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ENSURING QUALITY ASSURANCE AND ACADEMIC INTEGRITY IN ACADEMIA IN THE AGE OF AI

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At no other time in history has it been more important to ensure that students are graduating with competencies aligned to their degree or diploma. Artificial intelligence (AI) is robbing academia of the traditional methods of assessment and threatening the originality of academic work – which impacts institutions, instructors, administrators, staff, students, employers and ultimately society.

However, all is not lost if we embrace change rather than resisting or denying it. We must accept that a traditional written assignment or essay can no longer be trusted to evaluate a student’s knowledge. This is good news from a pedagogical standpoint – the focus needs to shift back to emphasizing the learning process rather than being focused on the outcome (i.e., a degree or diploma). The commodification of education needs to end.

Quality assurance (QA) is defined as “a process of evaluating and monitoring the quality of education provided by higher education institutions to ensure that they meet certain standards and expectations”. (QAA, n.d.). Whereas academic integrity is often related to upholding the values of honesty; trust; respect; responsibility, fairness and courage (ICAI, n.d.). I firmly believe that you cannot have one without the other – they are inseparable.

Neither the U.S. or Canada have a national quality assurance agency, unlike Australia and the United Kingdom. This means that QA activities are decentralized in North America and do not readily include academic integrity. Whereas QA bodies such as TEQSA in Australia and the QAA in the UK both actively engage with and

promote academic integrity on a large scale. Academic integrity evolved slower in North America and has been pursued by independent organizations such as the International Center for Academic Integrity instead of central agencies.

Ukraine is unique in the sense that it is one of the few countries (I believe Montenegro is the only other one) that enacted academic integrity into law. These countries are exemplary – giving legislated value and importance to academic integrity more so than anywhere else in the world. In Ukraine, universities are required by law to include academic integrity under their QA processes. Hence, there are many built-in checks and balances to ensure that integrity is being upheld. This type of framework could be considered in other countries with less formal QA requirements.

Artificial intelligence threatens academic integrity which in turn harms the quality and credibility of educational degrees and the reputation of higher educational institutions. The evolving level of sophistication of AI tools and other means to make AI generated material more human will continue to raise doubt on the originality of students written material and online assessments.

Higher educational institutions need to pay close attention to AI and determine how they will modify their assessments to reduce the chances of unoriginal work being submitted by students. Their focus will need to be on proving competencies and learning outcomes using less traditional methods or a blended approach. Moreover, higher educational institutions can protect and promote academic integrity by engraining it in quality assurance practices.

As technology continues to improve – the only way educators and institutions can protect the qualifications and degrees they confer is to nurture a culture of integrity. No matter what new technology or methods are developed to cheat – instilling honesty, respect and the value of education and integrity, and how these are inherently connected to an individual's life and career – are the best defence against academic short cuts. A culture of integrity is boundless and timeless.

Key words: academic integrity, quality assurance, academia, artificial intelligence, originality, qualifications, law, culture of integrity.

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**INTEGRITY UNDER INFORMATION WARFARE
(ON THE ARTICLES OF VASYL' STUS DONETSK
NATIONAL UNIVERSITY STUDENTS)**

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Introduction. The wartime conditions of information warfare greatly affect student research, forcing students to choose between academic integrity and their own feelings when writing up analyses of current and past events. As such, the Faculty of History and International Relations of Vasyl Stus Donetsk National University is trying to attract its students towards research of information warfare as a concept.

Materials and methods. “History of Ukraine in Information Warfare” was introduced as a subject to the curriculum of international relations freshmen in 2020, and to the history and archaeology students the year after. The students that then took part in academic activities answered a questionnaire on their reasons for interest in information warfare as a topic. Information warfare was studied in the context of policies on propaganda, rather than its technical side (e.g. “cyberwarfare”), extrapolating from R. Szafranski's works (Мелекестев, 2022).

Results. Surveying students, who wrote papers on information warfare themselves, allowed to determine what interested them the most in this topic. Most of history students named Moscow's active