

PANDEMIC EFFECTS ON ACADEMIC INTEGRITY IN ONLINE EDUCATION: SHIFTING THE LENS TO A DEVELOPMENTAL PERSPECTIVE

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Although the media in particular has focused on the negative outcomes of the pandemic in regards to education and integrity, a somewhat simple shift of mindset can be beneficial to be able to meet a student at their own developmental level and assist them by educating them not only the subject matter of the course, but of life skills and decision making. A student's development (or lack thereof) does not give the student permission to make decisions that go against academic integrity; however, helping to understand it can assist educators in interacting with other students to attempt to have that next student not make the same decisions. The presentation is designed particularly for educators (faculty/professors) and individuals who can have an influence on educators through administration or support.

The presentation will first quickly review pedagogy challenges, differences, and opportunities between face to face and online education as well as the connection between pedagogical choices and where the student might be developmentally. By explaining these, the presenter will connect them to the idea of authentic learning and helping to learn how educators can with confidence say their students are learning the material which in turn leads to a degree or certificate with integrity.

In the main portion of the presentation and the main take away, the presenter will explain how

having educators understand the development of the students can then be incorporated the idea of academic integrity. Through the landmark theories of Chickering and Reisser (1993), Kohlberg (1958), and Gilligan (1977), it is clear that traditional aged university students are still developing their own identity, their understanding of integrity, and their reactions to moral questions or experiences. Reminding (or teaching for the first time) educators about their students' development is imperative to help the educators to know how to best assist their students. The discussion can then shift from a negative-toned conversation of the drastic increase of academic integrity violations to a beneficial conversation about how educators can and should be helping mold and shape students to become ethical individuals who have the capacity to make good moral decisions. Practical examples will be provided on what educators can do to create the relationships with students and build a culture of integrity within the classroom and institution which will not only support academic integrity, but integrity in our communities, countries, and world.

Within the presentation, the presenter will share examples of actual students and educators, and plans to give participants tangible ideas that could be taken back to their own institution to help shift the lens of academic integrity, especially online and during the pandemic.

REFERENCES

CHICKERING, A. W., and REISSER, L. (1993). *Education and identity* (2nd ed.). San Francisco, CA: Jossey-Bass.

GILLIGAN, C. (1977). In a different voice: Women's conceptions of self and of morality. *Harvard Educational Review*, 47, 481-517.

KOHLBERG, L. (1958). *The development of modes of thinking and choices in years 10 to 16*. PhD dissertation, University of Chicago.