



**CALL FOR PAPERS**

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# Ethics and plagiarism in scientific communication

**Ética y plagio en la comunicación científica**

## Thematic Editors

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## Focus

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Both scientific and academic communication should be guided, amongst others, by the principles of honesty, integrity, probity and truthfulness. Misleading, misrepresenting, defrauding, lying, betrayal, concealing, confusing, etc. are practices that are incompatible with the transmission of scientific knowledge and academic activities. The reality, however, is different: there is abundant evidence showing that dishonest and fraudulent activities are still present in both processes.

Development, penetration and expansion of Information and Communication Technologies (ICT) have led to significant changes in the methods and procedures of transmission and acquisition of knowledge. In scientific communication, both targeted to the general public (through mass media, social networks, etc.) and targeted to specialists (scientific journals, congresses and conferences, research reports, etc.), these changes, combined with other factors, can promote and encourage dishonest practices. The same applies to the transmission of knowledge in education: numerous experts suggest that there has been an increase in the prevalence of dishonest behaviours, especially by students and especially those that have to do with the perpetration of academic plagiarism in the process of teaching and learning.

In light of this situation, both the managers and editors of scientific publications and media, as well as responsible bodies of academic institutions and research centres, must ensure compliance of core values such as honesty, integrity, fairness and truthfulness in the creation of scientific and academic communication and transmission. This special issue is intended to publicise and disseminate recent contributions and advances in the field of ethics

and honesty in scientific and academic communication, with special emphasis on the phenomenon of plagiarism and other dishonest practices. In the context of this main thematic focus papers relating to descriptive analysis and contributions focused on the study of the causes and consequences of dishonest practices, as well as articles on strategies and preventive measures aimed at ensuring ethics and integrity in scientific and scholarly communication are accepted and welcome.

This is a subject that affects all areas of scientific knowledge and all levels of education systems: their study, understanding, interpretation and description can be made from any visual or analytical perspective. Moreover, only through multidimensional approaches will it be possible to describe, understand and solve the problem of dishonesty in the scientific and academic communication.

## Topics

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- Ethics in Science
- Scientific and Academic Communication
- Ethics, honesty and academic integrity
- Scientific values and principles
- Ethical Codes in Science and Academic Institutions
- Deontological Codes
- Ethics and control policies in scientific publishing
- Fraud in students' assessment
- Dishonest academic behaviours and practices
- Legislation and regulation on scientific misconduct and fraud
- Academic regulations and norms to confront fraud and misconduct
- Factors associated with misconduct within scientific and academic communication
- Consequences of scientific misconduct
- Scientific misconduct detection systems, resources and strategies
- Academic writing principles and fundamentals
- Scientific education in the diverse levels of the educational system
- Students' assessment strategies and methods
- Publishing and editorial processes in mass media in scientific communication
- Self-plagiarism
- Plagiarism in scientific communication using digital and audio-visual resources

## Questions

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Some questions and reflections addressed in this special issue and related to its topics are:

- Ethics and scientific communication: What basic principles should guide the dissemination of scientific results? How to promote ethical values linked to communication and scientific dissemination among researchers? To what extent are dishonest practices widespread in the scientific communication? What are the causes of dishonest practices in the scientific communication? Are there differences between the different areas of knowledge regarding the concept of honesty and rigor in scientific transmission?
- Academic honesty in communication amongst students: What is the level of prevalence of various dishonest practices, such as plagiarism? What are the causes or factors associated with plagiarism and other fraudulent practices amongst students? What are the consequences of committing dishonest practices amongst students? What measures and strategies exist to combat dishonest practices by students, what is their effectiveness and how they could be improved?
- Academic honesty among teachers/faculty: What kind of dishonesty may occur in teachers in exercising

their profession? What control mechanisms have academic institutions established to combat dishonesty amongst faculty?

- Scientific journals and academic honesty: What role does or should the editors of scientific journals play to ensure honesty in scientific communication? What mechanisms have been or should be put in place to ensure fair practices in scientific communication?
- Strategies to combat dishonesty in scientific communication. What strategies have been or should be implemented to combat dishonesty in the transmission of scientific knowledge? What role does/should the Ethical Commissions of universities and/or research centres have in ensuring standards of rigor and honesty in scientific research?
- Cross-country analysis and amongst geographical contexts: Are there differences between countries in the treatment of honesty and ethics in scientific communication?
- Open Educational Resources (OER) and Open Science (OS) and misconduct: How does the integrity of scientific and academic communication affect the existence of resources, tools and educational practices created and shared within a framework of open exchange?
- Ethics in scientific communication via audio-visual media: How to prevent and detect fraud in scientific communication and distribution using audio-visual resources?
- Public communication of science in the society of the spectacle: What role should mass media play in transmitting scientific knowledge and ensuring its accuracy and reliability? What control mechanisms are applied and enforced by the media in order to ensure the accuracy and rigor of the dissemination of scientific knowledge? What legal framework exists to ensure the accurate dissemination of scientific knowledge by the mass media?
- The role of institutions and governments in promoting honesty in scientific communication: How can governments, responsible bodies of science policy, and research funding institutions act to ensure honesty and truthfulness in the communication of research project results? Does the increasing pressure for researchers to publish their research results - "publish or perish" syndrome - provoke an increase in dishonest practices among researchers?

## About the thematic editors

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**Dr. Jaume Sureda-Negre.** Full Professor at the Department of Applied Education and Educational Psychology of the University of the Balearic Islands (UIB) - of which is Director. He has held positions of Vice-rector of the UIB and Director of the Institute of Educational Sciences. He has been principal investigator for two research projects focused on the analysis of academic plagiarism amongst university students and secondary education students funded by the Spanish Ministry of Economy and Competitiveness. He has a significant number of publications in international journals with high impact. He is responsible for the Research Group "Education and Citizenship", which has the consideration of Competitive Research Group under the auspices of the Directorate General for Research, Technological Development and Innovation of the Ministry of Innovation, the Interior and Justice of the Government of the Balearic Islands, and co-financing of the European FEDER Fund.

**Dr. Karl O. Jones.** Principal Lecturer in the School of Engineering, Technology and Maritime Operations at Liverpool John Moores University. While his primary research field is applied Artificial Intelligence, he has an interest in the area in Engineering Education and in particular Academic Impropriety. He has been part of the Project Management Team of six EU Funded Projects based around Computing Education from Bachelors up to Doctorate. He has published work on Academic Impropriety and provided talks on the topic at a number of Universities. He is a referee for a number of International journals over a wide area of topics, such as Biotechnology, Information technology, Control, Artificial Intelligence and Education; as well as a member of International Conference Committees covering education.

**Dr. Rubén Comas-Forgas.** Associate Professor at the Department of Applied Education and Educational Psychology of the University of the Balearic Islands (UIB). He holds a PhD in Educational Sciences (with European Mention) where he analysed the phenomenon of academic plagiarism amongst students of the UIB. He has been researcher

on two research projects focused on the analysis of academic plagiarism amongst university and secondary education students funded by the Spanish Ministry of Economy and Competitiveness. He has participated in more than 10 European projects as a researcher. Rubén has had a significant number of publications in journals with international impact. He has been a visiting researcher at several universities, including: East Anglia University (UK), Liverpool John Moores University (UK), Panteion University of Social and Political Sciences (Greece), and Autonomous University of Yucatan (Mexico).

### **Guidelines and submission of proposal**

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**Publishing guidelines:**

[www.revistacomunicar.com/index.php?contenido=normas&idioma=en](http://www.revistacomunicar.com/index.php?contenido=normas&idioma=en)

**Proposals for the Special Issue are to be submitted through the OJS RECYT platform:**

<http://recyt.fecyt.es/index.php/comunicar/login>

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