

УДК 378.147.091.3:659.3:[001:174.7]

THE TRANSFORMATIVE ROLE OF SHORT-FORM AND INTERACTIVE MEDIA IN COMMUNICATING ACADEMIC INTEGRITY

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Academic integrity is a multifaceted system of values, principles, and rules, traditionally imparted through the study of existing policy documents and specialized instruction. However, in an increasingly digital and media-saturated world, these methods often fail to effectively engage students and ensure their deep comprehension of this concept. This study investigates the rationale for employing media in teaching academic integrity. It presents examples of various media types and their modes of application, highlights successful institutional and international practices, and also examines the associated benefits and challenges.

Keywords: academic integrity; ethics; teaching; higher education; media; gamification; accessibility; adaptability.

ТРАНСФОРМАЦІЙНА РОЛЬ КОРОТКИХ ТА ІНТЕРАКТИВНИХ МЕДІА У ОЗНАЙОМЛЕННІ З ПОНЯТТЯМ ПРО АКАДЕМІЧНУ ДОБРОЧЕСНІСТЬ

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Академічна доброчесність, невід'ємна умова інтелектуальних пошуків та наукової комунікації, являє собою багатоаспектну систему цінностей, принципів та правил, які здобувачі освіти повинні усвідомити та прийняти. Традиційно для пояснення цих норм використовуються нормативні документи, кодекси честі та лекції. Однак, у дедалі більш цифровому та медіанасиченому світі ці методи часто виявляються неефективними для належного залучення студентів та забезпечення глибокого розуміння таких нюансованих концептів, як плагіат, академічна змова, фабрикація даних та етичне використання інформації.

Справжнім викликом є не лише дефініція та виявлення недоброчесної поведінки, а й у формування справжнього прийняття ідеалів академічної доброчесності. Дане дослідження

аргументує, що стратегічне використання доступних, часто короткоформатних та інтерактивних медіа – включно з відеоматеріалами, онлайн-модулями та фрагментами фільмів – пропонує потужний та більш ефективний підхід до викладання складних правил і, що принципово, фундаментальних цінностей академічної доброчесності. Використовуючи переваги зазначених медіаресурсів, заклади освіти можуть створювати більш захопливий, цікавий та дієвий освітній досвід, який резонуватиме із сучасними здобувачами освіти та сприятиме культивуванню стійкої культури доброчесності.

Ця стаття досліджує педагогічне обґрунтування застосування медіа для навчання академічної доброчесності. У ній будуть представлені приклади різних типів медіа та їхніх прикладних аспектів, висвітлено успішні інституційні та міжнародні практики, а також зважено пов'язані з цим переваги та виклики, перш ніж буде сформульовано висновок щодо загального потенціалу такого підходу. Особлива увага приділяється досвіду викладацького складу у роботі зі студентами першого курсу під час їхнього первинного ознайомлення з принципами академічної доброчесності у закладах вищої освіти.

Ключові слова: академічна доброчесність; етика; викладання; вища освіта; медіа; гейміфікація; доступність; адаптивність.

The modern student population is diverse, with varying learning preferences and levels of digital literacy. Passive reception of information through lengthy texts is often less effective than active engagement with dynamic content. As Power [1] implicitly suggests in the context of information literacy, which is intrinsically linked to academic integrity, the skills needed to navigate the modern information environment require more than just textual instruction. And media, by its very nature, can cater to multiple learning styles – visual, auditory, and kinesthetic.

The pedagogical justification for using media in teaching academic integrity is multifaceted. It lies in its ability to engage diverse learners by making abstract concepts more concrete and memorable. Through interactive and narrative forms, it fosters deeper understanding, critical reflection on ethical dilemmas, and a more positive internalization of these core principles. The approaches and concepts below leverage media's power to present relatable scenarios and provide accessible, ongoing reinforcement of academic integrity's foundational importance.

Enhanced engagement and attention: Short-form media, particularly videos, can capture and hold student attention more effectively than traditional formats. Champoux [2], in discussing the use of film in education, highlights how feature films can make abstract ethical concepts more concrete and engaging. While academic integrity videos are often shorter and more direct, the principle of engagement through visual and narrative elements remains.

Accessibility and clarity for complex concepts: Abstract rules regarding plagiarism, proper citation, or the nuances of contract cheating can be difficult to grasp from text alone. Animated videos, scenario-based clips, parts of movies, or interactive modules can break down complex information into digestible segments, using visual cues and relatable examples to enhance understanding. For example, the Royal Melbourne Institute of Technology's (abbreviated as RMIT University) YouTube page has various short videos concerning academic integrity. In their video "What is Academic Integrity?", various animated cats simplify core concepts through clear, concise animations and narration [3]. This example is far from the only one – animated animals are often seen simply or funnily talking about serious matters.

Emotional connection and ethical reasoning: Films like "Shattered Glass", as explored by Holzer and Schwester [4], can be used for teaching public administration ethics and

powerfully illustrate the consequences of academic dishonesty. While not always “short-form”, carefully selected clips can evoke empathy and stimulate critical reflection on ethical dilemmas, moving beyond mere rule memorization to fostering a deeper understanding of the values at stake.

Consistency and scalability: Once created, media resources can be deployed consistently to large numbers of students, ensuring that everyone receives the same foundational information. Online modules, or courses, like those used by the University of Waterloo [5] or the University of Sydney [6], can be accessed by students at their own pace and convenience, making them highly scalable for large institutions. Often, these modules are divided by complexity, degrees, education categories, etc.

In essence, using media isn’t just about making the topic “fun”, it’s a strategic pedagogical choice to leverage the unique strengths of different media formats to enhance engagement, comprehension, critical thinking, and the internalization of the principal values of academic integrity in a way that a purely didactic, text-based approach might struggle to achieve. This study aims to investigate the pedagogical rationale for using diverse media formats to teach academic integrity, arguing that the strategic use of short-form and interactive media is revolutionizing the communication of academic integrity, fostering deeper student understanding, and promoting a more proactive culture of honesty within educational institutions.

It’s possible to summarize the various media formats, each with unique strengths, used for teaching academic integrity.

1. *Short explanatory videos (animations, talking heads, screencasts).* Content like this can defy key terms (e.g., plagiarism, collusion, paraphrasing), explain university policies, demonstrate proper citation techniques, or highlight common pitfalls. It’s typically 2–7 minutes long, visually engaging, and focused on a single concept. Animations can make abstract ideas concrete, while screencasts can show practical steps (for example, using citation software).

2. *Scenario-based videos.* Such videos present students with realistic dilemmas related to the specific topic, prompting them to consider different courses of action and their consequences. They often feature “actors” or relatable “student personas” in situations involving pressure to cheat, misunderstanding of rules, or temptations to use unauthorized aids. They can be open-ended to stimulate discussion or provide clear resolutions.

3. *Movie clips (from feature films or documentaries).* They can be used to illustrate broader ethical principles, the consequences of dishonesty, the pressures that can lead to academic misconduct in a compelling narrative format, or even specific situations. Carefully selected scenes that highlight relevant themes in such films as “Shattered Glass” (plagiarism, fabrication), “A Fragile Trust: Plagiarism, Power, and Jayson Blair at the New York Times” (plagiarism), “Quiz Show” (cheating), “Catch Me If You Can” (falsification of credentials), “Operation Varsity Blues: The College Admissions Scandal” (fraud) etc. can provide rich material for discussion.

4. *Infographics and short presentations.* Typically used to convey key information, statistics, or policy summaries in a visually appealing and easily digestible format. As a rule, graphic-rich, concise text is often used for quick reminders or to highlight specific aspects of academic integrity.

5. *Interactive online modules.* These can provide a structured, self-paced learning experience covering a comprehensive range of academic integrity topics. They can combine text, images, videos, and interactive elements like drag-and-drop exercises, quizzes, and decision-making scenarios. They often include formative assessments with immediate feedback and may require successful completion for course progression or as a prerequisite.

6. *Open educational resources.* Platforms like the International Center for Academic Integrity, the Quality Assurance Agency for Higher Education, or a university's Learning Management Systems (LMS), institutional sites, and repositories host freely accessible materials, including videos and interactive content, created by various educators and institutions.

Many universities already incorporate all the formats above. But, having online resources about academic integrity is one thing, and finding engaging media or interactive content can still be tricky. Several institutions have become exemplary in leveraging it to demonstrate the practical application of these tools. For example, the University of California, Berkeley's video series and quizzes "Academic Integrity at Berkeley", produced by UC Berkeley's Student Conduct office, provide short, scenario-based videos covering topics like plagiarism, cheating, unauthorized collaboration, and facilitation of academic dishonesty. These are often accompanied by or integrated into online modules with quizzes to test understanding [7]. Massachusetts Institute of Technology (MIT) has a handbook, "Academic Integrity at MIT", and while it is comprehensive, the university supplements it with online resources that include case studies, ethical dilemmas, and FAQs [8]. Stanford University emphasizes its historical Honor Code and Fundamental Standard. Their Office of Community Standards provides an online "The Honor Code and Fundamental Standard: An Introduction" course with explanations, videos featuring student and faculty perspectives, and FAQs. They often use these to initiate discussions during new student orientation [9]. While primarily a text-based resource, the Purdue University Online Writing Lab effectively integrates links to multimedia materials within its sections on avoiding plagiarism and proper citation [10]. This demonstrates how established resources can enhance their offerings by incorporating videos or interactive presentations to illustrate complex citation rules or different forms of plagiarism, thus catering to diverse learning preferences.

Educational institutions increasingly employ diverse media, including direct-to-student videos and comprehensive toolkits, to communicate principles of academic integrity. A notable trend involves the creation of short, scenario-based videos to make integrity dilemmas more relatable and understandable. Institutions are also adapting by producing new media, like infographics and interactive guides, to address emerging challenges such as the ethical use of artificial intelligence (AI). Furthermore, interactive online courses, often incorporating quizzes and specific tasks, are widely used to offer self-paced education on responsible academic conduct and institutional policies. These varied media strategies aim to enhance student engagement and foster a stronger culture of academic honesty. They might not all be publicly browsable without a login, but descriptions and sometimes public-facing versions are often freely available. These, as many not mentioned, examples show a shift towards proactive, engaging, and accessible education.

The pervasive popularity of short-form video content, exemplified by platforms like TikTok, Instagram Reels, and YouTube Shorts, has conditioned many users, particularly younger demographics, to expect rapid, easily digestible information. This trend arguably

contributes to, or at least reflects, a widely observed phenomenon of shorter attention spans among contemporary students, who may find it more challenging to engage deeply with lengthy, traditional academic materials without dynamic and concise presentation formats. As a result, to enhance understanding of academic integrity, teachers of the “University Education” course for first-year students of the Faculty of Engineering and Technology of Poltava State Agrarian University have, since 2023, begun utilizing short movie clips. After the core lesson content is presented, students are shown carefully selected film clips that vividly demonstrate a range of academic integrity violations. These violations span plagiarism, deception, fabrication, falsification, improper authorship, cheating, essay mills, lack of independent work, undue influence, and gaining unfair advantages. Students then engage in a timed activity, individually or in teams, to identify all the types of misconduct portrayed, often multiple examples per clip.

The strategic selection of 1980s and 1990s films from Europe or the USA serves two main purposes: it reduces the chances of students already knowing the plots while leveraging the thematic content of these older movies, which often aligns well with illustrating such scenarios. American, British, or French school and college movies of this time center on simpler coming-of-age narratives, navigating distinct social cliques, youthful rebellion, and the anxieties of fitting in, all largely predating the internet’s pervasive influence. While sometimes touching on angst or class, they generally operate within a less overtly politicized social landscape with technology playing a minimal role. This general approach naturally extended to their portrayal of academic dishonesty. In many such films, exam cheating was often treated as a lighthearted caper or a rite of passage, exemplified by elaborate schemes involving hidden notes, signals, or even hiring someone, as seen in “Back to School” (1986). The focus was frequently on the ingenuity or audacity of the cheaters, and the consequences, if any, were often temporary or comedic, rarely leading to existential crises or profound social shame. Plagiarism wasn’t as central a theme as the more visual act of exam cheating lent itself better to cinematic storytelling, and the underlying message sometimes suggested that “the system” was stuffy and outmaneuverable, making cleverness in bypassing it almost admirable.

The game format not only helps to attract a wider audience, engage students in direct participation in the class, and put the theoretical knowledge into practice, but also plays on the competitiveness of youth. Employing game-based tasks, particularly team vs. team competitions, significantly boosts student engagement and motivation by transforming learning into a more interactive and enjoyable experience [11]. Furthermore, the collaborative nature inherent in these team challenges fosters crucial interpersonal skills such as teamwork, communication, and shared problem-solving as students strategize and work towards a common objective [12]. Beyond these collaborative benefits, such gamified activities also stimulate higher-order thinking, compelling students to apply critical analysis, make strategic decisions, and adapt to dynamic situations under a light, competitive pressure. This active participation, combined with the memorable and often emotionally charged context of gameplay, can improve knowledge retention and a deeper, more practical understanding of complex concepts [13].

An annual thematic video contest can also be a compelling initiative to foster student engagement with academic integrity. Poltava State Agrarian University, supported by a specialized advisory body that promotes academic integrity among its students and faculty,

has hosted such a competition for several years. The contest runs across all faculties and institutes, culminating in selecting a single winning entry. Students are tasked with creating a video entirely on their own, from developing a clear script on the given theme to independently managing the entire production pipeline. This comprehensive responsibility includes conceptualizing their vision, organizing shoots, selecting actors, scouting locations, sourcing props, filming, editing, and handling all post-production tasks. Faculty involvement is strictly limited – their only permitted contribution is potential on-screen participation as actors, should the student-developed script necessitate it.

Self-made student short films provide a dynamic, hands-on environment for cultivating crucial soft skills, a notion supported by research into digital storytelling and media production in educational settings [14]. The collaborative nature of filmmaking, from script development to post-production, significantly enhances students' teamwork and interpersonal communication abilities, as students must negotiate roles, share ideas, and work interdependently to achieve a common creative goal [15]. As students produce their films, they inevitably face and overcome logistical and creative challenges, strengthening their problem-solving and critical thinking skills, particularly when they engage in iterative design and respond to unforeseen production issues [16]. The process of articulating a creative vision and directing a team, even on a small scale, hones students' leadership, persuasion, and delegation capabilities, as they take ownership of the project's direction.

Managing limited resources (time, budget, equipment) for their projects instills vital organizational, time management, and negotiation skills, core components of authentic learning experiences within media creation [17]. The journey from concept to completed product fosters immense perseverance and resilience, as students learn to navigate setbacks common in creative production and maintain motivation through complex, multi-stage projects. Students also learn adaptability and flexibility as they navigate the unpredictable nature of film production, often having to improvise solutions, a key feature of "making" pedagogies [18]. Furthermore, developing characters and narratives for their films can deepen students' empathy and ability to understand diverse perspectives, as they embody and represent different viewpoints through storytelling.

Finally, presenting their finished films and engaging in peer and instructor feedback cultivates students' ability to articulate their creative choices confidently and accept constructive criticism, essential for reflective practice and growth in media arts [19]. Ultimately, this experience equips them with a versatile suite of soft skills, making them more effective communicators, collaborators, and resourceful individuals, aligning with developing 21st-century competencies through active media engagement. These competitive yet supportive participation formats cultivate a more dynamic, positive, and inclusive learning environment, encouraging active involvement from a wider range of students. Therefore, adopting accessible, short-form, and interactive media brings numerous benefits to teaching academic integrity, which can be summarized as:

1. Increased student engagement and motivation. Dynamic media is inherently more engaging than static text. Videos and interactive modules can transform a potentially dry topic into a more interesting and relatable learning experience, increasing student motivation to learn and understand the material.

2. Improved comprehension and retention. Complex rules and abstract values are often better understood when presented visually or through narrative. Media can provide concrete

examples, illustrate consequences, and break down information into manageable chunks, leading to better retention compared to solely reading policy documents.

3. *Catering to diverse learning styles.* Students learn differently – media incorporates visual, auditory, and interactive elements, which add a tangible component, addressing a broader range of learning preferences than traditional text-based approaches.

4. *Scalability and consistency.* Digital media resources can be easily distributed to large and geographically dispersed student populations, ensuring consistent messaging and access to quality instruction for all. This is particularly valuable for large introductory courses or university-wide initiatives.

5. *Accessibility (if designed correctly).* Well-designed media, with features like closed captions, transcripts for videos, and keyboard navigation for interactive courses, can enhance accessibility for students with disabilities.

6. *Proactive and preventive approach.* By making education engaging and understandable, institutions can proactively prevent academic misconduct rather than relying solely on punitive measures after an offense has occurred. This fosters a culture where integrity is understood and valued from the outset.

7. *Facilitating difficult conversations.* Media, especially script-based videos or film clips, can serve as a springboard for discussions about ethical dilemmas and the pressures students face. This can help normalize conversations about academic integrity and encourage students to seek help.

8. *Cost-effectiveness over time.* While initial creation can be resource-intensive, digital media can be reused and updated, potentially offering long-term cost savings compared to repeated live instruction for large cohorts.

Despite the significant benefits, there are challenges to consider. As mentioned above, creating high-quality video content or sophisticated interactive modules requires time, expertise (instructional design, videography, programming), and financial resources. Academic integrity policies and challenges (like new forms of contract cheating or AI misuse) evolve, so media content must be regularly reviewed and updated to remain relevant and accurate. Media should not be used for their own sake. It must be thoughtfully integrated into a broader pedagogical strategy, with clear objectives and opportunities for active learning, reflection, and discussion beyond passive consumption. Also, while widespread, access to reliable internet and suitable devices is not universal, so institutions must consider equity of access. At the same time, poorly produced media can be counterproductive – content must be accurate, professionally presented, and culturally sensitive. It is important to ensure that all media meet accessibility standards, requiring specific expertise and attention during development.

In conclusion, instilling academic integrity in students is more critical than ever, given the complexities of the digital age and the increasing pressures students face. Traditional methods of communicating rules and values, while still having a place, are often insufficient to engage contemporary learners deeply and effectively. The strategic adoption of accessible, short-form, and interactive media – from concise explanatory videos and compelling scenario-based clips to comprehensive online modules – represents a significant advancement in academic integrity education. Well-known institutions like the Massachusetts Institute of Technology, Stanford University, Royal Melbourne Institute of Technology, University of Auckland, University of Waterloo, UC Berkeley, and others use media formats that can

transform the learning experience. These resources make complex rules more understandable, abstract values more tangible, and the educational process more engaging and memorable. By appealing to diverse learning styles, offering consistent messaging, and providing opportunities for active engagement and reflection, media can help move students from mere compliance with rules to a genuine internalization of academic integrity as a core value. While resource allocation, maintenance, and ensuring pedagogical quality pose challenges, the benefits of using media to communicate academic integrity are compelling. It allows for a more proactive, preventative, and student-centered approach. As technology evolves, so will the opportunities for innovative media use in this domain, potentially incorporating elements like virtual reality or AI-driven personalized learning paths.

Regarding the practical application and demonstrable outcomes of this pedagogical strategy, empirical observations within the Faculty of Engineering and Technology over the preceding two-year period indicate a discernible enhancement in students' comprehension of both foundational academic integrity principles and more profound ethical considerations and dilemmas. This positive trend is particularly evident in the evolving quality of student-produced video materials, as the content has become demonstrably more complex and nuanced, with scenarios exhibiting greater sophistication and intellectual engagement. Furthermore, students have consistently articulated their sophisticated understanding of these principles during formal evaluations, including high-stakes state accreditation meetings, thereby providing further substantiation of the approach's efficacy in fostering a deeper and more applicable grasp of academic integrity. While the current findings and observations are encouraging, several avenues for further research could deepen understanding and optimize the use of media in academic integrity education. Drawing inspiration from trends in modern education, which often emphasize empirical validation, accessibility, and scalability, future research can center on longitudinal impact and behavioral change. While immediate understanding may improve, longitudinal studies are crucial in assessing whether media-based interventions lead to sustained changes in students' attitudes and, more importantly, their actual academic conduct over time.

Ultimately, fostering a robust culture of academic integrity requires a multi-pronged approach, and accessible, short-form, and interactive media are indispensable tools in this endeavor. By embracing these modern pedagogical strategies, educational institutions can better equip students with the knowledge, skills, and ethical compass necessary to navigate their academic journeys with honesty and integrity, preparing them for responsibility in their future professions and communities.

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