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INTERNATIONAL ACADEMIC MOBILITY AS A FACTOR INFLUENCING THE TRANSFORMATION OF ACADEMIC INTEGRITY CULTURE AMONG FUTURE RESEARCHERS

МІЖНАРОДНА АКАДЕМІЧНА МОБІЛЬНІСТЬ ЯК ЧИННИК ТРАНСФОРМАЦІЇ КУЛЬТУРИ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ МАЙБУТНІХ ДОСЛІДНИКІВ

Article's purpose. This article aims to analyze, both theoretically and practically, how international academic mobility programs – such as semester exchanges and research internships – impact the culture of academic integrity among Master's and PhD students. The research is set within the context of Ukraine's integration into the European Higher Education and Research Areas. The focus is on how experiencing the European academic environment influences the ethical values of future researchers and supports the implementation of the Law of Ukraine on Academic Integrity (2025).

Methodology. To achieve the set goals, a comprehensive qualitative and comparative methodology was employed, covering the period of academic cooperation between T. H. Shevchenko National University «Chernihiv Colehium» (Ukraine) and Pomeranian University in Słupsk (Poland) from 2016 to 2025. The research integrated comparative-pedagogical analysis of educational programs following the framework of Bray et al. (2014),

qualitative content analysis of legislative documents (Mayring, 2015), and the case study method based on Yin's (2018) research design. Systematic pedagogical observation of 50 students across natural science and pedagogical specialties documented a behavioral shift in students' attitudes toward data authenticity during their internships in EU laboratories.

Scientific novelty. For the first time in domestic pedagogical discourse, international academic mobility is considered not only as a tool for acquiring professional competencies. It is also seen as a powerful ontological catalyst for the «reputational» model of academic integrity. The study identifies the mechanism of «automatic ethical compliance», which arises from the high level of professional specialization in EU universities. It justifies the synergistic effect of combining national theoretical training – the 3-ECTS «Academic Integrity in Higher Education Institutions» course – with practical European experience. This combination ensures the transition from declarative adherence to ethical norms to their deep internalization.

Conclusions. It is proven that international mobility ensures a transition from a «punitive» perception of plagiarism to a value-oriented culture of research integrity. For Master's students, this transformation is driven by the choice of specialized tracks, while for PhD candidates, it is facilitated by work in certified laboratories and participation in international grant programs (Elsevier, CRASP). The study concludes that implementing the Law of Ukraine on Academic Integrity (2025) is most effective when students are integrated into the global scientific community, creating a «seamless ethical space» between Ukrainian and European universities.

Keywords: academic integrity; international mobility; Master's students; PhD students; European integration.

Мета статті. Метою статті є теоретичне обґрунтування та практичний аналіз впливу програм міжнародної академічної мобільності (семестрових обмінів та наукових стажувань) на трансформацію культури академічної доброчесності магістрантів та аспірантів у контексті інтеграції України до Європейського простору вищої освіти та наукових досліджень. Дослідження зосереджено на оцінці того, як занурення в європейське академічне середовище модифікує етичні цінності майбутніх дослідників та сприяє імплементації нового Закону України «Про академічну доброчесність» (2025).

Методи дослідження. Для досягнення поставлених цілей застосовано комплексну якісну та порівняльну методологію, що охоплює період академічної співпраці між Національним університетом «Чернігівський колегіум» імені Т. Г. Шевченка (Україна) та Поморським університетом у Слупську (Польща) з 2016 по 2025 р. Дослідження інтегрувало порівняльно-педагогічний аналіз освітніх програм за методикою М. Брея (Bray et al., 2014), якісний контент-аналіз законодавчих документів за П. Майрінгом (Mayring, 2015) та метод кейс-стаді на основі дослідницького дизайну Р. Йіна (Yin, 2018). Систематичне педагогічне спостереження за 50 учасниками природничих та педагогічних спеціальностей дозволило задокументувати «поведінковий зсув» у ставленні студентів до достовірності даних під час стажувань у лабораторіях ЄС.

Наукова новизна. Уперше у вітчизняному педагогічному дискурсі міжнародна академічна мобільність розглядається не лише як інструмент здобуття професійних компетенцій, а як потужний онтологічний каталізатор «репутаційної» моделі академічної доброчесності. Виявлено механізм «автоматичного етичного комплаєнсу», що виникає завдяки високому рівню професійної спеціалізації в університетах ЄС. Обґрунтовано синергетичний ефект поєднання національної теоретичної підготовки (курс «Академічна доброчесність у закладах вищої освіти» на 3 кредити ЕКТС) із практичним європейським досвідом, що забезпечує перехід від декларативного дотримання етичних норм до їхньої глибокої внутрішньої інтерналізації.

Висновки. Доведено, що міжнародна мобільність забезпечує перехід від «карального» сприйняття плагіату до ціннісно-орієнтованої культури цілісності досліджень. Для магістрантів ця трансформація зумовлена вибором спеціалізованих траєкторій, а для аспірантів – роботою у сертифікованих лабораторіях та участю у міжнародних грантових програмах (Elsevier, CRASP). Зроблено висновок, що імплементація Закону України «Про академічну доброчесність» (2025) є найбільш ефективною через інтеграцію студентства у світову наукову спільноту, що створює «безшовний етичний простір» між українськими та європейськими університетами.

Ключові слова: академічна доброчесність; міжнародна мобільність; магістранти; аспіранти; євроінтеграція.

Problem statement. As Ukraine integrates into the European Higher Education Area (EHEA) and the European Research Area (ERA), it is essential to engage our academic community beyond structural reforms. Core academic values, especially academic integrity, are at the heart of our scientific reputation and educational quality. The Tirana Communiqué (EHEA, 2024) affirms that academic freedom and integrity are keystones of a democratic EHEA. However, within Ukraine, integrity is often viewed narrowly as a technical exercise in plagiarism detection. This perspective risks creating a disconnect between institutional expectations and the lived ethical culture of our future scholars.

The Law of Ukraine on Academic Integrity (2025) shifts from a punitive approach to a value-based model, clarifying legal definitions and roles within education. Yet, genuine cultural change needs more than laws. International academic mobility – especially PhD research internships in EU universities – is one key catalyst. Technical aspects are well documented, but how European academic norms, such as those in the European Code of Conduct for Research Integrity (ALLEA, 2023), influence Ukrainian youth's integrity culture has not been fully studied.

Analysis of recent research and publications shows key trends. Internationally, Byram (2021) examines how academic mobility influences professional identity. Fishman (2014), ICAI (2021), and Davis (2023) focus on the role of the educational environment in academic honesty. In Ukraine, Finikov and Artyukhov (2016), Dotsenko (2022), and Kovryha (2025) discuss how to build an integrity culture in higher education. Yaroshenko et al. (2020) studied psychological and pedagogical aspects of students' ethical conduct.

Formulation of article goals. This article aims to explain and study how international academic mobility (semester exchanges and research internships) shapes the culture of academic integrity among Master's and PhD students. The goals are:

- to compare the «punitive» and «value-oriented» models of academic integrity through the prism of the experience of Ukrainian students in Polish university using the example of the Biology and Biochemistry specialty;

- to determine how international mobility contributes to the implementation of the Law of Ukraine on Academic Integrity (2025) into the daily practice of young researchers.

Explanation of the procedure of theoretical, methodological, and experimental research, indicating the research methods. To achieve the set goals, a comprehensive qualitative and comparative methodology was employed, covering the period of academic cooperation between T. H. Shevchenko National University «Chernihiv Colehium»

(Ukraine) and Pomeranian University in Słupsk (Poland) from 2016 to 2025.

The study integrated the following methods.

Comparative-pedagogical analysis. Used to compare the curricula and syllabi of Master's and PhD programs, following the methodological framework of comparative education developed by Bray et al. (2014). This allowed for identifying specific shifts in the integration of ethical standards across different national contexts.

Documentary analysis. Study of rules, the Law of Ukraine on Academic Integrity (2025), and EU documents. The work used the content analysis method (Mayring, 2015), which helped clarify the interpretation of laws and ethics.

Observation and case study methods were used. Fifty participants from different fields were monitored. Based on Yin's (2018) case study design, this approach tracked how students' views on data authenticity and citation changed during their time in the European academic environment.

Dichotomous comparison. Used to show the main differences between the rule-based model common in Ukraine and the practical reputation-focused model in international research internships.

Presentation of the main research material with an explanation of the scientific results. Building a culture of academic integrity in Ukrainian Master's students starts with solid theory and practice in the national education system. In the first semester, students take a specialized course – «Academic Integrity in Higher Education Institutions» (90 hours, 3 ECTS credits). This course moves from basic moral and legal ideas to practical skills in scientific writing (Lukash & Szikura, 2025).

Key modules of the course include the study of the legislative framework and practical tools for plagiarism detection. Special attention is given to the «Social Model of Plagiarism», and creative tasks focused on citation rules. This internal stage is crucial as it creates a «terminological and ethical filter» through which students later perceive the European academic environment. However, as our study shows, while the theoretical part is successfully mastered in Ukraine (with a maximum score of 100 points), the true internalization of these values occurs primarily during semester exchanges, when students face a different set of institutional consequences and a culture of zero tolerance for violations.

Transformation of integrity culture through academic mobility. Implementation of mobility rights for students of the T. H. Shevchenko National University «Chernihiv Colehium» at the Pomeranian University in Słupsk provides a unique platform for comparing educational standards and ethical practices. Between 2016 and 2025, approximately 50 students participated in these exchanges, representing a wide

range of specialties: Biology and Biochemistry, Ecology, Geography, Secondary Education (Biology), Secondary Education (Geography), Music Art, Primary Education, Pre-school Education, Mathematics, and Psychology.

A comparative analysis of the Master's programs in «Biology and Biochemistry» at T. H. Shevchenko National University «Chernihiv Colehium» and «Biology» at Pomeranian University in Słupsk reveals significant structural differences that directly influence the formation of academic integrity. While the Ukrainian program focuses on broad, fundamental training for biologists capable of working across multidisciplinary fields (from environmental monitoring to forensics), the Polish system is built on a highly specialized model. At Pomeranian University in Słupsk, students choose specific educational tracks (specializations), such as Medical Biology (Biologia medyczna), Teaching Biology (Biologia nauczycielska), and Natural Expertise and Biomonitoring (Ekspertyzy przyrodnicze i biomonitoring).

The absence of rigid specializations at the Master's level in Pomeranian University in Słupsk is compensated for by a wide range of elective courses. However, the presence of distinct specializations in the Polish academic environment serves as a powerful tool for internalizing ethical standards. When a student chooses a narrow path, such as «Natural Expertise and Biomonitoring», they realize that their professional reputation is built on the absolute reliability of their data. In this context, academic integrity shifts from a general academic rule to a specific professional requirement: a future expert or medical biologist understands that falsification in a specialized field has immediate and irreversible consequences for their career and society. Thus, the differentiation of programs at Pomeranian University in Słupsk encourages students to view scientific honesty as a personal professional asset rather than a mere formality.

The educational transition from T. H. Shevchenko National University «Chernihiv Colehium» to Pomeranian University in Słupsk involves not only a change in language but also a shift in methodological responsibility. Students choose from a wide range of elective courses in Słupsk, such as Conservation Biology (Biologia konserwatorska), Environmental Biochemistry (Biochemia środowiskowa), Digitalization Technologies for Biological Data (Technologie cyfryzacji danych biologicznych), and R&D Project Management (Zarządzanie projektem badawczo-rozwojowym). For a Ukrainian student, the necessity to independently manage a research trajectory in a foreign environment acts as a catalyst for self-regulation. Academic integrity here becomes a practical necessity. In particular, the course Methodology of Biological Observations and Experiments (Metodyka obserwacji i doświadczeń biologicznych)

directly links ethical data collection with the validity of the final research result, which is the highest form of integrity in natural sciences.

Academic integrity in research: the professional evolution of PhD students. The transformation of academic integrity culture reaches its professional peak during the research internships of PhD students (Specialty «Biology and Biochemistry»), implemented through the Scientific Consortium (2021) between T.H. Shevchenko National University «Chernihiv Colehium» and the Institute of Biology and Earth Sciences at Pomeranian University in Słupsk. This stage is realized in two fundamental forms: specialized laboratory practice and international scholarship programs.

The core of the third-year internship is the module «Research Activity: Laboratory Research and Herbarium Management». Here, academic integrity shifts from textual rules to the ethics of experimental data. Key elements, such as maintaining laboratory logbooks, implementing EU-compliant quality systems, and metrological confirmation of equipment, instill the principle of traceability. Working in Słupsk's microbiological, genetic, and biochemical laboratories, as well as with the Herbarium Slupensis (SLTC) (including specimen digitalization), PhD students internalize that any data manipulation or procedural neglect is a direct violation of research integrity. This practical school of «honest experimentation» ensures that the results of young Ukrainian scientists remain competitive and verifiable.

Since 2019, this ethical evolution has been further reinforced through international scholarship programs, such as those funded by the Conference of Rectors of Academic Schools in Poland (CRASP) and Elsevier. In 2026, three high-impact projects (focusing on antioxidant balance in blood donors, environmental optimization in aquaculture, and multidimensional hemodynamic analysis) demonstrated the integration of Ukrainian PhD candidates into the global scientific community (Fig. 1). Winning an Elsevier-backed scholarship implies a commitment to the highest standards of publication ethics. Access to global databases and rigorous selection criteria foster a culture where scientific honesty is a prerequisite for funding and career growth.

The final stage of this transformation is the public accountability demonstrated at cyclical international conferences, such as «Natural Resources of Border Areas under a Changing Climate» (NARBAC) and «Biogeosphere and Socium» (BGS). The alternating hosting of these events (in Chernihiv, Berehove, and Słupsk) creates a shared trans-border academic space. For a young scientist, presenting their individual research in such a forum is a lesson in public responsibility, where academic integrity becomes a collective commitment to the international scientific consortium.

Discussion. The synthesis of the presented cases (Master's and PhD levels) indicates that international academic mobility serves as a powerful ontological catalyst for transforming researchers' ethical values.

The hierarchical mechanism of such transformation is illustrated in Table 1, which demonstrates the progression from basic

declarative awareness to deep professional internalization of integrity standards.

While the Ukrainian educational space successfully provides the theoretical foundation through specialized courses, immersion in a European academic environment (e.g., Pomeranian University in Słupsk) ensures the transition from «passive knowledge» to «active integrity».



Fig. 1. Internship of the T.H. Shevchenko National University «Chernihiv Colehium» PhD students under the scholarship program of the Conference of Rectors of Academic Schools in Poland (CRASP) and Elsevier. Hematology Laboratory (Słupsk, Poland, January 2026)

Table 1

Levels of Academic Integrity Culture Transformation through International Mobility

Formation level	Mechanism of influence	Result (Transformation)
Theoretical	Academic discipline (3 ECTS), testing, codes of conduct, theoretical writing	Declarative awareness. Knowledge of rules, ethical definitions, and potential sanctions
Practical	Semester exchanges, choice of specialized tracks, immersion in EU academic environment	Internalization of values. Academic integrity as a core professional and reputational asset
Professional (PhD)	Research internships, international grants (Elsevier/CRASP), work in certified laboratories	Research integrity. Automatic ethical compliance through «traceability» of scientific data

For Master's students, this experience is transformative as they move from a school-like perception of learning to the requirements of the Erasmus+ Student Charter, which explicitly links mobility to the principles of academic honesty and transparency. The comparative analysis shows that the Polish model's high level of specialization and rigorous laboratory protocols (Case 2), aligned with the European Code of Conduct for Research Integrity (ALLEA, 2023), create an automatic system of ethical compliance. In this environment, academic integrity ceases to be a disciplinary requirement and becomes a personalized professional asset. For Ukrainian students, the shift from a «punitive» perception of plagiarism to a «reputational» model of research integrity is the key result of this decade-long collaboration (2016–2025).

Conclusions. The study of international academic mobility as a tool for transforming integrity culture among Master's and PhD students yields the following conclusions.

It is established that while the national educational space (the 3-ECTS course at T.H. Shevchenko National University «Chernihiv Colehium») provides a necessary theoretical foundation, the European academic environment at Pomeranian University in Słupsk) acts as a decisive practical catalyst. It ensures the transition from declarative knowledge of rules to the internalization of ethical values.

The comparative analysis of educational programs shows that the high level of specialization in EU universities (e.g., Medical Biology, Natural Expertise, and Biomonitoring) directly contributes to academic integrity. In a specia-

lized environment, scientific honesty ceases to be a formal requirement and becomes a personalized professional asset and a guarantee of the researcher's reputation.

For PhD students, research internships in EU laboratories provide a «school of research integrity». Working with EU quality documentation, metrological standards, and international grants (e.g., from CRASP / Elsevier) instills a culture of data traceability, where any manipulation of primary results becomes impossible due to institutional and technological transparency.

Prospects for further research. For the full-scale integration of Ukraine into the European higher education and research areas, future efforts should focus on institutionalizing

international experience at the national level. According to the Law of Ukraine on Academic Integrity (2025), it is necessary to develop joint Ukrainian-European certification programs for research ethics and to implement unified standards for digital data management (Open Science). Further research should evaluate the long-term career trajectories of mobility program participants to determine how the «integrity culture» acquired abroad influences the ethical climate of Ukrainian universities after their return. The ultimate goal remains the creation of a seamless ethical space where the standards of Ukraine and Poland are identical not only on paper but in the daily practice of every scientist, reflecting the core values of the Bologna Process.

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