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Nina Batechko

ORCID ID 0000-0002-3772-4489

Doctor of Science (Pedagogy), Associate Professor,
Head of the Department of Higher and Applied Mathematics,
National University of Life and Environmental Sciences of Ukraine,
15 Heroyiv Oborony Str., 03042 Kyiv, Ukraine,
batechko_n_@ukr.net

Alla Durdas

ORCID iD 0000-0001-6456-6108

Post-Graduate Student
of the Department of Theory and History of Pedagogy,
Pedagogical Institute,
Boris Grinchenko Kyiv University,
13-b Tymoshenko Str., 04212 Kiev, Ukraine,
a.durdas@kubg.edu.ua

Tetyana Kishchak

ORCID iD0000-0003-1274-8182

PhD in Agricultural Sciences, Director of the Scientific Library,
National University of Life and Environmental Sciences of Ukraine,
13 Heroyiv Oborony Str., 03042 Kyiv, Ukraine
library@nubip.edu.ua

Mykola Mykhailichenko

ORCID iD0000-0003-2714-7291

PhD in Pedagogy,
Professor of the Department of Management
and Educational Technology,
National University of Life and Environmental Sciences of Ukraine,
13 Heroyiv Oborony Str., 03042 Kyiv, Ukraine,
kadry2014@nubip.edu.ua

THE ROLE OF THE SCIENTIFIC LIBRARIES IN ENSURING PRINCIPLES OF ACADEMIC INTEGRITY

The article deals with the role of the scientific libraries in ensuring principles of academic integrity as a component of higher education quality. The basic principles of academic integrity (honesty, trust, fairness, respect, responsibility) have been analyzed. The importance of these principles in the academic environment has been substantiated. The participation of the scientific libraries in raising awareness of plagiarism, correct citing using APA and MLA has been covered. Librarians' possibility to do much more in ensuring academic integrity has been found out. The role of the scientific libraries as data quality hubs has been highlighted and their functions as centers where much of the institution's research and publishing come together. The role of a librarian in promotion of academic integrity practices has been stated in the article. The importance of understanding internal and external factors that cause academic dishonesty has been stressed. The experience of Ukrainian scientific libraries in ensuring the principles of academic integrity has been studied. The role of the Ukrainian Library Association in realization of principles of academic integrity has been stated. Starting in 2016, the Ukrainian Library Association has created the project «The Culture of Academic Virtue, the Role of Libraries» which is supported by the US Embassy in Ukraine. Representatives of various scientific libraries that are directly interested and involved in observing academic integrity in their institutions can take part in this project. The acquisition of competencies in the observance of academic integrity has been recognized as a long process of training and improvement. The beginning of the Movement for Academic Integrity in Ukraine has been highlighted. The role and experience of libraries in ensuring the principles of academic integrity will be the subject of further research.

Key words: academic integrity; education; libraries; librarians; principles of academic integrity.

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Introduction. The issue of academic integrity is highly relevant for Ukraine. In recent years the Ukrainian scientific and educational community has increasingly turned to issues of academic integrity and the implementation of international academic standards. The American Councils for International Education together with the Ministry of Education and Science of Ukraine launched the Academic Integrity Promotion Project in Ukraine. Only the perception of the principles of academic integrity as profound values by society and all participants of the educational and scientific processes is the guarantee that Ukrainian education and science will get rid of imitation, give birth to new ideas and knowledge and will be equally included in the global process of scientific communication. Libraries can play a key role in this process and become centers of education and formation of academic integrity culture (Academic integrity culture: the role of libraries, 2019). Over the past few years, the Ukrainian scientific and educational community has increasingly turned to issues of academic integrity and the implementation of international academic standards (Academic integrity culture: the role of libraries, 2019).

Today the topic of academic integrity is very important among university librarians in Ukraine as the Academic Integrity Movement came to our country. Since Ukraine has chosen the European way of development, it is unacceptable to violate academic integrity principles, and it is the topic of which we should speak now, explain to students why it is so important, and tell students about academic integrity and teach them to use fair academic principles in life (Chukanova, 2017, p. 30). For this purpose, Ukrainian libraries may implement a course or set of events dedicated to the problem of Academic Integrity. A lot of events dedicated to this topic are successfully taking place in Window on America Centers in Ukraine, university libraries, some of them are initiated by Ukrainian Library Association. Libraries and librarians are highly interested in this topic and are not afraid to play a role of educators (Chukanova, 2017, p. 30–31).

Although academic integrity covers many different activities, librarians focus on those which are strongly tied to research (Benjes-Small et al, p. 123). Both the library literature and reflection on our own experiences show that many libraries offer training on plagiarism awareness, correctly citing using APA or MLA, and bibliographic management software like EndNote and RefWorks. Most of the articles detail success stories, explaining how the librarians created workshops worthwhile to their audiences. What is often left unexplored, however, is the question of whether we should be the ones teaching these workshops (Benjes-Small et al, p. 123).

According to S. E. Eaton (2019), «librarians can do much more than teach people about citing and

referencing. Librarians act as campus-wide advocates for academic integrity across campus, connecting a variety of stakeholders, collaborating on projects and sharing their expertise... and serving as positive role models and change agents».

According to the International Center for Academic Integrity, «the core principles of integrity is to create a foundation for success in all of life's endeavors. Integrity in academic settings prepares students for personal and professional challenges as well as providing a blueprint for future fulfillment and success». C. Benjes-Small, E. Ackermann and K. Tapp (2006) consider that librarians should create strategic partnerships with selected campus units that will allow both to leverage limited staff resources by creating joint efforts to meet common challenges to academic integrity, partner with university's writing center to share citation and plagiarism mitigation efforts, consider strengthening ties with department that request a lot of library instruction, such as the English Department for freshman composition courses, from which they can learn first-hand about the academic integrity issues they encounter from their students. They also recommend to develop joint solutions which will allow to work with professors (p. 125).

The purpose of the article is to study the role of libraries in implementation of the principles of academic integrity at a higher education institution.

The issue of the role of libraries in ensuring principles of academic integrity as a component of higher education quality is studied very little. Still, the role of libraries in ensuring principles of academic integrity has been explored by foreign and Ukrainian scientists: C. Benjes-Small, E. Ackermann, K. Tapp (2006), S. E. Eaton (2019), M. J. Giarlo (2013), B. Hendrix (2016), S. Chukanova (2017), L. Savenkova (2019), O. Voskoboinikova-Guzyeva, O. Pashkova, Ya. Soshynska (2018).

Basic principles of academic integrity. In the General Guidelines for Academic Integrity Report (Tauginien et al, 2019) it is said that «the culture of academic integrity is an organizational spirit and climate that informs and promotes ethical behavior and addresses ethical failures in effective and efficient ways. Cultures of integrity help to build communities of trust influencing strategies, conduct and activities throughout educational and research institutions. Honesty is needed so that students really learn and their degrees have value. A diploma from a university where honesty and academic integrity are not appreciated may not be valued by an employer when students enter the workplace, particularly if the diploma does not accurately represent the capabilities of the student. Also, when it comes to professional practice, it can be very risky for wider society to have people working in positions of responsibility without the required knowledge for that field, for example in medical, legal, engineering and accountancy professions».

The principles of academic integrity are based on the fundamental values: honesty, trust, fairness, respect and responsibility.

The Fundamental Values of Academic Integrity Second Edition provide a definition of honesty: «Honesty is an indispensable foundation of teaching, learning, research, and service, and a necessary prerequisite for full realization of trust, fairness, respect, and responsibility. It is essential that academic policies and community practices send a clear message that falsification of data, lying, cheating fraud, theft, and other dishonest behaviors are unacceptable» (Fishman, 2013). Dishonest behavior does not only jeopardize the welfare of academic communities and violates the rights of its members; it can also tarnish the reputation of the institution and diminish the worth of the degrees it grants. Honesty begins with individuals and extends out into the larger community. As they seek knowledge, students and faculty alike must be honest with themselves and with each other. In study halls and laboratories, in libraries, playing fields and classrooms, cultivating and practicing honesty makes a foundation for lifelong integrity. Developing the courage and wherewithal necessary to make honest, ethical choices, even when at personal cost, is a necessary step in establishing communities of trust (Fishman, 2013).

On the website of University of Waterloo, Canada, it is said that a trustworthy person can be believed in. Trustworthy people present themselves and their work without deception. Misrepresentation and impersonation are violations of trust. A trustworthy person does not present their own work as someone else's. Ghost writing, writing an exam in someone's place, or writing an essay or laboratory report and submitting it in someone else's name, is academic misconduct and carries the same consequences as plagiarism (Principles of academic integrity). Trust is promoted by an educational institution setting clear guidelines for assignments and for evaluating student work and by students who prepare work that is honest, thoughtful, and genuine. Trust is developed by schools that set clear and consistent academic standards, that apply their standards unflinchingly and fairly, and that support honest and impartial research. Trust is often developed reciprocally; being trustworthy and allowing oneself to trust others go hand in hand. Trust is a necessary foundation of academic work. Trust enables people to collaborate, to share information, and to circulate new ideas freely, without fear that our work will be stolen. Trust is essential so that those outside academic communities can believe in the value and meaning of scholarly research, teaching, and degrees. Communities of trust engender cooperation by creating environments in which participants expect to treat others –and be treated– with fairness and respect (Fishman, 2013).

Fair treatment is an essential factor in the establishment of ethical communities. Important components of fairness include predictability, transparency, and clear, reasonable expectations. Consistent and just responses to dishonesty and integrity breaches are also elements of fairness. Fair, accurate and impartial evaluation plays an important role in educational processes, and fairness

with respect to grading and assessment is essential to the establishment of trust between faculty and students (Fishman, 2013). It is academic misconduct to facilitate unfair advantage through actions such as posting assignment solutions to discussion boards, letting a classmate sneak a peek at your answers during an exam, or giving classmates copies of your past assignments (Principles of academic integrity).

Scholarly communities succeed only where there is respect for community members and for the diverse and sometimes contradictory opinions that they express. The most dynamic and productive learning environments are those that foster active engagement, including rigorous testing, spirited debate, and lively disagreements over ideas tempered by respect for those who voice them. In academic environments of integrity, even those who disagree on facts share respect and reverence for knowledge and the methods by which it is obtained (Fishman, 2013). Inappropriate and disrespectful behavior undermines a culture of academic integrity and is subject to disciplinary action. Disruptive or threatening behavior, from the classroom to the electronic environment, carries penalties. Students of academic integrity respect the work of others, and in no way obstruct or interfere with another's work. Misuse of computing resources is subject to penalties (Fishman, 2013).

Responsibility for upholding the values of integrity is simultaneously an individual duty and a shared concern. Every member of an academic community is responsible for safeguarding the integrity of its scholarship, teaching and research. Cultivating responsibility means learning to recognize and resist the impulse to engage in unscrupulous behavior. Being a responsible member of an academic community also means holding others accountable when they fail to uphold the values of the group. Holding oneself and others to high standards of integrity is often challenging; it requires courage (Fishman, 2013).

Generally, the problem of academic integrity includes combating plagiarism, anti-corruption events, development of a code of honour of the institution, the issue of academic ethics and information literacy. In our view, the concept of academic integrity should be regarded not only in terms of higher education but also in schools. Of course, it is very important to discuss the issues of corruption, plagiarism, cheating, and code of honour. More than this, these topics should be discussed starting from school, because nowadays we observe the situation in Ukraine when school education does not pay enough attention to this problem (Chukanova, 2017, p. 30).

Libraries in ensuring the principles of academic integrity. According to M. J. Giarlo (2013), «academic libraries have a critical role to play as data quality hubs on campus. There is an increased need to ensure data quality within «e-science».

Academic libraries have a critical role to play as

data quality hubs by providing data quality auditing and verification services for the research enterprise. In order to sustain «e-science» or «e-research», an emerging paradigm for scientific practice that relies upon data reuse, researchers need reassurance they are accessing high quality data. But this very data is at risk for numerous reasons due to its size, rate of growth, heterogeneity, and lack of archival storage. Many academic libraries offer curation and preservation services as part of their mission to provide enduring access to cultural heritage and to support scholarly communication. Digital preservation and curation, core competencies of academic libraries, can be applied to support data quality services, by mapping curatorial practices to established data quality measurements. There are opportunities, both practical and aspirational, as well as challenges to data quality services (Giarlo, 2013). Libraries have an opportunity to serve as data quality hubs extending their established digital curation and preservation services to the research enterprise, doing for e-science what libraries have a wealth of experience doing for other areas of scholarly communication. With the scramble to establish data management support services in the wake of the NSF's data management plan requirement, the timing is opportune to take advantage of the new and reinforced connections between libraries and researchers by offering new services, or reframing existing curation and preservation services, around data quality. Libraries that lack the resources to sustain a university service around data quality, or libraries on campuses where other organizations might be better resourced or positioned to provide such services, may play a less active but equally vital role. Libraries are in large part the centers of campus, where so much of the institution's research, publishing, and instruction come together. Librarians that serve as liaisons to academic departments and research institutes provide a crucial connection that libraries could use for outreach and marketing in the area of data quality services. Though libraries may not provide data quality services themselves, they may serve a consultative role, pointing at relevant services on campus and abroad, helping to 'knit' them together for the research enterprise. Libraries can also offer assistance in the form of instruction, not radically different from existing information literacy programs, particularly around practical tools and processes pertaining to personal digital curation. Such instruction could be especially helpful at institutions where the culture is that of extreme decentralization or sparse collaboration. There is a tremendous teaching and outreach opportunity to further emphasize the value of curating for data quality for e-science, as «curation begins before creation». The sooner libraries can insert themselves into the research process, the better the data quality situation will be on campus. Libraries need to figure out how to «hack» academic culture and scientific practice in such a way that curatorial skills are considered required within the new scientific process (Giarlo, 2013).

According to B. Hendrix (2016), «the librarian's role is to promote academic integrity practices – not just techniques for avoiding plagiarism, to enlighten student researchers about scholarly discourse» (p. 2). Thus, it is extremely important to understand the potential internal and external factors that cause academic dishonesty, especially moral, cultural, institutional and educational issues. Studying and understanding the nature of their background will enable them to develop and implement an effective academic integrity policy, both nationally and locally. It is important to understand that every participant in the educational process – student, teacher, scholar – must be adhering to the standards of academic integrity.

The experience of libraries in Ukraine in ensuring the principles of academic integrity. The Ukrainian community is still dealing with problems associated with the implementation of the basic principles of academic integrity, and the Ukrainian Library Association (ULA) plays an important role here. Only the perception by society and by all participants in the educational and scientific processes of the principles of academic virtue as deep-seated values is the guarantee that Ukrainian education and science will lose imitation, give birth to new ideas and knowledge and will be incorporated into the global process of scientific communication. Libraries can play a key role in this and become centers of education and the formation of a culture of academic integrity. That is why, starting in 2016, the ULA has created the project «*The Culture of Academic Virtue, the Role of Libraries*» which is supported by the US Embassy in Ukraine. Representatives of various libraries that are directly interested and involved in observing academic integrity in their institutions can take part in this project. The authors of this project are stating: «The purpose of training is to develop among students general (basic) and subject (professional) competencies for the implementation of the tasks of information and library support of educational and scientific activities and the implementation of educational work on academic integrity in libraries» (Academic integrity culture: the role of libraries, 2016).

In general, the course program provided for the study of 8 topics related, first of all, to the methodology of teaching users and library staff the basics of academic integrity, as well as the correct design of references and citations in educational and scientific works, a detailed familiarization with the operation of systems to check publications for signs of plagiarism. After completing the course each participant received a certificate of professional development from the American Councils for International Education and the Ukrainian Library Association. After completing the course, all participants received invaluable knowledge and a certain experience in observing academic integrity which became the basis for their further implementation in the institutions where they work. However, the acquisition of certain competencies in the observance of academic integrity

associated with the process of checking publications for signs of plagiarism is a long process of training and improvement, and therefore it is important to constantly improve your skills.

Therefore, in April 2019, the International Conference «*Academic Integrity: A Practical Dimension*» was held at the National University of «Kyiv-Mohyla Academy». The organizers of this large-scale event were the Project for the Promotion of Academic Integrity in Ukraine – SAIUP, American Councils for International Education, anti-plagiarism company Unicheck of Ukraine, National University of «Kyiv-Mohyla Academy» with the support of the Ministry of Education and Science of Ukraine. In their welcoming address to the meeting participants, Yuriy Rashkevych, Deputy Minister of Education and Science of Ukraine, and Sergiy Kvit, chairman of the National Agency for Quality Assurance of Higher Education, noted the regulatory aspect of academic integrity and the need to change the culture of the university community in order to ensure the quality of education.

In general, as the key topics for discussion at the

conference there were considered guidelines for higher education institutions to support academic integrity, issues of cultural development and the creation of academic integrity training courses in educational institutions, the role of anti-plagiarism systems, namely the UNICHECK system in improving the quality of scientific and academic works. By the way, since 2019 with the help of this program that educational publications have been checked for signs of plagiarism. Improving the quality of the educational process in compliance with the basic principles of academic integrity is a complex and lengthy process, which involves carrying out explanatory work among academic staff and students. Therefore, there are still many tasks ahead for Ukrainian teachers and scientists, scientific library workers, to realize and implement the European principles of academic integrity. From the point of view of the project «*Culture of Academic Integrity, the Role of Libraries*», it is worth noting that the «The Movement for Academic Integrity» began in Ukraine, in which domestic library scientists took a dominant role (Fig. 1).

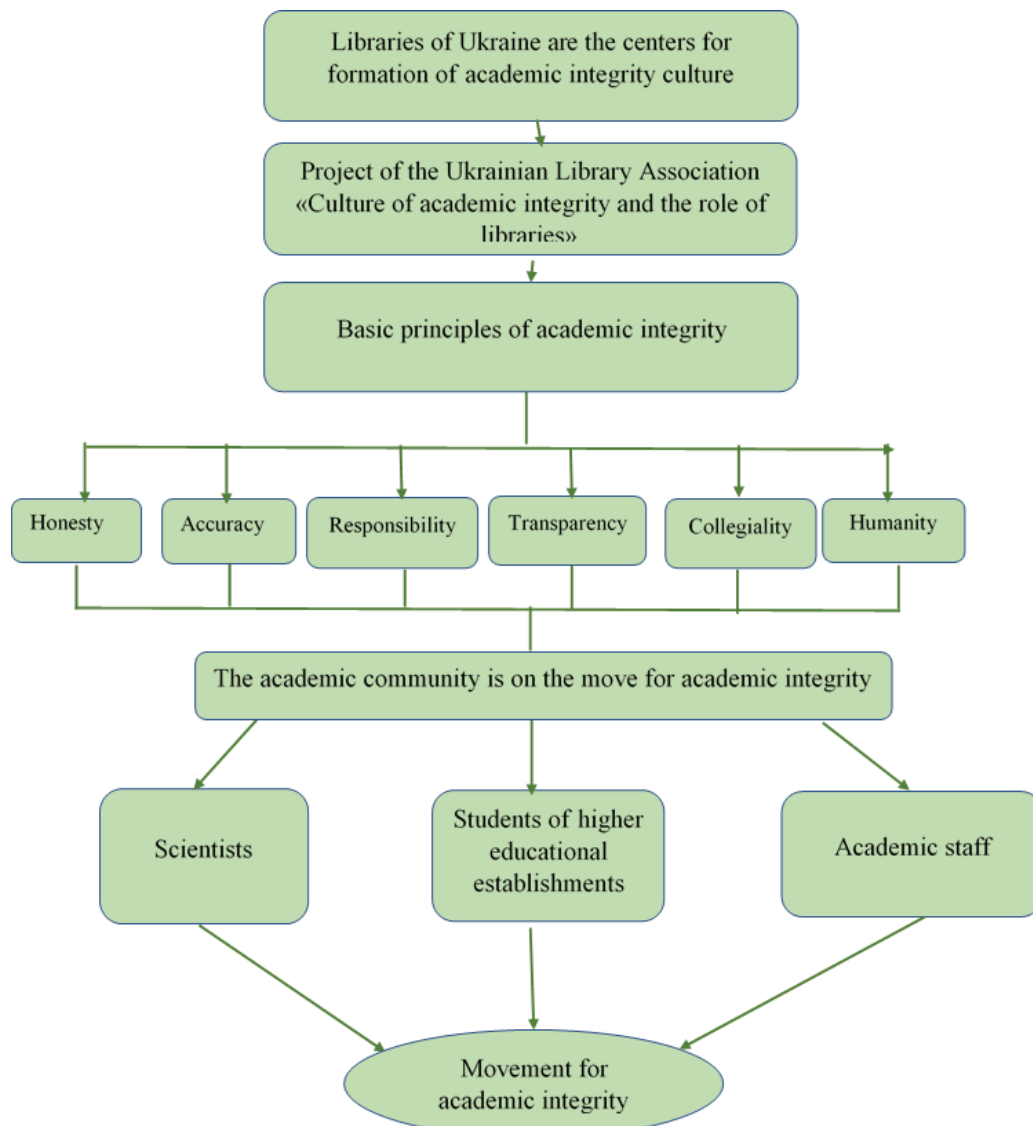


Figure 1. The Movement for Academic Integrity in Ukraine

Conclusions. The perception of the principles of academic integrity as profound values is the guarantee of getting rid of imitation and giving birth to new ideas. It is highly important to understand the potential internal and external factors that cause academic dishonesty. Studying and understanding the nature of their background will enable to develop and implement an effective academic integrity policy, both on the national and local levels. It is very important to understand that every participant in the educational process must adhere to the standards of academic integrity.

Libraries can play a key role in raising awareness of the principles of academic integrity and become centers of education and formation of academic integrity culture. The Movement for Academic Integrity is on the way in Ukraine, and understanding of fundamental values is vital here. Academic libraries have a critical role to play as data quality hubs by providing data quality auditing and verification services for research. The role and experience of libraries in ensuring the principles of academic integrity will be the subject of further research.

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РОЛЬ НАУКОВИХ БІБЛІОТЕК У РЕАЛІЗАЦІЇ ПРИНЦИПІВ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ

Батечко Ніна, доктор педагогічних наук, доцент,
завідувач кафедри вищої та прикладної математики,
Національний університет біоресурсів і природокористування України,
вул. Героїв Оборони, 15, 03042 Київ, Україна, batechko_n_@ukr.net

Дурдас Алла, аспірантка кафедри теорії та історії педагогіки Педагогічного інституту,
Київський університет імені Бориса Грінченка,
вул. Тимошенка 136, 04211 Київ, Україна, a.durdas@kubg.edu.ua

Кіщак Тетяна, кандидат сільськогосподарських наук,
директор Наукової бібліотеки, Національний університет біоресурсів та природокористування України,
вул. Героїв Оборони, 15, 03042 Київ, Україна, library@nubip.edu.ua

Михайліченко Микола, кандидат педагогічних наук, доцент,
доцент кафедри управління та освітніх технологій,
Національний університет біоресурсів і природокористування України,
вул. Героїв Оборони, 15, 03042 Київ, Україна, kadry2014@nubip.edu.ua

У статті розглядається роль бібліотек у забезпеченні принципів академічної доброчесності як складової якості вищої освіти. Проаналізовано основні принципи академічної доброчесності (чесність, довіра, справедливість, повага, відповідальність). Культуру академічної доброчесності розглянуто як організаційний дух та клімат, який інформує про етичну поведінку та пропагує її, а також ефективно вирішує етичні проблеми. Обґрунтовано важливість цих принципів в академічному середовищі. Культуру доброчесності зазначено як фактор, який допомагає формувати спільноти на основі довіри, що впливає на стратегії, поведінку та діяльність у навчальних та науково-дослідних установах. Чесність визначено необхідною передумовою для справжнього навчання, цінності отриманого диплому та виконання робочих обов'язків на відповідальних посадах, зокрема у медичних, юридичних, інженерних та бухгалтерських професіях.

Висвітлено роль бібліотек у підвищенні обізнаності про плагіат, правильне цитування за допомогою APA та MLA. Виявлено здатність бібліотекарів зробити набагато більше для забезпечення академічної доброчесності; підкреслено роль бібліотек як центрів якості даних та їх функціонування як центрів, де збирається разом велика кількість досліджень та публікацій закладу. У статті зазначено роль бібліотекаря у реалізації практики академічної доброчесності. Підкреслено важливість розуміння внутрішніх та зовнішніх факторів, що спричиняють академічну нечесність. Досліджено досвід українських бібліотек щодо забезпечення принципів академічної доброчесності. Зазначена роль Української бібліотечної асоціації у реалізації принципів академічної доброчесності, яка створила проєкт «Культура академічної доброчесності: роль бібліотек», який здійснюється за підтримки Посольства США в Україні, і у якому можуть взяти представники різних бібліотек, зацікавлені та задіяні до дотримання академічної доброчесності в своїх установах. Набуття компетенцій у дотриманні принципів академічної доброчесності було визнано тривалим процесом навчання та вдосконалення, що передбачає як проведення роз'яснювальної роботи серед науково-педагогічних працівників і студентів. Зазначено початок Руху з академічної доброчесності в Україні.

Ключові слова: академічна доброчесність; бібліотеки; бібліотекарі; освіта; принципи академічної доброчесності.

РОЛЬ НАУЧНЫХ БИБЛИОТЕК В РЕАЛИЗАЦИИ ПРИНЦИПОВ АКАДЕМИЧЕСКОЙ ДОБРОДЕТЕЛИ

Батечко Нина, доктор педагогических наук, доцент,
заведующая кафедрой высшей и прикладной математики,
Национальный университет биоресурсов и природопользования Украины,
ул. Героев Оборона, 15, 03042 Киев, Украина, batechko_n_@ukr.net

Дурдас Алла, аспирант кафедры теории и истории педагогики
Педагогического института, Киевский университет имени Бориса Гринченко,
ул. Тимошенко 13-б, 04212, Киев, Украина, a.durdas@kubg.edu.ua

Кищак Татьяна, кандидат сельскохозяйственных наук,
директор Научной библиотеки, Национальный университет биоресурсов и природопользования Украины,
ул. Героев Оборона, 15, 03042 Киев, Украина, library@nubip.edu.ua

Михайличенко Николай, кандидат педагогических наук,
профессор кафедры менеджмента и образовательных технологий,
Национальный университет биоресурсов и природопользования Украины
ул. Героев Оборона, 15, 03042 Киев, Украина, kadry2014@nubip.edu.ua

В статье рассматривается роль библиотек в обеспечении принципов академической добродетели как составляющей качества высшего образования. Проанализированы основные принципы академической добродетели (честность, доверие, справедливость, уважение, ответственность). Обоснована важность этих принципов в академической среде. Освещена роль библиотек в повышении осведомленности о плагиате, правильном цитировании с помощью APA и MLA. Обнаружена способность библиотекарей сделать гораздо больше для обеспечения академической добродетели; подчеркнута роль библиотек как центров качества данных и их функционирования как центров, где собирается вместе большое количество исследований и публикаций заведения. В статье указана роль библиотекаря в реализации практики академической добродетели. Подчеркнута важность понимания внутренних и внешних факторов, вызывающих академическую нечесность. Исследован опыт украинских библиотек по обеспечению принципов академической добродетели. Указанная роль Украинской библиотечной ассоциации в реализации принципов академической добродетели. Обретение компетенций в соблюдении принципов академической добродетели было признано длительным процессом обучения и совершенствования. Указано начало Движения по академической добродетели в Украине.

Ключевые слова: академическая добродетель; библиотеки; библиотекари; образование; принципы академической добродетели.

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