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# The Role and Impact of College Student Volunteers in Academic Integrity Education for K12 Education in the Digital-Intelligence Era

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**Abstract:** With the rapid advancement of digital and intelligent technologies, the education sector is undergoing a profound transformation in both teaching modes and value orientations. While these technologies reshape the educational ecosystem by expanding access to knowledge and enabling personalized learning, they also introduce new challenges to academic integrity, particularly as students gain earlier exposure to automated tools and digital resources. Primary and secondary school years constitute a formative stage for nurturing moral values and behavioral norms, making the early cultivation of academic integrity awareness especially important. This paper examines practical pathways for college students to participate as volunteers in academic integrity education in K-12 settings. By analyzing the current conditions, typical challenges, and developmental gaps in academic integrity education across primary and secondary schools, and by drawing upon the unique advantages of college student volunteers-such as peer proximity, relatability, and strong digital competencies-this study proposes feasible participation models. The findings suggest that college student volunteers can meaningfully enhance K-12 students' awareness of academic integrity by organizing diverse learning activities, integrating digital tools into interactive instruction, and coordinating multiple stakeholders to establish sustained and collaborative educational mechanisms. These practices not only strengthen students' understanding of honesty and responsible learning but also help construct a more harmonious and trustworthy academic environment. This paper further calls for broader societal support to promote the structured involvement of college student volunteers in K-12 academic integrity education, thereby advancing the innovation and long-term development of integrity-focused educational practices in the digital era.

**Keywords:** digital intelligence era; college student volunteers; primary and secondary schools; academic integrity education

Published: 30 September 2025



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## 1. Introduction

### 1.1. Digital-Intelligence Transformation and Emerging Integrity Challenges

In recent years, the rapid development and widespread adoption of digital and intelligent technologies have ushered human society into what is widely referred to as the digital-intelligence era [1]. With the continued expansion of internet infrastructure, the extensive utilization of big data, and the rapid advancement of artificial intelligence, the modes of knowledge acquisition and dissemination have undergone transformative changes. The boundaries of information flow have been significantly broadened, allowing learners to access educational resources with unprecedented convenience and efficiency. Within this evolving landscape, the education sector is undergoing profound structural adjustments as digital and intelligent technologies reshape the educational ecosystem and drive teaching approaches toward greater personalization, interactivity, and intelligence.

However, this large-scale technological transformation has also introduced urgent challenges, particularly in relation to academic integrity. The misuse or unregulated application of digital tools has complicated the monitoring of dishonest behaviors, creating new vulnerabilities within academic environments. According to recent statistical surveys, the number of global publications involving academic misconduct has shown a sharp upward trend since 2020, with an average annual increase of 73% [2]. In the context of basic education, the widespread availability of digital tools has contributed to a new wave of integrity-related concerns, including inappropriate reliance on automated answers or unauthorized assistance. Survey data indicate that approximately 68% of students report having engaged in some form of academic misconduct, reflecting both evolving behavior patterns and the increasingly complex academic pressures students face. Academic integrity, as a foundational principle of scientific exploration and educational development, safeguards the authenticity and reliability of scholarly work. Upholding academic integrity is not only a fundamental ethical requirement but also a reflection of personal character and one's commitment to honesty in learning [3].

### *1.2. Importance of Academic Integrity Education in Primary and Secondary Schools*

The primary and secondary school years represent a pivotal stage for the formation of moral values and behavioral habits, making the cultivation of academic integrity awareness particularly crucial. During this period, students engage systematically with knowledge acquisition and begin to construct internalized cognitive frameworks for processing information, building a sense of responsibility toward learning, and fostering respect for intellectual work. As they gradually develop independent thinking skills and the ability to judge information credibility, early exposure to academic integrity concepts becomes essential for guiding appropriate behaviors and building a long-term ethical foundation.

In the broader context of competency-based education, basic education must emphasize the development of students' abilities to construct knowledge through questioning, verification, and critical analysis—core components of the 21st-century skills framework [4]. Academic integrity education works in tandem with these goals by helping students understand the value of authentic inquiry and encouraging them to engage in responsible learning practices. Furthermore, as digital learning environments become increasingly integrated into classroom instruction, younger learners must learn to navigate online information ethically, distinguish credible sources, and avoid unintentional academic violations. Strengthening academic integrity education at this formative stage enables schools to proactively reduce integrity-related risks and cultivate students who are capable of upholding ethical standards throughout their academic trajectories. Ultimately, early interventions function not only as preventive mechanisms but also as strategies for shaping students' long-term learning habits and personal development.

### *1.3. The Role of College Student Volunteers in K-12 Academic Integrity Education*

Against this backdrop, the role that college student volunteers can play in K-12 academic integrity education has become a topic deserving substantial scholarly attention. College students represent a dynamic, innovative, and digitally fluent group with strong academic backgrounds and effective communication abilities. Their proximity in age to younger learners enables them to serve as relatable mentors who can translate abstract integrity principles into concrete examples and engaging activities. By designing age-appropriate, interactive, and contextually relevant educational sessions, college student volunteers can introduce more diverse and creative pedagogical approaches to enhance students' understanding of academic integrity.

Beyond providing direct guidance to primary and secondary school students, these volunteer activities contribute to the personal growth of college students themselves.

Engaging in educational service strengthens their sense of social responsibility, fosters civic awareness, and cultivates practical competencies aligned with their future professional development. Through participation in these initiatives, college students gain experience in communication, leadership, and educational design-skills that support both personal development and broader societal contributions. Therefore, exploring how college student volunteers can effectively contribute to K-12 academic integrity education is essential for identifying sustainable strategies, optimizing educational systems, and fostering the holistic development of learners at all stages. Rigorous inquiry into this topic provides valuable insights for strengthening integrity education frameworks, enhancing cross-generational educational cooperation, and supporting the construction of a positive and trustworthy academic environment.

## **2. Defining the Role of College Student Volunteers in Academic Integrity Education for K-12 Students**

### *2.1. Shapers of Ethical Role Models*

Social learning theory posits that individuals gradually reconstruct their moral cognition through observing, internalizing, and imitating modeled behaviors. Within the context of academic integrity education for primary and secondary school students, college student volunteers function as important ethical role models whose conduct provides tangible demonstrations of honesty and responsibility. Through their own academic behaviors and verbal communication, these volunteers can establish clear and accessible paradigms of integrity for younger learners. Their adherence to integrity principles-such as accurate citation, independent problem-solving, and respect for intellectual work-serves as an implicit yet powerful instructional method [5].

In daily interactions, volunteers can share genuine experiences from their own learning journeys, illustrating how persistence, careful inquiry, and legitimate academic effort lead to authentic achievement. These firsthand narratives help demystify the learning process and reinforce the idea that success is the result of accumulated effort rather than shortcuts or dishonest practices. Such examples guide younger students toward developing correct attitudes toward academic tasks while encouraging them to shape behavioral norms anchored in honesty.

Moreover, the influence of role modeling extends beyond academic scenarios. By exemplifying responsible communication, respectful collaboration, and consistent ethical decision-making, college student volunteers contribute to shaping younger students' broader moral perspectives. This expanded influence helps primary and secondary students internalize the values of honesty and trustworthiness not only in their academic endeavors but also in their daily interactions, thus promoting the development of well-rounded character traits aligned with long-term personal growth.

### *2.2. Promoters of Academic Integrity*

College student volunteers also act as facilitators and disseminators of academic integrity principles within K-12 educational environments. Through formats such as themed lectures, structured classroom sessions, and interactive workshops, they can deliver systematic and engaging integrity-focused instruction. These activities may include discussions on the definitions and types of academic misconduct, the consequences associated with dishonest behavior, and practical strategies for avoiding plagiarism or unauthorized assistance. By presenting these concepts clearly and pedagogically, volunteers help younger students recognize the meaning and significance of academic integrity.

In addition, college volunteers frequently incorporate concrete case examples to demonstrate the real-world implications of academic misconduct. Examples of individuals experiencing negative educational or developmental outcomes due to dishonest behavior can help students better understand the long-term risks of integrity

violations. This case-based approach not only strengthens students' conceptual grasp of academic integrity but also deepens their emotional and cognitive engagement with the topic, fostering a sense of respect and responsibility toward academic norms.

Interactive learning methods further enhance this process. Through group discussions, scenario analyses, or role-playing activities, younger students have opportunities to evaluate integrity dilemmas, express their viewpoints, and learn to navigate complex academic situations. Such experiential approaches transform integrity instruction from abstract rules into lived experiences, enabling students to form independent judgments and internalize integrity values more effectively. Ultimately, these diverse dissemination strategies empower students to establish firm ideological defenses against academic misconduct, cultivating a foundation of ethical awareness and responsible learning.

### *2.3. Guides for Social Practice*

College student volunteers play an essential role in integrating academic integrity education with real-world social practice. Through activities such as teaching assistance and community volunteer services, they create opportunities for K-12 students to apply integrity principles beyond the classroom. This integrated approach echoes the broader educational philosophy that moral values must be reinforced through both instruction and practice.

For example, certain teaching-support initiatives incorporate local cultural preservation, community research, and field-based investigations. These activities typically require volunteers to conduct structured surveys, perform data collection, and engage in collaborative documentation. In such contexts, adherence to academic integrity—including accurate reporting, respect for factual information, and proper documentation—becomes an intrinsic part of the learning process. Although specific program names may vary, the educational logic remains consistent: social practice provides concrete scenarios in which integrity principles can be observed, understood, and applied.

When college student volunteers guide younger learners through these activities, they help them recognize the importance of respecting facts, verifying information, and following established norms. Academic integrity thus shifts from an abstract concept to a practical guideline for conducting research, participating in cultural preservation, or completing community-based tasks. Through such practice-oriented learning experiences, K-12 students not only acquire academic skills but also develop a deeper appreciation of integrity as a guiding principle for meaningful social engagement.

By bringing academic integrity education into real-world contexts, college student volunteers help younger students transform ethical principles into habitual actions. This holistic approach ensures that integrity education permeates both classroom learning and practical experiences, strengthening students' moral development and fostering a comprehensive educational environment where academic integrity is consistently understood, applied, and valued.

## **3. The Influence of College Student Volunteers on Academic Integrity Education in Primary and Secondary Schools**

### *3.1. Enhancing Integrity Awareness of Primary and Secondary Students*

College student volunteers play an important role in advancing the effectiveness of integrity awareness cultivation among K-12 students by employing diversified and interactive educational approaches. Through methods such as case analysis, scenario-based learning, and guided reflection, volunteers can deepen students' cognitive understanding of academic misconduct and its potential long-term consequences. In particular, the use of representative cases—ranging from simple classroom cheating to improper citation practices—allows volunteers to lead students in exploring the underlying motivations behind dishonest behavior and identifying corresponding ethical violations.

This systematic guidance helps students realize that academic misconduct not only undermines personal credibility but also disrupts learning processes and affects collective academic fairness.

Scenario simulations further enrich this educational experience. By engaging students in role-playing exercises where they assume the perspectives of different stakeholders-such as the student involved in misconduct, their peers, or the teacher-volunteers help them empathize with the negative impacts of dishonest practices. These simulations also allow students to practice making ethical decisions in realistic academic situations, strengthening their ability to identify correct courses of action. Through such experiential learning, integrity principles transition from abstract norms into personal commitments embedded in students' daily study habits. As a result, students gradually internalize academic ethics and develop the capacity to regulate their own behavior more effectively throughout their educational development.

### *3.2. Promoting School Integrity Culture Development*

The involvement of college student volunteers also contributes significantly to cultivating and strengthening school-wide academic integrity cultures in primary and secondary education institutions. Through collaboration with school administrators, volunteers can participate in planning structured activities such as a campus-wide "Academic Integrity Theme Month," which serves as a sustained platform to promote collective engagement with integrity education. Such initiatives foster an environment where integrity becomes a shared responsibility and a visible component of the school's cultural atmosphere.

Within these thematic activities, volunteers may organize academic lectures, facilitate integrity-themed workshops, or coordinate knowledge competitions that promote student participation. These formats help demystify the abstract principles of academic integrity by highlighting their relevance to students' immediate academic experiences. At the same time, volunteers can work closely with teachers to integrate integrity instruction into subject-specific curricula. Embedding academic integrity in everyday classroom teaching ensures that students repeatedly encounter and reflect on integrity principles across different disciplines, creating a multidimensional educational structure characterized by consistency and continuity.

Through these coordinated efforts, college student volunteers help primary and secondary schools transition from fragmented integrity instruction to the establishment of a comprehensive educational system marked by universal coverage and sustained reinforcement. This contributes not only to the development of institutional integrity norms but also to nurturing an academic climate where fairness, respect for knowledge, and responsible behavior become core elements of students' educational experiences.

### *3.3. Strengthening Social Responsibility of Primary and Secondary Students*

Beyond academic settings, college student volunteers also promote the cultivation of social responsibility among K-12 students by organizing a broad range of community-oriented service activities. These activities-such as environmental initiatives, community clean-up efforts, and public awareness campaigns-offer primary and secondary students practical opportunities to understand how personal conduct influences broader societal well-being. Through direct participation, students develop an appreciation for collective responsibility and recognize the interconnections between individual actions and community outcomes.

In designing such initiatives, volunteers create structured experiential learning environments in which students can observe the importance of integrity, accountability, and cooperation. For instance, when working on community service tasks, students learn that responsible completion of assigned duties, accurate reporting of outcomes, and honest communication are essential to achieving shared goals. These practical experiences

reinforce the idea that integrity is not limited to academic performance but is a guiding principle relevant to all aspects of daily life.

As students repeatedly engage in service-oriented activities, they gradually build a sense of identity as responsible members of their communities. Their increased awareness of civic duties encourages them to maintain honest and respectful behavior in both school and social settings. In this way, college student volunteers help primary and secondary students internalize integrity as a moral value and externalize it through consistent, principled actions. Ultimately, this holistic development supports the emergence of young individuals characterized by strong ethical foundations, proactive engagement in social life, and a clear sense of responsibility toward the collective good.

#### **4. Implementation Pathways for College Student Volunteers in Academic Integrity Education for Primary and Secondary Schools**

##### *4.1. Conducting Diverse Academic Integrity Education Activities*

College student volunteers can disseminate knowledge about academic integrity to primary and secondary school students through lectures, seminars, and themed class meetings. For instance, by employing case studies and role-playing, students can gain a profound understanding of the severe consequences of academic misconduct and learn to practice integrity principles in their actual studies. During lectures, volunteers can illustrate the detrimental impacts of academic misconduct on individuals, institutions, and society through concrete examples, fostering a sense of reverence for academic integrity among students. Role-playing allows students to personally experience the negative consequences of misconduct, thereby strengthening their commitment to academic integrity standards. Additionally, volunteers can organize themed class meetings to facilitate discussions on the importance of academic integrity and share their own learning experiences and insights, cultivating a positive academic environment.

##### *4.2. Utilizing Digital Tools for Academic Integrity Education*

The digital age presents new opportunities for educating students on the importance of academic integrity. College student volunteers can leverage social media, innovative education platforms, and other tools to conduct online academic integrity activities. For instance, creating short videos and hosting online discussions can broaden the reach and impact of education. In short videos, student volunteers can employ engaging formats to explain the fundamentals and significance of academic integrity, capturing the attention and interest of K-12 students. Through innovative education platforms, they can facilitate interactive online activities-such as virtual Q&A sessions and simulated laboratories-enabling students to experience the importance of academic integrity in virtual environments. These innovative educational models not only enhance the appeal and participation in academic integrity education but also align with the demands of the digital era, injecting new vitality into such initiatives.

##### *4.3. Establishing a Long-Term Academic Integrity Education Mechanism Through Multi-Party Collaboration*

College student volunteers should proactively establish regular, institutionalized long-term partnerships with core stakeholders, including education administrative departments, schools at all levels, and educational research institutions, to jointly build a systematic and sustainable academic integrity education mechanism. Regular "Integrity Theme Month" series activities (such as integrity pledge ceremonies, academic ethics lectures, essay competitions, and case exhibitions) can be organized. Combined with diverse channels like campus radio, bulletin boards, and new media platforms, these efforts create an immersive campus culture that comprehensively fosters integrity, thereby driving a stepwise improvement in the institution's overall academic ethics standards. During deep collaboration, college student volunteers can co-develop

academic integrity education plans with faculty, integrating such education into daily teaching through a three-dimensional model of "curriculum integration + thematic education + practical cultivation." This forms an integrity education network connecting administrators, teachers, and students. Additionally, student volunteers can participate in educational research projects to explore models suitable for different regions and institutions, promoting the sustainable development of academic integrity education.

## 5. Conclusion

Academic integrity is not only a fundamental ethical standard for scientific research but also a crucial measure of a society's civilization and moral standards. It embodies respect for knowledge, pursuit of truth, and appreciation for others' intellectual contributions, serving as the cornerstone for the survival and development of the academic community. The primary and secondary school years represent a critical period for the rapid development of moral cognition and the gradual formation of behavioral patterns, as well as a golden window for cultivating integrity values. Implementing systematic academic integrity awareness training during this stage not only lays a solid moral foundation for students but also provides crucial safeguards for their future academic development and personal growth.

The involvement of college student volunteers in academic integrity education for primary and secondary schools carries multiple positive implications. They are capable not only of guiding young students in establishing sound ethical principles through engaging approaches, but also of effectively contributing to the development of a campus integrity culture by leveraging their knowledge advantages and innovative capacities. This participatory education model helps students develop honest and trustworthy behavioral habits while fostering their sense of social responsibility and academic ethics, thereby contributing to the advancement of educational equity and the achievement of sustainable development goals. Based on the preceding research, college student volunteers contribute to academic integrity education for primary and secondary students by designing diverse educational activities, employing digital technologies to innovate pedagogical approaches, integrating social practice organically into educational initiatives, and establishing sustainable mechanisms for academic integrity education. These efforts will inject renewed vitality into academic integrity education while playing a significant role in cultivating new-generation talents equipped with integrity and innovative capabilities.

**Funding:** This research is supported by the project of the Education Department of Jiangsu Province [Grant No. 2020SJB0650].

**Conflicts of Interest:** The author(s) declare(s) that there is no conflict of interest regarding the publication of this paper.

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