

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

NATIONAL TECHNICAL UNIVERSITY  
«KHARKIV POLYTECHNIC INSTITUTE»

## **SELF-STUDY GUIDELINES**

**for the «Pedagogical Ethics» course**

for full-time students of the second (master's) level of higher education,  
specialty A1 «Educational Sciences»,  
educational program «Pedagogy of Higher Education»

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**Self-study guidelines for the «Pedagogical Ethics» course** for full-time students of the second (master's) level of higher education, specialty A1 «Educational Sciences», educational program «Pedagogy of Higher Education» / authors: Nina Pidbutska, Nataliia Sereda, Yevheniia Vorobiova. Kharkiv : NTU «KhPI», 2025. 36 p.

Authors: Nina Pidbutska  
Nataliia Sereda  
Yevheniia Vorobiova

Reviewer Tetiana Hura

Department of Department of Pedagogy and Psychology of Social System  
Management named after I. A. Ziaziun

## Teaching materials for lectures

### Plan of lecture classes

Topic	Number of hours
Subject and basic concepts of pedagogical ethics	2
Basic principles and categories of pedagogical morality and ethics	2
Moral consciousness and self-consciousness of the teacher's personality	2
Moral activity of the teacher	4
Teacher as a subject of moral relations	2
Ethics of research activity of a higher education teacher. Academic integrity.	4

#### **Topic 1: Subject and basic concepts of pedagogical ethics**

Morality as a form of social consciousness. Morality and its specific difference from morality. Moral culture. Ethics – the science of morality.

History of the origin and development of pedagogical ethics. Pedagogical ethics as an independent section of ethical science. Functions of pedagogical ethics. Tasks of pedagogical ethics. The main categories of pedagogical ethics. The image of the «perfect teacher». Directions and methods of research in pedagogical ethics.

Recommended reading:

1. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst leksii. Kharkiv : NTU «KhPI», 2008. 64 pp.  
<https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
2. Romanovskyi O.H., Hren L.M., Sereda N.V. Profesiino-etychni zasady pedahohichnoi diialnosti : tekst leksii. Kharkiv: Vydavnytstvo Ivanchenka I.S., 2020. 148 pp.  
<https://repository.kpi.kharkov.ua/server/api/core/bitstreams/59cf63f7-6136-4a47-9b14-026dbdd8e58b/content>
3. Cam Philip (2012). Teaching Ethics in Schools: A new approach to moral education. ACER Press. 168 pp.
4. Kansanen Pertti. (2003). Pedagogical Ethics in Educational Research. *Educational Research and Evaluation*. No.1. 9-23. DOI: 10.1076/edre.9.1.9.13544.  
[https://www.researchgate.net/publication/233090033\\_Pedagogical\\_Ethics\\_in\\_Educational\\_Research](https://www.researchgate.net/publication/233090033_Pedagogical_Ethics_in_Educational_Research)

5. Kralova Eva (2018). Pedagogical ethics at the university. *Educational Alternatives*, Volume 16, 98-104 pp. <https://www.scientific-publications.net/get/1000033/1538207614365619.pdf>.
6. Solvason Carla, Elliott Geoffrey (2023). *Ethics in Education: Contemporary Perspectives on Research, Pedagogy and Leadership*. 212 pp.

## **Topic 2. Basic principles and categories of pedagogical morality and ethics**

The principle of humanism as the basis of pedagogical activity. The principle of pedagogical optimism. The principle of pedagogical solidarity and collectivism. The principle of citizenship and patriotism.

The main categories of pedagogical ethics are: categories of good and evil; category of happiness; professional pedagogical duty; pedagogical justice; pedagogical honor and dignity; pedagogical conscience as an internal regulator of human behavior; pedagogical authority; pedagogical tact; pedagogical culture.

Recommended reading:

1. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst leksii. Kharkiv : NTU «KhPI», 2008. 64 pp. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
2. Romanovskyi O.H., Hren L.M., Sereda N.V. Profesiino-etychni zasady pedahohichnoi diialnosti : tekst leksii. Kharkiv: Vydavnytstvo Ivanchenka I.S., 2020. 148 pp. <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/59cf63f7-6136-4a47-9b14-026dbdd8e58b/content>
3. Cam Philip (2012). *Teaching Ethics in Schools: A new approach to moral education*. ACER Press. 168 pp.
4. Kansanen Pertti. (2003). Pedagogical Ethics in Educational Research. *Educational Research and Evaluation*. No.1. 9-23. DOI: 10.1076/edre.9.1.9.13544. [https://www.researchgate.net/publication/233090033\\_Pedagogical\\_Ethics\\_in\\_Educational\\_Research](https://www.researchgate.net/publication/233090033_Pedagogical_Ethics_in_Educational_Research)
5. Kralova Eva (2018). Pedagogical ethics at the university. *Educational Alternatives*, Volume 16, 98-104 pp. <https://www.scientific-publications.net/get/1000033/1538207614365619.pdf>.
6. Solvason Carla, Elliott Geoffrey (2023). *Ethics in Education: Contemporary Perspectives on Research, Pedagogy and Leadership*. 212 pp.

## **Topic 3. Moral consciousness and self-consciousness of the teacher's personality**

The concept of moral consciousness. Two levels of moral consciousness of the teacher's personality.

Moral feelings, their levels and varieties. Moral motives. Moral needs. The system of moral values.

Moral views and ethical knowledge. Ethical knowledge as widespread opinions and judgments about moral principles, requirements and norms that regulate the behavior of people in society. Moral ideals. Moral beliefs of the teacher.

Moral self-consciousness of the teacher's personality: concept, structure and forms. Professional honor and dignity. Pedagogical conscience.

Recommended reading:

1. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst leksii. Kharkiv : NTU «KhPI», 2008. 64 pp. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
2. Romanovskyi O.H., Hren L.M., Sereda N.V. Profesiino-etychni zasady pedahohichnoi diialnosti : tekst leksii. Kharkiv: Vydavnytstvo Ivanchenka I.S., 2020. 148 pp. <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/59cf63f7-6136-4a47-9b14-026dbdd8e58b/content>
3. Cam Philip (2012). Teaching Ethics in Schools: A new approach to moral education. ACER Press. 168 pp.
4. Kansanen Pertti. (2003). Pedagogical Ethics in Educational Research. *Educational Research and Evaluation*. No.1. 9-23. DOI: 10.1076/edre.9.1.9.13544. [https://www.researchgate.net/publication/233090033\\_Pedagogical\\_Ethics\\_in\\_Educational\\_Research](https://www.researchgate.net/publication/233090033_Pedagogical_Ethics_in_Educational_Research)
5. Kralova Eva (2018). Pedagogical ethics at the university. *Educational Alternatives*, Volume 16, 98-104 pp. <https://www.scientific-publications.net/get/1000033/1538207614365619.pdf>.
6. Solvason Carla, Elliott Geoffrey (2023). Ethics in Education: Contemporary Perspectives on Research, Pedagogy and Leadership. 212 pp.

#### **Topic 4. Moral activity of the teacher**

Activity as a moral category. The act in the moral activity of the teacher. The ratio of moral goals and means in pedagogical activity. The ratio of motives and results of moral activity of the teacher. Professional and ethical code of the teacher of higher education.

Ethical problems of pedagogical activity. The problem of the teacher's attitude to the student. The problem of optimizing formal and informal relations between teacher and students. The problem of self-affirmation of the teacher in the student audience. The problem of teaching educational material. The problem of student disagreement with the teacher. The problem of equal discussion between the teacher and students. The

problem of intimate relations between a teacher and a student. The problem of using non-literary vocabulary in teaching.

Finding constructive solutions to problematic and conflict situations in the educational environment.

Recommended reading:

1. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst lektsii. Kharkiv : NTU «KhPI», 2008. 64 pp. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
2. Romanovskyi O.H., Hren L.M., Sereda N.V. Profesiino-etychni zasady pedahohichnoi diialnosti : tekst lektsii. Kharkiv: Vydavnytstvo Ivanchenka I.S., 2020. 148 pp. <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/59cf63f7-6136-4a47-9b14-026dbdd8e58b/content>
3. Cam Philip (2012). Teaching Ethics in Schools: A new approach to moral education. ACER Press. 168 pp.
4. Kansanen Pertti. (2003). Pedagogical Ethics in Educational Research. *Educational Research and Evaluation*. No.1. 9-23. DOI: 10.1076/edre.9.1.9.13544. [https://www.researchgate.net/publication/233090033\\_Pedagogical\\_Ethics\\_in\\_Educational\\_Research](https://www.researchgate.net/publication/233090033_Pedagogical_Ethics_in_Educational_Research)
5. Kralova Eva (2018). Pedagogical ethics at the university. *Educational Alternatives*, Volume 16, 98-104 pp. <https://www.scientific-publications.net/get/1000033/1538207614365619.pdf>.
6. Solvason Carla, Elliott Geoffrey (2023). Ethics in Education: Contemporary Perspectives on Research, Pedagogy and Leadership. 212 pp.

### **Topic 5. Teacher as a subject of moral relations**

Features of moral relations. Systems of moral relations. Subordination and coordination links in systems of moral relations. System of relations «leader – teacher». System of relations «teacher – manager». System of relations «teacher – student». System of relations «teacher – teacher». System of relations «teacher – parents». System of relations «teacher – student group».

Resolving ethical conflicts in the educational environment.

Pedagogical culture, its components. Worldview culture of the teacher, culture of speech and culture of communication. Pedagogical tact as a special form of pedagogical morality. The essence of pedagogical authority.

Recommended reading:

1. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst lektzii. Kharkiv : NTU «KhPI», 2008. 64 pp. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
2. Romanovskyi O.H., Hren L.M., Sereda N.V. Profesiino-etychni zasady pedahohichnoi diialnosti : tekst lektzii. Kharkiv: Vydavnytstvo Ivanchenka I.S., 2020. 148 pp. <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/59cf63f7-6136-4a47-9b14-026dbdd8e58b/content>
3. Cam Philip (2012). Teaching Ethics in Schools: A new approach to moral education. ACER Press. 168 pp.
4. Kansanen Pertti. (2003). Pedagogical Ethics in Educational Research. *Educational Research and Evaluation*. No.1. 9-23. DOI: 10.1076/edre.9.1.9.13544. [https://www.researchgate.net/publication/233090033\\_Pedagogical\\_Ethics\\_in\\_Educational\\_Research](https://www.researchgate.net/publication/233090033_Pedagogical_Ethics_in_Educational_Research)
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6. Solvason Carla, Elliott Geoffrey (2023). Ethics in Education: Contemporary Perspectives on Research, Pedagogy and Leadership. 212 pp.
7. Levinson, M., and Fay, J. Dilemmas of Educational Ethics: Cases and Commentaries. Cambridge, MA: Harvard Education Press. 2016.
8. Kent Donlevy, Keith D. Walker. Working Through Ethics in Education and Leadership : Theory, Analysis, Plays, Cases, Poems, Prose, and Speeches. SensePublishers, 2011. 156 pp.

### **Topic 6. Ethics of research activities of a higher education teacher. Academic integrity**

General principles of ethics of science. Ethics of scientific research. Ethics of the teacher-scientist as an author: copyright, plagiarism, fabrication and falsification of research results. Academic integrity. Ethics of the teacher-scientist as a leader. Ethics of a teacher-scientist as a consultant/expert. Legal aspects of the ethics of research activities of a higher education teacher.

#### Recommended reading:

1. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst lektzii. Kharkiv : NTU «KhPI», 2008. 64 pp. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
2. Romanovskyi O.H., Hren L.M., Sereda N.V. Profesiino-etychni zasady pedahohichnoi diialnosti : tekst lektzii. Kharkiv: Vydavnytstvo Ivanchenka I.S., 2020. 148 pp. <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/59cf63f7-6136-4a47-9b14-026dbdd8e58b/content>

3. Cam Philip (2012). Teaching Ethics in Schools: A new approach to moral education. ACER Press. 168 pp.
4. Kansanen Pertti. (2003). Pedagogical Ethics in Educational Research. *Educational Research and Evaluation*. No.1. 9-23. DOI: 10.1076/edre.9.1.9.13544. [https://www.researchgate.net/publication/233090033\\_Pedagogical\\_Ethics\\_in\\_Educational\\_Research](https://www.researchgate.net/publication/233090033_Pedagogical_Ethics_in_Educational_Research)
5. Kralova Eva (2018). Pedagogical ethics at the university. *Educational Alternatives*, Volume 16, 98-104 pp. <https://www.scientific-publications.net/get/1000033/1538207614365619.pdf>.
6. Solvason Carla, Elliott Geoffrey (2023). Ethics in Education: Contemporary Perspectives on Research, Pedagogy and Leadership. 212 pp.
7. The International Center for Academic Integrity (ICAI). URL : <https://academicintegrity.org/>
8. Milton, C.L. Ethics and Academic Integrity. *Nursing Science Quarterly*. 2015. 28 (1). pp.18-20. DOI 10.1177/0894318414558620. URL : <https://www.webofscience.com/wos/woscc/full-record/WOS:000731869900011>

## **Methodological materials to ensure students' self-study**

Students' self-study (SSS) occupies a leading place in the system of modern higher education. Of all the types of learning activities, the SSS largely ensures the formation of independence as a leading trait of a student's personality.

Independent work completes the tasks of all other types of learning activities. After all, knowledge that has not become the object of one's own activity cannot be considered a person's real property. Therefore, SSS has educational, personal and social significance.

Learning activity is characterized by subjectivity, activity, subject matter, purposefulness, structure and content.

Special features of independent learning activities are the following:

- changes in the subject itself;
- dependence on the student's level of development and reliance on the achieved level of development;
- mastering general methods of action and scientific concepts;
- precedence of general methods of action to solving problems;
- dependence of changes in mental properties and behavior of students on the results of their own actions.

*Performing self-study involves:*

1. Study of educational literature using the university library and the Internet.
2. Study of educational material given for self-study.
3. Mastering knowledge, types and methods of activity in a particular subject area.
4. Self-checking of the acquired knowledge with the help of the questions presented.

If necessary, you can get individual advice from a teacher on how to perform self-study. To do this, the department develops a schedule of teacher consultations each semester.

### Questions for self-study

1. Analyze the understanding of the concept of «moral culture of the teacher» in the scientific works of famous teachers and scholars.
2. Analyze the origins and main ideas of national pedagogical ethics.

3. Reveal the philosophical and psychological basis of pedagogical etiquette.
4. Determine the role of ethical knowledge in the professional development of the teacher.
5. Define the ethical principles of scientific discussion.
6. Identify the features of the relationship between the teacher and the teaching staff.
7. Analyze the ethical causes of conflicts in the pedagogical environment.
8. Analyze the ethics of the teacher-scientist as a leader.
9. Analyze the ethics of the teacher-scientist as a consultant.
10. Analyze the ethics of the teacher-scientist as an expert.

Literature for self-study:

1. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst lektsii. Kharkiv : NTU «KhPI», 2008. 64 pp. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
2. Romanovskyi O.H., Hren L.M., Sereda N.V. Profesiino-etychni zasady pedahohichnoi diialnosti : tekst lektsii. Kharkiv: Vydavnytstvo Ivanchenka I.S., 2020. 148 pp. <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/59cf63f7-6136-4a47-9b14-026dbdd8e58b/content>
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4. Kansanen Pertti. (2003). Pedagogical Ethics in Educational Research. *Educational Research and Evaluation*. No.1. 9-23. DOI: 10.1076/edre.9.1.9.13544. [https://www.researchgate.net/publication/233090033\\_Pedagogical\\_Ethics\\_in\\_Educational\\_Research](https://www.researchgate.net/publication/233090033_Pedagogical_Ethics_in_Educational_Research)
5. Kralova Eva (2018). Pedagogical ethics at the university. *Educational Alternatives*, Volume 16, 98-104 pp. <https://www.scientific-publications.net/get/1000033/1538207614365619.pdf>.
6. Solvason Carla, Elliott Geoffrey (2023). Ethics in Education: Contemporary Perspectives on Research, Pedagogy and Leadership. 212 pp.
7. Milton, C.L. Ethics and Academic Integrity. *Nursing Science Quarterly*. 2015. 28 (1). pp.18-20. DOI 10.1177/0894318414558620. URL : <https://www.webofscience.com/wos/woscc/full-record/WOS:000731869900011>
8. Levinson, M., and Fay, J. Dilemmas of Educational Ethics: Cases and Commentaries. Cambridge, MA: Harvard Education Press. 2016.
9. Kent Donlevy, Keith D. Walker. Working Through Ethics in Education and Leadership : Theory, Analysis, Plays, Cases, Poems, Prose, and Speeches. SensePublishers, 2011. 156 pp.

## Methodological recommendations/teaching materials for conducting practical classes

### Plan of practical classes

Topic	Number of hours
Subject and basic concepts of pedagogical ethics	2
Basic principles and categories of pedagogical morality and ethics	2
Moral consciousness and self-consciousness of the teacher's personality	2
Moral activity of the teacher	4
Teacher as a subject of moral relations	4
Ethics of research activity of a higher education teacher. Academic integrity.	2

### Practical tasks for the classes

1. **Practical Assignment 1:** Write an essay on the topic: «Teacher as a moral model». Describe the portrait of an ideal teacher from the point of view of morality; remember and tell a story when a teacher, by his/her example and actions, positively influenced your life and worldview (2-3 pages).

**Deadline:** \_\_\_\_\_ **Send to** [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)

2. **Practical Assignment 2:** Prepare a story with a presentation about a outstanding Chinese educator (from any era), tell about his or her moral teachings, principles, values, etc. Present the report at the Practical Class (if the deadline has expired make a video with your speech)

**Deadline:** \_\_\_\_\_ **Send to** [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)

3. **Practical Assignment 3:** Find an article in any scientific journal about the problems of pedagogical ethics. Identify:
  - the title of the article,
  - the name of the journal, year, volume, internet link.Write a short abstract of the article (1-2 pages) and a short ppt (1-2 slides) with the main results and conclusions from the article.

**Deadline:** \_\_\_\_\_ **Send to** [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)

4. **Practical Assignment 4:** Compose a **Code of ethics** for higher education teachers (you can use existing codes as an example). Be sure to draw a **conclusion**: express your point of view on the code of ethics you have composed, e.g. which requirements you consider most important, which points you would add to existing codes:

**Deadline:** \_\_\_\_\_ **Send to** [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)

5. **Practical Assignment 5:** Write an **essay** about some **real(!) conflict ethical situation in the college/university**. It can be a conflict in the system «student-student» either «student-teacher» or «teacher-teacher»; describe the situation in details and propose the most appropriate decision of the situation (2-3 pages). Prepare a short speech (2-3 minutes) based on your essay (\*use ppt if you need) and present it at the Practical Class (if the deadline has expired make a video with your speech).

**Deadline:** \_\_\_\_\_ **Send to** [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)

6. **Practical Assignment 5:** Read the text SCIENTIFIC MISCONDUCT. PART I-II [<https://www.coursera.org/>]. Write an **essay** about the problem of scientific misconduct. What do you think about the problem of plagiarism, fabrication and falsification of data in scientific research? Do you think that fabrication and falsification of data in pedagogical or psychological research is less dangerous than in the field of engineering or medicine? Justify your opinion. (2-3 pages).

### SCIENTIFIC MISCONDUCT. PART I

Now, I want to discuss some practices that are considered to be even more serious, namely scientific misconduct.

Also known as fraud.

Although there is no clear boundary between questionable research practices, and outright fraud, the following three types of conduct are widely agreed to be fraudulent.

Fabrication of data, or making up results, the falsification of data, or manipulating results, and plagiarism, or presenting as one's own, the work of another.

In fact, we all know that we should not lie, cheat, or steal.

In general, plagiarism is a serious offense, and also a widespread problem in the academic world.

Offenders is subject to harsh sanctions, ranging in the case of students from a fail for course to expulsion.

And in the case of academic staff, from a reprimand to suspension, or even termination.

Nowadays, many academic institutions provide that teachers with plagiarism detection software for student work.

Nonetheless, plagiarism is still rampant.

Some teachers simply do not use the available methods.

Moreover, there are ways to elude detection software.

But the largest problem is, perhaps, that many students fail to understand the concept and scope of plagiarism.

If you don't understand it, you don't know how to avoid it.

So let us look at a useful definition.

Yale University defines plagiarism as, the use of another's work, words, or ideas without attribution, including using a source's language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original.

Plagiarism is a much broader category than many people tend to think.

Now, what can we do to decrease this problem, first of all, students should be taught how to take effective notes, so to be able to retrace the sources of their information.

How to quote sources using quotation marks, or indenting when you use the exact words from a source.

How to paraphrase sources using your own language, and how to cite them including all the relevant bibliographic details.

Without proper citation, a paraphrase can also be seen as plagiarism.

Now sometimes, it may be hard to decide whether some piece of information is common knowledge.

If, for instance, you mention the circumference of the earth, there is no need to cite the source. However, if you refer to a particular measurement of the circumference, you do need to refer to your source. The golden rule is, to cite sources whenever you are in doubt.

Now, the irony of Accusation, is the importer himself have been accused of presenting an ideal of former

collaborator as is only namely If only by accepting a price for their joint work.

It is, however, not unusual that a principal investigator gets the main credits for the work of her or his team.

In general, intellectual property is a rather tricky thing.

As scientists continuously exchange ideas in informal settings, and read lots of papers, it is often hard to assess the true source of an idea.

Moreover, scientific breakthroughs or discoveries, are usually the outcome of a long and complex process, that involved many contributions from several scientists.

More and more, science has become teamwork, rather than a matter of individual achievement.

Even in a competitive world as that of science, one should honor the work of one's colleagues.

## **SCIENTIFIC MISCONDUCT. PART II**

In the previous lecture on scientific misconduct, we have looked at plagiarism.

Now in one specific sense, plagiarism is less harmful than fabrication or falsification of data, namely and so far, as it does not compromise the truth.

Let us now look at some notorious cases of data fabrication and falsification.

The first case I want to discuss is that of the young German physicist Jan Hendrick Schon, at one time the boy wonder of nanotechnology.

In 2000 and 2001 at the early age of 31, he published several major breakthroughs in nanotechnology while working at Bell Labs in New Jersey.

His publications in those years included 15 papers in science and nature, mostly on organic transistors.

His claims suggested that molecular organic transistors could replace larger silicon-based transistors thereby allowing for smaller chips and reduced cost of

electronics.

As a result, Schon received several prestigious prizes.

He was tipped as a future Nobel Prize winner, and he was promised the directorship of his own Max Planck institute in Stuttgart.

Clearly, he was a rapidly rising star.

Although many scientists were unable to reproduce Schon's results, this failure was often attributed to Schon's extraordinary skills.

For instance, in producing extremely thin layers of aluminum oxide.

However, at some point, a small group of physicists noticed that noise graphs in three unrelated papers were identical.

Then others found more examples of duplicate data in Schon's papers.

Eventually, Bell Labs had opened an independent committee to investigate Schon's work.

Unfortunately, Schon was unable to provide the committee with laboratory notebooks or raw data.

As he pointed out, he had deleted his data files from his computer because his hard drive wasn't big enough.

Moreover, all of his organic transistors had been severely damaged, or even discarded.

In September 2002, the committee released its report.

The report concluded that Schon had duplicated, falsified, and destroyed data.

He had deceptively used mathematical functions in place of real data points.

Now Bell Labs immediately fired Schon and most of his papers were retracted.

The University of Constance later even revoked his PhD.

But meanwhile the damage was considerable.

Schon's claims had had dozens of labs to follow up on his research thereby wasting millions of research money.

Moreover, the widely publicized affair had brought the credibility of science into disrepute.

Now two other aspects of the fraud sparked widespread debate.

On the one hand, it affected the reviewers of these prestigious journals had consistently failed to notice anything fishy in these papers in spite of the amazing claims made by Schon.

And secondly, all of the coauthors, including the head of the research team, have been exonerated of scientific misconduct.

This leniency raised eyebrows in the scientific community.

After all, aren't all authors responsible for the contents of a paper that has their name on it?

In fact both aspects, failure of the review process to detect misconduct and exoneration of coauthors in this cases of serious fraud are the rule rather than the exception.

Even more damaging was the fraud committed by the Dutch cardiovascular medicine researcher Don Poldermans of the Academic Hospital in Rotterdam.

Here, human lives were at stake.

Poldermans' research suggested positive effects of the use of beta blockers in cases of high risk surgery.

Now the estimated risk reduction of a heart attack was 90%.

These impressive results were rapidly translated into general guidelines used by

hospitals all over the world.

But again, suspicions cropped up and the committee which investigated Poldermans' research concluded that he had used untrustworthy data and even fabricated data.

From meta analysis of reliable random clinical trials, authors concluded that the use of beta blockers before or after high risk operations actually increased the mortality with 27%.

And as we are talking of millions of operations during the several years that these guidelines were effective, the number of avoidable deaths is enormous.

Now the obvious question is, how rare are cases of fraud in the world of science?

It is hard to give an exact answer to this question, but the research conducted by Daniele Fanelli suggested that it might happen more frequently than one would think.

Fanelli found that on average 2% of the scientists admitted to fabricating or falsifying at least once during their careers.

These numbers relate to self-reported fraud, so the true numbers are probably higher.

This is also suggested by the fact that 14% of the scientists indicated they knew someone who had fabricated data.

So, given this high prevalence, fraud is a serious threat to the health of science, and we should all fight to eliminate it.

**Deadline:** \_\_\_\_\_ **Send to** [nataliia.sereda@kmpi.edu.ua](mailto:nataliia.sereda@kmpi.edu.ua)

Recommended reading:

1. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst leksii. Kharkiv : NTU «KhPI», 2008. 64 pp. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
2. Romanovskyi O.H., Hren L.M., Sereda N.V. Profesiino-etychni zasady pedahohichnoi diialnosti : tekst leksii. Kharkiv: Vydavnytstvo Ivanchenka I.S., 2020. 148 pp. <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/59cf63f7-6136-4a47-9b14-026dbdd8e58b/content>
3. Cam Philip (2012). Teaching Ethics in Schools: A new approach to moral education. ACER Press. 168 pp.
4. Kansanen Pertti. (2003). Pedagogical Ethics in Educational Research. *Educational Research and Evaluation*. No.1. 9-23. DOI: 10.1076/edre.9.1.9.13544. [https://www.researchgate.net/publication/233090033\\_Pedagogical\\_Ethics\\_in\\_Educational\\_Research](https://www.researchgate.net/publication/233090033_Pedagogical_Ethics_in_Educational_Research)
5. Kralova Eva (2018). Pedagogical ethics at the university. *Educational Alternatives*, Volume 16, 98-104 pp. <https://www.scientific-publications.net/get/1000033/1538207614365619.pdf>.
6. Solvason Carla, Elliott Geoffrey (2023). Ethics in Education: Contemporary Perspectives on Research, Pedagogy and Leadership. 212 pp.

7. Milton, C.L. Ethics and Academic Integrity. *Nursing Science Quarterly*. 2015. 28 (1). pp.18-20. DOI 10.1177/0894318414558620. URL : <https://www.webofscience.com/wos/woscc/full-record/WOS:000731869900011>
8. Levinson, M., and Fay, J. *Dilemmas of Educational Ethics: Cases and Commentaries*. Cambridge, MA: Harvard Education Press. 2016.
9. Kent Donlevy, Keith D. Walker. *Working Through Ethics in Education and Leadership : Theory, Analysis, Plays, Cases, Poems, Prose, and Speeches*. SensePublishers, 2011. 156 pp.

## **Methodological instructions/recommendations for completing an individual assignment**

### **1. Theoretical task. An abstract – 10-15 pages.**

Prepare a presentation based on the abstract – at least 10 slides.

#### General requirements for the abstract

- Language – English.
- Style – scientific.
- Sequence – logical.
- Page format – A4.
- Font and size – Times New Roman, 14.
- Line spacing – one and a half.
- Margins: left margin – 30 mm, right margin – 15 mm, top and bottom margin – 20 mm.
- Simple outline – 1-2 sections.
- The list of references should include about 10 titles.
- Section headings are written in CAPITAL letters.
- Subsection titles are written in lowercase letters (except for the first one).

The length of an abstract is usually 7-15 pages, in some cases up to 20-30 pages. A standard abstract traditionally consists of several parts: title page; table of contents; introduction; main body; conclusion; and references.

**The table of contents** contains a list of sections, subsections, and page numbers to them. Often, instead of the table of contents, you are required to write an outline. The plan can be simple, when you need to list the names of the paragraphs of the essay in a numbered list, and complex, when in addition to the paragraphs, you also indicate their subparagraphs.

**An introduction** usually lasts a page and a half. Its main purpose is to introduce the reader to the essence of the problem. The introduction justifies the choice of the topic (why it is important) and its relevance. We outline the goals and objectives of the work. If necessary, make a brief review of the sources used. If you can't write an introduction at first, you can do it after writing the conclusion, when all your thoughts are systematized and finalized.

**The main part.** Before you start writing the main body, you need to decide on the titles of chapters and paragraphs – the basic requirements for an essay. Next, you should build a chain of presentation so as not to disrupt the sequence of thoughts and not to deviate from the given topic. Highlight the main aspects as much as possible; the main part of the essay should outline the main concepts set forth in the sources. Be sure to cite the author if you use quotations: this is an indicator of your academic integrity. When citing, make references. There are several options for their design, for example, footnotes can be placed at the end of the page, or they can be indicated briefly in square brackets with the number of the source in the bibliography and the original page of the quote like [10, p. 355], so it is better to specify their design in advance.

**Conclusion.** The conclusion summarizes the main topic in a concise form and presents your own view of the problem and its solution.

**A list of references or bibliography** is a systematic compilation of a list of sources used. In other words, it is the information that even an outsider can use to find a particular book. The list is compiled in alphabetical order on the last page.

The topic of the abstract can be chosen by the student in accordance with the principle of academic freedom, in consultation with the teacher, and within the framework of the educational component.

#### **Approximate topics of an abstract:**

1. Morality of the teacher as a condition of his/her professional and ethical culture.
2. Professional and ethical code of the teacher.
3. Ethical problems of teaching activity.
4. Good and evil in the professional activity of the teacher.
5. Moral responsibility of the teacher.
6. Pedagogical justice.
7. Moral culture and spiritual creativity of the teacher.
8. Pedagogical etiquette: philosophical and psychological foundations.
9. The essence of pedagogical authority.
10. Pedagogical tact.
11. The moral duty of the teacher.
12. Moral views, requirements and beliefs of the teacher.
13. Moral self-education: basic methods and techniques.
14. Ethics of relations in the system «teacher-student».
15. Ethics of relations in the system «teacher-teacher».
16. Ethics of administrative and business relations of the teacher and management structures.
17. Ethics and culture of pedagogical communication in higher education.

18. Ethics of scientific creativity in the pedagogical activity of a university teacher.
19. Ethical aspects of conflict resolution in pedagogical activity.
20. Worldview culture of the teacher, culture of speech and culture of communication.
21. Teacher as a subject of moral relations.
22. Problems of correlation of moral goals and means in pedagogical activity.

**2. Creative assignment. An essay** on the topic: «Ethical situations in pedagogical activity» – about 10 pages.

Structure of the task:

1) describe three difficult (conflict) situations related to the problems of pedagogical ethics in the activities of a teacher of higher education institutions (you can take different systems of moral relations «teacher-student», «teacher-pedagogue», «teacher-manager»);

2) to analyze the ways to solve it;

3) propose and justify their own options for solving the ethical problem.

**3. Research task.** Find **an article** in English on the topic of ethical issues of pedagogical activity (was written in the period 2020-2025). Make **an abstract** based on the text of the article (3 pages) and a short presentation (5 slides).

## **Teaching materials for current, intermediate and final control**

1. Define the subject of pedagogical ethics.
2. Identify the main tasks and functions of pedagogical ethics.
3. Identify the features of the functioning of morality in the pedagogical environment.
4. Analyze the general and specific functions of pedagogical ethics.
5. Identify the fundamental and applied tasks of pedagogical ethics.
6. Name and describe the methods of research in pedagogical ethics.
7. Reveal the essence of moral education as a system of dissemination of knowledge about the origin, nature and patterns of development of morality, its basic principles and norms of behavior.
8. Explain the essence of moral culture.
9. Reveal the essence and main components of the moral culture of the teacher.
10. Explain the essence and components of pedagogical culture.
11. Describe the ways of mastering pedagogical culture.
12. Explain the philosophical and psychological basis of pedagogical etiquette.
13. Analyze the main ideas of pedagogical ethics of antiquity.
14. Analyze the main ideas of pedagogical ethics of the Middle Ages.
15. Analyze the main ideas of pedagogical ethics of the Renaissance.
16. Analyze the main ideas of pedagogical ethics of the XVII-XVIII centuries.
17. Analyze the main ideas of pedagogical ethics of the XIX-XX centuries.
18. Analyze the main ideas of modern pedagogical ethics.
19. Explain the essence of moral regulation.
20. Name and describe the tools of moral regulation.
21. Analyze the origins and main ideas of national pedagogical ethics.
22. Describe the basic ethical pedagogical principles.
23. Describe the essence of the following categories of ethics: good and evil.
24. Describe the essence of the following categories of ethics: happiness.
25. Describe the essence of the following categories of ethics: harmony.
26. Describe the essence of the following categories of ethics: justice.
27. Explain the essence of the concept of «pedagogical justice».
28. Analyze the basics of pedagogical justice.

29. Describe the essence of the following categories of ethics: moral responsibility.
30. Describe the essence of the following categories of ethics: honor and dignity.
31. Describe the essence of the following categories of ethics: conscience.
32. Describe the essence of the following categories of ethics: moral duty.
33. Analyze the relationship between the categories of «pedagogical duty» and «pedagogical conscience».
34. Explain the essence of pedagogical authority.
35. Analyze the essence of pedagogical tact.
36. Analyze the essence of moral consciousness of the teacher's personality.
37. Reveal the structure of the rational-theoretical and sensual levels of moral consciousness of the teacher's personality.
38. Define the essence of the concept of «moral feelings».
39. Explain the essence of the concept of «moral motives».
40. Analyze the moral needs of the individual (teacher, student).
41. Explain in detail the essence of the concept of «moral values».
42. Identify the role of ethical knowledge in the professional development of the teacher.
43. Analyze the content of the concept of «moral norms» (norms-framework, norms-prohibitions, norms-examples).
44. Analyze moral ideals as a mechanism of moral regulation.
45. Explain the concept of honor and dignity of the teacher's personality as a characteristic of his moral consciousness.
46. Analyze the problem of motivation in the fulfillment of the moral pedagogical duty.
47. Reveal the specifics of the ethical activity of a higher education teacher.
48. Analyze the role of the act as the basis of the moral activity of the teacher.
49. Explain the interaction of the concepts of moral action and moral responsibility of a higher education teacher.
50. Reveal the essence of the moral choice of the teacher in conflict situations.
51. Develop a code of ethics for a higher education teacher.
52. Name the typical ethical problems of pedagogical activity and analyze three of them.

53. Define the ethical principles of scientific discussion.
54. Explain the essence and content of the concept of «moral relations».
55. Define the essence of moral relations in pedagogical activity.
56. Analyze the concept of «moral and psychological climate».
57. Give a classification of moral relations systems.
58. Describe the subordination and coordination systems of moral relations in the pedagogical environment, compare them, give some examples.
59. Analyze the features of moral relations in higher education.
60. Analyze the following system of moral relations: «manager-teacher».
61. Analyze the following system of moral relations: «teacher-manager».
62. Analyze the following system of moral relations: «teacher-teacher».
63. Identify the features of the relationship between the teacher and the teaching staff.
64. Analyze the following system of moral relations: «teacher-student».
65. Analyze the following system of moral relations: «teacher-parents».
66. Analyze the following system of moral relations: «teacher-student group».
67. Determine what is the nature and manifestation of the authority of the teacher.
68. Name the causes of conflicts in the pedagogical environment.
69. Describe the moral and psychological conditions for preventing conflict situations in teaching.
70. Explain the essence of the concept of «academic integrity».
71. Analyze the content of your country's code of ethics for scientists.
72. Formulate the basic principles of a code of ethics for scientists in your country.
73. Reveal the essence of the ethics of the teacher-scientist as an author in terms of copyright.
74. Identify the main legal aspects of the ethics of research activities of a higher education teacher.
75. Reveal the essence of the ethics of the teacher-scientist as an author in terms of plagiarism.
76. Reveal the essence of the ethics of the teacher-scientist as an author in terms of fabrication of research results.
77. Explain the essence of the ethics of the teacher-scientist as an author in terms of falsification of research results.

78. Analyze the ethics of the teacher-scientist as a leader.
79. Analyze the ethics of the teacher-scientist as a consultant.
80. Analyze the ethics of the teacher-scientist as an expert.

## Sources for training:

### Basic literature

1. Cam Philip (2012). Teaching Ethics in Schools: A new approach to moral education. ACER Press. 168 pp.
2. Kansanen Pertti. (2003). Pedagogical Ethics in Educational Research. *Educational Research and Evaluation*. No.1. 9-23. DOI: 10.1076/edre.9.1.9.13544. [https://www.researchgate.net/publication/233090033\\_Pedagogical\\_Ethics\\_in\\_Educational\\_Research](https://www.researchgate.net/publication/233090033_Pedagogical_Ethics_in_Educational_Research)
3. Kralova Eva (2018). Pedagogical ethics at the university. *Educational Alternatives*, Volume 16, 98-104 pp. <https://www.scientific-publications.net/get/1000033/1538207614365619.pdf>
4. Solvason Carla, Elliott Geoffrey (2023). Ethics in Education: Contemporary Perspectives on Research, Pedagogy and Leadership. 212 pp.
5. The International Center for Academic Integrity (ICAI). URL : <https://academicintegrity.org/>

### Supplementary literature

1. Milton, C.L. Ethics and Academic Integrity. *Nursing Science Quarterly*. 2015. 28 (1). pp.18-20. DOI 10.1177/0894318414558620. URL : <https://www.webofscience.com/wos/woscc/full-record/WOS:000731869900011>
2. Levinson, M., and Fay, J. Dilemmas of Educational Ethics: Cases and Commentaries. Cambridge, MA: Harvard Education Press. 2016.
3. Kent Donlevy, Keith D. Walker. Working Through Ethics in Education and Leadership : Theory, Analysis, Plays, Cases, Poems, Prose, and Speeches. SensePublishers, 2011. 156 pp.

### Our own methodological works

1. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst leksii. Kharkiv : NTU «KhPI», 2008. 64 pp. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
2. Romanovskyi O.H., Hren L.M., Sereda N.V. Profesiino-etychni zasady pedahohichnoi diialnosti : tekst leksii. Kharkiv: Vydavnytstvo Ivanchenka I.S., 2020. 148 pp. <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/59cf63f7-6136-4a47-9b14-026dbdd8e58b/content>

### Information resources

1. <https://www.ted.com/>
2. <https://www.coursera.org/>
3. <https://educationalethics.org/>
4. <https://onlineethics.org/>

Навчальне видання

Методичні вказівки до самостійної роботи з навчальної дисципліни  
«Педагогічна етика»

для студентів денної форми навчання другого (магістерського) рівня вищої освіти  
за спеціальністю А1 «Освітні науки», освітня програма «Педагогіка вищої школи»

Укладачі:

ПІДБУЦЬКА Ніна Вікторівна

СЕРЕДА Наталія Вікторівна

ВОРОБІЙОВА Євгенія Вячеславівна

Відповідальний за випуск проф. Підбуцька Н. В.

Роботу до видання рекомендував проф. Дольська О. О.

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