ACADEMIC INTEGRITY CHALLENGES IN THE AGE OF AI TECHNOLOGY

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Abstract. The article explores the primary challenges to academic integrity in the context of the rapid advancement of AI technologies. It examines the risks associated with the inauthentic use of generative systems by students, the challenges of evaluating academic work, and the need to develop AI literacy among participants in the educational process. It proposes directions for improving the policies of higher education institutions, updating methods of knowledge control, and strengthening the culture of academic integrity. It is concluded that AI can serve as both a challenge and a resource for improving the quality of education, provided it is used responsibly..

Keywords: academic integrity, artificial intelligence, generative technologies, AI literacy, plagiarism, higher education, institutional policies, assessment.

Relevance of the problem. The rapid spread of generative AI systems is fundamentally changing the practices of teaching, independent work, and assessment in higher education. Modern systems are often unable to reliably recognize texts created by AI, which increases the risk of dishonesty [1;2;6]. Along with the obvious didactic advantages of the technology, new risks of academic misconduct are emerging, necessitating a reevaluation of the criteria for integrity, transparency, and accountability in the educational environment. In these conditions, the problem of preserving and strengthening academic integrity becomes particularly relevant and requires systematic scientific analysis. That is why it is crucial to identify the key challenges facing higher education institutions and outline potential solutions to overcome them.

Presentation of the main material. The rapid development of artificial intelligence and generative technologies is significantly transforming the educational environment and influencing the nature of interaction between teachers and students. AI-based tools are being increasingly used in both the learning process and the completion of academic tasks, creating new opportunities to enhance the effectiveness of the educational process. At the same time, the widespread introduction of such technologies is accompanied by several risks related to ensuring transparency, honesty, and objectivity in assessment.

AI tools are capable of generating texts, codes, presentations, and abstracts that are difficult to distinguish from the work of students. This complicates the verification of originality and the creation of fair assessment conditions. At the same time, the lack of uniform policies for the use of AI in higher education institutions increases uncertainty among teachers and students. Comprehensive training in artificial intelligence ethics is

necessary to maintain academic integrity in the context of generative AI, promoting fairness, transparency, and responsible use in higher education.

Key challenges.

The risk of opaque AI use by students to create academic work. AI tools (e.g., ChatGPT) allow students to generate texts without their own contribution, making it difficult to detect plagiarism and undermining the value of authorship [10]. The development of generative systems facilitates the production of texts that replace the individual intellectual work of students, making it difficult to detect violations of academic integrity.

Insufficient competence of teachers in determining the correct and incorrect use of AI tools. The lack of methodological recommendations and practical experience leads to inconsistent interpretations of the permissible limits of AI use in educational activities.

Weak regulation of policies on permitted formats for AI use. Most higher education institutions lack clear internal regulations that define the rules for the use of AI by students and teachers, creating regulatory uncertainty.

Instrumental limitations of originality verification programs, which do not always detect AI-generated content. Modern anti-plagiarism systems cannot always effectively identify AI-generated content, which undermines the reliability of verification and raises questions about the objectivity of assessment [5].

The transformation of skills that have traditionally been considered indicators of academic independence (writing, analysis, generalization). The automation of text and analytical material creation is altering the role of writing, analysis, and generalization skills, which have traditionally been regarded as key indicators of a student's academic independence and autonomy.

One of the key challenges is the opaque use of AI, which creates the risk of plagiarism in academic work. Teachers often face the challenge of identifying AI-generated content, as modern systems create texts that are stylistically and structurally similar to those of students. Another important aspect is the participants' insufficient readiness in the educational process to use AI responsibly. A lack of understanding of the difference between supportive and inappropriate uses of digital tools leads to flawed learning strategies and a decline in academic culture.

Another important aspect is the participants' insufficient readiness in the educational process to use AI responsibly. Failure to understand the distinction between acceptable and unacceptable uses of digital tools results in flawed learning strategies and a decline in academic culture. The lack of clear policies on the use of AI in many higher education institutions complicates the situation. The lack of regulation on these issues creates an information vacuum in which each teacher is forced to independently determine the limits of what is acceptable, leading to inconsistency and unequal conditions for students. In addition, existing originality checking programs do not always effectively identify automatically generated texts, which reduces the reliability of integrity control tools. Along with the risks, there is also a transformation of academic skills. Some tasks that traditionally required deep analytical work can be performed using AI, necessitating a reevaluation of teaching methods. This highlights

the need to use tasks that stimulate the development of critical thinking, a personalized approach, creative problem solving, and reflection.

Ways to overcome the problem.

Developing internal policies for higher education institutions regarding the rules for using AI, with clear boundaries of what is permitted.

It is advisable to create clear regulations that will define acceptable and unacceptable formats for the use of AI in the educational process. Such policies should include:

—criteria for the permitted use of AI in various types of work (essays, projects, presentations, programming);

—restrictions on the generation of ready-made answers or texts without the student's intellectual participation;

—requirements for the mandatory declaration of AI use.

Universities can effectively address issues of academic misconduct and fraud in higher education by implementing proactive and ethical strategies, such as policy development, training, and the use of various methods [4]. This increases the transparency of educational activities and reduces the risk of academic misconduct.

Developing AI literacy among teachers and students: training, courses, instructions.

The effective and ethical use of AI requires the targeted development of competencies among all participants in the educational process. It is promising to conduct trainings, seminars, workshops, and create methodological recommendations on:

—the difference between auxiliary and unlawful use of AI;

—principles of academic integrity in the digital environment;

—possibilities and limitations of modern generative tools (ChatGPT, Claude, Copilot, etc.).

The integration of generative artificial intelligence into higher education has led to an increase in plagiarism and fraud, highlighting the need for clear guidelines and education on AI literacy to maintain academic integrity [9].

Improving digital literacy promotes the conscious and responsible use of technology.

Updating methods of knowledge assessment: oral interviews, project and reflective tasks, and authentic case studies. Since AI can generate high-quality texts, traditional written assignments are losing their informative value in terms of actual academic achievement. Therefore, the following are becoming relevant:

—oral interviews and viva formats;

—practical case studies that require analysis of situations rather than text generation;

—reflective assignments where students describe their personal experiences, thought processes, and decisions made;

—combined forms of assessment that include both written and interactive elements.

This enables a more accurate assessment of the actual level of competence.

Strengthening a culture of academic integrity, where AI is seen as a supporting tool rather than a substitute for thinking.

A key focus is on helping students understand the value of their own intellectual work and their responsibility for their learning outcomes. This is facilitated by:

——discussing the ethical aspects of using AI in the classroom;

——creating a safe space where students can openly talk about their learning difficulties;

——emphasizing the importance of the learning process, not just the final result;

——introducing practices of academic reflection.

A strong culture of integrity reduces the likelihood of violations even in the presence of digital tools.

Integration of tasks that require critical analysis, personal examples, and argumentation which are more challenging to perform with automated systems.

Generative models are effective in creating texts, but significantly weaker in performing tasks that require:

——the interpretation of personal experience;

——the comparison of real cases and learning contexts;

——a reasoned position related to an individual's worldview;

——creative solutions or non-standard approaches.

The use of such activities reduces the risk of automated substitution of student work and enhances the development of critical thinking. Ways to overcome these problems lie in a comprehensive combination of regulatory, methodological, and pedagogical measures.

A crucial condition is the development of internal policies for higher education institutions that regulate the use of AI and define the responsibility for violations of academic integrity. Equally important is improving the AI literacy of teachers and students, which will ensure the conscious and ethical use of digital technologies. Reforming assessment methods, particularly by introducing oral interviews, practical cases, reflective elements, and authentic tasks, will enable a more accurate assessment of each student's individual contribution to the work.

Conclusions and research prospects. AI technologies are radically changing the educational landscape, creating new risks for academic integrity. An effective response requires a balance between innovation and ethics: the introduction of policies, the improvement of digital literacy, and the development of critical thinking will help maintain trust in education in the digital age. AI technologies are not only a challenge but also a resource for the development of academic integrity. They stimulate the modernization of educational approaches, the updating of assessment methods, and the formation of students' readiness for the responsible use of digital tools. The primary task of higher education institutions is to create conditions in which AI enhances learning without replacing it. Prospects for further research include the development of practical models for integrating AI technologies into the educational process in accordance with the principles of academic integrity, as well as the creation of tools for effectively monitoring and assessing the authenticity of student work.

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