

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code &amp;</b>	HTM5R02
<b>Subject Title</b>	Academic Integrity and Ethics in Business Studies and Research
<b>Credit Value</b>	1
<b>Level</b>	5
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To raise students' awareness of the importance of adhering to high standards of academic integrity.</li> <li>2. To enhance students' ability to critically analyse ethical issues and make appropriate ethical decisions.</li> </ol>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Demonstrate knowledge and understanding of the concepts and principles of academic integrity and ethics.</li> <li>b. Enhance awareness and ability to analyse academic integrity and ethical issues, such as copyright and plagiarism, and act properly to avoid academic and ethical misbehaviours.</li> <li>c. Recognise important ethical issues and practices in a university context.</li> <li>d. Understand the implications and concerns on academic integrity raised by latest technologies such as ChatGPT and other Generative Artificial Intelligence tools.</li> <li>e. Identify and deal with complex ethical and professional issues in discipline-specific settings such as the use of confidential/sensitive company data, the use of animals for or the involvement of children and vulnerable adults in business research undertakings, and be able to communicate effectively on academic integrity and ethics issues to the concerned stakeholders and the general public.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Definition and essence of academic integrity, and the philosophies, origins, and codes of ethics in social sciences research in general and in business research in particular.</li> <li>2. The need for understanding and learning about business research ethics and the meaning of ethical behaviour in business research: Case studies, examples of ethical misbehaviours, instances of (self) plagiarism and retraction of published work,</li> </ol>

	<p>amongst other cases of academic integrity and ethics in business research.</p> <ol style="list-style-type: none"> <li>3. The culture, politics and law(s) pertaining to ethical behaviour in business research and practice.</li> <li>4. Mechanism and procedures in obtaining ethical approval for a business research project.</li> <li>5. Ethics in businesses and industries: Common issues, guiding principles, and scenarios in business research.</li> <li>6. Ethics and human behaviour: Individual, professional and societal responsibilities of business research.</li> <li>7. Involving animals, children, minorities and other vulnerable people in tourism, recreation and other business research, as well as using confidential/sensitive company data for research.</li> <li>8. Recent ethical issues affecting social economic development in Hong Kong</li> <li>9. Ethical use of information and information technology in postgraduate studies and research: Understanding copyright, plagiarism and proper citations, and using ChatGPT for business research.</li> </ol>
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>This subject, in a one-hour weekly meeting mode, will consist of lectures, seminars, discussions, presentations, self-reflections, and other learning activities (as outlined below).</p> <ul style="list-style-type: none"> <li>• <b>Interactive lectures</b> – To explain concepts and theories with examples drawn from business research and practice. Learners are encouraged to raise issues for discussion in the classroom.</li> <li>• <b>Discussions</b> – To facilitate critical thinking on academic integrity and ethics in business research.</li> <li>• <b>Seminars via guest speakers</b> – Depending on availability, guest speakers may be invited to share their perspectives on research involving animals, children, minorities and other vulnerable people, as well as the use of confidential/sensitive company data in tourism, recreation and other business contexts.</li> <li>• <b>Presentations</b> – Learners will be requested, either individually or as a group, to present for example on issues relating to academic integrity and ethics in their own business-oriented research.</li> <li>• <b>Self-reflections</b> – Learners are encouraged to reflect on their own experience and liberal/intellectual growth relating to academic integrity and ethics in business research.</li> </ul> <p>To achieve the subject’s objectives and learning outcomes, learners are expected to</p> <ul style="list-style-type: none"> <li>• Attend and positively participate in class lectures, seminars, discussions and other learning activities.</li> <li>• Prepare for class by completing required readings and other assignments on time.</li> </ul>

- Engage in discussions and share in the learning process with fellow classmates, the instructor, and guest speakers (if any).
- Avoid disruptions and distractions (e.g., no conversing while others are speaking, no using/playing smartphones in class).
- Respect diversity and positively nurture a community of learning and practice in class.

**Assessment Methods in Alignment with Intended Learning Outcomes**

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Group assignment on discipline-specific scenario/case study analysis	40%	√	√	√	√	√
2. Individual assessment (1,000-word essay on a topic relating to academic integrity and ethics in business research)	30%	√	√	√	√	√
3. Oral presentation	20%	√	√	√	√	√
4. Attendance/class discussions	10%		√	√	√	
Total	100%					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Notably, the intended learning outcomes of this subject focus on conceptual understandings of academic integrity and ethics in business research, as well as on the instrumental and process use of such knowledge in business research practice. The specified assessment methods/tasks serve exactly these outcomes, through analysing, discussing, speaking on and writing about issues on academic integrity and ethics in business research.

Thus, with the above four specified assessments, the five intended learning outcomes will have been adequately achieved.

Subject assessment will be graded on a **pass/fail** basis (where a total score  $\geq 60$  is **pass**, and a total score  $\leq 59$  is **fail**).

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture/seminar/workshop/oral presentation	13 Hrs.
	Other student study effort:	
	▪ Self study and group work	17 Hrs.
	▪ Preparation for assignments and presentations	10 Hrs.
	Total student study effort	40 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. Cassell, C., Cunliffe, A., &amp; Grandy, G. (2018, eds.). <i>The SAGE Handbook of Qualitative Business and Management Research Methods</i>. Thousand Oaks: Sage.</li> <li>2. Denzin, N., &amp; Lincoln, Y. (2018, eds.). <i>The SAGE Handbook of Qualitative Research</i>. Thousand Oaks: Sage.</li> <li>3. Frechtling, D. (2018). On the ethics of tourism research. <i>Journal of Travel Research</i>, 57(8), 1054 –1067.</li> <li>4. Hong Kong Business Ethics Development Centre (2023). <a href="#">Mission   About Us   Hong Kong Business Ethics Development Centre (icac.hk)</a></li> <li>5. UNWTO (1999). Global Code of Ethics for Tourism (<a href="https://www.unwto.org/global-code-of-ethics-for-tourism">https://www.unwto.org/global-code-of-ethics-for-tourism</a>)</li> </ol>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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