

Reasons Why Students Cheat

- Time
 - The assignment is “a waste of time”
 - The student doesn't have enough time
 - The student poorly manages time
- Ethics / Societal
 - Cheating as an accepted social practice
 - Confusion about goals of education
 - Commoditization of knowledge and education
 - Faculty reluctance to take action
- Survival
 - Scholarship and job competition
 - “Everyone else is doing it”
- Knowledge
 - Lack of research skills
 - Lack of citation skills
 - Lack of understanding of the assignment
 - Lack of understanding of plagiarism, copyright, and/or cheating
 - Self-doubt, uncertain of one's own abilities
- Ease
- Personal
 - Laziness
 - Thrill seeking
 - Simply hate tests

Cheating & Plagiarism Detection Tips

- Software & Services
 - EVE 2 (<http://www.canexus.com/eve>)
 - Glatt Plagiarism Screening Program (<http://www.plagiarism.com>)
 - CopyCatch (<http://www.copycatchgold.com>)
 - Turn It In (<http://www.turnitin.com>)
 - Integriguard (<http://www.integriguard.com>)
- General
 - Use a search engine (such as Google) with quotes around a suspect phrase
 - Refer to school honor codes and other students
 - Question the student
 - Compare student answers and patterns of answers
 - Monitor dramatic improvements in achievement
 - Use proctors and other security measures
- Papers
 - Keep copies of best student papers over time
 - Read papers of the same topic together
 - Always check references
 - Unusual formatting or formatting changes within paper
 - Inconsistency in style or vocabulary

Preventing Cheating & Promoting Honesty

- Educate Students
 - What constitutes cheating? (Define all terms for your students)
 - How to cite sources and use library resources
 - Provide clear policies, perhaps with a learning contract
 - Orientation program which informs students
 - Role models, scientists & professionals, who don't cut corners
 - Let students know that faculty are serious about cheating policies
 - Let students know that faculty are aware of paper mills & cheating sources
- Support Students
 - Provide technical support
 - Provide workshops on library research, et cetera
- Community
 - Build a supportive scholarly atmosphere in your online course
 - Get to know your students
 - Use collaborative projects
 - Use discussion in assessments
 - Use and refer to an honor code
 - Be an example of integrity
- General Pedagogy
 - Capture the student's attention, make subject matter relevant
 - Help students understand the value of what they are learning
 - Create assignments specific to your students interests and expertise
 - Make assignments contingent upon earlier course content
 - Provide example work and clear instructions
 - Provide enough time to complete work but not too much time
 - Use formative assessments
 - Have students provide journals, reflect on their own understanding
 - Make difficult assessments low-stakes (take more than once, break into many small parts taken individually, et cetera)
 - Life is open book
 - Alternative assessments when appropriate (such as presentations, synchronous activities, discussion, et cetera)
 - Use multiple forms / types of assessments
 - Update and change assessments each term
 - Make sure assessments are in line with learning and course objectives
 - Emphasize essential questions that touch upon issues important to students
 - Stress and reward originality
- Quizzing & Testing
 - Consider open book quizzes & tests
 - Use a proctor for high-stakes tests
 - Use random selections from a larger bank or pool of questions
 - For equations, use randomized numerical values
 - Provide practice exams
 - Use specific time windows in which students can take quiz or test