



<b>Audience:</b>	First year or transition students Small group class activity
<b>Context:</b>	<p>Cheating is a form of dishonesty understood by all students. The concept of dishonesty is universal (Kohlberg, 1981) and so provides a basis for common understanding in classes in which students have come to university from varied educational, professional and cultural backgrounds. With this common understanding in place, students can move to take on the more contexted forms of academic dishonesty. This activity acknowledges the prevalence of student cheating and rather than taking a disapproving attitude asks students to laugh at cheating practices. And then, most importantly, to reflect on the impact of these practices.</p> <p>When we think about what it means to be 'honest and ethical' within an academic context, it is useful to think about what behaviours are considered dishonest or unethical.</p>
<b>Learning objectives:</b>	<p>By the end of this activity students will have:</p> <ul style="list-style-type: none"><li>• declared what they know about how to cheat</li><li>• confirmed their understanding of the concept of cheating</li><li>• reflected on the impact of academic dishonesty</li><li>• defined the concept of academic integrity</li></ul>
<b>Activity:</b>	<p>As a whole class students come up with some words associated with cheating. This is a short fast activity which should ensure that everybody can agree that they are clear about the meaning of cheating.</p> <p>Participants compete in teams to come up with as many forms of cheating as they can. This can lead to a discussion about the sorts of students who are likely to cheat (see Bertram Gallant, 2008 and Lambert, Hogan &amp; Barton, 2003).</p> <p>Students then are invited to consider cheating from a more morally mature perspective. They can answer the following questions: What is the impact of cheating</p> <ul style="list-style-type: none"><li>• on you?</li><li>• on the university?</li><li>• on the community?</li></ul> <p>The final discussion asks students to define what it means to have (personal) integrity and then to define Academic Integrity.</p>

**Resources:**

Bertram Gallant, T. (2008). "Moral Panic: The Contemporary Context of Academic Integrity", *Academic integrity in the twenty-first century: A teaching and learning imperative*. Jossey-Bass, *ASHE Higher Education Report*, 33(5), 1 - 143.

Kohlberg, L. (1981). *The philosophy of moral development: Moral stages and the idea of justice*. San Francisco: Harper and Row.

Lambert, E., Hogan, N. & Barton, S. (2003). Collegiate Academic Dishonesty Revisited: What Have They Done, How Often Have They Done It, Who Does It, And Why Did They Do It? *Electronic Journal of Sociology*, 7(4), 1 - 27. Retrieved from <http://www.sociology.org/>

**Results and reflection:**

It is most important that the activity proceeds beyond the 'cheating competition' and onto the discussion about the impact of cheating. For homework students are to observe and collect example/s of their own experience that relates to integrity in the university. They will present these to their class mates.

You can use and adapt this learning activity to suit your students and teaching context by using the citation available on the web page: [www.aisp.apfei.edu.au/content/learning-activities](http://www.aisp.apfei.edu.au/content/learning-activities)

*Support for this project/activity has been provided by the Australian Government Office for Learning and Teaching. The views in this project do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.*