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II науково-практичної інтернет-конференції
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ЯК ОСНОВА НОВІТНІХ
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Медицина є прикладом інтеграції багатьох наук. Наукові дослідження у сучасній медицині на основі досягнень фізики, хімії, біології, інформатики та інших наук відкривають нові можливості для вивчення процесів, які відбуваються в живих організмах, та вимагають якісних змін у підготовці медиків. Науково-практична інтернет-конференція «**Розвиток природничих наук як основа новітніх досягнень у медицині**» покликана змінювати свідомість людей, характер їхньої діяльності та стимулювати зміни у підготовці медичних кадрів. Вміле застосування сучасних природничо-наукових досягнень є запорукою подальшого розвитку медицини як галузі знань.

Конференція присвячена висвітленню нових теоретичних і прикладних результатів у галузі природничих наук та інформаційних технологій, що є важливими для розвитку медицини та стимулювання взаємодії між науковцями природничих та медичних наук.

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Матеріали подаються в авторській редакції. Відповідальність за достовірність інформації, правильність фактів, цитат та посилань несуть автори.

Для наукових та науково-педагогічних співробітників, викладачів закладів вищої освіти, аспірантів та студентів.

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Cheating as a Type of Academic Dishonesty When Studying in Medical University: Reasons, Manifestation, Prevention

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Abstract. Academic Dishonesty is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements.

Keywords. Academic Dishonesty, Medical University, students.

Academic Dishonesty is classified as plagiarism (adoption or reproduction of ideas or words or statements of another person without due acknowledgment); fabrication (the falsification of data, information or citations in any formal academic exercise); deception (providing false information to an instructor concerning a formal academic exercise (such as false excuse for missing a deadline or falsely claiming to have submitted work)); cheating (any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment); sabotage (acting to prevent others from completing their work? for instance, cutting pages out of library books or willfully disrupting the experiments of others) [1,3].

Is cheating popular among students?

The issue of cheating is the most pronounced problem in the era of online education. According to a leading non-profit newsroom, the instances of cheating in examinations have increased exponentially during COVID-19. The Hechinger Report published this news on August 7, 2020. Academic dishonesty has been seen in all types of educational setting, from elementary school to higher educational establishments, in all continents and countries worldwide. Plagiarism and falsification are met mostly in fields where preparation of own research material is expected – graduate courses, PhD fellowship etc; sabotage accompanies most of competitive activities and deception is frequently taken as a native ugly twin of excuse being so spread that it's hard to find someone who never used it.

Cheating as a part of academic dishonesty is met dramatically frequently nowadays. The dispute about cheating rate online and offline is held actively in scientific-pedagogical communities. Some investigations postulate that higher cheating rate in online learning is a myth. The researchers

found that while 32.1% of respondents admitted to cheating in a face-to-face class, 32.7% admitted to cheating in an online course [2]. Commenting on this, Manish Mohta, MD – Learning Spiral said [4], “We conducted a survey on online cheating in which we found that **73 percent of students cheat during online examinations** but this rate was minimized to a mere 13 percent after using advanced technologies. In another study, over half of the respondents believed that cheating is more frequent and easier in an online course and they take this opportunity. Cheating has already been caught on camera in the past, but the number of cases still rose dramatically between April and June 2020.

How do students cheat?

There are multiple inappropriate ways to get information for answering without studying, and definitely, it is easier when studying online.

After discussing the problem with graduates, next variants are the most frequent ones for individual students: using notes/books when instructed not to, and switching off cameras claiming on poor internet connection; pretending they did not hear question that seems to be difficult as far as they have been “disconnected” opening parallel windows for searching info during the online class; paraphrasing/copying few sentences word for word from Internet or any written source without footnoting it; getting answers from other groups, who had test already (similarly, taking photos/screens of questions for friends from other groups).

Frequently, cheating involves several participants or even the academic group – fully or partially. Students create parallel chats in messengers and help each other: make agreements who is studying a certain small portion of a topic (at time when answer is required, 1 or 2 students only demonstrate good connection and ability to communicate). They ask about assistance from more successful classmates or even graduates for passing reworks, tests better (from sitting nearby and whispering answers to parallel remote connection or even by sharing own login and passwords).

Why do students cheat?

In the case of knowledge control prior to the pandemic, strict rules were being followed. The candidates were required to appear in-person for the assessment before the beginning of the examination. But when online tests were held due to the pandemic, even well-known universities experienced cases of “phony candidates” – the ones who were sitting in during the examination were not students of the university but paid imposters.

The lack of proper monitoring systems is the most prominent reason for online cheating during pandemic period. Over half of the respondents believed that cheating was more frequent and easier in an online course and they took this opportunity. The sudden shift to online classes and the need for cost-cutting has propelled universities to start virtual examinations [2] without the implementation of

effective monitoring systems. There was massive pressure on educators to complete time-bound educational programs with no extra-time and money to opt for a security system.

Professors of reputable universities spoke out against rampant online cheating. But still, it hasn't deterred students from sharing videos and answers. The shift to online education has risen to another form of cheating: the use of purchased assignments in some countries [3]. There are companies that provide term papers and ready solutions to students and they have been working for a long time. But when the pandemic started, the businesses selling such papers and assignments started earning higher revenue.

Students may cheat in their classes for all kinds of reasons. It may be because they've been overwhelmed in their coursework and they want to make sure their grades are not jeopardized. By cheating, they can put some of their worries aside. Some of them are paying for writers to write their essays, medical case histories and other papers for them, which is a form of plagiarism many professors may not be aware of, as the writing is still original. They cheat because of 'lack of knowledge', 'getting higher marks', 'some technical problems', 'no proctoring', and 'exam stress'. Some of students were really stressed – because stressful travelling home forced quarantine on arrival etc. Some topics were missed, and it was easier to “cheat a little” instead of hard-working on extra-material. Later, That got in use, and plagiarism and cheating are taken psychologically much easier to do since teacher has not been met in person. Students may also fear cheating in a physical classroom because if they do get caught, they'd have to face the professor in person, creating a stronger sense of accountability for the student, but may not be as worried in an online class.

What are signs of cheating in online classes? Frequently reported poor internet connection, absence or permanent switched off camera. Students who are not looking straight when answering but aside, down, or even covering camera by hand or placing it so teacher cannot see face or eyes of student are using alternative sources of knowledge probably. Appearance of extra-voice, whispering, and too loud surrounding may be a sign of side assistance. Too literally composed statements, announced with breaks, miss-spelling and without intonation may indicate students are reading info from some unfamiliar sources. And finally, similarity in mistakes when submitting answers for test may indicate that answers were generated and copied from same sources.

How can teachers stop cheating?

To prevent cheating “here and now”, teachers should change the nature of assessments. The most effective way to reduce cheating in online learning is to change the nature of the assessments and assignments themselves. A single- and multiple choice test, while efficient in terms of grading, has always been susceptible to academic dishonesty. In the era of online learning, teachers should

strive to find more creative and unique ways for students to show what they know. This can also encourage critical thinking in new ways.

In an online setting, all assignments will be completed and performed online. As a result, many educators have invested heavily in controlling the context of the assignment or assessment environment. Some common themes might be: limiting the time in which an assessment can be taken; controlling the use of tabs and other windows. Many school machines and testing programs can give teachers the option to end the assessment if the student toggles to other windows or screens. Giving each student individual tests helps a lot [2]. Some assessment programs allow teachers to shuffle the questions on each test, ensuring students can't confer on answers during the test.

Some examples of creative tasks may include: recording video of themselves giving a short presentation on the topic or subject matter. Instead of multiple choice tests, assessment that utilizes in-class essays should be given priority (essays can be plagiarized, of course, but plagiarism is usually much easier to detect). Assessment questions may require critical thinking and thoughtful reflection to answer. These can be short answer questions or brief essay questions. Students should be required to synthesize the material that they've learned rather than repeating facts and figures. Students may be asked to design their own individual assessment at the beginning of the unit for friends. This can get students invested in the learning process and make cheating less likely as a result [3].

When collecting answers, the graduate respondents suggest that universities should disable the copy and paste features in chats and online tests. Teachers should create different quizzes for each student, require all students to start their webcam during the online test, use alternative methods of assessment, prepare essay like thought-provoking questions, and create awareness of the problem. When arranging testing on Google Forms, one should shuffle answer choices to block screen creepers; use page sections to block assessment previews, use page breaks to create alternative assessment paths, prevent cheating by asking better questions or enable locked quiz mode.

Many of modern soft programs and teaching tools have cheating/plagiarism detection software integrated into them. This makes it actually quite easy for online instructors to identify cheating, perhaps even more so than in a physical classroom setting. Webcams are also used to record students while they take their exam to look for any signs of cheating. As a cheap alternative, it may be required that student's university account or profile has a photo on avatar, verified with a passport; or student has his documents with him visible for an examiner.

There are also advanced technologies that aid in online test proctoring to ensure students are not cheating: keystroke recognition, IP tracking and biometric scanning. This is done through software that uses technology to scan their biometrics to ensure they are who they say they are.

To prevent cheating more globally, big work should be done in two directions: to explain possible consequences to student and to help him in succeeding while studying.

Students should be explained that if they cheat in an open online course, the first thing they should know is that they're only hurting themselves by missing out on an opportunity to learn and ultimately feel that they earned a degree fair and square. The time they spend trying to avoid getting caught cheating could be better used to just prepare for whatever assignment or test they need to prepare for. But, most of all, students should realize that penalties for cheating exist and are working: if they cheat in an online class and get caught, there is risk to be failed for the assignment with further hurting overall grade, having to retake course or even be expelled.

But educators should always keep in mind that the goal is to help students succeed. Helping students succeed without cheating is a promising strategy. It requires great efforts from academic staff – from preparing up-to-date academic materials of a good quality to making online routine less boring by implementing multiple interactive learning technologies and tools. Clerisy has developed online materials specifically designed to help administrators and educators reduce cheating in a proactive and productive way. With the right approach, online learning can be more honest and more successful.

However, some students clearly stated that nothing can be done either due to some technical infrastructure problems or even lazy teachers [4].

Conclusions. Cheating and academic integrity go hand-in-hand. If cheating is easy to do and therefore rampant in an online school setting (especially a for-profit school), it can bring down the overall quality of the school itself and thus the quality of academic degree. Multiple strategies for detection, preventing of cheating exist, teachers should be aware of them and implement them widely, improving quality of on-line education in parallel.

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