الإطار النظري لظاهرة الغش في الوسط التعليمي اليوم.

Academic dishonesty in today's education system
- Theoretical framework –

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ملخّص:

يعتبر الغش ظاهرة متفشية و مقلقة في وسط التعليم العالي، و التي تشمل عدة سلوكيات من بينها الغش في الامتحانات، السرقة العلمية و تزوير البيانات. مهما كانت الطريقة المستخدمة، فإن الغش يخل بالمنظومة التعليمية و يمنح الطالب الغشاش ميزة غير عادلة على أولئك الذين يلتزمون بالأخلاقيات العلمية. على الرغم من الغش في الوسط التعليمي له العديد من الآثار السلبية، إلا أن الطلاب يستمرون في الغش لعدة أسباب كعدم وضوح التوجيهات، الضغط، الإرهاق، و عدم الاجتهاد.

يهدف هذا البحث إلى دراسة مفهوم الغش و ذلك من خلال الإجابة على السؤال التالي :"ما هو بالضبط الغش في الوسط التعليمي و ما هي الآليات للحد منه؟" تم الاعتماد على المنهج الوصفي لأنه الأنسب لموضوع دراستنا. أبرز النتائج التي تم الوصول إليها هي أن ظاهرة الغش تسبب مشاكل اجتماعية و أخلاقية على مستوى الفرد و المجتمع، لذلك يترتب على الهيئات المختصة على سبيل المثال مراجعة و فرض قواعد و عقوبات صارمة تتماشى مع استراتيجيات الغش الحديثة.

كلمات مفتاحية: الغش، التعليم العالي، السرقة العلمية.

Abstract :

Academic dishonesty is a widespread and troubling phenomenon in higher education, which encompasses behaviors such as cheating, plagiarism, and falsification of data or citations. Whatever the method employed, academic dishonesty harms the learning experience and gives cheaters an unfair advantage over those who abide by the rules. Although academic dishonesty has several negative effects, students continue to cheat for many reasons such as: unclear guidelines, pressure, being overworked, and lack of effort.

This paper aims to study the concept of academic dishonesty by answering to the following question "what is exactly academic dishonesty in higher education system and how to prevent it?" This study is based on descriptive method. The findings of the research are that academic dishonesty causes social and moral problems at individual and society level, therefore faculties and instructors should for example enforce strict rules and revise the existing regulation in line with the sophistication of recent misconduct strategies.

Keywords: Academic dishonesty, higher education, plagiarism.

1 نبيلة الموفق

Introduction

Education is the key to solve multi dimensional problems of a society through knowledge. Thus, many countries of the world engaged in ensuring the access of education to their citizens. However, quality of Education has been drawing the attention of scholars across the world these days. Academic achievement is often used as an indicator of educational system quality because it is easily measurable using standardized tests, while other outcomes may be more complex and less tangible (Carrell, 2007). This means, quality of education can be determined by proper assessment of academic achievement measurements such as tests/ exams and assignments.

"Good academic work must be based on honesty" (NIU, 2019a), promoting honesty in academic work requires understanding the concept of academic dishonesty.

Academic dishonesty, which compromises the quality of education, is becoming the concern of most of the academic institutions in the world Research findings indicate that cheating in academics has been increasing gradually over the past few years (Carrell, 2007). The researchers experience indicates that Algerian Education system also shares the concern as a number of instructors and students are complaining about the growing practice of cheating and plagiarism on exams and written works. Therefore, it is ideal to know the causes, the trends of the practices and the perceptions of stakeholders before these acts impede the overall quality of education.

For that, this paper seeks to treat this problem which is addressed in the following fundamental question: "what is exactly academic dishonesty in higher education system?"

The importance of the study appears in understanding the concept of academic dishonesty in higher education system in particular, also showing the causes and impacts of this act.

1. History of Academic Dishonesty:

The notion of academic property was absent in the ancient period. In the past, there were no standard guidelines for publishing academic manuscripts. Thus, ancient scholars wrote books without ethical restrictions. Academics dishonesty is believed to have begun in the 19th century when tests and evaluation programs were introduced in learning institutions (Colnerud and Rosander, 2009).

In the 20th century, academic cheating became prevalent in many learning institutions in the US and Europe due to the clustering of students according to academic performance. The emphasis of meritocracy in academics compelled students to seek superior grades.

At present, academic misconduct is rampant in schools due to the following factors. The merit-based approach in education compels students to seek high academic grades to access high levels of education. This often leads to cheating because some students try to achieve academic excellence through unethical strategies. The social learning environment can motivate students to cheat. For instance, students that pass examinations through cheating can motivate others to do the same.

Prevalence of corruption in society influences students to be dishonest in academics. Teachers can unintentionally facilitate cheating in schools or universities. For instance, unkind teachers often take punitive measures against students that fail to do assignments.

Hence, students can cheat to avoid punishment. Some students are oblivious of ethical measures in education. For example, some students can unconsciously commit plagiarism due to

lack of proper guidance. Also, some students believe that academic cheating is not amoral behavior. Hence, they cheat regularly.

2. Definition of academic dishonesty:

Amongst university students, cheating and academic dishonesty is becoming more widely accepted and practiced, with more and more students caught every year. Academic dishonesty, also known as Academic Misconduct, is defined by any type of cheating that occurs in relation to a formal academic exercise. This can include everything from turning in someone else's work as their own, to physically having someone else take a test for another student (Hughes et al., 2006).

Academic misconduct, academic dishonesty or academic fraud describes an act made by any member of an academic community that goes against the expected norms of that community (Karikari.T, 2016).

Academic dishonesty also refers to committing or contributing to dishonest acts by those engaged in teaching, learning, research, and related academic activities, and it applies not just to students, but to everyone in the academic environment (Cizek, 2003; Whitley, Jr. & Keith-Spiegel, 2002).

Academic dishonesty in university may be defined as gaining or attempting to gain, or helping others to gain or attempt to gain, an unfair academic advantage in formal University assessment, or any activity likely to undermine the integrity essential to scholarship and research. It includes being in possession of unauthorised materials or electronic devices during an examination, including recording or communication devices or devices that can store data (Perry and Bob, 2010).

In other words academic misconduct is used against academic honesty which is a kind of code of conduct to be followed by members of the academic community and is a necessary foundation for all academic institutions.

3. Types of academic dishonesty:

Academic dishonesty can take many forms, which can be broadly classified as follows (Whitley, Keith. S, 1998):

3.1.<u>Plagiarism</u>:

The term "plagiarism" includes but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

The incorporation of another person's work into one's own requires appropriate identification and acknowledgment, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted:

- Word-for-word copying of another person's ideas or words.
- The mosaic (the interspersing of one's own words here and there while, in essence, copying another's work).

- The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory).

- Fabrication of references (inventing or counterfeiting sources).

- Submission of another's work as one's own.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

3.2. Cheating:

Cheating involves the possession, communication, or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise. Examples of cheating are:

- Copying exams or assignments from others or allowing others to copy from your work.

- Using crib sheets, notes, books and other materials in exams when not authorized to use them.

- Working collaboratively when required to work independently.

- Using calculators, laptops and other devices when not authorized to use them.

- Signaling answers to others or receiving signals from others in completing an exam.

- Using approved devices for unauthorized purposes, such as storing answers in a programmable calculator when calculators are allowed in the exam only for performing calculations.

- Contracting a third party to provide work, which is then used or submitted as part of a formal assessment as though it is the registered student's own work.
- Purchasing answers or papers for assignments from several sources.

3.3. Collusion:

Working with others and using the ideas or words of this joint work without acknowledgment, as though it is the Registered Student's own work, or allowing others to use the ideas or words of joint work without acknowledgment.

3.4. Fabrication and Falsification:

Fabrication involves inventing or counterfeiting information, i.e., creating results not obtained in a study or laboratory experiment. Falsification, on the other hand, involves deliberately altering or changing results to suit one's needs in an experiment or other academic exercise (University of Colorado Denve). Examples of fabrication or falsification include the following:

- Artificially creating data when it should be collected from an actual experiment.

- Unauthorized altering or falsification of data, documents, images, music, art or other work.

- Unauthorized omission of data, information, or results in documents, reports and presentations.

- Hiding data, results, or information using inappropriate scales, magnification, and representation in charts, graphs and other forms of representation

- Falsifying information pertaining to the subjects participating in an experiment.

- Falsely recruiting subjects for experiments without revealing the purpose of the experiments or receiving institutional approval for involving subjects in the experiment.

- Unauthorized impersonation of another person to complete an academic activity.

3.5. Sabotage:

Sabotage involves disrupting or destroying another person's work so that the other person cannot complete an academic activity successfully. Examples of sabotage include the following:

- Destroying another person's work (including documents, design, data, artwork, etc.).

- Not contributing to a collaborative effort adequately when required to do so.

- Withholding information when it should be shared with others in a collaborative project.

- Revealing confidential data about another person's project or procedures to others.

- Colluding with others to falsely accuse others of academic dishonesty.

- Installing viruses, spyware, or other damaging software in another person's computer.

- Stealing another person's property, such as computers, experimental setups, data, or designs, to prevent that person from completing his or her academic activities.

4. Causes of Academic Dishonesty:

There is no single explanation for the occurrence of dishonest behavior in educational system. Studies suggest that most students realize academic dishonesty is morally wrong, but various outside factors or pressures may serve as "neutralizers," allowing students to suppress their feelings of guilt and justify their dishonest acts to themselves (Carrell, 2007). In certain cases, dishonest behavior may arise not from willful disregard for the rules of academic integrity, but from ignorance of what those rules are. Literature on academic dishonesty cites a number of factors that contribute to dishonest academic practices (Whitley, Keith.,S, 1998). Contributing factors include:

- ✓ **Poor time management:** Particularly in their early years of college, many students have difficulties with managing their time successfully. Faced with demands on their out-of-class time from athletics, extracurricular clubs, fraternities and sororities, etc., they may put off studying or working on assignments until it is too late for them to do a satisfactory job. Cheating then appears attractive as a way to avoid failure (Haines et al. 1986).

- ✓ **Academic pressures:** Some students fear of failing a test or a course and feel anxiety about academic performance in the school, college or the university. This may lead them to cheat in academic activities to avoid any bad consequences, like failing a course or receiving a bad grade.Academic pressures can be worsened in courses that are graded on a curve: with the knowledge that only a fixed number of students can be awarded, students may turn to dishonest methods of surpassing their classmates (Whitley, 1998).

- ✓ **Anonymity:** In very large classes, students may feel anonymous; if the bulk of their interaction is with teaching assistants, they may regard the instructor as distant and unconcerned with their performance. This can increase the temptation to cheat, as students rationalize their dishonest behavior by assuming that the instructor "doesn't care" what they do. Not surprisingly, this can often be a danger in online courses, since course sizes can be huge and students do not normally interact with their instructors face-to-face (Carnegie Mellon University).

- ✓ **Unfamiliarity with what constitutes academic dishonesty:** The "rules" of academic writing often appear puzzling to students, particularly those who have not had extensive practice with academic writing in high school. The Internet has arguably exacerbated this problem; the easy availability of information (accurate or otherwise) on websites has led many students to assume that all information sources are *de facto* public property and need not be cited, which leads to unintentional plagiarism. Faculty and instructors should not take for granted that their students simply "know" when they must cite sources and how they should do so (Perry 2010). In addition, the ready availability of websites on every topic imaginable has had a deleterious effect on students' ability to assess sources critically. Some students simply rely upon whichever site comes up at the top of a Google search, without considering the accuracy or potential biases of the information with which they are being presented.

  Some students genuinely may not know what constitutes cheating or plagiarism and may not ask the course instructor for clarification. Some instructors may assume students understand the guidelines already. As a result, students can unintentionally commit acts of academic dishonesty.

- ✓ **Cultural factors:** International students may face particular challenges in mastering the conventions of academic writing. They do not necessarily share understandings of what constitutes "originality," intellectual property rights, and so forth, and it often takes time and practice for them to internalize the "rules" fully. In addition, students who come from cultures where collaborative work is common may not realize that certain assignments require them to work entirely on their own (Currie, 1998).

  In some cultures (e.g. those of East Asia) excellent academic performance at the university level is vital for securing good jobs after graduation, and students may therefore believe that their futures depend upon receiving the highest possible grades. When a student's family is making sacrifices to send him/her overseas for college, s/he may be concerned about "letting the family down" by doing poorly in school, which can make academic dishonesty all the more tempting.

- ✓ **Low-Stakes Assignments:** While some people may think of cheating as a risk only on high-stakes assignments (course papers, final exams, and the like), it can easily occur on low-stakes assignments as well. In fact, the very lack of grade weight that such assignments bear can encourage dishonesty: students may conclude that since an assignment has little or no bearing on their course grade, it "doesn't matter" whether or

not they approach it honestly. For this reason, it is vital to stress to students the importance of honest conduct on all assignments, whether big or small. The University does not take grade weight into account when deciding whether academic dishonesty has occurred; plagiarism is plagiarism and cheating is cheating, even if the assignment in question is worth zero points (Abasi et al., 2008).

✓ **Peer pressure:** Studies indicate that students whose peers disapprove of cheating are less likely to cheat! There is a famous saying which goes, "misery loves company!" Those who commit academic misconduct can pressure others to do the same in many ways, including: pressuring others to work together or split assignments when course policies prohibit collaboration, seeing other students cheat and then joining them, engaging in academic dishonesty as a group and helping friends on assignments or exams when the professor has prohibited collaboration (Davis et al., 2009).

✓ **Self-justification habits:** Some students blame their course instructors for their cheating, complaining that the professors expect too much or are too difficult to understand. Occasionally, students reason that other students are cheating, so they have no alternative but to cheat as well.

Students also engage in self-talk in order to justify their actions to themselves, even though those actions may not be appropriate. For example, they justify cheating by telling themselves that they were cheating (Cazan, 2017):

– Only once.

– Only in one academic activity.

– Because they were sick and couldn't catch up.

Other self-talk justifications include students telling

themselves that:

– "This particular assignment is not very important"

– "I do not need this particular course for graduation, so it's okay"

– "I had to help a friend in need"

– "The instructor doesn't really care"

✓ **Technology and academic dishonesty:** The rapidly increasing sophistication of digital technology has opened up new avenues for students bent on academic dishonesty. Beyond simply cutting-and-pasting from webpages, an entire Internet economy has sprung up that offers essays for students to purchase and pass off as their own. Students may also use wireless technology such as Bluetooth to share answers during exams, take pictures of exams with their smartphones (Jones et al., 2008). Research suggests that the use of technology creates a "distancing" effect that makes students' guilt about cheating less acute.

✓ **Lack of understanding about consequences:** Students who are guilty of academic dishonesty may not be aware of its possible consequences and may be thinking only of completing an immediate academic assignment. Consequences can include failing assignments or entire courses, loss of scholarships, and loss of future professional recommendations from their instructors (Cazan. 2017).

✓ **Teachers Themselves:** Some universities and instructors are responsible for the results of the students and they feel pressure, causing them to "teach to the test," using any method that is heavily focused on preparing students for only tests! This will lead to higher grades in the tests the students are prepared for, which is not an honest way in educational terms! (Jones et al., 2008).

Academic dishonesty is not justified under any circumstance. According to the rules of any academic institution, the consequences of being caught can be devastating for students. For this, teachers and respective authorities are responsible to enhance students' knowledge about academic dishonesty and help them avoid committing such a wrong act!

5. Impacts of academic dishonesty:

Every instance of academic dishonesty has its consequences, and each consequence is designed to help students remember not only what they do wrong but also how important it is for everyone to play fair. The reason behind this is that when students cheat, they are not learning the things that they need to know to be able to effectively fulfill the duties in their profession (The World Financial Review, 2021).

The most obvious impacts of academic dishonesty are the penalties the university can impose on the offending student. (Northern Illinois University).In addition to official university sanctions, other consequences include serious moral, ethical, social and academic concerns (Cizek, 2003), as cited bellow:

5.1. Social impacts:

Cizek (2003) discusses that the habitual nature of cheating indicates that those who cheat in academic activities and think they can get away with it may continue to cheat at work, in family life and in other aspects of life. In the long run, this attitude can be harmful not only to the cheater, but to everyone else affected by his or her actions.

Academic cheating leads to many vices in society. Dishonest students are more likely to become corrupt in the future than those who refrain from cheating in educational cursus. Indeed, some studies point out that dishonest students often engage in economic crimes such as theft and fraud because they have developed the habit of achieving their goals through unethical means (Colnerud & Rosander, 2009). Students who cheat in examinations focus much on getting high grades, but they fail to get superior knowledge needed by employers.

Hence, students who commit acts of academic dishonesty are granted credentials confirming that they have successfully completed a course or program of study when they have not, it can have serious consequences in the workplace. For example, if someone obtained the credentials to practice medicine, engineering, or law through habitual academic dishonesty, public safety and welfare could be jeopardized. This lack of productivity among employers can be detrimental to society (Hall, 2011). Therefore, employers should take into consideration academic merit, skills, and talents when recruiting workers (Davis & Drinan, 2009).

5.2. Impacts on students:

Academic cheating may limit a student's ability to achieve his or her desired education goals because some universities have strict admission requirements and often refuse to admit students with cases of academic dishonesty. Also, academic records can be demanded when students apply for internships in competitive organizations such as banks.

Generally, students found guilty of cheating often face serious disciplinary measures such as suspension. Extreme cases of academic cheating can lead to the expulsion of students. Moreover, once a student has been found guilty of cheating in academics, people lose trust in him (Carrell, 2007).

In some cases, dishonest students may directly or indirectly encourage their colleagues to cheat in academics (Hall, 2011). For example, students who excel in academics through unethical means may discourage honest students from working hard in academics. Therefore, the outcomes of cheating are detrimental to students.

5.3. Personal Cognitive impacts:

Alongside the negative effects that students cheating in university courses have on society and the job market, there are lesser-known personal cognitive effects of having cheated that permeate other areas of their lives, as well as their ability to feel satisfaction.

The cheating mentality some students learn in school is very likely the same mentality they will use to address real life problems. It would, therefore, be reasonable to expect a negative relationship between academic dishonesty and work morale (Garcia, 2014). Life satisfaction is essential to worker morale, with those having higher life satisfaction working more diligently than a distraught worker distracted from their duties. Perhaps if students were made aware of this effect of cheating, it would create incentive to not cheat or stop cheating, opposed to being told that their actions only affect others.

Students who cheat and at first get away with it may, in the long run, feel guilty and suffer from low self-esteem. This loss of self-respect can lead to a host of other problems, including difficulties with their careers, families and other important aspects of life.

5.4. Impacts on learning institutions and educators:

Integrity is one of the most significant assets of any learning institution. However, academic misbehavior can damage the reputation of a learning institution. For instance, an academic institution plagued by academic dishonesty may not attract students and donors. Furthermore, employers may not wish to recruit workers trained in colleges with bad academic standing. Moreover, honest students from schools with poor academic reputation may be mistreated in society due to their education backgrounds (Carrell, 2007).

In many learning institutions, educators are often entrusted with the role of curbing cheating. Instructors can be penalized for failing to limit academic dishonesty. For example, teachers can be sacked if they fail to discipline students who consistently cheat in examinations (Hall, 2011). Cheating can make teachers less productive at work because it discourages them from doing research and disseminating knowledge. For instance, scholars whose publications are plagiarized may lose interest in doing research.

At times, faculty may involve students in projects granted to the university by external sponsors (businesses, government agencies, professional organizations) to provide students with opportunities for working on real-life problems. If students cheat, plagiarize, falsify, or fabricate data in such projects, sponsors can take formal actions against the university. These actions could include fines, loss of future projects to the university, or lawsuits (Cazan, 2017). Such actions have serious consequences, as they will not only ruin the reputation of the university, but also result in loss of opportunities for other students in the future.

6. Some proactive steps to prevent academic dishonesty:

There is no panacea to prevent all forms of dishonest behavior. That said, at each step of the learning design process, there are steps that faculty and instructors can take to help reduce the likelihood of academic dishonesty, whether by making it more difficult or by giving students added incentive to do their work honestly. Some tips to prevent academic dishonesty are described as follow:

6.1. <u>Know your students</u>:

When students feel they are invisible in the classroom and think their instructors do not know them, they may be tempted to cheat or plagiarize. Students will most often be embarrassed to commit acts of academic dishonesty when their instructors know their names and who they are. If faculty take the time to learn students' names, call them by name inside and outside the classroom, and show an interest in their learning and academic performance, students will be less likely to cheat or plagiarize.

Even in large classes, faculty can make an effort to learn a few names in each class and address students by their names, or they can arrive at class early and get to know students through informal conversations. It is also important for faculty to familiarize themselves with the unique issues related to cultural differences and avoid misunderstanding or stereotyping students from different backgrounds (Cazan, 2017).

6.2. <u>Model the behavior expected from students</u>:

One effective step for preventing academic dishonesty is for faculty to model academic integrity in all situations. Faculty should include proper citations and acknowledgments in all their instructional and research materials and follow copyright, fair use and intellectual property guidelines. Seeing their faculty demonstrate academic integrity makes a much stronger impression on students than only hearing about policies and procedures.

6.3. <u>Course management and syllabus design</u>:

The sooner students are informed about the standards of conduct they should adhere to, the greater the likelihood that they will internalize those standards (Perry, 2010). This is why it is worthwhile for faculty to devote a portion of their syllabus to setting standards for academic integrity. Consider setting the tone for your course by offering a clear definition of what constitutes academic dishonesty, the procedure you will follow if you suspect that dishonest behavior has occurred, and the penalties culprits may face. If you have a Canvas course site, you can create an introductory module where students must read a page containing your academic integrity policies and "mark as done," or take a quiz on your policies and score 100%, in order to receive credit for completing the module.

If your syllabus includes many collaborative assignments, it can also be useful to explain clearly for which assignments collaboration is permitted and which must be done individually. You can also specify what you consider acceptable vs. unacceptable forms of collaboration (e.g. sharing ideas while brainstorming is allowed, but copying one another's exact words is not).

Finally, consider including information in your syllabus about resources available to students who are having academic difficulties, such as office hours and tutoring (Whitley, 1998).

6.4. <u>Assignment design</u>:

When crafting assignments such as essays and course papers, strive for two factors: originality and specificity. The more original the topic you choose, and the more specific your instructions, the less likely it is that students will be able to find a pre-written paper on the Internet that fits all the requirements (McMurtry, 2001). Changing paper topics from year to year also avoids the danger that students may pass off papers from previous years as their own work.

In the case of in-class exams, it may be worthwhile to create multiple versions of an exam, each with a separate answer key. Even as simple an expedient as placing the questions in a different order in different versions makes it harder for students to copy off one another's work or share answer keys.

6.5. <u>Provide resources</u>:

Students often have trouble relating the abstract definitions of cheating and plagiarism to their own work. They need concrete examples and specific guidance to help them recognize and avoid cheating and plagiarism. By providing examples of students' work (without names or identifying information) from previous semesters, instructors can demonstrate how those students did or did not properly paraphrase or cite sources.

It is a good idea to discuss in class good writing strategies, different citation styles, and proper paraphrasing techniques, and provide students a list of online resources on these topics.

6.6. <u>Seating students for the exam</u>:

In small classes that meet in large rooms, students can be required to sit away from each other during an exam. However, in large classes held in rooms without enough empty seats, faculty may not be able to seat students away from each other to prevent cheating and copying. In such cases, students should be required to clear their desks of all unnecessary materials to prevent sharing of exam papers. Then, faculty can distribute different versions of the same exam to students sitting next to each other.

6.7. <u>Monitoring students during an exam</u>:

Walking around the classroom during the exam allows instructors to monitor what students are doing. When faculty sit at their desks and read or work on other activities, students may be tempted to cheat. The best place to sit or stand to observe students is behind the last row of students. If a faculty member is sitting or standing behind students, then they cannot see where the faculty member is looking and, therefore, are less likely to cheat. But it is also important to move around the classroom so that faculty can see where students' eyes are focused during the exam.

6.8. <u>Collecting completed exams</u>:

When students are required to hand in the exam, instructors should make sure that students' names are on the exams and all the sheets are attached. Otherwise, students who performed poorly in an exam could be tempted not to hand in their exams and later claim they did.

6.9. <u>Maintain copies of documents and records</u>:

When a faculty member suspects a student of committing an act of academic dishonesty but is not entirely sure, the faculty should make a copy of the student's work and look for

patterns in the student's work. It is always a good practice to maintain copies of the suspected student's work and keep records of meetings with that student.

6.10. Technological tools to prevent academic dishonesty:

Even as students have discovered more sophisticated ways to cheat, educational professionals and software developers have created new technologies to thwart would-be cheaters. Canvas, the University's learning management system, includes several features intended to make cheating more difficult.

When Canvas Quizzes are used in courses, it is advaisable to choose from a number of options that increase the variation between individual students' Quizzes and thus decrease the chances of cheating. These including randomizing answers for multiple-choice questions; drawing randomly selected questions from question groups so that different students will see different numerical values.

Several different computer programs have been developed that claim to detect plagiarism in student papers, usually by comparing student submissions against the Internet, a database of past work, or both, and then identifying words and phrases that match. These programs can be helpful, but bear in mind that no automatic plagiarism checker is 100% accurate; instructors will still need to review student work themselves to see whether an apparent match flagged by the software is genuine plagiarism or not (Jones et al., 2008). Instructors should be familiar with these tools and their limitations. Many of these tools detect only text plagiarized from electronic media and may require fees or subscription costs. Other techniques, such as using Google or other search engines, are easy-to-use and inexpensive methods of finding some types of plagiarism.

Conclusion:

This paper has revealed various forms of academic dishonesty such as plagiarism, cheating, fabrication and falsification during examinations. Cheating in academics creates many problems in society, such as corruption and fraud. Academic cheating makes students incompetent; hence, they become unproductive at the workplace. Academic dishonesty can ruin the reputation of a university, school, lecturers and educators.

Ultimately, academic dishonesty undermines the domain of education because it affects the production of knowledge and skills. Moreover, academic dishonesty affects the concept of meritocracy since some learners excel in exams through unethical means.

The problem of academic dishonesty can be solved through various strategies since it is a multifaceted and dynamic challenge. First, dishonesty in academics can be mitigated by developing and implementing stringent rules to curb it. For example, dishonest students should be punished severely to deter others from being dishonest.

Second, instructors should be innovative in examining the performance of students. This will make cheating difficult since learners will not predict the types of assessments that will be carried out. Third, some students violate ethical principles in school and university because they are oblivious of the moral standards required in academics (Davis & Drinan, 2009). Therefore, learners should be encouraged to uphold academic integrity.

Moreover, parents should inculcate moral values in children to make them honest and disciplined. The role of students in curbing dishonesty in academics should not be overlooked

since they know dishonest learners. Therefore, students should be encouraged to provide information on the incidences of cheating in academics.

The fight against academic dishonesty is a difficult one, and will continue to be so for the foreseeable future. But if faculty and instructors give careful thought to the causes of student misconduct and plan their instructional strategies accordingly, they can do much to curb dishonest behavior and ensure that integrity prevails.

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