

Applied Economics Pedagogy Brownbag Series
November 2, 2018

MITIGATING STUDENT CHEATING



Oregon State
University

There are Many Ways to Cheat



There are Many Ways to Cheat



Technology Creates New Ways to Cheat



Outline

- Problem statement
- Reporting cheating at OSU
- An economic perspective on cheating
- Literature review
- Canvas tips
- Open discussion

Cheating is Epidemic and Involves Many

- Cheating reduces incentives to learn. Unfair to honest students. Undermines value of college degree
- >75% percent of students on most college campuses admit to some cheating (Hutton 2006). Public schools worse than private
- <2% of cheaters are caught (Hutton 2006)
- Problem involves students, instructors/professors, department heads, deans, Office of Student Conduct, Office of Advocacy

Cheating & International Students

At OSU:

- 53% of those accused are international students
- 12% of students are international students

(Daniel Dietz, OSU Office of Advocacy)

Due Process and Grievances

Academic penalties/sanctions below are not subject to faculty decision without student having due process. If faculty is going to give a penalty, they should file an Academic Misconduct Report.

Assigning a penalty for violation of the Student Conduct Code without due process may result in student filing a grievance against faculty and university

Penalties for the occurrence:

- Zero on assignment/exam
- Partial points on an assignment/exam
- Revision with reduced points
- F in the course
- No penalty

Possible Sanctions:

- SCCS Academic Integrity Course
- OSU Library Academic Integrity tutorial

Reporting Cheating

[Academic misconduct page for faculty](#)

- [Report Misconduct](#)
- [The Academic Integrity Process](#)
- [Addressing Academic Misconduct](#)
- [Strategies for Preventing Academic Misconduct](#)
- [Suggested Syllabus Statements](#)

The Instructor/Faculty Role

- Consult with department head (in accordance with AR 15 and departmental protocols)
- Submit [Academic Misconduct Report](#). Provides portal to upload documents related to allegation of academic misconduct, including physical evidence of misconduct, course syllabus, email correspondence, etc.
- Managing any grade adjustments and providing additional information as needed.

An Economic Perspective on Cheating

- Eliminating cheating is inefficient
- Preventing cheating in the first place helps faculty avoid submitting Academic Misconduct Report
- What are the best approaches to mitigate student cheating?

Literature Review

Hutton's (2006) review combines economic theories of benefit/cost analysis and unobservable behavior, with social network analysis

- “students cheat because the benefit/cost trade off favors cheating”
- “problem of unobservable behavior can be substantially mitigated by promoting academic integrity as the social norm”
- “development of more and stronger relationships between college students have helped to promote cheating.” “Cliques”
- Peers, instructors, and institutional policies and characteristics, are better predictors of cheating than individual student characteristics

Literature Review

Hutton (2006) makes four recommendations for educators

- 1. Communicate expectations, monitoring, and enforcement (“behavioral leadership”)**

- Written and oral communication
- Peer monitoring
- Less cheating in private institutions than in public institutions, perhaps due to honor codes, class size, and better detection and reporting (pp. 173).

Literature Review

2. Developing connections with students in the classroom “participative leadership”

- Encourage communication
- Make students feel valued
- Respect instructor, less likely to justify cheating and think subject matter is uninteresting, difficult, or that instructor is indifferent
- “Simply making the effort to know each student's name creates stronger connections.” (pp. 175)

Literature Review

3. Course design

- Focus on reducing “groupthink” and formation of “cliques”
- More likely with team projects, choosing own team, and maintain team for multiple projects
- Individual assignments maintain individual accountability and create vertical connections between students and instructor.
- Strike a balance between team and individual assignments

Literature Review

- 4. Developing connections with students outside the classroom**
 - Office hours
 - Offering academic/career advice
 - Serving as faculty advisors to student organizations/clubs
 - Contributing articles/opinion pieces to student newspapers
 - Using listserves and electronic discussion boards to communicate regularly with students

Literature Review

Kerkvliet and Sigmund (1999)

- Survey given to 597 on-campus students at two public universities, in 12 econ principles classes, taught by 7 different instructors in the same academic year
- Respondents were asked whether they had ever cheated on an exam in the class they were surveyed
- Data used to estimate model that predicts probability of cheating on exam from independent variables of student characteristics

Literature Review

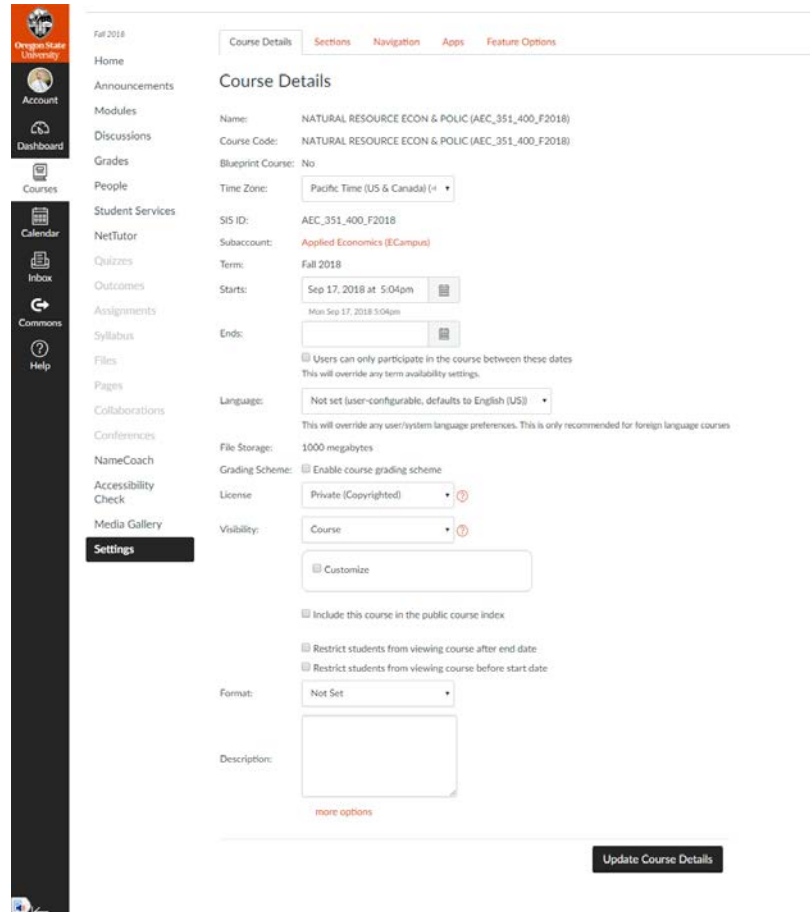
Marginal effects on the probability of exam cheating:

- -12.5% if additional warning given
- +31.8% if taught by GTA
- -11.1% for each additional exam proctor
- -25.3% for each additional version of the exam

Mitigating Cheating in Canvas Discussions

- Obvious: When editing/creating a Canvas discussion, require that “Users must post before seeing replies”
- Not so obvious: Unselecting students ability to edit and delete their posts.

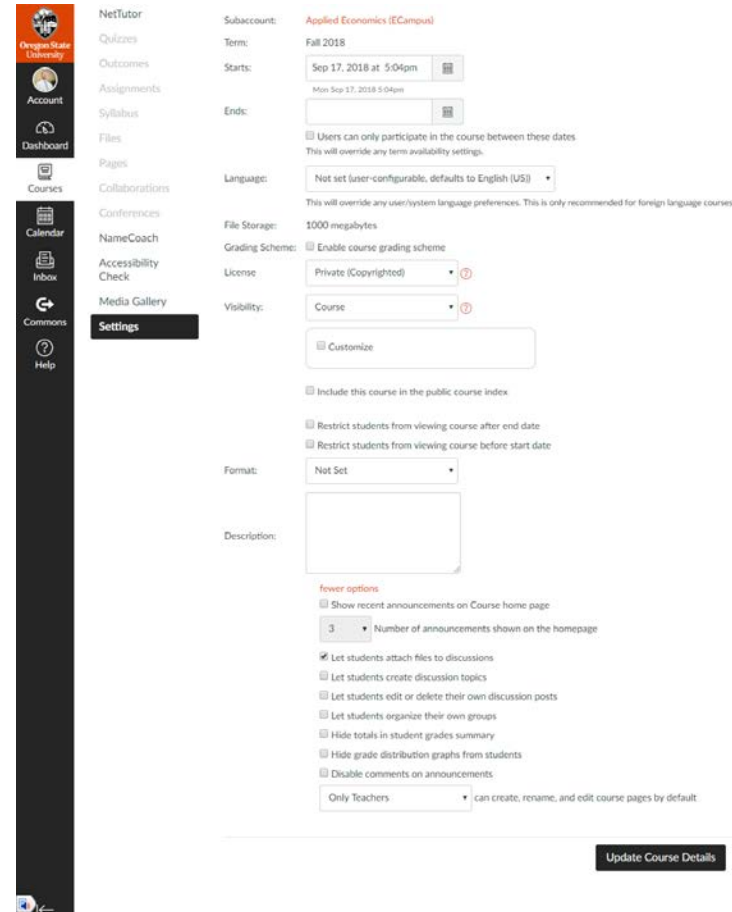
Mitigating Cheating in Canvas Discussions



This screenshot shows the 'Course Details' page in Canvas. The left sidebar contains navigation options: Home, Announcements, Modules, Discussions, Grades, People, Student Services, NetTutor, Quizzes, Outcomes, Assignments, Syllabus, Files, Pages, Collaborations, Conferences, NameCoach, Accessibility Check, Media Gallery, and Settings (highlighted). The main content area is titled 'Course Details' and includes the following information:

- Name:** NATURAL RESOURCE ECON & POLIC (AEC_351_400_F2018)
- Course Code:** NATURAL RESOURCE ECON & POLIC (AEC_351_400_F2018)
- Blueprint Course:** No
- Time Zone:** Pacific Time (US & Canada) (+)
- SIS ID:** AEC_351_400_F2018
- Subaccount:** Applied Economics (ECampus)
- Term:** Fall 2018
- Starts:** Sep 17, 2018 at 5:04pm
- Ends:** Mon Sep 17, 2018 5:04pm
- Language:** Not set (user-configurable, defaults to English (US))
- File Storage:** 1000 megabytes
- Grading Scheme:** Enable course grading scheme
- License:** Private (Copyrighted)
- Visibility:** Course
- Format:** Not Set
- Description:** (Empty text area)

Additional settings include checkboxes for 'Include this course in the public course index', 'Restrict students from viewing course after end date', and 'Restrict students from viewing course before start date'. A 'more options' link is visible below the description field. An 'Update Course Details' button is at the bottom right.



This screenshot shows the 'Settings' page in Canvas. The left sidebar is identical to the previous screenshot, with 'Settings' highlighted. The main content area is titled 'Settings' and includes the following information:

- Subaccount:** Applied Economics (ECampus)
- Term:** Fall 2018
- Starts:** Sep 17, 2018 at 5:04pm
- Ends:** Mon Sep 17, 2018 5:04pm
- Language:** Not set (user-configurable, defaults to English (US))
- File Storage:** 1000 megabytes
- Grading Scheme:** Enable course grading scheme
- License:** Private (Copyrighted)
- Visibility:** Course
- Format:** Not Set
- Description:** (Empty text area)

Additional settings include checkboxes for 'Include this course in the public course index', 'Restrict students from viewing course after end date', and 'Restrict students from viewing course before start date'. A 'fewer options' link is visible below the description field. An 'Update Course Details' button is at the bottom right.

Mitigating Cheating in Canvas Written Assignments

- Turnitin has been updated. Supports group assignments and rubrics. Quick reference guide shows [how you can enable it](#)
- Existing Turnitin assignments don't need to be changed.
- Streamlines process for creation and submission
- Learn more about the [features of these integrations](#), or contact [Ecampus Faculty Support](#) with any questions

Mitigating Cheating in Canvas Quizzes

Question Groups

- Randomizes questions students receive
- Randomizes question order

<https://community.canvaslms.com/docs/DOC-12979>

Mitigating Cheating in Canvas Quizzes

Shuffle Answers

- Randomizes order of question's answer choices
- If quiz question has answer like “all of the above/below” or “answers A & C”, do not shuffle answers

Mitigating Cheating in Canvas Quizzes

Time Limit

- Limits amount of time students have to take quiz
- In a non-proctored quiz, time limit cuts down time students have to look up answers and discuss with other students

Mitigating Cheating in Canvas Quizzes

Let Students See Their Quiz Responses

- Allows students that submitted quiz to see (1) the quiz questions & answer options, (2) the answer options the student selected, (3) if they got a question incorrect or partially incorrect, and (4) ALL question feedback.
- Shown regardless of the due and until dates
- Suggest leaving box unchecked until after the due/until date(s)
- Suggest **Let Students See Correct Answers** after due/until date(s)

Mitigating Cheating in Canvas Quizzes

- **Quiz Availability**
- To mitigate cheating, it is best to have a quiz open the least amount of time as possible

Mitigating Cheating in Canvas Quizzes

The screenshot displays the Canvas LMS interface for configuring a quiz. On the left is a navigation sidebar with icons for Oregon State University, Account, Dashboard, Courses, Calendar, Inbox, Commons, and Help. The main content area is divided into sections:

- Accessibility Check**
- Media Gallery**
- Settings**
- Quiz Type**: Graded Quiz
- Assignment Group**: Test
- Options**:
 - Shuffle Answers
 - Time Limit: 50 Minutes
 - Allow Multiple Attempts
 - Let Students See Their Quiz Responses (Incorrect Questions Will Be Marked in Student Feedback)
 - Only Once After Each Attempt
 - Let Students See The Correct Answers
 - Only After Their Last Attempt
 - Show Correct Answers at: Oct 15, 2018 (Mon Oct 15, 2018)
 - Hide Correct Answers at: [empty]
 - Show one question at a time
- Quiz Restrictions**:
 - Require an access code
 - Filter IP Addresses
- Assign**:
 - Assign to**: Everyone
 - Due**: Oct 14 11:59pm (Sun Oct 14, 2018 11:59pm)
 - Available from**: [empty]
 - Until**: Oct 14 11:59pm (Sun Oct 14, 2018 11:59pm)
 - + Add

Open Discussion

Questions to consider:

- Have you observed student cheating? How where they cheating?
- Other approaches for mitigating student cheating?
- Does anyone have experience submitting an Academic Misconduct Report?

References

- Hutton, P.A., 2006. Understanding student cheating and what educators can do about it. *College Teaching*, 54(1), pp.171-176.
- Kerkvliet, J. and Sigmund, C.L., 1999. Can we control cheating in the classroom?. *The Journal of Economic Education*, 30(4), pp.331-343