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yeager says you need to find out if youre dealing with a population of cheaters or a group of non-cheaters who are influenced by the cheaters. im not always sure that cheating is as pervasive as the surveys have shown, he says. in a study published in may in the journal teaching ethics and values in secondary schools, harvard university psychology graduate student lisa shu and colleagues investigated the effects of a brief honor code intervention on student cheating behaviors. the experiment, which was conducted at the university of florida, was part of a larger study that involved interventions being tested with 38 classrooms. all of the classrooms received an initial instruction on cheating prevention and an explanation of the consequences of cheating. in addition to these initial steps, one group of classrooms received a follow-up session in which they were provided with an honor code that they were asked to sign attesting that they had read and understood the code. this group also received a brief presentation on the importance of teaching students moral values and an online tutorial on how to implement the honor code in their classrooms. during the course of the semester, the honor codes had a significant effect on cheating behaviors. specifically, students in the classes that were provided with the honor code complied with the rules more often and they reported a greater decrease in cheating behaviors over the course of the semester. over the course of the semester, students in the classrooms that were provided with the honor code also reported that they were more likely to accept responsibility for their actions, to be more likely to tell the truth, to spend more time studying, and to feel more moral.

### Kzh Cs 1.6 Hns Cheat

in the classrooms that received the honor code, there was also a significant interaction between the intervention and the amount of time students spent in the classroom. the honor code was most effective when students spent the most time in the classrooms. shu says these results highlight the importance of giving students as much time as possible to engage with the honor code intervention. the literature on cheating suggests that cheating behaviors wane over time, she says, so it is important to give the honor code enough time to take effect. shus study has significant implications for school administrators. school administrators typically spend a lot of time and resources on administrative tasks rather than on the core mission of educating students. schools need to be aware of the issues of cheating on tests and of how to deal with cheating in order to support their core mission. in the same study, shu also investigated the question of whether honor codes affect the student population. she found that the honor code intervention significantly reduced the amount of cheating among african american students. in addition, students often may feel pressure to conform to cultural standards of honesty, which could include the honor code in many colleges. if you are not comfortable with cheating, carrell says, you may need to study harder or find another way to succeed. consider the possibility that cheating is an unhealthy way to live and strive to live a more honest life. the center for academic integrity conducted a study and found that 93 percent of adults who took a test and had a problem with it said they believed cheating was wrong. a study at the university of michigan found that students who believed cheating was wrong were less likely to cheat than students who believed cheating was acceptable. Sec8ef588b

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