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An Analysis of 7th Grade US History Students and the Desire to Participate in Academic Dishonesty in a Forced Hybrid Learning Model

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An Analysis of 7th Grade US History Students and the Desire to Participate in Academic
Dishonesty in a Forced Hybrid Learning Model

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A Capstone Project submitted in partial fulfillment of the
requirements for the Master of Science Degree in Education at
Winona State University

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Winona State University
College of Education
Rochester Education Department

CERTIFICATE OF APPROVAL

CAPSTONE PROJECT

An Analysis of 7th Grade US History Students and the Desire to Participate in Academic Dishonesty in a Forced Hybrid Learning Model

This is to certify that the Capstone Project of

Alexander P. Jelacic

Has been approved by the faculty advisor and REDG 618 – Action Research: Capstone Project

Course Instructor in partial fulfillment of the requirements for the

Master of Science Degree in Education

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Abstract

The purpose of this action research was to analyze ninety students in a 7th grade US History students and the desire to participate in Academic Dishonesty in a forced hybrid learning model. Data was collected over a period of five weeks using pre and post intervention surveys, an exit slip for self-assessment, and unit assessment scores. Then seeing how reading a script with positive words created by students and adding a proctor can affect the results. Results show a positive correlation between reading a script and proctoring with student self-reporting, morality, and efficacy, however, it did not have correlation with perception of peers, and academic success. These results may have been affected by the COVID-19 pandemic which forced multiple students out of data collection for multiple units. Further research should be conducted under non-pandemic conditions to determine the validity of the action research.

An Analysis of 7th Grade US History Students and the Desire to Participate in Academic Dishonesty in a Forced Hybrid Learning Model

Introduction

Cheating has been labelled as an “epidemic” for over half a century (Mallon, 1989; Rovai, 2000; McCabe, & Stephens, 2006). However, since the start of the 2000’s, reports have suggested that digital forms of cheating are on the rise (Sullivan, 2016; Norris, 2019; Golden & Kohlbeck, 2020). While empirical evidence shows this at the college level, there is very little research done on the secondary level. This gap in the literature became visible during the COVID-19 Pandemic from 2019-2021.

In this analysis, academic dishonesty is defined as any committing or contributing to dishonest acts on assessments. This definition encompasses any reason or form in which a subject either attempts to show they know more than they do, or to show they know less than they do. An example of showing more than the student can-do would-be plagiarism. An example of showing less than a student can do is taking an assessment and marking B for every answer just to get it done.

In this analysis, proctoring will be having a researcher physically in the same room as the subjects as they take assessments. The proctor’s job is to watch the students and make sure that they are not participating in academic dishonesty in any form. Some examples of what the proctor is looking for are students looking up answers on the internet or attempting to use their notes on their assessments.

Pre-Pandemic, online classes had become a hot topic at the post-secondary level of education. From campus newspapers to Forbes, online classes started to become popular as more post-secondary students look to work while getting an education. With the expansion of technology and the demand for student flexibility, online learning has grown exponentially

during the first two decades of the twenty-first century. Between the years 2003-2010, Allan and Seaman, (2010) partnered with the Sloan Consortium and Pearson, conducted a nationwide survey that tracked the growth and nature of online learning. During the fall of 2009, 5.6 million students, representing 29% of the total college and university enrollment, took at least one online course. Just 9 years later, that percentage is just under 35% of all US college students. This past year due to the COVID-19 Pandemic, 93% of all households in the United States reported some form of distance learning for their elementary and secondary school students (McElrath, 2020).

The school that this researcher worked for has been working in a hybrid model for the entire 2020-2021 school year with a four-week full distance stint between the end of November and January. During this time, the researcher has noticed that the community the school is in has had a very tough time with these transitions. One of these signs was what seemed like an increase in academic dishonesty, specifically in the use of technology to cheat on graded assessments. Over time, the researcher noticed students showing apathy towards their work which was interpreted as either a belief that the students cannot accomplish the task presented or the student does not understand what is wrong with their actions. They also overheard multiple conversations where students talked openly about how “it (cheating) is not a big deal” and “everyone does it.”

These observations led the researcher to communicate with their peers, who had experienced the same kinds of rhetoric and participation in academic dishonesty. The present study looks to fill the gap in the empirical work for middle school academic dishonesty during hybrid learning, specifically looking at how reading a “We Can” script and proctoring exams affects academic cheating in a hybrid model. This study will focus on the following questions through self-reporting by the students.

1. How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student perception of morality and self-reporting of academic dishonesty?
2. How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect the reasons for why students, emphasising perception of peers, participate in academic dishonesty?
3. How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student efficacy?
4. How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student academic success?

A few hypotheses created by the researcher are: students will self-report cheating less often over the time of the experiment; students will perceive less peer academic dishonesty with an introduction of a proctor; students will increase efficacy with the addition of the proctor; student academic success will increase with the proctor . The researcher will also hypothesize that students will start with a lower understanding of what academic dishonesty is and will increase that knowledge over time.

Review of Literature

General Cheating Literature

As the title states, there will be an emphasis not only on if the students are cheating, but why they want to participate in academic dishonesty. Analysis of student efficacy, styles of cheating, and reasons for cheating, predominantly looking at peer pressure, will give a more accurate look at why students are cheating. Not just the effect of a proctor and script.

Academic dishonesty has been happening well before the push for electronic interfaces to be in the classroom and this study will not be the end for it. Academic misconduct is something

that teachers have had to counter in order to create worthwhile lesson plans for over four hundred years (Mallon, 1989). With the sudden change to distance learning, teachers have looked for ways to counter misconduct while still providing a high-level education with entertaining lessons. The speed at which the researcher transitioned to hybrid learning coupled with a focus on performance-based learning, the researcher realized they were creating assessments that are built the same way as traditional assessments. The biggest difference between the two comes from the way the student must perform. Rovai (2001) found that the goals for one's assessments will be tested similarly whether online or traditionally. The one major difference between the two is the lack of control of assessment conditions, the unique set of available resources, and the isolation of the distance learner. Multiple sources state that these three key differences have led to an increase in cheating during distance learning, however this study will be looking specifically at the middle school level (Sullivan, 2016; Norris, 2019; Golden & Kohlbeck, 2020).

Over the past twenty years students and teachers have started to acclimate to education being moved online. This move has increased student access to the internet and through that access, the ability to cheat. While the literature on the extent and determinants of cheating in college is quite extensive (Passow, Mayhew, Finelli, Harding, & Carpenter, 2006), there is still a growing field looking directly at the cheating behaviors for online assessments. Over time, there has been a wide range in how much researchers believe distance learners are cheating. Kidwell and Kent (2006) found that 35% of students in a 248-student focus group cheated at least once during a semester with only 2% cheating in a serious manner. A serious instance of cheating would be anytime a student copied other students in examinations, either with or without their knowledge, using test notes, and helping someone else cheat in an examination. These numbers were dwarfed in 2014 when Jensen and Thomson found that about 25% of students were

cheating in a serious manner. This range can be attributed to multiple reasons such as the variance in researchers, educational context, and research context (Steger, Schroeders, & Gnambs, 2020).

Of all the ways that researchers have studied, plagiarism has been the most observed. The idea of plagiarism has changed drastically over the past twenty years as students have become accustomed to using the internet. With the internet, plagiarism has become easy to the point of convenience

for students (Rovai, 2001; Ma, Wan, & Lu, 2008). Stricherz (2001) reported in a survey of 4,500 high school students found that the internet was a major source for cheating. About 54% of respondents reported they had used the internet to plagiarize other people's work. This researcher has observed as well as communicated with peers that have seen an uptick in plagiarism this year.

The observations of plagiarism and use of the internet for academic dishonesty has led the researcher to believe that the internet makes cheating easy, and, in some cases, it leads to student belief that they need to cheat to succeed. The McCabe (2005) report, which also highlighted the growing problem of internet plagiarism, stated, “roughly one in ten students admit to one or more instances of copying, using crib notes and/or helping someone else to cheat on a test or exam” (p.3). The idea that students feel they need to cheat can be seen in the Josephson Institute of Ethics (2009) survey which revealed “Teens 17 or under are five times more likely than those over 50 to hold the cynical belief that lying and cheating are necessary to succeed” (para. 9) . The themes are important in this research due to the increase in apathy noticed by the researcher in pre-observations. This cynicism could push students to participate in academic dishonesty.

Combatting Academic Dishonesty

There are ways to decrease academic dishonesty. One way is to create assignments that have too many moving parts for a student to cheat. An example of this would be breaking assessments into multiple sections or tasks. For example, breaking down a research paper – find a subject to research, research them, create a title, write about early life, late life, death, conclusion - helps prevent last minute plagiarism the internet allows for (Stephens, Young, & Calabrese, 2007). Another way that teachers can cut down on cheating, and the way this researcher will be investigating, is changing the culture of academic dishonesty at the school. Teachers and administrators across the US have attempted to stop academic dishonesty through institutional policies. The setting of protocols and rules allow for students to interpret whether they have cheated. Robyn Hulsart and Vikkie McCarthy (2009) found that changing the ethical climate of the classroom can be done purely by teachers explicitly stating expectations for academic integrity.

Moral Values

Moral obligation directly affects the student's decision making (Chudzicka-Czupala, Grabowski, Mello, Kuntz, Zaharia, Hapon, Lupina-Wegener, & Börü, 2016). Schools need to invest in promoting students' understanding and appreciation of core academic (and moral) values, such as honesty, trust, fairness, respect, and responsibility (Stephens, Young, & Calabrese, 2007). In research spanning seven countries, Chudzicka-Czupala et. al. (2016) found that the one constant in preventing academic misconduct is students who did not participate in misconduct said they did not due to their own moral code/values. These experiments were all done at the post-secondary level which leaves a void to be filled.

The moral values that a teacher wants students to gain must be out right presented to their students. Students must have a full understanding of what they should do, and why they should do it in that way. In order to change culture, one must look at the reasons why students are willing to participate in such misconduct.

Peer Culture

Peer culture, “I need to do well on this assessment”, not enough time to get schoolwork done, this course is not important to me, adults teach this kind of behavior by example, are all reasons students have identified for cheating in previous research (Strom & Strom, 2007, pp.107-108). In this action research project, an emphasis will be on the way that students view their peers, incentives for cheating, and the combination of feeling something is unfair and students dislike of a class.

Peer culture and academic dishonesty can be seen in many different forms. One way is when peers pressure another student to cheat, such as allowing someone to copy off their work. On the opposite side of the peer culture spectrum, students witnessing or believing that another student is cheating can cause a student to participate in academic dishonesty as well (Rettinger, & Kramer, 2008). Ma et. al. (2008) found “two-thirds of the student participants admitted that they once saw someone they knew go online to copy and paste sentences for language arts assignments or copy and paste answer keys for math or science problems” (p. 200). About one-fourth of these students admitted they did so themselves. Students have also stated that they plagiarize from one another. As schools and this researcher look to increase collaboration and expand on social networking, it has been perceived and found that students have used these new networks in order to cheat (Hulsart, & McCarthy, 2016).

Incentives

When looking at incentives for participating in academic dishonesty, the subject tends to rationalize academic dishonesty in two ways. The first is, is it worth it for me to be dishonest? In Kajackaite and Gneezy's (2016) experiments, they found if the incentive is not important enough, the subject will not be dishonest. The repercussions outweigh the incentive and thus it is not worth their time to be dishonest. When the incentive is exorbitant, they found the opposite to be true. Subjects would not cheat because they felt that they did not deserve the incentive if they were dishonest. This left the experiment with one major outcome. If the subject believed that they deserved the incentive, and the incentive was in the sweet spot between too incredible to be deserved and not worth it to be dishonest, and they felt all things were fair in the experiment, the subject was much more likely to be dishonest. One important observation is cheating and its correlation with an incentive of a better GPA (Martinelli, Parker, Perez-Gea, & Rodrigo, 2018). When it comes to GPA, unproctored environments tend to see higher test scores on average (Harmon, & Lambrinos, 2008). In education, assessments are important because they make up the grades that students achieve. Part of why a student might cheat is due to their belief that they deserve a good grade, or that the incentive is "worth it".

The second way that students rationalize academic dishonesty is the idea of fairness and the reality that students sometimes do not like a class. When students do not feel that they are being treated fairly they will look for a way to make things fair. Reasons for why students think that something is unfair can range from seeing other students cheat without repercussions to feeling that a teacher does not like them and is purposefully attacking them (Anderson and Won, 2018; Houser, Vetter, and Winter, 2012). During the researcher's time as a teacher they have witnessed that students believe there is bias as to when teachers "choose" to enforce rules on academic dishonesty.

Proctored Assessments

One way that researchers have proposed to decrease academic misconduct is proctoring all assessments. Proctoring assessments is a traditional method of limiting misconduct in the classroom that is often considered best practice by researchers (Edling 2000; Rovai 2001; Deal 2002). Proctoring assessments is to have someone, or something observe the subject as they take an assessment. In the classroom this tends to be a teacher, while out of the classroom there has been a massive influx in computer programs focused on academic honesty in distance learning (Harmon, Lambrinos, 2008; Steger, Schroeders, and Gnambs 2020). In this study, the researcher will be acting as an in-person proctor.

There is a large amount of research at the post-secondary level that would lead one to believe that proctoring assessments could lead to a significant change in grade (Harmon, Lambrinos, 2008; Steger, Schroeders, and Gnambs 2020). The data ranges from a change in one letter grade (Harmon, Lambrinos, 2008; Brailier and Palm 2015; Golden and Kohlbeck 2020) to even more significant changes of up to twenty percent grade changes found by Dendir and Maxwell (2020). This has been attributed to the fact that subjects are inherently less willing to participate in academic dishonesty when they are being physically watched by a proctor. Proctoring is also important outside of the face value of scores. Wellman and Marcinkiewicz (2004) found that students scored with a significantly larger gain in understanding from a pre and post assessment when they were being proctored during formative assessments of learning leading up to the summative assessment. The inverse is also true. Arnold (2016) found post-secondary students that did not have a proctor for exams had a positive correlation for passing the class, however, these students were also more likely to drop out of college after their first year and were more likely to have a lower GPA overall. While this research is not focused on

increases in understanding or future ramifications of academic dishonesty, when it comes to best practices, one may think about how they factor into overall grading.

Method

This section contains information explaining the subject, setting, participants, and researcher in this action research project. It explains the process in which the researcher observed and tested the participants over the course of three months and goes into detail of how each research tool was used.

Settings

This research took place in a hybrid learning model in Southwestern Minnesota. The community is extremely diverse compared to the surrounding communities. This will impact the baseline information that the researcher will be looking to gather. In order to compare pre and post testing, the researcher needs enough students to finish the pretest. With the hybrid model, students have had about an eighty percent completion rate on work turned in online, but 38% of students have historically turned in work after the due date. The reasons for why they did not turn in or finish their work tends to be of necessity as many students become care providers for their siblings when they are not in school or do not have quality internet connection.

The district also uses a 50% grading policy meaning if a student does their absolute best on an assessment the worst that they can get is a 50%. This policy has led to students rushing through assessments, participating in the form of academic dishonesty where they do not show what they know, but “just get the test done” so that they do not have missing assignments and get a 50%. This policy will not affect the data that the researcher will be collecting, however, it may affect the way that students participate in academic dishonesty and the way that they view assessments.

Subjects and Participants

This study consisted of ninety-one student subjects. There are 48 male and 43 female students. Of these students ten have an IEP or 504 and twelve are English learning students. These students have taken modified assessments that did not affect the experiment. Over 50% of students are people of color. The ethnic backgrounds are Karen, Sudanese, African American, Mexican, and other Latin American countries (not stated specifically). All students are between the ages 12 and 14 and are 7th grade US History students that are in the second half of a semester long class. They started the class during second quarter and are finishing it during fourth quarter. There will be only one researcher collecting data. The survey data will be collected when students are in person and have finished a unit of content.

The researcher has been working in a hybrid model for only part of the year and the frustration with assessments has grown. This has become extremely pronounced in the way that academic dishonesty is seen as part of life and not a big deal. As this paper is being written, the researcher is sitting in a peers classroom and is witnessing three students talk about cheating in front of a teacher stating that “it is not a big deal” and “no one cares” about cheating. This perspective on academic dishonesty has unsettled the researcher as they look to create lessons using best practices. The researcher is a fourth-year teacher who has been teaching at this location for two years. This topic is incredibly important to the researcher because I look to reteach and review as much as possible. When reteaching and reviewing, I need to have a clear understanding of what students are confused about so that my lessons are relevant to student needs. This form of grading and assessing system means that if students can cheat, the system itself will crumble.

Subjects participated unless they were out of school for an extended period. There are many reasons for this to happen. For example, if a student was quarantined for two weeks in the middle of data collection, the researcher was unable to gain data as the researcher has no way of proctoring their assessments.

Research Questions

This research will be attempting to analyze 7th grade US History students and the desire to participate in Academic Dishonesty in a forced hybrid learning model. This will be done by looking at four separate questions.

1. How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student perception of morality and self-reporting of academic dishonesty?
2. How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect the reasons for why students, emphasising perception of peers, participate in academic dishonesty?
3. How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student efficacy?
4. How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student academic success?

Data Collection process

The researcher plans on using three different data collection tools. Specifically using a survey, exit slips, and student assessments as data tools. The researcher will be able to gather quantitative and qualitative data using rating scales, fill in the blank, multiple choice, and interview style questions.

These data tools and techniques were chosen with intent to triangulate the accuracy of the data collected. The goal is to assess 7th grade US History students and the desire to participate in academic dishonesty in a forced hybrid learning model. The researcher will use a survey to assess how reading a script on academic dishonesty in a proctored and unproctored hybrid setting affects student perception of morality and self-reporting of academic dishonesty, perception of peer academic dishonesty, student efficacy, and overall academic success on assessments. The researcher will use assessments and survey results in order to determine how reading a script on academic dishonesty in a proctored and unproctored hybrid setting affects academic success and efficacy. The researcher will use exit slips in order to measure how reading a script on academic dishonesty in a proctored and unproctored hybrid setting affects self-reported academically dishonesty and subject's perception of peer academic dishonesty (Appendix A).

The way that data will be collected is as follows. The researcher will teach unit 1. The researcher will be preparing four assessments, three smaller ten-point assessments and a larger forty-nine point assessment on the entire unit. All assessments during this unit will be taken during distance learning where there will be no proctor. There will also be no video or written text about academic dishonesty to be viewed before each assessment. The researcher will present students that have finished all assessments with a survey in which they will be asked to answer questions to the best of their ability. This first survey will be the baseline data and will be given to all students who have finished the unit's assessments. After the first survey, students will work through a lesson about academic dishonesty, focusing on long term effects as well as forms of academic dishonesty. At the end of this lesson, the researcher will have the subjects create a "We Can" statement which will be presented before future assessments. The statement created by subjects for this experiment reads as follows: "As a class we agree that we will do our best, use

our resources in order to prepare for tests, and be better today that we were yesterday.” The researcher will teach unit 2. There will be four assessments on a book being read for this unit. All assessments taken during Unit 2 will be unproctored but will have a video recording as well as the text of the “We Can” statement presented before each assessment. After they have taken the last exam, but before they take the survey for the unit, students will fill out an exit slip addressing all the forms of academic dishonesty that they can think of. Survey 2 will then be taken. The researcher will teach unit 3. Unit three will have three ten-point practice assessments and a larger forty-five-point unit assessment. In unit three, all assessments will be taken in class where the researcher can proctor. There will be no script read to students. Survey 3 will be given to all students as they finish the unit’s assessments. The teacher will teach unit 4. This unit will have four ten-point practice assessments and a thirty five point unit assessment. All assessments taken during Unit 4 will have the “We Can” statement read to them about academic honesty and the researcher will be present to proctor the assessment. Survey 4 will be given to all subjects as they finish the unit’s assessments. The subjects will then be asked to fill out an exit slip where they will be asked to address their perception of their peers pre-action research vs. after action research and answer the question of if they cheated at any point in the past quarter.

Survey Set-up

When looking at the survey, the first group of questions consist of two quantitative questions designed to learn how many students participated in academic dishonesty in the past unit, and to learn if students are participating in academic dishonesty more or less due to the hybrid model. Then there are three qualitative questions where students express how they cheated, why they cheated, and if they know about all the different ways one can participate in academic dishonesty. This is important because the researcher will also be assessing an exit slip

where students must write at least three forms of academic dishonesty. The quantitative questions, qualitative questions, exit slip will be used to decipher whether students fundamentally understand whether they participated in academic dishonesty.

The second group consists of three questions focused on the morality of academic dishonesty and when it is ok to participate in it. The focus of this group of questions is to understand if students believe participating in academic dishonesty is good, bad or somewhere in between. Two of the three questions are quantitative asking for a specific rating for how “good/bad” academic dishonesty is. The third is a qualitative question asking about when it is acceptable to participate in academic dishonesty if there is a time that it is alright.

The third group, four questions, is focused on why students participate in academic dishonesty. These four questions focused on how students perceive their peers and other stimuli that have historically been associated with academic dishonesty. There are three quantitative questions that ask for student perception of cheating around them and how much cheating they think happens in their schools. The last is a qualitative question asking why students think other people participate in academic dishonesty. This question was designed to see if students view the reasons other people cheat to be the same as why they cheat.

The fourth and final group of quantitative and qualitative questions consists of eight questions looking at student efficacy. These questions are all quantitative and are focused on the students' sense of ability to pass assessments without participating in academic dishonesty.

The researcher will then use collected data and look at the ways that each research question interacts as a single question and the correlation between one another. Being able to see if there is a positive or negative correlation between academic dishonesty, reading a script, and proctoring tests is the main goal. If it also shows a link with another factor such as peer

perception, the researcher can use the data gathered to better understand the reasons for student academic dishonesty.

Results

Data were collected to determine how reading a script on academic dishonesty in a proctored and unproctored test setting would affect student academic dishonesty. Several data collection tools were used to assess students' reporting of academic dishonesty, why they participated in academic dishonesty emphasising perception of peer academic dishonesty, student efficacy, and academic success. The tools used to collect data on these areas were: a survey, an exit slip, practice quizzes, and exams. The results section answers the four sub-questions posed by this study: How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student perception of morality and self-reporting of academic dishonesty, the reasons for academic dishonesty emphasising perception of peer academic dishonesty, student efficacy, and student academic success? For results, student efficacy is the belief that students have that they can accomplish a task, specifically passing tests and gaining skills; student academic success is defined as student grades per quiz/exam. All percentages presented in the results are based on data collected per unit/survey, not against a standardized number. The researcher also used cheating and academic dishonesty as synonyms throughout data collection when subjects were taking surveys, exit slips, and assessments.

How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student perception of morality and self-reporting of academic dishonesty?

The data collected suggests that reading a script and proctoring assessments will affect students' perception of the morality of academic dishonesty. Students were consistent throughout

each unit when asked if cheating was “bad” (over 87% of students said it was bad or very bad throughout the entire data collection period) as seen in Table 1.

	Very bad	bad	good	very good
Survey 1	50.59%	42.35%	5.88%	1.18%
Survey 2	55.77%	32.69%	5.77%	5.77%
Survey 3	45.21%	42.47%	9.59%	2.74%
Survey 4	50.70%	42.25%	7.04%	0.00%

Table 1: Is cheating bad?

While subjects overall said cheating is bad, there was a change in the times they thought cheating would be acceptable. Early in data collection, students tended to focus on confusion about what the question is asking, mental health, and “the teacher says you can”. At the end of the data collection, these three reasons were still the top three, however they lost many selections to reasoning such as “it isn’t a test”, “I won’t get in trouble/caught”, and other reasons that have to do with cheating not being a “big deal” which can all be seen in Table 2. The data suggests that there was an increase in students being more apathetic towards cheating and their assessments. When looking at the idea that the “teacher told me I can cheat”, there was a decrease in this as an example of a reason to cheat.

	confused /surprise test	need good grade/ Parent pressure	Mental Health/ physical harm	teacher says you can	it isn't a test	"reasons" /wont get in trouble	"If it wont hurt anything"	unfair	gone for a lesson	just one answer	in a hurry	Never	did not answer
Survey 1	9	4	5	14	0	1	1	1	0	1	0	40	9

Survey 2	9	7	3	2	2	1	1	0	1	0	0	22	5
Survey 3	5	11	1	2	3	3	0	0	2	3	0	39	4
Survey 4	8	3	1	8	3	3	0	1	2	2	1	36	3

Table 2: List all the times you think it is ok to cheat.

Survey data showed a minimum of 70% of students could name at least two different forms of cheating, recorded in Table 3. These results peaked in Exit Slip 1 which results where 85% of students were able to name two or more examples of academic dishonesty.

	Students that gave more than 2 examples of cheating
Survey 1	75.29%
Survey 2	76.92%
Survey 3	83.56%
Survey 4	71.83%
Exit Slip 1	84.85%

Table 3: Student ability to express multiple forms of academic dishonesty?

Students also supplied multiple forms of cheating as seen in Table 4. Of all responses internet usage was the most given response except for in Survey 2. Internet usage, asking/copying peers or adults, and looking at notes were by far the top three responses making up over 90% of all responses in every survey.

	Internet usage	asking/ copying peers or adult	Looking at notes	Sneak notes in by writing on something	Write on hand/body part	Drugs	Diet
Survey 1	33.99%	28.10%	28.76%	5.23%	3.27%	0.00%	0.65%
Survey 2	35.56%	24.44%	34.44%	3.33%	1.11%	0.00%	1.11%
Survey 3	32.74%	35.40%	26.55%	2.65%	0.88%	0.88%	0.88%
Survey 4	34.88%	24.42%	30.23%	6.98%	2.33%	0.00%	1.16%

Table 4: List as many types of cheating as you can?

Since it is reasonable for us to believe that students were able to answer questions about academic dishonesty, the data also suggests that reading a script does affect self reported academic dishonesty, but suggests that proctoring assessments will have a larger effect. Data was gathered using a survey and exit slips which showed student decline in participating in less academic dishonesty by over twenty percent by the last survey. In table 5 it shows that at any time, less than 27% of students cheated during a unit and the numbers also show that reading a script about academic dishonesty will cause academic dishonesty to decrease. The first time the script was read (survey 2) there was a 10% drop in students reporting they did participate in academic dishonesty or that they “maybe” participated. With the change to proctored assessments, the data shows another percentage drop of almost 17% from the first survey when data was collected without the script. One also notices that once moved to the proctored assessments, students no longer will assess themselves as “maybe” participating in academic dishonesty. Finally, with the script being read for Survey 4, the percentage of students that will report academic dishonesty will drop by almost fifty percent to 4.23%.

	No	Yes	Maybe
Survey 1	74.12%	15.29%	10.59%
Survey 2	82.69%	9.62%	7.69%
Survey 3	91.78%	8.22%	0.00%
Survey 4	95.77%	4.23%	0.00%

Table 5: Did you cheat during the last unit?

The trend of students participating in academic dishonesty was backed up by the second question from the exit slip #2 taken after Survey 4 (figure 1) where 44% of students said that there is less peer academic dishonesty from the start of the data collection period and 38% say

academic dishonesty is the same, leaving only 18% of students believing participation is worse than before.

Do you think students are cheatin...

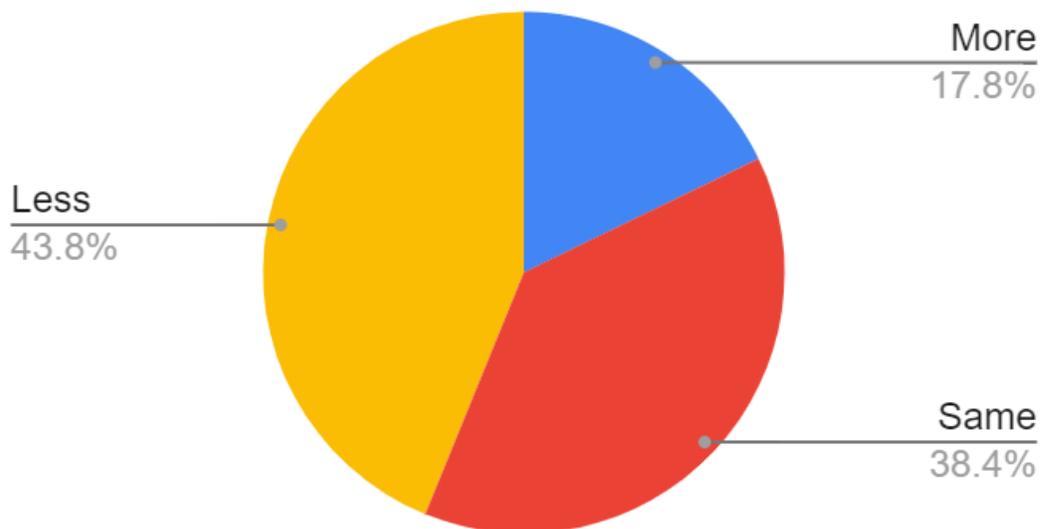


Figure 1: Do you think students are cheating more, the same, or less than at the start of the quarter?

This trend can also be seen in student perceptions of how much they are participating in academic dishonesty due to the hybrid setting as can be seen in Table 6. While there seems to be some consistency from Survey 1 through Survey 3, Survey 4 shows a great decline in the amount of academic dishonesty from students.

	much less	less	same	more	much more
Survey 1	30.12%	12.05%	36.14%	15.66%	6.02%
Survey 2	25.00%	11.54%	32.69%	21.15%	9.62%
Survey 3	26.03%	9.59%	31.51%	23.29%	9.59%
Survey 4	28.17%	22.54%	32.39%	12.68%	4.23%

Table 6: I am cheating more/less due to the hybrid model?

Exit slip #2 also asked students if they had participated in academic dishonesty during the data collection period and 34 people said that they participated as seen in table 7. This data was taken after Survey 4 and was a recap for all data collection. 34 students cheating is a number that could be possible as academic dishonesty was reported 40 total times throughout data collection and it is possible students participated multiple times as seen in Table 8.

	I cheated this quarter at any time for Social Studies.
Yes	34
No	39

Table 7: I cheated this quarter at any time for Social Studies.

	No	Yes	Maybe
Survey 1	63.00	13.00	9.00
Survey 2	43.00	5.00	4.00
Survey 3	67.00	6.00	0.00
Survey 4	68.00	3.00	0.00

Table 8: Did you cheat during the last unit?

How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect the reasons for why students, emphasizing perception of peers, participate in academic dishonesty?

Data collected suggests that perception of peer academic dishonesty was not greatly affected by reading a script or proctored versus non-proctored settings. When unprompted to think about their peers, students that participated in academic dishonesty were asked why they decided to participate and how they did participate in dishonesty. First, when asking students that had admitted to participating in academic dishonesty reported a large range of reasons for why

students participated with eight totally original reasons stated. This data presented in Table 9 shows that these students tended to be more worried about their parents putting pressure on them (about 40% of responses on average), and cheating to pass (about 39% responded this on average). These two reasons compared to pressure from their peers (about 4% of responses on average) are significantly higher. We also see that pressure from parents and other adults increased over time with a drop in the desire to pass the class (get good grades) .

	Pressure from Adults (Parents/Teachers)	I cheat in order to pass (grades)	Pressure from other students	Other people are doing it	Confused by the question	"Why Not"/convenient	Making sure I was correct/double checking myself	"reasons"
Survey 1	26.92%	57.69%	3.85%	0.00%	7.69%	3.85%	0.00%	
Survey 2	33.33%	41.67%	0.00%	0.00%	16.67%	0.00%	8.33%	8.33%
Survey 3	50.00%	25.00%	12.50%	0.00%	0.00%	0.00%	12.50%	0.00%
Survey 4	50.00%	33.33%	0.00%	16.67%	0.00%	0.00%	0.00%	0.00%
Averages	40.06%	39.42%	4.09%	4.17%	6.09%	0.96%	5.21%	2.08%

Table 9: Why did you cheat?

These findings held true when asking all students reasons for why they think people cheat. Table 10 shows over ten different reasons for why students believed that someone might cheat. It will instantly jump out that getting better grades and parent pressure/anger are the two top reasons students think people cheat.

better grades/ afraid to fail	Parents get angry/ pressure	don't know an answer	won't get caught	others doing it	look good/ peer pressure	don't want to work/ to hard	other/ didn't answer question	get door back	sports	easy/ boring	get at teacher	don't believe in themselves
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Survey 1	51%	14%	14%	1%	1%	5%	7%	6%	0%	1%	0%	0%	0%
Survey 2	55.71%	24.29%	4.29%	0%	1.43%	0%	4.29%	4.29%	2.86%	2.86%	0%	0%	0%
Survey 3	43%	16%	4%	1%	1%	11%	15%	4%	0%	2.00%	2%	1%	0%
Survey 4	48.81%	21.43%	3.57%	1.19%	1.19%	3.57%	9.52%	5.95%	0%	1.19%	1.19%	1.19%	1.19%

Table 10: Why do you think people cheat?

When asked how they cheated, over 90% of responses were copying another student, using notes, or looking it up on the internet. Most students reported using the internet with about 40% of students stating that they cheated by using the internet as seen in Table 11. Statistically, looking at notes decreased from 50% of responses in Survey 2 to 0% of responses in Survey 4 with the only real change being a proctor for the assessments and the location students were taking said assessments. At this same time, the amount of students admitting to copying off of peers increased.

	Copying another student	Using notes	Using the internet	I would do the test once then keep it open to look at the answers	did not specify how or unintelligible answer	I don't remember if I did or not
Survey 1	3.70%	40.74%	48.15%	3.70%	3.70%	0.00%
Survey 2	0.00%	58.33%	25.00%	0.00%	16.67%	0.00%
Survey 3	30.00%	20.00%	40.00%	0.00%	10.00%	0.00%
Survey 4	16.67%	0.00%	50.00%	0.00%	16.67%	16.67%
Averages	12.59%	29.77%	40.79%	0.93%	11.76%	4.17%

Table 11: If so, how?

When prompted to talk about their peers, on average 75% of students reported that less than 60% of their peers participated in cheating. The 40% to 60% section increased the most throughout the surveys and seemed to be a place students felt comfortable when it came to speculating about their peers. However, when students went from a non-proctored to a proctored environment, the 0%-20% section increased significantly seen in Table 12 and Figure 2.

	0-20	20-40	40-60	60-80	80-100
Survey 1	31.8%	29.4%	14.1%	16.5%	8.2%
Survey 2	21.2%	19.2%	30.8%	26.9%	1.9%
Survey 3	27.4%	20.5%	24.7%	21.9%	5.5%
Survey 4	28.2%	26.8%	28.2%	9.9%	7.0%
Averages	27.15%	23.98%	24.45%	18.80%	5.65%

Table 12: What percent of your peers do you believe cheat?

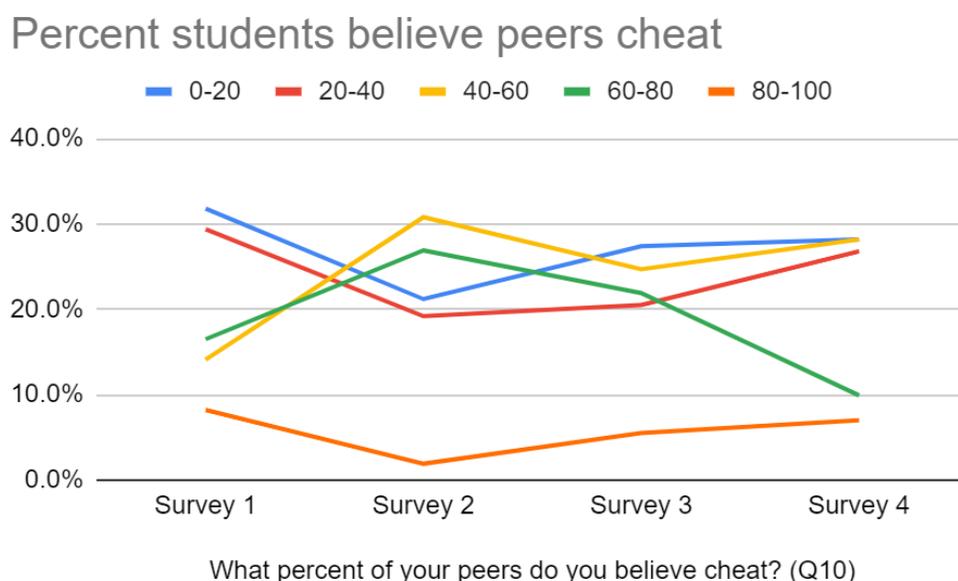


Figure 2: Peer perception of students cheating.

These numbers do not match up with the data that was collected on students participating in academic dishonesty (Table 4, Table 5, and Table 6). The assumption that one's peers are participating in academic dishonesty, as well as the idea that using peers to do better on a test as a form of academic dishonesty, means that students truly tended to believe that much more of their peers were cheating than actually were according to the data collected.

How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student efficacy?

The data suggests that student efficacy was consistent for two questions, two questions followed students' academic success, three questions were influenced by the reading of the script (one of which had a negative relationship with the addition of a proctor), and only one question did not seem to have any rational change.

Students believed that they were capable of learning what was being taught in class with over 89% of students believing that they can learn what is being taught with a “normally true” and “true” response to the question as seen in Table 13. This question was easily the most consistent throughout the data collection period.

	Not true	normally not true	normally true	True
Survey 1	0.00%	7.06%	27.06%	65.88%
Survey 2	0.00%	1.89%	26.42%	69.81%
Survey 3	1.37%	9.59%	27.40%	61.64%
Survey 4	0.00%	7.04%	26.76%	66.20%

Table 13: I can learn what is being taught in class.

The second question that remained consistent was, “I deserve the grade on my test even if I cheat”. This data suggests that students started out feeling strongly that they did not deserve the grade they got if they cheated. After the first unit/survey, they then started to have less strong feelings seeing a drop in “Not true” responses with a large increase in “normally true” responses. The table then sees very consistent responses through Survey 2 and Survey 4. This can be seen in table 14.

	Not true	normally not true	normally true	TRUE
Survey 1	55.29%	32.94%	4.71%	7.06%
Survey 2	43.40%	30.19%	15.09%	9.43%
Survey 3	47.95%	31.51%	15.07%	5.48%

Survey 4	43.66%	38.03%	12.68%	5.63%
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Table 14: *I deserve the grade on my test even if I cheat.*

The two questions that seemed connected to assessment scores as seen in Table 21 are, “My ability grows with effort” and “I do not need to cheat in order to pass tests”. Students responding to the question “My ability grows with effort” saw an increase of the “True” response of over 12% in Survey 4. While the “Not true” response did go up to a high of 2.82%, students that answered on the negative side of the question went down overall which can be observed in Table 15. Before Survey 4, responses seemed to be fairly consistent.

	Not true	normally not true	normally true	True
Survey 1	1.18%	8.24%	38.82%	51.76%
Survey 2	0.00%	7.55%	39.62%	50.94%
Survey 3	1.37%	9.59%	34.25%	54.79%
Survey 4	2.82%	5.63%	25.35%	66.20%

Table 15: *My ability grows with effort.*

“I do not need to cheat in order to pass tests” is interesting because it is by far the most stable of data collected, except for Survey 3. The data presented in Table 16 shows Survey 3 has a large increase in “not normally true” (4% increase compared to the second highest recording) and a large decrease from “True” (7% lower than second lowest recording). It is then followed up in Survey 4 with a flip back to very high “True” recording, average not “normally not true” and “not true” recordings, but a significantly lower “normally true” recording.

	Not true	normally not true	normally true	True
Survey 1	5.88%	11.76%	18.82%	63.53%
Survey 2	3.77%	5.66%	22.64%	66.04%
Survey 3	4.11%	15.07%	24.66%	56.16%

Survey 4	4.23%	8.45%	14.08%	73.24%
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Table 16: *I do not need to cheat in order to pass tests*

“Cheating hurts me in the long run” saw substantial changes in the “True” and “Not true” when the scripts were read before assessments as seen in Table 17. When the script was read, the response of “True” increased to an average of 62.8% range while when the script was not read, the “True” answer averaged about 49%. The data found for the “not true” section was especially large with a percent change of over 49% when the script was read.

	Not true	normally not true	normally true	True
Survey 1	17.65%	11.76%	24.71%	45.88%
Survey 2	3.77%	11.32%	20.75%	62.26%
Survey 3	10.96%	13.70%	23.29%	52.05%
Survey 4	5.63%	16.90%	14.08%	63.38%

Table 17: *Cheating hurts me in the long run.*

Table 18 shows how “I can pass tests” saw every answer category decrease when the script was read except for the “True” category where it increased by more than 10%. The data also suggests that overall students were more positive about themselves when the script was read with over 90% of students saying they believe that this question is “normally true” and “true”. When the script was not read, students' confidence in themselves significantly dropped off.

	Not true	normally not true	normally true	True
Survey 1	2.35%	14.12%	35.29%	48.24%
Survey 2	1.89%	3.77%	28.30%	64.15%
Survey 3	4.11%	16.44%	31.51%	47.95%
Survey 4	1.41%	9.86%	29.58%	59.15%

Table 18: *I can pass tests.*

Table 19 looks at “If I practice everyday I can develop any skill”. This question also had a positive relationship with reading a script but a negative relationship with adding a proctor to assessments. When a script was read, there was a decrease by over 5% of students that responded negatively with a “Not true” or “normally not true” response and an increase in the “True” response. After adding the proctor, positive responses dropped in the “True” response, but increased in the “normally not true” response significantly. When the script was read with the proctor, the increase in positive responses led to fewer “normally true” responses and increased in “True” responses.

	Not true	normally not true	normally true	True
Survey 1	1.18%	11.76%	24.71%	62.35%
Survey 2	3.77%	1.89%	26.42%	67.92%
Survey 3	4.11%	12.33%	28.77%	54.79%
Survey 4	2.82%	8.45%	29.58%	59.15%

Table 19: If I practice every day I can develop any skill.

The last question, “I get better grades when I cheat” did not seem to have any kind of trend or consistency as seen in Table 20. Thile “True” was always the lowest totaling response, the other three responses switched positions multiple times.

	Not true	normally not true	normally true	TRUE
Survey 1	35.29%	34.12%	22.35%	8.24%
Survey 2	24.53%	22.64%	30.19%	20.75%
Survey 3	28.77%	24.66%	34.25%	12.33%
Survey 4	29.58%	26.76%	33.80%	9.86%

Table 20: I get better grades when I cheat

How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student academic success.

Academic success was the number one factor students replied for why they would look to participate in academic dishonesty (Table 9). With that being said, the data presented in Table 21 suggests that academic dishonesty, reading a script and proctoring, did not affect the academic success of students. Unit 3 seemed to be a unit that totally disrupted any kind of consistency in the data.

HOUR	UNIT 1	UNIT 2	UNIT 3	UNIT 4
1ST	76.82%	79.35%	72.26%	78.27%
3RD	76.79%	76.36%	72.11%	76.36%
4TH	78.99%	80.22%	76.86%	82.31%
Average by unit	77.53%	78.64%	73.74%	78.98%

Table 21: Assessment averages unit by hour

Conclusion

Before diving into my interpretation of the data some major limiting factors of this research was COVID-19 and student participation. I had a total of 90 students participating in the study however each unit saw multiple students miss parts of or all of the unit. When this happened I did not count them as part of the data. Students needed to have at least two assessments recorded in a unit in order to participate in the survey as well as the unit assessment statistics. Then, even if students did participate in the unit, having students actively participate in the survey process was difficult. Survey 2 only had 53 students participate in it while Unit 1, 2, and 3, had over 70. Finally, students were self-reporting which means that there is no way to

force/make/check them to answer questions on task (Ex. student responding “DooDoo pants” for all written answers).

Overall I believe that the data shows why students look to participate in academic dishonesty and presented two interventions for teachers to use in order to decrease academic dishonesty on assessments. This data agreed with the previously done research in most instances, however still had multiple surprises. Of the original hypotheses presented at the start of the research, I was correct on three of the five statements.

Students will self-report cheating less often over the time of the experiment, students will increase efficacy with the addition of a proctor, and students will perceive less peer academic dishonesty with an introduction of a proctor. While the data did agree with these hypotheses, I did state how the data seemed to be a bit skewed when it came to students self-reporting of cheating. Research done by Anderman, Cupp, and Lane (2010) would promote the idea that students who cheat once will tend to be prepared to cheat multiple times and will do so impulsively. With 40 students expressing they cheated in the past quarter, I would have expected the number of people cheating to increase in the self-reported section. Three efficacy questions were greatly influenced by the addition of a proctoring with significant changes to the responses. These responses were not just more positive in general, but significantly so with students moving to full “true” responses instead of “normally true”. The data also showed that the addition of the reading of the script also saw influence over student efficacy. Together these two interventions were quite powerful. When it comes to perceiving peer academic dishonesty, students did decrease the value in which they believed students were cheating. Specifically, the 0-20% section increased while the 60%-80% drastically decreased. I interpreted these results to mean that students who believed there was a large amount of cheating happening in the school,

believed it was happening very strongly. On the other hand, as time went on, students who believed that cheating was not endemic were more likely to remain on the side that said cheating was not a problem.

When looking at the two hypotheses that did not prove to be correct, we look at: students will start with a lower understanding of what academic dishonesty is and will increase that knowledge over time and student academic success will increase with the addition of a proctor. On average students proved that they understood and could express what academic dishonesty was and why they thought it was something negative for them to participate in. This understanding increased for the first three units but then fell off in the fourth. I believe this happened due to fatigue. While the surveys were being done during the fourth unit, there seemed to be an air where rushing through the survey was more important than typed responses. That statement goes for all short answer responses from students in Survey 4. Finally, I believed that academic success would increase once students moved to taking assessments in a proctored environment. I was extremely surprised by the data collected in Unit/Survey 3 where students on average did worse for every assessment. Assuming this is not the teachers "fault", I would be interested to see if there was confusion or some kind of anxiety for having a proctor watch the students take assessments. This new stimulus could have somehow thrown the students off "their game". As previously stated, this drop in Unit 3 scores seemed to greatly affect perception of peers, student efficacy, and students' beliefs in whether academic dishonesty was truly a "big deal".

A future study that I believe would go hand in hand with this one would be looking at efficacy and assessments. There seemed to be a strong correlation between efficacy and academic success in this study. The data collected and literature analyzed before this study did

not look to increase efficacy directly, however looked to see if purely adding a script and a proctor would affect it. An experiment looking directly at efficacy with academic dishonesty as a factor of success/failure would be very interesting to me.

Author's Note

I would like to thank my mentor and instructor Joel Traver for being a guide for me through the Action Research process. I would also like to thank my students for all the wacky conversations we had ranging from parents taking doors to cheating on diets. They are why this project was created, and it is why I will continue to strive to be the best teacher I can be.

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Appendix A

Triangulation Matrix

Research Questions	Data Tool A	Data Tool B	Data Tool C
Q1- How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student perception of morality and self-reporting of academic dishonesty?	Student pre/post survey “rating scales”	Student pre/post survey “Questionnaire”	Exit slip
Q2- How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect the reasons for why students, emphasizing perception of peers, participate in academic dishonesty?	Student pre/post survey “rating scales”	Student pre/post survey “Questionnaire”	Exit slip
Q3- How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect Student academic success.	Student pre/post survey “rating scales”	Student pre/post survey “Questionnaire”	Student pre/post assessment
Q4- How does reading a script on academic dishonesty in a proctored and unproctored hybrid setting affect student efficacy.	Student pre/post survey “rating scales”	Student pre/post survey “Questionnaire”	Student pre/post assessment