

CHEATING LESSONS: LEARNING FROM ACADEMIC DISHONESTY

James M. Lang



Technology and Cheating

“Here in Silicon Valley, there are also smart pens, and are or will soon be smart spectacles less obtrusive than Google Glass. They call them ‘wearable computers. Hard to imagine telling students that pens and glasses (and watches and jewelry and belts and shoes and on and on) are not allowed in the exam room. It’s time for us to rethink our assessments.”

Patrick Morris
Foothill College



“Resource” Sharing Sites

Assumption College - Co X
Secure | <https://www.coursehero.com/sitemap/schools/1057-Assumption-College/>

Course Hero Find study resources

Find Study Resources ▼ Get Instant Tutoring Help Earn by Contributing ▼ Are you an educator? Log in Sign up

Schools > Assumption College

Assumption College * School info ⓘ
Worcester, Massachusetts

226K Likes 226K Likes

* We aren't endorsed by this school

All Departments Documents Q&A

Popular Departments

ACCOUNTING 164 Documents 1 Q&A	FINANCE 132 Documents 1 Q&A	ACCT 78 Documents
MARKETING 69 Documents 1 Q&A	MANAGEMENT 58 Documents	SOC 58 Documents

All Departments (63) Find your department

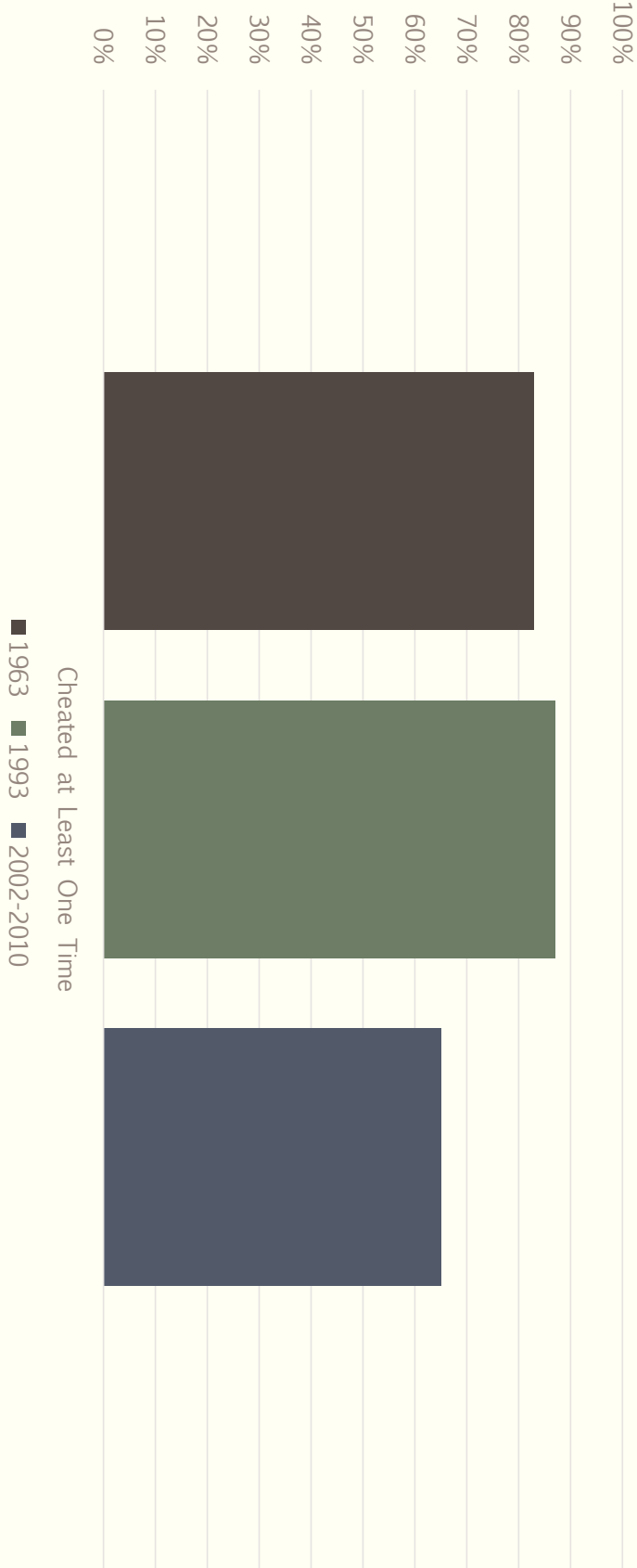
eg: PSYCH, ECO

Ask a homework question
250 tutors are online

9:37 AM 8/9/2018

Is Cheating on the Rise?

Students at Non-Honor Code Institutions





WHY DO STUDENTS CHEAT?

Human Nature?



Individual or Group Characteristics?

Specific demographic groups?

Particular disciplines?

Certain types of classes?

Failure of Communication?

"Professors' conceptions of plagiarism and correct paraphrasing can range widely from a very lax set of criteria for determining plagiarism to criteria that can be even more rigorous than those prescribed by traditional definitions . . . Even within groups of academic specialties, respondents appeared to have a fairly wide range of criteria for plagiarism.

Ethics and Behavior (2001)



ROLE OF THE ENVIRONMENT

Searching for Princess Alice



Dan Ariely's Fudge Factor

- Ariely: The amount of dishonesty in which people are willing to engage “depends on the structure of our daily environment.
- Our Thesis: The amount of cheating in which students are willing to engage *depends (in part) on the structure of the learning environment.*

Learning Environments that Produce Cheating

- ❑ Motivation is **Extrinsic**
- ❑ Orientation toward **Performance**
- ❑ **Infrequent, High-Stakes Assessments**
- ❑ **Low Self-Efficacy**
- ❑ **Cheating Perceived as Common/Approved**

Role of the Environment in Contract Cheating

- I have opportunities to approach my lecturers and tutors for assistance
- My lecturers and tutors ensure I understand what is required in assignments
- I receive sufficient feedback to ensure that I learn from the work I do
- There are lots of opportunities to cheat in my subjects

<https://cheatingandassessment.edu.au/resources/>

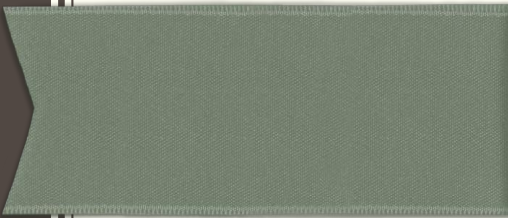
Master List of Teaching/Learning Factors

- Motivation is
Extrinsic
 - Orientation toward
Performance
 - Infrequent, High-
Stakes
Assessments
 - Low Self-Efficacy
- Lack of Understanding
of *Assignment*
Requirements
 - Receiving Insufficient
Feedback
 - Lack of Approachability
of Faculty

The Meaningful Writing [Assessment] Project

- “Opportunities for **agency**”;
- “**Engagement** with instructors, peers, and materials”;
- “Learning that **connects** to previous experiences and passions and to future aspirations and identities.”

(2016)



ENGAGEMENT

Physics at MIT: 2003

Traditional Lectures

Cheating Rate: 11%

Failure Rate: 9%

Physics at MIT: 2006

“The course was divided into sections of ~75 students each; each section met for 5 h[ours] total each week with one professor and several teaching assistants. During class periods, students were given mini-lectures interspersed with questions answered using a personal response system followed by peer instruction, hands-on experiments, and group problem-solving sessions, often at the board.”

Physics at MIT: 2006

In-Class Practice

Cheating Rate: 3%

Failure Rate: 1.5%



CONNECTION

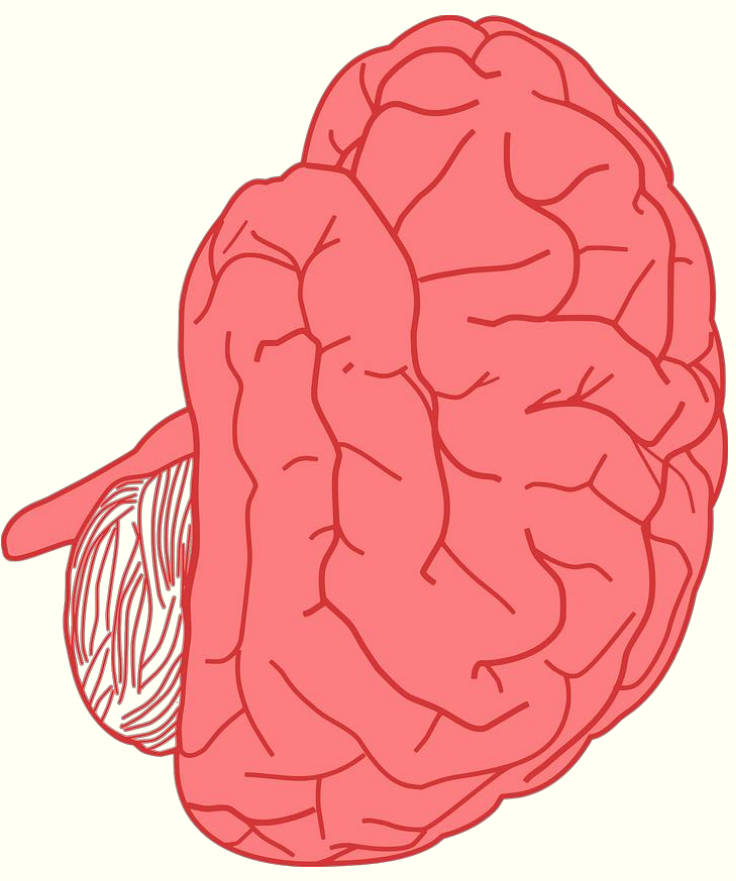
Connections to Authentic Problems

- “Can we feed the world? Does use of ethanol in gasoline cause food shortages? What are the dangers and benefits to genetic engineering of food plants? Learn about and work to solve the current paradoxes of our food situation – the malnutrition of too little AND too much food: deprivation and obesity. What solutions are there – political, economic, biological and chemical?”



Connections to the Community

- “You will design a 5-10 minute lesson plan for 5th graders covering some aspect of basic brain anatomy or function. You will submit draft and final lesson plans, and we will hold a “dress rehearsal” of these lesson plans in class. During National Brain Awareness Week in March, you will present these lesson plans in a local elementary school.”



Connections to Community

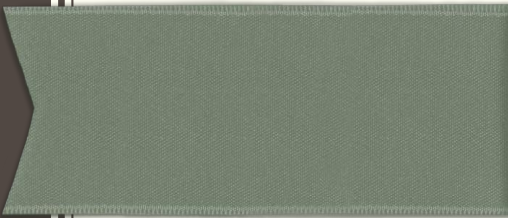
INTERFAITH
HOSPITALITY
NETWORK
OF GREATER
WORCESTER

HOME WHO WE ARE WHAT WE DO EVENTS CONTACT US SUPPORT US

Welcome Home
LEARN MORE

Lending A Helping Hand

The Interfaith Hospitality Network of Greater Worcester works in partnership with the faith community to provide shelter and assistance to families with children who are homeless. Our goal is to help them get back on their feet.



AGENCY

Chris Walsh's Blank Syllabus

- “In a 4-page essay, discuss a selection of your own choosing . . . from the *Oxford Book of War Poetry*. **This poem will be added to the syllabus**, and on the day it appears you will recite at least 80 words of it for the class, and you will help me lead discussion of it. The working claim for this essay may well be an answer to the question, ‘Why should we as a class read this poem?’”

Cathy Davidson's Class Constitutions

- “You might hand out a draft syllabus on the first day of class, and then present the areas in which you want students to help you establish certain class rules. (You can obviously set limits and define certain rules that are nonnegotiable for you.) You could invite students to comment on the course website and/or have them discuss these issues in groups.”



Toni Weiss's Economics Grading Choices

Grading: In order to give you more control over your education, you may determine the weight of each assessment category as a percentage of your semester grade. The guidelines are as follows:

Clicker points: 5% - 10%	Journal Entries: 3% - 7%
Myeconlab: 12% - 16%	In-class projects: 12% - 16%
Midterm #1: 15% - 20%	Midterm #2: 17% - 22%
Final Exam: 20% - 25%	

You need to submit your grading plan to me, via Canvas, by Friday October 6th. By that time, you will have seen examples of each type of assessment. If you don't submit one, or if the one you submit doesn't add up to 100%, then the midpoint of each range will be used.

Questions for Self-Reflection

Did the student have *agency*?

Were there opportunities for *engagement*?

Could the student see the *connections*?

More Information and Resources ...

- International Center for Academic Integrity
- *Academic Integrity in the 21st Century* (Bertram-Gallant)
- <https://cheatingandassessment.edu.au/>
- @LangOnCourse

