



S odbornou podporou mezinárodního
kolegia vysokoškolských pedagogů
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NA ÚVOD

INTRODUCTORY NOTE

Vážené dámy, vážení pánové,

v letošním roce oslavíme již 20. výročí založení našeho časopisu. Jako cíl jsem si tehdy stanovil provoz odborného časopisu, který bude orientovaný na vzdělávání a pedagogickou problematiku. V té době již byla od vysokoškolských učitelů vyžadována publikační činnost a časopis v ní měl pomáhat. Vůbec ale nebyly patrné známky budoucího (současného) vývoje publikačních povinností, které mnohdy hraničí se šílenstvím při jejich plnění. A nejen to. Publikační činnost hraje významnou roli nejen při akreditacích, ale zejména při financování vědy a výzkumu, a stala se významnou součástí financování VŠ vůbec.

V době, kdy časopis vznikl a v několika následujících letech se také rozvíjel tzv. Seznam recenzovaných neimpaktovaných periodik vydávaných v ČR, který vydávala Rada pro výzkum, vývoj a inovace ČR (dále RVVI). Záměr vytvořit seznam vědeckých časopisů, který by sloužil jako určité měřítko kvality publikací, byl jistě záslužný. Problém ale nastává vždy ve chvílích, kdy jde o peníze. V prvé řadě se v Seznamu objevily některé časopisy, které tam neměly co dělat již z principu věci – např. neměly ani redakční radu, vycházely nepravidelně, zaměření bylo zpochybnitelné. K tomu se přidal obrovský zájem publikujících, kteří cítili možnost jednoduchého uveřejnění svých článků a s tím související výhody při svém pracovním hodnocení a také při hodnocení svého výzkumu. Pro představu mohu uvést, že v té době jsme do časopisu dostávali kolem 40 článků pro jedno vydání, z nichž naši recenzenti „pustili“ mnohdy méně než 1/3. Některé odmítnuté „vědecké“ články v té době skutečně neměly ani úroveň seminární práce v 1. ročníku VŠ. S mým tehdejší spolupracovníkem a zástupcem šéfredaktora doc. Drtinou jsme mnohdy zažili i agresivní verbální útoky a vyhrožování některých odmítnutých publikujících.

Tehdejšímu stavu publikačních činností se postupem času začalo říkat „kafemlejek“ a RVVI chtěla situaci řešit. Bohužel velmi neodborně a nelze se ubránit dojmům, že se záměrem odstranit konkurenci, tehdy její členové plošně a bez hodnocení kvality (resp. bez zjevného a sděleného důvodu) ze Seznamu vyškrtnli stovky časopisů, vč. našeho. Pochopitelně následovaly protesty, odvolávání proti rozhodnutí, dokazování kvality atd. Výsledkem bylo, že se většina časopisů (vč. našeho) dostala zpět na Seznam.

RVVI v následující době začala postupně budovat hodnocení uznávající pouze publikace ve Scopusu a ve Web of Science. Nejdříve byly uznávány všechny, později ale někteří vydavatelé pochopili, že jde o snadné získané peníze a jejich časopisy (případně vydávané sborníky konferencí) se staly predátorskými. RVVI proto přešlo k hodnocení jednotlivých publikací. Výše zmíněný Seznam téměř ztratil význam a je využíván jednotlivými VŠ pouze někdy. Hodnocení jednotlivých publikací je nepochybně nákladnější a vyžaduje odborníky. O jejich nestrannosti i odborné úrovni lze mnohdy pochybovat. Důvodem je pravděpodobně rozdělování peněz, přičemž zřejmě platí, že košile je bližší než kabát...

Tuzemské časopisy, pokud nepatří mezi uznávané ve Scopusu a Web of Science, jsou odříznuté od jakéhokoli financování, podpory, a dokonce od zájmu publikujících. Přitom hodnocení časopisů by mohlo být jednoduché, pravidelné, odborné a kvalitní časopisy by mohly poskytovat prostor mimo jiné pro získávání zkušeností začínajícím publikujícím bez velkých finančních nároků. Raději už dále nebudu uvažovat o tom, kolik současné stávající hodnocení stojí a kolik peněz odtéče do zahraničí, když za účast např. na pochybných konferencích a s nimi souvisejících článcích ve sbornících bývají částky cca 300 Euro za článek, který mnohdy nečtou ani jejich recenzenti.

Svoji úvahu o minulosti uzavřu s nadějí, že náš časopis se bude dál těšit zájmu publikujících, dostávat od nich kvalitní články. V této souvislosti děkuji našim recenzentům za jejich kvalitní práci a doufám, že i nadále budeme spolupracovat.

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EUROPEAN EXPERIENCE AND UKRAINIAN PRACTICES OF ENSURING ACADEMIC INTEGRITY

EVROPSKÁ ZKUŠENOST A UKRAJINSKÉ POSTUPY ZAJIŠŤOVÁNÍ AKADEMICKÉ INTEGRITY

Olga Belichenko - Olena Semenog

Státní pedagogická univerzita Donbass, Státní pedagogická univerzita Sumy pojmenované po A. S. Makarenko.

Donbass State Pedagogical University, Sumy State Pedagogical University named after A.S. Makarenko

Abstrakt: Článek se pokouší upozornit na problém akademické integrity v evropském akademickém prostoru. Autoři analyzují zkušenosti Itálie, konkrétně University of Pisa a možnosti implementace složek akademické integrity na Státní pedagogické univerzitě Donbas a Státní pedagogické univerzitě Sumy pojmenované po A. S. Makarenko.

Abstract: *The article attempts to highlight the issue of academic integrity in the European academic space. The authors analyze the experience of Italy, in particular the University of Pisa and the possibility of implementing of the components of academic integrity in the Donbas State Pedagogical University and the Sumy State Pedagogical University named after A. S. Makarenko.*

Klíčová slova: akademická integrita, evropská integrace, vysokoškolské vzdělávání, Univerzita v Pise

Key words: *academic integrity, European integration, higher education, University of Pisa*

Introduction

The reformation of the processes in the Ukrainian educational space actualized the issue of the academic integrity and compliance with European education standards. This concerns, first of all, the moral and ethical principles of the academic community during teaching, learning, as well as scientific activity these are extremely important in the era of academic mobility, the formation of the common European educational space, and the emergence of new types of universities. In this context, the experience of a number of European universities, in particular the University of Pisa (UNUPI), which at the same time preserves traditions, but also accepts innovations due to the demands of the time, is extremely useful. The academic integrity in this oldest university in Europe is the basis of harmonious internal relations in the educational institution, determines the nature and sequence of solving educational issues, the formation of the moral image of a modern teacher at the European level. University education through didactics and scientific research generally creates the

foundation of the academic integrity, while forming tolerance to various opinions and ideas, thereby realizing the social mission of higher education.

It is worth reminding that "academic integrity" refers both to the internal culture of an individual teacher or student, and to the general academic culture of a higher education institution, which should form a corporate image, academic culture, and positive interpersonal and professional relationships. This determines the level of formation of academic principles and values, which are a visit card of each university.

The Law of Ukraine "On Education" (2017) states that academic integrity is a set of ethical principles and rules defined by law that must be followed by participants in the educational process during learning, teaching and implementation of scientific (creative) activities in order to ensure trust in the results of education and/or scientific (creative) achievements. The academic dishonesty is any act by a student or scholar that gives an unfair advantage in their

academic work over others or the commission of an act through which scholars try to gain an advantage in their academic work.

The problem of the formation of academic integrity as a basis for the development of a higher education institution was studied by A. Artyukhov, T.D. robko, V. Banys, B. Buyak, T. Finikov, V. Turchynovskyi, A. Melnychenko, O. Menshov, M. Hrynyova, N. Gapon, V. Romakin, O. Traverse, T. Yaroshenko considered academic integrity as an educational environment.

The authors' publications deal with the academic issues culture in Ukrainian pedagogical universities (O. Bilichenko, O. Semenog, M. Vovk).

But, despite positive developments in this direction in Ukrainian universities, it is too early to talk about the formation of academic integrity in domestic universities. The experience of the University of Pisa, the progressive practice of this university highlight the possibility of implementing the components of academic integrity in Ukrainian institutions of higher pedagogical education. Therefore, the purpose of the article is to study the experience of the University of Pisa and the introduction of innovative experience of the European practice of academic integrity in the Donbas State Pedagogical University and the Sumy State Pedagogical University named after A.S. Makarenko, where the co-authors of the article work.

Main part

The conducted analysis proves that European universities consider the academic integrity as an important component of the quality of education, the value of academic culture, which is clearly regulated by the Bucharest Declaration of Ethical Values and Principles of Higher Education in Europe, the conceptual provisions of the Lisbon Strategy for Increasing Competitiveness (2000), the international project "The Harmonization of Educational Structures in Europe" (TUNING, 2000), aimed at harmonizing educational structures and programs based on the diversity and autonomy.

Doctor of Sciences in Social Communications, Professor of the Donbass State Pedagogical University O. Bilychenko had the opportunity to get acquainted with the experience of observing the principles of the academic integrity in European universities, while being as a visiting Professor at the University of Pisa at the Department of Philology, Literature and Linguistics, which has sections: classical and Italian philology, Romance and comparative philology, linguistics and English language and others. Seminars, conferences, congresses, which the department promotes, supports and conducts, influence the activities of the University of Pisa, ranging from classical to modern topics.

Didactics consists of ten educational courses, which in individual disciplines reproduce a diverse research structure for the basic training of five thousand philology students: philology, literature and linguistics are aimed at a harmonious balance of society's requirements, personal issues, employment opportunities, traditions. They are successfully linked to ancient studies practiced by the humanitarian field in Tuscany. The scientific projects which are innovative, combining the best learning results of Classical Philology and Modernism and guarantee full mastery of the communication and analysis methods.

The University of Pisa is known for its training in Philology. The Department of Philology, Literature and Linguistics was established on September 19, 2012 as a result of the reorganization caused by the application of the Helmini Law. In research and teaching, it reproduces the reality that is deeply rooted in the humanitarianism of the University of Pisa. The name combines the main areas of the research conducted by professors and scientists who work at the department individually and in groups, research centers and laboratories. The main purpose of these studies is the reconstruction and analytical study of linguistic and literary texts from ancient times to our time, covering a wide geographical area, all major European civilizations and cultures. An important component of this direction of the research and training is the instrumental study of languages, which is carried out together with the staff of the University Language Center.

The department has about 150 professors, researchers and undergraduate students. The department's courses are attended by 5,000 students of various levels of training, which is ten percent of all students studying at the University of Pisa.

Academic integrity at the University of Pisa includes the culture of study at the university, values, traditions, norms, rules for conducting scientific research, scientific language culture, culture of high spirituality and morality, culture of communication between academic supervisors and students, culture of scientific work, moral and social responsibility for work results, a culture of tolerance and pedagogical optimism inherent in the entire cultural and educational space of a higher education institution.

The experience of professor Bilichenko at the University of Pisa (UNIP, Italy) gave to O. L. Bilichenko the opportunity to develop, on the basis of the generalized experience of Italian colleagues, together with the head of the related department of the Ukrainian Language and Literature of the Sumy State Pedagogical University named after A. S. Makarenko, Doctor of Pedagogical Sciences, Professor Semenog O. M., the methodological recommendations for students and teachers regarding the issues of academic integrity.

The academic integrity is known to be multidimensional. At the University of Pisa, this is a combination of relevant to fundamental values and mechanisms for their provision. It includes student evaluation, self-evaluation, control of student self-government bodies, anti-plagiarism self-control.

The experience of Italian colleagues in solving the problem of plagiarism deserves special attention in the formation of the academic integrity. At the University of Pisa, the conditions are created as their manifestation of the academic dishonesty has become practically impossible. Unfortunately, the category "academic dishonesty" is widespread in the academic community of Ukraine.

General trends in the development of academic integrity in Italy include globalization, decentralization of education, implementation of

professional ethics, internationalization, informatization, in the compliance with standards and recommendations for quality assurance of higher education; development by the accreditation commission of standardized procedures for evaluating the policy of higher educational institutions; introduction of educational methods in order to increase their motivation in applying such methods in work; wide use of the culture of academic writing; improving the quality of scientific publications in a foreign language; introduction of various educational online trainings; partnership between institutions of higher education.

In the context of academic integrity, I would like to emphasize the trend of continuous improvement. The teachers of the Department of Philology, Literature and Linguistics, in particular Giovanna Tomassucci, Chintia Cadamagniani, Stefano Gordzonio, Marco Sabbattini, Marco Rossatti, Antonietta Sanna, whom students respect for their high education, efficiency, success, tirelessness, and the desire to constant improvement. For example, Slavonic teachers of the University of Pisa work in libraries and archives of different countries in order to prepare lectures on new courses or improve existing ones.

Conclusion

The interaction of two countries, with different history, traditions, language, religion, cultural society, can develop and influence each other in the educational space that can be common to them. With these theoretical provisions and their practical implementation in professional training, Prof. Belychenko O. L. gladly shares with colleagues in Ukraine, in particular, with the Head of the Department of the Ukrainian Language and Literature, Doctor of Pedagogical Sciences, Professor Semenog O. M., during various joint events of the scientific research laboratory "The Academic Culture of the Research in the Educational Space" (the Head - Prof. Semenog O.M.) The Sumy State Pedagogical University named after A.S. Makarenko: Instructional Conference on Pedagogical Practice, Seminar: "Sociolinguistic Situation: the Ukrainian-European Context" in

the course of the culture of the Ukrainian language and stylistics.

“The Directions of the Laboratory's Activities: Carrying out Scientific Research and Applied Development on the Issues of Formation of the Academic Culture of the Researcher in the System: General Educational Institution - Bachelor's - Master's - Postgraduate Educational Higher Education Institutions where Considered at the International Conference "Academic Culture of the Researcher in the Educational Space: European and National Experience" (Sumy, 12-13 May 2022).

This makes it possible to create new contexts, to promote the specific definition and justification of a pluralistic social paradigm, which concerns various aspects of education and culture, academic in particular. Education and upbringing, formed in a democratic European society and embodied in the activities of the University of Pisa, form a system of values that helps each individual to perceive different life situations and adequately respond to them, to be in a unifying educational space.

Borrowing the experience of Italian colleagues can contribute to the formation of a competitive environment for the student youth in Ukraine, the acquisition of practical professional skills. Therefore, the implementation of academic integrity in the scientific life of Ukraine is an urgent need, which can be realized under the

condition of using a set of measures: domestic and foreign ones.

Academic virtue is a certain indicator not only of a socio-economic, cultural, but also a democratic society. As a category, it stands out its own multidimensionality that means the combination in it as appropriate fundamental values, as well as mechanisms and tools of their provision and promotion. General trends of the development of future specialists' academic honesty for Europe universities and France in particular, include globalization, decentralization education, implementation of professional ethics, deontology in the education process, internationalization and informatization, compliance of standards and recommendations of the software of the quality higher education; development standardized assessment procedures for politicians of higher educational institutions in the field of academic honesty; introduction of educational methods for the purpose of improvement qualified teachers in the questions of modern academic writing and promotion their motivations in the application of such methods in work; wide using of cultures academic writing, promotion quality scientific publications researchers at the expense of compliance requirements for the structure of scientific articles; the introduction of educational online-trainings, partnerships between higher education institutions of education and subjects of economic activities .

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