

International Day of Action Against Contract Cheating

October 21, 2020

**SPEAK UP & OUT AGAINST
CONTRACT CHEATING!**

Contract Cheating Definitions

“Contract cheating...is a basic relationship between three actors; a student, their university, and a third party who completes assessments for the former to be submitted to the latter, but whose input is not permitted. ‘Completes’ in this case means that the third party makes a contribution to the work of the student, such that there is reasonable doubt as to whose work the assessment represents” (Draper & Newton, 2017, p. 1).

“Contract cheating happens when a third party completes work for a student who then submits it to an education provider as their own, where such input is not permitted” (QAA, 2020, p. 3).

“outsourcing of student work to third parties” (Lancaster & Clarke, 2016, p. 639).

“Contract cheating occurs when a student procures a third party (who knows about and benefits from the transaction) to produce academic work (that is usually, but not always assessable work) that the student then submits to an educational institution as if it were their own” (Ellis, Zucker, & Randall, 2018, p. 1).

“Contract cheating can happen through “family and friends; academic custom writing sites; legitimate learning sites (eg. file sharing, discussion and microtutoring sites); legitimate non-learning sites (eg. freelancing sites and online auction sites); paid exam takers; and pre-written essay banks” (Ellis, Zucker, & Randall, 2018, p. 2)

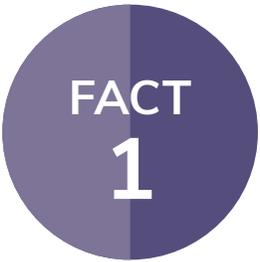
ARTICLES/RESOURCES OF INTEREST

Draper, M. & Newton, P. (2017). A legal approach to contract cheating. *International Journal for Academic Integrity*, 13(11), 1-16.

Ellis, C., Zucker, I.M., & Randall, D. (2018). The infernal business of contract cheating: Understanding the business processes and models of academic custom writing sites. *International Journal for Educational Integrity*, 14(1), 1-21. DOI 10.1007/s40979-017-0024-3

Lancaster, T., & Clarke, R. (2016). Contract cheating: The outsourcing of assessed student work. In T. Bretag (Ed.), *Handbook of academic integrity* (pp. 639-654). Springer-Nature. DOI 10.1007/978-981-287-098-8

Quality Assurance Agency (QAA) UK. (2020). Contracting to cheat in higher education. How to address essay mills and contract cheating (2nd ed). Retrieved from [QAA Document](#)



FACT
1

We have an idea of the incidence of contract cheating

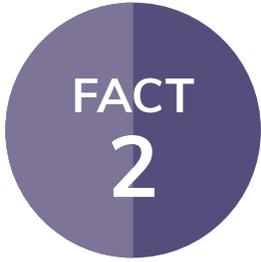
3.5% of students in higher education admit to using sites on the internet where they pay for academic work to be completed [e.g. essay mills, homework sites] (Newton, 2018)

- What is the gravity of this percentage to your organization? Think about this in the numbers of students who are potentially engaging in contract cheating as well as what programs, and therefore what graduates, are potentially participating in contract cheating (e.g. nurses, physicians, lawyers, business experts, engineers). What are the implications for the student, the faculty, the organization, and the public if students have gaps in their knowledge and character?
- Take a look at the following articles to learn more about the impact of contract cheating for graduates who go on to work in professions.

ARTICLES OF INTEREST

Lancaster, T. & Clarke, R. (2015). Examining contract cheating, essay mills use and academic misconduct by students in health courses, *Contract cheating Research*, 1-18. Retrieved from https://www.researchgate.net/profile/Thomas_Lancaster/publication/323425525_Examining_Contract_Cheating_Essay_Mill_Use_and_Academic_Misconduct_by_Students_on_Health_Courses/links/5a956d4daca27214056920dd/Examining-Contract-Cheating-Essay-Mill-Use-and-Academic-Misconduct-by-Students-on-Health-Courses.pdf

Newton. P. M. (2018) How common is commercial contract cheating in higher education and visit increasing? A systematic review *Frontiers in Education*, 3(67), 1-18. <https://doi.org/10.3389/feduc.2018.00067>



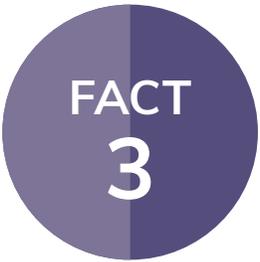
Contract cheating rates are increasing

A recent systematic review reported rates of contract cheating were over 20% in nine different samples of students from 2009 and later so it suggests that contract cheating is on the rise (Newton, 2018).

- Recent events caused by COVID-19 have created stressful situations where students and faculty were pushed into sudden, sweeping changes in the delivery of educational offerings. Such chaos may create the perfect storm for students to make choices that jeopardize their learning and reputations. If contract cheating is on the rise than our recent world events may potentiate those already reported climbing rates of contract cheating.

ARTICLE OF INTEREST

Newton, P. M. (2018) How common is commercial contract cheating in higher education and is it increasing? A systematic review *Frontiers in Education*, 3(67), 1-18. <https://doi.org/10.3389/feduc.2018.00067>



FACT
3

There is no such thing as a cheat proof assignment

No assignment is cheat proof – however “assessment design... remains an important element of institutional strategy to combat contract cheating” (QAA, 2020, p. 2)

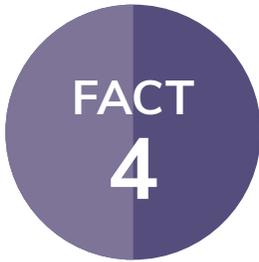
- Assessment continues to be an important element of the work we do in the educational system and allows us to understand what students are learning and where there may be gaps that need to be addressed. Our focus should be on the creation of assessments that evaluate learning and not the perfect cheat proof assignment.
- Click the link and see the section titled Reducing Opportunities to Cheat in the QAA-UK document (p. 6 found [QAA](#))
- Click the link and see the following site for more information on Assessment Design as it relates to reducing contract cheating [TEQSA Assessment to foster academic integrity](#)
- Click the link and see the resource that talks about Contract Cheating and Assessment Design [TEQSA Contract cheating symptom not problem](#)
- Click the link and find a resource that talks about Redesigning Assessments to engage students [TEQSA Redesign high-risk assessments](#)

RESOURCES OF INTEREST

Quality Assurance Agency (QAA) UK. (2020). *Contracting to cheat in higher education. How to address essay mills and contract cheating* (2nd ed). Retrieved from <https://www.qaa.ac.uk/docs/qaa/guidance/contracting-to-cheat-in-higher-education-2nd-edition.pdf>

Skaik, S. (nd). Redesigning high-risk assessment to engage students and address contract cheating. *Tertiary Education Quality and Standards Agency (TEQSA)*, 1-2. Retrieved from <https://www.teqsa.gov.au/sites/default/files/redesigning-assessment-cqu.pdf?v=1588831025>

Tertiary Education Quality and Standards Agency (TEQSA). (nd). Contract cheating is a symptom, not the problem. Retrieved from https://cheatingandassessment.edu.au/wp-content/uploads/2018/07/SECTOR-RESOURCE-1_CC-symptom-not-problem.pdf



Contract cheating is a systemic problem

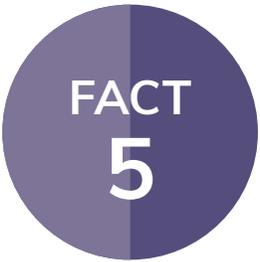
Contract cheating is a “systemic problem, the causes of which are multiple and complex” (Tertiary Education Quality and Standards Agency TEQSA, nd, p. 1).

- We know that contract cheating is an international problem and is happening around the world.
- Take a look at the following link for a resource that talks about a recent study and some contributing factors to contract cheating https://cheatingandassessment.edu.au/wp-content/uploads/2018/07/SECTOR-RESOURCE-2_Three-factors.pdf

RESOURCES OF INTEREST

Tertiary Education Quality and Standards Agency TEQSA. (2017).: *Good practice note: Addressing contract cheating to safeguard academic integrity*. [TEQSA Good Practice \(pp. 5-6\)](#)

Tertiary Education Quality and Standards Agency TEQSA. (nd). *Three factors contribute to contract cheating*. Retrieved from [TEQSA Good practice](#)



FACT
5

We need to talk more about contract cheating with students

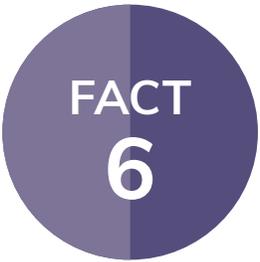
We do not talk enough about contract cheating and academic integrity with students. Not talking about the problem will minimize its importance for students and other members of our learning communities.

- “Students do not appear to be aware of the potential harm involved, such as risk to public safety, which may result from graduates who have incomplete knowledge and skills. Students also appear to be unaware of the damage it does to the reputation of their own qualifications, and the negative effects on the student experience and satisfaction in courses where contract cheating is known to occur” (Australian Government Office for Learning, nd., p. 1).
- To learn more about how to talk with students about contract cheating click on the following link [TEQSA Students not concerned](#)
- Click on the link and find out how to explain contract cheating to students [TEQSA Beware of ghosts](#)

RESOURCES OF INTEREST

Rundle, K. & Curtis, G. (nd). Beware of ghosts: Explaining contract cheating and ghostwriting and why you shouldn't do it. Tertiary Education Quality and Standards Agency (TEQSA), 1. Retrieved from <https://www.teqsa.gov.au/sites/default/files/explaining-contract-cheating-ghostwriting-partnerships-uwa.pdf?v=1588831017>

Tertiary Education Quality and Standards Agency TEQSA. (nd). Students are not concerned about contract cheating and we are not talking to them about it. Retrieved from <https://cheatingandassessment.edu.au/wp-content/uploads/2018/07/EDUCATOR-RESOURCE-7-Student-lack-of-concern.pdf>



FACT 6

Contract cheating and student blackmail

Students are unaware of the risks to their personal information and their academic careers. Stories are beginning to surface about writers working for Internet sites that offer paid services to complete academic work who go on to blackmail students for more money. It is important to help students understand these sites are businesses and do not have their best interest at heart.

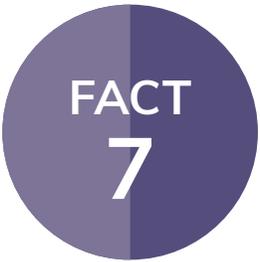
- To find out more about students being blackmailed click on the following links & check out the following articles
- [Blackmail and scams](#)
- [Essay Mills and Blackmail](#)
- [TEQSA Contract cheating and Blackmail](#)

ARTICLES/RESOURCES OF INTEREST

Ross, J. (2018). "Contract cheating websites 'Blackmailing Whistle-Blowers!'" Times Higher Education. Retrieved from <https://www.timeshighereducation.com/news/contract-cheating-websites-blackmailing-whistleblowers>

Yorke, J., Sefcik, L., & Veeran-Colton, T. (2020). Contract cheating and blackmail: A risky business? *Studies in Higher Education*. DOI:10.1080/03075079.2020.1730313

Yorke, J., Sefcik, L., & Veeran-Colton, T. (nd). Contract cheating and blackmail. Focus area: Contract cheating. Tertiary Education Quality and Standards Agency (TEQSA), 1-2. Retrieved from <https://www.teqsa.gov.au/sites/default/files/contract-cheating-blackmail.pdf?v=1591659442>



FACT
7

Commercial contract cheating sites are big business

Many online pay for fee contract cheating sites use sophisticated business models and careful marketing strategies to engage students in purchasing their services. “Of particular concern is the proliferation of marketing-savvy commercial providers who bombard students via social media, online platforms and other advertising forums of cheating services about their ‘academic services’” (Tertiary Education Quality and Standards Agency TEQSA, 2017, p. 7)

- Pay-for-fee academic writing companies may use different domain names but have the same IP address to save money (Ellis, Zucker, & Randall, 2018).
- Often pay-for-fee academic writing companies will use convenient payment methods to make it easier for students to pay (e.g. paypal)
- These sites can “cater to distinct markets” (Ellis, Zucker, & Randall, 2018, p. 2) and focus on specific disciplines and geographical areas so that it seems like students have choice and that the sites offer specialized services (Lancaster, 2020)
- These sites assure confidentiality, plagiarism free assignments, and foster tensions and an adversarial spirit between professors and faculty within academic institutions and their students, suggesting that the online contract cheating services are there for students’ needs, they suggest a caring approach toward the student and position the work they do as a resource to help students through unnecessary stressful times (Rowland, Slade, Wong, & Whiting, 2017)
- These sites make it easy for the user to click and order and reduce the academic experience to a transaction (online shopping experience) with opportunities to barter the suggested price

- These sites often have specific marketing strategies that emphasize ease, low-costs and high-quality, products that can be customized to the unique need of the student, fast turnaround times (Rowland, Slade, Wong, & Whiting, 2017)
- To find out more about business models and persuasive methods of engaging students to contract cheat, adopted by academic custom writing businesses, take a look at the following articles
- During COVID-19 these sites increased their marketing strategies and played to students' vulnerabilities and stress

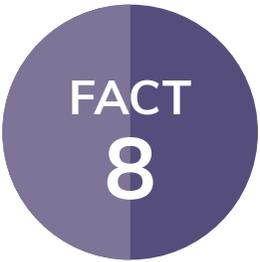
ARTICLES/RESOURCES OF INTEREST

Ellis, C., Zucker, I.M., & Randall, D. (2018). The infernal business of contract cheating: Understanding the business processes and models of academic custom writing sites. *International Journal for Educational Integrity*, 14(1), 1-21. DOI 10.1007/s40979-017-0024-3

Lancaster, T. (2020). Academic discipline integration by contract cheating services and essay mills. *Journal of Academic Ethics*, 18(2), 115-127. DOI:10.1007/s1805-019-09357

Rowland, S., Slade, C., Wong, K., & Whiting, B. (2017). 'Just turn to us': The persuasive features of contract cheating websites. *Assessment & Evaluation in Higher Education*, 43(4), 652-665. DOI.org/10.1080/02602938.2017.1391948

Tertiary Education Quality and Standards Agency. (2017). Good practice note: Addressing contract cheating to safeguard academic integrity. <https://www.teqsa.gov.au/sites/default/files/good-practice-note-addressing-contract-cheating.pdf?v=1507082628>



FACT 8

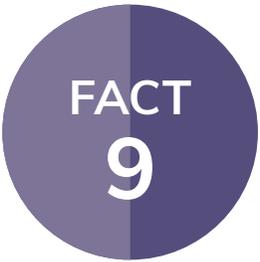
There are costs to contract cheating

When a student engages in contract cheating it is a form of academic dishonesty and jeopardizes how we assess knowledge and skill. This may result in gaps in knowledge that can in turn affect their competence in their chosen professional fields after they graduate and move into the workforce. This in turn, puts those that they provide care and service to in harm's way.

- Researchers have reported that when students behave dishonestly in their studies they also behave dishonestly in their professional careers
- The following articles speak to research findings that highlight the problems with contract cheating as it relates to the inability to properly assess student learning, as well as, the worries about dishonest academic behaviour and how that translates to professional acts of dishonesty

ARTICLES OF INTEREST

- Bremner, C. (2020), Pakistan International Airlines grounds one third of Pilots after crash, The Times, 26th June 2020. Retrieved from <https://www.thetimes.co.uk/article/pakistan-international-airlines-grounds-third-of-pilots-after-crash-nkdwj8gxs>
- Guerrero-Dib, J., Portales, L., & Heredia-Escorza, Y. (2020). Impact of academic integrity on workplace ethical behaviour. *International Journal for Educational Integrity*, 16(2), 1-18. DOI.org/10.1007/s40979-020-0051-3
- Harding, T., Carpenter, D., Finelli, C. & Passow, H. (2004). Does academic dishonesty relate to unethical behavior in professional practice? An exploratory study. *Science and Engineering Ethics*, 10(2), 311-324.
- Lancaster, T. & Clarke, R. (2015). *Examining contract cheating, essay mills use and academic misconduct by students in health courses*, Contract cheating Research, 1-18. Retrieved from https://www.researchgate.net/profile/Thomas-Lancaster/publication/323425525_Examining_Contract_Cheating_Essay_Mill_Use_and_Academic_Misconduct_by_Students_on_Health_Courses/links/5a956d4daca27214056920dd/Examining-Contract-Cheating-Essay-Mill-Use-and-Academic-Misconduct-by-Students-on-Health-Courses.pdf
- Nonis, S. & Owens Swift, C. (2001). An examination of relationships between academic dishonesty and workplace dishonesty: A multicampus investigation. *Journal of Education for Business*, 77(2), 69-77.
- Smith, C. (2010). *The relationship between academic and professional dishonesty in online RN- BSN students* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses (3436706).



FACT
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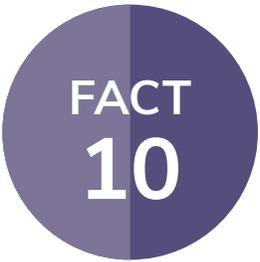
Some countries have outlawed contract cheating

Some countries have moved to criminalizing contract cheating.

- Contract cheating is a deliberate form of academic dishonesty and jeopardizes the ability of professors and teachers to evaluate student learning. The risk of students graduating with gaps in their knowledge, and moral development present risks to members of the public who receive their care and service. Due to the widespread negative effects for hiring organizations, and society at large, some countries have taken a deliberate stand to combat contract cheating through legislation.
- Click on the links to see some of the countries that have criminalized contract cheating.

RESOURCES OF INTEREST

- [Australian Law](#)
- [Irish Law](#) (pp. 20-21)
- [New Zealand Law](#)



FACT
10

Academic integrity is an academic quality standard

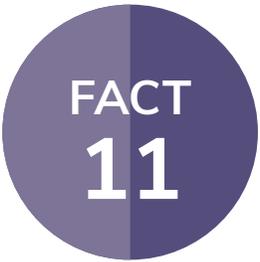
Some countries around the world have included academic integrity in their national quality educational standards—A few quality assurance and accreditation bodies are already taking action to alert providers to these dangers and requiring them to take action, for example, in UK and Australia

- Lack of academic integrity negatively impacts on academic quality and standards
- If schools, colleges and universities allow students to graduate who have benefited from contract cheating, then, in addition to unfairness and dangers to health and safety, the lack of professional skills in their graduates will damage their reputation as an education provider
- For all the reasons set out here and those covered earlier, it is incumbent on all Quality Assurance and Accreditation Bodies responsible for educational oversight to ensure that all educational institutions
 - have a serious approach and commitment to integrity in education and research
 - develop, implement and maintain robust policies and procedures for promoting academic integrity
 - develop, implement and maintain robust policies and procedures for detecting and correcting all forms of academic dishonesty
 - take all necessary steps to raise awareness about and discourage contract cheating, in all its forms

RESOURCES OF INTEREST

Quality Assurance Agency (QAA) UK. (2020). *Contracting to cheat in higher education. How to address essay mills and contract cheating* (2nd ed). Retrieved from <https://www.qaa.ac.uk/docs/qaa/guidance/contracting-to-cheat-in-higher-education-2nd-edition.pdf>

Tertiary Education Quality and Standards Agency (TEQSA). (2017). *Good Practice Note*. Retrieved from <https://www.teqsa.gov.au/latest-news/publications/good-practice-note-addressing-contract-cheating-safeguard-academic>



FACT
11

Mitigating contract cheating and other forms of academic dishonesty is important

“Rather than focusing solely on the responsibilities of individuals (whether those individuals are students or teachers), establishing a culture of integrity requires a holistic and multi-stakeholder approach which promotes integrity in every aspect of the academic enterprise” (Australian Government, 2017, p. 8).

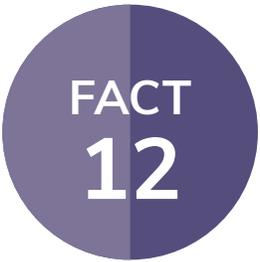
- Contract cheating and other forms of academic dishonesty can be managed and mitigated through a unified and multi-pronged approach within organizations
- There are evidence-informed practices that can support building cultures that value academic integrity across all members of the learning community including leaders, students, faculty, staff, and external stakeholders.

RESOURCES OF INTEREST

International Network for Quality Assurance Agencies in Higher Education (INQAAHE) & Tertiary Education Quality and Standards Agency (TEQSA). (2020). Toolkit to support quality assurance agencies to address academic integrity and contract cheating. Retrieved from <https://www.teqsa.gov.au/sites/default/files/inqaah-teqsa-qbbg-academic-integrity-toolkit-v1-0.pdf?v=1594958272> (pp 9-37).

Quality Assurance Agency (QAA) UK. (2020). *Contracting to cheat in higher education. How to address essay mills and contract cheating* (2nd ed). Retrieved from <https://www.qaa.ac.uk/docs/qaa/guidance/contracting-to-cheat-in-higher-education-2nd-edition.pdf> (pp. 21-33).

Tertiary Education Quality and Standards Agency (TEQSA). (2017). *Good Practice Note*. Retrieved from <https://www.teqsa.gov.au/latest-news/publications/good-practice-note-addressing-contract-cheating-safeguard-academic> (pp. 6-30)



FACT
12

It's ok to get someone else to do my work—is a value that is being taught to children at a very young age

“...[when schools set] assessments that... expect parents to help followed by students then presenting the project as their own [in classrooms], the message is dangerous as it actually says it is ok to have someone else do an assessment for a student...” (Khan & Mulani, 2020, p. 48)

- Children learn at a young age what is acceptable and what is not. When they see their parents, siblings, and others around them completing their projects and then asking them to take credit, they learn that this is an acceptable practice in completing assessments.
- Some parents go beyond their own capacity to ask stationery shops to make science projects and models for their children, because they no longer have time as dual-working parents. This further teaches the child that it is now acceptable to pay someone to get an assessment completed.
- Most projects completed by parents are easily identifiable and most often appreciated and recognized as good projects by teachers and other parents, reinforcing the message
- While high schools and tertiary education institutions fight contract cheating, the seeds of this practice begin much earlier in a child's life, as the below research highlights

RESOURCES OF INTEREST

Khan, Z.R. & Mulani, V. (2020). *Contract cheating values in school assessments – what values are we really teaching our young students?* Proceedings of 6th International Conference Plagiarism Across Europe and Beyond 2020, European Network for Academic Integrity. April 17 - 19 2020. Pp 47 – 49. University of Wollongong in Dubai. Dubai. UAE. Retrieved from <http://academicintegrity.eu/conference/wp-content/uploads/2020/09/Abstract-Book.pdf>

Khan, Z. R. (2019). *The desert diorama dilemma*. International Centre for Academic Integrity. Retrieved from <https://www.academicintegrity.org/fairness/the-desert-diorama-dilemma/>

Cullen, C. (2019). *Growing with your students: Integrity as an issue for primary schools*. International Centre for Academic Integrity. Retrieved from <https://www.academicintegrity.org/respect/growing-with-your-students-integrity-as-an-issue-for-primary-schools/>

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Don't forget to register your organization for the IDoA by clicking on the following link
[Register for IDoA](#)

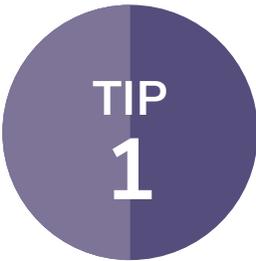
Tips to Prepare for your Organizations Participation

Here are some tips to consider as you plan your activities around the International Centre for Academic Integrity's IDoA Against Contract Cheating. If you want more information about one or more of the tips just click on the link. Choose the tips that make sense to you and your organization. Please check the ICAI website **Initiatives** heading for regular updates leading up to the IDoA (IDoA against Contract Cheating).

- 1 Enlist volunteers across your organization and in your communities to help with the planning and execution of the events for the IDoA.
www.academicintegrity.org/idoa-tip-1
- 2 Align your Initiatives with the ICAI Aims and Objectives for the IDoA, the ICAI Fundamental Values of Academic Integrity, and Your Organization's Values. www.academicintegrity.org/idoa-tip-2
- 3 Engage your students. www.academicintegrity.org/idoa-tip-3
- 4 Communicate with your internal and external communities.
www.academicintegrity.org/idoa-tip-4
- 5 Engage with the global community through the ICAI events.
www.academicintegrity.org/idoa-tip-5

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Enlist volunteers across your organization and in your communities to help with the planning and operationalization of the events for the IDoA

Organize a planning group that can help with the IDoA at your organization

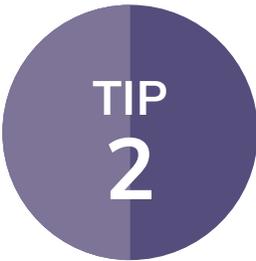
- Try including student groups, faculty, staff, and leadership
- Choose a person(s) to lead (co-lead) the group and manage meetings (setting times, goals for meetings, keeping notes, communicating to team members)
- Be consistent with messages as you engage various groups within your organization—help them understand why it is important to speak up and out about contract cheating (e.g. use the ICAI fact sheet, provide a clear definition of contract cheating, keep your messages positive)
- Keep notes from your meetings with clear action items and a responsible person(s) for each item – make sure your meetings are circulated to everyone on the group [this helps group members see progress and feel excited about the work you are doing]

Consider what you can do for the IDoA in your organization (will it be part of a week of activities or will you be doing something on the day of action)

- Have group members take on specific work to help get activities going
- One event can be as good as many events so believe in what you are doing – be realistic for your organization and understand that COVID-19 has created challenges and worries to each of us personally
- If you are doing the IDoA as part of a series of other days or activities consider having something as a ‘showstopper’ that clearly highlights contract cheating
- Consider the uniqueness of your organization and work to your organization’s strengths – see how this event aligns with your organization’s mission/values/ philosophy
- Advertise the event(s) through established systems in your organization (e.g. school publications, regular newsletters, your main web page, social media platforms)
- Think about your budget – if there is little or no money to run an activity then think about donations in kind (e.g. is there someone who can draw, write, manage the social media etc.)

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Align your Initiatives with the ICAI Aims and Objectives for the IDoA, the ICAI Fundamental Values of Academic Integrity, and Your Organization's Values

A day of action is intended to mobilize people toward a common cause. The **International Day of Action (IDoA) against Contract Cheating** aims to mobilize people in academic communities, along with interested stakeholders around the world to unite against acts of dishonesty contextualized through contract cheating. Contract cheating is deliberate dishonesty where students outsource their academic work.

Such acts reduce academic work to transactions. Contract cheating occurs through commercial for-profit sites and student acquaintances like “1) essay writing services; (2) friends, family, and other students; (3) private tutors; (4) copyediting services; (5) agency websites; and (6) reverse classifieds” (Lancaster & Clarke, 2016, p.639). Homework and tutoring sites are now included in the host of commercial for-profit sites that assume contracts with students to complete academic work. These sites are also working to engage students' help, often nefariously, to build their databases with class lecture notes, slide decks, and other course materials.

There is no doubt that there are great costs associated with acts of contract cheating that threaten: the learning and safety of students; reputation of organizations and the quality of the degrees, diplomas, and certificates they grant; safety and wellness of those who hire our graduates or receive care and service from our graduates; members of the public who require and expect ethically sound graduates to contribute and support a just and thriving global community.

As you plan your IDoA activity(ies) on October 21/2020 [or if you plan to include the IDoA within a week long or month long academic integrity effort in your organization] take a look at the overall *Aims & Objectives* established by the ICAI—Subcommittee Planning for International IDoA Planning Members [IDoA Planning Committee Members](#). Look for ways to connect your activities with the established aims and objectives for the IDoA 2020 [IDoA 2020 Aims & Objectives](#) as well as the fundamental values of academic integrity that have been described through the ICAI Fundamental Values of Academic Integrity document [ICAI Fundamental Values of Academic Integrity](#).

In our efforts to support a unified voice it is important to remember and celebrate the uniqueness of your organizations while at the same time sharing our similar messages and commitments to delivering education that is grounded in quality and integrity. See if you can make connections with your own organization's values to capture the linkages between the IDoA and your institution.

This is important work we do and our united approach to speaking up and out against contract cheating is a positive opportunity to have an impact around the world. Check the ICAI site to learn more about the IDoA <https://www.academicintegrity.org/day-against-contract-cheating/>

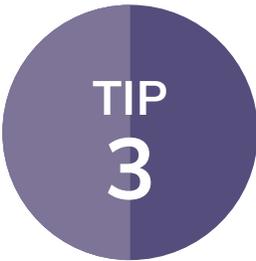
Good luck with your Day of Action

REFERENCE

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International Day of Action Against Contract Cheating

October 21, 2020



Engage your students

Students are one group that should be the focus for the **International Day of Action (IDoA)** against Contract Cheating. Students are also a big part of the equation to the success of your organization's (IDoA) efforts. The overall IDoA goals are to speak up and out against contract cheating, as well as raise awareness to the topic of contract cheating. In addition, six overarching aims and objectives were created for the 5th annual 2020 IDoA that can be found at the following link <https://www.academicintegrity.org/day-against-contract-cheating/>

Students participate in contract cheating for a variety of reasons. Students who struggle with time management or are disengaged with a course or particular assignment are more likely to outsource their work (Amigud & Lancaster, 2019). The reasons for contract cheating fall into five categories:

1. academic aptitude
2. perseverance
3. personal issues
4. competing objectives
5. self-discipline (Amigud & Lancaster, 2019).

We know, “students who had high self-control were found to be unlikely to engage in contract cheating, even when the opportunity was available to them. Conversely, students with low self-control, who reported not engaging in contract cheating when the opportunity was not present, may do so if the opportunity was available” (Rundle, Curtis, & Clare, 2019, p. 9).

Misalignment between faculty/teachers' expectations for integrity and students understanding of those expectations increases the risk for students to engage in acts of dishonesty (Glendinning, 2016).

For more information about students and contract cheating with a specific focus on some recommended education and support for students—please take a look at pages 12-17 in the QAA-UK document titled Contracting to Cheat in Higher Education (2nd ed.)

[QAA Document](#)

Ideas to Engage Students

- **Email/Contact Students**– get students on board in a collaborative manner well in advance [student government – student societies, student clubs]
- Tell them about the international ICAI IDoA **Student Steering Group** and how students have been involved at the planning stages [Meet the ICAI IDoA Student Steering Group](#)
- Strike up a **student steering committee** that can help you plan and decide on the focus for the day [activities/themes/strategies to reach students across your organization]
- Consider if you want to promote a particular **theme** (ICAI theme is #myownwork #excelwithintegrity – think about how does it fit within your organization & how will it be interesting for students to encourage their participation– personalize it to your organization—be sensitive to your organizational members' needs)
- Use social media to post stories or opinions about contract cheating and encourage students to post these on their social media accounts (remember to use this year's ICAI hashtags #myownwork #excelwithintegrity)
- Encourage students to follow the ICAI student social media efforts through
- Instagram @academicintegritymatters
- Twitter <https://twitter.com/TweetCAI>
- Facebook <https://www.facebook.com/AcademicIntegrity>
- Access your organization's **online methods for communication** to students to send messages about the day and opportunities for activities throughout the day

- Consider entering the ICAI student creative contest (information available under the **Initiatives** Tab on the main ICAI webpage <https://www.academicintegrity.org/>)
- Organize **student contests** within your organization
- Plan for a **speaker or panel discussion** with virtual live feed presentations (encourage an all student panel)
- Join sessions of the live feed that will be broadcast through the ICAI Zoom account and Facebook live over 20 hours on October 21/2020 titled ~ **Twenty Live in 20 — Global Conversations about Contract Cheating** [information on the live feed event will be posted on the ICAI site with a full schedule of topics closer to the event]
- Engage departments within your organization that will support students with their integrity to be part of the day through presentations and activities (e.g. libraries/ writing centres/ tutor services)
- Create games to increase student knowledge and engage students in discussions around plagiarism and contract cheating (consider using interactive online tools that help you create these games i.e. Kahoot or the quiz feature on Instagram) – common facts about contract cheating can be found on the ICAI website under the **Initiatives** Tab on the main ICAI webpage <https://www.academicintegrity.org/>
- Some examples of games include the Defeat the Cheat Game and imagine how you might translate this to a virtual game
- GSM London Defeat the Cheat Game: a board game which can be downloaded (assets are available at link under a Creative Commons license)
- Spin the Wheel game: students guess at particular outcomes if someone violates academic integrity code of conduct
- One other resource that may provide ideas on how to engage and educate students can be found at the following link Turnitin Session
- For more student engagement ideas look to already published toolkits that can be accessed here
- ICAI Institutional Toolkit (pp. 7-9) [Contract Cheating Toolkit](#)
- TEQSA Academic Integrity Toolkit website <https://www.teqsa.gov.au/toolkit>

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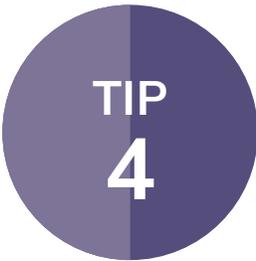
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International Day of Action Against Contract Cheating

October 21, 2020



Communicate with your internal and external communities

The success of the IDoA at your organization will depend largely on clear, consistent communication with all stakeholders.

Tips for Internal Communication

- Find out how internal members of your organization get their information and look to access those different communication outlets (e.g. regular newsletters, organizational publications, websites, emails, organizational media accounts, organizational TV channels or live feed options)
- Create clear messages that include a definition of contract cheating, explanation of the day, and description of the activities that will occur at your organizations (look at the aims and objectives for 2020's IDoA on the ICAI website [Aims & Objectives IDoA](#))
- [take a look at the Contract Cheating Facts document located on the ICAI website <https://www.academicintegrity.org/day-against-contract-cheating/>]
- Tailor your messages for the specific audiences you are targeting (e.g. students/faculty & staff/ organizational leaders, alumni)
- Engage your students [See Tip #3 for more information]
- If you are doing activities within your organization engage important departments to have booths or activities that are interactive with giveaways that invite enthusiasm and interest in learning more about contract cheating

- Send reminder messages to keep the enthusiasm growing up to the IDoA at regular intervals
- Publicize events
- Post images that represent the message [or use the ICAI IDoA image below], include ICAI hashtags to get the social media world buzzing [#myownwork #excelwithintegrity]



Tips for External Communication

- Work with your marketing or communications department to help you engage external partners
- Find out common ways that external partners and the public get information about your organization
- Engage your alumni through available communication (e.g. newsletters, social media, emails)
- Post messages on your website and through your organization’s social media platforms
- Have contact people for the public who understand contract cheating and are able to field questions with their contact information available to access
- Consider organizing a panel discussion with internal and external stakeholders that can be held in person or online with live feed and the capacity to be recorded and posted for viewing later – enlist a moderator who is skilled at moderating and has knowledge about the subject of contract cheating
- Publicize events
- Consider accessing the press to engage the public in the conversation [an example of a press release can be found on the ICAI website <https://www.academicintegrity.org/day-against-contract-cheating/>]

International Day of Action Against Contract Cheating

October 21, 2020



Engage with the global community through the ICAI events

This is the 5th International Day of Action (IDoA) against Contract Cheating hosted by the International Centre for Academic Integrity (ICAI). The main purpose of the day is to speak up and out against contract cheating. [The ICAI IDoA planning committee ICAI IDoA Planning Committee Members](#) described six specific aims and objectives for 2020 [Aims & Objectives for the IDoA 2020](#)

Take full advantage of all the resources posted on the ICAI webpage to organize your organization's day of action <https://www.academicintegrity.org/day-against-contract-cheating/>. Resources and information will be uploaded to the site on a regular basis.

One new live stream initiative for the IDoA against Contract Cheating entitled, **Twenty Live in 20 — Global Conversations about Contract Cheating**, is scheduled for October 21st. The event will host 20 hours of live feed devoted to sessions from around the world where academics, experts, students, and stakeholders will join in a variety of conversations about the issue of contract cheating in real time.

The goals for this live feed are to inspire, inform, and engage our various audiences so that we unite as a global community to speak up and out against contract cheating.

A full schedule of the events with titles, name of speaker(s), and log in information will be posted on the ICAI website closer to the day. All sessions will be recorded and archived to the ICAI website. Sessions will run through the ICAI Zoom account and through Facebook Live Feed.

Join our social media presence leading up to and on the IDoA. Post what your organization is doing or personal comments and opinions. We ask that you use the official hashtags for this year #myownwork #excelwithintegrity so that we can increase the social media conversation and engage people around the world on the topic. This year, our ICAI IDoA student steering committee [ICAI IDoA Student Steering Committee](#) took the lead with a strong social media campaign. We ask that you follow the ICAI social media platforms at:

- Instagram @academicintegritymatters
- Twitter <https://twitter.com/TweetCAI>
- Facebook <https://www.facebook.com/AcademicIntegrity>

Here is to a great IDoA October 21/2020.

