


Editorial

Main challenges facing the integrity of online assessments for higher education.

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(Dichantz, 2001) defines E-learning "as the compilation of teaching and information units in education, which are available anytime and anywhere and are delivered to learners electronically. These contain information units, tests and quizzes, which allow for rapid self-assessment for quick utilization. E-learning offers more lower-level learning objectives, as higher-order objectives such as comprehension, reasoning and evaluation are more difficult to achieve."

This practice of online learning developed exponentially around the world, due to the dynamics faced by humanity in the face of COVID-19. All universities took online learning as a workhorse as a mechanism that would allow them to develop their curricula. Some institutions already had experience in this area, while others used it only sporadically in their courses. However, the institutions were gradually implementing them in order to be able to continue with their academic processes. Now that the transition between pre-pandemic and post-pandemic has been overcome, many institutions have continued to choose to develop some online courses and others have migrated part of their academic programs to virtual. With all this migration process, there have been problems related to the integrity of online evaluations. There are problems of fraud, plagiarism, dishonesty and misconduct by students in the evaluations. This is due to the lack of mechanisms and policies that can guarantee the integrity of evaluations in higher education institutions. Several studies have recently shown a high rate of fraud in online exams as in (Garg and Goel, 2022; Corrigan-Gibbs, et al, 2015; Ahsan, et al. 2022; Henderson, et al.,2022), they argue that this practice of dishonesty is not only practicable in online exams, but also in those in assessments conducted in classrooms, face to face with the professor. Although there are alternatives for monitoring online assessments such as proctoring software, they are not sufficient to address this problem.

to overcome some of the problems presented with dishonesty and fraud in exams, strategies have been proposed, such as the implementation of assessments that encourage critical thinking. However, in the face of this scenario, artificial intelligence tools such as ChatGPT from Open AI have

emerged, and once again the problems generated by the cheating that can be generated through the use of this platform by students arise.

This tool has the ability to involve natural language processing and reasoning. It can generate logical answers to questions that are posed, therefore, these answers can end up deceiving the evaluator, because he will believe that they are authored by the student, however, the solution has been able to generate it through ChatGPT. The ability of this tool to generate convincing and accurate answers to difficult questions that require analysis, synthesis and contextualization of information is surprising. Therefore, many students will be tempted to use this tool and present their evaluations using it, thus generating cheating in their evaluations.

According to the above, there are a number of challenges that must be faced in order to preserve the integrity of online evaluations.

On the one hand, it is oriented to develop alternative supervision systems that allow constant monitoring of the assessment. On the other hand, faced with the threat of artificial intelligence tools used to generate answers to evaluations that require the development of critical thinking, mechanisms must be created to decipher whether a text is generated by a student or by a machine with artificial intelligence support. Finally, the work of teachers becomes increasingly arduous, because they must rethink the way they make assessments and continuously design new strategies for the creation of online assessments that are not easy to commit fraud.

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