Pro Tip #9: More on academic honesty
Advice from your colleagues and some experts

Studies show that students are most likely to cheat on high stakes assignments, when they don’t think they can succeed or have enough time, and when they are unhappy with a course. They are less likely to engage in academic dishonesty on low-stakes assignments, if they expect cheating will be difficult, and when faculty talk positively about academic honesty and explicitly about what is and is not cheating. Asking them to read detailed honor codes before taking exams also seems to help.

Don’t look for a technical fix. Design your course to reduce cheating:
- Integrate some community-building activities into your classes to help your students feel welcome, and give them an emotional stake in the class.
- Substitute multiple, low-stakes quizzes for your large, high-stakes exams.
- Create ungraded assignments similar to exam problems so students can practice for tests, evaluate their own understanding, and figure out when to seek help.
- Tell your students if you do not use textbook test-banks. This may discourage them from seeking answers on the internet.
- Define what kinds of collaboration are and are not acceptable on your assignments. Ask students to list their collaborators on each assignment.
- Ask your students to read a detailed honor code before high stakes assignments; honor codes that include consequences and are more formal and substantial seem to make the biggest impression.