

# *Considerations of corruption, ethics and integrity in educational contexts: Guest editorial*

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We are pleased to present this theme issue on ethics and integrity in educational contexts. It has been an honour for me to collaborate on the editorship of this special issue with Dr. Ian Winchester, who has served as the editor in chief of the *Journal of Educational Thought* for many years and continues to shepherd the journal in these uncertain times when considerations of how we conduct ourselves ethically extends beyond learning contexts to global politics, social media (as well as other forms of media) and indeed, even in our daily lives.

In this issue, we include four articles that consider ethics and integrity through different perspectives, from both Canada and abroad. In the first article, “Designing and Implementing an Online Academic Integrity Tutorial: Identifying the Challenges within a Post-secondary Context”, Jennifer Lock, Meadow Schroeder and I contemplate how to provide graduate students in education with a foundation to learn ethically through the development of an online academic integrity tutorial. We puzzle through how to support more than nine hundred graduate students every year, many of whom take their courses in online and blended formats that do not afford them the privilege of accessing on-campus supports offered through the Student Success Centre.

In the second article, Thomas Lancaster, Irene Glendinning, Tomáš Foltýnek, Dita Dlabolová, and Dana Linkeschová offer an even broader perspective as they explore the phenomenon of contract cheating (i.e. unauthorized outsourcing of academic student work) and educational corruption across six countries in South East Europe. These are topics that have yet to be addressed in any depth by Canadian researchers, and this piece offers a starting point for others to consider how similar research might be taken up elsewhere.

In the penultimate article, “It’s Not Just a Picture When Lives are at Stake: Ethical Considerations and Photovoice Methods with Indigenous Peoples Engaged in Street Lifestyles” Robert Henry and Chelsea Gabel bring us back to Canada, bringing a

Métis perspective to ethical considerations when conducting research with Indigenous individuals engaged in street lifestyle. They situate their piece not only within the context of this special issue, but within a particular method (Photovoice), speaking directly to the topic of how Indigenous research is conducted in Canada.

The final article by Jennifer (Jennie) Miron, “Academic Integrity in a Student Practice Environment: An Elicitation Study” links dishonesty in nursing classrooms to unethical conduct in clinical settings. This piece points to the future of a student’s life after they graduate, exploring how and why it is important to incorporate explicit integrity training into educational programs to provide students with an understanding of ethical standards of practice they will be expected to demonstrate in their careers. This piece serves as a bookend to the first, which looked at providing integrity education at the beginning of a student’s learning experience in an educational program.

Although each piece differs in how it addresses a particular aspect of ethics and integrity in learning contexts, particular undercurrents can be seen throughout the issue. A key thread that ties together the pieces in this issue is that the notion of ethics extends beyond the classroom, to professional practice, to the streets and to multi-national contexts, reaching beyond the borders of an individual country. Ethics are not only concepts, but applications that professionals, researchers, students and others embody and enact through their decision-making in a variety of ways. Ethical-decision making is an ongoing aspect of learning, professional conduct and of daily living.

We hope this issue provides insights, and points for deeper conversation about the need to cultivate integrity education and ethical decision making into various educational contexts including, but not limited to the classroom, clinical settings, research settings and beyond.

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