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Analysis and Countermeasures of College Students' Cheating in Examinations: Taking X as an Example

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Abstract

The phenomenon of College Students' cheating in examinations is still serious. This paper takes X University as an example to study the phenomenon of cheating in colleges. Based on the statistical analysis of 396 students punished for cheating in exams from 2011 to 2017, it is found that there is a concentrated outbreak of cheating in exams, and that sophomores and juniors are more likely to cheat in exams with paper tapes. It is suggested that we should strengthen honesty and credit education, formulate and revise relevant supporting documents of examination management to strengthen the sense of responsibility of the academy, strengthen the education and guidance of freshmen, reform the way of curriculum assessment as well as build up a qualified invigilator team to prevent cheating in examinations.

Key words: College; Cheating in Examinations; Countermeasure Analysis

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INTRODUCTION

Now, the cheating phenomenon of college students is still grim. In the era of smartphones, the way of cheating has changed from the traditional paper tape to the way of using communication tools, and the act of assisting cheating has gradually increased. Many scholars and

university's teaching managers have done a lot of research on examination management and students' cheating. Yu Chengwen, Liu Jian, Wang Lin, etc point out that the lax security of invigilators and the lack of students' preparation are the direct cause of cheating, while the low level of students' academic preparation and the unreasonable evaluation system being the deep reasons, through questionnaire survey, based on quantitative and qualitative methods (Yu Chengwen: 2016, Liu Jian: 2010, Wang Lin: 2013). Li Dajun, Zeng Kuihua, etc point out that there are some problems in the present examination management such as the integration of teaching, examination design and evaluation, imperfect management system and operation mechanism through analysis of examination management in Colleges (Li Dajun: 2017, Zeng Kuihua: 2018). Xu Nan introduces the successful experience of foreign universities in preventing cheating in examinations. Australia advocates a student-led teaching model, and emphasizes the assessment of the learning process. The USA implements the academic honor system, which effectively prevents dishonest behaviors in plagiarism and cheating in examinations (Xu Nan: 2015). Nan Qiao further elaborates on the specific methods of preventing cheating in the USA based on his own experience (Nan Qiao: 2016). Existing researches generally focus on the use of questionnaires to explore the main factors affecting college students' cheating, and then put forward countermeasures such as strengthening examination management, innovating teaching models and assessment methods, lacking in-depth study of the phenomenon of local college students' cheating in examinations. Taking X University as an example, this paper analyzes the characteristics of students' cheating in exams in colleges and puts forward some corresponding countermeasures, constructing a clean examination environment.

1. A BRIEF INTRODUCTION OF S UNIVERSITY

X University is a work-oriented, multi-disciplinary, coordinated development, distinctive university, the main disciplines in the leading level in the country. Discipline majors cover eight disciplines: science, engineering, management, economics, literature, law, education and art. The dean's office is in charge of full-time undergraduate teaching. In view of the examination management, successive leaders have constructed the exam management methods with clear management responsibilities, clear process and strong operability based on the reality of the school management. According to the latest Regulations on the Management of Students in colleges, strict measures have been formulated to deal with violations of discipline and cheating in examinations. Then the students are educated from the training of teaching managers, freshmen entrance education, integrity education activities and other carriers. Also, in the process of examination, the administrators and experts of the teaching supervisory committee should be mobilized to make a full inspection tour to maintain a high-pressure situation of the violation of discipline and cheating. Generally speaking, the teaching management system of S University is standardized, the examination management system is perfect, the implementation is strict, and the style of study and examination is in good condition, maintaining a strong representation in local colleges.

2. CHARACTERISTICS OF STUDENTS CHEATING IN X UNIVERSITY

From 2011 to 2017, 396 students of X University were punished for cheating in exams. Statistical analysis is as following.

2.1 There is a Concentrated Outbreak of Cheating In Exams

X university implements a two-level examination management system, which means that dean's office is in charge of the public basic course graduation examination, the final exam, the school make-up and national examination, while student academies in charge of the last exams. Statistical analysis of cheating students shows that 83% of the cheating behavior happens in the examinations organized by dean's office, while only 17% found in the examinations organized by student-academies.

Table 1
Distribution of Cheating Students' Examination Types From 2011 to 2017

Examination Type	Number	Percentage
graduation examination	67	17.01%
public basic course graduation examination	80	20.30%
final exam	53	13.45%
school make-up	181	45.94%
CET4\6	13	3.30%

2.2 Sophomores and Juniors Tend to Cheat

Statistical analysis also shows that the cheating students consist of 125 sophomores, 120 juniors, 65 freshmen as well as 85 seniors. Sophomores and juniors tend to cheat more often than freshmen and seniors.

2.3 Most of the Ways of Cheating are Sneaking Paper Tapes, and More and More People Cheat by Using Communication Tools

College students cheat in different ways, statistical analysis of the cheating methods is made, which shows that sneaking paper tapes is the main cheating method, while the use of communication tools and getting someone to take the exams instead of themselves occupy the second place. Through investigation, it is found that the current assessment method focuses on the examination of memorizing knowledge points, which is a main cause of the habit of sneaking paper tapes with information related to examination contents. With the popularity of smartphones and 4G networks, the storage, transmission and viewing of pictures has become more convenient and faster. Based on this, some students set up "cheating group" before the exam. During the exam, they use instant messaging tool QQ or Wechat to send pictures of the exam questions to the off-site staff, who will send pictures of the answers when they finish the work. Cheating in exams is infectious.

Table 2
Statistics of Cheating Methods (2011- 2017)

Cheating method	Number	Percentage
sneaking paper tapes	254	64.47%
using communication tools	75	19.04%
taking an examination instead of others	62	15.74%
Others	3	0.76%

2.4 Students in the Same Major Tend to Cheat

Statistical analysis of the sample data shows that the number of cheating students is distributed in 193 major-grade, with the average number 2.05. The number of cheating in 39 major-grade is higher than the average, totaling 188, accounting for 47.5% of the total number of cheating. Among them, the number of major-grades with more than 7 cheating students is 6, indicating that students in the same major tend to cheat.

3. COUNTERMEASURES FOR CHEATING IN EXAMINATIONS

3.1 Honesty Education Should Be Strengthened to Construct Integrity Examination Atmosphere

Honesty and sticking to the bottom line are the key to good examination atmosphere. Only when students do not want to cheat in the exam, consciously abide by the rules of the school examination hall and the exam disci-

pline, and are ashamed of cheating, can they really stop cheating in the exam. Honesty education should always run through the whole process of school education. College leaders, all teachers and administrators should set an example to do a good job of honesty education patiently and meticulously and to correct students' wrong thoughts and behavior at anytime and anywhere, which will help students to establish a solid concept of integrity and a strong atmosphere of integrity in the school-wide.

3.2 Relevant Supporting Documents of Examination Management Should Be Formulated and Revised to Strengthen the Sense of Responsibility of the Academy

At present, X University has formulated relatively perfect examination management methods and formed a set of good examination operation mechanism. However, through the analysis of the current situation of cheating in examinations, it is not difficult to find that not fully compacting the responsibility of examination management in academy is an important reason for the repeated prohibition of cheating in examinations. Therefore, it is necessary to revise the supporting documents of examination management, such as the training methods for invigilators and the rules for the management and evaluation of college examinations on the base the basic law of examination management, which will compact academy's responsibility of examination management, improve their attention to examination management, help them actively find their own problems as well as enhance the strength of prevention and punishment of cheating in examinations, letting the students dare not to cheat.

3.3 The Education and Guidance for Freshmen Should Be Strengthened to Improve Their Academic Preparation

Sophomores and juniors being inclined to cheat in examinations because of their inadequate academic preparation in the first year of college and their failure to successfully complete the role transformation from high school students to college students, the education and guidance for freshmen should be strengthened to help them turn from passive learning to autonomous learning. Firstly, we should carry out the education of rule consciousness, put the school discipline, especially the education of cheating in exams ahead, cooperated with the explanation of various cases of cheating in violation of discipline to help students know that cheating is a serious act of dishonesty, which will have an irreversible impact on the integrity of the archives and evaluation of merit awards. Secondly, we should carry out major cognitive education to help students understand the current situation of major development, employment field, and development prospects, enhancing students' major identity. Thirdly, career planning education should

be carried out so that students can understand that the university is an important period for the formation of world outlook, outlook on life and major competence. Only by grasping the valuable learning time of university can they calmly deal with the hardships and dangers after graduate. Finally, we should carry out the education of learning methods and the similarities and differences between college and high school learning, helping them arrange time reasonably and attach importance to autonomous learning.

3.4 The Assessment Methods of Courses Should Be Reformed to Reduce the Willingness of Students' Cheating in Exams

In view of the fact that almost all the courses currently adopt the method of "grading students on a test" and that some teachers delimit the scope of review or even reveal some of the topics before the exam, leading to the students' purposeful preparation of cheating materials, the way of assessment should be reformed to reduce students' willingness to cheat in examinations. First of all, teachers should be encouraged to work out a variety of assessment methods according to the syllabus and characteristics of the course. At the same time, they should explore assessment methods not limited to the examination of homework, papers, group project reports, product design and so on, which not only test students' mastery of theoretical knowledge, but also test students' ability of thinking and knowledge use. Then, teachers should be encouraged to attach importance to the process assessment, weakening the function of the final examination. They should also master the students' learning situation to adjust the teaching schedule and teaching methods in time with assessment of students at any time during the teaching process. Finally, for the course that adopts the examination paper, we can explore the system of making examination questions public in the past years, which will on the one hand be useful to the students' review, on the other hand force the teachers to improve the quality of proposition.

3.5 The Methods of Invigilate Team Construction Should Be Improved to Build up the Last Line of Defense Against Cheating in Examinations

In view of the fact that some invigilators can not strictly perform their duties and fail to guard against cheating in exams, a set of methods for the construction of invigilators should be set up in the light of the reality of the school so as to strengthen the last line of defense against cheating in examinations so that students dare not to cheat. Firstly, according to the total amount of invigilation tasks, the sources of invigilators and the use ratio of different types of invigilators should be reasonably delineated to ensure that on-the-job faculty and staff take on most of the invigilation tasks and play the main role. Then, combining with the characteristics of invigilators, we should construct a curriculum training system aimed to improve

the ideological and political consciousness, responsibility consciousness, service consciousness, personal accomplishment and basic skills of invigilators. Finally, we should set up a scientific and reasonable assessment index for the performance of invigilators, which will on one hand reward those who are conscientious and conscientious in their duties, maintaining a good style of examination and discipline, on the other hand punish those who fail to perform their duties and cause a large number of students to cheat in violation of discipline.

CONCLUSION

This paper takes X University as an example to study the phenomenon of cheating in colleges. Based on the statistical analysis of 396 students punished for cheating in exams from 2011 to 2017, it is found that there is a concentrated outbreak of cheating in exams, and that sophomores and juniors are more likely to cheat in exams with paper tapes. It is suggested that we should strengthen honesty and credit education, formulate and revise relevant supporting documents of examination management to strengthen the sense of responsibility of the academy, strengthen the education and guidance of freshmen, reform the way of curriculum assessment as well as build up a qualified invigilator team to prevent cheating in examinations.

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