Review of: "Academic Integrity in Poland: A Culturally Sensitive Code of Ethics Proposal"

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PLEASE NOTE TEXT EDITING IN BOLD AND UNDERLINED IN TEXT

The chosen problem[R1] does not seem to be the most important social problem in Poland, however, this is an issue where we somehow stand out[R2] . Perhaps this is due to a certain 'tradition of combining' and a desire to outsmart a superior authority[R3] . Unfortunately, pupils who devise ever more ingenious ways to cheat the teacher are sometimes made into heroes by their peers (Bajtos et al., 2020; Davis et al., 2011; Bushway et al., 1997; Schab, 1991). Perhaps their ingenuity and enthusiasm can be compared to the ambitions of young people who in the past secretly founded organisations and schemed how to secretly gain knowledge. [R4] However, a dishonest student usually becomes a dishonest student, and at Polish universities, cheating is also common[R5] . So much so that when one student loudly points out during an exam that his colleague is cheating, he becomes the target of attacks from other students[R6] . In view of this, cheating is more often described as a **coping skill rather than~~as~~ cheating**. Relegated to the sidelines, the problem is often ignored. In Poland, for generations, cheating has been considered harmless, even normal. People download [R7] at every level of education: from primary school to university, and teachers turn a blind eye. **Also,** in view of the recent pandemic situation, when learning took place remotely, the problem of cheating has increased (Parcheta-Kowalik et al., 2015).

 [R1]What is the chosen problem?

 [R2]This is a vague and sweeping statement

 [R3]Need some more information.

 [R4]It looks like the author assumes that the reader is informed, while the reader might not know what this refers to

 [R5]Sentence needs reconstruction, this is unclear, not sure what is meant by a dishonest student usually becomes a dishonest student ...

 [R6]This sentence needs to be combined with the previous sentence; or else rephrased

 [R7]What? Do you mean copy and paste? Plagiarise?

1. Seeing the problem

An attempt to analyse it from the point of view of the child, the education system, parents and upbringing, as well as the consequences for the future generation, makes this issue seem worth noting. ~~Al the more~~ **More so**, in view of the current situation, where AI is beginning to interfere more and more in the education system and scientific work in the broader sense - students[R1] , as well as academics, are increasingly taking advantage of such an opportunity to trick themselves into writing scientific papers and articles (Gwóźdź, 2019; Honzíková et al., 2020). In Poland, the acceptance of dishonest exam writing is much higher than in other countries[R2] . Beginning with the fact that there are cases of parents doing homework for their children and ending with the purchase of dissertations - [R3] every now and then, information about people writing dissertations to order appears in the media (many such offers can be found on the Internet) (Marcysiak et al., 2019, Walker et al., 2012[R4]).

 [R1]Either comma or m-dash. See the difference between hyphen, n-dash and m-dash:
https://www.scribbr.com/language-
rules/dashes/#:~:text=The%20en%20dash%20is%20approximately,a%20break%20in%20a%20sentence.

 [R2]Why is this so? And which countries, for example?

 [R3]M-dash or comma

 [R4]This needs to be explained with more evidence or examples

A. *Scale of the problem – researches*

According to a survey conducted in 2004 - 2005 in Łódź by CBOS[R1] , 58% of Poles are not against such practices as downloading[R2] , while only 28% openly criticise such ~~activity~~ **practices.** What is more, according to surveys carried out in secondary school[R3] , ~~as many as~~ **up to** 86-95% of students have downloaded at[R4] least once, only 16% consider it something bad, and ~~as many as~~ **up to** 60% of students have no opinion on the subject. According to a 2015 CBOS survey, ~~as many as~~ **up to** 58% of respondents see nothing wrong with downloading[R5] . Only 28% of Poles strongly condemn downloading. And how many students download during tests, exams and midterms[R6] ? According to surveys conducted over the past two decades, between 66% and 98% of students admit to cheating[R7] . The vast majority use unauthorised aids [R8] when they have the opportunity. A negligible number of students only use downloading in emergency situations.[R9]

 [R1]What is this? What does it stand for? First write it out, then put the abbreviation between brackets. Hereafter you can use only the abbr.

 [R2]What do you mean by downloading? What?

 [R3]Are these the same as done by CBOS? Or which surveys are you referring to?

 [R4]What?

[R5]What? Or do you mean copy and paste? Plagiarising?

[R6]Why asking this question here? Who will answer it? Rather convert to a statement

[R7]In what? Be more specific

[R8]For example? And reference

[R9]Please explain what this means

To show a broader perspective[R1] , it is worth mentioning other studies comparing the level of cheating in schools in different countries. For **example,** a study published in the Journal of Cross-Cultural Psychology [R2] in 2012 (Rettinger et al., 2012) compared cheating behaviour[R3] among university students in 18 countries, including Poland. The study found that students in some countries, such as Turkey and Thailand, reported higher levels of cheating than students in other countries, such as Japan and Norway. However, the study also found that cheating rates were generally higher among students in business and economics **programmes** than among students in other fields[R4] . Another study published in the journal Science and Engineering Ethics in 2018 (Anderman et al., 2018) surveyed engineering students in six countries, including Poland. The study found that while cheating rates varied across countries, there was a significant problem with academic dishonesty in all six countries, and that certain types of cheating, such as copying from a classmate's exam, were more prevalent than others[R5] .

[R1]On what?

[R2]Just mention in the reference list. Not necessary in the text

[R3]Is it American or British

[R4]Does it say why?

[R5]To what conclusions did these studies came?

B. *"Ethical awareness" and legal orders*

Cheating by students in Polish schools undermines several ethical principles, including **honesty** (Maruszewska, 2009). ~~Honesty:~~ Honesty[R1] is a core ethical principle that is essential ~~to~~ **for** maintaining trust and integrity. When students cheat, they are ~~being~~ dishonest about their knowledge and abilities, which undermines the trust ~~that~~ teachers and other students have in them (Błachnio, 2019).

[R1]Rather just write out the sentence in stead

~~Fairness:~~ Fairness is another important ethical principle that is essential to creating a level playing field for all students. When some students cheat, they gain an unfair advantage over others who are working hard to succeed through honest means.

~~Respect:~~ Respect is an ethical principle that involves treating others with dignity and acknowledging their worth. When

students cheat, they are showing disrespect for the efforts of their peers who are working hard to succeed through honest means.

~~Responsibility~~ Responsibility is an ethical principle that involves taking ownership of one's actions and being accountable for their consequences. When students cheat, they are shirking their responsibility to learn and succeed through honest means, and they are potentially putting their own academic and professional futures at risk.

~~Trust:~~ Trust is a key ethical principle that is essential ~~into~~ building strong relationships and communities. When students cheat, they erode the trust that teachers, parents, and peers have in them, which can have negative ~~inconsequences~~ in ~~both in~~ the short and long term.

~~Integrity:~~ Integrity is an ethical principle that involves maintaining consistency between one's actions and values. When students cheat, they ~~are acting~~ act in a way that is inconsistent with the values of academic integrity and honesty, which undermines their own sense of personal integrity and can have negative consequences for their future success (Góźdź, 2020).

It seems that **the** ethical awareness of cheating at school as a serious problem is still too low [R1] in Poland. Issues of legal regulation and punishment come first[R2] . The regulations presented below indicate the attempts made so far [R3] to solve the problem on ~~the basis of~~ based on legal provisions and regulations, which, as already indicated in the previous paragraphs, in many cases [R4] remain ineffective[R5] .

 [R1]What do you mean by 'low'? Is there a measurement?

 [R2]What do you mean by this? What punishment? And by 'come first' - in what? Why?

 [R3]By whom?

 [R4]Such as?

 [R5]On which research/evidence is this based?

~~In accordance with~~ According to the Regulation of the Polish Minister of National Education of 21 December 2016 on the detailed conditions and manner of conducting the lower secondary school and matriculation examinations, as well as in accordance with the Regulation of the Minister of National Education of 28 August 2019 on the detailed conditions and manner of conducting the vocational examination and the examination confirming qualifications in a profession, there is a total prohibition of any form of unauthorised external assistance[R1] . Applicable penalties:

- warning,
- withdrawal of a previously prepared aid,
- transfer to another seat in the classroom, attention,
- withdrawal of work,
- change from written to oral assessment,

- a **failed** mark without regard to the answers,
- giving a failing grade without the chance to take a revision test.

 [R1]Give reference to these regulations above

During state examinations. [R1] The examination is interrupted and the student is asked to leave the examination room. **For example, in** the case of a matriculation **exam** ~~for example,~~ the next chance to take the exam is not until next year (Szpila, 2012).[R2]

 [R1] incomplete sentence.

 [R2]This paragraph does not make sense in this context. I don't know what you are referring to. Put in perspective and discuss.

C. *Teacher's perspective*

It is worth also noting the teachers'**perspectives** (Bajtoš, 2020). With regard to the Polish**viewpoint,** Jarek Szulski, an educator, **teacher,** and author of the book 'Nauczyciel z Polski', believes that if a school's most important**goals are** ~~is~~ averages and a high place in the rankings, while at the same time other spheres of development are neglected, it means that the school is not serving students and education. During his career, he has encountered situations where students in their matriculation year have been asked to change schools because they might have lowered their averages[R1] . "I have also heard of more sublime forms of this phenomenon, when a student is told that he cannot write, for example, extended mathematics, and if he chooses it, he will not be allowed to take the exam[R2] ", says a former teacher at Warsaw's Reytan Middle School and Reytan High School, formerly Batory High School. In view of the above, cheating at school is sometimes a condition of survival for pupils.[R3]

 [R1]The averages of the school? Or whose?

 [R2]Why? Did they give the reason. Just for confirmation

 [R3]Of what? The reader can make assumptions, but you have to be clear to avoid misunderstanding

D. *Researcher's perspective*

Many publications on downloading[R1] highlight the need for a change in attitudes to learning**such as Lupton et al. (2020), Klein et al.(2007), Strom (2007).** Directing more attention from the desire to get good grades and compete with other students to the desire to acquire knowledge would probably contribute to a decrease in the percentage of students who cheat. Researchers [R2] who have dealt with this issue in Polish schools have pointed out that the biggest problem is the consolidation of **encyclopedic** knowledge, which is easy to write down on a wall, [R3] but more difficult to use in practice. Another problem is the vast amount of material that teachers have to pass on and students have to assimilate. In many cases, downloading[R4] is the result of a lack of time to prepare thoroughly for each test.

 [R1]See comments above regarding the term 'downloading'

[R2]Who?

[R3]What do you mean?

[R4]See comments above

2. Judgement of the problem **in the** light of values and virtues[R1]

Cheating is a corruption of academic integrity, a value upheld by many educational institutions around the world[R2] . The Gospel teaches that honesty and integrity are important virtues and, according to the golden rule, we should treat others as we would like to be treated ourselves.[R3] Cheating should be interpreted as contrary to these principles. If a student is cheating at school, it is important to address this behaviour and help the student understand the importance of academic honesty. It is also important to promote a culture of honesty and integrity within the school community and to encourage students to take responsibility for their own learning and work hard to achieve their goals.

[R1]It will help this article if a theoretical framework can be established, which will drive your work and confirm your findings

[R2]Reference(s)?

[R3]This is a good virtue, but in the context of an academic paper, how will you convert this to an academic statement based on research; or maybe social norms, ethics etc.

Honesty as an important virtue is passed on to children by **parents, and** it is then valued by employers. It is therefore surprising that philosophy[R1] has not mentioned the virtue of honesty in the last **50 ~~fifty~~** years, which could be considered a serious omission (Miller, 2020; 2021).

[R1]Be more specific. What is meant by philosophy? Do you mean research, the discipline or what?

~~In order to~~ **To** make an overall assessment of the problem under consideration, it would be necessary to mention that there are many factors that may influence student cheating at school in Poland **(Chudzicka-Czupała, 2014), including:** ~~(Chudzicka-Czupała, 2014)~~

Pressure to succeed: As mentioned earlier, there is often a lot of pressure on Polish students to perform well academically. This pressure can come from parents, teachers, and peers, and it can lead some students to cheat in order to maintain their grades.

Lack of consequences: If cheating is not ~~seen as~~ **considered** a serious **offence** ~~offense~~ or if there are no real consequences for getting caught, students may be more likely to take the risk.

Lack of understanding: Some students may not fully understand what constitutes cheating, especially if they come from a different cultural or educational background.

Lack of interest: Students who are not interested in the subject matter or who struggle to keep up may be more likely to

cheat ~~in order~~ to avoid **failure**. ~~failing~~

Accessibility of cheating methods: With the rise of technology, it has become easier than ever to cheat in school. Students can copy and paste text from the internet, share answers via text message or social media, or use other methods [R1] to cheat.

Peer pressure: Students may feel pressure ~~from their peers~~ to cheat, especially if cheating is seen as a norm within their social group.

Ethics and values: Students' own personal values and ethics may play a role in **whether** ~~or not~~ they choose to cheat.

[R1]vague

The **above-mentioned** can be described as '**self-defense** lies' analysed in contemporary philosophical and psychological literature on deception and false excuses. These involve lies of **self-defense** to protect apparent interests, to avoid, for example, a speeding ticket or, in the case of the problem under discussion, a negative grade at school (Hsieh, 2004).

A. *Influence of Polish national culture*

Polish culture generally places a high value on academic achievement and education, and many parents place great emphasis on their children's success at school. This **can** ~~may~~ potentially contribute to a culture of competition and pressure to succeed, which can lead some students to cheat ~~in order~~ **to** get better grades. In addition, the role of education in Polish society is seen as very important, with many people seeing it as a means **of** ~~to~~ social and economic advancement. This can also contribute to the pressure to succeed in school, which **can** ~~may~~ lead some students to cheat. The causes of student dishonesty could also be sought in the related problem of corruption[R1] , which could potentially extend to academia. If students grow up in an environment where corruption is prevalent, they may be more likely to engage in **cheating** ~~as a~~ **way** to achieve their academic goals (Orosz et al., 2018). In Poland, there is social consent to this kind of practice, and if a student notices that, for example, his or her friend is cheating, it is unfortunately better for him or her not to go public with this information (Chudzicka-Czupała, 2016).

[R1]Need more background information, references, evidence, etc. here

~~Poland has also~~ **Poland also has** a long history of being invaded and controlled by foreign powers, which has led to a culture of suspicion and mistrust towards those in authority[R1] . This may contribute to a culture of cheating **at** ~~in~~ school, where some students may view the educational system and teachers as part of an oppressive power structure that can only be overcome through deceit. Perhaps their ingenuity and eagerness can be compared to the ambitions of young people who in the past secretly set up organisations and contrived how to secretly acquire knowledge[R2] . However, a dishonest pupil usually becomes a dishonest student, and at Polish universities, cheating is also common (Butler, 2007). So much so that when one student loudly points out during an exam that his colleague is cheating, he becomes the target of attacks from other students. In view of this, cheating is more often described as a coping skill than as cheating. ~~In order to~~ **To** show the Polish approach to many **issues,** including school challenges, the following will be [R3] the lyrics of a contemporary song that explains the **Polish national** cultural approach.[R4]

[R1]Need to provide evidence, references

[R2]This may be speculation, is their no evidence to support this?

[R3]Why will be? Is it not currently the case?

[R4]Or the Polish cultural character?

Polak potrafi *kto temu zaprzeczy*

Dla Polaka nie ma nie do wykonania rzeczy

Twardy charakter i silne ręce

Słowiańska dusza i wielkie serce

Kto da więcej Trwa licytacja

Nie zabiła go komuna i nie zmieni

demokracja

Połowa w kraju połowa na wakacjach

Pięknie rozkwita emigracja

Jak następna stacja drogi krzyżowej

Dla narodu w krainie polityki moherowej

Ktoś powiedział Polak potrafi

On uwierzył bo wiarę miał

Ojczyznę i Boga w sercu

A dłonie jak stal

Polak potrafi wedle powiedzenia

Dla Polaka nie ma sprawy nie do załatwienia

Polak ma ambicje Polak ma marzenia

Na marzeniach wychowane pokolenia

Jak zorganizować to czego pod ręką nie ma

Kombinatorka drogą do zbawienia

Darmowe cyrkowe przedstawienia

Klaunów na arenie politycznej

W mojej ojczyźnie kochanej platonicznie

A tak miało być ślicznie

Ktoś powiedział Polak potrafi

On uwierzył bo wiarę miał

Ojczyznę i Boga w sercu

A dłonie jak stal

Ktoś pokazał drogę do celu

On poszedł tak jak stał

Z ojczyzną i Bogiem w sercu

I zdobył co chciał

Polak potrafi Polak umie

Polak nie zginie w tłumie

Polak ponarzeka i zaszlocha

Ale jaka by nie była Polskę kocha

Polish man can do it

There are no impossible things for a Polish man

Tough character and strong hands

Slavic soul and a big heart

Who gives more?

The communists didn't kill him and democracy won't change

him

Half in the country half on holiday

Emigration is blooming beautifully

Like the next station on the Stations of the Cross

For a nation in the land of mohair politics

Someone said Polish man can

He believed because he had faith

Homeland and God in his heart

And hands like steel

Polish man is able to, according to the saying

For a Polish man there's nothing that can't be done

Polish man has ambitions

Polish man has dreams

Generations raised on dreams

How to organise what is not at hand

The combinatorial way to salvation

Free circus performances

Clowns in the political arena

In my platonically loved homeland

And it was supposed to be so beautiful

Someone said Polish man can

He believed because he had faith

Homeland and God in his heart

And hands like steel

Someone showed the way to the goal

He went as he stood

With fatherland and God in his heart

And got what he wanted

Polish man can do Polish man can do

Polish man will not be lost in the crowd

Polish man will complain and cry

But whatever he is, he loves Poland

B. *Who is responsible?*

Responsibility for students cheating in Polish schools lies~~a number of~~ **with several actors,** including students, teachers, parents and policy makers.

Students are ultimately responsible for their actions and should be held accountable for cheating. They should also be educated about the consequences of cheating and alternative ways **of succeeding at** ~~to succeed in~~ school without resorting to dishonesty.

Teachers also have a responsibility to discourage cheating and create a culture of academic honesty in their classrooms. This can involve setting clear expectations [R1] for academic honesty, designing assessments that make cheating more difficult, and providing resources and support [R2] **to** ~~for~~ students who are struggling.

Parents can also play a role in preventing cheating by emphasising the importance of academic honesty and supporting their children's education in a positive way. They can also work with schools and teachers to create a culture of honesty and trust.

Policymakers can play a role in countering cheating by creating policies and programmes that support academic integrity. This can include funding anti-cheating initiatives, developing grading policies that encourage honesty, and training teachers and administrators on how to detect and prevent cheating.

In view of the **above-mentioned** problem sides, it would be appropriate to say that preventing student cheating in Polish schools requires a concerted effort by all stakeholders and a commitment to creating a culture of academic integrity that promotes honesty and trust.

The search for possible solutions to social problem students cheating, which will be considered in the next paragraph of the paper, should be embedded in the effort to follow the path of truth and to live in accordance with the light of truth, since every person is obliged, according to his or her circumstances, to seek solutions to social issues in accordance with the full human truth, bearing in mind that neither truth nor morality can depend on the judgement of the majority[R3] . Therefore, also the acceptance by society (the search by teachers, parents and the students themselves for excuses for dishonest acts) is not a sufficient premise to consider these acts as morally good. Of course, any attempt to understand the roots of these actions is extremely important and worth noting, but one must not lose sight of the goal of any solution to return to truth and honesty.

3. Identification of possible solutions[R4]

Noticing and better understanding the influence of Polish national culture on inappropriate academic**behaviour,** students should notice the need and concern for honesty in the name of justice so that they perceive honest behaviour as good, wise, useful, enjoyable, and profitable. **Therefore, a** culturally sensitive code of ethics should ~~therefore~~ be **developed.** An interesting suggestion for the problem under discussion could be to compare it to a rider on horseback, as the best antidote to self-doubt caused by failure is to get back on the horse. As a **general** rule of thumb, the idea that we should persevere despite the fear of another failure applies to both moral and equestrian pursuits. The process of moral improvement would involve acknowledging bad deeds and motivating oneself to change. In view of this, the primary danger that false excuses pose to moral character is their ability to undermine these two necessary prerequisites for moral improvement, by blinding us to our moral failings and reducing our motivation to reform (Hsieh, 2004). It **might also** ~~might be also~~ be worth rethinking the inspiration and application of the criteria according to the 1979 Belmont Report in the key of: (1) respect for persons, (2) beneficence and (3) justice, which applies to research ethics (Miracle, 2016) having regard to respect for human dignity, transparency and **accountability,** as well as confidentiality (personal data files and privacy issues).
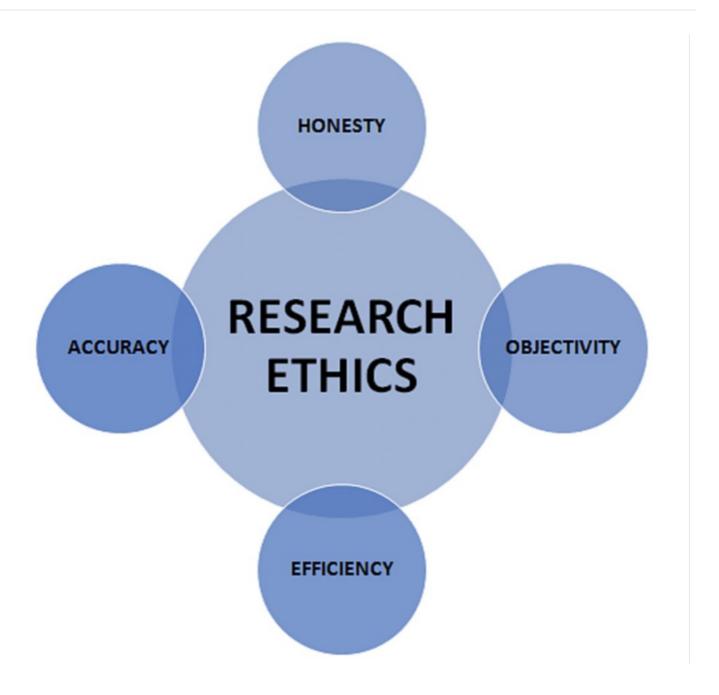
 [R1]Such as?

 [R2]Such as?

 [R3]References needed here. It almost seems like this is based on one or other theory

 [R4]Bring in the references earlier in this paragraph

The graphic above shows the principals of conducting research by**source:**

https://edurev.in/studytube/Notes-Research-Ethics-Principles/04e8afee-ab57-4dfb-8cee-40d142bd3aa6_t.

It would be interesting to highlight a study that developed a model of the cultural coevolution of integrity and capital (Somanathan et al., [R1] 2004). [R2] Honesty and employee human capital were shown to be positively correlated. Such an approach shows honesty as not only an ethical and moral**value,** but also one whose benefit can be calculated according to a mathematical formula. Such an argument[R3] seems to be a valuable reasoning to indicate the legitimacy of certain regulations at the decision-making level of the state and, in this case, the education department.

 [R1]Why is this et al. if there are only two authors? Name them both

 [R2]Rephrase this to highlight the study in stead of putting the reference just in brackets, something like ... The study of

Somathanan, ...

 [R3]Such an approach ... Such an argument ... Too repetitive style

Perhaps it would be helpful to make Polish students aware of how it is treated in other countries. In the USA and Canada, for example, cheating on examinations seriously undermines the reputation of the university and can even lead to expulsion from the university. The arguments in favour of such a restrictive approach to cheating are simple - a dishonest [R1] student will not be reluctant in the future to falsify scientific research and to cheat in their professional work. In Sweden, students police themselves during **examinations - if** they [R2] report on themselves, no one holds a **grudge - honesty**[R3] is the norm. By contrast, in India and China, where exam results have a very significant impact on a young person's future, it is almost impossible to combat cheating[R4] . In India, whole families take part in the writing of final examinations - parents [R5] handout the students' statements through the windows. [R6] A good exam grade contributes to a much better start in adult life, so students and their parents ~~are able to~~ **can** sacrifice a lot for a favourable result. **On the contrary,** ~~By contrast,~~ in China, where students are admitted to university**based on** ~~university~~ ~~on the basis of~~ their exam results, there are cases of people being hired to write exams for students or using professional detective gadgets. In many countries, especially in the developed world, cheating is 'disgusting' and a source of shame. **In** ~~By~~ contrast, in developing countries, where a great deal depends on good results, students disregard honesty and try to get the best grade at all costs (Rettinger et al., 2012).

 [R1]Make sure of the n- or m-dash. See comments at the start of this paper

 [R2]See comment above

 [R3]See comment above

 [R4]Why is that?

 [R5]N or m-dash

 [R6]Rephrase. This is unclear - handout? References needed here to back up this information

Suggestion of a culturally sensitive code of ethics

In terms of the proposed solution of a culturally sensitive code of ethics that would~~take into account~~ **consider** the unique cultural factors that may contribute to the problem, some possible elements of such a code of ethics could include:

Emphasising the importance of academic integrity: A code of ethics should make it clear that academic integrity is a core value that is essential to the educational process. Students should be taught that cheating undermines the integrity of their education and that they have a responsibility to maintain high standards of honesty and trust[R1] .

Encouraging critical thinking: The Code of Ethics should encourage critical thinking and discourage memorisation by heart. Students should be taught that learning **is** ~~is about~~ **more** than just getting good **grades** ~~grades,~~ and that developing critical thinking skills is essential to their long-term success[R2] .

[R1]References?

[R2]References?

Addressing a culture of suspicion: The Code of Ethics should recognise the historical and cultural factors that may contribute to a culture of suspicion and distrust of authority. It should encourage students to challenge authority figures in a constructive manner ~~manner,~~ rather than resorting to dishonesty[R1] .

Creating a safe and supportive environment: The code of ethics should emphasise the importance of creating a safe and supportive environment where students feel comfortable asking questions and seeking help. This may include measures such as peer mentoring, tutoring programmes and counselling services[R2] .

[R1]References?

[R2]References?

Educate students about the consequences of cheating: The code of ethics should make it clear that cheating has real consequences, both for the individual student and for the wider community. Students should be educated about the ethical, legal and social implications of cheating and the potential damage it can cause to their reputation and future opportunities.

Encouraging a sense of responsibility: The Code of Ethics should**instill** a sense of responsibility among students, teachers and parents to maintain academic integrity. Students should be taught that they have a responsibility to themselves and their community to maintain high standards of integrity and trust.

A culturally sensitive Polish code of ethics against student cheating in schools should focus on promoting academic honesty, critical ~~thinking~~ **thinking,** and a sense of responsibility, while taking into account the unique cultural factors that may influence student behaviour. It should be developed through collaboration between students, teachers, ~~parents~~ **parents,** and policymakers, and should be reviewed and updated regularly to ensure its effectiveness.

4. Further discussion

It seems that solutions could be divided into real and ideal (final) ones. Probably a big step would be public awareness of the problem of cheating as serious in Poland at the [R1] level of families, teachers and the **entire** ~~whole~~ education system. As it stands, the problem seems to affect only children, for whom appropriate penalties are provided when they are 'caught cheating'. This makes **skillful** cheating all the more appreciated and, in a way, promoted. Public awareness of the problem should probably be planned as some kind of additional school programme. It seems that, to be effective, it should take some interesting form - perhaps[R2] multimedia, perhaps with guests from other countries showing the value and positive experiences of not cheating - that it is possible and what good it does (to be successful, there should probably be only limited moralistic stigmatisation of cheating and dishonesty, with indication of rather the good and benefits of honesty).

 [R1]Rephrase sentence. Does not read well

 [R2]The n- or m-dash, or be more consistent and just use commas.

Ideally, the whole education system in Poland should be 'healed' so that the pupil is at the centre rather than the grades and level of teaching in the school. A sense of pride and enjoyment in self-performed tasks could also be promoted. The joy that comes from noticeable progress.[R1] Perhaps we could think of a more holistic view of a pupil's 'progress' in the learning process so that a poor grade in mathematics could be balanced by a good grade in history or geography. Then, even a poorer grade in one subject would not be a cause for frustration for the pupil, because he or she would see his **ot~~r~~her** strengths and weaknesses more clearly and would not try "at all costs = unfairly" [R2] to raise the grade in the weaker subject. It may be possible to 'organise' extra classes in which pupils with a talent for one subject explain it to other pupils, who in turn could explain something else **to them - on** a subsidiary basis, in which case, on tests, perhaps pupils would compete less with each other and 'keep their fingers crossed' more. It seems that the school should to some extent takeover the task of preparing children for life also in terms of responsibility, honest coping, challenges and finding solutions and not just a lot of material to be memorised. A solution to the problem of cheating at school could be sought in the key ~~of~~ **to** a corporate approach to the education system with the inclusion of everyone: from teachers and parents, to school principals, the Board of **Education,** ~~Education~~ as well as the Ministry of Education. Such an approach would be consistent with the findings that even a flawed **system,** ~~system~~ such as **capitalism,** ~~capitalism~~ can be attempted to fix by working with it and judging it. The solution to the problem should also focus strongly on the **family -** it is difficult to say how to work with parents, but perhaps they could also have systematic meetings at school, perhaps some trips, seminars, workshops that would help them realise the importance of their role in ensuring that their children grow up to be honest, responsible and noble people.

 [R1]Incomplete sentence

 [R2]Rephrase this - write in full sentence style

References[R1] [R2]

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 [R1]See comment below

 [R2]The reference lis is inconsistent. Different formats are used. Choose one format or style and stick to it. It has to be redone and make sure all punctuation is correct according to the style you choose.

 [R3]Write out all the authors in the text when used for the first time

 [R4]Where are the other authors?

 [R5]Sometimes the year is in brackets and sometimes not, please be consistent

 [R6]Who is this et al.?

 [R7]?