

# REDUCE CHEATING IN THE ONLINE CLASSROOM: SHIFTING FROM PUNISHMENT TO PREVENTION – SUMMARY

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Link to Recording and Presentation Materials

<http://ietrainings.org/dfsdk23h4js>

**Innovative Educators**  
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## Reduce Cheating In The Online Classroom: Shifting From Punishment To Prevention

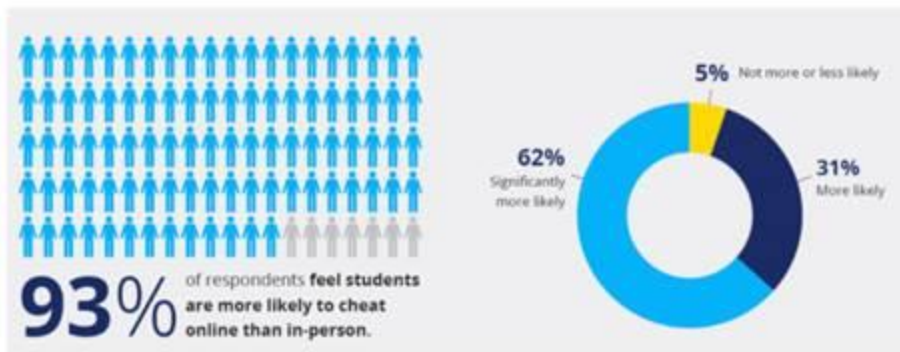
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Jean's research focus is on enhancing student learning in the online classroom through innovative assessment strategies.

**Strategies, philosophies, techniques not to catch cheaters, but to change the environment so as to reduce the temptation to cheat**

- A recent Wiley study asked - "Do you think students are more likely to cheat online than in person?" -- sad reality is 93% believe they are.



Wiley: Academic Integrity in the Age of Online Learning;  
<https://www.wiley.com/network/instructors-students/covid-19-online-teaching-resources-1/is-student-cheating-on-the-rise-how-you-can-discourage-it-in-your-classroom>

- When they ask students - they feel it is not even close -- about 95% of students think it is equally likely in both places.
  - Faculty believe it is more prevalent online is because we can see them, what they are doing or using.
  - If we don't change how we teach, we will constantly battle - how do we see what they are doing; how do we verify their identify, tighten down
  - The reality is it has nothing to do with tightening down controls -- it is about teaching better.
  - Face 2 Face we get a good sense of who is doing well.
  - So it may be as much about us as it is about the students.
  - Research clearly shows us students don't really want to cheat. They never enter the classroom saying "I hope I feel the pressure that I want to cheat."
- But they become stressed and overwhelmed in an academic environment. And then it becomes easier to cheat than to do the hard work of learning.

"They are ruthlessly efficient"

## Best Way to Stop Cheating in Online Courses? 'Teach Better'

Lederman, D. (2020, July 22). Best way to stop cheating in online courses? 'Teach better.' *Inside Higher Ed*. <https://insidehighered.com/digital-learning/article/2020/07/22/technology-best-way-stop-online-cheating-no-experts-say-better>

<https://www.insidehighered.com/digital-learning/article/2020/07/22/technology-best-way-stop-online-cheating-no-experts-say-better>

"Students are more likely to engage in dishonesty when they're under **stress and pressure**, when the **norms are unclear**, and when there are **temptations and opportunities**."

~Bertram Gallant;  
International Center for Academic Integrity

The research is all about us reframing the learning environment, making it a supportive environment - and reducing the temptation to cheat.

## Cheating is most likely when:

Students are...	Course has...
<ul style="list-style-type: none"><li>• Stressed</li><li>• Panicked</li><li>• Disconnected</li></ul>	<ul style="list-style-type: none"><li>• Unclear expectations</li><li>• Increased pressure</li><li>• Opportunity</li></ul>

**Lowering the punishment = raising the prevention**



Key is to reduce the motivation to cheat. Make them feel less stressed. Connect them to us, to their peers, to their materials and the learning experience. Reduce their unsure of what you want. Scaffold their assignments, give them the foundation for success. Give them the feedback and guidance so they are able to succeed. Reduce time spent on reducing cheating, and increase time teaching.

**The key is to create a learning environment that reduces their motivation to cheat.**

Projects / tests that account for a huge percentage of their grade creates a high pressure situation, stresses them out, and increases likelihood of cheating. Years of research show students will prioritize getting a good grade over learning. Even in hands on skills, foundational courses. So have to start with creating a culture of learning -- where students feel they are an integral part of the teaching and learning dynamic.



- Not enough for us to create the policies, structures, expectations and put that on the students.
- They need to know they are part of this experience.
- They need to know what we expect; but we also need them to tell us the realities of their world.
- It is us discussing, and sharing, and getting their buy-in that this is important.

## Develop and communicate expectations:

Discuss integrity and ethics

Include a customized syllabus statement

Create an honor code

Implement integrity honor pledge

- I start the course with a syllabus discussion. I ask questions about things students might not understand, places where there have been problems in the past.
- We discuss what is a reasonable expectation of Academic Integrity for this class? The class discusses this in the first week (online; required to participate a minimum of two times.) I will prompt - "Is it OK if you Google on a cheating site like course hero?" As a class we make a list of sources that won't be acceptable for answers.
- We discuss the difference between finding in an online resource (good answers - not cheating) vs. an essay service / quizzing site with Q and A
- From that class discussion I create a Class Honour Code that has evolved from class discussion. Give the students an A.I. one question Yes/No quiz: Do you agree to abide by the Class Honour Code we created? This builds buy-in.

# Examples:

## Integrity Statement

- Intellectual growth and development requires honesty, responsibility, and initiative. Taking ideas or words from others (plagiarism) is dishonest and will not only result in disciplinary actions, but – perhaps more importantly – impedes your ability to gain the knowledge and skills required to be a successful lifelong learner.

## Honor Pledge

- I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.
  - University of Maryland;  
<https://studentconduct.umd.edu/honor-pledge>

**Honour pledge:** can use with every one of your big assignments - that count for a somewhat substantial part of their grade. Reminds them every single time. I like this simple, direct to-the-point University of Maryland honour pledge. Most students don't want to be cheaters; getting their buy-in helps.

Part of getting the buy-in their connection. You need them to believe they are an integral part of the teaching/learning dynamic. It's not just that they are cheating, but them cheating is breaking their connection to you and the promise they have made to you and to their peers.

## Research shows that increasing your connection, your teaching presence, helps reduce cheating.

Community of Inquiry model has Social Presence, Teaching presence and Cognitive Presence  
When both Teaching and Social presence are high in an online classroom, students report they are less likely to cheat. The reasons behind this are many, but at the heart of this they don't want to disappoint you. Because they feel they have a relationship with you, they feel they can reach out to you, and say they need help.

We know when students are stressed and overwhelmed that increases their likelihood to cheat;  
What we want them to do when they are stressed and overwhelmed is to come to us, feel comfortable to us, explain they are overwhelmed - and then we can start to give them the extra guidance, show them to resources. Helps us become a better teacher by responding when you've had a few students respond in this way, and reflect on how you can do things, build examples, change directions, add resources, teach things differently so that students who are less willing to approach me don't feel this way, and to avoid this in future.



## Connect with your students:

Increase teacher presence

Foster ongoing interaction

Invest deliberate attention  
to community building

Apply policies with  
compassion



Sometimes cheating is a by-product of conflict and stress between school and real world life. I have a grace policy - Life does happen sometimes. The good news is life usually gives us a little flexibility when things happen -- and so does this class. I will give any student grace on any one assignment that is being turned in late. All you have to do is communicate with me and let me know that you are having to hand it in late. The grace policy reduces some of the pressure that causes a student to panic and grab something from the Internet or hire someone to do it because they don't feel they can do it.

Anytime you can start to humanize that connection - particularly in the online classroom -- students are going to be more likely to reach out to you, and ask questions. As part of that you've got to give them a firm mechanism to ask questions of you. I don't use synchronous office hours since in my context they just aren't used -- but in other contexts they do work.

I use virtual office hours -- I answer questions Mon-Fri between 8-9am.

Rubrics -- the students feel you are fair, holding everyone to clear and fair standards - not out to get them. Announcements -- in your language use "you" not "students"

## Humanize the Learning Experience

Build trust & rapport by being:

- Available; post and hold office hours
- Fair; grade with rubrics

Get to know your students by:

- Using students' names
- Using proactive communication

Let your students know you by:

- Using personal examples
- Teaching with personality
- Showing your face



The more they feel they know you, the more they will reach out to you. I don't have a firm grace policy - I ask them when they can have it in by. It is what I am willing to accept. May be more if there's a death / illness. I negotiate with them if they ask for (say) 3 weeks.

Years ago, I asked students as they handed the paper in "Is this the best quality of work you can do?" "If I gave you 24 hours more, could you do a better job?" Most would hem and haw, and not take the extra 24 hours. Most students are going to do the best they can by the due date. If you don't have a grace policy at all and legitimate life events happen, you have increased the pressure to increase cheating.

We know they care about their grades. If your policy automatically reduces grades for every day of being late, with no exception, you've added to their incentive to cheat. So if we recognize some variability -- and I have some firmness - I tell them don't use your grace policy unless you have to.

Chat comment:

- I call my grace policy a "Life Happens" extension where students get a week extra, without penalty, to complete an assignment. No questions asked. I allow two throughout the semester.
- I always tell my students: "if your goal is to learn you will learn and earn a good grade, but if your goal is just to earn a grade you may or may not earn it, but you will never learn."

Think about what it is you are asking the students to do.

## Philosophy of Assessment

- Value, relevance, authenticity
- Multimedia assignments
- Assignment options
- Increased support
- Decreased pressure

- Don't give them things that make it easy to cheat. So easy to look up, to copy paste -- why wouldn't they?
- Don't give them assignments that aren't easy to copy-paste and cheat. Students are "ruthlessly efficient"
- What is it you want me to do? The purpose of the activity is not the final product, but to learn this knowledge or skill.
- Emphasize WHY we want them to do what they are to do.
- Why do you give what you give?

## Emphasize the **WHY**

Authentic learning outcomes	• Create "real world" value in activities
Value-added activities	• Value, role or purpose beyond the classroom
Personal interest	• Flexibility to align with personal or professional interests
Emphasize application	• Allow flexibility in learning design to adapt to career interests
Prioritize immediacy	• Highlight current relevance and value
Engage students	• Engage students as co-creators or curators of information

Make them tie the assignment to the things that matter to them, their profession, a following course in the program, their lives, things that they want to do. Makes it part of their foundation, their schema. Cheating on this assignment is cheating yourself about things you need to know.

Get them to buy-in, to know, I'm having you do this journal not because I care about your reflection, but because by having you journal, you're going to connect this course content to things that have happened in your personal life. And the more you can make this real, relevant and valuable to you, the easier it is to

remember and to make this part of your cognitive schema , you now have the foundation to build a more complex understanding and add to this schema. Without it, you don't have anything to build on.

It's not just about the grade, it's about the learning that the grade reflects. As profs, if our grades don't reflect with the learning we care about, we have to change our classes. So think about why do we assign what we assign? Relies very heavily on VALUE rubrics; rubric shows what I care about -- as long as they can demonstrate it, I'll approve it as an alternate assignment.

(AACU puts out a series of value rubrics - target critical thinking, oral communication, information literacy -- etc.. See [https://www.usna.edu/Academics/Academic-Dean/Assessment/All\\_Rubrics.pdf](https://www.usna.edu/Academics/Academic-Dean/Assessment/All_Rubrics.pdf))

## Create a Mindset

Promote mastery	• Individualize learning activities to promote mastery
Frequent feedback	• Integrate CATS for low-stakes practice and feedback
Feedback utility	• Create structure that promotes growth and application of feedback
De-emphasize grades	• Encourage mastery of learning tasks over grades
Encourage failure	• Structure opportunities to link failure and success

We are trying to create a mindset where students say, Yes, I want to learn this information, I need to learn this information. Redo the assignment to make cheating less of an issues.

Why are you using a quiz? - Often to motivate them - to get students to read. In today's world we rarely care if students can memorize. But if instead of a one-time quiz, give them a mastery quiz -- you can repeat until you achieve mastery and I'll record only your highest score. There's no motivation to cheat.

They dive in deeper. In the end I achieve the goal: to have them read the textbook, and understand Integrate Classroom Assessment Techniques (CAT) -- low stakes assessments.

Excellent quick reference for CATs = [https://vcsa.ucsd.edu/files/assessment/resources/50\\_cats.pdf](https://vcsa.ucsd.edu/files/assessment/resources/50_cats.pdf)

## Focus assignments on learning objectives:

Critical Thinking	• Multimedia debate • Timeline
Problem Solving	• Critique • Create webquest
Performance	• Multimedia presentation • Service learning
Personal Development	• Blog/Vlog • Portfolio



## Integrate options in assignment structure:

Required of all students:	Choice of one of the following per week:
<ul style="list-style-type: none"><li>• Weekly Mastery Quiz</li><li>• Final Exam Review</li><li>• Final Exam</li></ul>	<ul style="list-style-type: none"><li>• Discussion</li><li>• Journal</li><li>• Research Analysis</li><li>• Video Exploration</li><li>• Current Event Analysis</li></ul>

Course is divided into 3 blocks; each block contain 5 weeks/chapters. Students select and complete 1 of each assignment type per block.

- When you dig into why -- you see having tests isn't really what you care about. We care about: do you get it? Can you critically understand it? Apply it?
- I ask them to fully solve one problem in statistics, and do a screen cast explaining to me how you solved the problem. Because I am grading only one problem - instead of having the students solve a number of similar ones, they can do the screen cast really well. I can see how well they understand and explain it.
- Create a portfolio and show their growth. Show an early poor work and newer better work. Showcase the best they can do at the end of the course.

## Emphasize value and relevance:

Authentic assessment	<ul style="list-style-type: none"><li>• Provide realistic assessments of desired knowledge</li></ul>
Performance assessment	<ul style="list-style-type: none"><li>• Require students to demonstrate knowledge or skill rather than simply write it</li></ul>
Observational assessment	<ul style="list-style-type: none"><li>• Utilize checklists or narratives to monitor student performance of a task</li></ul>
Oral assessment	<ul style="list-style-type: none"><li>• Implement oral tests, discussions, or peer conversations to measure knowledge</li></ul>

## Eliminate concerns about identity:

Video

Screencast

Audio

Synchronous



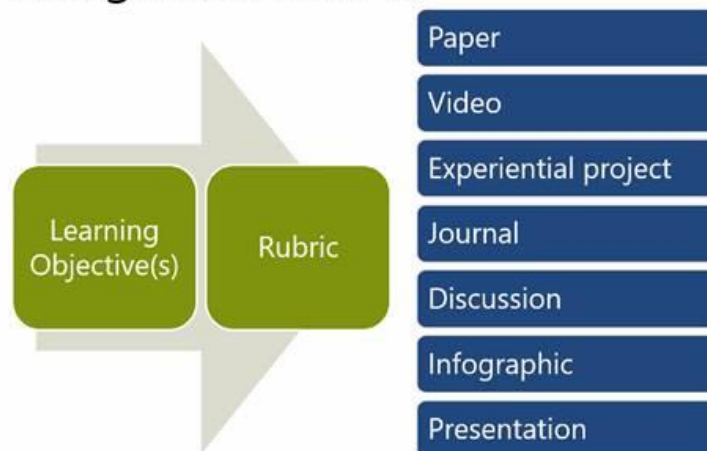
- Have them walk you through their logic; have them call in.
- In the same 10 minutes it would take to mark their paper, talk to them.
- Good online teaching involves 3 things -- but not have to have all 3 every week.
- This varies it - makes it higher to cheat since all are doing different things. And they value it

Discussion	<ul style="list-style-type: none"> <li>Online discussions explore the application and analysis of psychological concepts. You must post your response to the initial discussion question and a minimum of 4 peer replies.</li> </ul>
Journal	<ul style="list-style-type: none"> <li>The journal is your opportunity to apply course concepts in an analysis of the world around you. Journal entries should be 250-500 words (12-point font, 1-inch margins, double-spaced; do NOT include a heading or your name at the top of the journal entry).</li> </ul>
Research Analysis	<ul style="list-style-type: none"> <li>The research analysis requires you to read a selected journal article and analyze its value/relevance. Each research analysis includes 20 multiple-choice questions and 1 essay designed to test your ability to understand, critically evaluate and apply information from psychological research.</li> </ul>

Video Exploration	<ul style="list-style-type: none"> <li>The video exploration is your opportunity to investigate ONE selected course topic in more detail. Your task is to learn more about the topic than what is presented in our textbook. You will then create a video of yourself sharing the information you found. Your video must be between 1- and 2-minutes. You do not need any graphics or other multimedia; the video should be of you talking into the camera.</li> </ul>
Current Event Analysis	<ul style="list-style-type: none"> <li>The current event analysis is designed to allow you to further explore psychology in the real world. Submit an identification of the psychological concepts relevant to your current event and an explanation of how the psychological concepts apply. Utilize a bulleted list in which you identify each concept then include a few sentences in which you explain the relationship.</li> </ul>

One of the assignments is a video exploration -- what you did, how you did it. Current event analysis - must be something that happened in the past month. I do a lot with Assignment menus -- the more options they have, the less likely they are to. The internet is less full of these things.

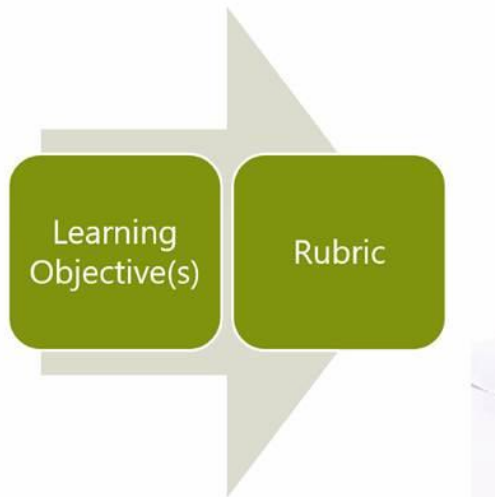
## Assignment Menu:



# CYO Assignment

(Create Your Own)

Doesn't work with classes over 25 students -- too much work.



## Reduce Motivation to Cheat

- Increase assignment scaffolding
- Provide feedback
- Encourage revision
- Ensure adequate guidance and time for success
- Provide examples, rubrics, and resources
- Integrate plagiarism checkers as learning tool
- Integrate variety of assignments
- Reduce reliance on "big" assignments



A presentation slide with a teal background. On the left, a white rounded rectangle contains the title "Exam Strategies" and three dark blue buttons with white text: "Shift Perspective", "Focus on Learning Objectives", and "Holistic Approach to Exams". On the right side of the slide is a photograph of a smiling young woman with long brown hair, wearing a yellow shirt, holding a blue notebook and a yellow pencil.

Scaffolding -- early pick topics, then do outline, then draft == less likely they can get the final product off the Internet.

Also gives them checkpoint feedback reduces the stress and pressure to cheat. Can provide general feedback -- top problems I've seen from others. Connect to resources, and library. Tell them "I need you to use plagiarism checker to become a better writer and thinker."

Assignments building a cumulative progress to learning goals, the less pressured the students feel.

If you do need to use an exam:

- Create questions that can't be easily looked up.
- I will use a timer for quizzes or tests where I need you to have a conversational working knowledge of terms and concepts - you shouldn't have to look up knowledge. (But I use them rarely - it penalizes slow readers)

## Shift your perspective:

### Redefine "cheating"

- Allow students to utilize learning resources
- Utilize timers

### Vary the assessment

- Utilize question pools and randomization

### Verify identity

- Integrate "experience" questions
- Utilize multimedia responses

I use the test banks but for the mastery repetitive quizzes.

## Emphasize higher order thinking...

### Application

- Which of the following is the best application of XXX principle within a retail setting?
- If XXX occurs, then the next step would be:

### Analysis

- Using the XXX process, what should you do if XXX happens?
- You notice XXX. What is the most plausible explanation of this observation?

### Synthesis

- Combining XXX and XXX, what conclusion can we draw?
- Which of the following is organized from least XXX to most XXX?

### Evaluation

- Which of the following best summarizes XXX?
- Following XXX theory, which of the following is a valid argument for (or against) XXX?



Avoid anything that can be "looked up"...

#### One clear answer

- Select the "best" question stems emphasize interpretation, understanding, or inference

#### Focus on analysis

- Ask "how," "why," or "which" as opposed to "who," "when," or "where"

#### Require thinking not memory

- Utilize analogies to go beyond simple recognition

#### Provide context

- Provide a hypothetical premise and require students to select from various consequences.

Integrate a holistic approach:

#### Exam Preparation

Incorporate  
mandatory review  
activities

#### Exam Review

Include post-  
exam  
requirements

Exam Review Strategies:

Class review wiki

Shared class notes

Write test questions

Mastery review quiz

Muddiest point activity



Prof answers the muddiest point activity.

Ask the students to review their exam mistakes



## Post-Exam Analysis:

misread direction errors	• occur due to not following specified directions
careless errors	• errors that students would catch if they reviewed the test
concept errors	• occur when there are errors in understanding relevant information
application errors	• errors that occur when students know the concept but cannot appropriately apply it
test-taking errors	• procedural errors dealing with the use of test-taking strategies
study errors	• occur when students study the wrong material or use ineffective study strategies

## The key...



## Reduce cheating via:



### Engagement

- Emphasize interpersonal relationships
- Engage students as collaborators in the teaching-learning dynamic
- Humanize the learning experience



### Personalization

- Vary assessments and provide choice
- Highlight relevance, autonomy & choice
- Provide frequent feedback and opportunities for improvement



### Structure

- Communicate expectations
- Set realistic, high standards
- Emphasize mastery approach to learning

## "Create conditions that foster learning."

Don't focus on the minority that are intent on cheating - focus on the majority that want to learn without cheating

- I still have a fairly normal grade distribution - maybe slightly higher average.
- The assignment with student choices from an guided assignment menu and options -- I do with a class of 125 -- I make sure they are workload practical for me.
- I say I structure the course so you can all achieve
- Use mastery quizzes to get the students to read the book -- and tell them
- Some disciplines where memorizing stuff is vital -- discipline requires this -- so there exams with a high percentage makes sense.
- Stats class -- I tell them very rarely do statisticians have everything memorized. I look for ability to use the stats, be an effective  
I do a LOT of decision trees. If this is the data, output from SPSS - what is an anomaly;  
I do a lot of process stuff.
- When they have the ability to choose, make them choose differently, pick a different topic. Otherwise they are "ruthlessly efficient."
- If you make it just fun and light -- you lose them. Intentionally avoid this. They do not want busy, irrelevant work.  
Go for engaging, and content dependent.

### Chat contributions:

- I call my grace policy a "Life Happens" extension where students get a week extra, without penalty, to complete an assignment. No questions asked. I allow two throughout the semester.
- I always tell my students: ***"if your goal is to learn you will learn AND earn a good grade, but if your goal is just to earn a grade you may or may not earn it, but you will never learn."***
- I try to use assessments that ask them to apply their knowledge to new circumstances and to critically think about what they are presented.
- VALUE rubrics. Great suggestion to have them choose. It gets "buy in."  
<https://www.aacu.org/value-rubrics>

#### VALUE Rubrics

Below is a list of the VALUE rubrics, organized by learning outcome. Click on an outcome to preview, download, and learn more about a particular rubric. For information on acceptable use of the VALUE rubrics, as well as how to reference and cite the rubrics, visit: [How to Cite the VALUE Rubrics](#).

Follow the instructions to download all VALUE rubrics at **no cost**. All rubrics are offered via AAC&U's Shopping Cart:

- [Download Instructions \(pdf\)](#).
- [Obtain All 16 Rubrics \(pdf\)](#).

If you experience any difficulty downloading the rubrics, please contact [support@aacu.org](mailto:support@aacu.org)

#### Intellectual and Practical Skills

- [Inquiry and analysis](#)
- [Critical thinking](#)
- [Creative thinking](#)

- [Written communication](#)
- [Oral communication](#)
- [Reading](#)
- [Quantitative literacy](#)
- [Information literacy](#)
- [Teamwork](#)
- [Problem solving](#)

#### **Personal and Social Responsibility**

- [Civic engagement—local and global](#)
- [Intercultural knowledge and competence](#)
- [Ethical reasoning](#)
- [Foundations and skills for lifelong learning](#)
- [Global learning](#)

#### **Integrative and Applied Learning**

- [Integrative learning](#)

From <<https://www.aacu.org/value-rubrics>>

- What is CATS? Classroom Assessment Techniques (CATs)
- I've given retakes on online quizzes. In the majority of cases, students take the quiz the first time without thinking. Then they have the questions and only look up the answers to the information asked.
- How do you motivate students? Most of the students ARE NOT motivated to what they are studying.....  
motivation is tied to goals - connecting relevance to long-term goals
- Excellent quick reference for CATs =  
[https://vcsa.ucsd.edu/files/assessment/resources/50\\_cats.pdf](https://vcsa.ucsd.edu/files/assessment/resources/50_cats.pdf)
- we're using proctored videos to work stats and algebra problems. Very interesting with the techniques that they are using to do the problems.
- to increase motivation, allow students to choose their paper, project and opportunities for mastery; foster a sense of ownership and sense of belonging - tie their learning to others; foster collaboration with other students - makes them accountable to others' learning belonging
- Great ideas. I'm not going to spend the entire semester worrying about cheating. I think we do the best using these techniques discussed, which are awesome and then let it go. Some cheating will happen.
- Great idea, **write a multiple choice question related to your major...**
- I loved your statement "Create conditions that foster learning."
- I love that too, having them critique questions