(1) What school/classroom conditions might contribute to increased student cheating?
School community focus on class rank
Lack of monitoring of cell phone use text/picture
Academic pressure of high stakes testing
Accept low value/expectation of testing/subject
Teacher "Locked" to front/desk
Large class size/crammed into small space
Excessive parent & teacher pressure
Large amounts of work for students already stretched thin
No class time to work on projects
The school culture (teacher and student behaviors) tolerate cheating behaviors
Teachers not modeling integrity and violate use of copyrighted material
Not using available resources like "Turn it in"
Students in classes they're not prepared for
Teacher/student relations are strained
Inconsistent consequences responding to cheating
Team Synthesis
Climate of pressure   Unclear or unfair expectations
Class size and teacher behavior that does not promote ethical learning behavior

Larry Nucci Comments: When students perceive school as a sorting machine rather than as a place where learning is primary, the object of doing well on tests shifts from assessing how much learning has taken place to being a winner or loser in a high stakes game that the student did not willingly enter. With that perception of school, cheating is no longer an act that unfairly gives a student credit, but rather a legitimate act of self-defense. It is about beating the system.

(2) What teacher behaviors might contribute to increased student cheating?
Accepting student work without checking sources
Lack of monitoring
Lecture format as opposed to discussion
Teacher rigidity
Repeated use of old tests
Lack of supervision
Doing other work while students are testing
Unreasonable work load
Type of test (need more essay, display of work)
Teacher unprepared
High expectations without preparing students well
Teacher modeling a lack of concern for copy rights, citations, intellectual property

(3) What teaching practices and curriculum choices might contribute to increased student cheating?

Material that is too challenging
Lack of well defined guidelines with regards to cheating, plagiarism
Test type multiple choice vs. student product
Lack of classroom discussion
No creativity in lessons
Inappropriate class placements (too tough)
Behaviors that teachers model if they don't check sources and honor copyright laws
Teachers that create roadblocks for students with arbitrary and demanding timelines and
     other requirements
Repeated use of old tests
Lack of alternative assessment strategies
Teacher lacks strategies to engage students' interest in subject
Assignment of "busy work" as perceived by students
Teacher assigns large writing project and fails to inspect or check/grade outlines,
     references, drafts or teach proper referencing.
Performance rather than mastery focus
Teacher show lack of interest in material or teaching

(5)**What justifications might students use for cheating and what would be appropriate responses?**

Justifications for Cheating	Response
I want to help my friend	Discuss- are you really helping them to learn?
Unclear rules, Teacher tolerance of cheating	Writing and implementing school wide policies to promote integrity and resist cheating
Peer pressure-- <u>Everyone is doing it!</u>	Moral development dialogue with students to discuss at what point they will determine their own standards? The old question, "Would you jump off a cliff if everyone else was?"
Academic Pressure, Have to get "A" parents/society	Teach organization/time management/study skills, Question at what cost, Earned A and learn material or cheated A and no mastery of material
Outside commitments, jobs, sports, socializing, procrastination -	Learning time management how to balance activities and school work and evaluate time priorities
Too much school work on one night	Students learn to discuss time conflicts with teachers
It's not really that bad	Reflection exercises to identify how to evaluate moral right and wrong

Justifications for Cheating	Response
It doesn't hurt anyone	Discuss fairness and equity issues when cheaters advance over those demonstrating honest effort
I don't care	Encourage visioning future, setting goals

David Wangaard Comments—The responses suggested to "justifications for cheating" can provide a useful template for school integrity committees to host discussions, forums or suggest lesson plans for teachers to implement in academic classes. Students need to have the skill to cognitively challenge the typical justifications for cheating. Students also need the opportunity to connect moral motivations to values that resist cheating. A reasonable character-based moral motivation is to choose to demonstrate integrity. Students are also recognized to accept the moral argument for equity and fairness when they understand the disadvantage that non-cheaters experience in a cheating environment.

(6) **Do you recognize different levels of cheating behavior?**
    Students see--
    Homework cheating as less serious than test cheating
    Giving answers as opposed to receiving answers
    Cut and pasting from internet into assignments
    Helping others and not self
    Cheating during tests that are less formal/not serious (pop quiz)
    Cheating where students perceive they weren't well prepared or tests are perceived as creating excessive demands
    Parent helping with assignments are not cheating
    Peer collaborations on individual assignments

David Wangaard Comments—It is useful for schools to recognize the variety of opinions held by students and adults on the distinction between petty and serious cheating. These differences in opinion can be addressed in meetings or forums to address the issue with the goal to reach consensus points to define cheating, determine school responses and consequences.

(7) **Are there curricular strategies that can reduce cheating**?
    Establish mastery goals in curriculum as opposed to only performance goals for grades
    Integrate student's choices in developing assignments
    Include character/moral development within curriculum
    Encourage self assessment & peer assessment
    Provide clear grading rubrics/scoring guides
    Include parents in dialogues regarding integrity
    Encourage real-life teaching strategies within the curricula such as service-learning

    Larry Nucci Comments: All strategies that connect the goals of school with the goals and identity of the student increase the legitimacy of school. Assessments that are reasonable and fair, are perceived of as part of the learning process and reflect a fair appraisal of a student's performance.

(8) What teacher behaviors and practices can reduce cheating?
Emphasize mastery goals in learning over simple letter grade performance goals
Formulate questions to seek thinking and not just factual answers.
Teach citation and referencing methods
Walking among students during testing
Clear & fair consequences for cheating with student involvement in honor councils
Model integrity
Link personal character development and connect personal values to academic integrity
Teach resistance strategies to students tempted, pressured to cheat
Teach time management
Connect with students and show interest in them, make yourself available to students
    (after school/lunch)
Discussions about teaching and learning
Eliciting respect from students from way the teacher manages the class
Discussion with real life experiences Ex: Do you want to go to a Dr. that cheated through
    med school?
Different version of tests in class and class periods
Provide class time for work
Scoring guides, grading rubrics with clear expectations
Fewer pop quizzes
Teacher planning to seek student engagement in subject
Test responses-narrative vs. bubble
Establish procedures to support and highlight integrity at beginning of year
Pledge or contract or student developed honor code
Eliminate cell phone accesses in class

Larry Nucci Comments: All of these practices build student autonomy, connect with genuine learning goals, connect with student identity, build from students' sense of fairness, and engage students in taking responsibility for their own moral decisions.

David Wangaard Comments: In addition to these suggestions, another helpful behavior is for the teacher to clearly state to students their own commitment to academic integrity and define practices that support integrity in their class syllabus and note consequences for behaviors that will not be accepted.