Emergency Online Language Education and Academic Integrity

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Editorial introduction to the special issue

Adherence to academic integrity is crucial for any educational activity including teaching, learning, and research practices (Bretag, 2016). Research on academic integrity has grown more visible over the last two decades. Although previous researchers preferred the characterization of 'academic misconduct', recently there has been a push to avoid this term as much as possible. The importance of academic integrity has come to the forefront as a result of the sudden change to online/distance education from conventional face-to-face settings due to the global COVID-19 pandemic. However, in response to emergency online education, or emergency remote teaching in other words, most institutions and individuals were not prepared or experienced enough to offer a sound set of educational activities online including lectures, assignments, and exams. Moreover, a lack of teachers' and students' experience using a digital teaching/learning platform, a low level of awareness about academic integrity, as well as limited institutional infrastructure and individual resources contributed to problems that arose during emergency online education, leading to more intense discussions concerning adherence to the six core values of academic integrity, which are honesty, trust, fairness, respect, responsibility, and courage as identified by the International Center for Academic Integrity (ICAI, 2021).

The promotion of academic integrity has become more challenging during the COVID-19 pandemic regardless of discipline, institution, or country. However,

institutions and/or countries without well-developed academic integrity policies have been affected more severely than those with established procedures in place. Therefore, this special issue aimed to inquire how academic integrity has been ensured during emergency remote teaching, given the immediate change in the form of instruction and assessment, with specific emphasis to online language teaching. This situation posed a novel challenge to educators and researchers worldwide. Considering the gap in the relevant literature, we specifically narrowed the scope of this special issue to provide guidance specifically for applied linguists in the promotion of academic integrity in online language classes.

We received six manuscripts to be considered for possible inclusion in this issue. For each manuscript, we assigned at least two reviewers, one of whom was an expert in academic integrity research and the other of whom was an expert in applied linguistics research. Before reaching an agreement on the manuscripts, we decided to send two manuscripts out for review to a third reviewer. After a rigorous review process, we as the two editors reached a consensus to include four articles in this issue. At this point, we would like to clarify that the two manuscripts that were excluded were comprehensive enough relating to academic integrity; however, they had little connection with applied linguistics. We therefore strongly recommend their authors to submit their manuscripts to other journals that may better fit with the scope of their studies.

In this line, the studies accepted for publication in our special issue focused on (a) 'daily teaching practices towards community-building and analysis of EFL curriculum elements that work in favour of academic integrity' by Miranda Çolak of Bursa Technical University, Turkey, and Dr Irene Glendinning of Coventry University, UK; (b) 'academic integrity violations reported by English as a foreign language (EFL) learners' by Özgür Çelik of Balıkesir University, Turkey, and Dr Thomas Lancaster of Imperial College London, UK; (c) 'minimizing cheating thanks to a complex assessment design' by Dr Sonja Bjelobaba of Uppsala University, Sweden; and (d) 'pedagogical approaches that that can be used in EFL writing classrooms to teach students how to cite sources and give references correctly' by Esma Can of Kütahya Dumlupınar University, Turkey. Three of the four articles included in this special issue are situated in the Turkish higher education context,

which we believe is especially promising for the promotion of academic integrity in Turkish academia. We hope that the readers of this special issue will similarly be inspired to conduct their own studies or courses on issues related to academic integrity in their educational settings.

What is *special* about this special issue is that three of the investigations (a, b, and d) were led by PhD students enrolled in the Academic Integrity Policies course offered by Dr Salim Razı at Çanakkale Onsekiz Mart University. The course was offered collaboratively at an international level with the contribution of experts from the European Network for Academic Integrity (ENAI) and the International Center for Academic Integrity (ICAI). We owe special thanks to our ENAI and ICAI colleagues for their support to the course and the special issue, either as authors or reviewers. Below, we list the names of the reviewers in appreciation of their contribution to this special issue.

Dr Ali Dinçer, Erzincan Binali Yıldırım University, Turkey

Dr Ayşegül Amanda Yeşilbursa, Bursa Uludağ University, Turkey

Dr Emilia Şercan, University of Bucharest, Romania

Prof Evangeline Litsa Mourelatos, American College of Greece

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Given that online education will inevitably become a permanent part of our post-COVID lives, future research is needed to investigate different aspects of promoting academic integrity in education and research so that we can avoid academic integrity violations. The articles included in this special issue take a small but significant step in promoting such educational and research practices.

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Embracing community-building in online classes to promote academic integrity

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Abstract

Given that universities have transitioned to emergency remote teaching, academic integrity becomes a subject of ongoing inquiry. Students taking an English Preparatory Program (EPP) in universities aim to gain sufficient proficiency in English to continue with their courses in their departments. In an online teaching context, coping with requirements of the EFL (English as a foreign language) curriculum becomes a challenge for the students as students are deprived of their communities where they collaborate, interact and learn from each other. In this sense, teachers need to refocus not only on subject matter, but also ethical mores of academe and it is often simple day-to-day practices that build the community and establish a climate of integrity. While academic integrity has been researched extensively, more research is still needed about developing a learning community in online classes as a way to promote academic integrity. This investigation seeks to explore daily teaching practices towards community-building and analyse elements of the curriculum that work in favour of academic integrity in the context of emergency remote teaching. Six teachers and eighty EFL students (*N*=86) in an EPP of a state university in Turkey participated in the study. This case study drew upon an exploratory sequential mixed methods approach. The triangulation of the findings was carried out through a combination of various data sources. Qualitative data were collected through content analysis of course syllabi, assignment documents and policy statements, classroom self-observations; and focus groups with teachers and students. Quantitative data were gathered through a short survey with questions specifically designed for this context. Another aim of using the survey was to promote awareness on academic integrity among students. The results from multiple sources revealed that community-building not only facilitates positive collaboration in online classes, but also creates room for mutual trust and reduces chances of academic misconduct. Exploring results from the research can help faculty design measures to prevent academic dishonesty and eventually shape institutional policies. The positive implications for classroom practices of community-building towards academic integrity are discussed.

APA Citation

Karjagdi Çolak, M., & Glendinning, I. (2021). Embracing community-building in online classes to promote academic integrity. *The Literacy Trek, 7*(1), 5-33. https://doi.org/10.47216/literacytrek.901935

Introduction

The changing winds in education due to the Covid-19 pandemic have caused dynamic and challenging scenarios for all educational institutions. There is a need to maintain quality in education while designing teaching and learning activities via the Internet and delivering through platforms like Moodle, or tools like Zoom and Microsoft Teams as modes of formal learning (Sá & Serpa, 2020). Academic integrity means acting courageously towards responsibility, honesty, respect, trust and fairness in all aspects of academic work (International Center for Academic Integrity, 2021). This becomes a prerequisite for institutions striving for quality in their teaching and learning processes (Bertram Gallant, 2016).

Issues of academic integrity in higher education have been in the spotlight for decades highlighted by research conducted throughout the world (Bretag, 2016; Bretag et al., 2014; Brimble & Stevenson-Clarke, 2005; Buranen, 1999; McCabe 2005; McCabe & Bowers, 1994; Macfarlane et al., 2014; Marsden et al., 2005; TEQSA, 2017; Trevin˜o et al., 2012) and are even more so with the current changes due to the Covid-19 pandemic. In an online education context, breaches of academic integrity, such as cheating in exams, collision, plagiarism, patchwriting, downloading assignments from the internet, become a common practice and support tools to detect plagiarism often fail to be successful in detecting or deterring such breaches (Foltýnek et al., 2020). Policies on academic integrity differ in various countries and universities including differences in their responses to plagiarism (Glendinning 2013, 2014). It is evident that there is no simple solution to preventing breaches of academic integrity especially in this new online context and, to make it more sustainable, policies should be accompanied with action plans and clearly distributed tasks (Bjelobaba, 2018).

The current localized study makes a case for institutions that wish to instil and foster academic integrity by drawing on the work of East (2009) for an alignment of policies along with the teaching and learning practices and Morris and Carroll (2016) for the necessity to adopt a holistic approach involving all stakeholders for a shared understanding. This case study provides a contextualized setting by hearing voices of instructors and students aligned with content from curriculum documents addressing the issue of academic integrity.

Communities of learning in online education

Traditional classrooms are venues that allow for teacher-learner and learner-learner relationships to thrive and a strong sense of community to develop. However, the idea that communities can exist only in face-to-face teaching was challenged by Rovai (2002) who suggested that communities can be built and sustained in online teaching contexts as well and they are consisted of four dimensions: spirit, trust, interaction and commonality of expectation and goals. He developed a 'Classroom Community Scale' to explore in more depth the sense of community and used to it to find out how online communities of learners are similar to and different from learners in traditional learning context (Rovai, 2003). There is also a considerable amount of research on how to build and maintain an online community of learners (Garrison & Akyol, 2013). Processes of inquiry among teachers and learners, in online environments in particular, have been analysed by the Community of Inquiry (CoI) framework (Garrison et al, 2000), a widely used social constructivist model. Social presence, teaching presence and cognitive presence are three core elements in the CoI and learning occurs within the community through the interaction of these elements (Garrison et al., 2000). There is a significant amount of research that adopts CoI, for example to assess teacher presence, understand and facilitate cognitive presence, develop a community of inquiry over time in an online context (Anderson et al., 2001; Akyol & Garrison, 2011; Garrison & Cleveland-Innes, 2005) to name a few. It is evident that there is a convincing bond between a sense of community and cognitive presence in that community that altogether can facilitate quality learning outcomes (Akyol & Garrison, 2011; Rovai, 2002).

Academic Integrity in EFL/ESL Teaching

In the EFL/ESL (English either as a foreign or second language) context, students have challenges in meeting requirements of their English programs and therefore plagiarism becomes a concern (Pecorari, 2003; Vieyra et al., 2013). One of the unusual characteristics of Academic Integrity is that it is often defined by what it is not and borrowing other's words without referencing is not a desired habit of writers with integrity. However, language learning could be viewed as a process of borrowing from other's words (Pennycook, 1996) and by this making it difficult for teachers to

distinguish between intertextuality and plagiarism. The academic misconduct among EFL learners in various cultures is revealed in numerous studies, from cheating in exams and plagiarism in the Iranian language learning context (Ahmadi, 2012, 2014) to inappropriate textual borrowing in the Chinese EFL Academic setting (Liao & Tseng, 2010). Cultural perceptions of textual borrowing differ in various EFL/ESL contexts thus challenging non-native writers in conceptualizing plagiarism (Deckert, 1993; Pecorari, 2001; Yamada, 2003; Sherman, 1992).

The perspectives towards plagiarism differ and the debate over what is plagiarism in an EFL/ESL context involves cultural aspects and how they shape ways of perceiving textual borrowing, as apparent in numerous studies (Buranen, 1999; Dryden, 1999; Sherman, 1992). The writing of EFL/ESL learners sometimes inhibits their voice, a characteristic of original writing remaining a challenge that these learners have due to their limited vocabulary causing borrowings from various sources (Ange´lil-Carter, 2000 & Pennycook, 1996). Other than cultural explanations, other studies prove that certain types of plagiarism also occur among learners who are well aware of the Anglophone academic discourse community (Ange´lil-Carter, 2000, Hull & Rose, 1989; Hyland, 2001). The advancement of educational technologies is simultaneously changing the writing habits of EFL/ESL students and blurring the line between plagiarism and original writing (Peters & Cadieux, 2019).

Pedagogy for Deterring Cheating

A positive institutional approach to dealing with plagiarism places an emphasis on the role of appropriate pedagogy in promoting academic integrity and is aided by procedures that provide guidance on detecting and punishing plagiarism (Park, 2004). Designing a good pedagogy in this sense requires a shift from high-stakes assessment towards low-stakes assessment, promoting learners' openness to their limitations (Knight, 2001) in meaningful assignments that are followed by feedback. Higher rates of plagiarism among students are consistently associated with learning contexts that promote high-stakes assessment (Park, 2003). Low-stakes assessment becomes particularly important when accommodating learners' needs in emergency remote teaching and in avoiding the negative impact of assessment on learners' behaviour. This type of assessment offers learners room for further learning and development of skills that would enable them to avoid plagiarism (Macdonald & Carroll, 2006). Assessment

for students is associated with comparison of their own work to others', resulting in undesired effects on the self-esteem of learners and only by abandoning this habit and focusing on the learning itself (Carless, 2005; Kirton et al., 2007; Webb & Jones, 2009) can learners further develop their sense of integrity.

Previous remote teaching models in an EFL/ESL context strive to promote learner autonomy and progress towards language-learning goals through appropriate assignment, feedback and multimedia tools (Bañados, 2006). Multimodality proves to be beneficial for language development when applied moderately in learning tasks (Dzekoe, 2017; Vandommele et al., 2017) and when embedded meaningfully, along with topics that evoke learners' personal interests and experiences, then opportunities to plagiarise will be diminished. While assignments in face to face contexts are mostly carried out in written form, in emergency remote teaching various modes work in favour of each other and to students' interests. Incorporating all modes and multimedia in assignments encourages creativity as well as critical thinking skills and enables learners to produce original work that is meaningful to them. Meaningfulness is a key feature of assignments that distances students from cheating (Cole & Kiss, 2000) and in a remote teaching context this needs to be the prerogative with pedagogically sound tactics helping to discourage plagiarism.

Central to good pedagogy is, above all, the teacher applying an effective approach and becoming a role model. If the teacher creates excitement for the subject along with admiration and respect, all these factors make it less likely for students to cheat (Cole & Kiss, 2000). The teacher role is crucial in applying appropriate pedagogy that deters plagiarism, i.e. when giving feedback, when providing choice for students, allowing students in-class time to prepare for assignments, etc. According to Thomas and Sassi (2011), talking about academic integrity in the digital age is no easy work for teachers and the role of teacher talk is crucial, especially when engaging in conversations with students on plagiarism and academic integrity. Teachers should create opportunities for students to "question and discuss plagiarism" (Price, 2002, p. 105) before inviting them to make use of their digital literacy potential in producing original work that incorporates various multimedia sources. Other fundamental strategies that teachers could employ are setting expectations about academic integrity,

building a relationship with students and helping students apply appropriate behaviour in the online context (Fishman, 2014 as cited in Kelly, 2014). According to Fishman, teachers building a community of students that are supported, inspired and allowed to explore their interests, give no reasons for their students to cheat. Involving effective measures in and out of the classroom and through various tools and documents, i.e. from assignments to policy documents, from similarity check reports to meaningful creative tasks, from teachers' support to students' rapport with their teachers; all these are essential to the holistic approach in promoting academic integrity (Bertram Gallant 2009; Macdonald & Carroll 2006; Sutherland-Smith 2008).

While there is an absence of research literature in general about the relationship between online community-building and academic integrity, the potential to support practices that promote academic integrity through a Community of Inquiry for learning in an EFL context is powerful. For example, there is evidence that motivated students that have common expectations to learn can contribute to academic integrity (McAllister & Watkins, 2012) and a sense of community to develop, which in turn creates a climate for bonding and sharing of ideas amongst the participants. As a result of these complementary benefits, we need to study how community-building pedagogical practices in particular can be applied in an EFL online context for purposes of promoting academic integrity.

Method

This study was conducted at the School of Foreign Languages (SFL) of a state university in Turkey in 2020 to investigate the following research questions:

1. What evidence is there that a learning community has been established within the SFL during the shift to online learning for Covid-19?

2. How has the learning community in the SFL contributed to maintaining a culture of academic integrity among this group of learners?

Participants and Setting

Teacher Participants

Teacher participants were chosen on a voluntary basis. The researchers explained the research objectives and data collection tools to teachers and students through phone calls. Data were gathered from a total of 6 classes of EPP students (*n*= 80) in the SFL of a state university in Turkey and 6 of their total 12 teachers. All study participants' confidentiality was assured. After receiving the initial approval through phone calls, researchers sent an e-mail to the teacher participants about the research including the self-observation protocols and the online student surveys and by this means teachers were asked to invite their students to respond to the survey.

Student Participants

Student survey participants were invited by a call from their teachers posted on their WhatsApp groups. All students enrolled to the classes were listed on WhatsApp class groups formed by their teachers, however not all of them actively participated to the group messaging. The response rate initially was very low, requiring follow-ups either through reminders in synchronous lessons or through a subsequent message on their groups. This approach was deemed to be necessary as students did not check their messages regularly or needed further explanations about the research objectives. Eventually, the response rate to the surveys reached 53.3% (*n*=80) of the total student population (150) that received the survey.

In summary, there were 80 student questionnaire responses, with 13 student volunteers from the 80 contributing to 2 focus groups (6 and 7 students respectively), that were facilitated by Researcher 1; 6 teachers undertook self-observation and contributed to one focus group, facilitated jointly by Researcher 1 and Researcher 2.

School of Foreign Languages (SFL) as a Case

The current study is conducted in a relatively new public university founded in 2010, in a highly industrial western province of Turkey. The academic preparatory class is a part of the SFL and offers an intensive EPP for students studying in departments with a 30% English as a Medium of Instruction (EMI) context. The EPP levels of proficiency are described according to illustrative descriptor scales presented in The Common European of Reference for Languages (CEFR) by Council of Europe, (2020) and range from A2 (lowest), to B2 (highest). Even though the EPP class is not

compulsory for most of the students, the majority of the newly enrolled students at this university take this program every year. This proves that many of the SFL students are motivated learners that want to learn English even though it is not compulsory for their departmental studies. On the other hand, while the number of students enrolled on the EPP increases by 10% every year, student attrition is another common feature and after the first term student numbers decrease by 10%. This shows that not all students enrolled at SFL remain determined to finish their English courses. Researchers set the boundaries of this case study within this particular SFL with a clear focus on academic integrity during remote emergency teaching similar to the bound system as depicted by Yin (2014), Merriam (1998) and Stake (1995).

Data Collection Instruments

This case study draws upon an exploratory sequential mixed methods approach. The data were collected and analysed in a sequence of phases, i.e. qualitative - quantitative - qualitative (Creswell & Plano Clark, 2018). In the initial phase researchers analysed the documents related to the institutional academic integrity policy. Next, teachers were asked to respond to two reflection prompts based on self-observations, and the results of the analysis of their responses served as critical food for thought before developing research questions for the next phase, the survey. Analysis of results, both from reflections and the survey, helped the researchers identify questions for the teacher and student focus groups. Finally, integration of results from all the separate strands provided a deep and comprehensive understanding from the perspectives of different participants.

Copies of Course Syllabi, Assignment Documents, Policy Statements

These documents provided the researchers the opportunity to grasp the importance of including certain guidelines to promote academic integrity as well as the assessment design in terms of preventing academic misconduct in emergency remote teaching. The data also helped the researchers to reframe questions regarding learners' ways of coping with curricular demands.

Online Teaching Self-observation Protocol

For online classroom observations the researchers adopted the Interactional Analysis (Lemke,1985), which embraces a social perspective and enables the

researcher to document and interpret how teachers and students build relationships in an EFL context. The coding schemes are based on simple checklists and tallies of behaviours (Nunan, 1989). The online lessons were recorded regularly and lesson observations in various forms were a part of the institutional work culture. Teachers were invited to self-observe their recording(s) and focus on community building by keeping a tally of the specific teaching practices**.** A final element of the self-observation was reflection based on two open-ended prompts on teacher participants' views on academic misconduct in emergency remote teaching and their experiences with promoting academic integrity highlighted on the document through the checklist making thus the reflective practice data-driven (Farrell, 2008; Farrell & Ives 2014).

Online Questionnaire and Piloting

The survey included one open-ended question and three self-assessment items. Item 3 asked participants an indirect question about their opinions on what their peers might do in a certain scenario regarding academic misconduct. This type of questioning was based on the assumption that students' thoughts about the particular issue will be projected rather than implicating them personally (Fisher, 1993). The indirect questioning in this case has a potential of revealing insights not only about participants' opinions, but also what similar individuals may be thinking. The survey was prepared initially as a pilot Google form in Turkish and was sent to experts in the field for content validation. Additional information about the confidentiality was added to the introduction part of the survey as one of the experts suggested that students may be discouraged from providing honest responses on this delicate matter unless they read convincing statements guaranteeing confidentiality. As suggested by another expert, academic integrity is not a term discussed on daily basis and for this reason it posed a threat to not understanding the first question fully. Item one investigated students' awareness of guidelines deterring academic misconduct therefore another suggestion was to define academic misconduct and provide a common example at the beginning of item one. After all changes were made experts completed the amended pilot survey as potential student participants and finally the survey was ready to be delivered.

Focus Group with Teachers

The purpose of using a focus group as a data collection tool in this study is twofold: to deepen the responses gathered after the self-observation protocol and to serve as an opportunity for teachers' personal and professional development. The researchers opted for focus groups as opposed to individual interviews and the reason behind this choice was due to the elements of interaction and sharing, allowing for dialogue among teachers which could potentially contribute towards community learning. This is because focus groups in this study provide the opportunity for teacher participants to work collaboratively with researchers (Gibbs, 1997) and interact with other teacher participants.

Focus Groups with Students

Focus groups with students were scheduled after the data gathering and analysis of the questionnaire in order to strengthen the student data. The role of the focus group was to initiate spontaneous interaction (Bertrand, Brown & Ward, 1992) and the role of the moderator in leading them was crucial due to the sensitivity of the topic. There was consensus between researchers that the local researcher was to be the only facilitator in the meeting with the students, to ensure they felt able to be honest and open in their answers.

Procedures of Data Collection

The current research study was conducted between September and December 2020-2021 Academic Year. Prior to the data collection process, formal and ethical approvals were obtained from the university Research Ethics Board and participants were asked to give written consent to participate in the study. Teachers were sent the self-observation protocol in the form of a Word document via email and after completing they sent it back to the researchers. Teachers were asked to provide demographic information such as experience in teaching, the course they are teaching and platforms they use for their online teaching. Two weeks later teachers participated in a focus group and were asked to discuss academic integrity in online teaching and how they promoted it in their classes.

Students' questionnaires were completed online through Google forms. Completion of the questionnaires required students to provide demographic

information such as gender, age, department of their studies and the level of the English course they were enrolled in. Responding to the questionnaire took about 5 minutes and participants were guaranteed confidentiality. A week after the deadline for surveys, two focus groups were held with students (n=6 and n=7, respectively). Students were asked to discuss their views on academic integrity in online classes and how it was promoted in their schools.

Document searches were conducted by the local researcher, using the institutional Learning Management System (LMS) profile established by the University, to scan the documents that contained any information addressing academic integrity both directly as well as indirectly. Other than these documents, data were extracted also from the institutional website by scanning the Distance Education Guide for students available in Turkish, which was translated into English. Finally, all these pieces of evidence were coded.

Content Analysis and Coding

Coding was used to analyse the content in course documents, open-ended survey question, reflection prompts by teachers and two rounds of focus groups with teachers and students. The data from both rounds of focus groups were transcribed after each session and then transcripts were broken down into manageable codes. The coded notes were analysed inductively by noticing the emerging themes accordingly (Bertrand et al., 1992; Mackey & Gass, 2005). The data from student focus groups were translated and then back translated by an expert for validation. The review of various elements of the curriculum was done through data extraction restricted to information addressing academic integrity. The documents included assignment templates, information available on the Learning Management System, syllabi, course description, school website and these allowed patterns of language addressing the academic integrity policy to be identified.

Descriptive Statistics

The data gathered from participants' responses to the online questionnaire were analysed by using the Statistical Packages for Social Sciences (SPSS 25) through

descriptive statistics, which allowed a simple summary of the data and revealed the most apparent features.

Findings

Findings from data sources were compiled as data extracted from documents, focus group transcripts and the results of the quantitative data analysis were presented in tabular form. In addition, responses to the open-ended question from the survey were analysed including a categorization of positive and negative themes. In this study most of the statistical data presented derived from the survey.

Data collected throughout qualitative phases of the study indicate that a strong sense of online community has been established and there are indicators of teacher presence, social presence and cognitive presence that contribute towards learning in this community (Table 1).

Table 1: Online Community Themes and Comments from Teacher and Student Focus Groups.

Themes	Focus group comments (n=12)
1. Teaching Presence Give prompt, detailed feedback Role model good participation	When she sees our mistakes she says "the more errors I see the more I am convinced this is your work, and this is a good thing" (Student 8) I think giving feedback is very important ….. and I love their creativity and I always say things like: "I love the way you are doing it, this point is the best part that I liked about your work" like I am commenting individually as well as to the groups. (Teacher 3) Teachers who put a lot of effort into their lessons, they prepare a lot of materials and they contribute a lot to our knowledge, they care for us so I kind of say to myself – just do the same. (Student 13)
2. Social Presence Beginning with introductions Ask/share something different, i.e. your personal life Encourage peer interaction	I am mother of two children so actually I behave the same in the class as I do at home. I say "Did you get your breakfast? Did you do your homework? Don't forget to look at your application? … Is everything okay at home?" lots of questions okay? (Teacher 5) So, for example when I see a student has answered all discussion prompts every day then this something I praise. (Teacher 7) I am trying to refer to their previous work, I want them to feel that they are good, that they are creative and that they can do it. (Teacher 3) So the majority of their [students'] expectations is not about education but about the social part. (Teacher 2)
3. Cognitive Presence Learning activities: collaborative speaking activities, self-checks, multimodal	When we do collaborative speaking on Padlet or when we prepare presentations she says prepare your own sentences based on what you learnt today and don't simply read from sources you found on the internet. She consistently warns us about this and I think it's very effective. (Student 6) Because they always have something to do before and after synchronous lessons and this encourages them to study in online practices. (Teacher 4) Of course there are certain things we can look up from the internet in the lessons. But then we look them up and we add our experiences and our

assignments, low-stakes assessment	knowledge to it and we tell our teachers that we checked first and so that's not wrong. (Student 4)
	If they had the video homework they learnt how to shoot and how to edit it by using online resources and also if they have technical problems, I tried to help them as much as I could and that helped build trust with my students cause they knew if they had a problem they knew they could reach me at any time.. it was okay for them to call me to text me.. (Teacher 2)
	A lot of things affect our grades: the forum, participation in the synchronous lessons, homework in the application, assignments (video, listening, etc.). We learn as we do these and the more we learn, there is no need to copy. (Student 9)

Of the 29 documents that were used for the content analysis, we identified students and teachers as the target audience in all of them, while the Distance Education Guide, including information about ethical digital citizenship, was available for the general public on the school's website as well as a subheading in the student section about specific disciplinary action regarding breaches of academic integrity. Information presented in course descriptions, syllabi and assignment templates was the same across all levels. Due to the emphasis on the academic skills, B2 Level assignments were higher in number and therefore the approach to presenting information addressing use of Turnitin was different with asynchronous materials presented on the LMS. These materials were not included in the data extraction used for the content analysis. Table 2 shows the distribution of themes identified in the documents, i.e. course descriptions, syllabi, student guides, assignment templates etc. across the curricula of all four levels. It is clear that the school had transparent guidelines that addressed academic integrity by defining plagiarism, listing punitive measures, clarifying protection of copyright and providing a self-assessment checklist and rubric in advance, for the transparency of the grading system.

Table 2: Distribution of Themes Addressing Academic Integrity in the Curricula

Themes	Level	Location
Warning about plagiarism	A2, B1, B1+, B2	Course Description (LMS), Syllabi, Introduction lesson PPT
Protection of copyright	A2, B1, B1+, B2	Syllabi (LMS)
Ethical digital citizenship	All levels	DE Student Guide (LMS and the website), Public
Use of Turnitin	B2	Course Description
Punitive measures	All levels	Website, public

| Self-assessment checklists | A2, B1, B1+ | Assignment Templates (LMS) |

Note. Written information provided in the various documents across all levels of the EPP.

Of the 150 students that received the survey, 80 completed it (53.3%). The average age of students in this sample of 80 was 18.77 ($SD = 1.04$). Of the 80 students, 55 (68.8%) studied at Level 2 (B1 Level); 19 students (23.8%) studied at Level 3 (B1+ Level) and 6 students (7.5%) at Level 4 (B2 Level). The male population of students is slightly higher at this University, however to this survey 41 participants (51.2%) that responded were female. Only 18.8 % of student participants in this survey were from EMI departments, which indicates that the majority of students (81.2%) enrolled to this online course despite its non-obligatory nature.

The first item of the survey canvased students' awareness of the institutional approaches that discouraged academic misconduct. Participants gave an indication of their fairly positive attitudes towards academic integrity. Codes and themes regarding the understanding of institutional approaches (Table 3) revealed a predominantly positive understanding among students (79%), while 19 codes revealed a lack of awareness among the students about the existence of these measures. Of 80 students who completed the survey, 77 responded to the open-ended question and 61 positive codes (79%) were grouped under subthemes and finally four main themes were identified.

Table 3: Distribution of Codes (n=61) in Students' Responses (n=77) According to Themes that Discourage Academic Misconduct

Themes	Subthemes	Codes	Number of responses
Assessment	Authentic assessment	Not dull, questions discourage cheating, students' comments required, authentic assignments, unique speaking section, multimodal assignments	9
	Meaningful assessment	Assessment for learning, a good system, low-stakes assessment, multimodal assignments	5
Policing	Compulsory exam requirements	ID requirement, camera requirement, microphone requirement, use of Zoom, two devices needed, efficient and effective tool	12
	Tight exam time	Short, realistic, proportional, reasonable but tight, no time for cheating	12
	Use of Turnitin	A program that detects plagiarism, accepting that assignments are original	4

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		work when submitting, system that detects copy and paste, requirement to provide sources	
	Prohibition of backtracking	Inability to go back to completed questions	3
Pedagogy	Teacher role	Teacher reminds students, teacher warns students, teacher addresses it in lessons, teacher support, teacher skills, kind and nice people	8
	Trust	Teachers trust students, University trusts students	5
Moral Anchors	Personal values	Cheating is harming /not useful, honesty	3
General Total			61

Note. A list of positive themes identified in the open-ended question of the student survey.

The student responses (*n*=80) to survey questions 2 and 3 (Figure 1), where they were asked to self-report the type of help they ask for and receive when facing a difficulty with an assignment or an exam, were largely positive. A number of the responses indicated the references to the use of translation tools (*n*=2) and the use of Internet to look up the answers (*n*=36) and this is not to be overlooked.
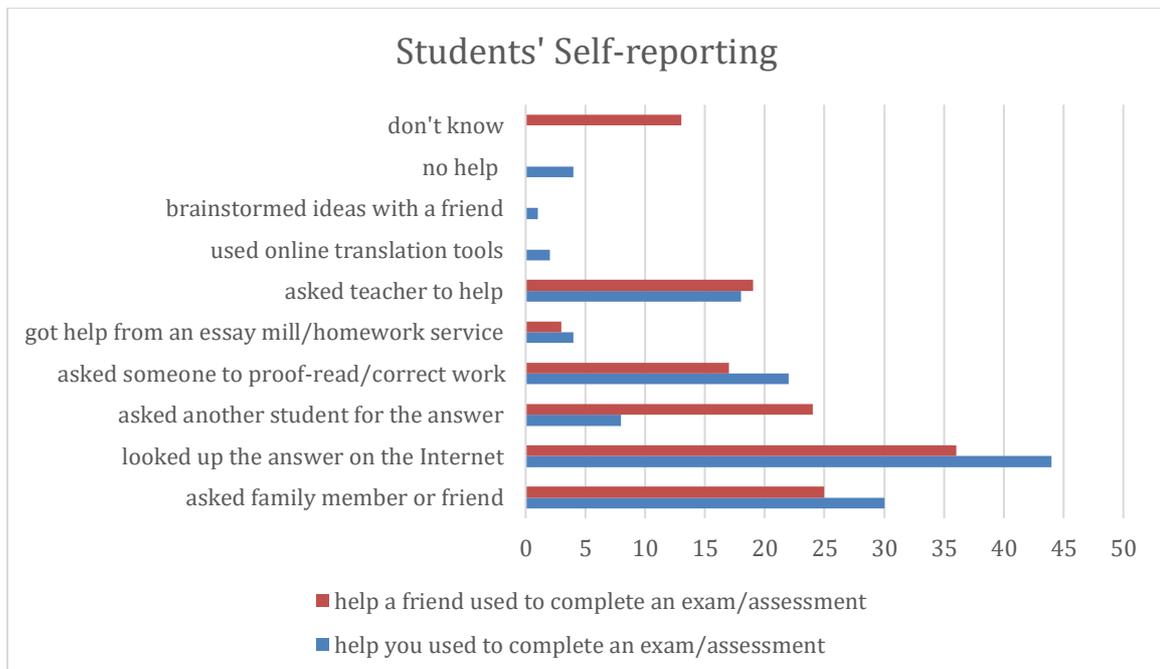

Figure 1. A comparison of students' self-reporting (n=80) of the help they or their friends get while completing an exam or an assignment.

The students reported that teachers involved in this study (*n*=6) offered help when students asked for it, gave feedback on the learning process (*n*=53) and provided detailed feedback on the students' assignments (*n*=51); these were the most frequently reported types of help from teachers (Figure 2) in the student survey. Student responses about teachers giving explicit correction for students' work (*n*=37), those giving advice on technical problems (*n*=32) and those checking drafts of their work (*n*=29) illustrate the self-reported data that were present in their teachers' practices.
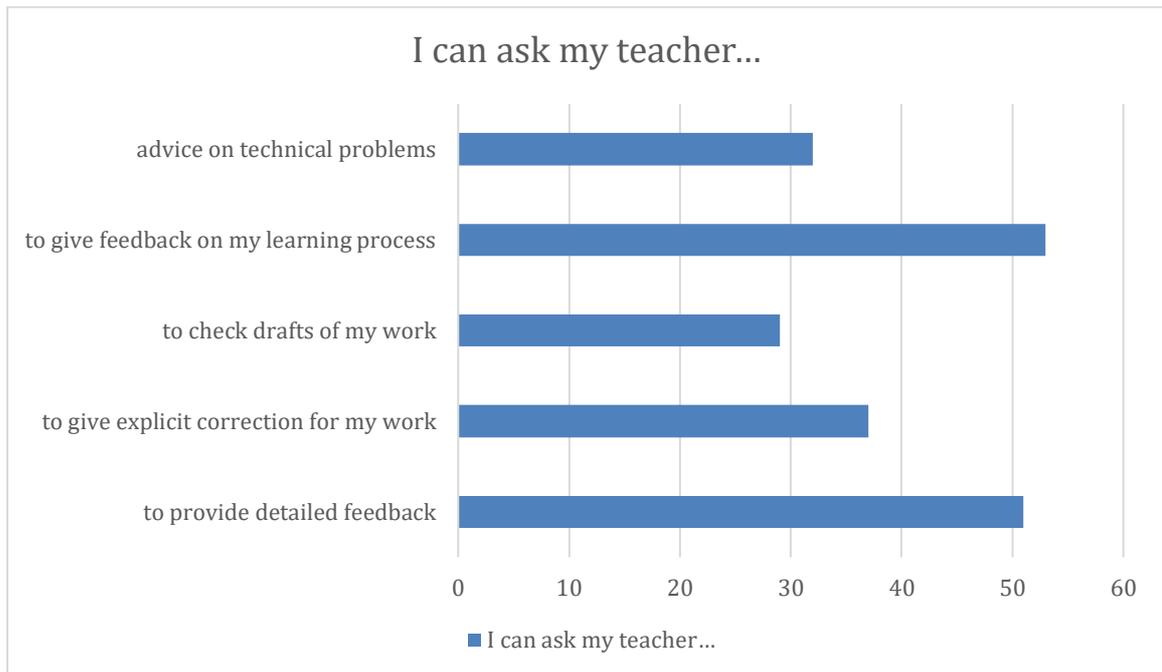

Figure 2. Students' self-reporting (n=80) of the various types of help they ask their teachers.

As data analysis continued during transcription and coding of focus groups, patterns and recurring themes became more evident. Important themes emerged, including both reasons for academic misconduct and ways of deterring misconduct, which are summarized in Table 4.

Table 4. Prevailing Themes and Subthemes from Two Rounds of Focus Groups with Teachers (n=6) and Students (n=13) and Teacher Reflection Prompts.

Themes	Contribution towards AI	Subthemes	
		Teachers	Students
Opportunity	Against	Online, extensive use of Internet	Online, extensive use of Internet
		Lack of monitoring	Easy to share
		Lack of control	Difficult to control
		Easy to get help	Easy to get help

		Easy to do	Social networking as a tool for sharing
		Easy to use online dictionaries	Easy to check vocabulary during exams
			Easy to sit exams for others
Attitude	Against	Lack of responsibility by students	Laziness
			Procrastination
			Poor study skills
			To guarantee success
			Bad parenting
	For	Students learning from each other	Fear of failure
		More autonomous, more	Motivated to learn
		knowledgeable, more digital skills	
Awareness and Understanding	Against	Lack of awareness about integrity	Stealing ideas
		Lack of evidence about breaches	Copy paste
		Lack of communication	Stealing other's effort
		Lack of understanding of intellectual property rights	Cheating
		Lack of skills to manage and promote integrity	Knowledge theft
		Need for training on academic misconduct	
	For		Need for punitive measures
Moral anchors	Against	Trying their luck	Trying their luck
			Self-justifying the decision
	For	Moral values	Wrong not to put an effort in synchronous lessons.
		New type of academic misconduct: are students there?	Left to students' conscience
			Showing respect when referencing
			Feeling empathy
Pedagogy	For	Meaningful assessment	Digital tools accelerate learning and easier to show resources.
		Inclusive pedagogy	Motivating through praise
		Use of collaborative digital tools	Boosting student confidence
		Promoting autonomous learning	Promoting use of own language
		Reminding students of their responsibilities	Being fair towards students
		Providing explicit instructions	Punitive measures deter cheating
			Lack of explicit instructions

		Being fair towards students	Education as entertainment during pandemic
		Emphasis on the process not grades	
		Monitoring student progress, giving feedback	
		Lack of explicit instructions related to academic integrity by teachers	
			Synchronous lessons need not be compulsory
	Against		
Community Building	For	Showing care for students	Teachers care for students
		Checking student wellbeing	Students expect to learn
		Teacher as learner	Respect for teacher's effort
		Acting like a mother, showing care and support for students	Showing empathy
			Teacher as role-model
		Continuous interaction with students	Students respect students
		Being available for students through mails, messaging and phone calls	Showing trust but also trust is not enough
			Social networking as a way of socializing and interacting
		Open and honest communication	

Opportunity, attitude, awareness and understanding, moral anchors, pedagogy and community building were the prevailing themes from two rounds of focus groups with teachers (n=6) and students (n=13) and teacher reflection prompts (Table 4). Data indicated that the switch to online learning affects the opportunity for academic misconduct during assessment as it is much easier for students to get help in various ways. Teaching practices embracing community-building were recognized both by students and teachers as contributing purely in favour of academic integrity. Other themes such as attitude, awareness and understanding, moral anchors and certain aspects of pedagogy worked both in favour and against academic integrity.

Discussion

The sudden transition to online teaching due to the pandemic presented many challenges for institutions, teachers and students. The present study had two key research aims. First it explored views of teachers and students on academic integrity in online teaching and whether students report on any breaches of academic integrity.

Second it sought to provide evidence for the relationship between community building and academic integrity in online teaching. The study was designed to answer two research questions

1. What evidence is there that a learning community has been established within the SFL during the shift to online learning for Covid-19?

2. How has the learning community in the SFL contributed to maintaining a culture of academic integrity among this group of learners?

The discussion below demonstrates that the aims of the study have been achieved. In addition, evidence is presented here to answer each of the research questions.

Focus groups offered a chance for the researchers to hear spontaneous and honest views of teachers as well as students and with a relatively high response rate to the survey (53.3%) it was clear that regardless of the sensitivity of the issue, participants responded quite positively. All four dimensions of the sense of community as described by Rovai (2002), trust, interaction, spirit, common expectations to learn, are present and demonstrated by common expectations to learn English and through low-stakes assessment tasks that promote interaction, by strong feelings of trust and the bonding that has been created between students as well as their teachers contributing towards the spirit of the community. There is evidence of a Community of Inquiry with clear indicators of teaching presence, social presence and cognitive presence that contribute towards learning (Garrison et al, 2000). All the evidence suggests that a strong sense of community has been established within the SFL despite the shift to online learning. The survey was canvasing students' awareness of the various types of institutional measures that deter academic misconduct, which altogether prove an alignment in policies and practices towards academic integrity. Even though the documentation content analysis proves there are clear guidelines deterring plagiarism, it is still disputable whether students fully understand what is expected of them in this respect.

During the discussion of academic integrity, students participating in the focus group displayed a tendency to list negative behaviours that contradict the values of academic integrity, such as taking advantage of someone else's ideas without

permission, copy-pasting from sources without proper annotations etc. The values that students hold that impact on their approach to learning and integrity become evident during focus groups and in their responses to the questionnaire. These values are often described as moral anchors. It is noteworthy that both teachers and students think that in an online context academic conduct is left mostly to the student's conscience. While respect, fairness and empathy are some of the values mentioned that will shield academic integrity, sadly the belief by some participants was that most students will still "*try their luck*" (Student 8, Teacher 2, Teacher 4) when given the opportunity. Both teacher and student participants believe that with the extensive use of the Internet, including social networking and digital tools, there are more opportunities for academic misconduct when studying online. This explains the high self-reporting of the students on using the Internet during exams and/or assignments or asking friends for help or for the answer.

The very low prevalence of serious academic misconduct as self-reported by the students can be explained by situational factors, or to be more specific by the motivation to enrol in this online course (McAllister & Watkins, 2012) and which are aligned with their expectations to learn (Rovai, 2002). This could be viewed as a strong dimension of this community that works in favour of academic integrity which answers our second research question. Students' views that they are "*doing something with love, attending lessons with interest, listening to learn all these deter academic misconduct*" (Student 7) explain the motivation of the students and their expectations to improve their English. On the other hand, the compulsory attendance to synchronous lessons triggers a new type of academic misconduct, the so-called "*invisible students in online lessons*" (Student 3, Teacher 4). It becomes even more concerning when these students that seem online but are not really there, score higher grades in the assignments than those who contribute to synchronous lessons regularly as it is reported both by teacher and student participants.

Opportunity and attitudes were two of the most prevalent themes that are noteworthy in terms of comparing and contrasting teachers' and students' views and these findings reiterate analysis from previous international studies on reasons why students opt for academic misconduct (Glendinning, in press). A striking difference is that opportunity was the top reason in this study that students give for cheating, whereas

in previous studies carried out in normal teaching circumstances it was not as prevalent (Glendinning, in press). Attitude was a stronger theme in students' responses, particularly because laziness was mentioned frequently as a perhaps cultural trait and attitude working against academic integrity, however it was not mentioned at all by teachers. Content analysis of the discussions proved that, to some extent, students lacked awareness and understanding about academic integrity, particularly when the stakes were considered to be low. To the student participants the term academic integrity often connoted the opposite meaning, breaches of academic integrity, while the teachers were clearly aware of this deficit and the need for students to have explicit training on academic integrity. Another striking difference is that teachers believed academic misconduct arises from students lacking responsibility, but also from the fact that they can learn easily from each other. Students however explained that laziness, procrastination, poor study skills, bad parenting and fear of failure are major factors that cause academic misconduct among students. Some students recognized motivation and their expectations to learn as a favourable trait among themselves in their online courses and understood that expectations to learn and motivation work in favour of academic integrity. This was not identified by teachers as a reason why (some) students do not cheat.

An essential characteristic of the student participants is that they have enrolled on this course in very unusual circumstances created by the global pandemic. Teacher participants were very helpful to their students and this is an overarching finding in this study revealed both in self-observation protocols of teachers and reporting of the students; there is evidence for this both in quantitative and qualitative data. Through their daily practices, teachers demonstrated their pedagogical skills during their online lessons, which contributed to the building of trust and created almost a parental relationship rich with interaction, which eventually translated into community building.

Building a community in an online context is crucial, even when there is an alignment between policies, guidelines, expectations and practice from students regarding academic integrity. This alignment is evidenced in this study by triangulating various sources of data used. Although it exists, clearly it does not fully deter academic misconduct. In this study there is an unusual affinity between teachers and students,

mainly due to the small classroom sizes (average *n*=18) despite being online. A community where individuals trust each other is likely to show more integrity (Fishman, 2009) and even though students feel their teachers care, as a student participant stated "*it might deter cheating a bit, but it is not enough*". With all the opportunity that has been created with this sudden transition to online teaching and combined with the student's intention to cheat, then all the effort to build trust and show love and care might go in vain, because:

> *I love you but I am going to cheat – would be the only thing to say*. (Student 4)

Limitations of the study

There are limitations inherent in studying a sample of Turkish participants and the survey respondents are all Turkish students studying in Turkey, from various parts of the country holding similar beliefs and cultural backgrounds and do not represent the characteristics associated with diverse populations of international EFL learners. This homogeneity of sampling is due to the absence of international students during the sampling as the pandemic affected their dates of enrolment to the studies. Given the fact that this study aimed to explore the role of community building, researchers carefully selected a representative group of teachers and their student groups thus convenient sampling was chosen. The number of participants in this study (*N*=86) and the potential for self-selection bias of student respondents requires consideration when results are interpreted. However, this limitation was managed by a further in-depth exploration of students' opinions in the focus groups. Last but not least, while one of the researchers was external and had no prior involvement in educating the students involved in the study, the local researcher acknowledges possible researcher bias stemming from her active teaching role and her relationship with students as well as her proactive role in the design of subject curricula. The researchers may overlook the affordances of emergency remote teaching in an EFL classroom and the impact of technological problems on students' work on their assignments, all these possibly working against the favour of academic integrity.

Conclusions

The pandemic moved higher education rapidly to online platforms, allowing little time to prepare and switch to the right mind-set. Teachers worked hard to adapt

their pedagogy, acquire new skills and create the best teaching conditions possible by offering care and support for their students to uphold their hopes and motivation. The purpose of this research was to relate community building in online classes to promotion of academic integrity along with an alignment of guidelines, assessment and teaching practices. We found out that we can build trust and strong connections in online classes by being consistent through appropriate pedagogy. Regardless of whether or not there is evidence of cheating, teachers should not assume that students will not cheat. Especially when surrounded by a strong sense of community, a crucial skill for teachers is balancing the need for caring and supporting students against applying objectivity and firmness at the right times.

EFL students are often not aware of the thin line between being inspired through various sources and using sources in inappropriate ways. The critical missing element appears to be explicitly addressing the issue with students and this can take place through the teaching of appropriate skills and an open discussion. This direct approach is vital in helping students succeed without resorting to cheating or plagiarism. Students are aware of the additional opportunities for cheating created through online learning and inevitably some of them will take advantage of these opportunities, even if they are not aware that this is misconduct. Direct conversations with students addressing clear expectations towards standards of academic integrity provide an important way to direct them along the right path.

Online learning has transformed EFL learners into more independent users of digital tools, with ability to absorb input and create output very rapidly. Students are becoming increasingly autonomous and this is generally a positive development. More importantly, teachers serving as role models of integrity is a good way to promote integrity among our students. Finally, the current study rests its case about the need to promote academic integrity through an alignment of policy, assessment and teaching pedagogy that embrace trust and community building. Higher education institutions investing in the building of communities of students, respecting each other as well as their teachers, can and should involve their students in discussions of academic integrity as a way to promote positive values.

With a sudden change of direction towards emergency remote teaching as the prevalent mode of instruction during the Covid-19 pandemic, an urgent need exists to address the presence and understanding of academic integrity among teachers and students. The results from this study help to inform guidance for academic staff on pedagogy, but also how to design curricula to address the emerging situation. Practical opportunities arose for the researchers to explore the relationship between students' attitudes towards group messaging and academic misconduct. The opportunities that group messaging and the use of technology have created for students cannot be ignored. The study demonstrates the need for well-considered open dialogues among teachers and students to address expectations about ethical conduct under remote study conditions. The paper has showcased considerations for one specific institution and the particular courses under study that emerged from this study for building communities that work with integrity despite new opportunities for students to engage in academic misconduct. It is anticipated that the lessons learnt here may serve as an inspiration to people in similar contexts.

Notes on the contributors

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Violations of and threats to academic integrity in online English language teaching

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Abstract

The move to online teaching has brought with it fresh opportunities for students to violate academic integrity. This paper considers such violations from within the domain of online English language teaching, although many of the ideas presented are applicable to other disciplines. The paper reports on a two-part study conducted at a university in Turkey. In the first part, qualitative data collected from students and staff through an online survey form were used to identify a new way of categorizing academic integrity violations. This provided three such categories, namely; exam-related, assignment-related, and online session-related violations. In the second part of the study, 462 students completed a survey related to their attitudes towards both academic integrity violations and the associated threats that may lead to these violations. Although the results revealed students generally presenting a commitment to the fundamental values of academic integrity, many students showed willingness to engage with machine translation software to prepare answers at times when they were expected to be working unaided. The findings underline a need for further consideration about how students are taught and assessed with integrity in an online environment. They also suggest that nuanced discussions about academic integrity need to take place between students and English language teachers.

Introduction

Academic integrity is fundamental to teaching, learning, and research (Bretag, 2016). It acts as a blueprint in the advance of knowledge by promoting honesty, trust, fairness, respect, and courage, which are the fundamental values of academic integrity as positioned by the International Center for Academic Integrity (ICAI, 2021). Based on the ICAI recommendations, it seems essential to frame educational planning

around these values. A whole community commitment to these values plays a significant role in preventing academic integrity violations.

Academic integrity violations pose a significant threat to the value of education given that some students tend to attempt to breach academic integrity. The reasons for this are complex, with one prominent study suggesting that violating academic integrity is related to the inability of students to persevere with learning (Amigud & Lancaster, 2019).

The choice of teaching methods and modalities also seem to influence if students choose to violate academic integrity or not. Following the outbreak of COVID-19, an increase in academic integrity violations was observed (Lancaster & Cotarlan, 2021). This increase appears to relate closely to the widespread international movement to emergency remote teaching.

Different from open education, emergency remote teaching encompasses delivering the face-to-face course design in an online environment and providing instant education support in extraordinary situations (Hodges et al., 2020). The mismatch between the course design and the delivery environment can be a major reason for academic integrity violations. In emergency remote teaching, instructors use or adapt their face-to-face course designs for online education. However, since the pedagogical characteristics of face-to-face and online classes are different (Wuensch et al., 2006), improper adaptations may lead to academic integrity violations, especially in exam security, assessments, assignments, and participation. Therefore, it is crucial to identify violations and threats to academic integrity in online teaching.

During the 1970s, communication and interaction became central to language learning and teaching, and since the mid-1990s, the use of digital tools in distance language teaching has been integrated into pedagogy (Stickler et al., 2020). Since then, technology has become an indispensable part of online language teaching. With the emergence of computer-assisted language learning (CALL) and mobile-assisted language learning (MALL), foreign language teaching pedagogy has evolved around digital tools. CALL and MALL refer to the use of a variety of technology for language learning and teaching purposes (Chapelle, 2010). Therefore, it can be claimed that switching from face-to-face education to emergency remote teaching has

been less 'painful' for foreign language classes due to their technological preparedness. Nevertheless, the utilization of a wide variety of digital tools may provide students with access to methods of violating academic integrity in online foreign language classes that were not previously available to them.

Identifying the threats that lead to academic integrity violations in online foreign language classes can provide valuable insights for teachers and course designers. This paper proposes that pitfalls in the adaptation of face-to-face course design to emergency remote teaching can be mitigated by taking proactive measures towards academic integrity violations. This study presents the results of a two-part study conducted with students and teachers at a public university in Turkey.

Within this scope, the aim of this study is twofold: first, it aims to identify violations of and threats to academic integrity in online English teaching classes. Second, by using this data, it aims to measure students' attitudes towards academic integrity when a threat is involved in online English teaching classes. The research questions are as follows:

- RQ1 - What are the academic integrity violations in online English language teaching?

- RQ2 - What are the threats to academic integrity in online English language teaching?

- RQ3 – What are students' attitude levels when a threat is involved?

Background

The European Network for Academic Integrity defines academic integrity as "compliance with ethical and professional principles, standards, practices and a consistent system of values that serve as guidance for making decisions and taking actions in education, research, and scholarship" (Tauginienė et al., 2018, p. 8). Furthermore, ICAI proposes six fundamental values of academic integrity that are honesty, trust, fairness, respect, and courage (ICAI, 2021). Within this scope, academic integrity encompasses a strict commitment to these fundamental values in all academic works and settings and for all stakeholders.

A violation refers to the breach of good practice occurring from questionable, unlawful or unethical behavior (Tauginienė et al., 2018). In an academic setting, some of the violations include, but are not limited to, plagiarism, contract cheating, fabrication, falsification, and cheating. Similarly, a threat is a possibility that may lead on to a violation when not prevented. Academic integrity violations and threats have always been a serious concern for educators. With emergency remote teaching, these concerns increased because the violations seemed to be becoming more visible and widespread. In a study conducted by Wiley (2020), the majority of teachers raised concerns about academic integrity violations in the online environment. In the literature, these violations are mainly centered around the type of violation such as plagiarism, fabrication, contract cheating, etc. (Akbulut et al., 2008; Blau et al., 2021).

Exam security has been a core problem in online education, especially in shifting to emergency remote teaching. Cheating in online exams is reported to have been considerably increased during the pandemic (Lederman, 2020; Newton, 2020). The implementation of assessments designed for face-to-face delivery into emergency remote teaching mode can be considered a problem that violates exam security. Adopting a summative assessment by using verbatim test bank questions (Golden & Kohlbeck, 2020), presenting exam questions in a similar order for all participants (Li et al., 2021), absence of an exam honor code (Corrigan-Gibbs et al., 2015), and unproctored exams (Dendir & Maxwell, 2020) can lead students to cheat in online exams. Further, the study of Bilen and Matros (2020) shows that grading on a curve in online exams increases cheating incidents because it creates a sense of competition among students, and they may feel they have to cheat to do better than the class average to pass the class. Another significant academic integrity problem is the students' attitudes towards cheating in online exams. The comparative study of Burgason et al. (2019) reveals that the majority of online students consider utilizing notes and books and accessing information during an exam as 'trivial' cheating when compared to face-to-face students. Therefore, when identifying threats to academic integrity in online teaching, it may be a good idea to measure students' attitudes towards violations.

Contract cheating, which takes place when a student employs a third party to complete assessed work for them, is another serious academic integrity violation (Clarke & Lancaster, 2006). There has been a sharp increase worldwide in requests posted to contract cheating services since the pandemic (Lancaster & Cotarlan, 2021). By taking advantage of the pandemic, contract cheating services have increased their marketing tactics and made themselves more accessible for students (Seeland et al., 2020). To understand why contract cheating dramatically increased during the pandemic, it is necessary to determine why students engage in contract cheating. In their study, Rundle et al. (2019) propose three main reasons why students refrain from contract cheating; namely, a sense of morals, perception of norms, and a motivation to learn. It can be argued that emergency remote teaching lacks control mechanisms for these three reasons. Similarly, in their large-scale study, Bretag et al. (2019) identified three variables that lead students to contract cheat: dissatisfaction with the teaching and learning environment, the perception that there are lots of opportunities to cheat, and speaking a first language other than English. From a similar perspective, in their integrative study, Curtis and Clare (2017) see having opportunity as a threat that leads students to contract cheating. It is evident that due to the problems of emergency remote teaching, contract cheating services have marketed more heavily to students, who, in return, have found more opportunities for contract cheating.

One of the key strategies recommended in the literature for enacting academic integrity relies on the consideration of assessment design. As Morris (2018) states, re-designing assessments is one way to minimize academic misconduct. Assessment design in online education is different from face-to-face education, and educators should design the assessments considering the online teaching pedagogy (Vonderwell et al., 2007) because deficiencies in assessment design in online education can lead to significant academic integrity violations. For instance, a summative assessment may not pose a threat to academic integrity in face-to-face education. However, in online education, summative-only assessments may cause academic integrity violations. In their experimental study, Fask et al. (2014) investigated cheating in online and face-to-face classes. They administered a summative final exam to face-to-face and online groups. The results revealed that online testing facilitated cheating more than face-to-face testing. Similarly, the study of Harmon et al. (2010) pointed out that summative exams (multiple choice) in online education have greater cheating risk when

compared to face-to-face education. From another perspective, some studies provide evidence that authentic assessments help mitigate academic integrity violations in online education (Ellis et al., 2020; ICAI, 2016; Sotiriadou Logan et al., 2020). Therefore, it is essential to choose an appropriate assessment design to prevent academic integrity violations in online education.

Bretag et al. (2019) found that the use of a first language other than English is one of the main reasons for academic integrity violations, especially contract cheating. The study of Bista (2011) confirms that academic misconduct is more prevalent among non-native English-speaking students and proposes reasons for this, which include students' previous learning style, English language proficiency, cultural unfamiliarity, student-teacher relationship, and availability of educational resources. The study of Perkins et al. (2020) also finds evidence that improving students' English writing proficiency reduces plagiarism cases. Similarly, many studies explore the relationship between a poor level of English and academic integrity violations, specifically plagiarism (Bretag; 2007; Goh, 2015; Perkins et al., 2018). Moreover, the use of machine translation in foreign language classes as a form of academic misconduct was discussed in some papers (Clifford et al., 2013; Groves & Mundt, 2021). Evidently, investigating academic integrity violations in online English teaching has clear implications on the quality of foreign language education. However, academic integrity violations in online English classes have never been explored. From this perspective, this study aims to address this gap in the literature by identifying violations and threats to academic integrity and revealing students' attitudes.

Method

Research design

This study employs the exploratory mixed-method design. Creswell and Clark (2009) define exploratory mixed method design as a two-phase design in which the results of the first method (qualitative) can help develop or inform the second method (quantitative). "This design is based on the premise that exploration is needed for one of several reasons: Measures or instruments are not available, the variables are unknown, or there is no guiding framework or theory (Cresswell & Clark, 2009, p.

75). In this respect, this study explored the violations and threats in the first phase (qualitative) and measured the students' attitudes based on the exploration made in the first phase (quantitative).

Participants

The study was conducted at a public university in Turkey. The participants were university students who took both synchronous and asynchronous online English classes and teachers from various universities who taught online English classes during the emergency remote teaching process after the outbreak of Covid-19. Student participants were selected through convenient sampling from the research setting. Freshmen students took only synchronous compulsory English classes. However, upper-grade students took a compulsory asynchronous English course last year and an elective synchronous English course this year. Teacher participants were selected from 5 different universities through snowballing technique. All teachers had experience in synchronous and asynchronous English teaching. A total of 102 students and 20 teachers participated in the first part of the study. In the second part of the study, the attitude questionnaire was administered to 462 university students. In total, 564 students and 20 teachers contributed to the study.

Procedure

Data Collection

The study was designed in two parts. The first part aimed to identify the violations and threats to academic integrity in online English classes. To do this, qualitative data were collected through an online survey form at the onset of the study from 102 university students and 20 teachers. The survey asked participants to address open-ended questions about the violations and threats to academic integrity they witnessed, heard, or knew about in online English classes. In the second part of the study, a Likert-type questionnaire was developed by utilizing the content analysis results. The items were generated by blending threats with violations to enable the exploration of how student attitudes towards academic integrity change when a threat is involved. Students were asked to rate each item on a Likert-type scale with five points (Never (5), Rarely (4), Sometimes (3), Usually (2), Always (1)). 462 students returned responses.

Data Analysis

Using MAXQDA software, content analysis was undertaken on the responses collected through the online survey form, and the violations and threats to academic integrity in online English classes were identified. To do this, all potential violations articulated by the participants were coded. Then, it was observed that students associate violations with certain threats. Therefore, a thematic analysis was undertaken around "threats" theme, and threats to academic integrity were identified. Next, emerging themes were identified as exam-related, assignment-related, online-session related, and other violations and threats. In the next stage, violations and threats were categorized based on the emerging themes above. In the second part of the study, the results of the questionnaire were analyzed descriptively using Jamovi software by taking the mean scores of the responses.

Results

RQ1 - What are the academic integrity violations in online English language teaching?

In order to reveal the potential academic integrity violations in online English language teaching, a rigorous content analysis was conducted on the qualitative data collected. Using the MAXQDA software, all potential violation incidences were coded. Content analysis revealed that academic integrity violations in online English language teaching clustered under three main categories as exam-related violations, assignment-related violations and violations related to online session participation. Table 1 shows the content analysis results.

Table 1. Potential Academic Integrity Violations in Online English Classes

Category	Violations
Exam-Related Violations	Providing account credentials to a friend who has good English level to take the exam on behalf of them
	Asking for answers to questions by connecting to a friend who has good English knowledge with remote connection software
	Making video conversation with people with good English knowledge to learn the answers to the questions during the exam
	Requesting answers by sending screenshots of questions to instant messaging groups
	Surfing the internet to find out the answers of the questions
	Taking the exam with a friend who is good at English

	Using a print or online dictionary to look up the meaning of unknown words during the exam
	Using translation software to understand instructions and questions during the exam
	Getting help from family members in the exam.
Assignment-Related Violations	Paying contract cheating websites to get the homework done
	Taking a friend's homework and changing some parts of it
	Asking a person with good English to do homework
	Getting substantial help from a person with good English
	Writing the homework in the native language and translating it into English using translation software
	Submitting an assignment previously submitted in another lesson by translating it into English
	Submitting an assignment previously submitted by a friend in another lesson in their native language by translating it into English
	Translating the homework created by compiling the sources in the native language and submitting it
	Claiming credit for work in a group project when work was done by others
Online Session Related Violations	Participating in a live lesson from one device and doing other activities (playing a game, surfing internet etc)
	Answering the questions asked by the teacher using translation software
	Asking a friend or family member with a good level of English to attend the lesson on behalf of them
	Not answering the teacher's questions by using technical problems as excuses
	Disrupting the normal operation of the live session
	Not attending the class or leaving the session by pretexting technical problems

As can be seen in Table 1, nine violation incidences were identified for exams, nine incidences for assignments and six incidences for online sessions.

RQ2 - What are the threats to academic integrity in online English language teaching?

During the coding process, it was noticed that participants associated the academic integrity violations with some threats. Therefore, the threats that may lead students to violate academic integrity were identified and categorized, as shown in Table 2.

Table 2. Potential Threats to Academic Integrity in Online English Classes

Categories	Threats
Exam-Related Threats	Making multiple-choice-only exams
	Keeping exam duration very short
	Asking too difficult questions in exams
	Unproctored exams
	Overstress and high level of anxiety
	Very long and complex questions
	Unclear and complex exam instructions
Assignment-Related Threats	Assigning students with too challenging tasks that are beyond their level
	Not monitoring plagiarism in assignments
	Overloading students claiming that 'you are already at home'
	Not giving feedback to student assignments
	Not scoring the assessments on time
	Assigning all the class with the same task every year and not updating it
	Keeping deadline very short
Online-Session Related Threats	Live lessons taking too long
	Using a communication style that interrupts mutual communication during online lessons (by the teacher)
	Not doing the lesson on the day and time agreed (by the teacher)
	Not informing students on time that live session will not be done or postponed
	Interruption of the course by teacher because of domestic issues
	Not starting the live sessions on time
	Uploading the recording of a previous session rather than making a live session
Others	Technical problems that arise because of the lacks in the digital literacy of teachers
	Not responding messages or e-mails of students or responding too late
	Solely focusing on product evaluation rather than process evaluation
	Too soft or too tough teachers
	Not guiding students about adhering to academic integrity
	Ignoring misconduct and misbehaviour

Table 2 presents the potential threats in exams (n = 7), assignments (n = 7), online sessions (n = 7) and other threats (n = 6). In total, 27 potential threats were identified under four categories.

RQ3 – What are the students' attitude levels when a threat is involved?

In order to see what students' attitudes towards academic integrity are when a threat is involved, a Likert-type scale was created by blending threats with violation incidents. Table 3 shows the mean score of students' attitude levels for each category.

Table 3. Mean Scores of Students' Attitude Level

	Exams	Assignments	Online Sessions
N	461	460	460
M	4.28	4.43	4.45
Mdn	4.50	4.63	4.67
SD	0.74	0.62	0.63

As Table 3 shows, students say they have a high attitude level ($M > 4.00$) regarding online sessions ($M = 4.45$, $SD = 0.63$), assignments ($M = 4.43$, $SD = 0.62$) and exams ($M = 4.28$, $SD = 0.74$) respectively. To enable a more detailed understanding of the violations in each category, the mean scores of each item were checked. Table 4 shows the mean scores of exam-related violations.

Table 4. Item Mean Scores of Exam-Related Attitudes

	E1	E2	E3	E4	E5	E6	E7	E8
N	461	461	460	459	459	460	460	460
M	4.79	4.73	4.44	4.32	4.17	3.46	3.84	4.51
Mdn	5	5	5	5	5	4	4	5
SD	0.65	0.75	1.02	1.08	1.11	1.28	1.23	1.00

*E1: I believe that it is OK to give my account credentials to a friend who has good English level to take the exam on behalf of me if the exams are not proctored. **E2**: I believe that it is OK to ask for answers by connecting to a friend who has good English knowledge with remote connection software. In this way, I feel less excited and better reflect my potential.

E3: Online exam questions are too difficult and beyond our level. So I believe that it is OK to have a video conversation with my classmates to discuss the questions during the exam.

E4: During online exams, my friends send the answers to instant messaging groups. In such cases, the class GPA increases. So I believe that it is OK to get help via instant messaging groups so I won't be under the GPA average.

E5: In online exams, our teachers ask questions that are available on the internet. So I believe that it is OK to find the answers to the questions on the internet.

E6: Sometimes I can't understand the question when I don't know the meaning of a word. I believe that it is OK to look up the meaning of the words I don't know during the exam to understand the questions.

E7: Sometimes, questions can be very long and complex. In such cases, I believe that it is OK to translate the questions into my native language with translation software/websites.

E8: I believe that it is OK to get help from family members during online exams.

Table 4 shows that students are more likely to look up the meaning of a word when they do not understand the questions (M = 3.46, SD = 1.28) and to use translation software when they find the questions to be long and complex (M = 3.84, SD = 1.23). It is also clear that students refrain from giving their account credentials to their friends to take the exam on behalf of them (M = 4.79, SD = 0.65). Table 5 presents the students' assignment-related attitudes.

Table 5. Item Mean Scores of Assignment-Related Attitudes

	A1	A2	A3	A4	A5	A6	A7	A8
N	457	456	456	458	459	459	459	459
M	4.70	4.80	4.67	4.09	3.67	4.75	4.13	4.65
Mdn	5	5	5	4	4	5	5	5
SD	0.76	0.61	0.77	1.06	1.24	0.70	1.15	0.82

*A1: I don't know whether my assignments are really examined by my teachers because I never receive feedback. So I believe that it is OK to turn in someone's work after changing parts of it.

A2: Our teacher does not care whether we plagiarize. I believe that it is OK to use others' work.

A3: Our teacher assigns too much work. I believe that it is OK to get help from a friend with a good English level to turn in the assignments on time.

A4: I believe that it is OK to prepare my assignment by compiling text in my native language and translating it via translation software/websites when we are overloaded with assignments.

A5: When assignments are above my English level, I believe that it is OK to prepare the text in my native language and translate it via translation software/websites.

A6: Our teacher does not monitor who is doing what in group work. I believe that it is OK to ask my peers to do my part when I'm busy.

A7: When the topic of the assignment is the same, I believe that it is OK to turn in the work by translating an assignment that I had prepared before in my native language.

A8: When the deadline is too short, I believe that it is OK to ask my friends to do a part of my assignment or use their assignments.

In assignment related violations, students have a relatively high attitude level. As in the case of exams, students have lower attitude levels about using translation software in assignments (A4, A5, A7). However, they have a high attitude level about plagiarism (A1, A2) and substantial assistance (A3, A6, A8). Table 6 shows the online session related attitudes.

Table 6. Item Mean Scores of Online Session-Related Attitudes

	O1	O2	O3	O4	O5	O6
N	460	457	460	460	459	459
M	3.90	4.48	4.89	4.69	4.36	4.39
Mdn	4	5	5	5	5	5
SD	1.12	0.91	0.46	0.80	1.01	1.12

*O1: Online classes take too long. I believe that it is OK to leave my device and deal with something else during a lesson.

O2: Our teacher is very strict during online lessons. I believe that when my teacher asks me a question, it is OK to use translation software/website to give a correct answer.

O3: Our teacher does not monitor whether we attend the class. When I am busy, I believe that it is OK to ask a friend who has a good English level to attend the lesson on my behalf and do the in-class activities.

O4: Our teacher can react badly when I answer incorrectly. I believe that it is OK not to answer by citing technical problems when s/he asks me a question.

O5: Our teacher does not monitor when we enter or leave online classes. I believe that it is OK to leave the lesson before the lesson is over when I have something important to do.

O6: Instead of doing a live lesson, our teacher opens a recording of a lesson s/he has done before. In such cases, I believe that it is OK not to attend the online session.

Among other categories, students have the highest attitude level in online sessions. However, some students feel that they can leave their device and deal with something else when the online classes take too long (M_{O1} = 3.90, SD_{O1} = 1.12). Students say they have a very high attitude level about asking a friend to attend the online lesson on behalf of them even if their teachers do not monitor attendance (M_{O3} = 4.89, SD_{O3} = 0.46).

Discussion

This study has sought to explore violations and threats to academic integrity and student attitudes towards academic integrity in online English classes. Academic integrity violations pose a threat to educational settings, and violations in digital environments have become more prevalent (Blau et al., 2021).

As a result of the content analysis from student and teacher responses, 23 potential violation incidents were identified and clustered under three categories, namely exam-related violations (*n* = 9), assignment-related violations (*n* = 9), and online session-related violations (*n* = 6). In the literature, the categorization of academic integrity violations is mainly based on the type of violation such as plagiarism, fabrication, contract cheating, etc. (Akbulut et al., 2008; Blau et al., 2021).

However, in this study, violations were classified based on their occurrence settings including exams, assignments, and online sessions.

During the content analysis, it was observed that students associate violations with certain threats. Therefore, a thematic analysis to explore potential threats that lead to academic integrity violations was conducted. Thematic analysis results yielded 27 threats in total across four categories: exam-related threats ($n = 7$), assignment-related threats ($n = 7$), online session-related threats ($n = 7$), and other threats ($n = 6$). Identifying threats to academic integrity is a valuable effort because recent years have witnessed the rise in proactive and preventive approaches on the promotion of academic integrity (Thomas & Scott, 2016). Therefore, recognizing the threats that lead to academic integrity violations can be the first step to develop proactive approaches to academic misconduct. Course designers can utilize the threats list to mitigate the occurrences of academic misconduct when planning exams and assignments. Also, policymakers can consider these threats to determine sanctions in institutional academic integrity policies.

A further aim of the study was to explore student attitudes towards academic integrity in online English language teaching classes. To do this, an attitude questionnaire was prepared by blending violations and threats because the content analysis showed that students associate violations with certain threats. The overall scores showed that students have a high attitude level in all categories. However, they have relatively lower attitude levels in exams and higher attitude levels in online sessions. With respect to exams, students have lower attitude levels about using translation software during an exam. The threats associated with this misconduct are difficult and complex questions. There are some misconceptions about the use of machine translation. The study of Groves and Mundt (2021) shows that even some teachers do not accept using machine translation as a form of academic misconduct.

Using machine translation is also a problem on assignments. In the study of Clifford et al. (2013), the majority of students admitted that they used machine translation on assignments to save time in language classes. The findings presented here also suggest that students have a lower attitude level about using machine translation on assignments. Mundt and Groves (2016) describe using machine

translation as a "double-edged sword" and suggest that institutions set guidelines for using machine translation services on assignments.

Students show the highest attitude level in the online session category. However, one question that has to be posed is if students leaving their devices during an online class to deal with something else is a form of academic misconduct. The results show that students do not consider this as such, but if continual attention is required, teachers may wish to avoid longer classes. Such lessons may bore students and lead them to violate academic integrity. The study of Osipov et al. (2015) validates that the ideal online lesson duration in foreign language classes is between 20-30 minutes because longer sessions make students feel tired, and they lose the desire to participate in the class actively.

Conclusion

The quick shift from face-to-face teaching to emergency remote teaching brought with it many problems regarding academic integrity in online classes. It seems largely agreed upon that online education is vulnerable to academic integrity violations in different ways to face-to-face teaching. This study is presented as the first analysis of its type in identifying potential violations and threats to online English language teaching, helping teachers to understand the risks and to put interventions into place.

As the study shows, most students aim to complete their course in accordance with the ICAI fundamental values of academic integrity, but some threats have emerged when English language teaching is completed online. To ensure that academic integrity continues to be maintained in the future, fresh approaches are needed. This conclusion proposes two such approaches.

First, a proactive stance to course design and assessment is needed. Re-designing assessments is an effective way to minimize academic misconduct (Morris, 2018). The same materials used in person will not necessarily translate online and may not engage students. Students feel that materials need to be prepared for them and value interaction with their teacher. It can be harder for them to keep attentive in an online setting, so shorter classes or alternative delivery strategies are necessary. Alongside this, consideration has to be paid to the risks inherent to major assessment

types, such as written assignments and exams. When such assignments are not supervised, students can be tempted to resort to contract cheating or to collude with their peers.

Second, students need to be part of the wider community of scholars and practitioners who are embracing and supporting academic integrity and included in the discussion about how they are taught and assessed. This study has identified grey areas, times when students may take shortcuts that are not acceptable in a learning setting but which may be in common use outside of the university. Teachers and students need to proactively work together to develop guidelines on such issues as student use of machine translation software to prepare answers and how far students can look up words they do not understand. Although many studies concur that machine translation is an effective tool for L2 writing (Correra, 2014; Garcia & Pena, 2011; Nino, 2008), the line between using machine translation as a support tool and as a form of academic misconduct deserves to be explored.

Finally, it is noted that although the focus of this study has been on online English language teaching, the findings and ideas are generally applicable to other disciplines. The framework of exam-related, assignment-related and online session-related violations and threats is presented as a framing device for researchers in other disciplines to use. The issue of having to learn and be assessed in English can also be difficult for students across the board. Bretag et al. (2019) identified students learning in a language other than their primary language as being a major driver of contract cheating. Considered alongside automated translation technologies and the various tools designed to help students improve their writing without necessarily understanding the underlying concepts, perhaps student writing support is needed across the board now even more than ever.

Notes on the contributors

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RESEARCH ARTICLE

Deterring cheating using a complex assessment design: A case study

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Abstract

Attempts to translate written examinations normally conducted in a lecture hall to an online environment during emergency remote learning in response to COVID-19 have not proved entirely successful, and have led to a sharp increase in cases of suspected misconduct. This paper describes a case study which gives insights on the relationship between assessment design and academic integrity: Is it possible to deter students from cheating by means of assessment design? Previous research does promote certain assessment types, but also indicates that there is no single assessment type that students think is impossible to cheat on. The solution proposed in this paper is therefore to add complexity to the mixture. An alternative complex assessment design comprising several steps is introduced and exemplified by an assessment procedure piloted in a grammar course for preservice language teachers in mother tongue tuition. The design promotes academic integrity, signature pedagogy, student-centred learning, and collaboration within a community of practice in an online setting.

APA Citation

Bjelobaba, S. (2021). Deterring cheating using a complex assessment design: A case study. *The Literacy Trek, 7*(1), 55-77. https://doi.org/10.47216/literacytrek.936053

Introduction

Academic integrity and assessment design in online learning

Internet-based learning delivered in a course form using a learning management system is known under many names. The terms online learning, e-learning, and distance learning, among others, are used somewhat inconsistently (Moore et al., 2011). In this paper, the terms online courses/learning and distance courses/learning are used interchangeably.

Several studies have found online language learning to be as effective as face-to-face learning (F2F) (Enkin & Mejías-Bikandi, 2017; Goertler & Gacs, 2018;

Moneypenny & Aldrich, 2016; Salcedo, 2010), including one that evaluated and compared oral proficiency between those two modes of delivery (Blake et al., 2008). Instructional design (Cheng, 2015) and collaborative technology-mediated tasks (González-Lloret, 2020) have been used to promote productive language output and interaction between students. Online-delivered courses require careful planning of the course structure, feedback, and assessment (Karttunen & Juusola, 2019), but can increase students' engagement and independence as well as their digital literacy skills (Pardede, 2019).

However, providing emergency remote teaching (ERT) in response to a crisis is an extraordinary situation that is quite different from well-planned online teaching (Gacs et al., 2020; Hodges et al., 2020). Many teachers have been forced to cancel all F2F classes and transfer course content to an online environment in a matter of weeks or days. The main goal was to provide a provisional and temporary solution for delivering instruction and content to students, and the main method was creative problem solving in a period when normal faculty support was not dimensioned to meet the sudden increase in demand (Hodges et al., 2020).

The outbreak of the COVID-19 pandemic has not affected all higher education teaching in the same way; many courses were held completely online even before the pandemic. This paper discusses the relationship between the design of assessments in online language courses and academic integrity, based on the experiences from a planned online grammar course that is a part of a mother tongue tuition programme for L1 students in Sweden. Even though such a planned learning experience is quite different from ERT, sharing the experiences from planned online courses might be helpful to teachers forced into ERT to redesign their assessments in order to ensure academic integrity when teaching and learning is conducted remotely.

The transition to online teaching and learning due to unforeseen circumstances has led to attempts to translate traditional examination formats used in lecture halls and other F2F environments to an online format. Because classroom testing was not possible, and invigilated assessments were not an option, safeguarding academic integrity became a challenge (Gamage et al., 2020; Reedy et al., 2021). In addition, many so-called "study aid" tutoring sites such as Chegg and Course Hero have

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emerged during the pandemic to help students with their take-home exams (Lancaster & Cotarlan, 2021).

However, the interruption also created an opportunity to rethink the assessment strategies (Fuller et al., 2020). Although remote proctoring can reduce cheating (Karim et al., 2014), earlier attempts to deliver proctored summative examinations online have been shown to pose challenges for students (James, 2016) and require the implementation of a range of additional procedures (Medina & Castleberry, 2016), something that was not possible to implement immediately during the ERT. In addition, at many universities in Sweden, monitoring via video service during remote written examinations was only allowed in exceptional cases, as it is perceived as an intrusion into students' privacy.

Difficulties with monitoring, the time constraints on developing alternative assessment strategies, and a lack of information about online assessment can be seen as the reasons behind a marked increase in the cases of misconduct reported to the disciplinary boards at universities in Sweden in 2020, the number increasing from 1,528 cases in 2019 to 2,466 in 2020 ("UKÄ", 2021). Three fourths of Swedish higher education institutions believe that the increase is connected to the ERT caused by COVID-19. The nature of the reported cases has also changed. Although plagiarism is still the most prevalent cause of reporting, the proportions of the causes have changed. Compared to the previous year, plagiarism has decreased during the pandemic from 68% to 54% of all reported cases, while reports of unauthorized collaboration have sharply increased from 9% to 31% ("UKÄ", 2021).

In Sweden, the pandemic has also led to an emerging commercial contract cheating market that has become more aggressive during the pandemic (Bjelobaba, forthcoming). Contract cheating, a term originally coined by Clarke and Lancaster (2006) to describe the outsourcing of coursework to a third party, is a growing concern among higher education institutions: a meta-analysis of self-reported contract cheating cases shows a historical average of 3.52%; the analysis of the samples from 2014–2018 suggests that 15.7% of students have paid someone else to do their coursework (Newton, 2018). The scale of the problem differs in different countries, and while Sweden's low levels of commercial contract cheating make it an outlier,

compared to other countries where it is more established, Swedish students do take help from family and friends (Bjelobaba, 2019). As contract cheating is not distinguished as a separate category in the national statistic in Sweden ("UKÄ", 2021), the consequences of the pandemic in that respect are unclear.

Although faculty who do not teach online often assume that online education facilitates cheating (Kennedy et al., 2000; Yates & Beaudrie, 2009), online education per se is not necessarily the reason behind the increase in misconduct during the ERT. Research done before the COVID-19 ERT has shown mixed and inconclusive findings regarding the prevalence of academic misconduct in online education. While some studies have found that students do cheat more often in online learning environments than in F2F (Lanier, 2006; Lucky et al., 2019; Miller & Young-Jones, 2012), a large body of literature indicates that distance students engage in misconduct to the same extent (Harris et al., 2020), or even much less than their on-campus peers (Bretag, et al., 2019a; Hart & Morgan, 2010; Kidwell & Kent, 2008; Stuber-McEwen et al., 2009), and that the concerns about increased cheating in unsupervised online assessments are not supported (Beck, 2014; Ladyshewsky, 2015; Yates & Beaudrie, 2009). Academic misconduct occurs in both settings, and students do not always consider their behaviour, such as using notes during an exam, to be cheating (Burgason et al., 2019).

Misconduct is inversely proportional to the maturity of students (Bertram Gallant et al., 2015). As students in online courses tend to be more mature than traditional campus-based students, they tend to cheat less (Harris et al., 2020; Miller & Young-Jones, 2012). However, as ERT has forced all students online, such a difference was no longer valid, and may be part of the explanation of why ERT has entailed such a sharp increase in misconduct cases in Sweden. A recent study in Australia has shown that younger students assumed that cheating was easier in an ERT online setting (Reedy et al., 2021). In addition, the ERT has forced students and teachers into an online environment without training and experience in such settings, and in some cases, as Eaton points out, against their will, which might also have affected academic integrity (Eaton, 2020).

Higher education institutions in Sweden have adopted a range of measures during the COVID-19 pandemic to prevent misconduct. Guidelines and

recommendations for distance examinations have been developed at several institutions, and the units for teaching and learning in higher education offered their help with the assessment design ("UKÄ", 2021). Pedagogical approaches and examination strategies were also frequently discussed in different teacher forums and groups in social media.

Effective online teaching requires more than just transferring the content to an online environment. The medium of instruction requires adaptation on the part of students and teachers alike, but also offers new possibilities, making it difficult to compare a completely online learning environment with a F2F setting. The role of the teacher shifts to coaching, and learners are more active (Boettcher & Conrad, 2016, pp. 8–9). Using similar assessment types as in F2F education, such as proctored, closed-book tests, is possible but not advisable, as formative and continuous assessment has clear pedagogical advantages in an online medium (Moallem et al., 2005), and also reduces cheating and other forms of misconduct (Boettcher & Conrad, 2016, p. 10). In addition, the medium enables new forms of assessment that are not applicable in the traditional classroom, such as the development of video for educational purposes.

Assessment design is usually seen as an area where effective strategies can be implemented to reduce cheating (Bertram Gallant, 2017; Hodgkinson et al., 2016; Olt, 2002). Frequent formative assessment has been proposed as a way to deter academic misconduct (Nguyen et al., 2020; Simonson et al., 2019). Other suggested approaches were to modify the assessment format in order to minimize cheating by focusing on novel and/or higher-order-thinking questions (Nguyen et al., 2020; Reedy et al., 2021), using writing-based and collaborative assignments, case studies, and online debates (Burgason et al., 2019), implementing authentic assessment (Ellis et al., 2020; Simonson et al., 2019), and assessing the knowledge on academic integrity and the referencing technique (Bjelobaba, 2020).

Nevertheless, findings from a large Australian study indicate that there is no assessment type that students see as impossible to cheat on: at most, some types of assessment can reduce cheating, for instance in-class tasks, personalized and unique tasks, oral examination, and reflections on practical placements (Bretag et al., 2019b).

There is a risk, however, that belief in the integrity of such exams can create a false sense of security (Harper et al., 2021).

While teacher training can give opportunities to develop assessment designs that are harder to cheat on, assessment redesign requires time that not all teachers have (Slade et al., 2019). Furthermore, some of the assessment types that can safeguard academic integrity work best if the number of students is not high. One way of dealing with a large number of students is to extend the use of peer-assessment in smaller groups. Instead of actively participating in all groups, teachers can provide students with protocols and move between the groups answering questions and providing comments. Previous research has shown that giving and receiving peer feedback can positively influence students' writing performance (Huisman et al., 2018, 2019), promote language learning (Peeters, 2018), encourage silent students to participate in discussion (English, 2007), and encourage critical reflection and self-assessment (Altınay, 2017).

As mentioned, reports of unauthorized collaboration are on the rise in Sweden ("UKÄ", 2021). There are of course several ways to deal with that issue, including tighter monitoring, but one way of dealing with this problem in an online environment is to create more spaces for authorized collaboration where collaborative activities can be used to foster learning.

Wenger (1998) explains that learning can be viewed in two ways. When it is considered a solitary endeavour, where knowledge is usually tested and demonstrated individually, collaboration is seen as cheating. Another way of viewing learning is as a social phenomenon, dependent on the collaboration within communities of practice. The role of teachers is then to organize a student-centred space for learning and scaffold the creation of the community of practice, a community "created over time by the sustained pursuit of a shared enterprise" (Wenger, 1998, p. 45). Members of a community of practice develop competencies through three structural elements: accountability to a joint enterprise, mutual engagement, and a shared repertoire of joined resources (Wenger, 1998, p. 49). Because collaboration is seen as a necessary part of the learning process, it is not automatically dismissed as cheating. In an online course, building a sense of community can reduce dropout rates (Rovai, 2002) and

feelings of isolation (Croft et al., 2010; Stoytcheva, 2021). The main factor in building such a community is the creation of collaborative activities and tasks.

Although there is no single assessment type that is impossible to cheat on, in this paper I will argue that combining several different assessment strategies into a complex assessment could get us closer to such a solution. Such an assessment would include individual as well as collaborative steps and provides both teacher and peer scaffolding (Belland, 2017). As a case study, an example of a complex assessment design that can reduce misconduct in online language courses is described and discussed. This particular example was used in the mother tongue tuition teacher training in Sweden.

Mother Tongue Tuition Teacher Training in Sweden

According to the Swedish Education Act (2010:800), Mother Tongue Tuition (MTT) offers children in primary and secondary education who speak another language than Swedish at home the opportunity to receive L1 as an elective course as well as tuition in their mother tongue. Courses in MTT are elective, with small but heterogeneous groups of children with varied levels of L1 competence. Providing pupils with MTT has been a challenge for many schools in Sweden due to geographical distances, and therefore, since the Education Act (2015/16:173) was amended to allow remote tuition in MTT, research efforts have been underway to develop remote teaching strategies (Pettersson & Hjelm, 2020).

Since 2018, Uppsala University offers 30 ECTS (European Credit Transfer and Accumulation System) programmes for mother tongue tuition teachers (MTTT) in different languages, including Serbian, Croatian and Bosnian (SCB). Courses within the programme are taught completely online without any campus meetings using Canvas as the learning management system (LMS). The target group is preservice teachers in MTT, as well as active in-service teachers who want to be authorized as teachers in that subject. The programme is therefore closely connected to a profession, as preservice language teachers study these languages as part of their professional development.

Students in the programme have SCB as their mother tongue as well as knowledge of Swedish as a secondary language. The programme is given in Swedish, but in the SCB-specific courses within the programme, both SCB and Swedish are used. The programme consists of six courses, two pedagogical courses given by the Department of Education, and four language-specific courses, including a grammar course for mother tongue tuition teachers in SCB. It is the design of an assessment in the latter course that is discussed in this paper. The grammar course provides an overview of SCB phonetics, orthography, morphology, word formation and syntax, and trains the students to present these categories in Swedish and in SCB in a way that is appropriate for MTT.

Constructive alignment is implemented, meaning that the assessment strategy corresponds to learning outcomes and learning activities in the course (Biggs, 1996, 2003; Biggs & Tang, 2011). The assessment is designed to evaluate one of the learning outcomes of the course Grammar for Mother Tongue Tuition Teachers, namely: "After completing the course, the student shall be able to present Serbian, Croatian, Bosnian grammar in a manner that is appropriate for mother tongue tuition."

The syllabus does not specifically address a possible need for increased knowledge about information and communication technology (ICT). However, considering the amendment to the Education Act, and because the word "manner" can be interpreted that way, the assessment was designed not only to assess students' ability to present SCB grammar in a manner appropriate for the purpose, but also to give the students an opportunity to develop their digital literacy.

Signature pedagogies

Preservice teacher education is a type of teaching that is specific to a particular profession. The aim is not only to develop students' knowledge of the content, but also to prepare them for their future professional activity with such things as pedagogical and didactic applications of the knowledge. Shulman uses the term signature pedagogies to describe forms of teaching used by disciplines to prepare students for their chosen profession by training them in how to think, perform, and act with integrity in their professional life (Shulman, 2005, p. 52). Shulman points out that signature pedagogies require active student participation and interaction with their peers.

While Shulman's focus is on the traditional learning environments, a report from the University of Calgary explores how the notion of signature pedagogies can be applied in e-learning for educators and posits a range of synchronous and asynchronous learning activities that can be used in that context (Eaton et al., 2017). Assessment has been shown to be an area where professional artefacts can contribute to evaluating and forming professional knowledge, including its practical, epistemic, and moral dimensions (Esterhazy et al., 2021).

Method

The type of assessment discussed in this paper was piloted in an online course for mother tongue tuition teachers given twice during the period 2019–2020. Previously, similar online grammar courses for L2 students were assessed as a home-take exam with higher-order thinking questions and short time frame to answer them being the primary method to safeguarding academic integrity. In the course described in this paper, the assessment design for the target group consisting of L1 preservice teachers was developed in order to test a model that would further deter students from cheating. The aim is to implement the similar model in other grammar courses and for other target groups such as L2 students as well. As no single assessment type is considered to be impossible to cheat on, the assessment was designed in several steps with a combination of synchronous and asynchronous individual and collaborative tasks. Furthermore, the steps were chosen to facilitate building of the community of practice as well as to provide students with the opportunity to further prepare for their future profession of MTT teachers.

The feedback from the two cohorts of students in the programme was collected through oral and written course evaluations. The cohorts were very small (3 and 4 students respectively), which made it possible to discuss and develop the pilot assessment for use on a larger scale and in other similar courses in the future.

The complex assessment design: A case study

The complex assessment used as a part of the grammar course for mother tuition teachers contains several steps, as shown in Figure 1. All the steps are provided with written instructions in order to scaffold the learning. The students have

the opportunity to ask questions in an online seminar prior to the assessment, as well as through e-mail or posting questions on the discussion board in the learning management system.

Figure 1. An example of a complex assessment.

Steps 1–3 are performed individually.

Step 1: Video

In the first step, the students are asked to make a video where they present a short grammatical lesson (5–10 minutes). The choice of topic is free. Students are given video instructions on how to produce a video using a smartphone, laptop or video camera as well as instructions on how to upload the video in the learning management system.

The task can be solved in two different ways:

a. A student can film him or herself teaching on campus.

b. A student can create learning materials or a learning activity in a video-lecture format.

In an online seminar prior to the assessment the usage of the video for educational purposes is discussed and the advantages and disadvantages, the aim, didactical and pedagogical implications, as well as the methodology of these two

different solutions are discussed with students. The choice whether they want to film themselves teaching or to create video material is theirs.

Step 2: Grammar exercises

In connection with the video, the students are required to develop grammar exercises in order to practically implement the grammar topics presented in the lesson. To make a good grammar exercise, a student needs to understand the grammar and have a well-developed vocabulary.

Because an online environment makes parallel and joint courses possible, exercises done by preservice teachers have when been tested on the L2 students of the same language to elicit additional feedback on the structure of these exercises.

Step 3: Rationale

In this step, students provide more information on the learning activities they have created with their videos and exercises. The rationale describes the intended context of each learning activity: the target group, the idea behind the activity, choices that have been made, possible problems that can be foreseen, pedagogical considerations, etc. Students are provided with following questions:

- What is the purpose of your learning activity? What is it intended to achieve?

- What target group do you have? What grade is this?

- What does the student group look like? How good is their knowledge of the mother tongue?

- What difficulties may arise during such a lesson?

- What does the rest of the lesson look like?

- How can the module be examined?

- What pedagogical considerations did you have?

The rationale is supposed to be short, around 1 A4 page.

Steps 4–5 are done collaboratively.

Step 4: Asynchronous discussion

The videos, exercises and the rationales are all posted on the Discussion Board in the learning management system. All students provide short comments on the materials, making this step of the assessment a collaborative endeavour. The aim of the asynchronous discussion is to provide peer-scaffolding and to prepare students for the synchronous seminar held in a video conference system (Step 5).

Step 5: Synchronous seminar

At the synchronous seminar, students are given peer feedback on their material. Students are expected to have seen and read all the materials before the meeting. They are also provided with following peer feedback guidelines:

In your comments, the following should be mentioned:

- Overall impression

- Learning object (content): How clear was the purpose? What part of the grammar was covered, were the explanations appropriate for the target group? How are the didactic questions covered: What, Why, How, and Who? Do you have other ideas on how this learning object could be developed?

- Aid: What aids are used and how do they work in relation to the learning object? (PowerPoint presentations and the layout there, whiteboard and how it is arranged, physical materials, music, etc.)

- Voice and gestures: How are voices and gestures used and how do they work in relation to the learning object? (Tone, tempo, posture, gestures, etc.)

- Method: How is the time allocated? What methods are used and how do they work in relation to the learning object? (e.g.: is the overall picture given, is the presenter using examples, metaphors, synonyms, how is the content presented – was it read, demonstrated, animated, was there an interaction with the audience, etc.)

The feedback is guided, as students are provided with a detailed list of instructions on what aspects they should discuss, but there is also space for other comments and suggestions.

Discussion

In the complex assessment design described here, signature pedagogies are used to simultaneously assess students' content knowledge (grammar) and their ability to implement that knowledge in an educational context. One of the aims has therefore been to strengthen preservice teachers' professional role and generative and didactic skills.

The authentic assessment design that was used in the case study was expected to deter students from misconduct (Ellis et al., 2020; Simonson et al., 2019). The authenticity is further empowered by the students' free choice of the content and the aim of their video lectures. Because the video part of the assessment has two different solutions – students can film themselves teaching or produce video material that can be used as a learning activity – the assignment gives students an opportunity to discuss in more general terms the use of video for educational purposes hence developing their digital literacy.

Viewing video of themselves teaching provides the students in preservice teacher education with an opportunity to reflect on how they teach and to adopt an analytic practice for discussing it (Blomberg et al., 2013; Danielowich & McCarthy, 2013; Gibbons & Farley, 2020; van Es et al., 2017).

Video can also be used to create learning materials or develop a learning activity. Students who chose to develop learning materials in video format could for instance plan to use them in online courses or as part of a "flipped classroom". In a flipped classroom, the video-recorded content is usually posted online to be viewed before the class meets, while classroom time is reserved for active learning and deeper discussion of the content (Baepler et al., 2014). Previous research has demonstrated several benefits of using a flipped-classroom approach in language learning (Afzali & Izadpanah, 2021; Moranski & Kim, 2016; Yanto et al., 2020) and these findings are discussed with students prior to this step of the assessment process.

The aim of having the pre-service teachers create a video and grammatical exercises is to have them practically implement their content knowledge, but also to strengthen their ability to develop learning materials, which is especially important in areas where suitable educational materials are lacking, such as in MTT in Sweden.

Moreover, the assessment design has also enabled students to develop their digital literacy competencies as none of the students in this pilot course had previously used self-produced videos for educational purposes. Researchers have noted that video production can be considered a critical digital literacy practice that should be incorporated into preservice teacher education (Watt, 2019). The oral feedback given by students after the assessment indicates that the experience was useful for their further practice as teachers: as some of the students were already working as in-service MTT teachers in primary schools in Sweden, several had to engage in ERT right after their assessment. The digital literacy they developed and the experience they gained during the video part of the assessment made it easier for them to use video as a part of the online course formats they had to switch to for delivering remote education to their pupils. Although video production was planned pre-pandemic, students' ability to implement video production during the ERT gives an additional argument for further incorporation of that digital practice into pre-service teacher education.

A collaborative practice develops gradually (Chang & Windeatt, 2016), and in this grammar course the development had already been facilitated through a range of learning activities prior to this assessment. Steps 4 and 5 in the presented assessment exemplify how the collaboration can be used in the assessment design to further facilitate and strengthen the process of building a community of practice (Wenger, 1998) in an online language course while safeguarding academic integrity (Burgason et al., 2019). These steps focus on the interaction between students and the creation of a space for collaborative learning and meaning creation, reflective knowledge, and identity construction.

The role of the teacher in this assessment is to provide instructions, coach, and scaffold the assessment, while students take the more active role. The teacher's feedback is provided during synchronous seminar in step 5, but first after the peer-feedback was given.

Peer-feedback and peer-scaffolding are common features of many online courses, but in preservice education it can also be used as part of a signature pedagogy. The collaborative analysis of the video lectures and the development of exercises by the preservice teachers provide an opportunity for shared learning about pedagogy and further development of the community of practice (Danielowich & McCarthy, 2013). The feedback process is an integral part of the teachers' role. In order to develop the pre-service teachers' ability to give feedback in an online environment (Espasa & Meneses, 2010; Hernández, 2012), they are trained in steps 4 and 5 to give written and oral feedback to their peers. Double feedback is used because the two forms of feedback differ and complement each other. While written feedback focuses on the product, oral feedback provides an opportunity for additional explanation and revision (van den Berg et al., 2006). The instructions that are provided give structure and focus to the peer-feedback as well as reduced the risk of collusion.

The course was evaluated anonymously in writing, but the discussion was also facilitated in a synchronous form. In the course evaluation, one student gave the following comment, showing appreciation for the signature pedagogy that was used: "It was useful that the tasks for the mother tongue teacher students focused on having us apply the grammatical elements to concrete work steps that are relevant to our professional practice, such as creating tasks for the various components of grammar, and planning and conducting a lesson focusing on a grammatical topic."

After the assessment, academic integrity and the assessment design that was used were discussed in an oral seminar. To the question of whether it would be possible to cheat with this assessment type, all the students answered in the negative. Although the true answer is perhaps not be as categorical as the answer these students gave, the risk of cheating in such a complex assessment model is greatly reduced by using a combination of individual and collaborative tasks, including tasks that are usually perceived as "hard to cheat on" such as video production and the synchronous oral discussion of assignments through peer-feedback.

Conclusion

The increase in suspected cheating during the ERT has highlighted the importance of assessment design for deterring misconduct. In this paper, an example of a complex assessment design that can be used to reduce the risk of academic misconduct is described. Instead of relying on a single summative examination, this assessment strategy uses a complex assessment comprising several steps. In addition, the assessment design in the case study shows how developing digital literacy skills in pre-service education can help the students cope with ERT-related challenges in their profession.

Previous research on assessment types and their relationship to academic integrity has focused on simple assessment types. Because no single assessment type in itself is a bulletproof solution to cheating, adding some complexity to the formula by combining a range of different assessment types might be a good idea. Building a complex assessment includes a range of different steps and scaffold a mixture of different approaches that combine individual and collaborative tasks: depending on the specific subject needs, different tasks could be included in the assessment. Although each of the described steps in itself cannot guarantee that it will be done with integrity, the complexity provides an additional dimension that can deter students from cheating.

The described assessment is above all used to illustrate how complex examination with a mixture of individual and collaborative, synchronous and asynchronous, steps might work. A limitation of the suggested type of assessment is that it might not be applicable for all online language education, in other contexts and fields, or for significantly larger student groups. However, in an adapted form, an assessment that combines different individual and collaborative activities could be used in a range of different contexts, fields, and in varied geographical locations.

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Review of classroom practices and pedagogical approaches to promote academic integrity in EFL writing classes

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Abstract

Writing in English may be quite challenging for EFL students. While some of these problems might be about issues like grammar and vocabulary, some of them might stem from the fact that students may not know how to give references and cite sources correctly when they use primary and secondary sources when writing in English. If students do not learn how to cite sources and give references correctly, this deficiency may lead them to plagiarize in their writing. Considering these factors, it is essential to educate students as to how they should give references and cite sources when they are involved in academic writing. Having said that, it is quite important to find out efficient pedagogical approaches to educate students on academic integrity. Hence, the main aim of this study is to go through the related literature to find out pedagogical approaches that could be utilized in EFL writing classrooms to teach students how to cite sources and give references correctly. With the help of the information gained and different pedagogical approaches that may be uncovered, an effective list of approaches and activities can be established to be put into practice in EFL writing classes.

Introduction

The recent move to online education due to the spread of the Covid-19 pandemic has brought out many educational issues along with it. This unexpected and sudden change to the online instruction has caught many educators and students unprepared. For instructors, curricula had to be adapted and assessment tools and methods had to be evaluated to be more suitable for the new context. As for the students, who may or may not have never had this much dependency on digital sources to compete their classroom assignments before, might have experienced

trouble finding out reliable information or using primary and secondary sources in their assignments, resulting in plagiarism.

Writing, which requires formative assessment to be able to monitor students' improvement, is one of the classes that needs a curriculum adaptation. This adaptation should support students' need to learn how to reach and use sources in their writing. Hence, this present review aims to have a look into the related literature to find out classroom implications and pedagogical approaches that can assist academic integrity education in EFL writing classes.

The scope of this review is limited to the articles and studies that put forward pedagogical approaches and classroom implications for EFL writing classes. The articles which were published after 2000 were analyzed and the ones that presented classroom implications for the English writing classes were chosen to be annotated.

The Aim of the Study

There are not a lot of studies that emphasize classroom implications regarding the education of students about academic integrity. According to Morris (2016) studies and efforts that have been put forward related to academic integrity education have mainly put the main concern on the reduction of plagiarism rather than teaching students how and why to stay away from academic misconduct with the help of pedagogical approaches that would enhance their skills. Morris (2016) adds that finding out influential practices and approaches that can be used in classrooms to teach academic integrity is not an easy task.

For this reason, this study aims to look through the related literature to find out classroom approaches and pedagogical practices that can be used in an EFL writing classroom. In doing so, it aims to present a list of approaches and activities that can be used in the classroom to educate students and teach them how to avoid plagiarism. The next part will present the previously published articles that have discussed some practical approaches and tips for educating students on academic integrity.

Literature Review

This literature review consists of two sections. While the first section will elaborate on the reasons why students plagiarize, the second part will present some studies and research that have indicated practical classroom implications and pedagogical approaches.

The Reasons Behind Students' Plagiaristic Behavior

Before delving into the reasons why students plagiarize, it is important to define the term "plagiarism". For instance, Ellery (2008, p.509) described plagiarism to her participants as *"using someone else's ideas, words or data without proper acknowledgements and presenting it as your own work."* Moreover, Vardi (2012, p.925) defined plagiarism as *"work or property of another person is presented as one's own, without appropriate acknowledgement or referencing."* Both of these definitions indicated that proper acknowledgement is necessary. In order to be able to give proper acknowledgements, students need to be taught how to give references and citations.

One of the most found reasons of plagiarism in the literature is the rise of technology and the easy access to information. (Duggan, 2006; Ellery, 2008; Gunnarsson, Kulesza and Petersson, 2014) For example, Ellery (2008) claims that technology has opened "Pandora's Box" related to plagiarism among students, arguing that plagiarism is an increasing problem in tertiary level. Moreover, Gunnarsson et al. (2014) state that in our modern world, plagiarism is an international problem mainly due to the widespread use of internet. Hence, teachers and educators need to focus on finding ways to integrate effective approaches into their classes to foster academic integrity. In addition, Duggan (2006) indicates that with the easy access to internet, plagiarism is on the way of becoming an epidemic. The year is 2021 and almost all the world has transitioned to online education, it can be said that the threat of plagiarism is even more serious now.

Another reason why students plagiarize could be the lack of knowledge about the language and the citation and paraphrasing skills (Pecorari, 2003; Dobrovska and Pokorny (2007). Pecorari (2003) indicates that when students do not really

comprehend the source they are working on and when they do not possess necessary citation and paraphrasing skills, these can turn their work into patchwriting. In other words, this situation may stem from students' lack of understanding of the materials and lack of practical skills such as giving citations and paraphrasing and *"students who were found out to be patchwriting should be educated instead of getting punishment straight away"* (Howard, 2001, p.1 as cited in Pecorari, 2003).

Dobrovska and Pokorny (2007) mention that among many reasons why students plagiarize, their tendency to procrastinate until the last minute, lack of planning skills, not being good at time management, their fear of failing the class and not possessing enough writing skills can be counted and these could be the factors why students choose to copy their homework from the internet or from their friends. Dobrovska and Pokorny (2007) indicate that some students plagiarize just because they want to do the opposite of what their teachers and rules tell them to do.

Differences in terms of cultural and educational backgrounds of the students can be also considered as another reason why students plagiarize, and this can also be related to the factor that was mentioned above, which was students' lack of knowledge (Hyland, 2001; Duggan, 2006; Ellery, 2008; Adhikari, 2018; Stander, 2020). First, Ellery (2008) argues that there might be some factors regarding why students plagiarize such as values, attitudes, and beliefs. Also, Duggan (2006) claims that for international students who study in English speaking countries, adjusting to the new culture and the new educational context is a big challenge, bringing many problems along with it.

Some studies indicate that the differences between the cultural and educational backgrounds of international students and the new educational contexts they join in might be a reason for the need of an explicit instruction related to academic integrity (Hyland, 2001; Davis and Carroll, 2009; Adhikari, 2018; Stander, 2020). For instance, Hyland (2001) states that plagiarism in writing classes can turn out to be a challenging issue for teachers who teach students who come from different educational and cultural backgrounds if those students have never been educated about academic integrity. Furthermore, Adhikari (2018) states that students from different cultural and educational backgrounds may sometimes plagiarize

unintentionally because of their lack of knowledge related to the English language or the writing process; however, when they are educated, they get more competent in language use and become knowledgeable about academic integrity. Lastly, Stander (2020) argues that ESL students tend to plagiarize more and that is why they need to be educated regarding plagiarism.

Contrary to the studies which claim culture has an influence on students' tendency to plagiarize, Sowden (2005) claims the opposite. Sowden (2005) indicates that even though the culture and values might be different between the students educated in the Western academic setting and international students, stereotyping related to the tendency to plagiarize might not be correct.

Sowden (2005) states that even though there are many generalizations about international students related to their cultural backgrounds; for example, it is assumed that students from Asia do not question their teachers and accept the answers they give as the only correct ones, or they tend to think that there is only one correct answer for every question and sees teachers as the bearer of this answer, the individual differences among students should not be ignored. Also, similarly to what Sowden (2005) said, Razı (2015) mentions that plagiarism is a universal problem which cannot be only associated with a gender or a culture. Moreover, Pecorari (2003) mentions that the only evidence of culture and educational background as the factors behind students' plagiaristic behavior is the students' and teachers' own expressions, so it is based on "anecdotal evidence."

The over emphasis of product-oriented approach of writing might be another issue that result in student plagiarism. Ellery (2008) claims that one of the reasons why students plagiarize in writing classes could be since they view writing as a product rather than a process. This could be a very valid reason for ESL and EFL settings as students tend to get too focused on the result and the grades that they will get, and the actual process of writing is not seen as important as the results they will get.

To conclude, there may be various reasons behind students' plagiaristic acts. Educating students in this matter starts with recognizing these reasons. However, this

may not be an easy task to achieve, and it puts a lot of burden on teachers' shoulders. Hyland (2001, p.375) says *"dealing with plagiarism while giving feedback is a potential minefield for ESL teachers."* This could also be considered true for EFL teachers as plagiarism is an issue that needs to be handled delicately. For this reason, the following section of this review will attempt to present some ideas from literature that can help EFL writing teachers to educate their students in terms of avoiding plagiaristic behavior.

Pedagogical Approaches and Classroom Implications to Educate Students

This section will analyze some studies from the literature in terms of the pedagogical approaches and the classroom implications that they put forward to educate students. The aim of this study is to find out practical classroom implications for EFL writing classes. Hence, the studies that contained these kinds of implications are going to be discussed in this part.

Hyland (2001) conducted a study to explore the feedback giving practices of two ESL teachers, especially when they encountered plagiarism in their students' written work. In addition to the ESL instructors, the data were collected from six students who were taking English proficiency classes at a university in New Zealand.

Using a think-aloud protocol, the teachers gave feedback to six students from two different writing classes. Moreover, these students were also interviewed to gather more information about their plagiarism habits. The objective behind this data collection procedure was to reveal what teachers experience when they need to handle plagiaristic behavior. After gathering the data, Hyland (2001) reached the conclusion that the teachers in the study were hesitant about giving direct feedback when they encountered plagiarism in their students' work. Hyland (2001) explains that instead of directly telling students they had plagiarized, teachers were prone to choosing an indirect method and they only implied that there was something wrong about the homework that students submitted. As a result of this, students were mostly confused and did not really understand what the problem was. Since many ESL and EFL students are already not very knowledgeable about the notion of plagiarism and citation and referencing skills, this indirect approach can cause more damage, creating miscommunication (Hyland, 2001).

Hyland (2001) states that teachers may choose this approach because they do not want to offend their students or hurt their feelings. However, thinking that students will just infer what is implied and correct themselves and their behavior is unrealistic. Hyland (2001) gives the example of a student who could not understand their teachers' indirect and subtle warnings about plagiarism and continued to copy from other texts. This example indicates that this approach is not very fruitful.

It can be concluded that the first thing that the EFL writing teachers should do is to be direct and clear in their feedback when they encounter plagiarism. Hyland (2001) mentions that written feedback may not be enough to make students see the point. Hence, instead of indirect written feedback, these kinds of issues and problems can be turned into a teaching moment for the whole classroom or individual interviews can be carried out with students (Hyland, 2001). Integrating these kinds of topics in classroom syllabus and addressing them directly would help students to learn from their mistakes and not to repeat them.

The second study that is going to be presented in this section is the one that Ellery (2008) carried out to investigate the issue of plagiarism in an academic writing class with 151 students. The main objective of the study was to find out the reasons why students plagiarize, search the relationship between gender, ethnic groups, and plagiarism habits of students and finally to give necessary education to the students. As the context of the study involved an academic writing class and one of the main objectives was to educate the students, this study also presents some implications for the classroom use.

Ellery (2008) mentions that a tutorial program which included reading comprehension, research skills, note-taking, academic writing and referencing and citation skills was designed. These tutorials were carried out in groups of 12 to 15 students. Ellery (2008) states that any signs that indicated that students might have plagiarized were carefully analyzed and when the researcher was not sure whether the student had plagiarized or not, an interview with the student was conducted to learn about the writing process and to understand if there was plagiarism. Also, Ellery (2008) states that most of the students who were found to be plagiarizing were surprised and asked for help to improve themselves.

At the end of Ellery's (2008) study, it was found out the amount of plagiarism that the students committed decreased and very little of this plagiarism was intentional because most of it stemmed from students' lack of understanding related to citation and referencing skills, writing practice and author voice. Moreover, Ellery (2008) mentions that demographic factors like gender and ethnic groups and their relation to the students' tendency to plagiarize were not found out to be statistically significant.

The next study that will be discussed in this part belongs to Davis and Carroll (2009). Davis and Carroll (2009) indicate that it is a must to educate students, especially international students, about citation and referencing in academic writing, stating that even though there were some studies which put forward some methods, formative feedback has not been discussed often. For this reason, they carried out a study looking at the influence of formative feedback on students' plagiaristic behavior.

Davis and Carroll (2009) conducted a study with international students in a university in the UK and investigated the effect of formative feedback practices in terms of four different aspects: *avoiding plagiarism, over-reliance in sources, citation skills and paraphrasing skills.* While giving formative feedback to the students, the researchers made use of Turnitin originality reports.

The study was carried out during a three-year process in an English for Academic Purposes (EAP) class with 66 students. Students were given an education related to academic integrity for six weeks. After this, during the semester, the first drafts that students submitted were entered into Turnitin and the originality reports were discussed in 15-minute feedback sessions with the students. The changes and the improvements between the first and the final drafts of the students formed the data of this study. At the end of the writing process, students' plagiarism decreased to minor plagiarism or no plagiarism. Students stated that even if they found Turnitin effective, they still felt the need for a tutor's guidance. Davis and Carroll (2009) claim that when it is not possible to use Turnitin, teachers can show some examples of plagiarism and teach students not to do the same thing, causing a beneficial learning experience.

Furthermore, Davis and Carroll (2009) mention that handling students' problems about academic writing is vital as it can be seen as plagiarism when students fail to do something correctly even if their intention were not to plagiarize. For this reason, education related to academic integrity should be direct and to the point considering the different contexts that students come from.

Vardi (2012) also carried out a study whose results presented some implications for writing teachers. Vardi (2012) claims that using proper citation skills is not an easy job for writing students and this is especially true for EFL writing students who need to take critical writing classes as it requires students to go through sources, analyze information and synthesize it. Vardi (2012) states that being able to write critically requires not only good citation and paraphrasing skills, but also a set of higher order skills such as interpreting and interacting with the reading materials.

Thus, Vardi (2012) carried out a study with 2500 first year university students who were non-native English users, assuming a critical writing approach to educate these students about academic integrity. This approach required students to analyze, evaluate, synthesize, and discuss information before they used it in their writing. In other words, it required students to interact with the information they found and write what they learned because of this interaction. Moreover, students were told to use their own words and sentences and they were told that they must not commit plagiarism. Making students aware of what plagiarism was a part of the study process. Finally, the students were asked to upload their assignments to a text matching software to check if there were any students who plagiarized. To teach citation and referencing skills, a workshop was carried out and a tool called "Grade Related Descriptor" was created. This tool evaluated students' work in terms of coverage of the content, students' critical thinking and language. Referencing and citation skills were important factors that were sought out in all three components of this tool. Other than this, students were not given any tutorials as the aim was to make students aware of what academic honesty meant through critical writing activities (Vardi, 2012).

Vardi (2012) indicates that it was revealed that there was very little plagiarism that students did at the end of the study and states that it is because of the critical writing approach that made students interact with their writing. Going through the

process of searching for information, analyzing and synthesis made the students become knowledgeable about the topic and teaching them citation and referencing skills helped them stay away from plagiarism.

Gunnarsson et al. (2014) conducted a research which was carried out with the help of the integration of "a plagiarism component" during a Research Methodology course in Sweden. They state that their way of dealing with plagiarism was more educational than punitive as they view the issue of plagiarism as an educational issue (Gunnarsson et al. 2014). This course, "Research Methodology", was designed with the help of the librarians and the course included educational parts related to giving citations, paraphrasing, referencing. Gunnarsson et al. (2014) indicate that the reason behind the collaboration between educators and librarians is to make sure that students get information related to their own field and subject regarding the rules about citation and referencing. They state that librarians are helpful at this stage to assist students in terms of getting specific information that they need.

During the course, teachers discussed issues related to giving references and citations with their students and provided necessary information. The students in the course were Engineering Master's students who were responsible for writing thesis proposals and thesis. During the course, they were supposed to work on the different parts of their thesis. A teacher, the course director and two librarians formed the basis of the course in a collaborative manner. Furthermore, students were asked to present weekly reports and got immediate feedback on those, which may have possibly lessened the amount of anxiety they were feeling. This kind of an organized work schedule has the potential to make students less inclined to plagiarize. Moreover, the students were responsible for providing peer review for their classmates (Gunnarsson et al., 2014).

Eight questions were asked to the students at the end of the course, and it was revealed that 18% of the students had not been knowledgeable about plagiarism before the course and 82% of the students learned things that they had not known beforehand. While 85% of the students indicated that they did not know how to give references before the course, 79% claimed that they did not know how to paraphrase and cite (Gunnarsson et al., 2014).

Morris (2016) conducted a study that presented some suggestions and implications to foster academic integrity in writing classes, indicating that an effective academic integrity intervention should focus on skills acquisition and students' critical thinking and writing skills. It is also added that in teaching academic writing, formative assessment and being student centered are very important. Hence, giving regular feedback to students and applying formative assessment carry out importance. Furthermore, it is indicated that peer feedback and self-assessment can be a part of the assessment in writing classes, giving students a chance to take control of their own writing experience.

Morris (2016) puts forward the need to not only educate the students, but also the teachers and faculty members, adding that this education could be carried out online as many institutions started to do with academic integrity modules, tutorials, self-assessment tools, quizzes, and videos. Morris (2016) argues that what could be called "a blended approach" could work the best for teaching academic integrity in the classrooms and it should be multifaceted with making teachers a part of the process in a way that will help them comprehend the notion of academic integrity better and push them to choose the best methods to teach, using different things like guides, digital tools, tutorials, and workshops. Finally, it is suggested that technology can be used to teach students skills and text-matching software like Turnitin can be educational.

Razı (2015) carried out a study to form an academic writing rubric which is valid and reliable named "Transparent Academic Writing Rubric." This rubric which was used to evaluate the writing products of EFL students also included a section which dealt with similarity and possible plagiarism. This rubric had five categories and these categories are *introduction, citation, academic writing, idea presentation and mechanics*. Overall, the rubric had 50 items and each of these items were 2 points.

Razı (2015) used "Transparent Academic Writing Rubric" to assess the written products of 272 EFL students who were studying ELT. As a part of their academic writing class, these students were educated about in-text citation rules, referencing, writing literature reviews, and presenting tables and figures in academic

writing. Moreover, these students took part in 5-minute individual tutorials and went through the writing process, including the brainstorming and the drafts. The results of the study revealed that the lowest scores that the students got were from the in-text citations. Following this, idea presentation seemed to be problematic for students. In contrast, the highest scores were reached in topic selection, match of citations with reference entries and use of tables and figures. Male students were revealed to plagiarize more than female students (Razı, 2015).

Razı (2015) mentions that the idea of submitting their plagiarized writing to Turnitin may have kept some students from submitting their assignment at all as more than 25% of the students did not submit their assignment to Turnitin. This is an interesting finding since it shows that 25% of the students may plagiarize intentionally. It could be valuable to conduct interviews with these students to find out the reasons why they did not submit their assignment.

To decrease plagiarism in the classroom, Sowden (2005) suggests having students do presentations of their writing assignments, stating that presentations may serve as a tool to see how much students know and how much they have done in their preparation for their writing assignment. It is suggested that interviews or presentations which can be conducted with the student to understand if there were any plagiarism can also be used as a form of assessment or as regular check-up or feedback tools while students are in the process of writing. In other words, Sowden (2005) considers oral presentations and interviews as an important part of the assessment process that have the potential of reducing plagiarism and proposes that these should be integrated into the university syllabi starting with the freshmen year. Finally, alongside with other studies that have been presented so far, Sowden (2015) insists that training that the students receive related to citation and referencing skills should be specific to their subjects as well as a general one.

Furthermore, Sowden (2005) indicates that instead of asking ESL students to converge into the new academic environment, it might be more effective to make them reflect on their own educational background and take good sides of it because then, they can integrate these reflections with their new learning experiences to the new educational context that they are trying to be a part of. Also, it is mentioned that

ESL and EFL students should be educated on English language skills before anything else as this might be a factor that might cause them to plagiarize more. If a student plagiarizes despite the efforts of teaching them language skills, only then this could be considered as deliberate plagiarism (Sowden, 2005).

Stephens (2016) divides academic integrity education into three levels and states that these are school-wide education, context-specific education, and individual education, stating that this type of a training requires a communication between the students and the context. What is more specific and more relevant to the aim of this study is that Stephens (2016) describes *"context specific education"* as an approach that can be applied in specific settings such as a writing classroom to promote academic integrity.

Stephens (2016) states that context-specific education regarding academic integrity is most likely to take place all over the world as writing teachers try to warn their students against plagiarism. In other words, writing teachers integrate components such as citation and referencing skills in their classes to teach their students' academic integrity.

Similar to the studies mentioned above, Adhikari (2018) proposes that students should be taught specific skills such as paraphrasing and summarizing in a genre-based approach and writing instructions should be more direct and clearer. Students should be presented with concrete and easy to understand examples. Moreover, it is necessary to give students enough time and opportunities to practice the practical skills that they learned. Showing students some research papers as examples can be an effective method to make them comprehend better. Adhikari (2018) also states that teaching students annotation can be an effective way of integrating citation skills and finding out their own voice in writing. It is also stated that while teaching these practical skills, a friendly and motivating classroom atmosphere should be established. Also, extra tutorials or feedback should be given if there is a need. Adhikari (2018) also mentions that the writing process is as important as the product and the teachers should be attentive and supportive during the writing process.

The final study that is going to be discussed belongs to Stander (2020) which investigated the effect of translation on the amount of plagiarism that 73 first year ESL students did at an extended degree program. It is mentioned that the students in this program possessed low level reading and writing skills and were in need of training related to paraphrasing. In order to educate the students about the paraphrasing skills and warn them against plagiarism, some tutorials were carried out. These tutorials were carried out in classrooms and students had the chance to go to the Writing Center of the school to get more help.

In the first phase of the study, students wrote the first drafts of their essays, and the amount of plagiarism was found out to be high. Following this, in the second phase, the translation method was used in order to decrease the amount of plagiarism. Stander (2020) states that translating a text from English to their native language and then translating it to English again would help students comprehend the text better. As a result of this better comprehension, students would be able to paraphrase the text better. When they can manage to come up with a better paraphrased text, the amount of plagiarism can also decrease. Stander (2020) specifically states that students in this study did not make use of any translation software and completed all the translation stages themselves.

Stander (2020) mentions that identifying plagiarism and educating students to avoid plagiarism are different from each other and indicates that due to their lack of knowledge related to referencing skills, students were found out to plagiarize more in their first drafts. Nonetheless, with the help of the tutorials, students had a better understanding about the referencing and the citation process, and the amount of plagiarism decreased.

Finally, Stander (2020) suggests that writing teachers need to come up with clear and creative approaches and tasks in order to educate and keep their students away from plagiarizing. Stander (2020) adds that the method that is being used depends on the context and the students, so teachers can use many methods like writing exercises, reading comprehension exercises, and summarizing.

Conclusion

Table 1. A summary of the classroom implications mentioned in the literature review.

Study	Classroom Implications
Hyland (2001); Davis and Carroll (2009)	Giving students direct and clear feedback, creating teaching moments while giving feedback
Sowden (2005)	Having students make presentations, conducting interviews with students, specific training for paraphrasing, citation and referencing skills, teaching language skills, helping students to reflect on their educational background and take what is effective to integrate with the new
Ellery (2008)	Using a tutorial program which includes reading comprehension, research skills, note-taking, academic writing and referencing and citation skills
Vardi (2012)	Employing a critical writing approach, teaching referencing and citation skills
Gunnarsson et al. (2014)	Establishing a collaboration between educators and librarians, teaching referencing and citation skills for specific genres, asking students to submit weekly reports
Morris (2016)	Focusing on skills such as critical thinking and writing, applying formative assessment, giving regular feedback, peer feedback and self-assessment, educating the teachers, using Turnitin
Razı (2015)	Using a specific rubric which has citation and referencing components, teaching in-text citation rules, referencing, literature review, parts of academic papers and presenting tables and figures in academic writing, five-minute individual tutorials
Stephens (2016)	Focusing on the context and individual while teaching academic integrity
Adhikari (2018)	Teaching specific skills such as paraphrasing and summarizing, genre-based approach, clear and direct instructions, concrete, and understandable examples, practicing annotation, friendly atmosphere, extra tutorials, feedback, writing process is important
Stander (2020)	Using translation and back translation, creative assessment tasks, teaching referencing and citation skills

Every context is different. Therefore, every classroom needs different approaches and implications. However, having a list might be useful and the suggestions in the list can be adapted to be appropriate for the context. Table 1 summarizes the implications and suggestions that have been discussed so far.

One common point of the articles and studies that have been mentioned so far is the fact that almost all of them suggest that educating students in terms of citation, referencing, paraphrasing, and summarizing skills can keep them away from plagiarism (Sowden, 2005; Ellery, 2008; Vardi, 2012; Gunnarsson et al., 2014;

Adhikari, 2018; Stander, 2020). Stephens (2016) emphasizes the importance of context and individual in educating students. Hence, it can be concluded that teaching these basic skills should be established considering the factors of the context and materials should be designed accordingly.

Other than teaching these basic skills, there have been other approaches as well. For instance, Stander (2020) made use of translation and back translation in students' writing process and found out that it caused the amount of plagiarism to decrease. Similarly, Razı (2015) designed a specific rubric that included points related to citation and referencing, causing students to see that these components are necessary and serious issues to consider when they write. Moreover, looking at the issue from a teacher's perspective, Hyland (2001) stated that the way teachers dealt with student plagiarism should be direct and clear in order not to cause any miscommunication.

In short, it is not an easy matter to educate students in this issue; however, it is not impossible. As contextual factors should not be ignored, the value of the education that is given in the classroom is not small. Hence, this gives many responsibilities to the writing teachers who teach EFL students. These writing teachers have a big role in teaching basic skills like citation, referencing and paraphrasing to their students, creating a friendly, educational atmosphere at the same time.

Notes on the contributor

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