Attendees will gain insights into the key elements of integrity workshops, strategies for student engagement, and practical approaches of how writing centres can contribute to institutional academic integrity practices.

Key words: Generative AI in education, Academic integrity workshops, Higher education and AI, Writing Centre interventions, GenAI academic misconduct.

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ENSURING COMPLIANCE WITH THE PRINCIPLES OF ACADEMIC INTEGRITY IN AN ERA OF DISTANCE MEDICAL EDUCATION

Iurii Sadovnychenko[1*], Natalia Pastukhova[2], Valerii Miasoiedov[1]

[1]Kharkiv National Medical University,
yo.sadovnychenko@knmu.edu.ua
[2]Institute of Food Biotechnology and Genomics National Academy of Sciences of Ukraine, nataliia.pastukhova@gmail.com
**corresponding author*

Introduction. During the COVID-19 pandemic and martial law in Ukraine, the educational process in Ukraine was provided by the use of remote learning technologies. Nevertheless, the development of program competencies has become challenging due to the absence of a proper methodological foundation, lack of adaptation period for mastering them, hostilities, long periods of power outages, and other factors, especially for students with low motivation. The emergence of generative AI chatbots presents a new temptation for students and poses challenges for educators regarding the adherence to academic integrity, which needs to be considered in the revision of curriculum for future physicians and dentists.

Results. Medical Biology is one of the core courses for medical students. An electronic course is provided by the Kharkiv National Medical University's remote learning system on the LMS Moodle platform to support student study of Medical Biology in synchronous and asynchronous modes. The course covers the discipline syllabus, educational and methodological materials of all levels, samples of different tasks, training exercises, control tasks, evaluation criteria, etc. Both slides and videos are uploaded to the platform after the lectures. Weekly practical classes are focused not on the reproducing the studied material, but on enhancing skills in critical analysis, appropriate use of knowledge and argumentation.

The framework aimed at upholding academic integrity in the study of Medical Biology involves varying educational assignments and expanding their collections, randomizing the giving question cards, restricting the time allocated for task completion, overseeing the execution process, and analyzing the students' work. Thus, learners solve different kinds of tests, situational exercises and assignments, recognize and describe images of biological entities and processes, independently develop infographics, utilize artificial intelligence tools, and assess the accuracy of the content they have given, among other activities. Task banks for every topic enable the creation of countless options due to the LMS Moodle algorithms, or the tasks can be assigned to individual students to monitor their grasp of a specific topic or section. The time given for multiple-choice questions is one minute each, whereas for other tasks, it is double what the teacher requires. Summative assessment tasks are performed using a secure exam browser with cameras switched on, during the interview, questions are displayed on the screen rather than spoken, and the student's workplace should be in the teacher's field of vision. After the students have completed their written assignments, all the work of the group is checked, in particular, for the academic plagiarism and use of AI tools, as well as checked with each other. Oral answers are marked immediately after the end of the practical class and written assignments no later than 24 hours after submitting. In case of disagreement, the student can appeal directly to the teacher after the grade has been announced.

Conclusion. The framework of maintaining academic integrity in the study of Medical Biology disciplines students, increases trust in teachers and allows the quality of teaching and learning of the course to be assured for future doctors.

Key words: academic integrity, higher medical education, Medical Biology, remote learning, AI

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FACING ACADEMIC INTEGRITY THREATS IN THE AGE OF GENAI

Salim Razı

Çanakkale Onsekiz Mart University, Türkiye

There has been a growing interest in the prevention of academic misconduct and the promotion of academic integrity after the advent of generative AI tools. Although GenAI tools seem to have a potential to contribute to stakeholders involved in higher education settings including students, professors, and administrators; there are concerns regarding their unethical implementation. Relevantly, this session aims to present the results of the "Facing Academic Integrity Threats (FAITH) Project" coordinated by the speaker of this session. This initiative is supported by a consortium of five European institutions under the coordination of Çanakkale Onsekiz Mart University Centre for Academic Integrity and is funded by the Erasmus+ Programme of the European Union and the Turkish National Agency. The FAITH Project deals with establishing minimum standards for academic integrity in higher education institutions, preventing cheating behaviours among students, and supporting those affected by academic dishonesty. For this purpose, the FAITH project focuses on improving national and institutional academic integrity policies in higher education. Through a review of educational sources