

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

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Potential competing interests: No potential competing interests to declare.

I appreciate the chance to examine the document titled "Academic Integrity in Poland: A Culturally Sensitive Code of Ethics Proposal" dated December 28, 2023.

As a starting point/topic: The use of English in the writing is appropriate and academic in nature. There is a clear structure in the sentences, and ideas are expressed coherently. Additionally, academic terms and well-constructed phrases are employed to convey evaluations and recommendations. While the use of English is generally correct and academic, it is always beneficial to review and refine the writing to ensure maximum clarity and effectiveness in academic communication (This improvement work has been seen in the different versions but is still an issue to be worked on).

The scientific article comprehensively addresses the issue of academic cheating in Polish schools, exploring ethical, cultural, and global dimensions of the problem. It notably establishes a link between honesty and human capital, presenting a strategic perspective. The global comparison of cheating practices in different countries enriches the discussion, highlighting cultural variations in approaches to academic integrity.

The proposal for a culturally sensitive code of ethics, inspired by Catholic Social Teaching, demonstrates consideration for unique cultural factors. Concrete elements of the code, such as emphasizing academic integrity, promoting critical thinking, and addressing a culture of suspicion, offer practical solutions. While this demonstrates consideration for unique cultural factors, the article could benefit from refining specific elements of the code and exploring potential challenges in its implementation.

The recognition of both realistic and ideal solutions reflects an understanding of the problem's complexity. The need for public awareness programs and systemic changes in the education system is highlighted, but a more detailed exploration of these aspects would enhance the practicality of the proposed solutions.

While suggesting the involvement of multiple stakeholders, such as parents, a more detailed explanation of how to effectively engage these actors is lacking. Additionally, although the need for further research is acknowledged, the article could specify the exact areas requiring additional exploration and how these investigations would contribute to effective solutions. An in-depth examination of cultural factors influencing cheating in Poland, considering potential challenges, and addressing counterarguments would strengthen the article's robustness. Clearly defining research gaps and proposing specific research questions would guide future studies and contribute to effective solutions. Clearly defining research gaps and proposing specific research questions would guide future studies and contribute to effective solutions.

Overall, the article provides a robust analysis of academic cheating in Polish schools, offering valuable insights and concrete proposals. While some sections could be more detailed, the work establishes a strong foundation for future research and actions on this multifaceted issue. In the conclusion, summarizing key findings, emphasizing the importance of proposed solutions, and suggesting avenues for immediate action or collaboration would provide a more impactful closure. Addressing these points would refine the article, making it more comprehensive, actionable, and influential in addressing the multifaceted issue of academic cheating in Polish schools.