Course: Ethics and University Deontology

Course Information

Institute   : Natural and Life Sciences

Department   : Biotechnology

Target Audience   : 2nd-year Bachelor's students

Specialization   : Biotechnology, Food Sciences

Course Title   : Ethics and University Deontology (EDUNI)

Teaching Unit   : Cross-disciplinary

Credits: 01, **Coefficient**: 01

Schedule   : 1 hour 30 minutes per week (remote)

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Program

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INTRODUCTION: Contexts of the Algerian University

The Algerian university system has undergone significant transformations in recent decades, shaped by global educational trends and national reforms. With the aim of providing quality education and fostering research, the university is seen as a critical pillar for development. In this context, Algerian universities face the challenge of balancing academic growth with maintaining ethical standards in education and research. The introduction of ethics and deontology courses aims to guide both students and faculty in upholding academic integrity, fairness, and professionalism. As the academic environment becomes increasingly complex, it is essential to revisit foundational concepts like morality and ethics to ensure that the academic community remains aligned with these values.

CONCEPTS

2.1 Morality

Morality refers to the principles and values that guide individuals in determining right from wrong. It is deeply rooted in cultural, religious, and social norms, which help shape one's sense of duty, justice, and compassion. In the university setting, morality underpins personal behavior, interactions with others, and the broader sense of responsibility toward the academic community. A morally upright student or educator embodies respect, honesty, and fairness in their daily academic pursuits.

2.2 Ethics

Ethics, while closely related to morality, is more formalized and structured, often governed by codes of conduct specific to certain professions or institutions. In the context of the university, ethics involves adhering to established norms that regulate academic behavior, such as avoiding plagiarism, conducting research responsibly, and ensuring fairness in grading and evaluations. Ethical conduct ensures that universities remain places of intellectual integrity and respect for knowledge creation and dissemination.

2.3 Deontology

Deontology refers to the set of rules and duties that govern the professional conduct of individuals within a specific field. Unlike ethics, which deals with broader principles of right and wrong, deontology is more focused on the specific obligations tied to a profession. In the academic world, deontology includes responsibilities such as maintaining academic integrity,

respecting intellectual property, ensuring fairness in grading, and upholding confidentiality in student affairs. The deontological framework serves as a guide for educators, researchers, and administrative staff, ensuring that their actions align with the expectations and standards of their roles. It emphasizes duty above personal gain, reinforcing trust and accountability within the academic community.

2.4 Law

Law in the university context refers to the formal legal frameworks that regulate the operation of educational institutions, as well as the rights and obligations of students, faculty, and staff. National laws, university policies, and international agreements all influence the functioning of universities. Legal aspects include intellectual property rights, student rights, labor laws concerning university employees, and policies against harassment or discrimination. Universities are required to operate within the bounds of the law to ensure that they provide a safe, equitable, and lawful environment for all members of the academic community. A clear understanding of the law helps in maintaining order and protecting the rights of individuals within the academic setting.

2.5 Professional Values

Professional values are the fundamental beliefs and standards that guide behavior in the workplace. In the academic sphere, professional values such as integrity, respect, accountability, and collaboration play a crucial role in shaping the interactions between students, faculty, and staff. These values foster a culture of trust, fairness, and mutual respect, which is essential for a productive and harmonious academic environment. For educators, these values translate into a commitment to impartial teaching, mentorship, and research. For students, professional values encourage responsible learning, respect for peers, and ethical engagement with academic content. Upholding professional values ensures that the academic community functions effectively, with members contributing positively to its mission of knowledge creation and dissemination.

concept	Definition	Scope/Focus	Application in University Setting	Key Characteristics
Morality	Refers to principles and values that help individuals determine right from wrong, often influenced by cultural, religious, and social norms.	Personal and cultural values, often subjective and individualized.	Shapes personal behavior, interactions, and sense of duty in the academic community (respect, honesty, fairness).	Cultural and social norms, sense of justice and compassion.
Ethics	A formalized system of rules or codes that govern behavior, often specific to a profession or institution.	Broader principles of right and wrong within an institutional framework.	Includes avoiding plagiarism, conducting responsible research, and ensuring fairness in grading and evaluations to uphold intellectual integrity.	Regulated by professional codes, intellectual honesty, fairness.
Deontology	Refers to the specific duties and rules governing professional conduct, focused on the obligations tied to a profession.	Professional duties and responsibilities, emphasizing duty over personal gain.	Includes academic integrity, respecting intellectual property, fairness in grading, and confidentiality in student affairs.	Duty-based ethics, obligations, and role-specific expectations.
Law	The formal legal frameworks that regulate educational institutions, encompassing rights and obligations of students, faculty, and staff.	Legally enforceable rules and policies at the national or institutional level.	Includes national laws, university policies on intellectual property, student rights, labor laws, and anti-harassment regulations.	Enforceable by legal institutions, focuses on compliance and rights.

	Fundamental beliefs and standards that guide workplace behavior, promoting a productive and harmonious environment.	Workplace norms and standards that shape interactions and behaviors in professional settings.	Encourages integrity, respect, accountability, and collaboration in the academic community among students, faculty, and staff.	Trust, fairness, respect, collaboration, and mutual accountability.
Professional Values				

2-6 Learning and Teaching (Apprentissage et Enseignement)

1. Introduction

Learning and teaching are two essential processes in the transmission of knowledge and skills. While learning focuses on how individuals acquire new information, teaching focuses on the methods and strategies used by teachers to facilitate this learning.

2. Definition of Learning

Learning is a process by which an individual acquires new knowledge, skills, attitudes, or values through study, teaching, or experience. Learning theories vary widely, but they can generally be grouped into three main categories:

- **Behavioral Theories**: These theories, such as those by Pavlov or Skinner, focus on observable behavior and the idea that learning occurs through changes in behavior in response to external stimuli.

- **Cognitive Theories**: Proposed by theorists such as Piaget and Vygotsky, these emphasize the role of mental development, thought processes, and understanding in learning.

- **Constructivist Theories**: According to these theories, such as those by Dewey and Bruner, learning is an active process where learners build their own understanding by interacting with the world around them.

3. Definition of Teaching

Teaching is the art and science of imparting knowledge, facilitating learning, and guiding students toward specific learning objectives. It includes various pedagogical approaches and educational methods to meet the diverse needs of learners.

Teaching can be:

- **Direct**: The teacher delivers information and students receive it passively.

- **Inquiry-Based**: Teachers ask questions to encourage students to think and develop their own responses.

- **Collaborative**: Students learn through interactive activities and group work.

4. The Relationship between Learning and Teaching

Learning and teaching are interdependent. Teaching methods directly influence the effectiveness of learning. Good teaching is one that takes into account how learners acquire knowledge and adjusts its strategies accordingly.

5. Effective Teaching Strategies to Promote Learning

1. **Differentiation**: Adapting teaching to diverse learning styles and student levels.

2. **Active Pedagogy**: Using methods such as discussions, projects, and simulations to actively engage students in their learning.

3. **Learning by Doing**: Encouraging hands-on activities where students can apply what they have learned in real-world contexts.

2-7 Didactics and Pedagogy (Didactique et Pédagogie)

1. Introduction
The terms **didactics** and **pedagogy** are often used in the field of education, but they refer to different concepts. **Pedagogy** refers to the science of teaching, while **didactics** specifically concerns the transmission of knowledge within a given subject area.

2. Definition of Didactics

Didactics is the discipline that focuses on teaching methods and how disciplinary content (math, history, languages, etc.) is taught. It aims to make knowledge accessible and understandable to students.

According to **Chevallard** (1991), didactics focuses on the interactions between three elements: the teacher, the student, and the knowledge. This is often represented by the **didactic triangle**, where these three elements are in constant interaction.

Types of Didactics

- **General Didactics**: Studies the general principles of teaching, applicable to all disciplines.

- **Specific Didactics**: Focuses on the teaching of a particular subject, such as mathematics didactics or language didactics.

3. Definition of Pedagogy

Pedagogy, on the other hand, encompasses a broader vision and includes all teaching practices, taking into account the psychological, social, and cultural factors that influence learning. Pedagogy concerns the way teaching is done in general, regardless of the subject.

Pedagogical Approaches

- **Traditional Pedagogy**: Based on the authority of the teacher and learning by memorization.

- **Active Pedagogy**: Promoted by theorists like John Dewey, this approach encourages students to be active in their own learning.

- **Differentiated Pedagogy**: Takes into account individual differences among students to adjust teaching methods.

4. Differences between Didactics and Pedagogy

While the terms are sometimes confused, there are important differences:

- **Pedagogy**: Refers to the overall approach to teaching, including the teacher's attitude, interactions with students, and general methods.

- **Didactics**: Focuses on the specific content of teaching and how it is structured to facilitate understanding.

5. Integrating Didactics and Pedagogy in Teaching

For effective teaching, teachers must combine a solid understanding of pedagogical principles with a well-structured didactic approach. This means they must not only know **how to teach** (pedagogy) but also **what to teach** (didactics), while considering the needs and characteristics of learners.

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Introduction

Universities serve as vital institutions for knowledge creation, education, and societal advancement. In fulfilling their mission, universities are guided by a set of ethical and deontological principles that ensure integrity, fairness, and respect within academic communities. The **University Ethics and Deontology Charter** establishes a framework of values and responsibilities that all members of the academic community—students, faculty, researchers, and staff—must uphold. This chapter explores the fundamental principles that form the basis of this charter, emphasizing the importance of ethics in academic life.

3.1 Fundamental Principles

3.1.1 Principle of Integrity

Integrity is the cornerstone of academic ethics and deontology. It requires that all actions taken within the academic environment be conducted with honesty, transparency, and a commitment to truth.

- **Academic Honesty**: Faculty, researchers, and students are expected to present original work and give proper credit to the contributions of others. This applies to research, publications, assignments, and examinations.

Example: Plagiarism, whether intentional or unintentional, violates academic integrity. Universities enforce strict policies to prevent plagiarism by requiring accurate citations and references in academic work.

- **Transparency**: Decision-making processes in academic institutions should be open and clear, ensuring that all stakeholders have access to the necessary information. This includes transparent processes for student admissions, hiring, promotions, and grant allocations.

3.1.2. Principle of Respect for Human Dignity

Respect for human dignity is a fundamental principle that ensures the recognition of each individual's inherent worth. It calls for the creation of a university environment where all members feel valued, regardless of their background, status, or role.

- **Non-discrimination**: The charter emphasizes the importance of equality, ensuring that no individual is discriminated against based on race, gender, age, sexual orientation, religion, or socioeconomic status.

- **Harassment-Free Environment**: Universities are committed to creating a safe, harassment-free environment. This includes safeguarding individuals from sexual harassment, bullying, and other forms of mistreatment. All members of the community are encouraged to speak out against inappropriate behavior.

- **Privacy and Confidentiality**: Respect for human dignity also includes protecting the privacy of individuals. Personal information about students, faculty, and staff must be handled with confidentiality and in compliance with data protection laws.

3.1.3. Principle of Responsibility

The **principle of responsibility** emphasizes that every member of the academic community has duties and obligations to uphold ethical standards and contribute positively to the university's mission. This principle underscores accountability in teaching, research, and administrative roles.

- **Professionalism**: Faculty members are expected to maintain a high standard of professionalism in their interactions with students and colleagues. This includes delivering quality education, providing constructive feedback, and fostering an inclusive and supportive learning environment.

Table 2: Responsibilities of different university roles.

Role	Key Responsibilities
Faculty	Quality teaching, fair assessments, mentoring
Students	Academic integrity, active participation
Researchers	Adherence to ethical research standards, proper citation
Administrators	Transparency in decision-making, policy enforcement

- **Accountability in Research**: Researchers have a responsibility to ensure the accuracy of their findings and avoid misconduct such as data falsification or selective reporting of results. Research should be conducted with the highest ethical standards, particularly in fields involving human or animal subjects.

3.1.4. Principle of Autonomy and Academic Freedom

Universities are spaces of intellectual exploration where ideas and knowledge can be freely discussed. The **principle of autonomy** protects the independence of academic institutions and ensures that faculty and students have the **academic freedom** to pursue research and educational activities without external interference.

- **Autonomy of Universities**: Universities should have the ability to govern themselves and make decisions based on academic and scientific merit. This independence is crucial for maintaining the integrity of research and teaching.

- **Freedom of Expression**: Academic freedom allows for open discourse, enabling faculty and students to express diverse viewpoints and challenge established ideas without fear of censorship. However, this freedom is exercised within the boundaries of respect and responsibility, ensuring that harmful or discriminatory ideas are not propagated.

3.1.5. Principle of Social Responsibility and Engagement

The **principle of social responsibility** highlights the university's role in contributing to societal progress. Universities are not isolated institutions; they have a duty to address societal challenges, promote public good, and engage with their communities.

- **Community Engagement**: Universities are encouraged to participate in activities that benefit the local community, such as public lectures, outreach programs, and partnerships with non-governmental organizations (NGOs). These initiatives help bridge the gap between academia and society, ensuring that knowledge is used to address real-world issues.

Example: A university organizing workshops on environmental conservation for local communities demonstrates its commitment to social responsibility.

- **Sustainability**: In alignment with global efforts toward sustainability, universities should promote environmentally responsible practices. This includes reducing their carbon

footprint, implementing recycling programs, and incorporating sustainability topics into their curricula.

3.1.6. Principle of Justice and Fairness

Justice and fairness are integral to fostering a culture of equality and opportunity within universities. The **principle of justice** demands that all members of the academic community are treated fairly in terms of access to resources, opportunities for growth, and evaluations of performance.

- **Fair Evaluation**: Students and faculty should be evaluated based on merit and academic performance, free from bias or favoritism. Grading, promotions, and awards must be conducted in a fair and transparent manner.

- **Equal Access to Opportunities**: Universities must ensure that opportunities for scholarships, research funding, and academic recognition are available to all qualified individuals, regardless of their personal backgrounds.

3.1.7. Principle of Collaboration and Collegiality

Collaboration and collegiality are essential for fostering a positive and productive academic environment. The **principle of collaboration** promotes teamwork and interdisciplinary cooperation, while **collegiality** emphasizes mutual respect among colleagues.

- **Interdisciplinary Collaboration**: Universities encourage collaboration across different disciplines, recognizing that complex global challenges, such as climate change or public health crises, require collective expertise.

Example: A collaborative research project between the engineering and biology departments to develop renewable energy solutions.

- **Mutual Respect**: Collegiality involves treating fellow members of the academic community with respect and recognizing the value of their contributions. Faculty, students, and staff should work together in a spirit of mutual support.

3.2. Rights, Obligations, and Duties

3.2.1. Rights in the Academic Community

The university charter protects the rights of all individuals involved in academic life, promoting equity, academic freedom, and personal well-being.

a) Right to Academic Freedom

Academic freedom is a cornerstone of scholarly work, allowing faculty, researchers, and students to explore ideas, engage in research, and publish findings without external interference or fear of retribution. This freedom:

- Enables the pursuit of knowledge across disciplines.
- Protects the independence of academic judgment.
- Ensures a space for open debate and exchange of diverse perspectives.

b) Right to Equal Opportunities

Universities are obligated to offer equal access to education, research, and professional growth, ensuring that no member faces discrimination based on race, gender, nationality, age, disability, or religion. Equal opportunity policies:

- Support fair access to scholarships, grants, and career advancements.
- Promote diversity and inclusion.
- Create an environment free from bias.

c) Right to a Safe and Respectful Environment

Every university member has the right to a safe, respectful, and harassment-free academic environment. Universities implement policies and training to:

- Prevent harassment, bullying, and discrimination.
- Maintain a physically safe campus.
- Encourage respectful conduct among all members.

d) Right to Privacy

Privacy rights protect the confidentiality of personal and academic information for students, faculty, and staff. This includes:

- Secure handling of personal data and academic records.

- Respect for individual privacy in communications and interactions.

- Compliance with data protection laws and regulations.

3. 2.2.Obligations in the Academic Community

Obligations ensure that university members contribute positively to the university's mission, uphold its values, and respect the rights of others.

a) Obligation to Maintain Integrity

Academic integrity involves conducting research, teaching, and other academic activities with honesty and accountability. Faculty, students, and researchers are obligated to:

- Present original work and provide proper citations for the contributions of others.

- Avoid plagiarism, fabrication, and falsification of data.

- Adhere to ethical guidelines for research, especially with human and animal subjects.

b) Obligation to Promote Fairness and Transparency

Fairness and transparency are essential for trust within the academic community. This obligation includes:

- Ensuring fair evaluation of students and faculty based on performance and merit.

- Promoting transparent decision-making processes in admissions, grading, and promotion.

- Avoiding any form of favoritism or bias.

c) Obligation to Support Inclusivity

Inclusivity requires creating an environment where all individuals, regardless of background, feel welcomed and respected. This obligation involves:

- Actively supporting diversity initiatives.

- Respecting cultural and personal differences.

- Providing resources and support systems for underrepresented groups.

b) Obligation to Protect the Environment

Universities are increasingly responsible for promoting sustainability within their operations and curricula. Members are expected to:

- Conserve resources and reduce waste.

- Participate in sustainability initiatives.

- Integrate environmentally responsible practices into academic activities.

4. Duties in the Academic Community

Duties provide specific expectations and standards of conduct for different roles within the university.

4.1 Duties of Faculty and Researchers

Faculty and researchers hold unique responsibilities that shape the academic and ethical standards of the university.

- **Teaching and Mentorship:** Faculty members are responsible for providing high-quality education, offering constructive feedback, and fostering a supportive learning environment.

Chapter 4: Applications in Teaching and Scientific Research

4.1 Teaching: Courses, Evaluation of Knowledge and Behavior

1. Introduction to Ethics in Teaching

Ethics in teaching involves promoting fairness, respect, and inclusivity within the educational environment. It also seeks to establish trust between educators and students, ensuring academic growth and integrity.

Key Ethical Principles in Teaching

1. **Fairness and Impartiality**:

- Avoid favoritism or bias in grading and classroom interactions.

- Ensure equal opportunities for all students to succeed.

2. **Respect for Diversity**:

- Recognize and value the cultural, social, and intellectual diversity of students.

- Avoid discriminatory remarks or actions.

3. **Confidentiality**:

- Maintain the privacy of student information (grades, personal concerns).

- Respect students' intellectual property and ideas.

2. Courses: Designing and Delivering Ethical Instruction

Ethical teaching begins with designing courses that are inclusive and accessible to all students while fostering a conducive learning environment.

Strategies for Ethical Course Design

- **Clear   Learning   Objectives**:
  Provide a transparent roadmap of what students will learn and achieve by the end of the course.
  Example: Clearly outline course policies in a syllabus.

- **Culturally Sensitive Curriculum**:

- o Include materials from diverse perspectives.

- o Ensure the curriculum does not promote stereotypes.

- **Accessible Resources**:

  - o Provide course materials in formats accessible to students with disabilities.

  - o Ensure no financial barriers to access resources (e.g., open educational resources).

3. Evaluating Knowledge and Behavior

Evaluation practices must be transparent, unbiased, and designed to promote academic growth.

Best Practices in Academic Evaluation

1. **Transparent Criteria**:

   - Use detailed rubrics or grading systems to clarify expectations.

   - Communicate these criteria to students at the start of the course.

2. **Avoid Bias**:

   - Use anonymous grading systems to minimize unconscious bias.

   - Regularly review grading practices for fairness.

3. **Constructive Feedback**:

   - Focus on improvement and learning rather than criticism.

   - Provide specific examples to help students address their weaknesses.

Behavioral Evaluation

- Assess students' participation, teamwork, and respect for peers during group projects.

- Promote ethical behavior by reinforcing academic integrity in collaboration.

4. Technology and Ethics in Teaching

As digital tools become integral to education, ethical considerations must guide their use.

Key Practices

1. **Data Privacy**:

   - Safeguard students' personal information on learning management systems (LMS).

   - Use only approved platforms for teaching and communication.

2. **Fair Use of Technology**:

   - Avoid excessive surveillance during online exams.

   - Integrate technology to enhance learning rather than replacing interpersonal interactions.

Case Study: Ethical Challenges in Teaching

Scenario: A professor is accused of favoring certain students during evaluations. **Discussion**:

- The importance of transparency in grading criteria.

- Establishing ethics training for educators to prevent similar issues.

4.2 Scientific Research: Research Methodology, Plagiarism, Copyright, and Scientific Writing

1. Ethics in Scientific Research

Ethical research ensures accuracy, credibility, and respect for all involved parties.

Key Principles

1. **Honesty**: Avoid fabricating or falsifying data.

2. **Objectivity**: Ensure findings are unbiased and not influenced by personal or financial interests.

3. **Respect for Participants**:

   - Obtain informed consent.

- Ensure confidentiality and data protection.

4. **Accountability**:

- Correct errors promptly.

- Share data transparently when required.

2. Research Methodology

Ethics is embedded in every stage of research:

Stages and Ethical Concerns

- **Research Design**:

  o Avoid conflicts of interest that may skew objectives.

  o Design feasible studies that respect ethical boundaries.

- **Data Collection**:

  o Protect human or animal subjects by following ethical guidelines (e.g., Helsinki Declaration).

- **Data Analysis**:

  o Report all findings honestly, including negative results.

  o Avoid manipulating data to fit preconceived hypotheses.

3. Plagiarism and Copyright

Plagiarism

- **Types of Plagiarism**:

  o **Direct Plagiarism**: Copying text verbatim without citation.

  o **Self-Plagiarism**: Reusing one's own previously published work without acknowledgment.

  o **Accidental Plagiarism**: Failing to cite sources due to oversight.

- **Prevention Tools**:

- o Use software like Turnitin or iThenticate.

- o Maintain meticulous citation records during research.

Copyright

- Respect intellectual property laws.

- Obtain permissions for reproducing copyrighted material (e.g., figures, tables).

4. Scientific Writing

Good scientific writing ensures clarity, accuracy, and acknowledgment of contributions.

Best Practices

1. Avoid exaggerating or misrepresenting results.

2. Use consistent citation styles (e.g., APA, MLA, Chicago).

3. Respect authorship criteria (e.g., only contributors to research should be listed as authors).

Case Study: Ethics in Research and Writing

Scenario: A researcher falsifies data to secure publication. **Discussion**:

- The consequences of unethical practices for careers and institutions.

- The role of peer reviewers and journals in maintaining research integrity.

5. Addressing Ethical Violations in Research

Whistleblowing

- Encourage reporting of unethical practices to protect the integrity of research.

- Provide safe mechanisms for whistleblowers to report violations anonymously.

Institutional Oversight

- Establish ethics review boards (e.g., Institutional Review Boards).

- Provide regular ethics training for researchers.

6. Practical Applications of Research Ethics

1. **Literature Reviews**: Avoid selective referencing to skew interpretations.

2. **Data Privacy**: Comply with laws like GDPR for human research.

3. **Collaborative Research**: Foster transparency and respect in multidisciplinary teams.

Conclusion

Ethics, morality, and deontology in teaching and research uphold academic integrity and professionalism. Educators and researchers must remain committed to these principles to promote trust and excellence in their fields.

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