

Technology-Aided Cheating in Open & Distance eLearning: What Else Do We Need to Know?



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A B C D E F G H T T P : / / W W W .



Introduction

- ❖ Academic dishonesty - a major concern of universities
- ❖ Minimal Studies about cheating in Open and Distance e-Learning (ODeL)
- ❖ Explore student perception of cheating in ODeL environment: (a) prevalence (b) manner (c) prevention

Method

Aim: to "explore" participant response through a survey

Time: 1st semester (2011-12) of UPOU

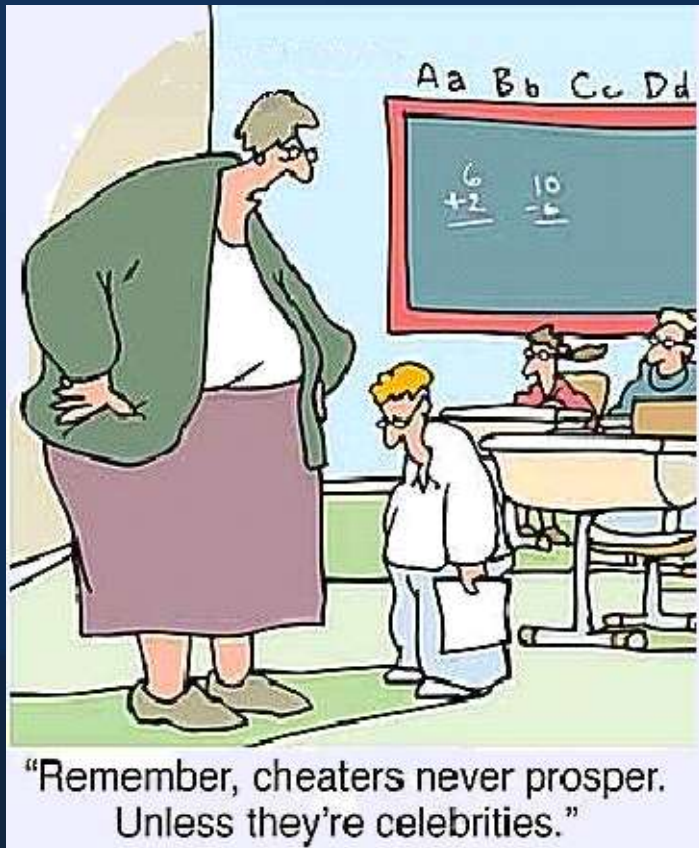
Respondents: 52 grad students of Computer Ethics

Question type: 3 open ended survey, unstructured response format

The Course: fully online

Survey Questions and Results

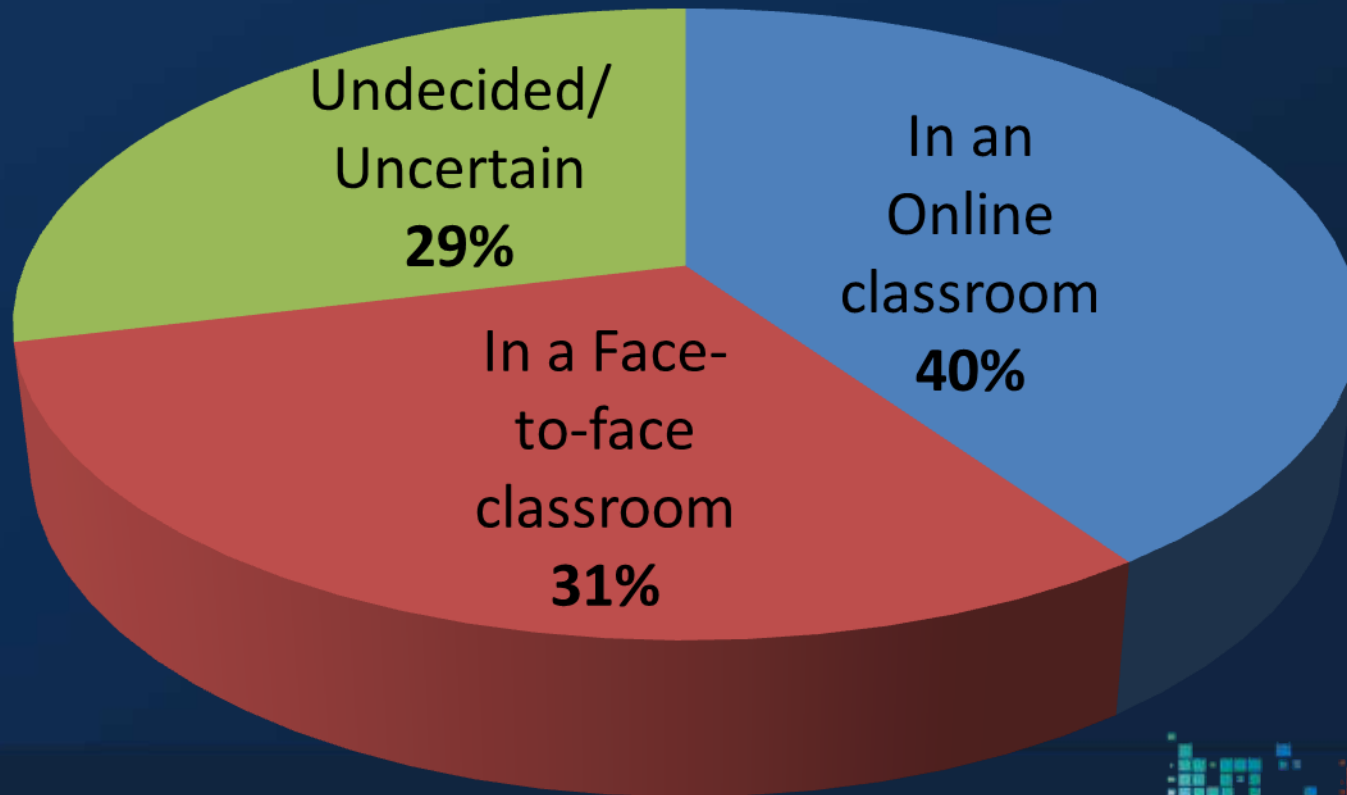
Q1. Where do you think student cheating is more frequent, in a regular face to face classroom setting or in an online distance course?



Q2. What are the ways one can cheat in an Online Distance course?

Q3. How can one prevent cheating in an Online Distance course?

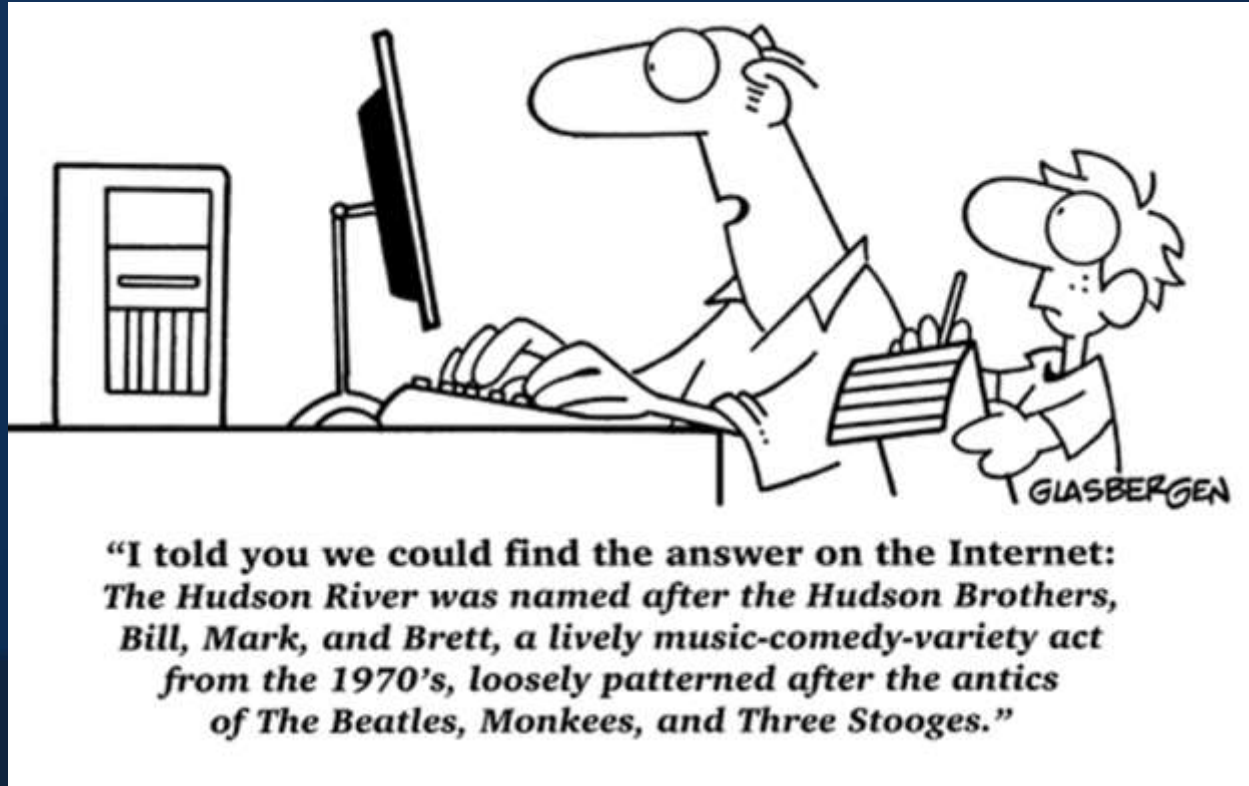
Q1. Where do you think student cheating is more frequent, in a regular face to face (F-to-F) classroom setting or in an online distance course (ODeL)?



Online classroom – 40.38% (21/52)

Unlimited (ODeL) vs Limited (F2F)

Less proctoring & more anonymity in ODeL



Face-to-face classroom: 30.76% (16/52)

Panic cheating (F2F) vs Planned cheating (ODeL)

Less students taking ODeL

Strong competition and high expectations of younger students

Undecided/Uncertain – 28.85% (15/52)



Studies not really conclusive

Pressures force students to cheat

Academic dishonesty not dependent on course delivery but on integrity of students

Conclusion to answers of Q1:

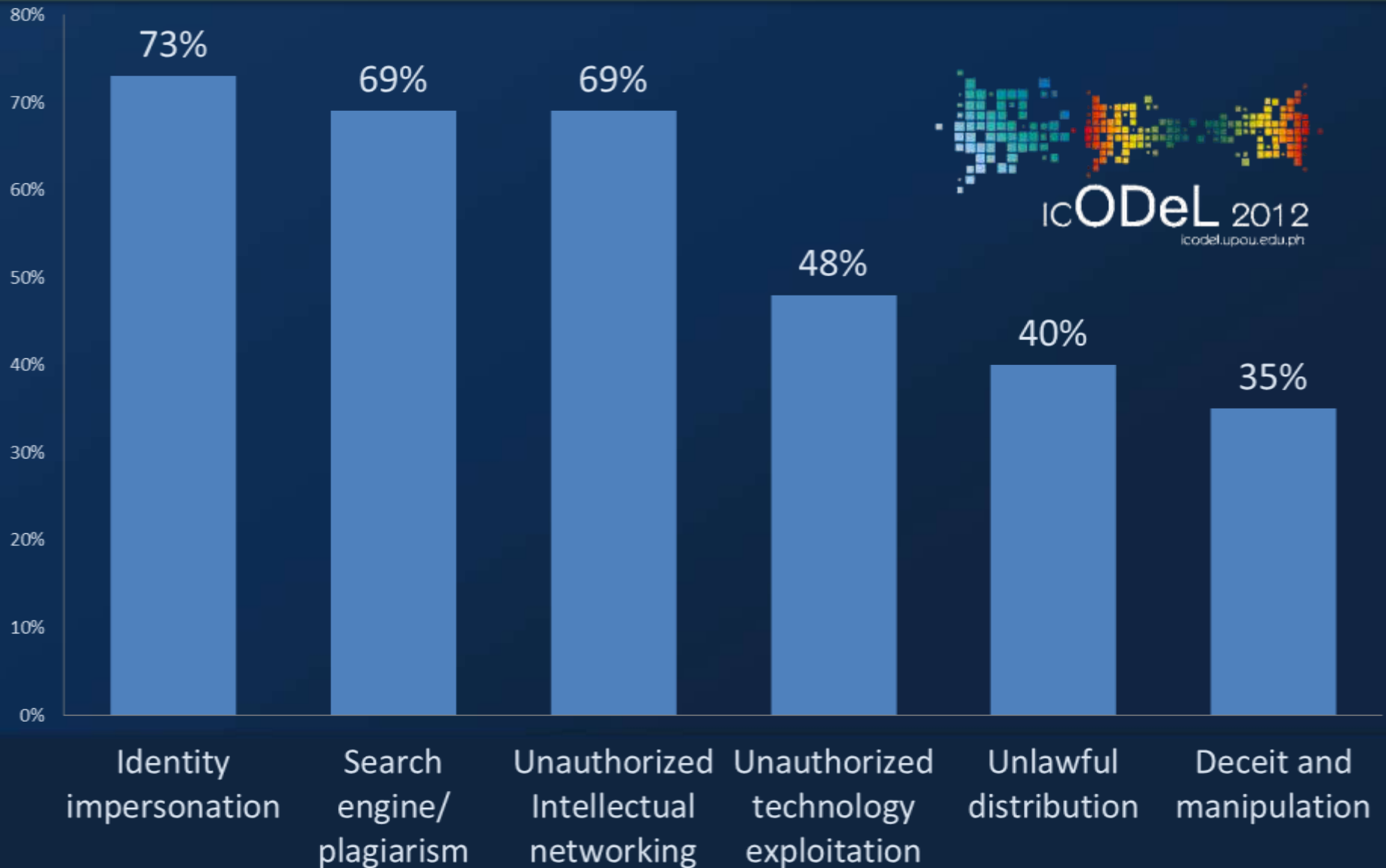
The survey is NOT conclusive

NOT ONE category > 50% of the votes.



Percentage of undecided could make it swing either way

Q2. What are the ways one can cheat in an ODeL course?



73% (38/52): Identity impersonation, or substitution

Online student gets another person to do the work

Use of ghostwriting services or paper/essay mills



69% (36/52): The search engine and plagiarism duo

Students “google” the concept, copy-paste desired portions on their work “as is” without citing

Also, copying student post without his knowledge

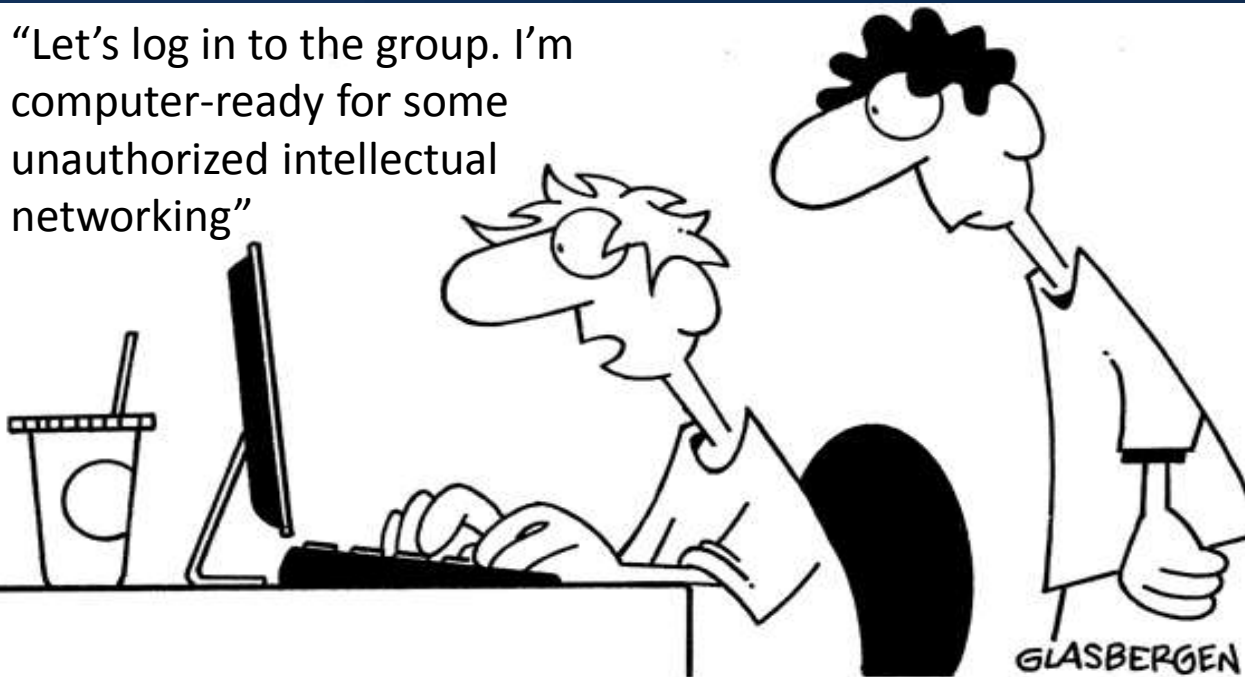


69% (36/52) Unauthorized intellectual networking

Students collaborate dishonestly in chat rooms

Aiding and abetting strategy

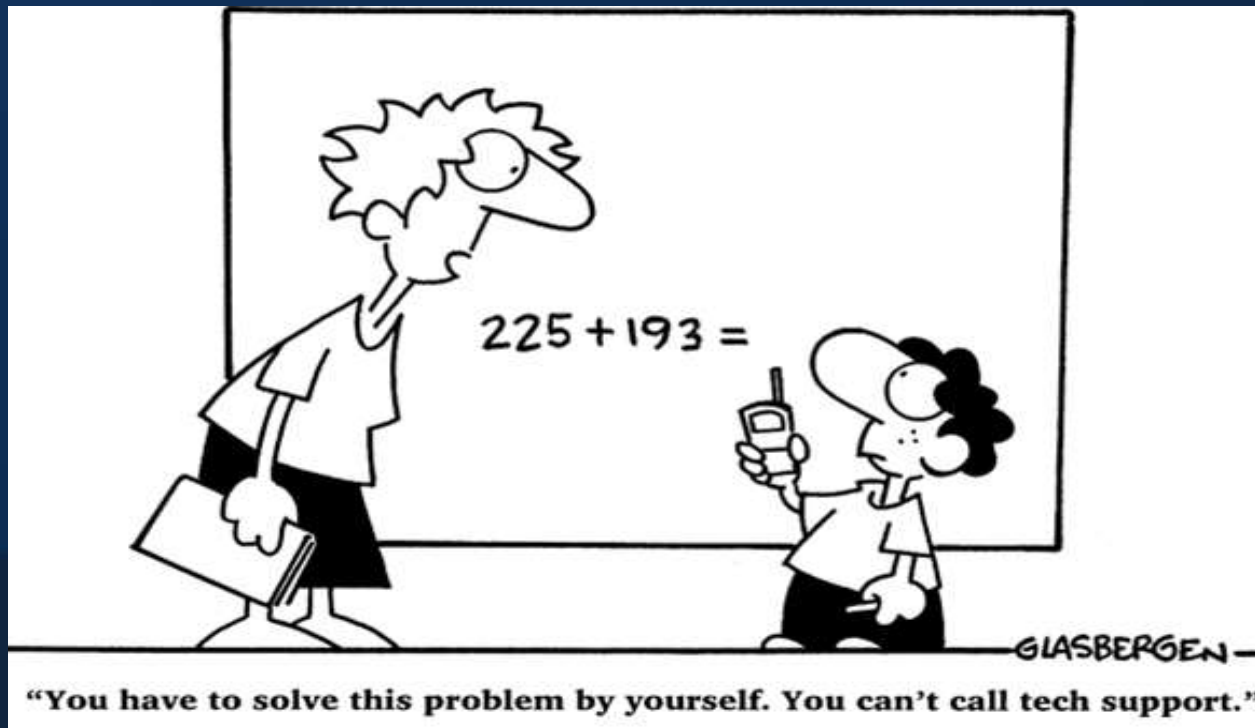
“Let’s log in to the group. I’m computer-ready for some unauthorized intellectual networking”



“My term paper is almost finished. I updated my software, defragmented my hard drive, bookmarked an online dictionary, and installed new ink cartridges. Now all I need are some words and a topic!”

48% (25/52): Unauthorized technology exploitation

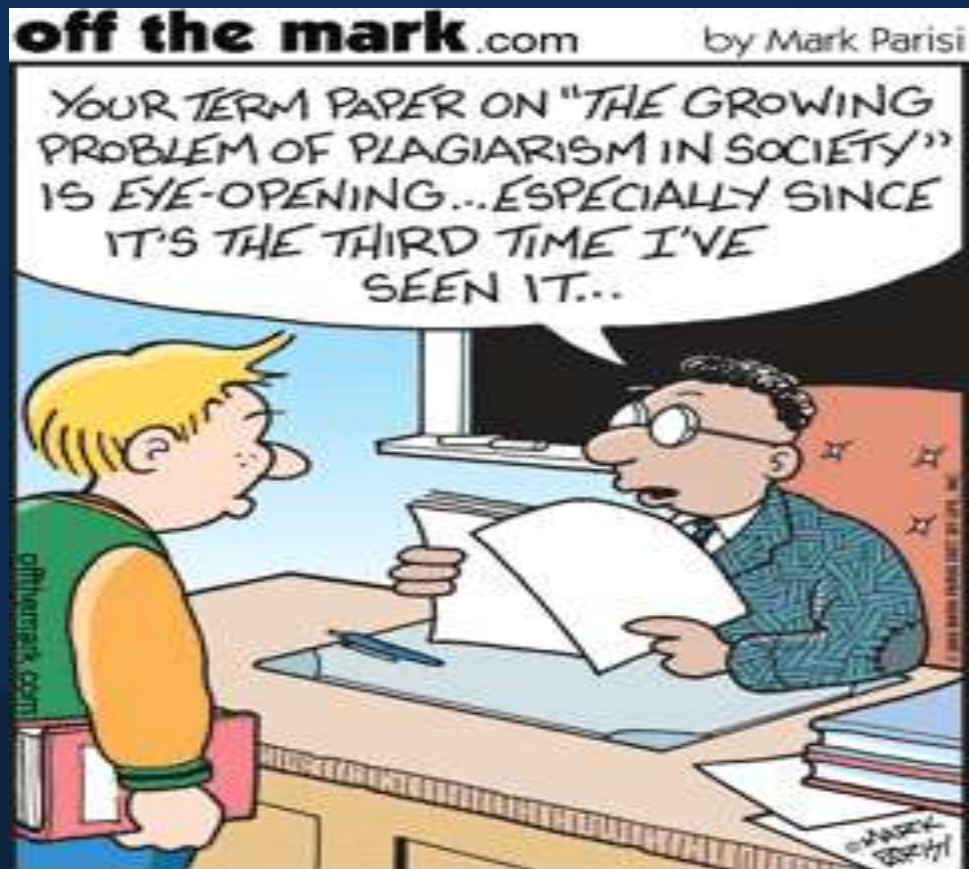
Using unauthorized devices
or processes while doing online assessment



Also includes
hacking a
course site.

40% (21/52) Unlawful distribution

Students “borrow” the submissions of persons/groups who have taken the course before them



35% (18/52): Deceit and manipulation

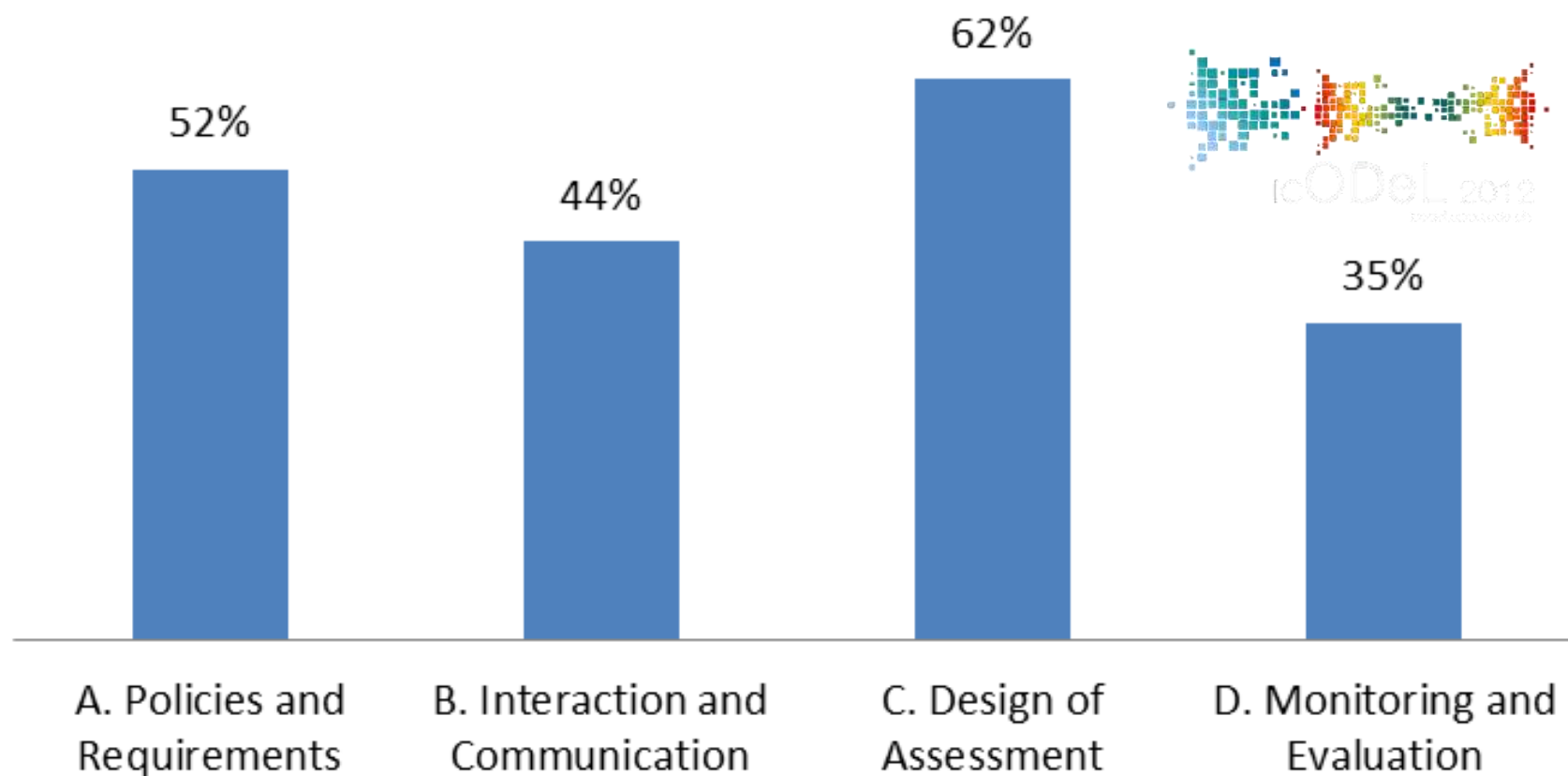
Misrepresentation of one's status or situation

Fabrication of false alibi to be able to buy time & cheat



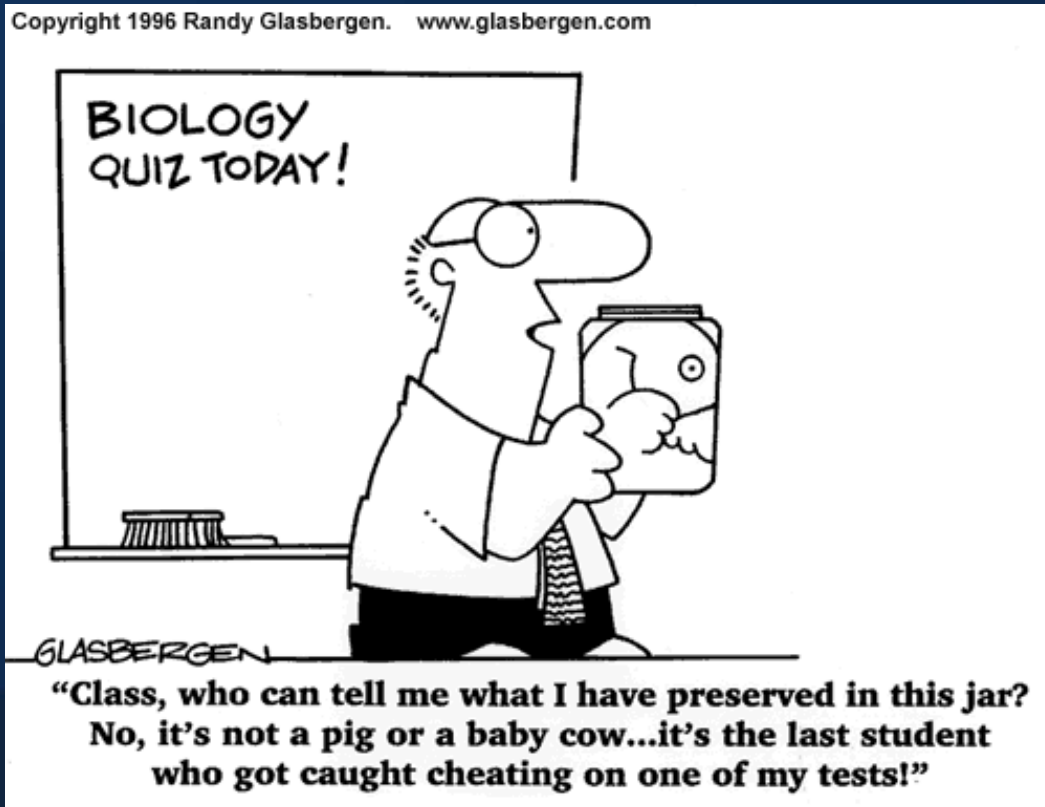
Q3. How can one prevent cheating in an ODeL course?

Ways to Prevent Cheating



A. Policies and Requirements 52% (27/52)

Clear guidelines and consequences
for academically inappropriate behavior



Requiring submissions involving creativity
Personalization of principles learned



“Our teacher is getting smarter...Yesterday she gave us homework I couldn't even find on the Internet.”

(Parade Magazine, April 7, 2002 - Laugh Parade, pg 18)

Employ hands-on activities:

Seminar type projects

Peer collaboration projects

Put projects online

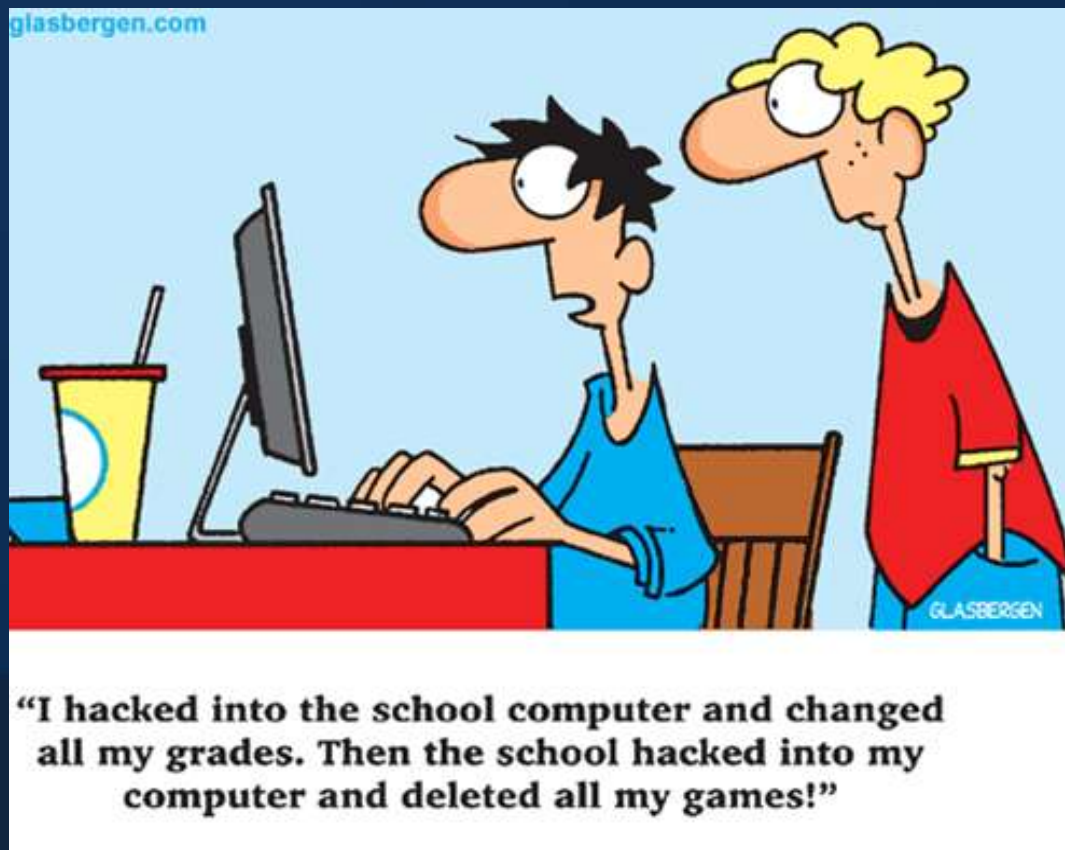


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C. Design of Assessment 62% (32/52)

For added security:

Test design variation, randomized items in question pool



Assessment in a secure web browser

Oral exams via live chats.

D. Monitoring and evaluating 35% (18/52)

Online proctoring using screen viewers



Plagiarism software detection

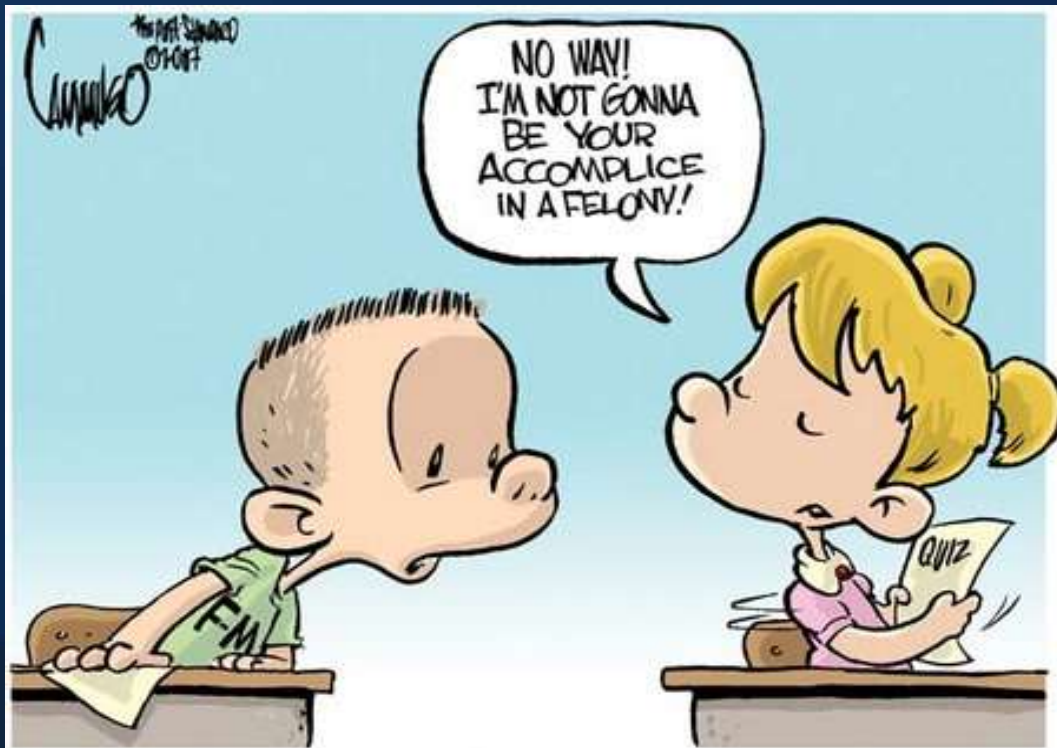


Constant improvement of course site



Strategies will not eradicate cheating in an online environment.

Healthy attitude towards learning = best preventive measure against academic dishonesty



- ODeL is new; Few researches on cheating in ODeL
- Student proficiency in ODeL = student proficiency w/ cheating
- Possibilities of cheating in ODeL > F2F,
but no conclusive evidence on prevalence

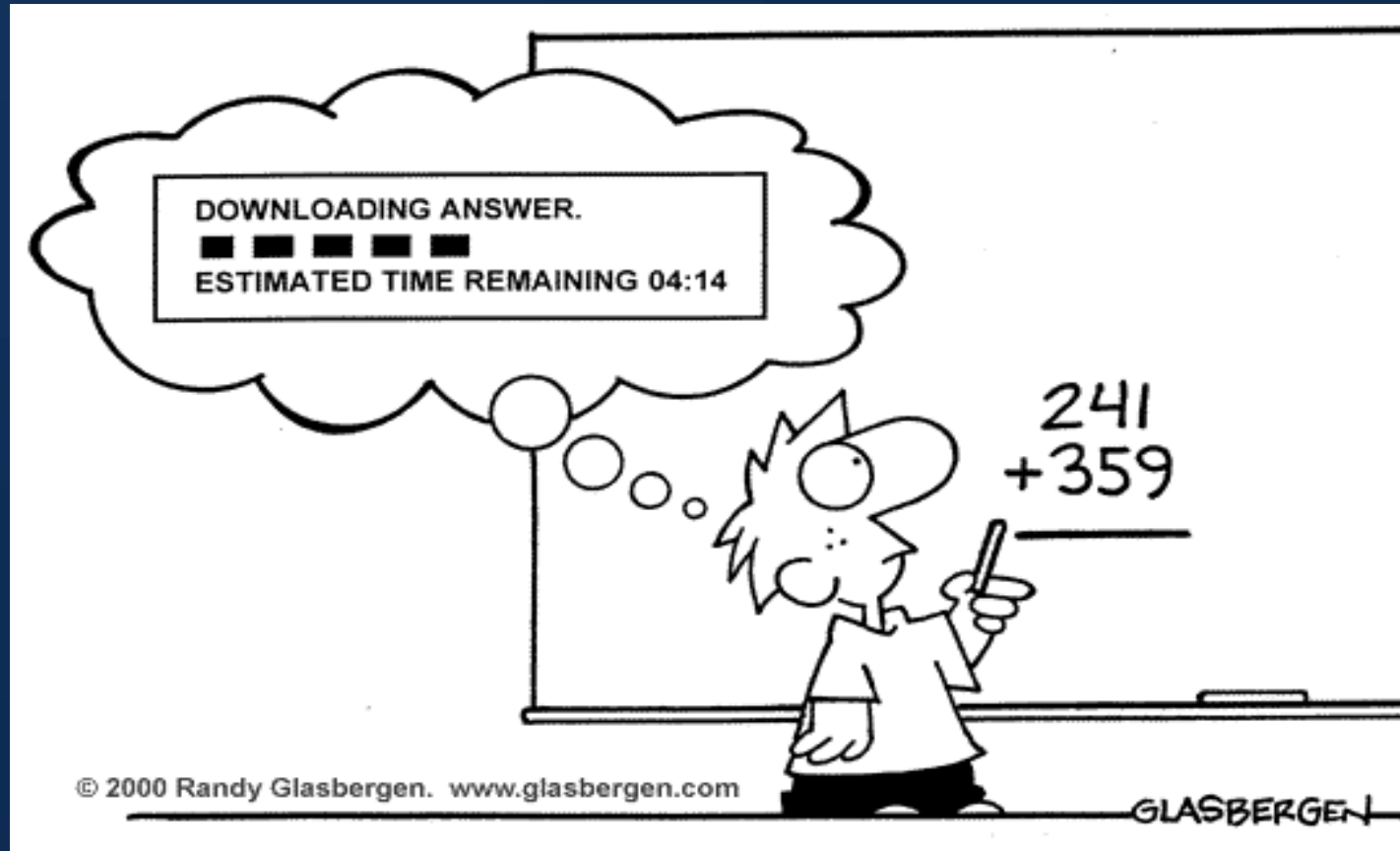
Dangers of cheating in ODeL:

- (1) Identity & paid impersonation
- (2) Plagiarism & unauthorized intellectual networking

To prevent cheating:

- (1) Secure study & assessment environment (online course).
- (2) Strong ethical stand through academic policies (university)
- (3) Clear relevant requirements (professor)

Thank you for listening!



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