

## Teaching Responsible Conduct of Research for PhD Students

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# Teaching Responsible Conduct of Research for PhD Students

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## Summary

The overall learning objective of the teaching activity is to contribute to PhD students' ability to conduct research in accordance with scholarly rules, principles and guidelines, and current practices at SDU. Following conspicuous cases of research misconduct, among established researchers in well-reputed universities, universities all over the world are these years strengthening their activities to enforce more knowledge in the research community of responsible research practices. One of the local initiatives is mandatory courses in Responsible Conduct of Research for all PhD students at SDU.

The courses are taught by a combination of library personnel and faculty, and follow a blended learning structure. Student evaluations show students to appreciate the course and become more capable of avoiding 'stupid mistakes'. The course is continuously developed further in terms of contents and learning tools.

## Learning objectives

By completing the course, participants

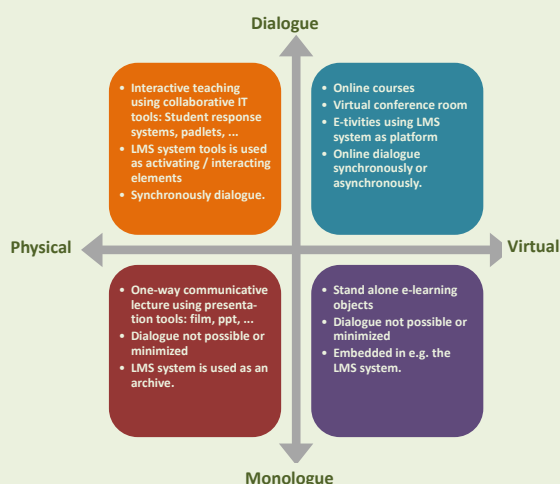
- Become knowledgeable about and understand the basic principles of responsible conduct of research (RCR) and grey zone areas
- Will be able to account for their own research projects in terms of the principles
- Will be able to actively integrate RCR principles in their future research

## Course Structure

All courses follow the same modular structure, with disciplinary 'flavour':

- Module 1:** Responsible conduct of research
- Module 2:** Laws and regulations
- Module 3:** Data transparency
- Module 4:** Publication, authorship, and peer reviewing

## IT Didactical Reflection Model



## Experiences

Fraud and research misconduct are severe issues. Often, the problem rests with the grey zones. For these reasons, we

- Consider the physical encounter between students and lecturers a crucial element of the course
- Facilitate group discussions as much as possible
- Communicate law information and other more fact-oriented contents in e-modules

Evaluations show students to highly appreciate the setup.

## Course Facts

Faculty	Start up	# Courses to date
Medicine	2014	17
Science	2015	4
Humanities	2015	3
Social Science	2016	2
Engineering	2018	coming up

## Next Steps

We continuously develop contents and pedagogical instruments, taking resources into account. As of this autumn:

- More online dialogue tools will be used. Students will be asked to comment on each other's reflections on RCR in relation to own PhD project, in discussion boards.
- Group work on RCR dilemmas will be implemented in more courses.
- Next generation teaching resources from faculties are being incorporated.



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