

## Higher Ed Morning.com (9/3/2009)

### [The top 5 ways students use technology to cheat](#)

September 1, 2009 by Carin Ford

Posted in: [Academics](#), [Special Report](#)

They can do it faster and more easily than ever before. But what's most worrisome: Today's students may not think cheating is wrong.

Let's start with the facts.

According to a recent survey by Common Sense Media, 35% of teens use their cell phones to cheat.

And if you're wondering how they do it:

- 26% store info on their phone and look at it while taking a test
- 25% send text messages to friends, asking for answers
- 17% take pictures of a test – and then send it to their friends
- 20% use their phones to search for answers on the Internet
- 48% warn friends about a pop quiz with a phone call or text message

If cheating's gone high-tech, so have morals: 25% of teens consider the above actions "helping" not cheating.

When it comes to the Internet, 52% say they've engaged in some type of cheating.

But again, they don't see much wrong with it: 36% don't view downloading a paper as a serious offense, and 42% believe copying text from the Web is a minor offense at its worst.

Educators are put in the difficult spot of trying to catch something that's difficult to detect in addition to dealing with students who seem to have a loose definition of "collaboration."

At Canada's Simon Fraser University, administrators have come up with a new failing grade for cheating students: FD. Given to repeat offenders, the mark stays on a student's transcript for two years.

Will a different kind of failing grade matter to students? Or do we need another solution?

Let us know what you think in the comments section below.

### **33 Responses to "The top 5 ways students use technology to cheat"**



1. *Gary Pandolfi Says:*  
[September 2nd, 2009 at 8:42 am](#)

It would benefit everyone to move to more problem-based constructivist practices in teaching with more essay/project based assessments. We know that students who do well on multiple choice or short answer tests may not retain what they have memorized by cramming. By engaging students in practices that require them to use information to make new ideas, to create arguments, to demonstrate alternative methods to find solutions, cheating would be very difficult. In addition, the assessment would be a much more authentic measure of what the student really knows.

Another part of the problem is grades. Students often see the grade as the goal of the course and do not focus on what they have learned. If the grade is the goal, students will do whatever is necessary to achieve the grade. If we encourage students to focus on what they are learning, they have a better chance of earning a good grade that actually means something.

I have started weighting discussion as a larger percentage of a student's grade because it is the most accurate indication of what the student knows. It is supported by the practice of thesis defense for a doctorate. Anyone can write a scholarly paper, but it is the discussion which really demonstrates what the candidate owns. Discussion is difficult to fake.

<http://www.higheredmorning.com/the-top-5-ways-students-use-technology-to-cheat#more-1465>