

## Conveying Academic Ethics In Distance Learning Environments

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### Abstract

Learning is situated within a given environment and cannot be dissociated from the context in which it occurs (Yardley et al., 2012). According to Sethy (2018), the facilitators ignite an interest in learning and motivates them to self-analyse, while organisations play an essential role in fostering environments that support academics and allow them to feel safe to express their individual teaching styles and cultivate feelings of connection with students. (Eberta et al., 2020). Ethical behaviour must be considered and is conveyed in all actions of the academic staff, as it reflects the commitment to the educational institution, colleagues, and society at large. (Sethy 2018). A study conducted at Tallinn Health Care College aimed to investigate academic ethics as lecturers' toolkit in the teaching process with a focus on exploring how academic ethics was conveyed in distance learning environments. Twenty semi-structured interviews were conducted with the academic staff. Lecturers' opinions on how they convey academic ethics and how teaching in distance learning environments affect communicating academic ethics was investigated. The results revealed that the image of a positive role model and established guidelines and rules, which were emphasized to be followed, are mainly relied upon in the transmission of academic ethics. In distance learning environments, lecturers were faced with recreating the already agreed norms of academic ethics and adapt to the new conditions.

**Keywords:** teaching, students, toolkit, conveying, adapting