















Student Behaviour	Mean	SD	Skew	Kurtosis	t-value	Cohen's o
1. Having someone else take your exam for you.	6.95	0.40	-8.45	74.68	94.68***	7.35
2. Submitting someone else's work as your own.	6.93	0.34	-5.87	40.17	110.77***	8.60
3. Buying a term paper or essay.	6.92	0.38	-5.46	31.66	98.74***	7.66
4. Sneaking answers into a closed book exam (e.g., on water bottles).	6.81	0.55	-3.84	18.48	65.82***	5.11
5. Having someone tell you the answers on an exam.	6.78	0.59	-3.02	9.44	61.01***	4.74
6. Obtaining test answers before the exam.	6.75	0.62	-2.92	8.84	57.46***	4.46
7. Peeking at someone's answers during the exam.	6.66	0.70	-2.17	4.20	48.72***	3.78
8. Helping someone see an answer during the exam.	6.48	0.84	-1.65	2.34	38.14***	2.96
9. Taking credit for ideas that aren't yours.	6.39	0.86	-1.42	1.63	35.84***	2.78
10. Looking up answers to an exam online.	6.36	1.19	-2.23	4.84	25.53***	1.98
11. Copying and pasting directly into your assignment.	6.15	1.08	-1.45	2.22	25.71***	2.00
12. Collaborating on a take-home or online exam without permission.	6.12	1.19	-1.61	2.82	23.06***	1.79
13. Asking students who have taken the exam for the questions.	5.87	1.43	-1.35	1.34	16.83***	1.31
14. Including information you know is inaccurate in an assignment.	5.78	1.30	-1.04	0.57	17.69***	1.37
15. Submitting an assignment without citing all resources used.	5.72	1.29	-0.99	0.54	17.18***	1.33
16. Lying to get an extension on a due date.	5.40	1.53	-0.87	0.00	11.81***	0.92
17. Re-submitting your own work for a different class.	4.69	1.77	-0.41	-0.76	5.05***	0.39
18. Asking for feedback on a draft of an assignment.	1.39	0.94	3.23	11.86	-35.78***	-2.78
19. Studying from available old exams.	1.27	0.85	4.25	20.76	-41.61***	-3.23
20. Taking a practice exam.	1.12	0.74	6.98	50.85	-50.35***	-3.91
21. Forming a study group.	1.01	0.08	12.88	166.00	-497.00***	-38.58







Academic Dishonesty Scenarios

What in the story helped you decide on this responses?

Scenario 1:



As part of your assessment in a Chemistry course, you have students complete weekly quizzes, These quizzes are not for marks, but rather a form of formative assessments oy ouc an see how students are doing. This week you notice Student A is very squirmy in their seat. You keep an eye on them and notice them peeking at another student's answers. At the end of class you ask the student to stay behind and ask them about heir behaviour. Student A starts apologizing and tells you how much pressure they have been under to do well at school from their parents, and that they had too many other assignments to do, so they didn't have time to study.

Academic Dishonesty Scenarios What in the story helped you decide on this responses? Image: Constraint of the story helped you decide on this responses? Peeking at Answers Image: Constraint of the student was pushed to cheat because their parents have high expected for from them."







He not only cheated, he didn't own up to it.





- student C was trying to help student D out of the goodness of their heart.
- Student C may have felt a lot of peer pressure to help their friend.
- Well student D more so because he was the one using someone else answers and putting them as his own.
 Student C was still being dishonest, but I know his test was his own answers.
- Regardless if you are the one receiving help or giving help, it is still academic dishonesty.

Academic Dishonesty Scenarios What in the story helped you decide on this responses?

Beliefs

- "I think taking a student's personal situations into account is important and should be met with flexibility and understanding."
- "I think it is important to apply the consequences of academic dishonestly in all scenarios even if it is formative in order to be consistent with your expectations."



Academic Dishonesty Scenarios

What in the story helped you decide on this responses?

Beliefs

- "I believe that trusting one's gut with regards to academic dishonesty is an initial step [though regularly reflecting on your biases and actions is very important].
- "it is unfair to make assumptions, however, sometimes teachers must be academic dishonesty detectives,"
- · I would also have to look at my own potential bias towards the student
- "[the student's] behavior was academically dishonest in my opinion, but it does not reflect the entire story."



to each Scenario by	the Particip	ants	
Consequence Categories	1	2	3
Warning / Conversation	83%	40%	49%
Re-test / Re-assess	31%	45%	63%
Reducing Grade (e.g., give zero, adjust grade, losing marks)	5%	40%	36%
Call home / Talk to Parent	4%	20%	14%
Detention / Suspension (e.g., stay at lunch / after school)	4%	5%	10%
No Punishment	60%	18%	5%
Other (e.g., choice of punishment, write a letter)	8%	10%	10%

In Summary The Main Points
Participants rate discrete behaviours strongly in terms of them being academically dishonest or not. But, context matters! Causal search extended well beyond the stated facts to include
03 Cadada search extended wen beyond ine stated racks to include embellishments and overall beliefs. 04 Discipline varies.

