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Образ "академического обмана" глазами студентов: анализ видеороликов

Введение. Академический обман препятствует достижению целей образования, лишая смысла процедуры контроля знаний и умений обучающихся. Цель статьи – выявление места списывания в жизни студента, его особенностей и специфики.

Материалы и методы. В исследовании принимало участие 225 студентов 1-2 года обучения Санкт-Петербургского Политехнического университета Петра Великого (Российская Федерация), которые создали собственные видео, посвященные академическому обману. Методы исследования: семиотический и педагогико-феноменологический анализ, видеоэтнография и педагогическая интерпретация.

Результаты исследования. Практически все ролики представляют собой так называемые «зарисовки с натуры», где главный герой сам является обманщиком. Сюжет большинства роликов представляет собой классическую семиотическую схему преодоления препятствий с помощью магического артефакта. Анализ содержания видеороликов показывает, что в школьной и университетской среде есть возможности для списывания. Это социальная норма. Списывание появляется как логическое следствие недостаточного уровня подготовки, происходящего из-за наличия трудностей или нежелания тратить много времени. Осуждение академической нечестности, присутствующее в большинстве видеороликов, не включает этической стороны вопроса. Вместо этого оно демонстрирует последствия обмана как проблемы в процессе обучения или в дальнейшей жизни из-за недостатка знаний.

Выводы. Анализ содержания видеороликов показывает, что академический обман – обычное явление в школьной и университетской среде. Авторы роликов демонстрируют прекрасное знание существующих форм и методов списывания, порой предлагая необычные творческие ее формы. Они также демонстрируют социальное одобрение обмана со стороны однокурсников. Более того, ученики всегда готовы помочь в списывании, а иногда могут организованно противостоять учителю. Академическая нечестность считается утилитарной. Анализ видео показывает, что основной причиной поведения, ведущего к академической нечестности, студенты считают элемент "стимул". И есть потенциал для решения проблемы в сотрудничестве преподавателей и студентов.

Ключевые слова: академическая нечестность; мошенничество; высшее образование; студенты; видеоэтнография

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The image of academic dishonesty through the eyes of students: an analysis of videos

Introduction. Academic dishonesty impedes the achievement of the goals of education, depriving the meaning of the procedure for monitoring the knowledge and skills of students. The purpose of the article is to identify the place of cheating in the life of a student, its features and specifics.

Materials and methods. The study involved 225 1-2 year students of Peter the Great St. Petersburg Polytechnic University who created their own videos on academic dishonesty. Research methods: semiotic and pedagogical-phenomenological analysis, video ethnography and pedagogical interpretation.

Research results. Almost all the videos are so-called "sketches from nature", where the main character is a cheater himself. The plot of most of the videos is a classic semiotic scheme of overcoming obstacles with the help of a magical artifact. Analysis of the content of the videos shows that there are opportunities for academic cheating in the school and university environment. It is a social norm. Cheating appears as a logical consequence of an insufficient level of training, which happens out of having difficulties or not willing to spend a lot of time on it. The condemnation of academic dishonesty, which is present in most videos, does not reflect the ethical side of the issue. It instead demonstrates the consequences of cheating as a problem in the learning process or later life due to lack of knowledge.

Conclusion. Analysis of the content of the videos shows that academic dishonesty is a common phenomenon in the school and university environment. The authors demonstrate excellent knowledge of the existing forms and methods of cheating, sometimes offering unusual creative forms of it. They also demonstrate the social approval of cheating from fellow students. Moreover, students are always ready to help in cheating and sometimes they can oppose the teacher in an organized way. Academic dishonesty is considered utilitarian. It seems to be a routine solution to the current problem. The analysis of the video shows that students consider incentive element as the key reason for the behaviour leading to academic dishonesty. And there is potential for solving the problem in the cooperation of teachers and students.

Keywords: academic dishonesty, cheating, higher education, students, video-ethnography

For Reference:
Introduction

The problem of academic dishonesty has remained relevant for many decades. In a changing educational environment, the means and methods of cheating are getting more varied. And the problem takes on new shades. The digitalization of education, accelerated by the epidemic of 2020-2021, raises the problem of academic dishonesty to a new level. The growing role of distance learning and e-learning in higher education is changing many familiar practices [1; 2]. In the digital environment, violations of academic integrity are considered more acceptable than offline [3], new opportunities making cheating more accessible by more students and harder to detect [4]. The physical separation of the teacher and the student, the easy availability of any material on the Web, problems in the organization of practice-oriented tasks forced many universities to refuse student assessment during the pandemic [5; 6], to develop a specific policy for online assessment [7; 8], to invent specific solutions to the problem [9; 10]. The Council of Europe has a major project dedicated to the Platform on Ethics, Transparency and Integrity in Education, holds a competition for the Best Practice Program in Promoting Academic Integrity, implements programs that enhance the knowledge on academic integrity among students and teaching staff, developed the project “Comparison of policies for academic integrity in higher education across the European Union”, makes practical recommendations to prevent education fraud [11].

Researchers around the world report high rates of academic dishonesty among students, more than 50% of them admitted having committed some form of academic dishonesty (Taiwan – 61.7% [12]). Ghana – 61.6% [13], Korea – 69% [14], Israel – 95% [15], Ethiopia-84% [16], USA – 95% [17], France – 70.5% [18], Russia – 73%) [19]). Bretag notes that similar data comes from all over the world [20].

Academic dishonesty not only damages the educational process but also has consequences in later life. It is strongly related to subsequent unethical behaviour in the workplace [21]. There are a variety of ways to combat Academic dishonesty, from preventive measures like Honor Codes [22; 23], academic honesty workshops [24], academic protocols [25] to technical controls (for example Voice-, Face-, and Signature-Based Authentication [26; 27], post-control of the similarity of results, [28], online proctoring [29] etc). Many teachers do not want to participate in “police measures” aimed at identifying and suppressing cheating [30]. In addition, these measures are often superficial or insufficient. In order to combat the phenomenon of academic dishonesty, it is necessary to understand its essence.

The phenomenon of academic dishonesty theoretically is considered in different ways. The reasons for misconduct may be individual characteristics [32; 33], social factors [34; 35], environment influence [36], or motives [37; 38]. The developed academic dishonesty models are based on the economic theory of crime by G. Becker, which assumes that the decision to cheat is made depending on analysis of the individual situation or consequences (guilt, loss of one’s own moral character, punishment) and benefits (saving time and effort) [39; 40], the theory of Planned behavior by I. Aizen, according to which the determining factors are perceived norms, the attitude to behavior and perceived control over behavior [41; 42], a theory of delinquency, which includes five techniques of neutralization of social norms: a denial of responsibility, a refusal to receive an injury, a rejection of the victim, condemnation of the condemners and an appeal to higher authorities [43, pp. 667–668], Theory of accounts (excuses and
justifications) by Scott and Lyman (1968), which expands Sykes’s and Matza’s typology into a broader framework of accounts about excuses and justifications, including an appeal to accidents, appeal to defeasibility, appeal to biological drives, scapegoating, sad tale and self-fulfillment [44; 45]. Reinforcement Sensitivity Theory that define behaviour as resulting from approach (reward Interest/reactivity, goal-drive, and Impulsivity) and avoidance (behavioural inhibition and Fight–Flight–Freeze) motivations [46].

One of the concise models of academic dishonesty used in a number of practical studies is “Fraud Triangle”: opportunity, incentive/reward/pressure, rationalization [47; 48]. Nguyen Thi Thuy Linh proposes to allocate Internet and Institution opportunity, Time, Social, Economic, Achievement pressure, and Lack of awareness, competence, motivation or morality as parts of rationalization [49]. Nurhidayah and Ridwan remark that pressure in fraud is caused by financial factors, bad habits, closest people, such as parents, siblings, and friend [50]. Modern researchers propose to add to the factors described also misuse of information technology [51] or capability (so-called Fraud Diamond Theory) [52; 53]. Brent and Atkinson note that academic dishonesty is justified by both rational decision making and post-hoc rationalizations [45]. The researchers note that academic dishonesty is being ‘normalized’ as students rationalize some levels of academic dishonesty [54; 55].

Little and Handel proposed a response triangle, at the vertices of which there are potential solutions: opportunity is opposed to control, pressure – to leadership (as an effective policy of academic integrity), rationalization – to the effective follow-up on incidents [56].

A student of the XXI century learns in an environment where the opportunity for academic dishonesty is quite wide. The methods of cheating that have been preserved for decades are combined with the most up-to-date digital technologies, such as the GPT3 neural network [57], which can generate texts of any subject that are indistinguishable from those written by people. Certainly, numerous technology solutions allow us to reduce academic dishonesty [24–26]. And this technological struggle does not end since for each solution there is something that can bypass it. At the same time, due to this struggle with academic dishonesty, teachers and students find themselves "on different sides of the barricades". This fact contradicts the basic goals of education (in terms of personal growth for the preservation and development of civilization), which students and teachers should share. As Maria Jakubik notes, the task of the teacher today is "co-creation of knowledge-based, pragmatic, and multidisciplinary approaches" with the purpose of formation of future generations [58].

Therefore, one of the most important points is to clarify the students' own attitude to academic dishonesty. To form a negative attitude towards academic dishonesty, it is necessary to be able to understand and consider this issue from the view of students themselves. There are a large number of studies in which students' opinions are found out using surveys [59–61]. Nevertheless, it is obvious that quantitative research on such a sensitive subject does not fully reflect the students' vision and does not allow them to see their own projections and concepts, which is the main thing in the image of academic dishonesty. There are practical experiments in the field of cheating, the ethical side of which remains quite problematic. At the same time, the researchers note that attitude toward cheating predicts cheating behavior [62]. In addition, the researchers differentiate the understanding of the academic dishonesty boundaries between different stakeholders [63; 64].

Ethics is becoming an increasingly important aspect of education in our time. As technology becomes more and more advanced, it becomes more and more technically easy
for students to complete tasks not on their own. How exactly students imagine the process of cheating from an ethical point of view, whether there are ethical problems of choice for them here or not, is a very important issue for the educational process.

The purpose of the study is to reveal the spontaneous idea of academic dishonesty that exists among students. Qualitative methods allow us to look at students' understanding of academic dishonesty in an unbiased, natural way, without any research frameworks. The novelty of the work lies in the use of an unusual method based on the analysis of videos created by students. A video is a form of self-expression close enough to students in the digital space. However, unlike strictly verbal form, self-control of content is not so pronounced here. Thus, the opportunity to look at cheating through the eyes of students allows us to complement quantitative research to build a holistic system for countering academic dishonesty at the university.

Materials and Methods

The study analyses videos taken by students of Peter the Great St. Petersburg Polytechnic University in the 2020-2021 academic years. The sample consisted of 225 students. The authors used a sample of volunteers, i.e. all respondents were admitted to the study. And the sample included almost all the main areas of study at the university. They were asked to form groups of 3 to 7 people during the implementation phase of the research project (the participants divided into groups themselves by choice). In that way, we formed 45 groups. In terms of demographic indicators and academic performance at the university, the characteristics of students presented in table 1 in more detail. Russian universities use a five-point system for an assessment, where "5" is the highest grade. The participants decided to take part in the research voluntarily. Below is the text of the invitation to join the study with brief instructions for recording videos. “We invite you to take part in a study aimed at investigating academic dishonesty in Russian universities. Before you decide to participate in this study, we would like to provide you with information about it in more detail, namely possible risks and procedures. We ask you to make a video about academic dishonesty. Its duration should not exceed 5 minutes. It should have characters (people), as well as a verbal component. Either the characters speak, or the text accompanies the video in the form of captions or subtitles. It is not an individual task. Participants will form the small teams themselves as they wish. You won't need any special equipment to take pictures (a smartphone camera will do).

The conditions for participation in the study are as follows:
• you agree to the processing of your personal data without disclosing it to third parties;
• you agree to the placement of your video in whole or in parts for research purposes (for example, in scientific papers) without revealing the identities of the participants;
• your participation in the study is entirely voluntary;
• you can decide not to participate in the study now or refuse to continue participating at any stage without any negative consequences;
• all results will be presented only in general form, and not individually;
• data (collected during the study) will be available only to the research group.

Based on the data of the study, we plan to publish the results in peer-reviewed journals. Please note that participation in the study does not imply any remuneration.”
<table>
<thead>
<tr>
<th>Sample characteristics</th>
<th>Description</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>Gender (Male/Female)</td>
<td>Male</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>52</td>
</tr>
<tr>
<td>Age</td>
<td>17-18</td>
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<td></td>
<td>19-20</td>
<td>16</td>
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<tr>
<td>GPA</td>
<td>3.5-4.0</td>
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<td></td>
<td>4.0-4.5</td>
<td>64</td>
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<td></td>
<td>4.5-5.0</td>
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<td>Year of study</td>
<td>The first-year undergraduate students</td>
<td>76</td>
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<td>The second-year undergraduate students</td>
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<td>Specialization</td>
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<tr>
<td></td>
<td>Applied Mathematics</td>
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<td></td>
<td>Design</td>
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<td></td>
<td>Construction</td>
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<td></td>
<td>Software Engineering</td>
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<td></td>
<td>Electric power industry</td>
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<td></td>
<td>Mechanical engineering</td>
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<tr>
<td></td>
<td>Technical physics</td>
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<td></td>
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<td></td>
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<td>Metallurgy</td>
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<td>Economics</td>
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<td></td>
<td>Management</td>
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<td></td>
<td>Jurisprudence/Law</td>
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<td>Linguistics</td>
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</table>

This is not the first time the authors have considered the problem of academic dishonesty. But the quantitative methods used before could not fully characterize the attitude of students to this phenomenon. Since students find academic dishonesty something unpleasant to teachers, they may not feel free enough to express their true attitude within the framework of such studies. So, in this project, we consider qualitative methods: pedagogical-phenomenological analysis of video, video ethnography, socio-semiotic analysis, pedagogical interpretation. Qualitative research is a type of research that finds out about people experiences [65, p. 3]. The goal of qualitative research is to understand how individuals construct reality within their natural context; it means ‘emerging design’ to be flexible in adjusting to the context. [66]. A qualitative approach helps to understand ethics, culture, processes, meanings, life experiences, as well as rituals and repressive practices. The video material as a research unit is interesting because it includes the meaning, which is laid down by the authors-students. In addition, it allows you to see the established habits and common social practices, as well as to convey the existing images and emotions using non-verbal means.

We used such methods of scientific research as semiotic analysis, construction of logical schemes and graphical interpretation of empirical data. In this study an interdisciplinary approach was used, which allowed us to consider the academic
dishonesty of students from the perspective of problems in the field of education, based on the achievements of sociology and pedagogy.

This study is based on the videos, which do not include the personal data of students. In addition, permission has also been obtained for their open use. The ethical approval was received from the Ethics Commission established at the Institute of Humanities of Peter the Great St. Petersburg Polytechnic University. It is guided by the Code of Ethics of the Russian Society of Sociologists.

Results

The participants were free to choose the plot and artistic expression of the videos, so the received material was very diverse. However, mostly the videos used stories related to university or school life, filmed directly in the university classrooms, at home or in a hostel. Stories with situations about various forms of evaluation and/or preparation for it prevailed. And the main characters in the vast majority of the videos were students who practised certain types of academic dishonesty.

1 Video analysis based on the “Fraud Triangle” model

The central element of the videos was the cheating scene, which revealed the opportunity. All videos somehow contain the process of cheating. In 43 cases out of 45, the process of cheating is shown by cinematic means, except for two journalistic-style answers to questions about the attitude to cheating as a phenomenon. Incentives are presented most often in the form of backstories, which are shown in 19 videos out of 45. In 20 videos out of 45, the consequences of academic dishonesty are related to the problem of rationalization. Thus, we will look at the video using the “Fraud Triangle” model (Fig. 1)

![Figure 1 Video fragments corresponding to the elements of the “Fraud Triangle” model based on Cressey’s triangle (1953) [67]](image_url)
1.1 "Opportunity"

Considering the video from the point of view of the “Fraud Triangle” model, almost all videos demonstrate the "opportunity" of cheating. In the video, in one form or another, the idea is traced that academic dishonesty is an ordinary part of the student's life.

In terms of content, 43 of the 45 videos show at least one version of cheating. The maximum number of variants of academic dishonesty in one video is 10. The most common variant of cheating in videos is using a smartphone. Also, a very popular option is to ask fellow students (copy the completed task, ask a question or write off from a neighbour during the written paper, use different kinds of electronic devices or a thrown cheat sheet). Also, students demonstrated other means of cheating (fig. 2, video https://youtu.be/YO77_vpbfk), such as the purchase of ready work; an archive of answers in online testing; the use of headphones, a laptop, a paper written or printed cheat sheet; lecture notes; a textbook; a smart watch; a cheat sheet written on a ruler, on the skin, on a manicure or hidden in a pen, in a pencil case, in shoes, in socks, under a Band-Aid, under a watch, in a book, under the hair of a classmate sitting in front of the student; the use of a screen saver on the phone, the hint of the test answer by pointing to certain parts of the body, beginning with the corresponding letters ABCD.

Figure 2 Ways and means of cheating
The students presented 3 videos, where there was no storyline at all. These videos were a set of various options for how to cheat during a test paper or what types of cheaters exist. It was something like a tutorial video, for example, starting like this: "Hi! I want to tell you about what cheating is. Cheating is a real art, so I want to give you a couple of tips on how to cheat properly." In two plots of the videos, students demonstrated the evolution of cheating methods in the process of information and communication technologies development, which facilitated cheating on the exam and borrowing someone else's work.

In some videos, the cheating form was the centrepiece of the plot, as it offered an original and funny form of placing hints. In one of these videos, the answer was attached to the back of a teacher walking around the classroom. In another case, a student placed icons depicting the holy martyrs on the desk, which the teacher allowed to be left out of respect for the student's religious feelings. These icons were on tablet screens, which the student later used to search for information on the Internet. There was a video version of the TV game show, the goal of which is to cheat and not get caught. 6 videos out of 45 demonstrate not only the process of cheating but also emphasize the "happy" end of cheating. The logical conclusion of the video was getting a high evaluation score for the students' cheating. Even though the academic dishonesty strategy was successful and unpunished in the vast majority of videos, this didn't look like something extraordinary, but natural. Nevertheless, there were the opposite situations in 8 cases, when a student was caught cheating, failed the exam and/or expelled from the university.

Only one of the videos had a scene where the teacher somehow tried to prevent cheating. He also asked the students to put their phones away before writing the test.

1.2 incentive/reward/pressure

In most videos, this component is represented by an internal incentive. Most often, the video highlights the problem of spending a large amount of time required for appropriate preparation to pass exams without cheating. In many videos, there is a scene where we can see what the practising cheating student is doing instead of preparing. The topic can be presented critically, demonstrating a pleasant pastime, often associated with the use of computer technologies. For example, video games, music, YouTube channel videos, instant messenger chats, phone conversations, etc. So, in one of the videos to demonstrate the rejection of classes in favour of entertainment, the image of a girl who throws away a textbook and starts dancing right at the metro station was shown (Fig. 3).

However, in some cases, the reason is not an entertainment or lack of attention, but fatigue and overloading of students. One of the most common images in these kinds of videos is a student, sinking his face on books or notebooks out of exhaustion and impotence. In one of the videos that positively reveals the topic of cheating, visually and with the help of musical accompaniment, it is shown that the student cannot cope with difficult material and is even ready to jump out of the window but finds a solution in cheating. Also in the other two videos, the girls suffer from having to prepare for the exam. We see their eyes closed and switching from colour pictures to black and white, which creates a strong visual effect.

Other tasks that do not allow you to spend a lot of time studying can also be demonstrated. This can be, for example, a romantic relationship. Several videos show a conscious protest, as a meaningful reluctance to spend so much time and effort on studying. For instance, the sign "... and he just wanted to live in peace" is written in one of the videos. In one of the videos, the problem of a conflict of interest due to a lack of time is verbalized:
On ordinary weekdays a schoolboy, a student or a person who writes off has free time for a hobby or additional classes. To read books. To go in for sports. To take a walk and chat with friends. To watch movies. To sleep. This image is opposed to a person who studies and memorizes everything obediently.

Visually, this topic is revealed in the form of a student who pulls himself up on one hand, holding a book in the second hand and reading it (Fig. 4).

In some videos, cheating is used because of uncertainty in their answers or the desire to get a high evaluation score. In one of the videos, it is shown that the student has been preparing all night. Nevertheless, he was not able to solve one of the tasks. So he decided to use the phone.

The question of evaluation is one of the most obvious reasons for cheating. In one of the videos, the following verbal preface is made: "Today, cheating is a natural component of the educational process. Many people cheat for the sake of good grades." In addition, the "excellent" score is a frequent happy ending in videos that express an approving attitude to academic dishonesty.

The social acceptance of academic dishonesty is highlighted in two videos. In one of them, high school students are advised to cheat. In another one, there is a scene where a mother teaches her son to correctly make cheat sheets. So cheating can be seen a social
norm here. Social norms ought to be understood as a kind of grammar of social interactions. A system of norms specifies what is acceptable and what is not in a society or group [68]. In a number of videos, you can see the contrast between the teacher and the student, when the second one tried to outwit the first one somehow. Moreover, in none of the videos, there was a case when fellow students in any way discouraged or condemned cheating. On the contrary, in many cases, it was the fellow students who were the helpers and sources of information for the implementation of academic dishonesty. None of those to whom the main characters of the video asked for help, namely to write off the completed task or answer a question, did not refuse or express their displeasure in any way. In particular, this fact shows the national characteristics of Russian students, who do not consider each other as competitors, but rather as a team. Two videos show how cheating promotes friendship. One of the videos, called "English as a detective" by the authors, demonstrates the process of carefully passing a note with an answer through 5 rows, in each of which fellow students show miracles of ingenuity so that the teacher does not notice the note.

"Так что ли?"

Figure 4 Visualization of workload: a young man simultaneously reads a textbook and pulls himself up on the horizontal bar. There is a comment: “Is it ok?”

In another video, the friendship is revealed through a conflict between fellow students due to the fact that the teacher caught them cheating on homework. As a result, it is the teacher who demonstrates the predominance of the importance of friendship over academic integrity. The teacher says the following words: “Me dear students, I see that you have made up. How nice that I have such friendly students in my group! Go home. Today I’m letting you both go and I won’t give you an unsatisfactory grade”.

1.3 rationalization of academic dishonesty

Interestingly, only one of the 6 videos showing a positive attitude to cheating contains rationalization. Almost all of them are just stories of cheating told by the filmmakers which emphasize a happy ending for the characters who received an excellent grade. Most of the options for developing the topic of the need for academic dishonesty are demonstrated in "neutral" videos, where there are arguments “for” and “against”. In some cases, arguments in favour of cheating alternate with arguments against it. For example, in one of the videos, a student thinks about whether to write off or not to do it. Meanwhile, the other two students take turns talking, which suggests modern versions of the guardian angel and the
tempting demon. The arguments of the latter are reduced to the fact that cheating saves a lot of effort, and most likely will not lead to any negative consequences. One of the videos includes two alternative versions of the life path: the cheating student and the person who was written off. In one case, the cheat turned out to be unemployed, living with his mother. And in the other situation, on the contrary, the cheat turned out to be an entrepreneur who achieved a lot thanks to his own ingenuity and ability to adapt.

The point of view that cheating can positively affect the development of personality is also verbally revealed in one of the videos:

As a result, a socially adapted person with a wide range of interests grows up. This person has chosen his own direction and is actively developing in it. Whether it's sports or art or business. And at the same time the other person remains closed, weak, to whom communication with people gets a lot of discomfort, his knowledge ends at the school or university program. Certainly, the second one is smart, but his mind and theoretical knowledge do not give him an advantage over other people.

But a video that ultimately demonstrates a negative attitude can also contain elements of rationalization of cheating. For example, there is such a phrase: "It is natural to resort to cheating when you do not have time to prepare for the test work".

The idea that if the student did not prepare, then the only way out is to write off passes the leitmotif for most of the story clips. One of the central elements of the plot is the inevitability of cheating, where the student forgot that he had to do a task or prepare for a test. One of the videos is called "No Choice", which shows a story where the hero was reminded of a forgotten physics test 3 hours before the start. And the only way out for him in the current circumstances is to say: "I do not know what to do! It seems to me that there is only one solution. What is it? Try to write it off". More generally, all the videos that demonstrate what happened before the situation of cheating (and there are 19 of 45), present cheating as inevitable in the case of absence of proper preparation. In some videos, the authors point out the difference between real knowledge and their evaluation, that is, cheating is justified by the shortcomings of the performance assessment system.

1.4 "rationalization" of academic integrity

A lot of videos are also devoted to understanding why you should not cheat. This fact indicates, most likely, that academic dishonesty is the norm, but its avoidance needs to be reasoned and justified.

The arguments against academic dishonesty were most often presented in the form of its consequences. In the development of the plots of 19 videos from 45 clips, it is possible to note the consequences of academic dishonesty in the short or long term. Part of the video showed what happened immediately after the reading (for example, the student was kicked out of the exam, the student gets an "excellent" grade for the test work). In one video, as a consequence, it is shown that a student who copied the work of another one of the other gender got into a funny situation. In the other two videos, the student loses his postponement and goes to serve in the army, being expelled from the university due to cheating. Next video focuses on the fact that the student is nervous while reading.

Another part of the videos dealt with more distant consequences. For the school leaver, this turned out to be non-admission to the university. The video argument for why cheating is not allowed can be directed against such traditional neutralization techniques as denial of injury и denial of the victim [45]. The authors demonstrate the consequences of the lack of certain knowledge or skills due to the fact that a person resorted to cheating in the course of
education. The global implications associated with professional activity could be presented here. For example, working in an unqualified position, being dismissed from work due to mistakes. In one of the videos, the hero is forced to beg after losing his job (Figure 5). There is also footage showing pictures of the disastrous consequences of knowledge gaps in the course of work. For example, for a builder - it is the destruction of a bridge, for a medic - it is the death of close people whom they could not help. It is worth noting that if construction correlated with the specialty of some students, then medicine was not studied by any of the authors of the video, and was used as an example of the most terrible consequences of gaps in knowledge. Two videos demonstrate delayed consequences that are not related to professional activities. The main character of the video cannot answer a simple question and loses the opportunity to win a large amount of money. The main character, not having the habit of carefully reading and analysing the text, signs a loan agreement that deprives him of his property.

Figure 5 The future of a cheater who has lost his job and now he is begging for alms. On the right, there is his former fellow student and the employer who holds out physics textbook

In only three videos, the idea that cheating is bad is not revealed by demonstrating the consequences. In one case, the heroine of the video, who wants to use ready-made answers to an online test, is approached by Master Yoda (a Star Wars character) and in a complex philosophical manner asserts that there is no need to be afraid of difficulties and look for easy ways.

When the heroine says that she cannot cope with it, because the test is very large, Master Yoda responds:

"Size doesn’t matter. My powerful ally is the force. Life creates and raising us. The energy is around us and with us! We are made of light, not of coarse matter. You must feel the power around you, between you and me, between the grass and the rock, everywhere! And even between the shore and the ship".

In another video, cheating is interpreted as a certain strategy of copying someone else's work, suppressing one's own originality of thinking. As an illustration of the consequences of this thinking, the monotonous urban development is described:

Our cities are devoid of individuality. A maze of lifeless, sad concrete boxes. I want to leave this place. It is impossible to create here. Here you just want to lock yourself in your
apartment and not go out. Why did it have to be designed this way? So lifeless. But because it is much easier to make the design project of the easiest, cheapest, the most lifeless house, and then just take it for copy. You can choose what to write off. After all, we start cheating, for example, at school, when we are not prepared for the test work, or when we download the ready course work, when we study at the university. We deprive our lives of the individuality.

An interesting example of a visual argument is a video that expresses in an ironic way the meaninglessness of academic dishonesty, which destroys the control function of a teacher who encouraged cheating. There is a student who is not ready for the test work, dreaming about its cancellation or about a way to find a person from whom the student can write off. Then the teacher comes, handing out the printed answers to the test paper and leaving the classroom, and finally keeping the blind teacher instead of herself.

2. Semiotic analysis of the video

Let's look at what elements are the most important in the video. The most striking image in most videos is the cheat himself. This character is in the majority of cases an ordinary student. Only in a few situations, the cheating student has some hypertrophied features, such as carelessness and frivolity; even less often a lack of ability is demonstrated. However, the character in none of the videos is negative. He may have flaws and problems, but he constantly evokes sympathy. The second element is something that promotes cheating, which the main character uses. It is quite often when this artefact is the result of the cooperative work with a fellow student, acting as an active "assistant". Sometimes fellow students are more passive participants in the cheating process, helping to take advantage of the artefact.

The characters such as teachers, who are present or implied to be in the video, are usually "obstacles" that have to be passed. Only in a few videos, these images are vivid, and can be interpreted as "opponents" who need to be defeated. More often, they play supporting roles, or present just an obstacle that is implied, but not shown in the frame, because of which students need to cautiously use the sources of information. In several cases, the obstacle was insurmountable, which leads to a sad ending, such as failing the exam, kicking out from the university, etc. In positive videos, overcoming the obstacle leads to the opposite ending – getting an excellent score.

In many cases, overcoming an obstacle is not emphasized, but it is taken for granted. The video can simply end by focusing on the cheating situation itself. In addition to the central cheating scene presented in most videos, the plot may have a backstory or future development.

If the video continues, it shows further life situations from the field of professional activity. And the possible future problems can be global (career collapse, professional mistakes) or local. However, there is an option with a successful alternative to the life path as a result of the ability to adapt.

If the video contains the background of the cheating situation, it usually contains an alternative activity instead of studying. There may be a fellow student who is preparing for the control work in the backstory. Also, in some cases, he acts as an assistant in the subsequent situation of cheating, contrasting with the main character, who spends time differently. The fact that the main character's activities are shown as an alternative to learning can be conveyed in another way – for example, with the help of parents who remind students about the studies, either the character speaks to himself, or a voice-over sounds or a running line tells you that the hero will soon have an exam.
Thus, the plot of the central situation of cheating in the vast majority of videos is presented according to the classical scheme hero – obstacle – overcoming (or failure) (Fig. 6). The centre of the scheme is the cheating situation, which includes the hero, the means of cheating, and an obstacle, overcoming it or failure. This situation can have either a background or post-history. Many video stories can be analyzed from the point of view of the semiotic methodology for fairy tales by Vladimir Propp [69]. The key is the "magic remedy" used to overcome it. An artefact transmitted by an "assistant" or created/used independently. It can be revealed as a central element of the plot and an easy-to-use means of overcoming obstacles. Additional plot elements may reveal the necessity of using the "forbidden artefacts" due to the previously chosen path/circumstances, or the consequences of its use in the future.

Discussion

The videos created by the students about cheating provide rich material for analysis. They allow you to see the representation of the cheating situation by direct participants or viewers. Videos as rich semiotic material allow you to see much more of what students consciously wanted to put into them at the denotative level.

Analysis of the content of the videos shows that academic dishonesty is a common phenomenon in the school and university environment. And most cases are unpunished and approved by fellow students. In several videos, it is explicitly stated or shown that
everyone cheats. The authors demonstrate excellent knowledge of the existing forms and methods of academic dishonesty, sometimes offering unusual creative forms of it. They also demonstrate the social approval of cheating from fellow students. Moreover, students are always ready to help in cheating and sometimes they can oppose the teacher in an organized way. The possibility of “being caught” on cheating is considered a problem. But in most videos, students manage to avoid it. Based on the “Fraud Triangle” model, the modern educational system provides an opportunity to cheat. The role of the teacher in the videos is minimal, who may not even be shown, but is meant as an obstacle, to overcome which is the goal of academic dishonesty.

In addition, when the student is not ready for the test work or has not done his homework, cheating is shown as a natural and only possible solution, which is the most common way of rationalization in the video. And even if we consider only the storyline, in most of the videos, the negative attitude to cheating does not apply to the whole phenomenon, but to its extreme forms – when it concerns critical knowledge for specialities, the consequences of mistakes in which are fatal, or when a person constantly cheats without learning at all. Only three videos contain arguments against academic dishonesty. Such videos demonstrate the possible negative consequences of knowledge gaps from short-term to long-term in the field of career and professional implementation. Academic dishonesty itself is not considered an ethical or personal problem.

Academic dishonesty is considered utilitarian. It seems to be a routine solution to the current problem (the need to get a positive assessment in a situation of unpreparedness). For students, only the consequences of cheating are important, in the form of gaps in education, and as a result, problems with a career in the future. It may seem that awareness of this causative-consecutive relationship may be a strong argument for academic integrity. However, this is not the case, since there is the reverse direction. Academic dishonesty is relevant only in cases where the subject is considered important for the profession and cheating can be compensated, for example, by studying the material afterwards.

The study was conducted in one particular university in the Russian Federation, so it has some frames. In particular, researchers note the influence of cultural differences on academic dishonesty [70], the unconditional support of fellow students of cheating can be associated with a collective way of action that correlates with the ideas of the Russian mentality [71; 72]. Therefore, the development of research in other countries is of great interest. Also, our conclusions based on qualitative research need to be further refined and detailed by other methods. At the same time, the qualitative approach allowed us to identify the features of the current state of academic dishonesty in the digital society. And it raises the problem that the existing norms in the student environment are far from accepting the honour code, which seems to be a solution to the problem of cheating [35; 73]. And perhaps the desire to focus on morality is the most difficult approach to the problem of academic dishonesty. The authors believe that the most promising direction is to work with the incentive element from the “Fraud Triangle” model. The analysis of the video shows that students consider this point as the key reason for the behaviour leading to academic dishonesty. Accordingly, there is some potential for solving the problem in the cooperation of teachers and students. Heavy and extremely time-consuming activities can be replaced by more interesting and enjoyable ones [74]. At the same time, the potential is created for the re-organization of educational content with the help of modern technological capabilities [75; 76], taking into account the existing support in the student environment, which can be implemented in teamwork [78], [79] that is the direction for further research.
Conclusion

The analysis students' video representations of academic dishonesty shows us to see that the phenomenon of cheating seems to students to be ordinary and well known. The construction of most of the cutscenes corresponds to the semiotic scheme of the hero's overcoming obstacles with the help of a "magic artifact". The narrative may indicate the causes or consequences of such a behavior. At the same time, students and teachers turn out to be nominal "opponents". The ethical side of cheating turned to be important for students only as the potential long-term consequences of cheating associated with insufficient qualifications of the future specialist.

Thus, it can be assumed that the concept of cheating as an ethically unacceptable behavior is not common among students. In order to build new moral norms during educational process, significant efforts are required. Considering the presented components of cheating (opportunities, incentives and rationalization) allows us to examine the phenomenon more deeply and deduce cheating outside the interests of students.

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