(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

For more information related to Academic Integrity visit—
http://www.ethicsed.org/programs/integrity-works/index.htm
(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?

<table>
<thead>
<tr>
<th>Justifications for Cheating</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to help my friend</td>
<td>Discuss- are you really helping them to learn?</td>
</tr>
<tr>
<td>Unclear rules, Teacher tolerance of cheating</td>
<td>Writing and implementing school wide policies to promote integrity and resist cheating</td>
</tr>
<tr>
<td>Peer pressure-- Everyone is doing it!</td>
<td>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?”</td>
</tr>
<tr>
<td>Academic Pressure, Have to get “A” parents/society</td>
<td>Teach organization/time management/study skills, Question at what cost, Earned A and learn material or cheated A and no mastery of material</td>
</tr>
<tr>
<td>Outside commitments, jobs, sports, socializing, procrastination -</td>
<td>Learning time management how to balance activities and school work and evaluate time priorities</td>
</tr>
<tr>
<td>Too much school work on one night</td>
<td>Students learn to discuss time conflicts with teachers</td>
</tr>
<tr>
<td>It’s not really that bad</td>
<td>Reflection exercises to identify how to evaluate moral right and wrong</td>
</tr>
</tbody>
</table>

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### Justifications for Cheating vs. Response

<table>
<thead>
<tr>
<th>Justification</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>It doesn’t hurt anyone</td>
<td>Discuss fairness and equity issues when cheaters advance over those demonstrating honest effort</td>
</tr>
<tr>
<td>I don’t care</td>
<td>Encourage visioning future, setting goals</td>
</tr>
</tbody>
</table>

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.

### Do you recognize different levels of cheating behavior?

- 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.

### 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.

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(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.

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