

How to Cheat

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Cheating Works: Strategies for Encouraging a Honest Culture.

ETSU Collaboration

Academic Technology Services & The Center for Teaching Excellence



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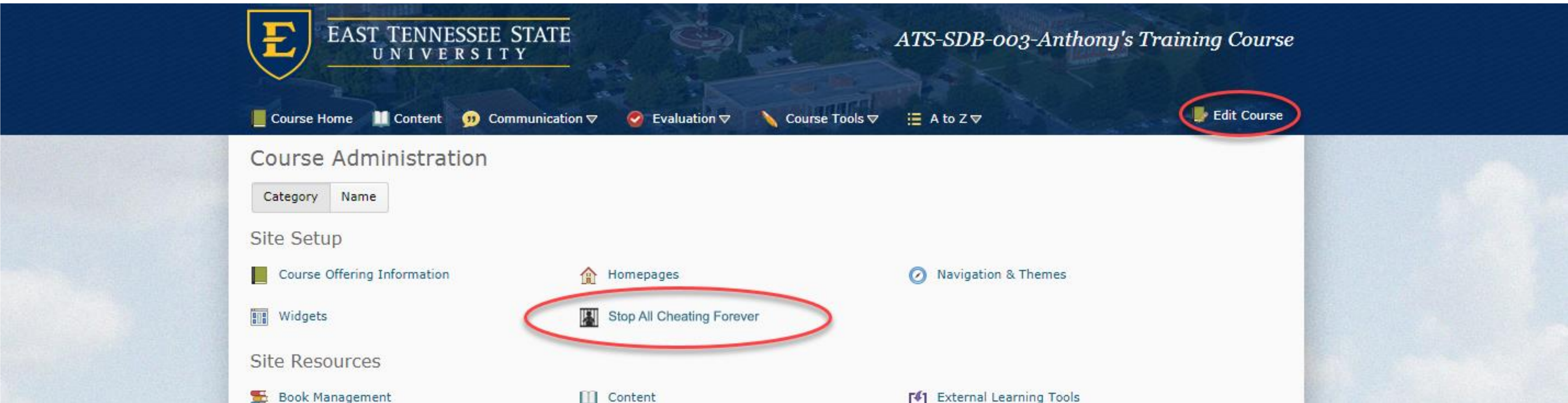
Director of ATS

Disclosure

- **Neither I nor any members of my immediate family have a financial interest/arrangement or affiliation that could be perceived as a real or apparent conflict of interest related to the content or supporters of this activity.**

Stop All Cheating

D2L > Edit Course



01 Open D2L

Navigate to D2L at
<https://elearn.etsu.edu>

02 Find Course

Select the course where cheating
is an issue

03 Edit Course

Select "Edit Course" in
the top-left navigation
bar

04 Check the Box

Select "Stop All Cheating Forever"



“When you look at the means of cheating, I think the arms race is an apt analogy—it describes the fact that there is always going to be a back and forth.”

Jim Lang

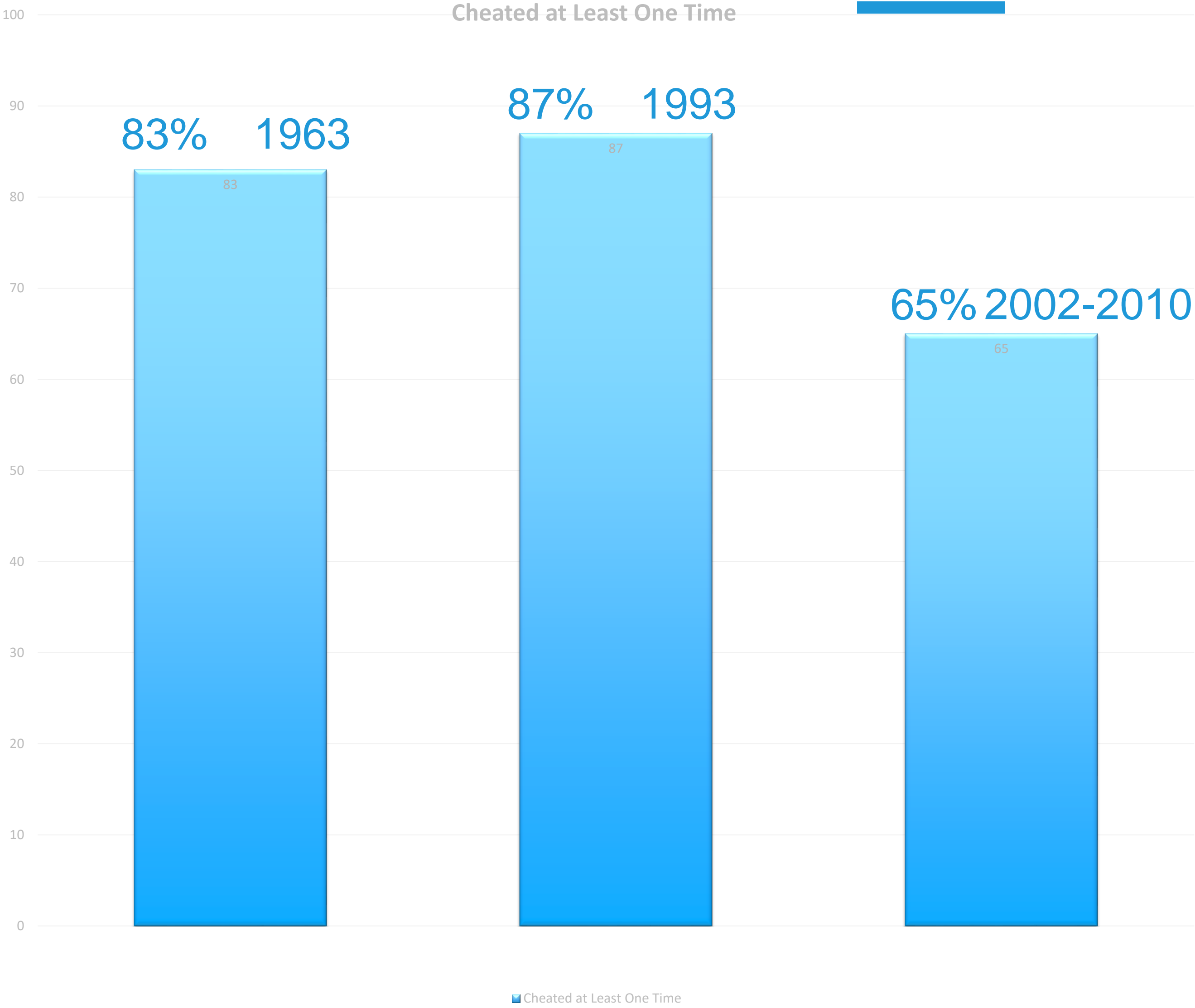
What is Cheating?

How do we define cheating?



Cheating Statistics

How Bad Is It?



Cheated at Least One Time

Nation-wide survey, self reported

Cheating Statistics

How Bad Is It?



- Studies of cheating among medical students vary widely; reports range from 0-58% ([Kusnoor & Falik, 2013](#))
- 91% of students disclosed some form of engagement in copying, 24% in cheating, 60% in collusion ([Heming et al, 2012](#))
- 40-50% falsify duty hours or inaccurately report maneuvers during a medical examination (Fargen, Drolet, & Philibert, 2016).
- 94% of internal medicine program directors report working with “problem residents;” directors indicate that “unacceptable moral or ethical behaviors” are the underlining cause in “problem residents” in 15% of the cases ([Yao & Wright, 2000](#)).
- 74% of residents reported observing the mistreatment of patients by colleagues (Baldwin, Daugherty, Rowley, 1998)
- 73% reported witnessing colleagues working in an impaired condition (Baldwin, Daugherty, Rowley, 1998)

Modern Day

Why Does It Feel Worse?

More People Caught

High profile cheating
Technology helps catch what we
couldn't before

More Methods

The more methods we hear about,
the more we fear we haven't
heard about.



Fear of Self-Reporting

Surveying through computer accounts creates fear that anonymous reporting can be linked back

Definition of Cheating

Students, and even faculty, have different definitions of cheating.

ETSU Anti-Cheating Technology

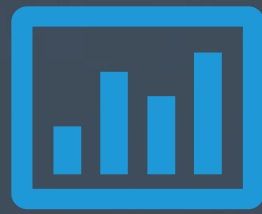
What Tools Do You Have?



Turnitin

Pro: Compares student papers with online sources.

Con: Can return false positive originality reports.



LockDown Browser

Pro: Ensures students stay on the exam page.

Con: Only viable in a proctored environment.



Proctoring

Pro: Helps ensure proper identification of student.

Con: Adds complexity and reduces flexibility.



IP Logs

Pro: Tell where a student is signing in from.

Con: Can be faked or inaccurate.

Why Do Students Cheat?

Building a Better Environment

From Instructors:

They are just lazy.

They don't care.

Because it works.

I don't have time to build
individual assignments.

There is no penalty.

Too hard to prove.

From Students:

I've got a "hard" instructor.

It works, my instructor doesn't check anyway.

Everyone does it, it's no big deal.

I don't have time to study.

I'm not smart enough

My entire grade is based on this test.

Why Do Students Cheat?

Building a Better Environment



Cheating perceived as common and pervasive in a peer group. (Monteiro, Sliva Pereira, and Severo, 2018)

Distrustful relationship between faculty and students (Tonkin, 2015)

Burnout (Dyrbye et.al., 2010)





“ Cheating is an inappropriate response to a learning environment that’s not working for the student. ”

Jim Lang

What Can We Do?

Building a Better Learning Environment

01

Mastery vs Performance Oriented

- Design authentic assessments focusing on material mastery, not assignment performance. (Davis)
- Change assignments frequently, ideally each semester, ensure equal access to study materials. (Davis)

02

Intrinsic vs Extrinsic Motivation

- Tell students why they should care by linking material to extrinsic challenges they may face in the field.
- Design assessments around real problems, questions or challenges in the world.

03

Accurate Student Self-Assessment

- Provide students with multiple and varied opportunities for success through frequent assignments with quick feedback.
- Practice like you play – summative assessments should be similar to low-stakes assignments. (Lang)

04

High Stakes vs Low Stakes

- Increase frequency of low-stakes, formal assessments (Lang)
- Practice like you play – summative assessments should be similar to low-stakes assignments. (Lang)

05

Consistent Reaction

- List clear expectations for academic dishonesty, and clear, consistent penalties.
- Don't take it personally. (Lang)

06

Culture

- Set the example by being present in the course, no shortcuts! Create an environment of mutual respect.
- Discuss academic integrity early and often. (Davis)
- Ensure that your assignments and assessments are fair and graded consistently



“ the recommended strategies not only will help reduce cheating in your classes and on campus, but will also draw your classroom environment and teaching practices more closely in line with what we know about how human beings learn, and hence have the potential to make you the most effective teacher possible. ”

Jim Lang

Let Us Help

We are here to assist you



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