practice prompting. It is a necessary skill for students to attain individual learning objectives and obtain personalized learning experiences.

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EMPOWERING STUDENTS: EFFECTIVE TEACHING OF ETHICS AND ACADEMIC INTEGRITY

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Eastern universities face greater challenges than their Western counterparts in fulfilling their public mission due to specific social and cultural contexts. They often struggle to gain the same respect and importance in society. Building a sense of attachment to academia among students is often seen as a daunting task and seemingly an unattainable goal. This sense of belonging should extend beyond mere allegiance to the institution, aiming to create a virtual community of authentic thinkers and valid knowledge producers. Preaching academic values or just teaching regulations and

ethical (research) conduct instructions offer little practical benefit. The approach to ethics and integrity classes, as well as educational programs, should be based on a deep consideration of psychological roots and a re-evaluation of the ethical significance of integrity. The true mission of universities is not inherently ethical; rather, it focuses on intellectual culture and the promotion of universal knowledge. Accordingly, integrity should be regarded as an intellectual virtue rather than a genuine moral value. It functions as a meta-virtue that integrates and guides the activation and operation of all other virtues. Only by promoting academic integrity as an intellectual disposition can universities enhance critical thinking and ethical conduct. To enhance the ethical organizational culture in universities and achieve a meaningful fulfillment of their social mission, it is essential to nurture students who are motivated by integrity rather than pursuing un unrealistic moral conversion of them. This approach encourages students to act ethically based on their commitment to valid knowledge and the well-being of others. Furthermore, by cultivating students who are inspired by integrity, universities can more effectively address societal challenges and fulfill their roles as centers of learning and, ultimately, of ethical development.