

	Comunicarea digitală. Codul de etică al Universității Tehnice a Moldovei.	Cod: COD-40-CD
		Ediția 1
		Revizia 0

	Digital communication. Code of Ethics of the Technical University of Moldova.	Code: COD-40-CD
		Edition 1
		Revision 0

APPROVED AT THE MEETING OF THE TUM SENATE

OF MARCH 26, 2024, MINUTES NO. 9

DIGITAL COMMUNICATION. **CODE OF ETHICS** **OF THE TECHNICAL UNIVERSITY OF MOLDOVA**

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PREAMBLE

Aware of the important social and educational function of the university institution, the Technical University of Moldova (hereinafter – TUM) recognizes the fundamental principles and ethical values shared by the international academic community, which underpin all university activity in the field of digital technology.


In today's digital environment, compliance with the law is not enough; We must take into account the ethical dimension of data processing. The EU regulatory framework already leaves room for flexible, case-by-case decisions and protections in the handling of personal information.

The Code of Ethics is a benchmark for evaluating the morality of the actions of the members of the TUM university community, whose principles represent moral guidelines, which will help the members of the university community to avoid unwanted moral and ethical conflicts with society.

The principles of the Code of Ethics are aimed at respecting internationally recognized human rights in areas where these rights may be affected by digital technology. As a whole and in general, the principles formulated should contribute to increasing public confidence in digital communication systems.

This Code of Ethics has the following structure:

- I.** General terms and concepts
- II.** Personal conduct.
- III.** Fundamental principles.
- IV.** Ethics in digital education.
- V.** Digital communication.
- VI.** Asynchronous digital communication through the forum.
- VII.** Synchronous Digital Communication: WEBINARS
- VIII.** Chat communication.
- IX.** Communication and ethical behavior in social media.
- X.** Artificial intelligence.

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XI. Deviations from the rules of ethics and their sanctions.

XII. Final provisions.

I. GENERAL TERMS AND CONCEPTS

Digital technologies - information used or disseminated through a computer, mainly directed towards the development of intelligent processes. Although the use of digital technologies in some areas is only at the beginning of the road, companies are becoming increasingly aware of the need to use them in the competition on the global market.

Big Data - larger and more complex sets of data, in particular from new data sources. These data sets are so voluminous that traditional data processing software simply cannot handle them. But these massive volumes of data can be used to solve business problems that you may not have been able to address before.


Internet of Things - IoT It is a concept that involves using the Internet to connect different devices, services and automated systems, thus forming a network of objects.

Surveillance Apps - surveillance systems essential in ensuring security and protection both in the business environment and in homes. Two of the most common types of surveillance systems used today are analog - with DVR (Digital Video Recorder) and IP - with NVR (Network Video Recorder). The DVR or Digital Video Recorder is a traditional surveillance system that records and stores the images captured by the surveillance cameras on an internal or external hard drive. NVR or Network Video Recorder focuses on managing IP (Internet Protocol) cameras, working by recording and storing video data from IP cameras connected to the local network or via the internet.

Artificial intelligence - the ability of a machine to mimic human intelligence, that is, to perceive the environment, analyze it and react to perform certain tasks and achieve certain goals. Unlike humans, who use emotions and consciousness alongside cognitive abilities, artificial intelligence uses mathematical algorithms.

Feedback – *It means giving others an effective response to communicate to them exactly what is bothering us, how it affects us, or what we want others to do.*

Trolling – the deliberate action of disrupting the natural activity of the project through actions that aim to artificially divert the attention of contributors to irrelevant topics (either irrelevant in

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general, or irrelevant in the particular context of the activity carried out where the trolling takes place). As such, trolling is a deliberate violation of the default rules of social spaces on the Internet.

Online harassment – It is aggression with the help of the computer or mobile phone. The most commonly used method is to send messages with offensive content. The content can be verbal or images.

Spam – It is the process of sending unsolicited electronic messages, most of the time commercial advertising for dubious products and services, practiced in the eMarketing industry and by the owners of pornographic sites. Spam is distinguished by its aggressive, repeated nature and by the deprivation of the right to option, but also by the continuous sending of messages (the same), from the same sender, which are generally found on platforms such as Messenger or WhatsApp.

Webinar - It is actually an online seminar and is used by organizations or individuals to convey a message or information to a wide audience.


ChatGPT - is a generative language model developed by OpenAI. It is powered by a deep neural network and has the ability to generate text in natural language.

Chatbots - (often known as smart Bot, talk Bot, chatter Bot, IM bot, conversational interface, or conversational artificial entity) is a program or form of artificial intelligence that conducts conversations through various methods such as analysis or text.

ASCII - It is a character encoding system, based on the English alphabet. ASCII codes are text characters for computers, communication equipment, and equipment that works with text.

II. PERSONAL CONDUCT

1. Members of the digital academic community must behave in an appropriate manner in their relationships with colleagues and students. This also includes respecting other cultures, customs, and opinions. Discrimination, harassment and other forms of offensive or inappropriate behavior is not tolerated.
2. TUM wants to create a supportive, inclusive and open work environment that promotes engagement and development. All TUM employees must have mutual trust and a positive attitude towards each other. This means that we must have mutual respect for each other's positions, qualifications, time and personality.

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3. TUM employees will have access to the necessary technical resources, such as computers/IT equipment and phones, etc. to perform their tasks. All such technical resources are the property of TUM and all employees are responsible for the use and protection of these resources in a satisfactory manner in accordance with TUM requirements. TUM's IT equipment must not be used for downloading, storing or transmitting illegal, pornographic or other indecent materials or in connection with the violation of fundamental human rights and freedoms and those of copyright and intellectual property.

In accordance with the provisions of Law no. 133/2011 on the protection of personal data and other laws and regulations relevant to TUM's activity, including the University Charter and other internal regulations, the Code of Ethics, digital communication and principles of ethics define the minimum standard for ethical behavior within TUM and on the online platforms used. There are also norms based on human rights, humanitarian principles in international conventions and agreements that are recognized by the Republic of Moldova and will also apply to the TUM.


4. Digital ethics are crucial in creating a better, equitable, and inclusive digital world for all.

III. FUNDAMENTAL PRINCIPLES

5. The Code of Ethics (hereinafter - Code) is an internal normative act, which aims to guide and regulate the conduct of all members of the university community involved in digital communication, within the institution and on the digital platforms applied in the online education process.
6. Starting from the fact that digital technologies (DT), such as big data, the Internet of Things, surveillance applications, artificial intelligence have become an essential part of higher education, defining new formats of learning, teaching and assessment and accelerating digital education, this Code represents a tool for shaping the university community in the spirit of principles generally approved and recognized including by European universities, of right and wrong behavior in a specific context.

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7. The Code of Ethics in Digital Education is a set of rules and principles that guide appropriate behavior in the online environment and in the use of technology for educational purposes. These rules aim to promote responsible and respectful digital education.
8. The common principles of online behavior are:
 - a) ***Respect for privacy (Respect for human autonomy)***: respecting the privacy of personal data and information of colleagues and other online users. The personal information of colleagues and other online users will be protected and will not be disclosed without their permission.
 - b) ***Combating online harassment***: not tolerating and not participating in harassing, intimidating or threatening others on the internet. Any inappropriate behavior will be reported to the competent authorities.
 - c) ***Responsible use of technology***: using technology and the internet in a responsible way that does not cause harm to other people or society. Technology and the internet will be used for educational and constructive purposes, avoiding harmful or illegal behavior.
 - d) ***Respect for copyright and intellectual property***: the exclusion of illegal copying or distribution of copyrighted content and the acknowledgment of the source when using information from other sources. Copyright will be respected, and sources will be acknowledged when information from other sources is used.
 - e) ***Respectful Communication***: keeping a respectful tone in online communication and avoiding vulgar or offensive language. Respectful and non-offensive language will be used in all online interactions, including comments, messages, and forums. The different opinions and perspectives of other users will be recognized and respected, even if we do not agree with them.
 - f) ***Critical evaluation of information***: verifying the source and authenticity of information before distributing or using it for educational purposes.
 - g) ***Protecting online security***: ensuring the security of your own devices and online accounts to prevent unauthorized access or cyberattacks.
 - h) ***Promoting digital learning***: encouraging and supporting others in developing digital skills and online learning.
9. The principles on the basis of which models of behavior of the members of the university community in digital education can be established are the following: respect for human autonomy, prevention of harm, fairness and explainability.


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Respect for human autonomy

- 11.** Respect for human autonomy is strongly associated with the right to human dignity and freedom.
- 12.** The principle of respect for autonomy is a rule for respecting people's ability to make decisions - people must have the freedom to make their own choices and develop their own life plans (without the control of others and in full knowledge of the facts).
- 13.** This fundamental principle seeks to ensure respect for the freedom and autonomy of human beings who must retain full self-determination over themselves when interacting with Artificial Intelligence (AI). AI should not subordinate, coerce, deceive, manipulate or condition. AI should be designed to enhance and complement human cognitive, social and cultural abilities.
- 14.** In education, the observance of this principle implies the respect of freedom of thought, of independence from ideologies, political doctrines; the principle of respecting the student's right to opinion as a direct beneficiary of the educational process; recognition and guarantee of the rights of individuals to the preservation, development and expression of their ethnic, cultural, linguistic and religious identity. This principle insists on the treatment/respect of the human being as a supreme value.
- 15.** Every member of the academic community has the obligation not to harm, to interfere with the free choices of others and even has the duty to create the necessary conditions for the exercise of autonomy by all, as long as it does not harm others.

Injury prevention


- 16.** The prevention of injury is closely related to the protection of physical or mental integrity.
- 17.** The principle of prevention of harm implies that AI systems should not cause or exacerbate harm or otherwise adversely affect human beings. It involves the protection of human dignity as well as mental and physical integrity. AI systems and the environments in which they operate must be safe and secure. They must be technically robust and must ensure that they are not open to malicious use. Vulnerable people should receive increased attention and be included in the development, deployment and use of AI systems. Particular attention should also be paid to situations where AI systems can cause or exacerbate negative effects due to power or information asymmetries, such as between employers and employees, businesses and consumers, or governments and citizens.

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18. Preventing harm also involves taking into account the natural environment and all living beings.
19. Preventing privacy harms also requires adequate data governance, covering the quality and integrity of the data used, its relevance in light of the field in which AI systems will be deployed, access protocols, and the ability to process data in a privacy-protecting way.

Fairness


20. Fairness in the context of digital communication and higher education is often referred to as either a situation or practice that has attempted to justify unfair practices and/or mitigate bias.
21. Fairness refers to the disparate treatment and disparate impact on certain unengaged groups based on protected attributes such as sex, race, religion, color, age, and more.
22. To promote honest, sincere and fair behavior in the use of technology and the online environment for educational purposes. This principle implies respecting ethical norms and values related to academic integrity and respecting the rights of other digital users.
23. Some key aspects related to the principle of fairness in digital education:
 - a) **Academic integrity:** Adherence to the principle of fairness means that students and teaching and scientific staff should avoid academic fraud, including plagiarism, copying other people's work and presenting the work of others as their own. This promotes the development of critical thinking and original creation skills.
 - b) **Respect for copyright:** students and teachers should be aware of copyright and respect intellectual property. The use of information or content from other sources should be accompanied by the correct citation of these sources and compliance with the rules of use.
 - c) **Equity and inclusion:** The principle of fairness involves ensuring that all students have equal access to resources and opportunities in digital education, regardless of socio-economic status, ethnicity, gender or other personal characteristics.
 - d) **Objective evaluation:** teachers and scientific-didactic staff should carry out objective and fair evaluations, avoiding favoring or discriminating against some students based on unjustified criteria.
 - e) **Honest and open communication:** in the online environment, digital education involves honest and open communication between students and teachers and scientific staff. Information should be presented in a transparent manner and expectations should be clear.

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- f) ***Fight against fraud and unfair behavior:*** the principle of fairness involves empowering members of the educational community to prevent and combat academic fraud, encouraging a culture of honesty.
- g) ***Compliance with ethical rules and institutional regulations:*** Digital communication should be conducted in accordance with ethical rules and institutional regulations to ensure a fair and equitable learning environment.
24. The principle of fairness is essential in digital communication to ensure authentic learning, the development of moral character and respect for individual rights and responsibilities online. It is important that both students and teachers and scientific didactics are aware of and promote these values in order to create a quality and ethical educational environment.

Explainability

25. The principle of explainability in digital education refers to the importance of making digital educational technologies and systems as transparent and understandable as possible for users. This principle aims to ensure that students and teachers and scientific staff can understand how their personal data, machine learning algorithms and decisions made by digital systems are used and used. The following are some key aspects related to the principle of explainability in digital education:
- a) ***Transparency of machine learning algorithms:*** When machine learning technologies are used in digital education (e.g. for content personalization), users, including students, should have access to information about how these algorithms work and how they make decisions.
- b) ***Explanation of assessment processes:*** When digital systems are used for student assessment (e.g. in online tests or assessments), assessment processes should be clearly explained. Students should understand how grades are assessed and assigned.
- c) ***Consent and privacy:*** Users, including students, should be informed about how their personal data is collected, stored, and used in the digital environment. They should have the possibility to give or withdraw consent to the use of their data.
- d) ***Clear and relevant feedback:*** Digital educational technologies should provide clear and relevant feedback to help students understand their progress and know what they can improve.

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e) **Training and support for users:** Users, including teachers and science and learners, should receive appropriate training and support to understand and use digital educational technologies effectively.

f) **Accountability and fairness:** Digital education technology providers and developers should be accountable and ensure that their systems are fair and operate transparently.

26. The principle of explainability aims to improve users' understanding and control over digital technologies used in education. It promotes trust in the use of these technologies and helps to avoid potential ethical and privacy concerns. It is essential that digital education follows this direction to ensure a more transparent and accountable educational experience.


IV. ETHICS IN DIGITAL EDUCATION

27. In the conditions of online teaching-learning, the challenges are numerous both from the perspective of teaching learning and ethical assessment, as well as from the difficulties arising in the new learning context, including the ethical risks regarding the use of digital materials. The moral dilemmas of the members of the academic community in higher education and the models of resolution, as well as the ability of teachers and scientific-didactics to identify moral dilemmas arising in the conditions of online teaching, learning and assessment are important and relevant for the quality of higher education in the specific conditions of the pandemic period.

28. The dimensions of performance affected by digital technologies and the related ethical principles are:

a) **Organizing education:** the university will ensure that digital education contributes to eliminating existing inequalities in access to education and will promote education for all. The University will strive to provide equal access to digital resources and tools for all students, regardless of their socio-economic background, geographical location, or physical abilities.

b) **Data management:** given that the University gathers and stores a significant amount of student data through various digital platforms, data privacy and security must be ensured. Ethical considerations include obtaining informed consent for data collection, protecting sensitive information, and implementing robust cybersecurity measures to prevent data breaches. The protection of personal data is regulated on the basis of the normative acts in force and the institutional normative acts.


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- c) **Assessment/examination:** The use of digital technologies can introduce challenges related to academic integrity, such as plagiarism and cheating. The university possesses tools and strategies to detect and deter academic inappropriate behavior while instructing students on ethical research.
- d) **Copyright and fair use:** Teachers and teachers must comply with copyright laws and principles of fair use when using digital materials in their teaching. This includes respecting intellectual property rights and providing appropriate citations for digital content.
- e) **Teacher-student relationships:** the boundaries between teacher and student can be different in digital environments. Ethical considerations involve maintaining professionalism, avoiding favoritism, and ensuring that interactions remain respectful and appropriate.

V. DIGITAL COMMUNICATION

29. Digital communication is an essential aspect for facilitating the learning process and interaction between students, teachers and other participants. Effective communication in the digital environment can increase engagement, clarity and collaboration. Key issues related to communication in digital education include:


- a) **Communication platforms:** the use of appropriate communication platforms is essential. Such platforms can include online forums, messaging systems, email, videoconferences, or even educational social networks.
- b) **Clarity and accessibility:** Educational messages and materials should be clearly written and easy to understand. They must also be accessible to all students, including those with special needs.
- c) **Asynchronous and synchronous communication:** Asynchronous communication, such as online forums or emails, provides flexibility for students to participate in discussions and submit questions on their own schedule. Synchronous communication, such as video conferencing sessions, facilitates real-time interactions.

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- d) **Regular feedback:** Teachers and teachers should provide regular and constructive feedback on student performance. This can be done through comments on assignments, quizzes, or through individual discussions.
 - e) **Open and participatory communication:** Students should be encouraged to actively participate in discussions and express their thoughts and questions. Teachers and scientific teachers should create a safe and open environment to promote communication.
 - f) **Respect and ethics:** all participants should follow the rules of communication and online ethics. Abusive or disrespectful behavior should be avoided.
 - g) **Appropriate use of technology:** teachers and students should have adequate technical skills to use digital communication platforms and tools effectively. Training may be necessary to ensure the proper use of these technologies.
 - h) **Privacy and security:** Ensuring the confidentiality of personal data and sensitive information is essential. Students and teachers and scientific staff should be aware of the security measures and comply with them.
 - i) **Assessment of communication:** Teachers and teachers should evaluate and improve communication processes to ensure the efficiency and effectiveness of online learning.
30. Communication in digital education is not only a means of transmitting information, but also an important tool for building relationships, stimulating collaboration and supporting the learning process. It plays a significant role in creating an effective and interactive educational environment.

Digital communication rules

31. Netiquette designates a set of rules and conventions that must be respected in the use of the Internet in general, and electronic mail, in particular. This set of rules reflects a certain experience of harmonious coexistence in the electronic environment and has the role of eliminating possible conflicts, misunderstandings or misinterpretations. Some of the rules of network etiquette are similar to the rules in the code of good manners regarding various aspects such as polite addressing, condescension or maintaining decency in communicating with our peers. All deviations from the community rules cannot go unpunished.

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- a) ***Respect and politeness:*** treating all participants with respect and politeness, as one would in a traditional classroom environment. Avoiding vulgar or offensive language and being aware of tone in communication.
- b) ***Limiting online trolling and harassment:*** It is forbidden to participate in trolling, harassment or verbal attacks against other people. Any abusive or inappropriate behavior will be reported to the relevant authorities or platform administrators.
- c) ***Use clear and concise language:*** communicate in a clear and concise way to ensure that messages are easy to understand. Avoid excessive jargon or complicated technological language if not necessary.
- d) ***Read and reply to messages properly:*** Read and understand the messages received in their entirety before replying. Avoid hasty or ill-considered answers.
- e) ***Use proper formatting:*** If communicating in an environment that allows text formatting (such as forums or email), formatting will be used to highlight important information and make messages easier to read.
- f) ***Spam and unsolicited ads will be avoided:*** No spam or unsolicited ads will be sent to other users. The platform's rules and policies regarding advertising and spam will be followed.
- g) ***Privacy and protection of personal data:*** Personal or confidential information, both personal and that of others, will not be shared without their permission. The platform's privacy rules will be respected.
- h) ***Constructive feedback:*** When feedback is given, the sender will ensure that it is constructive and improvement-oriented. Harsh or offensive criticism will be avoided.
- i) ***Citing sources and avoiding plagiarism:*** When using information from other sources, the user will ensure that they cite them correctly and respect copyright. Plagiarism will be avoided.
- j) ***Active participation and compliance with discussion rules:*** active participation in discussions and compliance with discussion rules established by educators/instructors or platform administrators. Expectations about behavior in discussions should be clearly communicated.

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k) *Asking for help and offering support:* if questions or doubts arise, each participant/user will not hesitate to ask for help. It will also provide support and help to other participants in the learning process.

l) *Keeping a positive and open tone:* encouraging a positive and open learning environment where all participants feel comfortable expressing their ideas and questions.

32. User identity rules

- a)** The same identifier will not be used by multiple users;
- b)** Files or data belonging to other users will not be read, copied, modified or deleted without their consent;
- c)** You will not commercially use some facilities and/or services without obtaining this official or legal right.

33. Rules regarding the content of the message and the attitude of the sender


- a)** Harsh and vulgar expressions will be avoided;
- b)** A private message will never be posted to a mailing list without the author's approval;
- c)** Signs known as smileys or emoticons should be used sparingly;
- d)** The idea will be criticized and not the person;
- e)** There will be no violent reaction to what has just been read on the screen.
- f)** Caution will be exercised with replies to messages that have been sent to multiple subscribers.

Rules on the use of ASCII art

34. ASCII (American Standard Code for Information Exchange) labels are usually composed of combinations of letters, numbers, and punctuation marks. Some are abbreviations of short sentences in English. By this abbreviation, they serve pragmatic functions. In particular, smileys are used to clarify elements of nonverbal and paraverbal communication, such as facial expressions, gestures, and accent. This additional information can be helpful in correctly interpreting the content of messages due to their purely text-based representation. In this way, even in text-based communication (whether synchronous or asynchronous), one can convey whether a sentence has been understood, for example, in an ironic manner.

35. The following ASCII labels shall be permitted to be used:

- a)** :-) I smile while making this joke;

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- b)** :-(I am saddened by what I said;
- c)** :-< I am downright sad or disappointed;
- d)** ;-) wink or hint at this joke;
- e)** :?-(I cry, it's really sad for me;
- f)** :-@I'm really shocked;
- g)** :-D I'm terribly amused by what I've written before;
- h)** :-o yawn, it's so boring;
- i)** :-7 I say this with irony;
- j)** >:-(I am angry and worried about this;
- k)** :-/ I'm skeptical;
- l)** :-T No kidding, I'm serious about what I say;
- m)** [:-)I have headphones on my ears.

36. TUMNet Ethics Rules:


TUMNet users are:

- teaching framework;
- researchers;
- staff administrative;
- Students;
- TUM employees, who apply for user status.

Ignorance and ignorance cannot be used as an excuse for causing malfunctions of TUMNet or violations of the regulations or legislation in force.


Users will respect the personal nature of the data and computing/communication resources belonging to other users. The data transmitted and stored in TUMNet must be information motivated by the academic interest of the users, an interest that cannot involve:

- non-academic traffic generation;
- disruption of TUMNet traffic;
- promotion of unauthorized commercial activities;
- excessive traffic generation, which prevents the network from operating under normal conditions;
- transfers of pornographic material;

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- transfers of material that contravenes copyright laws (pirated software, movies, music, etc.);
- attempts to exploit security problems that may arise (unauthorized access, alteration or deletion of data or software, spread of computer applications from the category of malicious software: viruses, Trojans, worms, spyware, etc.);
- destroying or attempting to destroy the security of TUMNet;
- compromising or attempting to compromise the integrity of computing/communication resources;
- harassment of other users;
- use of resources, in particular electronic mail, Web servers and newsletters, to transmit obscene, repeated, fraudulent or unsolicited commercial messages (e.g. spam).
- use of software without knowing the effects it produces;
- Examples of prohibited activities:
 - ☐ Using peer-to-peer (p2p) software, for example: eDonkey, eMule, Kazza, DC++, ODC, bittorrent or others.
 - ☐ Generating SPAM both on e-mail and on chats or other applications. Flood (regardless of its nature), e.g. ping flood.
 - ☐ The spread of viruses, Trojans, worms, spyware or other applications.
 - ☐ Use of key-loggers.
 - ☐ Change the MAC address of the network adapter.
 - ☐ Use of programs for scanning the network, exploits.
 - ☐ Tunneling.
 - ☐ Transmission of commercial messages.
 - ☐ Commercial advertising.
 - ☐ The use of pirated software on the resources of the university's computer network or on those connected to that network.
 - ☐ Online games.


37. TUMNet declares itself to be an academic and open work and communication environment. Users are invited to treat each other in a polite and cordial manner. Our Internet partners expect to find in the Technical University of Moldova an academic environment when requesting information, which is why users will take steps to correctly self-identify both within TUMNet and in the electronic correspondence they send.

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38. TUMNet users will comply with the following rules:

- a) ***Compliance with institutional rules and standards:*** TUMNet complies with TUM's statutes and operating regulations, ensuring proper network functionality.
- b) ***Ownership of and Access to Information:*** The information published electronically by TUM on its website and its subdomains is the property of TUM and is available to the public for academic information purposes.
- c) ***Users' responsibility:*** The information posted on the public websites of TUM's administrative and research units belongs to the users, and their use for purposes other than those provided is at their own risk.
- d) ***E-domain usage rights:*** The TUM.md e-domain and its subdomains are managed by TUM and the usage rights are reserved for the institution.
- e) ***Information confidentiality and security:*** The electronic information managed in TUM's internal information systems is the property of the institution and is private. Attempts to breach the security of these systems will be dealt with in accordance with the legal provisions in force.
- f) ***Use of the TUMNet Network Services:*** The hardware and software services of the network are made available to TUM users for academic, research purposes or for the performance of their job duties, in accordance with the commitment signed by them.
- g) ***Measures against security breaches:*** Any attempt to violate users' rights or network security will be dealt with by applying the legal provisions in force.
- h) ***Compliance with information ethics:*** All users of the TUMNet network are required to comply with the ethics of information ownership and to use the services in accordance with institutional rules and standards.
- i) ***Rights and obligations of users:*** Users of the TUMNet network have the right to benefit from ICT services in accordance with the rights and obligations set out in the signed commitment, and non-compliant use or fraud attempts will be dealt with in accordance with the regulation.


39. Rules regarding the behavior of members of the academic community in the use of IT services and resources:

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- a) ***Internet communication for educational purposes:*** The use of online communications is reserved exclusively for educational and research purposes. Online behavior must be academic, characterized by decency, kindness and goodwill, excluding antisocial behavior.
- b) ***Use of Internet access services:*** Access to the Internet must be in accordance with the principles of online ethics. Any form of breach of security of TUM network systems or equipment is prohibited. Any activity that could lead to a security breach is considered a breach.
- c) ***Use of computer programs and applications:*** The programs and applications in the TUM network are intended exclusively for educational and research purposes. Their use for other purposes, such as commercial or entertainment, is prohibited.
- d) ***Optimal use of storage space:*** Users should only keep files in their directories that are necessary for academic or research activities.
- e) ***Respect for access rights:*** Users must respect the access rights granted and not try to violate the security of information systems. Violating these rules will attract penalties.
- f) ***Compliance with regulations and instructions:*** It is mandatory for users to comply with the regulations and instructions published by DTIC on the TUM website in relation to the use of IT services and resources.

VI. ASYNCHRONOUS DIGITAL COMMUNICATION THROUGH THE FORUM


- 40. The discussion forum is an asynchronous method of open communication, through which members of a community can submit announcements, ask questions or answer questions from other members. The method is similar to a group chat, structured by categories and threads. The discussion forum can be published as a stand-alone website or it can be embedded in a presentation website.
- 41. Online teaching-learning-assessment platforms or other more complex online collaboration systems, presented below, usually include ways of communicating similar to a discussion forum.
- 42. Rules for teachers and scientific-didactic staff:
 - a) The article will be published on the corresponding forum a few days before and only then will it clearly ask for answers;
 - b) The article will be published on the forum that matches that article and only for the students of the course for which this article is relevant;

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- c) One will avoid posting the same article multiple times on different forums;
- d) Articles will be replied to using the "Reply to article" function;
- e) Sarcastic remarks will be marked so that misunderstandings do not arise. There are symbols called smileys used online for this purpose; the most common are ":-)"/happy and ":-("/sad;
- f) The articles will be composed in a clear and error-free way.

VII. SYNCHRONOUS DIGITAL COMMUNICATION THROUGH WEBINARS

43. Synchronous digital communication, such as webinars or video conferences, involves specific rules to facilitate effective and professional interaction. These rules help ensure a productive online learning or collaboration environment.
44. Rules for synchronous digital communication during webinars:
- a) **Punctuality:** the webinars will start and end on time, respecting the established schedule. Participants will also be encouraged to be punctual.
 - b) **Pre-Technical Testing:** It will ensure that all equipment, including the microphone and webcam, is working properly before the webinars begin. Pre-testing will avoid delays and unexpected technical issues.
 - c) **Welcome and introduction:** At the beginning of the webinars, a professional introduction will be made and participants will be greeted. They will present themselves and provide information about the topic and structure of the webinars.
 - d) **Professional language and tone:** Professional language and respectful tone will be maintained throughout the webinars. Vulgar or offensive expressions will be avoided.
 - e) **Use of video cameras:** Whenever possible, participants will be encouraged to activate video cameras to facilitate visual interaction and create a more personal environment.
 - f) **Discussion and question moderation:** It will ensure that there is a moderator or webinar host responsible for managing the discussions and managing attendee questions in an organized way.

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- g) **Questions and discussions:** participants will be encouraged to ask questions and actively participate in the discussions, but complementary will ensure that they are relevant to the topic of the webinars.
- h) **Time for breaks:** If the webinars are longer, break periods will be planned to allow attendees to rest and come back energized.
- i) **Presentations and materials:** will ensure that the presentations and materials used are clear and easy to understand. Presentations or materials will be shared after the webinars have concluded for future reference.
- j) **Compliance with the rules of the platform:** the rules of the platform used for webinars and copyright and privacy will be respected.
- k) **Feedback and evaluation:** At the end of the webinars, participants will be given the opportunity to provide feedback and complete evaluations to improve future sessions.
- l) **Recording and sharing:** If webinars are recorded, attendees will be informed and the recording will be shared for those who were unable to attend in real-time.
- m) **Resolution of technical problems:** if technical problems arise, they will be addressed/solved as quickly and professionally as possible to minimize the discomfort of the participants.


45. Rules to be agreed and confirmed by a course coordinator held in online format:

- a) Students are required to turn on their cameras when making verbal presentations (responses).
- b) Students will indicate their first and last names when connecting to the videoconference. This will help the course facilitators to properly address the course participants and effectively moderate the online session.
- c) In case the video background of students is accepted, it is forbidden for it to present political or commercial content (political party or campaign posters, political symbols, advertising messages, etc.).

VIII. CHAT COMMUNICATION

46. Chat communication as part of digital communication requires compliance with specific rules to ensure effective and respectful interaction between students, professors, and other participants.

47. During the chat, it is important that all participants follow the following rules:

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- stick to the agreed topic and not initiate additional subtopics;
- ensure equal opportunities for everyone to participate in the chat, statements can be prepared before the chat and can only be copied and sent during the chat itself;
- Always connect with the same name to ensure clear identification of names and individuals.
- references will be used, such as mentioning the name of the person you are responding to and using the @ symbol (Example: @Ion: I agree with you).


IX. COMMUNICATION AND ETHICAL BEHAVIOR IN SOCIAL MEDIA

48. In communication on online and social media channels, the following principles must be observed:

- a) Fairness – using the power of communication with care.
- b) Respect – respect for users' personalities and opinions.
- c) Responsibility – taking responsibility for the content of a statement as a communicator.
- d) Moderation – defining clear rules for speech.
- e) Clarity – defining rules and guidelines as a guideline for a company's employees.
- f) Transparency – revealing the role of communicator and motivation.
- g) Politeness – using the right tone.
- h) Confidentiality – treating personal matters individually and confidential matters as confidential.

49. If a person constantly comments on the Facebook page, Instagram, Twitter, and other social media platforms where TUM is an administrator and either offends or denigrates the image of the university in various aspects, TUM will intervene with the following measures to manage this situation, namely:


- a) **Evaluation and monitoring:** TUM will regularly evaluate comments and activity on its Facebook page to identify such negative behavior.
- b) **Warning and Intervention:** In the first phase, TUM will contact the person concerned to inform them that their comments are unacceptable and that they violate the Community Guidelines or the Facebook page policy of TUM, Instagram, Twitter, and other social media platforms where TUM is an administrator. She could also be asked to stop such behaviors.

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- c) ***Moderation of comments:*** If the person continues to post offensive or disparaging comments, TUM has the right to decide to moderate those comments and remove them from its Facebook, Instagram, Twitter, and other social media platforms where TUM is an administrator. This could be a temporary or permanent measure, depending on the seriousness of the behavior and the administration's decision on a case-by-case basis.
- d) ***Blocking the user:*** In extreme situations or if the person persists in the negative behavior, TUM is entitled to decide to block the respective user from its Facebook page, Instagram, Twitter, and other social media platforms where TUM is the administrator. This means that the person will no longer be able to post comments or interact with the university's official page on Facebook, Instagram, Twitter, and other social media platforms where TUM is an administrator.
- e) ***Reporting to the social media platform:*** In cases where the comments or behavior constitute violations of the social media platform's terms and conditions, TUM may report the situation to the platform for investigation and further action.

X. ARTIFICIAL INTELLIGENCE

- 50. Ethics in the field of artificial intelligence (hereinafter AI) is a multidisciplinary field that involves optimizing the beneficial impact of AI, while reducing risks and adverse outcomes.
- 51. Ethics in artificial intelligence is the set of guiding principles that stakeholders (from engineers to government officials) use to ensure that artificial intelligence technology is developed and used responsibly. This involves taking a safe, secure, humane and environmentally friendly approach to AI.
- 52. When using AI, there is a need to be aware of the ethical issues related to AI, which include responsibility and data privacy, fairness, explainability, robustness, transparency, environmental sustainability, inclusion, value alignment, trust and technological abuse.
- 53. Lack of due diligence in this area can lead to reputational, regulatory, and legal exposure, resulting in costly penalties.
- 54. The purpose of AI is to complement human intelligence. In this regard, TUM applies the basic principles to guide the responsible adoption of AI technologies in digital communication processes. These include:

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- a) **Explainability:** An AI system should be transparent, in particular about what has been included in its algorithm recommendations, in relation to a variety of stakeholders with a variety of objectives.
- b) **Fairness:** this refers to the fair treatment of teachers and students by an AI system. When properly calibrated, AI can help people make better decisions, counter human biases, and promote inclusion.
- c) **Robustness:** AI-powered systems must be actively defended against adverse attacks, minimizing security risks and ensuring confidence in the system's results.
- d) **Transparency:** To increase trust, users need to be able to see how the service works, evaluate its functionality, and understand its strengths and limitations.
- e) **Privacy:** AI systems must prioritize and protect the privacy and rights of students and teachers in relation to data and provide clear assurances to users about how their personal data will be used and protected.

55. Artificial intelligence (AI) is one of the most widespread technological trends in society in general and in higher education in particular. Artificial intelligence can be used to improve the learning experience for students by providing personalized learning tailored to each student and new ways of accessibility.

56. Used ethically, carefully, creatively, and taking into account the need to build individual and institutional capacity, AI tools could support universities in providing students with a more personalized and relevant learning experience, making administrative processes more efficient, and advancing research and community engagement

57. In this regard, the University considers a number of actions to prepare teachers, students and administrators for the appropriate use of AI tools in their work:


- Creating opportunities for faculty, staff, students, and other stakeholders to discuss the impact of AI tools on the university and build AI adaptation and adoption strategies together.
- Introducing clear guidance for students and instructors on how and when AI tools can be used (and when not). Such guidance should be negotiated with students and teachers, not imposed on them.

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- Connecting the use of AI tools to course learning outcomes. This helps students understand how AI tools can support their learning and what expectations exist for them.
- Reviewing all forms of assessment and evaluation in order to ensure that each element corresponds to the learning objectives.
- Training teachers, researchers, and students to improve the questions asked to AI tools (e.g., ChatGPT is most useful when the questions asked to it are carefully created).
- The new programs/courses/modules that focus on the use of AI tools will increase research and development capacity and provide all university actors with cutting-edge knowledge.
- Existing curricula/courses can be updated to include teaching: AI training – as part of a broader understanding of digital skills knowledge and training; AI ethics; AI core competencies and skills.
- Staff training can ensure the effect that the support they provide to students and other stakeholders builds and increases confidence in the implementation of the technology, rather than replicating what AI chatbots/tools provide.

XI. DEVIATIONS FROM THE RULES OF ETHICS AND THEIR SANCTION

- 58.** In digital communication, deviations from ethical norms can have negative consequences on the learning experience and affect the online learning environment. The following are examples of common deviations from the rules of ethics in digital communication:
- a) **Plagiarism:** copying and presenting other people's works or information as one's own, without correctly citing the sources, is a serious deviation from ethics in education.
 - b) **Academic fraud:** Using dishonest means to obtain academic results, such as cheating on online tests or providing dishonest answers, violates the principles of fairness in education.
 - c) **Inappropriate behavior online:** Harassment, insults or offensive language online are serious deviations from ethical norms and can create an unhealthy environment for learning.
 - d) **Violation of privacy and copyright:** Sharing other people's personal information or copyrighted material without permission violates privacy and intellectual property rights.
 - e) **Unfair behavior in assessment:** Using dishonest means to achieve better results in assessments, such as using unfair help during online tests, is a departure from the rules of academic ethics.

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- f) ***Posting inappropriate content:*** Posting content that is inappropriate or inappropriate for the educational environment, such as obscene or offensive content, is unethical.
 - g) ***Non-participation or disrespect for classmates and teachers:*** Non-participatory behavior or disrespect for other participants in online classes, such as frequent absences or rude interactions, can be considered a deviation from ethics.
 - h) ***Misuse of technology:*** Misuse of technology, such as hacking or distributing illegal software, is contrary to digital ethics.
 - i) ***Violation of platform or institution rules:*** Failure to comply with the rules and policies of the platform or online educational institution can lead to ethical deviations.
59. Deviations from ethical norms in digital communication can have serious consequences, including academic or disciplinary sanctions. It is important that all participants in digital communication processes are aware of these ethical norms and comply with them in order to ensure a fair and professional learning environment.
60. The sanctioning of deviations from the ethical norms is carried out according to the provisions of the Labor Code of the Republic of Moldova and the Internal Regulations of TUM.

XII. FINAL PROVISIONS

61. This Code represents a set of norms, to which all those involved in the field of digital communication freely consent, aware that the promotion of moral values is a component of social responsibility and, at the same time, ensures a positive perception of society, with beneficial effects including on the teaching-learning activity.
62. The rules established in this Code are complementary to the rules established at the national level in the field of digital communication.
63. This Code enters into force on the date of approval by the TUM Senate.