# Article information:

Cheating in Academic Institutions: A Decade of Research: Ethics & Behavior: Vol 11, No 3  
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# Article summary:

1. Cheating is prevalent in academic institutions and some forms of cheating have increased dramatically in the last 30 years.

2. Contextual factors, such as students' perceptions of peers' behavior, are the most powerful influence on cheating.

3. Academic integrity programs and policies, such as honor codes, can have a significant influence on students' behavior.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Cheating in Academic Institutions: A Decade of Research" provides a comprehensive review of research conducted over the past decade on cheating in academic institutions. The article highlights that cheating is prevalent and that some forms of cheating have increased dramatically in the last 30 years. However, the article has several potential biases and limitations that need to be considered.

One potential bias is that the article focuses primarily on individual and contextual factors influencing cheating, without considering broader societal factors such as economic pressures or cultural attitudes towards academic success. This narrow focus may limit the scope of the analysis and lead to incomplete conclusions.

Another limitation is that the article does not provide sufficient evidence for some of its claims. For example, it suggests that honor codes can have a significant influence on students' behavior, but does not provide empirical evidence to support this claim. Similarly, it suggests that contextual factors are the most powerful influence on cheating, but does not explain why this is the case or provide evidence to support this assertion.

The article also presents a one-sided view by focusing primarily on managing cheating from students' and faculty members' perspectives, without considering other stakeholders such as parents or employers who may have an interest in preventing cheating. This narrow perspective may limit the effectiveness of any proposed solutions.

Furthermore, while the article acknowledges some possible risks associated with cheating (such as reduced learning outcomes), it does not explore other potential risks such as damage to reputation or legal consequences. This omission may lead readers to underestimate the seriousness of cheating.

Overall, while the article provides valuable insights into research on cheating in academic institutions, its potential biases and limitations should be carefully considered when interpreting its findings.

# Topics for further research:

* Economic pressures and cheating in academic institutions
* Cultural attitudes towards academic success and cheating
* Impact of honor codes on reducing cheating
* Other stakeholders' perspectives on managing cheating in academic institutions
* Risks associated with cheating beyond reduced learning outcomes
* Long-term consequences of cheating in academic institutions

# Report location:

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