



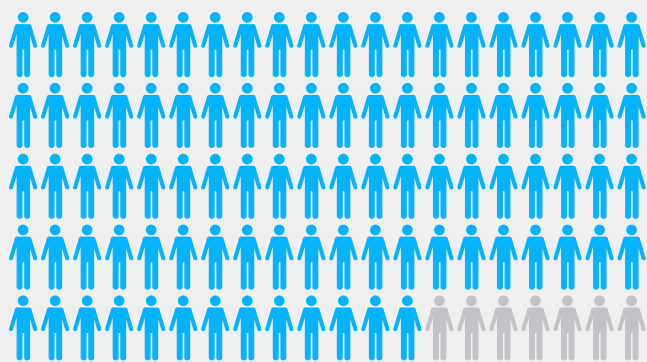
# Academic Integrity In the Age of Online Learning

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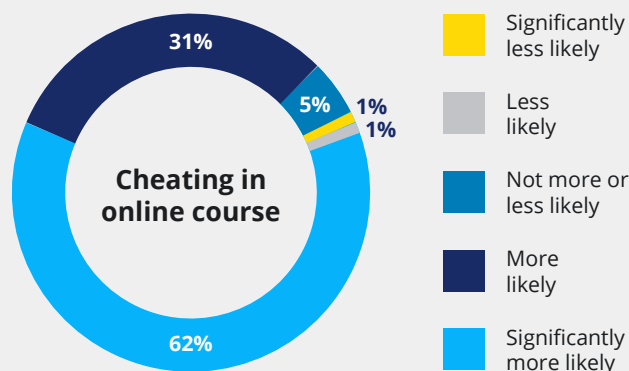
Survey Shows Sharp Rise  
In Instructor Perception  
of Cheating

WILEY

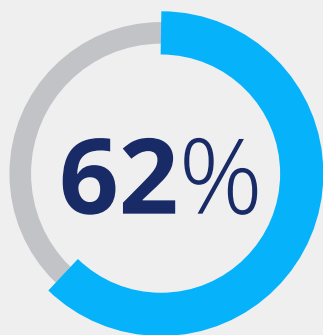
In a May 2020 survey, Wiley asked 789 instructors about their experiences and found that 54 percent had not taught online prior to the emergency shift to remote learning. When COVID-19 forced higher education institutions around the world to move courses online, the learning environment for instructors and students changed abruptly. A host of challenges for instructors emerged as a result of the move, but what quickly became one of the most prominent issues was perceived **academic misconduct**. A full 93 percent of instructors surveyed believe that students are more likely to cheat online than in person. And with the 72 percent of instructors now using technology to deliver their exams and assessments, this problem appeared more pronounced than ever.



**93%** of respondents **feel students are more likely to cheat online than in-person.**

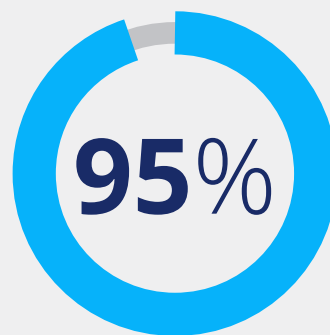


As schools all over the country cancelled in-person classes and moved instruction to an online format beginning in March 2020, the majority of instructors surveyed perceive online learning as more conducive to academic dishonesty.



Faculty agree that students are 62 percent more likely to cheat in an online course compared to an in-person class.

HOWEVER...



Over 95 percent of students believe cheating happens both online and in-person.<sup>1</sup>

Previous studies on this issue surveyed students about their attitudes and opinions regarding cheating in online learning environments—and the findings were mixed. Historically, studies indicate higher levels of academic dishonesty in live courses vs. online ones. Yet unprecedented times often yield unprecedented results. It remains to be seen whether the increased volume of online courses will shift the ratio.

The question of what to do about cheating is not easy to answer, and there are multiple approaches: some technical, some pedagogical, and others cultural or attitudinal.

**The Wiley survey shows that instructors implement the following solutions to prevent cheating:**

**34%**

Proctor/monitor tests (in-person or webcam)

**16%**

Use webcams and videos

**15%**

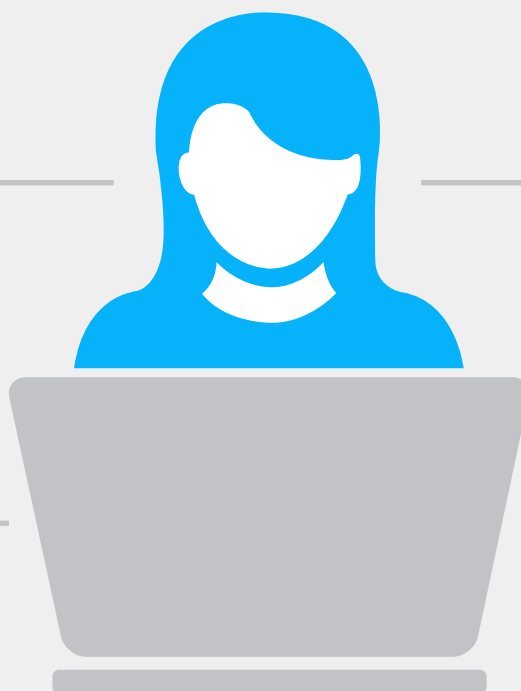
Incorporate lockdown browser

**6%**

Use Zoom

**4%**

Use plagiarism software



Instructors who deliver online exams synchronously are more likely to feel **webcams** are very important.

Instructors who experience online cheating frequently are more likely to feel **keystroke recognition** is very important.



# From a Learning Scientist to Your Laptop

The Top Ten Ways to Discourage Academic Misconduct  
by Julia Phelan, Ph.D., University of California Los Angeles



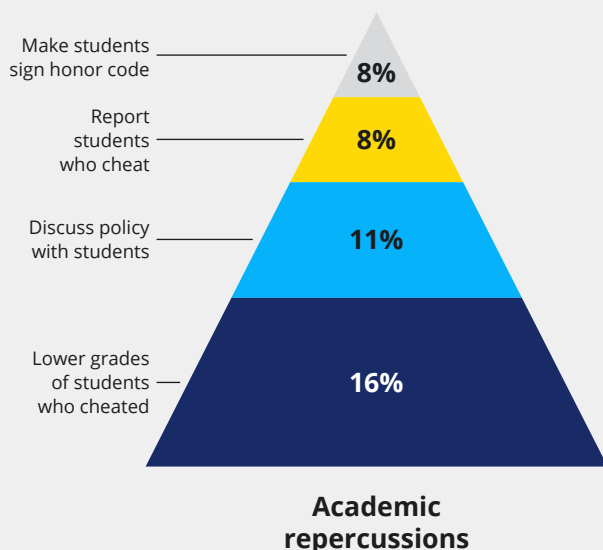
## Cultural/Attitudinal

### 1. Clarify Goals and Learning Objectives

Student motivation tends to increase when they have a clear picture of where they're going and how to get there. When students understand the educational goals of their assignments, they're more likely to put in the work and not "game the system."<sup>2,3</sup>

### 2. Teacher Presence

Increasing teacher presence in an online course as well as encouraging teacher-student interactions can help increase students' feeling of connection. And when students feel more connected with teachers and classmates, they may be deterred from engaging in academic dishonesty.

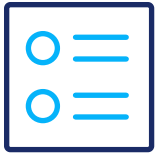


"First, I tell my students every semester on the first day of class and before the first exam that I will not tolerate cheating on exams. I also try to modify make-up exams so that the answers to the questions are not the same as for the regularly scheduled exams. I also address cheating privately on a one-to-one or two-to-one basis. Although students do not have to tell other students about these experiences, I feel better knowing that if these stories leak out, then students will know that I act ethically when I address cheating."

—Nicholas Zoller, Southern Nazarene University

"I set the tone right from the beginning that I will not tolerate cheating, I explain why, and I explain the consequences. I have failed students in the past for cheating."

—Michelle Randall, Schoolcraft College



# Technical

### 3. Time Limits

Impose time limits on tests (where possible) to make sure all students take the exam at the same time. This ensures that prepared students have enough time to read and answer the questions promptly, but not enough time to look up answers from other sources.

### 4. Question Pools

Creating your own questions and revising them frequently is a good pedagogical practice and can also help reduce the potential for cheating. The larger your question pool, the greater your ability to draw random questions to build a quiz or assignment so that every student will get a different online test.<sup>4</sup>

### 5. Types of Questions

It's a good idea to include open-ended or essay-type questions on exams. Another option is to include transfer or application-type questions to which you haven't given students the answers during class. If students understand the concepts you're teaching, they should be able to reason their way to an educated response.<sup>5</sup>

### 6. Testing Parameters

Different learning management systems (LMSs) have a range of settings that can be used to help minimize potential cheating. Some things you can do within an LMS include:

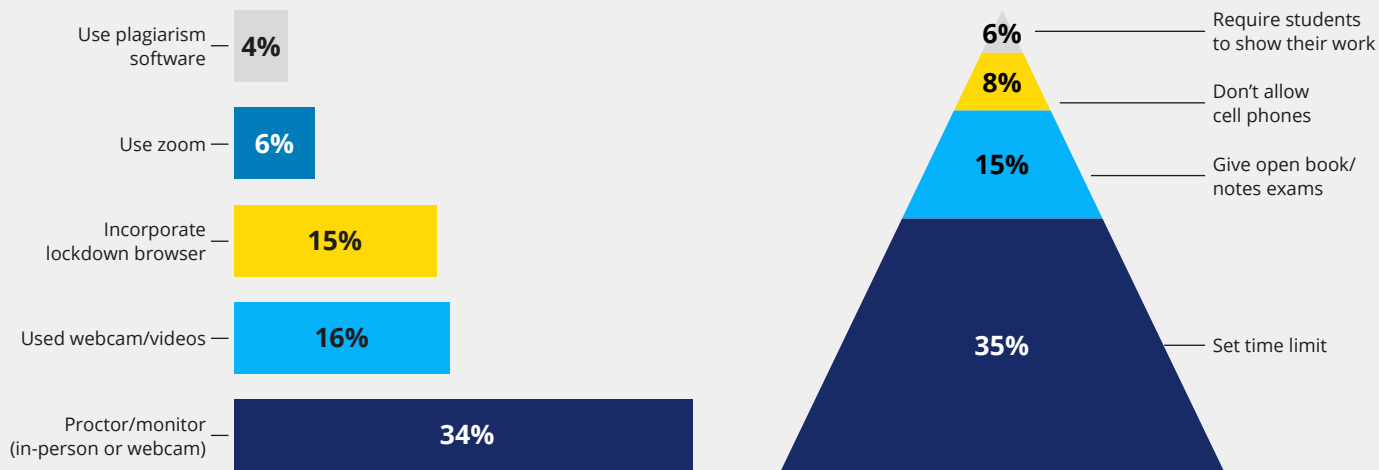
- Shuffle or randomize the questions for each student.
- Use your question pool to create unique sets of items for each student, so each student has a similar but different version of the test.
- Set up exams so your students only see one question at a time, making it harder to obtain the questions for those who are copying them, and requiring students to save their response before they move on.
- Use programs such as Turnitin.com, Plagtracker.com, and SafeAssign to help detect plagiarism.

“I teach accounting, so at the start of the semester we talk about academic integrity and accounting ethics. When I find students cheating, they fail the course, not the assignment. That is usually enough to discourage most attempts at cheating in a face-to-face course. It is much more difficult to address online.”

—Alicia Yancy, University of Houston-Downtown

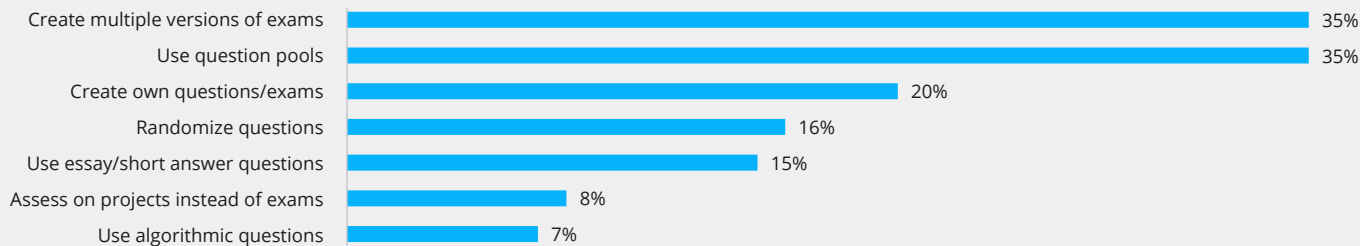
The Wiley survey found that instructors use a variety of methods to combat cheating from giving students multiple versions of exams to creating their own questions.

Here's data from the survey that supports Dr. Phelan's Top Ten solutions:



Use software and monitoring capabilities

Set restrictions



Variety of questions/assignments



# Pedagogical

## 7. Research Papers and Essays

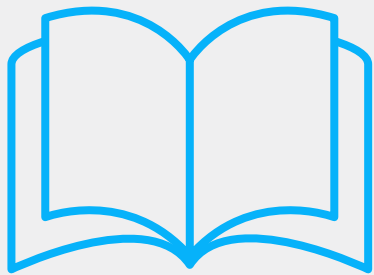
Plagiarism detection software can also be used on other written content such as short answer responses, which provides an additional method of testing the authenticity of written work.<sup>6,7</sup> Many of these programs enable students to submit written assignments directly to have them compared against other work within an existing database as well as evaluated against other documents available on the internet.<sup>4</sup>

## 8. Alternative Assignments

All students receive the same assignment but certain aspects are changed. If each student or group is doing something different, it's not likely that they'll be able to get much useful help from others.<sup>1</sup>

## 9. Frequent Opportunities for Practice and Assessment

With a set of shorter, more frequent practice tasks, students have the opportunity to respond to feedback and refine their approach in a more iterative fashion.<sup>8,9</sup> Furthermore, multiple assignments and assignment types provide an opportunity for formative feedback. This allows you to get to know how your students approach a topic or assignment. You can also distribute points across many course components, which makes cheating more difficult.<sup>7,10</sup>



The Wiley survey also found that

# 60%

**of instructors believe open-book exams help curb academic dishonesty.**

“I do not think cheating is an issue in my seated classes, which have fewer than thirty students in them. In my online courses, my anti-cheating efforts have revolved around three things: 1) allowing open books and open notes for major assessments; 2) increasing the frequency of assessments, so that each is less valuable in its contribution to the overall course grade; 3) implementing strict time limits to curtail collaboration among students. My tests and exams are short essay rather than multiple choice; I carefully monitor and compare students' answers and have on several occasions detected cheating by proving similarities in students' answers.”

—Phil Holleran, Mitchell Community College

## 10. Open-Book Exams

This type of exam not only decreases cheating, but also allows you to test higher levels of learning. Keep in mind, however, that students may think that they don't need to study if an exam is open book. Practice some example questions with students to help them understand what they'll need to study in their notes and other course materials. Open-book exams and assignments can also reduce student stress, which may make it less likely for students to cheat.<sup>11</sup>

Ultimately, it's important to hold students to the same academic standards—no matter how their education is delivered—and make sure your expectations are clearly communicated. Whether cheating is actually on the rise or the new virtual learning environment just makes it appear so, there is no one solution. Managing a complex and evolving problem like academic misconduct requires a multifaceted approach.

### More on Academic Integrity

## The Academic Integrity Brain Trust



Take a deep dive into cheating with a panel of academic integrity experts. Discover the various factors that can help create a culture of academic integrity.

### Panelists:



#### David Rettinger

Professor of Psychological Science and Director of Academic Programs  
University of Mary Washington



#### Tricia Bertram Gallant

Director, Academic Integrity Office, Academic Affairs  
University of California, San Diego



#### Douglas Harrison

Vice President and Dean, School of Cybersecurity and Information Technology  
University of Maryland Global Campus

## When Good Students Make Bad Decisions: The Psychology of Why Students Cheat



Explore the individual, situational, and cultural explanations of cheating.



#### David Rettinger

Professor of Psychological Science and Director of Academic Programs  
University of Mary Washington



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