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ACADEMIC INTEGRITY IN THE CONDITIONS FORCED DISTANCE LEARNING

Abstract. The article examines issues of academic integrity under conditions of forced distance learning. An analysis of the current state of affairs in the university educational environment in the field of compliance with the principles of academic integrity was carried out. In the course of the study, respondents were asked to complete a survey aimed at determining the phenomena and factors that concern students in the conditions of forced distance learning of the 2020-2022 academic year and to decide on issues of academic integrity. Interviews were also conducted with student volunteers from various courses and universities who studied or are studying in conditions of forced distance learning. The results showed that, unfortunately, the percentage of students who regularly use cheating and incorrect borrowing has grown over these two years, but the reasons for this require further study, but it can already be said that the main factors that influence the manifestations of academic dishonesty in the environment students are: a new learning environment (full online learning), the lack of systematic work on the formation of an academic culture and a combination of low motivation in online learning and a low level of independent work skills among students in a new environment. Based on the results obtained, recommendations were formulated both for participants in the educational process in the context of countering and preventing cases of academic dishonesty in online learning. Digital tools recommended for use in online learning include: Respondus LockDown Browser, Respondus Monitor, ProctorU, Purdue OWL, RefWorks, Grafiati, Unplag, Self Control. The integrated use of these digital tools will both control specific manifestations of academic dishonesty and form a culture of academic integrity based on openness and understanding of the importance of this process for students.

Keywords: academic integrity; students; university; academic culture; forced distance learning

Introduction. The issue of academic integrity has occupied the minds of many scholars (Stoesz & Los, 2019; Macfarlane, Zhang, & Pun, 2014; Kitahara, & Westfall, 2007) for many centuries, but in the 21st century with the introduction of digital educational technologies, the colossal increase in available information and the ease before its inclusion, the very concept of academic integrity changed into the so-called dyad "select-paste or Ctrl C-Ctrl V. This state of affairs is not acceptable for a modern person who wants to enrich own knowledge and demonstrate it to the world (Bretag, 2016). Due to the wide spread of various educational programs, a modern student must strive to create his unique "voice" in academic circles,

therefore the formation of relevant ideas about academic culture and the manifestation of its integrity is one of the main tasks of education that wants to prepare a real creator, not just a cog in the system.

The truly widespread adoption of digital learning tools began with the spread of COVID-19 and quarantine restrictions around the world. For most countries, this state of affairs came as a surprise, especially in education. Although there are different points of view (Eaton, 2020a; Bozkurt et al., 2020; Peters et al., 2020; Bardus et al., 2021) regarding the existence of a base for the effective construction of online learning, it must be stated that such a quarantine that was introduced in 2020 came as an unpleasant surprise for most universities. Due to the lack of clear recommendations from the administrations both on the scale of the entire country and the institution, in the first half of 2020, teachers had the unique experience of building their own online courses and showed their level of digital culture and digital competence. In addition, teachers faced problems not only in the organization of classes, but also in testing the knowledge of students, which provided an impetus for understanding the issue of academic integrity in online education in the uncertain times of the first half of 2020.

Literature review. Academic dishonesty among students is not limited to the classroom dynamics in which it occurs. The institution plays an important role in promoting academic integrity. Whitley Jr B. E. & Keith-Spiegel P. (2001). described in their work the ways in which institutions can significantly influence attitudes toward and knowledge of academic integrity, as well as reduce instances of academic dishonesty. These include the content of an effective academic integrity policy, university-wide programs designed to promote integrity, and the development of a university-wide ethic that encourages integrity.

This article "Academic integrity: a review of the literature" provides a review of the literature on academic integrity, which covers the values, behaviors and attitudes of academics in all aspects of their work. It is a growing field of academic research as a result of the expansion of higher education around the world and concerns about standards of professional conduct in different settings. This work is a study of the main areas of academic integrity based on university educational and scientific activity.

The authors emphasize the fact that most scientists, when studying issues of academic integrity, are directed to the analysis and prevention of misconduct or academic fraud with a dominant focus on research ethics. Researchers investigating academic integrity rely primarily on multivariate analysis using surveys/questionnaires, document analysis, and sometimes interviews. Despite the fact that the number of studies on academic dishonesty is growing rapidly, according to the authors, it is necessary to focus on defining "ethical" as well as "unethical" practices of this phenomenon, despite the methodological difficulties of recording and presenting such results (Macfarlane, Zhang & Pun, 2014).

A study by Levin M. (2012) looks at how claims of rigor and relevance can be met in action research. Academic integrity is presented as an issue that is essential to the formation of high-rigor research from researched action, and is conceptualized as a combination of formal (substantive and methodological) research skills, strategic political capacity, and the ethical and moral standing required to argue and seek the best possible understanding (truth).

The article (Levin, 2012) presents four factors that support high rigor in writing scientific texts for communicating research results:

      – partnership in research;
      – prejudice control;
      – standardized methods;
      – alternative explanations.

These factors will then ensure reliable and more robust research (Levin, 2012).

One of the latest trends in the educational environment has been the rapid growth in digitalization in education. This process has many advantages for both students and institutions.

This study surveyed 1,262 students and examined the prevalence of attrition in traditional and online courses. Findings show that attrition was much more common in online classes compared to traditional courses (Lanier, 2006).

An important factor in reducing the occurrence of cases of academic dishonesty in various settings, especially when the course was held offline in the classroom and was abruptly transferred to online. This situation happened all over the world in 2020, somewhere earlier, for example, in China, somewhere later, Australia and African countries. The Augusta & Henderson (2021) research paper "COVID-19 and Education: Learning and Teaching in a Pandemic-Constrained Environment" indicates that, starting in 2020, courses that were not traditionally designed for online learning have been digitized and moved online in the middle of the semester to take into account the changes and quarantine caused by the COVID-19 pandemic, which could create additional problems with ensuring academic integrity for all participants in the educational process. The work analyzes the motives behind many cases of academic dishonesty and proposes methods to mitigate the effects of this phenomenon. The authors emphasize the need for honesty, and not just to prevent dishonesty. In this context, the main question to be discussed is "how can I, as an educator, as much as possible prevent academic misconduct in the online environment during a global pandemic?" (Augusta & Henderson, 2021).

The introduction of digital-remote technologies into the educational process of universities raises new problems related to ensuring academic integrity in the behavior of their students (Lanier, 2006). In addition to the common problems associated with online learning, there are additional problems caused by the attitudes of today's students and the growing permissiveness of our society in the field of digital interaction. Kitahara R. & Westfall F. (2007) consider issues related to the promotion of academic integrity, using the example of the standards of conduct published by the university and opportunities for building a healthy atmosphere in universities based on the development of a culture of academic integrity.

The purpose of the article. To study the processes of compliance with academic integrity in educational institutions in the conditions of forced distance learning.

Objectives of the study: The general objective of the study is to examine the academic integrity compliance among students under conditions of distance education.

The specific objectives of the study are to:

- To clarify whether, according to students, the format of distance work and remote delivery of tasks affects the more frequent appearance of plagiarism, in contrast to the standard full-time form of training;
- To compare usage frequency of write-off methods before and after e-learning implementation;
- To examine whether changes in write-off methods during the process of online learning (2020-2022) can be observed;
- To examine reasons why students plagiarize;
- To identify the attitude of students to the teachers' methods to prevent the usage of plagiarism at university;
- To analyze possible solutions suggested by students to prevent plagiarisms.

Research methods. The main methods used in this study include questionnaire, interviewing, and comparative analysis. It should be noted that the survey was conducted anonymously on the basis of democracy and voluntary participation. All of the people surveyed had an opportunity not to indicate the name and remain anonymous, which allowed to bypass the procedure of getting inaccurate data and to obtain the most reliable result. There are also other features of the procedure, namely, multilayeredness and face-to-face discussion. Considering the fact that respondents took a survey independently, it is possible to observe the

wide variety of different opinions on the issue discussed. In addition, the methods can be implemented anywhere, regardless of the participants' location.

The respondents of this study are students (bachelors and masters) from V. N. Karazin Kharkiv National University and Kharkiv National Medical University. The total sample was 88 respondents. For the interview, 20 respondents of students of different courses were selected and they were coded under numbers from 1 to 20.

It is also worth emphasizing that following methods as analysis of literature and sources, information modeling and generalization were used to solve the tasks as well.

Theoretical provisions of the study. In the conditions of forced implementation of e-learning at all institutions of higher education in Ukraine, academic staff have been faced with the problem of persistent violation of the academic integrity principles by students. This led to a decrease in the efficiency and quality of educational results. This state of affairs encourages the identification and search for effective mechanisms to counteract this destructive process for education and science. According to Robinson J. A. & Glanzer P. L. (2017), building a culture of academic integrity is a long and painstaking process for all participants in the educational process.

The difficulty in inculcating an academic culture and the rejection of cheating in education must be taken into account the modern context that surrounds students. For example, if students are in constant stress or danger, then with a significant degree of probability they will choose the easiest option, which will require the least effort and time, and this often leads to academic dishonesty. This factor (stress and danger) has escalated significantly since 2020, when quarantine restrictions were introduced throughout the globe for a short period of time and the academic community (teachers and students) suffered the most from these processes.

The participants in the educational process were placed in new conditions in which it was necessary for some to organize the educational process in a new way, and for others to accept new "rules of the game" and adapt their capabilities to these requirements of teachers and administration at the university (Bashkir, 2021).

If you think about it, for most students, the usual rhythm of learning and monitoring their progress and learning outcomes has disappeared (Eaton, 2020b). And this leads to the search for new ways to find your own rhythm and strategy of behavior. Often this is the path of least resistance in academic terms, this is the borrowing of other people's ideas, results and data, in other words, uncertainty is one of the most important facts of provoking academic dishonesty in the learning environment.

Another factor is the fragmentation of the formation of a culture of academic virtue. For example, in many universities in Ukraine there are at least blocks in academic disciplines (sometimes entire disciplines) that tell students what academic integrity is and how its violation affects the learning process and student outcomes. But we must honestly tell ourselves and admit that this is not enough, and this state of affairs, that is, the fragmentation of the formation of academic integrity, leads to its lack of assimilation, especially in crisis conditions, to which we can undoubtedly attribute forced distance learning (Sopova, 2018; Szilagyi, 2014) caused by COVID-19 and war.

It is also necessary to mention the role of the teacher in the formation of a culture of academic integrity among students. Often, teachers are not a little easier in terms of stress and adaptation, in the context of this, they often turn a blind eye to some manifestations of academic dishonesty among students, which pushes others to the same actions as a model. It is also necessary to pay attention to this phenomenon and try not to allow a decrease in standards, naturally within reasonable limits and in accordance with dyadic principles, the expediency of tasks and the technical capabilities of both students and teachers.

Results. Based on the results of the survey, the following data were obtained. Let's analyze the obtained results. The first question that students were asked to answer was "Did

you use write-off methods before the introduction of online learning?". The following results were obtained. 69.3 percent of the respondents answered that they sometimes cheated from case to case. 17 percent of participants said they never cheated during their training. 8% and almost 6% answered that they wrote off often or on a permanent basis, respectively (see fig.1). Such results indicate that students had a restrained-neutral attitude towards cheating and did not see much point in it.
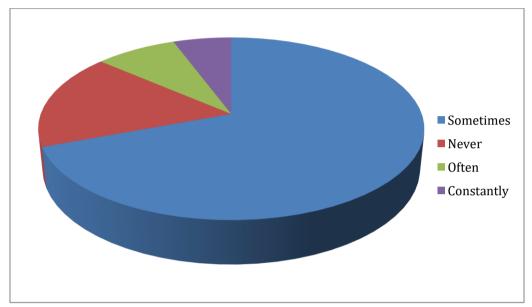

Fig. 1. "Did you use write-off methods before implementing online learning?"

In the second question, the students were asked to give an answer to the following question: "What caused the introduction of a remote form of learning to change the frequency of cheating? The answers were distributed in the following way. 56.8% did not feel much difference in their actions aimed at maintaining academic integrity. 11.4% indicated that they began to write off less. But the most depressing figures are 31.8 percent of respondents who indicated that they began to write off more (see fig.2). A figure of almost a third of those surveyed points to a terrible trend that could lead to an irreversible deterioration in the quality of education and learning outcomes.
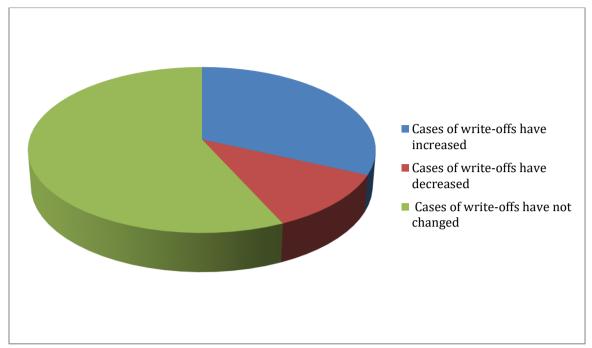
Fig. 2. "Did the introduction of distance education contribute to a change in the frequency of writing off"?

The following questions are paired and show the frequency of academic dishonesty by students at the start of forced distance learning in 2020 and 2022 (see fig. 3-4). We see that in 2022 the proportion of those who do not cheat at all increased from 10.5% to 28.4%, which, we note, somewhat contrasts with previous results where respondents indicated that they began to use methods of academic dishonesty more often.
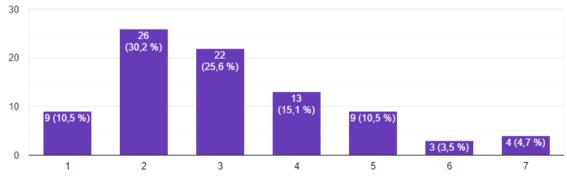

Fig. 3. "How often did you resort to methods of academic dishonesty during the first quarantine restrictions (2020)?" 1 - never, and 7 – constantly

Further, we see that the results are distributed in the following direction, where the percentage of permanent cheaters almost doubled from 4.7% in 2020 to 9.1% in 2022. The reasons for this phenomenon require a deeper analysis, which leaves room for future correlation studies in this areas.
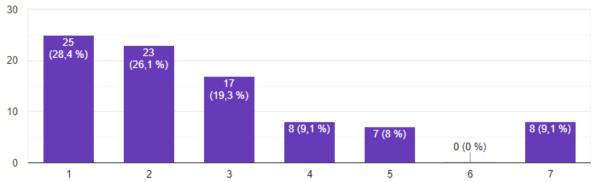
Fig. 4. "How often do you use write-off methods during your current online education (year 2022)?"

1 - never, and 7 – constantly

Let us consider in more detail the answers from open questions and interviews with students of various courses who studied during the period of forced distance learning in 2020-2022 at universities in the Kharkiv region. To the question "What do you think are the factors contributing to the spread of academic dishonesty in online learning?" We received a number of interesting responses. Here are a number of direct quotes that reflect a number of the most general statements of the respondents (spelling and style of answers are preserved as much as possible):

Online learning relaxes students, because there is no need to sit in a classroom and behave properly. A person is at home in the comfort zone (N3).

A large amount of material that is sometimes impossible to learn qualitatively in a short period of time, the student's reluctance to master a certain subject, lack of understanding between the teacher and the student (N6). 1) Increased difficulty of questions from teachers, because they think that we write off 2) Race for the best mark (for a scholarship, or to show yourself to a teacher, because marks conditionally decide people's attitude towards us, for example when they look at internships), among students, so many are starting to use the Internet and write-off equipment 3) A lot of «water», or unnecessary information that is difficult to filter and that cannot be understood without practice 4) Ease for a better answer (N4).

Some lack of self-motivation to study at home and therefore lack of knowledge manifests itself during tests or tests (N10).

Lacks motivation and enthusiasm for tasks, because online learning is often not so interesting. plus the factor that few people can check whether you write off or not and this gives freedom to this action (N7).

1. Not the desire of the student to learn. 2. Low motivation. 3. The teacher's bad, frivolous attitude towards the preparation of material for classes, and as a result - the student's lack of interest in studying the subject (N5).

In distance learning, independent learning prevails, which is why most students choose an easier way, not to memorize, but to write down (N12).

A decrease in the quality of teaching due to the lack of knowledge of teachers in the field of new technologies, too fast a pace of passing the material, which leads to the impossibility of studying and processing everything in time (N17).

The received answers indicate that the most common factors that affect non-compliance with academic integrity in the conditions of online learning are: relaxation of students and lack of direct contact with the teacher in the classroom, overloaded with educational material (usually the material is distributed evenly throughout the semester, but due to forced vacations caused by quarantine, war and due to the lack of communication, this material is squeezed into the remaining time), lack of self-motivation due to a large amount of independent work, a decrease in the quality of teaching due to the lack of knowledge and skills of teachers regarding the organization of training in an online format.

Respondents were also asked the opposite question, which was designed to reveal the most general factors that reduce the manifestations of academic dishonesty in the conditions of forced distance learning. "In your opinion, what factors, on the contrary, prevent the spread of cases of plagiarism during distance learning?" And here are the answers we received:

The teacher's ability to interest the subject and the student's motivation to study really well, adequate loading of new material, sufficient time to complete tasks, especially of an open nature (N17).

Dissemination of interesting learning methods (N1).

Unique tests for checking knowledge, anti-plagiarism programs for checking (N10).

Most of the respondents indicated rather similar answers: new and interesting teaching methods, engagement during classes, enough time to answer and check papers on anti-plagiarism programs or create unique study papers.

The next question brought up for discussion for the respondents was "What factors do you think contributed to the decrease in write-offs in 2020 and 2022?". The following responses were received, here are the most common examples:

A good presentation of the subject, correspondingly good memorization of it, the optimal number of tasks for testing students' knowledge during the study of the topic, excellent use of digital technologies by most teachers, frequent tasks in pairs to practice and learn new skills, the provision of modern practical knowledge by teachers, not just theory , written n-number of years ago, and an equally important factor is the realization by the student himself that he/she must have certain knowledge for his/her successful implementation in the future (N7).

1. Of course, increasing the digital competence of teachers. Most teachers already know the "life hacks" of students that they use during online learning. 2. The teachers' use of the cruel methods I wrote about above, due to the fact that they suspect every student of cheating.
we got used to distance learning and realized that the main thing is to learn, not to deceive teachers (N3).

Students are more used to learning online, it has become easier to learn the material (N19).

Here, when answering, we already see the complexity with which respondents approach the identification of factors that contributed to a decrease in cases of cheating in the process of training and delivery of work. These include: the optimal number of tasks, increasing the competence of teachers and getting used to all participants in the educational process to new learning conditions.

In contrast to the previous question, students were asked about the factors that caused the increase in cheating in the period 2020 and 2022? Here are some of the answers:

Some teachers are too picky about assessment and the inability to create elementary tests in Google forms, the lack of elementary understanding between the teacher and students, accordingly, the reluctance to master a certain subject, insufficient attention is paid to fixing one topic, and another immediately begins to be studied (N12).

1. Wartime and the introduction of an asynchronous training regime. The students studied "on their own", almost without the support of teachers, so most of them did not learn anything, but simply wrote off. 2. Also, during the war (2022), time limits were removed from test tasks (moodle, Google form, etc.), that is, one could think about the question not for 1 minute, as during 2020, but as much as the student wanted (i.e. as much time as it takes to find an answer on the Internet) 3. During the entire period of distance learning, not only the capabilities of teachers, but also students have improved. Now students can read without moving their eyes and can read a text that they see for the first time in their life is just perfect haha 4. A more "careless" attitude of teachers to this, because now we all live in different conditions, some students do not have the opportunity to even just live in comfortable conditions, not to mention training. Therefore, I believe that it is right for teachers to turn a blind eye to this (N4).

Deterioration of conditions for education due to martial law; in the current situation, learning is not a priority for someone (N20).

Digital competence of students (N2).

Getting used to long-term online learning, because of this, the student understands that there will be no offline learning in the semester, so it will be easy to write off at home (N16).

Students for whom writing off is normal, invent new tricks, find programs to help. Also, honest students can take an example from such students if they see that the teacher does not notice something (N6).

The systematization of the answers received allows us to make such accessible generalizations regarding the factors that aggravated the manifestations of academic dishonesty in the period from 2020 to 2022: some teachers cannot find the right balance in the new conditions of forced distance learning and do their work in the old way and carry out control also without regard to the new ones. the conditions in which students exist, increasing the digital skills of the students themselves (in the field of understanding the mechanisms for checking educational content and new opportunities for cheating, etc.), getting used to online learning and reducing productivity and returns in the educational process.

The last question was about the introduction of apology into the process of combating manifestations of academic dishonesty in the period 2020-2022. Respondents identified a number of interesting features when answering this question, namely:

Yes, but most often it is an excessive reduction in the time for completing the task, which contributes to the failure to complete a certain part of the work, rather than combating academic dishonesty (N1).

BUT... some teachers struggle with copying or reading from the screen as much as possible: they ask to raise their hands in front of the camera, cover their eyes with their palms. But I believe that these methods have a very bad effect on the emotional status of students, and in general, probably every person will be lost in such conditions (N15).

Yes, many more translators check everything for anti-plagiarism and ask additional questions to make sure that we wrote it ourselves (N4).

I believe that the methods have improved over the years, because the teachers are also learning new things (N9).

On the one hand, we see that teachers show an interest in maintaining academic integrity, but on the other hand, the methods they use are quite primitive and more artisanal than systematic. It is important to note that the majority of respondents noted that during the period of forced distance learning, the level of digital competence among teachers has grown significantly in the eyes of students. This conclusion requires further research and empirical verification in terms of quantitative and qualitative indicators.

Thus, it can be said that students are also active participants in the process of building academic integrity. Unfortunately, the percentage of students who constantly use cheating and incorrect borrowing has grown over these two years, but the reasons for this require further study, but now we can say that the main factors that affect the manifestations of academic dishonesty among students are: new learning environment (full online learning), the lack of systematic work on the formation of an academic culture and the combination of low motivation in online learning and the low level of independent work skills of students in a new environment.

Discussion. There are already anti-plagiarism programs that use neural networks and the basics of artificial intelligence in their work, and this is the way to absolute objectification and detection of plagiarism or academic dishonesty both now and in the distant past (Abd-Elaal, Gamage & Mills, 2019). This process is inevitable and puts new demands on the quality of the text and attention of scientists, especially young ones, because a mistake or falsification made at the beginning of one's scientific career can significantly affect further success in the future (Irfan et al. 2021).

The problem of students' trust in online assessment methods is related to the perception of the quality of education in the online environment. If students perceive that the quality of the education they receive is poor, they may be less likely to invest in learning outcomes and therefore more likely to engage in dishonest behavior (Augusta & Henderson, 2021).

The rapid transition to online learning in the winter/spring of 2020 has resulted in a unique fusion of online and face-to-face learning. Although with a clear predominance of online learning in conditions of forced distance learning (Nalyvaiko, Vakulenko, & Zemlin, 2020). Research published after the first semester of 2020 found that 93% of educators surveyed believe that students are more likely to cheat in an online environment than in face-to-face teaching (Wiley, 2020).

Combined with the findings of Kochdar et al. (2018), we can hypothesize that while students may feel a higher likelihood of cheating in an online environment, this lack of trust in online assessments does not always lead to an increase in dishonest behavior. It is also possible that there is an increase in academic dishonesty in the online environment that has previously gone unnoticed. A number of factors may affect this, including the possible decrease in the quality of interaction between students in an online environment compared to on campus, resulting in a more unnatural flow of information instead of a free exchange of ideas. For example, self-image changes in online and in-person environments, which can affect the quality of communication (Bullingham & Vasconcelos, 2013). In the digital environment, there can also be a changed sense of responsibility.

Recommendations. Academic culture is an integral part of building a quality educational environment in any educational and scientific institutions, especially in institutions of higher education. A very important component of the academic culture of a participant in the educational process is his academic integrity.

With the introduction of information and digital technologies into the educational process, the very essence of academic integrity has changed, that is, on the one hand, participants in the educational process have received the greatest opportunities to access information and various sources of knowledge in the entire history of mankind, and on the other hand, such an influx of opportunities has reduced the level of academic integrity in the context incorrect borrowing and fraud with information and data. This problem is pervasive both for the educational environment of the university and for the scientific component of its functioning in the days of online learning (Nalyvaiko, Kalistova & Poliakov, 2020).

Of course, over time, digital means of combating and checking texts and data for the presence of incorrect borrowings and fraud in the learning process appeared. Providing participants in the educational process and especially scientific and pedagogical workers with effective means of countering manifestations of academic dishonesty in the environment of the educational process of students of various levels is one of the main tasks for all stakeholders (Patra & Das, 2019).

The practical experience of countering manifestations of academic dishonesty in the conditions of online education allows us to provide a number of recommendations and digital tools that will be useful both for students to check their work and opportunities, and for teachers in the process of checking the knowledge and educational results of students.

Check out the following list of digital tools that can support academic honesty in online and forced distance learning (10 Online Tools and Resources That Support Academic Honesty, 2016):

– Problem of the so-called "disabled or black screen" is a significant factor that affects all stages of the manifestation of academic fraud, starting from the motivation of students, where they are not seen and can do whatever they want, and ending with inviting other people to take tests or other work offered in the course. Тому цей блок рекомендованих цифрових інструментів почнемо з Respondus LockDown Browser**.** This browser is ideal for use in

online learning. The only thing students can do in the browser is take a test or other assignment. As a result, hackers cannot copy or print anything from the network. This tool is also integrated with a number of learning management systems such as Blackboard Learn, Brightspace, Canvas, Moodle, etc. Respondus LockDown Browser, another option is available called Respondus Monitor, which uses web cameras to ensure student integrity in the writing process. With Respondus Monitor, exam supervision can be done remotely via monitoring. Very often, teachers in online education face the problem of identifying a student before taking a test or other activity. Respondus LockDown Browser supports collaboration with ProctorU. This program authenticates students through a multi-factor process. The teacher can see everything the students do during the test;

– The next block of recommendations is devoted to the rules of registration and conducting research and other works, including checking one's own texts and the texts of students' works for anti-plagiarism. In the first years, when organizing the first research, students can be invited to familiarize themselves with the possibilities of the Purdue OWL website. This website contains a lot of useful information on research, writing, grammar, mechanics, and style for various academic and research papers. As a rule, and this is proven by the above surveys, students forget or simply do not know how to cite literary sources in different styles, and since an incorrect list of references is considered a violation, it makes sense to check whether everything is done correctly. The RefWorks and Grafiati services serve as a qualitative reinforcement on the way to the correct design of the bibliography or references in the text;

– There are many services for checking works for anti-plagiarism, we recommend using the Unplag service. This program exists to detect plagiarism. Participants in the educational process can use it at different stages - applicants can do a preliminary check before the final submission of the application to detect accidental similarities of the text, and teachers can check student works for plagiarism during assessment. On the plus side, Unplag users can see the plagiarism percentage change by omitting sources or changing the similarity of the highlighted text;

– And the last block of recommendations is self-checking by students of their works. The Self Control service will help with this. Students are likely to exchange ideas when working on assignments, which can often result in two or more nearly identical student projects or papers appearing (sent to the instructor). To prevent embarrassing situations, students may be advised to use this app for Mac. Self Control was created to reduce distractions by blocking different websites and self-checking your work before sending it to your teacher.

The use of these tools does not guarantee overcoming the problem of academic dishonesty, but it can help develop an academic culture that will act as a countermeasure and an alternative on this path. As Tsigaros and Fesakis (2020) point out, there are many technical means to address violations, but since technical countermeasures cannot fully ensure academic integrity, the long-term strategy should be aimed at redesigning the learning process and using alternative assessment methods.

We would like to advise students and young scientists not to lose their "academic voice", because in our life there are not so many situations and opportunities for us to be heard and accepted, there is no need to be afraid to express our most visible problem, which naturally should be based on facts and experience, but not only life opinion. By embarking on the path of incorrect borrowing and cheating with facts, we lose that important quality that will help us achieve our goals in the future, namely our build a worthy reputation. As it was once said, reputation is built over years, but lost in seconds, and in the era of digital technology, this thesis is more important than ever. Therefore, do not be afraid of the difficulties that await you on the path of getting your own "academic voice". Practice, ask more experienced colleagues and respect your work and the work of your colleagues in the scientific and educational process.

Conclusions. The paper presents the results of a study of the processes of academic integrity in the conditions of forced distance learning in 2020-2022 at universities.

The complex of methods used in the work made it possible to draw such conclusions. Forced distance learning has greatly influenced the occurrence of cases of academic dishonesty (cheating, incorrect borrowing, plagiarism, etc.). It is important to note that this effect tends to worsen over time in forced distance learning and online learning in general in its modern iteration.

Cheating methods change over time and the online learning case in 2020-2022 is no exception. Students are becoming more and more adept at masking manifestations of academic dishonesty.

The main reasons for such a phenomenon as written off as an integral part of academic dishonesty among students include: a new learning environment (forced distance learning), the lack of systematic work on the formation of an academic culture, as well as a combination of low motivation for learning online and a low level of independent work skills students in modern conditions.

In general, students noted during the study that in time of their online education, most teachers have significantly increased the level of digital skills that they began to use to counter incidents of academic integrity violations in the student environment.

Also, ways were proposed to counter the manifestations of academic dishonesty in the student environment in the context of forced distance learning, namely digital tools for monitoring activities and learning outcomes.

Prospects for further research development. In future research papers, it is planned to explore in more detail the factors that influence the manifestations of academic dishonesty among students and their attitude to understanding the rehearsal risks of such activities for their future career.

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АКАДЕМІЧНА ДОБРОЧЕСНІСТЬ В УМОВАХ ВИМУШЕНОГО ДИСТАНЦІЙНОГО НАВЧАННЯ

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Анотація. У статті досліджуються питання академічної доброчесності за умов вимушеного дистанційного навчання. Проведено аналіз існуючого стану справ в університетському навчальному середовищі у сфері дотримання принципів академічної доброчесності. У ході дослідження респондентам було запропоновано пройти опитування, спрямоване на визначення явищ та факторів, які турбують студентів в умовах вимушеного дистанційного навчання 2020-2022 років навчання та визначитися з питаннями академічної доброчесності. Також було проведено інтерв'ю зі студентами добровольцями з різних курсів та університетів, які навчалися чи навчаються в умовах вимушеного дистанційного навчання. Результати показали, що на жаль відсоток студентів, які на постійній основі використовують списування та некоректні запозичення зріс за ці два роки, але причини цього вимагають подальшого вивчення, але вже зараз можна сказати, що до основних факторів, що впливають на прояви академічної нечесності у середовищі студентів є: нове середовище навчання (повне онлайн навчання), відсутність систематичної роботи з формування академічної культури та комбінація з низької мотивації в онлайн навчанні та низький рівень умінь самостійної роботи у студентів у нових умовах. На підставі отриманих результатів були сформульовані рекомендації як для учасників навчального процесу в контексті протидії та профілактики випадків академічної недобропорядності в умовах он-лайн навчання. До цифрових

інструментів, які рекомендовано використовувати в навчанні онлайн: Respondus LockDown Browser, Respondus Monitor, ProctorU, Purdue OWL, RefWorks, Grafiati, Unplag, Self Control. Комплексне використання цих цифрових інструментів дозволить як контролювати конкретні прояви академічної нечесності, так і формувати культуру академічної доброчесності на умовах відкритості та розуміння важливості цього процесу для студентства.

Ключові слова: академічна доброчесність; студенти; університет; академічна культура; вимушене дистанційне навчання