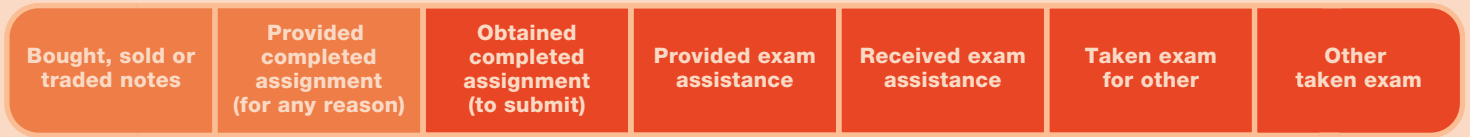




7 outsourcing behaviours investigated

15,047 students and 1,243 staff surveyed at 8 Australian universities and 4 NUHEPs*



Who is doing it?

Sharing behaviours

Students 25 yrs and under

Internal mode students

Law students

Full-time students



Cheating behaviours



How prevalent is it?



1 in 7 have bought, sold or traded notes



1 in 4 have provided others with completed assignments

6%

report engaging in 1 or more of the 5 cheating behaviours

Where does cheating help come from?



Students mainly get help from those they know

Other/former students

Friends
Partners
Family



Use of professional services is relatively rare

Why is it happening?

40% Students who speak a LOTE* at home

were 21% of participants, but 40% of those cheating

33% International students

were 15% of participants, but 33% of those cheating

25% Engineering students

were 13% of participants, but 25% of those cheating

*LOTE = Language Other Than English

*NUHEP = Non-University Higher Education Providers



Do cultural norms matter when it comes to cheating attitudes?

Domestic/International and English/LOTE students all shared comparable attitudes about the 'wrongness' of cheating behaviours

Lack of a 'Personalised Teaching and Learning Relationship'

The cheating group reported significantly lower levels of agreement for three key teaching and learning items:

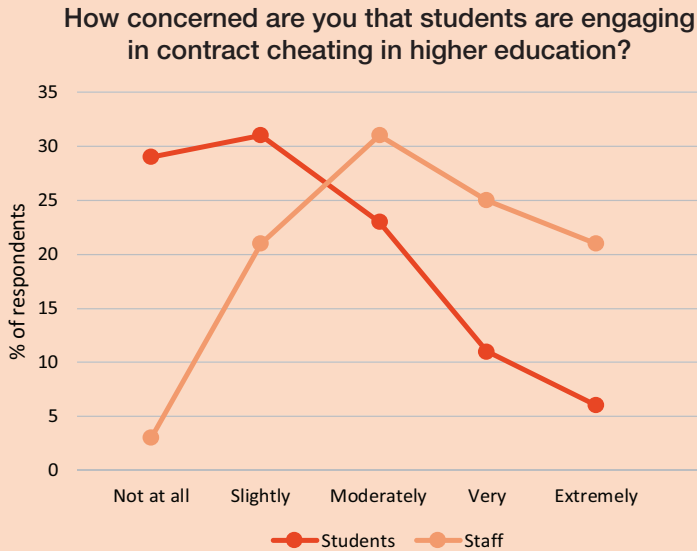
- Ensuring understanding of assignment requirements
- Receiving sufficient feedback
- Approachability of teaching staff



What do staff say?

68% have suspected instances of contract cheating

Most common signal for suspected cheating is the **educator's knowledge** of the student



Are Non-University Higher Education Providers (NUHEP) different to universities?

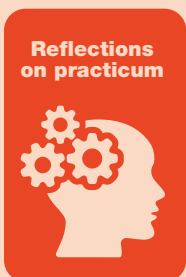
- Higher rates of exam cheating and money being exchanged
- NUHEP students were equally likely to obtain a completed assignment, **but 6 times more likely** to pay money for it
- Lower rates of providing completed assignments
- Staff more satisfied with institutional policy and practice for minimising contract cheating



54% of NUHEP college staff were very or extremely concerned about contract cheating compared to **46%** of university staff

What can be done?

Use assessment types that students report they are less likely to outsource



Foster 'Personalised Teaching and Learning Relationships' with students

- Clarify assessment requirements through task instructions, scaffolding, interactive discussion and rubrics
- Be accessible for learning help and support
- Provide constructive, meaningful and timely feedback for each student
- Recognise the particular needs of International and LOTE* students

Support a process of detection, reporting, substantiation and feedback

