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## From Ethics, Integrity and Moral Probity to Responsible Research and Innovation in Current Educational Practices

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# From Ethics, Integrity and Moral Probity to Responsible Research and Innovation in Current Educational Practices

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**Abstract:** As other social domains, the area of education is in a strong interdependence with environmental contexts, being in accordance with the economic conditions, political decisions, technological development and, not in the end, the demographic dynamics. Changes in all the above-mentioned aspects lead to modification of several educational variables. However, the actual educational settings and practices must take into consideration the future, projecting and addressing in this respect, the major challenges that will occur in the society in the following decades.

In education, there were recorded a series of changes in theoretical frameworks or paradigms over the past decades. We have to admit that not all of them proved to be good or welcome, mostly in the cases when some of them were introduced considering the temporary social changes, limiting their evolution to a specific era or developmental goal or educational cult (Lindgren, 2013). But, it is obvious that paradigms or concepts which answer to the actual societal developments, which help the students in the process of becoming future responsible citizens, are more than welcome and beneficial. In this respect, this number of the *Romanian Journal of Multidimensional Education* tries to offer some answers to possible educational values of equity, integrity or relevance principles, together with the possibilities of exploiting the dimensions of Responsible Research and Innovation in the actual education.

**Keywords:** ethics; integrity; moral probity; responsible research and innovation; education; editorial.

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## Introduction

Nowadays, in education, there are a series of new concepts and paradigms already transferred in practice, with the view to set the educational system on a modern base, with principles assumed in the implementation of several educational policies. In this respect, there can

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be mentioned here several ones: *the principle of equity*, with rules that stipulate the access to learning made without discrimination - *equity as equal opportunities, treatment and results for all* (Tomlinson, 2001), *the principle of integrity*, that takes into account the moral probity and behavior in the process of exercising the educational activity and using public and private resources, posing the teacher and student in the situation of making learning and teaching like a *mutual task* (Nillsen, 2005), *the principle of quality*, that refers to specific educational activities in line with the actual standards and best practices at national and international levels, tending also to the applying of good methods and procedures of data collection, and defining the educational key concepts and their relations in respect to the quality (Vlašić, Vale, & Puhar, 2009), *the principle of relevance*, considering the education to answer to the personal development and societal needs, where effective teachers are equipped with a repertoire of teaching strategies designed to meet the educational needs of all students (Oran, 2013), *the principle of equal opportunities*, with educational actors treated similarly, and defining the opportunities function of a series of factors which are associated with the students' background (resources, well-being, support, health and cultural), but proposing compensatory strategies (Castelli, Ragazzi, & Crescentini, 2012).

This number of the Journal targets to the abovementioned paradigms and emphasizes on several researches and their related results that capture experiences, discussions and conclusions that can help the readers or offer way of actions on defining and implementing in education, aspects concerning ethics and equity, integrity, relevance or quality. In addition, it is more than commendable that the paradigm of *Responsible Research and Innovation* and its potential in the education practice is present in this Journal number. As the EU programmatic documents mention this new paradigm introduce the idea that societal actors work together during the whole research and innovation process in order to better align both the process and its outcomes, with the values, needs and expectations of European society (*Responsible Research and Innovation - Europe's ability to respond to societal challenges*, 2012). In this sense, the potential of exploiting the *RRI dimensions* in education became very large. Aspects like *engagement, open access, ethics, gender equality, science education* are welcome for the actual

societal requirements, and education must be in-line with the fast development of the *knowledge-based society*.

### **“Has the Care in Psychiatry Other Characteristics than those it has in the Other Fields of Medicine?”**

The paper “*Has the Care in Psychiatry Other Characteristics than those it has in the Other Fields of Medicine?*”, author: Jean-Pierre Cléro, starts from the four principles related to the domain of *care ethics* that Beauchamp and Childress (2001) have tried to define. Even their definitions are rather rhetorical, they satisfy the contemporaries in most of medicine fields. However, in the specific domain of psychiatry, it seems often difficult and sometimes impossible to apply them. In this context, the author try to bring in attention the relation between the four principles of Beauchamp and Childress and the general context of “care”. Starting from the *principle of respect and preservation of the patient’s autonomy*, care should not be imposed. But the principle of autonomy, have to be completed by a *non-maleficence principle* and continue with *the principle of beneficence* according to an essential value that consists on willing and doing the ill person’s good at every stage of the care. Then the author presents delicate aspects related to the “cure without consent” and explaining the particular meaning of the principle of justice in psychiatry. The paper continues with the sections devoted to “*the question of psychotropic drugs versus psychotherapy*” and “*isolation as a risk of confusion between treatment and punishment*”. In the end the readers are invited to reflect to the meaning and limits of the philosophy of “*care*”.

### **Ethical Use of Electronic Media in Social Work Practice**

The following paper, “*Ethical Use of Electronic Media in Social Work Practice*”, author: Sana Loue from USA, starts from the facts that the number of individuals that rely on the Internet to access information and to facilitate communication is in a continuous growing. In addition, a big part of those users exploit social media specifically to obtain health-related information. Health care providers, including mental health care providers, utilize various forms of electronic media to communicate with their colleagues and to provide services to their patients/clients. Things related to different approaches developed to on-line connecting for mental health, comparing in-person and on-line counselling and

considerations for using on-line counselling with clients are bring in attention in the frame of this paper. They are completed by aspects related to the use of Internet for professional consultation, supervision, and support; Internet mechanisms for clinical supervision and consultation; ethical concerns relating to on-line consultation and supervision. The paper emphasize that Internet offers many possibilities both for individuals seeking mental health services and for social workers seeking professional supervision and/or consultation on their clients. However, it has to take into consideration that using Internet for mental health treatment and professional supervision and consultation involve also different risks, like potential breaches of confidentiality and violations of privacy.

### **Integrity as ethical operational value in public administration**

In the paper entitled "*Integrity as ethical operational value in public administration*", the author - Antonio Sandu - starts from the fact that integrity is a prerequisite of every official in the public administration and this is a condition to build the public confidence. The author emphasizes that integrity, like impartiality and fairness, has to be correlated with equity, and in general with justice, both in its distributive, and in the procedural side. Thus, the author tried to illustrate that one of the sources of social construction of impartiality and fairness can be represented by the modern ideal of axiological neutrality, transferred from the area of knowledge into that of social action. During this demarche, the author reviews issues like terminological clarifications related to integrity, impartiality and independence of the public servant, the way from axiological neutrality to impartiality and fairness, integrity and compliance control. The paper emphasizes that integrity is a limiting functional value in the ethics of the public administration and in the author's proposed model, the integrity has three main components: impartiality, fairness and incorruptibility. Those key elements can be correlated with three dimensions of autonomy: decision-making, relational and authenticity.

### **Parents' Perception Concerning Artistic Practices in Education**

The paper "*Parents' Perception Concerning Artistic Practices in Education*", author: Carmen Gabriela Bostan, brings into attention

different concepts and practices that aims to support arts education and develop the cultural awareness and expression as key competence. The study presented in the paper try to emphasize the importance of arts education in the secondary education in vision of parents. A survey was applied to the parents in order to identify how the artistic activities which take place in the school in the frame of formal education (in the hours of the framework plan) were completed by those organized in the non-formal education (developed in different contexts related to historical events, cultural, local or in context of activities during the *School in Another Way* Romanian national school program). The paper presents a short analysis of parents' feedback to the questions means to identify what activities that include artistic elements other than hours of music or drawing are followed by the children, who took the initiative to conducting artistic activities in school, when the artistic activities are usually happen, where are organized the artistic activities by the school and what are the effects of involving the children in artistic activities. The art and artistic education are appreciated by parents as necessary for the formation of kids' personality and development for a good and successfully life. In this respect, the survey emphasizes that in order to develop the artistic education of their children, the parents most often choose the private lessons or children's clubs, or use the most popular networks for non-formal education: Children's Palace, Children's Clubs, cultural institutions or local associations.

### **The Embedment of Responsible Research and Innovation Aspects in European Science Curricula**

In the following paper "*The Embedment of Responsible Research and Innovation Aspects in European Science Curricula*", the authors - Kathy Kiki-Papadakis and Foteini Chaimala (Foundation for Research and Technology Hellas, Greece) - try to attract our attention on the importance of introducing key elements of *Responsible Research and Innovation (RRI)* in Science education. The scientific demarche starts from idea that one key element of education policies is that citizens should become better equipped to enquire into and understand socio-scientific issues, to apply scientific knowledge and ethical values in order to form evidence-based opinions. However, the way related to how the intentions of policy-makers can be translated effectively into educational

practice it is not very clear emphasized in Science education from European countries. In this context, authors investigate how RRI dimensions can be embedded in the curricula of Science education in various European countries. The framework take into consideration illustrates not only the intentions of policy-makers but also current practices with regard to RRI within Science education curricula. The study was developed in the frame of the *ENGAGE FP 7 Project (Equipping the Next Generation for Active Engagement in Science Equipping the Next Generation)* and the mentioned framework has been used as a tool for analyzing the RRI components included in the Science education curricula devoted to students aged 11-16. The paper illustrates how the relationship between RRI and Science education is manifested in practice, by the means of an analytical framework proposed by the authors that helps map intended and actual practice with regard to RRI, as it is reflected in the curricula of 11 European countries. The authors try to demonstrate the potential of this framework as a tool of analysis by providing data on relevant outcomes, which they gathered from a cross-national analysis of curricula from the 11 countries.

### **Means Specific to Basketball in Diversifying the Programs for Lordosis Prophylaxis**

The paper entitled “*Means Specific to Basketball in Diversifying the Programs for Lordosis Prophylaxis*”, authors: Ofelia Popescu, Nicoleta Leonte, Mihaela Netolitzchi, Teodora Wesselly, proposes to promote the health and the prophylaxis of the body posture and alignment disorders, such as lordosis, over the lifetime, by diversifying the physical therapy means with various basketball game means. Thus, having in view that there is no doubt that human beings had sensed long before the benefits which the motion exercises brought to restore health, physical exercise represents the basic means of the physical therapy prophylaxis. The paper emphasizes that the faulty attitudes and the physical deficiencies can be the result of functional insufficiency (joint laxity, muscular hypotonia), rigidity or exaggerated tension (joint stiffness, increased muscular tone), or functional inequality or asymmetry. The study demonstrated that the lumbar spine recovers and corrects by toning with the shortening of the abdominal muscles which are weak and hypotonic, concomitantly with the lengthening and decontracting of the lumbosacral muscles. The dribbling is a fundamental technical element in

basketball, which can be used care successfully in the physical therapy programs. Based on that, basketball can be considered an „associate” of the traditional physical therapy prophylaxis.

### **Using the pyramid of neurological levels in the human resources motivation management**

The next paper “*Using the pyramid of neurological levels in the human resources motivation management*” - author: Antonio Sandu - starts from the general idea that one of the great responsibilities of the managers is the staff motivation and it can be one of the performance criteria for a good manager. The author introduces a possible theoretical model of using the Pyramid of Neurological Levels formulated by Dilts (1990, 1995) to build the intrinsic motivation of human resource in the postmodern organizations. The Pyramid of Neurological Levels is an extension to the pyramid of needs and has the following levels: environment, behavior and language, abilities, competences and talent, beliefs and values, identity, belonging and spirituality, mission and supreme goal. Each of these levels was attached to a series of motivational practices, more or less used in postmodern organizations. The paper presents the characteristics of each neurological level and how this level can be reached by an individual. Based on these aspects, the author concludes that the positive attitude of the employees towards the assigned tasks is a source of organizational success while an attitude of rejection, or a reserved attitude towards those tasks can become a major risk of failure for the organization. Thus, motivation represents a key dimension in increasing the professional performances of the employees and the organization. Moreover, the Dilts’ pyramid model of the neurological levels can be used like starting point for a new management of motivation in the postmodern organization.

In the end of this number of the Journal, two reviews of new editorial appearances in the Educational area are presented, as follows:

- ***Social Construction of Reality as Communicative Action*** - Author: Antonio Sandu
- ***Elaboration of the License, Dissertation and First Teaching Degree Thesis. A Scientific and Methodological Guide.*** – Authors: Ioan Neacșu, Loredana Manasia, Teodora Chicioareanu



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