

educational process and prepare students for the challenges of the digital world without violating moral and ethical standards.

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TWO DIGITAL ELEPHANTS IN THE ROOM OF ACADEMIC PRACTICES

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The world around us is growing increasingly digital and data-intensive, affecting our lives and practices as citizens and researchers in a multitude of ways. We have to ask not only how we ensure that academic research remains trustworthy and transparent as digitalisation disrupts our practices, but we also have to address the question of what the use of artificial intelligence does to the epistemic foundations of scientific knowledge.

In this presentation I will address two challenges we face as researchers due the emergence of generative AI, the need for a more systematic approach to understanding the potential role and use of generative AI in research, and how transparent and reproducible research practices in the increasingly digital future relies of the implementation of an accelerated implementation of Open Science practices in particular that of Open Data.

The first challenge I will address is how the use of artificial intelligence is growing, and is already used extensively in science. When the scientific argument relies on an inexplicable deep neural network, then from the onset of the study it is accepted that a part of the scientific argument will remain opaque. The second is that of potential bias, as in the very heart of generative AI models also lies that they need to be trained on data. Thus, the quality of the training

data is crucial for the quality of the final model. This implies that if the outcome of the AI model is to be trustworthy, the training data has to be unbiased.

Both challenges raise questions about how to ensure transparency and reproducibility of research, and thus to mitigate these challenges I address how Open Science practice, in particular Open Data practices, can help ensure that research, even in the age of generative AI, is trustworthy and reproducible.

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**ACADEMIC INTEGRITY AS THE MAIN FACTOR
IN CREATING A POSITIVE PROFESSIONAL IMAGE
OF A TEACHER AT A HIGHER EDUCATION INSTITUTION**

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Introduction. The relevance of the problem mentioned by us, namely academic integrity, is dictated by the modern challenges of society. Society has always made high demands on the teacher's professional pedagogical activity and his image, since education is the main factor in the socio-economic, intellectual and spiritual development of society. First of all, high-quality professional training of future specialists depends on the teacher's personality, since high-quality higher education is impossible without compliance with the norms and principles of academic integrity.

Adherence to academic integrity is, directly, the formation of intellectual dignity, the development of honesty and responsibility of all participants in the educational process in educational institutions.

A number of modern scientific and pedagogical sources emphasize the need to observe academic integrity, which appears acutely in all