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BOOK OF ABSTRACTS

Contents

Artyukhov A. & Volk, Iurii: Development of Immersive Educational Instruments Fostering Academic Integrity	2
Bannister, P., Alcalde Peñalver, E. & Santamaría Urbieta, A.: The Arms Race of Our Age: AI Automation and EMI Academic Integrity in HE.....	4
Hlavcheva, Y., Olshevska, O. & Tykhonkova, I.: Predatory Journals vs Scientific Library.....	6
Makhoul J., El-Ashkar C.: Ethical Research (mis)conduct: an insider’s view from research ethics committee chairs in MENA.....	10
Santos, R.: Victim Support Portal – an interactive online platform to support victims of misconduct in research and education.....	13
Hajrullai, H. & Kreci, V.: National perspectives on academic integrity and research integrity from the BRIDGE project.	16



Artyukhov A. & Volk, Iurii: Development of Immersive Educational Instruments Fostering Academic Integrity

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Modern education systems often experience difficulties promoting and enforcing academic integrity principles. This can happen due to the use of several techniques and approaches that are open to academic integrity violations and/or due to the lack of motivated and properly trained teaching personnel. The COVID-2019 pandemic forced a significant number of Ukrainian higher educational institutions to switch from conventional face-to-face learning mode to distance or mixed learning. This is now continued by the Russian invasion to Ukraine, which not only forced students to keep out of universities and continue distance learning but also caused an outflow of qualified personnel out of the country. It created an urgent need to come up with innovative educational instruments that allow effectively promote academic integrity principles across the Ukrainian student body and help to keep the education quality up to a high standard.

This being said, the educator's "toolbox" should be complemented with a number of innovative immersive educational instruments that allow students to get a complete understanding of the subject, foster academic integrity, and contribute to the continuous improvement of education quality (Eutsler & Long, 2021, McGovern et al., 2021). Such tools include but are not limited to verbal experience transfer, student involvement in educational environment development, immersive space scenarios creation for the virtual or real world, AR, AR+ and VR technologies, gamification, etc. (Liubchak et al., 2022). Using said tools and coming up with techniques to evaluate the effectiveness of a single technique or an overall approach is quite a sophisticated research task (Herrington et al., 2007). Interdisciplinary research, including visual representation analysis on human respondents and behavioral analysis, is needed to develop a methodology to categorize immersive education techniques and approaches.

Educational instrument effectiveness evaluation can be performed using various analysis methods of visual representation and emotional response. As a result, developing immersive learning instruments in the closed cycle of "development – testing – dissemination – feedback – bug fixing" will allow acquiring a learning instrument ready for a wide application (Volk et al., 2021, Artyukhov et al., 2022).

Two concepts will be applied within the framework of the project.

1. The concept of an Immersive Environment will not be limited to the accepted set of virtual and augmented reality tools, gamification, etc. The definition "Immersive Environment" describes an environment where every sense is called to participate" will be given a deeper meaning, which consists of the two-stage participation of every sense in forming an educational environment. The first stage is the actual development of immersive learning tools, and the second is testing these tools, including with every sense of home help.

2. The concept of Immersive Ecologies promotes the implementation of innovative immersive learning tools after testing them using behavioral reactions research.

The first concept relates to the environment, and the second to assessing its quality, identifying challenges and ways to overcome them.

These concepts will form a new environment: Immersive Environment Ecologies. This environment will be not only spatial but also continuous, ensuring the project's sustainability and the creation of a series of post-projects after the project's main goals have been achieved.

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Bannister, P., Alcalde Peñalver, E. & Santamaría Urbietta, A.: The Arms Race of Our Age: AI Automation and EMI Academic Integrity in HE

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Whilst green shoots begin to emerge in scientific publications regarding the latest technological developments of generative AI and the far-reaching transcendental consequences of these for Higher Education in particular (e.g. Sullivan et al., 2023; Perkins 2023), the focus of this presentation resides in a critical examination of this reality with a specific emphasis on international English Medium Instruction (EMI) Higher Education (HE) settings. Large language models (LLMs) per se are not a new phenomenon, and despite prolific mediatic attention of a quasi-apocalyptic disposition, those who operate within the sphere of EMI have been acquainted with predecessor, albeit less newsworthy, academic integrity challengers for some time, for instance, those arising from the field of machine translation (Groves and Mundt, 2021).

Amidst the fog of war fuelled by multidisciplinary panic, and claims, counterclaims, and rebuttals between plagiarism detection software developers (e.g. Turnitin, 2023) and their adversaries working for the plethora of generative AI outfits (e.g. Conch AI, 2023), governments and other institutions of note worldwide have begun to articulate debutant policies to address what some sectors deem to be the commencement of the Fourth Industrial Revolution lead by AI Automation (Jindal & Sindhu, 2022). In light of this, this conference intervention presents the findings of a novel explorative study, in which six instances of such policy documentation were subjected to thematic analysis and then an international modified Delphi study (Sterling et al., 2023) was undertaken in order to gauge expert opinion and consensus on the efficiency, validity, and reliability of the differing approaches taken in the current landscape and also with regards to areas of improvement going forward.

The findings illustrate a varied range of intercontinental policy responses with certain convergence, however, outliers were also found to contrast starkly in the approaches taken. Thus, a continuum was conceptualised by the researchers to demonstrate the political diversity existent at present. Furthermore, the social, educational, professional opportunities and challenges, and the provision for the academic integrity in EMI contexts highlighted in the guidelines were sought and subsequently debated amongst the expert panel. The subsequent findings will also be shared together with expert recommendations to further inform and enhance future international policy making provision to this end.

This presentation particularly links to the conference's overarching thematic focus due to its multifaceted focus on one of the greatest academic dishonesty challenges that the sector has encountered, even though that there is evident provision, albeit as yet to be clearly delineated, for ethical use of AI in HE. In the spirit of this, this contribution offers evidence-informed overview of the problems faced in a niche but particularly vulnerable area of Higher Education, whilst also offering a compendium of expert-reviewed recommendations applicable not only to the context in which the study was grounded, but also to other cognate target disciplines and sectors of the conference.

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Hlavcheva, Y., Olshevska, O. & Tykhonkova, I.: Predatory Journals vs Scientific Library

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Introduction. Science is aimed at understanding the world and discovering new technologies for the sustainable development of society and improving people's lives. The output of scientific activity can be evaluated using scientometric indicators and expert assessment. The number and interest of the scientific community in publications (citations) can indicate the quality of scientific research. That is why several years ago the Ministry of Education and Sciences of Ukraine modified the requirements for publications in which the results of dissertation research must be published. However, this led to the emergence of a large number of so called «Predatory» journals and publications. Publications in predatory journals lead a loss of results, money, time, and reputation for both a researcher and his or her organization. Librarians can advise scholars on the choice of journals and the preparation of articles.

The **aim of this presentation** is to determine the level of awareness among educators about the phenomenon of predatory journals and to present the experience of academic organizations in combating this phenomenon and promoting the increase of the number of publications by Ukrainian scientists in reputable scientific journals..

Analysis of the current state of the problem of publications in predatory journals

Predatory journals are publications that position themselves as scientific and peer-reviewed, but in fact, their work lacks scientific peer review, and violates publication ethics and academic integrity (Demir, 2018). Predatory publishing is a recent phenomenon.

We can analyze the appearance of this phenomenon by assessing the number of publications on the subject. Until 2013, there were less than 10 articles per year on the topic of predatory journals in the Web of Science Core Collection, and since 2019, more than 60 showing the interest and comprehensive research of this issue (12 march search, WoS CC, topic "predatory journal*", document type article). These publications analyze different types of fraud, their impact on science, changes in the scientific ecosystem are analyzed, and warn against publishing in predatory journals.

Despite a large number of recommendations (Leonard, 2021; Committee on Publication Ethics, 2019, 2022) for authors to identify predatory publications, some scientists still fall prey to predatory journals. As researchers learn to recognize predatory journals, their owners resort to new, more covert approaches to attract a new audience of authors to publish.

There are three main types of fraud characteristic for predatory journals:

- invitations to publish in a journal that has no scientific impact;
- mimicry of a really good journal;

- hijacked journal.

A recent analysis of excluded predatory journals from Scopus revealed a significant number of publications by Ukrainian scientists (Nazarovets, 2022). It has a negative impact on scientists' careers and reputations. This may lead some to question the validity and reliability of the research, as well as the quality of the journal in which it was published (Nazarovets, 2022).

Method

In order to determine the level of authors' awareness about predatory journals, a survey was conducted in March-April 2023, they were carried out jointly by Clarivate, the Scientific and Technical Library of NTU "KhPI" and the Scientific and Technical Library of ONTU. Responses were received from 432 respondents.

Results. Breakdown of respondents by category: academic staff - 70,6 %; students - 10,6 %; librarian- 8,16 % others – 10,7 %. The reviewers' answers are presented in the figures 1, 2, 3.

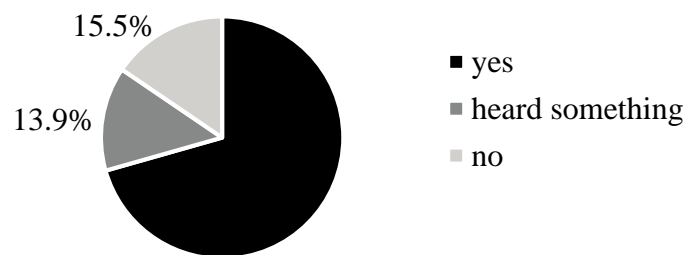


Figure 1. Question 1: Are you familiar with the concept of "predatory" publications?

56 % of the total number of respondents first learned about this concept on their own, 23% - at events and during consultations with Clarivate and the libraries of Odesa National University of Technology and National Technical University "Kharkiv Polytechnic Institute".

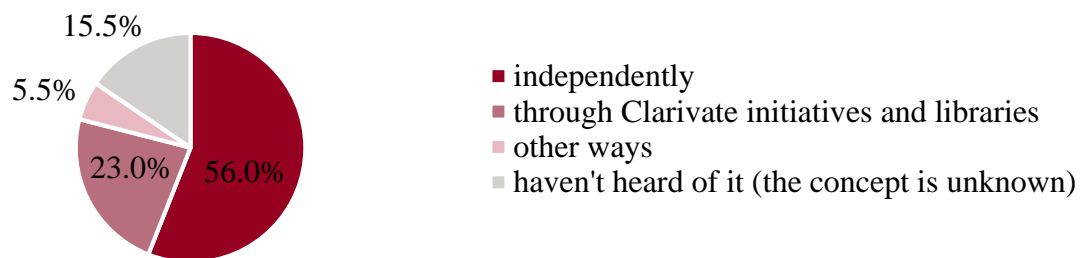


Figure 2. Question 2: Where (how) did you first encounter this concept?

An unexpected result was the authors' understanding of the impact of this phenomenon on the academic environment: 2,3 % - positive impact; 6,5 % - no impact. 80,8 % of respondents clearly assess the impact as negative, and 10,4 % are hesitant to give a definite answer.

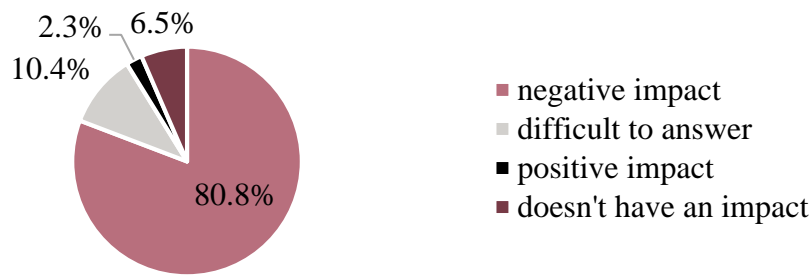


Figure 3. Question 3: How do you evaluate the impact of this phenomenon on the academic environment?

The survey demonstrated significant awareness among educators about the phenomenon of predatory journals. Importantly, a third of those who are aware of this phenomenon obtained information about it at events organized by Clarivate and the libraries of Odesa National University of Technology and National Technical University "Kharkiv Polytechnic Institute".

However, it is concerning that some respondents exhibited a nonchalant attitude towards this issue. Nevertheless, the majority still assesses the impact of this phenomenon unequivocally negatively.

Discussion

It is possible to increase awareness and prevent the practice of publishing in predatory journals by implementing a set of measures. This is a coordinated effort in different directions involving reputable partners to exchange experiences.

Analysis of the current situation allowed us to propose four areas for further work:

1. development of digital academic competencies, work with information and analytical systems;
2. research integrity and preparation of quality publications;
3. consultation on selecting journals for publication and the formation of an individual publication strategy;
4. developing student and scientists competencies in publishing and academic ethics.

Today, there are about 100,000 journals in the world that claim to be scientific; among them there are over 10,000 predatory journals. Therefore, a researcher should carefully select their sources of information and the journals where they wish to publish.

This task can be simplified by selecting journals that are approved by reputed bibliographic resources. The best journal for publishing results is one that is trusted and in demand among other scientists researching the same problem. On average, a scientist reads about 200 articles per year, so it is important that your results are included in the circle of journals that are "familiar" to your colleagues. Web of Science (Clarivate) provides a list of trusted journals to the scientific community.

Clarivate has considerable practical experience of cooperation with Ukrainian universities. During 2020-2022, Clarivate held 191 webinars for Ukrainian scientists, including 32 dedicated to the publication process and academic ethics, and the libraries of Odesa National University of Technology and National Technical University "Kharkiv Polytechnic Institute" held a total of 84 scientific and practical seminars on the main areas of an integrated approach to raise awareness of authors and prevent the practice of publishing in predatory publications.

Preparing a quality publication requires the author to fulfill formal and substantive requirements. Libraries can help authors with the formatting of a publication, as they have skills on this topic. The popularization of bibliographic managers (EndNote) allows authors to do this work on their own and save time. At Odessa National University of Technology, separate applications have been created for authors that allow them to create a list in a certain style, such as 4ref.ontu.edu.ua, which is an automated resource, as well as a resource for transliteration translit.ontu.edu.ua or a resource for systematizing scientific profiles s2m.ontu.edu.ua. All of these projects are self-generated resources.

Conclusions.

The phenomenon of predatory journals has a negative impact on the academic environment. Therefore, countering this phenomenon is an important task. A high level of awareness and responsible attitude towards the consequences among scientists and students will contribute to a reduction in the number of publications in predatory journals.

Clarivate and the libraries of Odesa National University of Technology and National Technical University "Kharkiv Polytechnic Institute" plan to continue implementing a complex of measures in this direction. The survey showed that these measures have a positive impact on educators. In 2024, we plan to conduct a similar survey to determine the dynamics and plan further actions.

In Ukraine, in the context of war, the safety and preservation of the physical and psychological health of all participants in the educational and scientific process is a priority in the implementation of any work. Therefore, we consider it promising to combine efforts to provide users with the following basic capabilities:

- 1) independent distance learning of the necessary competencies - educational information is freely available at any time from any device;
- 2) mandatory contact with an information specialist (Clarivate, libraries of Odesa National University of Technology and National Technical University "Kharkiv Polytechnic Institute");
- 3) availability of analytical scientific information in reliable sources, such as the Web of Science information and analytical platform.

A complex of measures that combines information, training, assistance, and support will allow researchers to choose quality journals for publication and avoid predatory publications. The proposed approach is example of a good practice that can be implemented in other higher education institutions, taking into account their own specifics.

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Makhoul J., El-Ashkar C.: Ethical Research (mis)conduct: an insider's view from research ethics committee chairs in MENA

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Introduction

The Middle East North Africa (MENA) region has witnessed a surge in funding for collaborative research involving human populations over the recent decades accompanied by an increase in the academic research institutions (Chin et al., 2011; Neitzke, 2012; United Nations Educational, Scientific and Cultural Organization (UNESCO), 2009; Sleem et al., 2010; Silverman, 2017). This increase has fueled a growing interest in the practice of research ethics in the region, especially research addressing sensitive issues and/or vulnerable and marginalized populations (Silverman, 2017). The MENA region presents additional complexities where social and structural determinants such as conflict, wars, politics, economic decline, and grave inequalities impact societies and influence population health (Makhoul et al., 2019)- all most likely to influence the conduct of research. This context has reflected close to seven-fold increase in the number of publications on war-affected populations in the region since the beginning of the 21st century, with the largest increase being in the past few years following the civil uprisings that started in 2011 (Makhoul et al., 2018). Similarly, during the COVID-19 pandemic, there was a substantial increase in COVID-19 research, with the leading countries in research publications being the Kingdom of Saudi Arabia. Sources of funding reported include King Saud University, the World Health Organization, Natural Science Foundation of China, and the US National Institutes of Health (Saad et al., 2022).

Although research on research ethics is in its infancy in the region, available evidence points to several concerns. The lack of culturally and contextually sensitive frameworks to guide research practice and oversight, with a blind adoption of western or international standards which often do not speak to diverse local and cultural contexts are found (Sleem et al., 2010). Applied research ethics is not yet a tradition in the region and there is no formal training for researchers in the field of applied research ethics (Silverman, 2017). Also, this research has a heavy biomedical focus at the expense of the social sciences, public health and humanities, and there is a lack of attention to how the political, social and economic contexts impact research conduct. A scoping review of publications from research studies among refugees and war-affected populations in the Arab World points to a deficit in ethical research practice pertaining to institutional approval, access, and informed consent, which were reported in only about half the publications between 2000 and 2013. Similarly, institutional approval was never mentioned in any publications published in national journals (Makhoul et al., 2018).

Research ethics committee (REC) functions globally have been a focus of controversy and criticism, with highlights on shortcomings from the perspectives of researchers from both the biomedical and the social and behavioral sciences (Abbott & Grady, 2011; Arslanian-Engoren & Moser, 2013; Guillemin et al., 2012; Ibingira & Ochieng, 2010). Yet evidence on challenges that these RECs experience is limited, particularly from the MENA region whose contexts differ from those of the Global North. The lack of national ethics regulations in many Arab countries poses a challenge to RECs and causes variability in their operations across the same country, as does inadequate institutional support in the form of limited resources, and the lack of or inadequate formal research ethics training for their members (Sleem & Silverman, 2018). This paper will present prominent findings from interviews with a sample of REC chairs from the countries in the study about the challenges they face at an institutional level as well as the deficiencies of the applications that come

to them, which are revealing about the researchers' ethical capabilities. The paper will present issues that are important to the research integrity and research ethics in the MENA region but are of relevance to low- and middle-income countries (LMICs) in other parts of the world, and perhaps even reveal similar experiences in research contexts of the Global North.

Study Methodology

The larger research study which this paper stems from aims to analyze the research ethics landscape in the MENA region using findings from both the extensive desk review, as well as empirical data generated from focus group discussions (FGDs) with academic researchers and in-depth interviews with REC chairpersons and directors of research institutions. The study engaged 6 countries from the region, namely Morocco, Tunis, Egypt, Jordan, United Arab Emirates, Jordan and Oman. This paper focuses on the analysis of data from in-depth interviews with chairs of 12 research ethics committees to explore their views on the challenges they face with oversight of research involving human populations in contexts of fragility and crises.

An interview guide of open-ended questions was developed using the preceding FGD findings with researchers in the same study, and conducted by research teams in each country. The REC chairs who were recruited through a unified invitation script totaled 11 (7 Biomed IRBs and 4 Social Science IRBs) from these 6 countries and are affiliated with universities or local governments. They were asked open ended questions using an interview guide about the type of applications they receive, the review processes, interaction with other RECs, problems with the applications, types of training they hold, guidelines they refer to, any challenges, the impact of COVID-19, Pharma proposal reviews, and suggestions for improvement. The recorded interviews were transcribed, coded and subject to thematic analyses for recurring themes.

Findings

The research ethics committees in the study tend to be more biomedical than social-behavioral science committees (9 and 3 respectively). The committees vary in affiliations to include universities, governments, hospitals and one is independent. Recurring themes from the in-depth interviews indicate problems at the level of: 1) the applications received for review, and 2) the committees themselves and their reviewers.

The RECs vary in providing training for reviewers, were described as overwhelmed, use outdated regulations which are not useful for virtual research, face challenges with multi-center study approvals, and lack clear/updated guidelines. Their reviewers were reported to have no incentives, and are exposed to potential for conflicts of interest. Meanwhile, applications submitted to the RECs were described as problematic at the level of the research methodology and research ethics (design, sampling, objectives not aligned to methodology; consent forms, missing human subject protection measures), especially with virtual data collection during COVID-19 lockdowns. They also pointed to the poor adoption of researchers of Western guidelines, concern about industry funded research on local participants; as well as violations of academic integrity (plagiarism, poor writing style, request special treatment, and so on).

Conclusions

The challenges faced by RECs in the MENA region are indicative of a larger problem in research and research ethics competence here. The challenges faced with proposals submitted point to a lack of or inadequate methodological and research ethics skills among researchers who often view research oversight as a procedural requirement. The opinions voiced by RECs, on the other hand, indicate their need for increased structural support from their institutions and increased

engagement and collaboration with researchers that would enhance a culture of responsible research conduct.

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Santos, R.: Victim Support Portal – an interactive online platform to support victims of misconduct in research and education

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Academic misconduct often tarnishes the reputation of not only the offender but also the victims, institutions and collaborators. Many of us have encountered or dealt with incidents of plagiarism, unethical behaviour, research misconduct, misuse of authority etc. Appeals such as *“My paper has been plagiarised”*, *“My supervisor has published a paper with my data without including me as an author”*, *“A person in power threatened me”*, and *“I was forced to include an author who never contributed to my study”* have been known in academia and research settings, which compromise the credibility of the research outputs and quality of education. These examples of misconduct have a profound impact on the victims, the offenders, the immediate community/institution (e.g. lab group, university) and the general public (Gunsalus, 1998).

Victims of misconduct may include, but are not limited to, people who are inadvertent plagiarists, whistleblowers, specifically targeted for reporting misconduct, persistently tormented/entrapped by predatory publishers and those who were denied credit due to unfair practices for research they genuinely contributed to (Sivasubramaniam et al., 2021). From the perspective of the victims, they may feel afraid to speak up and report such issues for the consequences that may come (e.g. reputational damage, intimidation/repercussions by those they are reporting). They may not know to whom they should report the issue due to the lack of support services, or they may not trust their institution to support them on their claims. On the other hand, there are always two sides to the same coin. Where there is a victim, there is at least one perpetrator or offender - A person responsible for causing the situation. Yet, some incidents might have been caused unintentionally. Therefore, allegations of misconduct need to be carefully investigated, as the findings have the power to compromise the career and reputation of those responsible or even affected by the act (Bouter & Hendrix, 2017). The perpetrators or offenders may also seek advice on the claims being held against them and seek support and protection from their institution. Gunsalus (1998) calls for the need for responsible reporting during allegations of misconduct. He further highlights the importance of providing all facts related to the allegation, as often false allegations can arise due to jealousy, career competition, or simply by misunderstanding (Gunsalus, 1998). These can negatively impact the reputation of everyone involved. Also, investigations of allegations of misconduct often take a long time to process, and by the time all evidence is assessed and a decision is made, the career of the person facing allegations (even if the case was not proven) has already been damaged (Bouter & Hendrix, 2017). Additionally, the process can be further delayed by the lack of administrative support or a lack of functional academic policy (Thomas, 2017).

Consequently, institutions should not only take allegations of misconduct seriously but also act quickly and develop effective mechanisms that support and advise on the different possible interventions for allegations of misconduct.

Acknowledging the importance of raising awareness on cases of misconduct in research and education, the scarcity of supporting mechanisms available, and the importance

of supporting anyone experiencing such issues, in 2019, the European Network for Academic Integrity (ENAI) developed an online platform open to anyone to impartially discuss their problems, in private, and receive advice/support from experts in academic and research integrity. The prototype of this online platform was developed in response to the number of requests for support received by ENAI members and was presented at the ENAI Annual Conference in 2020 in Dubai. Later, and to allow further developments on the prototype, this was included as a project output on the successfully granted Erasmus+ FAITH (Facing Academic Integrity Threats; 2021-1-TR01-KA220-HED-000027559). The FAITH project (2022-2025) is coordinated by Canakkale Onsekiz Mart University (Türkiye) and includes four partners: the European Network for Academic Integrity (Czechia), the University of Konstanz (Germany), the University of Maribor (Slovenia) and the University of Porto (Portugal). The project aims to:

- 1) Establish a benchmark for minimum standards for academic integrity policies in Europe and beyond based on good practice internationally ([Project Result 1](#));
- 2) Help academics and undergraduate students to prevent, deter and detect academic misconduct through evidence-based guidance and training materials ([Project Result 2](#));
- 3) Support victims of misconduct in research and education through an interactive portal and support network ([Project Result 3](#)).

The Victim Support Portal (<https://academicintegrity.eu/victims/>) was officially launched in May 2022. The Portal aims to raise awareness and provide advice to anyone who seeks help and wishes to discuss their cases in confidence, and receive support from a dedicated mentor, with expertise in a relevant aspect of academic and research integrity (e.g. plagiarism, publication ethics, mentorship, data manipulation). Mentors are academics and experts from ENAI's extensive list of partners and the FAITH project. The Victim Support Portal welcomes students, early career researchers, academics, researchers, journal editors, and anyone seeking support on misconduct in research or education. Thus, the Portal aims to create a secure space for potential victims to discuss their problems and receive guidance from the mentor on the potential actions to take, according to the nature of their cases. Importantly, the experiences learned from supporting potential victims within the Portal will be used to inform and support institutions in developing effective supporting mechanisms.

As observed earlier, the platform is designed to help, for example, anyone in research or education affected by unethical behaviour of others, anyone unfairly accused of misconduct, and anyone who has recognised their unethical behaviour and seeks support on addressing their actions. Moreover, with the victim's permission, after appropriate anonymisation of the victims' personal information, selected cases are made public via the Victim Support Portal, allowing other experts to comment and provide guidance. In this way, people facing similar threats will benefit, building a powerful community of support against misconduct in research and education. The Victim Support Portal has no geographical barriers. Anyone can post their query in any language. Over time, the Portal will be expanded to support people all over the world who are victims of misconduct.

Here we will present the aims and mechanisms of how anyone can raise their case and receive impartial support from a team of mentors. The features and resources (e.g. discussion

forum, anonymised real stories, blog, bibliography, interactive videos, etc.) of the Victim Support Portal will be presented, and evidence of the impact made (i.e. the number of cases supported) in supporting victims since its official launch. This presentation will discuss the most common issues to date reported by the victims, their experiences and the importance of raising awareness of victims of misconduct in research and education and developing secure supporting mechanisms for victims.

Finally, input from the conference delegates will be welcomed on the challenges of supporting victims and the role of institutions in addressing questionable and unethical practices in research and education. This theme is relevant in the context of this conference as it raises a topic overlooked in current literature while demonstrating the positive impacts of an effective support mechanism that has been supporting people on issues of misconduct in both education and research settings since its launch.

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Hajrullai, H. & Kreci, V.: National perspectives on academic integrity and research integrity from the BRIDGE project.

Keywords: Academic integrity, Research integrity, BRIDGE project, Good practices in AI and RI

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Abstract

Academic integrity and research integrity have a common denominator, the root of which lies in establishing and maintaining integrity in the society. While academic integrity encompasses promoting values such as truth, honesty, respect, responsibility, courage, and fairness within higher education institutions (International Center for Academic Integrity (ICAI), 2021), research integrity encompasses how practitioners in higher education institutions adhere to these values in their everyday professional life (ALLEA - All European Academies, 2017).

The paper aims to provide a comparative analysis on the content of these reports which focus on policies, practices, rules, and guidelines on a national and institutional level in North Macedonia, Sweden, Czechia, and Lithuania, all while drawing parallels between the countries, their similarities, and their differences. The paper aims to highlight the best practices as well as lessons learned about how to improve the AI and RI infrastructure on the country level and encourage academic integrity and research integrity on a national and institutional level in the BRIDGE partner countries, as well as in other countries.

This paper uses the insights from the BRIDGE project partners and focuses on the reports produced by project partners on the connection between academic integrity and research integrity in the respective countries. While conducting desk research, the partners encountered some commonalities and differences in the connection and application of AI and RI concepts in project partner countries.

A two-step process is utilized, to 1. collect data and 2. to draw conclusions from the same. In the first step, in order to collect data, a holistic approach was implemented in order to generate data from all project partners on the state of AI and RI in their countries. In the second step, a method of metasynthesis is used to generate conclusions based on the data on the best practices in each country. Metasynthesis enables the use of different qualitative or quantitative data to draw conclusions by identifying commonalities or difference in particular society, entity or institution. (Erwin, 2011)

During the data collection phase, the task for each project partner include answering the following questions:

1. How is AI and RI defined within national and institutional level?
2. How AI and RI practices are integrated within institutional and practical level?

3. What are best practices in addressing AI and RI in BRIDGE project partner countries?

More specifically, the data were collected by filtering words which are considered crucial in addressing academic and research integrity on national level.

1. Filtering of words include words such as: ethics/al, integrity, research integrity, academic integrity, misconduct, plagiarism, fabrication, falsification
2. Definition of AI and RI
3. Positive/ negative dimensions of AI/RI
4. Courses, projects, workshops, lectures dedicated to AI and RI in higher education institutions

The analysis of the desk research include master and PhD level, however, other practices from undergraduate level were not completely omitted, should the same demonstrate a good academic practice relevant to the analysis, including policies, codes of conduct, rules, guidelines and other additional awareness raising events or activities related to AI and RI infrastructure at higher education institutions and beyond.

The key aspect to the search for good practices in AI and RI including specific examples, such as mechanisms applied by higher education institutions in respective countries which deal with detection, reaction, prevention of AI and RI related misconduct.

The approach to the analysis of AI and RI policies and practices are in line with (Lorenzetti, 2009) and (Parnter, 2020) who highlight the relevance for implementing the framework of prevention, detection and reaction in issues related to AI and RI.

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