



RADIONICA „PRIMJENA ETIČKIH PITANJA U VISOKOM OBRAZOVANJU – POLITIKE U PRAKSI“ („Managing ethical issues in higher education - Policy into practice“)

u organizaciji Ureda za međunarodnu suradnju i Etičkog povjerenstva Agronomskog fakulteta

Četvrtak, 8. lipnja, 2017 godine u velikoj vijećnici Agronomskog fakulteta od 10.00 do 15.00 sati

Pozvani predavač: prof. David Knauft, Sveučilište Georgia (SAD)

Nastavnici: prof. dr. sc. Renata Bažok, prof. dr. sc. Jasminka Karoglan Kontić, doc. dr. sc. Branka Šakić Bobić, doc. dr. sc. Danijela Jungić, izv. prof. dr. sc. Dinka Grubišić, doc. dr. sc. Petra Pereković, doc. dr. sc. Goran Fruk, dr. sc. Lana Filipović, Ivana Rajnović, dipl. ing. doc. dr. sc. Ivana Šestak, izv. prof. dr. sc. Krešimir Bošnjak, doc. dr. sc. Krešimir Čopec, doc. dr. sc. Kristina Krklec, doc. dr. sc. Lari Hadelan, doc. dr. sc. Luna Maslov Bandić, doc. dr. sc. Marin Mihaljević Žulj, Nina Jeren, prof. dr. sc. Snježana Kereša, doc. dr. sc. Tea Tomljanović, doc. dr. sc. Vesna Očić, izv. prof. dr. sc. Zoran Luković, izv. prof. dr. sc. Željka Zgorelec, Željko Andabaka, prof. dr. sc. Marija Romić, doc. dr. sc. Marko Vinceković, doc. dr. sc. Aleksandra Perčin, dr. sc. Hrvoje Kutnjak, doc. dr. sc. Ivica Kos, Aleksandra Hršak, mag. soc. i izv. prof. dr. sc. Romana Caput-Jogunica.

Zaključci radionice:

1. Proces upravljanja etičkim vrijednostima u obrazovanju ovisi o nekoliko čimbenika:
 - 1.1. O etičkim vrijednostima kao što su: obiteljski odgoj, prijatelji i socijalno okruženje, atmosfera na radnom mjestu, obrazovanje, životne situacije i iskustvo, religija, glazba, mediji, kultura i povijesni događaji.
 - 1.2. O načelima u podučavanju etike: sadržajne kompetencije, pedagoške kompetencije, napredak studenta, bavljenje osjetljivim temama, međusobno poštovanje, poštovanje ustanove, diskrecija i dr.
2. Najviše zastupljena neetična ponašanja u istraživanjima su: fabrikacija (vjerodostojnost podataka), falsificiranje, plagiranje, autorstvo u dijelu navođenja autora koji nisu sudjelovali u izradi određenog dijela, recenzije, suradnja s drugim ustanovama ili organizacijama, intelektualno vlasništvo, konfliktne situacije putem interneta, reproduciranje, mentorstvo, etično korištenje resursa: životinja i ljudi u istraživanjima te prijavljivanje neetičnih ponašanja.
3. Predstavljene su rezultati pilot istraživanja provedenih na studentima Agronomskog fakulteta na osnovi kojih se može zaključiti:
 - Nedostatak spremnosti i kritičnosti vezano za prijavu neetičnih ponašanja studenata i nastavnika od studenata što navodi na potrebu uređivanja sustava koji će zaštititi studente i nastavnike koji su ukazali na neetična ponašanja u akademskoj zajednici.
 - Nezadovoljavajući interes nastavnika za prijavu studenata koji prepisuju na pismenim provjerama znanjima i koji plagiraju seminarske radove
 - Potrebu nastavka promotivnih aktivnosti o etici za studente i potrebu organiziranja radionica za nastavnike u svrhu prevencije neetičnih ponašanja i očuvanja imidža i reputacije Agronomskog fakulteta.

4. Na osnovu diskusije i rada u grupama te predstavljanja rezultata stanja na Agronomskom fakultetu, **nastavnici su predložili Etičkom povjerenstvu** aktivnosti i mjere od kojih ističemo:
- 4.1. **obavezno predavanje o načinima citiranja i pravilima publiciranja/radionice** na početku svakog semestra za sve studente/obavezno slušanje etike/ obvezno predavanje: Etika u istraživanju/Etika u znanosti
 - 4.2. **razmotriti potrebu uvođenja obaveznog predmeta o etici u nastavi i istraživanju;**
 - 4.3. potreba nabavke **softwera** za otkrivanje plagijata;
 - 4.4. prevenirati pojavu „*ghost-writer*“ - kupovinu radova;
 - 4.5. publiciranje brošura za studente o etičkom ponašanju;
 - 4.6. **precizirati stegovne mjere za svaki oblik neprihvatljivog ponašanja** (npr. zabrana izlaska na ispit 6 mjeseci, za plagiranje seminara, za plagiranje stručnih projekata, diplomskih radova i dr., strože provoditi kodeks odijevanja;
 - 4.7. **potaknuti studente i nastavnike za prijavu neetičnih ponašanja ;**
 - 4.8. definirati kriterije za ocjenjivanje i izradu završnih i diplomskih radova;
 - 4.9. obvezna radionica za sve zaposlenike;
 - 4.10. **izvještaj nastavnika o neetičnim ponašanjima studenata na kraju svakog semestra;**
 - 4.11. osnažiti rad Etičkog povjerenstva, omogućiti anonimne prijave;
 - 4.12. osnovati Povjerenstvo za kontrolu ili otkrivanje plagiranih radova;
 - 4.13. definirati sankcije za studente koji svoje obveze ne ispunjavaju u unaprijed definiranom roku.

Zahvaljujemo se svim nastavnicima na konstruktivnim prijedlozima. Etičko povjerenstvo će razmotriti prijedloge nastavnika te predložiti vodstvu Fakulteta aktivnosti vezano za prevenciju neetičnih ponašanja, edukaciju studenata i nastavnika te izmjene i dopune akata o etici.

Zabilježila:

Romana Caput-Jogunica

Category	Proposal
Promotional and educational activities	Workshops for all students, brochures
New subject	Proposals: Ethics in Higher Education, Ethics in Science and Research
Equal criteria	

Guidelines for implementation of ethical procedures at Faculty of Agriculture

Etika o korištenju životinja, 3 ECTS-a (doc. dr. sc. Zoran Luković)

U okviru ovog modula studenti će dobiti spoznaje o tome što se podrazumijeva pod etikom u stočarskoj proizvodnji. Osim toga studenti upoznaju povijesni pregled mjera etičnog ponašanja čovjeka prema životinjama.

Lovstvo, 6 ECTS-a (prof. dr. sc. Roman Safner)

Lovačke tehnike, specifičnosti lovljenja divljači, lovački običaji, etika i moral.

Tjelesna i zdravstvena kultura (prof. dr. sc. Romana Caput-Jogunica, dr. sc. Sanja Ćurković)

Predmet koji promiče sportsku kulturu i pravila ponašanja u sportu i sportskoj rekreaciji, dostojanstvu, samopouzdanju, toleranciji i razumijevanju različitosti, poštivanju nastavnika, trenera, suigrača, igrača protivnika i dr.

Predmeti na diplomskom studiju

Etika okoliša, 3 ECTS-a prof. dr. sc. Ivan Cifrić

Studenti upoznaju ekološke etičke orijentacije: antropocentrizam, ekocentrizam, tehnocentrizam i utilitarizam te bioetička pitanja živog svijeta i čovjeka.

Teorija zaštitnog planiranja, 6 ECTS-a doc. dr. sc. Sonja Butula

Studenti upoznaju filozofiju i etiku uređivanja prostora i zaštite okoliša, etika zemljišta – etika poštivanja prirode i zahtjevi za zaštitu krajobraza.

Faculty workshop:

Discussion points

What influences our values/ethics?

What are ethical/unethical teaching practices?

What are ethical/unethical research practices?

Participant stories, then discuss how they would personally respond to situation.

After talking about results of studies you shared, ask participants:

What are the most important research or teaching ethical issues for you?

What recommendations do you have for your university to address these issues?

(Probably won't have time to get to last slide, but it's there anyhow. Also, I may bring along some case studies, again realizing we probably won't have time to discuss them – but I'd rather have material I don't need than not have enough).

Student workshop:

Discussion points

What is cheating?

What are some examples of cheating?

4 case studies for students to read, discuss, and respond back to whole group.

Why does cheating matter?

What impact does cheating have on your professional success?

Delivering graduates to meet the challenges of the sustainable development goals (SDGs):

embedding the development of ethical and sustainable values in the curriculum

13 & 14 June, 2017

to be held at the Faculty of Agriculture, University of Zagreb, Croatia

Colloquium Focus

On September 25th 2015, the UN General Assembly adopted the Agenda for Sustainable Development - a set of goals to end poverty, protect the planet, and ensure prosperity for all. The achievement of these goals depends in part on the education of our graduates, who will become the leaders in addressing these challenges. We invite you to develop ideas for the enhancement or even the re-design of your teaching and your students learning. Our focus will be to consider how to embed ethical and sustainable values in the higher education curriculum in the life sciences. We invite you to share your views and experience and learn from others, whilst at the same time enjoying the increasingly popular capital Zagreb.

Colloquium Background

Education is key to the global integrated framework of sustainable development goals (SDGs). Education is at the heart of our efforts both to adapt to change and to transform the world within which we live. A quality based education is a necessity for learning throughout life in a complex and rapidly changing world. There is growing international recognition of Education for Sustainable Development (ESD) as an integral element of quality education and a key enabler for sustainable development. Sustainable development goal No 4 proposes that by 2030, we have to ensure that all learners acquire the knowledge and skills needed to promote sustainable development: including, among others, education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. The imperatives of sustainability point not only to new course contents, but also to new ways of teaching that content. Education for sustainable development aims to support young people in their own development. In this process questions related to ethics and the meaning of life, as well as how we, with all our technical possibilities and solutions, can meet the future's challenges with energy and resource saving constructions, are also part of a holistic approach. Different subjects contribute too, such as science for discovering, identifying and analyzing relations, social subjects for looking at the background to situations and events

and identifying the know-how necessary for change and development, and language and art for creative expression and communication. Some would argue that it is difficult to change university students' ethical values as they are already well embedded through their cultural background before entering university. However, it is the responsibility of university education to challenge students to reflect on their preconceptions through their interaction with their lecturers and peers. This Colloquium sets out to explore interventions in the curriculum which will challenge ethical standpoints taken by the students and the lecturers. No special methods have been designed or created for the teaching and learning of sustainable development. However, some methods are much better suited to teaching of sustainable development than others. Typically those methods are focused on the learning process. Therefore the goal of the colloquium is to discuss with others how one might use and integrate various teaching methods in the teaching to meet the challenges of sustainable development goals though – embedding the development of sustainable and ethical values in the curriculum.

Colloquium Aims

The aim of the ICA-EDU Colloquium 2017 is centred on three themes:

- the challenge for life science universities in addressing the SDGs
- the teaching of ethics - core course and embedding throughout the curriculum
- the teaching of sustainable development – core course and embedding throughout the curriculum: environmental sustainability, economic sustainability and socio-political sustainability

Your experience in the integration of various methods in teaching will support our discussion. Of course if you and your students already have such experiences of embedding of ethical and sustainable values in your courses it will be great to share that experience in the Colloquium.

Expected Outcomes

- Increased awareness of the need for the integration of sustainable development education in the curriculum.
- Definition of learning outcomes to be achieved by the learner in respect of sustainable development and ethical decision making
- Contribute to a dialogue about how skills, commitment and action competence for sustainable development can be developed among students.
- Identification of the staff development needs to support the teaching of sustainability and ethical values in the curriculum
- Based on the outcome of these discussions a summary of possible interventions to

effectively embed ethical and sustainable values in our students learning will be prepared and circulate

Target Audience

Life sciences' academic staff, degree programme coordinators, students, academic administrators, and policy makers.

Colloquium Partner



The I.S.L.E - Association for Innovation in the Teaching of Sustainable Development in Life Sciences, in Europe