

From Being a Student to Becoming a Teacher: Views on Academic Integrity Among Recently Graduated Secondary Teachers

Rubén Comas-Forgas, María Vallespir-Adillón & Antoni Cerdà-Navarro

Institute for Educational Research and Innovation of the University of the Balearic Islands (IRIE-UIB)

<https://irie.uib.cat/en/>




UNIVERSIDAD
DE GRANADA

Why now? Integrity in the GenAI moment

- Academic integrity is being redefined by AI-mediated authorship.
- Boundary blur: support vs substitution; transparency becomes central.
- Integrity is not only detection—it's assessment design + learning evidence.
- Gap: less is known about the student → teacher transition.



Aim

- Explore how early-career secondary teachers interpret academic integrity:
 - retrospectively as university students
 - currently as teachers responsible for assessment
- Focus: continuity, rupture, and AI-related concerns.



Method

- Design: qualitative, individual in-depth interviews.
- Participants: 17 secondary teachers (10 women, 7 men), Balearic Islands.
- Inclusion: degree completed within last 5 years; currently teaching.
- Fieldwork: Jan–Mar 2026. Ethics approval: UIB (31CER24).
- Analysis: reflexive thematic analysis.



Results: five themes

- As students: misconduct often normalized and pragmatically justified.
- As teachers: integrity reframed around fairness + validity of assessment.
- Context matters: workload, unclear criteria, weak training, peer norms.
- AI as rupture: authorship ambiguity; acceptable-use boundaries unclear.
- Prefer formative responses: clarity + teaching integrity over punishment-only.



Implications

- Integrity is co-produced: students + teachers + institutions.
- Focus on formative strategies: explicit expectations, skills, feedback.
- Assessment redesign for AI era: emphasize process, reflection, transparency.
- Early-career teachers are a key leverage point for integrity culture.



Takeaways

- From being a student to becoming a teacher reshapes integrity judgements.
- AI increases ambiguity → integrity needs clearer norms and pedagogy.
- Best response: formative, explicit integrity education + assessment design.



Acknowledgement

Presentation elaborated within the framework of the project PID2022-141031NB-I00, funded by MICIU/AEI /10.13039/501100011033/ and by ERDF A way of making Europe.

