



MAGNA ONLINE SEMINARS

The New (and Old) Ways Students Cheat: What You Can Do about It

Wednesday, October 13, 2010

2:00 PM – 3:15 PM (Eastern)

1:00 PM – 2:15 PM (Central)

12:00 PM – 1:15 PM (Mountain)

11:00 AM – 12:15 PM (Pacific)

Presented by:

Scott Howell, Ph.D.

Today's presenter:



Scott Howell, Ph.D., is director, Evening Classes, in Brigham Young University's Division of Continuing Education. He is also an adjunct associate professor in the BYU School of Education's Department of Instructional Psychology and Technology. He has received numerous awards for his research and publications in distance and continuing education, including the 2007 Elizabeth Powell Award for "best academic article-length publication that made significant contributions to research in the field of distance education," the University Continuing Education Association's 2006 prestigious Research and Scholarship Award, and the 2006 Gayle B. Childs Award for outstanding leadership and contributions to the distance education field. He is the co-editor of the three volume book series, *Online Assessment and Measurement*, the author of 40 academic publications, and serves as a reviewer for the American Journal of Distance Education and as an editorial board member of the Journal of Continuing Higher Education, the Online Journal of Distance Learning Administration, and other scholarly publications.



Want to ask the presenter a question?

If you'd like to ask the presenter a question at any time during today's live seminar, simply click on the Chat (Q&A) box on the bottom right of your screen. A moderator will read participant questions during selected breaks.



Need tech help?

Please visit: www.magnapubs.com/about/customer_service.html#Web_Seminars or call Customer Service at (800) 433-0499 ext. 2

©2010 Magna Publications Inc.

The information contained in this online seminar is for professional development purposes but does not substitute for legal advice. Specific legal advice should be discussed with a professional attorney.

To make this program available to all your faculty and staff, contact Magna's Customer Service department at 1-800-433-0499 ext. 2 and ask about our Campus Access License.

Thank you for participating in today's program.

Free Teaching and Learning E-Newsletter!

As a higher education professional, you struggle each day to manage competing priorities, many of which require an investment of either time or money. Here's your chance to take advantage of a valuable resource that not only saves you time, but money too—in fact, it's absolutely free.



Faculty Focus is an e-newsletter containing valuable information for faculty, academic deans, and department chairs from the publisher of *The Teaching Professor*, *Academic Leader*, *Online Classroom*, and other higher education newsletters.

If you're involved with teaching and learning on campus, you will not want to miss a single issue.

Sign up at
www.facultyfocus.com

FACULTY FOCUS



Upcoming Online Seminars:

Join us in the future for our other informative online seminars:

- October 27, 2010: **Rebroadcast: Ensuring Online Program Quality with the eQuality Model**
- November 16, 2010: **Rebroadcast 2: Creatively Engaging Online Students: Models & Activities**
- December 08, 2010: **Ideas for Selling Blended Learning to your Faculty**

Please visit www.magnapubs.com for a complete list of Magna Online Seminars.



Magna Corporate Overview

Magna has been a valued knowledge and information resource within the higher education community for more than 30 years.

We publish seven national newsletters:

- *The Teaching Professor*
- *Academic Leader*
- *Recruitment & Retention in Higher Education*
- *Distance Education Report*
- *Online Classroom*
- *Student Affairs Leader*

In addition, we produce student leadership and faculty development conferences, numerous online seminars, and online courses.

Additional information about Magna is available at www.magnapubs.com.

The New (and Old) Ways Students Cheat: What You Can Do about It

Online Seminar

1/2 PRICE CD OFFER

Order Today!

© 2010 Magna Publications
Magna Publications,
2718 Dryden Drive,
Madison, WI 53704

All rights reserved. It is unlawful to duplicate, transfer, or transmit this program in any manner without written consent from Magna Publications.

CD Includes Seminar and Handouts

To purchase a transcript or Campus Access License contact customer service at 1-800-433-0499



October 13, 2010
Online Seminar CD & Transcript

Save 50% when you order this online seminar on CD or transcript before the expiration date below. This is a professional recording of the complete online seminar and is an excellent opportunity to:

- Catch something you may have missed
- Use as a staff training resource
- Listen to or read as many times as you wish
- Share with your colleagues
- Listen to or read whenever and it's convenient
- Save 50%!
- Save shipping costs!

SAVE 50%

plus FREE SHIPPING!

Special attendee prices:

- *CD ~~\$249~~ \$125
- Transcript ~~\$99~~ \$50
- CD/Transcript Package \$175

This CD contains a recording of an Online Seminar and can be viewed on any computer equipped with Adobe Flash.

ORDER FORM		
Name:		
Title/Department:		
Institution:		
Street Address:		
City:	State:	Zip:
Business Phone Number:		Fax:
E-mail Address:		
PAYMENT INFORMATION		<p>Mail to: Magna Publications, Inc. 2718 Dryden Drive Madison, WI 53704 or Fax to: 608-246-3597</p> <p>Offer Expires December 13, 2010</p>
<input type="checkbox"/> Bill Me		
<input type="checkbox"/> Mastercard (16 digits) <input type="checkbox"/> VISA (13-16 digits)		
<input type="checkbox"/> American Express (15 digits) <input type="checkbox"/> Discover (16 digits)		
Credit Card #:		
Card Expires:		
Total Payment: \$		
Signature:		

MONEY-BACK GUARANTEE: If you are not completely satisfied with your online seminar CD or transcript you may return it for a full refund. All requests must be received within 30 days after date of purchase.

Magna Online Seminar 

Magna Publications Presents:

**The New (and Old) Ways
Students Cheat:
What You Can Do about It**

October 13, 2010

Magna Online Seminar 

Our presenter:



Scott L. Howell, Ph.D.
Director of the BYU Salt Lake Center,
Division of Continuing Education at
Brigham Young University
Accreditation Evaluator,
Northwest Commission of Colleges
and Universities (NWCCU)

2

Magna Online Seminar 

Accreditation Guidelines

For at least the past 10 years, regional accrediting bodies have required programs to “ensure the integrity of student work,” (NWCCU Accreditation Handbook, 2003, p. 47)

3

Magna Online Seminar 

Reauthorization of the Higher Education Act (2008)

“ the student who registers in a distance education course or program **is the same student** who participates in and completes the program and receives the academic credit.”

4



5

Magna Online Seminar 

There are at least two reasons for not mandating specific types of identity verification procedures in the regulations: **Cost and availability**

From page 4, *Federal Register*, dated October 27, 2009

6



Today's Presentation

1. *How* much a problem is cheating, really;
2. *How* students are cheating today;
3. *How* do students justify cheating; *and*
4. *How* institutions are trying to prevent cheating.

7

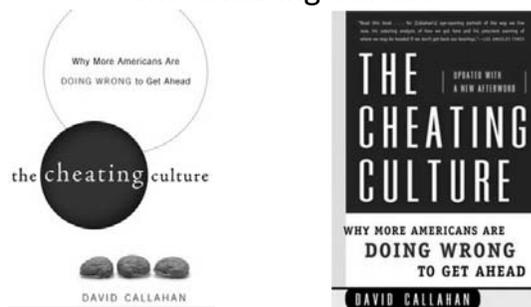


1. *How* much a problem is cheating, really?

8



The Cheating Culture



Different cultures; different responses

In **China** some parents and teachers involved in helping students cheat were **sentenced up to three years** for helping students cheat (Branigan, **2009**).

Two university students in the **Caribbean** who used a leaked exam to prepare for the Caribbean Advanced Proficiency Test **received a \$1000 fine and were sentenced to six-months in prison** (Seuraj, **2009**);

10



Even FBI agents?

FBI agents cheat on internal test

WUSA-TV • Washington • **September 29, 2010**

FBI agents have cheated on a test designed to show their knowledge of rules that dictate how they can investigate crime, . . . A Justice Department Inspector General's report this week concludes that **at least 22 agents cheated** . . . "It's a big embarrassment to the FBI,"

" . . . The problem was cheat sheets were floating around. People were giving answers. People were being coached, and it turned into a mess," Lengel said.

11



How is cheating trending?

TABLE 2.5
Student Reports of Specific Cheating Behaviors, 1961–1991

Type of Cheating	% Students	
	1961	1991
Copied from another student on a test or exam	26	52
Helped another student to cheat on a test	23	37
Used crib notes to cheat on a test or exam	16	27

Note: From "What We Know About Cheating in College: Longitudinal Trends and Recent Developments," by D. L. McCabe and L. K. Trevino, 1996, *Change*, 28(1), p. 31. Reprinted with permission of the Helen Dwight Reid Educational Foundation. Published by Heidref Publications, 1319 18th St. N.W., Washington, DC 20036-1802. Copyright © 1996.

16



"A whopping **95 percent** of high school students say they've cheated during the course of their education. . ."

(Oleck, *School Library Journal*, 2008).



From a study of 25,000 high school students from 2001 to 2008 it was reported that "**94 percent** admitted to cheating in some form or another.

Sixty-five percent of students confessed to cheating on a test; **more than half** admitted to plagiarism. . . "

("Classroom Fraud," 2008).



The Cell phone Factor

"More than **one-third** of teens with cell phones admit to having stored information on them to look at during a test or texting friends about answers."

U.S. News and World Report (June 23, **2009**)



The Parents-of-teens-with-cell phones factor

"Only **3 percent** of parents 'believe their own teen is using a cell phone to cheat'

Even though **75 percent** of them **assumed that cheating** was taking place at their children's school"

The results should be a **wake-up call** for educators and parents, says James Steyer, CEO and founder of Common Sense Media."

U.S. News and World Report (June 23, **2009**)



NEWSWEEK, March 27, 2006

"Rates of academic cheating have skyrocketed during the past decade. In a huge study (Duke University's Center for Academic Integrity) of 50,000 college and 18,000 high-school students.

More than 70 percent admitted to having cheated. That's up from about 56 percent in 1993 and just 26 percent in 1963. Internet plagiarism has quadrupled in the past six years, . . ."



The gender factor

"This suggests that men in our sample who cheat on tests do so significantly more often than the women who cheat."

The Relationship between Student Cheating and College Fraternity or Sorority Membership by Donald L. McCabe and William J. Bowers in *NASPA Journal*, 2009, Vol. 46, no. 4, p. 578



The fraternity/sorority factor

“On both indices there is significantly more cheating among those who belong to either a fraternity or sorority than there is among non-members. Indeed this pattern was generally true for all analyses conducted in this study.”

The Relationship between Student Cheating and College Fraternity or Sorority Membership by Donald L. McCabe and William J. Bowers in NASPA Journal, 2009, Vol. 46, no. 4, p. 578

19

Table 4
% Cheating by Affiliation with a Fraternity or Sorority

	% Cheating	Frequency Index	N
No Fraternities/ Sororities on campus	66%	7.64	294
Fraternities/Sororities exist but student is not affiliated	67%	7.64	1077
Student is affiliated	82%	8.81	288
Student lives in a fraternity/sorority house	90%	9.92	50

The Relationship between Student Cheating and College Fraternity or Sorority Membership by Donald L. McCabe and William J. Bowers in NASPA Journal, 2009, Vol. 46, no. 4, p. 583

20



Graduate Students too?

“**56 percent** of the **graduate business students** and **47 percent of the nonbusiness graduate students** admitted to **cheating one or more times in the past year**”

Research (2008) from Pennsylvania State, Rutgers, and Washington State universities

21



Polling Question #1: What percentage of instructors do you think who are aware of cheating in the university classroom do NOTHING about it?

- Less than 10 percent
- About a quarter
- About a third
- About half
- About two-thirds

22



And it is not just the students cheating!

“In a 2000 survey, McCabe found that **one third of professors** who said they were **aware of a cheating incident** in their classroom in the last two years **did nothing about it.**”

23



2. How students are cheating today

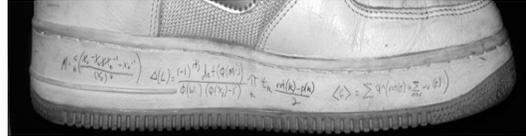
24

Rubber Band

- Notes are written on a stretched rubber band. Unstretched notes aren't visible. Stretch to view notes. Flip to conceal.

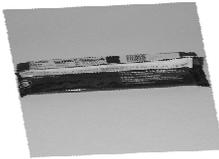


On the shoes



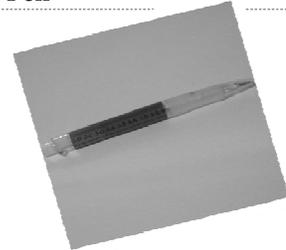
Food Wrapper

- Notes are attached to the wrapper or the wrapper is scanned into a computer. Ingredients list on wrapper is edited to include notes. Wrapper is printed on a color printer and re-attached on food item.



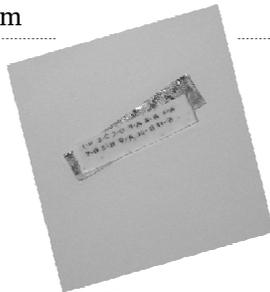
Pen

- Notes on a small piece of paper inserted into the casing of a clear pen.



Gum

- Notes are written on a stick of gum. After notes are used, the evidence can be eaten.



Water Bottle

- The label on a water bottle is peeled off and notes are written on the inside face of label. Label is re-applied and is visible at the proper angle.



Magna Online Seminar

MAGNA

Hat Brim

- Notes are written on the underside of a hat brim. Notes can be viewed by simply tilting hat up or by removing the hat.



© Caveon Test Security

31

Magna Online Seminar

MAGNA

Neck Tie

- Notes are stuffed into a tie. Notes can be viewed by flipping end of tie.



© Caveon Test Security

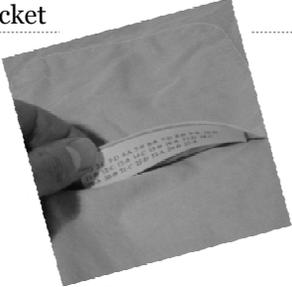
32

Magna Online Seminar

MAGNA

Pocket

- Notes are placed in pockets and are visible during tests.



© Caveon Test Security

33

Magna Online Seminar

MAGNA

Shirt

- Notes are taped on underside of shirt tail. Quick flip during test reveals answers.



© Caveon Test Security

34

Magna Online Seminar

MAGNA

Other “low-tech” cheating objects

<ul style="list-style-type: none"> •Palm •Forearm •Fingernail •Thigh •Skirt •Shirt •Pant Waistband 	<ul style="list-style-type: none"> •Band-aid •Pencil Case •Calculator Case •Calculator Battery Compartment •Desk •Chair
---	---

© Caveon Test Security

35

Magna Online Seminar

MAGNA

Typical ways students say they cheat (slide 1 of 2)

“The single item that was most commonly reported is **neglecting to footnote or cite** reference material” used in a written assignment. One third (33.3%) of students surveyed admitted to this form of plagiarism during the prior semester.

- Fairly substantial proportions of students also reported **copying homework or lab assignments** (26.7%),
- copying from another student’s exam** (26.3%),

© Caveon Test Security

36

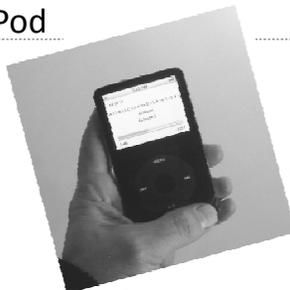
Typical ways students say they cheat (slide 2 of 2)

- giving false excuses to delay an exam or assignment (22.7%),
- and allowing their exam to be copied from (22.1 %).
- 10.4% used notes or crib sheets in an exam;
- 9.3% accessed exam questions or answers before the exam;
- 8.2% turned in other student's paper as their own;
- 8.0 % turned in published work as their own;
- and 5.2% studied a "hot" copy of an exam"

(The Relationship between Student Cheating and College Fraternity or Sorority Membership by Donald L. McCabe and William J. Bowers in NASPA Journal, 2009, Vol. 46, no. 4, p. 583.)

iPod

- ♣ Song names are renamed with notes or test answers for viewing on the screen.
- ♣ Text files can be stored.
- ♣ Audio notes can be stored.
- ♣ Video notes can be stored.



Calculator

- ♣ Notes are entered into calculators that have memory for storing notes.



PDA - Wireless

- ♣ PDA stores test notes or answers. Examinee can gather answers during test from web sources. Examinee may setup their own website with notes to access during test.



Signal Detectors



Camera Phone

- ♣ Examinee takes pictures of a test with a camera phone and sends picture to another person who can text message correct answers back.



Magna Online Seminar

Pencam

Small video camera disguised as a pen is placed in front pocket. Video signal is picked up by a remote laptop and test images are captured.

© Pearson Test Security

Magna Online Seminar

DocuPen

Pen sized personal scanner used to copy test questions. The DocuPen can store hundreds of pages of text into memory. Data can be transmitted via Bluetooth cell phone.

© Pearson Test Security

Magna Online Seminar

DocuPen Results

1. In Table 1, the bars to position your schedule, and schedule your activities.

2. It is always possible to "find" a way to get to work on time.

3. An individual's response might not be effective when the District Bank Account with the other person is not high.

4. Experts estimate that only 15% of the communication is represented by the words we say.

5. The message is to have a vocabulary of words and to read.

6. The best way to learn to communicate is to read and listen to others.

7. A new way to learn to communicate is to read and listen to others.

8. The best way to learn to communicate is to read and listen to others.

9. Some things that are not true are not true.

10. One of the most important things to do is to read and listen to others.

11. It is possible to communicate with others.

12. The best way to learn to communicate is to read and listen to others.

13. The best way to learn to communicate is to read and listen to others.

14. The best way to learn to communicate is to read and listen to others.

15. The best way to learn to communicate is to read and listen to others.

16. The best way to learn to communicate is to read and listen to others.

17. The best way to learn to communicate is to read and listen to others.

18. The best way to learn to communicate is to read and listen to others.

19. The best way to learn to communicate is to read and listen to others.

20. The best way to learn to communicate is to read and listen to others.

21. The best way to learn to communicate is to read and listen to others.

22. The best way to learn to communicate is to read and listen to others.

23. The best way to learn to communicate is to read and listen to others.

24. The best way to learn to communicate is to read and listen to others.

25. The best way to learn to communicate is to read and listen to others.

26. The best way to learn to communicate is to read and listen to others.

27. The best way to learn to communicate is to read and listen to others.

28. The best way to learn to communicate is to read and listen to others.

29. The best way to learn to communicate is to read and listen to others.

30. The best way to learn to communicate is to read and listen to others.

31. The best way to learn to communicate is to read and listen to others.

32. The best way to learn to communicate is to read and listen to others.

33. The best way to learn to communicate is to read and listen to others.

34. The best way to learn to communicate is to read and listen to others.

35. The best way to learn to communicate is to read and listen to others.

36. The best way to learn to communicate is to read and listen to others.

37. The best way to learn to communicate is to read and listen to others.

38. The best way to learn to communicate is to read and listen to others.

39. The best way to learn to communicate is to read and listen to others.

40. The best way to learn to communicate is to read and listen to others.

41. The best way to learn to communicate is to read and listen to others.

42. The best way to learn to communicate is to read and listen to others.

43. The best way to learn to communicate is to read and listen to others.

44. The best way to learn to communicate is to read and listen to others.

45. The best way to learn to communicate is to read and listen to others.

46. The best way to learn to communicate is to read and listen to others.

47. The best way to learn to communicate is to read and listen to others.

48. The best way to learn to communicate is to read and listen to others.

49. The best way to learn to communicate is to read and listen to others.

50. The best way to learn to communicate is to read and listen to others.

51. The best way to learn to communicate is to read and listen to others.

52. The best way to learn to communicate is to read and listen to others.

53. The best way to learn to communicate is to read and listen to others.

54. The best way to learn to communicate is to read and listen to others.

55. The best way to learn to communicate is to read and listen to others.

56. The best way to learn to communicate is to read and listen to others.

57. The best way to learn to communicate is to read and listen to others.

58. The best way to learn to communicate is to read and listen to others.

59. The best way to learn to communicate is to read and listen to others.

60. The best way to learn to communicate is to read and listen to others.

61. The best way to learn to communicate is to read and listen to others.

62. The best way to learn to communicate is to read and listen to others.

63. The best way to learn to communicate is to read and listen to others.

64. The best way to learn to communicate is to read and listen to others.

65. The best way to learn to communicate is to read and listen to others.

66. The best way to learn to communicate is to read and listen to others.

67. The best way to learn to communicate is to read and listen to others.

68. The best way to learn to communicate is to read and listen to others.

69. The best way to learn to communicate is to read and listen to others.

70. The best way to learn to communicate is to read and listen to others.

71. The best way to learn to communicate is to read and listen to others.

72. The best way to learn to communicate is to read and listen to others.

73. The best way to learn to communicate is to read and listen to others.

74. The best way to learn to communicate is to read and listen to others.

75. The best way to learn to communicate is to read and listen to others.

76. The best way to learn to communicate is to read and listen to others.

77. The best way to learn to communicate is to read and listen to others.

78. The best way to learn to communicate is to read and listen to others.

79. The best way to learn to communicate is to read and listen to others.

80. The best way to learn to communicate is to read and listen to others.

81. The best way to learn to communicate is to read and listen to others.

82. The best way to learn to communicate is to read and listen to others.

83. The best way to learn to communicate is to read and listen to others.

84. The best way to learn to communicate is to read and listen to others.

85. The best way to learn to communicate is to read and listen to others.

86. The best way to learn to communicate is to read and listen to others.

87. The best way to learn to communicate is to read and listen to others.

88. The best way to learn to communicate is to read and listen to others.

89. The best way to learn to communicate is to read and listen to others.

90. The best way to learn to communicate is to read and listen to others.

91. The best way to learn to communicate is to read and listen to others.

92. The best way to learn to communicate is to read and listen to others.

93. The best way to learn to communicate is to read and listen to others.

94. The best way to learn to communicate is to read and listen to others.

95. The best way to learn to communicate is to read and listen to others.

96. The best way to learn to communicate is to read and listen to others.

97. The best way to learn to communicate is to read and listen to others.

98. The best way to learn to communicate is to read and listen to others.

99. The best way to learn to communicate is to read and listen to others.

100. The best way to learn to communicate is to read and listen to others.

© Pearson Test Security

Magna Online Seminar

Chat question:

What is the most creative cheating technique you have heard or seen?

46

Magna Online Seminar

3. How do students justify cheating;

47

Magna Online Seminar

- Easy to do
- No time to study—the student is employed
- A friend/coworker needed help
- Student must pass the class
- Everyone else is cheating
- "No one cares if I cheat"
- Sabotage—"my file was stolen"
- Course is too hard/teach is unfair
- Course information is useless

G. J. Cizek, *Cheating on Tests: How to Do It, Detect It, and Prevent It* (Mahwah, N.J.: Lawrence Erlbaum Associates, 1999), p. 39

48

4. How are institutions trying to prevent cheating?

49

Polling Question #2: Which of the following countermeasures do you think cheaters considered most effective?

- Identification
- Assigned seating
- Randomly presenting questions
- "Hot line" to report cheating

50

	Cheaters	Non-Cheaters
Scramble Tests	80.3	84.6
Small Classes	69.8	71.5
Several Proctors	67.4	70.5
Unique Makeups	67.1	71.1
2+ Forms of Exams	65.5	69.0
Use Study Sheets	56.6	50.9
More Essays	55.2	53.3
Pass Out Old Exams	54.6	47.8
Checks IDs	45.6	49.7
Give Different Assignments	42.1	44.3

	Cheaters	Non-Cheaters
Specify Paper Topics	28.6	33.5
Marked Answer Book	28.8	31.1
Names on Test Book	28.0	29.3
Assign Seats	25.3	30.3
Check Footnotes	27.4	24.3
More Exams, Less Take Homes	22.8	25.6
Pencils only in exams	21.4	25.6
No leaving exam	22.0	22.1
Less Exams, More Take Homes	19.7	12.7
"Hot Line" to Report	14.5	19.0

Identification:
"Is it the same student"

53

Photo and/or government identification

54



Fingerprinting, palm vein scanning, iris scans, etc.



Personal Challenge Questions

“Several other universities are forming partnerships with **Acxiom Corporation**. The company's system relies on test takers' answering detailed, personal "challenge" questions.”



Cheating Countermeasures



Stay current on cheating methods

- Go online to research cheating methods.
see http://www.caveon.com/resources_newsletter.htm
- Let the students know that you are up on the latest ways to cheat in the classroom.

“How to Reduce Cheating in the Classroom,” by Jan Cast, 2007



Polices

- When announcing a test, be sure to review your policy concerning cheating.
- Make sure your expectations for test answers are clear.



Good “academic misconduct” policies and websites

- <https://www.msu.edu/unit/ombud/dishonestyFAQ.html>
- <http://saas.byu.edu/catalog/2009-2010ucat/GeneralInfo/HonorCode.php>



Pledges & Honor Codes

In Texas testing officials introduced a **new approach to mitigate cheating by inviting students to sign pledges that they will not cheat along with other measures including "random monitors and seating charts"** (Hacker, 2008)

Data from both samples revealed significantly lower levels of self-reported cheating at schools with honor codes. (Academic Dishonesty among Males in College: A Thirty Year Perspective. Journal of College Student Development, v35 n1 p5-10 Jan 1994)

61



Testing Environment Itself

- If space permits, arrange students so that there are empty chairs in between each student.
- Assign students seating during the test and separate friends.
- No personal belongings permitted within and all such belongings will be confiscated.
- Ask candidates to keep hands in plain sight above the table top.

© Pearson Test Security

62



- Display signs at entrance to test center regarding use of cell phones.
- Instruct students to keep their test papers close to their body and on the surface of the table during the test.
- Walk around and monitor students frequently. Don't sit still in the front of the room.
- Do not allow more than one student to go to the bathroom at a time. When the student leaves for the bathroom, collect their test and hold it.

63



Open and Candid Discussion

"Experts also say that if teachers hold open discussions, issue warnings, and present guidelines for taking tests and writing papers, kids will be more hesitant about cheating" (Miners, 2009)

(See also "Destined to cheat," 2008; Rivera, 2008; Loughlin, 2008; Warnock, 2008; Kwool, 2009; Zetter, 2009; White, 2009; Wood, 2009).

64



Know students

- **Know the students in the class** as best as possible. Take the time to really know their strengths and weaknesses.

("How to Reduce Cheating in the Classroom," by Jan Cast, 2007)

65



Be accessible & offer help sessions

- **Offer weekly extra help sessions** before and after school.
- **Give a test review.** Going over the material that is expected to be understood will help prepare the students for the test.

("How to Reduce Cheating in the Classroom," by Jan Cast, 2007)

66



Well-designed Syllabus

- Craft course objectives carefully
- Identify behavioral objectives
- Define academically inappropriate behavior
- Identify institutional policies for dishonest behavior
- Identify reasons to be honest
- Discuss the relevance of the course material

Designing Online Courses to Discourage Dishonesty: Incorporate a multilayer approach to promote honest student learning by Barbara Christe. Educause Quarterly, No. 4, 2003 (pp. 54-58).

67



- Describe monitoring/technology tools available to ensure compliance with course guidelines
- Assess student preparedness to begin the class
- Establish deadlines
- Explain what procedures and consequences are in place for problems that commonly arise
- Designing Online Courses to Discourage

Dishonesty: Incorporate a multilayer approach to promote honest student learning by Barbara Christe. Educause Quarterly, No. 4, 2003 (pp. 54-58).

68



Make tests not too hard and not too easy

“Make the assessment a learning experience. Overly difficult or overly easy tests tend to encourage cheating because the student doesn't see the point, so instructors should avoid them.”

Cheating in Online Student Assessment: Beyond Plagiarism
by NC Rowe – 2004,
www.westga.edu/~distance/ojdl/summer72/rowe72.html

69



Open-ended (constructed) response

“Use constructed-response test formats..”

(Cheating in Online Student Assessment: Beyond Plagiarism by NC Rowe – 2004, www.westga.edu/~distance/ojdl/summer72/rowe72.html)

When appropriate, employ multiple types of test questions, and make use of open ended critical thinking questions that will elicit a variety of answers.

70



Entrapment

“Entrapment. Though Cizek does not mention it, a useful way to catch the stealing of tests and answers is to plant fake tests in possibly accessible places, like on the grading server, while keeping the true test offline until test time.”

Cheating in Online Student Assessment: Beyond Plagiarism
by NC Rowe – 2004, www.westga.edu/~distance/ojdl/summer72/rowe72.html

71



Undercover test takers

Pearson VUE and Cisco officials declined to reveal more details, but added they will also deploy undercover test takers” (Baron, 2008).

72



Prohibit handheld devices

Control the assessment situation. Prohibit all handheld devices (calculators, personal organizers, pagers, cell phones, headphones, etc.) since all can store and transmit information from outside the assessment room (Lathrop and Foss, 2000).

Cheating in Online Student Assessment: Beyond Plagiarism
by NC Rowe – 2004, www.westga.edu/~distance/ojdl/summer72/rowe72.html

73



Plagiarism Detection Software Systems

Free

- CopyTracker
- Plagium
- See Sources
- eTBLAST
- Chimpisky

Commercial

- Plagiarismdetect
- Copyscape
- Plagiarismscanner
- Turnitin

74



Zero-tolerance

On the FCAT test in Florida “a new statewide policy requires school administrators to throw out a kid’s exam if an electronic device is ‘within reach.’ While the rules in previous years gave principals and proctors some leeway in their punishment, ‘concerns based on recent security violations’ have forced the state to adopt the **zero-tolerance procedure . . .**” (“No Phones,” 2008).

75



Different versions of the test

- Distribute different versions of the same test. OR, order the questions differently on different versions of the test.
- Computer Adaptive Testing

76



Remoteproctor—Integrated Systems



77



Comprehensive Systems

Worldwide Secure Network
Through our partnership with Akamai Technologies, Kryterion offers the most secure network available, ensuring your data remains trusted and private, while being accessible in real time at the click of a button. [Learn More >](#)

Keystroke Biometrics
Your keystroke signature is unique and as identifiable as a fingerprint. We offer a full biometric profile as part of our standard Online Proctoring service. [Learn More >](#)

Photo Matching Authentication
Do you know who your testers are? With Kryterion's photo matching technology, ensuring proper test taker authentication has never been easier. [Learn More >](#)

System Lockdown
Our patent pending lockdown technology completely disables the test taker's ability to control their system - creating a truly locked down station. [Learn More >](#)

Security Monitoring
Whether your program needs live, recorded, or room video monitoring, our advanced video surveillance services will meet your security monitoring needs. [Learn More >](#)

Data Forensics
Through our partnership with Caveon™, a leading test security firm, Kryterion offers a full suite of forensic and security analysis. [Learn More >](#)

http://www.kryteriononline.com/testing_platform/security/

78

Magna Online Seminar

Professional Online Proctoring

Behavior Alerts
Our proctors are highly trained to detect any unusual behavior from test takers.

Learn More >

Live Video Monitoring
Our full service online proctoring system provides real time monitoring with remote Kryterion Certified Proctors. It's as if the proctor is in the room with the test taker but only better!

Learn More >

Secure Authentication
Kryterion offers the most secure authentication protocols in the industry.

Learn More >

Secure Delivery
Only Kryterion takes complete control of the test taker's workstation - transforming their home PC into a complete test center environment.

Learn More >

Session Reviews
Every online proctored event is recorded and a complete session review is available 24/7.

Learn More >

Special Accommodations
Online proctoring can be delivered directly to the home of the special needs student and is equipped with user friendly online tools.

Learn More >

http://www.kryteriononline.com/delivery_options/online_proctoring/

79

Magna Online Seminar

Cheat-resistant software

http://www.examsoft.com/main/index.php?option=com_content&view=article&id=5&Itemid=20

SofTest™ gives exam takers the opportunity to take their important exams on any computer—including their own laptop. Exam takers have become accustomed to performing a wide range of critical tasks on computers, but administrators of high stakes exams cannot allow these exams to be compromised by the vulnerabilities of most computer-based testing solutions.

SofTest™ gives exam takers the benefits and convenience of computer based testing, while giving administrators (and exam takers who also benefit from exam integrity) the comfort of market-leading exam security.

SofTest™ OVERVIEW

- Convenience of computer use for exam taking
- Protection of exam integrity (i.e. security & reliability)
- Flexibility to administer exam anytime / anywhere
- Ease of use

SofTest™ Features

- Complete computer lockdown
- Individual file signatures
- Redundant data backup
- Extensive exam-activity audit trail
- Multilayer file encryption
- Elimination of internet vulnerability

80

Magna Online Seminar

Search Technology (Web Patrol)

What kind of sites does Caveon Web Patrol monitor?

Caveon Web Patrol uses both **search technology and trained individuals to locate web sites** that represent a risk to the security of your test program

© Caveon Test Security

81

Magna Online Seminar

Data Forensics

Caveon statisticians and psychometricians have developed and continue to develop proprietary statistical tools and methods that are particularly sensitive to aberrant test-taker patterns.

Caveon Data Forensics returns three basic types of detailed reports: 1. Temporal Report; 2. Geographical Report; 3. Examinee Report

82

Magna Online Seminar

Lawsuits against Brindumps

"GMAC, the not-for-profit body that owns the exam, announced in June that it had won a court order to shut down **Scoretop**, a website it had accused of improperly featuring questions still being used in the computerised exam" (Jones, 2008).

83

Magna Online Seminar

"Many things is the short answer to what to do to ensure student honesty"

Designing Online Courses to Discourage Dishonesty: Incorporate a multilayer approach to promote honest student learning by Barbara Christe. *Educause Quarterly*, No. 4, 2003 (pp. 54-58).

84



Thank you!
Questions? Comments?

Contact Scott.Howell@byu.edu

Go to "OJDLA" and/or "CAVEON" for academic
and news articles



We would like to hear from you!

Please tell us what you think by completing
our evaluation form:

<http://www.surveymonkey.com/s/101310>

The New (and Old) News about Cheating for Distance Educators

Scott L. Howell
Brigham Young University
scott.howell@byu.edu

Don Sorensen
Caveon Test Security
don.sorensen@caveon.com

Holly Rose Tippetts
Brigham Young University
holly.tippetts@byu.edu

Abstract

Those in distance education are faced with a formidable challenge to ensure the identity of test takers and integrity of exam results, especially since students are physically removed from the classroom and distributed across the globe. This news digest will provide distance educators not only with a better understanding and awareness of issues surrounding cheating but also suggest solutions that might be adopted to help mitigate cheating in their programs. While technologies, including “braindump” Web sites and cell phones, are associated with the more common cheating behaviors today, the problem of cheating will always beleaguer distance educators; it is their responsibility to stay current on latest developments in the field of academic dishonesty, employ fitting interventions to mitigate cheating, and do everything possible to preserve the integrity of distance education.

Introduction

While many distance educators know they need to protect the integrity of their programs and prevent cheating whenever possible, few, if any, want to spend the necessary time or resources required to prevent and detect cheating. Confronting cheaters and spending resources on deterrents, detection, and discipline is not why distance educators go to work each day. However, this responsibility to stay current on old and new ways of cheating is receiving more attention at professional conferences as accreditation and legislative bodies codify expectations for distance education. For the past 10 years regional accrediting bodies have required programs to “ensure the integrity of student work,” (Accreditation Handbook, 2003, p. 47) and on August 14, 2008 Congress reauthorized the Higher Education Act with this provision: “an institution that offers distance education to have processes through which the institution establishes that the student who registers in a distance education course or program *is the same student* who participates in and completes the program and receives the academic credit” (Carter, b, 2008, italics added for emphasis).

This article is based on information gathered from 142 world news articles and digested by Don Sorensen, vice president of marketing for Caveon Test Security Systems, in 21 *Cheating in the News* newsletters archived at http://www.caveon.com/resources_news.htm. Approximately 7,700 individuals subscribe to this free, biweekly e-mail newsletter digest.

The authors delimited findings from newsletters dated January 2008 to July 2009 even though the archive has e-newsletters back to February 13, 2004, for three reasons: (1) hyperlink accessibility to original news sources was less reliable any farther back than two years, (2) most current news on cheating is from the past year or two, and (3) to make the study more manageable.

Purpose

This article seeks to summarize findings relevant to the question “is it the same student” taken from over a hundred recent news articles about cheating. The synthesis of the news articles resulted in ten topics that all begin with the word “*how*”: (1) *how* much media coverage cheating is receiving; (2) *how* much cheating exists—and is

increasing; (3) *how* cheating occurs in all institutional sectors: K-12, higher education, business, and government; (4) *how* an academic field and business niche for academic dishonesty has emerged; (5) *how* new terminology is used to describe cheating nuances; (6) *how* assorted are the types of cheaters; (7) *how* students and test makers react when cheating occurs; (8) *how* varied are the institutional consequences for cheating; (9) *how* students are cheating; and (10) *how* institutions are combating cheating.

How much media coverage cheating is receiving

The newsletter author, Don Sorensen, indicated that for every 10 articles his news aggregator gathered from across the Web using keyword terms “cheating,” “test fraud,” “exam fraud,” “exam cheating,” “test cheating,” and “certification cheating” he selected and reported on one. If the ten-to-one reporting ratio is extrapolated to 142 news articles approximately 1,420 (142 X 10) news articles appeared on cheating during the past 18 month period alone.

Frankly, it is surprising to discover that *Cheating in the News* even exists and that it digests just a few of the hundreds of news articles written about cheating each year. Of the 142 articles extant at the time of this writing 88 were from the United States and 54 from international sources. Furthermore, these news articles appeared in some of the more notable newspapers. In descending order of frequency, those media outlets from which three or more articles were extracted are listed with number of instances parenthetically noted: *Network World* (8), *China View* (7), *Boston Globe* (6), *Business Week* (5), *Wall Street Journal* (4), *U.S. News and World Report* (3), *New York Times* (3), *Dallas Morning News* (3), and *eSchool News* (3).

How much cheating exists—and is increasing

Nearly every other issue of *Cheating in the News* included another study about how much cheating occurs and in many instances how it is increasing. While experimental designs, research criteria and assumptions, sample sizes, and individuals studied were different, they found widespread cheating.

The most significant studies identified in the news follow:

- *School Library Journal* disclosed that “A whopping 95 percent of high school students say they’ve cheated during the course of their education . . .” (Oleck, 2008).
- Another national survey covering 2001 to 2008 revealed that “94 percent admitted to cheating in some form or another. Sixty-five percent of students confessed to cheating on a test; more than half admitted to plagiarism. . . .” (“Classroom Fraud,” 2008).
- The *U.S. News and World Report* (June 23, 2009) reported that “more than one third of teens with cellphones admit to having stored information on them to look at during a test or texting friends about answers”. As disturbing as this finding is, the same study also reported that only 3 percent of parents “believe their own teen is using a cellphone to cheat” even though 75 percent of them assumed that cheating was taking place at their children’s school (Miners, 2009).
- ABC News ran a story that cited results from a national survey conducted by Rutgers’ Management Education Center in which “an estimated two-thirds of all high school students admit to ‘serious’ academic cheating. . . .” (James, 2008).
- The Josephson Institute in Los Angeles conducted its own national survey by randomly selecting 100 different high schools in 2008 from which students were asked if they had cheated or plagiarized; a total of 64 percent of the students (up from 60 percent in 2006) said they cheated on a test and 36 percent (up from 33 percent in 2006) had plagiarized an assignment (Ramírez, 2008).
- A *Christian Science Monitor* article by Michael Laser, author *Cheaters*, written for teenagers stated: “According to one survey, 60 percent of high school students admitted to cheating on a test over the past year. We’re swimming in a sea of cheating . . .” (Laser, 2008).
- Research from Pennsylvania State, Rutgers, and Washington State universities determined that “56 percent of the graduate business students and 47 percent of the nonbusiness graduate students admitted to cheating one or more times in the past year” (“College Cheating”, 2008).
- A major technology company conducted a study that revealed “thousands of people worldwide are cheating on certification exams for coveted jobs” (Baron, 2008). Another article considered stolen certification tests an “epidemic” (“Stolen Tests,” 2008).
- One of Cambodia’s major newspapers reported that “rampant cheating at high school exams this year has forced the government to investigate the widespread practice of students paying their teachers for test

answers” (“Exam Cheats,” 2008).

- In South Wales, a news source revealed that “more than 800 students have been caught cheating at universities in South Wales since 2005 . . .” (Sharkey, 2008).
- In Scottish schools, cheating had risen by 21 percent during a one-year period from 2006 to 2007 (“Cheating in Scottish,” 2008).
- Finally, authorities in China caught over 2,000 cheaters out of 10.2 million test takers who took the countrywide college entrance exam earlier in 2009 (Yan, 2009).

Cheating is more prevalent than most realize, especially to parents (97 %) who do not realize their own children may be part of the one-third who use cell phones to cheat. While the results of some of these studies may contradict numbers and percentages, they all tell the same story: cheating is prevalent and on the rise.

How cheating occurs in all institutional sectors: K–12, higher education, business, and government

Cheating is a worldwide problem for not only K–12 and higher education, but also for governments and corporations. Some typical examples of cheating across these different settings follow:

- *K–12*—“Students whose Advanced Placement tests were thrown out because of irregularities and cheating at a Mission Hills testing site will have to retake the tests, a judge ordered Wednesday,” (“OC Court,” 2008);
- *higher education*—“Florida State University’s athletic department is on probation for four years as punishment for a cheating scandal,” (Hitchcock, 2008);
- *corporate*—“Don’t judge a developer by his or her certifications. Cheaters are coordinated, and the answers to exams are easily located on the Web,” (Worthington, 2009); and
- *government*—“D.C. officials are investigating allegations that rescue workers cheated on a certification exam for emergency medical technicians at a Maryland testing facility, . . .” (C. Williams, 2009) and “a dozen State Highway Patrol troopers, including 11 from the Canton post, have been fired for cheating on a certification test for drunken-driving detection devices, (Martin, 2008).

How an academic field and business niche for academic dishonesty has emerged

Cheating is now the subject of academic research, and preventing cheating the mission of companies. Caveon Test Security, the company that sponsors and creates the newsletter *Cheating in the News* states on its Web site that “Caveon is the first test-security firm to offer protection against test piracy and cheating. Using proprietary detection services, we identify breaches, offer remediation services to halt and prosecute abuses of sensitive test information, and provide prevention services to help secure your testing programs from further compromise” (<http://www.caveon.com/services/services.htm>). While it considers itself the first test security firm in existence, many others also provide services to prevent and identify cheating.

One of the news articles reported on the academic work of Dr. Donald McCabe, a professor from Rutgers University who “has studied cheating and plagiarism among undergraduate and graduate business students”; he concluded that penalties should match the intent of the cheater but also acknowledges it is a “difficult position [to evaluate] the individual motivation of each student” (Mintz, 2008). Another article introduced Dr. Jason Stephens, an assistant professor of educational technology at the University of Connecticut, as “a rising star in the field of academic dishonesty” who conducted a national survey on cheating and who also “thinks he has an answer for what he describes as a cheating epidemic” (“Researcher Studies,” 2008). And in yet another the reader learns about interventions set forth to prevent cheating in the state of Texas by a Canadian professor, Dr. George Wesolowsky, “who studies cheating” (Hacker, 2008). Finally, a university newspaper announced that David Callahan, author of the book *The Cheating Culture*, would speak to faculty and students (de Stefano, 2008).

How new terminology is used to describe cheating nuances

These news articles introduced unfamiliar cheating jargon to some of the authors. Terms include “invigilator” for a test proctor (“Student Opens Fire,” 2008), “organized cheating” for a group of cheaters who conspire to cheat together (“Law to Curb Exam” 2008), and “leaked” to describe answers and papers made available to students through a test authority or educator before the test is administered (Seuraj, 2009).

However, the most frequently used unfamiliar term was “braindump” (R. Williams, 2008; “Stolen Tests,” 2008). To truly understand the cheating industry it is necessary to know the term “braindump.” They are active businesses, typically managed online, that provide students with studying services; they often guarantee candidates passing scores. Many study Web sites, such as Cramster and Course Hero, are developed to help students study (Chaker, 2009). However, debate continues over whether or not these sites, or aspects of them, enable cheating. Questions arise over students’ accessibility to previous tests and questions, homework solutions to textbooks assignments, step-by-step solutions, and graded essays. Subscription to these braindump sites is increasing and, simultaneously, so is concern by test developers over copyright infringements.

Some professors and teachers disagree with such sites’ functions and purposes while other educators use them as learning tools for themselves as well as their students (“Two Teachers,” 2009). One such online resource that straddles the line between resourceful study tool and braindump is the Facebook application “Let’s Cram.” In an article concerning the application, Karl Walter states, “Education chiefs have slammed the idea [Let’s Cram] as dangerous, as children using the application get questions answered for them, resulting in them not learning anything” (Walderman, 2009). Some universities have regulated the material and resources employed on individual sites and yet business for such sites is profitable and more students are using them.

Jargon is also used to describe various cheaters. There are several terms used to describe a cheater’s cheater who stands in for a student scheduled for the examination: proxy (Rafter, 2008), impersonator, non available candidate (Ozordi, 2009), or gunmen and hired hands (“Stolen Tests,” 2008). It is evident from the cheating jargon that cheaters are more than just the students who should be taking the test—hence, the question asked of distance educators by many: “is it the same student?”

How assorted are the types of cheaters

It would be narrow-minded to think that students are the only ones cheating. Granted, a large portion of cheaters consists primarily of students and their peers copying papers, texting, or using questionable online resources, but the percentage of cases that involve a teacher, business, potential employee, employer, test authority, or parent is also significant. Interestingly, the majority of entities reporting such situations occurred outside of the United States, especially where school exams and tests have a much greater bearing on college placement and career employment. In China, for example, where student population is high and acceptance to college greatly affects an individual’s future career, it is a matter of utmost importance that students perform well on their exams.

An article from China’s *People’s Daily Online*, concerned two teachers and 29 students using technological cheating devices during the national college entrance examination. One of the teachers, Liu Yanhua, confessed that for a fee, she would help children cheat (“Two Teachers,” 2009). It was not disclosed whether the Web site from which Liu obtained the cheating devices was specifically advertised and setup to encourage cheating. However, other articles from the Caveon Archives report selling cheating devices and techniques as a lucrative business plan (Wang, 2008). Reports have emerged of large organizations being formed involving complex plans. Another article reported a city official who helped 27 students cheat by giving “commission fees” to police officers (Gao, 2008).

News articles from countries that place high priority on school exams for university placement also reported a higher number of types of people involved in cheating. This is congruent with a specific study done on cheating that reported honor students and high-GPA students as more likely to cheat than average and struggling students because the pressure to succeed, compete, and perform is greater (Berry, 2009). This would also explain why quite a few articles concerning graduate school tests, such as GMAT, reported a high number of cheaters. A survey of more than 200,000 covering a 19-year period concluded that “those in business school cheat more than their peers in other disciplines” (Hechinger, 2008). Many graduate students will hire proxies, who have made a business of impersonating students, to sit the exams. The Wall Street Journal reported on business graduates paying \$3,000 each for a proxy test-taker.

How students and test makers react when cheating occurs

Another surprising finding from reviewing these news articles was how the accused, and those accusing, reacted. The news stories reveal how canceled scores, lawsuits, riots, gunplay, and more have resulted. Some reactions follow:

- In Bihar (eastern India), hundreds of law students “turned violent, shouted slogans and boycotted the exam” when “they were not allowed to carry books and mobile phones inside the examination centre” (“Denied Right,” 2008), and in Karachi, Pakistan, an “MA student drew a pistol and fired after an invigilator caught him cheating during an examination” (“Student Opens Fire,” 2008).
- Another common reaction was lawsuits. A high school student at Hanover High School in New Hampshire “su[ed] the police and school officials of violating federal laws protecting students’ privacy” as a result of being caught cheating (Jamison, 2008); another high school student at Jeffersonville High School in Indiana sued the school district to allow her to still graduate even though her passing score had been voided for cheating. Microsoft sued a company in Pakistan for illegally copying and distributing its certification exams across 69 different Web sites (Rafter, 2008); 13 dental students from UCLA sued the American Dental Association for voiding their scores on an earlier exam for helping other students take the exam (Genova, 2008).
- Sadly, a few incidents also included students harming themselves after being caught or being accused of cheating (“Caught Copying,” 2009; Chen, 2008).
- A common reaction by testmakers to help protect the integrity of their exams is to void scores of cheaters. Educational Testing Services, who owns Advancement Placement (AP) exams, “voided . . . [scores for] about 400 students” at a high school in Orange County, California (Mehta, 2008), and for another 42 students at Trabuco Hills High School in California (“OC Court,” 2008); the ACT Testing Agency may do the same for a group of students who are accused of cheating on the ACT exam at a Los Angeles high school (“Cheating on ACT,” 2008).

While some cheaters acknowledge their cheating, many do not, but in those stories digested in *Cheating in the News* it was evident that the reactions were varied and significant.

How varied are the institutional consequences for cheating

In these news articles the consequences for cheating ranged from nothing to imprisonment with probation, expulsion, fines, and cancelled scores in between. A no-consequence example was reported by Gulfnews.com wherein a student disclosed that “many of [his] colleagues just copy and paste data from the internet for their projects and assignments and what’s worse, some teachers realise [sic] this but choose to turn a blind eye” (Najami, 2009). An imprisonment example came from China where parents and teachers involved in helping students cheat were sentenced up to three years for helping students cheat (Branigan, 2009).

Two contrasting instances involving cheating students and the judiciary were cited elsewhere: (1) two university students in the Caribbean who used a leaked exam to prepare for the Caribbean Advanced Proficiency Test received a \$1000 fine and were sentenced to six-months in prison (Seuraj, 2009); and (2) in New Delhi a local magistrate determined that those university students brought before the court for cheating were too young to imprison and, hence, “forgave” them. (The judge did reprimand the parents for poor rearing and the students were debarred from the institution but allowed to enroll at another institution [Saxena, 2009]).

Many are the instances of consequences from these articles where consequences were somewhere between the two extremes of imprisonment and nothing: (1) Philadelphia Temple University’s academic honor code allows professors to use their own discretion when dealing with cheating students (Berry, 2009) and, (2) one student was disqualified from the GMAT after bragging online how a site helped him cheat. Business school administrators are evaluating students’ use of the site in order to determine whether they also will be disqualified and possibly banned from taking the exam in the future (Levy & Lawyue, 2008).

How students are cheating

While the prevalence of cheating was the most surprising finding from this study, the methods of cheating were next most surprising. The news articles made it evident that the newest methods of cheating utilize technologies but that old ways are still commonplace and widely popular. The most common method of cheating in these news articles was the use of “braindumps” which was defined earlier in the terminology section.

Now, the most current cheating methods represented in the news articles:

- Mobile phones and iPods. Students record answers and crib notes on their phones, text each other answers to questions with their phones, and then take photographs of exams and transmit them to others using

their phones. One country even banned students wearing mobile phone wristwatches from examination centers because of an earlier cheating incident (“Watch Out,” 2008). The most recent newsletter received at the time of this writing featured two separate studies about the increasing use of cell phones to cheat: one study (Miners, 2009) said a third of teens use cell phones to cheat and the other study (Stansbury, 2009) said 52 percent admitted using their cell phone to cheat in one way or another. (See also “Denied ‘right’,” 2008; Guodong, 2008; “Prairie View,” 2008; White, 2009; Prego, 2009.)

- **Braindumps.** One article may have said it best: “Braindumps come in many styles, all of which are variations on the questions and answers that have been stolen from the actual exams. When we started warning people about braindumps, they were merely questions and answers or Q&A with explanations. They have since evolved into a much more complex and almost convincing form that many individuals would find hard to believe are braindumps” (R. Williams, 2008). One article reported that a professor from Indiana State University learned that her test questions were for sale on e-Bay (Loughlin, 2008). (See also “University discovers,” 2008; R. Williams, 2008; Lavelle, L. 2008; Veroff, 2008; Muller, R. 2008; Mintz, P. 2008; Jones, 2008; Carter, a 2008; Sharkey, 2008; Musthaler, 2008, A; Brodtkin, 2008; Augustin, 2008; Macsai, 2008; Nadami, 2009; Worthington, 2009; Chaker, 2009; Foderaro, 2009)
- **Organized cheating.** Whenever a group of collaborate to cheat by taking a test for hire or making other illegal arrangements, e.g., bribery, robbery, it may be considered “organized cheating.” A news story from India reported that a “cheating mafia” had infiltrated about 400 schools, controlled proctors, and were able to do a number of other things necessary to “make sure you pass.” Another cheating ring was exposed in Peru involving 13 people who charged students \$1,200 for help cheating on the university entrance exam (Ruiz, 2008). A news article in Cambodia revealed that some students bribe their teachers with money for answers to tests (“Exam cheats force,” 2008); and one in Moscow revealed the same form of bribery (about \$200 to have a grade rigged on a final exam) at the regional university (Malpas, 2008).
- **Wireless earpieces and high-tech radio transmitters.** In Great Britain a news source revealed that “Bluetooth technology [is] being used to cheat during British citizenship exams” and that “Test centres have been cautioned about the use of hi-tech equipment concealed under headphones” (Quinn, 2008); in China a similar technique was used by a “ring [that] involved at least 33 people” (Hongjiang, 2008).
- **Traditional methods.** One news article reported “the use of notes” as still a common method (“Cheating in Scottish,” 2008); sharing copies of a test with colleagues (“12 in Ohio,” 2008); turning a soda bottle wrapper into a cheat sheet (“YouTube tests,” 2008); “long-sleeved shirt method” (Najami, 2009); “1. writing on tables before the examination, 2. writing on thighs (female pupils), . . . 3. writing on small sticky white papers. Female pupils hide them in their headscarves, sleeves, . . . they are also hidden in calculators, caps of pens. 4. Writing on hands, fingers or palms. 5. Get shops to type answers on small sheets of paper which are hidden easily. 6. Keeping torn portions from chapters under the answer sheet” (Najami, 2009).
- **HT cheat sites.** Some news stories revealed online sources for students to access that teach students how to cheat. Three stories covered sources for learning how to cheat: one using YouTube, (“YouTube tests,” 2008); another a Social Networking Site, (Goens, 2008); and the last using Facebook, (Walderman, 2009).

How institutions are combating cheating

So how much money is an institution willing to spend to prevent cheating? The U.S. Army budgeted six million dollars to employ procedures and devices to help mitigate cheating among the country’s soldiers (Bender, 2008). Is that enough money to prevent cheating, especially when one cheating company alone “grosses an estimated ten million annually” (Baron, 2008)? In some sectors and parts of the world cheating is not only a common practice but also a big business.

This section will share some of the interventions used by institutions to mitigate cheating—and not all of them cost millions. While some of the methods employ devices others use procedures and policies and some use both types. Institutions and policymakers choose from a variety of methods that best fit philosophy and circumstance.

- **The “Honor System”.** A high school principal from New Jersey said: “If you have a culture in your school where . . . there is an expectation that students are honest about their academic achievements, where students and the administration promote it, I think you decrease the opportunities for students to cheat” (Miners, 2009). In Texas testing officials introduced a new approach to mitigate cheating by inviting students to sign pledges that they will not cheat along with other measures including “random monitors and seating charts” (Hacker, 2008) “Experts also say that if teachers hold open discussions, issue warnings, and present guidelines for taking tests and writing papers, kids will be more hesitant about

cheating” (Miners, 2009) (See also “Destined to cheat,” 2008; Rivera, 2008; Loughlin, 2008; Warnock, 2008; Kwool, 2009; Zetter, 2009; White, 2009; Wood, 2009).

- **Banning/controlling electronic devices.** On the FCAT test in Florida “a new statewide policy requires school administrators to throw out a kid’s exam if an electronic device is ‘within reach.’ While the rules in previous years gave principals and proctors some leeway in their punishment, ‘concerns based on recent security violations’ have forced the state to adopt the zero-tolerance procedure . . .” (“No Phones,” 2008).
- **Photo and/or government identification.** Prospective graduate students taking the Graduate Record Examinations (GRE) must show government-issued identification (Hechinger, 2008). At some large corporations, “those taking tests will have their photos taken and digitally stored with their test scores in a database, allowing potential employers to match results with the photo. Pearson VUE and Cisco officials declined to reveal more details, but added they will also deploy undercover test takers” (Baron, 2008).
- **Fingerprinting and palm vein scanning.** Some of the larger professional admission tests now require fingerprints to validate the identity of test takers. The Medical College Admission Test (MCAT) uses digital fingerprinting and the Law School Admission Test (LSAT) uses more traditional fingerprinting methods (Hechinger, 2008). Those who take the Graduate Management Admission Test (GMAT) will be required to “undergo a ‘palm vein’ scan, which takes an infrared picture of the blood coursing through their hands. The image—which resembles a highway interchange in a major city—is unique to every individual. The scans are used widely in Japan among users of automated teller machines but only recently have appeared in the U.S.” (Hechinger, 2008).
- **Commercial security systems.** Some sophisticated systems provided by companies now integrate a number of test security services. Four of the systems identified in these readings follow: (1) Secureexam Remote Proctor, “it’s about the size of a large paperweight and plugs into a standard port on a home computer. The pedestal includes a groove for scanning fingerprints, a tiny microphone, and a camera. The sphere reflects a 360-degree view around the test taker, which the camera picks up. Students are recorded during exams, and anything suspicious—such as someone else’s presence or voice in the room—is flagged” (Foster, 2008); (2) “World Campus, the online arm of the Pennsylvania State University system, is testing another system called Webassessor. It uses proctors, Web cameras, and software that recognizes students’ typing styles, such as their speed and whether they pause between certain letters. Students purchase the cameras for \$50 to \$80 apiece. They allow proctors to view a student’s face, keyboard, and workspace” (Foster, 2008); (3) The Phoenix-based provider of the system, Kryterion Inc., employs proctors who remotely observe and listen to as many as 50 students at a time. If the keystroke pattern of a student who is taking an exam does not match the one he or she provided at registration, or if the image of a student taking an exam does not match a digital photograph that the student provided at enrollment, then the student cannot start the exam. A proctor can also stop a student who is acting suspiciously from completing an exam. Students must have a broadband connection to use the service” (Foster, 2008). In China “video cameras will be installed in almost 60,000 test centers around the country to prevent students cheating in the national college entrance examination, . . .” (“Exam Cheats,” 2009) and (4) “Several other universities are forming partnerships with Acxiom Corporation. The company’s system relies on test takers’ answering detailed, personal “challenge” questions. Acxiom, based in Little Rock, Ark., gathers information from a variety of databases, including criminal files and property records. The company uses the data to ask students questions, such as streets they lived on, house numbers, and previous employers. If students answer the questions correctly, they proceed to the exams” (Foster, 2008); (5) In the corporate world of certification CISCO has now made available to companies who hire their certified engineers a simulation software that retests applicants at the company site to validate further the applicant’s qualifications (Duffy, 2008).
- **Cheat-resistant laptops.** “At the University of Central Florida, for instance, business students now take their tests on cheat-resistant computers in a supersecure testing center. UCF students report much less cheating than students at other campuses. ‘We’ve scared the living daylights out of them,’ explains Taylor Ellis, associate dean for undergraduate programs and technology at UCF’s college of business” (Miners, 2009). A very similar kind of approach is used in Norway where students take tests on laptops that restrict access to just the exam (Nickson, 2009).
- **Lawsuits.** In the corporate sector of certification testing big companies like Microsoft, Cisco, and others are now taking companies who offer “braindump” services and web sites to court. The lawsuits usually involve copyright law and though expensive, have met with success in holding these companies accountable and closing some of them (Guodong, 2008; Veroff, 2008) “GMAC, the not-for-profit body that owns the exam, announced in June that it had won a court order to shut down Scoretop, a website it had accused of improperly featuring questions still being used in the computerised exam” (Jones, 2008).
- **Computer-adaptive testing and randomized testing.** One of the most sophisticated but promising test security devices, not even necessarily developed with test security in mind, are large-scale exams that are

unique to each test taker. The exams are created in real time using statistical models that serve up different questions based on student ability measured on responses to previous questions. “Making the most of the latest advances in performance-based and computerized adaptive testing, and by following strong security procedures, Cisco makes sure that its certification holders have mastered the skills needed in today’s workplace” (“Cisco Certified,” 2008).. Randomization of items on tests is similar to unique items being served up on a computer adaptive exam but different in that no statistical sequence is utilized to select the next item. However, randomized items on a test can easily be delivered, even on a smaller scale, and not cost the institution as much to develop and administer. This method appears to be one that the U.S. Army is considering, according to another news article: “The new measures—including randomized test questions . . . are intended to combat the proliferation of Internet ‘sham school’ sites that help students cheat” (Bender, 2008).

- **Statistical analysis.** Some researchers and companies are beginning to introduce sophisticated statistical and mathematical models that help identify potential cheaters using “computer analysis to compare one candidate’s exam answers with the typical behavior of other candidates’ responses. . . . We now have techniques which can give a strong statistical indication of whether someone has cheated or not” (“Uni has ways,” 2008). The company that issues *Cheating in the News* also uses statistical analysis modeling: “Caveon would use the science of item response theory to calculate the probabilities that two people worked together or didn’t take the test independently. . . . Microsoft has said . . . that forensics analysis is so accurate that it will be used as the sole evidence for enforcement actions, including a permanent ban from certification” (Musthaler, 2008).

Conclusion

Unfortunately, cheating is pervasive and on the rise throughout the world. Those in distance education are faced with a formidable challenge to ensure the identity of test takers and integrity of exam results, especially since students are physically removed from the classroom and distributed across the globe. This news digest will provide distance educators not only with a better understanding and awareness of issues surrounding cheating but also suggest solutions that might be adopted to help mitigate cheating in their programs. While technologies, including “braindump” Web sites and cell phones, are the more common cheating behaviors today, the problem of cheating will always beleaguer distance educators; it is their responsibility to stay current on latest developments in the field of academic dishonesty, employ fitting interventions to mitigate cheating, and do everything possible to preserve the integrity of distance education.

References

- 12 in Ohio patrol face firing in probe. (2008, August 26). Ohio.com. Retrieved from <http://www.ohio.com/news/27506104.html>
- Accreditation Handbook, (2003). Northwest Commission on Colleges and Universities, Redmond, WA.
- Augustin, R. (2008, October 2). Postyourtest.com: study tool or cheating site? JackCentral. Retrieved from <http://jackcentral.com/news/2008/10/postyourtestcom-study-tool-or-cheating-site/>
- Baron, K., Wirzbicki, A. (2008, July 22). Study confirms widespread cheating on job exams. Boston.com. Retrieved from http://www.boston.com/jobs/news/articles/2008/07/22/study_confirms_widespread_cheating_on_job_exams/
- Bender, B. (2008, March 4). Army to revise online courses to stop cheaters. Boston.com. Retrieved from http://www.boston.com/news/nation/washington/articles/2008/03/04/army_to_revise_online_courses_to_stop_cheaters/
- Berry, C. (2009, March 10). Study: Honor students more likely to cheat. The Temple News. Retrieved from <http://temple-news.com/2009/03/10/study-honor-students-more-likely-to-cheat/>
- Branigan, T. (2009, April 3). China jails teachers and parents for hi-tech exam cheating. Guardian. Retrieved from <http://www.guardian.co.uk/world/2009/apr/03/china-jails-exam-cheats>
- Brodkin, J. (2008, September 3). Don't be fooled by suspicious test preparation Web sites. Network World. Retrieved from <http://www.networkworld.com/newsletters/edu/2008/090108ed1.html?hpg1=bn>
- Carter, D. (2008, August 11 a). Postyourtest.com raises ethical concerns. eSchool News. Retrieved from

<http://www.eschoolnews.com/news/top-news/news-by-subject/research/index.cfm?i=54822>

Carter, D. (2008, September 15b). New law aims to validate online learning. eSchool News. Retrieved from <http://www.eschoolnews.com/news/top-news/news-by-subject/legislation/index.cfm?i=55224>

'Caught copying' at SSC exam, girl jumps to death off terrace. (2009, March 17). Express India. Retrieved from <http://www.expressindia.com/latest-news/caught-copying-at-ssc-exam-girl-jumps-to-death-off-terrace/435351/>

Chaker, A. M. (2009, April 9). Do Study Sites Make the Grade. The Wall Street Journal. Retrieved from <http://online.wsj.com/article/SB123923520520403259.html>

Cheating in Scottish exam rose by 21 per cent last year. (2008, March 13). ATL. Abstract retrieved from http://www.caveon.com/archive_citn/CNews_3-13-08.htm

Cheating on ACT, SAT college entrance exams has few consequences. (2008, July 25). Los Angeles Times. Retrieved from http://www.caveon.com/archive_citn/CNews_7-25-08.htm

Chen, Q. (2008, December 30). Student jumps from 5th floor to prove innocent in English test. Shanghai Daily. Retrieved from http://www.shanghaidaily.com/sp/article/2008/200812/20081230/article_386470.htm

Cisco certified community builds on strength of program quality and rigor. (2008, April 30). CNNMoney.com. Abstract retrieved from http://www.caveon.com/archive_citn/CNews_4-30-08.htm

Classroom Fraud. (2008, October 3). Courant.com. Abstract retrieved from http://www.caveon.com/archive_citn/CNews_10-3-08.htm

College cheating is bad for business. (2008, September 24). Knowledge@W.P.Carey. Retrieved from <http://knowledge.wpcarey.asu.edu/article.cfm?articleid=1679>

De Stefano, B. (2008, September 9). Author explains moral deterioration in America. The Daily Toreador. Retrieved from <http://media.www.dailytoreador.com/media/storage/paper870/news/2008/09/09/LaVida/Author.Explains.Moral.Deterioration.In.America-3420695.shtml#5>

Denied 'right' to cheat, students go on rampage. (2008, February 2). Sify News. Retrieved from <http://sify.com/news/fullstory.php?id=14598820>

Exam cheats force review of teachers. (2008, August 28). The Phnom Penh Post. Abstract retrieved from http://www.caveon.com/archive_citn/CNews_8-28-08.htm

Destined to cheat? New research find free will can keep us honest. (2008, February 1). ScienceDaily. Retrieved from <http://www.sciencedaily.com/releases/2008/01/080129125354.htm>

Duffy, J. (2008, July 30). Cisco simulator can help thwart exam cheating. Networkworld. Retrieved from <http://www.networkworld.com/news/2008/073008-cisco-cheating.html>

Exam cheats to be caught on camera. (2009, June 5). China Daily. Retrieved from http://www.chinadaily.com.cn/china/2009-06/05/content_8251958.htm

Foderaro, L. (2009, May 20). Online study tools or university cheat sheets? International Herald Tribune.

Foster, A. L. (2008, July 25). New Systems Keep a Close Eye on Online Students at Home. The Chronicle of Higher Education. Retrieved from <http://chronicle.com/article/New-Systems-Keep-a-Close-Eye/22559>

Gao, Y. (2008, June 30). Official seized for cheating fraud in China's college exam. China View. Retrieved from http://news.xinhuanet.com/english/2008-06/30/content_8466048.htm

Genova, W. (2008, January 24). California Students Sue Dental Association Over Exam Cheating Row. All Headline News. Retrieved from <http://www.allheadlinenews.com/articles/7009816006>

Goens, M. (2008, December 14). Where's the integrity in our schools? TimesDaily.com. Retrieved from http://www.timesdaily.com/article/20081214/ARTICLES/812140350?Title=Where_s_the_integrity_in_our_schools

- Guodong, D. (2008, June 6). China vows severe punishment for cheating in college entrance exam. Chinaview.cn. Retrieved from http://news.xinhuanet.com/english/2008-06/06/content_8322663.htm
- Hacker, H. K. (2008, March 4). Texas steps up security to prevent cheating on TAKS tests. Dallas News. Retrieved from http://www.dallasnews.com/sharedcontent/dws/news/localnews/stories/DN-takssecurity_04met.ART.State.Edition2.468823a.html
- Hechinger, J. (2008, July 22). Business Schools Try Palm Scans To Finger Cheats. The Wall Street Journal. Retrieved from http://online.wsj.com/article/SB121669545112672811.html?mod=googlenews_wsj%20
- Hitchcock, M. (2008, March 11). Bad behavior among teens a growing concern. News 8 Austin. Retrieved from <http://www.news8austin.com/content/headlines/?ArID=202461&SecID=2D>
- Hongjiang, W. (2008, July 6). High-tech exam cheat caught using radios in E China. Chinaview.cn. Retrieved from http://news.xinhuanet.com/english/2008-07/06/content_8498856.htm
- James, S. D. (2008, February 29). Cheating Scandals Rock Three Top-Tier High Schools. ABC News. Retrieved from <http://abcnews.go.com/US/story?id=4362510&page=1>
- Jamison, P. (2008, April 11). Student sues after cheating inquiry. Concord Monitor. Retrieved from <http://www.concordmonitor.com/apps/pbcs.dll/article?AID=/20080411/NEWS01/804110379/1043/NEWS01>
- Jones, A. (2008, July 31). Podcast: beating the GMAT (without cheating). Financial Times. Retrieved from <http://blogs.ft.com/management/2008/07/31/podcast-beating-the-gmat-without-cheating/>
- Kleiner, C., Lord, M. (1999, November 11). The Cheating Game. U.S. News and World Report. Retrieved from http://www.usnews.com/usnews/culture/articles/991122/archive_002427.htm
- Kwoll, S. (2009, March 11). Academic integrity lost on students. The Omega. Retrieved from <http://www.theomega.ca/article/18442>
- Laser, M. (2008, April 28). To cheat or not to cheat. The Christian Science Monitor. Retrieved from <http://www.csmonitor.com/2008/0428/p09s02-coop.html>
- Lavelle, L. (2008, June 23). Shutting down a GMAT cheat sheet. BusinessWeek. http://www.businessweek.com/bschools/content/jun2008/bs20080623_153722.htm?chan=rss_topEmailedStories_ssi_5
- Law to curb exam cheating. (2009, January 25). China Daily. Retrieved from http://www.chinadaily.com.cn/china/2008-01/25/content_6420877.htm
- Levy, F., Lawyue, M. (2008, July 1) GMAT Scandal Has MBA Students Sweating. Business Week. Retrieved from http://www.businessweek.com/bschools/content/jul2008/bs2008071_278439.htm?chan=top+news_top+news+index_news+%2B+analysis
- Loughlin, Sue. (2008, March 18). ISU faculty member finds test answers for sale on eBay. TribStar.com. Retrieved from http://www.tribstar.com/news/local_story_078213134.html
- Macsai, D. (2008, November 23). Students share exams online. BusinessWeek. Retrieved from http://www.businessweek.com/bschools/content/nov2008/bs20081123_091062.htm?chan=top+news_top+news+index+-+temp_business+schools
- Malpas, A. (2008, September 5). A crisis brewing in the classrooms. TheMoscowTimes.com. Retrieved from <http://www.themoscowtimes.com/article/370680/index.html>
- Martin, M. (2008, September 10). Twelve state troopers fired for cheating. Cleveland.com. Retrieved from http://blog.cleveland.com/metro/2008/09/twelve_state_troopers_fired_fo.html
- Mehta, S. (2008, July 24). Testing group reveals why it voided AP exams of about 400 students at O. C. high school. Los Angeles Times. Retrieved from <http://articles.latimes.com/2008/jul/24/local/me-trabuco24>
- Miners, Z. (2009, June 23). One Third of Teens Use Cellphones to Cheat in School. U.S. News and World

Report. Retrieved from <http://www.usnews.com/blogs/on-education/2009/06/23/one-third-of-teens-use-cellphones-to-cheat-in-school.html>

Mintz, Phil. (2008, July 13). Business Schools Mull Scandal Options. BusinessWeek. Retrieved from http://www.businessweek.com/bschools/content/jul2008/bs20080713_728550.htm?chan=top+news_top+news+index_business+schools

Muller, R. (2008, July 24) What should the punishment be for cheating by a “Test-Center?” NetworkWorld. <http://www.networkworld.com/community/node/30299>

Musthaler, L. (A, 2008, September 1). Confessions of a cert cheat. NetworkWorld. Retrieved from <http://www.networkworld.com/news/2008/090108-cheaters-confess.html>.

Musthaler, L. (B, 2008, September 29). How data forensics help root out certification cheaters. NetworkWorld. Retrieved from <http://www.networkworld.com/newsletters/techexec/2008/092908techexec1.html>

Najami, S. A. (2009, January 5). Cheating in school exams goes hi-tech. Gulfnews.com. Retrieved from <http://www.gulfnews.com/nation/Education/10272851.html>

Nickson, C. (2009, May 5). Norway trials laptops for school exams. Digital Trends. Retrieved from <http://news.digitaltrends.com/news-article/19851/norway-trials-laptops-for-school-exams>

No phones allowed ‘within reach’ for FCATs. (2008, February 15). Palm Beach Coast. Abstract retrieved from http://www.caveon.com/archive_citn/CNews_2-15-08.htm

OC court orders students to retake AP tests. (2008, August 8). San Jose Mercury News. Abstract retrieved from http://www.caveon.com/archive_citn/CNews_8-8-08.htm

Oleck, J. (2008, March 10). Most High School Students Admit to Cheating. School Library Journal. Retrieved from <http://www.schoollibraryjournal.com/article/CA6539855.html>

Ozordi, C. (2009, February 12). Have N15,000 for special grades. Next. Retrieved from http://www.234next.com/csp/cms/sites/Next/News/Metro/3087564-147/Have_N15,000_for_special_grades.csp

“Prairie View says 11 nursing students caught cheating.” (2008, May 29). Dallas News. Retrieved from <http://www.dallasnews.com/sharedcontent/APStories/stories/D90V2CVO0.html>

Prego, R. (2008, May 1). The aging honor system. The Stute. Retrieved from <http://media.www.thestute.com/media/storage/paper1092/news/2009/05/01/Opinion/The-Aging-Honor-System-3724256.shtml#5>

Quinn, B. (2008, June 15). Citizenship answers sent via Bluetooth. TheObserver. Retrieved from <http://www.guardian.co.uk/technology/2008/jun/15/mobilephones.britishidentity>

Rafter, M. V. (2008, June). When Tests Go Bad. Workforce Management Retrieved from <http://www.workforce.com/section/10/feature/25/59/94/index.html>

Ramírez, E. (2008, December 2). Cheating on the Rise Among High School Students. U.S. News and World Report. Retrieved from <http://www.usnews.com/blogs/on-education/2008/12/02/cheating-on-the-rise-among-high-school-students.html>

Researcher Studies Epidemic of Student Cheating. (2008, September 12). Courant.com. Abstract retrieved from http://www.caveon.com/archive_citn/CNews_9-12-08.htm

Rivera, C. (2008, March 30). Exam cheating goes high tech, but its causes are nothing new. Los Angeles Times. Retrieved from <http://articles.latimes.com/2008/mar/30/local/me-cheat30>

Ruiz, I. (2008, October 3). Students use cell phones to cheat on Peru university admissions exam. Livinginperu.com. Retrieved from <http://www.livinginperu.com/news-7458-law-and-order-students-use-cell-phones-cheat-peru-university-admissions-exam>

Saxena, S. (2009, July 20). Judge forgives 33 cheating students. Hindustan Times. Retrieved from <http://www.hindustantimes.com/StoryPage/StoryPage.aspx?sectionName=HomePage&id=dedde62f-a0fe-4703-a228-f45ef43b2b83&Headline=Judge+forgives+33+cheating+students>

Seuraj, I. (2009, July 31). 2 Plead Guilty. Trinidad and Tobago's Newsday. Retrieved from <http://www.newsday.co.tt/news/0,83518.html%20>

Sharkey, M. (2008, September 8). Universities catching hundreds of cheats. WalesOnline. Retrieved from <http://www.walesonline.co.uk/news/cardiff-news/2008/09/08/universities-catching-hundreds-of-cheats-91466-21701867/>

Stansbury, M. (2009, June 18). Students say using tech to cheat isn't cheating. eSchool News. Retrieved from <http://www.eschoolnews.com/news/top-news/news-by-subject/research/index.cfm?i=59295>

Stolen Tests Threaten IT Certifications. (2008, April 24). Byte and Switch. Retrieved from <http://www.byteandswitch.com/storage/other/stolen-tests-threaten-it-certifications.php?type=article>

Student opens fire after caught cheating. (2008, June 14). Daily Times. Retrieved from http://www.dailytimes.com.pk/default.asp?page=2008%5C06%5C14%5Cstory_14-6-2008_pg12_6

Two teachers detained for college entrance exam cheating. (2009, June 11). People's Daily Online. Retrieved from <http://english.people.com.cn/90001/90776/90882/6676206.html>

Uni has ways of find cheats. (2008, September 4). Cambridge News Online. Retrieved from http://www.cambridge-news.co.uk/cn_news_home/DisplayArticle.asp?ID=305280

University discovers exam-selling ring. (2008, March 29). Retrieved from <http://tvnz.co.nz/view/page/536641/1669181>

Veroff, R. (2008, June 12). Web site elicits criticism for allowing old-exam sharing. The Daily Texan. Retrieved from <http://www.dailytexanonline.com/university/web-site-elicits-criticism-for-allowing-old-exam-sharing-1.406133>

Walderman, K. (2009, January 25). Concern over 'cheats charter' on Facebook. Click Liverpool. Retrieved from <http://www.clickliverpool.com/news/national-news/122468-concern-over-cheats-charter-on-facebook.html>

Wang, H. (2008, July 6). High-tech exam cheat caught using radios in E China. China View. Retrieved from http://news.xinhuanet.com/english/2008-07/06/content_8498856.htm

Warnock, W. (2008, December 7). True family values, or their lack, make a difference. The Chapel Hill News. Retrieved from <http://www.chapelhillnews.com/sports/story/29854.html>

Watch Out! Thai exam cheat triggers phone-watch ban. (2008, June 3). Stuff. Retrieved from <http://www.stuff.co.nz/technology/302947>

White, M. (2009, April 9). Combatting cheating is about values, not technology. Riverhead News-Review. Retrieved from http://www2.timesreview.com/NR/stories/R031909_React_mw

Williams, C. (2009, April 24). City Investigates Alleged Cheating on EMT Test. The Washington Post. Retrieved from <http://www.washingtonpost.com/wp-dyn/content/article/2009/04/23/AR2009042304902.html>

Williams, R. (2008, March 2). Braindumps, Gunmen, and Cheaters. Network World. Retrieved from <http://www.networkworld.com/community/node/25581>

Williams, R. (2008, March 16). Top 20 most braindumped certification vendors. Network World. Retrieved from <http://www.networkworld.com/community/node/26055>

Williams, R. (2008, March 31). Stopping the Inadvertent Cheater. Network World. Retrieved from <http://www.networkworld.com/community/node/26461>

Wood, C. (2009). For educators: Ways to curtail student cheating in school. The Gwinnett Citizen. Retrieved from http://www.gwinnettcitizen.com/0409/carol_wood.html

Worthington, D. (2009, March 24). Cheaters turn to Web to game certification system. SD Times. Retrieved from <http://www.sdtimes.com/link/33359>

Yan. (2009, July 3). More than 2,000 found cheating in China's college entrance exam. China Review. Retrieved from http://news.xinhuanet.com/english/2009-07/03/content_11649354.htm

YouTube tests students' desire to cheat. (2008, November 22). CNET News. Retrieved from Caveon newsletter. Retrieved from http://news.cnet.com/8301-1023_3-10106111-93.html

Zetter, K. (2009, February 7). TED: Dan Ariely on why we cheat. WIRED. Retrieved from <http://www.wired.com/epicenter/2009/02/ted-1/>

Online Journal of Distance Learning Administration, Volume XII, Number III, Fall 2009
University of West Georgia, Distance Education Center
[Back to the Online Journal of Distance Learning Administration Contents](#)

DISTANCE education

Volume 14, Number 20

October 15, 2010

Report

Answers to Most-Asked Cheating Questions

Scott Howell is the director of the Brigham Young University Salt Lake Center, and former director of BYU's evening class program. He holds a Ph.D. in instructional science. He is an authority on academic integrity, the many ways in which it can be subverted, and the ways it can be successfully maintained.

Here Scott answers some of the most common questions educators today have about cheating.

Distance Education Report: *I saw a statistic that said that 95 percent of all college students admit they cheat. Is this because technology has given them so many more opportunities? Or was it always this way and we just didn't ask?*

Scott Howell: This particular statistic was actually taken from one or two studies focused on K-12 students. A number of studies have been done on university students and probably the more common percentage I see from this type of study is around 60 to 70 percent. I think most scholars in this area would say that cheating is on the rise.

DER: *What is a braindump? Is it really cheating? How do they amass such a database of genuine test questions?*

SH: A braindump is a database of secured and protected exam questions (and answers) amassed for illicit use and gain. The means by which this copyrighted information is secured varies from an insider from the test company or "hired guns" taking the test and then selling information about the test to the braindump company.

"The ethical question and policy response is the more difficult one to implement but clearly the most important and effective."

DER: *Don't we need a two-pronged effort—to defeat the specific techniques of cheating, but also to somehow effectively address the ethical question with our students?*

SH: Yes, this is exactly what the experts are recommending. Unfortunately, the ethical question and policy response is the more difficult one to implement but clearly the most

important and effective.

DER: *The stories of "organized cheating" from other countries are in some ways the most alarming of all. How prevalent is this in the United States?*

SH: It exists but not to the extent observed in other countries. The very high stakes associated with some of the international tests, e.g., only chance to get into college, etc., give reason for some to turn to an organized, "black market" cheating ring.

DER: *Isn't it really just a question of keeping technology out of the testing area? Surely if we interdicted mobile devices, mp3 players and earphones we would eliminate the bulk of the problem.*

SH: I wish it was that simple. The underlying ethical issues and rationalizations used by students is still the most troubling since cheating on exams portends cheating in the workplace and in other aspects of life. Another problem is inconsistency in how educational institutions and instructors feel about and respond to cheating practices in their own classroom and at their own institution.

DER: *Would there be constitutional issues involved in some simple kind of search of our students as they enter the test site. Empty their pockets, roll up their sleeves?*

SH: Probably. We are watching some of this legal wrangling and constitu-

in this issue

Answers to most-asked cheating questions	Cover
Monthly Metric: Are you integrated into your institution?	3
Cyber-Bullying: Effective responses for faculty & administration	4
Assessment: Want valid & thorough assessment? Get transparent	5
In the News: 5 lessons from the nation's best online teacher	7

continued on page 2 ———>

A MAGNA



PUBLICATION

DISTANCE education

Report

President: William Haight
(billh@magnapubs.com)

Publisher: David Burns
(dburns@magnapubs.com)

Managing Editor: Christopher Hill
(chill@magnapubs.com)

Creative Services Manager: Mark Manghera

Art Director: Debra Lovelien

Customer Service Manager: Mark Beyer

Editorial Advisory Board: Stephen Donahue, M.S., G-Learner Corp.; Stephen Ehmann, Vice President, TLT Group; Donald P. Ely, Associate Director, ERIC Clearinghouse on Information & Technology; Jeffrey Feldberg, Chairman, CEO, Embanet Corporation; Gordon Freedman, Director, Strategies & Alliances, Prometheus; Christine Geith, Director, Program and Business Development, MSU Global, Michigan State University; Chere Gibson, Ph.D., Associate Professor, University of Wisconsin-Madison; Darcy W. Hardy, Ph.D., Assistant Vice Chancellor for Academic Affairs/Director, UT Telecampus, The University of Texas System; Joseph Holland, Chair, Department of Hospitality & Tourism, University of Wisconsin-Stout; Marge Jeffers, WTCN Distance Education Network, Fox Valley Technical College; Marina Stock McLissac, Educational Media and Computers, Arizona State University; Karen L. Murphy, Ed.D., Associate Professor, Texas A&M University; Don Olcott, Jr., Ed.D., Executive Director, Division of Extended Programs, Western Oregon University; Christine Olgren, Ph.D., Chair, Distance Teaching and Learning Conference, University of Wisconsin-Madison; Rick Shearer, MA, MBA, Instructional Designer, World Campus, Pennsylvania State University; Karen Vignare, Director of Business Strategy & Development, Rochester Institute of Technology; Linda L. Wolcott, Ph.D., Department of Instructional Technology, Utah State University.

Distance Education Report (ISSN 1094-320X) is published semi-monthly by Magna Publications Inc., 2718 Dryden Drive, Madison, WI 53704. Phone 800-433-0499 or 608-246-3590. Email: support@magnapubs.com. Fax: 608-246-3597. Website: www.magnapubs.com. One-year subscription: \$419 (Multiple print subscriptions and Group Online Subscriptions are available.) Photocopying or other reproduction in whole or in part without written permission is prohibited. POSTMASTER: Send change of address to *Distance Education Report*, 2718 Dryden Drive, Madison, WI 53704. Copyright ©2010, Magna Publications Inc.

To order back issues (\$25 each) or for more information about multiple print subscription discounts and Group Online Subscriptions, call Customer Service at 800-433-0499.

Submissions to *Distance Education Report* are welcome. Please review article submission guidelines located at www.magnapubs.com/aboutus/authorguidelines.html

Authorization to photocopy items for internal or personal use of specific clients is granted by Distance Education Report for users registered with the Copyright Clearance Center (CCC) Transactional Reporting Service, provided that \$1.00 per page is paid directly to CCC, 222 Rosewood Drive, Danvers, MA 01923; Phone 978-750-8400; www.copyright.com. For those organizations that have been granted a photocopy license by CCC, a separate system of payment has been arranged.

Cover...from page 1

tional interpretation play out with protective and preemptive measures being used and considered by TSA as part of airport security.

DER: *As long as cheating has become a profit-making business, are we ever going to make headway until we find a way to turn off the flow of cash?*

SH: Good question. I am an optimistic and hope we will make headway as an awareness of the significance of the problem becomes better known. If we don't it is at the risk of a lot more kinds of dishonesty in our country than just test scores.

DER: *In developing these science fiction techniques for verifying student identity--vein scans, keystroke identifiers, spherical cameras with 360 degree views--are we perhaps overreacting to the language in the HEOA? How endemic of a problem is bringing in ringers to take your test for you?*

SH: I wouldn't call these techniques science fiction any more. I have actually seen most of them in use now and just heard about another one recently. I also don't see HEOA driving their implementation as much as I do the corporate sector and general security concerns nationwide.

DER: *Are some of these methods liable to catch innocent student in the net as well as the guilty?*

SH: Yes, this is a risk. It is an awful thing when an innocent student is branded a cheater—it can be devastating to the self worth of the student, the credibility of the institution, and the well being of those closest to the student. ●

NYU To Offer Free Online Learning Courses, Enhanced Student Versions For Credit

September 18th, 2010

by Charlie Eisenhood, NYU Local

Later this month, New York University will begin posting full videos of lectures from select courses to its website and YouTube, making them free to anyone interested in the material. With this move, NYU will join schools like MIT and Carnegie Mellon that have pioneered the practice. However, in a much more visionary twist, the school will also experiment with offering some online courses to NYU undergraduates for credit. Students would watch all of the lectures online, freeing the professor for more small-group meetings and personalized instruction.

Read the rest at: <http://nyulocal.com/on-campus/2010/09/07/nyu-to-offer-free-online-courses-enhanced-student-versions-for-credit/>.

The E-Learning Handbook: A Comprehensive Guide to Online Learning

September 22nd, 2010

by eGexazine

The e-Learning Handbook provides a critical reflection on the current state of e-learning with contributions from the world's foremost e-learning experts and best-selling authors from academe and industry. The book offers a comprehensive and up-to-date assessment of the technological, design, economic, evaluation, research, economic, and philosophical issues underlying e-learning. Each chapter includes a chart that summarizes the key take-away points, contains questions that are useful for guiding discussions, and offers suggestions of related links, books, papers, reports, and articles.

Read the rest at:

<http://down.egexa.com/ebooks/508066-the-e-learning-handbook-a-comprehensive-guide-to-online-learning.html>. ●

What is your assessment of the integration of the distance learning program with your school's traditional programs?

	They are virtually interchangeable and students in one can be students in another	They are largely separate with different admissions standards	Some programs are integrated into the traditional college but most are kept separate	Most programs are integrated into the traditional college but a small percentage are kept separate
Entire sample	66.04%	5.66%	9.43%	18.87%

Broken out by the enrollment level of the college

Total number of students enrolled in the institution	They are virtually interchangeable and students in one can be students in another	They are largely separate with different admissions standards	Some programs are integrated into the traditional college but most are kept separate	Most programs are integrated into the traditional college but a small percentage are kept separate
<4000	72.22%	5.56%	11.11	11.11%
4000-7999	73.33%	0.00%	6.67%	20.00
8000-15000	63.64%	0.00%	9.09%	27.27%
>15,000	44.44%	22.22%	11.11%	22.22%

Broken out by the Carnegie Class of the institution

Institution	They are virtually interchangeable and students in one can be students in another	They are largely separate with different admissions standards	Some programs are integrated into the traditional college but most are kept separate	Most programs are integrated into the traditional college but a small percentage are kept separate
Junior or community college	82.35%	0.00%	0.00%	17.65%
4-year degree-granting college	57.14%	7.14%	14.29%	21.43%
Masters/PhD-level granting institution	61.90%	9.52%	9.52%	19.05%
Level 1 or 2 Carnegie Class research university	0.00%	0.00%	0.00%	0.00%

Broken out by public or private status

	They are virtually interchangeable and students in one can be students in another	They are largely separate with different admissions standards	Some programs are integrated into the traditional college but most are kept separate	Most programs are integrated into the traditional college but a small percentage are kept separate
Public college	74.29%	0.00%	2.86%	22.86%
Private college	50.00%	16.67%	22.22%	11.11%

Broken out by availability to off-campus and on-campus students

Type of college	They are virtually interchangeable and students in one can be students in another	They are largely separate with different admissions standards	Some programs are integrated into the traditional college but most are kept separate	Most programs are integrated into the traditional college but a small percentage are kept separate
Campus-wide program open to off-campus and on-campus students	76.19%	4.76%	4.76%	14.29%
Program focused on off-campus students and most courses not usually open to traditional on-campus students	27.27%	9.09%	27.27%	36.36%

Source: *The Survey of Distance Learning Programs in Higher Education, 2010 Edition*, Primary Research Group (2010) www.PrimaryResearch.com.

The Big, Bad, Cyber Bully: What Faculty & Administration Can Do to Protect Students, Classroom, and Themselves

By Jacqueline A.F. Carroll

With the growth of online education comes the phenomenon known as the cyber bully. In this context cyber bullies are using online classrooms' forums, bulletin boards, and chat rooms to inflict emotional pain on peers and more recently, faculty.

Who are these cyber bullies?

Traditional bullying, usually associated with males, has been replaced with cyber bullying, and some assert that females are taking the lead. Although most current definitions only focus on minor children and peer-to-peer bullying, a shift from minor to adult and peer-to-peer bullying is also occurring.

Why are they doing it?

Many studies indicate that students who were bullied will bully themselves given the opportunity. Since most of the bullying has occurred at the K-12 levels it is reasonable to see this spill over into the higher education sector as students go on to college. The online classroom provides students anonymity through the use of new technologies, which may foster more aggressive behavior. Although most K-12 bullying occurs as off-campus speech, the advent of the online classroom has brought bullying into the on-campus speech arena in many cases.

Impact on students

In the higher education online classroom, this aggressive behavior can become an "us" vs. "them" mentality, and it can have negative consequences to all members of the educational community, including students, faculty and Administration. The impact on other students can be as simple as students recognizing that the online

classroom is not a safe learning environment. This can lead to withdrawal, and it can impede students' overall academic success. On the other hand, the impact on administration relates to institutional policies.

The administrator's role

It is important for administrators to recognize that effective policies and ongoing training for faculty will be of the utmost importance. Regular

Faculty are generally the first line of defense against bullies in the classroom, and it is the administration's responsibility to make sure they are knowledgeable of, and trained in using, the resources at their disposal.

training and frequent communications that deal with both off-campus and on-campus speech are crucial for success during the academic year. For example, Axia College of the University of Phoenix, a two-year for-profit online institution, consistently releases Faculty Highlights to its faculty, which contains information, reminders, and helpful hints about a variety of faculty issues. One particular Axia Faculty Highlights focused on the student code of conduct and presented clarifications to the protocols of addressing cheating, copyright infringement, disruptive behavior, harassment, and threats.

Faculty on the front line

Faculty and staff will see many of these behaviors first. They are generally the first line of defense against bullies in the classroom, and it is the administration's responsibility to make sure they are knowledgeable of, and trained in using, the resources at their disposal. They may notice an increase in student attacks on grading, criticism of quantity and difficulty of assignments, course organization, the technology used to deliver the education, or other education-related situations. For example, one national press report described how a university library assistant was tormented by over 350 students who took exception to his attempts to apply noise restrictions and posted offensive messages about him on Facebook. It can become a mob mentality. One may ask, "What is a faculty member to do?"

As they become targets, faculty need to identify best practices that keep them compliant with their institution's policies and procedures and at the same time continue to provide a safe learning environment for all students. There are several actions faculty can take in order to protect themselves, other students, and the institution. These best practices include using the institutional code of conduct and applying the Family Educational Rights and Privacy Act (FERPA).

The institution's code of conduct (CoC) will provide the framework for allowable and desirable actions. These CoCs will vary from institution to institution, and therefore it is extremely important for faculty to review the code at their respective institutions. For example, some institutions contain a blanket statement in their CoCs that apply to all individuals in that

continued on page 8 ———➔

Want Valid, Effective Assessment? Get Transparent!

Jennifer Patterson Lorenzetti

Measures of quality can be slippery and subjective, and it is not always easy to convince faculty and staff of the importance of measuring, benchmarking, and setting goals.

The American Public University System is familiar with these problems. Founded in 1991 as the American Military University, it is currently an online, for-profit university with more than 70,000 students and 1,300 faculty members. Students, faculty, and administrators are spread across a wide geographic area, making assessment even more important.

To address this challenge, they have developed multiple methods of assessing their own performance, bringing a degree of transparency and responsibility to the entire program.

Transparent program review: Step by step

One strategy in use at APUS is the use of an interdepartmental program review committee that assesses what the programs aim for students to learn and whether the students are achieving these aims. According to a white paper written on the assessment project by Jennifer Stephens Helm, PhD, associate vice president and dean of assessment, the aims of the program review committee are:

- Assess and validate program content through benchmarking.
- Evaluate student learning.
- Build common ground across the university.
- Provide strategic direction for continuous improvement.

One key component of this part of the process is data collection. “We have a commitment to transparency,” says Helm. “We display a lot of our data on the web site: data that reflects favorably, and data that does not reflect

favorably.”

The data gathered are quite comprehensive. In her white paper, Helm notes that the university gathers:

- Benchmarking data, which is stored in “a detailed spreadsheet that completes a comparative analysis of this program vis-à-vis its competitors.”
- Curriculum and learning data: “To accomplish this review all course

“We have a commitment to transparency. We display a lot of our data on the web site: data that reflects favorably, and data that does not reflect favorably.”

syllabi are systematically reviewed and audits of classrooms and assignments are conducted.”

- Library, course books, and learning resources: This includes library use patterns, cost of materials, and other measures of how the resources are used by students and faculty.
- Student profile and demographics, with an eye to answering the question, “Who are the students and where do they come from?”
- Faculty: This data is stored in “a spreadsheet of faculty and their capabilities and an assessment of their strengths and weaknesses.”
- Learning outcomes assessment, stored in “a fact book that contains program level demographic data, enrollment information, course completion/withdrawal/persistence rates, grade distribution data, and other data.”
- A three-year plan for “continuous

improvement.”

- And, a “summary report by the program director.”

With all of these pieces of data in place, the program can be reviewed by a number of constituents, including outside evaluators, the School dean, and university stakeholders including the “program director and school dean, enrollment management, student services, transfer credit, registrar, faculty development, library and learning resources, learning outcomes assessment, marketing, the provost, and other academic deans and leaders.”

Analysis by all of these parties is made possible by the ease of access of the data. “The primary tool used to house the data collection process is an electronic storage repository that had been developed specifically for this purpose,” she writes. “This paper-free repository of information allows members from across the university to gain access to program data and information on a shared network drive.”

This philosophy of open access to data works well with the university’s involvement in the Transparency by Design project, which, Helm writes, “is an initiative that assists adult learners in becoming educated consumers of distance education.” She further explains that this program involves schools with online and hybrid programs, and it is “similar to a voluntary system of accountability, but not based on IPEDS data.”

Free benchmarking instruments for immediate use

Additionally, the institution uses standard benchmarking instruments available to institutions across the country, a good starting point for those who wish to begin collecting data immediately. In her white paper, she names:

continued on page 8 ———→

How to Create a Blended Learning Program from Scratch

Texas A&M University-San Antonio is a new campus that just became independent last May. Currently accredited by SACS, the campus, according to its web site, “was created to address an educational need in South San Antonio, an area that has been historically underserved in terms of higher education.”

The excitement of starting a new campus has come with challenges. “There is a severe physical plant shortage,” says Tracy Hurley, associate professor of management, division head of Business, Arts & Sciences, and MBA Coordinator at TAMU-San Antonio. The campus is still housed within two elementary school buildings, even though enrollments grew some 60 percent in the course of its first year. “These physical plant challenges limited the amount of face-to-face contact the campus could provide,” Hurley explains.

Taking some of the curriculum online seemed like an option, but there was a limit to the amount of instruction the campus could provide online. “If we went fully online, we couldn’t be competitive, and we would lose our SACS accreditation,” Hurley says. However, there was some flexibility in the accreditation requirements; the campus could offer 49 percent of a given class online and still fall within the accreditation requirements. So, TAMU-San Antonio embraced the idea of hybrid courses. They needed a hybrid program. They needed it fast. And they needed it economical. Here’s how they did it.

Hurdle 1: The LMS

Starting a hybrid learning program from scratch brought with it the need for investments that campuses with a longer history may have forgotten. “We didn’t have any infrastructure, like Blackboard or IT support,” says Hurley. The campus ultimately selected Blackboard as their course management system over open source competitor Moodle. Blackboard won

out because the home institution, TAMU-Kingsville, used the Banner system, which coordinates with Blackboard.

Hurdle 2: Content

Content was another potentially expensive hurdle. “We might try to buy content, but it got expensive,” Hurley says. Instead, they found that material from textbook publishers was their best fit. She found that textbook publishers often make available the online portion of a hybrid class when the school adopts a textbook. The campus used such content from publishers like Pearson Publishing, McGraw-Hill Publishing, and Cengage Publishing. Online content is delivered under the names MyLabs and Course Compass from Pearson; Homework Manager, Connect/Connect Plus, and MHHE Online Learning from McGraw-Hill; and Aplia and Cengage Now from Cengage.

Hurdle 3: More content

The campus also created “a committee of several disciplines to find content that was cheap or free,” says Hurley. This included a subscription to Sloan-C, as well as content from MERLOT, Annenberg Media learner.org, Stanford Graduate School of Business, the University of Wisconsin-Milwaukee, and others. This spared them a lot of “recreating the wheel,” Hurley says.

Hurdle 4: Faculty development

Another significant challenge was faculty training. “I did a lot of faculty development,” says Hurley. She put together a series of Friday sessions aimed at training 40 full-time faculty members. “It’s not as rocket science as you think,” she says. “We did the most in Business because I head up Business,” she says. She also notes that Pearson provided resources for training

of Education faculty. However, even more than information on discipline-specific information and pedagogy, she notes that training on the Blackboard CMS was most important.

Hurdle 5: Bookstore services

Another challenge for the new, small campus was providing bookstore services. TAMU-San Antonio has no independent bookstore operation, so Hurley pursued a FIPSE grant to start an e-book program. The goal, she says, was to keep textbook costs under 10 percent of tuition; so, if a 3 credit course carries a tuition of \$630, she aims for a textbook cost of \$60. She is able to do this with an electronic course materials rental program, with a provision that students have the option of printing their books on campus for 2.5 cents a page.

Hurdle 6: Assessment

Now that the courses are up and running, Hurley notes that the campus continues to work on the assessment phase of the courses. They are also developing master courses for those courses with multiple sections, so common goals are met in each section. She continues to work on bringing outside resources in for faculty development.

For other campuses who are developing hybrid courses on a shoestring, Hurley reiterates her admiration for the resources provided by the textbook publishers. “Publishers really do have some excellent materials out there, [and you get] good rates with 100 percent buy-through.” By not reinventing the wheel, TAMU-San Antonio has been able to create hybrid programs in a remarkably economical way. ●

Five Lessons From the Nation's Best Online Teacher

September 22nd, 2010

by eSchool News

Teacher Teresa Dove of the Florida Virtual School (FLVS) last week was chosen as the first winner of this new award, which not only recognizes excellent teaching but also the prevalence, and importance, of online learning across the country. Dove said that teaching online allows her to spend much more time working individually with students than she did previously in a traditional classroom. Spending only a moment with students in a traditional classroom is “not enough, and our kids deserve better,” she said. It also has allowed her to care for two young children at home and to teach while caring for her mother in the hospital. She explained that the big key to success for being an online teacher is to get to know your students.

Read the rest at: <http://www.eschool-news.com/2010/09/13/five-lessons-from-the-nations-best-online-teacher/>.

University Book Store to Sell e-Books Online

September 24th, 2010

By Alicia Kramme, Daily Iowan

Starting next semester, students will be able to purchase some of their textbooks without ever setting foot outside their homes. The University Bookstore plans to offer 125 e-book titles through its website next semester. This fall is the first time they have offered e-books, but students had to purchase them in the store. The books cost around 40 percent of the price of their new print versions. The store has sold 97 e-books since the first day of classes and Richard Shannon, the University Bookstore general manager, said that number may rise once the e-books become available on the bookstore's website. “Everybody in the market is looking for ways to lower the price of textbooks — whether that's through

rentals, used books, or e-books,” he said.

Read the rest at: <http://www.dailyiowan.com/2010/09/14/Metro/18760.html>.

Bellevue College Launches Program to Teach Educators About Online Learning

September 21st, 2010

by the Bellevue Reporter

Bellevue College is launching a new “eLearning for Educators” professional development program for K-12 and college teachers who wish to bring the benefits of online learning to their students. “eLearning” is a broad term that includes all forms of teaching and learning that are supported or enhanced by digital technology. The new program at the college teaches educators how to integrate new instructional technology into their courses, whether they teach in a traditional “in-class” venue, a fully online setting or in a hybrid format that blends the two approaches.

Read the rest at: http://www.pnwlocal-news.com/east_king/bel/community/102657974.html.

Online Learning through Academic Crowdsourcing

September 19th, 2010

By Travis Kaya, Chronicle of Higher Education
Thousands of unpublished pages of Jeremy Bentham's manuscripts are ready for transcription with a new crowdsourcing program from University College London's Transcribe Bentham project. Researchers at UCL are counting on Bentham enthusiasts around the globe to help transcribe and digitize thousands of handwritten pages of the influential philosopher's work. The university has about 40,000 untranscribed pages of Bentham in its collection. It photographed 4,500 pages for the initial phase of the project—accessible through the Transcribe Bentham Web site—and is calling on Bentham scholars, armchair

philosophers, or almost anyone with an Internet connection to turn the handwritten prose into machine-readable type.

Read the rest at:

http://chronicle.com/blogPost/Crowdsourcing-Project-Hopes-to/26829/?sid=wc&utm_source=wc&utm_medium=en.

University of Illinois at Springfield Sets Online Learning Enrollment Record

September 19th, 2010

by Blake Wood, the University of Illinois at Springfield

The University of Illinois Springfield is celebrating its largest fall enrollment in the institution's 40-year history. The total number of enrolled students both on campus and online at UIS is 5,174. Online programs at UIS are continuing to grow with a nearly 15% increase in the number of credit hours being taken online this semester, according to Ray Schroeder, director of the Center for Online Learning, Research, and Service. A total of 17,172 online credit hours being taken this fall compared to 14,955 online credit hours last fall. The number of students majoring in online degree or certificate programs grew by 63 students. A total 1,364 online majors are enrolled at UIS, a 4.8% increase from the previous fall semester. “UIS continues to lead the way in online learning. Every semester since we began offering online classes a dozen years ago, the number of online credit hours taken by our students has increased,” said Schroeder. Overall more than 55% of UIS students (2,850 total) are taking at least one online class this fall.

Read the rest at:

<http://news.uis.edu/2010/09/uis-sets-record-with-5174-students.html>.

(Selected from Ray Schroeder's *Online Learning Update* <http://people.uis.edu/rschr1/onlinelearning/blogger.html>) ●

Assessment..from page 5

- “National Survey of Student Engagement (NSSE): Measures how engaged students feel about the value of their education.
- Community of Inquiry (COI): Measures the dimensions of social presence, cognitive presence, and teaching presence in the online classroom.
- Educational Testing Service (ETS) Major Field Test: Compares student achievement to national benchmarks to measure end of program knowledge in major fields of study.
- Measure of Academic Proficiency and Progress: This measures how our graduating seniors compare nationally in areas such as quantitative reasoning and critical thinking skills.”

All of these analytics give the institution a broader picture rather than

relying solely on what they can gather on their own.

This extensive analysis has taught many lessons. Helm writes that through this process:

- “First, we have learned that the interdisciplinary review process is a good tool to help the institution remain student focused.”
- “Second, the process can be costly in terms of time and resources on the institution, but the results are well worth the investment considering the improved quality of programs and student learning.”
- “Lastly, an open an honest dialogue is important to the program review process.”

Building buy-in

Of course, any benchmarking and analysis project is of little use if the university constituents don’t agree to get

involved. “Buy-in starts with the support of the president and provost,” Helm states, adding that their top administrators have “supported these ventures in a number of different ways.” Most important is modeling the use of data to drive decisions. “Every decision is based on data; having data readily accessible lets folks do their jobs.”

“The most valuable part has been making data available to folks; it becomes very rewarding,” Helm says. She explains that the data keeps people accountable and provides a more accurate picture of institutional performance. “There is a tendency to say, ‘look how great we’re doing,’” she says. However, with the data available, constituents have more reason to have honest discussions about performance and where departments can improve. ●

Cyber-Bullying..from page 4

education community: “The intentional disruption or unauthorized interruption of functions of the System, including but not limited to classes, convocations, lectures, meetings, recruiting interviews, and social events, on or off premises of the System” (TMCC Code of Conduct, 2010).

At the same time, other institutions may provide for more detailed codes for faculty and staff, as is the case with Axia College. The student CoC addresses rights and responsibilities and highlights, among other issues, disruptive behavior. In addition, the college sends out clarification that provides process details: “Disruptive behavior is a challenging violation to support. It must show that not only is the student being disruptive, but also that their behavior is having a negative effect on the classroom and the learning environment. You [faculty] must demonstrate that you have tried coaching the student, and that those efforts have been unsuccess-

ful. If the student fails to comply with a responsible directive, it then becomes a violation of the Code of Conduct” (Axia Faculty Highlights, 2010).

Follow procedures

The latter provides significant detail for faculty on how to approach a potential cyber-bullying situation. In all cases it is prudent to document any occurrences. Clearly identify the actions as a violation of a CoC and make sure to follow your institution’s policy on how to handle a specific CoC violation. If a response is required or warranted, keep the following in mind: Palloff & Pratt (2003) gave sound advice to students when they noted that students should use a cool-off period before responding to a post that may have caused anger or frustration. The same advice holds true for faculty. If you become upset or angry with something that someone has posted, take a deep breath (or three or four), wait 24 hours, and then respond. That posting generally looks different the next day. If you decide to reply,

think FERPA.

From time to time a response is warranted. In that case, keep FERPA in mind. A response to a student who may have posted a comment on a shared bulletin board or emailed an entire classroom needs to be handled with caution. Even if the student shares information that could be considered part of the student’s record, such as a grade earned, faculty must keep in mind that this is not the same as giving consent to discuss that information with parties that do not have a legitimate interest.

Being aware is the best proactive step. Rely on institutional policies and procedures as guidelines to handle any difficult situations and be sure to keep administration in the loop in the event that things go from bad to worse.

Jacquie Carroll teaches English and communications at the Truckee Meadows Community College and Axia College of the University of Phoenix. Contact her at Jacqc@phoenix.edu. ●