

## Practicing the Danish Code of Conduct for Research Integrity

Rachel Douglas-Jones

Sue Wright (PI), Lise Degn,  
Laura Louise Sarauw, Jakob Williams Ørberg

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# Principles of Research Integrity

The Danish Code of Conduct for Research Integrity rests on three basic principles that should pervade all phases of research.

## Honesty

To ensure the trustworthiness of research, researchers should be **honest** when reporting objectives, methods, data, analysis, results, conclusions, etc.

This requires accurate and balanced reporting when:

- presenting and interpreting research
- making claims based on findings
- acknowledging the work of other researchers
- applying for research funding
- reviewing and evaluating research

## Transparency

To ensure the credibility of scientific reasoning and to ensure that academic reflection is consistent with practice in the relevant field of research, all phases of research should be **transparent**.

This requires openness when reporting:

- conflicts of interest
- planning of research
- research methods applied
- results and conclusions

## Accountability

To ensure the reliability of research, all parties involved should be **accountable** for the research carried out.

This requires that researchers and institutions accept responsibility for the research they are conducting, in terms of:

- accuracy and reliability of research results
- adherence to all relevant regulations
- fostering and maintaining a culture of research integrity through teaching, training, and supervision
- taking appropriate measures when dealing with breaches of responsible conduct of research



**Uddannelses- og  
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## The Danish Code

*“provides the research community with a framework to promote commonly agreed principles and standards. The Code of Conduct aims to support a common understanding and common culture of research integrity in Denmark.”*

**How that gets taken up in practice (organisationally, institutionally and individually) is a question of institutional and disciplinary translation**

# Who does what?

## III. Research integrity and supervision

The Danish Code of Conduct on Research Integrity is a platform for research integrity teaching at the institutional level.

Fostering a culture of research integrity in research. In this context, teaching, training and supervision are essential for sustaining a culture of research integrity among those involved in research.

It is important that institutions take responsibility for ensuring that research trainees receive relevant teaching, training and supervision in research integrity and responsible conduct of research. This should be integrated into the day-to-day work of research supervisors and senior researchers.

A fundamental part of sustaining and developing a culture of research integrity is that supervisors and senior researchers actively engage in research integrity training and supervision.

### 1.2

## 1.2. Division of responsibilities

- i. **Research leaders** and **supervisors** should act as role models, and manage research under their auspices in accordance with the principles of research integrity and responsible conduct of research.
- ii. **Research leaders** and **supervisors** should nurture a culture of research integrity and mutual respect in accordance with the principles of research integrity and responsible conduct of research.
- iii. **Supervisors** should take measures to ensure that the research carried out by researchers, research trainees, and students under their supervision is conducted in observance of the principles of research integrity and responsible conduct of research.
- iv. **Institutions** are responsible for ensuring that all staff (including guest researchers) and students involved in research have sufficient knowledge of and receive training in the principles of research integrity and responsible conduct of research.

# Questions & Methods



How is the Danish Code of Conduct translated in training courses for early career researchers?

How is this code, and any others used, understood across disciplinary borders?

- Ethnographic research (2 full days of participant observation at each of the 4PhD courses)
- In situ interviews (6 interviews lasting between 1-2 h)
- Analysis of local policy documents on integrity
- Collection of course materials
- Interviews with course leaders and teachers

**Table 1.** Characteristics of the observed courses.

	Health	Natural sciences	Humanities	Social sciences
Title	Responsible Conduct of Research	Responsible Conduct of Research	Research Ethics and Research Integrity	RCR for PhD students
Duration	2 days + 8-hour online pre-course	3 hours are mandatory - 2 days voluntarily	2 days + 1 day workshop with paper	2 day workshop
Capacity	25	20	25	30
Mandatory since	April 2016	N/A	Spring 2017	Spring 2017
Previous tradition	Continuously developed since 2014	Continuously developed since approx. 2012 – earlier 'Good Scientific Practice'	Non-mandatory Research Ethics course Elements of ethics training in other courses	In development – first course conducted in March 2017
Format	Lectures, active participation and casework	Lectures, active participation and casework	Lectures and active participation – bringing issues from own practice	Lectures, active participation and casework
ECTS	3.1	1 + 1 extra ECTS awarded for additional assignment	2 days 1.5 3 days 2.5	No
Problem narratives	All researchers are (unconscious) small cheaters – and creating reflexivity about this is pedagogically demanding	Responsibility for 'good science' must be enhanced	'Integrity' as standards for conduct challenges disciplinary diversity and 'ethics' as a reflexive practice relevant in all subfields	The scientific system is 'broken' and young researchers need to navigate this

# How is integrity framed?



## Problem Narratives

the ways research integrity is established as a problem to be addressed, either in documents or in teaching.

- How they legitimize the course curriculum, pedagogic format and expected learning outcome
- How the program, course materials and teachers respond to these problem narratives

**Problem<sup>8</sup> Narrative** "We are all unconscious small cheaters"



### **Teaching Style**

- Intimate atmosphere
- Used EPIGEUM
- Self-reflexive conduct
- Examined through cases

# 1. Health

- High priority within the medical faculty
- Problems residing in the individual, not the structure, rules or incentives of the university system
- Objective: to enhance 'enlightenment' regarding individual unconscious contributions to malpractice

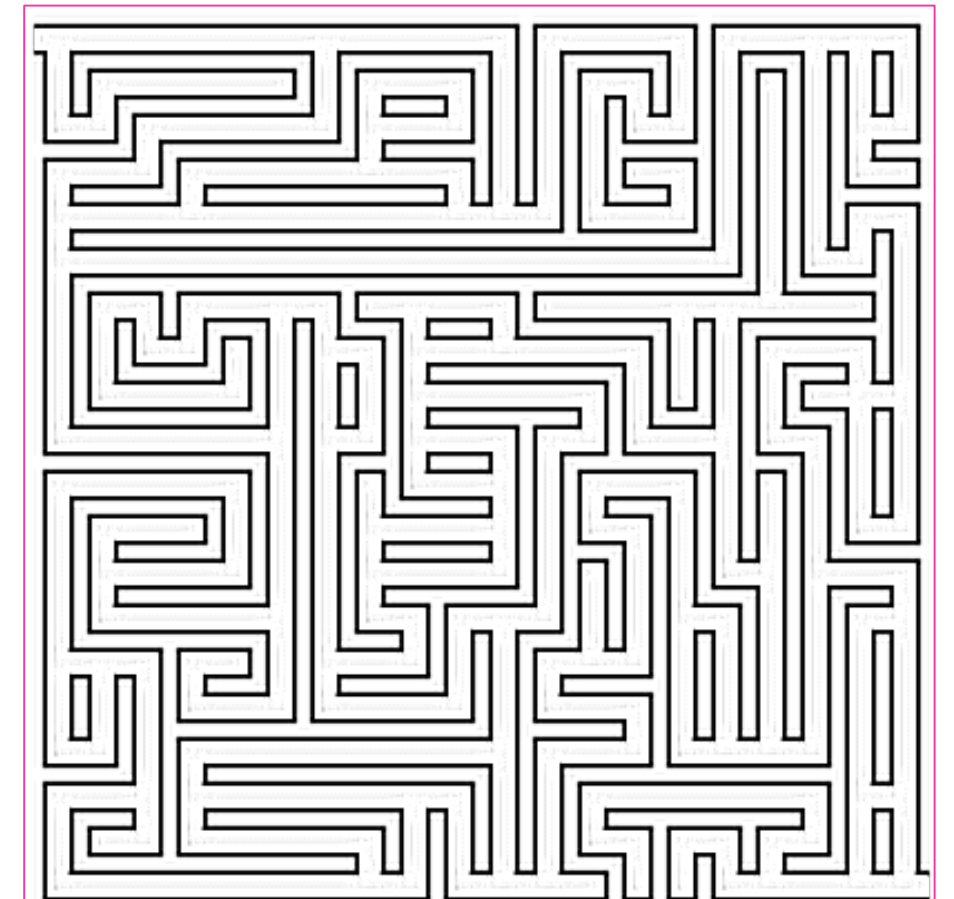
<sup>9</sup>  
**Problem Narrative** "Navigating the  
'broken system'"

## 2. Social Science

"Many will do what some label as  
questionable research practices. I have no  
doubt about that. They all will, because  
otherwise they won't survive in the system"

### Teaching style

- System focused  
Problematic incentives
- Assessment criteria
- Systemic problem in  
how we do research
- Lack of support as a  
symbol of the lack of  
recognition of the  
problem



<sup>10</sup>  
**Problem Narrative:** The scientific project as essentially ethical



## Teaching Style

- to create a safe space
- sharing experiences
- Referring experiences to codes and rules.

# 3. Humanities

The course is necessary for the creation of recognizable validity externally

Integrity presented as topical

ethical and research integrity reflexivity was insufficiently developed.







# Analysis

*”The Code of Conduct aims to support a common understanding and common culture of research integrity in Denmark”*

While responding to the same overall policy discourse about integrity training, problem narratives varied according to local debates, disciplines and developments.

A diversity of interpretation is perhaps not unexpected, with variations in emphasis across disciplines

# Commonalities

*All four courses engage with individual or local **reflexivity***

*Course designs do not engage with the fostering of a shared integrity culture or with institutional systems for supporting it*

*Reflexivity as a key method in integrity training speaks to student-centered pedagogies common in Denmark*



# Analysis

Regardless of the diverse local problem narratives (e.g. the "small cheater" vs "broken culture", there is a cross-faculty focus on individual reflexivity.

We see a cross-disciplinary ideal: a reflexive research who is highly responsabilised.

**The question remains is whether this responsabilization of the most junior actors in the research and higher education system is an adequate response to the overarching aim of fostering a culture of research integrity**



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### Researcher development through doctoral training in research integrity

Laura Louise Sarauw, Lise Degn & Jakob Williams Ørberg

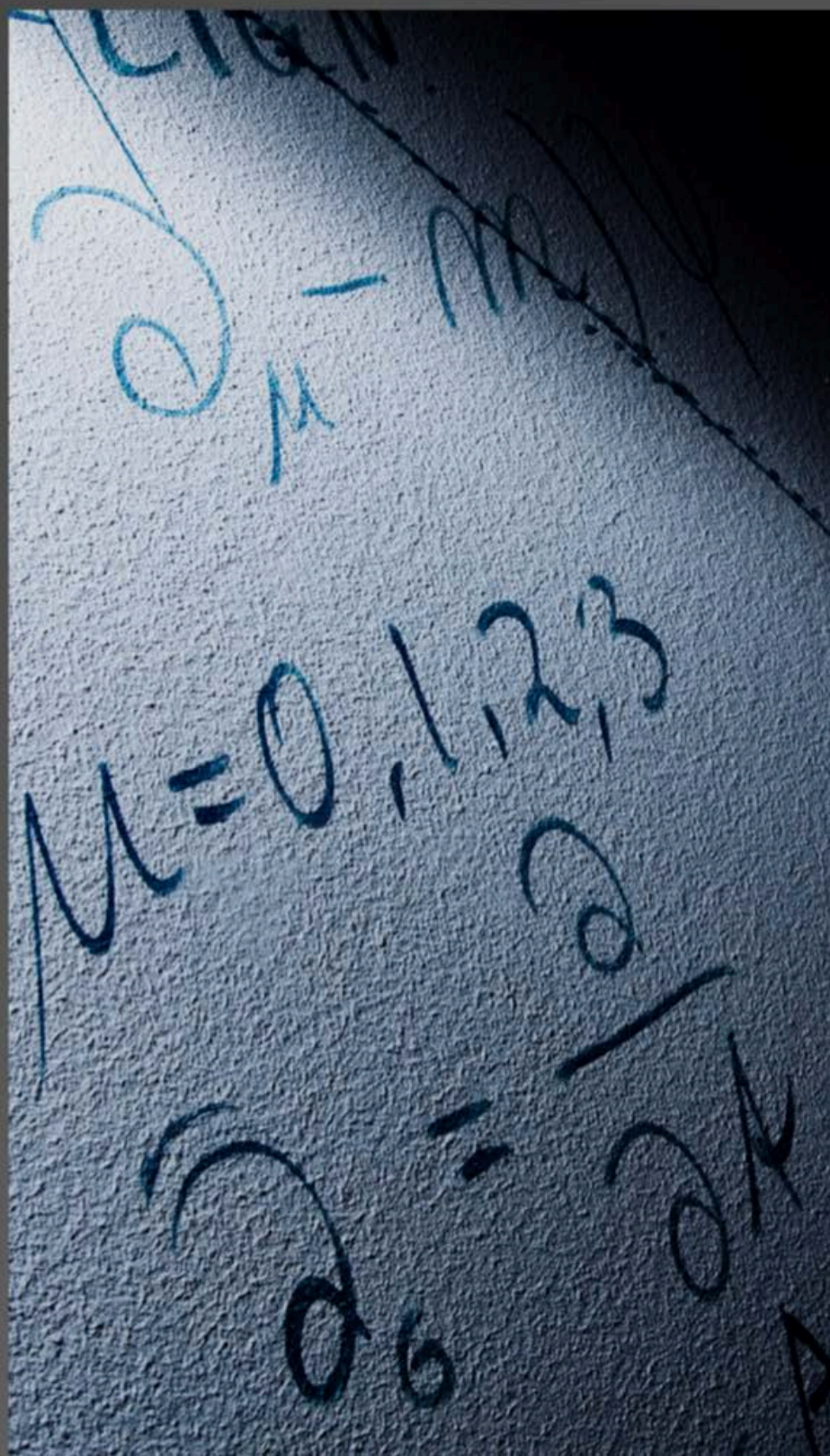
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