

„Researchers comply with their codes and regulations“!  
(ECoC 2017, p.6)

## Description and background

This learning unit:

*Introduces researchers to codes and regulations at their institutions*

*Enables an understanding of compliance and of potential complications*

*Challenges researchers to demand compliance in research*

*Emphasises how to switch to help mechanisms when an open and transparent dialogue about rules is not possible*

### Role Model

### Keywords

*Openness and Transparency;  
Ombudsperson;  
Research Ethics Committee;  
Person of Trust*

*This unit has been prepared for disciplinary learning groups.*

## Learning Objectives

- 1** *Refer to codes and regulations*
- 2** *Acknowledge that aggressive behaviours hinder research integrity*
- 3** *Play a part in establishing preconditions to comply with codes and regulations*
- 4** *Switch to help mechanisms by contacting safekeepers of research integrity, if necessary*

## Learning Stages

- 1** *Introduce the topic*
- 2** *Immerse yourself in rules relevant to your discipline*
- 3** *Engage in rotatory role play*
- 4** *Find solutions at your institution*
- 5** *Reflect on how to discuss rules in an open and transparent way or how to switch to help mechanisms*

## “Quote about Safeguards”



## 1 Introduce the topic:

*Homework (before the unit starts) or reading session*

Read the paragraph on safeguards in “The European Code of Conduct for Research Integrity”

Find at least two codes or regulations that affect your discipline.

Read them and bring them to your class.

**In class, discuss the meanings of any unknown words.**



## 2 Immerse yourself in rules relevant to your discipline:

Working in pairs, discuss which codes and regulations from your discipline you brought with you and decide together which rule you value as most important.

Write your recommendation on the chalk board or flip chart. As a class, pick the most important rule relevant to your discipline out of all the recommendations. Write this rule in your notebook!

Together with your partner, recall or read Hannah’s story. Imagine meeting her; you have two minutes to tell her the rule within your discipline that you’ve decided on as a class.

## 3 Engage in rotatory role play

**Go through the next steps in pairs, picking one student to play A and one to play B:**

A has a conflict with their superior B, because B is not adhering to the rule (from your notebook); in fact they have instructed A to ignore this rule. *Flesh out your conflict with details.*

Write down a dialogue of your conflict in which A explains to B that it is both necessary and reasonable to follow this rule. Perform your dialogue in role play! *Refer to codes and regulations.*

Go through this dialogue at least four times with B using different forms of aggressive verbal behaviour to try to prevent A from following this rule. A should continue to address the conflict in an open and transparent way. *Rotate roles for every turn.*

Reflect on the differences between the four turns.

## 4 Find solutions in your institutions for when an open and transparent dialogue is not possible:

Come together as a class. Discuss where A can find help in your institution.



**Safekeepers of Research Integrity are:**

- Ombudspersons:** people who are officially elected to represent the codes and regulations of research integrity at your institution;
- Research Ethics Committees:** groups of experts elected to address moral issues in research;
- Persons of Trust:** people who are trustworthy and experienced in the field of Research Integrity, in some cases officially defined by your institution.

## 5 Reflect on how to provide research rules or switch to help mechanisms:

**Answer these questions together as a class, and copy them into your notebook:**

- What does providing research rules in an open and transparent way look like?
- At what point in a conflict is it necessary to stop attempting dialogue, and instead to seek out a Research Integrity safekeeper?
- What can happen when somebody seeks help from a Research Integrity safekeeper?
- Why should every student and researcher feel responsible for ensuring that research rules are complied with?