Preventing Academic Cheating in the Classroom

OSU Motivation in Classrooms Lab – Motivation Minute. February 2023

What is academic cheating?

Academic cheating includes exam cheating, copying other students' work, plagiarism, and the use of Al-generated works.



Why is academic cheating a pressing issue?

- Cheating rates have consistently increased over the last 30 years, with a growing majority of students believing that cheating is acceptable.
- Cheating may become more prevalent due to increased pressures for success.
- A greater emphasis on high-stakes testing may encourage cheating.

Why do students cheat?

- When students' goals are focused on external rewards (e.g., getting a good grade or comparing with peers), rather than on internal rewards (e.g., learning or mastering a subject).
- When students have low expectations of their ability to achieve their goals through personal effort (e.g., due to poor past achievement or fear of failure).
- When students believe the possible consequences associated with cheating are negligible (e.g., when students perceive a low level of teacher surveillance or see classmates getting away with cheating).

How can teachers prevent cheating in the classroom?

- Implement task-focused instructional practices, establish clear learning objectives, and use fair assessment methods.
- Prioritize skill development in the classroom. Communicate to students that evaluations
 will be based on their understanding, rather than their performance or demonstration
 of knowledge in comparison to others.
- Work with students of all levels to focus on their individual progress and encourage personal effort.
- Help students set short-term, attainable goals to foster task-mastery and a sense of accomplishment, which can boost their self-efficacy beliefs.
- Clearly convey the importance and seriousness of cheating, and enforce strict consequences to discourage this behavior.

Resources

588ku. (2020, October 31). Cheating on integrity exams [PNG image].

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Murdock, T. B. & Anderman, E. M. (2006). Motivational perspectives on student cheating: Toward an integrated model of academic dishonesty. *Educational Psychologist*, *41*(3), 129-145. https://doi.org/10.1207/s15326985ep4103_1

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