

## COURSE DESCRIPTION

### *Academic ethics and integrity*

Academic year 2025/2026

#### 1. Programme-related data

|                                   |   |
|-----------------------------------|---|
| 1.1. Higher Education Institution | Universitatea Babeş-Bolyai                                      |
| 1.2. Faculty                      | College of Political, Administrative and Communication Sciences |
| 1.3. Doctoral School              | Doctoral School of Political and Communication Sciences         |
| 1.4. Field of study               | Political / Communication Sciences                              |
| 1.5. Level of study               | Doctorate – ISCED 8   |

#### 2. Course-related data

|                          |                                      |               |                  |                         |      |
|--------------------------|--------------------------------------|---------------|------------------|-------------------------|------|
| 2.1. Course title        | <b>Academic ethics and integrity</b> |               |                  | Course code             |      |
| 2.2. Course coordinator  | Prof. dr. Andreea Mogoş              |               |                  |                         |      |
| 2.3. Seminar coordinator | Prof. dr. Andreea Mogoş              |               |                  |                         |      |
| 2.4. Year of study       |                                      | 2.5. Semester |                  | 2.6. Type of assessment | Exam |
| 2.7. Course status       | Compulsory                           |               | 2.8. Course type | Core subject            |      |

#### 3. Total estimated time (hours per semester of teaching activities)

|   |          |                       |          |                                   |              |
|---|----------|-----------------------|----------|-----------------------------------|--------------|
| 3.1. Number of hours per week   | <b>3</b> | of which: 3.2. course | <b>2</b> | 3.3. seminar/ laboratory/ project | <b>1</b>     |
| 3.4. Total of hours in the curriculum   | 42       | of which: 3.5. course | 28       | 3.6. seminar/ laboratory          | <b>14</b>    |
| <b>Time allocation for individual study (IS) and self-taught activities (ST)</b>          |          |                       |          |                                   | <b>hours</b> |
| Learning from textbooks, course materials, bibliography, and notes (IS)                   |          |                       |          |                                   | 50           |
| Additional research in the library, on subject-specific electronic platforms, and on-site |          |                       |          |                                   | 100          |
| Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays  |          |                       |          |                                   | 50           |
| Tutoring (professional guidance)  |          |                       |          |                                   | 5            |
| Examinations  |          |                       |          |                                   | 2            |
| Other activities [one to one meeting]   |          |                       |          |                                   | 1            |
| <b>3.7. Total hours of individual study (IS) and self-taught activities (ST)</b>          |          |                       |          | <b>208</b>                        |              |
| <b>3.8. Total hours per semester</b>  |          |                       |          | <b>250</b>                        |              |
| <b>3.9. Number of credits</b>   |          |                       |          | <b>10</b>                         |              |

#### 4. Prerequisites (where applicable)

|                         |  |
|-------------------------|--|
| 4.1. curriculum-related |  |
| 4.2. skills-related     |  |

#### 5. Specific conditions (where applicable)

|                                 |  |
|---------------------------------|--|
| 5.1. course-related             | Study room equipped with a computer connected to the internet and a video projector. |
| 5.2. seminar/laboratory-related | Study room equipped with a computer connected to the internet and a video projector. |

## 6. Subject-specific learning outcomes

|   |
|---|
| <b>Knowledge</b>  |
| 1. Knowing of the fundamental principles of ethics in academic research;                                |
| 2. Understanding of the regulatory framework regarding academic integrity;                              |
| 3. Identification of forms of misconduct and deviations from good scientific practice;                  |
| 4. Understanding international standards for scientific publishing and evaluation.                      |
| <b>Skills</b>   |
| 1. apply research ethics principles in the design and conduct of a scientific study;                    |
| 2. responsibly manage research data and respect the principles of informed consent and data protection; |
| 3. critically analyze concrete situations involving violations of academic integrity;                   |
| 4. write an academic text in accordance with publication standards and editorial best practices.        |
| <b>Responsibility and autonomy</b>  |
| 1. Critical thinking and reflexivity regarding research practices;                                      |
| 2. Responsibility and professional integrity in academic and scientific activity.                       |

## 7. Contents

| 7.1. Course   | Teaching and learning methods | Remarks <sup>1</sup> |
|---|-------------------------------|----------------------|
| Introduction to research ethics   | Lecture / Group discussions   |                      |
| Ethical frameworks and regulations  | Lecture / Group discussions   |                      |
| Research misconduct. Plagiarism and self-plagiarism   | Lecture / Group discussions   |                      |
| Research Misconduct. Fabrication and falsification of data  | Lecture / Group discussions   |                      |
| Academic integrity and intellectual property  | Lecture / Group discussions   |                      |
| Ethical considerations in qualitative and quantitative research   | Lecture / Group discussions   |                      |
| Research with human participants  | Lecture / Group discussions   |                      |
| Data management. Responsible data collection, storage and sharing   | Lecture / Group discussions   |                      |
| Publication ethics  | Lecture / Group discussions   |                      |
| Ethics in collaborative research  | Lecture / Group discussions   |                      |
| Ethics of artificial intelligence and algorithmic research  | Lecture / Group discussions   |                      |
| Case studies of ethical decisions in social science research  | Student presentations         |                      |
| Final revision  |                               |                      |
| Bibliography  |                               |                      |
| Committee on Publication Ethics. (2019). Guidelines on good publication practice.   |                               |                      |
| European Commission. (2018, October). Ethics in social science and humanities. Directorate-General for Research and Innovation. <a href="https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020_ethics-soc-science-humanities_en.pdf">https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020_ethics-soc-science-humanities_en.pdf</a> |                               |                      |

<sup>1</sup> For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

Fanelli, D. (2009). How many scientists fabricate and falsify research? A systematic review and meta-analysis of survey data. *PloS one*, 4(5), e5738.

Hammersley, M., & Traianou, A. (2012). *Ethics in qualitative research: Controversies and contexts*. London: Sage.

Iphofen, R. (Ed.). (2017). *Finding common ground: consensus in research ethics across the social sciences*. Emerald Group Publishing.

Mertens, D. M., & Ginsberg, P. E. (2009). *The handbook of social research ethics*. Sage.

Resnik, D. B. (2020). *The ethics of science: An introduction* (2nd ed.). New York, NY: Routledge.

Roig, M. (2015). *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*. Office of Research Integrity.

Schäfer, M. T., & van Es, K. (Eds.). (2017). *The datafied society: Studying culture through data*. Amsterdam University Press. <https://doi.org/10.5117/9789462981362>

Stodden, V., Leisch, F., & Peng, R. D. (Eds.). (2014). *Implementing reproducible research* (Vol. 546). Boca Raton, FL: Crc Press.

Wager, E., & Kleinert, S. (2010). Responsible research publication: international standards for authors. in *a Gl bal Environment*, 311.

| <b>7.2. Seminar/ laboratory</b>     | <b>Teaching and learning methods</b> | <b>Remarks</b> |
|-------------------------------------|--------------------------------------|----------------|
| Ethical frameworks and regulations  | Policy analysis                      |                |
| Plagiarism and self-plagiarism      | Student presentations                |                |
| Intellectual property and copyright | Student presentations                |                |
| Data collection and management      | Student presentations                |                |
| Team research                       | Case study analysis                  |                |
| AI ethics                           | Student presentations                |                |

#### Bibliography

Committee on Publication Ethics. (2019). *Guidelines on good publication practice*.

European Commission. (2018, October). *Ethics in social science and humanities*. Directorate-General for Research and Innovation. [https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020\\_ethics-soc-science-humanities\\_en.pdf](https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020_ethics-soc-science-humanities_en.pdf)

Fanelli, D. (2009). How many scientists fabricate and falsify research? A systematic review and meta-analysis of survey data. *PloS one*, 4(5), e5738.

Hammersley, M., & Traianou, A. (2012). *Ethics in qualitative research: Controversies and contexts*. London: Sage.

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Stodden, V., Leisch, F., & Peng, R. D. (Eds.). (2014). *Implementing reproducible research* (Vol. 546). Boca Raton, FL: Crc Press.

Wager, E., & Kleinert, S. (2010). Responsible research publication: international standards for authors. in *a Gl bal Environment*, 311.

## 8. Evaluation

| Type of activity  | 8.1 Evaluation criteria <sup>2</sup> | 8.2 Evaluation methods <sup>3</sup>  | 8.3 Percentage in the final grade |
|---|--------------------------------------|--|-----------------------------------|
| 8.4. Course   | Written report                       | Submit and present a 8500 characters paper with this structure: Brief literature Review on ethics and integrity in research, Identification and mitigation of main ethical challenges in own research, conclusion. | 80%                               |
| 8.5. Seminar/ laboratory  | Case study presentation              | Oral presentation  | 20%                               |
| 8.6 Minimum standard for passing  |                                      |  |                                   |
| The PhD candidate should be able to understand the ethical principles and standards of academic integrity that govern the scientific research process, as well as the ethical implications of research activities in the fields of social sciences. Within their own doctoral project, the PhD candidate should be able to identify and assess potential ethical dilemmas, comply with institutional procedures regarding research ethics, and apply the principles of transparency, responsibility, and scientific rigor at all stages of the research process, from study design to the dissemination of results. |                                      |  |                                   |

## 9. SDG labels (Sustainable Development Goals)<sup>4</sup>

|  Sustainable Development Generic Label |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
|                                      |  |  |  |  |  |  |  |  |
| <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   |
|                                      |  |  |  |  |  |  |  | No label applies  |
| <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   |

Date:  
Sept.2025

Signature of course coordinator

Prof. dr. Andreea Mogoș

Signature of seminar coordinator

Prof. dr. Andreea Mogoș

Date of approval in the department:

Signature of the head of department

Prof. dr. Radu-Mihai Meza

<sup>2</sup> The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

<sup>3</sup> Both final evaluation methods and ongoing evaluation strategies should be established.

<sup>4</sup> Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."