Why Students Cheat – And What to do About It
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1. I wasn’t prepared and I need the high grade
   a. Procrastination can be prevented by scaffolded assignments
   b. Sometimes procrastination begins with not doing the reading: try “reading accountability partners” – jointly edited wiki on the reading document to ensure my partner understands it
   c. Use lower-stakes assessments
   d. Break down large assignments into a series of smaller ones
   e. Use cumulative testing – the spacing MAKES them prepared
   f. Use assignments to intentionally build self-efficacy
   g. Change the grading structure to reward (eventual) mastery, not simple performance – ideas include second-chance testing, essay re-writes
   h. Student preparation via lectures or practice activities need to “align” with the eventual test; otherwise, they may cheat on future ones

2. I didn’t know it was cheating
   a. Put definitions of cheating in the syllabus, with explicit examples
   b. Make a quiz about what is, and isn’t, cheating
   c. Assignment transparency: explicitly state what is, and is not, allowed
   d. Create an online module: plagiarism primer (here’s ours: https://www.usf.edu/ethics/students/plagiarism.aspx)

3. I didn’t think I’d get caught
   a. Show students the plagiarism report (such as the teacher view of Turnitin)
   b. Show students the Canvas Quiz Log
   c. Show students proctoring software (if you have it) – teacher view
   d. Always reporting infractions and administering grade sanctions will earn you a reputation, making students less likely to cheat

4. What I did wasn’t really cheating
   a. This is “moral valence” – trying to convince themselves they didn’t really cheat, even though it meets the definition
   b. Duplicate the efforts to ensure they know what is, and isn’t, cheating – but this student may never come to believe they cheated. Everyone wants to believe themselves to be “good people” who don’t do wrong things.
   c. May not be solved except by sanction, and hopefully later remorse

5. None of this knowledge matters for my job in the real world anyway
   a. Assignment transparency: always explain the “why” to each assignment and assessment – and do think of this explanation in terms of post-graduation careers
   b. Make connections in lectures to how base knowledge is expected of working professionals
   c. Create intrinsic motivation; a love of learning; a culture of lifelong learning for their career success – accomplish this with reflection and metacognition assignments, and make the connections verbally in lectures and interactions.

6. Everyone does it, so it will disadvantage me if I don’t also cheat
   a. Always reporting infractions and administering grade sanctions will earn you a reputation, making students less likely to cheat
b. Resist “grading on a curve” — this way, the actions of some students have no impact on other students (there is no “disadvantage” for taking the tests honestly).

c. Create an honor code, and make students recite it (or answer a test question about it) at the start of each test