**Rethinking Cheating**

Johnson Center Roundtables

Spring 2022

**How Common is Cheating?**

* 86% of undergraduates admit to having engaged in cheating
	+ And 97% of those say they were not caught
* Commons forms include unauthorized use of digital devices, copying another student’s work, purchasing pre-written papers, and improper citation/plagiarism

**Why Do Students Cheat?**

* Pressure to achieve high grades/test scores
	+ Some evidence that high-achieving students are more likely to cheat
* Unclear regulations around use of digital sources/tools
	+ Ex: is google ok on homework?
* Course content is too difficult for the student
* Jobs, family, etc competing for their time and attention
* Lack of interest or engagement with course material

**How Can Faculty Best Address Cheating?**

* Create engaging assignments that students are motivated to complete
* Rely on application, analysis, and reflection vs rote memorization
* Give students autonomy over topic and type of assignments they complete
* Make academic integrity a key part of the classroom, including clear expectations as well as enforcement of those policies
* Use more lower stakes assignments/exams vs fewer high stakes assignments

**Questions to Think About**

* How prevalent is cheating in your experience? How frequently do you address it with your students?
* Can you re-design assignments or assessments to make cheating less likely? How?
* Are there ways we could better create a community of integrity on campus?
* How do we avoid a “pedagogy of suspicion” where we assume most students are cheating?

**References/Further Reading**

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