BOOK OF ABSTRACTS

faith
Facing Academic Integrity Threats

CONFERENCE

5-7 AUGUST 2024
ÇANAKKALE, TÜRKIYE

#FAITHConf2024

TÜRKİYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

Co-funded by the
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of the European Union

faith
Facing Academic Integrity Threats

Facing Academic Integrity Threats Conference FAITH2024

5-7 August 2024
Çanakkale, Türkiye

Edited by

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Dr. Ece Zehir Topkaya

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FAITH2024

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5 - 7 AUGUST 2024

TROIA CONVENTION CENTRE, ÇANAKKALE, TÜRKIYE

FACING ACADEMIC INTEGRITY THREATS (FAITH) CONFERENCE

#FAITHConf2024

Keynote Speakers

Mary Davis
Oxford Brookes University

Sarah Elaine Eaton
University of Calgary

Zeenath Reza Khan
University of Wollongong in Dubai

Registration for this conference is free of cost.

Co-funded by the Erasmus+ Programme of the European Union

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Foreword

It is with great pride and gratitude that we present this Abstracts Book, marking the successful completion of the FAITH Conference 2024. This remarkable initiative, focused on promoting academic integrity by integrating ethics, technology, and education, has achieved its goals and left a lasting impact. The FAITH Project has brought together educators, researchers, and practitioners to tackle the challenges of academic misconduct and foster ethical practices in a changing educational world.

We extend our sincere thanks to everyone who contributed to the success of the FAITH Conference. The event united a vibrant community, including 3 inspiring keynote speakers, 33 submissions from 12 countries, and the invaluable efforts of 24 dedicated reviewers. With participation from 75 authors, the conference covered 5 key topics and attracted 186 registered audience members. Alongside the academic sessions, we hosted 3 engaging panel discussions and 4 significant FAITH Project meetings. These impressive numbers reflect the strong commitment of the academic community to addressing issues of integrity and ethics.

This conference has been an important step forward for the academic integrity community. It provided a platform to share new ideas, practical solutions, and research findings, helping to build a stronger global network of integrity-focused professionals. The insights shared during the sessions have opened new opportunities for fostering ethical practices in education, promoting responsible use of technology, and creating a culture of trust and fairness in academia. These discussions and collaborations will undoubtedly shape future approaches and policies.

As we conclude this conference, we want to express our deepest gratitude to everyone who made it possible—organizers, keynote speakers, contributors, reviewers, panelists, committees, sponsors, and participants. Your dedication and enthusiasm have been the foundation of this event's success. Let us move forward together, continuing to uphold the principles of academic integrity and ensuring these values remain central to all our work.

Sincerely,

Özgür Çelik
Salim Razı
Ece Zehir Topkaya

Conference Description

The "Facing Academic Integrity Threats (FAITH) Project" (Erasmus+ Cooperation partnerships in higher education) brings transnational partners together to have a more robust decision-making process. The three-year project is coordinated by Dr. Salim Razı of Canakkale Onsekiz Mart University Centre for Academic Integrity (COMU CAI) and co-funded by the Erasmus+ Programme of the European Union, Turkish National Agency; where the European Network for Academic Integrity (Czechia), University of Konstanz (Germany), University of Maribor (Slovenia), and University of Porto (Portugal) are its partners.

The three project results of the FAITH deal with (PR1) policy for good practice by establishing minimum standards for academic integrity in higher education institutions, (PR2) proactive approach to prevent academic misconduct through the help of pedagogical materials, and (PR3) support for victims of academic misconduct via an interactive web portal to promote a culture of academic integrity. The project also deals with the ethical implementation of GenAI from both policy and pedagogy perspectives.

The FAITH Conference 2024 is a key multiplier event of the "Facing Academic Integrity Threats (FAITH)" project under the Erasmus+ Cooperation partnerships. This initiative is supported by a consortium of 5 European universities and is funded by the Erasmus+ Programme of the European Union and the Turkish National Agency. The conference is hosted by the Centre for Academic Integrity at Canakkale Onsekiz Mart University, which plays a pivotal role in advancing academic integrity across Türkiye and beyond.

This conference aims to highlight innovative research and practical applications that support the establishment of minimum standards for academic integrity in higher education institutions. Our goal is to foster a dialogue that leads to effective strategies to prevent cheating behaviors, supports individuals impacted by academic dishonesty, and addresses the ethical implementation of Generative AI in academic contexts.

In this event, we specifically invited researchers, educators, policymakers, and practitioners to submit papers related to the following themes;

- **Academic Integrity Policies**: Innovations in national and institutional policies.
- **Pedagogical Approaches to Academic Integrity**: Effective teaching methods and curricular innovations.
- **Supporting Victims of Academic Misconduct**: Resources and tools for individuals impacted by academic dishonesty.
- **GenAI and Academic Integrity**: Ethical challenges and solutions in using AI tools in academic settings.
- **Ethical Assessment in the Age of AI**: Strategies for maintaining integrity in evaluation and assessment processes.

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Conference Program

	Day 1 (Monday 5th)
08:30 – 09:30	**Registration** (*Courage* Area)
09:30 – 10:00	**Opening Ceremony** (*Honesty* Hall) Turkish music concert (İlknur Mert, Ney - Fikret Toksözl & Burhan Keskiner) Opening address by the Rector (R. Cüneyt Erenoğlu)
10:00 – 10:30	**FAITH General Presentation** (*Honesty* Hall) *(Salim Razı)*
10:30 – 11:30	**Keynote Session 1** (*Honesty* Hall) *(Sarah Elaine Eaton)* *Policy with integrity: ethical educational policies in the age of generative AI*
11:30 – 12:00	**Break** (*Courage* Area)
12:00 – 12:45	**FAITH Project Result 1 Presentation** (*Honesty* Hall) *(Ece Zehir Topkaya & Özgür Çelik)*
12:45 – 13:45	**Lunch** (*Courage* Area)
13:45 – 14:45	**Keynote Session 2** (*Honesty* Hall) *(Mary Davis)* *Academic integrity pedagogy: teaching and learning for everyone*
14:45 – 15:30	**FAITH Project Result 2 Presentation** (*Honesty* Hall) *(Oliver Trevisiol & İrem Gürbüz)*
15:30 – 16:00	**Break** (*Courage* Area)
16:00 – 16:45	**Panel Session 1** (*Honesty* Hall) Title: What do we mean by effective academic integrity policies? Moderator: Irene Glendinning Panellists: Dania Aljaroudi, Stephanie Allen, Zeenath Reza Khan
16:45 – 17:30	**Sponsor Session** (Turnitin) (*Honesty* Hall)
17:30 – 19:00	**Welcome Reception** (*Courage* Area)
	Day 2 (Tuesday 6th)
09:15 – 10:15	**Keynote Session 3** (*Honesty* Hall) *(Zeenath Reza Khan)* *Personal Responsibility for a culture of integrity in the age of GenAI*
10:15 – 11:00	**FAITH Project Result 3 Presentation** (*Honesty* Hall) *(Dita Henek Dlabolova)*
11:00 – 11:30	**Break** (*Courage* Area)
11:30 – 12:15	**Panel Session 2** (*Honesty* Hall) Title: Pedagogical approaches to promote academic integrity Moderator: Ece Zehir Topkaya Panellists: Barış Uslu, Mary Davis, Özgür Çelik
12:15 – 13:00	**Panel Session 3** (*Honesty* Hall) Title: Publishing with integrity in the new age of GenAI Moderator: Mustafa Yunus Eryaman Panellists: Muaawia Ahmed Hamza, Sarah Elaine Eaton, Shiva Sivasubramaniam
13:00 – 14:00	**Lunch** (*Courage* Area)
14:00 – 14:50	**Concurrent Sessions 1**
14:55 – 15:45	**Concurrent Sessions 2**
15:45 – 16:15	**Break** (*Courage* Area)
16:15 – 17:30	**Concurrent Sessions 3**
17:30 – 17:40	**Invitation to ACARI 2025** (*Honesty* Hall) Ammara Awais
17:40 – 19:00	**Closing Ceremony** (*Honesty* Hall & *Courage* Area)
	Day 3 (Wednesday 7th)
09:00 – 13:00	**Troy Ancient City Tour & Networking**

Conference Program

Concurrent Session 1
Tuesday 6th 2024
14:00 – 14:50

Hall (Honesty) Session Chair:	Hall (Trust) Session Chair:	Hall (Fairness) Session Chair:	Hall (Respect) Session Chair:	Hall (Responsibility) Session Chair:
Presentation: Developing a Rubric to Map Academic Integrity to the United Nations Sustainable Development Goals: A Mixed-Methods Approach *Zeenath Reza Khan et al.*	*Presentation*: The Performance of "Synthetic Humanistic Textuality" in AI-Generated Texts within Non-Latin Alphabet Languages (NoLaL) *Tolga Özşen et al.*	*Presentation*: Fostering a Culture of Integrity: The Development and Implementation of a New Academic Integrity Policy at Munster Technological University, Ireland *Violeta Morari*	*Workshop*: Navigating the New AI Frontier: Upholding Academic Integrity in the GenAI Era *Martine Pellerin*	*Workshop*: Leading Discovery Interviews: Addressing Contract Cheating in Higher Education *Nazia Viceer & Sarah Elaine Eaton*
Presentation: Seven Higher Education Institutions Collaborating to Address Academic Integrity Challenges And to Support Effective Implementation of Resources From the National Academic Integrity Network *O'Reilly, Sharon Flynn, Caroline O'Neill & Frances O'Connell*	*Presentation*: Grade Grubbing: The Generative AI Era *Stephanie Allen*	*Presentation*: EFL Students' Perspectives on Using GenAI with Academic Integrity in Language Learning and Academic Tasks: A Longitudinal Study *Nalan Bayraktar Balkır & Ece Zehir Topkaya*		

Concurrent Session 2
Tuesday 6th 2024
14:55 – 15:45

Hall (Honesty) Session Chair:	Hall (Trust) Session Chair:	Hall (Fairness) Session Chair:	Hall (Respect) Session Chair:	Hall (Responsibility) Session Chair:
Presentation: Enhancing Global Citizenship Through Academic Integrity: The Voceya Program *Gülbeste Durgun Saral & Ece Zehir Topkaya*	*Presentation:* Academic Integrity: International Students *Lorna Waddington*	*Presentation:* Comprehending The Connection Between Language Teaching and Academic Integrity *Kübra Şık Keser & Temel Serdar Yılmaz*	*Presentation:* A Needs-Driven Approach to Academic Integrity for Preparatory Students *Meltem Baysal Çalışkan*	*Workshop*: It's Not All About the Numbers: Developing Meaningful Interpretation of Turnitin Results *Mary Davis & Irene Glendinning*
Presentation: Pseudo-Retranslation as an Obliterative Procedure *Mehmet Yıldız*	*Presentation:* Transforming Education: AI Shaping Learning, Ensuring Integrity *Sultan Tutku Budak Özalp*	*Presentation:* Investigation of Senior Year ELT Students' Academic Integrity Dilemmas *Burcu Özge Razı & Mehmet Sercan Uztosun*	*Presentation*: Navigating Ethics in AI-Driven Education: Online Strategies for Fair and Transparent Assessments *İpek Özgür İşoğlu*	

Concurrent Session 3
Tuesday 6th 2024
16:15 – 17:30

Hall (Honesty) Session Chair:	Hall (Trust) Session Chair:	Hall (Fairness) Session Chair:	Hall (Respect) Session Chair:	Hall (Responsibility) Session Chair:
Presentation: Ethical Implementation of AI in the Process of Academic Writing *Burcu Özge Razı & Aysun Yavuz*	*Presentation:* To Behave or Not (Un)Ethically? The Meditative Effect of Mindfulness on Statistics Anxiety and Academic Dishonesty Moderated by Risk Aversion *Yovav Eshet, Keren Grinautsky & Pnina Steinberger*	*Presentation:* Contract Cheating in Tu rkiye: An Analysis of the Promotional Language Used in Websites of Essay Mills *Hatice Sezgin & Zeenath Reza Khan*	*Presentation:* Evaluating The Practical Usability of Modern Algorithms in AI-Generated Text Detection *Mladen Borovič, Tobias Korže & Milan Ojsteršek*	*Presentation:* Researchers Perspective Towards Integrity and Usage of the Artificial Intelligence Tool *Amani Abu-Shaheen et al.*
Presentation: Experiences And Support Needs Regarding Academic Integrity, Academic Misconduct and Questionable Practices *Dita Henek Henek Dlabolová, Rita Santos, Irene Glendinning & Veronica Krásničan*	*Presentation:* Turkish Preservice English as a Foreign Language (EFL) Teachers' Academic Integrity Competency Needs *Temel Serdar Yılmaz & Salim Razı*	*Presentation:* A Comparative Study of Academic Integrity Policies at Iranian and European Higher Education institutes *Azimeh Takrimi & Reza Khojasteh Mehr*	*Presentation:* Rethinking Academic Integrity and Plagiarism in the AI Era: An Educational Approach *Martine Pellerin*	*Workshop*: Fostering Academic Integrity in Higher Education Using an Appreciative Inquiry Approach *Nazia Viceer, Sarah Fillier, Naomi Paisley & Fouzia Usman*
Presentation: Responsible Use of Generative AI in Education - A Practical Guide for Students *Zeenath Reza Khan, Veronika Krásničan & Neha Hemani*	*Presentation:* Exploring Ethical Problems in the Use of Chat GPT as an Academic Writing Aid: Towards Academic Integrity *Wiwin Windiana & Amirrachman Alpha*	*Presentation:* Enhancing Student Engagement and Authenticity in the Age of AI *Randa Bou Mehdi*	*Presentation:* Embracing The Unknown and Novel: The Interplay Between Specific Personality Traits of EAP Instructors and Their Approach Towards the Integration of ChatGPT *Deniz Kılavuz*	

Opening Speech

Gülce Zehra Çelik, Türkiye
The Youngest Member

Hello everyone! Welcome to Türkiye, welcome to Çanakkale. My name is Gülce Zehra, and I'm so happy to see you all today.

I am here to give the opening speech of the conference. This is my first conference, and I am really excited. My father told me this conference is important. It is because we can live in a more honest world when we grow up.

I want to thank you. Thank you for working for a more honest world.

Enjoy the conference and have a wonderful day!

Opening Speech

Salim Razı, Çanakkale Onsekiz Mart University, Türkiye
Conference Chair

The FAITH (Facing Academic Integrity Threats) is an Erasmus+ Cooperation partnership in higher education project that addresses the critical issue of academic integrity within higher education institutions. This collaborative initiative, involving institutions from Türkiye, Czechia, Germany, Portugal, and Slovenia seeks to establish a comprehensive and proactive framework to combat academic misconduct and support victims.

The project is structured around three main results. The first project result aims to establish a benchmark for minimum standards for academic integrity policies across Europe and beyond. By collecting and analyzing existing policies, the project intends to create a detailed corpus and evidence-based guidelines that will aid higher education institutions in developing robust and effective academic integrity policies. The second project result focuses on providing practical, evidence-based guidance and training materials designed to detect and deter academic misconduct. The materials will be tailored to educators, administrators, and students, equipping them with the necessary tools to uphold academic standards and integrity. Recognizing the often-overlooked impact on victims of academic dishonesty, the third project result will develop an interactive portal and support network. This platform will offer resources, guidance, and a discussion tool to support and advise those affected by academic misconduct.

The FAITH project aims to create a sustainable and impactful change in the culture of academic integrity within higher education. By setting standardized benchmarks, providing comprehensive training, and supporting victims, the project aspires to significantly reduce instances of academic dishonesty and enhance the overall quality and trustworthiness of higher education systems. The anticipated outcomes include the widespread adoption of standardized academic integrity policies, improved educational practices for preventing misconduct, and a supportive environment for victims. These efforts will collectively foster a culture of integrity and excellence in academic institutions, ensuring the credibility and reliability of higher education credentials.

This presentation will offer the audience a comprehensive overview of the FAITH project's methodology, key findings, and practical applications. Attendees will gain insights into developing effective academic integrity policies, strategies for preventing academic misconduct, and best practices for supporting victims, thereby contributing to the enhancement of academic standards and integrity in higher education.

Opening Speech

Ercan Kiraz, Çanakkale Onsekiz Mart University, Türkiye
Dean of the Faculty of Education

Dear Distinguished Delegates,

As the Dean of the Faculty of Education, it is my pleasure to welcome you to the "Facing Academic Integrity Threats Conference". This conference represents the culmination of the FAITH Project, a collaborative initiative by our faculty members dedicated to promoting academic integrity and preventing academic misconduct through innovative pedagogical approaches.

In recent years, the importance of proactive academic integrity policies has become increasingly clear. The challenges we faced during the pandemic—particularly the shift to emergency remote teaching—highlighted the critical need for maintaining integrity under all circumstances. Our experiences underscored that failure to uphold integrity not only harms our reputations as individuals but also as institutions.

The significance of academic integrity extends beyond the confines of academia; it influences our students' professional lives and the society they will serve. By upholding these principles, we are safeguarding the integrity of the teaching profession and ensuring that our graduates become role models of ethical behaviour in their communities.

The findings of the "Facing Academic Integrity Threats Project" underscore the necessity of well-developed pedagogical policies to foster a culture of academic integrity in higher education. We have learned that purely detective policies, focusing on detecting students who are cheating, or purely reactive ones, dealing with how to deliver sanctions to cheaters, are often ineffective. These approaches overlook the crucial role of educators in guiding students toward ethical behaviour.

To address this, the FAITH Project offers a range of pedagogical materials designed for both teachers and students. By integrating these resources, we aim to train educators who champion academic integrity, especially in the era of generative AI. We believe that the insights and discussions from this conference will provide valuable opportunities for all participants to learn from one another.

Thank you once again for joining us at the FAITH Conference. I hope you find the sessions enlightening and enjoy your time in Çanakkale.

Opening Speech

Dinçay Köksal, Çanakkale Onsekiz Mart University, Türkiye
Vice Rector

Dear Distinguished Delegates,

Welcome to Çanakkale and to our University.

As the Vice Rector responsible for accreditation and quality assurance, I am honored to welcome you to the "Facing Academic Integrity Threats Conference." It is a privilege to host this important event, which aligns with our commitment to ensuring the highest standards of quality and integrity in higher education. We are proud to have recently achieved institutional accreditation from the Turkish Higher Education Quality Council, a testament to our dedication to excellence.

Academic integrity is a cornerstone of quality assurance, and we believe that the insights gained from the "Facing Academic Integrity Threats Project" will be instrumental in refining our institutional policies. In my role as Vice President of the Association for Evaluation and Accreditation of Teacher Education Programs, I am well-acquainted with the accreditation processes and policies of higher education institutions across Türkiye. Based on this experience, I am confident that the outcomes of this project will provide valuable guidance for revising and developing proactive academic integrity policies.

As an Executive Board member of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education, I also have a comprehensive understanding of the situation across Europe. Given the rapid advancements in artificial intelligence technologies, it is crucial for higher education institutions, including our own, to develop new policies that ensure the ethical implementation of AI while placing academic integrity at the forefront.

I am confident that the presentations and discussions at this conference will offer valuable insights and solutions for developing effective academic integrity policies in the context of evolving AI technologies.

Thank you once again for your presence. I wish you all a productive and insightful conference.

Keynote Speech

Policy with Integrity: Ethical Educational Policies in the Age of Generative AI

Sarah Elaine Eaton, University of Calgary, Canada

Sarah Elaine Eaton, PhD, is a multiple-award winning researcher, educator, and leader. Dr. Eaton is a Professor at the Werklund School of Education, University of Calgary, Canada and holds a concurrent appointment as an Honorary Associate Professor, Deakin University, Australia. A humanist by training, Dr. Eaton has written and presented extensively on academic integrity and ethics in higher education. In her 2021 book, Plagiarism in Higher Education: Tackling Tough Topics in Higher Education Eaton introduced the concept of postplagiarism, or what academic integrity looks like the age of artificial intelligence. She has held local and national-level research funding to study the impact of artificial intelligence on teaching and learning in higher education. She regularly invited as a media guest to talk about academic misconduct, fraud, and corruption in higher education.

Abstract

Join us for a thought-provoking overview of the current state of academic integrity policy, including plagiarism, exam cheating, and more. The age of generative artificial intelligence (Gen AI) has brought many changes to higher education since ChatGPT was released in November 2022. As higher education institutions grapple with the impact of Gen AI for teaching, learning and assessment, there are practical implications for academic and research integrity. Professors, students, and administrators look to policies, procedures, and practices to help guide their decisions and their actions.

Professor Eaton will highlight some of the major findings of the FAITH project related to policy, situating the results of this project within a broader global landscape of academic and research integrity. The importance of policy development and implementation for securing a just, ethical, and equitable future provide a conceptual foundation for this keynote address. The practical application of policy will bring the conceptual aspects to the foreground as we explore real-world implications of policy and practice.

Keynote Speech

Academic Integrity Pedagogy: Teaching and Learning for Everyone

Mary Davis, Oxford Brookes University, UK

Professor Mary Davis is Academic Integrity Lead and Principal Lecturer for Education and the Student Experience at Oxford Brookes University, UK. She has dedicated her research and practice to academic integrity since 2005. She co-authored the study skills book 'Referencing and Understanding Plagiarism' and has written book chapters including 'How much can you copy?' 'Inclusion in academic integrity: improving policy, pedagogy and practice', 'How do we guide students about proofreading? Institutional policies, study skills advice and teaching'. She dedicates her work to improving inclusive practice in academic integrity, including the ethical use of AI tools. She is a member of the Board of Directors of the International Centre for Academic Integrity, co-chair of the International Day of Action for Academic Integrity, editor of the #IntegrityMatters blog and member of the QAA UK Advisory Group on Academic Integrity.

Abstract

This keynote is focused on pedagogical approaches to academic integrity. It presents a holistic approach to include all staff and students in teaching and learning academic integrity. The aims of the keynote are to raise awareness of positive ways to engage students proactively in their learning and to ensure the responsibility for promoting and teaching academic integrity is shared by all those involved in Higher Education.

The need to take a multi-faceted approach to academic integrity of deterring, detecting and dealing with academic conduct problems has been long established (Carroll, 2007). However, the many changes and challenges in recent years brought about by the shift to online learning, especially during Covid restrictions, and then the surge of student use of AI in the past 2 years, has led to a prioritisation of teaching academic integrity to prevent an increase in misconduct. To demonstrate examples of pedagogical practice, I will present resources for online teaching from an institutional course I co-developed, and from a collaborative enhancement project that I led involving four UK Higher Education Institutions with academic integrity experts, inclusion experts, Student Union officers and students, so that all perspectives were included (QAA, 2023). These interactive resources, comprising games and discussions, were checked against Universal Design for Learning (UDL) guidelines (CAST, 2018) to ensure their suitability for all students. They are available for all educators to use through open access and are shared on the ENAI educational materials list (ENAI, 2023).

Currently, a pedagogical approach is also urgently needed to help students and staff to navigate the use of AI tools. I will share how I developed an online course to teach students ethical decision making with AI, built from an evidence base of student declarations of practice, designed using UDL for accessibility, and evaluated by students and staff.

Keynote Speech

Personal Responsibility for a Culture of Integrity in the Age of GenAI

Zeenath Reza Khan , University of Wollongong in Dubai, UAE

Dr. Zeenath Reza Khan holds the roles of Founding President and Board Member at the ENAI WG Centre for Academic Integrity in the UAE, and Associate Professor of Responsible Information Systems at the University of Wollongong in Dubai. Her career also includes serving on the board of the European Network for Academic Integrity. Dr. Khan's tenure at the University of Wollongong in Dubai's Faculty of Engineering and Information Sciences began in 2001, marking over two decades of educational excellence. Her contributions extend beyond teaching; she is a Senior Fellow and Executive Committee member of the Wollongong Academy of Tertiary Teaching Excellence and advises ASPAM Indian International School and GEMS Our Own High School Al Warqa UAE. As an Editorial Board Member for the International Journal for Educational Integrity, and Springer's book series on Ethics and Integrity in Education, Dr. Khan has significantly influenced the discourse on academic integrity. With over 80 publications and numerous awards, including the Vice Chancellor's OCTAL award and the Turnitin Global Innovation Award, her research interests span academic integrity, ethics in IT, and STEM education for girls. Dr. Khan's global recognition includes being named a 2020 Global Educational Influencer and receiving accolades for her contributions to women's empowerment and academic integrity. Her recent honours include the UOWD Staff Integrity Award in 2023, solidifying her status as a leading figure in education and ethics.

Abstract

This keynote opens with a humorous take on a not so humorous matter presenting the journey from cheating in classrooms, sharing pivotal epiphany that sparked her doctoral thesis, to becoming an advocate for integrity in academia. With her signature humour, Zeenath unpacks the complexities of the pervasive challenges of cheating faced by students, educators, and institutions. She emphasizes the importance of fostering a culture of moral responsibility and ethical decision-making from an early educational stage. Khan highlights how instilling values of integrity is crucial for promoting authentic and responsible learning environments. Her insights are drawn from personal experiences and extensive research, which advocate for systemic changes across educational landscapes, especially in the face of transformational technology. She discusses integrated approach that combines technology with robust ethical frameworks. Zeenath calls on educators and institutions to prioritise integrity and reevaluate their teaching and governance methods. Her address aims to inspire a proactive understanding and implementation of ethics in education. Khan's speech is a call to action, urging a reformation of educational practices to integrate integrity as a fundamental aspect.

Panel Session 1

What do we mean by effective academic integrity policies?

Moderator
Irene Glendinning

Panellist
Dania Aljaroudi

Panellist
Stephanie Allen

Panellist
Zeenath Reza Khan

Abstract

The expression “academic integrity policies” has different meanings in different cultural, geographical and institutional contexts. The three panellists are all experts in integrity policies, bringing different perspectives, coming from a university in the United Kingdom, a medical research institution based in Saudi Arabia and the United Arab Emirates branch campus of an Australian university.

As a starting point the panel session will explore the priorities placed on academic and research integrity policies in these three very different settings. The panel will provide insights into what they understand to be effective academic integrity policies from their own national and institutional perspectives. They will also share information about threats to integrity, as well as events and initiatives that can undermine efforts within institutions to develop and enhance their culture of integrity.

Panel members will present their own experiences of potential or actual drivers for promoting or impeding positive change to institutional integrity. There will be opportunities for questions to the panel and input from conference delegates on topics related to the panel discussions.

Panel Session 2

Pedagogical Approaches to Promote Academic Integrity

Moderator
Ece Zehir Topkaya

Panellist
Barış Uslu

Panellist
Mary Davis

Panellist
Özgür Çelik

Abstract

Fostering a culture of integrity is essential to the development of ethical scholars and institutions. Pedagogical approaches to promoting academic integrity encompass a variety of strategies designed to instill the values of honesty, trust, fairness, respect, responsibility and courage in students. Fostering an environment that encourages open dialogue about ethical decision-making and providing support resources for students are key components in promoting a culture of integrity. This panel brings together distinguished experts to explore effective methods and strategies for embedding academic integrity into educational practices. The discussion will commence with an introduction to the significance of academic integrity and a brief historical overview, highlighting its evolution and the influence of cultural and institutional factors. Panelists will then delve into the pedagogical techniques for teaching academic integrity, examining how these approaches vary with the age and educational level of students, from primary to tertiary education. Key questions addressed will include the intersection of academic integrity and ethical thinking, with panelists providing concrete examples of how ethical values can be integrated into teaching practices. The panel will also explore the critical role of staff in promoting academic integrity and the training programs necessary to equip educators with the skills to foster a culture of honesty and ethical behavior among students. The session aims to offer practical insights and engage the audience in a dialogue about the best practices and future directions for promoting academic integrity across educational institutions.

Panel Session 3

Publishing with Integrity in the New Age of GenAI

Moderator
Mustafa Yunus Eryaman

Panellist
Muaawia Ahmed Hamza

Panellist
Sarah Elaine Eaton

Panellist
Shiva Sivasubramaniam

Abstract

The advent of generative artificial intelligence (GenAI) has revolutionized content creation, presenting both opportunities and challenges for the academia and publishing sector. This panel session explores the critical intersection of innovation and integrity as we navigate the ethical, legal, and societal implications of GenAI in academic publishing. This panel session will delve into the complexities of transparency and disclosure when AI contributes to the research processes, examining best practices for crediting AI and informing readers. The panel will address the potential legal and ethical pitfalls of AI-generated content, including copyright, plagiarism, and intellectual property concerns. The presenters will discuss strategies for ensuring the accuracy and reliability of AI-generated content, mitigating biases, and upholding the highest standards of authenticity. The panel will further explore how publishers and researchers can leverage AI to enhance their work while maintaining originality, integrity, and creativity. The presenters will discuss innovative ways to integrate AI into academic writing and consider the broader societal impact of this technology on authorship, creativity, and knowledge dissemination.

FAITH Project Results Presentations

Project Result 1:

Policy for good practice: Establish a benchmark for minimum standards for academic integrity policies in Europe and beyond based on good practice internationally

Presenter
Ece Zehir Topkaya
(İzmir Demokrasi University, Türkiye)

Presenter
Özgür Çelik
(Balıkesir University, Türkiye)

Presenter
Kadriye Pekacar
(Çanakkale Onsekiz Mart University, Türkiye)

Abstract

The FAITH Project aims at addressing and mitigating threats to academic integrity within higher education institutions across Europe and beyond. The first project result of the FAITH project aims to establish a benchmark for minimum standards in academic integrity policies across Europe and beyond. Recognizing the fundamental role of academic integrity in higher education, this project result addresses the prevalent inconsistencies and weaknesses in current institutional policies. Project Result 1 focused on developing an academic integrity policy corpus by collecting policies from higher education institutions globally, particularly in Europe. These policies were analyzed to identify their detective, reactive, and deterrent elements. The project result 1 aims to produce evidence-based guidelines to assist institutions in formulating robust academic integrity policies. Additionally, a webinar series will be delivered to train higher education policymakers on developing, benchmarking, and refining these policies. Through these efforts, the FAITH Project seeks to foster a consistent, well-developed, and sustainable culture of academic integrity in higher education institutions worldwide by addressing challenges in policy development. In this presentation, the audience will be presented with the process and outcomes of Project Result 1, covering the project result output summaries, methodologies, findings and dissemination efforts.

FAITH Project Results Presentations

Project Result 2:

Proactive approach to deter academic misconduct: Evidence-based guidance and training materials on how to detect and deter academic misconduct in education

Presenter
Oliver Trevisiol
(University of Konstanz, Germany)

Presenter
İrem Gürbüz
(Çanakkale Onsekiz Mart University, Türkiye)

Abstract

Integrating Generative AI (GenAI) into higher education offers both opportunities and challenges not only for students but also for educators in academia. In order to promote responsible use of GenAI, it is essential to establish thorough ethical standards. In this respect, this study introduces a set of educational modules aimed at engaging in the ethical application of GenAI in higher education contexts. These modules encompass various issues such as AI fundamentals, prevalent myths and facts, educational applications from both students' and educators' perspectives, and in-depth ethical discussions. Each module includes a) a summary handout regarding the issue, b) a video, c) a 'check your knowledge' activity. From methodological stance, the development of these modules required in-depth research and the consulation of experts who are qualified with academic integrity, GenAI, or both. In doing so, firstly, the process involved a comprehensive literature review, discussions with professionals, academic integrity board members, and the development of practical scenarios to highlight essential concepts and started with a thorough needs analysis to pinpoint the particular requirements and issues surrounding the ethical use of GenAI in higher education. Secondly, through gap analysis, the current educational practices aganist identified needs to understand gaps and potential areas for enhancement. Finally, realistic scenarios were produced to demonstrate ethical dilemmas and the utilization of GenAI in educational settings. In overall, these modules are designed to equip students, educators, and institutions with the essential tools to navigate the ethical area of GenAI supporting for transparency, fairness, and academic honesty. Thus, this study will be helpful by outlininig the contents of each module, the development process, and the expected influence on higher education contexts.

FAITH Project Results Presentations

Project Result 3:

A support for victims of academic misconduct: an interactive portal and support network

Presenter
Dita Henek Dlabolova
(European Network for Academic Integrity, Czechia)

Abstract

The third result of the Erasmus+ project Facing Academic Integrity Threats (FAITH) is named “A support for victims of academic misconduct”. This project result aims to create and run an interactive portal and support network to help victims of misconduct in education and research.

Apart from establishing the Victim Support Portal, within this output, the project team also aims to understand potential victims' different needs. To achieve this there are two activities, the first one is a systematic literature review on this topic. The second one is a survey mapping experiences and support needs regarding academic integrity, academic misconduct and questionable practices of the stakeholders in academia (results of this survey are presented in a separate presentation). A crucial part of the Victim Support Portal is the educational and mentoring support for the victims. Therefore collecting and preparing educational and informative resources for the Portal and establishing a solid network of dedicated mentors is another sub-output of this project result. Project partners and other experts dedicate time to supporting and advising people on their situations. Information about mentors and their expertise is publicly available on the Portal. Educational and other resources (e.g. stories, webinar, guidelines on reporting cases of misconduct or questionable practices and relevant literature) are also already available in the Portal.

This contribution aims to present the Victim Support Portal in detail - starting with the initial motivation, how it was established, how it is being operated, how the cases are being handled, how privacy is being guaranteed, and what the plans for the future are. We will also present a brief overview of the cases that have been dealt with so far, as well as the supportive and educational materials available.

Sponsor Page - Turnitin

Educating At The Dawn Of AI Writing

Yasemin Arşın
(Turnitin Türkiye)

Turnitin is a global company dedicated to ensuring the integrity of education and meaningfully improving learning outcomes. For more than 25 years, Turnitin has partnered with educational institutions to promote honesty, consistency, and fairness across all subject areas and assessment types. Turnitin products are used by educational institutions and certification and licensing programs to uphold integrity and increase learning performance, and by students and professionals to do their best, original work. To find out more please visit www.turnitin.com.

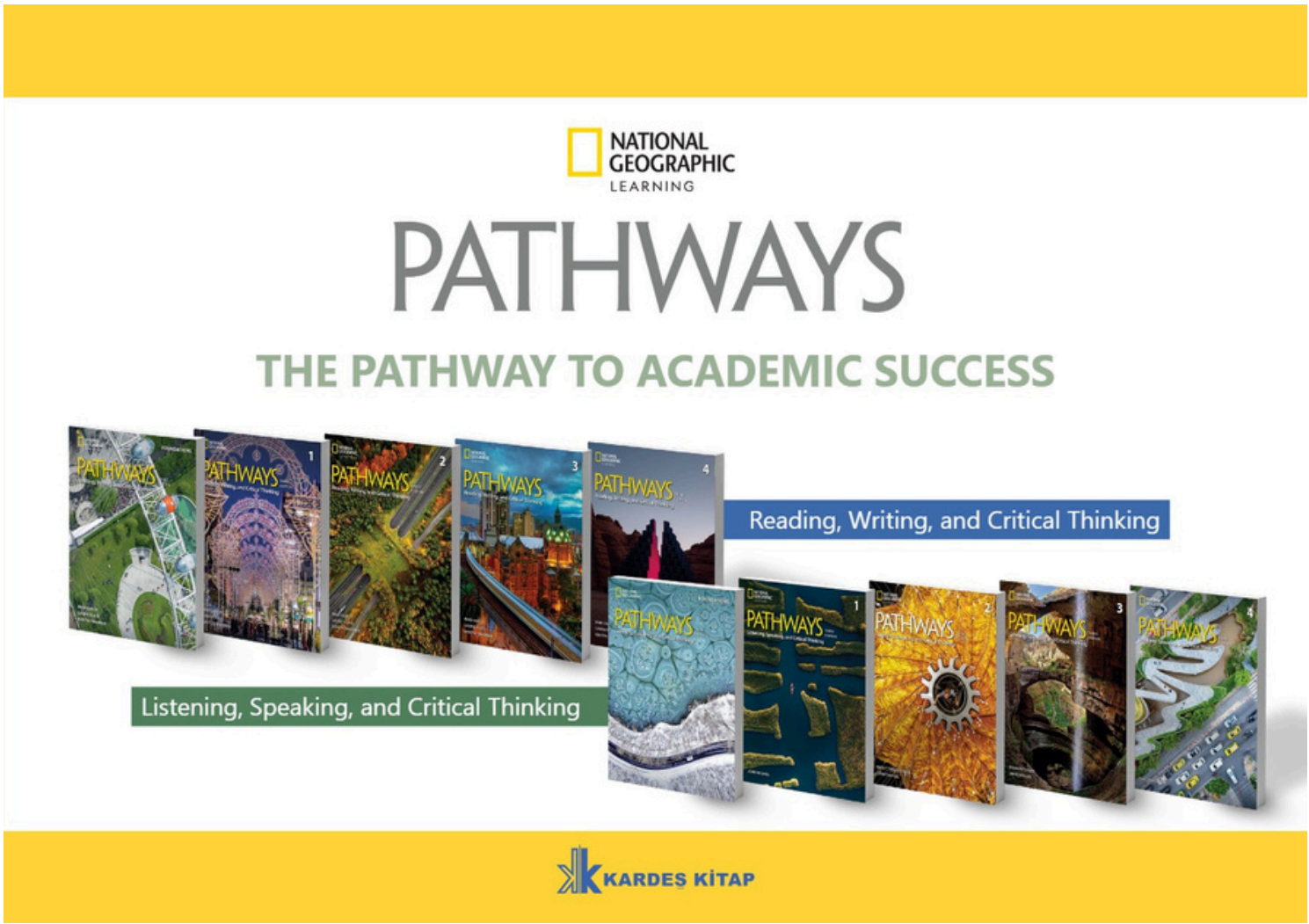
Abstract

For over 25 years, Turnitin has been at the forefront of fostering academic integrity by deterring student misconduct and safeguarding the value of writing in education. We are at an important juncture in education, where breakthrough technologies are widening the gap between tradition and innovation. Generative AI is transforming how students learn and blurring the boundaries of academic integrity, posing new challenges for educators. Academic integrity is crucial, but the question remains: How do we collectively navigate these uncharted, fast-paced changes?

In this session, Turnitin's Yasemin Arşın will share best practices on ways in which breakthrough technologies, such as generative AI, can advance learning through collaborative tools, without sacrificing academic integrity.

Sponsor Page - National Geographic Learning

National Geographic Learning, a Cengage Group brand, is a leading educational publisher for global English Language Teaching markets that serves more than 90M students in 133 countries. Our English programs support learners of all ages, including young learners, teens, adults, and students studying in universities and colleges. We share the stories and work of over 600 Explorers through our programs, platforms, curricula, events and academic services.



Sponsor Page - Compilatio

Since 2005, Compilatio has been offering educational tools to prevent cheating, promote academic integrity and create learning opportunities.

Compilatio is committed to:

- *Design and create innovative, high-performance solutions to guarantee the authenticity of writings: Plagiarism Checker, AI Checker, Altered Text Detector.*
- *Support institutions in their anti-plagiarism projects.*

Invitation to ACARI 2025 Conference

faith

Facing Academic Integrity Threats

CONCURRENT SESSIONS

Developing a Rubric to Map Academic Integrity to the United Nations Sustainable Development Goals: A Mixed-Methods Approach

** Zeenath Reza Khan (University of Wollongong in Dubai, United Arab Emirates), * Fatma Tuğçehan Bingöl (Istanbul University Cerrahpasa, Türkiye), * İrem Gürbüz (Çanakkale Onsekiz Mart University, Türkiye), * Salim Razi (Çanakkale Onsekiz Mart University, Türkiye), * Shiva Sivasubramaniam (University of Derby, United Kingdom), * Michael Draper (Swansea University, United Kingdom), * Ng Fong Chiu (UOW Malaysia KDU Penang University College, Malaysia), * Sonja Bjelobaba (Uppsala University, Sweden), * Ajrina Hysaj (University of Wollongong in Dubai, United Arab Emirates), * Sarah Elaine Eaton (University of Calgary, Canada), * Melodena Stephens (Mohammed Bin Rashid School of Government, Dubai), * Veena Mulani (Al Diyafah High School,United Arab Emirates)*

The primary objective of this project is to explore the integral role of academic integrity in achieving the United Nations Sustainable Development Goals (SDGs). It aims to bridge the gap in the literature regarding how academic integrity, though not explicitly mentioned in the SDGs, is conducive to their successful implementation. This study emphasizes the significance of academic integrity, rooted in values such as honesty, trust, fairness, respect, responsibility, and courage, for attaining the UN SDGs, contributing to the overarching goals of a sustainable and inclusive future through the development of a mapping rubric. This particular presentation is part of the study that records the mixed-methods approach used to develop a comprehensive rubric to help map the items of the UNSDGs to academic integrity.

The methodology integrates the Delphi method, expert consultation, and rubric-based qualitative evaluation to explore the role of academic integrity in achieving the SDGs. The research involved extensive mapping exercises and discussions to clarify the relationship between academic integrity and the SDGs. The rubric was a vital part of this study, designed to categorize patterns within constructs such as ethical values, skills, academic disciplines, contexts, approaches, strategies, and applications.
To develop categories for the mapping, patterns were identified and categorized within the rubric. These categories encompass constructs such as ethical values, skills, academic disciplines, contexts, approaches, strategies, and applications. The presentation concludes with the successful development of a mapping framework/rubric scale of academic integrity to the SDGs, highlighting their interconnectedness.

Although the project was an exhaustive effort and key findings emphasize the importance of promoting awareness, operations, partnerships, and collaborations towards sustainable development through a culture of integrity in academia; this presentation aims to present the methodology employed and the rubric developed by the team as a novel finding. It underscores how academic integrity, directly and indirectly, supports various SDGs, demonstrating that fostering a culture of integrity within educational systems can significantly contribute to achieving sustainable development objectives.

In summary, this study not only establishes the crucial link between academic integrity and the SDGs but also provides a practical framework for integrating these values into educational systems worldwide. The development of the rubric serves as a tool for educators and institutions to align their practices with sustainable development objectives, ultimately contributing to a more ethical, inclusive, and sustainable global future.

Seven Higher Education Institutions Collaborating to Address Academic Integrity Challenges And to Support Effective Implementation of Resources From the National Academic Integrity Network

**Sean O'Reilly (Technological Higher Education Association [THEA], Ireland), *Sharon Flynn (Technological Higher Education Association [THEA], Ireland),*Caroline O'Neill (Technological Higher Education Association [THEA], Ireland), *Frances O'Connell (Technological University of the Shannon [TUS], Ireland)*

A major transformation initiative, the National Technological University Transformation for Recovery and Resilience programme, known as N-TUTORR, is underway in Ireland's technological higher education sector. Funded by the EU Recovery and Resilience Facility, #NextGenerationEU, investment of €40m enables a programme to empower learners, to enhance staff capabilities, to improve the digital infrastructure, and to ensure long-lasting sustainable impact. The programme formally runs from May 2022 to December 2024. This comprehensive programme enables partner institutions to collectively focus on key issues, on emerging topics, and on ways to ensure sustainable enhancement of learning, teaching and assessment across the technological sector. Academic integrity is one of six core themes underpinning the programme. The others are: digital transformation, education for sustainability, employability, equality diversity & inclusion, universal design for learning.

The programme has four main work streams. These are:
1. Transform the Student Experience through Learner Empowerment
2. Transform Learning, Teaching and Assessment by Developing Staff Capabilities
3. Enable Digital Ecosystems to transform Learning, Teaching and Assessment
4. Securing Progress and Sustaining Impact

The overall programme is designed to empower learners; to develop the capabilities of all staff (academic and professional, managerial, services and support); and to enhance the digital ecosystems to enable the former. The fourth work stream explicitly adopts a more forward-looking perspective, seeking to embed and secure change by maximising opportunities for sharing across and within institutions, and by widely disseminating the key learning points from the variety of related projects.

Student empowerment is explicitly and deliberately placed as the first work stream. Key parts of the student empowerment stream are Student Fellowship projects and Student Champions. These initiatives provide an explicit role for students to contribute to the core themes in a meaningful way. 130 Fellowship projects were funded across the seven partner institutions. These involve students and staff working together to address issues of their own choice under one (or more) of the six core themes. 12 Fellowship projects chose to deal with issues around academic integrity and assessment. Examples include a "student-led approach towards finding solutions to the emergence of essay mills and AI technology in academic writing"; and a "student-led initiative to stress test the academic integrity of 3rd level course work using AI". In addition, 100 student champions were appointed to different but related roles in order to contribute to a range of institutional, sectoral and national initiatives.

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For example, student champions from across partners formed the entire panel for an online masterclass exploring academic integrity and assessment. The concept of Student Champions has recently been extended to explore the potential impact of GenAI with a group of students with disabilities and / or learning differences. This project, with the project team drawn from students across all seven partner institutions, aims to create and maintain a repository of recommended AI tools which have been evaluated, and potentially ethically adapted, by students for students. The final resources, including support materials created by students, will be made available to all partner institutions.

Stream two focuses on developing staff capabilities. Masterclasses form one distinct part of this work stream. Masterclasses take place monthly, are scheduled at lunchtime to optimise attendance, and each event focusses on one of the core themes. For example, one of the masterclasses explored the role of artificial intelligence in higher education and how it can be embraced to support academic integrity and assessment. Specific training opportunities are also in place for senior institutional staff. Among other topics, these include an online training session on "understanding Artificial Intelligence and considering the opportunities for GenAI" beyond solely the academic integrity perspective.

The fourth work stream, Securing Progress and Sustaining Impact, focusses on embedding the transformative change and practices achieved to date and on developing digital leadership to enhance the capacity of partner institutions to plan for and manage future developments.

The multiple strands of activity have led to active cooperation between the N-TUTORR programme and the National Academic Integrity Network (NAIN) which is facilitated by the national qualifications and quality agency, Quality and Qualifications Ireland (QQI). This has extended knowledge and appreciation of the cooperation into international contexts such as the Global Academic Integrity Network (GAIN) in additional to specific cooperation with the Australian Tertiary Education Quality and Standards Agency (TEQSA). A joint N-TUTORR / NAIN Working Group is in place and a robust governance structure has been established to oversee key elements of the impact of academic integrity activities (including detection, investigation and reporting of cases of academic misconduct) on governance, policies and procedures.. These partnership activities with NAIN will form the central focus of the presentation at this conference as they describe clear deliverables from the overall programme. The majority of these activities fit under workstream three of the programme. They include:

1. Bespoke training modules developed for both Staff and Students on Academic Integrity
2. Implementation Guidelines for the Usage of the Case Management Framework developed by NAIN
3. Customisation, and roll out, of the "AI Mate" online assessment evaluation tool to support academic staff to explore the appropriate use of artificial intelligence as part of module assessments
4. Provision and piloting of the WIROO contract cheating detection tool to all partner institutions to explore its use and potential scale of any issues
5. Customising for the national context online training modules, originally developed by TEQSA, about academic integrity and preventing / investigating contract cheating
6. Network of champions across all seven institutions to explore opportunities, and risks, associated with GenAI

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Conclusion

The N-TUTORR programme has enabled staff and students across seven institutions to collaboratively address academic integrity issues. It has created a set of resources, provided training, and supported implementation of materials produced by the National Academic Integrity Network. Many of these structures could be replicated in other institutions and / or groups of institutions where there is a desire to do so.

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The Performance of "Synthetic Humanistic Textuality" in AI-Generated Texts within Non-Latin Alphabet Languages (NoLaL)

**Tolga Özşen (Çanakkale Onsekiz Mart University, Türkiye, *Özgür Çelik (Balıkesir University, Türkiye), *Ayşe Nur Tekmen (Ankara University, Türkiye), *Zulfiya Şahin (Ankara University, Türkiye), *Esra Büyükbahçeci (Ankara University, Türkiye), *Özlem Gökçe (Ankara University, Türkiye), *Pınar Altay Yılmaz (Ankara University, Türkiye), *Nuri Bilgin İrim (Ankara University, Türkiye), *Salim Razı (Çanakkale Onsekiz Mart University, Türkiye)*

This paper aims to explore the performance of "Synthetic Humanistic Textuality" in AI-generated texts within "Non-Latin Alphabet Languages (NoLaL)". The research was conducted by the NoLaL-AI team, consisting of experts in Chinese, Hindi, Japanese, Korean, and Russian languages, along with specialists in Generative AI (GenAI) for foreign language teaching. We employed a comprehensive methodology developed by our team.

As a theoretical framework, we established the term "Synthetic Humanistic Textuality" and aligned our approach accordingly. To assess AI-generated NoLaL texts, we developed a rigorous rubric focusing on four dimensions: Linguistic Naturalness, Semantic and Stylistic Coherence, Content/Expression Maturity, and Sociocultural Foundation. This rubric, refined through expert feedback, includes 12 sub-criteria evaluated on a three-level performance scale.

Prompts were designed to generate texts in three formats—composition, email, and creative story writing—each designed to assess AI's Synthetic Humanistic Textuality capabilities. The prompts were created considering five key elements: persona, objective, context, format, and tone, and were tested through a negotiation-based interrater agreement process to ensure consistent scoring across different raters.

Preliminary results indicate that although there are variations in performance based on language, the highest overall performance was observed in the dimension of Linguistic Naturalness (2.25 out of 3). Conversely, the lowest performance was found in Semantic Coherence (1.88 out of 3), with Content/Expression Maturity (1.95 out of 3) and Sociocultural Foundation/Sensitivity (1.93 out of 3) also showing lower performance levels. When analyzed by language, Japanese exhibited the highest performance (2.38 out of 3), while Korean had the lowest (1.97 out of 3). Chinese (2.17 out of 3), Hindi (2.07 out of 3), and Russian (2.01 out of 3) fell in the middle range.

Beyond the Grade: Preserving Academic Integrity in an AI-Driven Era

**Stephanie Allen (Bournemouth University, United Kingdom)*

The debate over higher education tuition fees has long sparked debate, with proponents arguing that an educated workforce benefits the economy and offers personal economic advantages.

In a competitive job market, school leavers are conditioned to the intense competition for future prospects with students viewing excellent grades as essential for university admission and future employment prospects.

Many students approach university with a utilitarian mindset, prioritising degree attainment over deep learning (Molesworth et al., 2009). The perception that a 2:1 degree is crucial for better job opportunities (Vasagar 2012; Paterson 2023) that influences student behaviour and motivations.

The concept of students as edu-consumers has emerged, shifting focus from academic engagement to satisfaction and entertainment (Delucci 2000). This attitude, combined with demands for better resources amid budget cuts, creates additional pressures on institutions (Sarkar 2024).

Further, the COVID-19 pandemic disrupted traditional education, leading to increased reliance on hybrid and asynchronous learning. This shift has exposed challenges in students' self-regulated learning skills, potentially contributing to disengagement and dropout rates (Eaton 2022; National Student Clearing House Research Center 2023; Times Higher Education 2023).

In pursuit of academic success, some students resort to manipulating the system, including 'grade grubbing' - imploring professors for higher grades with or without justification (Hinton 2008). The introduction of generative AI tools, like ChatGPT in November 2022, has added a new dimension to this phenomenon, intensifying concerns about academic integrity (Curtis 2024; Davis 2024; Draper 2024; Lancaster 2024) and created a complex landscape where the boundaries of academic integrity are increasingly challenging to define and enforce. Students may now leverage AI-generated content to argue for higher grades, blurring the lines between original work and AI assistance. This situation raises critical questions about the nature of assessment in higher education and the value placed on grades versus authentic learning experiences.

Moreover, the prevalence of generative AI may exacerbate existing pressures driving grade grubbing behaviour. As students perceive increased competition due to potential widespread AI use in academic work, they may feel more compelled to engage in grade negotiation tactics to maintain a competitive edge.

The intersection of grade grubbing and generative AI presents new challenges for maintaining academic standards and integrity. Educators must navigate complex scenarios where students may use AI-generated arguments or content to support their grade grubbing attempts, necessitating a reconsideration of assessment methods, grading policies, teaching and learning opportunities, and a compassionate outlook.

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This presentation explores the evolving motivations behind grade grubbing in the age of generative AI and examines the ethical implications for academic integrity. It questions how institutions can adapt their practices to foster genuine learning and maintain academic integrity in the face of technological advancements.

By addressing the complex interplay between grade grubbing, generative AI, and academic integrity, a discussion on developing strategies that prioritise authentic learning experiences, ethical academic conduct, and fair assessment practices in higher education is crucial for preparing students for the challenges of their future careers and lifelong learning in an increasingly AI-influenced world.

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Fostering a Culture of Integrity: The Development and Implementation of a New Academic Integrity Policy at Munster Technological University, Ireland

**Violeta Morari (Munster technological University, Ireland)*

This presentation is about the development and future implementation of the new Academic Integrity Policy at Munster Technological University (MTU), Ireland, which was established in January 2021. Originating from a merger of technological institutes in Cork and Kerry, MTU has a significant presence in Ireland's South-West region with six campuses and serves over 18,000 students. In May 2023, MTU adopted a new Academic Integrity Policy, following the principles of the National Academic Integrity Network (NAIN), which was established by Quality and Qualifications Ireland (QQI) in November 2019.
The aim of this presentation is to discuss the national landscape of academic integrity, to outline the new MTU policy, and to consider its possible overall impact on MTU's academic and student community. This policy, underpinned by NAIN's 2023 Academic Integrity Framework, emphasises fairness, trust, respect, responsibility, and courage as core values, promoting a culture of integrity where all stakeholders—students and staff alike—are encouraged to engage in honest academic practices.

The structure of the presentation will include:
1. Overview of the National Academic Integrity Landscape.
2. Students' views on Academic Integrity in MTU gathered by the means of a survey.
3. Development and the key points of the Academic Integrity Policy and Procedure, as guided by the NAIN framework.
4. Anticipated impact assessment of the policy on students and staff.
5. Future directions for maintaining and enhancing academic integrity at MTU, including the roles of the newly introduced posts of an Academic Integrity Officer (AIO) and Academic Integrity Advisor (AIA).

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EFL Students' Perspectives on Using GenAI with Academic Integrity in Language Learning and Academic Tasks: A Longitudinal Study

**Nalan Bayraktar Balkır (Çanakkale Onsekiz Mart University, Türkiye), *Ece Zehir Topkaya (İzmir Demokrasi University, Türkiye)*

The emergence of generative AI (GenAI) applying large language models and natural language processing, like OpenAI's ChatGPT, has ignited an unprecedented era for education (Bozkurt, 2024). While GenAI offers numerous benefits for teaching, learning, and administration, it also raises threats to academic integrity and ethical use. Achieving academic integrity involves providing educational stakeholders with clear guidelines, practical resources, and a supportive environment for ethical GenAI use, along with empowering leaders and support networks within higher education (Moya & Eaton, 2023). Although institution-level policies can mitigate many of these challenges, understanding learners' perceptions of GenAI use and academic integrity in their learning processes is crucial for the responsible, ethical, and effective integration of AI in higher education. By comprehensively assessing learners' experiences, perceptions, perspectives, and concerns, educators can develop informed guidelines for maintaining academic integrity, thereby enhancing teaching and learning experiences (Chan & Hu, 2023).

To address this need, this study aimed to explore EFL learners' perspectives on using GenAI in language learning and academic tasks, with a focus on academic integrity, within a Turkish higher education context. A descriptive, qualitative, and cross-sectional research design was adopted to capture the evolving perceptions of two different cohorts of EFL students over two academic terms. This design was chosen to provide a comprehensive understanding of changes in attitudes towards GenAI and academic integrity over time. The study involved voluntary student participants enrolled in the English preparatory program at a Turkish university. A convenience sampling method, with criteria including active enrolment in the program and voluntary consent, was employed. The demographic details of the participants, including age, gender, and major, were collected to ensure a representative sample. Ethical approval was obtained from the university's ethics committee. Participants were informed about the purpose of the study, and their consent was obtained prior to participation. Measures were taken to ensure the confidentiality and anonymity of the participants.

The survey questionnaire was developed based on existing literature related to GenAI, academic integrity, and language learning. The questionnaire, reviewed by two experts in the field to ensure content validity, included closed-ended and open-ended questions to gather quantitative and qualitative data. Data were collected online through Google Forms over two academic terms, at the end of the spring term of 2022-2023 and the fall term of 2023-2024. Participants were invited to complete the survey via in-class announcements. To increase the response rate, reminders were sent, and the importance of the study was emphasized. In the first wave, 47 students responded, while 96 participated in the second wave.

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Thematic analysis was conducted to analyze the open-ended responses. The coding process involved multiple rounds of review to ensure the reliability and validity of the themes identified. The analysis revealed a notable increase in positive responses in the second wave, with fewer negative responses, which indicates a shift towards a growing acceptance of the use of GenAI in alignment with academic integrity. The first cohort's concerns primarily included plagiarism, limited skill development, and misuse, while the second cohort recognized AI's evolving role and potential benefits. However, concerns about over-reliance on AI and the value of personal effort remained prevalent. The findings further revealed that when AI is utilized appropriately, without plagiarism, and with proper credit given, it can enhance learning outcomes and academic performance. As long as guidelines are followed, and the technology is employed responsibly, leveraging AI tools for assignment checking, idea generation, and conducting research can be a valid and valuable resource in educational settings. Furthermore, the findings from both data sets consistently emphasized the significance of incorporating academic integrity principles when utilizing GenAI in education and training programs.

These findings indicate that participants in this specific context display a readiness to employ GenAI tools for language learning and academic tasks and a willingness to understand and apply strategies and principles consistent with academic integrity. There is a noticeable shift towards a more positive attitude regarding the use of GenAI in maintaining academic integrity, highlighting the importance of ethical, responsible, and appropriate usage in the educational process. For foreign language instructors, this highlights the need to integrate AI literacy and principles of academic integrity into the curriculum, enabling students to effectively and ethically leverage these tools. Establishing clear guidelines is crucial to balancing AI assistance with personal effort, thereby enhancing authentic language learning and skill development. Additionally, students should be encouraged to view AI as a supplementary tool, rather than a substitute, in their learning and academic work. Finally, educational institutions and policymakers should support this shift by developing and providing policies that define acceptable AI use. Standardized, updated, and accessible guidelines for academic integrity should be made available to both students and educators to ensure consistent understanding and application.

Keywords
generative artificial intelligence (GenAI); academic integrity; language learning; higher education

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Navigating the New AI Frontier: Upholding Academic Integrity in the GenAI Era

**Martine Pellerin (University of Alberta, Canada)*

The use of Generative Artificial Intelligence (GenAI) in educational and academic contexts is a subject of much debate. According to some academic integrity policies within higher education institutions, using GenAI is considered an evolving form of cheating. In contrast, others see it as contributing to the emergence of a post-plagiarism paradigm (Eaton, 2021). Some view it as a tool that enhances resourcefulness and inclusivity (Bearman et al., 2020), while others argue that it reimagines the concept of literacy in the GenAI era (Kalantzis & Bill, 2024). Consequently, the boundary between using GenAI to promote creativity and innovation and engaging in deliberate cheating and ethical infringements remains blurred.

This workshop aims to explore how we can navigate these murky waters while upholding academic integrity and ethical values. It will focus on how we can re-conceptualize and transform our academic practices for an AI-integrated world in constant evolution while upholding academic integrity and ethical principles. The workshop will engage participants through discussions, debates, and hands-on activities informed by educational approaches.

The workshop will first address the challenges and issues associated with GenAI in academic education, highlighting the need for innovative mechanisms to ensure adherence to academic integrity and ethics in this new AI era. The distinction between cheating and contemporary ingenuity will be explored, emphasizing the need to reconsider where we draw the line concerning academic integrity and ethics breaches.

Next, the discussion will tackle the urgency of emerging multimodal GenAI technologies that surpass traditional communication modes like text, images, videos, and voice (Furze, 2024). We will explore how these technologies redefine 'literacy,' which some view as narrowly instrumental and functional (Kalantzis & Bill, 2024). The focus will be on how multimodal GenAI changes the traditional conceptualization of the production of meaning, highlighting the crucial role of learning to write but 'with and through the machine' (Kalantzis & Bill, 2024, p.21). A key question is whether human-AI collaboration, where the machine does the writing, constitutes cheating. This issue will prompt discussions on the need to reimagine academic assessment practices to adapt to the evolving GenAI era while maintaining academic integrity and ethics.

The workshop will also examine the concepts of authenticity and veracity in the age of GenAI through educational lenses aimed at cultivating critical thinking and ethical discernment as foundational pillars of academic integrity. The emergent human-AI collaboration will be scrutinized regarding transparency and attribution in academic work. In particular, the issues of co-creation with GenAI, authorship, and ownership (Bozkurt, 2024) will be explored to understand how they can uphold academic integrity and ethical principles while adapting them to an exponentially GenAI-driven era.

The workshop will conclude with a discussion on the need to conceptualize transparency, authenticity, and veracity in an AI-integrated world. It will emphasize the crucial role of nurturing academic integrity and ethics among students, preparing them to become responsible future citizens, professionals, and policymakers. This effort must transcend the confines of academic institutional boundaries to effectively address the challenges of an AI-driven era.

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Author's notes:
Transparency and Attribution for this content:
This abstract was proofread, edited, and refined with the assistance of Grammarly, an AI tool. However, the content and ideas are the author's sole ownership and creative expression (Martine Pellerin).

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Leading Discovery Interviews: Addressing Contract Cheating in Higher Education

**Nazia Viceer (Southern Alberta Institute of Technology, Canada), *Sarah Elaine Eaton (University of Calgary, Canada)*

Introduction:

Contract cheating, where students outsource their academic work to third parties, presents a growing challenge to maintaining academic integrity (Lancaster & Clarke, 2016; Stoesz et al., 2019). Traditional forms of discovery can prove to be ineffective as there are continuous and innovative developments in this area making it difficult to detect (Lancaster & Clark, 2016; Stoesz et al., 2019). This workshop is designed for professionals whose portfolios include upholding academic integrity in their institutions. It introduces the use of discovery interviews as an additional tool to uncover instances of contract cheating and understand its underlying causes (Dawson, 2020; Eaton, 2024; Eaton & Edino 2018; Taylor Institute for Teaching and Learning, 2023).

eywords: contract cheating, academic integrity, interviews, technological tools

Methods:

The workshop will provide a guide to conducting discovery interviews, aimed at educators and administrators who are responsible for academic integrity:
1. Interview Questions: Using the Discovery tool: “How to lead discovery interviews to combat contract cheating” developed by Taylor Institute for Teaching and Learning (2023) learn how you can reveal inconsistencies and both direct and indirect evidence of contract cheating by engaging students in questions. This section will focus on questions that probe deeper into student behavior and motivations, reflecting the complexities identified by insights from Eaton and Edino (2018; Eaton, 2024) and Dawson (2020) into preventing academic misconduct (2020).

2. Interview Techniques: Training participants in effective questioning strategies, active listening, and creating a non-confrontational environment that encourages students to provide honest responses and allow decision makers an opportunity to discover what happened (Eaton & Edino 2018; Taylor Institute for Teaching and Learning, 2023; Dawson, 2020).

3. Analysis: Demonstrating how to analyze interview responses for patterns and discrepancies that may indicate contract cheating. Participants will learn to identify subtle cues and inconsistencies in student narratives, as emphasized by Eaton and Edino (2018), and Dawson (2020).

4. Integration: Discussing how discovery interviews can be used as a tool to effectively integrate with evaluation practices, existing academic integrity policies and technological tools to create a conversation that can aid in detection and prevention.

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Conclusion:

Discovery interviews can be a powerful tool for detecting and understanding contract cheating. By incorporating this method, decision makers and educators can enhance their ability to uphold academic standards and provide insight into student behavior and motivations that compromise academic misconduct and cheating. This workshop engages participants with the practical skills and knowledge needed to implement discovery interviews effectively, aiming on fostering a culture of honesty and integrity within their institutions (Eaton & Edino 2018; Dawson, 2020; Hill, Mason & Dunn, 2021; Taylor Institute for Teaching and Learning, 2023).

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Enhancing Global Citizenship Through Academic Integrity: The Voceya Program

**Gülbeste Durgun Saral (Işıkkent Eğitim Kampüsü / ÇOMÜ, Türkiye), *Ece Zehir Topkaya (İzmir Demokrasi University, Türkiye)*

The importance of Global Citizenship Education (GCED) in developing global citizens equipped with the knowledge, skills, and values to create a better world is widely acknowledged (UNESCO, 2014). GCED fosters peace, tolerance and inclusivity, aligning with other frameworks such as intercultural citizenship (Kramsch, 2023). Within this context, as English language educators we can support global citizenship development by enhancing language learners' intercultural communicative competence, critical cultural awareness, and political education. To maximize the impact of these educational frameworks, incorporating academic integrity principles will foster a climate of trust and respect, essential for developing ethical and responsible global citizens.

The International Baccalaureate Organization offers programs that provide a platform for young people to develop into global citizens with intercultural understanding and respect, further supporting the goals of GCED. It is impossible to think about GCED or IB programs without academic integrity as the nature of these programs aims to cultivate students with ethical values, fostering trust, and promoting ethical behavior essential for global citizens. This corresponds to the IB learner profile attributes that aim to develop students into principled, knowledgeable, thoughtful, communicative, open-minded, caring, risk-taking, balanced, and reflective inquirers (IBO, 2005).

It is the aim of this study to plant the seeds of activism by integrating Global Citizenship Education and academic integrity practices into a IB-Middle Years English curriculum, modeling and encouraging both responsible global citizenship and ethical behavior . As the working definition, we adopt the version of International Center for Academic Integrity (2024) "as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage" (Fundamental Values, para. 1). Following Bertram Gallant (2017), academic integrity in this study is considered as a "teaching and learning issue" (p. 92) that can be fostered in an active and deep learning environment alongside peer learning.

The study is part of a larger research project employing a multi-phase design with a mixed-methods methodology, utilizing an exploratory sequential design that incorporates an experimental component (Creswell, 2013). The first phase of the study evaluated the implementation of GCED in an existing English program at an IB school. Based on the findings of the first phase, the following phase which is the primary focus of this paper, is the experimental one. It involves developing and implementing a youth activism program named Voice of Change: Empowering Youth Activists Program (VOCEYA) to observe its effects on students' global citizenship levels and perceptions about youth activism. This proposal abstract focuses on the planning of the modules that are designed to integrate academic integrity practices into the VOCEYA program.

The primary goal of the VOCEYA program is to cultivate active, ethical, and engaged global citizens using a structured inquiry-based learning (IBL) approach to youth activism. A series of IBL modules that encourage students to explore, question, and engage actively with global issues constitutes the program. These modules aim to develop critical thinking, problem-solving, and leadership skills essential for effective activism. The inquiry-based approach to learning helps students to take ownership of their learning, leading their inquiries into economic, social, and environmental world problems.

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Integration of academic integrity practices is an essential feature of VOCEYA program, which will last 8 weeks in the fall term of 2024-2025 teaching year. In the pre-program phase, students will be introduced to the concept of academic integrity, its importance in the IB programs in addition to the IB academic integrity policy. VOCEYA offers hands-on experience for the students. As students participate in inquiries about activism, they receive guidance on ethical research, correct citation, and the responsible use of information. Modules in the program include paraphrasing, MLAing sources and responsible use and citation of AI embedded in tasks. This integration ensures that the curriculum cultivates a culture of honesty, accountability, and respect for intellectual property among young activists. The principles of academic integrity are based on the suggestions of Cotton et al. (2023) in the form of explicit instruction on plagiarism, specific guidelines to use AI chatbots such as ChatGPT, monitoring of student work closely throughout the process, and student presentations of their inquiries to ensure academic conduct.
This paper reports on the development of academic integrity practices that the modules include. The feedback anticipated from the experts at the conference is to be used in evaluating our plans for the potential effects of our inquiry-based approach in fostering ethical activism. Expert opinion will be used to refine our methods, improve module content, and establish the alignment of VOCEYA with best practices in academic integrity.

Keywords: global citizenship, academic integrity, IB, youth activism

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Pseudo - Retranslation as an Obliterative Procedure

**Mehmet Yildiz (Canakkale Onsekiz Mart University, Türkiye)*

Translation-related intertextual appropriations have been discussed by recourse to different conceptualizations, such as plagiarized translation, translation(al) plagiarism, translation plagiarism, cross-lingual plagiarism, and translated plagiarism. To the best knowledge of the author, none of these concepts problematizes intertextual appropriations of translations occurring across academic works (Yildiz, 2021). This study features the concept of pseudo-retranslation, which refers to "an academic author's partial or complete appropriation of another author's translation" (Yildiz, 2021), to attend to this research need. This intertextual procedure is characterized by pseudo-retranslators' acknowledging the originators of foreign source texts without giving credit to the renderers of their first translation and its pseudo-retranslations, which results in the obliteration of the producers of the proto-translation (the first translation exploited by the downstream literature) (Yildiz, in press). The obliterative operation works to the detriment of the credibility of the producers of given foreign source texts (of the proto-translation and its pseudo-retranslations) because any translation-distorted piece of information that is advertently or inadvertently introduced into the proto-translation and the intermediary (pseudo-re)translations is by default attributed to the foreign originators. By providing illustrative instances of pseudo-retranslations comparatively analyzed with R, which is a software environment and a programming language for statistical analyses and data visualization, this study reveals how this appropriative operation contributes to the obliteration of the initial translation and the relaying pseudo-retranslations that incorporate translation-flawed knowledge likely to be associated with the authors of the foreign original. To this end, the study will be built on a comparative analysis of the corpus consisting of one assumed proto-translation (1995) and 15 pseudo-retranslations – the most recent one dated 2019 – of Cohen and Wills' four support resources (1985).

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Academic Integrity: A support program for International Students

**Lorna Waddington (University of Leeds, United Kingdom)*

This presentation addresses the pivotal issue of academic integrity among international students, encompassing both undergraduate and postgraduate levels. Key findings from recent student surveys will be examined, shedding light on prevalent trends and attitudes toward academic integrity among this demographic. Recognising the distinct challenges these students face, the presentation explores specific concerns such as comprehension of plagiarism, citation practices, and the importance of original work within diverse cultural and educational frameworks.

The presentation will further explore measures implemented by the University of Leeds to ensure international students are adequately prepared for their academic studies. Practical examples will be provided to illustrate how international students can better understand and apply principles of academic integrity.

Furthermore, the discussion will highlight strategies and best practices adopted by the university to foster a culture of academic honesty. By addressing the nuances of academic integrity in a multicultural educational environment, this project aims to equip international students with the requisite knowledge and skills to excel academically while maintaining the highest standards of integrity.

Transforming Education: AI Shaping Learning, Ensuring Integrity

**Sultan Tutku Budak Özalp (Çanakkale Onsekiz Mart University, Türkiye)*

This abstract presents a novel 14-week English course for nutrition students. It explores how Artificial Intelligence (AI) can revolutionize language learning while simultaneously reinforcing academic integrity. The course serves as a model for integrating AI-powered learning tools with robust academic integrity practices. This approach has the potential to transform both pedagogical approaches and ethical standards in higher education.

The course unfolds in four phases: Introduction & Foundation, Building Skills & Confidence, Deepening Knowledge & Communication, and Refining Skills & Showcasing Progress, culminating in Evaluation & Reflection. Throughout each phase, AI tools strategically enhance language acquisition and academic integrity:

Personalized Learning: AI platforms tailor content difficulty based on individual performance and flag potential plagiarism attempts, guiding students toward proper citation.
Interactive Role-playing: AI chatbots simulate scenarios with potential plagiarism or misinformation, allowing students to practice communication and ethical navigation.
Data-driven Analysis: Interactive case studies with AI decision trees challenge students to analyze patient information ethically, considering biases and source referencing.
Responsible Research: AI research tools like EBSCOhost or ProQuest coupled with discussions on source credibility equip students with responsible information-gathering skills.
Learning from Mistakes: AI plagiarism detection tools like Turnitin become learning aids, helping students understand and improve paraphrasing and citation.

Academic integrity principles are woven throughout the course:

Ethical Discussions: Regular discussions address responsible online resource usage and the importance of academic originality.
Citing & Paraphrasing Practices: Practical exercises teach proper paraphrasing, quoting, and source citation in English academic writing.
Evaluating Online Sources: Training on tools like Scimago Journal & Country Rank empowers students to critically assess online source credibility.
Peer Review with a Focus: Peer review processes assess proper referencing and citation practices.
Scenario-based Assessments: Assessments challenge students to identify and address potential plagiarism situations.

The integration of AI and academic integrity is symbiotic throughout the course. For instance, the adaptive learning platform not only tailors language content but also provides modules on responsible citation practices. The AI chatbot scenarios include encounters with potentially plagiarized information, and training students to identify and address such issues in real-world contexts.
This course design demonstrates how AI can transform education by enhancing personalized learning experiences while simultaneously fostering a culture of academic integrity. It shows AI's potential to not only improve language acquisition but also to cultivate ethical academic practices. The dual focus on AI integration and academic integrity prepares students for the digital age, where technological literacy and ethical conduct are equally crucial.

Comprehending The Connection Between Language Teaching and Academic Integrity

**Kübra Şık Keser (Abdullah Gul University, Türkiye), *Temel Serdar Yılmaz (Balıkesir University, Türkiye)*

Academic dishonesty, also referred to as cheating and plagiarism, has been a persistent issue at all educational levels for years. Studies have indicated that academic dishonesty is becoming more common in higher education institutions. There have been a number of discussions within the educational researchers. These discussions mainly include actual cases and practices about academic integrity, the types and causes of academic misconduct and the ways to promote academic integrity at the university level. With the purpose of getting a deeper understanding of the issue in language teaching context, the present study is designed to understand the types of academic misconduct and the reasons underlying these for university students. The participants of the study were 25 students from different departments of a public university in Türkiye. The research design is based upon qualitative research design. The final literature review papers of the students and the semi-structured interviews were the main tools to collect data. The results revealed that while the common types of academic misconduct are plagiarism, collusion and falsification, the main reasons for these academic misconducts emanate from lower language proficiency, school policy, psychological factors such as self-esteem of the learners. The results are also designated to understand the importance of promoting explicit training or teaching of academic integrity in order to endorse the strategies used to avoid academic misconduct.

Keywords: academic integrity; language teaching; higher education; integrity practices.

Investigation of Senior Year ELT Students' Academic Integrity Dilemmas

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This study investigates the ethical and academic integrity dilemmas experienced by senior year English Language Teaching (ELT) students during their university education. The central research question addressed is: "What are the academic integrity dilemmas experienced by senior ELT students throughout their university life?" Employing a qualitative case study design, the research focuses on eight senior year ELT students from a state university in Türkiye. Participants were selected through extreme or deviant case sampling, ensuring diversity in geographical regions, gender, and GPA scores. Data collection was conducted through individual interviews, capturing in-depth insights into the participants' experiences and justifications regarding academic integrity dilemmas. The data analysis for this study followed a qualitative content analysis approach. Initially, interviews were transcribed and
organized into manageable chunks. These chunks were then coded, with a focus on highlighting relevant sections and labeling them clearly. Next, second-level coding was used to identify common categories. Codes and categories were integrated with the interview transcriptions. Finally, the data were interpreted, leading to the formulation of conclusions based on the analysis. The findings reveal that a significant number of participants admitted
to engaging in various forms of academic misconduct, such as plagiarism, contract cheating, collusion, inappropriate citing, and using pirated materials. Despite having received academic integrity training in their first year, many students justified their actions based on personal value systems, often experiencing no ethical dilemma. However, a minority of participants did encounter ethical dilemmas and chose to adhere to academic integrity principles, influenced by personal or religious values. This discrepancy suggests that while academic integrity principles are introduced in initial coursework, the persistence of misconduct highlights the
ineffectiveness of current academic integrity education within ELT programs. The implications for academic integrity are profound. The findings of this study shed light on the prevalence of academic misconduct among senior ELT students, revealing a stark reality where many participants admitted to engaging in various forms of misconduct without experiencing significant dilemmas.
These misconducts encompassed actions such as gift authorships, accessing exam questions beforehand, contract cheating, inappropriate citing, cheating, and plagiarism. While some participants took action against academic violations, often risking friendships or facing peer oppression, others justified their actions or chose not to intervene due to personal beliefs or fear of consequences. Additionally, instances of academic misconduct dilemmas were explored, highlighting the internal struggles faced by some participants when confronted with ethical decisions, such as whether to report violations or refuse to participate. These findings
underscore the complex interplay of personal values, peer pressure, and institutional norms in shaping students' behaviors regarding academic integrity.

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The discussion of the study highlights the prevalence of academic misconduct among senior ELT students, revealing a gap between the high incidence of misconduct and the limited actions taken to address it. This discrepancy may be attributed to the lack of a formal academic
integrity policy in the university or department, leaving students unsure of how to proceed. Participants' justifications for not taking action often centered around friendship or hierarchical concerns, despite acknowledging the ethical wrongness of the violations. Interestingly, participants who did blow the whistle on misconduct faced peer oppression but were also motivated by their actions, indicating a complex interplay of personal values and social pressures. The study also suggests that individual value systems play a significant role in shaping academic integrity behaviors, as seen in participants' ethical dilemmas and justifications. Overall, these findings highlight the importance of formal academic integrity policies and the need to address the underlying value systems that influence student behavior.
This study addresses a gap in the literature by focusing on ethical and academic integrity dilemmas among senior ELT students, a topic that has received limited attention in existing research. The findings reveal a prevalence of academic misconduct among participants, including instances of gift authorship, contract cheating, and plagiarism, often justified by individual value systems. Despite receiving academic integrity training, students' actions suggest a disconnect between their ethical beliefs and behavior. The study highlights the need for explicit and integrated ethics education in teacher programs to address these discrepancies and promote a culture of academic integrity. However, the study is limited to high GPA score students, suggesting the need for future research to explore these issues among students with lower GPA scores.

A Needs-Driven Approach to Academic Integrity for Preparatory Students

**Meltem Baysal Çalışkan (Trakya University, Türkiye)*

Academic integrity, the foundation of trust and quality in higher education, not only safeguards the authenticity and originality of student work but also shapes their professional journey after graduation. Students who have a strong understanding of academic integrity are better equipped to navigate the ethical challenges they may encounter. However, transitioning from diverse educational backgrounds to university-level preparatory programs poses challenges for students who may lack knowledge in academic integrity, unless it has been properly addressed in their K-12 schools. This paper investigates these challenges and proposes a needs-driven approach to develop a meso-level policy (Eaton, 2020) designed specifically for English language learners (ELL) in the School of Foreign Languages (SoFL) English preparatory unit. Embracing a qualitative approach this study assessed ELLs' background knowledge and identified key areas that they need, lack, and desire for a grounded understanding academic integrity. A semi structured interview with 20 students gauged their understanding and background knowledge of academic integrity. Through focus group discussions a qualitative needs analysis (NA) explored specific challenges faced by these students who completed the English preparatory unit before moving to their own majors. The NA delved into students' prior experiences with academic integrity, areas of confusion, and their support needs. Data analysis involved thematic coding to identify key themes. The emergent themes highlighted the need for clearer guidelines on acceptable and unacceptable practices, particularly surrounding misconduct types (especially plagiarism), strategies to avoid them, proper citation and referencing skills. Students expressed a desire for more practical examples and resources tailored to both their specific learning contexts in their native languages and the English language. The recognition of these factors led to the development of an understandable and accessible policy to guide them. Within this respect, a policy was designed aiming to create and communicate a culture of academic integrity through accessible and practical guidelines. These guidelines aim to provide clear explanations of key academic integrity concepts, including its importance, fundamental principles, different types of misconduct, and potential consequences of violating academic integrity. The policy further emphasizes a pedagogical approach grounded in restorative justice principles, aiming to foster a supportive and collaborative learning environment. This approach encourages dialogue and reflection among stakeholders, emphasizing the importance of understanding the consequences of academic misconduct and promoting accountability and responsibility. By employing a data-driven approach informed by student needs, drawing on principles outlined by Bretag et al. (2011) and utilizing The Academic Integrity Policy Tool by Çelik (2023), the policy ensures the active engagement of stakeholders in encouraging a culture of academic integrity within the SoFL English preparatory unit.

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Navigating Ethics in AI-Driven Education: Online Strategies for Fair and Transparent Assessments

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The rise of artificial intelligence (AI) has dramatically changed various sectors such as education, healthcare, and employment, by introducing cutting-edge assessment tools and methodologies. These advancements bring significant benefits, but they also pose complex ethical dilemmas concerning the integrity and fairness of the evaluation processes. This paper tries to lighten up the ethical aspects of AI-driven assessments and suggests strategies to ensure their ethical use and maintain integrity.

AI systems enhance assessment efficiency and consistency. They can quickly analyze large data, provide rapid feedback, and identify patterns that human beings might miss. However, using AI in assessments is riddled with ethical challenges like bias, transparency, accountability, and potential misuse.

One major concern is bias in AI algorithms. These systems often learn from historical data, which can perpetuate existing prejudices and systemic inequalities. This paper tries to explore how biased data can lead to discriminatory outcomes in fields of hiring, academic testing, and medical diagnostics.

Transparency in AI systems is crucial for maintaining trust and accountability. However, AI models often function as "black boxes," because of their opaque decision-making processes. This paper highlights the importance of explainable AI (XAI), which provides clear, interpretable explanations for AI decisions. Such transparency is vital for oversight, ensuring fair treatment, and allowing users to understand and challenge AI-driven assessments.

Accountability in AI usage involves defining the roles and responsibilities of developers, users, and policymakers. This paper emphasizes the need for strong governance frameworks that outline accountability structures and enforce ethical standards. It suggests comprehensive regulatory guidelines that include regular audits, impact assessments, and the involvement of diverse stakeholders in AI system development and deployment.

To address these issues and propose effective strategies, multi-faceted methodology will be used.

Literature Review: Conduct an extensive online review of existing literature on AI ethics, particularly in educational fields and evaluation processes in academics. This includes academic articles, online reports, and policy documents to understand the current landscape and identify crucial ethical challenges and existing solutions.

Online Survey: Distribute online surveys to educators, students, and parents to collect quantitative data on their experiences and perceptions of AI-driven assessments. This helps understand the broad impact of AI tools in educational areas.

Development of Ethical Framework: Based on findings from the literature review, online interviews, and online surveys, create a comprehensive ethical framework for AI assessment processes in education. This framework includes guidelines for transparency, accountability, and prevention of misuse, focused on specifically to the educational sector.

In conclusion, while AI offers powerful tools for educational assessment, it also presents significant ethical challenges that needs to be addressed to maintain integrity and justice. Through online interdisciplinary collaboration, ethical education, regulatory frameworks, and public engagement, we can still reach AI's benefits while upholding ethical standards and improving social justice in education. This paper provides an in-depth overview of these strategies and a detailed methodology, contributing to the ongoing discourse on ethical AI in educational assessment processes.

It's Not All About the Numbers: Developing Meaningful Interpretation of Turnitin Results

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This workshop session aims to raise awareness among participants of appropriate and effective interpretation of text-matching software. We aim to demonstrate the benefits of meaningful interpretation in pedagogical approaches to academic integrity, as well as the necessity for accurate interpretation in assessment.

As researchers and users of text-matching tools for 20+ years, we recognise that the use of these tools to check student assignments for possible academic conduct problems is nothing new. The first and most widely used, Turnitin, was developed in the late-1990s, and for many years has been integrated into assessment systems and considered an essential means of checking the authenticity and originality of student work. Research going back 15 years demonstrated that using Turnitin at a formative stage could assist in student development of good academic practice (Davis & Carroll, 2009).

However, what is currently growing is misuse of the information generated by text-matching tools (Glendinning, 2021). It seems that there is an increasingly dangerous fixation on the overall similarity percentage score by some students, staff and institutions, as if this overall similarity score were a meaningful number. Some stakeholders are even setting an 'ideal score' or threshold, above which overall similarity is considered problematic and under which it is considered acceptable. This might be considered as an easy option to reduce assessment workloads or stem from the belief that computer-generated results are always right, but setting this kind of benchmark is misguided and disastrous for students, staff and institutions, leading students to conclude 'it is the software that (they) need to beat rather than acquire academic literacy practices' (Mphahlele & McKenna, 2019, p.1085).

Thus, in this session, we seek to debunk the myths associated with Turnitin results (Davis, 2021), move away from a focus on 'making the colour go away' (Williams & Davis, 2017, p.98) and interpret Turnitin or other text-matching tools appropriately. We will demonstrate the many factors that influence similarity results, that some matching is both expected and appropriate, and that being guided by a threshold of similarity is simply wrong: high similarity does not necessarily demonstrate an academic conduct problem, while low similarity often does.

If students simply try to reduce the similarity percentage by disguising or manipulating plagiarised text, these non-scholarly efforts will mean a lack of learning and no improvement in the quality of their work. Students need to be educated on how to interpret and apply the information in text-matching/similarly checking reports. If students understand the reasons why a specific section of text has been matched, not only can they make informed choices that enhance their immediate work, but they can also improve their overall approach to future academic writing. Closely aligned with developing skills to interpret similarity reports is the need for students to learn how to use information from sources to enhance their own writing rather than to replace their own words. Of course, their tutors also need to have all these skills.

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As workshop facilitators, we will provide opportunities for delegates to engage in a critical dialogue about text-matching interpretation using a range of examples of similarity scores in screenshots. In this way, we can assist participants (and later their students) in interpreting Turnitin similarity scores more accurately, using them appropriately for learning development and more carefully in assessment. This outcome will make a positive contribution to inclusive and effective academic integrity pedagogy.
The workshop presenters will provide some examples of guidance statements and other resources; some that can be directly shared with students, and others that can be adapted for use in institutional policies.
In the workshop, there will also be opportunities to discuss the use of other software tools that claim to detect contract cheating and those designed to detect text generated by artificial intelligence (GenAI). Research results are emerging that show why outputs and recommendations from AI detection tools are not accurate and never will be (e.g. Crockett & Howe, 2024). We will share with workshop participants many reasons why these tools should not be used, by students or academic staff, to check for, detect or evidence inappropriate use of AI tools in student work.

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Ethical Implementation of AI in the Process of Academic Writing

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The realm of foreign language education has undergone significant transformations with the advent of technology in the early 20th century. In addition to traditional pedagogical approaches such as the Grammar-Translation method, technology's integration into foreign language education encompassed mainframe computers, audio recordings, language laboratories, and interactive computer-based learning. The 1990s marked the emergence of the World Wide Web, ushering in an era characterized by the continual enhancement and evolution of web-based educational tools. As we project this enduring progression into the ensuing century, we are confronted with a novel technology that renders the aforementioned methods archaic: artificial intelligence. As these lines are being read, it is highly probable that artificial intelligence is incessantly engaged in self-improvement. The avoidance, denial, or dismissal of a technology advancing at such a rapid pace is not a tenable option. Nonetheless, it is apparent that this technology can be readily leveraged for academic misconduct. However, while it is essential to continually address this issue and discuss detective or reactive methods, such a singular focus may render us inert in the face of this ever-evolving technology. Up to this point, numerous guidelines pertaining to the ethical deployment of artificial intelligence in both theory and practice have been disseminated by universities, organizations, and academic integrity networks. The European Commission (2022), for instance, has outlined ethical guidelines for the use of artificial intelligence and data in teaching and learning, offering practical insights into the ethical integration of AI into primary and secondary education. Taking an alternative perspective, the International Center for Academic Integrity (ICAI, n.d) elucidated the reasons for concern regarding the use of artificial intelligence in its 'Statement on Academic Integrity and Artificial Intelligence'. ICAI recommends that all stakeholders exercise great care and diligence when utilizing artificial intelligence. Similarly, the European Network for Academic Integrity (ENAI) has published 'Recommendations on the Ethical Use of Artificial Intelligence in Education'. Within these recommendations, Foltynek et al. (2023) delineate the responsibilities of stakeholders and discuss measures that can be taken to mitigate academic misconduct. While the existing body of literature primarily comprises such guidelines, the critical missing element lies in the practical application of how artificial intelligence should be ethically employed. Consequently, a study has been initiated in the first-year course of the English Language Teaching program, entitled 'Academic Writing Skills', with the primary objective of integrating artificial intelligence in an ethical manner. Within this course, students are tasked with composing three essays related to their field of study over the semester. Under the current course structure, students receive feedback from three different peers for each essay and subsequently revise their work based on the feedback. Razı (2023) has coined this course structure the 'Anonymous multi-mediated writing model'. In this research endeavor, students will receive feedback for their essays in a sequential fashion, initially from peers for their first, followed by their teachers for the second essay, and ultimately from artificial intelligence for the third essay. All feedback provided will be anchored in Razı's (2023) 'Fundamentals of Academic Writing Rubric'. Prior to the receipt of feedback, students' submitted essays will be evaluated based on this rubric. Feedback from each provider will be categorized into three distinct domains for each rubric element and subjected to coding for in-depth analysis. This coding process will discern the total feedback related to each of the 20 rubric items, encompassing correct, irrelevant, and misleading feedback.

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This methodology will enable an evaluation of the efficacy of each feedback provider in delivering meaningful feedback. While the rubric's items are well-suited for providing feedback from peers and teachers, some adjustments are required for its use with artificial intelligence. Thus, the researcher is in the process of adapting the rubric's items into prompts that can solicit appropriate and ethically sound feedback from artificial intelligence. Additionally, students will receive training on how to request feedback from artificial intelligence and how to use the feedback they receive by avoiding being involved academic misconduct. It is imperative to note that this research is presently in the development phase. However, it is anticipated that its outcomes will serve as an exemplar for the ethical application of artificial intelligence. Furthermore, as a component of the study involves a comparative analysis of feedback providers, it is expected to shed light on which provider may be more effective. This study is also aimed to demonstrate the potential advantages of employing artificial intelligence in education, thereby saving the tarnished reputation of this technology.

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Experiences And Support Needs Regarding Academic Integrity, Academic Misconduct and Questionable Practices

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One of the aims of the Erasmus+ project Facing Academic Integrity Threats (FAITH) is to develop a supporting network and interactive portal to provide guidance for victims of misconduct and questionable practices in research and education. To provide an effective service to the academic community, it is necessary to understand different needs of potential victims.
This part of the FAITH project acknowledges the limited availability of independent services for supporting and advising victims of academic misconduct. This includes people who have been affected in any way by unethical or inappropriate academic or research conduct from others, those who have been threatened for reporting unethical conduct (i.e. whistleblowing) and people who have been unfairly accused of educational or research malpractice. Therefore, the FAITH project has started to establish a supportive network to provide guidance about these issues. The Victim Support Portal (https://academicintegrity.eu/victims/) offers an interactive online platform to which anyone can post questions and report problems, followed by confidential discussion and advice from a team of mentors. The Portal is operated by the European Network for Academic Integrity (ENAI), and the mentors are experienced academics and experts from the FAITH project and ENAI. The Portal was officially launched in May 2022, and since then the team of mentors has provided help and support in ten cases. All requests are posted privately and an administrator assigns two mentors to provide advice and support. If the author of the inquiry agrees, the closed anonymized case can be published in the "Stories" section as inspiration to others.
Beneficiaries of the Victim Support Portal come from diverse situations and contexts. To understand the range of problems, the FAITH project team selected two strategies: to review relevant literature and to perform an online survey study. The survey study aimed to collect evidence on different target groups' knowledge, attitudes, experiences, and support needs regarding academic integrity and misconduct.
In this contribution the team will present the survey and its results with evidence of the experiences and needs of the potential victims of academic misconduct.

The survey was developed collectively by the FAITH project partners. Separate questionnaires were prepared for three groups of stakeholders: academics & researchers, graduate students and undergraduate students.
During the survey development process, the project partners were organised into separate groups to work on the questionnaire for each target group. Subsequently, all partners provided feedback to the other questionnaires.
The survey was validated during the ENAI Academic Integrity Summer School in Maribor (Slovenia) in August 2023, which gathered undergraduate and graduate students, researchers and academics. Participants provided feedback on issues related to the length of the survey, clarity of the questions, etc..
The necessary changes were made before implementing the final survey. The three questionnaires have a similar structure to enable triangulation of responses. Their differences reflect the particularities of each stakeholder group.
The questionnaires were translated from English to German, Portuguese, Slovenian and Turkish, and implemented in the Survey Monkey platform. The data collection was done in the spring of 2024, mainly involving project partner institutions and ENAI members.

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The experiences of the stakeholders were captured by the question “Please indicate how often you have experienced any of these actions during your (under)graduate studies / academic career” with a list of options adapted for each stakeholder group. To illustrate the findings, a few of the most common experiences reported by students, teachers and researchers are presented here.

Almost half of the undergraduate students (47% of answers) experienced “lack of support from [their] teacher on a problem related to [their] studies (e.g. struggle in completing coursework)” once or a few times, and 8% said that they experience this all the time; 33% of undergraduates said they have experienced “lack of support from [their] institution on a problem related to [their] studies (e.g. struggle in adapting to school environment).”; 32% had a “conflict with a teacher/supervisor”, and 30% said they had been “bullied by a teacher/supervisor.”

Almost half of academics and researchers (47% of answers) experienced “conflict with another person (e.g. another academic, researcher, director, student)” once or a few times; 38% said they had been “bullied by another person (e.g. another academic, researcher, director, student).”, and 33% had experienced “lack of support from [their] institution on a problem related to another person (e.g. student, another academic, researcher, line manager)”.

These brief examples from the results indicate that it is relatively common for undergraduate students, researchers and teachers to face challenges. The apparent prevalence of tensions in interpersonal relationships suggests there is a clear need for the provision of independent external support services.

Responsible Use of Generative AI in Education - A Practical Guide for Students

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Introduction

Generative AI tools like ChatGPT are transforming the educational landscape, offering new possibilities for personalized learning, creativity, and collaboration. However, their integration into academic settings brings forth a host of challenges, particularly in maintaining academic integrity and ethical use. This study works towards developing a guide that explores how students can responsibly and effectively use generative AI to enhance their academic performance while addressing the associated risks and ethical concerns. By leveraging the Technology Acceptance Model (TAM) and Constructivist Learning Theory, we provide a comprehensive 16-point guide for understanding the adoption of AI tools in education and developing practical guidelines for their responsible use for students.

Existing Guidelines on GenAI use for students

The existing guidelines on using generative AI (GenAI) tools for students often prioritize educators. For example, Quality and Qualifications Ireland (QQI) (2023) has issued guidelines primarily for educators, focusing on maintaining academic integrity and integrating AI tools into teaching practices responsibly.

UNESCO published a report by Miao and Holmes (2023) that provides more inclusive guidelines that address educators, students, and researchers. Their guidance emphasizes ethical use, data privacy, and enhancing human agency, aiming to create a balanced approach to integrating GenAI in education while mitigating risks. Similarly, Perkins et al. (2024) introduced the Artificial Intelligence Assessment Scale (AIAS), a framework designed to ethically integrate generative AI into educational assessment. The AIAS emphasizes transparency, fairness, and accountability in AI-driven assessments. The framework aims to ensure that AI tools enhance educational practices while safeguarding against potential biases and ethical concerns.

Various universities have also developed their guidelines:
- Utrecht University (Netherlands) stresses the critical evaluation of AI-generated content and integration of GenAI to complement traditional academic skills (Utrecht University, 2024)
- Riga Stradins University (Latvia) offers practical advice for ethical AI use in higher education (Riga Stradins University, 2024)
- KU Leuven (Belgium) provides clear guidance for students on the responsible use of GenAI tools and instructions on transparency and proper referencing (KU Leuven, 2024)
- Ulster University (UK) highlights the limitations of GenAI tools, emphasizes the importance of data security, and provides information on using GenAI tools reasonably (Ulster University, 2024)
- The University of Michigan (USA) provides resources specifically for students, advising on the limitations of AI tools and the importance of consulting professors about their use in coursework (University of Michigan, 2024)

These guidelines collectively ensure that GenAI tools are used responsibly and ethically, enhancing the educational experience while maintaining academic integrity. These guidelines are primarily general and not too practical, pointing out just the essential knowledge.

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Research Question

Despite the existence of many guidelines for faculty and universities on using generative AI, there is a noticeable gap in practical guidelines for students on what "authorization and acknowledgment" mean when using these tools, identifying a critical need that this study addresses. Hence the research question we address is:

How can students responsibly and effectively use generative AI tools like ChatGPT to improve their academic performance and learning experiences while reducing risks and challenges?

Methodology

We followed a systematic methodology to develop a practical guide for students on using ChatGPT, starting with a literature survey to understand advantages, difficulties, and ethical concerns (Lin et al., 2024). GenAI tools were introduced to students in different trimesters, for different subjects and levels in controlled manner. We piloted the guidelines with 219 students across multiple subjects and semesters at a off-shore western university campus in the Middle East, collecting feedback each term to iteratively refine guidelines. Key improvements focused on tailoring education, enhancing writing and research abilities, promoting creativity, easing cooperation, increasing accessibility, and encouraging continuous learning. We integrated the Technology Acceptance Model (TAM) (Davis, 1989) to develop understanding of how perceived ease of use and perceived usefulness influence students' adoption of AI tools. We also used the Constructivist Learning Theory to (Mascolo & Fischer, 2005) to emphasize active learning, critical thinking, and the construction of knowledge through hands-on experiences and reflection, that has informed the process of updating the guide each trimester, making it comprehensive and holistic.

Practical Guide

The output of the study is a practical 16-point guideline that offers a step-by-step process for implementing generative AI responsibly by students. 16 steps include:

1. Consult with Instructors
2. Understand the Purpose
3. Prepare
4. Enhance Language
5. Create Images
6. Make Videos
7. Combine Text and Images
8. Review and Revise
9. Remember Ethical Considerations
10. Ensure Documentation of Prompts
11. Ensure Transparency and Accountability
12. Incorporate Screenshots
13. Save Earlier Drafts
14. Facilitate Review and Evaluation
15. Remember Compliance with Guidelines
16. Get Final Approval

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The guide includes identifying potential risks that include over-reliance on AI, concerns surrounding academic integrity, data privacy and security, quality control issues over AI-generated content, inequality in access and equity, technology fatigue, and wider ethical ramifications. Conversely, the guide also draws on personalized and interactive learning and teaching experiences customized to meet the needs of individual students when using GenAI. This can lead to transformational potential in education, such as teaching robots to grade papers and tests or freeing up teachers to take on more engaging, hands-on responsibilities (Partner, 2024). It can be an effective research helper, an avenue for creativity, and a facilitator of teamwork.

Implications for Academic Integrity

It is crucial to carefully consider the consequences, which include weakened critical thinking, academic dishonesty, privacy violations, spreading false information and biases, escalating inequality, and more. In the process of implementing GenAI tools in classroom and preparing this guide, the study has found that while asking students to use GenAI tools, students must acquire the skills necessary to responsibly harness AI's capabilities to efficiently manage their learning without transgressing moral principles as they use the technology more and more (Anders, 2024). A lack of proper, clear-cut corporate or institutional guidelines only deepens the concerns and problems posed including possible academic misconducts using GenAI in classroom or assessed work (Habiba Al-Mughairi and Bhaskar, 2024).

In the era of generative AI, academic institutions need to create a culture of academic integrity, provide resources for ethical AI use, and set explicit norms. To assess AI outputs, it is crucial to comprehend the technology's limitations, and utilize it as a supplementary tool rather than as a substitute for their own learning and creativity. Students must be able to cultivate critical thinking abilities. This study provides an attempt to develop such a guideline for students that is practical, based on implementations, constant feedback and edits and a review process that has established the guideline to be timely and useful, with potential to implement the guidelines across different classrooms to test effectiveness.

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To Behave or Not (Un)Ethically? The Meditative Effect of Mindfulness on Statistics Anxiety and Academic Dishonesty Moderated by Risk Aversion

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Despite the growing interest in mindfulness in higher education (Ergas & Hadar, 2023), the literature on its relation to decision-making under risk (i.e. academic dishonesty) and statistics anxiety is scarce. The present research fills this gap. Mindfulness is defined as an intentional, nonjudgmental awareness of the present moment (Brown & Ryan, 2003). It is a consciousness quality of awareness and a reflexive state of internal and external states or events with sustained attention to the current moment (Vaughn et al., 2013). Statistics anxiety indicates a negative emotional belief, attitude, or state incited by any contact with statistically linked content (O'Bryant et al., 2021). Previous studies showed that many pre-service teachers' experience anxiety about statistics, which in turn increases their tendency to behave dishonestly in statistics courses (Steinberger et al., 2021). Yet, a precursory study demonstrated the usefulness of mindfulness in reducing anxiety in introductory statistics classes (Lesser, 2017). Furthermore, mindfulness is also a predictor of individuals' (un)ethical decision-making (Götmann et al., 2021).

The current study is based on the prospect theory (Kahneman & Tversky, 1979), that implies an individual's framing of a situation determines their risk-taking mindset. According to the theory, if individuals evaluate the outcome as a higher utility than loss, they behave as risk-taking; however, if they consider it a loss, they behave as risk-averse (Liu, 2022). Literature suggests that mindfulness may reduce risk-taking behaviors (Aumeboonsuke & Caplanova, 2023), and that high anxiety levels are related to risk-averse behaviors (Shou & Olney, 2022). Nonetheless, the association between statistics anxiety, academic dishonesty, and mindfulness has not yet been explored through the lens of the prospect theory. Therefore, our main research question was: how do mindfulness and risk aversion affect the relationship between statistics anxiety and academic dishonesty?

Methodology: Data were collected from 791 undergraduate students in six Israeli academic institutions studying for bachelor's degrees in education through online questionnaires. Questionnaires included the following measures: risk behavior according to the prospect theory framework (Kahneman & Tversky, 1979), Mindful Attention Awareness Scale (Brown & Ryan, 2003), Statistics Anxiety Rating Scale Academic dishonesty Scale (Peled et al., 2019). The data was analyzed using Structural Equation Modelling (SEM). Additional statistical analyses were used in this research: descriptive measures, Pearson correlational analysis, t-tests, and Cronbach's alpha.

The results indicate that 65% of respondents acknowledged breaching academic integrity at least once. The variance in Academic Dishonesty is explained by students' Statistics Anxiety with a mediation of Mindfulness moderated by Risk Aversion. Mindfulness negatively affected Academic Dishonesty ($b = -0.59$, $p < 0.001$), while Risk Aversion had a significant positive effect on Mindfulness ($b = 0.16$, $p < 0.001$). Finally, among individuals with high Statistics Anxiety, Risk Averse individuals showed significantly higher Mindfulness than Risk Seekers.

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Implications: mindfulness-based interventions might be a constructive tool to reduce risk-taking and promote ethical decision-making among individuals who experience high levels of statistics anxiety. Furthermore, developing mindful skills may help individuals with higher anxiety levels to neutralize these unwanted feelings and get along with their learning tasks (David et al., 2022). Moreover, these proactive interventions enhance academic integrity behavior. By being nonjudgmental and fully present in the moment, individuals can contemplate their thoughts and emotions without becoming overwhelmed, thereby allowing them to respond ethically.

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Turkish Preservice English as a Foreign Language (EFL) Teachers' Academic Integrity Competency Needs

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Drawing insight from the preventive- educational approaches to promoting academicintegrity (e.g., Adam, 2016; Morris, 2016; Pecorari, 2016), and considering the prominent role of teachers in so doing (Çelen & Seferoğlu, 2013; Wan & Scott, 2016) along with the further difficulties in maintaining integrity while doing academictasks in a second language(Pecorari, 2016), the purpose of the study was to design a course to help the Turkish preservice EFL teachers at a state university develop necessary academic integrity competency. To this end, a needs analysis study was conducted to determine their specific needs along with the contextual factors that might affect the course design,as academic integrityinstruction should be both context- and discipline-specific (East, 2016; Löfström, 2016; Serviss, 2016). These include, based on Hutchinson and Waters's (1987) framework, necessities (objective needs -- the specific types of academictasks (e.g., writingan essay, developing a lesson plan, giving anoral PowerPoint presentation) the preservice EFL teachers were required to accomplish with integrity and the types of knowledge, skills, attitudes and values they need to develop to do so), wants (subjective needs - the specific types of knowledge, skills, attitudes and values they think they need to develop), learning needs which consist of the current assistance available in developing academic integrity competency in their context , their preferred ways of learning, difficulties they experience in maintaining integrity in their academic tasks, reasons for those difficulties, their motivation for developing academic integrity competency, and the conditions of the learning situation (both assistance available and institutional cultureregarding academic integrity). Accordingly, the following evaluation questions were addressed;

• • What are the pre-service EFL teachers' prioritized needs (necessary competencies (knowledge, skills, attitudesand values) in maintaining integrityin their academic tasks, and their current levels of and lacks in those competencies)?

•What are the learner factors that will affect the design and implementation of the course aiming to address those needs?

•What are the instructor factors that will affect the design and implementation of the course aiming to address those needs?

What are the situation-context factors that will affect the design and implementation of the course aiming to address those needs?

To answer these questions, the researchers implemented the 'Needs AnalysisQuestionnaire for Preservice EFL Teachers' Academic Integrity Competency' to the preservice EFL teachers via MS Forms during class hours. A total of 137 preservice EFL teachers from all grade levels responded to the questionnaire. Then semi-structured interviews were also conducted with 8 preservice EFL teachers and 3 faculty (instructors & administrator). The interviews were conducted in Turkish and recordedon MS Forms on the computer. The researchers also conducted a document analysis including a total of 145 available documents consisting of the Education & Assessment -Evaluation Regulation Document of the university, ELT Programintroductory document, Programaims and targetsdocument and 142 compulsory and elective course syllabi. Followingthese various types of data collection procedures (questionnaire, interview, and document analysis) with participants from various types of stakeholders (preservice teachers,instructors, and an administrator), the researchers aimed to attain both methodstriangulation and data triangulation to enhance the internal validity (credibility) of the study (Denzin, 1978).

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The quantitative data gathered through the questionnaire was analyzed for descriptive statistics such as mean scores, percentages, and frequency on SPSS, while the qualitative data obtained through the open ended items in the questionnaire, interview responses of the preservice teachers and faculty,and available documents were analyzed through deductive content analysis (Corbin & Strauss, 2008) based on Hutchinson and Waters's (1987) framework for needs analysis and the Academic Integrity Competency Framework, which was developed by the researchers based on the relevant literature (e.g., Adam, 2016; East, 2016; ICAI, 2014; Lea & Street, 1998, 2006; Löfström, 2016; Pecorari, 2016; Serviss, 2016; Wan & Scott, 2016). An inductive analysis (Corbin & Strauss, 2008) was also done to obtain other useful information for the purposes of the study. Moreover, another volunteer fellow researcher was asked to analyze data to reach intercoder agreement and so to ensureresearcher validity to increase the internal validityof the study. The Turkish and English versions of the interview transcripts along with findings of data analysis on them were also sent to the participants to receive their approval. Based on the data analyses,the most important tasks with most difficulty factors for the preservice teachers in maintaining academic integrity were writing an essay, preparing and giving a presentation, and using Gen AI tools for educational purposes appropriately. The most crucial competency components that the course should prioritize to help the preservice teachers overcome these difficulties were skills in providing correct in-text citations, writing accurate reference lists, paraphrasing, using Gen AI tools appropriately, and appropriate attitudes to maintain the values of academic integrity. Others included knowledge in the scope and importance of academic integrity, types and consequences of academic misconduct, and avoiding academicmisconduct along with time management skills. Other course aspects like methods, approaches, and materials were also discussed. Finally,a research synthesiswas conducted to address these needs.

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Contract Cheating in Türkiye: An Analysis of the Promotional Language Used in Websites of Essay Mills

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Purpose:

The present study aims to investigate the websites of essay mills operating in Türkiye to explore the words and languages commonly used to attract students. The research seeks to answer two questions: (1) What kinds of services related to contract cheating are offered? (2) How do businesses offering services related to contract cheating attract customers?

Methodology:

To answer the research questions, a mixed method of qualitative and quantitative approaches was employed. The simultaneous triangulation design, which aims "to obtain different but complementary data on the same topic" (Morse, 1991, p.122), was chosen as the best option for this study. The quantitative approach was used for the first question to list the services offered by essay mills and provide frequency-based findings on the extent and variety of these services. The second research question required a qualitative analysis of the promotional language used by these businesses, analysed through a move analysis approach.

Data Collection:
A web search was conducted on Google using the Turkish phrase 'parayla tez yazma' (writing theses for money) on January 8, 2021. The search yielded approximately 277 million results, including websites of essay mills, news, and blogs. Services listed in the "Our Services" sections of 44 essay mill websites were recorded, resulting in a list of 321 items. Content from the homepages and "About Us" sections of the first 10 companies in the search results were saved in .doc format for further analysis.

Data Analysis:
Both groups of data were analysed using MAXQDA 2020. Quantitative data from the services offered by 44 businesses were coded into 24 categories, one of which had six sub-categories related to theses/dissertations. The frequency of these codes was analysed using MAXQDA Crosstabs. For the qualitative analysis, the promotional language was examined using a partial move analysis approach, focusing on reassurance cues identified by Medway et al. (2018). The data collected from the websites were coded based on these communicative functions, and corpora were compiled to analyse the common words and phrases for each reassurance cue.

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Results/Findings:
The analysis revealed that 95.5% (N=42) of the essay mills offered help with thesis/dissertation projects, which constituted the main source of revenue for these businesses. Additionally, 4.5% (N=2) offered help with thesis/dissertation proposals. Two essay mills openly offered help with online examinations for money, highlighting a direct engagement in fraudulent activities.

For the second research question, the linguistic analysis showed that 56.1% of the expressions focused on establishing high-quality standards (20.1%), client guarantee (19.6%), and expertise in the field (16.4%). The high frequency of first and second person pronouns suggested an advertising strategy to make the language sound warm and friendly. Other reassurance cues included normalization, empathy, plagiarism detection, timeliness of product delivery, price/value, confidentiality, and risk reduction. Normalization was used in nine of the ten websites analysed, while empathy and plagiarism detection were present in eight.

Implications for Academic Integrity:

This study highlights the sophisticated marketing techniques employed by essay mills to attract students, emphasizing high quality, reliability, and expertise. The normalization of contract cheating and the use of empathy suggest an attempt to mitigate the perceived unethical nature of these services. The findings underscore the need for increased awareness and stricter regulations to uphold academic integrity.

Contract cheating businesses, being commercial entities, use various marketing strategies to promote their services. Understanding these strategies can help in raising awareness among students about the academic risks associated with using such services. As Newton (2018) noted, these risks are poorly understood by students, making it essential to inform them and reinforce the principles of academic integrity.

Conclusion:
The study provides a detailed analysis of the contract cheating industry in Türkiye, shedding light on the variety of services offered and the persuasive language used to attract students. Addressing the issue of contract cheating requires a multifaceted approach, including stricter regulations, enhanced student awareness, and robust academic policies to uphold academic integrity.

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Enhancing Student Engagement and Authenticity in the Age of AI

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The emergence of AI tools like ChatGPT significantly challenged maintaining academic integrity and genuine student engagement in my academic writing courses. To address this, I redesigned the syllabus to deepen students' understanding and involvement in their research topics while preventing academic dishonesty. I began by asking students to develop a research proposal on a topic specifically relevant to them, focusing on issues related to teenagers. Students were asked to identify a problem in their surroundings and propose solutions, writing their papers in a problem-solution format. Additionally, students explored how ChatGPT can and cannot aid in the research process, enhancing their understanding of AI tools. Emphasizing information literacy throughout the semester, students were prepared to write a comprehensive research paper that required synthesizing multiple sources. This synthesis process added complexity, making it harder for AI tools to complete the task for them. Additionally, students created multimodal assignments—either a video or podcast—allowing them to explore their topics creatively and deeply. At the end of the semester, students wrote short essays to reflect on their learning journey, providing valuable insights into their experiences. The redesigned syllabus successfully promoted student engagement and creativity, while ensuring the authenticity and integrity of their work. This presentation discusses the rationale, implementation, and outcomes of these changes, highlighting the successes and challenges encountered.

Evaluating The Practical Usability of Modern Algorithms in AIGenerated Text Detection

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This presentation covers the evaluation of practical usability of current algorithms for AI-generated text detection. Currently, a few free and commercial tools for AI-generated text detection exist, but they are limited in input text length and accuracy of detection. With new AI tools for text generation being available and enabling better AI-generated text, existing tools are becoming obsolete. The aim of this study is to evaluate the current state-of-the-art algorithms for detection of AI-generated text, that could be used for practical detection of AI-generated text along with or within existing plagiarism detection systems. The presentation will cover the existing tools, current state-of-the-art algorithms that were used in the study, the dataset that was curated for this study and the results of the evaluation. The key takeaways of the presentation will include general information about the current state of AI-generated text detection, the steps in development of AI-generated text detectors and findings from conclusions based on the evaluation results.

Research questions: This research studies the practical usability of current state-of-the-art algorithms in detecting AI-generated text. To perform stable, efficient and effective AI-generated text detection, the underlying algorithms should be robust and perform well on different types of input text. Furthermore, they should have hardware and software requirements that are accessible and available to end users. This study focuses on the evaluation of algorithms GPTZero (https://gptzero.me/), DetectGPT (https://arxiv.org/abs/2301.11305), and LM Watermarking (https://arxiv.org/abs/2301.10226, https://arxiv.org/abs/2306.04634) which have recently shown promise in practical AI-generated text detection. The research questions are:

- »How effective and practical are these algorithms in identifying AI-generated content in various contexts? «
- »What implications does the practical usability of these algorithms have for academic integrity? «

Methodology: We employ a comparative analysis framework to assess the performance and usability of the selected algorithms. The methodology consists of:

- Dataset preparation: A diverse corpus of human-written, AI-generated and mixed texts is prepared. The texts are in Slovenian or English language, are in short form and consist of a few paragraphs. The human-written texts were selected from the OpenScience Dataset (http://dx.doi.org/10.13140/2.1.3558.3364), where texts in Slovenian and their English translations were provided. The AI-generated texts were generated using popular chatbot applications (ChatGPT, Google Gemini and Claude 2), given the human-written text topics as a starting point for generation. Mixed texts were generated with a custom-made program which selects random sentences from human-written and AI-generated texts while keeping the context of both. The dataset consists of Slovenian and English texts, organized into separated categories (human-written, AI-generated, mixed) and could be extended with other languages.
- Algorithm evaluation: Each algorithm is tested on the dataset to evaluate its performance. We measured the performance using the same evaluation metrics (namely binary accuracy and semi-binary accuracy) that were proposed by previous authors (see Weber-Wulf et al., 2023). Since they were testing the performance of free and commercial detection tools, and we were evaluating algorithms for detection, a direct comparison with their work is not warranted due to a lack of clear disclosure of which tools use which algorithms to perform detection.

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Some of the algorithms we tested make use of existing generative large language models. Because of this, we used a selection of available open-source English, Slovenian as well as multilingual generative large language models. The models included were GPT-2 (https://huggingface.co/openai-community/gpt2), GPT-2-medium (https://huggingface.co/openai-community/gpt2-medium), BLOOM-560M (https://huggingface.co/bigscience/bloom-560m), GPT-Neo-1.3B (https://huggingface.co/EleutherAI/gpt-neo-1.3B), FLAN-T5-base (https://huggingface.co/google/flan-t5-base), OPT-1.3B (https://huggingface.co/facebook/opt-1.3b), T5-sl-large (https://huggingface.co/cjvt/t5-sl-large, https://arxiv.org/abs/2207.13988), and GPT-sl-base (https://huggingface.co/cjvt/gpt-sl-base). We also measured the hardware requirements and the processing time on the CPU and the GPU.

• Usability assessment: After the performed evaluation, we assessed the usability of the selected algorithms. We considered Slovenian and English languages, the length of AI-generated text and the overall effort needed to produce a robust and effective production-ready solution for AI-text generation.

Results and findings: The results indicate varying levels of effectiveness among the algorithms. For the English language, we get similar results as shown previously by other researchers (see Weber-Wulf et al., 2023). For the Slovenian language, the accuracy and effectiveness is lower across all selected algorithms. The algorithm GPTZero has the least hardware and software requirements as it can fully run on a CPU, whereas DetectGPT and LM Watermarking both require a GPU to run effectively (Kirschenbauer et al., 2023). For both tested languages (English and Slovenian), all selected algorithms detect false positives to a degree, where they would not be useful in practice. GPTZero's detection logic which is based on perplexity and burstiness seem to be useful to detect whether the text is human written. DetectGPT's detection logic which employs a secondary generative large language model for perturbations is an interesting idea that seems to improve AI-generated text while worsening the detection of human-written texts. It should be considered that LM Watermarking could prove to be the best performing algorithm if text-generation tools would watermark their outputs (Atallah et al., 2001).

Implications for academic integrity: This research shows the importance of reliable AI-generated text detection in maintaining academic integrity. High accuracy and low false positives are essential to prevent wrongful accusations of academic dishonesty. The usability findings suggest that with current state-of-the-art algorithms, a complete solution for AI-generated text detection is not yet possible (Chakraborty et al., 2023). Further development and refinement of these algorithms is needed. Ensemble approaches could show promise as an alternative solution while enforced watermarking of generated content could greatly improve the performance of these algorithms.

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Rethinking Academic Integrity and Plagiarism in the GenAI Era Through Educational Perspectives

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In the rapidly evolving landscape of Artificial Intelligence (AI) and Generative AI (GenAI), particularly exemplified by Large Language Models (LLMs) like ChatGPT, Higher Education finds itself struggling with contrasting perspectives and implications. On one end of the spectrum, a prevalent sense of unease and caution exists surrounding GAI, with fears centering on its potential for increasing plagiarism and unethical academic behaviors. At the opposite end of the spectrum, there is a notable surge in transformative educational perspectives that embrace the profound potential of GenAI tools to completely revisit our academic integrity culture in the new digital and AI era (Bearman et al., 2020; Eaton, 2021).

Moreover, some authors call for a reassessment of conventional notions of plagiarism (Miller, 2023), particularly in the students' utilization of GAI along a continuum ranging from embracing its use to banning it. Alongside these stances, greater awareness is rising regarding the need to adequately equip future generations for existence and success in a seamlessly AI-integrated environment.

Our standpoint is anchored in championing the role of academic integrity in an AI-immersed society. While acknowledging the inherent challenges posed by the advent of GAI and its potential of adversary impact on plagiarism and academic integrity, we recognize the transformative power of education in nurturing competencies—comprising both skills and mindsets—vital for empowering students to thrive in an AI-integrated world.

In recent literature, there are clear concerns regarding the implications of GenAI in higher education, as well as opportunities to rethink academic integrity in this new AI era (e.g., Yusuf et al., 2024; Eke, 2023; Michel-Villarreal et al., 2023). Some authors (e.g., Eaton, 2021) argue that there are no definitive answers to the complexities surrounding the implications of GenAI for educational ethics and integrity. However, a growing body of literature focuses on developing guidelines and steps for the responsible use of GenAI in higher education. This literature demonstrates an increasing awareness of the need for academic institutions to better prepare their students for an AI-integrated world. As Eke (2023) notes, "It is therefore the responsibility of the same academic institutions to prepare students for a world that is effectively being revolutionized by LLMs" (p. 3). Other authors (e.g., Birk & Clare, 2023) suggest that it is the duty of these institutions "to provide students with the skills required to make the most of these potentially transformative tools" (p. 10). Finally, there is a push for universities to equip students with critical skills and an understanding of how to use GenAI ethically (Chami, 2023).

Building on the emerging literature regarding universities' responsibilities to prepare students for transformative learning environments with GenAI, and my research work (Pellerin, 2024), this paper outlines a framework designed to uphold academic integrity in the GenAI era from an educational perspective. The framework encompasses essential competencies—skills and attitudes crucial for maintaining academic standards, nurturing ethical professionalism, and fostering a culture of integrity. Concurrently, we posit that academic integrity policies should be revisited to integrate students' agency in the process and promote AI literacy, ethical citizenship, inclusivity, equity, and professional and ethical responsibilities seamlessly.

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Central to our argument is the pivotal role of cultivating critical thinking and ethical discernment as foundational pillars of academic integrity. Emphasizing the imperative development of ethical skills and attitudes essential for upholding transparency, digital authenticity, and veracity in an AI-integrated world, we underscore the necessity of nurturing academic integrity that transcends institutional boundaries within higher education.
In conclusion, academic integrity must be reexamined through educational perspectives to stay relevant, keep up with the AI revolution, and uphold high standards in preparing our students as ethical and responsible professionals.

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Embracing the Unknown and Novel: The Role of Personality Traits in EAP Instructors' Integration of ChatGPT

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This study investigated the relationship between specific personality traits of English for Academic Purposes (EAP) instructors and their approach towards integrating ChatGPT into their teaching practices. Conducted with EAP instructors at a foundation university in Istanbul, Türkiye, this research addressed a critical gap in the literature due to the novelty of artificial intelligence applications in education. The study employed a mixed-method approach to explore how traits such as openness to experience and tolerance for ambiguity influenced the adoption of ChatGPT. Quantitative analyses revealed that there was a significant relationship between openness to experience and AI perception of EAP teachers, while showing no significant relationship between ambiguity tolerance and AI perception. Qualitative findings enriched these insights, highlighting ethical and practical concerns regarding the potential of ChatGPT to suppress student creativity and critical thinking skills through overreliance. Personality traits like openness to experience and conscientiousness emerged as key factors shaping teachers' attitudes towards the integration of ChatGPT and similar AI technologies. The instructors expressed concerns about students relying too heavily on such technology, hindering their potential and raising ethical issues such as plagiarism. However, careful consideration of activity selection and alignment with learning objectives emerged as critical determinants in responsibly and consciously evaluating the use of artificial intelligence in educational environments. These findings provided valuable insights to educational stakeholders, guiding effective pedagogical practices within the rapidly evolving role of education, particularly regarding the incorporation of ChatGPT technology into English language teaching.

Researchers Perspective Towards Integrity and Usage of the Artificial Intelligence Tool

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Background: Recent technological development have made Artificial Intelligence (AI) crucial in various fields including academic research. Its use in academia offers several benefits such as helping researchers in writing their research papers, funding applications, etc. Nevertheless, the effective utilization of AI has immensely raised significant concerns among educators and research institutions, particularly plagiarism and research integrity. Despite the increasing global trend in AI utilization, there are no established scientific standards for its proper use in academic publishing. Furthermore, the lack of awareness and best practices concerning its usage in academic research presents a significant challenge to research integrity and ethical standards. Addressing these concerns is crucial for maintaining the credibility and reliability of academic publications and upholding ethical standards in research.

Purpose: The main purpose of this study is to assess the levels of knowledge, attitudes, and practices regarding the use AI tools in research publishing, with a focus on the associated integrity challenges among researchers in Saudi Arabia using a new developed valid tool.

Materials and Methods: A cross-sectional study will be conducted over the period July 2024 to July 2025in a randomly selected hospitals and universities, Riyadh, Saudi Arabia. The population of this study includes all registered researchers in the Institutional Review Board at of the selected hospitals and universities.. The inclusion criteria include all registered researchers with at least one journal publication in the last two years. However, inactive researchers and those who did not publish at all are excluded from the study. Following extensive literature review and experts opinions, a self-reported structured questionnaire will be developed for the study. The study questionnaire will contain three latent constructs, namely, knowledge, attitudes, and practices. The knowledge construct will be assessed using multiple choice questions with three alternatives (i.e., yes, no, I do not know) while attitudes and practices constructs will contain indicators measured using 5-point Likert scale. The questionnaire will be validated by a panel of experts and a pilot study on 40 participants. The questionnaire will be administered via Google Forms to collect data from the participants. SmartPLS software will be used to analyze the data and assess the relationships between the latent construct.

As for questionnaire validity, the study instrument will be assessed for its face validity, construct validity, convergent validity, discriminant validity, and reliability in terms of internal consistency and composite reliability for attitudes and practices. Accordingly, face validity involves sending the study instrument for a panel of expert from different countries in the field to assess it for its readability, clarity, and relevancy of the item to study context. Meanwhile, construct validity, convergent validity, and discriminant validity in addition to internal consistency and composite reliability will be evaluated using confirmatory factor analysis. This stage will be analyzed using Analysis of Moment Structure (AMOS) software version 26. In the second stage, responses on the study instrument will be analyzed to evaluate the levels of knowledge, attitudes, and practices of medical researchers about using AI technology in research.

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Expected outcome: The expected outcome of our research suggest that while AI technology has the potential to improve the quality of research, its ability to generate original ideas is limited. By addressing the levels of knowledge, attitudes, and practices among researchers, our study will contribute to the literature by enhancing researchers' understanding and awareness regarding research integrity and ethical implications of using AI in research publishing. Therefore, it will empower researchers to adopt best practices and adherence to research integrity standards.
Practical Implications:
The findings of this research project will empower researchers in adopting practical strategies that will help them navigate the complexities of AI use academic publishing. By overcoming the knowledge, attitudes, and practices gaps, this study will be able to recommend the need for targeted interventions to promote responsible use of AI and research integrity. Other practical implications of this study include establishing regulatory policies, institutional support strategies, and educational initiatives aimed to boost the credibility, reliability, and transparency of academic research in the era of AI.

Fostering Academic Integrity in Higher Education Using an Appreciative Inquiry Approach

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In this workshop, we further develop the research initiated at the ACARI conference in December 2023. We will explore practices in higher education using Appreciate Inquiry framework proposed by Cooperrider (2003); we aim to offer an inclusive platform that highlights unique cultural strengths from various global institutions. Additionally, we will examine the impacts of generative AI on academic integrity, considering how these technologies present both challenges and opportunities in maintaining ethical standards.

Keywords: appreciative inquiry, academic integrity, generative AI, higher education, academic dishonesty, ethical standards, artificial intelligence

INTRODUCTION

Academic integrity policies in higher education have remained largely static despite the influx of culturally diverse student bodies (Eaton, 2022; Davis, 2022). Technologies such as AI, online writing tools and contract cheating platforms have introduced new complexities and have exacerbated academic integrity (Awosoga et al., 2021; Dawson, 2021, Erguvan, 2021).

Generative AI has become a significant factor in academic settings (Davis, 2022; Dawson, 2021). Tools like language models, automated essay generators, and sophisticated paraphrasing software have made it easier for students to produce work that appears original but may not be their own (Dawson, 2021). This technological shift necessitates a revaluation of what constitutes academic dishonesty and how institutions can uphold integrity in this new landscape.

Considering the rapid diversification of student demographics in higher education in Canada, institutions face aggressive targets for recruiting international students necessitating cultural competence to address students' varied experiences (Xu, 2020). As a result of these aggressive targets, language and skill competencies may be overlooked, creating incentive to engage in academic dishonesty. A significant gap in research remains regarding the impact of internationalization and faculty competency in intercultural contexts (Eaton, 2022). This workshop invites participants to reflect on their institutional practices regarding academic integrity through an Appreciative Inquiry lens, promoting a holistic understanding of cultural dimensions and implications, alongside the challenges posed by generative AI.

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OBJECTIVES

• Identify and explore innovative approaches to academic integrity, generative AI, and internationalization using an Appreciative Inquiry lens.

SMALL GROUP DISCUSSION

The International Center for Academic Integrity (ICAI) emphasizes the principles of honesty, trust, fairness, responsibility, and courage (ICAI, 2021). These principles form the foundation for our small group discussions. Focusing on these principles can we shift how institutions approach academic dishonesty?

1. Institutional Approaches to Academic Integrity

Participants will discuss how their institutions approach academic integrity, considering the impact of generative AI.

2. Cultural Contexts and Academic Integrity

Participants will reflect on how cultural contexts influence perceptions and practices related to academic dishonesty.

3. Discrepancies in Misconduct Reporting

Participants will examine biases in reporting and the potential impact of these biases on different student demographics.

4. Strengths from Global Institutions

Using an Appreciative Inquiry approach, participants will identify and discuss strengths from global institutions in how academic integrity is implemented or disseminated within their institutional culture.

CONCLUSIONS

The outcomes of our small group discussions at this international conference will contribute valuable insights to chart a path forward, exploring the integration of the Appreciative Inquiry paradigm into the academic integrity framework. Specifically, we aim to:

• Develop a Holistic Understanding of Academic Integrity
• Create Actionable Strategies
• Foster a Collaborative Community
• Address Generative AI Challenges

In conclusion, this workshop offers a comprehensive exploration of academic integrity, combining Appreciative Inquiry and addressing the significant impacts of generative AI. Through collaborative discussions and shared insights, we aim to equip participants with the knowledge and tools needed to foster a culture of integrity in their institutions.

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