



How to Encourage Your Students to Cheat: A Practical 14-Step Guide for Faculty

Want to create a permissive environment that encourages academic dishonesty?
Follow this simple advice!

1. Don't include the university's academic integrity policy statement found in the standard syllabus format. Just delete that thing right on out of there, to save syllabus space. You'll also save class time – for example, in a seated a 3-credit class, you could save 2 or 3 of the 2,100 instructional minutes!
2. Don't talk about it with your students before it happens. Let them assume you are oblivious to the possibility of cheating, and they will probably forget it is possible too. What could go wrong?
3. Don't create assessments that sometimes ask them to demonstrate higher orders of thinking, like analysis and creation. Just ask them to memorize and reproduce the info. you already gave them – there's *no way* that kind of work could be easily copied... right?
4. Be sure to *only* use simple, term-based, multiple-choice objective questions on a test or quiz. If you make it so easy, they won't *need* to cheat! Problem solved!
5. Don't use question banks of randomized answers in your LMS quizzes. Just give them all the exact same questions and answers keyed the exact same way.
6. Don't give them info. in how to cite sources or clear expectations about the preferred writing format in your discipline. Most students are *crystal* clear on when and how to cite, and use of MLA, APA, and CMS formats, so they probably won't get confused or accidentally plagiarize information.
7. Don't update your assessments periodically, with different information or examples. (Nothing has probably changed in our disciplines for the last 100 years anyway, right?)
8. Don't create multiple versions and keys for quizzes/exams for different sections. Students really don't talk to each other between classes.
9. Don't reorganize the questions and answers keys from year to year, either. Since students immediately forget everything after the test anyway, they probably wouldn't even want to record it or pass it on to others.
10. Don't use technology to help monitor or simplify the work. Don't use Turn It In - If God hadn't wanted us to use paper, he wouldn't have invented trees and saws and the printing press, am I

right? Teaching online? Don't contact the CIDL folks to learn how easy it is to use Proctorio for online exam proctoring.

11. Don't suggest alternatives to cheating. For instance, don't confuse your students with practical study habits that promote learning and confidence in their own honest ability.
12. Don't ever have conversations attempting to connect students' academic integrity to their professed personal values or the Christian Mission of the university. Students don't live compartmentalized lives, and moral relativism is clearly now a thing of the past, so they won't need any encouragement to connect those dots.
13. Don't try to establish rapport with your students or create a mutually respectful learning community.
14. Whatever you do, when you see it happening, or suspect it happening, don't confront it. They will be so relieved that they got away with it, and so their overall anxiety will drop so much that they'll have more time and energy to just study or research next time, instead.

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