Academic course description

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| BACHELOR ‘S PROGRAMME3rd YEAR OF STUDY, 1st SEMESTER |

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| **Course title** | | **Ethics and Academic Integrity** |
| Course code | |  |
| Course type | | full attendance |
| Course level | | 1st cycle (bachelor’s degree) |
| Year of study, semester | | 3rd year of study, 1st semester |
| Number of ECTS credits | | 4 |
| Number of hours per week | | 2 (1 lecture hours + 1 seminar hours) |
| Name of lecture holder | | PROF. PH. OVIDIU FLORIN CĂLȚUN |
| Name of seminar holder | | PROF. PH. OVIDIU FLORIN CĂLȚUN |
| Prerequisites | | Advanced level of English |
| A | **General and course-specific competences** | |
|  | **General competences:**   * Performing independent work tasks and interdisciplinary approach of topics; * Management of individual program and working time for respecting deadlines.   **Course-specific competences**:   * Identification of IT basics use (algorithms, programming languages, specific software, numerical modeling) in the study of Physics. * Correlation of statistical analysis methods on a given topic (realization of measurements/calculations, data processing, interpretation). * Proper use in professional communication of the terminology specific to Physics but also to related domains (especially Mathematics) * Elaboration of reports and presentations, the construction of logical and coherent arguments, the support of these arguments in front of an informed audience, on subjects of General Physics. * Drafting and presenting scientific reports in the field of Physics by using of new media technologies for communication. * Elaboration, drafting and presentation in Romanian and/ or in a language of international circulation of a specialty work on a current topic in the field. | |
| B | **Learning outcomes** | |
|  | * Foster in students an understanding of the ethical standards in their academic lives and professions; * Identify and analyze an ethical issue in the context of science or technology; * Understanding the various ethical interests in a real-world situation and multicultural differences; * Improve students’ judgment of ethical conduct and familiarizing with ethical code; * Articulate what makes a particular course of action ethically defensible and assese their own ethical values and the social context of problems; * Identify ethical concerns in bibliografic and scientific research, including academic integrity; * Develop student awareness of the ethical implications of their work; * Encourage students to put their knowledge of ethics into action academic integrity. | |
| C | **Lecture content** | |
|  | Ethics or academic integrity violations. In debate: Fresh and old cases. Readings: “Students Disciplined in Harvard Scandal” By Richard Pérez-Peña  Basic concepts: moral and imoral, values, priciples, moral rules, ethical codes, autonomy and integrity, diversity and inclusion  Ethical problems and applying the codes. Virtue ethics. Professional deontology. Academic carta, regulation and codes. UAIC case study.  Consequentialism / Utilitarianism. Ethical theories and their problems. The Modern Bioethics Regime.  National and International legal frames and codes. Violation and punishment  Students and academics characteristics. Microaggressions and Macroagressions.  Academic etiquette and university customs, cultural differences across the world and integration  Cooperation vs. unfair competition, complicity vs. whistle-blowing. Favoritism . Nepotism. Obedience  Autority, ierarchy, equality and equity, social justice. Modern challenges. | |
| D | **Recommended reading for lectures** | |
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| E | **Seminar / laboratory content** | |
|  | Shared values. Rules of the Road. Doug Lemov’s principles for building Academic Ethos. Vision and Mission. UAIC Charta and Codes.  Reading and discussing papers on honesty and dishonesty.  Conflicts of interest: personal, professional and financial. Favoritism. Nepotism. Case study.  Bibliografic and Lab Research. Data management. Responsible authorship of B. Sc. thesis. Publication ethics.  Power of Physics. The Ethics of Invention. Technology and the Human Future. Responsible Conduct of Research.  Ethical dilemas in student day by day life.  Team working. Cooperation and collaboration. Unfairness. Misconducting. Peers and profiteers.  Values and Compassion. Diversity. Inclusion. Transparency.  Academic Integrity. Honesty and Dishonesty. Chating and Plagiarism.  Responsibility. Whistle-blowing | |
| F | **Recommended reading for seminars** | |
|  | 1. Readings from Science “What a massive database of retracted papers reveals about science publishing’s ‘death penalty’ By Jeffrey Brainard, Jia You Oct. 25, 2018: “A scientist’s fraudulent studies put patients at risk  By Adam Marcus, Retraction Watch”, “One publisher, more than 7000 retractions” By Alison McCook, Retraction Watch  2. UAIC Charta, UAIC regulations and codes.  3. Handbook of Academic Integrity ed. T. Bretag (2016) Springer  4. D. Koepsell (2017) Scientific Integrity and Research Ethics. An Approach from the Ethos of Science, Springer  5. T. Sikka (2019) Climate Technology, Gender, and Justice. The Standpoint of the Vulnerable. Springer  6. Practical Wisdom and Diversity Aligning Insights, Virtues and Values editors M. Stangel-Meseke, C. Boven, G. Braun, A. Habisch, N. Scherle, F. Ihlenburg Springer (2019)  7. T. Bretag, M. Green, The Role of Virtue Ethics Principles in Academic Integrity. Breach Decision-Making Published online (2014) Springer Science and Business Media Dordrecht, J. Acad. Ethics (2014) 12:165–177  8. E. Socaciu, C. Vică, E. Mihailov (2018) Etică şi integritate academică, Bucureşti, Editura Universităţii din Bucureşti  9. European Textbook on Ethics in Research, Studies and reports (2010) coordinator Lino Paula European Commission Documents  10. M. Brimble (2015) Why Students Cheat. An Exploration of the Motivators of Student Academic Dishonesty in Higher Education in Handbook of Academic Integrity, edited by Tracey Ann Bretag, 1–14. Singapore Springer | |
| G | **Education style** | |
| learning and teaching methods | | Applications, guided discovering process, debate.  Round table and Rol Playing. Guided discovering process.  Delivering Projects. |
| assessment methods | | Written paper  Presentations |
| Language of instruction | | English |