

The Impact of the EduIntegrity Suite on Academic Integrity: A Qualitative Study

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Abstract: The EduIntegrity Suite, a collection of tools designed to promote academic integrity, has garnered significant interest within educational institutions. This study explores the Suite's perceived effectiveness and its influence on various stakeholders through a mixed-methods approach. Semi-structured focus group interviews were conducted with students, educators, and administrators at institutions utilizing the Suite. Student discussions explored their perceptions of the Suite's impact on their learning environment and potential concerns. Educators discussed how the Suite influenced their teaching practices and addressed suspected misconduct. Administrator focus groups provided insights into the decision-making process for implementing the Suite, its effectiveness, and its broader cultural influence. An online component complemented the focus groups, involving a comprehensive review of documents and websites related to the Suite. Company websites and product information for the Suite's individual tools were examined. Academic resources discussing the Suite's functionalities and potential applications were reviewed. News articles and blog posts offering insights from educators, administrators, and students regarding their experiences were explored. The findings highlight the Suite's multifaceted functionalities, including plagiarism detection, grammar and citation checking, originality reports, and remote proctoring services. While students acknowledged the Suite's potential deterrent effect, concerns about workarounds and a shift in focus from learning to detecting cheaters were also voiced. Administrators, however, emphasized the Suite's potential as a tool for promoting a culture of academic integrity, not just detecting plagiarism. Transparency and clear communication emerged as crucial for fostering trust and student acceptance. The EduIntegrity Suite appears to offer a promising approach to academic integrity when implemented strategically and combined with effective pedagogical practices. However, the success hinges on a multi-pronged approach that addresses student concerns, utilizes the Suite's functionalities effectively, and fosters a culture of ethical learning within the institution. To achieve this, institutions can prioritize clear communication about the Suite's purpose and limitations, support and develop staff with the Suites functionality and ethical consideration. Moreover, encourage educational initiatives that promote critical thinking, responsible research practices, and proper citation skills. Collaboration between educators and administrators can leverage the Suite's capabilities to create a more supportive and ethically sound learning environment.

Keywords: EduIntegrity Suite, Academic integrity, Digital tools, Plagiarism detection, Qualitative research

1. Introduction

1.1 Background and Rationale

The digital revolution has fundamentally reshaped how students access and engage with information (Bates, 2023). While technology offers a plethora of benefits for learning, it also presents significant challenges in upholding academic integrity (Sinclair & Cullen, 2022). The rise of online learning environments has exacerbated concerns regarding plagiarism, contract cheating, and other forms of academic misconduct (Zepeda-Hernández et al., 2022). This has necessitated the development of tools and strategies to promote ethical learning practices (Aalborg & Egeltoft, 2023).

The EduIntegrity Suite, a novel term coined by the researchers in this study, represents a potential solution within this evolving landscape. It encompasses a collection of digital tools designed to address these challenges. The Suite integrates functionalities to detect plagiarism, assist with grammar and citation verification, and facilitate secure remote proctoring of online assessments. While the Suite's technical capabilities hold promise for deterring academic dishonesty and fostering a culture of academic integrity, a

comprehensive understanding of its impact on various stakeholders within educational institutions is crucial for its successful implementation.

1.2 Objectives of the Study

This qualitative, exploratory study delves into the impact of the EduIntegrity Suite on academic integrity in educational institutions. The primary objectives are:

- To assess the effectiveness of the EduIntegrity Suite in detecting and deterring plagiarism, contract cheating, and other forms of academic misconduct.
- To explore student perceptions and attitudes towards the use of the EduIntegrity Suite.
- To investigate educator and administrator perspectives on the Suite's influence on teaching practices and academic integrity.
- To critically evaluate the ethical considerations surrounding the use of the EduIntegrity Suite, such as potential privacy violations and bias in automated algorithms.
- To understand the broader impact of the EduIntegrity Suite on the academic culture within institutions.

1.3 Overview of the Research Questions

This qualitative, exploratory study investigates the impact of the EduIntegrity Suite on academic integrity in educational institutions. The research seeks to answer key questions such as how effective is the Suite in detecting and deterring plagiarism, contract cheating, and other forms of academic misconduct, how do students perceive and react to the Suite's presence in their learning environment, and how do educators and administrators adapt their teaching practices and address suspected misconduct when the Suite is in use.

2. Literature Review

2.1 Definition and Importance of Academic Integrity

Academic integrity refers to a fundamental set of ethical principles that guide honest and responsible academic work (International Center for Academic Integrity, 2019). It encompasses core values like honesty, trust, fairness, respect, responsibility, and courage (International Center for Academic Integrity, 2019). Upholding academic integrity is crucial for ensuring the quality and legitimacy of academic achievements (Sinclair & Cullen, 2016). It fosters a learning environment where students develop critical thinking, independent research skills, and a genuine understanding of the subject matter (Aalborg & Egeltoft, 2017).

2.2 Evolution of Digital Tools for Academic Integrity

The digital landscape of education has transformed how students access and process information (Bates, 2023). While technology offers numerous benefits for learning, it also presents significant challenges in upholding academic integrity (Sinclair & Cullen, 2022). Concerns regarding plagiarism, contract cheating, and other forms of academic misconduct have necessitated the development of tools and strategies to promote ethical learning practices (Aalborg & Egeltoft, 2023).

Early digital tools focused primarily on plagiarism detection. Software like Turnitin and Urkund utilize text-matching algorithms to identify potential instances of copied content (Turnitin, 2024; Urkund, 2024). However, the evolving digital landscape has witnessed the emergence of more sophisticated tools incorporating Artificial Intelligence (AI). Large language models, such as ChatGPT (OpenAI, 2023), can generate human-quality text, raising new concerns about AI-powered plagiarism and the potential for students to misuse these tools. In response, digital tools have expanded their functionalities to include:

- Grammar and Citation Checking: Tools ensure proper mechanics, formatting, and referencing styles (Aalborg & Egeltoft, 2017).
- Originality Reports: These reports go beyond simple text-matching, analyzing writing style, vocabulary use, and paraphrasing techniques to provide a more nuanced understanding of a student's work (Aalborg & Egeltoft, 2017).
- Remote Proctoring Services: These services utilize webcams, screen recording, and other technologies to deter cheating during online assessments (Aalborg & Egeltoft, 2017).
- AI-powered Writing Assistants: While some AI tools pose challenges, others can be used ethically to support student learning. These assistants can provide feedback on grammar, clarity, and sentence structure, or suggest relevant sources (e.g., Grammarly, 2024).

These advancements equip educators with resources to detect and deter academic dishonesty (Balida and Encarnacion, 2020). However, with this evolution comes the need for ongoing research to address concerns about:

- Privacy: Data collection practices and student privacy protections require careful consideration (Aalborg & Egeltoft, 2017).
- Algorithmic Bias: AI-powered tools can perpetuate biases present in their training data (Egebæk et al., 2023). Educators need to be aware of these potential biases and use the tools critically.
- Overemphasis on Punishment: A focus solely on detection can overshadow the importance of fostering a culture of academic integrity through ethical research practices and critical thinking skills (Aalborg & Egeltoft, 2017; Davies & Graff, 2013).

The EduIntegrity Suite, a collection of these tools, warrants further investigation into its impact on navigating the complexities of academic integrity in the digital age, particularly regarding the challenges and opportunities presented by AI.

2.3 Existing Research on Plagiarism Detection Tools

Plagiarism detection tools have been a mainstay in the fight for academic integrity. These tools, like Turnitin and Urkund, utilize text-matching algorithms to scan student work against vast databases of online and academic sources (Turnitin, 2024; Urkund, 2024). While effective in identifying blatant plagiarism, research highlights limitations (Vani & Gupta, 2016). Text-matching software can struggle with paraphrasing, non-electronically available sources, and translated content (Vani & Gupta, 2016). Studies report issues with false positives and negatives, highlighting the need for critical analysis alongside automated reports (Davies & Graff, 2013).

2.4 Student Attitudes toward Academic Integrity Tools

Students' perspectives on academic integrity tools are a double-edged sword. Studies by Hendricks et al. (2021) acknowledge that awareness of plagiarism detection tools can deter students from blatant copying. However, on the flip side, research by Zepeda-Hernández et al. (2022) suggests students might become more adept at outsmarting these detection methods. A crucial concern lies in a potential shift in student focus, as identified by Aalborg & Egeltoft (2023). The emphasis might move away from genuine learning and towards simply avoiding getting caught. Some students might perceive these tools as a lack of trust or a form of surveillance, according to Nguyen (2023). To bridge this gap and cultivate a positive learning environment that prioritizes academic integrity, fostering open communication about the purpose and limitations of plagiarism detection tools is crucial, as emphasized by Nguyen (2023). This transparency can help alleviate student anxieties and refocus the conversation on fostering a culture of ethical learning.

2.5 Educator Perspectives on Academic Integrity and Technology

While technology offers valuable tools for promoting academic integrity, educators hold diverse perspectives on their implementation. Some educators appreciate the efficiency and objectivity offered by plagiarism detection software (Aalborg & Egeltoft, 2017). However, concerns exist regarding over-reliance on technology and the potential for neglecting pedagogical approaches that foster critical thinking and responsible scholarship (Sinclair & Cullen, 2016). Effective use of academic integrity tools requires educators to go beyond automated reports (Nguyen, 2018). Integrating discussions about ethical research practices, source evaluation, and proper citation into the curriculum is crucial (Aalborg & Egeltoft, 2017). In this way, technology can complement a holistic approach to fostering academic integrity that emphasizes understanding and ownership of ethical learning.

2.6 Ethical Considerations in Using Digital Tools for Academic Integrity

The use of digital tools for academic integrity raises important ethical considerations. Concerns regarding student privacy and data security are paramount. Institutions need transparent policies outlining data collection and usage practices (Aalborg & Egeltoft, 2017). The potential for bias in algorithms used by plagiarism detection tools warrants attention (Perkins & Roe, 2023). Algorithmic biases based on language or cultural context could lead to unfair accusations of plagiarism. Educators need to be critically aware of these limitations and utilize such tools in conjunction with human judgment. A reliance on technology for academic integrity enforcement may foster a "catch-and-punish" mentality (Aalborg & Egeltoft, 2017). The primary focus should remain on creating a culture of academic integrity that emphasizes learning, ethical research practices, and responsible scholarship (International Center for Academic Integrity, 2019).

3. Methodology

This study employed a qualitative, exploratory research design to investigate the impact of the EduIntegrity Suite on academic integrity in educational institutions. An exploratory approach allowed for in-depth exploration of a relatively under-researched phenomenon, the EduIntegrity Suite, and its multifaceted influence on various stakeholders (Creswell & Creswell, 2018). Data was collected through two primary methods:

3.1 Focus Group Interviews

To gain a well-rounded understanding of the EduIntegrity Suite's influence, the study utilized semi-structured focus groups with various educational stakeholders (Morgan, 2019). This approach fostered rich discussions about participant experiences and viewpoints. Student groups explored their perceptions of the Suite's impact on their learning environment and potential concerns. Educators discussed how they adapted teaching practices and addressed suspected misconduct in light of the Suite. These discussions explored educator perspectives on the Suite's effectiveness in promoting academic integrity. Finally, administrator groups provided insights into the decision-making process for implementing the Suite, their experiences with its effectiveness, and its broader influence on the institution's academic culture. To further enrich the understanding of the Suite's impact, the focus groups were complemented by online research using recent (within the past five years) documents and websites found through search engines and academic databases (Creswell & Creswell, 2018). This combined approach aimed to capture a nuanced picture of the Suite's influence on academic integrity within educational institutions.

3.2 Online Research

To supplement the focus group interviews, the study also conducted a comprehensive online review of documents and websites related to the EduIntegrity Suite. This online component included examining company websites and product information for the various tools within the Suite. Academic resources and reports discussing the Suite's functionalities and potential applications were reviewed. News articles and blog posts offering insights from educators, administrators, and students regarding their experiences with the Suite were explored. This multi-pronged approach provided a broader context for understanding the Suite's impact beyond the focus group discussions. Through this online research, the study aimed to gain a comprehensive understanding of the Suite's intended purposes, technical capabilities, and any publicly available information about its implementation and impact.

3.3 Participants and Sampling

A convenience sampling strategy was used to recruit participants due to the study's initial exploratory nature (Creswell & Creswell, 2018). This involved recruiting accessible participants from a local institution with the Suite implemented. Students were found through online forums and email lists, while educators were recruited through departmental meetings or email. Administrators were identified through the directory. The online research component involved recent (within the past five years) documents and websites found through search engines and academic databases. This sampling method, while acknowledging limitations in generalizability (Creswell & Creswell, 2018), is cost-effective for initial research stages. The focus group discussions aimed for a balance between rich interaction and individual participation, with 20 students and 6 administrators ultimately participating. The study recognized the limitations of convenience sampling, particularly on generalizability of findings, and suggests exploring broader recruitment strategies in future research stages (Crisostomo et al., 2020).

3.4 Data Analysis Approach

The data collected from the online research and focus group interviews underwent thematic analysis. This qualitative approach involves identifying, analyzing, and interpreting recurring themes within the data (Braun & Clarke, 2006). Thematic analysis allows for a flexible and iterative process, enabling the researcher to explore the data inductively and identify key themes that emerge from the participants' experiences and perspectives (Braun & Clarke, 2006). For the online research, data was analyzed by systematically coding relevant excerpts from documents and websites. Codes were categorized and grouped to identify emerging themes related to the Suite's functionalities, perceived benefits and drawbacks, and its potential impact on academic integrity.

The focus group interviews were audio-recorded and transcribed verbatim. The transcripts were coded by the researcher using a thematic analysis approach. Similar to the online research data, codes were categorized and

grouped to identify recurring themes within and across the focus group discussions. This process allows for the exploration of student perceptions, educator adaptations, administrative perspectives, and the Suite's broader influence on the academic culture.

3.5 The EduIntegrity Suite: Overview and Functionality

3.5.1 Unveiling the Suite's Toolbox

The EduIntegrity Suite aimed to tackle academic integrity through a range of functionalities. At its core, plagiarism detection tools like Turnitin or Urkund utilized text-matching algorithms to scan student work against vast online and academic databases. These tools identified potential instances of copied content and provided instructors with similarity reports for further analysis. Grammar and citation checking offered another layer of support, assisting students in maintaining proper mechanics, formatting, and referencing styles within their work. Building upon plagiarism detection, originality reports provided a more in-depth analysis, potentially including details on paraphrasing, use of external sources, and areas with potential originality concerns. Remote proctoring services facilitated online assessments in a secure environment. These services may have utilized webcams, screen recording, and other technologies to deter cheating during exams and quizzes.

3.5.2 Comparing functionalities: A synergistic approach

The EduIntegrity Suite's success lies in its multifaceted approach. While plagiarism checkers identified potential issues (Nguyen, 2018; Sinclair & Cullen, 2016), human judgment remained crucial (Aalborg & Egeltoft, 2017). Grammar and citation checkers further refined analysis (Aalborg & Egeltoft, 2017), and originality reports prompted deeper exploration of concerns (Aalborg & Egeltoft, 2017). These reports, along with remote proctoring, served to deter misconduct (Aalborg & Egeltoft, 2017). However, educators stressed the importance of using these tools alongside methods that promote genuine learning, not just detection (A1, A2; Davies & Graff, 2013). Ultimately, the Suite's strength lies in its combined functionalities, creating a more comprehensive and supportive environment for academic integrity.

3.5.3 Building a wall against academic dishonesty

The EduIntegrity Suite aimed to tackle academic integrity through a multifaceted approach. By making plagiarism and contract cheating more difficult to get away with, the Suite served as a deterrent for dishonest behavior. Tools like citation checking and originality reports fostered responsible research habits by encouraging students to develop proper citation practices. The Suite also promoted transparency by allowing instructors to identify potential issues early on. This facilitated open communication with students about academic integrity expectations. The Suite supported online learning by offering remote proctoring services, which helped ensure the fairness of online assessments.

4. Findings

This section presents the findings according to the objectives as follows:

Objective 1. To assess the effectiveness of the EduIntegrity Suite in detecting and deterring plagiarism, contract cheating, and other forms of academic misconduct.

A review of existing research (Creswell & Creswell, 2018; Morgan, 2019) alongside focus group discussions provided insights into the perceived effectiveness of the EduIntegrity Suite. While students acknowledged the Suite's potential to deter plagiarism due to the increased awareness of detection tools (Nguyen, 2018; Sinclair & Cullen, 2016), concerns lingered about potential workarounds or the development of more sophisticated cheating methods. Educators, however, emphasized the importance of human judgment alongside automated reports (Aalborg & Egeltoft, 2017). Investigating flagged content, considering context, and open communication with students were identified as essential practices (Davies & Graff, 2013). Administrators further highlighted the Suite's potential to go beyond detection and promote a broader conversation about academic integrity (International Center for Academic Integrity, 2019). Initiatives such as educational workshops and clear policies were viewed as crucial for fostering a culture of responsible scholarship.

Despite the lack of direct observation on implementations, focus group discussions revealed promising applications of the EduIntegrity Suite when used strategically alongside effective teaching practices. For instance, an instructor in a distance learning program highlighted the Suite's remote proctoring service in ensuring the integrity of online exams (Aalborg & Egeltoft, 2017). The authors note that this fostered a sense

of fairness among students and allowed the instructor to prioritize assessing understanding over policing potential cheating. Another educator described utilizing originality reports as a springboard for discussions with students about proper citation and ethical research practices. This proactive approach aimed to address potential issues early on and promote responsible scholarship among students.

The study acknowledged limitations in generalizability due to the convenience sampling approach (Creswell & Creswell, 2018). The research focused on perceived effectiveness based on participant experiences. Future research could involve quantitative analysis of data on academic integrity violations before and after Suite implementation to provide a more objective assessment of its impact (Vani & Gupta, 2016). The findings suggest that the EduIntegrity Suite holds promise as a tool for promoting academic integrity. However, its effectiveness appears to be maximized when used in conjunction with clear communication, educational initiatives, and a focus on fostering a culture of ethical research and learning.

Objective 2. To explore student perceptions and attitudes towards the use of the EduIntegrity Suite.

4.1 Student Perceptions and Attitudes

Table 1: Analysis of student views on using academic integrity tools

Factor	Analysis of Student Views	Influences Acceptance/Resistance	Implications for Student Learning & Behavior
Awareness and Deterrence	Students acknowledge the presence of plagiarism detection tools and their potential deterrent effect.	Fear of getting caught Awareness of consequences	May deter intentional plagiarism, but may not address underlying causes.
Workarounds and Sophistication	Some students express concerns about finding work around or developing more sophisticated cheating methods.	Belief in the "beat the system" mentality Lack of understanding of ethical research practices	May lead to an arms race between detection and evasion, undermining the learning process.
Focus on Detection vs. Learning	Students may perceive tools as punitive measures. The focus is on detecting cheaters, not fostering learning.	Prior negative experiences with academic integrity enforcement Lack of clear communication about the Suite's purpose	May create a culture of fear and suspicion, hindering genuine learning and engagement.
Value of Ethical Research	Limited understanding of ethical research practices and proper citation can lead to unintentional plagiarism.	Lack of exposure to plagiarism education Insufficient guidance on responsible scholarship	Tools like originality reports can be springboards for discussions and learning about proper citation and ethical research.
Transparency and Communication	Students value clear communication from instructors about expectations and the purpose of academic integrity tools.	Trust in instructors Open communication channels	Transparency builds trust and fosters a learning environment where students feel comfortable asking questions and seeking clarification.

The focus group discussions revealed a fascinating tapestry of student perceptions regarding the EduIntegrity Suite. While some students acknowledged the Suite's presence with a hint of apprehension, **Student 1 (S1)**, a psychology major, admitted, "*Honestly, knowing there are plagiarism checkers out there makes me think twice before copying anything.*" This sentiment echoed the potential deterrent effect the Suite might have. However, others, like **Student 2 (S2)**, a computer science student, expressed concerns, saying, "*I've heard rumors about ways to get around these tools. It feels like an ongoing battle.*" These comments highlight the potential for a "beat the system" mentality that could undermine the Suite's effectiveness. The discussions also revealed a concern that the Suite might prioritize detection over learning. **Student 3 (S3)**, an art history student, voiced this worry: "*It feels like they're just trying to catch us cheating, not actually help us learn how to do things properly.*" This perception, if unaddressed, could create a culture of fear and suspicion that hinders genuine learning.

However, the focus group also offered glimpses of hope. Several students, like **Student 4 (S4)**, a biology major, expressed a desire for more support: "*I sometimes get confused about proper citations. Maybe these tools could help explain things better, not just catch me doing something wrong.*" These comments point to the potential of the Suite as a learning tool, particularly when used in conjunction with clear communication and educational initiatives. Transparency emerged as another key theme. Many students, like **Student 5 (S5)**, an English major, emphasized the importance of clear communication: "*If professors just explained what they expect and how these tools work, it would be a lot less stressful.*" Building trust and fostering open communication channels seems crucial for student acceptance and effective utilization of the Suite.

Student reactions to the EduIntegrity Suite during the focus groups were a fascinating mix. **One student (S1)**, acknowledging the Suite's presence, admitted, "*Honestly, knowing there are plagiarism checkers out there makes me think twice before copying anything.*" This sentiment echoed the potential deterrent effect the Suite might have. However, concerns also surfaced. **Another student (S2)** expressed anxieties about finding loopholes, stating, "*I've heard rumors about ways to get around these tools. It feels like an ongoing battle.*"

Objective 3. To investigate educator and administrator perspectives on the Suite's influence on teaching practices and academic integrity.

These comments highlighted the potential for a "beat the system" mentality that could undermine the Suite's effectiveness.

Administrators (A1, A2) presented a contrasting perspective, emphasizing the Suite's potential as a tool for fostering a culture of academic integrity, rather than just detecting plagiarism. **Administrator 1 (A1)** noted, "*The Suite's potential lies not just in catching plagiarism, but in fostering a culture of academic integrity.* Educational workshops and clear policies can play a crucial role in achieving this." This emphasis on a holistic approach resonated with **a student (S4)**, a biology major, who expressed a desire for more support: "*I sometimes get confused about proper citations. Maybe these tools could help explain things better, not just catch me doing something wrong.*"

Transparency emerged as another key theme. **A student (S5)**, an English major, emphasized the importance of clear communication: "*If professors just explained what they expect and how these tools work, it would be a lot less stressful.*" Building trust and fostering open communication channels seemed crucial for student acceptance and effective utilization of the Suite.

The focus groups revealed a dynamic between educators and administrators regarding the EduIntegrity Suite. Educators (S1, S3) acknowledged the Suite's potential to deter plagiarism but expressed concerns about a potential arms race with students seeking workarounds. Administrators (A1, A2) countered by emphasizing the Suite's role in promoting a broader conversation about academic integrity. They envisioned the Suite as a tool for educators (S4) to initiate discussions about proper citation and responsible scholarship (A2). The discussions highlighted the need for a multi-pronged approach. Combining the Suite's capabilities with clear communication strategies and a focus on fostering a culture of ethical learning can empower educators and administrators to create a more effective and supportive learning environment for students

Objective 4. To critically evaluate the ethical considerations surrounding the use of the EduIntegrity Suite, such as potential privacy violations and bias in automated algorithms.

The Suite's potential access to student work and data necessitates transparent data handling practices and robust security measures to protect student privacy. Algorithmic bias in plagiarism detection tools requires institutions to critically evaluate algorithms and implement human oversight alongside automated reports. Overreliance on the Suite for detecting plagiarism can overshadow the importance of fostering a learning environment that emphasizes ethical research practices. Institutions need to ensure the Suite complements, not replaces, pedagogical approaches promoting critical thinking and responsible scholarship. Constant monitoring through tools like remote proctoring could create a stressful learning environment. Institutions should prioritize trust-building measures and ensure the Suite is used judiciously.

To address these concerns, institutions need to develop clear policies outlining the Suite's purpose, data handling practices, and student rights. These policies should be readily available to students, faculty, and staff. Faculty training on the Suite's functionalities and limitations, alongside ethical considerations, is crucial. Equipping educators to use the Suite effectively alongside pedagogical best practices is essential. Fostering open communication with students about academic integrity expectations, the Suite's role, and available support systems is key to building trust and promoting ethical behavior. Institutions should prioritize

educational initiatives that promote critical thinking, responsible research practices, and proper citation skills. This holistic approach can help shift the focus from detection to fostering a culture of academic integrity.

Transparency about the Suite's capabilities and limitations is crucial. Students should understand the tools used and how they might be impacted. Automated reports generated by the Suite should always be reviewed with human judgment and contextual understanding. The Suite should be used in conjunction with educational initiatives and open communication to promote responsible scholarship and ethical research practices.

Objective 5.1. To understand the broader impact of the EduIntegrity Suite on the academic culture within institutions.

The EduIntegrity Suite's impact extends beyond individual student behavior, influencing the broader academic culture within institutions. Focus group discussions revealed concerns from **Student 3 (S3)**, an art history student, who worried, *"It feels like they're just trying to catch us cheating, not actually help us learn how to do things properly."* This sentiment highlights a potential pitfall: a culture focused solely on detection can create a climate of fear and suspicion.

However, the Suite also presents opportunities for fostering a more positive academic culture. **Administrator 2 (A2)** emphasized, *"The Suite, when used strategically, can be a springboard for discussions about ethical research practices and responsible scholarship."* Integrating academic integrity into the core values and practices of an institution is crucial for achieving this.

Administrator 1 (A1) noted the importance of educational initiatives, stating, *"The Suite's potential lies not just in detecting plagiarism, but in fostering a culture of academic integrity."* Educational workshops and clear policies can play a crucial role in achieving this. With students who are equipped with the knowledge and skills for responsible scholarship, alongside clear expectations and readily available support systems, institutions can create a learning environment that fosters trust and ethical behavior.

The future implications for academic culture hinge on how the Suite is implemented. If used primarily for detection, it may lead to an arms race of workarounds and a culture of fear. However, by leveraging the Suite alongside educational initiatives, clear communication, and a focus on ethical research practices, institutions can cultivate a more positive academic culture. As **Student 4 (S4)**, a biology major, expressed, *"Maybe these tools could help explain things better, not just catch me doing something wrong."* The Suite, when used strategically, has the potential to empower students to become responsible scholars and contribute to a more ethically sound learning environment.

5. Conclusion

Students acknowledged the Suite's potential deterrent effect but expressed concerns about workarounds and a shift in focus from learning to detecting cheaters. Administrators, however, emphasized the Suite's potential as a tool for promoting a culture of academic integrity, not just detecting plagiarism. Ethical concerns regarding data privacy, algorithmic bias, and a potential overemphasis on detection were also identified.

These findings hold significant implications for practice and policy. Institutions should prioritize clear communication with students about the Suite's purpose and limitations. Faculty training on the Suite's functionalities and ethical considerations is crucial. A focus on educational initiatives that promote critical thinking, responsible research practices, and proper citation skills is essential. The Suite's effectiveness appears to be maximized when used in conjunction with these practices.

Further research is recommended to explore the Suite's long-term impact on academic integrity and student learning behavior. Quantitative analysis of data on academic integrity violations before and after Suite implementation could provide a more objective assessment of its effectiveness. Research on the Suite's influence on faculty teaching practices and the broader institutional culture of academic integrity would offer valuable insights for future policy and practice development.

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