

## Innovative Strategies To Prevent Cheating & Enhance Learning In The Classroom

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# Your Presenter

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**EASTERN**  
MICHIGAN UNIVERSITY  
*Education First*

# Our Goals for the Next 90 Minutes

- Explore the reasons for cheating and how the current hyper-competitive environment supports cheating
- Learn about the must-have syllabus statements that help support honesty
- Acquire relationship-building techniques that encourage open communication

# Our Goals for the Next 90 Minutes

- Discover innovative assessment tools that discourage cheating
- Identify creative tools to not only detect cheating if it occurs, but also to enhance learning

# Cheating by Tapping



Jon & Jose, roommates at Bookit University,  
Anytown, U.S.A.

# Why Cheat?

The reasons are fairly common across the world

- Fear of failure
- Inability to handle difficult material
- Tedium
- Time management issues
- Cheating is unacceptable at any time
  - 60% women
  - 35% men
- All truly understood cheating is unacceptable
- Cheating generally declines over the life of the course

# Motivation to Cheat

**The reasons for obtaining an education  
has shifted over time**

- Before...

- Self-fulfillment
- Love of learning
- Obtaining critical thinking skills

- After...

- Obtaining credential
  - Growing number of certification programs
- Better job – Better life
- \$\$\$ Money

# Pop Quiz #1

## Prevalence of Cheating

- In High School
  - What is the percentage of HS students who admit to cheating?
- In High School
  - How many students see nothing wrong with cheating?

# Prevalence of Cheating

- Depends on the setting
  - High school:
    - 80% admitted to cheating
    - 50% did not see cheating as necessarily wrong
    - 95% who did cheat were not caught

# Pop Quiz #2

## Prevalence of Cheating

- In the college setting:
  - How many college students admit to cheating?
- In the college setting:
  - How many college students admit to cheating on a **REGULAR** basis?

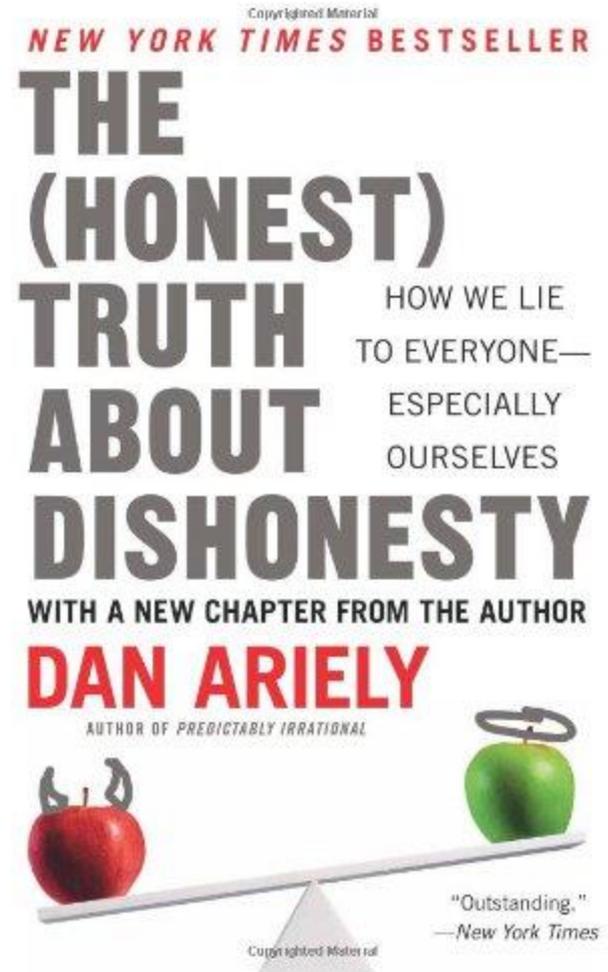
# Prevalence of Cheating

- Depends on the setting
  - College
    - 80% admitted to cheating
    - 20-30% admit to cheating on a regular basis



# Does Everyone Cheat?

Ariely's (2012) book: *The (Honest) Truth About Dishonesty: How We Lie to Everyone—Especially Ourselves* chronicles several different social science experiments that demonstrates most people, given the right set of circumstances, will cheat in small and large ways.



# A Few More Stats

- 1988 – U/G Marketing Class: 49% admitted to cheating
- 2008 – U/ G Management Class: 100% admitted to cheating
  - Brown, Weible, & Olmosk, 2010
- Survey from *Education Week* found students admitted to:
  - 54% - Internet plagiarism
  - 76% - Cheating at least once

# University of Central Florida

- University of Central Florida students study for test and get accused of cheating in 2010.
  - Somehow a test bank of 700 questions floats around in the class.
  - Students studied the 700 questions for a 50 question exam. The professor finds out and makes all students retake the exam.
  - He claims he has a forensic analysis team on the case. Approximately 200 of 600 students were found to have cheated.
  - ***No one can get out of retaking the exam unless they have a signed note from God.***
- YouTube: <http://youtu.be/rbzJTtDO9f4>

# Perceived Seriousness of Cheating

<b>Issue/Exam</b>	<b>U/G %</b>	<b>G %</b>	<b>Fac %</b>
Learning what was on the test from someone else	64	79	93
Helping someone cheat on an exam	89	93	98
Copying from another student w/ their knowledge	91	95	99
<b>Issue/Written Assignment</b>	<b>U/G %</b>	<b>G %</b>	<b>% Fac*</b>
Working with others on assignments when told not to	42	26	60
Paraphrasing/copying w/o attribution (written source)	38	25	80
Paraphrasing/copying w/o attribution (Internet)	36	24	69
Receiving unpermitted help	24	13	44
<i>*Faculty have observed the behavior in a course (McCabe, 2005)</i>			

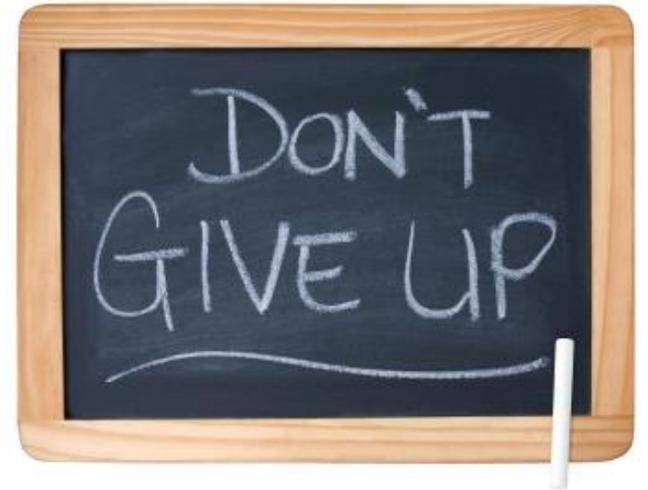
# Do Faculty Contribute to Cheating?

***YES!!***

Major reasons cheating continues:

- Students rarely get caught
- Faculty fail to follow through when cheating is observed
- Fear of lawsuits
- Time involved in pursuing cheating incidence

***What's a  
Professor to Do?***



# Build a Relationship

- Get to know your students
  - The greater communication between you and the students helps to decrease the motivation to cheat
    - Students who feel a great “distance” with an instructor cheat more
    - Students were less likely to cheat if they respected and felt respected by the instructor

# Build a Relationship

- First discussion in class
  - Self introduction (including the instructor)
  - Interact with the students by asking:
    - What are you hoping to learn?
    - How will this knowledge help you achieve your goals?
    - Other questions to promote “conversation”

# Build a Relationship

- Second discussion
  - Review the syllabus
    - Academic Honesty & Dishonesty
      - Have clear examples and guidelines
      - Discuss academic integrity
    - *Ask students for examples of cheating and how cheating impacts the course*

# Build a Relationship

- As you discuss academic integrity & teach how to be successful



NOT

- How you are going to catch them cheating!

# Build a Relationship

- A student's propensity to cheat increases when s/he thinks others are cheating
  - 42.6% of cheaters believed peers were cheating



# Sample Statement

- Academic commitment and honesty
- Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the University community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the Office of Student Conduct and Community Standards for discipline. Examples of inappropriate online classroom conduct include repeatedly posting disrespectful comments, FLAMING posts, and/or posting inappropriate content. You may access the Code online at [www.emich.edu/studentconduct](http://www.emich.edu/studentconduct).
- Academic honesty is essential to the integrity of the mission and success of the University and is expected of all students. It is the responsibility of every student to avoid dishonest practices. There are eight broad areas of academic dishonesty: (1) obtaining unauthorized aid or information; (2) giving unauthorized aid or information; (3) committing plagiarism from written, electronic or internet sources; (4) misrepresenting facts or data; (5) offering bribes; (6) using the library resources unethically; (7) using computer resources unethically; and (8) knowingly assisting in any of the above practices.

# Academic Contracts



- Presenting students with an academic honesty policy can minimize dishonesty.
- Contract:
  - Clear, simple policies
  - Tailored to the specifics of the course
  - Clear examples of what IS and what is NOT acceptable

# Sample Simple Contract

I affirm that I have read and understood and will comply with the following two texts:

1. The description of plagiarism given in the University's Code of Behavior on Academic Matters

It shall be an offence for a student knowingly:

(d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism.

2. Dr. Margaret Proctor's advice on "how not to plagiarize"  
<http://www.utoronto.ca/writing/plagsep.html>

I also understand the necessity of:

1. Acknowledging dependence on another's ideas with proper citations
2. Acknowledging the use of another's words with quotation marks or indenting and proper citations.

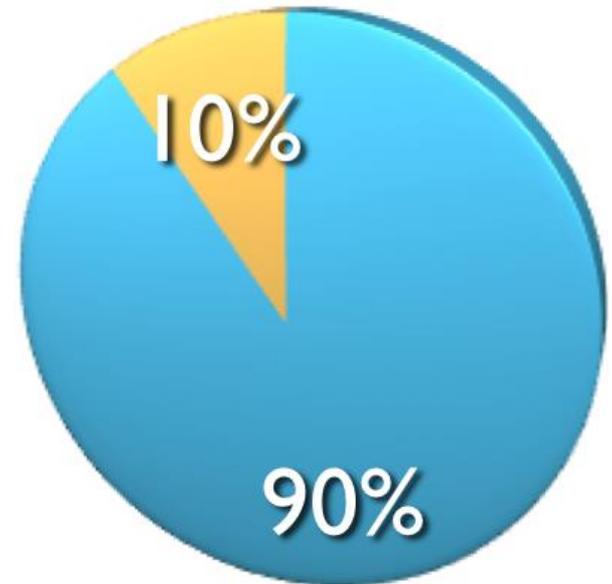
# Sample Contracts

- Purdue engineering
  - [https://engineering.purdue.edu/ee364/acad\\_honesty\\_contract.txt](https://engineering.purdue.edu/ee364/acad_honesty_contract.txt)
- Professor Darnell
  - <http://www.professordarnell.com/wp-content/uploads/2007/07/ACADEMIC-HONESTY-CONTRACT-FOR-DR2.pdf>

# Beware...

## The 90/10 rule...

- People generally focus on the 10% of their lives that are going wrong and overlook the 90% of their lives that are going normal or well
- Do not over focus on cheaters...it builds defensiveness in the students who are then more likely to cheat



# Going too Negative

When presenting information about academic integrity:



- Balance the “Should Nots...” with the “Here is what successful students do...”
- Give positive examples of writing style, success, and study hints

# Walk the Talk

As previously noted...

- Students cheat if they believe they will not be disciplined
- If they think you will not act, they might...



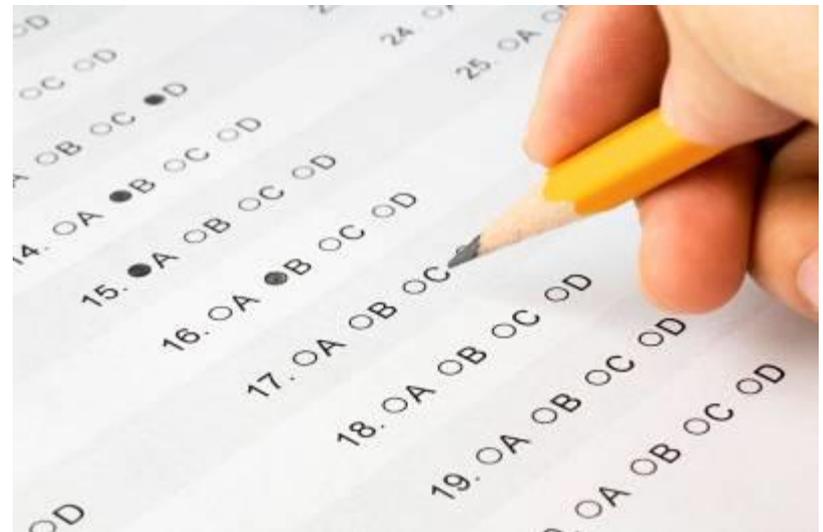
# Connect the Course

- Help students see how course is related to their future as students
  - Is it a foundational course
  - How is it connected to their career future
  - Is the material used on certification exams
  - Connect the course to their majors

# Use Multiple Assessments

Never depend on one type of assessment

- Multiple forms create a more in-depth picture of the student
- Makes it harder to cheat throughout the course



# Writing Assignment Strategies

## Writing assignments in face-to-face classes

1. Give clear instructions & examples
2. Electronically archive all written assignments for comparison
3. Review online sources (term paper sites) prior to giving written assignment

# Writing Assignment Strategies

4. If using any blogging or chat room assignments, use threaded discussion to obtain writing sample for students
5. When possible, use short answer/essay questions on exams
6. Use plagiarism detection websites as tools to **IMPROVE** writing

# Teach How to Write

- Include within your platform a section on how to write
- Research supports idea teaching is more effective than deterrence
  - Dee & Jacobs (2010)

# Small Clues

(Krask, 2007)

- Unusual line breaks, margins, or spacing
- Inconsistent quote marks
  - Microsoft Word and WordPerfect use curly quotation marks (“and”), while material copied and pasted from the World Wide Web may use straight quotes
- The paper may cite a “mystery instructor” from another college

# Small Clues

(Krask, 2007)

- Unusual spelling, as is used in other English-speaking countries. “Colour” and “flavour” are typical examples
- References that refer to publication cities of publishers that are outside the United States.
  - For example, Prentice Hall publishes in Sydney within Australia, while it publishes in Englewood Cliffs, New Jersey here in the United States

# Small Clues

(Krask, 2007)

Paper may be somewhat off-topic with occasional paragraphs that the student has inserted that are on-topic



# Meaningful Assessments

- Give students a clear rationale for all assignments
  - Assignments that are perceived as worthless, too hard or easy, promote cheating
    - “What’s the point...I’m not learning anything...”
  - Assignments that require application of knowledge to a related situation give students a chance to apply what they know and demonstrate mastery



# Exams & Quizzes

- Use of a Multiple Forms of Same Test
  - Create 2 test banks and change exam from semester to semester or rotate questions throughout the exam
  - Change order of the questions and/or answers for exams
  - Create two exams and randomly assign students to one of the exams (split half reliability)

# Exams & Quizzes

- Short answer justification for quizzes
  - Adding short answer justification sections for randomly chosen multiple choice questions calls for higher order thinking and discourages cheating



# Exams & Quizzes

- Time Limits
  - Time limits on quizzes
    - After time is up, quiz closes down and is graded
    - Prevents student from exceeding time limits
    - Allows for you to see how much time student is spending taking the exam



# Question Construction



How you create an exam or quiz also promotes honesty by making it more difficult to cheat

# Exams & Quizzes

(Krask, 2007)

- Design questions that could not be answered easily unless the individual has done the previous work in the course
- Have students apply personal experience when answering questions
- For courses that test using calculations, give each student the same exam with numbers changed slightly (rotating the answers)

# Exams & Quizzes

(Krask, 2007)

- Use multiple-choice questions only for ungraded assignments
- Use “rote memory” questions for “gauging the pace of the course and identifying students who are lost”
- Use multiple-choice tests to emphasize important terms and concepts

# Exams & Quizzes

(Krask, 2007)

- Nelson said that he permits referring to the textbook for answers
  - “so much the better; for some, sad to say, it may be the only time they read the text” (1998, pp. 7-8)
- Design open book questions so that they are more than “scavenger hunts” for correct answers

# Group Projects

- Vote you off the island
  - Randomly assign students to groups
  - At the end of the assignments, students evaluate one another (confidentially) as to the quality of work
  - Becomes a simple gauge as to who worked and who did not
    - Look for consistency in the evaluations



# Summary

- Cheating does happen and there is no magic way to stop all cheating
- Use multiple meaningful assessments
  - Structure threaded discussion
  - Quizzes/Exams
  - Papers (short and/or long)
  - Projects



# Summary

- Prevention is the best way to stop cheating before it happens
  - Build relationship with students at the beginning of the course
  - Teach how to be successful
  - Review the meaning of Academic Integrity

# Summary

- Prevention is the best way to stop cheating before it happens
  - Get buy-in from the students (contract)
  - Openly discuss cheating and let students know you are willing to help them succeed and willing to act if they cheat

# Summary

- Test banks are good
  - Rotate questions and answers
  - Split form tests
- Time limits for exams
- Short answer justification for random quiz questions

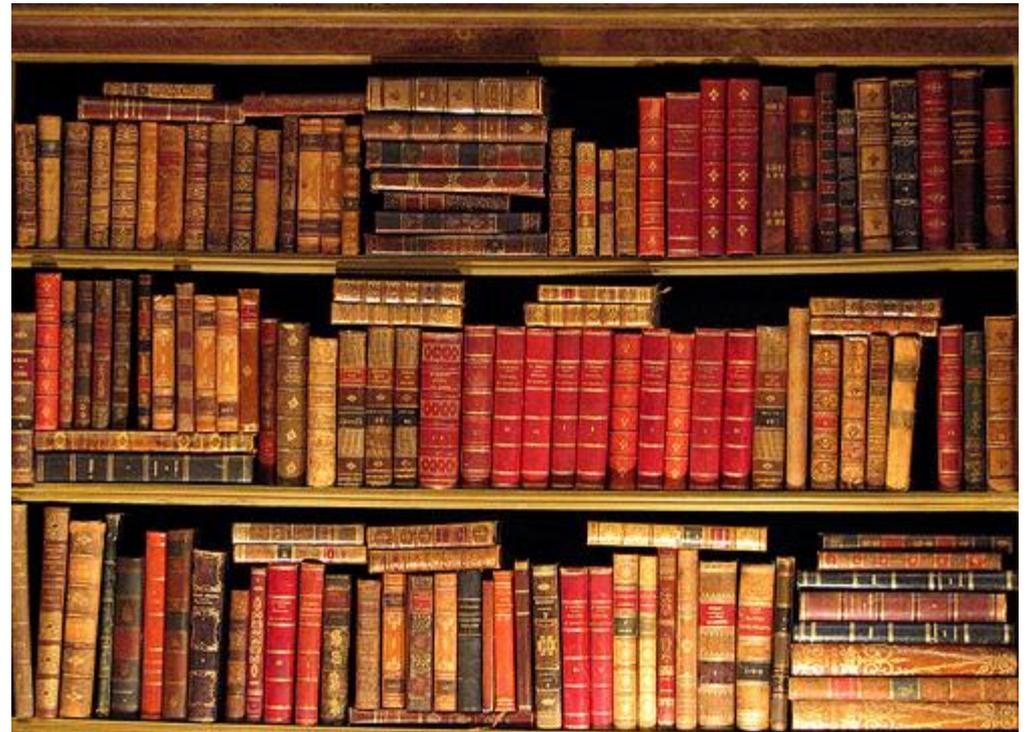
# Summary

- Use plagiarism software as teaching tool
- Know the small “cut and paste” mistakes for papers



# Bibliography

See extra handout for a limited bibliography



# Innovative Educators

Supporting Academic & Professional Growth In Higher Ed



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