SUMMARY: A review of common technology-enhanced cheating and plagiarism techniques, with a discussion and assignment focusing on detection and reduction strategies for teachers.

LEARNING OBJECTIVES: After completing this module, students will be able to do the following:

1) Identify technology-assisted cheating techniques and the conditions that induced them.
2) Explain strategies to reduce the probability of technology-assisted cheating.
3) Identify technology-assisted plagiarism techniques and the conditions that induced them.
4) Demonstrate how to detect copy-and-paste plagiarism with a search engine.
5) Demonstrate how to detect full document plagiarism.
6) Explain strategies to reduce the probability of technology-assisted plagiarism.

OVERVIEW
As you will read in this module, cheating and plagiarism are extremely common practices at middle, secondary and post-secondary institutions. For our purposes, we will use these two terms independently—cheating will refer to real-time in-class or online testing behaviors, while plagiarism will refer to written-based assessments. Please skim the following recent journal articles before continuing:

Digital Cheating and Plagiarism in Schools—research article from Theory Into Practice journal.
An Empirical Investigation of Digital Cheating and Plagiarism—research article from American Sec. Ed. journal.
Cheating in Middle School and High School—research article from The Educational Forum Journal.
Review of Cheating in Fully Asynchronous Online Courses—research article from Educational Tech. Sys. journal.
Who’s Cheating Whom?—research article from Phi Delta Kappan journal.

In addition, please read the following web articles. These are linked from news reports, blogs and other Internet digests that are generally easier to read, without the research focus:

Cheating in the Classroom—from Suite101.com
How to Cheat in Schools—from Suite101.com
New Systems Keep Close Eye on Students at Home—from Chronicle.com
The Proctor at Home: Using Technology to Keep Online Students from Cheating—from ReadWriteweb.com

CHEATING TESTS WITH TECHNOLOGY
The variety of evolving technologies available to students today has never been greater, and unfortunately with these advances come the temptations to exploit emerging tools to commit acts of academic dishonesty. Today's students routinely come to class carrying multiple mobile technologies (regardless of school policies, it seems) -- with cell phones, cameras, and game players topping the list, often the same device. These tools usually have features that can be exploited for cheating in-class assessments, text (instant) messaging capability, built-in cameras, internet access and storage.

Some common techniques include the following:

1) Accessing formulas or notes saved in storage.
2) Messaging or texting to receive help.
3) Making cell phone calls to receive help.
4) Photographing test items for future use.
5) Searching the internet for answers.
6) Sharing user name and log in passwords to test files.

And certainly there are many other methods (hopefully you will reveal these in your blog post for this module), which may place teachers in a bit of a quandary because of the expectation for them to integrate technology into all aspects of teaching, including assessment. As more school districts begin to provide online Learning Systems like Blackboard, the more likely teachers will begin to rely on technologies to facilitate assessment. After all, an LS can grade an electronic objective quiz in a fraction of a second. As teachers begin to build libraries of test items and require students to complete these assessments online, students will necessarily have to have some type of technology in hand, which obviously enables the potential for dishonesty.
So what can teachers do to reduce these emerging risks? Consider the following:

1) Proctor aggressively for non-approved technology devices or access.
2) Use secure online testing tools like "Browser Lockdown."
3) Randomize test items selected from large pools of questions.
4) Administer test items one at a time instead scrolling pages.
5) Adopt more authentic or task oriented assessments instead of objective items.
6) What else (for your blog!)

TECHNOLOGY-ASSISTED PLAGIARISM

Donald McCabe, a leading researcher in academic dishonesty and founder of the Center for Academic Integrity, has reported that over 80% of students who cheat on written assignments do so via internet plagiarism, either by cut-and-paste or full submission of somebody else's work, often acquired from online Paper Mills like SchoolSucks.com.

How can educators detect or combat these behaviors? Please review this list of detection strategies as well as this list of combat strategies developed by our own Coastal librarians. In addition, consider some of the online tools available; although high profile detection sites like Turnitin.com continue to be very popular, often detection can be facilitated by search for a question phrase with a standard search engine.

Please browse the following links for additional information:

http://www.plagiarism.org
A 21st Century Challenge: Preparing 'Cut and Paste' Students to be 'Information Literate' Citizens

HOMEWORK FOR THIS MODULE!

In your blog post for this module, please describe any incidents of technology-enhanced cheating or plagiarism that you have witnessed here at Coastal, in a school where you teach or have taught, or in previous schools where you have attended. You may use fake names if you feel it necessary to protect any individuals or schools implicated.

Explain the techniques in detail and reveal whether or not the behaviors were discovered and if any disciplinary actions were taken. If possible, please identify the pre-existing conditions that enabled the incident to happen and explain what you think should have been done before, during or after to prevent or reduce the probability of it recurring again. In other words, had you been there (as a teacher), what should you have done?

Try to write your post in a manner that indicates you have read the linked articles at the beginning of this module.

Max 1 paragraph!