

## Board 01. Case of the researcher who painted rats

**Introduction:** The case of the researcher who painted rats shows you an example of **data falsification**. **Watch** the video about this case (**see below**). Now let's see how it applies to you. **Discuss** in your group the two dilemmas (sections 2 and 4) and **write down** your ideas to deal with such dilemmas. You should also propose solutions (section 5) to deal with both dilemmas.

### 1) Watch Video

Please use the following [link](#) or QR code to watch the video.

### 2) Dilemma I

You are developing a school project that is running for a prize in the national science competition. If you win, you will qualify for the EU Young Scientists Award and increase your chances of getting accepted at the University you want. In order to win, you need to change 5 out of 15 numbers to give more solid results. What would you do?

### 3) Imagine now...

You have decided to change those 5 numbers and your project wins the prize. You also get accepted at the University you wanted. You are invited to make a public presentation of your project. This puts you in a position where people are likely to discover the manipulated numbers.

### 4) Dilemma II

You wonder if you should go on with the presentation, hoping that no one discovers what you did, or if you should report it to the organisers, knowing that by doing so, you will lose the prize and risk being declined at the University you wanted. What would you do?

### 5) Solutions

What solutions would you propose to deal with a situation, where you have falsified data and need to be honest about your action?



## Guidelines

### 1. Watch video (~3 minutes)

Watch the video in your group.

### 2. Spokesperson (~1 minute)

Nominate a spokesperson to write down the group's ideas and solutions.

### 3. Dilemmas and Solutions (~25 minutes)

Discuss Dilemmas I and II and propose solutions. The spokesperson should write the ideas (in sections 2 and 4) and solutions (in section 5) discussed, using post-its or sticky notes (online session only!).

### 4. Presentation (~2-3 minutes)

The spokesperson presents the group's ideas and solutions to the class.

### 5. Class Discussion (~10 minutes)

Class discussion about the ideas and solutions presented by the spokesperson.

## Board 02. Case of the Lab Technician who spoke up

**Introduction:** The case of the Lab Technician who spoke up shows you an example of **data falsification** and the importance of **reporting** such misconduct action. **Watch** the video about this case (**see below**). Now let's see how it applies to you. **Discuss** in your group the two dilemmas (sections 2 and 4) and **write down** your ideas to deal with such dilemmas. You should also propose solutions (section 5) to deal with both dilemmas.

### 1) Watch Video

Please use the following [link](#) or QR code to watch the video.



## **2) Dilemma I**

You and your peer are working on a school project. Your peer says that you will need to change 5 out of 15 numbers to prove that the idea of your project is correct, otherwise you will need to re-do the entire work. Your peer changes those 5 numbers, although you ask them not to. What would you do?

## **3) Imagine now...**

You have accepted the change in those numbers. Your teacher finds out and confronts you and your peer. Your teacher tells you that either one of you speaks up or both will get a negative mark. Your peer keeps silent.

## **4) Dilemma II**

You don't want to get a negative mark nor to admit that your peer came up with the idea of changing those numbers. What would you do?

## **5) Solutions**

What solutions would you propose to deal with a situation, where you know that a friend faked data and you feel a conflict regarding reporting such misconduct action?

### **Guidelines**

#### **1. Watch video (~3 minutes)**

Watch the video in your group.

#### **2. Spokesperson (~1 minute)**

Nominate a spokesperson to write down the group's ideas and solutions.

#### **3. Dilemmas and Solutions (~25 minutes)**

Discuss Dilemmas I and II and propose solutions. The spokesperson should write the ideas (in sections 2 and 4) and solutions (in section 5) discussed, using post-its or sticky notes (online session only!).



#### **4. Presentation (~2-3 minutes)**

The spokesperson presents the group's ideas and solutions to the class.

#### **5. Class Discussion (~10 minutes)**

Class discussion about the ideas and solutions presented by the spokesperson.

### Board 03. Case of the football fan student

**Introduction:** The case of the football fan student shows you an example of **data fabrication** and **personal conflict**. **Watch** the video about this case (**see below**). Now let's see how it applies to you. **Discuss** in your group the two dilemmas (sections 2 and 4) and **write down** your ideas to deal with such dilemmas. You should also propose solutions (section 5) to deal with both dilemmas.

#### **1) Watch Video**

Please use the following [link](#) or QR code to watch the video.

#### **2) Dilemma I**

You are reaching the end of the school term and you have a last assignment to do. The mark you get from this is worth 30% of your final mark. You need to collect 20 questionnaires. You feel stressed because you only have 15 and there's no time to collect more. You need to submit the work the next day and need a good mark to be accepted at the University you want. What would you do?

#### **3) Imagine now...**

You have decided to make up those 5 questionnaires' answers and your teacher is very pleased with your results. You not only get the mark you need to be accepted at the University you wanted, but your results will be used to improve some school policies.

#### **4) Dilemma II**

You could tell the truth to your teacher but doing so will mean losing the mark that would have secured your place at the University you wanted. What would you do?



## 5) Solutions

What solutions would you propose to deal with a situation, where you experience difficulties in collecting data for school work and you also need a good mark for University purposes?

### Guidelines

#### 1. Watch video (~2 minutes)

Watch the video in your group.

#### 2. Spokesperson (~1 minute)

Nominate a spokesperson to write down the group's ideas and solutions.

#### 3. Dilemmas and Solutions (~25 minutes)

Discuss Dilemmas I and II and propose solutions. The spokesperson should write the ideas (in sections 2 and 4) and solutions (in section 5) discussed, using post-its or sticky notes (online session only!).

#### 4. Presentation (~2-3 minutes)

The spokesperson presents the group's ideas and solutions to the class.

#### 5. Class Discussion (~10 minutes)

Class discussion about the ideas and solutions presented by the spokesperson.

## Board 04. Case of the ingenious student

**Introduction:** The case of the ingenious student shows you an example of **plagiarism and collaboration/authorship issues**. **Watch** the video about this case (**see below**). Now let's see how it applies to you. **Discuss** in your group the two dilemmas (sections 2 and 4) and **write down** your ideas to deal with such dilemmas. You should also propose solutions (section 5) to deal with both dilemmas.

### 1) Watch Video



Please use the following [link](#) or QR code to watch the video.

## **2) Dilemma I**

You have a group work to submit tomorrow and it's missing out your friend's written section to be completed. Your friend didn't have time to write the section. After an online search, your friend shows you a work about the same topic and suggests using it for the section needed. What would you do?

## **3) Imagine now...**

You have decided to help your friend write the section needed for your group work, instead of using the online work.

## **4) Dilemma II**

You end-up doing the entire work alone. You feel frustrated for the lack of collaboration from your friend. Your friend apologizes and thank you for getting the group work done. What would you do?

## **5) Solutions**

What solutions would you propose to deal with a situation, where you want to avoid plagiarism and also give undeserved credit based on friendship?

## **Guidelines**

### **1. Watch video (~2 minutes)**

Watch the video in your group.

### **2. Spokesperson (~1 minute)**

Nominate a spokesperson to write down the group's ideas and solutions.

### **3. Dilemmas and Solutions (~25 minutes)**

Discuss Dilemmas I and II and propose solutions. The spokesperson should write the ideas (in sections 2 and 4) and solutions (in section 5) discussed, using post-its or sticky notes (online session only!).



**4. Presentation (~2-3 minutes)**

The spokesperson presents the group's ideas and solutions to the class.

**5. Class Discussion (~10 minutes)**

Class discussion about the ideas and solutions presented by the spokesperson.

