

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

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I must first clarify that, as a teacher, I find the article excellent, looking at the academic integrity of the educational process through the activity of deception, as a source of future expectations in their personal development

1. The Polish cultural context of cheating - is cheating a serious problem in Polish culture? You have to answer this question because this may not be unique to students.

Undoubtedly the development of cheating is linked to social habits and customs that make it prevalent in societies. A society where cheating is rewarded, will favor its realization in the field.

2. Cite specific cases of cheating. This will allow you to discover and categorize the types of cheating.

While cheating on tests or homework is very common among our students, we must also recognize that even in school administrations it is done and encouraged by making superfluous reports on the activities that are maintained, the achievements obtained or tests performed. A school that cheats is more likely to have its students cheat. Discipline starts from the structure of the school.

3. Investigate the school system: Does the academic environment encourage cheating? Does the social climate of the school and its surrounding communities encourage or tolerate cheating?

The educational environment encourages cheating by allowing a numerical grade to distinguish among students. Demanding a grade from a human being in order to have better places, expectations of progress or just preponderance among them makes this anti-value (cheating) present itself as part of their achievement.

4. Inquire into the academic tasks assigned by teachers. Are these tasks the ones that can be cheated? Are the instructions made to avoid common patterns of cheating?

The academic tasks that are done in a generic way are aimed at having the students perform a similar activity, to obtain general objectives, this type of activities are aimed at having an equal assessment and obviously whoever does not perform it in the right way and time will have a lower grade. Really the way to evaluate each one of the students would be with the development of the structure of the thought with respect to their abilities, knowledge and independent formation that they have through the cycles and not through a single activity.

5. Investigate whether student cheating is largely due to academic assignments and instructions that make it easy for

students to cheat, even if students are not used to cheating. Some students cheat, even if they are not necessarily corrupt, because of the school or institutional structure or the type of academic assignments they are given

Similar tasks for everyone very often lead to cheating or deception in their completion.

6. Try to do some interviews with students and ask them questions about their reasons and motivations for cheating. Pressure to perform the activities generates as a normal response, the use of the shortest way to perform them (cheating).

7. One of the recommendations is to consider the possibility of moral education/training contextualized to Polish cultural moral values.

The moral values expressed in the article can be implemented at school, sometimes the student has from home the lack of honesty as a way of daily survival, so it should involve not only the educational institution, but also the family and society where the student is integrated.