

Quote of the Month

"I never had a policy; I have just tried to do my very best each and every day."
-Abraham Lincoln

How to Stop Cheating in College

By: Margaret Barthel

The Atlantic

4/20/2016

Cheating is omnipresent in American higher education. [...] The nationwide statistics are bleak, too. The International Center for Academic Integrity (ICAI), which has studied trends in academic dishonesty for more than a decade, reports that about 68 percent of undergraduate students surveyed admit to cheating on tests or in written work. Forty-three percent of graduate students do the same.

...Don McCabe, a retired professor at Rutgers University who led the ICAI student surveys for many years, is hesitant to blame today's student cheating rates on easy access to the Internet, computers, mobile phones, and more. His survey data shows a more complicated portrait: The percentages of student cheating did begin to increase once the Internet became ubiquitous, but now are actually trending down again, toward pre-Internet levels. But he also sees a diminishing level of student participation in his surveys—fewer responses, and fewer thoughtful responses. His theory is that there's a growing apathy toward school and cheating at school among today's students.

...Other data experiments happening in higher education could have implications for how schools patrol for cheating in the future: many universities are starting to use demographic data ... to predict a student's likelihood of passing a course or even of graduating in four years. It doesn't take much to imagine how quantifying expectations for how well a student will do in class might sharpen the search for cheaters.

...But some worry that over-reliance on technological methods in the fight against student cheating risks a technological arms race [...]

Indeed, Teddi Fishman, the current director of ICAI, sees a link between the technological environment and the popularity of different strains of cheating. For the past decade, for instance, she's seen cut-and-paste plagiarism increase steadily. But now, with the advent of plagiarism-checking technologies like Turnitin, cut-and-paste is falling by the wayside, replaced with what Fishman refers to as "bespoke essays or contract cheating"—services that write papers on behalf of a cheater, a much more difficult practice to police with the technologies currently available.

...Fishman points out that while students usually understand the "gross boundaries" of cheating, the specifics are much fuzzier, especially when it comes to paraphrasing and citation. "Frankly, I've been in many, many groups of teachers who are discussing where the borders are of plagiarism, and most of the time [they] can't agree on where the exact boundaries are," she told me. The definition of common knowledge—which determines what information needs attribution, and what doesn't—is one such point of contention. "That's a really complicated idea," she explained. "There's no one box of stuff that we can say, 'Okay, this is common knowledge,' because it varies from community to community. What's common knowledge amongst a group of medical students, and what's common knowledge amongst a group of engineering students is going to be different."

This kind of ambiguity is one of the main reasons Fishman counsels a more

From the Director

Integrity and Assessment

A frequently expressed sentiment, particularly this time of year, is that there simply isn't enough time to focus on academic integrity—teaching and learning are just more important. In many cases, however, integrity and learning go hand-in-hand. Efforts to enhance learning can also lessen the incidence of cheating, and anti-cheating strategies can increase or enhance learning. Simply shifting assessment mechanisms from multiple choice to short answers, for instance, can help do both.

Not only do "bubble tests" lend themselves easily to cheating, [evidence suggests that by simplifying assessment to the point that students are merely asked to select the right answer, we're limiting rather than encouraging learning](#)*—at least the kind of critical thinking and problem-solving that are our goals.

While testing based on recall is still appropriate in some specific instances, for the most part, higher education assessment should be more complicated than that—testing the ability of the student to *do something with* the information—demonstrating mastery rather than mere acquisition. That approach is not just better from an academic integrity perspective—though it is that too. It is also simply better for learning.

*<http://chronicle.com/article/Are-Undergraduates-Actually/125979/>

human-centric approach to college cheating. "There has to be space to fail," she argues. "There has to be an opportunity for [students] to attempt something, screw it up, and then to get feedback and correct it, without it being a semester-killing matter."

Elizabeth Kiss, the president of Agnes Scott College, says that one way to achieve this is an honor code. [...] There's evidence that honor codes do, in fact, deter cheating. Behavioral research shows that people who were reminded of moral expectations—by writing out or signing an honor code, or copying down the Ten Commandments—before they took a test reduced cheating...

Read the unabridged article:

<http://www.theatlantic.com/education/archive/2016/04/how-to-stop-cheating-in-college/479037/>

Announcements

Present in GREECE!

Open Call for Session Proposals

Inaugural Mediterranean Conference: Integrity as a Way Forward

DEREE – The American College of Greece
Athens, Greece
September 8-10, 2016

Session topics can include but are not limited to: integrity beyond academia; academic integrity (AI) and technology; promoting research integrity; results of AI research; and educative responses to breaches of AI.

All session proposals must be submitted by June 15, 2016 at 11:59 PM EST

Submit your proposal today!

<http://www.academicintegrity.org/icaei/events-4.php>

Join us in Greece! For more information:

<http://icaei2016.org>



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Appeals Court Rules Against Ex-UNLV Student in Plagiarism Case

By: Ana Ley 4/13/2016
Las Vegas Review-Journal

A federal appeals court has dealt another blow to a former UNLV student waging an aggressive five-year court battle against school employees who accused her of plagiarism.

Sujanie Gamage, who was dropped from UNLV's doctoral chemistry program in 2011, sued the school for not giving her a fair chance to defend herself from the claim and for intentionally hurting her academic reputation. She lost the case two years ago and since has fought the decision on appeal.

An opinion issued Friday by the 9th U.S. Circuit Court of Appeals backed the January 2014 ruling by U.S. District Judge Gloria Navarro, bringing another defeat to Gamage and her legal team.

The appellate panel — made up of Judges M. Margaret McKeown, Kim Wardlaw and Richard Tallman — also agreed with a ruling by Navarro ordering Gamage and her attorney, Jason Bach, to pay UNLV more than \$40,000 in legal fees for pursuing the “frivolous” case and “recklessly and in bad faith” duplicating court proceedings.

“Gamage admitted that she failed to conform to the University of Nevada-Las Vegas’s plagiarism policy in parts of her dissertation and that she made ‘mistakes,’” the decision reads...

<http://www.reviewjournal.com/news/education/appeals-court-rules-against-ex-unlv-student-plagiarism-case>

Academic Integrity: When Athletes Expect The Education They Are Promised

By: Marcia Mount Shoop 4/28/2016
WBAA

On April 19, in a federal court room, lawyers representing former collegiate athletes took on the NCAA and the University of North Carolina in what could prove to be a landmark case. At stake is “academic integrity,” a term that both the NCAA and its member institutions like to trot out when athletes are under investigation for academic fraud. Except this time, it is the NCAA and its member institutions (most notably UNC) who are the accused.

How this case unfolds is crucial. The tenacious mythology of the collegiate sports model rests in the “student-athlete” moniker that the NCAA coined in the 1950s to avoid workers compensation liability. The term became the linchpin of the NCAA’s raison d’etre--to protect college students who are athletes from the evils of commercialization...

<http://wbaa.org/post/academic-integrity-when-athletes-expect-education-they-are-promised>

Welcome New Members April 2016!

Hardin University
Mbursa Gwany
Victor Murage
Lakshmi Radhakrishnan

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