

The effect of using iPhones as a testing platform on academic integrity

ACU Connected Summit
Research Track
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How Big a Problem is Student Integrity?

- 1/4th of the students surveyed at the beginning of this study believe that at least 41% or more of the students at ACU cheat
- Over 30% of the students surveyed at the beginning of this study believe that it is Easy to Extremely Easy to copy answers from a neighbor during an exam or quiz

Hypotheses

- Student integrity would improve (i.e., less opportunity for cheating would occur) for those students using a technology as an exam platform
- Perception regarding the amount of cheating that occurs at ACU would decrease with the use of technology
- Cheating would be perceived as more difficult as a result of introducing technology as a platform

Methodology

- Two sections of a Senior level class
- For each quiz/exam, one section complete via a paper-based format and the other would complete the quiz/exam via technology (variation of the Repeated-Treatment Design)
- Complete a anonymous, self report questionnaire including answering the following:
 - 1) they were not tempted to cheat because the opportunity to see a neighbor's answers did not present itself
 - 2) they definitely had the opportunity to cheat (because they could see their neighbors answers) but chose not to
 - 3) they had opportunity and chose to copy answers from a neighbor
- Beginning and End of Semester also indicated perception of percent of students cheating and degree of cheating difficulty

iPhone/iPod touch Approach – Round 1

- Used Blackboard as the engine for exam (25 questions) /quiz (10 questions) 4 option multiple choice presentation
- 30 minute window during class
- Forced completion
- One attempt (could not leave Blackboard)
- Password Protected Entry to system
- Randomized questions and option presentation
- Prohibited Backtracking on questions
- Significant Technology Issues

Lessons Learned

- Allowed Laptop, iPad, iPhone, iPod touch (iPhone/iPod touch screens too small for functionality – cannot move text horizontally)
- Allowed Backtracking on questions
- Need to provide hardcopy (later) for review for those that took the exams/quizzes on line
- Hit “Back” Button accidentally would lock out for session
- Push “Submit” too early would also lock out for session
- “Test File” would appear empty until time that test is scheduled to open
- Always had paper back-up for technology sessions

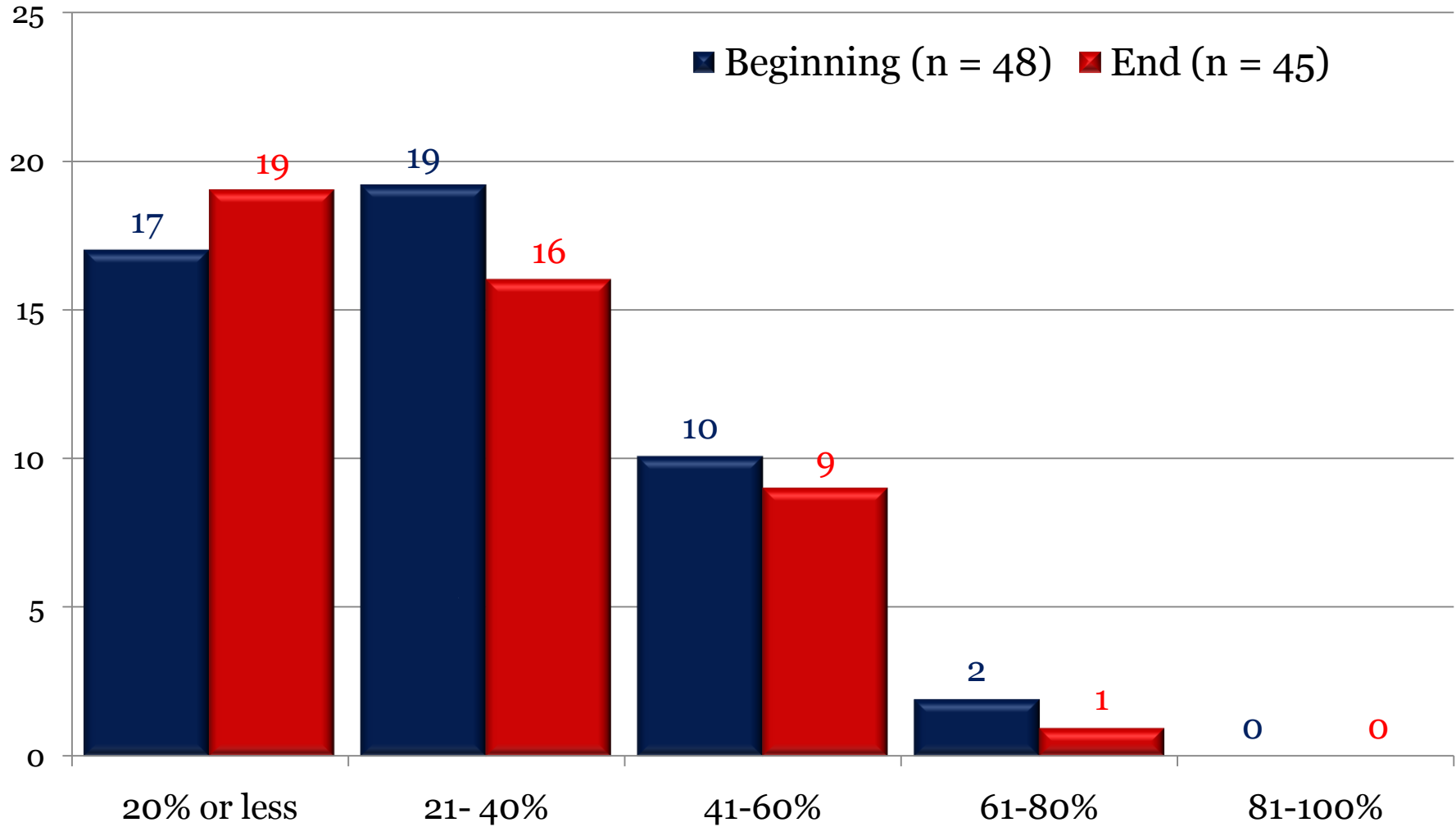
Results

- Significantly more opportunity to cheat for paper based
- Only “real” cheating took place with technology
 - Copied off paper-based (n = 1)
 - Left test and searched for answers on internet (n =2)
- Supported Hypothesis 1

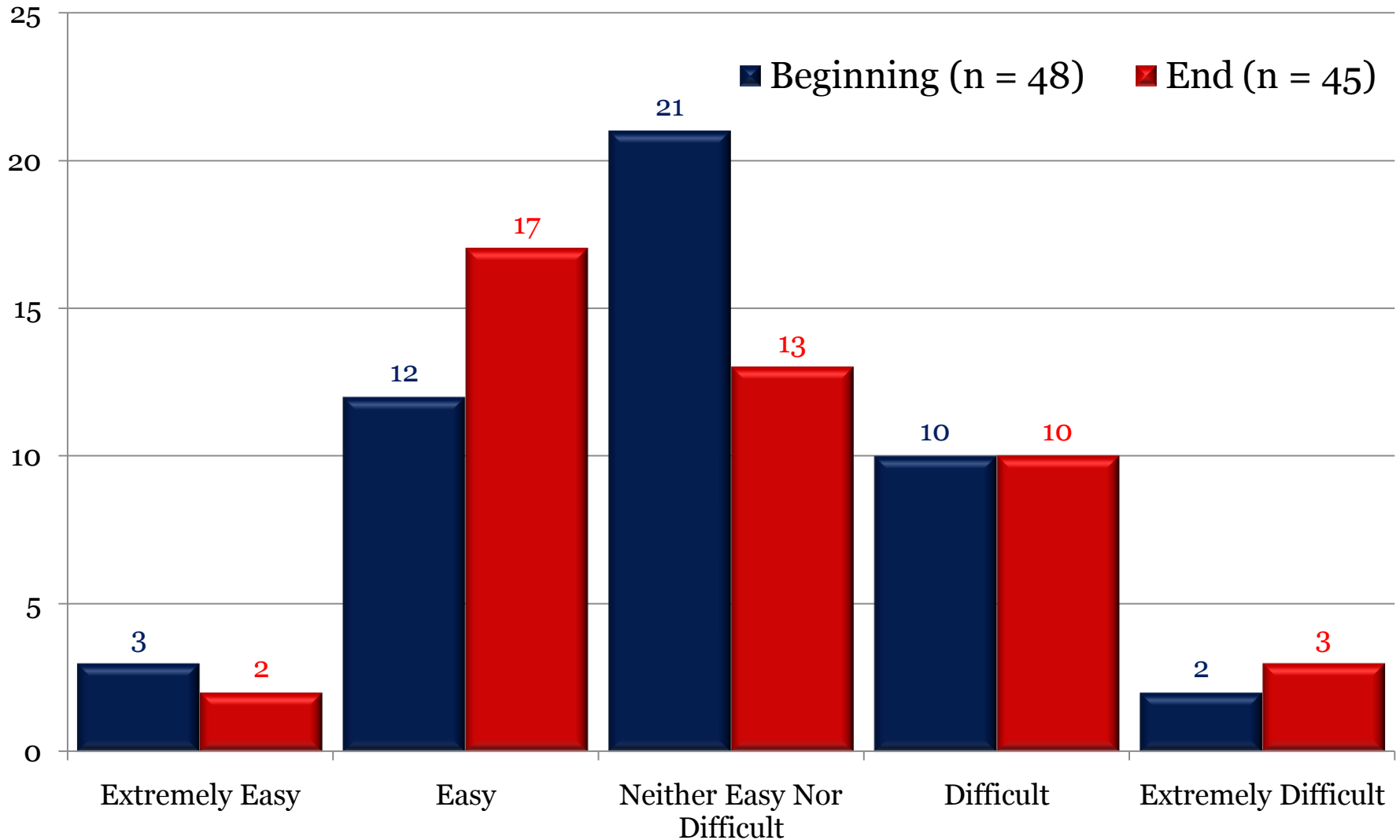
	Not Tempted	Had Opportunity	Cheated	Total
Paper Based	47	68	0	115
Technology	63	5	3	71
Total	110	73	3	186

52.21 chi-square
2 df
0.0001 p-value

Percent of Students that Cheat



How Easy is it to Cheat?



One Student Perspective

“It is amazing how many students choose to cheat. I’m not quite sure how that can have a good feeling leaving a test they have cheated on. It seems teachers are unaware and oblivious of the fact. Considering the facts, although I may get worse grades, the cheaters in our classes gain praise from teachers when the student is cheating right under their noses during a test. Meanwhile, the ‘bad students’ getting poor grades are following the rules.”

Questions???



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