

reproductive tests, with greater attention paid to presentations and project products. Such assessment is often more motivating because it reflects real communicative performance.

So, the teaching of English to non-linguistic students in economic university should be reconsidered in accordance with current academic, technological, and professional demands. The analysis of recent sources shows that the most promising direction lies in combining ESP principles with the action-oriented approach, digital competence, and ethically guided use of AI.

Hence, the most effective new approaches include needs-based course design, blended and flipped learning, project-based and case-based tasks, interdisciplinary cooperation with subject teachers, systematic development of terminological competence, and practice-aiming assessment. Thus, modern English teaching in an economic university should not be reduced to grammar instruction or translation exercises. It should function as a professionally aiming educational environment in which language becomes a tool of thinking, and future career development.

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ACADEMIC INTEGRITY IN ONLINE ASSESSMENT: COMPARING SAFE EXAM BROWSER AND SOFT BLOCKING APPROACHES IN MOODLE

Summary. The article examines contemporary challenges in maintaining academic integrity in distance learning environments, which arise from the increasing use of artificial intelligence tools and machine translation services by students during online assessments. A comparative analysis of Safe Exam Browser (SEB) and soft test-blocking approaches within the Moodle learning management system is conducted. The principles underlying both approaches are examined, their advantages and limitations are identified, and the appropriateness of their application is discussed in relation to different types of assessment tasks. The findings demonstrate that a balanced combination of varying levels of technical control contributes to greater student autonomy, improved reliability of assessment, and the development of a culture of responsible learning.

Key words: distance learning; academic integrity; Moodle; Safe Exam Browser (SEB); soft test-blocking approaches; online assessment.

Introduction. The global digitalization of education within a contemporary intercultural context has intensified the need for systematic revision and updating of

methodologies for the development of electronic courses. Distance learning platforms, particularly Moodle, have gained significant importance due to their technological capabilities to support the creation of structured, visually engaging, and pedagogically sound courses. At the same time, despite these extensive capabilities, ensuring academic integrity in online learning environments remains a critical and unresolved issue.

The experience of Moodle implementation in higher education institutions, including Kyiv National Economic University since 2015, demonstrates that each new version of the platform has not only expanded the range of tools available to course developers but has also generated new methodological and technical challenges. Early versions of Moodle were characterised by limited functionality, including a narrow range of test item types, minimal interactivity, and modest options for multimedia integration. Under such conditions, instructors were constrained to a small number of assessment formats, which significantly limited the variability and flexibility of evaluation.

As the platform evolved, its functional scope expanded considerably. Tools for automated assessment, interactive activities, multimedia tasks, and enhanced design and navigation solutions became available. These developments enabled the creation of more complex and dynamic courses tailored to the specific needs of various disciplines and learner populations.

However, technological advancement has also intensified existing challenges. At the current stage, marked by the rapid integration of artificial intelligence into everyday educational practice, the issue of students' non-independent task completion has become particularly acute. The use of generative AI systems and online machine translation services — most notably Google Translate — has become one of the most common forms of academic misconduct during formative and summative assessment.

Academic Integrity in Crisis-Driven Online Education. Academic integrity and mechanisms for its monitoring have been the subject of sustained scholarly attention over the past five years, both in Ukraine and internationally. The large-scale transition to distance learning, significantly accelerated by the COVID-19 pandemic, intensified research into the quality of online education and the risks associated with academic misconduct. As noted by Eaton (2021) [1], remote learning environments have substantially expanded students' access to digital tools, thereby increasing opportunities

for academic violations. Teaching practice confirms that the technical resources available to students often exceed the monitoring tools available to instructors, creating a structural asymmetry that complicates objective assessment.

A fundamental distinction should be made between carefully designed, pedagogically structured online courses and those introduced rapidly in response to crises. Hodges et al. (2020) [2] emphasise differences between emergency remote teaching and planned online education, highlighting various forms of interaction—student–content, student–student, and student–instructor — and underscoring the importance of sustaining these interactions. From this perspective, learning is understood as both a social and cognitive process rather than a simple transmission of information.

The Ukrainian educational context presents a unique case due to the impact of a full-scale military invasion. Ukrainian educators are required to maintain continuity of instruction under conditions of constant risk, limited access to resources, threats to personal safety, and unstable communication infrastructure. These circumstances demand exceptional flexibility, rapid decision-making, and the ability to adapt existing distance courses to volatile and unpredictable conditions.

Y. Krasjuk and M. Silchenko (2022) [3] argue that crisis conditions have transformed not only the organisation of the educational process but also approaches to the design and adaptation of distance courses. Their findings suggest that digital platforms have become crucial in ensuring educational accessibility during wartime, while the quality of instructional materials and assessment mechanisms significantly impacts the maintenance of academic integrity.

Challenges of Online Assessment in Moodle. Despite its widespread use and versatility, Moodle cannot be considered a fully standardised system. Its functionality is continuously expanded and modified, resulting in significant variation across courses in terms of pedagogical logic, structure, activities, and assessment tools. Moreover, platform upgrades require instructors to regularly adapt course content, tests, and evaluation mechanisms, creating both new opportunities and additional methodological challenges.

In the context of foreign language instruction, academic misconduct frequently manifests as the replacement of authentic student output with machine-translated texts. Over the past two to three years, this issue has been further exacerbated by the emergence

of powerful generative AI tools, including ChatGPT, GrammarlyGO, DeepL Write, and QuillBot. These tools are capable of producing fully formulated responses, translations, essays, and texts of varying complexity within seconds. Their rapid adoption by students indicates the beginning of profound transformations in assessment practices.

Hard and Soft Control Mechanisms. Moodle offers several tools designed to support academic integrity in online assessments, including integration with the Safe Exam Browser (SEB), which provides a strict lockdown of the testing environment. However, the use of such solutions is not always feasible or pedagogically justified.

Research indicates that SEB, despite its effectiveness as a technical control mechanism, cannot be regarded as a universal solution. International studies demonstrate that strict technical restrictions do not necessarily result in a substantial reduction in academic misconduct, as motivational and behavioural factors remain largely unaddressed [4]. Even in controlled environments, the temptation to engage in dishonest practices persists, and the effectiveness of control measures depends significantly on assessment context and course design.

Practical analyses also highlight numerous technical and organisational challenges associated with SEB implementation, including the need for mandatory software installation, operating system compatibility issues, and the requirement for extensive testing and training prior to assessment. In the absence of centralised technical support, these factors may lead to system failures and conflict situations during examinations [5].

In the Ukrainian educational context, these challenges are particularly pronounced. Researchers emphasise that LMS platforms operate under dynamic and often unstable conditions, requiring instructors to adopt flexible and adaptive assessment strategies. As a result, rigid lockdown tools are not always technically viable or pedagogically appropriate, which highlights the need for alternative approaches [6].

Soft Blocking Approaches. Alongside strict control mechanisms, recent research increasingly focuses on so-called soft technical blocking approaches.

These methods do not create a fully isolated testing environment but aim to restrict the most common forms of academic misconduct, such as copying task content, using machine translation, or relying on external digital tools.

Standard techniques include disabling text selection, copy-and-paste functions, right-click actions, and keyboard shortcuts (Ctrl+C, Ctrl+V, Print Screen) [7]. Behaviour-monitoring approaches also play a role by tracking indicators such as frequent tab switching, loss of test window focus, or repeated attempts to select text, which may signal the use of external resources [8].

Some systems employ a combined approach that integrates action restrictions with content transformation. For example, test items may be displayed in non-copyable formats or converted into images, significantly limiting the effectiveness of machine translation services and generative AI tools [9].

The primary advantage of soft blocking approaches lies in their flexibility and accessibility. Unlike strict lockdown solutions, they do not require additional software installation, administrative privileges, or significant restructuring of existing courses. Consequently, they are particularly well-suited for formative and ongoing assessment, where excessive technical control may negatively affect learning outcomes.

At the same time, researchers emphasise that soft blocking methods cannot eliminate academic misconduct. Instead, they should be regarded as part of a comprehensive assessment strategy that combines technical measures with thoughtful task design and the cultivation of responsible learning practices [10].

Considering the research conducted the authors developed the comparative analysis of test-blocking approaches in Moodle, represented in the following table:

Criterion	Safe Exam Browser	Soft Blocking
<i>Type of control</i>	Strict, complete lockdown	Partial, contextual restriction
<i>Software installation</i>	Mandatory	Not required
<i>Device dependency</i>	High (OS versions, settings)	Minimal (browser-based)
<i>Suitability for mass use</i>	Limited	High
<i>Adaptability to crisis conditions</i>	Low	High
<i>Suitability for formative assessment</i>	Limited	Optimal

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Conclusion. Academic integrity in online assessment represents a complex, multidimensional challenge that requires flexible and multi-level solutions. Educational practice demonstrates that no single technical tool can be equally effective across all courses, content types, and assessment formats.

The Safe Exam Browser is a powerful tool for ensuring academic integrity during summative assessments and high-stakes online examinations, where strict technical control is warranted. However, its application in formative assessment is often impractical due to technical complexity, administrative demands, and infrastructural constraints.

For formative and ongoing assessment, soft blocking approaches have proven to be more effective. They can be easily integrated into existing course structures, require no additional software installation, and limit the most common forms of academic misconduct while preserving accessibility and adaptability.

Although no technical solution can eliminate violations of academic integrity, the strategic combination of hard and soft control mechanisms within a unified assessment framework contributes to the development of an educational environment that fosters responsible learning behaviour and supports sustainable academic integrity.

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ARTIFICIAL INTELLIGENCE IN EDUCATION: OPPORTUNITIES, CHALLENGES, AND EMERGING TRENDS

Summary. The article examines the opportunities, advantages, and potential risks of using artificial intelligence technologies in the educational process. Particular attention is given to the main directions of AI tool application in teachers' and students' activities, including the automation of learning tasks, the personalization of instruction, and the improvement of learning efficiency. The study also considers generative language models and specialized educational platforms, highlighting their pedagogical potential and limitations. Ethical aspects of AI implementation are addressed, including issues of academic integrity, information reliability, and digital inequality. Finally, practical recommendations are proposed for the responsible and pedagogically sound integration of AI technologies into educational environments.

Key words: artificial intelligence, AI tools in education, scientific research, opportunities, challenges, innovation, ethics, academic integrity.

Introduction. The rapid development of digital technologies has led to the widespread integration of artificial intelligence (AI) into various spheres of social life, including the educational process. At present, AI tools are increasingly used by both educators and students to explain learning materials, prepare lessons, create presentations, complete individual assignments, translate and analyse texts, assess knowledge, and personalize the learning process.

Among the key functional capabilities of artificial intelligence are the following:

- text-to-speech conversion (ElevenLabs, VEED, Voice.ai)