How to Teach Research Integrity without Using the Notion: Attempts in Japan

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The problem

- Individual scientists are embedded in their cultural contexts.

- As a result, any measure in research ethics, including research ethics education, should be sensitive to the cultural differences.

- I speak from my experiences in Japan. I have been teaching engineering ethics classes and have been trying to utilize the know-how in research ethics education.

About myself

- Philosophy of science, science and technology ethics, and STS (science, technology and society) are my main field of study.

- Have been teaching various ethics classes in various universities, mainly engineering ethics, but also research ethics classes.

- served as a committee member for creating the guideline for research integrity in Nagoya University (my former affiliation).

- Currently serve as Project Officer of the Research Strategy Room in Kyoto University

The notion of integrity

- In the case of Japan, the very notion of "research integrity" was absent until quite recently.

- The expression used for research integrity is newly-created 研究公正 *kenkyu kosei,* which literally means "fair treatment in research".

- In many other professional ethics fields, 'professional integrity' is often emphasized, but similar problem occurs.

Ethics education without 'integrity'

- 'Integrity' represents the motivational structure behind research ethics.

- Without it, ethics education can be easily reduced to avoidance of FFP and similar clearly definable misconducts.

- I do not think such an impoverished view of ethics promote ethical conduct in research in general.

Teaching sociological backgrounds

- One attempt at motivating students without the notion of integrity is to give a short lecture on sociology of scientific research.

- Scientific research as a communal activity is based on particular reward systems like priority and credit. FFP takes advantage of these systems, threatens the normal functioning of scientific community.

- FFP also destroys the trusting relationship between science as a profession and the larger society, on which all scientific activities rely.

  <-Professional ethics

'Pride' as a substitute

- In the context of engineering ethics, looking for something close to integrity, we come up with the notion of 誇り *'hokori'* (which means 'pride' or 'self-esteem' in Japanese) .

- Having pride is of course different from having integrity, but they share a positive attitude toward ethics and motivate people to set higher standards by themselves.
  This way of motivating students work for engineering students, and possibly for students in other field too.

Proud scientist

- There are many ways researchers can be proud of themselves.

  - As a member of the scientific community in which great scientists everyone knows take part

  - As an expert in producing original reliable knowledge for which the society is willing to fund

- Such positive emotion will naturally lead researchers to protect and promote the source of their pride.

The motivative structure
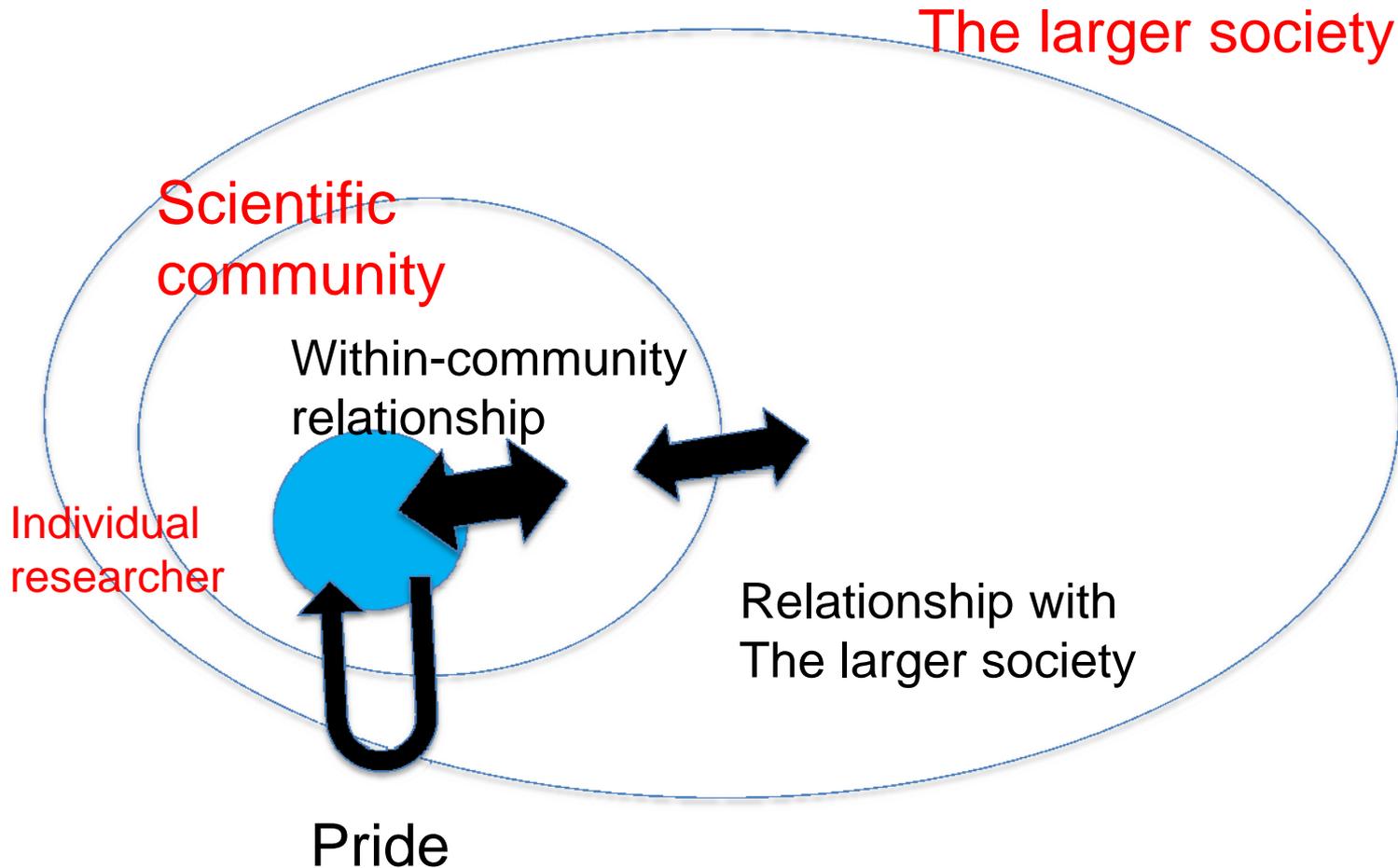
Observations

- I haven't tried the "pride" education to general science major students, but personal conversations seems to show it is promising
- The important thing is to use notions that makes sense to the students in ethics education.
- The same thing apply to researchers in general.