Academic Ethics: An Outreach Course (CS-782)

Preamble

JNU is primarily a research university offering courses in almost all disciplines of humanities, social sciences, basic and applied sciences, and some disciplines of technology and medicine. Since its establishment, the university has served as a role model for higher learning. Being the country's leading institution of higher learning, the university attracts students nationally and internationally. JNU serves as a role model.

The University's graduates serve in almost all fields of social, scientific, political, governing and professional spheres of the country as well as abroad. With the increasing focus on fairness, transparency and accountability, it is strongly desired that the graduating students should be aware enough in ethical considerations and practices.

Moreover, research and publication activity is the main focus for a thesis student. Such students must be aware of ethics in research and publications and must practice these for **credible research**.

With the above in mind, this course is designed for thesis students of the university. The Course contents are **independent of discipline of study and research**. Therefore, the same course contents are applicable for students of all the Schools and Centres of the University. Thus, a single course having 3-0-0 credits, is applicable to all the Schools and Centres of the University. The University Schools and Centres may opt this as a **core or elective** course in their curriculum.

The proposer of the course taught a similar course 'CS 774 Academic Ethics and Technical Writing', having significant overlap, and received very strong positive feedback and reviews from the attendees of a similar course run in the School of Computer & Systems Sciences in Monsoon Semester, 2016.

International Status

Practices of academic and research ethics is undisputedly one of the foundation pillars for *credible research*. Higher rank Universities and Research Institutions worldwide have understood importance of inculcating academic and research ethics among their researchers. Thus, most such universities and research institutions are facilitating training, creating awareness and / or imparting knowledge through formal course work.

For example, University of California, Berkeley has an *'Ethics'* online course for graduate students. Stanford University has a course on *'Responsible Conduct of*

Research Course' for its graduate students. Rice University, which is majorly a graduate university teaches *'Research Ethics'* through a seminar type course. University of North Carolina has a graduate level course on *'Academic Ethics and Integrity'*. John Hopkins University teaches *'Academic Ethics'* to undergraduate students.

Outside USA, University of Oxford, England teaches *'Introduction to Ethics'* through an online course. Nanyang Technological University (NTU), Singapore teaches its undergraduate students *'Ethics and Moral Reasoning'*.

In India, there are courses emphasizing *Human Values* to undergraduate students. International Institute of Information Technology, Hyderabad (IIIT-H) pioneered teaching Human Values to undergraduate students. This was followed by several institutes including IIT-BHU. An annual conference on 'Human Values in Higher Education' is being organized regularly since 2012. First conference, in 2012, was held in IIIT-H, and the latest one was organized by IIT Kanpur in 2017. This was attended by seventy Vice-Chancellors and Directors along with several participants from abroad including USA.

Appreciating importance of ethics in administration and professional life, UPSC introduced a compulsory paper on *'Ethics, Integrity, and Aptitude'* in Civil Services (Main) Examination for selecting candidates for All India Services (IAS and IPS) and several Central Civil Services including IFS.

Course Description

In academics, ethical considerations in teaching, research and administrative work are crucial. Awareness and Inquiry of such consideration is essential for bringing quality in higher education. This is expected to be achieved by integrity and practicing ethics for every academic activity. Participation of all stakeholders in ethically aware society can bring qualitative changes in quality education. Situations like conflict of interests, in which the primary interest of a stakeholder may be influenced by secondary interest, should be identified and avoided. Stakeholders are expected to restrain self-interest, promote the ideals of public service, and maintain high standards of performance.

The course on Academic Ethics is designed to create awareness about (i) ethical practices in academics, and (ii) fall-outs due to non-ethical activities. This course starts with identification of objective bases for ethics; which will lead to defining guidelines for each of the academic activities: teaching, research, publications and administration. Thus, the main agenda of this course is to follow accountability, transparency, fairness in addition to several other bases of ethics sans conflict of interests.

Since research and publication activity is the main focus for a thesis student, the very important agenda of this course lays emphasis on how a research can be described in precise, concise, complete and accurate manner. During conduction, writing and publishing research work, a researcher should follow the ethical standards like avoiding plagiarism, falsification and fabrication of results etc.

For enforcing quality of publication, a researcher should be aware of the publication biblio-metrics, e.g., impact factor, h-indices and their variants, for publications and authors both. A brief tour of Intellectual Property Rights (IPR) policy will be undertaken to make students aware of the legal rights for generating and protecting creative work through patents, copyrights etc.

Credits: 3-0-0: 3 Units

Course Contents:

I: Course Overview

1. Introduction
2. Academic Ethics
3. Awareness through some selected recent cases

II: Ethics and Education

4. Ethical Issues
5. Theories in Ethics
6. Subjectivity vs. Objectivity
7. Ethics in Higher and Professional Education
8. Case Studies

III: Autonomy in Education

9. Autonomy
10. Stakeholders in Academics
11. Academic & Administrative Autonomy
12. Accountability of Stakeholders
13. Case Studies

IV: Ethics in Teaching

14. Teaching and Teaching Processes
15. Framework for enforcing teaching ethics
16. Accountability of students and teachers

V: Ethics in Academic Administration

17. Stakeholders in Academics
18. Conflict of Interests

19. Identification and Avoidance
20. Framework for avoiding conflict of interests

VI: Ethics & Quality Education

21. Issues for Quality Education
22. Stakeholders' Role for Quality Education
23. Teachers as Role Model
24. Performance Measures
25. Institute Ranking & Accreditation

VII: Non-Ethical Activities

26. Identification
27. Temptations for such activities
28. Awareness and fall-outs
29. Public & National Interests
30. Avoidance

VIII: Ethics in Research

31. Ethics in Research
32. Research and Ethical considerations
33. Framework for enforcing research ethics

IX: Ethics in Publishing

34. Ethics in Publishing
35. Scientific and Publishing Misconduct
36. Plagiarism: Types of Plagiarism
37. Avoidance of Plagiarism
38. Accidental Plagiarism
39. Plagiarism vs. Cryptomnesia

X: Biblio-Metrics: Quantification of Publication Quality

40. Quality Metrics
41. Citations and Indices
42. Journal's Impact Factor and Variants
43. Individual's H-index and Variants
44. Databases: Scopus, SSCI, SCI, SCI(E), DBLP, Google Scholar, ERIC, Research Gate etc.

XI: IPRs and Legal Rights

45. IPRs – Copyright, Patents and others
46. Regulations and Regulatory Bodies
47. Intellectual Property Rights (IPR) Policy, 2016

Similar Course in JNU:

CS 774 Academic Ethics & Technical Writing (3-0-0)

Significance of literature review, Writing scientific report, structure and components of research report, revision, writing project proposal, writing a Research Paper; Citation counting and Impact factor, Science citation index (SCI)/ Science citation index Expanded (SCI-E), H-index; Academic Ethics and Plagiarism, Intellectual Property Rights and Patent law.

Recommended Reading:

I. Neil W. Hamilton: Academic Ethics: Problems and Materials on Professional Conduct and Shared Governance. Greenwood (2002)

II. Gregory: Ethics in Research. Continuum (2005).

III. Bruce Macfarlane: Researching with Integrity: The Ethics of Academic Enquiry. Routeledge (2009).

IV. J. Carroll: A Handbook for Deterring Plagiarism in Higher Edu. Oxford, UK (2002).

V. R. A. Harris: The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism. Pyrczak (2002).

VI. Russ Shafer-Landau (Ed.); Ethical Theory: An Anthology. Blackwell (2007).

VII. Tracey Bretag (Ed.): Handbook of Academic Integrity. Springer (2016).

Recommended Journals:

I. Journal of Academic Ethics: Springer.

II. Int. J. of Educational Research: Elsevier

III. Journal of Business Ethics Education: Neilson

IV. American Educational Research Journal

V. Journal of Moral Education: Taylor & Francis

VI. Journal of Higher Education: Taylor & Francis

VII. Teaching in Higher Education: Taylor & Francis

VIII. Assessment & Evaluation in Higher Education: Taylor & Francis

IX. Review of Educational Research: SAGE

X. Teaching & Teacher Education: Elsevier

XI. Journal of Medical Ethics : BMA

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