



Tools & Strategies

For Preventing Academic Dishonesty
and Cheating

The Environment

As we know, incidences of cheating and academic dishonesty remain high among students in college. There are many tools and strategies that we can put in place in the classroom to discourage and (hopefully!) prevent these things from happening. Here is a short list of some of the things that can be done BEFORE and DURING an assessment.

BEFORE the Assessment

- Create a positive learning environment and set expectations early
- Students are less likely to cheat if they feel the faculty know who they are
- Do not have “high stakes” test (ie. tests worth a large portion of the final grade)
- Communicate openly with the students:
 - What does cheating look like?
 - What are the consequences of cheating at Cambrian?
 - Discuss ways that students have been caught cheating
- When developing the test consider the types of questions (ie. multiple choice vs. short answer vs. matching)

DURING the Assessment

- Have a number of different test versions. You should keep the questions the same, but change the order in which they appear.
- Spread students out within the classroom (ie. have an empty desk between students if there is room)
- Print on different colour paper. This will give the illusion of two different tests and it will make it easy to see if the student has slipped their own notes in.
- Generate “randomized” seating. If you suspect a group of students may be helping each other cheat control where they sit during assessments
- Do not allow cell phones in a testing room OR ask that students leave their cell phone at the front of the class.
- Limit what the student is allowed to bring to an assessment. Ask students to leave bags, jackets, and all the other non-essential things they bring to tests in their locker or cars.
- As a faculty member, make sure to be engaged in the testing process. This will not only allow you the opportunity to see if someone may be cheating, it will also show your students that you may be open to questions.
- If you have a large class, ask another faculty member to help invigilate. It is very difficult to keep an eye on everyone if you are answering questions throughout the assessment.
- Anything else? I’m sure there are many other strategies and/or tools that are absent from these lists. Please feel free to share any ideas or experiences you may have with the Teaching and Learning Hub at teaching@CambrianCollege.ca