

## 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</b>   | <b>SFT5R08</b>   |
| <b>Subject Title</b>  | <b>Academic Integrity and Ethics in Design and Innovation</b>  |
| <b>Credit Value</b>   | <b>1</b>   |
| <b>Level</b>  | <b>5</b>   |
| <b>Pre-requisite/<br/>Co-requisite/<br/>Exclusion</b>               | Nil  |
| <b>Objectives</b>   | <p>The objectives of the subject are to:</p> <ol style="list-style-type: none"> <li>1. Raise students' awareness of the importance of adhering high standards of academic integrity.</li> <li>2. Enhance students' ability to critically analyse ethical issues and make appropriate ethical decisions.</li> </ol>   |
| <b>Intended Learning Outcomes</b><br><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) Demonstrate 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 the latest technology, such as ChatGPT and other Generative Artificial Intelligence (GenAI) tools.</li> <li>(e) Identify and deal with complex ethical and professional issues in design and innovation settings, and be able to communicate effectively the issues to the stakeholders and the public.</li> </ol> |
| <b>Subject Synopsis/<br/>Indicative Syllabus</b><br><i>(Note 2)</i> | <p><b>(I) Foundations of Academic Integrity and Ethics in a University Context</b></p> <ul style="list-style-type: none"> <li>• Definitions and principles of academic integrity</li> <li>• The importance of trust, fairness, respect, and responsibility in academic and creative work</li> </ul> <p><b>(II) Copyright, Plagiarism, and Intellectual Property in Design and Innovation</b></p> <ul style="list-style-type: none"> <li>• Understanding copyright, plagiarism, intellectual property, and plagiarism in creative and academic work</li> </ul>  |

|  |  |  |             |  |
|--|--|--|-------------|--|
|  | <ul style="list-style-type: none"> <li>• Recognising and avoiding academic misconduct</li> <li>• Ethical collaboration, teamwork, credit and responsibility of project collaborators, and proper citation of sources</li> <li>• Ethical considerations in textile innovation, including sustainability, production safety, and responsible sourcing</li> <li>• Methods for identifying and preventing design plagiarism and case studies</li> </ul> <p><b>(III) Academic Integrity and Emerging Technologies: Challenges and Opportunities</b></p> <ul style="list-style-type: none"> <li>• Ethical use of digital tools and AI in research processes with design and innovation case studies</li> <li>• Detecting and preventing AI-assisted plagiarism</li> </ul> <p><b>(IV) Professional Ethics and Communication in the Design and Innovation disciplines</b></p> <ul style="list-style-type: none"> <li>• Ethics in research involving human subjects: responsibility for experimental animals, requirements governing research and professional functions involving human subjects and animals</li> <li>• Ethics in research conducted in various professional business contexts, such as corporate environment, market research, and advertising</li> <li>• Ethics in research within design, covering areas such as design innovation, consumer and market research, sourcing and sustainability studies, and responsible communication in marketing and branding</li> </ul> |  |             |  |
| <p><b>Teaching/Learning Methodology</b><br/>(Note 3)</p> | <p>Lecture/seminars: Lectures will introduce key theoretical concepts and principles of ethics and academic integrity, supported by real-world and industry-specific case examples to deepen students’ understanding. Seminars will provide an interactive environment for students to discuss and critically engage with these concepts.</p> <p>In case studies and group discussion, students will work in groups to analyse previous problem cases related to ethical dilemmas and academic integrity issues in design, innovation and related fields. Special sessions will focus on design plagiarism, where students will review real cases, apply plagiarism identification methods. Through guided discussion, students will develop their analytical and decision-making skills, considering multiple perspectives and possible outcomes.</p> <p>Students will have the opportunity to practice procedures such as obtaining human subjects ethics approval, simulating practical or research scenarios. This hands-on activity encourages students to reflect on the ethical dimensions of research and to critically evaluate the decision-making process in complex situations.</p> <p>A presentation session will be organised where students share their case study analyses and ethical reflections with their peers. This promotes effective communication skills and allows for constructive feedback and collaborative learning.</p>                               |  |             |  |
| <p><b>Assessment Methods in Alignment with</b></p>       | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Specific assessment methods/tasks</td> <td style="width: 15%; padding: 5px;">% weighting</td> <td style="width: 52%; padding: 5px;">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td> </tr> </table>   | Specific assessment methods/tasks  | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |
| Specific assessment methods/tasks                        | % weighting  | Intended subject learning outcomes to be assessed (Please tick as appropriate) |             |  |

|  |  |       |   |   |   |         |
|--|--|-------|---|---|---|---------|
| <b>Intended Learning Outcomes</b><br><i>(Note 4)</i>   |  | a     | b | c | d | e       |
|  | Written assignment   | 30%   | ✓ | ✓ | ✓ | ✓       |
|  | Online exercises and class participation   | 50%   | ✓ | ✓ | ✓ | ✓       |
|  | Oral presentation  | 20%   | ✓ |   |   | ✓       |
|  | Total  | 100 % |   |   |   |         |
| <p><i>The subject is assessed on a Pass/Fail grading mechanism.</i></p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students will complete a written assignment and online case studies designed to evaluate their understanding of key concepts in human ethics and academic integrity. These assessments will measure their ability to identify, analyse, and apply ethical principles and academic standards to real-world scenarios relevant to the design and innovation context.</p> <p>Students will deliver an oral presentation (in groups) to demonstrate their ability to clearly communicate, justify, and defend their analysis of ethical issues. This assessment will focus on their skills in presenting arguments, supporting their rationale with evidence, and engaging with questions from peers and instructors.</p> <p>Regular attendance will be monitored to ensure active participation and engagement in lectures, seminars, and group activities. Consistent attendance is essential for collaborative learning and for students to benefit fully from class discussions and practical exercises.</p> |  |       |   |   |   |         |
| <b>Student Study Effort Expected</b>   | Class contact:   |       |   |   |   |         |
|  | ▪ Lecture/seminar/oral presentation  |       |   |   |   | 13 Hrs. |
|  | Other student study effort:  |       |   |   |   |         |
|  | ▪ Self-study/Preparation   |       |   |   |   | 12 Hrs. |
|  | ▪ Assignment preparation   |       |   |   |   | 10 Hrs. |
|  | Total student study effort   |       |   |   |   | 35 Hrs. |
| <b>Reading List and References</b>   | <p><b>Recommended Textbook</b></p> <p>Ara, A. (2024). <i>Exploring the ethical implications of generative AI</i>. Hershey PA: Engineering Science Reference.</p> <p>Darr, T. (2019). <i>Combating plagiarism: a hands-on guide for librarians, teachers, and students</i>. NY: Bloomsbury Publishing.</p> <p>Lance, E. (2023). <i>Generative AI ChatGPT and AI ethics: practical advances in artificial intelligence and machine learning</i>. LBE Press Publishing.</p> <p>Iphofen, R. (2020). <i>Handbook of research ethics and scientific integrity</i>.</p> |       |   |   |   |         |

|  |   |
|--|---|
|  | <p>Cham: Springer.</p> <p>Von Braun, J.; S. Archer, M; Reichberg, G.M.; Sanchez Sorondo, M. (2021). <i>Robotics, AI, and humanity: science, ethics, and policy</i>. Springer Nature.</p> <p>Faux, D. H. (Ed.). (2013). The American Bar Association's Legal Guide to Fashion Design. <i>American Bar Association</i>, Forum on the Entertainment &amp; Sports Industries.</p> <p><b>Paper Articles</b></p> <p>Smith, E.; Williams-Jones, B.; Master, Z.; Larivière, V.; Sugimoto, C.R.; Paul-Hus, A; Shi, M.; Diller, E.; Caudle, K.; Resnik, D.B. (2020). Researchers' perceptions of ethical authorship distribution in collaborative research teams. <i>Science and Engineering Ethics</i>, 26(4):1995-2022.</p> <p>Subrahmanyam, V. (2021). Expanding conflicts of interest in public health research. <i>Voices in bioethics</i>, 7, 2021-09.</p> <p><b>Websites</b></p> <p>Hong Kong Polytechnic University, Student Guide on Academic Integrity: <a href="https://www.polyu.edu.hk/cus/docdrive/Academic_Integrity/Student_Guide.pdf">https://www.polyu.edu.hk/cus/docdrive/Academic_Integrity/Student_Guide.pdf</a></p> <p>Hong Kong Polytechnic University, Generative AI: <a href="https://www.polyu.edu.hk/edc/explore-a-topic/generative-ai/?sc_lang=en">https://www.polyu.edu.hk/edc/explore-a-topic/generative-ai/?sc_lang=en</a></p> <p>Hong Kong Polytechnic University, Library Online Courses: Ethical use of information in thesis writing and journal publication: understanding plagiarism, proper citation, and copyright.</p> <p>Module 1 – Plagiarism</p> <p>Module 2 – Avoiding Plagiarism by Citation and Reference List/Bibliography</p> <p>Module 3 – Generative AI Tools and Citation</p> <p>Module 4 – Copyright in Thesis Writing and Publishing</p> <p>Module 5 – Open Access</p> <p>Module 6 – Research Data Management</p> <p><a href="https://wapp.lib.polyu.edu.hk/workshops/online-courses?from=v5">https://wapp.lib.polyu.edu.hk/workshops/online-courses?from=v5</a></p> |
|--|---|

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.