

CHEATING

in

EXAMS



How can we address the issue of Academic Dishonesty

in higher
education institutions
in Abu Dhabi ?

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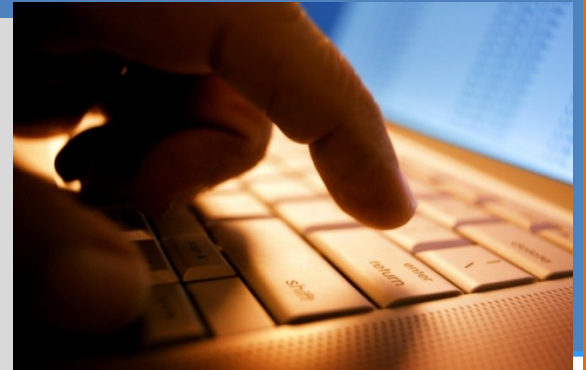
September 2010

Outline

- Introduction
- Literature Review
- Research question and Purpose
- Method
- Analysis
- Presentation and Discussion of Findings
- Recommendations
- Limitations
- Conclusion



Introduction

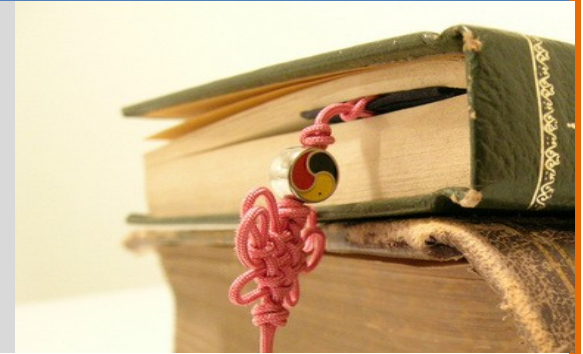


- **Academic dishonesty includes:**
 - Cheating
 - Plagiarism
 - Theft
- **Cheating:**
 - Occurs when a person misleads, deceives, or acts dishonestly on purpose



Literature Review

Literature Review



Article [1]:



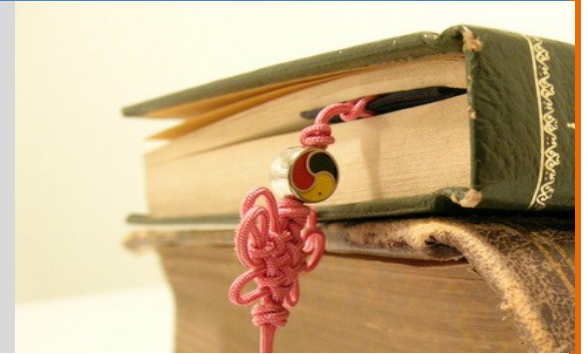
**Student Dishonesty and Faculty
Responsibility**

Article [2]:



**Predictors of Cheating and Cheating
Attributions**

Literature Review



**Article
[3]:**



True Confessions?: Alumni's Retrospective Reports on Undergraduate Cheating Behaviors

**Article
[4]:**



Academic Dishonesty and the Perceived Effectiveness of Countermeasures

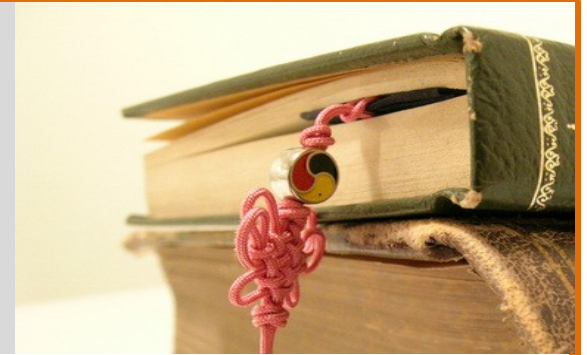
**Article
[5]:**



The Relationship between Student Cheating and College Fraternity or Sorority Membership

Literature Review

Article 1

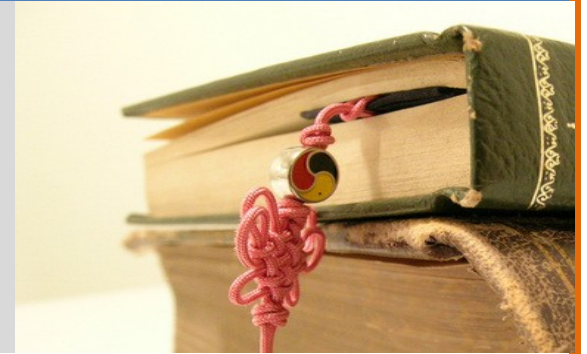


The most common cheating behaviors:

- Allowing others to **copy** an assignment
- **Copying** from another student's assignment
- Reusing papers
- Plagiarism

Literature Review

Article 2

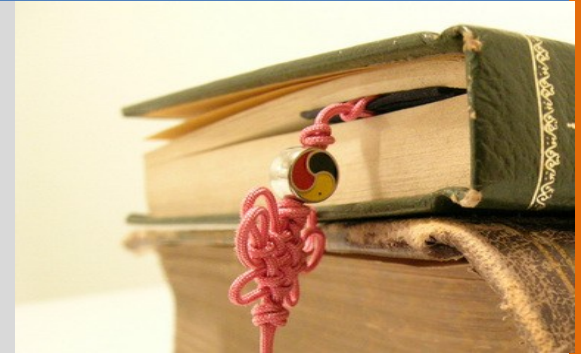


The most common reasons for cheating:

- Perceived **time** constraints
- To **help** a friend
- Retaking the class
- **Pressure** from parents/family

Literature Review

Article 3

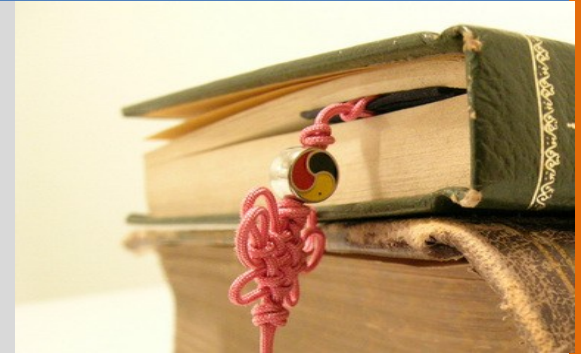


The most common reasons for cheating:

- Lack of University assistance for cheating prevention
- Lack of information and training for faculty

Literature Review

Article 4

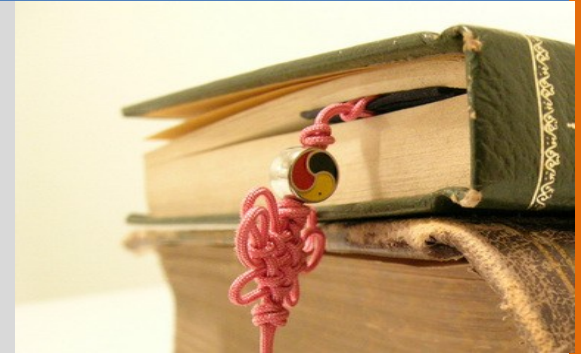


The most common reasons for cheating:

- Lack of time
- Heavy workloads
- Stress
- Family pressure
- Poor class rooms
- Difficult courses

Literature Review

Article 5

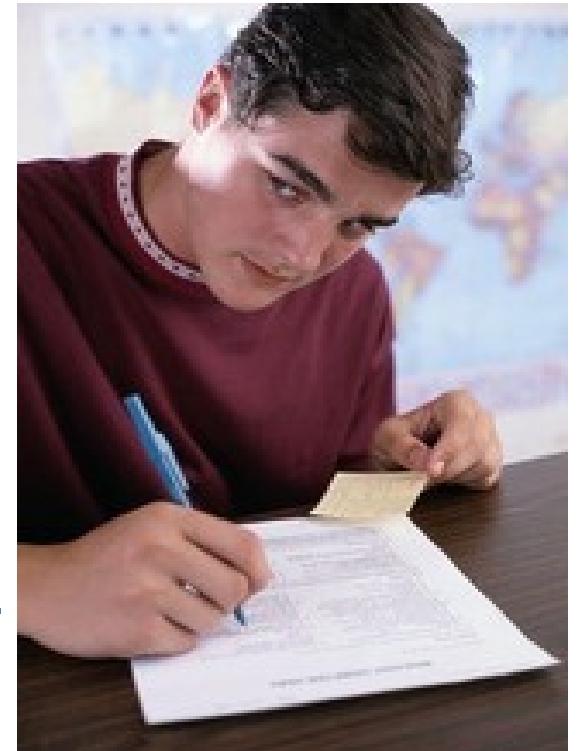


The most common reasons for cheating:

- Friends' influence
- Expediency

Research Question

How can we address the issue of **Academic Dishonesty** in higher education institutions in **Abu Dhabi ?**



Purpose of our research



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Student Cheating in an Exam Watched by a Lecturer

- To examine **four** central sub-questions
 - How can academic dishonesty be defined?
 - Why do students tend to cheat (motivations)?
 - Does classroom environment influence cheating?
 - How can it be controlled?
- To understand the behavior underlying **academic dishonesty**



Methodology

Methodology



Population:

- Petroleum Institute
- Khalifa University
- Abu Dhabi University

Sample	Sixty Students	12 Faculty members
Petroleum Institute	20	5
Khalifa University	20	4
Abu Dhabi University	20	3

Methodology



Survey:

- Open ended questions
- Close ended questions
- Yes/No
- Multiple choice

Methodology



Our survey:

- Section A : General questions
- Section B : Students who **cheat**
- Section C : Students who **do not** cheat

Methodology



Survey:

Sections	Sample questions
Section "A"	<ol style="list-style-type: none">1) In which University are you studying now?2) What is your gender?3) What is your GPA?
Section "B"	<ol style="list-style-type: none">1) Do you feel guilty when you cheat?2) Were you used to cheating in school?3) Does your GPA motivate you to cheat?
Section "C"	<ol style="list-style-type: none">1) What are the reasons that prevent you from cheating?2) Under certain circumstances, did you feel the need to cheat?3) Does your GPA make you consider cheating?

Methodology



Interviews:

- **Teacher interviewees**

- Experience
- Courses

- **Sample questions**

- In your opinion, what kind of procedures can be taken to minimize dishonesty among students?
- Do you expect students to cheat? Why?
- How can the course influence students to cheat?

Recorded interviews

Recorded Interviews



- **Open- ended questions:**

- From your point of view, how would you define academic dishonesty?

- **Close- ended questions:**

- Do you think that unfair tests (hard and not taking into consideration the different students' levels) tempt the students to cheat?

Methodology

Interviewees

Petroleum Institute



Dr. Nadia Al Hasani:
Professor & Director of
“Arzanah”, The Petroleum
Institute



Mr. Richard Pheasant:
Senior Lecturer in Leadership
& Computing



Ms. Shari Corbin:
English Lecturer



Dr. Thomas Steuber:
Professor & Chairman of
Petroleum Geosciences



Dr. Issam Kobrsi:
Assistant Professor of
Chemistry

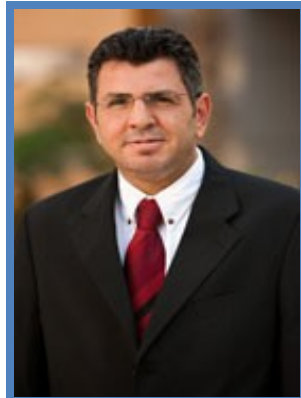
Methodology

Interviewees

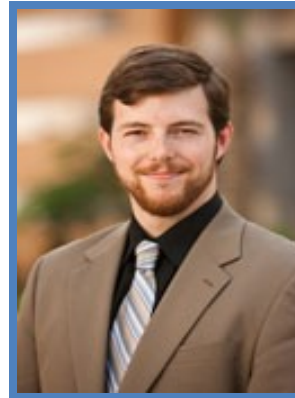
Khalifa University



Dr. Hassan Barada:
Professor of Computer
Engineering, Interim
Dean of Engineering



Dr. Labeeb:
Assistant
Professor of
Islamic Studies



Dr. George Wesley Hitt:
Assistant Professor of
Physics & General
Studies



Dr. Christina Villafana:
Assistant Professor of
General Studies

Methodology

Interviewees

Abu Dhabi University



Dr. Jehan Zitaw:

Interim Head, Office of
Academic Integrity &
Associate Professor of
Translation



Dr. Ali Rizk:

Chair & Professor of Public
Relations and Communication



Mrs. Yara Azouqa:

English Language Course
Coordinator & Instructor
of English

Analysis



- Transcription
- Observation
- Diaries

Presentation and Discussion of Findings



Presentation and Discussion of Findings



- How can academic dishonesty be defined?
- Why do students tend to cheat (motivations)?
- Does classroom environment influence cheating?
- How can it be controlled?

Presentation and Discussion of Findings

How can academic dishonesty be defined?



Academic Dishonesty: cheating, plagiarism and theft

Faculty:

Dr. Nadia : “Academic dishonesty is basically any act that goes against an academic policy. Examples that carry different names like cheating, plagiarism, lying or submitting things inaccurate”

Dr. Ali: “Academic dishonesty is to violate the standards, regulations & code of ethics of the academic institution in a way that the integrity, reputation & image of the institution will be damaged”

Dr. George: “Academic dishonesty is anytime a student takes someone else’s ideas or lets someone to do your work”

Presentation and Discussion of Findings

How can academic dishonesty be defined?



Students:

- **Student (1):** “Writing notes on a small paper and reading it during a quiz or a test”
- **Student(2):** “Looking at somebody else’s paper during a test”

Presentation and Discussion of Findings

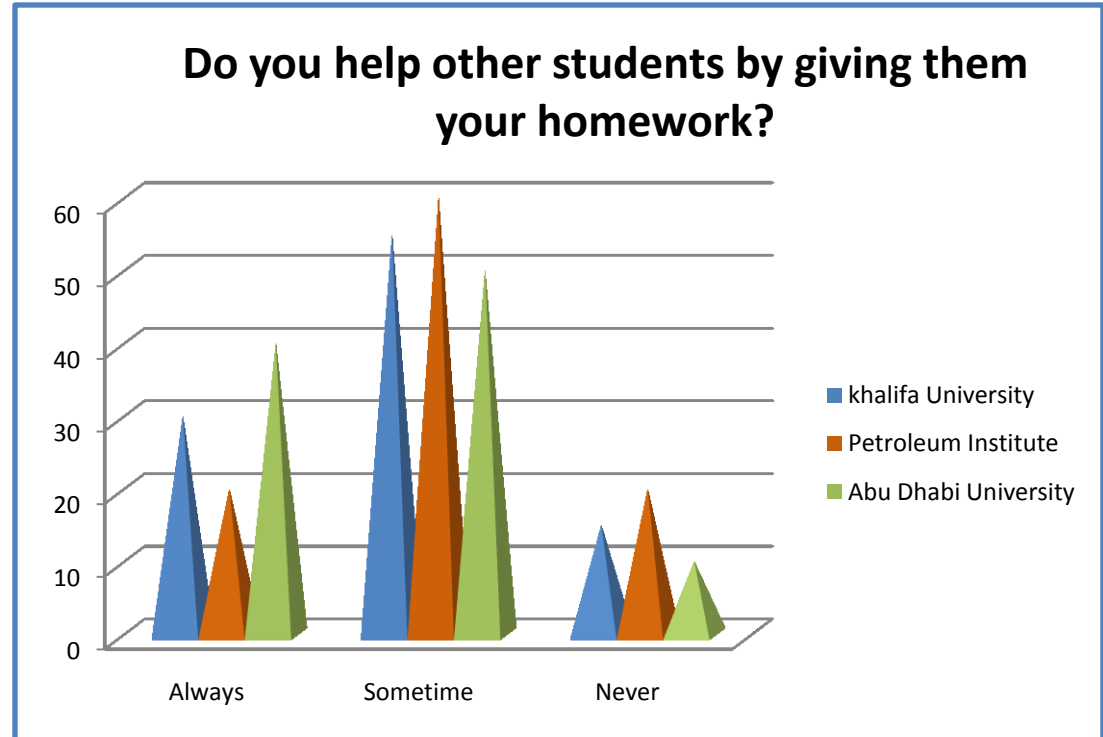
How can academic dishonesty be defined?



Students:

Sometimes:

- 52% Khalifa University
- 65% Petroleum Institute
- 45% Abu Dhabi University



Presentation and Discussion of Findings

Why do students tend to cheat (motivations)?



- Heavy workloads
- Lack of time
- Pressure (parents and friends)
- Low GPAs

Presentation and Discussion of Findings

Why do students tend to cheat (motivations)?



- Heavy workload
- Time

Faculty:	Students:
Time management	Lack of time

Presentation and Discussion of Findings

Why do students tend to cheat (motivations)?

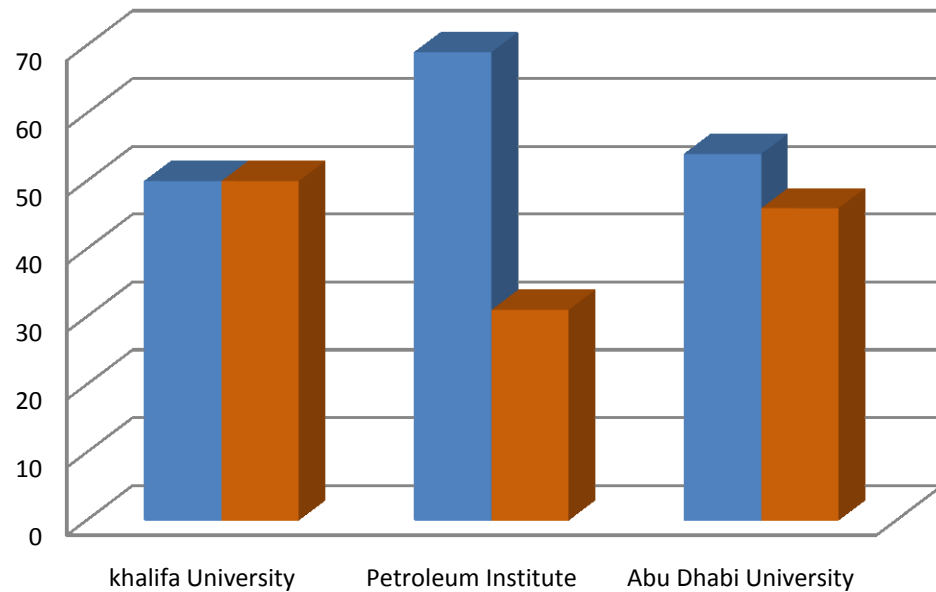


GPA

Yes:

- 45% Khalifa University
- 75% Petroleum Institute
- 50% Abu Dhabi University

Does your GPA motivate you to cheat?



Presentation and Discussion of Findings

Why do students tend to cheat (motivations)?



GPA

- Low GPA student
- High GPA student

Presentation and Discussion of Findings

Why do students tend to cheat (motivations)?



Social pressure

- Families (Impress their parents)

Mrs. Shari “some students are willing to cheat just because they are afraid that they will let their parents down”

- Friends (Peer pressure)

Mr. Richard “Maybe when all your friends are cheating and you are not is a social pressure”

Presentation and Discussion of Findings

Why do students tend to cheat (motivations)?



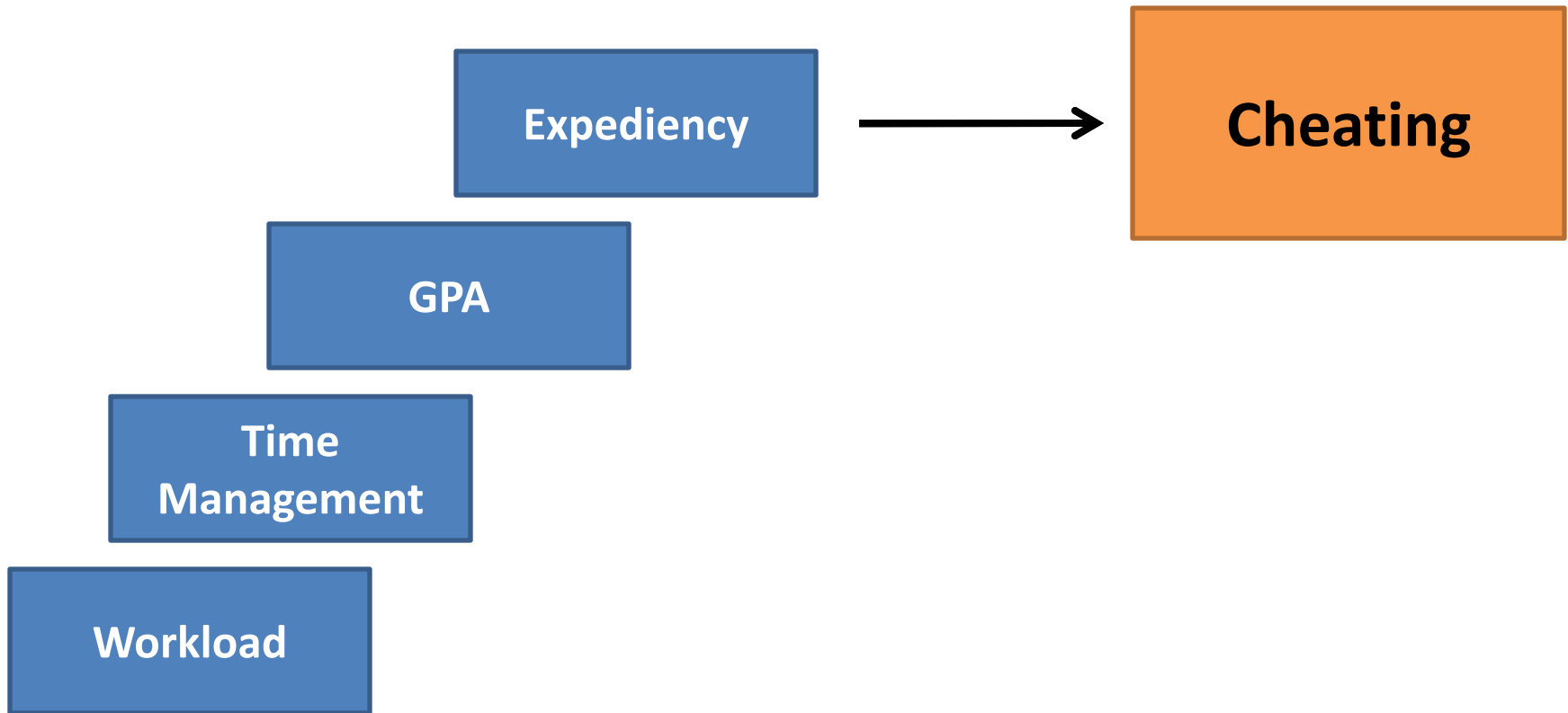
Easy way out

Faculty	Expediency
Students	Laziness

Dr. Issam “I think that the only motivation to cheat is really being lazy and one of the easy ways out, everything else they use is just an excuse to justify what the real reasons are”

Presentation and Discussion of Findings

Why do students tend to cheat (motivations)?



Presentation and Discussion of Findings

Does classroom environment influence cheating?



- Teachers
- Students
- Courses

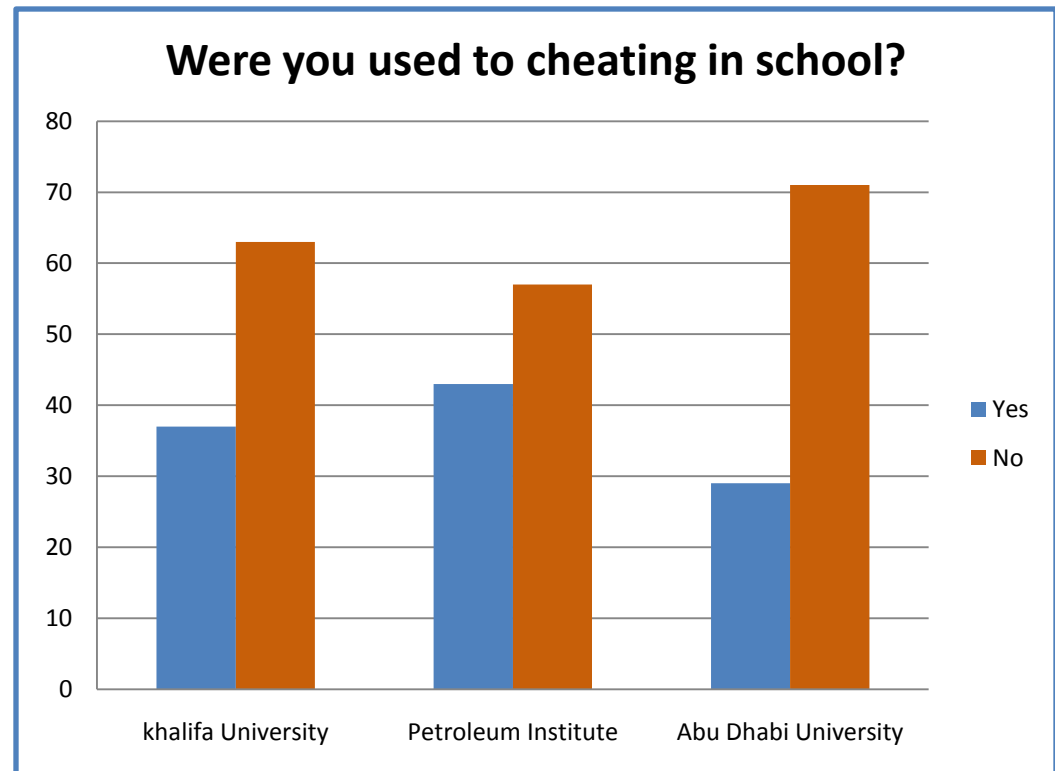
Presentation and Discussion of Findings

Does classroom environment influence cheating?



Students

- 63% Khalifa University
- 57% Petroleum Institute
- 71% Abu Dhabi University



Presentation and Discussion of Findings

Does classroom environment influence cheating?



School courses

- Less home work

School teachers

- More understanding
- Aware of the amount of work

Presentation and Discussion of Findings

Does classroom environment influence cheating?



Courses

- **Dr. Jehan stated** :“The course can influence students to cheat if it is not of interest to the students such as university requirement courses that are not related to the student’s major”
- Complicated text books
- The amount of home work
- Unfair tests
- **Teachers:**“There is no strong relationship between the type of exams and the cheating attitude and most often, the exam is discussed with the students taking into consideration the cognitive differences among different students”

Presentation and Discussion of Findings

Does classroom environment influence cheating?



Teachers

- Ignore cheating behaviors
- **Dr. Ali stated** : “some teachers may ignore cheating behaviors especially if they are under the mercy of the students’ evaluation in which the renewal of their contracts is a factor”

Students

- Peer pressure

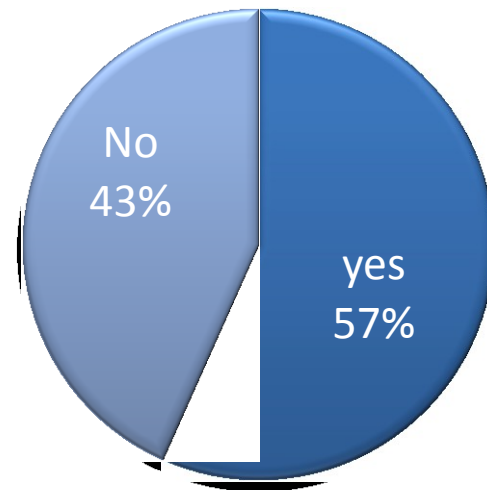
Presentation and Discussion of Findings

How can it be controlled?



- 57% YES
- 43% NO

Have you anytime cheated during your University stay?

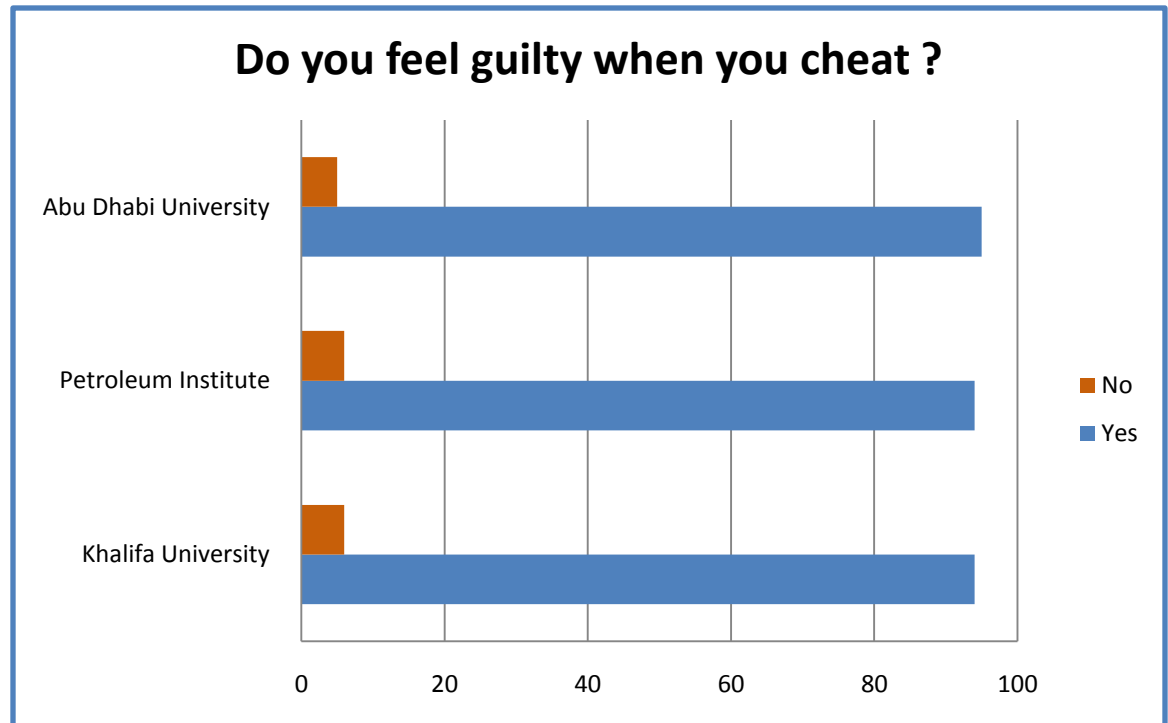


Presentation and Discussion of Findings

How can it be controlled?



- 94% Khalifa University
- 94% Petroleum Institute
- 95% Abu Dhabi University



Presentation and Discussion of Findings

How can it be controlled?



- Educate students about the consequences of cheating
- Promote students' awareness about the effect of cheating in future
- Create motivations for self-achievement

Presentation and Discussion of Findings

How can it be controlled?



What are the reasons that prevent you from cheating?

- “Because I do not want marks, I want to learn”
- “Because if I cheat, I will be cheating myself”

Presentation and Discussion of Findings

How can it be controlled?



- University honor code
- Course about honor code

Presentation and Discussion of Findings

Petroleum Institute's Honor Code



- **Honor code**
 - Cheating
 - Fabrication
 - Plagiarism
 - Facilitating academic dishonesty
- **Honor pledge**
 - *“I verify that I have received a copy of the Petroleum Institute's Honor Code and hereby pledge to fully comply with the code”*



Recommendations & Limitations

Recommendations



Area	Recommendations
Workload	<ul style="list-style-type: none"><li data-bbox="363 582 1829 686">▪ Teachers must be aware of the amount of work that they give, taking into consideration that students have other work from other courses.<li data-bbox="363 782 1829 886">▪ Teachers that are teaching the same course must have the same amount of work and ideas of assignments.
Social Pressure	<ul style="list-style-type: none"><li data-bbox="363 975 1829 1079">▪ The faculty and advisors must get together with students and the students' families. To help the parents understand the amount of pressure that their children are facing.<li data-bbox="363 1175 1829 1208">▪ Parents should provide their children with a suitable learning environment.

Recommendations



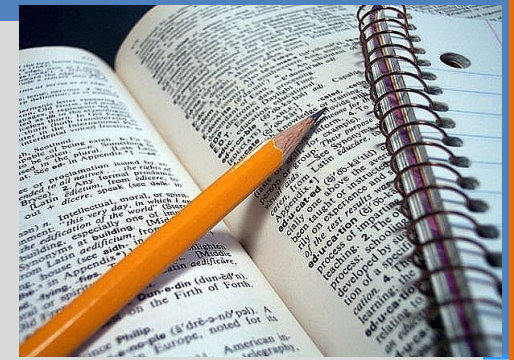
Area	Recommendations
GPA	<ul style="list-style-type: none"><li data-bbox="330 582 1572 748">▪ Faculty must have workshops.<ol style="list-style-type: none"><li data-bbox="606 648 819 682">1. Study skills<li data-bbox="606 715 954 748">2. Confidence building<li data-bbox="330 848 1572 882">▪ Teachers must always remind the students about the importance of learning.
Expediency	<ul style="list-style-type: none"><li data-bbox="330 1053 1734 1088">▪ Awareness campaign to explain to the students the personal consequences of cheating.

Recommendations



Area	Recommendations
Time Management	<ul style="list-style-type: none">▪ There must be a course about time management.
Teachers' Influence	<ul style="list-style-type: none">▪ Take away student evaluations. Instead other faculty members should evaluate the teachers by attending classes.

Limitations



- Very large amount of ideas
- Time
- Response from Abu Dhabi University
- Face to face interviews

Further research



How can academic dishonesty affect the students' personal lives?

Conclusion



Where are we in this now ?

To cheat or not to cheat

“From dishonesty to honesty”

Academic Integrity Week



Activities:

1. Academic Integrity postcard & poster competitions
2. Signing the Honor Pledge
3. Lectures:
 - “*PLAGIARISM*” by the Guest Speaker: Gareth Jones
 - “*ACADEMIC INTEGRITY*” by the Guest Speaker: Aisha Naser

References

- [1] A. Parameswaran, " Student dishonesty and faculty responsibility", *Teaching in Higher Education*, vol. 12, no. 2, pp. pp.263-274, April 2007.
- [2] T. B. Murdock, A. S. Beauchamp and A. M. Hinton, "Predictors of cheating and cheating attributions: Does classroom context influence cheating and blame for cheating", *European Journal of Psychology of Education*, vol. xxiii, no. 4, pp. 477-492, 2008.
- [3] J. Yardley, M. Domenech Rodriguez and S. C. Bates, " True Confessions?: Alumni's Retrospective Reports on Undergraduate Cheating Behaviours", *Ethics and Behaviour*, vol. 19, no. 4, pp.1-14 , 2009.
- [4] R. C. Hollinger and L. Lanza-Kaduce, " Academic Dishonesty and the Perceived Effectiveness of Countermeasures: An Empirical Survey of Cheating at a Major Public University", *NSPA Journal*, vol. 46, no. 4, pp. 587-602, 2009.
- [5] D. L. McCabe, "The Relationship between Student Cheating and College Fraternity or Sorority Membership", *NSPA Journal*, vol. 46, no. 4, pp.573- 586, 2009.