

COURSE PROGRAMME

1. Information about the programme

1.1 University	University “Alexandru Ioan Cuza” of Iași
1.2 Faculty	Faculty of Philosophy and Social-Political Sciences
1.3 Department	DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND HUMAN RESOURCES
1.4 Domain	Social work
1.5 Cycle	Masters
1.6 Programme / Qualification	Lifelong Well-Being and Healthy Aging

2. Information about the course

2.1 Course Name		Etică și integritate academică/Ethics and Academic Integrity					
2.2 Course taught by		Prof.PhD. Ioan Alexandru Tofan					
2.3 Seminary / laboratory taught by		Prof.PhD Ioan Alexandru Tofan					
2.4 Year	I	2.5 Semester	I	2.6 Type of evaluation	E	2.7 Course type *	Ob

* *OB – Obligatory / OP – Optionally / F – Facultative*

3. Total hours (estimated per semester and activities)

3.1 Number of hours per week	1	3.2 course	1	3.3 seminary/laboratory	1
3.4 Total number of hours	28	3.5 course	14	3.6 seminary/laboratory	14
Distribution					hours
Individual study using textbooks, course notes, bibliography items, etc.					32
Supplimentary study (library, on-line platforms, etc.)					40
Individual study for seminary/laboratory, homeworks, projects, etc.					40
Tutoring					10
Examination					4
Other activities					
3.7 Total hours of individual activity					112
3.8 Total hours per semester					140
3.9 Credit points					5

4. Pre-requisites (if necessary)

4.1 Curriculum	It is not necessary
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4.2 Competencies	It is not necessary

5. Conditions (if necessary)

5.1 Course	It is not necessary
5.2 Seminary / Laboratory	It is not necessary

6. Specific competencies acquired

Professional competencies	<p>CP1. In-depth knowledge of theoretical developments, methodological and practical approaches specific to academic work;</p> <p>CP2. The use of highly specialized knowledge based on original thinking and research in the academic writing;</p> <p>CP3. Use of specific skills in assuming the responsibility for contributing to the development of professional knowledge and practices.</p>
Transversal competencies	<p>CT1. To be able to apply professional research standards;</p> <p>CT2. Advanced computer skills and be able to use IT technologies in professional activity;</p> <p>CT3. To be able to do an empathetic approach on interactions with colleagues and researchers;</p> <p>CT4. To be able to develop a tolerant, non-discriminatory and fair approach on various aspects and contexts of professional activity and inter-human relations;</p> <p>CT5. To be able to do prospective design of professional objectives;</p> <p>CT6. To be able to diversify learning styles and forms.</p>

7. Course objectives (from the accumulated specific competency grid)

7.1 General objective	To support the acquisition of knowledge and skills on academic work and research
7.2 Specific objectives	<p>Upon successful completion of this discipline, students will be able to:</p> <ul style="list-style-type: none"> • Address problems regarding the academic work in a critical manner • Identify the stakes, value and risks of research in the field of interest • Understand and evaluate the organizational culture of academic institutions • Adopt a collaborative behaviour in conducting research and integrating in the academic institutions

8. Contents

8.1	Course	Teaching methods	Remarks (number of hours, references)
1.	What is a University: organizational culture and history of higher education institutions	Lecture, creative teaching and learning approaches, problem based learning, research based learning,	See the references below

2.	What is a moral problem: Theories, arguments, concepts	critical thinking	
3	How to solve a moral dilemma?		
4	Academic ethics: plagiarism		
5	Academic ethics and research ethics		
6	Academic ethics: Bullying, harassment, unappropriated behaviour		
7	Academic ethics: AI use and creativity		

Bibliography:

- Artino, A.R., and S.W. Brown. 2009. „Ethics in educational research: A comparative analysis of graduate student and faculty beliefs”, *College Student Journal* 43, no. 2: 599–615.
- Callahan, D. 1982. „Should there be an academic code of ethics?”, *Journal of Higher Education* 53, no. 3: 335–44.
- Dill, D.D. 1982. „The structure of the academic profession: Toward a definition of ethical issues”, *Journal of Higher Education* 53, no. 3: 255–67.
- Fishman T (Ed.). 2014. *The Fundamental Values of Academic Integrity*. Clemson University - The International Center for Academic Integrity. (<https://academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf>)
- Goodstein, D. 2002. „Scientific misconduct”, *Academe* 88, no. 1: 28–32.
- Gundersen, D., E. Capozzoli, and R. Rajamma. 2008. „Learned ethical Behaviour: An academic perspective”, *Journal of Education for Business* 83, no. 6: 315–24.
- Ianinska, S., and J-C. Garcia-Zamor. 2006. „Morals, ethics and integrity: How codes of conduct contribute to ethical adult education practice”, *Public Organization Review* 6, no. 1: 3–20.
- Macfarlane, B. 2004. *Teaching with integrity: The ethics of higher education practice*. London: Routledge&Falmer.
- Macfarlane, B. 2007. *The academic citizen: The virtue of service in university life*. New York: Routledge.
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- MacIntyre, A. 1981. *After virtue*. London: Duckworth.
- Nixon, J. 2004. „Education for the good society: The integrity of academic practice”, *London Review of Education* 2, no. 3: 245–52.
- Steneck, N.S. 1994. „Research universities and scientific misconduct: History, policies, and the future”, *Journal of Higher Education* 65, no. 3: 310–30.
- Swazey, J.P., M.S. Anderson, and K.S. Louis. 1993. „Ethical problems in academic research”, *American Scientist* 81: 542–53.

8.2	Seminary / Laboratory	Teaching methods	Remarks (number oh hours, references)
1.	Ethics and human society	creative learning approaches, problem based learning, research based learning, critical thinking	See the references below
2.	Teaching and learning		
3	Case study: plagiarism		
4	Case study: research with human subjects		
5	Case study: bullying		
6	Case study: uses and misuses of AI		
7	Case study: personal relations and work relations in the academia		

Bibliography:

Relevant chapters and fragments from the course bibliography (mainly case studies, examples

and practical issues)

9. Coordination of the contents with the expectations of the community representatives, professional associations and relevant employers in the corresponding domain

The course meets the expectations of academic and research institutions and serves as a base for further development in career for the students.

10. Assessment and examination

Activity	10.1 Criteria	10.2 Modes	10.3 Weight in the final grade (%)
10.4 Course	Writing an essay on a topic related with the course content (50%)	The final exam will be a colloquium on essay	50%
10.5 Seminary / Laboratory	Actively participating to the discussion during the seminars	Problematization of the case studies	50%
10.6 Minimal requirements -			
Final grade is the average of the assessments for the course and seminar			

Date,
17.09.2024

Course coordinator,
prof. PhD Ioan Alexandru Tofan

Seminary coordinator,
prof. PhD Ioan Alexandru Tofan

Approval date in the department,
19.09.2024

Head of the department,
prof. PhD Mihaela RĂDOI