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Improving Professional Ethics and Academic Integrity in Teaching Virtues

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Abstract
Academia virtues are Education (-learning), Understanding, Demonstration, Practice and Knowledge. Education of through the pathways of academia or vocational routes, the knowledge and skills are essential aspects in social development that promote in maintaining the progressive society. The sources of all learning and teaching required to be provided in with valid SMART systematic process of procedure. The technology enables effective learning processes for learners and educators. Integration of Gamifications had been applied with validated procedure of innovation. The concepts of teaching virtues are as well as the phenomenal, the core and a century old: a) the Pedagogy, there are furthermore three (3) additional to contemporary era suit adapted later formations: b) Andragogy, c) Heutagogy, d) Entagogy. The methods principles are compared against similarities, differences, development and adaptation trends in concept methods mechanisms to assess their relevance and effectiveness among the methods frameworks, included in discussions in contemporary Oracy and teaching learning scope in variations.

Keywords: Improving Professional, Ethics, Academic, Integrity, Teaching Virtues

INTRODUCTION

Academia virtues are Education (-learning), Understanding, Demonstration, Practice and Knowledge. Furthermore, the subjects of academia, medics, theoretical quantum - complex physics and mathematics, applied science to geological entities, arts - social studies of philosophy, inclusive encompassing law and politics. Simultaneously, the technical practical task force training and vocational qualifications (the skills tasking though working and learning) also are forms of education of knowledge building and understanding skills enhancing entities promoted to developing understanding of academic subjects and terminology knowledge, enables skills tasking and boost self confidence leads to developing maturity wisdom.

Therefore, education of through the pathways of academia or vocational routes, the knowledge and skills are essential aspects in social development that promote in maintaining the progressive society. The sources of all learning and teaching required to be provided in with valid SMART systematic process of procedure. Whereas, inclusive of SMART and develop to SMARTER, the process and the procedures with principles requires to be applied with the framework. Overall, the Pedagogy concept what is a phenomenal aspect of teaching virtues, the concept what is continues to be the core essential concept or methods in teaching from modern to post-modern technocratic era, for the changing worlds demand of universality, there with changing phase other concepts or virtues or methods very well has been adapted, it is praise worthy, Integration of Gamifications had been applied with validated procedure of innovation.

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The concepts of teaching virtues are as well as the phenomenal, the core and a century old: a) the Pedagogy, there are furthermore three (3) additional to contemporary era suit adapted later formations: b) Andragogy, c) Heutagogy, d) Entagogy. (Alexander Harris. Stephanie Holt. Entagogy: Developing a Systems-Theoretical Framework: https://www.ijems.id/ index.php/ijems/article/view/215). (Exploring Influential Factors in Engineering Students' Adoption of Mobile-Based Gamified Learning: https://www.researchgate.net/ publication/401614753).

METHODS

Research Design

The process in this research the methodology applied qualitative research, within a normative academic research design. The research aim is to describe explored concepts methods, explain the concept rules, and restate the critically analyse principles, and mechanisms of applied style in contemporary educational system. Focus attention Particularly, maintained on instructional strategies, and practice methods settings implementation in institutions. In this it is considered to be appropriate of qualitative approach to be able to develop in depth understanding of applied concepts. The Contextual interpretation and concept methods of different practices do quantify and promotes variable measured statistical relationships. This stated approach suits a nuanced validation of academic methods frameworks and the implications of practices. (Carlile, 2004: Suchman, 1987).

Research Approach

With aim to achieve the research objectives, through several complementary analytical approaches, such as a) statutory Approach. This approach examines institutional teaching practices in relation to regulatory frameworks for example varifed students learning styles against the teaching methods. b) the conceptual Approach to focus on the analysis of all – 'gogies' of theories and principles, and adaptive concepts associated with leaning styles and academic levels. This includes educational practices across the institutions. c) Case-Based Approach helps to draw on selected scholarly perspectives to examine variations in academic setting, in relation to comparative adaptive methods of analysis and illustrate how theoretical principles are translated into practice. (SAGE. Carlile, P. R. 2004. Transferring, translating, and transforming: An integrative framework for managing knowledge across boundaries).

Sources of Data

Materials addressing the methods adaptation of academic methods of principles, in relation to research study characteristics, the learner categories, and all different 'gogical' methodical approaches used in teaching and learning contexts. Academic Sources, scholarly books, peer-reviewed journal articles, and expert reports focusing on academic principles and methods adaptation and development, learning theories, and instructional methodologies. The electronic academic Resources, authoritative digital sources, including academic dictionaries, encyclopedias, and reputable reference platforms, used to clarify terminology and conceptual relative support approach.

Data Collection Technique

Data collection conducted through a library-based research method. Relevant academic literature and documents in academia subject systematically were identified, reviewed, and recorded to ensure comprehensive and balanced coverage of the research in subject. It was Prioritised for credible, peer-reviewed, and authoritative sources in the academic field and the teaching methods.

Data Analysis Technique

Analysed the collected data to make sure using of qualitative, descriptive and analytical techniques. Academic texts were examined in structured interpretation of methods, including texts' contextual, and teleological analysis. The methods principles were compared against similarities, differences, development and adaptation trends in concept methods mechanisms to assess their relevance and effectiveness among the methods frameworks, included in discussions in contemporary Oracy and teaching learning scope in variations. (Commission on the Future of Oracy Education in England, 2024). (Alexander Harris. Stephanie Holt. 2026. Entagogy: Developing a Systems-Theoretical Framework: https://www.ijems.id/index.php/ijems/article/view/215).

Validity and Reliability

To enhance the research in academia, for validity credibility enhancement of the findings, there required to employed source triangulation by cross-examination of multiple scholarly sources and perspectives. Through careful cross-referencing of academic methods concepts texts and consistent analytical procedures the reliability is ensured and supported by policy documents, references and case analyses. (UNCLOS, 1982). Pedagogy. Vol 5, January – February 2026).

Scope and Limitations

The research is limited to the examination of concept methods, the principles methods practices, as structured within formal methods systems, did not enable to engage in evaluative measurement assessment or conducted statistical report. The analysis is further confined to selected learning instruments and frameworks. The cope for extensive in detail explanation with a complimentary statistics data sources could be possible with time and permission to have access to be able to assess, analyse, evaluate in academic institutions and learning environment of academic learners sessions or settings.

RESULTS AND DISCUSSION

Virtues Integration of Gamification and history teaching

This latest innovative integration of gamification is an enhancement for students' cognitive and affective engagement, for its combine approach of the advantages of mobile technology, flexibility, accessibility, high connectivity. This innovation integration of gamification enables students in decision-making processes, in operating of electrical machinery, furthermore, it allows students easy access to leaning sessions from inside or outside the classroom. The technology enables effective learning processes for learners and educators. IT has advanced over the decades, however, IT IS not only last decades' new thing, rather IT IS a century old initiative.

"Technological developments were rapid, especially in mass communication, leisure and entertainment. Electricity, the telephone and radio became commonplace: the BBC began broadcasting in 1922." (Derek Gillard. Education in the UK: a history. First published June, 1998. Republished May, 2018). Education what is applied with code and in uniform manner, an aspect of controlled context under applied restriction in syllables and contextualisation through asserted boundaries what was applied in academic sectors throughout past whole long century. Since, globalisation is in effective form, for diversity at home within its periphery and outside the borders in connection global and universal to wide world, while having been gained controlled Contextual in restricted syllables academic studies knowledge specifically, in history and spontaneously facing to international relationships, UK's individuals ended up having to face criticises on unknown truth, and caused of fact denial or ignorance, thereon, conflict of opinions triggers counter challenging reactive response, leads to arguments and retaliation.

UKs history education syllables, are full of European war History, limited to Holocaust and warfare between Central power and Allied power. Even Europeans academics criticise UK's education syllables on their history. On the contrary to UKs history teaching Indian sub-continental and African nations expressed their contradictions and through diverse academics in UK universities, instigated UK university students rose up against UK's imperialist and imperial material and monuments. A concerning matter of recent conflicting discourse continuously has been occurring is that with phrase twisted making connection to social-political conflicting dynamic in relation to preferences between theology versus secularity. Whereas the fact what is the Religious Education is a core subject in UK, alongside other core subjects, including Relationship choice acceptance of differences and tolerance is also primarily embedded in education.

Therefore, Tolerance and Respect of differences as well as is essential teaching aspect, to be embedded in 'the art of argument' is to asses validation of stake. For IT, due to technology advancement and specifically, for the internet availability, in the past few decades there opened up to windows wider rapporteur of linking Information sources. I here specifically, referring to History and politics subject matters. Whereas, the history subject teaching is for the Pupils to gain coherent knowledge and understanding of country's own past and about the world, per to control syllables the knowledge of history was made to be partial or unknown even facts denied for dismissive and partiality in chapters selection. "Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time." (Statutory guide. National curriculum in England: history programmes of study. 2013).

The Entagogy a conceptcriteria is an adapted contemporary method to the evolved changed to technocratic suit aspect, this is a system of theoretical framework, of validation for the policy makers, researchers and educators is as a roadmap on construct of theoretical and actionable, adaptive and inclusive in the environment of AI- enhanced learning. According to some academic, it works as robust for equity-driven governance. "Entagogy Stack, an integrative schema connecting computational substrates, interface semantics, exogenous perturbations, and institutional policy. Entagogy reconceptualises the interaction between the Human Cognitive System, exogenous perturbations, and institutional policy; and (iii) a methodological roadmap structured around four analytical lenses: scenario-based reasoning, learning-analytics trace ethnography, longitudinal mixed-methods inquiry, and comparative multimodal analysis". (Alexander Harris. Stephanie Holt. Entagogy: Developing a Systems-Theoretical Framework: https://www.ijems.id/index.php/ijems/article/view/215). Ok (SAGE. Carlile, P. R. 2004. Transferring, translating, and transforming: An integrative framework for managing knowledge across boundaries).

The Andragogy aspect what is another virtue of concept of teaching it was recognised to be applied in adults education programme, introduced by Malcolm Knowles half a century ago. Andragogy allowed ease in learning environment where the learners are adults and self motivated, responsible and mature learners, there is no need for tight assertive settings and reinforcement of repeated prompts as needed for the young learners, the children, in the learning sessions. The concept idea is to have some ease and flexibility with applied principle of learning system of tasks and time bound as it is same as tasks and time bound in Pedagogical in children's education. Despite this was recognised is to be more of students directive, less of teachers directive, however, the Reflection for Validation is essential in all settings of teaching and learning. (Knowles, M. S. 1960. The modern practice of adult education).

The Heutagogy concept is self-determined learning aspect, in the middle between Andragogy and Entagogy, this method is a another step forward that this represents a further progression, on the Andragogy platform had taken on combination of both the Andragogy

and the Entagogy of Technological facilities. This concept helps defining what and how the learners should do or can learn and the method empowers the learners through the facilitate of direct the learning. The method capacitate development and double-loop for the learning and for it is adaptable in complex condition with its framework particularly is relevant in digitally mediated education, in rapid changing time of demands, in flexible lifelong learning strategies, and this concept is for the adult self motivated learners, and it requires learners self reflection. (Blaschke LM. Int Rev Res Open Distance Learn. 2012). D'Souza. R. Result Initiatives. 2024. Understanding heutagogy: a new "gogy").

The Pedagogy Is the phenomenal aspect, I reiterate it is the core in teaching this what is a concept and it is also a virtue. From my perspective gained through the knowledge I had achieved, I explain as such that the concept Pedagogy is the Core Principle of the framework, is it classroom setting of, in venue method system concept of teaching, and delivering learning, to facilitate and for the tasking organisation of the structural system, approach and applied in as practice of teaching to introduce methods to ascertain the learning of the categorical level of qualifying to the learners level of learning ability on age/standard, allow pupils gaining knowledge in junior key stages or to learners, to knowledge seeking professional or academic intellectual capacitated.

The pedagogy is Art and Science, the core is the Science, and the Art is the innovation, adaptive, technicality in practice of teaching the curriculum or aim with syllables or beyond delivering the subject that there in it included relational process of the holistic development of subject knowledge to be introduced to the learners, through valid methods of theories, student agency, and strategies and resources materials access to be facilitated for learning, what encompasses tailored instruction, in the principle of context to foster deep understanding to be involved in creativity, engaging environments.

The Principle context is the learning objective with discourse of the (scheme of work), the proposed planned teaching modules. The Pedagogy however is a phenomenal aspect of teaching, and its s Teachers directive system of implementation. Virtues of Education (learning), Understanding, Demonstration, Practice and Knowledge, to be aligned and checked against SMART model. The SMARTER in the modem enhanced the alignment checker to Specific, Measured, Achievable, Relevant, Time- bound, Essential, Reflective. Essentiality is a critical question whether it is essential for the learners, to engross on certain or additional materials, for the completion of task/s, and the reflection is the key and must for validation in teaching and learning. (Fatema Miah ((author's self-ref)) Pedagogy: March 2026). (Gibbs, G. 1988. Learning by doing).

CONCLUSION

There is integration of gamification is an enhancement for students' cognitive and affective engagement, for its combine approach of the advantages of mobile technology of flexibility, accessibility, high connectivity, and with the motivational power of game element. On the assessed for students acceptance makes students get on through the actual use of AU variable based on the technology acceptance framework of the model the TAM. In the engineering education context, it enables students particularly in the electrical machinery study, the supportive mobile devices tool MoGaLearn help students to access questions, challenges, and real-time feedback. Enables students in decision-making processes and in operating of electrical machinery.

"The constructs PEU, PU, A, and BI were empirically found to have a positive and significant influence on students' acceptance of MoGaLearn. These results highlight the importance of considering these factors in the design, development, selection, and implementation of gamification learning tools in engineering education. Learning MoGaLearn represents an innovative instructional approach that integrates gamification elements into mobile applications to support interactive and enjoy-able learning experiences. The platform's

mobile compatibility ensures ease of access both inside and outside the classroom." (Exploring Influential Factors in Engineering Students'. Adoption of Mobile-Based Gamified Learning.). (I. Montero-Izquierdo, J. S. Jeong, and D. González-Gómez, 2024. "A future classroom labwith active and gamified STEAM").

Recommendation

The Heutagogy concept is self-determined learning aspect, the median between Andragogy and Entagogy, the method I, Author Dr Fatema Miah do recommend, this is a forward step, and suitable method, an option for self – determine motivated learners. The Andragogy is undeniable suitable method applied inadults education sessions. Thus, Pedagogy the original and traditional method of principle cannot be uprooted, because essentially, for different learning needs' suits different teaching styles and Pedagogy method what is always a suitable option, specifically, for schoolskey stages education setting this principle concept method is suitable and to be continued.

However, the aspect Entagogy concept method, this criteria what is adapted to contemporary evolved to changed technocratic era, I Author Dr Fatema Miah emphasise this is a well suit adaptation in this contemporary time phase to the Technological maniac generation, as a correct adaptive and inclusive, rather than optional. Simultaneously, Vocational qualifications, Complimentary learning and practicing job related qualifications, like medic and engineering subject qualification should be made compulsory to be completed with organised job practice under observation of to be complied to qualify. Furthermore, the learners must be as well as prior knowledge checked, and finely, thoroughly to be assessed for the suitability of candidacy including their leaning ability, personality match with their interest, passion, motive and their nature to reflect in the subject.

The assessment however, for validation of individuals genuineness should be formative face to face interactive discussion sessions, to ascertain individuals capacity and attainment to prevent forgery, to surpass the fake evidence or ill motivation. The summative to its norm should be as the submission of assessment to the criteria. Overall the learning goals should be assessed criterion set up, SMART, a) knowledge, subject evidence, b) thinking, relevance, prove, c) key skills/initiative, adaptable, demonstration, d) Reflective/referring, rationale. (Knowles, M. S. 1960. The modern practice of adult education: Andragogy versus Pedagogy). (Gibbs, G. 1988. Learning by doing).

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