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ACADEMIC INTEGRITY SUPPORT UNDER THE CONDITIONS OF ONLINE LEARNING IN THE STUDIES OF THE RESEARCHES FROM THE UNITED STATES OF AMERICA

The paper deals with the specifics of the approaches to the academic integrity support under the conditions of blended learning and online education systems the studies of researchers in the United States of America. The analysis of the scientific pedagogical and psychological sources enabled us to distinguish six major approaches to the definition of the concept of academic integrity. the issue of academic integrity has become urgent under the conditions of transfer from traditional education to the online education. The researchers tend to outline the role of educators and their teaching and assessment methods for academic integrity support. The reflective approach is considered as one of the most efficient way to prevent academic integrity violations. The idea of specific courses development and delivery remains important due to need of informing students about the role of academic integrity in education and university policy in this field. Most researchers consider the complex approach to academic integrity support as the most efficient one, as it enables covering most aspects of the complex notion of academic integrity.

Key words: *academic integrity, approach, education in the USA, educational activity, online learning, blended learning.*

У статті розглядаються особливості підходів до підтримки академічної доброчесності в умовах змішаного навчання та систем онлайн-освіти у роботах дослідників у Сполучених Штатах Америки. Аналіз наукових педагогічних та психологічних джерел дозволив виділити основні підходи до визначення поняття академічної доброчесності. Питання академічної доброчесності стало актуальним за умов переходу від

традиційної освіти до онлайн-освіти. Дослідники, як правило, окреслюють роль викладачів та їх методи викладання та оцінювання для підтримки академічної доброчесності. Рефлексивний підхід вважається одним із найефективніших способів запобігання порушенням академічної доброчесності. Ідея розробки та проведення конкретних курсів залишається важливою через необхідність інформування студентів про роль академічної доброчесності в освіті та університетській політиці в цій галузі. Більшість дослідників вважають комплексний підхід до підтримки академічної доброчесності найбільш ефективним, оскільки він дозволяє охопити більшість аспектів складного поняття академічної доброчесності.

Ключові слова: академічна доброчесність, підхід, освіта в США, освітня діяльність, онлайн-навчання, змішане навчання.

В статье рассмотрены особенности подходов к обеспечению академической добропорядочности в условиях систем смешанного обучения и онлайн-образования, исследования ученых Соединенных Штатов Америки. Проблема академической добропорядочности стала актуальной в условиях перехода от традиционного образования к онлайн-образованию. Исследователи стремятся очертить роль преподавателей и их методов обучения и оценки в поддержке академической добропорядочности. Рефлексивный подход считается одним из наиболее эффективных способов предотвращения нарушений академической честности. Идея разработки и проведения конкретных курсов остается важной из-за необходимости информирования студентов о роли академической добропорядочности в образовании и политике университета в этой области. Большинство исследователей считают комплексный подход к поддержке академической добропорядочности наиболее эффективным, поскольку он позволяет охватить большинство аспектов сложного понятия академической добропорядочности.

Ключевые слова: академическая добропорядочности, подход, образование в США, образовательная деятельность, онлайн-обучение, смешанное обучение.

Problem statement and its urgency. The modern world is being continuously changing, so the changes in turn cause transformations in all aspects of social life.

Informational technology also has transformed the process of education and even the whole educational systems in different countries of the world. The worldwide trend of developing distance education being highly supported by the pandemic restrictions requires new approaches and organizational forms of teaching, testing, assessment, and efficiency analysis. Such issues are considered by researchers from various branches of science.

Ukrainian educators are also in the search of efficient methods of academic integrity support, which is required to the transformations in the system of education based on the world trends and national legislation. Current situation requires that educational institutions have to deal with the development of their online and blended learning systems and the requirements concerning the issues of academic integrity. In order to cope with such complicated problem is it useful to consider the experience of other educators from other countries. This may allow us to build the more efficient system of relations between the stakeholders in the system of education, to improve the quality of all levels of education, which is of great importance for modern economic development of the country and ways of dealing with the consequences of current crisis caused by the world pandemy affecting all modern states.

Literature review associated with the paper. They carry out researches in the field of technical support of educational processes of various types (organization of separate courses, development of system of distance education of the whole educational institution [1], and development of specific distance educational programmes [9]). The ideas of improvement of teaching process for separate courses, in particular foreign languages teaching, have also become a subject matter for investigations of educators [5]. The studies concerning virtual laboratories, their development and, adaptation to the requirement of various technical courses are considered due to their usability and suitability for the development of students' critical thinking and engineering qualities [4]. The advantages and disadvantages of different laboratories are thoroughly discussed by [8].

The dramatic turning to the distance type of lectures and practical classes at all educational levels in recent time resulted in reflections of practicing educators concerning the peculiarities of process of transition, the issues of adaptation of methodology and educational content to the specifics of distant type of delivery of information [10]. They are mostly focused on the ways of motivating students, supporting them, creating new means of content organization, as well as developing important students' skills under the conditions of new educational realia. So, most educators were mainly concentrated on the problems of providing students with the proper educational content and coping with the current issues associated with the transformation of offline educational process into the online. Such ideas as academic integrity have become secondary, but later this concept became extremely urgent due to need of assessment students' results.

The aim of the paper. The main aim of the paper is to describe the main ways of maintaining academic integrity while turning from offline teaching to online teaching considered by the educators from the United States of America. In order to solve the general aim outlined we suggest the solution of the following concrete tasks:

1) to determine the main approaches implemented by the educators from the United States of America for academic integrity support in the conditions of blended learning and distance learning;

2) to describe the peculiarities of the abovementioned approaches applied in the institutions of higher educations and provide the critical assessment of their efficiency.

The solution of the main aim of the paper is substantiated by the application of methods of analysis and content analysis while working with the scientific and scientific and methodological sources concerning the issue of academic integrity support.

The main part. The development of digital tools and informational technology caused the variable changes of educational processes and procedures, as well as different aspects of the processes. As J. Deranek and C. Parnter stated, “advances in technology affect academic integrity in significant ways. In order to respond to this issue, it has become necessary to change the way institutions work to prevent cheating and promote integrity. Higher education leaders should consider the ways technology has changed the landscape of academic integrity, or academic dishonesty” [3].

The new risks of academic integrity violation rose as a result of new technological advances. They may not be absolutely new, but may be quite different in comparison to the situation for the conditions of offline educations. George Watson and James Sottile describing the results of their study based on students’ statements concerning cheating note that “while the study showed that cheating in on-line courses is no more rampant than cheating in live classes, one type of academically dishonest behaviour does merit discussion for on-line course developers. The data showed that students were significantly more likely to obtain answers from others during an on-line test or quiz. This ability to receive answers without the monitoring of a professor, presents problems for the standard lecture-based, test-driven course” [12].

Suhansa Rodchua [7, p. 176] distinguishes the following types of tools and strategies of academic integrity support in the conditions of e-learning that may be considered as efficient for educational process and assessment procedures improving:

- 1) Identification and proctoring systems may include, but not limited to, Secureexam Remote Proctor (SRP), ProctorU, ProctorCam, Webassessor. To identify individual, biometrics can be physiological such as fingerprint,

- retina, DNA or behavioural such as handwriting, gait, speech pattern etc.
- 2) Plagiarism detection software that popularly use in academic institutions are SafeAssign and TurnItIn.
 - 3) Lockdown browsers from Respondus and KioWare companies restrict users from accessing the operating system and desktop, and limiting internet access to only allowed websites.
 - 4) Assessment diversity, examples are written assignment and public post (Discussion Board), test banks, exam block random, timed assessment, different types of questions/answers (e.g. multiple choice, matching, essay, multiple answers, fill-in-blank, true/false, and short answers).

This approximate typology can be applied in different spheres of online education, not only at universities and colleges, but also for corporate learning systems and short courses for professional skills development with further certification.

The results of study carried out by American researchers C. K. Riemenschneider, T. S. Manly, and L. N. K. Leonard [6, p. 191] provide “scenarios that are applicable to students across the globe and therefore provides reasoning that can be used by instructors in classroom settings to improve ethical decision making of students”. This is based on the study of typical “scenarios” of students’ behaviour in using IT in their everyday life and studies. The authors [6, p. 191] state that “a plan is given regarding how to use the scenarios in class discussion, how common rationalizations and levers can be identified, and how instructors can help students to use the rationalizations and levers to identify the appropriate ethical course of action”. The recommendations are useful for the development of educational materials and assignments for students with respect to the need of academic integrity support and skills of business ethics development, which are important for future career.

M. K. Tallent-Runnels, S. Cooper, W. Y. Lan, J. A. Thomas, and C. Busby [9] consider the following issues to be taken into account by educators while turning their classes online:

- Provide helpful resources on the course website that students can use to reflect upon for completion of their coursework and term projects.
- Let students have control over their pace at which they move through the course.
- Have lots of continuous, timely and focused discussions each week to monitor their learning.
- Provide timely feedback to students on their progress and performance each week.
- Make sure that the program office or school has adequate and competent technical support available for students (and faculty members who need it).
- Provide relevant study aids for online students. Do not always offer the same materials that are offered to traditional students for online students

as it may not always be effective in other formats. Make sure that the study aids are appropriate learning tools for online students.

- Offer various forms of assignments for reinforcement so that students can better demonstrate their acquired knowledge.

E. Wagner, J. Enders, M. Pirie, and D. Thomas based on the studies of the efficiency of use of synchronous video conferences for academic integrity support provide the following recommendations for faculty developing the courses:

1. Look for the similarities between online and classroom-based courses when designing.
2. Be cautious when implementing academic integrity functions that do not have meaningful learning outcomes attached.
3. Although course assignments may be referred to within authentication contexts, the video conference content should be independent of the timeline of assignments and teamwork to allow for ultimate flexibility.
4. Keep the focus on “inspiring confidence in the fact that the student work submitted is the work of that student.”
5. Do not use video conferences as a time for lecture; let students do the majority of the talking.
6. Cease grading student work when they miss a conference until the student has made up the missed conference or attended the subsequently scheduled conference.
7. Video conferences can be conducted in three parts: oral quiz, focus on student work, and a kind of fun “tension release” where students share their own experiences.
8. There must be standard practices and protocols across courses in a program.
9. Missed appointment policies should be consistent across the program with opportunities for faculty and student makeups within reason.
10. Faculty should only schedule the number of video conferences per week that would amount to the number of in-class teaching hours per week were they teaching in a ground campus course.
11. Student groups should not exceed 4 students per regular conference assuming conferences are about 30 minutes in length.
12. Program administrators and school leadership must support instructors with reasonable course caps and be invested in a high quality educational experience for the student [11, p. 170].

The recommendations remain urgent for current situation and development of online courses, not only video conferences, as they cover the range of issues making it possible to determine the risks of academic integrity violation at the level of planning. This is a kind of methodological approach enabling educators to put emphasis on the most important problems.

Plagiarism is considered to be one of the hugest problems associated with the ideas of academic integrity violations among the students who are keen on dealing with various information technology tools, especially those studying the information systems courses. Nikunj Dalal describes the prospective approach for overcoming such problems. The author opinion is based on his experience in maintaining academic integrity encouraging students to reflections. He suggests that [2, p. 177] “reflective approach based on dialogue, essay, and learning is not only feasible and promising, it also offers the potential for creating transformative change”. There are also some conditions to make this reflective approach efficient. The author considers that “it is important to understand the context and causes of plagiarism and to plan ahead so that it can be deterred or prevented if possible” [2, p. 177]. It also requires that “instructors must exercise their own reflective capacities and develop sensitivity and mindfulness to have a skilful dialogue” [2, p. 177], i.e. the instructors must be skilful in using reflection in their practice to be able to explain the idea and encourage the students’ reflections. The significant disadvantage of the reflective approach is that is “places greater demands of time, attention, and effort on the part on the instructor” [2, p. 177]. This means that some additional training may be needed for educator to use the approach and obtain the proper results of its use.

Conclusions and prospects for further research activity. Considering the issues of academic integrity support in the papers of the researches from the United States of America we can state that the issue of academic integrity has become urgent under the conditions of transfer from traditional education to the online education. The researchers tend to outline the role of educators and their teaching and assessment methods for academic integrity support. The reflective approach is considered as one of the most efficient way to prevent academic integrity violations. The idea of specific courses development and delivery remains important due to need of informing students about the role of academic integrity in education and university policy in this field.

Most researchers consider the complex approach to academic integrity support as the most efficient one, as it enables covering most aspects of the complex notion of academic integrity.

As the prospects of further studies we consider the development of strategies of academic integrity support based on the multi-discipline characteristics, which may be used for different courses and different fields of study.

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