



## Academic Integrity Resources for Instructors

February 2022

### Scholarly Work on Academic Integrity

The below list of scholarly work on academic integrity published during the Covid-19 Pandemic.

- Amzalag, M., Shapira, N., & Dolev, N. (2021). Two sides of the coin: lack of academic integrity in exams during the corona pandemic, students' and lecturers' perceptions. *Journal of academic ethics*, 1-21. <https://go.exlibris.link/QjTL2Nx7>  
The Covid-19 pandemic that entered our lives suddenly in 2020 compelled higher education systems throughout the world to transfer to online learning, including online evaluation. A severe problem of online evaluation is that it enables various technological possibilities that facilitate students' unethical behaviors. The research aimed to investigate these behaviors, as well as the reasons for their appearance, as practiced in exams held for the first time during the Covid-19 pandemic, and to elicit students' and lecturers' perceptions of students' academic dishonesty (AD) during this period. The sample included 81 students and 50 lecturers from several Israeli colleges and universities. The findings expand extant knowledge on academic dishonesty, identifying significant differences between the perceptions of students and lecturers concerning attitudes towards online exams and the reasons for dishonest behaviors. The findings among the students also indicate that younger students and Arab students tended to cheat more in online exams. Moreover, the findings indicated a lack of mutual trust between students and lecturers with regard to academic dishonesty, a deep distrust that will probably continue even after the Covid-19 crisis. This last finding should be a cause of concern for higher education policy-makers, affecting future policies for improving lecturer-student relations, especially during crises. Recommendations are proposed for addressing academic dishonesty in exams in general and during the pandemic in particular.
- Eaton, S. E. (2021). Academic Integrity in Canadian higher education: The Impact of COVID-19 and a Call to Action. <https://prism.ucalgary.ca/handle/1880/113463>  
Universities around the world are reporting increases in academic misconduct during COVID-19. Canada is no exception. Third-party commercial enterprises offering academic file-sharing and unethical assistance disguised as “homework help” or “tutoring” have proliferated during the pandemic. These businesses comprise the global contract cheating industry, valued at \$15 Billion USD. Eaton offers evidence-based insights into how the industry operates and concludes with a call to action for Canadian universities to take action against essay mills, assignment completion services, thesis-writing services and other forms of illicit academic outsourcing.
- Eaton, S. E. (2020). Academic integrity during COVID-19: Reflections from the University of Calgary. <https://prism.ucalgary.ca/handle/1880/112293>



In this paper I document and reflect on our institutional response to the coronavirus crisis from an academic integrity perspective. I contemplate how the rapid transition to remote learning impacted academic misconduct, including how assessment of student learning played a role. I explore the proliferation of commercial file-sharing and contract cheating companies during the pandemic, situating Canada within broader global contexts. Finally, I consider how to address concerns around academic integrity as remote and online delivery continue into the fall 2020 semester and beyond.

- Eaton, S. E., & Turner, K. L. (2020). Exploring academic integrity and mental health during COVID-19: Rapid review. *Journal of Contemporary Education Theory & Research (JCETR)*, 4(2), 35-41.  
[https://www.pedocs.de/volltexte/2020/21034/pdf/JCETR\\_2020\\_2\\_Eaton\\_Turner\\_Exploring\\_academic\\_integrity.pdf](https://www.pedocs.de/volltexte/2020/21034/pdf/JCETR_2020_2_Eaton_Turner_Exploring_academic_integrity.pdf)

**Purpose:** The goal of this study was to understand the relationship between academic integrity and students' mental health during the COVID-19 crisis.

**Methods:** We employed a rapid review method to identify relevant data sources using our university library search tool, which offers access to 1026 individual databases. We searched for sources relating to the concepts of (a) COVID-19 crisis; (b) academic integrity; and (c) mental health. We delimited our search to sources published between 01 January and 15 May 2020.

**Results:** Our search resulted in a preliminary data set of sources (N=60). Further screening resulted in a total nine (n=9) sources, which were reviewed in detail. Data showed an amplification of students' anxiety and stress during the pandemic, especially for matters relating to academic integrity. E-proctoring of examinations emerged as point of particular concern, as there were early indications in the literature that such services have proliferated rapidly during the crisis, with little known about the possible impact of electronic remote proctoring on students' well-being.

**Implications:** Recommendations are made for further research to better understand the impact of e-proctoring of remote examinations on students' mental health, as well as the connections between academic integrity and student well-being in general.

- Gamage, K. A., Silva, E. K. D., & Gunawardhana, N. (2020). Online delivery and assessment during COVID-19: Safeguarding academic integrity. *Education Sciences*, 10(11), 301.

<https://go.exlibris.link/PL533NrF>

Globally, the number of COVID-19 cases continues to rise daily despite strict measures being adopted by many countries. Consequently, universities closed down to minimise the face-to-face contacts, and the majority of the universities are now conducting degree programmes through online delivery. Remote online delivery and assessment are novel experiences for many universities, which presents many challenges, particularly when safeguarding academic integrity. For example, invigilated assessments, often considered as more secure, are not an option given the current situation and detecting any cheating would be significantly challenging. This paper reviews assessment security in the digital domain and critically evaluates the practices from different universities in safeguarding academic integrity, including associated challenges.



- Herdian, H., Mildaeni, I. N., & Wahidah, F. R. (2021). "There are Always Ways to Cheat" Academic Dishonesty Strategies During Online Learning. *Journal of Learning Theory and Methodology*, 2(2), 60-67. <https://ltmjournals.com/e/article/view/18>

Since the implementation of online learning in various countries in the world, all educational institutions have made new learning adjustments. Universities are educational institutions that have also changed the online learning system. but online learning has an impact on academic ethical behavior.

**Purpose:** the aims of this study is to determine the behavior of academic dishonesty when online learning is applied, besides that it also examines the strategies of nursing students majoring in academic dishonesty.

**Materials and methods:** 150 college students participated in filling out an online academic dishonesty questionnaire and we randomly selected 5 nursing students to participate in a focus group discussion to discuss their dishonest behavior during online learning.

**Results:** Our research shows that academic dishonesty behavior in the form of collaboration is common in online learning. In the process, student learning has strategies for committing academic fraud in various ways, including by downloading a friend's answer file in the online system by logging in using a standard username and password that is not changed by students. In addition, the student chose to behave dishonestly by imitating his friend's work by simply changing the name rather than trying to answer the question. and take advantage of the whatsapp group application to collaborate in cheating.

**Conclusions:** Collaboration in academic dishonesty predominates: one way is by collaborating in online groups to cooperate with each other illegally. We describe several other forms in detail and discuss them.

- Lancaster, T., & Cotarlan, C. (2021). Contract cheating by STEM students through a file sharing website: a Covid-19 pandemic perspective. *International Journal for Educational Integrity*, 17(1), 1-16. <https://go.exlibris.link/SJRZw57q>

Students are using file sharing sites to breach academic integrity in light of the Covid-19 pandemic. This paper analyses the use of one such site, Chegg, which offers "homework help" and other academic services to students. Chegg is often presented as a file sharing site in the academic literature, but that is just one of many ways in which it can be used. As this paper demonstrates, Chegg can and is used for contract cheating This is despite the apparent existence of an Honour Code on Chegg which asks students not to breach academic integrity. With pandemic led safety considerations leading to increased online teaching and assessment, the paper analyses data relating to how Chegg is used by students in five STEM subjects, namely Computer Science, Mechanical Engineering, Electrical Engineering, Physics and Chemistry. The results show that students are using Chegg to request exam style questions. They demonstrate that contract cheating requests can be put live and answered within the short duration of an examination. The number of student requests posted for these five subjects increased by 196.25% comparing the time period April 2019 to August 2019 with the period April 2020 to August 2020. This increase corresponds with the time when many courses moved to be delivered and assessed online. The growing number of



requests indicates that students are using Chegg for assessment and exam help frequently and in a way that is not considered permissible by universities. The paper concludes by recommending that academic institutions put interventions in place to minimise the risk to educational standards posed by sites such as Chegg, particularly since increased online teaching and assessment may continue after the pandemic.

- Raje, S., & Stitzel, S. (2020). Strategies for effective assessments while ensuring academic integrity in general chemistry courses during COVID-19. *Journal of Chemical Education*, 97(9), 3436-3440.  
<https://go.exlibris.link/sb85YsB6>

Effective assessment is an extremely important area of chemistry education. Typically tests measure students' knowledge of critical thinking skills, chemistry vocabulary, and application of concepts from one chapter to another. While it is relatively straightforward to measure concepts such as chemical vocabulary and algorithmic problem solving during a regular session with paper-pencil based testing, an online test with no proctoring presents significant challenges to test administration. In the COVID-19 term, when instruction moved online, it was imperative that the authenticity of the tests administered to students was maintained, irrespective of an institution's choice to allow students to select credit/noncredit or pass/fail options. This communication describes some of the challenges faced during online testing and some of the strategies implemented to successfully overcome them.

- Reedy, A., Pfitzner, D., Rook, L., & Ellis, L. (2021). Responding to the COVID-19 emergency: student and academic staff perceptions of academic integrity in the transition to online exams at three Australian universities. *International Journal for Educational Integrity*, 17(1), 1-32.  
<https://go.exlibris.link/nW3FCdFn>

This paper explores the perceptions of academic staff and students to student cheating behaviours in online exams and other online assessment formats. The research took place at three Australian universities in July and August 2020 during the emergency transition to online learning and assessment in response to the COVID-19 pandemic. The study sought to inform decision making about the future of online exams at the participating universities. Quantitative and qualitative data were collected using online surveys. The findings of the study led to seven key observations, most notably the need to redefine the characteristics of academic misconduct to account for changes wrought to examinations in a digital world. The study concludes with lessons learned in relation to enhancing academic integrity in digital examinations and assessments.