

# Plagiarism Detection Systems and Privacy: Balancing Academic Integrity and User Data Protection

Name:

Institution:



## Chapter 5 – Conclusion

### Summary

This research embarked on an endeavor to discuss how an equilibrium can be reached on academic integrity and user data privacy with regard to the use online proctoring tools. The research has tried to achieve this by presenting to the five comprehensive chapters on this topic. The main type of data used in this research has been qualitative, secondary data. This is because the data was easy to retrieve, but emphasis was also stressed on the quality of data used in this research. The secondary literature that was used in this research was peer reviewed prior to their publication.

### Main Findings

For the main findings, it should be noted that debate regarding the appropriateness of online proctoring tools in educational institutions are bound to continue, despite the fact that the debate heightened during the Covid-19 pandemic. As seen in this research, while there are circumstances that indeed favor the use of online proctoring, protecting user data is also paramount. Many students expressed concerns about sharing personal information, the extent of data collection, and the intrusive nature of proctored exams. Online proctoring can curtail students' independence in various ways. For instance, it might necessitate that students refrain from actions that are typically acceptable during traditional exams, like quietly talking to themselves, glancing aside, or taking a break to use the restroom, for fear of triggering automated alerts for dubious conduct. Some students may merely opt not to be supervised by AI or remote human proctors, or to have their pictures and personal information amassed and observed. In the realm of philosophy, many philosophers consider the principle of valuing autonomy to be of

fundamental ethical significance. Autonomy, in this context, signifies self-rule, where a rational and mature individual possesses the capacity to make and act upon decisions and uphold personal values without being coerced or manipulated. This proposed technical solution offers a balanced approach to remote proctoring, effectively addressing common cheating methods while prioritizing user data privacy. The combination of dual cameras, voice authentication, WebRTC for secure transmission, and local processing ensures a robust yet privacy-preserving mechanism for maintaining academic integrity. Implementing such technical solutions requires collaboration between technology providers, educational institutions, and students to establish a secure and transparent online examination environment.

### **Implications of Findings on Practice**

The analysis also holds implications for designers and providers of online proctoring technologies. While online proctoring companies may not bear the same ethical obligations as educators and educational institutions, they do carry certain responsibilities. Those engaged in the design, development, and marketing of online proctoring technologies, with a goal beyond profit to also uphold the interests of educational institutions and their students, should carefully consider both the potential advantages and drawbacks of their products. Some actions and practices, like utilizing facial recognition and data without obtaining the fully informed consent of examinees, are evidently unethical. Additionally, these companies should strive to create products that minimize adverse effects and risks, including those related to privacy, autonomy, and equity, to the greatest extent feasible. Simply providing a range of features for institutions to assess and then asserting that it is solely the responsibility of consumers to determine if and how they will utilize them is not justifiable.

## Suggestions for Further Research

In conclusion, it is hoped that forthcoming research endeavors, whether theoretical or empirical, will delve into the ramifications of online proctoring technologies. From a theoretical standpoint, this entails in-depth examinations of the diverse outcomes these technologies have on students, educators, and institutions. Such inquiries should encompass their effects on academic integrity, equity, privacy, potential harm, transparency, autonomy, and accountability. Furthermore, these investigations may extend to exploring the societal, cultural, and ethical implications of online proctoring technologies and analogous products. This includes considering their potential broader impacts on individual freedoms and community confidence in emerging technologies, as well as on those responsible for their design and implementation.



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