Akademik Etik Uygulama ve Araştırma Merkezi: 2023 Yılı Faaliyetleri

Projeler

“Akademik Dürüstlük Tehditleriyle Yüzleşme” Projesi (FAITH): Proje Yürütücüsü

https://faithproject.info/

Facing Academic Integrity Threats

Fonlayıcı: Türkiye Ulusal Ajansı Erasmus+ programı KA220-HED - Yükseköğretimde işbirliği ortaklıkları eylemi

Bütçe: 274.709 avro

Süre: 3 yıl (2021 – 2024 yılları arasında)

Amaç: Proje temel olarak akademik dürüstlük politikaları için Avrupa ölçütleri oluşturmayı ve akademisyenler, kütüphaneciler ve öğrenciler için rehberlik ve destek sağlamayı amaçlamaktadır.

Konsorsiyum: Çanakkale Onsekiz Mart Üniversitesi, Avrupa Akademik Dürüstlük Ağı (Çekya), Konstanz Üniversitesi (Almanya), Porto Üniversitesi (Portekiz) ve Maribor Üniversitesi (Slovenya)

“Üniversitelerde İntihalin Önlenmesine Yönelik Uluslararası İş Birliği” Projesi (PUPP): Proje Ortağı

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Fonlayıcı: Kanada Sosyal ve Beşerî Bilimler Araştırma Konseyi

Bütçe: 2.500.000 Kanada Doları

Süre: 7 yıl (2021 – 2028 yılları arasında)

Amaç: Proje, giderek daha ciddi bir sorun haline gelen intihali engellemek adına üniversiteler için uluslararası bir strateji geliştirmeyi amaçlamaktadır. Bu doğrultuda, dijital not defteri stratejilerinin etkili bir şekilde öğretilmesiyle akademik yazımda akademik dürüstlük ilkelerine sadık kalınmasını ve böylelikle üniversitelerde akademik dürüstlük kültürünün geliştirilmesi hedeflemektedir. Alanında dünyanın en geniş kapsamlı ar-ge çalışması olan söz konusu projeye Amerika Birleşik Devletleri, Belçika, Çek Cumhuriyeti, Fransa, İngiltere, Kanada, Portekiz, Slovenya ve Türkiye olmak üzere toplam 9 ülkeden 34 kurum 56 araştırmacıyla katılmaktadır.

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Salim Razı *

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From transgressors to authors: promoting EFL writing through academic integrity integrated instruction

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Facilitators and barriers to creating a culture of academic integrity at secondary schools: an exploratory case study

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Abstract

Academic integrity is a vital pedagogical responsibility that educational institutions should explicitly address. One of the best ways to uphold academic integrity is to create a culture of academic integrity throughout the school. This is especially imperative at high schools where students develop their moral identity because students who act dishonestly at high school will likely behave accordingly in post-secondary education and ultimately be dishonest in familial and professional settings. Creating a culture of academic integrity is a challenging, long and multifaceted journey. In this respect, this

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Testing of support tools to detect plagiarism in academic Japanese texts

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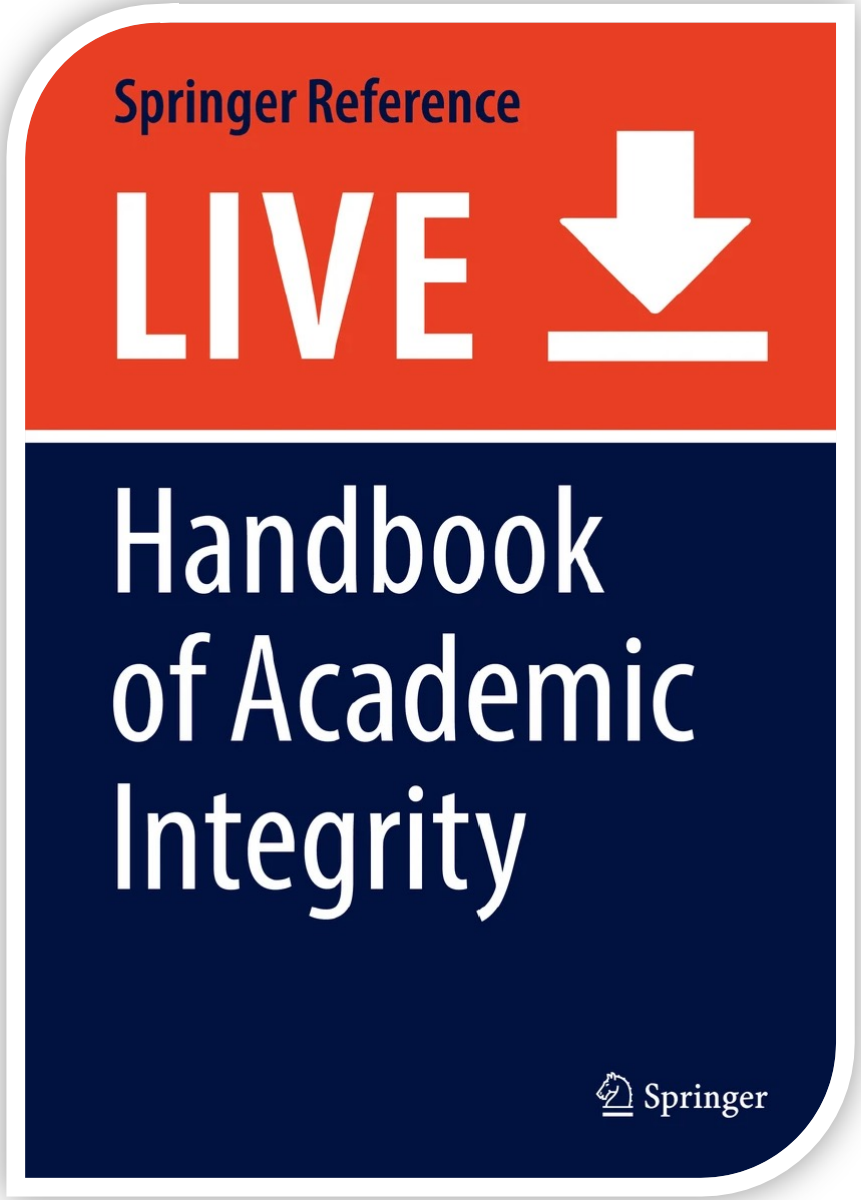

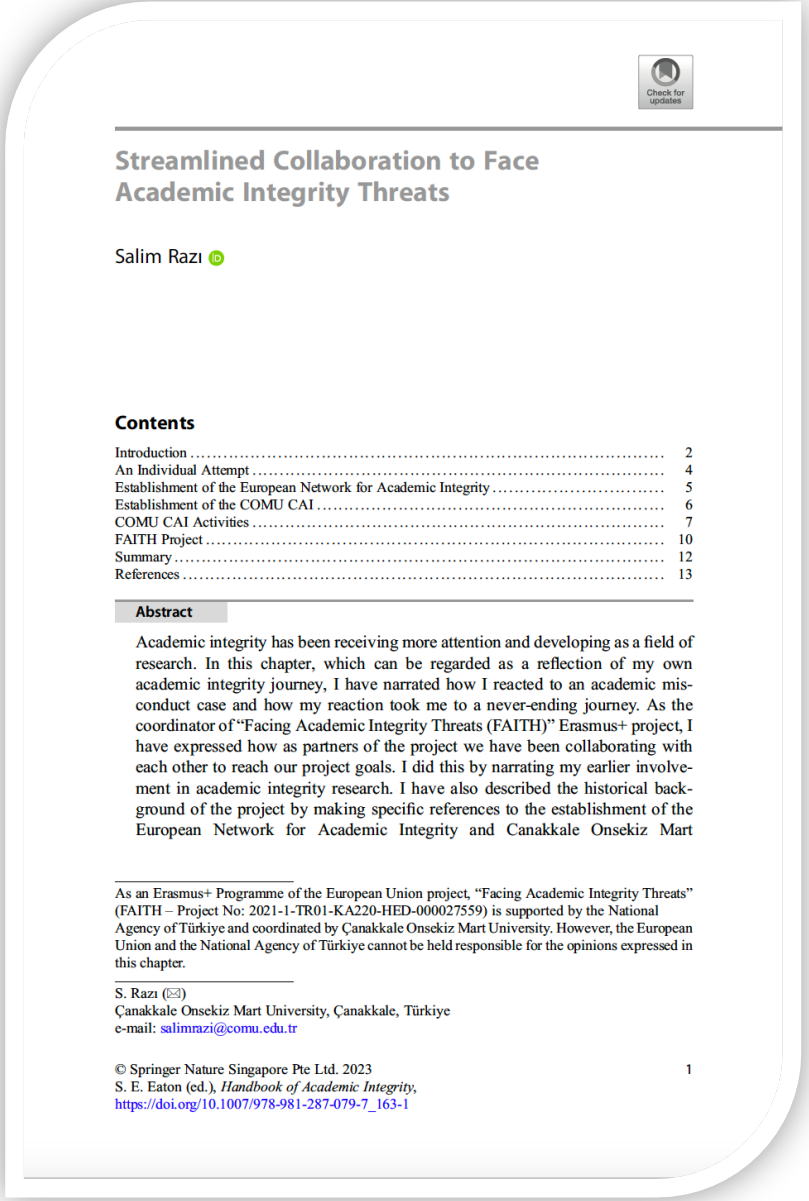

Streamlined Collaboration to Face Academic Integrity Threats

Salim Razı

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Abstract

Academic integrity has been receiving more attention and developing as a field of research. In this chapter, which can be regarded as a reflection of my own academic integrity journey, I have narrated how I reacted to an academic misconduct case and how my reaction took me to a never-ending journey. As the coordinator of "Facing Academic Integrity Threats (FAITH)" Erasmus+ project, I have expressed how as partners of the project we have been collaborating with each other to reach our project goals. I did this by narrating my earlier involvement in academic integrity research. I have also described the historical background of the project by making specific references to the establishment of the European Network for Academic Integrity and Canakkale Onsekiz Mart

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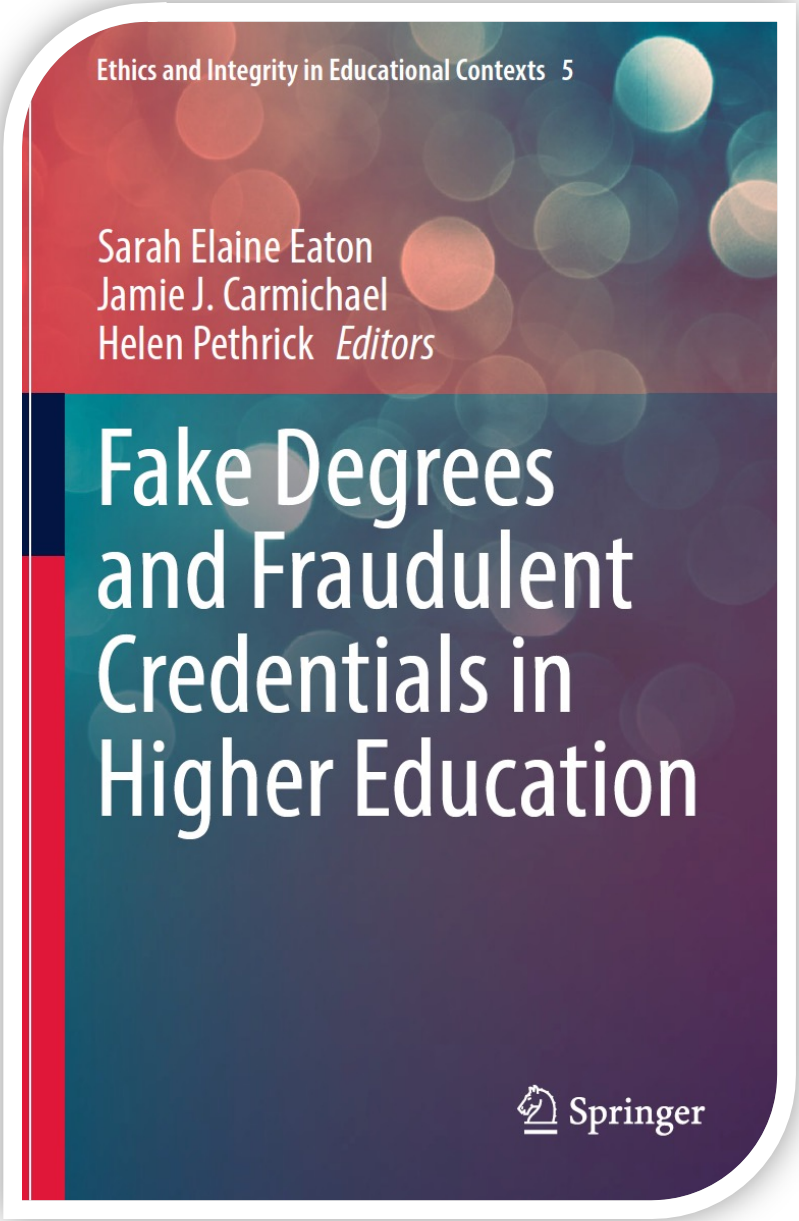

Chapter 7

Avoiding Favouritism in the Recruitment Practice of Turkish Higher Education Institutions

Özgür Çelik and Salim Razı

Abstract Favouritism is regarded as a widespread phenomenon in the recruitment process and poses a significant threat to competency-based recruitment, resulting in serious problems in research productivity, the quality of education, and the climate of higher education institutions. The aforementioned problems are among the fundamental problems of Turkish higher education, and one of the sources of these problems is favouritism. This study aimed to depict the presence of favouritism in the recruitment practices of Turkish higher education institutions. To do this, we first portrayed the Turkish higher education system and current recruitment practices. Then, we analysed 66 favouritism news stories regarding universities found in the Turkish media online to explore in what ways favouritism occurs. The analysis showed that overly detailed conditions are used as the primary method in recruiting the favoured person in Turkish higher education, with "Specifying the research topics of the favoured person" in the recruitment announcement is the most common particular condition used for favouritism purposes. Also, interviews and written exams are other commonly used methods, especially in the recruitment of lecturers and research assistants. In the end, we proposed suggestions to help mitigate favouritism cases in Turkish higher education.

Keywords Favouritism · Turkish higher education · Recruitment · Academic misconduct · Anti-favouritism policies · Academic integrity

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Chapter 1
Academic Integrity Outreach Efforts – Making Education Accessible and Inclusive

Zeenath Reza Khan, Michael Draper, Sonja Bjelobaba, Salim Razi, and Shiva D. Sivasubramaniam

Abstract Outreach is typically a word used for the corporate sector when looking at their social responsibility. However, when it comes to the academic sector, outreach becomes a compulsory part of everyone's responsibility in order to successfully achieve United Nation's sustainable Goal 4 – quality education. Quality of education comes from ensuring all the stakeholders understand integrity values and make every effort to uphold such values in all aspects of academia and research.

In this chapter, the vertical and the horizontal approaches to academic integrity outreach are discussed. While vertical approaches focus on the national level and/or the same level of education, the horizontal approaches move across such borders engaging different educational levels or nations thus better preparing students for a global market. The chapter provides examples of several good practices of the horizontal efforts done by the European Network for Academic Integrity Outreach Working Group such as workshops, training, and summer school. These activities have provided stakeholders within the global education community to access knowledge and build on skills in academic integrity and writing, to develop an in-depth

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Chapter 2

Understanding the Enablers and Barriers of Ethical Guidance and Review for Academic Research

Shiva D. Sivasubramaniam, Zeenath Reza Khan, and Salim Razi

Abstract Well-established ethical guidelines can provide the fundamental scaffolding to improve and enhance research quality. This would allow any researcher to adopt and abide by the guidance with respect for the underlying principles. Therefore, a well-established institutional guidance is important. However, is this "one size fits all" type approach appropriate for all disciplines? In addition, what are the barriers for establishing either institution-wide or subject-specific ethical guidance? Moreover, how can these barriers be transformed into enablers to develop these policies? This chapter attempts to present findings from posing these questions to the attendees (15 in total) of a workshop during the 7th European Academic Integrity and Plagiarism Conference. Therefore, the chapter has been arranged to provide a background literature survey, followed by identifying barriers and enablers of ethical guidance, then presenting critical feedback from the workshop discussions with attendees, with concluding remarks.

Our background literature survey has identified four common themes that might impose both. The themes include (a) organisational, (b) individual/team based, (c) research type related and (d) collaborative influences. Attendees were presented with the results from these themes. A sub-group discussion was then carried out to gather the attendees' experiences/perspectives on enablers/barriers of ethical guidance and ethical approval procedures in their own institutions. The participants also identified several discipline-specific issues in existing ethical guidance and expectations, which are discussed in this chapter. The workshop has provided an opportunity for the participants to appreciate the importance of ethical guidance and the

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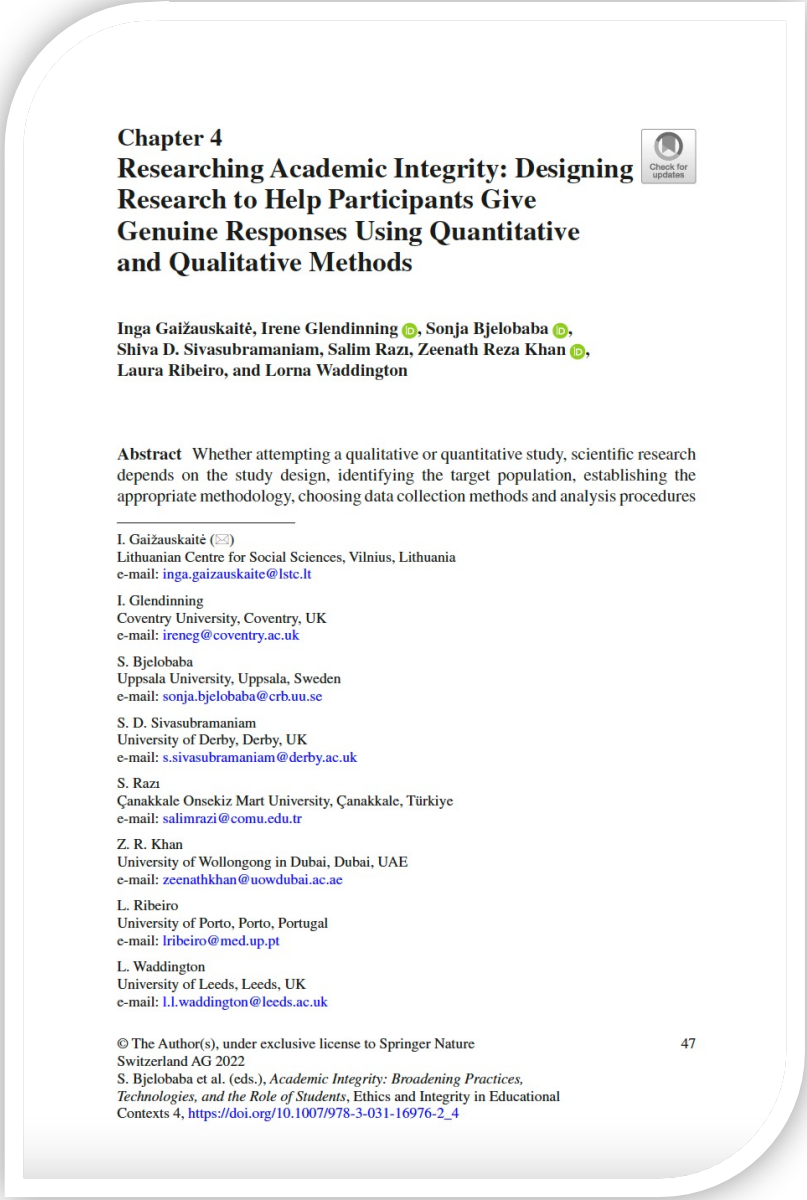

Chapter 4

Researching Academic Integrity: Designing Research to Help Participants Give Genuine Responses Using Quantitative and Qualitative Methods

Inga Gaižauskaitė, Irene Glendinning, Sonja Bjelobaba, Shiva D. Sivasubramaniam, Salim Razı, Zeenath Reza Khan, Laura Ribeiro, and Lorna Waddington

Abstract Whether attempting a qualitative or quantitative study, scientific research depends on the study design, identifying the target population, establishing the appropriate methodology, choosing data collection methods and analysis procedures

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Network Oluşturma

About Us

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Global Education, Local Values: A Regional Dialogue on Academic and Research Integrity

AMEA as a region is an emerging market for global, world-class international education and research. Together, colleagues from Centre for Academic Integrity at Canakkale Onsekiz Mart University, Türkiye in partnership with University of Wollongong in Dubai, ENAI WG Centre for Academic Integrity in the UAE, Centre for Academic Integrity Pakistan and King Fahd Medical City, Riyadh 2nd Health Cluster Saudi Arabia are joining hands to provide a holistic support for students, staff and academic communities in the region - AMEA Integrity.

As a joint effort, we are organizing the first regional, collaborative conference on academic and research integrity for the region – ACARI 2023. With a local organising team from the United Arab Emirates, invited colleagues from Chitkara University, India, Kuwait University, Kuwait, Bangamata Sheikh Fojilatunnesa Mujib Science & Technology University, Bangladesh, and University of Calgary in Qatar, ACARI 2023 among others aims to bring together leaders, educators, practitioners, and researchers from the partnering nations' education sectors to discuss, create and promote the culture of integrity across educational campuses in the countries.

Merkezimiz Asya, Orta Doğu ve Afrika bölgelerine yönelik akademik dürüstlük ağının kurulmasına öncülük etmiştir. https://www.amea-integrity.com/about-1

Etkinlik Düzenleme

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Asya, Orta Doğu ve Afrika bölgelerine yönelik akademik dürüstlük ağı olarak ilk konferansımızı gerçekleştirmiş bulunuyoruz.

https://mdx.ac.ae/acari2023

Söz konusu konferansın tanıtım etkinliğini Birleşik Arap Emirlikleri'nde beş farklı emirlikteki üniversiteleri yerinde ziyaret ederek gerçekleştirmiş bulunuyoruz.