BIOGRAPHY

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A well-experienced academician both as a faculty member and as a school administrator as College Dean adept in practically all facets of college operations from student enrolment to accreditation, quality assurance efforts, documentation, and preparation for program offering. Equipped with sound convictions that gracefully blend leadership and management to keep the team on board towards the realization of the learning institution's aspiration. An advocate of the continuing education program towards professional growth and development.

Christian Faculty Perspectives on Academic Integrity in an Online Learning Environment

ABSTRACT

While the online learning modality has made education accessible to students and faculty, its mainstream delivery has reportedly increased the challenges to academic integrity. Forms of academic integrity breaches such as cheating, contract cheating, and plagiarism, to mention a few, have occupied the interests of quite a several scientific investigations. These studies have viewed academic integrity to be primarily the responsibility of the students. Academic integrity, seen from the perspectives of faculty from a Christian College, has not been provided enough space in literature so far. This study thus aimed to describe the perspectives of faculty from a Christian private institution of higher learning. Following Colaizzi's seven steps of phenomenological analysis, audio-recorded interviews with the faculty participants were transcribed and explicated. Themes arising from the data analysis described the faculty's perspectives that academic integrity is a moral code, a standard of ethics that governs the school organization; that academic integrity is synonymous with spiritual integrity. Moreover, monitoring virtual class attendance, cheating in examinations, and authenticity of assessment outputs were reported to have challenged academic integrity. To monitor online class attendance, the question-and-answer assessment method and articulated feedback were used by the faculty. Other strategies to manage academic integrity were identified as follows: time-pressured/time-sensitive written tests to address cheating in exams; simulation teaching techniques and classroom projects to ascertain the authenticity of outputs; course syllabus used as a communication tool for classroom policies; and the institutionalization of a student accountability program.