UNDERSTANDING STUDENTS' NEEDS AND EXPERIENCES REGARDING ACADEMIC INTEGRITY AND MISCONDUCT

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Introduction. The Erasmus+ project *Facing Academic Integrity Threats* (FAITH, 2022–2025) focuses on deterring academic misconduct and providing support and guidance to individuals affected by misconduct and questionable practices in academia. This presentation highlights undergraduate students' perspectives on this topic, based on data collected through the survey *Experiences and Support Needs Regarding Academic Integrity, Academic Misconduct, and Questionable Practices.*

Materials and Methods. The data were collected through a questionnaire administered to undergraduate students. The survey was developed collectively by the FAITH project partners, and translated from English to German, Portuguese, Slovenian and Turkish. The data collection was done online between spring and autumn 2024, involving project partner institutions and European Network for Academic Integrity's members.

Results. Artificial intelligence dominated students' responses to questions mapping students' experience with academic integrity breaches. In one question where we provided a list of different types of integrity breaches, a third of student participants reported that the "unauthorised use of AI tools" was "very common at my institution". We asked students what allegations they or their peers faced. The most common allegations were plagiarism and inappropriate use of AI. In addition, when we asked the students about external

challenges they faced or experienced, the most common choice was lack of support from a teacher, followed by lack of support from their institution, then conflict with a teacher.

Conclusion. The results from this study highlight recent changes to academic integrity threats, but also show that institutions and individual tutors are not doing enough to guide and support students about use and misuse of AI tools. There is a clear need for institutions to appreciate the complexity of academic integrity, by developing holistic solutions that address student needs relating to both technological and interpersonal dimensions.

Key words: undergraduate students, academic integrity, academic misconduct, artificial intelligence, deterring misconduct, guidance, integrity breaches, institutional policies.