

An easy-to-use taxonomy for research integrity training

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Aim and outline of the talk

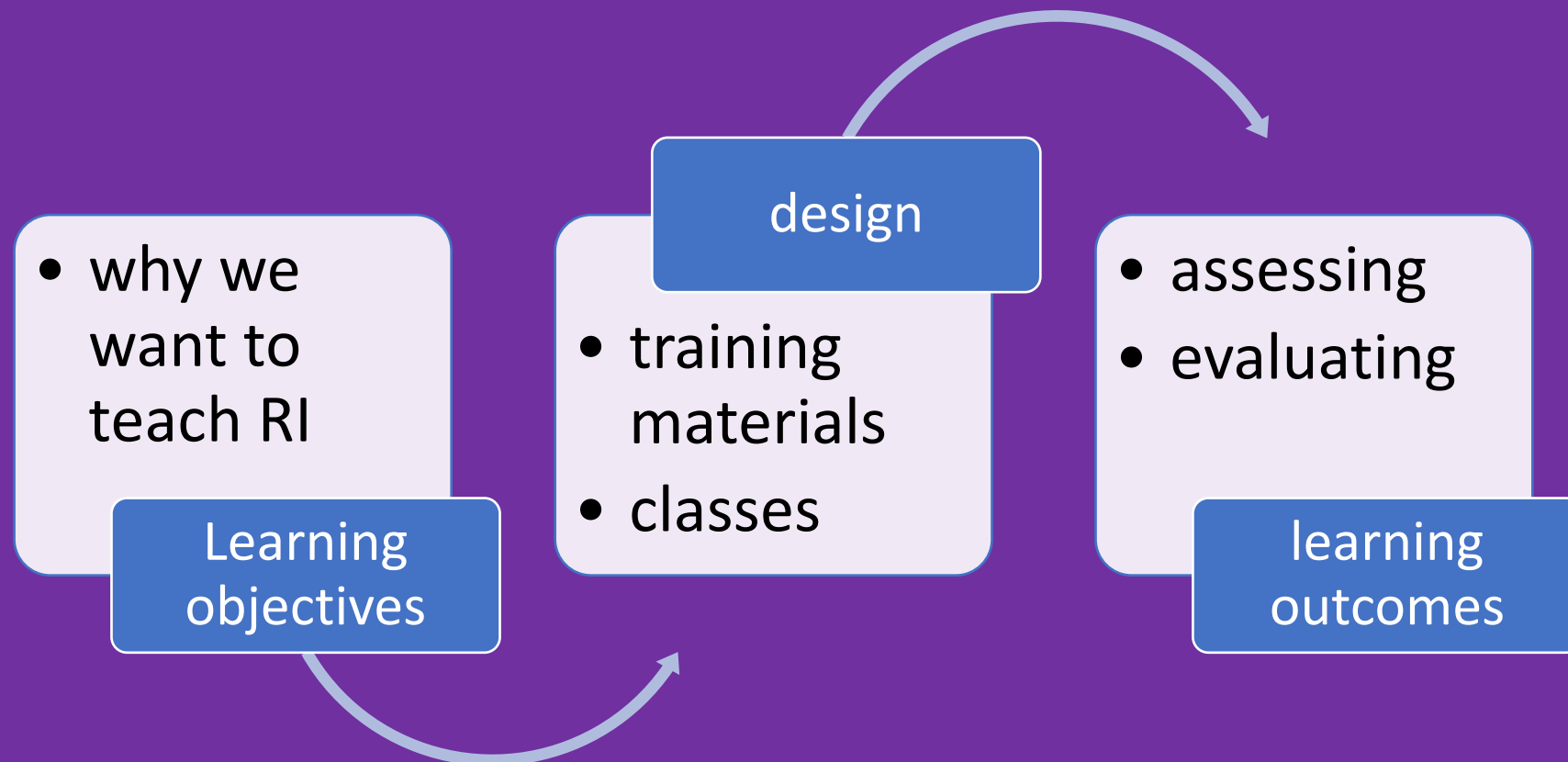
- To show how TRIT (taxonomy for research integrity Training) makes training intercomparable
- status quo on insights in effectiveness of RI training
- why alignment using Kirkpatrick is appealing
- what does TRIT look like
- how does TRIT work in 3 projects?
- conclusions

Who is a teacher in RI/RCR?

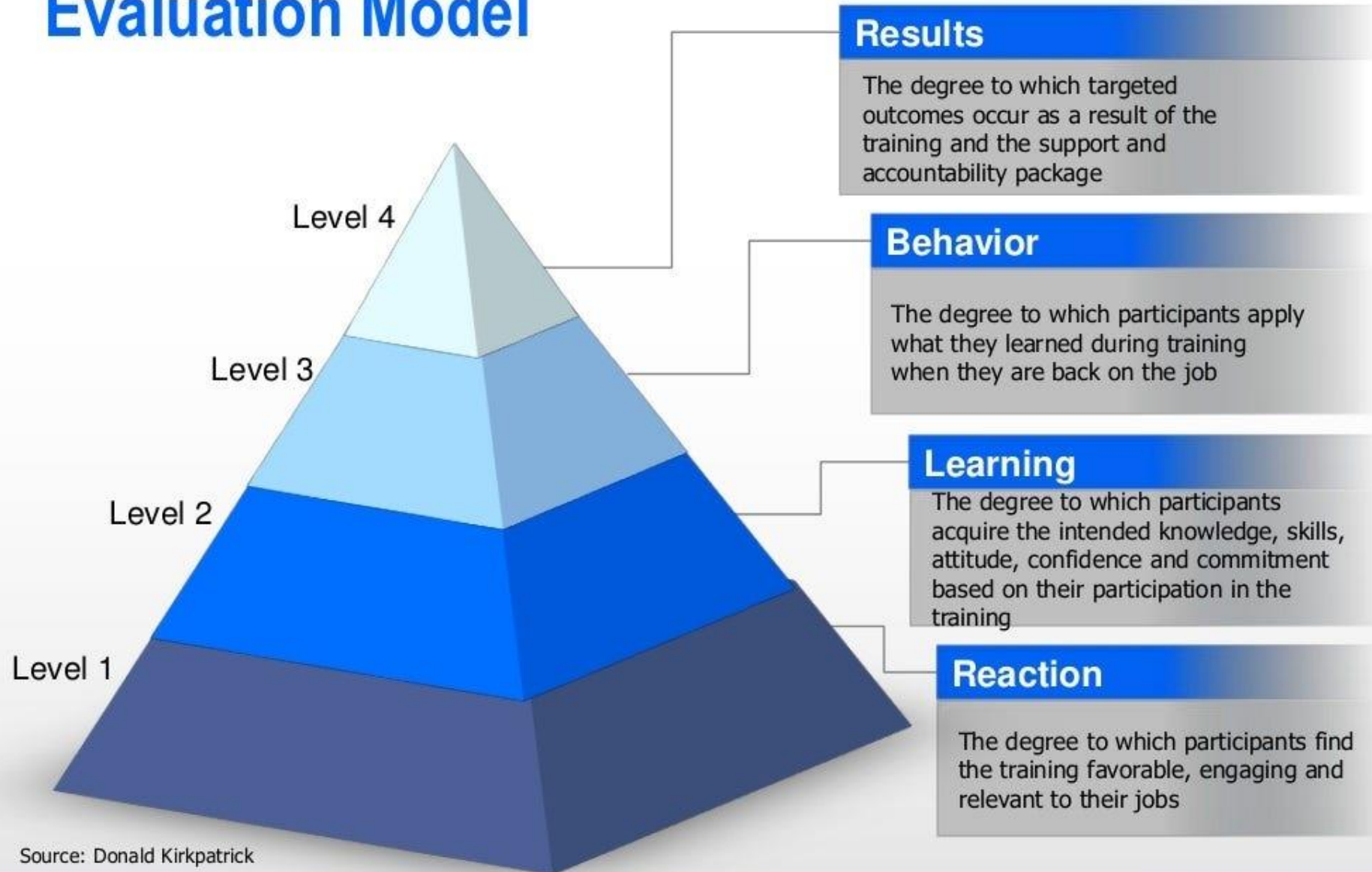


- still modest insights on how to design and evaluate training in RI (robustness often weak)
- massive variety in courses, aims and orientations
- evaluations often not aligned with learning objectives
- unclear how to tailor best to target groups (while this is urgent)

Need for a more common approach to evaluation

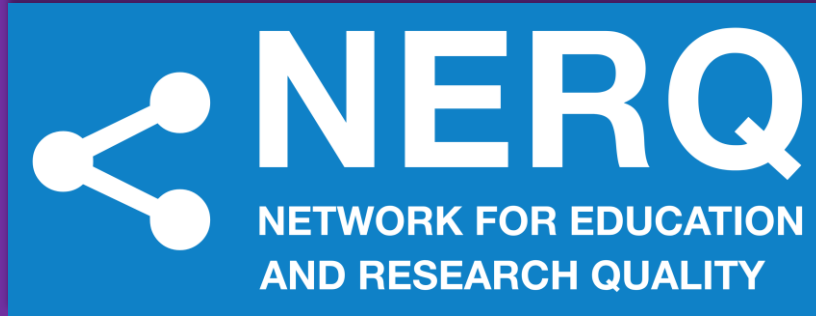


Overview of Kirkpatrick's Four-Level Training Evaluation Model



TRIT

Taxonomy for research integrity training



Fourth level:
Responsible conduct of research and no research misconduct

Third level:
RI related decision making, reasoning, interaction outside the classroom

Second level:
RI related knowledge, decision making, interaction in the classroom

First level:
Sensitivity, motivation, commitment towards RI

The proof of the pudding...

test TRIT on 3 EU projects on education

- Path2Integrity: Dialogue approach
- INTEGRITY: Empowerment approach
- VIRT2UE: virtue based approach on individual

All 3 share level 4 ambitions =
to stimulate RCR and prevent misconduct

Competencies to engage in a dialogue about research integrity¹

Social Dimension

- Explain and justify your argument/norm/purpose (when you are asked).
- Accept ambiguity: Accept different arguments/norms/purposes from the dialogue.
- Reflect on your understanding of what others are saying and consider how you are being understood.
- Adjust arguments/norms/purposes together with the dialogue group and/or for the target groups.
- Support the best arguments and solutions arising in the dialogue regardless of whether they are your own or that of others.



Individual Dimension

- Present all your relevant knowledge and your purpose.
- Clarify arguments, solutions, and purposes.
- Compare, prioritize arguments, solutions, and purposes.
- Drop arguments, solutions, and purposes, which cannot be logically retraced by others.
- Develop solutions integrating arguments, norms, and purposes from the dialogue.



¹ These competencies are derived from Jongbloed, H.-C. (1983) Lernziel formulierung und -präzisierung. In: M. Twardy (Hg.): Kompendium Fachdidaktik Wirtschaftswissenschaften, Band 3/3. Düsseldorf: VH Verlag (Wirtschafts-, Berufs- und Sozialpädagogische Texte (WBTS), 2), p. 329, and Klare, Thomas & Kroppe, Peter (1977) Verständigung über Alltagsnormen. München, Wien, Baltimore, p. 135.

Fig. 3 Competencies to engage in a dialogue about research integrity

Table 1. Overview of the course structure and duration.

	Content	Tasks for trainers	Time investment
e-learning modules (self-study)	Three mini-series, each composed of four episodes.	Completing the e-learning modules	4 hours
Participatory sessions	<ol style="list-style-type: none"> 1. Introduction to the five participatory exercises and their learning goals. Discussion of the relevance of each exercise within the programme and their use in specific contexts. 2. Experiencing the exercises. 3. Gaining the didactical skills needed to facilitate the exercises 	<ul style="list-style-type: none"> • Completing the preparatory assignments. 	Preparatory assignments: 5 hours Participation in the sessions: 16 hours
Interim practice work	Practicing the exercises in own institution/context.	<ul style="list-style-type: none"> • Preparing, organising and practicing the five exercises. • Filling out a reflection form for each exercise. 	5 hours per exercise, including completing the feedback form = 25 hours
Participatory session	<ol style="list-style-type: none"> 1. Reflecting on and discussing experiences of practicing the exercises. 2. Practicing selected exercises within the group. 3. Group discussion on the implementation of the course in the trainer's own setting. 	Preparing selected exercises	Preparation: 2 hours Participation in the session: 8 hours
Total			60 hours



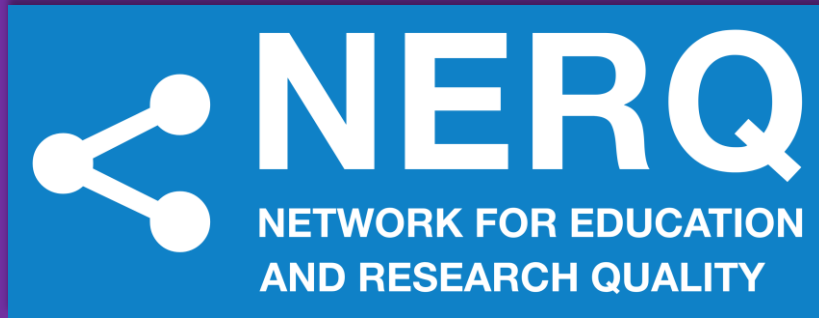


Table 1 Competence profile

A good researcher ...

Has basic knowledge on what (a) research (project) entails (research cycle, designing a study, using appropriate methodology, collecting & analyzing data, reporting findings) and what challenges this brings with it;

Can explain rules and regulations regarding academic & research integrity (like codes of conduct, rules on plagiarism, etc.) and apply them to generic cases

Is able to apply rules and regulations of responsible conduct of research and research/academic values to one's own project/field, and to conduct one's research (project) according to RCR standards and values;

Can recognize and point out what integrity issues are relevant in one's own context and how they relate to debates on Responsible Conduct of Research (RCR);

Is able to identify and reflect on relevant RCR aspects in a given situation;

Is able to determine relevant strategies in a situation in which RCR is at stake;

Can determine an appropriate course of action in a situation in which integrity is at stake (also in consultation with others);

Is an active bystander (i.e. takes active responsibility) when encountering situations that could jeopardize RCR;

Expresses adherence to norms of responsible conduct of research;

Demonstrates in one's reflections and decisions that one feels up to addressing issues of RCR and integrity with others;

Recognizes, and is able to withstand stimuli to condone misconduct;

Understands the institutional context of integrity issues, and how one's individual role is sometimes limited yet relevant;

Acts respectfully towards others (humans, animals, nature) when conducting research (projects)

Acts with honesty, responsibility, and transparency as core values of research;

Demonstrates sufficient analytic, problem-solving, and communicative skills in discussions and deliberations on RCR issues



All three projects

...

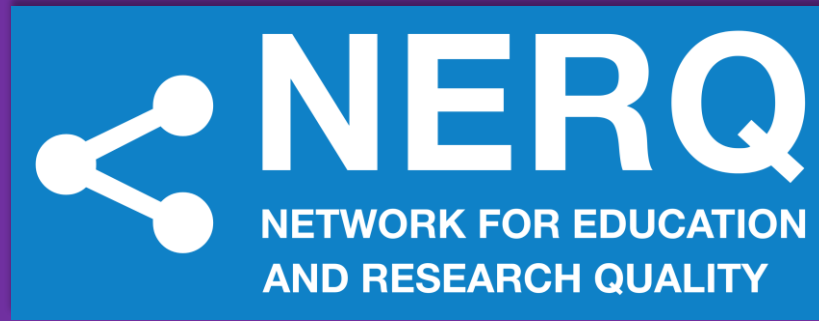


- have level 4 ambitions
- all three have different approaches and ways to teach
- use direct learner feedback
- > TRIT underscores need for constructive alignment

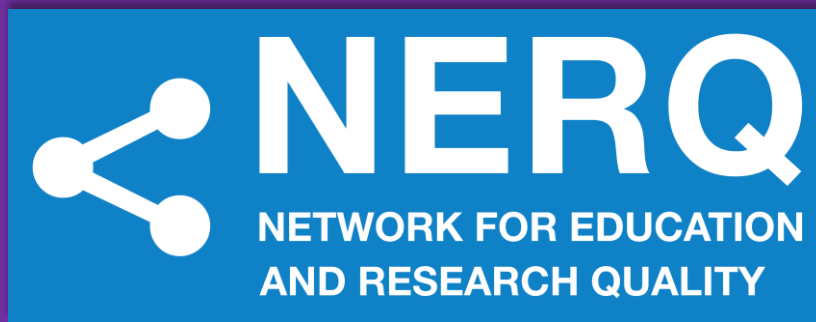
Now, do you agree that ...

- TRIT makes intercomparisons easier?
- We should use it more often?

- Thank you for your attention.



Next: (training or losse
meetingdata noemen) preconference,
postconference and symposium



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