


The Good News About Cheating

Positive, Pragmatic Information
About and Approaches to
Integrity in Education

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Cheating in the News

[ABC News: Cheating Crisis in America's Schools](#)

[CBC News: Why Student Cheating is Rampant](#)

[New York Magazine: Cheating Upwards](#)


[CNN.Com: Keep Kids from Cheating in School](#)



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CHEAT-nado!



*Apologies to the critically acclaimed movie
with a similar title.

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The news is not all bad . . .

The 2012 Report Card on the Ethics of American Youth found lower percentages of students who cheated—down from 59% in 2010 to 51% in 2012*

<http://charactercounts.org/programs/reportcard/2012/>



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The gap between students' belief and their behavior . . .

. . . Lets us know that there is an opportunity for us to teach the students how (and why) to do something that they believe is important.



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The "20/60/20" Observation:

20%	60%	20%
Won't try to Cheat	Might try to Cheat	Will try to Cheat
Can't: "Not an option"	Can be persuaded: Asks why not?	Can: "Not a problem"



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Students themselves are unhappy about the pervasiveness of cheating . . .

"It's important to get the message out to students that cheating is just a short-term solution, and that it's just not going to keep working out."

~Student opinion writer, *Berkley High Jacket*
http://www.bhsjacket.com/2012/pervasive_culture_cheating_must_change



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There are things we know work

- Engagement



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There are things we know work

- Engagement:

Consider cheating one of the measurements of engagement. Engaged learners are less likely to cheat (or to drop out).



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There are things we know work

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- **Community**



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One of the most significant factors in students' decisions about cheating is the way they understand the expectations and mores of the community. If cheating is seen as unacceptable by the peer group, it is less likely to occur.



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There are things we know work

- Engagement
- Community
- **Better Understanding**



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There are things we know work

- Engagement
- Community
- **Better Understanding**
 - Of the reasons for assignments



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There are things we know work

- Engagement
- Community
- **Better Understanding**
 - Of the reasons for assignments
 - Of the “boundaries”



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There are things we know work

- Engagement
- Community
- **Better Understanding**
 - Of the reasons for assignments
 - Of the “boundaries”
 - Of how to do things correctly



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There are other things that don't.

- Threats with no follow-up



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- Threats with no follow-up
- Uneven enforcement



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- Uneven enforcement
- Penalties without instruction



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There are other things that don't.

- Threats with no follow-up
- Uneven enforcement
- Penalties without instruction
- "One and Done"



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Remember:

- Preventing cheating ≠ Developing Integrity



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Remember:

- Preventing cheating ≠ Developing Integrity

Integrity is an internal quality that must be developed by each person for him/herself.



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Remember:

- Preventing cheating ≠ Developing Integrity

Integrity is an internal quality that must be developed by each person for him/herself.

Communities can, however, greatly assist in the process.



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Concrete Steps Toward Building Communities of Integrity*: Phase I

1. Talk to other members of your school community to begin to gauge attitudes and assumptions about integrity.
2. Consider taking a survey of students and faculty to gain more insight.
3. Identify potential "integrity leaders."



*These steps are based on strategies developed by Tricia Bertram Gallant of ICAI

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Concrete Steps Toward Building Communities of Integrity*: Phase II

1. Review policies, practices, and survey results (if available) to identify foci for action.
2. Revise (or compose) policies that support learning and developmental goals related to integrity.
3. Develop resources that support integrity goals.



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Concrete Steps Toward Building Communities of Integrity*: Phase III

1. Communicate to faculty, staff, and parents the goals and strategies of the integrity efforts.
2. Share teaching strategies with teachers through workshops, discussions, and sharing of resources.
3. Continue to assess the integrity climate regularly and adjust efforts based on the results of the assessments.



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Remembering Who They Are

- Shaped by our expectations and messages about what is important



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Remembering Who They Are

- Shaped by our expectations and messages about what is important
- Concerned with peer (and other's) acceptance



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Remembering Who They Are

- Shaped by our expectations and messages about what is important
- Concerned with peer (and other's) acceptance
- Experimenting with many new behaviors



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- Shaped by our expectations and messages about what is important
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- Actively and passively developing their own identities



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Remembering Who They Are

- Shaped by our expectations and messages about what is important
- Concerned with peer (and other's) acceptance
- Experimenting with many new behaviors
- Actively and passively developing their own identities
- Testing all sorts of boundaries




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Remembering Who **We** Are

- Educators




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Remembering Who **We** Are

- Educators
- Focused on capacity-building rather than “catching and punishing”




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Remembering Who **We** Are

- Educators
- People who understand long-term goals and appreciate that any school community’s collective fate is the responsibility of all of its members




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Remembering Who *We* Are

- Educators
- Members of a society that still treats cheating as a “big deal”




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Remembering Who *We* Are

- Educators
- People who can, together, promote, establish, and nurture communities of integrity



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Thank you!

For more information about the International Center for Academic Integrity, please see

www.AcademicIntegrity.org

or email
Cai-L@lists.clemson.edu



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