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

Â Males more likely than females.

Â Younger students more likely than older students.

Â Single students more likely than married students.

Â Students in Greek organizations more likely to cheat.

Â Business students more likely to cheat.

Â Students doing poor academically more likely to cheat.
# CHEATING BEHAVIOR

Exam Cheating Rates by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>22</td>
</tr>
<tr>
<td>China</td>
<td>83</td>
</tr>
<tr>
<td>Finland</td>
<td>14</td>
</tr>
<tr>
<td>Portugal</td>
<td>62</td>
</tr>
<tr>
<td>Russia</td>
<td>70</td>
</tr>
<tr>
<td>UK</td>
<td>0</td>
</tr>
<tr>
<td>US/Canada</td>
<td>21</td>
</tr>
</tbody>
</table>

CHEATING BEHAVIOR

McCabe and Bowers (2004) conducted a 30 year study and reported cheating levels remain constant.


Intentional versus Unintentional cheater.
### HOW THEY CHEAT

#### Table 2

*Cheating on Tests and Examinations*

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

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.

# SERIOUSNESS OF CHEATING

Table 3
Perceived seriousness of different behaviors related to test and examinations

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

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

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
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.

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 advertising 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