

How to Address Academic Dishonesty in Online Classes

WHO CHEATS:

- Research shows that the following students are more likely to engage in cheating behavior (Pavela & McCabe, 2005 and Lang, 2013):
 - Students with lower self-efficacy
 - Students who have higher workloads
 - Students who are high achieving
 - Students who are in their first year of college
- External factors that promote cheating are:
 - Unclear definitions of academic dishonesty
 - High stakes assessments
 - Belief that cheating is easy and getting caught is unlikely

ONLINE CHEATERS?

- There is little evidence that cheating is more common in online classes, but with cheating rates high already, this isn't great news.
- Furthermore, since there isn't the ability to engage in face-to-face communications it is even more imperative that expectations around academic integrity are communicated in multiple forms
 - Dan Ariely, Duke University, James B. Duke Professor of Psychology and Behavioral Economics, shares the following regarding expectations around integrity. "When we [get] people to contemplate on their morality, they reduced their cheating. So the issue is, how in society we can get people to contemplate morality more when it matters" (2009).

STRATEGIES TO PROACTIVELY ADDRESS ACADEMIC DISHONESTY:

- HOMEWORK:
 - Make the assignment meaningful
 - Consider building short quizzes to test your student's understanding, and allow for quizzes to be taken more than one time to increase their self-confidence with the material
 - Be clear about what resources students can utilize for the assignment
 - Can they utilize outside resources?
 - If this is allowed, consider asking students to share/cite what sources they utilize or create a list of preferred online sources, this list will guide students in a direction of utilizing preferred resources
 - Can they work together? If so, what does effective collaboration look like.
 - It is important to clearly define collaboration. You can access examples of collaboration statements [here](#).
 - Be aware of what resources are on the web that students may utilize from social study sites like Chegg, CourseHero etc.
 - Talk openly about what plagiarism is and how you will check for it.

- Utilize SafeAssign and allow students to submit their essay as a draft so they can check for plagiarism prior to the final submission
- Help students understand and guard against plagiarism with online tutorials or helpful websites.
 - [Purdue Owl](#)
 - [University libraries](#)
 - [plagiarism.org](#)
 - [Academic Integrity Tutorial](#)
- Assign topics that can't be plagiarized by tying in current events, specific class topics or unique perspectives
- EXAMS:
 - Use open-book, open note exams.
 - Also consider open internet exams and make it clear that exams are to be completed without the help of other students
 - Do not use practice problems, these are likely to be found online on websites like Chegg or CourseHero
 - See if previous exams are available on CourseHero, Chegg, or other social study sites, and make changes to exam content if necessary
 - Use a question bank to create multiple versions and reorder questions
 - Set the exam up so students can only see one question at a time
 - Since high stakes assessments can increase a student's anxiety and likelihood of cheating, offer an opportunity for the student to practice taking the exam as a part of their study preparations
 - Set a time limit (similar to in-person instruction) for completing the examinations.
 - Do not allow students to review their feedback or score until all students have finished the examination.

For all assignments and examinations consider the use of an honor pledge. Require that students write at the top of their homework, essay or in the first question on an exam that they will "practice personal and academic integrity." Having the student actively write this information out rather than just checking a box reminds them of their morality and obligation as a student

HOW TO REPORT POTENTIAL ACADEMIC DISHONESTY

- As a faculty member you have an obligation to report potential violations to the Office of Student Conduct and Academic Integrity (OSCAI).
- Reporting potential violations encourages an environment of academic integrity to flourish at the university, while ensuring that the university provides due process to our students.
- For more reporting resources and to report a potential violation go to the instructor's page at: www.sc.edu/conductandacademicintegrity
- Unsure if you should report? Contact us at 803-777-4333

REFERENCES

Ariely, Dan. Interview by Kim Zetter. *Wired*, 06 Feb. 2009, <https://www.wired.com/2009/02/ted-1/>. Accessed 12 March 2020.

Lang, James M. (2013) Cheating Lessons: Learning from Academic Dishonesty. N.p.: n.p., 2013. Print.

Pavela, Gary, McCabe, Donald (2004, May/June). Ten Updated Principles of Academic Integrity. *Change*, 36, No. 3, p. 10- 15.