Hupp 2009; Poorman 2002; Rosnow 1990; Strohmetz and Skleder 1992

Collaborative Method: Storytelling

There is no literature (so far) on storytelling and learning research integrity.

But other contexts show that storytelling can increase

- "Sympathetic imagination"
- Understanding of the fundamental ethical dimensions of life
- Ethical reflection
- Ethical comprehension of others
- Emotional and critical engagement
- Vivid, reflective and experiential responses

Because

„[c]ertain truths about human life can only be fittingly and accurately stated in the language and forms characteristic of the narrative artist." (Nussbaum 1990, 5)

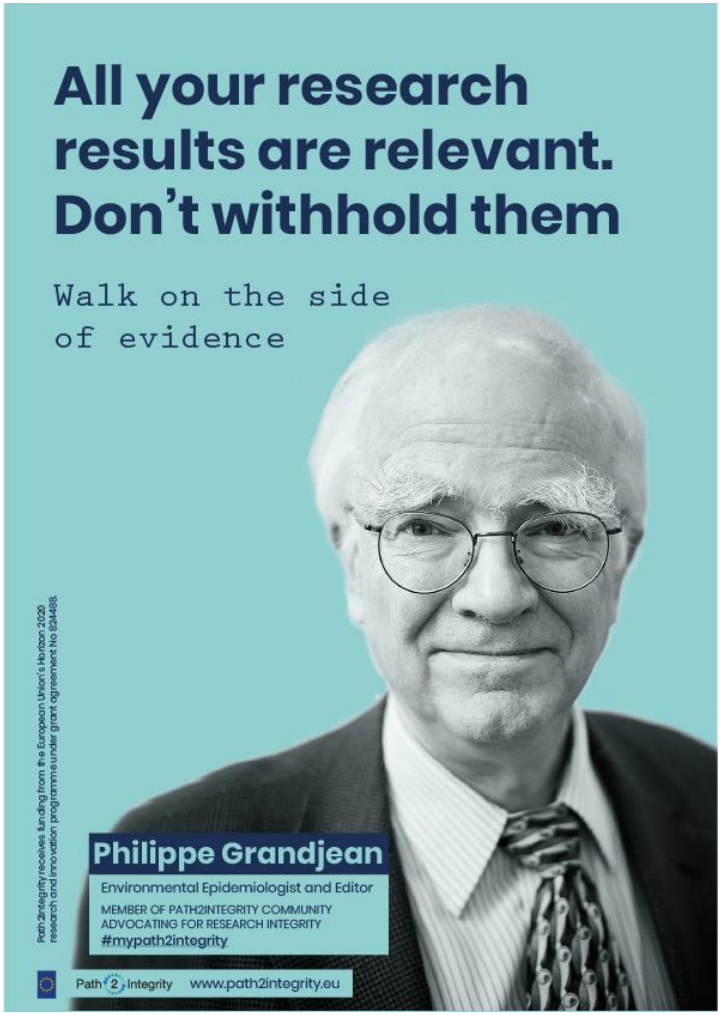
Frank and Osbeck 2016; Nussbaum 1990; Nussbaum 1997; Phillips 2010; Zipes 2005

Promoting Trustworthy Research: Path2Integrity

Path2Integrity's Key messages

1. Research Integrity is the "quality safeguard" on science and technology, the social sciences, and humanities
2. Research Integrity protects the reputation and careers of researchers and research organizations:
3. Research Integrity contributes to social progress by building trust and accountability in science, technology, the social sciences and humanities
4. Research Integrity prevents the waste of money,time, and effort

Open Educational Ressources from Path2Integrity



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Open Educational Ressources from Path2Integrity

https://www.path2integrity.eu/research-integrity

Research integrity

ROADMAP

RI IN CURRICULA

RI MATERIALS

COMMUNITY NETWORK

Path 2 Integrity

Evaluated Open Educational Resources for Different Target Groups

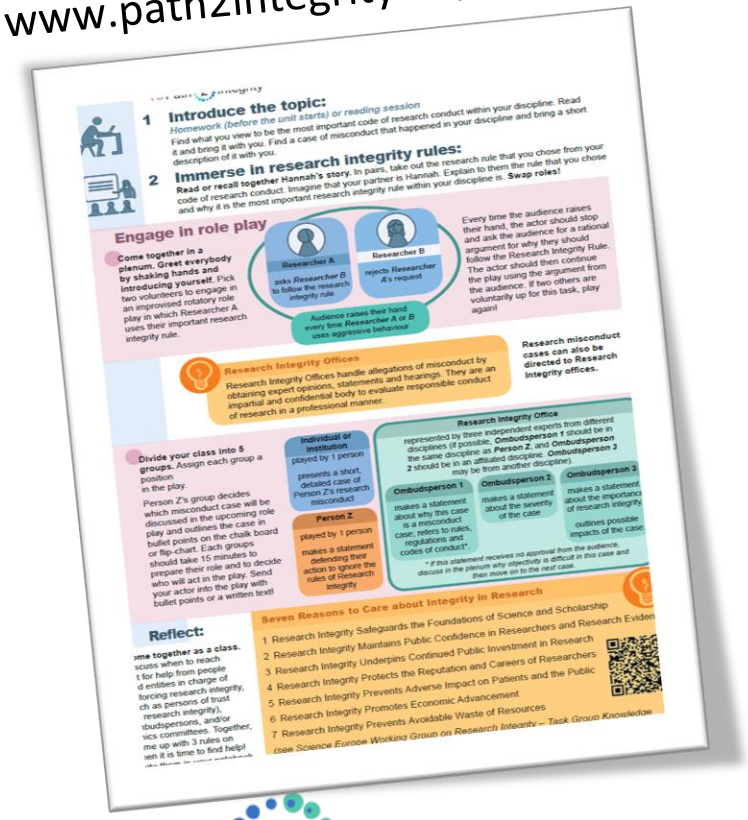
First version for onsite learning 2019

Teaching and Feedback

Second version for onsite learning 2020

Third Version for online learning 2020

www.path2integrity.eu/ri-materials



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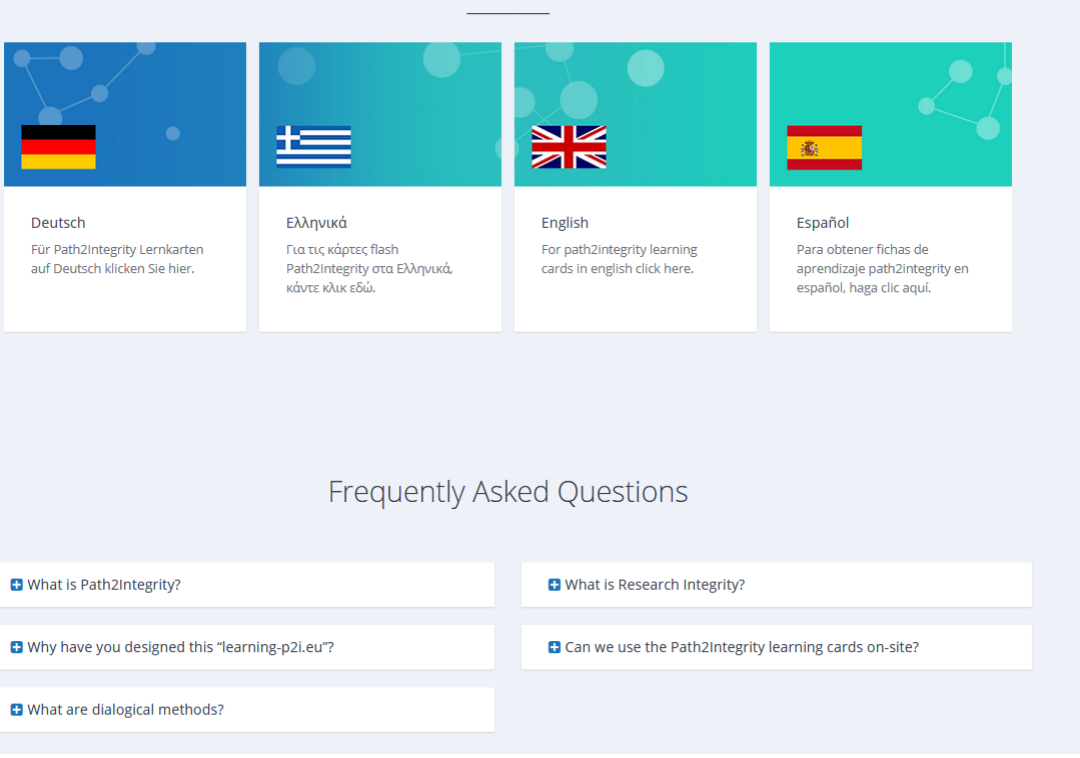
Online learning platform: www.learning-p2i.eu



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