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

Dr Feryal Çubukçu, Dokuz Eylül University, Turkey

Dr İsmail Yaman, Ondokuz Mayıs University, Turkey

Prof Jarret Dyer, College of DuPage, USA

Dr Kutay Uzun, Trakya University, Turkey

Dr Loreta Tauginienė, Hanken School of Economics, Finland

Dr Martine Peters, Université du Québec en Outaouais, Canada

Dr Mehmet Sercan Uztosun, Çanakkale Onsekiz Mart University, Turkey

Dr Sarah Elaine Eaton, University of Calgary, Canada

Dr Teddi Fishman, Higher Education Consulting at Global Integrity Consulting, USA

Dr Turgay Han, Ordu University, Turkey

Dr Yunus Emre Akbana, Kahramanmaraş Sütçü İmam University, Turkey

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.

References

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International Center for Academic Integrity (ICAI). (2021). *The fundamental values of academic integrity* (3rd ed.). https://www.academicintegrity.org/the-fundamental-values-of-academic-integrity/