

□ yes

□no

Running Case Study 14

Measurement and scales

Rebecca has looked at various studies and how they measure cheating in exams. So far she has collected the following measurement instruments:

| Q | uestions she found from a dissertation at Lake University |
|---|--|
| 1 | Have you cheated in an exam during the last 12 months? ☐ never ☐ once ☐ twice ☐ three or more times |
| 2 | Cheating in exams is unfair with respect to fellow students. ☐ fully disagree ☐ partly disagree ☐ neutral ☐ partly agree ☐ fully agree |
| 3 | Cheating in exams is acceptable if study pressure is very high. ☐ fully disagree ☐ partly disagree ☐ neutral ☐ partly agree ☐ fully agree |
| 4 | Cheating in exams is acceptable if the exam is very difficult. ☐ fully disagree ☐ partly disagree ☐ neutral ☐ partly agree ☐ fully agree |
| 5 | Cheating in exams is acceptable if the lecturer has been bad. ☐ fully disagree ☐ partly disagree ☐ neutral ☐ partly agree ☐ fully agree |
| 6 | The university should introduce and enforce tougher sanctions if cheating in an exam is discovered. \Box fully disagree \Box partly disagree \Box neutral \Box partly agree \Box fully agree |
| | ebecca also discovered a site on the Internet where students discussed different methods to cheat on an am. She used questions from this Internet site and developed the following set of questions. |
| 1 | How could one cheat on an exam? Please describe the best method that you know. |
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| | |
| 2 | Have you used this method in the last 12 months? ☐ yes ☐ no |
| 3 | Have you used other methods to cheat in the last two months? |

| 4 | Below you find several | methods of cheating | on exams; please indicat | e their severity. |
|---|------------------------|---------------------|--------------------------|-------------------|
|---|------------------------|---------------------|--------------------------|-------------------|

| | No cheating | A little bit cheating | A bit cheating | Cheating | Strong cheating |
|---|----------------|--------------------------|-------------------|----------|--------------------|
| Copying from your neighbour | | | | | |
| Whispering with your neighbour | | | | | |
| Preparing and using a crib sheet | | | | | |
| Asking a friend who has good marks to take the exam in your place | | | | | |
| Secretly sending an SMS to a friend who looks up answer and replies | | | | | |
| Other (please describe) | | | | | |

| socially desirable answers. That gave her the idea to ask the following questions. |
|--|
| Many students at this university cheat in their exams. □ fully disagree □ partly disagree □ neutral □ partly agree □ fully agree |
| I have heard from others that they cheated during an exam. □ never □ once □ incidental □ sometimes □ often |
| Many students think that cheating in exams is acceptable. □ fully disagree □ partly disagree □ neutral □ partly agree □ fully agree |
| 4 I can understand that students cheat if the exam is unfair. ☐ fully disagree ☐ partly disagree ☐ neutral ☐ partly agree ☐ fully agree |
| At the end of the questionnaire, Rebecca wanted to ask the following question: |
| Have you ever cheated in an exam? |
| □ yes □ no |
| If you answered yes, can you please describe the situation and why you cheated? |
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| Discuss the different options to measure cheating in exams in terms of reliability and validity. |
| 2 What do you think about Rebecca's scale to measure students' ethics? |

Is the proposed open question at the end useful?