Student Perceptions of Academic Dishonesty Scenarios

An Honors Thesis (PSYSC 499)

by

Katie A. Lozier

Thesis Advisor

David Perkins, Ph.D.

Ball State University
Muncie, IN
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Abstract

Instances of academic dishonesty have increased dramatically in recent years, with studies suggesting that up to 70% of students cheat at least once while in college (Keith-Spiegel, Tabahnick, Whitley, & Washburn, 1998). Colleges and universities have fought this by designing various programs to address cheating among students. The Multimedia Integrity Teaching Tool (MITT) program is an interactive seminar consisting of 36 video modules that educate the user about academic integrity, types of academic dishonesty, risks of cheating, and how to avoid these risks (Whitley & Keith-Spiegel, 2001). Two studies were designed to test the effectiveness of the program and suggest future revisions to the program and consider its potential as a future preventative program for incoming freshmen. Study I assessed participant’s perceptions of academic cheating scenarios as a function of their reported Internet use and their performance goal structure. Study II assessed participant’s perceptions of academic cheating scenarios as a function of their degree of sensation seeking and used a randomized experimental design to compare the responses of participants who viewed excerpts of MITT videos with those of participants who viewed unrelated videos about listening skills. Results of Study I suggested that mastery goal orientation was positively correlated with seriousness ratings of cheating scenarios and that performance goal orientation was positively correlated with the belief that it was easy to cheat using the Internet and that most students cheat. Results of Study II suggested that participants who watch multimedia integrity-teaching videos are more likely to recognize cheating and consider it a more serious problem than those who watch an unrelated video. The results of these studies suggest that a preventative multimedia program would help incoming freshmen understand the
importance of academic dishonesty, and also suggest that any such program include an emphasis on mastery goal orientation.
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Student Perceptions of Academic Dishonesty Scenarios

Academic dishonesty has become a rising phenomenon among college students in recent years, with studies suggesting that up to 70% of students cheat at least once while in college, and that up to 25% of those students have cheated more than once (Keith-Spiegel, Tabachnick, Whitley, & Washburn, 1998). The phrase “academic dishonesty” encompasses a wide range of behaviors, and can be separated into two distinct subtypes: cheating and plagiarism. According to McCabe & Pavela (1997), cheating is often defined as intentionally deceiving instructors by using a variety of “unauthorized materials” for an assignment or exam. Plagiarism presents itself in several forms: plagiarists may purchase papers from online paper mills or from other students, copy text without citations, or cite incorrectly (Belter & du Pre, 2009).

Why Do Students Cheat?

Academically dishonest behavior does not begin when a student enters college. Research suggests that it typically starts young and increases with age (Finn & Frone, 2004). Most adolescents state that they believe and know cheating is wrong, but do it anyway, suggesting that the benefits of cheating outweigh its risks or the compromised morals associated with it (Stephens & Nicholson, 2008). Men also tend to cheat more than women, especially men who are competitive (Niiya, Ballantyne, North, & Crocker, 2008).

Reasons for academic dishonesty can vary among students. McCabe, Butterfield, and Trevio (2006) suggest that students encourage others to cheat by not reporting dishonest behavior and believing that academic dishonesty policies are unsupported by other students or faculty members. Students may also feel as though they were not
allotted enough time to complete the assignment, fear an unfavorable grade, or think that they are able to get away with cheating without any consequences (Yeo, 2007). Additionally, many students do not appear to understand what constitutes plagiarism or cheating. Yeo (2007) suggests that many students are only able to identify obvious cases of plagiarism, such as buying a paper off the Internet, but remain confused on the more ambiguous types of cheating.

*Mastery and Performance Goals*

Several personal characteristics may also indicate which students may be more likely to cheat. Students who are driven to learn and genuinely interested in the material possess mastery goal orientation and are less likely to cheat. In contrast, students who are competition-oriented and strive to outperform their peers possess performance goal orientation and are more likely to cheat (Niiya et al., 2008). Similarly, students who feel pushed to get good grades and get a job are often caught cheating (Murdock & Anderman, 2006).

*Internet Cheating*

Internet cheating has become increasingly prevalent in recent years (Williams, K.M., Nathanson, C., & Paulhus, D.L., 2010). While technology has been a major asset for most students by helping them increase the quality of their work, it has also aided student cheaters in deceiving their professors (Stephens, Young, & Calabrese, 2007). Students can now “copy and paste” parts of a web page or article into their assignments without correct citation, sell or buy papers, notes, or test answers online, and consult with peers over social networks to collaborate on answers for assignments (Selwyn, 2008). Previous studies have suggested that students are less likely to report Internet cheating
and are much more likely to use the Internet to cheat than more traditional forms of cheating (Stephens, Young, & Calabrese, 2007). Students also reported that they feel that they can use Internet to cheat with a lower risk of getting caught (Selwyn, 2008).

**Sensation Seeking**

Literature on individual differences in cheating suggests sensation seeking may also be a risk factor. According to DeAndrea, Carpenter, Schulman, & Levine (2009), sensation seekers were more likely to cheat in a trivia game than non-sensation seekers. Sensation seekers typically prefer varied, novel, and complex experience and engage in various risks often for the sake of pure experience (Zuckerman, Kolin, Price, & Zoob, 1964), suggesting that they are more likely to cheat than those who are not sensation seekers.

**Attempts to Reduce Cheating**

Several strategies have been developed to discourage or stop cheating before it starts. Perhaps the most effective way to reduce cheating is through education rather than honor codes or pledges. Students who were educated about how to cite correctly and how to avoid plagiarism were caught plagiarizing significantly less than those who had not received any education (Belter & du Pre, 2009). Whitley & Keith-Spiegel (2001) outline the importance of establishing an academic dishonesty policy that is developed by students, clearly states what constitutes academic dishonesty, and addresses student, faculty, and administrator responsibilities as well as ways to resolve the problem.

Keith-Spiegel and Whitley (2001) also discuss the Multimedia Integrity Teaching Tool (or MITT), a tool to educate students who have cheated about academic integrity, risky behaviors and situations, and how to avoid those risks. Two versions of the MITT
exist at present. The Full MITT consists of 36 segments and provides a comprehensive review of all the situations listed above. The Little MITT consists of 18 segments and provides a shorter review. The Full MITT is typically assigned to students who commit offenses deemed more serious by instructors, while the little MITT is assigned to students who commit less serious offenses.

The Present Study

The present study seeks to define and measure awareness and attitudes about academic dishonesty. Additionally, the study strives to determine whether educational programs such as the MITT have an effect on students’ understanding of academic dishonesty. This will be accomplished by measuring their responses to survey questions after viewing excerpts from the MITT as compared to students who viewed a video about listening skills. Responses from the study will be used to determine the effectiveness of a possible future preventative program for incoming freshmen entitled the Mini-MITT. This program will educate incoming college freshmen about academic integrity and its importance and will ultimately strive to decrease academic dishonesty at the collegiate level before it starts.

Study I

Study I was a preliminary study designed to measure how students rate scenario examples of academic dishonesty as a function of their use of the Internet and their achievement goal structure. I hypothesized that:

1. Mastery goal orientation will be positively correlated with high seriousness ratings of cheating scenarios.
(2) Performance goal orientation will be negatively correlated with high seriousness ratings of cheating scenarios.

(3) Mastery goal orientation will be positively correlated with high ratings of knowledge of academic dishonesty policy.

(4) Performance goal orientation will be positively correlated with the belief that most students cheat while in college.

**Method**

**Participants**

Participants consisted of 465 undergraduate students enrolled in an introductory level psychology course at Ball State University. All participants in this study were part of the introductory psychology research pool and were compensated for their time with credit towards their course’s research credit requirement. 33.5% of participants identified as male, while 66.5% identified as female. 63.8% of participants were Freshmen, 18.2% were Sophomores, 11.2% were Juniors, 6% were Seniors, and 1% identified as Other.

**Materials**

Materials used in this study included an online questionnaire measuring the participant’s attitudes about Internet use, mastery/performance goal orientation, and seriousness ratings of Internet-related cheating scenarios (see Appendix).

**Measures**

Study I consisted of three measures. The first measure assessed participant’s Internet use and views on Internet-related cheating as well as demographic information. The second measure, titled the 25-Item Goal Inventory, measured the participant’s achievement goal structure. This study used the Performance Goals subscale of this
measure. The participant’s achievement goal structure is measured by their responses to mastery or performance goal items on a 7-point Likert scale (Roedel, Schaw, & Plake, 1994). This measure was chosen because of its high test-retest reliability ($\alpha = .76$ for the Performance Goals subscale) (Roedel, Schaw, & Plake, 1994) and its wide use in the goal-related literature. The third measure consists entirely of academic dishonesty scenarios. These are brief scripts of situations where a fictional student is in some situation that may or may not be considered Internet-related academic cheating. This measure was created by the researcher and was designed to measure the student’s perception of a variety of cheating scenarios. These scenarios described instances of Internet-related cheating such as buying papers off the Internet, searching the Internet for online course answers, and enlisting help from online friends on independent assignments. Scenarios were created in different levels of ambiguity, with an assortment of very obvious cheating scenarios, very ambiguous cheating scenarios, and scenarios that were very obviously not cheating. The participant determined if this situation is defined as cheating and rated on a 5-point Likert scale how serious the cheating was.

Procedure

Participants were given one-half hour of research credit for participating in the study. Participants logged onto the subject pool web site to access the survey. Once they chose to complete the survey, subjects read an informed consent statement and consented to participate by clicking “I agree” before beginning the study. Participants who did not agree to participate in the study were able to exit the browser without penalty. After subjects consented to the study, they filled out the questionnaire (see Appendix).
Following the completion of the study, participants were given debriefing information and information about the study.

Results

Measures

Yes/no responses were cheating scenarios were summed to create a “Cheating” measure. The reliability of this measure was moderate, $\alpha=.597$. In this measure, a score of “1” indicated the participant felt the scenario described cheating, while a score of “2” indicated the participant felt the scenario did not describe cheating. Seriousness ratings were also summed to create a “How Serious” measure. The reliability of this measure was high, $\alpha=.768$. If a participant felt the scenario did not describe cheating, they were instructed not to respond to the corresponding “How Serious” item and their response was coded as “0.” Participants who indicated that the scenario was cheating rated the scenario’s seriousness on a 5-point Likert scale, with 1 being least serious and 5 being most serious.

Achievement Goal Orientation

Participants’ responses to the items asking if the ethics scenarios were cheating and how serious the cheating was were summed to create two separate scales. Participants’ scores on these scales were examined as a function of their achievement goal orientation using Pearson correlations. Results suggested a weak positive relationship between mastery goal items and seriousness ratings of cheating scenarios, $r(346) = .294, p < .01$ (See Table 1). Additionally, results suggested a weak positive relationship between mastery goal items and knowledge of academic dishonesty policy,
\( r(454) = .290, p < .01 \). However, results did not show a significant relationship between performance goal items and seriousness ratings of cheating scenarios.

Results suggested a weak positive relationship between performance goal items and the belief that it is easy to cheat using the Internet, \( r(456) = .167, p < .01 \). Results also suggested a weak positive relationship between performance goal items and the belief that most students cheat while in college, \( r(456) = .188, p < .01 \).

**Internet Use**

Participants’ responses as a function of their Internet use were also measured using Pearson correlations. Results suggested a moderate positive relationship between the belief that most students cheat while in college and the belief that using the Internet makes it easy to cheat, \( r(462) = .347, p < .01 \). Results also suggested a weak positive relationship between the belief that most students cheat while in college and the belief that using the Internet makes it more difficult to get caught cheating, \( r(458) = .236, p < .01 \). Finally, results suggested a weak positive relationship between the belief that using the Internet makes it easy to cheat and the belief that using the Internet makes it more difficult to get caught cheating, \( r(458) = .254, p < .01 \).

**Cheating Scenarios**

Participants rated some scenarios more seriously than others. The most serious scenario described a student who copied the exact text of a website into his work without citing the source, while the least serious scenario described a student who wrote a paper for a course, obtained all information in the paper from outside sources, and cited all sources. (see Table 2).

**Discussion**
The purpose of Study I was to assess whether participant’s achievement goal orientation was correlated with their seriousness ratings of cheating scenarios. Overall, results showed that this held true with participants with mastery goal orientation but not students with performance goal orientation. Participants with mastery goal orientation also considered themselves knowledgeable of their school’s academic dishonestly policy. These results suggest that participants with mastery goal orientation know more about academic dishonesty and are better able to correctly identify cheating scenarios. Because of this, developers of the future Mini-MITT program should consider communicating the value of being mastery-oriented rather than performance-oriented in college.

Participants with performance goal orientation believed that most students cheat and that it is easier to cheat using the Internet. This suggests that those with performance goal orientation may believe that others cheat to get ahead and to get better grades. Because of these results, it may be useful to implement modules geared towards students with performance goal orientation in the future preventative program.

Participants who believed that it was easy to cheat using the Internet believed that most students cheat while in college and that using the Internet to cheat made it more difficult to get caught cheating. Additionally, participants who believed using the Internet made it more difficult to get caught cheating believed that most students cheat while in college. Because of these results, it may be useful to implement modules regarding the Internet into the future preventative program. It may also be useful for faculty and university policies to address Internet cheating and emphasize its importance in future materials and course syllabi.
This study’s limitations were primarily related to the participants. The participants were predominantly female. The participants were also predominantly college freshmen, making it difficult to generalize results to older students. The participants also consisted of students from one university, making it difficult to generalize results to students at other universities in a variety of geographical areas. Finally, the study did not measure whether students cheated on a task, but rather their interpretations of hypothetical cheating scenarios. This makes it challenging to assess whether students would cheat when given an opportunity to do so, and makes it impossible to say if students with specific goal orientations or degrees of sensation seeking are more likely to cheat.

*Study II*

Study II measured what participants gained from an educational video about academic integrity as compared to students who watched a video about listening skills. Additionally, it measured students’ ratings of academic dishonesty scenarios as a function of sensation seeking. I hypothesized that:

(1) Participants who view the MITT excerpts will identify more scenarios as cheating than those who view a control video that is unrelated to academic dishonesty.

(2) Participants who view the MITT excerpts will rate cheating scenarios as more serious than those who view the control video.

(3) Participants who scored highly on the sensation seeking measure will rate cheating scenarios as less serious than those with low scores.

*Participants*
Participants included 24 undergraduate students enrolled in an introductory level psychology course at Ball State University. All participants in this study were part of the introductory psychology research pool and were compensated for their time with one hour of credit towards their course’s research requirement. 45.8% of participants identified as male, while 54.2% identified as female. 54.2% of participants were Freshmen, 29.2% were Sophomores, 12.5% were Juniors, and 4.2% were Seniors. 11 participants were randomly assigned to the Listening condition, while 13 were assigned to the MITT condition.

Materials

Materials used in this study included 30 minutes of video excerpts from the Multimedia Integrity Teaching Tool: Full MITT CD-ROM. These excerpts contain interviews from students and faculty members regarding the subject of academic dishonesty. The interviews prompt the listener to think about how engaging in academic dishonesty will negatively affect their career and academic life.

Additional materials include The Art of Listening, a 25-minute video unrelated to academic integrity. This video educates the viewer about effective listening techniques and used examples in the workplace to illustrate effective listening techniques and uses examples in the workplace to illustrate appropriate listening techniques. This video discusses topics related to effective listening skills such as the value of silence, engaging the speaker, and use of appropriate body language. This video was chosen because of its similar length to the Multimedia Integrity Teaching Tool excerpts, content relevance to college students, and lack of relation to integrity or academic dishonesty. The final
material used in this study was a questionnaire measuring the participant’s demographic information, sensation seeking, and perceptions of cheating scenarios.

Measures

This study consisted of two measures. The first measure assessed the participant’s sensation seeking and was measured using Zuckerman’s Sensation-Seeking Scale, which was designed to test a person’s tendency to gravitate towards varied, novel, or intense sensations or situations (Zuckerman et al., 1964). This measure was chosen because of its adequate reliability across both genders (α=.68 for males and .74 for females) and lack of significant differences between male and female participants (Zuckerman et al., 1964). The participants’ views and attitudes towards cheating scenarios were measured by a questionnaire developed for this study that provided the participant with scenarios describing various academic cheating scenarios. The questionnaire was similar to the questionnaire used in Study I and assessed the participant’s perceptions of both Internet-related and non-Internet related cheating scenarios.

Procedure

Participants were given one hour of research credit for participating in this study. Participants signed up to participate in this study by logging onto the subject pool website and selecting a time to participate in the study. As participants arrived at the study location, they signed in and read a consent form. Participants who did not consent to participating were permitted to leave the room at any time. Before the study began, participants were informed that they would be watching videos about academic situations that would last approximately one-half hour, and would then complete a questionnaire related to the content of the video. Participants assigned at random to the control group
watched *The Art of Listening* and then filled out the questionnaire. Participants assigned at random to the experimental groups watched excerpts from the *Multimedia Integrity Teaching Tool* CD-ROM before completing the questionnaire. Following the completion of the study, participants were given debriefing information and information regarding the purpose of the study.

**Results**

**Measures**

Cheating scenario measures were very similar to those used in Study I. The reliability of the Cheating measure in this study was low, $\alpha=.278$. In this measure, a score of “1” indicated the participant felt the scenario described cheating, while a score of “2” indicated the participant felt the scenario did not describe cheating. The “How Serious” measure in this study used slightly different cheating scenarios that were not solely focused on Internet use. The reliability of the “How Serious” measure was moderate, $\alpha=.486$.

**Sensation Seeking**

The relationship between sensation-seeking and participants’ seriousness ratings was measured using a Pearson correlation. These results showed an insignificant correlation of .271, $(p > .05)$. Participants’ evaluation of cheating as a function of sensation seeking also showed an insignificant correlation of .164 $(p = n.s)$.

**Perceptions of Cheating**

Participants’ perceptions whether the scenarios constituted cheating were assessed using a 2 x 2 (Video Condition X Participant Sex) Analysis of Variance (ANOVA) (see Figure 1). A lower score on this measure indicated that the participant perceived the
scenario as cheating. This revealed a main effect of condition, \( F(1,19) = 11.476, p < .05 \), with participants in the MITT condition (\( M = 13.8462 \)) describing more scenarios as cheating than those in the Listening condition (\( M = 15 \)). Results also revealed a main effect of gender, \( F(1,19) = 5.742, p < .05 \), with females (\( M = 14.0769 \)) rating more scenarios as cheating than males (\( M = 14.7 \)).

**Seriousness Ratings**

Participants’ seriousness ratings (Video Condition X Participant Sex) were analyzed using a 2 x 2 ANOVA (see Figure 2). This revealed a main effect of condition, \( F(1,20) = 5.527, p < .05 \), with participants in the MITT condition (\( M = 31.6923 \)) rating scenarios as more serious than those in the Listening condition (\( M = 27.1818 \)). There was also a main effect of gender, \( F(1,20) = 5.53, p < .05 \), with females rating the scenarios as more serious (\( M = 31.4615 \)) than males (\( M = 27.4545 \)).

**Discussion**

The purposes of Study II were to assess if viewing a video designed to increase awareness about academic dishonesty was related to more serious evaluations of cheating scenarios and to assess whether a participant’s sensation seeking was related to their evaluation of cheating scenarios. This held true with participants’ evaluation of cheating scenarios but not with sensation seeking.

Participants in the MITT condition rated cheating scenarios as more serious than those in the Listening condition. Participants in the MITT condition were also more likely to identify scenarios as cheating than those in the Listening condition. This suggests that integrity-teaching measures are helpful in providing viewers with the tools needed to identify and assess the seriousness of cheating scenarios. As previously discussed, the
MITT excerpts provide the viewer with information regarding academic dishonesty, opinions from faculty and students, and what constitutes cheating. These excerpts prompted the viewer to think about his or her experiences and opinions related to academic dishonesty. After watching this video, students likely developed an understanding that cheating is a critical academic issue and could negatively impact their future. This understanding likely contributes to the higher seriousness ratings among participants in the MITT condition.

Female participants were more likely to identify scenarios as cheating as well as rate scenarios as more serious than males. Because of this, it would be useful to further assess male perceptions of academic dishonesty scenarios as a function of video viewing. This would aid developers in creating content for the video’s target audience.

Future research should also focus on additional individual differences related to academic dishonesty, including further investigation of the sensation-seeking variable. There were not significant correlations between sensation seeking and seriousness ratings or evaluation of cheating scenarios. The study’s small sample size was likely a contributing factor to the lack of effect. Had the sample size been much larger, correlations of this magnitude would have been significant. Further examination of individual differences will likely give developers further insight related to appropriate content for the preventative program.

Future research should also assess participants who do not view any type of video intervention. In this study, participants viewed either a video about Listening or the MITT excerpts. It is possible that participants who completed the questionnaire without viewing either video would evaluate the cheating scenarios much less seriously than
those who viewed the MITT excerpts and less seriously than those who viewed the
listening excerpts. These findings would further validate the need for a preventative
program for incoming freshmen.

**General Discussion**

The results of these studies suggest that a preventative program related to
academic dishonesty for incoming freshmen would be beneficial. The MITT program
provides an excellent framework for such a program, but the results of these studies
suggest that the content of the program should involve the mention of mastery and
performance goal orientation. The results of Study I suggested that participants with
mastery goal orientation rate examples of cheating as more serious and consider
themselves as knowledgeable of their school’s academic dishonesty policy, while
participants with performance goal orientation believed that it was easy to cheat using the
Internet and that most students cheat while in college. Therefore, it will likely be useful
to develop a module within the program that discusses the importance of mastery goal
orientation while in college.

The results of Study II indicate that participants who watched an instructional
video related to academic dishonesty rate hypothetical cheating scenarios as more serious
than those who watch an unrelated video. This suggests that an instructional program
geared toward incoming freshmen would be beneficial and would help students
understand the importance of academic integrity at the collegiate level, and would likely
decrease the number of instances of academic dishonesty situations at colleges and
Universities.
It is important to note that these studies did not measure the likelihood that a student would cheat on a particular task as a function of their performance goal structure or following video intervention. Future research should expand on this to further determine if the program is as effective in decreasing cheating as it is in helping participants evaluate cheating as serious.

Because the future preventative program is geared toward incoming freshmen and transfer students and would likely be viewed at orientation programs, follow-up studies should assess only incoming freshmen or transfer students for the same effects present in these studies. After the program is developed, it should be pilot-tested by freshmen and transfer students. This will ensure that the program will have a similar effect on the end-user, and will reveal any effects related to the target populations that were not present in this study.

As previously mentioned, the results of these studies indicate the relevance of individual difference variables in assessing hypothetical cheating scenarios. The results of Study I suggested that mastery goal orientation was positively correlated with seriousness ratings on hypothetical academic dishonesty scenarios. The results of Study II did not point to a significant effect related to participants’ sensation seeking, but it may be important to further assess individual difference characteristics. Knowledge of the effects that these individual characteristics provide may aid developers of the future program in creating content relevant to these characteristics.
References


Appendix 1: Study I Measure

Please respond to the following items by clicking on the appropriate choice.

1. What is your gender? (select one)
   - Male
   - Female

2. What year are you in school? (select one)
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Other

Please respond to the following items by indicating which best describes your use of the Internet.

3. For how long do you utilize the Internet each day? (select one)
   - Less than 1 hour
   - 1-3 hours
   - 3-5 hours
   - 5-7 hours
   - More than 7 hours

4. For how long do you use the Internet for academic purposes each day? (select one)
   - Less than 1 hour
   - 1-3 hours
   - 3-5 hours
   - 5-7 hours
   - More than 7 hours

5. For how long do you use the Internet for social networking purposes each day? (select one)
   - Less than 1 hour
   - 1-3 hours
   - 3-5 hours
   - 5-7 hours
   - More than 7 hours

6. For how long do you use the Internet for gaming purposes each day? (select one)
   - Less than 1 hour
   - 1-3 hours
   - 3-5 hours
   - 5-7 hours
   - More than 7 hours

7. For how long do you use the Internet for shopping purposes each day? (select one)
   - Less than 1 hour
   - 1-3 hours
   - 3-5 hours
   - 5-7 hours
   - More than 7 hours

Please respond to the following items by indicating which best describes your attitude towards the statement. (1=Strongly disagree; 4=Neither agree nor disagree; 7=Strongly agree)

8. I enjoy challenging school assignments.
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7

9. I persevere even when I am frustrated by a task.
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7

10. I try even harder when I fail at something.
    - 1
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7

11. I adapt well to changing situations.
    - 1
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7

12. I work hard even when I don’t like a class.
    - 1
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7

13. I am very determined to reach my goals.
    - 1
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7
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14. Personal mastery of a subject is very important to me.
   1 2 3 4 5 6 7
15. I work very hard to improve myself.
   1 2 3 4 5 6 7
16. I am naturally motivated to learn.
   1 2 3 4 5 6 7
17. I prefer challenging tasks even if I don’t do well at them.
   1 2 3 4 5 6 7
18. I feel most satisfied when I work hard to achieve something.
   1 2 3 4 5 6 7
19. I give up too easily when faced with a difficult task.
   1 2 3 4 5 6 7
20. It is important to me to get better grades than my classmates.
   1 2 3 4 5 6 7
21. I like others to think I know a lot.
   1 2 3 4 5 6 7
22. It bothers me the whole day when I make a big mistake.
   1 2 3 4 5 6 7
23. I feel angry when I do not do as well as others.
   1 2 3 4 5 6 7
24. It is important to me to always do better than others.
   1 2 3 4 5 6 7

Please respond to the following items by indicating which best describes your attitude towards the statement. (1=Strongly disagree; 5=strongly agree)

25. I consider myself to be fairly Internet-savvy.
   1 2 3 4 5
26. I am confident that I know what my school’s academic honesty policy says.
   1 2 3 4 5
27. It is easy to use the Internet to cheat on assignments or tests in college.
   1 2 3 4 5
28. Most students cheat on assignments or tests at least once while in college.
   1 2 3 4 5
29. Using the Internet to cheat makes it more difficult to get caught by instructors.
   1 2 3 4 5

Please respond to the following items by indicating a) whether the scenario describes cheating, and b) if the scenario describes cheating, the seriousness of the incident. (1=not at all serious; 5=very serious)

30. Jessica’s online Spanish class requires her to complete multiple-choice assignments online. She does not feel that it is necessary to read the textbook, so she searches for answers online. She finds that another school has used the same
assignments and publishes the answers. Jessica copies the answers into her assignment and receives a 100% for the assignment.

Is this cheating? (Select one)  Yes  No
If this is cheating, how serious is it?
1 2 3 4 5

31. Jordan has an assignment due for her English class tomorrow. The instructions for the assignment state that it must be completed independently. While Jordan is in the library, she sees a friend in her English class. They work together on the assignment and produce similar, but not identical, answers.

Is this cheating? (Select one)  Yes  No
If this is cheating, how serious is it?
1 2 3 4 5

32. Michael’s Philosophy class requires him to write a paper at the end of the semester. Michael goes online to do research for the paper and finds several websites that relate to his paper. He copies the exact text of the website into his paper and submits it as his own work.

Is this cheating? (Select one)  Yes  No
If this is cheating, how serious is it?
1 2 3 4 5

33. Tyler was given a take-home quiz in his History class that is to be completed independently. While Tyler is working on the quiz, he sees that a classmate from his History class is online. Tyler messages his classmate and they work together to complete the quiz.

Is this cheating? (Select one)  Yes  No
If this is cheating, how serious is it?
1 2 3 4 5

34. Ashley is completing an assignment for her Calculus class and finds that another student had not only circled the answers in the textbook, but had also worked them out showing all the correct steps. Ashley copies these answers and turns it in as her own work.

Is this cheating? (Select one)  Yes  No
If this is cheating, how serious is it?
1 2 3 4 5

35. Kelsey is writing a speech for her Communications class. Kelsey’s roommate took the same class two semesters ago and offered to let Kelsey use her old speech. Kelsey uses the exact speech that her roommate used and passes it off as her own work.

Is this cheating? (Select one)  Yes  No
If this is cheating, how serious is it?
1 2 3 4 5

36. Jason is writing a paper for his Psychology class. Jason is instructed to review literature on a topic in his paper. Jason looks up articles on his topic and finds several articles that fit his topic. When Jason finishes his paper, almost all of the assignment consists of quotes from other sources. Jason cites the sources as he was instructed.
37. Angela is working on a paper for her Journalism class. Angela is having a hard time writing the paper, so she searches the Internet for ideas. During her search, Angela finds a website where she can purchase a paper with her exact topic. Angela purchases the paper, checks it for any errors, and submits it as her own work.

Is this cheating? (Select one)  Yes  No
If this is cheating, how serious is it?
1  2  3  4  5

38. Kelly is working on a late assignment for her Child Development class that is due in a few hours. One of her Facebook friends is in the same class but in an earlier time. Kelly notices on Facebook that her friend got her assignment back and posted a picture of the assignment since she was excited about getting a 100% on the assignment. Kelly copies her friend’s answers and turns it in as her own work.

Is this cheating? (Select one)  Yes  No
If this is cheating, how serious is it?
1  2  3  4  5

39. Craig has a test in his Geology class next week. Craig is having a hard time understanding some of the material, and he complains to a member of his social organization about it. His friend comments that the organization keeps copies of old tests in a file, and they are available to rent for a small donation to the organization. Craig looks in the file and finds that his class’s test is in the file, rents it, and uses it to study before the test.

Is this cheating? (Select one)  Yes  No
If this is cheating, how serious is it?
1  2  3  4  5
Appendix 2: Study 2 Measure

1. Please select your gender.
   a. Male
   b. Female

2. Please indicate your current year in school.
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior

3. While at Ball State University, have you ever been referred by an instructor to take the *Multimedia Integrity Teaching Tool*?
   a. Yes
   b. No

For the following items, please select the option that best describes you.

4. a. I would like a job which would require a lot of traveling.
   b. I would prefer a job in one location.

5. a. I am invigorated by a brisk, cold day.
   b. I can’t wait to get indoors on a cold day.

6. a. I find a certain pleasure in routine kinds of work.
   b. Although it is sometimes necessary I usually dislike routine kinds of work.

7. a. I often wish I could be a mountain climber.
   b. I can’t understand people who risk their necks climbing mountains

8. a. I dislike all body odors.
   b. I like some of the earthy body smells.

9. a. I get bored seeing the same old faces.
   b. I like the comfortable familiarity of everyday friends.

10. a. I like to explore a strange city or section of town by myself, even if it means getting lost.
    b. I prefer a guide when I am in a place I don’t know well.

11. a. I find the quickest and easiest route to a place and stick to it.
b. I sometimes take different routes to a place I go, just for variety’s sake.
12.
   a. I would not like to try any drug which might produce strange and
dangerous effects on me.
   b. I would like to try some of the new drugs that produce hallucinations.
13.
   a. I would prefer living in an ideal society where everyone is safe, secure,
and happy.
   b. I would have preferred living in the unsettled days of our history.
14.
   a. I sometimes like to do things that are a little frightening.
   b. A sensible person avoids activities that are dangerous.
15.
   a. I order the dishes with which I am familiar, so as to avoid disappointment
and unpleasantness.
   b. I like to try new foods that I have never tasted before.
16.
   a. I can’t stand riding with a person who likes to speed.
   b. I sometimes like to drive very fast because I find it exciting.
17.
   a. If I were a salesman I would prefer a straight salary, rather than the risk of
making little or nothing on a commission basis.
   b. If I were a salesman I would prefer working on a commission if I had a
chance to make more money than I could on a salary.
18.
   a. I would like to take up the sport of water skiing.
   b. I would not like to take up water skiing.
19.
   a. I don’t like to argue with people whose beliefs are sharply divergent from
mine, since such arguments are never resolved.
   b. I find that people that disagree with my beliefs more stimulating than
people who agree with me.
20.
   a. When I go on a trip I like to plan my route and timetable fairly carefully.
   b. I would like to take off on a trip with no preplanned or definite routes, or
timetables.
21.
   a. I enjoy the thrills of watching car races.
   b. I find car races unpleasant.
22.
a. Most people spend entirely too much money on life insurance.
b. Life insurance is something that no man can afford to be without.

23.
a. I would like to learn to fly an airplane.
b. I would not like to learn to fly an airplane.

24.
a. I would not like to be hypnotized.
b. I would like to have the experience of being hypnotized.

25.
a. The most important goal of life is to live it to the fullest and experience as much of it as you can.
b. The most important goal of life is to find peace and happiness.

26.
a. I would like to try parachute jumping.
b. I would never want to try jumping out of a plane, with or without a parachute.

27.
a. I enter cold water gradually giving myself time to get used to it.
b. I like to dive or jump right into the ocean or a cold pool.

28.
a. I do not like the irregularity and discord of most modern music.
b. I like to listen to new and unusual kinds of music.

29.
a. I prefer friends who are excitingly unpredictable.
b. I prefer friends who are reliable and predictable.

30.
a. When I go on vacation I prefer the comfort of a good room and bed.
b. When I go on vacation I would prefer the change of camping out.

31.
a. The essence of good art is in its clarity, symmetry of form, and harmony of colors.
b. I often find beauty in the “clashing” colors and irregular forms of modern paintings.

32.
a. The worst social sin is to be rude.
b. The worst social sin is to be a bore.

33.
a. I look forward to a good night of rest after a long day.
b. I wish I didn’t have to waste so much of a day sleeping.

34.
a. I prefer people who are emotionally expressive even if they are a bit unstable.
b. I prefer people who are calm and even tempered.

35.

a. A good painting should shock or jolt the senses.
b. A good painting should give one a feeling of peace and serenity.

36.

a. When I feel discouraged I recover by relaxing and having some soothing diversion.
b. When I feel discouraged I recover by going out and doing something new and exciting.

37.

a. People who ride motorcycles must have some kind of an unconscious need to hurt themselves.
b. I would like to drive or ride a motorcycle.

For the following items, please indicate if a) the scenario describes cheating, and, if cheating is described, the seriousness of the incident (1=Not at all serious; 5=Very serious).

38. Dawn and Michelle are in an introductory Psychology course. They are given an assignment to turn in during a following class period that consists of several short-answer questions. Dawn and Michelle work together on this assignment and produce the same answers.

a. Is this cheating?
   i. Yes
   ii. No

   b. If this is cheating, how serious is it? (1=not at all serious; 5=very serious)

39. Hayley has a paper due for a book she read in an English course. She did not read the book and is finding herself struggling with the assignment, so she searches the Internet for ideas. Hayley finds a website that promises her a high-quality paper for a small price. Hayley pays for the paper, puts her name on it, and turns it into her instructor.

a. Is this cheating?
   i. Yes
   ii. No

   b. If this is cheating, how serious is it? (1=not at all serious; 5=very serious)

40. Jessica has a test in her music history course today. Last night, she was up working at her part-time job and did not have a chance to study. She knows that Kelly, her friend in the class, understands the material and will probably perform
well on the test. Jessica tries to complete the test on her own, but panics and looks at some of Kelly’s answers.

a. Is this cheating?
   i. Yes
   ii. No

b. If this is cheating, how serious is it? (1=not at all serious; 5=very serious)

1 2 3 4 5

41. Michael is writing a paper for his religious studies course. He is required to review several sources. Michael is having a hard time putting the sources into his own words, so he copies and pastes the exact text of the sources into the quotation marks, but cites the source.

a. Is this cheating?
   i. Yes
   ii. No

b. If this is cheating, how serious is it? (1=not at all serious; 5=very serious)

1 2 3 4 5

42. Last week, Jason broke his arm. He has a written quiz due for his history course but cannot write due to his injury. He tells Heather what his quiz responses are and asks her to write them down for him. Heather turns both her copy and Jason’s copy into the instructor without mentioning Jason’s injury.

a. Is this cheating?
   i. Yes
   ii. No

b. If this is cheating, how serious is it? (1=not at all serious; 5=very serious)

1 2 3 4 5

43. Elaine has a test coming up in her health and nutrition class. Elaine’s instructor allows his students to use a single index card with notes on it during tests. Elaine is a member of an organization that saves copies of old tests. Elaine knows from previous exams that her instructor does not change the tests, so she obtains an old copy of the exam and writes the answers on the note card in order and uses it during the test.

a. Is this cheating?
   i. Yes
   ii. No

b. If this is cheating, how serious is it? (1=not at all serious; 5=very serious)

1 2 3 4 5

44. Kasey is taking a test in her child development course. Kasey saved her quizzes from earlier in the semester and used them to study for this exam. Upon taking the
test, Kasey realized that the exam was made up of old quiz questions. Because she studied the old quizzes, Kasey knew the answer to almost all of the exam questions.

a. Is this cheating?
   i. Yes
   ii. No

b. If this is cheating, how serious is it? (1=not at all serious; 5=very serious)

45. Angie is taking an online geography course. All of her assignments and exams are to be done at home. Angie does not want to pay for the textbook, so she copies and pastes the assignment and exam questions into a search engine and finds a website with all the correct answers. Angie uses these answers on her assignments and exams.

a. Is this cheating?
   i. Yes
   ii. No

b. If this is cheating, how serious is it? (1=not at all serious; 5=very serious)

46. Megan is taking a test in her political science class. The class is made up of about 300 students and she sits in the back. Megan is stuck on one question and remembers that her Roommate Rachel took the test a few hours earlier. Megan removes her cell phone from her pocket to text message Rachel to see if she knows the answer.

a. Is this cheating?
   i. Yes
   ii. No

b. If this is cheating, how serious is it? (1=not at all serious; 5=very serious)

47. Ashley is completing an assignment for her Calculus class and finds that another student had not only circled the answers in the textbook, but had also worked them out showing all the correct steps. Ashley copies these answers and turns it in as her own work.

a. Is this cheating?
   i. Yes
   ii. No

b. If this is cheating, how serious is it? (1=not at all serious; 5=very serious)
48. Hillary is an intern for a local political agency. One of Hillary’s duties includes keeping a log of her hours spent working for her internship. Hillary is not getting as many hours as she needs to get an A in her internship course, so she adds hours that she did not work.
   a. Is this cheating?
      i. Yes
      ii. No
   b. If this is cheating, how serious is it? (1=not at all serious; 5=very serious)

   1  2  3  4  5
Table 1.

Summary of Significant Results for Study I.

<table>
<thead>
<tr>
<th></th>
<th>Mastery</th>
<th>Performance</th>
<th>InternetEasytoCheat</th>
<th>InternetDifficulttoGetCaught</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seriousness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.294</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>346</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KnowledgeOfPolicy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.290</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>456</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>InternetEasyToCheat</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.167</td>
<td>.254</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>458</td>
<td>458</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MostStudentsCheat</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.188</td>
<td>.347</td>
<td>.236</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>458</td>
<td>464</td>
<td>460</td>
<td></td>
</tr>
</tbody>
</table>
Table 2.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Mean Seriousness Rating</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael’s Philosophy class requires him to write a paper at the end of</td>
<td>4.7</td>
<td>0.69</td>
</tr>
<tr>
<td>the semester. Michael goes online to do research for the paper and finds several websites that relate to his paper. He copies the exact text of the website into his paper and submits it as his own work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angela is writing a paper for her Journalism class. Angela is having a</td>
<td>4.6</td>
<td>0.86</td>
</tr>
<tr>
<td>hard time writing the paper, so she searches the Internet for ideas. During her search, Angela finds a website where she can purchase a paper with her exact topic. Angela purchases the paper, checks it for any errors, and submits it as her own work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelsey is writing a speech for her Communications class. Kelsey’s room</td>
<td>4.2</td>
<td>1.01</td>
</tr>
<tr>
<td>mate took the same class two semesters ago and offered to let Kelsey use her old speech. Kelsey uses the exact speech that her roommate used and passes it off as her own work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly is working on a late assignment for her Child Development class</td>
<td>4.0</td>
<td>1.07</td>
</tr>
<tr>
<td>that is due in a few hours. One of her Facebook friends is in the same class but in an earlier time. Kelly notices on Facebook that her friend got her assignment back and posted a picture of the assignment since she was excited about getting a 100% on the assignment. Kelly copies her friend’s answers and turns it in as her own work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jessica’s online Spanish class requires her to complete multiple-choice</td>
<td>3.5</td>
<td>1.20</td>
</tr>
<tr>
<td>assignments online. She does not feel that it is necessary to read the textbook, so she searches for answers online. She</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
finds that another school has used the same assignments and publishes the answers. Jessica copies the answers into her assignment and receives a 100% for the assignment.

| Craig has a test in his Geology class next week. Craig is having a hard time understanding some of the material, and he complains to a member of his social organization about it. His friend comments that the organization keeps copies of old tests in a file, and they are available to rent for a small donation to the organization. Craig looks in the file and finds that his class’s test is in the file, rents it, and uses it to study before the test. | 3.1 | 1.52 |
| Tyler was given a take-home quiz in his History class that is to be completed independently. While Tyler is working on the quiz, he sees that a classmate from his History class is online. Tyler messages his classmate and they work together to complete the quiz. | 3.0 | 1.21 |
| Ashley is completing an assignment for her Calculus class and finds that another student had not only circled the answers in the textbook, but had also worked them out showing all the correct steps. Ashley copies these answers and turns it in as her own work. | 2.9 | 1.26 |
| Jordan has an assignment due for her English class tomorrow. The instructions for the assignment state that it must be completed independently. While Jordan is in the library, she sees a friend in her English class. They work together on the assignment and produce similar, but not identical, answers. | 2.2 | 1.11 |
| Jason is writing a paper for his Psychology class. Jason is instructed to review literature on a topic in his paper. Jason looks up articles on his topic and finds several articles that fit his topic. When Jason finishes his paper, almost all of the assignment consists of quotes from other sources. Jason cites the sources as he was instructed. |
|---|---|---|
| 1.6 | 0.97 |
Table 2.  
Seriousness Ratings of Study 2 Cheating Scenarios.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Mean Seriousness Rating</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayley has a paper due for a book she read in an English course. She did not read the book and is finding herself struggling with the assignment, so she searches the Internet for ideas. Hayley finds a website that promises her a high-quality paper for a small price. Hayley pays for the paper, puts her name on it, and turns it into her instructor.</td>
<td>4.6</td>
<td>1.28</td>
</tr>
<tr>
<td>Hillary is an intern for a local political agency. One of Hillary's duties includes keeping a log of her hours spent working for her internship. Hillary is not getting as many hours as she needs to get an A in her internship course, so she adds hours that she did not work.</td>
<td>4.1</td>
<td>1.36</td>
</tr>
<tr>
<td>Megan is taking a test in her political science class. The class is made up of about 300 students and she sits in the back. Megan is stuck on one question and remembers that her Roommate Rachel took the test a few hours earlier. Megan removes her cell phone from her pocket to text message Rachel to see if she knows the answer.</td>
<td>4.1</td>
<td>.95</td>
</tr>
<tr>
<td>Elaine has a test coming up in her health and nutrition class. Elaine's instructor allows his students to use a single index card with notes on it during tests. Elaine is a member of an organization that saves copies of old tests. Elaine knows from previous exams that her instructor does not change the tests, so she obtains an old copy of the exam and writes the answers on the card.</td>
<td>3.9</td>
<td>1.38</td>
</tr>
</tbody>
</table>
Jessica has a test in her music history course today. Last night, she was up working at her part-time job and did not have a chance to study. She knows that Kelly, her friend in the class, understands the material and will probably perform well on the test. Jessica tries to complete the test on her own, but panics and looks at some of Kelly's answers.

<table>
<thead>
<tr>
<th>Name</th>
<th>Scenario</th>
<th>Scale 1</th>
<th>Scale 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica</td>
<td>Note card in order and uses it during the test.</td>
<td>3.8</td>
<td>1.14</td>
</tr>
<tr>
<td>Angie</td>
<td>Takes an online geography course. All of her assignments and exams are to be done at home. Angie does not want to pay for the textbook, so she copies and pastes the assignment and exam questions into a search engine and finds a website with all the correct answers. Angie uses these answers on her assignments and exams.</td>
<td>3.0</td>
<td>1.61</td>
</tr>
<tr>
<td>Ashley</td>
<td>Completes an assignment for her Calculus class and finds that another student had not only circled the answers in the textbook, but had also worked them out showing all the correct steps. Ashley copies these answers and turns it in as her own work.</td>
<td>2.9</td>
<td>1.65</td>
</tr>
<tr>
<td>Michael</td>
<td>Writes a paper for his religious studies course. He is required to review several sources. Michael is having a hard time putting the sources into his own words, so he copies and pastes the exact text of the sources into the quotation marks, but cites the source.</td>
<td>1.29</td>
<td>2.05</td>
</tr>
<tr>
<td>Jason</td>
<td>Last week, Jason broke his arm. He has a written quiz due for his history course but cannot write due to his injury. He tells Heather what his quiz</td>
<td>1.12</td>
<td>1.36</td>
</tr>
</tbody>
</table>
responses are and asks her to write them down for him. Heather turns both her copy and Jason’s copy into the instructor without mentioning Jason’s injury.

Dawn and Michelle are in an introductory Psychology course. They are given an assignment to turn in during a following class period that consists of several short-answer questions. Dawn and Michelle work together on this assignment and produce the same answers.

Kasey is taking a test in her child development course. Kasey saved her quizzes from earlier in the semester and used them to study for this exam. Upon taking the test, Kasey realized that the exam was made up of old quiz questions. Because she studied the old quizzes, Kasey knew the answer to almost all of the exam questions.
Table 3.
ANOVA for Cheating by Gender and Condition.

A lower score on this measure indicated the participant perceived the situation as cheating.
Table 4.
ANOVA for Seriousness by Gender and Condition

![Perceptions of Seriousness by Gender and Condition](image)