Rolling the Academic Dice on Group Activities: Cheating or Collaboration?
Group Activities

- Laboratory work
- Team Reports
- Papers
- Presentations
Teamwork is one of the top soft skills desired by business executives (Robles, 2012). Teamwork helps promote:

- Decision making
- Conflict resolution
- Communication
- Group goals
- Problem solving skills

Teamwork should generate great profits for an organization (Nadal, 2015)
Why group projects for students

- Cooperative learning groups successfully enhance the learning environment (Bowling, Cross & Ball, 2017, Tomcho & Foels 2012)
- Collaboration promotes active learning (Johnson & Smith, 2006)
- Teamwork improves grades on homework assignments (Kovacs, Johnson, & Dixon, 2017)
- Team members retain information longer, learn at deeper level, less likely to drop out of school, acquire greater communication and teamwork skills (Oakley, Felder, Brent, & Elhajj, 2004)
Collaborative Projects may mean few team members are working or learning (Neu, 2012), Bacon (2005)

Situation:
Student A: prepared the assignment or report
Student B: member of the team; put his/her name on the paper
Student C: Participated in the group meetings, discussed the concepts, has a smaller segment of specialized work
Other Collaborative violations

- Facilitating or aiding others
  - Sharing homework
  - Sharing papers
  - Allowing another student to see your work
Academic Dishonesty

- Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another’s work or by interfering with the independent completion, submission, or evaluation of academic work. (University of Arkansas Academy Integrity Policy)
## Faculty Perceptions Survey

<table>
<thead>
<tr>
<th>Student’s familiarity with university policy regarding</th>
<th>Familiar</th>
<th>Neither familiar or not familiar</th>
<th>Not Familiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism</td>
<td>63.3%</td>
<td>7.5%</td>
<td>29.2%</td>
</tr>
<tr>
<td>Properly citing works</td>
<td>48.8%</td>
<td>9.0%</td>
<td>42.2%</td>
</tr>
<tr>
<td>Cheating on exams</td>
<td>78.1%</td>
<td>8.8%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Sharing homework assignment</td>
<td>52.0%</td>
<td>13.2%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Collaborating on assignments with other students</td>
<td>51.3%</td>
<td>12.9%</td>
<td>35.8%</td>
</tr>
<tr>
<td>Faculty familiarity with university’s academic integrity policy &amp; procedures</td>
<td>75.2%</td>
<td>10.5%</td>
<td>14.2%</td>
</tr>
</tbody>
</table>
### Faculty Perceptions Survey

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>An academic integrity policy and process should be largely educational as opposed to punitive</td>
<td>52.9%</td>
<td>10.8%</td>
<td>36.3%</td>
</tr>
<tr>
<td>Academic integrity is primarily the responsibility of the student</td>
<td>72.9%</td>
<td>10.2%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Academic integrity is primarily the responsibility of the instructor/faculty member</td>
<td>39.8%</td>
<td>15.4%</td>
<td>44.8%</td>
</tr>
<tr>
<td>Academic integrity is primarily the responsibility of the university administration</td>
<td>43.1%</td>
<td>20.9%</td>
<td>36.0%</td>
</tr>
</tbody>
</table>
Recommendations

- Review team assignments
- Discuss academic policy in class
- Trained in effective design and management of team assignments
- Clarify group vs. independent work for all assignments
- Talk more about academic dishonesty - (personal integrity, cheating hurts everyone, when collaboration crosses over to cheating, take home exams, sharing, etc.)