C H E A T I N G

Teaching & Learning Team @ CofC

THE BEST LAID PLANS OF MICE AND MEN CANNOT DETER A STUDENT DETERMINED TO CHEAT, BUT THERE ARE SOME THINGS YOU CAN DO TO MAKE IT A LOT MORE DIFFICULT

TESTS

- Remind students of the Honor Code - make that a header at the top of the test or their first question. Talk about it in class before the test. Create a culture of honesty. According to Shu, Gino, and Bazerman, “having participants read or sign an honor code significantly reduced unethical behavior and prevented subsequent moral disengagement.”

- Deliver your tests in OAKS - I know this may seem like it makes it easier to cheat but it doesn’t and it makes it easier for you to grade.
  - You can deliver it in the classroom or outside of class.
  - You can randomize your tests so the questions, and answers if desired, are in a different order for each student.
  - You can create question pools for each section so that OAKS can generate the test randomly (can be applied to MC, TF, WR questions) and give each student a unique assessment. For example, a question pool allows you to deliver 5 questions from a poll of 15 so students may get different questions.
  - Deliver the test one question at a time. While you can prevent them from going back to previous questions but I would advise against this strategy.
  - Plus, it can auto-grade most question types.

ASSIGNMENTS

- Reiterate honor code at all times, before and during the assignments.
- Allow choice - give students an option of assignments that meet the same objectives.
- Allow creativity - give them the opportunity to create the assignment in their own way. For example a paper, or a presentation, or a video.
- In the two previous suggestions, the assignments should be able to be graded on the same rubric.
- Related to the real world so the answer can't be googled.
- Give meaningful work - make sure that each assignment has a purpose to the objectives and learning and explain that to the students.
- When possible make it personal to them.
Creating Higher Order Thinking MC Questions

While it’s important to remember that there is insufficient evidence to suggest that multiple choice questions can measure all thinking skills, they can be made better. Higher Order Thinking questions require the students to apply, analyze, evaluate, create, problem-solve, connect ideas and make decisions. These strategies are best practices quoted by many but for a full description of all strategies and more examples, visit the eLearning Coach

USE REAL WORLD SCENARIOS:
Give a scenario or a short case study then ask the students the questions based on that. Here’s an example from the eLearning Coach.

Before: What is the first concern of an emergency worker? (3)
After: An emergency technician (ET) arrived at the scene of an accident. Three people were injured. One person had scrapes and bruises, a second was moaning in pain and a third was quickly losing blood from a skull injury. Why did the ET triage the skull injury as the highest priority? (3)

ANALYZE OR INTERPRET A VISUAL:
In this strategy, give them a chart, image or visual and ask questions that require them to interpret or predict what is or will happen.

Before: Select the best definition of active listening.(3)
After: Which video best demonstrates active listening during a call with an irate customer? (3)

MULTI-LOGICAL THINKING:
These are questions that have more than one premise so they have to take several facts into account before making a decision.

Before: Tim’s second grade teacher is concerned because of the following observations about Tim’s behaviour in class:
* Withdraws from peers on the playground and during group work
* Often confuses syllables in words (ex: says mazine instead of magazine)
* Often confuses b and d, p and q, etc. when writing or recognizing letters
* Loses his place when reading (2)

After: The teacher has arranged a meeting with Tim’s mother to discuss these concerns. Which of the following statements is best for the teacher to say to Tim’s mother?
A. Tim needs extra practice reading and writing problematic letters and words at home at least 30 minutes per day.
B. Please discuss the importance of schoolwork to Tim so that he will increase his efforts in classwork.
C. These are possible symptoms of dyslexia so I would like to refer him to a specialist for diagnosis.
D. Please adjust Tim’s diet because he is most likely showing symptoms of ADHD due to food allergies. (2)

BURY THE VERB:
This is hard to explain. You replace the unconstrained verb with its noun then start it with a knowledge level verb. If your original question contained a verb such as
"Describe" or " Infer" then you change it like so:
* Select the best description.
* Identify the most accurate interpretation. (4)
FLIPPING ITEMS:
This strategy entails taking a MC question you have and flipping it around to make it require more evaluation and less memorization. Here’s an example from Practical Assessment, Research, and Evaluation.

*Before:*
Which of the following best describes what is meant by ‘formative assessment’?
- A. is based on the student’s attitudes, interests and values
- B. is designed primarily to evaluate learning
- C. is usually high-stakes
- D. provides information to modify teaching and learning

*After:* A teacher uses a strategy called Thumbs Up, Thumbs Down with her students. This illustrates the use of:
- A. affective assessment
- B. formative assessment
- C. diagnostic assessment
- D. summative assessment

DON’T FORGET THE ANSWERS:
This list comes from Office of Teaching Learning & Technology at the University of Iowa.

1. Avoid lifting phrases directly from text or lecture. This becomes a simple recall activity for the student. Use new language as frequently as possible.
2. Write the correct answer before writing the distracters. This makes sure you formulate one [clearly] correct answer.
3. Answer options should be similar in length and parallel in grammatical structure.
4. Limit the number of answer options. Research shows that three-choice items are about as effective as four-choice items.
5. Distracter choices must be incorrect, but plausible.
6. To make distracters more plausible, use words that should be familiar to students.
7. Help students see crucial words in the question. For example: “Which of the following is NOT an explicit norm?”
8. Use hyperbole or extreme words rarely. Eg: all, none, never, always, etc.

WHAT DO YOU DO IF YOU SUSPECT SOMEONE OF CHEATING?
Start with your Department Chair or Program Director. They should be your first point of contact and will know how your department prefers to handle these issues.

REFERENCES:
2. http://blendedlearningresources.co.za/landing-developing-multiple-choice-questions-that-test-higher-order-thinking/
3. https://theelearningcoach.com/elearning_design/higher-order-multiple-choice-questions/
5. https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1355&context=pare