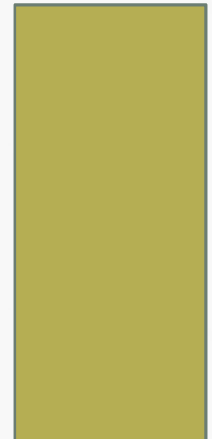


ACADEMIC DISHONESTY
OR
HOW DID THAT ANSWER
GET ON MY PAPER?



WORKSHOP OBJECTIVES

- “ Present the current state of academic dishonesty at the college and university level.
- “ Discuss the current policies and procedures in place at Oakland University.
- “ Discuss the characteristics of the cheaters.
- “ Discuss strategies the faculty can employ to reduce the prevalence of in-class cheating.

OU POLICIES AND PROCEDURES

Academic Dishonesty

See handout

CHEATING BEHAVIOR

- “ Metanalysis by Tibbetts and Myers (1999)
- “ 107 studies
- “ 70% admitted to cheating
- “ Major form is plagiarism
- “ Least common was cheating on exams.

CHEATING BEHAVIOR

- “ Males more likely than females.
- “ Younger students more likely than older students.
- “ Single students more likely than married students.
- “ Students in Greek organizations more likely to cheat.
- “ Business students more likely to cheat.
- “ Students doing poor academically more likely to cheat.

CHEATING BEHAVIOR

Exam Cheating Rates by Country

Australia	China	Finland	Portugal	Russia	UK	US/Can
22	83	14	62	70	0	21

Davis, S., Drinan, P., and Gallant, T. (2009). Cheating in School: What We Know and What We Can Do. West Sussex, UK: Wiley-Blackwell.

CHEATING BEHAVIOR

- “ McCabe and Bowers (2004) conducted a 30 year study and reported cheating levels remain constant.
- “ Lanier (2006) more cheating with distance learning.
- “
- “ Intentional versus Unintentional cheater.

HOW THEY CHEAT

Table 2

*Cheating on Tests and Examinations**

	Undergraduates	Grad Students	Faculty
Learning what is on a test from someone who has already taken it	33%	17%	35%
Using false excuse to delay taking test	16%	9%	49%
Copying from another student on a test/exam without their knowledge	11%	4%	41%
Helping someone else cheat on test	10%	6%	29%
Copying from another student on a test/exam with their knowledge	9%	3%	33%
Using unauthorized crib/cheat notes	8%	4%	26%
Using an electronic/digital device as an unauthorized aid during a test/exam	5%	2%	11%

Note: Values represent % of students who have engaged in the behavior at least once in the past year or faculty who have observed the behavior in a course in the last three years.

McCabe, D. (2005). Cheating Among College and University Students: A North American Perspective. *International Journal of Educational Integrity*, 1(1): 1-11.

SERIOUSNESS OF CHEATING

Table 3

Perceived Seriousness of Different Behaviors Related to Test and Examinations

	Undergraduates	Grad Students	Faculty
Learning what is on a test from someone who has already taken it	64%	79%	93%
Using false excuse to delay taking test	58%	67%	80%
Copying from another student on a test/exam without their knowledge	92%	95%	98%
Helping someone else cheat on test	89%	93%	98%
Copying from another student on a test/exam with their knowledge	91%	95%	99%
Using unauthorized crib/cheat notes	90%	93%	98%
Using unauthorized electronic device to obtain information during test/exam	90%	93%	98%

Note: Values represent % of students and faculty who rate the behavior as moderate or serious cheating versus choices of not cheating or trivial cheating.

McCabe, D. (2005). Cheating Among College and University Students: A North American Perspective. *International Journal of Educational Integrity*, 1(1): 1-11.

WHY DO THEY CHEAT?

“Cheating in high school is for grades. Cheating in college is for a career.”

-Anonymous student

WHY DO THEY CHEAT?

- “ Davy, Kincaid, Smith, and Trawick (2007) reported on attitude and motivation related to cheating.
- “ Difficulty of the subject matter and time constraints.
- “ Prior cheating increases likelihood of cheating.
- “ Need for approval.
- “ Student perception.
- “ Risk.
- “ Work ethic and moral development.
- “ Procrastination and responsibility.

WHY DO THEY CHEAT?

- “ Motivation (Self-Determination Theory)
 - “ Extrinsic (more likely to cheat)
 - “ Positive outcome on a test grade
 - “ Avoid a negative outcome (missing deadline)
 - “ Intrinsic
 - “ Need to know and understand

WHY DO THEY CHEAT?

Neutralization- the rationalization and justification for unethical/dishonest behavior used to deflect self-disapproval or disapproval from others.

Alienation- the state of psychological estrangement from a culture, which includes feelings of social isolation, powerlessness, and the absence of norms.

Lead to engagement in deviant behavior.

WHY DO THEY CHEAT?

Popular Opinion

24,000 kids responded to a Public Broadcast System (PBS) question “Which best describes how you feel about cheating?”

51%- is wrong and never okay to do.

34%- It's okay as long as you don't get caught.

13%- It's wrong, but okay in emergencies.

Davis, S., Drinan, P., and Gallant, T. (2009). *Cheating in School: What We Know and What We Can Do*. West Sussex, UK: Wiley-Blackwell.

WHY DO THEY CHEAT?

- " Number of students who believe that the majority of American people are honest.
 - " 1969-49%
 - " 1989-24%
- " Number of students who believe advertizing is honest.
 - " 1969-55%
 - " 1989-35%

WHY DO THEY CHEAT?

How Much Student Cheating is Acceptable?

PREVENTION STRATEGIES

- “ Non-reporting encourages a cheating culture.*
- “ In-class deterrents.*
- “ Moral development education.*
- “ Institutional Strategies*