

Responsibility development as academic integrity tool for translation and public administration students

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Abstract

This paper deals with the development of students' responsibility as a tool of academic integrity and it aims to develop the way of improvement of students' responsibility of dealing with information and consider the results of its implementation. The study involved theoretical analysis and experimental activity. The research data were collected using the special questionnaire for study responsibility in dealing with information. The authors suggest the development of a module covering ethics of dealing with information to be included in the courses within students' curriculum. The experimental activity of such courses implementation resulted in the improvement of levels of students' responsibility. The experimental data obtained during the implementation of two module topics into the courses of English for Specific Purposes and Practice of Translation from the First Foreign Language enabled the authors to admit their efficiency for the development of responsibility and academic integrity.

Keywords: Responsibility, translation, academic integrity, information literacy, ethics.

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1. Introduction

Modern systems of education consider the concept of academic integrity as an important issue to ensure the proper quality of education and reliability of students' results. Academic integrity issue is considered by many researchers worldwide. It is stated that there are six values of academic integrity; they are as follows: honesty, respect, trust, fairness, responsibility and courage ('The Fundamental Values', 2012). The qualities listed should be peculiar to a student and determine his/her behaviour. The development of such virtues is commonly based on the development of students' relevant knowledge and skills preventing them from various types of misconduct or persuading students in the importance and reasonability of academic integrity for their personal and professional development, particularly because of the lifelong learning ideas in education (Nesterova, 2019; Voloshina, Demicheva, Reprintsev, Stebunova & Yakovleva (2019). As an educational issue, the concept of responsibility is considered from different points of view, in particular, as social responsibility and personal responsibility, which is also subdivided into the relevant categories (Manly, Leonard & Riemenschneider, 2015). Huge volumes of information, particularly educational information, call forth the need for proper dealing with informational resources.

Nowadays, education is also closely connected with translation since relevant educational content should include information from different cultures and, thus, in different languages. As it was mentioned above, the modern educational environment requires that students deal with large volumes of information, which is the base of their future professional activity, the large part of the information is provided in foreign languages due to the processes of globalisation and cross-cultural communication (Kim, 2005; Kuznik, 2014). This means that all modern professional activities are connected with translation issues and dealing with information for translation purposes. Moreover, the language training for students other than future translators is also connected with various translational activities (translation itself, preparing annotations and terminological vocabularies, etc.). This means that students of higher educational institutions need at least basic skills of responsible dealing with translation information which provides them with both knowledge for future professional activities and skills supporting their academic integrity during the studies (Skubashevskaya, 2011). Translation in the educational activities may be considered from two points of view. The first one is applied in the education of professional translators and interpreters; translation is described here as a tool and result of educational activities. The second point mainly considers translation as one of the tools for foreign language teaching. This approach is peculiar to different students studying a foreign language for general or specific purposes.

Students use a lot of various online and offline tools providing translation services. Their quality is being constantly improved, so some of them can provide translation of acceptable quality. Such tools are very helpful and their use may save much time for professional translators and their customers. However, the resources are not always suitable for training purposes, as they do not require translational analysis of the text and working with the lexis from the source text (Baker & Maier, 2011). The students tend to translate their training texts using some electronic system without any editions and consider the task as fulfilled. But they often use the most widespread and free translation devices and this does not mean that they are of the acceptable quality. This stems from the lack of responsibility, which is also one of the values of academic integrity.

Another problem associated with translation is back translation, which has become a tool for plagiarism hiding (Jones & Sheridan, 2015). However, some researchers and language teaching practitioners find it useful to let students use online translations at foreign language lessons, especially for the beginners (Correa, 2014; Canim, 2016; Kazemzadeh, 2014; Kozlova & Hampshire, 2015). The difference in perception of considering machine translation in the process of language learning was demonstrated by Merschel, Munnice and Clifford (2013). So, we think that various machine learning tools may be efficiently used by educators, but this requires that students should be aware of the rules

of their proper usage and distinguish it from academic misconduct, particularly, plagiarism. This idea is also pointed out by Rogerson and McCarthy (2017). There are also studies devoted to the ways of detection and preventing inappropriate use of online machine translation described by researchers and educationalists (Jones & Sheridan, 2015; Prentice & Kinden, 2018; Somers, Gaspari & Ninio, 2006; Sousa-Silva, 2014).

But all the issues mentioned above have the common idea which consists in the responsibility of dealing with information. Irresponsible way of dealing with the translation information results in one of the cases of academic misconduct and vice versa, a responsible way of dealing with information becomes one of the ways of academic integrity support. The problem of responsibility for academic integrity is a subject matter of a range of studies. Thus, East and Donnelly (2012) consider the responsibility for academic integrity as that to be borne by both students and educators, so the training in this field must be provided for both categories of stakeholders. The projects aimed at the development of responsibility in the sphere of academic integrity for students and university staff are described by East and Donnelly (2012); Marsh and Campion (2018) and Ponomarova (2014). The other common issue of academic integrity development is training in the field of academic writing as one of the examples of teaching students how to avoid misconduct (Alekseenko, Karpenko, Honcharenko & Deineka, 2015; Ninio, 2009). However, the ways of raising students' responsibility in dealing with information for performing their translation educational activities are not considered systematically.

So, the aim of our work is to develop the way of improving students' responsibility of dealing with information and consider the results of its implementation. The object of the research is the responsibility of dealing with information under the conditions of performing translation assignments by the students of higher educational institutions. The subject of the research is the ways of improvement of students' responsibility of dealing with information. Thus, the main research questions are: 1. Is raising students' awareness about the ethics of dealing with information during the translation relevant for the development of students' responsibility and academic integrity? and 2. What is the difference between the perception of translation as information source creation process by the translation students and public administration students?

2. Method

2.1. Research design

The research included the following stages: preparatory stage, experimental and final stage. At the preparatory stage, we studied the theoretical issues of responsibility, translation ethics and dealing with information for translation purposes. We also developed the plan of experimental activity. The experimental stage consisted in the following activities: analysis of curriculum of translation and public administration students, development of Ethical Problems of Dealing with Information in Translation module content, experimental testing of the module as part of the English and translation courses.

The final stage was aimed at the analysis of the data collected and research results. The analysis was based on the comparison of students' questionnaires at the beginning and at the end of the experimental study. The results were generalised and interpreted from the point of view of efficiency of new module introduction for the improvement of students' responsibility of dealing with information in translation.

We carried out the research on approaches to the process of students training with respect to dealing with information resources. Then we developed the approach to involve students in the issues of ethics of dealing with information in order to encourage them to study the problem and form their own opinion about the importance of ethical issues in dealing with information for translation purposes. We included the system of issues into the specific module and added it to the courses for translation students. The module content was introduced at the lectures and seminars in groups E1, E2, E3 and E4. Groups OC1 and OC2 studied according to the ordinary courses.

2.2. Participants

The students of the translation department and public administration department were involved in the survey. The study was conducted during 2015–2016 and 2016–2017 academic years at the State Higher Educational Institution ‘National Mining University’ (now Dnipro University of Technology) and Dnipropetrovsk Regional Institute for Public Administration under the President of Ukraine. The number of participants was the following: ninety second-year students from both educational institutions. The students of both universities were divided into three language groups. We should point out that the division was not carried out by us as part of our experimental activity; the groups were formed in the first year of study according to the students’ rating. Since this division did not become contradictory to the division of students according to the results of the questionnaire at the beginning of the experimental study verified using variance analysis method; we did not make specific control and experimental groups. Four groups of students were involved in the experimental activity (experimental groups E1, E2, E3 and E4); two of them took their ordinary courses (control groups OC1 and OC2).

2.3. Data collection tools

The research data on students’ responsibility for dealing with information changes, we used the specific questionnaire for study responsibility in dealing with information developed by Papakitsa (2011). It contains 11 pairs of statements describing different aspects of dealing with information; the statements are of general type without connections to some specific professional sphere. According to the instruction, the participants were asked to assess each pair of statements in points from 1 to 5 so the points for each pair totalled 5. The higher level of correspondence of each statement to the participant’s opinion is, the higher the point given should be.

2.4. Data analysis

The total students’ questionnaire scores were based on counting the results of the determined statements from each of the given pairs. So, the maximal score was 55, minimal score was 0. The author of the method suggests that the higher the score is, the higher the level of student’s responsibility is. For the purposes of our research, we distinguished certain levels of responsibility; they were based on the ECTS scale of students’ results (90%–100% excellent, 74%–89% good, 60%–73% satisfactory and 0%–60% unsatisfactory) and calculated for maximum 55 points. We proposed the following operational levels of responsibility: high level (50–55 points), good level (41–49 points), satisfactory level (33–40 points) and low level (less than 33 points).

Variance analysis was carried out to verify the formation of control and experimental groups. Chi-square test was carried out to verify the results of experimental activity.

3. Results and discussion

The results of students’ questionnaires before the experimental activity are provided in Table 1. The quantity of students with the corresponding level of responsibility is provided for each group.

Table 1. Students’ responsibility levels before the experimental activity

| Groups | Levels | | | |
|--------|--------|------|--------------|-----|
| | High | Good | Satisfactory | Low |
| OC1 | 1 | 4 | 2 | 8 |
| OC2 | 1 | 2 | 3 | 9 |
| E1 | 0 | 2 | 2 | 11 |
| E2 | 2 | 4 | 5 | 4 |
| E3 | 1 | 2 | 6 | 6 |
| E4 | 0 | 2 | 4 | 9 |

To verify the validity of groups' formation, we determined the factor of influence of group in the results of the test by means of variance analysis. The total score was calculated for each experimental group considering the following correlation: 5 for high level; 4 for good level; 3 for satisfactory level and 2 for low level. The total score is given in Table 2.

Table 2. Total score before and after the experimental activity

| Questionnaire | Groups | | | |
|---------------|--------|----|----|----|
| | E1 | E2 | E3 | E4 |
| Q1 | 36 | 49 | 43 | 38 |
| Q2 | 47 | 53 | 46 | 47 |

Then according to the procedure of the single-factor analysis of variance, the between-group variances and within-group variances were calculated as well, as degrees of freedom and quadratic sums of input data. The results of the variance analysis are given in Table 3.

Table 3. Results of variance analysis

| Variation | Degrees of freedom K | Variances D | Dispersions S^2 | Variance ratio F_{ϕ} |
|--------------------|------------------------|---------------|-------------------|---------------------------|
| Factorial variance | 5 | 109.4 | 21.9 | 0.39 |
| Residual variance | 2 | 113.5 | 56.8 | – |
| Final | 7 | 222.9 | 31.8 | – |

In this case, the factorial dispersion is less than the residual variance, so between-group variance is less than within-group variance. Thus, the factor of the academic group has no influence on the results of the test.

After the formation of the groups, the way of development of students' responsibility for dealing with translation information was considered. We collected the data required and analysed the theoretical background of the problem. The information to be delivered to the students was specified and structured. On the basis of the analysis carried out, we distinguished the following major points to be considered:

- Ethical issues of dealing with information.
- Ethical issues of information exchange.
- Ethical issues of organising translation work.

It was shown that these ideas should be taken into account in the process of planning and development of the student's training system. The next step consisted in taking the decision about the way of delivering the determined information. After the existing curriculum analysis, it was decided to develop a specific module devoted to the issues of dealing with information for translation purposes rather than add a new discipline to the curriculum. The module was added to the existing courses of English for Specific Purposes (for public administration students) and Practice of Translation from the First Foreign Language (for translation students). The main advantage of the approach is that it enables interdisciplinary base for translation problem solving and considering strategic points of the translation process. It is suggested that it should consist of the following topics:

- Ethics of information search in translation.
- Ethics of information assessment for translation.

- Ethics of information processing for translation.
- Ethics of creating new information for translation.
- Ethics of information retrieval in translation.
- Ethics of information transmission and translation.
- Standards of translation ethics in different countries and dealing with translation information.
- Translation ethics and academic integrity.

It should be noted that there exists a need to consider the problem of information exchange as a specific one. Modern systems of communication enable instant information transmission, so they require specific skills for translators and interpreters, as every error or improper decision is immediately delivered to many people all over the world. The information exchange issues partially correlate with the problems of dealing with information in translation, so they can be added to the module as a specific topic.

The learning outcomes were formulated with respect to the requirements of course programmes in Ukrainian higher educational institutions. The outcomes according to the educational programme are stated as the ability to use information technology for solving problems in prediction, planning and analysis as a means of information collecting and processing in translation with respect to translation ethics. The outcomes according to the course programme are considered as follows:

1. Ability to carry out information search for translation support considering translation ethics.
2. Ability to assess information for translation needs regarding translation ethics.
3. Ability to process information for translation with respect to translation ethics requirements.
4. Ability to create information for translation considering translation ethics issues.
5. Ability to retrieve information for translation needs with respect to translation ethics requirements.
6. Ability to transmit information for translation needs regarding translation ethics.
7. Ability to provide the process of information exchange with respect to the issues of translation ethics and cross-cultural communication.
8. Ability to apply general principles of business ethics to the process of translation.

Both theoretical and practical aspects of the topics were considered. The theoretical material was delivered during the lecture and as part of self-preparation (working with the literary sources or preparing specific problem-based assignments). Practical aspects were suggested for study by means of discussing specific situations. The students were supposed to share their opinion, to give the reasons for a particular decision and so on. Such method is applied in different international certification systems as part of the preparation to the certification exam. It should be pointed out that there also exists a range of online resources and placement tests as well, as tests for checking the progress of a trainee on his/her way to the examination procedure. Different test papers contain the situations requiring ethical decisions or behaviour, so the theoretical concepts are applied in practice. The suggested time planning for module topics included in the course of Practice of Translation from the First Foreign Language (English) is given in Table 4.

Table 4. Time planning for ethical problems of dealing with information in translation module

| Module contents | Time division | | |
|--|---------------|------------|-------|
| | In-class | Individual | Total |
| Ethics of information search in translation | 2 | 4 | 6 |
| Ethics of information assessment for translation | 2 | 4 | 6 |
| Ethics of information processing for translation | 2 | 4 | 6 |

| | | | |
|---|---|---|---|
| Ethics of creating new information for translation | 2 | 4 | 6 |
| Ethics of information retrieval in translation | 2 | 4 | 6 |
| Ethics of information transmission and translation | 2 | 4 | 6 |
| Standards of translation ethics in different countries and dealing with translation information | 2 | 4 | 6 |

The main types of students' activities are as follows: discussions, group problem-solving tasks, role-playing and individual mini-projects. The suggested topics for individual mini-projects are as follows:

1. Difference between Standards of Translation Ethics in European Countries.
2. Difference between Standards of Translation Ethics in Europe and the USA.
3. Translation Ethics and its Relation to Business Ethics.
4. Translator and Ethics of Cross-Cultural Communication.
5. Academic integrity and translation.

Before and after the experimental activity, the students were provided with the questionnaires (Q1 and Q2) to measure the responsibility level. After the final test, the students took part in the discussion of the results of their activity. The discussion was aimed at collecting qualitative data concerning the results of the experiment. The students' responsibility levels are given in Table 5. The table shows the quantity of students of each group showing the high, good, satisfactory and low responsibility level. Q1 represents the students' levels before the experimental educational activity; Q2 shows the data after the specific training for groups E1, E2, E3 and E4. The results for groups OC1 and OC2 show the students' results after their ordinary educational activity.

Table 5. Students' responsibility levels

| Groups | Q1 | | | | Q2 | | | |
|--------|------|------|--------------|-----|------|------|--------------|-----|
| | High | Good | Satisfactory | Low | High | Good | Satisfactory | Low |
| OC1 | 1 | 4 | 2 | 8 | 1 | 4 | 3 | 7 |
| E1 | 0 | 2 | 2 | 11 | 2 | 3 | 5 | 5 |
| E2 | 2 | 4 | 5 | 4 | 3 | 5 | 4 | 3 |
| OC2 | 1 | 2 | 3 | 9 | 1 | 3 | 3 | 8 |
| E3 | 1 | 2 | 6 | 6 | 1 | 4 | 5 | 5 |
| E4 | 0 | 2 | 4 | 9 | 2 | 3 | 5 | 5 |

In order to verify the results of the experimental activity, we calculated the value of chi-square test using the standard formula. The values of chi-square for the proper degrees of freedom enabled us to confirm the relevant validity of the results of the experimental activity.

As we can observe in the table, most of the students showed low and satisfactory levels of responsibility at the beginning of the experimental activity. The results demonstrate the positive dynamics in the process of the students' responsibility development. The students of experimental groups improved their levels of responsibility.

The analysis of the students' responses during the discussion of the material allows distinguishing the following basic results:

The public administration students described using online translation tools from the point of ethics considering the process as unethical action. They stated that using different translation tools without

any editing resulted in the creation of low-quality information. Only two students said that they had thought over this idea before, but others never considered translation as the process of creation of a source of information for others, and thus did not think about the quality of translation. The students also claimed that they rethought the role of professional translation in information activities (Skubashevskaya, 2011), as they used to consider translators as unimportant employees. After the module, most public administration students said that they would pay more attention to dealing with different resources in foreign languages and use the special translation tools they get acquainted with. The group analysis of their translations helped to see the difference between the translations provided by the most popular tools and the target text of high quality. So, the difference between the statements 'I did my home assignment' and 'I take responsibility for my home assignment' was uncovered and discussed. The students from the control group also took part in the discussion, but they mainly asked questions on various issues.

The translation students did not consider the translation as a creation of new source of information either. They just provided translation without thinking about the recipient of their target text. Such attitude is also described by the researchers (Kazemzadeh, 2014; Ninio, 2009). They were not very surprised by the low quality of different translation tools, as they had been much told about them before. They were just doing their first steps in the direction of translation quality assurance, so they were able to deal with different professional standards of translation and examples of translation decisions for better translation.

We also suggested that students estimate the time for doing their assignments using translation tools, including time for text editing. Some students decided that using online tools is waste of their time, as they needed much time for target text proofreading and corrections. However, the idea was criticised by those who insisted on the use of 'good' software and online resources.

4. Conclusion

The qualitative and quantitative data obtained during the research allow considering the developed system as an efficient one for the improvement of students' knowledge in the field of responsibility for translation and public administration students. Most students have demonstrated good and satisfactory levels of responsibility, which show the need in search of other tools for responsibility development. It should be noted that both translation and public administration students did not consider translation as the process of new information creation, so they also did not recognise themselves as sources of information and their responsibility for the information. Working with the module materials initiated their new way of perception of translation. The changed way of thinking is a step to students' understanding of the issue of academic integrity, namely, its responsibility component. The students were able to discuss the reasons for being responsible during their studies and professional activities in the future.

5. Recommendations

The study has shown the efficiency of the suggested method for the development of students' responsibility, but the obtained levels of students' responsibility demonstrate the need for further studies. Such research studies may be aimed at search for other efficient ways of responsibility development and means of assessment of responsibility. It also may be relevant to consider not only students' responsibility but also the responsibility of other stakeholders of educational activities at the international level (East & Donnelly, 2012).

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